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Anderson, Helen/Harvest sequel : a study



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HARVEST SEQUEL

A study of 1,775 students
who entered El Paso
Community College
in the fall of 1973

Answers to a
questionnaire



Pikes Peak Community College
Colorado Springs, Colorado

HARVEST SEQUEL

A study of the class which entered El Paso Community
College in 1973 based on their answers to a
questionnaire in 1977

by

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November, 1978

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Data on 1,775 students who entered in 1973

HARVEST – SEQUEL

Purpose

This report is a follow-up to the study *Harvest* which analyzed the experiences of the entering class of 1973 as they attended PPCC over the next three years. This sequel conducted four years after initial entry follows those students to determine how their attendance at PPCC affected their lives.

The study asks the questions:

1. What were the students' goals and how well did the college meet them?
2. How did occupational courses prepare the student?
3. How did college transfer courses prepare the student?
4. Were there differences in student goals, achievement and satisfaction between those who earned 5 or fewer total credits (Group A), those who earned 6-30 hours (Group B), those who earned 31-60 total credits (Group C), those who earned 61-90 (Group D), and those who earned over 90 credits (Group E)?
5. Were there differences in satisfaction with progress between those who earned most of their credits in occupational courses, and in those who earned most of their credits in college transfer courses?

Questionnaire Sample

A total of 481 of the 1775 in the original *Harvest* were reached either by mail or by phone for answers to the questionnaire. When only 175 had been received in the mail two weeks after they were sent (over 300 had been returned as undeliverable), the researcher began a telephone follow-up on the entire sample. It was determined that a random sample would not provide an adequate group because so many of the subjects could not be found. The final number contacted (481) was the total that could be reached either by mail or by phone after a minimum of three attempts (one day, one night, and one weekend).

The final sample does not match the entire group in many ways. Those who answered the questionnaire were older; they took more hours at PPCC; and they passed a higher percentage of the hours that they took here. Therefore, the results of this survey cannot be generalized to the entire group of all beginning students in the fall of 1973. The survey can only be interpreted as indicative of the sample itself.

	Sample	All beginning students fall, 1973 *
Skill credits earned	3.70	2.92
Skill credits not earned		
100-200 level	1.12	1.25
College Transfer credits		
100-200 level	10.85	7.42
Occupational credits	32.43	19.98
100-200 credits not earned	6.30	7.17
Total credits earned	46.55	30.32
Total credits not earned	7.43	8.42
Percent success	88.00	79.00
Average age	34.60	31.60

* These statistics differ from the original *Harvest* because a fourth year was added to the original statistics (See appendix).

Methods used

The follow-up was conducted in the Public Information Office of PPCC as it could be fitted into the work schedule. As a result, it took an excessively long time (sixteen months) to finish. Drs. Michael and Roslyn Grady, professional researchers, were hired as consultants to oversee the design, to compute chi squares, determine degrees of significance and assist in the final interpretations.

Two work study students, Dennis Kurumada and Betty Guest, and Information Office Secretary, Sharon Burt, were trained as telephone interviewers. They found students willing to answer questions by phone even though they had apparently chosen not to return the questionnaire in the mail.

Lee Athearn of the PPCC computer center coordinated the retrieval of data, supervised the addition to the computer system of an item analysis program, and in other ways assisted in this project. The project was fitted in to the regular work load which meant that sometimes weeks were required to obtain the information. The original *Harvest* was coded on one set of cards and the questionnaire on another which provided problems in obtaining all the information needed. Data from the original *Harvest*, such as sex, vet, non-vet, degrees obtained, etc., were not retrieved by groups according to number of hours taken. It could be done if the end results would be worth the time it would take to prepare the program. At this point the researcher feels it would not be.

The information from the original *Harvest* provided the number of hours each student in this follow-up study took so that the groups could be established according to hours. The transcript information was updated with the addition of hours taken the year after the original study. As a result, the groupings of hours taken reflect the number of hours taken over a four year period instead of three years, the time frame for the original study.

SUMMARY

Students have various reasons for coming to PPCC; the most significant reason is to improve existing skills. The second major reason is to prepare for a new job, and the third reason is to earn credits for transfer. Few students said that their major objective was to earn a degree or certificate. However, more than half felt that an associate degree would be needed to meet their main objective. Only 8.7% of the students who entered in the fall of 1973 had earned an associate degree four years after they first enrolled.

It appears that many students left PPCC before they completed the number of courses they needed to meet their main objective. The majority felt that significant progress had been made toward meeting objectives. However, even in the group which earned over 90 hours, less than half reported that they met their objective fully. Thirty-one percent of the students earning over 90 hours received their associate degrees.

Why did so many leave before reaching their objectives? The answers were diverse. Those answering the questionnaire gave personal reasons, transfer to another college and conflicting job hours (which included getting a job) as the main reasons. Change of residence was another obvious reason. Few of those who left the community returned the questionnaires, but the number of questionnaires which were returned as undeliverable and the number of persons who could not be reached by the telephone interviewers were so numerous as to suggest that leaving the community may have been the single most important reason students did not return to PPCC.

The majority of reports from former students concerning their feelings toward PPCC were positive. The relationships formed with instructors and fellow students were satisfying. It appears that students felt significantly better off for

having attended PPCC. Their appraisals of their educational, vocational, personal, intellectual and social growth were enthusiastic in most cases.

It appears that in every group, (even those earning over 90 hours) there were a large number who would have benefited from remaining at PPCC until they finished a program.

There is some evidence that a large number of those who took one course came to PPCC to take only one course.

Therefore, the researcher concludes that retention of students. . . both those in preparatory or upgrading occupational programs and those in transfer programs should be a high priority of the college. I call your special attention to Group C, the group which earned from 31-60 hours, there appears to be less goal achievement in this than in any group. The college should determine why students who have invested time enough to earn approximately one half the credits needed for a degree stop short of their goal and why such a large number transfer to another college before they have completed the lower division work.

CONCLUSIONS:

While the information gathered for this study is inadequate in many respects the researcher feels that some valid conclusions can be drawn.

1. Retention of students, especially those who have earned 30 to 60 hours should be a high priority for PPCC in the future.
2. The college should continue to serve students who need just one or two classes to improve existing skills, for transfer, or for personal enrichment.
3. The college should study the reasons that many of those who have earned over 90 hours report they have not reached their goals. Improved initial counseling, program planning, and ongoing counseling should be utilized to solve this problem. (The college implemented an improved program planning form while this study was underway.)
4. PPCC students are primarily interested in occupational programs, however, many are also interested in transferring their occupational PPCC credits to four year colleges. A great deal of work needs to be done in the area of articulation of all PPCC credits with four year colleges.

Report on Student Answers to the Questionnaire

Student's objectives

A major difference in objective was identified by students who earned only five or fewer hours of credit and those who earned over 90 (the number needed for an associate degree). A total of 66% of Group A (5 or fewer hours) listed improving existing skills as the major reason for enrolling while only 18% of Group E (over 90 hours) gave that reason. A total of 55% of Group A listed selected courses as needed to meet their objectives whereas

only 13% of Group E listed that answer. Only 10% of Group A needed a two-year program to meet their objectives where 82% of Group E sought an associate degree. It's not surprising that a much larger percentage of those earning over 60 hours state that their objectives were either more-than-half or fully met than those who took five or fewer hours. It is surprising that over half of those who took five or fewer hours either accomplished their objectives fully or more-than-half. This response indicates that most of the students in the sample who took only a few courses got what they came for.

TABLE I

STUDENTS' MAIN OBJECTIVE	A 67	B 154	C 74	D 52	E 134
No Answer	1 - 1%	0	0	1 - 2%	0
Improve Existing Skills	44 - 66%	60 - 39%	13 - 18%	13 - 25%	24 - 18%
Prepare for New Job	5 - 7%	22 - 14%	18 - 24%	8 - 15%	33 - 25%
Earn Credit for Transfer	0	20 - 13%	12 - 16%	10 - 19%	24 - 18%
Improve Basic Skills	4 - 6%	7 - 5%	2 - 3%	2 - 4%	4 - 3%
Self Improvement - Personal Interest	11 - 16%	29 - 19%	14 - 19%	10 - 19%	14 - 10%
Earn Associate Degree GS	1 - 1%	3 - 2%	3 - 4%	1 - 2%	5 - 4%
Earn Associate Degree OS	1 - 1%	11 - 7%	9 - 12%	7 - 13%	29 - 22%
Earn Certificate OS	0	2 - 1%	3 - 4%	0	1 - 1%

A= 5 or fewer credit hours
B= 6 - 30 credit hours
C= 31 - 60 credit hours

D= 61 - 90 hours
E= Over 90 hours
N= Total subjects
in each group

How well has objective been met?

TABLE II

	A 67	B 154	C 74	D 52	E 134
No answer	8 - 12%	3 - 2%	2 - 3%	1 - 2%	0
No progress	7 - 10%	18 - 12%	5 - 7%	5 - 10%	4 - 3%
Less than half	16 - 24%	47 - 31%	24 - 32%	10 - 19%	15 - 11%
More than half	10 - 15%	46 - 30%	33 - 45%	18 - 35%	59 - 44%
Fully	26 - 39%	40 - 26%	10 - 14%	18 - 35%	56 - 42%

How much was needed to complete objective?

TABLE III

	A 67	B 154	C 74	D 52	E 134
No answer	18 - 27%	10 - 6%	1 - 1%	2 - 4%	4 - 3%
Selected courses	37 - 55%	86 - 56%	27 - 36%	15 - 29%	17 - 13%
Less than one year	2 - 3%	4 - 3%	0	1 - 2%	0
One year	3 - 4%	6 - 4%	1 - 1%	2 - 4%	3 - 2%
2 year OS program	5 - 7%	37 - 24%	31 - 42%	24 - 46%	83 - 62%
2 year GS program	2 - 3%	11 - 7%	14 - 19%	8 - 15%	27 - 20%

Major courses prepare students well

More students were willing to answer questions about their major fields than about courses outside the major, (Tables IV and V). As expected, more of those in Groups C, D, and E reported that their courses prepared them well than did those in Groups A and B.

A total of 63% of Group A (those who took only one course) did not answer the question concerning courses outside the major, probably because the one course was in their major. Those whose only course was outside the major probably took either a developmental course or a support course in preparation to start in a major. The fact that the student did not take more than one course probably accounts for the fact that a high 36% found the course not at all helpful.

Major courses were rated high (well or very well) in from 60 to 76% in all groups whereas non-major courses were ranked high by 32% in Group A to 58% in Group E. Only the fact that more Group A students and fewer Group E students refused to answer the questions was statistically

significant to the .05 level. All other answers showed no significant differences between groups.

Differences in college transfer students and occupational students

The researchers divided the sample into two groups in order to analyze the answers to three questions to determine whether students were more or less satisfied with either the occupational offerings or the college transfer offerings of the college. The chi square tables are located in the appendix. The questions which were analyzed were: How well have your objectives been met? How well have courses in your major field prepared you? and How well have courses outside your major field prepared you? The answers to the questions showed no significant differences in the two groups.

Dr. Roslyn Grady who computed the chi squares concluded: "A finding of no significance is GOOD. It means that both groups feel equally satisfied and that PPCC is running quality programs in both areas."

How well have courses in major field prepared you?

TABLE IV

N*	A 52	B 149	C 72	D 51	E 132
Not at all	3 - 6%	12 - 8%	8 - 11%	3 - 6%	5 - 4%
Very little	5 - 10%	14 - 9%	3 - 4%	3 - 6%	8 - 6%
Somewhat	11 - 20%	35 - 23%	12 - 17%	10 - 20%	18 - 14%
Well	18 - 35%	41 - 28%	28 - 39%	22 - 43%	51 - 39%
Very well	15 - 29%	47 - 32%	21 - 29%	13 - 25%	50 - 38%

N**	A N=67	B N=154	C N=74	D N=52	E N=134
No answers	15 - 22%	5 - 3%	2 - 3%	1 - 2%	2 - 1%

How well have courses outside your major prepared you?

TABLE V

N*	A 25	B 103	C 59	D 45	E 120
Not at all	9 - 36%	19 - 18%	3 - 5%	4 - 9%	8 - 7%
Very little	2 - 8%	11 - 11%	8 - 13%	7 - 16%	15 - 12%
Somewhat	6 - 24%	27 - 26%	16 - 27%	11 - 24%	39 - 32%
Well	5 - 20%	32 - 31%	24 - 41%	11 - 24%	37 - 31%
Very well	3 - 12%	14 - 14%	8 - 14%	12 - 27%	21 - 18%

N**	A 67	B 154	C 74	D 52	E 134
No answers	42 - 63% of total Group A	51 - 33% of total Group B	15 - 20% of total Group C	7 - 13% of total Group D	14 - 10% of total Group E

A= 5 or fewer credit hours
 B= 6 - 30 credit hours
 C= 31 - 60 credit hours

D= 61 - 90 hours
 E= Over 90 hours

N* = Total who answered
 N** = Total group

Reasons for not re-enrolling

The best reason for not re-enrolling at PPCC from the college's point of view is the completion of courses. In only one group was that reason given by over 50% of those answering the question. As expected the group was Group E. Surprisingly 31% of those answering responded that they planned to re-enroll at PPCC. Answers were obtained from 81% of Group A, and 43% of those, the second highest percentage of any group, indicated that they had not re-enrolled because they had completed courses. More Group A (24%) than any other group listed personal reasons as the reason for not re-enrolling.

Group C (those earning 61-90 hours) looms as the least satisfactory group of any group. Only 20% felt that they had completed needed courses; another 20% transferred (prematurely by PPCC objectives) to another college and another 19% either got a job or had job hours which conflicted with classes. Thirty percent, second only to Group E, said they planned to re-enroll.

Change in veteran's regulations was given by 13% of Group E as the reason for not re-enrolling. This reason was given by very few of those in the other groups.

P
A
B
C
N
N

TABLE VI

N*	A 54	B 128	C 53	D 48	E 109
Completed courses	23 - 43%	43 - 34%	11 - 20%	19 - 40%	57 - 52%
Transportation	1 - 2%	2 - 2%	1 - 2%	1 - 2%	0 - 0%
Transferred to another college	4 - 7%	13 - 10%	11 - 20%	3 - 6%	3 - 3%
Conflicting job hours (or got a job)	5 - 9%	18 - 14%	10 - 19%	7 - 15%	9 - 8%
Family responsibilities	4 - 7%	15 - 12%	3 - 6%	3 - 6%	5 - 5%
Needed a break	0 - 0%	2 - 2%	4 - 8%	2 - 4%	3 - 3%
Financial reasons	1 - 2%	9 - 7%	4 - 8%	0 - 0%	3 - 3%
Change of residence	1 - 2%	4 - 3%	0 - 0%	1 - 2%	3 - 3%
Grade problems	0 - 0%	0 - 0%	1 - 2%	1 - 2%	1 - 1%
Dissatisfied with instruction	1 - 2%	3 - 2%	1 - 2%	0 - 0%	2 - 2%
Dissatisfied with content of courses	1 - 2%	4 - 3%	0 - 0%	2 - 4%	2 - 2%
Personal reasons	13 - 24%	14 - 11%	7 - 13%	6 - 12%	7 - 6%
Change in VA regulations	0 - 0%	1 - 1%	0 - 0%	3 - 6%	14 - 13%

N**	A 67	B 154	C 74	D 52	E 134
No answers	13 - 19%	26 - 17%	21 - 29%	4 - 8%	25 - 18%

Plans to re-enroll

TABLE VII

N*	A 59	B 146	C 66	D 49	E 128
Yes	4 - 7%	27 - 18%	20 - 30%	8 - 16%	40 - 31%
Not sure	23 - 39%	39 - 27%	18 - 27%	13 - 27%	19 - 15%
No	32 - 54%	80 - 55%	28 - 42%	28 - 57%	69 - 54%

N**	A 67	B 154	C 74	D 52	E 134
No answer	8 - 12%	8 - 5%	8 - 11%	3 - 6%	6 - 4%

A= 5 or fewer credit hours

D= 61 - 90 hours

B= 6 - 30 credit hours

E= Over 90 hours

C= 31 - 60 credit hours

N* = Total who answered

N** = Total group

Student growth

A number of questions were included in the questionnaire in an attempt to measure the unmeasurable. . . the student's personal, social, academic and

vocational growth. The answers indicate that the college is perceived positively by most of the students who answered these questions.

Educational growth (understanding of particular field of knowledge and preparation for future education)
TABLE VIII

N*	A 52	B 141	C 72	D 50	E 133
Poor	4 - 8%	4 - 3%	0 - 0%	0 - 0%	1 - 1%
Fair	4 - 8%	12 - 9%	4 - 6%	3 - 6%	4 - 3%
Average	9 - 17%	31 - 22%	11 - 15%	6 - 12%	28 - 21%
Good	26 - 50%	60 - 42%	34 - 47%	31 - 62%	60 - 45%
Excellent	9 - 17%	34 - 24%	23 - 32%	10 - 20%	40 - 30%
N**	A 67	B 154	C 74	D 52	E 134
No answer	15 - 22%	13 - 8%	2 - 3%	2 - 4%	1 - 1%

Vocational and professional growth (preparation for employment in a vocation or professional area)
TABLE IX

N*	A 53	B 128	C 69	D 47	E 126
Poor	4 - 8%	10 - 8%	4 - 6%	1 - 2%	8 - 6%
Fair	6 - 11%	12 - 9%	5 - 7%	6 - 13%	5 - 4%
Average	10 - 19%	24 - 19%	20 - 29%	10 - 21%	25 - 20%
Good	19 - 36%	50 - 39%	26 - 38%	21 - 45%	52 - 41%
Excellent	14 - 26%	32 - 25%	14 - 20%	9 - 19%	36 - 29%
N**	A 67	B 154	C 74	D 52	E 134
No answer	14 - 21%	26 - 17%	5 - 7%	5 - 10%	8 - 6%

A= 5 or fewer credit hours D= 90 hours
 B= 6 - 30 credit hours E= Over 90 hours
 C= 31 - 60 credit hours
 N* = Total who answered
 N**= Total group

Personal growth (your development of attitudes, values, and beliefs: your understanding of self)

TABLE X

N*	A 43	B 132	C 70	D 49	E 133
Poor	5 - 12%	9 - 7%	1 - 1%	0 - 0%	3 - 2%
Fair	2 - 4%	11 - 8%	4 - 6%	3 - 6%	11 - 8%
Average	14 - 33%	31 - 23%	16 - 23%	12 - 25%	30 - 23%
Good	17 - 40%	55 - 42%	25 - 36%	23 - 47%	52 - 39%
Excellent	5 - 11%	26 - 20%	24 - 34%	11 - 22%	37 - 28%
	A 67	B 154	C 74	D 52	E 134
N** No answer	24 - 36%	22 - 14%	4 - 5%	3 - 6%	1 - 1%

Intellectual growth (your ability to understand and use concepts and principles from several broad areas of learning)

TABLE XI

N*	A N=45	B N=132	C N=69	D N=51	E N=133
Poor	4 - 9%	7 - 5%	2 - 3%	1 - 2%	5 - 4%
Fair	4 - 9%	11 - 8%	6 - 9%	3 - 6%	7 - 5%
Average	10 - 22%	27 - 21%	9 - 13%	7 - 14%	25 - 19%
Good	22 - 49%	63 - 48%	34 - 49%	30 - 59%	63 - 47%
Excellent	5 - 11%	24 - 18%	18 - 26%	10 - 19%	33 - 25%
	A 67	B 154	C 74	D 52	E 134
N** No answer	22 - 33%	22 - 14%	5 - 7%	1 - 2%	1 - 1%

Social growth (your understanding of other people and their views; your experience in relating to others)

TABLE XII

N*	A N=42	B N=127	C N=70	D N=49	E N=132
Poor	4 - 10%	8 - 6%	2 - 3%	2 - 4%	2 - 2%
Fair	5 - 12%	19 - 15%	9 - 13%	2 - 4%	14 - 11%
Average	14 - 33%	24 - 19%	8 - 11%	11 - 23%	32 - 24%
Good	13 - 31%	46 - 36%	28 - 40%	24 - 49%	52 - 39%
Excellent	6 - 14%	30 - 24%	23 - 33%	10 - 20%	32 - 24%
	A 67	B 154	C 74	D 52	E 134
N** No answer	25 - 37%	27 - 18%	4 - 5%	3 - 6%	2 - 1%

N* = Total who answered

N** = Total group

	SE 314	SE 315	SE 316	SE 317	SE 318	SE 319
	SE 314	SE 315	SE 316	SE 317	SE 318	SE 319

APPENDIX I

Transfer students

Questionnaires were returned by 83 students who reported that they had transferred to another college. Of these, 73 answered some questions on transfer. Their answers as recorded here should be considered with caution. This section is particularly subject to error on the basis of self report which has not been verified with the receiving colleges.

It was clear to the interviewers that frequently students did not know the difference between courses which were intended to transfer and occupational courses. Therefore, problems with transfer as reported may or may not have been in the area in which

the student felt there was a problem. The fact that many students believe that courses which should have transferred did not does suggest that further study is needed in the transfer area to see if those opinions are based on fact. Also, the intent of the college in offering general studies specifically to transfer and occupational studies courses to meet needs of occupations rather than to transfer needs to be better communicated to students.

It also appears that both two year and four year colleges need to become more attuned to the needs of prospective and enrolled students . . . many of whom consider the two year occupational program a logical first step to a four year program. Students were angry when they experienced problems transferring.

N*	A 7	B 28	C 14	D 9	E 28
Transferred to another college	7	28	14	9	28
N*	A	B 28	C 14	D 9	E 28
Stopped attending other college		11 - 39%	7 - 50%	4 - 44%	11 - 39%

Transferred to what school

N*	A 4	B 19	C 15	D 7	E 27
UCCS	3 - 75%	8 - 42%	8 - 53%	0	12 - 44%
CU Boulder		3 - 16%	2 - 13%	0	1 - 4%
USC		3 - 16%	2 - 13%	1 - 14%	7 - 26%
UNC		1 - 5%	1 - 7%	3 - 43%	3 - 11%
CSU		1 - 5%	1 - 7%	2 - 29%	1 - 4%
Other 4 yr. in state	1 - 25%	2 - 10%	0	1 - 14%	1 - 4%
Other 2 yr. in state			0	0	0
Other 4 yr. out of state		1 - 5%	1 - 7%	0	1 - 4%
Other 2 yr. out of state			0	0	1 - 4%

Did general studies courses transfer?

N*	A N=1	B N=13	C N=12	D N=7	E N=24
None	1	3	3	0	2
A few		3	0	2	6
Most		3	5	3	7
All		4	4	3	9

A= 5 or fewer credit hours

D= 61 - 90 hours

B= 6 - 30 credit hours

E= Over 90 hours

C= 31 - 60 credit hours

N= Total who answered

N* = Total who answered

Did occupational courses transfer?

N*	A 0	B 7	C 5	D 4	E 21
None		2	1	0	4
A few		1	2	1	8
Most		2	1	1	5
All		2	1	2	4

Will you be delayed in graduating because of courses at PPCC which transferred as electives - not requirements?

N*	A 1	B 12	C 11	D 8	E 23
Yes		3	5	2	9
No	1	9	6	6	14

Did you expect some courses to transfer which did not?

N*	A 1	B 16	C 13	D 7	E 26
Yes		6	7	4	16
No	1	10	6	3	10

N* = Total who answered

Answers by occupational students

This section was near the end of the questionnaire. The majority of the sample chose not to answer. As a result the total number answering in some of the groups, particularly Groups A, C and D are very small. The information recorded cannot be considered reliable. It is recorded here for information only.

The researcher determined that the answers would make more sense if duplication was eliminated. In other words, if only one answer was accepted concerning whether or not the student got a job as a result of PPCC or whether or not the student got a promotion. Based on answers to the previous questions concerning whether the student's goal was to get a job or to get a promotion, the researcher accepted the answer which related to that goal in

cases where the student had checked an answer to both questions. She made exceptions only in a few

instances where the student had earned over 45 hours of credit and it seemed reasonable that both a first job and a promotion were received. In no instance did she accept a no to both questions. A no was recorded only as it related to the student goal, first job or promotion. This was the most difficult subjective decision made in analyzing the questionnaires.

With the exception of Group A, which throughout the questionnaire loomed as a unique group dominated by those who attended PPCC only for a single class, the feeling of success rose with the number of courses completed through 90. Beyond that point the report of jobs, promotion or personal growth remained the same or declined slightly.

Occupational students only

Obtained job because of PPCC classes

N*	A 18	B 53	C 23	D 24	E 76
Yes	4 - 22%	10 - 19%	9 - 39%	12 - 50%	36 - 47%
No	14 - 78%	43 - 81%	14 - 61%	12 - 50%	40 - 53%

N**	A 67	B 154	C 74	D 52	E 134
No answer	49 - 73%	101 - 66%	51 - 69%	28 - 54%	58 - 43%

Obtained promotion

N*	A 26	B 69	C 25	D 26	E 61
Yes	6 - 23%	20 - 29%	10 - 40 %	11 - 42%	24 - 39%
No	20 - 77%	49 - 71%	15 - 60%	15 - 58%	37 - 61%

N**	A 67	B 154	C 74	D 52	E 134
No answer	41 - 61%	85 - 55%	49 - 66%	26 - 50%	73 - 54%

N* = Total who answered

N**= Total group

Courses helped increase current job skills

N*	A 29	B 85	C 35	D 32	E 86
Yes	24 - 83%	59 - 69%	25 - 71%	23 - 72%	63 - 73%
No	5 - 17%	26 - 31%	10 - 29%	9 - 28%	23 - 27%

N**	A 67	B 154	C 74	D 52	E 134
No answer	38 - 57%	69 - 45%	39 - 53%	20 - 38%	48 - 36%

Courses useful apart from work

N*	A 28	B 84	C 36	D 33	E 85
Yes	12 - 43%	60 - 71%	29 - 80%	27 - 82%	67 - 79%
No	16 - 57%	24 - 29%	7 - 19%	6 - 18%	18 - 21%

N**	A 67	B 154	C 74	D 52	E 134
No answer	39 - 58%	70 - 45%	38 - 51%	19 - 37%	49 - 37%

A= 5 or fewer credit hours

B= 6 - 30 credit hours

C= 31 - 60 credit hours

D= 61 - 90 hours

E= Over 90 hours

N* = Number who answered

N**= Total sample

APPENDIX III
Comparison Between Occupational and College
Transfer Students

How well have objectives been met?

Group Response	College Transfers	Occupational Studies	Total
No answer	0 (1.6)	8 (6.4)	8
No progress	4 (5.1)	22 (20.9)	26
Less than half	20 (17.0)	67 (70.0)	87
More than half	33 (30.2)	122 (124.8)	155
Fully	24 (27.1)	115 (111.9)	139
Total	81	334	415

Group Response	College Transfers	Occupational Studies	Total X ²
No answer	1.600	0.400	2.000
No progress	0.240	0.060	0.300
Less than half	0.530	0.130	0.660
More than half	0.260	0.060	0.320
Fully	0.350	0.090	0.440
Column Total X ²	2.980	0.740	3.720

df=4
 $X^2 = 3.720$ Not significant
 For df of 4, P.05= 9.49 (Value needed for significance)

How well have courses in major field prepared you?

Group Response	College Transfers	Occupational Studies	Total X ²
No answer	4 (3.1)	12 (12.9)	16
Not at all	3 (3.5)	15 (14.5)	18
Very little	6 (5.3)	21 (21.7)	27
Somewhat	15 (13.9)	56 (57.1)	71
Well	26 (28.7)	121 (118.3)	147
Very well	27 (26.5)	109 (109.5)	136
Total	81	334	415

df=5

X² = 0.950 Not significant

For df of 5, P.05 = 11.07 (Value needed for significance)

Group Response	College Transfers	Occupational Studies	Total X ²
No answer	0.260	0.060	0.320
Not at all	0.070	0.020	0.090
Very little	0.090	0.020	0.110
Somewhat	0.090	0.020	0.110
Well	0.250	0.060	0.310
Very well	0.010	0.000	0.010
Column Total X ²	0.770	0.180	0.950

How well have courses outside your major field prepared you?

Group Response	College Transfer	Occupational Studies	Total
No answer	20 (20.1)	83 (82.9)	103
Not at all	3 (5.9)	27 (24.1)	30
Very little	6 (7.0)	30 (29.0)	36
Somewhat	13 (18.0)	79 (74.0)	92
Well	25 (19.3)	74 (79.7)	99
Very well	14 (10.7)	41 (44.3)	55
Total	81	334	415

df=5

$X^2 = 7.04$ Not significant

For df of 5, $P.05 = 11.07$ (Value needed for significance)

Group Response	College Transfer	Occupational Studies	Total X^2
No answer	0.000	0.000	0.000
Not at all	1.430	0.350	1.780
Very little	0.140	0.030	0.170
Somewhat	1.390	0.340	1.730
Well	1.680	0.410	2.090
Very well	1.020	0.250	1.270
Column Total X^2	5.660	1.380	7.040

Comments

Transfer students

"I transferred because the occupational courses just weren't quite up to date as a four year college. Other than that, I think EPCC is fine."

"No problems - due to following courses prescribed in EPCC catalogue and not deviating with unnecessary courses I transferred with required courses and needed only electives to fulfill UNC requirements."

"I have my own 'Graphic Studio' in Manitou Springs. The instruction I want and need is not available in this area. I'm working very diligently with my associates for this knowledge."

"Transferring was easy."

"Any skills classes, except English, were not transferable. Some classes, except basic computer knowledge, were not considered requirements for psychology major at CSU, but were at EPCC"

"EPCC is a great college. Keep up the good work."

"EPCC gave me a chance to find out if business is the field I really want, since I have a BS in chemistry as an undergrad."

"Through experiences and knowledge gained thru occupational studies, I was able to apply in the present job. I moved from worker to plant general foreman, and have the responsibility of plant safety throughout."

"Liked EPCC better than UCCS. Classes were smaller and more individual attention. Students knew their instructors as people at the end of the term, which made for a good rapport and relaxed atmosphere."

"The instructors are very good in all phases of showing and explaining the right and proper way of welding and using the least amount of time to save money for the company and school."

"Transferred to Mile High Reporting School in Denver. Did not finish due to family responsibilities, but expect to return in Spring 1978."

"The present schedule of classes makes it very difficult for a part-time night student to enroll in more than one class per night. It seems that class schedules are geared for the benefit of the instructors and not the student. This is not following the community college concept."

"During my attendance, I did not feel the counseling was very good. The courses I took at EPCC did not fit into my major's core courses."

"My art courses were not credited at UCCS. As a 60 year old, I am uninterested in jobs or advancement."

"EPCC fulfills a very important and valuable requirement in Colorado Springs. Keep up the good work."

"You need more variety of courses and depth to reach a proficiency in many fields."

"When in high school, I transferred credits from your school to mine. This was a hassle, a lot of red tape and paperwork."

"EPCC should expand vocational and remedial courses and other occupational skills programs. Too many good 4-year schools."

"EPCC credits only transferred fully to UNC. CU and CSU would not accept all EPCC credits."

"UCCS only accepted part of my credits from EPCC. I feel that they should work together more because they are in the same town - and most people from EPCC do try to transfer to UCCS. I am now transferring to UNC because they will accept me as a junior. Also, I did not receive a diploma or certificate from EPCC to show that I completed my AA degree."

"Withdrew mid quarter for personal reasons. However, was quite favorably impressed with EPCC. Very good school - opinions of peers and acquaintances are high concerning EPCC"

"I feel that EPCC helped me reestablish goals and helped instill confidence in a student who was ready to give it all up. I feel that EPCC is a worthwhile institution."

"I think you have a fine program at EPCC, and have recommended EPCC to many of my friends who are unsure of their future. When transferring to CSU, I had some trouble with sending transcripts."

"Should inform students in freshman year what classes are transferable so that if plans are to transfer to a university (semester hours) wouldn't lose so many credits as I did."

"Due to the requirement to complete 50 quarter credit hours at USC, in the field of business, I repeated cost accounting and the governmental accounting course was not accepted. Also, since it was necessary to complete 10 hours in Economics (Personal Finance did not suffice) I repeated Economics I and II."

"UCCS is on the semester system & EPCC is on the quarter system, so my credits will not meet the full credit requirements at UCCS. Since both schools are in the same town, they should be consistent for easier transferring of credits."

"I felt the instructors at EPCC were very good. I could also pretty well fit my class hours around my work hours. I wish I had stayed at EPCC though-- was quite disappointed with UCCS instructors. Am recently married and plan to finish my degree sometime in the future, but in another state, for we move a great deal."

"Better to make sure you have some knowledge of the hard work, time and effort a 4 year institution requires before setting your goals on a 4 year degree. Sometimes a two year degree is enough, and sometimes a 4 year degree is now required!"

"My psychology credits transferred as lower division hours. The EPCC introductory course in psychology did not count as Intro. Psychology at UCCS. I had to repeat it. EPCC introductory psychology courses had no labs. Freshman courses that I took at EPCC are all the same as those recommended for UCCS freshman (English, math, biology, etc.) to fulfill the Humanities, Natural & Social Science requirements for a degree."

"Classes should be accredited completely and all classes should be of the quality that four year institutions will accept those credits. I wasted almost 60 credits by transferring to UCCS because they were not accepted by UCCS because of lack of quality in the instruction of those classes, and lack of information that was covered in the courses."

Occupational students

"UP DATE - Old science field interests for new job in conjunction with other technical work (after 25 year lapse) selected courses excellent. I hope the availability remains - an older community resident."

"I went to EPCC simply for self-improvement and personal interests. I was impressed with the courses and teachers."

"No benefits until I receive a 4 yr. degree."

"I have nothing good to say about EPCC. The veterans and EPCC really messed me up; I blame EPCC for the mess up."

"I received a great amount of knowledge from Mr. McMullian, my instructor. He really gets you prepared for a job."

"Being a C.C. graduate the courses were redundant. I don't feel the courses prepare the students to learn self expression or expand creativity, etc. Instructors were rather apathetic and failed to bring text learning into application. Lacks stimulation. Needs creativity from routine instruction."

"Your registration should be up-dated. It's unbelievable the way students have to run around to get registered. Your commercial arts class needs to be improved."

"Very poor scheduling of classes. I started in 1973 and will have my degree spring quarter of 1978. Should be two year program."

"I feel that the instruction I received was of a great caliber. The teachers were exceptional in their respective fields. I wish to commend these exceptional instructors - Mr. Littleton, Potts, George, McCarthy, and Miss Sumner in Math - really fine people."

"It got to be too much of a hassle to get the classes you wanted. You've got to stand in line for hours, and by that time, the courses I wanted were filled. The college is fine, but it's registration organization and getting into classes that I thought was handled badly."

"After I receive my degree, this could mean another promotion in my job, now and in the future."

"I enjoyed attending EPCC very much. Met some nice people and the instructors were very knowledgeable."

"To date I am working in a job related to my major. No dramatic results due to newness of position."

"A.S. in accounting should also include a requirement for 10-key by touch, as a prerequisite for graduation. In 2 years of looking-- I found this to be mine and other recent grads main handicap next to a lack of experience and the current job market."

"I attended only one quarter sponsored by my then employer, Western Forge Corp. I have since changed jobs and residence."

"The program I have completed was for self interest. MY occupation had been, and still is unrelated."

"EPCC has good equipment. Some good instructors. However their occupational courses are taught wrongly. Not enough theory. Practice does not make perfect. Courses not long enough in some areas."

"All courses were taught well. Instructors well versed in the courses they were instructing. Special recognition to Mr. Boisselle - one of your better instructors."

"I think that most programs at EPCC still need an in-depth professional attitude taken toward job preparation. Main dissatisfaction lies in the absence of a college atmosphere. I felt as if I could be in a vocational high school program, instead of a vocational college."

"Because of the courses I took at EPCC, I have been able to sell three articles to our church magazine. I would say EPCC has helped me tremendously."

"Very impressed."

"It helped to keep me brushed up with the electrician field, which is necessary nowadays with constantly changing codes and new equipment development."

"I completed everything needed for my job except the work experience (15 credit hours) Therefore I did not receive my associate degree because it seemed a waste of time & money to do so. I needed a job worse than the degree! Little effort was made by EPCC to find a job for me. It took me 3 months and \$240 thru an agency to get my present position."

"I was satisfied with my welding course and use it often in my job."

"EPCC needs to have some qualified instructors. Because of EPCC I have to pay V.A. \$2700.00. I'm going to write a book on how unfair EPCC instructors are."

"The 2 year degree program should be approved, because of the high need for welders in the locale."

"EPCC is very good. I recommend it to anyone planning to enroll in a college. I feel the instructors are qualified. In fact, I have a son enrolled at EPCC."

"All courses taken have helped in the job. Was very well put across and applies not only to a job but could apply in raising your own children. I also feel if every mother could take this course there would not be as much child abuse."

"EPCC helped me a lot. I have nothing but good things to say about EPCC, in fact I plan to enroll for winter quarter."

"Dissatisfied with V.A. Lots of hassle with waivers and made a mistake charging me with a payment - unjustified hassle. Satisfied with EPCC, but dissatisfied with the V.A."

"It is my belief that BUS 105 (Business Math) should not be a required course in the Food Management Field. Businesses employ accountants, Bookkeepers for all except the routine day to day records-keeping. Pertinent subjects should be substituted for Bus Math., also Personal Finance. All other subjects are excellent."

"I started out with occupational studies to help better my chances for promotion. I received a promotion & then decided to continue by education, at least to an associate degree in business."

"I am upset with the school. They advised me to take classes over and over, then I ended up paying the government money back."

"I didn't feel that EPCC and its people were concerned in the least with what I actually wanted. They were more interested in getting my tuition and shovelling me into remedial reading and math courses, which I didn't need. I wasn't allowed to take the courses I needed, wasn't allowed or offered to test for entrance into them, in spite of my experience. I wanted originally to train in auto mechanics and air conditioning. I was an aircraft mechanic and maintenance superintendent for 26 years, and felt I was qualified to take the courses, but instead I was put in classes I couldn't apply and didn't enjoy."

"I think EPCC should make their nursing program more applicable for the student!"

"Hassles with registration and getting the courses. Disenchanted. No cooperation from registrar, admissions. Finally I just quit."

"I really appreciated the quality of instructors and the content of the courses."

"You need more variety of courses and depth to reach a proficiency in many fields."

"At present I am an RA and took upholstery for my own personal use."

"Courses in special education were not available when I first enrolled, but the courses I took in child development were highly satisfactory."

"It's a good school and is effective for people who aren't especially ready for college."

"EPCC is a good vocational school & my teachers were excellent."

"I appreciated EPCC for having a program at North Jr. High, and at the AID bldg. in Dist. 11. This helped me a lot because I live so far north."

"The business math course was extremely educational."

"The course would have helped, if my instructor had not been prejudice. Nite class."

"When I enrolled in 1973 I had no major - that is to say I took general studies with no goal in mind. I will try to get into the child development program in Sept. 77."

"Well pleased with the courses I took at EPCC"

"I will be looking for a medical secretary job in Sept. and feel that the business dept. did an excellent job in their efforts to help me."

"My course was in conjunction with the American Institute of Banking."

"The classes taught by Mr. Graseoli helped me to make up my mind about a profession in the law enforcement field. I have gone on to become a certified peace officer. " LL Turner, Town Marshall - Green Mountain Falls.

"I enjoyed EPCC very much. My reason for enrolling at EPCC was to find out what kind of college it was. I have attended the Univ. of Kansas and graduated from CSU. At present, I have children enrolled at EPCC. I am very pleased with their instructors."

"The only course in which I was dissatisfied was a psychology course, primarily due to the instructor. The course consisted of in-class game playing unrelated to the course of study. After discussion with the instructor I dropped the course, as I felt it was not providing the least bit of useful knowledge of psychology."

"I wasn't able to complete my courses, but I feel EPCC certainly put me on the right track. If I could complete my courses I feel I would be able to accomplish my main objective."

"I'm still waiting for VA check. Would like to see more regular payments correspond with starting times. Not getting paid for fall quarter until December."

"Registration is a big hassle at EPCC. I was disappointed with that area."

"I feel EPCC is good for basic knowledge and is good preparation for a 4 yr. college."

"I spent almost a full quarter without text (machine theory) The book store didn't get them in time for winter quarter. Our instructor used an old text. This held me back in that particular area."

"Improve counseling dept. They weren't as helpful as they could have been and would have spent more time directing me in a positive direction. Instead I was left to guess and follow their less than satisfactory advice."

"I don't feel EPCC prepares students well in order to transfer to four year school."

"I feel that the counseling was not adequate."

"Instructors very proficient - helpful and thorough in their methods in courses I undertook (both selected & occupational)."

"Taking a programming course directly lead to a promotion to programmer at work."

"I thought the equipment was all a pile of junk, and the classes were far too easy due to the instructors lack of care."

"The only thing I can see that might have not been to our benefit in the profession of dentistry were some of the electives thruout the two year course. With the exception of anatomy & psychology, that time could have been allotted to more clinical experience in my opinion. Some of these areas were too rushed - but was better than none at all! I found my education at EPCC was beneficial, and have a wonderful job because of it."

"The courses I have taken over the years at EPCC did not properly prepare me for a job in the actual field in which I wished to go into. About both courses they were of personal use, but not of job use. (Secretarial - upholstery)."

"I enjoyed my oral communications class."

"My comment doesn't pertain to my courses. I object to the location of the new campus, and would never encourage anyone to attend EPCC. The campus location is too far for most students to consider it to be convenient."

"My instructor for broadcasting didn't seem to care if we learned anything or not. Upholstery instructor was very helpful, and I feel he is preparing me for a job."

"The carpentry construction course was very well presented, and provided a thorough knowledge of that occupation."

"I like EPCC, but I found it too far away."

"Most courses were very interesting and beneficial. I could use most to further my career except for the accounting courses which in my opinion and experience were poorly conducted and were of little value to the students. Instructors were of poor quality. One in particular did not know his subject matter and therefore utilized film strips to instruct the students. Suggest the administration re-evaluate all instructors in this field for professionalism and subject knowledge."

"Just having job skills is adequate, but not enough. Should have a course in human relations as it applies to the field of business with perhaps more emphasis put on building confidence in business/social relationships."

"I feel I am well prepared, but in my job I haven't been able to use my knowledge much as yet. I hope for some advancement later."

"The courses we were taking were not offered the spring quarter here in Pueblo. Also it would be wonderful if the program was broader. It should offer courses to prepare a person for different skills. We were preparing only for teacher aides."

"I did not feel there was extensive enough preparation in medical secretarial in transcription and terminology. I have also looked for work for 5 years and been employed nine weeks total. I don't feel it was entirely due to inadequate course preparation."

"I was able to obtain a job through my sheet metal class. Mr. Wynne Riggis is a great instructor. Mr. ———— wasn't nice at all. I could have done a lot better if he had helped more in the classroom. He was always out of the classroom taking care of personal affairs."

"Dr. Godshaw and Virginia Nelson are really great instructors. EPCC is a very good college."

"One course I wanted to take was cabinet making. EPCC offers building construction but no cabinet making."

"I didn't return to EPCC because the college discontinued the class I was most interested in (FCC Broadcasting.)"

"Transferred to UCCS for a quarter. Dissatisfied and EPCC offered better VA benefits. Took automotive & body, and thought they were poorly handled. Disagreement with instructor-treated unfairly."

"Since I only took two courses, I don't feel that this questionnaire applies to me. However, the courses I took were well taught, and I enjoyed them."

"The police science program is excellent - but since I was in police administration, the entire program would not have served my needs. An interdisciplinary program would be helpful. Police administration & Mgt. and Intro to law enforcement were most helpful. I will return to EPCC if I move back to the C.S. area."

"In 1973 I worked for the City Utilities as a field representative. I took courses in electric distribution, but later went into a sales position unrelated to electric or utilities. I currently am taking classes in welding which seem beneficial."

"My training was very complete and prepared me in every way to start working in a dental office. The follow-up training for expanded duty auxiliary given in the evenings was helpful also."

"Auto body courses need to be organized and concentrated more. This area is understaffed way too much. More class preparation and increased staff would greatly improve this program."

"The courses will help me in life, and will help me with people on the job and people in my life."

"Completely out of touch with actual job practices & procedures. Instructors were either too "war story" oriented or not motivated at all. (Police science)"

"I was fully prepared and confident of doing more than was expected of me due to the excellent teaching methods used by your professor in the teacher aid program."

"I was dissatisfied with one algebra instructor. Wally was his name (don't remember last name) He refused to help me in classroom. He wanted to contact him for private tutoring so he could get money from VA. I wasn't in need of a private tutor, only needed questions answered in class room. Took business math from Mr. Freeman. His attitude and method of instruction were excellent."

"The course I took was excellent - instructor also good."

"I have attended other schools, and EPCC is nothing more than a high school."

"I was very pleased with the instructors and counselors at EPCC"

"The quality of typing tests should be improved with special emphasis on typing numbers. There should be timed writing of only numbers so students will learn completely & confidently how to type numbers by touch. The lack of this emphasis has affected my ability regarding my job."

"I didn't complete a full semester at EPCC. Reason - I was not satisfied with the way the class was taught and some of the rules and regulations seemed strange. (Child Develop.)"

"I had 5 hrs. daily in carpentry classes in summer of '72 in Denver so carpentry classes at EPCC were at best duplication. Upholstery class was overcrowded. Also, I'm a college grad. shifting from white collar to blue collar career."

APPENDIX V
Questionnaire Used in Survey

El Paso Community College
2200 Bott Avenue
Colorado Springs CO 80904
July 10, 1977

Dear former student,

You are one of those who entered EPCC in the fall of 1973 who have already been the subject of an intensive study. The study was to determine what the groups' entering skills were...whether or not they took remedial courses...and how they did in all their courses. The information was compiled and analyzed and the findings which were published in a book called "Harvest" have been very important to the college. The information was gathered without student names and none of the findings have or will go into any student's file.

It is very important to us that you take a few minutes and fill out this questionnaire. Your answers will help us better meet the needs of our present and future students. Mail it in the enclosed envelope. We pay the postage. That's all there is to it. All information remains confidential.

Please do it now before you forget.

Donald W. McInnis
President

-
1. My objective in attending EPCC was: (Please rank from 1 - how many items apply to you. 1=most important reason; 2=second most important reason, etc.)
 - a. —Improvement of existing job skills
 - b. —Preparation for a new job to be obtained
 - c. —To earn credit for transfer to a four-year college or university
 - d. —Improve your skills in basic English, reading, or mathematics
 - e. —For self-improvement or personal interest
 - f. —To earn a two-year associate degree in general studies
 - g. —To earn a two-year associate degree in occupational studies
 - h. —To earn a certificate in your EPCC program

 2. To what extent has your most important objective been completed?
 - a. —No progress
 - b. —Partially completed - less than half
 - c. —Partially completed - more than half
 - d. —Fully completed

 3. How much education is (or was) required to accomplish your most important objective at EPCC?
 - a. —Selected course (s)
 - b. —A certificate program of less than one year
 - c. —A one-year certificate program
 - d. —A two-year occupational program
 - e. —A two-year program in general studies

 4. To this date, how well have your courses in your major field at EPCC prepared you for your main objective? very well—well—somewhat—very little—not at all—
 5. How well have courses outside your major field at EPCC prepared you for your main objective? very well—well—somewhat—very little—not at all—
 6. a. Have you transferred to another college? Yes— No—
b. Do you plan to transfer in the future? Yes— No—
-

7. For each of the five areas, please check how well you feel EPCC has helped you.

Area	Excellent	Good	Average	Fair	Poor
a. Educational growth (understanding of particular field of knowledge and preparation for future education)					
b. Vocational and professional growth (preparation for employment in a vocation or professional area)					
c. Personal growth (your development of attitudes, values, and beliefs: your understand of self)					
d. Intellectual growth (your ability to understand and use concepts and principles from several broad areas of learning)					
e. Social growth (your understanding of other people and their views; your experience in relating to others)					

8. Last quarter in which you were enrolled at EPCC
 Quarter: Fall—Winter—Spring—Summer— Year: '73—'74—'75—'76—'77—

9. If you are not still enrolled or planning to re-enroll this fall what were your principal reasons for NOT re-enrolling at EPCC? (Put 1 for most important reason; 2 for next most important, etc.)

- | | |
|-----------------------------------|---|
| a.—Completed needed courses | h.—Change of residence |
| b.—Transportation problems | i.—Grade problems |
| c.—Transferred to another college | j.—Dissatisfied with instruction |
| d.—Conflicting job hours | k.—Dissatisfied with content of courses |
| e.—Family responsibilities | l.—Personal reasons |
| f.—Needed a break from studies | m.—Change in veterans (GI Bill) regulations |
| g.—Financial reasons | |

10. Do you plan to enroll at EPCC in the fall of 1977? Yes—Not sure—No—

11. OCCUPATIONAL STUDENTS ONLY

I obtained a job which I probably could not have obtained without EPCC classes. Yes—No—
 I obtained a promotion (Or raise in pay) which I probably would not have obtained without EPCC classes. Yes—No—

The occupational courses have helped me to increase my skill in my job. Yes—No—
 My occupational courses have been useful to me as a person and I use the knowledge in my life apart from my work. Yes—No—

Add any comments on your courses as preparation for a job _____

12. TRANSFER STUDENTS ONLY

(To be filled out by those who have transferred or have had their transcripts evaluated by a four-year college or university)

Which one? UCCS—CU-Boulder—USC—UNC—CSU—Other four-year in-state—
 Other two-year in-state—Other four-year out-of-state—
 Other two-year out-of-state—

- Have you stopped attending the other college? Yes—No—
 Did you not enter after being accepted? Yes—No—
 Did you feel adequately prepared by EPCC for a four-year college? In all areas Yes—No—In some areas but not in others Yes—No—
 Did your general studies courses transfer? All—Most—A few—None—
 Did your occupational courses transfer All—Most—A few—None—
 Will you be delayed in graduating from the four-year college because you changed your major?
 Yes—No—

Will you be delayed in graduating from the four-year college because of courses which transferred as electives instead of as requirements? Yes ___ No ___

Did you expect some courses to transfer which did not transfer? Yes ___ No ___

What was your grade point average at EPCC ___ don't know ___

What is your grade point average at the four-year college ___ don't know ___

Had you earned credits at another college before coming to EPCC? Yes ___ No ___

How many credits have you earned at the colleges to which you transferred from EPCC _____

Add any comments on your transferring experience. _____

Social Security Number _____

Student's major _____

Please fill in

Blank area for handwritten responses to the survey questions.

Data on 1775 Students Who Entered in Fall 1973
(Compiled from Table VII Harvest)

CRITERIA	N=1775
Sex	Males= 1,094 Females= 671
Veterans/non vet	Vets= 424 Non-vets=1,351
Average age	31.6
Ethnic distribution	Minority= 252 White= 1,523
Prior academic attainment	H.S. grad=1,353 GED= 218 No info= 204
EPCC academic major	GS= 258 OS= 1,313 No info= 204
Average skills credits earned	2.92
Average number of transfer credits earned	7.42
Average number of OS credits earned	19.98
Average student success in skills	68.80%
Average student success in 100-200 level courses	78.55%
Average student success in all courses	79%
Associate degrees earned	GS=46 OS=88
Certificates earned	1 year= 61 Short= 81
Total degrees and certificates earned	274 - 15%

Fourth year follow-up

Of the 1775 students in the original sample, 162 (9%) earned credit the fourth year . . . one year beyond the original *Harvest* report. There were 15 associate degrees in occupational studies awarded; 6 degrees in general studies and 7 one-year certificates during the fourth year after the students were first admitted.

This information is provided for those who are studying studying *Harvest* and *Harvest Sequel* together.

