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AUTHOR Davis, Paul W.  
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## ABSTRACT

This study was undertaken as part of an effort to obtain data on student profiles and to make some conclusions concerning institutional goal priorities. Results reveal the WCC student to be typical of the student often referred to in the literature. There are more part-time students than full-time, and more of the part-time drop out. Among those students preparing for job entry upon completion of a certificate or degree, the majority were part time. Several significant differences were found between part-time and full-time students. More part-time students were married and planned to terminate their college careers upon completion of their specific program. The majority of WCC students are in vocational career programs. The percentage of female students is increasing. The college counseling services received criticism. Most of the full-time respondents had a counseling interview before registering, but most of the part-time students had not had such an interview before registering. (Author/KM)

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A COMPARATIVE ANALYSIS OF STUDENT PROFILES AND  
INSTITUTIONAL GOAL PRIORITIES AT  
WASHTENAW COMMUNITY COLLEGE

Paul W. Davis, Ph.D.

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## ABSTRACT

### A Comparative Analysis of Student Profiles and Institutional Goal Priorities at Washtenaw Community College

This study was undertaken as part of an effort to develop data on student profiles at Washtenaw Community College, and to try to arrive at some conclusions as to institutional goal priorities.

The results of this study reveals that the Washtenaw Community College student is typical of the community college student often referred to in the literature.

There are more part time students than full time and more of the part time students seem to drop out of school than do the full time students. Among those students who were terminal, that is, those who were preparing for job entry upon completion of either a certificate or an associate degree, the majority were part time students.

Invariably, institutional counseling receives a questionable amount of criticism. Among the full time respondents, the majority had a counseling interview before registering, however, among the part time students most had not had a counseling interview before registering.

There were several significant differences between part time and full time students. More part time students were married and planned to terminate their college experience upon completion of their specific program.

The study also reveals that the greater percentage of students at Washtenaw Community College are pursuing vocational career programs and that the percentage of female students is increasing.

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A COMPARATIVE ANALYSIS OF STUDENT PROFILES AND  
INSTITUTIONAL GOAL PRIORITIES AT  
WASHTENAW COMMUNITY COLLEGE

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Introduction

This study was undertaken as part of an effort to develop data on student profiles at Washtenaw Community College, and to try to arrive at some conclusions as to institutional goal priorities.

Educational institutions encounter the same problems of goal priorities and consumer satisfaction that often determine the survival of business and industrial institutions. Administrators are constantly confronted with the need for internal evaluation. Questions must be asked and answered in order to determine if the job is being done.

Recognizing the importance of these factors, and that such evaluations as these must be made or else the college's commitment to quality education is not being met, the administration and staff at Washtenaw Community College posed the following questions leading to this study.

1. Are we successfully doing that which we purport to be doing?
2. Are common institutional goals being realized? What priorities should be set?
3. What differences or similarities are there between part time students and full time students?
4. Why do students drop out and what does this mean to the institution?

5. Are there differences or similarities between the dropouts and the non-dropouts?
6. What are the determining factors for the terminal student? Are there differences or similarities between the terminal student and the transfer student?
7. What comparisons can be made between:
  - a. Full Time - Part Time
  - b. Terminal - Transfer
  - c. Dropout - Non-dropout
8. How do students perceive the institution's counseling services?
9. Has counseling been effective?
10. What changes need to be recommended in the counseling area?
11. How relevant are the students' educational programs to their occupations, and why?
12. How do students perceive the effectiveness of their instructors?
13. How do students perceive the relevance of required courses in their programs?
14. How beneficial do students consider academic areas to their social world? To their world of work?

Cottrell (1) writes that:

Community junior college people need to know if their curricula are planned to meet community and student educational and training needs. They need to know the kinds of students with which they have to work, the kinds of counseling which are needed and effective, the

instructional methods and the materials which are most effective, unit costs of various programs, the utilization of facilities and equipment, and so on.

### Hypothesis

The guidelines for this study are provided by null hypotheses advanced to lead to relevant evidence and to answer the questions posed for this study.

Hypothesis (1) There will be no significant difference between the profiles of part time students and full time students.

Hypothesis (2) There will be no significant difference between the profiles of transfer students and terminal students.

Hypothesis (3) There will be no significant relationship shown between employment and educational programs taken at Washtenaw Community College.

Hypothesis (4) There will be no significant evidence that students fully utilize the college counseling services.

Hypothesis (5) There will be no significant differences in drop rates between students enrolled in various programs.

Hypothesis (6) There will be no significant relationship between the hours of part time employment and student drop ratios.

### Source of Data

Washtenaw Community College opened its doors to the community in September, 1966. Since that time the college has enrolled a total of approximately 23,000 students. For the purpose

of this study a non-duplicative mailing list was developed by the data processing department covering the time period from 1968 through the fall semester of 1971. The total number comprising this list was 7983 students. A questionnaire was developed (Appendix 1), and mailed to these students with a response of 17% or 1331 questionnaires were answered and returned.

Considering factors such as student mobility, lack of forwarding addresses, and other intangibles for a three year period, the 17% response ratio was sufficient and probably represents a good cross section of the student body.

#### Comparative Analysis of Variables and Data

This section of the study has to do with the statistical findings and is statistically oriented and designed to treat each variable as an entity, so that specific information on any given part of the study can easily be found and delineated.

The tables for each variable show the percentages, number of respondents, and the statistical significance of the differences between categories for specific variables. There are also comparative analyses for the categories of male - female, and married - single, to be able to analyze these variables against Full time - Part time, Transfer - Terminal, Dropout - Non-dropout. The method for arriving at this comparative analysis was through the application of two way cross tabulation.

#### Definition of Terms

The Categories in this study that were used for comparison with the variables were:



### Transfer - Terminal

Transfer students were those who planned to transfer to a four year institution.

Terminal students were those who planned to enter the world of work upon completion of their program at the community college.

### Full time - Part time

Full time students were those who carried at least twelve credit hours most of the time and considered themselves as being full time students.

Part time students were those carrying less than twelve credit hours.

### Dropout - Non-dropout

Dropout students were those students who had left Washtenaw Community College for one reason or another, without completing a program. Included within this group were those who had attended WCC for courses of personal interest rather than a certificate or degree.

Non-dropout students were those students still in attendance or who had left to enter another institution.

## FINDINGS

The population of this study was comprised of students, past and present, who attended WCC during the time period from 1968 through the fall semester of 1972. 7,983 questionnaires were mailed and 1331 were returned by the cut off date, giving a 17% return. Those who left forwarding addresses and received their questionnaires exemplified the mobility of our society because there were returns from coast to coast and Canada.

From 1248 complete cases that answered the question of race, 17.4% (105) were Black, 81.3% (1108) were White, .6% were Indian (7), and 1.7% (21) answered "other". There were only 59 cases who refused to answer this question. The percentage of Blacks compares favorably with the community percentages. A few respondents listed themselves under "other" probably because they were not thinking in terms of ethnic groupings but nationalities.

More than fifty per cent of the student respondents were married (53.3%), 66% were males and 34% were females.

Among the married respondents, 43.6% were transfer students and 60% were terminal. The single students reported 56.4% as being transfer and 40% terminal. This probably reflects the age factor since the single students are probably younger, with less responsibility and more are planning to continue on with their education at a four year institution.

The highest percentage of respondents fell within the age range of 19 to 31, however, the dispersion in age ranged from 18 to 67 years of age. The highest percentage single age was 20, with the next highest being 21. The percentage drop in numbers becomes significant at 32 and continues to drop up to the age of 67.

There were 62.3% males who were part time students among the respondents and 37.7% females. Of those attending full time, 69.7% were male and 30.3% were female. Among the part time students, 68.3% were married and 31.7% were single and of the full time students, 35.6% were married and 64.4% were single. These figures again probably reflect the difference in age and responsibility between the married and the single students.

It was interesting to note that even in the higher age brackets up to age 58, there were those who planned to transfer to a four year institution. The word "dropout" as related to this study does not carry the same connotation as when used in reference to high school dropouts. The community college dropout is a much more mature student than the high school dropout and their reasons for leaving school are usually varied. This study shows that the highest percentage of those not returning to WCC do so because they have transferred to another institution, family responsibilities are too great, lack of money, the draft, or their job does not allow time for school. There were very few, less than 2% who gave as their reasons for not returning to WCC as being caused by low marks or too difficult class work. A few said they had dropped out because the courses were unsatisfactory or uninteresting and others

because they were dissatisfied with the instruction; however, this group was comprised of a very low percentage of respondents, approximately 4% fairly evenly distributed among the three categories.

When respondents were asked, "How do you describe the quality of instruction at WCC", 41.4% of the full time students replied, "Very Good", while 44.1% of the part time students replied, "Very Good". Of those respondents who replied, "Good", 55.8% were full time and 51.6% were part time. Few reported considering the instruction as being "poor", 2.2% full time and 2.9% part time. Only .5% of the full time respondents were of the opinion that the instruction was "Very Poor". These percentages were approximately the same for transfer and terminal students and for dropouts and non-dropouts.

Among the respondents in the dropout category, 69.2% reported that they planned to take more courses at WCC, and in the full time category there were 46.7% who said they planned to take more courses at WCC while 73.14% of the part time students anticipated taking more courses at WCC. Among those respondents in the Terminal-Transfer category, 72% of the terminal students planned to take more courses and 46.6% of transfer students also planned to return for more courses.

Of those respondents currently in school, 58.4% were full time and 46.6% were part time, while among the Terminal-Transfer group, 35.4% of the terminal students were currently in school, while 75.7% of the transfer respondents were currently in school. Among the respondents who left WCC, 5% of

the terminal students obtained a certificate and 3.3% of the transferees; 16.8% of the terminal and 25.2% of the transfer students obtained the associate degree; 33% of the terminal respondents dropped out while 20% of the transfer students reported they dropped out. The highest percentage, 45.2% of the terminal students reported they left because they had finished the courses they were interested in and 51.5% of the transfer students reported the same reason. There were 4.2% of the full time respondents who obtained a certificate and 4.4% of the part time received a certificate, while 32.7% of the full time respondents received the associate degree and only 9.2% of the part time respondents obtained the associate degree; 29.2% of the full time respondents were dropouts and 25.9% of the part time were dropouts. Of those respondents reporting they had finished the courses they were interested in, 34% were full time and 60.5% were part time.

The majority of community college students work. The respondents to this study reported that 28.9% of the full time students and 73.2% of the part time students, worked from 31 to 40 hours per week, while 19.7% of the full time and 5.2% of the part time worked from 21 to 30 hours per week. There were 24.4% of the full time and 3.4% of the part time who worked from 11 to 20 hours per week, while 9.7% of the full time and 5.9% of the part time worked from 1 to 10 hours per week. Among those who did not work at all, 17.3% were full time and 12.4% were part time. There was no significant difference between the categories, Terminal-Transfer, and Dropout-Non-dropout, with the highest percentages in these groups reporting they worked from 31 to 40 hours per week.

In response to variable (11), "Are you currently employed?" 84.3% of the terminal students are currently employed and 68.4% of the transfer students. In the category, Full Time - Part time, 71.3% of the full time students were currently employed while 83.2% of the part time were currently employed. In the third category, Dropout - Non-dropout, those responding showed that 84.1% of the dropouts were currently employed and 73.8% of the non-dropouts were currently employed.

Only 123 of the 1307 respondents replied to the question, "If unemployed, why?" Of the full time students, 62.9% said there was no work available and 64.7% of the part time respondents said there was no work available. 14.6% of the full time respondents and 20.6% of the part time replied that illness prevented them from working. Among the full time respondents, 22.5% were currently laid off, while 14.7% of the part time were currently laid off.

Within the category, Dropout - Nondropout, 124 responded to the question, "If unemployed, why?" with 56.3% of the dropouts reporting no work available and 67.1% of the non-dropouts; 27.7% of the dropouts reported illness as a cause of unemployment and 10.5% of the non-dropouts. Among those who were laid off, 16.7% were dropouts, and 22.4% were non-dropouts.

Of the full time respondents answering the question, "Have you ever worked at a job related to your training at WCC?", 30.7% of the full time reported, yes, and 48.6% of the part time answered, yes. Among the dropouts, 46% answered, yes, to this question while 37% of the non-dropouts answered, yes. In the Terminal - Transfer category, 51.7% of the terminal students

answered, yes, and only 23.9% of the transfer students answered, yes.

This data seems to imply that students who have finished their work at WCC (terminal) and those who have either dropped out to work or are working part time are more likely to be working at a job related to their college training than those who remain in school as full time or transfer students. The full time or transfer student is probably working at any job available that will help them finish their school work regardless of their future ambitions, and also within this group fall those who are receiving some type of financial aid.

Of those respondents reporting that they had received some type of financial aid while at WCC, the highest percentages in all categories receiving aid were those receiving veteran benefits.

There were 452 respondents in the category, Full time - Part Time, who reported receiving veterans benefits. Within this group 40.5% of the full time and 40.9% of the part time received veteran benefits. The next highest group reporting that they had received financial aid while attending WCC, were those in the work-study program, with 18.9% of the full time and 19.6% of the part time receiving benefits from the work study program. Those receiving financial support from the Educational Opportunity Grant showed 5.7% were full time and 2.7% were part time. There were only 2 full time respondents and 1 part time, benefiting from the LEEP loan program under Criminal Justice. Of those receiving benefits from scholarships, 4.8% were full time students and 2.2% were part time. The

National Defense Loan provided support for 13.7% of the full time students and .9% of the part time.

Among those in the category Terminal - Transfer, 35.2% of the terminal students were receiving veterans benefits and 49.1% of the transfer students. Of the terminal-transfer respondents in the work study program, 22.9% were terminal and 12.9% were part time. Among those receiving scholarships, 3.9% were terminal and 2.9% were transfer. The National Defense Loan provided support for 4.2% of the terminal students and 12.3% of the transfer students, while the Education Opportunity Grant helped 2.8% of the terminal and 6.4% of the transfer respondents. The LEEP program showed participation by only 3 terminal students.

In the category, Dropout - Non-dropout, 33.3% of these who had dropped out of school for some reason, had received veteran benefits, as compared to 44% of those remaining in school. Of those reporting having participated in the work study program, 25.5% were dropouts and 15.9% were still attending school. From those who had received scholarships, 2.6% were dropouts and 4% remained in school. There were no dropouts in the LEEP program while 3.9% of those under the National Defense Loan dropped out and 8.9% remained in school.

For all three categories there were large percentages of the respondents who reported receiving financial aid from other sources than those listed.

Among those respondents reporting participation in an internship or on-the-job training only 12.6% were dropouts and 12.4% remained in school. Of the terminal - transfer students



responding who had participated either in the internship or on-the-job training programs, 19% of the terminal students had participated while only 3.5% of the transfer students had participated and 13% of the full time students reported participation and 12.1% of the part time students.

Respondents were asked, "If you are currently advancing your education, what type school are you attending?", 16.8% of the terminal students reported attending a 2 year school, and only 16.1% of the transfer students were attending a 2 year school. Of those attending 4 year institutions, 80.9% were transfer students with none of the terminal students reporting they were attending a 4 year school. 7.1% of the terminal respondents reported they were attending a trade school, while only .5% of the transfer students were; 9.3% of the terminal students were in an apprenticeship program and only .5% of the transfer students. In the category of full time - part time, 24.8% of the full time respondents were in a 2 year school and 40.1% of the part time were in a 2 year school. Of the full time respondents, 66.9% were attending a four year school while only 36.8% of the part time students were attending a four year school. A negligible percentage in this category were attending a trade school or in an apprenticeship program.

Of those respondents reporting that they were employed at their current job prior to entering WCC, 48.8% were full time students and 79.1% were part time; 21.7% of the full time respondents reported they found employment while attending WCC and 10.2% of the part time people reported the same. Of those

finding employment after their college experience, 21.7% had been full time students and 10.7% part time; 70% of those who had dropped out of school reported that they had been employed at their current job at the time they entered school, this group also reported that 20% found jobs after having attended WCC. Those respondents who were terminal students reported 70.4% as having been employed at their current job at the time they entered WCC; 59.9% of the transfer students reported the same; 12.8% of the terminal respondents and 18.4% of the transferes reported they were employed after entering WCC while 16.8% of the terminal students and 21.7% of the transfer students were employed at their current job after their college experience.

36.8% of the terminal students and 19.9% of the transfer students were industrial employees, while 28% of the terminal students and 25.8% of the transfer students were employed in some type of business. Of those working in Education, 5.6% were terminal and 7.2% were transfer. This latter group were probably work-study students who considered themselves working in education, students from the Educational Aid Association program who were employed in a school. The dropouts were evenly dispersed between Industrial and Business employment (31.5%) and of the full time respondents 22.4% were industrially employed and 29.5% were employed in a business establishment; 36.4% of the part time respondents were industrially employed while 25.5% of the part time were employed by business establishments.

Of those respondents answering the question, "Did you attend WCC because you wanted to learn an occupation?", 28.9% of the full time said, yes, and 21.4% of the part time answered,

yes. The majority of the full time respondents, 44.2% said they were preparing for a four year institution and 22.5% of the part time respondents said they were preparing for a four year institution. There were several respondents who attended WCC because of personal interest. Of this group 15.3% were full time students and 33.4% were part time. There were those who attended WCC because promotion and job security required it. Of this group 2.4% were full time and 8.4% were part time. Of those who were attending WCC for an apprentice program, 1.5% were full time and 6.2% were part time. Of the respondents in the category, Terminal - Transfer, who replied to this question, 38.4% of the terminal answered that they did attend WCC because they wanted to learn an occupation, of the transfer students only 5.9% stated this as being their reason for attending WCC. The majority of the transfer students, 78.1%, stated that preparation for a four year institution constituted their reason for attending WCC. There were 36.5% of the terminal students who gave "personal interest" as their reason for attending WCC, and only 8.9% of the transfer students stated personal interest as their reason for attending WCC. There were 9.1% of the transfer students who attended WCC because promotion and job security required it, while only .9% of the transfer students attended for this reason. Of those in the Dropout - Non-dropout category, the largest percentage, 34.2%, of the dropouts stated their reason for attending WCC was personal interest, while only 19.4% of the non-dropouts stated this as their reason for attending WCC. The majority of the non-dropouts gave as their reason for attending WCC as preparation for a 4 year institution and

20.5% of those who had dropped out also stated this as having been their reason for attending WCC; 25.8% of the dropouts and 24.2% of the non-dropouts said they had attended WCC to learn an occupation. There also were 7.3% of the dropouts and 4.6% of the non-dropouts who attended WCC because promotion and job security required it, while 5.2% of the dropouts and 3.4% of the non-dropouts said they attended WCC as part of an apprentice program.

Respondents were asked, "Were there many courses in your program that you regarded as being irrelevant?" The majority of those in the category, Full time - Part time, replied no, however, 37.3% of the full time and 24.6% of the part time replied yes. In the category, Dropout - Non-dropout, the majority replied no to this question with 33.7% of the dropouts and 29.6% of the non-dropouts answering, yes. In the category Terminal - Transfer, the majority again answered, no to this question, with 34% of the terminal and 27.3% of the transfer respondents answering, yes. From these comparative percentages it is evident that approximately 1/3 of the respondents in all three categories did seem to think that some of their courses had been irrelevant to their needs. There is growing concern over this problem nationwide in education and perhaps may be an item of concern to WCC. This could also mean that among the college's goal priorities, that this be given consideration, that is, an evaluation be made of course requirements for all programs.

In the category, Dropout - Non-dropout, there was no significant difference between them when they were asked, "Did your courses in the exact sciences prepare you for your chosen

occupation?" 50.3% of those who had dropped out, and 55.8% of the non-dropouts answered, yes, while 49.7% of the dropouts and 44.2% of the non-dropouts replied, no. This data says that approximately 50% of the respondents do not think that the exact sciences were of much benefit to them in their chosen occupation.

In the categories, Terminal - Transfer, Full time - Part time, the percentages were approximately the same, showing again that approximately 50% of these respondents believed that the exact sciences had not prepared them for their chosen occupation. This does not have a negative connotation simply because the exact sciences are not a necessary factor for all occupations.

When respondents were asked, "Did your courses in Communication Arts prepare you for your chosen occupation?", those in the category Terminal - Transfer displayed a reversal from the exact sciences, in that 72.7% of the transfer respondents replied, yes, to this question and 49.1% of the terminal respondents answered, yes. Among the category Dropout - Non-dropout, 65.4% of the non-dropouts answered, yes, and 50.5% of the dropouts answered, yes. In the category, Full time - Part time, 66.9% of the full time respondents and 52.7% of the part time respondents answered, yes, to this question.

When respondents were asked, "Did your courses in the social sciences prepare you for your chosen occupation?", those in the category, Full time - Part time showed a significant difference from the exact sciences and communication arts with

75.8% of the full time students answering, yes, and 67.1% of the part time respondents answering, yes, to this question. In the category, Terminal - Transfer, 82.2% of the transfer students answered, yes, and 62.5% of the terminal students answered, yes, to this question. For the category, Dropout - Non-dropout, 65% of the dropouts answered, yes, while 75.5% of the non-dropouts answered, yes, to this question. From the data it appears that the WCC respondents in this study considered the social sciences and communication arts as being more beneficial to them in their occupation than the exact sciences.

When the respondents were asked, "Did your courses in the social sciences contribute to your understanding of human behavior and the social environment as related to your chosen occupation?", 75.5% of the non-dropouts replied, yes, and 65% of the dropouts answered, yes, showing a significant correlation with the previously related question. In the Terminal - Transfer category, in answer to this question, 82.2% of the transfer respondents and 62.5% of the terminal students answered, yes. For the Full time - Part time category, 75.8% of the full time and 67.1% of the part time respondents answered, yes.

When the respondents were asked, "Would you recommend WCC to anyone wanting to take the program or courses you studied?", 39.2% of the full time respondents indicated on a scale that they would Very Strongly recommend WCC, while 36.1% of the part time respondents agreed. For those who would Strongly recommend, 39.5% were full time and 45.3% were part time. Those who would recommend with reservations, comprised 18% of the full time and 16.6% of the part time respondents, while only 3.3% of the full

time and 2% of the part time replied that they would not make this recommendation. In the category, Terminal - Transfer, when asked this question, 35.4% of the terminal and 40.3% of the transfer respondents replied that they would Very Strongly recommend WCC, while 43.9% of the terminal and 40.8% of the transfer respondents said they would strongly recommend WCC. Only 3.3% of the terminal and 1.7% of the transfer respondents replied that they would not recommend WCC, 17.5% of the terminal and 17.1% of the transfer respondents said they would recommend WCC with reservations.

In the Dropout - Non Dropout category, 33.1% of the dropouts and 40.1% of the non-dropouts said they would recommend WCC Very Strongly, while 47.9% of the dropouts and 39.4% of the non-dropouts would recommend WCC strongly. 15.5% of the dropouts and 18.5% of the non-dropouts would recommend with reservations. There were only 3.6% of the dropouts and 2.1% of the non-dropouts who would not recommend WCC.

The next series of seven variables have to do with counseling at WCC. When the respondents were asked, "Did WCC counseling services help you choose your vocation?", 14.1% of the full time students and 8.4% of the part time students replied, yes, and 85.9% of the full time students and 91.6% of the part time students answered, no.

In answer to this question, 89.1% of the terminal and 88.8% of the transfer students replied that they had received no counseling help in the choice of their vocation while 90.2% of the dropouts and 88.2% of the non-dropouts were of the same opinion.

The interpretation of the data here does not imply that the counseling service is not doing a job of helping students determine their vocation, rather it reflects the maturity of the community college student who has already chosen a vocation; many before ever attending the college.

When the respondents were asked, "Did you have a counseling interview before registering at WCC?", 66% of the full time and 46.5% of the part time respondents answered, yes. Of the dropouts 51.3% said they had had an interview and 58% of the non-dropouts also said they had an interview before registering. Terminal respondents reporting they had a counseling interview made up 52.9% of their number, while among the transfer respondents 59% reported that they had an interview before registering.

Of those reporting that they had received adequate help in planning their academic program, 65.7% of the full time and 70.4% of the part time respondents replied, yes. Among the dropouts, 68.1% reported, yes, to this question, while 68% of the non-dropouts replied, yes. Of the terminal students, 68.5% reported having adequate help planning their academic program, while 67.3% of the transfer respondents reported having adequate help.

Respondents were asked, "If you withdrew from WCC, did you meet with a counselor to discuss your withdrawal?" [In the category, Full time - Part time, 72.7% of the full time and 87.6% of the part time respondents replied, no.] In the category, Dropout - Non-dropout, 86.8% of the dropouts and 72.8% of the non-dropouts replied, no. In the category, Terminal - Transfer, 86.3% of the terminal and 73.1% of the transfer



answered, no. From the data it is apparent that few students who withdraw from WCC discuss their withdrawal with a counselor.

Respondents were asked, "Since you withdrew, have you returned to WCC to use the counseling and placement services?" 91.8% of the full time respondents and 94.4% of the part time respondents answered, no, to this question. Among the Dropout - Non-dropout category, 96.5% of the dropouts replied, no, and 89% of the non-dropouts replied, no. Actually this question does not apply to the non-dropout, although they did answer it. 93.2% of the terminal respondents answered, no, to this question, and 93.4% of the transfer students also answered, no.

When respondents were asked, "Were you aware that the counseling and placement services are available for your use, even though you are not now taking courses at WCC?", 72.2% of the full time students did not know these services were or would be available to them and 69.7% of the part time respondents. Among the Dropout - Non-dropout category, 74.7% of the dropouts were not aware of this and 68.3% of the non-dropouts were not aware that these services would be available to them even though they may, in the future, not be enrolled in any courses. Of the terminal respondents to this question, 68.9% replied, no, and 73.7% of the transfer respondents replied, no to this question.

Respondents were asked, "Do you wish an appointment to discuss future plans?" 17.6% of the full time respondents and 19.8% of the part time respondents requested an appointment. In the Dropout - Non-dropout category, 23.2% of the dropouts

and 16% of the non-dropouts requested an appointment. Only 19.9% of the terminal respondents requested an appointment and 17.2% of the transfer respondents requested an appointment. The names and addresses of those respondents requesting an appointment have been sent to the counseling office.

In order to be able to look at the distribution of respondents by their program, eighty-eight programs were coded, and the respondents were asked, "Were you registered in a particular program? Which one?"

There were 809 respondents in the category Full time - Part time who replied to this question. Of the total 421 were full time students and 388 were part time. The distribution in this category was spread throughout all 88 programs with as few as 1 reporting for some programs and 154 reporting to be in a General program which was by far the largest program representation for this category. (See table #3).

In the category Dropout - Non-dropout the same was true with the largest total, 155, being in the program termed "General"; of this number, 39 respondents were dropouts and 116 were non-dropouts.

In the category, Terminal - Transfer, the same total, 155, report being in a general program. Of this number, 42 were terminal and 113 were transfer. The dispersion throughout the programs was spread relatively the same as in the other two categories.

The purpose of this section of the student survey study has been to delineate the data for comparison without the

encumbrance of too many conclusions. The next section of the study will concern itself with the summary, conclusions, and recommendations.

### Table 1

## Variable 1: 1 - 72 - 73

Table 1c (V-73)

FULL TIME - PART TIME					TERMINAL - TRANSFER					DROPOUTS - NON-DROPOUTS				
1291 Complete Cases out of 1307					1291 Complete Cases out of 1307					1291 Complete Cases out of 1307				
Total College %		Full Time (1)		Part Time (2)		Total College %		Terminal Transfer (1) (2)		Total College %		Dropout Non-Dropout (1) (2)		
N= 594	46.0%	N = 594	N = 0	Full Time	N= 594	N = 267	N=327	Full Time	N=594	N=167	N=427	Full Time		
N= 697	54.0%	N = 0	N = 697	Part Time	N= 697	N = 492	N=205	Part Time	N=697	N=326	N=371	Part Time		
					54.0%	64.8%	38.5%		54.0%	66.1%	46.5%			

In a two way cross tabulation of Variable (1), (Did you attend WCC Full time or Part time?), it was found that of 1291 students who responded to this question, that 35.2% of the terminal students were full time students and 64.8% of this group were part time students. For those students who planned to transfer to a four year institution, 61.5% were full time, while 38.5% were part time. Among the students who were dropouts, 33.9% were full time, and 66.1% were part time, while among those students who remained in school, 53.5% were full time and 46.5% were part time.

Of the total group, comprised of 1291 cases, 594 were full time students and 697 were part time.

VARIABLE 2

HOW MANY CREDIT HOURS DID YOU USUALLY CARRY?

Two way cross tabulation - column test:

Table 2

Variable 2: 1 - 72 - 73

		Table 2a (V-1)										CREDIT HOURS										1220 Complete cases out of 1307									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20										
Hours		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20										
Percent	583	0	0	2	1	0	5	0	0	5	1	1	187	32	53	182	76	18	17	2	1										
Percent	0	0	0	.3	.2	0	.9	0	0	.9	.2	.2	32.1	5.5	9.1	31.2	13.0	3.1	2.9	.3	.2										
Percent	637																														
Art Time	14	24	132	74	25	160	25	39	79	31	13	11	1	1	5	1	1	0	0	0	1										
Percent	2.2	3.8	20.7	11.6	3.9	25.1	3.9	6.1	12.4	4.9	2.0	1.7	.2	.2	.8	.2	.2	0	0	0	.2										

Table 2b (V-72) CREDIT HOURS 1223 Complete cases out of 1307																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Percent	14	21	100	67	17	105	16	32	37	19	9	93	13	30	71	37	10	8	1	0	
Percent	2.0	3.0	14.3	9.6	2.4	15.0	2.3	4.6	5.3	2.7	1.3	13.3	1.9	4.3	10.1	5.3	1.4	1.1	.1	0	
Percent	523																				
Transfer	0	4	34	8	8	60	9	8	48	13	5	105	20	24	116	40	9	9	1	2	
Percent	0	.8	6.5	1.5	1.5	11.5	1.7	1.5	9.2	2.5	1.0	20.1	3.8	4.6	22.2	7.6	1.7	1.7	.2	.4	

Table 2c (V-73) CREDIT HOURS 1223 Complete cases out of 1307																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Count	448	9	19	78	50	10	64	8	15	20	8	6	67	7	19	40	21	1	5	0	
Percent	2.0	4.2	17.4	11.2	2.2	14.3	1.8	3.3	4.5	1.8	1.3	15.0	1.6	4.2	8.9	4.7	.2	1.1	0	.2	
Art Time	775																				
Art-Direct	5	6	56	25	15	101	17	25	65	24	8	131	26	35	147	56	18	12	2	1	
Percent	.6	.8	7.2	3.2	1.9	13.0	2.2	3.2	8.4	3.1	1.0	16.9	3.4	4.5	19.0	7.2	2.3	1.5	.3	.1	

VARIABLE 3

Table 3

WERE YOU REGISTERED IN A PARTICULAR PROGRAM? WHICH ONE?

N=809

Two way cross tabulation - column test

Variable 3: 1 - 72 - 73

Table 3a (V-1)

Table 3b (V-72)

Table 3c (V-73)

Program Code Attachment Appendix 2	Full Time N=421	Part Time N=388	Terminal N=512	Transfer N=299	Dropout N=296	Non Dropout N=515
	809 Complete/1307	811 Complete/1307	811 Complete/1307	811 Complete/1307	811 Complete/1307	811 Complete/1307
142	1 (.2%)	1 (.3%)	2 (.4%)	0	1 (.3%)	1 (.2%)
210	5 (1.2)	6 (1.5)	5 (1.0)	6 (2.0)	2 (.7)	9 (1.7)
220	2 (.5)	2 (.5)	4 (.8)	0	2 (.7)	2 (.4)
240	2 (.5)	1 (.3)	0	3 (1.0)	0	3 (.6)
310	1 (.2)	1 (.3)	0	2 (.7)	2 (.7)	0
330	0	4 (1.0)	4 (.8)	0	3 (1.0)	1 (.2)
340	0	2 (.5)	0	2 (.7)	0	2 (.4)
350	2 (.5)	0	1 (.2)	1 (.3)	0	2 (.4)
352	1 (.2)	0	0	1 (.3)	0	1 (.2)
400	3 (.7)	3 (.8)	3 (.6)	3 (1.0)	1 (.3)	5 (1.0)
410	1 (.2)	0	0	1 (.3)	0	1 (.2)
420	11 (2.6)	7 (1.8)	6 (1.2)	12 (4.0)	12 (4.1)	6 (1.2)
440	2 (.5)	0	0	2 (.7)	0	2 (.4)
444	0	1 (.3)	0	1 (.3)	1 (.3)	0
450	0	1 (.3)	1 (.2)	0	1 (.3)	0
460	6 (1.4)	4 (1.0)	6 (1.2)	4 (1.3)	6	4
461	1 (.2)	1 (.3)	2 (.4)	0	2 (.7)	0
470	8 (1.9)	1 (.3)	3 (.6)	6 (2.0)	2 (.7)	7 (1.4)
486	0	1 (.3)	1 (.2)	0	1 (.3)	0
500	38 (.9)	26 (6.7)	32 (6.3)	32 (10.7)	20 (6.8)	44 (8.5)
510	20 (4.8)	15 (3.9)	7 (1.4)	28 (9.4)	6 (2.0)	29 (5.6)
521	6 (1.4)	6 (1.5)	7 (1.4)	5 (1.7)	5 (1.7)	7 (1.4)
531	13 (3.1)	18 (4.6)	19 (3.7)	12 (4.0)	12 (4.1)	19 (3.7)
541	6 (1.4)	11 (2.8)	12 (2.3)	5 (1.7)	8 (2.7)	9 (1.7)
542	1 (.2)	0	1 (.2)	0	0	1 (.2)
544	1 (.2)	1 (.3)	1 (.2)	1 (.3)	0	2 (.4)
551	8 (1.9)	7 (1.8)	7 (1.4)	8 (2.7)	10 (3.4)	5 (1.0)
561	8 (1.9)	7 (1.8)	12 (2.3)	3 (1.0)	5 (1.7)	10 (1.9)
562	2 (.5)	0	2 (.4)	0	2 (.7)	0
600	1 (.2)	1 (.3)	1 (.2)	1 (.3)	1 (.3)	1 (.2)
621	2 (.5)	6 (1.5)	8 (1.6)	0	4 (1.4)	4 (.8)
622	3 (.7)	3 (.8)	5 (1.0)	1 (.3)	0	6 (1.2)

Continued

# Variable #3 (Continued)

# Table 3 (Continued)

Were you registered in a particular program? Which one?

Two way cross tabulation - column test

Variable 3: 1- 72 - 73

Table 3a (V-1)

Table 3b (V-72)

Table 3c (V-73)

Program Code see Attachment Appendix 2	Full Time N=421 809 Complete/1307	Part Time N=388	Terminal N=512 811 Complete/1307	Transfer N=299	Dropout N=296 811 Complete/1307	Non Dropout N=515
623	1(.2)	0	1(.2)	0	0	1(.2)
631	1(.2)	9(2.3)	8(1.6)	2(.7)	4(1.4)	6(1.2)
641	4(1.0)	1(.3)	2(.4)	3(1.0)	1(.3)	4(.8)
651	5	10	12	3	4	11
700	0	1(.3)	1(.2)	0	0	1(.2)
711	13(3.1)	3(.8)	16(3.1)	0	3(1.0)	13(2.5)
721	16(3.8)	4(1.0)	16(3.1)	4(1.3)	6(2.0)	14(2.7)
731	4(1.0)	5(1.3)	8(1.6)	1(.3)	4(1.4)	5(1.0)
732	0	2(.5)	2(.4)	0	2(.7)	0
741	9(2.1)	2(.5)	10(2.0)	1(.3)	3(1.0)	8(1.6)
800	0	5(1.3)	5(1.0)	0	2(.7)	3(.6)
811	3(.7)	1(.3)	4(.8)	0	3(1.0)	1(.2)
812	3(.7)	2(.5)	5(1.0)	0	2(.7)	3(.6)
815	7(1.7)	7(1.8)	14(2.7)	0	2(.7)	12(2.3)
816	11(2.6)	11(2.8)	21(4.1)	1(.3)	11(3.7)	11(2.1)
821	14(3.3)	4(1.0)	15(2.9)	3(1.0)	5(1.7)	13(2.5)
822	0	1(.3)	1(.2)	0	1(.3)	0
823	0	1(.3)	1(.2)	0	1(.3)	0
825	4(1.0)	4(1.0)	6(1.2)	2(.7)	4(1.4)	4(.8)
826	5(1.2)	2(.5)	5(1.0)	2(.7)	2(.7)	5(1.0)
827	0	1(.3)	1(.2)	0	1(.3)	0
831	9(2.1)	15(3.9)	17(3.3)	7(2.3)	10(3.4)	14(2.7)
832	10(2.4)	12(3.1)	20(3.9)	2(.7)	6(2.0)	16(3.1)
833	0	1	1	0	1	0
834	3(.7)	0	3(.6)	0	3(1.0)	0
841	2(.5)	1(.3)	2(.4)	1(.3)	1(.3)	2(.4)
851	1(.2)	3(.8)	3(.6)	1(.3)	0	4(.8)
852	0	5(1.3)	4(.8)	1(.3)	2(.7)	3(.6)
853	0	1(.3)	1(.2)	0	0	1(.2)
854	1(.2)	0	1(.2)	0	0	1(.2)
861	2(.5)	0	2(.4)	0	0	2(.4)
871	2(.5)	8(2.1)	8(1.6)	2(.7)	3(1.0)	7(1.4)
872	0	1(.3)	0	1(.3)	0	1(.2)
882	5(1.2)	3(.8)	7(1.4)	1(.3)	4(1.4)	4(.8)



Variable 3 (Continued)

Table 3 (Continued)

Were you registered in a particular program? Which one?

Two way cross tabulation - column test

Variable 3: 1 - 72 - 73

Program Code ee Attachment Appendix 2	Table 3a (V-1)		Table 3b (V-72)		Table 3c (V-73)	
	Full Time N=421	Part Time N=388	Terminal N=512	Transfer N=299	Dropout N=296	Non Dropout N=515
884	0	2 (.5)	1 (.2)	1 (.3)	1 (.3)	1 (.2)
888	118 (28.0)	36 (9.3)	42 (8.2)	113 (37.8)	39 (13.2)	116 (22.5)
891	3 (.7)	12 (3.1)	14 (2.7)	1 (.3)	10 (3.4)	5 (1.0)
900	5 (1.2)	23 (5.9)	25 (4.9)	3 (1.0)	16 (5.4)	12 (2.3)
902	0	1 (.3)	1 (.2)	0	1 (.3)	0
903	0	2 (.5)	2 (.4)	0	1 (.3)	1 (.2)
904	0	3 (.8)	3 (.6)	0	1 (.3)	2 (.4)
905	1 (.2)	0	1 (.2)	0	0	1 (.2)
906	0	1 (.3)	1 (.2)	0	1 (.3)	0
908	1	7	7	1	5	3
912	0	3 (.8)	3 (.6)	0	1 (.3)	2 (.4)
918	0	1 (.3)	1 (.2)	0	1 (.3)	0
920	1 (.2)	0	1 (.2)	0	0	1 (.2)
924	0	6 (1.5)	6 (1.2)	0	4 (1.4)	2 (.4)
927	0	1 (.3)	1 (.2)	0	0	1 (.2)
931	0	1 (.3)	1 (.2)	0	1 (.3)	0
933	0	1 (.3)	2 (.4)	0	0	2 (.4)
940	0	2 (.5)	2 (.4)	0	1 (.3)	1 (.2)
942	0	1 (.3)	1 (.2)	0	1 (.3)	0
943	0	11 (2.8)	11 (2.1)	0	5 (1.7)	6 (1.2)
944	0	1 (.3)	1 (.2)	0	0	1 (.2)
955	0	6 (1.5)	6 (1.2)	0	4 (1.4)	2 (.4)
990	0	1 (.3)	1 (.2)	0	0	1 (.2)



VARIABLE 4

Table 4

WHAT WAS YOUR STATUS WHEN YOU LEFT WCC?

Two way cross tabulation - Column test

Variable 4: 1 - 72 - 73

Table 4a (V-1)

Table 4b(V-72)

Table 4c (V-73)

Status	Full Time N=480	Part Time N=522	Terminal N=578	Transfer N=429	Dropout N=458	NonDropout N=549
	1002 Complete/1307		1007Complete/1307		1007 Complete/1307	
Obtained Certificate	20 (4.2)	23 (4.4)	29 (5.0)	14 (3.3)	0	43 (7.8)
Obtained Associate Degree	157 (32.7)	48 (9.2)	97 (16.8)	108 (25.2)	0	205 (37.3)
Dropped Out	140 (29.2)	135 (25.9)	191(33.0)	86 (20.0)	221(48.3)	56 (10.2)
Finished Courses Interested In	163 (34.0)	316 (60.5)	261(45.2)	221(51.5)	237(51.7)	245 (44.6)

WHILE AT WCC, HOW MANY HOURS DID YOU WORK PER WEEK?

Two way cross tabulation - column test

Variable 5: 1 - 72 - 73

Table 5a (V-1)

Table 5b (V-72)

Table 5c (V-73)

	Full Time N=589	Part Time N=678	Terminal N=746	Transfer N=527	Dropout N=491	NonDropout N=782
Hours Worked	1267 Complete/1307		1273 Complete/1307		1273 Complete/1307	
Did Not Work	102(17.3)	84(12.4)	99(13.3)	88(16.7)	70(14.3)	117(15.0)
Worked 1 to 10 Hours						
Per Week	57(9.7)	40(5.9)	54(7.2)	44(8.3)	39(7.9)	59(7.5)
Worked 11 to 20 Hours						
Per Week	144(24.4)	23(3.4)	73(9.8)	94(17.8)	34(6.9)	133(17.0)
Worked 21 to 30 Hours						
Per Week	116(19.7)	34(5.2)	71(9.5)	80(15.2)	39(7.9)	112(14.3)
Worked 31 to _____ Hours						
Per Week	170(28.9)	496(73.2)	449(60.2)	221(41.9)	309(62.9)	361(46.2)

VARIABLE 6

Table 6

IF YOU RECEIVED FINANCIAL AIDS WHILE AT WCC, WHICH ONES?

Two way cross tabulation - column test

Variable 6: 1 - 72 - 73

Table 6a (V-1)

Table 6b (V-72)

Table 6c (V-73)

Type of Financial Aid	Full Time N=227	Part Time N=225	Terminal N=284	Transfer N=171	Dropout N=153	Non Dropout N=302
	452 Complete/1307		455 Complete/1307		455 Complete/1307	
Veterans Benefits	92(40.5)	92(40.9)	100(35.2)	84(49.1)	51(33.3)	133(44.0)
National Defense Loans	31(13.7)	2(.9)	12(4.2)	21(12.3)	6(3.9)	27(8.9)
Work Study	43(18.9)	44(19.6)	65(22.9)	22(12.9)	39(25.5)	48(15.9)
Educational Opportunity Grant	13(5.7)	6(2.7)	8(2.8)	11(6.4)	4(2.6)	15(5.0)
Scholarships	11(4.8)	5(2.2)	11(3.9)	5(2.9)	4(2.6)	12(4.0)
L E E P	2(.9)	1(.4)	3(1.1)	0	0	3(1.0)
Other	35(15.4)	75(33.3)	85(29.9)	28(16.4)	49(32.0)	64(21.2)

VARIABLE 7

Table 7

1321

WHILE AT WCC, DID YOU PARTICIPATE IN AN INTERNSHIP OR ON-THE-JOB TRAINING?

Two way cross tabulation - column test

Variable 7: 1 - 72 - 73

Table 7a (V-1)			Table 7b (V-72)		Table 7c (V-73)	
	Full Time N=561	Part Time N=637	Terminal N=693	Transfer N=510	Dropout N=460	Non Dropout N=743
	1198 Complete/1307		1203 Complete/1307		1203 Complete/1307	
Yes	73 (13.0)	77 (12.1)	132 (19.0)	18 (3.5)	58 (12.6)	92 (12.4)
No	407 (72.5)	475 (74.6)	466 (67.2)	418 (82.0)	338 (73.5)	546 (73.5)
Could Have But Didn't	12 (2.1)	5 (.8)	12 (1.7)	6 (1.2)	8 (1.7)	10 (1.3)
Not Applicable	69 (12.3)	80 (12.6)	83 (12.0)	68 (13.3)	56 (12.2)	95 (12.8)

VARIABLE 8

Table 9

ARE YOU CURRENTLY GOING TO SCHOOL?

Two way cross tabulation - column test

Variable 8: 1 - 72 - 73

Table 8a (V-1)

Table 8b (V-72)

Table 8c (V-73)

	Full Time N=592	Part Time N=691	Terminal Transfer N=757	Dropout N=492	Non Dropout N=799
	1283 Complete/1307		1291 Complete/1307	1291 Complete/1307	
Currently in School	346 (58.4)	322 (46.6)	268 (35.4)	404 (75.7)	0
Not in School	246 (41.6)	369 (53.4)	489 (64.6)	130 (24.3)	672 (84.1)
					127 (15.9)

VARIABLE 9

Table 9

IF YOU ARE CURRENTLY GOING TO SCHOOL, ARE YOU A PART-TIME OR A FULL-TIME STUDENT?

Two way cross tabulation - column test

Variable 9: 1 - 72 - 73

Table 9a (V-1)

Table 9b (V-72)

Table 9c (V-73)

	Full Time N=358	Part Time N=327	Terminal N=276	Transfer N=413	Dropout N=6	Non Dropout N=683
	685 Complete/1307		689 Complete/1307		689 Complete/1307	
Part Time	69 (19.3)	265 (81.0)	181 (65.6)	156 (37.8)	5 (83.3)	332 (48.6)
Full Time	289 (80.7)	62 (19.0)	95 (34.4)	257 (62.2)	1 (16.7)	351 (51.4)

IF YOU ARE CURRENTLY ADVANCING YOUR EDUCATION, WHAT TYPE OF SCHOOL ARE YOU ATTENDING?

Two way cross tabulation - column test

Variable 10: 1 - 72 - 73

Table 10a (V-1)

Type of School Attending	Full Time N=323 625 Complete/1307	Part Time N=302
Two Year	80 (24.8)	121 (40.1)
Four Year	216 (66.9)	111 (36.8)
Trade School	3 (.9)	15 (5.0)
Apprentice	6 (1.9)	17 (5.6)
Other	18 (5.6)	38 (12.6)

Table 10b (V-72)

Terminal N=225 629 Complete/1307	Transfer N=404 629 Complete/1307	Dropout N=20 629 Complete/1307	Non Dropout N=609 629 Complete/1307
139 (61.8)	65 (16.1)	0	204 (33.5)
0	327 (80.9)	0	327 (53.7)
16 (7.1)	2 (.5)	0	18 (3.0)
21 (9.3)	2 (.5)	0	23 (3.8)
49 (21.8)	8 (2.0)	20 (100.0)	37 (6.1)

Table 10c (V-73)

Type of School Attending	Full Time N=323 625 Complete/1307	Part Time N=302	Terminal N=225 629 Complete/1307	Transfer N=404 629 Complete/1307	Dropout N=20 629 Complete/1307	Non Dropout N=609 629 Complete/1307
Two Year	80 (24.8)	121 (40.1)	139 (61.8)	65 (16.1)	0	204 (33.5)
Four Year	216 (66.9)	111 (36.8)	0	327 (80.9)	0	327 (53.7)
Trade School	3 (.9)	15 (5.0)	16 (7.1)	2 (.5)	0	18 (3.0)
Apprentice	6 (1.9)	17 (5.6)	21 (9.3)	2 (.5)	0	23 (3.8)
Other	18 (5.6)	38 (12.6)	49 (21.8)	8 (2.0)	20 (100.0)	37 (6.1)

VARIABLE 11

ARE YOU CURRENTLY EMPLOYED?

Table 11

Two way cross tabulation - column list

Variable 11: 1 - 72 - 73

Table 11a (V-1)			Table 11b (V-72)		Table 11c (V-73)	
Status	Full Time N=592	Part Time N=691	Terminal N=760	Transfer N=531	Dropout N=492	Non Dropout N=799
	1283 Complete/1307		1291 Complete/1307		1291 Complete/1307	
Currently Employed	422 (71.3)	575 (83.2)	641 (84.3)	363 (68.4)	414 (84.1)	590 (73.8)
Not Employed	170 (28.7)	116 (16.8)	119 (15.7)	168 (31.6)	78 (15.9)	209 (26.2)



VARIABLE 12

Table 12

WERE YOU EMPLOYED AT YOUR CURRENT JOB PRIOR TO ENTERING WCC?

Two way cross tabulation - column test

Variable 12: 1 - 72 - 73

Table 12a (V-1)

Table 12b (V-72)

Table 12c (V-73)

Status	Full Time N=410	Part Time N=560	Terminal N=608	Transfer N=369	Dropout N=390	Non Dropout N=587
	970 Complete/1307		977 Complete/1307		977 Complete/1307	
Yes	200 (48.8)	443 (79.1)	428 (70.4)	221 (59.9)	273 (70.0)	376 (64.1)
Employed while at WCC	89 (21.7)	57 (10.2)	78 (12.8)	68 (18.4)	37 (9.5)	109 (18.6)
After college Experience	121 (29.5)	60 (10.7)	102 (16.8)	80 (21.7)	80 (20.5)	102 (17.4)

# VARIABLE 13

## Table 13

WHAT TYPE OF EMPLOYMENT DO YOU NOW HAVE?

Two way cross tabulation - column list

Variable 13: 1 - 72 - 73

Table 13a (V-1)

Type of Employment	Full Time N=438	Part Time N=599	Terminal N=657	Transfer N=387	Dropout N=426	NonDropout N=618
	1037 Complete/1307		1044 Complete/1307		1044 Complete/1307	
Industrial	98 (22.4)	218 (36.4)	242 (36.8)	77 (19.9)	134 (31.5)	185 (29.9)
Business	129 (29.5)	153 (25.5)	184 (28.0)	100 (25.8)	134 (31.5)	150 (24.3)
Education	22 (5.0)	43 (7.2)	37 (5.6)	28 (7.2)	24 (5.6)	41 (6.6)
Other	189 (43.2)	185 (30.9)	194 (29.5)	182 (47.0)	134 (31.5)	242 (39.2)

Table 13b (V-72)

Table 13c (V-73)

VARIABLE 14

Table 14

HAVE YOU EVER WORKED AT A JOB RELATED TO YOUR TRAINING AT WCC?

Two way cross tabulation - column test

Variable 14: 1 - 72 - 73

Table 14a (V-1)			Table 14b (V-72)		Table 14c (V-73)	
	Full Time N=561 1227 Complete/1307	Part Time N=666	Terminal N=737 1234 Complete/1307	Transfer N=497	Dropout N=480 1234 Complete/1307	Non Dropout N=754
Yes	172 (30.7)	324 (48.6)	381 (51.7)	119 (23.9)	221 (46.0)	279 (37.0)
No	389 (69.3)	342 (51.4)	356 (48.3)	378 (76.1)	259 (54.0)	475 (63.0)

ARE YOU NOW WORKING FULL TIME OR PART TIME? IS THE JOB RELATED TO YOUR WCC TRAINING?

Two way cross tabulation - column test

Table 15a (V-1)

	Full Time N=426 1005 Complete/1307	Part Time N=579
Full Time	259 (60.8)	509 (87.9)
Part Time	167 (39.2)	70 (12.1)

Table 15b (V-72)

	Terminal N=647 1012 Complete/1307	Transfer N=365	Dropout N=416 1012 Complete/1307	Non Dropout N=596
Full Time	549 (84.9)	226 (61.9)	377 (90.6)	398 (66.8)
Part Time	98 (15.1)	139 (38.1)	39 (9.4)	198 (33.2)

Variable 15: 1 - 72 - 73  
(See Variable 66 for re-  
mainder of this question)

Table 15c (V-73)

VARIABLE 16

IF UNEMPLOYED, WHY?

Table 16

Two way cross tabulation - column test

Variable 16: 1 - 72 - 73

Table 16a (V-1)			Table 16b (V-72)			Table 16c (V-73)	
If unemployed, why?	Full Time N=89 123 Complete/1307	Part Time N=34	Terminal N=60 124 Complete/1307	Transfer N=64	Dropout N=48 124 Complete/1307	Non Dropout N=76	
No work available	56(62.9)	22(64.7)	32(53.3)	46(71.9)	27(56.3)	51(67.1)	
Illness	13(14.6)	7(20.6)	15(25.0)	6(9.4)	13(27.1)	8(10.5)	
Laid Off	20(22.5)	5(14.7)	13(21.7)	12(18.8)	8(16.7)	17(22.4)	

VARIABLE 17

Table 17

DID WCC COUNSELING SERVICES HELP YOU CHOOSE YOUR VOCATION?

Two way cross tabulation - column test

Variable 17: 1 - 72 - 73

Table 17a (V-1)			Table 17b (V-72)		Table 17c (V-73)	
	Full Time N=559	Part Time N=640	Terminal N=704	Transfer N=501	Dropout N=460	Non Dropout N=745
	1199 Complete/1307		1205 Complete/1307		1205 Complete/1307	
Yes	79(14.1)	54(8.4)	77(10.9)	56(11.2)	45(9.8)	88(11.8)
No	480(85.9)	586(91.6)	627(89.1)	445(88.8)	415(90.2)	657(88.2)

VARIABLE 18

Table 18

DID YOU ATTEND WCC BECAUSE YOU WANTED TO LEARN AN OCCUPATION, IT WAS PART OF AN APPRENTICE PROGRAM, PROMOTION AND JOB SECURITY REQUIRED IT, PERSONAL INTEREST, PREPARATION FOR 4-YEAR INSTITUTION, OTHER?

Two way cross tabulation - column test

Table 18a (V-1)

Table 18b (V-72)

Table 18c (V-73)

Reason for Attending	Full Time N=582	Part Time N=677	Terminal N=737	Transfer N=529	Dropout N=477	Non Dropout N=789
	1259 Complete/1307		1266 Complete/1307		1266 Complete/1307	
Yes	168 (28.9)	145 (21.4)	283 (38.4)	31 (5.9)	123 (25.8)	191 (24.2)
It was part of an apprentice program	9 (1.5)	42 (6.2)	49 (6.6)	3 (.6)	25 (5.2)	27 (3.4)
Promotion and job security required it	14 (2.4)	57 (8.4)	67 (9.1)	4 (.8)	35 (7.3)	36 (4.6)
Personal Interest	89 (15.3)	226 (33.4)	269 (36.5)	47 (8.9)	163 (34.2)	153 (19.4)
Preparation for Four Year Institution	257 (44.2)	152 (22.5)	0	413 (78.1)	98 (20.5)	315 (39.9)
Other	45 (7.7)	55 (8.1)	69 (9.4)	31 (5.9)	33 (6.9)	67 (8.5)

HOW WOULD YOU DESCRIBE THE QUALITY OF INSTRUCTION AT WCC?

Two way cross tabulation - column test

Variable 19: 1 - 72 - 73

Table 19a (V-1)			Table 19b (V-72)		Table 19c (V-73)	
Quality	Full Time N=582 1262 Complete	Part Time N=680 1307	Terminal N=742 1270 Complete	Transfer N=528 1307	Dropout N=487 1270 Complete	Non Dropout N=783 1307
Very Good	241 (41.4)	300 (44.1)	316 (42.6)	230 (43.6)	218 (44.8)	328 (41.9)
Good	325 (55.8)	351 (51.6)	394 (53.1)	284 (53.8)	247 (50.7)	431 (55.0)
Poor	13 (2.2)	20 (2.9)	21 (2.8)	12 (2.3)	15 (3.1)	18 (2.3)
Very Poor	3 (.5)	9 (1.3)	11 (1.5)	2 (.4)	7 (1.4)	6 (.8)



VARIABLE 20

Table 20

WERE THERE MANY COURSES IN YOUR PROGRAM THAT YOU REGARDED AS BEING IRRELEVANT TO YOUR NEEDS?

Two way cross tabulation - column test

Variable 20: 1 - 72 - 73

Table 20a (V-1)

Table 20b (V-72)

Table 20c (V-73)

	Full Time N=573	Part Time N=565	Terminal N=648	Transfer N=498	Dropout N=407	Non Dropout N=739
	1138 Complete/1307		1146 Complete/1307		1146 Complete/1307	
Yes	214 (37.3)	139 (24.6)	220 (34.0)	136 (27.3)	137 (33.7)	219 (29.6)
No	359 (62.7)	426 (75.4)	428 (66.0)	362 (72.7)	270 (66.3)	520 (70.4)

VARIABLE 21

Table 21

DID YOUR COURSES IN THE EXACT SCIENCES (MATHEMATICS, BIOLOGY, CHEMISTRY, ETC.,) PREPARE YOU FOR YOUR CHOSEN OCCUPATION?

Two way cross tabulation - column test

Variable 21: 1 - 72 - 73

Table 21a (V-1)			Table 21b (V-72)		Table 21c (V-73)	
	Full Time N=513	Part Time N=410	Terminal N=515	Transfer N=414	Dropout N=302	Non Dropout N=627
	923 Complete/1307		929 Complete/1307		929 Complete/1307	
Yes	276 (53.8)	223 (54.4)	279 (54.2)	223 (53.9)	152 (50.3)	350 (55.8)
No	237 (46.2)	187 (45.6)	236 (45.8)	191 (46.1)	150 (49.7)	277 (44.2)

VARIABLE 22

Table 22

DID YOUR COURSES IN COMMUNICATION ARTS (ENGLISH, LITERATURE, SPEECH, ETC.,) PREPARE YOU FOR YOUR CHOSEN OCCUPATION?

Two way cross tabulation - column test

Variable 22: 1 - 72 - 73

Table 22a (V-1)			Table 22b (V-72)		Table 22c (V-73)	
	Full Time N=531 918 Complete/1307	Part Time N=387	Terminal N=468 923 Complete/1307	Transfer N=455 923 Complete/1307	Dropout N=285 923 Complete/1307	Non Dropout N=638 923 Complete/1307
Yes	355 (66.9)	204 (52.7)	230 (49.1)	331 (72.7)	144 (50.5)	417 (65.4)
No	176 (33.1)	183 (47.3)	238 (50.9)	124 (27.3)	141 (49.5)	221 (34.6)

VARIABLE 23

Table 23

DID YOUR COURSES IN SOCIAL SCIENCES (PSYCHOLOGY, SOCIOLOGY, ETC.,) CONTRIBUTE TO YOUR UNDERSTANDING OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT AS RELATED TO YOUR CHOSEN OCCUPATION?

Two way cross tabulation - column test

Variable 23: 1 - 72 - 73

	Table 23a (V-1)		Table 23b (V-72)		Table 23c (V-73)	
	Full Time N=513	Part Time N=368	Terminal N=448	Transfer N=437	Dropout N=280	Non Dropout N=605
	881 Complete/1307		885 Complete/1307		885 Complete/1307	
Yes	389 (75.8)	247 (67.1)	280 (62.5)	359 (82.2)	182 (65.0)	457 (75.5)
No	124 (24.2)	121 (32.9)	168 (37.5)	78 (17.8)	98 (35.0)	148 (24.5)

## WOULD YOU RECOMMEND WCC TO ANYONE WANTING TO TAKE THE PROGRAM OR COURSES YOU STUDIED?

Two way cross tabulation - column test

Variable 24: 1 - 72 - 73

Table 24a (V-1)

Table 24b (V-72)

Table 24c (V-73)

Recommendation	Full Time N=577	Part Time N=662	Terminal N=727	Transfer N=519	Dropout N=472	Non Dropout N=774
	1239 Complete/1307		1246 Complete/1307		1246 Complete/1307	
Very strongly	226(39.2)	239(36.1)	257(35.4)	209(40.3)	156(33.1)	310(40.1)
Strongly	228(39.5)	300(45.3)	319(43.9)	212(40.8)	226(47.9)	305(39.4)
With Reservations	104(18.0)	110(16.6)	127(17.5)	89(17.1)	73(15.5)	143(18.5)
No	19(3.3)	13(2.0)	24(3.3)	9(1.7)	17(3.6)	16(2.1)

VARIABLE 25

DID YOU HAVE A COUNSELING INTERVIEW BEFORE REGISTERING AT WCC?

Two way cross tabulation - column test

Table 25

Table 25a (V-1)

Table 25b (V-72)

Table 25c (V-73)

	Full Time N=583	Part Time N=688	Terminal N=750	Transfer N=529	Dropout N=487	Non Dropout N=792
	1271 Complete/1307		1279 Complete/1307		1279 Complete/1307	
Yes	385(66.0)	320(46.5)	397(52.9)	312(59.0)	250(51.3)	459(58.0)
No	198(34.0)	368(53.5)	353(47.1)	217(41.0)	237(48.7)	333(42.0)

## DO YOU FEEL THAT YOU RECEIVED ADEQUATE HELP IN PLANNING YOUR ACADEMIC PROGRAM?

Two way cross tabulation - column test

Variable 26: 1 - 72 - 73

Table 26a (V-1)

Table 26b (V-72)

Table 26c (V-73)

	Full Time N=559	Part Time N=554	Terminal N=623	Transfer N=496	Dropout N=398	Non Dropout N=721
	1113 Complete/1307		1119 Complete/1307		1119 Complete/1307	
Yes	367 (65.7)	390 (70.4)	427 (68.5)	334 (67.3)	271 (68.1)	490 (68.0)
No	192 (34.3)	164 (29.6)	196 (31.5)	162 (32.7)	127 (31.9)	231 (32.0)

VARIABLE 27

Table 27

IF YOU WITHDREW FROM WCC, DID YOU MEET WITH A COUNSELOR TO DISCUSS YOUR WITHDRAWAL?

Two way cross tabulation - column test

Variable 27: 1 - 72 - 73

Table 27a (V-1)			Table 27b (V-72)		Table 27c (V-73)	
	Full Time N=275	Part Time N=347	Terminal N=379	Transfer N=245	Dropout N=370	Non Dropout N=254
	622 Complete/1307		624 Complete/1307		624 Complete/1307	
Yes	75 (27.3)	43 (12.4)	52 (13.7)	66 (26.9)	49 (13.2)	69 (27.2)
No	200 (72.7)	304 (87.6)	327 (86.3)	179 (73.1)	321 (86.8)	185 (72.8)



VARIABLE 28

Table 28

-53-

SINCE YOU WITHDREW, HAVE YOU RETURNED TO WCC TO USE THE COUNSELING AND PLACEMENT SERVICES?

Two way cross tabulation - column test

Variable 28: 1 - 72 - 73

Table 28a (V-1)			Table 28b (V-72)		Table 28c (V-73)	
	Full Time N=305	Part Time N=378	Terminal N=413	Transfer N=274	Dropout N=397	Non Dropout N=290
	683 Complete/1307		687 Complete/1307		687 Complete/1307	
Yes	25 (8.2)	21 (5.6)	28 (6.8)	18 (6.6)	14 (3.5)	32 (11.0)
No	280 (91.8)	357 (94.4)	385 (93.2)	256 (93.4)	383 (96.5)	258 (89.0)

VARIABLE 29

Table 29

WERE YOU AWARE THAT THE COUNSELLING AND PLACEMENT SERVICES ARE AVAILABLE FOR YOUR USE,  
EVEN THOUGH YOU ARE NOT NOW TAKING CLASSES AT WCC?

Two way cross tabulation - column test

Variable 29: 1 - 72 - 73

Table 29a (V-1)

Table 29b (V-72)

Table 29c (V-73)

	Full Time N=528	Part Time N=580	Terminal N=636	Transfer N=476	Dropout N=462	Non Dropout N=650
	1108 Complete/1307		1112 Complete/1307		1112 Complete/1307	
Yes	147 (27.8)	176 (30.3)	198 (31.1)	125 (26.3)	117 (25.3)	206 (31.7)
No	381 (72.2)	404 (69.7)	438 (68.9)	351 (73.7)	345 (74.7)	444 (68.3)

VARIABLE 30

Table 30

DO YOU PLAN TO TAKE MORE COURSES AT WCC?

Two way cross tabulation - column test

Variable 30: 1 - 72 - 73

Table 30a (V-1)			Table 30b (V-72)		Table 30c (V-73)	
	Full Time N=508	Part Time N=606	Terminal N=649	Transfer N=470	Dropout N=416	Non Dropout N=703
	1114 Complete/1307		1119 Complete/1307		1119 Complete/1307	
Yes	237 (46.7)	445 (73.4)	467 (72.0)	219 (46.6)	288 (69.2)	398 (56.6)
No	271 (53.3)	161 (26.6)	182 (28.0)	251 (53.4)	128 (30.8)	305 (43.4)

DO YOU WISH AN APPOINTMENT TO DISCUSS FUTURE PLANS?

Two way cross tabulation - column test

Variable 31: 1 - 72 - 73

Table 31a (V-1)

Table 31b (V-72)

Table 31c (V-73)

	Full Time N=522	Part Time N=596	Terminal N=663	Transfer N=458	Dropout N=440	Non Dropout N=681
	1118 Complete/1307		1121 Complete/1307		1121 Complete/1307	
Yes	92(17.6)	118(19.8)	132(19.3)	79(17.2)	102(23.2)	109(16.0)
No	430(82.4)	478(80.2)	531(80.1)	379(82.8)	338(76.8)	572(84.0)

VARIABLE 32

Table 32

THIS QUESTION IS VOLUNTARY, HOWEVER, IT WILL HELP US TO DETERMINE HOW WELL WE ARE SERVING THE COMMUNITY. RACE:

Two way cross tabulation - column test

Variable 32: 1 - 72 - 73

Table 32a (V-1)			Table 32b (V-72)		Table 32c (V-73)	
Race	Full Time N=569 1240 Complete/1307	Part Time N=671	Terminal N=731 1248 Complete/1307	Transfer N=517	Dropout N=477 1248 Complete/1307	Non Dropout N=771
Black	55 (9.7)	50 (7.5)	51 (7.0)	54 (10.4)	33 (6.9)	72 (9.3)
White	503 (88.4)	605 (90.2)	662 (90.6)	453 (87.6)	435 (91.2)	680 (88.2)
Indian	4 (.7)	3 (.4)	5 (.7)	2 (.4)	2 (.4)	5 (.6)
Other	7 (1.2)	13 (1.9)	13 (1.8)	8 (1.5)	7 (1.5)	14 (1.8)

VARIABLE 45 through 57

Table 33

REASONS FOR NOT RETURNING TO WCC.

N=1307

Two way cross tabulation - column test

Variables 45 through 57:  
1 - 72 - 73

Table 33a (V-1)

Table 33b (V-72)

Table 33c (V-73)

Variables	Full Time	Part Time	Terminal	Transfer	Dropout	Non Dropout
5. Completed the course(s) I was interested in	215	266	280	203	173	310
6. Enrolled at another school	219	129	59	289	36	312
7. My work does not allow time for school	69	117	155	34	154	35
8. Lack of money	73	71	109	35	109	35
9. Entered Armed Services	23	5	15	13	18	10
10. Family Responsibilities	47	91	113	26	109	30
11. Lack of Transportation	16	14	23	7	19	11
12. Low Marks	9	7	14	3	16	1
13. Class work too difficult	3	2	4	1	4	1
14. Illness	13	11	19	5	19	5
15. Courses uninteresting & or unsatisfactory	29	26	41	15	34	22
16. Instructors were Unsatisfactory	18	22	29	12	26	15
17. Other	43	59	72	32	54	50

VARIABLE 66

Table 34

IS THE JOB RELATED TO YOUR WCC TRAINING? (See also Variable 15 - Table 15)

Two way cross tabulation - column test

Variable 66: 1 - 72 - 73

Table 34a (V-1)			Table 34b (V-72)		Table 34c (V-73)	
	Full Time N=441	Part Time N=576	Terminal N=640	Transfer N=384	Dropout N=404	Non Dropout N=620
	1017 Complete/1307		1024 Complete/1307		1024 Complete/1307	
Yes	141 (32.0)	261 (45.3)	323 (50.5)	82 (21.4)	167 (41.3)	238 (38.4)
No	300 (68.0)	315 (54.7)	317 (49.5)	302 (78.6)	237 (58.7)	382 (61.6)

VARIABLE 67

Table 35

AGE: (SEE ALSO VARIABLE 32)

Two way cross tabulation - column test

Variable 67: 1 - 72 - 73

		Table 35a (V-1)															
GE		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
U11 TIME		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
=361		5	42	63	63	55	32	21	16	8	10	11	2	5	6	1	2
PERCENT		1.4	11.6	17.5	17.5	15.2	8.9	5.8	4.4	2.2	2.8	3.0	.6	1.4	1.7	.3	.6
ART TIME		2	15	26	23	16	23	28	28	24	16	27	34	19	19	7	12
=459		2	15	26	23	16	23	28	28	24	16	27	34	19	19	7	12
PERCENT		.4	3.3	5.7	5.0	3.5	5.0	6.1	6.1	5.2	3.5	5.9	7.4	4.1	4.1	1.5	2.6

		Table 35b (V-72)															
GE		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
U11 TIME		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
=502		4	28	45	43	35	36	25	26	22	19	28	26	16	18	4	11
PERCENT		.8	5.6	9.0	8.6	7.0	7.2	5.0	5.2	4.4	3.8	5.6	5.2	3.2	3.6	.8	2.2
TRANSFER		3	29	44	43	36	19	24	18	10	9	11	10	8	7	4	5
=323		3	29	44	43	36	19	24	18	10	9	11	10	8	7	4	5
PERCENT		.9	9.0	13.6	13.3	11.1	5.9	7.4	5.6	3.1	2.8	3.4	3.1	2.5	2.2	1.2	1.5

		Table 35c (V-73)															
GE		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
PROPOUT		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
=325		1	17	33	29	30	17	16	17	13	15	22	16	10	9	1	6
PERCENT		.3	5.2	10.2	8.9	9.2	5.2	4.9	5.2	4.0	4.6	6.8	4.9	3.1	2.8	.3	1.8
ON DROPOUT		6	40	56	57	41	38	33	27	19	13	17	20	14	16	7	10
=500		6	40	56	57	41	38	33	27	19	13	17	20	14	16	7	10
PERCENT		1.2	8.0	11.2	11.4	8.2	7.6	6.6	5.4	3.8	2.6	3.4	4.0	2.8	3.2	1.4	2.0

Continued



VARIABLE 67 (Continued)

AGE: (SEE ALSO VARIABLE 32) (Continued)

Two way cross tabulation - column test

Variable 67: 1 - 72 - 73  
(Continued)

Table 35 (Continued)

GE	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
ULL TIME																
=361	1	4	0	4	1	0	0	2	2	1	0	1	0	1	0	0
PERCENT	.3	1.1	0	1.1	.3	0	0	.6	.6	.3	0	.3	0	.3	0	0
ART TIME																
=459	11	4	12	10	9	8	6	6	12	5	7	4	7	6	3	6
PERCENT	2.4	.9	2.6	2.2	2.0	1.7	1.3	1.3	2.6	1.1	1.5	.9	1.5	1.3	.7	1.3

Table 35a (V-1) (Continued)

GE	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
ERMINAL																
=502	8	2	8	9	5	6	5	6	12	4	6	5	6	6	2	5
PERCENT	1.6	.4	1.6	1.8	1.0	1.2	1.0	1.2	2.4	.8	1.2	1.0	1.2	1.2	.4	1.0
PANSFER																
=323	4	6	4	5	5	2	1	2	2	2	1	0	1	1	1	1
PERCENT	1.2	1.9	1.2	1.5	1.5	.6	.3	.6	.6	.6	.3	0	.3	.3	.3	.3

Table 35b (V-72) (Continued)

GE	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
HOPOUT																
=325	6	3	4	5	4	2	4	4	7	2	4	4	6	2	0	3
PERCENT	1.8	.9	1.2	1.5	1.2	.6	1.2	1.2	2.2	.6	1.2	1.2	1.8	.6	0	.9
ON DROPOUT																
=500	6	5	8	9	6	6	2	4	7	4	3	1	1	5	3	3
PERCENT	1.2	1.0	1.6	1.8	1.2	1.2	.4	.8	1.4	.8	.6	.2	.2	1.0	.6	.6

Table 35c (V-73) (Continued)

Continued

VARIABLE 67 (Continued)

Table 35 (Continued) 2

AGE: (SEE ALSO VARIABLE 32) (Continued)

Two way cross tabulation - column test

Variable 67: 1 - 72 - 73  
(Continued)

Table 35a (V-1) (Continued)

AGE:	50	51	52	53	54	55	56	57	58	59	60	61	67
JLL TIME	1	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT	.3	0	0	0	0	0	0	0	0	0	0	0	0
ERT TIME	2	3	1	4	3	2	2	1	2	1	1	1	1
PERCENT	.4	.7	.2	.9	.7	.4	.4	.2	.4	.2	.2	.2	.2

Table 35b (V-72) (Continued)

AGE	50	51	52	53	54	55	56	57	58	59	60	61	67
EXMINAL	1	2	1	4	3	1	2	1	1	1	1	1	1
PERCENT	.2	.4	.2	.8	.6	.2	.4	.2	.2	.2	.2	.2	.2
RANSFER	2	1	0	0	0	1	0	0	1	0	0	0	0
PERCENT	.6	.3	0	0	0	.3	0	0	.3	0	0	0	0

Table 35c (V-73) (Continued)

AGE	50	51	52	53	54	55	56	57	58	59	60	61	67
POPOUT	0	3	1	3	0	0	1	1	1	1	1	0	0
PERCENT	0	.9	.3	.9	0	0	.3	.3	.3	.3	.3	0	0
ON DROPOUT	3	0	0	1	3	2	1	0	1	0	0	1	1
PERCENT	.6	0	0	.2	.6	.4	.2	0	.2	0	0	.2	.2

DID YOU ATTEND WCC FULL TIME OR PART TIME?

Two way cross tabulation - column test

Variable 68: 1 - 72 - 73

Table 36a (V-1)			Table 36b (V-72)			Table 36c (V-73)		
	Full Time N=590 1285 Complete/1307	Part Time N=695		Terminal N-763 1296 Complete/1307	Transfer N=533		Dropout N=498 1296 Complete/1307	Non Dropout N=798
Male	411 (69.7)	433 (62.3)		509 (66.7)	346 (64.9)		326 (65.5)	529 (66.3)
Female	179 (30.3)	262 (37.7)		254 (33.3)	187 (35.1)		172 (34.5)	269 (33.7)

MARITAL STATUS

Two way cross tabulation - column test

Variable 37: 1 - 72 - 73

Table 37a (V-1)

Table 37b (V-72)

Table 37c (V-73)

	Full Time N=587	Part Time N=693	Terminal N=736	Transfer N=528	Dropout N=496	Non Dropout N=795
	1280 Complete/1307		1291 Complete/1307		1291 Complete/1307	
Married	209 (35.6)	473 (68.3)	458 (60.0)	230 (43.6)	284 (57.3)	404 (50.8)
Single	378 (64.4)	220 (31.7)	305 (40.0)	298 (56.4)	212 (42.7)	391 (49.2)

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The purpose of this study was to make an effort toward developing a profile of students at Washtenaw Community College and to attempt to arrive at some conclusions as to institutional goal priorities.

The population of this study was comprised of 1331 student respondents who had attended, or were attending WCC during the time period between the fall of 1968, inclusive through the fall of 1972. These 1331 respondents were derived from a list of 7983 students (non-duplicative) provided for the study by the Data Processing department.

Several questions were posed for this study (see page 1 and 2 - appendix 1) and conclusions from the data relative to these questions will be answered in this section of the study.

The study was designed with several purposes in mind that would aid in arriving at a comparative analysis of the WCC student body and to determine if there were any differences between and within three specific categories, namely;

Students who were:

1. Part Time - Full Time
2. Terminal - Transfer
3. Dropout - Non-dropout

Statistically the study was programed for a two way cross-tabulation of the variables in the questionnaire against the

three selected categories. Chi-square was the most meaningful statistic used relative to this study, and although Cramer's Phi was referred to, as well as the contingency coefficient, neither of the latter two statistics were meaningful to this study.

The purpose of Chi-square is to compare observed frequencies with expected frequencies, thus it stands to reason that the more closely related the observed and expected agree, the smaller the value of Chi-square. Contrariwise, the greater the difference between the observed and expected results, the greater the value of Chi-square and the greater the possibility of a significant divergence or difference. If the value of Chi-square is larger than that expected by chance, then the null hypotheses may be rejected. If smaller, then the null hypotheses must be retained.

Fifteen variables showed no significant difference, therefore retaining the null hypotheses for these particular variables. Seven of the fifteen variables were the same for all three categories.

## Conclusions

The results of this study show that the Washtenaw Community College student is typical of the community college student often referred to in the literature.

There are more part time students than full time and more of the part time students seem to drop out of school than do the full time students. Among those students who were terminal, that is, those who were preparing for job entry upon completion of either a certificate or an associate degree, the majority were part time students. This data is logical because the part time - terminal student is usually a married student who is working full time and has more responsibility than the full time, transfer student.

The full time - transfer student reported carrying more credit hours per semester than his part time - terminal, counterpart, however, there were a substantial number of terminal students who carried a full load of credit hours. There was a wide divergence among dropouts as to the number of credit hours carried with the greatest number having taken a three credit hour load per semester.

Within the eighty-eight coded programs, the greatest number of full time - transfer respondents reported they were in a general program. These students are taking the courses required for entry into the four year institutions and do not identify with specific programs. The part time - terminal student respondent and those who had dropped out of school, presented a wide spread throughout the eighty-eight programs without showing

any significant numbers in any particular program, however, if the programs were categorized under a specific area, the trade related programs would have reflected a large participation.

More than half of those students who dropped out of school reported that they had finished all of the courses they were interested in, this places the Community College dropout in a different perspective than the high school dropout. The less than fifty per cent who dropped out for other reasons, reported that family responsibility and work were the leading reasons for their dropping out of school.

Many of the respondents who had left WCC, reported being enrolled in another school, few reported difficult class work as the cause for their dropping out.

Full time student respondents reported two-thirds more than the part time students as having received an associate degree. However, part time - terminal students reported slightly more received certificates. There were far more part time - terminal students working from thirty one to forty hours per week than full time - transfer students. The majority of all students in the three categories who were receiving some kind of financial aid, were receiving veteran benefits. There were approximately half as many on the work study program. Comparatively, the data shows that relative few students participated in an internship or work study program. Among the full time - transfer and the part time - terminal respondents to this study, approximately one half are still attending school either at



Washtenaw or some other school. Of those full time respondents still in school, the majority are in a four year institution. This relates to the fact that this survey covered a three year period, and many of the WCC students have either finished WCC or transferred to a four year institution before finishing their associate degree. A high percentage of the part time - terminal students are still in WCC or some other two year institution. This is because many part time students require up to six years to complete the two year curriculum for the associate degree. There were also more apprentices in the part time - terminal group. The majority of the respondents were employed, with those being unemployed reporting that either work was not available or that they were laid off. Few reported illness as being a cause for their unemployment. The majority of the student respondents in all categories reported that they had held their present job before entering WCC, however, a high percentage reported that they had obtained their current position after receiving their degree or certificate. The greatest number of the full time - transfer students reported that they were employed in business, while the majority of the part time - terminal students had industrial jobs. The dropouts were evenly distributed between business and industry. Part time students reported that almost half of them were employed at a job related to their training at WCC although only a third of the full time - transfer students were employed in a job related to their college work. The part time student often has a job when they enter school and their college work is more often

geared toward upgrading in their current position, thus accounting for the large number whose work is related to their college training. The students who were dropouts reflected this same percentage relationship between their job and their college training. Nevertheless, the overall majority in all categories reported no relationship between their job and college training. Almost ninety per cent of the students in all categories said that they did not receive counseling help in choosing their vocation. This is easily understandable because the community college student is more mature and if they haven't already entered a chosen vocation, they are well aware of the vocation they desire. A little less than fifty percent of the full time students entered WCC for preparation for a four year institution, three-fourths of the transfer students entered WCC for this reason. Part time students reported the highest percentage that had entered WCC for personal interest. This was true of the terminal student also, with 34% of the dropouts stating the same purpose. A greater percentage of those in the apprenticeship program were part time and this was true for the terminal student, too. There was little difference between the student categories in the description of the quality of instruction at WCC. The majority believed it to be either Very Good or just Good, with a very small percentage considering the quality as being either Poor or Very Poor. This speaks well for the instructional staff at WCC.

The relevancy of educational curriculums is being questioned today. Are all of the required courses in particular

programs really necessary? When this question was posed to the respondents, the majority of all respondents replied that the courses in their programs were relevant. However, there were approximately one-third of the respondents in all categories who felt that there were many irrelevant courses required. There could be two interpretations made from this data, (1) students who were selecting their own particular courses for transfer purposes and those students attending WCC in order to take courses of personal interest to them, would naturally reply that all of their courses were relevant. (2) those students enrolled in specific programs, such as the apprenticeship program, would be more inclined toward feeling that there were some irrelevant courses in their program. That is, some students would question the relevancy of English, to their tool making program.

Student respondents seemed to perceive the social sciences as having better prepared them for their chosen occupations, than the exact science or the communication arts. The significance of the difference, though slight, reflects the social cognizance of students today and the value they place upon social problems.

The programs or individual courses received excellent support from the respondents with the majority reporting that they would either, "Very Strongly" or "Strongly" recommend WCC to other students wishing to pursue the same program or courses that they had taken at WCC. Very few had reservations about making such recommendations. It appears from the data

that the majority of students who attend or have attended WCC, hold a high opinion of this institution.

Invariably, institutional counseling receives a questionable amount of criticism. In order to try and determine the validity of the criticism leveled at counselors in general, several questions were posed for the respondents to this study. Among the full time respondents, the majority had a counseling interview before registering, however, among the part time students most had not had a counseling interview before registering. The probable reason for the difference here between the full time and part time students lies in the pattern of attendance time. Most part time students attend night classes and find it more difficult to have time to see a counselor than do the full time students who usually are day students. Among the dropouts there was practically equal distribution between those who had an interview with a counselor and those who had not. More than two-thirds of the student respondents in all categories considered themselves as having received adequate help in the planning of their academic program. Of those who withdrew from WCC, only a very small proportion discussed their withdrawal with a counselor, and only about one-fourth returned at any time to use the counseling or placement services. Less than one-half of the former students were aware that the counseling and placement services were available to them even though they were not currently enrolled, and many of these students who were classified as dropouts, planned to return to WCC for more courses. Many of this group of respondents requested appointments to discuss

future plans with a counselor. Seventeen per cent of all respondents were black which compares favorably with the community percentage. There were four Indian respondents, while the greatest number were white. A few respondents listed themselves under "other" probably because they were not thinking in terms of ethnic groupings but nationalities. More than fifty per cent of the student respondents were married.

There were significant differences between part time and full time students. The drop rates were greater, more were married, the number of credit hours carried were greater for the full time student, and more part time students planned to terminate their college experience upon completion of their particular program.

## Recommendations

Since the majority of students are part time, and this category has the highest dropout rate, it seems very likely that concentrated counseling with an objective to assist these students toward the completion of either their certificate or degree in a more substantive way is indicated. One means might be to encourage these students to increase credit hour loads. The six years commonly required needs to be reduced. Indicated also is the need to intensify endeavors to engage more part time students in work-study and internship programs. A stepped-up effort to recruit veterans could continue to be productive of greater credit hour generation.

Nearly ninety per cent of all respondents reported not having received any counseling aid; though understandable in terms of their vocational choices, greater counseling contact should yield positive effects.

Students' perceptions of the value of the social sciences indicates that a broader offering of courses in these areas might perhaps produce heightened enrollments.

With regard to criticism leveled at both counseling and placement, a variety of strategems to improve student awareness and involvement needs to be tried. Periodic "Counseling Days", more group counseling and counseling sponsored seminars or other social activities could serve to raise awareness.

A highly significant sector of the community population - that age group between thirty one and sixty five - as shown

by the data is grossly under-represented at WCC. Larger numbers of this group needs to be involved in a diversity of programs, both to include them in academic, avocational, vocational, and special interest programs, and to train personnel to be a service, particularly to the senior citizen segment which is augmenting its numbers by important degrees on a yearly basis. Continuing education has become a necessity in our society today and recognizes no age barrier.

It is also apparent that more supportive effort should be made for the married students and others with heavy responsibilities. Not only should more means for providing financial aid be explored, but a better method of scheduling so that those who have to work full time can find convenient times available for attending classes. Saturdays and Sundays are being utilized at some institutions. This might help alleviate the drop rate for those students with heavy responsibility.

## Appendix 1

### WASHTENAW COMMUNITY COLLEGE Student Survey Questionnaire

Washtenaw Community College is conducting a survey of the past and present student body. The purpose of the study is to help the College better serve the community by being able to determine student profiles and needs through comparative analysis of past historical trends.

Please help us by completing this questionnaire and returning it in the envelope which is provided.

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

Telephone No. \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Married \_\_\_\_\_ Single \_\_\_\_\_

=====

1. Did you attend WCC - Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

2. How many credit hours did you usually carry? \_\_\_\_\_

3. Were you registered in a particular program? Which one?  
\_\_\_\_\_

4. What was your status when you left WCC?

Obtained a Certificate \_\_\_\_\_ Obtained an Associate Degree \_\_\_\_\_

Dropped out \_\_\_\_\_ Finished courses interested in \_\_\_\_\_

5. While at WCC, how many hours did you work per week?

None \_\_\_\_\_ 1-10 \_\_\_\_\_ 11-20 \_\_\_\_\_ 21-30 \_\_\_\_\_ 31-40 \_\_\_\_\_

6. If you received financial aid while at WCC, which one(s) -

Veteran Benefits \_\_\_\_\_ National Defense Loans \_\_\_\_\_ Work-study \_\_\_\_\_

Educational Opportunity Grant \_\_\_\_\_ Scholarships \_\_\_\_\_ LEEP \_\_\_\_\_ Other \_\_\_\_\_

7. While at WCC, did you participate in an internship or on-the-job training?

Yes \_\_\_\_\_ No \_\_\_\_\_ Could have but didn't \_\_\_\_\_ Not applicable \_\_\_\_\_

8. Are you currently going to school? Yes \_\_\_\_\_ No \_\_\_\_\_

9. If yes, are you a part-time \_\_\_\_\_ or full-time \_\_\_\_\_ student?



10. If you are currently advancing your education, what type of school are you attending?  
2-Year\_\_\_\_\_ 4-Year\_\_\_\_\_ Trade School\_\_\_\_\_ Apprenticeship\_\_\_\_\_ Other\_\_\_\_\_
11. Are you currently employed? Yes\_\_\_\_\_ No\_\_\_\_\_
12. Were you employed at your current job prior to entering WCC\_\_\_\_\_ While at WCC\_\_\_\_\_ or after your college experience?\_\_\_\_\_
13. What type of employment do you now have?  
Industrial\_\_\_\_\_ Business\_\_\_\_\_ Education\_\_\_\_\_ Other\_\_\_\_\_
14. Have you ever worked at a job related to your training at WCC? Yes\_\_\_\_\_ No\_\_\_\_\_
15. Are you now working full-time\_\_\_\_\_ part-time\_\_\_\_\_. Is the job related to your WCC training? Yes\_\_\_\_\_ No\_\_\_\_\_
16. If unemployed, why? No work available\_\_\_\_\_ Illness\_\_\_\_\_ Laid off\_\_\_\_\_
17. Did WCC counseling services help you choose your vocation? Yes\_\_\_\_\_ No\_\_\_\_\_
18. Did you attend WCC because you wanted to learn an occupation\_\_\_\_\_, it was part of an apprentice program\_\_\_\_\_, promotion and job security required it\_\_\_\_\_, personal interest\_\_\_\_\_, preparation for 4-year institution\_\_\_\_\_, other\_\_\_\_\_
19. How would you describe the quality of instruction at WCC? Very good\_\_\_\_\_ Good\_\_\_\_\_ Poor\_\_\_\_\_ Very poor\_\_\_\_\_
20. Were there many courses in your program that you regarded as being irrelevant to your needs? Yes\_\_\_\_\_ No\_\_\_\_\_
21. Did your courses in the Exact Sciences (Mathematics, Biology, Chemistry, etc.) prepare you for your chosen occupation? Yes\_\_\_\_\_ No\_\_\_\_\_
22. Did your courses in Communication Arts (English, Literature, Speech, etc.) prepare you for your chosen occupation? Yes\_\_\_\_\_ No\_\_\_\_\_

23. Did your courses in Social Sciences (Psychology, Sociology, etc.) contribute to your understanding of human behavior and the social environment as related to your chosen occupation? Yes\_\_\_\_\_ No\_\_\_\_\_
24. Would you recommend WCC to anyone wanting to take the program or courses you studied? Very strongly\_\_\_\_\_ Strongly\_\_\_\_\_ With reservations\_\_\_\_\_ No\_\_\_\_\_
25. Did you have a counseling interview before registering at WCC? Yes\_\_\_ No\_\_\_
26. Do you feel that you received adequate help in planning your academic program? Yes\_\_\_ No\_\_\_
27. If you withdrew from WCC, did you meet with a counselor to discuss your withdrawal? Yes\_\_\_\_\_ No\_\_\_\_\_
28. Since you withdrew, have you returned to WCC to use the counseling and placement services? Yes\_\_\_\_\_ No\_\_\_\_\_
29. Were you aware that the counseling and placement services are available for your use, even though you are not now taking classes at WCC? Yes\_\_\_\_\_ No\_\_\_\_\_
30. Do you plan to take more courses at WCC? Yes\_\_\_\_\_ No\_\_\_\_\_
31. Do you wish an appointment to discuss future plans? Yes\_\_\_\_\_ No\_\_\_\_\_
32. This question is voluntary, however, it will help us to determine how well we are serving all of the community -  
Race - Black\_\_\_\_\_ White\_\_\_\_\_ Indian\_\_\_\_\_ Other\_\_\_\_\_ Age\_\_\_\_\_
33. Please check one or more of the following: My reasons for not returning to WCC:
- |   |       |
|---|-------|
| Completed the course(s) in which I was interested | _____ |
| Enrolled at another school                        | _____ |
| My work does not allow time for school            | _____ |
| Lack of money                                     | _____ |
| Entered armed services                            | _____ |
| Family responsibilities                           | _____ |
| Lack of transportation                            | _____ |
| Low marks   | _____ |
| Class work too difficult                          | _____ |
| Illness   | _____ |
| Courses uninteresting and/or unsatisfactory       | _____ |
| Instructors were unsatisfactory                   | _____ |
| Other (Please specify)                            | _____ |

Please make any comments you would like to add. We welcome constructive suggestions. Thank you for your cooperation.

## APPENDIX 2

### PROGRAM CODE

142	Natural Resources
210	Art
220	English
240	Physical Education
310	Black Studies
330	Math
340	Science
350	Pre Engineering
352	Economics
400	Social Science
410	Economics
420	Intern Extern ('68)
440	History
444	Political Science
450	Political Science
460	Community Services
461	Agribusiness
470	Sociology
486	Blueprint Reading
500	Trade Related Instruction
510	College Transfer
521	Accounting Technician
531	Data Processing Technician
541	Management Technician
542	Wholesale & Retail Sales Technician
544	Quality Control Technician Supervisor
551	Public Administration Technician
561	Secretarial Technician
562	Clerk Typist
600	Community Services
621	Educational Assistant
622	Educational Aide
623	Library Technician
631	Fire Protection Technician
641	Institutional Food Management
651	Law Enforcement Technician
700	Health Occupations
711	Dental Assistant
721	Inhalation Therapist
731	Medical Office Specialist
732	Medical Clerk
741	Radiologic Technician
800	Tech. and Industry
811	Auto Body Service Technician
812	Auto Body Repair
815	Automotive Service Technician
816	Automotive Mechanic
821	Architectural Drafting Technician
822	Architectural Drafting Detailer
823	Construction Specialist
825	Industrial Drafting Technician

APPENDIX 2 - PROGRAM CODE

826	Industrial Drafting Technician (Product Option)
827	Draftsman - Detailer
831	Electrical Engineering Technician
832	Electronics Engineering Technician
833	Electrical Equipment Repairman
834	Electronic Service Technician
841	Fluid Power Technician
851	Mechanical Engineering Technician
852	Quality Control Inspector 1 Year
853	Toolroom Machine Operator
854	Electro-Mechanical Technician
861	Metallurgical Technician
871	Numerical Control Technician
872	Numerical Control Machine Operator
882	Commercial Artist
884	Technical Illustrator
888	General
891	Welding and Fabrication Technician
900	Trade Related Instruction
902	Tool Maker
903	Tool & Die Maker
904	Diecast Maker
905	Industrial Machine Repairman
906	Millright
908	Hydraulics
912	Machinist
918	Welder Apprentice
920	Auto Body Repair Apprentice
924	Electrician
927	Heating & Ventilation
931	Truck Repair - Gas & Electric
933	Building Maintenance
940	Aerospace Technician
942	Powerhouse Engineer
943	Refrigeration
944	Quality Control
955	Welder
990	Journeyman Associate Degree

### APPENDIX 3

#### STUDENT COMMENTS\*

0001

I have worked as a tool maker for 19 years and I want more information on Inert Gas Welding. My instructor was most cooperative to give me the information and type of instruction I desired. I would recommend him to any one wishing instruction in this field.

0023

Just as it would seem unnecessary to tell you about the school, it is a must I must do. It is a very fine institution. I plan to return spring term.

0017

I am looking for a job (salary or App. Electrician) at Fords or G.M. Who do I see?

0016

I would very strongly recommend that anyone interested in furthering their education in Electronic Engineering be sure and take more courses in the exact sciences (e.g. Math, Physics and Chem).

0033

I started with Electronics Tech. Course. I received good grades (B & above) without understanding the material. So half way thru I dropped that and took up a liberal arts course intending to transfer to a senior college after completion. I enjoyed that course but had to drop it mid-semester because I was working too much. I intended to go back but instead I went into business for myself in Jackson, Michigan. Later on, I plan on trying Jackson CC's Electronics course or liberal arts course.

0047

I feel most appreciative for the opportunity to attend WCC (at my age). I plan to take additional courses. Thank you for asking.

0035

Lack of occupational opportunities (especially without full degree) inhibit incentive. Also, would like to return to ART curriculum; few night classes have been offered in this area.

---

\*

These comments have been copied exactly as they were stated by the students, grammatical errors inclusive. Personal references have been deleted.

### Appendix 3 - Student Comments

0341

Although I did receive my 2 year degree at WCC, I must admit, the school didn't prepare me for a 4 year school. The courses taught at WCC was more on a high school level rather than a college level. What I did learn however, was helpful, but not enough material was covered for further studies in my area (Business).. As far as a 2 year degree is concerned, I would attend WCC if that was all one wanted out of a college education.

Unfortunately, there has in the past and will in the future, a lack of communication with the students. The school may offer many benefits for the students, but who ever hears about them? The Voice certainly doesn't inform the student. It is more or less a waste of the tax payers money for that paper to be printed.

The counseling were of little help to me. When I entered WCC I was told to go see a counselor for help in scheduling my classes, but the classes I signed up for were either to advance or not high enough to transfer. (\_\_\_\_\_ was an exceptionally terrible counselor).

One asset going for the school - the friendliness of most counselors and instructors. My experience with the school is something I certainly don't regret experiencing.

0606

When I attended the tuition was almost \$25 a credit hour for out of district students and it was kinda rough on the pocket book. But every penny spent was well worth the education I got.

As for counseling services, they were great. Had no trouble in having my classes transfer to the school I'm now attending. My entire experience at WCC was facinating and exciting. I'd highly recommend WCC to anyone for whatever reason they'd want to go.

0652

WCC's main asset is that it is a student-oriented institution. All the instructors I have encountered have been more than willing to give all the help they could to their students.

At times the course requirements are almost too minimal and the instructors too easy. This may prove to be a draw back when one transfers to a 4 year school. I also feel some instructors should gaurd against the tendency to make their course "relevant". At the expense of the material needed to be covered by the course. "Learning" is always relevant - the point of establishing relevancy is sometimes.

0661

I started this school in the fall of 1969 and the catalog I started with is somewhat different than the new ones. Some of the required classes I took are no longer offered, and I only need 3 more to graduate. So I am going to try and take some substitutes so that I may get my associate degree in Industrial Drafting in the Spring semester.



### Appendix 3 - Student Comments

0098

Though I am fully aware of the importance to our community of the technical - vocational training offered at WCC, I feel that the policy and the administration of WCC has resulted in the slighting of the liberal arts program. The Liberal Arts program is important to the community as preparation for those who are not ready for or able to afford a University. Despite the fact that the liberal arts programs are less expensive to conduct than technical programs, I saw the liberal arts program consistently cut. (As an example the foreign language program) This policy is the reason I left WCC and one of the major ways the administration is doing a disservice to its students and the community.

0987

I felt that your counseling of students was very poor. No attempt was made to show students different occupations, the future needs of different occupations or their salaries. Since I have not attended WCC for the past couple of years, this may have changed. I hope so.

0985

I was only there one semester, but I felt like part of the very very ignored, ill-served minority.

(The teachers were great), but the college was never there for us. Also, the college felt free to cut our semesters short. (due to heating plant failure) Without any attempt to give us refund on comparatively high fees.

0977

I am still enrolled at WCC and find it a very adequate school. I wish I had more time to take electives but I must finish and get an Associate Degree as soon as I can. I plan to enroll at the U. of M. for fall 1973. The program is yet an open matter. The area that could use considerable restruction at WCC is the counseling center. My one and only trip to the counselor was a total waste of time. Pre-registration counseling is even a bigger farce.

0963

I sincerely hope that the program in Inhalation Therapy has been improved since I was forced by illness to give it up in 1969. Of course, I can only speak of that time. The set up was no organization. We roamed around the U of M campus looking for classrooms in strange buildings, half of the time we were lost. No place to park. There was a sophomore student in charge of the freshmen students in clinic practice at the U of M. He was allowed to give us grades and this should never have been permitted. His personality influenced his grading and this became a part of our permanent records. Grossly unfair! It was for all these reasons that I never returned. I just couldn't force myself through another year of that mess. As I stated in the beginning - I hope things have improved.

### Appendix 3 - Student Comments

0860

During the entire time that I spent at WCC I was an evening student. The schedule of classes available for the night student was never adequate or broad enough to encompass the needs of the evening student. While it is indeed difficult for the college to determine accurately how many given students will take a given class, the college nevertheless, owes a responsibility to the evening student who in most cases is helping to carry the tax burden of the state which supports institutions such as WCC to offer an adequate and meaningful program. This needs tremendous improvement. Further, the relation of WCC to the community it surrounds should be a two way street. I mean that the college needs to go into the community to recruit potential students rather than depend on the student coming to the college. WCC should have specific programs such as an education recruitment week utilizing the faculty and students to do same to provide a better sense of community.

0859

I was on a maintainance training course with Universal Die Casting. The spring semester is my last one. I will have then completed my four years of training. I can't recommend that anyone enter a program such as this. As they come out empty handed with no trade at all. Only with shops recognizing the General Maintainance Classification.

I have taken one semester in most skilled trades except to get by. I think that I got out of every course just effort I put forth.

0845

Gentlemen: WCC is a good school, my only regret is that I didn't take more courses for transfer. I'm thinking of History, Geography and other Humanities courses. My regular counselor at WCC was great. The two times he was not available I settled for subs and I felt I was left hanging. I had only one bad instructor, she only lasted one semester.

0834

I think the new campus is a great improvement over the old one but I hope WCC does not try to expand too fast. This causes the students and the campus to be in a state of change all the time. It is alright to change, but it is also nice to use things in a completed form for a time before starting another project. I have had classes in the permanent buildings and the temporary class rooms and see nothing wrong with either in fact the temporary class rooms are some times better than a room in the permanent buildings.

1167

I took Chem and Algebra only. I will be going to MSU next year but I may pick up a few credit hours this summer in courses I may need.



### Appendix 3 - Student Comments

0855

When I was attending WCC I did not receive the proper advice for the classes I wanted to take at WCC, that would correspond with the program I planned on taking at Eastern Mich. University. When I transferred to Eastern, I found that I could have taken many classes at Washtenaw that would have fit into my program, but that no one at WCC seemed to know about. Also, I was advised to take classes at WCC that supposedly would fit into my major and minor and when I reached Eastern I found out that these courses wouldn't fit in at all, which to me looks like a waste of my time.

I think the communications between WCC counseling department and Eastern needs improvement so that people who plan on transferring don't get the wrong advice and waste time, energy and money taking unneeded courses.

0844

At the time I get my money together you will be faced with the job of educating me for my future.

0839

Very satisfied with the teachers and school in general. I feel the school is an excellent opportunity to receive an education of high standard without the expense or hassle of a larger institution.

0837

I feel that in the automotive field the requirements of Math 031 is good because its basic and it relates. But when they tell me I have to pass 092 which is harder and which is not really necessary, it makes me really discussed to think my degree will be delayed because of this.

0825

Am presently serving with U.S. Army (Vietnam). Expect to receive discharge August 1972. Have applied for readmission to WCC for fall 1972 semester. Hope to transfer to EMU for Winter 1972 semester.

Would like appointment to discuss future plans but at this time don't know exactly when I will be available.

0814

I'm now trying to get into an apprenticeship program. Although I do plan on taking night courses later at WCC.

At the job I'm working at now, the training I received at WCC helped me out very much.

0013

Regarding question 31 - Library jobs seem extremely scarce, and I need a pay check to survive.

### Appendix 3 - Student Comments

0808

It seems that any institution that is so hard pressed for financial aid from the state and other sources, should not be spending money on this questionnaire. I have not attended WCC in over 4 semesters and I feel WCC could use its current budget more wisely. Budget funds, and do away with the red tape our buracratic society has created. Elimination of jobs that are a burden to your budget would help you as an institution, spend money in places it is needed.

How many man hours has this questionnaire cost the school, and how much did the paper and envelopes (postage included) cost? Also, how many forms do you expect to be returned? 30%? 40%? I am disappointed in the style in which WCC is accustomed to operating. It is a burden to our community in many ways, ways that could be and should be changed for betterment of WCC.

0820

First of all, I feel that students should be informed in their counseling interview that certain classes are not transferable to a 4 year college such as Eastern. It's a shame to have a student complete 2 years at WCC then discover that a lot of his credits are not transferable.

Second I don't feel that a teacher should be trying to teach 2 classes at the same time. When I was enrolled at WCC my Business Machines teacher was also trying to teach a typing class at the same time. As a result if a person needed any assistance in figuring out how to operate a machine the teacher was never around. The text book had instructions for operating the machines but even still they were rather difficult to operate. I feel the teacher should have been devoting her complete attention to the Business Machines class rather than dividing it up between two classes.

0806

I hope that you will keep up. I realize that a Junior College is restricted because it must coincide with the four year schools, that is at least in relation to transfer students like myself. I definitely feel that I had better teachers there than I have had so far at EMU. Especially \_\_\_\_\_.

0800

One of the biggest problems for me (and others) was the book situation. After purchasing books at the on-campus bookstore, and returned at the end of the semester only to find that the books were either not being used next semester or the quota was filled for that particular book. If per-chance they bought back the book it was at 50% or less of the purchase price. Another problem was that a few of my teachers didn't find out till relatively close to the beginning of the semester that they were going to teach a class.

### Appendix 3 - Student Comments

0801

I had to leave school suddenly because of a death in the family and I didn't know I could make up my finals until it was too late to do so. I had to borrow the money from my folks to go and I didn't want to keep borrowing, especially to take the same classes over.

The only thing that really upset me about the college was the habit of calling off classes for Moratoriums and Marches. This really upset me because I couldn't afford the luxury of college and I certainly felt cheated when my class time was disrupted. I really did enjoy the experience though, especially                      intro. psychology. My only regret is the wasted semester, because I missed finals and therefore received no final grades. I would like to know if there is any way I could get final grades for those 2 classes without taking the whole semester over. Speech 100 and Intro Psych 100.

0561

Prior to attending WCC I was enrolled full time at MSU then dropped out due to lack of interest in college, lack of direction in life. Therefore I feel a junior type college has as best to offer the opportunity to continue education after high school without the financial strain of attending a full time "big" school. Secondly, WCC can, as it did for me, allow easy attendance at night without the rigamarole of transcripts.

0557

Originally I had no plans for college, but being at the right age for the draft I decided to go to Washington D.C., actually it was a very smart move.

Instead of working in a gas station for the rest of my life I am now working for a successful engineering firm at a very reasonable salary.

WCC was a very good experience for me and I met some very nice people. The instructors that stand out in my mind as two of the best teachers I have ever had.

0596

I found Mr.                      very harsh against whites, and unwilling to help with student loans for educational purposes. This occurred not only in my case, but others who I have known who are now attending will have dropped out.

I hope                      realizes the racist nature of the student loan office.

0431

I have a BSME from U of M and am currently employed as General Manager of a small manufacturing concern. I plan to take several more courses at WCC in areas of special interest to me as time permits.

### Appendix 3 - Student Comments

0562

I believe that there should be student evaluation of teachers such as Eastern Michigan has. This would highlight weak areas of instruction, etc.

When I started WCC they were really having "growing pains" and I realize that perhaps many "bugs" have been ironed since that time.

I feel that in the area of business subjects, WCC was very strong and more than adequate. At that time, the area of Data Processing was very weak. I do not feel that the 16 hours I had in this field was properly prepared. Perhaps this was due to inadequate machines needed to teach the subjects.

0541

The two semesters that I attended WCC was very interesting even though it was very inconvenient for me. I live on the East side of Detroit. But the education I received was worth the trouble. I want to personally thank your math instructor I had he was well trained for the subject and displayed very much interest on the subject. As soon as I get called back to skill trade I intend to finish up the remaining three semesters.

0517

I enjoyed going to WCC because I am an artist and I got individual help. The instructors were very good and I enjoyed my three part time years there. I liked the college, because it was on a smaller basis. I'm from a small town where I knew almost everyone and at Washtenaw I felt like I knew almost everyone.

I liked WCC because in a way I did on the job work for them. I started designing pamphlets. One of the Deans found out about my work and offered me jobs in the area, I had been trained in. I enjoyed working with Dean \_\_\_\_\_ and I hope to continue to do more and help WCC any way I can.

The best thing I liked about the college is the fact that in your first years can actually get down and do a lot of work at the big Universities.

0515

I think if I had a counselor to talk to I would have chosen a better field, more qualified for my interests. I realize I can use what I learned, but I never liked it. I was informed several times it would get more interesting as I went along.

I know I was uncomfortable with machines and I still am. I would have preferred more accounting or management courses. I would also like for you to offer a course in Social Work as many jobs are offered here at civil services with 2 years college.

0011

Would appreciate receiving notification of new courses in the medical - secretarial fields of interest.

### Appendix 3 - Student Comments

0512

At the time I dropped out at WCC there was a lot of discussion of the social ills that exist in our society, and student protest were at its height. I who was more interested in writing skills found too much emphasis being placed in this area. As a result, and in conjunction with increased family responsibilities, I decided to forestall my education till things improved.

0505

I entered WCC with the hope of finding a career. I was uninterested in the 2 year programs. I stayed general after 2 years I had still been unable to decide on a major so I decided not to transfer to a 4 year college. However, I did remain for one more semester. This was so I could complete my 60 credits and hopefully leave WCC with an Associate degree. After two and 1-1/2 years at WCC, I received a letter saying I could not receive my degree because I was 2 credits short. It seems that everyone failed to advise me that the Tennis Course didn't count towards my degree. Now when ever I fill out a job application and tell them I attended WCC for 2-1/2 years I also say that I left without a degree. This distresses me a great deal.

0498

One semester I started to take Sociology, but dropped out. The instructor began the class with teaching psychology. I had already taken psych. and didn't feel I had to repeat it. I know many professionals in these 2 fields are trying to overlap soc. and psych. but the title of the class was misleading. It should have been social psych. Also I was looking for a class in current social problems, but I got into the wrong class. I think there should be a class started on current problems, as they would be relevant for anyone in the Soc or Psych program. I did notice that some of my instructors weren't too effective in their methods, but I enjoyed the students so well it didn't matter too much. I also noticed the freedom in most classes, students were taking part in discussions.

I audited a black history one semester, but was charged the full price as if I was taking the course for credit.

What's the sense in this. It's not really free education because I'm not being credited for taking it. It's more or less a rip-off. This practice should be reviewed on the whole. I enjoyed WCC. I attended night classes which are better than the day courses. It's more like a high school in the day. Also, at night one sees a wide diversification of people.

0412

When I first enrolled at WCC I was going to take X-Ray, but I was working full time and taking one night class. I decided I would get into Dental Hygiene at U of M after I had some science and math classes.



### Appendix 3 - Student Comments

0413

Washtenaw has a basically good idea backing it up so it leaves you with a good feeling. However, speaking for myself, and from my interpretation of behavior of students I've seen, I notice perhaps what should be labeled a lack of motivation in the area of academic pursuits.

I don't know what's needed to produce motivation or even if this quality is desirable; however, this motivation is evident in many U of M students and from what I can observe of course, this is nothing scientifically based, only remarks of a casual observer.

0493

The book list for each class should be posted prior to registration. The lines at the bookstore were very disheartening during this period.

In addition, there should be a well defined attendance policy in the entire organization. It's difficult for the instructor and attending students to have too few students to hold a class.

0489

The reason for my not being at WCC this semester is that I was (am) having problems with my job. I also have a son 2 years old and it just got to the point where I was not putting enough time into school.

I like WCC because it is a small school and the majority of the instructors are human - they're not just a voice up front lecturing. On the whole I've found WCC very enjoyable and will be entering spring semester. I don't think this survey is very comprehensive.

0471

I dropped out of WCC because of pressing employment obligations. However, I intend to attend WCC again and would appreciate any help you may give. I would like an appointment to discuss future possibilities. I can be reached by phone at the number below, after 3:30 PM on any weekday.

0461

WCC instructors were capable of taking a personal interest in the students and the students faculty seemed to have a "relation". So far both of these 2 assets are missing at EMU. However, this has not interfered with my grades, etc.

0432

If I were poorly motivated, I probably would not have become enrolled at WCC. Information given me regarding enrollment was incorrect and required a number of trips on my part to get enrolled. I hope this is corrected so that new students are not harrassed.

### Appendix 3 - Student comments

0940

Refrigeration '69: First semester with \_\_\_\_\_ was great. Although my grades were low, I learned a great deal. At times he moved too fast, but he taught the subject with much knowledge. \_\_\_\_\_ knows a great deal about his field. A cooling system engineer, but he knows little practical refrig. While I was there he simply read word for word out of the manual. He learned as we learned, which is great providing you're not the teacher. He's a great guy, but the lack of depth, merely made my learning problems more intense.

0931

I would be interested in attending and working on an Associate degree in Quality Control if I could be given credit for the many courses that I have taken in the past. I have discussed this matter with Mr. \_\_\_\_\_. This has also been discussed at our quality control advisory meeting several times in the past.

0928

I was disappointed because several of the courses I needed for my associate degree were not available and I was forced to take courses that I was not that interested in or that I felt was irrelevant to the program. This would have made it more interesting to me and I wouldn't have felt like I was wasting my time. Most instructors were very good tho I did have two that were poor in teaching their courses. This made me feel that my time was being wasted as I could have spent that time with my family. Otherwise I enjoyed my experience very much.

0923

I really like the program that I am in (DA) and think the instructors are most helpful and really concerned with our college careers. What happens after we graduate, however, I do have a few gripes and suggestions.

1: 40 girls in the program is too many to allow us to really have the room and time and material to really get work done. I think 25 in a class would be plenty - maybe that's even pushing it.

2: I think they should try to cut down on the length of the Intro to D A (first term) and maybe conduct it to a two or three week class.

0916

I found the counseling at WCC abomenable. It is a waste of time for the student to get counselors signatures on a registration card, which I have never seen them read the forms. After waiting in line it is exasperating to see the card signed without being read. I was never asked once while at WCC about my future plans, classes, etc. The only way we can be sure of taking the right courses is to check with the institution which one plans to transfer and use their counseling services.

### Appendix 3 - Student Comments

0024

I think the students should be allowed to evaluate the courses they attend. Evaluation could be turned into office (Department) and held for instructor and promotions reviewed after grades have been turned in. Repeated comments might be a point worth reevaluation of teaching techniques.

My experience with the teaching staff was that the teachers in the evening and Saturday classes were either excellent or in direct contrast with a few that were good with excellent potential but failed to devote enough time to lecture preparation, content, and their own homework to be effective in their role. I do not strongly feel that part time teachers (evenings) should occasionally have academic review by the department full time chairman (preferably) to be sure the course content is being fulfilled by both the instructor and students. This area should be reviewed as the community exposure is greater with evening courses. Happy students are productive students.

This college is serving the community well!

0026

WCC has many faults, but I could never recommend it too strongly. It is more relevant than anything I have seen. I especially like the freedom allowed to instructors, as that can only help the relevance of the total school. Please don't get big and impersonal in your quest for improving the school.

I think you for the personal growth that the school has helped me with in the time I was there. I feel that I learned not only how to think, but how to enjoy thinking. This is much more important than stressing facts and figures. Your biology department makes fibbers of people who say biology is dry thanks to Mr. \_\_\_\_\_. \_\_\_\_\_ teaches a person more about himself in one semester than a shrink could in a year. I could go on and on - anyway, thanks.

0015

Please have more general courses for average people trying to get ahead - for a good example: When I enrolled I was a journeyman glazier at the age of 21. After 1 year I was a foreman. I realized that after 20 years from now all I could be was a foreman. I took the blueprint reading course not for the help but for the proof to boss that I was trying to better myself. One year later he fired his estimator and needed help. I offered my services and he promoted me. I'm now doing well and plan on owning my own company in the future. Your course gave me a big future as small as it may seem.

0951

Would you please look over my files and send me a copy of how many credit hours I have at the present time, and what my grades were and a solastic booklet.



### Appendix 3 - Student Comments

1105

WCC stressed the areas of humanities and I found that Western Michigan University did not require as many courses as I had taken. Also WCC seemed to push speech which is not needed here because of changing requirements.

I found WCC prepared me for studies in a 4 year school without any further difficulties. The instruction was excellent and up to date. Each one of my instructors seemed willing to give extra help to any student. I miss this personal contact with instructors, and feel this is the big advantage of going to WCC.

1090

I do not see any reason for a mature instructor to use vulgar language during his instructions or swear words, even to show his anger.

I am very displeased not to get a copy of my exams, using an answer sheet is not any good for future reference. Sociology 160 is the course I have reference to and when I asked to see the questions I missed I was told to come to his office at a time that I'm never at school if I wanted to see my test.

1037

Dear Surveyors: After completing my first semester at WCC I was not financially able to live in the Ypsilanti area. I used what money I had to purchase a cheap economical car to commute from Wyandotte to Ann Arbor every day and picked up a job working afternoons in a small steel plant on Detroit's South side. It did not take me long to see that this was more than I could handle and consequently my grades went way down. The third semester was even worse so I decided to drop out and try again when I can take things at a slower pace.

I personally found WCC to be an outstanding school with fine instructors and counselors more than willing to lend a hand.

1161

I feel that the D P course presentation is lacking the following: The presentations could be enhanced with audio visual presentations. Since these courses are offered here, could the D P instructors take them to enhance their presentations. Does IBM have material available for this use?

1159

I attended WCC for 2 semesters prior to transferring to EMU. Attended EMU for 2 semesters, full and part time. Then was drafted and was forced to withdraw from classes for the 1971 spring semester. Returning to EMU commencing September '72 - have been in contact with Wayne State in regards to admission. Do desire to see the new WCC campus in Ann Arbor and possibly take classes that I need more personalized instruction in.

1051

I took courses at WCC that didn't transfer to EMU. I think non-transferable courses should be marked as so in schedule book.

### Appendix 3 - Student Comments

1064

To understand my replies better you should know that I attended WCC when I was 17 and was not yet ready to continue school. I attended mainly to get out of high school and was not mature enough for college.

Presently I am in the Air Force working as an Air Traffic Controller and am continuing my education in this field with an eye towards a career with the FAA.

1066

I consider myself an exception, as I am already enrolled in a four year school but come to Washtenaw mainly for supplementary courses available there. I think there may be a large number of students in this class.

1073

Out district prices per credit hour were too high for the poor quality of instruction that was given. I should say any price was too high for the poor teaching.

1069

I feel WCC is a full service institution and a necessary asset to the community as a whole. While I attended I felt that the instructors weren't highly qualified and never questioned the validity of the course content presented or whether it was significantly relevant to my purpose.

I think anyone who questions the need for the particular disciplines as delineated in this sample, e.g. questions 21-23 and further tries to tack an irrelevant label to such basic concepts lacks insight.

Please excuse the mis-spelling and poor writing as I am rushing through this.

1173

I am at NMU at present and do not enjoy it as much as WCC. It certainly would be nice and save me a lot of money (for housing) if I could have obtained a B.S. degree from WCC. It would have saved a lot of effort and confusion from transfer of credit, too.

You already have ideal facilities and good faculty, now obtain accreditation to grant degrees in full four year programs and you'll really be serving the community. I am sure a lot of people who desire and need degrees will never be able to receive them because universities are few and far between and some people just have too many responsibilities to leave their home in search of an education.

It requires all of my financial effort to be able to attend NMU merely because of the high cost of student housing. If I were able to continue at WCC I could save \$1500 - \$2000 per year.

### Appendix 3 - Student Comments

1251

There are four of the required courses for Inhalation Therapy which I feel are totally indifferent to the program and a waste of time to the student taking them. First of all, Math 092 was not at all useful in solving some of the complicated problems one comes across in I.T. I feel that course belongs in Junior High School. Secondly, Technical Communications was a total bore. Rather than learning to communicate I learned to sit back and listen to the instructor rattle on and on in his monotone voice. By the end of the hour everyone was sound asleep. The Psychology course did not help me to understand the emotional needs of the patients any better than I already did. As far as State and local government goes, I can't see where it is applicable to I.T. as we do not discuss politics with our patients.

Without these courses a student would be able to devote more time to the studies of the field he is interested in.

1201

To Whom it May concern: I feel that the current tri-semester plan will jeopardize the needs of many WCC students. Many courses such as mathematics, sciences or trade related courses can not be taught in six week sessions. Because of a personal need for higher mathematics I will be forced to either wait until next Fall (72) or transfer to a four year institution earlier than I had planned.

I feel that many students such as myself are being slighted instead of helped by this "tri-mester" plan. Previous to this time I was of the opinion that the school existed to best serve the students. After viewing the selection of courses for the next term, I have good reason to believe otherwise.

1033

I strongly suggest that you gear your specialty programs more for persons who must support a family and work full time. A good cross section of what I mean would be by Inhalation Therapy.

1033

I feel that all of the required courses for freshman and soph. should be dropped from the curriculum. These courses that have to be taken should only be taken if the person wishes to take them, and not forcing them to do so.

1019

Have a shortened admission form for those persons enrolling for only one course.

1160

My course plan was laid out more for a lab technician than for an industrial technician.

0883

My greatest need is for basic chem, biology, phys, and pre med type courses. The beginning sections of which are not offered at night.

### Appendix 3 - Student Comments

1140

I am now in pre-law at U. of M. and consider my one semester at WCC a valuable and worth while intro. to college work.

1174

As I have already made clear, I was bored with all classes but my art class - \_\_\_\_\_ - instructor. I took a welding class out of curiosity and a desire to learn about yet another art medium. I am still welding and as far as I'm concerned, that department is independent of the college.

1235

I regret that there wasn't much emphasis on utilizing the counseling department in the early days of WCC. It wasn't until my latter semesters that I received counseling. Up to that point I wasn't aware of the various programs that I could have enrolled in and I was just taking classes of interest. When I finally realized that an associate degree would be beneficial, it was very difficult to combine my various courses into a meaningful curriculum.

Most of the instructors I had were very helpful and understanding, and in this college the students had a more personal relationship with the instructors which I think makes the subject matter more interesting.

In general, I found my stay at WCC very helpful in developing my mind and establishing certain convictions from a college to a university where you become more of a statistic than an individual.

1262

I have moved from Ann Arbor to Orlando, Florida and am one half owner of a small but very profitable business. The experience and knowledge to which I was exposed at WCC and Ann Arbor have been of infinite value to me. If in the future I should return to Ann Arbor, I most certainly will attempt to continue my education at WCC.

1253

Fire Science course only fair (comparison made with previous education - Fire Engineering and Tech., Oklahoma State University - 2 semesters).

Academic program at WCC excellent. Instructors, in most cases, very well qualified. Classes interesting. Instructors more than willing to help in any situation. Always are available and more than willing to assist. Administration office personnel very good. Especially \_\_\_\_\_ whose assistance and counseling has been excellent and very much appreciated. At one point I had considered transferring to a community college closer to home. After doing some academic comparisons I came to the conclusion that WCC had the best programs available. I re-enrolled and am now working toward my Associate Degree.

### Appendix 3 - Student Comments

#1007

My daughter was 17 months when I entered WCC and almost three when I left WCC. If it had not been for the day care center I would not have been able to attend WCC. Your insight into the needs of student parents is far superior to either of the nearby four year schools. Thank you for the nursery. And may you never lose sight of its importance.

1155

I think WCC is a very good institution of higher learning but the teachers are apt to be a little too lenient with the students.

1156

At the time I dropped out I had no transportation. My sister and I enrolled at the same time. When she quit it left me with no means of getting there. I also learned Data Processing was not for me. I would very much like to learn a trade for my future. But at my age I don't have much - like four years. But I could not carry a full day. I would have to remain employed. I thought of trying for a Secretary Course. At this point I'm very confused. I enjoyed instructors while there. I found them to be very helpful and understanding.

1121

I went to WCC at night and most of the instructors were employed during the day in some field of business. The added insight the textbook professors could not provide. Their experience in the worldly ways of business made some of the long cold nights truly worthwhile.

1146

Mr. \_\_\_\_\_ is a very much unqualified instructor. I feel that he is bad news for WCC. I also feel very strong about the importance of a real good junior college making it necessary to have qualified instructors.

1143

I was given an opportunity to study at night at WCC by my shop. They said if I was interested and thought your course could benefit me I could go ahead at their expense. I accepted.

Your instructor \_\_\_\_\_ made the course realistic, interesting, and informative. He is a teacher fully qualified, who teaches a course based on his experience and gives the student the feeling he is being taught by a man who has and can work well in his field. He is not a "Book back ground only" teacher.

1145

The only suggestion I have is that the Law Enforcement course of study be both improved and expanded. I have looked into the course of study at other J.C., namely Wayne County and Lansing and have noticed our program is sadly lacking in comparison to these other institutions.



### Appendix 3 - Student Comments

1272

I have only spent a year at WCC. In that year I met many good friends. Perhaps it was the overall friendly atmosphere that I liked about the place. Students seemed very calm and not so "tied up", in scholasticism as I have seen in other colleges. The college I think definitely generated free thought and this was exercised in every class that I took at WCC. The professors contributed greatly to this. The more I was allowed to think on my own in class assignments and class discussions, the more I enjoyed learning and in fact learned.

There is one point I criticize WCC on, and that is with the academic slackness which I sometimes encountered. It seemed as if some students who were quite apathetic towards college work were still able to become a success at WCC. I think that this will hurt these students in the future when they discover that all colleges are not the same. However, although I would like to see WCC become academically stronger, I would still like the academic freedom I have mentioned to continue and perhaps even be generated further if this is possible. All in all, I am very glad I have attended WCC and I would recommend it to others without hesitation.

1206

The English Literature courses at WCC were particularly outstanding. However, a few classes were irrelevant.

1214

Before attending WCC I had a lot of doubts about my being able to make it in college. I am happy to say WCC really helped me overcome these doubts. This is not to say I was exactly happy with my grades, but I earned them. Thanks to WCC for its confidence builders.

1232

There are lots of students who want to start college to further their education but they don't know which field to go into. I feel that the counselors should be able to explain to the student the pro's and con's and the demand of certain occupations that may interest him. Also the college system itself needs to be explained more thoroughly.

1245

The courses I really need this spring term is not being offered. I feel that for many people that are enrolled in the electronic and electricity department, the department does not receive the money needed to offer the courses it should each term.

1007

My instructor at Wcc was extremely well qualified to teach the course and showed an interest in his students that I have rarely seen - (I have a B.S. in Math).

### Appendix 3 - Student Comments

1020

I do know about the counseling services, but know my plans for my particular studies.

I am majoring in Dramatic Arts and literature with a minor in English. I wish WCC had more of a Dramatic Arts program. WCC is a small college and I am enjoying it very much because I was able to get the attention I needed in English. I like to write but found it hard to organize my papers. With the help of the fine English department and teachers that are interested in their students, I was able to understand what my problems were and correct them. However, after January I will have to transfer to further my education in the field I am most interested. I wish there was some way that the English department could arrange a small theatre group to put on plays and other related programs. I would have liked to been involved in such a program.

I did take this last semester off due to surgery, but plan to take two classes this summer and four classes this fall. Then I will transfer to Eastern since their program in Theatre Arts will help me learn more about the theatre. Along with their literature courses I hope to graduate with a BA. Later after graduating from Eastern, I will enter college in another state and work on my masters. And after gaining experience with what I've learned eventually I would like to teach college. I hope it will be a small college like WCC.

I am working at the Washtenaw Community Mental Health Care Center in Ann Arbor. I am an assistant bookkeeper, which has nothing to do with my schooling but is paying my way through school.

I have one comment to make on this subject. I wish, instead of having to take two science classes or one science and one math class I would like to take two math classes. At least this way, since I work in the accounting department and have to work with figures, I would find two math classes to my benefit at least at work. Plus the fact that I could get both classes paid for since it is related to my job. What school costs what they are every little bit helps. If there is a way to take the two math classes I would be interested.

1230

For the most part the instructors were outstanding. I would especially like to mention \_\_\_\_\_ in Biology. \_\_\_\_\_ in psychology and \_\_\_\_\_ in the English Department. After many years out of school and after I raised my family, I decided to return to school on a part time basis, but once I became involved I felt that I must go on to become a teacher. I am currently attending EMU majoring in Special Education (the area of Emotionally Disturbed). I am doing my practice teaching this term. I am now a senior and the ultimate goal (Bachelors Degree) is now in sight.

I loved WCC and I feel that it's the greatest thing that has happened to this community in many years. Hopefully my young daughter will be attending WCC in the fall.

### Appendix 3 - Student Comments

1093

On January 17, 1971, I was in an accident which injured my back and has left me paralyzed and confined to a wheel chair. I am presently living at home with my parents and would like to finish incomplete courses in Urban Geography and history of the American Black. If this could be done by mail, I would greatly appreciate the help.

1261

I had a teacher that didn't care what you learned. He was more interested in running the American Government class like he was the President and we were just his workers and no matter what we said it was wrong and he was right.

I feel he harmed the class more than he helped it. Quite a few people in the class feel the same way. I had two teachers out of 5 that I learned from their techniques were different so obviously the other faculty didn't agree with the two.

1297

I dropped out of school for personal reasons and have since returned. I attended EMU for two semesters and poor to fair. The counselors there told me to go to WCC and make up a biology course I failed because of a disagreement between the instructor and myself. I went to WCC for only three weeks before I dropped out, but felt that the instructors had an interest in the students they were teaching far above and beyond anything I found at EMU. I am returning to WCC to try and further myself in my job as some college is necessary to advance to management training in the Kroger company today.

1298

Dear Sir: In my opinion the classes were very fine and the instructors good. But if a person is capable of taking Radium Physics I see no reason why that person should take general math. I think this is one of the reasons I dropped out. When I can get B's and C's in R.P. So I studied the subjects I had to and got an incomplete in general math.

Then I have some reservations about the work study program in the course. I see no reason for a student to come in on a Saturday to help in the hospital for no pay. This interfered with my job greatly since I needed it to complete my schooling. I hope this helps you in someway.

1291

I am particularly pleased with the instruction I received in the communication arts and in your art appreciation course.

1240

I do not feel that I gained anything from the American literature class. I was not at all impressed with the instructor.



### Appendix 3 - Student Comments

1190

Not a bad school, instructors seem to be more on the same level as the students are. That is at least the instructors that I had.

I answered "no" to question #24 because WCC has a bad program for Mass Communications.

The speech department leaves a lot to be desired. I would say that some of the other programs (Biology - Psychology) were good. In those classes the teacher was at least 1/2 the quality of the class.

1130

I feel the grading system at WCC at least in the college transfer courses, is too lenient and when a student transfers to a four year college, he soon realizes that high marks are much more difficult to obtain. I realize the benefits of encouraging students to strive for high marks but high marks should represent true achievement in an undilluted form. Subsequently, I suggest more exact grading that would reflect to the student his real accomplishments. The element of class competition has been greatly de-emphasized at WCC, while the four year colleges thrive on this very element.

1125

Would appreciate a pamphlet for this year in Medical Courses (Science, etc.) Also would my incompleted course in Acct. cancel me out for any other future courses. I was very pleased with the course and had an excellent teacher that was always very helpful.

1134

Perhaps the weakest parts of WCC are in the fields of transfer courses and the library. I feel much could be added to the institution by strengthening the offerings of the history, geography, economics and other social sciences. This would allow a greater variety for the student intending to transfer to a four year program.

The library was adequate but wasn't open enough hours to serve the working students. The shortness of evening hours, the lack of book checkout processes for night students and the total shut down of the school library facilities on weekends detrimental to my initial efforts at WCC.

1131

I feel after almost 3 terms that more discipline in the way of assignments, homework and overall should be used at WCC. There seems to be a general lack of interest among many of the students as far as their studies go and an even greater lack on the part of the instructors as to those assignments and studies. I think it would benefit the school and the general public if more discipline were used in the classrooms as far as papers, etc., goes. This would weed out apathetic students and benefit those who are trying.

### Appendix - 3 - Student Comments

0697

The English department has some very unfair instructors (better known as high school rejects) teaching at a level lower than high school.

I feel the school gave a person higher hopes than what they are capable of doing. This means giving quick and unfair grades to some.

The school wastes too much money on nothing. With students gaining nothing.

They employ far too many people wasting tax dollars. Many counselors which aren't there half the time.

Help such as student aids are well except for when they are trained the trainer seems to give up more of their work to the aids and in turn take a longer lunch hour. All wasted time and money.

The school is so unorganized taking over months to get refund of dropped classes. Also bookstore is not there to provide and sell books but to cheating kids for when they sell their books back (not making back a quarter of the money spent).

1180

I found WCC to be a very good school. The courses taught were adequate to my needs (foreign language). The instructors were friendly and down to earth. I was particularly impressed with the night school program. My only gripe with the school was the actual facilities - the drab classrooms, the parking lot. In general, the total environment. I realize, of course, that these were makeshift classrooms while the new campus was being constructed. I am sure the new school is much more pleasant. I would also be interested in obtaining information about your new campus - a listing of classes, etc.

1075

I would like to take this opportunity to mention the excellent teaching ability of \_\_\_\_\_ (History). Her approach to teaching is exciting, interesting and she is the most informed teacher on her subject that I have studied under at WCC and Michigan. It was from her that I learned that the interest of any subject is motivated by the teacher, her attitude and her ability.

WCC had a few teachers who were there to collect a pay check or bide their time. It was very obvious and annoying. If I had not been so determined to get an education, I might have been discouraged by these few.

I want to mention also my psychology teacher. I can not remember his name being so long ago, but he is black and with his ability to apply psychology in a meaningful way. Excellent teacher.

1295

I had the feeling that the students were not used to doing the kind of reading which could have made for better class discussions. Class discussions were practically non-existent.

### Appendix 3 - Student Comments

0749

I found the school satisfactory and interesting, but at present I would be unable to take anymore classes and keep up them what I now have at EMU.

Trying to keep the school on a personal basis with students helps both mentally and academically to the favor of the student.

0764

Applied to Eastern for fall term of 72 if I can get an Educational Opportunity grant. If not, I may go part time at WCC seeings as their funds have been cut and I can't afford to go full time without a grant.

0763

If some of the money you spend on Black Studies could be used to offer a program of interest to people that have time to take classwork that they are interested in but do not need for credit.

From what I have seen you have a great staff why not make use of them.

0769

AM planning (hopefully) to return in September. Could you mail me a catalogue. My address is 209 E. Michigan, Saline, Michigan. Also any information or financial aid that I could use. I am interested in a Business Administration degree. Thank you.

0779

I attended WCC for one and one half years going to school nites. I cannot tell you how much I learned, or how good it felt to be back in school. Recently, however, I have had to drop my studies because of a job changeover. But when I get myself established and reorganized, I will be back.

All I can add at this time (Pardon my poor typing) is this; if you feel you need more preparation to attend a 4 year institution, or if you have been away from school as I was, and need to get back in the groove, and if you like pleasant surroundings, excellent teaching methods, interested teachers, then I think you should consider letting WCC counsel you in your educational interests.

0794

I believe WCC is one of the finest colleges around with a two year program. I have recommended it to several people choosing to continue their education on a part time basis. The instructors I had while attending were both qualified and dedicated individuals even though some were part time.

I plan on returning next fall if my company responsibilities can be adjusted. I also feel that the evening classes are much more interesting as there is much more student instructor discussion. Another very important reason I enjoyed attending WCC was due to the fact that principles were taught and discussed rather than just facts and theory.

### Appendix 3 - Student Comments

0738

Training and education at WCC is very rewarding. and other assistants in placement deserve a pat on the back; for extra effort to meet the needs of students. The registrar's office also is very helpful and courteous. In addition, WCC as an institution should be commended for their excellence in community service and education. My only criticism is for the state for cutting the budget.

0766

I feel going to school at WCC has helped me very much in my work and also dealing with small children. The instructors have been a help to me. They have been very patient and kind. The most important thing that has impressed me about the instructors are they realize that people go to school at nite are working and they do not give much home work. The school has a very warm atmosphere. I feel very proud to be a student at this school. I have recommended people to go to this school.

I have received financial aid from WCC which has enabled me to go to school, which wouldn't have been possible without this help, because of my low income.

Black studies has also been a great deal of help to me to understand myself, other black people and also the children in which I work with in the classroom. I recommend WCC Very High.

0778

As a personal profile to assist in understanding my remarks: Education prior to WCC: H.S. Graduate - Seminars U.of M. Work Experience: Dept. Hd. U. of M. Hospital, Mgt. Assoc. Consultant. Corp. owner - business.

Took courses at first to assist me in my position at U. of M. Promotions came fast. Want to advance into Administration and need degree. My 10 years experience in Mgt. is a major qualifying factor, but need the paper. Transferred to EMU, BBA last fall to get the structured program - counselling at WCC misdirected me in quite a few courses that would not apply in EMU program. I did learn, but also took courses that wouldn't directly apply.

I enjoyed WCC as an individual. I was not just a number. Classes were of a size condusive for learning. Instructors were pleasant and available to assist in learning. Kind of sorry I had to leave.

0755

When I come back to WCC I hope to take some courses related to conservation. Such as agribusiness or ecology. I hope you will send me your new catalogue so I can choose a course in this field.

0750

Would like to take a leave and go full time if I had a scholarship. Am going to complete 18 hours this semester.

### Appendix 3 - Student Comments

0705

I'm glad to see that WCC is taking an interest in its past students this way. The thing I liked most about WCC was that they took a high interest in their students. I am now going to EMU and this is something which is totally lacking. I know WCC is constantly growing, but in doing so, I hope that it does not lose its concern for the students. I think that impersonalness is inevitable when a school becomes large, so think it would be best that WCC stayed relatively small to avoid this.

The one thing which I found greatly lacking at WCC was the counselling service. I myself had a good counselor, but she hardly was even in so that I could talk to her. At times when I went to other counselors, and quite frankly, they didn't seem to know too much. The counseling service could definitely use some improvement.

0715

I feel that the college wastes too much money. Half the people don't even earn the money they make. The book store is a rip off. You buy a book for full price and then you can't even get half price when you want to sell it back.

Some of the teachers stink. They can't teach their subject well enough for the student to learn anything.

If you need money you can't get it. You almost have to beg on your knees after filling out all the papers.

0727

I plan to take a cross section of industrial related courses to give me a broader practical skills background that will benefit me in teaching. I am an industrial arts major at EMU.

0722

I took Fundamentals of Electricity 111 and 122 because the company (Peninsular Paper) asked me if I would be willing to take some electrical courses. I would like to take more electrical courses but feel I should take a refresher course in math before I take any more. I did not register for the fall or winter term because of time and I had planned vacations some-time during both terms.

Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_ were both willing to take the time to explain things to me when I was having problems.

0740

I appreciated my course and my instructor. The course was done well and my time I thought was well spent. If I was in a position to take an additional course for my own interest, I would be more than willing to take it at WCC.

0732

Yes, I would like to know how I did. I dropped out because of illness and could not come back.



### Appendix 3 - Student Comments

0655

I feel your program for training I.T. is excellent. However, it would be beneficial to expand the program with more instructors, more class offerings (evenings vs days). This would not only benefit the college and the students enrolled there, it would also increase an interest in an expanding field which may become of extreme importance and be taken over by 4 and 6 year programs.

One other point I would like to make is that it could be very beneficial to open a one year technical program for people to become certified I.T.T.'s. There is presently a great need for these people and most are quite undertrained and misinformed.

0678

I am a housewife - could not answer all your questions since I was not a full time student.

0675

I feel some of the instructors were unfair. I would never send anyone to WCC until the college changes, I'll stay away. WCC and myself are like a magnet - one side attracts and the other side repels.

0691

There are certain faculty members who are excellent instructors and there are bad ones, too. I feel that the ones who are neglecting their job should be dismissed.

Also there isn't much counselor - student contact and there could be more.

0689

Teacher - Student relationship very good in courses I took.

0684

I feel I was lied to and treated terribly unfairly. I was told it was because I was caught in the middle of a policy change. I feel it is a very poor situation when a person wants to go to school and is told so many different things and pushed aside by so many people that he never wants to be a part of the institution of American "higher" learning again.

If WCC wants to better serve the community it should at least make an attempt at honesty with its students and at least be slightly aware of their needs.

0701

WCC started this Fire Tech. course with great expectations but folded program for lack of funds and participation. In so far as we are concerned I'd like to see program re-instated so as we can complete course and receive associate degree.

Better teaching courses and advertising would help get students to co operate. I felt program was essential to present job both here and throughout the state for this type of job.

### Appendix 3 - Student Comments

0391

I will not attend WCC for next year, but that is only because we will travel for a year and I have definite plans to attend the college for the following year. I am very satisfied with the day care center there, which has made it possible for me to go back to school, if there had not been a day-care center I most likely would not have been attending the college. I could recommend the college to everyone who is interested in going to school. Although I don't feel the courses are giving enough challenge. I would suggest that there would be courses for people interested in going to a university. Most times I find that I don't have to study much, and that is not because I'm all that smart, but I'm able to take a course and then very soon decide if I want an A or B. Then it's not difficult to achieve that grade. It should be harder so the courses would be more comparable to courses at U of M or EMU.

0365

I graduated from WCC with honors, however, I found that I was inadequately prepared or motivated to attend junior level classes at a University. I don't see at this time any good reason for continuing education as the costs are high and the future uncertain, particularly due to current economic trends. When one gets a B.S. one then must get a Masters, then try to find a job at \$18,000 a year which we make now.

As to the school - generally well run. Some instructors should be fired. \_\_\_\_\_ should improve quality of his teaching. \_\_\_\_\_ and many others are highly skilled, competent instructors, all great assets to this community.

Costs are getting too high at WCC for the tax paying citizens to bear quietly much longer. Millage doubled last year. Alternative, cut services, let companies train employed of the tax payers subsidizing this training. Also some entrance requirements but stiffen probation requirements to cut down marginally motivated students.

0337

When I first came to WCC the counseling department helped me choose the best courses to get started in. Their help was greatly needed, I have been away from school for many years.

I also benefited from the placement office which placed me and the college work study program. My job was doing the very thing I was getting trained for. The time I spent and the help I received from everyone at WCC certainly aided me in my present job. This is a good time to thank you all. I won't mention names for fear I will leave someone out.

0682

Would like to know if I passed my final exam on grounds and maintenance course.

0679

I'm still in the 454 course. Hope to graduate in 1974.

## Appendix 3 - Student Comments

0200

WCC was a great help to me. When I graduated from high school I was not ready to attend a large four year institution. The things I liked about WCC were the smaller campus, the large number of classes offered, and the manner in which the faculty and students got to know each other. Every instructor I had knew by name all his students, and it made for a more relaxed class atmosphere. It was also less expensive to attend WCC than other schools, which is important to me because I am working to get myself through school. I now go to Eastern Michigan University. There I feel as if the faculty and the whole institution could care less about me as an individual. At WCC I never had that feeling. When I had problems or questions, there was always someone willing to help, whether it be a faculty member or someone from the counseling office.

People I know who have recently graduated from high school I would urge to attend WCC. You can acquire good college level instruction but on a very personal basis compared to other places.

One thing that I feel would help those students at WCC who are planning to transfer to a four year college is more information on what will be expected of them when they get there. Perhaps a small bulletin could be prepared or a series of informal group discussions. I feel this would be a great help to many students.

I hope I have been helpful in my comments. If there is some way in which I can be of further help, please feel free to call on me.

0369

When I was enrolled at WCC I was not even aware WCC had counseling and placement services. However, at this time I was using Placement Services at EMU, so I was not motivated into checking services at WCC. I feel it would be a benefit to have a booklet prepared explaining services offered and distributed to the students and also at various points around the campus. You probably offer more services than anyone knows about. The instructors I had were very good compared to the instructors I have had at 2 other colleges.

0664

Family doctor advised me that due to a back problem I would not be able to get a job as a police officer. I dropped out to reorganize myself and see if I can find training that I would like.

0659

I would like to take classes at night again. Please respond to this note I have written.

0683

The incentive to learn at WCC is very low. Quality of teaching and content of courses I took was lousy to say the least.



### Appendix 3 - Student Comments

0216

I would like to see my classes I am enrolled in covered at all times even when the instructor is not there.

I would like to see better service at the switchboard. I would like to see more co-operation from secretaries by taking an instructors phone calls if he isn't in the office. More communication on the campus between faculty and students and between students.

0209

In one class period I mentioned the fact that Jews have many problems and from that point on any comment or remark plus questions were totally disregarded.

Secondly, working with a friend, who is black and attending the same course, missed class after class and few make up tests - came up with a better grade than myself.

I can't see paying for a course plus taxes and not obtaining the education.

Thirdly, Mr. \_\_\_\_\_ was continually tardy and at times did not show up. His quizzes were based on information needed regarding his PhD and how we answered the questions.

Yes, I maybe age forty, now have the time and money to attend but my experience in Mr. \_\_\_\_\_ class killed the desire.

Mr. \_\_\_\_\_ was one of the most devoted and interesting instructors I have ever met. He is certainly an asset to WCC. The time, wit and love he has is just overwhelming.

0207

Took two courses in '70 - '71 only for personal interest and satisfaction. Was not able to return for '71 - '72 because of pregnancy. Hope to be able to take another course in '72 - '73 school year.

0648

I took one psychology course in the summer - then returned to MSU where I am a full time student.

0624

I think your counseling staff doesn't know what it is doing when it comes to advising students who plan to transfer to a 4 year school.

0620

I was going to take two classes to better my speaking and English and writing. But it seems that it is cheaper to take the course somewhere else.

0617

By breaking the Spring - Summer semester into two separate 6 week terms the purpose of going to tri-semester now escapes me. Few, if any, courses I need, could be offered in that amount of time.

### Appendix 3 - Student Comments

1013

From actual experience while attending Washtenaw two things appeared to be wrong. First because of shortened semester, some class work was to be eliminated from the course when the course as it was was far below what was being given students at the nearly 4 year colleges. From personal experience, I can say that Michigan was considering giving no credit for one of the classes offered at Washtenaw because it barely gave the student a sufficient background. I don't feel anything should be left out of any class just because a semester is shortened. The alternative could be a split in courses giving the student better coverage equal or close to what he should be getting. If not, the proceeds to go to a 4 year institution barely qualified in terms of equivalent background.

Secondly, I have seen too many students passed in courses because a quota had to be met or so many had to pass. I have experienced this personally by being one of several who put forth the work and seeing others being grouped into profit when they put forth no effort. I realize that students of poor educational backgrounds need to be motivated, but this to me is not much of an education for anyone if the scales are so drastically tipped. One final comment - I don't believe in giving A's merely for attendance in class but this happened many times.

1066

With my prior training along with the courses offered in power house operation, I could have and would have continued at WCC to complete the requirements for an associate degree in power house operation. Due to WCC cancelling the required courses and due to lack of students in this particular field, I was forced to discontinue my education at WCC. However, if WCC again offers this course, I will attend and attempt to complete them for an associate degree. Which by the way is a total of 6 credit hours more. The one remaining course I have left is water treatment and basic English. If water treatment is offered again, please notify me.

1180

I found WCC to be a very good school. The courses taught were adequate to my needs (foreign language). The instructors were friendly and down to earth. I was particularly impressed with the night school program. My only gripe with the school was the actual facilities - the drab classrooms, the parking lot; in general - the total environment. I realize, of course, that these were makeshift classrooms while the new campus was being constructed. I am sure the new school is much more pleasant. I would also be interested in obtaining information about your new campus - a listing of classes, etc.

### Appendix 3 - Student Comments

0246

The school all in all has a good electronics program. One problem that caused me difficulty was the lack of prepared labs that should have been related to the courses. They either were too informal they didn't have the required equipment to complete the lab properly and they weren't related to the program.

The other problem with WCC is that it is turning into a liberal arts college. When I first enrolled at WCC I was under the impression that it was a technical college, teaching primarily technical and industrial courses rather than a majority of non essential extras. When I planned my schedule at WCC, I always had to plan my major courses around my minor ones. I think this is completely backward.

0238

Gas to go back and forward with, and I couldn't find a job. I would like to start all over and my money will not let me. Now I feel I have most my money. If there are anything you can do, please let me know. Thank you.

0229

1. More evenly scheduling of classes, i.e., Math in AM, PM and nite so that those with specific time to attend class may do so.

2. Certain classes in all areas designated 4 years, school transfer. Some classes inadequate preparation for demanding work of a 4 year school.

3. More indepth study of prospective instructors. There are presently some good ones but there are many who are totally inadequate, poorly prepared, careless, biased, not serious with serious students.

0223

Although I used WCC primarily as a stepping stone to a four year institution, I have talked to many people recently who feel that WCC is not currently fulfilling the goals set when established in the 60's. There are many job vacancies that could be filled if only there were qualified people in the area. The vocational training at WCC is very good, but I feel somewhat inadequate. Even though the State money is very tight, it may be possible, I believe, to obtain money and machines and training from local private business. With the vast diversity of occupation in Washtenaw County it seems there would be many opportunities for this type of arrangement.

0208

The teachers at WCC (all that I had and heard of) seem to really care about the learning experience of the students unlike some 4 year institutions I know.

### Appendix 3 - Student Comments

0263

More material and tools for Welding department. At times material in this department have been scarce. This could prevent a student's initiative to help himself.

0260

Counseling services are inadequate. Tuition is too high. Three cheers for getting the library back into the students reach. The previous policy of not letting students look at the books at his will was utterly ridiculous. Also keep up the good work in the English and Social Science department. These I found quite beneficial. Also I feel that the majority of the faculty (instructors, only) are doing an extremely fine job. Keep it up.

0259

No provision for academic credit for related job experience (15 years) Electronics in my case. The decision in my case rested with one man, and my ability to convince him. There was no appeal of his decision. This discouraged me from seeking an A.D. as an interum goal.

All instructors have been helpful, fair and well acquainted with their subject. Electronics would be the exception where I am more in touch with the state of the art than some instructors. That makes the course irrelevant in many cases - but the use of part time instructors who are still in the main stream of their field helps cure this. e.g., \_\_\_\_\_ from Bendix Aerospace. Next improvement would be to offer three complete semesters without vacation breaks and a wider selection of courses for students.

0253

Dear Sir: My reasons for leaving school were not because of anything wrong with the school or the teachers. The school had one of the finest welding shops and proper equipment I have ever seen or worked in or with. As for the instructors, I have worked and studied under none better than Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_. I wish I would have had more money and more time as I know there was a lot more these two gentlemen could have taught me. My main reason for not spending more time in school was that the price for the equipment I needed was too great. It would have cost me between 9 and \$10,000 to get started and I couldn't raise that much. I hope this has been of some help.

0252

I completed all my necessary courses. WCC is the best school I ever attended. The classes were small, but they were very complete. I think WCC has one of the best faculties - in total - I have ever heard of. I especially liked the teacher-student relationship (closeness) and the overall relaxed atmosphere. My only complaint is the food; facilities were poor. The food being too expensive and the choices limited. I would recommend WCC to any student - full or part time - just so they could enjoy learning as opposed to being forced to learn. Learning can be fun. WCC proved that to me.

### Appendix 3 - Student Comments

0285

I found that some of the courses were dull and difficult to follow due to the lack of stimuli. I feel that some improvements can be made in the field of communication arts (English Comp and Speech in particular). I find that several classes that I enrolled in seem to lag behind others. When all was said and done we hadn't even scratched the subject at all. I felt that nothing was gained in these situations. This can often lead to the downfall of an institution. I hope you can see my point.

0277

Since I have not yet decided what course of study to follow when I return to school - questions 21, 22, 23 are not really relevant the way they are worded. However, if one believes in the nature of education as an end in itself - then the courses I took were worth it.

I have delayed going back to school full time until my husband is settled in a college where we are sure he will be teaching for more than one year. I would like to avoid the red tape and possible loss of credit involved in too many transfers.

The day care center was a big factor in my decision to attend WCC when I did. I could not have afforded baby sitters for my children at that time because my husband was still a student. I was generally pleased with the center and my children were never unhappy there.

0270

If you offered the curriculum I am interested in (Forestry) I would return to WCC because it has a friendliness more pleasant atmosphere.

0269

I wish that more of the classes offered during the day would be offered during the night. Wish that Prof. would choose books for classes several weeks in advance so we may have a chance to study materials and be prepared for classes - sure helps.

Have learned a great deal from most of my instructors - appreciate it very much. Feel my money has been spent worth while here.

0267

\_\_\_\_\_ is the only person that actually helped me choose a curriculum and is really interested in the student body. I like him. But my goal at the present time is to be a legal secretary and I can't find a class in the catalog to help me prepare myself. I am well qualified in every other area. I need legal terminology. Where do I find such a class?



### Appendix 3 - Student Comments

0310

I took your DP courses and when I began to work in the field I found that WCC's emphasis on tabulating machines is rather out dated. Perhaps this has changed since I have left. More emphasis should be placed upon programming and operating higher machines. The days of having to wire boards is past!

0307

English Comp was a very good class and I had a very good instructor.

0304

I enjoyed WCC in many ways, yet some instructors left a lot to be desired. Some were excellent, too.

0302

I believe that WCC is accomplishing, adequately, what any Junior College would be expected to. The accomplishments as a preparatory college, for students to go on to a 4 year college. And as what I understand, the business courses seem to equal that of any other business school.

Yes, as a community college it has done well - from all old buildings to a new school design. And I think that for that reason a new school should have new ideas and programs in the making.

In my experience of college I always find that colleges cannot provide equal toward what is really expected in future jobs, because of lacking equipment. Placement and school programs must be of utmost importance. For anything to be done well, it must be known or have a good background. I go along with easy entrance to college, but classes should try to equal that of a senior college for reasons of making a name for the school. A school that is a good name makes better employment. Suggestions: 1. School business fraternities and sororities connected with University school (National Frat & Sororities) creates good images. 2. School business programs: School classes do real business work for some companies in need. Students get grade for class.

0295

I am presently attending WCC, therefore I can see no valid reason for this questionnaire,

0272

Initially my motivations for attending classes at WCC was the nursery school, which was the only one I could afford.

I am very appreciative of the nursery school, for it allowed me the opportunity to further my education and not have to worry about my daughter's care. I will never forget how much she loved attending and how much she learned.

God bless our WCC nursery. Thank you.

### Appendix 3 - Student Comments

0608

Since I have completed my requirements educationally 8 years ago for my occupation (RN) I have been enjoying picking and choosing courses just for my own benefits. Sometimes one course or courses did not follow in taking others - but I have greatly appreciated having a faculty so close (WCC).

0323

I would very much like to continue my education at WCC. At the moment, my financial situation prevents me from doing so. When I am able to return, I would like to check into a business curriculum on a secretarial basis.

A course I particularly enjoyed was Psychology of Adjustment. It was taught by \_\_\_\_\_ and was of much interest and great use to me in my everyday life. This was a course I took at night last Spring '71 term. These courses are ideal for those people who must work full time and find day time courses an impossibility. I think there is a great demand for a more diversified schedule of courses to be offered at night. After glancing at the time schedule, I realize that the selection is quite limited. One could run out of courses to take if one were limited to taking courses at night only. In this area there is a real need for much improvement.

0322

These questions don't help you find students who are managing full households, four children, etc., plus school work. Only outside employment is considered.

0316

It would be nice if you took one economic or social problem and work it thoroughly through and come up with answers through a class of some type, take the transit problem with Ford or GM, Chrysler and work out a transportation between Ann Arbor, WCC and Ypsilanti in a small scale form to try out. different modes of transportation or take a economics class and try and come up with an entirely new tax system that would end a lot of tax injustices. Also a class on buying and effect "consumer" would not only be good for the individuals taking the class but would help them and their city in weeding out this crap that poor business puts out.

0311

I would like to compliment you on Mr. \_\_\_\_\_. He was my Biology instructor and I thought he was excellent. Out of all the classes I took I had only one instructor whom I felt was inadequate in his position.

0309

I took only one class at night school in Chelsea. It was very helpful to my job. There are still other courses I want to take but I have a problem with work and school conflict.

### Appendix 3 - Student Comments

0188

I would like to mention some of my instructors at WCC that I thought were great. I thought that they were well educated in their field, and also concerned with each individual (student).

Mr. \_\_\_\_\_: I had him for Intro to Psych and also Dynamics of Behavior. This guy is great - keep him!

Mr. \_\_\_\_\_: I had him for Intro to Sociology and also Crimonology. He's really an interesting man (so are his students).

Mr. \_\_\_\_\_: I had this very interesting instructor for Radio and T.V. Speech. He's great - I enjoyed his class very much.

Mr. \_\_\_\_\_: I feel that this young man is also a very good instructor. I have him for First Aid and Bowling.

Mr. \_\_\_\_\_: He has got to be one of, if not, the greatest Human Ecology teachers. It's really interesting.

Mrs. \_\_\_\_\_: I had this young instructor for my first two semesters at WCC, and if she would have stayed I would have taken another one of her English classes.

Mr. \_\_\_\_\_: I'm not sure why he left but I sure hated to see him leave us. I had him for Western Civilization and he was absolutely fabulous. Do you know if he's coming back?

0327

I flunked out of the U of A and was down 60 quality points. I was not accepted at Eastern because of my grade average. I attended classes at WCC to bring my grade point average up. In my opinion WCC is the greatest! I was able to get to know my instructors and I felt that they had a sincere interest in me and my class work.

I have now been accepted at EMU where I will receive my teaching certificate.

0604

Some class instructors made class very interesting like catching flies in history for 45 minutes.

0382

I enjoyed going to WCC in as much as my instructors were just getting out of school. The equipment was superior, the content of the courses was outstanding.

I do hope to return as soon as time and money allow.

0611

Unexpected circumstances terminated my enrollment, however, I hope to return someday in any case, I shall always be impressed with WCC and grateful for the 1-1/2 semesters I spent there. The majority of instructors I had were superior in their concern for and interest in, the students. Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_ were particularly outstanding.

0656

Instruction was excellent, however, not enough preparation was given to enter a 4 year college like the one I attend (Eastern) and other than that I really enjoyed attending WCC.



### Appendix 3 - Student Comments

0167

It was difficult to answer this questionnaire as I am presently enrolled at WCC. I found several of my instructors to be of excellent calibre and several that offered very little to my learning experience.

0170

I am sure, I did not give you much information on this questionnaire. This questionnaire was not geared to a woman going to school part time and whose main job is that of a homemaker. I had to cross out a lot of questions because they didn't apply to my situation.

I would like to say that for the most part (with few exceptions) that I have enjoyed every course I have taken. I have learned at least something from each course. That in itself is worth the money spent. I find that WCC and the teachers really have a sincere interest in every student.

0171

Much of the required material assigned for homework was unnecessary.

College is the same as high school - there is a lot to learn in a little time. The teachers go at a certain speed - the fastest they can so that the students get a glimpse of what they are supposed to know.

They of course cannot spend time in class discussing anything at length, and they have so many students, that they don't have any time outside of class either.

I decided that college at this point was useless and unnecessary as I felt I was not receiving a satisfactory education.

0187

Although I attended WCC over 1-1/2 years ago I remember 2 excellent teachers: --- --- who made the courses (American Lit and ART) very enjoyable and interesting.

0364

I felt that WCC is a very good school, but I feel that some of their instructors could have been better. I understand naturally, but every school has their poor instructors but WCC I think should look into the knowledge and skills of a few of their instructors.

0351

My counseling was pretty bad, but I don't think it was my counselor's fault. Western's is worse.

0350

I have received personal enjoyment and benefited from every class I have taken at WCC. I plan to enroll again in September.

0602

Instructors are good, but they talk over most of the students heads.

### Appendix 3 - Student Comments

0137

I started at WCC in "68" because I thought I wasn't ready for a big university. I found WCC to be a very good school. I tried EMU and MSU, but I found the class (friends or people) and the personalized teaching very interesting. WCC made me feel like a person and not like a number.

There is a possibility of me taking future class and talking to some select people about starting a small business.

0142

While at WCC I had some of the most interesting classes I have ever had at any school. At this time I'm at EMU and expecting to graduate with a teaching certificate in April. I'd like to point out that the courses I took at WCC transferred to my program at Eastern and thanks to the counseling of ---- I had taken just exactly the courses I needed for the early elementary curriculum.

I'd like to mention some of the other instructors that were outstanding in my estimation: - - - - -

0158

During the time of recovery my plans for continuation with class work seemed to be replaced with less important things. My time was well spent while at WCC and had I not been unable to register I would have remained a student.

Working a full time job adds to the difficulty of putting ones best efforts in their courses. It was very difficult at times, however, having the desire to accomplish, the work is more pleasure than pain.

A counseling interview would be appreciated before fall or summer. Thank you for your interest.

0168

I feel that the school is carrying too much dead wood in the form of apathetic and lazy students. These students downgrade and decrease the effectivity of even superior instruction let alone mediocre, and cause the serious student to lose interest. The instructors should increase the difficulty of the courses and the school should set higher academic standards for continuing students.

0197

I would like to see less emphasis placed on social science, black studies, etc., and see vocational training upgraded to the extent that persons engaged in learning a trade are not considered by the staff and student body to be second class students.

From my point of view it seems there is an abundance of soc. and lit. students and relatively few who are interested in learning a trade.

0149

I feel that the faculty on the whole at WCC is very well versed on helping students and relating to their specific individual needs in any course.

### Appendix 3 - Student Comments

0043

Unfortunately, I lost interest in the field in which I was studying. I just wanted to quit and work for awhile. I plan to return this fall, if possible, but it will be in a different curriculum than before.

Most of the classes I enjoyed and would recommend them if they still had the particular instructors. Some of my courses, however, were a waste to me. I think this was mainly due to the instructor of the course.

0048

I took your surveying course - I was fortunate that I had worked in surveying for three years before attending. The school lacked equipment:

1. eye level and instruction in use
2. calculators to compute traverses
3. logarithms are too time consuming to be practical

I understand that this was a basic surveying class. We need an advanced class in surveying practices - both legal and professional.

The instructors did a good job with equipment available. I would appreciate information of classes held in Chelsea. I did not receive flyer pertaining to class that started early in January.

0058

I understand that WCC is starting or has started a liberal arts program and is considering a 4 year program and generally entering fields already covered by the other local universities.

I feel this is a mistake. The Washtenaw County needs a good vocational and technical school. I hope that WCC in its efforts to expand and improve never loose sight of its original goal.

Note: I only took two classes at WCC - Architectural drawing III and Materials in Construction. Both were taught by - - -. I feel as if I received a great deal of individual attention by ---- and his assistants. I enjoyed the classes and feel as if I learned a great deal.

0074

I wish I could have more Tech. Training in my field and field trips so we could see what it is really like to work at what we are taking in school. It is hard to stay with it when you don't really know what its all about. I would like to see more class work in Welding. To talk about the different parts of Welding, like what is the best way to weld a I beam or a pipe. I don't even know what a welding tech's job etc.

0079

I hate to say this but it did not prepare me or my friends who had never been in college before for any 4 year college. It is on the high school level.

### Appendix 3 - Student Comments

0075

Classes are well arranged, but some (not all) instructors are not in this school to teach but to get a pay check. Some instructors in classes that I have taken have come right out and told me that the pay check was all they were concerned about. A good close check on the teachers should be a must to run a school that is to teach the student. He cannot get an education from a teacher that never shows up for class.

0056

I feel that there is a definite need for medical courses at WCC for the adult as a continuing education in relation to employment. Our work related Medical Assistants Society has urged that such courses be offered EVERY SEMESTER. The first class in Medical Terminology was not publicized by the college, all the work was done by WCMAS to offer this course. 35 people signed up the first night - these courses were not offered again, nor anything related to our employment.

The C.M.A. (Certified Medical Assistant) program is being offered at many junior colleges nationwide and should be offered here. The AMA sponsors the American Association of Medical Assistants - and has for the past fifteen years - and there are funds available for the approved courses. Our group is older than the O.T. or Inhalation Therapists and work directly for physicians and with patients. We deserve to be recognized and aided in our education program.

0071

I am interested in knowing more about your Registered Nurses program. Also about the Nurse Aid Training program with St. Joseph Hospital. I did not go to college directly from high school. I did not want to go for a semester and then drop out. WCC was a very positive experience for me.

0065

"

Too much busy work irrelevant to the subject.

0062

WCC has been a good experience for me even if I am unable to complete schooling for four years degree at another school. The instructors I have had I would rate between very good and excellent teaching ability. I would particularly recommend the composition courses taught by ----. I wish they had been using his methods twelve years ago when I first started college or possibly they could be used in high school.

0089

Too basic design fall '70 - re-entered fall '71 for Data Processing. Have completed D.P. 111. Am now in D.P. 122!

0088

Would like to see advanced surveying courses on Saturday.

### Appendix 3 - Student Comments

0087

Although I am not presently attending WCC, I most definitely intend to return as soon as possible. My instructors at WCC (as compared to the ones I had at U. of M.) were excellent and well informed, and actually interested in the students. I would (and have) recommend WCC to any prospective student in most any field.

0093

One reason I did not continue at WCC my car was giving me trouble and I had started working full time and the classes I had to take would mean I would have to take time off from work and make several trips which amounted to quite an expense. But I am considering school again. I am undecided about just when - I enjoyed going to WCC and plan on visiting the campus in the near future. Some of the classes could be a little better in my opinion. But that is just my opinion - but in other words, were okay.

0098

I am presently going to school at Eastern. I am in my final semester and doing my student teaching. I first went to Wcc to get a lot of my basic studyies out of the way. But as I went along I decided to obtain my Assoc. Degree.

I feel that my stay at WCC has richly fulfilled my life. It has influenced my life many times over.

And now I'm two months from my BA. I think WCC is the school that got me started on the right track and I'm thankful for it.

0099

I enjoyed the classes I took. The reason I dropped out is because of the time of the classes. I am a housewife, I work from 7:00 A.M. - 3:00 P.M. and I like to go right from work to school (as I did with the classes I took). All the courses I am interested in are in the middle of the evening (7 & 8 etc.) thus interrupting my evening.

It seems there are no basic art courses or psychology courses at the time that is convenient for me and other working housewives.

I really enjoyed the courses I took and received "a's". I wish to attend and want to learn - the only thing holding me up is the hours of the classes (Psychology courses especially).

0102

I find the Human Biology class I am now attending to be more a class in Psychology than Biology. Had I wanted P'sychology, I would have chosen it. When I find myself choosing to stay home to catch up on housework, rather than attend my Biology class, something is wrong somewhere!

I am very upset about the new technique of "grading yourself". I realize I work best in a competition set up and find no challenge in the new "non-teaching" teacher.



### Appendix 3 - Student Comments

0131

I felt that WCC was a good "transition" school to go from high school to college. I did feel my counseling was very poor. Requirements for the programs offered at Eastern were not known about.

0127

I think it is a good school, for preparation for a 4 year institution.

0123

In the following comments I am referring to a few classes in the non-technical area:

There seems to be much class time which is shortened because the instructor actually begins class 10 or 15 minutes after the class should have begun (by way of tardiness and/or a short talk session with one or more students regarding subjects unrelated to the course) or because class is terminated 10 or 15 minutes early for some "reason" or other (usually because a film shown to the class has lasted only 20 minutes). This film has taken time (5 or 10 minutes) to set up and, of course, there isn't enough time to delve into anything further after the film has been shown. This type of a class session usually ends with the instructor asking the class, "Are there any questions?"

On the whole, instruction is good and oriented toward the student. However, to be truly frank, there are a few of the faculty who are definitely not earning their salaries. These few seem to give the over-all impression that they are very much involved and "tied up" in other activities having to do with their own personal gain, thereby greatly short-changing the students who happen to be enrolled in their classes. More often than not, these instructors "show" for class and that is about it, ill-prepared and certainly no asset to those students who are desirous of a true learning experience.

While class discussion is one of the valuable aids in understanding the subject at hand, it can only be so if such "discussion" has been adequately prepared for by outside assignments done by the students themselves or by previous work done in class by the students and/or instructors in class. When there has been essentially neither of the above, class discussion is quite futile and an absolute waste of time.

0133

In 1968 my course was Math 055. In 1971 Spring - Fund. 111, In 1971, Fall - Fund. 122. I was lucky to have such good instructors.

0145

Thank you - - - . I am a student in Animal Husbandry at MSU. I hope to go to grad school or Vet school after graduation.

### Appendix 3 - Student Comments

0083

I think it would be helpful for students to know what courses will transfer to other schools. I received credit for all my courses, but some of them would not transfer as requirements in distribution areas. Such as 2 history courses I took at WCC didn't have equivalents at U. of M. It would be helpful if counselors knew what would fulfill requirements at 4 year colleges than those planning transfers could take appropriate courses.

0100

I would like to see a program leading to an Associate Degree as a Registered Nurse.

0103

I was and am still impressed with WCC. For a student just getting out of high school who is interested in going to college it offers a great start, and a great chance to get settled before going on to a 4 year school.

I went to WCC once for 3 terms, enrolled at EMU and couldn't cut it. After that I went back to WCC for a semester but gave it up to just rest, since the company I was working at had been working over time 45 - 60 hours per week, very often it was just too much. After 2 years I re-enrolled at EMU in Business Management and it is really going smooth. WCC built up my confidence and turned me on to school as much as I can be turned on.

I think the instructors on a whole are great, and so is the counseling. The school really helped me and I'll always be glad I went there. Whenever anyone asks I always say that it's the place to begin. It's very unfortunate none of this can be said about any other school I've attended. And I appreciate the opportunity to say so.

0110

I am now attending classes at WCC. I went 2 semesters to WCC in 1966 Fall and Spring 1967. I then entered the U.S. Air Force. Upon my release from military service in June, 1971 - I again entered WCC.

0120

I plan on returning in the fall because then I will have a place for my 2 year old to stay. I understand these services are available. I would like more information on the requirements needed.

0116

I went to WCC to get a start in the field of Art. After transferring to Eastern, I've found the courses there are less helpful than the ones at WCC. Thanks.

0130

Every one at WCC was extremely interested and helpful.

### Appendix 3 - Student Comments

0918

This questionnaire is difficult for me to answer directly. If I'm not accepted at the U of M, but continue to live in Ann Arbor, I will probably take more courses at WCC for my own non-credit benefit.

The counseling office seems fine but I had no reason to seek advice and felt no great enthusiasm from the office to help me. My feelings on counseling are neutral.

Some of my teachers have been extremely helpful in personal communication - non course wise. I didn't know there was a school nurse until an instructor told me.

I should see her since I looked pale and ill. I don't know how you can make known the fact that there is a school nurse, or a library and research center, writing lab., etc.

0888

I will never be a stereo-typed person and the field I was in required suggestion to pass. I feel college has become a farce to the point where if a teacher has the right in a country which prides itself on its great freedoms and advanced education to "pick" the students they feel desirable to them and to degrade a human being to the point of humility to their whole person.

There are a few who have completed Denatl Assisting at WCC. Those who have do not have good remarks to make about the instructors. I feel a survey needs to be done to find out why why 4 girls (of which 20 started) graduated. There should be comments of those who didn't return and why. My tuition is paying them to teach me not to degrade my person.

0884

I feel that in a Law enforcement program more emphasis should be on Police related courses.

I also feel that the advisory committee should have at least one meeting in a year. I have been on this committee since 1971 and there has never been a meeting.

I think that the directors requests someone from the student body belong and be able to voice their opinion. WCC should not stop the meetings.

How can we express our ideas to each other if we never meet.

0861

I transferred from WCC to Eastern then from Eastern to U of M. I found the quality of my classes at WCC far superior than the 100 - 200 level classes I took at Eastern.

1065

Please contact me when your data is collected. I am interested in just what you are surveying and the results.

Thank you.



### Appendix 3 - Student Comments

0427

There was one class which I felt was a waste of time and that was Data Processing 122. I enjoyed DP111 and learned all the basics I will ever use. DP 122 was more for someone going on in DP work. I felt it a waste of money and time to be required to take a class that will in no way ever fit into my job interests. DP 111 gave you the basic concepts of now, lets say a hospital such as I am working can be run (Billing, etc.). No further information is needed in this after DP111.

0425

In my personal case, I believe the counseling could have been stronger, that is with the designated counselor. Some of the instructors I happened to get were more helpful than my designated counselor. Perhaps they are too busy to be much help. That was my impression. Personally, I know the general area that I wish to be in, but would like hlp in the specifics of pursuing my goal. I was told the difference between a counselor and an advisor. This should be made now clear. I have never seen my advisor, why does one need an advisor?

0421

The help and guidance I received from the staff (Particularly \_\_\_\_\_) helped me, more than I may ever realize, in the forming of my life styles than any other group of people. These people helped me with personal problems, employment problems, etc.

A few of the staff didn't seem to like students and did much more harm than good. Attitudes of students I know, and myself were set back and our desire to learn and move forward was affected.

I wish to repeat myself and say, a college is only as good as the staff and their relationship with the students.

0010

I would like to return to WCC, I liked it a lot but presently I have a baby and my husband is in VietNam.

Appendix 4 - DEMOGRAPHIC RESPONSE DATA  
In STATE

Flat Rock	1	Clinton	8
Pontiac	2	Whittaker	1
Dearborn	14	Wayne	26
Ypsilanti	331	Wyandotte	11
Detroit	17	Rochester	1
Ann Arbor	490	Houghton Lake	1
Hudson	1	Plymouth	9
Romulus	11	Brighton	19
Allen Park	8	Saline	46
Royal Oak	4	Dexter	19
Dundee	3	Belleville	30
Chelsea	31	Kalamazoo	1
Adrian	1	Monroe	36
Northville	2	Eloise	1
Sault Ste. Marie	1	Mt. Pleasant	1
Hartland	2	New Boston	2
Holly	1	Big Rapids	1
South Lyon	5	Wixom	1
Tecumseh	7	Jackson	3
Willis	9	Pinckney	10
Milan	25	Hillsdale	1
Howell	6	Inkster	10
Roseville	1	Gregory	3
Whitmore Lake	4	Manchester	12
Lincoln Park	5	Taylor	3
East Lansing	6	Ada	1
Temperance	1	Blissfield	1
Albion	1	Livonia	2
Britton	2	Trenton	1
Marquette	1	Saginaw	1
Mt. Clemens	1	Warren	1

OUT OF STATE

N. Olmstead, OH.	1	New York	1
San Antonio, Ill.	1	San Francisco, Ca.	1
Long Beach, CA.	1	Northern, Va.	1
Madison, Wisc.	1	Hillard, Ohio	1
Manitou Springs Colorado	1		

UNIVERSITY OF CALIF.  
 LOS ANGELES

JAN 31 1974

CLEARINGHOUSE FOR  
 JUNIOR COLLEGE  
 INFORMATION