A survey of high school juniors and seniors in areas served by members of the Appalachian Developing Institutions Consortium was conducted to: (1) discover the kind of image each consortium institution had with these students; and (2) obtain information on these students' backgrounds and educational plans to assist administrations in establishing productive communication, to aid in recruitment and program planning, and to increase the accuracy of enrollment predictions and estimates of space needs.

Questionnaires were administered to more than 12,300 students. A ten percent random sample was used for analysis. Consortium findings and conclusions for each item on the questionnaire are included.

Criticism (by the research coordinators) of the strengths and weaknesses of the study's design and administration and the exclusion or modification of questions is provided. Tables of the data collected are presented in Appendix A. Appendix B is a copy of the questionnaire. (RM)
APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

Member Institutions
Asheville-Buncombe Technical Institute
Caldwell Community College and Technical Institute
Catawba Valley Technical Institute
Haywood Technical Institute
Isothermal Community College
Southwestern Technical Institute
Western Piedmont Community College
Wilkes Community College

A REPORT ON THE SURVEY OF HIGH SCHOOL STUDENTS' EDUCATIONAL PLANS AND OPINIONS RELATING TO THE AREA TWO-YEAR INSTITUTIONS
Spring, 1972

Edited by
Elmo V. Reiter

UNIVERSITY OF CALIF.
LOS ANGELES
MAR 02 1973

Funded through the Title III, Higher Education Act, 1965
(P.L. 89-329)
TABLE OF CONTENTS

REPORT ON THE SURVEY OF HIGH SCHOOL STUDENTS
EDUCATIONAL PLANS AND OPINIONS ........................................ 1

Introductory Remarks: Information on the Consortium
Organization and research activities .................................... 1
Overall plan for consortial activities ................................. 2
Cooperative research for program development and evaluation ... 3

Purposes, Development and Administration of the Study ............ 4
Purposes and objectives of the study ..................................... 4
Development and pilot testing of the study instrument ............ 5
Administration of the study instrument .............................. 6
High school populations in the study ............................... 7
Sampling and analysis procedures .................................... 7

INTRODUCTION TO THE FINDINGS AND CONCLUSIONS ............... 9

CONSORTIUM FINDINGS AND CONCLUSIONS ............................ 11

CRITICISM OF THE STRENGTHS AND WEAKNESSES OF THE STUDY .... 19

SUMMARY ........................................................................ 21

APPENDIX A .................................................................... 23

APPENDIX B .................................................................... 48
STATEMENT OF ACKNOWLEDGMENT

The personnel of the Appalachian Developing Institutions Consortium would like to express appreciation for the cooperation of the public school officials from the North Carolina county and city administrative units which have participated in the study. We would also like to convey our thanks for the cooperation the research group received from the school guidance counselors. The list of county and city school units with the names and titles of the respective school officials, who did so much to make the results of this study possible, has been presented below.

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville City Schools</td>
<td>Mr. W. T. Griffin</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Asheville High School</td>
<td>Mr. Clark Pennell</td>
<td>Principal</td>
</tr>
<tr>
<td>Buncombe County Schools</td>
<td>Mr. Fred H. Martin</td>
<td>Superintendent</td>
</tr>
<tr>
<td>A. C. Reynolds High School</td>
<td>Mr. R. L. Dalton</td>
<td>Principal</td>
</tr>
<tr>
<td>Charles D. Owen High School</td>
<td>Mr. Charles A. Lytle</td>
<td>Principal</td>
</tr>
<tr>
<td>Clyde A. Erwin High School</td>
<td>Mr. Leon Hall</td>
<td>Principal</td>
</tr>
<tr>
<td>Enka High School</td>
<td>Mr. W. E. McElrath</td>
<td>Principal</td>
</tr>
<tr>
<td>North Buncombe High School</td>
<td>Mr. Edwin McDevitt</td>
<td>Principal</td>
</tr>
<tr>
<td>T. C. Roberson High School</td>
<td>Mr. Charles T. Koontz</td>
<td>Principal</td>
</tr>
<tr>
<td>Madison County Schools</td>
<td>Mr. Robert L. Edwards</td>
<td>Principal</td>
</tr>
<tr>
<td>Marshall High School</td>
<td>Mr. Clive Whitt</td>
<td>Principal</td>
</tr>
<tr>
<td>Mars Hill High School</td>
<td>Mr. Fred Dickerson</td>
<td>Principal</td>
</tr>
<tr>
<td>Hot Springs High School</td>
<td>Mr. Bruce Phillips</td>
<td>Principal</td>
</tr>
<tr>
<td>Laurel High School</td>
<td>Mr. Ray Tweed</td>
<td>Principal</td>
</tr>
<tr>
<td>Spring Creek High School</td>
<td>Mrs. Jewell Church</td>
<td>Principal</td>
</tr>
</tbody>
</table>

OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caldwell County School System</td>
<td>Mr. E. M. White</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Lenoir City School System</td>
<td>Mr. J. G. Haganan</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Gamewell-Colliettsville High School</td>
<td>Mrs. Janice Lail</td>
<td>Acting Principal</td>
</tr>
<tr>
<td>Granite Falls High School</td>
<td>Mr. Bill Metcalf</td>
<td>Principal</td>
</tr>
<tr>
<td>Hudson High School</td>
<td>Mr. Henry Latham</td>
<td>Principal</td>
</tr>
<tr>
<td>Hibriten High School</td>
<td>Mr. Kenneth Roberts</td>
<td>Principal</td>
</tr>
<tr>
<td>Lenoir High School</td>
<td>Mr. John Scott</td>
<td>Principal</td>
</tr>
</tbody>
</table>
**OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH**
**HAYWOOD TECHNICAL INSTITUTE**
**IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY**

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haywood County Schools</td>
<td>Dr. W. T. Bird</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Pisgah High School</td>
<td>Mr. Clark Morton</td>
<td>Principal</td>
</tr>
<tr>
<td>Tuscola High School</td>
<td>Mr. Leonard G. rdner</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH**
**ISOTHERMAL COMMUNITY COLLEGE**
**IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY**

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rutherford County Schools</td>
<td>Mr. Forrest Hunt</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Alexander Schools</td>
<td>Dr. John Vogler</td>
<td>Principal</td>
</tr>
<tr>
<td>Central High School</td>
<td>Mr. Z. E. Dobbins</td>
<td>Principal</td>
</tr>
<tr>
<td>Chase High School</td>
<td>Mr. W. T. Lewis</td>
<td>Principal</td>
</tr>
<tr>
<td>East Rutherford High School</td>
<td>Mr. O. W. Morris</td>
<td>Principal</td>
</tr>
<tr>
<td>Tryon City Schools</td>
<td>Mr. Vernon L. Dusenbury</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Tryon City High School</td>
<td>Mr. Elmo F. Neal</td>
<td>Principal</td>
</tr>
<tr>
<td>Polk County Schools</td>
<td>Mr. David Cromer</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Polk Central High School</td>
<td>Mr. Carthon Hinson</td>
<td>Principal</td>
</tr>
<tr>
<td>Saluda School</td>
<td>Mr. Jerry Russell</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH**
**SOUTHWESTERN TECHNICAL INSTITUTE**
**IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY**

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson County Public Schools</td>
<td>Mr. Paul Buchanan</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Macon County Public Schools</td>
<td>Mr. Kenneth Barker</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Swain County Public Schools</td>
<td>Mr. Tommy Woodard</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Cherokee Indian Schools</td>
<td>Mr. Ray Cleaveland</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Highlands High School</td>
<td>Mr. Stoney Hinkle</td>
<td>Principal</td>
</tr>
<tr>
<td>Camp Lab School</td>
<td>Dr. Arthur Justice</td>
<td>Principal</td>
</tr>
<tr>
<td>Glenville High School</td>
<td>Mr. Franz Whitmire</td>
<td>Principal</td>
</tr>
<tr>
<td>Sylva-Webster High School</td>
<td>Mr. Ray Simpson</td>
<td>Principal</td>
</tr>
<tr>
<td>Nantahala High School</td>
<td>Mr. Lonnie Crawford</td>
<td>Principal</td>
</tr>
<tr>
<td>Franklin High School</td>
<td>Mr. Charles Frazier</td>
<td>Principal</td>
</tr>
<tr>
<td>Cherokee High School</td>
<td>Mr. Howard Patton</td>
<td>Principal</td>
</tr>
<tr>
<td>Swain High School</td>
<td>Mr. Clifford Frizzell</td>
<td>Principal</td>
</tr>
</tbody>
</table>
OFFICIALS OF THE PUBLIC SCHOOLS THAT PARTICIPATED WITH
WESTERN PIEDMONT COMMUNITY COLLEGE
IN ADMINISTERING THE HIGH SCHOOL IMAGE STUDY

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burke County Public Schools</td>
<td>Dr. Charles Weaver</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Drexel High School</td>
<td>Mr. Walter Hood</td>
<td>Principal</td>
</tr>
<tr>
<td>George Hildebran High School</td>
<td>Mr. Evan Rhoney</td>
<td>Principal</td>
</tr>
<tr>
<td>Glen Alpine High School</td>
<td>Mr. E. M. Jenkins</td>
<td>Principal</td>
</tr>
<tr>
<td>Hildebran High School</td>
<td>Mr. Zeno Crump</td>
<td>Principal</td>
</tr>
<tr>
<td>Morganton High School</td>
<td>Mr. Bill Babb</td>
<td>Principal</td>
</tr>
<tr>
<td>Oak Hill High School</td>
<td>Mr. Bill Brown</td>
<td>Principal</td>
</tr>
<tr>
<td>Salem High School</td>
<td>Mr. Alton Horton</td>
<td>Principal</td>
</tr>
<tr>
<td>Valdese High School</td>
<td>Mr. James Draughn</td>
<td>Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Names</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilkes County Schools</td>
<td>Mr. Wayne Bradburn</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Wilkes County Schools</td>
<td>Mr. Rex W. Whittington</td>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>North Wilkesboro Schools</td>
<td>Mr. John Deason</td>
<td>Superintendent</td>
</tr>
<tr>
<td>North Wilkes High School</td>
<td>Mr. Paul Gregory</td>
<td>Principal</td>
</tr>
<tr>
<td>East Wilkes High School</td>
<td>Mr. Eugene Reavis</td>
<td>Principal</td>
</tr>
<tr>
<td>West Wilkes High School</td>
<td>Mr. E. H. Greene, Jr.</td>
<td>Principal</td>
</tr>
<tr>
<td>Wilkes Central High School</td>
<td>Dr. John Preyer</td>
<td>Principal</td>
</tr>
<tr>
<td>Allegheny County Schools</td>
<td>Mr. John Woodruff</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Allegheny High School</td>
<td>Mr. John Greene</td>
<td>Principal</td>
</tr>
<tr>
<td>Ashe County Schools</td>
<td>Mr. Frank James</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Ashe Central High School</td>
<td>Mr. Charles E. Abee</td>
<td>Principal</td>
</tr>
<tr>
<td>Northwest Ashe High School</td>
<td>Mr. F. L. Barker</td>
<td>Principal</td>
</tr>
<tr>
<td>Beaver Creek High School</td>
<td>Dr. Paul Bingham</td>
<td>Principal</td>
</tr>
</tbody>
</table>
CONSORTIUM PERSONNEL

Asheville-Buncombe Technical Institute
President: Mr. Thomas W. Simpson
Program and Research Coordinator: Mrs. Sara Morris

Caldwell Community College and Technical Institute
President: Dr. H. Edwin Beam
Program Coordinator: Mr. William DeLoach
Research Coordinator: Miss Phyllis Huffstetler

Catawba Valley Technical Institute
President: Mr. Robert E. Paap
Program Coordinator: Mr. Bruce Bishop
Research Coordinator: Mr. Steve Lail

Haywood Technical Institute
President: Mr. M. C. Nix
Program Coordinator: Mr. L. J. Moore
Research Coordinator: Mr. Steve Lail

Isothermal Community College
President: Mr. Fred J. Eason
Program Coordinator: Dr. E. Donovan
Research Coordinator: Mr. Stover Dunagan

Southwestern Technical Institute
President: Mr. Edward E. Bryson
Program Coordinator: Mr. Don Irvin
Research Coordinator: Mr. Eric Brady

Western Piedmont Community College
President: Dr. Gordon C. Blank
Program and Research Coordinator: Dr. Edwin Chapman

Wilkes Community College
President: Dr. Howard E. Thompson
Chairman of Executive Committee and Program Coordinator: Dr. William R. Richardson
Research Coordinator: Dr. Phillip Lewis

Appalachian State University
President: Dr. Herbert W. Wey
Member of the Executive Committee: Dr. Robert E. Reiman
University Statistician: Dr. Michael Carter
Consortium Research Coordinator: Mr. Elmo V. Roesler
Special Research Assistant: Mrs. Jan Austin
Computer Programmer: Mr. Jeff Williams
Introductory Remarks: Information on the Consortium Organization and Research Activities

This consortium of eight "open-door" two-year institutions in the North Carolina Appalachian Region was, in November of 1970, funded under Title III of the Higher Education Act. This cooperative arrangement which has the official title of APPALACHIAN CONSORTIUM SPECIAL DEVELOPMENT PROJECT began the operations on July 2, 1971.

Consortium research activities have been conducted under the auspices of two committees. An Executive Committee, composed of institutional members with Dr. William Richardson presiding as chairman, has been responsible for decision-making regarding the cooperative research projects. A second committee, the Research Coordinating Committee, has been charged with conducting all research, planning, and development activities. At each of the consortium institutions, a Research Coordinator, who served on the Research Coordinating Committee, has participated in the development and administration of the high school study instrument, the establishment of reporting procedures, and the preparation of the final report on the high school students educational plans and opinions.

Before proceeding with the explication of the study developments and results, the members of the consortium would like to convey some information concerning (1) the overall plan for consortial activities and (2) the goal of cooperative research for program development and evaluation.
Overall plan for consortial activities. The development of consortial activities has been controlled by a three year plan. The plan stipulates that during the first year, 1971-72, basic research is to be conducted in relation to short and long-range program planning and evaluation. In the second year, 1972-73, programs are to be implemented and evaluated with results being disseminated to all persons and agencies that have been concerned with the upgrading of the educational process in the consortium community colleges and technical institutes. During the third year, 1973-74, the previously implemented program activities are to be further evaluated and -- where it is considered necessary -- revised. At the end of three years, the results of consortium activities will appear in "final" reports. However, if the personnel maintain the interest and dedication they have exhibited during this first year of operation, the participating institutions will continue this cooperative arrangement for years to come.

To conduct self-studies and to coordinate consortium-wide research, each institution has established either a full or part-time research coordinator's position. These researchers act as liaison persons between their institutional study groups and the coordinating efforts of the Chairman of the Executive Committee whose office is at Wilkes Community College and the consortium Research Coordinator whose office is located at Appalachian State University.

Appalachian, as an assisting institution, has its Director of Institutional Research serving as a member of the Executive Committee, its faculty in the College of Education serving as consultants, its systems analysis staff involved in implementing management information techniques in the developing institutions, and its University Statistician giving consultation on analyses. Appalachian's other commitments have included coordinating efforts in preparing consortium study instruments, conducting surveys, and analyzing results.
Cooperative research for program development and evaluation. The 1970-71 proposal indicated that key personnel in the community colleges and technical institutes formed the consortium because they recognized the following facts:

1. Each institution has in its area the greatest potential to implement North Carolina's "open door" policy and, thus, to reach out and educate the populace in its region.

2. Only through a cooperative arrangement could the institutions overcome limitations arising from a base of low taxable resources and thus from inadequate funding for necessary research, planning, and evaluation.

3. All the institutions have the same basic needs for effective development: the creation of research models and acquisition of data for institutional improvement; the upgrading of administrative and instructional staff; the increasing and enhancing of curricula and curriculum materials, especially for economically deprived and slow learners; the selecting of appropriate consultant assistance; and the need for immediate and long-range planning.

4. The eight institutions are developing and need assistance for community-based program planning and evaluation, if they are to provide more and better services to all persons in their respective service areas.

Consortium members have recognized the need for both individual and consortium-wide community based program development, implementation, and evaluation. Personnel in each institution have committed themselves to establishing, as an extension of the 1970-71 proposal objectives, program objectives related to the following priority research/study areas that have been determined by the Executive Committee: comprehensive community survey, business-industrial survey tied to the community survey, development of student profile data and a management information system to exchange aggregated results, follow-up studies of alumni and especially "dropouts," and image studies -- especially a high school image study -- to acquire estimates of the way programs and
services are received in the respective communities. All program development has been based on cooperative research effort, aimed at either educating or training the low-income and educationally deprived student, hoping to improve the quality of life in Appalachia.

**Purposes, Development, and Administration of the Study**

The paragraphs that follow contain background information concerning the survey of the "High School Students' Educational Plans and Opinions." The information includes the purposes and objectives of the study, the activities related to the development and pilot testing of the study instrument, and the administration of the instrument.

**Purposes and objectives of the study.** The survey had two purposes: (1) to discover what kind of image each consortium institution had with high school juniors and seniors and (2) to obtain information on high school students' backgrounds and educational plans. Though these purposes could also be interpreted as the overall goals for the high school image survey, the researchers identified, additionally, other uses for the survey and then transposed these uses into the following objectives.

1. To assist the administrators and personnel of the community colleges and technical institutes in their attempts to establish productive communications between themselves and the high school students in the service areas.

2. To aid the recruitment efforts by examining the images that the community colleges and technical institutes have among high school students and by evaluating the students' aspirations in terms of the two-year institutions' education/training programs.

3. To develop, from the high school students' educational plans and opinions, data elements that would, through comparison with
business-community survey results, have implications for immediate and long-range program planning.

4. To increase the accuracy and thoroughness with which institutional personnel predict enrollment in programs and estimate space utilization needs.

Development and pilot testing of the study instrument. In building the instrument and writing the questions for this survey, the research group worked toward achieving the above stated objectives. The first page of the instrument was designed so that it could be detached and used for recruitment and other purposes by the personnel in the two-year institutions. However, the consortium institutions had the option of inputting the data elements in the PERSONAL INFORMATION section into a data processing system. The important items in this section included student name, age, sex, name of high school, county, home address and phone, educational experience of parents or guardian, and post-high school plans.

When the research coordinators attempted to obtain occupational and career information pertaining to the high school students and their parents, they could discover, after reviewing other survey documents, no concise occupational array that could be used by students in selecting preferred job and career areas. Accordingly, the group identified twenty-five occupational areas that served the purpose of the study, and then they devised an alpha code for each area. For example, the agricultural occupations were listed as farming, food processing, horticulture-landscaping and greenhouses, and governmental ag-agencies. This category was then designated by the alpha codes [AG] for agriculture. The use of this occupational array provided an opportunity for high school students to quickly identify parental occupations and their career choices.
The job and career choices relating to general occupational areas were to be contrasted with student "Program Choices." Each research coordinator in the two-year institutions prepared a listing of the programs currently being offered. This sheet was placed within the instrument -- this one is of bifold design -- so that students could "pre-register" at the community college and/or technical institute in his/her area.

The high school image questions and statements relating to student educational plans included items, e.g., that requested students to describe their feelings about the two-year institution, rate the quality of the institutions, identify the media that brought community college and technical institute information to their attention, and identify the grade averages earned in high school.

The plans for administering the study included pilot testing the instrument in a high school in the Haywood Technical Institute service area. It was found that the average time required to answer the questionnaire was under twenty minutes. The students indicated that they found the line-of-questioning to be relevant and the questions themselves to be clearly written and understandable. This high school student pilot group expressed its appreciation of Haywood Tech, indicating that the institution had an excellent reputation. Haywood personnel, however, discovered, even in the pilot study, that liaison between themselves and the high school students could be improved.

Administration of the study instrument. The procedures for the high school image survey require consortium personnel to preside over administering of the instrument in the high schools. All juniors and seniors in the service areas were asked to complete the questionnaires. The completed forms will be utilized by various agencies in the community colleges and technical institutes.
Sampling procedures have been established and applied to the responses. Plans were made to tally and analyze so that each high school would also profit from having students participate in the study.

The high school study instrument was administered by the research coordinators during the months of January, February, and March. A copy of the instrument may be found in Appendix B.

High school populations in the study. The study populations were composed of junior and senior students attending the high schools in each two-year institution's service area. The numbers of questionnaires administered were, approximately, as follows: 4,424 in the Asheville-Buncombe Technical Institute area; 1,378 in the Caldwell Community College and Technical Institute area; 1,030 in the Haywood Technical Institute area; 1,522 in the Isothermal Community College area; 1,040 in the Southwestern Technical Institute area; 1,261 in the Western Piedmont Community College area; and 1,655 in the Wilkes Community College area. The approximate total number of students participating in the study was 12,310.

Sampling and analyses procedures. In regard to sampling and analysis procedures, the researchers held the following considerations to be applicable.

1. Consortium sample population. The application of sampling and analyses procedures to the responses to survey questions included the identification of a sample population. Since there was among the instrument questions no reference to test scores or other ranges that could be used to calculate an initial sample population size $n$, the research coordinators selected as large a sample size as time and money would permit—a ten percent sample from the instruments administered to all the junior/senior students in the study population ($P$). The consortium sample population was
randomly selected. To accomplish randomization, the researchers numbered the instruments, and then by using The Rand Corporation's *A Million Random Digits*, they drew random numbers which were used to select questionnaires having identical numbers. The sampling was also proportionate, i.e., each high school population had ten percent of its student questionnaires included in the population. The findings and conclusions of the study were based upon this consortium sample population.

2. Returns to high schools having less than 250 students. It was acknowledged that high schools having small populations would not be equitably treated if they received tallies of responses on ten percent of their populations. Therefore, in addition to the ten percent random sample of instruments drawn from each high school population, tallying of responses was also done for the complete number of instruments collected from high schools having populations of less than 250 junior and senior students.

3. Relationship between sample and complete populations. It was assumed that the composition of students, in regard to their aspirations and attitudes, in the sample population approximated the composition of such qualities belonging to students in the complete population. Assuming that the responses of students in the ten percent population are, proportionately, similar to responses of students in the complete population, the tallies of responses from the ten percent sample population may be multiplied by ten. Accordingly, if twenty-three tallies have been recorded for a given response category, then the number of students in the total population who would have selected the same response category would be approximately 230.
INTRODUCTION TO FINDINGS AND CONCLUSIONS

For each of the seven two-year institutions participating in the study, findings and conclusions were developed. While these individualized findings and conclusions are not included in this document, the consortium findings and conclusions, based on a ten percent sample of all high schools in the study, have been listed in this section according to the sequence of questions 1-21 in the "High School Students Educational Plans and Opinions" survey instrument. The findings and conclusions are supported by the data derived from the responses to questions 1-21 in the instrument. These data, with the exception of those to question 18 for which there are no findings or conclusions, appear in Tables 1-17 and 19-21. The data concerning the responses to the PERSONAL INFORMATION question regarding students' post high school plans may be found in Table 22. Tables 1-17 and 19-22 have been placed in Appendix A.

Xeroxed copies of the computer printout or "List Tally" which has the record of responses from seven sample populations, composed of 10% of the students from each two-year institution's service area, are upon request available from the Appalachian State University Office of University Research Services. While Tables 1-17 and 19-21 (noted above) contain the responses to all but a few of the instrument questions, the printout includes student

In regard to Question 18, students responded to a coded list of institutional programs -- a list individualized to carry the program of the consortium institution administering the instrument. Students indicated their first and second program choices and these responses appear in the computer printout which is available upon request from the Appalachian State University Office of University Research Services.
responses to each query in the survey instrument. Therefore, if planners or
counselors at either the two-year institutions or the high schools wanted
information on the educational level of parents or guardians, or if they
wanted to analyze all the data to multiple response questions, they found
these data tallied and recorded in the printout.

While the individualized findings and conclusions for each two-year insti-
tution have not been included in this document, the findings and conclusions
for the consortium are presented on the next page.
CONSORTIUM FINDINGS AND CONCLUSIONS

The findings and conclusions concerning student responses to statements in the high school image questionnaire are as follows:

**Question 1:** "Note the occupational items and then, using codes (AG, etc.), indicate career choices."

**Finding:** Seven occupational items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to lowest, as follows:

- professional, obtaining 177 responses or 14%;
- secretarial-commercial, obtaining 146 responses or 12%;
- health services and social work, obtaining 133 responses or 11%;
- business, obtaining 67 responses or 6%;
- auto mechanics, obtaining 57 responses or 5%;
- engineering, obtaining 54 responses or 4%; and
- building-construction, obtaining 53 responses or 4%.

The total number of responses to the question was 1048.

**Conclusion:** Students showed a preference for the occupational items: professional, secretarial-commercial, health services and social work, business, auto mechanics, engineering, and building-construction.

**Question 2:** "Which of these items best describes your educational plans?"

**Finding:** Four educational plan items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to the lowest, as follows:

- graduate from a 4-year college/university, obtaining 390 responses or 32%;
- graduate from a community college or technical institute, obtaining 349 responses or 28%;
- graduate from high school only, obtaining 270 responses or 22%; and
- graduate from a two-year junior college, obtaining 104 responses or 8%.

The total number of responses to this question was 1230.

**Conclusion:** A majority (60%) have post high school educational plans for attending a four-year institution or a two-year community college and/or technical institute.
Finding: Four reputational rating items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from highest frequency/percentage to lowest, as follows:

- good, obtaining 755 responses or 61%;
- excellent, obtaining 205 responses or 17%;
- don't know, obtaining 170 responses or 14%; and
- never heard of institution, obtaining 64 responses or 5%.

The total number of responses to the question was 1230.

Conclusion: A substantial majority (78%) of the students rated the reputation of the institution as good or excellent. A minority (19%) either did not know the reputation of the institution or had never heard about the institution.

Question 4: "Check all the items which best describe your feelings about going to this institution when you finish high school."

Finding: Remember that all students in the population could check each of the ten response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sums of percentages may equal more than 100%.

Five response items, concerning students' feelings about attending the institution, received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- "I plan to continue my educational training beyond high school but not at this institution," obtaining 406 responses or 33%.
- "My parents are encouraging me to get educational training beyond high school," obtaining 265 responses or 22%.
- "I would like to go beyond high school but will need to work," obtaining 253 responses or 21%.
- "After high school, I plan to attend this institution," obtaining 200 responses or 16%; and
- "I don't know much about what courses and programs are offered at this institution," obtaining 152 responses or 12%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that (1) a proportion [33%] of the population do not plan to attend this two-year institution, (2) a proportion [22%] of the population was composed of students who had received parental encouragement in regard to attending the institution, and (3) a proportion [21%] of the population would need employment or financial aid if plans to attend the institution materialized.
**Question 5:** "Is this institution more or less expensive to attend than the four-year colleges?"

**Finding:** Two response items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- less expensive, obtaining 775 responses or 63% and
don't know, obtaining 445 responses or 36%.

The total number of responses to the question was 1230.

**Conclusion:** A majority (63%) of the students knows that attending the two-year institution is less expensive than a four-year institution; however, a proportion (36%) of students indicated that they did not know the difference in the costs for attending two-year and four-year institutions.

**Question 6:** "What was your major course emphasis in high school?"

**Finding:** Each of the course emphasis items received a proportion of the student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- college preparatory, obtaining 498 responses or 40%;
general education, obtaining 342 responses or 28%;
business vocational, obtaining 238 responses or 19%; and
technical vocational, obtaining 152 responses or 12%.

The total number of responses to this question was 1230.

**Conclusion:** The separation of students into four course/program areas has been quantified.

**Question 7a:** "Your grades in high school have been close to --"

**Finding:** Three grade evaluation items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- grade C, obtaining 540 responses or 44%;
grade B, obtaining 462 responses or 38%; and
grade A, obtaining 135 responses or 11%.

The total number of responses to the question was 1230.

**Conclusion:** A majority (93%) of the students received average or better grades.
Question 7b: "And you would consider your grade average good enough to attend this institution."

Finding: One thousand and thirteen or 82% of the students replied in the affirmative, while 217 students or 18% answered in the negative.

The total number of responses to the question was 1230.

Conclusion: A majority (82%) of the students believed their grade averages were good enough to attend the institution.

Question 8: "Have you been informed by representatives of this institution about programs and offerings?"

Finding: Seven hundred and seventy or 63% of the students replied in the negative, while 460 or 37% of the students answered in the affirmative.

The total number of responses to this question was 1230.

Conclusion: In a majority (63%) of cases, students have not been informed about programs and offerings by representatives of the institution.

Question 9: "Indicate the high school person who has most strongly suggested that you attend this institution."

Finding: Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- no high school person, obtaining 742 responses or 60%;
- friend, obtaining 237 responses or 19%;
- counselor, obtaining 160 responses or 13%; and
- teacher, obtaining 67 responses or 5%.

The total number of responses for this question was 1230.

Conclusion: A majority (60%) of the students have not been influenced by high school persons to attend this institution.

Question 10: "What is your employment situation?"

Finding: The students responded to three items. The frequency and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- not employed, obtaining 757 responses or 62%;
- employed part-time, obtaining 396 responses or 32%; and
- employed full-time, obtaining 77 responses or 6%.

The total number of responses for this question was 1230.

Conclusion: A majority (62%) of the students were not employed.
Question 11: "Is there anyone in your family who is attending or who attended this institution?"

Finding: Nine hundred and eighty-five or 80% of the students replied in the negative, while 245 or 20% of the students replied in the affirmative.

The total number of responses to this item was 1230.

Conclusion: The majority (80%) of the students stated that the members of their families had not, in the past or in the present, attended this institution.

Question 12: "From which of the following media sources have you heard about this institution?"

Finding: Remember that all students in the population could respond to each of the six response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Five response items, concerning the effectiveness of media sources, received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- catalog or brochure, obtaining 496 responses or 40%;
- none, obtaining 381 responses or 31%;
- newspapers, obtaining 274 responses or 22%;
- radio, obtaining 253 responses or 21%; and
- television, obtaining 104 responses or 8%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that (1) proportions of students had received communications through catalog-brochure (40%), newspapers (22%), radio (21%), and television (8%) and (2) a proportion (31%) had not received communication from media sources.

Question 13: "Give the approximate one-way distance from your home to the institution campus."

Finding: Three response items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- 1-5 miles, obtaining 338 responses or 27%;
- 6-10 miles, obtaining 305 responses or 25%; and
- 11-15 miles, obtaining 211 responses or 17%.

The total number of responses for this question was 1183.
Conclusion: A majority [52\%] of students live within ten miles of the institution and the mean distance for one-way travel for each student would be approximately 12 miles.

**Question 14:** "If you attended this institution, would you use a car to drive to and from the campus?"

**Finding:** Eleven hundred or 89\% of the students answered in the affirmative, while 130 students or 11\% answered in the negative.

The total number of responses for this question was 1230.

**Conclusion:** A substantial majority [89\%] of the students would use a car to drive to and from campus.

**Question 15:** "What is your opinion about this college?"

**Finding:** The responses were grouped under three items. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- no opinion, obtaining 770 responses or 63\%;
- I like it, obtaining 407 responses or 33\%; and
- I do not like it, obtaining 53 responses or 4\%.

The total number of responses for this question was 1230.

**Conclusion:** A majority [63\%] of the students hold no opinion concerning this institution.

**Question 16:** "Indicate which of the following most closely approximates your family's income per week."

**Finding:** Four income items received the largest number of student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- $100-$149, obtaining 235 responses or 19\%;
- $150-$199, obtaining 208 responses or 17\%;
- $200-$249, obtaining 153 responses or 12\%;
- $50-$99, obtaining 113 responses or 9\%.

The total number of responses for this question was 1078.

**Conclusion:** None.
**Question 17:** "If you continue your education beyond high school, who will bear the expense?"

Finding: Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- student pays part and the parent pays rest, obtaining 391 responses or 32%;
- parents pay expenses, obtaining 373 responses or 30%;
- student will pay the expenses, obtaining 264 responses or 21%; and
- student will need a scholarship, obtaining 146 responses or 12%.

The total number of responses for this question was 1230.

Conclusion: By their responses, students revealed that they would bear the expense of post high school education in the following ways: (1) sharing the expenses with their parents, (2) having parents pay their expenses, (3) paying the expenses themselves, and (4) requesting scholarship funds.

**Question 18:** "Assuming that you might attend this institution, note on the separate enclosed sheet the educational programs available and then indicate your program preference."

Finding and Conclusion: None. The data in regard to this question appear in the List Tally printout in Appendix C.

**Question 19:** "Place check mark(s) by the factor(s) that influenced the educational program choice you made in #18."

Finding: Remember that all students in the population could check each of the nine response items so that the possible number of responses to any item would be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Four items received the largest number of responses. The frequency and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

- personal interest influenced program choice, obtaining 739 responses or 60%;
- desire for a good job, obtaining 386 responses or 31%;
- students at the consortium institution, obtaining 141 responses or 11%;
- instructor at the high school, obtaining 129 responses or 10%.
Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that students believed their own interests, desire for good jobs, and opinions of consortium institution students were factors which influenced program choice made in Question 18.

Question 20: "Check all the items you think describe the reputation of this institution."

Finding: Remember that all students in the population could check each of the seven response items so that the possible number of responses to any item could be a percentage of a total of 1230. For a check-all-items type of question, the sum of percentages may equal more than 100%.

Four items received the largest number of responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

"People think this institution is a good one," attaining 804 responses or 65%;
"People think that this institution offers helpful, needed courses," obtaining 699 responses or 57%;
"People think the institution offers an inexpensive education," obtaining 631 responses or 51%; and
"People think instructors at the consortium institution are helpful to students," obtaining 416 responses or 34%.

Conclusion: A conclusion to this kind of check-all-items question must remain tentative; however, it would appear that students found the reputation of the institution to be a good one; the institution to offer helpful, needed courses; the institution to offer an inexpensive education; and the instructors to be helpful to students.

Question 21: "How long a program of training would you be willing to take if you thought that you would get a good job?"

Finding: Each of the "length of program" response items received a proportion of the student responses. The frequencies and percentages of student responses for these items have been rank ordered, from the highest frequency/percentage to the lowest, as follows:

more than two years, obtaining 531 responses or 43%;
up to two years, obtaining 409 responses or 33%;
up to twelve months, obtaining 202 responses or 16%; and
less than six months, obtaining 88 responses or 7%.

The total number of responses for this question was 1230.

Conclusion: The majority [76%] of the students would be willing to take programs up to and exceeding two years in length.
CRITICISM OF THE STRENGTHS AND WEAKNESSES OF THE STUDY

When the research coordinators were asked to criticize the study in terms of strengths and weaknesses, they commented upon the design of the study, the administration of the study, and the exclusion or modification of questions in the survey instrument.

Design of the Study

Concerning the design of the study, the research coordinators made the following remarks.

General criticism. The researchers commented as follows:

---At this point or until some expert tells us that our survey has problems, I feel that it has been a good "first effort."

---Before this work is considered final, we need to structure a procedure for the future studies we hope the institutes will conduct. If the institutes are unable to hire a person or release a person part-time to conduct research activities, these activities should be handled through student services. Before conclusion of our work, hopefully we will outline quite specifically who will handle future studies, the best time to conduct studies, and how these studies will be conducted. We need to give them in some tight outline every "how-to-step" along the way.

---The study helped to build contacts with the high schools.

---This study should be a continuing study conducted annually.

---Presented in a confusing format.

Line of questioning. The researchers commented as follows:

---First page provided valuable information for recruiting.

---Need to revise categories on occupations.

---Grade completed by both parents is unclear.

---Too many questions.

---Eliminate any questions that allow respondent to check more than one reply.
Key educational background of parents/guardians upon graduation dates and degrees, i.e., high school, junior college or technical institute, senior college, master's degrees, and others.

Ask for a response to out-of-school activities. In other words, how can we get to them in other places with information concerning community colleges and technical institutes.

Administration of the Study

Concerning the administration of the study, the research coordinators made the following remarks.

--The study questionnaires were administered in person, so there was almost a 100% return.

--A great deal of time was spent explaining at least one-half of the questions to the students.

--Administration to large groups was difficult in terms of obtaining good responses.

Exclusion or Modification of Questions in the Survey Instrument

Concerning specific questions in the instrument, the research coordinators made the following remarks.

Question 1. The researcher commented as follows:

--The question is too complicated and of questionable value for a survey of this type. A great deal of explanation was required and consumed a considerable amount of the allocated administration time. Even with good directions being given, many students asked for resolution of problems as to exactly what code to be recorded when the specific occupation could not be found. Since this was the first question, it may have set a poor atmosphere for the remainder of the questionnaire. Recommend elimination of this question.

Questions 6 & 7. The researcher commented as follows:

--To eliminate questions 6 and 7. Although I encouraged their inclusion, they are not giving us pertinent information.

Question 16. The researcher commented as follows:

--While the family income information may be interesting and while it might even be essential for some purposes, it is doubtful that the reliability of the responses is very high. Recommend elimination.

--Item on income was incomplete or incorrect in many cases.
Question 17. The researcher commented as follows:

--Item on finances needs revision.

Question 18. The researcher commented as follows:

--Item did not allow for enough possible choices.

Question 20. The researcher commented as follows:

--There are seven responses to indicate reputation of the institution. Five of them are favorable and only two are unfavorable. There should be an equal number of each category. This would permit a better statistical probability of discovering the level of acceptance of the institution as either "good" or "bad." Recommend revision of question.

SUMMARY

The consortium members have pledged to implement the results of the Report on the Survey of High School Students' Educational Plans and Opinions into their plans to meet the education/training needs of Appalachian communities in North Carolina.

To implement the results of this study, community college and technical institute personnel have engaged in the following activities.

1. Met with public school officials and counselors to discuss the implications of the study and to explore the avenues whereby education/training programs and recruitment efforts might be altered to improve the opportunities for post high school experiences of students.

2. Held meetings attended by administrators, faculty, students, and community representatives. The purposes of these meetings were (1) to seek ways to improve the images, as reported in this study, that community colleges and technical institutes have among high school students and (2) to evaluate student aspirations and make plans for modifying the two-year institutions' education/training programs.
3. Held research coordinators meetings. The purpose of these meetings was to develop from the high school students' educational plans and opinions, data elements that would, through comparisons with the results of other studies, have implications for immediate and long-range planning.

4. Held in Morganton, North Carolina, during August 3 and 4, 1972, a consortium conference attended by presidents, administrative staff, and faculty members of the consortium institutions and attended by junior college consultants, representatives of the American Association of Junior Colleges, and personnel from the North Carolina Department of Community Colleges and other governmental agencies. At this meeting consortium members joined with outside consultants and governmental officials to review the accomplishments of the high school image study and other consortium projects and to formulate, together, plans for consortium developments during the 1972-73 and 1973-74 years.

Consortium personnel hope that the Report on the Survey of High School Students Educational Plans and Opinions has been meaningful to all persons in higher education and to administrators and counselors in public high schools.

The presidents of the consortium institutions and the public school officials, mentioned in the Acknowledgment section of the report, would appreciate receiving the readers comments and suggestions regarding the high school image study.
Table 1

Student Career Choices in Relation to an Array of Occupational Items:
Totals and Percentages*

<table>
<thead>
<tr>
<th>Occupational Items</th>
<th>Consortium Institutions*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) TOT</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5 1</td>
</tr>
<tr>
<td>Forestry</td>
<td>16 4</td>
</tr>
<tr>
<td>Professions</td>
<td>70 16</td>
</tr>
<tr>
<td>Engineering</td>
<td>25 6</td>
</tr>
<tr>
<td>Advertising</td>
<td>10 2</td>
</tr>
<tr>
<td>Business</td>
<td>22 5</td>
</tr>
<tr>
<td>Sec.-Comm.</td>
<td>40 9</td>
</tr>
<tr>
<td>Data Processing</td>
<td>16 4</td>
</tr>
<tr>
<td>Hotel-Motel</td>
<td>7 1.5</td>
</tr>
<tr>
<td>Rest. Services</td>
<td>7 1.5</td>
</tr>
<tr>
<td>Domestic Service</td>
<td>0 0</td>
</tr>
<tr>
<td>Cosmot.-Barb.</td>
<td>10 2</td>
</tr>
<tr>
<td>Health Serv. &amp; Social Work</td>
<td>56 13</td>
</tr>
<tr>
<td>Bldg.-Const.</td>
<td>10 2</td>
</tr>
<tr>
<td>Truckdrivers</td>
<td>5 1</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>21 5</td>
</tr>
</tbody>
</table>
Table 1 (continued)

Student Career Choices in Relation to an Array of Occupational Items:
Totals and Percentages

<table>
<thead>
<tr>
<th>Occupational Items</th>
<th>Consortium Institutionsa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) TOT</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5 1 3 2 3 3 4 3 1 1 7 5 5 3 2 26</td>
</tr>
<tr>
<td>Newspaper-Printing</td>
<td>0 0 1 1 1 1 1 1 0 2 7 5 5 3 2 26</td>
</tr>
<tr>
<td>Communications</td>
<td>8 2 4 3 2 2 2 1 1 1 0 0 1 6 4</td>
</tr>
<tr>
<td>Government Agencies</td>
<td>19 4 5 4 2 2 4 3 1 1 5 4 3 2 39</td>
</tr>
<tr>
<td>Entertainment</td>
<td>19 4 5 4 0 0 3 2 3 3 3 2 3 2 36</td>
</tr>
<tr>
<td>Leisure-Time</td>
<td>1 .2 4 3 1 1 2 1 0 0 3 .2 0 0 11</td>
</tr>
<tr>
<td>Housewife</td>
<td>12 3 4 3 4 4 6 4 4 4 1 1 7 3 2 34</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4 1 1 1 1 1 2 2 2 2 1 2 1 5 1 6 14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>388(443) 116(136) 86(104) 125(152) 86(104) 111(126) 136(165) 1048</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 1 may be found recorded for each consortium institution in Appendix A. The tallies for father's or guardian's as well as mother's occupational choices may also be found, recorded for each institution, in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

†Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

*aNote: The consortium institutions are as follows:
(1) Asheville-Buncombe Technical Institute
(2) Caldwell Community College & Technical Institute
(3) Haywood Technical Institute
(4) Isothermal Community College
(5) Southwestern Technical Institute
(6) Western Piedmont Community College
(7) Wilkes Community College
Table 2
Student Educational Plans:
Totals and Percentages*

Question 2: "Which of these items best describes your educational plans?"

Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>(1) TOT</th>
<th>(2) TOT</th>
<th>(3) TOT</th>
<th>(4) TOT</th>
<th>(5) TOT</th>
<th>(6) TOT</th>
<th>(7) TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>.2</td>
<td>70</td>
<td>16</td>
<td>33</td>
<td>7</td>
<td>133</td>
<td>30</td>
<td>155</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>14</td>
<td>10</td>
<td>46</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>.1</td>
<td>1</td>
<td>24</td>
<td>8</td>
<td>8</td>
<td>26</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>0</td>
<td>1</td>
<td>40</td>
<td>16</td>
<td>11</td>
<td>41</td>
<td>27</td>
<td>43</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>32</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>11</td>
<td>0</td>
<td>27</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>16</td>
<td>10</td>
<td>42</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>CONSPIRATIONAL TOTAL</td>
<td>.3</td>
<td>270</td>
<td>22</td>
<td>104</td>
<td>8</td>
<td>359</td>
<td>32</td>
<td>50</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 2 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

*a Note: Response categories for Question 2 are as follows:
(1) Dropout before completing high school
(2) Graduate from high school only
(3) Graduate from a two-year junior college
(4) Graduate from a community college or technical institute
(5) Graduate from a 4-year college or university
(6) Go into military service and learn a trade
(7) Other
Table 3

Student Opinions on Institution's Reputation: Totals and Percentages*

Question 3: "I have heard my friend say that the institution is --"

Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Excellent TOT</th>
<th>Good TOT</th>
<th>Poor TOT</th>
<th>Don't Know TOT</th>
<th>Never Heard of Inst. TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>97 22</td>
<td>246 56</td>
<td>10 2</td>
<td>65 15</td>
<td>25 6</td>
<td>443 (443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>30 22</td>
<td>85 63</td>
<td>3 2</td>
<td>14 10</td>
<td>4 3</td>
<td>136 (136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>20 19</td>
<td>63 61</td>
<td>3 3</td>
<td>16 15</td>
<td>2 2</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>15 10</td>
<td>101 66</td>
<td>5 3</td>
<td>24 16</td>
<td>7 5</td>
<td>152 (152)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>9 9</td>
<td>74 71</td>
<td>3 3</td>
<td>14 13</td>
<td>4 4</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>17 13</td>
<td>78 62</td>
<td>1 7</td>
<td>24 19</td>
<td>6 5</td>
<td>126 (126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>17 10</td>
<td>108 65</td>
<td>11 7</td>
<td>13 8</td>
<td>16 10</td>
<td>165 (165)</td>
</tr>
</tbody>
</table>

CONSORTIUM TOTAL        | 205 17       | 755 61   | 36 3     | 170 14         | 64 5                     | 1230   |

*Note: The tallies for male/female, junior/senior responses to Question 3 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 4
Student's Feelings Regarding Attendance at the Consortium Institution:
Totals and Percentages*

| Question 4: | "Check the items which best describe your feelings about going to this institution when you finish high school." |
| Highest possible no. of respondents: | 1230 ** |

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Possible Student Feelings About Attending Consortium Institution <strong>a</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) TOT % (b) TOT % (c) TOT % (d) TOT % (e) TOT % (f) TOT % (g) TOT % (h) TOT % (i) TOT % (j) TOT % TOTAL</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>31 7 93 21 91 21 68 15 156 35 40 9 49 11 18 4 13 3 50 11 609 (4)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>8 6 33 24 47 35 35 26 34 25 23 17 27 20 6 4 3 2 27 20 243 (1)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>9 9 16 15 24 23 10 10 40 38 10 10 13 13 5 5 4 4 12 12 143 (1)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>14 9 21 14 32 21 25 16 45 30 25 16 18 12 7 5 1 1 15 10 203 (1)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>10 10 25 24 21 20 7 7 34 33 11 11 10 10 12 12 2 2 16 15 148 (1)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>17 13 26 19 20 15 9 7 40 32 15 12 10 8 6 5 5 4 17 13 165 (1)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>12 7 39 24 30 18 46 28 57 35 15 9 19 12 8 5 3 2 15 9 244 (1)</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>101 8 253 21 265 22 200 16 406 33 139 11 146 12 62 5 31 3 152 12 1755</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 4 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 4 (continued)

Student's Feelings Regarding Attendance at the Consortium Institution:
Totals and Percentages

Note: Response categories for Question 4 are as follows:

(a) I don't feel prepared to go beyond high school
(b) I would like to go beyond high school but will need to work
(c) My parents are encouraging me to get educational training beyond high school
(d) At our high school, I plan to attend this institution
(e) I plan to continue my educational training beyond high school but not at this institution

(f) I am uncertain of career plans but will select this institution until I decide otherwise
(g) My family thinks this institution is a good school to attend
(h) I think I will need educational training beyond high school, but not two years
(i) My parents think going to this institution would be a waste of time
(j) I don't know much about what courses and programs are offered at this institution
### Table 5

**Student Estimate of Expenses for Attending 2-Year and 4-Year Institutions: Totals and Percentages**

**Question 5:** "Is this institution more or less expensive to attend than the four-year colleges?"

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>More</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT</td>
<td>%</td>
<td>TOT</td>
<td>%</td>
<td>TOT</td>
<td></td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>3</td>
<td>1</td>
<td>249</td>
<td>56</td>
<td>191</td>
<td>443</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>0</td>
<td>0</td>
<td>106</td>
<td>78</td>
<td>30</td>
<td>136</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td>68</td>
<td>33</td>
<td>104</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>3</td>
<td>2</td>
<td>97</td>
<td>64</td>
<td>52</td>
<td>152</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>2</td>
<td>2</td>
<td>71</td>
<td>68</td>
<td>31</td>
<td>104</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>2</td>
<td>2</td>
<td>77</td>
<td>61</td>
<td>47</td>
<td>126</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>0</td>
<td>0</td>
<td>104</td>
<td>63</td>
<td>61</td>
<td>165</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>10</td>
<td>1</td>
<td>775</td>
<td>63</td>
<td>445</td>
<td>1230</td>
</tr>
</tbody>
</table>

**Note:** The tallies for male/female, junior/senior responses to Question 5 may be found recorded for each consortium institution in Appendix A.

**Note:** The population represents 10% of the students in each of the two-year institution's service area.

**Note:** Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 6
Courses/Programs Selected by High School Students:
Totals and Percentages*

Question 6: "What was your major course emphasis in high school?"

*Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>College Preparatory TOT</th>
<th>Business Vocational TOT</th>
<th>Technical Vocational TOT</th>
<th>General Education TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>43</td>
<td>19</td>
<td>12</td>
<td>26</td>
<td>443(443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>34</td>
<td>18</td>
<td>14</td>
<td>34</td>
<td>136(136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>45</td>
<td>7</td>
<td>21</td>
<td>31</td>
<td>152(152)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>40</td>
<td>23</td>
<td>7</td>
<td>31</td>
<td>165(165)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>39</td>
<td>13</td>
<td>11</td>
<td>38</td>
<td>104(104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>40</td>
<td>25</td>
<td>8</td>
<td>28</td>
<td>126(126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>37</td>
<td>21</td>
<td>16</td>
<td>25</td>
<td>165(165)</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>498</td>
<td>238</td>
<td>152</td>
<td>342</td>
<td>1230</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 6 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 7

High School Grades -- Averages and Student Appraisal of Grades in Terms of Matriculation:
Totals and Percentages*

| Question 7: | "Your grades in high school have been close to --" |
| Highest possible no. of respondents: | 1230 ** |
| | "And you would consider your grade average good enough to attend this institution." |

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Averages</th>
<th>Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A TOT %</td>
<td>B TOT %</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>42 9 173 39 200 45 28 6</td>
<td>443(443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>12 9 53 39 60 44 11 8</td>
<td>136(136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>12 12 39 38 42 40 11 11</td>
<td>104(104)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>11 7 49 32 80 53 12 8</td>
<td>152(152)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>14 13 37 36 47 45 6 6</td>
<td>104(104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>22 17 35 33 53 42 16 13</td>
<td>126(126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>22 13 76 46 58 35 9 5</td>
<td>165(165)</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>135 11 462 38 540 44 93 8</td>
<td>1230</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 7 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 8
High School Students' Knowledge of Institutional Programs: Totals and Percentages*

Question 8: "Have you been informed by representatives of this institution about programs and offerings?"

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>108</td>
<td>24</td>
<td>335</td>
<td>76</td>
<td>443</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>79</td>
<td>58</td>
<td>57</td>
<td>42</td>
<td>136</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>53</td>
<td>51</td>
<td>51</td>
<td>49</td>
<td>104</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>57</td>
<td>38</td>
<td>95</td>
<td>62</td>
<td>152</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>54</td>
<td>52</td>
<td>50</td>
<td>48</td>
<td>104</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>29</td>
<td>23</td>
<td>97</td>
<td>77</td>
<td>126</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>80</td>
<td>48</td>
<td>85</td>
<td>52</td>
<td>165</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>460</td>
<td>37</td>
<td>770</td>
<td>63</td>
<td>1230</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 8 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 9

High School Personnel -- Their Influence on Student Attendance at Two-Year Institutions:
Totals and Percentages*

**Question 9:** indicate the high school person who has most strongly suggested that you attend this institution."

**Highest possible no. of respondents:** 1230**

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Home-Teach. TOT %</th>
<th>Teacher TOT %</th>
<th>Counselor TOT %</th>
<th>Principal TOT %</th>
<th>Friend TOT %</th>
<th>None TOT %</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>4 1</td>
<td>26 6</td>
<td>41 9</td>
<td>3 6</td>
<td>86 19</td>
<td>233 64</td>
<td>443 (443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>0 0</td>
<td>9 7</td>
<td>35 26</td>
<td>1 1</td>
<td>23 17</td>
<td>58 50</td>
<td>136 (136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>2 2</td>
<td>5 5</td>
<td>11 11</td>
<td>0 0</td>
<td>23 22</td>
<td>63 61</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>3 2</td>
<td>11 7</td>
<td>21 14</td>
<td>2 1</td>
<td>31 20</td>
<td>84 55</td>
<td>152 (152)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>0 0</td>
<td>5 5</td>
<td>17 16</td>
<td>1 1</td>
<td>15 14</td>
<td>66 62</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>2 1.5</td>
<td>1 .7</td>
<td>13 10</td>
<td>1 .7</td>
<td>20 16</td>
<td>89 71</td>
<td>126 (126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>4 2</td>
<td>10 6</td>
<td>22 13</td>
<td>1 1</td>
<td>39 24</td>
<td>89 54</td>
<td>165 (165)</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>15 1</td>
<td>67 5</td>
<td>160 13</td>
<td>9 1</td>
<td>237 19</td>
<td>742 60</td>
<td>1230</td>
</tr>
</tbody>
</table>

**Note:** The tallies for male/female, junior/senior responses to Question 9 may be found recorded for each consortium institution in Appendix A.

**Note:** The population represents 10% of the students in each of the two-year institution's service area.

**Note:** Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 10  
High School Students Present Employment Situation: Totals and Percentages*

**Note:** The tallies for male/female, junior/senior responses to Question 10 may be found recorded for each consortium institution in Appendix A.

**Note:** The population represents 10% of the students in each of the two-year institution's service area.

**Note:** Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Full-time TOT</th>
<th>Part-time TOT</th>
<th>Not Employed TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>21</td>
<td>154</td>
<td>268</td>
<td>443 (443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>11</td>
<td>60</td>
<td>65</td>
<td>136 (136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>4</td>
<td>27</td>
<td>73</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>16</td>
<td>41</td>
<td>95</td>
<td>152 (152)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>3</td>
<td>38</td>
<td>63</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>15</td>
<td>30</td>
<td>81</td>
<td>126 (126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>7</td>
<td>46</td>
<td>112</td>
<td>165 (165)</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>77</td>
<td>396</td>
<td>757</td>
<td>1230</td>
</tr>
</tbody>
</table>

Highest possible no. of respondents: 1230 **

*Note: The population represents 10% of the students in each of the two-year institution's service area.
Table 11
Attendance of Two-Year Institution by High School Student's Family: Totals and Percentages*  

High School Student's Family: Attendance at Two-Year Institutions

**Question 11:** Is there anyone in your family who is attending or who attended this college?**

**Highest possible number of respondents:** 1230  **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Yes</th>
<th>No</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT</td>
<td>TOT</td>
<td></td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>67</td>
<td>376</td>
<td>443 (443)</td>
</tr>
<tr>
<td>Caldwell CC &amp; T''</td>
<td>42</td>
<td>94</td>
<td>136 (136)</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>19</td>
<td>85</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>29</td>
<td>123</td>
<td>152 (152)</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>19</td>
<td>85</td>
<td>104 (104)</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>29</td>
<td>97</td>
<td>126 (126)</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>40</td>
<td>125</td>
<td>165 (165)</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>245</td>
<td>985</td>
<td>1230</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 11 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
## Table 12

The Effectiveness of Media Facilities in Publicizing the Institution:
Totals and Percentages*

**Question 12:** "From which of the following have you heard of or about this institution?"

**Highest possible no. of respondents:** 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Catalog/Brochure</th>
<th>TV</th>
<th>Radio</th>
<th>Newspaper</th>
<th>Billboards</th>
<th>None</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT</td>
<td>%</td>
<td>TOT</td>
<td>%</td>
<td>TOT</td>
<td>%</td>
<td>TOT</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>171</td>
<td>39</td>
<td>81</td>
<td>18</td>
<td>86</td>
<td>19</td>
<td>72</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>77</td>
<td>57</td>
<td>2</td>
<td>1</td>
<td>34</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>45</td>
<td>43</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>50</td>
<td>33</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>38</td>
<td>37</td>
<td>8</td>
<td>8</td>
<td>30</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>51</td>
<td>40</td>
<td>2</td>
<td>1.5</td>
<td>21</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>64</td>
<td>39</td>
<td>2</td>
<td>2</td>
<td>48</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>496</td>
<td>40</td>
<td>104</td>
<td>8</td>
<td>253</td>
<td>21</td>
<td>274</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 12 may be found recorded for each consortium institution in Appendix A.

**Note:** The population represents 10% of the students in each of the two-year institution's service area.

!'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 13
Distance From Student's Home to Two-Year Institution: Totals and Percentages*

Question 13: "Give the approximate one-way distance from your home to the institution campus."

Highest possible no. of respondents: **1230**

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>1-5 TOT</th>
<th>1-5 %</th>
<th>6-10 TOT</th>
<th>6-10 %</th>
<th>11-15 TOT</th>
<th>11-15 %</th>
<th>16-20 TOT</th>
<th>16-20 %</th>
<th>21-25 TOT</th>
<th>21-25 %</th>
<th>26-30 TOT</th>
<th>26-30 %</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>126</td>
<td>28</td>
<td>124</td>
<td>28</td>
<td>79</td>
<td>18</td>
<td>53</td>
<td>12</td>
<td>22</td>
<td>5</td>
<td>26</td>
<td>6</td>
<td>430</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>47</td>
<td>35</td>
<td>45</td>
<td>33</td>
<td>24</td>
<td>18</td>
<td>12</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>133</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>39</td>
<td>38</td>
<td>33</td>
<td>32</td>
<td>19</td>
<td>18</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>43</td>
<td>28</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>20</td>
<td>16</td>
<td>11</td>
<td>15</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>146</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>18</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>30</td>
<td>29</td>
<td>23</td>
<td>22</td>
<td>103</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>36</td>
<td>29</td>
<td>45</td>
<td>36</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>29</td>
<td>18</td>
<td>16</td>
<td>10</td>
<td>30</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>57</td>
<td>35</td>
<td>151</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>338</td>
<td>27</td>
<td>305</td>
<td>25</td>
<td>211</td>
<td>17</td>
<td>121</td>
<td>10</td>
<td>78</td>
<td>6</td>
<td>130</td>
<td>11</td>
<td>1183</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 13 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 14  
Student Use of Cars for Transportation To and From Campus:  
Totals and Percentages*

Question 14:  "If you attended this institution, would you use a car to drive to and from the campus?"

Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT</td>
<td>%</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>392</td>
<td>88</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>125</td>
<td>92</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>139</td>
<td>91</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>113</td>
<td>90</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>139</td>
<td>84</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>1100</td>
<td>89</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 14 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
# Table 15

## Student Opinion About the Two-Year Institution: Totals and Percentages

### Question 15:
"What is your opinion about this college?"

| Highest possible no. of respondents: | 1230 ** |

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>I like it TOT</th>
<th>%</th>
<th>I do not like it TOT</th>
<th>%</th>
<th>No opinion TOT</th>
<th>%</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>149</td>
<td>34</td>
<td>22</td>
<td>5</td>
<td>272</td>
<td>61</td>
<td>443</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>57</td>
<td>42</td>
<td>4</td>
<td>3</td>
<td>75</td>
<td>55</td>
<td>136</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>30</td>
<td>29</td>
<td>10</td>
<td>10</td>
<td>64</td>
<td>61</td>
<td>104</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>57</td>
<td>38</td>
<td>1</td>
<td>1</td>
<td>94</td>
<td>61</td>
<td>152</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>27</td>
<td>26</td>
<td>5</td>
<td>5</td>
<td>72</td>
<td>69</td>
<td>104</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>23</td>
<td>18</td>
<td>6</td>
<td>5</td>
<td>97</td>
<td>77</td>
<td>126</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>64</td>
<td>39</td>
<td>5</td>
<td>3</td>
<td>96</td>
<td>58</td>
<td>165</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td><strong>407</strong></td>
<td><strong>33</strong></td>
<td><strong>53</strong></td>
<td><strong>4</strong></td>
<td><strong>770</strong></td>
<td><strong>63</strong></td>
<td><strong>1230</strong></td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 15 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 16

Approximate Weekly Income for High School Student's Family:
Totals and Percentages*

Question 16: "Indicate which of the following most closely approximates your family's income per week."

Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Weekly Incomes (in dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-49</td>
</tr>
<tr>
<td></td>
<td>TOT</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>113</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>1</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>2</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>3</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>0</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>2</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>121</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 16 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 17

Persons Who Will Bear Expense for High School Student's Continued Education: Totals and Percentages*

Question 17: "If you continue your education beyond high school, who will bear the expense?"

Highest possible no. of respondents: 1230 **

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>(1) TOT</th>
<th>(1) %</th>
<th>(2) TOT</th>
<th>(2) %</th>
<th>(3) TOT</th>
<th>(3) %</th>
<th>(4) TOT</th>
<th>(4) %</th>
<th>(5) TOT</th>
<th>(5) %</th>
<th>(6) TOT</th>
<th>(6) %</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>93</td>
<td>21</td>
<td>129</td>
<td>29</td>
<td>7</td>
<td>1.5</td>
<td>22</td>
<td>5</td>
<td>141</td>
<td>32</td>
<td>51</td>
<td>11.5</td>
<td>443</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>27</td>
<td>20</td>
<td>38</td>
<td>28</td>
<td>6</td>
<td>4</td>
<td>53</td>
<td>39</td>
<td>11</td>
<td>8</td>
<td>136</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>16</td>
<td>15</td>
<td>42</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>36</td>
<td>7</td>
<td>7</td>
<td>104</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>31</td>
<td>20</td>
<td>47</td>
<td>31</td>
<td>3</td>
<td>2</td>
<td>49</td>
<td>32</td>
<td>19</td>
<td>13</td>
<td>152</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>18</td>
<td>104</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>29</td>
<td>23</td>
<td>35</td>
<td>28</td>
<td>3</td>
<td>1.5</td>
<td>3</td>
<td>2</td>
<td>39</td>
<td>31</td>
<td>17</td>
<td>13</td>
<td>126</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>37</td>
<td>22</td>
<td>51</td>
<td>31</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>52</td>
<td>31</td>
<td>23</td>
<td>14</td>
<td>165</td>
</tr>
</tbody>
</table>

CONSORTIUM TOTAL                      | 264    | 21   | 373    | 30   | 16     | 1    | 40     | 3    | 391    | 32  | 146    | 12   | 1230  |

*Note: The tallies for male/female, junior/senior responses to Question 17 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

1Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

aNote: Response categories for Question 17 are as follows:

(1) You will
(2) Your parents
(3) You expect to receive an athletic scholarship
(4) You expect to receive an academic scholarship
(5) You will pay part and your parents will pay the rest
(6) You will need a scholarship
Table 19

Factor(s) Influencing Student's College Educational Program Choice: Totals and Percentages*

**Question 19:**
"Place check mark(s) by the factor(s) that influenced the educational program choice you made in #18."

**Highest possible no. of respondents:** 1230

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
<th>(g)</th>
<th>(h)</th>
<th>(i)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td></td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td>14</td>
<td>3</td>
<td>11</td>
<td>2</td>
<td>39</td>
<td>9</td>
<td>35</td>
<td>8</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>13</td>
<td>21</td>
<td>15</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>28</td>
<td>17</td>
<td>32</td>
<td>19</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td><strong>CONSORTIUM TOTAL</strong></td>
<td>47</td>
<td>4</td>
<td>35</td>
<td>3</td>
<td>141</td>
<td>11</td>
<td>129</td>
<td>10</td>
<td>124</td>
<td>10</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 19 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 19 (continued)

Factor(s) Influencing Student's College Educational Program Choice: Totals and Percentages

^Note: Response categories for Question 19 are as follows:

Persons at this institution --
(a) Instructor
(b) Counselor
(c) Student

Persons at your high school --
(d) Instructor
(e) Counselor
(f) Student

(g) Your personal interests influenced your program choice
(h) Opportunity to take an educational program that may lead to a good job
(i) Other
Table 20
Student Opinion of Institution's Reputation:
Totals and Percentages*

Question 20: "Check all the items you think describe the reputation of this institution."

Highest possible no. of respondents: **1230**

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>(a) TOT</th>
<th>(b) TOT</th>
<th>(c) TOT</th>
<th>(d) TOT</th>
<th>(e) TOT</th>
<th>(f) TOT</th>
<th>(g) TOT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville-Buncombe TI</td>
<td>304</td>
<td>69</td>
<td>204</td>
<td>46</td>
<td>148</td>
<td>33</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>91</td>
<td>67</td>
<td>82</td>
<td>60</td>
<td>54</td>
<td>40</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td>63</td>
<td>61</td>
<td>51</td>
<td>49</td>
<td>35</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td>102</td>
<td>67</td>
<td>87</td>
<td>57</td>
<td>54</td>
<td>36</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Southwestern TI</td>
<td>67</td>
<td>64</td>
<td>51</td>
<td>49</td>
<td>26</td>
<td>25</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td>74</td>
<td>59</td>
<td>68</td>
<td>54</td>
<td>38</td>
<td>30</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td>103</td>
<td>62</td>
<td>88</td>
<td>53</td>
<td>61</td>
<td>40</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>804</td>
<td>65</td>
<td>631</td>
<td>51</td>
<td>416</td>
<td>34</td>
<td>44</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 20 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 10% of the students in each of the two-year institution's service area.

'Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Table 20 (continued)

Student Opinion of Institution's Reputation:
Totals and Percentages

Note: Response categories for Question 20 are as follows:

(a) People think this institution is a good one.
(b) People think this institution is a place to get an inexpensive education.
(c) People think the instructors at this institution want to help the students.
(d) People do not like what they have heard about the instructors at this institution.
(e) People think that this institution offers courses that are needed and are helpful to the student.
(f) People think this institution offers courses which are neither needed by nor helpful to the students.
(g) People generally think of the instructors at this institution as being more capable.
Table 21

Time Length of Programs Contemplated by High School Students:
Totals and Percentages*

<table>
<thead>
<tr>
<th>Consortium Institutions</th>
<th>Less than 6 mo.</th>
<th>Up to 12 mo.</th>
<th>Up to 2 yrs.</th>
<th>More than 2 yrs.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOT %</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Asheville-Buncombe TI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haywood Technical Institute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isothermal Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwestern TI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Piedmont CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilkes Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSORTIUM TOTAL</td>
<td>88 7</td>
<td>202 16</td>
<td>409 33</td>
<td>531 43</td>
<td>1230</td>
</tr>
</tbody>
</table>

*Note: The tallies for male/female, junior/senior responses to Question 21 may be found recorded for each consortium institution in Appendix A.

**Note: The population represents 100% of the students in each of the two-year institution's service area.

!Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.
Dear Student: 

is an "open-door" two-year institution serving the educational needs of this area. This questionnaire has two purposes: (1) finding out what kind of image this institution has with high school juniors and seniors and (2) getting information on your background and educational plans. Your cooperation in completing this survey form is appreciated. All responses will be treated confidentially. Thank you.

DIRECTIONS

1. In those instances, where the question requests a written statement, please print.
2. Where you are directed to make a check mark, please do so firmly and neatly.
3. Do not fill in sections reserved for codes.

PERSONAL INFORMATION

YOUR NAME (last name) (first name) (middle initial)

NAME OF HIGH SCHOOL

COUNTY

GRADE: Junior 11 Senior 12
SEX: Male 1 Female 2
AGE: 

HOME ADDRESS AND PHONE

(street address or route & box number) (city)

(state) code (zip) (phone)

EDUCATIONAL INFORMATION

Use the scale listed below and then indicate the highest grade completed by your parents or guardian.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Father
Mother Guardian

What do you plan to do immediately after you finish high school?

Enter a two-year college or technical institute

Enter a four-year college or university

Enter military service

Get a job
Became a housewife

Undecided

Others

(79)
<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG</td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>Farming</td>
</tr>
<tr>
<td></td>
<td>Food Processing</td>
</tr>
<tr>
<td></td>
<td>Horticulture-Landscaping &amp; Greenhouses</td>
</tr>
<tr>
<td></td>
<td>Gov't Agencies</td>
</tr>
<tr>
<td>FR</td>
<td>Forestry</td>
</tr>
<tr>
<td></td>
<td>Private Forest Land Management</td>
</tr>
<tr>
<td></td>
<td>Lumbering &amp; Saw Mills</td>
</tr>
<tr>
<td></td>
<td>Gov't Agencies</td>
</tr>
<tr>
<td>PP</td>
<td>Professions</td>
</tr>
<tr>
<td></td>
<td>Doctors &amp; Dentists</td>
</tr>
<tr>
<td></td>
<td>Lawyers</td>
</tr>
<tr>
<td></td>
<td>Ministers</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Others</td>
</tr>
<tr>
<td>EG</td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td>Architect</td>
</tr>
<tr>
<td></td>
<td>Professional Engineers</td>
</tr>
<tr>
<td></td>
<td>Drafting-Blueprinting</td>
</tr>
<tr>
<td></td>
<td>Other Technologies</td>
</tr>
<tr>
<td>AD</td>
<td>Advertising-Commercial Art</td>
</tr>
<tr>
<td></td>
<td>Advertisement Management &amp; Writing</td>
</tr>
<tr>
<td></td>
<td>Commercial Art</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>BS</td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Management-Supervisory</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Sales-Distributing</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
</tr>
<tr>
<td>SC</td>
<td>Secretary-Commercial</td>
</tr>
<tr>
<td></td>
<td>Supervisory</td>
</tr>
<tr>
<td></td>
<td>Bookkeeper</td>
</tr>
<tr>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td></td>
<td>Cashier</td>
</tr>
<tr>
<td></td>
<td>Office Machine Operator</td>
</tr>
<tr>
<td></td>
<td>(not data processing)</td>
</tr>
<tr>
<td></td>
<td>Clerical</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>DS</td>
<td>Domestic Service</td>
</tr>
<tr>
<td></td>
<td>Maid</td>
</tr>
<tr>
<td></td>
<td>Gardner</td>
</tr>
<tr>
<td>CB</td>
<td>Cosmetology-Barbering</td>
</tr>
<tr>
<td></td>
<td>Beautician</td>
</tr>
<tr>
<td></td>
<td>Barber</td>
</tr>
<tr>
<td>TR</td>
<td>Truckdrivers</td>
</tr>
<tr>
<td></td>
<td>Do not write in this space</td>
</tr>
<tr>
<td></td>
<td>[6]</td>
</tr>
<tr>
<td></td>
<td>[11]</td>
</tr>
<tr>
<td></td>
<td>[12]</td>
</tr>
<tr>
<td></td>
<td>[14]</td>
</tr>
<tr>
<td></td>
<td>[16]</td>
</tr>
<tr>
<td></td>
<td>[18]</td>
</tr>
<tr>
<td>HM</td>
<td>Hotel-Motel</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>SR</td>
<td>Services</td>
</tr>
<tr>
<td></td>
<td>Cab Drivers</td>
</tr>
<tr>
<td></td>
<td>Delivery Services</td>
</tr>
<tr>
<td>MA</td>
<td>Manufacturing</td>
</tr>
<tr>
<td></td>
<td>Supervisory</td>
</tr>
<tr>
<td></td>
<td>Machine Operator</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Inspectors</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>NF</td>
<td>Newspaper-Printing</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Printer</td>
</tr>
<tr>
<td></td>
<td>Editor-Reporter</td>
</tr>
<tr>
<td></td>
<td>Machine Operator</td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>CM</td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td>Radio</td>
</tr>
<tr>
<td></td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>Telephone</td>
</tr>
<tr>
<td>HT</td>
<td>Health Services &amp; Social Work</td>
</tr>
<tr>
<td></td>
<td>Nurse - RN</td>
</tr>
<tr>
<td></td>
<td>Nurse - LPN</td>
</tr>
<tr>
<td></td>
<td>Medical &amp; Dental Assistant</td>
</tr>
<tr>
<td></td>
<td>HS Administrator</td>
</tr>
<tr>
<td></td>
<td>Other Health Services</td>
</tr>
<tr>
<td></td>
<td>(e.g., hospital attendant)</td>
</tr>
<tr>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>SC</td>
<td>Secretary-Commercial</td>
</tr>
<tr>
<td></td>
<td>Supervisory</td>
</tr>
<tr>
<td></td>
<td>Bookkeeper</td>
</tr>
<tr>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td></td>
<td>Cashier</td>
</tr>
<tr>
<td></td>
<td>Office Machine Operator</td>
</tr>
<tr>
<td></td>
<td>(not data processing)</td>
</tr>
<tr>
<td></td>
<td>Clerical</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>BC</td>
<td>Building-Construction Trades</td>
</tr>
<tr>
<td></td>
<td>Carpenters</td>
</tr>
<tr>
<td></td>
<td>Painters</td>
</tr>
<tr>
<td></td>
<td>Plumbers</td>
</tr>
<tr>
<td></td>
<td>Electricians</td>
</tr>
<tr>
<td></td>
<td>Roofers</td>
</tr>
<tr>
<td></td>
<td>Metal Working</td>
</tr>
<tr>
<td></td>
<td>Welding</td>
</tr>
<tr>
<td></td>
<td>Masonry</td>
</tr>
<tr>
<td>LT</td>
<td>Leisure-Time</td>
</tr>
<tr>
<td></td>
<td>Recreation Director</td>
</tr>
<tr>
<td></td>
<td>Recreational Worker</td>
</tr>
<tr>
<td>HM</td>
<td>Housewife</td>
</tr>
<tr>
<td>UP</td>
<td>Unemployed</td>
</tr>
</tbody>
</table>
2. Which of these items best describes your educational plans?
- Dropout before completing high school
- Graduate from high school only
- Graduate from a two-year junior college
- Graduate from a community college or technical institute
- Graduate from a 4-year college or university
- Go into military service and learn a trade
- Other:

3. I have heard my friends say that the institution is --
- Excellent
- Good
- Poor
- Don't know
- Never heard of the institution

4. Check the items which best describe your feelings about going to this institution when you finish high school.
   a. I don't feel prepared to go beyond high school
   b. I would like to go beyond high school but will need to work
   c. My parents are encouraging me to get educational training beyond high school
   d. After high school, I plan to attend this institution
   e. I plan to continue my educational training beyond high school but not at this institution
   f. I am uncertain of career plans but will select this institution until I decide otherwise
   g. My family thinks this institution is a good school to attend
   h. I think I will need educational training beyond high school, but not two years.
   i. My parents think going to this institution would be a waste of time
   j. I don't know much about what courses and programs are offered at this institution

5. Is this institution more or less expensive to attend than the four-year colleges?
- More
- Less
- Don't know

6. My major course emphasis in high school is...
- College Preparatory
- Business Vocational
- Technical-Vocational
- General Education

7. Your grades in high school have been close to --
- An "A" average
- A "B" average
- A "C" average
- Below a "C" average

And you would consider your grade average good enough to attend this institution.
- Yes
- No
8. Have you been informed by representatives of this institution about programs and offerings?

- Yes __ 1
- No __ 2

9. Indicate the high school person who has most strongly suggested that you attend this institution,

- Homeroom teacher __ 1
- Teacher __ 2
- Counselor __ 3
- Principal __ 4
- Friend __ 5
- None __ 6

10. What is your present employment situation?

- Employed full-time __ 1
- Employed part-time __ 2
- Not employed __ 3

11. Is there anyone in your family who is attending or who attended this college?

- Yes __ 1
- No __ 2

12. From which of the following have you heard of or about this institution?

- Institution Catalog or Brochure __ 1
- Television __ 1
- Radio __ 1
- Newspaper __ 1
- Billboards __ 1
- None of these __

13. Give the approximate one-way distance from your home to the institution campus.

- 1 - 5 miles __ 1
- 6 - 10 miles __ 2
- 11 - 15 miles __ 3
- 16 - 20 miles __ 4
- 21 - 25 miles __ 5
- 26 - 30 miles __ 6

14. If you attended this institution, would you use a car to drive to and from the campus?

- Yes __ 1
- No __ 2

15. What is your opinion about this college?

- I like it __ 1
- I do not like it because __ 2
- I have no firm opinion __ 3

16. Indicate which of the following most closely approximates your family's income per week?

<table>
<thead>
<tr>
<th>Family Income per week</th>
<th>Family Income per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) $49 - $99</td>
<td>(4) $150 - $199</td>
</tr>
<tr>
<td>(2) $50 - $99</td>
<td>(5) $200 - $249</td>
</tr>
<tr>
<td>(3) $100 - $149</td>
<td>(6) $250 - $299</td>
</tr>
<tr>
<td>(7) $300 - $369</td>
<td>(8) $350 - $399</td>
</tr>
<tr>
<td>(9) $400 -</td>
<td></td>
</tr>
</tbody>
</table>

17. If you continue your education beyond high school, who will bear the expense?

- You will __ 1
- Your parents __ 2
- You expect to receive an academic scholarship __ 4
- You will pay part and your parents will pay the rest __ 5
- You will need a scholarship __ 6

(MORE ON NEXT PAGE)
18. Assuming that you might attend this institution, note on the separate, enclosed sheet the educational programs available and then indicate your program preference with the appropriate code:

<table>
<thead>
<tr>
<th>First Program Choice</th>
<th>Second Program Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>My Choice Not Listed: X</td>
<td></td>
</tr>
</tbody>
</table>

Specify

19. Place check mark(s) by the factor(s) that influenced the educational program choice you made in #18 above.

- Persons at this institution
  - a. Instructor
  - b. Counselor
  - c. Student
- Persons at your high school
  - d. Instructor
  - e. Counselor
  - f. Student
- g. Your personal interests
- h. Opportunity to take an educational program that may lead to a good job
- i. Other:

20. Check all the items you think describe the reputation of this institution.

- a. People think this institution is a good one.
- b. People think this institution is a place to get an inexpensive education.
- c. People think the instructors at this institution want to help the students.
- d. People do not like what they have heard about the instructors at this institution.
- e. People think that this institution offers courses that are needed and are helpful to the student.
- f. People think this institution offers courses which are neither needed by nor helpful to the student.
- g. People generally think of the instructors at this institution as being more capable.

21. How long a program of training would you be willing to take if you thought you would then get a good job?

- Less than 6 months
- Up to 12 months
- Up to 2 years
- More than 2 years

22. Did you mind answering the questions in this survey?

- Yes
- No
- Some of them

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

NOW THAT YOU HAVE FINISHED, GIVE THIS FORM TO THE PERSON ADMINISTERING THE SURVEY.