The demographic and evaluative data from a follow-up mail survey of 2,194 graduates (1975-76) of twelve Pennsylvania community colleges are presented with emphasis on Delaware County Community College (DCCC). Statewide findings included the following:

(1) the median age was 25.2, but students over 30 represented 20.6%;
(2) 52.9% were female;
(3) 96.4% were Caucasian, but one college had 54.7% black graduates;
(4) 95% were Associate Degree graduates;
(5) median years to completion were 2.8;
(6) median GPA was 2.8 to 3.0;
and (7) most graduates were full-time enrollees. Questions on occupational outcomes yielded these results: 40% were employed and 28% did not have work or planned to look for work; of those employed, 77.1% of DCCC graduates considered their present job as having career potential; the mean annual wage statewide was $10,363, compared to DCCC with $8,905; and 82.6% of DCCC graduates were working in fields related to their study area. Questions on long-range educational plans revealed that 47.5% of all graduates had applied for admission to another educational program, and of these 92.4% had the bachelor's degree as a goal. Data are presented primarily in graphic form with comparisons made between all twelve colleges. (RT)
STUDENT OUTCOMES SURVEY
FOR
1975-76 PROGRAM COMPLETERS
PART I

DELWARE COUNTY COMMUNITY COLLEGE
MEDIA, PENNSYLVANIA

Susan Wetzel
MSPR
March 1977
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**Percentage With Jobs With Career Potential - Statewide**

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- (Figure 13-B) ................................. 25
- (Figure 13-C) ................................. 26
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STUDY TITLE: Student Outcomes Questionnaire for Program Completers

PURPOSE: To determine the current and long run educational and occupational plans and activities of program completers at Pennsylvania Community Colleges.


PROCEDURES: A 25-item questionnaire developed by the National Center for Higher Education Management Systems was mailed to 1975-76 graduates of community colleges statewide. The questionnaire consists of 24 closed item and 1 open-ended question. Statewide, 2657 graduates responded. The names of the community colleges used in this analysis and the number responding in each are as follows:

- Delaware County Community College: 209
- Westmoreland County Community College: 205
- Montgomery County Community College: 197
- Lehigh County Community College: 109
- Bucks County Community College: 400
- Harrisburg Area Community College: 380
- Community College of Philadelphia: 420
- Northampton County Area Community College: 259
- Reading Area Community College: 15

Total included in this analysis: 2194

RESULTS: The areas of information elicited by this questionnaire may be categorized as demographic and evaluative data.

Part I of this report summarizes the results of the individual items for DCCC and the other community colleges listed above. This section presents the results chiefly in graph and tabular form.

Part II provides an analysis of the instrument within DCCC and is analyzed by sex, age, curriculum, and GPA of the respondents.

Both parts of this analysis are for the purposes of summary and comparison. Inferences as to the causes of observed differences will be the subject of future analysis.

Questions 1 to 6 of the Outcomes Questionnaire elicit demographic data only. The purpose of these questions is to provide data for future analysis by subgroups and to provide a general description of the population in question.

Figure 4 represents the median age of the respondents in the community colleges included in this study. The figure also shows that of the four community colleges in this area, DCCC has a higher mean age than the other three, especially Montgomery County Community College. The homogeneous standard
deviations add to the comparability of these means. Figure 1 presents graphically the frequency distribution of ages at DCCC. Students over 30 represent 20.6% of the program completers.

Figure 5 represents the percentage of completers by sex. At DCCC, 52.9% of graduates were female, while 47.1% were male. Figures 5-A and 5-B represent the distribution by sex and for all Pennsylvania community colleges included in this survey.

The area distribution by Civil Rights category is presented in Figures 6 and 6-A along with the total breakdown for DCCC. The only community college in this analysis with a majority not in the White, Non-Hispanic category is Community College of Philadelphia, where 54.7% of the graduates were black. All other community colleges report less than 10% of the graduates in any minority classification.

Questions 7a to 11 of the survey concern the degree or certificate the respondents are now receiving. 99.5% or 208 of the 204 graduates of DCCC received Associates Degrees (Figure 7). The only school with a higher percentage is Reading Area Community College, where all of the 15 graduates received Associates Degrees (Figure 7-A).

Figure 8 represents the median years to program completion for the respondents. While the DCCC median is the same as the State, examining the means and standard deviations show that the distribution of graduates clusters closer to 2.8 years to completion for DCCC than the State as a whole. One possible reason for this dispersion is that DCCC has a higher percentage of students entering DCCC with transfer credits than the State as a whole (Figure 9) and a lower percentage of students who attend only on a part-time basis. All of these factors affect the length of enrollment for a student.

The median Grade Point Average for the 11 colleges and the State median is presented in Figure 10. DCCC graduates have the lowest median GPA in the State, with Montgomery County having the highest in this area. The variability among these measures is small with only Montgomery County representing a significant departure from the norm. Figure 10-A graphs the distribution of grades for DCCC.

Of the DCCC program completers, only 7.8% were students on a part-time basis (Figure 11). Most graduates were full-time students only. However, 42.2% reported that they attended both on a part-time and full-time basis. The percentage in these three categories for the entire State is presented in Figure 11-A.

The third part of the Student Outcomes Questionnaire is designed to gather information about the current and long-run occupational plans of program completers. 42.6% of DCCC graduates have secured a job by the time they have graduated, and 27.2% do not have a job nor plan to look for a job (Figures 12-A and
12-B). This item (question 12) does not ascertain circumstances surrounding the response elicited in this question.

Item 14 attempts to measure the feelings of those who currently hold jobs about those jobs. Figure 14-A represents the percentage of graduates who regard their current jobs as temporary until a better job can be found. Figure 14-B presents those who regard their present job as a means to earn money for another activity. Only 8.4% of the DCCC program completers view their job in this way as compared with 26.5% of Bucks County Community College graduates. 77.1% of DCCC graduates consider their present job to have possible or definite career potential. This percentage is the highest of all the community colleges included in this analysis. Figures 13 and 13-A graphs the percentage for all community colleges included in this study.

Of those who currently have a job, Question 15 asks the gross wage expected on this job. Figure 15 represents the median salary for all community colleges in this analysis and the mean salary for DCCC, Bucks County, Montgomery County, Harrisburg Area, and the State. The median is regarded as the more reliable measure in this instance because of the large variability in standard deviations. Only Montgomery County has a standard deviation which allows the two means to be compared on this variable.

Figures 16-A and 16-B represent the relationship of present job to college curriculum for those currently holding jobs. 17.4% of DCCC graduates hold jobs not related to their field of study, while 82.6% are working in jobs that are somewhat or directly related to their major field. The percentage of those holding jobs in each of these categories is represented in Figure 17.

The fourth section of this survey concerns current and long run educational plans and activities. Figure 18-A represents those who have applied for admission to another degree program subsequent to DCCC, with 45.4% of DCCC ranking lower than the State average and lowest of the area community colleges.

The percentage of those who have not applied nor intend to apply within the next year are graphed in Figure 19-B. 33.2% of DCCC have no intention of applying to another program within the year following their graduation. In order to make meaningful comparisons among institutions, information as to the number enrolled in occupational vs. transfer programs would be necessary.

Of those who have applied to other programs, 95.7% of DCCC graduates have applied to programs granting Bachelor's or higher degrees. (Figure 19)
85.7% of DCCC program completers who applied to other institutions were admitted at the time of completion of the questionnaire. Figure 20 shows this to be slightly higher than the State average but lower than the other area community colleges. Figure 21 represents the immediate plans of program completers for DCCC and the State by graphically representing the proportions of each with full-time jobs and those applying to other schools.

The final part of the survey deals with the contribution of DCCC to the respondent's growth in the six areas listed. Results of these items are presented in Tables 23 and 24.

The final survey item is an open-ended question asking for comments and suggestions from the graduates. Comments from DCCC graduates will be included in Part II of this report.
List of Participating Colleges

DCCC - Delaware County Community College
BCCC - Bucks County Community College
MGCC - Montgomery County Community College
HACC - Harrisburg Area Community College
CCP - Community College of Philadelphia
CCAC - Community College of Allegheny County
RACC - Reading Area Community College
WCCC - Westmoreland County Community College
CCBC - Community College of Beaver County
LCCC - Lehigh County Community College
NCACC - Northampton County Area Community College
FIGURE 1

Distribution by Age of DCCP Program Completers
FIGURE 4

Median Age of Program Completers
All Pennsylvania Community Colleges

<table>
<thead>
<tr>
<th>Institution</th>
<th>X</th>
<th>Mode</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGCC</td>
<td>25.1</td>
<td>21</td>
<td>7.91</td>
</tr>
<tr>
<td>All CC</td>
<td>25.2</td>
<td>21</td>
<td>8.21</td>
</tr>
<tr>
<td>BCCC</td>
<td>24.5</td>
<td>21</td>
<td>7.81</td>
</tr>
<tr>
<td>MCCC</td>
<td>23.8</td>
<td>21</td>
<td>7.80</td>
</tr>
<tr>
<td>HACC</td>
<td>24.6</td>
<td>21</td>
<td>7.75</td>
</tr>
</tbody>
</table>
FIGURE 5

Percentage of Male & Female Program Completers
FIGURE 5-A

Percentage of Female Program Completers
FIGURE 5-B
Percentage of Male Program Completers

A  C  C  C  C  A  C  C  R  A  C  C  B  C  C
B  C  C  C  A  P  A  C  C  C  C  C  C  C
C  C  C  C  C  C  C  C  C  C  C  C  C  C

Percentage

50

25
FIGURE 6
Civil Rights Category *

DCCC Civil Rights Category

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>1.0</td>
</tr>
<tr>
<td>Black, Negro</td>
<td>1.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.0</td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>96.4</td>
</tr>
</tbody>
</table>

Only three (3) civil rights categories have been included, percentage of other categories are too small to be represented graphically.
FIGURE 6-A

Percentage of Program Completers Indicating Other Than White, Non-Hispanic Civil Rights Category
FIGURE 7
Type of Degree or Certificate

- All Pa. CC's: 93.4%
- DCCC: 99.5%
- BCCC: 94.9%
- MCCC: 93.4%
- HACC: 93.1%

Legend:
- \( \square \) Associate Degree
- \( \square \) Certificate or Diploma
FIGURE 7-A

Percentage of Program Completers Receiving Associate's Degrees
FIGURE 8
Median Years To Program Completion

<table>
<thead>
<tr>
<th>School</th>
<th>Mean (X)</th>
<th>Standard Deviation (SD)</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCCC</td>
<td>2.8</td>
<td>1.33</td>
<td>2.25</td>
</tr>
<tr>
<td>ALL CC</td>
<td>2.8</td>
<td>2.59</td>
<td>2.25</td>
</tr>
<tr>
<td>BCCC</td>
<td>2.9</td>
<td>4.02</td>
<td>1.75</td>
</tr>
<tr>
<td>MCCC</td>
<td>2.4</td>
<td>1.08</td>
<td>1.75</td>
</tr>
<tr>
<td>HACC</td>
<td>3.2</td>
<td>1.91</td>
<td>2.75</td>
</tr>
</tbody>
</table>
FIGURE 9
Percentage of Students Entering with Transfer Credits

- DCOC: 24.4%
- All Pa CC: 16.9%
- BCCC: 19.3%
- MCC: 16.3%
- HACC: 16.6%

[Bar chart showing percentages for various colleges and categories]
FIGURE 10
Median Grade Point Average (GPA)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median</th>
<th>SD</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCCC</td>
<td>3.0</td>
<td>.45</td>
<td>2.9</td>
</tr>
<tr>
<td>All Pa CC</td>
<td>3.0</td>
<td>.49</td>
<td>3.1</td>
</tr>
<tr>
<td>BCCC</td>
<td>3.0</td>
<td>.70</td>
<td>3.1</td>
</tr>
<tr>
<td>MCCC</td>
<td>3.2</td>
<td>.46</td>
<td>3.3</td>
</tr>
<tr>
<td>HACC</td>
<td>2.9</td>
<td>.45</td>
<td>2.9</td>
</tr>
</tbody>
</table>
FIGURE 10-A
GPA Distribution for DCCC Program Completers
FIGURE 11

Percentage Enrolled as Only Full-time or a Combination of Full-time and Part-time

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time only</td>
<td>102</td>
<td>50.0</td>
</tr>
<tr>
<td>Part-time only</td>
<td>16</td>
<td>7.8</td>
</tr>
<tr>
<td>Full-time &amp; Part-time</td>
<td>86</td>
<td>42.2</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>2.4</td>
</tr>
</tbody>
</table>

- Full-time Only
- Enrolled as both Full-time & Part-time
FIGURE 11-A
Characteristics of Enrollment

1. Represents % of program completers who attended both part- and full-time.

2. Represents % of program completers who attended only part-time.

3. Represents % of program completers who were only full-time students.
FIGURE 12-A

PROGRAM COMPLETERS WHO CURRENTLY HAVE JOBS

12. Are you currently working at or have you secured a full-time job (35 hours or more a week) in which you plan to work once you complete your current degree or certificate program here?

- Yes
- No, but I am looking for one
- No, but I intend to look for one within the next 6 months
- No, and I do not intend to look for one within the next 6 months
FIGURE 12-B

Percentage of Program Completers Who Do Not Have A Job and Do Not Plan To Look For A Job
FIGURE 13

Percentage Who Regard Job as Temporary

1. Percentage who regard job as temporary until something better can be found

2. Percentage who regard job as a means to earn money to do something else
FIGURE 13-A

Percentage Regarding Present Job as One With Possible or Definite Career Potential
14. Which of the following statements best describes how you regard this job at this time?

- Temporary job until a better one can be found
- Temporary job while waiting to report to a new job
- Temporary job to earn money to do something else
- Job with possible career potential
- Job with definite career potential
- Other
FIGURE 14-B
Percentage Regarding Job as Means to Earn Money to do Something Else
FIGURE 14-C

Percentage Regarding Job as a Position With Possible or Definite Career Potential

[Bar chart showing percentage for different groups: All, PaCC, DCCC, BCCC, MCCC, HACC]
FIGURE 15
Median Annual Salary of Program Completers

Mean Annual Salary

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCCC</td>
<td>$8905</td>
<td>$3086</td>
</tr>
<tr>
<td>All PA CC</td>
<td>10363</td>
<td>8279</td>
</tr>
<tr>
<td>BCCC</td>
<td>11378</td>
<td>12002</td>
</tr>
<tr>
<td>MCCC</td>
<td>9195</td>
<td>3461</td>
</tr>
<tr>
<td>HACC</td>
<td>10201</td>
<td>7746</td>
</tr>
</tbody>
</table>
FIGURE 16-A*

Percentage Holding Jobs Not Related to Major Field of Study

To what extent is this job related to the field of study for the degree or certificate you are receiving?

- Not related
- Somewhat related
- Directly related

*Reported percentages are based on those answering "yes" to question 13.
FIGURE 16-B

Percentage With Jobs Somewhat or Directly Related to Major Field

All Pa CC DCCC BCCC MCCC HACC

Percentage

0

10

20

30

40

50

60

70

80

90

100
FIGURE 17
Extent to Which Job is Related to Field of Study

Percentage holding jobs not related to field of study

Percentage holding jobs somewhat or directly related to field of study
FIGURE 18-A
Percentage Applying To Another Program After Graduation

F8. Have you applied for admission to one or more educational programs (either here or at another school) which would result in your earning another degree or certificate?

- Yes, I have applied.
- No, but I intend to apply within the next year.
- No, and I do not intend to apply within the next year.
FIGURE 18-B

Percentage Who Have Not Applied To Another Program After DCCC

[Graph showing percentage for different institutions]
FIGURE 19
Percentage Applying to a Bachelor's Degree
Or Higher Degree Program

DCCC - Type of Program Applied For

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>85</td>
<td>92.4</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>
FIGURE 20

Percentage of Program Completers Who Applied To Another Educational Program & Were Admitted
FIGURE 21

Immediate Plans of Program Completers

ALL PENNSYLVANIA COMMUNITY COLLEGES

47.5% Have Applied to Other Educational Programs

13.8% Other

38.7% Have Full-time Jobs

DELAWARE COUNTY COMMUNITY COLLEGE

45.4% Have Applied to Other Educational Programs

12% Other

42.6% Have Full-time Jobs
23. There are many reasons for pursuing education, some of which are listed below. In thinking over your educational experience, how much do you think this institution contributed to your progress in each area? (Check the appropriate box to the right of each category.)

<table>
<thead>
<tr>
<th>DCCC STATE</th>
<th>Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning.</th>
<th>No Progress (1)</th>
<th>Little Progress (2)</th>
<th>Moderate Progress (3)</th>
<th>Much Progress (4)</th>
<th>Very Much Progress (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1681 A</td>
<td>Intellecttual Growth: Your ability to understand and use concepts and principles from several broad areas of learning.</td>
<td>.5</td>
<td>.5</td>
<td>28.7</td>
<td>45.5</td>
<td>24.9</td>
</tr>
<tr>
<td>1681 B</td>
<td>Social Growth: Your understanding of other people and their views; your experience in relating to others.</td>
<td>1.9</td>
<td>6.8</td>
<td>31.9</td>
<td>33.3</td>
<td>26.1</td>
</tr>
<tr>
<td>1701 C</td>
<td>Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.</td>
<td>6.3</td>
<td>23.1</td>
<td>35.6</td>
<td>20.7</td>
<td>14.9</td>
</tr>
<tr>
<td>1701 D</td>
<td>Educational Growth: Your understanding of a particular field of knowledge; your preparation for further education.</td>
<td>.5</td>
<td>2.4</td>
<td>19.0</td>
<td>42.9</td>
<td>35.1</td>
</tr>
<tr>
<td>1701 E</td>
<td>Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area.</td>
<td>5.6</td>
<td>11.7</td>
<td>26.4</td>
<td>28.9</td>
<td>27.4</td>
</tr>
<tr>
<td>1701 F</td>
<td>Personal Growth: Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.</td>
<td>1.4</td>
<td>7.2</td>
<td>21.6</td>
<td>34.1</td>
<td>35.6</td>
</tr>
</tbody>
</table>

TABLE 23
21. How important is that progress to you? (Check the appropriate box to the right of each category.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Of No Importance (1)</th>
<th>Of Little Importance (2)</th>
<th>Of Moderate Importance (3)</th>
<th>Of Much Importance (4)</th>
<th>Of Very Much Importance (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning.</td>
<td>0.2</td>
<td>0.5</td>
<td>12.9</td>
<td>41.6</td>
<td>45.5</td>
</tr>
<tr>
<td><strong>B</strong> Social Growth: Your understanding of other people and their views; your experience in relating to others.</td>
<td>0.3</td>
<td>1.0</td>
<td>10.2</td>
<td>34.5</td>
<td>54.4</td>
</tr>
<tr>
<td><strong>C</strong> Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.</td>
<td>1.9</td>
<td>7.7</td>
<td>35.6</td>
<td>27.4</td>
<td>27.4</td>
</tr>
<tr>
<td><strong>D</strong> Educational Growth: Your understanding of a particular field of knowledge; your preparation for further education.</td>
<td>2.3</td>
<td>9.5</td>
<td>33.0</td>
<td>28.1</td>
<td>27.1</td>
</tr>
<tr>
<td><strong>E</strong> Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area.</td>
<td>2.0</td>
<td>2.0</td>
<td>9.8</td>
<td>24.4</td>
<td>62.0</td>
</tr>
<tr>
<td><strong>F</strong> Personal Growth: Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.</td>
<td>6.3</td>
<td>8.2</td>
<td>22.6</td>
<td>68.3</td>
<td>67.9</td>
</tr>
</tbody>
</table>