In spring 1984, a study was conducted of all students who first entered Howard Community College (HCC) in fall 1982, including those students who were still enrolled three semesters after initial entry (N=354) and those who were no longer enrolled (N=1,045). Two survey instruments were developed and distributed, soliciting information about employment, educational goals, college choice, prior educational experience, reasons for leaving the college, and satisfaction with HCC. Study findings, based on a 55% response rate from those currently enrolled and a 33% response rate from those not enrolled, included the following: (1) students' entry goals were clearly related to continuing enrollment, with students whose goal was to earn an associate degree being much more likely to be enrolled three semesters after entry than those with an unspecified goal; (2) students who were 24 years of age and younger were more likely than older respondents to be still enrolled; (3) of the non-enrolled respondents, 97% were satisfied with the quality of HCC, 39% planned to take courses at HCC in the future, and 36% had earned between 7 and 35 credits; and (4) respondents selected HCC because of convenient location, desired program, and low tuition. Survey instruments are included. (EJV)
HIGHLIGHTS

FOLLOW-UP OF 1982 ENTRANTS

RESEARCH REPORT NUMBER 42

OCTOBER 1985

Office of Institutional Research
Howard Community College
Columbia, Maryland
FOLLOW-UP OF 1982 ENTRANTS
KEY FINDINGS

- Students' entry goals are very important and are clearly related to continuing enrollment.
  - Students whose goal was to earn an AA degree were much more likely to be enrolled 1 1/2 years after entry than those with an unspecified goal.

RETENTION OF STUDENTS BY CONTRASTING GOALS
ENROLLED AND NOT ENROLLED 1 1/2 YEARS AFTER ENTRY

- Students who were 24 and younger were more likely than older respondents to be enrolled one and a half years after entry.

- Non-enrolled respondents were positive about HCC and many planned to return for future courses.
  - 97% were satisfied or extremely satisfied with the quality of HCC
  - 91% were satisfied or extremely satisfied with the quality of instruction
  - 39% planned to take courses at HCC in the future
  - 36% had earned between 7 and 35 credits

- Respondents selected HCC because of:
  1) convenient location
  2) desired program
  3) low tuition

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
HOWARD COMMUNITY COLLEGE
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HOWARD COMMUNITY COLLEGE FOLLOW-UP OF 1982 ENTRANTS

CREDITS

This report was produced electronically and represents the first document produced at HCC which integrates text and graphics in the same document. It was then printed on the HP laser printer.

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VIII. SURVEY FORMS
TITLE: Follow-Up of 1982 Entrants

AUTHORS: Susan K. Radcliffe and Virginia E. Novak, Office of Institutional Research

GRAPHICS: Charlotte A. Monroe

PURPOSE: To provide a comprehensive study of all students who first entered Howard Community College in Fall 1982. These entrants fall into two groups - those who were currently enrolled and those who were not currently enrolled as of Spring 1984, three semesters after initial entry.

METHODOLOGY: Two survey instruments (one for currently enrolled, one for not currently enrolled) were developed by members of the Maryland Community College Research Group (MCCRG) and the Maryland State Board for Community Colleges (SBCC). The follow-up study also was a joint effort among the community colleges and the SBCC. Survey questionnaires were sent to all students who first enrolled at HCC in Fall 1982: 354 were currently enrolled as of Spring 1984, and 1,045 were not currently enrolled.

RESPONSE: Howard Community College has had an excellent response on this study. Of the 354 currently enrolled population, 195 responded, giving a response rate of 55 percent. Of the 1,045 not currently enrolled students, 342 responded, giving a response rate of 33 percent before adjusting for those who were unreachable.

FINDINGS: Enrolled and not enrolled respondents differed most remarkably by their goals upon entering the college and by their age. Students whose goal was to earn a certificate or an AA degree were much more likely to be still enrolled than those whose goal was to take a course. Respondents aged 20-24 were more likely to be enrolled than those aged 40-49.

Enrolled and not enrolled respondents also differed by minority status, reason for entering, and program.

Respondents who were not enrolled still had positive attitudes toward HCC. Ninety-seven percent of them (as well as ninety-eight percent of those still enrolled) were satisfied or extremely satisfied with the quality of HCC. Furthermore, 39 percent plan to take courses at HCC in the future.
LIST OF CHARTS

Chart
1. Rate of Response to Survey
2. Reasons for Selecting HCC
3. Retention of Students by Age Group
4. Retention of Students by Age Interval
5. Retention of Students by Minority Status
6. Retention of Students by Goals
7. Reasons for Entering Howard Community College
8. Reasons for Entering and Enrollment Status
9. Rating Quality of Instruction and HCC
10. Retention of Students by Program Type
11. Programs with Highest Retention Rate
12. Good or Excellent Rating of College Services
13. Enrolled Students' Rating of Faculty
14. Reasons for Not Attending
15. Planning to Take Future Courses at HCC
I. INTRODUCTION

The Maryland State Board for Community Colleges (SBCC) and the Maryland Community College Research Group (MCCRG) conduct a variety of follow-up studies designed to measure the success of the community colleges in meeting their goals concerning student success. These include follow-up surveys of all community college graduates of certificate and degree programs every other year, six months after graduation. Employers of these graduates are also surveyed. The purpose of these surveys is to evaluate the success of the college in meeting its goals for graduates of its occupational and transfer programs.

During the alternate year, studies of community college entrants are conducted. These studies focus on all students who entered a Maryland community college in a given year. Entrants are usually surveyed three and one-half years later. The purpose of this kind of follow-up is to investigate enrollment patterns among community college students and to follow students' progress. Furthermore, the study provides information concerning retention of students, and evaluation of the assistance provided by the college in meeting students' goals.

In Spring 1984, all students who had entered the college in Fall 1982 were surveyed. This survey was taken one and one-half years after entry (instead of the usual three and one-half years) in order to achieve a better response rate and to provide more timely information. In addition, many students could be expected to be still enrolled at the college.
II. METHODOLOGY

The 1982 entrants were surveyed in two groups - 1) those who were currently enrolled, i.e., enrolled in Spring 1984 and 2) those who were not then enrolled - in order to compare the two groups and to suggest reasons for the difference in their enrollment status.

Accordingly, two questionnaires were developed by the MCCRG and the SBCC; 354 went to students who were currently enrolled, and 1,045 were delivered to those who were not currently enrolled. The response rate for HCC was 55 percent (195 out of 354) for currently enrolled and 33 percent (342 out of 1,045) for not currently enrolled.

Data from these questionnaires (See VIII in this report), as well as data provided by the HCC Computer Center, were used in this analysis. The data file from the HCC Computer Center provided demographic data and other information such as number of credits earned, reasons for entering, and goals upon entering the college. Data from both sources were analyzed by the Maryland State Board for Community Colleges and by HCC using SPSS (Statistical Package for the Social Sciences).
III. FINDINGS

- Students and former students responded well to this survey.
  - Fifty-five percent (195) of enrolled students responded.
  - Thirty-three percent (342) of not enrolled students responded.
  These figures compared favorably with the state-wide response of 46 percent of then-enrolled students and 27 percent of those not enrolled.

- Students and former students were well-satisfied with the quality of HCC.
  - Ninety-eight percent of those enrolled were satisfied or extremely satisfied.
  - Ninety-seven percent of those not enrolled were satisfied or extremely satisfied.

- Students selected HCC because of:
  - Convenient location (89%),
  - Desired program (45%),
  - Low tuition (42%).

- Enrolled and not enrolled respondents did not differ by:
  - Gender
  - Satisfaction with quality of the college
  - Satisfaction with quality of instruction

- Enrolled and not enrolled respondents did differ by:
  - Age
  - Minority status
  - Goal upon entering
  - Reason for entering
  - Program
  - Degrees previously earned
Specifically, regarding the areas of difference the following should be noted:

- Students aged 24 and younger were more likely than older students to be still enrolled at HCC.

- The age interval with the highest percentage of students (52%) still enrolled (and the only interval with more than 50 percent of students still enrolled) was 20-24.

The age interval with the lowest percentage still enrolled (22%) was 40-49.

- Minority students were more likely than non-minority students to have ceased enrollment at HCC - 26 percent of minority students were currently enrolled, as compared with 38 percent of non-minority students.

- Students with explicit long-range goals were more likely than others to be still enrolled. The highest percentage of those still enrolled were those whose goal upon entering was to earn a certificate (47%) or an AA degree (49%). Only 28 percent of those with unspecified goals were still enrolled.

- Students whose reason for entering the college was to prepare for transfer were more than twice as likely to be enrolled (51%) as those who were exploring a new occupational area (22%).

- Programs with the highest percentage of respondents still enrolled were:
  
  - Engineering Transfer - 83%
  - Nursing - 66%
  - Business Administration - 57%
  - Electronics Technology - 50%
Of all who were not currently enrolled, 32 percent had (as the highest educational level completed before entering) at least an AA degree. Twelve percent of the enrolled students had attained that level.

Most frequent reasons given by those not enrolled for not returning to the college were:

<table>
<thead>
<tr>
<th>Percentage of Total Responses</th>
<th>Listed as the most important reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed as a reason:</td>
<td></td>
</tr>
<tr>
<td>Educational goal achieved</td>
<td>13%</td>
</tr>
<tr>
<td>Courses not available</td>
<td>13%</td>
</tr>
<tr>
<td>Conflict between job and studies</td>
<td>12%</td>
</tr>
<tr>
<td>Transferred</td>
<td>9%</td>
</tr>
<tr>
<td>Insufficient money</td>
<td>8%</td>
</tr>
</tbody>
</table>

Among those not currently enrolled (and responding to these questions):

- 122 (36%) earned between 7 and 35 credits at HCC
- 134 (39%) plan to take courses at HCC in the future. An additional 144 (42%) are uncertain.
- 111 (32%) had at least an AA degree as the highest educational level completed before entering
- 322 (97%) expressed satisfaction or extreme satisfaction with the quality of the college.
- 304 (91%) expressed satisfaction or extreme satisfaction with the instructional quality.
Among those still enrolled (and responding to these questions):

- 120 (66%) rated PT faculty good or excellent
- 144 (78%) rated FT faculty good or excellent
- 119 (53%) rated course availability good or excellent
- 141 (75%) rated helpfulness of administration good or excellent
- 87 (48%) rated assessment/placement testing good or excellent
- 184 (96%) expressed satisfaction or extreme satisfaction with the quality of instruction
- 187 (98%) expressed satisfaction or extreme satisfaction with the quality of the college

Ninety-six percent of students still enrolled and 91 percent of those not enrolled were Howard County residents.

For students still enrolled, 35 percent were employed full time and 42 percent were employed part time; for students not enrolled, 54 percent were employed full time and 21 percent were employed part time.

Both enrolled and not enrolled students assessed the difficulty of HCC courses at similar levels:

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harder than expected</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>Expected</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Easier than expected</td>
<td>9%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Some students enter HCC to take a course that interests them, to learn whether a course or program might be of interest or benefit to them, to get a certificate for a one-year program, or for various other short-term purposes. Such students should continue to be encouraged to enter the college, though they might not be expected to be enrolled continuously or to earn a degree.

Other students may come to explore possibilities and in that way discover a program suitable for them. Still others may enroll in order to get an AA degree or to prepare for transfer to a four-year college. We should expect a large number of these students to be retained by the college.

The data show that a minority of students enter HCC to get an AA degree or to prepare for transfer; most students, and a wide majority of non-enrolled respondents, had unknown "goals" or simply planned to take courses. Their reasons for entering were unknown or were to explore an academic area. A majority of the entrants were older than traditional-aged college students and many of those not enrolled after one and one-half years were older than 24. About one third of those not enrolled already had at least an AA degree at the time they entered HCC.

The retention rate was better for non-minorities than it was for minorities, and was better for some programs (especially engineering and nursing) than for others.

Both groups (enrolled and not enrolled) rate the quality of HCC, as well as the quality of instruction, highly.

HCC has served and continues to serve the non-enrolled respondents. Thirty-six percent had earned 7 - 35 credits at HCC and 39 percent plan to take courses in the future.
Analysis of the data in this study suggests that the following measures might be taken in order to increase the number of those who are retained by the college:

- Identify and work with entering students whose goals are unknown or who are exploring a particular field.
- Work with minority students to determine and alleviate causes for their lower retention rate.
- Determine whether the college should or could offer additional courses for those who desire courses that are not currently available.
- Observe programs with low retention rates to determine causes.
- Encourage special interest students, i.e., students not in occupational or transfer programs, to continue to take courses in their interest areas.
- Market college programs and courses specifically to former students since many of them plan to take courses at HCC in the future.
PART VI

CHARTS AND HIGHLIGHTS
CHART 1

RATE OF RESPONSE TO SURVEY

1982 entrants of Howard Community College responded well to this survey. The percentage of both enrolled and not enrolled respondents was higher for HCC than for totals of Maryland’s community colleges.

<table>
<thead>
<tr>
<th></th>
<th>HCC</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLLED</td>
<td>(195) 55%</td>
<td>46%</td>
</tr>
<tr>
<td>NOT ENROLLED</td>
<td>(342) 33%</td>
<td>27%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(537) 38%</td>
<td></td>
</tr>
</tbody>
</table>

Note:  
- All respondents entered HCC in Fall 1982.  
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).  
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
Follow-Up of 1982 Entrants - Howard Community College  
October 1985
The three biggest factors for all respondents' selection of HCC were:

1) CONVENIENT LOCATION  477  (89%)
2) ACADEMIC PROGRAM(S)  241  (45%)
3) LOW TUITION  227  (42%)

(Percentages total more than 100 percent because multiple responses could be made to this question.)

The same three factors were most often cited by enrolled and not enrolled respondents.

No other factor was cited by more than ten percent of the responses.

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
REASONS FOR SELECTING HCC
STUDENTS ENTERING IN 1982

NUMBER OF STUDENTS

LOCATION
477

PROGRAM
241

TUITION
227

REPUTATION
51

FRIEND
42

OTHER
41

Follow-up of 1982 Entrants - Howard Community College
October 1985
When respondents are divided into two broad age groups, a marked difference is seen in enrollment status.

In the lower age group (24 and younger), the enrolled and not enrolled students are separated by only six percentage points; however, in the upper age group (25 and older), there is a difference of forty-six percent between enrolled and not enrolled respondents.

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>ENROLLED</th>
<th>NOT ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>24 AND YOUNGER</td>
<td>119</td>
<td>47%</td>
</tr>
<tr>
<td>25 AND OLDER</td>
<td>76</td>
<td>27%</td>
</tr>
</tbody>
</table>

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
The graph shows the retention of students by age group for Howard Community College. It includes data from the follow-up of 1982 entrants. The chart compares the number of enrolled students to those not enrolled within the age groups of 24 and younger and 25 and older. The numbers are as follows:

- 24 & Younger:
  - Enrolled: 119
  - Not Enrolled: 135

- 25 & Older:
  - Enrolled: 76
  - Not Enrolled: 207

The data was collected in October 1985.
CHART 4

RETENTION OF STUDENTS BY AGE INTERVAL

The retention rate was highest in the age 20-24 interval. This was, in fact, the only age interval in which the retention rate was over 50 percent.

All other age intervals had a relatively low percentage of respondents still enrolled.

Age 40-49 was the interval with the lowest percentage (22%) still enrolled.

Number of students corresponding to these percentages are:

<table>
<thead>
<tr>
<th>AGE INTERVAL</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>14</td>
<td>27.5</td>
</tr>
<tr>
<td>20-24</td>
<td>105</td>
<td>51.7</td>
</tr>
<tr>
<td>25-29</td>
<td>19</td>
<td>30.2</td>
</tr>
<tr>
<td>30-39</td>
<td>31</td>
<td>27.0</td>
</tr>
<tr>
<td>40-49</td>
<td>15</td>
<td>21.7</td>
</tr>
<tr>
<td>50-59</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>60+</td>
<td>6</td>
<td>35.3</td>
</tr>
</tbody>
</table>

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
RETENTION OF STUDENTS BY AGE INTERVAL

PERCENT ENROLLED 1 1/2 YEARS AFTER ENTRY

AGE INTERVAL
Follow-up of 1962 Entrants - Howard Community College

PERCENT OF STUDENTS

15-19: 27.5%
20-24: 51.7%
25-29: 30.2%
30-39: 27.0%
40-49: 21.7%
50-59: 26.3%
60+: 35.3%
Retention was better for non-minority respondents than for minority respondents.

164 (38%) non-minority and 20 (26%) minority students were still enrolled at the time of the survey.

Note:  - All respondents entered HCC in Fall 1982.
   - "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
   - "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
RETENTION OF STUDENTS BY MINORITY STATUS

PERCENT OF STUDENTS

ENROLLED

NOT ENROLLED

MINORITY

NON-MINORITY

26%

74%

62%

38%

Follow-up of 1982 Entrants - Howard Community College

October 1985
Retention is clearly related to students' goals. Respondents whose goal was to earn an AA degree are nearly twice as likely to be enrolled than those whose goal was unknown at the time of entry.

Upon entering HCC in 1982, students were asked to identify their goals. Those with specific long-range goals were much more likely to be still enrolled after one and one-half years than those whose goal was unknown or who entered simply to "take a course."

The spread between enrolled and not enrolled respondents was less than 3% for those whose goal was to get an AA degree. In contrast, enrolled and not enrolled respondents with no specified goal were separated by nearly 4/4 percentage points.

<table>
<thead>
<tr>
<th>GOAL UPON ENTERING HCC</th>
<th>ENROLLED</th>
<th>NOT ENROLLED</th>
<th>TOTAL</th>
<th>NO. OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>61</td>
<td>25%</td>
<td>156</td>
<td>72%</td>
</tr>
<tr>
<td>TAKE COURSE</td>
<td>34</td>
<td>30%</td>
<td>78</td>
<td>70%</td>
</tr>
<tr>
<td>CERTIFICATE</td>
<td>42</td>
<td>47%</td>
<td>47</td>
<td>53%</td>
</tr>
<tr>
<td>A.A.</td>
<td>58</td>
<td>49%</td>
<td>61</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
RETENTION OF STUDENTS BY GOALS
ENROLLED AND NOT ENROLLED 1 1/2 YEARS AFTER ENTRY

PERCENT OF STUDENTS

GOAL UPON ENTERING HCC
Follow-Up of 1982 Entrants - Howard Community College
October 1985
CHART 7

REASONS FOR ENTERING HOWARD COMMUNITY COLLEGE

In Fall 1982, all students entering HCC were asked their reasons for attending this community college.

The two most common reasons were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) TO EXPLORE A NEW AREA</td>
<td>204</td>
<td>38%</td>
</tr>
<tr>
<td>2) TO PREPARE FOR TRANSFER TO A FOUR-YEAR INSTITUTION</td>
<td>195</td>
<td>36%</td>
</tr>
</tbody>
</table>

Chart 8 illustrates the distinct difference in enrollment status after one and one-half years between the two groups giving these reasons.
REASONS FOR ENTERING HOWARD COMMUNITY COLLEGE

ALL RESPONDENTS ENTERING IN 1982

EXPLORATION
38.0% 204

TRANSFER
36.3% 195

UNKNOWN
12.8% 69

CAREER
12.8% 69

Follow-up of 1982 Entrants - Howard Community College

October 1985
CHART 8

REASONS FOR ENTERING AND ENROLLMENT STATUS

Students whose reason for entering HCC was to prepare for transfer were more than twice as likely to still be enrolled than those who were exploring a new occupational area.

100 (51%) transfer students were still enrolled as contrasted with 44 (22%) of those exploring a new area.

The retention rate was low also for those whose reason for entering was to prepare for a career. Twenty (29%) of those students were still enrolled.

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
Follow-up of 1982 Entrants - Howard Community College  October 1985
Both enrolled and not enrolled respondents showed a high degree of satisfaction with the quality of Howard Community College and with the quality of instruction at the college.

<table>
<thead>
<tr>
<th></th>
<th>&quot;EXTREMELY SATISFIED&quot; OR &quot;SATISFIED&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QUALITY OF HCC</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>ENROLLED</td>
<td>187</td>
</tr>
<tr>
<td>NOT ENROLLED</td>
<td>322</td>
</tr>
</tbody>
</table>

Note:  
- All respondents entered HCC in Fall 1982.  
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).  
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
RATING QUALITY OF INSTRUCTION AND HCC

"EXTREMELY SATISFIED" or "SATISFIED" RESPONSE

ENROLLED          NOT ENROLLED

PERCENT OF STUDENTS

96.3%  91.0%  98.4%  97.0%

INSTRUCTION       HCC OVERALL

Follow-up of 1982 Entrants - Howard Community College  October 1985
CHART 10

RETENTION OF STUDENTS BY PROGRAM TYPE

Respondents who were in transfer or occupational programs are about three times as likely to still be enrolled as special students.

STUDENTS CURRENTLY ENROLLED BY PROGRAM TYPE

<table>
<thead>
<tr>
<th>PROGRAM TYPE</th>
<th># ENROLLED</th>
<th>% ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSFER</td>
<td>93</td>
<td>45%</td>
</tr>
<tr>
<td>OCCUPATIONAL</td>
<td>82</td>
<td>43%</td>
</tr>
<tr>
<td>SPECIAL</td>
<td>20</td>
<td>14%</td>
</tr>
</tbody>
</table>

A lower retention rate would be expected for students who might attend the college to take a particular course of interest.

Note: - All respondents entered HCC in Fall 1982.
   - "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
   - "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.
RETENTION OF STUDENTS – BY PROGRAM TYPE

ENROLLED

NOT ENROLLED

PERCENT OF STUDENTS

Follow-up of 1982 Entrants – Howard Community College October 1985
CHART 11

PROGRAMS WITH HIGHEST RETENTION RATE

Four programs had retention rates of 50 percent or higher:

<table>
<thead>
<tr>
<th># OF STUDENTS STILL ENROLLED</th>
<th>% OF STUDENTS STILL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ENGINEERING TRANSFER</td>
<td>19</td>
</tr>
<tr>
<td>2) NURSING</td>
<td>27</td>
</tr>
<tr>
<td>3) BUSINESS ADMINISTRATION</td>
<td>34</td>
</tr>
<tr>
<td>4) ELECTRONICS TECHNOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>
CHART 12

GOOD OR EXCELLENT RATING OF COLLEGE SERVICES

The quality of instruction by full-time faculty and helpfulness of administration/staff were the services given the highest ratings by students still enrolled.

Other services rated "good" or "excellent" by more than 50% of enrolled respondents were: 1) quality of instruction by part-time faculty and 2) course availability.

Numbers and percents of enrolled students giving a good or excellent rating for the services listed were as follows:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty - Quality of Instruction</td>
<td>144</td>
<td>78%</td>
</tr>
<tr>
<td>Helpfulness of Administrators/Staff</td>
<td>141</td>
<td>75%</td>
</tr>
<tr>
<td>Part-time Faculty - Quality of Instruction</td>
<td>120</td>
<td>66%</td>
</tr>
<tr>
<td>Course Availability</td>
<td>119</td>
<td>63%</td>
</tr>
<tr>
<td>Assessment/Placement Testing</td>
<td>87</td>
<td>48%</td>
</tr>
<tr>
<td>Math Skills Improvement</td>
<td>71</td>
<td>39%</td>
</tr>
<tr>
<td>Reading Skills Improvement Programs</td>
<td>58</td>
<td>33%</td>
</tr>
<tr>
<td>Job Placement Assistance</td>
<td>34</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: Every question did not have the same number of respondents.
GOOD OR EXCELLENT RATING OF COLLEGE SERVICES
RESPONSES BY ENROLLED STUDENTS

PERCENT OF STUDENTS

COLLEGE SERVICES
Follow-up of 1982 Entrants – Howard Community College  October 1985
Enrolled students gave higher ratings to the quality of instruction by full-time faculty than to that by part-time faculty.

144 (78%) rated full-time faculty good or excellent
120 (66%) rated part-time faculty good or excellent

In contrast -

7 (7%) rated full-time faculty poor or fair
53 (29%) rated part-time faculty poor or fair
ENROLLED STUDENTS' RATING OF FACULTY

ENROLLED STUDENTS' RATING OF FT FACULTY

- GOOD: 42%
- FAIR: 6%
- POOR: 4.9%
- NO OPINION: 46.2%
- EXCELLENT: 3.3%

ENROLLED STUDENTS' RATING OF PT FACULTY

- FAIR: 24.2%
- POOR: 4.9%
- NO OPINION: 46.2%
- EXCELLENT: 19.8%
- GOOD: 4%

Only 1 respondent (0.2%) gave a 'poor' rating.
For respondents not enrolled at the time of the survey, the five reasons given most frequently for not attending were:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses weren't available</td>
<td>79</td>
</tr>
<tr>
<td>Achieved educational goal</td>
<td>77</td>
</tr>
<tr>
<td>Conflict between job and studies</td>
<td>72</td>
</tr>
<tr>
<td>Transferred</td>
<td>52</td>
</tr>
<tr>
<td>Insufficient money</td>
<td>51</td>
</tr>
</tbody>
</table>

Non-enrolled respondents gave the same five reasons as the **most** important for not attending, with the order of the first two reversed.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved educational goal</td>
<td>41</td>
</tr>
<tr>
<td>Courses weren't available</td>
<td>29</td>
</tr>
<tr>
<td>Conflict between job and studies</td>
<td>28</td>
</tr>
<tr>
<td>Transferred</td>
<td>25</td>
</tr>
<tr>
<td>Insufficient money</td>
<td>21</td>
</tr>
</tbody>
</table>
REASONS FOR NOT ATTENDING
STUDENTS NOT ENROLLED 1 1/2 YEARS LATER

Other reasons for not attending (24.5%):
unhappy with social life; no challenge; too hard;
inconvenient location; etc.

Follow-up of 1982 Entrants – Howard Community College
October 1985
Respondents who were not enrolled at the time of the survey did not necessarily consider this a permanent status.

134 out of 340 (39%) said they planned to take a course at HCC in the future, and another 144 (42%) were uncertain.
Follow-up of 1982 Entrants - Howard Community College  

October 1985


PART VIII

SURVEY FORMS
Maryland Public Community Colleges
STUDENT QUESTIONNAIRE
(Currently Enrolled Students)

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges improve your program. Please complete it promptly and return it in the envelope provided. This form should require less than ten minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary)

[ ] (Name)

[ ] (Address)

PART I.

A. What is your current status? (Check all that apply)
   [ ] 1. Employed full-time (35 or more hours per week)
   [ ] 2. Employed part-time
   [ ] 3. Full-time student (12 or more credit hours)
   [ ] 4. Part-time student
   [ ] 5. Active military service
   [ ] 6. Full-time homemaker
   [ ] 7. Unemployed and seeking a job
   [ ] 8. Unemployed and not seeking a job
   [ ] 9. Employed and seeking a new job

B. What was your educational goal when you first started at this community college? (check one)
   [ ] 1. Complete selected courses, did not intend to graduate from the community college
   [ ] 2. Earn a certificate
   [ ] 3. Earn an associate in arts degree
   [ ] 4. Other, please explain

C. What was your primary reason for attending this community college? (check one)
   [ ] 1. Explore a new academic area
   [ ] 2. Prepare for entry into first career
   [ ] 3. Prepare for entry into a different career
   [ ] 4. Update skills for current job
   [ ] 5. Prepare for transfer to a four-year institution
   [ ] 6. Self-enrichment
   [ ] 7. Explore a new occupational area
   [ ] 8. Other, please explain

D. Indicate why you enrolled at this particular community college? (check all that apply)
   [ ] 1. Offers desired academic program(s)/courses
   [ ] 2. Offers desired athletic program(s)
   [ ] 3. Reputation of college
   [ ] 4. Recommended by a friend
   [ ] 5. Recommended by high school teacher/counselor
   [ ] 6. Took a noncredit course; then wanted to take a credit course
   [ ] 7. Low tuition
   [ ] 8. Convenient location
   [ ] 9. Other, specify
E. What was the highest level of education you had completed when you entered this community college?

[ ] 1. Less than high school diploma
[ ] 2. High school diploma/GED
[ ] 3. College certificate
[ ] 4. Associate degree
[ ] 5. Bachelor's degree
[ ] 6. Master's degree
[ ] 7. Professional degree
[ ] 8. Doctoral degree
[ ] 9. Other, specify ____________________________

F. Which of the following semesters did you enroll in credit courses at this community college? (check all that apply)

[ ] 1. Fall 1982
[ ] 2. Spring 1983
[ ] 3. Summer 1983
[ ] 4. Fall 1983
[ ] 5. Other Specify: ____________________________

IF YOU ARE EMPLOYED, COMPLETE PART 2; OTHERWISE GO TO PART 3

PART 2.

G. What is the title of your current position? (Job Title)?

__________________________________________

Company's or Organization's name

__________________________________________

H. When did you get your current job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college

I. What is the relationship between the courses you have taken at this community college and your current job? (check one)

[ ] 1. Courses directly related to job
[ ] 2. Courses somewhat related to job
[ ] 3. Courses not at all related to job

J. What is the geographic location in which you are presently employed?

[ ] 1. Same county/city as community college
[ ] 2. Other county in Maryland, specify county ____________________________
[ ] 3. Baltimore City
[ ] 4. Washington, DC
[ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state, specify ____________________________

K. On the average, how many hours per week are you employed during this last semester?

[ ] 1. 1-10 hours
[ ] 2. 11-20 hours
[ ] 3. 21-30 hours
[ ] 4. 31-40 hours
[ ] 5. 35 or more
PART 3.

L. Have you taken courses at another college or university since Fall 1982?
   [ ] 1. Yes - Answer the questions in Part 3 even if you are no longer a student at that college.
   [ ] 2. No - go to Part 4

M. Please indicate the name or type of institution.
   [ ] 1. Another community college
   [ ] 2. University of Maryland, College Park
   [ ] 3. University of Maryland, University College
   [ ] 4. University of Maryland, Baltimore County
   [ ] 5. Towson State
   [ ] 6. Frostburg State
   [ ] 7. Bowie State
   [ ] 8. Coppin State
   [ ] 9. Morgan State
   [ ] 10. University of Baltimore
   [ ] 11. Salisbury State
   [ ] 12. St. Mary's College
   [ ] 13. Private four-year college or university in Maryland
   [ ] 14. Technical or commercial school in Maryland
   [ ] 15. Out-of-state four-year public institution
   [ ] 16. Out-of-state four-year private institution
   [ ] 17. Other out-of-state institution
   [ ] 18. Other, please specify the institution______________________________

PART 4.

N. How would you rate the following college services at this community college?

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction by part-time faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of instruction by full-time faculty</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

O. If you rated any service as poor, please explain
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Q. How satisfied were you with the quality of classroom instruction in your program of study?
   [ ] 1. Extremely satisfied
   [ ] 2. Satisfied
   [ ] 3. Unsatisfied
Q. How satisfied were you with the overall quality of this community college?
   [ ] 1. Extremely satisfied
   [ ] 2. Satisfied
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R. How would you, in general, assess the difficulty of your course work at this community college?
   [ ] 1. Harder than I expected
   [ ] 2. About what I expected
   [ ] 3. Easier than I expected

S. What did you like best about this community college?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

T. What is the most important thing that needs to be improved at this community college and how could this be improved.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your help.

P.S. We are currently working to improve the transfer of credits from community colleges to four year engineering colleges. If you have transferred or plan to transfer to a four year engineering program can we call you to discuss your experience in applying for admission and transferring credit from the community college to the engineering program? Phone Number (  )  .
Maryland Public Community Colleges
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(Not Currently Enrolled Students)

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[ ] 16. Out-of-state four-year private institution
[ ] 17. Other out-of-state institution
[ ] 18. Other, please specify the institution

PART 4.

Please explain in your own words why you are not currently enrolled at this community college.

__________________________________________________________________________

N. Possible reasons why a student might not return to this community college are stated below. Check all that apply to you.

[ ] 1. I completed the courses I needed to take — achieved educational goal
[ ] 2. Changed educational goal
[ ] 3. Difficulties with child care
[ ] 4. Transferred
[ ] 5. Decided to take noncredit courses
[ ] 6. Moved from the area
[ ] 7. Dissatisfied with social life at the college
[ ] 8. Dissatisfied with academic program
[ ] 9. Courses were not challenging enough
[ ] 10. Courses were too hard
[ ] 11. Desired courses not available
[ ] 12. Courses offered at inconvenient locations
[ ] 13. Insufficient money to attend college
[ ] 14. Received insufficient financial aid funds
[ ] 15. Employer will not fund additional courses
[ ] 16. Conflict between job and studies
[ ] 17. Other

O. For you, which of the above items was the most important reason for not returning to the college? ______
P. Do you plan to take more courses at this community college in the future?
   [ ] 1. Yes
   [ ] 2. No
   [ ] 3. Uncertain

Q. How satisfied were you with the quality of classroom instruction in your program of study?
   [ ] 1. Extremely satisfied
   [ ] 2. Satisfied
   [ ] 3. Unsatisfied

R. How satisfied were you with the overall quality of this community college?
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