Soltz, Donald F.

JCCC Transfer Students: Their Destinations and Achievements.

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*Johnson County Community College KS

In order to determine the number of Johnson County Community College (JCCC) students transferring to four-year institutions, records were obtained from 11 of 14 regional institutions most often accepting JCCC transfers. In addition, all JCCC students who had requested transcripts sent to a four-year institution between 1989 and 1990 were sent a brief survey on their educational status, backgrounds, experiences, and perceptions. A total of 335 surveys were returned. The two methods yielded a list of 1,645 former JCCC students who had transferred to four-year schools between summer 1990 and spring 1991. This represented 34% of the 3,552 students who were eligible for transfer (i.e., who left JCCC after spring 1990 with six or more credits). Major findings of the mail survey and analysis of academic records included the following: (1) the majority of JCCC transfer students transferred to institutions in Kansas and Missouri; (2) over 75% of the survey respondents indicated that their primary educational objective at JCCC had been preparation for transfer; (3) the 1,645 transfer students earned a mean cumulative grade point average (GPA) of 2.91 (4-point scale) in their JCCC courses, and 2.64 at their four-year institutions; (4) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institutions; (5) receiving the most favorable ratings at JCCC were quality of instruction, convenience of class scheduling, and helpfulness of faculty; and (6) over half of the respondents indicated that JCCC had helped them develop communication skills, knowledge of arts and sciences, and greater self-confidence. Detailed data tables and the survey instrument are included. (PAA)
JCCC
Transfer
Students:
Their
Destinations
and
Achievements

Office of Institutional Research
Johnson County Community College

October 1992
JCCC TRANSFER STUDENTS:
THEIR DESTINATIONS AND ACHIEVEMENTS

Office of Institutional Research
Johnson County Community College
Overland Park, Kansas
66210

October 1992
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INTRODUCTION

JCCC's Transfer Mission

One of the most important components of Johnson County Community College’s mission is that of preparing its students for transfer to 4-year colleges and universities. This report provides information on the degree to which the college is fulfilling that goal. The major findings of the study are summarized in the body of the report. Appendix A contains tables detailing the findings.

Methods

The methods used to gather information on JCCC's transfer students are described here and documented in Appendices B through G. One measure of the effectiveness of JCCC's transfer function used in this report, namely transfer rate, is based on a comparison of the number of students leaving JCCC with 6 or more credit hours with the number of former students enrolling in 4-year institutions one semester later. The latter group was identified by two means. First, the names and academic records of former JCCC students who had enrolled in one of 14 regional institutions most often accepting the college’s transfers were requested. Records were obtained from 11 of those institutions (see Appendix B). Second, a brief post card survey was mailed to all JCCC students who had requested that their transcripts be sent to a 4-year college between 1989 and 1990 (see Appendices C & D). The two methods combined yielded a list of 1,645 former JCCC students who had transferred to 4-year schools between summer 1990 and spring 1991.

A transfer follow-up survey was sent to these former JCCC students, in order to gather information on their perceptions of progress at their 4-year colleges, as well as comparisons of JCCC and the transfer institutions. Two mailings (an original and a follow-up) were conducted between December 1991 and February 1992 to the former JCCC students (Appendices E, F, and G). A total of 335 survey forms (20% of the 1,645) were returned.

This report thus summarizes information from two major sources: the academic records of the 1,645 transfer students from JCCC and the 11 colleges where the majority of them had transferred; and 335 former students’ responses to a survey of their backgrounds, experiences, and perceptions.

Questions and comments pertaining to this study should be directed to:

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MAJOR FINDINGS

The Destinations of JCCC Transfer Students

* The majority of JCCC students transferred to institutions in Kansas and Missouri, with the University of Kansas and Kansas State University receiving the two-thirds (67%) of them.

The Transfer Mission of JCCC

* A total of 1,645 former JCCC students enrolled in transfer institutions between summer 1990 and spring 1991, 1,220 of them during the summer and fall of 1990. That number constituted 34% of the 3,552 JCCC students who were eligible for transfer during the summer and fall of 1990—that is, those who left the college with 6 or more credits after the spring 1990 semester. This transfer rate of one out of three eligible JCCC students compares favorably with the national average of 25% (Berman, Curry Nelson, & Aciler, 1990).

* Over three-fourths of the former JCCC students who responded to the transfer follow-up survey indicated that their primary educational objective at JCCC had been preparation for transfer.

Academic Performance of Former JCCC Students

* JCCC transfer students earned grade-point averages well above passing levels at both JCCC and their 4-year college or university. The 1,645 former students achieved a mean cumulative GPA of 2.91 in their JCCC courses and a mean cumulative GPA of 2.64 at the 4-year institutions to which they transferred.

Former Students' Perceptions of JCCC

* Based on responses of 335 former students to the transfer follow-up survey, JCCC compared favorably with the 4-year schools they were attending in many areas, particularly the quality of instruction, convenience of class scheduling, faculty helpfulness, and the registration process.

* Former students responding to the survey items also indicated that JCCC had fulfilled their expectations in a number of areas, including improvement of several types of communication skills, broadened knowledge of arts and sciences, and improved decision-making skills.
How Many JCCC Students Transfer & Where Do They Go?

To estimate the numbers of JCCC students who transferred to 4-year schools, this study relied on two sources of information--reports from a group of 4-year colleges in Kansas and Missouri and JCCC students' requests for transcripts. A total of 1,645 former JCCC students who had enrolled in a 4-year college or university between summer 1990 and spring 1991 were located by means of these two methods. Figure 1 shows the institutions that enroll the majority of JCCC's transfer students, as well as the numbers of students and percentages at each of these institutions.

Two-thirds of the former JCCC students attended either Kansas State University or the University of Kansas. The remainder enrolled primarily in Kansas, and to a lesser extent, Missouri institutions. See Table 11 in Appendix A for details.

Figure 1
Major Destinations of JCCC Transfer Students (Summer 1990-Spring 1991)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number (N)</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>KU</td>
<td>675</td>
<td>41%</td>
</tr>
<tr>
<td>KSU</td>
<td>427</td>
<td>26%</td>
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<tr>
<td>Emporia State Univ.</td>
<td>147</td>
<td>8.8%</td>
</tr>
<tr>
<td>UMKC</td>
<td>141</td>
<td>8.6%</td>
</tr>
<tr>
<td>Pittsburgh St. Univ.</td>
<td>69</td>
<td>4.2%</td>
</tr>
<tr>
<td>Rockhurst College</td>
<td>21</td>
<td>1.3%</td>
</tr>
<tr>
<td>Washburn University</td>
<td>20</td>
<td>1.2%</td>
</tr>
<tr>
<td>Wichita State Univ.</td>
<td>19</td>
<td>1.1%</td>
</tr>
<tr>
<td>Central Missouri St.</td>
<td>14</td>
<td>0.8%</td>
</tr>
<tr>
<td>Avila College</td>
<td>14</td>
<td>0.8%</td>
</tr>
<tr>
<td>Ft. Hays State Univ.</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other Colleges</td>
<td>96</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Number (N) & % of Transfers from JCCC

Note. Based on a total of 1,645 former JCCC students.
**JCCC Transfer Rate**

*How Many Students Who Left with 6 or More Credits Transferred?*

Determination of a transfer rate rests on at least two factors. One involves the number of credit hours a student has earned. It has been suggested that a student must earn at least 6 credit hours at a community college for that college to have made a significant contribution toward the student's achievement of the baccalaureate degree (Berman et al., 1990, p. 14). A second factor in determining transfer rate involves when students leave the community college; most transfer students enroll in a 4-year institution shortly after leaving the community college.

Of the 9,376 students who were enrolled at JCCC during spring 1990 and earned 6 or more credit hours by the end of the semester, 3,552 were subsequently identified as leavers—they did not re-enroll at JCCC during the fall 1990 semester. Data indicating what each of those students did as specific individuals after leaving JCCC are not available. However, it is known that 1,220 JCCC students with 6 or more credits registered in transfer institutions during the summer and fall 1990 semesters. A conservative estimate based on the above figures suggests that JCCC's transfer rate is roughly 34%, a figure that compares favorably with the 25% national average reported by Berman et al. (1990, p. 14). See Figure 2.

*Figure 2. Numbers of JCCC Continuers, Leavers, & Transfers with 6 or More Credits--Spring-Fall Semesters, 1990*

![Pie chart showing the distribution of students as continuers, leavers, and transfers.](image)
How Many Transfer Students Met Their Primary Objective?

Follow-up surveys mailed to JCCC transfer students included a question regarding their primary educational objectives. Over three-fourths (77%) of the 335 survey respondents who transferred between summer 1990 and spring 1991 indicated that they had entered JCCC with the objective of transferring to a 4-year college (see Figure 3). In other words, three-fourths of the JCCC transfer students responding to the survey had succeeded in meeting their primary objective of transfer to a 4-year college or university. See Table 5 in Appendix A for details.

It is also interesting that 77 transfer students who responded to the survey had entered the college with intentions other than transferring. Thus a substantial group of students who entered JCCC intending to explore courses, improve job skills, and the like, also transferred to 4-year colleges during the time period studied. These 'unexpected transfers' provide additional evidence that the college is succeeding in its transfer function.

Figure 3
Primary Objective Stated by 335 Transfer Students At Time of 1st JCCC Enrollment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Number Stating An Educational Objective</th>
</tr>
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<tbody>
<tr>
<td>Prepare to Transfer</td>
<td>258</td>
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<tr>
<td>Explore Courses</td>
<td>10</td>
</tr>
<tr>
<td>Enter Job Market</td>
<td>8</td>
</tr>
<tr>
<td>Improve Skills</td>
<td>8</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>5</td>
</tr>
<tr>
<td>Change Careers</td>
<td>4</td>
</tr>
</tbody>
</table>

Note. No responses available from 42 students.
Were JCCC Transfer Students Academically Successful at JCCC & Their 4-year Colleges?

Former JCCC students who transferred during 1990 and 1991 achieved grades well above passing levels at both JCCC and the eleven 4-year colleges and universities for which records are available. As a group, they achieved an overall GPA at JCCC of 2.91 and earned an overall GPA of 2.64 at their 4-year colleges.

Figure 4 displays the cumulative grade point averages of JCCC transfer students from both JCCC and from their 4-year colleges, arrayed by their majors at the senior institutions. Note that GPAs at JCCC ranged between A- to C+ and between B and C at the 4-year institutions. Students transferring from JCCC to 4-year schools were therefore generally successful, academically, in both institutions. See Tables 13, 14, and 15 in Appendix A for details.

Figure 4
Transfer Students' JCCC & 4-Year College GPAs, by 4-Year College Majors

<table>
<thead>
<tr>
<th>4-Year College Major</th>
<th>JCCC GPA</th>
<th>4-Yr. College GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
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<tr>
<td>Interdisc. Studies</td>
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<td>Engineering</td>
<td></td>
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</tr>
<tr>
<td>Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual &amp; Perform Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat. Resources, Arch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Were former students well-prepared by their major courses at JCCC?

Figure 5 indicates how well transfer students performed in the JCCC courses they took which were related to their eventual 4-year college majors. The figure therefore contains data that respond in part to the question of how well JCCC prepares its students for upper division work in their majors at 4-year colleges and universities.

On the average, JCCC grades earned by former students in courses related to a four-year college major ranged between A and C+. The highest achievement levels were associated with majors in computer science. Average grades achieved in other areas were lower, but generally in the B to C+ range. See tables 13, 14, and 15 in Appendix A for details.

Figure 5
Grade Point Averages in JCCC Courses Related to Majors in 4-Year Schools

<table>
<thead>
<tr>
<th>Major in 4-Year College</th>
<th>Mean GPA, JCCC Major Courses</th>
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</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>3.87</td>
</tr>
<tr>
<td>Lib. Arts, English</td>
<td>3.12</td>
</tr>
<tr>
<td>Health</td>
<td>3.11</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>3.01</td>
</tr>
<tr>
<td>Education</td>
<td>3.00</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.97</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.68</td>
</tr>
<tr>
<td>Business</td>
<td>2.60</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2.76</td>
</tr>
</tbody>
</table>
FORMER JCCC STUDENTS' PERCEPTIONS

How Does JCCC Compare with 4-year Colleges?

Students who responded to the transfer follow-up survey were asked to rate their levels of satisfaction with selected characteristics at JCCC and at the 4-year college they attended. As Figure 6 indicates, JCCC is rated more favorably than 4-year colleges on all but two characteristics. Former JCCC students expressed the highest levels of satisfaction with the quality of instruction at JCCC and the lowest with JCCC's job placement services.

 Former Johnson County students were therefore generally more satisfied with their experiences at JCCC than they were with those in the 4-year schools to which they had transferred. Only financial aid availability and job placement services at 4-year colleges were rated more highly than those at JCCC. See Table 10 in Appendix A for details.

Figure 6
JCCC and 4-Year Colleges: Comparisons
By JCCC Transfer Students

Note. Percentages indicate those marking "Satisfied"/"Very Satisfied" (N=335).
Which Skills & Personal Qualities Improved While Students Were at JCC?

A question commonly raised about college enrollment is whether the experiences help students develop or improve many facets of their lives. The 335 transfer students who responded to the transfer follow-up survey were asked to rate nine skill areas and personal characteristics with respect to whether they thought attendance at JCCC had helped them improve in those areas.

As Figure 7 shows, the majority of students responding to the survey thought JCCC had helped them improve in all but one of the nine. Three-fourths of the former JCCC students indicated that the college had helped them improve their written communication skills. Fifty percent indicated that the college had enhanced their ability to get along with others. See Table 9 in Appendix A for details.

Figure 7
Student Characteristics that Were Improved by Attendance at JCCC

Note. Percent checking "strongly agree"/"agree" for each statement.
Were Former JCCC Students Satisfied with the College?

The transfer follow-up survey also asked several questions that together suggest something of the degree of former students' satisfaction with, and positive feelings toward, JCCC. Students' responses provide firsthand information not only on how they felt about the college, but on how useful they considered their experiences in preparing them for a 4-year school (Figure 8). For instance, nine out of ten former JCCC students noted that they would recommend the college to friends and acquaintances. Nearly eight of ten (77%) of the former JCCC students indicated that attending the college had improved the quality of their lives aside from any financial gains they may have had. Approximately three-fourths of the students responding (73%) would encourage their children to attend JCCC. Roughly two-thirds (65%) of the former students responding to the survey indicated that JCCC was their first choice of a college at the time they enrolled. See Table 8 in Appendix A for details.

Figure 8
Satisfaction of Former Students With Their Experiences at JCCC

Former Student Response:
- Would Recommend JCCC To a Friend
- If Starting Now, Would Attend JCCC
- JCCC Improved Quality of My Life
- Would Encourage Children to Attend
- JCCC was First Choice of College

Percent of Positive Responses

NOTE: Based on numbers of "definitely," "yes," and "probably" responses (N=335)
How Many Credit Hours Were Earned at JCCC by its Transfer Students?

Former students completed an average of 28.8 credit hours at JCCC before transferring. Half of them had earned 22 or fewer credit hours at the college and over half (56%) were classified as freshman (i.e., they had earned 25 or fewer credit hours). Thirty-four percent were sophomores at JCCC (i.e., they had earned between 26 and 64 credit hours). The remaining 10% who earned more than 64 credit hours at JCCC were classified as special students. See Figure 9.

Figure 9. Credit Hours Earned (Class Levels) JCCC Transfer Students (N=1,645)

1-25 Hrs (Freshmen) 56%
26-64 Hrs (Sophomore) 34%
65+ Hrs (Special) 10%
How Many Transfer Students Graduated from JCCC?

Research on transfer students suggests that those who earn degrees from their community college tend to be more successful in 4-year institutions. The data on credit hours earned presented earlier suggest that most JCCC students transfer prior to earning an associate's degree. As Figure 10 indicates, that is indeed the case. Of the 1,645 former students who transferred between summer 1990 and spring 1991, only 11% had earned a degree or certificate from JCCC prior to leaving the college.

Figure 10. Associate Degrees Earned by JCCC Transfer Students (N=1,645)
How Many Semesters Were Transfer Students Enrolled in JCCC?

The data presented above also suggest that JCCC's transfer students tend to leave the college before earning credit hours sufficient to qualify them for upper-division work on a degree at the 4-year institution. Figure 11 supports this view.

JCCC records indicate that two-thirds of the 1,645 former students who entered 4-year institutions between summer 1990 and spring 1991 had been associated with the college between one and four semesters, many on a part-time basis. The remaining third of the transfer students had attended for longer periods of time.

Figure 11. Number of Semesters Spent at JCCC by Transfer Students (N=1,645)

Based on the records of 1,645 former students who entered 4-year institutions between summer 1990 and spring 1991.
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<td>Table 12</td>
<td>Student Credit Hours-Transfer Institutions</td>
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<td>Grade Point Average Earned at JCCC</td>
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<td>Table 14</td>
<td>Grade Point Average Earned at Transfer Institution</td>
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<td>JCCC Students' Cumulative Grade Point Averages</td>
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<td>at JCCC &amp; 4-Year Institutions, By 4-Year College Major</td>
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<td>Grade Point Averages in JCCC Courses Related to Transfer Students' 4-Year College Majors</td>
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<td>Table 17</td>
<td>Current Primary Educational Objective</td>
<td>34</td>
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DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS
(N=335)

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<th>Number of Responses</th>
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<td><strong>Sex</strong></td>
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<tr>
<td>Male</td>
<td>157</td>
<td>47.3%</td>
</tr>
<tr>
<td>Female</td>
<td>175</td>
<td>52.7</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 25</td>
<td>249</td>
<td>74.3%</td>
</tr>
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<td>26 to 30</td>
<td>24</td>
<td>7.2</td>
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<td>41 to 50</td>
<td>11</td>
<td>3.3</td>
</tr>
<tr>
<td>Over 50</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Black</td>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>White/other</td>
<td>299</td>
<td>89.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never married</td>
<td>248</td>
<td>74.0%</td>
</tr>
<tr>
<td>Currently married</td>
<td>69</td>
<td>20.6</td>
</tr>
<tr>
<td>Previously married</td>
<td>13</td>
<td>3.9</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Family Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under $20,000</td>
<td>60</td>
<td>17.9%</td>
</tr>
<tr>
<td>$20,000 to 40,000</td>
<td>62</td>
<td>18.5</td>
</tr>
<tr>
<td>40,001 to 60,000</td>
<td>79</td>
<td>23.6</td>
</tr>
<tr>
<td>60,001 to 80,000</td>
<td>43</td>
<td>12.8</td>
</tr>
<tr>
<td>80,001 to 100,000</td>
<td>27</td>
<td>8.1</td>
</tr>
<tr>
<td>Over 100,000</td>
<td>7</td>
<td>2.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>37</td>
<td>11.0</td>
</tr>
</tbody>
</table>

Mean = 24.5; Median = 21.0
<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time military</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Employed full-time (30+ hours/week)</td>
<td>51</td>
<td>15.2</td>
</tr>
<tr>
<td>Employed part-time (under 30 hours/week)</td>
<td>137</td>
<td>40.9</td>
</tr>
<tr>
<td>Unemployed, actively looking for work</td>
<td>13</td>
<td>3.9</td>
</tr>
<tr>
<td>Out of labor force</td>
<td>126</td>
<td>38.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Table 3
SOURCES OF INCOME OF SURVEY RESPONDENTS
\( (N=335) \)

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sources of Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/Guardian</td>
<td>188</td>
<td>56.1%</td>
</tr>
<tr>
<td>Employment Off-Campus</td>
<td>173</td>
<td>51.6%</td>
</tr>
<tr>
<td>Student Loan(s)</td>
<td>76</td>
<td>22.7%</td>
</tr>
<tr>
<td>Grant/Scholarship</td>
<td>92</td>
<td>27.5%</td>
</tr>
<tr>
<td>Employment On-Campus</td>
<td>37</td>
<td>11.0%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>75</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

Note. Multiple responses possible; numbers and percentages are not additive.

Table 4
PRIMARY SOURCE OF INCOME FOR SURVEY RESPONDENTS
\( (N=335) \)

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardian</td>
<td>140</td>
<td>41.8%</td>
</tr>
<tr>
<td>Employment Off-Campus</td>
<td>87</td>
<td>26.0%</td>
</tr>
<tr>
<td>Student Loan(s)</td>
<td>18</td>
<td>5.3%</td>
</tr>
<tr>
<td>Employment On-Campus</td>
<td>10</td>
<td>3.0%</td>
</tr>
<tr>
<td>Grant/Scholarship</td>
<td>14</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>47</td>
<td>14.0%</td>
</tr>
</tbody>
</table>
Table 5
JCCC EDUCATIONAL OBJECTIVE OF SURVEY RESPONDENTS
(N=335)

<table>
<thead>
<tr>
<th>Original Primary Educational Objective at JCCC</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare to transfer</td>
<td>254</td>
<td>75.8%</td>
</tr>
<tr>
<td>Explore courses to decide on new career</td>
<td>9</td>
<td>2.7</td>
</tr>
<tr>
<td>Prepare to enter job market</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Improve skills for present job</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Study topics of interest/self-improvement</td>
<td>5</td>
<td>1.5</td>
</tr>
<tr>
<td>Prepare to change careers</td>
<td>4</td>
<td>1.2</td>
</tr>
<tr>
<td>Remedy or review basic skills</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>45</td>
<td>13.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changed Educational Objective at JCCC</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>10.4</td>
</tr>
<tr>
<td>No</td>
<td>288</td>
<td>86.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>12</td>
<td>3.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Educational Objective</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare to transfer</td>
<td>23</td>
<td>67.6%</td>
</tr>
<tr>
<td>Explore career possibilities</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>Prepare to change careers</td>
<td>2</td>
<td>5.9</td>
</tr>
<tr>
<td>Enter the job market</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>2</td>
<td>5.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achieved Ultimate Educational Objective at JCCC</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, completely</td>
<td>191</td>
<td>57.0%</td>
</tr>
<tr>
<td>Yes, partially</td>
<td>111</td>
<td>33.1</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>6.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>11</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JCCC Helped Achieve Objective</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, completely</td>
<td>264</td>
<td>78.8%</td>
</tr>
<tr>
<td>Unsure</td>
<td>30</td>
<td>9.0</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Unknown</td>
<td>33</td>
<td>9.9</td>
</tr>
<tr>
<td>Year Most Recently Enrolled</td>
<td>Number of Responses</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1989</td>
<td>14</td>
<td>4.2%</td>
</tr>
<tr>
<td>1990</td>
<td>189</td>
<td>56.4</td>
</tr>
<tr>
<td>Other</td>
<td>119</td>
<td>35.5</td>
</tr>
<tr>
<td>Unknown</td>
<td>13</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Total Number of Semesters Enrolled at JCCC

| 1 or 2            | 101 | 30.4% |
| 3 or 4            | 110 | 32.8  |
| 5 or 6            | 71  | 21.2  |
| 7 or 8            | 22  | 6.6   |
| 9 or more         | 21  | 6.3   |
| Unknown           | 10  | 3.0   |

Mean = 4.1; Median = 4.0

Total Number of Semesters Enrolled Full-Time at JCCC

| None               | 124 | 37.0% |
| 1 or 2             | 81  | 24.2  |
| 3 or 4             | 93  | 27.8  |
| 5 or 6             | 19  | 5.7   |
| 7 or 8             | 1   | 0.3   |
| 9 or more          | 2   | 0.6   |
| Unknown            | 15  | 4.4   |

Mean = 1.8; Median = 1.0
## Table 7

**JCCC Program Majors & Academic Performance**  
(N=335)

<table>
<thead>
<tr>
<th>Program Major</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General transfer</td>
<td>113</td>
<td>33.7%</td>
</tr>
<tr>
<td>Business technology</td>
<td>64</td>
<td>19.1%</td>
</tr>
<tr>
<td>Communications</td>
<td>16</td>
<td>4.8%</td>
</tr>
<tr>
<td>Humanities/social sciences/arts</td>
<td>19</td>
<td>5.7%</td>
</tr>
<tr>
<td>Science/math</td>
<td>46</td>
<td>13.7%</td>
</tr>
<tr>
<td>Computer science</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
<td>4.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>57</td>
<td>17.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Reported Credit Hours Completed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>20</td>
</tr>
<tr>
<td>6 to 10</td>
<td>33</td>
</tr>
<tr>
<td>11 to 15</td>
<td>34</td>
</tr>
<tr>
<td>16 to 30</td>
<td>71</td>
</tr>
<tr>
<td>31 to 45</td>
<td>43</td>
</tr>
<tr>
<td>46 to 60</td>
<td>42</td>
</tr>
<tr>
<td>Over 60</td>
<td>90</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

Mean = 36.5; Median = 30.0

<table>
<thead>
<tr>
<th>Self-Reported JCCC Grades</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly A’s</td>
<td>77</td>
</tr>
<tr>
<td>Mostly A’s - B’s</td>
<td>122</td>
</tr>
<tr>
<td>Mostly B’s</td>
<td>60</td>
</tr>
<tr>
<td>Mostly B’s - C’s</td>
<td>46</td>
</tr>
<tr>
<td>Mostly C’s</td>
<td>15</td>
</tr>
<tr>
<td>Mostly C’s - D’s</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Associate Degree?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>262</td>
</tr>
</tbody>
</table>
### Table 8
SATISFACTION WITH JCCC (N=335)

<table>
<thead>
<tr>
<th>JCCC Was First Choice</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>216</td>
<td>64.5%</td>
</tr>
<tr>
<td>Unsure</td>
<td>38</td>
<td>11.3%</td>
</tr>
<tr>
<td>No</td>
<td>73</td>
<td>21.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JCCC Improved Quality of Life</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>143</td>
<td>42.7%</td>
</tr>
<tr>
<td>Probably</td>
<td>114</td>
<td>34.0%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>46</td>
<td>13.7%</td>
</tr>
<tr>
<td>Probably not</td>
<td>15</td>
<td>4.5%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>5</td>
<td>1.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>12</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If Starting Now, Would Attend JCCC Again</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>220</td>
<td>65.7%</td>
</tr>
<tr>
<td>Probably</td>
<td>69</td>
<td>20.6%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>17</td>
<td>5.1%</td>
</tr>
<tr>
<td>Probably not</td>
<td>11</td>
<td>3.3%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>10</td>
<td>3.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would Recommend JCCC to Friends</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>303</td>
<td>90.4%</td>
</tr>
<tr>
<td>Unsure</td>
<td>19</td>
<td>5.7%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would Encourage Own Children to Attend JCCC</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>245</td>
<td>73.1%</td>
</tr>
<tr>
<td>Unsure</td>
<td>61</td>
<td>18.2%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>5.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>12</td>
<td>3.6%</td>
</tr>
<tr>
<td>JCCC Helped--</td>
<td>Number of Responses</td>
<td>Agree</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Improve written communication skills</td>
<td>292</td>
<td>75.0%</td>
</tr>
<tr>
<td>Broaden knowledge of arts and sciences</td>
<td>284</td>
<td>70.5%</td>
</tr>
<tr>
<td>Improve oral communication skills</td>
<td>277</td>
<td>62.1%</td>
</tr>
<tr>
<td>Improve decision-making skills</td>
<td>279</td>
<td>56.2%</td>
</tr>
<tr>
<td>Improve time management skills</td>
<td>278</td>
<td>58.1%</td>
</tr>
<tr>
<td>Enhance self-confidence</td>
<td>283</td>
<td>61.8%</td>
</tr>
<tr>
<td>Expand my tolerance for people and ideas</td>
<td>277</td>
<td>61.3%</td>
</tr>
<tr>
<td>Clarify values and goals</td>
<td>278</td>
<td>48.9%</td>
</tr>
<tr>
<td>Enhance my ability to get along with others</td>
<td>279</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

NOTE: Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" column includes "strongly agree" and "agree" responses combined and the "disagree" column includes "disagree" and "strongly disagree" responses combined.
<table>
<thead>
<tr>
<th>Aspect</th>
<th>At JCCC</th>
<th>At Four-Year College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction</td>
<td>320</td>
<td>321</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>86.8%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.7%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Convenience of class scheduling</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>85.1%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4.7%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Helpfulness/individual attention of faculty</td>
<td>316</td>
<td>321</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>84.5%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12.3%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3.1%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Facilities and equipment</td>
<td>309</td>
<td>314</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>83.2%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.6%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2.3%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Registration process</td>
<td>322</td>
<td>321</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>81.1%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9.0%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Variety of Courses</td>
<td>314</td>
<td>322</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>78.4%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.6%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>5.1%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Career or transfer preparation</td>
<td>310</td>
<td>230</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>72.2%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21.0%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>6.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Academic advisement and counseling</td>
<td>296</td>
<td>315</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>59.5%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>30.7%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9.8%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Availability of scholarships and financial aid</td>
<td>249</td>
<td>279</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>28.1%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Neutral</td>
<td>62.2%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9.6%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Job Placement Services</td>
<td>215</td>
<td>221</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>22.8%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>73.0%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4.2%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "somewhat satisfied" responses combined and the "dissatisfied" column includes "somewhat dissatisfied" and "very dissatisfied" responses combined.
Table 11
ENROLLMENT OF JCCC STUDENTS IN TRANSFER INSTITUTIONS
(N = 1,645)

<table>
<thead>
<tr>
<th>Transfer Institution</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Kansas</td>
<td>675</td>
<td>41.0%</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>427</td>
<td>26.0</td>
</tr>
<tr>
<td>Emporia State University</td>
<td>147</td>
<td>8.9</td>
</tr>
<tr>
<td>University of Missouri-Kansas City</td>
<td>141</td>
<td>8.6</td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>69</td>
<td>4.2</td>
</tr>
<tr>
<td>Rockhurst College</td>
<td>20</td>
<td>1.3</td>
</tr>
<tr>
<td>Washburn University</td>
<td>20</td>
<td>1.2</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>19</td>
<td>1.2</td>
</tr>
<tr>
<td>Central Missouri State University</td>
<td>14</td>
<td>0.9</td>
</tr>
<tr>
<td>Avila College</td>
<td>14</td>
<td>0.9</td>
</tr>
<tr>
<td>Fort Hays State University</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Other, Unknown</td>
<td>97</td>
<td>5.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year First Entered Transfer Institution</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>1,389</td>
<td>89.7</td>
</tr>
<tr>
<td>1991</td>
<td>158</td>
<td>10.2</td>
</tr>
<tr>
<td>Other, Unknown</td>
<td>1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Standing at Transfer Institution</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>719</td>
<td>46.6%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>381</td>
<td>24.7</td>
</tr>
<tr>
<td>Junior</td>
<td>343</td>
<td>22.2</td>
</tr>
<tr>
<td>Senior</td>
<td>90</td>
<td>5.8</td>
</tr>
<tr>
<td>Graduate student</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>11</td>
<td>0.7</td>
</tr>
</tbody>
</table>
Table 12

STUDENT CREDIT HOURS--TRANSFER INSTITUTIONS
(N=1,645)

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- 25</td>
<td>1,115</td>
<td>67.8%</td>
</tr>
<tr>
<td>26- 50</td>
<td>417</td>
<td>25.3%</td>
</tr>
<tr>
<td>51- 75</td>
<td>12</td>
<td>0.7%</td>
</tr>
<tr>
<td>76-100</td>
<td>4</td>
<td>0.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>97</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Mean = 18.9; Median = 15.0

<table>
<thead>
<tr>
<th>Credit Hours Completed</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- 25</td>
<td>1,148</td>
<td>69.8%</td>
</tr>
<tr>
<td>26- 50</td>
<td>376</td>
<td>22.9%</td>
</tr>
<tr>
<td>51- 75</td>
<td>11</td>
<td>0.7%</td>
</tr>
<tr>
<td>76-100</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>109</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

Mean = 17.8; Median = 15.0
Table 13
GRADE POINT AVERAGE EARNED AT JCCC
(N=1,645)

<table>
<thead>
<tr>
<th>Overall Grade Point Average</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00-0.99</td>
<td>17</td>
<td>1.0%</td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>71</td>
<td>4.4%</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>704</td>
<td>43.2%</td>
</tr>
<tr>
<td>3.00-3.99</td>
<td>720</td>
<td>44.2%</td>
</tr>
<tr>
<td>4.00</td>
<td>118</td>
<td>7.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Mean = 2.91; Median = 3.00

Table 14
GRADE POINT AVERAGE EARNED AT TRANSFER INSTITUTION
(N=1,645)

<table>
<thead>
<tr>
<th>Overall Grade Point Average</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00-0.99</td>
<td>73</td>
<td>4.4%</td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>197</td>
<td>12.0%</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>674</td>
<td>41.0%</td>
</tr>
<tr>
<td>3.00-3.99</td>
<td>535</td>
<td>32.5%</td>
</tr>
<tr>
<td>4.00</td>
<td>68</td>
<td>4.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>98</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

Mean = 2.64; Median = 2.73
Table 15

JCCC STUDENTS’ CUMULATIVE GRADE POINT AVERAGES AT JCCC AND 4-YEAR INSTITUTIONS, BY 4-YEAR COLLEGE MAJOR

<table>
<thead>
<tr>
<th>Major Area of Study, 4-Year College</th>
<th>Number of Cases</th>
<th>JCCC Cum. GPA</th>
<th>Transfer Cum. GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>6</td>
<td>3.53</td>
<td>3.04</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>34</td>
<td>3.11</td>
<td>2.72</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>9</td>
<td>3.10</td>
<td>3.12</td>
</tr>
<tr>
<td>Computer Science</td>
<td>24</td>
<td>3.08</td>
<td>2.71</td>
</tr>
<tr>
<td>Health</td>
<td>68</td>
<td>3.09</td>
<td>2.83</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>77</td>
<td>3.02</td>
<td>2.52</td>
</tr>
<tr>
<td>Engineering</td>
<td>139</td>
<td>3.01</td>
<td>2.64</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>50</td>
<td>2.93</td>
<td>2.67</td>
</tr>
<tr>
<td>Business</td>
<td>336</td>
<td>2.91</td>
<td>2.67</td>
</tr>
<tr>
<td>Education</td>
<td>174</td>
<td>2.88</td>
<td>2.79</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>34</td>
<td>2.87</td>
<td>2.62</td>
</tr>
<tr>
<td>Natural Resources, Architecture</td>
<td>24</td>
<td>2.81</td>
<td>2.28</td>
</tr>
<tr>
<td>Social Sciences (not Psychology)</td>
<td>149</td>
<td>2.76</td>
<td>2.39</td>
</tr>
<tr>
<td>Psychology</td>
<td>56</td>
<td>2.73</td>
<td>2.59</td>
</tr>
<tr>
<td>Communication</td>
<td>78</td>
<td>2.70</td>
<td>2.42</td>
</tr>
<tr>
<td>Home Economics</td>
<td>26</td>
<td>2.61</td>
<td>2.10</td>
</tr>
</tbody>
</table>

Note. Caution should be used in interpreting the meaningfulness of the data when the number of cases is small (i.e., less than 10 students).
<table>
<thead>
<tr>
<th>Major Area of Study, 4-Year College</th>
<th>Number of Cases</th>
<th>JCCC Cumulative GPA In Courses Related To 4-Year College Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>11</td>
<td>3.87</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>3.68</td>
</tr>
<tr>
<td>Liberal Arts, English</td>
<td>30</td>
<td>3.12</td>
</tr>
<tr>
<td>Health</td>
<td>49</td>
<td>3.11</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>4</td>
<td>3.02</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>39</td>
<td>3.01</td>
</tr>
<tr>
<td>Education</td>
<td>141</td>
<td>3.00</td>
</tr>
<tr>
<td>Engineering</td>
<td>88</td>
<td>2.97</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>8</td>
<td>2.90</td>
</tr>
<tr>
<td>Psychology</td>
<td>29</td>
<td>2.88</td>
</tr>
<tr>
<td>Business</td>
<td>196</td>
<td>2.80</td>
</tr>
<tr>
<td>Social Sciences (not Psychology)</td>
<td>53</td>
<td>2.76</td>
</tr>
</tbody>
</table>

**Note.** Caution should be used in interpreting the significance of the data when the number of cases is small (i.e., less than 10 students). Related courses were defined as those with the same course prefixes (e.g., "Education" courses taken by education majors) or related, required course prefixes (e.g., math courses needed for a major in the physical sciences).
Table 17
CURRENT PRIMARY EDUCATIONAL OBJECTIVE

<table>
<thead>
<tr>
<th>Educational Objective</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare to enter the job market</td>
<td>124</td>
<td>37.0%</td>
</tr>
<tr>
<td>Prepare for graduate school</td>
<td>104</td>
<td>31.0</td>
</tr>
<tr>
<td>Transfer to another college or university</td>
<td>34</td>
<td>10.1</td>
</tr>
<tr>
<td>Prepare to change career</td>
<td>7</td>
<td>2.8</td>
</tr>
<tr>
<td>Explore career possibilities</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>Study topics of interest/self-improvement</td>
<td>3</td>
<td>0.9</td>
</tr>
<tr>
<td>Improve skills for present job</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>No plans for more education</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Remedy or review basic skills</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>56</td>
<td>16.7</td>
</tr>
</tbody>
</table>
July 11, 1991

Title Firstname Lastname
Position
College
Address
City, State Zip

Dear Salutation:

The Office of Institutional Research is conducting JCCC's annual transfer follow-up process that tracks JCCC students who transfer to four year institutions and provides information relevant to JCCC's role in preparing students for transfer. In order to conduct this process, we must identify and be able to contact those students who have transferred within the last year.

We very much need your help in this process.

It is important that we be able to identify students at College who have transferred from JCCC in the summer 1990, fall 1990, or spring 1991 semesters. Would it be possible for you to provide any or all of the following information to us regarding each of these former JCCC students?

1. Name
2. Social Security Number
3. Current address
4. First semester enrolled at College
5. Class (Freshman, Sophomore, Junior, Senior)
6. Major (by CIP code)
7. Cumulative GPA at College
8. Number of hours completed at College
9. Number of hours attempted at College

If possible, it would also be helpful to us if you could provide the average GPA for all transfer students at College.

Thank you very much for your assistance in this matter. If you are interested, we would be happy to share results of our follow-up studies with you--just let me know. Please feel free to call if you have any questions.

Sincerely,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation, and Instructional Development
September 20, 1991

Dear JCCC Student or Former Student:

Johnson County Community College is interested in the academic progress of its students. Specifically, we would like to know your academic involvement during the completed summer 1990, fall 1990, and spring 1991 semesters. This information will assist our office in its student follow-up activities.

Please take a minute to complete the enclosed self-addressed, stamped postcard and return it to us as soon as possible. Your response will be a big help to us.

We may want to contact you again within the next year or so. If there is a better permanent address at which to reach you, please correct the address label on the postcard. Thank you for your assistance.

Respectfully,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation, and Instructional Development

encl.
APPENDIX D
POSTCARD SURVEY FORM

YOUR ACADEMIC INVOLVEMENT DURING SUMMER 1990:

_____ Enrolled at JCCC or another 2-year college

_____ Enrolled at a 4-year college or university for the first time since attending JCCC

_____ Enrolled at a 4-year college or university as a continuing student

_____ Not enrolled

YOUR ACADEMIC INVOLVEMENT DURING FALL 1990:

_____ Enrolled at JCCC or another 2-year college

_____ Enrolled at a 4-year college or univ. for the first time since attending JCCC

_____ Enrolled at a 4-year college or univ. as a continuing student

_____ Not enrolled

YOUR ACADEMIC INVOLVEMENT DURING SPRING 1991:

_____ Enrolled at JCCC or another 2-year college

_____ Enrolled at a 4-year college or univ. for the first time since attending JCCC

_____ Enrolled at a 4-year college or univ. as a continuing student

_____ Not enrolled

*If the above address is incorrect, please make appropriate changes.

ATTENTION: INSTITUTIONAL RESEARCH

39
37
BEST COPY AVAILABLE
December 19, 1991

Dear Former JCCC Student:

As part of Johnson County Community College’s continuing commitment to improve its programs and services, we are surveying former students who have transferred to 4-year colleges and universities. We are particularly interested in your academic progress and how well you feel JCCC prepared you for your subsequent academic endeavors. Your experiences at both a 4-year college or university and at JCCC give you valuable insights which can help us evaluate our educational offerings.

We very much appreciate your taking a few minutes during this busy time of year to complete the enclosed survey. Please return the completed survey using the enclosed postage-paid reply envelope by January 9, 1992. Your responses are important and your insights will be used by the college to help us in meeting the needs of future JCCC students. Naturally all responses will be kept strictly confidential and reported as group data only.

Thank you for your time and your contribution to this important project. Good luck and best wishes in your future endeavors.

Sincerely,

Jeffrey A. Seybert, Ph.D.
Director, Research, Evaluation, and Instructional Development

Enclosure
February 5, 1992

Dear Former JCCC Student:

A few weeks ago Johnson County Community College mailed you a Transfer Follow-Up Survey requesting information about your experiences at JCCC and at your transfer institution. Our records indicate that we have not yet received a response from you.

We have enclosed a second copy of the survey for your convenience, in case your original copy has been misplaced. We would very much appreciate it if you would complete the survey and return it to us in the enclosed postage-paid envelope by February 20, 1992. The survey should take no more than 10 minutes to complete.

Your opinions and insights are very important to JCCC and your response will help us plan programs and provide services that best serve our students. Your survey responses are completely confidential and individual responses are shared with no one. So please, take the next few minutes to complete and mail the enclosed Transfer Follow-Up Survey. If you have already done so, thank you very much for your cooperation.

Thank you again for your time and your contribution to this important project.

Sincerely,

Jeffrey A Seybert, Ph.D.
Director, Research, Evaluation, and Instructional Development

Enclosures
APPENDIX G
TRANSFER FOLLOW-UP SURVEY FORM

JOHNSON COUNTY COMMUNITY COLLEGE
TRANSFER FOLLOW-UP SURVEY
SPRING 1990

Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible, then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

NOTE: If you did not complete at least one credit course at JCCC during fall 1988, spring 1989 or summer 1989, and did not transfer to a 4-year college or university, please check here and return the uncompleted survey to us so our records can be updated. Thank you.

1. What was your major or main area of study at JCCC?
2. How many credit hours did you complete at JCCC?
3. How many semesters were you enrolled at JCCC?
   part-time (11 hours or less) full-time (12 hours or more)
4. When were you last enrolled at JCCC? Summer of 19____ Fall of 19____ Spring of 19____
5. Did you earn an associate's degree at JCCC?
   1. Yes
   2. No
6. What 4-year school do you attend?
7. What is your current class standing at the 4-year college/university you attend?
   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior
   5. Graduate student
8. Based on your own personal experiences, please indicate your level of satisfaction with each of the following aspects of JCCC by circling the number which best reflects your opinion according to the following scale. Also indicate your level of satisfaction with each of these aspects of the 4-year school you attend. Skip those items which are not applicable to you.

   1 = Very dissatisfied 2 = Somewhat dissatisfied 3 = Neutral 4 = Somewhat satisfied 5 = Very satisfied

   A. Academic advisement/ counseling services
      AT JCCC AT 4-YEAR SCHOOL
      1 2 3 4 5 1 2 3 4 5
   B. Availability of scholarships and financial aid
      1 2 3 4 5 1 2 3 4 5
   C. Registration process
      1 2 3 4 5 1 2 3 4 5
   D. Convenience of class scheduling
      1 2 3 4 5 1 2 3 4 5
   E. Variety of courses
      1 2 3 4 5 1 2 3 4 5
   F. Helpfulness/individual attention of faculty
      1 2 3 4 5 1 2 3 4 5
   G. Quality of instruction
      1 2 3 4 5 1 2 3 4 5
   H. Transfer preparation
      1 2 3 4 5 1 2 3 4 5
   I. Job placement services
      1 2 3 4 5 1 2 3 4 5
   J. Facilities and equipment
      1 2 3 4 5 1 2 3 4 5

BEST COPY AVAILABLE
9. People have different reasons for attending college—career training, personal growth, intellectual development, and so on. Please rate each of the following with regard to how much you agree that JCCC should have helped you with this, and how much you agree that your experiences at JCCC actually helped accomplish it, based on the following scale (circle one response for each). Skip those which are not applicable to you.

<table>
<thead>
<tr>
<th>A. Broadened my knowledge of the arts and sciences</th>
<th>JCCC should have done this</th>
<th>JCCC affected me this way</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Improved my ability to communicate orally</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C. Improved my ability to communicate in writing</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>D. Improved my ability to make good decisions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>E. Improved my ability to make constructive use of time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F. Enhanced my ability to get along with others</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>G. Expanded my tolerance for people and ideas</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>H. Assisted me in clarifying the values and goals of my life</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I. Enhanced my self-confidence</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

10. Was JCCC your “first choice” educational institution at the time you first enrolled?

   1. Yes
   2. Unsure
   3. No

11. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

   1. Definitely yes
   2. Probably yes
   3. Uncertain
   4. Probably no
   5. Definitely no

12. If you could go back, knowing what you know now, would you still attend JCCC?

   1. Definitely yes
   2. Probably yes
   3. Uncertain
   4. Probably no
   5. Definitely no

13. Would you recommend attending JCCC to your friends and acquaintances?

   1. Yes
   2. Unsure
   3. No

14. Would you encourage your children to attend JCCC?

   1. Yes
   2. Unsure
   3. No

15. For you, what was the primary advantage of attending JCCC prior to transferring to a 4-year college/university?
16. What was your primary educational objective when first enrolling at JCCC? (Check only one)

- Prepare to transfer to another college or university
- Prepare to enter the job market
- Improve skills for your present job
- Explore courses to decide on a new career
- Remedy or review basic skills
- Study topics of interest or for self-improvement
- Prepare to change careers
- Other (please specify)

17. Did you change this educational objective while a student at JCCC?

- Yes, changed objective to
- No

18. Did you achieve your ultimate educational objective at JCCC?

- Yes, completely
- Yes, partially
- No (If no, briefly explain, then skip to Question 21)

19. Did JCCC help you to achieve this educational objective?

- Yes
- Unsure
- No (if no, please explain)

20. Which of the following best describes your current primary educational objective? (check only one)

- Transfer to another college or university
- Prepare for graduate school
- Prepare to enter the job market
- Improve skills for your present job
- Explore courses to decide on a new career
- Remedy or review basic skills
- Study topics of interest or for self-improvement
- Prepare to change careers
- No plans for more education
- Other (please specify)

21. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be? Why did you select this person?

22. What is your sex?

- Female
- Male

23. What is your age?

24. What is your race?

- American Indian/Alaskan
- Hispanic
- Asian/Pacific Islander
- Black
- White/other

25. What is your marital status?

- Single/never married
- Married
- Previously married (separated, divorced, or widowed)

26. Please describe your JCCC grades:

- Mostly A's
- Mostly A's and B's
- Mostly B's
- Mostly B's and C's
- Mostly C's
- Mostly C's and D's
- Mostly D's
- Mostly F's

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27. Which of the following best describes your current employment situation?

1. Full-time military
2. Employed full-time (30+ hours per week)
3. Employed part-time (under 30 hours per week)
4. Unemployed, actively looking for work
5. Not in labor force (not employed and not looking for work)

28. Which of the following describes your source(s) of income? (check all that apply)

1. Employment (on campus)
2. Employment (off campus)
3. Student loan(s)
4. Grant/scholarship
5. Parents/Guardian
6. Other (please specify)

29. Which of the following describes your primary source of income? (check only one)

1. Employment (on campus)
2. Employment (off campus)
3. Student loan(s)
4. Grant/scholarship
5. Parents/Guardian
6. Other (please specify)

30. Which of the following best describes your annual family income?

1. Under $20,000
2. $20,000 to $40,000
3. $40,001 to $60,000
4. $60,001 to $80,000
5. $80,001 to $100,000
6. Over $100,000

31. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated. Thank you.