

AN ABSTRACT OF THE THESIS OF

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Title: IDENTIFICATION OF FACTORS INFLUENCING HIGH SCHOOL  
STUDENTS IN SELECTING AN OCCUPATIONAL PROGRAM

MAJOR IN AN OREGON COMMUNITY COLLEGE

Abstract approved: \_\_\_\_\_

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The study was devoted to formulating answers to the following questions:

1. What factors did students report to be influential in their choice of a community college major?
2. What factors influenced students in the selection of a community college to attend?
3. What factors influenced students to continue their education within the first year following high school graduation.
4. Were the rank order of factor groups correlated by student's sex, by high school background and by when the selection of a community college major was made?

The study included students of associated degree occupational programs from 11 of Oregon's 12 community colleges. Twenty winter term (1970) occupational classes were selected and surveyed.

The 125 students from these classes that had graduated from high school in 1969 served as the population for the questionnaire survey. From the 125 student population, 34 students were selected for in-depth interviews.

A profile was developed including the students' high school background and the time they made their choice of an occupational major. The findings indicated a student's choice of a community college major is influenced most by his "interest in the subject matter," "employment potential," "parents," "previous experiences on a job" and "influences of the high school." A rather consistent significant correlation of rank orders of factor categories existed between all groups in their responses to influences in selecting a community college major.

In selecting a community college to attend, students are influenced most by the "convenience in location of the college to their home," by "tuition rates" and the "limitation of personal and family finances."

Several factors influenced students in reaching a decision to continue their education in a community college during the first year following high school. "Parents," the "desire for self-improvement," "employment potential," the "lack of anything else to do," "high school counselors" and "high school classmates" were the more influential factors in this decision. The males are also influenced to

choose to attend a community college right after high school to avoid the draft.

Implications for future action were developed and are included in the study.

Identification of Factors Influencing High School  
Students in Selecting an Occupational Program  
Major in an Oregon Community College

by

Ronald DeWayne Daugherty

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# IDENTIFICATION OF FACTORS INFLUENCING HIGH SCHOOL STUDENTS IN SELECTING AN OCCUPATIONAL PROGRAM MAJOR IN AN OREGON COMMUNITY COLLEGE

## CHAPTER I

### BACKGROUND AND INTRODUCTION

#### Background

A rapid growth in programs of occupational preparation at the secondary and post-secondary levels began to occur when the 1963 Vocational Education Act was passed. During the last nine years, 12 public community colleges were founded in Oregon. The programs in these schools have grown until the latest figures available show 8,073 students enrolled in occupational programs during the 1968-69 school year (Oregon Board of Education, 1969b).

The Oregon Sub-Committee on Vocational Education reported in 1968 that secondary occupational programs enrolled a total of 11,827 in 1962. The Oregon Board of Education's Biennial Report (1969b) indicated the enrollment had grown to 29,655 students by 1968. The career cluster approach to secondary level occupation programs and the Oregon Board of Education's added emphasis on the development of this portion of the curriculum assure an even greater expansion in numbers of students in the high school programs.

Although specific figures are not available, a number of the

administrators and board members from Oregon's community colleges indicated that students direct from high school make up a relatively small portion of the occupational preparation majors in their school. These same people indicated that most students who eventually major in community college programs of occupational preparation do so sometime later than their first year of post-high school experience.

A cultural factor seems to be the cause for small enrollments in technical and semi-professional programs among full-time students in the junior college (Medsker, 1960). This factor seems to cause students to covet the reputation of being a transfer student and to place a higher value on education leading to a baccalaureate degree. "...many students choose to pursue college transfer programs in the junior college through desire for greater prestige rather than as a result of a realistic appraisal of their individual capacities" (Blocker and Anthony, 1968, p. 1,009).

Medsker (1960) found that while two-thirds of the students in the public junior colleges were enrolled in transfer programs, only one-half of these actually transferred to four-year institutions. Hence, approximately one-half of the transfer students surveyed dropped out of college, neither realizing their ambition beyond the junior college nor completing appropriate preparation programs to qualify for specific vocations other than the professional level.

### Statement of the Problem

The study dealt with the problem of how to assist high school students to choose an occupational major in an Oregon community college leading to an associate degree. This was to be their first post-high school educational experience. This assistance should be provided to aid each student in making the most advantageous educational choice.

The problem is made up of two facets: what influences students to enroll in an occupational program at the community college and what factors influence students to not enroll in such programs.

The study was devoted to examining the problem of identifying the factors influencing students' selection and ultimate enrollment in occupational programs of selected community colleges in Oregon. Specifically, the study was devoted to formulating answers to the following questions:

1. What factors did students report to be influential in their choice of a community college major?
2. What factors influenced students in the selection of a community college to attend?
3. What factors influenced students to continue their education within the first year following high school?
4. Were the rank orders of factor groups correlated by student's sex, by high school background and by when the selection of a community college major was made?

### Purpose of the Study

The purpose of the study was to identify those factors that influenced 1969 high school graduates to matriculate from high school to a community college and select an occupational program major in an Oregon community college, leading to an associate degree.

### Assumptions

The following assumptions are set forth as a common basis for the study:

1. Each student, from which the data for this study were gathered, was able to respond to the questionnaire and interview check-list with equal ability to tell what factors influenced his choice of a post-high school major, community college and the decision to continue his education.
2. The students selected to participate in this study were representative, in their responses to the questionnaire and interview, of all Oregon students of the same approximate age and educational level.

### Limitations of the Study

Those limitations set forth were:

1. The study was limited to data obtained from students of community colleges in Oregon.

2. Data for the study were limited to information from students having completed high school in the Spring of 1969.

3. The study was limited to that of identifying factors influencing students to attend a community college the year following high school and major in an occupational program leading to an associate degree.

### Definition of Terms

For the purpose of the study, the following definitions of terms were used:

Articulation: The process of transfer and progression of students from one level of educational offering to the next. It may be regarded as the extent to which the various levels of the education system are so interrelated as to provide for continuous educational progress of students with a minimum of repetition and a maximum of efficiency (Oregon Board of Education, 1969a, p. 4).

Career Cluster Approach to Occupational Preparation: An approach to teaching occupational preparation for a group or family of jobs requiring identical or similar skills and knowledges for workers to perform efficiently; holding that occupations may be classified into logically related groups on the basis of authentic identical or similar job characteristics; providing students with the basic entry level requirements for any job in the cluster or for a specialized post-high school occupational program (Oregon Board of Education, 1969a).

Factors: Any one or combination of circumstances, conditions or entities that cause an individual to enroll or express the intent to enroll



as an occupational preparation major in the community college.

High School: A public operated school encompassing at least grades 11 and 12 and having met the minimum requirements for operating as a public secondary school under the laws of the State of Oregon and the regulations of the Oregon Board of Education; generally considered to have a comprehensive curriculum that contains the content and utilizes the methods necessary to prepare every student for his or her life roles.

Matriculation: The process of changing a student's enrollment from high school to the community college.

Occupational Preparation Programs: (vocational-technical education) Systematic education processes designed as one aspect of education which helps the individual discover, define, develop, and refine his competencies, attitudes, and habits, and to use them in working toward a career of his choice (Oregon Board of Education, 1969a, p. 4).

Oregon Community College: An Oregon public post-high school educational institution offering programs in occupational preparation (vocational-technical), general adult education, and collegiate transfer with a two-year maximum requirement for any of the programs; formed through a local area education district and governed by a board elected by the citizens of that district; with the primary responsibility of continually adjusting to and providing for the changes in the educational needs of its community.

## Design and Procedure

The study encompassed the associate degree occupational programs from 11 of Oregon's 12 community colleges (Appendix I). The programs were categorized according to the 12 occupational clusters presently recognized by the Oregon Board of Education secondary level occupational programs (Appendix II).

The freshman level classes for each of the occupational programs of the 11 community colleges were identified for winter term. From this list of 507 classes, 20 were selected and all students enrolled in these classes were surveyed by questionnaire. Twelve of these 20 classes were made up of one class each from the 12 cluster categories. These 12 classes were selected at random, by random number tables (Li, 1957). The remaining eight of the 20 classes were selected at random to adjust for proportional occupational program enrollment in each of the colleges. These eight classes were selected regardless of the cluster to which they belonged. The eight classes were apportioned on the basis of the 1969 Fall Term full-time equivalents reported for each of the colleges. Five additional classes were selected from Portland Community College, two from Lane Community College and one from Mt. Hood Community College (Appendix III).

The survey instrument was designed from information secured from a comprehensive review of the literature. The instrument was reviewed for recommended revisions by members of the doctoral

committee, the Associate Superintendent of Community College and Career Education, the State Director of Community College Student Personnel, and the Executive Secretary for the Oregon Community College Association.

A pilot study was conducted in which the survey instrument was given to two classes representative of, but not overlapping, the 20 class sample. The two classes were selected at random with one each from Portland Community College and Lane Community College. The survey instrument was revised before being administered to the study's population (Appendix V).

From the 20 class sample, only the data obtained from those students having completed high school in the Spring of 1969 were used as the population for the study. A total of 125 of the 359 students returning completed questionnaires had completed high school in the Spring of 1969.

An in-depth interview was conducted with a total of 34 of the 125 respondents whose questionnaires were included in the study (Appendix IV). Three students selected at random from each of the 12 occupational clusters made up the population for this phase of the study. The random selection was made by drawing the three completed population questionnaires from all population questionnaires in the respective cluster. Only two students each were interviewed from the health and metals clusters due to the limited number of eligible students responding

to the questionnaire.

The in-depth interview questions were developed on the basis of the related literature review and the preliminary findings from the survey questionnaire. A pilot study was conducted with the interview questions being used in an interview of 11 students representative of, but not overlapping, the 34 sample population. The students involved in the pilot study were selected at random from the eligible population from Lane and Linn-Benton Community Colleges. The questions and format of the interview were altered according to the results obtained throughout the pilot interviews (Appendix VI).

Permission and cooperation to conduct this study were obtained from the Oregon Community College Association and the presidents of each of the Oregon Community Colleges. The identification of students and arrangements for the survey and interviews were made through a representative appointed by the president of the respective institutions.

### Summary

The development of community colleges in Oregon and the increasing emphasis on occupational preparation in the colleges and schools brings attention to problems existing within the educational system. The problem of assisting students graduating from high school to select an appropriate post-high school goal, based on their personal interests and abilities, is one of these long existing problems.

The study sought a partial answer to this problem by identifying factors influencing 1969 high school graduates to matriculate to an Oregon community college. Identification of factors influencing the selection of an occupational program major in a community college, leading to an associate degree were also sought. The identification of factors was made through a survey of selected 1969 high school graduates presently in an occupational program major in Oregon leading to the associate degree. An in-depth interview was conducted with 34 of the students surveyed by questionnaire. Data were collected from a population selected to represent 11 of Oregon's 12 community colleges and the major occupational preparation programs in these colleges.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

"The history of mankind is a race between education and catastrophe, " according to Will Durant (Marsee, 1968, p. 10).

Selecting an occupational major post-high school experience may be viewed as a multi-faceted problem. Factors influencing a student to make this post-high school decision may be related to a community college student characteristics, the process of selecting a post-high school educational program, the process of selecting an occupation and/or the articulation between the occupational preparation programs of the secondary schools and community colleges.

The study was designed to encompass those factors in each of the four categories listed above. To do this, the literature pertaining to any one or combination of these subjects has been reviewed. The more significant factors, procedures and findings of the literature have been compiled for the study. Major emphasis has been placed on data reported in the past ten years, though the literature review was not limited to that reported since 1959.

#### Characteristics of the Community College Student

A study entitled "SCOPE" indicates some interesting

characteristics of today's community-junior college students (Cross, 1968). Cross discusses characteristics that may be indicative of factors that influence today's community-junior college student. The present junior college student has experienced a far different cultural environment during his lifetime than the college student of years past.

The "SCOPE" study, as pointed out by Cross, also indicates children entering college and the persistence they have to succeed while there is definitely influenced by the desire and encouragement of the parent. The student does not consider the cost of college the main reason for not attending. The junior college student is much more dependent upon his or her personal support to go to school than the four-year college student.

Local accessibility of colleges determines the number of low socio-economic students of high academic ability going on to school. The interests and goals of the junior college and four-year college student differ with the junior college student seeking the practical aspects and goals in education, according to the "SCOPE" study.

The students' feelings toward their personal ability to do college work was very influential in their decision to attend college. The "SCOPE" study shows junior college students rating themselves highest in athletic ability, artistic ability, defensiveness and mechanical ability or non-academic tasks.

Cross (1968, p. 41) concludes, "We possess only traditional

measures to describe a student who does not fit the tradition." The junior college student is intellectually inferior, by present standards, to the senior college student as well as being less intellectually oriented and less motivated to seek higher education.

In project "TALENT", college, non-college and junior college students were compared along six measures of information and eight of general aptitude and ability (Cooley and Becker, 1966). The project shows junior college students have a tendency to be more like non-college students in terms of ability, but appear to be more like the college student in terms of social-economic factors. Cooley and Becker (1966, p. 469) reports:

...the largest group differences (socio-economic cultural variables) in terms of among-group variability are 1 - the extent to which a student has his own room, his own study desk, and typewriter. Next in importance are father's job and mother's education. It is interesting to note that the mother's education is more related to group membership here than the father's education. 4 - the number of books in the home, 5 - the father's education, 6 - the number of electrical appliances in the home, and 7 - the number of appliances in the home.

### Establishing Educational Aspirations

Some of the factors influential in the decision to attend college as a post-high school experience seem apparent through past research. Social status of the student's family in the social structure appears to influence the educational aspiration of college attendance, according



to Kraus (1964), Sewell, Haller and Straus (1957), and Lipsett (1962). Berdie and Hood (1964, p. 758) state:

Plans (post-high school) of students depend in part on their ability and in part on their social-economic status, and in turn attitudes and values of students vary according to their abilities and socio-economic status.

Kraus (1964) identifies a few social status values as being mother's occupational status, mother's education, father's education, father's occupational status, and family members, or friends of the family who have gone to college. The higher the status in each of these values the greater the tendency to attend college. His study reveals, however, that if the father has less than a high school education, high occupational status has little effect on students' college plans.

Lipsett (1962, p. 436) identifies social factors by six categories.

1. Social class membership. The facts that identify the counselee's social class, include occupation and income of parents, education of parents, place and type of residence, and ethnic background.
2. Home influences. Goals that parents have for the counselee, place among siblings, influence of siblings, role of counselee in the family, family values and counselee's acceptance of them.
3. School. Scholastic achievement, relationships with peers and with faculty, group goals and values in the school, and vocational specialization, if any.
4. Community. Group goals and values - the "thing to do" in the community, special career opportunities or influences, counselee's identification with the community and desire to stay there and accept its values.
5. Pressure groups. Has the counselee (or his parents) been exposed to any particular influence that leads him to value one occupation over another? Is this influence

compatible with the counselee's abilities, values, and needs ?

6. Role perception. Does the counselee want to be a leader, a follower, an isolate, or just a "good Joe"? Is the counselee's perception of himself and his role in accord with the way others perceive him?

Rezler (1964-65) found that a student's educational aspirations are subject to the social pressure generating from the peer group. The social status of the family has an influence on the composition of the peer group that is or would be applying this pressure. Herriott (1963, p. 177) concludes "The higher the level of expectation perceived from significant others the higher the educational aspirations of adolescents." Expectations perceived from father, mother, older siblings, friends of the same age, a friend a few years older, or counselor bear significant relationship to the educational aspiration.

The question of social status influence with the intelligence remaining constant was studied by Sewell, Haller and Straus (1957). They found social status independent of intelligence significantly positive in relation to educational aspiration, for females and males.

Stout (1969) found the measure of attitudes a better predictor of plans to attend college than was the education of either parent or the occupation of the father.

Parental pressure for the college degree was an influential factor apparent in Rezler's (1964-65) study. Milliken (1962, p. 541) supports the statement, "Parents are among the more influential

factors in students' occupational or educational selection." Miller (1960, p. 118) lists the aspiration to go to college as a means of "doing better than one's father."

Berdie and Hood (1964, p. 754) studied "some of the more obscure determinants of post-high school plans by investigating social and personal attitudes, values, and experiences of high school students."

In each case, the students contemplating college indicated they saw themselves as being more sociable, they expressed less shyness, and they indicated they had fewer conflicts with family and authorities (Berdie and Hood, 1964, p. 757).

In a more recent study of Berdie and Hood's (1966) several predictor variables were identified as slight explanations of college attendance (Berdie and Hood, 1966, p. 493). "Ability and academic achievement carry most weight, and family background and personality some..." They stress that the strength of these forces and the manner in which they influence a student's behavior varies from individual to individual.

The self-assessment relative to others as measured by intellectual performance, economic performance and social performance in school has a significant relationship to a student's educational aspiration (Nerriott, 1963). The higher the level of self-assessment relative to others the higher the educational aspiration of adolescents.

Sandeen (1968) found a highly significant relationship of college aspiration to self-concept of ability and perceived parental evaluation. The higher rating the student gave himself in his self-evaluation and perceived parental evaluation of personal ability, the greater his

aspirations to attend college.

The factors influencing the choice of a major, once the student has decided to attend college, differ from those factors associated with college aspirations, according to the research. Dole (1964) reported the four most constant factors influencing males in the choice of a college major were: satisfaction of the occupation the major leads to, interest in ideas, pre-college experiences and friends of the student.

A trend reported by Anderson (1963) is that more recent college graduates indicate they chose their college major because it would prepare them to help others. The trend also indicates they have made more use of aptitude tests and less often choose a major because it is considered easy.

At the community-junior college level Blocker and Anthony (1968) found prestige a very significant factor in the choice of a college major. There was more prestige associated with transfer programs, upper level occupations requiring at least a baccalaureate degree and the college program associated with both of these.

Parental attitudes, according to Gamble (1962), seem to have a high degree of association with the male student's satisfaction with his first declared major. The more insistent and demanding a parent on the son's attendance in college, the less likely he will choose a college major satisfying his interests and abilities as a first choice.

In the same study Gamble found the extent of participation in high school student government the only factor significantly associated with females changing college majors.

### Establishing Occupational Aspirations

The extent to which the process of establishing educational aspirations and the process of establishing occupational aspirations resemble or parallel each other was not determined in the literature surveyed. Miller (1960), Milliken (1962), Sewell, Haller and Straus (1957) and Simons (1966) wrote of the two processes as though they were one and the same. Miller and Form (1951) lists education along with technical and social influences as being very influential in determining occupational expectations.

A study of the entering freshman class at Wayne State University was reported by Tucci (1963). The study revealed 34 percent of the freshman indicating they had definitely decided about a vocational choice while 48 percent were tentatively decided and 18 percent undecided. Those definitely decided had a mean present age of 17.47 years and a mean age at the time of vocational choice of 14.63 years. Mean present age of the tentatively decided was 17.70 years with vocational choice mean age of 15.38 years. The undecided had a present mean age of 17.56 years.

Several theories on vocational development have evolved in the

past two decades. Super (1957) cites vocational development as a very dynamic process. Three stages are reported by Super: exploring the fields of endeavor open; establishment within a field; and maintaining one's self along the lines chosen. Vocational development is a specific aspect of personal development and maturation within a career as behavior becomes increasingly reality oriented.

Roe (as cited by Simons, 1966) looks at job selection as a primary source of need satisfaction. Holland (1959; 1963-64, p. 97) states: "...it seems clear that students make choices in terms of the kind of person they believe themselves to be." Students tend to choose occupations that employ people with orientation similar to their own. These results are also consistent with formulations by Super (1957), Tiedeman and O'Hara (1962) and Berdie (1943). Pallone and Hosinski (1967, p. 670) did a study from which they suggest:

...among the student nurses investigated, vocational choice represents a process of selecting an occupational role perceived as providing opportunities for actualizing the ideal self more than a process of accommodating the self as perceived in the here-and-now with the parameters of a given occupational role. Much of the process of vocational thinking in self-concept terms appears to be future-oriented rather than present oriented.

Forer (1953) believes choosing a vocation is not primarily rational or logical. The occupation chosen or the lack of decision is an expression of basic personality organization and can and should satisfy basic needs. Sartre (1962) feels that there is a drive within the individual that moves him from the self-centeredness across the spectrum of life

styles toward altruistic love.

Balu et al. (1956) sees occupational choice as a process of compromise between preferences for and expectations of being able to get into various occupations. Ginzberg et al. (1951) explains the process as ending in a compromise between interests, capacities and values. Their point is that the process typically takes place over a period of some 10 years, is irreversible and is divided into three periods: fantasy, tentative choice and finally realistic choice periods. Tyler (1955) expresses a theory that vocational interest development may be a process of "ruling out" on the basis of self concept not matching occupational expectations.

The origin of an individual's impractical or unrealistic vocational goals is reported by Korner (1946) to be: school staff, parents' ambition and drive for status, conscious and unconscious emotional factors within counselees themselves, and handicaps of the individual counselee.

Classen (1965) reported several reasons for students not continuing their education at any college. The list included lack of interest, poor high school record, armed service duty, lack of money, parental opposition, marriage, and no need for further training. The study also revealed no college atmosphere, lack of certain courses and limited campus life as reasons Morton High School graduates did not attend Morton Junior College.

The accident of birth is the deciding factor in determining the occupation of a majority of workers, according to Miller and Form (1957). The accident of birth establishes family, race, nationality, social class, residential district, and to a great extent educational and cultural opportunity. They conclude occupational expectation is determined by technical, educational and social influences. The status expectation of family members, relatives, and friends profoundly shapes the choice of an occupational goal. The range of occupational aspirations considered is largely dependent on the status expectations within the social class in which the individual finds himself.

In a later study Norton (1953, p. 276) indicated that "vocational choice is part of the behavior pattern of the individual within his own social group. "

Sewell, Haller and Straus (1957) found a positive relation between the level of occupational aspiration and the parental social status in females when intelligence was held constant. Their study (1957, p. 73) "lends support to the sociological claim that values specific to different status positions are important influences on levels of educational and occupational aspiration. " The influence of socio-economic level on vocational choice was strong, according to Jordaan (1955). A statistically significant relationship between parental socio-economic status and the occupational assignment in the navy were shown in a study by Gunderson and Nelson (1965).



Parental influence as a factor in setting occupational aspirations has been the subject of a number of other studies. Miklikien (1962) lists parents among the more influential factors in a student's occupational selection. Berdie (1943) found the father's occupation to be significant in the influence of a son choosing skilled trades, engineering or business as an occupation. Anthony (1964) found both the transfer and occupational majors of the public junior college to be significantly influenced by their parents in choice of occupation. Uzell and O'Dell (1961) found parents listed as one of the significant influences in setting occupational aspirations.

Dipboye and Anderson (1959) found "interesting work" and "security" among the most important influential factors in the career-planning processes of high school pupils. A study by Wagman (1965) found high school seniors, both sexes, prefer jobs they were assured of keeping (security) and where they could be their own boss (independence). In the same study university sophomores preferred a job that was very interesting.

Forer (1953) says interests and references have unconscious roots in selecting an occupation. Ginzberg et al. (1951) says during the period of realistic choice, the occupation chosen is determined largely by interests, then by capacities and then by values. "There is a tendency for occupations ranked high in prestige to also be ranked high in interest," according to Simmons (1962, p. 336).

Knowledge of occupational models, individuals employed in the occupation, is significantly related to a student's occupational aspirations (Uzzell, 1961). Data presented by Osipow, Ashby and Wall (1966) indicate student's choose occupations on the basis of personality identification with models within the occupation.

Osipow (1962) also found a difference in the perception of careers when a student described the occupation on the basis of a specific job title. Berdie's study (1943) also found family income, morale scores, social adjustment scores, masculinity-femininity, occupational level, related work experience, participation in social activities, religious and cultural activities, hobbies, favorite teachers and values attached to money and things money will buy, all to be influential in occupational choice. He found occupational choice not to be related to the mother's occupation, and economic conservatism. Interrelationships are known to exist between occupation of father, intelligence of children, economic level of family and education of mother. Uzzell (1961) found television, engineers, teachers, periodicals as well as parents to be significantly influential in setting occupational aspirations.

### Articulating the Occupational Program

In recent years the problem of articulating occupational programs between the different levels of education has been of interest

to several educators. Smith (1965), Director of Vocational Education for the State of California, points to the articulation of the high school pre-technical programs with the community college technical programs as one of the most promising ways of meeting the changing economic and societal needs.

Blum (1966, p. 27) states, "One of the most significant problems facing industrial educators today is that of subject matter articulation between various educational levels." Wood (1966, p. 26) lists, "... achieving better curricular articulation" as one of the four "...more persistent problems confronting educators who are engaged in curricular improvement...."

A study conducted in New York State brought together high school and two-year college representatives to concern themselves primarily with identifying techniques for working together in articulating programs offering business, mechanical and electrical technology. From this study Brick (1967, p. 29) reports:

Despite the fact that much appears to be going on, many of the presidents and deans of two-year colleges feel that not enough articulation both in terms of quantity and quality is taking place at the present time.

In response to the question asking for suggestions for improved techniques in articulation, many of the responses indicated that they have become aware of the need for more satisfactory procedures and have appointed study committees to work on this problem.

The study also shows a majority of the high school principals did not feel articulation was being taken care of properly. Brick (1967,

p. 29) concludes:

The research produced evidence that there is little being done to articulate the educational efforts of high schools and community colleges in areas of business and engineering-related technologies.

The U.S. Department of Health, Education and Welfare has a publication entitled "Organization and Operation of a Local Program in Vocational Education" in which the following is stated:

Those who administer programs of vocational education at the secondary level are finding that increasing numbers of the students who complete their programs desire to continue on for further education at the post-high school level in the occupation they have studied. ... It is clearly to the advantage of the students and the schools involved that the curriculums at the various levels be articulated and correlated to whatever extent is possible (1968, p. 36).

Carr (1961) said the necessity for articulation is due to barriers arising from tradition, from vocabulary and from the very origins of our educational institution. He stated that certain more recent developments have increased the stress for articulation, those being the explosion of knowledge, explosion of population and explosion of tempers.

Bereday (1968, p. 136) in a paper presented to the International Conference on the World Crisis in Education, stated:

There is only one fundamental objection to a non-articulated school system. It does not solve the problem of appraising the level of qualifications acquired. It gives no clue to the equivalent and interchangeability of different preparations. It does not satisfy the secondary but powerful source of motivation behind people's urge for education, namely their quest for social status. It does not provide machinery of evaluation which employers can

use as criteria for replacement.

An editorial in the Journal of Secondary Education (1962, p. 194) stated:

... the colleges have not anticipated sufficiently far enough in advance the changes that are necessary to accommodate the better prepared, more advanced students until after they have appeared on the college doorsteps. Hence, a dislocation of several years duration occurs, and the students who are caught suffer accordingly until the adjustment is made.

Warrick (1969) explained the Long Beach United School District's plan for program coordination. He pointed out the program avoids the frustration faced by many students moving from the high school to junior college level program in having to begin a course sequence all over in the same subject matter area. The high school graduate having demonstrated an acceptable level of learning in skill development is accepted in the sophomore level junior college course in the same subject matter area.

The need for articulation in occupational education can be seen in what may happen to matriculating students when they must repeat work already mastered, duplicate learning experiences, bridge the gap from one program to another, or lose the motivation to learn or to go to school.

### Similar Studies

The results of two studies designed to answer questions similar

to those posed in Chapter I were reviewed. Andrew and Stroup (1960) collected responses from 12,746 Arkansas high school seniors. These students were surveyed to determine their post-high school plans and to explore their reasons for making these plans. The total population surveyed broke down to 44.82 percent planning to continue their education in some way other than college.

A number of factors seemed to be related to plans for attending college. Such factors as sex, race, scholastic ability, curriculum pursued in high school, size of high school, academic classification of high school, place of residence, and family income showed a positive relationship with plans to attend college. The factor which seemed to have the greatest relationship with plans to attend college was "curriculum pursued" (Andrew and Stroup, 1962, p. 302).

The respondents checked many reasons for choosing their post-high school plans. "To get a liberal education" was a frequent choice of seniors planning to attend college. "To prepare for a vocation," "to be independent," and "will enable me to make more money" were also frequently checked by all seniors (1962, p. 302).

Funkhouser (1969) explored the reasons Wyoming high school graduates leave the state to attend private business schools when much of the training they seek is available at the junior colleges in the state.

Reasons given for choosing to attend business school over other types of schools were, in descending order of importance: takes less time to complete, more concentrated subjects, promise of placement by the school, cheaper rate and allows for individual to progress at his own rate. The students chose the particular business school on the basis of the school's reputation first, school's location second and

the school representative's presentation thirdly.

Students chose their major within the business school on the basis of: most interesting field of work, high pay within the field, and demand for workers in the field.

Most students listed English, math, history, science and physical education as junior college courses they thought were required but did not want to take. It was concluded in this study that high school students had incomplete knowledge of the offerings and requirements of the vocational programs of the junior colleges.

### Summary

Numerous studies have been conducted on the various segments of the problem identified in Chapter I. Information from these studies was extracted for the purpose of identifying factors that might influence post-high school plans.

The characteristics of the community college students indicate significant differences between these people and the students attending a four-year college, in terms of measured academic ability and economic-social background. The factors appearing to influence the student to attend the community college are similar to factors influencing a student to pursue a four-year college program.

Educational aspirations are established under such influences as social status values, personal attitudes, parental and peer pressures,

personally perceived abilities and social service to others. These factors have been identified as influential to the student pursuing or planning to pursue a four-year college program.

It is essential to point out that the greater portion of the literature reported herein relating to educational aspiration is based upon populations drawn from a four-year baccalaureate degree granting institution. Due to the relatively recent development of most community colleges, research in this area for the community college student is almost non-existent.

Occupational aspirations are apparently influenced by many of the same factors associated with educational aspirations. Several theories of vocational development have been expressed over the past two decades. The social-economic status, parental influence and self evaluation seem to be strong influences in choosing an occupation. The importance of job security, interesting work, independence on the job seem important to the young adult making decisions about occupations. The importance of a student's impression of a career based upon a specific job title or a person or persons working in that occupation are significant in influencing the occupational choice process.

The articulation of the occupational preparation curriculum between the secondary school and the community college is essential in aiding high school students to matriculate to the community college occupational preparation majors. Articulated programs offer the



students that can benefit from the community college program a chance to proceed with a minimum loss of time, money and effort.

Studies with problems similar to the problem identified in Chapter I reveal factors can be identified that influence the post-high school plans of seniors. They also indicate a need to specifically identify factors influencing the choice to major in a community college occupational program.

## CHAPTER III

### FINDINGS

The data collected for this study are presented in the following five categories: population profile, selection of a community college major, selection of a community college, matriculation to the community college and suggestions for additional help.

The data were collected from a population of 125 Oregon community college students. These students were the 1969 high school graduates returning questionnaires from a survey of 20 randomly selected occupational classes in 11 of Oregon's community colleges. Throughout chapter III these 125 students shall be referred to as population A.

From population A three students were selected at random from each of 10 cluster categories to be interviewed in-depth. Two students were interviewed in two cluster categories due to the limited number of students available. Throughout chapter III these 34 students shall be referred to as population B.

Comparisons were made between the population profile data of population A and population B. This was an attempt to show how representative population B was of population A.

#### Population Profile

The profile data are the results of the analysis made on the

compilation of responses to the first page of the questionnaire and of the compiled interview responses (Appendix V and VI). From the 20 classes surveyed a total of 359 students completed and returned the questionnaires. A total of 125 (34.8 percent) of the 359 students graduated from high school in the spring of 1969 and served as population A for this study. Table 1 indicates the breakdown by college of the 1969 high school graduates for the questionnaire returns from population A.

Table 1. Questionnaires returned by community college.

Community college	Total questionnaires returned	1969 High school graduates	Percent 1969 high school graduates
Clackamas	45	28	62.22
Lane	108	35	32.41
Linn-Benton	23	8	34.78
Mt. Hood	54	19	35.19
Portland	105	25	23.81
Southwestern	24	10	41.67

A chart showing the breakdown of population A by sex and cluster can be found in Appendix II. Population A was comprised of 74 (59.2 percent) males and 51 (40.8 percent) females. Population B consisted of 21 (61.8 percent) males and 13 (38.2 percent) females.

A total of 95 (76.0 percent) of population A graduated from a high school geographically located within the boundaries of the community college district in which they were enrolled. A total of 30

students, 21 males and nine females, resided outside the community college district. Four of the nine females graduated from high school outside the state of Oregon.

Of the 30 out-of-district students three attended Clackamas, 12 attended Lane, eight attended Mt. Hood and seven attended Portland Community College. Two of the students from out-of-state attended Clackamas and one each attended Lane and Portland Community Colleges.

Population B was comprised of 26 (76.5 percent) students from high schools located within their respective community college district. All eight students from out-of-district had graduated from high schools in Oregon. Population A and B were essentially the same in the proportion of students coming from within the community college district.

Table 2 indicates the breakdown of population A by the size of high school graduating class.

Students graduating in high school classes of more than 200 students consisted of 49.6 percent of population A. This was compared to 50.4 percent from classes with 200 or fewer students. Population B consisted of 38.2 percent of the respondents from high school graduating classes of more than 200 students and 61.8 percent from classes of 200 or less.

Students were classified on the basis of the following high school

Table 2. Size of high school graduation class.

Size of high school graduating class	Total (population A)	Male	Female	Students interviewed (population B)	Clackamas	Lane	Linn-Benton	Mt. Hood	Portland	Southwestern
1-25	5	3	2	2	1	3	0	0	1	0
26-50	8	5	3	0	3	5	0	0	0	0
51-75	7	2	5	1	0	3	1	2	1	0
76-100	10	4	6	3	1	2	1	1	4	1
101-150	18	11	7	8	5	6	0	4	2	1
151-200	15	1	11	7	9	4	1	0	1	0
More than 200	62	45	17	13	9	12	5	12	16	8

major area of study: general courses, vocational courses or college preparatory courses. Table 3 indicates the high school major breakdown for population A.

Table 3. High school major area of study.

Major area of study	Total number	Percent of total	Males	Females	Students interviewed
General courses	66	52.80	43	23	19
Vocational courses	32	25.60	17	15	9
College preparatory	27	21.60	14	13	6

A total of 107 students of population A reported their high school grade point average (G. P. A.) on a scale of 0 to 4.00 with 4.00

representing an "A" or the highest possible grade. The grade point averages for students in population A ranged from a low of 1.57 to a high of 3.96. The mean grade point average for population A was 2.66 with a standard deviation of  $\pm 0.519$ . Population B had a 2.62 mean grade point average with a standard deviation of  $\pm 0.477$  ranging from 2.00 to 3.96.

The null hypothesis stating no significant difference existed between the mean grade point average for population A and population B was tested. The Student's t-test for sample groups of unequal size (Appendix VII) was used to test the null hypothesis. The test gave a t value of .0133, with  $t = 1.980$  being the critical value, thus accepting the null hypothesis. No significant difference existed between the mean grade point average for population A and population B. Therefore populations A and B were essentially alike in high school grade point averages.

The questionnaire responses indicated that those students selecting their community college major prior to their senior year in high school consisted of 18.4 percent of population A and 17.6 percent of population B. Those choosing a major during their senior year consisted of 32.8 percent of population A and 32.4 percent of population B. Students choosing their community college major after graduating from high school consisted of 48.8 percent of population A as compared to 50.0 percent of population B (Appendix IX).

Table 4 indicates the responses of populations A and B to the question of when the community college major was selected. Ten of the 34 interviewed, population B, gave inconsistent responses between the interview question and the questionnaire question concerning when the college major was selected.

An analysis of the population profile was made according to the time the student's choice of a community college major was made (Table 5). The first analysis was made by size of the high school graduating class. The largest discrepancy existed between the two groups of students who made their choice of majors during the summer after high school graduation. The students who made their choice during fall registration for college were the next most significant in differences between the two groups of class size. The percentage of students from each group of class size that made their choice of majors either during the second semester or during winter registration were very close and showed no significant differences.

The graph in Figure 1 illustrates the relationship between the three groups of students by high school major area of study and when they chose their community college major. The large dip in the line for students majoring in college preparation studies in high school may be due in part to the small total number of students (14) in this category.

Table 4. When community college major was selected.

When community college major was selected	Population A			Percent of students of population B questionnaire responses	Percent of students of population B interview responses	
	Number	Percent	Percent of males			Percent of females
Before high school senior year	23	18.40	16.21	21.57	17.65	20.59
1st semester of senior year	14	11.20	16.22	3.92	14.71	5.88
Last semester of senior year	27	21.60	21.62	21.57	17.65	29.41
Summer after graduation	32	25.60	22.97	29.41	29.41	29.41
Fall term registration	15	12.00	16.22	5.88	11.76	5.88
Winter term registration	14	11.20	6.76	17.65	8.82	8.82



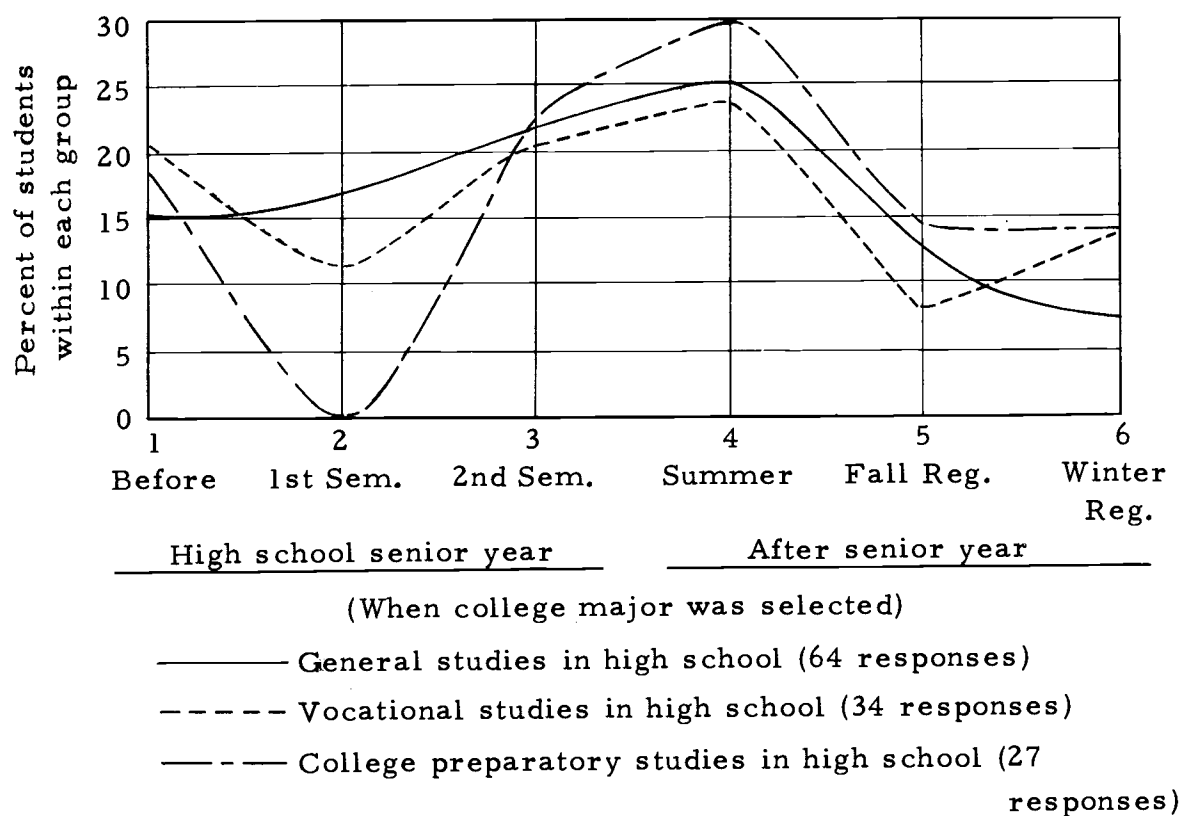


Figure 1. High school major and when college major was selected.

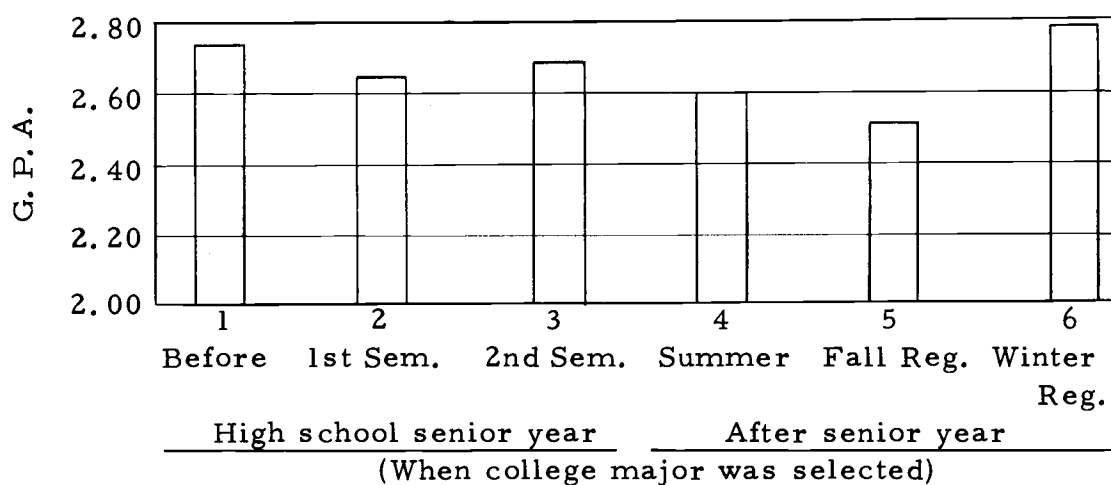


Figure 2. Grade point averages and when college major was selected.

Table 5. Size of high school graduation class and when college major was selected (percentages).

Size of high school graduation class	Total number	Before high school senior year	1st Semester senior year	2nd Semester senior year	Summer after graduation	Fall registration	Winter registration
200 or less	63	15.87	9.52	20.63	34.92	7.94	11.11
over 200	62	19.35	14.52	22.58	16.13	16.13	11.29

The histogram in Figure 2 shows the mean grade point average score for each category of when the college major was selected for population A. The category of students selecting their major during winter registration consisted of 12 students, the fewest number for the six categories.

#### Selection of Community College Major

The total responses to the question, "who or what influenced you to select your present community college major?" were compiled. The ten factors listed most frequently to the question in the questionnaire are listed in Table 6 by rank order of total number of responses. The number of responses are also broken down by first, second and third most influential responses.

Table 6. Factors influencing choice of major (population A).

Factor	Total number of responses	1st Most influential	2nd Most influential	3rd Most influential
Interest in subject matter	35	17	11	8
Employment potential	28	10	12	6
Father	27	14	7	6
Mother	26	4	18	4
Major leads to an interesting occupation	25	9	8	8
Improve myself	18	6	7	5
Income potential	15	2	7	6
Job security	15	3	5	7
Major allows use of my abilities	14	5	4	5
Major I could succeed in	12	5	1	6

"Friends in this major or college" received 11 total responses with six of them being third most influential. The "high school teacher" and "high school counselor," though not the top ten factors, received nine responses each with a majority being the second or third most influential factor in both cases. One student did not respond to the most (1st) influential factor question. Two students did not respond to the second (2nd) most influential, and eight did not respond to the third (3rd) most influential factor question.

The factors listed during the interview as influencing the choice of a community college major differed somewhat from the

questionnaire responses. Table 7 consists of a list of the ten factors receiving the most responses during the interview. Each student's interview responses were compared with his respective questionnaire response to determine the consistency in answering the same question. Of the 96 interview responses to this question, 47 corresponded with the questionnaire responses for each respective student.

The factors "high school course," "job experience I have had," "high school teacher," and "friends in this major or college" rank in the top ten of the interview responses but not in the questionnaire responses. The factors "father," "mother," "improve myself," and "income potential" ranked in the top ten factors for questionnaire responses, but not in interview responses. The "improve myself" and "income potential" factors received no responses in the interviews.

A total of 21 factors received two or less questionnaire responses as being first, second or third most influential in the student's selection of a community college major. These factors and corresponding total responses are listed in Table 8.

Due to the large number of factors and the small number of responses per factor, the responses were compiled for each of the eight factor categories included on the questionnaire, for population A (Appendix V). The factor categories were family, personal, friends and associates, finances, educational, occupational opportunity, high school and college. The factor categories were then ranked in order

Table 7. Factors influencing choice of major (population B).

Factor	Total number of interview responses	Number interview responses corresponding with questionnaire response	Number interview responses not listed on questionnaire
Major leads to an interesting occupation	15	7	8
High school course	13	3	10
Interest in subject matter	12	8	4
Job experience I have had	10	4	6
Employment potential	8	4	4
Major allows use of my personal abilities	4	4	0
Major I could succeed in	4	3	1
Job security	4	1	3
Friends in this major or college	3	3	0
High school teacher	3	1	2
Total	76	38	38

Table 8. Factors least influential in choice of major (population A).

Factor	Total number of responses	Factor	Total number of responses
Wife or husband	2	Opportunity to help others	2
Family's social status	0	Major will allow me to be a leader or boss in my occupation	1
Personal handicap	0	Reputation of this college	0
Nothing else to do	2	Convenient location	2
Everyone else is continuing their education	0	Campus appearance	0
High school classmate(s)	1	Brochure from college	2
Family financial status	2	College visitation to high school	2
Results of test(s) I took	2	Mother and father	1
Major with little work for me	0	My doctor	1
Prestige of the occupation the major leads to	1	A neighbor	1
		Open house at college	1

of the number of responses. The number one rank was given to the category with the most responses and eighth rank was assigned to the category with the least number of responses.

Table 9 consists of the rank order of factor categories by total responses and by first, second, and third most influential responses.

Table 9. Rank order of factor categories by responses to influences in selecting major (population A).

Factor category	Rank order of total	Rank order 1st influential	Rank order 2nd influential	Rank order 3rd influential
Occupational opportunity	1	1	1	1
Family	2	3.5	2	4
Personal	3	3.5	3	2
Educational	4	2	4	3
High school	5	5	8	6
Friends and associates	6.5	6	5	7
College	6.5	7.5	6	5
Finances	8	7.5	7	8

The most (1st) influential factor responses were grouped according to the list in Table 10 for population A.

On the basis of the grouped compiled responses, the factor categories (Table 9) were rank ordered for each of the groups listed in Table 10. The Spearman Rank Correlation Coefficient,  $r_s$ , was calculated for all possible combinations of two within each of the areas grouped. The coefficient was also calculated for the rank orders of the total responses to the question concerning influences on selecting

Table 10. Groups used as basis for rank orders.

---

Sex: Male

Female

High school graduation class size:

1 - 200 students

More than 200 students

High school major area of study:

General courses

Vocational courses

College preparatory courses

High school grade point average:

2.50 or less G. P. A.

Greater than 2.50 G. P. A.

When student decided on their community college major:

Before high school senior year

During high school senior year

After graduation from high school

By type of community college:

Urban (Portland)

Semi-urban (Lane, Mt. Hood)

Rural (Clackamas, Linn-Benton, Southwestern Oregon)

---



a major and that portion of the question labeled "most (1st) influential" (Appendix VII).

Testing the null hypothesis that no significant correlation exists between the ranks of any two groups at the .05 level of significance when  $n = 8$  gives a critical value of  $r_s = .643$  (Siegel, 1956). Therefore the null hypothesis was rejected or there exists a significant correlation between the ranks when  $r_s > .643$ .

The rank-order correlations indicate the degree with which various groups within the population of 125 students found the general factor categories influential in post-high school decisions. These correlations only indicate the extent to which the groups considered the areas of influence to be the same. The only conclusion that can be drawn from these correlations is the extent to which any given group finds the priorities of factor categories the same as any other given group.

The null hypothesis was rejected or a significant correlation exists between the ranks of all groups responding to the question (population A) on the most (1st) influential factor in selecting a major, with one exception. There was no significant correlation,  $r_s = .631$ , between student responses from the urban community college and student responses from the semi-urban community colleges (Appendix VIII). This lack of correlation is mainly due to the higher number of responses of "parental" influence as reported by the students from an

urban college. The students from semi-urban colleges listed occupational opportunities more frequently as their most (1st) influential factor.

The same analysis of rank order correlations was made for population A responses to the second (2nd) most influential factor in choosing a community college major (Appendix VIII). From the 13 correlations the null hypothesis was rejected for nine. Those four groups not significantly correlated were:

$r_s = .601$  Male and female

$r_s = .571$  Students who majored in general education in high school and those who majored in vocational courses.

$r_s = .399$  Students who majored in college preparatory high school courses and those who majored in vocational high school courses.

$r_s = .577$  Students who selected a community college major during high school senior year and those who selected after their senior year.

The major differences in responses by sex were the larger number of females listing "mother" or "father" as factors and the greater number of males listing "personal improvement" and "use of personal abilities" as influential. The students who majored in high school vocational programs listed "personal factors" much less frequently and "boyfriend or girlfriend" more frequently as influential

factors, when compared to the students who majored in general education and college preparatory high school programs.

Students selecting their community college major after the high school senior year were influenced more often by "parents," by "interest in subject matter" and by "high school counselors or teachers," than those making the selection of their major during the high school senior year.

Population A responses to the third (3rd) most influential factor were compiled and the rank order correlations were calculated, using the same method as for the previous factors. Again the null hypothesis was rejected for nine of the 13 correlations (Appendix VIII). The four groups not significantly correlated were:

$r_s = .363$  Students who selected a community college major before the high school senior year and those who selected during the senior year.

$r_s = .631$  Students who selected a community college major before the high school senior year and those who selected after the senior year.

$r_s = .631$  Students from an urban community college and those from a rural community college.

$r_s = .494$  Students from a semi-urban community college and those from a rural community college.

Students who selected a community college major during their

high school senior year listed "mother or father" and "high school counselor or teacher" more frequently than students who chose a major before their high school senior year. Those who chose a major after high school graduation were influenced more by "limited personal finances" than those who chose their major before the high school senior year.

It appears, from population A, that the student from the rural community college may be influenced more by contacts he has had with the "college" than the student from the urban community college. The students from the semi-urban community college may be influenced more by "parents, " "interest in subject matter" and "limited personal finances" but less by "high school instructors" than the student from the rural community college.

Of the students interviewed, population B, 17 (50.0 percent) reported to have chosen community college majors that their parents, one or both, had encouraged them to select. One student reported his parents had discouraged him in selecting his present major. A total of 13 of the students reportedly had parents who remained neutral in their influence on the college major.

High school faculty members reportedly had encouraged ten students and discouraged two students in selecting their present college majors. A total of 18 students reported the high school faculty members remained neutral in assisting students to select a

specific major.

Population B students reported parents were pleased with 26 of the interviewed students' present major and two students' parents were opposed to the present major.

A total of 29 students interviewed have some knowledge of the occupational opportunities available after completing the present program major. Four students said they had no ideas as to what opportunities existed. Table 11 lists the sources of information about occupational opportunities described by students during the interview.

Table 11. Sources of information on occupational opportunities.

Sources of information	Number of responses
Other students	5
High school teachers	5
Books and pamphlets	5
Father	4
Experience on a job	4
High school counselors	3
College teachers	3
College classes	3
High school classes	2
College counselors	2
Newspaper	2
Television	1
College visit to high school	1
A relative	1

Next year 26 of the students interviewed (population B) plan to continue their college program, one plans to go to work and the remaining seven are undecided. In two years from the time of the interview three students plan to still be completing their college program, 17 plan to go to work, one plans to be married and the remaining 13 students were undecided.

During the interview 29 students of population B said they were satisfied with their present college major, three were not satisfied with their major and two undecided. When asked if they would choose the same major again, if they had a choice, 28 replied "yes," four "no," and two were undecided.

### Selection of a Community College

Population A responses to the question, "who or what influenced you to select this community college?" were compiled. Table 12 consists of a list of the ten factors listed most frequently in the questionnaire responses to the question. The number of responses are also broken down by first, second, and third most influential factors. The factors are listed in Table 12 by rank order according to the total number of responses recorded for each factor.

A total of 31 responses from population A were unanswered on the question of influences in selecting a community college. Four were unanswered for the first, nine for the second, and 18 for the third

Table 12. Factors influencing choice of community college (population A).

Factor	Total number of responses	1st Most influential	2nd Most influential	3rd Most influential
Convenient location	56	26	17	13
Tuition rates	35	11	18	6
Limited personal finances	24	10	9	5
Friends in this major or college	16	3	5	8
Reputation of this college	16	4	8	4
Father	15	7	2	6
Mother	14	5	5	4
High school counselor	14	8	3	3
High school classmates	11	3	1	7
Family financial status	11	3	6	2

most influential factors.

The factors given during the interview, as influencing the choice of a community college differed somewhat from the questionnaire responses. Table 13 is a list of the ten factors receiving the most responses during the interview. Each student's interview responses were compared with his respective questionnaire response to determine the consistency in answering the same question. Of the 99 interview responses to this question, 50 corresponded with the respective questionnaire responses.

The factors "reputation of this college," "financial aid available" and "visit to this college" rank in the top ten of the interview responses (population B) but not in the questionnaire responses (population A). The factors "father," "mother," and "high school classmate" ranked in the top ten factors for questionnaire responses (population A), but not in the interview responses (population B).

A total of 23 factors received two or less questionnaire responses (population A) as being influential in the student's selection of a community college. Table 13 is a list of these factors and corresponding total responses.

Again, due to the large number of factors and the small number of responses per factor, the responses were compiled for each of the eight factor categories on the questionnaire (Appendix V). The rank order of factor categories by total responses for population A and by



Table 13. Factors influencing choice of community college (population B).

Factor	Total number of responses	Number responses corresponding with questionnaire response	Number responses not listed on questionnaire
Convenient location	21	13	8
Tuition rates	13	8	5
Reputation of this major	11	2	9
Reputation of this college	9	2	7
Friends in this major or college	6	4	2
Family financial status	5	5	0
Limited personal finances	5	5	0
Visit to this college	4	2	2
High school counselor	3	2	1
Financial aid available	3	0	3

Table 14. Factors least influential in choice of community college (population A).

Factor	Total number of responses	Factor	Total number of responses
Wife or husband	0	Get a better job than my family or friends have	2
Sister or brother	1	Job security	2
My personality	2	Prestige of the occupation the major leads to	0
Personal handicap	1	Major leads to an interesting occupation	2
Major allows use of my personal abilities	1	Opportunity to help others	0
I really don't know	2	My interests in ideas	1
Results of tests I took	0	Major will allow me to be a leader or boss in my occupation	0
Get a better education than my family and friends have	0	Job experience I have had	2
Major I could succeed in	2	High school course	2
Major with little work for me	0	To get out of my home area for awhile	1
Only college in area with my major	2	I lived in the college district	1
Friends and cousins	2		

second, and third most influential responses are given in Table 15.

Table 15. Rank order of factor categories by responses to influences in selecting community college (population A).

Factor category	Rank order of total	Rank order 1st influential	Rank order 2nd influential	Rank order 3rd influential
College	1	1	1	1
Finances	2	2	2	3.5
Family	3	3	3	3.5
Friends and associates	4	5.5	4	2
Personal	5	4	5.5	5
High school	6	5.5	7	7
Occupational opportunity	7	8	5.5	6
Educational	8	7	8	8

The factor categories shown in Table 15 and the groups listed in Table 10 were used for obtaining Spearman Rank Correlation Coefficients on population A responses to the most (1st) influential factors in selecting a community college (Appendix VII). The same method was used for analysis as was used in the question dealing with influences on selection of a major.

Testing the null hypothesis that no significant correlation existed between the ranks of any two groups at the .05 level of significance when  $n = 8$  gives a critical value of  $r_s = .643$  (Siegel, 1956).

The null hypothesis was rejected or a significant correlation existed between the ranks of all group responses to the most (1st)

influential factors except seven (Appendix VIII). There was no significant correlation between the following groups:

$r_s = .464$  Males and females

$r_s = .345$  Students who majored in high school general education courses and those who majored in vocational courses.

$r_s = .607$  Students who majored in high school vocational courses and those who majored in college preparation courses.

$r_s = .464$  Students who selected their community college major before their high school senior year and those who selected during their high school senior year.

$r_s = .554$  Students who selected their community college major before their high school senior year and those who selected after their senior year.

$r_s = .637$  Students who selected their community college major during their high school year and those who selected after their senior year.

$r_s = .589$  Students from a semi-urban community college and those from a rural community college.

The larger influence of "parents" in the decisions of females and the greater "personal, " "high school counselor" and "college" influence on the decisions of males, account for differences in

responses by sex. Students who majored in general courses in high school were influenced more by the college and their own parents than were those who majored in high school vocational courses. Those who majored in vocational high school courses were influenced more by "friends and associates" and "interest in subject matter" than those who majored in general education or college preparatory high school courses. The "college" had more influence on those who majored in college preparation courses when compared to those who majored in vocational courses.

Students who selected their community college major during their high school senior year and those who made the selection after graduation were more strongly influenced by "personal" factors, "Friends and associates" and "college" influences than those students who made the selection before their senior year. The influence of "parents" and "personal factors" was greater on those who selected their major after high school graduation as compared to those who selected their major during their high school senior year.

The students from a rural community college were influenced more by a "high school instructor," "high school counselor" or by the "parents" than were students from a semi-urban community college. The students from a semi-urban community college listed "personal and family finances" more frequently as their most (1st) influential factor in choosing a community college.

The same analysis of rank order correlations was made for the responses to the second (2nd) most influential factor in selecting a community college (Appendix VIII). From the 13 correlations the null hypothesis was rejected for only two. Those 11 groups not significantly correlated were:

$r_s = .458$  Males and females

$r_s = .530$  Those from a high school graduating class of one to 200 and those from a class of over 200.

$r_s = .637$  Students who majored in high school general education courses and those who majored in vocational courses.

$r_s = .625$  Students who majored in high school general education courses and those who majored in college preparatory courses.

$r_s = .435$  Those students with 0 - 2.50 high school grade point average and those above 2.50.

$r_s = .488$  Students who selected their community college major before their high school senior year and those who made the selection during their senior year.

$r_s = .494$  Students who selected their community college major before their high school senior year and those who made the selection after their senior year.

$r_s = .435$  Students who selected their community college major

during their high school senior year and those who made the selection after their senior year.

$r_s = .321$  Students from an urban community college and those from a semi-urban community college.

$r_s = .435$  Students from an urban community college and those from a rural community college.

$r_s = .637$  Students from a semi-urban community college and those from an urban community college.

"Mother" was a greater influence in the selection of a community college for females, while "high school counselors" influenced the males more. "Personal" factors, "employment potential" and "income potential" were greater influences on students graduating in high school classes of 200 or fewer students. Those graduating in classes of 200 or more were influenced slightly more by "educational" factors.

Students who majored in general education courses in high school were influenced more by "personal factors" and "friends in the respective major or college" than either those students who majored in vocational or college preparatory courses. Students with a high school grade point average above 2.50 were influenced in their choice of a community college more by their "mothers," "personal" factors and "college" influences than students with a 2.50 or lower grade point average.

Students who selected their community college major before, during and after their high school senior year did not agree in their response to factors influencing their college choice. Students who selected a major before the senior year were influenced more by their "mothers" than those who selected a major during the senior year. Students who selected a major during the senior year were influenced more by "friends in the respective major or college" than those who selected a major before the senior year.

Students who selected a major after high school graduation were influenced by their "mothers" and by "personal" factors more than students who selected a major before or during the senior year.

Students from the semi-urban community colleges were influenced more by "convenience of college location," "the reputation of the college," "a visit to the college," "employment potential," "income potential" and by "a personal hobby" than students from an urban community college. The students from an urban community college were influenced more by "parents" than were the students from a semi-urban or a rural community college.

The students from a rural community college were influenced more by the "high school teacher or counselor" than either the semi-urban or urban group. The students from a rural community college reported "income potential" as more influential than the students from an urban community college. The students from a semi-urban



community college rated "personal hobby," "employment potential" and "income potential" more influential than the students from a rural community college.

Population A responses to the third (3rd) most influential factor in selecting a community college were compiled. The same rank order correlations were calculated as for the previous factors. The null hypothesis was rejected for nine of the 13 correlations (Appendix VIII). The four groups not significantly correlated were:

$r_s = .619$  Students who majored in high school vocational courses and those who majored in college preparatory courses.

$r_s = .357$  Students who selected their community college major before their high school senior year and those who selected their major during their senior year.

$r_s = .304$  Students who selected their community college major before their high school senior year and those who selected after their senior year.

$r_s = .643$  Students from an urban community college and students from a semi-urban community college.  
(Critical Value)

Students who majored in vocational courses in high school were influenced by "parents" and "college" factors more than students who majored in college preparatory courses. The students who majored in a college preparatory program were influenced more by "friends and

associates" than were students who majored in vocational courses.

Students who selected their community college major during their high school senior year were influenced more by "personal" factors, "friends and associates" and "limited finances" than students who selected their major before the senior year. The students who chose their major during the high school senior year were influenced more by "high school counselors" than were students who chose their major after high school graduation. "Personal" factors influenced students who selected a major after graduation more than those who chose a community college major during the high school senior year.

The students from a semi-urban community college were influenced more by the "threat of military draft," "nothing else to do," "employment potential" and "job security" than the students from an urban community college.

During the interviews (population B), three students said they had selected the community college they would attend prior to their senior year in high school. Fifteen made the decision as to which community college to attend during their senior year, 11 during the summer after high school graduation and five during the fall registration.

Twenty of those students interviewed (population B) said their parents, one or both, had encouraged them to attend the respective college in which they were enrolled. Two students said their parents

had discouraged their choice and 12 students reported parents to be neutral in their efforts to influence the choice of community colleges. "High school counselors" had encouraged 12 students and "high school teacher" had encouraged three students to attend their respective community colleges. No student reported any high school person as having discouraged a student in the selection of their respective community college.

A total of 21 of the 34 students interviewed (population B) said they had discussed their respective community college with a high school person before graduating from high school. The same 21 students reported high school faculty had helped them to obtain the information they wanted concerning the community college. Seven students reported the high school was no help in the process of selecting a community college to attend.

From population B 25 students interviewed said they had friends or relatives in the college prior to their enrollment in the college, and those friends or relatives were very positive about the college. A total of 22 of these 25 students reported they had been influenced to attend their respective community college by this friend or relative.

Of the 34 students in population B, a total of 16 students reported their parents to be very pleased with the community college they were attending. Three students reported parents wishing them to attend a

different college and the remaining 15 students reported parents as being neutral in their feelings about the college.

The college was reported to be conveniently located for 31 of the 34 students interviewed (population B). The comparison of costs between their respective college and others was made by 21 of the 34 interviewed. Students reported their source of information to be that shown in Table 16.

Table 16. Sources of information for comparison of costs for college (population B).

Sources of information	Number of responses
Community college catalog	6
Friends	5
High school counselor	5
High school teacher	4
College visit to high school	3
Community college counselor	2
Personal inquiry at admissions	2
Community college pamphlet	1

A visitation to their respective community college before registering as a student had been made by 22 of the 34 students interviewed. Of these 22 students, the visitation was organized as a high school class trip for five. Individual arrangements for the visitation were made by the remaining 17 students. Nine of the 32 students could remember personally meeting a specific representative of the

college during the visitation. Only two students of the 34 interviewed reported personally knowing any of their college instructors before registering for classes in the college.

A total of 16 students reported one or more community college persons had visited their respective high school during their senior year. Of these 16 students, 11 were favorably impressed with the respective college person's visitation to their high school.

All but one of the 34 interviewed were satisfied with their respective community college. The one exception was from out-of-district and she was disturbed with the distance she had to drive and the lack of social activities in which to participate. The same 33 students reporting satisfaction said they would choose the same community college again.

### Matriculation to the Community College

Population A responses to the question, "who or what influenced you to begin community college right after high school?" were compiled. Table 17 is a list of the ten factors listed most frequently in the questionnaire responses to the question. The number of responses are also broken down by first, second and third most influential responses. The factors are listed in Table 17 by rank order according to the total number of responses recorded for each factor.

Table 17. Factors influencing matriculation to community college (population A).

Factor	Total number of responses	1st Most influential	2nd Most influential	3rd Most influential
Father	36	24	9	3
Mother	35	12	21	2
Avoid the draft	26	12	4	10
Improve myself	25	9	6	10
High school counselor	20	7	8	5
Nothing else to do	17	0	8	9
Everyone else is continuing their education	17	6	4	7
Employment potential	13	4	5	4
My boyfriend or girlfriend	12	4	2	6
High school classmate(s)	11	3	3	5

A total of 23 responses from population A were unanswered on the question of influences in matriculating to the community college. One was unanswered for the first, six for the second and 16 for the third most influential factors.

The factors given during the interview by population B as being influential in the choice to matriculate to a community college differed somewhat from the same student questionnaire responses. Table 18 is a list of the ten factors receiving the most responses during the interview. Each student's interview responses were compared with his respective questionnaire response to determine the consistency in answering the same question. Thirty of the 70 interview responses from population B corresponded with the respective questionnaire responses.

The factors "would not return to studies if I didn't continue" and "I really don't know" rank in the top ten of the interview responses (population B) but not in the questionnaire responses (population A). The factors "everyone else is continuing their education, " and "my boyfriend or girlfriend" ranked in the top ten factors for questionnaire responses (population A), but not in interview responses (population B).

A total of 26 factors received two or less questionnaire responses from population A as being influential in the student's decision to matriculate to a community college. These factors and corresponding

Table 18. Factors influencing matriculation to community college  
(population B).

Factor	Total number of responses	Number of responses corresponding with questionnaire responses	Number of responses not listed on questionnaire
Employment potential	12	3	9
Would not return to studies if I didn't continue	9	0	9
Avoid the draft	6	4	2
Mother	4	3	1
Improve myself	4	3	1
I really don't know	4	0	4
Father	3	3	0
Nothing else to do	3	3	0
High school classmate(s)	3	2	1
High school counselor	3	2	1



Table 19. Factors least influential in matriculation to community college (population A).

Factor	Total number of responses	Factor	Total number of responses
Wife or husband	2	Job experience I have had	2
Family's Social Status	1	High school course(s)	0
Personal handicap	0	Reputation of this major	0
Major allows use of my personal abilities	1	Campus appearance	0
Hobby of mine	1	College instructor(s)	1
Family financial status	1	Visit to this college	1
Limited personal finances	2	Brochure from college	1
Results of test(s) I took	2	College visitation to high school	1
Major I could succeed in	2	Prepare for early start	1
Major with little work for me	0	Distance to college from home	1
Get a better job than my family or friends have	0	I enjoy school	1
Opportunity to help others	0	Friends & cousins	1
Major will allow me to be a leader or boss in my occupation	0	The major I chose	1

total responses are listed in Table 19.

Once again, due to the large number of factors and the small number of responses per factor, population A responses were compiled for each of the eight factor categories on the questionnaires (Appendix V). Table 20 is a list of the rank order of factor categories by total responses and by first, second, and third most influential responses.

Table 20. Rank order of factor categories by responses to influences in matriculating to a community college (population A).

Factor category	Rank order of total	Rank order 1st influential	Rank order 2nd influential	Rank order 3rd influential
Personal	1	1.5	2	1
Family	2	1.5	1	3
Occupational opportunity	3	3	3	3
Friends and associates	4	4	6	3
High school	5	5	4	7
Educational	6	8	7	5.5
Finances	7.5	6.5	5	8
College	7.5	6.5	8	5.5

The factor categories in Table 20 and groups listed in Table 10 were used for obtaining Spearman Rank Correlation Coefficients on population A responses to the most (1st) influential factors in matriculating to a community college (Appendix VII). The same method was used in analysis as was used in the questions dealing with influences on selection of a major and selection of a community college.

Testing the null hypothesis that no significant correlation exists between the ranks of any two groups at the .05 level of significance when  $n = 8$  gives a critical value of  $r_s = .643$  (Siegel, 1956).

The null hypothesis was rejected or a significant correlation existed between the ranks of all groups of most (1st) influential factors except two (Appendix VIII). There were no significant correlations between the following groups:

$r_s = .446$  Students from an urban community college and  
students from a semi-urban community college.

$r_s = .506$  Students from an urban community college and  
students from a rural community college.

The students from a semi-urban community college were influenced more by "friends or relatives in college," "a boyfriend or girlfriend," "high school counselors" and "to avoid the draft" than the students from an urban community college. The students from an urban community college were influenced more by "parents" than the students from a semi-urban community college.

The students from a rural community college were influenced more in their matriculation to the community college by "employment potential," "job security" and "high school counselors" than the students from an urban community college. The students from an urban community college listed "interest in subject matter" as being more influential than did the students from a rural community college.

The same analysis of rank order correlations was made for the population A responses to the second (2nd) most influential factor in matriculating to a community college (Appendix VIII). From the 13 correlations the null hypothesis was rejected for nine. Those four groups not significantly correlated were:

$r_s = .577$  Students from a high school graduation class of 200 or less students and students from classes of more than 200.

$r_s = .542$  Students who majored in high school general education courses and students who majored in college preparatory courses.

$r_s = .619$  Students from an urban community college and students from a semi-urban community college.

$r_s = .589$  Students from an urban community college and students from a rural community college.

Students from a high school graduation class of 200 or less were influenced more by "friends and associates" and "educational" factors. Those from a high school graduation class of more than 200, however, were influenced more by "financial aid available" and "high school counselors."

"Occupational opportunity" and "parental" factors were stronger influences on students who majored in general education courses in high school than on those who majored in college preparatory courses.

The students from an urban community college were influenced more by "financial aid available" and "tuition rates." Students from a semi-urban community college, however, were influenced more by "high school classmates," "girlfriend or boyfriend," "high school counselor" and "high school teacher."

The students from an urban community college, when compared to the students from a rural community college, were influenced more by "financial aid available," and slightly more by "avoid the draft" and "nothing else to do." The rural community college group, on the other hand, were influenced more by "high school counselor," "high school teacher," "employment potential" and "job security" than the students from an urban community college.

Population A responses to the third (3rd) most influential factor in selecting a community college were compiled. The same rank order correlations were calculated as for the previous factors (Appendix VIII). The null hypothesis was rejected for three of the 13 correlations. The groups not significantly correlated were:

$r_s = .363$  Male and female students.

$r_s = .583$  Students from a high school graduating class of one to 200 and students from classes of more than 200.

$r_s = .304$  Students who majored in high school general education courses and students who majored in vocational courses.

- $r_s = .179$  Students who majored in high school general education courses and students who majored in college preparatory courses.
- $r_s = .560$  Students who majored in high school vocational courses and students who majored in college preparatory courses.
- $r_s = .548$  Students who graduated with 0 - 2.50 high school grade point average and those above 2.50.
- $r_s = .060$  Students who selected their community college major before their high school senior year and those who made their selection during the senior year.
- $r_s = .238$  Students who selected their community college major before their high school senior year and those who made their selection after high school graduation.
- $r_s = .321$  Students from an urban community college and students from a semi-urban community college.
- $r_s = .423$  Students from an urban community college and students from a rural community college.

The differences between the rank orders of the sexes can be attributed to the larger number of responses of "avoid the draft," "nothing else to do," "employment potential" and "income potential" for males. Females were influenced more by a "high school counselor" or a "high school teacher."

Students from a high school graduating class of 200 or less were influenced more by "parents, " "brother or sister, " and by "interest in subject matter. " On the other hand, students from classes of over 200 students were influenced more by "employment potential" and "income potential" than those from smaller graduating classes.

Students who majored in general education courses in high school were influenced more by "parents, " "brother or sister, " "personal" factors, "employment potential, " "income potential" and "college counselors" than the students who majored in vocational or college preparation courses. The students who majored in vocational courses were influenced more by "high school counselors" and "high school teachers. " The vocational course majors from high school were influenced by "personal" factors slightly more than college preparatory majors.

Students with less than a 2.50 grade point average from high school were influenced by "parents" more than those students with higher grade point averages. The group of students with 2.50 grade point averages or higher were influenced more by "interest in subject matter, " "employment potential, " "income potential, " "high school counselors" and "high school teachers" than the group of students with lower grade point averages.

Students who selected their community college major before their high school senior year were influenced more by "interest in

subject matter" than students who made the selection during or after their senior year. The students who selected their major during their senior year were influenced more by "income potential" and "employment potential" than the students who made the selection before their senior year.

Those students who selected a community college major after high school graduation were influenced more by "friends and associates," "income potential," "employment potential," "high school counselor" and "high school teacher" than students who made the choice before the senior year.

The students from an urban community college were influenced more by "parental" factors than students from a semi-urban or rural community college. The students from a semi-urban community college differed from the students from an urban community college due to more influence from "high school classmates," "boyfriends or girlfriends," "income potential," "employment potential" and "college counselors" in the semi-urban group. The students from a rural community college were influenced more by "college counselors" and much more by "high school classmates" or by "boyfriends and girlfriends" than students from an urban community college.

During the interviews of population B 13 students said they had made the decision to go on to a community college the first year following high school graduation, before their high school senior year.



Seven students said they had made this same decision during their high school senior year. The remaining 14 students in population B made this decision sometime after high school graduation.

A total of 26 students in population B said their parents had encouraged them to attend a community college right after high school graduation. Only one student reported having been discouraged from continuing his education by a parent and the remaining seven reported to have parents that remained neutral on the subject.

High school faculty members were reported to have encouraged 19 of the 34 students interviewed (population B) to go on to a community college right after high school. One student said he had been discouraged to attend a community college by a high school counselor. The remaining 24 students reported the high school faculty members they had been in contact with remained neutral to the community college as a place for them to go immediately following high school.

Fellow high school graduates were reported to be influential to 17 of those interviewed (population B) in deciding to go on to a community college right after high school. Thirteen felt their fellow high school graduates had no influence on their decision to go on to the community college and four said they were not sure of this graduating group's effect on their respective decision.

Sixteen of those interviewed (population B) said, "had a good job been available just prior to registering for college fall term, I would

not have gone on to college. " Three students said they were uncertain what their choice would have been and 15 said they would have still registered for and attended college.

A total of 29 of the 34 students interviewed (population B) said they would choose again to enroll in a community college within the first year out of high school. Three students were undecided and two were sure they would not make the same decision.

#### Suggestions for Additional Help

A list of suggested information or factors that students would like to have had access to when they were choosing a major and a community college to attend was compiled from population A on the questionnaire (Appendix X). From the list some of the more frequently listed items include:

1. More information on college courses offered and their content.
2. More information on total costs for college and available financial aid.
3. More time and better qualified people be made available during high school to aid students in making post-high school plans.
4. Visitations to the college as a high school class.
5. More about job opportunities that exist and which programs

in college prepare one for these jobs.

6. More about the major areas of study in the community college.
7. More information on the standards of performance expected in college.

The interviews resulted in another list of additional helpful information or factors (Appendix XI). The question was asked if a high school class visiting the community college would be advantageous to students. This definitely had a bearing on the total of interview responses to this one factor.

In addition, the students interviewed would like more visitations to the high schools by a community college student. They indicate there is a need for more brochures on the college and the programs being offered. Information on job opportunities and course offerings and content were also mentioned by the interviewees as helpful information.

### Summary

A questionnaire was used to collect data from a population of 125 community college freshmen in Oregon. Personal interviews with 34 students of the population were used to substantiate and to obtain in-depth information. The 34 students interviewed from population B were very similar in their profile to the total 125 student population

A of the study. The students of the population were primarily from high schools geographically located within the boundaries of the community college in which they were enrolled. The students surveyed were evenly distributed in being from high school graduating classes of 200 or fewer and over 200 students.

More than half of the students had majored in general education courses while in high school. One-fourth had majored in vocational courses and 22 percent in college preparatory programs. The mean high school grade point average for the total population was 2.66.

Approximately one-half of the students chose their community college major after graduating from high school. Close to one-third made the selection during their senior year of high school with the remaining students having made the choice prior to their senior year.

Students were primarily influenced in their choice of a community college major by "interest in the subject matter," "employment potential" and "parents." Most of the students interviewed had some knowledge of the occupational opportunities available to them after completing their respective major. The sources of information used by these students to learn of the occupational opportunities varied considerably.

A "convenient location of the community college" and "low tuition rates" were primary considerations for students selecting the community college to attend. Tied closely to the factors of location

and tuition were "limited personal and family finances." "Friends in the college or major" had influenced many of the students to attend the community college in which they were enrolled.

The "parents" were most influential in the student's decision to continue his education in a community college during the year following high school. This decision for the males was also tied closely with an effort to "avoid the draft." The quest for "self-improvement" and the efforts of the "high school counselor" were also influential to the students in making the decision. The students interviewed placed "employment potential" as the major factor in their decision to enroll in a community college program following high school graduation.

Several suggestions were made by the students for additional information and factors that would have been helpful to them in making a choice about which community college to attend and in which program to major.

## CHAPTER IV

### DISCUSSION AND ANALYSIS

#### Discussion and Analysis

The findings of the study have revealed data that are both supported and unsupported in the literature reviewed. In comparing the profile of the 125 students in the study with characteristics of the community college student reported in the literature, few comparisons can be made. The literature reports the profile of the community college student as a comparison with the four year college student. The studies reported in the literature also include all community college students and not just those majoring in an occupational area that leads to an associate degree.

The profile of the 125 students in the study is made up primarily of data regarding the students' high school careers and what point in time they chose a community college major. The 2.66 mean high school grade point average for the students included in the study may be contradictory to Cross's (1968) conclusions. He indicated the junior college student is intellectually inferior, by present standards, to the senior college student. Social-economic information was not collected in the study to compare with Cooley and Becker's (1966) findings.

The literature surveyed did not report any findings concerning

the time students selected a community college major. The findings of the study indicate that a sufficient number of students, over 50 percent, select a community college major prior to high school graduation to have some implications for high school personnel in guiding the students in these decisions.

The sex of the student and the size of high school from which the student graduated appeared to be influential in when a student chose a community college major. Again the literature surveyed did not report information in this area with which to compare the study's findings.

If the choice of an occupational major in a community college is related to choice of an occupation, then some comparisons between the findings of the study and that reported in the literature can be made. The literature surveyed gives little indication of the relationship of the process of choosing a community college major and of choosing an occupation.

The factors identified in the study as being most influential in the selection of a community college major were: "interest in subject matter," "employment potential," "parents," "previous experience on a job," and influences from the "high school." These factors appear to be related to the theory that students select occupations in light of the kind of person they believe themselves to be and that employ people with an orientation similar to their own. Similar theories have been proposed by Roe (as cited by Simons, 1966), Holland (1959; 1963-64),

Super (1957), Tiedeman and O'Hara (1962) and Berdie (1943). The factors of "employment potential" and "interest in subject matter" match Balu's et al. (1956) idea of compromise. Several studies in the literature support the parental influence in choosing a college major.

The findings of the study did not confirm the importance of "interesting work, " "security, " and "independence" as factors in choosing an occupation, as stated by Dipboye and Anderson (1959) and Wagman (1965). The factors of "occupation major leads to, " "interest in ideas, " "pre-college experiences, " and "friends of the student, " as reported by Dole (1964), were not the most influential factors identified in this study.

The consistency in significant correlations of rank orders indicated the various groups identified within the 125 student population were in close agreement as to the most influential factor categories in choosing a community college major. The literature surveyed gave little comparison of groups with regard to influences in the choice of a major. These group correlations seem to offer a different analysis of factors than that reported in the literature.

Another approach to a statistical analysis of influential factors might have been provided by a five point or continuous scale for each respondent to rate each factor listed. Such an approach might provide information concerning most all influential factors and add to the information provided in this study and in the literature surveyed.



The "convenience in the location" of the community college as a major factor in selecting a community college to attend seems to support, in part, Cross's (1968) findings. He claimed that local accessibility of colleges determines the number of low socio-economic students of high ability going on to college.

Cross (1968) reported that students did not consider the cost of college as being the main reason for not attending. This may be inconsistent with the findings of this study which identified "tuition rates," and "limitation of personal and family finances" as some of the most influential factors in choosing a community college to attend.

The findings of this study suggest some support of the literature surveyed concerning educational aspirations, though no attempt was made to correlate or compare influential factors identified with the social background of the students. The influence of "parents" and "high school classmates" in a student's decision to continue his education in a community college during the first year following high school relates to some reports in the literature surveyed.

Kraus (1964) and Lipsett (1962) suggest strong influence by parental and peer group social status in the decision to attend college. Rezler's (1964-65) findings of social pressure from the peer group appears to be supported in the findings of this study. The parent as an influential factor supports Rezler's (1964-65), Milliken's (1962), and Miller's (1960) findings.

A discrepancy in the answers given by individual students on the questionnaire and during the interview was noted. This discrepancy can be seen by comparing Tables 6 and 7, Tables 12 and 13, and Tables 17 and 18. In each of the three questions concerning influential factors in post-high school decisions, only about half of the interview responses corresponded with the same students' questionnaire responses.

In analysing this discrepancy, several reasons can be offered as to its cause. The primary reason being offered herein is the printed list of factors from which to choose an answer on the questionnaire, while the corresponding question during the interview was open-ended without a list of factors from which to choose. Also, each student had more time to consider his answer to the questionnaire than was allowed during the interview. The questionnaire directed the student to put the three factors in priority order. The interview question offered the student the opportunity to list any influential factor, regardless of the priority or degree of influence on the decision made.

Based on this reasoning one might assume more confidence in the responses to the questionnaire than in those given during the interview. Had the interview questions asked for the most, second most, and third most influential factors, a higher degree of consistency between interview and questionnaire responses may have occurred.

## Summary

The profile of the 125 students included in this study relates to the high school background and presents information not available through the literature surveyed. The time in which the student selected a community college major was information provided in the findings but lacking in the literature surveyed.

The factors identified as influential in choosing an occupational major in a community college support many of the findings in the literature surveyed. The literature presents findings that people select an occupation through consideration of personal appraisal and compromise. Some factors identified by the literature surveyed as influential in the choice of an occupation were not identified as influential in the choice of a major in the findings of this study.

The location of the college as an influential factor in the choice of a community college to attend was identified in the literature and upheld in the findings of this study. The importance of finances identified in the study in the choice of a community college to attend differed from that reported in the literature.

Parental and peer group influence on the student's decision to continue with community college during the first year following high school was identified in the literature and upheld in the study's findings. Some discrepancy in answers to the questionnaire and interview questions was noted in the study.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

#### Summary

Community college development in Oregon has been similar to the national trend in education. A sizeable increase in occupational program enrollment has also been noted for both Oregon's community colleges and secondary schools. The combination of new community college development and occupational program emphasis at the two levels of education has placed added importance on students planning for post-high school experiences. The matriculation of students from high school to the community college occupational programs leading to an associate degree is a many-faceted problem facing many of today's youth. The study was focused on one facet of this problem.

The identification of factors influential in a student's decisions concerning post-high school plans was the main purpose of the study. The decisions of whether to enroll in a community college following high school, which college to attend and which occupational program to major in were the primary areas of concern.

Eleven of Oregon's community colleges served as the basis for the random selection of 20 winter term (1970) classes surveyed by questionnaire. The 125 students who had graduated from high school in 1969 served as the study's population. An in-depth interview was

conducted with 34 students from the 125 student population.

The student population was enrolled in six of the 11 community colleges from which the random selection took place. All six of the institutions were represented in the population interviewed.

The profile of the students involved in the study adds to the information available in the literature surveyed. Approximately 60 percent of the population were males. Slightly more than three-quarters of the students indicated they had graduated from a high school geographically located within the boundaries of the community college district in which they were enrolled. The size of high school graduation class was represented equally in the population, between one to 200 students and over 200 students.

More than half of the population said they had majored in general education courses while in high school. One-fourth reported they had majored in vocational courses and a little over one-fifth indicated they had majored in college preparatory high school classes. The population's mean high school grade point average was 2.66 with a  $\pm .519$  standard deviation. This may differ from Cooley and Becker's (1966) reporting on project "TALENT."

The 34 students interviewed were very similar to the total 125 student population in their profile of high school experiences and when they chose a community college. Some inconsistency was noted between student answers given to the same question on the

questionnaire and in the interview.

Less than half of the population indicated they had selected their community college major sometime after high school. Approximately one-third said they had made this selection during their senior year. Little information on the time of selection of a community college major was presented in the literature surveyed.

Almost seven percent more males chose a community college major before leaving high school than did females, according to responses on the questionnaire. Students coming from high school graduation classes exceeding 200 students in size said they had chosen their community college major prior to leaving high school more often than did students from smaller graduating classes.

The major area of study in high school seemed to have little bearing on when the student selected a community college major. One exception was noted. Significantly fewer students from the college preparatory area in high school said they had chosen their major for college during the first semester of their high school senior year.

A student's choice of a community college major was reported to be influenced most by his "interest in the subject matter," "employment potential" and his "parents," in the findings of the study. The "influences of the high school" and "previous experiences on a job" were more often considered by those interviewed when choosing their major.

The factors influencing the choice of an occupation, as identified by the literature surveyed, and the factors identified as influencing the student's choice of a community college major appear to be similar. The literature identified several factors as being influential in the choice of an occupation that were not identified as most influential in the choice of a community college major.

Responses to the questionnaire concerning influences in choosing a major were compiled by eight factor categories. These factor categories were then rank ordered according to the number of responses. A rather consistent significant correlation of rank orders existed between all groups in their responses to influences in selecting a community college major.

In selecting a community college to attend, students reported they were influenced a great deal by the "convenience in location of the college to their home" and by "tuition rates." The "limitation of personal and family finances" were influential in choosing a community college and closely related to the two highly influential factors.

The location of the college was reported by the literature surveyed to be an influential factor in selection of a college. But the findings concerning financial factors as being influential seems to differ from the findings reported in the literature.

Beyond the "convenience of the college's location" and the "tuition rates," other influential factors reported were widely

dispersed among the possible factors listed. Therefore, the rank orders by factor categories were not significantly correlated among most of the groups considered.

With one exception, the students interviewed indicated they were pleased with the community college they chose and said they would make the same decision again.

Several factors were reported to have influenced students in the decision to continue their education in a community college during the first year following high school. "Parents," the "desire for self-improvement," "employment potential," the "lack of anything else to do," "high school counselors" and "high school classmates" were among the more influential factors reported in this decision. The males said they were also influenced to choose to attend a community college right after high school to avoid the draft. The parental and peer group influence in the decision to attend college was confirmed by the findings of the study and the literature surveyed.

The responses from students attending an urban community college were more frequently "parental" factors than were student responses from semi-urban or rural community colleges, with regard to influences in matriculating to a community college. Due to this and less significant differences, the urban community college group's responses were not significantly correlated with the student responses from either the semi-urban or the rural community



college.

The responses given by students from an urban community college, when rank ordered by factor category, were not significantly correlated in 11 of the 18 comparisons made with the semi-urban and rural groups. The group of students who chose their community college major prior to their senior year in high school gave responses which, when rank ordered by factor category, were not significantly correlated with the other two groups in ten of the 18 comparisons. The other two groups were students who chose their community college major during their high school senior year and those who made the choice after high school graduation.

Approximately half of the students interviewed said they would not have continued their education immediately following high school if a good job had been made available to them. Of the 34 students interviewed, 29 said they would choose again to go to a community college following high school graduation, if they had the choice to make over.

The students suggested additional information that would have been helpful to them in making post-high school decisions.

### Implications

The literature surveyed and the findings of the study lead to the following implications for future action:

1. More information about the world of work and the role the community colleges can play in preparing people for it needs to be

made available to high school students.

2. More information about community colleges and their programs need to be made available to and understood by high school counselors and teachers.

3. High school students' parents, teachers and classmates also need to be informed of the opportunities offered by the community colleges.

4. Community colleges, in their future development, should keep the convenience of location among the top priorities of consideration.

5. Community colleges should continue to provide for the educational needs of their communities at the lowest possible cost to the student.

6. Programs should be provided by Oregon State University to more adequately prepare teachers and counselors to assist students, parents, and fellow professionals in understanding the opportunities and requirements of the community college occupational programs in Oregon.

7. Additional studies should be made concerning:

- a. What factors influence those students who do not attend a community college.
- b. What factors influence community college students who do not select an occupational major.
- c. What effects do the students' social and economic backgrounds have on their post-high school decisions.
- d. What other factors influence the students' post-high school decisions.

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## APPENDICES

APPENDIX I  
COLLEGES INCLUDED IN THE STUDY

## Colleges Included in the Study

<u>College name</u>	<u>1969 Fall term full time time equivalent vocational student enrollment</u>
Blue Mountain Community College	163.6
Central Oregon Community College	121.6
Clackamas Community College	172.5
Clatsop Community College	85.9
Lane Community College	603.0
Linn-Benton Community College	115.9
Mt. Hood Community College	342.9
Portland Community College	1174.4
Southwestern Oregon Community College	97.1
Treasure Valley Community College	120.7
Umpqua Community College	139.2

APPENDIX II  
CLUSTERS AND POPULATION BREAKDOWN

## Clusters and Population Breakdown

Cluster	Questionnaires from 1969 high school graduates			
	Total	% of Total	Male	Female
Accounting- Bookkeeping	10	8.0	1	9
Agriculture	12	9.6	12	0
Clerical	11	8.8	1	10
Construction	5	4.0	5	0
Electronics	19	15.2	19	0
Food Service	2	1.6	2	0
Health	4	3.2	0	4
Marketing	10	8.0	6	4
Mechanical Repair	16	12.8	16	0
Metals	2	1.6	2	0
Secretarial	24	19.2	0	24
Wood Products	10	8.0	10	0
	<hr/> 125	<hr/> 100.0	<hr/> 74	<hr/> 51

APPENDIX III  
CLASSES SURVEYED

Classes Surveyed						
Course title	Cluster	College	Total number questionnaires returned	Questionnaires from 1969 high school graduates population		
				Total	Male	Female
*General Accounting	Accounting-Bookkeeping	Clackamas	10	5	1	4
*Advertising Principles	Marketing	Clackamas	18	10	6	4
*Office Procedures	Secretarial	Clackamas	17	13	0	13
*Silviculture Practices	Agriculture	Lane	28	12	12	0
*Industrial Food Preparation	Food Service	Lane	5	2	2	0
*Applied Physics for Nurses	Health	Lane	22	4	0	4
*Air Power Plant 2	Mechanical Repair	Lane	14	4	4	0
#Auto Metal Work 2B	Metals	Lane	18	2	2	0
#Shorthand Training	Secretarial	Lane	21	11	0	11
*Office Machines	Clerical	Linn-Benton	17	8	1	7

(Continued on next page)

Classes surveyed. (Continued)

Course title	Cluster	College	Total number questionnaires returned	Questionnaires from 1969 high school graduates population		
				Total	Male	Female
*Industrial Practices	Metals	Linn-Benton	6	0	0	0
*A-C Electrical Theory	Electricity-Electronics	Mt. Hood	28	19	19	0
#Embaling II	Health	Mt. Hood	26	0	0	0
#Essentials of Accounting	Accounting-Bookkeeping	Portland	14	5	0	5
#Survey of Data Processing	Clerical	Portland	17	3	0	3
*Survey Computation	Clerical	Portland	14	5	5	0
#Food Service Supervision	Food Service	Portland	7	0	0	0
#Air Frame II Lab.	Mechanical Repair	Portland	25	3	3	0
#Power Plant II Lab.	Mechanical Repair	Portland	28	9	9	0
*Forest Products	Wood Products	Southwestern	<u>24</u>	<u>10</u>	<u>10</u>	<u>0</u>
Totals			359	125	74	51

\*Classes chosen at random from 12 clusters.

#Classes chosen at random from college to compensate for F. T. E. enrollment.



APPENDIX IV  
STUDENTS INTERVIEWED

## Students Interviewed - by Cluster

Accounting-Bookkeeping	Kathy Pederson Mary Lou McGee Deanne Zinn	Portland Clackamas Clackamas
Agriculture	Donald F. Brown, Jr. Calvin R. Gilham Donald G. Bailey	Lane Lane Lane
Clerical	Kathy Lee Kay Winniford Doug Hurst	Linn-Benton Linn-Benton Linn-Benton
Construction	Paul J. Flaming Charles M. Meng Allan Anderson	Portland Portland Portland
Electricity-Electronics	Bob DeVere Tom Katt John Doig	Mt. Hood Mt. Hood Mt. Hood
Food Service	Bruce Sunderland Tim Turner	Lane Lane
Health	Thelma Cartwright Suzanne Strom Christine Connolly	Lane Lane Lane
Marketing	Victor Overturf Lorinda Jane Ertz Deborah Dunmire	Clackamas Clackamas Clackamas
Mechanical Repair	Doug Parson Charles Snapp Fred Blanton	Portland Portland Lane
Metals	Richard Parks Bob Horrocks	Lane Lane
Secretarial	Sharon K. Ruff Glenda Bobillot Sande Hess	Lane Clackamas Clackamas
Wood Products	Frank Eckley John Hartley Rod S. Smith	Southwestern Southwestern Southwestern

APPENDIX V  
QUESTIONNAIRE

REVISIONS  
COMMUNITY COLLEGE STUDENT SURVEY

This survey is part of a statewide study being conducted to determine what factors influence students to major in an occupational program at an Oregon Community College. Your cooperation in supplying the information requested on this form will be very helpful and greatly appreciated. Responses will be kept confidential.

☐ Male      Name \_\_\_\_\_

☐ Female      Year of high school graduation \_\_\_\_\_

High school you graduated from: \_\_\_\_\_

Location: City \_\_\_\_\_ State \_\_\_\_\_

Number in high school graduation class:

Check one:	<input type="checkbox"/> 1-25	<input type="checkbox"/> 101-150
	<input type="checkbox"/> 26-50	<input type="checkbox"/> 151-200
	<input type="checkbox"/> 51-75	<input type="checkbox"/> More than 200
	<input type="checkbox"/> 76-100	

What was your major area of study in high school?

Check One: ☐ General Courses  
☐ Vocational Courses  
☐ College-prep Courses

What was your high school grade point average (G. P. A. )? \_\_\_\_\_  
 (if known)

What is your community college major? \_\_\_\_\_

When did you select your community college major?

- ☐ Before my high school senior year.
- ☐ During the 1st semester of my senior year.
- ☐ During the last semester of my senior year.
- ☐ During summer before college.
- ☐ During fall registration at community college.
- ☐ During winter registration at community college.
- ☐ Other: \_\_\_\_\_

--Please continue to the next page--



PLEASE READ NEXT PAGE FIRST

LIST OF FACTORS INFLUENCING DECISIONS

(to answer questions on opposite page)

Family

- 1-father
- 2-mother
- 3-sister or brother
- 4-wife or husband
- 5-family's social status

Personal

- 6-my personality
- 7-personal handicap
- 8-improve myself
- 9-major allows use of my personal abilities
- 10-hobby of mine
- 11-avoid the draft
- 12-nothing else to do
- 13-I really don't know
- 14-everyone else is continuing their education

Friends and Associates

- 15-friends in this major or college
- 16-high school classmate(s)
- 17-my boyfriend or girlfriend

Finances

- 18-family financial status
- 19-limited personal finances
- 20-financial aid available
- 21-tuition rates

Educational

- 22-results of test(s) I took
- 23-get a better education than my family and friends have
- 24-interest in subject matter
- 25-major I could succeed in
- 26-major with little work for me

Occupational Opportunity

- 27-employment potential
- 28-get a better job than my family or friends have
- 29-income potential
- 30-job security
- 31-prestige of the occupation the major leads to
- 32-major leads to an interesting occupation
- 33-opportunity to help others
- 34-my interests in ideas
- 35-major will allow me to be a leader or boss in my occupation
- 36-job experience I have had

High School

- 37-high school counselor(s)
- 38-high school teacher(s)
- 39-high school course(s)

College

- 40-reputation of this college
- 41-reputation of this major
- 42-convenient location
- 43-campus appearance
- 44-college counselor(s)
- 45-college instructor(s)
- 46-visit to this college
- 47-brochure from college
- 48-college visitation to high school

Other Items

- 49-\_\_\_\_\_
- 50-\_\_\_\_\_
- 51-\_\_\_\_\_
- 52-\_\_\_\_\_

READ THESE DIRECTIONS COMPLETELY BEFORE PROCEEDING

-Please select items from the list on the opposite page to answer the questions on this page.

-Select the item from the list that influenced you most in making the decision referred to in the question. Place the number of that item in the blank labeled "1st".

-Select the item that influenced you second most and place its number in the blank labeled "2nd".

-Select the item that influenced you third most and place its number in the "3rd" blank.

-Any item may be used more than once.

1. Who or what influenced you to select your present community college major?

1 st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

2. Who or what influenced you to select this community college?

1 st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

3. Who or what influenced you to begin community college right after high school? (1969 graduates only)

1 st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

4. What additional information or factors would have been helpful to you at the time you were selecting a college to attend and a program in which to major?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. It may be desirable, at a later date, to interview some of the people completing this questionnaire. Would you be willing to be interviewed?

Yes \_\_\_\_\_ No \_\_\_\_\_

THANK YOU!!

APPENDIX VI  
INTERVIEW QUESTIONS

## Interview Questions and Procedures

I. Your name please ?

II. \_\_\_\_\_ (student's name) I am Ron Daugherty from Oregon State University. You may remember filling out this green questionnaire recently in your class. This is where we obtained your name for this interview. I am here to attempt to find out why students enter the community college right after high school and why they select the major they do. I have a few questions beyond those asked of you in this questionnaire. These questions have no right or wrong answers. How you truthfully feel is the answer I need from you.

Alright? May I begin?

III. What is your major now?

IV. Why did you choose this major?

- a. What kind of an opportunity awaits someone such as yourself after completing this major?
  1. Where did you find out about these opportunities?
  2. Did you discuss occupational opportunities in this area while in high school?
  3. Have you discussed opportunities like this in your college classes?
- b. When did you choose this major?
- c. What do your parents think of this major?
  1. Did they encourage or discourage you from this major?
  2. Would they have been happier if you had chosen a different major?
  3. What part did they play in your choosing this major?
- d. What influence did your high school teachers and counselors have on you selecting this major?
  1. Did they encourage or discourage you to select this major?
- e. Did anyone or anything from this college influence you to choose this major?
- f. What are you planning to do next year? The year after that?
- g. Are you satisfied with your present major?
- h. If you had to choose a major again, would you still select this one?

We have been talking about your major. Let's talk about  
(Name) Community College for a little bit.

V. Why did you choose (Name) Community College?

- a. When did you decide you were definitely going to attend this college?
- b. What do your parents think of this college?
  1. Did they encourage or discourage you to attend here?
  2. Would they have preferred you to attend some other school? Why?
- c. How convenient is this college to your home?
- d. How does the cost of attending this college compare with others?
  1. How did you find this out?
  2. Did this have anything to do with your coming to college here?
- e. Did you have any close friends or relatives that attended this college before you registered here?
  1. What did they think of the college?
  2. Did they try to influence you to go to college here?
- f. Did your high school teachers or counselors encourage or discourage you to attend this college?
  1. Did you discuss this college with them?
  2. Did they help you find out about this college?
- g. Did you ever visit this college before registering here?
  1. When?
  2. As a high school class or individually?
  3. Did you meet anyone while you were here? Who?
  4. Did you meet any of your present instructors before registering here?
- h. Did anyone from this college ever visit your high school while you were a student there?
  1. What was your impression of the college from this person?
  2. Who arranged for the person to visit your school?
- i. How satisfied are you with (college name) as a college?
- j. If you had to choose a college to attend again would you still choose this college?

VI. You came to college right after high school. Why?

- a. When did you decide you were definitely going on to school?
- b. What did your parents think of you going on to school?
  1. Did they encourage or discourage you?



- c. Did your high school teachers or counselors encourage or discourage you to go on to school right after high school?
  - d. What did your classmates do after high school graduation?
    - 1. Do you think this may have influenced you to go on to school?
  - e. If you would have had a good job right out of high school would this have prevented you from going on to school?
  - f. If you had to decide again would you still go to college right after high school?
- VII. If you were asked to go back to your high school and help the students there now make a decision about going to college, what college to attend and what to major in, how would you go about it?
- a. What kind of information would you provide them that wasn't available to you?
- VIII. I have been asking you many questions and I believe turn-about is fair play. Do you have any questions you would like to ask me?

Thank you for your time and cooperation in this study.

APPENDIX VII  
STATISTICAL TEST FORMULAS

### Statistical Formulas

The Student's t - Test for groups of unequal size

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1}}{N_1} + \frac{\Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2}}{N_2}}}$$

Critical Value of t when df. = 69  
is 1.980

The Spearman Rank Correlation Coefficient

Formula

$$r_s = \frac{\Sigma x^2 \Sigma y^2 \Sigma d^2}{2 \sqrt{\Sigma x^2 \Sigma y^2}}$$

Critical Value of  $r_s$

when  $N = 8$  at the .05 significance level (one-tailed test)

Critical Value = .643

APPENDIX VIII  
SPEARMAN RANK CORRELATION COEFFICIENTS

## Spearman Rank Correlation Coefficients for:

## Most (1st) Influential Factors in Choosing a Community College Major

<u>Between:</u>	<u>Correlation coefficient</u>
Total factors influencing choice of major and most (1st) influential factors	.905
Males and females	.875
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.786
Students having majored in general education courses in high school and those having majored in vocational courses	.869
Students having majored in general education courses in high school and those having majored in college preparatory classes	.869
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.845
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.899
Students having selected a community college major before their high school senior year and those having selected during their senior year	.881
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.857
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.720

<u>Between:</u>	<u>Correlation coefficient</u>
Students from an urban community college and those from a semi-urban community college	.631*
Students from an urban community college and those from a rural community college	.726
Students from a semi-urban community college and those from a rural community college	.887

Second (2nd) Most Influential Factors in Choosing a Community  
College Major

<u>Between:</u>	
Total factors influencing choice of major and (2nd) most influential factors	.851
Males and females	.601*
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.917
Students having majored in general education courses in high school and those having majored in vocational courses	.571*
Students having majored in general education courses in high school and those having majored in college preparatory classes	.875
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.399*

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.833
Students having selected a community college major before their high school senior year and those having selected during their senior year	.780
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.726
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.577*
Students from an urban community college and those from a semi-urban community college	.851
Students from an urban community college and those from a rural community college	.845
Students from a semi-urban community college and those from a rural community college	.958

Third (3rd) Most Influential Factors in Choosing  
a Community College Major

<u>Between:</u>	
Total factors influencing choice of major and (3rd) most influential factors	.887
Males and females	.935

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.667
Students having majored in general education courses in high school and those having majored in vocational courses	.744
Students having majored in general education courses in high school and those having majored in college preparatory classes	.696
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.690
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.649
Students having selected a community college major before their high school senior year and those having selected during their senior year	.363*
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.631*
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.649
Students from an urban community college and those from a semi-urban community college	.792
Students from an urban community college and those from a rural community college	.631*
Students from a semi-urban community college and those from a rural community college	.494*

\*Below critical value .643 - the rank order of two groups are not significantly correlated.



Most (1st) Influential Factors in Choosing a Community College

<u>Between:</u>	<u>Correlation coefficient</u>
Total factors influencing choice of major and most (1st) influential factors	.935
Males and females	.464*
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.762
Students having majored in general education courses in high school and those having majored in vocational courses	.345*
Students having majored in general education courses in high school and those having majored in college preparatory classes	.875
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.607*
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.667
Students having selected a community college major before their high school senior year and those having selected during their senior year	.464*
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.554*
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.637*

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students from an urban community college and those from a semi-urban community college	.756
Students from an urban community college and those from a rural community college	.661
Students from a semi-urban community college and those from a rural community college	.589*

Second (2nd) Most Influential Factors in Choosing  
a Community College

<u>Between:</u>	
Total factors influencing choice of major and (2nd) most influential factors	.958
Males and females	.458*
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.530*
Students having majored in general education courses in high school and those having majored in vocational courses	.637*
Students having majored in general education courses in high school and those having majored in college preparatory classes	.625*
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.732
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.435*

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

Correlation  
coefficient

Between:

Students having selected a community college major before their high school senior year and those having selected during their senior year	.488*
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.494*
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.435*
Students from an urban community college and those from a semi-urban community college	.321*
Students from an urban community college and those from a rural community college	.435*
Students from a semi-urban community college and those from a rural community college	.637*

Third (3rd) Most Influential Factors in Choosing  
a Community College

Between:

Total factors influencing choice of major and (3rd) most influential factors	.899
Males and females	.655
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.869
Students having majored in general education courses in high school and those having majored in vocational courses	.714

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students having majored in general education courses in high school and those having majored in college preparatory classes	.762
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.619*
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.714
Students having selected a community college major before their high school senior year and those having selected during their senior year	.357*
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.304*
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.738
Students from an urban community college and those from a semi-urban community college	.643
Students from an urban community college and those from a rural community college	.762
Students from a semi-urban community college and those from a rural community college	.696

#### Most (1st) Influential Factors in Matriculating to a Community College

<u>Between:</u>	
Total factors influencing choice of major and most (1st) influential factors	.923

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Males and females	.667
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.839
Students having majored in general education courses in high school and those having majored in vocational courses	.810
Students having majored in general education courses in high school and those having majored in college preparatory classes	.792
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.881
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.952
Students having selected a community college major before their high school senior year and those having selected during their senior year	.881
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.667
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.738
Students from an urban community college and those from a semi-urban community college	.446*
Students from an urban community college and those from a rural community college	.506*

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
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Students from a semi-urban community college and those from a rural community college	.917
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Second (2nd) Most Influential Factors in Matriculating  
to a Community College

Between:

Total factors influencing choice of major and (2nd) most influential factors	.827
Males and females	.679
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.577*
Students having majored in general education courses in high school and those having majored in vocational courses	.875
Students having majored in general education courses in high school and those having majored in college preparatory classes	.542*
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.833
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.798
Students having selected a community college major before their high school senior year and those having selected during their senior year	.738

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.696
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.851
Students from an urban community college and those from a semi-urban community college	.619*
Students from an urban community college and those from a rural community college	.589*
Students from a semi-urban community college and those from a rural community college	.869

Third (3rd) Most Influential Factors in Matriculating to a Community College

<u>Between:</u>	
Total factors influencing choice of major and (3rd) most influential factors	.875
Males and females	.363*
Students from high school graduation classes of 0 - 200 and those from classes of over 200 students	.583*
Students having majored in general education courses in high school and those having majored in vocational courses	.304*
Students having majored in general education courses in high school and those having majored in college preparatory classes	.179*

\* Below critical value .643 - the rank order of two groups are not significantly correlated.

<u>Between:</u>	<u>Correlation coefficient</u>
Students having majored in vocational courses in high school and those having majored in college preparatory classes	.560*
Students having graduated with a 0 - 2.50 high school grade point average and those with higher than a 2.50 average	.548*
Students having selected a community college major before their high school senior year and those having selected during their senior year	.060*
Students having selected a community college major before their high school senior year and those having selected after high school graduation	.238*
Students having selected a community college major during their high school senior year and those having selected after high school graduation	.804
Students from an urban community college and those from a semi-urban community college	.321*
Students from an urban community college and those from a rural community college	.423*
Students from a semi-urban community college and those from a rural community college	.833

\* Below critical value .643 - the rank order of two groups are not significantly correlated.



APPENDIX IX

WHEN COMMUNITY COLLEGE WAS SELECTED  
BY CLUSTER BY COMMUNITY COLLEGE

When community college major was selected in percent of students by cluster.

When community college major was selected	Before high school senior year	During senior year	After high school senior year
Accounting-bookkeeping	20.00	10.00	70.00
Agriculture	25.00	8.33	66.67
Clerical	9.09	45.45	45.45
Construction	0	40.00	60.00
Electricity-electronics	5.26	68.42	26.32
Food service	50.00	50.00	0
Health	75.00	25.00	0
Marketing	20.00	20.00	60.00
Mechanical	18.75	25.00	56.25
Metals	0	100.00	0
Secretarial	16.67	29.17	54.17
Wood products	30.00	20.00	20.00

When community college major was selected in percent of students by community college

Clackamas	14.29	28.57	57.14
Lane	28.57	20.00	51.43
Linn-Benton	12.50	62.50	25.00
Mt. Hood	5.26	68.42	26.32
Portland	16.00	24.00	60.00
Southwestern Oregon	30.00	20.00	50.00

APPENDIX X

OTHER HELPFUL INFORMATION  
AND FACTORS - QUESTIONNAIRE

## Other Helpful Information and Factors - Questionnaire

	Number of Responses
1- More information from the college on:	
a- Quality of instructional personnel	2
b- Type of people that have and are presently attending this college	4
c- Financial costs and aid	11
d- Courses and course content	23
e- Standards of performance expected	5
f- Major areas of study available	6
g- Information on Military deferment	1
h- Social life of the college	2
i- How to contact instructors in certain areas	2
j- Room and board	2
k- Present enrollment in my major (state of Oregon)	1
2- Community college programs available in Oregon	1
a- More time and help from high school people in making post-high school plans	8
3- Up-to-date college catalog	1
4- Brochures from college	3
5- Talk with college counselors before registering	1
6- College teachers from my area of study visit high school classes	1
7- Test results on personal interests	1
8- My high school classes visit this college	7
9- More about occupations:	
a- Which college programs are helpful	4
b- Pay in occupations	2
c- Security in occupations	1
d- Job opportunities	7

APPENDIX XI  
OTHER HELPFUL INFORMATION  
AND FACTORS - INTERVIEW

## Other Helpful Information and Factors - Interviews

	Number of Responses
1- More about occupations	
a- Job opportunities	4
b- Types of work	1
2- Visit the college while still in high school	24
3- Look at other colleges in state	2
4- Student from community college visit the high schools	8
5- Brochures from the college	9
6- Get better informed people at high school to aid students in making post-high school plans	3
7- Let kids get a job before going on to school	1
8- More information from college on:	
a- Major areas of study available	3
b- Requirements to complete each major	3
c- Financial costs	1
d- Course offerings and content	4
e- College life in general	1