

R E P O R T R E S U M E S

ED 012 186

JC 67D 242

A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES, FOLLOW-UP
NUMBER 2.

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PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS,
*FOLLOWUP STUDIES, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT,
STUDENT EVALUATION, *ASPIRATION, STUDENT ATTITUDES, STUDENT
OPINION, STUDENT EXPERIENCE, STUDENT REACTION, VOCATIONAL
INTERESTS, VOCATIONAL EDUCATION, CURRICULUM EVALUATION,
GRADUATE SURVEYS, TERMINAL STUDENTS, CHICAGO

TO DETERMINE WHETHER GRADUATES HAD BEGUN TO REALIZE
THEIR ASPIRATIONS AND TO ASSESS THE CONTRIBUTIONS OF CHICAGO
CITY COLLEGE (CCC) TO THEIR PRESENT STATUS, DATA FROM A 55
PERCENT RESPONSE TO A QUESTIONNAIRE 15 MONTHS AFTER
GRADUATION WERE COMPARED WITH A STUDY CONDUCTED IMMEDIATELY
AFTER GRADUATION. THE INVENTORY IDENTIFIES THOSE GRADUATES
PRESENTLY ATTENDING A SENIOR INSTITUTION AND RELATES THEIR
PRESENT CURRICULUM CHOICES TO THEIR CCC CHOICES. IT ALSO
IDENTIFIES THOSE GRADUATES WHO ARE NOT ATTENDING ANY SENIOR
INSTITUTION AND RELATES THE RELATIVE CONTRIBUTION OF THEIR
CCC CURRICULUM CHOICES TO THEIR PRESENT JOBS. DATA INDICATE A
HIGH CORRELATION BETWEEN CCC CURRICULUM CHOICES AND CHOICES
BY GRADUATES IN SENIOR INSTITUTIONS. HOWEVER, THE LARGE
PERCENTAGE OF NEGATIVE RESPONSES TO A QUESTION CONCERNING
CURRICULUM CHOICE IN RELATION TO SPECIFIC JOB PREPARATION
INDICATES A NEED FOR A MORE CRITICAL LOOK AT THE CCC PROGRAM.
FOR ARTICULATION PURPOSES, IT IS NOTED THAT 85 PERCENT OF THE
1965 TRANSFER STUDENTS ARE ENROLLED IN 10 INSTITUTIONS.
EIGHTY-TWO PERCENT OF THE GRADUATES RESPONDING (565 OF 685)
HAVE CONTINUED THEIR EDUCATION ON SOME LEVEL. VOLUNTARY
EXPRESSIONS OF OPINION FROM THE GRADUATES ARE APPENDED. (AL)

ED012186

A PROFILE
OF CHICAGO CITY COLLEGE 1965 GRADUATES
FOLLOW-UP #2



UNIVERSITY OF CALIF.
LOS ANGELES

APR 21 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
EVALUATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Henry Moughamian
Director of Research and Evaluation

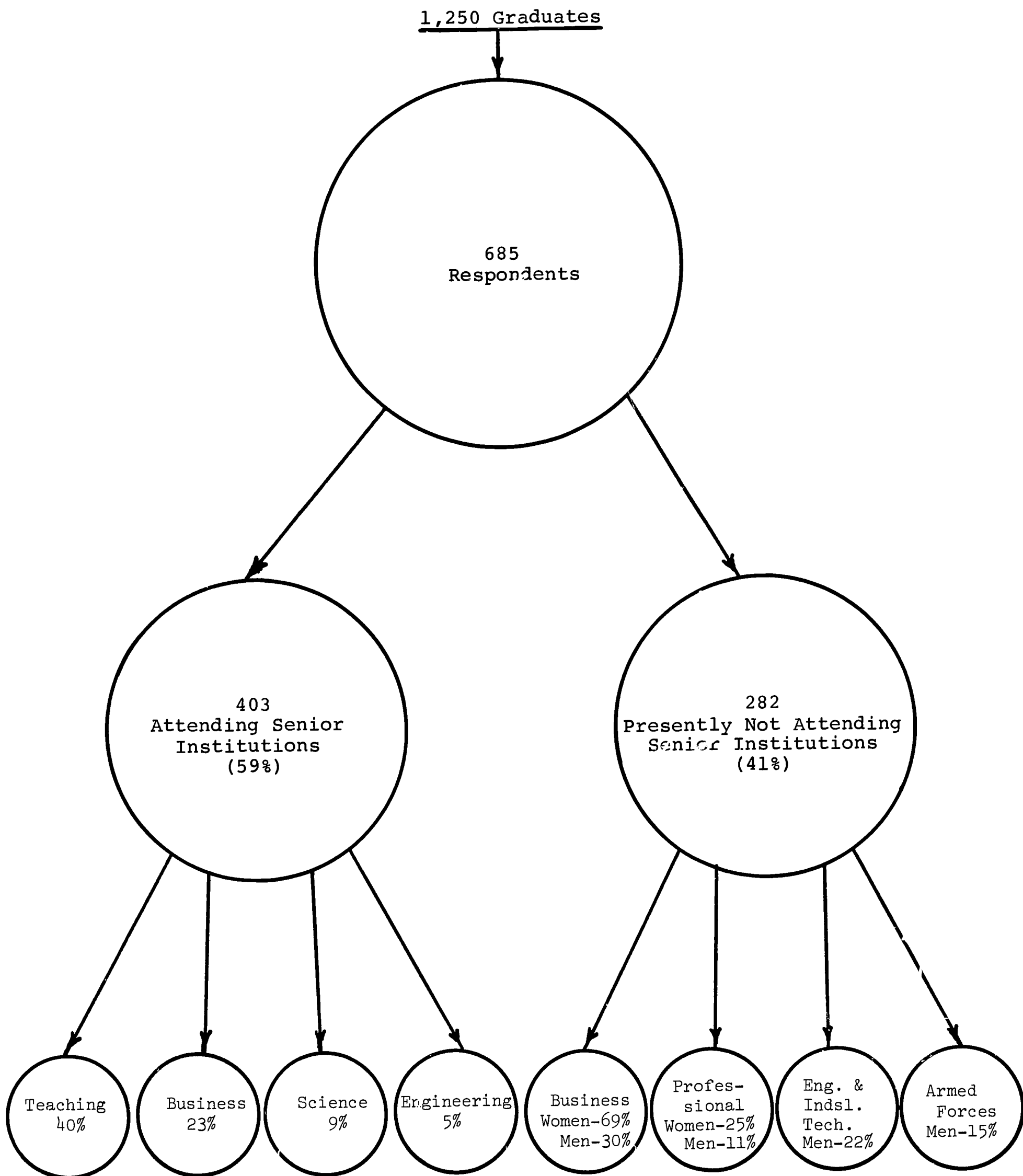
Acknowledgments

Comprehensive research in the multi-branch Chicago City College is only possible with the cooperative efforts of the eight campuses. As in previous research, the following registrars of these campuses were most helpful in securing preliminary data on our graduates: Merlin J. Benrud, Timothy M. Bresnahan, Ernest T. Hennings, James W. Jeanguenat, Charles F. Lindblade, Walter J. Lynch, Jr., Albert P. Pask, and Wesley E. Soderquist.

Mrs. Marjorie Storer of the Research and Evaluation staff took charge of the collecting and categorizing of the data and the editing of this report. Her help was indispensable. Mr. Edmund Dolan, also of this staff, made valuable contributions in the presentation of the data.

March, 1967

WHAT ARE THE PRESENT PURSUITS OF CCC GRADUATES OF 1965?



A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES
Follow-Up #2

Meeting the needs of its students is the primary purpose of any educational institution. At the elementary and secondary levels, and frequently in four-year colleges and universities, these needs can be ascertained without too much difficulty. In the setting of a junior college, particularly in an urban atmosphere, these needs are usually more difficult to define. Once they have been determined, an institution should structure its program to meet these needs and then evaluate itself in view of its progress.

An evaluation of the success of the Chicago City College should be concerned not only with the study of students' growth while they are attending this institution, but more importantly a determination of the value of their CCC education thereafter. Groups that warrant study include (1) drop-outs, (2) students excluded for academic reasons, (3) special interest students who attend the CCC for only one course or a few courses, (4) students who transfer to senior institutions without graduating, and (5) graduates who continue their education as well as those who do not. Thus, the multi-purpose junior college has many elements to consider in evaluating itself. The present study shall focus exclusively on the graduates who continue their education and those who do not.

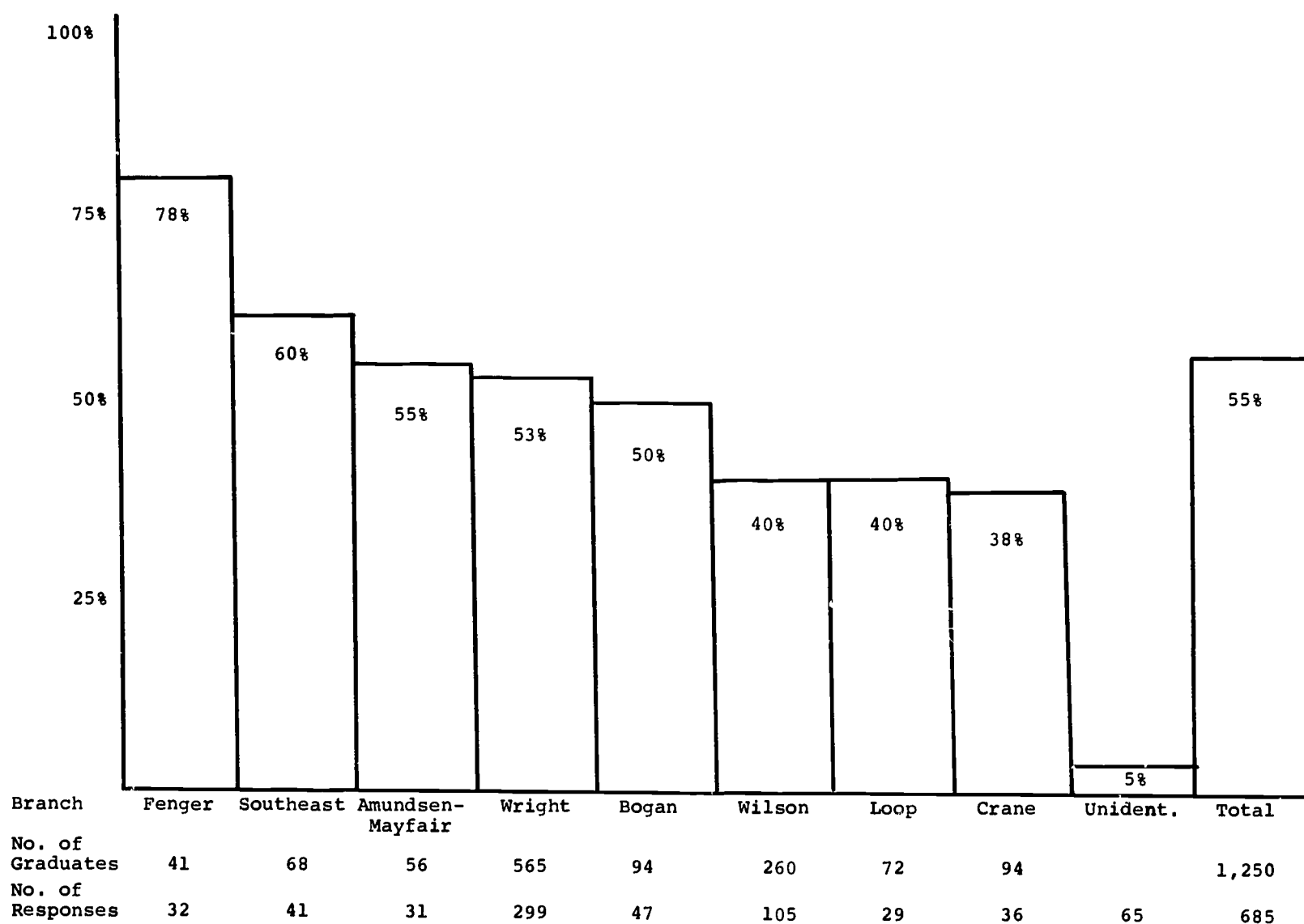
The first follow-up of the CCC graduating class of 1965 was conducted by Dr. Max D. Engelhart. This follow-up, conducted immediately after graduation, consisted of a survey of the attitudes and anticipated future plans of the graduates. At that time 79 per cent of our graduates anticipated further education; 50 per cent planned to attend a senior institution full-time.

In the fall of 1966 a second follow-up was initiated, with the expressed purpose of determining if our graduates had begun to realize their stated aspirations, and to determine the relative contribution of their CCC education to their present status. It was decided to use the following approach:

- (1) Identify those graduates who are presently attending a senior institution and relate their senior college curricula choices to their CCC curricula choices.
(A second phase of this evaluation, studying the academic success of these graduates in senior college, is currently in progress.)
- (2) Identify those graduates who are not attending any senior institution and determine the relative contribution of their CCC curricula choices to their present jobs.

The appended inventory was sent to 1,250 graduates. A total of 685 or 55 per cent of the graduates responded - a significant response for a questionnaire type of research. The response among honor students (minimum grade point average of 3.5,

i.e. B+) was 80 per cent; among others receiving the Associate in Arts degree (minimum grade point average of 2.0, i.e. C) the return was 52 per cent; among the diploma graduates (grade point average below 2.0) the per cent of response was 48. Totally, the response among those receiving the A.A. degree was 56 per cent. This would indicate little, if any, bias in the results of the study in terms of achievement levels. Whether those graduates who felt that they were succeeding were more apt to respond can be speculated. The men-women ratio of the entire graduating class was 67 per cent and 33 per cent, respectively. Sixty-three per cent of the 685 responses were from men graduates and 37 per cent were from women. Thus approximately 55 per cent of each group responded. The number and per cent of responses from each CCC branch are shown below.



As observed from the preceding chart, Crane, Loop and Wilson had an appreciably lower per cent of response than the average. Fenger, even though having fewer graduates, had the largest per cent of response (78).

In the following discussion of the responses to the various questions, numbered as in the inventory, the base of the per cents usually varies from question to question. This is due in part to the fact that there was more than one possible response to a question, and an occasional failure to respond to a particular question.

Wherever appropriate, the following discussion makes reference to data obtained from the first follow-up study of these graduates.

QUESTIONS PERTAINING TO ALL GRADUATES -
CHARACTERISTICS OF CHICAGO CITY COLLEGE ATTENDANCE
(Questions 3 through 6)

3 and 4. When did you first enroll at the CCC? Did you attend part time or full time?

It was found in the first survey, assuming graduation within two years of first enrollment, that 83 per cent of our graduates required more than two years to graduate. This was essentially the same finding of the second survey: 81 per cent of the graduates attended for more than two years. Approximately one-fourth (23 per cent) of this group enrolled for the first time in 1960 or before. Honor students on the average completed their degree requirements approximately one-half year sooner than the other graduates.

These findings indicate that even though approximately 35 per cent of all of our students attend full-time, and over 70 per cent of them state intentions of completing a two-year program, only a relatively small number realized their original plans. This phenomenon is true not only of the CCC but of junior colleges nation-wide (Medsker). More research in this area is needed.

Approximately 61 per cent of the graduates attended CCC as full-time students. This is in sharp contrast to the CCC total full-time enrollment per cent of 35. Some students (74) attended both as full-time and part-time students at different times.

5. Were you enrolled in a two-year terminal program or a two-year college transfer program?

Upon admission to the Chicago City College approximately two-thirds of all students associate themselves with a two-year transfer program; i.e., they aspire to continue their college work in senior institutions. An even larger portion of the graduates, seventy-nine per cent, were enrolled in two-year transfer programs. It is interesting to note that only 11 per cent (16 of 142) of the students who originally identified with terminal curricula changed their minds after graduation and enrolled in senior institutions.

6. What was your major curriculum choice at the Chicago City College?

Even though approximately 80% of the graduates associated themselves with two-year transfer curricula, many of those who said that they were in two-year terminal curricula at the CCC actually listed courses of study that we normally identify as transfer curricula, such as teaching and liberal arts. Of the 803 responses to the question (some listed more than one curriculum choice), 77 per cent were in three curricula: teaching, liberal arts, and business. Dr. John Grede, Director of Technical and Occupational Education at the Chicago City College, found comparable results in a recent investigation of CCC transfer students. About one-half of the women graduates listed teaching as their CCC curriculum choice in contrast to approximately 25 per cent of the men graduates. The men graduates, about 33 per cent, were predominantly enrolled in business curricula, in contrast to 13 per cent of the women.

Even though it was difficult to categorize some of the curricula choices as listed by our graduates (since an unstructured approach was utilized), the following comparisons should give a fairly reliable picture of our graduates' curricula choices in comparison with the curricula choices of all CCC students enrolled in two-year transfer curricula.

	<u>All CCC Students</u>	<u>CCC Graduates</u>
Business	24%	22%
Liberal Arts	18%	23%
Teaching	22%	32%

While there is no appreciable difference in the area of business, a larger per cent of our graduates were engaged in teaching and liberal arts curricula.

QUESTIONS PERTAINING ONLY TO GRADUATES
PRESENTLY ATTENDING SENIOR INSTITUTIONS
(Questions 7 through 13)

7. What institution are you presently attending?

When these graduates were initially surveyed in 1965, 46 per cent of those planning to transfer to senior institutions listed either Roosevelt, Illinois Teachers College, or the University of Illinois (Chicago Circle) as their choice. Today 48 per cent of our graduates who transferred to senior institutions are in one of these three institutions. Of the 685 graduates responding to this survey, 403 or 59 per cent are presently attending four-year colleges or universities. Sixty-seven per cent are men and 33 per cent are women, approximately the same distribution as total number of graduates responding to the study (63 per cent and 37 per cent, respectively). It is interesting to note that over one-half, 53 per cent, are enrolled in private institutions, and 47 per cent in public institutions. Even though these graduates are in 49 different colleges and universities throughout the country, a large majority are attending institutions located in Illinois. These institutions with the largest number of graduates, by sex, are:

<u>Institution</u>	<u>Number of Men</u>	<u>Number of Women</u>	<u>Total</u>	<u>Per Cent</u>
Roosevelt	50	27	77	19.1
Illinois Teachers College	36	41	77	19.1
University of Illinois (Chicago Circle)	27	13	40	9.9
Northern Illinois	24	9	33	8.2
De Paul	21	11	32	7.9
Illinois Institute of Technology	20	2	22	5.5
Northwestern	9	10	19	4.7
Southern Illinois	16	2	18	4.5
North Park	12	1	13	3.2
Loyola	10	2	12	3.0

Therefore, 85 per cent of our graduates are attending one of these ten institutions. The other 15 per cent are attending 39 other senior institutions, with no institution having more than five CCC graduates.

By scholastic standing, 70 per cent of the honor graduates, 50% of the other associate in arts graduates, and 42 per cent of the diploma graduates are attending senior institutions. It would therefore seem safe to conclude that a graduate's level of achievement at the CCC is positively related to senior college enrollment. The success of these graduates in these senior institutions is presently being investigated.

8 and 9. When did you begin? Are you attending part-time or full-time?

Seventy-five per cent of these graduates began their senior college work by fall, 1965, following their graduation from the CCC. The remaining 25 per cent began in the spring and fall terms of 1966.

Three out of every four graduates attending senior institutions are attending as full-time students. Whether the student was an honor student, associate in arts (without honors), or a diploma graduate was not related to full-time or part-time status.

10. What is your major?

When originally surveyed immediately upon graduation as to future plans, most of the graduates selected teaching or business as their probable majors. Since the populations responding to each of the two follow-ups do not differ significantly, it is interesting to note the actual per cent in various majors in contrast to original intentions. The areas listed below are coarse groupings and the per cents listed are approximations.

	<u>Originally Stated Major</u>	<u>Actual Major</u>
Teaching	36	40
Business	23	23
Liberal Arts	11	4
Engineering	7	5
Science	6	9
Social Service	6	4
Others	11	15

The above data indicate fairly consistent implementation of senior college plans and realistic goal setting by CCC graduates attending senior colleges. Another criterion of success will be the number of graduates receiving the bachelor's degree. The only appreciable differences occur in teaching (an increase) and liberal

arts (a decrease). As was the case concerning their CCC curricula choices, most of the women graduates, 60 per cent, chose teaching as compared to 24 per cent of the males. Over one-fourth of the men graduates are majoring in business.

11. When do you plan to graduate?

Even though approximately seventy-five per cent of these graduates began their senior college work prior to or in Fall, 1965 and attended as full-time students, slightly more than one-half plan to graduate by June, 1967. Eighty per cent plan to graduate by 1968. Is time required to graduate related to achievement? In this instance there isn't a significant correlation, as 61 per cent of the honor graduates, 51 per cent of the other A.A. graduates, and 54 per cent of the diploma graduates anticipate graduation by June 1967. By sex there was no significant difference.

12. How many hours of college work have you completed since your graduation from the Chicago City College? Institution(s)?

Seventy-three per cent of the graduates have accrued 30 or more semester hours of senior college work. One-third of them have completed 50 or more semester hours, and twenty-two per cent have completed 60 or more semester hours. These results indicate that most of the graduates are pursuing full-time programs and making at least satisfactory progress toward their degrees. In most cases the institutions that the graduates are presently attending are the only ones that they have attended since CCC graduation.

13. If you are gainfully employed, how many hours are you working per week?

One-half of our graduates attending senior institutions are gainfully employed. About seventy-five per cent are working 20 or more hours per week, and approximately thirty per cent are working 40 or more hours per week. More males (57 per cent) than females (40 per cent) are working. None of the women graduates are working 35 or more hours per week, while about one-half of the men are. The median for the men is 31.5 hours per week; the median for the women is 29.5 hours per week.

QUESTIONS PERTAINING ONLY TO GRADUATES
NOT PRESENTLY ATTENDING SENIOR INSTITUTIONS
(Questions 14 through 23)

- 14 - 18. Did you apply for admission to a four-year college or university? At which four-year institution did you apply? Were you accepted? (If not, the reason why?) If you were accepted, for how long did you attend? Reasons for leaving?

This group of questions identified those graduates who are not presently attending senior institutions, but who may have applied and attended.

Of the 282 graduates who are not presently attending senior institutions, 160 or 57 per cent did apply to a senior institution (Honors - 83 per cent, A. A. Degree - 86 per cent, and Diploma - 73 per cent.) One hundred and twenty-one or 76 per cent were accepted (Honors 87 per cent, A.A. Degree - 82 per cent, Diploma - 67 per cent). One hundred-five of this group

did attend senior institutions, and of these, 29 were graduated. The most popular choices were identical to those of the continuing graduates: Roosevelt (23 per cent), Illinois Teachers College (18 per cent), and the University of Illinois - Chicago Circle (17 per cent). The remaining 76 students attended for varying periods of time, ranging from less than one month to one and one-half years. The average length of attendance was two semesters. The most frequent reasons given for leaving, and their frequencies, are:

Employment	15
Low Grades	12
Joined service	10
Financial	9
Personal	6
Marriage	4
Moved	3

Cf the 39 graduates who were not accepted by senior institutions (one-fourth were diploma graduates), low grades accounted for 60 per cent of the cases. Other reasons given were that some courses were not accepted and additional credits were needed.

19 - 22. Are you presently employed? Are you working in a job for which you were especially prepared by your CCC curriculum choice? In what type of occupation are you engaged? Did your CCC education give you specific skills usable in this job?

An evaluation of a junior college should include not only a follow-up of its graduates who transfer to senior institutions, but also those who do not pursue a bachelor's degree. Very frequently students do not relate their curricula or individual courses to any

particular job. It was the purpose of the above questions to determine the relationship between CCC curricula choices and the jobs that the graduates presently hold, or the specific skills usable on the job. In other words, how functional are the curricula choices of our graduates not presently attending college?

Of the 282 graduates who are not presently attending senior institutions, the responses to the question, "Are you presently employed?" were:

	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Per Cent</u>
Yes	143	100	243	86.2
No	4	3	7	2.5
Housewife	-	32	32	11.3

To the question, "Are you working in a job for which you were especially prepared by your CCC curriculum choice?" only thirty-nine per cent responded "yes," but sixty-six per cent stated that specific courses taken at the CCC gave them skills usable in their present jobs. The subjects most frequently mentioned as useful were mathematics, English, accounting, psychology, social science, business, typing, and speech.

The graduates were asked to state their present occupations. Even though it was difficult to categorize all jobs appropriately, the following categories, by sex, should yield a valid picture:

<u>Male</u>		<u>Female</u>	
Business	29.5%	Business	68.7%
Engineering and Industrial Technology	22.0%	Professional	25.3%
Armed Forces	15.2%	Public and Personal Service	4.0%
Public and Personal Service	12.9%	Health Service Occupations	2.0%
Professional	10.6%		
Engineering	7.6%		
Miscellaneous	2.3%		

Over one-half of the women graduates (N=54) hold jobs either as secretaries, teachers, or clerks. The armed forces accounted for the largest single category of men (N=20), while accounting (N=9) and teaching (N=8) ranked next.

The fact that 61 per cent of these working graduates stated that they were working in jobs for which their CCC curricula choice did not prepare them, and also the fact that one-third of the graduates did not feel that they were given specific skills usable in their work, indicates the need for further research involving factors related to curricula choice.

23. Have you taken additional courses since your graduation from the CCC? Where?

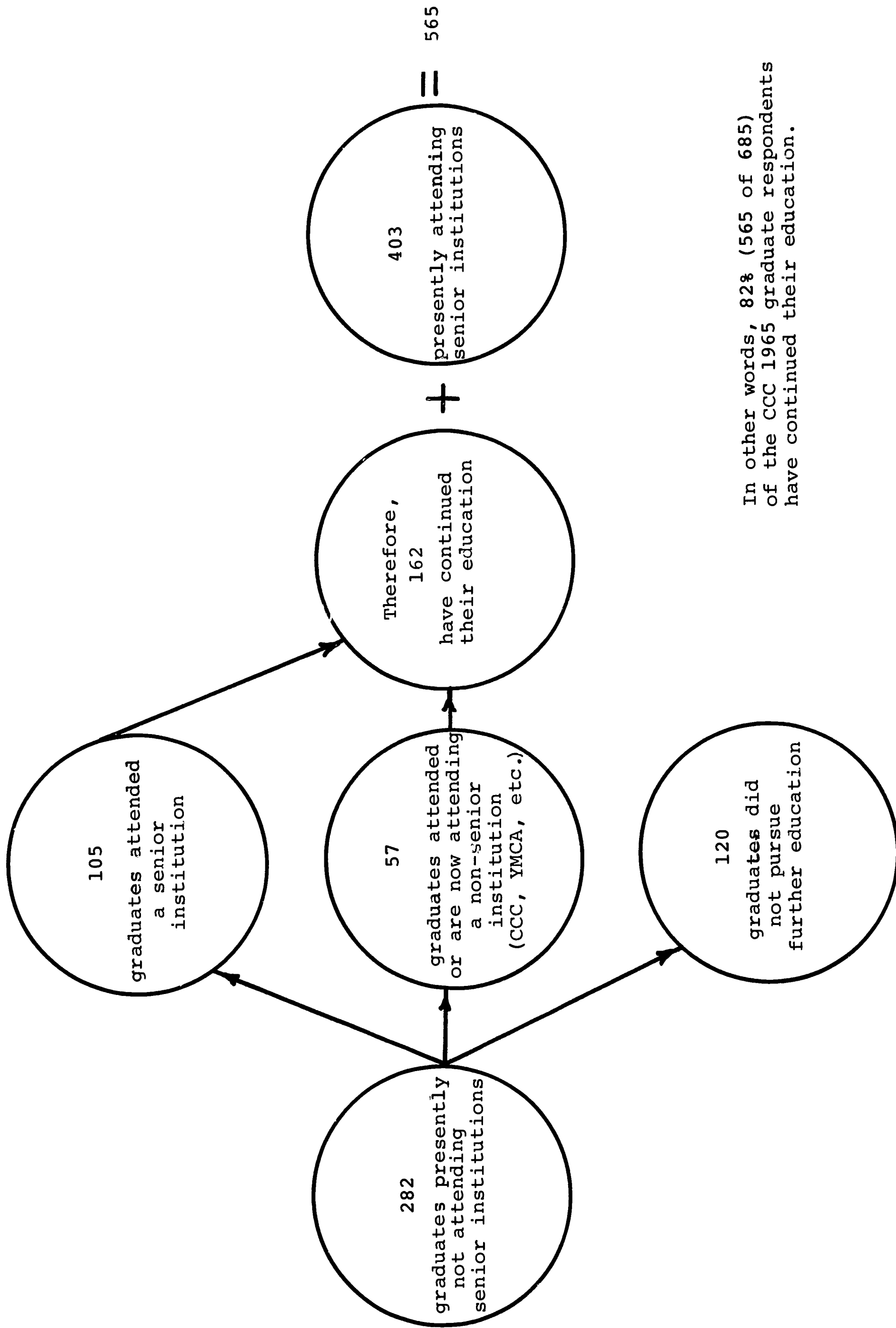
Excluding those who are presently attending senior institutions, 57% of the 282 respondents to the question indicated that they had taken additional courses since graduation. One-third of these graduates returned to the Chicago City College for

additional courses. Including our graduates attending senior institutions, approximately 82% per cent of our graduates have continued their education. The senior institutions most often attended were Illinois Teachers College, Roosevelt University, and the University of Illinois - Chicago Circle.

CONCLUSIONS

1. The high correlation between CCC curricula choices and curricula choices by graduates in senior institutions indicates realistic choices by those students while attending Chicago City College.
2. The large percentage of negative responses to the question concerning curricula choice in relation to specific job preparation and usable skill preparation indicates a need for a more critical look at our programs.
3. For articulation purposes, it is interesting to note that Roosevelt University and Illinois Teachers College are attended by 38% of the 1965 graduates who are enrolled in senior institutions. The University of Illinois - Chicago Circle Campus enrolls approximately 10%, giving these three schools a total of 48%. Eighty-five per cent of the 1965 graduates are attending one of the ten institutions listed on page 11.
4. It was learned that 55% of the CCC students intend to complete their baccalaureate degrees within two years (June, 1967), and that 80% plan to complete within three years (June, 1968). These figures are significantly higher than those found in a national study of the transfer student by Dorothy Knoell and Leland L. Medsker: 45 per cent and 62 per cent respectively. It should be noted that most of the CCC graduates have not graduated from senior institutions; thus a third follow-up in 1968 is planned.
5.
 - a) Eighty-two per cent (563 of 685) of the 1965 CCC graduate respondents applied for admission to a senior institution of higher learning.
 - b) Ninety-three per cent (524 of 563) were accepted by a senior institution.
 - c) Eighty-two per cent (565 of 685) continued to further their education after graduation from CCC, as shown on the following page.

82% CONTINUE THEIR EDUCATION



In other words, 82% (565 of 685) of the CCC 1965 graduate respondents have continued their education.

Many of the voluntary expressions of opinion which graduates wrote on the back of the questionnaires focus a revealing light on the college and its effect on their experience. Typical favorable comments received were such as the following:

"In retrospect, I consider the quality of instruction I received at the Chicago City Junior College very good on the whole. I have had no trouble keeping up on the senior college level, and will always be grateful that we had a tuition-free, open-admissions institution like CCJC in Chicago, where part-time students could proceed at their own pace. Without this, it would have been impossible for me to advance to where I am now in the academic world (senior at Illinois Teachers College). Best of luck!"

- - - - -

"In general, the education I received at Wright was comparable to that at Northern Illinois University. In fact, at both institutions I carried identical 3.15 grade point averages."

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"I attended the Wright branch of the Chicago City College. I believe that the standards and teachers at Wright are of the highest calibre. At the University of Illinois - Chicago Circle, I am taking courses which are based on material I learned at Wright. I find myself well prepared on this basis. This would seem to indicate that the junior college can function very well as a preparation for further studies."

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"The City College helped me greatly in adjusting to college. Inasmuch as I graduated from high school in the lower third of my class, it was quite doubtful that I would graduate from college. However, thanks to the junior college I was given a chance, and as a result I not only was able to graduate from Roosevelt University, but in addition I received a National Science Foundation fellowship for graduate study in mathematics at the Illinois Institute of Technology."

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The most frequently mentioned suggestion for improvement had to do with articulation between junior colleges and senior institutions. Some graduates felt that inadequacies in this field had resulted in a loss of credits when transferring to a four-year

institution. Some of the comments were as follows:

"I don't know if the same system is being followed now that Chicago Teachers College is Illinois Teachers College. If it is, students should be better informed regarding possible loss of credits upon transfer. While not applicable to my case, I've known a number of students who lost many hours of credit or who thought they had fulfilled requirements, particularly lab courses, and then had to make up work."

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"I hope that in the very near future there will be a better and closer relationship between the City College and other colleges and universities so that the credit hours earned by the student would be applied directly to his Bachelor degree requirements."

- - - - -

"DePaul University assured me that all of my credits from Wright would be accepted. This continued for two quarters; then during my third quarter, my credits were re-evaluated and of my 66 hours that were transferred, I was given total credit for 28 hours. The rest of my credit hours were placed as electives. It was also at this time that DePaul requirements for graduation were increased to a point where it would have taken me at least three and a half more years to acquire my Bachelor's degree."

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"I tried to transfer to the Art Institute school and gave up because I would have lost an entire school year! According to the Institute's requirements I would have been put back. You bet the standards can be improved."

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"I went to apply at Northwestern University and discovered I had too many business credits, as only 18 were allowed to be transferred toward the Business Administration degree. So I went back to Loop branch to get some non-business courses. I feel the counselor should have advised me about the limitation on business credits when I consulted with one."

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A number of the graduates expressed a wish that the Chicago City College were a four-year college:

"I have only one complaint about the CCC system, and that is that it is not a four-year system."

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"I hope that in the future a four-year general college will be in existence in Chicago."

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"I would just like to add that I believe that if Wright Junior College had been a four-year school I would have finished my college education."

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"I see that the system has eliminated the 'junior' from its name. I feel this is a deception. You are a junior college. If you wish to eliminate the stigma of 'junior,' then go to a four-year program. The stigma would be gone, the student would not lose credits in a 'forced transfer' to another college, and people like myself would not be put in the position of inflicting financial hardship on their families in order to pay the ridiculously high tuition rates private schools demand. What good is two years of college when you can't finish for lack of funds? Employers want B.A.'s, not A.A.'s."

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Some of the following criticisms and comments expressed by CCC graduates are constructive. Others, while less constructive, may nevertheless stimulate some thinking as to their validity.

"I believe that a majority of the teachers at CCC spoon-feed the students, and one is not prepared sufficiently to attend a four year college."

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"The impression that I receive from prospective employers is that the Associate in Arts certificate isn't worth the paper it is written on."

- - - - -

"I think that students should not be permitted to take courses in a major field until sophomore year. Also, courses in education should be offered. I would also like to see the junior college system expanded for a third year in a major field. However, this would have to be worked out with the draft board."

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"One suggestion I could make is that the college should alter, to some extent, its testing system. More emphasis should be given to essay exams. When a junior college student transfers to a four year institution he is faced with the prospect of having no other type of exam than the essay type. A junior college transfer student is competing with students who, more than likely, have been well exposed to this sytem of examination."

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"I think the atmosphere of the college should be changed to a more college atmosphere. The more serious students should be allowed to remain in college; those who are not should be eliminated. Courses taught should be more comprehensive and not memorization. There is a quasi-high school atmosphere which should be ended."

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A number of the graduates volunteered opinions regarding the influence their Chicago City College experience had had on their business or vocational careers.

"My two year curriculum did give me the opportunity to teach in a parochial grammar school for a year, which is my intended vocation. I do plan to go back and finish up for my degree in elementary education."

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"If it were not for the Chicago Junior College I would not be flying for the airlines today. As a member of the Aviation Education Council in the U.S. I would like to see Aviation Education of a general nature introduced into the CCC for future teachers."

- - - - -

"My particular occupation was the result of a "Job Opportunities Day" held at Wilson Junior College where I attended."

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"The language courses I took have been beneficial in my type of work, as a TWA Airline stewardess. All my courses enriched my knowledge necessary to communicate intelligently with passengers."

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Chicago City College Graduate Inventory

1. Name _____ Branch _____
2. Sex: Male _____ Female _____
3. When did you first enroll at the Chicago City College? _____
Month _____ Year _____
4. Did you attend part-time or full-time? Part-time _____ Full Time _____
5. Were you enrolled in a two year terminal program or a two year college transfer program?
Two year terminal program _____ Two year transfer program _____
6. What was(were) your major(s) (curriculum choice(s)) at the Chicago City College?

IF YOU ARE PRESENTLY ATTENDING A FOUR YEAR COLLEGE
OR UNIVERSITY, PLEASE ANSWER QUESTIONS 7 THROUGH 13.

7. What institution are you presently attending? _____
8. When did you begin? _____
Month _____ Year _____
9. Are you attending part-time or full-time? Part-time _____ Full-time _____
10. What is your major? _____
11. When do you plan to graduate? _____
Month _____ Year _____
12. How many hours of college work have you completed since your graduation from the Chicago City College? _____
Institution(s) _____
13. If you gainfully employed, how many hours are you working per week? _____

IF YOU ARE NOT PRESENTLY ATTENDING A FOUR YEAR COLLEGE
OR UNIVERSITY, PLEASE ANSWER QUESTIONS 14 THROUGH 23.

14. Did you apply for admission to a four-year college or university? Yes _____ No _____
15. At which four-year institution did you apply? _____
16. Were you accepted? Yes _____ No _____ Reason _____
17. If you were accepted, for how long did you attend? _____
18. Reason for leaving? _____
19. Are you presently employed? Yes _____ No _____ Housewife _____
20. Are you working in a job for which you were especially prepared by your CCC curriculum choice?
Yes _____ No _____ Which curriculum choice? _____
21. In what type of occupation are you engaged? _____
22. Did your CCC education give you specific skills usable in this job? Yes _____ No _____
What specific courses? _____
23. Have you taken additional courses since your graduation from the CCC? Yes _____ No _____
If you have, where? _____