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The purposes of this, the third followup study at Los Angeles Valley College were as follows: (1) to provide descriptive information about a stratified random sample of 1,234 entering freshmen, Fall 1964, with respect to persistence, graduation, probation, disqualification, and achievement over a 3-year period; (2) to ascertain information from this sample about current employment status and feelings about the institution; and (3) to provide data to assist instructors in relating course objectives to students, to provide feedback to counselors, and to provide data for administrative decision making. Specific information sought by questionnaire concerned the: (1) academic performance of entering freshmen; (2) number of students remaining each semester; (3) reasons for dropping out; (4) extent to which dropouts return to school during the 3-year period; (5) jobs ex-students obtain, and the usefulness of the college preparation for these jobs; (6) attendance patterns of transfer and terminal students; and (7) ideas students have for improving the college program. Data from the 43% response to the questionnaire are presented and summarized, and recommendations are made with implications for improved instruction and counseling. (MC)

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Los Angeles Valley College

A FOLLOW-UP STUDY

of the

ENTERING FRESHMAN CLASS

FALL, 1964

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

FRED MACHETANZ

NOVEMBER, 1968

ED0 27003

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Fred Machetanz

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INTRODUCTION

In these times of great change, it would seem important that each Junior College be continuously involved in evaluating its educational program. This study was directed to a follow-up of a stratified sample (n = 1234) of Entering Freshman, Fall Semester, 1964. An attempt was made to provide descriptive information concerning this sample of students over a three-year period. In addition to providing hard data from cumulative grade records, questionnaires were used in order to sample students' opinions about their stay at L. A. Valley College. Information was also obtained about current vocational and educational status.

Follow-up studies have been made previously at L. A. Valley College for the 1956 entering class and the 1960 entering class. In addition to this study of the 1964 Entering Freshman, a follow-up study is currently being made of the 1966 Freshman Class.

In view of the youth, the diverse elements, the plastic nature and the rapidly changing emphases of the Junior College, a biennial examination of the educational product--the students--appears essential. It is also believed that with the impending computerization of records, these studies may indicate what data about the students is needed and may suggest methods for the most efficient methods of collection and analysis of data.

PURPOSES OF THIS STUDY

General

1. To provide descriptive information, over a three-year period, of a stratified random sample of 1,234 Entering Freshman at L. A. Valley College, Fall, 1964, with respect to persistence, graduation, probation, disqualification, and achievement.
2. To ascertain from the above sample, information obtained from questionnaires about current vocation and employer, student feelings in such areas as instruction, student activities and class withdrawal.
3. To provide data about L. A. Valley College students which will assist instructors in relating course objectives to students, to provide feedback to counselors, and to provide data for administrative decision making.

Specific

Specifically this study will seek information relevant to the following questions:

1. What happens academically to students who enter L. A. Valley College as Freshmen?
2. How many students remain at Valley after a given number of semesters?
3. For what reason do students drop or fade out?
4. To what extent do students who withdraw return to L. A. Valley over a six semester period?
5. What jobs do ex-Valley students obtain and to what extent has the college helped the dropout prepare for his job?
6. What is the attendance pattern of transfer and terminal students over a six semester period?

7. What ideas do students have for the improvement of the L. A. Valley College Program?

LIMITATIONS OF THIS STUDY

1. This study included only students who entered L. A. Valley College, Fall Semester, 1964.

2. Information obtained from the questionnaires was limited to the 528 students or 43% of the sample who returned their questionnaires. Approximately 211 questionnaires or 17% of the sample did not reach the addresses and were returned by the Post Office and 495 or 40% of the sample apparently received the questionnaire, but did not return it.

3. Previous studies* have shown that those respondents who are the last to send in their questionnaires, are most similar to nonrespondents. It is the writer's subjective impression that there was a general uniformity of types of response throughout this study which tends to speak for the representativeness of the sample.

4. On questions I-J and II-D the respondents were invited to make additional comments on the back of the paper. Approximately 60% of the 528 students answering, wrote additional comments on the reverse side of the sheet.

* Oppenheim, A. N. Question Design and Attitude Survey.

Basic Books, New York, 1966 p. 34.

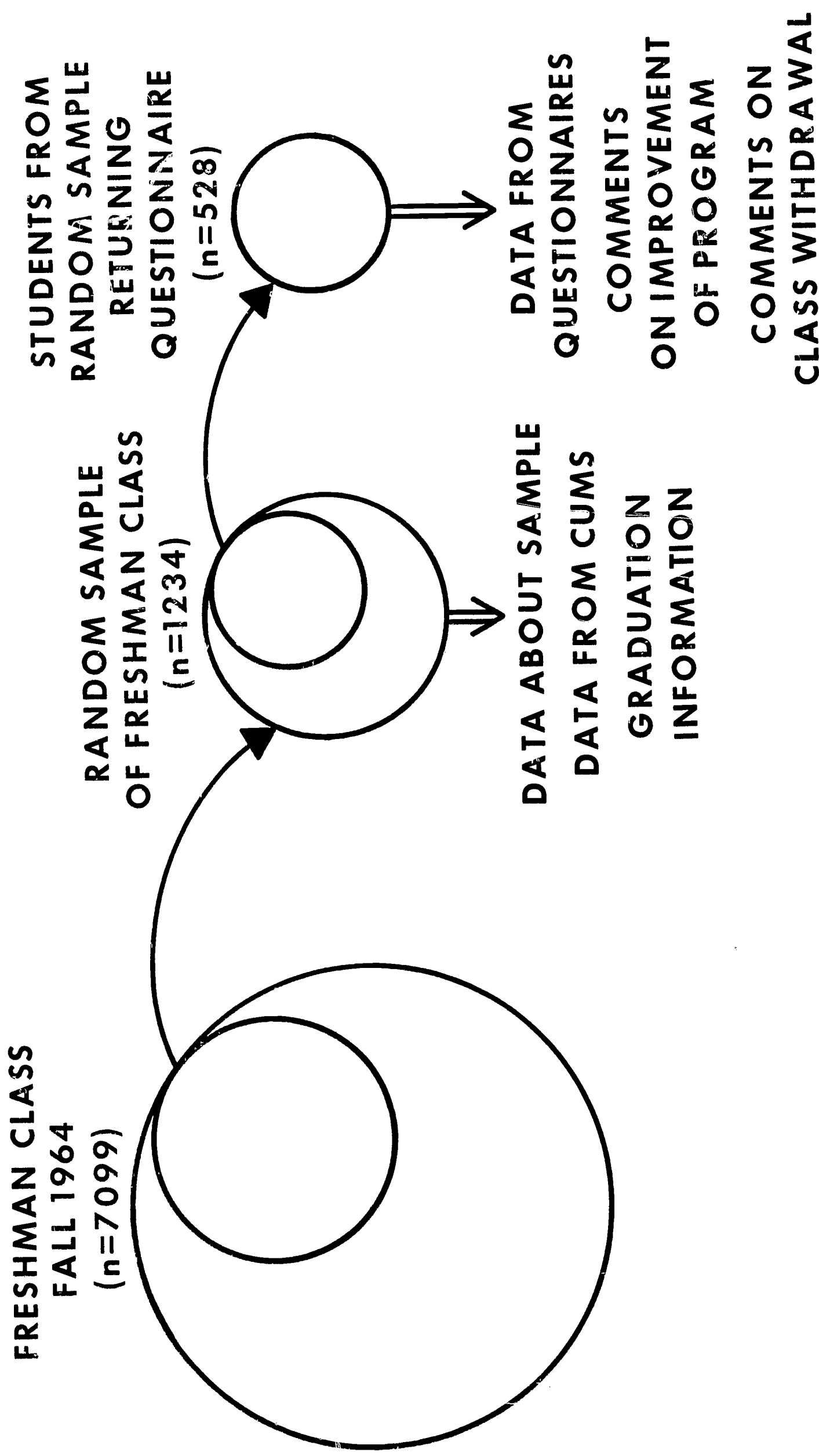
PROCEDURE

1. Using the directory cards of the Fall semester class, 1964, a random sample of 1103* full-time and 188 part-time students was drawn. Information about the sample is seen in Tables I-VI.
2. Data from cumulative records were punched into a deck of IBM cards duplicated from the sample directory cards selected in step 1. These data included 1st semester and overall units attempted and grade points, G.P.A. (computed), 1st semester on probation, total semesters attended, semester gaps, semesters evening, and withdrawals.
3. The data contained in the above directory cards were tabulated. Results are seen in Tables VII-XII.
4. A questionnaire (see Appendix) was mailed to all members of the sample. This first mailing was completed within the interval June 21 - June 29, 1967.
5. A follow-up questionnaire was mailed on or about October 12, 1967. Subsequent (November 3) to this follow-up mailing, a post card, requesting return of the questionnaire was mailed to approximately 20% of those who had not returned the follow-up questionnaire.
6. By January 1968, 43% of the members of the sample had returned their questionnaire.
7. The information from the 528 questionnaires was punched into IBM cards and data tabulated (Tables XIII-XXVII).
8. Data on graduates in the sample was tabulated and is provided in Tables XXVIII and XXIX.
9. A summary of suggestions for improvement of the program is provided on pp. 35-37.

* Later reduced to 1046.

DESCRIPTION OF THE SAMPLE

FIGURE 1



SCHEMATIC REPRESENTATION OF 1964 FRESHMAN FOLLOWUP

TABLE I
 CONTRIBUTING HIGH SCHOOLS FOR
 SAMPLE OF FRESHMEN, FALL, 1964
 (n = 1,103)

<u>School</u>	<u>Number of Students</u>	<u>Percentage</u>
1. Grant	149	13.5
2. Polytechnic	107	9.7
3. North Hollywood	68	6.2
4. Van Nuys	65	5.9
5. Burroughs	61	5.5
6. Monroe	5	5.1
7. Burbank	46	4.2
8. Fairfax	42	3.8
9. Hollywood	36	3.3
10. San Fernando	35	3.2
11. Other local schools contributing 30 or less students	342	30.9
12. Out of town	<u>96</u>	<u>8.7</u>
Total	1,103	100.0%

COMMENT:

Ten high schools each contributed thirty or more students. Above are noted the ten schools which contributed most heavily to the sample.

TABLE II

MARITAL STATUS AND SEX OF SAMPLE
OF ENTERING FRESHMEN*, FALL 1964
(n = 1,103)

		Single	Married	TOTAL	
				n	%
Male		696	16	712	65
Female		<u>381</u>	<u>10</u>	<u>391</u>	<u>35</u>
Total	n	1077	26	1103	
	%	97	3		100

* Fulltime

TABLE III

YEAR OF BIRTH OF MEMBERS OF SAMPLE
OF ENTERING FRESHMEN*, FALL 1964
(n = 1,103)

<u>YEAR</u>	<u>n</u>	<u>%</u>
'48	1	.1
'47	155	14.0
'46	787	71.4
'45	87	7.9
'44	18	1.6
'43	12	1.1
'42	16	1.5
'41	8	.7
'40	1	.1
≤ '39	<u>18</u>	<u>1.6</u>
TOTAL	1103	100.0%

* Fulltime

TABLE IV

YEAR OF HIGH SCHOOL GRADUATION OF MEMBERS
OF SAMPLE OF ENTERING FRESHMEN*, FALL 1964
(n = 1,103)

<u>YEAR</u>	<u>n</u>	<u>%</u>
'64	1015	92.0
'63	32	2.9
'62	12	1.1
'61	10	.9
'60	14	1.3
'59	7	.6
≤ '58	<u>13</u>	<u>1.2</u>
TOTAL	1103	100.0%

COMMENT:

92% of the students in sample who entered Valley College, fall semester, 1964, on a full-time basis graduated from high school during the same year.

* Fulltime

TABLE V

STATED OBJECTIVE OF RANDOM SAMPLE OF STUDENTS ON
ENTRANCE TO LOS ANGELES VALLEY COLLEGE, FALL, 1964

(n = 1,234)

<u>Objective</u>	<u>Percentage</u>
0 NOT GOING TO COLLEGE	3
1 UCLA	21
2 UC	3
3 L. A. STATE	1
4 SFVSC	24
5 USC	8
6 OTHER COLLEGES IN CALIFORNIA	6
7 OTHER COLLEGES OUTSIDE CALIFORNIA	3
8 GOING TO COLLEGE BUT STUDENT IS UNCERTAIN WHICH ONE	6
9 UNCODED, UNREPORTED, OR UNDECIDED ABOUT GOING TO COLLEGE	<u>25</u> 100%

COMMENT:

At entrance 72% of the students indicated that they would attend college. Only 3% stated that they would not attend college. Twenty-four percent and 21% of the students respectively indicated that they were planning to attend SFVSC and UCLA respectively.

TABLE VI

SCAT CLASSIFICATION OF SAMPLE OF FULL TIME
STUDENTS, FRESHMAN CLASS, FALL, 1964
(n = 1,046)

Code	n	%
1	131	13
2	293	28
3	445	43
4	96	9
5	77	7
uncoded	4	-
Total	1046	100

SCAT CODE

<u>Code</u>	<u>Centile Rank</u>
1	90 - 99+
2	70 - 89
3	33 - 69
4	17 - 32
5	≤ 16

DATA FROM CUMULATIVE RECORDS

TABLE VII

PERCENT OF THE SAMPLE ATTENDING AT THE
START OF A GIVEN NUMBER OF SEMESTERS
(n = 1,234)

Semesters	Percent Attending
0	100%
1	97%
2	86%
3	63%
4	50%
5	23%
8	7%

COMMENTS:

At the start of the 5th semester, 23% of the original sample was still attending. The 97% at the start of the 1st semester indicates that some students in the sample registered but were not attending.

TABLE VIII

FIRST SEMESTER ON PROBATION OF SAMPLE
OF ENTERING FRESHMEN, FALL, 1964
(n = 1,234)

Semester	n	%
0	472	38
1	6	-
2	485	39
3	149	12
4	69	6
5	36	3
6	17	2
TOTAL	1,234	100%

COMMENT:

38% of sample did not go on probation at LAVC during a six semester period. 51% of the sample were on probation during either the second or third semesters.

TABLE IX

SEMESTER DISQUALIFIED OF SAMPLE OF
FRESHMEN FOR FALL SEMESTER, 1964
 (n = 1,234)

Semester	n	%
0	1,026	83
1	0	0
2	0	0
3	117	10
4	8	1
5	56	4
6	27	2
Total	1,234	100%

COMMENT:

Although 62% of the sample went on probation up to the start of the sixth semester of attendance, only 17% of these were disqualified during this period.

TABLE X

ACADEMIC ACHIEVEMENT OF SAMPLE OF
ENTERING FRESHMEN, FALL SEMESTER, 1964

(n = 1,234)

I

Inactive-Full Time (n=826)	
GPA First Semester	<u>2.00</u>
GPA Overall	<u>2.19</u>

II

Active*-Full Time (n=220)	
GPA First Semester	<u>1.94</u>
GPA Overall	<u>2.09</u>

III

Inactive-Part Time**(n=154)	
GPA First Semester	<u>1.52</u>
GPA Overall	<u>1.82</u>

IV

Active-Part Time (n=34)	
GPA First Semester	<u>1.85</u>
GPA Overall	<u>2.21</u>

The above charts show the first semester GPA and overall GPA over a period of five semesters. The overall GPA is higher than first semester GPA in each case because the students not having academic success tend to drop out.

* Active - Students still attending after five semesters.

** Part Time - Students who took less than 12 units during Fall semester, 1964.

TABLE XI

SEMESTERS SAMPLE MEMBERS ATTENDED
 EVENING SCHOOL FULL TIME
 (n = 1,234)

Semesters Attended	n	%
0	1,115	91
1	80	6
2	28	2
3	7	1
4	3	-
5	1	-
TOTAL	1,234	100%

TABLE XII

SUMMER SCHOOL SESSIONS ATTENDED
(n = 1,234)

Sessions Attended	n	%
0	812	66
1	315	26
2	102	8
3	5	-
TOTAL	1,234	100%

DATA FROM QUESTIONNAIRES
OF STUDENTS CURRENTLY ATTENDING COLLEGE

TABLE XIII

COLLEGE OR UNIVERSITY WHICH STUDENT
IS CURRENTLY ATTENDING

School	n	%
San Fernando Valley State	92	34
L. A. Valley	43	16
UCLA	26	10
Cal. State (Los Angeles)	13	5
SC	13	5
Pierce	7	3
Cal. State (Long Beach)	7	3
Cal. State (San Diego)	6	2
Univ. Calif. (Santa Barbara)	6	2
Cal. State (San Jose)	4	1
San Francisco City College	4	1
Los Angeles City College	4	1
BYU	3	1
Univ. Cal. (Berkeley)	3	1
34 Other Colleges and Universities	39	15
TOTAL	270	100%

COMMENT:

At the time of response, 60% of the students responding, (n = 270), indicated that they were attending San Fernando Valley State, L. A. Valley College or UCLA.

TABLE XIV

CURRENT MAJOR

Major	n	%
Sociology, Psychology	47	18
History, Pol. Science	42	16
Business	38	14
Math, Engr., Arch.	24	9
Art, Music, Theatre Arts	24	9
English & Philosophy	17	6
Zoology & Biology	12	4
Nursing & Home Econ.	10	4
Education	6	2
Spanish	6	2
P. E.	6	2
Geog.	4	2
23 Other Majors	33	12
N. R.	1	--
TOTAL	270	100%

TABLE XV

<u>Degree</u>	<u>n</u>	<u>%</u>
Yes	237	88
No	31	12
No Response	2	--
<hr/>		
TOTAL	270	100%

Response to question "Do you plan to receive any degree within the next two years"?

TABLE XVI

DEGREE ANTICIPATED WITHIN TWO YEARS
(n = 259)

<u>Degree</u>	<u>n*</u>
A.A.	44
B.S.	108
B.A.	87
M.A. or M.S.	12
Teaching Credential	6
Other	2
<hr/>	
TOTAL	259

* Multiple response possible

TABLE XVII

	n	%
Very Well	85	31
Adequately	156	58
Poorly	11	4
No Response	18	7
TOTAL	270	100%

Response to question "In general how well did Valley prepare you for your present college work."

TABLE XVIII

MAJOR AT VALLEY OF STUDENTS
(n = 255)

Major	n	%
Business	46	18
General Education	29	11
Engineering Electronics	19	7
Secretarial Science	17	7
Sociology, Psychology	17	7
Art, Music, Theatre Arts	17	7
Nursing	13	5
History, Political Science	13	5
Police Science, Fire Science	9	3
Education	7	3
Mathematics, Physics	6	2
Language	4	2
Biology, Zoology	4	2
Journalism	4	2
16 Other Majors	23	9
No Response	27	10
TOTAL	255	100%

DATA FROM QUESTIONNAIRES
OF STUDENTS NOT IN SCHOOL

TABLE XIX

PRESENT ACTIVITY OF RESPONDENTS
NOT IN SCHOOL
(n = 255)

<u>Activity</u>	<u>n</u>	<u>%</u>
Working	126	49
Military	90	36
Housewife	27	11
Other	9	3
No Response	3	1
<hr/>		
Total	255	100%

TABLE XX

TYPE OF EMPLOYER OR FIRM

(n = 255)

	n*	%
Government Agencies	7	2
City	2	1
County	3	1
State	102	33
**Federal (Armed Forces, Post Office, etc.)		
Private Business	44	15
Technical (Electronics, Oil, (Machinery. . .)		
Non-Technical - Large (Sears, May Co. . .)	42	14
Non-Technical - Small (Small Stores . . .)	19	6
Insurance Company	9	3
Banks	17	6
Utility or Transport	2	1
Service Industries (Hospital, Salvation) (Army, Auto Club, . .)	31	10
Other	24	8
Total	302*	100%

* Multiple response possible

** Ninety students responding were in the service

TABLE XXI

TITLE OF JOB OR KIND OF WORK
(n = 303)

Employment Title Classification	n	%
Professional (Librarian, Artist, Serviceman*)	96	32
Clerical (Typist Clerk, Checker, Secretary, Storekeeper, Bookkeeping, etc.)	82	27
Service Work (Telephone Lineman, Cook, Guard)	33	11
Technical (Draftsmen, Engineer)	28	9
Sales and Customer Service	17	5
Managerial (Supervisor, personnel analyst)	14	5
Manual Work (Truck Driver, Stock Boy,) (Sanitation Collector)	9	3
Mechanical (Assembler)	5	2
Other	19	6
Total	303	100%

* Ninety students responding were in the service.

TABLE XXII

	n	%
Very Well	31	36
Adequately	51	59
Poorly	4	5
Total	86	100%

Response to question "If you took courses designed to prepare you for your present job, how well did Valley College prepare you?"

TABLE XXIII

Course	n	%
Business	30	18
Secretarial Sciences	24	15
Physics, Math, Science, Electronics Chemistry, Drafting, Geology	23	14
Psychology, Sociology, Anthropology	20	12
Philosophy, Literature, English	15	9
Art, Theatre Arts, Photography	10	6
Speech	9	6
Social Science, Political Science History, Law	8	5
Computer Programming	8	5
Language	5	3
Other Courses	11	7
Total	163	100%

Response to question "What courses, in addition to the ones you took, do you feel you should have taken at Valley?"

TABLE XXIV

	n	%
Yes	118	46
No	123	48
No Response	14	6
Total	255	100%

Response to the question "Do you plan to return to Valley?" (For students not currently attending school.)

TABLE XXV

REASONS FOR ATTENDING VALLEY

Reasons	n*	%
Convenience	276	42
Financial	222	34
Instructors and Course Offerings	84	13
Other	73	11
Total	655	100%

* Multiple response possible

TABLE XXVI

REASONS FOR CHANGING OCCUPATIONAL
OBJECTIVE AT VALLEY

Reasons	n	%
Personal	68	48
Academic	31	21
Economic	14	10
Illness	2	1
Other	29	20
Total	144	100%

Response to question "If you changed your educational objective while at Valley College, what factors were important in your decision?"

TABLE XXVII

REASON FOR LEAVING VALLEY

Reasons	n*	%
Military	68	24
Graduation	58	20
Personal	54	19
Academic	24	8
Economic	30	11
Other	51	18
Total	285	100%

* Response to question "For what reason did you leave Valley?"

GRADUATION INFORMATION

TABLE XXVIII

COMPARISON OF SCAT CODE DISTRIBUTION OF GRADUATES
TO SCAT CODE DISTRIBUTION OF ORIGINAL SAMPLE*

SCAT CODE	Full-Time		Part-Time	
	Sample (n = 1062)	Graduates (n = 161)	Sample (n = 172)	Graduates (n = 20)
1	13%	15%	7%	10%
2	28%	34%	11%	5%
3	43%	42%	38%	50%
4	9%	6%	20%	25%
5	7%	3%	24%	10%
Total	100%	100%	100%	100%

* See p 11 for SCAT Code

Explanation: The "sample" column indicates the SCAT Code distribution of the original sample. The "graduates" column indicates the SCAT Code distribution of those students in the original sample who were graduated.

TABLE XXIX

STUDENTS GRADUATED, STUDENTS ELIGIBLE
FOR GRADUATION, AND STUDENTS CLOSE TO GRADUATION

	Full-Time		Part-Time		Total	
	n	%	n	%	n	%
Number in sample	1062	100%	172	100%	1234	100%
Number sample graduated through June, 1968	161	15%	20	9%	181	15%
Number eligible to graduate but did not file petition	70	7%	*			
Number in sample close to graduation but could not graduate because of GPA, required subjects, etc.	110	10%	*		*	

* Undetermined

SUMMARY OF SUGGESTIONS
FOR IMPROVEMENT OF THE PROGRAM

The following section attempts to summarize the constructive criticisms which were offered. Little mention is made of those individuals and programs receiving the gratitude of the respondents. The instructional program and the counseling programs as well as other component programs of the school were praised in many instances even though the questionnaire was not worded to elicit this response.

It is hoped the material in this summary will assist in understanding how the student thinks about himself, his instructor, his courses, and his school.

SUMMARY OF SUGGESTIONS FOR IMPROVEMENT OF PROGRAM

I INSTRUCTION (n = 100)*

- A. Instructor attitude
(Encourage students, test before drop-date, realistic demands, more interest in students, make class interesting)
- B. Improve class offering
(Wider range of classes, on 4-year class levels, smaller classes, unusual classes, classes pertinent to today's problems)
- C. Discipline
(No more roll call)
- D. Stricter atmosphere
(More consistency in quality and content of work)
- E. More labs
- F. Involve students in planning
(Seminars, student tutoring, discussions section, encourage expression of ideas)
- G. Reduction of pressure in classroom
(Grades and tests given too much emphasis)
- H. Team teaching
- I. Even-out differences of hard vs. easy classes or instructors
- J. Miscellaneous

II COUNSELING (n = 74)

- A. Counseling Requirements
- B. Student-Counselor Relationship
(Show more interest in student, give student chance to talk)
- C. Counseling Time
(1. Student should decide on major by Gamma Semester)
(2. Should have more students counseled in summer)
- D. Provide orientation program
- E. More transfer information
- F. Miscellaneous

* The number of statements received in each area.

III GENERAL ATMOSPHERE (n = 36)

- A. Do away with high school attitudes and procedures
- B. Encourage more school spirit
(e.g., encourage fraternities, sororities, athletics, extra-curricular activities, "Hello Week")
- C. Encourage political activities (e.g., more controversial speakers, quadwranglers, public forums)
- D. Encourage free thought, speech, creativity
- E. Cool library
- F. Miscellaneous

IV REGISTRATION (n = 37)

- A. Improve registration system
(Have appointments, different system of registration rotation, registration by mail)
- B. Shorter drop period, charge for dropping, limit number of classes dropped.
- C. Liberalize attendance rules
- D. Miscellaneous

V STUDENT-FACULTY INTERACTION (n = 13)

- A. Should give students more individual attention and show interest
- B. More student-instructor communication, dialogue
- C. Publish student-faculty evaluation

VI GRADES (n = 11)

- A. Pass-fail system
- B. Reduce pressure (exam, grade emphasis)
- C. Miscellaneous

VII TESTING (10)

- A. Give more essay exams
- B. Improve and update multiple choice exams

SUMMARY OF STATEMENTS
ABOUT STUDENT WITHDRAWAL

The following section is a summary of the responses given when the respondent was asked to list the two most important reasons for class withdrawal.

SUMMARY OF STATEMENTS ABOUT STUDENTS
WITHDRAWAL FROM CLASS

I <u>STUDENT</u> (n = 296)	n	IV <u>SCHOOL</u> (n = 14)	n
A. Disinterested in class, bored, lack of initiative or motivation, confused, immature, lazy, fooling around, poor self-discipline, bad study habits	178	Too much like high school	12
B. Too heavy a load, behind in class or not attending	91	Attendance requirements Rules	2
C. Lack of ability, not used to college level work, misc. (Sickness, change of major, lack of confidence)	27	V <u>FAMILY</u> (n = 16)	
		Marriage	14
		Baby	2
		VI <u>ECONOMIC</u> (n = 90)	
		A. Job	45
		B. Financial	45
II <u>INSTRUCTOR</u> (n = 149)		VII <u>PERSONAL-SOCIAL</u> (n = 19)	19
A. Poor or apathetic, student conflict, attitude-personality, doesn't like teacher, presentation	118	VIII <u>MILITARY</u> (n = 26)	26
B. Demands, pressure, deadlines, behavior discouraging to student, especially at beginning of the semester	20	TOTAL	694
C. Grades and exams	7		
D. Instructor too formal, nervous, talks too low, can't answer questions	4		
III <u>CLASS</u> (n = 84)			
A. Difficulty Lack of preparation Too hard	54		
B. Not what was expected	17		
C. No benefit, too much busy work, not enough discussion, lack of friendliness, too much memorization, too crowded, lack of individual attention, lack of challenge, does not relate to living	13		

REPRESENTATIVE COMMENTS

The following statements are representative of the comments made by students in the areas indicated:

INSTRUCTION

A. Instructor attitude

1. Teachers who read their lectures from a text they have assigned cause withdrawal. Students in such classes have the choice of either not preparing for the class in advance or sleeping through it.
2. Teachers who are not interested in their subject or class can make a very easy class, and a very dull one.
3. I found many teachers that were so set in their methods and ideas that they completely stifled any interest a student may have in a given subject.
4. The antiquity in teacher attitude--the high-school methods employed--make the junior in "junior college."

B. Classes

1. Classes should be offered that pertain to political and social problems of today rather than past.
2. I might suggest that you could start classes that would lead to interesting people in professions and also helping those who are already interested in them.

C. Atmosphere

School still lacks an academic atmosphere, mainly because of the noise of the cafeteria. However, I do realize there is not an immediate remedy for this structural problem.

D. Labs

1. Design classes more like University classes--more labs.
2. Larger facilities and more equipment. For example, more complex devices for the scientific part of your program.

E. Students in planning

1. More student say in setting up the curriculum.
2. Should set up tutorials or break up into very small discussion sections.

3. Classes should be offered that pertain to political and social problems of today rather than past. They should revolve around the principle of alienation i.e., they should find out the problem of society today and come up with answers to them.

F. Pressure in classroom

1. Many people withdrew due to pressure for grades--if less than a B or C is feared (depending on g.p.a.) then the class is dropped.
2. Students could gain more if stress was decreased. Grades don't help you after you leave school. They don't determine whether you'll be successful or not. They just cause unnecessary pressures and cheating.

G. Team teaching

The idea of team teaching the History 11 and 12 classes was a wonderful idea, and proved most rewarding.

H. Even-out differences of hard vs. easy classes or instructors

1. If the student is to be judged on a scale with his peers i.e., grade point average), he should be given an equal opportunity to earn his grades. It is possible that a student profits more from an association with a difficult teacher but in the final accounting all anyone (school officials, prospective employers, etc.) is interested in is the g.p.a. Again, if the g.p.a. is to be the all-mighty judge of a student's abilities, then the student should not be frustrated because "easy" teachers classes are closed after the first few days of registration.
2. Teachers can make a class extremely interesting, while others treat you like Junior High age. Students in a college should be treated as adults--not children.

COUNSELING

A. Counseling

1. I should have been counseled from the very beginning. I think it would have made a difference in my study habits and attitude and thus my grades.
2. Counseling of students preparing for state college and university could be improved. Although I saw a counselor each semester. . . and discussed with him the courses I would need to transfer to university, I found when I arrived that I had made some serious omission.

3. Better counseling services to inform a student individually of the specific requirements he must fulfill in order to obtain an AA degree.
- B. Student-Counselor Relationship (Show more interest in student, give student chance to talk).
1. I would say that better, more thorough and personal counseling with the students goals in mind should be discussed with each student before he enrolls in his Freshman year. Even if this means a summer meeting with one's counselor.
 2. I also think counselors should be able to spend more time with the students.
- C. Counseling Time
1. Should have more students counseled in summer.
 2. I would advise J. C. students to have decided on their major (and minor) by the time they choose their classes for their gamma semester, and that they should choose their classes with an eye to both general requirements and the pre-requisites for the department in which they intend to major.
- D. Orientation program
1. I feel that there should be more available counselors and that they should help you orient your classes toward the college of your choice instead of the University of California.
 2. Develop and stress orientation program for High School students.
 3. I think a requirement for the first semester should be an orientation class, concerning itself with the college and giving the student information concerning graduation, class planning, and proper procedure for dropping classes.
- E. Transfer information
1. Information as to which courses would be transferable to State colleges was not available to entering freshmen. When this information was given it was often inaccurate. Many courses are considered as prep. courses at State Colleges and credit is not given for their completion. Students should be warned of this so as not to waste time on non-transferable courses.
 2. The only suggestion that I offer concerns transfer counseling. Usually a student is in dire need of help as regards to picking the proper classes for his program. It would help if counselors would be familiar with the transfer requirements and apparatus of schools such as USC, UCLA, San Diego State, etc. Perhaps one counselor would be prepared for one school and so on.

GENERAL ATMOSPHERE

A. High school attitudes and procedures

1. I feel that one of the main problems...as far as I am concerned, is the lack of a college atmosphere. Most of the students seemed to feel it was a "high school with ash trays."
2.operates too much like the high school and the high school too much like the elementary school.
3. I personally feel that College is run like a high school. That probably accounts for the reason that so many professors and students act like they're still in high school.
4. I am convinced a junior college (especially on the high caliber of Valley) is only a "high school with ash trays" if a student makes it so. I made it so by living each school day only for the ring of the final bell of my last class so I could go home. Extracurricular activities, individual counseling, and browsing through the library "just for the heck of it," it is what makes college a challenge, an experience, a life. If you could only encourage thickheaded clods like me to do this!!

B. School spirit

1. The only suggestion I can give for strengthening your program is to try to provide a more complete campus life for the students. Valley provides a good education for interested students, but lack of college unity or college life could perhaps lessen the students interest in taking the fullest advantage of the college and what it offers.
2. Anything that will give students a greater unity and school spirit I never realized how bad it was at Valley until I transferred to San Jose State and learned what true school spirit was.
3. The student participation in the activities left a lot to be desired--no school unity or spirit prevails--this is a student leader and administration lack. The students on the whole are uninformed about activities.

C. Free thought and speech

1. Open discussion and criticism is suppressed and the teachers seem unable to stray from their notes and outlines. As a result, the intellectual atmosphere is terribly "blah." While there has been an improvement in the last few years, too many departments are still quite sterile.

2. The purpose of education is to create a free thinking truth seeking individual and at the same time prepare him in some way in order to earn a living. The educational system today has become very competent in producing people for professional careers, but has failed miserably in creating free thinking and truth seeking individuals.
3. I have known students who have become disgusted with the lack of creativity and of freedom in the learning process. Many times bright students become bored with the memorization and rigidity of their classes. Perhaps small seminar groups for interested students would be worthwhile.
4. My only criticism would be to the lack of creative thought required.

REGISTRATION

A. Registration system

1. Registration too confused for new students and old. If some cards could be mailed out ahead of time to be filled out, it would make registration faster.
2. There should be a better organization of working forces so that during the first few days one does not need to wait 2-5 hours just to get his classes changed.
3. I was very pleased with Valley except for the procedure to register. It should be done by mail.
4. I wonder if the getting of classes at the start of each semester has improved? Other than this the school was very beneficial.

B. Shorter drop period, etc.

1. Shorter period between first day of class and last day to drop.

C. Attendance rules

1. I should liberalize its attendance rules to correspond with those at universities. Many classes are so constituted that a student may attend infrequently and purely by keeping up with the textbook reading may still do well in the class. The student can certainly determine which classes he can do this in and which must be regularly attended.

2. Discontinue the roll call procedure. The professor with good lectures and something to offer never have any trouble getting the students to show up for lecture. But those professors that do not have anything to say besides what is in the text book are forced to enforce the attendance regulation. These professors would then be forced into improving the lectures or be faced with a class of empty desks, because if the lectures come just from the text there is no need to show up till the exam in order to pass the course. But if there is additional information you gain something.

STUDENT-FACULTY INTERACTION

- A. Should give student more individual attention and show interest
 1. More concerned instructors who care about the individual student.
 2. In team instructors offer a challenge to their students in their unique and interesting presentation of the subject matter. Not only do they instill an appreciation of their subject upon the student, but they also achieve total understanding if the student applies himself.
- B. Student-instructor communication dialogue
 1. There isn't enough "student-teacher" relationship. It is just simply too cut and dry.
 2. The teacher-student relationships are deteriorating quickly due to overcrowding, the new haste in California's education and the lack of teachers. However, I feel that if the instructor remembers that the goal of education is knowledge and communication and bend a little it would help the situation.
 3. Instructors should be on a level complementing the student.
 4. From my experience..., I found many teachers that were so set in their methods and ideas that they completely stifled any interest a student may have in a given subject.
 5. It is very unfortunate that the professors, being no doubt exceptionally learned in their particular field, cannot project their ideas in a more appealing way.
 6. Many instructors cannot come down to the student level to make them understand a difficult concept. What's the point of going to school if one can't grasp points, if a professor talks too much above the student level?

C. Publish Student-Faculty Evaluation

GRADES

A. Pass-fail system

1. The pass-fail system of grading should be used. The grades now used are immoral, unjust and they inspire mediocracy. At the college level students should be concerned with evaluating their own selves.

B. Reduce pressure (exam, grade emphasis)

1.greatest effort in school is how to ditch classes, how to cheat in the most unique way and how to get by with as little work as possible and getting the easiest teacher possible. I feel that this is not entirely the student's fault, but that of the school system and the over-emphasis on grades and not learning.

TESTING

A. Give more essay exams

1. Less frequent multiple-choice type tests and more critical analytical essay type for preparation for later college work.
2. I had several professors my first year who required essays. I was not so fortunate my second year; and, as a consequence, I have had some difficulty with essay exams at UCLA.
3. To prepare students more adequately for work at a state college or university, I think essay exams should be stressed more than objective.
4. Place an equal emphasis on essay tests as objective. An overwhelming majority of my tests at Valley were objective.
5. Give more essay tests instead of multiple choice questions.

B. Improve and up-date multiple choice exams

1.asked too few questions, or trick questions, or obscure questions so that one learned nothing but how to make lucky guesses.

C. New exams each semester

The Board of Education should make it mandatory for each professor to prepare new examinations each and every semester for each and every subject. I found it extremely discouraging to find out at the end of each semester that examination keys were utilized by the students during the semester. This situation would be non-existent if this above proposal were passed and enforced.

S U M M A R Y

1. In the sample of fulltime entering freshmen, Fall 1964, approximately 60% of the students came from the following ten high schools: Grant, Polytechnic, North Hollywood, Van Nuys, Burroughs, Monroe, Burbank, Fairfax, Hollywood, and San Fernando.
2. 3% of the fulltime sample were married, and 35% were female.
3. Slightly over 93% of the fulltime sample were born in the years '45, '46, and '47. Hence most students in this sample were approximately 17, 18, or 19 years of age at the time of entrance.
4. 92% of the fulltime sample entered Valley the same year that they graduated from high school.
5. At entrance 72% of the sample (full-time and part-time students) indicated the intention to attend college. Only 3% of the students indicated that they did not plan to transfer to another college. San Fernando Valley State and U.C.L.A. were chosen as the school of transfer by 24% and 21% of the students respectively.
6. Table 6 indicates that there were a disproportionately low number of students in the sample in codes 4 and 5 of the SCAT.
7. At the beginning of the fifth semester there were 23% of the original sample still enrolled. There were 7% of the original sample enrolled at the beginning of the eighth semester.
8. 62% of the original sample were on probation at least one semester during the first six semesters.
9. 17% of the original sample were disqualified during the six-semester period.
10. Only 9% of the sample attended evening school for one or more semesters.
11. Approximately 33% of the sample attended one or more sessions of summer school.
12. Of the students responding who were attending college, 34% were attending San Fernando Valley State, 16% were still at L. A. Valley, and 10% were at U.C.L.A.
13. Of the students responding who were attending college 18% were majoring in History and Political Science, and 14% were majoring in Business.
14. In response to the question "In general how well did Valley prepare you for your present college work?" 31% of the sample said "Very Well" while 58% said "Adequately."

15. The distribution of SCAT Code groupings for the graduates in the sample roughly parallel the SCAT Code groupings distribution for the original sample with slightly fewer students graduating in the lower aptitude groupings.
16. 15% of the original sample had graduated from L. A. Valley College as of June, 1968.
17. 7% of the fulltime students of the original sample had completed graduation requirements but had not filed petition to graduate.
18. 10% of the fulltime students of the original sample were close to graduation but were unable to graduate because of lacking a required subject or having a deficient GPA.

RECOMMENDATIONS

2

I. Instruction

A. Improvement of communication between students and instructors:

1. Continued study and dissemination of information on student characteristics;
2. Encouragement of instructor - student dialogue;
3. Investigation and extension of modes of successful communication which now exist between students and faculty;
4. Continued appointment of students to faculty committees;
5. Investigation of the use of basic contact groups, sensitivity training among students, faculty, and administrative groups;
6. Consideration of Rogerian concepts applied to instruction;
7. Consideration of appointment of a student ombudsman;

B. Continuation and extension of the development of new courses:

1. Encouragement of faculty participation in the development of new curricula;
2. Polling the students for suggestion concerning course content;
3. Investigation of the importance of teaching new and current topics in all areas of instruction.

C. Investigation of new methods of instruction using:

1. Multimedia approach with programmed learning, audio tapes, video tapes, closed circuit television, etc.;
2. Flexible scheduling;
3. Team teaching;
4. Independent study;
5. Experimental environments.

D. Continuing evaluation of course objectives - Investigation of the work of Mager and of Bloom.

II. Counseling

- A. In view of the relatively large number of students who transfer to San Fernando Valley State, UCLA, and L. A. State, it is suggested that just prior to transfer, three orientation meetings be held: one for each of the above schools. These meetings would provide information for the student in various aspects of registration, instruction, testing, campus social life which would enable him to deal more effectively with his environment at these schools.
- B. Investigation of some basic concepts in information, communication, decision-making, and value theory. It would appear that as more and more information becomes available to the counselor, techniques for conveying it effectively to the student, and assisting him in learning to evaluate alternatives seems increasingly important.
- C. Extension of the use of the computer in counseling. The possibility of consoles which will allow the counselor to have a large amount of data available for the counselee are being developed. The computerization of transfer requirement data now in process seems a first step in preparation.
- D. Increasing use of group counseling when appropriate. Investigation of the possibility of using basic contact, encounter groups, etc.
- E. Consider the possibility of increased involvement of faculty in departmental and transfer advisement.

APPENDIX

APPENDIX

LOS ANGELES VALLEY COLLEGE
5800 Fulton Avenue
Van Nuys, California
November, 1967

Dear _____,

We are making a study of the entering Freshman Class, 1966, and we need your help. YOU HAVE BEEN SELECTED AS PART OF A SMALL SAMPLE OF PEOPLE WHO WE FEEL ARE REPRESENTATIVE OF YOUR CLASS AND IT IS VERY IMPORTANT THAT WE HEAR FROM EVERY MEMBER OF THIS SAMPLE. The questionnaire enclosed should take only a few minutes to fill out and you can return it to us in the stamped-envelope provided.

We hope that the information that we obtain from this study will help us to provide more effectively for our students in the future. We are interested in your feelings and your thoughts about your stay at Valley College. We are particularly interested in any additional comments which you care to make about Valley College.

Please feel free to express yourself frankly--your reply will be confidential and results released only in tabulated form. Our thanks to you in advance for your help in this project.

Very truly yours,

Fred Machetanz
Fred Machetanz,
Coordinator of Research