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ABSTRACT

This study sought to ascertain the factors and problems which influence student recruitment in occupational programs at Pasadena City College (PCC) in California. Perceptions of administrators at PCC and surrounding community colleges, faculty members of the Engineering and Technology Department, PCC students, and a number of local high school students were surveyed through a variety of questionnaires, interviews, and rating scales. Responses to the questionnaires and interviews are presented and the current recruitment efforts of PCC are reviewed. As a result of this study, the author recommends: (1) the employment of a student recruitment specialist to coordinate the total recruitment efforts at PCC; (2) the assignment of counselors to departments so that occupational students can be guided by counselors familiar with and in favor of the program; (3) the recruitment of more women into occupational programs; (4) a reward system for faculty members who devote time to student recruitment; (5) inservice programs on student recruitment for faculty members; (6) expansion of the Career Guidance Center; (7) better publicity; and (8) ongoing research to update and improve student recruitment. The questionnaires and interview formats are appended. (DC)

AN EXPLORATORY STUDY OF STUDENT RECRUITMENT IN COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

V. Edward Ellis

Office of Occupational Education
Pasadena City College
June 1974

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CHAPTER ONE

INTRODUCTION

The present study had its beginning as a broad internship assignment related to student recruitment. It all began when the investigator discussed with Dr. Armen Sarafian, President of Pasadena City College, the possibility of being involved in an administrative internship at PCC. John R. Toothaker, Director of Occupational Education, along with Dr. Sarafian considered student recruitment to be an important area of concern to the college and many of the other community colleges in California. While the total student enrollment at PCC has continued to increase, some of the community colleges have experienced reduced student enrollments. The declining birth rate has stimulated concern regarding student enrollment among educators at all levels of education.

Mr. Toothaker conceptualized an internship activity entitled Project SR as a means of involving the investigator in an examination of student recruitment problems. A series of interviews with administrators, faculty, and staff provided the investigator with information on which to structure a study of student recruitment at Pasadena City College.

An advisory committee consisting of Vern Spaulding, Supervisor of Occupational Education, Dr. Lawrence Johannsen, Chairman of the Engineering and Technology Department, Joseph Mathias, Counselor and John R. Toothaker, Director of Occupational Education was formed to provide guidance for Project SR.

Statement of the Problem

Although Pasadena City College is not currently experiencing reduced enrollment, it was decided that there was a need to explore the factors and problems which influence student recruitment. The occupational program was selected for study to accommodate the background of the investigator.

It was assumed that the perceptions of administrators, teachers, and students would provide the relevant data for the study. The basic problem of the study was to survey the perceptions of Occupational administrators, teachers, and students regarding factors and problems which affect student recruitment.

Procedure

A decision was made to limit the major portion of the study to the Engineering and Technology Department which is one of the largest departments at Pasadena City College. However, occupational education administrators from several surrounding community colleges were included in the study to provide perceptions based on a wide range of community settings. Appendix E contains a listing of the occupational administrators and a description of the colleges they represent.

Faculty respondents consisted of twenty-nine teachers in the Engineering and Technology Department. Informal interviews were held with the faculty members in order to structure relevant questionnaire items. A questionnaire, subsequently referred to as the SR Questionnaire, was developed from the informal interviews and administered to the respondents. Results of this survey are reported in Chapter Three and a copy of the instrument is located in Appendix A.

Student respondents were randomly selected from the following programs: (1) Auto Mechanics, (2) Drafting, (3) Electronics, (4) Food Service, (5) Printing, (6) Machine Shop, (7) Fire Science, (8) Police Science, (9) Welding, and (10) Sign Arts. Each teacher was asked to randomly select fifteen students which resulted in 150 student respondents.

Perceptions of students were measured with a Community College Occupational Programs Evaluation System (COPES) questionnaire entitled Student Perceptions of Occupational Education Questionnaire. The items in this questionnaire were considered to measure factors which have a strong influence on student recruitment. A copy of the COPES student perceptions questionnaire is available in Appendix B. The results of this survey are reported in Chapter Four.

High school students were also included in the study relative to the Career Fair which is an annual recruitment activity of the occupational program. The perceptions of high school students were considered valuable concerning their educational plans and the effectiveness of the Career Fair. Appendix D contains the interview schedule used to elicit the perceptions of high school students. Results of these interviews are reported in Chapter Two.

Questionnaire and interview data were processed and analyzed manually with the exception of the COPES questionnaire which involved a sufficient number of cases to justify the use of electronic data processing techniques.

Frequency distributions and crosstabulations were obtained for each COPES questionnaire item via the Statistical Package for the Social Sciences (SPSS). This pre-packaged computer program was utilized at the

UCLA Campus computing Network. Additional statistical computations yielded means, standard deviations, percentages, chi square, factor analyses, regression analyses, and path analyses. Only the most pertinent of the various analyses are presented in this report.

Limitations of the Study

Because of the sample sizes and to some extent the manner of sample selection, the findings of this study are not intended to be generalizable to other community colleges.

Historical Perspective

The development of the community junior college movement can be divided into three phases. According to Thornton, the initial phase includes a period extending from 1850 to 1920.[1] During this period, two-year colleges were being formed to release colleges and universities from the task of providing the initial two years of college course work. Educational leaders such as William Folwell, William Rainey Harper, and David Starr Jordan considered the first two years of college to be relatively unimportant to the major objectives of the university patterned after the traditional German institution.

This ideology resulted in the establishment of two-year colleges which were basically an extention of the high school and offered instructional programs at grades thirteen and fourteen. However, not all two-year colleges chose to organize in a parallel pattern with the secondary schools. Some junior colleges opted to implement programs which were derived from four-year institutions of higher education. The development

of this initial phase was crystallized in the formation of the American Association of Junior Colleges in 1920. The AAJC declared that the Junior College was "offering two years of instruction of strictly collegiate grade."[2]

Vocational education emerged on the junior college scene as a major contributor to the identity of the contemporary two-year college. Economic conditions of the depression period stimulated rapid development of occupational programs in the junior colleges to meet important national economic needs.[3] The AAJC expanded its conception of the junior college to include vocational education.[4]

By 1930, there were over 1600 terminal vocational programs. Continued rapid growth in the occupational sector resulted in the total number of junior college occupational courses reaching 4000 by 1941.[5] Automation brought about a substantial increase in the demand for technical skills in the labor market. Junior colleges began developing technical education programs under the leadership of individuals who were interested in linking general education with the new programs of technical education to deliver a unique educational package to the technical student.

Technical students found the prestige of attending college quite attractive. As the trade and technical programs flourished, the junior colleges became increasingly involved in activities which were an innovative blend of secondary and higher education elements. Thorton concluded that the junior college had begun to "achieve a separate identity and a unique set of purposes."[6] This phase of development extended from approximately 1920 to 1945.

A third developmental phase was influenced by a sharp drop in junior college enrollment caused by the outbreak of World War II. Subsequently,

the junior colleges became involved in a wide range of community activities related to the war effort. The war related course offerings proved to be so popular with the community at large that such programs became a major aspect of the junior college program following the war. Adult education and community services became explicit functions of the junior college and resulted in the general concept of the community college.[7]

Community College Ideology

It is particularly important to understand the community college ideology as expressed by the AAJC and to examine the opposing views. These conflicting notions may have considerable influence on student recruitmen problems.

The objectives of the American Association of Junior Colleges (AAJC) are clearly stated in its constitution as follows:

> The purpose of this organization shall be to stimulate the professional development of its members, to promote the growth of junior colleges under appropriate conditions, to emphasize the significant place of the junior college in American education, and to interpret the junior college movement to the country.[8]

Official AAJC views are widely disseminated through the Junior College Journal. Friedman posits that a clearly established normative consensus has been developed among a large group of community college leaders including officials of the AAJC, university professors in community college education, USOE staff members, state departments of education, and community college administrators as to the contemporary functions of the public community junior college.[9] The aforementioned group agrees that the community junior college program should include (1) community service

inclusive of continuing education, (2) general education for all students, (3) guidance and counseling of students, (4) occupational education, and (5) transfer or pre-professional education.[10]

Community colleges have a distinctive student orientation that is highly relevant to the study of student recruitment. Higgins and Thurston articulate this view rather effectively in the following statement:

> Since the senior colleges and universities appear to be primarily concerned with students whose scholarly bent is already demonstrated, the role of the junior college becomes clearly that of sorting, identifying, and developing potential; of helping students to clarify their goals; and of assisting them in developing the comprehensive skills which will enable them to move successfully to a senior institution or into the mainstream of community participation.[11]

Another important aspect of the community college ideology is the type of attitude community college educators have regarding students. Beckes expresses the crucial attitudinal dimensions:

> Every student who attempts post-high school education must be accepted at his own level of development and advanced from that point with the expectancy that he will attain an educational objective that will be meaningful to him and enable him to make a worthy contribution to society.[12]

The final concept to be underscored is related to the manner in which community junior college teachers accept responsibility for the guidance aspect of their teaching roles. Greenshields, Lindsay, and Crawford describe the essential behaviors of the student oriented teacher:

> Junior college teachers should regard individual students, their problems, their adjustments, and their progress as of central importance. They should be ready to help students reach their best possible personal development; make an effort to help them understand themselves; help them make the most of their capacities; help them adjust themselves satisfactorily to the varied situations within their total environment; help them develop the ability to make their own decisions and to solve their probelms independently; and help them make a contribution to society.

> The junior college teacher should demonstrate his interest in his students by becoming personally acquainted with them and knowing enough about their extra-class and outside activities so that he is able to express an intelligent interest and give commendation for achievement when justly due . . . he should be alert to discover any students who show signs of maladjustment and confer with them individually.[13]

Student recruitment is closely linked to the patterns of attitudes held by community college teachers and administrators toward students. Medsker recognized the profound importance of the attitudes of faculty and administrators when he posed the following questions:

> To what extent is the success of the two-year college in providing multiple educational opportunitities for students with varying capacities and interests dependent on teachers and administrators in sympathy with the purposes of the college? Likewise, to what extent are the deficiencies such as the lack of emphasis on the terminal function, the minimal concern about general education and the inadequacies in student personnel services attributable to the attitudes of the staff?[14]

The Opposing View

There is some confusion regarding the purpose of the community junior college because not all administrators and teachers accept the comprehensive college student oriented ideology.

Morrison suggests that a struggle is in progress between the opposing ideologies as stated below:

> Such a struggle suggests that at least some hold the original purpose of the junior college (transfer and pre-professional education) to be the main goal. Too, the stronghold of this belief appears to reside in the arts and sciences faculties of senior institutions. Indeed, representatives of this belief maintain that the occupational and community orientations of the public junior college lead to an abandonment of any pretense toward sustaining a responsible position in the academic and educational community.[15]

Another representative of this viewpoint is very outspoken in his attack on occupational education in the community college as follows:

> Hitching an educational institution to the "needs" of the industrial-commercial complex, however important it may be, is to subvert the educational and academic mission of the college and to abandon control over the processes that traditionally sustain that mission.[16]

Although most opponents of the contemporary community college ideology agree that teaching is the basic purpose of the community college, these individuals continue to stress the essentiality of teacher involvement in research. Hager argues this point in the following statement:

> There never has been any possibility of masterful teaching in the collegiate world divorced from professional achievement, research, and study; that is, from active involvement of the faculty member in advancing the frontiers of his own field. The image of the faculty member who just "teaches", masterful or not, is not one that commands respect from students or colleagues.[17]

The Historical Perspective and Community College Ideology subheadings of this chapter were synthesized from a study by James L. Morrison.[18]

CHAPTER ONE

FOOTNOTES

[1]James W. Thornton. The Community Junior College, (New York: John Wiley and Sons, Inc., 1960), pp. 46-56.

[2]Ibid., p. 51.

[3]Ibid.

[4]Ibid.

[5]Ibid., p. 52.

[6]Ibid., p. 53.

[7]Ibid.

[8]Article II, Constitution of the American Association of Junior Colleges, as quoted in the Junior College Journal, IX (May, 1939). p. 556.

[9]Normal L. Friedman, "Comprehensiveness and High Education: A Sociologist's View of Public Junior College Trends." AAUP Bulletin, LII (December, 1966), p. 417.

[10]Thornton, op. cit., pp. 59-70; James L. Wattenbarger, "The Expanding Roles of the Junior and Community Colleges," Current Issues in Higher Education, 1963, (Washington, D.C.: Department of Higher Education, National Education Association of the United States, 1963), pp. 132-135.

[11]Sadie G. Higgens and Alice J. Thurston, "Challenges in Student Personnel Work," Junior College Journal, XXXIV (November, 1963), p. 25.

[12]Isaac K. Beckes, "The Case for Community Junior Colleges," Junior College Journal, XXXIV (April, 1964), p. 26.

[13]Myrel J. Greenshields, Frank B. Lindsay, and William H. Crawford, "Junior College Teachers as Guidance Workers," Junior College Journal, XXIX (March, 1959), p. 372.

[14]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 169.

[15]James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept by Public Junior College Faculty." (unpublished Ph.D. dissertation, The Florida State University, Tallahassee, 1969), p. 13.

[16]Don J. Hager, "Images of a Junior College Education," Junior College Journal, XXXII (February, 1962), P. 313.

[17]Ibid., p. 308

[18]Morrison, op. cit., pp. 3-19.

CHAPTER TWO

RECRUITMENT ACTIVITIES AT PASADENA CITY COLLEGE

An important initial aspect of the study was the examination of student recruitment efforts currently in progress at Pasadena City College. The basic concept of student recruitment at PCC was also of paramount interest at this point in the study. Members of the Project SR Advisory Committee defined student recruitment variously as follows:

1. "Student recruitment includes but is not limited to the identification of possible enrollees for the purpose of supplying them with information and materials necessary for their ultimate matriculation to the college into meaningful curricula of their choice."[1]

2. "Student recruitment: Distribution of information to the community for the purpose of encouraging eligible persons to enroll in courses and curricula offered by Pasadena City College."[2]

3. "Student recruitment may be defined as: Those activities of both ongoing nature and specific short-term efforts which are designed to increase the student body and specific course enrollment within the various classes offered by Pasadena City College."[3]

4. "The aggressive attraction of all community citizens for consideration of the opportunities and advantages of our wide range of public educational offerings."[4]

The foregoing definitions were not intended to constitute the official definition of student recruitment at Pasadena City College. However, these definitions are representative of some of the commonly held ideas concerning student recruitment.

Several interviewees have commented on the inappropriateness of the term recruitment.[5] A negative connotation is often associated with its use because of the past recruitment practices of the military services and

various commercial enterprises. Recruitment may connote false promises, hard sell, and various other notions which may be degrading to the image of the community college. Figure 1 illustrates the type of recruitment format which might be perceived in this manner.

Student Recruitment Activities

The current enrollment of Pasadena City College is supported, in part, by a diversified student recruitment effort. Information concerning the overall recruitment activities of the college was obtained through informal discussions with a wide range of staff members. General student recruitment is effected through the following methods:

1. Counselors use the PCC Mobile Classroom to conduct recruitment sessions on the local high school campuses.
2. High school students are bussed to the campus from the local high school for the annual Career Fair.
3. Counselors take the PCC Mobile Classroom to shopping centers in the Pasadena area to recruit adult students.
4. More than one-hundred thousand copies of the PCC Schedule of Classes are mailed to local residents.
5. The college operates a speakers bureau to send PCC staff members to local schools on request.
6. High school students are encouraged to take courses at PCC while completing graduation requirements at their local high schools.
7. Open House program.
8. Distribution of brochures.
9. Posters with mail-in inquiry cards located throughout the community.
10. Faculty members seek opportunities to make recruitment presentations in local high school classes.
11. Advisory committee activities.
12. News releases to the local newspapers.

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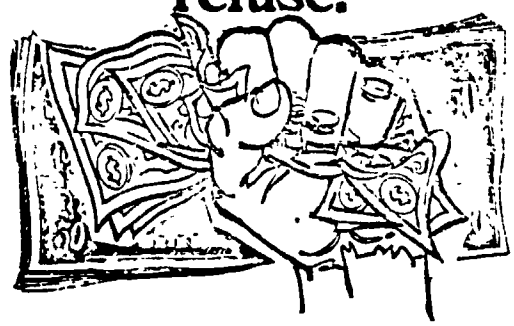

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Figure 1. An illustration of the "hard-sell" recruitment format.

Some of the recruitment is accomplished through special programs. The counselor in charge of the Student Resources Center recruits students for the Economic Opportunity Act (EOP) program. High school students are recruited on the basis of those who can qualify for EOP benefits in terms of criteria for family income.[6]

The Urban Careers Specialist recruits students for the urban careers classes through outreach activities in the community.[7]

A substantial amount of student recruitment was reported by the Educational Specialist for Chicano Affairs as follows:

1. Makes visits to local high schools.
2. Distributes literature to high school students through their teachers.
3. Makes individual contacts with prospective PCC students and effects follow-up by mail.
4. High school students are bussed to PCC for special Chicano events.
5. Conducts intensive follow-up of all prospective students during the summer months.
6. Some new students are personally escorted through the registration process.
7. A special newsletter is distributed throughout the community.
8. The above tasks are carried out by student recruiters who are paid by the college work study program.[8]

This listing of recruitment activities was not intended to be exhaustive but primarily a means of illustrating the variety of approaches currently in progress. There appears to be little if any central coordination of the total student recruitment effort. Certain recruitment activities result in students entering specific programs while other

recruitment activities contribute to the enrollment of various departments in a random manner.

Career Fair Assessment

The occasion of the annual Career Fair, which is coordinated by the Engineering and Technology Department, afforded an excellent opportunity to sample the perceptions of visiting high school students. A seven item interview schedule was administered to thirteen students at random. This sample included a variety of individuals in terms of sex, race, socioeconomic background and various other relevant factors. All visiting high school students were either eleventh or twelfth graders.

Students were bussed from fourteen high schools in the Pasadena Area Community College District to remain on campus for a period of approximately ninety minutes. The arrival and departure times were staggered to avoid having an excessively large group of high school students on campus.

Interviews were conducted informally near the area where students were waiting to depart for their respective high schools. The questions included the following:

1. How has the Career Fair been a benefit to you?
2. What about the Career Fair impressed you most?
3. How would you improve the Career Fair?
4. Do you plan to attend a community college in the future?
5. Do you plan to ever obtain a four-year college degree?
6. Are you interested in obtaining an Associate Arts (AA) degree?

7. Are you primarily interested in obtaining training to get a job rather than a degree?

It was intended that the aforementioned questions obtain information concerning student perceptions of the Career Fair and also elicit a few key indicators of student educational plans. Perhaps student suggestions can be utilized to enhance the effectiveness of any aspects of the Career Fair which may require improvement. Student needs might be better served if the Career Fair participants consider the range and variety of educational and occupational interests expressed by visiting high school students. Hopefully, the responses will provide at least a small amount of high school student input to the Career Fair planned for the spring of 1975.

Perceived Benefits of the Career Fair

The following statements represent the range of student responses concerning the benefits of the Career Fair:

1. It was a "neat" social experience.
2. It helped me to make up my mind.
3. I didn't have to attend my physics class today.
4. It helped me to set my plans.
5. I had a chance to see the physical facilities of the college.
6. I spent most of my time talking to friends and looking at stuff.
7. It helped me to decide on a career.
8. It helped explain course offerings better than the catalog alone.

Only four out of thirteen students made flippant or trivial remarks concerning the benefits derived from the Career Fair. Most of the students perceived the fair as fulfilling its basic objective of providing an attractive form of career guidance.

Strongest Impressions

When asked, "What about the Career Fair impressed you most?," students replied:

1. The outstanding manner in which the presentations were made.
2. The dental technology display.
3. Availability of career information afforded by the fair and the social atmosphere.
4. The general environment; it is a neat affair.
5. The business machines on display; the ones I will be using next year.
6. The fashion display because I am most interested in this field as a possible career.
7. The electronics display.
8. Machine shop and the Highway Patrol.
9. Many things.

The above responses indicate that most of the students interviewed had an interest in specific career fields. If a considerably larger number of students had been interviewed it is likely that all occupational areas presented in the Career Fair would have been mentioned by the interviewees.

Strengthening the Career Fair

Students suggested the following ways in which the Career Fair might be improved:

1. I would offer a guided tour into classrooms for those interested and allow for a three hour period of visitation.
2. The displays without people seemed dead so I passed by them.
3. Provide a guided tour of the buildings.
4. Some of the booths did not provide enough information.
5. It is essential to have people at each booth to stimulate interest and answer questions.
6. You should have counselors available at the Career Fair.
7. Have Tele-Com equipment on display.

Many students feel that the length of time they are permitted to remain on campus is too short. Apparently, there is some student interest in touring the buildings on an optional basis.

Students are turned-off by displays which are not attended by at least one person to answer questions posed by visitors. Improved communications is the focus of such suggestions. The presence of counselors would constitute a substantial improvement of the guidance aspect of the Career Fair.

Educational Plans of High School Students

The educational plans of high school students have important implications for the community college occupational program. Nearly all of the students in the sample indicated they would be attending a community college in the future as shown in table 1. However, almost half of this group was not interested in obtaining an Associate Arts degree according to table 2. A substantial percentage (38.5) of the respondents were primarily interested in obtaining training to get a job as indicated in table 3.

Table 1 Educational plans of high school students concerning future attendance at a community college.

Responses:	Yes	No	Don't Know
	N=11	N=1	N=1
	84.6%	7.7%	7.7%

Table 2 Educational aspirations of high school students regarding the A.A. degree. (Are you interested in obtaining an A.A. degree?)

Responses:	Yes	No	Don't Know
	N=5	N=6	N=2
	38.5%	46.1%	15.4%

Table 3 Educational plans of high school students relative to occupational training versus a degree program.
(Are you primarily interested in obtaining training to get a job rather than a degree?)

Responses:	Yes	No	Don't Know
	N=5	N=3	N=3
	38.5%	23%	23%

Table 4 Educational aspirations of high school students regarding the four-year degree.
(Do you plan to ever obtain a four-year college degree?)

Responses:	Yes	No	Don't Know
	N=4	N=3	N=1
	30.8%	23%	7.7%

Possible
N=5
38.5%

Many of the respondents (30.8%) had definite plans to acquire a baccalaureate degree. Please refer to table 4 which also indicates that 38.5 percent of this group might pursue a four-year degree at some time in the future.

Many of the occupational instructors and administrators who participated in this study have described a change in student attitudes toward degree programs. It has been alleged that students are less inclined to seek degrees. An increasing percentage of the community college student population profess to be primarily concerned with acquiring skills and knowledge with which to qualify for non-professional positions. This new outlook was attributed to publicity concerning massive layoffs in the aerospace industry and to other publicity depicting relatively low financial returns or poor job security for certain professional occupations. Data contained in tables 2, 3, and 4 support the conclusion that considerably less than half the respondents express a strong interest in acquiring an Associate Arts degree or a baccalaureate degree.

Occupational administrators frequently mentioned the increased popularity of the occupational curricula relative to the academic curricula. Enrollment figures for the academic curricula of various community colleges are thought to have declined or remained the same while the enrollments of occupational programs have increased during the past three years. Student interest, as sampled at the Career Fair, displays a definite margin in favor of occupational preparation as opposed to degree programs as presented in table 3.

CHAPTER TWO

FOOTNOTES

[1]Project SR Advisory Committee Meeting at Pasadena City College, Pasadena, May 7, 1974.

[2]Ibid.

[3]Ibid.

[4]Ibid.

[5]John Young, Interview at Pasadena City College, Pasadena, February, 1974.

[6]John Hardy, Interview at Pasadena City College, Pasadena, March 18, 1974.

[7]Pasadena City College, Faculty Handbook, 1973-1974, (Pasadena: Pasadena City College, 1973), p. 22.

[8]Edward Hernandez, Interview at Pasadena City College, Pasadena, March 18, 1974.

CHAPTER THREE

PERCEPTIONS OF ENGINEERING AND TECHNOLOGY FACULTY

The data presented in this chapter were obtained from the SR Questionnaire administered to faculty members of the Engineering and Technology Department. A response rate of 75.9 percent was obtained on the basis of twenty-two questionnaires were returned out of twenty-nine that were distributed to faculty members.

Need for Ongoing Program of Student Recruitment

Approximately ninety-six percent of the faculty respondents agreed that there is a need for an ongoing program of student recruitment. The balance of the respondents (4.5%) indicated don't know.

Those who answered "yes" were asked to identify the activities that might be included in such a program. The listing below contains the suggestions of the respondents:

1. Press releases to high school student newspapers, and local press.
2. Radio advertising (public service announcements).
3. Presentations before groups of graduating high school seniors.
4. An outreach effort to contact veterans.
5. Improve image of vocational education.
6. Hire a full-time recruiter.
7. Career Fair.
8. Individual effort by teachers.
9. Teachers visit high schools.

10. High school students visit Pasadena City College.

11. Continue present efforts on an expanded basis with consistent leadership.

12. High school counselors should visit Pasadena City College.

13. Improve articulation between Engineering and Technology Department and feeder high schools.

14. Utilize effective ways to contact high school students.

Faculty members are in substantial agreement that there is a need for increased and improved student recruitment. However, the suggested recruitment activities consist of those which are currently being tried or those that have been used in the past except for item number six. Hiring a full-time student recruiter is a definite possibility for future recruitment programs.

Occupational administrators interviewed at neighboring community colleges stress the importance of utilizing recruitment specialists to reach certain ethnic minority groups that are not accustomed to incorporating the services of the community college in their life plans. Such individuals need considerable personal encouragement, guidance, and demonstrated benefits before the community college programs can be considered a viable alternative for improving their lives. The cultural perspectives of such individuals seem to pose a massive barrier to most recruitment programs. The skill of a recruitment specialist may be required to penetrate certain social elements of the community not being adequately represented in the student population for the aforementioned reasons.

Participants in Student Recruitment

Respondents were asked to list specific individuals by occupational title who, in their opinion, should be involved in student recruitment at Pasadena City College. There were thirty-nine responses from twenty-two respondents to this multiple response item. Responses were tallied according to the categories which follow. The percentages in parenthesis are based on the total number of responses (39).

1. Advisory Committees, N=1 (2.6%)
2. Counselors, N=10 (25.6%)
3. Department Chairman, N=5 (12.8%)
4. Every individual involved in instructional or administrative activities, N=1 (2.6%)
5. High School Coordinators, N=2 (5.1%)
6. Instructors, N=10 (25.6%)
7. Recruitment Specialist, N=2 (5.1%)
8. Students, N=1 (2.6%)
9. Supervisors and administrators, N=7 (17.9%)

Faculty members of the Engineering and Technology Department indicate that counselors and teachers have primary responsibility for student recruitment. The combined percentage for these categories is 51.2%. Supervisors, administrators, and department chairmen are perceived as bearing a secondary responsibility for student recruitment as reflected in a composite percentage of 30.7 percent. Department chairman was included as a separate category because five respondents made specific reference to the department chairman.

The remaining categories, consisting of every individual involved in instructional or administrative activities, high school coordinators,

recruitment specialist, and students account for only 18.1% of the responses.

Student Recruitment During the 1972-73 School Year

Faculty members were asked to indicate how many presentations were made to prospective students during the 1973-73 School year. Table 5 shows the frequency distribution of the responses. The range extends from zero presentations to a maximum of sixty. Faculty members reported a total of 131 presentations for 1972-73. This figures out to be an average of approximately six presentations per respondent.

These data indicate the great disparity of effort regarding student recruitment on the part of various members of the instructional staff. Individual teachers probably vary considerably regarding ability and motivation to implement student recruitment efforts.

If student recruitment is vital to the welfare of students, the community, and the college, the burden of effort associated with its implementation should be distributed in a efficacious manner.

Recruitment Methods

Engineering and Technology faculty members were queried concerning any methods they may have ever used in student recruitment. The listing below presents the methods reported by faculty members as follows:

1. Visuals (movies, slides, etc.).
2. Informal question and answer sessions at local high schools.
3. Promotional speeches and presentations before various appropriate audiences.
4. Handouts, flyers, and brochures.

Table 5 Frequency distribution of recruitment presentations by faculty members.

Presentations	0	1	2	3	4	5	6	7	8	9	10
Faculty Members	2	1	0	1	1	3	3	0	1	0	1
Presentation Totals	0	1	0	3	4	15	18	0	8	0	10

Grand Total = 13 esentations

Average = 6 Presentations per respondent

5. Industrial visitations.
6. Displays installed at various community locations.
7. Word of mouth.
8. Community bulletin boards.
9. Family visits; like the coaches.
10. Invite high school students to visit the college campus.
11. Open house programs.
12. Career Fair.
13. Guided tour of PCC campus.
14. Person to person contact with high school students and other prospective students.
15. Maintain good rapport with colleges and universities to which PCC students transfer. This often results in the senior institutions recommending many students to spend first two years at PCC.
16. Mailings to prospective students.
17. Press releases to various newspapers.
18. Recommendations from successful former PCC students.
19. Participation in various junior and senior high school career day programs.

A total of forty-four methods were reported. This averages out to approximately two methods for each of the twenty-two respondents.

Adequacy of Current Student Recruitment Efforts

Respondents were asked to rate the adequacy of student recruitment activities currently in progress. Eighty-two percent of the respondents rated the current recruitment effort fair or inadequate and eighteen percent gave a rating of adequate or excellent.

Inservice Education For Student Recruitment

Instructors were asked to indicate their interest in participating in an inservice education program to improve program promotion and student recruitment skills. Approximately 36% answered affirmatively, 50% responded negatively, and 14% failed to respond.

While a full fifty percent of the respondents were not interested, better than a third of the group declared a definite interest. It would appear that an effective inservice education activity could be conducted to improve the skills of the eight interested teachers.

Unique Needs and Problems Related to Student Recruitment

Each respondent was asked to describe some of the unique needs or problems regarding student recruitment. The responses were as follows:

1. Making high school students aware of our existence.
2. High schools should be more aware of what we have to offer.
3. High school teachers and counselors are not interested.
4. Better buildings for programs housed in old buildings.
5. General apathy.
6. Contacting prospective students.
7. Lack of public interest in engineering occupations.
8. Competition from four-year colleges and universities.
9. High school students lack basic skills when they enter the community college.
10. The negative image of working with one's hands.
11. Restricted access to high school students for recruitment purposes.
12. Difficulty in getting high school counselors to play up vocational education.

The foregoing statements infer a variety of problems and needs. Statements 1, 2, 3, 6, 11, and 12 may be related to perceived difficulty with articulation between the community college and local high schools. One of the faculty respondents specifically suggested the need for improving articulation between the community colleges and the local high schools in statement thirteen of subheading Need for Ongoing Program of Student Recruitment.

Statement number four of the present subheading is probably indicative of an isolated case of relatively poor instructional housing. Virtually all of the occupational programs at PCC are housed in quite adequate buildings.

It is unclear as to what the respondent refers concerning the mention of apathy in statement five. However, statement seven seems to make clear reference to the recent decline in public interest regarding high technology and the related occupations. Engineering schools have experienced a drop in enrollment which may be reflected in the enrollments of the pre-professional programs of the community college.

Several occupational education administrators expressed thoughts which parallel the one contained in statement eight above. Representatives from several senior institutions have been observed actively recruiting students on various community college campuses.

A traditional problem of the vocational educator is the relatively low status accorded vocational education as expressed in statement ten. One of the occupational education administrators made a rather significant statement when he said, "there is nothing wrong with the image of

occupational education, but rather it is the occupations for which we prepare our students that may have the poor image." The social prestige of occupations constitutes a potent force relative to career choice and student recruitment in occupational education.

The Appropriateness of Female Students in Technology Programs

Relatively few female students are currently enrolled in occupational programs such as drafting, electronics, printing, auto mechanics, building construction and welding. Faculty members were queried concerning the appropriateness of female students in such courses. The response was 95.5% "yes" and 4.5% "no". Those who responded "no" were asked to provide a reason for their position. However, the one respondent who answered "no" did not indicate a reason.

The current emphasis on equal educational opportunities for females is related to the question concerning the appropriateness of female students in trade and technical programs. There appears to be very little resistance among the teachers sampled to the acceptance of female students in programs that have been traditionally dominated by male students.

The Number of Female Students in Occupational Programs

Occupational instructors in the Engineering and Technology Department are in favor of increasing the number of female students. The "yes" responses outnumbered the "no" responses by a ratio of 68 percent to 32 percent. Those who answered affirmatively were asked to give their reasons which are presented below:

1. There is a need for more women in architectural occupations.

2. There is a need for auto awareness classes for women.
3. More women could or should excel in the technical and trade occupations.
4. Industry needs them.
5. Because women make good workers in this field.
6. To enhance equality of career opportunity.
7. Industry wishes to balance its work force.
8. Outstanding opportunity in this field for women.
9. Because of increased demand for women in industry.
10. Because I have fewer female than male students.

Most of the aforementioned reasons appear to suggest substantial job opportunities for women in trade and technical occupations. Faculty members probably perceive that female students are under represented in their classes relative to the many rewarding positions available to female graduates of the Engineering and Technology Department.

Factors Which Tend to Reduce Enrollments

Certain factors which are beyond the control of the instructor have the potential to inhibit student enrollment. Engineering and Technology faculty members listed the following:

1. Parental attitudes; lack f awareness regarding opportunities afforded by vocational education. (1)
2. Required board approval for out-of-district students. (1)
3. Scheduling conflicts. (4)
4. Economic conditions. (2)
5. Changing popularity of an occupation. (1)
6. Counselors not familiar with my program and its value to students. (2)

7. Poor counseling at high school and college levels. (3)
8. Location of classes. (1)
9. Equipment problems. (1)
10. Negative counselor bias; academically oriented. (2)
11. Cumbersome, difficult college admissions and enrollment procedures. (1)
12. There is a complete lack of effective communication between counselors and the teachers in this department. (1)
13. Cannot enroll students for credit after the fourth week of the semester. (1)
14. Class count control. (1)
15. Poor facilities and overcrowding in work areas. (1)

The number in parenthesis indicates the number of respondents who mentioned the factor.

Each of the inhibiting factors above can be classified into one of the following categories: (1) parental attitudes, (2) board policy, (3) occupational popularity, (4) economic conditions, (5) scheduling of classes (6) equipment and facilities, (7) dissatisfaction with counseling, and (8) admissions and registration procedures.

Dissatisfaction with counseling appears to be perceived by the faculty as the inhibiting factor which has the greatest magnitude. Scheduling of classes seems to rank second followed by economic conditions. Only these three categories achieved frequencies greater than one.

The Need to Improve Counseling

Nearly every respondent (95.5%) indicated that counseling could be improved. One respondent did not provide a response but none of the

respondents answered "no". Those answering "yes" were asked to indicate specific reasons for improving counseling. The reasons are as follows:

1. Educate high school and college counselors as to the need and value of technical vocations.
2. Many counselors have never worked in industry.
3. Counselors should visit classes.
4. Counselors should be involved in a group activity with Engineering and Technology personnel.
5. They must find out what is going on in our classes and labs.
6. There should be a two-way communication (real time) between the counselor and the teacher.
7. Counseling needs to be considered as it is handled at the university level where each professor counsels 20-30 majors in his area of specialization.
8. Most counselors lack a thorough knowledge of the programs they counsel.
9. Teachers should do the counseling.
10. Teachers and counselors should share counseling responsibilities.
11. Students are very unhappy with counseling.

The above statements clearly express the desire of occupational teachers to share with counselors common knowledge concerning students, course activities, and occupational opportunities associated with the Engineering and Technology Department. Furthermore, some of these expressions may suggest that counselors should have an official role as a participant in a wide range of departmental activities. Also, teachers seem to be willing to share the burden of counseling students.

Experiential Background of Engineering and Technology Faculty

Engineering and Technology faculty members have extensive experience

in an occupation related to their teaching specialization. Eighty-six percent of the faculty respondents have eleven or more years of occupational experience. The faculty is also comprised of individuals who have considerable teaching experience. Approximately fifty-five percent of the respondents have taught eleven or more years at the community college level. Tables 6 and 7 provide additional information concerning faculty occupational and teaching experience.

Table 6 Faculty occupational experience in business or industry.

Years of Experience:

1 - 2	3 - 5	6 - 10	11 +
N=0	N=1	N=2	N=19
0.0%	4.5%	9.1%	86.4%

Table 7 Faculty teaching experience on the community college level.

Years of Experience:

1 - 2	3 - 5	6 - 10	11 +
N=2	N=4	N=4	N=12
9.1%	18.2%	18.2%	54.5%

CHAPTER FOUR

PERCEPTIONS OF OCCUPATIONAL STUDENTS

Occupational students were randomly selected by occupational teachers in the following programs: (1) Auto Mechanics, (2) Drafting, (3) Electronics, (4) Food Services, (5) Printing, (6) Machine Shop, (7) Fire Science, (8) Police Science, (9) Welding, and (10) Sign Arts. Occupational teachers in the aforementioned areas each selected fifteen students to complete the COPES Student Perceptions of Occupational Education Questionnaire.

The Sample contained 150 respondents representing every major area of the Engineering and Technology Department except the Building Construction area. A response rate of 85.3 percent was achieved for the questionnaire, a copy of which is located in Appendix B.

Respondents were asked to rate eleven dimensions of occupational education according to the following criteria: (1) poor, (2) below expectations, (3) acceptable, (4) good, (5) excellent, and (6) don't know. The responses to each dimension rating are crosstabulated according to the ten occupational specializations listed in the first paragraph above. Crosstabulations of each dimension by the students' major occupational specializations are presented in tables (8) through (18).

Subsequent paragraphs contain the responses to each questionnaire item in the order the items appear in the questionnaire. A discussion follows the presentation of data for each questionnaire item.

Overall Reputation of the College

Approximately seventy-seven percent of the respondents rated the overall reputation of the college good or excellent. Only three students

(2.3%) thought the college's reputation was below expectations and none indicated a rating of poor.

The reputation of Pasadena City College among occupational students appears to be very positive. However, 9.4 percent of the respondents indicated a lack of knowledge concerning the reputation of the college. Perceptual variations associated with major occupational specialization can be discerned by careful examination of the cells in table (8).

Rating of the Student's Occupational Program

Slightly more than 90 percent of the students in the sample gave their occupational programs a rating of good or excellent. Two students (1.6%) gave a rating of below expectations and there were no responses in the poor category.

Occupational students rated their occupational programs substantially higher than the overall reputation of the college. There were no don't know responses to this questionnaire item. Please refer to table (9) for further information.

Quality of Student's Occupational Instruction

Occupational instruction was rated good or excellent by 89.8 percent of the respondents. Only one respondent rated occupational instruction below expectations.

Students may have experienced some difficulty in differentiating between occupational program and occupational instruction. However, only three respondents responded don't know. Table (10) provides additional information.

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***** GIVEN SPACE ALLOWS FOR 12 VARIABLES AND 623 VALUES FOR CODEBOOK *****

CROSSTABS COLREP TO INFOJOB BY MAJOR

==================================== P A G E S K I P S U P P R E S S E D ====================================

STUDENT RECRUITMENT PCC 06/11/74 PAGE 28

FILE STUREC (CREATION DATE = 06/11/74)

* * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * *
COLREP OVERALL REPUTATION OF THE COLLEGE BY MAJOR OCCUPATIONAL SPECIALIZATION
* * * * * * * * * * PAGE 1 OF 1

COLREP (COUNT / ROW PCT / COL PCT / TOT PCT)	MAJOR: AUTO MECHANICS 1.00	DRAFTING 2.00	ELECTRONICS 3.00	FOOD SERVICE 4.00	PRINTING 6.00	MACHINE SHOP 7.00	FIRE SCIENCE 8.00	POLICE SCIENCE 9.00	WELDING 10.00	SIGN ART 11.00	ROW TOTAL
2.00 BELOW EXPECTATIO	1	1	0	0	0	0	0	0	0	1	3
	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	2.3
	7.7	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	
	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	
3.00 ACCEPTABLE	2	0	2	0	1	4	0	0	5	0	14
	14.3	0.0	14.3	0.0	7.1	28.6	0.0	0.0	35.7	0.0	10.9
	15.4	0.0	15.4	0.0	7.7	28.6	0.0	0.0	33.3	0.0	
	1.6	0.0	1.6	0.0	0.8	3.1	0.0	0.0	3.9	0.0	
4.00 GOOD	8	5	4	3	4	3	6	7	4	6	50
	16.0	10.0	8.0	6.0	8.0	6.0	12.0	14.0	8.0	12.0	39.1
	61.5	50.0	30.8	33.3	30.8	21.4	50.0	46.7	26.7	42.9	
	6.3	3.9	3.1	2.3	3.1	2.3	4.7	5.5	3.1	4.7	
5.00 EXCELLENT	2	3	6	1	7	6	6	7	5	6	49
	4.1	6.1	12.2	2.0	14.3	12.2	12.2	14.3	10.2	12.2	38.3
	15.4	30.0	46.2	11.1	53.8	42.9	50.0	46.7	33.3	42.9	
	1.6	2.3	4.7	0.8	5.5	4.7	4.7	5.5	3.9	4.7	
6.00 DON'T KNOW	0	1	1	5	1	1	0	1	1	1	12
	0.0	8.3	8.3	41.7	8.3	8.3	0.0	8.3	8.3	8.3	9.4
	0.0	10.0	7.7	55.6	7.7	7.1	0.0	6.7	6.7	7.1	
	0.0	0.8	0.8	3.9	0.8	0.8	0.0	0.8	0.8	0.8	
COLUMN TOTAL	13	10	13	9	13	14	12	15	15	14	128
	10.2	7.8	10.2	7.0	10.2	10.9	9.4	11.7	11.7	10.9	100.0

Crosstabulation of College Reputation by Student Major

Table 8

STUDENT RECRUITMENT PCC 06/11/74 PAGE 29

FILE STUREC (CREATION DATE = 06/11/74)

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *

OCCUPRO OVERALL RATING OF YOUR OCC PRO BY MAJOR OCCUPATIONAL SPECIALIZATION

* PAGE 1 OF 1

OCCUPRO	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICE SCIENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
2.00 BELOW EXPECTATIO		1	0	0	0	0	0	0	0	1	0	2
		50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	1.6
		7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	0.0	
		0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	
3.00 ACCEPTABLE		5	1	0	0	0	3	0	0	1	0	10
		50.0	10.0	0.0	0.0	0.0	30.0	0.0	0.0	10.0	0.0	7.8
		38.5	10.0	0.0	0.0	0.0	21.4	0.0	0.0	6.7	0.0	
		3.9	0.8	0.0	0.0	0.0	2.3	0.0	0.0	0.8	0.0	
4.00 GOOD		6	1	6	7	5	9	6	9	6	2	57
		10.5	1.8	10.5	12.3	8.9	15.8	10.5	15.8	10.5	3.5	44.5
		46.2	10.0	46.2	77.8	38.5	64.3	50.0	60.0	40.0	14.3	
		4.7	0.8	4.7	5.5	3.9	7.0	4.7	7.0	4.7	1.6	
5.00 EXCELLENT		1	8	7	2	8	2	6	6	7	12	59
		1.7	13.6	11.9	3.4	13.6	3.4	10.2	10.2	11.9	20.3	46.1
		7.7	80.0	53.8	22.2	61.5	14.3	50.0	40.0	46.7	85.7	
		0.8	6.3	5.5	1.6	6.3	1.6	4.7	4.7	5.5	9.4	
COLUMN TOTAL		13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

Crosstabulation of Occupational Program Rating by Student Major

Table 9

STUDENT RECRUITMENT PCC 06/11/74 PAGE 30

FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF OSTRUC QUALITY OF YOUR OCC INSTRUCTION BY MAJOR OCCUPATIONAL SPECIALIZATION

PAGE 1 OF 1

OSTRUC	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 SE	7.00 PRINTING	MACHINE SHOP	FIRE SCIENCE	POLICESC IENCE	9.00 WELDING	10.00 SIGN ART	11.00	ROW TOTAL
2.00 BELOW EXPECTATIO		1	0	0	0	0	0	0	0	0	0	0	0	1
		100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
		7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
3.00 ACCEPTABLE		0	0	0	0	0	5	1	1	0	2	2		9
		0.0	0.0	0.0	0.0	0.0	55.6	11.1	11.1	0.0	22.2			7.0
		0.0	0.0	0.0	0.0	0.0	35.7	9.3	6.7	0.0	14.3			
		0.0	0.0	0.0	0.0	0.0	3.9	0.8	0.8	0.0	1.6			
4.00 GOOD		6	1	8	4	2	4	6	10	4	1			46
		13.0	2.2	17.4	8.7	4.3	8.7	13.0	21.7	8.7	2.2			35.9
		46.2	10.0	61.5	44.4	15.4	28.6	50.0	66.7	26.7	7.1			
		4.7	0.8	6.3	3.1	1.6	3.1	4.7	7.8	3.1	0.8			
5.00 EXCELLENT		8	8	4	5	11	4	5	4	11	11			69
		7.2	11.6	7.2	7.2	15.9	5.8	7.2	5.8	15.9	15.9			53.9
		38.5	80.0	38.5	55.6	84.6	28.6	41.7	26.7	73.3	78.6			
		3.9	6.3	3.9	3.9	8.6	3.1	3.9	3.1	8.5	8.6			
6.00 DON'T KNOW		1	1	0	0	0	1	0	0	0	0			3
		33.3	33.3	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0			2.3
		7.7	10.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0			
		0.8	0.8	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0			
COLUMN TOTAL		13	10	13	9	13	14	12	15	15	14			128
		10.2	7.8	10.2	7.0	10.2	10.9	9.4	11.7	11.7	10.9			100.0

Crosstabulation of Quality of Occupational Instruction by Student Major

Table 10

Quality of General Education Courses

General education courses were construed to be courses outside the occupational program such as English, science, and mathematics. These courses were perceived as good or excellent by approximately 59 percent of the respondents.

Occupational students in the sample rated general education courses considerably lower than occupational programs or occupational instruction. Only 16 percent of the respondents gave general education courses a rating of excellent compared to 54 percent for occupational instruction. Almost 20 percent of the students indicated don't know to this questionnaire item. Additional information is available in table (11).

Adequacy of Instructional Facilities and Equipment

This question refers to the occupational program. Seventy-eight percent of the students felt the facilities and equipment for their occupational program were good or excellent. Approximately four percent of the students rated this item poor. Another six percent considered facilities and equipment to be below expectations.

The five students (4%) who rated facilities and equipment poor are all in a program that is in need of a better building. This seems to indicate that dissatisfaction with facilities and equipment is primarily associated with one specific situation. A little more than two percent of the respondents indicated don't know. Please refer to table (12).

Adequacy and Availability of Instructional Materials

Instructional materials were considered to be such items as textbooks,

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FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF OGENED QUALITY GEN ED COURSES BY MAJOR OCCUPATIONAL SPECIALIZATION

PAGE 1 OF 1

OGENED	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	5.00 PRINTING	6.00 MACHINE SHOP	7.00 FIRE SCIENCE	8.00 POLICESCIENCE	9.00 WELDING	10.00 SIGN ART	11.00	ROW TOTAL
1.00 POOR	1	1	0	0	0	0	0	0	0	0	0	1	2
	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	1.6
	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	
	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	
2.00 BELOW EXPECTATIO	0	0	0	0	0	2	0	0	0	0	0	2
	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	1.6
	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0	0.0	0.0	0.0	
3.00 ACCEPTABLE	2	1	1	0	1	6	1	5	2	4	23
	8.7	4.3	4.3	0.0	4.3	26.1	4.3	21.7	8.7	17.4	18.0
	15.4	10.0	7.7	0.0	7.7	42.9	8.3	33.3	13.3	28.6	
	1.6	0.8	0.8	0.0	0.8	4.7	0.8	3.9	1.6	3.1	
4.00 GOOD	7	8	10	0	8	4	7	8	3	5	60
	11.7	13.3	16.7	0.0	13.3	6.7	11.7	13.3	5.0	8.3	46.9
	53.8	80.0	76.9	0.0	61.5	28.6	58.3	53.3	20.0	35.7	
	5.5	6.3	7.8	0.0	6.3	3.1	5.5	6.3	2.3	3.9	
5.00 EXCELLENT	3	0	0	0	2	0	2	1	6	2	16
	18.8	0.0	0.0	0.0	12.5	0.0	12.5	6.3	37.5	12.5	12.5
	23.1	0.0	0.0	0.0	15.4	0.0	16.7	6.7	40.0	14.3	
	2.3	0.0	0.0	0.0	1.6	0.0	1.6	0.8	4.7	1.6	
6.00 DON'TKNOW	0	1	2	9	2	2	2	1	4	2	25
	0.0	4.0	8.0	36.0	8.0	8.0	8.0	4.0	16.0	8.0	19.5
	0.0	10.0	15.4	100.0	15.4	14.3	16.7	6.7	26.7	14.3	
	0.0	0.8	1.6	7.0	1.6	1.6	1.6	0.8	3.1	1.6	
COLUMN TOTAL	13	10	13	9	13	14	12	15	15	14	128
	10.2	7.8	10.2	7.0	10.2	10.9	9.4	11.7	11.7	10.9	100.0

Crosstabulation of Quality of General Education Courses by Student Major

Table 11

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FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF AIFEOP ADEQUACY OF INSTRUCTIONAL FACILITIES BY MAJOR OCCUPATIONAL SPECIALIZATION PAGE 1 OF 1

AIFEOP	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 MEC DRAFTING	3.00 ELECTRCN ICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICESC IENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
POOR	1.00	5	0	0	0	0	0	0	0	0	0	5
		100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.9
		38.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		3.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
BELOW EXPECTATIO	2.00	3	0	0	0	0	0	1	0	2	1	7
		42.9	0.0	0.0	0.0	0.0	0.0	14.3	0.0	28.6	14.3	5.5
		23.1	0.0	0.0	0.0	0.0	0.0	8.3	0.0	13.3	7.1	
		2.3	0.0	0.0	0.0	0.0	0.0	0.8	0.0	1.6	0.8	
ACCEPTABLE	3.00	4	1	0	0	5	0	1	0	1	1	13
		30.8	7.7	0.0	0.0	38.5	0.0	7.7	0.0	7.7	7.7	10.2
		30.8	10.0	0.0	0.0	38.5	0.0	8.3	0.0	6.7	7.1	
		3.1	0.8	0.0	0.0	3.9	0.0	0.8	0.0	0.8	0.8	
GOOD	4.00	1	2	1	8	7	4	6	8	6	5	48
		2.1	4.2	2.1	16.7	14.6	8.3	12.5	16.7	12.5	10.4	37.5
		7.7	20.0	7.7	88.9	53.8	28.6	50.0	53.3	40.0	35.7	
		0.8	1.6	0.8	6.3	5.5	3.1	4.7	6.3	4.7	3.9	
EXCELLENT	5.00	0	7	12	1	1	9	3	6	6	7	52
		0.0	13.5	23.1	1.9	1.9	17.3	5.8	11.5	11.5	13.5	40.6
		0.0	70.0	92.3	11.1	7.7	64.3	25.0	40.0	40.0	50.0	
		0.0	5.5	9.4	0.8	0.8	7.0	2.3	4.7	4.7	5.5	
DON'TKNOW	6.00	0	0	0	0	0	1	1	1	0	0	3
		0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	0.0	0.0	2.3
		0.0	0.0	0.0	0.0	0.0	7.1	8.3	6.7	0.0	0.0	
		0.0	0.0	0.0	0.0	0.0	0.8	0.8	0.8	0.0	0.0	
	COLUMN TOTAL	13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

Crosstabulation of Adequacy of Instructional Facilities by Student Major

Table 12

reference materials, and visual aids used in the occupational program. Approximately seventy-seven percent of the students indicated a rating of good or excellent. However, only 2.3 percent gave a rating of poor and 7.8 percent gave a rating of below expectations.

This rating appears to be consistent with other student ratings regarding the occupational program. Only two percent of the respondents indicated don't know according to table (13).

Arrangements by the College For Work Experience

Less than half the students rated work experience arrangements good or excellent. Approximately 30 percent thought the arrangements were good while 18.8 percent indicated a rating of excellent. See table (14).

Apparently the relatively low percentage for the good-excellent rating is based on a lack of familiarity rather than a negative perception since 32 percent of the students checked don't know. This interpretation is further supported by the fact that only 2.3 percent indicated poor and 4.7 percent gave a rating of below expectations.

Quality of the Work Experience Activity

Fifty-seven percent of the respondents rated the quality of the work experience activity good or excellent while 3.9 percent indicated a poor rating and another 3.9 percent checked below expectations.

The respondents indicated a lack of familiarity with the quality of the work experience activities as evidenced by approximately 27 percent of the responses being don't know. These responses vary considerably according to the major occupational specialization as shown in table (15).

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FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF AAIMOP ADEQUACY AND AVAIL OF INSTR MAT BY MAJOR OCCUPATIONAL SPECIALIZATION PAGE 1 OF 1

AAIMOP	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICE SCIENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
FOOR	1.00	3	0	0	0	0	0	0	0	0	0	3
		100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3
		23.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
BELOW EXPECTATIC	2.00	7	0	0	0	1	0	1	0	1	0	10
		70.0	0.0	0.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	7.8
		53.8	0.0	0.0	0.0	7.7	0.0	8.3	0.0	6.7	0.0	
		5.5	0.0	0.0	0.0	0.8	0.0	0.8	0.0	0.8	0.0	
ACCEPTABLE	3.00	2	1	0	0	2	1	4	1	3	0	14
		14.3	7.1	0.0	0.0	14.3	7.1	28.6	7.1	21.4	0.0	10.9
		15.4	10.0	0.0	0.0	15.4	7.1	33.3	6.7	20.0	0.0	
		1.6	0.8	0.0	0.0	1.6	0.8	3.1	0.8	2.3	0.0	
GOOD	4.00	1	5	9	7	7	3	4	8	4	6	55
		1.8	9.1	16.4	12.7	12.7	5.5	7.3	16.4	7.3	10.9	43.0
		7.7	50.0	69.2	77.8	53.8	21.4	33.3	80.0	26.7	42.9	
		0.8	3.9	7.0	5.5	5.5	2.3	3.1	7.0	3.1	4.7	
EXCELLENT	5.00	0	4	4	2	3	10	3	5	6	7	44
		0.0	9.1	9.1	4.5	6.8	22.7	6.8	11.4	13.6	15.9	34.4
		0.0	40.0	30.8	22.2	23.1	71.4	25.0	33.3	40.0	50.0	
		0.0	3.1	3.1	1.6	2.3	7.8	2.3	3.9	4.7	5.5	
CON*TKNOW	6.00	0	0	0	0	0	0	0	0	1	1	2
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	1.6
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	7.1	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	
	COLUMN TOTAL	13	10	13	9	13	14	12	15	15	14	128
		10.2	7.8	10.2	7.0	10.2	10.9	9.4	11.7	11.7	10.9	100.0

Crosstabulation of Adequacy and Availability of Instructional Materials by Student Major

Table 13

STUDENT RECRUITMENT PCC 06/11/74 PAGE 34

FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF AWORKEXP WORK EXPERIENCE ARRANGEMENTS BY MAJOR OCCUPATIONAL SPECIALIZATION PAGE 1 OF 1

AWORKEXP	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICESCIENCE	10.00 WELDING	11.00 SIGN ART	JW TOTAL
1.00 POOR		1	0	0	0	0	0	1	0	1	0	3
		33.3	0.0	0.0	0.0	0.0	0.0	33.3	0.0	33.3	0.0	2.3
		7.7	0.0	0.0	0.0	0.0	0.0	8.3	0.0	6.7	0.0	
		0.8	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.8	0.0	
2.00 BELOW EXPECTATIO		2	1	2	0	1	0	0	0	0	0	6
		33.3	16.7	33.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	4.7
		15.4	10.0	15.4	0.0	7.7	0.0	0.0	0.0	0.0	0.0	
		1.6	0.8	1.6	0.0	0.8	0.0	0.0	0.0	0.0	0.0	
3.00 ACCEPTABLE		5	1	3	0	1	0	0	2	3	1	16
		31.3	6.3	18.8	0.0	6.3	0.0	0.0	12.5	18.8	6.3	12.5
		38.5	10.0	23.1	0.0	7.7	0.0	0.0	13.3	20.0	7.1	
		3.9	0.8	2.3	0.0	0.8	0.0	0.0	1.6	2.3	0.8	
4.00 GOOD		5	0	2	8	5	3	0	6	2	7	38
		13.2	0.0	5.3	21.1	13.2	7.9	0.0	15.8	5.3	18.4	29.7
		38.5	0.0	15.4	88.9	38.5	21.4	0.0	40.0	13.3	50.0	
		3.9	0.0	1.6	6.3	3.9	2.3	0.0	4.7	1.5	5.5	
5.00 EXCELLENT		0	3	1	1	4	2	1	3	4	5	24
		0.0	12.5	4.2	4.2	16.7	8.3	4.2	12.5	16.7	20.8	18.8
		0.0	30.0	7.7	11.1	30.8	14.3	8.3	20.0	26.7	35.7	
		0.0	2.3	0.8	0.8	3.1	1.6	0.8	2.3	3.1	3.9	
6.00 DON'T KNOW		0	5	5	0	2	9	10	4	5	1	41
		0.0	12.2	12.2	0.0	4.9	22.0	24.4	9.8	12.2	2.4	32.0
		0.0	50.0	38.5	0.0	15.4	64.3	83.3	26.7	33.3	7.1	
		0.0	3.9	3.9	0.0	1.6	7.0	7.8	3.1	3.9	0.8	
COLUMN TOTAL		13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

Crosstabulation of Work Experience Arrangements by Student Major

Table 14

FILE STUREC (CREATION DATE = 06/11/74)

CROSSTABULATION OF QWORKEXP QUALITY OF WORK EXPERIENCE BY MAJOR OCCUPATIONAL SPECIALIZATION

QWORKEXP	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	5.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICE SCIENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
1.00 POOR		0	0	1	0	0	0	1	1	2	0	5
		0.0	0.0	20.0	0.0	0.0	0.0	20.0	20.0	40.0	0.0	3.9
		0.0	0.0	7.7	0.0	0.0	0.0	8.3	6.7	13.3	0.0	
		0.0	0.0	0.8	0.0	0.0	0.0	0.8	0.8	1.6	0.0	
2.00 BELOW EXPECTATIC		1	0	0	0	0	1	0	3	0	0	5
		20.0	0.0	0.0	0.0	0.0	20.0	0.0	60.0	0.0	0.0	3.9
		7.7	0.0	0.0	0.0	0.0	7.1	0.0	20.0	0.0	0.0	
		0.8	0.0	0.0	0.0	0.0	0.8	0.0	2.3	0.0	0.0	
3.00 ACCEPTABLE		4	2	1	0	1	1	0	1	0	1	11
		36.4	18.2	9.1	0.0	9.1	9.1	0.0	9.1	0.0	9.1	8.6
		30.8	20.0	7.7	0.0	7.7	7.1	0.0	6.7	0.0	7.1	
		3.1	1.6	0.8	0.0	0.8	0.8	0.0	0.8	0.0	0.8	
4.00 GOOD		7	1	4	7	7	7	1	6	5	5	50
		14.0	2.0	8.0	14.0	14.0	14.0	2.0	12.0	10.0	10.0	39.1
		53.8	10.0	30.8	77.8	53.8	50.0	8.3	40.0	33.3	35.7	
		5.5	0.8	3.1	5.5	5.5	5.5	0.8	4.7	3.9	3.9	
5.00 EXCELLENT		1	3	1	2	2	0	0	1	7	6	23
		4.3	13.0	4.3	8.7	8.7	0.0	0.0	4.3	30.4	26.1	18.0
		7.7	30.0	7.7	22.2	15.4	0.0	0.0	5.7	46.7	42.9	
		0.8	2.3	0.8	1.6	1.6	0.0	0.0	0.8	5.5	4.7	
6.00 DON'TKNOW		0	4	6	0	3	5	10	3	1	2	34
		0.0	11.8	17.6	0.0	8.8	14.7	29.4	8.8	2.9	5.9	26.6
		0.0	40.0	46.2	0.0	23.1	35.7	83.3	20.0	6.7	14.3	
		0.0	3.1	4.7	0.0	2.3	3.9	7.8	2.3	0.8	1.6	
COLUMN TOTAL		13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

Crosstabulation of Quality of Work Experience by Student Major

Table 15

Adequacy of Counseling and Guidance

Although 44 percent of the occupational students rated counseling and guidance good or excellent, 33 percent considered these functions to be poor or below expectations. According to table (16) half of the eighteen poor ratings were made by students in one occupational specialization.

Most of the excellent ratings concentrated in three occupational specializations while the good ratings are distributed rather uniformly among the various specializations. Although the ratings of poor were made by respondents in relatively few specializations, the below expectations ratings were fairly evenly distributed among the occupational specializations. Only seven percent checked don't know.

Effectiveness of Job Placement

Job placement received good or excellent ratings from forty-three percent of the respondents. Relatively few students had negative perceptions concerning the effectiveness of job placement. Table (17) shows that 1.6 percent checked poor and 3.9 percent checked below expectations.

Occupational students appear to be somewhat uninformed regarding the job placement program as suggested by 43 percent of the responses being in the don't know category.

Information on Job Success of Graduates

Information on the occupational success of graduates was perceived as being good or excellent by 41 percent of the respondents. Table (18) shows that less than one percent gave a rating of poor and 5.5 percent gave a rating of below expectations.

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FILE STUREC (CREATION DATE = 06/11/74)

* C R O S S T A B U L A T I O N O F *
QCG ADEQUACY OF COUNSELING AND GUIDANCE BY MAJOR OCCUPATIONAL SPECIALIZATION
* PAGE 1 OF 1

QCG	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR: AUTO MECHANICS 1.00	DRAFTING 2.00	ELECTRONICS 3.00	FOOD SERVICE 4.00	PRINTING 6.00	MACHINE SHOP 7.00	FIRE SCIENCE 8.00	POLICE SCIENCE 9.00	WELDING 10.00	SIGN ART 11.00	ROW TOTAL
1.00 POOR		9	1	4	0	1	2	3	1	2	0	23
		39.1	4.3	17.4	0.0	4.3	8.7	13.0	4.3	8.7	0.0	18.0
		69.2	10.0	30.8	0.0	7.7	14.3	25.0	6.7	13.3	0.0	
		7.0	0.8	3.1	0.0	0.8	1.6	2.3	0.8	1.6	0.0	
2.00 BELOW EXPECTATIO		3	1	3	0	4	2	0	2	2	2	19
		15.8	5.3	15.8	0.0	21.1	10.5	0.0	10.5	10.5	10.5	14.8
		23.1	10.0	23.1	0.0	30.8	14.3	0.0	13.3	13.3	14.3	
		2.3	0.8	2.3	0.0	3.1	1.6	0.0	1.6	1.6	1.6	
3.00 ACCEPTABLE		1	1	4	3	3	2	1	4	1	1	21
		4.8	4.8	19.0	14.3	14.3	9.5	4.8	19.0	4.8	4.8	16.4
		7.7	10.0	30.8	33.3	23.1	14.3	8.3	26.7	6.7	7.1	
		0.8	0.8	3.1	2.3	2.3	1.6	0.8	3.1	0.8	0.8	
4.00 GOOD		0	4	2	5	5	5	5	4	4	5	39
		0.0	10.3	5.1	12.8	12.8	12.8	12.8	10.3	10.3	12.8	30.5
		0.0	40.0	15.4	55.6	38.5	35.7	41.7	26.7	26.7	35.7	
		0.0	3.1	1.6	3.9	3.9	3.9	3.9	3.1	3.1	3.9	
5.00 EXCELLENT		0	1	0	0	0	1	2	4	4	5	17
		0.0	5.9	0.0	0.0	0.0	5.9	11.8	23.5	23.5	29.4	13.3
		0.0	10.0	0.0	0.0	0.0	7.1	16.7	26.7	26.7	35.7	
		0.0	0.8	0.0	0.0	0.0	0.8	1.6	3.1	3.1	3.9	
6.00 DON'TKNOW		0	2	0	1	0	2	1	0	2	1	9
		0.0	22.2	0.0	11.1	0.0	22.2	11.1	0.0	22.2	11.1	7.0
		0.0	20.0	0.0	11.1	0.0	14.3	8.3	0.0	13.3	7.1	
		0.0	1.6	0.0	0.8	0.0	1.6	0.8	0.0	1.6	0.8	
COLUMN TOTAL		13	10	13	9	13	14	12	15	15	14	128
		10.2	7.8	10.2	7.0	10.2	10.9	9.4	11.7	11.7	10.9	100.0

Crosstabulation of Adequacy of Counseling and Guidance by Student Major

Table 16

STUDENT RECRUITMENT FCC 06/11/74 PAGE 37

FILE STUREC (CREATION DATE = /11/74)

* CROSSTABULATION OF *
PLACESTU EFFECTIVENESS OF JOB PLACEMENT BY MAJOR OCCUPATIONAL SPECIALIZATION
* PAGE 1 OF 1

PLACESTU	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRCN ICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICESC IENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
POOR	1.00	0	0	0	0	0	0	0	0	1	1	2
		C.C	C.C	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	1.6
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	7.1	
		C.C	C.C	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	
BELOW EXPECTATIO	2.00	3	1	0	0	0	1	0	0	0	0	5
		60.0	20.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	3.9
		23.1	10.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	0.0	
		2.3	0.8	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	
ACCEPTABLE	3.00	4	C	1	0	0	2	1	1	2	0	11
		36.4	C.0	9.1	0.0	0.0	18.2	9.1	9.1	18.2	0.0	8.6
		30.8	0.0	7.7	0.0	0.0	14.3	8.3	6.7	13.3	0.0	
		3.1	0.0	0.8	0.0	0.0	1.6	0.8	0.8	1.6	0.0	
GOOD	4.00	4	2	0	6	5	2	0	6	2	5	32
		12.5	6.3	0.0	18.8	15.6	6.3	0.0	18.8	6.3	15.6	25.0
		30.8	20.0	0.0	66.7	38.5	14.3	0.0	40.0	13.3	35.7	
		3.1	1.6	0.0	4.7	3.9	1.6	0.0	4.7	1.6	3.9	
EXCELLENT	5.00	1	0	1	3	7	2	0	2	5	2	23
		4.3	0.0	4.3	13.0	30.4	8.7	0.0	8.7	21.7	8.7	18.0
		7.7	0.0	7.7	33.3	53.8	14.3	0.0	13.3	33.3	14.3	
		0.8	0.0	0.8	2.3	5.5	1.6	0.0	1.6	3.9	1.6	
DON'TKNOW	6.00	1	7	11	0	1	7	11	6	5	6	55
		1.8	12.7	20.0	0.0	1.8	12.7	20.0	10.9	9.1	10.9	43.0
		7.7	70.0	84.6	0.0	7.7	50.0	91.7	40.0	33.3	42.9	
		0.8	5.5	8.6	0.0	0.8	5.5	8.6	4.7	3.9	4.7	
	COLUMN TOTAL	13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

Crosstabulation of Effectiveness of Job Placement by Student Major

Table 17

STUDENT RECRUITMENT PCC 06/11/74 PAGE 38

FILE STUREC (CREATION DATE = 06/11/74)

* * * * * * * * * * * * * * * * * * CROSSTABULATION OF *
INFOJOB INFO ON JOB SUCCESS OF GRADS BY MAJOR OCCUPATIONAL SPECIALIZATION
* PAGE 1 OF 2

INFOJOB	COUNT / ROW PCT / COL PCT / TOT PCT	MAJOR 1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICE SCIENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
0.0		0	0	0	0	0	0	0	0	0	1	1
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.8
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	
1.00		3	0	0	0	0	2	0	0	2	0	7
POOR		42.9	0.0	0.0	0.0	0.0	28.6	0.0	0.0	28.6	0.0	5.5
		23.1	0.0	0.0	0.0	0.0	14.3	0.0	0.0	13.3	0.0	
		2.3	0.0	0.0	0.0	0.0	1.6	0.0	0.0	1.6	0.0	
2.00		3	0	1	0	1	1	0	0	0	1	7
BELOW EXPECTATIO		42.9	0.0	14.3	0.0	14.3	14.3	0.0	0.0	0.0	14.3	5.5
		23.1	0.0	7.7	0.0	7.7	7.1	0.0	0.0	0.0	7.1	
		2.3	0.0	0.8	0.0	0.8	0.8	0.0	0.0	0.0	0.8	
3.00		3	1	0	0	0	0	1	2	3	2	12
ACCEPTABLE		25.0	8.3	0.0	0.0	0.0	0.0	8.3	16.7	25.0	16.7	9.4
		23.1	10.0	0.0	0.0	0.0	0.0	8.3	13.3	20.0	14.3	
		2.3	0.8	0.0	0.0	0.0	0.0	0.8	1.6	2.3	1.6	
4.00		2	2	3	3	7	1	1	6	4	6	35
GOOD		5.7	5.7	8.6	8.6	20.0	2.9	2.9	17.1	11.4	17.1	27.3
		15.4	20.0	23.1	33.3	53.8	7.1	8.3	40.0	26.7	42.9	
		1.6	1.6	2.3	2.3	5.5	0.8	0.8	4.7	3.1	4.7	
5.00		2	0	0	6	2	0	1	2	3	2	18
EXCELLENT		11.1	0.0	0.0	33.3	11.1	0.0	5.6	11.1	16.7	11.1	14.1
		15.4	0.0	0.0	66.7	15.4	0.0	8.3	13.3	20.0	14.3	
		1.6	0.0	0.0	4.7	1.6	0.0	0.8	1.6	2.3	1.6	
6.00		0	7	8	0	3	10	9	5	3	2	47
DON'T KNOW		0.0	14.9	17.0	0.0	6.4	21.3	19.1	10.6	6.4	4.3	36.7
		0.0	70.0	61.5	0.0	23.1	71.4	75.0	33.3	20.0	14.3	
		0.0	5.5	6.3	0.0	2.3	7.8	7.0	3.9	2.3	1.6	
	COLUMN TOTAL	13 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

(CONTINUED)

Crosstabulation of Information on Job Success of Graduates by Student Major

Table 18

STUDENT RECRUITMENT PCC 06/11/74 PAGE 39

FILE STUREC (CREATION DATE = 06/11/74)

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
INFOJOB INFO ON JOB SUCCESS OF GRADS BY MAJOR OCCUPATIONAL SPECIALIZATION
* PAGE 2 OF 2

INFOJOB	MAJOR COUNT ROW PCT COL PCT TOT PCT	1.00 AUTO MECHANICS	2.00 DRAFTING	3.00 ELECTRONICS	4.00 FOOD SERVICE	6.00 PRINTING	7.00 MACHINE SHOP	8.00 FIRE SCIENCE	9.00 POLICESCIENCE	10.00 WELDING	11.00 SIGN ART	ROW TOTAL
60.00		0	0	1	0	0	0	0	0	0	0	1
		0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
		0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
		0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
COLUMN TOTAL		11 10.2	10 7.8	13 10.2	9 7.0	13 10.2	14 10.9	12 9.4	15 11.7	15 11.7	14 10.9	128 100.0

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STUDENT RECRUITMENT PCC 06/11/74 PAGE 40

***** GIVEN SPACE ALLOWS FOR 4999 CELLS AND 2 DIMENSIONS FOR CROSSTABS *****

CROSSTABS STATISTICS COLREP BY OCCUPRO TO AIFEOP
ALL

61

Continuation of Table Eighteen

Table 18A

A large number of students (36.7%) indicate a lack of knowledge concerning the job success of graduates of the occupational program.

Analysis of the Interrelationships Among the Variables

Student perceptions regarding their occupational program ratings were assumed to constitute an important factor in student recruitment. Specifically, it was anticipated that occupational programs with low ratings would tend to attract relatively few students and vice-versa.

It was hypothesized that student perceptions concerning occupational program ratings would be influenced by perceptions of (1) the quality of occupational instruction, (2) the work experience and job placement activities, and (3) instructional materials and facilities.

The first step in analyzing these interrelationships was to subject the eleven perceptual variables or items in the questionnaire to factor analysis. Four underlying factors emerged to which the eleven questionnaire items were associated.

Each questionnaire item was interpreted relative to its loadings on the four factors. Questionnaire items that loaded heavily on the same factor were interpreted as measuring the same dimension.

Two questionnaire items (7 and 8) related to work experience and another item (10) regarding job placement loaded heavily on the same factor. These three variables were used to construct an index which combines the data contained in the constituent variables.

Results of factor analysis also showed that questionnaire items (5 and 6) which ask related questions concerning facilities loaded heavily on the same factor. These two variables were, therefore, combined in an index.

Path analysis was used to assess the previously hypothesized relationships between occupational program rating, the work experience index, the facilities index, and the quality of occupational instruction. Figure 2 shows the hypothesized relationships mentioned in the previous sentence. The path diagram has one-way arrows that connect the determining variables to the dependent variables. Each arrow is labeled with the symbol p for path coefficient. The first subscript is associated with a dependent variable and the second subscript identifies the "variable whose direct effect on the dependent variable is measured by the path coefficient." [1] For example, path coefficient p 41 in figure 2 indicates that 4 is the dependent variable X4 and 1 is the determining variable X1.

Each path coefficient was derived from a regression equation. The system of variables shown in figure 2 was regressed in the following sequence:

X2 with X1

X3 with X1 and X2

X4 with X1, X2, and X3

Beta coefficients from the various regression equations were the source of the path coefficients. Therefore, path analysis is closely related to regression analysis.

The symbol R denotes the residual or the amount of variance not accounted for by the variables in the system. The unmeasured variables are represented by the uncorrelated residual factors R_u, R_v, and R_w.[2]

The utility of path analysis has been stated rather cogently by Duncan as follows:

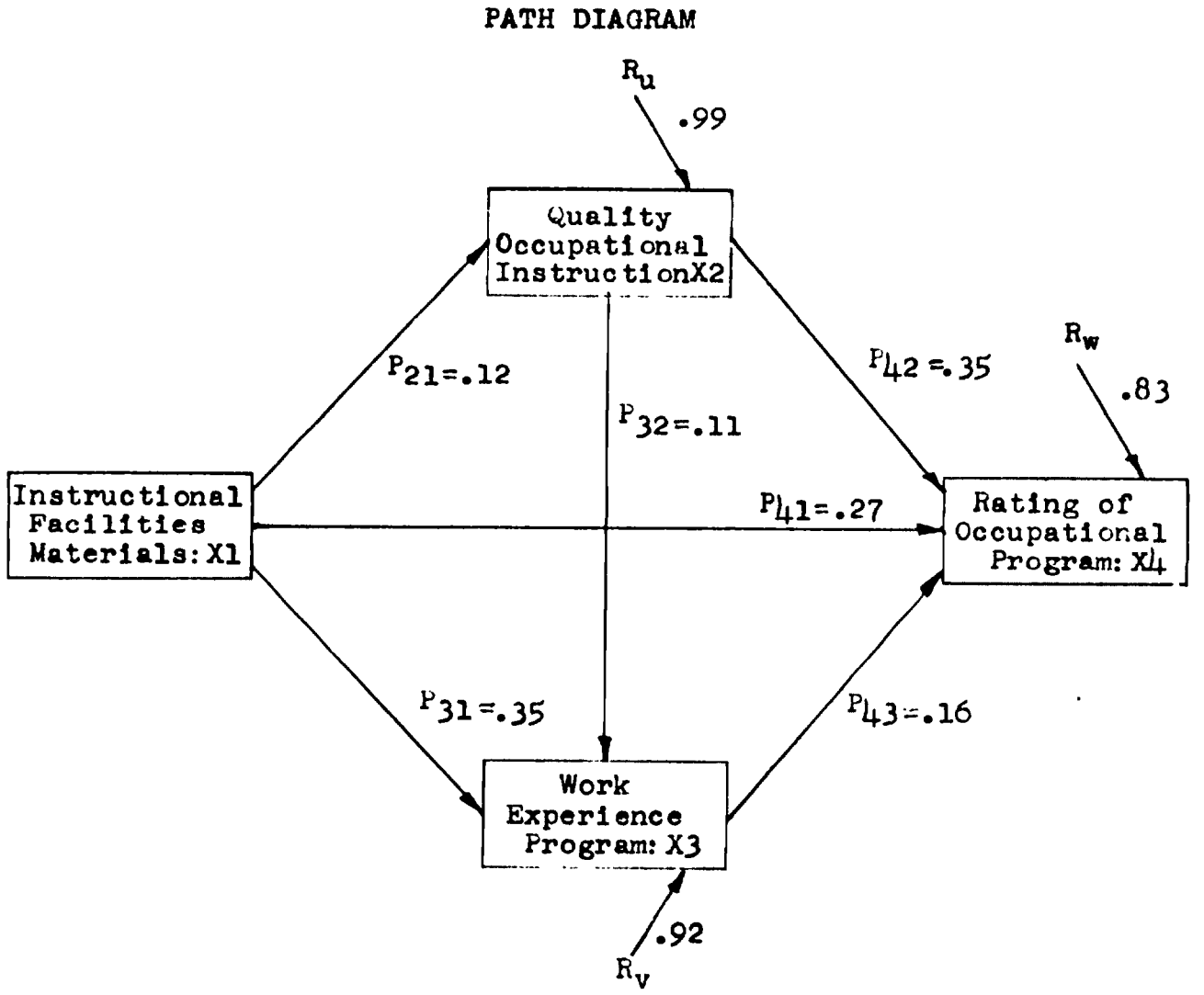


Figure 2. A causal model for occupational program rating.

> As statistical techniques, therefore, neither path analysis nor the Blalock-Simon procedure adds anything to conventional regression analysis as applied recursively to generate a system of equations, rather than a single equation. As a pattern of interpretation, however, path analysis is invaluable in making explicit the rationale for a set of regression calculations.[3]

Figure 2 shows that variable X4, rating of occupational program is determined by X3, work experience; X2, quality of occupational instruction; and X1, instructional facilities and materials. The magnitude of the path coefficients indicates the relative influence of each variable.

According to the system depicted in figure 2, quality of occupational instruction (X2) is the major determinant of student perceptions regarding rating of occupational program (X4) as indicated by a path coefficient (p42) of .35. Instructional facilities and materials (X1) has a path coefficient (p41) of .27 which makes X1 the second most influencial variable in the system relative to X4. The work experience program (X3) has the least influence on X4.

Each of the previously discussed paths was direct in nature. However, there is an indirect path from X1 to X4 through X2 which includes P21, P32, and P43.

The casual ordering of the variables in the system was based on an assumed order.[4] Other patterns which conform to a priori considerations may provide a better fit of the equations to the data.

CHAPTER FOUR

FOOTNOTES

[1]Otis D. Duncan, "Path Analysis: Sociological Examples," in H.N. Blalock (ed.), Casual Models in the Social Sciences (Chicago: Aldine Publishing Company, 1973), p. 120.

[2]Ibid. p. 119.

[3]Ibid. p. 123.

[4]Ibid. p. 122.

CHAPTER FIVE

PERCEPTIONS OF OCCUPATIONAL EDUCATION ADMINISTRATORS

Since most of the data for this study was collected at Pasadena City College, a broader perspective was sought through informal interviews with occupational education administrators at surrounding community colleges. The eight respondents include one Vice-Chancellor of Vocational Education, one Dean of Occupational Education, one community college recruiter, two department chairmen of engineering and technology departments, and three individuals who hold the title Director of Occupational Education. Please refer to Appendix E for further information regarding the respondents and the characteristics of the colleges they represent.

All of the interviews were conducted on a face to face basis with the exception of one that was effected by telephone. Appendix C contains the interview schedule.

The Need For Student Recruitment

Interviewees were asked to express their perceptions regarding the need for student recruitment during the next three years. The paragraphs which follow detail the responses.

"There is a definite need for an ongoing student recruitment program because community college student enrollment growth has reached a flat point on the growth curve."

Another respondent offers a somewhat conflicting projection. "There will be a 10-20 percent increase in community college enrollment through 1985.

"Much depends on public attitudes toward the role of education relative to occupational preparation. A recent economic downturn has changed student attitudes regarding their occupational plans. Students prefer to be in educational programs that have definite employment potential or promise."

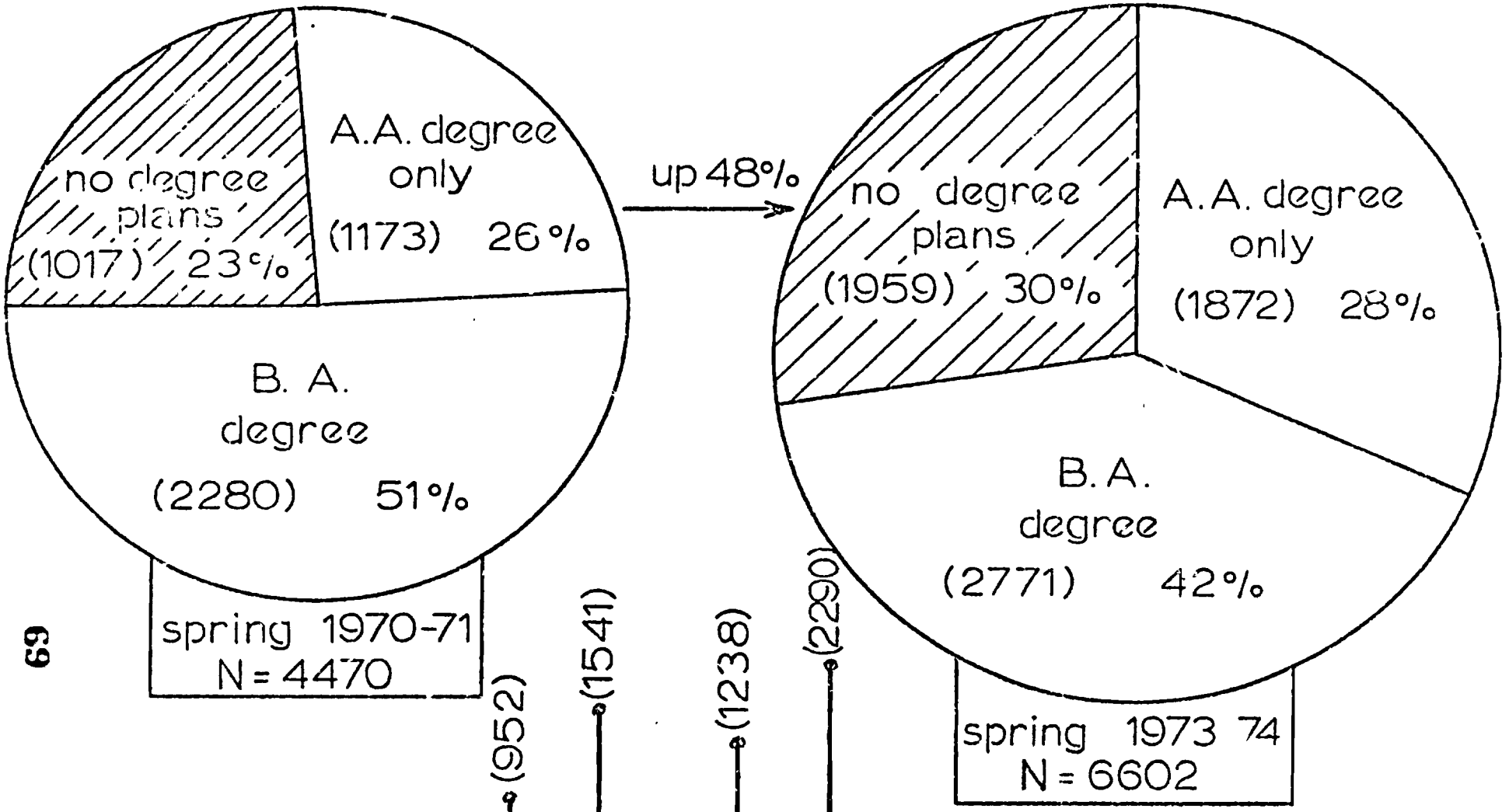
"Student values are changing with respect to the perceived worth of the AA degree. Many students are primarily interested in the employability of the skill they gain in their community college program."

"A great need exists to make the public aware of the educational opportunities available in the local community college. This is particularly important in black communities. Minority people are easily isolated from the important sources of information regarding educational and economic opportunities."

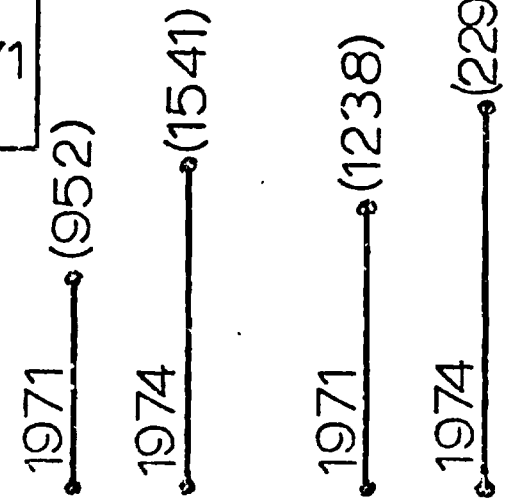
Subgroups within the overall community college student population have begun to shift in terms of quantity. For example, the eighteen year old male is diminishing in number while the female above twenty-one years of age is increasing numerically.[1] A study conducted at Golden West College generated the data shown in figures 3 through 7 which illustrate age/sex shifts and other patterns of change at Golden West College.[2]

Figure 3 shows a definite increase in the number of students who declared non-baccalaureate academic goals over those with baccalaureate degree goals. Also the group of students with no degree plans achieved the greatest growth of the three academic goal classifications between 1971 and 1974. These data correspond to the plans of high school students reported in Chapter One.

ALTERED ACADEMIC GOALS

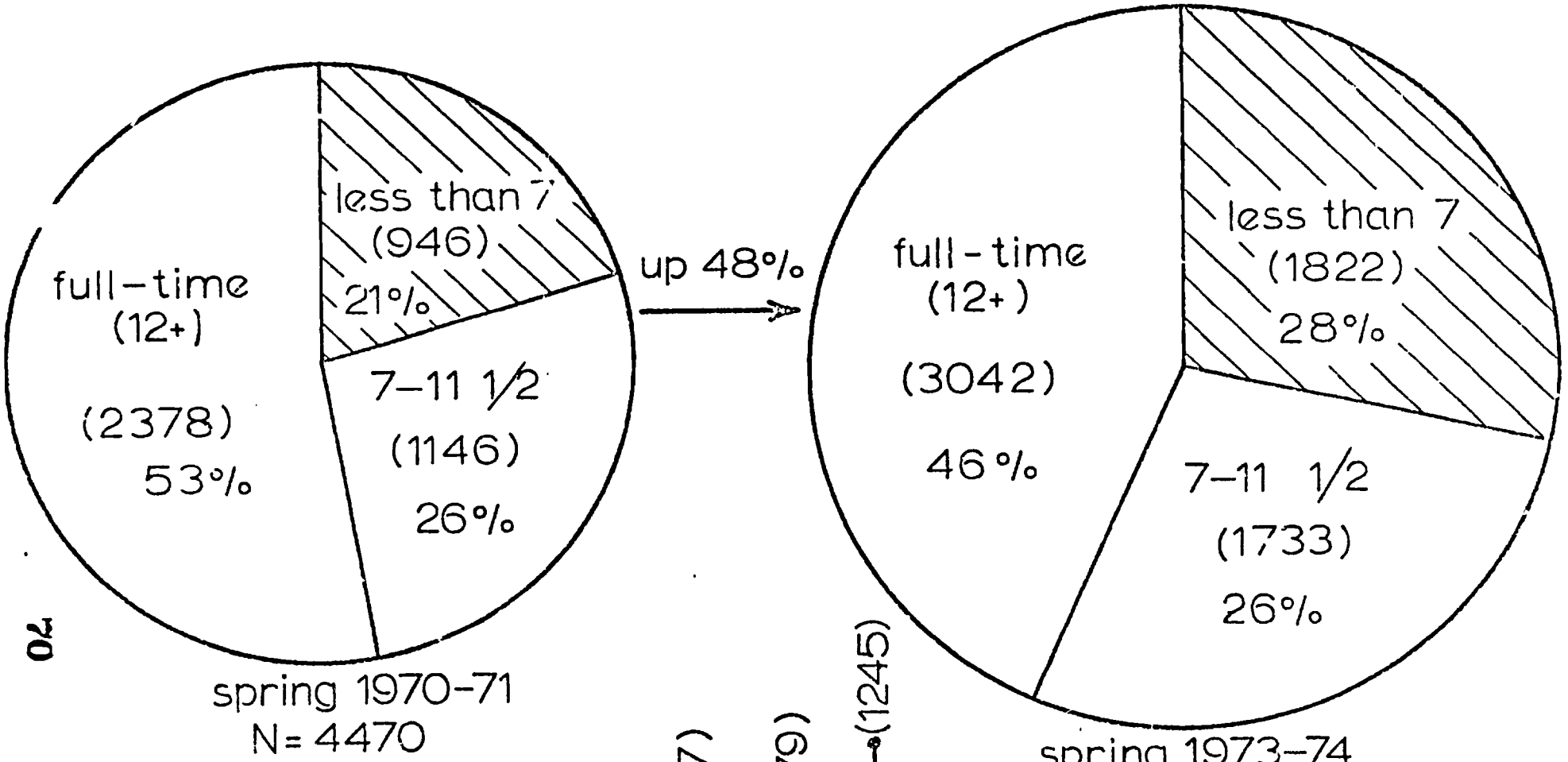


non transfer students (A.A. degree only or no degree)

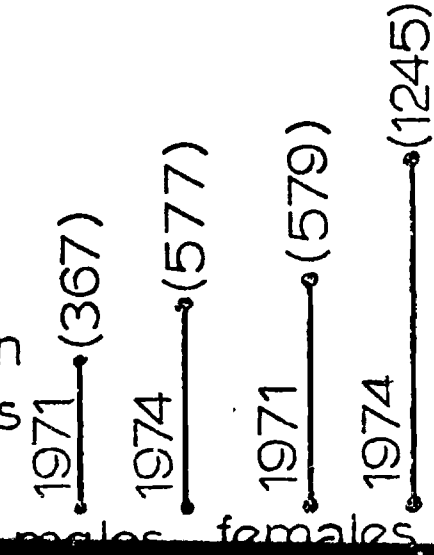


NOTE: while B.A. degree oriented students rose from 2280 to 2771 22%, nontransfer students increased

UNIT LOAD PATTERNS



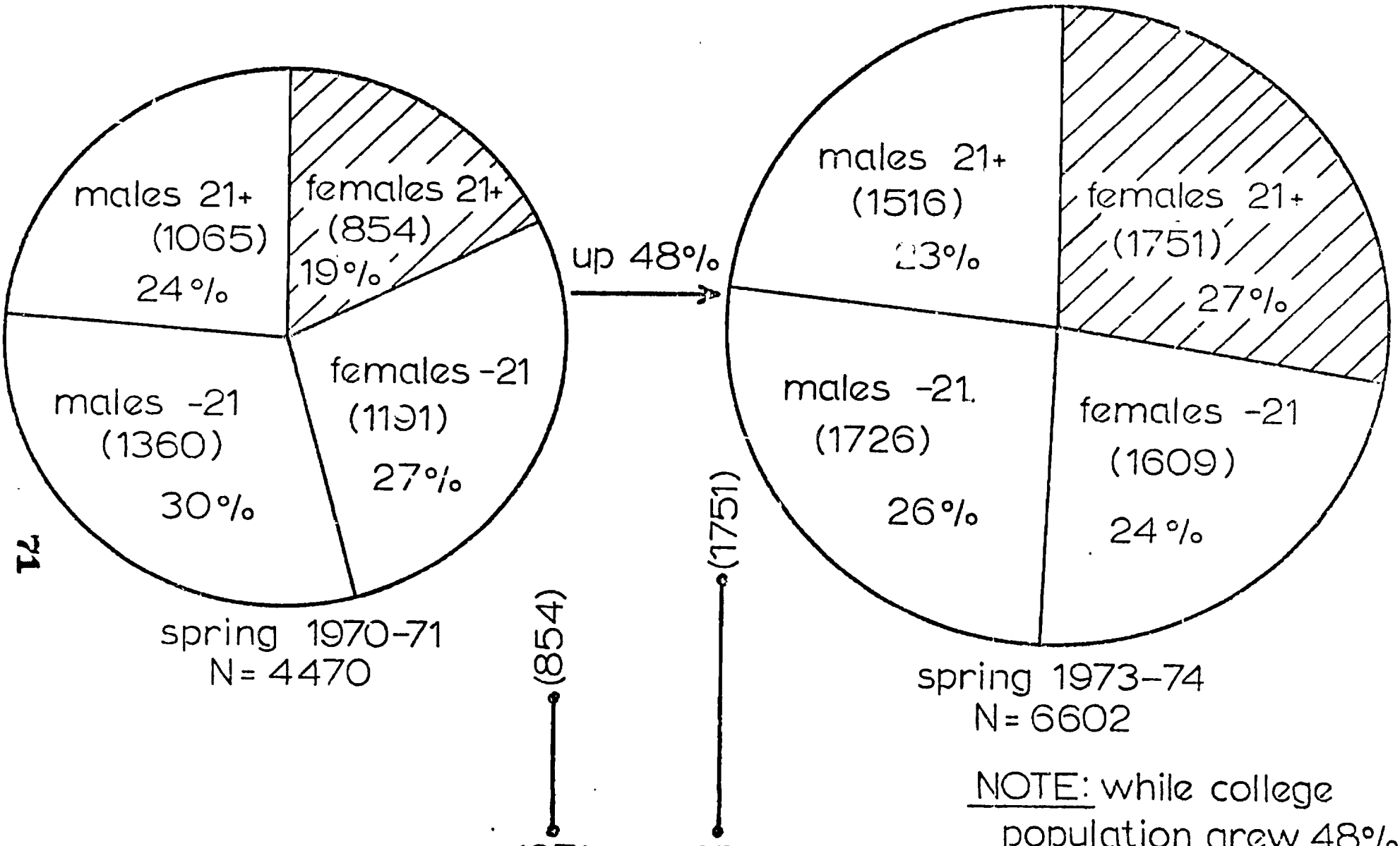
Students enrolled in less than 7 units



NOTE: highest rate of growth has been among part time female students

Figure 4

CHANGE IN SEX/AGE COMPOSITION



NOTE: while college population grew 48%, this group increased 105%.

Figure 5

CHANGE IN STUDENT MAJORS

MAJOR	SIZE OF DAY COLLEGE POPULATION		CHANGE IN POPULATION	
	SPRING 1971	SPRING 1974	(-)	(+)
GENERAL INTEREST	1267	2344		1077 (85%)
ADMINISTRATION OF JUSTICE	277	405		128 (46%)
A.A. NURSING	263	329		66 (25%)
BUSINESS ADMINISTRATION	262	268		8 (3%)
BIOLOGY	133	182		49 (37%)
ART	139	80	59 (-42%)	
PSYCHOLOGY	127	148		21 (17%)
LIBERAL ARTS	118	314		196 (166%)
HISTORY	105	38	67 (-64%)	
ENGLISH	104	57	47 (-45%)	

Figure 6

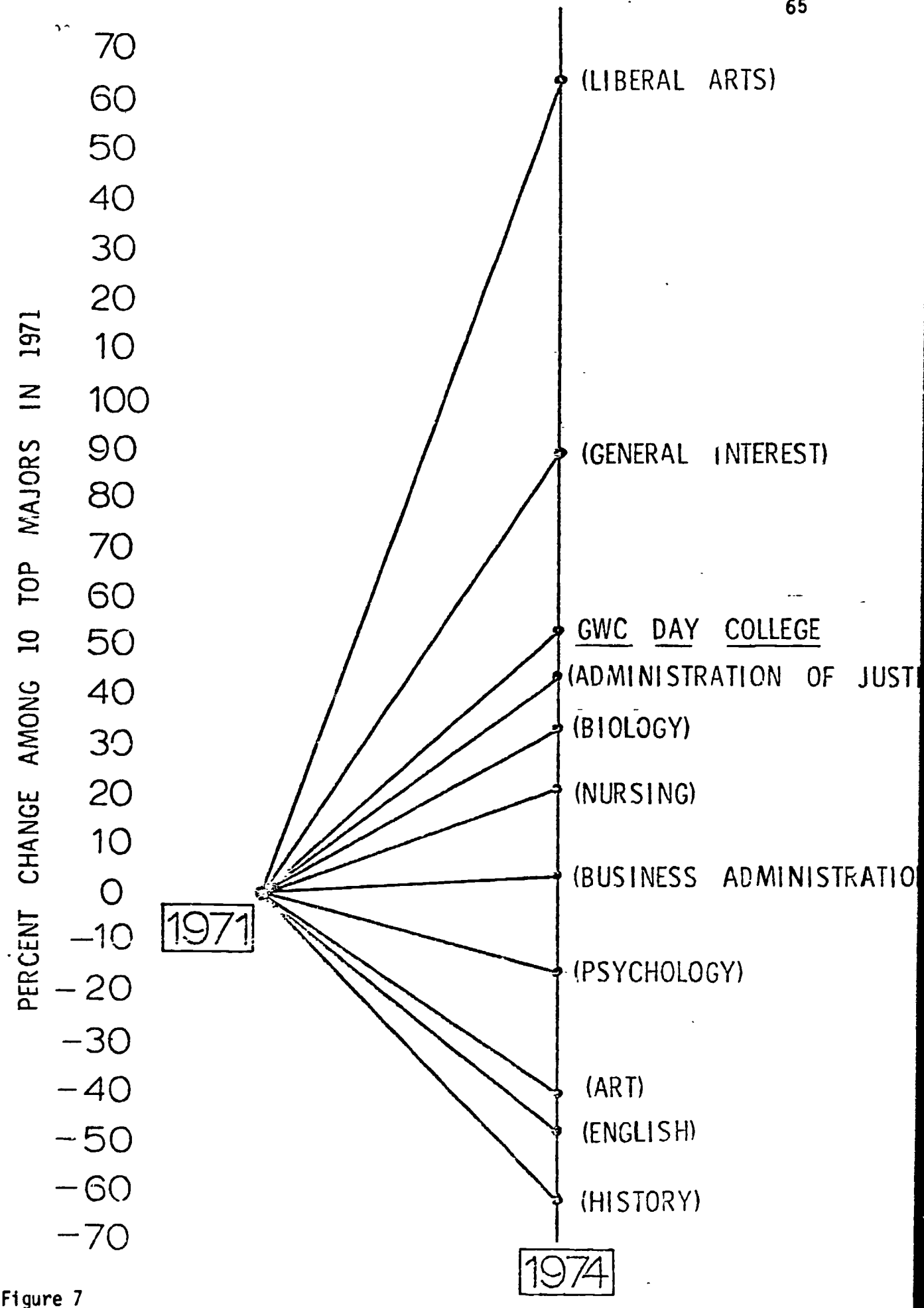

PERCENT CHANGE AMONG 10 TOP MAJORS IN 1971
70
60
50
40
30
20
10
100
90
80
70
60
50
40
30
20
10
0
−10
−20
−30
−40
−50
−60
−70
1971
1974
(LIBERAL ARTS)
(GENERAL INTEREST)
GWC DAY COLLEGE
(ADMINISTRATION OF JUST
(BIOLOGY)
(NURSING)
(BUSINESS ADMINISTRATIO
(PSYCHOLOGY)
(ART)
(ENGLISH)
(HISTORY)

Figure 7

Major Problems of Student Recruitment

The problems mentioned by the respondents appeared to be rather specific regarding a particular college and its developmental background. For this reason the responses to this interview item have been grouped according to the respondents.

Respondent A:

1. Competition from regional occupational programs (ROP) and regional occupational centers (ROC).

Respondent B:

1. Image of occupations for which training is provided.

2. Relatively small geographical area with several nearby community colleges offering competing programs.

Respondent C:

1. Minority parents do not want their children in occupational programs.

2. Minority students are under represented in occupational programs.

3. The college is not located in one of the major communities within the boundaries of the district. For this reason, the college lacks a community identity.

4. The college suffers from somewhat impaired community relations due to a residue of resentment created by the attitudes and practices of a previous administrator.

Respondent D:

1. Mexican and white enrollments have dropped drastically because of the negative image of the community as a high crime area.

2. The current group of paid student recruiters lack commitment of initial group.

3. Lack of funds to build facilities to house expanded vocational education offerings.

4. Community people can not get their fair share of numberous job opportunities in the community industrial complex.

Respondent E:

1. Changing ethnic composition of the community.

2. Antagonism from certain representatives of the ethnic minority population concerning alleged discriminatory practices.

Respondent F:

1. Dissemination of information about the occupational program in the local high schools.

2. Dissemination of information about occupational program among counselors and other staff members.

3. Recruiting black and chicano students.

Respondent G:

1. Enrollment attrition between semesters.

2. Disadvantaged groups demand outstanding opportunities.

3. Meeting the expectations of disadvantaged individuals.

Recruitment Methods

The respondents reported using the following recruitment methods:

1. Counselors visit the high schools.

2. Instructors required to visit each high school.

3. Use of mobile student recruitment unit in the community.

4. Community dialogue sessions with individuals who are economically disadvantaged.

5. Career Fair.

6. Paid student recruiters.

7. Full-time adult recruiter.

8. Mass mail-out of class schedules and brochures to residences and places of employment.

9. Provide pick-up service for anyone in the community who wishes to receive counseling services of the college.

10. A counselor is assigned to each local high school to coordinate and facilitate all articulation and recruitment activities.

11. Each counselor is assigned to a specific department and is expected to attend all major meetings and functions of that department. The total occupational program is serviced by seven counselors.

12. Skillfully developed slide-tape presentations.

13. High school students are encouraged to attend the community college on a part-time basis.

14. Easy, convenient registration procedures.

Strengthening Student Recruitment Efforts

Each occupational educator was asked to reflect on how student recruitment practices might be strengthened. After thoughtful consideration the respondents offered the following suggestions.

Honest information is always an essential element of any presentation designed to stimulate student enrollment. The college has an obligation to realistically inform residents of the community concerning educational opportunities. This tends to build community awareness regarding the availability of educational resources at the local community college.

Another facet of community awareness is the need for an outreach program aimed at the transient population. This group is often overlooked because it is difficult to obtain address information for such individuals.

Student personnel services has the potential of providing substantially increased support to student recruitment activities.

Increased use of a mobile recruitment unit offers considerable promise in elevating community college student enrollments. Mr. James Johnson of Compton College has proposed a state-wide workshop on the use of mobile recruitment units as a means of stimulating broader implementation of this recruitment technique among the community colleges.

A large number of minority students are not being served by the community colleges of California. This problem is especially acute among the Mexican-American population. Research is needed to learn how community colleges can be more effective in penetrating the cultural barriers that separate the colleges from certain minority communities.

Minority students may need special encouragement and assistance to weather the storms of student life during the initial period of enrollment. Provisions should be available to students with such needs.

CHAPTER FIVE

FOOTNOTES

[1]John Buller, Interview at Coast Community College District Offices, Costa Mesa, May 13, 1974.

[2]Ibid.

CHAPTER SIX

SUMMARY

The basic problem of the study was to survey the perceptions of occupational administrators, teachers, and students regarding factors and problems which affect student recruitment.

Occupational teachers and students in the Engineering and Technology Department of Pasadena City College were administered questionnaires to elicit their perceptions concerning factors and problems which influence student recruitment. These respondents included twenty-nine faculty members and one-hundred fifty students.

Administrators of occupational education programs at Pasadena City College and several surrounding community colleges were interviewed regarding their perceptions of student recruitment.

High School students who visited the Career Fair at Pasadena City College comprised the final group of respondents. Thirteen of these visitors were interviewed on a random basis to obtain their perceptions of the effectiveness of the Career Fair. They were also asked several questions concerning their future educational plans.

Chapter One included an examination of the early development of the community junior colleges. Occupational programs became a part of the college curricula following the depression as an important contributor to the economic welfare of the Nation.

The junior college movement developed an ideology which encouraged junior colleges to provide comprehensive educational programs for the

community including vocational education. This ideology also encourages community college teachers to have a broad concern for the welfare of their students. However, some community college personnel oppose the comprehensive program, student oriented ideology.

Current student recruitment activities at Pasadena City College were inventoried in Chapter Two. PCC has an effective and diversified student recruitment effort. Some of the recruitment makes a contribution to the general enrollment of the college while other efforts are aimed at increasing the enrollments of specific programs. There appears to be little if any central coordination of the total student recruitment effort.

Career Fair visitors from fourteen high schools indicated that the fair provided an attractive enjoyable form of career guidance. Most of the respondents had an interest in specific career fields. Several suggestions for improving the Career Fair were offered. These suggestions centered about the need to improve the dissemination of information to visitors.

The Career Fair visitors were also queried concerning their educational plans. Most of the respondents reported that they intended to attend a community college in the future. However, almost half of this group was not interested in obtaining an Associate Arts degree.

Chapter Three detailed the perceptions of the Engineering and Technology instructional staff regarding student recruitment and related concerns. More than eighty percent of the respondents considered the current recruitment effort to be fair or inadequate compared to eighteen

percent who gave a rating of excellent or adequate. Nearly every respondent agreed that there is a need for an ongoing program of student recruitment.

During the 1972-73 school year the respondents reported having made a total 131 student recruitment presentations. The group described forty-four methods used in conducting recruitment activities. Approximately 36 percent of the respondents indicated a desire to participate in an inservice education program to improve their recruitment skills.

Ninety-six percent of the respondents considered Engineering and Technology courses to be appropriate for female students. Almost seventy percent of the faculty respondents favored increasing the number of female students in their classes and gave substantive reasons for their position.

Nearly every respondent had strong reasons for desiring to improve counseling received by Engineering and Technology students. The respondents also suggested many factors that inhibit student enrollment or constitute unique needs and problems regarding student recruitment.

Chapter Four contains the ratings of occupational students concerning the following factors related to student recruitment:

1. Overall reputation of the college.
2. Perceptions of the occupational program.
3. Quality of the occupational instruction.
4. Quality of general education courses.
5. Adequacy of occupational instructional facilities and equipment.
6. Adequacy and availability of occupational instructional materials.

7. Arrangements for work experience.
8. Quality of work experience.
9. Counseling and guidance.
10. College's effectiveness in job placement.
11. Information on job success of occupational graduates.

Students gave a high rating to each of the above factors except counseling and guidance which was perceived by 33 percent of the respondents as being poor or below expectations.

Path analysis was used to show how student perceptions associated with the rating of the occupational program are influenced primarily by the quality of occupational instruction and secondarily by instructional facilities. Work experience and job placement activities have a lesser influence as indicated by the magnitude of the path coefficients in figure 2.

Perceptions of occupational educational administrators were reported in Chapter Five. The interviewees stated the following reasons for having a student recruitment program:

1. Community college enrollments have reached a slow growth stage.
2. Changing public attitudes and student values.
3. The need to make the public aware of educational opportunities at the community college especially among ethnic minority populations.
4. The changing composition of the community college student population.

The respondents reported a wide range of major problems related to student recruitment, many of which were highly specific to their particular

institution. However, the following are relevant to most community colleges:

1. Competition from regional occupational programs (ROP) and regional occupational centers (ROC).
2. Image of vocational education.
3. Ethnic minority parents do not want their children in occupational programs.
4. Enrollment attrition between semesters.

A variety of recruitment techniques were reported to be in operation at the institutions of the respondents. Most of these can be considered as common knowledge among occupational educators. Please refer to Chapter Five for a listing of these recruitment approaches.

Several suggestions were made concerning how student recruitment can be strengthened as follows:

1. Provide prospective students with honest, realistic information regarding educational opportunities at the community college.
2. Attempt to reach the transient population of the community.
3. Use or increase the use of a mobile recruitment unit.
4. Conduct an outreach program among the ethnic minority groups of the community.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

Based primarily on data presented in previous chapters of this report, the major conclusions of this study are as follows:

1. The basic ideology of the community and junior college movement as advocated by the American Association of Community and Junior Colleges (AACJC) is highly supportive of occupational education. Therefore, the community college ideology as developed in Chapter One tends to facilitate the process of recruiting students into the various occupational programs of the college. The opposing view, also presented in Chapter One, is likely to have a negative influence on the enrollment of occupational programs.

2. There is a definite need for coordination of the total recruitment effort of a given community college. Since student enrollment is a major determinant of financial support, a student recruitment specialist or coordinator can be readily justified on economic grounds. Student recruitment is a very complex and diffuse task that requires a unique leadership role within the college and in the community.

3. Female students constitute an important source of new students for trade and technical education programs. Relatively few female students are currently enrolled in these occupational programs. Therefore, a vigorous effort should be made to attract a substantial number of female students from the community. Many financially rewarding trade and technical occupational opportunities are available to women.

4. Students and teachers agree that counseling should be improved. The primary source of dissatisfaction centers about the fact that counselors are perceived as being ineffective participants in the educational programs for which they provide counseling. Engineering and Technology faculty members indicate that counselors do not share their work culture. Because counselors are assigned a work station in the Counseling Center they are culturally isolated from the Engineering and Technology Department. Teachers, Administrators, and students of the Engineering and Technology Department have a strong desire for counselors to visit classes regularly, attend departmental meetings and to maintain appropriate relations with industry. This type of social interaction is considered vital to the role of the counselor since the value orientation and the information base of the counselor should be derived from such social interactions.

Counselors at Mount San Antonio College have been assigned to departments so as to be a functioning member of the assigned department. This includes attending meetings and other functions of the department.[1]

The basic rationale for placing counselors in departments is the concept of socialization as defined by Merton:

> The process by which people selectively acquire the values and attitudes, the interests, skills, and knowledge--in short, the culture--current in the groups of which they are, or seek to become a member.[2]

Socialization, as defined above, is a vital influence within the specific work cultures of the various departments for teachers and students of a college. It is expected that the effectiveness of counseling

can be enhanced immensely by placing counselors within the work culture of the departments. Counselors could be assigned or distributed to departments in an equitable manner. Counselors are essential to student recruitment.

5. Individuals who are effective participants in student recruitment activities should receive appropriate career incentives since recruitment is so vital to the welfare of the college. The student recruitment ideology should not be forced upon anyone in the college organizational structure. Rather this activity should be associated with outstanding leadership qualities and style on the part of those who are involved. It must be recognized that many teachers and administrators may not have the personality factors to successfully integrate effective recruitment strategies into their daily routines. These individuals are likely to view student recruitment as a separate task which overburdens their existing daily routine.

Recommendations

The following are recommendations to increase or improve services to community college students relative to student recruitment:

1. Expand the operation of the Career Guidance Center to better serve the needs of the student population by acquiring additional hardware and software as required by student needs. Then encourage large numbers of students on campus and members of the community including public school students and adults to make use of the center.

2. Conduct inservice education program regarding student recruitment for teachers who are interested.

3. Examine the possibility of making admissions and registration procedures less difficult for students.

4. Examine articulation between the college and the local high schools.

5. Place greater emphasis on disseminating information concerning successful graduates.

6. Job placement program should receive more on-campus publicity.

7. Student impressions or perceptions should be sampled at each Career Fair.

8. Create a position for a Coordinator, Director, or Specialist of student recruitment for the college.

9. Conduct routine research which provides information needed to guide student recruitment activities.

CHAPTER SEVEN

FOOTNOTES

[1]Irvin Colt, Interview at Mount San Antonio College, Walnut, May, 1974.

[2]Robert K. Merton, George Reader, and Patricia L. Kendall, The Student Physician, (Cambridge: Harvard University Press, 1957), p. 287.

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Buller, John. Interview at Coast Community College District Offices, Costa Mesa, May 13, 1974.

Colt, Irvin. Interview at Mount San Antonio College, Walnut, May, 1974.

Hardy, John. Interview at Pasadena City College, Pasadena, March 18, 1974.

Hernandez, Edward. Interview at Pasadena City College, Pasadena, March 18, 1974.

Project SR Advisory Committee meeting at Pasadena City College, Pasadena, May 7, 1974.

Young, John. Interview at Pasadena City College, Pasadena, February, 1974

APPENDIX A

SR Questionnaire

STUDENT RECRUITMENT QUESTIONNAIRE

Your replies to this questionnaire are completely confidential and absolutely no information of any kind about specific persons will be released to any person employed by Pasadena City College or anyone else. The identification code employed in this questionnaire is to be used strictly for followup purposes.

1. Please list specific individuals by occupational title who, in your opinion, should be involved in student recruitment at Pasadena City College.

   _____ _____ _____

   _____ _____ _____

2. Please rate the adequacy of current student recruitment efforts in the Engineering and Technology Department that affect your classes. (Circle appropriate number.)

EXCELLENT	ADEQUATE	FAIR	INADEQUATE
4	3	2	1

3. Is it appropriate for female students to be enrolled in your classes? (Circle one.) Yes No
   If your answer is "no," please indicate the reason.

   _____

4. Do you perceive any need or reason to increase the number of female students in your classes? (Circle one.) Yes, No
   If your answer is "Yes," please specify the reason.

   _____

   _____

5. If you have ever done any student recruitment for your classes, briefly describe your recruitment methods or activities.

   _____

   _____

   _____

6. Can you think of any factors, which are beyond your control, that tend to reduce the number of students who wish to enroll in your classes?

_____

_____

7. Try to describe some of the unique needs or problems of the Engineering and Technology Department regarding student recruitment. _____

_____

8. Does the Engineering and Technology Department have any capabilities or resources for promoting course offerings that could be shared by each teacher in the department?

_____

_____

9. Is there a need for an ongoing program of student recruitment in the Engineering and Technology Department? (Circle one.) Yes No
If your answer is "Yes," briefly describe some of the activities that might be included in the program.

_____

_____

10. Would you be interested in participating in an inservice education program to increase your skills regarding program promotion and student recruitment? (Circle one.) Yes No

11. If you did some student recruitment during the 1972-73 school year, approximately, how many presentations did you make to prospective students? _____

12. Relative to student recruitment, do you think counseling received by your students could be improved? (Circle one.) Yes No
If your answer is "Yes," please specify the manner in which counseling services might be improved.

Background Information

1. Teaching field _____

2. How many years have you worked in business or industry? (Place a check on the appropriate line.)

   1 - 2 _____

   3 - 5 _____

   6 - 10 _____

   11 or more _____

3. How many years have you taught on the community college level? (Place a check on the appropriate line.)

   1 - 2 _____

   3 - 5 _____

   6 - 10 _____

   11 or more _____

APPENDIX B

COPES, Student Perceptions of Occupational Education Questionnaire

COPES
California Community Colleges

Name of College_____

What occupation are you studying for?_____

_____

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10 percent.
Poor is totally inadequate, bottom 5 to 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Your overall rating of your occupational program?	17						
3.	Quality of your occupational instruction, in general?	18						
4.	Quality of your courses outside of your occupational area (such as English, science, math)?	19						
5.	Adequacy of instructional facilities and equipment for your occupational program?	20						
6.	Adequacy and availability of instructional materials for your occupational program (such as textbooks, reference materials, visual aids)?	21						
7.	Arrangements by the college for work experience (or clinical experience) in your occupational program?	22						
8.	Quality of work experience (or clinical experience) in your program?	23						
9.	Counseling and guidance at your college as they pertain to you and your program?	24						
10.	College's effectiveness in job placement of students completing your occupational program?	25						
11.	Information on job success of students completing your program?	26						
		27						

Please disregard. To be used for data processing.

APPENDIX C

Occupational Education Administrator Interview Schedule

OCCUPATIONAL EDUCATION ADMINISTRATOR INTERVIEW SCHEDULE

1. How do you perceive the need for student recruitment in the community college during the next three years?

2. What are some of the major problems of student recruitment?

3. What recruitment methods are currently being used by your institution?

4. How would you strengthen student recruitment practices among the community colleges?

APPENDIX D

High School Student Career Fair Interview Schedule

CAREER FAIR INTERVIEW SCHEDULE

1. How has the Career Fair been a benefit to you?

2. What about the Career Fair impressed you most?

3. How would you improve the Career Fair?

4. Do you plan to attend a community college in the future?

5. Do you plan to ever obtain a four year degree?

6. Are you interested in obtaining an Associate Arts degree?

7. Are you primarily interested in obtaining training to get a job rather than a degree?

APPENDIX E

List of Persons Interviewed

LIST OF PERSONS INTERVIEWED

Coast Community College District

Mr. John L. Buller, Vice Chancellor, Vocational Education

Community College District, North Orange County

Mr. Chester P. Gromacki, Director of Vocational Education

Compton College

Mr. James Johnson, Student Recruiter

Los Angeles City College

Mr. Eller, Chairman, Engineering and Technology Department

Mount San Antonio College

Mr. Irvin Colt, Director, Occupational Education

Pasadena City College

Mr. Robert A. Berger, Director, Computer Services

Dr. Bruce E. Conklin, Dean, Institutional Research

Mr. Robert J. Gomperz, Information Officer

Ms. Sylvia H. Green, Educational Specialist, Black Affairs

Mr. John Hardy, Student Resource Center

Mr. Ed Hernandez, Jr., Educational Specialist, Chicano Affairs

Dr. Lawrence A. Johannsen, Chairman, Engineering and Technology Dept.

Mrs. Gwendolyn E. Keller, Urban Careers Specialist

Mr. Joseph L. Mathias, Counselor

Mrs. Gene Miller, Counselor-Coordinator, Student Personnel Services

Mr. John D. Reynolds, Counselor

Mr. Vernon G. Spaulding, Supervisor, Occupational Education

Mr. John R. Toothaker, Director, Occupational Education

Mr. John E. Young, Director Occupational Ed. Programs for High Schools

Rio Hondo College

Mr. William Lorbeer, Dean of Occupational Education

PROFILE OF SCHOOLS [1]

COLLEGE	NUMBER OF STUDENTS	VOC. ED. TRANSFER RATIO	DAY ENROLLMENT	EVENING ENROLLMENT	LOCATION	ETHNIC COMPOSITION	SOCIO-ECONOMIC COMPOSITION
Compton	7,500	32:68	4,275	3.225	Urban	23.0% Caucasian 7.5% Mexican-Amer. 67.5% Black 2.0% Other	High concentration of disadvantaged, low income; 27% of families earn under $4,000
Fullerton	17,068	.65:35	11,026	6,042	Suburban	91.8% Caucasian 6.7% Mexican-Amer. .6% Black .9% Other	Low-middle
Mount San Antonio	15,600	60:40	8,900	6,700	Suburban	76.0% Caucasian 24.0% Minority	Middle - lower middle
Orange Coast	33,669	39:61	15,187	18,482	Suburban	90.4% Caucasian 2.5% Mexican-Amer. .4% Black 1.1% Oriental .6% Amer.-Indian 5.0% Other	12.1% under $ 3,000 13.8% to 5,999 22.1% to 9,999 29.7% to 14,999 22.3% over 15,000
Pasadena City	15,746	30:70	9,777	5,969	Urban	76.6% Caucasian 23.4% Minority	20.9% under $ 6,000 16.4% to 8,999 35.4% 50 14,999 27.3% over 15,000
Rio Hondo	11,500	54:46	5,000	6,500	Suburban	70.0% Caucasian 30.0% Mexican-Amer.	Middle working class

[1]Melvin L. Barlow, Opinions of Community College Presidents and Deans of Occupational Education Concerning a Doctoral Program to Prepare Occupational Education Administrators. (Los Angeles: University of California, Los Angeles,