

DOCUMENT RESUME

ED 110 114

JC 750 420

AUTHOR Hall, Toni L.
 TITLE [El Paso Community College Attrition Studies, Fall 1971-Fall 1974.]
 INSTITUTION El Paso Community Coll., Tex.
 PUB DATE 75
 NOTE 47p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.
 DESCRIPTORS Adult Dropouts; Dropout Attitudes; *Dropout Characteristics; *Followup Studies; *Junior Colleges; *Junior College Students; Minority Groups; School Holding Power
 IDENTIFIERS El Paso; Texas

ABSTRACT

Four annual attrition studies prepared at El Paso Community College are collected in this document. Each year, a similar followup survey was sent to students who had enrolled in the fall but failed to return for the spring semesters. In all four studies, the major reasons given for leaving college were financial difficulties, transfer to another college, and insufficient time for both work and study. Consistently, a majority of students claimed they intended to return to college at another time. For 1973 and 1974, the attrition study was supplemented with specific demographic information so that attrition patterns among sex, age, and racial groups could be determined. The nonreturning student was found to be a vocational/technical or business major, a "freshman" in terms of credits accrued, a member of an ethnic minority, and falling within the 21-35 age group. (MJK)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATOR. POINTS OF VIEW OR OPINIONS STATED HEREIN ARE SOLELY REPRESENTATIVE OF THE INDIVIDUAL CONTRIBUTORS AND NOT OF THE NATIONAL INSTITUTE OF EDUCATION.

EL PASO COMMUNITY COLLEGE

Attrition Study
Fall 1971

The following study was conducted during the months of February and March by El Paso Community College Counselor, Toni Hall. The primary function of this attrition study was to determine the conditions surrounding students' attrition from the Fall to Spring semester, 1971-72. The study concerns the 341 students who were enrolled in the Fall 1971 and did not return in the Spring 1972.

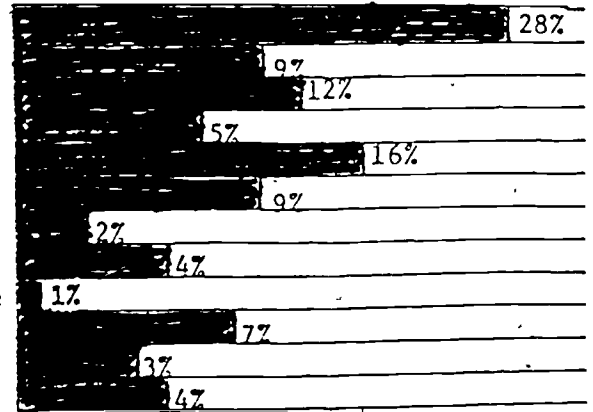
The Follow-Up Questionnaire was mailed to these students February 15, 1972 (see appendix A). Three weeks later a letter was sent to the students who had not returned their questionnaires asking them to complete the questionnaire (see appendix B). Two weeks later 50 names were selected at random from the students who had still not replied. Finally, an attempt was made to contact these 50 students by phone, and twenty-five were reached. March 25, the survey was closed. The summary of student responses is based on 152 (44%) returned questionnaires.

SUMMARY

The Significant Findings of the attrition study have been summarized below. The reader will please note 1) the responses to each question displayed by the graphs 2) the selected actual student responses given by students with special problems and 3) the brief summary comments made by the researcher. Complete delineations of the results of this attrition study may be found on pages following this summary.

Question No. 1 I entered college because

- Self-improvement
- Two-year degree
- As preparation for attending another college
- Financial benefits in present job
- Greater job opportunities
- Advancement in present employment
- Received scholarship or grant
- Nothing better to do
- Veteran's benefits needed as additional income
- See what college was like
- Parents wanted me too
- Other . . .



"needed courses for entrance to U.T.E.P."
"SAT not acceptable to U.T.E.P."
"couldn't afford U.T.E.P. tuition"
Etc.

Attachment 4.2
Board Agenda
18 Apr 72

ED110114

IC 750 420

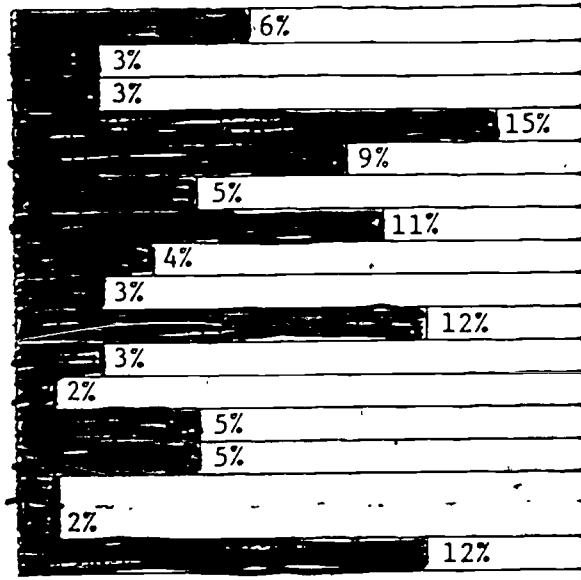
Researcher's Comments #1

(1) The higher percentage responses in Question one expose the nature of the EPCC student as being extremely goal and / or career minded.

(2) The 12% response to 'as preparation for attending another college' and the continual reference, by students, to UTEP indicates a direct relationship between the Community College and University of El Paso.

Question No. 2 I left college because I

- Was having trouble developing study habits
- Lost interest in going to college
- Am going to enter military service
- Had financial difficulties
- Obtained a full-time job
- Am getting, or have gotten married
- Have transferred to another college
- Moved away from the community
- Was (am) medically sick
- Couldn't find time to study while working
- Found the courses were too difficult
- Courses taken didn't relate to my job
- Could not concentrate
- Had transportation problems
- Could not see a relationship between my studies and my personal (vocational) goal
- Other



- "had family problems"
- "must take courses at U.T.E.P."
- "could not transfer grades - college not accredited"
- "did not offer RN courses"
- "periodic student"
- "lazy"
- Etc.

Researcher's Comments #2

(1) The large (15%) attrition due to financial difficulties may reflect the marked lack of financial aid for students Fall of 1971, and indicate the possible increase in enrollment consequent upon increased financial funds projected for Fall 1972.

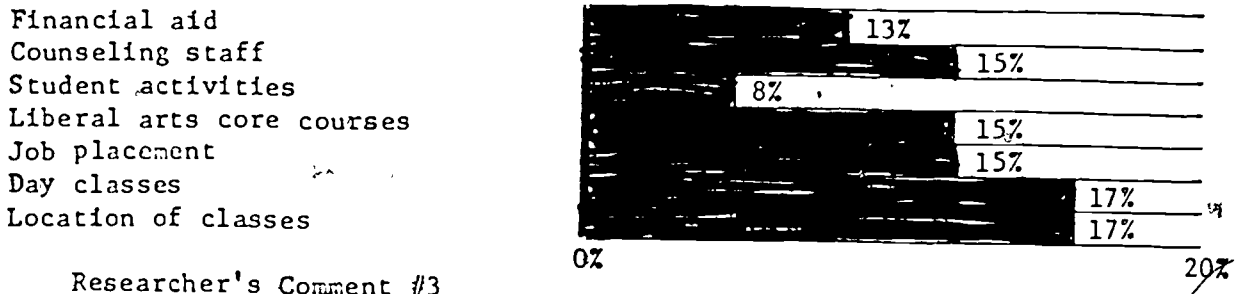
(2) The 11% response to "have transferred to another college" reveals a significant amount of students can no longer be considered attrition status in respect to college attendance.

(3) The 11% response to "couldn't find time to study while working" may substantiate the need for greater pre-registration counseling concerning course loads and necessary course - time involvement.



Question No. 3 Student suggestions for improvement of EPCC

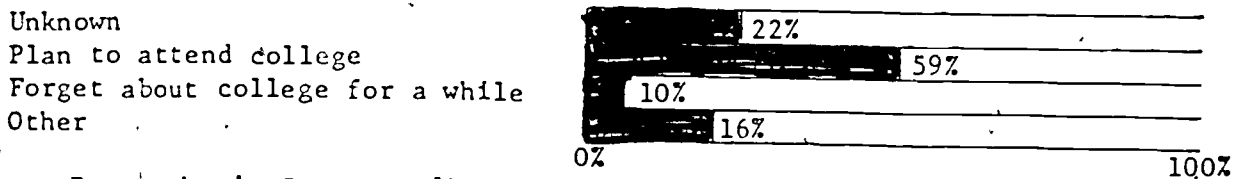
Increased . . .



Researcher's Comment #3

(1) The significant lack in concern for organized student activities seems again to support the student emphasis on more goal and career oriented designs.

Question No. 4 Future Plans



Researcher's Comments #4

(1) The large percentage (59%) of students intending to return to college are quite significant results. The term "vanishing student" is often used to explain the student who is enrolled in various schools during his college career.

(2) The 22% student with 'unknown' future plans lends itself to a more rationale secondary explanation to attrition.

Question No. 5 Could the college have helped you in any way to have prevented your withdrawal?

90% of the students who answered this question did not feel the college could have prevented their withdrawal. Some of the other students gave the following replies:

- "have become accredited" (3)
- "found me a part-time job"
- "have a centralized location"
- "have better counseling"
- "be a greater academic challenge" (2)
- "be informed of course content"
- "had computer science courses"

What are you doing now?

- | | |
|---------------------|--------------------------|
| Employed 62 | Moving 2 |
| U.T.E.P. 22 | University of Mexico 1 |
| Military 8 | Housewife 6 |
| Looking for job 3 | Preparing for Airlines 1 |
| Expecting a child 1 | 4 Teaching 1 |

What can the college do to help you now?

Most of the students who answered this question replied "nothing". The following are replies some of the students gave:

Offer more specified courses (example - English)
Become accredited
Keep me informed on EPCC course offerings
Keep up the good work
Give me another chance
Etc.

If you were to come back to the college what would you do differently?

Take more courses
Take more interest in my studies
Take courses which interest me
Have better study habits
Etc.

Researcher's Comments:

(1) It is of course interesting to note that several students felt they would study harder and also take more courses.

(2) Many students were uncertain as to how their course work related to their career goals and decided they needed to determine this relationship.

If you would like to comment further on your experience with the El Paso Community College please do so.

Think college is great for El Paso. Instructors excellent I had in my class

The college was pleasing, enjoyed methods of teaching. The size of classes most suitable for teaching.

I would like to comment: school enlightening, classes small, low tuition, excellent staff in English especially. Thank you.

EPCC gave me a start without a high school diploma. The college is doing a lot for community, giving students a chance to taste college without the pressures and conflicts of large universities. I wish the college the best of luck.

I enjoyed my teachers and am trying to tell people I know about the CC.

I liked it. All staff and personnel seemed interested in all the students. I am very satisfied with your help and interest for us citizen's education. I enjoyed my semester at EPCC very much. It served to help me reacquaint myself into the world of study. I will be a support of the college in El Paso.

My grade was unfair. I believe I met the objectives of the courses.

I was well satisfied with my teachers. Mr. Davis and Mrs. Burnside, keep it

It also has made me happy that Dr. de los Santos followed his father's advice on helping others through education. I sincerely hope he has success in all ways.

The main reason why I lost interest in going back to EPCC is that the courses were made so easy that it was obvious one could pass without really trying. There was no outside reading required and to me it appeared that the teachers did not contribute to the class.

Courses were too easy - like high school.

It is a good idea and I enjoyed it. Thank you Dr. de los Santos for all your work because just like I benefited from it, so will others who will some day walk through the doors of higher education.

It helped me to understand what is expected of me when I attend a four-year college.

I am impressed with the ideas of the college president and the relaxed classes and ways of teaching. I feel the college will be successful.

In my opinion, EPCC is the best educational experience I have ever had. The personal attention I received from the professor far surpassed the attention I have received anywhere.

Researcher's Comments:

The above selected comments are only a few of the many comments made on the community college. The majority of the students were extremely impressed with the college - its philosophy, quality of teachers, and methodology. The critical comments were fairly rationale in tone due to personal individual conflicts between teacher and student.

Appendix

EL PASO COMMUNITY COLLEGE

4750 ALBERTA, EL PASO, TEXAS 79905

(915) 533-2681

El Paso Community College Follow-Up Questionnaire

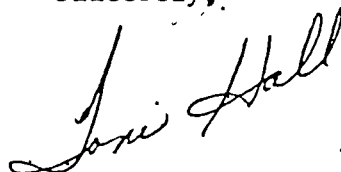
Confidential Information

Dear Former Student,

Recently, Fall 1971, you were interested enough in the El Paso Community College to enroll as a student. Now we are interested in learning some of your opinions of the college. Would you please take ten minutes of your time to complete this questionnaire? The Community College believes that student opinion and experiences are quite important and the knowledge gained from you and other students will enable the Community College to better serve their students and the community.

A self-addressed envelope is enclosed for your convenience. Thank you for your immediate reply.

Sincerely,



Toni L. Hall
Counselor

1. Reasons for enrolling in the Community College

Please check as many reasons as you feel adequately describe why you enrolled.

I entered college because

Yes	No	?	
			a) self-improvement
			b) two-year degree
			c) as preparation for attending another college
			d) financial benefits in present job
			e) greater job opportunities
			f) advancement in present employment
			g) received scholarship or grant
			h) nothing better to do
			i) Veteran's benefits needed as additional income
			j) see what college was like
			k) parents wanted me too
			l) other

11. Reasons for leaving the Community College

Please check items you feel were important in your decision to leave college.

I left college because I

Yes	No	?	
			a) was having trouble developing study habits
			b) lost interest in going to college
			c) am going to enter military service
			d) had financial difficulties
			e) obtained a full-time job
			f) am getting, or have gotten married
			g) have transferred to another college
			h) moved away from the community
			i) was (am) medically sick
			j) couldn't find time to study while working
			k) found the courses were too difficult
			l) courses taken didn't relate to my job
			m) could not concentrate
			o) had transportation problems
			p) could not see a relationship between my studies and my personal (vocational) goal
			q) other

111. Influences on your decision to withdraw from the community college

As you know the El Paso Community College was in its first semester of operation when you attended and since then the community college has been striving to improve in a number of areas. Would any of the changes mentioned below have influenced your decision to leave school?

Yes	No	?	
			a) Increased financial aid opportunities
			b) Increased counseling staff available for vocational, emotional, and academic counseling
			c) Increased organized student activities
			d) More varied liberal arts core courses
			e) Job placement service
			f) Day class offerings
			g) Additional locations of classes

IV. Future Plans

At this time my future plans are

Yes	No	?	
			a) unknown
			b) plan to attend El Paso Community College in future go to another college (please name, if known)
			c) forget about college for a while
			d) other

V. General Questions

Could the college have helped you in any way to have prevented your withdrawal. _____ If so, How?

What are you doing now?

What can the college do to help you now?

If you were to come back to the college, what would you do differently?

If you would like to comment further in your experience with the El Paso Community College, Please do.

ATTRITION STUDY
Fall 1972

The following Attrition Study was conducted during the month of April by El Paso Community College Counselor, Ms. Toni Hall. The primary focus of this Attrition Study was to determine the conditions surrounding students' attrition from the Fall to Spring semester 1972-73. This study included the 780 students who were enrolled in the Fall 1972 semester and did not return in the Spring 1973 semester. These 780 students represent 29% of the total Fall 1972 enrollment. This 29% attrition rate for the 1972-73 school year can be compared to the 38% attrition rate of the 1971-72 school year which shows a 9% decrease in attrition from 1971-72 to 1972-73, although there was still a tremendous loss of 780 in the latter year.

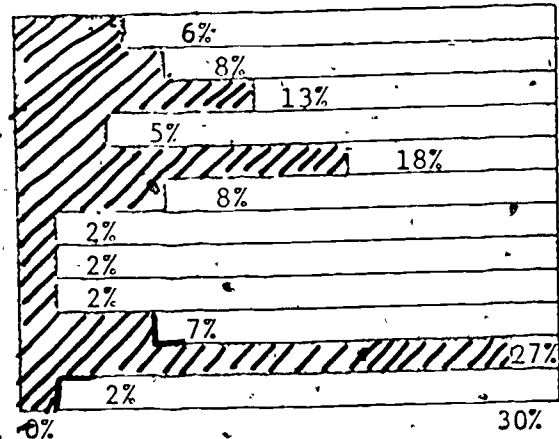
A Follow-Up Questionnaire was mailed to these 780 students on April 1, 1973 (see Appendix A). Three weeks later a second notification was sent to all students requesting completion of the Follow-Up Questionnaire or (as the case might be) thanking them for returning the questionnaire (see Appendix B). May 4, 1973, five weeks after the mailing of the initial questionnaire, the survey was closed. The summary of students responses is based on 240 (31%) returned questionnaire.

SUMMARY

The Significant Findings of the Attrition Study have been summarized below. The reader will please note (1) responses to each question displayed by the graphs (percentages in each graph are based upon the total number of responses given for each specific question). (2) select written student responses given by students as a form of elaboration on the questionnaire. (3) brief summary comments made by the researcher. Complete raw data delineations of the results of this Attrition Study may be obtained.

Question No. 1 I entered College because.....

- Parents wanted me to.....
- Two year degree.....
- As preparation for attending another college.....
- Financial benefits in present job.....
- Greater job opportunities.....
- Advancement in present employment.....
- Received scholarship or grant.....
- Nothing better to do.....
- VA benefits needed as additional income.....
- See what college was like.....
- Self-improvement.....
- Other.....



Students' Comments

- "Was closer than UTEP"
- "Start new field of study"
- "Like school"
- "Job training"
- "A degree is security for my family"
- "Saw a good Law Enforcement program"
- "Needed 30 credit hours"
- "It (EPCC) has a whole lot better than UTEP-- Chicanos are not discriminated"
- "To educate and expand my knowledge preparation for the future"
- "To have degree in order to leave service prepared"
- "Suspended from UTEP"
- "To keep abreast of changes in my field"

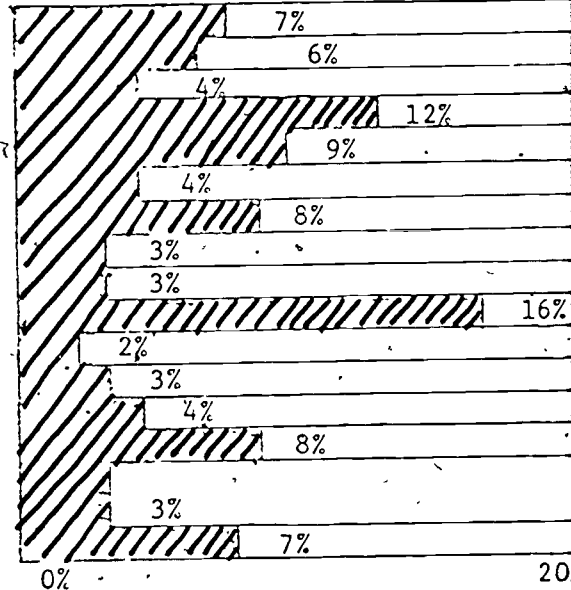
"Teacher's certification:
 "Additional credit while at UTEP"

Researcher's Comments

- (1) The 27% on "Self-Improvement" displays the career or goal oriented nature of the non-returning students.
- (2) The 18% on "Greater job opportunities" reflects the extremely practical nature of the non-returning students, a quality which is repeatedly shown throughout the study.
- (3) The 13% on "As preparation for attending another college" shows the integral relationship between the EPCC and UTEP as well as the students' realization of one of the main functions of a community college; to serve as a base school for transferring to a senior institution.

Question No. 2 I left College because.....

- Was having trouble developing study habits.....
- Lost interest in going to college.....
- Am going to enter military service.....
- Had financial difficulties.....
- Obtained a full-time job.....
- Am getting, or have gotten married.....
- Have transferred to another college.....
- Moved away from the community.....
- Was (am) medically sick.....
- Couldn't find time to study while working.....
- Found the courses were too difficult.....
- Courses taken didn't relate to my job.....
- Could not concentrate.....
- Had transportation problems.....
- Could not see a relationship between my studies and personal (vocational) goal.....
- Other.....



Student's Comments

- "Need day care"
- "No Bel Air classes available"
- "Didn't have subjects I needed"
- "Transportation problems"
- "Difficulty with English"
- "My relation with other students"
- "Personal problems"
- "Felt the classes went too fast"
- "Took vacation"
- "Am not ready"
- "Needed to develop my Christian life"
- "Other interests"
- "Pregnant"
- "Trouble making classes"
- "Work interfered"
- "Money"
- "Management courses dull"

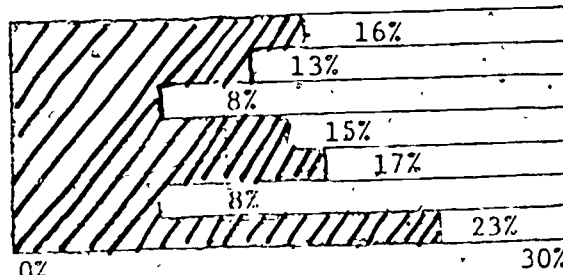
Researcher's Comments

(1) The 16% response to "Couldn't find time to study while working", the 12% response to "Had financial difficulties", and the 9% response to "Obtained a full-time job" shows that over a third of the non-returning students have financial difficulty in and out of school and had time/involvement conflicts while trying to go to school and work at the same time. The 8% on "Have transferred to another college" leads us to believe there were many students who are no longer "drop-outs" but merely "transfers"; however, this percentage is extremely low.

(3) The 8% response on "Had transportation problems" rings a recurrent tone throughout the Attrition Study to where these non-returning students are asking for additional location of classes and more varied classes at our present locations.

Question No. 3 Student suggestion for improvement of EPCC:.....

- Increased....
- Financial Aid Opportunities.....
- Counseling staff available.....
- Organized student activities.....
- More varied Liberal arts core courses.....
- Job placement service.....
- Day class offerings.....
- Additional location of classes.....

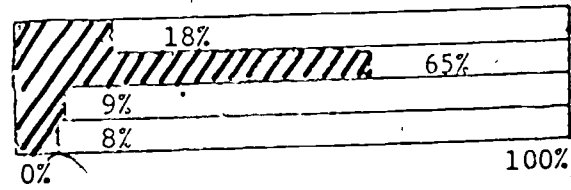


Researcher's Comments

- (1) Again "Additional location of classes" could be directly correlated to "Had transportation problems (see graph, question #2).
- (2) High 17% response on "Financial Aid Opportunities" supports conclusions drawn for high percentages on question #2.

Question No. 4 Future plans.....

- Unknown.....
- Plan to attend college.....
- Forget about college for a while.....
- Other.....



Colleges Listed Were as Follows:

- | | |
|-----------------------------|---------------------------------|
| UTEP (41) | University of Texas at Austin |
| EPCC (84) | Howard Payne College |
| Atlanta Area Tech | University of Denver |
| University of Mo.-St. Louis | Sul Ross State |
| University of Nebraska | University of Maryland |
| Mary Crest College | Sam Houston State |
| Business College | University of Arizona |
| West Texas University | California State at Los Angeles |

Researcher's Comments

Thus, we see the large majority of non-returning students plan to re-enroll at El Paso Community College or University of Texas at El Paso. And we can see that the non-returning student's problem is not one of real attrition (dropping out to be lost to the educational system) but rather a problem of finances, combining work and study, and having the appropriate courses offered at an appropriate location; and these students will return to school.

Question No. 5. Could the college have helped you in any way to have prevented your withdrawal?

Most students who answer this question stated the college could do nothing to prevent their withdrawal. Several students felt additional financial aid, guidance, and counseling could

have been helpful in preventing their attrition. Some of the more frequently mentioned responses are listed below.

- "Not having 30 hrs. to transfer to UTEP"
- "Tutoring for non-veterans"
- "Offer M.A. in Law Enforcement"
- "Plan and not cancel classes"
- "Better courses in general business"
- "Make Management courses related to Management"
- "Lower out-of-state tuition"
- "Offer fashion courses"
- "Offer more night classes, more courses, more location for classes"

What are you doing now?

"Working"	(130)	"Correspondence course"	(2)
"Attending UTEP"	(29)	"Vacation"	
"College"	(8)	"Technical High School"	(2)
"Plan to return in summer"	(11)	"Housewife"	(11)
"Military"	(12)	"Vacation and Dental work"	
"Plan to return in fall"	(14)	"Nothing"	(3)
"Moving"	(6)	"Looking for job"	(6)

What can the college do to help?

Again most of the responses here were "Nothing" and the second most frequent response was for additional financial aid for the Fall 1973 semester. Other responses are listed below.

"Have EPCC credits acceptable"	(4)	"Prepare me to enter a hopefully successful career"
"Expand and create"		"Help me get a job"
"Review my scholastic standings"		"Establish medical records courses"
"Provide a day care center"	(3)	"Offer courses in management"
"Offer more courses at Bel Air"	(4)	"Stay 'Open Door'"
"Have a library"		"Stay in existence"
"Mail summer schedule"	(3)	"Offer true religion classes-turn to Christ for the answer"
"Help me get into R.N. Program"		"Offer more Fire Technology courses"
"Answer transcript requests"	(2)	"Have classes at Irvin or Andress"
"Offer ESL labs at night"		

If you were to come back to the college, what would you do differently?

Most responses here were found under three main categories:

"Nothing"	54
"Study Harder"	59
"Take More Hours"	20

However, some additional single comments were:

- "Not have a full-time job"
- "Not hang around the union"
- "Not attend night classes" (5)
- "Plan my family"
- "Settle my personal problems first"
- "Take fewer hours" (6)
- "Try for better grades" (2)

Researcher's Comments.

Most students felt they would study harder upon returning to school and reflected a sincere desire to develop adequate study habits which might warrant a very strong study skills program

If you would like to comment further

0-30 (3)

- "Your instruction is outstanding."
- "I felt I was discriminated against for classes and financial aid because I was not a Mexican-American."
- "Thank you for being there."
- "Would like teacher not to teach on high school level."
- "Enjoyed attending the community college, mostly because there was not constant pressure."
- "The main objection I found with the school was its sometimes "over eagerness" to pass the student."
- "El Paso Community College gave me more skills, changed my attitude."
- "I am more curious now and it gave me a chance to become, to find ways of self-affirmation."
- "Had English teacher which made me like and understand a subject, that I had previous (2 times) drop out and flunked, and hated."
- "The teachers are very helpful and really take an interest in their students."
- "When I attended EPCC I felt I was a 3rd leg. None of the student activities interested me and being an Anglo (blond hair, blue eyes) I felt unnecessary tension with my fellow students."
- "I couldn't get classes I needed during registration."
- "The way I see it is that the whole staff now with EPCC, especially that great counselor, Mrs. Toni Hall, should stay with EPCC and in time EPCC will be the best community college in the Southwest."
- "I was pleased to attend EPCC to add more hours to my degree."
- "I was very pleased with the way Dr. de los Santos and the whole staff runs the college."
- "I was always relaxed in my classes and the contact between students and teachers is great."
- "Very good transition period between high school and upper division in college."
- "It's great the way Fire Technology courses were set up for our specific schedules, please offer more!"
- "A few years back in 1945, I was a freshman in Ysleta High School. I was marked as a Mex (M) instead of a White (W). Now at your present community college, I still wasn't marked White (W) but Spanish Surname. Aren't we all Americans?"
- "Everyone helpful and cooperative."
- "Teachers show personal interest in students."
- "My experience at EPCC was very interesting, especially my English teacher, Mrs. Collins. It was so pleasant to be in her class."
- "The teachers have real concern for the students."
- "My experience at EPCC was very helpful because it now makes me want to go back and try more."
- "I have enjoyed EPCC and strongly recommend it every chance I get."
- "I would like to praise Kay Toness and Mr. Leon Blevens as super teachers."
- "The community college is a great asset to the community."
- "I really liked my English class with Mrs. Margaret Haddad." (5)
- "Thank you for your concern in sending the questionnaire."
- "You might consider a special public bus schedule to get people from downtown." |
- "Simple courses-made too easy." (10)
- "Thank you. Good luck and much success."

Researcher's Comments

Above are only a very few of the many and lengthy responses to this question. I shall try and summarize the most frequently mentioned subjects.

- (1) There is an overwhelmingly positive and complimentary response to the instructional staff at the El Paso Community College. The students comment on the fairness of the instructors, their eagerness to help the individual student, their approaches to teaching, and the warm friendly atmosphere created in the classroom.
- (2) Also in deference to the EPCC faculty, there are many comments made comparing EPCC to UTEP on the basis of the EPCC's low tuition, availability of night classes, informality, warm atmosphere, size of classes and the teachers' helpfulness.
- (3) There is a wide range of personal response to the challenge in the classroom from comments on classes being "too easy" to positive comments on the way classes are conducted.
- (4) Overall, however the non-returning students comment, with an emotional fervor on the good relationships between faculty and students and student to student.

STUDENT ENROLLMENT PROFILE

The Spring 1973 Attrition Study is extended this year to include a Student Enrollment Profile. This Student Enrollment Profile consists of several delineations of student characteristics; age, ethnic background, enrollment by classification, sex, method of admission. The Profile design is a comparison of characteristics, by percentage, of the (780) non-returning students with the total (2670) Fall 1972 student enrollment.

<u>Non-Returning Fall 1972</u>		<u>AGE</u>		<u>Total Fall Enrollment 1972</u>	
(336)	43%	0 - 20	(934)	35	
(218)	28%	21 - 25	(732)	27	
(131)	17%	26 - 35	(616)	23	
(69)	9%	36 - 45	(269)	10	
(25)	3%	46 - 54	(97)	4	
(1)	.1%	55 - 63	(22)	1	
<u>780</u>			<u>2670</u>		

Researcher's Comments

There are 8% more Age 0-20 students in the non-returning Vs. total population category, whereas the comparison of other age group percentages are minimal. This indicates the large loss of students under twenty years of age.

ETHNIC BACKGROUND

(399)	51%	Spanish Surname	(1472)	55
(350)	45%	Caucasian	(1090)	41
(23)	3%	Black	(84)	3
(4)	.5%	American Indian	(15)	.5
(2)	.3%	Oriental	(8)	.3
(2)	.3%	Other	(1)	.04

Researcher's Comments

Note the very close percentages between the non-returning Vs. total populations. This shows the attrition students to have the same ethnic characteristics as all students enrolled in Fall 1972 leading us to believe discriminatory pressures from the school are not included in the pressures on students to withdraw.

ENROLLMENT BY CLASSIFICATION

(778)	99%	0 - 29	(2420)	91
(1)		30 - 59	(200)	7
(1)		60 - over	(50)	2

Researcher's Comments

Virtually all students enrolling in Fall 1972 and non-returning are classified as "Freshman" students with less than 30 credit hours.

Non-Returning Fall 1972Total Fall Enrollment 1972

		<u>SEX</u>		
(431)	55%	Female	(997)	37%
(349)	45%	Male	(1673)	63%
780			2670	

Researcher's Comments

It is interesting to note the percentage differences in this characteristic of the students. There were 18% more females non-returning than the original total population and 18% less males non-returning than the original total population. This means there were quite a few more females non-returning which might reflect on the type of programs "offered" for females or the "natural" submission of women to pressures.

METHOD OF ADMISSION

(258)	34%	High school graduate	No information available
(119)	15%	College transfer	
(97)	12%	Continuing - EPCC	
(42)	5%	G.E.D.	
(19)	2%	Individual approval	
(245)	32%	No response on enrollment card	

Liberal Arts (114)
Psychology (10)
Political Science (11)
Sociology (13)

No Information Available

Business (150)
Management (9)
Business Administration (90)
Secretarial Science (26)
Accounting (19)

Vocational Technical (105)
Engineering (21)
Law Enforcement (24)
Nursing (25)
Auto Mechanics (13)

Education (67)

Researcher's Comments

These "declared" majors were taken from the students' enrollment cards. The abundance of liberal arts and business majors is indicative of the students' unrealistic intentions to go for a four year program.

APPENDIX

1. Reasons for enrolling in the Community College

Please check as many reasons as you feel adequately describe why you enrolled.

I entered college because

Yes	No	?	
			a) parents wanted me to
			b) two-year degree
			c) as preparation for attending another college
			d) financial benefits in present job
			e) greater job opportunities
			f) advancement in present employment
			g) received scholarship or grant
			h) nothing better to do
			i) veteran's benefits needed as additional income
			j) see what college was like
			k) self-improvement
			l) other _____

11. Reasons for leaving the Community College

Please check items you feel were important in your decision to leave college.

I left college because I

Yes	No	?	
			a) was having trouble developing study habits
			b) lost interest in going to college
			c) am going to enter military service
			d) had financial difficulties
			e) obtained a full-time job
			f) am getting, or have gotten married
			g) have transferred to another college
			h) moved away from the community
			i) was (am) medically sick
			j) couldn't find time to study while working
			k) found the courses were too difficult
			l) courses taken didn't relate to my job
			m) could not concentrate
			n) had transportation problems
			o) could not see a relationship between my studies and my personal (vocational) goal
			p) other _____

III. Influences on your decision to withdraw from the community college

As you know the El Paso Community College was in its third semester of operation when you attended and since then the community college has been striving to improve in a number of areas. Would any of the changes mentioned below have influenced your decision to leave school?

Yes	No	?	
			a) Increased financial aid opportunities
			b) Increased counseling staff available for vocational, emotional, and academic counseling
			c) Increased organized student activities
			d) More varied liberal arts core courses
			e) Job placement service
			f) Day class offerings
			g) Additional locations of classes

IV. Future Plans

At this time my future plans are

Yes	No	?	
			a) unknown
			b) plan to attend El Paso Community College in future go to another college (please name, if known)
			c) forget about college for a while
			d) other _____

V. General Questions

Could the college have helped you in any way to have prevented your withdrawal. _____ If so, How?

What are you doing now?

What can the college do to help you now?

If you were to come back to the college, what would you do differently?

If you would like to comment further on your experience with the El Paso Community College, please do.

EL PASO COMMUNITY COLLEGE
Attrition Study Micro-Summary and Conclusions
Fall 1973

The Fall 1973 Attrition Study is the third consecutive study of its kind at the El Paso Community College. The following comments will summarize the data presented in the Fall 1973 Attrition Study, present a brief comparison of the 1971, 1972, 1973 Attrition Studies, and offer several concluding recommendations.

Question #1 ascertains why the non-returning students originally entered college. Most students entered college for self-improvement related to their present job and/or educational situations. Since the Student Enrollment Profile of the Fall 1973 Attrition Study shows most of the non-returning students to have been majoring in the business and technical/vocational areas it is feasible to say that a large percentage of students are not meeting their intended goals for job and/or educational improvement. Looking over the three years of attrition analysis at the El Paso Community College it seems clear the results to this question have remained constant.

Question #2 determines why the non-returning student left college. Most attrition students left college because of financial difficulties, transference to another college, or an inability to find time to study while working. These reasons for leaving college indicate a tremendous need for careful pre-enrollment advisement on course loads while working, the financial expenses of college, and the necessary skills for college success. Although the three years of Attrition Studies show quite similar responses to this question there is a definite increase in students transferring to other colleges from the 1972 to the 1973 Studies.

Question #3 indicates the attrition students could have benefited from the El Paso Community College offering additional location and sections of classes and more counselors available for vocational, emotional, and academic advisement. The responses to questions #2 and #3 combined enunciate the need for increased counseling to develop students' awareness of the necessary commitment for college success. The percentage responses to question #3 are higher on the Fall 1973 Attrition Study than the previous years reflecting a more analytical and probably less satisfied non-returning student body.

Question #4 identifies the future plans of the attrition students; 67% state their intentions to return to college (the El Paso Community College or others). Thus, the initially identified "drop-out" students are only temporarily out of college - planning to return. The percentage responses of the Fall 1971, 1972, 1973 Attrition Studies have increased each year on this question showing a continually increasing amount of students planning to return to college. Also, the number of students transferring to UTEP has increased from 1972 to 1973.

Question #5 Shows 80% of the students responding to the questionnaire believe the college could not have prevented their withdrawal. Those students who expressed a need for help from the college stated additional financial aid, class offerings, more counseling, better registration and better instructors could have prevented their withdrawal. The responses to question #5 also determined that most students are presently working, attending UTEP, and/or waiting to re-enter college. Over the three years of the Fall Attrition Study the responses have remained constant; however, more and more students have specifically identified their needs for more financial aid, better registration, and counseling and guidance on their future goals.

Finally, on the Attrition Study Questionnaire students were given the opportunity to make general comments. Criticism of the college included comments on the hurriedness of registration, night students not receiving adequate services from the college, the need for additional facilities, and better counseling services. With much repetition students complimented the quality of instruction, the small size of classes, the emphasis on student-teacher relationships, the low cost of tuition and the equal opportunity for all students made available by the El Paso Community College.

Conclusions and Recommendations

Broadly speaking, student responses to the Fall 1973 Attrition Study are similar to responses on the 1972 and 1971 Studies. The Studies establish a definite need for additional financial aid, more specific counseling related to student problems with college success and additional classes and course sections. The non-returning student can be generally characterized as identifying with an ethnic minority, falling within the 21-35 years old age group, 'freshman' classification (0-29 credit hours accrued), having previously been enrolled at the El Paso Community College, and declaring a technical/vocational or business major. Clearly, then, El Paso Community College must place greater emphasis upon the retention of enrolled students by increasing the services which directly affect students: financial aid, requirements for success in college, and adequate course facilities for the non-returning student described. At present there seems to be a tremendous influx of new students between the Fall and Spring semester with a large loss of students. It follows then that if direct student needs are dealt during the time the student is attending college the attrition rate will decrease.

EL PASO COMMUNITY COLLEGE
ATTRITION STUDY
Fall 1973

The following Attrition Study was conducted during the month of May by El Paso Community College Counselor, Ms. Toni Hall. The primary purpose of this Attrition Study was to determine the conditions surrounding students' attrition from the Fall to Spring semester 1973-74. This study included the 1433 students who were enrolled in the Fall 1973 semester and did not return in the Spring 1974 semester. These 1433 students represent 29% of the total Fall 1973 Enrollment of 4909 students. This 29% attrition rate for the 1973-74 school year can be compared to the 29% attrition rate of the 1972-73 school year and the 38% attrition rate of the 1971-72 school year.

A follow-up questionnaire was mailed to the 1433 students on March 27, 1974 (see Appendix A). Three weeks later a second notification was sent to all students requesting completion of the follow-up questionnaire or (as the case might be) thanking them for returning the questionnaire (see Appendix P). May 1, 1974 five weeks after the mailing of the initial questionnaire, the survey was closed. The summary of students' responses is based on 341 (24%) returned questionnaires. This 24% returned questionnaires compares to a 38% returned questionnaires of 1972-73 and a 44% returned questionnaires of 1971-72.

SUMMARY

The significant findings of the Fall 1974 Attrition Study have been summarized below. The reader will please note: (1) responses to each question displayed by the graphs (percentages in each graph are based upon the total number of positive responses given for each specific question). (2) selected written student responses. (3) brief summary comments made by the researcher comparing the 1971-72, 1972-73, and 1973-74 Attrition Studies. Complete raw data delineations of the results of this Attrition Study may be obtained.

Question No. 1	I entered College because	
Parents wanted me to	_____	4%
Two year degree	_____	12%
As preparation for attending another college	_____	13%
Of financial benefits in my present job	_____	5%
I would have more job opportunities	_____	15%
I could advance in my present employment	_____	8%
I received a scholarship or a grant	_____	2%
I had nothing better to do	_____	2%
My Veteran's Benefits were available for more income	_____	3%
I wanted to see what college was like	_____	7%
For self improvement	_____	24%
Other	_____	5%
		0%
		30%

STUDENT'S COMMENTS

- | | |
|--|---|
| "Less expensive than UTEP" (8) | "Find out what EPCC was like" |
| "Wanted to be an LVN" (3) | "Night classes available near home" |
| "Wanted small classes" (3) | "Convenient and Economical" |
| "Couldn't get my courses at UTEP" (4) | "To retake courses taken at UTEP" |
| "Just because - enjoyed learning" (3) | "A broader education-after military" (3) |
| "Wanted to see if Acct. interested me" | "Had extra time" |
| "Encourage the rest of my family" | "Wanted to know more about law enforcement" |
| "Wanted a law degree" | |
| "Please the establishment" | |

RESEARCHER'S COMMENTS

The most frequent response to 'reasons for college entrance' was "self-improvement". The second most frequent response relates to the students' need for more and varied job opportunities. Coupling the need for self-improvement and job opportunities with the large amounts of non-returning students (see Student Enrollment Profile) in the business and the vocational-technical areas shows a large percentage of students who are not meeting their originally intended goals. The Fall 1971, 1972 and this year's Attrition Study all reflect the same results to this question.

Question No. 2 -	I left College because I	
Was having trouble developing study habits	6%	
Lost interest in going to college	3%	
Am going to enter military service	2%	
Had financial difficulties	15%	
Obtained a full-time job	9%	
Am getting or have gotten married	4%	
Have transferred to another college	10%	
Moved away from the community	3%	
Was (am) medically sick	4%	
Couldn't find time to study while working	11%	
Found the courses were too difficult	2%	
Courses taken didn't relate to my job	2%	
Could not concentrate	5%	
Had transportation problems	5%	
Could not see the relationship between my studies and personal vocational goal	3%	
Fulfilled my goal for entering college	5%	
Other	11%	
	0%	30%

STUDENT'S COMMENTS

- | | |
|---|--|
| "Needed child care" (5) | "Instructors - unqualified and inadequate" (4) |
| "Graduated" (6) | "Registration too much of a mess" (3) |
| "Courses I wanted were closed" (6) | "Needed more science courses" (2) |
| "Am pregnant" (5) | "Because of run around from EPCC Admin." (2) |
| "Needed to attend an accredited school" (2) | "Personal problems" (4) |
| "Gas" (2) | "Courses too easy - on high school level" |
| "Needed courses not offered at EPCC" (5) | "Didn't like bi-lingual English" |
| "Entered Police Academy" (3) | "Discouraged from ADN by Counselor" |
| "Enrolled in Continuing Education." (2) | |

RESEARCHER'S COMMENTS

The large response (15%) of students leaving because of financial difficulties is a major problem reflected throughout the Fall 1973 Attrition Study. Coupling the financial problems of our students with the problem of time conflicts with studying and working indicates a tremendous need for careful pre-enrollment advisement, additional financial aid programs, and more widespread emphasis upon study skills. Although the Fall 1971, 1972 and 1973 Attrition Studies are also quite similar on the percentage responses to this question there is an increase in "college transfers" from 1972 to 1973.

RESEARCHER'S COMMENTS

There are 67% of the students who returned the questionnaire stating their intentions to return to the El Paso Community College or transfer to another school. Assuming the returned questionnaires reflect the tenor of the entire non-returning 1433 students, the Attrition Study shows students initially identified as "drop-outs" are only temporarily out of college - planning to return. The percentage response of the Fall 1971, 1972 and 1973 Attrition Studies has increased each year on the ratio of students planning to return to college. The number of students going to UTEP increased over 1972; however, the other colleges listed has remained as varied as 1972.

Question No. 5 - Could the College have prevented you from withdrawing (leaving) in any way?

Almost 80% of the students who answered this question stated the college could have done something to prevent their withdrawal. Those students responding "yes" to this question generally felt additional financial aid and additional class offerings could have been helpful in preventing their attrition. Some of the more frequently mentioned responses are listed below.

- "Allowed me to register without a hassel"
- "Gotten the grades out faster"
- "Job placement"
- "Have counselors available"
- "More classes: liberal arts, psychology, fire technology, design"
- "Better chance for ADN program"
- "Better facilities for the handicapped"
- "Couldn't concentrate - needed help"
- "Made courses more stimulating"

What are you doing now?

The most frequent response shows the attrition students to be working. Approximately 10% of the students responding have transferred to UTEP. The remaining comments were varied and only the most frequent responses are shown.

- | | |
|---------------------------------|---------------------------------|
| "UTEP" (27) | "Attending another college" (5) |
| "Housewife" (13) | "Working" (95) |
| "Trying for summer school" (14) | "Nothing" (10) |
| "Going to Police Academy" (5) | "Looking for a job" (5) |
| "Regrouping" | "Looking for child care" (5) |

What can the College do to help you now?

Quite a few students responded "Nothing"; however, there were quite a few requests made for additional classes (day and night), more financial aid, simpler registration, more counselors, and better qualified instructors. Other selected responses are listed below.

- | | |
|--|------------------------------------|
| "Help me improve my English" | "Improve library facilities" |
| "Arrange for east side classes" | "Stay open" |
| "Keep me informed" | "Offer more bank, fire technology" |
| "Find better Air Cond. & Ref. instructors" | "Become accredited" |
| "Make students aware of EPCC benefits" | "Job placement" |
| "Get my transcript fixed" | |

Question No. 3 I could have benefited by

More financial aid opportunities	14%
More counselors available for vocational, emotional, and academic counseling	18%
More student activities	10%
Different Liberal Arts transfer courses	10%
Job placement service	13%
Increased day class offerings	12%
Additional location of classes in the city	17%
Other	6%
	0%
	30%

STUDENT'S COMMENTS

- | | |
|--|--|
| "A four year college" (4) | "Fewer self-paced courses" (3) |
| "Knowing my credits were acceptable" (5) | "Classes on West side" (2) |
| "More classes in the sciences" (3) | "More offerings in banking, law enforcement, art, air conditioning and refrigeration." |
| "Better registration" | "Study sessions at various locations" |
| "More night classes" (10) | |

RESEARCHER'S COMMENTS

The researcher's comments on question two are reinforced by the results of question three. Here, we also see the expressed need of the students for available counseling facilities and additional financial aid. The need for additional locations of classes reflects the increasingly diverse living locations of our student body. Overall, the percentage responses are higher on the Fall 1973 Attrition Study than the previous years reflecting a more analytical and probably less satisfied non-returning student body.

Question No. 4 At this time my future plans are.

Unknown	19%
To return to El Paso Community College	45%
To go to another college (name of college)	22%
To forget about college for a while	7%
Other	7%

Colleges listed were as follows:

- | | |
|------------------------|----------------------------|
| UTEP (61) | Oklahoma University |
| Illinois | North Texas State |
| Law School | San Antonio Junior College |
| University of Maryland | Marecopia Tech College |
| New Mexico Western | Sul Ross University |
| West Texas University | Eastern Arizona College |
| University of Arizona | Oregon State |
| Santa Fe College | |

STUDENT'S COMMENTS

- | | |
|----------------|------------------------------|
| "Work" (16) | "Re-establish personal life" |
| "Stay in Army" | "To get older" |
| "Unknown" | |

If you were to come back to the college what would you do differently?

As is indicated below most students felt they would do nothing differently upon return. Fifty two students indicated they would study harder.

"Nothing" (64)	"Take more hours" (18)
"Study harder" (52)	"Arrange a better schedule"
"Pre-register" (3)	"Try and decide on a goal" (3)
"Stick with it"	"Find the good teachers"
"Take different courses" (3)	"Not confide in instructors"
"Join Student Activities"	"More counseling" (6)
"Attend full-time" (2)	"Change major" (4)

RESEARCHER'S COMMENTS

Looking at the four subquestions asked in question number five it becomes clear that students have definite ideas concerning where the responsibility lies for their not returning to school: e.g., 80% of the responses to "how could the college have prevented your withdrawal" were "the college could not have prevented my withdrawal." However, those students who identified external conditions affecting their attrition, found a need for financial aid, simpler registration, more counselors, more qualified instructors, and more class offerings. Over the three years of the Fall Attrition Studies the responses to question number five have remained varied; however, the students' comments have begun to be more repetitive in specifying their needs for more financial aid, better registration, and counseling and guidance on their future goals.

If you would like to comment further on your experience with the El Paso Community College please do.

"I enjoyed the openness of the teachers." (10)
"I liked EPCC better than UTEP." (3)
"College is great." (30)
"Registration is bad" (5)
"I enjoyed the small classes at EPCC and the relaxed atmosphere." (4)
"Teachers were competent and conscientious" (5)
"I wanted Drafting and ended up with 12 hours of general studies I DIDN'T need."
"After complaining to the deans about my Air Conditioning teacher I found everyone disinterested in the quality of education at EPCC."
"All baby birds need to exercise their wings before they can fly--good luck!"
"Courses offered no challenge since the instructors pass everyone and make everything so simple."
"People who register for right class get a bum deal. I could be wrong, but I think EPCC (5) needs to bolster its counseling staff and provide more and better services to its students."
"Get rid of the orientation course - it's stupid, dull, and a waste of time and money."
"I wish the college continued success."
"Enjoyed EPCC tremendously; especially this opportunity to express my opinions."
"I think it (EPCC) is good and I needed the right classes since I work full-time."
"Need more classes at high schools at night." (4)
"Good teachers that care and are interested." (8)
"Needs better location and facilities." (2)
"Cost has made it possible for more students to attend." (3)
"Counselors should take more time to advise and counsel students." (2)
"English needs to be taught more effectively - not at self pace." (4)
"Classes kept small - great! Wish college were a four year school." (15)
"Very disappointed in record department. Took four months to get grades sent and equal time for transcript which caused great inconvenience." (4)

"I have been told EPCC is a school for minorities and this seems to be so. If mostly minorities attend, are the teaching standards equitable to standards of UTEP or is the college lower in standards? Will persons transferring be as well prepared to do junior and senior work?"

"When I first got out of High School, I was really depressed because I wanted to go to College but I couldn't financially. It was during this time that the Community College came into existence so I immediately enrolled. Now I have received my Associate of Arts there and I'm attending UTEP. As I look back I realize that I wouldn't have had the chance to attend college if it hadn't been for the Community College. I think it is one of El Paso's greatest assets which has and will continue to benefit the community and the individual."

"I would be very interested in continuing another year or two if offered by EPCC. While attending classes I felt like a person rather than just another student. I particularly enjoyed teachers like Mr. Ihorn, Mrs. Lubianski, Mr. Nelson, Mr. Barela and Mr. Bleving; they were always willing and ready to help us as students. I hope the college can hire and maybe I should say interest teachers of such caliber to the EPCC."

"I have only good things to say and remember about the college. The reason being the faculty. Most of the instructors and counselors I met were genuinely interested in their work and in their students. It was difficult for me as a student to be indifferent to the faculty's attitude and not try and do my best simply because it was expected. The atmosphere at the college was also free from problems large colleges have developed - there was no racial tension that sort of thing."

"The Community College opened while I was attending school in California. When I heard about it I thought that a Junior College in El Paso was ideal. You can see how it has helped many young people. Continue to do all the good work and keep it up!"

"During these past couple of years it has been noted that the college is truly concerned with the welfare of its students. This is good. The present administration is doing a fine job."

RESEARCHER'S COMMENTS

The above listed comments are only a few of the many responses to this question. The positive comments made by the non-returning students show a greater awareness of the advocated benefits of a community college; e.g., small classes, more emphasis on student-teacher relationships, lower cost and equal opportunity for the community.

STUDENT ENROLLMENT PROFILE

The Spring 1974 Attrition Study includes a Student Enrollment Profile. This Student Enrollment Profile consists of several delineations of student characteristics: age, ethnic background, enrollment by classification, sex, method of admission. The Profile design is a comparison of characteristics, by percentage, of the (1433) non-returning students with the total (4909) Fall 1974 student enrollment.

<u>Non-Returning Fall 1973</u>		<u>AGE</u>	<u>Total Fall Enrollment 1973</u>	
(490)	34%	0 - 20	28%	(1355)
(425)	30%	21 - 25	26%	(1282)
(323)	23%	26 - 35	27%	(1343)
(132)	9%	36 - 45	13%	(634)
(63)	4%	46+	6%	(285)
<u>1433</u>				<u>4909</u>

Researcher's Comments

There is a greater loss of non-returning students (34%) under the age of twenty-five, than the 28% under the age of twenty-five in the total student population. Comparing the Fall 1972 and Fall 1973 Student Enrollment Profile, the age of the non-returning student has increased from 45% to 53% between the ages of 21-35; thus, there are more non-returning students in 1973 in this age group.

ETHNIC BACKGROUND

(741)	52%	Spanish Surname	58%	(2861)
(587)	40%	Caucasian	32%	(1551)
(61)	4%	Black	4%	(185)
(16)	1%	American Indian	1%	(37)
(8)	0%	Oriental	2%	(121)
(40)	3%	Other	3%	(154)
<u>1433</u>				<u>4909</u>

Researcher's Comments

There are very close percentages between the non-returning and the total population figures on the ethnic background student characteristics, except for the "caucasian" status where there is an 8% greater loss of caucasian students; however, there were fewer caucasian students lost this year than in 1972. Also note 57% of all non-returning students identify with a recognized ethnic minority. This large percentage loss of minority students compares equally to the 57% loss of 1972.

ENROLLMENT BY CLASSIFICATION

(1208)	84%	0 - 29	85%	(4180)
(163)	12%	30 - 59	12%	(597)
(62)	4%	60 - Over	3%	(132)
<u>1433</u>				<u>4909</u>

Researcher's Comments

The near perfect comparison of non-returning and total population students shows enrollment classification one of the least reliable criterion for students' attrition. Students classified as sophomores (having accrued 30-59 hours) increased 12% from the Fall 1972 to the 1973 Attrition Study. This increase may be attributed to the increase in transfer students and students achieving their intended goals.

Non-Returning Fall 1973Total Fall Enrollment 1973

		<u>SEX</u>		
623)	43%	Female	33%	(1,029)
810)	57%	Male	67%	(2,160)
433				4909

Researcher's Comments

There are more women lost and more men retained when comparing the non-returning and total population percentages. Looking at a comparison of non-returning students on the Fall 1972 versus the Fall 1973 Studies it is clear that more women are being retained this year than in 1972.

METHOD OF ADMISSION

478)	33%	High School Graduate	31%	(1520)
189)	13%	College Transfer	8%	(375)
638)	45%	Continuing - FPCC	53%	(2598)
95)	7%	G.F.D.	7%	(338)
33)	2%	Individual Approval	1%	(78)
433	0%	No response on enrollment card	0%	(0)
				4909

Researcher's Comments

Most percentages here are similar; however, there is a large 45% loss of "continuing - FPCC" students. This 45% loss compares to only a 12% loss of continuing students in 1972. The great increase in continuing students lost this year may be attributed to the age of the institution and the large percentage of students lost who may be classified as sophomores. Appropriately then we are "losing" a large number of students who have been at FPCC for more than one semester and have achieved sophomore status.

MAJOR

<u>Liberal Arts</u> (221)	<u>Vocational - Technical</u> (390)
Psychology (17)	Auto Mechanics (21)
Sociology (20)	Fire Technology (12)
Political Science (8)	Nursing (76)
	Banking (63)
<u>Business</u> (320)	Law Enforcement (51)
Accounting (55)	Allied Health (25)
Mid Management (18)	Air Conditioning (19)
	Drafting (23)
<u>Education</u> (140)	<u>Unknown</u> (362)

Researcher's Comments

The amounts of students dropping from the business and technical vocational areas are overwhelming on both the Fall 1972 and Fall 1973 Studies. The need for additional classes in these areas, and the strict sequential order of classes in these areas may best explain the results here.

Appendix

I. Reasons for enrolling in the El Paso Community College

Please check the reasons which explain why you enrolled at the El Paso Community College.

I entered college because ---

	Yes	No	?
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			
k.			
l.			

- a. parents wanted me to
- b. for a two-year degree
- c. as preparation for transferring to another college
- d. of financial benefits in my present job
- e. I would have more job opportunities
- f. I could advance in my present employment
- g. I received a scholarship or a grant
- h. I had nothing better to do
- i. my Veteran's Benefits were available for more income
- j. I wanted to see what college was like
- k. for self improvement
- l. other (please explain)

II. Reasons for leaving the El Paso Community College

Please check the reasons you feel were important in your decision to leave (withdraw) from the El Paso Community College.

I left college because I ---

	Yes	No	?
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			
k.			
l.			
m.			
n.			
o.			
p.			
q.			

- a. was having trouble developing study habits
- b. lost interest in going to college
- c. am going to enter military service
- d. had financial difficulties
- e. obtained a full-time job
- f. am getting, or have gotten married
- g. have transferred to another college
- h. moved away from the community
- i. was (am) medically sick
- j. couldn't find time to study while working
- k. found the courses were too difficult
- l. courses taken didn't relate to my job
- m. could not concentrate
- n. had transportation problems
- o. could not see the relationship between my studies and personal (vocational) goal
- p. fulfilled my goal for entering college
- q. other (please explain)

III. Influence on your decision to withdraw from the El Paso Community College

The Fall 1973 semester was the beginning of the second year for the El Paso Community College. Since then the Community College has been improving services for its students. Could any of the following improvements have helped you stay in school.

I could have benefited by ---

	Yes	No	?
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

- a. more financial aid opportunities
- b. more counselors available for vocational, emotional, and academic counseling
- c. more student activities
- d. different Liberal Arts transfer courses
- e. a job placement service
- f. increased day class offerings
- g. additional location of classes in the city
- h. other (please explain)

IV. Future Plans

At this time my future plans are ---

	Yes	No	?
a.			
b.			
c.			
d.			
e.			

- a. unknown
- b. to return to the El Paso Community College
- c. to go to another college (name of college)
- d. forget about college for a while
- e. other (please explain)

V. General questions

Could the college have prevented you from withdrawing (leaving) in any way?

_____ Yes _____ No

(PLEASE EXPLAIN)

V. (Cont.) General Questions

What are you doing now?

What can the college do to help you now?

If you were to come back to the college, what would you do differently?

If you would like to comment further on your experience with the El Paso Community College, Please Do.

THANK YOU

EL PASO COMMUNITY COLLEGE
ATTRITION STUDY
Fall 1974

A student follow-up survey of EPCC students was conducted in the Spring of 1975. The study surveyed students who enrolled for the Fall 1974 semester but did not enroll for Spring 1975. A questionnaire (attachment 1) was developed and revised with the help of several interested persons. The questionnaire was mailed to 1,415 non-returning students (NRS). These students were identified by comparing fall enrollment cards with Spring '75 enrollment cards and registration permits (computer cards).

Since the total enrollment in courses for semester length college credit was 6,601 in Fall '74, the 1,415 NRS represent 21.4% of the Fall '74 enrollment. The students enrolled in the Sergeant's Major Academy and USA Air Defense School (n=233) were not counted or surveyed because these people would not be expected to return due to military assignments. Only persons still enrolled after the twelfth class day of Fall '74 were included. The following tables compare various population characteristics of the fall enrollment (6,601) and NRS (1,415).

Table A: Age breakdown of non-returning students* and Fall '74 enrollment.

<u>Fall '74 Enrollment</u>			<u>NRS*</u>	
n	%	Age (years)	n	% (of 1,415)
1,320	20.0%	0 - 20	378	26.7
1,696	25.7%	21 - 25	427	30.2
2,027	30.7%	26 - 35	342	24.2
1,010	15.3%	36 - 45	158	11.2
548	8.3%	46 or older	69	4.8
Total 6,601	100.0%	Subtotal	1,374	97.1
		Information not available	41	2.9
		Total	1,415	100.0

*NRS = Students enrolled Fall '74 and non-returning Spring '75.

Table B: Ethnic Breakdown

	Fall '74 %	NRS, %
Spanish-Surnamed	56.4%	48.9
Other	43.6%	51.1

A chi-squared analysis of the age group percentages in the Fall '74 enrollment and non-returning students yielded a $\chi^2 = 6.177$. With 4 degrees of freedom, this corresponds to $p > 0.75$ but $p < .90$. The major contribution to this χ^2 value was 2.24 from the first cell (0 - 20 years old).

Using chi-square to compare ethnicity resulted in $\chi^2 = 2.29$, which corresponds to $p > .75$ but $p < .90$ again (Degree of freedom = 1). Consequently, the non-returning students do not represent a random subgroup of the Fall 1974 enrollment.

It bears notice that the 21.4% "attrition" rate between Fall '74 and Spring '75 compares with a 29% rate between Fall '72 to Spring '73 and 38% between Fall '71 and Spring '72. The percentage of students not returning has dropped significantly over the history of the college.

The 1,415 non-returning students who were sent a questionnaire received a business mail reply envelope along with the questionnaire. Each non-returning student was also sent a post card reminder, asking them to return the questionnaire if they had not already done so.

Those post cards were sent via first class mail between Thursday 27 March and Monday 31 March, 1975. That post card was from Dean Raul Cardenas, and encouraged the students' early response.

Of the 1,415 questionnaires mailed, 47 or 3.3% were returned by the post office marked, "Moved, left no forwarding address", or "no such number", or similar explanation for non-delivery.

Of the 1,415 questionnaires sent out, 374 persons, or 26.4% returned a questionnaire. This compares with a 24% response rate one year ago. Responses received up to 18 April 1975 were included in the group analyzed.

Results:

The following characteristics were found when returns were analyzed.

Table C: Sex and age distributions of Non-returning students and Respondents.

N R S						AGE	RESPONDENTS					
Male		Female		Total			Male		Female		Total	
n	%	n	%	n	%		n	%	n	%	n	%
182	23.0	196	31.4	378	26.7	20 or less	29	15.7	41	22.0	70	18.9
235	29.7	197	30.7	427	30.2	21 - 25	57	30.8	63	33.9	120	32.3
205	25.9	137	21.9	342	24.2	26 - 35	57	30.8	51	27.4	108	29.1
97	12.2	61	9.8	158	11.2	36 - 45	28	15.1	18	9.7	46	12.4
45	5.7	24	3.8	69	4.9	46 or more	14	7.6	13	7.0	27	7.3
26	3.3	15	2.4	41	2.9	Age not known	-0-	-0-	-0-	-0-	-0-	-0-
790	99.9	625	100.0	1,415	100.1	TOTAL	185	100.0	186	100.0	371	100.0

N R S			AGE	RESPONDENTS		
MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
27.60	25.85	26.06	MEAN	28.59	27.49	28.03
25.44	23.57	24.65	MEDIAN	25.73	25.11	25.70
19	20	20	MODE	20	21	21

Table D: EPCC Grade Average Reported by Respondents.*

Grade Average	n	%
A+ or 3.6 to 4.0	56	Data does not contain sufficient precision to calculate percentages
A or 3.2 to 3.59	69	
B or 2.8 to 3.19	110	
B- or 2.6 to 2.79	13	
C+ or 2.2 to 2.59	10	
C or 1.8 to 2.19	34	
D or 1.79 and less	0	
None Given	82	
Total	374	

* The divisions are clearly arbitrary and students frequently responded with a letter instead of a numerical average.

Table E: Ethnicity of Respondents*

	Mexican/Amer.	Anglo	Black	Native Amer.	Oriental	Other
n	179	125	11	4	2	14
%	53.4	37.3	3.3	1.2	0.6	4.2

*Some students in the "other" category gave responses such as "American" or "Not important".

Table F: Day, Night, Full, & Part-time Enrollment of Respondents (n's).

	DAY	NIGHT	TOTAL
Full-time	123	47	170
Part-time	73	82	155
TOTAL	196	129	325

Table G: Responses to questions about major field of study and current employment.*

Major	Current Employment Status*	
	Yes	No
Business Adm.	11	53
Education	6	17
Liberal Arts	6	57
Accounting	3	17
Air Cond. & Refrig.	1	2
Auto Mechanics	3	9
Banking	6	7
Child Development	1	2
Construction Mgt.	0	1
Dental Hygiene	0	2
Drafting	1	8
Fire Technology	1	1
General Business	3	14
Industrial Mgt.	2	5
Law Enforcement	3	10
Mid-Management	4	4

	Yes	No
A.D.N.	7	15
Radiology	0	0
Resp. Thpy.	1	2
Bilingual Sec.	0	3
Executive Sec.	1	2
General Sec.	2	2
Legal Sec.	1	4
Medical Sec.	<u>1</u>	<u>3</u>
TOTAL	64	240

*. Question 1 asked: Are you currently working in an occupation for which you were trained at EPCC? Yes No

Responses to questions 2 through 6 have been tabulated and attached, typed on a copy of the questionnaire itself. (Attachment 2)

The full-time enrollment comprised 34.3% of the Fall '74 students enrolled for semester length courses. The full-time enrollees who responded to the survey of non-returning students comprised 170 of 325 or 52.3%. Given the conclusion presented at the beginning of this section, ie, the respondents do not represent a random selection of all non-returning students, it is difficult to interpret the meaning of this disparity. However, it would seem to merit further investigation, due to the large difference.

Question 2, dealt with reasons for entering EPCC. The most frequent responses were "to get better or more education", (271) and "low tuition cost", (247). This seems to indicate that lower tuition makes it possible for large numbers of students to attend EPCC, or motivates them to choose EPCC over a 4-year institution.

The combined responses to Questions 3 and 4 indicate that most of the respondents did not return in the Spring Semester 1975 for personal reasons (personal or family work schedules-96, finances-58). Another significant group needed courses which EPCC does not offer (69). Further, 249 people said that they plan to return to college at some future time. Inspection of the 124 responses to option H on question 3 (other) revealed that these responses were personal or circumstantial reasons (eg. pregnant, transferred by my company, transferred to UTEP, getting divorced, death in the family). Only 5 people of the 374 who responded to the survey (1.3%) do no plan to return to college.

Consequently, the author confidently concludes that EPCC's non-returning students are mostly completers and stop-outs, and that very few of our non-returners are truly drop-outs.* Since 190 people indicated that they plan to return to EPCC, 50.8% of the 374 respondents will return. If this percentage holds across the entire 1,415 non-returning students population, over 700 of these non-returning students will enroll again at some future time at EPCC. Simply put, EPCC has only lost these people for a period of time, not indefinitely.

* Definitions:

1. completers - are persons who had an educational goal in mind and achieved that goal to the extent possible to EPCC.

2. stop-outs - are not currently enrolled but plan to return.
3. drop-outs - did not complete their educational goals and do not plan to return in the future.

The responses to Question 5 (see attachment 2) are difficult to evaluate. If a student did not circle item A, 1 (the counselors were courteous and helpful) does that mean that the counselors or a counselor were not courteous and helpful? Perhaps it does, perhaps not.

A significant number of responses (166 of 374 or 44%) indicated that they never saw a counselor except at registration. It seems absurd to attempt to define a cause and effect relationship to explain this; e.g. the results do not support saying that counselors were not spread out across the campus enough, or that counselors were not in their offices enough of the time. The significant question might be: if there were more counselors employed by the college, would larger number of students avail themselves of counseling services?

The responses to Question 6 were somewhat easier to interpret. Students overwhelmingly agreed that small classes (332 to 21) and individualized instruction (194 to 38) were beneficial. Similarly positive responses were compiled in the other categories.

Question 7 asked the respondents: Are there any comments you would like to make about EPCC? About 40% (149) of the students made some general, positive comment about EPCC, ranging from a phrase such as, "Good job," "Keep on truckin'," or "Good college" to a page of laudatory comments. Eleven people had negative, general comments to make. The comments which could be grouped together and seemed to have a specific content are below:

No comment given - 199
 Positive comment about an instructor or some instructors - 11
 Negative " " " " " " " " - 10
 Courses, grading too easy - 16
 Low tuition was good - 7
 More efficient registration needed - 5
 My records were not accurately kept - 2
 Had a hard time getting the classes I needed - 2
 Want night classes at Ysleta - 2
 More bilingual classes needed - 2
 More parking at Bel Air and Austin - 2
 Services helpful - 1
 Need better air conditioning - 1
 Plant some trees - 1
 Minority students given unfair advantages - 1
 Want classes at Canutillo - 1
 Want classes leading to FCC liscense - 1
 More: Student activities-1, study areas -1, chemistry & math at night -1; PR to inform the community of opportunities at EPCC - 1; biology, anatomy & physiology at night -1; communication with evening students -1; wants physical education classes -1.

Analysis of Results and Conclusions

Chi-square was calculated for the age and sex distribution of the non-returning students population and the responding sub-group (Table C). This yielded a $\chi^2 = 10.59$ with 4 degrees of freedom, which corresponds to $.95 < p < .975$.

The major contributions to this χ^2 value came from the cells for males and females 20 years old or younger (0 - 20). The author concludes that the sample who responded does not represent a random cross-section of the whole non-returning student population. Apparently, the younger students returned the questionnaires at a disproportionately lower rate than the older students.

This result is unfortunate because these younger students represented 20.0% of the fall semester enrollment but 26.7% of the non-returning students population (Table A). It might prove useful to learn more about why these younger students do not return and enroll.

Eventhough the students in the next older age group (21-25 years) also failed to return at a rate (30.2%) higher than their percentage (25.7%) of the total fall enrollment (Table A), these 21-25 year olds comprised a representative portion of the respondents (33.2%).

From table B, it is apparent that persons with a Spanish-surname return at a higher rate than persons of other ethnic groups (Anglos, Blacks, Native Americans, Orientals, and others). If it is possible to combine the age and ethnic group data, a disproportionate number of younger students (under 25) from non-Spanish-surnamed cultures fail to return.

Based upon the responses to item 6C and item 7 a small but adamant minority felt that grading was too easy. Their complaint seemed to be that they did not learn as much because they did not have to work as hard for a good grade, rather than complaining that their peers got the same grades for less effort.

Ultimately, the author concludes that non-returning students are younger than the average, are not currently enrolled due to personal situations beyond the realm of the college's ability to effect the situation significantly, are planning to return or have completed their objective for entering, and that they had an overall positive experience at EPCC.

Dear Student:

In an effort to better serve our students here at EPCC we need your help. By surveying our former students we can learn more about EPCC. Would you, please, take a few minutes to complete this form and mail it back to us. We have provided a postage paid, addressed return envelope.

Thank You!

mean mean
Age 28.0 Sex--Male 185 Female 186 Hours you have completed at EPCC 213

EPCC Grade Average _____ H.S. Grad. _____ or G.E.D. _____

Ethnic Background: Mexican-American 179 Anglo 129 Black 11

Native American Indian 4 Oriental 2 Other 14

Did you attend part-time 155 or full-time 170 Day 196 Night 129

Please place a check beside your major in the list below. Check only one.

Transfer programs

Business Administration 64 Education 23 Liberal Arts 63

Vocational and Technical Programs

<u>20</u> Accounting	<u>2</u> Fire Tech.	<u>3</u> Respiratory Tech.
<u>3</u> Air Conditioning	<u>17</u> General Bus.	<u>3</u> Bilingual Sec.
<u>12</u> Auto Mechanics	<u>7</u> Indust. Mgt.	<u>3</u> Executive "
<u>13</u> Banking	<u>13</u> Law Enforcem't.	<u>4</u> General "
<u>3</u> Child Develop	<u>8</u> Mid-Management	<u>5</u> Legal "
<u>1</u> Construction Mgt.	<u>22</u> Nursing (RN)	<u>4</u> Medical "
<u>0</u> Dental Assistant	<u>0</u> Operating Em. Tech.	
<u>2</u> Dental Hygiene	<u>0</u> X-Ray Tech.	
<u>9</u> Drafting		

1. Are you currently working in an occupation for which you were trained at EPCC?

YES 64 NO 240

2. Check all many of the reasons below as apply to your reasons for entering EPCC.

A. Couldn't get into CTEP	<u>22</u>
B. Friends wanted me to go	<u>39</u>
C. To keep active	<u>136</u>
D. Tuition costs low	<u>247</u>
E. Night classes close to home	<u>164</u>
F. Pick up two or three basic courses	<u>112</u>
G. To get better or more education	<u>271</u>
H. V.A. benefits were available to increase my income	<u>62</u>
I. Other	<u>94</u>

3. Why did you decide not to enroll at EPCC this semester? Check as many as that apply.

- A. Need to take courses EPCC doesn't offer 69
- B. Personal or family reasons 107
- C. Due to health 30
- D. Not attending school because of my work schedule 96
- E. Caring for home or family 45
- F. Unemployed or looking for a job 22
- G. Finances, couldn't afford to go 58
- H. Other 124

4. If you are not in college now, do you plan to return to college later?

Yes 249 No 5

If yes, at UTEP 47 EPCC 190 Other 48 Total = 285

5. EPCC offers student services through the Counseling Center, Veteran Affairs, Financial Aid, College Nurse and Registrars' Office. Please CIRCLE the number corresponding to your opinion for each item below.

- A. The Counselors were
- 182 1. Courteous and helpful
 - 105 2. Available when I needed them
 - 96 3. Had the information I needed

If you never saw a counselor, except at registration, check here 166.

- B. The Veteran Affairs people were
- 96 1. Courteous and helpful
 - 14 2. Recruited me to go to school
 - 53 3. Available when I need them
 - 49 4. Fair and efficient

If you didn't know they were there, check here 45. Are you a vet? YES NO
93 148

- C. The Financial Aid Office
- 31 1. Made it possible for me to attend
 - 41 2. Was courteous and helpful
 - 28 3. Fairly evaluated my need for help

If you didn't know there was a Financial Aid Office, check here 98.

- D. The College Nurse was
- 69 1. There when I went to see her
 - 78 2. Courteous and helpful

If you didn't know she was there, check here 84.

- E. The Registrars' Office
- 207 1. Were courteous and helpful
 - 110 2. Kept my records straight
 - 18 3. Hassled me when I went in
 - 137 4. Gave me the things I needed

If you never went to Registrars' Office, except at registration, check here 70.

6. Please indicate whether you agree or disagree with each of the statements below about EPCC.

	<u>AGREE</u>	<u>DISAGREE</u>
A. Liked small classes.	332	21
B. Liked individualized instruction	194	38
C. Felt the grading was too hard	21	317
D. Faculty was always available to help	300	71
E. It is good for students to be allowed to retake tests.	281	89
F. I was helped by tutoring labs	135	95
G. I was helped by the study center	62	251
H. I could find what I wanted or needed on the internet	145	97

7. Are there any comments you would like to make about EPCC?

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 12 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION