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ABSTRACT

As part of a student retention project conducted at Spoon River College (SRC), specific populations served by SRC were identified; strategies to increase retention of particular student populations were developed; students in need of assistance were identified; and a transfer graduate follow-up study and two cohort tracking studies involving all fall 1980 and 1981 first-time students were conducted. Five target populations were identified through data analysis (i.e., full-time day transfer, full-time day occupational, part-time day, part-time evening, and non-program students) and an action plan was developed for each group. Study data indicated that SRC does not have a major retention problem in traditional student populations, though differences in retention rates, especially in the occupational degree areas, were considerable. The bulk of the report consists of summaries of data related to the five target populations giving retention rates, important demographic characteristics, retention objectives/approaches, and types of retention recommendations needed; a statistical comparison of the characteristics and performance of fall 1980 and 1981 entering cohorts; early warning referral data; and a transfer follow-up summary and questionnaire. (HB)

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STUDENT RETENTION PROJECT

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JC 830 394

SPOON RIVER COLLEGE

RETENTION PROJECT

The primary goal of the retention project is to utilize available information about student outcomes and to identify and implement changes in the college's policies and programs which will better enable the college to fulfill its mission as a comprehensive two-year institution with an appropriate enrollment balance between the freshman and sophomore years.

To pursue this goal, the SRC Retention Committee was established and has addressed the following aspects of retention: defined retention at SRC, identified specific student populations being served by SRC, suggested strategies to increase retention of particular student populations, implemented an "early warning" system which encourages faculty to submit simple forms to counselors identifying students who need assistance, and conducted a transfer graduate follow-up study and two cohort tracking studies involving all fall, 1980 and 1981 first-time students.

With the assistance of Dr. Peter Ewell, NCHEMS Project Director, five target student populations were identified through data analysis, and an action plan was developed for each group. The data indicate that SRC does not have a major retention problem in traditional student populations; a five-semester persistence rate of 35-40% among degree students compares favorably to the 30.9% rate reported by the Hawaii system and the 36% rate reported by the Kentucky system. In part, the retention rates among program students are due to SRC's high proportion of young full-time students who are enrolled in daytime programs. However, differences in retention rates among particular programs, especially in the occupational degree areas, are considerable. Variable entry, self-paced programs are consistently higher in attrition than more traditionally structured programs. It may not be possible to significantly reduce attrition in programs

with nontraditional formats and retain the advantages such programs entail.

The greatest retention gains probably can be made in the part-time program student population. It is interesting to note that part-time program students experienced comparable attrition rates to non-program students - 63-66%. Perhaps, these program students were not really serious about completion, or they may have found too many obstacles to continue. In any case, retention efforts with the part-time program student population should produce the greatest results.

Attached are preliminary action plans relative to the five student target groups, a comparison of the fall, 1980 and fall, 1981 entering cohorts, transfer graduate follow-up study results and survey form, and the "early warning" system results and identification form. Many of the tables are included to demonstrate how data were analyzed and to provide possible templates for use at other institutions.

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RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Full-time Day Transfer

A. Retention Rates

	<u>Fall 1980 Cohort</u>	<u>Fall 1981 Cohort</u>
"Completers"	20.1%	24.1%
"Still Attending"	43.8%	45.4%
"First Semester Only"	20.8%	17.7%

B. Important Demographic Characteristics

- 55-60% male
- 85-90% under 20 years old
- 50-55% from Fulton County
- 15-25% "to prepare for job or career"

C. Retention Objectives/Approaches

- Increase proportion transferring to senior institutions having completed AA/AS degree
- Minimize number of students leaving for "traditional" academic or social reasons throughout the enrollment period

D. Kinds of Recommendations Needed

- Improve academic advisement on transfer requirements for senior institutions utilize knowledge of faculty members in specific curriculum areas
- Publicize results of ICCB Transfer study on value of receiving AA/AS degree in successful senior institution performance
- Maintain and improve "academic early warning system"

E. Summary

This is SRC's "traditional" college student population. Although it constitutes only about 10% of total headcount, it generates a high proportion of total FTE. Preventing one student from this category from leaving the institution is the equivalent in SCH terms of saving 3 part-time students. These students are likely to respond to traditional retention approaches--early warning, improved advisement, greater levels of information involvement with faculty, and other programs aimed at increasing total involvement with the institution.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Full-time Day Occupational

A. Retention Rates

	<u>Fall 1980 Cohort</u>	<u>Fall 1981 Cohort</u>
"Completers"	51.3%	45.1%
"Still Attending"	42.1%	42.9%
"First Semester Only"	17.8%	15.5%

B. Important Demographic Characteristics

- 45-50% male
- 75-80% under 20 years old
- 55-60% from Fulton County
- 90-95% "to prepare for job or career"

C. Retention Objectives/Approaches

- Maintain current high retention curricula unchanged
- In current low retention curricula, determine if students are leaving for employment in field, or for other reasons
- Minimize number of students in large programs leaving for "traditional" academic or social reasons

D. Kinds of Recommendations Needed

- Utilize "academic early warning system" particularly in larger, high attention programs
- Find ways to "personalize" faculty contact in open lab and similar settings
- Publicize value of persistence/certificate completion in job location and performance

E. Summary

This is also a "traditional" population, but somewhat different from the transfer population. Differences in retention rates among particular programs are remarkable, and individual retention strategies will have to be examined for each program. In some curricula there is clearly no problem, and care should be taken that college-wide programs do not disturb a good thing. In other curricula, college-wide programs such as academic early warning may well be beneficial. In both cases, it should be determined more effectively by program how many students are leaving because they have successfully found employment.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Part-time Day Program

A. Retention Rates

	<u>Fall 1980 Cohort</u>	<u>Fall 1981 Cohort</u>
"Completers"	6.6%	28.4%
"Still Attending"	9.0%	16.5%
"First Semester Only"	62.0%	59.6%

B. Important Demographic Characteristics

- 75-85% female
- 55-60% over 20 year old
- 55-60% from Fulton County
- 50-55% "to prepare for job or career"

C. Retention Objectives/Approaches

- Determine if students are leaving to seek employment or because family/financial pressures have become excessive
- Determine seriousness of job preparation intention
- Remove physical/logistical barriers to attendance (e.g., job conflict or family responsibility)
- Remove psychological barriers to attendance (e.g., feelings of inferiority on returning to school)

. Kinds of Recommendations Needed

- Find ways to identify students needing counseling/special services at an early point
- Emphasize eventual employment value of persistence and earning degree/certificate
- Ensure enrollment/career goals are realistic
- Ensure that faculty are aware of the special problems of this constituency so that early counseling referrals can be made
- Identify (women) faculty members with strong interest in and identification with this population to serve as "peer counselors"

E. Summary

This is a very "non-traditional" population. Attrition in this group is probably more due to lack of psychological support or the existence of barriers to attendance than due to academic failure. Ways to identify problems in this group at an early point are particularly important as they will not stick around to be noticed.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Part-time Evening Program -----

A. Retention Rates

	<u>Fall 1980 Cohort</u>	<u>Fall 1981 Cohort</u>
"Completers"	12.2%	6.3%
"Still Attending"	9.5%	16.7%
"First Semester Only"	70.1%	60.4%

B. Important Demographic Characteristics

no consistent pattern of male/female
80-85% over 20 year old
45-50% from Fulton County
35-40% "to prepare for job or career"

C. Retention Objectives/Approaches

- Determine if students are leaving to seek employment or because family/financial/job pressures have been excessive
- Remove physical/logistical barriers to attendance (e.g., scheduling, travel problems, etc.)

D. Kinds of Recommendations Needed

- Emphasize eventual employment value of persistence and earning degree/certificate
- Find ways for faculty to identify evening students' enrollment objectives early in semester
- Ensure faculty awareness of special problems of this constituency so that appropriate counseling/advisement can take place

E. Summary

This is probably a mixed population. Attrition will probably be lowest among those attending for career upgrade purposes in occupational programs, and attrition here will probably be the result of factors such as cost, lack of time, job conflict, etc. Attrition will be highest among those taking courses with an eventual thought of career change or earning a transfer degree. Here attrition will more likely be a psychological phenomenon. Early determination by faculty in evening courses of student intent seems a promising first step here.

RETENTION PROPULATION ISSUE SUMMARY

STUDENT POPULATION: Non-Program Students

A. Retention Rates

	<u>Fall 1980 Cohort</u>	<u>Fall 1981 Cohort</u>
"Completers"	0.1%	1.1%
"Still Attending"	10.0%	10.8%
"First Semester Only"	66.3%	67.1%

B. Important Demographic Characteristics

- 60-65% female
- 65-70% over 20 years old
- 45-50% in Fulton County
- 25-30% "to remedy skills deficiency"
- 35-40% "personal self-development"

C. Retention Objectives/Approaches

- Encourage students to enroll in programs, if appropriate, on a part-time basis
- Develop permanent "personal/self development" clientele among older students which returns to the College for further instruction of this kind

D. Kinds of Recommendations Needed

- Find ways to identify those wishing to enroll in programs at an early point and supply them with relevant advice and information
- Find ways to psychologically reward continuing non-programmatic attendance, e.g., 12 hour attendance certificates, etc.

E. Summary

Although this group comprises about half of SRC's headcount enrollment, it is difficult to talk meaningfully about attrition at all here, given the diversity in original intentions. This group should not be a primary target of retention efforts. Efforts to identify potential program students within this group at an early point should be encouraged, however.

COMPARISON OF FALL 1980 AND FALL 1981 ENTERING COHORTS

	FALL 1980		FALL 1981	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	560	39.7%	528	41.3%
Female	851	60.3	751	58.7
Under 20	600	42.5	681	53.2
Over 20	811	57.5	598	46.8
White	1340	95.0	1212	94.8
Non White	71	5.0	67	5.2
Fulton	753	53.4	630	49.3
McDonough	321	22.7	357	27.9
Mason	157	11.1	105	8.2
Schuyler	117	8.3	117	9.1
Other	63	4.5	70	5.5
Transfer	208	14.8	188	14.7
Occupational	455	32.2	347	27.1
Other	748	53.0	744	58.2
Prepare for Job	432	30.6	440	34.4
Improve Skills	116	8.2	84	6.5
Explore Courses	26	1.9	27	2.1
Transfer Work	198	14.0	248	19.4
Remedial	301	21.4	162	12.7
Personal/Self Dev.	315	22.3	294	23.0
Other	23	1.6	24	1.9
Full-time	391	27.7	445	34.8
Part-time	1020	72.3	834	65.2

Spoon River College
Fall 80 Entering Cohort

3 ENROLLED BY SEMESTER

	<u>N</u>	<u>Fall 80</u>	<u>Spring 81</u>	<u>Summer 81</u>	<u>Fall 81</u>	<u>Spring 82</u>
TOTAL	1411	100.0	39.2	11.3	20.4	17.9
Male	560	100.0	43.4	15.2	23.2	21.4
Female	851	100.0	36.4	8.7	18.6	15.6
Under 20	600	100.0	53.8	16.9	31.6	30.4
Over 20	811	100.0	28.5	7.2	12.2	8.8
White	1340	100.0	39.3	11.5	20.4	17.9
Non White	71	100.0	37.1	7.1	20.0	18.6
Fulton	753	100.0	44.9	12.4	23.5	22.0
McDonough	321	100.0	26.3	7.5	14.0	8.4
Mason	157	100.0	36.3	7.0	16.6	15.9
Schuyler	117	100.0	26.5	8.5	11.1	6.0
Other	63	100.0	57.4	32.8	42.6	44.3
Transfer	208	100.0	65.4	13.9	40.9	34.6
Occupational	455	100.0	46.6	21.5	26.4	23.3
Other	748	100.0	27.4	4.3	11.1	10.0
Prepare for Job	432	100.0	54.7	22.5	30.8	24.8
Improve Skills	116	100.0	19.0	6.0	6.9	4.3
Explore Courses	26	100.0	50.0	15.4	38.5	34.6
Transfer Work	198	100.0	53.0	10.1	34.3	32.3
Remedial	301	100.0	35.2	6.3	14.6	15.3
Personal/Self Dev.	315	100.0	21.0	2.9	6.7	5.7
Other	23	100.0	30.4	13.0	17.4	17.4

TABLE 1 - RETENTION OF COHORT

	N	COMPLETERS	STILL ATTENDING	FALL 1980 ONLY
TOTAL	1411	11.4%	17.0%	54.6%
Male	741	14.7%	21.4%	52.7%
Female	670	9.1%	15.6%	50.0%
Under 20	600	19.0%	30.4%	42.1%
Over 20	811	8.9%	13.7%	51.4%
White	1340	11.0%	17.9%	47.7%
Non-White	71	17.1%	15.6%	52.0%
Fulton	753	11.0%	22.0%	48.0%
McDonough	321	4.7%	8.4%	27.7%
Mason	157	10.8%	15.9%	49.0%
Schuyler	117	15.4%	21.0%	49.5%
Other	63	44.3%	44.3%	31.7%
Transfer	208	14.4%	34.6%	50.5%
Occupational	455	28.6%	23.3%	46.1%
Other	748	0.1%	10.0%	66.3%
Prepare for Job	432	25.2%	24.5%	40.5%
Improve Skills	116	13.8%	4.3%	35.9%
Explore Courses	76	11.5%	94.0%	50.7%
Transfer Work	198	15.6%	37.3%	47.5%
Remedial	301	0.3%	15.3%	31.9%
Personal/Self-Dev.	315	11.1%	5.7%	32.4%
Other	23	8.7%	17.4%	43.5%
Full-time	641	13.1%	21.7%	50.7%
Part-time	770	7.8%	9.0%	60.4%

TABLE 2 - "RETENTION" BY CURRICULUM

	<u>N</u>	<u>"COMPLETERS"</u>		<u>STILL ATTENDING</u>		<u>FALL, 1980 ONLY</u>	
<u>AA Degree</u>							
Com/Eng.	5	1	20.0%	4	80.0%	1	20.0
Education	31	5	16.1	9	29.0	9	29.0
Fine Arts	6	2	33.3	4	66.7	1	16.7
Pre-Law	4	2	50.0	4	100.0	0	0
Soc. Sci.	8	2	25.0	4	50.0	3	37.5
Lib. Arts	31	3	9.7	10	32.3	10	32.3
Subtotal	85	15	17.6%	35	41.2%	24	28.2
<u>AS Degree</u>							
Agriculture	3	0	0 %	1	33.3%	1	33.3%
Biology	6	0	0	2	33.3	2	33.3
Business	60	9	15.0	22	36.7	23	33.3
Bus. Ed.	3	0	0	2	66.7	1	33.3
Engineering	6	1	16.7	1	16.7	4	66.7
Math	4	2	50.0	2	50.0	2	50.0
Phys. Ed.	3	0	0	1	33.3	0	0
Phy. Sci.	2	0	0	1	50.0	1	50.0
Pre-Med.	1	1	100.0	1	100.0	0	0
Health Sci.	3	0	0	2	66.7	1	33.3
Gen. Sci.	34	2	5.9	3	8.8	5	14.7
Subtotal	125	15	12.0%	38	30.4%	40	32.0%
<u>Assoc. Gen. Ed.</u>							
Gen Ed.	306	1	0.3%	30	9.8%	196	64.1%
<u>Assoc. App. Sci.</u>							
Ag. Mgt. Tech.	13	10	76.9%	11	84.6%	2	15.4%
Auto Mech.	15	7	46.7	10	66.7	1	6.7
Data Proc.	27	3	11.1	10	37.0	8	29.6
Farm Mach.	28	19	67.9	20	71.4	7	25.0
Mach. Design	21	8	38.1	11	52.4	4	19.0
Office/Sec.	83	0	0	8	9.6	52	62.7
Crim. Justice	12	0	0	4	33.3	4	33.3
Banking	1	0	0	0	0	0	0
Subtotal	200	47	23.5%	74	37.0%	78	39.0

	<u>N</u>	<u>"COMPLETERS"</u>		<u>STILL ATTENDING</u>		<u>FALL, 1980 ONLY</u>	
<u>Occ. Certificate</u>							
Clerical	12	0	0 %	0	0 %	8	66.7%
Clerk Typist	11	2	18.2	2	18.2	6	54.5
Pr. Nursing	43	30	69.8	7	16.3	7	16.3
Welding	27	7	25.9	3	11.1	12	44.4
Crim. Justice	2	0	0	2	100.0	0	0
Fire Prot.	47	8	17.0	3	6.4	29	61.7
Cosmetology	22	6	27.3	3	13.6	7	31.8
Ind. Elect.	14	6	42.9	4	28.6	5	37.5
Nurs. Asst.	19	19	100.0	3	15.8	15	79.8
Auto Mech.	4	4	100.0	4	100.0	0	0
Sm. Engine		0	0	0	0	1	33.3
Voc. Sk.	51	1	2.0	1	2.0	44	86.3
Subtotal	255	83	32.5%	32	12.5%	134	52.5%
<u>General Studies</u>							
GED	303	0	0 %	41	13.5%	179	59.1%
Personal Dev.	48	0	0	0	0	43	89.6
Int/Cultural	1	0	0	0	0	0	0
Family Circ.	5	0	0	0	0	5	100.0
Homemaking	80	0	0	3	3.8	70	87.5
Health/Safety	3	0	0	0	0	2	66.7
Subtotal	440	0	0 %	44	10.0%	299	67.9%
TOTALS	1411	161	11.4%	253	17.9%	771	54.6%

TABLE 3 - "RETENTION" BY STUDENT POPULATION

	<u>N</u>	<u>"COMPLETERS"</u>	<u>STILL ATTENDING</u>	<u>FALL, 1980 Only</u>
Full-time Day Transfer	144	20.1%	43.3%	20.8%
Full-time Day Occupational	197	51.3	42.1	17.8
Part-time Day Program	166	6.6	9.0	62.0
Part-time Evening Program	147	12.2	9.5	70.1
Non-Program	748	0.1	10.0	66.3
TOTAL	1411	11.4%	17.9%	54.6%

TABLE 4 - COHORT PERFORMANCE

	n	# of Semesters Enrolled	Total SCH Enrolled	Average Load
TOTAL	1411	1.9	15.4	6.5
Male	560	2.0	18.1	6.9
Female	851	1.8	13.7	6.2
Under 20	609	2.3	25.1	9.3
Over 20	811	1.6	8.2	4.4
White	1340	1.9	15.5	6.4
Non White	71	1.8	14.5	7.1
Fulton	753	2.0	17.1	6.8
McDonough	321	1.6	10.0	5.3
Mason	157	1.8	15.1	6.6
Schuyler	117	1.5	8.9	4.6
Other	63	2.8	33.5	10.1
Transfer	208	2.6	31.8	11.8
Occupational	455	2.2	22.8	8.6
Other	748	1.5	6.4	3.7
Prepare for Job	432	2.3	25.9	9.7
Improve Skills	116	1.4	6.1	3.7
Explore Courses	26	2.4	21.8	7.2
Transfer Work	198	2.3	28.11	10.9
Remedial	301	1.7	7.9	4.3
Personal/Self Dev.	315	1.4	3.3	2.2
Other	23	1.8	14.2	6.6

TABLE 5 PERFORMANCE OF STUDENT POPULATION

	N	TOTAL TERMS	TOTAL SCH	AVERAGE LOAD
Full-time Day Transfer	146	2.8	40.1	14.1
Full-time Day Occupational	197	3.1	61.1	13.1
Part-time Day Program	165	1.6	9.4	5.4
Part-time Evening Program	147	1.5	8.4	3.9
Non Program	748	1.5	6.4	3.7
TOTAL	1402	1.9	15.4	6.5

3 ENROLLED BY SEMESTER

	N	FALL 81	SPRING 82	SUMMER 82	FALL 82	SPRING 83
TOTAL	1,779	100.0	41.6	11.9	25.5	21.0
Male	928		43.5	14.0	31.1	27.7
Female	751		36.3	10.4	21.6	16.4
Under 20	631		56.5	16.9	34.5	30.5
Over 20	598		24.6	6.2	15.2	10.2
White	1,117		49.7	12.0	25.7	21.3
Non White	67		56.7	10.4	20.9	7.5
Fulton	630		46.3	13.2	30.3	26.7
McDonough	357		31.4	7.3	15.7	8.7
Mason	105		41.9	9.5	23.8	21.9
Schuyler	117		35.0	11.1	23.1	18.8
Other	70		61.4	28.6	38.6	35.7
Transfer	188		70.2	16.0	42.0	39.4
Occupational	347		60.5	24.5	36.6	33.1
Other	744		25.5	5.0	16.1	10.8
Prepare for Job	440		58.0	20.0	33.0	30.2
Improve Skills	84		15.5	1.2	15.5	8.3
Explore Courses	27		40.7	11.1	29.6	18.5
Transfer Work	248		62.1	15.7	38.7	34.3
Remedial	162		31.5	9.3	16.7	9.3
Personal/Self Dev.	294		13.9	1.7	11.9	7.8
Other	24		29.2	4.2	8.3	4.2
Full-time	445		77.5	27.0	46.3	42.7
Part-time	834	∇	22.4	3.8	14.4	9.5

TABLE 1 "RETENTION" OF COHORT

	N	"COMPLETERS"	STILL ATTENDING	FALL, 1981 ONLY
TOTAL	1259	14.9	21.0	51.4
Male	538	17.4	27.7	46.0
Female	721	11.5	16.4	55.3
Under 20	681	21.1	30.5	36.1
Over 20	578	5.7	10.7	63.9
White	1212	14.1	21.3	52.3
Non White	67	6.0	7.5	35.0
Fulton	630	17.9	26.7	46.8
McDonough	357	4.2	8.7	61.1
Mason	105	10.5	21.9	54.3
Schuyler	117	10.3	18.8	53.0
Other	70	38.6	35.7	37.1
Transfer	188	15.1	39.4	24.5
Occupational	347	39.2	33.1	32.6
Other	744	1.1	10.8	67.1
Prepare for Job	440	25.0	30.2	35.0
Improve Skills	84	17.9	8.3	73.8
Explore Courses	27	3.7	18.5	44.4
Transfer Work	248	16.9	34.3	32.3
Remedial	162	0.6	9.3	62.3
Personal/Self Dev.	294	2.7	7.8	79.3
Other	24	4.2	4.2	66.7
Full-time	445	32.4	42.7	18.0
Part-time	834	4.1	9.5	69.3

TABLE 2 "RETENTION" BY CURRICULUM

	N	"COMPLETED"		STILL ATTENDING		FALL, 1981 ONLY	
<u>AA Degree</u>							
Com. Eng.	1	0	0.0	1	100.0	1	100.0
Education	19	5	26.3	14	73.7	6	31.6
Fine Arts	12	1	8.3	11	91.7	11	91.7
Pre-Law	5	1	20.0	4	80.0	0	0.0
Soc. Sci.	5	2	40.0	3	60.0	3	60.0
Lib. Arts	29	3	10.3	26	89.7	4	13.8
Subtotal	79	12	15.2	67	84.8	25	31.1
<u>AS Degree</u>							
Agriculture	1	0	0.0	0	0.0	1	100.0
Biology	4	1	25.0	3	75.0	0	0.0
Business	26	10	38.5	16	61.5	15	57.7
Engineering	11	5	45.5	6	54.5	1	9.1
Math	3	2	66.7	1	33.3	0	0.0
Phys. Ed.	3	0	0.0	3	100.0	0	0.0
Pre-Vet.	1	1	100.0	0	0.0	0	0.0
Health Sci.	1	0	0.0	1	100.0	0	0.0
Gen. Sci.	20	4	20.0	16	80.0	4	20.0
Subtotal	100	22	22.0	78	78.0	21	21.0
<u>Assoc. Gen. Ed.</u>							
Subtotal	30	4	13.3	26	86.7	10	33.3
<u>Assoc. App. Sci.</u>							
Ag. Mgt. Tech.	6	2	33.3	4	66.7	0	0.0
Auto Mech.	15	7	46.7	8	53.3	4	26.7
Data Proc.	37	8	21.6	29	78.4	9	24.3
Farm Mach.	34	23	67.6	11	32.4	1	2.9
Mach. Design	6	1	16.7	5	83.3	2	33.3
Office/Sec.	61	2	3.3	59	96.7	29	47.5
Crim. Justice	11	1	9.1	10	90.9	3	27.3
Banking	3	0	0.0	3	100.0	0	0.0
Accounting	7	1	14.3	6	85.7	1	14.3
Subtotal	180	45	25.0	135	75.0	49	27.2

	N	%	PERCENT	N	%	PERCENT	EXCEL, 1991 ONLY
Other Enrollments							
Clerical	1	1	25.0	1	25.0		50.0
Clerk Support	1	1	4.0				66.7
Pr. Assistant	6	20	26.9	6	15		75.0
welding	6	21	50.0				66.6
Control System	1	1	0.0	1	0.0		50.0
Concrete Insty	6		15.2	6	11.1	13	27.9
Ind. Elect	1	1	2.0				10.0
Nurs. Assist	11	1	10.0			1	77.4
Auto Mech		6	71.4	6	13.4	10	33.3
Sub. Enroll	1		0.0	1	0.0		100.0
Unk. Enroll							0.0
Unskilled	16	1	11.1	1	11.1	6	66.7
Subtotal	178	60	62.0	69	21.2	65	37.1
General Studies							
Subtotal	318		100	11	3.2	247	77.0
Course Enrollees Only							
General Education	137	7	4.1	19	10.2	135	61.8
Occupational/Voc.	176	0	0.0	15	8.5	126	71.6
Subtotal	307	7	0.6	34	9.4	241	66.6
TOTALS	1278	17	13.0	269	21.0	658	51.4

ENROLLMENT BY PROGRAM AND LEVEL

	ENROLLMENT	COMPLETION	PERCENTAGE	PERCENTAGE ONLY
Full-time Business	137	12.1	8.7	1.7
Full-time Day Occupational	227	45.1	19.9	15.5
Part-time Day Program	100	10.4	10.3	69.6
Part-time Evening Program	40	6.7	16.7	60.4
Non-Program	753	1.1	10.1	67.1
TOTAL	1257	13.9	14.0	51.4

TABLE 1. COURSE ENROLLMENT

	ENROLLMENT	CREDIT HOURS	PERCENT	PER CREDIT HOUR
Total	1,144	1,144	100	1.00
Male	572	572	50	1.00
Female	572	572	50	1.00
White	1,034	1,034	90	1.00
Other	110	110	10	1.00
Black	10	10	1	1.00
Non-white	100	100	9	1.00
Full-time	445	445	39	2.9
Math/Comp	47	11.3	11.3	6.7
Mason	107	7.7	7.7	7.7
Schuyler	111	5.5	5.5	5.5
Other	180	10.3	10.3	10.3
Transfer	31	15.3	15.3	15.3
Occupational	347	11.2	11.2	11.2
Other	143	4.3	4.3	4.3
Prepare for Job	440	10.4	10.4	10.4
Improve Skills	84	4.1	4.1	4.1
Explore Courses	27	7.7	7.7	7.7
Transfer Work	248	11.2	11.2	11.2
Remedial	162	4.2	4.2	4.2
Personal/Self Dev.	293	2.6	2.6	2.6
Other	24	5.5	5.5	5.5
Full-time	445	14.1	14.1	14.1
Part-time	834	3.8	3.8	3.8

	2019	2020	2021	2022
Capital Expenditures	1,000,000	1,000,000	1,000,000	1,000,000
Full Time by Transfer	100,000	100,000	100,000	100,000
Full Time by Encumbrance	100,000	100,000	100,000	100,000
Part Time by Program	100,000	100,000	100,000	100,000
Part Time by Other Program	100,000	100,000	100,000	100,000
Non Program	100,000	100,000	100,000	100,000
Total	1,000,000	1,000,000	1,000,000	1,000,000

1993-1994

1994-1995

Market prices of
received at the

SPOON RIVER COLLEGE

Transfer Follow-Up Summary

<u>Characteristics</u>	<u>Non-Transfers</u>	<u>Transfers</u>	<u>Total</u>
% Male	52% (21)	47% (54)	49% (75)
% Under 25	60% (24)	76% (86)	71% (110)
% AA Degree	68% (27)	40% (46)	47% (73)
% AS Degree	17% (7)	53% (61)	44% (68)
% GPA 3.0 or Above	67.5% (27)	69% (79)	69% (106)
<u>Mean Ratings</u>			
Course Offerings	3.0	3.0	3.0
Instructors	3.5	3.2	3.3
Grading System	3.3	3.2	3.2
Acad. Advising	2.8	2.4	2.5
Extracurricular	3.0	3.0	3.0
Overall SRC	3.3	3.1	3.2
TOTAL	100% (40)	100% (114)	100% (154)
<u>Academic Advising</u>			
% Fair or Poor Rating	38% (15)	57% (65)	52% (80)
% GPA 3.0 or Above	28% (11)	41% (47)	38% (58)
% AS Degree	5% (2)	32% (36)	25% (38)
% AA Degree	28% (11)	21% (24)	23% (35)

FOLLOW-UP STUDY
ARTS AND SCIENCES EDUCATION
SPOON RIVER COLLEGE

PART I: Please respond to the following items by filling in the blank or circling the letter which precedes your answer.

1. What is your sex?
 - A. Male
 - B. Female

2. What is your age? _____

3. Which of the following best describes your current employment status?
 - A. Full-time
 - B. Part-time
 - C. Unemployed and looking for work
 - D. Unemployed and not looking for work

4. If currently employed, what is your job title? _____

5. When you attended SRC, what was your major? _____

6. What type of degree did you receive at SRC?
 - A. Associate in Arts
 - B. Associate in Science
 - C. Associate in General Education

7. In what month and year did you receive your degree from SRC?

8. What was your approximate grade point average at SRC?
 - A. 3.5 - 4.0
 - B. 3.0 - 3.4
 - C. 2.5 - 2.9
 - D. 2.0 - 2.4

9. Please rate the following aspects of Spoon River College by circling the appropriate number:

	Excellent	Good	Fair	Poor
A. Extent of course offerings	4	3	2	1
B. Instructors	4	3	2	1
C. Grading system	4	3	2	1
D. Academic advising	4	3	2	1
E. Extracurricular activities	4	3	2	1
F. Overall rating of SRC	4	3	2	1

10. Which of the following best describes your current situation?
- A. Currently enrolled at a four-year institution (skip to PART II)
 - B. Completed degree at a four-year institution (skip to PART II)
 - C. Attended a four-year institution but did not complete a degree
 - D. Did not attend a four-year institution
11. If you did not attend or complete a degree at a **four-year** college or university, what was the chief reason you did not **continue** your education? (Please select one answer only.)
- A. Felt education was **adequate** for future needs
 - B. Obtained **full-time** employment
 - C. Got married
 - D. No longer had **an interest** in college
 - E. Could not afford **the costs**
 - F. Entered **military service**
 - G. Other (please specify) _____

If you did not attend a four-year college or university, this completes the questionnaire. Thank you!

PART II

1. Please identify the college or university you attended **after** graduation from SRC. _____
2. When did you enter this college?
 - A. Immediately **after** leaving Spoon River College
 - B. One semester later
 - C. One year later
 - D. More than one **year** after leaving Spoon River College
3. Upon entering **this** college, how many Spoon River College credit hours were accepted?
 - A. 60 or more
 - B. 50-59
 - C. 40-49
 - D. 30-39
 - E. Less than 30
4. Upon entering **this** college, how many Spoon River College credit hours were not accepted?
 - A. None
 - B. 2-5
 - C. 6-10
 - D. 11-15

5. Please circle all reasons why credits were not accepted. (If all credits were accepted, do not answer this question.)
- A. The grade was too low
 - B. The course did not carry transfer credit
 - C. I changed curriculums and the lost credits no longer applied
 - D. The new college did not consider it as college level
 - E. Other (please specify)
6. In the space provided, insert the letter of the response which represents the main reason why credits were not accepted. (If all credits were accepted, do not answer this question.)
7. What is your approximate grade point average at your present college? (on a 4.0 scale)
- A. 3.5 - 4.0
 - B. 3.0 - 3.4
 - C. 2.5 - 2.9
 - D. 2.0 - 2.4
 - E. Below 2.0
8. What could we have done at Spoon River College to have made your transfer to a four-year college less difficult? (Please select one answer only.)
- A. Provided better advising about requirements at the four-year college
 - B. Made the work at SRC more difficult
 - C. Required more responsibility for learning on the part of students
 - D. Provided needed courses in spite of low enrollment
 - E. Other (please specify) _____
9. Overall, what is your rating of the preparation you received at SRC for course work at a four-year college?
- A. Excellent
 - B. Good
 - C. Fair
 - D. Poor

Thank you!

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