

AN ABSTRACT OF THE THESIS OF

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COLLEGE BLACK STUDENTS

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Abstract approved: \_\_\_\_\_  
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The purpose of this study was to analyze and describe the opinions and characteristics of black students enrolled in Portland Community College.

Data were obtained through a random sampling of two groups of subjects who were invited to participate in the study as follows: (1) Black subjects were 109 students who had completed their registration for the 1970 fall term, of whom 64 were males and 45 females. (2) White subjects were 50 students (33 males, 17 females) who were already attending classes at Portland Community College for the 1970 fall term. The data obtained from white subjects were used for comparative purposes to facilitate interpretation of that provided by black subjects.

The subjects completed the Culture Fair Supplementary Form (1966) of the ACE Student Information Form (SIF) at Portland Community College during the 1970 fall term. The basic areas covered by the Student Information Form are as

follows: (1) biographical and demographic information (2) educational and vocational aspirations (3) secondary school achievements (4) self-rating of traits and abilities (5) students' appraisal of college atmosphere (6) students' appraisal of guidance received, and (7) students' opinions of moral and sociological issues.

To generate the significant differences between the response percentages of subjects, the following comparisons were made: (1) the response percentages of black males with white males (2) the response percentages of black females with white females.

Statistical analyses were made by utilizing the t-test of differences between two percents, and simple Chi-square to test differences between the subjects' dichotomous responses and the subgroups. All differences were tested at the .05 level of significance.

From the findings of this study, the following conclusions were drawn:

1. That black and white subjects differ, statistically, far less in their academic characteristics than in their psychological and sociological ones, as determined by self-report data.

2. That black students at Portland Community College, on the average, come from a significantly different and lower socio-economic background than do whites, as determined by self-report parental data.

3. That Portland Community College black students' opinions of themselves and general College environment are significantly different and less positive than are the opinions of their white peers.

4. That black students' negativistic attitude toward themselves and their present milieu is related to their lower socio-economic background and to their prior cultural experiences.

5. That black students' perception of the counselor and his counseling role determines whether they will make self-referrals for his professional service.

6. That despite the black students' negativistic orientation, they have certain attributes, such as athletic ability, drive to achieve, and desire for social or economic mobility, that can be utilized by educators in guiding them in actualizing their academic and non-academic potentials.

OPINIONS AND CHARACTERISTICS OF PORTLAND  
COMMUNITY COLLEGE BLACK STUDENTS

by

Lawson Gregg Bonaparte

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OPINIONS AND CHARACTERISTICS OF PORTLAND  
COMMUNITY COLLEGE BLACK STUDENTS

CHAPTER I  
INTRODUCTION

Two-year colleges, which are increasingly being referred to as "community colleges," are the fastest growing segment of education in the United States. Although the first junior college was organized in 1901, it is only in the last few years that the number of students enrolled has been adequate to have an impact upon our educational system. Numerically, more than one out of every three students who entered college for the first time during the fall of 1969 enrolled in a two-year college (Wilson, 1970, p. 267).

The popularity of the two-year college has been continually observed by several earlier scholars of the junior college movement. For example, Brand (1929) wrote in his master's thesis: "Probably no educational institution, at least in the United States, has had such a phenomenal development as the junior college" (1929, p. i). The same thought was expressed by Hale (1932) in his initial dissertation on the junior college student in America when he wrote: "The rapid growth of the junior college movement in America within recent years has been stupendous and is almost unprecedented in the annals of American education"

(1932, p. 3). Greenleaf (1935) stated that: "... of still greater importance than the rapid growth in number of these institutions is the fact that they seriously affect the present organization of secondary and higher education" (1935, p. 3).

According to Greenleaf (1935), the late Dean Lange of the University of California was among the first to raise some broad and provocative questions in regard to the rapidity of the junior college movement. He asked: "Shall certain colleges have their heads cut off, and if so, by whom? Shall the American four-year high school be stretched, and if so, how?" Continuing, Dean Lange conjectured: "The junior college is in the experimental stage. We do not know what it should be, because we do not know exactly what it is" (1935, p. 3).

Writing in the American Junior College Journal, Thurston (1962) epitomized the rapid growth of the junior college by comparing it with the legend which depicts Alice's loss of identity in Wonderland because of her enormous growth. Said Thurston: "Perhaps, like Alice, our rapid growth as junior colleges has set us wondering who we are, and a closer look at our students will help us to see ourselves more clearly" (1962, p. 334).

Portland Community College, which emerged as a part of the Portland Public School System, and later was designated a public community college in 1961, has found

relevant and innovative answers to the questions raised by Dean Lange earlier in the century. Portland Community College has not, however, escaped the rapid growth mentioned continually by scholars of the junior college movement.

In light of the above, an increased number of black students from the Albina District of Portland have enrolled in Portland Community College. According to nationally-based research findings, it is assumed that many of these black students who are being admitted to Portland Community College are deficient in language and basic academic skills. McConnel (1965) underscores this when he states:

Community colleges, therefore, have assumed the enormously difficult task of educating highly diversified student bodies. Research provides some notion of the wide range of students' scholastic ability, motivation, aspiration, and cultural background with which comprehensive community colleges have to cope. It is obvious that these institutions must provide highly differentiated educational programs. It should be clear that if students are to choose wisely among different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiencies and their potentialities, and in rationalizing their aspirations (1965, p. ii).

It is in the community colleges described by McConnel that black students are best able to make a complete or partial inventory of their opinions and characteristics, to determine their ability to learn, and to acquire genuine interest in classroom and laboratory or work-study programs. It is in this type of uninhibiting setting that

these students may establish their self-definition.

Therefore, the investigator has further conjectured that black students are more likely to accomplish the above goal efficiently to the extent that the community college accepts self-definition as one of its most important goals. By the use of such a targeted-goal approach, adequate guidance and counseling services are more likely to be planned and staffed with competent personnel necessary for giving black students authentic and necessary assistance. It is, then, with these assumptions that this challenging and important study was undertaken.

#### Statement of the Problem

Extensive research findings are indicative of the vast number of problems which are being encountered in attempting to educate and equalize educational opportunities for the culturally disadvantaged and minorities. It is widely known and accepted by scholars that America cannot equalize educational opportunities by simply resorting to the traditional paths, namely, making educational opportunities available and providing financial aid. There are many additional variables. Some of these variables are the opinions that black students have of themselves and the college, attitudes of parents concerning college, occupation of parents, educational level of parents, cultural background, and other socio-economic characteristics

(Medeker, 1965-1969). Initial observation and surface opinion based on research findings in the eastern region of the United States indicate that black youth enrolled in urban community colleges are likely to be low achievers because of some or all of the variables mentioned above.

Guidance is one of the earliest accepted functions of the community college (Hitch, 1934). This suggests that properly organized guidance services and competent guidance counselors can accelerate black students in fulfilling their academic and vocational commitment. To accomplish this task, however, guidance personnel must know more about the black community college student than has been traditionally known. This study will make available the kind of information that is needed by today's community college guidance personnel.

#### Purpose of the Study

The purpose of the study is:

1. To determine, describe, and analyze the opinions and characteristics of black students enrolled in Portland Community College that might prompt them to withdraw from college, or to move unflinchingly toward their educational and vocational goals.

2. To formulate some possible guidelines based upon implications of the study which might provide further insight into the problems of black students, for those who



must plan for and counsel these students.

### Scope of the Study

This study is concerned with Portland Community College, Portland, Oregon. A random sample from which the data are to be analyzed and described comprised 87.4 percent of the 130 black students who enrolled for the 1970 Fall Quarter during the six-day registration period, September 18, 21 to 25 respectively. By eliminating those sixteen black students who were invited to participate in the study by completing copies of the Student Information Forms, but refused, the subjects included in the study might well be considered a population rather than a sample. Except for that part of the Student Information Form which raised questions relative to students' high school guidance and college counseling experience, the study was concerned with the current situation.

### Probable Use of the Study

Since guidance and counseling are highly contingent upon information concerning students to be counseled, a study of this kind should be of special use to community college counselors, but cannot be totally ignored by administrators, faculty members, counselor and community college teachers, and college officials of the Portland Community College. It may even indicate a need for

reorganization and reorientation of guidance services and curricula for all inner city community colleges that enroll black or other minority students throughout the State of Oregon and the remainder of the Northwest.

### The Problem Restated

The problem was restated in the form of several questions. The essential questions to be answered were:

1. What are the opinions of black students enrolled at Portland Community College in regard to themselves and the College?
2. What are the characteristics of black students enrolled at Portland Community College in terms of the following:
  - a. Socio-economic background?
  - b. Occupational and educational aspirations?
  - c. Appraisal of the guidance and counseling received?
  - d. Self-evaluation of traits and abilities?
  - e. Evaluation of the college climate and atmosphere?
  - f. Reasons for and factors influencing college attendance?

### Definition of Terms

To facilitate clarity and consistency, the following definitions apply wherever the terms appear in this study.

1. Black or Negro student: Any student who has voluntarily identified himself as black or Negro on the Student Information Form.
2. Culturally deprived, culturally different, or disadvantaged: The black student whose cultural experiences have been deficient as measured by the cultural experiences of his white counterparts.
3. Disadvantaged: Any black student who is deficient in language skills or has learning disabilities.
4. Guidance or personnel services: Counselors, programs, and facilities available to students to assist them in learning more about themselves and in making educational and vocational decisions.
5. Inventory technique: Refers to the application of a check list to measurement which requests the respondent to indicate those items which apply to him (Fox, 1969).
6. Opinions: A student's personal "impression formation" or tendencies to react positively or negatively toward attitude objects, such as classroom climate, other persons, and campus atmosphere.

7. Self-concept: A system of beliefs which a person holds about himself.
8. The two-year college: This concept, used interchangeably with the concepts "junior college" and "community college," refers to any institution which offers two years of college level instruction and has at least five programs, namely, transfer, occupational education, general education, guidance, and community services.

### Background of the Study

#### City of Portland

Portland, the largest city in Oregon and the second largest in the Pacific Northwest, is a mushrooming metropolis sprawling over both banks of the Willamette River at its confluence with the Columbia River. Portland lies 100 miles inland from the Pacific Ocean and is the largest fresh water port on the Pacific Coast. It is unique in that it is the county seat of the smallest county in the State, Multnomah, but yet is comprised of nearly one-third of the state's population. Urban expansion has gone in every direction, that west of the Willamette River trailing because of a series of heights, named the West Hills, which rise nearly 1,100 feet above the central city. The Willamette River divides the city into two sections, but

four-fifths of the metropolis extends east and north of the river. Nine bridges span the river, which enable more than 100,000 automobiles to enter Portland's downtown area daily (Long Range Plans, p. 20).

Trade, forest resources, and crops of the Willamette Valley stimulated rapid growth of the city during an earlier period. Another spurt in its growth was stimulated by the coming of the railroad which finally connected the city with the eastern United States, and later with San Francisco in 1887. In the first decade of the twentieth century, the population increased from 90,426 to 207,314. The increase which resulted from the Alaskan gold rush and the influx of visitors who remained after the Lewis and Clark Centennial Exposition in 1905 is not to be ignored. In the main, however, the city's phenomenal growth stemmed from the development of business and industry along the Columbia-Willamette waterways.

The depression of the thirties decreased the growth of the city's population, but the forties and the war years stimulated its growth at an unprecedented rate. During World War II, Portland became a cosmopolitan city, comprising both Oriental and Negro residential areas in distinct sections in or near the city.

### Blacks in Portland

In order to gain some insight into the condition of

the blacks in Portland, and to further delineate the problem for this study, the investigator deems it fitting to set forth a brief historical sketch of the origin of blacks in Portland. Hill (1968), Director of Portland Urban League, writes:

The Negro has been in the Portland area for more than seventy-five years (in 1950). The United States census of 1870 records 346 Negroes in Oregon, the 1890 U. S. census reports 1,886 .... During this period there was movement of Negroes from the rural districts and small towns to the urban centers. In this shifting process, Portland, the largest city in Oregon, attracted the largest number. The specific factors in this growth of the Negro population in Portland may be summarized as follows:

1. Portland became a railroad and shipping terminal. Hence porters, dining car waiters, and ship attendants were recruited and took up residence there.
2. Negroes who formed a section of the "underworld" were allowed to flourish without interference ... consequently their number increased rapidly.
3. Approximately seventy-five Negroes were brought from South Carolina and Georgia to Portland at one time by the manager of the Portland Hotel. Most of them sent for their families and took up permanent residence in the city.

According to Hill, the Negro population increased for the twenty-year period between 1870 and 1890. On the other hand, for the next fifty years, for some indescribable reason, the Negro population remained almost constant, when measured by the normal birth rate. This fact is verified by the United States census records for 1940 which indicated that there were 1,937 Negroes in Portland

(1968, p. 1-2).

According to several historical sketches of the Negro in Portland, there was very little change in the Negro population between 1890 and 1942. However, in 1942 came the great industrial migration. That is, war workers were being recruited for the shipyard industry in the Portland area. The Negro population increased to 25,000 by 1944. Even though the Negro population had increased rapidly for the two-year period 1942-1944, it dropped sharply following the close of shipyards at the end of World War II. By 1946 the Negro population had decreased to 9,500 (1968, p. 3).

By 1955 Negroes were living in 60 of the 63 census districts comprising the City of Portland. These areas are designated in Figure 1. During this same period, the majority of the Negro population was living in the area bounded by northeast Holladay, north Holladay, north and northeast Russell, northeast Union Avenue, and the Willamette River (Portland City Club Bulletin, 1955). An explanation given in the Portland City Club Bulletin stated:

This concentration has largely been brought about by an unwritten code of real estate interests governing the sale of property to Negroes only in the geographical area described above. Also, it was because of its close proximity to downtown Portland, Union Station, the railroad shops and shipyards making easy transportation to centers of Negro employment (1955, p. 57).

According to the map, Figure 1, there is a second

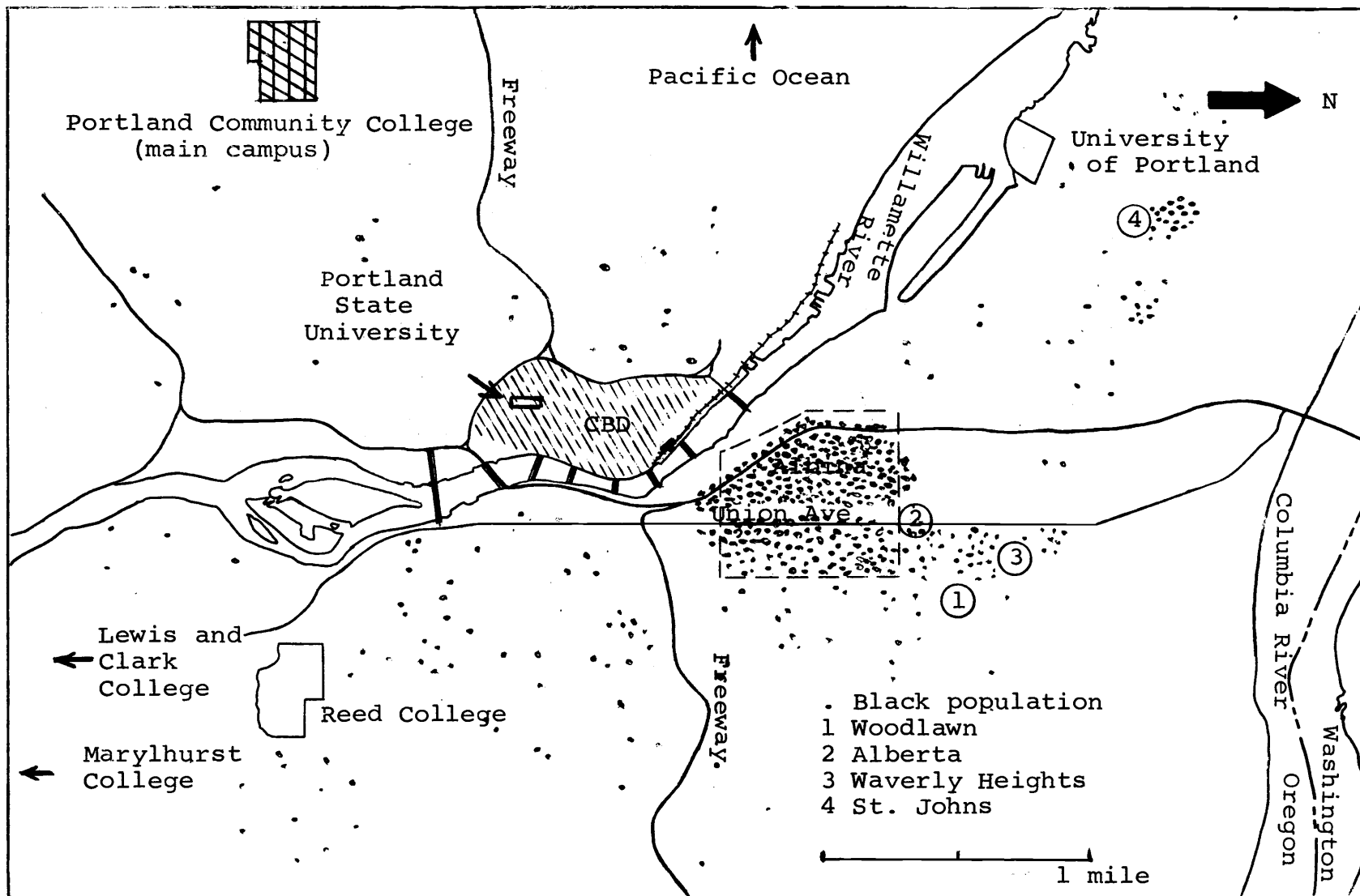


Figure 1. Areas of black population, Portland, Oregon.



concentration of Negro population in the Woodlawn, Alberta, and Waverly Heights districts. The investigator's visit to this area indicated that the Negroes who live there are permanently employed and live in well-kept single family dwellings.

Listed in Figure 2 are the states from which the black families in Portland migrated between 1942 and 1944. An examination of the table indicates that the majority (79 percent) of the black families migrated from the southeastern and southwestern states.

Name of State	Freq.	Percent	Name of State	Freq.	Percent
Texas	242	16.00	Indiana	8	1.00
Arkansas	231	15.00	Michigan	7	0.46
Oklahoma	129	8.00	Ohio	7	0.46
Missouri	108	7.00	Minnesota	6	0.39
Louisiana	104	7.00	Utah	6	0.39
Alabama	103	7.00	North Carolina	5	0.33
Illinois	101	7.00	Pennsylvania	5	0.33
Mississippi	70	5.00	West Virginia	5	0.33
California	62	4.00	Montana	4	0.27
New York	47	3.00	Idaho	3	0.20
Washington	45	3.00	Wisconsin	3	0.20
Nevada	40	3.00	South Carolina	2	0.14
Dist. of Col.	35	2.00	Virginia	2	0.14
Colorado	20	1.00	Florida	1	0.12
Oregon	19	1.00	Kentucky	1	0.12
Kansas	18	1.00	Maryland	1	0.12
Tennessee	17	1.00	Massachusetts	1	0.12
Iowa	15	1.00	New Jersey	1	0.12
Arizona	13	1.00	North Dakota	1	0.12
Nebraska	13	1.00	South Dakota	1	0.12
Georgia	11	1.00	Wyoming	1	0.12
New Mexico	9	1.00			

N = 1,525 families. Decimals rounded to nearest whole numbers or nearest hundredths.

Source: Portland City Club Bulletin, Portland, Oregon, vol. 26, no. 12, p. 56-57, July 20, 1945.

Figure 2. Frequency distribution of black families in the City of Portland from different states as reported in 1945.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

Numerous studies have been made and reported in the area of student opinions and characteristics. Such studies vary from the evaluation of the place of the two-year college in the American educational system to the influence of student opinion and characteristics upon the function of the institution. This review of literature will be concerned with the following areas:

1. Selected earlier and recent studies on the opinions and characteristics of junior college students in general. The present study is concerned with the opinions and characteristics of black students enrolled in Portland Community College; however, because black students have not been enrolled in two-year colleges in large numbers until recently, it would be useful to begin this study with the earliest observations and ideas pertaining to all two-year college students.

2. Selected studies on black community college students. Most previous studies have dealt with generalities. This study is concerned with the opinions and characteristics of black students enrolled in a particular community college. Therefore, studies on the opinions and characteristics of black community college students have been reviewed.

3. Selected investigations related to black community college students' special need of guidance. This area was chosen because it is important to link present knowledge with that of the past concerning black students, beginning with earlier studies and observations and ending with current viewpoints and assumptions of scholars concerning black students from the inner city.

4. A summary of the literature and investigations as they relate to the present study.

#### Opinions and Characteristics of Junior College Students

According to Eells and Brand, Wellemeyer (1926) completed the first questionnaire study in America on the opinions and characteristics of junior college students (1932, p. 17). The purpose of that study was to make an inquiry of the characteristics and attitudes of students enrolled in the junior colleges of Kansas. A questionnaire consisting of thirty-four questions was distributed to all students enrolled in eight public junior colleges of the State. The sample comprised 161 sophomores, 305 freshmen, and eight special students. Of the students comprising the sample, 255 were females and 214 were males.

The findings indicated that the three most dominant reasons listed by the students for attending a junior college were (1) to save money (2) to better self and (3)

wanted at home. The foregoing reasons were reported equally as often by males and females. Also, 47.3 percent of the respondents indicated that they would have gone to college elsewhere if the public junior colleges had not been available. The majority of the students (309) indicated that there are no disadvantages in attending a junior college.

Wellemeyer concluded that (1) the students were earnest young people who expected to pursue a two-year junior college course and graduate (2) junior college students have definite reasons for preferring to attend a junior college (3) a large number of young people in Kansas could not attend college if it were not for the public junior college (4) the advantages of attending a junior college far outnumber the disadvantages.

Wellemeyer (1937) made another questionnaire study ten years after his 1927 investigation. The purpose of his second study was to determine the extent to which student opinion influenced the major functions of the junior college, and to point out the present (1937) picture of Kansas public junior colleges as interpreted by the students attending. A questionnaire comprised of thirty-three questions was distributed to all students enrolled in Kansas public junior colleges in April, 1936. The author suggested that even though the questionnaire was distributed during an unfavorable time of the academic year, 1,777

students responded, slightly more than 50 percent of all students enrolled.

The findings indicated that (1) males outnumbered the females by ten percent, while in the 1927 study the sexes were about equally divided (2) the junior college students ranged in age from 16 to 51, with a modal age of 19 (3) 46.5 percent of the students were employed (4) nearly 60 percent of the students saw no disadvantages in not attending a four-year college (5) after eliminating the one most important advantage listed -- "to save money" -- 60 percent of the students listed positive advantages for attending a junior college.

Wellemeyer concluded (1) that most of the students were favorable toward the junior colleges of Kansas (2) that the holding power of the junior colleges had improved over the ten-year period 1927-1937, as measured by the large percentage of sophomores (3) that the large preference given by the junior college students for professional vocations demonstrated a possible weakness of the colleges in failing to meet vital needs of guidance (4) that student opinions and criticisms need further testing to establish a final reliability and validity.

Three weaknesses or limitations of Wellemeyer's studies were as follows: 1. His sampling method is not clearly explained. 2. His questionnaires of 34 and 33 items appear to be inadequate to elicit non-biased student

opinions. 3. His statistical methods seem to lack definitive and descriptive accuracy.

Despite the three weaknesses outlined above, both of Wellemeier's studies are useful in helping to design and conceptualize the present study and in interpreting many of the items listed on the Inventory Form. Also, they were most suggestive in regard to the significance of administering the Inventory Form early in the academic year.

Chandler (1928) made a questionnaire study of the junior college students of Iowa to determine the variables which were influencing high school graduates of Iowa to enroll in its junior colleges. Questionnaires were distributed to each student enrolled in the junior colleges and University of Iowa. The study indicated (1) that the mean age of junior college freshmen was 18 years 7.19 months, while the mean age of students enrolled in the University was 19 years 4.32 months (2) that white students in Iowa were more likely to attend a junior college than were black or other minority students (3) that males and females were attending junior college at the same rate, 50 percent in each case (4) that exactly 68 percent of the freshmen indicated that they were attending junior college to save money, and at least 48 percent held outside jobs (5) that 77 percent of the respondents indicated they probably would be attending college elsewhere if no junior college existed in the community (6) that there was no

significant difference between the composite intelligence scores of the junior college and University freshmen.

Chandler concluded as follows: (1) that mean age was the only apparent difference between junior college and university freshmen in Iowa (2) that the popularizing effect of the junior college in Iowa was very great, and (3) that the junior colleges of Iowa were enticing a class of students who were adequately prepared to go on with college work as measured by the slightly higher composite test scores of Iowa junior college freshmen compared with University freshmen.

Chandler's sampling methods were systematic and his samples totally representative of the junior college and University students of Iowa. His interpretations and statistical methods were sound in terms of today's standards. Therefore, Chandler's study is useful in planning the descriptive and statistical analysis of the present study. Also, the companion nature of the former study increases its similarity to that of the present study.

Brand (1929) conducted a single-page questionnaire study of student opinion in California junior colleges. His findings are in agreement with the findings of the studies reported by Wellemeier (1927 and 1937) and Chandler (1928).

Brand concluded that (1) the junior college in California was making it possible for 81 percent of its



students to live at home while securing the first two years of college education (2) the majority, 80 percent, expect to remain in junior college for the full two years and graduate (3) 90 percent of the students expect to continue their education beyond that of junior college, and (4) 93 percent of the students were of the opinion that the instruction they received in the junior college was superior to that of secondary schools.

Brand's study indicated the high caliber of the students who attend California junior colleges. Data collected by use of a single-page questionnaire is too inadequate to be taken seriously; however, it is highly suggestive. If the author had presented a frequency table comparing the junior college students and match-paired sample of four-year college or university students, the validity of the study would have been increased. The study differs from the present study in that it does not mention the ethnic groups included in the sample. Brand's study is also helpful in designing the present study despite the limitations mentioned above.

Eells and Brand (1930) made another questionnaire study to determine the opinions of students enrolled in California in regard to significant aspects of the junior colleges in which they were a part. The sample consisted of 28 junior colleges and 3,058 students. Stratification among the sample population was not unlike that found by

Brand (1929) in his earlier study.

The findings of the Eells-Brand study correspond with and support those of the above studies. In addition, they observed that an increasing number of junior college students indicated that they would be in college elsewhere, if there were no college in their immediate vicinity.

Eells and Brand concluded that (1) the students' composite opinions of the junior colleges in California have their limitations (2) the opinions expressed by students might, in many cases, be immaturely biased (3) one cannot expect senior or graduate wisdom at the freshman and sophomore level (4) student opinion is likely to have an important influence upon parents and their high school peers, and (5) on the whole, the opinions expressed by the students were highly favorable toward the junior colleges in California, but not blindly nor unconditionally so.

The Eells-Brand study showed improvement in their research methods used, as measured by each of the studies reviewed above with the exception of Chandler's. However, there were some limitations of the study. First, the study was limited solely to discrete opinions. Second, the students' affective attributes and self-concepts were not assessed. And it is this second limitation which makes the main difference between their study and the present one. This study is helpful in planning the present study because of its sound sampling methods and definitive presentation

of the findings.

Hale (1932) attempted to evaluate the success of the junior college in performing its preparatory function by making a questionnaire study of the opinions of junior college graduates throughout America. The findings of the study suggested that 58.5 percent of the junior college graduates indicated that if they were given absolute freedom of choice and opportunity to repeat the first two years of college, they would attend a junior college again.

Hale concluded that in light of the opinions of the junior college graduates and their success in higher institutions and vocations, the junior college was performing its preparatory function in a relatively satisfactory manner.

Although Hale's study is unique and nationally based, its sampling methods are not clearly stated and its statistical analysis is not sound. Therefore, its findings were not used in planning the present study.

Pace (1960) has been eminently associated with the development of a valid and reliable instrument, the "College Characteristics Index" (CCI), that can be used in measuring campus climate, culture, and atmosphere. After testing 100 colleges by use of the CCI, Pace reported that he was able to classify both environmental pressures and the characteristic ways in which the student struggles to structure the environment for himself.

Pace's report has been helpful in this study, both in the selection of items to be used in identifying the subjects' perception of their environment and in interpreting their responses to these items.

Thurston (1962) and associates of Montgomery Junior College studied the accumulated data on its students which were supplemented by a student and community survey using a comprehensive questionnaire. The purpose of the study was to determine whether Montgomery Junior College students were homogenous or heterogenous in their academic and non-academic characteristics.

The findings of the study indicated that (1) Montgomery's students entered college for practical reasons, such as to prepare for a special vocation (2) slightly more than half of the students saw themselves as not being fully prepared for college courses (3) over half of the students were 22 years of age or older (4) males outnumbered females seven to one (5) 20 percent of the students had attended another college with unsatisfactory results (6) about half of the students worked 30 or more hours a week, and (7) the assumption that junior college students could not learn academic material was not supported by the data.

Thurston and associates concluded that Montgomery's junior college students differed in two ways from senior college ones. These are (1) junior college students live at home and this practice enables high school and parental

values to continue, decreasing the impact of the college experience (2) Montgomery's students were extremely heterogeneous in terms of age, ability, past academic performance and specific performance. Concluding further they stated:

Another area ... concerns the personality characteristics of students. We need to know more about how our students see themselves ... if we can structure the environment of our institutions so that we utilize the assets which are inherent in our heterogeneity, we will increase the impact on our students (1962, p. 338-339).

Even though Thurston's study was not based upon a randomized sample and no mention is made in regard to the sample population representativeness, it approaches the affective level. Therefore, many of its concepts are helpful in delineating the present study. Also, since the study is limited to a single institution, it is related to the present investigation.

Panos and Astin (1967) reported their findings based on data collected in the fall of 1965 from a sample of 42,061 entering college freshmen in 61 accredited higher institutions. The data were collected by the American Council on Education as part of a pilot study designed to evaluate the feasibility of establishing a data bank for higher education research. Fifty-five percent of the sample population were men and 45 percent were women. The study is strengthened by the fact that the above percentages did not differ widely from those reported by the

United States Office of Education in its directory, Opening Fall College Enrollment, 1965.

The findings indicated that (1) continuing higher education provided by junior colleges is reflected in their relatively larger percentage of older students of both sexes (2) the modal, 26.4 percent, of estimated family income was in the \$10,000-14,999 range (3) more than 92 percent of the students reported their racial background as Caucasian, three percent indicated Negro, 0.6 percent American Indian, six percent Oriental, and 3.5 percent "other" (4) more than 56 percent of the class of 1969 planned to obtain a higher degree (5) more than 50 percent of the students rated themselves above average on four items, namely, understanding of others, academic ability, drive to achieve, and cheerfulness.

The investigators' conclusion involved the question: How much confidence should a researcher place in student self-report information? To answer the question, they checked a randomized sample of the respondents' college records. The results indicated there was a positive correlation of .96 between the information reported by the students and the findings of their records.

The Panos-Astin report is a descriptive model in every way, and the sampling and statistical methods are systematic and sound. Therefore, it has been used widely in conceptualizing and planning the present study.

Cross (1968) made a comprehensive study to determine if more could be learned about characteristics of the junior college student by analyzing and describing all available pertinent research data throughout America. Cross's guiding premise throughout her study was that "too little was known concerning the uniqueness of today's diversified junior college student." In search of an answer, Cross and her associates attempted to review the findings of all research on the junior college student that had a broad geographical base and was completed between 1960 and 1967. Her findings, however, are based on studies completed in 1966 and 1967.

Cross concluded that (1) junior college students resemble their high school graduate-peers who do not continue their education more than they resemble four-year college students (2) test scores of junior college students are generally lower than those of four-year college students (3) traditional tests do not seem to be valid measures of the abilities of the junior college student (4) there are many older junior college students for whom traditional tests are inadequate measures (5) socio-economic background of the junior college student indicates that parental attitudes and educational level exert a direct influence on him (6) administrators should be more aware of parental influence and impact in planning for the junior college student (7) parental attitudes as perceived by students are an

important variable in understanding junior college students' motivation for college.

Cross's study seems to be systematic in its approach and her statistical analysis has been depicted by many scholars as the classical model of descriptive statistics of this decade. It focuses largely on the effective attributes of the junior college student instead of his discrete ones like most studies. Therefore, except for its scope, her study is similar to the present study. However, Cross did not find sufficient data on black junior college students to justify a special tabulation. She does remind us that even less is known about black junior college students than white ones.

Cohen and Brawer (1969) designed a study to determine whether junior college freshmen demonstrated heterogeneity or homogeneity in their personal traits. Their sample consisted of 259 students enrolled for the first semester in a California junior college. The two personality measures administered were the Adaptive-Flexibility Inventory, to measure the degree of ego strength, and the Omnibus Personality Inventory, to assess certain characteristics on normal ego functioning and intellectual activity.

The findings indicated that homogeneity was found on the measure of Adaptive-Flexibility. However, the subjects scored more in the middle range of the scale than most normally functioning adults. On the Omnibus Personality



Inventory, the pattern of response showed a high degree of impulse expression and low cognitive orientation.

Cohen and Brawer concluded that (1) the kinds of data obtained from their investigation did not suggest the quality of heterogeneity usually ascribed to junior college students (2) further research should be conducted to determine the degree of homogeneity or heterogeneity, and its accompanying variables (3) if the homogeneity found in their study is substantiated in future studies, it would show that junior colleges do not attract extremes but rather a large number of students from a fairly homogeneous population.

That the Cohen-Brawer study focused on noncognitive characteristics is easily recognized. Therefore, the findings and conclusions of this study shed light on that section of the present study which focuses on the personal traits of black students.

Ellish (1969) studied the effect of junior college student attitude toward the college he attends and his performance at that institution. Two attitudinal scales were constructed on the basis of L. L. Thurston's "equally-appearing intervals." One scale was to determine the student's attitude toward the junior college and the other was to determine the student's attitude toward the four-year college. The two attitude scales were administered to 1,450 high school seniors late in the spring semester of

the 1965-1966 school year. Academic grade reports were obtained on 456 of the students who completed the attitude scale and had later earned twelve or more units in a California higher institution. The match-paired process was used to select two groups of students for further investigation; one group consisted of 75 students who had enrolled in a junior college in the fall of 1966; the other group consisted of 75 students who had enrolled in a four-year institution. The students were matched by sex, high school grade-point average, formal test results, and father's occupation.

Ellish concluded that there is a definite correlation between the attitude a student has toward his college and his performance at that institution; and that students enter junior colleges with less favorable attitude than comparable four-year college students.

The excellent sampling technique used in the Ellish study and its "match-paired" approach makes it helpful in interpreting that section of the present study which deals with college atmosphere and college preference.

Richards and Braskamp (1969) made an empirical study of 102 two-year colleges to determine the characteristics of their students, and the influence of the different types of two-year colleges on the kind of students they attract. They concluded that (1) two-year colleges generally attract pragmatic students seeking vocational training

(2) two-year colleges do not attract intellectually talented students who plan to pursue a traditional degree and participate in a wide variety of activities in college (3) two-year college students are likely to be the first in their family to attend college who are seeking social mobility, and (4) students in large two-year colleges have a wide range of academic potential and fewer non-academic accomplishments than do students in other two-year colleges, and are less likely to have received professional advice in choosing a college, and (5) such students are more likely to come from urban and relatively high income families.

The Richards-Braskamp study is well defined, the procedures followed are clearly outlined, and both descriptive and inferential statistics are used. Therefore, the study has been helpful in delineating and interpreting the findings of the present study.

Anderson and Michal (1970) made an inventory study to obtain normative data on the characteristics of Kansas community college students. Their sample consisted of all students enrolled in the community colleges of Kansas. The Anderson-Michal study resembled the present study in two ways: (1) a large number of the items in their inventory instrument were drawn from the American Council on Education (1966 and 1967) National Norms on Entering College Students, and (2) each item in their inventory

instrument was analyzed and reported in the form of percentages.

The Anderson-Michal study, though limited in its test statistics, is helpful in interpreting the responses of the subjects in the present study pertaining to the counselor and his role.

#### Studies on the Black Community College Student

Medsker (1965) reported the findings of his investigations involving 10,000 high school graduates and junior college students from California, Florida, New York, and a nationwide sample of junior college students who had transferred to four-year colleges.

The study indicated that (1) junior college students bring with them certain family backgrounds and characteristics which influence their orientation at the college (2) these characteristics remain unchanged as these students move through college, but counselors and instructors may capitalize on them (3) a few of such characteristics are age upon college entrance, occupation of father, native ability, and high school preparation.

Medsker concluded that (1) little is known concerning minority groups enrolled in junior colleges (2) junior college freshmen are very much like high school seniors with respect to their academic attitude, and (3) further research should focus less on percentages, average levels,

and discrete characteristics and more on defining and describing subcultures in the junior college student body for whom programs must be planned.

The size of Medsker's sample and area investigated contributes many concepts and a point of view which are helpful in delineating and communicating the findings of the present study.

In Raines (1965), the community college is one that is dedicated to three commitments, namely, "commitment to community, commitment to accessibility, and commitment to individuality." This enabled this community college specialist to be very articulate in his report to the Carnegie Corporation of New York when he stated:

Although perhaps no decisions are completely reversible, the American system is known for the many second chances it gives students. This is typified by the open door policy of the junior college. A second chance to demonstrate high academic skills is provided for those who did not do well in high school. The culturally restricted student is given additional years to adjust to academic demands before leaving the security of his family and neighborhood. The disadvantaged student may find college feasible because it permits flexibility of scheduling around necessary jobs (1965, p. 5).

Raines's statement is related to the present study and is useful in stating and defining the problem.

Astin (1968) concluded from his study of predominantly black college environment as follows: (1) black students were more apt to participate in welfare and religious

activities than the general college population (2) black students seldom had planned dates on campus (3) black students seldom operated automobiles on campus, and (4) black students were more decided in their career plans than black students enrolled in interracial colleges.

A large section of the Inventory used in the present study is concerned with the students' opinions of the college environment; therefore, Astin's findings will be helpful.

Knoell (1969) directed a study to compare the college-going behavior of black and white high school graduates in an attempt to identify large segments of black students who might be recruited for higher education and to determine the characteristics of black non-college-goers. Among the junior colleges included in the study, was City College of San Francisco. The subjects in the study were spring graduates from samples of high schools which were selected on the basis of their degree of racial integration and comprehensiveness of programs. Large samples of black and white high school graduates were selected for comparative study.

Black high school graduates with no apparent intention to attend college were interviewed by community college students and staff in each participating city, most of whom were also black. More than 1,000 interviews were completed and battery tests were administered to about

600 of the subjects interviewed.

Selected findings of the study indicated that (1) regardless of race, the high school attended and the neighborhood in which students resided, performance on tests and in high school, were significant determinants in college attendance (2) sex is an important variable in college attendance but tends to operate differently for the two races; that is, white males are more likely to attend college than white females in the cities studied, but black male and female high school graduates continue their education at nearly the same rate, and (3) 57 percent of the black subjects reported that no one had talked to them concerning the possibilities of attending the local community college.

Knoell concluded as follows: (1) community colleges should be aware of high school graduates in their service area who are not attending college, and plan programs to recruit minority and disadvantaged students (2) there are still multitudes of young people in the large cities who are what might be called "latent college-goers," awaiting assurance from the community college that the opportunity is open, and that the college expenses are economically possible.

Gordon (1970) completed another informal study of inner city black college students. A short questionnaire was distributed to 100 inner city college students. The

100 students included in the sample were interviewed along with 25 of their college teachers. The purpose of the study was to collect data for use in describing some of the problems and conditions of the ghetto student which might influence his educational experience.

The findings of the study indicated that (1) black ghetto college students differ from both their black counterparts from small towns, suburbs, and the South (2) the black inner city student attempts to avoid courses such as philosophy, where speculative thought is required, and mathematics requiring critical thinking (3) the black inner city student is more likely to enroll in courses where physical activity is required and demonstrate outstanding achievement. In regard to the black inner city student's academic deficiencies, Gordon writes:

The ghetto student tends to place no value on knowledge areas in which he is deficient .... He knows he is not a good reader, writer, researcher, or academic thinker, and he tries to convey the impression that, while he is not opposed to the person showing these qualities, the qualities themselves are really not important for him (1970, p. 50).

Gordon concluded that (1) the self-definition of the black ghetto youth is a very complex and critical one in educational settings, because his enrollment in college is increasing (2) traditional teaching methods are not effective with students who have spent most of their lives in the inner city (3) innovative teaching techniques and



efforts to understand the black inner city student better are needed.

The Gordon and Knoell studies on black inner city youth are congruent and supportive at many points. However, there is some incongruence in the findings of these investigators. For instance, Knoell reported similar findings for black and white inner city students, except sex differences, in college attendance for the two ethnic groups. On the other hand, Gordon reported that the black inner city student was almost incompatible in college behavior, which was verified by teachers who teach black inner city students. The variance at this time might stem from the fact that Gordon's sample was very small and probably highly nonrepresentative of the typical black inner city target population.

Despite the difference mentioned above, both Gordon and Knoell studies are filled with concepts and assumptions which are helpful in designing and interpreting the responses of the black inner city students included in the present study.

An article in a recent issue of Time implied that the Carnegie Commission on Higher Education recommended that black colleges should remain black, upgrade their courses, and double their enrollment by 1980. A portion of this article reads as follows:

The commission urged the black colleges to approach both the competition and the standards of "mainstream" schools by expanding the best of their black studies program and adding courses leading to careers in business, accounting, computers, and engineering (March 1, 1971, vol. 97, no. 9, p. 56).

This article is helpful in interpreting and understanding black subjects' selection of non-traditional major fields of study, such as business, computer science, accounting, and engineering.

#### Studies and Writings on Community College Guidance

Clarke (1916) investigated 1,000 outstanding American men of letters to determine the effect of ordinal birth position on their intellectual ability and vocational success. He concluded that the first-born child or an only child, on the average, frequently enjoys greater educational opportunities, and thus is usually over represented in outstanding achievements and in his vocational success than are his intermediate siblings.

Robb (1932), though not personnel trained, wrote an article to emphasize the need for the extension of guidance to every junior college, and to point out the strategic place the junior college holds in respect to this important service. Alluding to the findings of the White House conference, Robb stated: "The greatest single educational need is vocational guidance, according to the White House

Conference of 1930" (1932, p. 427). He concluded that the junior college must face the ever-growing demand for intelligent and effective programs of guidance for the students enrolled.

Robb's article summarizes in an articulate manner the place of guidance in the two-year college. His position is even more true today than in the period of the thirties, because the problem of choosing a career and educational information has become far more complex. There are many implications in this article for community college guidance personnel.

Hitch (1934) also wrote an article to emphasize the importance of the guidance function in the junior college. He contended that the junior college had at least four functions, namely, preparatory, terminal, guidance, and popularizing. In regard to President Hutchins' observation that "society provided only two places for its youth, school and a jail" Hitch suggested that the former must be the better of the two places. In concluding, he wrote:

Again it is the junior college adequately staffed that studies the individual, his background, his native ability, his special aptitude, his interests and his opportunities, gives him the scholastic guidance he needs and helps him make a wise choice of vocation (1934, p. 6).

Hitch's viewpoint on guidance is sincere and corresponds with that set forth by Robb. That both of these articles tend to support the assumptions of the present

study is evident and helpful.

Freeman (1940) studied the records of 175 Negro youth who had been counseled at the Columbus Counseling Bureau to determine and discuss those factors which had influenced their vocational choices. The study indicated that the Negro youth whose parents were engaged in professional occupations were more likely to choose occupations similar to that of their parents than were the youth whose parents were engaged in lesser ones. Also, that prior work experience of these youth did not exert a major influence on their career choices.

Freeman concluded that the overwhelming number of professional or white-collar choices of the Negro youth showed the need for occupational guidance to help develop a healthier attitude toward all work that is serviceable to society. Continuing, he stated, "Many of the problems of aiding youth in making occupational adjustments require the aid of parents, employers, counselors, and social workers" (1940, p. 79).

More than 66 items on the Inventory Form used in collecting the data for the present study are in the area of courses and career choices. In this connection, Freeman's findings and conclusions will provide insight for interpreting the respondents' replies.

Beazer and Hjelm (1961) investigated the findings of statewide surveys to identify the distinguishing

characteristics of the academically talented students who enrolled or did not enroll, nor planned to enroll in college. The study indicated that five dominant variables preventing college attendance, namely, lack of vocational plans, cost of college attendance, father's occupation and educational level, and the negative influence of other important reasons.

The findings of the Beazer-Hjelm study have been duplicated many times by several more recent studies. The findings of Cross (1968) and Knoell (1969, 1970) are two typical cases which may be cited.

Barker and Crump (1964) investigated the influence of small and large school milieu upon a student's participation in non-class activities. The most pertinent findings indicated that (1) a student in a large high school participates in fewer activities than one who is enrolled in a smaller high school (2) students with high IQ's participated in far more non-class activities than those with low IQ's. Barker and Crump concluded that their findings were equally applicable in the two-year and four-year college.

One frequently named variable is the lack of high school accomplishments by junior college students. The findings of Barker and Crump shed some important light on this problem.

Havighurst (1965) observed that the open door policy of the metropolitan community college extends educational

opportunity to more youth and citizens alike. He supported his contention when he wrote:

In the big cities the junior colleges are receiving increasing proportions of students from the currently disadvantaged sections of the population -- Negroes, Puerto Ricans, Spanish Americans, rural white migrants to the cities, and children of European immigrants ... some of these people need expert guidance into courses and programs that will open up careers for them. Others will be slow students who need basic mental skill training to bring them up to college work level (1965, p. 9).

Havighurst's clarifications of the popularizing effect of the junior college re-emphasizes the increasing importance of guidance for those with learning disabilities and vocational guidance for youth in a complex society.

Raines (1963) directed a study to determine the adequacy of the two-year college student personnel staff and student personnel services programs. One hundred smaller junior colleges and 50 larger ones participated in the study. More than 500 staff members were asked to complete an inventory of selected junior college functions. In the meantime, all of 50 large junior colleges in the sample and 21 of the small ones were visited by "Student Personnel Experts."

Raines and associates concluded that, on the average, personnel service programs, guidance facilities, career information, and staffing patterns in junior colleges were inadequate.

In light of Havighurst's contentions and all the literature reviewed thus far in this section, Raines's report is alarming and sharpens the basic assumptions of the present study in regard to guidance implications for junior colleges.

Williamson (1965), one of the foremost authorities on personnel administration, stated:

From the early days of the junior college movement, guidance, as it was called then, and now counseling, was perceived as the most basic service to students. The "open door" college, for a wide range of aptitudes, provided experiences which served as exploration of assets and liabilities, interests and aptitudes, from which students could make appraisals of their potentials, either for a specific occupation or occupational field or for transfer to four-year colleges with consequent specialization in subject matter (1965, p. 2).

Williams concluded that the open-door policy fails in its purpose if it simply admits and fails students who should have been guided into a particular course or vocational curriculum. Counseling and testing should be implemented to enlighten the individual with regard to his possible success and satisfaction in a given vocation prior to enrollment.

Combs (1967) contended, while participating in a workshop on the disadvantaged, that research at the University of Florida has indicated that one's "self-concept" is a better predictor of success at every education level than intelligence test scores. In his view, "self-concept" is

both "product and process" because the individual weaves his own self-concept out of his experiences; and the self-concept which is woven begins immediately to determine one's future experience. Combs concluded evocatively when he stated: "A positive view of self is only learned from success experience ..." (1967, p. 48).

Combs' suggestion takes on added significance when one remembers that current research findings indicate that many junior college students do not hold positive feelings concerning themselves.

In his 1958 study, Thornton found that high school graduates continued their education in greater numbers when they lived within 20 miles of a college.

Thornton (1966) suggested that the community junior college is beginning to fulfill its real task as its student bodies become more and more diversified. In light of this, he asks community college counselors and instructors to be courageous and imaginative. He has written:

It has been said that the community junior college exists to provide post-high school education for the children of all the people and for all of the people, too. Information available on the ranges of aptitude, of purpose, of socio-economic backgrounds, and of educational objectives seem to indicate that they are beginning to achieve this all-inclusive aim. Many more studies of student characteristics are needed to complete the qualitative description of the clientele of the community junior college (1966, p. 158).

Thornton's statement aptly summarizes the thinking of



many community college scholars who are aware of the rapid increase in the number of minorities and other students from the 25th percentile of their high school graduating classes.

Collins (1969) examined certain available research data to support the premise that personnel workers should go beyond the responsibility of the gatherer of academic facts concerning junior college students. He suggests that research data show that although junior college students usually have lower academic ability, they have many other attributes which are worth promoting. In this connection, he writes:

Testing and other selection tools generally apply to academic aptitude, not to other qualities, and have a negative effect on the expectations of minority students. If they are expected to move upward from a low socio-economic status, they step into conflict with background and family. While they are in great need of new ideas and life style, they need not reject all their existing values. Even though wanting their children to prosper, minority parents give them little encouragement (1969, p. 6-7).

Collins concluded that a large percentage of junior college students have a practical orientation which necessitates vocational counseling, but these students rarely seek it. Counselors and administrators should devise ways of making all counseling opportunities more readily available to them.

Devolder (1969) made an inventory study to determine

whether there was agreement between counselors and students relative to counselor role. Two instruments were used. The first instrument identified counselor functions from the Counselor Function Inventory. The second instrument attempted to identify the degree of agreement in regard to counselor role in the community college. The inventory indicated that counselors and students were in disagreement relative to the degree of importance placed on specific counselor functions. A difference significant at the .05 percent level of confidence was found to exist. Devolder concluded that counselors were working outside of their defined role, and recommended that the counselor role either be redefined to include tasks not presently recognized as important, or change students' understanding of the counselor's role.

Devolder makes an important point, because community college students are less likely to confront counselors with those problems which they perceive as being outside of their counselors' role.

One of the most articulate expressions of the problems encountered in attempting to educate disadvantaged community college students was summarized by Knoell (1970).

She stated:

"Black" and "disadvantaged" are used synonymously by many ... colleges which are now making serious efforts to increase their non-white enrollments. In community colleges, however, "disadvantaged" has long meant

"not having demonstrated ability to succeed in college," based on scores earned on one of the national college testing programs. Being free or low cost, the community colleges have not sought to link poverty with disadvantage in planning special programs and services. It may now be assumed that color, poverty, and learning disabilities growing out of poor prior educational experience may all be serious impediments to profiting from higher education ... (1970, p. 1).

Continuing, she stated: "The term 'disadvantaged' is used by most but liked by none who are attempting to expand educational opportunity. It is, however, preferable to the notion of 'culturally deprived'" (1970, p. 1).

Knoell concluded that the focus of attention is now on the black high school graduates in the inner city who seem to think of college in terms of the professions, while reading at the ninth grade level.

In regard to the unique characteristics and socioeconomic backgrounds of community college students, Lieberman (1969) supports the contentions of Cross (1968), Knoell (1969, 1970), and Gordon (1970). He goes a step further by pointing out the implications of the foregoing for guidance and socialization of students in two-year colleges. Also, he emphasized the need for counselors and faculties to attempt to discover the value orientation of disadvantaged students rather than the imposition of preconceived middle class values.

After reviewing the writings of several outstanding

scholars in the field of social psychology, Altrocchi (1969) ably stated:

In any case, recent thinking in person perception strongly suggests similarity in the development of perception of self and perception of others and an intimate relationship between the two in the functioning of the personality (1969, p. 2-3).

Fox (1969) has determined that data collected through questioning, or observational techniques which cannot be converted to numerical values, may be analyzed through the process of content analysis. Definitively, he writes:

Content analysis is ... a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization, and tabulation. It is an intriguing process, ... and one of the few areas in the later stages of the research process in which the researcher plays a strong individual and creative role (1969, p. 646).

In their study, Clarke and Ammons (1970) attempted to develop some techniques for identifying disadvantaged students, utilizing measures of academic skills, personal values, and self-concept. The purpose of their study was as follows: (1) to develop some clearly defined procedures for analyzing specific problem areas related to academic achievement, and (2) to arrive at some conclusions which could serve as a basis for further validation for the development of special curriculums for the disadvantaged community college student.

The sample consisted of "first time in college" high school graduates who entered St. Petersburg Junior College

from Florida high schools. Included in the sample population were 37 black males, 48 black females, 923 white males, and 683 white females. Data were collected by measuring both the cognitive and affective domain. Cognitive instruments were chosen to determine the levels of academic achievement of the entering students, while affective instruments were selected to determine their self-concept and values at the time.

The findings indicated that (1) white males scored higher than white females on all cognitive measures and yet achieved lower grade point averages (2) the black males presented a pattern quite different from the other subgroups (3) the black female appeared more like the white subgroup in both cognitive and affective areas related to success.

Clarke and Ammons concluded that (1) the assumption that traditional tests of cognitive skills are not adequate predictors of success for all college students was supported (2) in the case of the males, the cognitive predictors would have given an inaccurate picture of academic achievement (3) the assumption that attitudes toward self and toward one's environment are significant factors in college achievement was supported, and (4) self-perception can be considered significant in the prediction of success for both black and white community college students.

The findings and conclusions drawn from the

Clarke-Ammons study do not raise any new issues in regard to problems related to the achievement of disadvantaged community college students; however, their new approach to the problem does support and broaden present knowledge and understanding concerning these students.

Hagemeyer (1959) reported that the career choices of many two-year college students are unrealistic. He concluded that new methods are needed to provide youth with the kind of information needed in making realistic career choices. Similarly, Grieve (1969) found that three-fourths of the students in a two-year college aspired to the bachelor's degree, whereas the national average was two-thirds.

Hagemeyer and Grieve's findings are helpful in interpreting the educational aspirations and career goals of black subjects.

### Summary

The need to determine the opinions and characteristics of black community college students has, in recent years, become quite real to community college leaders. One contributing cause of this awareness by counselors, faculties, and administrators is the rapid increase in numbers of black students attending inner city community colleges and the diverse backgrounds of these students.

Review of the literature shows that junior college students' opinions from the beginning helped to determine

the functions of the two-year college. It also shows that before junior colleges were accredited, evaluation of their effectiveness was assessed by the opinions of their alumni and student bodies.

Investigations on the black community college student indicate (1) that too little is known concerning black community college students other than traditional test results (2) that future research should focus less on sophisticated statistical analysis and discrete characteristics, and more on definitive and descriptive studies of the subcultures for which special programs need to be planned.

Writings and studies related to guiding the black community college student suggest (1) that decisions concerning black students should be based less upon cognitive data and increasingly on affective inventory results (2) that traditional predictors of college success, such as college entrance tests and high school performance, are inaccurate predictors of future performance of black students (3) that black students' self-concept is a better predictor of future performance than traditional methods.

Finally, from the review of the literature it is evident that no effort, at the doctoral level, has been made to investigate and describe the opinions and characteristics of black students enrolled in a single community college.

CHAPTER III  
METHODS AND PROCEDURES

Planning the Study

The study was initiated in the spring of 1970 by securing permission of Dr. Amo DeBarnardis, President of Portland Community College. Immediately after consent was given for the study to be made of black students enrolled in Portland Community College, Dr. DeBarnardis arranged a conference with Messrs. Robert V. Palmer, Director of Personnel Services, and Eddie G. Harris, Counselor. The purpose of this conference was to enable the investigator to complete plans for implementing the study and to determine the most appropriate time to contact the black students who would be enrolling for the 1970 fall term. Since Portland Community College has five cluster centers, the registration period is the only time during the academic year when all students are requested to report to the main campus. Hence, it was decided that the six-day registration period for the fall term was the best time to contact the majority of the black students.

Selection of Subjects

Two groups of subjects were randomly selected to participate in the study.



### Black Subjects

The black subjects consisted of 109 students who registered at Portland Community College during its 1970 fall registration period, of whom 64 were males and 45 females. They represented 85 percent of the black students who enrolled during the six-day registration period. The data collected from these subjects have been analyzed in order to make inferences concerning the black student population enrolled in Portland Community College, and to find possible answers to the question raised in Chapter I.

### White Subjects

The white subjects consisted of 50 students who were already attending classes at Portland Community College for the 1970 fall term, of whom 33 were males and 17 females. The data collected from these subjects have been analyzed for use as a point of reference for making comparisons between the two groups, testing the level of significant differences, and in interpreting findings relative to the black subjects.

### Inventory Instrument

The Supplementary Form of the Student Information Form (SIF) (1966) and some items from the 1967 regular edition, prepared and published by the American Council on

Education, Washington, D.C., were the instrument used to collect the data that have been analyzed in Chapter IV. This instrument is composed of 29 stratification cells covering biographical and demographic items that can be modified in order to cover the widest possible range of student opinions and characteristics. Permission was secured from the publisher to use any or all items in the 1966 and 1967 forms.

The items in the SIF covered such areas as:

- a. Socio-economic backgrounds
- b. Occupational and educational aspirations
- c. Appraisal of guidance received in high school or college
- d. Evaluation of the college atmosphere
- e. Self-evaluation of traits and abilities
- f. Factors influencing college attendance
- g. Opinions regarding current social issues

The Supplementary Form of the SIF (1966) described above was selected for the following reasons:

- a. The content of the Supplementary Form has been edited to eliminate culturally-biased items.
- b. The reliability of data collected by its use is not affected by common variables such as age, sex, and academic achievement of respondents.
- c. Previous investigators have established and reported that student self-report data when

compared with a large sample of their transcripts produced a reliability correlation of .96 between these two measures (Panos and Astin, 1965, p. 171-172).

- d. National and regional norms are available for comparisons of two-year college students at the local level.

#### Collection of Data

The inventory technique was used to collect the data for this study, even though the instrument used is referred to as "The Student Information Form." The SIF was distributed at Portland Community College, Portland, Oregon during the 1970 fall term. The SIF was administered in the following manner:

1. Black Subjects: All data described and reported in this study in regard to black subjects were collected during the 1970 fall term registration immediately after the students had finished registering. The investigator invited each black student as he (the student) completed his registration for the fall term to participate in the study by completing a copy of the SIF. Each of the 109 subjects who consented to participate in the study filled out the Form while seated comfortably at tables in the refreshment area of the new College Center. An attempt was made to motivate the respondents by emphasizing the

purpose of the study and the confidential manner in which all information provided by each student would be treated. Also, a brief cover letter was distributed along with each copy of the SIF which explained that official permission to conduct the study had been granted by President DeBernardis.

2. White Subjects: The original plan for the study proposed that the SIF be administered only to Portland Community College black students. In the meantime, during a Doctoral Committee meeting, it was the consensus of the Committee members that the SIF should be administered to a small sample of white students to facilitate interpretation of the data provided by their black classmates. Subsequently, 100 copies of the SIF were mailed to Mr. Eddie G. Harris, a Counselor at Portland Community College, to be administered to a sample of white students. The 100 copies of the SIF were administered late in October 1970, of which 50 were filled out and returned.

Specimen copies of all instruments and letters used in planning and collecting the data for this study are appended.

The completed SIFs were hand-tallied, and checked three times for possible error. The data were then summarized and analyzed by desk calculators. The Control Data Corporation Computer 3300 located in the Oregon State University Computer Center was used to compute tests of

real difference between black subjects and their white counterparts in regard to student characteristics and opinions.

### Description of Subjects

Table 1 indicates the summary-frequency distribution for average high school grades, number of previous terms enrolled, and chronological age of the black and white subjects selected for this study. The black subjects resemble their white compeers on many of the summarized characteristics.

Subjects could not be classified according to their class standing (freshmen or sophomores) because of the wide range of their cumulative academic credits and enrollment practices.

### Description of the Setting

Portland Community College, from which the subjects for this study were selected, is a rapidly growing urban institution. During the 1969-1970 academic year, it had an enrollment of over 14,000 students of which 8,000 were full-time students enrolled for 12 quarter hours or more (McClane, 1970, p. 130-131). Its students are not designated in terms of their ethnic background, but it is estimated that 500 black students were enrolled sometime during the 1969-1970 academic year.

Table 1. Summary-Frequency Distribution for Selected Characteristics of Subjects.

Characteristic	Black Males N=64	White Males N=33	Black Females N=45	White Females N=17
<u>High School GPA</u>				
A or A+	1	0	2	0
A-	0	2	0	3
B+	5	1	4	4
B	16	5	14	4
B-	5	6	2	1
C+	17	5	9	5
C	19	13	12	0
No response	1	1	2	0
<u>Prior Enrollment</u>				
None	35	4	27	1
One term	5	10	7	8
Two terms	8	5	2	1
Three terms	4	7	4	2
Four terms	7	3	5	3
Five terms	0	5	0	0
Six terms	3	2	0	1
Seven terms or more	2	1	0	1
<u>Age</u>				
17 or younger	0	1	1	1
18-20	14	12	22	13
21-23	16	10	5	0
24-26	11	6	1	0
27-29	8	2	5	2
30 or older	15	2	9	1
No response	0	0	2	0

That Portland Community College is a comprehensive college is determined by the hundreds of courses that are available to all of the citizens who reside in its service area. Such courses are offered through academic work up to two years in three divisions: Liberal Arts and General Studies, Applied Arts and Technology, and Community Education. In the Liberal Arts and General Studies Division, all credits earned with a grade of C or better are transferable to a four-year college or university, and students who complete the requirements of this program are awarded the degree of Associate in Arts, and Associate in Science and Applied Science. Diplomas or Certificates are awarded to students who complete the adult and vocational-technical career programs.

Personnel services at Portland Community College consist of ten certified counselors who are available to assist students in the following areas: Student Assessment, Foreign Student Advising, Financial Aid, Job Placement, and General Personal Problems related to educational and vocational adjustment.

#### Analysis of Data

To determine if black and white subjects differed, comparisons of student characteristics were made between the percentage distributions, using the "significance of the difference between the percentages of the two groups

t test" for significance at the .05 level (Garrett, 1967, p. 135-138).

To determine if there were significant differences between the opinions of black and white subjects as measured by their response to certain specific items on the SIF, the "Chi-square test" was made, using the .05 level of significance.

The data are portrayed in tabular form for each characteristic or opinion that appeared to be an influential factor in the educational and vocational development of the black subjects. Each table is introduced and followed by a brief interpretation of the findings. Tables showing percentages, with significance of differences between the percentages of two groups' tests of significance, and tables showing Chi-square tests of significance are used as deemed appropriate as each characteristic or opinion is described and analyzed in turn.

In consultation with Dr. Norbert A. Hartmann, Jr., Assistant Professor in the Department of Statistics, Oregon State University, the investigator determined that descriptive statistics computed at the percentage level were appropriate and adequately accurate for use in analyzing and reporting the data.

The test statistics used in analyzing the data are outlined below.



1. t-test for difference between two percentages  
(Garrett, 1967)

$$SE_{D\%} = \sqrt{PQ \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}$$

(SE of the difference between two independent  
or uncorrelated percentages)

in which

P = mean of the percentages in the two groups  
exhibiting the behavior

Q = (1 -- P)

$N_1$  = number of subjects in group 1

$N_2$  = number of subjects in group 2

The pooled estimate of P is found by the formula:

$$P = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}$$

and Q = (1 -- P)

D (the difference between the two percentages) is

D = % -- %

t =  $D_{\%} / SE_{DF}$

2. Simple Chi-square test

$$X^2 = \frac{N(AD -- BC)^2}{(A+B)(C+D)(A+C)(B+D)}$$

A	B	A + B
C	D	C + D

The significance of difference between the two groups was tested against the null hypothesis "that no real difference exists between the two groups."

CHAPTER IV  
ANALYSIS AND INTERPRETATION OF DATA

The study was conducted and the results analyzed to provide data concerning the opinions and characteristics of Portland Community College black students. The data are tabulated and analyzed in the following order:

1. Academic characteristics of subjects
2. Socio-economic characteristics of subjects
3. Psychological characteristics of subjects

These three areas were derived from the reviewed literature and the items on the Student Information Form.

Academic Characteristics of Subjects

Chandler (1928) found that the mean age of entering junior college students was 18.6 years; Wellemeyer (1937) found that the modal age of entering junior college students in Kansas was 19.3 years. Thurston (1962) reported that nationally the average community college student was 22 years old. Thornton (1966) found that slightly more than 27 percent of community college students were over 30 years of age. Panos and Astin (1967) observed that one of the unique features of community colleges is the opportunity provided for an increasing number of older students to continue formal education. On the question of age, subjects were asked to indicate their age as of December 31,

1970 (item 2). The responses of subjects to this question are shown in Table 2.

Table 2. Frequency Distribution for Subjects' Chronological Age as of December 31, 1970 (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
17 or younger	0%	4%	-4%	3%	6%	-3%
18-20	22	36	-14	49	76	-27
21-23	25	30	-5	11	0	11
24-26	17	18	-1	2	0	2
27-29	13	6	7	11	12	-1
30 or older	23	6	17*	20	6	14
No response	0	0	0	4	0	4

\* Significant difference at the .05 level

The data in Table 2 show that the modal age for white subjects and black females was in the interval 18-20, while the modal age for black males was in the interval 21-23. On the other hand, more than 23 percent of black males and 20 percent of black females were over 30, while only six percent of the white subjects were over 30. Closer inspection of the data shows that, when the percentages at the intervals 27-29 and 30 or older are added vertically, there is a tendency for black subjects to be considerably older than their white peers at these two intervals. As indicated in Table 2, such observation is further substantiated in part by the fact that black and white males were

significantly different at the interval 30 or older. That the black and white males were older, on the average, than were their female peers suggests that men are more likely to continue their education after an interruption than are women.

The academic ability of community college students is one of the characteristics that has been most publicized. Cross (1968) concluded that substantial numbers of community college students are found at all levels of academic ability. In her study, Thurston (1962) concluded that the assumption that community college students lacked the ability to learn academic material was not supported. The data with regard to subjects' high school grade point average (GPA) (item 3) are shown in Table 3.

In terms of academic ability both black and white females reported higher GPAs than their male coequals. The data further reveal that although a few of the black subjects reported GPAs in the A or A+ interval, white females were more likely to report GPAs of A- and less likely to report a GPA of C than were their white male and black peers. Since two of the differences between the percentages were significant at the .05 level, as indicated in Table 3, for the A- and C intervals such revelation is substantiated. The wide variation in high school GPAs reported in Table 3 support the conclusion of Cross (1968) and Thurston (1962) relative to the wide range of

academic ability of community college students.

Table 3. Subjects' Self-Report High School Grade Point Averages (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Grade Point Average</u>						
A or A+	2%	0%	2%	4%	0%	4%
A-	0	6	-6	0	18	-18*
B+	8	4	4	9	24	15
B	25	15	10	31	24	7
B-	8	18	-10	5	6	-1
C+	27	15	12	20	28	8
C	30	39	-9	27	0	27*
D	0	0	0	0	0	0
No response	0	3	-3	4	0	4

\* Significant difference at the .05 level

Panos and Astin (1967) reported that community college students seldom make multiple applications for admission to other colleges. The data with regard to the percentage of subjects who made single or multiple applications are shown in Table 4.

The data in Table 4 portray that the majority of the subjects did not make multiple applications to other colleges. On the other hand, a few of them made one or more applications to other colleges. As the data show, nearly all subjects who made multiple applications received an

Table 4. Applications Made and Acceptances Received  
Relative to Other Colleges Indicated by Subjects  
(Percentages)

Item Description	Black Males N=64	White Males N=33	D %	Black Females N=45	White Females N=17	D %
<u>Number of Applications</u>						
No other	73%	70%	3%	58%	65%	-7%
One	16	12	4	7	18	11
Two	8	9	-1	9	6	3
Three	2	3	-1	7	11	-4
Four or more	1	1	0	0	0	0
No response	0	5	-5	19	0	19
<u>Number of Acceptances</u>						
No other	70	70	0	58	65	-7
One	17	12	5	7	18	-11
Two	6	9	-3	9	6	-3
Three	2	3	-1	7	11	-4
Four or more	2	1	1	0	0	0
No response	3	5	-2	19	0	19

acceptance for each of them. As manifested in Table 4, none of the differences between the percentages was significant at the .05 level. This means that black and white subjects did not differ significantly in the number of applications they made and acceptances received relative to other colleges. The result of this analysis tends to correspond with the findings of Panos and Astin concerning the established premise that community college students seldom make multiple applications to other colleges.

The subjects were asked to indicate the number of terms they had previously attended Portland Community College. It was determined from the data in Table 1, page 59, that more than one-half of the black and about one-fifth of the white subjects indicated that they had not previously attended Portland Community College. The data in Table 1 tend to support Knoell's (1970) conclusion that the inner city community colleges are now attracting black students in large numbers.

Counselors and admissions officers are generally aware that those students who participated in numerous non-academic activities in high school are more likely to participate in a larger number of activities in college than will their non-participating peers. Presently, however, educators are being criticized for not giving more attention to the non-academically oriented youth (Barker and Grump, 1964). The data with regard to the subjects' high-level accomplishments and the percentage of subjects who indicated that they earned recognition for each while in high school (item 6) are shown in Table 5.

Though the items in Table 5 are high-level achievements, more than one-fourth of the white females and a notable percentage of their peers had been elected president of a student organization, while another representative number had had a major part in a play. On the other hand, the largest percentage of the subjects had received

Table 5. Percentages of Subjects Indicating that They Received Recognition for Achievement While in High School

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Achievements</u>						
Elected pres. of stdt. orgnz.	17%	12%	5%	20%	29%	-9%
High rating in music contest	11	0	11	7	6	1
State/regional speech contest	6	6	0	7	12	-5
Major part in a play	16	12	4	9	6	3
Varsity letter (sports)	56	27	29*	20	18	2
Award in art contest	17	0	17*	13	24	-11
Edited school paper	3	6	-3	2	18	-16*
Had original writing published	5	6	-1	9	29	-20*
N.S.F. summer programs	6	0	6	0	0	0
State/regional scn. contest	0	3	-3	0	0	0
Scholastic Honor Society	2	9	-7	9	35	-26*
National Merit Recognition	2	6	-4	0	0	0

\*Significant difference at the .05 level

varsity letters. The data further show that except for white males an appreciable number of subjects had received recognition in art.

As indicated in Table 5, the percentage differences between black and white males in their achievement in



athletics and in art are significant at the .05 level favoring black males. Similarly, there are significant differences between black and white females in their literary and over-all achievement favoring white females. The results of this analysis support the assumptions with regard to the diversity of talent and the practical-mindedness of community college students (Cross, 1968).

Richards and Braskamp (1969) reported that community college students tend to aspire to less than a bachelor's degree and reject graduate training as a goal. In her research summaries, Cross (1968) found that students who enter community and two-year colleges generally have lower educational goals than do their four-year college peers. However, Grieve (1969) reported that from two-thirds to three-fourths of the community college students in America indicated that they plan to pursue the bachelor's degree. Data with regard to subjects' anticipated level of formal education (item 7) are illustrated in Table 6.

The data in Table 6 show that black and white females were less likely to aspire to the associate degree than were their black and white male equivalents. The data in the table further show that a larger percentage of the female subjects aspire to the bachelor's degree only, than do the male subjects. Further examination of the data indicates that the educational aspirations of black male and female subjects are more similar than are those of

Table 6. Subjects' Highest Anticipated Level of Formal Education (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Highest Academic Degree Planned</u>						
None	9%	6%	6%	11%	29%	-18%
Associate (or equiv.)	27	18	9	18	12	6
Bachelor's (B.A., B.S.)	33	24	9	38	47	-9
Master's (M.A., M.S.)	19	27	-8	18	12	6
Ph.D. or Ed.D.	5	9	-4	7	0	7
M.D., D.D.M., D.V.M.	0	10	-10*	0	0	0
LL.B. or J.D.	0	0	0	0	0	0
B.D.	0	0	0	0	0	0
Other	2	3	-1	4	0	4
No response	5	3	2	4	0	4

\*Significant difference at the .05 level

their white coequals. Table 6 indicates, however, that there is a similarity in the subjects' future educational plans, evidenced by the fact that they differ significantly on only one item (M.D., D.D.M., D.V.M.). The results of this analysis support the contentions of Richards and Braskamp (1969) and the finding of Cross (1968), but they do not correspond with Grieve's (1969) statistics.

"Nearness" of the college as an influential factor on the rate of college attendance recurs frequently in studies on community college students. Thornton (1958) reported that students attend college in a significantly greater

proportion when they live within 20 miles of the college. When the subjects were asked to indicate whether they would probably be in college if there were no community college in the city of Portland nor within 25 miles, they responded as shown by these results:

<u>Responses</u>	<u>Black Males</u>	<u>White Males</u>	<u>Black Females</u>	<u>White Females</u>
Yes	78%	70%	80%	77%
No	17	30	18	23
No response	5	0	2	0

$\chi^2 = 5.37$ , d.f. 3, not significant at the .05 level

These results do not support the findings of Thornton (1958). The "yes" responses could indicate the influence of the number of colleges that are available to the subjects in the city of Portland; however, the "no" responses indicate that the black subjects would be deterred less by distance from the college than would their white counterparts.

Similarly, when the subjects were asked to indicate whether they lived at home while attending college (item 29), they responded as follows:

<u>Responses</u>	<u>Black Males</u>	<u>White Males</u>	<u>Black Females</u>	<u>White Females</u>
Yes	78%	70%	80%	77%
No	17	30	18	23
No response	5	0	2	0

$\chi^2 = 5.37$ , d.f. 3, not significant at the .05 level

It is obvious that the "yes" and "no" responses concur with responses of subjects to the question on "nearness" of the college in the foregoing tabulation. Over-all, the concurrence of the "yes" responses coincides with the findings of Thurston (1962) relative to the large number of students in her study who lived at home while attending junior college. She concluded that such practice enabled high school and parental values to continue to influence students, decreasing the impact of their college experience.

Most investigators of the community college have failed to mention in their writings the percentage of students who have indicated that they plan to transfer to a four-year college prior to graduation from a community college. Richards and Braskamp (1969) reported that there is a growing tendency for four-year college recruiters to encourage academically marginal athletes to attend a community college for at least a year and then transfer to a four-year college. Therefore, when the subjects were asked about their transfer plans prior to graduation from Portland Community College they responded as follows:

<u>Responses</u>	<u>Black Males</u>	<u>White Males</u>	<u>Black Females</u>	<u>White Females</u>
Yes	44%	58%	56%	41%
No	47	36	42	47
No response	9	6	2	6

$\chi^2 = 5.72$ , d.f. 3, not significant at the .05 level

The "yes" responses in the tabulation indicate that white males and black females are more likely to transfer prior to graduation than are their black male and white female coequals. It can be concluded from these results that there is a tendency for sex and ethnic background to be influential factors in college attendance. This conclusion corresponds with that of Knoell's (1969) and resembles the suggestions of Richards and Braskamp (1969) relative to community college transfers.

Still another question that has been receiving increasing interest since the mid-sixties is the recruitment of disadvantaged students from the inner city who can profit from urban community college programs. The Carnegie Commission on Higher Education has reported that black student college enrollment needs to be doubled by 1980 (Time, 1971). In her study on the outreach for the urban disadvantaged high school graduates, Knoell (1969) observed and reported that the peers of prospective students were able to recruit a larger number of potential black students than did the professional ones. In the light of her observation, she concluded that any successful recruitment program must increasingly include personnel other than professionals, such as paraprofessionals. To investigate this question, subjects were asked to indicate through what source did they first learn about Portland Community College (item 13). The responses of subjects

relative to this question are summarized in Table 7.

Table 7. Subjects' Initial Source of Information Concerning Portland Community College Prior to Enrollment (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Response Alternatives</u>						
Relative	14%	12%	2%	16%	35%	-19%
Friend	14	33	-19*	11	18	-7
High school counselor or teacher	27	12	15	22	0	22*
Professional counseling or college placement	14	3	11	9	0	9
Portland Community College representative	5	6	-1	7	6	1
Other source	14	12	2	26	12	14
I cannot recall	6	21	-15*	9	29	-20
No response	6	1	5	0	0	0

\* Significant difference at the .05 level

Even though the data in Table 7 tend to reveal that a larger percentage of subjects reported that they learned about Portland Community College through relatives and friends than through high school counselors and teachers, a notable percentage of all subjects, with the exception of white females, were influenced by professional counselors. That is to say, if the percentages of subjects who indicated that they learned about the College through high school counselor, professional counseling, and Portland

Community College representative are combined (vertically) these totals resemble the combined percentages of subjects who reported that they initially learned about Portland Community College through relatives and friends. The three significant differences evidenced in Table 7 disclose that black and white subjects differ relative to their initial source of information about Portland Community College. Such differences can be explained in light of Richards and Braskamp's (1969) contention that students enrolled in large community colleges are less likely to have received professional guidance in their choice of a college than are those in smaller community colleges. Accordingly, the results of this analysis could evince Knoell's conclusion in regard to a need for innovations in the urban community college recruitment techniques.

Lieberman (1969) and Cross (1968) pointed out that three fields, namely, business, education, and engineering were the only major fields of study that were more likely to be selected by at least ten percent of community college students. The responses of the subjects relative to their choice of a probable major field of study (item 21) are presented in Table 8.

The data in Table 8 tend to support the findings of Lieberman (1969) and Cross (1968) in so far as business and engineering are concerned but not education. Furthermore, the data show that the modal probable major field of study

Table 8. Subjects' First Choice of a Probable Major Field of Study (Percentages)\*

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
Agriculture and Forestry	0%	6%	-6%	0%	0%	0%
Biological Science	9	9	0	4	0	4
Business	17	21	-4	9	18	-9
Education	2	0	2	4	6	2
Engineering	13	15	-2	2	0	2
English	3	0	3	11	6	5
Health Professional	2	3	-1	16	18	-2
History/Pol. Science	5	3	2	4	0	4
Humanities (other)	2	0	2	4	6	-2
Fine Arts	6	9	-3	13	35	-22
Mathematics and Statistics	8	3	5	4	6	-2
Physical Science	2	3	-1	0	0	0
Preprofessional (Law, Med., Den.)	2	9	-7	2	0	2
Social Science	6	6	0	11	0	11
Other Fields (Technical)	6	9	-3	2	5	-3
Other Fields (Non-technical)	0	0	0	0	0	0
Undecided	17	14	3	5	0	5
No response	0	0	0	9	0	9

\*To read Table 8, the reader should first become familiar with Appendix B.



for the black males was business, while the larger percentage of the black females selected the health professions. Similarly, the modal probable major field of study selected by the white males was business, whereas the larger percentage of their female counterparts selected the fine arts. That 17 percent of the black males chose business can be explained by the fact that black students are now being encouraged to enter the fields of business and engineering in larger numbers by many foundations (Time, March 1, 1971, p. 56). In this connection, the Carnegie Commission on Higher Education is a case in point. The incentive for black students to enter the field of business and engineering is equally true of the health professions and computer science. The data further show that more males were undecided as to a probable major field of study than were females, even though nine percent of the black females did not respond to this item. The fact that none of the difference between the percentages was statistically significant suggests that the subjects did not differ significantly in their choice of a major field of study.

In his study of the students in a single community college, Hagemeyer (1959) reported that the occupational choices of community college students indicated that the students lacked sufficient vocational information and understanding of modern American society and the occupational world. The subjects were asked to indicate their

first choice of a probable career occupation (item 22). The responses of the subjects with regard to this item are reported in Table 9.

The data displayed in Table 9 show that 17 percent of the black males and 18 percent of their female peers indicated business as their probable career occupation. The fact that 13 percent of the black males and two percent of their female coequals indicated engineering as a probable career occupation is not unrealistic in the light of their self-reported high school GPAs as displayed in Table 3, page 66. Some of the probable career choices of an occupation indicated by the data appear to be inconsistent, however, with the probable major field of studies which were indicated in Table 8 because some of the categories have been combined as explained in Appendix B. For example, the category Other choice includes all of the skilled trades and technical occupations. That 30 percent of the black and 12 percent of the white females have selected the health professions and nursing as a probable career occupation is realistic in that there is a present shortage of licensed practical and registered nurses.

The data displayed in Table 9 do not support the findings of Hagemeyer which indicated that community college students lacked essential occupational information and understanding, and also, that they were unrealistic. This could mean that occupational trends have changed

Table 9. Subjects' First Choice of a Probable Career Occupation (Percentages) \*\*

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
Artist, incld. Performer	6%	9%	-3%	7%	12%	-5%
Businessman	17	24	-7	18	18	0
Clergyman	0	0	0	0	0	0
College Teacher	0	3	-3	0	0	0
Physician (M.D. or D.M.D.) (medicine, dentistry)	0	9	-9*	0	0	0
Education, secondary	5	3	2	16	6	10
Elementary Teacher	3	0	3	11	6	5
Engineer	13	18	-5	2	0	2
Farmer or Forester	0	6	-6	0	0	0
Health Professional	0	0	0	18	12	6
Lawyer	0	4	-4	2	0	2
Nurse	0	0	0	12	6	6
Research Scientist	0	0	0	0	0	0
Other choice	38	15	23*	0	35	35*
Undecided	3	3	0	4	5	-1
No response	15	6	9	10	0	10

\* Significant difference at the .05 level

\*\* To read Table 9, the reader should first become familiar with Appendix C.

drastically since Hagemeyer's 1959 study was completed. Moreover, it is not uncommon for today's disadvantaged students to surpass their parental occupational status. This can be explained through the fact that disadvantaged students are being exposed increasingly to diversified urban community college programs and to many additional sources of financial aid.

As evidenced in Table 9, there are significant differences on three items, namely, Doctor (M.D. or D.D.S.) favoring white males, and Other choice favoring black males and white females. Such differences show that, whereas there are similarities in subjects' choice of a major field (Table 8), they differ somewhat in their career choices.

#### Socio-Economic Characteristics of Subjects

Socio-economic characteristics of the urban community college students have been the topic of several studies. Beezer (1961) found a linear relationship between the father's occupational and educational attainment and community college attendance; Cross (1968) found that parents of community college students tend to have a lower socio-economic status than that of parents of students entering four-year colleges; Knoell (1970) found that sufficient finance appeared to be a significant barrier against community college attendance for black students, of whom many saw no way to secure the minimal finance needed to attend

a community college.

Table 10 presents the occupational status (item 5a) of subjects' fathers. The data in Table 10 illustrate that except for the white females who indicated that 41 percent of their fathers were businessmen, the majority of the subjects' parents had attained skilled, semi-skilled, and unskilled occupational levels. The data further illustrate that black subjects were more likely to have fathers who are engaged in semi-skilled and unskilled occupations than were white subjects. Table 10 discloses seven significant differences in the percentages distributed as follows:

(1) Businessman favoring white males and females (2) Farmer or forester favoring white females (3) Skilled worker favoring white males (4) Semi-skilled worker favoring black males, and (5) Unskilled worker favoring the black subjects. These significant differences suggest that there is a wide variation in the subjects' fathers' occupational status in regard to the items outlined above. The result of the analysis resembles the findings of Cross (1968) which indicated that parents of community college students tend to have a lower socio-economic status than students entering four-year colleges.

In light of the reviewed literature, parental educational level of attainment is a positive determinant of community college attendance. Table 11 presents data with regard to subjects' parental highest level of formal

Table 10. Occupational Status of Subjects' Fathers  
(Percentages) \*\*

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Occupations</u>						
Artist (incl. Performer)	0%	0%	0%	0%	0%	0%
Businessman	0	24	-24*	11	41	-30*
Clergyman	0	0	0	4	0	4
College Teacher, Professor	0	0	0	2	0	2
Physician (M.D. or (D.M.D.) (medicine, dentistry)	0	3	3	0	0	0
Educator (secondary)	2	3	-1	0	0	0
Elementary Teacher	0	0	0	0	0	0
Engineer	0	0	0	0	6	-6
Farmer or Forester	2	0	2	0	12	-12*
Health Professional	0	0	0	0	0	0
Lawyer	0	0	0	0	0	0
Military Career	2	3	-1	0	0	0
Research Scientist	0	0	0	0	0	0
Skilled Worker	14	33	-19*	13	12	1
Semi-skilled Worker	27	6	21*	22	5	17
Unskilled Worker	22	6	16*	22	0	22*
Unemployed	5	6	-1	4	6	-2
Other	0	1	-1	2	12	-10
Deceased	16	9	7	9	0	9
No response	10	6	4	11	6	5

\* Significant difference at the .05 level

\*\* To read Table 10, the reader should first become familiar with Appendix D.

education (item 10).

Table 11. Subjects' Self-Report of Parental Highest Level of Formal Education Attained (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Father's Education</u>						
Grammar school or less	30%	21%	9%	27%	12%	15%
Some high school	25	12	13	27	6	21
High school graduate	27	30	-3	22	41	-19
Some college	13	12	1	2	29	-27*
College degree	2	15	-13*	7	12	-5
Postgraduate degree	0	10	-10*	2	0	2
No response	3	0	3	13	0	13
<u>Mother's Education</u>						
Grammar school or less	23	15	8	31	0	31*
Some high school	20	12	8	22	6	16
High school graduate	20	49	-29*	31	65	-34*
Some college	31	15	16	16	29	-13*
College degree	6	9	-3	0	0	0
Postgraduate degree	0	0	0	0	0	0
No response	0	0	0	0	0	0

\* Significant difference at the .05 level

Table 11 indicates that parents of black subjects, on the average, have attained a lower educational level than those of their white equivalents. This finding appears to mean that there is a linear relationship between parental

highest level of education and occupational status (Table 10). These data further indicate that white mothers' highest educational level is lower than that of white fathers, while the black mothers' highest educational level is slightly higher than that of black fathers.

As portrayed in Table 11, there are seven significant differences in the percentages distributed as follows:

(1) College degree favoring white males (2) Some college (fathers and mothers) favoring white females (3) Postgraduate degree favoring white males (4) Grammar school or less favoring black females, and (5) High school graduate favoring the white subjects. These seven significant differences point to the conclusion that there is a linear relationship between the occupational status of subjects' fathers (Table 10) and their educational attainment (Table 11).

Knoell (1970) reported that the level of family income increased the probability of college attendance for white male and female students but at different levels; however, she did not find a linear relationship between the level of family income and college attendance for black subjects. The data with regard to subjects' parental income (item 11) are shown in Table 12.

The data in Table 12 show that even though an appreciable percentage of the black subjects' parental annual income was in the \$6,000-\$7,999 interval, their modal



Table 12. Subjects' Estimate of Parental Annual Income from All Sources Before Taxes are Paid (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Parental Annual Income</u>						
Less than \$4,000	38%	6%	32%*	40%	5%	35%*
\$4,000-\$5,999	13	21	8	17	6	11
\$6,000-\$7,999	19	6	13	13	6	7
\$8,000-\$9,999	8	30	-22*	4	18	14
\$10,000-\$14,999	6	7	-1	4	35	-31*
\$15,000-\$19,999	6	12	-6	2	6	-4
\$20,000-\$24,999	0	6	-6	7	6	1
\$25,000-\$29,999	0	3	-3	0	6	-6
\$30,000 or more	0	3	-3	0	6	-6
No response	10	6	4	13	6	7

\* Significant difference at the .05 level

parental income reported was in the less than \$4,000 interval. Similarly, an appreciable number of the white subjects' parental annual income was in the \$4,000-\$5,999 interval but their modal parental annual income reported was in the \$8,000-\$9,999 interval. These data further indicate that a notable number of white subjects reported parental annual income in each one of the nine intervals. The result of this analysis could lead to the findings reported by Knoell (1970) concerning the influence of the father's income on community college attendance. However, since some fathers are deceased (Table 10), it must be assumed

that some of the income shown in Table 12 was evidently earned by mothers. There are four significant differences in the percentages shown in Table 12 in the following intervals: (1) Less than \$4,000 favoring black subjects (2) \$8,000-\$9,999 favoring white males, and (3) \$10,000-\$14,999 favoring white females.

It can be generalized plausibly from the data displayed in Tables 10, 11, and 12 that the black subjects, to a greater degree but not unlike some of their white equivalents, come from a lower socio-economic background than do white subjects, and as such, they should give high priority to low-cost community college educational and vocational opportunities.

Data with regard to subjects' expression of financial concern (item 8) are presented in Table 13. The data in Table 13 show that a larger percentage of black subjects indicated that they had no concern about their ability to finance their education than was true of their white counterparts. Similarly, white subjects were more likely to indicate some concern than were their black coequals. In the major concern category, black males and their female peers indicated that they had less concern than did their white male and female equivalents.

The significant differences between the percentages for white and black subjects shown in Table 13 may be explained in two ways. First, the older black males were

Table 13. Percentages of Subjects Indicating Some Concern Relative to Their Ability to Finance Their College Education

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Degree of Financial Concern</u>						
None	48%	21%	27%*	47%	35%	12%
Some concern	34	58	-24*	29	35	-6
Major concern	18	21	-3	24	30	-6

\* Significant difference at the .05 level

more likely to be employed full-time than were the younger white males (Table 15). Second, 38 percent of the black males were receiving G. I. benefits whereas their black female peers were more likely to be receiving Federal aid and expected to work in an appreciably larger number of hours while in college than were their white peers (Tables 14 and 15). Conversely, in view of the lesser annual parental income reported by black subjects (Table 12), the findings demonstrated by the data (Table 13) are the opposite of what one would ordinarily expect. At any rate, the analysis emphasizes the importance of financial aid counseling in colleges, such as Portland Community College.

On the question of student financial aid, Knoell (1969) concluded that direct financial aid to the disadvantaged and minority students is a critical problem because these students tend to reject the idea of loans, and the

truly poor are rejected by loan firms. Data with regard to the major sources through which subjects plan to finance their first year of education are shown in Table 14.

Table 14. Major Sources Through Which Subjects Intend to Finance Their First Year of Undergraduate Education (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Major Sources of Financing Undergraduate Education</u>						
Employment during college	33%	24%	9%	31%	12%	19%
Employment during summer	0	6	-6	0	18	-18*
Scholarship	3	0	3	2	6	-4
G. I. Bill	38	43	-5	0	0	0
Personal savings	6	9	-3	7	18	-11
Tuition loan from college	3	0	3	7	12	-5
Parental aid	5	9	-4	2	34	-32*
Federal government	9	6	3	29	0	29*
Commercial loan	0	0	0	0	0	0
No response	3	3	0	22	0	22*

\* Significant difference at the .05 level

An apparent inconsistency is noted in the percentages in Tables 13 and 14; for example, even though the white subjects indicated that they had, on the average, more concern about their ability to finance their education than the black subjects had (Table 13), they were less likely to be

working long hours while in college (Table 14) than their black equivalents. That none of the black subjects indicated summer employment as a major source of finance (Table 14) substantiates the explanation given relative to the older black subjects in regard to Table 13. As shown in Table 14, none of the differences between the percentages are significant for male subjects. This implies that the male subjects did not differ significantly in regard to the major source through which they plan to finance their first year of college. On the other hand, Table 14 shows that females differ significantly on three items, that is to say, Employment during summer, Parental aid, and Federal government. These differences show that black and white females differ relative to the way they plan to finance their first year of college. The small percentage of subjects who indicated scholarship loans and the fact that none of the subjects indicated commercial loans as a financial source (Table 14) support Knoell's (1969) conclusion concerning student loans.

According to the reviewed literature, community college students tend to have less demonstrated academic and non-academic talents than four-year college students regardless of how talent is defined. Implicit in the above tendency is the fact that fewer scholarships would be available in community colleges than in four-year ones. Therefore, community college students are less likely to

be awarded academic and non-academic scholarships than their four-year college equipollents. The foregoing tendency makes it necessary for many community college students to work part-time or full-time while attending college. Thurston (1962) reported that one-half of her student sample worked 30 or more hours a week. Grieve (1969) reported that, on the average, community college students worked 11 hours a week. The data with regard to the number of hours subjects worked (item 31) are presented in Table 15.

The data in Table 15 show that three-fourths of the black males and slightly more than one-half of their female peers worked, while slightly less than one-half of the white males and slightly less than three-fifths of their female peers worked. The data further indicate that the modal number of hours worked by the black subjects was in the 36-40 hour interval, while the modal number of hours worked by the white subjects was in the 10-15 hour interval for males and the 16-20 hour interval for females.

The data in Table 15 reiterate the importance of financial aid counseling which increasingly includes student employment assistance. The result of the analysis resembles the findings of Thurston and Grieve.

On the other hand, the significant differences in the percentages indicated in Tables 14 and 15 reiterate the fact that black and white males differ somewhat in regard

to the way they plan to finance their first year of college education and in regard to the number of hours they plan to work each week while in college. These significant differences can be understood in the light of the limited parental income of black subjects (Table 12) and the large number of children in their parental families (Table 16).

Table 15. Percentage Distribution for the Number of Hours Subjects Plan to Work per Week While Attending College

Number of Hours a Week	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
Less than 10 hours	5%	11%	-6%	7%	0%	7%
10-15	5	12	-7	9	12	-3
16-20	13	5	8	9	29	-20
21-25	6	6	0	5	18	-13
26-30	0	9	-9*	2	0	2
31-35	2	3	-1	2	0	2
36-40	41	9	32*	18	0	18
41 or more	6	0	6	0	0	0
Unemployed	17	24	7	24	12	12
No response	5	21	-16*	24	29	-5

\*Significant difference at the .05 level

Clarke (1916) reported that first-born children frequently receive greater educational opportunities than their intermediate sisters and brothers. His findings are helpful in light of Richards and Braskamp's (1969) conclusion that community college students are likely to be the

first in their family to attend college. The data with regard to the number of siblings and ordinal birth position of subjects (items 16, 17, and 18) are presented in Table 16.

Table 16. Number of Siblings in Subjects' Parental Family and Ordinal Birth Position (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Number of Children Includ. Subjects</u>						
One	16%	12%	4%	13%	0%	13%
Two	5	21	-16*	9	29	-20*
Three	19	30	-11	11	29	-18
Four	14	12	2	7	29	-22*
Five	9	15	-6	9	6	3
Six	17	3	14	7	0	7
Seven	3	3	0	13	6	7
Eight or more	17	3	14*	31	0	31*
<u>Birth Order of Subjects</u>						
An only child	16	6	10	13	0	13
First-born	39	42	-3	36	29	7
Second-born	9	27	-18*	11	41	30*
Third-born	16	12	4	16	24	-8
Fourth-born or later	20	12	8	28	6	22

\*Significant difference at the .05 level

The data in Table 16 indicate that the black subjects were more likely to have a larger number of siblings than were their white equipollencies. The data further indicate



that the black females were more likely to have eight or more siblings than were their male and white equipollents. In terms of birth order, the data indicate that the black subjects were more likely to be first-born or fourth-born, while the white subjects were more likely to be first-born or second-born. Seven significant differences in the percentages indicated in Table 16 verify these observed differences relative to ordinal birth position among subjects.

The result of this analysis resembles the findings of Clarke, because despite the traditional idea that community college students generally have lower academic ability, those subjects who are likely to be the first in their family to attend college are receiving greater educational opportunities than any previous members of their families.

More than 88 percent of the subjects indicated that their current home state was Oregon; therefore, it was determined that tabulation and analysis beyond that of a frequency distribution would not be necessary. The demographic data with regard to current home state, birthplace including parental birthplace are displayed in Table 28 (Appendix F).

Panos and Astin (1967) reported that more than one-half of their total sample of students indicated Protestant religious background, one-quarter Roman Catholic religious ties, three percent no religious background, and eight percent no present religious preference. The data with regard

to subjects' religious background and preference (item 12) are presented in Table 17.

Table 17. Subjects' Religious Background and Present Religious Preference (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Religious Background</u>						
Protestant	59%	52%	7%	54%	41%	13%
Roman Catholic	8	21	13	4	29	-25*
Jewish	0	3	-3	0	0	0
Other	11	6	5	24	12	12
None	8	15	-7	0	18	-18*
No response	14	3	11	18	0	18
<u>Present Religious Preference</u>						
Protestant	44	36	8	42	47	-5
Roman Catholic	8	12	-4	7	29	-22*
Jewish	0	4	-4	2	0	2
Other	11	9	2	24	12	12
None	23	36	-13	7	12	-5
No response	14	3	11	18	0	18

\* Significant difference at the .05 level

Whereas there is a general tendency for the data in Table 17 to be in agreement with the findings of Panos and Astin (1967), there is a trend away from an institutionalized religion for all subjects except those with Jewish religious background. The trend away from institutionalized religion is greater among both black and white male

subjects than among their female peers. Comparisons to Panos and Astin are purely coincidental. The important point is the trend away from institutional religion. The data further indicate that the subjects with Roman Catholic background were more prone to retain their religious preference. As portrayed in Table 17, the female subjects differ significantly on three items, Roman Catholic background, Present religious preference, and None, each of which supports the analysis in regard to these subjects.

Since it is not unusual for late adolescents to rebel against some of the values held by their parents, it is not surprising that a notable number of the subjects are rejecting institutional religion while maintaining their moral values.

#### Psychological Characteristics of Subjects

According to Altrocchi's (1969) discussion of balance theories, such as the theory of cognitive dissonance, it can be concluded that the student who has a positive opinion of himself and likes another person or his environment will tend toward a positive evaluation of the other person or that environment. Consequently, if he comes in contact with information that suggests something very negative about the other person or his environment, this force will cause him to ignore or reinterpret that information, because only in rare cases will one significantly change

one's self-conception. Closely related to Altrocchi's (1969) discussion is Pace's (1960) discussion of the college environment. Pace observed that the college's rules and regulations, personnel policies, classroom practices, and activities of students and staff constitute an environmental press. Pace concluded that the press of the college environment, as determined by the student, circumscribes what he must cope with and the behavior he must practice if he is to find satisfaction and reward within the dominant culture of the college. Elish (1969) reported that there is a definite correlation between the attitude a student has toward his college and his performance at that institution. Therefore, to determine the opinions and perception of students concerning the social and academic climate at Portland Community College, the subjects were asked several questions, and their responses have been analyzed and tabulated below.

The data with regard to subjects' perception of the psychological climate at Portland Community College (item 13) are shown in Table 18. The data in the table show that there is a tendency for the black subjects to be somewhat more negative in their perception of the psychological climate at Portland Community College than their white counterparts. Such negative perception is indicated by the lesser response percentages of the black subjects on the last four lines of Table 18, namely, Practical-minded,

Table 18. Subjects' Rating of the Psychological Climate at Portland Community College (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
Intellectual	8%	6%	2%	9%	0%	9%
Snobbish	7	6	1	9	6	3
Social	6	12	-6	9	12	-3
Victorian	3	3	0	4	0	4
Practical-minded	9	52	-43*	16	59	-43*
Warm	13	39	-26*	13	47	-34*
Realistic	16	42	-26*	20	41	-21
Liberal	11	27	-16*	9	53	-44*

\*Significant difference at the .05 level

Warm, Realistic, and Liberal. There is some similarity between the response percentages of black and white subjects on the first four lines of the table, namely, Intellectual, Snobbish, Social, and Victorian. This similarity may be explained by the fact that the last four lines of the table are slightly less ambiguous than the first four lines and, therefore, tended to elicit a more objective interpretation of them by the subjects. On the other hand, in the light of Altrocchi's (1969) balance theory concept and the significant difference between the percentages, as shown in Table 18, it can be concluded that there is some difference between the self-concept of the white and black subjects which tended to discriminate against the black subjects' positive perception of the psychological climate at the

College.

Astin (1967) contended that the over-all college environment and classroom climate are of utmost importance at non-residential colleges such as Portland Community College. He further stated that community college students at colleges with highly competitive environments tend to see the college as impersonal, treating students like numbers in a book. The subjects were asked to rate, in their opinion, the general environment at Portland Community College (item 15).

The data with regard to subjects' rating of the College are shown in Table 19.

As shown in Table 19, four of the differences between the percentages are significant for female subjects. Since three of the significant differences are related to academic achievement, this fact could appear to indicate that there is a relationship between high school GPAs (Table 3) and the perception of the College environment by female subjects. For instance, white females, as evidenced in Table 3, are A and B caliber students; therefore, they were less prone than were black females to perceive that there was Great pressure for high grades, that Portland Community College students were of High academic caliber, and that there was Keen competition for grades. Accordingly, two of the significant differences for male subjects, namely, Students' academic caliber high, and

Table 19. Subjects' Rating of the Dominant Sociological Environment of Portland Community College (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
Great pressure for high grades	23%	18%	5%	22%	0%	22%*
Students' academic caliber high	33	12	21*	27	0	27*
Students lack school spirit	31	70	-39*	27	59	-32*
Keen competition for grades	30	30	0	36	9	27*
I felt lost on campus	19	30	-11	33	47	-14
Being in this college builds poise	33	45	-12	40	29	11
Classes are run informally	41	70	-29*	53	76	-23
Most students are like numbers	20	15	5	31	18	13

\* Significant difference at the .05 level

Classes are run informally, are related to academic achievement too. The above observation is further substantiated through the fact that since white males reported, on the average, higher high school GPAs than did black males (Table 3), they were less prone to perceive that students at Portland Community College were of high academic caliber and that classes were run informally. On the other hand, the white subjects' perception of the item, Students lack school spirit, is significantly different from that of

their black peers. This difference could mean that the younger white subjects, generally speaking, were more likely to perceive school spirit in terms of viable athletic programs, large marching bands, and numerous interscholastic contests than were their older black peers. Though not significant, the tendency for more females than males to report that they felt lost when they first arrived on campus can be explained in the light of the larger enrollment of males than females at Portland Community College.

Cohen and Brawer (1969) observed that most studies of heterogeneity and homogeneity among community college students have been concerned with traditional traits such as age, high school GPA, major field of study, and nearness of the college. Conversely, they suggest that future questions concerning heterogeneity and homogeneity should be based on interpersonal and noninterpersonal traits of students enrolled in a single community college. In order to determine the extent of diversity or the lack of it, the subjects were asked to indicate from among 44 possibilities those activities in which they had participated during the past year while in school (item 24). The data with regard to subjects' interpersonal activities are presented in Table 20.

As illustrated in Table 20, none of the differences between the percentages for the males are significantly different. This observation appears to indicate that male



Table 20. Percentages of Subjects Participating in Interpersonal Student Activities Frequently or Occasionally during the Past Year

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Interpersonal Activities</u>						
Voted in a student election	38%	33%	5%	53%	16%	37%*
Gambled with cards or dice	25	36	-11	2	41	-39*
Arranged a date for another student	21	33	-12	18	53	-35*
Participated in an informal group sing	19	13	6	42	41	1
Went to an overnight or week-end party	19	27	-8	18	76	-58*
Went to the movies	65	79	-14	18	100	-82*
Participated in organized demonstration	17	27	-10	24	35	-11

\*Significant difference at the .05 level

subjects did not vary widely in regard to the number and kinds of interpersonal activities in which they engaged during the past year while in school. On the other hand, five of the differences in the percentages are significant for the females. Of the five significant differences, one favors black females (Voted in the student election) and four favor white females (Gambled with cards or dice, Arranged a date for another student, Went to an overnight party, and Went to the movies). Accordingly, these data

could appear to suggest that these differences are related to the difference in the socio-economic background of the subjects as evidenced in Table 12, page 86. In the meantime, the implications are now clear that one's socio-economic background determines his social and cultural orientation. At any rate, these data on interpersonal activities of subjects seem to show that there are both diversity and likeness among the subjects.

Noninterpersonal activities comprise another important part of the peer subculture of community college students. The data with regard to subjects' noninterpersonal activities are presented in Table 21.

As revealed in Table 21, four of the differences between the percentages are significant for male subjects and three for females. Two of the significant differences for both sexes, namely, Drank beer and Drank wine, appear to reflect late-adolescent behavior, especially on the part of the white females. That is, there is a tendency during this period of social development for youth to test prohibitions and to rebel against certain values of the dominant culture. Another significant difference, Typed a homework assignment, could appear to be related to the fact that the younger white males were more likely to be exposed to personal or vocational typing courses while in high school than were their older black peers (Tables 1 and 2). The significant difference on the item Asked questions

Table 21. Percentages of Subjects Participating in Non-interpersonal Student Activities Frequently or Occasionally during the Past Year

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Noninterpersonal Activities</u>						
Drove a car	67%	78%	-11%	58%	88%	-30%*
Stayed up all night	45	48	-3	42	65	-23
Called a teacher by his or her first name	21	30	-9	20	29	-9
Had a blind date	20	33	-13	9	29	-20
Smoked cigarettes	34	48	-14	24	24	0
Said grace before meals	64	55	9	65	76	-11
Prayed (not including grace before meals)	50	39	11	67	82	-15
Made wisecracks in class	24	42	-18	24	47	-23
Drank beer	42	85	-43*	27	65	-38*
Typed a homework assignment	35	61	-26*	44	65	-21
Drank wine	40	64	-24*	18	59	-41*
Cribbed on an exam.	16	12	4	13	29	-16
Asked questions in class	65	85	-20*	76	82	-6

\*Significant difference at the .05 level

in class seems to be related to subjects' perception of an informally run classroom (Table 19). For instance, since black subjects were less prone to perceive that classes were being run informally, they asked fewer questions in class than did the white subjects. The item Drove a car,

though not significant for white males, would appear to be related to the white female subjects' higher socio-economic background (Table 12) than that of black females. The item Stayed up all night did not enable subjects to distinguish between staying up all night for reasons such as study or work, and recreational ones. Accordingly, the items Said grace before meals and Prayed, not including grace before meals substantiate the conclusion drawn from the data displayed in Table 17 (page 95) relative to the tendency for subjects to be rejecting institutional religion while maintaining their religious frame of reference.

The implications are clear, in the light of the results of the analysis of the data in Table 21, that there are both heterogeneity and homogeneity among the white and black subjects. On the other hand, these results show that diversity among the subjects is unstable and varies according to the kind of student activities which are being considered at a given time. For example, the data in Table 21 disclose that there is less homogeneity among subjects than was indicated by the data in Table 20 (page 102).

The data in Table 6, page 71, indicate that subjects varied in their future academic plans from the desire for no degree to the desire for a Ph.D. In view of this fact and in order to pursue the question of diversity among subjects further, subjects' responses to 17 objectives which are essential or very important to them (item 25) were

tabulated as shown in Table 22.

The data in Table 22 illustrate that there are two significant differences between the percentages for two items, namely, Join the Peace Corps and Creative works of art, both of which favor the white subjects. These differences could appear to reiterate the fact that diversity among subjects is related to their socio-economic background (Tables 12, 20, and 21). Moreover, the response percentages for five items, that is to say, Be an authority in my field, Be very well-off financially, Help others in difficulty, Keep up with political affairs, and Succeed in my own business, tend to demonstrate that the subjects in general tend to consider both utilitarian and humanitarian activities as being essential or very important. This tendency, however, does not correspond with prior findings of scholars which depict community college students as having a practical-business orientation (Cross, 1968 and Richards and Braskamp, 1969).

The results of this analysis indicate that the subjects differ significantly on two items (Join the Peace Corps and Creative works of art) in regard to the objectives which they hold as being essential or very important. Therefore, the analysis tends to support Cohen and Brawer's conclusion that any study relative to the question of heterogeneity and homogeneity should include dimensions other than academic and demographic ones. That is, even

Table 22. Percentages of Subjects Indicating the Importance of Seventeen Objectives to Them Personally

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Objectives: Essential or Very Important</u>						
Achieve in a performing art	5%	6%	-1%	9%	0%	9%
Be an authority in my field	52	54	-2	53	47	6
Obtain recognition from peers	41	39	2	33	29	4
Perform or compose music	12	9	3	7	0	7
Be an expert in finance	17	15	2	18	12	6
Be administratively responsible	38	30	8	29	23	6
Be very well-off financially	53	52	1	51	35	16
Help others in difficulty	63	67	-4	56	65	-9
Join the Peace Corps or Vista	8	24	-16*	22	35	-13
Become an outstanding athlete	14	6	8	9	6	3
Become a community leader	27	24	3	33	12	21
Contribute to scientific theory	14	27	-13	16	6	10
Write original works	8	6	2	9	12	-3
Not be obligated to people	34	27	7	29	29	0
Create works of art	8	9	-1	18	59	-41*
Keep up with political affairs	52	49	3	44	59	-15
Succeed in my own business	52	39	13	47	23	24

\* Significant difference at the .05 level

though the subjects differed significantly on several of the interpersonal and noninterpersonal activities, they tended toward similarity in terms of their essential or very important objectives (Table 22).

Combs (1967) concluded that one's self-concept determines his future experience. Cross (1968) found that many community college students have positive self-concepts but as a group they do not possess nearly the academic self-confidence of their four-year college compeers. Clarke and Ammons (1970) found that attitudes toward oneself and toward one's environment are significant factors in academic achievement and in prediction of success for both black and white community college students. In order to determine the subjects' self-concept, they were asked to rate themselves on each of 21 traits when compared with the average student of their own age (item 26).

The response percentages of subjects for this item are shown in Table 23. The data indicate that, although black subjects were less likely to rate themselves above average in Academic ability, white males and black females were less prone to rate themselves above average in Athletic ability than were black males and white females. These observations are substantiated by the significant differences in the percentages, as shown in the Table, for Academic ability favoring the white subjects, and Athletic ability favoring white females. Accordingly, the

Table 23. Percentages of Subjects Rating Themselves  
"Above Average" on Twenty-one Traits \*\*

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Trait Self-Ratings Above Average</u>						
Academic ability	23%**	48%	-25%*	29%**	77%	-48%*
Athletic ability	50	33**	17	16**	41**	-25*
Artistic ability	13**	9**	4	20	65	-45*
Cheerfulness	31**	46**	15	47**	65	-18
Defensiveness	31	36	-5	42	12**	30*
Drive to achieve	52	49	3	53	35**	18
Leadership ability	33	30**	3	27**	47	-20
Mathematical ability	6**	15**	9	20**	24**	-4
Mechanical ability	35**	48	-13	42	12**	30*
Originality	25**	36	11	18**	47	-29*
Political conservatism	16	18	-2	11**	24**	-13
Political liberalism	27	30	-3	13**	41	-28*
Popularity (general)	24**	21**	3	36	24	12
Popularity (opposite sex)	39	21**	18	33	41	-8
Public speaking ability	17	27	-10	31	24	7
Self-confidence (intellectual)	30**	36	-6	44	47	-3
Self-confidence (social)	28**	24**	4	36	35	1
Sensitivity to criticism	24	33	9	24	35	-11
Stubbornness	31**	42	-11	33**	47	-14
Understanding of others	44**	55	-11	62	82	-20
Writing ability	13**	24	-11	22	35	-13

\* Significant difference at the .05 level

\*\* Traits in which subjects rated themselves below ACE  
Norms for two-year college students



difference between the percentages for males on Athletic ability, although not significant, approaches significance favoring black males. Similarly, as indicated in Table 23, black and white females differed significantly on five additional traits, namely, Artistic ability, Originality, and Political liberalism favoring white females, and Defensiveness and Mechanical ability favoring black females.

As portrayed in Table 23, comparison with American Council on Education (1966) Norms for community college students shows that black males were less prone to rate themselves above average in 12 of the 21 traits, while white males were less prone to rate themselves above average in only eight of these traits than were their national counterparts. Similarly, black females were less likely to rate themselves above average in nine of the traits, while white females were less likely to rate themselves above average in only six of these traits than were their national counterparts.

The results of the analysis tend to show that, on the basis of the black subjects' self-rating, their self-concept tends to be less positive than that of their white coequals. However, the findings relative to comparison with ACE Norms are suggestive but not compelling because these results were not tested for chance success.

The academic achievement of community college students is affected by their perception of the total college environment; therefore, administrators and counselors need to assess and evaluate continually the opinions of their students in regard to current crucial issues. In this connection, an effort was made to determine the opinions of subjects on seven issues by asking them to indicate their opinion, using the appropriate code (item 33). The data with regard to the responses of subjects are illustrated in Table 24.

Table 24 indicates that male subjects were significantly different in their opinions on two critical issues, namely, Discourage large families and Voting age should be 18. The first of these differences shows that significantly more white males agreed that large families should be discouraged than did their black male peers. Likewise, the second of these differences shows that significantly more black males agreed that the voting age should be 18 than did their white peers. The lack of significant differences on five of the seven critical issues indicates that black and white male subjects held similar opinions or did not differ significantly in their opinions in regard to these issues. In respect to the items Discourage large families and My beliefs are similar to others, significantly more white females agreed that large families should be discouraged and that their beliefs were similar to others than

Table 24. Subjects' Opinions of Seven Critical Moral and Sociological Issues (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Agree Strongly or Somewhat</u>						
Married women belong at home	45%	48%	-3%	40%	47%	-7%
Discourage large families	50**	73**	-23*	56**	100**	-44*
Individual cannot change society	41**	61**	20	40**	47**	-7
My beliefs are similar to others	39	39	0	40	71	-31*
Voting age should be 18	80**	55	25*	76**	65**	11
Give disadvantaged preferential treatment	69**	55**	14	69**	47**	22
Colleges too lax on student protests	39	58**	-19	47	53**	-6

\* Significant difference at the .05 level

\*\* Percentages which exceed the ACE two-year college Norms

did black females. Again, comparison with ACE (1967) Norms, as indicated in Table 24, revealed that there was a tendency for the percentages in Table 24 to exceed the ACE Norms for community college students. These differences mean that, even though community college students are, on the average, more conservative than their four-year college coequals, some community college students are slightly more liberal than others. For example, the fact that ACE Norms

exceeded the percentages in Table 24 for the critical issue Married women belong at home denotes liberalism. Similarly, the fact that the percentages for the critical issue My beliefs are similar to others are exceeded by ACE Norms denotes conservatism.

It can be concluded from the analysis that the subjects in the present study are liberal concerning some of the critical issues listed in Table 24 and conservative concerning others.

Robb (1932) and Hitch (1934) suggested that the community college was in a strategic position to provide vocational, educational and personal counseling to assist students in the selection and pursuit of a career comparable with their interests, aptitudes, and abilities. On the other hand, Devolder (1969) concluded that students' perception of the counselor and his role, and the counselor's perception of himself and his role, must correspond if students are to effectively use guidance and counseling services. To determine the subjects' opinion of the counselor, they were asked to select from among six possibilities one concept which best described what a counselor was most like (item 34).

The response of subjects to this statement are shown in Table 25. Black subjects were less likely to perceive the counselor as a teacher than were their white counterparts. While a large percentage of all subjects perceived

Table 25. Subjects' Conception of the Community College Counselor as Determined by Their High School or College Experience (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Response Alternatives</u>						
A teacher	19%	33%	-14%	13%	24%	-11%
A principal or dean	2	3	-1	4	6	-2
A parent	3	0	3	0	0	0
A preacher	3	0	3	3	0	3
A friend	57	37	20	56	47	9
None of the above	9	27	-18*	22	12	10
No response	7	0	7	2	11	-9

\*Significant difference at the .05 level

the counselor as a friend, black subjects were more likely to perceive him as such than were their white counterparts. As disclosed in the table, a significant percentage of white males and an appreciable percentage of black females were less prone to conceive the counselor as A teacher, A principal or dean, A parent, A preacher, or A friend than were the majority of their peers. Since the subjects were asked to base their responses on their high school experience, those who placed their counselors in the None of the above category probably had encountered unfavorable experiences with their counselors, and thus were expressing negative feelings. Comparisons of the data with norms developed by Anderson and Michal (1970) for community college

students of Kansas indicated that the students in the Anderson-Michal study were more likely to perceive the counselor as a teacher and less often as a friend than did the subjects in this study.

One conclusion that may be drawn from the result of this analysis is that the subjects who perceived the counselor as a teacher would probably be less likely to discuss their problems with a trained counselor than would those who perceived him as a friend. For instance, those subjects who perceived the counselor as a friend would be more aware of his special skills than those who perceived him as "just another teacher."

Similarly, to determine the subjects' opinion of one of the counselor's most important duties, they were asked to select from among five possibilities the most important duty of the counselor (item 35). The responses of the subjects to this statement are illustrated in Table 26.

An examination of the responses of subjects to item 35 shows that the subjects can be divided almost equally into two groups as indicated by the larger response percentages for two items, that is to say, Helping students to select the right courses and Assisting students in making decisions in Table 26. This could mean that the subjects who plan to continue their formal education after graduation view the most important duty of the counselor as that of assisting them with their educational plans. Conversely,

Table 26. Subjects' Opinion Relative to the Most Important Task of the Community College Counselor (Percentages)

Item Description	Black Males N=64	White Males N=33	D%	Black Females N=45	White Females N=17	D%
<u>Response Alternatives</u>						
Keeping records	0%	0%	0%	4%	0%	4%
Helping students select the right courses	28	42	-14	9	47	-38*
Disciplining students	0	0	0	4	0	4
Assisting students in making decisions	56	58	-2	76	47	29*
Assisting students in selecting a college	11	0	11	3	0	3
No response	5	0	5	4	6	-2

\* Significant difference at the .05 level

the subjects who planned to seek immediate employment at graduation tended to see the counselor's most important duty as that of assisting them not only with their vocational plans but in making all kinds of decisions. Table 26 further illustrates that black and white females differed significantly in their opinion of the most important task of the community college counselor in respect to these same two items, namely, Helping students select the right courses, and Assisting students in making decisions. The result of this analysis could lead to the conclusion that the subjects tended to see the counselor's most important

duty in terms of their future educational and vocational plans.

In addition to their understanding of students' perception, administrators and counselors are realizing increasingly that they need to be aware of some of the reasons why students often refuse to use guidance services and similar facilities. In this connection, Anderson and Michal (1970) identified and reported ten reasons why community college students of Kansas did not discuss their problems with school counselors. Five of the reasons most frequently indicated by students in the Anderson-Michal study are (1) free hours of counselor and students often did not coincide (2) counselor was too busy (3) students did not think counselor could help with their problems (4) students were afraid that the counselor would not understand, and (5) students were afraid the counselor would repeat what was discussed.

In view of the above, the subjects were asked to indicate if they had ever planned to discuss their problems with a school counselor but later decided against it (item 36). The responses of subjects to this item were as follows:



<u>Response</u>	<u>Black Males N=12</u>	<u>White Males N=10</u>	<u>Black Females N=8</u>	<u>White Females N=7</u>
Yes	19%	30%	18%	53%
No	78	70	76	41
No response	3	0	6	6

$\chi^2 = 40.31$ , d.f. 3, significant at the .05 level

The "no" response percentages, though numerically large, must not be interpreted as meaning that all of these subjects have discussed their personal problems with school counselors.

The significance of the data in the above tabulation stems from the fact that they lead one to raise the following question: What are some of the reasons that certain of the subjects refrained from discussing their problems with school counselors? In search of an answer to this question, subjects were asked to write the most important reason why they refused to discuss their problems with school counselors (item 37). The data with regard to the responses of subjects are presented in Table 27 (Appendix E). An analysis of the responses shows that 45 percent of the black subjects and 42 percent of their white counterparts mentioned six of the ten reasons which were identified earlier by Anderson and Michal. Also, a content analysis was made to identify the "feeling tone" of each of the 37 reasons that were listed by subjects. The following arbitrary categories as discussed by Fox (1969)

were used:

- a. 1 Positive -- a response containing perceptions which indicate that subjects were not biased toward counselor
- b. 3 Mixed -- a response containing both positive and negative perceptions concerning counselor
- c. 5 Negative -- a response containing perceptions which indicate that subjects were biased toward counselor and/or the counseling process
- d. 7 Ambiguous -- a response which cannot be conceptualized as positive, mixed or negative after the response was read at least three times.

The result of the content analysis based upon the above rationale may be shown by these results:

<u>Feelings</u>	<u>Black Males N=12</u>	<u>White Males N=10</u>	<u>Black Females N=8</u>	<u>White Females N=7</u>
Positive	8%	20%	0%	14%
Negative	50	30	50	14
Mixed	25	10	38	58
Ambiguous	17	40	12	14

$\chi^2 = 108.55$ , d.f. 9, significant at the .05 level

It is apparent from the tabulation that one-half of the black subjects and 30 and 14 percent, respectively, of the white males and females expressed negative feelings toward the counselor as determined from content analysis. The tabulation further shows that female subjects were more

likely to express mixed feelings toward counselor than were their male peers. Though the larger percentage of positive feelings were expressed by white males, they were also more likely to express ambiguous feelings than were their peers. Chi-square computed for these data yields a large value of 108.55 which indicates that the subjects vary widely in terms of their feelings concerning school counselors. The results of the analysis tend to substantiate the fact that the black subjects tended to demonstrate repeatedly that their self-concept is far more negative than that of their white compeers (Altrocchi, 1969 and Clarke and Ammons, 1970).

Finally, in the light of the contentions of Robb (1932) and Hitch (1934) relative to the strategic position of the community college for the guidance function, these data posit important implications for counselors and administrators.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to analyze and describe the opinions and characteristics of black students enrolled in Portland Community College. To determine the opinions and characteristics of these students, the following specific areas were investigated:

- a. Academic characteristics
- b. Educational and occupational aspirations
- c. Socio-economic characteristics
- d. Students' opinion of the college environment
- e. Self-evaluation of traits and abilities
- f. Students' perception of counselor and his role

The instrument used in the investigation was the culture fair Supplementary Form of the Student Information Form (1966), including items from the 1967 edition for entering college students, published by the American Council on Education (see Chapter III). The basic areas covered by the SIF are as follows:

- a. Biographical and demographic information
- b. Educational and vocational aspirations
- c. Secondary school achievements
- d. Self-rating of traits and abilities
- e. Student's appraisal of the college atmosphere
- f. Student's appraisal of guidance received

- g. Student's opinions relative to crucial social issues

#### Summary of Procedures

The following procedures were followed in conducting this study:

1. Selection of black subjects: The data described and reported in this study concerning black subjects were collected at Portland Community College during the 1970 fall registration immediately after each student had completed his registration. Each black student was invited to participate in the study by filling out a copy of the SIF. Each of the 64 males and 45 females filled out the SIF while seated in the refreshments area of the College Center. An effort was made to motivate the respondents by informing them of the purpose of the study, the confidential manner in which all information provided by respondents would be handled, and by the distribution of a cover letter which indicated that official permission had been granted to conduct the study.

2. Selection of white subjects: The original plan for the study proposed that the SIF be administered to a sample of black students only. However, the SIF was administered four weeks later to a sample of white students, of whom 33 were males and 17 females. The data collected from the white subjects were used to facilitate

interpretation of the data provided by the black subjects. That is, all information concerning white subjects was used solely for comparative purposes.

### Summary of the Analysis of Data

In order to generate the significant differences between the response percentages of the subjects, the following comparisons were made:

1. The response percentages of black males with white males
2. The response percentages of black females with white females

Statistical comparisons were made by utilizing the t-test of difference between two percents. All differences were tested at the .05 (percent) level of significance.

The simple Chi-square test was utilized to test the difference between the black and white subjects' dichotomous responses and subgroups. All Chi-square values were generated at the .05 level of significance.

### Major Findings

#### Academic Characteristics

1. Chronological Age. The findings of this study relative to age resemble those of Panos and Astin from

which they concluded that community colleges provide an opportunity for an increasing number of older students to continue their formal education. The data show that on the average, black and white males were older than their female peers. The larger percentage of the white subjects and the black females indicated that they were between the ages 18 to 20, while the majority (25 percent) of the black males indicated that they were between the ages 21 to 23. Observed difference between the percentages and one significant difference disclose that 17 percent more black males and 14 percent more black females indicated that they were over age 30 than did their white peers.

2. Grade Point Averages. Male subjects did not differ significantly relative to their self-report GPAs, even though white males were more likely to indicate GPAs of A- and C than were the black males. Female subjects differed significantly in regard to their self-report GPAs on two items, as shown in Table 3. That is, white females reported slightly more GPAs of A- and no GPAs of C, while black females reported fewer GPAs of A and more GPAs of C than did their white female peers. These findings resemble those of Cross (1968) and Thurston (1962), from which these scholars concluded that community college students as a group generally demonstrate a wide range of academic ability.

3. Secondary School Achievements. Two significant

differences in secondary school achievements show that a greater percentage of the black males received recognition in sports and in art than did their white male peers. Similarly, three significant differences indicate that a greater percentage of the white females received recognition in literary and over-all achievement than did their black female peers. The five significant differences and the fact that a notable percentage of the subjects reported that they received recognition in each of the high level achievements listed in Table 5 concur with Cross's (1968) assumption that there is a diversity of talent among community college students.

### Educational and Occupational Aspirations

1. Educational Aspirations. The significant difference on one item, M.D., D.D.S., D.V.M., shows that the white males were more likely to aspire for a professional degree in some branch of medicine than were their black peers. The females did not differ significantly in their educational aspirations. Even though a large percentage of the subjects indicated that they planned to pursue a degree, the findings in this study do not concur with those of Grieve's (1969), from which he concluded that from two-thirds to three-fourths of the community college students indicated that they planned to pursue the bachelor's degree.



2. Major Fields of Study. The greater percentage of the black males selected Business and Engineering, 17 and 13 percent respectively, as major fields of study, while their black female peers selected Health professions and Fine arts, 16 and 13 percent respectively. On the other hand, the greater percentage of the white males selected Business and Engineering, 21 and 15 percent respectively, as major fields of study, while their white female peers selected Business, Health professions, and Fine arts, 18, 18, and 35 percent respectively, as major fields of study. The data further show that a larger percentage of black and white males were undecided as to a major field of study than were their female peers. The subjects did not differ significantly in their choice of major fields of study. These findings agree with those of Lieberman (1969) and Cross (1968) from which they inferred that business, education, and engineering were the only major fields of study that were likely to be selected by at least ten percent nationally of community college students insofar as business and engineering (but not education) are concerned.

3. Career Occupational Choices. The greater percentage of the black males chose Other choice (skilled and technical occupations) as their career occupation, while a discernible percentage of them chose Businessman and Engineer, 17 and 13 percent respectively. The greater percentage (24 percent) of the white males chose

Businessman as their career occupation, while 18 percent of them chose Engineer and Other choice, 18 and 15 percent respectively. The three occupations most frequently chosen by black females were Businessman, Education, secondary and Health professional, 18, 16, and 18 percent respectively, while the three occupations most frequently chosen by white females were Artist (or Health professional), Businessman, and Other choice, 12, 18, and 35 percent respectively.

#### Socio-Economic Characteristics

1. Occupational Status of Subjects' Fathers. The findings of this study show that except for white females who reported that 41 percent of their fathers were Businessmen, the larger percentage of the subjects' fathers had attained Skilled, Semiskilled, and Unskilled occupational status. The four significant differences for males, as shown in Table 10, indicate that a larger percentage of the white males' fathers were Businessmen or Skilled workers, while a larger percentage of the black males' fathers were Semiskilled or Unskilled workers. Accordingly, three significant differences for females indicate that a larger percentage of the white females' fathers were Businessmen or Farmers, whereas a greater percentage of the black females' fathers were Unskilled workers. The findings concur with the reviewed literature relative to the

occupational status of community college students' parents.

## 2. Highest Educational Level of Subjects' Parents.

The findings of this study show that the parents of black subjects on the average have attained a lower educational level than the parents of their white coequals. The data further show that white mothers' highest educational level was lower than that of white fathers, whereas black mothers' highest educational level was slightly higher than that of black fathers. Significant differences for male subjects show that their parents differed in their educational attainment at three levels as follows: (a) Two of these differences show that a larger percentage of the white males' fathers have attained Some college and a Postgraduate degree than have the fathers of their black male peers. (b) The third significant difference shows that a larger percentage of white males' mothers have attained a High school diploma than have mothers of black males. Similarly, three significant differences indicate that the parents of female subjects differed significantly in their educational attainment at three levels as follows: (a) Two of these differences show that a larger percentage of white females' fathers and mothers have attained Some college and a High school diploma respectively than have the fathers and mothers of black females. (b) The third significant difference indicates that a greater percentage of the black females' mothers have attained only Grammar school

or less than have mothers of white females.

3. Subjects' Parental Annual Income. The study has shown that although a notable percentage of black males reported parental annual income in six of the intervals (as shown in Table 12), the modal percentage (38 percent) of them reported parental income in the Less than \$4,000 interval. Whereas a small percentage of white males reported parental annual income in each of the interval, the modal percentage (30 percent) of them reported parental income in the \$8,000-\$9,999 interval. The two significant differences for male subjects at these intervals indicate that there were real differences between the male subjects' parental income. Accordingly, although a notable percentage of black females reported parental income in seven of the intervals, the modal percentage (40 percent) of them reported parental income in the Less than \$4,000 interval. Whereas the white females reported parental annual income in each of the intervals, the modal percentage (35 percent) of them reported parental income in the \$10,000-\$14,999 interval. Two significant differences at these intervals for females show that there were real differences between their parents' annual earnings.

4. Subjects' Financial Concern and Plans for Financing Their First Year of College. The findings of this study indicate that although black subjects reported far less parental annual income than did white subjects, black

subjects were less prone to indicate some or a major concern about financing their college expense than were white subjects. This finding is substantiated by the observed and significant differences, as shown in Table 13, as follows: (a) Black males planned to finance their college expense through Employment while in college, G. I. Bill, and the Federal government. (b) White males planned to finance their college expense through Employment while in college, G. I. Bill, and Parental aid. (c) Black females planned to finance their college expense through Employment while in college, Personal savings, and the Federal government. (d) White females planned to finance their college expense through Employment during summer, Personal savings, and Parental aid. Female subjects differed significantly on three of the sources named above, namely, Employment during summer, Parental aid favoring white females, and the Federal government favoring black females.

The larger percentage of black males and females planned to work between 36 and 40 hours per week while attending college, whereas white males planned to work between ten and 15 hours per week while attending college, and white females between 16 and 20 hours.

5. Subjects' Religious Background. The results of the study show that 41 percent of the white females and slightly more than 50 percent of their white male and black compeers indicated Protestant as their religious

background. Likewise, eight percent of the black males and four percent of the black females reported Roman Catholic, while 21 percent of the white males and 29 percent of their white female peers indicated Roman Catholic as their religious background. One significant difference indicates that black and white females varied statistically relative to their Roman Catholic background. A second significant difference indicates that white females were more prone to report no religious background than were black females.

6. Subjects' Present Religious Preference. The findings show that 36 percent of the white males and slightly more than 40 percent of their white female and black peers reported Protestant as their present religious preference; however, eight percent of black males, 12 percent of the white males, seven percent of the black females, and 29 percent of the white females reported Roman Catholic as their present religious preference. Male subjects did not differ significantly in their present religious preference; however, the female subjects differed significantly in regard to their present religious preference insofar as Roman Catholic is concerned. Although the data show that the subjects differed significantly on only one item relative to their present preference, the observed differences show that there is a tendency for all subjects except the white females to reject institutional religion as evidenced in Table 17. The observed differences indicate that the

trend away from institutional religion is far more pronounced among the male subjects than among the female ones.

### Subjects' Opinion of the College Atmosphere

#### 1. Subjects' Opinions of the Psychological Climate.

Neither the males nor the females differed significantly in their rating of the psychological climate on four items, namely, Intellectual, Snobbish, Social, and Victorian.

Less than 13 percent of the males and females perceived that the four items depicted the College climate. However, the black subjects tended to be far less positive in their response to the items relative to the College climate than were the white subjects. The male subjects differed significantly in their rating of the College climate on four items, as shown in Table 18, that is to say, fewer black males rated the College climate as Practical-minded, Warm, Realistic, and Liberal than did their white male peers.

Likewise, the female subjects differed significantly in their rating of the College climate on three of the latter items, namely, Practical-minded, Warm, and Liberal.

#### 2. Subjects' Opinions of the Sociological Climate.

The findings show that female subjects differed significantly in their opinions on four of the sociological items in Table 19. Since three of the items that were significant were related to the academic experience, it could be assumed that there is a relationship between subjects'

academic achievement (Table 3) and their perception of the College's sociological climate. For instance, the data show that white females reported a greater percentage of A's and B's than did their white male and black peers; therefore, it could appear that they were less prone than were black females to perceive that there was great pressure for grades (Students' academic caliber high), and that there was Keen competition for grades. Such an explanation is further substantiated by the fact that even though black males reported a greater percentage of A's, white males reported a larger percentage of the A- category than did black males. Hence, though not significant, white males were less prone to perceive that Students were of high academic caliber and that Classes were run informally. The male subjects differed significantly in their opinions on the above two items, that is, Students were of high academic caliber favoring black males and Classes were run informally favoring white males.

3. Subjects' Opinions of Seven Crucial Issues. The study has shown that male subjects differed significantly on two of the critical issues disclosed in Table 24, namely, Discourage large families favoring white males, and Voting age should be 18 favoring black males. The females differed significantly on two of the items in Table 24, namely, Discourage large families, and My beliefs are similar to others of my age both favoring white females.



Comparison with ACE (1967) Norms, as indicated in Table 24, revealed that there is a tendency for the percentages to exceed the ACE Norms for all community college students. Such differences appear to indicate that although community college students, on the average, are more conservative in their opinions than are their four-year college coequals, some community college students are more liberal in their opinions on crucial issues than are others.

#### Subjects' Self-evaluation of Traits or Abilities

##### 1. Subjects' Self-rating of Abilities or Traits.

Subjects' self-ratings show that black subjects tended to indicate less confidence in themselves and abilities than did the white subjects. Male subjects differed significantly in their self-ratings on one of the 21 traits or abilities listed in Table 23, namely, Academic ability favoring white males. The observed differences evince that black males' self-ratings exceeded those for white males appreciably on two abilities or traits, Athletic ability, and Popularity with the opposite sex, while white males' self-ratings exceeded those of black males on ten of the 21 traits in Table 23. The lack of self-confidence is further substantiated by the fact that white males rated themselves below the ACE Norms for community college students on only eight of the 21 traits in Table 23, excluding Academic ability, whereas black males rated themselves

below the ACE Norms on 13 of said traits, including Academic ability. The females differed significantly on seven of the 21 traits (Table 23), Academic ability, Athletic ability, Artistic ability, Cheerfulness, and Political liberalism favoring white females; and Defensiveness, and Mechanical ability favoring black females. That black females indicated far less self-confidence than did white females is disclosed by the fact that they rated themselves below the ACE Norms for community college students on nine of the 21 traits, including Academic ability, listed in Table 23, while white females rated themselves below the ACE Norms on only six of the 21 traits, excluding Academic ability.

2. Subjects' Rating of Essential or Important Objectives. The results of the study have shown that black and white subjects differed significantly on two of the objectives which they indicated as being essential or very important to them. These two objectives were Join the Peace Corps favoring white males, and Create works of art favoring white females. On the other hand, the large response percentages and the small differences between the percentages, as shown in Table 22, show that a large percentage of the subjects consider five additional objectives as being essential or very important: Be an authority in my field, Be very well-off financially, Help others in difficulty, Keep up with political affairs, and Succeed in my

own business. An examination of these objectives tends to show that nearly 50 percent of the subjects consider both utilitarian and humanitarian activities as being essential or very important to them. Such findings do not concur with the earlier findings of scholars which depict community college students as having a "Practical-business" orientation (Cross, 1968 and Richards and Braskamp, 1969).

### Subjects' Perception of School Counselor and His Role

1. Subjects' Perception of School Counselor. The findings show that although the greater percentage of the subjects perceived the counselor as A friend, white males were far less likely to so perceive the counselor. The data further show that black and white males differed significantly on the category None of the above, which favored white males; that is, 27 percent of the white males perceived the counselor as something other than A teacher, Principal or dean, A parent, A preacher, or A friend.

2. Subjects' Opinion of Counselor's Most Important Role. The findings indicate that the greater percentage of the subjects believed the counselor's most important role was that of Helping students select the right courses and Assisting students in making decisions. Black and white females differed significantly in their opinion on both of these items, namely, Helping students select the right courses favoring white females and Assisting students in

making decisions favoring black females. The male subjects did not differ significantly in their opinion of the counselor's most important role. These results could evince, however, that the subjects tended to see the counselor in terms of their future goals.

3. Subjects' Reasons for Refusing to Discuss Problems with School Counselor. The study has shown that a small percentage of all subjects and 53 percent of the white females had refused to discuss their problems with a school counselor. The Chi-square value (40.31) was significant at the .05 level. This large Chi-square value shows that there were wide variations in the subjects' responses to this item. The reasons listed by those subjects who had refused to discuss their problems with school counselors were analyzed for feeling tone (Fox, 1969). The results of such analysis have shown that a notable percentage of the subjects, with the exception of black females, expressed positive feeling in the reasons listed for not discussing their problems with school counselors; however, 50 percent of the black subjects and 30 and 14 percent respectively of their black and white peers expressed negative feelings in the reasons listed for not discussing their problems with school counselors. The Chi-square value (108.55) was significant at the .05 level. Since the Chi-square value is extremely large, it is evident that the subgroups varied widely in their feelings toward school counselors.

### Conclusions

On the basis of the findings in this study, the following conclusions were drawn:

1. Black and white subjects at Portland Community College differ, statistically, far less in their academic characteristics than they do in their psychological and socio-economic characteristics, as derived from their self-report GPAs, prior secondary school achievements, and the number of significant differences.

2. The results of the study show that black students at Portland Community College, on the average, come from a significantly different and lower socio-economic background than do their white student peers, as determined from their self-report parental occupational status, over-all parental educational attainment, and parental annual income.

3. Portland Community College black students' opinions of themselves and of the over-all College environment are significantly different and are recurrently inclined to be decidedly less positive than are these same opinions of their white student peers, as determined from the students' self-rating, evaluation of the psychological climate at the College, and the appraisal of the dominant sociological environment of the College.

4. In the light of Altrocchi's discussion of dissonance and Comb's idea of "process and product," it can

be concluded that the black students' negativistic attitude toward themselves and their present milieu are related to their lower socio-economic background and to their prior culturally deprived experiences.

5. Students' perception of the counselor and his role determines whether they will make self-referrals for his professional service.

6. It can be further concluded that despite the black students' apparent negativistic orientation, they have still certain attributes, such as athletic ability, drive to achieve, and a desire for social or economic mobility that can be utilized by educators in guiding them in actualizing their academic and nonacademic potentials.

### Recommendations

From the implications and results of this study, the following recommendations emerge:

1. That future research include a randomized representative sample of black and white students at Portland Community College which would utilize the SIF and replicate the procedures used in this study.

2. That an inventory study be made among community college students in Oregon at the local level to determine the opinions of students, faculties, and staff members relative to the counselor and his role.

3. That, as a prerequisite to educational and

personal adjustment counseling, black students be provided with vocational counseling which focuses upon the unique characteristics and the entire life-style of these students to help increase their expectation of themselves.

4. That counselors at Portland Community College administer inventory instruments, such as the Omnibus Personality Inventory (OPI) (Cohen and Brawer, 1969) and the College Characteristics Index (CCI) (Pace, 1960) to determine those students who are deviant in their self-concept and the perception of the College environment, and share the findings with faculty and staff members.

5. In view of recommendations three and four above, that Portland Community College chief administrators provide ample finance and the time necessary for their counselors to perform necessary tasks as evinced by continual assessment of the characteristics of black and disadvantaged students.

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## APPENDICES

## APPENDIX A

## Letters:

To: Dr. Amo DeBernardis, President  
Portland Community College

From: Jack M. Flint, President  
Kansas City Community College

To: Black Students

From: Dr. Alice S. Thurston, Director  
Kansas City Metropolitan Junior  
College District

To: Mr. Edward Harris, Counselor  
Portland Community College

Mr. Robert Palmer, Personnel Director  
Portland Community College

Dr. Amo DeBernardis, President  
Portland Community College

From: Alexander W. Astin, Director  
American Council on Education  
Washington, D.C.

Dean of Students Office  
Oregon State University  
Corvallis, Oregon 97331  
June 15, 1970

Dr. Amo DeBernardis, President  
Portland Community College  
12000 S.W. 49th Avenue  
Portland, Oregon 97219

Dear President DeBernardis:

Dr. Don Shelton has suggested that I contact your office to request your permission to do research among a sample of black students enrolled in Portland Community College for the 1970-71 academic year.

The topic of the dissertation would be as follows:  
"Opinions and Characteristics of Portland Community College Black Students."

The findings of such study should be of unlimited use to you and your staff in planning future curriculum and personnel services.

Dr. Franklin R. Zeran, my major adviser, is also highly interested in the usefulness of the above study.

May I hear from you at your early convenience. Thank you.

Respectfully yours,

Lawson G. Bonaparte  
Doctoral Candidate



KANSAS CITY KANSAS  
COMMUNITY JUNIOR COLLEGE  
824 State Avenue  
Kansas City, Kansas 66101

August 31, 1970

Office of the President

Mr. Lawson G. Bonaparte  
342 Tenth Street S.W.  
Corvallis, Oregon 97330

Dear Sir:

Relative to your request for assistance in your communication of August 29, I regret that the information as requested is unavailable. I am, however, mailing you a copy of Mr. Wellemeyer's book. On page 24 you will find some information relative to same.

Also, I am enclosing a copy of a new book which might have some interesting statistics relative to your study. You may keep this book, but Mr. Wellemeyer's book is only loaned and I shall expect it back in the near future.

Sincerely,

(Signed) Jack M. Flint  
President

JMF:jg

enc. 2

Oregon State University  
School of Education  
Corvallis, Oregon 97331

To Black Students of Portland Community College

My dear Students:

President DeBernardis, in conference with your College Counselors, has granted me permission to make this Inventory Survey of Black Students during the 1970 Fall Term Registration.

Please complete one of the Student Information Forms after reading each item with extreme care.

This is not a "test," therefore, you may ask questions for clarifications any time.

Thank you for your kind cooperation and help in this effort.

Very sincerely yours,

Lawson G. Bonaparte  
Doctoral Candidate

## METROPOLITAN JUNIOR COLLEGE DISTRICT

560 Westport Road  
Kansas City, Missouri 64111

September 4, 1970

Mr. Lawson G. Bonaparte  
Graduate Assistant  
342 Tenth Street S.W.  
Corvallis, Oregon 97330

Dear Mr. Bonaparte:

First, thank you for your kind words regarding my Junior College Journal article so long ago. At that time junior college personnel work was still very young.

Off hand, I don't think of anything we have done here which would be specifically related to your dissertation problem. I assume that you have contacted the ERIC Clearinghouse on disadvantaged students for pertinent material. In the event you have not done so, I can't give you the address of the appropriate ERIC, but you could write to ERIC, U.S. Office of Education, Washington, D.C. 20202, for a list of clearinghouses. During the last year we have responded to a variety of questionnaires dealing with curricula or other special services for disadvantaged students. However, I don't think anything came across my desk specifically related to the opinions and characteristics of these students. If you are looking for subjects, are you aware of the U.S. Office of Education grants made for special services for disadvantaged students? These grants were awarded in early June of this past year to a number of institutions across the country. I would assume that the special services division of the U.S. Office of Education could supply you with a list of participating institutions. We operated several fascinating programs here last summer with vocational-educational funds through the Missouri Department of Education; however, most of these programs have been completed.

Lots of good wishes to you for success in completing your dissertation. Perhaps you will eventually send me an abstract.

Very sincerely yours,

(Signed) Alice S. Thurston, Ph.D.  
Director of Institutional Research  
and Student Personnel Services

AST/fw

1350 S.W. 35th Street  
Corvallis, Oregon 97330  
October 3, 1970

Mr. Edward Harris, Counselor  
The Counseling Center  
Portland Community College  
Portland, Oregon 97219

My dear Mr. Harris:

Thank you very much for each little thing you did to help make my purpose and stay on your campus a real success. Two of my Doctoral Committee members with whom I have shared my experience were more than pleased with the size of my population sample.

I would not exchange many things for my enriched experiences there at PCC during the week of your 1970 Fall Registration. I experienced so many things in a real way that I had previously read about in literature.

I shall be contacting you from time to time as the need arises in regard to questions which may arise as I attempt to analyze and interpret the data collected from your black students.

I am writing Mr. Palmer, and your kind College President, too.

Again, millions of thanks for your considerate helpfulness.

Please express my kindest regards to Mr. Yap and the other members of the Counseling Staff.

Sincerely yours,

Lawson G. Bonaparte  
Graduate Assistant

1350 S.W. 35th Street  
Corvallis, Oregon 97330  
October 3, 1970

Mr. Robert Palmer  
Personnel Director  
Portland Community College  
Portland, Oregon 97219

Dear Mr. Palmer:

I am most grateful for your encouragement, helpfulness, and suggestions while I was on your beautiful campus during Registration Week to collect data from your black students.

I have shared my experiences at Portland Community College with three of the members of my Doctoral Committee and each of them was highly pleased with my very ample data.

In the meantime, please express my appreciation and gratitude to the other members of the Counseling Center. I shall long remember the friendliness and warmth that exist there in your Counseling Facility.

Again, thank you for everything.

Very sincerely yours,

Lawson G. Bonaparte  
Graduate Assistant

1350 S.W. 35th Street  
Corvallis, Oregon 97330  
October 8, 1970

Dr. Amo DeBernardis, President  
Portland Community College  
Portland, Oregon 97219

Dear President DeBernardis:

This letter is sent to thank you and express my unflagging appreciation for your allowing me to be present and collect research data during your 1970 Fall Registration.

Three of my Doctoral Committee members were surprised to learn that I was able to elicit the cooperation of such a high percentage of your black students.

Your entire Staff and Faculty members were most considerate and helpful each of the six days I spent in your ample facility and on your beautiful campus. Most pointedly, however, Messrs. Harris, Palmer, and Ruark did everything possible to help make my purpose for being on your campus a successful one.

I should like to felicitate you for exemplifying such a dynamic innovative spirit which radiates throughout your entire College community. It is evident, then, that you can appreciate the following words from the Foreword of Alvin C. Eurich's (1969) book, *Reforming American Education*. He writes:

The innovative spirit seeks improvement in every aspect of teaching and learning. It questions accepted ideas and is open to new ones.

The innovative educator strives to maintain an open system -- open classrooms, open schools, an open administration -- open to new ideas, to public and professional scrutiny, to correction of inevitable flaws and abuses.

My final gesture is, thank you again and again.

With kindest regards, I remain

Respectfully yours,

LGB:kam  
cc-Henry C. Ruark

Lawson G. Bonaparte  
Graduate Assistant

AMERICAN COUNCIL ON EDUCATION  
One Dupont Circle  
Washington, D.C. 20036

Office of Research

November 23, 1970

Mr. Lawson G. Bonaparte  
Doctoral Candidate  
1350 S.W. 35th Street  
Corvallis, Oregon 97330

Dear Mr. Bonaparte:

You may consider this letter as a formal authorization from the Office of Research of the American Council on Education to utilize the requested items from our Student Information Forms.

Again, I should appreciate your giving appropriate credit to the source of the items.

Sincerely yours,

(Signed) Alexander W. Astin  
Director

## APPENDIX B

Decoding Scheme for Subjects' Probable  
Major Fields of Study \*

Collapsed Category	Item Response Alternatives
Agriculture (incl. Forestry)	Agriculture; Forestry
Biological Sciences	Biology; Biochemistry; Biophysics; Botany; Zoology
Business	Accounting; Bus. Admin.; Data Processing; Secretarial
Education	Education; Physical Education and Recreation
Engineering	Civil; Chemical; Electrical; Industrial; Mechanical; etc.
English	English (literature)
Health Professional	Health Technology; Nursing; Pharmacy; Therapy
History and Political Science	History; Social Science; Political Science
Humanities (Other)	Languages; Philosophy
Fine Arts	Architecture; Fine Arts; Journalism; Music; Speech and Drama
Mathematics and Statistics	Mathematics; Statistics
Physical Sciences	Chemistry; Earth Science; Physics; Other
Preprofessional	Pre dentistry; Prelaw; Pre-medical; Preveterinary
Social Sciences	Anthropology; Economics; Psychology; Social Work; Sociology
Other Fields (Technical)	Communications; Electronics; Industrial Arts
Other Fields (Nontechnical)	Home Economics; Library Science

\* Source: ACE Norms for Entering College Freshmen



## APPENDIX C

Decoding Scheme for Subjects' Probable  
Career Occupations \*

Collapsed Category	Item Response Alternatives
Artist	Actor; Artist, Designer; Musician; Journalist
Businessman	Accountant; Executive; Owner; Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher
Doctor (M.D. or D.D.S.)	Dentist; Physician
Educator (secondary)	Counselor; Principal or Superintendent; Teacher
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician; Lab Technician; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Nurse	Nurse
Research Scientist	Scientific Researcher
Other Choice	Architect; Clerical; Com- puter Programmer; Housewife; Law Enforcement; Military; Social Worker; Skilled Trades

\* Source: ACE Norms for Entering College Freshmen

## APPENDIX D

Decoding Scheme for Subjects' Fathers'  
Occupational Status \*

Collapsed Category	Item Response Alternatives
Artist	Actor or Entertainer; Artist, Designer; Musician; Journalist
Businessman	Accountant; Executive; Owner; Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher or Professor
Doctor (M.D. or D.D.S.)	Dentist; Physician
Educator (secondary)	Counselor; Principal or Superintendent; Teacher
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician; Lab Technician; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Military Career	Military Service (career)
Research Scientist	Scientific Researcher
Skilled Worker	Skilled Trades
Semi-skilled Worker	Semi-skilled Worker
Unskilled Worker	Laborer (unskilled)
Unemployed	Unemployed
Other	Architect; Clerical; Com- puter Programmer; Housewife; Law Enforcement; Nurse; Social Worker

\* Source: ACE Norms for Entering College Freshmen

## APPENDIX E

Table 27. Content Analysis for Feeling Tone of the Most Important Reason Subjects Refused to Discuss Their Problems with School Counselors

Race and Sex	Response	Tone*
Black Males N=12	A. "Experience is wisdom".....	1
	B. "The lack of time".....	3
	C. "Inferiority on my part".....	7
	D. "Because he may tell someone else"..	5
	E. "Once he falsely directed me in transfer credits".....	5
	F. "Counselor was always too busy, according to his secretary".....	3
	G. "Lack of communication -- no personal interest in me".....	5
	H. "When could you find time to talk to him?".....	3
	I. "Because he was my teacher".....	7
	J. "Counselor wanted to make <u>my</u> decisions for me".....	5
	K. "Lack of confidence in him -- he was not truthful".....	5
	L. "He was white".....	5
White Males N=10	A. "He was never at his desk, and once he selected the wrong courses for me".....	7
	B. "Because I got treated like s--t (sic) by one of your darn counselors".....	5
	C. "Counselor was too busy".....	3
	D. "I thought my counselor would think I was stupid. I was embarrassed"..	5
	E. "There has been a lack of under- standing between us".....	7
	F. "I already knew what college I would attend".....	1

Table 27 (Cont'd)

Race and Sex	Response	Tone
White Males N=10	G. "My counselor doesn't take his position as counselor seriously".....	5
	H. "Counselor doesn't seem to be in a position to perceive what is happening to the student".....	7
	I. "Because some counselors don't try to help students".....	7
	J. "Because I changed my major, and I did not feel that my old counselor knew much about my new major".....	1
Black Females N=8	A. "I didn't feel close enough to counselor".....	7
	B. "Some counselors don't seem to be interested".....	3
	C. "Because probably he wouldn't understand".....	5
	D. "I didn't have time".....	3
	E. "She gave everyone the impression that they were stupid for asking and that she was mad at the world for being asked".....	5
	F. "Some counselors are prejudiced"....	3
	G. "They feel that isn't the right thing to do".....	5
	H. "You can't trust them, that is, the counselors in high school".....	5
White Females N=7	A. "Most counselors don't know all the 'ins' and 'outs' of college requirements -- I study the catalog!"	5
	B. "I was afraid".....	3
	C. "I decided that the counselor would not be interested enough".....	3
	D. "I didn't want him to be disappointed with me".....	3

Table 27 (Cont'd)

Race and Sex	Response	Tone
White Females N=7	E. "I was afraid of becoming too emotional with a somewhat neutral person".....	7
	F. "I finally figured it out myself" ..	1
	G. "I felt that I should work it out myself" .....	3

\* Interpret feeling tone as follows:

- 1 = Positive feelings
- 3 = Mixed feelings
- 5 = Negative feelings
- 7 = Ambiguous feelings

## APPENDIX F

Table 28. Summary - Frequency Distribution of Home State and Birthplace Including Parental Birthplace for Black Subjects (N = F, 45; M, 64)

States or Countries	Current Home State		Your Birthplace		Father's Birthplace		Mother's Birthplace	
	M	F	M	F	M	F	M	F
	Alabama	2	1	4	1	6	3	7
Alaska	-	1	-	1	-	-	-	-
Arizona	-	-	1	1	2	-	1	-
Arkansas	-	-	5	1	9	2	11	4
California	1	1	5	3	1	-	1	-
Connecticut	-	-	-	-	-	1	-	1
Dist. Columbia	1	-	3	-	-	-	1	-
Georgia	1	0	2	1	-	1	-	1
Idaho	-	-	-	-	1	-	-	-
Illinois	1	-	-	-	1	1	-	1
Kansas	-	-	1	1	-	1	-	2
Kentucky	-	-	1	-	1	-	-	-
Louisiana	-	-	3	5	6	8	3	7
Mississippi	2	0	6	0	6	0	12	0
Missouri	-	-	-	-	-	-	1	-
Montana	-	-	-	1	-	-	-	-
New Mexico	-	-	-	1	-	-	-	-
New York	-	-	-	-	-	1	-	-
N. Carolina	-	-	1	1	1	-	1	-
Oklahoma	2	-	4	2	4	-	1	2
Oregon	56	41	20	11	1	-	4	-
S. Carolina	-	-	-	1	-	1	-	-
Tennessee	-	-	1	2	1	1	-	1
Texas	-	-	7	9	10	16	9	12
Virginia	-	-	-	1	-	1	-	2
Washington	-	-	-	1	-	-	-	-
Wyoming	-	-	-	-	-	-	-	1
No response	-	1	-	1	-	8	-	5

APPENDIX F  
(Cont'd)

Table 28. Summary - Frequency Distribution of Home State and Birthplace Including Parental Birthplace for White Subjects (N = F, 17; M, 33)

States or Countries	Current Home State		Your Birthplace		Father's Birthplace		Mother's Birthplace	
	M	F	M	F	M	F	M	F
	Arkansas	-	-	-	-	-	-	-
California	-	-	2	1	1	-	1	-
Connecticut	-	-	-	-	-	-	1	-
Dist. Columbia	-	-	-	-	1	-	-	-
Hawaii	-	-	-	-	-	-	1	-
Idaho	-	-	-	2	1	1	0	1
Illinois	-	-	1	-	2	2	1	1
Indiana	-	-	-	-	1	-	-	-
Iowa	-	-	-	-	-	2	-	-
Kansas	-	-	1	1	1	4	1	1
Kentucky	-	-	1	-	-	-	1	-
Massachusetts	-	-	-	-	-	-	1	-
Minnesota	-	-	1	-	1	1	2	1
Missouri	-	-	-	-	-	-	1	-
Montana	-	-	-	-	-	1	-	1
Nebraska	-	-	-	-	3	-	2	-
New Hampshire	-	-	1	-	-	-	-	-
N. Dakota	-	-	-	-	1	-	-	-
Oklahoma	-	-	-	-	1	-	1	-
Oregon	33	16	19	11	8	4	9	5
S. Dakota	-	-	-	-	1	-	-	-
Texas	-	-	2	-	1	-	1	1
Utah	-	-	-	-	-	1	1	-
Vermont	-	-	-	-	1	-	1	-
Washington	-	1	2	2	3	-	4	2
Wisconsin	-	-	-	-	-	-	-	1
Wyoming	-	-	-	-	-	-	-	1
Europe	-	-	1	-	4	-	1	1
Asia	-	-	1	-	1	-	1	-
Other	-	-	1	-	1	-	2	-
No response	-	-	-	-	-	1	-	-

1966 STUDENT INFORMATION FORM

YOUR NAME (please print) \_\_\_\_\_  
First Middle or Maiden Last

HOME STREET ADDRESS \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code (if known) \_\_\_\_\_

When were you born?     
Month Day Year  
(01-12) (01-31)

Your Social Security Number (please copy carefully)

NOTE: This instrument is designed to seek information about the Black students enrolled in Portland Community College. Your cooperation in this research will contribute to an understanding of the needs of Black students, and how they are being affected by their college experience. Your responses will be held in the strictest professional confidence, and your name will not appear in the summaries.

DIRECTIONS: Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read?  Yes  No

1. Your Sex: Male  Female

2. How old will you be on December 31 of this year? (Mark one)

16 or younger	<input type="radio"/>	20	<input type="radio"/>
17	<input type="radio"/>	21	<input type="radio"/>
18	<input type="radio"/>	Older than 21	<input type="radio"/>
19	<input type="radio"/>		

3. What was your average grade in secondary school? (Mark one)

A or A+	<input type="radio"/>	B-	<input type="radio"/>
A-	<input type="radio"/>	C+	<input type="radio"/>
B+	<input type="radio"/>	C	<input type="radio"/>
B	<input type="radio"/>	D	<input type="radio"/>

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	<input type="radio"/>	<input type="radio"/>
One	<input type="radio"/>	<input type="radio"/>
Two	<input type="radio"/>	<input type="radio"/>
Three	<input type="radio"/>	<input type="radio"/>
Four	<input type="radio"/>	<input type="radio"/>
Five	<input type="radio"/>	<input type="radio"/>
Six or more	<input type="radio"/>	<input type="radio"/>

5. How many terms have you attended this college (PCC)? \_\_\_\_\_

5a. What is your father's occupation? \_\_\_\_\_

5b. What is your mother's occupation? \_\_\_\_\_

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

- |  |  |
|--|--|
| Was elected president of one or more student organizations (recognized by the school).....       | <input type="radio"/> Yes <input type="radio"/> No |
| Received a high rating (Good, Excellent) in a <u>state</u> or <u>regional</u> music contest..... | <input type="radio"/>                              |
| Participated in a <u>state</u> or <u>regional</u> speech or debate contest.....                  | <input type="radio"/>                              |
| Had a major part in a play.....  | <input type="radio"/>                              |
| Won a varsity letter (sports).....   | <input type="radio"/>                              |
| Won a prize or award in an art competition.....  | <input type="radio"/>                              |
| Edited the school paper, yearbook, or literary magazine.....                                     | <input type="radio"/>                              |
| Had poems, stories, essays, or articles published.....   | <input type="radio"/>                              |
| Participated in a National Science Foundation summer program.....                                | <input type="radio"/>                              |
| Placed (first, second, or third) in a <u>state</u> or <u>regional</u> science contest.....       | <input type="radio"/>                              |
| Was a member of a scholastic honor society.....  | <input type="radio"/>                              |
| Won a Certificate of Merit or Letter of Commendation in the National Merit Program.....          | <input type="radio"/>                              |

7. What is the highest academic degree that you intend to obtain? (Mark one)

- None
- Associate (or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D. or Ed.D.
- M.D., D.D.S., or D.V.M.
- L.L.B. or J.D.
- B.D.
- Other

8. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will be able to complete college)



9a. Through what source do you intend to finance the first year of your undergraduate education?

(Mark one for each item)

- |                                     |                       |                       |                       |                       |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                     |                       | Major Source          | Minor Source          | Not a Source          |
| Employment during college           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employment during summer            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scholarship                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| G. I. Bill                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal savings                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuition deferment loan from college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental aid                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Federal government                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commercial loan                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9b. What is your racial background? (Mark one)

- Caucasian
- Negro
- American Indian
- Oriental
- Other

10. What is the highest level of formal education obtained by your parents? (Mark one in each column)

- |                        |                       |                       |
|------------------------|-----------------------|-----------------------|
|                        | Father                | Mother                |
| Grammar school or less | <input type="radio"/> | <input type="radio"/> |
| Some high school       | <input type="radio"/> | <input type="radio"/> |
| High school graduate   | <input type="radio"/> | <input type="radio"/> |
| Some college           | <input type="radio"/> | <input type="radio"/> |
| College degree         | <input type="radio"/> | <input type="radio"/> |
| Postgraduate degree    | <input type="radio"/> | <input type="radio"/> |

11. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

- |                   |                       |                   |                       |
|-------------------|-----------------------|-------------------|-----------------------|
| Less than \$4,000 | <input type="radio"/> | \$15,000-\$19,999 | <input type="radio"/> |
| \$4,000-\$5,999   | <input type="radio"/> | \$20,000-\$24,999 | <input type="radio"/> |
| \$6,000-\$7,999   | <input type="radio"/> | \$25,000-\$29,999 | <input type="radio"/> |
| \$8,000-\$9,999   | <input type="radio"/> | \$30,000 or more  | <input type="radio"/> |
| \$10,000-\$14,999 | <input type="radio"/> |                   |                       |

12. Mark one in each column below:

- |                                   |                                   |                       |
|-----------------------------------|-----------------------------------|-----------------------|
| Religion in Which You Were Reared | Your Present Religious Preference |                       |
| Protestant                        | <input type="radio"/>             | <input type="radio"/> |
| Roman Catholic                    | <input type="radio"/>             | <input type="radio"/> |
| Jewish                            | <input type="radio"/>             | <input type="radio"/> |
| Other                             | <input type="radio"/>             | <input type="radio"/> |
| None                              | <input type="radio"/>             | <input type="radio"/> |

13. In deciding where to go to college, through what source did this college first come to your attention?

(Mark one)

- Relative
- Friend
- High school counselor or teacher
- Professional counseling or college placement service
- This college or a representative from this college
- Other source
- I cannot recall

14. To what extent do you think each of the following describes the psychological climate or atmosphere at this college?

(Mark one answer for each item)

- |                  |                       |                        |
|------------------|-----------------------|------------------------|
| Intellectual     | <input type="radio"/> | Very Descriptive       |
| Snobbish         | <input type="radio"/> | In Between             |
| Social           | <input type="radio"/> | Not at all Descriptive |
| Victorian        | <input type="radio"/> |                        |
| Practical-minded | <input type="radio"/> |                        |
| Warm             | <input type="radio"/> |                        |
| Realistic        | <input type="radio"/> |                        |
| Liberal          | <input type="radio"/> |                        |

15. Answer each of the following as you think it applies to this college:

- |  |                       |                       |
|--|-----------------------|-----------------------|
|  | Yes                   | No                    |
| The students are under a great deal of pressure to get high grades     | <input type="radio"/> | <input type="radio"/> |
| The student body is apathetic and has little "school spirit"           | <input type="radio"/> | <input type="radio"/> |
| Most of the students are of a very high calibre academically           | <input type="radio"/> | <input type="radio"/> |
| There is a keen competition among most of the students for high grades | <input type="radio"/> | <input type="radio"/> |
| Freshmen have to take orders from upperclassmen for a period of time   | <input type="radio"/> | <input type="radio"/> |
| There isn't much to do except to go to class and study                 | <input type="radio"/> | <input type="radio"/> |
| I felt "lost" when I first came to the campus                          | <input type="radio"/> | <input type="radio"/> |
| Being in this college builds poise and maturity                        | <input type="radio"/> | <input type="radio"/> |
| Athletics are overemphasized   | <input type="radio"/> | <input type="radio"/> |
| The classes are usually run in a very informal manner                  | <input type="radio"/> | <input type="radio"/> |
| Most students are more like "numbers in a book"                        | <input type="radio"/> | <input type="radio"/> |

16. Are you:

- An only child (Mark and skip to number 20)
- The first-born (but not an only child)
- The second-born
- The third-born
- Fourth (or later) born

17. How many brothers and sisters now living do you have? (Mark one)

- None (Mark and skip to number 20)
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8 or more

18. Mark one circle for each of your brothers and sisters between the ages of 13 and 23

- |          |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|          | 13                    | 14                    | 15                    | 16                    | 17                    | 18                    | 19                    | 20                    | 21                    | 22                    | 23                    |
| Brothers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sisters  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Are you a twin? (Mark one)

- No, (Mark and skip to number 20)
- Yes, identical
- Yes, fraternal same sex
- Yes, fraternal opposite sex

20. Is your twin attending college?

- No
- Yes, the same college
- Yes, a different college

21.

Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alaska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arizona	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arkansas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
California	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colorado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecticut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delaware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hawaii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idaho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illinois	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indiana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iowa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kansas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kentucky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Louisiana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maryland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Massachusetts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minnesota	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mississippi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missouri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nebraska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nevada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Hampshire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Jersey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Mexico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
North Carolina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
North Dakota	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ohio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oklahoma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oregon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pennsylvania	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhode Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Carolina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Dakota	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tennessee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vermont	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virginia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washington	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
West Virginia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wisconsin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latin America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

- ① First choice (your probable major field of study).
- ② Second choice.
- ③ The field of study which is least appealing to you.

<b>Arts and Humanities</b>	
Architecture	① ② ③
English (literature)	① ② ③
Fine arts	① ② ③
History	① ② ③
Journalism (writing)	① ② ③
Language (modern)	① ② ③
Language (other)	① ② ③
Music	① ② ③
Philosophy	① ② ③
Speech and drama	① ② ③
Theology	① ② ③
Other	① ② ③
<b>Biological Science</b>	
Biology (general)	① ② ③
Biochemistry	① ② ③
Biophysics	① ② ③
Botany	① ② ③
Zoology	① ② ③
Other	① ② ③
<b>Business</b>	
Accounting	① ② ③
Business admin.	① ② ③
Electronic data processing	① ② ③
Secretarial studies	① ② ③
Other	① ② ③
<b>Engineering</b>	
Aeronautical	① ② ③
Civil	① ② ③
Chemical	① ② ③
Electrical	① ② ③
Industrial	① ② ③
Mechanical	① ② ③
Other	① ② ③
<b>Physical Science</b>	
Chemistry	① ② ③
Earth science	① ② ③
Mathematics	① ② ③
Physics	① ② ③
Statistics	① ② ③
Other	① ② ③
<b>Professional</b>	
<b>Health Technology</b>	
(medical, dental, laboratory)	① ② ③
Nursing	① ② ③
Pharmacy	① ② ③
Podiatry	① ② ③
Prelaw	① ② ③
Premedical	① ② ③
Preveterinary	① ② ③
Therapy (occupat., physical, speech)	① ② ③
Other	① ② ③
<b>Social Science</b>	
Anthropology	① ② ③
Economics	① ② ③
Education	① ② ③
History	① ② ③
<b>Political science</b>	
(government, int. relations)	① ② ③
Psychology	① ② ③
Social work	① ② ③
Sociology	① ② ③
Other	① ② ③
<b>Other Fields</b>	
Agriculture	① ② ③
Communications (radio, T. V., etc.)	① ② ③
Electronics (technology)	① ② ③
Forestry	① ② ③
Home economics	① ② ③
Industrial arts	① ② ③
Library science	① ② ③
Military science	① ② ③
<b>Physical education and recreation</b>	
Other (technical)	① ② ③
Other (nontechnical)	① ② ③
Undecided	① ② ③

Please be sure that only three circles have been marked in the above list.

23. Probable Career Occupation

Note:  
Make only three responses, one in each column { ① First Choice  
② Second Choice  
③ Least Appealing

Accountant or actuary	① ② ③
Actor or entertainer	① ② ③
Architect	① ② ③
Artist	① ② ③
Business (clerical)	① ② ③
Business executive	
(management, administrator)	① ② ③
Business owner or proprietor	① ② ③
Business salesman or buyer	① ② ③
Clergyman (minister, priest)	① ② ③
Clergy (other religious)	① ② ③
Clinical psychologist	① ② ③
College teacher	① ② ③
Computer programmer	① ② ③
Conservationist or forester	① ② ③
Dentist (including orthodontist)	① ② ③
Dietitian or home economist	① ② ③
Engineer	① ② ③
Farmer or rancher	① ② ③
Foreign service worker	
(including diplomat)	① ② ③
Housewife	① ② ③
Interior decorator	
(including designer)	① ② ③
Interpreter (translator)	① ② ③
Lab technician or hygienist	① ② ③
Law enforcement officer	① ② ③
Lawyer (attorney)	① ② ③
Military service (career)	① ② ③
Musician (performer, composer)	① ② ③
Nurse	① ② ③
Optometrist	① ② ③
Pharmacist	① ② ③
Physician	① ② ③
School counselor	① ② ③
School principal or superintendent	① ② ③
Scientific researcher	① ② ③
Social worker	① ② ③
Statistician	① ② ③
Therapist (physical, occupational, speech)	
Teacher (elementary)	① ② ③
Teacher (secondary)	① ② ③
Veterinarian	① ② ③
Writer or journalist	① ② ③
Skilled trades	
Other	① ② ③
Undecided	① ② ③

24. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, Mark "f." If you engaged in an activity one or more times, but not frequently, Mark "o"(occasionally). Mark "n"(not at all) if you have not performed the activity during the past year. (Mark one for each item)

- |  |  |
|--|--|
|  | Frequently<br>Occasionally<br>Not at all |
| Voted in a student election .....                                | (F) (O) (N)                              |
| Came late to class .....   | (F) (O) (N)                              |
| Listened to New Orleans' (Dixieland) jazz .....                  | (F) (O) (N)                              |
| Gambled with cards or dice .....                                 | (F) (O) (N)                              |
| Played a musical instrument .....                                | (F) (O) (N)                              |
| Took a nap or rest during the day .....                          | (F) (O) (N)                              |
| Drove a car .....  | (F) (O) (N)                              |
| Stayed up all night .....  | (F) (O) (N)                              |
| Studied in the library .....                                     | (F) (O) (N)                              |
| Attended a ballet performance .....                              | (F) (O) (N)                              |
| Participated on the speech or debate team .....                  | (F) (O) (N)                              |
| Acted in plays .....   | (F) (O) (N)                              |
| Sang in a choir or glee club .....                               | (F) (O) (N)                              |
| Argued with other students .....                                 | (F) (O) (N)                              |
| Called a teacher by his or her first name .....                  | (F) (O) (N)                              |
| Wrote an article for the school paper or literary magazine ..... | (F) (O) (N)                              |
| Had a blind date .....   | (F) (O) (N)                              |
| Wrote a short story or poem (not for a class) .....              | (F) (O) (N)                              |
| Played in a school band .....                                    | (F) (O) (N)                              |
| Played in a school orchestra .....                               | (F) (O) (N)                              |
| Smoked cigarettes .....  | (F) (O) (N)                              |
| Attended Sunday school .....                                     | (F) (O) (N)                              |
| Checked out a book or journal from the school library .....      | (F) (O) (N)                              |
| Went to the movies .....   | (F) (O) (N)                              |
| Discussed how to make money with other students .....            | (F) (O) (N)                              |
| Said grace before meals .....                                    | (F) (O) (N)                              |
| Prayed (not including grace before meals) .....                  | (F) (O) (N)                              |
| Listened to folk music .....                                     | (F) (O) (N)                              |
| Attended a public recital or concert .....                       | (F) (O) (N)                              |
| Made wisecracks in class .....                                   | (F) (O) (N)                              |
| Arranged a date for another student .....                        | (F) (O) (N)                              |
| Went to an over-night or week-end party .....                    | (F) (O) (N)                              |
| Took weight-reducing or dietary formula .....                    | (F) (O) (N)                              |
| Drank beer .....   | (F) (O) (N)                              |
| Overslept and missed a class or appointment .....                | (F) (O) (N)                              |
| Typed a homework assignment .....                                | (F) (O) (N)                              |
| Participated in an informal group sing .....                     | (F) (O) (N)                              |
| Drank wine .....   | (F) (O) (N)                              |
| Cribbed on an examination .....                                  | (F) (O) (N)                              |
| Turned in a paper or theme late .....                            | (F) (O) (N)                              |
| Tried on clothes in a store without buying anything .....        | (F) (O) (N)                              |
| Asked questions in class .....                                   | (F) (O) (N)                              |
| Attended church .....  | (F) (O) (N)                              |
| Participated in organized demonstrations .....                   | (F) (O) (N)                              |

25. Indicate the importance to you personally of each of the following: (Mark one for each item)

- |  |  |
|--|--|
|  | Essential<br>Very Important<br>Somewhat Important<br>Not Important |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) .....    | (E) (V) (S) (N)  |
| Becoming an authority on a special subject in my subject field .....                 | (E) (V) (S) (N)  |
| Obtaining recognition from my colleagues for contributions in my special field ..... | (E) (V) (S) (N)  |
| Becoming an accomplished musician (performer or composer) .....                      | (E) (V) (S) (N)  |
| Becoming an expert in finance and commerce .....                                     | (E) (V) (S) (N)  |
| Having administrative responsibility for the work of others .....                    | (E) (V) (S) (N)  |
| Being very well-off financially .....  | (E) (V) (S) (N)  |
| Helping others who are in difficulty .....   | (E) (V) (S) (N)  |
| Participating in an organization like the Peace Corps or Vista .....                 | (E) (V) (S) (N)  |
| Becoming an outstanding athlete .....  | (E) (V) (S) (N)  |
| Becoming a community leader .....  | (E) (V) (S) (N)  |
| Making a theoretical contribution to science .....                                   | (E) (V) (S) (N)  |
| Writing original works (poems, novels, short stories, etc.) .....                    | (E) (V) (S) (N)  |
| Never being obligated to people .....  | (E) (V) (S) (N)  |
| Creating artistic work (painting, sculpture, decorating, etc.) .....                 | (E) (V) (S) (N)  |
| Keeping up to date with political affairs .....                                      | (E) (V) (S) (N)  |
| Being successful in a business of my own .....                                       | (E) (V) (S) (N)  |

26. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Academic ability .....	( )	( )	( )	( )	( )
Athletic ability .....	( )	( )	( )	( )	( )
Artistic ability .....	( )	( )	( )	( )	( )
Cheerfulness .....	( )	( )	( )	( )	( )
Defensiveness .....	( )	( )	( )	( )	( )
Drive to achieve .....	( )	( )	( )	( )	( )
Leadership ability .....	( )	( )	( )	( )	( )
Mathematical ability .....	( )	( )	( )	( )	( )
Mechanical ability .....	( )	( )	( )	( )	( )
Originality .....	( )	( )	( )	( )	( )
Political conservatism .....	( )	( )	( )	( )	( )
Political liberalism .....	( )	( )	( )	( )	( )
Popularity .....	( )	( )	( )	( )	( )
Popularity with the opposite sex .....	( )	( )	( )	( )	( )
Public speaking ability .....	( )	( )	( )	( )	( )
Self-confidence (intellectual) .....	( )	( )	( )	( )	( )
Self-confidence (social) .....	( )	( )	( )	( )	( )
Sensitivity to criticism .....	( )	( )	( )	( )	( )
Stubbornness .....	( )	( )	( )	( )	( )
Understanding of others .....	( )	( )	( )	( )	( )
Writing ability .....	( )	( )	( )	( )	( )

27. How old will you be on December 31 of this year? (Mark one)

- |                     |     |                     |     |
|---------------------|-----|---------------------|-----|
| 16 or younger ..... | ( ) | 20 .....            | ( ) |
| 17 .....            | ( ) | 21 .....            | ( ) |
| 18 .....            | ( ) | Older than 21 ..... | ( ) |
| 19 .....            | ( ) |                     |     |

28. (If you are married, omit the following question)

What is your best guess as to the chances that you will marry

- |                          |                   |                              |
|--------------------------|-------------------|------------------------------|
|                          | While in College? | Within a Year after College? |
| Very good chance .....   | ( )               | ( )                          |
| Some chance .....        | ( )               | ( )                          |
| Very little chance ..... | ( )               | ( )                          |
| No chance .....          | ( )               | ( )                          |

Note: Please supply the additional information requested below by indicating your answers in the spaces provided. REMEMBER, complete all items after reading them carefully.

- 29. If there were no community college in Portland or within 25 miles would you probably be in college elsewhere? ..... \_\_\_\_\_
- 30. Do you live at home while attending college? ..... \_\_\_\_\_
- 31. Do you plan to transfer to a four-year college before graduating from community college? ..... \_\_\_\_\_
- 32. If you are working while in college, please indicate the number of hours you plan to work weekly. .... \_\_\_\_\_
- 33. Indicate your opinion of each of the below statements by checking according to the following code:

Agree strongly  
Agree somewhat

Disagree somewhat  
Disagree strongly

Agree Strongly

Agree Somewhat

Disagree Somewhat

Disagree Strongly

- a. The activities of women are best confined to the home and family. .... ( ) ( ) ( ) ( )
  - b. Parents should be discouraged from having large families. ( ) ( ) ( ) ( )
  - c. Realistically, an individual person can do little to bring about change in our society ..... ( ) ( ) ( ) ( )
  - d. My beliefs and attitudes are similar to those of most other college students ..... ( ) ( ) ( ) ( )
  - e. The voting age should be lowered to 18 ..... ( ) ( ) ( ) ( )
  - f. Students from disadvantaged social backgrounds should be given preferential treatment in college admissions .... ( ) ( ) ( ) ( )
  - g. Most college officials have been too lax in dealing with student protests on campus..... ( ) ( ) ( ) ( )
34. In terms of my college experience, if I were to describe what a counselor is most like, I would say: (check only one of the below.)
- ( ) A teacher    ( ) A Principal or Dean    ( ) Parent    ( ) Preacher  
( ) A friend    ( ) Doesn't seem like any of these    ( ) Other \_\_\_\_\_
35. In your opinion, check the one item below which represents the most important job of the community college counselor. (check only one)
- ( ) keeping records    ( ) help one select the right courses  
( ) help discipline students    ( ) assist students in making all kinds of decisions  
( ) help students to select a college
36. Many students have considered talking to a college counselor. Sometimes, however, certain considerations cause them to decide against it. Was this ever true of you?  
\_\_\_\_\_ Yes    \_\_\_\_\_ No (Check one)
37. If your answer to question 8 was "Yes, ", write the one most important reason for your actions on the line below.
-