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ABSTRACT

Surveys were mailed to matched samples of matriculated (enrolled in a specific curriculum) and non-matriculated (special) students in order that differences in educational goals between these types of students could be examined. Responses were obtained from 74% of those surveyed. Subsequent data analysis indicated: (1) matriculated students were more likely than special students to have educational goals involving degrees or certificates although over a third of each group had goals inconsistent with their status; (2) approximately one-third of special students were seeking degrees and were therefore misclassified by the institution; (3) one in five students were unaware of their status; (4) overlap of goals between matriculated and non-matriculated students included approximately 60% of non-matriculated students and 46% of matriculated students; and (5) overall, students exhibited considerable confusion concerning the nature and uses of the curriculum classification system. These results showed that official enrollment reports by curriculum and program would be misleading and of limited value for purposes of program planning, evaluation, and resource allocation. It was recommended that the entire curriculum structure be reviewed, that the term "special" be redefined, and that all full-time non-matriculated students be encouraged to matriculate in a curriculum. The survey instrument is appended. (JDS)

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A STUDY OF THE EDUCATIONAL GOALS
OF NON-MATRICULATED STUDENTS
AT MONTGOMERY COLLEGE

by

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MONTGOMERY COLLEGE

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ABSTRACT

This study was conducted in an effort to determine the relevancy of the current policies and procedures regarding students who enroll at the College as non-matriculants (special students). The context of the study is the tremendous increase in the number of special students who have enrolled at the College in recent years. Matched samples of non-matriculated and matriculated students were surveyed during the fall semester of 1976 and asked to indicate their enrollment status, their curriculum, and their educational goal.

As a group the "special" students have different goals than do the matriculated, however, when credit hour load is considered it is clear that many of the non-matriculated students intend to graduate, transfer, and/or seek vocations just as do the matriculated students. Further, the curriculum and classification structure appears to have limited meaning to students. Many apparently are unaware of the curriculum in which they are enrolled and many "special" students consider themselves matriculated.

The results clearly show that any report of official enrollment by curriculum and program would be misleading and of limited value for purposes of program planning, evaluation, and resource allocation. The current classification system used by the College appears to have limited relevancy in terms of student educational goals and **does not** reflect the needs of large segments of the student population.

Recommendations include revising the application form, reviewing the entire curriculum structure, redefinition of the term "special," elimination of the current "matriculation fee" in favor of an "admissions fee," and the encouragement of all full-time non-matriculated students to matriculate in a curriculum.

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PREFACE

The purpose of institutional research is to bring the analytical skills and techniques to bear on problems confronting the College. However, in the case of the influx of "special" students there has been considerable disagreement as to whether or not a problem even exists. Each participant of any discussion on the topic has presented empirical evidence to substantiate his/her position on either the positive or negative aspects of the shift of students to the non-matriculated status. The fact is that in a student population of almost 14,000 students one can identify a sizable group of individuals with almost any characteristic, attitude, goal, or need. Many arguments have been presented and decisions made on the basis of research with a sample of 1. However, the lack of any systematic study of the "Special" students has thwarted all attempts to deal with the subject.

In an effort to identify the issues and to place the question of the special student in its proper context, the Office of Institutional Research and Analysis was directed by the President to study the non-matriculated segment of the student population and to report back to the College Advisory Council its findings and recommendations. This report is in response to that charge.

Robert L. Gell
Dean of Institutional Research and Analysis

A STUDY OF THE EDUCATIONAL GOALS
OF NON-MATRICULATED STUDENTS AT MONTGOMERY COLLEGE

THE PROBLEM

Since 1970 a profound shift has occurred in the proportions of students enrolling in the various types of academic programs at Montgomery College. Specifically, the number of non-matriculated students enrolling at the College has increased dramatically. For instance, in the fall semester of 1971, 25 percent of all students enrolled for credit courses were non-matriculated, and by the fall semester of 1976 this proportion had grown to 43 percent. (Appendix A, Tables A and B).

The question has been asked whether this unprecedented growth in the proportion of non-matriculated students is a reflection of changing student characteristics and educational goals or due to some institutional variable. The Montgomery College Catalog lists some 45 curriculums and 32 options in which students can earn an Associate in Arts degree plus 9 curriculums in which students can earn a certificate. With such a wide array of choices, why are more and more students enrolling as non-matriculated or "special"? The catalog states that a "Special" student is one "... who has completed his/her high school requirements, or who is beyond normal high school age, and who feels that he/she can benefit from the programs of the College... Special students are not candidates for a degree or certificate..." Thus, one might assume the designation is reserved for those older students who do not plan to earn an associate degree or a certificate. However, the assumption has been made that students who do not wish to be

constricted by a specific curriculum or who want to make up their own courses of study choose to enroll as "special."

Further, relatively few students are awarded an A.A. degree within four years of entry to the College--only 11 percent of the students entering in the fall of 1972 had completed degrees by the spring of 1976 (Appendix A, Tables C and D), in spite of the fact that follow-up studies show that approximately 50 percent of all entering students plan to earn degrees or certificates at the time they enter Montgomery College. (Appendix A, Table E).

This study examines the extent to which students fit into the current curriculum structure in terms of their educational objectives. The study was designed to answer the following specific research questions:

1. Do the educational interests and goals of matriculated students differ from those of non-matriculated students?
2. Do students know whether they are matriculated or non-matriculated?
3. Do matriculated students know in which curriculum they are enrolled?
4. What proportion of the non-matriculated students are seeking degrees or certificates and could be incorporated into the current curriculum structure?
5. What effect does age have upon educational goals?
6. How valid, as goals of Montgomery College students, are the educational goals suggested in this study?

By seeking the answers to these questions the researchers hope

to provide a context in which the policies and procedures regarding the "special" student classification can be discussed and brought into harmony with student goals and needs.

THE METHODOLOGY

A principal aim of the survey was to examine differences between matriculated and non-matriculated students in terms of educational goals; thus, these two groups of students were sampled. Further, hours of enrollment (load) and campus were believed to be important intervening variables. To maximize the differences in load, students carrying 12 hours or more and those carrying 6 hours or less were subgroups of the sample. In order to maximize the effect of load difference between the subgroups, students carrying more than 6 but less than 12 credit hours were not represented in the sample.* Students attending Rockville and Takoma Park campuses were also represented. This process of subdivision resulted in eight groups from among all credit students enrolled on campus at Montgomery College during the fall semester of 1976. (Table I). Samples of forty were then drawn randomly from each of the eight sub-populations as shown in Table I. The findings of the survey are considered to be representative of each subgroup; however, since the sub-populations are not proportionately represented, response frequencies for items on the questionnaire must be weighted before being extrapolated to the population as a whole.

A coded copy of the survey instrument (Appendix B), along with a self-addressed return envelope, was sent to each of the 320 members of the survey sample in mid-December, 1976. Non-respondents were sent copies three times at intervals of two weeks, and following these mailings two attempts were made to reach each of the non-respondents by

*The distribution of credit hour loads at Montgomery College is multimodal with modes at 3, 6, 12 and 15 hours. The students not sampled represent less than 18 percent of the total population.

phone. Efforts to obtain responses ended on March 1, 1977 by which time 74 percent of the original 320 students had responded. (Table II). The column labeled "unreachable" refers to people for whom mail was returned by the Postal Service as undeliverable and without forwarding addresses, or for whom correct telephone numbers were not available.

As responses were obtained from 81 percent of the available sample and 74 percent of the overall sample, it is felt that non-respondent bias should be minimal. In order to examine the possibility of non-respondent bias, the 31 who responded by telephone were compared with the 206 who responded by mail with regard to educational goals. (Table III). Differences between the two groups are slight, although mail respondents are slightly more likely to have degree or transfer goals than non-respondents. The author concludes that non-respondent bias is not a significant problem in this survey.

TABLE I
MATRICULATED AND NON-MATRICULATED STUDENT SUB-POPULATION
SURVEY SAMPLE

SUB-POPULATION	CREDIT HOUR LOAD GROUPS	TOTAL STUDENT POPULATION	SAMPLE SIZE	SAMPLE PERCENT OF SUB-POPULATION	CODE
Rockville)	6 or less	2521	40	2%	A
Non-Matriculated)	12 or more	1096	40	4%	B
Takoma Park)	6 or less	413	40	10%	C
Non-Matriculated)	12 or more	115	40	35%	D
Rockville)	6 or less	1233	40	3%	E
Matriculated)	12 or more	3653	40	1%	F
Takoma Park)	6 or less	424	40	9%	G
Matriculated)	12 or more	902	40	4%	H

TABLE II

MATRICULATED AND NON-MATRICULATED STUDENT SURVEY RESPONSE RATES BY SUB-POPULATIONS

SUB-POPULATION CODE	ORIGINAL SAMPLE SIZE	UNREACHABLE STUDENTS	STUDENTS WHO REFUSED TO RESPOND ON PHONE	EFFECTIVE SAMPLE SIZE	RECORDED RESPONSES	PERCENT OF EFFECTIVE SAMPLE RESPONDING
A	40	2	0	38	30	79%
B	40	3	0	37	29	81%
C	40	4	0	36	29	81%
D	40	10	2	28	23	82%
E	40	1	1	38	31	82%
F	40	2	1	37	28	76%
G	40	0	0	40	37	93%
H	40	1	0	39	30	77%
TOTAL	320	23	4	293	237	81%

Mail responses = 206

Phone responses = 31

Total response as percent of 320 = 74%

TABLE III

COMPARISON OF EDUCATIONAL GOALS OF RESPONDENTS WHO MAILED IN THEIR QUESTIONNAIRES WITH STUDENTS WHO WERE SURVEYED BY PHONE (NON-RESPONDENTS)

EDUCATIONAL GOALS	RESPONDENTS BY MAIL		RESPONDENTS BY PHONE		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. A.A.-Transfer	62	30%	7	23%	69	29%
2. No A.A.-Transfer	41	20%	8	27%	49	21%
3. A.A. or Certificate-Employment	49	24%	4	13%	53	23%
4. No A.A. or Certificate-Employment	9	4%	0	-	9	4%
5. Update Skills	3	2%	2	7%	5	2%
6. Purely for Interest	16	8%	3	10%	19	8%
7. Career or Academic Exploration	15	8%	3	10%	18	8%
8. Other	9	4%	3	10%	12	5%
9. No Response	2	-	1	-	3	-
TOTAL	206	100%	31	100%	237	100%

THE FINDINGS

Two hundred and thirty-four or 99 percent of the respondents indicated that they had, in fact, attended classes during the entire Fall term of 1976. The remaining 1 percent had withdrawn following the third week of classes. The educational goals indicated by matriculated and non-matriculated students are presented in Table IV. In the following sections specific questions related to this distribution of goals will be examined in detail.

1. Do the Educational Interests and Goals of Matriculated Students Differ From Those of Non-Matriculated Students?

In order to facilitate statistical testing, the two goal areas involving degrees and the six goal areas not involving degrees were combined. (Table V.) As a group, matriculated students are more likely than non-matriculated students to have educational goals involving A.A. degrees or certificates. However, over a third of each group have educational goals inconsistent with their enrollment status.

In order to investigate this question more thoroughly, subsamples of matriculated and non-matriculated students were matched by campus and load and compared on the combined goal categories. (Table VI). There are statistically significant differences in the educational goals of matriculated and non-matriculated students enrolled for 6 hours or less at both the Rockville and Takoma Park Campuses, but these differences do not appear among the students enrolled for 12 or more hours. This suggests that, among part-time students, the distinction between matriculated and non-matriculated status is somewhat meaningful in terms of goal orientation, but that the distinction is relatively meaningless among full-time students. It should also be pointed out (see Question 4) that large numbers of non-matriculated students are seeking degrees and are, therefore, misclassified.

TABLE IV

DISTRIBUTION OF EDUCATIONAL GOALS
REPORTED BY MATRICULATED AND NON-MATRICULATED STUDENTS SURVEYED

EDUCATIONAL GOALS	NON-MATRICULATED		MATRICULATED		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. A.A.-Transfer	26	24%	43	34%	69	29%
2. No A.A.-Transfer	25	23%	24	19%	49	21%
3. A.A. or Certificate-Employment	15	14%	38	30%	53	23%
4. No A.A. or Certificate-Employment	7	6%	2	2%	9	4%
5. Update Skills	3	3%	2	2%	5	2%
6. Purely for Interest	12	11%	7	6%	19	8%
7. Career or Academic Exploration	12	11%	6	5%	18	8%
8. Other	9	8%	3	2%	12	5%
No Response	2	-	1	-	3	-
TOTAL	111	100%	126	100%	237	100%

TABLE V

DISTRIBUTION OF DEGREE AND NON-DEGREE
EDUCATIONAL GOALS REPORTED BY MATRICULATED
AND NON-MATRICULATED STUDENTS SURVEYED

EDUCATIONAL GOALS	NON-MATRICULATED		MATRICULATED		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Seeking Degree	41	38%	81	65%	122	52%
Not Seeking Degree	68	62%	44	35%	112	48%
No Response	2	-	1	-	3	-
TOTAL	111	100%	126	100%	237	100%

$\chi^2_1 = 17.24$ $p < .001$

TABLE VI

COMPARISONS OF PAIRED SUBSAMPLES OF MATRICULATED AND
NON-MATRICULATED STUDENTS CONCERNING EDUCATIONAL GOALS BY
CAMPUS AND CREDIT HOUR LOAD

EDUCATIONAL GOAL	ROCKVILLE 6 HOURS OR LESS		TOTAL
	NON-MATRICULATED STUDENTS	MATRICULATED STUDENTS	
Seeking Degree	5	20	25
Not Seeking Degree	25	11	36
TOTAL	30	31	61

$\chi^2_1 = 14.43$ $p < .001$ The difference between matriculated and non-matriculated students is not likely to be due to chance.

EDUCATIONAL GOAL	ROCKVILLE 12 HOURS OR MORE		TOTAL
	NON-MATRICULATED STUDENTS	MATRICULATED STUDENTS	
Seeking Degree	12	16	28
Not Seeking Degree	16	12	28
TOTAL	28	28	56

$\chi^2_1 = 1.14$ $.25 > p > .1$ The difference between matriculated and non-matriculated students could be due to chance.
No Response: 1

EDUCATIONAL GOAL	TAKOMA PARK 6 HOURS OR LESS		TOTAL
	NON-MATRICULATED STUDENTS	MATRICULATED STUDENTS	
Seeking Degree	11	24	35
Not Seeking Degree	17	13	30
TOTAL	28	37	65

$\chi^2_1 = 4.20$ $.05 > p > .025$ The difference between matriculated and non-matriculated students is not likely to be due to chance.
No Response: 1

EDUCATIONAL GOAL	TAKOMA PARK 12 HOURS OR MORE		TOTAL
	NON-MATRICULATED STUDENTS	MATRICULATED STUDENTS	
Seeking Degree	13	21	34
Not Seeking Degree	10	8	18
TOTAL	23	29	52

$\chi^2_1 = 1.43$ $.25 > p > .1$ The difference between matriculated and non-matriculated students could be due to chance.
No Response: 1

If the goal areas listed on the questionnaire (Appendix B) are divided into two categories concerning, on the one hand, career or transfer interests (items 1,2,3 and 4) and, on the other hand, special interests (items 5,6,7 and 8) the matriculated and non-matriculated students can be compared with respect to these combined goals. (Table VII). The expectation would be that the non-matriculated students would tend to be in the "special interest" group. This is not the case. While the majority of the students who indicated a special interest as their goal tend to be non-matriculated a majority of non-matriculated students hold career or transfer goals.

Thus, the educational interests and goals of matriculated and non-matriculated students do differ in general. However, when compared according to their credit hour load the distinction becomes much less clear.

2. Do Students Know Whether They Are Matriculated or Non-Matriculated?

This question can be answered in a word--usually-- as Table VIII reveals. However, 32 percent of the non-matriculated students surveyed reported that they were matriculated and 10 percent of the matriculated students said that they were not matriculated. Thus, one in five of the students surveyed were unaware of their status. Special students who were enrolled in 12 or more credits were those most likely to be confused about their status. The program interests of non-matriculated students are well distributed among career and liberal arts curriculums. (Table IX).

3. Do Matriculated Students Know In Which Curriculums They Are Enrolled?

The non-matriculated students were not the only ones confused about their status. As stated above some 10 percent of the matriculated students in the sample indicate that they are not matriculated and of those

TABLE VII
EDUCATIONAL GOALS OF MATRICULATED
AND NON-MATRICULATED STUDENTS

	NON-MATRICULATED		MATRICULATED		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Career or Transfer	73	67%	107	86%	180	77%
Special Interest	36	30%	18	14%	54	23%
No Response	2		1		3	
TOTAL	111	100%	126	100%	237	100%

$\chi^2_1 = 11.38$ $p < .001$

TABLE VIII
EXTENT TO WHICH MATRICULATED AND NON-MATRICULATED STUDENTS
INDICATE THAT THEY ARE ENROLLED IN A CURRICULUM

	YES	NO	NO RESPONSE	TOTAL
Rockville Non-Matriculated Students 6 hours or less	5	25		30
Rockville Non-Matriculated Students 12 hours or more	12	17		29
Takoma Park Non-Matriculated Students 6 hours or less	6	23		29
Takoma Park Non-Matriculated Students 12 hours or more	12	11		23
TOTAL	35	76		111
Rockville Matriculated Students 6 hours or less	30	1		31
Rockville Matriculated Students 12 hours or more	25	1	2	28
Takoma Park Matriculated Students 6 hours or less	31	6		37
Takoma Park Matriculated Students 12 hours or more	24	5	1	30
TOTAL	110	13	3	126

TABLE IX
 CURRICULUMS OF ENROLLMENT
 INDICATED BY NON-MATRICULATED STUDENTS IN THE SURVEY SAMPLE

	NUMBER
Business Administration	6
Art	3
Nursing	3
Engineering (Electrical)	2
Criminal Justice (Corrections)	2
Liberal Arts and Science (Science)	2
Accounting	1
Computer Science and Technology (Business)	1
Computer Science and Technology (Science)	1
Dental Assisting	1
Education (Elementary)	1
Advertising Art (Design)	1
Education for Industry	1
Engineering (Civil)	1
Engineering	1
Fire Science	1
General Education (Humanities/Soc. Sci.)	1
Liberal Arts and Science (Arts)	1
Physical Education	1
Printing Technology	1
TOTAL	32

specifying their curriculums on the questionnaire, 21 percent indicated an incorrect curriculum. Thirteen percent specified no curriculum at all. Thus, out of the matriculated students surveyed only 63 percent indicated that they were aware of the curriculum in which they were enrolled.

4. What Proportion of Non-Matriculated Students Are Seeking Degrees or Certificates and Could Be Incorporated Into the Current Curriculum Structure?

Individuals who could comfortably fit into the current curriculum structure are defined as those with goal areas involving A.A. degrees or certificates as in section 1 above. In order to extrapolate the results of this study to the population of non-matriculated students as a whole, the data must be weighted proportionally.

The total number of non-matriculated students on the Takoma Park and Rockville campuses enrolled for 6 hours or less or 12 hours or more was 4145. The four subpopulations comprised the population in the proportions shown in Column 2 of Table X, and the proportions of respondents from each subsample who are seeking degrees are shown in Column 4. The proportion of the total population of 4145 who are seeking degrees can be estimated by multiplying the proportion of the population constituted by the subpopulation times the "degree seeking" response frequency for its corresponding subsample and summing the values for each of the subpopulations. (Column 5 of Table X).^{*} The resulting estimated frequency of "degree seekers" among non-matriculated students enrolled for 6 hours or less or 12 hours or more is thus 27 percent.

The author feels that this figure can reasonably be extended to the entire population of non-matriculated students at Montgomery College, including those enrolled for more than 6 but less than 12 credit hours and

^{*} i.e., the inner product of the vectors represented by columns 2 and 4.

TABLE X

ESTIMATED PROPORTION OF ALL NON-MATRICULATED STUDENTS
WHO ARE SEEKING DEGREES OR CERTIFICATES

		1	2	3	4	5
SUB-POPULATIONS	CREDIT HOURS	SIZE OF SUBPOPULATION	PROPORTION OF 4145	NUMBER SEEKING DEGREE	PROPORTION OF RESPONDENTS SEEKING DEGREES	COLUMN 2 X COLUMN 4
Rockville	6 or less	2521	.61	5	.17	.10
Non-Matriculated	12 or more	1096	.26	12	.43	.11
Takoma Park	6 or less	413	.10	11	.39	.04
Non-Matriculated	12 or more	115	.03	13	.57	.02
TOTAL		4145	1.00	41		.27

those enrolled for credit at the Germantown Campus and at Off Campus locations. Since a total of 6013 non-matriculated students enrolled at the College during the Fall semester of 1976, it was estimated that approximately 1625 of these could more appropriately be included in the current curriculum structure. This estimate does not include the large numbers of non-matriculated students with non-degree career or transfer aspirations who could also probably fit into the structure as well. About 32 percent of the non-matriculated students stated that they intend to enroll in curriculums in the future. Thus, it appears that in terms of educational goals about a third of those students currently listed as "special" could more appropriately be considered as being in a curriculum.

Students registering for the Fall semester 1976 were asked to respond to questions concerning their career and educational goals. One of the questions involved curriculum interests, and 38 percent of the 6013 non-matriculated students indicated a curriculum other than "special." This is a finding in accordance with the results of the survey reported here, but it has further value in that it provides a rather complete list of the program interests of "special" students. Appendix C contains an inventory of these program areas arranged by campus. These data will not be further analyzed, but the suggestion can be made that they indicate room for substantial increases in program enrollments in several areas.

5. What Effect Does Age Have Upon Educational Goals?

Non-matriculated students at Montgomery College tend to be older than matriculated students. (Appendix D). This observation raises the possibility that some of the differences in goals between matriculated and non-matriculated students may be a function of student age. This

possibility was tested through an examination of the age and goal structures of the survey sample. As in the overall student population, the non-matriculated students in the survey sample have a higher median age than the matriculated students. (Table XI). In order to facilitate statistical comparison, the goal areas of younger students (at the median age or below) and those of older students (above the median age) have been combined and a statistically significant association is found between goal area and age. (Table XII). Thus, it was observed that the older students are more likely to have "special interest" type goals, while the younger students tend to be degree or certificate oriented.

6. How Valid, As Goals of Montgomery College Students, Are the Educational Goals Suggested in This Study?

The goal areas specified on the questionnaire (Appendix B) appear to be highly representative of the educational goals of Montgomery College students, as only 5 percent of the respondents to Question 5 chose the "other" option. These respondents listed the following objectives, almost all of which are rewordings of the goals specified in Question 5:

1. To earn an A.A. degree, to better myself in my present career.
2. Right now taking courses purely for self-enrichment until I have sufficient time to take the specific career courses.
3. Unsure.
4. To obtain some college credits before transferring to a four-year institution.
5. I need three courses to apply for graduate school at GWU in hospital administration. Also I never have had business courses before so I find them very interesting. I have a B.S. in respiratory therapy with a minor in Education and I have found your teachers to be superior in their teaching abilities.
6. To gain confidence in association with an academic environment.
7. To obtain A.A. degree - undecided about four-year institution as of now.
8. I am not sure whether or not I will pursue a degree or enroll in a curriculum, but I am trying both to gain college experience and credit, and to enrich my personal educational whims. I like the school and plan to enroll in Spring 77.

TABLE XI
AGE DISTRIBUTION OF STUDENTS IN SURVEY SAMPLE

AGE (YEARS)	MATRICULATED	NON-MATRICULATED	TOTAL
15-16	0	0	0
17	1	0	1
18	11	7	18
19	20	9	29
20	16	15	31
21	9	4	13
22	10-Median	5	15
23	4	7	11-Median
24-25	14	14-Median	28
26-27	8	4	12
28-29	4	2	6
30-34	12	15	27
35-39	5	9	14
40-44	7	7	14
45-49	3	5	8
50-54	0	6	6
55-59	0	1	1
60-64	0	0	0
65-69	0	0	0
70 or more	0	0	0
Missing information	2	1	3
TOTAL	126	111	237

TABLE XII
AGE AND GOAL COMPARISON OF STUDENTS
IN SURVEY SAMPLE

EDUCATIONAL GOALS	AGE		TOTAL
	YOUNGER (23 years or less)	OLDER (24 years or more)	
AA - Transfer	35	33	68
No AA - Transfer	34	14	48
AA or Certificate - Employment	29	24	53
No AA or Certificate - Employment	3	6	9
Update Skills	1	4	5
Purely for Interest	4	15	19
Career or Academic Exploration	8	10	18
Other	3	8	11
TOTAL	117	114	231

Missing information: 6

$\chi^2_7 = 20.50$ $p < .005$

9. To update new lab techniques.
10. Needed two English classes and two math classes so took them here.
11. Don't know.
12. Taking courses to use with credits already earned at Univ. of Md. towards a degree there.

The seven educational goals used in this study, thus, appear to be valid and provide an opportunity for the vast majority of students to respond to a question regarding their purpose for attending Montgomery College.

THE DISCUSSION

According to methods similar to those used in analyzing the responses in Question 4, total college population frequencies were estimated for each of the goal areas specified on the survey questionnaire. (Table XIII). Some 46 percent of all students at Montgomery College are seeking A.A. degrees or certificates, a figure which is slightly lower than the 53 percent reported for the Montgomery College segment of the statewide follow-up of students who entered the College in 1972.* (Appendix A, Table E). However, that 46 percent is within the range of variation discovered during the three years for which the statewide study was conducted. Specifically, 46 percent of the respondents to the survey of 1970 first-time students and 54 percent of the entering class of 1971 indicated that they were seeking A.A. degrees or certificates while at the College. The author therefore concludes that a reasonable estimate of the proportion of Montgomery College students who are seeking degrees lies between 45 percent and 55 percent. The proportion of those who will attain this goal within four years is probably less than half that figure.

The study has found that there is considerable overlap in goals between the matriculated and the non-matriculated students. This area of overlap includes approximately 60 percent of non-matriculated students and 46 percent of matriculated students. (Figure 1). The area of overlap in the Venn diagram contains students with all types of goals. These results joined with others presented above, suggest that the current curriculum classification structure does not provide pertinent information regarding the educational goals and aspirations of Montgomery College students.

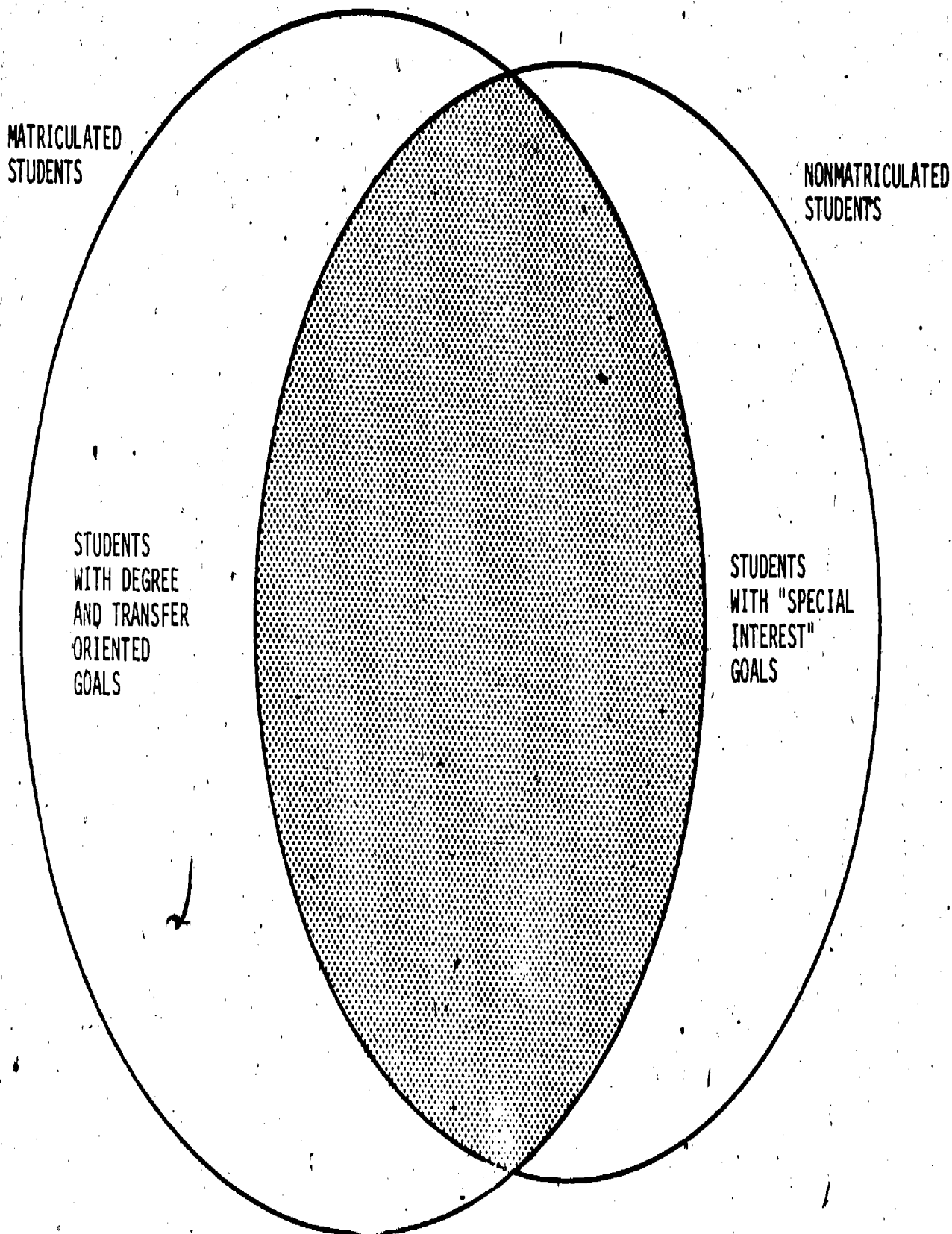
* A Follow-Up of Students Who Entered Montgomery College Fall 1972, Office of Institutional Research and Analysis, Montgomery College, 1977.

TABLE XIII

ESTIMATED FREQUENCIES OF GOAL AREAS AMONG
MATRICULATED AND NON-MATRICULATED STUDENTS

GOALS AREA	NON-MATRICULATED		MATRICULATED		TOTAL	
	PROPORTION	ESTIMATED NUMBER	PROPORTION	ESTIMATED NUMBER	PROPORTION	ESTIMATED NUMBER
A.A.-Transfer	.19	1142	.42	3348	.32	4490
No A.A.-Transfer	.16	962	.25	1993	.21	2955
A.A. or Certificate- Employment	.08	481	.19	1514	.14	1995
No A.A. or Certificate- Employment	.13	782	.01	80	.06	862
Update Skills	.04	241	.01	80	.02	321
Purely for Interest	.15	902	.03	240	.08	1142
Career or Academic Exploration	.15	902	.05	400	.10	1302
Other	.10	601	.04	316	.07	917
TOTAL	1.00	6013	1.00	7971	1.00	13984

FIGURE 1. EDUCATIONAL GOALS OF MATRICULATED AND NONMATRICULATED STUDENTS.



SHADED AREA OF OVERLAP CONTAINS 46% OF MATRICULATED STUDENTS AND 60% OF NON-MATRICULATED STUDENTS

In addition, there appears to be, on the part of the students, a considerable amount of confusion concerning the nature and uses of the curriculum classification system and their position in it. It is further concluded that, at the present time, several student characteristics, namely age and credit hour load, provide nearly as much information concerning student goals as program type does.

This study has not attempted to discover why students enroll as special students when they more appropriately could be matriculated in a curriculum. Obviously, the students are finding ways to meet their educational needs and reach their goals in spite of the College's policies and procedures. The loss is clearly to the College since curriculum enrollment data are meaningless when they do not adequately describe the student body. In some curriculums there appear to be as many students not matriculated as there are matriculated. Further, the apparent decline in liberal arts and transfer programs may be a function of the way students cope with the admissions/registration system and not a real change in student goals. Resource allocation, program development or deletion, staffing, etc. based on a data base containing such a wide margin of error, could lead to faulty decisions.

RECOMMENDATIONS

1. The admissions application form used by the College should provide an opportunity for students to indicate their educational goals at the time they enroll. This information should be analyzed to determine if the policy, procedures, services, and programs of the College are supportive of student goals.

2. The curriculum structure should be reviewed to determine if the current exhaustive list of curriculums and options are useful to students and/or related to their educational goals.

3. The term "special" or non-matriculated should be defined in terms of student goals so that any classification or program designation used by the College is meaningful and has a direct relationship to the educational goals and needs of the student thereby providing an indication of services and resources required to meet the needs of the students.

4. The \$10.00 matriculation fee should be called an admission fee and charged to all entering students as the current practice discriminates against those students who identify a curriculum at the time they are admitted.

5. All non-matriculated students who are enrolled full-time should be asked to identify their curriculum of interest and be matriculated if it corresponds with a curriculum available at the College.

A P P E N D I X

APPENDIX A

TABLE A Credit Hour Load Distribution of Students by Program Areas

TABLE B Comparative Enrollment in Program Areas

TABLE C Degrees Received by Montgomery College Respondents to the Statewide Four-Year Follow-Up of First-Time Students

TABLE D Proportion of Total Entering Class Receiving Degrees or Certificates Within Four Years of Enrolling at Montgomery College

TABLE E Educational Goals of Montgomery College Respondents to Statewide Four-Year Follow-Up of First-Time Students

TABLE A
 CREDIT HOUR LOAD DISTRIBUTION OF STUDENTS
 BY PROGRAM AREAS
 FALL 1976
 • TOTAL COLLEGE

STUDENT PROGRAM AREAS	STUDENTS ENROLLED IN TWELVE OR MORE CREDIT HOURS		STUDENTS ENROLLED IN ELEVEN OR FEWER CREDIT HOURS		TOTAL BY PROGRAM	
	STUDENTS	PERCENT	STUDENTS	PERCENT	STUDENTS	PERCENT
GENERAL EDUCATION						
Students	2913	50%	1999	25%	4912	35%
Percent	59%		41%		100%	
RESIDENT						
Students	1642	29%	1417	17%	3059	22%
Percent	54%		46%		100%	
NON-RESIDENT						
Students	1233	21%	4780	58%	6013	43%
Percent	21%		79%		100%	
TOTAL BY CREDIT HOUR LOAD						
Students	5788	100%	8196	100%	13984	100%
Percent	41%		59%		100%	

TABLE B

COMPARATIVE ENROLLMENT IN PROGRAM AREA
FALL 1971 - FALL 1976

TOTAL COLLEGE

PROGRAM AREA	FALL 1971	PERCENT CHANGE	FALL 1972	PERCENT CHANGE	FALL 1973	PERCENT CHANGE	FALL 1974	PERCENT CHANGE	FALL 1975	PERCENT CHANGE	FALL 1976	PERCENT CHANGE
Transfer	3013	+5%	2949	-2%	2898	-2%	2531	-13%	2192	-13%	1997	-9%
General Ed.	2312	+5%	2672	+16%	2980	+12%	2827	-5%	2942	+4%	2915	-1%
Career	1846	+34%	2369	+28%	2599	+10%	2655	+2%	2830	+7%	3059	+8%
Non-Matriculated	2364	+15%	2655	+12%	3231	+22%	4616	+43%	5943	+29%	6013	+1%
TOTAL	9535	+12%	10645	+12%	11708	+10%	12629	+8%	13907	+10%	13984	+1%

TABLE C

DEGREES RECEIVED BY MONTGOMERY COLLEGE RESPONDENTS
TO THE STATEWIDE FOUR-YEAR FOLLOW-UP
OF FIRST-TIME STUDENTS

HIGHEST DEGREE EARNED AT MONTGOMERY COLLEGE	YEAR ENTERED MONTGOMERY COLLEGE		
	FALL 1970 (N=1084)	FALL 1971 (N=1516)	FALL 1972 (N=1845)
Associate	20%	16%	17%
Certificate	1%	1%	1%
None	79%	83%	82%
TOTAL	100%	100%	100%

Source: A Follow-Up of Students Who Entered Montgomery College, Fall 1972,
Office of Institutional Research and Analysis, 1977.

TABLE D

PROPORTION OF TOTAL ENTERING CLASS RECEIVING DEGREES OR CERTIFICATES
WITHIN FOUR YEARS OF ENROLLING AT MONTGOMERY COLLEGE

	FALL 1970		FALL 1971		FALL 1972	
	STUDENTS	PERCENT	STUDENTS	PERCENT	STUDENTS	PERCENT
Total entering class	3615	100%	3705	100%	4055	100%
Students earning a degree or certificate	413	12%	409	11%	454	11%
Still enrolled after four years	334	9%	375	10%	410	10%
Left prior to earning a degree	2868	79%	2921	79%	3191	79%

TABLE E
 EDUCATIONAL GOALS OF MONTGOMERY COLLEGE
 RESPONDENTS TO STATEWIDE FOUR-YEAR FOLLOW-UP
 OF FIRST-TIME STUDENTS

EDUCATIONAL GOALS	YEAR OF ENTRY		
	1970 (N=1084)	1971 (N=1516)	1972 (N=1845)
Obtain A.A. then transfer	30%	35%	34%
Obtain A.A.-No plans to transfer but seek employment	12%	12%	13%
Obtain Certificate or Diploma	3%	7%	6%
Training in Special Program	10%	8%	7%
Attend Liberal Arts courses-transfer	33%	25%	26%
Attend Liberal Arts courses-no plans to transfer - purely for interest	12%	13%	14%
TOTAL	100%	100%	100%

Source: A Follow-Up of Students Who Entered Montgomery College - Fall 1972,
 Office of Institutional Research and Analysis, 1977.

APPENDIX B

MONTGOMERY COLLEGE
CURRICULUM QUESTIONNAIRE

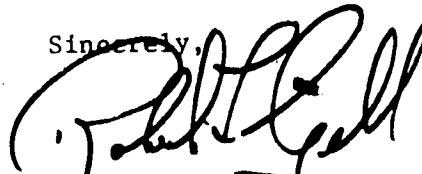
December 1976

Dear Montgomery College Student:

We are currently in the process of assessing the degree to which the College's programs are aiding students in the fulfillment of their educational goals. According to College records, you are enrolled in classes for the fall semester of 1976. You could greatly aid us in this process by filling out and returning the attached questionnaire. Your responses will be kept in strict confidence and will be used only for purposes of analysis. A stamped, self-addressed return envelope is enclosed for your convenience.

Thank you for your cooperation.

Sincerely,



Robert L. Gell, Dean
Institutional Research
and Analysis

-RLG:aml

Enclosures

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MONTGOMERY COLLEGE

CURRICULUM QUESTIONNAIRE

1. Did you attend classes at Montgomery College during the fall semester of 1976?

(1) _____ Yes (2) _____ No

2. Are you enrolled in a curriculum? (1) _____ Yes (2) _____ No

3. If you are enrolled in a curriculum, please circle the number next to the one name below which corresponds to your curriculum.

- | | |
|---|--|
| 07 Accounting | 42 Home Economics |
| 94 Advertising Art | 43 Hospitality Mgt. (Food & Bev.) |
| 19 Advertising Art (Design) | 44 Hospitality Mgt. (Hotel/Motel) |
| 20 Advertising Art (Illus.) | 56 Instructional Aide (Cert.) |
| 22 Advertising Art (Photo.) | 45 Liberal Arts and Science (Arts) |
| 03 Art | 48 Liberal Arts and Science
(Science/Mathematics) |
| 06 Business Administration | 34 Management (Behavioral) |
| 04 Cartography (Career Orient.) | 33 Management (General) |
| 01 Cartography (Transfer Orient.) | 35 Management (Marketing) |
| 30 Child Care Aide (Cert.) | 58 Medical Assistant |
| 05 Comm. Planning (Career Orient.) | 69 Medical Assistant (Certificate) |
| 02 Comm. Planning (Transfer Orient.) | 49 Medical Lab Technician |
| 09 Computer Operator (Certificate) | 57 Medical Technology |
| 08 Comp. Science and Tech. (Bus.) | 50 Mental Health Associate |
| 10 Comp. Science and Tech.
(Science/Mathematics) | 51 Music (Professional) |
| 25 Computer Technician | 54 Music Education (Instrumental) |
| 37 Criminal Justice (Corrections) | 52 Music Education (Piano, Organ) |
| 38 Criminal Justice (Correc.-Cert.) | 53 Music Education (Vocal) |
| 67 Criminal Justice (Law Enforce.) | 62 Nuclear Medicine Technology |
| 12 Dental Assisting | 61 Nursing |
| 68 Dental Assisting (Cert.) | 64 Physical Education |
| 13 Dental Lab Technology | 71 Pre-Dentistry |
| 15 Education (Elementary) | 74 Pre-Law |
| 17 Education (General Business) | 77 Pre-Medicine |
| 16 Education (Secretarial) | 79 Pre-Optometry |
| 18 Education (Secondary) | 81 Pre-Pharmacy |
| 21 Education for Industry | 97 Printing Technology |
| 27 Engineering | 84 Radiation Science |
| 23 Engineering Technology
(Architectural and Const.) | 86 Radiologic (X-Ray) Technology |
| 26 Engineering Tech. (Civil) | 92 Recreation Leadership |
| 24 Engineering Tech. (Elect.) | 87 Secretarial
(Certificate, Business Studies) |
| 28 Engineering Tech. (General) | 90 Secretarial
(Certificate with Shorthand) |
| 29 Engineering Tech. (Mech.) | 88 Secretarial (Executive) |
| 31 Fire Science | 89 Secretarial (Legal) |
| 66 Fire Science (Certificate) | 91 Secretarial (Medical) |
| 36 General Education
(Humanities/Soc. Science) | 11 Theatre (Performance) |
| 39 General Ed (Science/Math) | 14 Theatre (Technical) |
| 40 Geography (Career Oriented) | 93 TV/Radio Broadcasting |
| 41 Geography (Transfer Orient.) | 99 Other-Special |

4. If you are not currently enrolled in a curriculum, do you plan to enroll in one at a future date?

5) (1) _____ Yes (2) _____ No

5. Please check the one statement below which most closely corresponds to your reason for attending Montgomery College.

- 7) (1) _____ a. To obtain an A.A. degree before transferring to a four-year institution.
- (2) _____ b. To obtain some college credits before transferring but not an A.A. degree.
- (3) _____ c. To earn an A.A. degree or certificate in a career program to prepare me for employment.
- (4) _____ d. To take specific career courses without receiving the A.A. degree or certificate.
- (5) _____ e. To update skills for a job I currently hold.
- (6) _____ f. Purely for interest and self-enrichment with no future educational goal in mind.
- (7) _____ g. Exploration of new career or academic areas.
- (8) _____ h. Other (please specify) _____

6. Additional comments:

Thank you for your assistance.

Please return your completed questionnaire in the enclosed self-addressed stamped envelope to Montgomery College, Office of Institutional Research and Analysis

(FOR OFFICE USE ONLY)

[8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20]

[21] [22] [23] [24] [25] [26] [27] [28] [29] [30]

APPENDIX C
RESULTS OF
SPECIAL STUDENT PROGRAM INVENTORY

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APPENDIX C

RESULTS OF SPECIAL STUDENT PROGRAM INVENTORY
FALL 1976

	ROCKVILLE	TAKOMA PARK	GERMANTOWN	OFF CAMPUS	TOTAL COLLEGE
Accounting	174	22	21	2	219
Advertising Art	4	0	0	0	4
Advertising Art (Design)	17	0	0	0	17
Advertising Art (Illus.)	44	2	1	0	47
Advertising Art (Photo.)	14	1	0	0	15
Art	130	13	1	0	144
Business Administration	109	21	9	5	144
Cartography (Career Orient.)	3	0	1	0	4
Cartography (Transfer Orient.)	4	1	0	1	6
Child Care Aide (Cert.)	32	0	0	0	32
Comm. Planning (Career Orient.)	9	1	0	0	10
Comm. Planning (Transfer Orient.)	2	0	0	0	2
Computer Operator (Certificate)	24	4	0	0	28
Comp. Science and Tech. (Bus.)	118	19	0	0	137
Comp. Science and Tech. (Science/Mathematics)	40	8	0	0	48
Computer Technician	5	0	0	0	5
Criminal Justice (Corrections)	40	1	0	0	41
Criminal Justice (Correc.-Cert.)	1	2	0	0	3
Criminal Justice (Law Enforcement)	36	3	1	0	40
Dental Assisting	3	4	0	0	7
Dental Assisting (Certificate)	0	3	0	0	3
Dental Laboratory Technology	4	2	0	0	6
Education (Elementary)	37	5	1	0	43
Education (General Business)	4	2	0	0	6
Education (Secretarial)	4	0	0	0	4
Education (Secondary)	7	2	0	0	9
Education for Industry	1	0	0	0	1
Engineering	27	10	0	0	37
Engineering Technology (Architectural and Construction)	37	2	0	0	39
Engineering Technology (Civil)	9	0	0	0	9
Engineering Technology (Electrical)	28	3	0	0	31
Engineering Technology (General)	19	3	1	0	23
Engineering Technology (Mechanical)	16	3	0	0	19
Fire Science	36	2	1	1	40
Fire Science (Certificate)	7	1	0	0	8
General Education (Humanities/Social Science)	104	19	3	2	128
General Education (Science/Math)	27	7	0	0	34
Geography (Career Oriented)	3	0	0	0	3
Geography (Transfer Oriented)	3	0	0	0	3
Home Economics	1	0	0	0	1

(Continued)

RESULTS OF SPECIAL STUDENT PROGRAM INVENTORY
FALL 1976

	ROCKVILLE	TAKOMA PARK	GERMANTOWN	OFF CAMPUS	TOTAL COLLEGE
Hospitality Mgt. (Food & Beverage)	46	0	0	1	47
Hospitality Mgt. (Hotel/Motel)	3	0	0	3	6
Instructional Aide (Certificate)	8	0	0	1	9
Liberal Arts and Science (Arts)	66	9	3	1	79
Liberal Arts and Science (Science/Mathematics)	22	4	1	0	27
Management (Behavioral)	22	0	1	0	23
Management (General)	157	13	5	7	182
Management (Marketing)	18	0	3	0	21
Medical Assistant	0	7	0	0	7
Medical Assistant (Certificate)	1	2	0	0	3
Medical Laboratory Technician	12	11	0	0	23
Medical Technology	8	4	0	0	12
Mental Health Associate	9	7	0	1	17
Music Education	37	3	0	0	40
Nuclear Medicine Technology	0	0	0	0	0
Nursing	53	43	0	2	98
Physical Education	20	0	0	0	20
Pre-Dentistry	16	9	0	0	25
Pre-Law	8	4	0	0	12
Pre-Medicine	16	5	0	0	21
Pre-Optometry	1	0	0	0	1
Pre-Pharmacy	1	2	0	0	3
Printing Technology	32	1	0	0	33
Radiation Science	0	0	0	0	0
Radiologic (X-Ray) Technology	3	7	0	0	10
Recreation Leadership	20	2	0	0	22
Secretarial (Certificate, Business Studies)	4	3	4	0	11
Secretarial (Certificate with Shorthand)	16	4	6	0	26
Secretarial (Executive)	42	14	7	1	64
Secretarial (Legal)	4	2	0	0	6
Secretarial (Medical)	2	1	0	2	5
Theatre (Performance)	10	1	0	0	11
Theatre (Technical)	3	1	0	0	4
TV/Radio Broadcasting	18	2	0	0	20
TOTAL	1861	327	70	30	2288

APPENDIX D

AGE DISTRIBUTION OF STUDENTS

BY PROGRAM TYPE

AGE DISTRIBUTION OF STUDENTS
BY PROGRAM TYPE

TOTAL COLLEGE
FALL 1976

AGE (YEARS)	TRANSFER/ GENERAL ED.	CAREER	NON-MATRICULATED	TOTAL
15-16	3	1	12	16
17	84	29	135	248
18	953	452	394	1799
19	929	561	490	1980
20	724-Median	413	482	1619
21	419	246-Median	391	1056
22	299	209	325	833-Median
23	223	141	271	635
24-25	299	203	473	975
26-27	230	154	399-Median	783
28-29	151	163	367	681
30-34	234	218	714	1166
35-39	153	120	504	777
40-44	85	64	346	495
45-49	57	48	278	383
50-54	31	15	189	235
55-59	15	10	87	112
60-64	10	2	79	91
65-69	1	1	35	37
70 or more	1	1	5	7
Missing info.	11	8	37	56
TOTAL	4912	3059	6013	13984

APPENDIX E

ADDITIONAL COMMENTS

PROVIDED BY SURVEY RESPONDENTS

QUESTION 6: Additional Comments

1. Course selected will be management related, with some political or government oriented classes.
2. After I have ~~made the~~ exploration and selected a goal, I would like to have some counseling on steps to take toward an advanced degree. I already have the B.A.
3. Actually neither nos. 3 nor 4 apply - at this point I do not desire a degree but may in the future.
4. I was enrolled at Montgomery College when I was a freshman in 1970. I have received my B.S. degree from the U. of M. This course was taken in order to advance my career.
5. Mr. Roger Speidel's color class is outstanding. We need a Color II.
6. I already have a B.S. in Math from Towson State. Now I have decided to go into the Accounting field, so I am just taking Accounting courses as a special non-degree student.
7. This was an opportunity for me to take one or two specific "career" courses in a field other than the field I am working in. I would consider it a "secondary" career field - or avocation (in a very serious, involved sense) in which I am already quite involved.
8. I plan to return in the summer or fall depending on the funds I have to take another course.
9. It was my pleasure to find M.C. this past fall. The teachers that I had I thought were excellent and knew the material very well.
10. I am benefiting greatly from the academic courses that Montgomery College has to offer.
11. I would like to enroll Computer Operator (Certificate).
12. I quit Montgomery College on 12/10/76. I am trying to find a job. Thank you for asking me to complete the questionnaire.
13. Psychology major
14. I'm taking required courses towards an A.A. just in case it is easier (technically & financially) to transfer to another institution with the degree. I'm doing so because my financial situation changes so many times a year that I can not make long range plans which concern large amounts of money. I am also exploring possibility of new career.
15. At the present time, my financial situation and responsibility for my 6 year old daughter make it impossible for me to continue my education as I would like to. I am hoping to get a better job with the courses I'm taking and thus be able to attend school longer.
16. I have been very satisfied with the instruction I have received in English 102, Sociology 200 and Economic 200 at Montgomery College.

17. I would like to take this opportunity to let you know how pleased I have generally been with the quality of education at Montgomery. However, two of the instructors I have had do not deserve the term of professor or instructor. Suggest that pertinent questions relating to your faculty be included in future questionnaires (perhaps even asking the name of the inferior instructor.
18. Takoma Park College needs an area for studying besides the library (no room there). You have no Student Center, just promises of one! I'm no longer going to sit out in the cold - leaving!
19. Parking is such a drag that it discourages enrollment in other courses!
20. The College provides excellent service to the community with a wide range of subject/areas of interest.
21. When I was accepted at Mont. College there was not any curriculum that corresponds with my major, it was until the end of fall that curriculum 39 was included. I hope to change my enrollment as a special student to regular.
22. I am attending Mont. College mainly for financial reasons. The level of challenge is below my needs which has discouraged me from enrolling in a curriculum. However, by enrolling as a special student, I have been able to choose my classes according to my preferences, unfettered by graduation requirements. This aspect of the College I appreciate as I can explore many educational areas before transferring--at a low cost. All things considered, including the fact I can select those courses I find stimulating, I believe Mont. College to be a pleasant experience.
23. I feel the College is working for me. It has helped me in many ways and I am sure it will continue to do so. Thank you.
24. My choice (?) in that time is Dental Assisting and I would like to obtain the AA. Also I want to gain my BA.
25. I might decide to obtain an AA degree after transferring to a four-year institution, in order to prepare me for employment.
26. While attending Montgomery College I intend to explore new career and academic areas. However, my goal is to obtain an AA degree and transfer to a four-year institution.
27. My goal is to be accepted into the nursing curriculum.
28. As an evening student I feel that it would be very helpful if the school could possibly offer a greater selection of courses as regards times and classes. This view is shared by other evening students.
29. I am working on my degree in Sociology.

30. I am thoroughly satisfied with the cordial treatment received from teachers, students and staff of M.C. Returning after 20 years is not easy but I found everyone very helpful. Thank you.
31. I also came to M.C. to get a chance to run College Cross Country and Track.
32. I would like to bring your attention to your counselors. I would just like to state that I feel I have not received the assistance needed or desired. One other thing, I phoned Dec. 10, 1976, Friday, at 4:30 p.m. to register and discovered that the course schedule had been printed wrong and instead of 5:00 p.m. the computer was down at 3:30 p.m. Why wasn't this published?
33. I am attending MC for 1 year before transferring to Georgetown Univ. or another school.
34. Regarding question #5, I chose Mont. College because I felt that I could get a better, more personal education there than at a four-year college.
35. New options in curriculum courses.
36. I wish there were more course offerings, particularly at night in Takoma Park. Specifically, more 200 level math, physics and engineering courses would be helpful to me.
37. Active duty military.
38. Also wanted to update skills for a job I currently hold, present knowledge was informal and twelve years experience promises no escape from a locked career. Attempting to expand literally and internationally.
39. I would be enrolled in a paramedical curriculum if it were offered. I am currently employed as a paramedic with Montgomery County.
40. Now that I have finally earned my AA and will be going to Md. U. in the spring, let me take this opportunity to thank the faculty for their excellent instruction, concern for me as a person, and encouragement.
41. What's the necessity of PE 109 for Nursing?
42. C in question #5 is definite, A is a future possibility and even further in the future is possibility of attending G.W.'s program for Physician's Assistant.
43. I plan to switch to the nursing curriculum at a future date.
44. MC is a grand institution. Glad to help.
45. I plan to enter the field of Nursing in the future; however, I feel that the College is not fair in selecting students for Nursing. Granted, a certain amount of intelligence is required along with good common sense and most of all a compassion for people. It takes more than just the top grades to become a nurse.

46. I hope, by attending M.C., I will find what my true interest in education is and what I want to do with my future. Thank you M.C.
47. I think it is outrageous that the students at the Takoma Park Campus have to contend with so much inconvenience (no cafeteria, cold classrooms, mud, thin walls that don't keep noise out, and a lousy selection of classes) at such a high price that we shouldn't even have to pay anyway.
48. The cost factor, of course, is another major reason for why I attend M.C. I only wish that more of my career course could transfer to a four-year school without myself having to take challenge exams. Also, I feel the Nursing Program needs reevaluation on the basis of quantity of work anticipated for completion.
49. After A.A. degree, I will take some more courses to transfer to a four-year institution.
50. I am not enrolling for Spring semester.
51. Went to Strayer Business College.
52. Took just one class in the hopes of getting back into studying after 25 years. Couldn't do it so dropped the class.
53. Working for Embassy now - will go back to own country & finish a BAS degree there.
54. Not attending anymore.
55. Enjoyed M.C. a lot - so did brother who recommended M.C.

PARTIAL LIST OF

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Office of Institutional Research and Analysis

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The Legal Assistant: A Study of the Need for a Program of Legal Assistant Education in Montgomery County, (Conducted by The Department of Office Education, Takoma Park Campus, Catherine Scott, Chairperson, and The Montgomery County Legal Secretaries Association, Patricia A. Costello, President); analysis by David F. Armstrong, 1976, pp. 21.

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