

# Opinions of Community College Students

*by*

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**Vancouver City College**

**Langara Campus**

**VANCOUVER, CANADA**

**May, 1971**



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VANCOUVER COMMUNITY COLLEGE

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## OPINIONS OF COMMUNITY COLLEGE STUDENTS

### INTRODUCTION

The authors' previous studies have primarily dealt with the academic record of community college students who have transferred to a four year university. These studies have presented rather conclusive evidence that the British Columbia community college transfer student performs basically as well in the academic field after transfer as does the "direct entry" university student.

These studies, however, did not investigate the decision-making process of the college student nor those factors which might have a certain bearing on the attitude of a community college student. It is entirely possible that these factors may have a direct influence on the academic achievement of the student.

The purpose of this study is to discover, and to evaluate, some of those aspects of a community college student that may have contributed to his decision-making patterns. The main emphasis of the study will be directed toward the possible ways in which the college student acquired information about the college, in this particular case, Vancouver City College, Langara Campus; the nature and impact of community, public school and parent on the decisions of the college student; and the relation-



ship, if any, between various criteria that could influence the decision making pattern.

It should be noted that the study is not concerned with such factors as family characteristics nor the previous educational environment of the student. These factors are discussed in a recent report, A Socio-Economic Study of College Students. Rather, we hope to develop the report around those thoughts and ideas of the student as expressed by the student in a specially designed questionnaire. In this way we will examine the diversity of responses to those factors which may influence what students do and think about their post secondary educational opportunities.

From the profile that has developed may come hypotheses about just how the student makes his decision to attend college. From this, of course, could come the basis upon which assumptions about educational practices could be made.

#### Purpose

Although much is already known about those factors that influence the college student in his transfer to the university world, relatively little is clearly understood regarding those decision making processes that tend to influence the transition from secondary school to the community college. Even less is known about the actual effect of these decision-making factors on the college achievement of the individual student. The principle objectives of this report will be to a) examine some of the decision-making patterns of college students, and b) to determine how realistic these patterns were in light of subsequent

academic achievement.

#### Limitations of the Study

The study was initiated in January, 1970. The Vancouver City College computer was programmed to give a ten per cent random sampling of students enrolled as of 15 January 1970. The total number enrolled, that is, the "universe" was 3991 students. From this a random sampling of 402 students was determined. Three Hundred forty-six (86%) of the sample returned useable questionnaires, and it is upon this number that the profiles were designed.

In addition to the information acquired from the questionnaire, reference is made to the achievement of the student as recorded on the official college records.

#### The Sample

Since the report is analytical in nature, comparisons will be made between male and female student, with respect to the variables which may influence decisions and choice. In addition comparisons will be made between college achievement, as represented by grade point average, and the responses to various questions dealing with decision making.

The sample of 402 college students was surveyed through a questionnaire which was administered during the first week of February, 1970. The questionnaire was handed to the student in a regular class period. The students were asked to take the questionnaire home, reply to the questions, and return the questionnaire to class during the next scheduled time period. Two hundred ninety-nine initial responses were received. This



number accounted for 74.4 per cent of the sample. The remaining 103 students who either did not return the questionnaire or who were not present in class on the day of questionnaire distribution, had the questionnaire and a covering letter mailed to their address as listed on official college records. Of these letters twenty-eight were returned by the post office as undeliverable for one reason or another. The mail request obtained responses from a further forty-seven students or 11.7 per cent of the sample. All told, 346 students (86.1 per cent) returned useable questionnaires. These figures are summarized in Table 1.

TABLE 1

Number and percentage of Sample return

	N	%
a) Total sample	402	
b) Useable class delivered responses	299	74.4
c) Useable mail delivered responses	47	11.7
d) Returned by post office as undeliverable	28	7.0
e) Total useable responses (b + c)	346	86.1

The number of useable responses (346) represented 8.7 per cent of the universe.

A further check was made to determine the extent that the expected enrollment, as represented by returned questionnaires, was comparable to the observed population, that is the universe. There was little difference in the percentage of expected and

observed population when the following characteristics were considered: type of program in which enrolled, that is career, academic, college preparatory; and enrollment status, that is full time (5 courses or more) or part time (less than 5 courses). These data are to be found in Table 2.

TABLE 2

Observed population and expected population percentage distribution

Program in which enrolled 1st Semester, 1970	Observed Population (Universe)		Expected Population (Sample)	
	N	%	N	%
Career	432	10.8	36	10.4
Academic	3189	79.9	281	81.2
College Preparatory	373	9.3	29	8.4
TOTAL	3994	100.0	346	100.0
Enrollment status 1st Semester, 1970				
Full time	1908	47.8	158	45.7
Part time	2086	52.2	188	54.3
TOTAL	3994	100.0	346	100.0



TABLE 3

## Questionnaire Item Analysis

		MALE		FEMALE		TOTAL	
		N	%	N	%	N	%
1	SEX	216	62.9	127	37.1	343	100.0
2	AGE GROUP						
	A 17 - 19 years	61	28.4	35	27.6	96	28.1
	B 20 - 24 years	98	45.6	48	37.8	146	42.7
	C 25 - 34 years	43	20.0	26	20.5	69	20.2
	D 35 - 44 years	11	5.1	12	10.2	24	7.0
	E 45 and over	2	.9	5	3.9	7	2.0
3	MARITAL STATUS						
	A Single	172	80.0	81	63.8	253	74.0
	B Married, no children	18	8.4	19	14.9	37	10.8
	C Married, with children	22	10.2	16	12.6	38	11.1
	D Separated or divorced, no children	3	1.4	2	1.6	5	1.5
	E Separated or divorced, with children	-	-	9	7.1	9	2.6
4	HIGHEST ED ATTAINMENT PRIOR TO ENTERING VCC						
	A H.S. (Univ program) complete, gr. 12	84	38.8	68	53.9	152	44.4
	B H.S. (non-university prog.) complete, gr. 12	30	13.8	17	13.5	47	13.7
	C H.S. (Univ program) not complete, less than gr. 12	58	26.8	17	13.5	75	21.9
	D H.S. (non-univ prog.) not complete	13	6.0	6	4.8	19	5.6
	E First yr university started, but not complete	23	10.7	14	11.1	37	10.8
	F First yr university completed	8	3.7	4	3.2	12	3.5
5	ED INSTITUTIONS ATTENDED, OTHER THAN H.S.						
	A None	138	64.8	76	61.3	214	63.5
	B University	29	13.6	12	9.7	41	12.2
	C Public Vocational Institute	19	8.9	18	14.5	37	11.0
	D Public Art School	2	.9	3	2.4	5	1.5
	E Private College	16	7.5	7	5.6	23	6.8
	F Private Career School	9	4.2	8	6.5	17	5.0

TABLE 3 (Continued)

		MALE		FEMALE		TOTAL	
		N	%	N	%	N	%
6	CANADIAN CITIZEN						
	A Yes	179	82.9	103	81.7	282	82.5
	B No	25	11.6	17	13.5	42	12.3
	C Naturalized	12	5.6	6	4.8	18	5.3
7	LENGTH OF RESIDENCE IN CANADA						
	A All of life	155	71.8	92	72.4	247	72.0
	B Not all of life but over 10 years	33	15.3	18	14.2	51	14.9
	C Between 5 and 10 years	3	1.4	7	5.5	10	2.9
	D Less than 5 yr but more than 2 yrs	7	3.2	8	6.3	15	4.4
	E Less than 2 years	18	8.3	2	1.6	20	5.8
8	AREA OF RESIDENCE PRIOR TO COMING TO CANADA						
	A U.S.A.	3	4.2	-	-	3	2.8
	B Great Britain	12	16.9	10	26.3	22	20.2
	C U.S.S.R. or Soviet Block	1	1.4	1	2.6	2	1.8
	D Hong Kong	21	29.6	6	15.8	27	24.8
	E France	34	47.9	21	55.3	22	50.5
	F Not listed	-	-	-	-	-	-
9	SEMESTER IN ATTENDANCE AT VCC						
	A One	60	28.2	33	26.2	93	27.4
	B Two	57	26.8	52	41.3	109	32.2
	C Three	19	8.9	12	9.5	31	9.1
	D Four	36	16.9	13	10.3	49	14.5
	E Five	18	8.5	4	3.2	22	6.5
	F More than five	23	10.8	12	9.5	25	10.3
10	NUMBER OF YEARS SINCE LAST ATTENDED HIGH SCHOOL						
	A Entered VCC immediately after H.S.	58	27.0	30	23.6	88	25.7
	B One year	14	6.5	8	6.3	22	6.4
	C Over one yr but less than 5	83	38.6	39	30.7	122	35.7
	D Over 5 years but less than 10	33	15.3	21	16.5	54	15.8
	E Over 10 years	27	12.6	29	22.8	56	16.4



TABLE 3 (Continued)

		MALE N	%	FEMALE N	%	TOTAL N	%
11	ACTIVITY BESIDES ATTENDING VCC						
	A Work full time (at least 36 hr/wk)	42	19.4	27	21.6	69	20.2
	B Work part time (less than 4 hr/day)	22	10.2	16	12.8	38	11.1
	C Work part time (more than 4 hr/day)	17	7.9	8	6.4	25	7.3
	D Work on weekends only	42	19.4	14	11.2	56	16.4
	E Look after own residence	37	17.1	37	29.6	74	21.7
	F Neither work nor have home obligations	56	25.9	23	18.4	79	23.2
12	NUMBER OF COLLEGE CREDIT COURSES ENROLLED IN						
	A One	21	9.9	24	19.4	45	13.4
	B Two	32	15.1	18	14.5	50	14.9
	C Three	32	15.1	9	7.3	41	12.2
	D Four	20	9.4	17	13.7	37	11.0
	E Five	83	39.2	45	36.3	128	38.1
	F Six or more	24	11.3	11	8.9	35	10.4
13	IMPORTANCE OF STRONG PERSONAL INTEREST IN CHOOSING MAJOR STUDY FIELD						
	A Essential	116	53.7	79	62.2	195	56.9
	B Very important	75	34.7	39	30.7	114	33.3
	C Fairly important	23	10.6	7	5.5	30	8.7
	D Not very important	2	.9	-	-	2	.6
	E Not at all important	-	-	2	1.6	2	.6
14	IMPORTANCE OF MOTHER (WIFE) IN CHOOSING MAJOR FIELD						
	A Essential	7	3.3	2	1.7	9	2.7
	B Very important	30	14.0	18	15.7	48	14.5
	C Fairly important	60	27.9	31	27.0	91	27.6
	D Not very important	63	29.3	28	24.3	91	27.6
	E Not at all important	55	25.6	36	31.3	91	27.6
15	IMPORTANCE OF FATHER (HUSBAND) IN CHOOSING MAJOR FIELD						
	A Essential	3	1.5	6	4.8	9	2.8
	B Very important	26	13.1	20	16.0	46	14.2
	C Fairly important	64	32.3	37	29.6	101	31.2
	D Not very important	53	26.7	29	23.2	82	25.4
	E Not at all important	52	26.3	33	26.4	85	26.3

TABLE 3 (Continued)

		MALE N	%	FEMALE N	%	TOTAL N	%
16	IMPORTANCE OF TEACHERS IN CHOOSING MAJOR FIELD						
	A Essential	16	7.4	7	5.6	23	6.8
	B Very important	36	16.7	33	26.4	69	20.3
	C Fairly important	83	38.6	41	32.8	124	36.5
	D Not very important	41	19.1	20	16.0	61	17.9
	E Not at all important	39	18.1	24	19.2	63	18.5
17	IMPORTANCE OF INTEREST IN OCCUPATION TO WHICH MAJOR FIELD OF STUDY LEADS						
	A Essential	77	35.6	59	46.5	136	39.7
	B Very important	91	42.1	46	36.2	137	39.9
	C Fairly important	39	18.1	14	11.0	53	15.5
	D Not very important	4	1.9	6	4.7	10	2.9
	E Not at all important	5	2.3	2	1.6	7	2.0
18	ADMIRATION FOR PEOPLE IN MAJOR FIELD OF STUDY						
	A Essential	12	5.6	9	7.1	21	6.2
	B Very important	44	20.6	25	19.8	69	20.3
	C Fairly important	59	27.6	49	38.9	108	31.8
	D Not very important	62	29.0	27	21.4	89	26.2
	E Not at all important	37	17.3	16	12.7	53	15.6
19	DECISION AS TO CHOICE OF OCCUPATION						
	A Not made a choice yet	37	17.1	9	7.1	46	13.5
	B Very definite	52	24.1	53	42.1	105	30.7
	C Fairly definite, but still considering others	106	49.1	55	43.7	161	47.1
	D Very tentative	21	9.7	9	7.1	30	8.8
20	WHEN CHOICE OF OCCUPATION MADE						
	A Choice not yet made	58	27.4	19	15.3	77	22.8
	B After high school graduation	95	44.8	62	50.0	157	46.7
	C 12th grade	23	10.8	9	7.3	32	9.5
	D 10th or 11th grade	20	9.4	18	14.5	38	11.3
	E 9th grade or earlier	16	7.5	16	12.9	32	9.5



TABLE 3 (Continued)

	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
21 HIGHEST ACADEMIC ATTAINMENT EXPECTED TO REACH						
A One year college certificate	11	5.2	11	8.9	22	6.5
B Two year college diploma	30	14.1	22	17.7	52	15.4
C Bachelor's degree	79	37.1	67	54.0	146	43.3
D Master's degree	70	32.9	18	14.5	88	26.1
E Doctor's degree	23	10.8	6	4.8	29	8.6
22 IMPORTANCE TO REACH HIGHEST ACADEMIC ATTAINMENT						
A Essential	38	17.8	29	23.2	67	19.8
B Very important	81	38.0	48	38.4	129	38.2
C Fairly important	68	31.9	35	28.0	103	30.5
D Not very important	18	8.5	9	7.2	27	8.0
E Not at all important	8	3.8	4	3.2	12	3.6
23* PERSONS CONSULTED ABOUT ATTENDING VCC						
A Parent or guardian	64	29.6	42	33.1	106	30.9
B High School teacher(s)	19	8.8	14	11.0	33	9.6
C High School counsellors	47	21.8	22	17.3	69	20.1
D VCC Student Services counsellors	130	60.3	81	63.8	211	61.6
E College instructor(s)	15	6.9	14	11.0	29	8.5
F Canada Manpower counsellor	9	4.2	5	3.9	14	4.1
24 MOST HELPFUL IN CONSULTATION RE ATTENDING VCC						
A Parent or guardian	35	18.7	25	23.1	60	20.3
B High School Teacher(s)	8	4.3	4	3.7	12	4.1
C High School counsellors	28	15.0	9	8.3	37	12.5
D VCC Student Services counsellors	101	54.0	61	56.5	162	54.9
E College instructor(s)	11	5.9	7	6.5	18	6.1
F Canada Manpower counsellor	4	2.1	2	1.9	6	2.0
25* POSSIBLE REASONS FOR WITHDRAWAL FROM COLLEGE						
A Academic problems	62	28.7	50	39.4	112	32.8
B Lack of interest in going to college	101	46.8	40	31.5	141	41.2
C Marriage	15	6.9	14	11.0	29	8.5
D Find a job	45	20.8	16	12.6	61	17.8
E Illness or death in family	27	12.5	24	18.9	51	14.9
F Cost of tuition or fees	29	13.4	26	20.5	55	16.0
G Loss of outside financial help	53	24.5	36	28.4	89	26.0

\* Total will be above 100 per cent since subjects may check more than one response.

TABLE 3 (Continued)

	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
26 EVALUATION OF DECISION TO ATTEND VCC						
A Definitely made best decision	84	39.3	68	54.4	152	44.8
B Pretty sure best decision	92	43.0	42	33.6	134	39.5
C Not sure whether the best decision	27	12.6	8	6.4	35	10.3
D Pretty sure should have gone elsewhere	10	4.7	2	1.6	12	3.5
E Definitely should have gone elsewhere	1	.5	5	4.0	6	1.8
27* BELIEVE THESE ARE TRUE OF VCC						
A Low cost	198	91.7	112	88.4	310	90.6
B Close to home	128	59.3	73	57.5	201	58.7
C Scholarship or financial aid available	58	26.8	40	31.5	98	28.6
D Many social activities	14	6.5	11	8.7	25	7.3
E Permits student to live away from home	8	3.7	6	4.7	14	4.1
28* CREATED A DESIRE TO COME TO VCC						
A Low cost	169	78.6	84	66.2	253	74.0
B Close to home	92	42.5	62	48.8	154	45.0
C Scholarship or financial aid available	17	7.9	17	13.4	34	9.9
D Many social activities	6	2.8	3	2.4	9	2.6
E Permits student to live away from home	7	3.2	2	1.6	9	2.6
29* HAS LIVED UP TO STUDENT EXPECTATIONS						
A Low cost	175	81.0	94	73.9	269	78.8
B Close to home	99	45.8	64	50.4	163	47.5
C Scholarship or financial aid available	21	9.7	26	20.5	47	13.8
D Many social activities	13	6.0	5	3.9	18	5.3
E Permits student to live away from home	7	3.2	2	1.6	9	2.6
30* BELIEVE THESE ARE TRUE OF VCC						
A Much academic competition	51	23.6	25	19.7	76	22.2
B High academic standards	67	31.0	41	32.3	108	31.6
C Intellectual atmosphere	47	21.8	29	22.8	76	22.2
D Reputation for new ideas	60	27.8	29	22.8	89	26.0
E Good program in major area of study	95	44.0	62	48.8	157	45.8
31* CREATED A DESIRE TO COME TO VCC						
A Much academic competition	11	5.1	6	4.7	17	4.9
B High academic standards	43	19.8	28	22.0	71	20.7
C Intellectual atmosphere	42	19.4	23	18.2	65	19.0
D Reputation for new ideas	33	15.3	18	14.2	51	14.9
E Good program in major area of study	105	48.7	72	56.7	177	51.6



TABLE 3 (Continued)

	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
32* HAS LIVED UP TO STUDENT EXPECTATIONS						
A Much academic competition	28	13.0	17	13.4	45	13.1
B High academic standards	53	24.5	33	26.0	86	25.1
C Intellectual atmosphere	40	18.5	31	24.4	71	20.7
D Reputation for new ideas	42	19.4	20	15.8	62	18.1
E Good program in major area of study	102	38.5	63	49.6	165	48.2
33* BELIEVE THESE ARE TRUE OF VCC						
A Good teaching	159	73.8	95	74.6	254	71.1
B Good educational and vocational counselling	67	31.0	42	33.0	109	31.8
C Opportunities for independent study	95	43.9	65	51.1	160	46.6
D Student/faculty involved in political & social	61	28.2	21	16.5	82	23.9
E Campus tolerance of different views, dress, etc.	144	66.7	80	63.0	224	65.4
34* HAS LIVED UP TO STUDENT EXPECTATIONS						
A Good teaching	133	61.7	92	72.4	225	67.5
B Good educational and vocational counselling	61	28.2	35	27.5	96	27.9
C Opportunities for independent study	83	38.4	56	44.1	139	40.6
D Student/faculty involved in political & social	45	20.8	16	12.6	61	17.8
E Campus tolerance of different views, dress, etc.	121	27.3	68	53.6	189	55.1
35* CREATED A DESIRE TO COME TO VCC						
A Good teaching	128	59.2	75	59.0	203	59.3
B Good educational and vocational counselling	50	23.1	26	20.5	76	22.1
C Opportunities for independent study	69	31.9	39	30.7	108	31.5
D Student/faculty involved in political & social	22	10.2	6	4.7	28	8.2
E Campus tolerance of different views, dress, etc.	44	20.4	19	14.9	63	18.4
36 SERIOUSLY THOUGHT OF ATTENDING...PRIOR TO VCC						
A U. B. C.	128	41.3	62	38.8	190	40.4
B S. F. U.	62	20.0	25	15.6	87	18.5
C B. C. I. T.	48	15.5	16	10.0	64	13.6
D Columbia College	16	5.2	6	3.8	22	4.7
E Other post High School institution	24	7.7	17	10.6	41	8.7
F No institution	32	10.3	34	21.3	66	14.0

\* Total will be above 100 per cent since subjects may check more than one response.

TABLE 3 (Continued)

	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
37 HAVE OFFICIALLY APPLIED FOR ADMISSION TO						
A U. B. C.	51	21.8	23	18.0	74	20.5
B S. F. U.	26	11.2	7	5.5	33	9.1
C B. C. I. T.	13	5.6	3	2.3	16	4.4
D Columbia College	11	4.7	2	1.6	13	3.6
E Other post High School institution	17	7.3	7	5.5	24	6.6
F No institution	115	49.4	67	52.2	201	55.7
38 OFFICIALLY NOTIFIED IN WRITING OF ACCEPTANCE TO						
A U. B. C.	18	8.7	13	10.7	31	9.4
B S. F. U.	6	2.9	2	1.6	8	2.4
C B. C. I. T.	8	3.9	2	1.6	10	3.0
D Columbia College	13	6.3	7	5.7	20	6.1
E Other post High School institution	156	75.4	97	79.5	253	76.9
F No institution						
39 AFTER LEAVING VCC, PLAN TO ATTEND						
A U. B. C.	131	54.6	75	57.3	206	55.5
B S. F. U.	46	19.2	18	13.7	64	17.3
C B. C. I. T.	30	12.5	4	3.1	34	9.2
D Columbia College	-	-	1	.8	1	.3
E Other post High School institution	16	6.7	9	6.9	25	6.7
F No institution	17	7.1	24	18.3	41	11.1
40 STUDENT ESTIMATION OF SEMESTER G.P.A.						
A Excellent (Mostly A's, GPA 3.5 or better)	8	3.7	10	8.0	18	5.3
B Good (Mostly B's, GPA 2.8 - 3.4)	107	50.0	61	48.8	168	49.6
C Average (Mostly C's, GPA 2.0 - 2.7)	91	42.5	51	40.8	142	41.9
D Poor but passing (Mostly P's & C's)	6	2.8	3	2.4	9	2.7
E Not passing (Mostly P's and F's)	2	.8	-	-	2	.6
41 HAS NEEDED FUNDS TO ATTEND VCC NEXT SEMESTER						
A Would have the funds (Yes)	131	60.6	77	61.1	208	60.8
B Not sure if would have funds	52	24.1	36	28.6	88	25.7
C Would not have the funds (No)	33	15.3	13	10.3	46	13.5



TABLE 3 (Continued)

	MALE N	%	FEMALE N	%	TOTAL N	%
42 PRESENTLY RECEIVING FINANCIAL AID FROM						
A Government of B. C. Scholarship	6	2.7	7	5.2	13	3.6
B Provincial Government Bursary	1	.4	2	1.5	3	.8
C Canada Student Loan	9	4.0	4	3.0	13	3.6
D Canada Manpower	-	-	3	2.2	3	.8
E Other agencies	24	10.8	16	11.9	40	11.2
F Own savings	183	82.1	103	76.3	286	79.9
43 PRE-COLLEGE EDUCATION PREPARED FOR WRITING ESSAY EXAM						
A Well prepared	63	29.2	40	31.5	103	30.0
B Didn't have enough preparation	105	48.6	59	46.5	154	47.8
C Had no preparation	34	15.7	13	10.2	47	13.7
D Does not apply	14	6.5	15	11.8	29	8.5
44 PRE-COLLEGE ED PREPARED FOR WRITING RESEARCH PAPERS						
A Well prepared	33	15.3	28	22.0	61	17.8
B Didn't have enough preparation	99	45.8	65	51.2	164	47.8
C Had no preparation	62	28.7	19	15.0	81	23.6
D Does not apply	22	10.2	15	11.8	37	10.8
45 PRE-COLLEGE ED PREPARED FOR READING TYPE OF MATERIAL						
A Well prepared	55	25.5	33	26.0	88	25.7
B Didn't have enough preparation	96	44.4	61	48.0	157	45.8
C Had no preparation	44	20.4	21	16.5	65	19.0
D Does not apply	21	9.7	12	9.4	33	9.6
46 PRE-COLLEGE ED PREPARED FOR SETTING OWN STUDY SCHED.						
A Well prepared	60	27.8	49	38.6	109	31.8
B Didn't have enough preparation	76	35.2	42	33.1	118	34.4
C Had no preparation	53	24.5	20	15.7	73	21.3
D Does not apply	27	12.5	16	12.6	43	12.5
47 IMPORTANCE FOR ATTENDING VCC - DESIRED BETTER BUSINESS POSITION THROUGH A COLLEGE DIPLOMA OR CERTIFICATE						
A Essential	39	18.1	25	19.7	64	18.7
B Very important	43	20.0	30	23.6	73	21.3
C Fairly important	31	14.4	20	15.7	51	14.9
D Not very important	34	15.8	15	11.8	49	14.3
E Not at all important	28	13.6	22	17.3	50	14.3

TABLE 3 (Continued)

	MALE N	%	FEMALE N	%	TOTAL N	%
48 IMPORTANCE FOR ATTENDING VCC - WISHED TO LEARN A SKILL TRADE, OR BEGIN WORK IN A PROFESSION						
A Essential	34	15.8	18	14.2	52	15.2
B Very important	35	16.3	47	37.0	82	24.0
C Fairly important	39	18.1	22	17.3	61	17.8
D Not very important	35	16.3	15	11.8	50	14.6
E Not at all important	72	33.5	25	19.7	97	28.4
49 IMPORTANCE FOR ATTENDING VCC - DENIED ADMISSION TO OTHER INSTITUTION						
A Essential	48	22.5	14	11.7	62	18.6
B Very important	39	18.3	16	13.3	55	16.5
C Fairly important	21	9.9	13	10.8	34	10.2
D Not very important	15	7.0	6	5.0	21	6.3
E Not at all important	90	42.3	71	59.2	161	48.3
50 REASON FOR ATTENDING VCC - STRONGLY ENCOURAGED BY PARENTS AND/OR FRIENDS						
A Essential	8	3.7	6	4.8	14	4.1
B Very important	45	21.0	20	15.9	65	19.1
C Fairly important	51	23.7	30	23.8	81	23.8
D Not very important	46	21.4	27	21.4	73	21.4
E Not at all important	65	30.2	43	34.1	108	31.7
51 REASON FOR ATTENDING VCC - NOT SURE WHAT TO DO AFTER HIGH SCHOOL GRADUATION						
A Essential	18	8.5	6	4.8	24	7.2
B Very important	35	16.6	18	14.5	53	15.8
C Fairly important	46	21.8	23	18.5	69	20.6
D Not very important	42	19.9	22	17.7	64	19.1
E Not at all important	70	33.2	55	44.4	125	37.3
52 REASON FOR ATTENDING VCC - FELT STANDARDS SOMEWHAT EASIER THAN OTHER ED INSTITUTIONS						
A Essential	9	4.2	8	6.3	17	5.0
B Very important	19	8.9	10	7.9	29	8.5
C Fairly important	36	16.8	19	15.0	55	16.1
D Not very important	53	24.8	27	21.3	80	23.5
E Not at all important	97	45.3	63	49.6	160	46.9



TABLE 4

Percentage of sample, by sex, according to pre-college education and Grade Point Average earned.

G.P.A.	High School Completed on the University program						High School NOT Completed (less than Grade 12) Non-University program						First Year University Completed			Not completed		
	University program			Non-University program			University program			Non-University program			Completed			Not completed		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	1.9	8.9	5.1	13.6	20.0	15.6		11.1	2.3	9.1	20.0	12.5	-	-	-	-	-	-
3.01 - 3.49	5.7	2.2	4.1	4.6	-	3.1		2.9	11.1	4.7	-	-	-	-	-	-	-	-
2.50 - 3.00	30.2	37.8	33.7	31.8	20.0	28.1		14.7	-	11.6	27.3	-	18.8	71.4	100	81.8	35.3	55.6
2.01 - 2.49	15.1	17.8	16.3	9.1	-	6.3		23.5	44.4	27.9	27.3	40.0	31.3	14.3	-	9.1	29.4	11.1
1.50 - 2.00	26.4	22.2	24.5	9.1	30.0	15.6		38.2	33.3	37.2	27.3	40.0	31.3	-	-	-	29.4	-
1.01 - 1.49	3.8		2.0	9.1	10.0	9.4		5.9	-	4.7	-	-	-	-	-	-	-	11.1
0.50 - 1.00	5.7	4.4	5.1	9.1	10.0	9.4		5.9	-	4.7	9.1	-	6.3	-	-	-	-	-
0.00 - 0.49	11.3	6.7	9.2	13.6	10.0	12.5		8.8	-	7.0	-	-	-	14.3	-	9.1	5.9	11.1
TOTAL N	54	45	98	22	10	32	34	9	43	11	5	16	7	4	11	17	9	26

TABLE 5

Percentage of sample, by sex, according to the number of years since attendance at High School, and Grade Point Average earned.

G.P.A.	Entered Vancouver City College											
	Immediately after H.S.			After one year			Over one year, less than 5			Over five years, less than 10		
	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	-	9.5	3.2	-	-	-	3.8	4.0	3.9	4.4	7.7	5.6
3.01 - 3.49	4.8	-	3.2	12.5	16.7	14.3	1.9	-	1.3	4.4	7.7	5.6
2.50 - 3.00	28.6	33.3	30.2	12.5	33.3	21.4	32.1	40.0	34.6	26.1	30.8	27.8
2.01 - 2.49	19.1	19.1	19.1	50.0	-	28.6	9.4	24.0	14.1	34.8	23.1	30.6
1.50 - 2.00	23.8	19.1	22.2	25.0	50.0	35.7	32.1	20.0	28.2	13.0	30.8	19.4
1.01 - 1.49	7.1	-	4.8	-	-	-	1.9	4.0	2.6	8.8	-	5.6
0.50 - 1.00	7.1	14.3	9.5	-	-	-	5.7	-	3.9	8.7	-	5.6
0.00 - 0.49	9.5	4.8	8.0	-	-	-	13.2	8.0	11.5	-	-	-
TOTAL N	42	21	63	8	6	14	53	25	78	23	13	36
										17	18	35



TABLE 6

Percentage of sample, by sex, according to other activities such as work obligations, and Grade Point Average earned.

G.P.A.	Work full time (at least 36 hrs per week)			Work Part time (less than 4 hrs per day)			Work part time (more than 4 hrs per day)			Work on weekend only			Look after own residence			No work or home obligations		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	7.7	16.7	11.4	-	9.1	3.7	-	-	-	-	-	-	7.7	16.7	12.0	3.1	-	2.1
3.01 - 3.49	3.9	-	2.3	6.3	-	3.7	16.7	14.3	15.8	-	-	-	3.9	8.3	6.0	-	-	-
2.50 - 3.00	38.5	33.3	36.4	18.8	45.5	29.6	8.3	28.6	15.8	28.1	25.0	27.5	26.9	37.5	32.0	37.5	33.3	36.2
2.01 - 2.49	7.7	11.1	9.1	12.5	9.1	11.1	16.7	14.3	15.8	18.7	25.0	20.0	30.8	20.8	26.0	21.8	26.7	23.4
1.50 - 2.00	19.2	38.9	27.3	37.5	18.2	29.6	16.7	42.9	26.3	37.5	12.5	32.5	19.2	4.2	12.0	21.8	26.7	23.4
1.01 - 1.49	-	-	-	6.3	9.1	7.4	-	-	-	6.3	-	5.0	3.9	4.2	4.0	6.3	-	4.3
0.50 - 1.00	3.9	-	2.3	12.5	-	7.4	16.7	-	10.5	6.3	25.0	10.0	-	-	-	3.1	6.7	4.3
0.00 - 0.49	19.2	-	11.4	6.3	9.1	7.4	25.0	-	15.8	3.1	12.5	5.0	7.7	8.3	8.0	6.3	6.7	6.4
TOTAL N	26	18	44	16	11	27	12	7	19	32	8	40	26	24	50	32	15	47

TABLE 7

Percentage of sample, by sex, according to how definite a choice of future occupation is, and Grade Point Average.

G. P. A.	Choice of occupation											
	Not made as yet			Very definite			Fairly definite			Very tentative		
	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	4.0	-	3.5	2.9	7.7	5.4	2.8	14.3	6.5	8.3	-	6.3
3.01 - 3.49	8.0	-	6.9	-	-	-	4.2	8.6	5.6	-	-	-
2.50 - 3.00	32.0	50.0	34.5	28.6	46.2	37.8	29.2	20.0	26.2	25.0	50.0	31.3
2.01 - 2.49	12.0	-	10.3	17.1	15.4	16.2	22.2	20.0	21.5	16.7	50.0	25.0
1.50 - 2.00	20.0	-	17.2	37.1	25.6	31.1	20.8	22.9	21.5	33.3	-	25.0
1.01 - 1.49	4.0	25.0	6.9	2.9	-	1.4	5.6	2.9	4.7	-	-	-
0.50 - 1.00	8.0	-	6.9	5.7	2.6	4.1	4.2	5.7	4.7	8.3	-	6.3
0.00 - 0.49	12.0	25.0	13.8	5.7	2.6	4.1	11.1	5.7	9.4	8.3	-	6.3
TOTAL N	25	4	29	35	39	74	72	35	107	12	4	16



TABLE 8

Percentage of sample, by sex, according to expectations of highest academic attainment, and Grade Point Average.

G.P.A.	1 yr college certificate			2 yr college diploma			Bachelor degree			Master degree			Doctor degree		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	-	-	-	4.4	15.4	8.3	7.1	4.6	6.0	-	16.7	3.8	-	25.0	5.3
3.01 - 3.49	-	-	-	-	7.7	2.8	1.8	4.6	3.0	7.3	-	5.7	6.7	-	5.3
2.50 - 3.00	28.6	57.1	42.9	17.4	38.5	25.0	30.4	29.6	30.0	29.3	33.3	30.2	46.7	50.0	47.4
2.01 - 2.49	-	14.3	7.1	30.4	7.7	22.2	25.0	25.0	25.0	12.2	8.3	11.3	-	25.0	5.3
1.50 - 2.00	28.6	14.3	21.4	30.4	15.4	25.0	21.4	25.0	23.0	31.7	33.3	32.1	20.0	-	15.8
1.01 - 1.49	14.3	14.3	14.3	4.4	-	2.8	-	2.3	1.0	7.3	-	5.7	6.7	-	5.3
0.50 - 1.00	-	-	-	4.4	7.7	5.6	5.4	2.3	4.0	2.4	8.3	3.8	13.3	-	10.5
0.00 - 0.49	28.6	-	14.3	8.7	7.7	8.3	8.9	6.8	8.0	9.8	-	7.6	6.7	-	5.3
TOTAL N	7	7	14	23	13	36	56	44	100	41	12	53	15	4	19

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TABLE 9

Percentage of sample, by sex, according to whether the student believed that he had made the best decision by choosing to attend Vancouver City College, and Grade Point Average earned.

G.P.A.	Definitely best decision			Pretty sure best decision			Not sure if best decision			Pretty sure should have gone elsewhere			Definitely should have gone elsewhere		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	3.3	16.3	8.7	5.5	3.3	4.7	-	-	-	-	-	-	-	-	-
3.01 - 3.49	1.6	4.7	2.9	3.6	3.3	3.5	4.6	-	4.0	20.0	-	16.7	-	-	-
2.50 - 3.00	26.2	39.5	31.7	29.1	26.7	28.2	36.4	33.3	36.0	20.0	100	33.3	-	25.0	25.0
2.01 - 2.49	18.1	18.6	18.3	23.0	23.3	23.5	13.6	-	12.0	-	-	-	-	-	-
1.50 - 2.00	32.8	11.7	24.0	23.6	30.0	25.9	18.2	33.3	20.0	-	-	-	-	75.0	75.0
1.01 - 1.49	4.9	4.6	4.8	1.8	-	1.2	4.5	-	4.0	20.0	-	16.7	-	-	-
0.50 - 1.00	6.6	2.3	4.8	5.5	6.7	5.9	4.5	-	4.0	-	-	-	-	-	-
0.00 - 0.49	6.6	2.3	4.8	7.3	6.7	7.1	18.2	33.3	20.0	40.0	-	33.3	-	-	-
TOTAL N	61	43	104	55	30	85	22	3	25	5	1	6	-	4	4

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TABLE 10

Percentage of sample, by sex, according to approximate grade point average expected and the actual Grade Point Average earned.

Obtained G.P.A.	Expected Grade Point Average							
	Mostly A's 3.5 or better		Mostly B's 2.8-3.4		Mostly C's 2.0-2.7		Mostly P's 1.6-1.9	
	M	F	M	F	M	F	M	F
3.50 - 4.00	25.0	42.9	36.4	5.1	12.5	7.6	-	-
3.01 - 3.49	-	28.6	18.2	6.3	2.5	5.0	-	-
2.50 - 3.00	50.0	14.3	27.3	31.7	45.0	36.1	26.8	28.1
2.01 - 2.49	-	14.3	9.1	19.0	12.5	16.8	17.9	28.1
1.50 - 2.00	25.0	-	9.1	21.5	20.0	21.0	33.9	31.3
1.01 - 1.49	-	-	-	1.3	2.5	1.7	8.9	3.1
0.50 - 1.00	-	-	-	6.3	-	4.2	5.4	9.4
0.00 - 0.49	-	-	-	8.9	5	7.6	7.1	-
TOTAL N	4	7	11	79	40	119	56	32
							88	4
							3	7

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TABLE 11

Percentage of sample, by sex, according to how well the student felt that pre-college education had prepared him to write essay styled examinations, and Grade Point Average.

G.P.A.	Essay styled examinations - level of pre-college preparation							
	Was well prepared		Didn't have enough preparation		Had no preparation		Does not apply	
	M	F	M	F	M	F	M	F
3.50 - 4.00	2.3	9.4	5.3	2.8	8.1	4.6	5.3	14.3
3.01 - 3.49	4.5	3.1	3.9	4.2	5.4	4.6	-	-
2.50 - 3.00	29.6	31.3	30.3	33.3	32.4	33.0	21.1	28.6
2.01 - 2.49	25.0	15.6	21.0	13.9	21.6	16.5	21.1	28.6
1.50 - 2.00	18.2	18.7	18.4	27.8	27.0	27.5	31.6	28.6
1.01 - 1.49	9.1	6.3	7.9	1.4	-	.9	5.3	-
0.50 - 1.00	-	9.4	3.9	6.9	-	4.6	10.5	-
0.00 - 0.49	11.4	6.3	9.2	9.7	5.4	8.3	5.3	-
TOTAL N	44	32	76	72	37	109	19	7
							26	9
							7	16

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TABLE 12

Percentage of sample, by sex, according to how well the student felt that pre-college education had prepared him to write research and/or creative papers, and Grade Point Average.

G.P.A.	Writing research and/or creative papers - level of pre-college preparation											
	Was well prepared			Didn't have enough preparation			Had no preparation			Does not apply		
	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	-	16.0	7.8	2.9	2.6	2.8	5.6	20.0	8.7	7.1	10.0	8.3
3.01 - 3.49	7.7	4.0	5.9	2.9	5.3	3.8	2.8	-	2.2	-	-	-
2.50 - 3.00	23.1	32.0	27.5	38.2	34.2	36.8	22.2	20.0	21.7	14.3	60.0	33.3
2.01 - 2.49	23.1	16.0	19.6	16.2	18.4	17.0	22.2	30.0	23.9	14.3	10.0	12.5
1.50 - 2.00	26.9	16.0	21.6	25.0	26.3	25.5	27.8	30.0	28.3	21.4	10.0	16.7
1.01 - 1.49	7.7	8.0	7.8	2.9	-	1.9	5.6	-	4.4	-	-	-
0.50 - 1.00	-	-	-	-	7.9	2.8	13.9	-	10.9	21.4	-	12.5
0.00 - 0.49	11.5	8.0	9.8	11.8	5.3	9.4	-	-	-	21.4	10.0	16.7
TOTAL	26	25	51	68	38	106	36	10	46	14	10	24

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TABLE 13

Percentage of sample, by sex, according to how well the student felt that pre-college education had prepared him to read the amount and type of materials required, and Grade Point Average.

G.P.A.	Reading the amount and type of materials required - level of pre-college preparation											
	Was well prepared			Didn't have enough preparation			Had no preparation			Does not apply		
	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	2.6	12.0	6.4	3.0	6.8	4.5	3.6	12.5	5.6	9.1	16.7	11.8
3.01 - 3.49	5.3	4.0	4.8	3.0	4.5	3.6	-	-	-	9.1	-	5.9
2.50 - 3.00	23.7	40.0	30.2	37.3	34.1	36.0	14.3	-	11.1	36.4	66.7	47.1
2.01 - 2.49	26.3	12.0	20.6	14.9	22.7	18.0	17.9	25.0	19.4	18.2	-	11.8
1.50 - 2.00	18.4	12.0	15.9	25.4	22.7	24.3	39.3	62.5	44.4	18.2	-	11.8
1.01 - 1.49	5.3	8.0	6.4	3.0	-	1.8	7.1	-	5.6	-	-	-
0.50 - 1.00	-	4.0	1.6	7.5	4.5	6.3	10.7	-	8.3	-	-	-
0.00 - 0.49	18.4	8.0	14.3	6.0	4.5	5.4	7.1	-	5.6	9.1	16.7	11.8
TOTAL	38	25	63	67	44	111	28	8	36	11	6	17

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TABLE 14

Percentage of sample, by sex, according to how well the student felt that pre-college education had prepared him to set his own schedule of studying, and Grade Point Average.

G.P.A.	Setting of own study schedule - level of pre-college preparation											
	Was well prepared			Didn't have enough preparation			Had no preparation			Does not apply		
	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	4.8	12.9	8.2	3.9	6.3	4.8	-	12.5	2.4	5.6	8.3	6.7
3.01 - 3.49	4.8	6.4	5.5	3.9	3.1	3.6	-	-	-	5.6	-	3.3
2.50 - 3.00	38.1	45.2	41.1	25.5	21.9	24.1	18.2	12.5	17.1	38.9	58.3	46.7
2.01 - 2.49	26.2	16.1	21.9	13.7	21.9	16.9	21.2	25.0	21.9	11.1	8.3	10.0
1.50 - 2.00	21.4	19.4	20.5	25.5	25.0	25.3	30.3	37.5	31.7	27.8	8.3	20.0
1.01 - 1.49	-	-	-	9.8	6.3	8.4	-	-	-	5.6	-	3.3
0.50 - 1.00	-	-	-	7.8	9.4	8.4	12.1	-	9.8	-	-	-
0.00 - 0.49	4.8	-	2.7	9.8	6.3	8.4	18.2	12.5	17.1	5.6	16.7	10.0
TOTAL N	42	31	73	51	32	83	33	8	41	18	12	30

TABLE 15

Percentage of sample, by sex, according to the importance attributed to the reason for attending Vancouver City College because it was felt that standards were somewhat easier than other educational institutions, and Grade Point Average earned.

Considered V.C.C. standards somewhat easier															
G.P.A.	Essential			Very important			Fairly important			Not very important			Not at all important		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.50 - 4.00	-	-	-	-	-	-	3.5	7.7	4.8	-	18.2	4.1	6.9	10.6	8.6
3.01 - 3.49	-	-	-	-	-	-	-	7.7	2.4	2.6	-	2.0	6.9	4.3	5.7
2.50 - 3.00	50.0	-	16.7	12.5	25.0	16.7	24.1	30.8	26.2	42.1	27.3	38.8	27.6	42.6	34.3
2.01 - 2.49	-	-	-	12.5	25.0	16.7	24.1	30.8	26.2	28.9	27.3	28.6	12.1	12.8	12.4
1.50 - 2.00	50.0	25.0	33.3	37.5	25.0	33.3	27.6	23.1	26.2	15.8	27.3	18.4	25.9	19.2	22.9
1.01 - 1.49	-	-	-	12.5	-	8.3	-	-	-	2.6	-	2.0	5.2	4.3	4.8
0.50 - 1.00	-	50.0	33.3	-	12.5	4.2	3.5	-	2.4	5.3	-	4.1	8.6	-	4.8
0.00 - 0.49	-	25.0	16.7	25.0	12.5	20.8	17.2	-	11.9	2.6	-	2.4	6.9	6.4	6.7
TOTAL N	2	4	6	16	8	24	29	13	42	38	11	49	58	47	105



TABLE 16

Responses to selected questions for sample members who achieved at the end of the semester a grade point average of 3.5 to 4.0. ("A" grade)

4	PRE-COLLEGE EDUCATION						TOTAL
	H.S. Completed		H.S. not completed		First year Univ		
	Univ	Non-univ	Univ	Non-univ	Complete	Not compl.	
N	5	5	1	2	-	-	13
%	38.5	38.5	7.7	15.3	-	-	100.0
10	YEARS SINCE ATTENDANCE AT HIGH SCHOOL						
	Nil	One yr	Over 1, less 5	Over 5, less 10	Over 10		
N	2	-	3	2	6		13
%	15.3	-	23.1	15.3	46.3		100.0
11	OBLIGATIONS IN ADDITION TO COLLEGE STUDY						
	Work over 36 hr/wk	Work less 4hr/ day	Work over 4hr/ day	Work week end only	House-keep	No other obligation	
N	5	1	-	-	6	1	13
%	38.5	7.7	-	-	46.3	7.7	100.2
19	CHOICE OF OCCUPATION						
	Not made	Definite	Fairly definite	Tentative			
N	1	4	7	1			13
%	7.7	30.8	53.8	7.7			100.0
21	EXPECTED FINAL ACADEMIC ATTAINMENT						
	1 yr cer.	2 yr dip	B.A.	M.A.	PhD.		
N	-	3	6	2	1		12
%	-	25.0	50.0	16.7	8.3		100.0
26	EVALUATION OF DECISION TO ATTEND V.C.C.						
	Best decision	Pretty sure best	Not sure best dec.	Probably not best	Definitely not best		
N	9	4	-	-	-		13
%	69.2	30.8	-	-	-		100.0
40	ESTIMATED G.P.A. FOR SEMESTER						
	3.5-4.0	2.8-3.4	2.0-2.7	1.6-1.9	1.5 or less		
N	4	9	-	-	-		13
%	30.8	69.2	-	-	-		100.0
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS						
	Well prepared	Not prep. enough	None	Does not apply			
N	4	5	2	2			13
%	30.8	38.5	15.3	15.3			99.9

TABLE 16 (Continued)

					TOTAL
44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
	Well prepared	Not prep. enough	None	Does not apply	
N	4	3	4	2	13
%	30.8	23.1	30.8	15.3	100.0
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
	Well prepared	Not prep. enough	None	Does not apply	
N	4	5	2	2	13
%	30.8	38.5	15.3	15.3	99.9
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
	Well prepared	Not prep. enough	None	Does not apply	
N	6	4	1	2	13
%	46.3	30.8	7.7	15.3	100.1
52	CONSIDERED V.C.C. STANDARDS EASY AS REASON FOR ENROLLING				
	Essential	Very important	Fairly important	Not very important	Not at all important
N	-	-	2	2	9
%	-	-	15.3	15.3	69.2
					13 99.8



TABLE 17

Responses to selected questions for sample members who achieved at the end of the semester a grade point average of 3.01 - 3.49 ("B" grade)

4	PRE-COLLEGE EDUCATION						TOTAL
	H.S. Completed Univ	Non-univ	H.S. not completed Univ	Non-univ	First year Univ Complete	Not compl.	
N	4	1	2	-	1	-	8
%	50.0	12.5	25.0	-	12.5	-	100.0
10	YEARS SINCE ATTENDANCE AT HIGH SCHOOL						
	Nil	One yr.	Over 1, less 5	Over 5, less 10	Over 10		
N	2	2	1	2	1		8
%	25.0	25.0	12.5	25.0	12.5		100.0
11	OBLIGATIONS IN ADDITION TO COLLEGE STUDY						
	Work over 36 hr/wk	Work less 4hr/ day	Work over 4hr/ day	Work week end only	House-keep	No other obligation	
N	1	1	3	-	3	-	8
%	12.5	12.5	37.5	-	37.5	-	100.0
19	CHOICE OF OCCUPATION						
	Not made	Definite	Fairly definite	Tentative			
N	2	-	6	-			8
%	25.0	-	75.0	-			100.0
21	EXPECTED FINAL ACADEMIC ATTAINMENT						
	1 yr cer	2 yr dip	B.A.	M.A.	PhD.		
N	-	1	3	3	1		8
%	-	12.5	37.5	37.5	12.5		100.0
26	EVALUATION OF DECISION TO ATTEND V.C.C.						
	Best decision	Pretty sure best	Not sure best dec.	Probably not best	Definitely not best		
N	3	3	1	1	-		8
%	37.5	37.5	12.5	12.5	-		100.0
40	ESTIMATED G.P.A. FOR SEMESTER						
	3.5-4.0	2.8-3.4	2.0-2.7	1.6-1.9	1.5 or less		
N	2	6	-	-	-		8
%	25.0	75.0	-	-	-		100.0
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS						
	Well prepared	Not prep. enough	None	Does not apply			
N	3	5	-	-			8
%	37.5	62.5	-	-			100.0

TABLE 17(Continued)

					TOTAL
44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
	Well prepared	Not prep. enough	None	Does not apply	
N	3	4	1	-	8
%	37.5	50.0	12.5	-	100.0
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
	Well prepared	Not prep. enough	None	Does not apply	
N	3	4	-	1	8
%	37.5	50.0	-	12.5	100.0
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
	Well prepared	Not prep. enough	None	Does not apply	
N	4	3	-	1	8
%	50.0	37.5	-	12.5	100.0
52	CONSIDERED V.C.C STANDARDS EASY AS REASON FOR ENROLLING				
	Essential	Very important	Fairly important	Not very important	Not at all important
N	-	-	1	1	6
%	-	-	12.5	12.5	75.0
					8
					100.0



TABLE 18

Responses to selected questions for sample members who achieved at the end of the semester a grade point average of 2.01 - 3.00 ("C" grade)

4	PRE-COLLEGE EDUCATION						TOTAL
	H.S. Completed	H.S. not completed	First year Univ	Univ			
	Univ	Non-univ	Univ	Non-univ	Complete	Not compl.	
N	49	11	17	8	17	10	112
%	43.8	9.8	15.2	7.1	15.2	8.9	100.0
10	YEAR SINCE ATTENDANCE AT HIGH SCHOOL						
	Nil	One yr.	Over 1, less 5	Over 5, less 10	Over 10		
N	31	7	38	21	15		112
%	27.7	6.2	33.9	18.8	13.4		100.0
11	OBLIGATIONS IN ADDITION TO COLLEGE STUDY						
	Work over 36 hr/wk	Work less 4 hr/day	Work over 4hr/day	Work week-end only	House keep	No other obligation	
N	20	11	6	19	29	28	113
%	17.7	9.8	5.3	16.8	25.6	24.8	100.0
19	CHOICE OF OCCUPATION						
	Not made	Definite	Fairly definite	Tentative			
N	13	40	51	9			113
%	11.5	35.4	45.1	8.0			100.0
21	EXPECTED FINAL ACADEMIC ATTAINMENT						
	1 yr cer	2 yr dip	B.A.	M.A.	PhD.		
N	7	17	55	22	10		111
%	6.3	15.3	49.5	19.8	9.1		100.0
26	EVALUATION OF DECISION TO ATTEND V.C.C.						
	Best decision	Pretty sure best	Not sure best dec.	Probably not best	Definitely not best		
N	52	44	12	2	1		111
%	46.9	39.6	10.8	1.8	.9		100.0
40	ESTIMATED G.P.A. FOR SEMESTER						
	3.5-4.0	2.8-3.4	2.0-2.7	1.6-1.9	1.5 or less		
N	4	63	43	3	-		113
%	3.5	55.8	38.0	2.7	-		100.0
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS						
	Well prepared	Not prep. enough	None	Does not apply			
N	39	54	12	8			113
%	34.5	47.8	10.6	7.1			100.0

TABLE 18 (Continued)

					TOTAL
44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
	Well prepared	Not prep. enough	None	Does not apply	
N	24	57	21	11	113
%	21.2	50.4	18.6	9.8	100.0
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
	Well prepared	Not prep. enough	None	Does not apply	
N	32	60	11	10	113
%	28.3	53.1	9.8	8.8	100.0
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
	Well prepared	Not prep. enough	None	Does not apply	
N	46	34	16	17	113
%	40.7	30.1	14.2	15.0	100.0
52	CONSIDERED V.C.C. STANDARDS EASY AS REASON FOR ENROLLING				
	Essential	Very important	Fairly important	Not very important	Not at all important
N	1	8	22	33	49
%	.8	7.1	19.5	29.2	43.4
					113
					100.0



TABLE 19

Responses to selected questions for sample members who achieved at the end of the semester a grade point average of 1.01 - 2.00 ("P" grade)

4	PRE-COLLEGE EDUCATION						TOTAL
	H.S. Completed	H.S. not completed	First year Univ				
	Univ	Non-univ	Univ	Non-univ	Complete	Not compl	
N	26	8	18	5	6	-	63
%	41.3	12.7	28.6	7.9	9.5	-	100.0
10	YEAR SINCE ATTENDANCE AT HIGH SCHOOL						
	Nil	One yr.	Over 1, less 5	Over 5, less 10	Over 10		
N	17	5	24	9	8		63
%	27.0	7.9	38.1	14.3	12.7		100.0
11	OBLIGATIONS IN ADDITION TO COLLEGE STUDY						
	Work over 36 hr/wk	Work less 4 hr/ day	Work over 4 hr/ day	Work week-end only	House keep	No other obligation	
N	12	10	5	15	8	13	63
%	19.1	15.8	7.9	23.8	12.7	20.7	100.0
19	CHOICE OF OCCUPATION						
	Not made	Definite	Fairly definite	Tentative			
N	7	24	28	4			63
%	11.1	38.2	44.4	6.3			100.0
21	EXPECTED FINAL ACADEMIC ATTAINMENT						
	1 yr cert	2 yr dip	B.A.	M.A.	PhD.		
N	5	10	24	20	4		63
%	7.9	15.8	38.2	31.8	6.3		100.0
26	EVALUATION OF DECISION TO ATTEND V.C.C.						
	Best decision	Pretty sure best	Not sure best dec.	Probably not best	Definitely not best		
N	30	23	6	1	3		63
%	47.7	36.5	9.5	1.6	4.7		100.0
40	ESTIMATED G.P.A. FOR SEMESTER						
	3.5-4.0	2.8-3.4	2.0-2.7	1.6-1.9	1.5 or less		
N	1	27	35	-	-		63
%	1.6	42.8	55.6	-	-		100.0
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS						
	Well prepared	Not prep. enough	None	Does not apply			
N	20	31	9	3			63
%	31.8	49.2	14.3	4.7			100.0

TABLE 19(Continued)

TOTAL

44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS					
	Well prepared	Not prep. enough	None	Does not apply		
N	15	29	15	4	63	
%	23.8	46.0	23.8	6.3	100.0	
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS					
	Well prepared	Not prep. enough	None	Does not apply		
N	14	29	18	2	63	
%	22.2	46.0	28.6	3.2	100.0	
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE					
	Well prepared	Not prep. enough	None	Does not apply		
N	15	28	13	7	63	
%	23.8	44.4	20.6	11.2	100.0	
52	CONSIDERED V.C.C. STANDARDS <u>EASY</u> AS REASON FOR ENROLLING					
	Essential	Very important	Fairly important	Not very important	Not at all important	
N	2	10	11	10	29	62
%	3.2	16.1	17.8	16.1	46.8	100.0



TABLE 20

Responses to selected questions for sample members who achieved at the end of the semester a grade point average of 0.00 - 1.00 ("F" grade)

4	PRE-COLLEGE EDUCATION						TOTAL
	H.S. Completed		H.S. not completed		First year Univ		
	Univ	Non-univ	Univ	Non-univ	Complete	Not compl	
N	14	7	5	1	2	1	30
%	46.6	23.4	16.7	3.3	6.7	3.3	100.0
10	YEAR SINCE ATTENDANCE AT HIGH SCHOOL						
	Nil	One yr.	Over 1, less 5	Over 5, less 10	Over 10		
N	11	-	12	2	5		30
%	36.6	-	40.0	6.7	16.7		100.0
11	OBLIGATIONS IN ADDITION TO COLLEGE STUDY						
	Work over 36 hr/wk	Work less 4 hr/day	Work over 4 hr/day	Work week end only	House keep	No other obligation	
N	6	4	5	6	4	5	30
%	20.0	13.3	16.7	20.0	13.3	16.7	100.0
19	CHOICE OF OCCUPATION						
	Not made	Definite	Fairly definite	Tentative			
N	6	6	15	2			29
%	20.7	20.7	51.7	6.9			100.0
21	EXPECTED FINAL ACADEMIC ATTAINMENT						
	1 yr cer	2 yr dip	B.A.	M.A.	PhD.		
N	2	5	12	6	3		28
%	7.1	17.9	42.9	21.4	10.7		100.0
26	EVALUATION OF DECISION TO ATTEND V.C.C.						
	Best decision	Pretty sure best	Not sure best dec.	Probably not best	Definitely not best		
N	10	11	6	2	-		29
%	34.5	38.0	20.7	6.9	-		100.0
40	ESTIMATED G.P.A. FOR SEMESTER						
	3.5-4.0	2.8-3.4	2.0-2.7	1.6-1.9	1.5 or less		
N	-	14	10	4	-		28
%	-	50.0	35.7	14.3	-		100.0
43	PRE-COLLEGE PREPARATION FOR ESSAY STYIED EXAMS						
	Well prepared	Not prep. enough	None	Does not apply			
N	10	14	3	3			30
%	33.3	46.6	10.0	10.0			99.9

TABLE 20 (Continued)

PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS					TOTAL
Well prepared		Not pre. enough	None	Does not apply	
N	5	13	5	7	30
%	16.7	43.2	16.7	23.4	100.0
PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS					TOTAL
Well prepared		Not prep. enough	None	Does not apply	
N	10	13	5	2	30
%	33.3	43.2	16.7	6.7	99.9
PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE					TOTAL
Well prepared		Not prep. enough	None	Does not apply	
N	2	14	11	3	30
%	6.7	46.6	36.7	10.0	100.0
CONSIDERED V.C.C. STANDARDS EASY AS REASON FOR ENROLLING					
Essential		Very important	Fairly important	Not very important	Not at all important
N	3	6	6	3	12
%	10.0	20.0	20.0	10.0	40.0



TABLE 21

Percentage of sample, by sex, according to educational ambition, and how well the student felt that pre-college education had prepared him to write essay styled examinations.

Educational ambition	Essay styled examinations - level of pre-college preparation							
	Was well prepared				Didn't have enough preparation			
	M	F	T		M	F	T	Does not apply
One year college certificate	7.0	13.3	9.6		5.6	5.4	5.6	-
Two year college certificate	18.6	23.3	20.5		12.7	8.1	11.1	11.1 16.7 13.3
Bachelor's degree	44.2	40.0	42.5		35.2	64.9	45.4	36.8 57.1 42.3
Master's degree	23.3	16.7	20.5		32.4	16.2	26.9	31.6 - 23.1 22.2 16.7 20.0
Doctor's degree	7.0	6.7	6.9		14.1	5.4	11.1	5.3 - 3.8 11.1 - 6.7
TOTAL N	43	30	73		71	37	108	19 7 26 9 6 15

TABLE 22

Percentage of sample, by sex, according to educational ambition, and how well the student felt that pre-college education had prepared him to write research and/or creative papers.

Educational ambition	Research and/or creative papers - level of pre-college preparation							
	Was well prepared				Didn't have enough preparation			
	M	F	T		M	F	T	Does not apply
One year college certificate	-	17.4	8.3		8.8	5.3	7.5	2.8 10.0 4.4
Two year college certificate	28.0	21.7	25.0		5.9	10.5	7.5	33.3 10.0 28.3
Bachelor's degree	32.0	39.1	35.4		47.1	60.5	51.9	25.0 70.0 34.8
Master's degree	32.0	13.0	22.9		29.4	21.1	26.4	22.2 - 17.4
Doctor's degree	8.0	8.7	8.3		8.8	2.6	6.6	16.7 10.0 15.2
TOTAL N	25	23	48		68	38	106	36 10 46 13 9 22



TABLE 23

Percentage of sample, by sex, according to educational ambition, and how well the student felt that pre-college education had prepared him to read the amount and type of materials required.

Educational ambition	Reading amount and type of material required - level of pre-college preparation								
	Was well prepared			Didn't have enough preparation			Had no preparation		Does not apply
	M	F	T	M	F	T	M	F	T
One year college certificate	-	12.5	5.0	9.1	9.3	9.2	-	-	9.1 - 6.3
Two year college certificate	16.2	20.8	18.0	15.2	11.6	13.8	21.4	12.5	19.4 9.1 40.0 18.6
Bachelor's degree	48.6	54.2	50.8	34.8	55.8	43.1	42.9	62.5	47.2 27.3 40.0 31.3
Master's degree	29.7	4.2	19.7	28.8	20.9	25.7	21.4	12.5	19.4 45.5 20.0 37.5
Doctor's degree	5.4	8.3	6.6	12.1	2.3	8.3	14.3	12.5	13.9 9.1 - 6.3
TOTAL N	37	24	61	66	43	109	28	8	36 11 5 16

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TABLE 24

Percentage of sample, by sex, according to educational ambition, and how well the student felt that pre-college education had prepared him to set his own schedule of studying.

Educational ambition	Setting own schedule of studying - level of pre-college preparation											
	Was well prepared			Didn't have enough preparation			Had no preparation			Does not apply		
	M	F	T	M	F	T	M	F	T	M	F	T
One year college certificate	2.4	10.3	5.7	2.0	6.3	3.7	9.1	12.5	9.8	11.1	9.1	10.3
Two year college certificate	19.5	24.1	21.4	10.0	9.4	9.8	30.3	-	24.4	-	27.3	10.3
Bachelor's degree	48.8	51.7	50.0	48.0	68.7	56.1	18.2	50.0	24.4	33.3	27.3	31.0
Master's degree	19.5	10.3	15.7	26.0	12.5	20.7	33.3	25.0	31.8	50.0	27.3	41.4
Doctor's degree	9.8	3.5	7.1	14.0	3.1	9.8	9.1	12.5	9.8	5.6	9.1	6.9
TOTAL N	41	29	70	50	32	82	33	8	41	18	1	29

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TABLE 25

Responses to selected questions for sample members who indicated a one year college certificate as their educational ambition

					TOTAL
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS				
	Well prepared	Not prep. enough	None	Does not apply	
N	7	6	1	-	14
%	50.0	42.8	7.2	-	100.0
44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
	Well prepared	Not prep. enough	None	Does not apply	
N	4	8	2	-	14
%	28.6	57.2	14.2	-	100.0
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
	Well prepared	Not prep. enough	None	Does not apply	
N	3	10	-	1	14
%	21.4	71.4	-	7.2	100.0
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
	Well prepared	Not prep. enough	None	Does not apply	
N	4	3	4	3	14
%	28.6	21.4	28.6	21.4	100.0

TABLE 26

Responses to selected questions for sample members who indicated a two year college diploma as their educational ambition.

					TOTAL
43	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS				
	Well prepared	Not prep. enough	None	Does not apply	
N	15	12	7	9	43
%	34.9	27.9	16.3	20.9	100.0
44	PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
	Well prepared	Not prep. enough	None	Does not apply	
N	12	8	13	12	45
%	26.7	17.8	28.9	26.7	100.1
45	PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
	Well prepared	Not prep. enough	None	Does not apply	
N	11	15	7	3	36
%	30.6	41.7	19.4	8.3	100.0
46	PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
	Well prepared	Not prep. enough	none	Does not apply	
N	15	8	10	3	36
%	41.6	22.2	27.9	8.3	100.0



TABLE 27

Responses to selected questions for sample members who indicated a Bachelor's degree as their educational ambition.

	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS				TOTAL
	Well prepared	Not prep. enough	None	Does not apply	
43					
N	31	49	11	9	100
%	31.0	49.0	11.0	9.0	100.0
44					
N	17	55	16	12	100
%	17.0	55.0	16.0	12.0	100.0
45					
N	31	47	17	5	100
%	31.0	47.0	17.0	5.0	100.0
46					
N	35	46	10	9	100
%	35.0	46.0	10.0	9.0	100.0

TABLE 28

Responses to selected questions for sample members who indicated a Master's degree as their educational ambition.

	PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS				TOTAL
	Well prepared	Not prep. enough	None	Does not apply	
43					
N	15	29	6	3	53
%	28.3	54.7	11.3	5.7	100.0
44					
N	11	28	8	6	53
%	20.8	52.8	15.1	11.3	100.0
45					
N	12	28	7	6	53
%	22.6	52.8	13.3	11.3	100.0
46					
N	11	17	13	12	53
%	20.8	32.1	24.5	22.6	100.0



TABLE 29

Responses to selected questions for sample members who indicated a Doctor's degree as their educational ambition.

	TOTAL			
43 PRE-COLLEGE PREPARATION FOR ESSAY STYLED EXAMS				
Well prepared	Not prep. enough	None	Does not apply	
N 5	12	1	1	19
% 26.3	63.1	5.3	5.3	100.0
44 PRE-COLLEGE PREPARATION FOR WRITING RESEARCH PAPERS				
Well prepared	Not prep. enough	None	Does not apply	
N 4	7	7	1	19
% 21.1	36.8	36.8	5.3	100.0
45 PRE-COLLEGE PREPARATION FOR READING REQUIRED MATERIALS				
Well prepared	Not prep. enough	None	Does not apply	
N 4	9	5	1	19
% 21.1	47.3	26.3	5.3	100.0
46 PRE-COLLEGE PREPARATION FOR SETTING OWN STUDY SCHEDULE				
Well prepared	Not prep. enough	None	Does not apply	
N 5	8	4	2	19
% 26.3	42.1	21.1	10.5	100.0

TABLE 30

Percentage of sample, by sex, according to whether the student believed that he had made the best decision by choosing to attend Vancouver City College, and by the amount and type of pre-college education.

Amount and type of pre-college education	Definitely best decision		Pretty sure best decision		Not sure if best decision		Pretty sure should have gone elsewhere		Definitely should have gone elsewhere						
	M	F	M	F	M	F	M	F	M	F	T				
H.S. complete, univ. program	31.2	45.2	36.9	38.2	63.3	47.1	45.5	66.7	48.0	40.0	100	50.0	-	75.0	75.0
H.S. complete, non-univ. program	14.8	19.1	16.5	14.5	3.3	10.6	18.2	-	16.0	20.0	-	16.7	-	-	-
H.S. <u>not</u> complete, univ. program	26.2	9.5	19.4	23.6	13.3	20.0	18.2	33.3	20.0	20.0	-	16.7	-	-	-
H.S. <u>not</u> complete, non- univ. program	9.8	9.5	9.7	7.3	3.3	5.9	4.5	-	4.0	-	-	-	-	-	-
First year at university not completed	13.1	11.9	12.6	10.9	10.0	10.6	13.6	-	12.0	-	-	-	-	25.0	25.0
First year at university completed	4.9	4.8	4.8	5.5	6.7	5.9	-	-	-	20.0	-	16.7	-	-	-
TOTAL N	61	42	103	55	30	85	22	3	25	5	1	6	-	4	4



TABLE 31

Percentage of sample, by sex, according to whether the student believed that he had made the best decision by choosing to attend Vancouver City College, and by marital status.

marital status.															
Marital status	Definitely best decision			Pretty sure best decision			Not sure if best decision			Pretty sure should have gone elsewhere			Definitely should have gone elsewhere		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Single	73.8	60.5	68.3	76.4	63.3	71.8	95.5	66.7	92.0	80.0	100	83.3	-	75.0	75.0
Married - no children	13.1	16.3	14.4	12.7	16.7	14.1	4.6	33.3	8.0	-	-	-	-	-	-
Married - with children	9.8	13.9	11.5	10.9	13.3	11.8	-	-	-	20.0	-	16.7	-	25.0	25.0
Separated or divorced, with children	3.3	2.3	2.9	-	3.3	1.2	-	-	-	-	-	-	-	-	-
Separated or divorced, with no children	-	7.0	2.9	-	3.3	1.2	-	-	-	-	-	-	-	-	-
TOTAL N	61	43	104	55	30	85	22	3	25	5	1	6	-	4	4

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TABLE 32

Percentage of sample, by sex, according to how definite a choice of occupation has been made, and by age category.

Percentage of sample, by age category, has been made, and by age category.												
Age range	Choice not made as yet			Very definite			Fairly definite			Very tentative		
	M	F	T	M	F	T	M	F	T	M	F	T
17 - 19 years	48.0	25.0	44.8	17.1	23.1	20.3	29.2	40.0	32.7	25.0	50.0	31.3
20 - 24 years	36.0	25.0	34.5	40.0	35.9	37.8	51.4	40.0	47.7	41.7	25.0	37.5
25 - 34 years	12.0	-	10.3	34.3	23.1	28.4	18.1	14.3	16.8	25.0	-	18.7
35 - 44 years	4.0	25.0	6.9	8.6	10.3	9.5	1.4	5.7	2.8	8.3	25.0	12.5
45 & over	-	25.0	3.4	-	7.7	4.1	-	-	-	-	-	-
TOTAL N	25	4	29	35	39	74	72	35	107	12	4	16

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TABLE 33

Percentage of sample, by sex, according to whether the student believed that he had made the best decision by choosing to attend Vancouver City College, and by age category.

Age range	Definitely best decision			Pretty sure best decision			Not sure if best decision			Pretty sure should have gone elsewhere			Definitely should have gone elsewhere		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
17-19 yr	26.2	25.6	26.0	32.7	40.0	35.3	31.8	33.3	32.0	20.0	-	16.7	-	50.0	50.0
20-24 yr	41.0	41.9	41.4	43.6	26.7	37.6	59.1	66.7	60.0	60.0	100	66.7	-	25.0	25.0
25-34 yr	26.2	18.6	23.1	20.0	20.0	20.0	9.1	-	8.0	20.0	-	16.7	-	-	-
35-44 yr	6.6	7.0	6.7	3.6	10.0	5.9	-	-	-	-	-	-	-	25.0	25.0
45 & over	-	7.0	2.9	-	3.3	1.2	-	-	-	-	-	-	-	-	-
TOTAL N	61	43	104	55	30	85	22	3	25	5	1	6	-	4	4

## SUMMARY OF QUESTIONNAIRE RESPONSES

The numbers in the brackets refer to the question numbers on the questionnaire.

- Responses to the questionnaire showed that the marital status of three quarters of the sample was "single", with nearly 14 per cent of the sample married with children. (3)
- Just over one quarter of the respondents entered college with less than grade 12 education. Nearly 20 per cent had studied on the "non-university program" at high school (5.5 per cent not completing grade 12 on this program.) While there was little difference in percentages of male and female students entering from the non-university program at high school, the percentage of male students who had completed the university program at a grade 12 level was 38 as compared with nearly 54 per cent for the female. (4)
- Just under two thirds of the sample entered college without attending another educational institution other than high school. Some 13 per cent had attended university prior to enrolling at V.C.C., but only one quarter of these had completed the first year at university. (4, 5)
- Eighty-seven per cent of respondents were Canadian citizens, with 72 per cent living in Canada all their life. (6, 7) For those who came from outside Canada, France was the country of origin for 50 per cent, with one quarter arriving from Hong Kong. In spite of a belief that Canadian schools are becoming a haven for U.S.A. "deserters" or "draft dodgers", only 2.8 per cent of the non-Canadian citizens in this sample were from the U.S.A., just one percentage point greater than the 1.8 per cent from the



U.S.S.R. (8)

5. Three quarters of the respondents indicated that at least one year had elapsed between high school attendance and first enrollment at college. Some 22 per cent of the females and 12.6 per cent of the males had been out of high school for 10 years or more before entering V.C.C. (10)

6. Twenty per cent of the student sample worked full time, with approximately one quarter working part time, and a further one quarter reporting no work or home obligations. (11)

7. Just under half of the students were classed as full time students, with little difference in full time status between male and female. (12)

8. When it came to choosing a "major study field", strong personal interest was either essential or important to 90 per cent of the sample, while parental (or spouse) views were of considerably less importance (classed as "essential" or "very important" by 17 per cent). Teacher's views were considered as very important by one quarter of respondents. In other words teacher's views were considered to a greater degree than parental views in the choosing of a major field of study. (13, 14, 15, 16)

9. Just under 80 per cent reported that the occupation to which the major field of study leads was very important in decision making (17) while admiration for people in the major field of study was an important factor for just over one quarter of the students (18).

10. Thirty-one per cent reported that their choice of future occupation was "very definite", with 42 per cent of the females "very definite" as contrasted with only 24 per cent of the males. A further 47 per cent were "fairly definite" in their choice. On

the other hand 22 per cent had apparently made little if any choice, with the male student less decisive about his future occupation than the female (19). By far the largest percentage, some 157 students (47 per cent) reported making their occupational choice after high school graduation (20). In other words, 80 per cent of the sample had definite occupational goals, with nearly half of these not making their choice until after high school graduation.

11. The academic goals of the sample ranged from a "one year college certificate" (6.5 per cent) to a doctor's degree (8.6 per cent). The percentage of males desiring a master's degree and doctor's degree was 33 and 11 respectively with 15 and 5 per cent of the females working toward those degrees (21). The percentage of males seeking degrees (bachelor's, master's and doctor's) was nearly 81 per cent as compared to 73 per cent of the female sample. The male sample apparently did not consider the attainment of their academic goal as important as the female (22).

12. V.C.C. Student Services counsellors were consulted by 61 per cent of the sample about attending the college (23) with 55 per cent considering the counselling services most helpful in making their decision (24). While parents apparently had little influence on the major field of study (14, 15), nearly 31 per cent of the sample reported consulting their parents regarding attendance at the college with 20 per cent reporting the parent as most helpful in the decision making (23, 24). Teachers at both the high school level and college were most helpful to 4 and 6 per cent of the students respectively. Although Canada Manpower has an office on campus, only 4 per cent



consulted this office, and 2 per cent reported them most helpful.

13. Lack of interest in going to college was stated as a possible reason for future withdrawal by 41 per cent, with one third of the sample believing that academic problems might well be a cause for attrition (25).

14. Nearly 85 per cent of respondents were satisfied with their decision to attend V.C.C., with some 10 per cent not sure as to the wisdom of their decision. A slightly greater percentage of females than males expressed satisfaction with their choice (26).

15. Low cost (74 per cent), a good program in the major field of study (52 per cent), and good teaching (59 per cent) were the basic reasons for a desire to come to V.C.C. (28, 31, 35). Less than 8 per cent believed that V.C.C. had many social activities; only 22 per cent felt there was "much academic competition", or "intellectual atmosphere"; and less than one quarter felt that the faculty and students were involved in political and social action (27, 30, 33). In addition to "good" teaching, 31 per cent stated the opportunity for independent study and 22 per cent stated good educational and vocational counselling created a desire to attend college (35).

16. Nearly 60 per cent of the respondents seriously thought of attending either U.B.C. or S.F.U. prior to enrolling at V.C.C. (36). By far the largest percentage, 20 per cent, officially applied for admittance to U.B.C., (one half of those who "seriously" thought of attending U.B.C.) with 9 per cent officially applying for admittance to S.F.U. (once again, about half of those who had indicated a serious desire to attend S.F.U.) (37). Nearly

half of those who officially applied received official notice in writing of their acceptance to U.B.C., while about one quarter received notification of acceptance to S.F.U. (38).

17. Upon leaving V.C.C., nearly 73 per cent of the students plan to attend one of B.C.'s two major universities, with over three times the number of students planning to enroll at U.B.C. as planning to attend S.F.U. (39).

18. In their estimation of term end grades, 5 per cent indicated they would receive an "A" grade; the percentage of females expecting an "A" grade at semester end was twice the percentage of males expecting this top grade (40).

19. 61 per cent of the student sample felt they would have sufficient funds for a further semester, with 26 per cent somewhat unsure as to their financial status for a future semester. (41). At present 80 per cent attend college on their own savings (42).

20. Approximately 46 per cent replied that their pre-college preparation for writing essay styled examinations, research papers, and reading the required amount and type of materials was not enough (43, 44, 45). The percentage of students claiming "no preparation" ranged from 13 to 23 per cent.

21. 45 per cent claimed that their attendance at college was really not to obtain a better business position through a college diploma or certificate (47). Similarly, some 43 per cent claimed they were not at college to learn a skill, trade or begin a profession (48).



## OBSERVATIONS

### 1. Table 4

The percentage of students who were on the "non-university" program at high school and who obtained an "A" college grade (G.P.A. 3.5 - 4.0) was at least three times as great as for those students from the "university" program at high school.

Conclusion: Graduation from high school on the "non-university" program, or even non graduation from high school on the "non-university" program does not lessen a student's opportunity to obtain top college grades (either A's or B's).

It would, therefore, appear that parents and high school students should not just select the "university" program for the prestige of enabling a student to go to university, since the academic preparation received on the non-university courses seems to be equal, if not superior, in preparation for community college achievement.

### 2. Table 5

Slightly more than one half (51 per cent) of students who had not attended high school for over ten years achieved a college grade of 2.5 or better (A or B grade). For those students who entered college immediately after high school, just over one third (36.6 per cent) achieved a college grade of 2.5 or better.

Conclusion: Length of time between attending high school and entering community college study is not a barrier to obtaining successful grades. This should provide encouragement for

"mature" students who have possibly been hesitant about returning to formal study due to "being out of touch" over a long period of time from schooling. In fact, it would seem that the probability of success increases generally with the length of time away from high school.

On the other hand it must be noted that the "failure" rate of students increased as did the length of time away from high school.

### 3. Table 6

One half of those students who either work full time or look after their own home (housekeeping or family responsibilities) achieved college grades of 2.5 or better, while one quarter to one third of those students who worked part time or had no work or family obligations achieved a G.P.A. of 2.5 or over. The "failure" rate (G.P.A. under 1.0) was somewhat higher for students who worked part time, or had no home obligations or worked only on weekends.

Conclusion: The necessity to work full time or look after ones home or family would not seem to be a hinderance to the achievement of successful grades. In fact, it might be hypothesized that the person who has the energy and character to carry on full work or home activities will also have the stamina required for academic success.

Regardless of the reason, a student involved in full time work activity does not suffer in his academic achievement, while the person only slightly or not at all involved in employment had a lesser chance of obtaining high grades and a greater chance in obtaining failing grades.



4. Table 7

There was little difference in the percentage of the sample who had obtained a G.P.A. of 2.5 or better and their decision as to choice of future occupation. Forty-five per cent of those with a grade of 2.5 or better reported that "no decision" had been made as to their future occupation, while 43 per cent "were very definite", with 38 per cent "fairly definite" and 3.7 "very tentative". On the other hand, one fifth of those students reporting no decision as to future choice of occupation had failure grades. This contrasts to the .8 per cent "failure" grades for those students reporting a "very definite choice of occupation".

Conclusion: For the better student, i.e. G.P.A. of 2.5 or over, whether a choice of future occupation has been made or not seems to be of little consequence. However, for the average or marginal student (a G.P.A. of 1.0 to 2.49) some idea of a future occupation would seem to be indicated. In other words, there appears to be a greater percentage of students with above failing grades who have made some decision as to a future occupation.

A goal in life, or some specific motivation, is beneficial to student academic achievement. With the present uncertainty as to future employment, we might expect to find an increasing number of college students who have not made and cannot make a decision as to a future occupation. If this decision is tied in with academic success, we might then expect to find college achievement to regress unless all concerned realize that employment is not the only outcome of education.

5. Table 8

The students who indicated educational expectations ranging from a college certificate to and including a master's degree, and who obtained grades of 2.5 or over, were approximately 40 per cent for all these categories. However, nearly 60 per cent of those expressing a desire for the doctor's degree obtained a G.P.A. of 2.5 or better. The percentages of students in each educational attainment category who received a "failing" grade (G.P.A. 1.0 or less) ranged from 11 per cent to 15 per cent, with little difference noted for the individual expectation categories.

Conclusion: With the exception of those students expressing a desire to obtain a doctor's degree, the expectations or academic goals of the student seemed to have little effect on grade point average. In other words, a student expressing a desire for say the master's degree, did not seem to have essentially a higher achievement than a student with a desire for a college diploma. It then appears that the academic goal is not a factor in college achievement. The one exception to this was in the case of those students expressing a desire to obtain a doctor's degree. In this case the student did achieve above the average for the other categories.

6. Table 9

From 8 to 11 per cent of the students reporting that their decision to attend V.C.C. was either the best decision or that they were "pretty sure" it was the best decision, obtained an "A" or "B" achievement at the end of the semester. For those students who were either in doubt as to their decision, or definitely decided that they should have gone elsewhere, the achievement of superior grades was virtually non-existent, with



no "A" grades and only 4 per cent of those who were "undecided" as to their decision receiving a "B" grade.

Conclusion: As might be expected, there was a direct and definite relationship between the student's evaluation of his decision to attend V.C.C. and his semester achievement as expressed by G.P.A. The more definite the student was about the "wiseness" of his decision to attend college, the better was his chance of high grades.

7. Table 10

The greater proportion of students judged their academic abilities to be in the "B" and "C" range. Nearly four fifths of those students who estimated their semester final grade to be a "C" grade, did in fact earn that grade. Approximately 17 per cent earned less than a "C". One third of the students planning to achieve at the "B" level actually did so, with just under 8 per cent exceeding their expectations with an "A" grade. In this case, however, one half achieved at a lower level than anticipated. In the case of the students who expected to achieve at the "A" level, two thirds failed to realize that goal.

Conclusion: It would seem that a large number of students, in this case nearly one fifth of the sample, had an unrealistic appraisal of their potential achievement. This was most evident amongst students who felt that they were "A" or "B" calibre. This in turn could pose a challenging problem to the college instructor to a) either motivate the student to achieve at his expected level, or b) counsel and advise the student as to his academic limitations.

8. Table 11

For those students whose opinion of pre-college education was one that had prepared them to write essay styled examinations, one third achieved at a 2.5 G.P.A. or better. On the other hand, some 40 per cent of those reporting a lack of enough preparation in this line ended the semester with better than a 2.5 G.P.A. with nearly one third reporting no preparation in this area achieving at the 2.5 or better level.

Conclusion: The level of pre-college preparation to write essay styled examinations, or the reported lack of preparation would seem to have little bearing on the semester grade point average. This might be explained by the fact that there is a growing trend at the college level to break away from the tradition of examinations in general.

9. Table 12

When the pre-college preparation to write research and/or creative papers is considered, a greater percentage of students reported "no preparation" than did for the writing of essay examinations. Forty per cent of the students indicating they were well prepared and a similar percentage of those reporting a lack of preparation, achieved at the 2.5 or better grade point average, while for those reporting "no preparation", one third achieved at the noted level.

Conclusion: Although more emphasis is placed at the college level on the writing of research and/or creative papers than examinations as such, the preparation or lack of it at the pre-college level seems to pose little hinderance in the achievement of satisfactory grades.



10. Table 13

Forty-one per cent of those students reporting that pre-college education prepared them to read the amount and type of materials required at the college level, earned a semester G.P.A. of 2.5 or greater. Of the 111 students who reported that they did not have enough pre-college experience in the reading of required materials, 44 per cent received a G.P.A. of 2.5 or over. For the 36 students who felt that they had no preparation in this area, only 16 per cent earned a grade of 2.5 or better.

Conclusion: The reported lack of preparation in reading the amount and type of materials required at the college level did seem to be associated with a greater percentage of students who received a G.P.A. of less than 2.5.

11. Table 14

Fifty-five per cent of the students who believed that pre-college education had prepared them to set their own schedule of studying achieved at the 2.5 G.P.A. level or better. For those students who reported a lack of this preparation, or no preparation, 67.4 per cent and 80.5 per cent respectively earned less than the 2.5 G.P.A.

Conclusion: Pre-college preparation in setting ones own schedule of study appeared to have a greater bearing on student college success or lack of it than did preparation in writing examinations, research papers or the reading of required materials.

In other words, from the results of the study, the ability to discipline oneself and set up a study routine is very important for college success. Since 54 per cent of the respondents to the questionnaire felt they either did not have enough preparation or no preparation at all, college instructors could assist students

at the beginning of a semester by explaining and outlining methods of setting up a study schedule.



### CONCLUSION

The purpose of this study was to outline some opinions of college students that may have contributed or influenced the decision-making patterns regarding the community college. The study applies to only Vancouver City College, and although students of other colleges may hold similar ideas, it would be unwise to project the results of this study to other colleges. The report on the socio-economic status of college students (A Socio-Economic Study of College Students, March 1971) has clearly shown the variance amongst college students from the different geographic regions. It would, therefore, be reasonable to speculate that opinions of students might also vary from region to region. A study similar to this present one, but conducted at a provincial level, might produce some interesting results.

If there is such a thing as an "average" student, then the following general characteristics would be noted:

1. For an "A" or "B" student;
  - a. completed high school on either the university or non-university program,
  - b. had been out of high school for over ten years,
  - c. work full time at either some occupation, or housekeeping activity,
  - d. either definite or fairly definite as to choice of future occupation,
  - e. expect to obtain at least a bachelor's degree,

f. were quite sure that their decision to attend V.C.C. was the best decision,

g. estimated that their end of semester grade would be at least a "B" grade,

h. felt that their pre-college preparation to write essay styled examinations, research papers, and read required materials was not enough,

i. felt that pre-college preparation for setting their own study schedule was sufficient.

2. For the fail ("F") student;

a. completed high school basically on the university program,

b. had entered college directly from high school,

c. either does not work or works only part time,

d. is only "fairly definite" about his choice of future occupation, or has made no choice re: his future occupation.

e. expected to obtain at least a bachelor's degree.

f. was only "pretty sure" that his decision to attend V.C.C. was the best one.

g. estimated his semester grade to be either a "B" or "C".

h. felt the pre-college preparation to write essay styled examinations, research papers, and read required materials was either not enough or non existant.

i. Also believed that pre-college preparation for setting own study schedule was lacking.

In addition to the above, the respondents in general believed that their own personal interest in choosing a major field of study was most important, while the influence of parents or spouse was



of little importance. At the same time high school teachers were fairly important in the choice of a major field of study. Choice of future occupation was generally not made until after high school; when made was fairly definite, but still open for consideration.

When consideration was given as to attendance at V.C.C., the college's Student Services counsellors were consulted by the greatest number of students and found to be the most helpful. Although parents played little part in choice of field of study, they were consulted by about one quarter of the students regarding attendance at college. High school counsellors and teachers, college instructors, and Canada Manpower counsellors played little part in this decision making. The student was of the opinion that if withdrawal from college was necessary it would be due to either lack of interest or academic problems.

Very few students were unhappy about their decision to attend college, with low cost, closeness to home, a good program in the major area of study and good teaching given as the reason for attendance. These reasons for college attendance were given more importance than academic competition, high standards, reputation for new ideas, social activities and a general intellectual atmosphere.

While the student had given serious thought to attendance at a local university, less than half officially applied for admission and just under half of these were actually accepted. Lack of funds was not a major factor in any decision to attend a future semester, with most students using their own savings to finance their college attendance.