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ONE YEAR AFTER COLLEGE

A study of Vancouver City College career students one year after the scheduled graduating date of April, 1968

by
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and
Gordon Jones

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ONE YEAR AFTER COLLEGE

A STUDY OF VANCOUVER CITY COLLEGE CAREER STUDENTS ONE YEAR AFTER THE SCHEDULED GRADUATING DATE OF APRIL, 1968

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Vancouver, Canada,
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CHAPTER I

BACKGROUND FOR THE STUDY

Justification

Until recent years it was felt by many behavioral and social scientists that the basic personality of a person was formulated in childhood years. Now a theory is growing that although early years are important in personality development there is ample belief that change can and does take place in the adult years. If this hypothesis is valid, then the implications for tertiary education are important.

This study concerns itself with the characteristics and subsequent development of a sample of community college career program students. Its focus is on two groups - those students who graduated from their career program in April of 1968 and those who did not graduate but secured employment. Unlike certain other studies in this field, our investigations are not only of the young adult, typically the student just out of high school when he entered college, but also of those mature students who have decided for one reason or another to return to formal education. If efforts are to be made to improve the preparation of our citizens to not only work effectively, but to live effectively, it is then important to understand how people, both young and old, develop after college. What are the attitudes and values of college graduates and non-graduates of their college life? What effect does their college education have on them, and to what extent was their college education of value in their career experiences? This report, in part, is an effort to answer these questions.

One year after college, it was found that some graduates already felt unsuccessful in their post-college lives, some were bewildered about the interrelation of their college life with the life of the "outside" world. They wrote about dissatisfaction with college "preparation"; they wrote about the need for further training; they wrote about different training; but in spite of some specific criticisms, they invariably wrote about the opportunities the college provided them.

The college environment is important, however, for it does more than facilitate growth for a career. Even those few students who were critical of the opportunities available in their chosen career must realize that it did afford them some opportunity to explore various academic fields, to "think" about themselves for even a brief moment, and possibly to formulate some "values" of their own. There can be little doubt that even a brief exposure to "college life" with its chance to meet and discuss with intellectually stimulating peers offers a chance for a greater degree of human development than working as a clerk, or on an assembly line.

The authors believe that career program educators should not consider themselves primarily as the "trainers" of highly specialized manpower for the business-industrial community. Not only would such a task be next to impossible because of rapid changes going on in the work-a-day world but it would be undesirable from the point of view of human values. Yet in the minds of the respondents this training for a specialized task was primarily the reason for such career courses. Just where does the "truth" lie? The authors present this report as a pilot-study only, realizing quite clearly that the small numbers involved make the drawing of definite conclusions and recommendations difficult. If, however, our findings can contribute in some manner to the development of a new curriculum design, or if our findings

point the way to further research in this area, then our objectives will at least be partially realized.

CHAPTER II

THE DESIGN

This investigation, a one year longitudinal study, was undertaken on career students enrolled for the academic year 1967-1968. It is designed to investigate and report on the characteristics of career students, and to provide information as to subsequent employment of these students as well as their views of the college career program. The study was based on 373 students enrolled in twelve career programs at Vancouver City College. Information was obtained from official college records as well as from an analysis of questionnaires returned by both students and employers.

Vancouver City College is a two-year comprehensive community college operating out of three campuses. The King Edward campus is the only one of the three to have developed a truly comprehensive program. For this reason, only the career programs in operation at King Edward Centre were used in this study.

Sixteen career programs were offered in the Fall and Spring semesters at King Edward Centre. These sixteen programs enrolled a total of 462 students in September 1967, approximately 11 per cent of the total enrollment at King Edward. Three hundred thirty-two students (72.0 per cent) were enrolled at a first year level, with the remaining one hundred thirty students (28.0 per cent) studying at a second year level.

The study is concerned with career students listed by the Office of Student Services as enrolled in their respective program as of April, 1968. Twelve career programs as outlined in Table 1 are analysed.

TABLE 1

Vancouver City College career programs and numbers of students involved in this study.

Program	Number of students
Accounting	53
Art and Merchandising	54
Data Processing	16
Finance and Investment	42
Food Services	27
Journalism	14
Library Assistants	10
Marketing and Sales	55
Museum Assistants	12
Pre-School	18
Secretarial Science	49
Welfare Aide	23
TOTAL	373

For various reasons, four career programs were not included in the study. These were Theatre Arts, Psychiatric Nurses (Coordinated Program), Vancouver Vocational Institute (Coordinated Program) and Parole Officers. For the purpose of this report the 373 career students from the 12 programs were divided into two groups; those that received graduation documents, i.e. diploma (2 years completed) or certificate (1 year completed) as of April 1968, and those students who for one reason or another did not receive documents. This division now seems to be rather an unfortunate one. It was assumed that students who did not receive a certificate or diploma were

students who had not successfully completed the requirements. This was, however, not to be the case, for later in the study, we found twenty students who had not received documents and were, in fact, entitled to have same since they had completed all academic requirements but had neglected to apply for them as required by college regulations. These students are reported in the group not receiving documents, that is, as non-graduates.

One hundred fifty-three students received their documents in April 1968. Diplomas or certificates were not received by 220 students. This does not mean that 220 students failed to complete their program. For part, it is an indication of students continuing in the second year of their program. Their studies would normally be completed in April 1969. A questionnaire designed to obtain students' opinions regarding certain aspects of their career training at college was sent to graduating students, and to those non-graduating students not enrolled full time for formal education between April 1968 and April 1969. A different questionnaire was sent to employers of these students.

CHAPTER III

THE STUDY

Overview

A total of 373 career students enrolled in 12 programs in April of 1968 were studied for this report. Of the 373, 248 students (66.5 per cent) were studying at the first year level, that is for a certificate, while the remaining 125 (33.5 per cent) were in the second year of their program, that is the diploma level.

TABLE 2

Enrollment in twelve career programs, April 1968

	N	%
First Year Level (certificate)	248	66.5
Second Year level (diploma)	125	33.5
TOTAL	373	100.0

At the end of the academic year for the career programs, April 1968, 153 students applied for and received graduation documents. This figure is composed of 65 students receiving diplomas and 88 students receiving certificates. These students will be referred to in this study as the "graduating" students.

TABLE 3

Career students applying for and receiving documents, April 1968, i.e. graduating students.

	N	% of program enrollment
Certificate program	88	35.5
Diploma program	65	52.0
TOTAL	153	

The percentages of students graduating and not graduating in April 1968, that is, those students who received their certificate or diploma, or did not receive these documents as the case may be, are outlined by specific career program and level in Figure 1.

FIGURE 1

Percentages of Vancouver City College career students, by program and level, issued documents and not issued documents in April 1968.

Program	Level	N	Documents Issued	Documents Not Issued
			Per cent 100 75 50 25 0	25 50 75 100
Accounting	Dip	31	55	45
	Cer	22	36	64
Art and Merchandising	Dip	22	50	50
	Cer	32		100
Data Processing	Dip	-		
	Cer	16	37	63
Finance and Investment	Dip	14	43	57
	Cer	28	28	72
Food Services	Dip	13	92	8
	Cer	14	57	43
Journalism	Dip	-		
	Cer	14	14	86
Library Ass't	Cer	10	100	
Marketing and Sales	Dip	28	64	36
	Cer	27	30	70
Museum Ass't	Cer	12	42	58
Pre-School	Cer	18	83	17
Secretarial Science	Dip	17	6	94
	Cer	32	28	72
Welfare Aide	Cer	23	39	61
TOTAL	Dip	125	52	48
	Cer	248	35	65
	ALL	373	41	59

A further seven students were eligible for a diploma but did not apply for same, while 13 students were eligible for the certificate but did not apply for the document. In addition to this, a total of 51 first year students who did not graduate in April 1968, were eligible for their certificate but decided to continue on the second year diploma program without officially graduating with a certificate. All in all, then, nearly two thirds of the first year students successfully completed their first year on the career program. This figure includes those students who officially graduated with a certificate as well as those eligible for the certificate. In the case of the second year students, the percentage successfully completing the diploma program was slightly less than for those on the certificate level. (57.6 per cent as compared with 61.3 per cent for the certificate level.)

TABLE 4

Career students successful in completion of year's program, April 1968

	Eligible but did not apply for:	Officially graduated	Eligible for Cert. but cont. on 2nd yr.	Total completing requirements	
	N	N	N	N	%
Certificate	13	88	51	152	61.3
Diploma	7	65		72	57.6

Graduating Students

The vast majority of students graduating in April 1968 at either the diploma or certificate level, approximately four fifths, have not continued with full time study and are presumed to be employed. Thirty students, one fifth of the graduation class, have continued with full time study. The greatest portion of these were certificate students returning to earn a diploma.

TABLE 5

Career students graduating, April 1968.

Program	Continued Studies		Employed		Total
	N	%	N	%	N
Certificate	29	32.9	59	67.1	88
Diploma	1	1.5	64	98.5	65
TOTAL	30	19.6	123	80.4	153

Non-graduating Students

The percentage of 1968 non-graduating students continuing with studies was, as one would expect, higher than for the graduates. Some 30 per cent of the non-graduates continued their education for another year on a full time basis; this was about 10 percent higher than for the graduates. The significant point, however, is that 70 per cent, nearly three quarters of the non graduates, did not return to formal education on a full time basis and may be assumed to be for the most part employed. The bulk of the first year level non-graduates continued at V.C.C. during the next term at the second year level. This was particularly so for the students in the Art and Merchandising program, and the Finance and Investment program.

TABLE 6

Career students not graduating, April 1968.

Program Level	Continued Studies		Employed		Total
	N	%	N	%	N
1st year	62	38.7	98	61.3	160
2nd year	3	5.0	57	95.0	60
TOTAL	65	29.5	155	70.5	220

Questionnaire

The students who were sent a questionnaire were those students who, as of April 1969, had during the time period of one year, not continued full time formal education at either V.C.C., S.F.U. or U.B.C. It was presumed that these students were employed. This point was verified by those who completed and returned the questionnaire. The number sent questionnaires amounted to 278 or three quarters of the total under study.

The numbers of students graduating and not graduating as of April 1968 are outlined in Table 7 by career program and level of study.

Non-graduates at the Diploma Level

An analysis was made of the college record of the 220 students who had not graduated in April 1968. This analysis was conducted after April 1969 in order to ascertain a final academic status of these students. Sixty of those not receiving documents in 1968 were in the second year of a diploma program. Seven of these were eligible for a diploma but evidently failed to apply for it in 1968 and as yet have not done so. Approximately one tenth of the students (seven in number) repeated failed courses on the diploma program or completed courses in which they were short and became eligible for their diploma in April 1969. However, just over one half of the 1968 non-graduates at the diploma level neglected to repeat or make up short courses (for the most part one or two courses) and a further one fifth withdrew officially from the course prior to completion. In other words, just under three quarters of the non-graduates at the diploma level came within one or two courses of completing the requirements but have not done so, at least one year after normal graduation time. Of the 76.7 per cent not meeting program requirements, 5 per cent transferred to the academic program for university transfer.

TABLE 7

Numbers of Vancouver City College career students for the year 1967-1968 by program, according to whether formal education continued after April, 1968, or not continued.

Program	Level	Graduates Documents Issued			Non-graduates Documents not Issued			Total	
		Education Cont.[a]	Not[b]	Total	Education Cont.	Not	Total		
Accounting	Dip[c]	-	17	17	2	12	14	31	
	Cer[d]	8	-	8	3	11	14	22	53
Art and Merchandising	Dip	-	11	11	-	11	11	22	
	Cer	-	-	-	20	12	32	32	54
Data Processing	Dip	-	-	-	-	-	-	-	
	Cer	3	3	6	3	7	10	16	16
Finance and Investment	Dip	-	6	6	-	8	8	14	
	Cer	5	3	8	14	6	20	28	42
Food Services	Dip	1	11	12	-	1	1	13	
	Cer	6	2	8	2	4	6	14	27
Journalism	Dip	-	-	-	-	-	-	-	
	Cer	-	2	2	6	6	12	14	14
Library Ass't	Cer	-	10	10	-	-	-	10	10
Marketing and Sales	Dip	-	18	18	1	9	10	28	
	Cer	4	4	8	9	10	19	27	55
Museum Ass't	Cer	1	4	5	1	6	7	12	12
Pre-School	Cer	-	15	15	1	2	3	18	18
Secretarial Science	Dip	-	1	1	-	16	16	17	
	Cer	2	7	9	2	21	23	32	49
Welfare Aide	Cer	-	9	9	1	13	14	23	23
TOTAL		30	123	153	65	155	220		373

a. Students continuing with formal full time education at either Vancouver City College, U.B.C., or S.F.U.
b. Students not continuing with full time formal education
c. Diploma, four term program
d. Certificate, two term program

TABLE 8

Disposition of 1968 non-graduates one year later (diploma program)

Program	Program Requirements Met		Program Requirements Not Met	
	N	%	N	%
Diploma	7	11.7	46	76.7

The 46 students not meeting diploma requirements within one year of the expected graduation date represents approximately one third (36.8 per cent) of those originally on the program in April, 1968. The numbers of students in the above categories are outlined in Table 9, according to career program. The highest percentage of program requirements not met within one year of normal graduation time was noted for those students on the Secretarial Science program.

TABLE 9

Academic status as of April, 1969, of Vancouver City College career students who did not receive a diploma in April, 1968.

Program	Diploma requirements met by April, 1969			Diploma requirements not met by April, 1969			
	Repeat of course	Courses short made up	Doc[a]	Course to be repeated	Courses short	W.D.[b]	Other
Accounting	3	1	1	4	2	-	3
Art and Merchandising	2	-	2	2	2	3	-
Finance and Investment	-	-	1	3	4	-	-
Food Services	-	-	1	-	-	-	-
Marketing and Sales	-	1	1	2	5	1	-
Secretarial Science	-	-	1	1	7	7	-
TOTAL	5	2	7	12	20	11	3

a - Documents earned as of April 1968, but not applied for.
b - Includes voluntary as well as required withdrawals.

Non-graduates at the Certificate Level

Approximately two thirds of the career students studying at the first year or certificate level did not graduate in April of 1968. Many of these students were eligible for graduation but preferred to continue with the second year or diploma aspect of their study without applying for their first year certificate. Fifty three first year students continued with the

diploma requirements during the 1968 - 1969 academic term; 31 students completed the requirements by April 1969. The percentages of students according to career program and level who completed their requirements on time and one year late are indicated in Figure 2.

Two thirds of the certificate program non-graduates who continued their studies either on a part time or full time basis, at V.C.C. after April 1968 did so at the first year level. Of these only a very small proportion completed the certificate requirements, 8.5 per cent. The majority of non-graduating students, over 90 per cent, had not met the first year standard one year after expected graduation time.

TABLE 10

Disposition of 1968 certificate non-graduates one year later

Program	Certificate Program Continued and			
	Requirements Met		Requirements not Met	
	N	%	N	%
Certificate	8	8.5	86	91.5

The remaining one third of non-graduating certificate students continuing with full or part time study were able to continue on the second year diploma program where their percentage of success was better. Nearly 60 per cent completed requirements by April 1969.

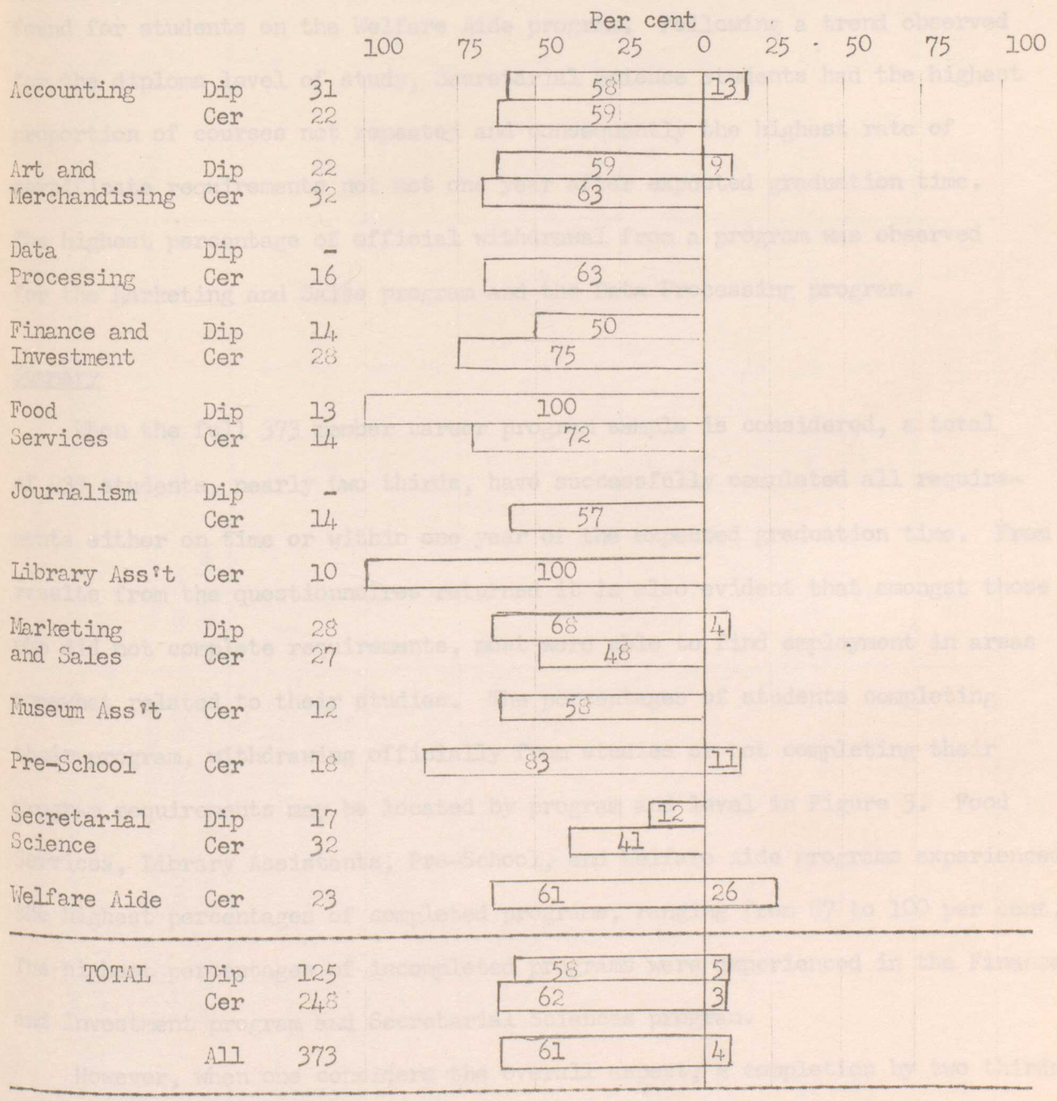
TABLE 11

Disposition of 1968 certificate students continuing for one year on the diploma program.

Program	Diploma Requirements			
	Met		Not Met	
	N	%	N	%
Diploma	31	58.5	22	41.5

FIGURE 2

Percentages of Vancouver City College career students, by program and level, completing all program requirements on time (April, 1968) and completing all program requirements one year late (April, 1969).



The numbers of certificate level students who did not graduate in April 1968, but who continued study at V.C.C., either full or part time, and their disposition one year later is outlined by program in Table 12. The highest rate of persistence in completing certificate requirements was found for students on the Welfare Aide program. Following a trend observed for the diploma level of study, Secretarial Science students had the highest proportion of courses not repeated and consequently the highest rate of certificate requirements not met one year after expected graduation time. The highest percentage of official withdrawal from a program was observed for the Marketing and Sales program and the Data Processing program.

Summary

When the full 373 member career program sample is considered, a total of 239 students, nearly two thirds, have successfully completed all requirements either on time or within one year of the expected graduation time. From results from the questionnaires returned it is also evident that amongst those who did not complete requirements, most were able to find employment in areas somewhat related to their studies. The percentages of students completing their program, withdrawing officially from studies or not completing their program requirements may be located by program and level in Figure 3. Food Services, Library Assistants, Pre-School, and Welfare Aide programs experienced the highest percentages of completed programs, ranging from 87 to 100 per cent. The highest percentages of incompleted programs were experienced in the Finance and Investment program and Secretarial Sciences program.

However, when one considers the overall aspect, a completion by two thirds of the students of all requirements is encouraging in light of the "open-door"

TABLE 12

Academic status as of April, 1969, of Vancouver City College career students who did not receive a certificate in April, 1968.

Program	Certificate requirements met by April, 1969			Certificate requirements not met by April, 1969				On Diploma program and requirements:		
	Repeat of Course	Courses short made up	Document not applied for	Course to be repeated	Courses short	W.D.	Other	met	not met	other
Accounting	-	-	1	5	1	2	1	-	4	-
Art & Merch	-	-	2	4	2	5	1	17	1	-
Data Proc	-	-	1	-	-	6	-	-	3	-
Finance & Inv	-	-	-	6	-	1	-	5	8	-
Food Service	-	-	-	-	-	4	-	1	-	1
Journalism	-	-	1	1	-	4	1	3	2	-
Library	-	-	-	-	-	-	-	-	-	-
Market Sales	-	-	1	3	-	9	2	4	-	-
Museum	-	-	1	1	1	3	-	-	-	1
Pre-School	-	2	-	-	-	1	-	-	-	-
Secretarial	-	-	1	15	-	4	-	1	2	-
Welfare Aide	5	1	5	2	-	1	-	-	-	-
TOTAL	5	3	13	37	4	40	5	31	20	2

policy. It should be noted here that because of high demand for seats in a particular career course, certain courses have a selection policy, and admittance is not really "open-door" in the strict sense of the word. This selective policy may be partially responsible for the high persistence and success rate in certain programs. Also the pre-college academic ability of various students may affect the persistence and success rate of various students. For this study, data were not available as to pre-college schooling and evaluation in this respect could not be made.

FIGURE 3

Percentages of Vancouver City College career students, by program and level, completing all program requirements, or withdrawing from the career program, or failing to fully complete the program.

Program	Level	N	Program completed	Withdraw	Program not completed
			Per cent: 0 25 50 75 100	0 25 50	0 25 50
Accounting	Dip	31	71		19
	Cer	22	59	8	27
Art and Merchandising	Dip	22	68	14	18
	Cer	32	63	16	19
Data Processing	Dip	-			
	Cer	16	63	37	
Finance and Investment	Dip	14	50		50
	Cer	28	75	4	21
Food Services	Dip	13	100		
	Cer	14	72	28	
Journalism	Dip	-			
	Cer	14	57	28	7
Library Ass't	Cer	10	100		
Marketing and Sales	Dip	28	72	3	25
	Cer	27	48	33	11
Museum Ass't	Cer	12	58	25	17
Pre-School	Cer	18	94	6	
Secretarial Science	Dip	17	12	41	47
	Cer	32	41	12	47
Welfare Aide	Cer	23	87	4	9
TOTAL	Dip	125	63	9	26
	Cer	248	65	16	17
	All	373	65	15	20

CHAPTER IV

GRADE POINT AVERAGE

The cumulative grade-point average (G.P.A.) has been the standard criteria on which to judge the individual's college achievement. The G.P.A.'s given in Table 13 are the cumulative G.P.A.'s earned by the student up to the time of this report.

TABLE 13

Numbers of Vancouver City College career students who have met the requirements for a diploma or certificate according to cumulative grade point status, by program.

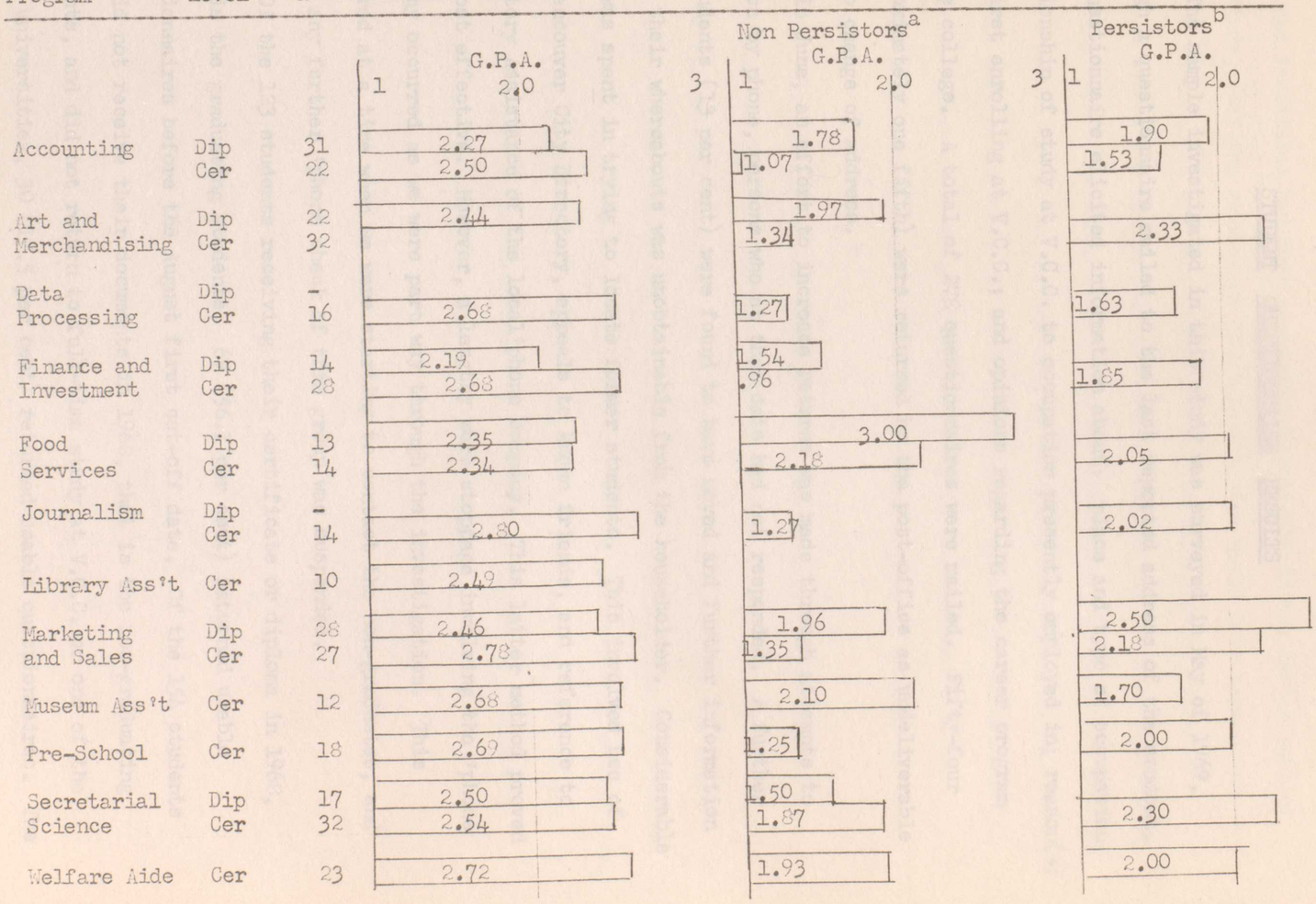
Program as of April 1968	Cumulative Grade Point Status					
Diploma	3.0 - 4.0	2.5 - 2.9	2.0 - 2.4	1.0 - 1.9	Under 1.0	Total
Accounting	3	3	10	6	-	22
Art & Merch	1	4	7	3	-	15
Finance & Inv	-	2	3	2	-	7
Food Services	3	5	2	3	-	13
Market & Sales	4	5	8	3	-	20
Secretarial Sc	-	1	1	-	-	2
Certificate						
Accounting	3	1	2	3	-	9
Art & Merch	4	6	4	3	-	20
Data Processing	1	4	2	1	-	8
Finance & Inv	3	5	2	3	-	13
Food Services	1	2	2	4	-	9
Journalism	1	3	1	2	-	7
Library Ass't	3	2	3	2	-	10
Market & Sales	5	3	6	-	-	14
Museum Ass't	2	2	-	3	-	7
Pre-School	7	2	6	1	-	16
Secretarial Sc	3	4	5	2	-	14
Welfare Aide	2	3	7	2	1	20
TOTAL N =	46	62	74	43	1	226
% =	20.4	27.5	32.7	19.0	0.4	100.0

They are recorded according to the program and level the student was enrolled in as of April 1968. For example, a student enrolled in the certificate program for Art and Merchandising in April of 1968 would be classified under the certificate section even though he may have then continued with the diploma program. In this case his cumulative G.P.A. would be calculated up to and including April 1969. In other words, he is identified by program as of April 1968, but his cumulative G.P.A. will include all subjects taken up to the time of this study. Four fifths of the students under consideration earned their certificate or diploma with a cumulative G.P.A. of 2.0 or better. Nearly one third of the students earned a C cumulative grade, just over one quarter a C+ grade and one fifth an A or B grade. Approximately one fifth of the students graduated on a career program with less than a C average.

A comparison of the mean G.P.A. by program and level is given in Figure 4, according to those who were granted documents, to those who "persisted" with their studies at V.C.C. but were not given a certificate or diploma, and to those students who did not continue with their studies (non persistors). As one would expect, the cumulative G.P.A. was a reflection of whether graduation was granted or not granted.

FIGURE 4

Mean Grade Point Average (cumulative) as of April, 1968, for Vancouver City College career students, by program and level, according to whether documents issued or not issued.



a - Non Persistors - students who did not re-enroll at V.C.C.
b - Persistors - students who remained enrolled at V.C.C. full time

CHAPTER V

STUDENT QUESTIONNAIRE RESULTS

The sample investigated in this study was surveyed in May of 1969, through a questionnaire mailed to the last reported address of the student. The questionnaire elicited information about: place and type of occupation; relationship of study at V.C.C. to occupation presently employed in; reason(s) for first enrolling at V.C.C.; and opinions regarding the career program at the college. A total of 278 questionnaires were mailed. Fifty-four (approximately one fifth) were returned by the post-office as undeliverable due to change of address.

In June, an effort to increase returns was made through attempts to contact by phone, persons who at that date had not responded. A further 36 students (13 per cent) were found to have moved and further information as to their whereabouts was unobtainable from the householder. Considerable time was spent in trying to locate former students. This involved use of the Vancouver City Directory, appeals to known friends, and reference to Directory Assistance of the local 'phone company. This latter method proved the most effective. However, a lengthy work stoppage involving the 'phone company occurred as we were part way through the investigation. This occurred at a time when we were starting to contact the non-graduates, and hence any further 'phone check of this group was suspended.

Of the 123 students receiving their certificate or diploma in 1968, that is the graduating students, 69 (56.1 per cent) returned usable questionnaires before the August first cut-off date. Of the 154 students who did not receive their documents in 1968, that is the non-graduating students, and did not return to full-time study at V.C.C. or one of the local universities, 30 (19.5 per cent) returned usable questionnaires. The overall return amounted to 99 or 36 per cent. The authors believe that if

time and facilities had been available, especially in the latter part of the study, that the returns of the non-graduates would have approached that of the segment who received graduating certificates or diplomas.

One aspect did become only too clear. Use of the reported address of a student from the college record card is unreliable. If continued studies of this nature are to be carried out, an effective method of tracing former students must be devised. It would appear that use of the Canadian Social Insurance number might be an effective means to trace students. This would be particularly true if the longitudinal aspect of a study is to be emphasized.

The full context of the questionnaire to students is outlined in Appendix A. Replies to questions one to three were not tabulated for any sort of statistical analysis. A summary of results of answers to these questions will be given later on in the report. Question four was answered by few of the respondents and has been omitted in the following description.

The percentage return of questionnaires is indicated by program for graduating students and non-graduating students in Figure 5. Following is a breakdown of replies to the individual questions.

FIGURE 5

Percentages of questionnaires returned from those students receiving documents and those not receiving documents in April 1968.

Program	Documents Issued N	Documents Issued Percent return	Documents Not Issued Percent return	Documents Not Issued N
		100 75 50 25 0	0 25 50 75 100	
Accounting	11	65	17	4
Art and Merchandising	6	55		0
Data Processing	2	67		0
Finance and Investment	5	56	21	3
Food Services	9	69	40	2
Journalism	1	50		0
Library Assistant	5	50		-
Marketing and Sales	10	45	21	4
Museum Assistant	1	25	50	3
Pre-School	10	67		0
Secretarial Science	5	63	19	7
Welfare Aide	4	44	54	7
TOTAL	69[a]	56	20	30[a]
Quest. sent	123[b]			155[a]

[a] Useable questionnaires actually returned by August 1, 1969

[b] Actual number of questionnaires mailed to students.

QUESTION 5 Does the work you are now doing relate directly to study done at V.C.C.?

TABLE 14

	Graduates	Non-Graduates	Total
	N = 67 %	N = 30 %	N = 95 %
no	13	33	20
a little	15	17	15
somewhat	17	10	14
very much	55	40	51

The number of respondents replying "no" was spread fairly evenly among all career programs with the exception of the Marketing and Sales program and the Museum Assistants program where six (40 per cent) and three (75 per cent) respondents respectively reported a "no" answer. In the remaining programs, the largest percentage of graduates was employed in fields "very much" related to their work. In the case of the non-graduates the percentage of respondents working in areas directly related to their studies was much lower (55 per cent of the graduates in directly related work as compared with 40 per cent of the non-graduates).

QUESTION 6 Do you feel that college training is necessary to do this job?

TABLE 15

	Graduates	Non-Graduates	Total
	N = 62 %	N = 30 %	N = 92 %
yes	63	37	54
no	37	63	46

In all programs, with the exception of Pre-School, some respondents reported that they considered the college training as unnecessary. All the Pre-School respondents felt a college experience was necessary for their vocation.

By far the heaviest negative reply was received from the Marketing and Sales students where the reply was ten for "no" and only four for "yes". Finance and Investment students also felt strongly that the college training was not necessary. Six of these students replied in the negative with only two in support of the need for college training in this field. Respondents in the remaining programs were about evenly divided in their viewpoint. It is of some interest to note that of the students replying to this question, nearly one half (46 per cent) felt that college training was not necessary to do their present job.

Thirty-seven per cent of the graduating students were apparently employed in a position in which they, the student, had doubts as to the need of a college education.

QUESTION 7 Do you plan to make this type of work your life's career?

TABLE 16

	Graduates	Non-graduates	Total
	N = 62 %	N = 30 %	N = 92 %
yes	55	50	53
no	10	17	19
do not know	26	33	28

Respondents from the Pre-School program seemed the most determined to remain in this type of work (seven replied "yes" one "no" and two "do not know"). This situation was also evident for Welfare Aides where eight indicated this as their life's career and three were certain that it would not be. Persons from the Accounting program were equally divided, six planning to remain in this field, with the remaining six either unsure or planning some other vocation. In the case of Marketing and Sales respondents, there was also an equal division with seven planning this as a career and seven not certain. For the most part, Food Services respondents were either not sure that they would remain in this field or were determined that they would not.

For the overall sample, slightly over half of the respondents felt they were in work that they would like to make their life's career.

QUESTION 8 What was your starting salary per month?

TABLE 17

	Graduates Certificate	Diploma	Non-graduates 1st year	Non-graduates 2nd year	Total
	N = 31 %	N = 31 %	N = 20 %	N = 10 %	N = 92 %
Under $100	7	3	5	-	2
$100 - $199	35	3	10	-	5
$200 - $299	39	13	15	20	22
$300 - $399	16	46	35	50	41
$400 - $499	-	23	20	-	17
$500 - $599	3	6	10	20	7
$600 & over	-	6	5	10	6

The range of starting salaries extended from under $100 per month for two respondents (one who had a diploma in Arts and Merchandising, and one who had not completed the certificate in Food Services) to over $600 per month for students in Finance and Investment, and Marketing and Sales. Of the five students reporting $600 plus earnings, two completed a diploma program; one did not complete the diploma program: and two were on the certificate program, one of whom did not finish the program. The range of starting salaries was the closest for welfare aides where six respondents started at the $300 - $399 level and four started in the next higher category, i.e. $400 - $499. Of the ten Welfare Aides responding, six had not graduated. It would therefore appear that completion of this particular program has little bearing on the starting salary received. The highest starting salaries experienced by respondents from Pre-School, Food Services (both diploma and certificate levels), Library Assistant, and Secretarial

Sciences were in the $300 - $399 range, which was the median salary category for all programs. All other programs had at least some of the respondents earning at least in the next category of $400 - $499, or higher.

It was interesting to note that little if any relationship existed between reported starting salary of those students who completed their full program and those that had not. For the most part, however, respondents who had been on the two year diploma program, whether they completed it or not, had a greater proportion of higher starting salaries than had the one year certificate graduates. The exception to this trend were respondents from the Food Services program where top salaries in the $300 - $399 were experienced by the two year program graduates as well as the one year program graduates.

QUESTION 9 Have you had any increase in salary since starting?

TABLE 18

	Graduates	Non-graduates	Total
	N = 62 %	N = 30 %	N = 92 %
yes	71	67	70
no	18	33	30

Nearly 70 per cent of the respondents replied that they had an increase in salary since starting. These increases ranged from $6.00 per month to $100 per month with an overall mean increase of $35. From the structure of the questionnaire it was not possible to tell if these raises were or were not related in any manner to their college training.

QUESTION 10 Was your starting salary higher than for an employee without college training doing the same type of work?

TABLE 19

	Graduates	Non-graduates	Total
	N = 62 %	N = 29 %	N = 91 %
yes	40	17	33
no	38	59	45
do not know	21	24	22

A fairly high percentage of respondents (45 per cent) felt their starting salary was no higher than for an employee without college training. Of those students who had graduated, 40 per cent were certain that their starting salary was higher than the person without college training.

QUESTION 11 Are you presently taking any courses or training related to your work?

TABLE 20

	Graduates	Non-graduates	Total
	N = 65 %	N = 30 %	N = 95 %
yes	45	33	41
no	55	67	59

The percentage of students returning questionnaires and who were involved in continuing education related to their work was 41. A higher percentage of college career graduates were in "continuing education"

(45 per cent) as compared to the non-graduate (33 per cent). It might have been assumed that students who did not graduate would return in fairly high percentages to complete their program on a part time basis. To date, this has not been the case. It then seems that success at college will encourage a continued program of education more so than for those who have achieved only partial success.

QUESTION 12 Did you have employment lined up before you graduated?

TABLE 21

	Graduates	Non-graduates	Total
	N = 65 %	N = 30 %	N = 95 %
yes	34	25	30
no	66	75	70

Approximately 30 per cent reported that they had employment arranged prior to graduation time. A slightly higher percentage of graduating students (34 per cent) had employment arranged before term end than did the non-graduating students (25 per cent).

QUESTION 13 Did any member of V.C.C. faculty directly assist you in getting your job?

TABLE 22

	Graduates	Non-graduates	Total
	N = 65	N = 30	N = 95
	%	%	%
yes	21	20	21
no	79	80	79

At least one respondent from each program, except Marketing and Sales, and Museum Assistant, reported direct help in locating a job. The number, however, in all cases, except one, was very low. The one exception was the Welfare Aide program where three quarters of the respondents indicated direct assistance in getting a job. Seventy-nine per cent claimed no assistance in getting a job. Some included comments regarding this point, and as will be reported later on, felt that there was a need for the college to directly assist the student in seeking employment. Disappointment was indicated by a few when this aid was not forthcoming, especially from those that apparently were unable to acquire the type of job and salary desired.

QUESTION 14 Do you intend to enroll at an educational institution at some later date?

TABLE 23

	Graduates	Non-graduates	Total
	N = 63	N = 29	N = 92
	%	%	%
yes	54	62	57
no	46	38	43

A higher proportion of non-graduates indicated an intention to return to study at a later date than did the graduate. It is too early to tell what percentage actually do return to study, but it should be remembered that in the replies to question eleven, the percentage of non-graduates actually taking courses was somewhat less than for the graduates. Whether the non-graduate will return to education remains to be seen. It could be hypothesized that as long as the non-graduate can obtain employment, the incentive to return to schooling, especially after at least partial lack of success, will be reduced.

QUESTION 15 If you had the opportunity to return to post-secondary education, would you return to V.C.C. if suitable courses were available?

TABLE 23

	Graduates	Non-graduates	Total
	N = 60 %	N = 27 %	N = 15 %
yes	87	74	83
no	13	26	17

With over 80 per cent replying positively to this question, including a major portion of the non-graduates, it could be inferred that the students have been reasonably satisfied with the task the college is performing. This view was later substantiated in the analysis of student comments.

QUESTION 16 For what reason(s) did you first enroll at V.C.C.?

TABLE 24

	Choice					
	First	Second	Third	Fourth	Fifth	Sixth
better position	35%	38%	21%	6%	8%	-%
learn a skill	27	20	9	34	-	17
denied admission to another institution	7	5	3	6	8	58
encouraged by parents and/or friends	7	7	36	24	30	-
unsure as to post high school activity	7	13	24	24	8	17
felt college standards easier	2	11	7	6	46	8
other	15	6	-		-	-

The main reason given for first enrolling at V.C.C. was in order to gain a better position - this reason accounted for 35 per cent of the first choice respondents and 38 per cent of the second choice respondents. Primarily the reasons for attending college are work oriented, that is to earn a better position or learn a skill. Much lower percentages of students reported entry because they were denied admission to a university or encouraged by parents or friends. In other words, nearly two thirds of the reported first choices were concerned with future job activities, and the opportunity to better prepare for these activities.

QUESTION 17 If you had college to do over again would you take a different pattern of courses at V.C.C.?

TABLE 25

	Graduates	Non-graduates	Total
	N = 58	N = 29	N = 87
	%	%	%
yes	22	38	28
no	78	62	72

Just under three quarters of the respondents to this question indicated satisfaction with their course pattern. Of those students reporting they would take a different program, at least one was found in each career program. Although not directly indicated, it could be inferred from various comments made that a change in course would occur due to difficulty in obtaining a job in the particular area of study; dissatisfaction with salaries offered in the job field; or dissatisfaction with the actual career program. Only in one career program did all students responding indicate that they would take a different course pattern. Since the numbers in this case were small, little significance at this time can be placed on such a response.

QUESTION 18 Would you recommend attendance at V.C.C. to a friend?

TABLE 26

	Graduates	Non-graduates	Total
	N = 60	N = 29	N = 89
	%	%	%
yes	95	76	89
no	5	24	11

With nearly a 90 per cent affirmative reply to this question, there can be little doubt as to the value of the college in the career field. It is rather significant that the largest percentage of negative replies were found amongst the non-graduates. More important though may be the negative response by three graduating students. In each case an interpretation of their comments indicated that they felt they just "didn't learn anything of use for a job." It is, however, gratifying to find such a larger number ready to "sell" the college to their friends - even three quarters of the non-graduates would recommend V.C.C. to friends.

QUESTION 19 Would you recommend taking the same career course that you did to a friend?

TABLE 27

	Graduates	Non-graduates	Total
	N = 63 %	N = 29 %	N = 92 %
yes	70	62	67
no	30	38	33

When the individual career program was considered, there was no doubt in the minds of respondents from Pre-School, Accounting, Secretarial Sciences, and Welfare Aides, that they would recommend these programs to their friends. They replied 100 per cent in the affirmative. Students in Finance and Investment, Food Services, Journalism, Library Assistant, and Marketing and Sales were about equally divided in their opinions with about one half in favour of recommending their particular program and one half against. The respondents in two career fields were very much against recommending their career program to friends with a 100 per cent indicating a negative reply.

When all programs are considered, depending upon whether the respondents were graduates or non-graduates, the range of percentages of students who would recommend their program to friends varied from a low of 62 per cent to 70 per cent.

Places of Business and Positions Held

A representative sample of respondent replies to the questions regarding present employer, type of business or service, and position of employee, (questions 1, 2, and 3) is contained in Appendix B. The list is organized according to those positions held by graduating students, and to those positions held by the non-graduating students. For the most part there was little difference between the business and position of the graduates and non-graduates who had taken the Accounting, Marketing and Sales, Secretarial Science, and Welfare Aide programs. In other words the non-graduates in these fields seemed to acquire about the same type of job as the graduate. Non-graduates from the Food Services program and the Museum Assistant program gained positions that seemed to be remote from the type of job one would expect for students in these fields. Apparently, then, in certain areas, the successful college candidate will have a better opportunity to gain employment in a field close to his training than will the non-college graduate.

Student evaluation of Vancouver City College

In addition to the objective reporting of responses, an effort was made to evaluate the responses to question 20 (What could we have done at V.C.C. to have made your stay at college less difficult?) and to question 21 (What could we have done at V.C.C. to have made your stay at college more rewarding?) The responses to question 20 were edited and summarized in Table 28.

QUESTION 20 What could we have done at V.C.C. to have made your stay at college less difficult?

TABLE 28

Edited Response	Per cent
Better facilities	56
Greater employment aid	9
Don't treat students as if they are still in High School	9
Smaller classes	6
Better instructors	4
Short orientation period for students away from study for some time	2
Others	14

It is quite obvious that the overwhelming majority felt that better physical facilities were essential. This will occur when the college moves from its present seventy-five year old structure to the new multi-million dollar campus due for completion in September of 1970. Suggestions concerning actual "teaching" accounted for 19 per cent of the replies. Students looked for smaller classes, better teachers and less "high school stuff" such as attendance recording. Nine per cent of the respondents were very concerned about the lack of "employment aid". These students felt that direct assistance by staff in this area would have helped make their college career less difficult. This was in some cases a comment on the response to question 13.

The replies to question 21 were somewhat more varied. In some cases it was obvious that the student felt his career at college would be more "rewarding" if certain things were done - things that probably could not be done. For example, one student felt that there should be no time restrictions on assignments, that they should be accepted at any date. It is doubtful that such a condition could be adequately met but the important thing is that these are the views of the students. Some of the opinions expressed have resulted from misunderstandings between instructor and student; from a breakdown in communication between student and counsellor or student and administration. If this is the case it demonstrates an area where all concerned must improve the exchange of ideas. The edited responses to the question of what could be done to make college more rewarding are given in Table 29.

QUESTION 21 What could we have done at V.C.C. to have made your stay at college more rewarding?

TABLE 29

Edited Response	Per cent
Freedom in selection of electives	19
Technical courses accepted at university	17
More practical work	17
Work needs to be more specific	12
Courses should be of higher standard	10
More specialization	4
Courses more "general" in nature	3
More extra curricular activities	2
Others	16

Again one response is prominent. Nearly one fifth of the replies concerned the "problem" of electives. These students believed that a greater freedom of choice must be given within the particular career program to select some courses of "particular" value to them. In certain programs some freedom is presently allowed; a choice can be made between two or three subjects. Evidently in the minds of some this is not enough. Some of the respondents in this matter were top C or B grade students and for the most part had obtained employment quite satisfactory to them. In other words it was a reply essentially from the more advanced student. The next two suggestions were reported by an equal number of students. Seventeen per cent of the respondents believed that they should be able to transfer their courses to a university without loss of credit. This view was particularly expressed by students on the Pre-School program, Welfare Aide program and Finance and Investment program, although a few students from nearly every program expressed some thought along this line. More practical work (in the words of some, "make our preparation more like the actual job") was the desire of another 17 per cent of the respondents.

Student Comments

Just under one half of the respondents took the opportunity to write comments. Since the comments were many and varied, we have not attempted to make a statistical analysis of them. However, we did use the comments plus answers to question 17 (If you had college to do over again would you take a different pattern of courses at V.C.C.?); to question 18 (Would you recommend attendance at V.C.C. to a friend?); to question 19 (Would you recommend taking the same career course that you did to a friend?); and to

question 20 and 21, to make a value judgement as to whether the student was obviously exceedingly pleased with his stay at college; was quite satisfied with his college experience; or was obviously dissatisfied or openly antagonistic to his experience. There were many gray areas especially in the determination if a student was exceedingly pleased or was quite satisfied. On occasion we would not agree ourselves as to the classification. However, we do report our judgements and ask the reader to be aware of the problems in making such a judgement. There was no problem, however, in determining those students who were openly antagonistic to his college career. Our findings are reported in Table 30.

TABLE 30

Rating of student opinions regarding college experience

Opinion	Number	Per cent
Exceedingly pleased	15	25
Quite satisfied	38	62
Openly antagonistic	8	13

As can be seen from the above table, the overwhelming majority have been more than satisfied with the overall aspect of Vancouver City College. Even those that gave decidedly negative responses, for the most part (5 students), gave indications that if they had it to do over again, they would return to the College. It should be noted that the eight students who gave such an antagonistic opinion of the college were in either of two particular programs. Just how valid their criticisms of the actual program and personnel are, remain to be seen. In part these students, at least according to their grades, were at least C students. Numbers reporting in

these program areas were small and whether it reflects an overall view of the program at the present time remains to be seen. For this reason we have not identified any specific programs as they relate to our value judgements based on student comment. We have, however, included comments made by students. In some cases for the sake of brevity, they have been edited, but the basic thought has been left untouched. They are for the most part representative of all the comments, and are recorded in Appendix C.

college is fulfilling the function of providing an advanced training over that available at high school and enabling an employer to hire such a person without the need of a four year university career. Nearly 80 per cent of the employers require their employees to take further company training. Since 75 per cent reported they require V.C.C. graduates to take further company training, it would then appear that the employers feel, at least to a point, that the college provides the basic background but the specifics are left to the individual company.

If the V.C.C. career graduate lacked trainingin so far as the particular organization was concerned, it was as one respondent put it, "nothing that practical experience will not cure." All in all the responding employers seemed "satisfied" with the college graduate. Yet there was a feeling from some of the comments included with the questionnaire that either the employer was not certain as to what the college should be doing or the college was not clear as to what the employer expected. In either case, although the situation as expressed was not really serious, it does appear that a more effective means of communicating ideas and beliefs between the college and business world needs to be developed. All told, employer acceptance of the college as a part of the educational process seemed evident.

CHAPTER VII

THE PROBLEMS OF GENERAL EDUCATION

It seems appropriate to make some comments regarding one outcome of the study. General education in the community college curriculum has received considerable attention in the literature, and the controversy concerning its objectives has been debated at length. It would be reasonable to state that the great majority of community college faculty and administration express a confidence in the ideals of a general education and are willing to advocate its retention. Many regard general education as one of the major reasons for the colleges' "raison d'etre" in reference to the "career" type programs. It is here that the colleges have a unique experience to offer students when compared with the traditional "training programs" within business and industry.

Despite the confidence expressed in the general education oriented curriculum, there are real problems accompanying its implementation. Students do not always see a need for this type of education. Often, they resent having to take courses which they do not immediately perceive as being "relevant" to their particular kind of preparation.

From the few comments elicited in this study, it appears that the problem is also present at Vancouver City College. It is not an easy task for a college to define the differences between "education" and "training". It is more difficult to adequately translate these differences to the students. It would seem, if the sample of comments are indicative, that the college has not made clear to, nor certainly convinced, the students that general education is justified and appropriate.

This conclusion suggests that Vancouver City College needs to make a greater effort to interpret the various "career" programs to the students at the beginning of each academic year.

CHAPTER VIII

UNIVERSITY TRANSFER

Until fairly recent times, discussions on transfer of credit has been concerned with the transferability of academic credit in subject fields generally recognized by the individual university. Comments contained on student questionnaires in this current study indicate a desire on the part of some students to have their career course achievement recognized on transfer to a university.

With this desire for transferability of college career course credit to a university in mind, an analysis was made of the overall student achievement as compared with the achievement in certain specified subject areas. These subject areas were identified as follows:

1. Academic courses - those courses generally recognized by British Columbia universities and currently carrying transfer of credit. For the most part these courses are taken by the academic "transfer" student.

2. Related courses - those courses of an academic nature, such as English, Mathematics, History, which are not recognized for transfer to a university.

3. Technical courses - those courses that have a direct and specific bearing on the career aspect of the student's particular program.

There were five career programs where either at the certificate and/or diploma level certain academic courses were taken by career program students. These programs included Accounting (certificate and diploma level), Finance and Investment (certificate and diploma level), Food Services (diploma level), Museum Assistant, and Welfare Aide program (both at the certificate level).

The grade point averages obtained in the three subject areas by the students in these five career programs were analyzed. For the purposes of analysis, the students involved were divided into two groups, those obtaining a certificate or diploma and those who did not. The purpose of the investigation was to determine the degree of correlation between the grade point averages in the three course areas and the overall G.P.A. In other words, the question asked was to what extent do students who achieve high grades in technical courses tend to do likewise in academic and related courses. A further analysis was made to determine whether significant differences in grade point averages in the three subject areas were found to exist between those students who were awarded a certificate and those who did not.

The analysis produced the following results:

Students Obtaining a Certificate/Diploma

N = 65

Subject Area	Mean G.P.A.	S.D.	Correlation Coefficients			
			1	2	3	4
1. Academic	2.271	0.6848	1.0000			
2. Related	2.2405	0.7142	0.6101	1.0000		
3. Technical	2.529	0.6677	0.6464	0.5632	1.0000	
4. Overall	2.449	0.6142	0.7873	0.7161	0.9173	1.0000

Students Not Obtaining a Certificate/Diploma

N = 51

	Subject Area	Mean G.P.A.	S.D.	Correlation Coefficients			
				1	2	3	4
1.	Academic	1.557	0.8619	1.0000			
2.	Related	1.688	0.6662	0.4404	1.0000		
3.	Technical	1.814	0.7206	0.4750	0.7594	1.0000	
4.	Overall	1.733	0.6921	0.5720	0.7577	0.8443	1.0000

It was clear that coefficients of correlation obtained were generally high. In each group of subjects, the highest coefficient of correlation obtained was between the G.P.A.'s in technical courses and the overall averages. The correlation between academic grades and technical grades was found to be higher (but not significantly) in the case of the students who earned diplomas or certificates. In addition this group of students also indicated a significantly higher correlation (at the .01 level of significance) between their academic grades and the overall average obtained.

A further investigation involved a study of the difference in grade point average in each of the three subject areas and the overall averages between the two groups of students. In each subject area as well as the overall average, the students obtaining a certificate or diploma gained significantly higher (at the .01 level of significance) grade point averages than those students who did not earn a certificate. This finding, although not unexpected, would tend to indicate that the quality of academic performance has bearing upon the ultimate completion of diploma or certificate requirements.

CHAPTER IX

SUMMARY AND CONCLUSIONS

A total of 373 career students enrolled in twelve career programmes as of April, 1968, comprised the "subjects" for this study. Approximately two-thirds of these students were studying at a first year certificate level.

1. Forty-one per cent of the subjects officially graduated in April, 1968. This figure, however, is not completely representative of those completing the year especially at the certificate or first year level, since 64 students, although not graduating, did complete the full certificate requirements. In other words just slightly under two thirds of the first year students completed their first year and just under 60 per cent of the second year students completed their program. The major portion of second year diploma students, whether graduating or not, entered employment after April, 1968, while approximately 65 per cent of the certificate students whether graduating or not took up employment.

2. For those students who did not complete their program requirements on time, the chances of future completion seemed to be greatly reduced. In the case of first year level students not graduating on time, over 90 per cent, at least one year later, have not completed their requirements, which for the most part consist of no more than one or two courses. Three quarters of the diploma or second year students not graduating on time had, at least one year later, not satisfied diploma requirements. Hence, it would seem very important that college personnel

give special consideration to the number of career students approaching graduation but not achieving it due to a deficiency of several courses.

3. When all the students under study were considered, it was observed that nearly two thirds had successfully completed all requirements for graduation either on time or within one year of the expected graduation time. This, we feel, speaks highly of the community college and its "open-door" policy. Although we were unable to collect data on the pre-college scholastic record of these students we do know that some had been away from formal education for a considerable time. Over one fifth of the students in this survey were "mature" students, that is, students 25 years of age and over, with some students in their forties and fifties.

4. There is some evidence to suggest the possibility that a higher college achievement, a higher graduation rate, and a lower drop out rate would be experienced if a "modified open-door" policy was adopted. To a certain degree this is already the case in programs of high demand and limited enrollment. For example, the applications for the Welfare Aide program may well number over 200, and yet only 30 students can be accommodated. A selective factor is then introduced into the open-door policy. This selective factor may be partially responsible for the high persistence and success rate in certain programs such as the Welfare Aide Program.

5. Eighty per cent of the career program students completing their requirements for a certificate or a diploma did so with a cumulative average of C or better. This percentage is nearly identical to that of "transfer" students from the academic program at V.C.C. to the two local universities. From previous studies it was found that 82 per cent of V.C.C. transfers to U.B.C. had a cumulative grade before transfer of at least C, and that transfers to S.F.U. with a C or higher college grade accounted for 78 per cent of those transferring. Further analysis showed that the percentages of students with an A or B cumulative college grade either transferring to a university or "transferring" to a vocation were relatively close. These relationships are demonstrated in Table 31.

TABLE 31

Percentage of V.C.C. students earning specified college grades according to university entered or career program completed.

Cum GPA	Letter Grade	UBC Transfers[a]	SFU Transfers[b]	Career Students
3 & above	A & B	21	16	20
2 to 2.9	C	61	61	60
Under 2	D	18	23	20

[a] based on V.C.C. transfers to U.B.C., 1966 to 1967
[b] based on V.C.C. transfers to S.F.U., 1966 to 1968

6. Students obtaining a certificate or diploma gained significantly higher grade point averages in technical, related and academic courses than those students who did not complete the diploma or certificate. The "graduating" group of students also indicated a significantly higher correlation between their "academic" grades and their overall average than did the "non graduating" group.

7. At least 65 per cent of the questionnaire respondents indicated that the work they had entered after college was reasonably related to their study done at V.C.C. Although some of the respondents reported no relationship between their college career training and their job, this in itself would not indicate a "failure" of either the college or the student. What should be remembered is that much of what a person needs to learn will not be taught in a classroom. The value of the college for this latter group of career students would be the opportunity to learn to think and make decisions based on knowledge and discipline.

8. Although only half of the responding students indicated a feeling that college training was necessary to do their job, few expressed any serious regrets for the year spent at college. Half of the students were satisfied enough with their type of work after college to indicate a desire to make this type of work their life's career.

9. Justification sometimes given for spending a year or so in tertiary education at a career level is that the graduate's salary will be higher than non-college students. From data collected for this survey it was not possible to determine if the starting salary of V.C.C. graduates

was comparable to the starting salaries across Canada as reported by the Department of Manpower and Immigration. There did, however, appear to be little relationship between reported starting salaries of those students completing the program and those not completing the program. For example, in some situations non-graduates had a higher starting salary reported than did the graduates. For the most part, diploma students reported a greater proportion of higher starting salaries than did the certificate student. The one exception to this was the Food Services program where top salaries for diploma and certificate students were reported for the $300 - $399 classification.

10. One third of the respondents believed that their starting salary was higher than for non-college students doing the same type of work. Nearly one half of the students felt that their salary was not higher, with the remainder unsure.

11. Only 30 per cent of the students reported they had employment arranged prior to leaving college. According to the respondents' replies only one fifth received direct faculty assistance in gaining employment. Some students not receiving this help felt that they should and indicated direct employment assistance from college personnel was needed.

12. Just under 60 per cent of the replies indicated that the student planned to enroll at an educational institution at a later date. But over 80 per cent stated that if the opportunity presented itself and suitable courses were available they would return to V.C.C. As might be expected, a greater proportion of graduates felt this way than did non-graduates.

13. The primary reason for first enrolling at V.C.C. was a work oriented one, that is, to gain a better position or to learn a skill. Two thirds of the respondents indicated this reason.

14. Although 28 per cent reported they would change their pattern of courses if they had to do it over again, only 11 per cent felt they would not recommend attendance at V.C.C. to a friend. At the same time one third of the replies indicated that the student would recommend that their friends take a <u>different</u> course program than what they did.

15. An analysis of reported positions held and jobs obtained indicated that in certain fields the graduate had a better opportunity to gain employment in a field close to his training than did the non-graduate.

16. The greatest difficulty at college apparently was caused by the lack of better physical facilities, and ranking considerably below this, but second in importance, was the need for greater employment aid.

17. The major desires of the students were a greater freedom in the selection of electives; that career courses receive transfer credit to the universities; and that work of a more practical and specific nature be given. It, therefore, appears that a number of students are looking for an educational future beyond college at a university, while another group is more concerned about the immediate prospect of an occupation.

18. An evaluation of student comments on the questionnaire indicated that only 13 per cent of those writing comments were openly antagonistic to the college - this represented 8 persons from the total studied. Since it may be assumed that those who have "complaints" will be among the first

to express their views, this small number is gratifying and would apparently indicate that the vast majority are in sympathy with the philosophy of the college.

19. From the employers point of view, over three quarters of those replying to the questionnaire indicated a willingness to give college graduates a higher starting salary than the non-college educated person. It must, however, be noted that according to student responses only one third felt that they were receiving more.

20. Surprisingly enough, forty-four per cent of the employers did not know if the college was doing a proper job in preparing the student for his job. In spite of this lack of knowledge as to job preparation, over 95 per cent of the employers were certain that a longer period of training at college was not necessary.

21. All the responding employers seemed satisfied with the V.C.C. student as an employee, although it was apparent from some employers' comments that either the employer was not certain as to what the college should be doing, or the college was not clear as to what the employer expected.

CHAPTER X

RECOMMENDATIONS

In making any definite recommendations as a result of the study, it seems appropriate to add a note of caution. The group of subjects represent the first career students from V.C.C. to be investigated in this manner. Although a much clearer picture is beginning to emerge as a result of this "pilot" study, the recommendations must be considered more as suggestions and should be considered as somewhat tentative.

With this restriction in mind the following recommendations are presented.

1. Definite consideration should be given by all concerned to early identification of those students who will be just one or two courses short of completing program requirements. It was very clear from this study that a large number of students came close to graduation, but even up to one year later had not made up the course deficiencies. Further study will be needed to clarify this observation but it would appear that the chances are slim that these students will, in the future, complete the requirements.

2. Since there was clear evidence that students involved in career programs with a "modified open door" policy, that is a policy of selection based in some cases on an interview and appraisal by college staff, had a higher college achievement and a lower drop-out rate, it is recommended that consideration be given to further expansion of the "modified open-door" policy in the career field.

3. Student comments on the questionnaire sometimes indicated a misunderstanding of the aims and objectives of the particular career program especially regarding the meaning of "general education". It is, therefore, suggested that those concerned within a career field make it perfectly clear as to the purpose of the program. Does it give a wide background in a particular area leaving specifics for the employer to teach, or is it a career program designed within a very specific limit that would prepare a student for one job in a rather wide career area?

4. It is recommended that the college embark upon an expanded public relations program to acquaint the community employers with the actual aims and objectives of the particular career program. Such action might assist in clarifying what appeared to be a rather unclear if not confused opinion of the college function in the eyes of some employers.

5. Expansion of existing career programs and the addition of new career programs should receive top priority within the college structure in order to continue a community service that was for the most part highly recommended by the students within this study.

6. Wherever possible students should be given a greater choice of elective subjects within the limits of the particular career discipline.

7. In view of the high relationship between academic averages and overall grade point which was found to exist in the case of those students who were awarded a certificate or diploma, it seems reasonable to recommend that avenues be explored through which these students might be

permitted to transfer to the university or the technical institute. In this event, transfer credit would be awarded in particular terms of the student's record and the program to which he might seek transfer.

APPENDIX A

STUDENT QUESTIONNAIRE

The questionnaire appearing on this and the following page has been rearranged to meet the margin requirements of this report. The questionnaire as used in this study was printed by "offset" process on 8½ x 14 sheets of yellow impression paper.

King Edward Centre
VANCOUVER CITY COLLEGE
951 West 12th Avenue, Vancouver 9, British Columbia, Tel. 738-3191

1. Name of your present employer:

2. Type of business or service:

3. What is your position?

4. How long have you held this position?

5. Does the work you are now doing relate directly to study done at VCC?
( ) no
( ) a little
( ) somewhat
( ) very much

6. Do you feel that college training is necessary to do this job?
( ) yes
( ) no

7. Do you plan to make this type of work your life's career?
( ) yes
( ) no
( ) do not know

8. What was your starting salary per month?
( ) under $100
( ) $100 - $199
( ) $200 - $299
( ) $300 - $399
( ) $400 - $499
( ) $500 - $599
( ) $600 and over

9. Have you had any increase in salary since starting?
( ) yes
How much of an increase?
_____ per month
( ) no

10. Was your starting salary higher than for an employee without college training doing the same type of work?
( ) yes
( ) no
( ) do not know

11. Are you presently taking any courses or training related to your work?
( ) yes
Where? _____
What course(s)? _____
( ) no

12. Did you have employment lined up before you graduated?
( ) yes
( ) no

13. Did any member of VCC faculty directly assist you in getting your job?
( ) yes
( ) no

14. Do you intend to enroll at an educational institution at some later date?
( ) yes
( ) no

15. If you had the opportunity to return to post-secondary education, would you return to VCC if suitable courses were available?
( ) yes
( ) no

16. For what reason(s) did you first enroll at VCC? (Indicate the most important reason with a 1 in the bracket; the next in importance by a 2, and so on for those reasons applying to you)
( ) desired a better business position through a college diploma or certificate.
( ) merely wished to learn a skill, trade, or begin work in a profession.
( ) denied admission to another institution such as business school, university, or technical institute.
( ) strongly encouraged by your parents and/or friends to attend college.
( ) not sure what you wanted to do after high school graduation.
( ) felt that college standards were somewhat easier than other educational institutions.
( ) other (specify) _____

17. If you had college to do over again would you take a different pattern of courses at VCC?
( ) yes
( ) no
Why?

18. Would you recommend attendance at VCC to a friend?
( ) yes
( ) no
Why? _____

19. Would you recommend taking the same career course that you did to a friend?
( ) yes
( ) no
Why? _____

20. What could we have done at VCC to have made your stay at college <u>less difficult</u>?

_____

21. What could we have done at VCC to have made your stay at college <u>more rewarding</u>?

_____

22. What subjects taken at VCC are of particular value in your work?

_____

23. What specific subjects taken at VCC did you find of little value as far as preparing you for your present occupation? Please be frank and give reasons for your opinion.

_____

24. Please put any further comments on the back of this page.

APPENDIX B

Representative sample of Vancouver City College career students by business or occupation entered and position held according to college career program.

GRADUATING STUDENTS

Business	Position
Accounting	
Freight Forwarders	Junior accountant
Banking	Administrative officer
Chartered Accountants	C. G. A.
Cement Sales	Junior accountant
Wholesale	Inventory Control Clerk
Steel Distributors	Warehouseman
Art and Merchandising	
Decorating Studio	Interior decorator
Stock Broker	Order desk clerk
Advertising	Clerk
Design - museum	Display technician
Data Processing	
Cablevision	Clerk typist
Oil Refinery	Receptionist
Sugar Refinery	Computor programmer
Finance and Investment	
Banking	Accountant
Stock Broker	Accountant Clerk
Investment Dealer	Assistant Floor Trader
Appraisal	Industrial Appraising
Food Services	
Restaurant	Shift cook
Hospital	Food services technician
Hospital	Dietary supervisor
Library Assistant	
School	Library clerk
University	Library assistant
Hospital	Medical records clerk

Business	Position
Marketing and Sales	
Business Communication	Account representative
Paint Manufacturing	Assistant manager - retail
Equipment Sales	Sales representative
Data Processing	Co-ordinator Guest Services
Restaurant Franchise	Junior executive
Retail Credit	Investigator
Museum Assistant	
University	Exhibits preparator
Pre-School	
Day Care Centre	Pre-school teacher
Hospital	Pre-school teacher
Private Kindergarten	Pre-school teacher
Movie Theatre	Usherette
Secretarial Sciences	
Trust Company	Secretary
City Health Department	Clerk typist
Department Store	Clerk Typist
Legal Firm	Secretary
Welfare Aide	
District Social Welfare Dept.	Welfare Aide
Provincial Government	Social Work Assistant
District Social Welfare Dept.	Case Worker

NON-GRADUATING STUDENTS

Accounting	
Public Accountant	Junior accountant
Manufacturing	Accountant
Chartered Accounting	Bookkeeper
Art and Merchandising	
Landscaping Contractor	Gardener
Finance and Investment	
R. C. M. Police	Co nstable
Manufacturing	Pricing clerk
Logging Contractor	General manager

Business	Position
Food Services	
Security House	Clerk Typist
Public Utility	Senior Stenographer
Theatre Group	Acting
Library Assistant	
School Board	Library Assistant - Secondary
Marketing and Sales	
Office suppliers	Sales representative
Aluminium Sales	Exterior consultant
Manufacturing	Assistant manager
Public Utility	Brakeman
Museum Assistant	
Stocks and Bonds	Stock broker
University	Library Assistant
Religion	Priest
Secretarial Science	
Barrister and Solicitor	Secretary
Architect's Office	Secretary
Insurance Broker	Typing pool
Lumber Company	Clerk typist
Hospital	Confidential Secretary
Welfare Aide	
Provincial Government	Social Worker
Children's Foundation	Counselling
City Welfare Dept.	Intake worker
Children's Aid Society	Welfare Aide

APPENDIX C

Edited comments from student questionnaires

"Teaching staff were the best I have encountered."

"Courses offered are excellent."

"I feel the program prepares you for nothing - it merely opens the door to hundreds of pathways."

"The course was and probably still is a complete farce."

"I really enjoyed the course."

"I feel a course of this type is needed and advantageous if there is proper instruction."

"Found the teachers to be knowledgeable, pleasant and always willing to help a student."

"Program in general was good but standards must be upgraded."

"I've wasted my past two years - I could not enter a related field."

"I realize this course will be an asset in the long run."

"I am indebted to V.C.C. for accepting me as an adult student."

"I still feel it is a very good course; it is simply unrealistic."

"I found the course both interesting and rewarding as the information given was not limited to the field of business but could apply to any other field or training."

"...no jobs - why does the college spend time and money on courses that are not of any use in the outside world?"

"The most valuable thing I received from the college was a years further education after grade 12."

"Although my marks don't show it at V.C.C., I learned a great deal."

"I am continually reminded by my employer that my future with the company is far brighter due to my college education."

"I confess that my curriculum has been most beneficial. Although our rating among higher institutions is not the best I hope the new campus and passing of time will improve our position."

APPENDIX D

EMPLOYER QUESTIONNAIRE

King Edward Centre
VANCOUVER CITY COLLEGE
951 West 12th Avenue, Vancouver 9, British Columbia, Tel. 738-3191

1. As a result of his college work, would you say that the college graduate, as compared with the high school graduate was:

   ( ) better prepared for his job
   ( ) about as well prepared
   ( ) less prepared for his job

2. In your opinion does the college graduate obtain a better beginning job as a result of his training?

   ( ) yes
   ( ) no
   ( ) do not know

3. Does this individual with his college background have any advantage in the matter of promotion or upgrading?

   ( ) yes
   ( ) no
   ( ) depends upon his performance

4. Do you require a transcript of college marks before hiring the college graduate?

   ( ) yes
   ( ) no

5. Will the college graduate employed in your firm receive a higher starting salary than a high school graduate?

   ( ) yes
   ( ) no

6. Do you feel that the VCC college graduate is properly trained for his job?

   ( ) yes
   ( ) no
   ( ) do not know

7. Should the VCC college graduate have a longer period of training at college before entering the job?

   ( ) yes
   ( ) no

8. If the answer to the above question is yes, are you prepared to pay him a higher salary?

   ( ) yes
   ( ) no

9. Do you require your employees to take further company training?

   ( ) yes
   ( ) no

10. Do you require the VCC graduate to take further company training?

    ( ) yes
    ( ) no

11. In what skills does the VCC graduate employee lack training in so far as your organization is concerned?

    _____

    _____

12. Please put further comments on the back of this page

Signed: _____

Position: _____