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**Goals and career progress of female community college honors
graduates**

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The University of Arizona, 1991

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**GOALS AND CAREER PROGRESS OF
FEMALE COMMUNITY COLLEGE HONORS GRADUATES**

by

Kimberly Dawn Layne

**A Thesis Submitted to the Faculty of the
SCHOOL OF FAMILY AND CONSUMER RESOURCES
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF ARTS
WITH A MAJOR IN COUNSELING AND GUIDANCE
In the Graduate College
THE UNIVERSITY OF ARIZONA**

1991

STATEMENT BY THE AUTHOR

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ABSTRACT

This study presents information gathered from a follow-up survey of 124 female community college honors graduates from the years 1989, 1990, and 1991. Results are intended to provide descriptive information in understanding the role that successful completion of community college education plays in the career development of women.

Participants provided information via a questionnaire regarding demographics, factors related to academic success, choice of major, current education and employment status, and career and educational goals for the future.

Results indicate that female community college honors graduates are likely to be reentry women who have career related goals. One to three years after graduation, the women are employed full-time, studying for bachelors degrees, or working in the home. It appears that community colleges provide women with an opportunity to achieve formal education at virtually every life stage. Conclusions and implications are drawn for career counselors and community college personnel.

Chapter 1

INTRODUCTION

Community colleges grew faster than any other education sector since their introduction to the United States in the 1960s. In 1970, there were 2,319,385 students enrolled in community colleges; by 1987, the total doubled to 4,776,222. In the same time period, four-year colleges increased their enrollment by approximately 28% (U.S. Dept. of Education, National Center for Education Statistics, 1990). Community colleges provide low-cost, post-high-school education. They also offer preparation for transfer to four-year colleges and universities, vocational education, community services, and guidance and counseling.

Community colleges serve an older population than do four-year colleges and universities (Cross, 1981); they have a larger portion of minority students (Pishko, 1985), and their students need more remedial education (Cohen & Brawer, 1987). But like four-year college students, individuals who attend community college possess educational goals.

Community college students can be classified into one of the five groups in relation to their educational goal: job seekers, job upgraders, transfer preparers, explorers, and personal enrichers (Clagett, 1985). Job concerns motivate two out of every five students to attend community college (Clagett, 1985). Therefore, it appears that career-related concerns are a prominent reason for enrollment in a community college, this holds true for both women and men.

Women comprise a large percentage of community college enrollment; nationally, women are in the majority in two-year institutions (Randour, Stratsburg & Lipman-Blumen, 1982). Many of the women are reentry women, defined as women above the age of 25 who are returning for formal education. Reentry women may be diverse in their reasons for returning to academia: Issues related to career choice or career development are, however, of central importance to most reentry women (Badenhoop & Johansen, 1980; MacKinnon-Slaney, 1986; McGraw, 1982; Slaney and Lewis, 1986; Slaney, Stafford & Russell, 1981).

The last 20 years have been characterized by a dramatic increase in the amount of research focusing on women's career choice and adjustment (Fassinger, 1985). The study of women's career development differs from men's in that the study of women's career development adds variables describing the degree to which a woman intends to work, and the importance, if any, of career pursuits in her life (Fitzgerald & Betz, 1983). Prominent career development theorists who distinguish female career development from their male counterparts have split into two ideological camps. Those such as Super (1957), Ginzberg (1966), and Zytowski (1969), believe a woman progresses through specific stages, and others such as Spencer (1982) and Sanguiliano (1978) believe that each woman is unique, and no rigorous pattern can be established. Regardless of the theory, women's lives are complex and hard to predict, thereby bringing the need for more research about women and their career related activities, which can include community college education.

Community colleges provide post-high school education to many members of our society. Many individuals choose a community college education for career-related reasons, and a greater percentage of community college students is female. As female enrollment in community college continues to increase, there is a need to evaluate the importance of community college education in women's career development.

Purpose of the Study

This study attempts to answer a question in career development research: What role does successful completion of community college education play in the career development of women? In an attempt to answer this question, a group of female graduates from a large multi-campus community college, Pima County Community College (PCCC) in Tucson, Arizona, was surveyed to assess the following four areas:

- (1) Student personal and demographic characteristics.
- (2) Goals in attending community college.
- (3) Factors related to their academic success.
- (4) Their current career progress and career goals.

This study looks into the past academic histories of female community college graduates, their present educational and career status, and their future educational and career related goals.

Questions for Consideration

In an attempt to understand the role of a community college education in the career development of women, the study asks the following questions:

- (1) What are the personal and demographic characteristics of the graduates?
- (2) What are the graduates' academic and educational histories?
- (3) Were college advisors, counselors, tutors, the career center and other services used by the women, and if so to what extent?
- (4) Did the graduates work or volunteer while attending college, and if so, how many hours?
- (5) Where did the graduate's financial and emotional support come from?
- (6) What factor was most important in the graduates decision to attend Pima County Community College?
- (7) What were the graduates' goals and how often did their goals change?
- (8) What were their major fields of study?
- (9) What are the graduates doing now?
- (10) What are the graduates' current career and educational goals?

As stated in the "Purpose of the Study" section of the introduction, the questions for consideration were answered by surveying honors graduates of Pima County Community College (PCCC) in Tucson, Arizona. The PCCC District Institutional Research Office prepared the following statistics in 1990. An urban college in the Southwest, PCCC is the seventh largest multi-campus community college in the United States. Of the 700,000 citizens who live in the 9,240 square miles of Pima County, 50,000 attend PCCC each year.

In 1990, PCCC had a total enrollment of 28,766 part- and full-time students: Seventy-six percent of the students attended on a part-time basis. The proportion of PCCC students who are women has increased steadily from 53% in 1986 to 56% in 1990. In 1990, the student body's ethnic composition was: American Indian or Alaskan Native 2%, Black Non-Hispanic 3%, Asian or Pacific Islander 3%, Hispanic 24%, and White Non-Hispanic 68%. The average age of PCCC students has remained constant over the last 10 years at 29, and the median age at 25.

PCCC offers over 100 programs leading to a degree or certification, and non-credit courses as well. During the 1989-1990 school year, 1,062 students graduated with either an associates degree or an advanced certificate (64% of the students graduated with degrees). Thirty percent of all students were in a program of study that paralleled that of a four-year university. The average class size for this year was 21.

Definition of Terms

Definitions of key terms contained in this study are as follows:

Career Development -- The implementation of a series of interrelated career decisions that collectively provide a guiding purpose or direction in one's work life.

Career Progress -- The step or steps taken that influence one's ability to contribute to the work force. The action may be either positive or negative, relative to the individual's past progress.

Community College -- Public, post-secondary institutions commonly organized into two-year programs and offering instruction adapted in content, level, and schedule to the needs of the community in which they are located. They usually offer a comprehensive curriculum with transfer, occupational, general education, and adult education components (Thesaurus of ERIC Descriptions, 1990).

Goals -- Motivational ideas.

Honors Graduate -- An associate degree graduate with a cumulative grade point average equal to or greater than 3.5 on a 4.0 scale.

Women -- Females eighteen years of age or older.

Assumptions

In this study, the following assumptions were made:

- (1) Obtaining a degree with a grade point average equal to or greater than 3.5/4.0 is "successful completion of community college." Though the use of grade point average presents some problems of reliability, it does represent our best available and most commonly accepted measure of learning in college (Pascarella, 1985).
- (2) Education is important to individuals and their careers.

Limitations

The limitations of this study are as follows:

- (1) A single institution was used in the sample and therefore limits the ability to generalize the results to institutions other than similarly sized and located community colleges.

(2) Data were collected on degree-seeking, two-year college students, and do not include the large number of students served in the community services/community education noncredit programs.

(3) Only honors graduates were surveyed. The results may not be representative of all degree-seeking community college women.

Summary

The purpose of this study is to answer a question in career development research: What role does successful completion of community college education play in the career development of women? This is a study in the area of women's career development. Female honors graduates of a large Southwestern community college were surveyed as to their goal in enrolling in a community college, current career status, career and educational goals for the future, and factors instrumental to their academic success. Questions for consideration, definition of terms, and assumptions and limitations of the study were outlined in this chapter.

The following chapter will present a review of the existing literature focused on the following: (a) personal and demographic characteristics of female community college women, (b) factors affecting academic success in community college including: prior scholastic achievement, length of enrollment, use of student services, student employment and volunteering, emotional and financial support, and goals, (c) factors affecting type of college enrollment decision (d) choice of major, and (e) women's career development theory.

Chapter 2

REVIEW OF LITERATURE

The previous chapter introduced the subject matter relevant to this study, stated the purpose, assumptions and limitations of this study, and the questions for consideration. This chapter focuses on the literature related to the study and will cover the five following areas:

- (1) Personal and demographic characteristics of female community college women.
- (2) Factors related to academic success in community college including: prior scholastic achievement, length of enrollment, use of student services, student employment and volunteering, emotional and financial support, and goals.
- (3) Factors related to type of college enrollment choice.
- (4) Choice of major.
- (5) Women's career development theory.

Personal and Demographic Characteristics of Female Community College Students

Demographic characteristics of community college students have been documented primarily in a patch-quilt fashion through a number of institutional surveys. Few studies are massive enough or broad enough in scope to be used for national representation (Hyde & Augenblick, 1980).

Precise national data are not available on women enrolled in community college even though women comprise almost 60% of total

enrollment (U.S. Dept. of Education, National Center for Educational Statistics, 1990). One source estimates that a high proportion of urban community college women are likely to be older, single parents, minority, and from lower-income groups (Gittell, 1986). A more recent source reports similar information; the average community college student is a nontraditional female student who is 29-years-old, comes from a middle- to lower- socioeconomic background, and attends part time (Dial-Driver, 1990).

As for specific demographic information from the college focused in this study, Pima County Community College publicized statistics do not distinguish by gender on any measures except enrollment. For all students, the average age is 25, and the median age is 29.

Factors Related to Academic Success

Prior Scholastic Achievement:

In a study that related a theoretical model of educational productivity to the community college setting, Johnson & Whalberg (1988), determined that prior achievement (past performance in educational activities) had the most positive effect on grade point average. The next most powerful positive results were time (use of out-of-school time), and motivation (willingness to persevere on learning tasks) respectively. Two other variables having a positive though less pronounced effect were classroom (the social content of the classroom) and development (age or stage of maturity).

Scholastic achievement and life experience are very similar in the eyes of vocational psychologist, D. E. Super. Super (1985) refers to adults who are

returning to college or other training for career related reasons "recyclers." The recycling concept suggests that older adults have experience that allows them to better form a basis of vocational identity and acquire the self-discipline needed to earn high grades (Super, 1985).

In a related study, Healy, Mitchell, & Mourton (1987), compared rural community college students on career skills and grade point averages. A group of male and female students over the age of 25, and a group of younger male and female students under the age of 26 were compared on career-related variables. The results showed that older students are slightly more advanced in some career development achievements and skills, and feel more confident about their career-development skills. Both older males and females were earning higher grade point averages.

Length of Enrollment:

Miami-Dade Community College, which awards far more associates degrees than any other institution, has a median time of seven semesters or three and a half years to gain the associates degree, (Cohen & Brawer, 1987). Few educators regard the length of time that students take in getting their degrees as a significant problem (Cohen & Brawer, 1987).

Use of Student Services:

One study (Fadale & Winter, 1988) looked at academic success in relation to student-parent use of available day care services at an urban community college. Academic success was defined as completion of a

certificate program, transfer, or continued enrollment. Of the 501 student-parents surveyed, more than 80% credited child care availability as a very important factor in their decision to enroll. More than 87% of student-parents with annual incomes of less than \$15,000 identified child care as important to their decision to pursue higher education. Student-parents achieved academic success to a significantly greater extent -- approximately 20% greater -- than the general student populations.

The study concluded that campus-based child care provides a service by allowing these student-parents to pursue an education with "peace of mind." It also allows necessary academic concentration and contributes to the maturation and growth of their children at a level of quality not available in most non-campus alternatives.

Academic counseling is an important service offered by community colleges. A 1989 student survey at Glendale Community College, California, reported that women were more likely than men to use academic counseling services (Spicer, 1990). Healy and Reilly (1989) in their study on career needs of community college students, concluded that women, especially older ones, will experience greater need than male age-mates for career services.

Student Employment and Volunteering:

Often thought to hinder students' grades, hours of student employment were found to have no effect on final grade point average in a study conducted at a large New England community college (Ganz & Ganz, 1988). Healy and Rilley (1989) suggest that student employment can be a

benefit to a student's education: Having a job, especially a higher level one, can compliment course work in developing career skills, and can also broaden the student's job network.

Emotional Support:

Social support is a significant resource associated with successful management of life transitions. The existence of satisfying relationships with family and friends has been correlated with susceptibility to depression in midcareer women who return to school (Roehl & Okun, 1984). Schlossberg (1981) asserts that there are three chief sources of support: (a) intimate relationships, (b) the family unit, and (c) the network of friends.

Goals:

Research shows that an educational goal, even a changing one, strongly correlates with academic success (Noel, 1985; Tinto, 1985, and Stennick, 1989). Students can achieve success, and institutions can measure that success only if student goals are identified in a timely manner, and institutions have the capacity and commitment to track progress on those goals (Nolan, 1990).

Students with unfocused career goals over an extended time often feel less involved with their education and institution, and seem to have greater difficulty performing effectively in academic settings (Lunneborg, 1975).

Another study reported conflicting information. It said that students who performed well, as measured by grade point average, reported changing career directions with greater frequency than students who had less academic

success (Blustein, Judd, Krom, Viniar, Padilla, Wedmeyer & Williams, 1986). This suggests that students who have relative academic success seem willing to shift career goals -- perhaps to areas that represent greater congruence between academic ability and vocational interests.

Clear goals seem significantly more important for community college students than for their four-year counterparts. Goal commitment is instrumental to success at a two-year college, whereas institutional commitment is more important at a four-year residential college (Chapman and Pascarella, 1983).

Financial Support:

The income of community college students and their families is lower than for students attending other institutions (Hyde & Augenblick, 1980). Women students are more dependent on financial aid than their male counterparts (Gittel, 1986).

Enrollment Choice

A person's decision to enroll in a community college can be based on varied factors. Studies have found that for traditional-age students, characteristics such as socioeconomic status of parents, proximity to colleges, parental encouragement, level of aspiration before and during high school, and level of ability (as measured by standard scores) are predictors of college choice (Conklin & Dailey, 1981; Murphy, 1981; Zemsky & Oedel, 1983).

For older adults, a decision to attend community college may be influenced by sociodemographic variables such as age, sex, income, and schooling (Anderson & Darkenwald, 1979). Life transitions such as retirement, divorce, children leaving home, or a new job, also motivate older adults to pursue education (Aslanian & Brickell, 1980). Motivation may also come from the economy.

Two factors have merged to create the economic environment that encourages adults to reenter education. First, the American economy has shifted from an industrial base to a service-oriented economy, creating a large pool of skilled unemployed workers. Secondly, cost of living increases due to inflation have caused many families to become dual income in order to maintain their lifestyles (Williamson & Greenwood, 1989).

For women, contributing to family finances is only one of the many reasons for choosing to enroll in college. Mohny & Anderson (1988), demonstrated in a research study that career/job development was reported to have significant bearing on a woman's decision to enroll in college, in addition to competence-based motives, security, family of origin, time immediacy, and intrinsic reward.

The small size of a community college is very attractive to women who are returning to education. A substantial number of reentry women often explore several new and unfamiliar roles at the same time, both personal and academic (Greenwood, 1987). Reentry women tend to be more tentative about learning and need more direction from instructors than other adult

learners who are more active, independent, and self-directed (Greenwood, 1987).

Option for transfer to a four-year college or university is another reason individuals choose to enroll in a community college, even though they may not be as prepared for their junior and senior years as are native four-year students. Research has suggested that in the past transfer students faced special problems in completing their undergraduate programs. Transfer students may not have been academically prepared, and may have lost course credits (Dennison and Jones, 1970); they withdrew more frequently on a four-year campus than did students who began their study on a four-year campus (Fetters, 1977), and ethnicity, finances, residence location, and admission policies also contributed to problems the students had (Cohen and Brawer, 1981).

Although many of these transfer barriers may still exist, colleges and universities are now recognizing the importance of developing specific ways of responding to the needs of transfer students (Vaala, 1989). In fact, Holahan, Green & Kelley (1983) conducted a six-year longitudinal study at a large Southwestern university focused on transfer student performance and retention. The study concluded that there was no significant difference in the proportion of transfer students who ultimately completed their degrees compared to native four-year college students.

Occupational status is yet another factor that effects enrollment choice. The type of college one will enroll in is a major decision with certain consequences. The first college an individual enters directly effects their

occupational outcome (Monk-Turner, 1983). Entering a community college instead of a four-year college (and not transferring to a four-year college), obtaining an associate of arts degree versus a bachelor of arts degree, and concentrating in a vocational, rather than liberal arts field in acquiring an associates degree all entail a significant penalty in terms of occupational status (Monk-Turner, 1983).

Enrolling in a two-year college may be the best educational choice for some women or it may be the only choice; regardless, they are less likely to reap the occupational benefits of their four-year college counterparts unless they also choose to complete a bachelors degree.

Choice of Major

Gittell (1986) reports that a high concentration of women are found in business programs, in secretarial studies, in nursing, and in the health and human services preprofessional career programs. Men dominate the technical, business, and pre-engineering programs, preparing for jobs that tend to be the ones offering greater social mobility.

It may be debated that community colleges on the one hand may be unknowingly supporting gender stereotyping, and yet on the other hand may be realistically responding to job market opportunities. One feminist, Bers (1983), rationalizes that the projected increase in jobs is greatest in the areas of highest current female employment, and community college programs should be job directed.

The majors students select might not necessarily be the major they graduate with. Between 50% and 90% of all students who select majors as freshman eventually change majors (Foote, 1980). This may be a result of hasty decision making as many students commit themselves to choices without exploring personal values and needs (Gordon, 1981).

Women's Career Development

As reflected in the introduction of this study, there are but a handful of theories specific to women's career development. Some theories claim that women, like men, go through rigid patterns. Others conclude that women's career patterns are unique, with no regimented structure existing. Anita Spencer proposes that there are certain ages when women go through career decisions, changes, and adjustments, but the exact changes are unique to the individual.

Spencer (1982) theorizes about women's career development in her book Seasons, which she adapted from Daniel Levinson's The Seasons of a Man's Life (1978). Spencer suggests that there are indeed specific life stages that women work through, but that women's stages are different in certain ways from men's. Although Spencer's theory is slightly dated, it stands as a detailed, comprehensive look at the lives of women.

The major differences between men and women's career development according to Spencer are: (a) women experience intense role confusion and identity crisis early in their development, (b) women are more inhibited in their self-expression, (c) women tend to delay their career aspirations in lieu

of family responsibilities, and (d) women's developmental patterns are more individualized.

Levinson and Spencer's theories are similar in that both men and women have the reaching of ego autonomy as the goal of personality development. Ego autonomy means a person is able to control his or her own life by adaptive choice and independent action: It implies the capacity to acknowledge reality in the process of making choices, yet not adjusting to the status quo or to a specific social milieu (Spencer, 1980, p. 9).

Although Spencer contends that each woman follows a unique pattern of career development, she suggests decisions concerning careers (including family) occur during transitions in the lifecycle. The first period is "Early Transition" (age 17-22) and is often referred to as "the identity crisis" (p. 11). Spencer refers to research by Erickson, Washbourn, and Hoffman, to surmise that a woman has a harder time leaving home (physically and psychologically) than a man, and has a harder time achieving personal identity (p. 13).

Spencer believes the next transition to be "Entering the Adult World" (age 22-28). There are four major tasks of this phase: (a) forming a dream and giving it a place in the life structure, (b) forming mentor relationships, (c) forming an occupation, and (d) forming love relationships -- marriage and family. None of the tasks can be completed in this phase because it is unlikely that even moderate progress will be made in each (p. 15). During this time the woman should be exploring and making important choices in all areas of her life, and thus forming an adult identity (p. 19). This stage is marked by

increased difficulty in transcending societal obstacles, such as lack of female role models and egalitarian minded males, pressure to enter legal relationships in pursuit of sexual fulfillment, and the struggle to find a dream that is unique from the husband's if married (p. 20).

The "Age Thirty Transition" is the next phase and frequently begins with a feeling that something is wrong or missing in one's life -- that change is needed to make the future worthwhile. This is a time for the woman to workout flaws that were created in the early adult structure, and to find a new direction for setting up a base that will allow her to settle down and ease into the future (p. 26). Lasting anywhere from four to eight years in some women, this stage might not take place at all in other women, for unlike Levinson's male stages, women do not necessarily have to complete one stage before moving on to another (p. 28). For those who do pass through the age thirty transition, special problems can arise. Some women may have to make an agonizing choice between continued stability and further personal growth. Other women may feel their biological clocks ticking away if they have not established a satisfactory home life (p 29).

The age thirty transition is also often accompanied by an increase in marital dissatisfaction. Men may be threatened by their wives new found independence and may not be willing to form an egalitarian relationship (p. 30). Women may respond to this by either obtaining a divorce, or physically remaining in a marriage from which they are emotionally withdrawn. Spencer believes that most women elect to stay in their marriages at a tremendous cost to their ego autonomy -- many women see the costs of

divorce as significantly higher than remaining in a psychologically unhealthy marriage. Spencer points out that these women never reach ego autonomy because they are still dependent on their roles as wife and mother to account for their whole identity (p 31). Their unhappiness may also cause the family to suffer more than if the divorce had occurred (p. 35).

Age 32-39 is the next transition which Spencer titles "Settling Down -- Becoming One's Own Woman." During this time, the woman is to create a broader structure around her, to invest as fully as possible in the various components of this structure, and pursue long-range plans within it. To do this she must establish her own niche in society (p. 36). The settling down refers to picking up earlier threads, and accepting that not all alternatives are possible at this point (p. 37).

For some women who established themselves in the early twenties however, "settling down" might not be an appropriate description of the stage. "Opening Up" might be a better term for those beginning to form dreams, search for mentors, and other tasks that are similar to the "early transition" stage (p. 36). This is the time when many women realize that they are not going to live forever. For this reason, many women take large risks at this stage, even at the cost of emotional attachment (p. 39).

Spencer suggests the next phase is the "Mid-Life Transition" (age 39-45). This is a bridge between early adulthood and middle adulthood, and as with all of the transitions, the woman must come to terms with the past and prepare for the future (p. 45). Undergoing the process of ego autonomy, or individuation as Carl Jung would call it, is the main task of this stage.

Individuation refers to changes in a person's relationship to herself and to the external world. Search for meaning in one's life becomes prominent as there is a heightened realization of morality, and thus a need to use one's remaining time wisely (p. 46).

As during the other stages, the woman may choose to make important changes; some are drastic perhaps, divorce, remarriage, or career change, while other changes may be less obvious. Regardless of the changes made, the woman must begin to turn inward and find a balance between the needs of herself and the needs of society. Some women may not succeed at this task, but alas, this is not their last chance to work on developmental issues. It may however, be the nearing end of energy (p. 52).

"Middle Adulthood," age 45-50, is the next transitional stage in which the search for identity continues. If an inner identity has not been developed, women may become depressed as their outer identity begins to weaken. Their identity was perhaps based on the children who have now flown the nest, or the husband who has left or died. Perhaps the youthful beauty from which they garnered self-esteem is diminishing. Women should at this point put their energies into personal awareness (p. 55). Spencer believes that only the woman who is flexible enough to allow herself to explore her potential to the fullest is well on the road to ego autonomy (p. 62).

Age 50-65 is referred to by Spencer as "Late Middle Adulthood" and may cause fear in women as they lose their youthful beauty and fertility (p. 63). For others this change of life may allow an enormous release of energy for a venture in a new direction. A solution is forming an outlet for the

energy (p. 64). College may be one of those outlets. Women over age 50 are serious students, and many are motivated by career-related goals (Hooper & Truapmann, 1984).

Creativity may be the key to a fulfilling age fifty transition; creating an outlet for new energies and creating a personal vision for herself -- a counselor may be very helpful in assisting with this task (p. 68). Spencer suggests that if in this autumn time of women's life, she harvests plenty of fruit, the winter time of late adulthood that follows will not be barren (p. 70).

The last stage of a woman's life according to Spencer is "Late Adulthood" (age 65-?). At this time the woman must arrive at some type of appraisal of her life: The task now is to gain a sense of integrity. If she can do this, no matter how imperfect she finds the values in her life, she can go on without bitterness and come to terms with death (p. 75).

And thus, as Spencer shows, a woman's development has many differences than a man's. Lack of awareness of these differences may be the cause for societal barriers in women's career and life stage development. Even women who seem to be handling their individual challenges within the transitional stages, will eventually meet societal confrontation face to face.

Regardless of the stage when a woman seeks employment, she will be faced with the realization that women are not always valued as highly as male employees and may even earn less in the same job. The wage differential between women and men to gender-specific role differentiation suggests that unless women are educated and trained to enter the fields previously reserved for men, they will continue to have more limited work

opportunities and will be forced into lower-paying jobs (Fuchs, 1983). This seems to place the burden on women to enter fields that they have no interest in, and suggests that just because women are attracted to certain fields, the pay should be less in those fields. This is not the only solution. Equality in occupational structure is probably the most important step toward greater equality in earnings between men and women (Fuchs, 1983).

Women also see their roles in society changing. Women today may not have the immediate option of raising a family due to potential as bread winners, and the economic conditions of the time. Women are increasingly finding it economically necessary and desirable to enter the workforce; they are marrying later and postponing childbirth: It is important for woman to prepare for careers as well as family responsibilities (Hesse-Biber, 1985).

For women who both work and have families there are societal messages saying that a mother should care for her own children, and there are often those same messages coming from the woman herself. The most salient issue in the career development of women seems to be the conflict that is experienced between the roles of mother and worker (Fitzgerald & Betz, 1983). While in 1960, only 38% of adult women sixteen years and older worked outside the home, 52% were so employed in 1980 (Frazier, 1983). During the same time period, 60% of working women had preschool aged children and 78% had school aged children (Frazier, 1983).

A research study comparing the net gratification levels between mothers who had returned to school and those who remained housewives did not produce an answer to the question, "Is having it all worth it?" The

students, with a mix of stress and gratification reported a slightly higher but nonsignificant net gain (Gerson, 1985). The study suggested redistribution of the sexual division of labor; a solution which continues to be researched and suggested.

Spencer acknowledges that in addition to individual obstacles, society sets up additional boundaries for women. Socialization to be dependent in some ways, sexist work environments, emphasis on physical beauty, and negative attitudes toward the elderly can make a woman's task even more difficult. To this Spencer tells women to do their best, to not give up, and not to blame society if they do not give it their best shot (p. 96).

Spencer has not been the only theorist to suggest that men and women are different in their career needs. Healy and Riley (1989) have summed up some of the research in this area, Astin (1984) focused on how the opportunity structure underscored problems of restricted access; Fitzgerald and Betz (1983) have noted problems arising from the conflicts of mother and worker roles; and Betz and Hackett (1981) demonstrated that college women felt less efficacious than did their male peers for non-traditional occupations. And although women gain multiple marketable skills while managing a home, without ongoing peer supervisory feedback, they may lose awareness and confidence surrounding those skills (Bolles, 1974).

Summary

This chapter presented a review of the literature relevant to understanding the role successful completion of community college plays in the career development of women. The topics covered in this chapter included women's career development theory, college enrollment choice, factors related to academic success, choice of major, and demographic information about community college women. An overview of this literature review suggests that there is limited information about women within the topics covered.

This review focused on a theory of career development by Anita Spencer. Spencer believes that women do not follow specific career patterns as many theories suggest. She suggests instead, a series of life stages that women transcend through and make unique career decisions within, thus laying a broad based theory of women's career development.

The following chapter will address the methodology utilized in the present study. Methodology will be described in terms of the sample, the questionnaire, the procedures, and data analysis.

Chapter 3

METHODOLOGY

The purpose of this study was to determine the role that successful completion of a community college education plays in the career development of women. The previous chapter reviewed the literature pertinent to this study in the areas of community college, academic success and women's career development. This chapter will present a description of the sample, the data gathering instrument, the procedures used in this study and the data analysis.

The Sample

The population for this study consisted of female honors graduates of Pima Community College in Tucson, Arizona. Criteria for selection included: female, graduated from the college in 1989, 1990, or 1991, received an associates degree, and had a cumulative grade point average equal to or greater than 3.5 on a 4.0 scale.

The sample was limited to graduates of the aforementioned years in order to increase the chances of reaching potential participants at the addresses the college had on record for them. The district department of Pima Community College Admission and Records provided a list of names and addresses of the graduates.

The Instrument

Information was gathered from participants via a questionnaire (Appendix A). The questionnaire was developed by the researcher and consisted of 59 close-ended questions and 13 open-ended questions. The questionnaire was pilot tested among four volunteers who fit the sample criteria. Observations were solicited regarding readability, clarity, completeness, and time required to finish; changes were made as appropriate.

Procedure

Of a possible 618 individuals who fit the selection criteria, 300 were randomly chosen by computer. The researcher provided 300 mailings each containing an introduction letter (Appendix B), a letter of informed consent from the Pima Community College Director of Records and Admission (Appendix C), a questionnaire, and a self-addressed, pre-stamped envelope.

Human Subjects Committee approval for the study was solicited and obtained (Appendix D), and the mailings were addressed by Pima Community College staff and mailed directly from the college office of admission and records.

Data Analysis

Standard descriptive statistics, including: mean, standard deviation, range, and percentage, were used for data analysis. The data were presented in tabled form based on number and percent of respondents. Data analysis was performed on a SPS computer program.

Summary

This chapter dealt with the methodology used in this study. Three hundred 1989, 1990, and 1991 female honors graduates of Pima Community College in Tucson, Arizona were surveyed via a questionnaire developed by the researcher. Pima Community College Records and Admissions provided the names and addresses of the graduates who had all earned associates degrees and cumulative grade point averages equal to or greater than 3.5 on a 4.0 scale.

A brief discussion of the questionnaire, method of data collection, and data analysis were also presented. The following chapter will present the results of this study.

Chapter 4

RESULTS

The purpose of this study was to determine what role the successful completion of a community college education plays in the career development of women. Data were collected via questionnaire in the following areas: (a) demographic data, (b) factors related to academic success, (c) factors related to type of college enrollment decision and choice of major, (d) current employment and educational status, and (e) career and academic goals for the future.

This chapter presents the findings that emerged from the methods described in Chapter 3. Each set of data are presented separately in written and table form, and are followed by a summary.

Three hundred female honors graduates from Pima Community College in Tucson, Arizona, were randomly chosen from 618 women graduated in the years 1989-1991 with a cumulative grade point average greater than or equal to 3.5 on a 4.0 scale.

Of the 290 graduates who were actually reached by mail, 124 (43%) returned useable surveys. The survey was created specifically for this study. Data generated from the returned questionnaires were analyzed with basic descriptive statistics: mean, standard deviation, n , and percentages. What follows are the results of this study based on the responses of 124 female honors graduates.

Demographic Data

The survey included questions that provided general personal and demographic information about the population. The respondents provided their year of birth, age at entrance to the college, age at graduation, ethnicity, marital status, children and child care methods.

The mean year of birth for the sample was 1953 with a standard deviation of 11 years and a range of 1931 to 1971 (Table 1). Since this study was conducted in 1991, the respondents would range in age from 20 to 60 years old, and the mean age would fall at 38 years old.

Age at entrance to the college ranged from 17 to 57 years old with a mean age of 31 and standard deviation of 11 calculated from 121 responses to the question (Table 1). The mean age at graduation from the college was 36 years old with a standard deviation of 10 and a range of 19 to 59 years old. All 124 participants responded to the question (Table 1).

There were six possible responses for ethnic identity on the questionnaire. For each choice, n and percentage were calculated (Table 1). Each of the six category percentages was compared to the overall percentage representation of each ethnicity at Pima Community College (PCC) during the 1989-1990 school year.

Of 124 respondents, 3 (2.4%) selected American Indian or Alaskan Native; this is a +0.4% difference compared to the group's overall representation at PCC. None of the respondents chose Black Non-Hispanic membership -- a -3.0% difference from total PCC representation. Hispanic ethnicity was represented by only one (0.8%) person. This is a striking -23.2%

Table 1

**Pima County Community College Female Honors Graduates
Demographics**

Age	n	Mean	Standard Deviation	Range
Year of Birth	124	1953	11	1931 to 1971
Age at Enrollment	121	31	11	17 to 57
Age at Graduation	124	36	10	19 to 59
Ethnic Membership	n	% of 124 Responding	Total % Representation at PCC 1990	% Difference Sample/PCC
American Indian or Alaskan Native	3	2.8	2.0	+0.4
Black, Non-Hispanic	0	0.0	3.0	-3.0
Hispanic	1	0.8	24.0	-23.2
Asian or Pacific Islander	1	0.8	3.0	-2.2
White, Non-Hispanic	119	96.0	73.0	+23.0
Other	0	0.0	Included with White	Included with White

difference from overall Hispanic representation at PCC. The Asian or Pacific Islander category also had a sole respondent (0.8%) or a -2.2% PCC population difference. White Non-Hispanic had the largest representation at 119 (96%), with a +23.0% difference from their actual representation at PCC.

Analysis of 124 respondents revealed that during enrollment, 59 (47.6%) women were single, 57 (46.0%) were married, and 8 (6.4%) indicated that they were both married and single (Table 2). These women hand wrote messages explaining that they divorced during the time in which they were enrolled.

Many members of the sample had children, 62.3%, or 76 of 122 respondents (Table 3). Those who did not have children totaled 46 (37.7%). Further analysis revealed that 24 (19.4%) of the women were single mothers – almost one fifth of the sample.

For those with children, the average number of children was two, with a standard deviation of one, calculated from 76 responses to the question (Table 3). The number of children per respondent ranged from one to seven. An open-ended question concerning method of child care was also asked of the parent-sample members. Nine child care methods were repeatedly mentioned and thus, they were organized into nine categories. There were 69 respondents to this question and the following is a list of frequency and percentage for each of the nine categories. A majority of respondents, 40 (58.0%), indicated that their children were non-child care age. Use of an organized child-care program garnered the second highest responses at 7 (10.1%). Five (7.2%) of the respondents indicated that they scheduled their

Table 2

**Pima County Community College Female Honors Graduates
Marital and Family Status During Enrollment**

Status	n	% of 124 Responding	Children	n	% of 122 Responding
Married	57	46.0	Yes	72	59.0
Single	59	47.6	No	50	41.0
Divorced	8	6.4			
Single Mom	n	% of 124 Responding			
Yes	24	19.4			
No	100	80.6			

Table 3

**Pima County Community College Female Honors Graduates
Number of Children and Child Care Method**

	n	Mean	Standard Deviation	Range
Number of Children	76	2	1	1 to 7
Child Care Method	n	% of 69 Responding		
Children Non-Child Care Age	40	58.0		
Older Children Watched Younger Children	1	1.4		
Spouse	4	5.9		
Other Family/Relative	4	5.9		
Non-Family in Home	2	2.9		
Organized Child Care	7	10.1		
Scheduled Around Children's School	5	7.2		
At Other's Home	3	4.3		
Multiple Methods	3	4.3		

classes around their children's school hours. Four women (5.9%) responded each to having their spouse watch the children, and leaving the child with other family members. Having the child stay at the home of a non-family member was indicated by 3 (4.3%) of the women. Three more respondents (4.3%) indicated that they used multiple methods to care for their children. Two respondents (2.9%) had a non-family member come into their home to watch their children, and only one (1.4%) individual left her younger children in the care of her older children.

Factors Related to Academic Success

Academic histories of the sample were surveyed in terms of secondary education, grade point averages for high school and PCC, previous college experience, and previous degrees received (Table 4).

More of the respondents in this sample were high school graduates (87.7% or 107 of 122 respondents) than were recipients of GED certificates (15 or 12.3%). The mean high school grade point average was 3.4 on a 4.0 scale. Grade point averages ranged from 2.0 to 4.0 with a standard deviation of 0.4 based on 82 responses. As expected, the grade point averages from PCC were much higher (3.9) with a smaller standard deviation (.12) -- all 119 respondents were honors graduates. Pima Community College grade point averages ranged from 3.5 to 4.0.

A little more than half of the sample had previous college experience. Forty of 69 (57.9%) respondents had attended four-year colleges, 18 (26.0%) had been enrolled in two-year colleges, and technical/vocational school

Table 4

**Pima County Community College Female Honors Graduates
Academic Histories**

Secondary Educaton	<u>n</u>	% Of 122 Responding		
High School Graduate	107	87.7		
GED Graduate	15	12.3		
Grade Point Average	<u>n</u>	Mean	Standard Deviation	Range
High School	82	3.4	0.4	2.0 to 4.0
Pima Community College	119	3.9	0.1	3.5 to 4.0
Previous Experience	<u>n</u>	% of 69 Responding		
Two-year College	18	26.0		
Four-Year College	40	57.9		
Vocational/Technical	7	10.1		
Previous Degree Received	<u>n</u>	% of 17 Responding		
Associates	3	17.6		
Certificates	8	47.0		
Bachelors	5	29.5		
Masters	1	5.9		

enrollments were represented by 7 (10.1%) respondents. Not all of those who had previous college experience received a degree or certificate -- only 17 (13.7%). Degree holding respondents included three (17.6%) associates , five (29.5%) bachelors, and one (5.9%) individual with a masters. The remaining eight (47.0%) respondents held certificates.

When asked in an opened-ended question what the most important factors of academic success were, all 124 sample members offered a response (Table 5). Surprisingly, 11 individual factors were repeatedly cited. The following is a list of the respondents' ideas of factors relating to their academic success, the number of times the factor was selected, and a percent based on 124 respondents (the total percentage exceeds 100% because each respondent may have listed more than one factor). The most cited factor was determination at 34 (27.4%), followed by study habits at 29 (23.3%), instructors at 24 (19.3%), hard work at 23 (18.5%), emotional support at 21 (16.9%), motivation at 15 (12.1%), high personal standards at 13 (10.5%), interest / enjoyment at 8 (6.4%), age / life experience at 5 (4.0%), class size at 4 (3.2%), and lastly advisors at 4 (3.2%).

The number one self-reported factor of academic success, determination, can of course represent many different ideas. It seems likely however, that determination was used in the sense of being determined to do what one sets out to do -- to reach one's goals. Original goal (goal at enrollment) and final goal (goal most prior to graduation) of enrollment were solicited through a close-ended question (Table 6). The choices available were

Table 5**Pima County Community College Female Honors Graduates
Self-Reported Factors of Academic Success**

Factor	<u>n</u>	% of 124 Responding
Determination	34	27.4
Study Habits	29	23.3
Instructors	24	19.3
Hard Work	23	18.5
Emotional Support	21	16.9
Motivation	15	12.1
High-Personal Standards	13	10.5
Interest/Enjoyment	8	6.4
Age/Life Experience	5	4.0
Class Size	4	3.2
Advisors	4	3.2

Table 6

**Pima County Community College Female Honors Graduates
Original and Final Goal of enrollment**

Goal	Original Goal		Final Goal	
	n	% of 124 Responding	n	% of 124 Responding
Exploration	4	3.2	1	0.8
Self-Improvement	12	9.7	1	0.8
Take a Few Classes	10	8.1	0	0.0
Upgrade Job Skills	8	6.5	2	1.6
Earn a Degree	29	23.4	35	28.2
Degree for Direct Employment	34	27.4	38	30.6
Degree for Transfer	27	21.8	41	32.1
Other	0	0.0	6	4.8

based on the 1985 study by Clagett, and information from PCC's application form concerning "reason for enrollment."

Earning a degree for direct employment was chosen most often as an original goal (34 of 124 respondents, or 27.4%), and second most often as a final goal (38 of 124 respondents, or 30.6%). The most common final goal, chosen by 41 respondents (32.1%), was earning a degree for transfer to a four-year college or university. This goal ranked third in the original goal category at 27 (21.8%).

Simply earning a degree was the second most popular for original goal at 29 (23.4%), and ranked third in the final goal category at 35(28.2%). Self enrichment was the fourth most popular original goal at 12 (9.7%), but was only selected by one (0.8%) respondent as a final goal. Similarly, the goal of taking a few classes was chosen by 10 (8.1%) respondents as an original goal and not chosen at all as a final goal.

Eight of the respondents (6.5%) selected upgrading job skills as their original goal; two (1.6%) chose this as their final goal. Exploration as an original goal was selected four times (3.2%) and chosen once (0.8%) as a final goal of enrollment. The only goal category which was selected less than exploration as an original goal was other. Six (4.8%) respondents chose other as their final goal, however. This information indicates that some of the respondents changed their original goal of enrollment.

Sixty-two of 124 respondents (50%) did change their original goal (Table 7). Out of 123 respondents, 117 (95.1%) indicated they had achieved their final

Table 7

**Pima County Community College Female Honors Graduates
Changes to Original Goal and Achievement of Final Goal**

	Achieved Final Goal		Changed Original Goal		
Response	n	% of 123 Responding	n	% of 124 Responding	
Yes	117	95.1	62	50.0	
No	6	4.9	62	50.0	
Goal Change Per Respondent	n	Mean	Standard Deviation	Range	
Number of Changes	50	1.5	0.9	1 to 5	

goal of enrollment. The remaining six (4.9%) responded that they had not reached their final goal.

In reaching their goals, the graduates took, on the average, eight semesters with a standard deviation of four (Table 8). This mean is based on 115 responses, and the amount of semesters enrolled ranged from 4 all the way to 20. There is no indication of whether or not semester enrollment was consecutive.

A look at employment and volunteering within the sample shows that most of the respondents worked while enrolled at PCC (Table 9). Of 123 respondents, 103 (83.7%) indicated they worked while enrolled in community college; the other 20 (16.3%) did not. Of those employed, 58.8%, or 60 of 102 respondents, worked part-time. The other 42 (41.2%) respondents worked full-time while attending college.

The amount of volunteering was not as prevalent. Of 106 responses to the question, 66 (62.2%) indicated that they did not volunteer, while 40 (37.8%) said they did. It seems very likely that the other 18 sample members who did not respond to the question also did not volunteer. Only 1 (2.6%) respondent of 39 indicated that she volunteered full-time. Thirty-eight respondents (97.4%) volunteered part-time.

Employed students worked an average of 29.6 hours per week (based on 95 responses) with a standard deviation of 12.3 and a range of 5 to 60 hours per week (Table 9). Those who volunteered worked an average of 8.3 hours per week with a standard deviation of 7.5 and a range of 1 to 35 hours per week (based on 39 responses).

Table 8

Pima County Community College Female Honors Graduates
Number of Semesters Enrolled

Factor Related to Academic Success	n	Mean	Standard Deviation	Range
Number of Semesters Enrolled	115	8	4	4 to 20

Table 9

**Pima County Community College Female Honors Graduates
Employment and Volunteering During Enrollment**

Employment	n	% of 123 Responding	Volunteered	n	% of 106 Responding
Yes	103	83.7	Yes	40	37.8
No	20	16.3	No	66	62.2
Employment Status	n	% of 102 Responding	Volunteer Status	n	% of 39 Responding
Full Time	42	41.2	Full Time	1	2.6
Part Time	60	58.8	Part Time	38	97.4
Weekly Hours Worked	n	Mean	Standard Deviation	Range	
Employed	95	29.6	12.3	5 to 60	
Volunteered	39	8.3	7.47	1 to 35	

The high number of employed sample members may account for the sample's number one area of financial support -- myself (Table 10). Of 124 respondents, 96 (77.4%) indicated that they relied on themselves for financial support during the time in which they were enrolled in PCC. Other top areas of financial support were spouse at 48 (38.7%), grants at 37 (29.8%), parents at 28 (22.6%), loans at 28 (22.6%), and scholarships at 24 (19.4%). Not selected as often were employer at 15 (12.1%), other at 5 (4.0%), and military, significant other, vocational rehabilitation, and relatives each with 3 (2.4%) responses. The total percent exceeds 100 because the question allowed for multiple responses.

More of the sample obtained financial support from more than one source, in fact, the number of financial support sources ranged from one to eight (Table 11). Use of one source of support was indicated by 21 (17.0%) of 124 respondents, two sources at 15 (12.1%), three sources at 17 (13.7%), four sources at 25 (20.8%), five sources at 19 (15.3%), six sources at 18 (14.6%), seven at 6 (4.8%), and eight sources of support at 2(1.7%). Four sources of support seems to be the most common.

Specific areas of emotional support were studied within the sample by a close-ended question asking who provided support and then asking which area was most important. Every sample member (124) chose at least one area of support and 91 selected an area that was most important (Table 12). Only 1 (0.8%) respondent of 124 indicated that she received support from no one. Self support was the most chosen area at 113 (91.1%) and selected as most

Table 10

**Pima County Community College Female Honors Graduates
Sources of Financial Support**

Source	n	% of 124 Responding
Myself	96	77.4
Parents	28	22.6
Loan(s)	28	22.6
Children	0	0.0
Relatives	3	2.4
Grant(s)	37	29.8
Spouse	48	38.7
Employer	15	12.1
Vocational Rehabilitation	3	2.4
Significant Other	3	2.4
Scholarship	24	19.4
Friends	0	0.0
Military	3	2.4
Other	5	4.0

* Total % exceeds 100 due to multiple responses

Table 11**Pima County Community College Female Honors Graduates
Number of Financial Support Sources per Respondent**

Number of Sources	<u>n</u>	% of 124 Responding
One	21	17.0
Two	15	12.1
Three	17	13.7
Four	25	20.8
Five	19	15.3
Six	18	14.6
Seven	6	4.8
Eight	2	1.7

Table 12

**Pima County Community College Female Honors Graduates
General and Most Important Sources of Emotional Support**

Source	n	% of 124 Responding	Number of Times Chosen Most Important	% of 91 Responding
Myself	113	91.1	39	42.8
Children	40	32.3	0	0.0
Family	79	63.7	8	8.8
Relitives	38	30.6	1	1.1
Spouse	55	44.4	35	38.5
Co-workers	40	32.3	1	1.1
Significant Other	23	18.5	2	2.2
Friends	68	54.8	5	5.5
No One	1	0.8	0	0.0

* Total % exceeds 100 due to multiple responses

important 39 (42.8%) times. Children was the only support area that was never chosen as most important, but it was selected by 40 (32.3%) sample members as a general area of support. Family earned the second highest number of selections as a general area of support at 79 (63.7%), and was eight (8.8%) times chosen the most important source.

The third most chosen area of general support was friends at 68 (54.8%). Friends, however, received only five (5.5%) selections as the most important area of support. Spouse had the fourth highest number of selections as an area of support at 55 (44.4%), and followed closely behind myself as the most important area of emotional support at 35 (38.5%).

Co-workers was selected 40 (32.3%) times as an area of general support, and only once (1.1%) as the most important source. Selected 38 (30.6%) times was relatives, which also received only one (1.1%) selection as most important. Significant other followed closely behind co-workers with 38 (30.6%) selections and was chosen twice (2.2%) as the most important source of emotional support.

Sample members were also asked to indicate sources that they felt were unsupportive (Table 13). Seventy-two sample members responded to this question. They were also asked to indicate which area was the least supportive -- 34 responded to this request for information.

Surprisingly, myself was chosen as an unsupportive source once (1.4%) and also once as the area of least emotional support (3.0%). Children were chosen as unsupportive 12 (16.7%) times and as least supportive 5 (15.1%) times. Four (5.5%) selections as unsupportive were received by family, which

Table 13

**Pima County Community College Female Honors Graduates
General and Least Emotionally Supportive Areas**

Unsupportive Area	n	% of 72 Responding	Number of Times Chosen Least Supportive	% of 33 Responding
Myself	1	1.4	1	3.0
Children	12	16.7	5	15.1
Family	4	5.5	3	9.1
Relitives	11	15.3	4	12.1
Spouse	15	20.8	9	27.3
Co-workers	11	15.3	6	18.2
Significant Other	7	9.7	2	6.1
Friends	11	15.3	3	9.1

was selected 3 (9.1%) times as least supportive. Relatives received 11 (15.3%) selections as unsupportive, and 4 (12.1%) selections as least supportive. Spouse was chosen most often as unsupportive at 15 (20.8%) and least supportive at 9 (27.3%). Both co-workers and friends were selected 11 (15.3%) times as unsupportive. As least supportive, co-workers received 6 (18.2%) selections and friends received 3 (9.1%). Lastly, significant other was selected 7 (9.7%) times as unsupportive, and twice (6.1%) as least supportive.

Use of college advising services was also studied as an area related to academic success. Sample members responded to questions pertaining to use of academic advising, career counseling, career center resources, and personal counseling. Participants were also questioned as to the number of academic advising sessions they attended, if any, and the number of different counselors or advisors they saw (Table 14).

Determined from 124 respondents, academic services were used by 78 (62.9%) and were not used by the other 46 (37.0%). The remaining advising services were not used to quite the extent that academic advising was. Career counseling was used by 45 (36.3%) members and not used by the other 79 (63.7%). Forty (32.3%) members used the career center (which included literature, computer resources, and career technicians) and 84 (67.7%) did not. Personal counseling was used the least as indicated by only 19 (15.3%) respondents. The other 105 (84.7%) did not use this service. The total percent in this category exceeds 100 because the members may have used more than one service. The mean number of advising services as determined by 102 respondents was 3.9 with a standard deviation of 3.0 and a range of 1 to 20

Table 14

**Pima County Community College Female Honors Graduates
Use of College Advising Services**

	Yes		No	
Advisement	n	% of 124 Responding	n	% of 124 Responding
Academic Advising	78	62.9	46	37.0
Career Counseling	45	36.3	79	63.7
Career Center	40	32.3	84	67.7
Personal Counseling	19	15.3	105	84.7

Number of Activities per Respondent	n	Mean	Standard Deviation	Range
Advising Sessions	102	3.9	3.0	1 to 20
Different Advisors Seen	104	2.4	1.3	1 to 8

* Total % exceeds 100 due to multiple responses

advising sessions. The mean number of different advisors seen as calculated from 104 respondents was 2.4 with a standard deviation of 1.3 and a range of one to eight.

Choice of College and Major

In a close-ended question, sample members were asked to choose the one factor they believed was most instrumental in their decision to enroll in Pima Community College (Table 15). Every sample member responded to this question, and for those who selected more than one factor, the researcher systematically selected the first response on a question with a multiple response, the second answer on the next question with a multiple response, the third on the next question, and so on.

The factor selected most often was specific program at 39 (31.5%) responses. Cost was selected second most often with 33 (26.6%) responses. Schedule of classes (times and days classes are available) was selected 13(10.5%) times, available services 9(7.3%) times, location and other 8 (6.5%) times, class size 5 (4.0%) times, and quality of instruction, campus size, and caring staff, all were chosen 3 (2.4%) times.

Sample members were asked to indicate the major area of study they chose while enrolled in community college -- 123 responded to the question (Table 16). Individual majors were grouped into five general categories. These categories were developed by PCC and used in their 1989-1990 statistics.

Sixty-nine (56.1%) respondents majored within the general category of business, computers, and human sciences. Health related (special) harbored

Table 15

**Pima County Community College Female Honors Graduates
Factors Related to College Enrollment Choice**

Factor	<u>n</u>	% of 124 Responding
Specific Program	39	31.5
Schedule of Classes	13	10.5
Available Services	9	7.3
Quality of Instruction	3	2.4
Campus Size	3	2.4
Location	8	6.5
Class Size	5	4.0
Caring College Personnel	3	2.4
Cost	33	26.6
Other	8	6.5

Table 16**Pima County Community College Female Honors Graduates
Sample Representation in College Major Categories**

Category	n	% of 123 Responding
Math and Science	4	3.2
Business, Computers, Human Sciences	69	56.1
Arts Division	14	11.4
Health Related	1	0.8
Health Related (Special)	21	17.1
General Studies	14	11.4

the second highest amount of majors at 21 (17%). Both general studies (a category added by the researcher) and arts division had 14 (11.4%) majors. Four (3.2%) respondents majored in math and sciences and only one (3.2%) majored in the category of health related.

Although each of the general major categories had many majors within it, seven individual majors were more common than others (Table 17). Of 123 sample members responding to the question, 15 (12.2%) were in each of the individual majors, general studies, business administration, and nursing. Accounting majors numbered 11 (8.9%), and 8 (6.5%) respondents majored in the legal assistant program. Another 6 (4.9%) majored in each computer science and social service. The remaining 47 (38.2%) respondents were in miscellaneous individual majors.

Many respondents (44) changed their major during their enrollment (Table 18). The mean number of major changes was 1.4 with a standard deviation of 0.7 and a range of one to four.

When asked why they changed their major, 40 sample members responded to the open-ended question and eight different answers were discovered (Table 19). Having different interests was the number one reason for changing majors with 20 (50.0%) responses. Job opportunity was the response of seven (17.5%) respondents, and three (7.5%) responded that their previous major had been too difficult. One person (2.5%) responded that she was not getting enough departmental support in her previous major area, and another member said that she changed her major in order to meet benefit requirements. Two (5.0%) respondents indicated that they had changed

Table 17**Pima County Community College Female Honors Graduates
Most Common Individual College Majors**

Major	n	% of 123 Responding
General Studies	15	12.2
Business Administration	15	12.2
Nursing	15	12.2
Accounting	11	8.9
Legal Assistant Program	8	6.5
Computer Science	6	4.9
Social Service	6	4.9
Micellaneous	47	38.2

Table 18**Pima County Community College Female Honors Graduates
Number of Changes to College Majors Per Respondent**

Factor	<u>n</u>	Mean	Standard Deviation	Range
Major Changes	44	1.4	0.7	1 to 4

Table 19

**Pima County Community College Female Honors Graduates
Reasons for College Major Changes**

Reason	n	% of 40 Responding
Decided on Career	4	10
Different Interests	20	50
Job Opportunity	7	17.5
Previous Major Too Difficult	3	7.5
No Previous Department Support	1	2.5
To Meet Benefit Requirement	1	2.5
Gained Confidence	2	5.0
Gained More Information	2	5.0

majors due to an increase in confidence, and two (5.0%) more responded that they had gained more information, but did not describe the type of information.

Current Education and Employment

As of the day they filled out the questionnaire, 52 of 124 respondents (41.9%) were enrolled in college (Table 20). The other 72 (58.1%) were not. Information from 51 of the 52 respondents attending college indicated that 36 (70.5%) were enrolled in four-year colleges, 14 (27.5%) in two-year colleges, and one (2.0%) in a vocational/technical school.

Respondents provided information concerning current career involvement in response to questions inquiring about employment, hours worked, and job title. There was also a question asking the respondents if they were full-time homemakers (Table 21).

Of 122 respondents, 101 (82.8%) were employed at the time they filled out their questionnaires. The other 21 (17.2%) were not. Full-time employment status was indicated by 74 of 100 respondents (74.0%). Part-time employees numbered 26 (26.0%).

Ninety-seven respondents indicated their job title. Seventy-one respondents (73.2%) were working in jobs related to their PCC area of study; the other 26 (26.8%) were not.

Fifteen (12.6%) of 119 respondents indicated they were looking for a different job; the other 104 (87.4%) did not. Individual comparison on those who were both looking for work and were not employed, showed that five (4.0%) respondents were unemployed. Full-time homemakers were

Table 20

**Pima County Community College Female Honors Graduates
Current College Enrollment**

Status	n	% of 124 Responding
Enrolled	52	41.9
Not Enrolled	72	58.1
College Type	n	% of 51 Responding
Two-Year College	14	27.5
Four-Year College	36	70.5
Vocational/Technical	1	2.2

Table 21

**Pima County Community College Female Honors Graduates
Current Career Involvement**

Employment	<u>n</u>	% of 122 Responding
Yes	101	82.8
No	21	17.2
Employment Status	<u>n</u>	% of 100 Responding
Full Time	74	74.0
Part Time	26	26.0
Job Title	<u>n</u>	% of 97 Responding
Related to Area of Study	71	73.2
Not Related to Area of Study	26	26.8
Looking for Job of Different Job	<u>n</u>	% of 119 Responding
Yes	15	12.6
No	104	87.4
Full-Time Homemaker	<u>n</u>	% of 119 Responding
Yes	39	32.8
No	80	76.2
Unemployed	<u>n</u>	% of 124 Responding
Yes	5	4.0
No	119	96.0

represented by 39 (32.8%) of 119 responding; the other 80 (67.2%) indicated they were not.

There were almost as many individual job titles as there were employed respondents, and a few titles were mentioned more than others: These titles are grouped for presentation in Table 22. Registered nurse was cited more often than any other job title at 15 (15.5%) of 97 respondents. Customer services representative and secretary/administrative aide were each indicated 8 (8.2%) times. Six (6.2%) respondents indicated they were legal assistants and another six (6.2%) were counselor/teachers. Accountant/bookkeeper was the job title of 5 (5.1%) respondents. College staff and office manager were both indicated 4 (4.1%) times, and computer programmer and purchasing clerk were both indicated 3 (3.1%) times. Respiratory therapist, radiological technician, and licensed practical nurse all were indicated twice (2.1%). The other 29 (29.9%) job titles were considered miscellaneous.

Educational and Career Goals

In addition to learning about the current educational and career status of the sample members, this study inquired about the respondent's goals for the future. Of 72 respondents, 29 (40.3%) indicated they had plans for college and another 38 (52.8%) said they would consider attending college in the future (Table 23). Fifty-four of 118 respondents (45.7%) also said they might attend graduate school. Thirty (25.4%) indicated that yes, they were going on to graduate school, and 34 (28.9%) said no.

Table 22

**Pima County Community College Female Honors Graduates
Most Common Job Titles**

Job Title	n	% of 97 Responding
Registered Nurse	15	15.5
Customer Service Representative	8	8.2
Secretary/Administrative Aide	8	8.2
Legal Assistant	6	6.2
Counselor/Teacher	6	6.2
Accountant/Bookkeeper	5	5.1
College Staff	4	4.1
Office Manager	4	4.1
Computer Programmer	3	3.1
Purchasing Clerk	3	3.1
Respiratory Therapist	2	2.1
Radiological Technician	2	2.1
Licensed Practical Nurse	2	2.1
Micellaneous	29	29.9

Table 23

**Pima County Community College Female Honors Graduates
Plans for Further Education**

College	<u>n</u>	% of 72 Responding	Graduate School	<u>n</u>	% of 118 Responding
Yes	29	40.3	Yes	30	25.4
No	5	6.9	No	34	28.9
Maybe	38	52.8	Maybe	54	45.7

In an open-ended question, 62 sample members indicated eight different conditions for future enrollment in college (Table 24). Having more money was indicated by 32 (51.6%) respondents, time by 18 (29.0%), desire by 12 (19.3%), relocation (moving to another location near a desired college) by 5 (8.0%), children grown by 2 (3.2%), and research, job experience, and health, all by one (1.6%) respondent each. Total percent exceeds 100 due to multiple responses.

Sample members also gave responses to another open-ended question asking, "What are your current educational goals?" Eight different responses were repeatedly indicated by 120 respondents (Table 25). The most common educational goal was bachelors degree, indicated by 59 (49.2%) responses, followed by continuing education in field with 15 (12.5%), no goal with 13 (10.8%), masters degree with 10 (8.3%), personal enrichment with 7 (5.8%), doctorate with 6 (5.0%), job related study with 5 (4.2%), and another associates degree also with 5 (4.2%) responses.

The last question the sample members answered was an opened-ended question asking them what their current career goals were. Eleven different responses were generated from 115 respondents (Table 26). Most of the respondents indicated that their career goal was to obtain a job in degree field indicated by 45 (39.1%) respondents. Advancement in current field was the next most indicated goal at 21 (18.3%) responses. More experience in present job was indicated by 16 (14.0%), followed by different career at 8 (7.0%), different job, no goal, and certification in field all at 5 (4.3%), job satisfaction at

Table 24**Pima County Community College Female Honors Graduates
Conditions for Future College Enrollment**

Condition	n	% of 62 Responding
Time	18	29.0
Money	32	51.6
Desire	12	19.3
Relocation	5	8.0
Children Grown	2	3.2
Research	1	1.6
Job Experience	1	1.6
Health	1	1.6

Table 25**Pima County Community College Female Honors Graduates
Current Educational Goals**

Goal	n	% of 120 Responding
Bachelors Degree	59	49.2
Masters Degree	10	8.3
Doctorate	6	5.0
Job-Related Study	5	4.2
Personal Enrichment	7	5.8
Associates Degree	5	4.2
Continuing Education in Career Field	15	12.5
No Goal	13	10.8

Table 26

**Pima County Community College Female Honors Graduates
Current Career Goals**

Goal	n	% of 115 Responding
Advancement in Current Field	21	18.3
Different Job	5	4.3
Different Career	8	7.0
Family Related	4	3.5
Self-Employment	1	0.9
No Goal	5	4.3
Certification in Field	5	4.3
More Experience in Current Job	16	14.0
Job Satisfaction	3	2.6
Advancement and Certification	2	1.7
Job in Degree Field	45	39.1

Summary

This chapter presented the results of a study in the area of women's career development. Descriptive statistics were used to present information in the areas of sample demographics, factors related to academic success, choice of college and major, current education and employment, and career and educational goals for the future. Information was collected from 124 female community college honors graduates who answered a questionnaire specifically developed for this study. The results of this study indicate that for this sample, the average respondent was 38 years old, white, non-Hispanic, with two children. She is just as likely to be married as single, and is a high school graduate with some previous college experience but no previous degree.

More generally, the sample members chose a community college because of specific programs and because of the cost. They reported that determination, study habits, instructors, and hard work were the secrets of their success in working toward their ultimate goal of earning a degree for transfer or direct employment. They took on the average eight semesters to reach graduate.

During their enrollment in community college, 83.7% of the sample members worked and/or volunteered, with slightly more working part-time than full-time (an average of 29.6 hours per week). They received financial aid on the average from four sources -- usually themselves, spouse, parents and grants. All but one sample member felt they had emotional support during this time in their lives, and self and spouse were considered the most

important sources of support. Many of the respondents (62.9%) took advantage of the academic advising services offered by the college.

More of the respondents majored in the areas of business, computers, and human sciences, and health-related studies. A number of respondents changed their major during enrollment usually because of changing interests.

Currently, almost half of the sample members are enrolled in college. Almost all of the respondents (82.8%) are employed full-time and 73.2% of the respondents are working in an area related to their field of study. About one third of the sample are full-time homemakers and only five are unemployed. The most common jobs are registered nurse, customer service representative and secretary or administrative aide

As for plans for the future, many plan to go to college, and seventy percent are considering graduate school. Time and money are two factors that would allow most of these women an immediate opportunity for further college. Earning a bachelors degree is the number one educational goal, and earning a job in their degree field is the most popular career goal.

These results will be analyzed in the following chapter; the data will be compared and contrasted with existing literature on community college women and will be interpreted in view of Anita Spencer's theory of women's career development. The following chapter will also present recommendations based on the analysis.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present study was to conduct a follow-up survey of female community college honors graduates to determine the role a community college education plays in the career development of women. By gathering information as to the graduates' past, present, and future educational and career related factors, it was assumed that this study would provide information necessary to assess the value of community college education for the women sampled. The assessment was done in part by comparing the results of this study with the existing theory and research in the field.

The sample for this study was comprised 124 female honors graduates from Pima County Community College (PCCC) in Tucson, Arizona. An over-whelming majority of the respondents were white, non-Hispanic (96.0%), and ranged in age from 20 to 60 years old.

During the time they were enrolled in PCCC, the respondents generally were between the ages of 31 to 36 years old. Almost as many were single as were married, and eight women indicated that they were divorced during the time in which they were enrolled. The majority of respondents had children, most of whom were old enough to care for themselves. Single mothers accounted for almost one-fifth of the sample.

A look at the academic histories of the participants revealed that a little more than half had attempted some other form of higher education before

enrolling in this particular community college, but only a quarter of these women had earned a degree or certificate from their prior institutions. Almost 90% of the women were high school graduates with an average high school grade point average of 3.4. Interestingly, about one tenth of the sample did not graduate from high school; they were GED certificate recipients. It took the average sample member eight semesters to graduate, and the average graduating grade point average from PCCC was a 3.9. Academic advising services were widely used by the group, but other forms of counseling were not.

Most of the sample members entered PCCC with the ultimate goal of earning an associates degree for transferring to a four-year university or for direct employment; about one half of the sample changed their goal at some point during enrollment. Specific programs and cost were most cited as reasons for choosing the college. Enrollment was usually financed by the respondents themselves, with supplements from spouses, grants, loans, and scholarships. Emotional support was abundant coming from the students themselves, family, and friends -- spouses were at times both the most and the least supportive of the sample members.

More of the sample majored in the broad category of business, computers, and human sciences, followed by special health related majors (usually nursing). More specifically, the common majors were general studies, business administration, nursing and accounting. Currently, 71 (57%) sample members are employed in jobs related to their area of study (most full-time). The most common job titles were Registered Nurse,

Customer Service Representative, and Secretary or Administrative Aide. Only five participants could be considered unemployed. Full-time homemakers were represented by 39 members of the sample.

Forty-two percent of the sample is currently enrolled in college, with most matriculating in four-year colleges or universities. Ninety-three percent of those who were not currently going to college indicated that they will or might attend in the future. An overwhelming majority indicated that they do have plans for, or an interest in, attending graduate school. Money and time are needed for more of the sample members to continue with college.

As for the future, the sample's most popular educational goals included obtaining a bachelors degree, obtaining a masters degree, and continuing education in current employment field. There were also three career goals that stood out from the rest. Getting a job in degree field was number one, followed by advancement in current field, and third, gaining more experience in current job. There were individuals who indicated that they had no career goal, and others with no educational goal. This was often qualified by a note from the participants suggesting they were just too tired at this time to begin formulating new goals.

Conclusions

It appears that community college does indeed play an important role in the career development of women. One to three years after successfully completing their associates degrees, almost all of the sample members were working and/or studying for their bachelors degrees. Those who were not,

most often were full-time homemakers -- another important area of work in the lives of many women.

Anita Spencer (1980), in her book Seasons, theorizes a series of life stages that women pass through. Within these stages they make important career decisions. As the women in this study ranged in age from 20 to 60 years old, each of Spencer's transitional age periods is represented (except "Late Adulthood" which begins at age 65). It appears that community college is an option for women at every turn in their lives.

The average sample member, somewhere between the ages of 31 and 36 during enrollment, falls into the "Age Thirty" and "Settling Down- Becoming One's Own Women" transitions of Spencer's theory. These two phases, (which span the ages 29 through 39) as all of the others, are marked by a time of reflection on past choices and taking steps to set up direction for the future. The age thirty transition usually finds the woman asking herself what is missing, perhaps children, family life, or a career. If she is married, this phase is often accompanied by marital dissatisfaction as the woman begins to gain independence.

The age thirty transition as described by Spencer, seems to be noticeable within the study's sample. Most of the women enrolled for career related reasons and many did so after first having children. Also, eight of the women indicated that they had divorced during their enrollment, and almost one fifth of the sample were single mothers. This is not to say that career related issues caused the divorces, but they may have contributed as Spencer suggests.

According to Spencer, the settling down transition is marked by the woman's establishment of her niche in society, a time when she invests herself in long-range plans. Spencer acknowledges that this phase might have just as well been titled "Opening Up." The results of this study indicate that successful completion of community college may indeed be the first step of a long-range plan, as indicated by the previous academic histories and future goals of the sample members.

Full-time employment and continuing education were the most popular second steps toward long-range plans for the women. Although many of the women were employed in generally low paying, low status occupations (i.e., secretary, bookkeeper, sales representative) there were individual sample members in higher status non-traditional jobs such as fire inspector, computer programmer, project scientist, drafting technologist, and bank manager. According to Monk-Turner (1983), low paying low status jobs are more closely related with associates degrees as compared to bachelors degrees, thus the results are not alarming - this was for many, only step one.

What is alarming is the lack of Hispanic ethnicity representation within the sample, considering that almost one fourth of PCCC's students are of Hispanic origin. This leads one to suspect that either women of Hispanic origin are not graduating with "A" averages, or that more of the women did not return the questionnaire. Possibly, there are implications for both community colleges and researchers in considering culture in student success and in questionnaire development and other research methods.

Viewing the sample's Hispanic representation in light of the average sample member is not so surprising. According to PCCC faculty, reentry women studying at PCCC are predominantly white, non-Hispanic.

Recommendations

Community College Administration:

In an effort to increase female enrollment in non-traditional majors, administrators should increase the hiring of female faculty in all areas of study. This would also help to increase the number of female role models.

Another recommendation is running an organized day-care program at the college. Most of the women in this study waited until their children could care for themselves before reentering formal education. Imagine the number of women who would be able to attend if their children could come to the campus with them; not to mention the peace of mind of having a quality day care watch over their children. As in the 1988 Fadale and Winter study, the day care could be funded in part by the student-parent, by college funds, and by sponsorship. This step would publicly acknowledge the career/family lifestyle of women and assist in making it more manageable.

The results of a question concerning women's involvement in traditional college programs was omitted because participation was almost nonexistent. Perhaps colleges need to upgrade the content of women's programs on campus -- allowing for more networking opportunities, and creating a supportive environment.

In view of the low amount of ethnic diversity within the sample, certain steps should be taken to facilitate non-traditional enrollments,

specifically Hispanic women over the age of 25. What might help is the development of an outreach campaign. Significant others in the student's life could be alerted to their tremendous influence upon a student's career decision making and stress the advantages of a non-traditional career -- particularly in terms of higher pay.

To encourage more women to continue their education, administrators might consider the development of a Transfer Opportunities Workshop. This could be a nine-week, one-unit course to prepare, inform, and assist students with transferring. Reentry women, who truly seem to benefit from the nurturing environment of community college, especially may not be prepared for the lack of individual attention at universities.

Community College Faculty:

Many of the women in this study noted the importance of college instructors in their academic success. This may be in light of the quality of instruction and the individual encouragement and attention that they gave to these students. It is important that instructors also encourage and teach students how to solve problems and research their own questions and concerns, in preparing them to transfer to universities.

In an effort to increase female enrollment in non-traditional majors, female faculty members could begin a Mentors Program, with no more than five students per faculty member. Women majoring in the non-traditional areas of math and science could especially benefit; even if her mentor was

from a different area, it would be better than no female faculty role model at all.

Community College Advisor/ Counselors:

Only four women in this study majored in math or science. Gittel (1986) reported that men dominate the technical, business, and pre-engineering programs. These programs prepare students for jobs that tend to offer greater social mobility. In an effort to prepare women for four-year college and for higher paying jobs, counselors should encourage women to take sufficient math and science courses if they choose to major elsewhere. Counselors should also be aware of interventions that can help individuals deal with the anxieties that may surround these subjects.

As indicated in this study, many women who graduated with honors changed both their goal at enrollment and their major area of study. Counselors can assure students that is perfectly fine to be unsure of a definite goal or major at the onset of enrollment. The evidence from this study shows that even honors graduates changed their majors at some point with the influx of more information and discovery of their interests. Students might even be encouraged to register as "undecided" if they are unsure, as the first year of courses are usually general education requirements.

This study revealed that honors graduates felt the most important factor of their academic success was determination; they were striving for a goal. In response to this, counselors should keep abreast of student goals. They should challenge individual students in counseling sessions to state,

clarify, or formulate at least basic goals. Goals, even changing ones, are a constant in which to evaluate progress. The more counselors know about student's goals, the more information they can give that student.

Career Counselors:

Acknowledge that the lives of women are complex, especially those with multiple roles. Help women realistically look at their responsibilities, others' needs, and their own needs. Affirm for women the validity of divergent paths: Women's career patterns are very individualized. Be ready to handle questions relating to financial and child care concerns with specific information or a reliable referral.

Based on the overall results of this study, career counselors can assure degree seeking women of all ages that community college is a place where they can be successful if they are determined and willing to study.

Further Study:

It would be interesting to conduct a longitudinal study based on this research. The graduates could be followed one to three years after graduation, as in this study, and then again in another three years, and perhaps another three years after that. This type of research would conclude if graduates who indicated they would obtain bachelors and masters degrees actually did so. It would also give employed graduates more time to become stabilized in their careers. Information on salary, job satisfaction, and role satisfaction could be

examined: These areas of information would have been useful if asked in this study -- a shortcoming of the research.

Other information that might have been solicited in this survey includes, satisfaction with community college education, satisfaction level with college advising services, and adjustment to a four-year college (if they were transfer students).

In view of the results obtained from this study, additional research on reentry women is warranted. It is very possible that reentry women benefit more from community college than any other homogeneous group. A study examining this hypotheses might compare reentry women to other specific groups on a variety of variables including enrollment rates, grade point average, graduation rates, occupational status, and satisfaction with education.

Additional studies on reentry women are also needed. For example; comparing reentry women who have children of different ages, minority reentry women, women who have been separated or divorced for different amounts of time, and comparing reentry women with women who have never been to college.

Summary

There is limited existing research on both community colleges and women's career development. As more women choose to enter community colleges there is a need for continued research. The data presented here are descriptive in nature, thus, further studies might be suggested based on this

initial information. The results of this study are limited to degree seeking honors graduates and may not represent all women enrolled in community college. Only one community college was surveyed, and thus, the results are further limited.

Findings of this study suggest that women ages 20 to 60 can succeed academically in community college. For this reason, community college education can be a valuable tool in the career development of women. An associates degree can be the foundation for a new career, the springboard for a bachelors degree, the seed for the growth of increased self-esteem, or the first step in becoming one's own woman.

Reentry women may be the greatest benefactors in community college, but this idea will have to be further researched. Minority women, however, are not proportionally represented among honors graduates in this sample when compared to overall minority representation on campus.

Millions of women are attending community college each year, yet there are few national community college statistics specifically about female students. Existing published research concerning what women can achieve with a community college education is also limited. Earlier research indicates that women may be tracked into low paying, low status jobs after graduating from community college. This research supports earlier findings to some extent; however, additional information gained in this study suggests that receiving an associates degree at the honors level provides women with a foundation and desire for further education. Data pertaining to the women's goals indicate determination to advance in current fields of employment, and

to obtain jobs in degree fields once they have earned bachelors degrees. All of this, and the women were still able to maintain additional roles such as mother and employee.

**APPENDIX A:
FOLLOW-UP QUESTIONNAIRE**

Pima Community College Honors Graduate

The information generated from this study will form the basis of a graduate student's thesis, and provide information useful to counselors, advisors, and administrators helping community college women.

Completing and returning this questionnaire is strictly voluntary; you may choose not to participate. If you return this questionnaire completed it is understood that you are consenting to participate.

This will take you approximately 15 minutes. Answer every question. Print legibly. Please return the questionnaire **before September 20, 1991.**

Personal Data ...

1. Year of birth 19____
2. Age when you entered Pima CC ____ yrs.
3. Age at graduation from Pima CC ____ yrs.
4. Number of semesters enrolled at Pima CC _____
5. Ethnic membership (**check the one you most closely identify with**)

American Indian or Alaskan Native__	Asian or Pacific Islander__
Black, Non-Hispanic__	White, Non-Hispanic__
Hispanic__	Other__
6. Degree received Associate of Applied Science__ Associate of Arts__
 Associate of General Studies__
7. Major _____
8. What were you involved in at Pima CC (**check all that apply**)

Re-entry program__	Women in Progress__	English as a 2nd Language__
Honors program__	Phi Theta Kappa__	Disabled Student Resource__
Athletic Team__	Student Government__	Other(s) _____
9. The **one** Pima campus where you took most classes and received most services
 Community__ West__ East__ Downtown__ Ed. Center South__
10. High School graduate__ GED graduate__
11. High school grade point average at graduation ____/4.00
12. Pima CC grade point average at graduation ____/4.00
13. Previous college or post secondary experience yes__ no__
 if yes, what was it _____
 what degree did you receive, if any _____
14. The most important factor in your decision to enroll in Pima CC (**check one**)

specific program__	quality of instruction__	location__	cost__
schedule of classes__	campus size__	class size__	other__
available services__	caring staff, faculty, and administrators__		

(CONTINUED ON BACK)

During the time you went to Pima . .**15. You lived with (check all that apply)**

parents___ roommate___ roommates___ single parent___ alone___
 siblings___ legal guardian___ spouse___ significant other___ other___

16. You were married___ single___

17. Did you have children yes___ no___ . . . how many_____

How was child-care dealt with_____

18. Who supported your enrollment at Pima CC (check all that apply)

myself___ family___ spouse___ significant other___ friends___
 children___ relatives___ co-workers___ no one___

• circle the one whose support was most important

19. Who did not support your enrollment at Pima CC (check all that apply)

myself___ family___ spouse___ significant other___ friends___
 children___ relatives___ co-workers___

• circle the one who's lack of support most affected you

if this lack of support was a problem for you, how did you deal with it

20. Who provided financial support (check all that apply)

myself___ children___ spouse___ significant other___ friends___
 parents___ relatives___ employer___ scholarship___ military___
 loan(s)___ grant(s)___ voc. rehab.___ other_____

21. Did you work yes___ no___

if yes, part-time___ full-time___ (how many hours per week) ___

Did you volunteer yes___ no___

if yes, part-time___ full-time___ (how many hours per week) ___

22. Did you seek academic advising/counseling yes___ no___

If yes, how many times _____

23. How many different advisors or counselors did you visit _____

24. Did you know an advisor or counselor by name yes___ no___

25. Did you ever seek career counseling yes___ no___

26. Did you ever use the career center on campus yes___ no___

27. Did you ever see a college counselor (for non-academic reasons) yes___ no___

28. Did you ever use the services of a tutor yes___ no___

29. Did you attend class

always___ frequently___ occasionally___ rarely___ never___

30. Did you get to know your instructor

always___ frequently___ occasionally___ rarely___ never___

31. Did you form study groups with your classmates

always___ frequently___ occasionally___ rarely___ never___

Goals . . .

32. What was your **original** goal when you began Pima CC (**check one**)

take a few classes___ self-enrichment___ upgrade job skills___
 exploration___ earn a degree___ postpone direct employment___
 degree for direct employment___ degree for transfer to 4yr. college___
 other _____

33. What was your **final** goal before leaving Pima CC (**check one**)

take a few classes___ self-enrichment___ upgrade job skills___
 exploration___ earn a degree___ postpone direct employment___
 degree for direct employment___ degree for transfer to 4yr. college___
 other _____

34. Did you achieve your goal yes___ no___

35. If you changed your original goal, would you say your goal
 went from unrealistic to realistic___ general to specific___
 was just a different goal___

36. Number of times you changed your goal _____

37. Number of times you changed your major _____

why did it change _____

38. Was your final goal self-formulated yes___ no___ if no, who helped you to
 formulate your goal _____

39. Were you unsure about how to achieve your academic goal yes___ no___

40. Who provided you with information on how to achieve your goal

(**check all that apply**)

myself___ friend___ college counselor___ private counselor___
 family___ co-worker___ significant other___ Pima instructor___
 spouse___ mentor___ high school teacher___ college advisor___
 children___ relatives___ high school counselor___ other_____

41. Did you verbalize your goal to others yes___ no___

if yes, who did you tell_____

42. If you changed your major or "reason for enrollment" from the day you enrolled
 in Pima CC, did you officially change this information on your college records
 yes___ no___

43. Was it your goal to graduate with honors yes___ no___

44. What factor(s) do you **most** attribute to your academic success _____

(CONTINUED ON BACK)

Currently ...

45. Are you enrolled in a college or university yes___ no___
 if yes, which one _____
 if no, do you plan to attend in the future yes___ no___ maybe___
 what will need to happen in order for you to attend in the future _____

46. Have you earned a bachelor's degree since completing your Pima degree
 yes___ no___

47. Do you plan to attend graduate school yes___ no___ maybe___

48. Are you currently employed yes___ no___
 If yes, part-time___ or full-time___ (how many hours per week) _____
 What is your job title _____

49. Are you a full-time homemaker yes___ no___

50. Are you looking for work yes___ no___

51. What are your current educational goals

52. What are your current career goals

THANK YOU !

Would you like a summary of the results of this survey? Please check the
 appropriate space: ___YES, send me a summary ___NO, do not send a summary

Send the survey summary to: Name _____
 Address _____

Comments or reactions regarding this questionnaire _____

**APPENDIX B:
QUESTIONNAIRE INTRODUCTION LETTER
FROM THE RESEARCHER**

Dear Pima Community College Honors Graduate:

We are interested in your career progress. As an honors graduate you possess special qualities and characteristics. Certain information you can offer will be very helpful in advising and providing services for current and future Pima Community College students.

A University of Arizona graduate student in conjunction with PCC would like your participation in a research study. If you are willing to participate, complete the enclosed questionnaire (it will take about fifteen minutes of your time) and return it in the self-addressed, stamped envelope provided. Nothing further will be required of you.

The questionnaire is completely confidential. Your name will not appear in the research study. Thank you for your assistance with this important project.

Sincerely,

Kimberly D. Layne

Kimberly D. Layne

Graduate Student, University of Arizona

**APPENDIX C:
QUESTIONNAIRE INTRODUCTION LETTER
FROM PIMA COUNTY COMMUNITY COLLEGE**

West Campus

2202 West Anklam Road
Tucson, Arizona 85709-0001
Telephone (602) 884-6965

PimaCountyCommunityCollegeDistrict

August 1991

Dear PCC Honors Graduate,

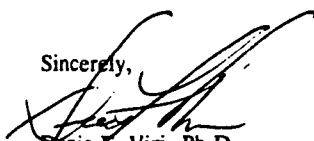
Pima Community College and Kimberly D. Layne, a student intern conducting research for an advanced degree at the University of Arizona, are interested in your career progress as an honors graduate of the College.

Pima Community College is supporting this research because it provides a measure of evaluation of a program that is of vital importance to students. Your participation in this study is strongly encouraged.

Respect for your privacy is held foremost in regards to your potential participation in this research. This correspondence has been mailed directly from the PCC Records Office and the researcher does not have access to your name, enrollment information, or records. Your participation is strictly voluntary. If you do not wish to return the enclosed questionnaire you will not be contacted again. Also, if you complete the questionnaire and include your name at the conclusion for purposes of receiving a summary of the study, it will be kept confidential and will in no way be identified with the study.

I hope you will take a few minutes and provide thoughtful responses to the questionnaire. Please contact me at 884-6654 or Kimberly Layne at 884-6503 if you need any further information.

Sincerely,



Denis F. Viri, Ph.D.,
District Director of
Admissions/Registrar

APPENDIX D:
HUMAN SUBJECTS COMMITTEE APPROVAL

Human Subject Committee



1690 N. Warren (Bldg. 526B)
Tucson, Arizona 85724
(602) 626-6721 or 626-7575

November 8, 1991

Kimberly D. Layne
Department of Counseling and Guidance
Education Building, 218
Main Campus

RE: GOALS AND CAREER PROGRESS OF FEMALE COMMUNITY COLLEGE HONORS GRADUATES

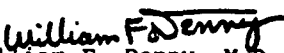
Dear Ms. Layne:

We received documents concerning your above cited project. Regulations published by the U.S. Department of Health and Human Services [45 CFR Part 46.101(b)(3)] exempt this type of research from review by our Committee.

Please be advised that approval for this project and the requirement of a subject's consent form is to be determined by your department.

Thank you for informing us of your work. If you have any questions concerning the above, please contact this office.

Sincerely yours,


William F. Denny, M.D.
Chairman,
Human Subjects Committee

WFD:sj

cc: Departmental/College Review Committee

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