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ABSTRACT

In December 1990, a project was begun at Mt. San Antonio College (MSAC) in Walnut, California, to develop a model accountability system based on the belief that educational quality is measured by individual achievement over time. This proposal for the Accountability Model (AM) presents information on project methodology and organization in four sections. Following an introductory section containing a cover letter and a table of contents, the second section features an overview of the approach and methodology utilized in the development of the AM. This section also includes the MSAC mission statement, the accountability planning model, and a description of the planning process at MSAC. Section III describes the project work statement, providing planning models for evaluating student access to the college's programs, student success in and satisfaction with these programs, the ethnic, gender, age and disability composition of MSAC staff, and the fiscal condition of the school. Section IV highlights the project organization, including the college's technical capabilities to enhance classroom instruction and facilitate college administration, the qualifications of the college and its staff, and a list of 16 related studies, most of them with ED numbers referring to their location within the ERIC System. Finally, appendixes feature sample reports generated by the AM on: (1) student waivers; (2) students assessed in area high schools; (3) financial aid request/distribution statistics; (4) an analysis of financial aid by ethnicity, age, gender, dependency status, income, and units completed; (5) student characteristics; (6) retention and grade point average by college division/department; (7) a 1989-1990 update on MSAC matriculation; (8) attendance by division for all graded classes; and (9) a sample questionnaire for California State University transfer students. (MAB)

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JC 930 103

Mt. San Antonio College
 AB 1725 Model Accountability System Pilot Proposal
 November 1990



MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

November 27, 1990

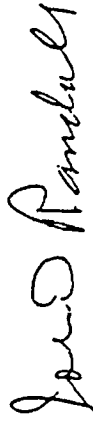
Dr. Mark E. Fetter, Project Monitor
AB 1725 Model Accountability System Pilot Program
California Community Colleges
1107 Ninth Street
Sacramento, California 95814

Dear Dr. Fetter:

I am pleased to present for your consideration the Mt. San Antonio College AB 1725 Model Accountability System Pilot Proposal. Institutional planning and evaluation at Mt. San Antonio College are participatory on-going processes built on the vision, experience and wisdom of our staff. They will all be invited to participate in the development of the College Accountability Model, and to assist in validating the pilot evaluation projects. The Mt. San Antonio College Senate voted unanimously to support this application and ensured their participation in the evaluation projects should the grant be funded.

Should the Mt. San Antonio College proposal be accepted, the project monitor will be Dr. Barbara Ann Hall, Director, Institutional Research. The College agrees to complete the tasks and requirements outlined in the RFP.

Sincerely,



Dr. John D. Randall
President/Superintendent

JDR/omp

1100 North Grand Avenue
Walnut, California
91789

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EDUCATIONAL QUALITY IS MEASURED

BY

INDIVIDUAL STUDENT ACHIEVEMENT OVER TIME

Mt. San Antonio College
AB 1725 Model Accountability System Pilot Proposal
November 1990

Section I

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Section II

SUMMARY AND OVERVIEW STATEMENT OF
OVERALL APPROACH AND METHODOLOGY

SUMMARY AND OVERVIEW STATEMENT OF OVERALL APPROACH AND METHODOLOGY

METHODOLOGY

This project proposes to develop an accountability model over an eighteen month period beginning December 1990 as part of the Mt. San Antonio College strategic planning process. The evaluation projects outlined in Section III, Work Statement, Student Access, Student Success, Student Satisfaction, Staff Composition and Fiscal Condition have been suggested by College staff as a means of pilot testing the assessment of qualitative and quantitative data through which the College may find significant direction toward the finalization of a local accountability model.

The Office of Institutional Research and the project consultants will assist College trustees, faculty, staff and students with the development of research designs and measurement devices for the evaluation projects. The Offices of Institutional Research and Information Services will gather and analyze data. Evaluation project results will be compiled and final reports will be designed and prepared for printing by Institutional Research. The purpose of these reports will be to provide an information rich environment to assist College trustees, staff and students in planning the Accountability Model. All staff will be invited to participate in the Accountability Model development and to assist in validating the pilot evaluation projects. From these pilot projects, measurable indices of quality and institutional effectiveness will be developed for the final model.

Institutional planning and evaluation at Mt. San Antonio College are participatory on-going processes built on the vision, experience and wisdom of all College staff. Evaluation is the yardstick against which the College measures the achievement of its mission and strategic planning goals. Educational quality is measured by individual achievement over time. Traditional standards of measurement are difficult to apply to this type of achievement. Weighing its value becomes a multidimensional effort to recognize human success at many points in time.

SUMMARY AND OVERVIEW STATEMENT OF OVERALL APPROACH AND METHODOLOGY

STAFF

On November 15, 1990, the Mt. San Antonio College Faculty Senate voted unanimously to support the College application for AB 1725 Model Accountability System Pilot Grant, and ensured their participation in the evaluation projects should the grant be funded. The project will be directed by College staff who have served on state task force groups for the Chancellor's Office to assist in the development of MIS, Title 5 course standards, matriculation, transfer centers, fiscal standards and the study of student services programs. Brief descriptions of the projects and research studies they have completed that relate to the Accountability Model Proposal are outlined in Section IV, Experience. The project will be coordinated by the Director of Institutional Research and the Director of Special Projects and Grants. Leadership strength does not guarantee quality. Quality is directly related to the ideas and focused energies of people. In order to develop these energies, college leadership will establish a climate and participatory structure that brings out the enthusiastic and best involvement of faculty, staff, administrators and students.

TECHNICAL CAPABILITIES

In July 1987, the College was selected as one of five (5) districts to pilot the state MIS project through all its three phases. Currently, the College is getting ready to submit pilot data for Phase II. The College's technical capabilities are outlined in Section IV. Sample pages from Information Services and Institutional Research reports that are referenced in the Work Statement evaluation projects are in the *Appendix*.

MT. SAN ANTONIO COLLEGE MISSION STATEMENT

The Mt. San Antonio Community College District is dedicated to serving a diversified and changing population through excellence in teaching and in support services. The College, as an integral part of the community, meets the educational needs and aspirations of the people it serves, with a special sensitivity to serving those who are underrepresented. To meet these needs, the College offers high quality, comprehensive, and support programs to develop knowledge of the arts and sciences, vocational competence, personal growth, physical fitness, and job-related skills.

The primary mission of the College is to offer degree and certificate curricula in:

ARTS AND SCIENCES OF THE LOWER DIVISION: lower division courses including preparation for a major, liberal arts, and general education requirements transferable to four-year colleges and universities.

VOCATIONAL AND OCCUPATIONAL FIELDS: preparation for career entry, re-entry, and job upgrading in vocational (technical and para-professional) careers or in vocational areas which lead to certification, licensure, transfer, career, or self-improvement.

Important and essential functions to achieve the primary mission are:

REMEDIAL: curricula designed to increase students' reading, writing, and computational skills to enable them to function at the college level.

ENGLISH AS A SECOND LANGUAGE: specialized instruction for limited English-speaking students to develop essential English language skills to prepare students to pursue college instruction.

MT. SAN ANTONIO COLLEGE MISSION STATEMENT

SUPPORT SERVICES: matriculation services of admission, assessment, orientation, counseling and advisement, and follow-up guidance are provided to all students and required of students who are pursuing a degree or certificate program. Special services include: Library resources, financial aid, health, learning assistance, job placement, child care, special programs, career information, and services for veterans, athletes, handicapped, re-entry, minority, and disadvantaged students.

ADULT NONCREDIT EDUCATIONAL CURRICULA: courses in parenting, basic skills, English as a Second Language, citizenship, programs for the handicapped, vocational courses, programs for the older adults, home economics, health and safety, and additional courses qualified for adult education curricula.

The College will also provide:

COMMUNITY SERVICES COURSES AND PROGRAMS: fee courses which are compatible with the primary mission and which meet specific community needs and interests as evidenced by enrollment.

Reflecting the principle that education is a life-long process, these programs, as well as campus activities, including athletics, student government, and co-curricular activities, foster qualities essential to this process and to the living in and contributing to our society. These qualities include self-esteem, individual responsibility, critical thinking, sensitivity to values, intellectual and emotional growth, and physical well-being. College programs and campus activities are, therefore, directed toward recognizing and enhancing the dignity of the individual, and meeting identified community needs.

Mt. San Antonio College actively supports equal opportunity, affirmative action, academic freedom, open access, and high academic standards. The general public, the Board of Trustees, representatives of management, teaching, library, and counseling faculty, support staff, and students all have a voice in shaping policies, within state and federal laws and regulations. The College participates in special programs with governmental and other agencies to eliminate wherever possible educational, social, economic, and physical barriers to education, and provides an atmosphere conducive to personal growth.

MT. SAN ANTONIO COLLEGE ACCOUNTABILITY PLANNING MODEL

COLLEGE MISSION

The four major instructional programs are:

TRANSFER

OCCUPATIONAL

REMEDIAL

COMMUNITY EDUCATION

The four major categories of student services are:

ENROLLMENT SERVICES

SUPPORT SERVICES

FINANCIAL SERVICES

ACTIVITY PROGRAMS

TWELVE COLLEGE STRATEGIC PLANNING GOALS

ACCOUNTABILITY MODEL

STUDENT
ACCESS

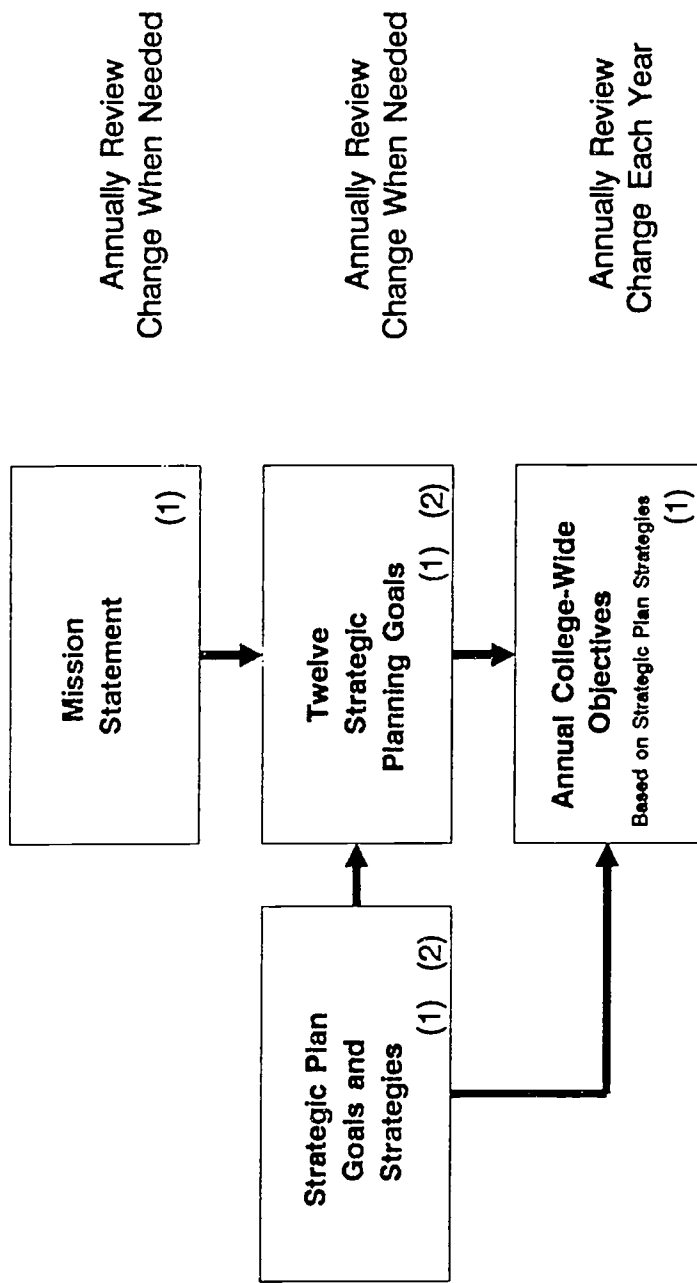
STUDENT
SUCCESS

STUDENT
SATISFACTION

STAFF
COMPOSITION

FISCAL
CONDITION

PLANNING PROCESS AT MT. SAN ANTONIO COLLEGE



1. Planning Committee
 - Annually reviews Mission Statement and recommends changes if needed.
 - Annually reviews Strategic Plan and recommends changes if needed.
 - Annually reviews College Objectives and recommends changes.

2. Strategic Plan Committee (ad hoc)
 - To be formed at least every six years (year prior to accreditation self-evaluation) to completely review and revise Strategic Plan.

Section III

WORK STATEMENT

STUDENT ACCESS

It is important to learn if students feel they have reasonable access to College programs and services and are not unduly restricted for some reason. Mt. San Antonio College is committed to serving the educational needs of an ethnically and culturally diverse population who are seeking Associate and Bachelor degrees, preparing for an occupation, seeking to upgrade their basic skills or seeking personal enrichment. The State Accountability Model MIS data provides a frame for further local analyses of services and programs designed to increase student access to the College. It also provides a frame to develop the broad information base on population demographics and projected economic and social trends that College faculty and staff must have to effectively plan for the future.

STUDENT ACCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>* Assess what Federal, State, Union, College Board, Administrative and Student Government programs, policies, rules, procedures and processes promote or limit student access at Mt. San Antonio College.</p>	<p>New evaluative methods to be developed as part of Accountability Planning Model.</p>	<p>College Board of Trustees/Administrative staff/Faculty Senate.</p>	<p>On-going.</p>
<p>* Faculty and student evaluation of student preparation for college, study skills, assessment and course placement.</p>	<p>New survey instruments to be developed by faculty and staff.</p>	<p>Faculty Senate/ Administrative staff.</p>	<p>Annual.</p>
<p>* Survey random sample of Spring 1991 applicants who did not register to determine their reason.</p>	<p>Survey instrument to be developed.</p>	<p>Admissions and Records/Information Services.</p>	<p>Spring 1991.</p>
<p>+ Compare success of students who received waivers for course prerequisites with those who met requirements.</p>	<p>Expand on-going Waiver Study Report SELP0900. (Appendix)</p>	<p>Information Services/ Institutional Research.</p>	<p>Semester.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
 + Additional programming to be added to on-going evaluation projects.

STUDENT ACCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>+ High School Transcript Study of 1,256 students from 23 area high schools who took College mathematics and English placement tests Fall 1989. The purpose of the study is to develop criteria for the use of high school transcripts as an additional evaluation tool for course placement.</p>	<p>High School transcripts. High School course descriptions for texts. College grades in English and mathematics classes. SAAP1100 Report. (<i>Appendix</i>)</p>	<p>College faculty/ Director, Relations with Schools/ Institutional Research/ Information Services.</p>	<p>On-going.</p>
<p>+ Number and percent of students by ethnicity and gender who request and receive financial aid by category compared to number and percentage of students who request and do not receive financial aid by category.</p>	<p>Information Services reports SAPP1500 (Financial Aid request/distribution statistics) and SAW (Student Awarding--Financial Aid), with additional programming as needed. (<i>Appendix</i>)</p>	<p>Financial Aid/ Information Services.</p>	<p>Annual.</p>
<p>* Develop longitudinal study to determine access and successful completion of English 1A by American Language Students (AMLA).</p>	<p>Research design and tracking programming to be developed as part of Accountability Model.</p>	<p>AMLA Faculty/ Information Services/ Institutional Research.</p>	<p>On-going.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
+ Additional programming to be added to on-going evaluation projects.



STUDENT ACCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>* Develop longitudinal study of access provided by learning assistance programs to college-level courses.</p>	<p>Research design and tracking programming to be developed as part of Accountability Model.</p>	<p>Learning Assistance Faculty/Information Services/Institutional Research.</p>	<p>On-going.</p>
<p>* Compare headcount credit and non-credit enrollment to College service area adult population demographic characteristics (i.e., gender, age, ethnicity, census tract aggregated by income).</p>	<p>New program to be written using 1990 census data.</p>	<p>Information Services/Institutional Research.</p>	<p>Compare 1989-90 enrollment with 1990 census.</p>
<p>+ Develop multiple-year comparative enrollment statistics from MIS and demographic data by gender, age, ethnicity, disability, full-time, part-time and non-credit average hour loads within district, out of district and out of state.</p>	<p>Use SAPP1500 Report with additional programming. (Appendix)</p>	<p>Information Services/Institutional Research.</p>	<p>On-going by semester.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
 + Additional programming to be added to on-going evaluation projects.

STUDENT SUCCESS

Mt. San Antonio College evaluates itself not only by evidence that students learn course content, but also by evidence of the formation of powerful learning partnerships whereby students assume increasingly active responsibility for learning. The College systematically gathers information from the state universities, employers, faculty and students to identify the variables significant to academic success. These data are used by faculty and staff to evaluate academic policies and standards and to determine if students are actually meeting the goals they set for themselves when they entered the College.

STUDENT SUCCESS EVALUATION PLANNING MODEL

DATA
COLLECTION
PERIOD

EVALUATION PROJECT

MEASUREMENT DEVICE(S)

RESPONSIBLE STAFF

* Title 5 course approval and revision process.

- Number and percentage of existing courses meeting Title 5 reviewed and revised.
- Number of new courses meeting Title 5 requirements. As part of Accountability Model development, these data would be automated into the College course inventory.

On-going.

Faculty Senate/
Administrative staff/
Information Services.

* Develop a longitudinal analysis of student course completions (excludes "F," "W" and non-credit). Completion rates of students (head count) by discipline and credit level from first census to receipt of a final grade (transfer/general education, vocational/technical,

New programming to be developed as part of the Accountability Model.

Faculty Senate/
Administrative staff/
Information Services.

On-going
by semester.

- * New evaluation projects to be developed as part of the Accountability Planning Model.
- + Additional programming to be added to on-going evaluation projects.

STUDENT SUCCESS EVALUATION PLANNING MODEL

DATA
COLLECTION
PERIOD

RESPONSIBLE STAFF

MEASUREMENT DEVICE(S)

EVALUATION PROJECT

precollegiate basic skills). Completion rates of students by Title 5 course level.

+ On-going analysis of all students by GPA, retention and ethnicity in 246 courses where prerequisites were added Fall 1987.

* Faculty research across curriculum to develop learning models addressing cognitive learning styles and cultural differences--Title III Consortium with Rio Hondo, Cerritos and Rancho Santiago.

* The effect of English and LERN course completion on student retention and completion of other College courses.

Retention and GPA Ethnic Detail Report by College Division/Department. (Appendix)

Information Services/
Institutional Research.

Semester.

Qualitative and quantitative data collected by participating faculty for first year of study.

- Learning Style Test.
- Cognitive Style Mapping.
- Faculty developed student mid-term and final evaluation criteria.

Faculty/Administrative staff/Institutional Research.

Annual
1989-1994.

Fall English Enrollment Analysis.

Information Services/
Institutional Research.

Fall
semester.

- * New evaluation projects to be developed as part of the Accountability Planning Model.
- + Additional programming to be added to on-going evaluation projects.

STUDENT SUCCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>+ Longitudinal tracking by age, ethnicity, gender and disability of all students subject to matriculation who did or did not participate in assessment, orientation, counseling/advisement, follow-up. Comparisons made of persistence, units completed, GPA, degrees and certificates completed.</p>	<p>Mt. San Antonio College computerized matriculation tracking system. Since Fall 1986, the system has completed the comparisons for each semester group by all variables except for handicapped. These additional variables will be programmed by Fall 1991. (Appendix)</p>	<p>Student Services/ Information Services/ Institutional Research.</p>	<p>Semester.</p>
<p>* Basic skills and ESL course preparation assessment. Longitudinal tracking by ethnicity, gender, age and disability of students who enter and complete precollegiate basic skills courses and subsequently enter and complete associate degree applicable courses.</p>	<p>New computer programming to be developed for this tracking system.</p>	<p>Student Services/ Information Services/ Institutional Research.</p>	<p>Semester.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
 + Additional programming to be added to on-going evaluation projects.

STUDENT SUCCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
+ Longitudinal measurement of student success rate by a "C" grade or better by subheader (<u>Example</u> : Philosophy, Spanish), grouped by department and division and compared by ethnicity and gender.	Mt. San Antonio College Attendance Report by Division All Graded Classes SATP560G with additional programming. (<i>Appendix</i>)	Information Services/ Institutional Research.	On-going evaluation by semester.
+ <u>Transfer Evaluation</u> --Add the following categories to the ten-year CSU and UC Transfer Study: <u>UNITS EARNED</u> : Transfer to CSU, UC and other college or university, A.A. degree, A.S. degree, vocational programs, precollegiate (basic skills) program and "other credit courses;" <u>NON-CREDIT</u> : Number of courses taken in Continuing Education and Community Services programs. <u>OTHER INDICES</u> : College(s) transferred to; Baccalaureate degree completed; Job title(s) after leaving	Mt. San Antonio College Transfer Reporting System with additional programming to be developed as part of Accountability Model.	Information Services.	Annual.

* New evaluation projects to be developed as part of the Accountability Planning Model.
 + Additional programming to be added to on-going evaluation projects.

STUDENT SUCCESS EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
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MSAC; Indicators showing student was part of CSU, UC Transfer Study and/or National Effective Consortium Study.

+ Assessment of vocational preparation.

* Continuing Education and Community Services Five Year Master Plan evaluation component.

* Assess what Federal, State, Union, College Board, Administrative and Student Government programs, policies, rules, procedures and processes promote or limit student success at Mt. San Antonio College.

Statewide Student Follow-up System. (Walt Brooks)

To be developed as part of Accountability Planning Model.

New evaluative methods to be developed as part of Accountability Planning Model.

College Faculty/
Administrative staff/
Information Services.

Non-Credit Faculty/
Administrative staff/
Community representatives.

College Board of
Trustees/Administrative
staff/Faculty
Senate.

Semester.

On-going.

On-going.

* New evaluation projects to be developed as part of the Accountability Planning Model.
+ Additional programming to be added to on-going evaluation projects.



STUDENT SATISFACTION

A quality program provides a student-centered environment and current technology that supports instruction. The College provides student services knowing that personal contact and special assistance are often the margin between success and failure. It is important to learn the level of satisfaction with these programs while students are attending College as well as retrospectively after they transfer or enter the work force.

STUDENT SATISFACTION EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>* Measure quality of student effort and progress toward educational goals.</p>	<p>Community College Student Experiences Questionnaire random sample students with educational goal to transfer or earn A.A. degree or certificate.</p>	<p>Faculty Senate/ Institutional Research.</p>	<p>March-- every two years.</p>
<p>+ Identification by students of variables significant to achieving their academic goals at Mt. San Antonio College and after they transferred to CSU or UC.</p>	<p>Mt. San Antonio College Transfer Questionnaire includes 57 personal, instructional and student service variables to be rated by students. (Appendix)</p>	<p>Institutional Research/ Information Services.</p>	<p>Every two years.</p>
<p>* Develop survey instrument(s) to assess current student satisfaction with off-campus Educational Service Centers, Transfer Center, tutoring program, Student Health Services, Placement Office, EOPS, Care, GAIN and Disabled Student Services.</p>	<p>Survey instruments to be developed as part of Accountability Planning Model.</p>	<p>Student Services staff/ Information Services/ Institutional Research.</p>	<p>Annual.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
+ Additional programming to be added to on-going evaluation projects.

STAFF COMPOSITION

The first priority of Mt. San Antonio College is to develop a diversified staff dedicated to excellence and student success. Using the EEO-6 job categories, the College annually monitors hiring by ethnicity, gender, age and disability. Mt. San Antonio College has been providing these data to the Chancellor's Office for a number of years on machine readable tape. The Office of Institutional Research annually monitors District and College demographic changes. The College promotes an active staff development program for all employees. Representatives of each staff group work together to develop programs that address the concerns and interests of the staff as they relate to promoting a quality educational program at the College.

STAFF COMPOSITION EVALUATION PLANNING MODEL

EVALUATION PROJECT	MEASUREMENT DEVICE(S)	RESPONSIBLE STAFF	DATA COLLECTION PERIOD
<p>* Evaluate College hiring procedures from the standpoint of the applicants and the hiring committee members who screened and interviewed them. The evaluation's purpose would be to learn if the candidates felt they had the best opportunities to present themselves, and if the hiring committee members felt the orientation and background information they received about the candidates was satisfactory. Results of the study will be reviewed by all campus constituencies.</p>	<ul style="list-style-type: none"> • Develop questionnaires for faculty, managers and classified staff who were hired during 1989-90. • Develop questionnaires for hiring committee members who screened and interviewed faculty, managers and classified staff hired during 1989-90. 	<p>Personnel staff/ Institutional Research.</p>	<p>Early Fall 1991.</p>
<p>+ Continue to evaluate faculty minimum qualifications/equivalencies and part-time/full-time ratios.</p>	<p>Expand Faculty and Staff Diversity Fund Assessment Report to include narrative descriptions of these data.</p>	<p>Faculty Senate/ Administrative staff/ Information Services.</p>	<p>Annual.</p>

* New evaluation projects to be developed as part of the Accountability Planning Model.
 + Additional programming to be added to on-going evaluation projects.

FISCAL CONDITION

Fiscal stability has been named as a significant accomplishment of Mt. San Antonio College for the past ten years. GROWTH OVER CAP: If the 1990-91 trend of nine percent (9%) growth in ADA holds, the District may have over 3,300 units of unfunded ADA. Information Services reports monitor credit and non-credit ADA daily to analyze the potential impact on revenue. RESERVES: District reserves in 1989-90 were the highest in both amount and percentage in any year since the passage of Proposition 13. This prosperity has been built on an infusion of unstable and one-time money sources from Proposition 98, AB 1725, the lottery and mandated cost reimbursement from the student health fee discontinuance.

The Quarterly Financial Status Reports (CCFS-311Q) and the Annual Financial Budget Report (CCFS-311) submitted to the Chancellor's Office reflect the institutional goal to increase the College financial base and maximize the utilization of these resources to provide instruction, student services and a physical environment conducive to working and learning.

FISCAL CONDITION EVALUATION PLANNING MODEL

DATA
COLLECTION
PERIOD

EVALUATION PROJECT

MEASUREMENT DEVICE(S)

RESPONSIBLE STAFF

* Complete a study to determine the financial implications of a change in WSCH/FTE on College income and programs.

Plan for new programming and analysis to be developed as part of the Accountability Model.

Business Services/
Information Services/
Institutional Research.

On-going.

* Develop a method to integrate the budget process more closely with the Strategic Plan and College objectives.

To be developed as part of the Accountability Model.

Business Services/
Information Services.

1991.

* Establish an ad hoc committee to develop a process and criteria to measure the effectiveness of each College department. (The measurement of effectiveness should include, but not be limited to, the need for the services.)

To be developed as part of the Accountability Model.

College Council/
Faculty Senate/
Administrative staff.

1991.

- * New evaluation projects to be developed as part of the Accountability Planning Model.
- + Additional programming to be added to on-going evaluation projects.

Section IV

PROJECT ORGANIZATION

PROJECT ORGANIZATION

TECHNICAL CAPABILITIES

July 1989, Mt. San Antonio College reorganized the following technologies on the campus into a single unit called Information Services. These technologies were represented by the Computer Services Department (data), Technical Services Department (telecommunications-voice) and Media Services Department (video).

For over thirty years the College has used computers and computer technology to enhance classroom instruction and facilitate college administration. Administrative computing covers all aspects of a student's career--from matriculation through graduation. On-line systems operating on IBM 4381 mainframe attend to federal and state reporting requirements, expedite class scheduling, develop budgets and keep personnel and payroll records. The fully networked system enables faculty and staff to access information stored in the administrative mainframe from anywhere on campus.

As director of the College's information services unit, Hal Roach heads up administrative computing, acts as consultant to instructional computing, manages the technical and media services departments, and has other wide-ranging responsibilities. All microcomputers and terminals are maintained on campus. Every administrative office and instruction division currently has terminals and intelligent workstations attached to the mainframe computer. The College is currently implementing the plan to install a network to allow centralized installation and upgrading of software applications packages. We currently have over 400 system users, and soon terminals or microcomputers will be available in all faculty offices.

The administrative computing information system includes, but is not limited to, the following applications:

- Permanent historical records for over 623,000 students.
- On-line student admission, registration (touch tone) and fee system for all graded/credit, continuing education/non-credit and Community Services enrollment. In 1989-90 the College signed up over 84,000 (unduplicated count) students for at least one class. This count does not include no-shows.

PROJECT ORGANIZATION/TECHNICAL CAPABILITIES

- Grading history for all students, including the capability to print an immediate current copy of any student transcript upon request.
- On-line degree-audit system which allows a student or counselor to verify completion status of major program, certificate program or graduation requirements.
- On-line student placement test scores for fourteen major test type including detail of raw, stanine and percentile scores in all sub-categories of each test.
- On-line system verifying student course eligibility based on placement test scores, previous course completion or transcript evaluation.
- IBM's Professional Office System (PROFS) on-line calendar system for scheduling and monitoring student appointments for counseling and testing services.
- On-line course articulation agreement system is used by the College's Transfer Center, but also can be used by any faculty, staff or student.
- Career-guidance systems, available on the terminal system for all students and counselors.
- On-line student financial aid processing.
- On-line student tracking and reporting system for determining the effectiveness of student support services as measured by success in the College environment.
- Enrollment/attendance statistics updated daily with prior year comparison data.
- Test scoring service for instructors.

PROJECT ORGANIZATION/TECHNICAL CAPABILITIES

- A yearly budget development system that interfaces with the county financial, personnel and payroll systems.
- A course-to-course, test-to-course expectancy system to analyze performance.
- On-line reports include placement test scores and other pertinent data on each student enrolled in a class.
- Project ASSIST, a mainframe-based system to support course articulation and progress checking on a remote microcomputer.
- A student follow-up system for vocational education.
- A picture student ID bar-code system to support attendance accounting, matriculation tracking, library checkout, fee collection and bookstore processing.
- Student transfer follow-up with the California State University and the University of California systems.

Information Services is currently working on a number of administrative projects, which include:

- Touch tone query/update capability for grade reporting and student tracking.
- Tying a mini system to the IBM 4381 to support the automation of data transfer and terminal emulation between Auxiliary Services and the District.
- Electronic transcripts to and from high schools.
- Electronic transcripts to and from transfer institutions including community colleges, CSU, UC and private colleges and universities.

PROJECT ORGANIZATION/TECHNICAL CAPABILITIES

- Scanner system to display paper transcript images from high schools and colleges on graphics display terminals in counselor's offices.
- Add automatic credit card processing to the touch tone class registration system.
- Purchase all IBM software that is being used by the Chancellor's Office so we can trade programs that we run against our respective data bases.

In addition to the projects under development, feasibility studies are under way to investigate:

- An integrated financial system.
- A microcomputer-based student financial aid system to replace the on-line mainframe based system.
- A microcomputer-based fee collection system that would be integrated into the mainframe system to provide better audit trail information.
- Microcomputer-based assessment center.

PROJECT ORGANIZATION/EXPERIENCE

EXPERIENCE

- July 1984, Mt. San Antonio College was selected as a pilot school to develop a matriculation system. The project was not funded, but the College went ahead and implemented the plan developed by Dr. Bruce Paulson, Dean, Student Services.
- July 1987, the College matriculation plan developed by Dr. Bruce Paulson was funded.
- July 1985, the College was selected as a site for the development of a model Transfer Center.
- Dr. Hal Roach, Director of Information Services, Mt. San Antonio College, was a member of the Statewide MIS Advisory Committee from March 25, 1987, through June 30, 1990.
- July 1987, Mt. San Antonio College was selected as one of five (5) districts to pilot the state MIS project through all its three phases. Currently, the College is getting ready to submit pilot data for Phase II. The College has completed all the input and changes to the input for pilot Phase I, and has submitted data for Summer 1989, Fall 1989, Spring 1990 and Summer 1990 for regular MIS Phase I. The College is missing less than two percent of the required data elements. One hundred percent of the data elements will be reported starting Summer 1991. The College has downloaded the SQL table specifications using CSUNET, and has the capability to send regular Phase I and pilot Phase II MIS data to the Chancellor's computer using CSUNET. There are plans to analyze this data on the Chancellor's computer using CSUNET and appropriate accountability software tools such as SPSS, SAS and assorted ad hoc query languages.
- July 1988, Mt. San Antonio College was selected to participate in a Matriculation Information Systems Special Project which developed a distributed access system to the Project ASSIST course articulation and progress checking system. Any terminal or microcomputer connected to the mainframe computer can perform Project ASSIST functions even though the functions are carried out on an attached microcomputer. This system has been demonstrated several times at Project ASSIST statewide meetings.

PROJECT ORGANIZATION/EXPERIENCE

The College is currently modifying the software to perform Project ASSIST functions directly on the mainframe except for progress checks. This will allow all users on the CSUNET to perform those functions.

- Joseph M. Zagorski, Vice President, Instruction and Student Services, is a member of the Chancellor's Office Matriculation Committee, and chaired the sub-committee of the Task Force on Academic Quality that wrote the Title 5 language for course standards.
- The College participated in LARC Consortium.
- July 1989, Mt. San Antonio College was selected as one of five pilot districts with the Chancellor's Office to test the feasibility of setting up a statewide network using CSUNET. This was a successful project. Electronic mail, file transfer and logging on to the Chancellor's computer from the College have been tested. The College expects to use CSUNET for MIS purposes, the consultation process, peer-to-peer communications worldwide and electronic transcript transfer with the CSU transfer institutions during this fiscal year. The College expects to use CSUNET with our feeder high schools sometime during the next fiscal year.
- Dr. James Albanese, Vice President, Business Services, served on the Chief Business Officers Fiscal Accountability Task Force.
- Dr. John Long, President of the Mt. San Antonio College Faculty Association, serves as Co-Chairperson, Affirmative Action, CCA/CTA. He has served since 1988 on the Chancellor's Office Matriculation Study Group.
- Mt. San Antonio College was selected as a participant in the Chancellor's Office Study of Special Student Programs. Dr. Barbara Ann Hall, Director of Institutional Research, is assisting the Chancellor's Office with this research.

PROJECT ORGANIZATION/EXPERIENCE

- July 1989, Mt. San Antonio College was selected as one of four pilot community college districts to participate in the Los Angeles County Office HRS Data Transfer Study Committee. After meeting for a year, the districts agreed on the data elements that would be transferred from the Los Angeles County Office to the local districts using magnetic tape. The College has been receiving a tape twice a month since July 1, 1990. As a committee member, the College made sure that the county would be able to supply the staff data elements that would meet the Pilot Phase II requirements. The committee will be meeting in January 1991 to develop the specifications to transfer the data from the County's mainframe to the District's mainframe using telecommunications on a demand basis. Also, the College is trying to get a telecommunications link with the L.A. County Office so that each College departmental budget manager that is connected to the district mainframe can get their budget status and/or download the budget data for analysis purposes.
- Mt. San Antonio College was a founding member of the National Effective Transfer Consortium (NETC). The Consortium of 28 community colleges was founded to bring clarity to the transfer issue, establish a comparative data base and identify effective transfer practices for the different conditions faced by community colleges. Since 1988 the College has participated in the research conducted by the Consortium.
- 1983, Peter Parra, Director, Personnel, served on the Statewide Affirmative Action Advisory Committee for the Chancellor's Office.
- October 1987-June 1988, Dr. John D. Randall, Superintendent/President, Mt. San Antonio College, served as Interim Chancellor, California Community Colleges. During this time he was closely involved with the development of AB 1725. Dr. Randall also served as Chairperson of the Association of California Community College Administrators Commission on Finance and Athletics.

PROJECT ORGANIZATION/RELATED STUDIES

RELATED STUDIES

- Mt. San Antonio Community College Information Notebook, Volume Two, 1985. ED 290 527.
- Study of Strategic Planning Models for Community Colleges, 1986.
- Directions Toward the Year 2000, Strategic Plan, September 1987. ED 292 529.
- A Retrospective Study of Mt. San Antonio College Learning Assistance Services, June 1987. ED 292 528.
- A Model for External Demographic Analysis, 1988. ED 290 526.
- Mt. San Antonio College Matriculation Study, Preliminary Findings, Fall 1986-Spring 1988, October 1988. ED 303 207.
- Waiver Study, Fall 1987-Spring 1988, Focus Study, November 1988. ED 303 208.
- Summer School Student Profile, 1984-1988, Focus Study, August 1989. ED 313 063.
- Demographic Profile, MSAC Service Area, Focus Study, May 1989.
- Course Retention Analysis Focus Study, July 1989. ED 313 064.
- High School Graduate Enrollment Trends Focus Study, April 1989. ED 313 065.
- Mt. San Antonio College Matriculation Study: Fall 1986-Spring 1989. ED 315 103.
- Highlights From the Fall 1988 UCLA Cooperative Institutional Research Survey of Mt. San Antonio College Freshman.

PROJECT ORGANIZATION/RELATED STUDIES

- Mt. San Antonio College Matriculation Research Update 1989-1990, September 1990.
- Vision for the Year 2000, Mt. San Antonio Community College Strategic Plan, September 1990.
- Variables Affecting the Academic Success of Community College Transfer Students Focus Study, (in press).

Appendix

SAMPLE REPORT PAGES

SAMPLE REPORT

SELP0900
14:30:20

MT SAN ANTONIO COLLEGE
WAIVER STUDY REPORT
SPRING 1990

PAGE 1
11/15/90

WAIVER	LEVEL	--TOTAL WAIVERS--			---SUCCESSFUL---			--UNSUCCESSFUL--			---WITHDRAWALS---			--UNUSED WAIVERS--		
		T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
ACCOUNTING	B-02	83	51	42	30	21	9	1	1	0	36	19	17	26	10	16
	B-03	4	4	0	1	1	0	0	0	0	2	2	0	1	1	0
CHEMISTRY	C-10	21	12	9	6	4	2	2	1	1	4	2	2	2	9	5
ENGLISH	E-30	186	98	88	65	35	30	6	1	5	36	24	12	79	38	41
	E-34	80	47	33	37	21	16	6	4	2	19	13	6	18	9	9
	E-35	10	4	6	3	1	2	1	1	0	6	2	4	0	0	0
	E-36	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
GEOMETRY	G-19	79	43	36	29	15	14	8	7	1	26	14	12	16	7	9
	G-20	122	67	55	39	24	15	11	5	6	60	33	27	12	5	7
	G-23	5	3	2	0	0	0	0	0	0	5	3	2	0	0	0
	G-25	52	32	20	15	10	5	4	2	2	26	14	12	7	6	1
HIGH SCHOOL ALGEBRA	H-20	43	13	30	21	7	14	3	2	1	12	3	9	7	1	6
	H-21	23	12	11	5	3	2	2	1	1	7	3	4	9	5	4
M-16	M-16	33	14	19	13	5	8	4	2	2	14	6	8	2	1	1
M-17	M-17	27	4	23	12	1	11	0	0	0	6	1	5	9	2	7
M-18	M-18	152	110	42	59	45	14	13	10	3	42	26	16	38	29	9
M-19	M-19	9	9	0	3	3	0	0	0	0	5	5	0	1	1	0
M-20	M-20	88	50	38	35	18	17	10	8	2	25	16	9	18	8	10
M-23	M-23	29	9	20	8	1	7	2	1	1	15	5	10	4	2	2
M-25	M-25	80	50	30	22	17	5	8	5	3	38	23	15	12	5	7
M-26	M-26	40	28	12	19	11	8	3	3	0	17	13	4	1	1	0
M-27	M-27	16	12	4	2	2	0	0	1	1	0	10	6	4	3	0
M-28	M-28	4	2	2	1	1	0	0	0	0	3	1	2	0	0	0
M-29	M-29	10	8	2	3	3	0	0	0	0	6	5	1	1	0	1
M-30	M-30	3	2	1	2	2	0	0	0	0	1	0	1	0	0	0
M-31	M-31	2	1	1	0	0	0	0	1	1	0	0	0	0	0	0
R-05	R-05	3	2	1	2	1	1	1	1	1	0	0	0	0	0	0
R-06	R-06	18	9	9	14	6	8	0	0	0	3	2	1	1	1	0
R-07	R-07	220	123	97	31	17	14	10	2	8	24	15	9	155	89	66
S-05	S-05	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0
S-06	S-06	28	18	11	22	13	9	0	0	0	7	5	2	0	0	0
S-07	S-07	236	130	106	39	18	21	13	4	9	26	16	10	158	92	66
W-05	W-05	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0
W-06	W-06	17	10	7	16	10	6	1	0	1	0	0	0	0	0	0
W-07	W-07	215	119	96	26	14	12	10	2	8	27	17	10	152	86	66
Z-26	Z-26	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Z-30	Z-30	1453	836	617	748	425	323	107	67	40	392	208	184	205	136	70
Z-31	Z-31	35	18	17	16	8	8	0	0	0	17	9	8	2	1	1
Z-34	Z-34	131	72	59	80	38	42	3	2	1	32	24	8	16	8	8
Z-35	Z-35	16	6	10	12	3	9	0	0	0	4	3	1	0	0	0
Z-36	Z-36	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0

WAIVER STUDY REPORT (SELP0900)

Provides summary and detail information for students who receive waivers for course prerequisites, showing the number of waivers received for each course, raw counts and percentage of withdrawals, unsuccessful and successful course completion.

SAMPLE REPORT

SAAP1100
10:21:32

M I S S A N A N T O N T O C O L L E G E
ENGLISH REPORT OF STUDENTS ASSESSED IN HIGH SCHOOLS
SUMMER 1989

11/14/90
PAGE 18

NAME	SOC-SEC-NO	SUM 9 DR ENR	9 DR OVER ENR	FALL 9 DR ENR	9 DR LESS ENR	ENROLL ENR	SPG ENR	ENGLISH FALL	ENGLISH SUM	GRADE FALL	GRADE SUM	ELIGIBILITY 18	ELIGIBILITY 1A	ELIGIBILITY 67	ELIGIBILITY 67
CHU MIKE AN		X	X	X	X	X	X	51		D		X			
ACOSIA-CARRIE ANN		X	X	X	X	X	X	68		C		X			
CHERRY REGINA RUTH															
YBARRA ALFREDO THOMAS															
BARRENO FRANKLIN STEVE		X	X	X	X	X	X	1A		B		X			
MADRIGAL ESPERANZA															
HERMANDEZ DANIEL CHRISTI															
FAGAN RICK BRIAN															
SANCHEZ MARTHA ROSARTO															
VILLARRAGA JANETH ADA		X	X	X	X	X	X	1A		F		X			
DE LEON KRISTINA MARIA		X	X	X	X	X	X	68		B		X			
MOYLE GRANT ADAM															
BARRON CHRISTINA															
CLARK CHRISTOPHER PETER															
TAPIA VERONICA		X	X	X	X	X	X	68		C		X			
COSTA ALICIA ANN		X	X	X	X	X	X	51		C		X			
BRIONES JOAQUIN															
OYER TROY JOSEPH															

TOTAL HS STUDENTS	901
TOTAL ENROLLED IN SUMMER	159
LESS THAN 9 UNITS	155
GREATER THAN 9 UNITS	3
TOTAL ENROLLED IN FALL	554
LESS THAN 9 UNITS	298
GREATER THAN 9 UNITS	256
TOTAL ENROLLED IN SPRING	496
TOTAL ELIGIBLE FOR ENGLISH 18	135
TOTAL ELIGIBLE FOR ENGLISH 1A	244
TOTAL ELIGIBLE FOR ENGLISH 68	291
TOTAL ELIGIBLE FOR ENGLISH 67	69
TOTAL ELIGIBLE BELOW ENGLISH 67	112
TOTAL NO ELIGIBILITY ON FILE	1

ENGLISH REPORT OF STUDENTS ASSESSED IN HIGH SCHOOLS
(SAAP1100)

Provides information about students taking Mt. SAC assessment tests at area high schools, including enrollment information and English placement level.

SAMPLE REPORT

SAPPL500
10:06:03

MT SAN ANTONIO COLLEGE

03/25/88
PAGE 5

STUDENT SUMMARY REPORT FOR SPRING 1988

PERCENTAGE BREAKDOWN BY GROUPS

FINANCIAL AID TOTAL REQUESTS 87/88

NUMBER	SEX	ETHNIC TYPES										AGE RANGES													
		AMER										25-	30-	35-	40-	45-	50-	55-	OVER						
		M	F	BK	IN	AN	HS	WT	PL	OT	18	19	20	21	22	23	24	29	34	39	44	49	54	59	60
2,924		36	64	16	1	22	27	30	2	2	1	11	14	10	5	5	4	20	14	5	3	1	1	*	
282		29	71	26	1	10	19	40	2	2	1	2	4	6	2	7	5	2	31	26	7	3	1	1	*
454		41	59	14	1	32	29	21	1	2	1	10	17	12	6	5	6	4	20	9	5	2	*	1	*

GRANT
LOAN
WORK STUDY

FINANCIAL AID INDIVIDUAL DISTRIBUTION 87/88

NUMBER	SEX	ETHNIC TYPES										AGE RANGES												
		AMER										25-	30-	35-	40-	45-	50-	55-	OVER					
		M	F	BK	IN	AN	HS	WT	PL	OT	18	19	20	21	22	23	24	29	34	39	44	49	54	59
584		39	61	23	1	10	28	36	2	1	*	14	12	8	8	7	6	5	18	14	4	2	1	*
4		75	25	50				25	25						50									
3		0	33	33				33	33					67		33								
113		27	73	22	2	8	23	43	2	2	2	1	6	10	1	7	4	3	30	25	6	4	1	1
240		39	61	10	1	34	31	22	1	1	2	15	22	15	6	3	6	5	13	6	3	2	2	
0																								
51		33	67	22		25	14	35		4		6	4	4	4	10	4	2	27	22	8	6	2	2
995		37	63	20	1	16	27	33	2	1	1	12	13	10	6	6	6	5	19	13	4	3	1	*
18,835		48	52	7	1	8	24	54	4	1	2	11	12	10	7	6	5	4	14	10	7	5	3	2

GRANT
LOAN
WORK STUDY

GRANT, LOAN
GRANT, WORK STUDY
LOAN, WORK STUDY
GRANT, LOAN, WORK STUDY

* TOTAL UNDUPLICATED FI 995
* NON-RECIPIENTS 18,835

*** NOTE: * INDICATES LESS THAN 1%
ZERO INDICATES 100%

SAMPLE REPORT

MT S A M A N T O N I D C O L L E G E
FINANCIAL AID ANALYSIS BY ETHNIC CODE.....07/01/85 TO 03/31/86
(DISBURSED FUNDS ONLY)

AID CODE	TITLE	BLACK NON-HISPANIC	AMER INDIAN/ ALASKAN NATIVE	ASIAN/ PACIFIC ISLANDER	HISPANIC	NON-HISPANIC	FILIPINO	UNDECLARED	TOTAL
0E0G1	PELL (BASIC) GRANT	17.34%	0.96%	23.85%	20.00%	34.69%	1.68%	1.44%	415
0E0G3	PELL (BASIC) GRANT	17.16%	1.37%	23.34%	20.36%	34.78%	1.60%	1.37%	437
CGSL	CA GUARANTEE STUDENT LO	20.00%	1.81%	7.27%	9.09%	61.81%			55
CLAS	CA LOAN TO ASSIST STUDEN					100.00%			1
CWSP1	COLLEGE WORK STUDY C	20.70%	1.01%	28.28%	24.74%	20.70%	2.02%	2.52%	198
CWSP2	COLLEGE WORK STUDY C	9.52%		23.80%	28.57%	38.09%			21
CWSP3	COLLEGE WORK STUDY C	50.00%				50.00%			2
CWSP4	GUARANTEED STUDENT LOAN				100.00%				1
NDSL	NATIONAL DIRECT STUDENT	16.48%	1.09%	8.79%	20.87%	51.64%		1.09%	91
SE0GC	SUPPLIED OPP GRANT REN	26.92%	1.28%	14.10%	15.38%	38.46%		2.56%	78
SE0G1	SUPPLIED OPP GRANT INI	19.88%	1.70%	11.93%	22.72%	40.90%		1.13%	176
24000	BUREAU OF INDIAN AFFAIRS		100.00%						1
25000	CALIF. GRANT - B	5.63%	1.40%	47.88%	25.35%	18.30%		1.40%	71
26000	EXT OPP PROGRAMS & SERVI	16.43%	2.05%	28.76%	17.12%	30.13%		2.73%	146
27000	CALIF. GRANT - C	100.00%			28.57%	71.42%			7
29600	ALASKA STATE STU LOAN		100.00%						1
30059	AMERICAN SANDA GOVERNMENT		50.00%						2
30070	ASSIST LEAG OF E SAN GAB								1
30500	ASSN. OF ROWLAND ADM.								1
30537	BEVERLY HOSPITAL			14.28%	7.14%	64.28%		14.28%	14
30560	BREA HOSPITAL								1
30571	BUS. & PROF. WOMEN/GOVIN								1
30650	CA CONG OF PARENTS & TEA								2
30656	CALVERLEY, SYLVIA MEMORI								3
30657	CHAFFEY COLLEGE		100.00%						2
30665	CHARTER OAK COMM SCHOLAR	50.00%							1
30669	CHINO COMMUNITY HOSPITAL								2
30670	CHING HIGH SCHOOL								1
30681	CITIZENS' SCHOL. FON/AME				20.00%				1
31160	CSEA-CHAPTER 26-BASSETT				100.00%				5
31175	CSEA - MAC/LA PUENTE -#1				50.00%				1
31210	DIAMOND BAR JR. WOMANS C								2
31215	DISTRICT EMPLOYMENT			10.52%					1
31250	DRS. HOSPITAL MONTCLAIR				35.08%			5.26%	57
31353	ENROLLMENT FEE BFAP 85/8			19.77%	25.00%	75.00%			4
31363	ENROLLMENT FEE DPSS/SSI 85		0.68%		22.52%	33.56%		2.29%	435
31373	ENROLLMENT FEE INCOME 85			9.82%	17.41%	33.03%		1.33%	224
32350	FOOTHILL PRESBYTERIAN HCSPT		4.87%		19.51%	26.82%		2.43%	41
32350	FOOTHILL PRESBYTERIAN HCSPT		16.66%						1
32350	GARFIELD MEDICAL CENTER								1
32635	GLIDE BOOSTER CLUB								1
32720	HUB DISTRIBUTING, INC								1
32734	IDEAL CLUB CF POMONA								1
32730	IOYLLWILLO SCHOLARSHIP FU								1
32805	JUNIOR MISS PAGEANT								1
32885	KIWANIS CLUB OF ANGELES								1
32910	KODIAK BOROUGH ED. ASSOC								1

FINANCIAL AID ANALYSIS BY ETHNIC CODE (SAWP2600)

Provides percentage statistics for financial aid recipients by aid category and ethnic groups within each category.

AGE: UNDER 20 20-24 25-29 30-39 40-49 50 & OVER UNKNOWN

313 373 174 164 48 19 0

SEX: MALE FEMALE UNKNOWN

436 655 0

ETHNICITY: AMERICAN INDIAN ASIAN BLACK WHITE HISPANIC FILIPINO UNKNOWN

14 176 234 389 238 26 14

DEPENDENCY STATUS (FEDERAL CRITERIA): DEPENDENT INDEPENDENT

529 562

INDEPENDENT STUDENT (ADJUSTED GROSS INCOME + NON-TAXABLE INCOME FOR 1985): 0-999 1,000-1,999 2,000-5,999 6,000-11,999 12,000-14,999 15,000 & OVER

194 41 107 104 31 85

DEPENDENT STUDENT (PARENTS ADJUSTED GROSS INCOME/NGN-TAXABLE INCOME FOR 1985): 0-5,999 6,000-11,999 12,000-17,999 18,000-23,999 24,000-29,999 30,000 & OVER

178 90 92 83 35 51

CUMULATIVE UNITS COMPLETED:

0-15 16-30 31-45 46-60 61-69 70 +

300 231 138 125 82 215

CHARACTERISTICS OF FINANCIAL AID RECIPIENTS (SAMP2700)

Provides counts of financial aid recipients by age, gender, ethnicity, dependency status, adjusted gross income, and cumulative units completed.



SAMPLE REPORT

SAPP1500
10:06:03

MT SAN ANTONIO COLLEGE
STUDENT SUMMARY REPORT FOR SPRING 1988

03/25/88
PAGE 3

CITIZENSHIP DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
1. U.S. CITIZEN	17,487	88.0 %
2. NOT A CITIZEN	0	0.0 %
3. PERMANENT RESIDENT VISA	1,727	8.7 %
4. PAROLEE VISA	29	0.1 %
5. STUDENT VISA	250	1.3 %
6. OTHER VISA	228	1.1 %
7. NO VISA	74	0.4 %
8. NO INFORMATION ON FILE	71	0.4 %
TOTAL	19,867	

ENROLLMENT DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
1. FIRST TIME ANY COLLEGE	1,758	8.8 %
2. MSAC CONTINUING	13,466	67.8 %
3. RETURNING AFTER A BREAK	2,170	10.9 %
4. TRANS. WITH NO PRIOR MSAC	1,835	9.2 %
5. TRANSFER WITH PRIOR MSAC	410	2.1 %
6. HIGH SCHOOL STUDENT	228	1.1 %
7. NO INFORMATION ON FILE	0	0.0 %
TOTAL	19,867	

EDUCATIONAL GOAL DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
1. BACHELOR DEGREE	5,778	29.1 %
2. BOTH ASSOCIATE - BACHELOR	3,629	18.3 %
3. A.S. DEGREE ONLY	1,921	9.7 %
4. A.A. DEGREE ONLY	2,029	10.2 %
5. CERTIFICATE PROGRAM	1,152	5.8 %
6. JOB SKILL	1,930	9.7 %
7. HIGH SCHOOL DIPLOMA	229	1.2 %
8. OTHER	3,199	16.1 %
9. NO INFORMATION ON FILE	0	0.0 %
TOTAL	19,867	

STUDENT SUMMARY REPORT (SAPP1500)

Provides statistical information for the student population, including distribution by: zip code, gender, age, educational goal, academic level, ethnicity, high school completed and received, special benefits requested and received, financial aid requested and received, high school district, college district, and declared major. The information in each category is then summarized into a percentage breakdown by gender, ethnic, and age groups.

MT SAN ANTONIO COLLEGE
STUDENT SUMMARY REPORT FOR SPRING 1988

ACADEMIC LEVEL DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
1. LESS THAN 30 SEMESTER UNITS	13,069	65.8 %
2. 30.00 TO 59.0 UNITS	3,721	15.2 %
3. OVER 60.0 UNITS, NO DEGREE	1,098	5.5 %
4. AA/AS DEGREE	1,493	7.5 %
5. BA/BS DEGREE OR HIGHER	1,186	6.0 %
6. NO INFORMATION ON FILE	0	0.0 %
TOTAL	19,867	

ETHNIC BACKGROUND DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
1. AMERICAN INDIAN	202	1.0 %
2. ASIAN/PACIFIC ISLANDS	1,734	8.7 %
3. NEGRO/BLACK	1,506	7.6 %
4. CAUCASIAN/WHITE	10,581	53.3 %
5. MEX-AMER./PUERTO RICAN/LAT.	4,865	24.5 %
6. FILIPINO	732	6.7 %
7. UNDECLARED	247	1.2 %
TOTAL	19,867	

HIGH SCHOOL DIPLOMA/CERTIFICATE DIST.

CATEGORY	NUMBER	PERCENTAGE
1. HIGH SCHOOL	16,589	83.5 %
2. G.E.O.	686	3.5 %
3. CERTIFICATE OF EQUIVALENCY	79	0.4 %
4. CERT. OF H.S. PROF. EXAM	230	1.2 %
5. CERTIFICATE OF COMPLETION	105	0.5 %
6. FOREIGN DIPLOMA OR CERT.	1,106	5.6 %
7. NO HIGH SCHOOL DIPLOMA	1,022	5.1 %
8. NO INFORMATION ON FILE	50	0.3 %
TOTAL	19,867	



SAMPLE REPORT

Retention and GPA Ethnic Detail Report HUMANITIES AND SOCIAL SCIENCES DIVISION ENGLISH

ENGL-68 - ENGLISH, WRITING

Spring 1987, Classes: 52, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	3	1	0	19	32	10	1	0	0	44	0	17	2.23
Amer Ind	1	0	0	3	5	1	2	0	0	3	0	2	1.82
Asian	23	7	7	33	27	6	2	0	0	42	0	32	1.82
Hispanic	13	7	19	82	113	28	30	0	0	112	0	30	2.18
White	27	4	61	175	183	58	31	0	0	172	0	82	2.40
Filipino	0	1	2	15	17	0	0	0	0	17	0	7	2.18
Undeclared	0	0	0	0	0	0	0	0	0	0	0	2	2.22
All Ethnic	70	20	83	330	384	88	89	0	0	383	0	186	2.30

Spring 1988, Classes: 78, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	3	1	0	32	39	18	11	0	0	61	0	25	2.07
Amer Ind	0	0	1	4	5	1	1	0	0	3	0	3	2.25
Asian	13	3	5	25	44	11	9	0	0	33	0	31	2.09
Hispanic	14	8	34	111	167	50	50	0	0	322	0	126	2.49
White	29	11	89	228	228	38	49	0	0	321	0	126	2.49
Filipino	1	0	2	15	26	4	2	0	0	11	0	4	2.22
Undeclared	1	0	0	0	0	0	0	0	0	1	0	1	2.08
All Ethnic	61	24	149	418	518	123	113	0	0	708	0	323	2.28

Spring 1988, Classes: 88, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	0	1	5	42	49	11	17	1	0	62	0	37	2.06
Amer Ind	0	0	2	2	5	2	4	0	0	13	0	4	1.73
Asian	12	4	10	44	54	19	5	0	0	58	0	45	2.27
Hispanic	6	5	37	147	184	57	45	1	0	284	0	116	2.18
White	8	0	78	203	162	44	51	0	0	307	0	133	2.36
Filipino	0	0	0	0	0	0	0	0	0	31	0	1	1.80
Undeclared	0	0	0	0	0	0	0	0	0	0	0	1	1.80
All Ethnic	24	10	138	470	477	145	127	1	0	781	0	388	2.25

Fall 1987, Classes: 80, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	3	1	0	33	57	15	12	0	0	40	0	30	2.10
Amer Ind	0	0	3	4	6	0	13	0	0	51	0	33	2.25
Asian	27	2	8	44	41	8	12	0	0	51	0	33	2.22
Hispanic	12	4	32	128	178	58	42	0	0	214	0	84	2.13
White	27	4	148	228	318	74	82	0	0	308	0	183	2.43
Filipino	1	0	0	25	38	12	2	0	0	24	0	13	2.31
Undeclared	1	0	0	0	0	0	0	0	0	0	0	2	2.07
All Ethnic	72	11	225	532	640	167	151	0	0	683	0	326	2.30

Fall 1988, Classes: 83, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	2	0	13	53	10	17	0	0	0	56	0	30	2.43
Amer Ind	1	0	2	8	8	0	16	0	0	46	0	38	2.27
Asian	12	2	16	38	19	84	63	0	0	255	0	105	2.15
Hispanic	13	5	17	118	181	61	75	4	0	321	0	156	2.40
White	11	1	108	330	337	61	10	0	0	28	0	15	2.14
Filipino	1	0	4	4	12	1	1	0	0	0	0	12	2.41
Undeclared	1	0	0	0	0	0	0	0	0	0	0	2	2.28
All Ethnic	33	8	200	689	678	155	180	4	0	713	0	351	2.28

Fall 1988, Classes: 89, Elig Req: E-30

	CR	MC	A	B	C	D	F	I	IP	W	WF	GPA	Retention Rate
Black	4	2	14	38	66	22	15	1	0	48	0	38	2.00
Amer Ind	1	0	2	4	3	0	4	0	0	10	0	3	1.84
Asian	9	1	3	43	37	8	3	0	0	39	0	36	2.37
Hispanic	22	8	97	272	337	64	61	3	0	288	0	111	2.15
White	2	0	8	27	31	20	5	0	0	18	0	14	2.10
Filipino	0	0	0	0	0	0	0	0	0	0	0	3	1.70
Undeclared	0	0	0	0	0	0	0	0	0	0	0	278	2.26
All Ethnic	45	17	133	525	538	172	135	0	0	572	0	278	2.26

Eligibility prerequisites for ENGL 68, ENGL 1A, or MATH 51 were established beginning Fall 1987.

MT. SAN ANTONIO COLLEGE SEMESTER COMPARISON OF

	Fall 1986	Spring 1987	Fall 1987	Spring 1988	Fall 1988	Spring 1989
GROUP 1 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated	3,228 65% 0 0 1,202 52% 0 0	2,333 (72%) 73% 9 8 368 (31%) 61% 0 5	1,876 (79%) 77% 1 7 99 (27%) 67% 0 0	1,581 (86%) 77% 64 20 52 (53%) 71% 6 7	1,203 (76%) 77% 7 0 32 (62%) 60% 1 1	1,032 (86%) 74% 118 16 30 (94%) 63% 4 1
GROUP 2 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated		1,318 58% 2 0 925 51% 0 0	839 (64%) 72% 0 0 123 (13%) 70% 0 0	685 (82%) 70% 13 10 78 (64%) 69% 3 4	518 (76%) 73% 10 2 54 (69%) 64% 0 0	453 (87%) 74% 30 10 31 (57%) 86% 4 0
GROUP 3 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated			3,394 63% 0 0 783 57% 0 0	2,437 (72%) 72% 5 10 253 (32%) 65% 0 3	1,868 (77%) 75% 1 0 105 (42%) 67% 0 0	1,584 (85%) 76% 38 10 61 (56%) 72% 2 3
GROUP 4 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated				1,738 56% 1 0 492 53% 0 0	891 (51%) 68% 0 0 88 (18%) 55% 0 0	710 (80%) 73% 13 8 48 (52%) 59% 0 0

DEFINITIONS:

Matriculated Students are students subject to matriculation who participated in one or more matriculation components--Assessment, Orientation, Counseling/Advisement, and Follow Up.

Non Matriculated Students are students subject to matriculation who did not participate, except for Admissions.

MATRICULATED AND NON MATRICULATED STUDENTS

Fall 1989	Spring 1990	Fall 1990	Spring 1991	Fall 1991	Spring 1992	Fall 1992
775 (75%) 72% 47 6	678 (88%) 72% 90 9					
22 (73%) 67% 1 0	17 (77%) 42% 0 0					
340 (75%) 73% 18 2	314 (92%) 70% 27 6					
16 (52%) 65% 0 0	12 (75%) 64% 0 0					
1,229 (78%) 75% 3 7	1,079 (88%) 75% 58 8					
30 (49%) 54% 0 0	22 (73%) 73% 0 0					
567 (80%) 73% 2 8	501 (88%) 69% 19 0					
15 (33%) 61% 0 0	15 (100%) 70% 0 0					

(LMPD2/matriculate / 10-80)



MT. SAN ANTONIO COLLEGE SEMESTER COMPARISON OF

	Fall 1988	Spring 1989	Fall 1989	Spring 1990	Fall 1990	Spring 1991
GROUP 5 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated	3,690 63% 0 0	2,582 (70%) 70% 7 12	1,539 (75%) 75% 1 0	1,653 (85%) 74% 20 5		
Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated	555 57% 0 0	159 (29%) 67% 0 2	58 (37%) 70% 0 0	36 (62%) 71% 0 0		
GROUP 6 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated		1,801 54% 0 0	925 (51%) 68% 0 1	753 (81%) 72% 9 2		
Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated		484 57% 0 0	71 (15%) 63% 0 0	37 (52%) 60% 0 0		
GROUP 7 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated			4,111 61% 0 0	2,854 (69%) 66% 3 0		
Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated			528 62% 0 0	141 (27%) 77% 0 0		
GROUP 8 Matriculated students % units completed by matriculated Degrees earned by matriculated Certificates earned by matriculated						
Non matriculated students % units completed by non matriculated Degrees earned by non matriculated Certificates earned by non matriculated						

DEFINITIONS:

Matriculated Students are students subject to matriculation who participated in one or more matriculation components--Assessment, Orientation, Counseling/Advisement, and Follow Up.

Non Matriculated Students are students subject to matriculation who did not participate, except for admissions.

(IMP027/matric102 / 10-90)



SAMPLE REPORT

ATTENDANCE REPORT BY DIVISION ALL GRADED CLASSES

FALL 1985
PAGE 1

SATP560G
05/30/86, 8:51:45
MT. SAN ANTONIO COLLEGE

TICKET COURSE TITLE NUMBER MSAC NO. UNITS INSTRUCTOR S.CNT ADA TYPE COURSE FTE AVG CH/ATT ADA

ACCOUNTING AND FINANCE

BUSINESS, ACCOUNTING

0667-02	ACCOUNTING MATHEMATICS	11	0502-1	3-00	GENTRY, RUSSELL L	38	MSCH	0.200000000	103.5	3-143		
0667-03	ACCOUNTING MATHEMATICS	11	0502-1	3-00	GOSSAGE, LOYCE C	29	MSCH	0.200000000	72.0	2-186		
0667-04	ACCOUNTING MATHEMATICS	11	0502-1	3-00	GOSSAGE, LOYCE C	35	MSCH	0.200000000	90.0	2-733		
0667-51	ACCOUNTING MATHEMATICS	11	0502-1	3-00	FELLOWS, RICHARD C	36	MSCH	0.200000000	103.5	3-143		
0667-52	ACCOUNTING MATHEMATICS	11	0502-1	3-00	SIX, GENE D	38	MSCH	0.200000000	97.5	2-961		
0667-53	ACCOUNTING MATHEMATICS	11	0502-1	3-00	PHILLIPSEN, JAMES K	27	MSCH	0.200000000	73.5	2-232		
0667-54	ACCOUNTING MATHEMATICS	11	0502-1	3-00	FOX, BARRY L.	25	MSCH	0.200000000	77.5	2-050		
0667-55	ACCOUNTING MATHEMATICS	11	0502-1	3-00	SUBEL, ARTHUR F.	20	DSCH	0.200000000	1080.0	1-874		
TOTAL - W.S.C.H. HRS=						607.5	ADA=	18.448	WCH=	6.00	STUDENTS=	228
TOTAL - D.S.C.H. HRS=						1080.0	ADA=	1.874	WCH=	6.00	STUDENTS=	20

0682-01	BUSINESS MATHEMATICS	68	0502-1	3-00	ROSENER, WILFORD P	32	MSCH	0.200000000	81.0	2-660		
0682-03	BUSINESS MATHEMATICS	68	0502-1	3-00	GOSSAGE, LOYCE C	35	MSCH	0.200000000	93.0	2-824		
0682-04	BUSINESS MATHEMATICS	68	0502-1	3-00	GOSSAGE, LOYCE C	33	MSCH	0.200000000	96.0	2-915		
0682-05	BUSINESS MATHEMATICS	68	0502-1	3-00	MC MULLEN, MARLENE J	22	MSCH	0.200000000	63.0	1-913		
0682-06	BUSINESS MATHEMATICS	68	0502-1	3-00	DEWLET, DENNIS D	34	MSCH	0.200000000	97.5	2-961		
0682-07	BUSINESS MATHEMATICS	68	0502-1	3-00	GOSSAGE, LOYCE C	27	MSCH	0.200000000	75.0	2-277		
0682-51	BUSINESS MATHEMATICS	68	0502-1	3-00	HULFIELO, CLEVELAND	34	MSCH	0.200000000	88.5	2-687		
0682-52	BUSINESS MATHEMATICS	68	0502-1	3-00	BRITTAIN, PAUL JOSEPH	33	MSCH	0.200000000	94.5	2-870		
0682-53	BUSINESS MATHEMATICS	68	0502-1	3-00	PATE, JAMES E	36	MSCH	0.200000000	99.0	3-006		
0682-54	BUSINESS MATHEMATICS	68	0502-1	3-00	BRITTAIN, PAUL JOSEPH	31	MSCH	0.200000000	79.5	2-414		
TOTAL - W.S.C.H. HRS=						867.0	ADA=	26.327	WCH=	3.00	STUDENTS=	317
TOTAL - D.S.C.H. HRS=						1080.0	ADA=	1.874	WCH=	6.00	STUDENTS=	20

0683-01	BUSINESS MATH-MIS	68A	0502-1	1-00	ROSENER, WILFORD P	37	AHA	0.066666666	294.3	0-561		
TOTAL - S.T. ATT HRS=						294.3	ADA=	0.561	WCH=	3.00	STUDENTS=	37
TOTAL - D.S.C.H. HRS=						1080.0	ADA=	1.874	WCH=	6.00	STUDENTS=	20

0684-01	BUSINESS MATH-MIS	68B	0502-1	1-00	ROSENE							
TOTAL - S.T. ATT HRS=						372.0	ADA=	0.709	WCH=	3.00	STUDENTS=	37

0685-01	BUSINESS MATH-MIS	68C	0502-1	1-00	ROSENE							
TOTAL - S.T. ATT HRS=						51.9	ADA=	0.099	WCH=	3.00	STUDENTS=	37

ATTENDANCE REPORT BY DIVISION - ALL GRADED CLASSES (SATP5600)

Provides breakdown of attendance information (student count, ADA type, course FTE, average contact hours/attendance, ADA generated) for each ticket/section number, summaries of this information for each course, and summaries of each course group (subheader) within the division.

SATP560G
05/30/86, 8:51:45
MT. SAN ANTONIO COLLEGE

ATTENDANCE REPORT BY DIVISION
ALL GRADED CLASSES

FALL 1985
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TICKET	COURSE TITLE	NUMBER	MSAC NO.	UNITS	INSTRUCTOR	S.CNT	ADA TYPE	COURSE FTE	AVG CH/ATT	ADA
2406-51	PUBLIC RELATIONS	68	0506.6	3.00	DEEBLE, STEVE WALTER	21	WSCH	0.200000000	61.5	1.868
	TOTAL - W-S-C-H. HRS=	61.5	ADA=	1.868	WCH= 3.00, WEEKS=18,	STUDENTS= 21	WSCH	0.200000000	61.5	1.868
2611-51	SMALL BUSINESS-MONEY MGT	70	0506.6	3.00	VILTER, EDWIN JOHN	18	WSCH	0.200000000	45.0	1.366
	TOTAL - W-S-C-H. HRS=	45.0	ADA=	1.366	WCH= 3.00, WEEKS=18,	STUDENTS= 18	WSCH	0.200000000	45.0	1.366
2954-51	USING MICRO-SMALL BUS MGMT	40	0506.6	3.00	BARNHART, PHILIP K	30	WSCH	0.200000000	73.5	2.232
	TOTAL - W-S-C-H. HRS=	73.5	ADA=	2.232	WCH= 3.00, WEEKS=18,	STUDENTS= 30	WSCH	0.200000000	73.5	2.232

SUBHEADER TOTAL - W-S-C-H. HRS= 4591.5, ADA= 139.427, CLASSES= 51, STUDENTS= 1660
 SUBHEADER TOTAL - D-S-C-H. HRS= 1452.0, ADA= 1.260, CLASSES= 1, STUDENTS= 17
 SUBHEADER TOTAL - CIS/WE HRS= 1837.5, ADA= 3.500, CLASSES= 1, STUDENTS= 35

TOTAL SUBHEADER ADA = 144.187

DEPARTMENT TOTAL - W-S-C-H. HRS= 4591.5, ADA= 139.427, CLASSES= 51, STUDENTS= 1660
 DEPARTMENT TOTAL - D-S-C-H. HRS= 1452.0, ADA= 1.260, CLASSES= 1, STUDENTS= 17
 DEPARTMENT TOTAL - CIS/WE HRS= 1837.5, ADA= 3.500, CLASSES= 1, STUDENTS= 35

TOTAL DEPARTMENT ADA = 144.187



**MT. SAN ANTONIO COLLEGE
QUESTIONNAIRE FOR CSU TRANSFER STUDENTS**

Please answer the following questions as to what degree the faculty or instructional programs listed below were important in helping you to reach your academic goals at MSAC or CSU. Circle the number by each statement that corresponds to the category of importance below.

	<u>Very Important</u>	<u>Important</u>	<u>Not Too Important</u>	<u>Unimportant</u>	
	4	3	2	1	
					<u>MSAC</u>
					<u>CSU Campus Attended</u>
Faculty providing advice and helping me develop my educational goals.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty knowledge of subject.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty who were well organized.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty who were concerned and responsive to student needs.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty providing pertinent job-related information.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty providing contacts with career professionals in my field.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty who renewed my confidence and self-esteem.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Being able to repeat a course.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Being able to drop a course.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Internship/work experience related to my major.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Faculty giving me a class syllabus.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Clear deadlines for class assignments.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
CSU overseas study programs.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Research opportunity--off campus study.				4 - 3 - 2 - 1	4 - 3 - 2 - 1
Other (Please list below.)				4 - 3 - 2 - 1	4 - 3 - 2 - 1