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ABSTRACT

This document contains the 2000-2001 issues of Mt. San Antonio College's (Mt. SAC's) "Insights on the College." The first issue, "Mt. SAC Progress Report on Partnership for Excellence Goals," is a report on the self-assessment of the Partnership for Excellence (PFE) program conducted by Mt. SAC. The PFE program addresses the goal of the community college's mission along with more direct emphasis on transfer programs, degrees and certificates awarded, student course completion, workforce development, and basic skills improvement. The second issue, "IPEDS Surveys Update," details the Integrated Postsecondary Education Data System (IPEDS) at Mt. SAC. IPEDS consists of several survey components submitted at the institutional level at various times throughout the year, which include: (1) fall enrollment; (2) salaries, tenure, and fringe benefits of full-time instructional faculty; (3) graduation rate survey; and (4) student financial aid. The third issue, "1998 Alumni: Two-Year Post-Graduation," highlights a December 2000 survey of graduates. The survey focuses on demographics, satisfaction levels, student services, employment after Mt. SAC, and former students' greatest challenge while at Mt. SAC. The survey instrument is attached. (AA)

Insights on the College, 2000-2001.

Michael A. Dowdle

Barbara Silverman

Volume 12, Numbers 1-3

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INSIGHTS

on the college

Research and Resource Development

August 2000

Michael A Dowdle

Volume 12, No. 1

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Mt. SAC PROGRESS REPORT ON PARTNERSHIP FOR EXCELLENCE GOALS

The purpose of Partnership for Excellence (PFE) goals are to increase the numbers or to improve the percentages on five broad measures of student outcome performance and/or institutional performance. The five goals and sub-goals were developed with 1995-96 as the base year and with 2005-06 as the target year.

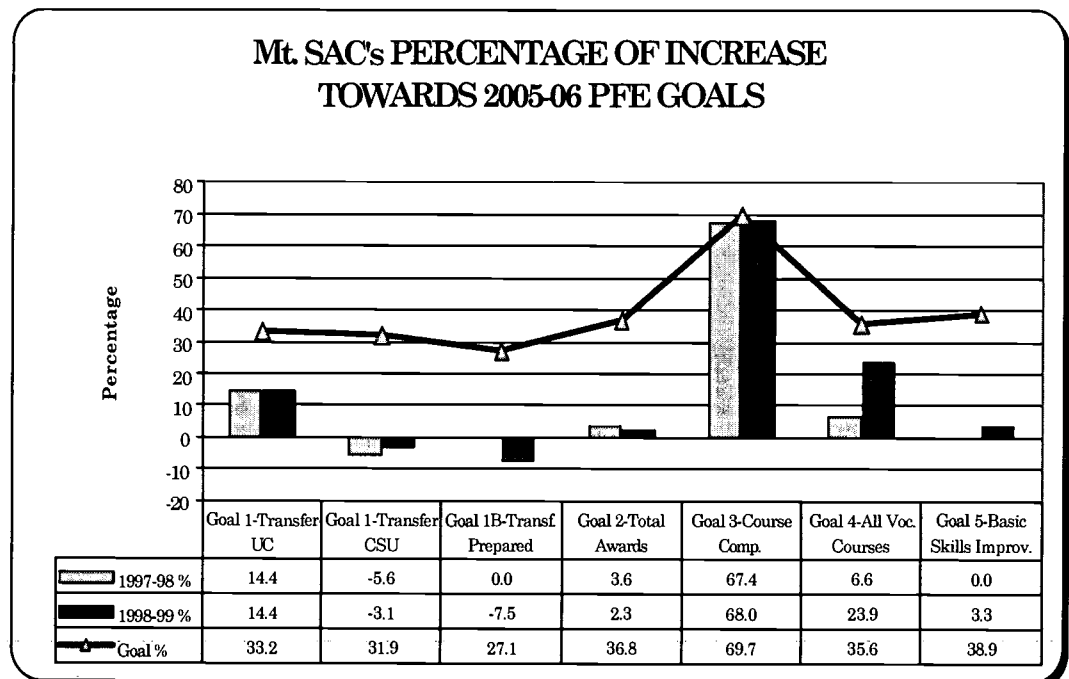
PFE goals are concerned with: (1) increasing the number of transfers from community colleges to baccalaureate institutions, including CSU, UC, independent, and out-of-state colleges and universities, with a sub-goal of increasing the number of students who are transfer prepared; (2) increasing the number of degrees and certificates awarded; (3) increasing the overall rate of successful course completions with specific goals for transferable, vocational, and basic skills courses; (4) increasing workforce development activities through successful course completion in apprenticeship courses, advanced-level vocational courses, and introductory vocational courses, with sub-goals for increasing the number of California businesses and employees benefiting from training through contract education and in the number of individuals receiving fee-based job training; and (5) increasing the number of students completing coursework at least one level above their prior basic skills enrollment.

This issue of *INSIGHTS* is a report on Mt. San Antonio College's progress in each of the five goal areas. The California Community Colleges Chancellor's Office (CCCCO) published *System Performance on Partnership for Excellence Goals, District and College Baseline Data 1996-97, 1997-98, and 1998-99* in June 2000. All data included in this issue of *INSIGHTS* was attained from that report and the March 1999 CCCCCO *FACT BOOK, District and College Baseline Data 1995-96, 1996-97, and 1997-98*.

From 1997-98 to 1998-99, Mt. San Antonio's progress toward the 2005-06 *Partnership* goals was achieved in all but one goal area and one sub-goal area. The highlights of Mt. SAC's progress is as follows:

- A decrease in Goal 1B (a sub-goal of Goal 1), the number of Mt. SAC students who were transfer prepared, from 2,060 to 1,905 (see page 4).
- An increase in the number of CSU transfer students (Goal 1), from 987 to 1,014 (see page 3).
- A slight decrease in the total Degrees and Certificates (Goal 2) awarded, from 1,319 to 1,302. Although the number of certificates increased from 256 to 291, a drop in the number of AA/AS Degrees awarded (from 1,063 to 1,011) accounts for the total award decline (see page 5).
- An increase in Goal 4 (Workforce Development). The number of successful course completions in introductory vocational courses (S.A.M. code "C") shows a healthy rise from 7,476 to 9,855. This exceeds the proposed 2005-06 code "C" goal of 8,460 completed introductory vocational courses (see page 7).

PFE goals are stated using raw numbers to determine baseline and goal data. From these raw numbers, increases can be expressed in percentages. The figure to the right shows Mt. SAC's percentage of increase for each of the five PFE goals (and Goal 1 sub-goals).



The following pages provide, in graphic form, a summary of the progress that has been achieved to date in each of the Partnership for Excellence goal areas. A statement outlining each of the PFE Goals, statewide, accompanies each graphic figure. Mt. SAC's goal numbers are contained in brackets [] within each statement.

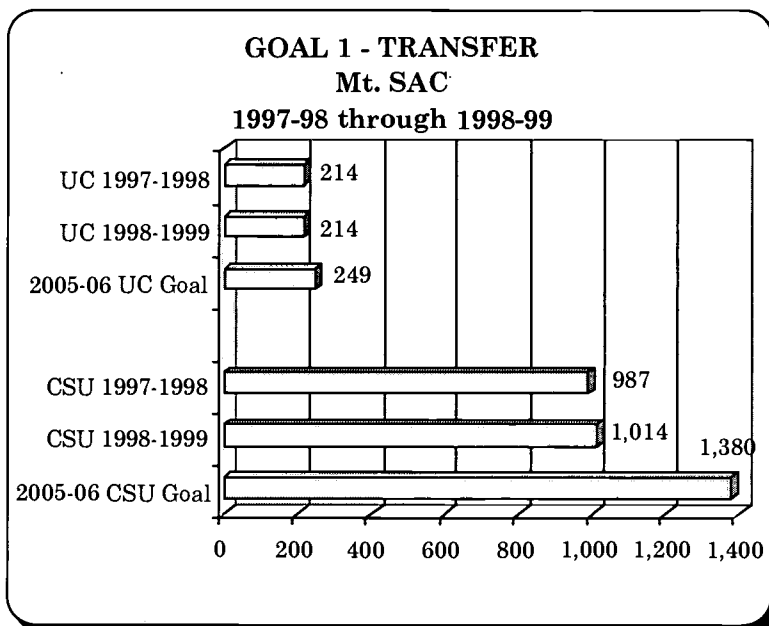
The first figure on each page reflects Mt. SAC's status in 1997-98 and 1998-99 as well as the relationship of that status to the 2005-06 goal. The second table or figure on each page represents Mt. SAC's and its benchmark colleges' status and their relationship to the 2005-06 goal. The figures are based on data contained in *System Performance on Partnership for Excellence Goals* (CCCCO, June 2000) and are provided so that the current status on each of the goals may be easily viewed. Further information can be obtained by contacting Mt. SAC's Research and Resource Development Office or by visiting the Chancellor's Office Partnership for Excellence web-site at <http://www.cccco.edu/cccco/mis/partnership.htm>.

GOAL 1 - TRANSFER

By 2005-06, an increase from 69,574 to 92,500 (33.0%) in the number of students (statewide) who transfer from community colleges to baccalaureate institutions. Specifically:

UC sub-goal: an increase from 10,886 [187] to 14,500 [249] 33.2%
CSU sub-goal: an increase from 48,688 [1,046] to 64,200 [1,380] 31.9%
Independents sub-goal: an increase from 10,000 to 13,800 38.0%

Note: Useful data is not yet available for transfers to independent and out-of-state colleges. Therefore, the data represented in the figure to the right and in the table below do not display the baseline, current, or goal data for transfers to independent and private colleges and universities. Additionally, the overall number of transfers to baccalaureate institutions is not available. Mt. SAC data is contained in brackets [] in the above, and subsequent, goal statements.



GOAL 1 - TRANSFER

Number of Mt. San Antonio College Transfer Students to University of California and the California State University Compared to Benchmarks and CC System

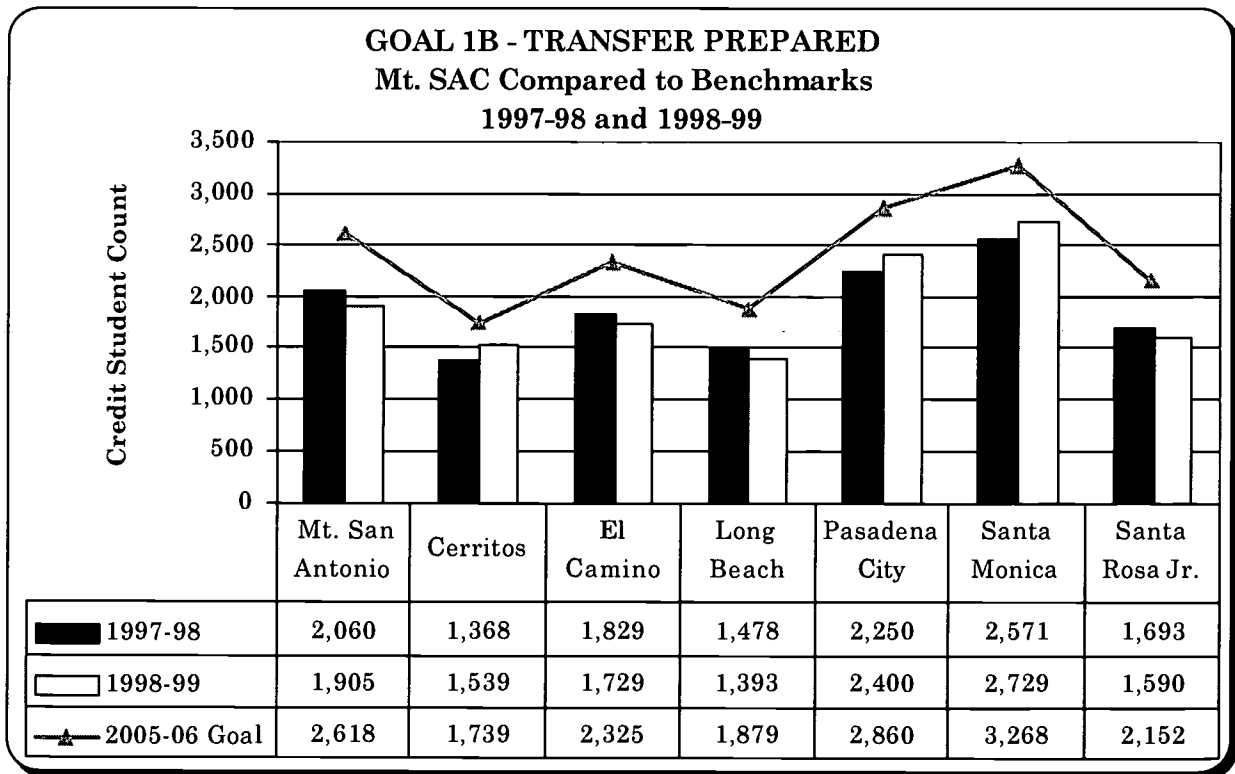
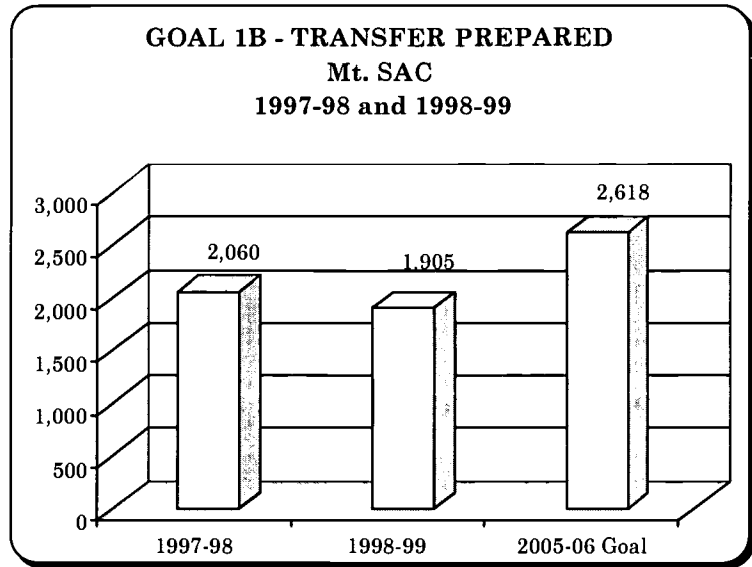
College:	University of California				California State University			
	1996-97	1997-98	1998-99	2005-06 Goal	1996-97	1997-98	1998-99	2005-06 Goal
Mt. San Antonio College	189	214	214	249	1,075	987	1,014	1,380
Cerritos	113	93	73	149	724	639	592	880
El Camino	244	224	210	348	980	845	797	1,240
Long Beach	101	89	69	136	768	641	596	960
Pasadena City	277	241	253	402	1,009	1,013	951	1,360
Santa Monica	601	680	632	887	872	729	802	1,120
Santa Rosa Jr.	171	186	197	225	812	775	817	1,240
All CA CC Total	10,492	10,210	10,161	14,500	48,349	45,546	44,989	64,216

GOAL 1B - TRANSFER PREPARED

An increase in the number of students who are Transfer Prepared from 106,951 [2,060] to 135,935 [2,618].

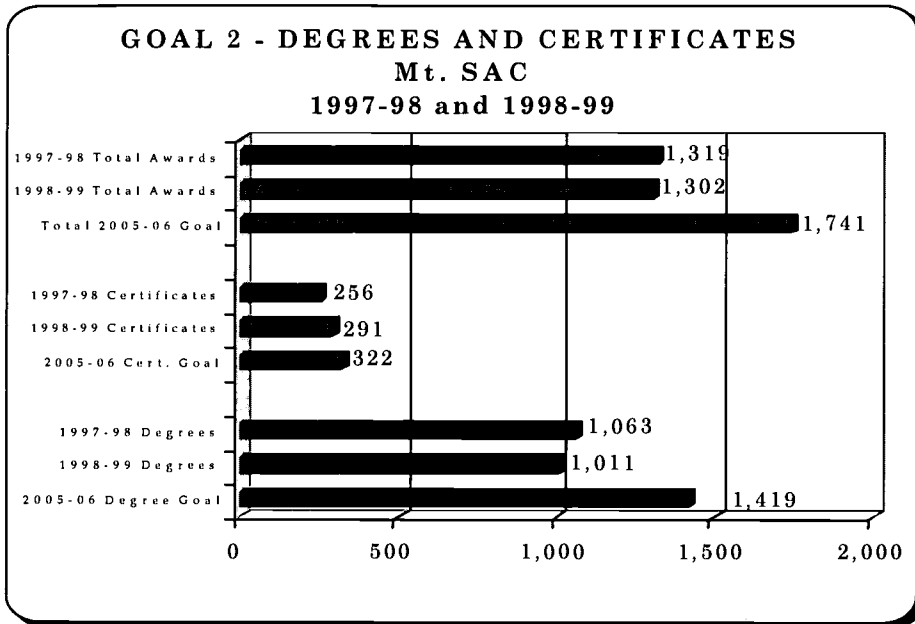
Transfer Prepared is defined as the number of students who earn, within a six-year period, 56 transferable units with a minimum G.P.A. of 2.00.

The goal period for this measure covers eight years (rather than ten years like all other Partnership goals) and results in a projected increase of 27.1 percent.



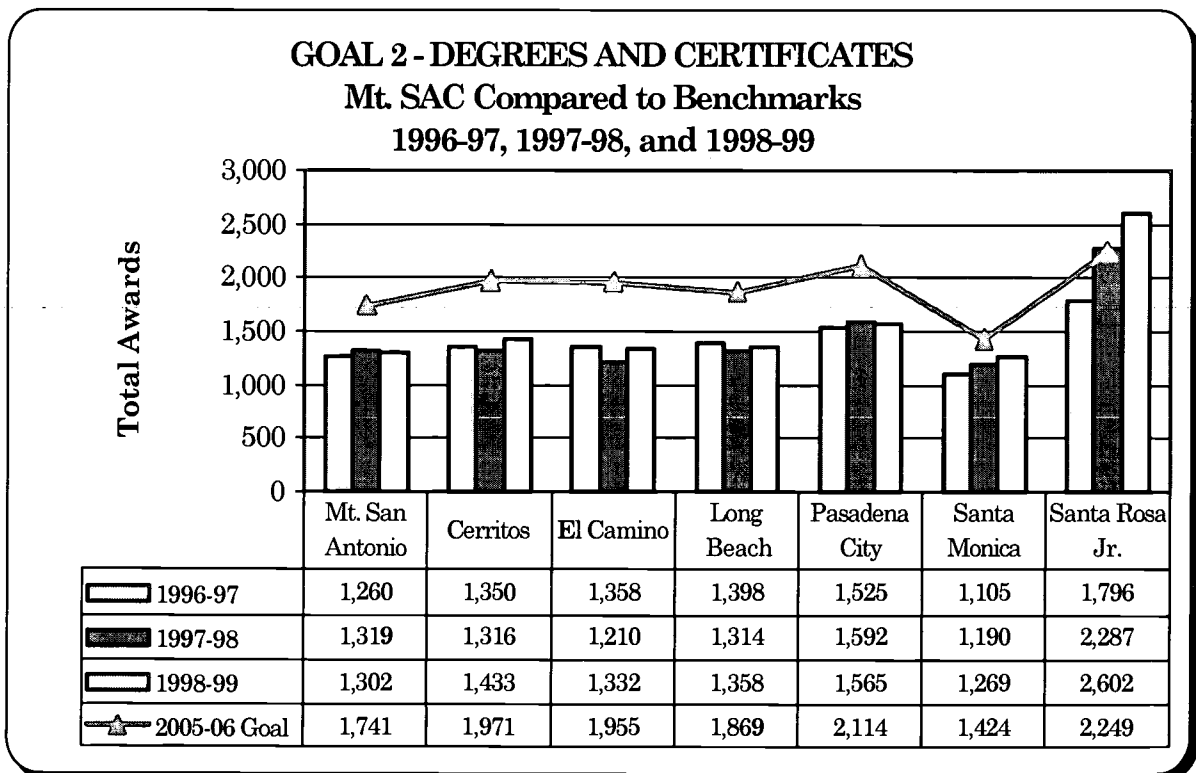
GOAL 2 - DEGREES AND CERTIFICATES

By 2005-06, achieve an increase from 80,799 [1,273] to 110,500 [1,741] (36.8%) in the number of degrees and certificates awarded.



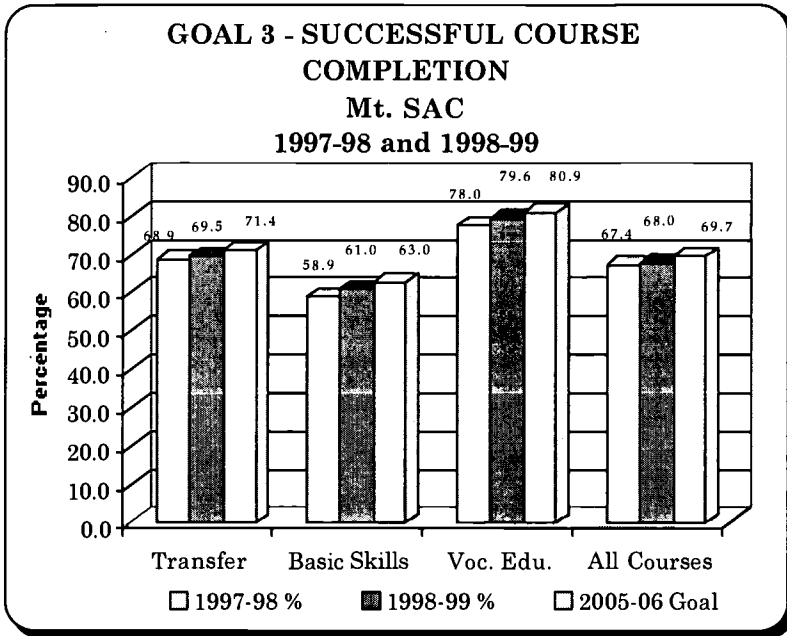
AA/AS Degrees sub-goal:
an increase from 57,076 [1,038]
to 78,000 [1,419]
36.7%

Certificates sub-goal:
an increase from 23,723 [235]
to 32,500 [322]
37.0%



GOAL 3 - SUCCESSFUL COURSE COMPLETION

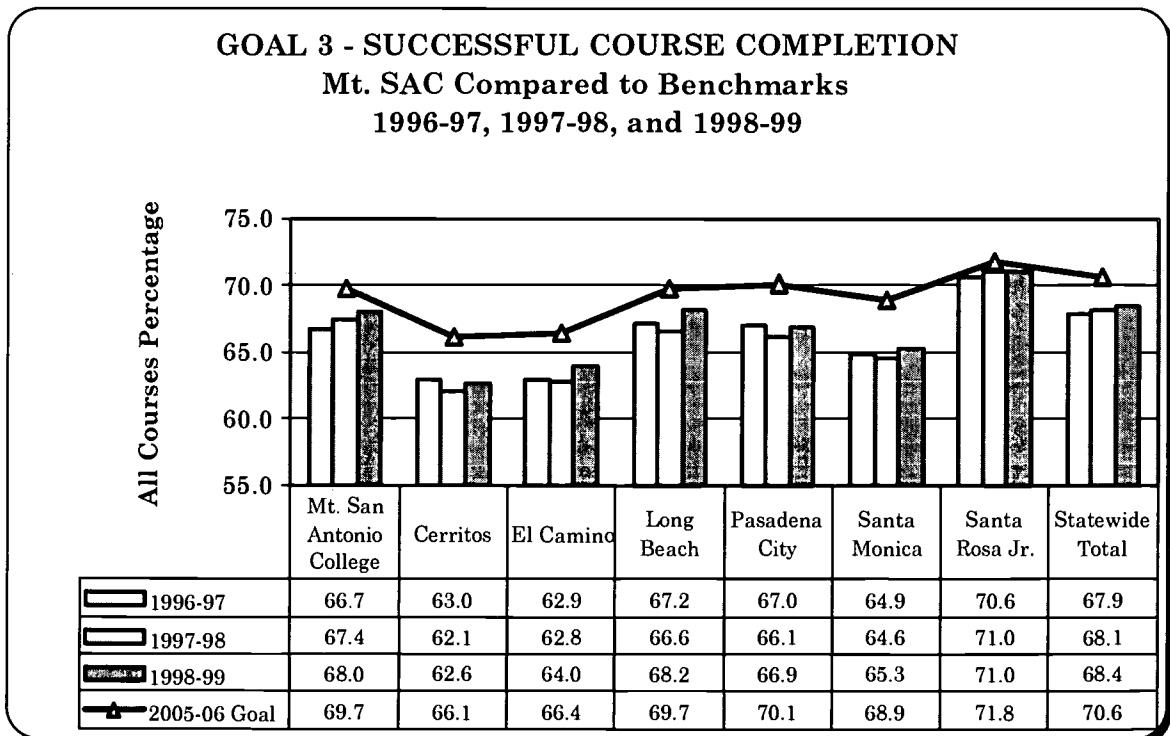
By 2005-06, achieve an increase from 68.1% [67.2%] to 70.6% [69.7%] in the overall rate of successful course completions.



Sub-goal for Transferable Courses:
an increase from 68.3% [68.9%]
to 70.8% [71.4%]

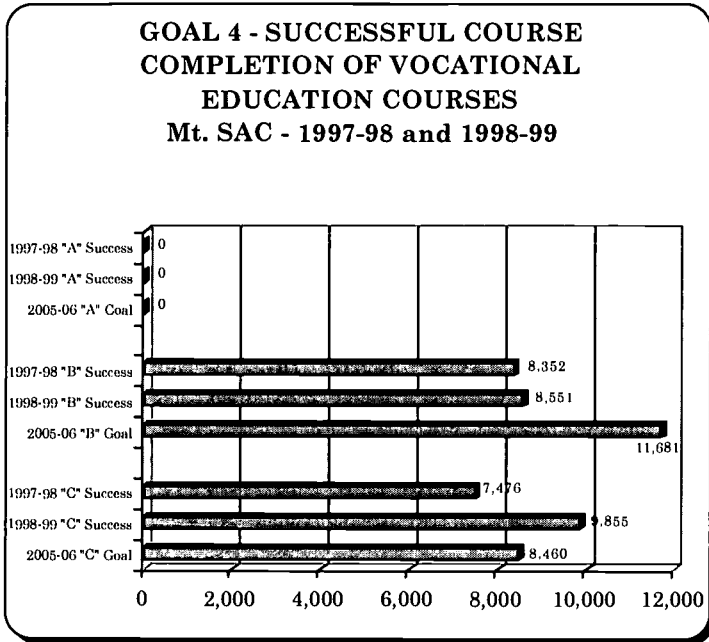
Sub-goal for Basic Skills Courses:
an increase from 60.3% [60.6%]
to 62.5% [63.0%]

Sub-goal for Vocational Courses:
an increase from 77.2% [78.1%]
to 80.0% [80.9%]



GOAL 4 - WORKFORCE DEVELOPMENT

By 2005-06, achieve increases in successful course completion in the following areas:



"A"-Apprenticeship Courses:

from 16,810 [0] to 22,788 [0]
35.6%

"B"-Advanced-level Vocational Courses:

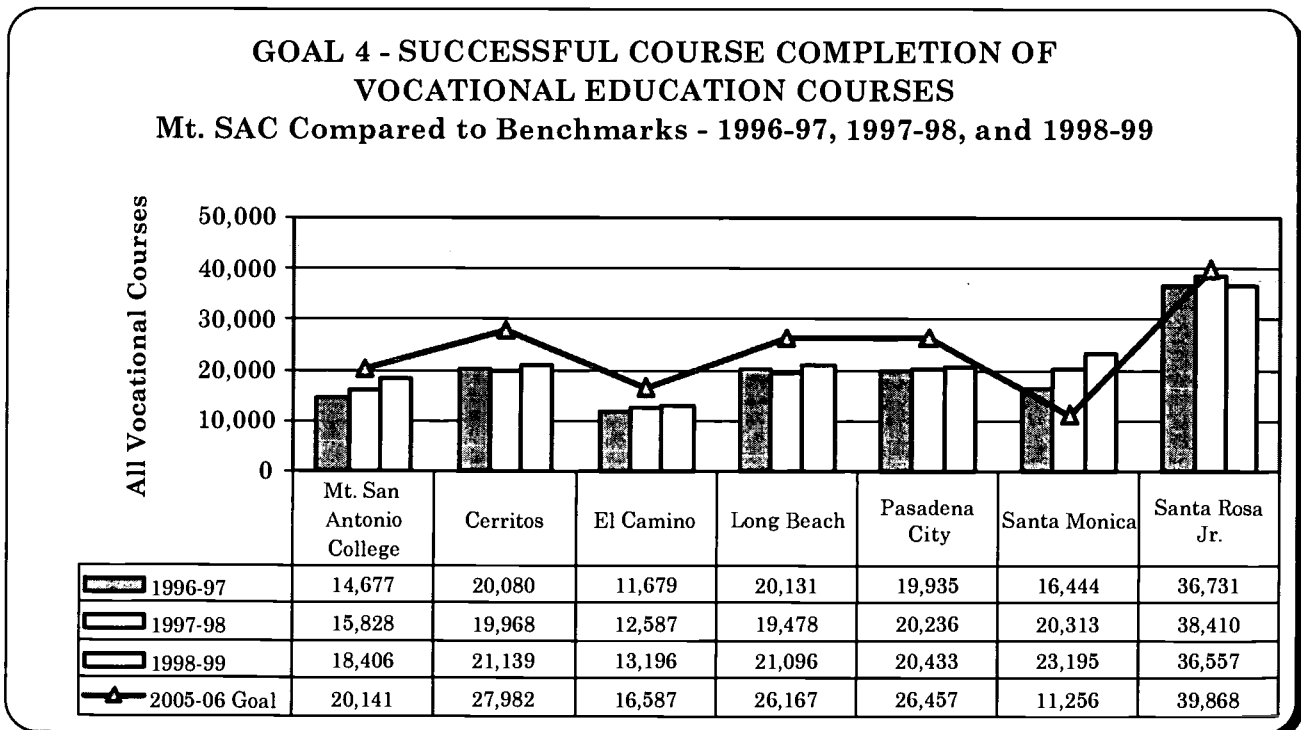
from 242,436 [8,614] to 329,041 [11,681]
35.6%

"C"-Introductory Vocational Courses:

from 684,385 [6,239] to 927,887 [8,460]
35.6%

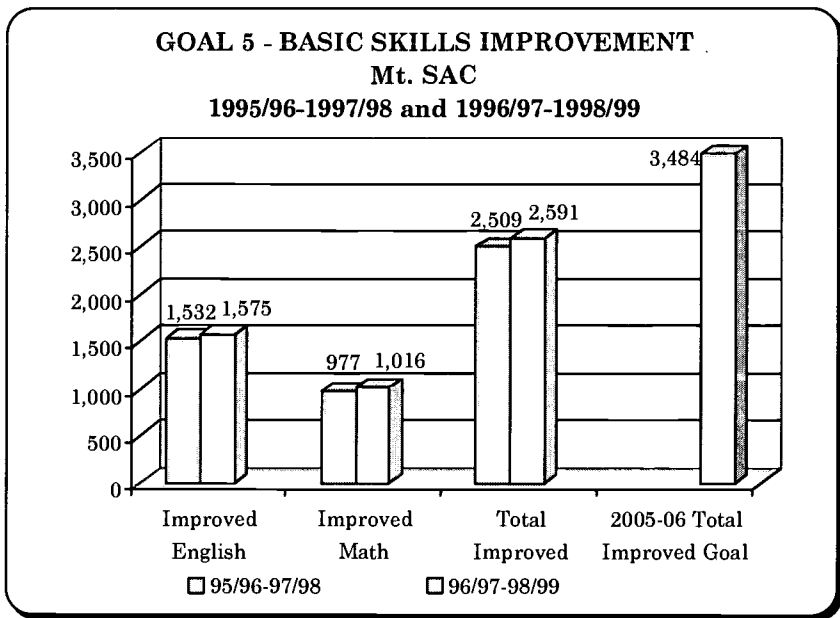
Note: There are additional sub-goals to increase the number of California businesses and employees benefiting from training through contract education and to increase the number of individuals receiving fee-based job training. Data for these sub-goals is not yet available. Mt. SAC does not offer courses with a S.A.M. code of "A" and therefore does not

have data for this area.

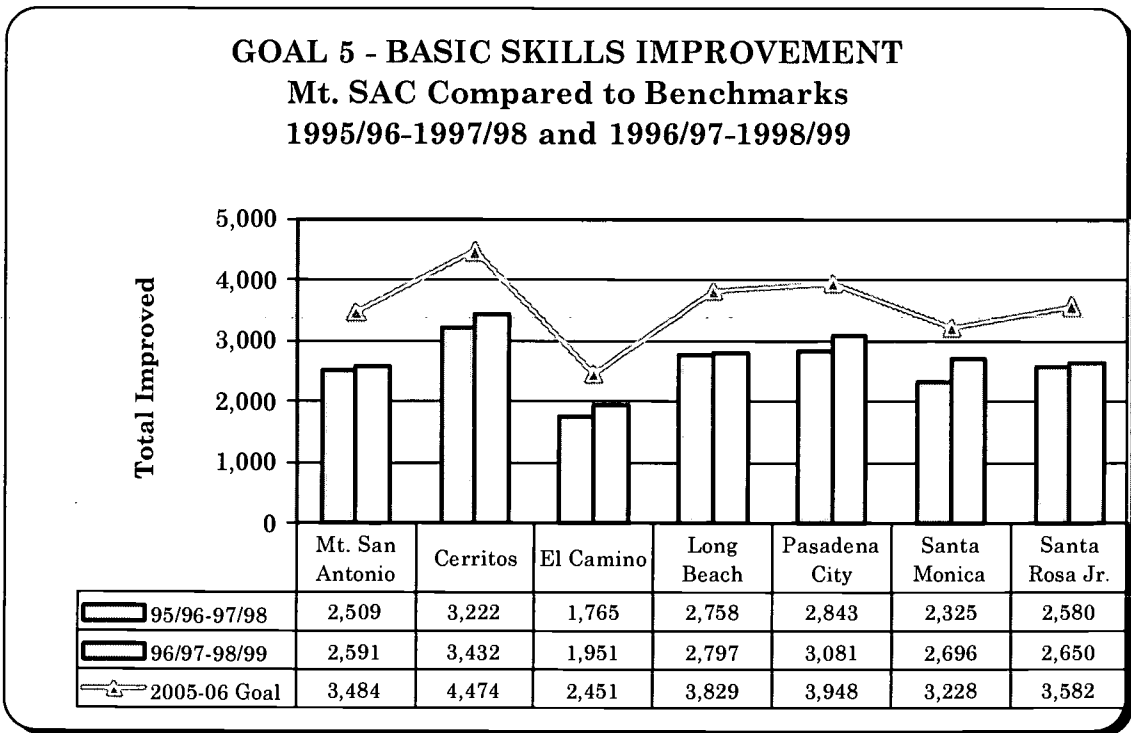


GOAL 5 - BASIC SKILLS IMPROVEMENT

By 2005-06, achieve an increase from 108,566 [2,509] to 150,754 [3,484] (38.9%) in the number of students completing coursework at least one level above their prior basic skills enrollment.



Note: To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in a course with a program code in the same group but which is at a higher level. The higher course must have been completed with a grade of "C" or better. A student is only counted once in mathematics and/or English regardless of how many times they improve.





INSIGHTS

on the college

Research and Institutional Effectiveness

April 2001

Michael A Dowdle

Volume 12, No. 2

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IPEDS Surveys Update

What is IPEDS?

IPEDS (Integrated Postsecondary Education Data System) was originally developed in 1986 to "meet the goals of providing quality data in a timely fashion to policy makers, researchers, and other concerned customers" and "to provide products and services that would facilitate the use of quality data". It was established as a federally mandated data collection system by the National Center for Education Statistics (NCES) for postsecondary institutions nationwide.

IPEDS consists of several survey components submitted at the institutional level at various times throughout the year. These components are:

- **Collected Annually:**
 - Institutional Characteristics
 - Fall Enrollment
 - Completions
 - Financial Statistics
 - Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty
 - Graduation Rate Survey
 - Student Financial Aid
 - Institutional Prices and Student Financial Aid

- **Collected Biennially:**
 - Fall Enrollment, by age, residence, and migration
 - Fall Enrollment in Occupationally-Specific Programs
 - Fall Staff
 - College and University Libraries

In the past, the Bureau of the Census, under an interagency agreement with NCES, carried out all data collection and processing tasks.

Redesign of IPEDS Surveys

To further accomplish the goals of NCES in relation to IPEDS, an internal taskforce, the NCES IPEDS Redesign Taskforce, was created to address several externally mandated changes and additions to IPEDS. Changes in technology for data collection and dissemination, changes in postsecondary education, and new expectations for IPEDS were all pressing for the redesign of the IPEDS system. Specifically, the taskforce's goal was to develop a new IPEDS that would:

- respond to external data requirements (mandates, race/ethnicity requirements, Classification of Instructional Programs (CIP) codes, etc);
- improve the timeliness and quality of IPEDS data;
- ensure the relevance of data;
- increase the efficiency of data collection and utility of data; and
- enhance communication and collaboration with data providers and stakeholders.

After consulting with IPEDS users, IPEDS data providers, representatives from a number of higher education organizations, as well as holding a series of meetings at various conferences, eleven recommendations were provided by the taskforce to carry out the substantial changes necessary to make IPEDS meet the new demands and requirements. These recommendations include which institutions will be required to participate, collection times, new and revised data elements, adoption of new race/ethnicity categories, a framework for reporting employee data and, the most noticeable change, the "use of a Web-based system to collect data with built-in edits and other quality checks to process the data when they are entered into the system" (NCES Taskforce for IPEDS Redesign Final Report, 1999).

Web-based IPEDS

The first use of the new IPEDS web-based data collection system was in summer of 1999 to collect data for the Institutional Prices and Student Financial Aid

(IPSFA) survey. The IPSFA collects data on an institution's name, address, web-site address, student counts for a Student Right-To-Know cohort, student charges and percentages, and average amount of student financial aid received by students in the cohort.

This was the first time no official paper version of the IPEDS survey was available. The only "official" version of the survey was on the data entry screens of the NCES web-site. The web-based IPEDS generally has a window of submission from four to six weeks. This window of submission is a feature of the new system and a departure from the "due date" method of the paper-based IPEDS submissions.

NCES sent letters to the CEO's of colleges asking them to designate a "keyholder" for their institution. An institution's keyholder is responsible for registering the college on the web-based data collection system and has final "locking" responsibilities as well as responsibility for ensuring the accuracy of the data entered into the system. Once the data is locked it is considered submitted and only a call to the IPEDS service center help line will allow the data to be unlocked.

When data is locked in the system, the system runs a series of edit checks to ensure that the data is complete and valid. In the past, edit checks were performed manually after the surveys were sent in to NCES and any problems would have to be corrected then. The new web-based system drastically reduces the time in which the IPEDS survey data can be made available to the public, institutions, or government agencies.

The data collection went well for the "test-run" in Summer 1999. But due to budget constraints for fiscal year 2000, NCES had to drastically cut the data to be collected and reduce the number of collections from three to two for the 2000-01 IPEDS collection. Once again, data collection was entirely web-based.

Peer Analysis System and COOL

In addition to the new web-based data collection system, NCES has introduced two new systems designed to provide the IPEDS data to the public and

institutions. The *IPEDS Peer Analysis System* is a tool to enable a user to easily compare a postsecondary institution of the user's choice, designated as the Lynch Pin institution, to a group of peer institutions. Self-guided tutorials provide a general introduction to the use of the Peer Analysis System. The system generates reports using user-selected IPEDS variables of interest.

College Opportunities On-line (COOL) presents data on prices, financial aid, enrollment, and types of programs to help college students, future students, and parents understand costs and differences between colleges. Access can be gained to both systems by visiting the NCES IPEDS homepage. See the end of this newsletter for the link.

Mt. SAC's IPEDS Status

Mt. SAC's Fall 2000 IPEDS surveys were locked and submitted on November 9, 2000. See below for the components completed in the fall submission. Spring collection has been delayed due to programming problems with the IPEDS web system. Fall data is currently available on the Peer Analysis System. The Office of Research and Institutional Effectiveness also maintains copies of the current the past IPEDS surveys. The reporting timelines for the 2000-01 academic year are as follows:

- **Fall 2000**
 - Institutional Characteristics
 - Completions
- **Spring 2001**
 - Fall Enrollment
 - Financial Statistics
 - Graduation Rate Survey
 - Student Financial Aid
- **NOT Collected in 2000-01**
 - Fall Staff
 - Salaries
 - Libraries - Note: This survey is no longer a part of NCES or IPEDS, and will be collected by another agency.

Although the ultimate data entry, checking, validation, and locking responsibilities still lie with the

colleges/districts, the Chancellor's Office bulk uploads the data for many of the survey components using the colleges/districts MIS data. Following is a list of who is responsible for entering the data for the various IPEDS survey components:

Components completed by CCCCCO:

- Institutional Characteristics (part E only)
- Completions
- Fall Enrollment
- Graduation Rate Survey
- Fall Staff (partial)
- Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty (partial)
- Student Financial Aid

Components completed by districts/colleges:

- Institutional Characteristics (parts not completed by CCCCCO)
- Financial Statistics (parts not completed by CCCCCO)
- Fall Staff (parts not completed by CCCCCO)
- Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty (parts not completed by CCCCCO)
- College and University Libraries

The Future of IPEDS

Some items not collected in 2000-01 may be added in future years if funding becomes available. The Fall Staff Survey and some of the other additions that the Task Force recommended are planned for 2001-02. However, the Faculty Salaries Survey will most likely not be reinstated because the American Association of University Professors (AAUP) will continue to collect and publish faculty salary data.

For more information on IPEDS and the web-based system of data collection visit:

NCES IPEDS Home Page

<http://www.nces.ed.gov/ipeds/index.html>

CCCCO IPEDS Overview Page

<http://www.cccco.edu/cccco/mis/ipeds/overview.htm>



INSIGHTS

on the college

Research and Institutional Effectiveness

June 2001

Barbara Silverman

Volume 12, No. 3

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1998 Alumni: Two-Year Post-Graduation

As one activity to fulfill the objectives of a *Title V Strengthening Institutions Grant* from the Federal Government, the Office of Institutional Advancement surveyed 1,267 graduates from the class of 1998 in December 2000. The survey instrument used was the ACT Alumni Survey¹, which includes national norms. Questions on the survey were sectioned into the following:

- Demographics,
- Continuing education,
- Educational experiences, and
- Employment history.

Additionally, 16 questions related specifically to Mt. SAC were added to the survey in order to provide information on student satisfaction related to services and more detailed questions related to their current employment and transfer status (see end of newsletter, pages 5 and 6, for full text of questions). Alumni were asked to complete the survey, which contained numerous questions related to their satisfaction with their Mt. SAC education as well as their job activities after graduation.

A response rate of 17.8% was achieved (n=225) with an error rate of 6.7% (within reasonable limits for this study).

Demographics

- Most of the 1998 graduates now have their Associate or Bachelor's degree.
- Sixty-four percent were females.
- 30% of the alumni had a current income of greater than \$30,000/year.

¹ The ACT Alumni Survey for 2-year Colleges was used. Nationally, 16,710 students have completed the survey. They represent students from 53 postsecondary two-year colleges between 1992 and 1999. The normative data from this survey represent a composite of the data obtained by a number of institutions that administered the survey to their students between 1992 and 1999. The ACT Alumni Survey consisted of approximately 40 standard questions. Mt. SAC included an additional 16 questions specific to the College.

- More than 75% live within 24 miles of Mt. SAC.
- 28% said that their primary reason for attending Mt. SAC was convenience of location
- 57% are currently employed, while 31% are continuing their education
- 21% attended Mt. SAC for two years, 22% for three years and 17% for four years.
- Over 50% of those who returned their surveys had recently attended a four-year College or University.
- If they had to start over again, 85% said that they would choose to attend Mt. SAC and 63% said that they would choose the same program.
- Just over half (55%) felt that Mt. SAC had prepared them more than adequately for continuing their education.
- Of the 130 Alumni who transferred to a 4-year college/university, 38% felt that the mathematics courses at Mt. SAC had prepared them for the mathematics courses they later took.
- 42% of graduates would be willing to mentor a current Mt. SAC student.

Satisfaction

In general, the highest alumni satisfaction levels were found with the following items (see table).

Table 1. High Satisfaction Levels

Area of HIGH Satisfaction	Class of 1998 Satisfaction ²	National Norm Satisfaction
Mt. SAC in general	86%↑	83%
Variety of courses	85%↑	71%
Quality of instruction in their major area of study	89%↑	78%
Attitude of faculty toward students	77%↑	74%

The following areas had low satisfaction scores. Although the scores were low, in only two cases were the Mt. SAC scores lower than the national norms (see “concern for you as an individual”).

Table 2. Low Satisfaction Levels

Area of LOW Satisfaction	Class of 1998 Satisfaction ³	National Norm Satisfaction
Concern for you as an individual	46.3%↓	59%
Attitude of College non-teaching staff toward students	44%↓	54%

² Symbols indicate how the Mt. SAC satisfaction scores compare to the National Norms. “↑” indicates the Mt. SAC score is higher than the norm. “=” indicates the scores are equivalent. “↓” indicates the Mt. SAC score is below the national norm.

³ 29-38% of the responses were “neutral” (i.e., they were neither satisfied nor dissatisfied).

Area of LOW Satisfaction	Class of 1998 Satisfaction ³	National Norm Satisfaction
Opportunities for personal involvement in campus activities	40%=	40%
Opportunities for student employment	33.3%↑	30%

Student Services

Among the services Mt. SAC offers, Student Services and the Learning Resource Center received the highest satisfaction level at 73%. Forty-two percentage of the alumni felt “very much” that the experience Mt. SAC offered for self-learning was helpful and, likewise, 41% thought that the writing experience they received was quite helpful.

Employment After Mt. SAC

- 59% felt that they were prepared for their current occupation.
- 53% felt that their current occupation was related to their College major.

Problem Areas with First Job After Graduation

- Finding a job that paid enough (55/156; 36%)
- Finding the kind of job I wanted (41/158; 26%)
- Finding a job for which I was trained (36/156; 23%)

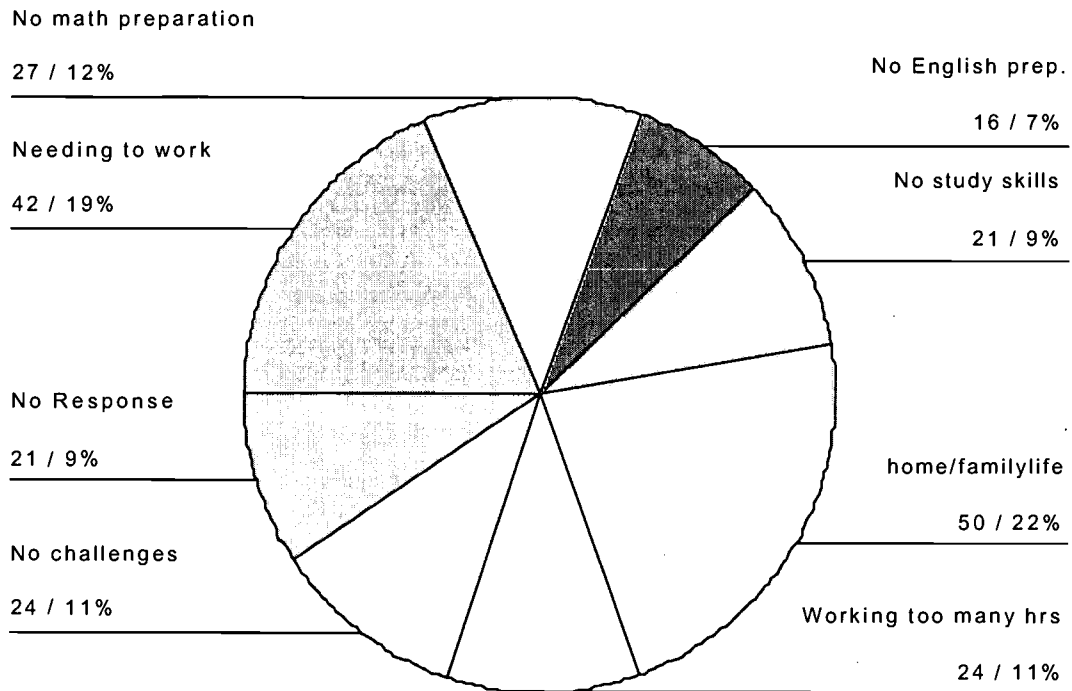
Non-Problem Areas with First Job After Graduation

- Deciding what I wanted to do (98/160; 61%)
- Knowing how to find job openings (92/155; 59%)
- Scheduling interviews (111/156; 71%)
- Writing a resume, Vita, or letter of introduction (103/156; 66%)
- Completing job applications (136/154; 88%)
- Finding a job where I wanted to live (107/154; 70%)
- Race/sex discrimination (134/157; 85%)

Greatest Challenge

When alumni were asked “What was your greatest challenge to your success while enrolled at Mt. SAC?”, 22% indicated that “Balancing home/family obligations with college work” was their greatest challenge (see pie chart).

Greatest challenge while at Mt. SAC



Conclusion

Overall, the data indicates that 1998 Alumni are satisfied with the education Mt. SAC provided and in some cases were able to successfully transfer to other educational institutions.

In general, Mt. SAC rated above the national norms related to the satisfaction of community college alumni. Charts and graphs related to this study can be found on the Research and Institutional Effectiveness web-site at:

<http://www.mtsac.edu/college/institutional/research/insights.html>.

The survey helped to update the mailing list of the Class of 1998 and will serve as a basis for future longitudinal satisfaction studies with Mt. SAC alumni.

Mt. SAC Alumni Survey 2000
**ADDITIONAL QUESTIONS FOR
 SECTION V**

INSTRUCTIONS

In an effort to obtain information more relevant to Mt. San Antonio College, we ask that you complete these additional questions.

Fill in your responses to these additional questions in Section V of the "blue shaded" survey. Please note that the responses in Section V are arranged vertically. Your responses are **IMPORTANT** and will be kept strictly **CONFIDENTIAL**. We encourage you to answer these questions in relation to your experience at Mt. SAC.

ADDITIONAL SURVEY QUESTIONS

If you have any questions regarding these surveys, please call us at (909) 594-5611, x4259. *Thank you.*

1. How long did you attend Mt. SAC?

- A Less than one year
- B 1 year
- C 2 years
- D 3 years
- E 4 years
- F 5 to 9 years
- G 10 or more years

2. Did you earn a certificate(s) from Mt. SAC?

- A Yes
- B No

3. Did you earn a degree(s) from Mt. SAC?

- A Yes
- B No

4. Did you attend any other two-year college PRIOR TO attending Mt. SAC?

- A Yes
- B No

5. Did you attend any other two-year college AFTER attending Mt. SAC?

- A Yes
- B No

6. How many hours did you work while attending Mt. SAC?

- A Not employed
- B Employed 1-9 hours
- C Employed 10-19 hours
- D Employed 20-29 hours
- E Employed 30-39 hours
- F Employed 40+ hours

7. If you are now employed, please mark the answer that best applies to your situation:

- A I am employed in a **full-time** career position that matches the educational program I completed at Mt. SAC.
- B I am employed **part-time** in a position that matches the educational program I completed at Mt. SAC.
- C I am employed **full-time** in a position that is **NOT** related to my course of study at Mt. SAC.
- D I am employed **part-time** in a position that is **NOT** related to my course of study at Mt. SAC.
- E I am unemployed and am looking for work.
- F I am unemployed by choice.

8. How certain was your decision regarding a major?

- A Very certain
- B Somewhat certain
- C Not certain

9. What was your greatest challenge to your success while enrolled at Mt. SAC?

- A Needing to work to support myself
- B Lack of math preparation
- C Lack of English (reading and writing) preparation
- D Lack of good study skills
- E Balancing home/family obligations with college work
- F Working too many hours
- G No challenges

10. While you attended Mt. SAC, did you ever enroll in ANY of the following math classes?

- A Pre-Algebra (MATH 50)
- B Beginning Algebra (MATH 51)
- C Intermediate Algebra (MATH 71)
- D Did not enroll in any of the above math classes

11. If you transferred to a four-year university, where did you attend?

- A University of California (UC) campus
- B California State University (CSU) campus
- C Independent College/University
- D Out-of-State College/University
- E Did not transfer

12. Who was the most helpful in your transfer preparation?

- A Counselor
- B Educational Advisor
- C Professor
- D Parents/Relative
- E Friend
- F Other
- G Did not transfer

13. Did you take any math classes at a four-year college/university?

- A Yes
- B No
- C Did not transfer

14. How well did you feel the preparatory math classes indicated in Question 10 prepared you for your four-year college/university math class?

- A Very much
- B Much
- C Neutral
- D Little
- E Very little
- F Transferred, but did not take Ques. 10 classes
- G Did not transfer

15. If you answered YES to Section I, Item L, of the "blue shaded" survey which indicated that you do plan to attend Mt. SAC in the future, what is the MAJOR reason you would attend?

- A To satisfy job/career requirements
- B To learn a new occupation
- C To increase earning power
- D To obtain or maintain a license or certification
- E To obtain a degree
- F For general self-improvement
- G Other
- H Does not apply

16. Would you be willing to mentor a Mt. SAC student?

- A Yes
- B No

Thank you for completing this survey.

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