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ABSTRACT

            In response to California Senate Bill 533, which requires
postsecondary institutions to disclose institutional characteristics and
student characteristics to the public, this study was used both to develop an
index of such information for the Los Angeles Community College District
(LACCD) campuses and to evaluate the index that was developed. This study
uses five marketing strategies to address the development and evaluation of a
reference catalog for the nine LACCD campuses, all of which are placed within
the framework of General Systems Theory. The strategies include product
development, product evaluation, and discussion. A non-experimental,
descriptive research design was utilized, involving development of the
information index, evaluation of the index for usefulness, relevancy, and
effective packaging. The study employed secondary survey data collected on
students in LACCD and analysis (of 12,926 questionnaires) or research reports
and college catalogs in the development phase, and in-depth interviews of
students in LACCD in the evaluation phase. Results indicated that the
information index was useful, relevant, and effectively packaged. (Contains
115 references. Appendix contains Senate Bill 533, Survey Instrument, and
Interview Protocol.) (LD)

THE DEVELOPMENT AND EVALUATION OF AN INFORMATION INDEX FOR

LOS ANGELES COMMUNITY COLLEGE DISTRICT'S CAMPUSES

BASED ON SENATE BILL 533 CRITERIA

A Dissertation Presented to the

Faculty of the Graduate School of

Education and Psychology

Pepperdine University

In partial fulfillment

of the requirements for the degree

Doctor of Education

by

Melva T. Giles

April 28, 1993

This dissertation, written by

Melva T. Giles

under the guidance of a Faculty Committee and approved
by its members, has been submitted to and accepted by
the Graduate Faculty in partial filfillment of the
requirements for the degree of

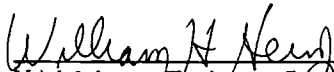DOCTOR OF EDUCATION

April 28, 1993

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DEDICATION

For the memory of my mother, Dora Elizabeth Smith, whose parental guidance taught me to face life's challenges with courage; and, to my daughter, Meya Elizabeth Hargett, whose love sustained me throughout this experience.

ACKNOWLEDGEMENTS

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VITA

Melva Theresa Giles

ACADEMIC HISTORY

Calfornia State University, Domingue Hills	MSN	1988
California State University, Los Angeles	BSN	1981

EMPLOYMENT HISTORY

LACCD, LA Pierce	Associate Professor	1989 - Present
CSUDH, Graduate School of Nursing Science	Lecturer	1990 - Present
Harbor-UCLA Medical Center	Clinical Nurse Specialist-Educator	1987 - 1989
Comprehensive Care Corp.	Director of Nursing And Education	1986 - 1987

CREDENTIALS

Licensed Registered Nurse
State of Maryland   1970
State of California   1975 - Present

HONORS/AWARDS

Who's Who in American Nursing	1990 - 1994
Who's Who Among Human Services	1992
Phi Delta Kappa	1990 - Present
Sigma Theta Tau, Gamma Tau	1989 - Present
Certificate of Appreciation Awarded by UCLA's Department of Nursing and Research & Education Institute, Inc. at Harbor UCLA	1989
Black Nurses Association	1989
Fellow of the Nightingale Society	1989
Nominated for the Ethel Witkin Research Award	1988
Certificate for Distinguished Scholarship, CSUDH	1988
Honors Member of the Nightingale Society	1988

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ABSTRACT

The Development and Evaluation of an Information Index

for Los Angeles Community College District's Campuses

Based on Senate Bill 533 Criteria

by

Melva T. Giles

April, 1993

Senate Bill 533 represents an attempt to

disseminate information to consumers, namely students.

The bill proposes that postsecondary education, i.e.,

community colleges, provide disclosure of institutional

characteristics and student characteristics to the

public.   Institutional characteristics include

statistical data concerning transfer activities

of the colleges.   Student characteristics include,

student evaluations of campus services and trends

concerned with specific demographics such as: (a) sex,

(b) ethnicity, (c) age, and (d) unit load.   Compliance

with criteria set forth by SB 533 was impossible because

reference catalogs of this nature were nonexistent.

Five marketing strategies were utilized to address

the development and evaluation of this reference

catalog, all of which were placed within the framework

of the General Systems Theory.   These strategies

included, but were not limited to: product development

and product evaluation and discussion.

A nonexperimental, descriptive research design was
utilized to accomplish the purposes of this study which
involved: development of the information index andevaluation
of the index for usefulness, relevancy
and effective packaging (also known as effectiveness).

Secondary analysis (of 12,926 questionnaires) was
specific to the development of the index and addressed
the first three research questions. Content analysis,
which addressed the fourth research question, was
employed to objectively examined information obtained
through in-depth interviews. Examples of themes
generated from the interviews are: achievement,
knowledge, and decision-making.

To conclude, a distinctive, nontraditional
reference catalog, referred to as an information index,
was developed in accordance with SB 533 criteria. Data
collected and presented in the index differs from the
traditional individual campus catalogs in that as a
single catalog it: (a) provides information concerning
all nine LACCD campuses, (b) includes data not available
in campus catalogs, and (c) facilitates the comparison
of LACCD colleges with community colleges outside of the
LACCD system.

In summary, data resulting from secondary analysis
of 12,926 questionnaires facilitated the production of

the index. Data generated from in-depth interviews
substantiated the usefulness, relevancy, and effective
packaging of the index.

CHAPTER 1

THE STUDY

Background

A Framework

Nicosia and Wind (1977) define a framework as a
"simplified, organized and meaningful representation of
an actual system or process." This research utilized a
descriptive framework predicated upon strategies
pertinent to the development of a new product relevant to
educational policy. The development of a new product
(namely an information index) utilizing a systematized
framework is critical to the viability of educational
organizations (i.e., community colleges), because this
product can represent compliance with educational
legislative policy (Aaker & Day, 1986).

In general, the descriptive framework incorporated
five strategies. It began with the identification of or
response to one particular policy. As a result of the
stated purpose of the policy, a concept was formulated.
The concept or chief theme of the policy was integral to
understanding the problem (or need) to be addressed.
Once the need had been identified, product development
was begun. After the product became a reality, it was
evaluated for usefulness, etc. These key strategies are
indicative of a simplified, organized, and meaningful
procedure and can be repeated under any number of
circumstances (Aaker & Day, 1986).

Policy identification, in this case, refers to Senate
Bill 533 and its requirements and criteria (see Appendix
A). Concept generation, refers to the idea that
dissemination of information to students will
facilitate informed decision-making by students and/or
their significant others. Need identification is another
term for needs assessment, in this case the needs
assessment (needs identification) indicated that the
reference catalog required by the SB 533 did not exist.
Product development is the actual creation of the
prototype information index from student surveys,
supplemental research reports, District reports, and
catalogs. Product evaluation and discussion refers to
the tangible product (the prototype information index)
which was evaluated for usefulness, effectiveness,
and relevancy through in-depth interviews conducted with
a goal-free approach (Polit & Hungler, 1987). The
interviewees were a sample of Associated Student
Organization Presidents and/or Vice Presidents of Los
Angeles Community College District's Colleges.

The most recent attempt at solving the educational
dilemma of dissemination of information to student
consumers is Senate Bill 533 (Morgan, 1991). The
bill itself proposes that postsecondary education
provides disclosure of institutional characteristics and
student school performance to the public. Commencing

July 1, 1993, and annually thereafter, each college campus must provide data in the form of both institutional and student profiles to each current and prospective student. Ideally, the profiles should be provided prior to the student enrolling or entering into financial obligations with (or through) the institution.

The information is to address, but not necessarily be limited to, the following characteristics:

1. Type of educational institution -- e.g., community college, four-year college, or university.

2. Certificates awarded -- e.g., A.A., etc.

3. Policies that assure equitable treatment -- e.g., disabled student policy, etc.

4. Typical goals and plans of students -- e.g., immediate and final degree objectives, subject areas of interest.

5. School performance and academic characteristics -- e.g., H.S. GPA, college GPA, etc.

6. Transfer activity -- e.g., transfer from community colleges to four-year public and private institutions.

7. Norm for completion of degree -- e.g., 3-5 year span.

8. Evaluation of campus services -- e.g., teaching, library, tutoring, counseling, etc.

The previous criteria set forth by SB 533 implies that this type of information will encourage informed decision-making by prospective and current students prior

to their engaging in financial contracts with community

colleges (Morgan, 1991).

Statement of Purposes

The first purpose of this research was to develop an

information index as it pertained to the educational

policy SB 533. This was accomplished by conducting a

descriptive study of both institutional and student

characteristics of the Los Angeles Community College

District (LACCD), utilizing demographic techniques and

conducting a secondary analysis of existing data and

research reports (McCune, 1986). The development of a

prototype information index will facilitate the

dissemination of this data.

The second purpose was to evaluate the usefulness,

effectiveness and relevancy of the information index.

This was accomplished by content analysis of transcribed

in-depth interviews.

Problem Statement

The Los Angeles Community College District could not

comply with the proposed educational policy because no

readily distributable reference catalog such as the

information index existed (Education Commission, 1991;

Morgan, 1991; Prather, 1991).

Need for the Study

Four factors emphasized the need for this study: (1) the requirements of the educational policy itself (SB 533), (2) the economic need for better use of educational and financial resources (informed decision-making), (3) the nonexistence of an information index, and (4) the fact that the viability of community colleges is often related to their ability to meet the educational demands, wants, and needs of the society (which can be addressed in part through compliance with educational policies such as SB 533).

Educational Implications

This research can contribute to facets of education considered significant to policy-makers, administrators, educators, and students (Borg & Gall, 1989). It could: (1) provide a framework applicable to product development relevant to educational policies; (2) provide administrators and educators with aggregate information about students otherwise not available in classrooms; (3) provide prospective and current students with informative literature unavailable in traditional catalogs, and (4) permit students to engage actively in informed decision-making.

Theoretical Framework

Ludwig von Bertalanffy's General Systems Theory

(GST) was selected for this study because of the universality of the concepts, ease of application, and suitability to the present research. As shown in Figure 1, the GST model has four components: the input, the flow or processing, the output or outcome, and the feedback loops (Klir, 1969; Scherer, 1981).

Application of Theory

The GST model offers an approach in the analysis of the interrelationship among educational policy requirements (SB 533), response to this policy (descriptive research), and the outcome of this response (evaluation of the prototype information index).
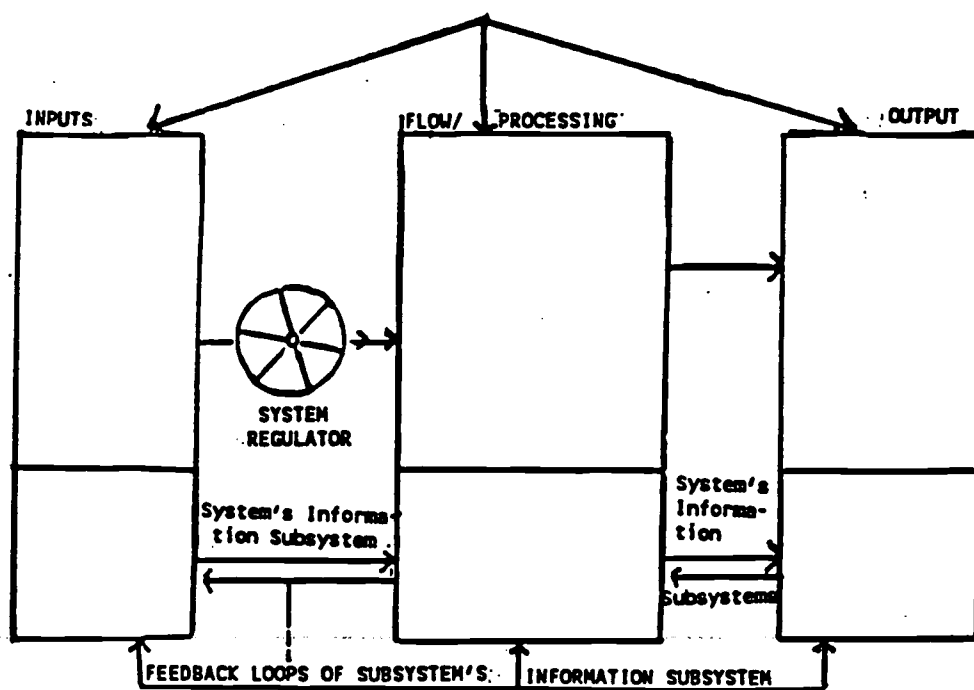
Figure 1. General systems theory model utilized to develop and evaluate the information index. Adopted from B. Scherer's HS 540, CSULA, 1981. Reprinted by permission of Benjamin Scherer.

Research Questions

The questions raised in this study are both congruent with requirements of SB 533 and pertinent to the evaluation of the index. More specifically, the four major research questions addressed in this study are:

1. What are the characteristics of Los Angeles Community Colleges?

2. What are the characteristics of Los Angeles Community College District students?

3. What trends are evident regarding student characteristics?

4. Is the information index useful, effective and relevant?

Additional questions of the study include those concerned with institutional characteristics which are specific to the first research question.

A. What types and numbers of awards (e.g., degrees) are conferred by LACCD colleges?

B. What institutional policies (e.g., disabled student policy) are utilized to assure that students receive equitable treatment?

C. What is the transfer activity between LACCD colleges and four-year public or private institutions?

Questions related to student characteristics which addressed research question number two are:

A.   What are the goals and plans (e.g., immediate and
final degree objectives) of students who attend LACCD
colleges?

B.   What school performance and/or academic
characteristics (e.g., GPA) are common among LACCD
students?

C.   What is the norm for students in the LACCD
system regarding completion time of an Associate Degree?

D.   What are the typical financial costs incurred by
students attending LACCD colleges?

E.   What do LACCD students think of the services
(e.g., teaching) provided by each campus?

Trends which addressed research question number
three are: What trends exist regarding the following
student characteristics: (1) sex, (2) ethnicity, (3) age,
(4) unit load, (5) school levels, (6) class schedule, and
(7) enrollment status?

Definitions of Terms

The following terms were defined in order to clarify
their intended meanings within the context of this study.
Conceptual Definitions

Demography. Vital statistics pertaining to college
and college students' characteristics (Guralnik, 1984).

Psychographic profile. A process whereby the
students' (consumers') wants, needs, and demands are

identified as a direct result of survey data (Francese, 1988).

Educational policy. Regulations which are socially relevant and are determined in part from demographic and economic dynamics (Guthrie et al., 1988).

Comprehensive community colleges. Two-year public educational institutions that work within the framework of the nine, common, crucial criteria distinguishing them from four-year institutions (Education Commission, 1981, 1988).

Information index. A catalog of facts. Written communication which provides a profile of college campus characteristics and student characteristics in accordance with SB 533.

Characteristics. Variables that indicate, facilitate and/or contribute to college students' success or failure. Examples are student background, financial resources, campus services, and college environment (Kreider et al., 1989).

General systems model. Ludwig von Bertalanffy's theory whereby the framework shows the system as a series of interrelated components whose function is to achieve organizational objectives (Scherer, 1981).

Open systems. Interrelationships between the components of a system whereby there is an exchange of

matter, energy, or activity with the environment.
Examples are college campuses and students
(Hazzard, 1971).

Input. The first component and starting point of
the GST model that identifies the subjects
(i.e., students), and crucial factors (i.e., SB 533),
whose demands and requirements are to be processed in
the system itself (Scherer, 1981).

Systems regulator. Located between the input and
the flow/processing components of the GST model, this
facilitator of the GST model filters out and controls
elements permitted to enter the system (Scherer, 1981).

Flow or processing. The second component and the
methodological or operational aspects of the GST model
where data from the input is analyzed and transformed
(transformation of energies) (Katz & Kahn, 1978;
Scherer, 1981).

Output. The third component and the assessment and
refining point of the GST model, where data is
interpreted in relationship to organizational goals and
objectives and the resulting product is assessed (Katz &
Kahn, 1978; Scherer, 1981).

Feedback loops. As the fourth component of the
general systems model, the transfer and utilization of
information accumulated throughout the entire system,
which includes data from the input, the systems'

regulator, the flow or processing, and the output

components occur here (Scherer, 1981).

Operational Definitions

The following operational definitions are

derivatives of the previous nine subquestions. These

definitions correspond to specific sections of the

1988-89 student survey instrument, segments of

supplemental research reports, and sections of LACCD's

catalogs. The instrument, reports, etc., and their

relevant sections have been identified prior to the

numbered questions or statements listed below.

Awards (i.e., degrees) conferred as determined by

1988-89 Report No. AID-002-GDK, Section: student

performance and articulation, questions or statements:

1. What type of awards are conferred by each of

LACCD's campuses?

2. How many awards are conferred by each of

LACCD's campuses?

Equitable treatment (i.e., policies) as determined

by 1988-89 Report No. AID-002-GDK, Section, special

services; and, 1992-93 college catalogs, Section one,

Introduction, questions or statements:

3. What is the policy concerning nondiscrimination

and equal opportunity at LACCD colleges?

4. What student services are provided special

groups at LACCD colleges?

Educational goals and plans (i.e., aspirations) as
determined by 1988-89 student survey, Section A,
questions or statements:

5. "In what area of study do you have the greatest
interest?"

6. "What is the most important reason for your
attending college?"

7. "What is your immediate degree objective at
this college?"

8. "What is your final degree objective?"

9. "If you plan to transfer, which school do you
plan to attend?"

10. "What is the most important reason you chose to
enroll at this college?"

School performance/academic characteristics
(i.e., GPA) as determined by 1988-89 student survey,
Section B, questions or statements:

11. "What is your college grade point average?"

12. "What was your high school grade point
average?"

13. "What was your highest level of education
before attending this college?"

LACCD transfer activity (i.e., matriculation) as
determined by 1988-89 Report No. AID-002-GDK, Section:
California public and independent four-year

institutions, question or statement:

14. "What is the transfer activity between LACCD colleges and four-year public and private institutions?"

Completion time for an Associate Degree as determined by 1990 Report No. SEC-003-PD, questions or statements:

15. "What is the norm for completion time of an Associate Degree, in the LACCD system?"

16. "What variations exist in the time LACCD students take to complete an Associate Degree?"

Total costs/financial resources as determined by the 1988-89 student survey, Section D, questions or statements:

17. "About how much did you spend per semester for school and other fees paid directly to the college?"

18. "What is the total amount of scholarships, fellowships, and grant assistance awarded to you for the 1988-89 academic year?"

19. "During this school year, did you receive money from any of the following public assistance programs: Assistance to Families With Dependent Children (AFDC), Social Security Insurance (SSI), or General Assistance?"

Student evaluation of campus services (perceptions and opinions) as determined by the 1988-89 student survey, Section G, question or statement:

20. "How would you grade the following services?":

(a) teaching, (b) college library, (c) tutoring/learning center, (d) academic counseling, (e) personal/health counseling, and (f) career/vocational counseling.

Other student characteristics as determined by 1988-89 student survey's face sheet and 1990 ORPA Report No. AID-002-GDK, question or statement:

21. What trends exist regarding: (a) sex, (b) ethnicity, (c) age, (d) unit load, (e) school level, (f) class schedule, and (g) enrollment status of LACCD students?

Assumptions and Limitations

Assumptions

The assumptions of this study are:

1. The descriptive framework is flexible and theoretically sound because it is based upon sound, well-grounded marketing theories and principles.

2. SB 533's perspective concerning informed decision-making is theoretically sound.

3. Availability of specific institutional and student demographic information can facilitate informed decision-making by students and/or significant others.

4. Many prospective and current LACCD students will have an interest in receiving information pertaining to institutional and student characteristics.

5. Each of the nine LACCD college campuses are

comprehensive facilities which adhere to a uniform

educational philosophy and mission statement. The

philosophy and mission regulates activities on campus.

Limitations

The limitations of this study are:

1. Senate Bill 533 is subject to continuous

modification. As of this writing, SB 533 has been

amended seven times: (a) amended in the Senate, April

11, 1991, (b) April 24, 1991, (c) May 13, 1991, and (d)

June 5, 1991, (e) amended in the Assembly, June 17,

1991, (f) July 12, 1991, and (g) August 26, 1991

(Morgan, 1991). It was appropriate to continue this

study regardless of SB 533 modifications because

dissemination of information to current and prospective

students remained a crucial consideration.

2. Although SB 533 proposes that information be

provided for current and prospective students, no

specification is made with regard to how to address the

needs of: (a) foreign versus American students, (b)

culturally diverse students versus students of the major

culture, (c) inexperienced versus experienced students,

and (d) aimless versus goal-directed students.

3. A 1988-89 student survey represented the core

data base for the development of the index; however,

various research reports from a common data bank

(LACCD's Office of Research, Planning and Analysis'

Data Bank) provided supplemental information necessary to address select elements of SB 533.

Summary

Los Angeles Community Colleges had no catalog (i.e., the information index) available to facilitate the dissemination of information to current and prospective students (Education Commission, 1991; Morgan, 1991; Prather, 1991). The purposes of this descriptive study were to address this educational problem by developing a tangible product, the information index, and to evaluate the index.

Senate Bill 533 provided criteria from which the basic research questions were developed (Morgan, 1991). Overall, the questions pertained to institutional and student characteristics.

The primary data base was the 1988-89 student survey which was the most current data available to this investigator. Various District and research reports provided supplemental data from 1991-93 for this student population.

Research indicated that the process of developing an information index was best served by utilizing a theoretical framework known for its versatility, ease of application, and suitability to the task at hand (Bertrand, 1972; Davidson, 1983; Laszlo, 1972). It was

for these reasons that Ludwig von Bertalanffy's General Systems Theory was selected as one approach to the interpretation of the interrelationships among policy (i.e., SB 533), response to policy (e.g., descriptive research and development of the information index), and resulting product/evaluation (i.e., evaluation of the information index).

The strategies used in this investigation are comprehensive and flexible. The five strategies integral to this investigation include: (a) policy identification, (b) concept generation, (c) need identification, (d) product development, and (e) product evaluation and discussion.

CHAPTER 2

LITERATURE REVIEW

Introduction

The following literature review has been presented
within the theoretical framework of the General Systems
Theory. Applicable segments of the literature review
have been grouped under headings which identify the
components that comprise the GST. The input component
addresses Senate Bill 533. The flow component presents
both institutional and student characteristics, while the
output component addresses the evaluation and discussion
of the information index.

Bunge's (1961) key elements for marketing strategies
are also introduced and in this review an overall summary
is provided.

GST Input Component

SB 533's Focus

Dissemination of information is the focus of Senate
Bill 533 (Morgan, 1991). The general idea is to provide
literature (i.e., catalogs with data about institutional
and student characteristics) to students and/or
significant others (see Appendix A). It is the opinion of
this researcher that one obvious agenda is to assist
current and prospective students in becoming informed
consumers. It is hoped that exposure to certain

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forms of literature (i.e., the index) will enhance

awareness and sharpen decision-making skills of students,

particularly in respect to financial obligations to the

colleges.

SB 533's Provisions

Examples of items listed in the document are as follow :

Table 1

Senate Bill 533 Provisions

_____

1. Lines 7-8, page 1 of the document: postsecondary
   education, disclosure of school performance,

2. Lines 11-13, page 1 of the document: Commencing
   July 1, 1993, and each year thereafter, specified
   information must be disclosed to current and
   prospective students.

3. Lines 42-43, page 1 of document: type of
   educational institution (community colleges,
   degrees awarded, etc.), information facilitates
   the selection of a particular college system,

4. Lines 27-28, page 2 of document: trends concerning
   ethnicity, gender, age, school load, degree
   sought,

5. Lines 43-44, page 2 of document: information
   concerning school performance: goals and plans,
   HS GPA and college GPA,

6. Lines 10-11, page 3 of document: norm for
   completion of degree,
_____

A synopsis of the characteristics pertinent to the information index range from types of educational institutions to evaluation of campus services.

The Los Angeles Community College District's goal, as shown in Figure 2, is to comply with educational policies, such as those proposed by SB 533.

LACCD's GOAL: TO COMPLY WITH EDUCATIONAL POLICY
OBJECTIVE: TO INCREASE THE INFORMATION AVAILABLE TO STUDENTS
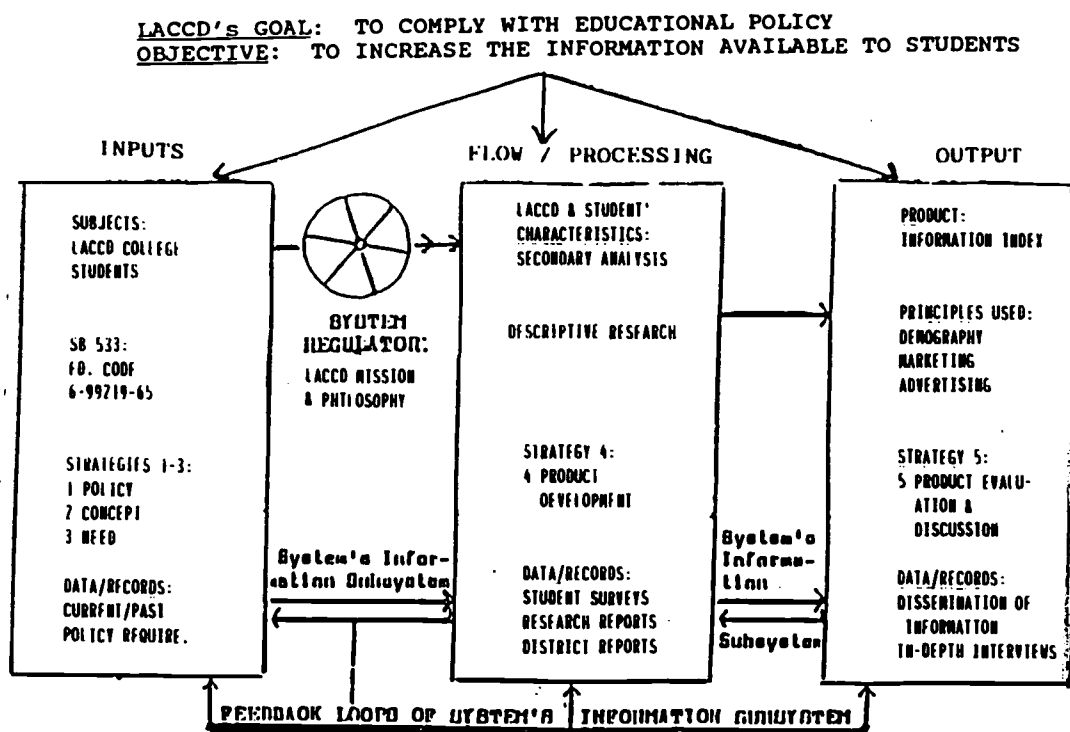
Figure 2.   Development of LACCD's Prototype
Information Index
Adopted from B. Scherer's HS 540 CSULA, 1981.
Reprinted by permission of Benjamin Scherer.

In accordance with SB 533, institutional characteristics include: (a) types and numbers of awards, (b) policies that assure equitable treatment, and (c) transfer activity of the college. Student characteristics included: (a) goals and plans, (b) school performance and academic characteristics, (c) time program completed, (d) financial costs incurred, (e) evaluation of services, and (f) trends regarding certain student characteristics.

The end result of this data gathering was the development of the information index, a profile of institutional and student characteristics. This prototype index could facilitate the dissemination of information to current and prospective college students (Education Commission, 1991; Morgan, 1991; Prather, 1991).

GST Flow Component

Institutional Characteristics

Description of LACCD

The Los Angeles Community College District (LACCD) continues to be the largest metropolitan community college system, not only in California but in the United States (ORPA, 1989). The total community population served by this system is over 4.6 million, and the

student population (ages 18-54) totals 2.4 million
(Garcia, 1989).

According to LACCD (1990-1991), this college system
is comprised of nine community college campuses: (a) Los
Angeles City, (b) East Los Angeles, (c) Los Angeles
Harbor, (d) Los Angeles Mission, (e) Los Angeles Pierce,
(f) Los Angeles Southwest, (g) Los Angeles
Trade-Technical, (h) Los Angeles Valley, and (i) West
Los Angeles Community Colleges. Garcia (1984) comments
that the District covers 882 square miles and extends
from the Pacific Ocean to the foothills of the San
Gabriel Mountains (see Figure 3).

Studies

This review of the literature concerning
institutional characteristics indicates that moderate but
inconsistent attention has been paid to such variables as
types of awards of degrees granted by institutions (Dillon,
1990). However, more consistent research was discovered
concerning comprehensiveness, distinctiveness, policies,
and transfer activities of institutions.

Comprehensiveness and distinctiveness can be determined
by the colleges' mission statement and philosophy, level of
complexity of the various programs, and type of programs
offered. In addition there are characteristics that usually
cause a campus to be distinct when compared with other
campuses. Trade-Technical College, for example, is
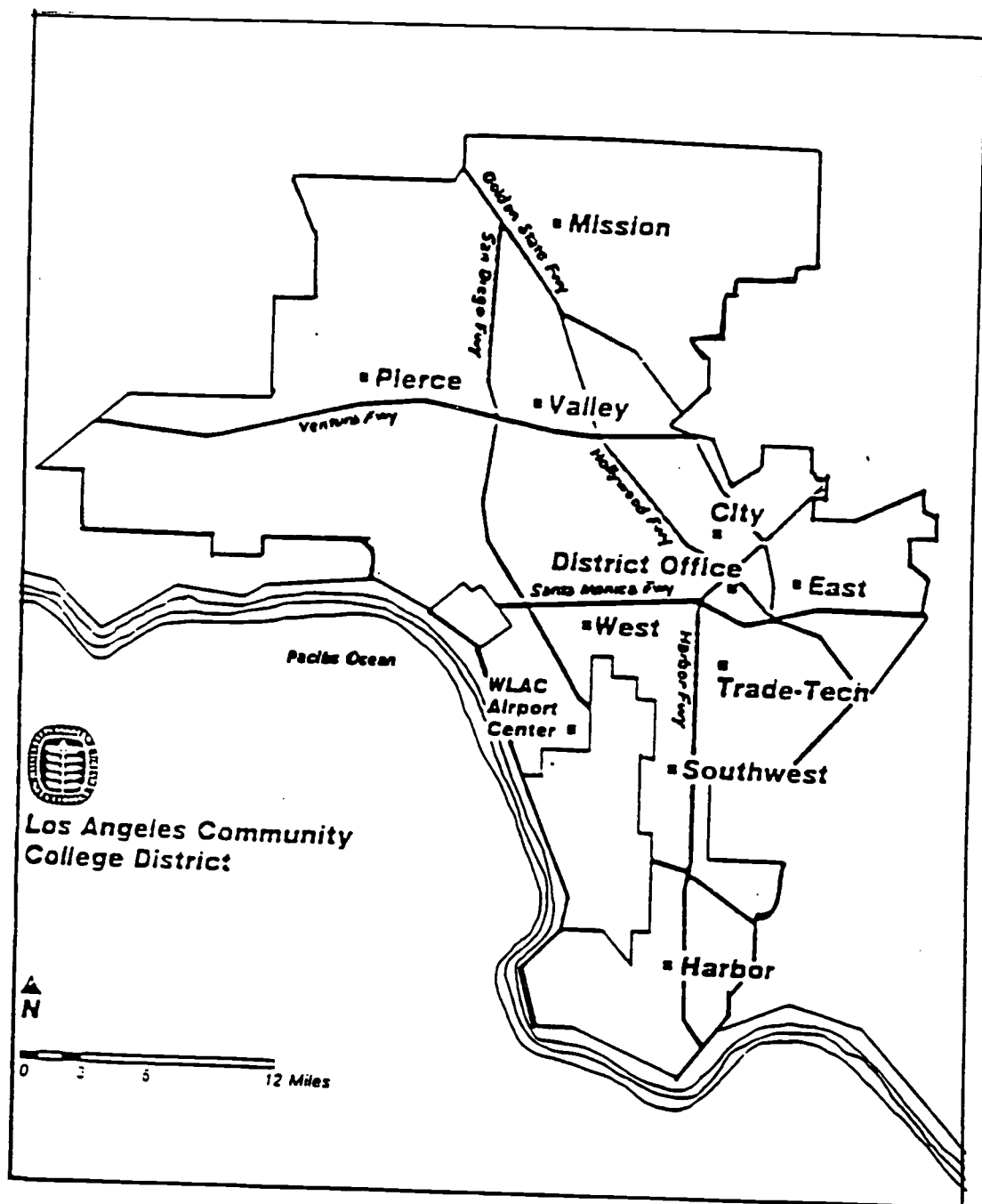
Figure 3.   LACCD's Map of the Nine Campus Sites
Source: LACCD's ORPA, Report No. AID-002-GDK.
Reprinted by permission of Nancy Conrath, Director
of Research, ORPA, 617 West 7th Street, Los Angeles,
CA 90017

outstanding with regard to its approach to technological training of its students. Affirmative Action policies, transfer activities and college environment are also the focus in the literature (Baird, 1984; Chamberlain & Loewen, 1982; Curry, 1988; Education Commission, 1979, 1980, 1981, 1982; Hankin, 1989; Hunter & Sheldon, 1981; Knowell, 1982; Olsen, 1983; Ratcliff, 1989; Templin, 1989; Townsend, 1989; Townsend & Catanzaro, 1989; Quanty, 1989; Zaccararia & Creaser, 1971). To illustrate, Townsend and Catanzaro (1989) conducted studies pertaining to institutional characteristics. These studies focus upon empirical and perceived distinctiveness.

Empirical distinctiveness refers to tangible proof that an institution differ from other institutions. For example, a campus could be considered distinctive based on its highly successful programs or successful transfer activities.

Perceived distinctiveness, on the other hand represents an element or dimension of an institution thought by its constituents to be distinctive even though there may be little or no reality to their perceptions. For example, student evaluations of services, teaching, and tutoring/learning centers could be influenced by numerous intervening variables and therefore be subjective, rather than realistic.

These studies are useful in this research because they provide a body of knowledge which can facilitate interpretation of data gathered for the index. Although institutional characteristics were addressed in this study, the majority of the information index concerned student characteristics. The Senate Bill provides specific criteria with regard to student characteristics (see Appendix A).

Student Characteristics

There is modest yet contradicting research on students' goals and plans. Hunter and Sheldon's (1981) longitudinal study of Pierce Community College in Woodland Hills, California, indicates that community college students with final degree objectives of bachelor's or Master's degree facilitates the development of complex academic, vocational, and transfer programs within the community college setting.

Not all researchers, however, are in full agreement with Hunter and Sheldon. In fact, research conducted by Willingham and Breland (1982) suggests that: (a) goals and plans, such as immediate and final degree objectives, do not necessarily make significant contribution to the success or failure of students, and (b) goals and plans do not influence the college to develop or modify its academic, vocational, or transfer programs.

Another perspective from Terenzini and Pascarelia

(1978) implies that characteristics such as immediate or final degree objectives have less to do with success or failure than the student's perception of belonging, fitting, or actual integration into the college environment. While studies pertaining to goals and plans prove contractory, there are complementary findings with regard to school performance or academic characteristics.

Davis (1964a, 1964b, 1964c, 1964d, 1965a, 1965b, 1966), in a series of research projects, identified and described school performances and academic characteristics that professors prefer in college students. An 80-item, 5-point rating scale administered to the professors and student transcripts with Scholastic Aptitude Test (SAT) scores, high school rank, and freshman grade point averages (FGPA) provided data.

High SAT scores were associated, as might be expected, with high academic performance. Not surprisingly, the majority of professors preferred these students. In several institutions, nonetheless, there was a negative relationship to professor preference or desirability with regard to outstanding performance. The higher the professor's expectations, the less impressed the professor was with the student's achievement.

Continuing with the investigation of student school performance and academic characteristics, Baird (1984) utilized Scholastic Aptitude Tests, mathematics and

verbal scores, high school rank and high school GPA, as well as college rank and college GPA as variables. However, in departure from severals researchers, Baird incorporated institutional characteristics such as campus environment and campus services to explain students' performance or academic abilities.

In this area of performance and academics, the majority of research addresses concrete variables such as grades, GPA, and SAT scores with a focus on analytical perspectives concerning grades and the ability to predict success or failure of students (Breland, 1978; Humphreys, 1968; Wilson, 1983; and Goldman & Slaughter, 1976).

While there tends to be a negligible amount of data concerning the time it takes to complete a program on campus, there is more of a research focus on financial costs or tuition. Educational costs are a concern. In fact, research indicates that state policy involving financial aid affects both public and private colleges (Astin & Inouye, 1988).

In Astin and Inouye's (1988) study, private higher education institutions were assessed by means of multivariate analysis of several national longitudinal data bases. Increases in the level of state student aid (dollars per student) were associated with: (a) overall enrollment increases in the less selective private

institutions and (b) decreased tuition charges in the
more selective institutions. In the less-selective
private institutions, direct institutional aid appears to
be "passed through" to students in the form of increased
educational and general expenditures.

The following segment of the literature review
presents a synopsis of student evaluations such as
instructors' ability to teach, academic programs and
professors' knowledge.

In support of studies conducted by Centra (1980)
and Feldman (1976, 1977, 1978, 1979), Gray and
Brandenburg (1985) investigated students' evaluations of
instructors. These researchers cautioned that critical
factors influence students' evaluations of professors.
The six factors identified by Gray and Brandenburg were:
(a) number of students in class, (b) academic mix of
students, (c) degree of difficulty of subject, (d) label
versus rank of professors, (e) ratio of professors to
non-professors, and (f) full- or part-time status of
instructors. The instrument utilized by Gray and
Brandenburg was the University of Illinois Instructor
and Course Evaluation System (ICES). "The subjects,"
explained the authors, were selected from a population
of instructors who used ICES forms for a four-semester
period of time, from Fall 1978 through the Spring of

1989" (Gray & Brandenburg, 1985, p. 160). The results of their study suggests that higher-ranking faculty have more experience teaching than teaching assistants; consequently, they know how to appeal to students. Gray and Brandenburg concludes that student evaluations of faculty were significantly associated with personal characteristics of evaluating students.

Hearn (1985) studied the critical determinants of students' satisfaction with academic programs. This was accomplished by examining students' overall evaluations of academic programs and teaching. Descriptive statistics -- the means, standard deviations, and inter-correlations for the satisfaction variable indicators -- were established. Examples of the indicators were: (a) satisfaction with the professor's knowledge; (b) satisfaction with opportunities for interaction, etc; and (c) overall satisfaction.

In the research literature, the Holland Theory provides an explanation of the evaluation phenomena. The theory proposes that students with a scientific background such as physics, chemistry, or mathematics apply the criteria of competency and technical skills in evaluating their instructors' abilities and overall campus services. Students with arts or social sciences backgrounds evaluate their instructors' abilities and

overall campus services primarily on the basis of action and interpersonal skills (Holland, 1973; Smart, 1976). Institutional and student characteristics provide a solid data base from which the information index (the final product) was developed.

Prototype Information Index

GST Output Component

In this study the information index is a product. It refers to a catalog of facts, written communication which provides a profile of college campus characteristics and student characteristics in accordance with SB 533. Principles that facilitate the development of this index are: (1) demography, (2) marketing, and (3) advertising. The concepts of information processing and information environment are derivatives of these principles (Assael, 1987; Bettman, 1979; Nesbit & Weinstein, 188; Rives & Serow, 1984).

Demography

This study incorporated the principles of demography within a secondary analysis approach. The study took extensive official statistics (student surveys and/or research reports) from Los Angeles Community College District data and drew generalizations beyond the original intent of the District's

researchers. Also, the data base itself was voluminous, and the surveys and reports provided both demographic and psychographic profiles of the college campuses and students. Last, secondary analysis was both appropriate and feasible for the first part of this research (Cox, 1978; Francese, 1988; Nam & Gustavus, 1976).

Various types of research which incorporated demographic principles were discovered in the literature. To illustrate, Cruz (1985) studied "Dominant Social Trends and Major Changes in Federal Indian Policy." Demographic information revealed trends that pertained to the political mood of the country (i.e., conservative versus liberal) and relevant Federal Indian Policy (e.g., Allotment Assimilation Policy).

A different focus and level of sophistication is evident in Lum and Alfred's (1987) utilization of demographic principles to develop a "Proposed Causal Model of the Influence of Student Demographic Characteristics and Remedial Placement Policy on Academic Achievement." The population consisted of the entire group of students (N = 6,117) enrolled in remedial writing courses during the Fall semester of 1978, 1979, and 1980 in ten Michigan community colleges. Lum and Alfred divided the three variable sets in causal sequence: (a) student demographic characteristics

(e.g., age, sex); (b) remedial placement policies (e.g., compulsory placement), and (c) student academic achievement (e.g., college English grade, college GPA).

Institutional characteristics data were drawn from statistical data provided by the U.S. Department of Commerce, the Bureau of the Census, and other sources. The student characteristics data were compiled using a case-by-case method. From this data demographic characteristics were tabulated for each student.

Statistical analyses involved descriptive analysis, bivariate analysis, and multivariate analysis. Lum and Alfred (1987) conducted one-way descriptive analyses in order to obtain information such as frequency distributions. Group mean, median, mode, and standard deviation were discussed.

Two-way relationships were assessed because demographic characteristics and remedial placement policies can affect academic achievement. Bivariate statistics relevant to this study included chi square (to determine differences between observed and expected frequencies) and contingency coefficient (to measure for association). Multiple Classification Analysis (MCA) and Multivariate Nominal Scale Analyses (MNA) were techniques employed to investigate the relationship between academic achievement, and student demographic

characteristics and remedial placement policies (Lum &
Alfred, 1987).

Demographics are invariably used to determine
marketing and advertising strategies (Assael, 1987;
Bettman, 1979). Institutional and student
characteristics are imperative with respect to the
development of marketing and advertising strategies
aimed at the prospective and current college
populations. When prospective students are selecting
colleges, availability of information becomes a critical
requisite for decision-making (Morgan, 1991).

Marketing and Advertising

Chapman (1986) notes that published research
concerning the college selection process focuses largely
on the college-choice stage. Significant studies of
college-choice behavior, in addition to the author's own
prior work (Chapman, 1979, 1985; Chapman & Staelin,
1982), included Manski and Wise (1983), Punji and
Staelin (1978), Radner and Miller (1975), and Yierney
(1980). Chapman's (1986) study emphasizes not only the
choice stage of college selection but also the search
stage of college selection. In particular, Chapman
assessed the influence of attribute values, such as the
cost and the academic quality of a college. An
understanding of how or why students select colleges is

important to marketers (Wilkie & Gardner, 1974).

In an attempt to understand how and why students select certain colleges, marketing researchers have investigated the possible relationships among: (a) selection of college (purchasing behavior), (b) media choice (television, radio announcement, or printed communication), and (c) personality of the consumers (in this case, students) (Kassarjian, 1971). Kassarjian (1971, p. 416) concludes that several of these research endeavors are not scientifically sound, in that they had been conducted by a shotgun approach with no specific hypotheses or theoretical justification. Nonetheless, the psychological makeup of the student provides marketers with a richer basis for understanding student behavior than do demographics alone.

For this reason marketers rely on demographics in combination with psychographics. Psychographics includes two distinct variables: life-style and personality (Assael, 1987). Psychographic profile is a process whereby students' wants, needs, and demands are identified as a direct result of survey data (Francese, 1988). The advertising element of marketing analyzes both the information processing and information environment of the consumer. These analyses assist in

the development of the design of the final product
(Bettman, 1975; Bettman & Kakkar, 1977; Day, 1976;
Jacoby, Chestnut, Weigl & Fisher, 1976; Schindler,
Berbaum & Weinzimer, 1987; Summers, 1974; Wilkie, 1974;
Wilkie & Gardner, 1974; Wilson, 1986).

Information

Historically the concept of dissemination of
information has involved close scrutiny of information
processing (the understanding of information) and
information environment (Bettman, 1979; Wilkie, 1975;
Wilkie & Gardner, 1974). Bettman (1975), one of many
to study empirically the dissemination of information,
identify an information environment as having three
chief elements. These elements include: (a) type of
information available, (b) amount of information
available, and (c) how information is presented and
organized.

Type of Information

Wilkie's (1975) research disclosed that the type of
information available to the public is directly related
to the goals and objectives of policy-makers.
Formulators of policy, concludes Wilkie, focus on the
public's knowledge and understanding of information
and the ease with which that information can be
processed. Often policy-makers' goals are to persuade

consumers to use and act upon the information presented
(Wilkie, 1975). In the case of SB 533, policy-makers
would like to see students use and act upon the data
presented in an information index in a manner befitting
informed consumers (Morgan, 1991). It can be
ascertained, then, that the goal itself greatly
influences the type of information made available to
consumers. Of equal importance, however, is the amount
of information.

Amount of Information

Issues surrounding amount of data have generated
numerous empirical studies. Summers' (1974) study
questions whether less informationis best for
consumers. In answer to this question, Jacoby, Speller,
and Kohn (1974) developed a 3 x 3 factorial design to
study the effects of quantity of information on choice
decisions. They reasoned that the public had the
ability to process various amounts of product
information. These authors conclude that consumers who
are provided with less information feel more satisfied
and less confused. In fact, consumers provided with more
information made poorer decisions than those consumers
who were exposed to less information. This problematic
research caused critics to re-analyze the concept of
information overload.

Jacoby, Speller, and Kohn's (1974) methodological weaknesses were avoided by Wilkie (1974). Wilkie did not dispute their research premises concerning information overload but disagreed with several of their methodologies (assessed as errors). Wilkie found, for example, that certain conclusions drawn by Jacoby, Speller and Kohn were made without the benefit of distinct hypotheses.

Presentation of Information

Brettman (1976) and Wright (1978) observe that information load depends upon the medium utilized to present or organize the data. Printed materials such as indexes, leaflets, booklets and brochures impose fewer processing difficulties than television or radio. Consumers who use printed materials for information control the length of their exposure to the materials. In addition, they control to some extent the order in which they examine information.

Key Elements of Marketing Strategies

Strategies 1-5 and Their Elements

The five strategies relevant to this study were derived from a conceptual sphere and formulated within the scope of a specific framework. In other words, the concept refers to traditional marketing concepts and

the framework refers to marketing procedures
(Aaker & Day, 1986).

Bunge (1961) identified seven key marketing
elements. In accordance with these elements the
strategies must be: (a) exact, (b) economical,
(c) mutually consistent, (d) externally consistent, (e)
unified, (f) powerful, and (g) fertile.

Exactness denotes an avoidance of ambiquity.
Economical in scientific terms purposes that data can be
explained with minimum rather than maximum assumptions.
Mutually consistent means the absence of contradiction.
Externally consistent symbolizes logic and in this study
refers to the logical flow from concept of a product to
evaluation of the completed product. Unified stands for
an organized process. Powerful refers to the
explanation of data in an accurate manner; and, fertile,
the seventh element, refers to the generation of new
ideas and/or insightfulness (Bunge, 1961).

Principles, Theories, Elements

According to Aaker and Day (1986), the strategies
are designed to accomplish certain tasks and are based
upon marketing principles and/or theories.

Strategy number one, policy identification, is
designed to identify the object of interest, i.e., a
specific policy, service, or program. It is based upon

the marketing principle of specification. Because of
this principle, strategy number one facilitates exactness
and avoids ambiquity and thus captures Bunge's (1961)
first element. With regard to this research, policy
SB 533 specifically requires investigation of
institutional and student characteristics of community
colleges.

Strategy number two, concept generation, is
designed to recognize a chief theme or stated purpose of
a given policy. It is founded upon the marketing
principles of (a) the establishment of goals, and
(b) the establishment of objectives (Aaker & Day, 1986).
In this manner, strategy number two promotes scientific
economy in that a minimum of assumptions are applicable,
Bunge's (1961) second element. As an example, the theme
of SB 533 is the idea that dissemination of information
to students will facilitate informed decision-making by
students and/or their significant others. LACCD's goal
is to comply with the educational policy, while their
objective is to increase the information available to
students. Very few assumptions can be applied in this
situation.

Strategy number three, need identification, is
intended to assess an unfulfilled need. It is
predicated upon marketing principles of problems or

opportunity identification and upon the marketing theory
of needs assessment (Aaker & Day, 1986). This third
strategy facilitates mutual consistency (Bunge's [1961]
third element) in that once the need in relationship to
the identified problem and/or opportunity is clearly
established the risk of contradiction is diminished.

LACCD has one overall need in relationship to SB
533, that is dissemination of information by the
development of the information index.
The criteria of the Senate Bill reduces the risk of
contradiction.

Strategy number four, product development, is
designed to create the product, service, or program of
interest. This strategy is based upon marketing
principles of segmentation (e.g., the target
population), gathering of data, and product
specifications (data input and design of the product
itself) (Aaker & Day, 1986). This fourth strategy is
responsible for maintaining external consistency and a
unified process (Bunge's [1961] fourth and fifth
elements) by conforming to rules and regulations that
govern organized product development.

To illustrate the above, the concept for the
development of the information index stems from the
legislature's SB 533. Segmentation or the target

population is community college students from LACCD.
The unit of analysis is a single college student. Data
gathering involves, in part, secondary analysis of
characteristics. The students' characteristics include
but are not limited to: (a) sex, (b) ethnicity, (c) age,
(d) unit load, (e) school levels, (f) class schedules,
and (g) enrollment status. College campus or
institutional characteristics include but are not
limited to: (a) types and numbers of awards conferred,
(b) policies concerning equitable treatment, and (c)
transfer activity.

Product specification, that is data input and
design of the product itself, is conceived as a direct
result of both student and institutional profiles or
characteristics in accordance with SB 533. The product
design is in the form of a reference catalog and
constitutes written data concerning student and
institutional (campus) characteristics.

Strategy number five, product evaluation and
discussion, is designed to evaluate the finished product
for usefulness, effectiveness, and relevancy. Often
when the product is new a feasibility study or pilot
study is conducted as an integral part of and/or the
sole research endeavor. This strategy is based upon the
marketing principles of analysis and interpretation.

This fifth strategy incorporates Bunge's (1961) sixth and seventh elements, powerfulness and fertility.

To demonstrate the above, analysis as a scientific process offers explanations of data in an accurate manner; whereas, interpretation as a scientific process stimulates creative thoughts and facilitates recommendations for new or insightful future products.

Summary

LACCD's goal and objective relevant to educational policy can best be understood in view of the general systems theory. This theory provides the structure from which to interpret the interrelationship among: (a) the input -- educational policy and the requirements of SB 533; (b) the flow/processing -- institutional and student characteristics relevant to SB 533; and (c) the output --the evaluation of the information index, the tangible product congruent with the criteria set forth by SB 533 (Bertrand, 1972; Davidson, 1983; Laszlo, 1972).

This prototype information index's development is predicated upon principles of demography, marketing, and advertising. Concepts derived from these principles that prove crucial to the development of the index include information processing and information

environment (Assael, 1987; Bettman, 1979; Nesbit &
Weinstein, 1988; Rives & Serow, 1984).

Research literature revealed numerous empirical
studies that dealt with institutional and student
characteristics, demography, marketing, advertising, and
information processing and information environment.
Levels of sophistication among the research varied
(Cruz, 1985; Lum & Alfred, 1987).

Certain studies produced compatible findings
(Centra, 1980; Feldman, 1975, 1976, 1977, 1978, 1979;
Gray & Brandenburg, 1985). Other studies, however,
produced conflicting findings (Hunter & Sheldon, 1981;
Willingham & Breland, 1982). One study (Jacoby, Speller
et al., 1974) was marked by methodological
weaknesses--in particular, by the absence of distinct
hypotheses.

From this review it can be surmised that
information acquisition strategies involve consumers'
awareness of the existence of information, comprehension
of the information, consideration of the use of the
information, attitude toward the information, and choice
behavior and usage behavior. Taken together, these
information acquisition strategies and the principles of
demography, marketing and advertising, and Bunge's
(1961) key elements of marketing constitute the

information index (Day, 1976).

Each article and/or study in the literature review
facilitated and enhanced the understanding of
institutional and student characteristics as well as
product development. For example, the Hunter and
Sheldon (1981) longitudinal study was appropriate for
this investigation because it provided historical data
of one of the Los Angeles Community Colleges
(LA Pierce). It provided insight with regard to final
degree objectives, a characteristic identified by SB 533
as important.

Bettman, 1979; Wilkie, 1975; Wilkie and Gardner,
1974 dealt with the historical concepts concerning
dissemination of information. These works were relevant
to this research because literature about dissemination
of information is warranted when a product such as the
information index is to be developed.

CHAPTER 3

METHODOLOGY

Research Design

This chapter describes the research procedures which
were used to develop and evaluate the information index.
The purposes of this research were to develop the index
and to evaluate it for usefulness, effectiveness, and
relevancy.

A nonexperimental, descriptive research design was
utilized to accomplish the purposes of the research. In
addition, identification, description, and analysis of
characteristics considered pertinent to the development
of the information index were facilitated by the use of a
descriptive research design (Borg & Gall, 1989; Polit &
Hungler, 1987; Wilson, 1985).

Approaches to this research were both quantitative
and qualitative. One approach was quantitative in that
characteristics (variables) in this study were quantified
in the form of frequency distributions, percentages, and
averages; and, required the use of descriptive statistics
for analysis (Polit & Hungler, 1987). The other approach
was qualitative in that interviews (personal
communication) with a sample of the intended users of the
index was conducted. This aspect is properly
characterizable as qualitative because it represents

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discussion and analysis of phenomena as opposed to mathematical or numerical quantification (Polit & Hungler, 1987).

Secondary Analysis

A secondary analysis was specific to the development of the index. The data analyzed in this investigation included but was not limited to survey data (12,926 questionnaires) and research reports. A secondary analysis of these data was appropriate because these data address the characteristics considered important in the study. Furthermore, in accordance with the concept of secondary analysis (Gooding, 1988) the present research utilized previously collected data in a manner distinctly different than the original collectors' intent. In general, the present study reflects a difference in purpose, objective, problem, process and outcome compared to the original analysts' purpose, objective and so forth.

To illustrate the above, this study's research questions were based upon the criteria of an educational policy (SB 533). Data were generated and analyzed within the general systems theoretical framework. Also, the present research applied a variety of descriptive statistics. All of the above facilitated the development of a reference catalog (the information index) pertaining

to institutional and student characteristics.

Strengths of secondary analysis include: (a) cost effectiveness, (b) expediency, and (c) opportunity to utilize variables in new and meaningful ways. One disadvantage of secondary analysis is that the previously-collected data may not answer all of the questions pertinent to the new study (Hyman, 1972; Polit & Hungler, 1987).

Discussion of Existing Data Base on LACCD Students

Population

Although the population involved community college students in Southern California, data for this study were representative of an aggregate of information about students from LACCD campuses. The subjects included the community college students from all nine campuses of the Los Angeles Communiy College District.

These subjects, district-wide, consisted of a female student population totalling 55.1% and a male student population totalling 44.9%. The ages of this student population were broadly distributed as follows: under 20 (19.5%); between 20-24 (28.3%); between 25-34 (28.9%); 35 and over (23.3%) (ORPA, 1989). The subjects had diverse academic, cultural, and socioeconomic backgrounds. One unit of analysis equaled one Los Angeles Community

College student.

Confidentiality and Privacy

During the primary-data collection phases, the confidentiality aspect regarding the use of the student survey questionnaires was addressed by the District's research analysts, the contact person on each campus, and the instructors who distributed and collected the questionnaires (Conrath, 1991; Prather, 1991).

Participants were assured of confidentiality by the instructors who distributed the questionnaires and also by the written instructions introducing the questionnaires (see Appendix B). Although no names were used, student ID numbers were considered imperative to the process of educational data collection. As stated by both Conrath (1991) and Prather (1991), the purpose of the data collection was to serve students better.

The method utilized by this author was secondary analysis and although data banks involved the use of computers, the privacy rights and the confidentiality of the original subjects remained a priority. "The Federal Family Educational Rights and Privacy Act of 1974 (FERPA), known as the Buckley Amendment, provides for privacy of student academic records by permitting access only by the student and certain authorized persons" (Hollander, 1984, p. 53).

LACCD's Office of Research, Planning and Analysis considers legitimate researchers to be authorized persons. Such persons include but are not limited to LACCD's college faculty/staff and graduate students conducting approved, supervised academic research. Accordingly, such individuals are granted permission to utilize the District's data banks.

The author of this study is a faculty member of LACCD's Pierce College campus. Access to the data base was not, however, sought in that professional capacity. Rather, official permission to utilize the data was sought and granted in this author's status as a doctoral-program academic researcher. Furthermore, the concept of the proposed research was discussed in advance, prior to data base access, with the Director of Research who, at the time, was Nancy Conrath (see Appendix C). The use of access codes to enter data bases continues to provide confidentiality and privacy for the original subjects.

Sampling Procedures

According to Conrath (1991), the sampling goal was to obtain a ten percent sample of students enrolled in Spring 1989 classes at first census. A fifteen percent random sample of credit, noncredit cross-sections of classes was drawn, in order to ensure that the ten

percent goal was achieved for all nine college campus sites. The random sampling was electronically conducted, utilizing computers.

Sample

District-wide, 83% of all classes sampled returned questionnaires. The return rate ranged from 100% at Mission to 54% at East. Actual respondents amounted to 14% of all District-wide, first-census enrollment. After "clearing" of survey forms for duplications and unusuable returns, the final survey percentage equaled 13.1% (ORPA, 1989). A numerical perspective concerning the sample is presented in Table 2.

Table 2

Statistical Presentation of the Sample

Spring 1989 first-time enrollment census	=	99,011
Original # of desired returns (15%)	=	14,851
Actual # of returns (14%)	=	13,814
Eliminated (unusable) # of returns (0.9%)	=	888
Valid, usable # of returns (13.1%)	=	12,926
Data analysis sample size N	=	12,926

The eliminated or unusable returns were 0.9%, or a total of 888. This is interpreted as missing data, as Borg and Gall (1989) equated incomplete answers or unanswered survey questions to missing data. One method recommended to resolve issues about missing data is to

remove the missing data from the sample. The District's

analysts had already cleared the 1988-1989 student survey

of a total of 888 duplications and/or unanswered

questionnaires. Consequently, the District's research

analysts removed this data from the sample (ORPA, 1989).

Structure of Survey Instrument

The 1988-89 student survey instrument is an 82-item

questionnaire designed to measure student and

institutional characteristics (variables). The majority

of these characteristics are nominal and ordinal (see

Appendix B). The survey was originally developed and

periodically updated to address the needs of Los Angeles

Community College students (Conrath, 1991; Prather,

1991). Since students from these campuses are the focus

of this research, there tends to be congruency between

the use of data derived from this instrument and the

present study.

Because this questionnaire has been distributed

biennially since 1975 (ORPA, 1989), only a brief overview

of the structure of the instrument is provided here.

This tool was developed by the Office of Research,

Planning and Analysis, Educational Services Division. As

a closed-ended or fixed alternative questionnaire, the

survey offered several alternative replies but requested

the respondents to select only one answer per question.

The survey was clearly written. Clarity can be defined as: (a) providing short sentences and phrases, (b) avoiding incongruent ideas or "double-barreled" questions, (c) using simple terms, and (d) stating questions in the affirmative (Polit & Hungler, 1987).

The characteristics of the respondent population were taken into account in the design of the survey instrument. A special consideration in the design of the questionnaire was community college students' ability and willingness to reply to questions. Specifically, this survey questionnaire met criteria outlined by Polit and Hungler (1987): (a) it used simple language, (b) it avoided complex issues, (c) it minimized bias by avoiding positional or attitudinal questions, and (d) it approached sensitive personal information by using closed-ended questions that did not require lengthy explanations.

Validity. The survey instrument is a standard questionnaire with a face sheet (which requests information concerning ID numbers, gender, age, etc.), directions (such as length of time to complete the questionnaire, and the use of No. 2 pencils, etc.), and eight sections. Section A pertains to Educational Goals and Plans; section B pertains to Student Enrollment Characteristics and Academic Preparation (see

Appendix B). Validity or the degree to which the student survey measures exactly what it is supposed to measure (Polit & Hungler, 1987) was assessed in a number of ways. Construct and content validity of the survey has been established by a panel of experts (the analysts of ORPA: N. Conrath, P. Dillon & G. Prather) who evaluated the items and the underlying attributes to be measured.

Face validity was assessed by the instructors who distributed the tool, as well as by the analysts. It has been determined that the 1988-89 student survey questionnaire possesses construct, content, and face validity (N. Conrath, personal communications, March 28, April 10, and May 4, 1991; G. Prather, personal communications June 4, July 11, and September 9, 1991).

Reliability. Reliability or the degree of consistency with which the student survey measures its intended attributes (Polit & Hungler, 1987) is only possible if survey questions possess clarity and avoid ambiquity (Wilson, 1985). Comparisons or data gathered biennially since 1975 indicate that confusing or ambiguous terms were systematically removed from the questionnaires and improved questions were added. Thus, the student survey questionnaire was modified as necessary in order to maintain clarity and to avoid ambiguity (N. Conrath, personal communications, March 28,

April 10, and May 4, 1991).

Coding of Data

Variable labels. The research analysts from the District coded the data gathered from the survey by transforming the information into numerical symbols in preparation for computer analysis (N. Conrath, personal communications, March 28, April 10, and May 4, 1991; G. Prather, personal communications, June 4, July 11, and September 9, 1991). For a complete listing of variable labels relevant to this study's research questions, see Appendix D.

The statistical package utilized by the District's analysts was the updated version of Statistical Package for the Social Sciences-X (SPSS-X). A preference was shown for the SPSS-X program due to its popularity and widespread use among researchers and universities (G. Prather, personal communications, June 4, July 11, and September 9, 1991).

Data Collection

Prather (1991) discussed the data collection techniques traditionally used by the District. Contact persons from all nine campuses are provided with the survey questionnaires. Instructors from those classes randomly selected for survey are oriented to the procedures involved in data collection. Directions that

are written on the questionnaires are reviewed with the instructors.

The instructors, in turn, distribute the questionnaires to the students in traditional classroom settings. The subjects are informed of the purpose of the data collection. Directives for completing the Scantron answer sheets are reiterated. The students are informed that the usual time frame for completing the questionnaire is twenty minutes.

Upon completion, the instructors collect the surveys and place them in the mail room of each campus, where the contact persons gather them. The questionnaires are then forwarded to the data collection center, which is either the Office of Research, Planning and Analysis itself or a prearranged designated area.

Analysis of Data for the Information Index

An information index's function (namely, to disseminate written information) can be achieved as the result of the identification, description, and categorization of phenomena. According to Wilson (1985), the types of research questions appropriate for identification, description, and categorization of phenomena are known as factor-identifying questions. They include but may not be limited to: (a) "what are" questions, and (b) "is the" questions. There are four

major questions in this research: the first three research questions of this study are a part of the development of the index, while the fourth research question involves the evaluation of the index.

Question one was, "What are the characteristics of Los Angeles Community Colleges?" These were determined using descriptive statistics to identify, describe, and categorize the characteristics being studied.

Question two was, "What are the characteristics of LACCD students?" These were determined using descriptive statistics to identify, describe and categorize the characteristics of interest.

Question three was, "What trends are evident regarding student characteristics?" These were determined using descriptive statistics including crosstabulations and uninterrupted time series to identify, describe and categorize the characteristics being studied.

Once the product was developed from the secondary analysis of student surveys, research reports, District reports, catalog data and newsletters, the evaluation process began. The information index is described in Chapter 4.

Evaluation of Developed Information Index

Population

The population relevant to the evaluation of the
information index consisted of community college
students from LACCD campuses.   The unit of analysis is
a single community college student.

Confidentiality and Privacy

Participants who evaluated the index were informed
that participation was voluntary.   Information derived
from the in-depth interviews was used only for the
stated purposes of the research.   Data from the actual
interviews were identified only by the date that the
interviews took place to ensure anonymity and
confidentiality.   The panel of experts were only
aware of transcripts by subjects # 1 - # 4 to ensure
anonymity and confidentiality.

Sampling Procedure

To narrow the population the student body leaders
were targeted for possible participation.   A convenience
sample was employed. Presidents and/or Vice-Presidents
of the ASO were approached to participate in the
evaluation of the information index.   Information
indexes and cover letters were forwarded to each office
of the President and/or Vice-President at the nine
LACCD campuses.

Sample

Response rates of those subjects approached to be a part of a study can vary due to any number of realities, i.e., subjects' time constraints, other responsibilities, lack of interest in the study, and/or having been approached to participate in numerous studies in a short period of time (Assael, 1987; Borg & Gall, 1989; Polit & Hungler, 1987). In view of this tendency for response rates to vary, the expectation of this author was that one/third of the subjects mailed the index and cover letter would actually participate in the research process. In reality, four students agreed to participate, each from a different campus (representing 50% of the nine campuses).

Interview Agenda and Procedure

An initial telephone call was placed to the ASO Presidents and/or Vice-Presidents of each of the nine LACCD campuses. These students were provided with an overview of the study and what was involved, with the intent of obtaining their agreement to participate in the research. As a follow-up, a cover letter and a copy of the information index was forwarded to the ASO office of each prospective participant (see Appendix F). After a period of time in an effort to prompt participants, a telephone call was placed to the various ASO advisors to

request assistance. As necessary, second, third or fourth telephone calls were made in order to encourage prospective participants to agree to schedule an appointment date, time and location for the interview.

A predetermined interview-schedule of statements was utilized for the interview. The interviews had a set period of time of approximately 30 minutes. The interviews were tape recorded and the participants were interviewed individually as opposed to being interviewed in a group.

The interviews were conducted in the following manner: (a) salutations were extended; (b) informal conversation took place; (c) the environment was checked for quietness, placement of table and chairs, place for the tape recorder, and the displaying of the information index; (d) the participant was asked if he/she had read through the information index; (e) a copy of the interview-schedule was provided and the interviewee was asked if all the statements/questions were clear; (f) clarification was provided as necessary; (g) the formal interview began with a focus on the interviewee's personal demographics; (h) the interview closed thanking the subject for his/her participation; (i) all interviews were transcribed verbatum and the tapes of the interviews were saved.

Structure of Interview Schedule

According to Polit and Hungler (1987), a
predetermined list of statements or questions known as
the interview-schedule should be developed prior to the
actual interview. The objective of each statement or
question is to address specific areas of interest to the
research. This will facilitate a focused in-depth
interview. In addition, focus might also be attained
by incorporating "forced choice" items (i.e., Agree or
Disagree options) as part of the interview.

Community college students tend to be concrete by
nature and can best stay on task with structured
interviews (Campbell, and others, 1984). In view of
this, it can be understood that interview-schedules may
include not only predetermined statements but also
focused statements that can be answered in the form of
"forced choice" (Agree or Disagree) options. However,
the issue of "focus" can be problematic in that goal
driven predetermined interview-schedules can have the
negative side-effect of generating bias (Scriven, 1991).

Risks of Bias. Bias can occur when the
interviewer's intent is to be certain that a given set
of topics is addressed in the interviews.
Unconsciously, the interviewer may focus exclusively
upon the selected topics of interest with little

attention given to unusual or unexpected themes that may

arise during the interview (Anderson, Ball, Murphy &

Associates, 1975; Popham, 1988). In order to minimize the

risks of this type of bias, a goal-free evaluation (also

known as consumer oriented evaluation) needs to be an

integral aspect of the interview process (Madaus,

Scriven & Stufflebeam, 1983; Scriven, 1991). Therefore,

the interview-schedule must not only provide structure

(i.e., focus: predetermined statements, and "forced

choice") but also provide for responses that would in

essence be open (i.e., open-ended conversation)

(Scriven, 1991). Explanations of the subjects'

responses to the interview statements (e.g., agree or

disagree) provided an open-ended conversation from which

themes were determined. In this study, these

explanations and themes were the premise for goal-free

evaluations which reduced the risks of bias (Anderson,

et al, 1975; Borg & Gall, 1989; Popham, 1988; Scriven,

1991).

This study then utilized both the focused
and open-ended aspects of the interview schedule. The
participants were presented with a statement from the
interview-schedule and asked to agree or disagree and
then provide an explanation for their response.

The use of a tape recorder facilitated the

identification of expected and unexpected themes (Polit &

Hungler, 1987). Also, a panel of judges (three doctoral

students: faculty from a LACCD campus) reviewed the

transcripts to assess for theme identification and thus

minimize the subjective nature of content analysis.

Pretesting the Index and Interview Schedule

Elimination of ambiquities is imperative when

reference materials such as the information index are to

be assessed as appropriate. In addition, it is equally

important to eliminate ambiquities with regard to newly

developed interview-schedules (Borg & Gall, 1989).

Four community college students were selected to pretest

both the index and the interview-schedule statements.

These four students were gathered to review first the

index with regard to comprehension, perceived attributes

and overall impression and next the interview-schedule

for clarity and understanding. An open forum was held

for ninety minutes during which time ideas about and

critique of both the index and the interview-schedule

took place. The overall opinion concerning the index was

that it should stay basically as it was, but to

continue to use pictures before each highlight about the

campuses. In addition to the above opinion, it was

concluded that sketches prior to each section

throughout the index was desirable. However, the

interview statements were modified.

According to Belson (1968), students should be asked to repeat their understanding of a statement or question. These students were asked to repeat what they believed each statement to mean. Once a consensus about the meaning of a statement was reached, the statement was revised to address this consensus. The final and revised interview-schedule was assessed once again by the author of this study before it was used in the actual research (see Appendix E).

Discussion: Advantages and Disadvantages of Interviews

Interviews are personal rather than impersonal. Complex feelings or perceptions not possible with written instruments can be revealed through interviews (Borg & Gall, 1989; Polit & Hungler, 1987; Wilson, 1985). On the other hand, interviews that include open-ended questions can generate time consuming procedures. In addition, the use of a tape recorder can cause some participants to edit their responses. Also, the interviewer must be skilled in interviewing (Borg & Gall, 1989; Polit & Hungler, 1987; Wilson, 1985).

The predetermined agenda and specific questions for the in-depth interviews facilitate the validity and relevancy of the interviews by establishing face and content validity (Borg & Gall, 1989; Polit & Hungler,

1987). Interrater reliability was established by a panel of three judges (doctoral students) who completed a content analysis assessing the transcribed interviews for theme identification (Polit & Hungler, 1987).

The interview-schedule itself was free from ambiquity, contradictions, and otherwise improperly developed statements or questions. All statements or questions were relevant to the task at hand. In this case, the task was to evaluate the usefulness, effectiveness and relevancy of the information index developed by this author.

Question four was, "Is the information index useful, effective and relevant?" This was determined by in-depth interviews and content analysis of transcriptions from those interviews.

Coding Data Obtained in Interviews

Certain principles and techniques are important in the analysis of interview findings. The coding system proposed for this research is consistent with these principles and techniques (Cannell, Lawson & Hausser, 1975).

Content analysis. According to Polit and Hungler (1991), content analysis is a method employed to systematically and objectively scrutinize written or verbal communication (e.g., transcribed interviews).

The framework for content analysis in this investigation included: (a) review of the transcribed interviews by the author of this study, (b) identification of the unit of analysis i.e., themes, (c) development of a key (or code) for the themes, (d) development of categories, (e) panel members individual agreement about the presence of the themes, thus, (f) interrater reliability of the panel members agreement, and (g) analytical review of the overall results by the author of this research.

Units of content analysis.   By definition, content analysis requires the quantification and consequent examination of specific content elements of written or verbal communication (Golden, 1976; Berelson, 1954).

The examination of specific elements of communication can best be conducted after a unit of analysis has been selected. Units of analysis can vary, (e.g., words, themes, characteristics, items, space-and-time measures). Their use depends upon the nature of the communication and the focus of the research. The units of analysis for the content analysis of this study are themes. According to Berelson (1954) the theme is among the most useful units of content analysis because it takes the form in which issues and attitudes usually are discussed. To

demonstrate, the theme expense emerged (for the most part) in relation to responses to statements categorized as relevant information. This theme is indicative of the subjects' attitude toward the financial crisis that the Los Angeles Community College system is experiencing and their concern about the overall high cost of an education.

Typically units of analysis within a content analysis are counted. In fact, Banks's study (1976) found that themes in books occurred a maximum of eighty times and a minimum of six times. In order for a theme to be given consideration in this research, it had to occur at least two times throughout the entire set of transcribed interviews. Some themes appeared with more frequency than other themes. Actually, the number of times a theme occurred in this research ranged from a minimum of three times to a maximum of nineteen times. For example, the themes ethnicity and expense both occurred three times; decision-making occurred twelve times; while, the theme knowledge occurred nineteen times.

Themes can be defined as: (a) assertions about subject matter, (b) major ideas about subject matter, or (c) concepts about subject matter (Banks, 1976; Berelson, 1954; Polit & Hungler, 1991). In this

research, themes (attributes) referred to concepts,

(e.g., concepts of achievement, knowledge or humor), and

the information index represented the subject matter. A

total of eleven themes were deemed present by the author

of this dissertation. These themes were numbered

(key/code) one through eleven, e.g., 1 = achievement

(see Table 3).

Table 3

Key/Code to Eleven Themes

1 = achievement	6 = expediency
2 = knowledge	7 = self-confidence
3 = decision-making	8 = comfort
4 = motivation	9 = marketing
5 = ethnicity	10 = expense
	11 = humor

Categories

Wilson (1985) indicates that researchers need to

show rationale, legitimacy and relevancy if the

categories selected for particular studies are to be

considered scientifically acceptable or valid.

Rationale. Categories designed for this study

facilitated the evaluation of the information index

because they grouped data that pertained to: useful

information, relevant information, and effective
packaging of the index.

Legitimacy. These categories represented a
legitimate component of content analysis methodology.
In this context, the categories were devised to organize
and/or yield data congruent with the present research.

Relevance. In this investigation, the categories
organized data identified as useful, relevant and
effective packaging. This data was directly related to
the fourth research question, "Is the
information index useful, effective and relevant?"

Category: useful information. Eight interview
statements (numbered 1, 2, 3, 4, 10, 12, 16 & 17) which
were based on SB 533 criteria were categorized as useful
because they represented information considered: (a)
serviceable, (b) helpful, and (c) beneficial to
community college students (Morgan, 1991; Willingham &
Breland, 1982).

Category: relevant information. Nine interview
statements (numbered 5, 6, 7, 8, 9, 11, 13, 14 & 15)
also based on SB 533 criteria were classified as
relevant because they were indicative of information
identified as: (a) pertinent, (b) applicable, and (c)
germane to community college students (Morgan, 1991;
Willingham & Breland, 1982).

Category: effective packaging of information. Five

statements (numbered 18, 19, 20, 21 & 22) which were

based on marketing principles were categorized as

effective packaging because they represented information

concerned with: (a) advertising and (b) marketing a

product (Aaker & day, 1986; Assael, 1987; Jacoby,

Chestnut, Weigl & Fisher, 1976).

CHAPTER 4

RESULTS

A nonexperimental, descriptive design was employed to accomplish two purposes in this research: (a) the development of the information index, made possible through a secondary analysis of existing data; and (b) evaluation of the information index through in-depth interviews. Content analysis was utilized to analyze the interview responses.

The Information Index

LACCD students provided the primary data base for this research (ORPA, 1989). Existing data from student surveys, research reports, District reports, newsletters and catalogs were examined through the process of secondary analysis for the purpose of answering the first three research questions. Results are highlighted in this chapter but are evident in their entirety in the Information Index which can be found in Appendix G. The resultant index itself is 79 pages in length and is the compilation of data about all nine campuses. A major portion of the information index is the result of an electronic review of one data base which consisted of 12,926 student surveys. Crosstabulation within this particular data base provided a comparison of several

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characteristics. A ten year (1980's) uninterrupted time series of various data bases (surveys and District reports) facilitated the comparison of characteristics of interest. The index was formulated in a manner designed to provide easy access to statistical data regarding institutional and student characteristics. To provide some variation in the presentation, pictures, drawings, pie graphs, and tables were used throughout the index.

Rationale for Organization of the Index

The organization of the index was intended to provide the reader with easy access to information. The index provides acknowledgement and accuracy statements, list of tables and figures, five sections of data, and appendices. In the introduction to the information index the following is explained in detail: (a) arrangement of the information, (b) definition of the index, (c) purpose of the index, (d) distinctiveness of the index, and (e) formal plans to update the index (see Appendix G).

Research Question 1

Research question 1 asked, What are the characteristics of Los Angeles Community Colleges? This question was formulated with respect to institutional characteristics derived from criteria set forth by Senate Bill 533 (Morgan, 1991) (see Appendix A). Institutional

characteristics which addressed research question number
1 were: (a) types and numbers of awards, (b)
institutional policies and services that ensure equity,
and (c) transfer activity (Report No. AID-002-GDK, 1990;
College Catalogs 1992-93).

Overview: Types and Numbers of Awards

Of the nine campuses that comprise the LACCD system,
Pierce college awards the majority of degrees with an
average figure of 906.3 degrees or 23.1% per annum. East
LA awards the second largest number of 660.7
or 16.8%. Trade-Technical college confers 770.3
certificates or 47.0%. East LA confers the second largest
number of certificates with a figure of 216 per year or
13.1%.

The nine campuses award 5570 degrees
and certificates on a yearly basis. Complete statistics
are provided in the information index: Section 3, Figures
2 & 3, and, Table 1 (see Appendix G).

Overview: Policies and Services

Throughout the nine campus system approximately 7114
students benefit from financial aid services. The
Extended Opportunity Program and Services (EOP&S) service
an average of 4893.3 students.

A smaller group comprised of Foreign Students (about
1627 students) receive Foreign Student Services.

Aggregate data can be located in the information index:
Section 3, Table 2 (see Appendix G).

Overview: Transfer Activity

Data that pertains to transfer activity was
restricted to students who transferred directly from a
Los Angeles Community College to a four-year public or
private college on an annual basis. Complete descriptive
statistics concerning transfer activity can be located in
the information index: Section 3, Table 3 (see
Appendix G).

Research Question 2

Research question 2 inquired, What are the
characteristics of Los Angeles Community College District
students? These characteristics were drawn from criteria
established by Senate Bill 533 (Morgan, 1991) (see
Appendix A). Student characteristics which addressed
research question number 2 were: (a) goals and plans,
(b) school performance and/or academic characteristics,
(c) completion time for AA degree, (d) typical financial
costs, and (e) evaluation of campus services (ORPA,
1989; Report No. SEC-003-PD, 1990).

A synopsis of the statistical data for research
question 2 follows. Students identified their goals and
plans which included: (a) subject areas of interest, (b)

reason for attending college, (c) immediate degree objective, (d) final degree objective, (e) transfer plans, and (f) the reason a student chose to enroll at a particular college campus.

Overview: Goals and Plans

Students surveyed indicated the percentage of interest they had in various subjects. For example, the subject areas of greatest interest were Business/Office Occupations (29.2%). Personal goals and plans of students influenced their perception concerning subject areas of interest. To illustrate, students enrolled for the distinct purpose of up-dating office skills perceived Business/Office Occupation to be the most important subject areas of interest. Comprehensive data regarding research question 2 is located in the information index: Section 4, Figures 4-9; and, Tables 4-8 (see Appendix G).

Research Question 3

Research question 3 asked, What trends are evident regarding student characteristics? These trends were based upon criteria set forth by SB 533 (Morgan, 1991) (see Appendix A). Trends concerning specific student characteristics which addressed research question number 3 were: (a) sex, (b) ethnicity, (c) age, (d) unit load, (e) school levels, (f) class schedule, and (g)

enrollment status (ORPA, 1989; Report No. AID-002-GDK, 1990).

Overview: Trends

Throughout the LACCD campuses female students total 44% and males 56%. The trend four years ago indicated the opposite; in other words, at that time female students outnumbered male students (ORPA, 1989; Report No. AID-002-GDK, 1990). The colleges culturally diversed student population included: Latinos 34%, Caucasian 30%, African-Americans 18%, Asians 16%, and Others 2% (ORPA, 1989; Report No. AID-002-GDK, 1990).

A crosstabulation of trends revealed that an overwhelming number of Asian students enrolled at LACCD colleges were: (a) 20-24 years of age, (b) carried 12 or more units, (c) were classified as sophomores, (d) attended day classes, (e) intended to transfer to a four-year college, and (f) were continuing students. An uninterrupted time series showed that during the 1980's the number of students enrolled in day classes decreased by 0.3%; those enrolled in day and evening classes increased by 0.2%. Enrollment in evening classes increased by 0.1%. In-depth statistical data in response to research question 3 concerning the previously identified trends in student characteristics can be located in the information index: Section 5 (see Appendix G).

Evaluation of the Information Index

Research question 4 differed from the first three research questions in that it required the generation of new data. A separate section has been utilized to examine it.

Sample

The subjects who participated in the in-depth interviews were members of student government (see transcripts in Appendix H). They were three presidents and one vice-president of the Associated Student Organization (ASO) for Los Angeles Community Colleges. As such, these individuals were actively enrolled as community college students.

The four interviewees in this study were: (a) 100% minority, (b) from 18 to 25 with a mean age of 21.75 years, (c) 75% male, (d) 100% sophomores, (e) on their particular campus for a length of time which ranged from 2 to 3 years with a mean of 2.25 years, (f) 75% ASO presidents whose length of time as ASO presidents ranged from 2 to 6 months with a mean of 3.6 months, and (g) 25% vice-president whose length in office was for 6 months (see Table 4).

Research Question 4

Research question 4 inquired, Is the information index useful, effective and relevant? Data for this

question was derived from in-depth interviews using a
content analysis process to minimize author subjectivity.

Table 4

Interviewee Demographics

Subjects # 1-4

	#1	#2	#3	#4
ETHNICITY	Latina	Sri-Lanka	African-American	Hispanic-Mexican
AGE	18	23	25	21
GENDER	F	M	M	M
LEVEL OF SCHOOL	Soph.	Soph.	Soph.	Soph.
TIME ON CAMPUS	2 yrs.	3 yrs.	2 yrs.	2 yrs.
TIME ASO PRES.	3 months	_____	6 months	2-3 months
TIME ASO VICE-PRES.	_____	6 months	_____	_____

Content Analysis

Initially the content of the transcribed interviews
was assessed for themes by this researcher.
Consequently, a key for the themes was developed. An
example of one of the themes is achievement. For a
complete key/code and list of the eleven themes, see
Table 3 in Chapter 3. The three judges were then
utilized to verify theme identification (agreement) of

the subjects' responses to the interview-schedule

statements. The judges were provided with: (a) directions,

(b) key to the themes, (c) verbatum transcriptions of

statements, and (d) interviewees responses.

Reliability and Agreement

According to Polit and Hungler (1991, p. 373), in

studies similar to this research, "reliability is a

function of agreement." Inevitably, the study interrater

reliability referred to agreement among the judge panel

members. Sixty-six percent agreement was required in this

study to establish reliability. For the key to the

agreement and results concerning agreement, see Table 5.

Table 5

Percentage of Agreement With Theme(s) in This Study and
Frequencies of Themes

Category: Useful Information

Themes Emerged: 1, 2, 3, 4, 5, 6, 7, 8 & 9 (total = 37x)
% of Agreement of Panel: 66% 22x and 100% 15x (= 37x)

Category: Relevant Information

Themes Emerged: 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
                (total = 35x)
% of Agreement of Panel: 66% 18x and 100% 17x (= 35x)

Category: Effective Packaging of Information

Themes Emerged: 2, 3, 4, 6, 8, 9, 10 & 11 (total = 20x)
% of Agreement of Panel: 66% 13x and 100% 7x (= 20x)

(table continues)

1.00 = 100% = 3 judges/ total agreement about theme(s)

 .66 = 66% = 2 judges/ majority agreement about theme(s)

 .33 = 33% = 1 judge/ minority agreement about theme(s)

Themes	Frequencies		Themes	Frequencies
1	6		7	7
2	19		8	8
3	12		9	10
4	11		10	3
5	3		11	5
6	9			

Forced Choice: Agreement or Disagreement

Throughout the interviews subjects were provided
information in the following manner: (a) agreement or
disagreement with a given interview statement, and (b)
open-ended conversation with regard to the interview
statement. Table 6 provides data concerning the
interviewees agreement or disagreement with the
twenty-two interview statements.

Agreement or Disagreement With Interview Statements by the Interviewees, on a Category by Category Basis

Level of intensity of agreement or disagreement
with regard to the categorized statements in this study

Table 6

Subjects' Agreement or Disagreement With
Interview Statements

Interview Statements		Subjects			
	Useful Information	1	2	3	4
1		A	A	A	A
2		A	A	A	A
3		A	A	A	A
4		A	A	A	A
10		A	*A	A	A
12		A	A	A	A
16		A	A	A	A
17		A	A	D	A
	Relevant Information				
5		A	*A	A	A
6		A	A	A	A
7		A	A	A	A
8		A	A	A	A
9		A	A	A	A
11		A	A	A	A
12		A	A	A	A
13		A	A	A	A
14		A	A	A	A
15		A	A	A	A
	Effective Packaging				
18		A	A	D	A
19		A	A	D	A
20		D	A	A	A
21		A	*D	A	A
22		D	A	A	A

Note. Key: A= Agree; D= Disagree; *= Qualified Response

was not sought. Therefore, a Likert scale was not

employed; instead, a forced choice technique was used in

conjunction with the interview process. The following

discussion includes information about the agreement,

disagreement and qualified responses of the subjects with regard to the interview statements.

Category: useful information. Three of the four subjects were in agreement with statements categorized as useful information. One qualified response related to statement number 10. The qualification stipulated that inclusion of information about other students in the index required sensitivity and diplomacy. Disagreement occurred in response to statement number 17. One subject felt that there was no need to include definitions of terms in a reference catalog.

Category: relevant information. A difference of opinion surfaced with regard to statements categorized as effective packaging. Three of the four subjects at all times were in agreement with statements numbered from 18 to 22. However, in reference to statement number 18, one subject indicated that animated cartoons or pictures make no difference, if the person reading the catalog is interested in their education or had made plans. The majority of the interviewees (the remaining three subjects) felt that animation, cartoons or pictures are perfect for a catalog. With regard to statement number 19, color versus black and white catalogs generated discussion. One interviewee commented that color or black and white did not affect the information, just the appearance of the catalog.

The other three subjects indicated that color is exciting and good to use in a catalog. Statement number 20, length of the catalog, also generated a difference of opinion among the subjects. One respondent felt that the length of a catalog is not a factor; instead, it is important for a catalog to be easily read and understood. However, the remaining three interviewees indicated that the shorter the catalog, the better. In reference to statement number 21, one qualified disagreement was offered. Glossy paper is considered unnecessary by one subject. Three of the four interviewees indicated that glossy paper is attractive and desirable. The last point of disagreement involved statement number 22, the size of print to be used in the index. One participant indicated that the size of the print to be used in a catalog is less important than the availability of the information. On the other hand, the remaining three subjects commented that large to moderately large print is best, particularly if one has problems with vision.

Each of the statements categorized as effective packaging elicited one subject's disagreement (total of five disagreement) and thus ranked the category of effective packaging as the one category with the most disagreements. Nonetheless, features such as: (a)

animated cartoons and/or pictures, (b) colorful versus

black and white catalogs, (c) short versus long catalogs,

(d) use of glossy paper, and (e) large to moderately

large print proved to be crucial aspects of developing a

product. According to Jacoby, Chesnut, Weigl and Fisher

(1976), it is usual for controversy or difference of

opinions to arise concerning the appearance or packaging

of products. Normally, marketing experts expect

consumers to have different perceptions about products.

One interviewee's recommendation. First, it was

recommended that since student government officers were

interviewed, more emphasis needs to be placed on student

government in the index itself. This interviewee

indicated that awareness of student government is

important because awareness could lead to involvement,

and that participation in student government helps to

build organizational skills. Second, according to this

respondent, much more emphasis should be placed

on foreign and minority students. Increased exposure to

aspects of cultural diversity will facilitate better

understanding among students. Last, this respondent

indicated that as much as possible should be included

in the information index with regard to finances, i.e.,

scholarships.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

In this dissertation a nonexperimental, descriptive designed study was employed to investigate the development and evaluation of an information index. An expansive literature review cited studies which delineate and support the purposes of this research.

Methodologies include secondary analysis of existing data and content analysis of transcribed interviews. These methodologies generated results to address the research questions posed by this author.

Purposes, Theory and Strategies

The two purposes of this study were to develop the information index and to evaluate the index. One general theory and several specific strategies were utilized to address these purposes. Ludwig von Bertalanffy's General Systems Theory provided a systematic method for approaching the interrelationship among: (a) educational policy (i.e., SB 533), (b) response to the policy (descriptive research and consequent development of the index), and (c) evaluation of the index (Klir, 1969; Scherer, 1981; see Figure 2). To demonstrate, the SB 533 proposed that availability of information to consumers of education, namely students and their significant others could facilitate informed decision-making. An

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information index was developed as a product that could facilitate dissemination of information. Evaluation of the index indicated that the public interested in having information from which to make informed decisions.

In addition, the development and evaluation of the information index was predicated upon five distinct strategies (see Figure 2, in Chapter 2). These strategies were based upon well-grounded marketing theories and principles (Aaker & Day, 1986).

Summary of Results: Questions 1-3

The first three research questions involved the development of a tangible product, the information index. They dealt with: (a) institutional characteristics, (b) student characteristics, and (c) trends concerning specific student characteristics. Secondary analysis of existing data bases provided the statistics necessary to answer these questions. Descriptive statistics such as pie graphs and frequency distributions were used to describe these characteristics. The data generated from these research questions resulted in the formation of the information index, a reference catalog (see Appendix G).

Summary of Results: Question 4

The fourth research question involved the evaluation of the information index. Unlike the first three

questions, new data was generated from transcribed in-depth interviews which were analyzed through content analysis. Data was described, in part, through the use of descriptive statistics such as percentages to determine the presence of identified themes. Evaluation of the index was in keeping with traditional marketing strategies, and influenced the decision to speculate about: (a) refinement of the information index, (b) possible need to delay the production of the index, and (c) overall feasibility of catalogs such as the information index.

Discussion of Findings Related to Research Questions

Development of the Information Index

Research question 1 asked, What are the characteristics of Los Angeles Community Colleges? This question was formulated with respect to institutional characteristics derived from criteria set forth by Senate Bill 533 (Morgan, 1991) (see Appendix A). The institutional characteristics include: (a) types and numbers of awards, (b) institutional policies and services that ensure equity, and (c) transfer activity (Report No. AID-002-GDK, 1990; College Catalogs, 1992-93).

Research question 2 inquired, What are the characteristics of Los Angeles Community College District students? These characteristics are drawn from criteria established by Senate Bill 533 (Morgan, 1991), (see Appendix A). Student characteristics include: (a) goals and plans, (b) school performance and/or academic characteristics, (c) completion time for AA degree, (d) typical financial costs, and (e) evaluation of campus services (ORPA, 1989; Report No. SEC-003-PD, 1990).

One particular study concerned with student characteristics provided an unusual perspective. Baird (1984) in departure from other researchers (i.e., Breland, 1978; Humphreys, 1968; Wilson, 1983; and, Goldman & Slaughter, 1976) incorporated characteristics such as campus environment and campus services to explain concrete variables such as grades and high school and college grade point averages. Baird's (1984) study speculates about such issues as motivation and success of college students (GPA's represent indicators of motivation and success).

This study generates evidence which agrees with Baird's work. For example, one could interpret LACCD's open door policy and marketing strategies as being crucial campus services which directly or indirectly influence the college environment. In this respect, the

policy and marketing would act as determinants, not indicators, of motivation and success.

Alteration in campus services and subsequent changes in the campus environment could become the catalyst for an increase or decrease in student grades and GPA's (Baird, 1984). It can be theorized that: (a) current increases in community college tuition fees (which affect the open door policy), (b) ongoing debates about the feasibility of the open door policy, and (c) reduced funding for marketing might have an unforeseeable impact on the students themselves. Most likely, variables such as high school grades and high school and college GPA would be affected.

Research question 3 asked, What trends are evident regarding student characteristics? These trends are based upon criteria set forth by SB 533 (Morgan, 1991), (see Appendix A). Trends concerning specific student demographics involve the following: (a) sex, (b) ethnicity, (c) age, (d) unit load, (e) school levels, (f) class schedule, and (g) enrollment status (ORPA, 1989; Report No. AID-002-GDK, 1990).

Wilkie's (1975) empirical study suggested that the type of information included in directories, indexes, texts, phamphlets or catalogs is directly related to goals and objectives of policy-makers. Policy-makers'

goals are to persuade consumers to use and act upon the propaganda presented in literature, such as directories, indexes, and catalogs. In concurrence with Wilkie's (1975) research, this study incorporated data (institutional and student characteristics, as well as trends concerning specific student characteristics) into the information index based upon Senate Bill 533 criteria. It can be surmised that SB 533 policy-makers expect to have current and prospective students utilize the data presented in catalogs with the hope of transforming these individuals from uninformed to informed consumers (Morgan, 1991).

In terms of marketing, according to Aaker and Day, (1986, p. 618), product evaluation is vital because "the aim is to predict market response to determine whether or not the product should be carried forward." For example, once the information index becomes available for the targeted consumers (community college students) it is important to assess the subjects' understanding of the index and their intent to purchase the information index. If the participants in this study did not understand the purpose of the index, or indicated absolute refusal to purchase it, future research concerning the index would likely be stalled or abandoned.

Complications With the Development of the Index

The initial directions given to the author of this study by the District's research analyst, regarding the use of data bases proved to be complicated and challenging. Having been handed five floppy disks (student surveys data bases) the District analyst gave the following instructions. "These are SPSS-X files, exported from "Backpack." First you are to copy the files to the "Backpack" and then run the files from this. Restore the files from the other diskettes: (a) survey ###01, (b) survey ###02, (c) survey ###03, (d) survey ###04, and (e) backrest 001. Use the SPSS-X to import files from other directories" (Prather, 1991). These directives and the process of utilizing computerized data bases proved to be rather complicated, therefore, specific assistance with regard to the gathering and reviewing of data bases was requested, and it was granted. Overall the time involved in developing the index, that is (a) procuring the data bases, (b) reviewing the data bases, (c) having the statistics completed, (d) interpreting the results, and (e) putting the information into a format appropriate for this research took approximately fourteen months.

Evaluation of the Information Index

Subjects were from four different LACCD campuses
which represent fifty percent of the LACCD nine campus
system. This geographical representation provided an
appropriate research sample.

West LA College is a suburban campus which serves
students in the western segment of Greater Los Angeles.
LA Pierce College, an agricultural or rural campus,
serves students in the San Fernando Valley. LA
Trade-Technical College, a city campus unique for
technological programs, serves students in the central
city area of the basin of Los Angeles. LA Harbor
College, a cosmopolitan campus located in the south bay
area, serves a commercial urban and residential suburban
community (see Figure 3 in Chapter 3). These subjects
were difficult to contact due to their busy schedules.
Furthermore, it was discovered at a later time that a
breakdown in the District's courier system delayed
delivery of both transmittal letters and the information
indexes forwarded to these individuals.

Sample

Participants in this research were provided with a
transmittal letter, directions, and a copy of the
information index which they were to read prior to the

interviews. In-depth interviews were conducted, tape
recorded and transcribed.

Four subjects participated in the in-depth
interviews. They were officers of the student
government, either president or vice-president. Ages
ranged from 18 to 25. Their ethnic mix reflects the
overall diversity of the student population. (Complete
demographics are provided in Table 2, Chapter 4).

All of the subjects are minorities. Research data
supports the fact that two of these officers probably
would be Latino/Hispanic because the largest percentage
of students in LACCD are Latino (34%). Statistics also
verified the probablity of having an African American as
a subject since they account for 18% of the
districtwide student population. It is less clear why no
Caucasians or Asians were subjects, as these groups
comprise 30% and 16%, respectively, of the districtwide
student population.

One interviewee was from Sri-Lanka. The statistical
probability of having a student from this ethnic
background as a subject was not supported by the data
gathered in this research. Individuals from Sri-Lanka,
and all other ethnic backgrounds not previously
mentioned were classified as "Other." This category
accounts for 2% of the total districtwide student

population (see Appendix G, Section 5).

The overall literature review indicates that distinction between useful information and relevant information might be a matter of research experience and/or a person's experience with college students. Policy-makers and individuals involved in research regarding college students provide their perceptions of what constitutes useful and relevant information. More straightforward are concepts regarding effective packaging. These concepts were provided by marketing experts and marketing researchers.

<u>Themes</u>

The following themes are discussed as they evolved from statements classified as useful, relevant and/or effective packaging. This procedure offered an organized approach for addressing the themes. Although the themes were found to be logical and /or congruent with regard to the statements or categories that elicited them, the themes themselves were not meant to infer nor facilitate the interpretation of the usefulness, relevancy nor effective packaging of the information index. For example, the theme marketing evolved from statements labeled as effective packaging (which was logical or congruent). However, the theme

marketing did not infer nor facilitate interpreting the effectiveness of the packaging of the information index.

There were eleven themes assessed as present throughout the interviews. The themes included: (a) achievement, (b) knowledge, (c) decision-making, (d) motivation, (e) ethnicity, (f) expediency, (g) self-confidence, (h) comfort, (i) marketing, (j) expense, and (k) humor. For their key/code see Table 3, Chapter 3.

Two factors are pertinent to understanding the themes. It was necessary to examine the themes from the perspective of: (a) the subjects themselves and (b) the Los Angeles Community College setting.

Theme: achievement. The theme achievement appeared the most in response to statements categorized as relevant information, the second highest for useful information. The concept of achievement is logically congruent with regard to the categories of relevant and useful information. For example, it is conceivable that relevant and useful information from a reference catalog would elicit concepts such as achievement (accomplishment or success) from subjects who have both political aspirations and a desire to transfer to a university after graduation from the community college.

Theme: knowledge. Knowledge was assessed as

present the greatest number of times in reference to
statements categorized as relevant information and
second highest in response to statements categorized as
useful information. Understandably statements involving
relevant and useful information would generate the
theme, knowledge (awareness, understanding) from
subjects seeking the benefits of an education.

Theme: decision-making. The theme decision-making
was assessed as present an equal number of times in
response to statements categorized as both useful and
relevant information, as might be expected, and third
in relation to statements categorized as effective
packaging (an unexpected response).

Statements categorized as useful and relevant
logically would generate a concept such as
decision-making (reaching a conclusion, judgment). And,
although this theme was not an expected response in
relationship to statements categorized as effective
packaging, it became apparent how the theme
decision-making evolved from statements categorized as
effective packaging.

The subjects response to statement number 20,
(length of a reference catalog) and statement number
21 (types of paper i.e., glossy) indicate that the
very length and type of paper would possibly cause

students to make a decision about purchasing or reading through the reference catalog.

Theme: motivation. The theme motivation was identified as present almost equal across the various categories. For example, it was assessed as present equally for statements categorized as useful and relevant information and one less for statements categorized as effective packaging.

It was immediately clear how statements classified as useful and relevant information could generate a concept or theme unit such as motivation (incite, impel, influence). Initially, it was less obvious how motivation could be connected with effective packaging.

Close scrutiny of the category effective packaging and interviewee responses revealed that the packaging of the index itself could increase or decrease motivation. For example, two interviewees indicated that short catalogs motivated the reader, while long catalogs intimidated the reader.

Theme: ethnicity. The theme ethnicity was present only in response to statements classified as useful information. The probability that a theme such as ethnicity would occur somewhere during these interviews was substantiated by several factors: (a) demographic make-up of the Los Angeles Community College system, (b)

LACCD's emphasis on awareness of multicultural and/or diversed ethnic student population, and (c) The fact that all the subjects in this study were minorities who had recently sponsored and attended a workshop on cultural diversity.

Theme: expediency. The theme expediency appeared equally in response to statements categorized as useful and relevant information, but occurred only once in response to statements classified as effective packaging. Expediency (advantageous, convenient) would be a concept routinely linked with useful and relevant information derived from reference catalogs such as the information index. Interviewees responses to statement number 18 (use of animated cartoons or pictures) indicated that the idea of expediency in relationship to effective packaging is appropriate in that animation or pictures would expedite the use of a reference catalog.

Theme: self-confidence. The theme self-confidence occurred several times in response to statements classified as useful information, and only once in response to statements categorized as relevant information. For example, in response to statement 17 (regarding definitions of terms/glossary) subjects stated: (a) "I consider myself to be an average man with a limited vocabulary"; and, (b) "It would be easier for

average students and people to understand." These

comments are indicative of degrees of self-confidence.

Theme: comfort. Evident throughout the interviews

was the theme comfort (free from worry, relief of

stress, ease). Most often it occurred in response to

statements identified as useful information. Twice it

was evident in relationship to statements defined as

relevant, and once "comfort" occurred with regard to

statements categorized as effective packaging.

Basically the responses that were generated from

statements concerned with useful and relevant

information indicate that knowing about things

provides the student with more personal comfort and

security. Answers to statement 18 (animation or

pictures:pleasure) directly equated pleasure and

comfort.

Theme: marketing. Marketing is one of the themes

that was easy to assess for because it is obvious in

relationship to statements defined as effective

packaging. Also the theme marketing (selling,

advertising, packaging) was evident to a lesser degree

across both remaining categories (i.e., useful and

relevant information). There seems to be a direct link

between: (a) the subjects' perception that Los Angeles

Community Colleges are providers of services for the

public (thus the dissemination of information through
the use of an index), and (b) the marketability of the
index itself (the theme was generated in response to
each of the five statements classified as effective
packaging).

Not surprisingly, responses to statements
categorized as effective packaging generated the most
controversy. All of the subjects were in agreement that
the index had to be packaged in some form in order to be
distributed. In fact, the majority of the subjects
agreed with the majority of the interview-statements
categorized as effective packaging. Nonetheless, there
was less than total consensus with regard to those
marketing aspects considered necessary in order to
distribute a product (e.g., length, color and size
of print), (see Table 6, Chapter 4).

Theme: expense. The theme expense occurred during
these interviews. It was generated for the most part in
response to statements classified as relevant
information, and in response to one statement
categorized as effective packaging. To illustrate, the
theme expense evolved from responses to statement 8
(tuition fees, school costs), and statement 9
(scholarships, awards and public assistance). It is
interesting that one subject in answer to statement 21

use of glossy paper) responsed by commenting, "I
disagree to an extent because of the cost of glossy
paper. You have to save money."

Theme: humor. Humor represented the eleventh and
last theme examined. The theme humor can best be
understood from the perspectives of the subjects in
this study and the current community college
environment. To demonstrate, according to Hargie (1986)
it is a norm to have individuals use humor as a means
to cope with uncertainty, adversity, and stress. In
these times of uncertainty and stress brought on by
financial concerns in the Los Angeles Community
College campuses, humor can imply strength, and
maturity. It might also act as an expression of
character when used in these times of uncertainty and
stress. Humor occurred the majority of times in
responses to statements categorized as effective
packaging, and once in response to a statement
classified as useful information. For example, in
response to statement 20 (length of catalog) one subject
commented, "There's time, money and trees." Laughter
followed this comment. In another situation, one subject
responded to statement 17 (definitions of
terms/glossary) by making fun of himself, in commenting,
"I consider myself an average man with limited

vocabulary." Laughter followed this comment as well.
Agreement about these themes from the point of view of
experts follows.

Judge panel agreement. Three judge panel members
were selected as experts to participate in this research
because: (a) they are faculty at a LACCD campus,
(b) they are familiar with the Los Angeles Community
College District, (c) they possess expert knowledge
concerning community college students, (d) they have
extensive knowledge with regard to institutional and
student characteristics, and (e) as doctoral students
they are familiar with research procedures. Discussion
of the judge panel members' percentage of agreement
with regard to the presence of the eleven themes
follows.

Interrater reliability refers to the degree to
which two out of three experts independently identify
themes (Polit & Hungler, 1991). In the present
research, the interrater reliability was established by
having the three judges independently assess the
transcribed interviews for theme identification.
Total agreement amounted to 1.00 or 100%; majority or 2
judges' agreement amounted to .66 or 66%; while
identification of a theme by a single judge represented
.33 or 33% agreement. The agreement proportion

considered appropriate for this study is .66 or 66%.
All of the eleven themes were assessed as present by at
least two out of the three judges. Detail statistics
concerning percentage of agreement among the panel
members can be found in Table 6, Chapter 4.   No comment
nor discussion was offered by the panel of experts with
regard to the themes themselves.   The panel identified
the themes they assessed as present but did not offer a
perspective or commentary.

Statements

The themes resulted from responses to each interview
statement.   These statements were derived from SB 533
criteria and/or marketing principles (Aaker & Day, 1986;
Assael, 1987; Jacoby, Chestnut, Weigl & Fisher, 1976;
Morgan, 1991; Willingham & Breland, 1982).   For example,
Statement # 5 (classified as relevant information)
states: "The public should have access to information
about students' academic achievements, goals and future
plans."   To demonstrate, Lines 43-44 page 2 of SB 533
document pertains to information concerning school
performance i.e., goals and plans, HS GPA and college
GPA. Statement # 19 (classified as effective packaging)
states: "Colorful catalogs are preferred to black and
white catalogs."   This was derived from marketing
principles concerned with developing a new product,

stimulating consumer buying, and distributing a new
product.

According to Wilson (1985), the categories in this
investigation are rationale, legitimate and relevant as
indicated in Chapter 4. These categories in
relationship to the interview statements facilitated
interpretation of the information index's usefulness,
relevancy and effectiveness of packaging. This process
was achieved through the assessment of agreement or
disagreement with the twenty-two interview statements
(per category) by the four subjects. Table 6 in Chapter
4 provides statistics concerning the interviewees
agreement or disagreement with the twenty-two interview
statements.

The four subjects were in total agreement with
all but one of the statements categorized as useful
information (useful: # 1, 2, 3, 10, 12, 16 & 17).
There was disagreement with # 17 concerning the use of
definitions of terms (glossary). The second subject
felt it was unnecessary because most terms are general.
All statements categorized as relevant information
(relevant: # 5, 6, 7, 8, 9, 11, 13, 14 & 15) were agreed
with by the four subjects. With regard to statements
classified as effective packaging (effective packaging:
18, 19, 20, 21 & 22), three of the four subjects were

in agreement with each statement. However, this category generated the most disagreement in comparison with the other two categories.

The third subject disagreed with statement # 18 concerning the use of animated cartoons and pictures. The subject's comment indicated that regardless of the use or absence of animated cartoons and/or pictures, if one is interested in doing what one sets out to do, one will read whatever is necessary. In addition, the third subject also disagreed with statement # 19 which stated: "Colorful catalogs are preferrd to black and white catalogs." This subject indicated that it really made no difference with regard to the contents just perhaps appearance, and there was therefore no matter of preference. The first subject disagreed with statement # 20 which stated: "It is easier to read through a short catalog rather than a long one." The subjects's exact words were: "I disagree.
I think that it doesn't depend on the length of a catalog. It depends on how easy or how readable or understandable the catalog is made." Statement # 21 concerned the visual appeal of glossy paper. This was disagreed with by the second subject who commented, "I would like to disagree to an extent on that because of the cost. I don't think that it is necessary to have

it on glossy paper, because you have to save money also."
Last, statement # 22 "Large or moderately large print is
preferred to very small print" was disagreed with by the
first subject. This individual commented, "I think that
it doesn't really matter in regards to as to how large
or how small the print is, just as long as the
information is available." The above data provides an
answer to the fourth research question with regard to
the information index's usefulness, relevancy and
effectiveness of packaging.

Answer to the Fourth Research Question

In answer to the fourth research question, Is the
information index useful, effective and relevant?, data
generated by this study provided evidence that the index
is useful, relevant and can be effectively packaged.
It is useful within the framework defined by policy
makers and researchers such as Morgan (1991), and
Willingham and Breland (1982). All of the subjects
interviewed agreed that the index was useful with
exception of one who disagreed with statement # 17. By
the same criterion, the information index is relevant
because it fits into the framework of relevant
information for college students as determined by policy
makers and researchers (Morgan, 1991; Willingham &

Breland, 1982). All four subjects without exception
agreed with the framework above. Experts agree that the
items classified as effective packaging represent
concepts well grounded in marketing principles (Aaker &
Day, 1986; Assael, 1987; Jacoby, Chestnut, Weigl &
Fisher, 1976). The statements categorized as effective
packaging generated a majority of agreement by the four
subjects. Effectiveness, according to Katz and Kahn
(1978, p. 224), refers to a product "having effects we
desire or that we recognize as intentional in the design
of the thing in question." Intentional in the design of
the information index is : (a) use of the criteria set
forth by SB 533, (b) focus on the overall objective of
the District (increase information available to
students), and (c) attention to marketing elements
(e.g., length of index, use of animation, size of
print). Although some differences of opinion concerning
the packaging of the index arose, the index nonetheless
is effectively packaged. In fact the majority of the
subjects (3 out of 4) agreed with each of the statements
categorized as effective packaging.

Limitations of This Research and
Implications for Further Study

This nonexperimental, descriptive study used both

secondary analysis of existing data bases and content
analysis of new data derived from interviews.

Some basic information concerned with the developement
and evaluation of a product such as the information
index resulted. The findings of this study, however,
raised several issues and provided some guidelines for
further research. The issues were marketing factors such
as: (a) comprehension of the product, (b) perceived
attributes of the product, and (c) use of the product
(Aaker & Day, 1986).

Comprehension

Interviewees indicated prior to each interview that
they: (a) read through the information index and (b)
understood the statements about to be posed during the
interview. Comprehension of the interview statements
were agreed upon. At no time were these subjects
questioned as to their actual comprehension in regard to
the index itself. In future research, respondents'
comprehension of the product should be specifically
addressed.

Attributes

Although a level of intensity of agreement/
disagreement of the subjects was not seen as necessary
in this study, this technique of forced choice might
have limited the subjects' ability to discuss perceived

attributes, advantages and disadvantages of the index because forced choice does not provide for degree of agreement or disagreement. In future research concerned with marketing a product, it might be useful to address more fully consumers' perception of attributes, advantages, and disadvantages of the proposed product.

Use of Product

Emphasis on the fact that the index was developed and based upon criteria set forth by SB 533 might have inadvertently contributed to missed information. In retrospect, three marketing aspects could have been addressed more directly. For example, in future research the investigator may choose to (a) ask the subjects about the situation in which the product would be used, (b) ask the interviewees how frequently they would use it, and (c) ask what, if any, product they believe it would replace.

Conclusion: Feasibility of the Information Index

In conclusion, implications of this research suggest that further study take place before any definitive recommendation can evolve concerning the feasibility of the index.

The following three recommendations with regard to future research are made:

1. Specifically address marketing factors such as

comprehension, attributes, and use of the product.

2.   Expand the research to include a sample of Los Angeles Community College students who are not officers of the Associated Students Organization.

3.   In place of the general systems theory and content analysis of interviews, apply information theory to the analysis of speech communication (interviews).

To illustrate the above, measure attitudes about the information index by using a Likert Scale to ascertain the degree of intensity (i.e., strongly agree -agree - no opinion -disagree -strongly disagree). In addition, measure understanding of the information index by providing the subjects with a moderately short, multiple choice test of recall of the content of the index (Arnold & Bowers, 1984). This would be done in addition to the traditional interview. Next, one could measure correlation between attitude and understanding about the information index (Arnold & Bowers, 1984).

Several things have happened during this research period that might influence the future development, modification and distribution of the information index. Los Angeles Community College District's budgetary crisis has limited the amount of funding currently available to address the development of a reference catalog such as the information index. To illustrate,

the LACCD's annual report has been reduced from a more
expensive, colorful, glossy, 29 -page comprehensive
report to an inexpensive one page folded, simplified
leaflet. Student enrollment has dramatically
decreased districtwide as a direct result of recent
increases in tuition and unavailability of classes.
For example, LA Pierce College has lost 2200 full time
equivalent students and 200 classes since Fall of 1992;
and LA Pierce intends to eliminate its summer programs.
The lingering effects of the recession has caused a
reduction or elimination of numerous state, federal and
local financial resources once allocated for the
community college systems. For example, LACCD's Budget
Committee has forewarned faculty that the state will
reduce its funding to LA Pierce by 4.5 million within
the next 18 months. In view of these issues it seems
that further development of the information index will
be delayed until the District's budget improves.
In the event that the financial status of the LACCD
improves, the following recommendation is being made
with regard to: (a) further modification of the index,
(b) publication of the index, and (c) distribution of
the index to the nine campus bookstores. The
information index in its entirety could be forwarded to
LACCD's Office of Communication Services. This office is
located at 617 West Seventh Street, Los Angeles,

California 90017. This particular office is responsible
for the modification, publication and distribution of
literature such as campus catalogs and annual reports.

Unexpected Consequences of This Research

As a result of this study, I am encouraged to do
the following:

1. Stay aware of the various major educational bills
in Congress through my membership as a Phi Delta Kappan.

2. Make my views known to the appropriate legislator,
(such as John F. Jennings, who is the General Counsel
for Education in Washington, D.C.).

3. Question the responsibilities of individuals like
Patricia Hewitt who is the chief lobbyist for the
District, and Arnold Brey, who is a representative of
the California Association for Community Colleges.

4. Identify who in legislature is responsible to
monitor compliance to Senate Bill 533?

5. Ascertain if there is special funding to assist
colleges toward compliance?

Dissemination of Information in the Future

First, I would emulate Kaiser Hospital's Management
of Information Systems whereby consumers follow a
simplified user friendly computer and review information
pertinent to them. In the case of the index, the
computers would provide a user friendly menu whereby the

consumer could review the section of the index

pertinent to them. Second, I would emulate California

State University Dominguez Hill's Statewide Nursing

Department, where a sophisticated mail order system

permits students to order all literature (i.e., books,

catalogs) at home. In the case of the information index,

it could be purchased by mail order in its entirety or

section by section, depending on the consumer's needs.

Speculation About the Value of the Index

Although financial realities dictate that an

information index cannot possibly be modified,

published, and distributed throughout the Los Angeles

Community College District at this time, the importance

of such a reference catalog cannot be emphasized

enough. The availability of such information to the

public would almost assuredly enhance informed

decision-making by students and would provide an

invaluable information base for counselors providing

guidance to potential students.

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Appendix   A

Senate Bill 533

•••
° LEGI-TECH BILL TEXT REPORT   02/05/92
•••
SB 533   PAGE   1
1 September 11, 1991 September 9, 1991 An act to add Chapter 6 (commencing
2 with Section 99210) to Part 65 of the Education Code, relating to
3 postsecondary education.
4
5   LEGISLATIVE COUNSEL'S DIGEST
7 SB 533, Morgan. Postsecondary education: disclosure of school
8 performance.
9   Existing law imposes various requirements on institutions in the
10 public and private segments of higher education.
11   This bill would require each of these institutions, commencing July 1,
12 1993, and each year thereafter, to disclose specified information to each
13 current and prospective student, prior to the student enrolling or
14 entering into any financial obligations with or through the institution.
15 The bill would also require each institution, commencing July 1, 1992, to
16 track annually and to update biennially this information.
17   The bill, in addition, would require the California Postsecondary
18 Education Commission, in cooperation with representatives of institutions
19 of higher education, to analyze the feasibility and desirability of
20 making other prescribed information available to students and prospective
21 students, and to submit a report and its recommendations to the
22 appropriate legislative policy and fiscal committees on or before October
23 1, 1992.
24   The bill would not apply to the University of California unless the
25 Regents of the University of California, by resolution, make it
26 applicable.
27
28 The people of the State of California do enact as follows:
29
30   SECTION 1. Chapter 6 (commencing with Section 99210) is added to Part
31 65 of the Education Code, to read: C 6. C S R K A 1991
32   99210. The Legislature finds and declares all of the following:
33   (a) During the past five years the costs of attending colleges and
34 universities have increased significantly, and the level of student
35 borrowing and debt has increased drastically in response to these rising
36 costs. In 1989, for example, California's students and their parents
37 borrowed 1.093 billion dollars through the three federally funded student
38 loan programsParent Loans for Undergraduate Students (PLUS), Supplemental
39 Loans for Undergraduate Students (SLS), and the Stafford Program.
40   (b) One strategy to help students avoid unnecessary debt is to
41 provide greater information about the full range of postsecondary
42 alternatives, and thereby assist students in selecting the institution
43 that is most relevant to their educational needs.
44   (c) There is increasing concern among citizens, educators, and public
45   officials regarding
46 the academic performance of students at institutions of higher education.
47 As a result, the federal government has enacted a statute requiring
48 colleges and universities to collect and disclose data on graduation
49 rates to all current and prospective students, beginning July 1, 1993.
50   (d) California enacted legislation in 1989 to enhance the information
   DELETED MATERIAL IS IN BRACKETS []. ADDED MATERIAL IS CAPITALIZED.

●●●
* LEGI-TECH BILL TEXT REPORT   02/05/92
●●●

SB 533   PAGE 2

1 available to students who were considering enrolling in private colleges,
2 universities, or vocational schools, requiring that these institutions
3 provide performance fact sheets disclosing information such as (1) the
4 number and percentage of students who begin and successfully complete the
5 institution's program; (2) the percentage passage rates of graduates from
6 the program on any licensure or certificate examination required by the
7 state for employment in the particular vocational, trade, or career
8 field; (3) the number and percentage of students who begin the program
9 and secure employment in the field for which they were trained; and (4)
10 the average annual starting wages or salary of graduates of the
11 institution's program.
12   (e) Students should receive equitable treatment within California's
13 system of higher education, regardless of their income level, ethnic and
14 racial background, gender, and institution they choose to attend.
15   (f) The federal government enacted in 1990 a student right-to-know
16 and campus security act to require institutions of higher education
17 receiving federal financial assistance to provide certain information,
18 including graduation rates. The policy on the state level in this area
19 should be consistent with, and build from, the federal policy.
20   99211. This chapter shall be known and may be cited as the California
21 Student Right to Know Act of 1991.
22   99212. (a) Commencing July 1, 1993, and each year thereafter, each
23 institution in the public and private segments of higher education shall
24 provide to each current and prospective student, prior to the student
25 enrolling or entering into any financial obligations with or through the
26 institution, the following information:
27   (1) The number and percentage of full-time certificate or
28 degree-seeking undergraduate students, by ethnicity and gender, who
29 successfully complete a program or graduate from the institution. This
30 information shall also include data that specifies the actual and average
31 time spent by all full-time students to complete the entire program or
32 graduate from the institution.
33   (2) The projected total cost of student attendance which shall
34 include, but not be limited to, tuition, student fees, nonresident
35 student tuition, campus housing, estimated costs for books and supplies,
36 health fees, and other miscellaneous campus-based and systemwide fees
37 that the student shall incur upon enrollment.
38   (3) Starting compensation information. If an institution makes a
39 claim to prospective students regarding the starting compensation for
40 employment in a particular field, the institution shall disclose to the
41 prospective student detailed statistics or other information necessary to
42 substantiate the truthfulness of the claim.
43   (4) Any other information relating to school performance that is
44 required by law to be provided to students or prospective students.
45   (b) Commencing July 1, 1992, an institution of higher education shall
46 track annually, and shall update biennially, the information specified in
47 subdivision (a).
48   (c) Prior to July 1, 1992, the California Postsecondary Education
49 Commission and representatives of public and private institutions of
50 higher education shall jointly develop and agree upon a method for

●●
* LEGI-TECH BILL TEXT REPORT   02/05/92
●●
SB 533   PAGE   3
1 calculating   the various factors required to be
2 included in the information made available pursuant to this section. It
3 is the intent of the Legislature that this method be compatible, to the
4 extent possible, with any federal regulations adopted under the federal
5 Student Right-to-Know and Campus Security Act.
6   99213. (a) In cooperation with representatives of institutions of
7 higher education, the California Postsecondary Education Commission shall
8 analyze the feasibility and desirability of making available to students
9 and prospective students the following information:
10   (1) The completion or graduation rate of individuals at an
11 institution, calculated by program or field of study.
12   (2) The completion or graduation rate of an institution reported by
13 individual schools or academic divisions within the institution.
14   (3) The transfer rate of a community college, for students who begin
15 their baccalaureate program at that community college with the objective
16 of transferring to a university.
17   (4) The passage rates of graduates in the program, by ethnicity and
18 gender for any licensure or certificate examination required by the state
19 for employment in the particular vocational, trade, or professional
20 degree field.
21   (5) For vocational and job training programs, the number and
22 percentage of students who begin the program and secure employment in the
23 field for which they were trained.
24   (6) Other institutional outcomes that may be appropriate.
25   (b) The commission shall submit a report and its recommendations
26 regarding the requirements of this section to the appropriate policy and
27 fiscal committees of the Legislature on or before October 1, 1992.
28   99214. This chapter shall not apply to the University of California
29 unless the Regents of the University of California, by resolution, make
30 these provisions applicable.
31   99215. Nothing in this chapter shall be construed to infringe on any
32 student's privacy rights provided under state or federal law.
33   SEC. 2. It is the intent of the Legislature that the reporting
34 provisions for the community colleges required by this act shall be
35 consistent with the educational and fiscal accountability system
36 established pursuant to Section 71020.5.

Appendix   B

The Survey Instrument

1988-1989 STUDENT SURVEY
Los Angeles Community Colleges

MAKE YOUR VIEWS AND OPINIONS COUNT!

If you have completed this questionnaire in another class, please do not answer it a second time.

In order to serve you better, we need to know about your educational goals, interests, background, and views on services and facilities. Your responses will be treated as confidential. This questionnaire should take about 20 minutes. Thank you for your time, effort and cooperation.

Please read these instructions carefully. If you have questions, ask your instructor for help:

1. An answer sheet is provided with this questionnaire. Select ONE response ONLY for each question, and mark the appropriate number on your answer sheet by filling in the circle completely with a soft lead pencil. Use only # 2 pencils.

2. On the LEFT side of your answer sheet, please fill in the following:

   a. IDENTIFICATION NUMBER: Please fill in your STUDENT I.D. NUMBER. Start in the left-hand column.

   b. SPECIAL CODES: This 6-digit code will be provided by your instructor.

3. Do NOT enter other identifying information on the left side of your answer sheet.

A. Educational Goals & Plans

1. In what area of study do you have the greatest interest?

a. Social & Behavioral Sciences
b. Mathematics, Physical or Life Sciences
c. Fine Arts
d. Business & Office Occupations
e. Languages, Literature/Humanities
f. Health Occupations
g. Family & Consumer Studies
h. Trades & Applied Technology
i. Physical Education

2. What is the most important reason you are attending college?

a. To learn occupational or technical skills to get a job.
b. To improve occupational or technical skills to advance in my job
c. To train for a new or different career
d. To prepare to transfer to a 4-year college/university
e. To develop basic language and mathematics skills
f. To get a general education
g. To take courses for personal growth or interest
h. Other reason

3. What is your immediate degree objective at this college?

a. High school diploma or GED
b. Certificate in occupational program
c. 2-year college degree (Associate Degree)
d. Transfer without degree
e. Undecided
f. Not interested or already have a degree or certificate.

4. What is your final degree objective?

a. Certificate in occupational program
b. 2-year college associate degree
c. 4-year bachelor's degree
d. Master's or higher
e. Undecided

5. If you plan to transfer, which of the following schools will you attend?

a. I do not plan to transfer
b. Another community college
c. A California State University campus
d. A University of California campus
e. A California private 4-year college/university
f. An out-of-state college/university
g. A private trade, business or vocational school
h. Undecided where I will transfer

6. How are the classes you are taking in your present college program related to your work?

a. They will help me advance in my present job.
b. They will help me get a different job.
c. They will help me get my first full-time job.
d. My college program is unrelated to my work plans.
e. I am not working / I do not plan to work.

In deciding to attend THIS college, how important were the following sources of information?

Please select one of the following responses for each question, 7 to 14:

a. Very Important
b. Somewhat Important
c. Not Important

7. Class schedule or other college publication

8. Newspaper, radio or television

9. High school advisors

10. College advisors

11. Friends or family

12. Special events on campus

13. Workplace notice or program

14. Other

15. What is the most important reason you chose to enroll at THIS college?

a. Minimal admission requirements
b. Specific educational program(s)
c. Reputation for good teaching
d. Close to home
e. Close to work
f. Composition of the student body
g. Athletic or other student activities
h. Quality of campus buildings and other facilities
i. Other reason

B. Student Enrollment Characteristics and Academic Preparation

16. How many semesters prior to this one have you been at this college?

a. 1
b. 2
c. 3
d. 4
e. 5
f. 6
g. 7
h. 8
i. 9 or more
j. None; this is my first semester

17. What do you expect to be doing in Fall 1989?

a. Continuing at this college
b. Attending another community college
c. Attending a 4-year college/university
d. Will have completed AA or other program and will not be attending any college
e. Will not have met my educational goal but will not be attending any college
f. Undecided

18. What is your college grade point average?

a. 3.50 - 4.00 (A average)
b. 3.00 - 3.49 (B average)
c. 2.50 - 2.99 (C average)
d. 2.00 - 2.49 (C- or D average)
e. Below 2.00 (D- or F average)
f. Not applicable: I am a new student

19. What was your high school grade point average?

a. 3.50 - 4.00 (A average)
b. 3.00 - 3.49 (B average)
c. 2.50 - 2.99 (C average)
d. 2.00 - 2.49 (C- or D average)
e. Below 2.00 (D- or F average)
f. Don't know

20. What was your highest level of education before attending this college?

a. Elementary school completion or less
b. Some high school
c. High school diploma or equivalent
d. Some college/university, no degree
e. 2-year college degree
f. 4-year university degree or higher

21. In high school, which of the following programs did you take?

a. College preparation (College Prep track)
b. Occupational, vocational
c. General
d. Don't know/ Not applicable

22. Were you eligible for entry to the California State University (CSU) and/or the University of California (UC) when you graduated from high school?

a. Yes, UC only
b. Yes, UC and CSU
c. Yes, CSU only
d. No
e. Don't know

C. Student Background

23. What is your native language?

a. English
b. Chinese
c. Japanese
d. Korean
e. Spanish
f. Tagalog
g. Vietnamese
h. Armenian (Do not confuse with American)
i. Farsi (Persian)
j. Other

24. Choose the response which most nearly describes the length of time you and your family have lived in the United States.

a. I have lived in this country less than 5 years.
b. I have lived in this country between 5 and 10 years.
c. I was not born in this country but have lived here between 10 and 20 years.
d. I was born in this country but my parents were not.
e. My parents were born in this country but my grandparents were not.
f. My grandparents were born in this country.

25. What is the highest level of formal education obtained by either of your parents?

a. Elementary school completion or less
b. Some high school
c. High school diploma or equivalent
d. Some college/university, no degree
e. 2-year college degree
f. 4-year college/university degree or higher

26. Where do you live while attending this college?

a. Parent's home
b. Relatives' home
c. Your home or apartment

27. How long does it take you to get to college?

a. 15 minutes or less
b. 16 - 30 minutes
c. 31 - 45 minutes
d. 46 - 60 minutes
e. More than 1 hour

28. What is your marital status?

a. Never married
b. Married
c. Separated, divorced or widowed

29. Do you have any children under 6 years old living with you?

a. Yes   b. No

30. Do you have any children 6-11 years old living with you?

a. Yes   b. No

31. How many paid hours per week do you currently work?

a. None
b. 1 - 9 hours per week
c. 10 - 19 hours per week
d. 20 - 29 hours per week
e. 30 - 39
f. 40 or more

D. Financial Resources	E. Student Participation
32. Did your parents or legal guardians claim you as an income tax dependent in 1988? a. Yes b. No 33. What was your total household income in 1988? (Do not include any money received through student loans or scholarships.) *If you answered YES to Question 32, base your response on YOUR PARENTS' HOUSEHOLD INCOME. If you answered NO, base your response on YOUR HOUSEHOLD INCOME.* a. Nothing b. $1 - $12,000 c. $12,001 - $18,000 d. $18,001 - $24,000 e. $24,001 - $30,000 f. $30,001 - $36,000 g. $36,001 - $48,000 h. $48,001 - $60,000 i. More than $60,000 34. How many people are there in your household? *If you answered YES to Question 32, base your response on YOUR PARENTS' HOUSEHOLD. If you answered NO, base your response on YOUR HOUSEHOLD.* a. 1 d. 4 g. 7 b. 2 e. 5 h. 8 c. 3 f. 6 i. 9 or more 35. During this school year, did you receive money from any of the following public assistance programs: AFDC, SSI or General Assistance? a. yes b. No 36. What is the total amount of scholarships, fellowships and grant assistance awarded to you for the 1988-89 academic year? *Include Pell Grants, Cal Grants, SEOG or EOPS Grants, or any other scholarships, fellowships or grants received. Do not include amounts you borrowed or the income from any job you held.* a. Nothing b. $1 - $200 c. $201 - $500 d. $501 - $1,000 e. $1,001 - $2,000 f. $2,001 - $3,000 g. $3,001 - $4,000 h. $4,001 - $6,000 i. $6,001 - $8,000 j. More than $8,000 37. About how much did you spend per semester for school other than fees paid directly to the college? *Include cost of transportation, child care, books and all other school-related costs.* a. $200 or less b. $201 - $400 c. $401 - $600 d. $601 - $800 e. $801 - $1000 f. $1001 - $1200 g. $1201 - $1400 h. $1401 - $1600 i. $1601 - $1800 j. More than $1800	How often have you done the following during this semester? *Please select one of the following responses for each question, 38 to 47:* a. Never b. Once or twice c. 3 to 5 times d. More than 5 times 38. Participated in class discussions 39. Read materials other than those assigned for courses 40. Studied course materials with other students 41. Talked with an instructor after class about course material 42. Used the library for study 43. Used the library for class assignments 44. Used the Tutoring /Learning Center 45. Participated in an athletic program 46. Participated in music or theater programs 47. Participated in student government, clubs or activities --- **F. Student Progress** Have any of the following been problems in working toward your educational goal? *Please select one of the following responses for each question, 48 to 55:* a. A lot b. Somewhat c. A little d. Not at all 48. Uncertainty about your skills or interests 49. Confusion over what courses you need to take 50. Inability to enroll in your required or chosen courses because they are not offered 51. Lack of courses in your area of interest 52. Physical or other disability 53. Family responsibilities 54. Job responsibilities 55. Not enough money

During this semester, how often have you done the following:

Please select one of the following responses for each question, 56 to 59:
   a. Weekly
   b. Monthly
   c. Once or twice a semester
   d. Never

56. Talked with a counselor or teacher about your educational goals/plans and course requirements.

57. Talked with a counselor about personal or health problems.

58. Talked with a counselor about requirements for transfer to a 4-year college/university.

59. Talked with a counselor or teacher about choosing a career or finding a job.

60. How has your EDUCATIONAL GOAL (transfer, vocational, etc.) changed since you started attending this college?

   a. Still undecided
   b. Now definitely established
   c. No change
   d. Changed once
   e. Changed twice or more

61. How has your selection of a MAJOR changed since you started attending this college ?

   a. Still undecided
   b. Now definitely established
   c. No change
   d. Changed once
   e. Changed twice or more

62. How has your DEGREE GOAL changed since you started attending this college?

   a. Still undecided
   b. Now definitely established
   c. No change
   d. Changed to a higher degree goal (BA +)
   e. Changed to a lower degree goal (Certificate or AA)

G. Evaluation of Services

How would you grade the quality of the following services ?

Please select one of the following responses for each question, 63 to 76 . IF YOU HAVE NOT USED THIS SERVICE, PLEASE MARK "F".
   a. Excellent   d. Poor
   b. Good   e. Unsatisfactory
   c. Satisfactory   f. I have never used this service

63. Teaching

64. College Library

65. Tutoring/Learning Center

66. Admissions Office

67. Orientation and Assessment Testing

68. Counseling – Academic

69. Counseling – Personal/Health

70. Counseling – Career/Vocational

71. Financial Aids

72. EOP&S

73. Food

74. College Bookstore

75. Child Development Center

76. Student Activities and Services

H. Evaluation of Campus Facilities

How would you grade the following campus facilities?

Please select one of the following responses for each question, 77 to 82:
   a. Excellent
   b. Good
   c. Satisfactory
   d. Poor
   e. Unsatisfactory

77. Availability of parking

78. Cleanliness of building interiors

79. Interior environment (heating, cooling, ventilation)

80. Appearance of grounds and building exteriors

81. Library facilities

82. Student center/lounge

THANKS AGAIN FOR YOUR COOPERATION

Appendix   C

Permission to Use Data Base / Records

PIERCE
COLLEGE

Melva T. Giles
4416 E. Sinova Street
Los Angeles, CA 90032
(213) 223-6066

Dear Nancy Conrath,

As discussed during our interview, I am faculty from
LACCD's Pierce campus, department of nursing and by virtue of
this employee relationship I am permitted to utilize data bases
and/or research reports from the Office of Research, Planning
and Analysis for legitimate educational advancement. I
appreciate your reminding me of this benefit.

As you know, Nancy, I am a doctoral student (candidate) at
Pepperdine University and I am conducting a study. The purpose
of the research is to remedy certain issues generated by
educational policy. This can be achieved by conducting a
descriptive study of both institutional and student
characteristics.

This is the intent of my study. It will provide a process
useful for responding to education policies. Administrators and
educators will be able to receive aggregate information about
students otherwise not available in classrooms. Students will
be empowered to make informed decisions, and overall the study
will enable the District to assess the educational process of
each campus. The culminating product of the study is to be a
prototype information index derived from the criteria of the
education policy.

Thank you for the interview, and the permission to use data
bases, and research reports; and to reproduce figures and/or
tables as deemed necessary to complete my study. Should you
wish to contact me, please contact me at either the address and
phone number provided above or at Pierce campus, department of
nursing.

Sincerely,

Melva T. Giles

Melva T. Giles, RN, MSN
Associate Professor

Appendix   D

Characteristics / Variables - Labels

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DATE AND TIME: 1991/09/11 22:42:44

ORIGINATING SOFTWARE: SPSS-X RELEASE 2.2   FOR GCOS

ORIGINATING INSTALLATION: LOS ANGELES COMMUNITY COLLEGES

FILE LABEL:

VARIABLES: CHARACTERISTICS

CASES:

PRECISION: 12 BASE-30 DIGITS

FILE SIZE: 45531 RECORDS.   3642480 CHARACTERS

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
23:03:18   LOS ANGELES COMMUNITY COLLEGES BULL DPS8000 GCOS-8

            LIST OF VARIABLES ON THE ACTIVE FILE

    NAME

    ID
                    PRINT FORMAT: A9
                    WRITE FORMAT: A9

    ZIPCODE
                    PRINT FORMAT: F5
                    WRITE FORMAT: F5

    RESNONRS   RESIDENT-NON RESIDENT STATUS
                    PRINT FORMAT: F1
                    WRITE FORMAT: F1

11 SEP 91   SPSS-X RELEASE 2.2 FOR GCOS
23:03:18   LOS ANGELES COMMUNITY COLLEGES BULL DPS8000 GCOS-8

CHARACTERISTICS;
INTEREST   STUDY AREA OF GREATEST INTEREST
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   SOCIAL, BEHAV SCIENCE
            2.00   MATH, PHYSICAL SCIENCE
            3:00   FINE ARTS
            4:00   BUSINESS, OFFICE OCC
            5.00   LANGUAGES, LITERATURE
            6.00   HEALTH OCCUPATIONS
            7.00   FAMILY, CONSUMER STUD
            8.00   TRADES, APPLIED TECH
            9.00   PHYSICAL EDUCATION

ATTEND   MOST IMPORTANT REASON YOU ATTEND COL
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   SKILLS TO GET JOB
            2.00   SKILLS TO ADVANCE
            3:00   TRAIN FOR NEW CAREER
            4:00   TRANSFER 4-YEAR SCH
            5.00   LANG, MATH SKILLS
            6.00   GENERAL EDUCATION
            7.00   PERSONAL INTEREST
            8.00   OTHER

IMDEGREE   IMMEDIATE DEGREE OBJECTIVE
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   HIGH SCHOOL DIPLOMA
            2.00   OCCUPATIONAL CERTIFICATE
            3:00   AA DEGREE
            4:00   TRANSFER, NO DEGREE
            5.00   UNDECIDED
            6.00   NOT INTERESTED DEGREE

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
23:03:18   LOS ANGELES COMMUNITY COLLEGES BULL DPS8000 GCOS-8

CHARACTERISTICS:
FNDEGREE   FINAL DEGREE OBJECTIVE
                PRINT FORMAT: F8.2
                WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   OCCUPATIONAL CERTIFICATE
        2.00   AA DEGREE
        3:00   BA DEGREE
        4:00   MA OR HIGHER
        5.00   UNDECIDED

TRANSCHL   SCHOOL YOU WILL ATTEND AFTER TRANSFER
                PRINT FORMAT: F8.2
                WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   NOT PLAN TO TRANSFER
        2.00   OTHER COMMUNITY COLL
        3:00   CAL STATE U CAMPUS
        4:00   UC CAMPUS
        5.00   PRIVATE COLL IN CALI
        6.00   PRIVATE COLL OUT-STA
        7.00   PRIVATE TRADE-VOCATI
        8.00   UNDECIDED

ENROLL   MOST IMPORTANT REASON TO ENROLL THIS
                PRINT FORMAT: F8.2
                WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   MIN ADMIS REQUIREMENT
        2.00   SPECIFIC PROGRAM
        3:00   GOOD TEACHING
        4:00   CLOSE TO HOME
        5.00   CLOSE TO WORK
        6.00   STUDNT BODY COMPOSITION
        7.00   ATHLETIC-STUDENT ACTIVITIES
        8.00   QUALITY OF CAMPUS
        9.00   OTHER

CHARACTERISTICS:
GPA   COLLEGE GRADE POINT AVERAGE
                 PRINT FORMAT: F8.2
                 WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   3.50-4.00
        2.00   3.00-3.49
        3:00   2.50-2.99
        4:00   2.00-2.49
        5.00   BELOW 2.00
        99.00   M NA-NEW STUDENT

HSCHGPA   HIGH SCHOOL GPA
                 PRINT FORMAT: F8.2
                 WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   3.50-4.00
        2.00   3.00-3.49
        3:00   2.50-2.99
        4:00   2.00-2.49
        5.00   BELOW 2.00
        99.00   M NA-NEW STUDENT

PRELEVEL   HIGHEST EDUCATION BEFORE THIS COLLEG
                 PRINT FORMAT: F8.2
                 WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   ELEMENTARY SCHOOL OR LESS
        2.00   SOME HIGH SCHOOL
        3:00   HIGH SCHOOL DIPLOMA
        4:00   SOME COLLEGE
        5.00   2-YEAR COLLEGE DEGRE
        6.00   4-YEAR OR HIGHER

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
23:03:18   LOS ANGELES COMMUNITY COLLEGES BULL DPS8000 GCOS-8

CHARACTERISTICS:
 CELSIBLE   ELIGIBLE TO ENTER UC OR CSU FROM HIG
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   UC ONLY
            2.00   UC & CSU
            3:00   CUS ONLY
            4:00   NOT ELIGIBLE
            99.00   DON'T KNOW

  ADDCOST   ALL COSTS OTHER THAN FEES PAID TO CO
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00 $200 OR LESS
            2.00 $201 - $400
            3:00 $401 - $600
            4:00 $601 - $800
            5.00 $801 - $1000
            6.00 $1001 - $1200
            7.00 $1201 - $1400
            8.00 $1401 - $1600
            9.00 $1601 - $1800
            10.00   MORE THAN $1800

  SCHLRSHP   TOTAL AMOUNT SCHOLARSHIPS THIS YEAR
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   NOTHING
            2.00 $200 OR LESS
            3:00 $201 - $500
            4:00 $501 - $1,000
            5.00 $1,001-$2,000
            6.00 $2,001-$3,000
            7.00 $3,001-$4,000
            8.00 $4,001-$6,000
            9.00 $6,001-$8,000
            10.00   MORE THAN $8,000

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
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CHARACTERISTICS:
PUSLASST   RECEIVED MONEY FROM PUBLIC ASSISTANC
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   YES
     2.00   NO

TEACHING   EVALUATION OF TEACHING
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   EXCELLENT
     2.00   GOOD
     3:00   SATISFACTORY
     4:00   POOR
     5.00   UNSATISFACTORY
     99.00 M NEVER USED SERVICE

LIBRARY   EVALUATION OF LIBRARY
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   EXCELLENT
     2.00   GOOD
     3:00   SATISFACTORY
     4:00   POOR
     5.00   UNSATISFACTORY
     99.00 M NEVER USED SERVICE

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
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    CHARACTERISTICS:
    TUTORIAL   EVALUATION OF TUTORING-LEARNING CENT
                     PRINT FORMAT: F8.2
                     WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   EXCELLENT
            2.00   GOOD
            3:00   SATISFACTORY
            4:00   POOR
            5.00   UNSATISFACTORY
            99.00   M NEVER USED SERVICE

    ACADCOUN   EVALUATION OF ACADEMIC COUNSELING
                     PRINT FORMAT: F8.2
                     WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   EXCELLENT
            2.00   GOOD
            3:00   SATISFACTORY
            4:00   POOR
            5.00   UNSATISFACTORY
            99.00   M NEVER USED SERVICE

    PERSCOUN . .   EVALUATION OF PERSONAL COUNSELING
                     PRINT FORMAT: F8.2
                     WRITE FORMAT: F8.2

            VALUE   LABEL

            1.00   EXCELLENT
            2.00   GOOD
            3:00   SATISFACTORY
            4:00   POOR
            5.00   UNSATISFACTORY
            99.00   M NEVER USED SERVICE

CHARACTERISTICS:

VOCACOUN   EVALUATION OF VOCATIONAL COUNSELING
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   EXCELLENT
     2.00   GOOD
     3:00   SATISFACTORY
     4:00   POOR
     5.00   UNSATISFACTORY
     99.00 M NEVER USED SERVICE

SEX
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   FEMALE
     2.00   MALE

AGE   AGE GROUP AT BEGINNING OF ACADEMIC YEAR
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   UNDER 20
     2.00   20 - 24
     3.00   25 - 34
     4.00   35 - 54
     5.00   55 AND OVER

C1HOURS   GROUPED HOURS OF ENROLLMENT AT 1ST CENSU
             PRINT FORMAT: F8.2
             WRITE FORMAT: F8.2

     VALUE   LABEL

     1.00   UNDER 6
     2.00   6 - 11
     3.00   12 OR MORE

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
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    CHARACTERISTICS:
    ETHNIC2   ETHNIC GROUP-EXPANDED
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   ASIAN
        2.00   BLACK
        3.00   HISPANIC
        4.00   WHITE
        5.00   FILIPINO
        6.00   NATIVE AMERICAN
        7.00   OTHER
        8.00   DECLINE TO STATE

    COLLEGE
                    PRINT FORMAT: F8.2
                    WRITE FORMAT: F8.2

        VALUE   LABEL

        1.00   CITY
        2.00   EAST
        3.00   HARBOR
        4.00   MISSION
        5.00   PIERCE
        6.00   SOUTHWEST
        7.00   TRADE-TECH
        8.00   VALLEY
        9.00   WEST

11 SEP 91   SPSS-X RELEASE 2.2   FOR GCOS
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CHARACTERISTICS:
STDLEVEL STUDENT CLASS LEVEL
                    PRINT FORMAT: F1
                    WRITE FORMAT: F1

          VALUE   LABEL

             1   HS STUDENT
             2   FRESHMAN
             3   SOPHOMORE
             4   60 UNITS, NO AA
             5   ASSOCIATE DEGREE
             6   BA-BS PLUS

DAYEVE   DAY OR EVENING CLASSES
                    PRINT FORMAT: F1
                    WRITE FORMAT: F1

          VALUE   LABEL

             1   DAY
             2   BOTH
             3   EVENING

ENSTATUS
                    PRINT FORMAT: F2
                    WRITE FORMAT: F2

          VALUE   LABEL

          1.00   FIRST-TIME STUDENT
          2.00   FIRST-TIME TRANSFER
          3.00   RETURNING TRANSFER
          4.00   RETURNING
          5.00   CONTINUING

Appendix   E

Interview Schedule

INFORMATION INDEX

The following INTERVIEW will take place after you have
reviewed the literature contained within the Information
Index. All of the statements relate directly or indirectly
to the Information Index.

INTERVIEW SCHEDULE QUESTIONS CONCERNING THE INFORMATION INDEX

Directions: Agree or disagree with each of the following
statements and explain the reason for your response.

STATEMENTS	AGREE	DISAGREE	EXPLAIN
1. The more information students have the better able they are to make decisions.	____	____	_____
2. New and current students can benefit from information about college campuses and college students.	____	____	_____
3. Students could benefit from a single reference catalog which would provide data about all nine Los Angeles Community Colleges and students.	____	____	_____
4. Ethnically and culturally diversed students will benefit from general information about campus culture, college life and college students.	____	____	_____
5. The public should have access to information about students' academic achievements, goals and future plans.	____	____	_____
6. It is important to have information concerning the length of time it takes to complete programs at community colleges.	____	____	_____

	AGREE	DISAGREE	EXPLAIN
7. Students should have access to statistics that show the length of time it took other students to complete programs at community colleges.	____	____	_____
8. Information about campus services, tuition fees and other school costs should be available to students.	____	____	_____
9. Students need access to information about scholarships, awards and public assistance.	____	____	_____
10. Students are interested in information about other students.	____	____	_____
11. Students need to have access to literature concerning campus policies and services.	____	____	_____
12. Students and/or families are interested in information about the types of degrees and certificates awarded at college.	____	____	_____
13. Statistics about the number of degrees and certificates granted per campus should be available to students.	____	____	_____
14. Information regarding transfers from community colleges to four-year colleges is important.	____	____	_____
15. Students who aspire to continue their education should have access to statistical information about the average number of students who transfer to four-year colleges.	____	____	_____

	AGREE	DISAGREE	EXPLAIN
16. The more students know about a college, the easier it is to decide to attend or not to attend that college.	____	____	_____
17. Reference catalogs such as the Information Index need to include definitions of terms in order to ensure that information is clearly understood.	____	____	_____
18. Animated cartoons and/or pictures make reading reference catalogs such as the Information Index more pleasurable.	____	____	_____
19. Colorful catalogs are preferred to black and white catalogs.	____	____	_____
20. It is easier to read through a short catalog rather than a long one.	____	____	_____
21. Glossy (shinny) paper often used for reference catalogs, is visually appealing.	____	____	_____
22. Large or moderately large print is preferred to very small print.	____	____	_____

INTERVIEWEE DEMOGRAPHICS

1. Ethnicity   _____
2. Age   _____
3. Gender   _____
4. Level at school   _____
5. Length of time on THIS campus   _____
6. Length of time as ASO President_____
    "   " ASO Vice-President_____

THANK YOU for taking time from your busy schedule to assist
me with this research.

Appendix   F

ASO Transmittal Letter

PIERCE
COLLEGE

Melva T. Giles
4416 E. Sinova Street
Los Angeles, CA 90032
(213) 223-6066

Dear Associated Student President/Vice President:

I am a doctoral candidate at Pepperdine University.
Recently, I have developed an Information Index, a reference
catalog concerning Los Angeles Community Colleges.

The index is in direct response to Senate Bill 533,
which is legislature that proposes that community colleges
provide disclosure of certain institutional and student
characteristics to current and future students.

This research, as part of my doctoral education at
Pepperdine University, is among the first to develop a
tangible product (the index) for the Los Angeles Community
College District to address Senate Bill 533's legislative
proposals.

As a participant in this research you will be requested
to do two things: (1) review a copy of Information Index
(forwarded to you); and, (2) be interviewed (your interview
will be tape recorded, and require 30 minutes of your time).

Participation is voluntary and the interview is
confidential. A research team (a panel of experts), myself,
and my doctoral committee will have access to your taped
interview. The tape will not be for public use.

A taped interview will enable me to review what we have
discussed and to evaluate the information index. It will also
enable me to modify and/or otherwise adjust the data in the
index to better suit the needs of Los Angeles Community
College students.

Should you agree to participate, an appointment for the
interview will be made with regard to: date, time and
location on your campus. If you have any questions, feel free
to contact me at home and/or at work.

Thank you so much for your assistance.

Sincerely,

Melva T. Giles, RN, MSN
Associate Professor
Los Angeles Pierce College
Nursing Department (818) 719-6477

6201 Winnetka Avenue/Woodland Hills/California/91371/(818) 347-0551

Los Angeles Community College District

Appendix   G

Information Index
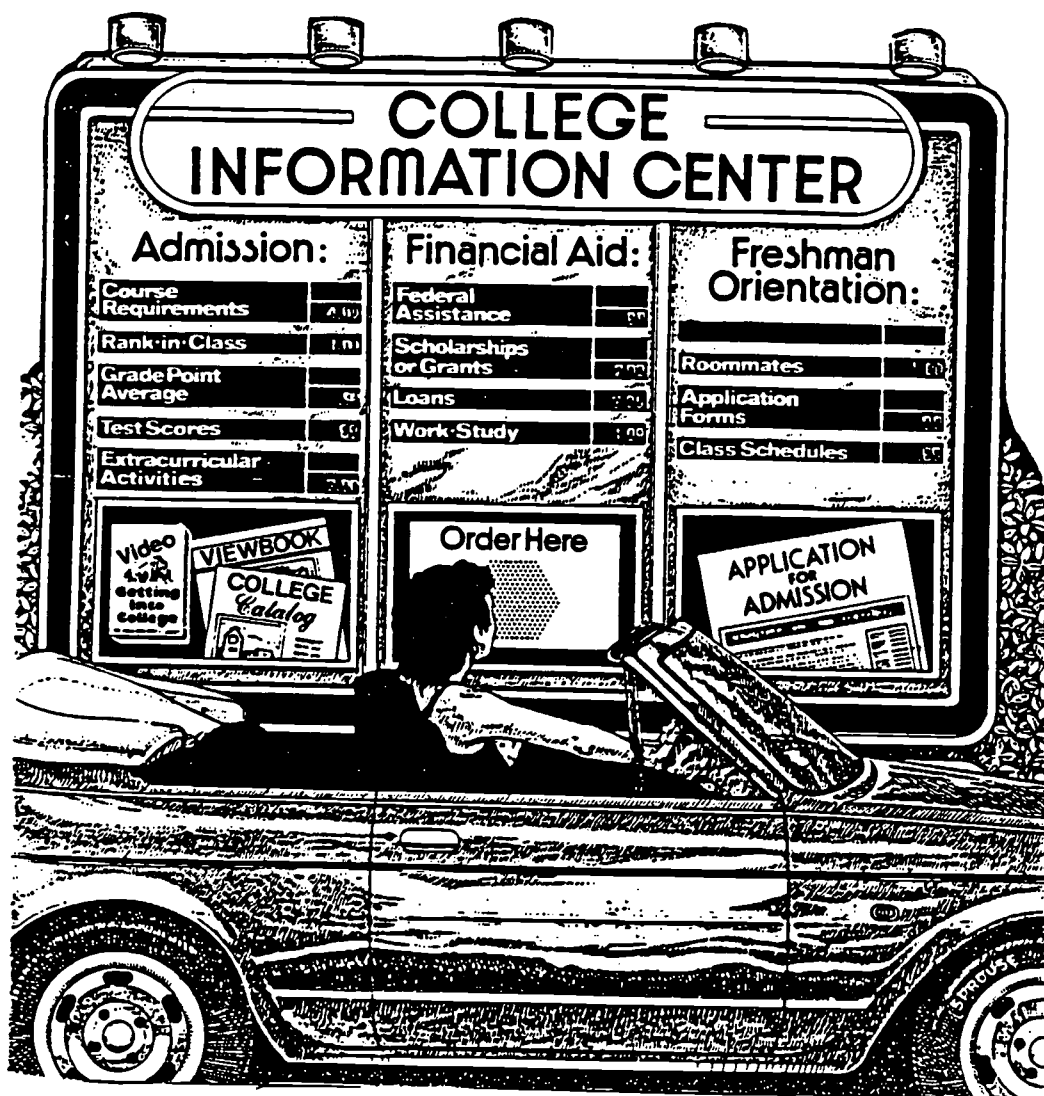
Source: The Journal of College Admission. Winter 1992, Number 134. Colleen Morrissey (ed.) Copyright 1992 by the National Association of College Admission Counselors. Adapted by permission.

ACKNOWLEDGEMENTS

A personal thank you

Thank you to the doctoral students (panel of experts).
the Associated Students' Officers (interviewees): and, Nancy
Conrath. Director of the Office of Research. Planning and
Analysis (ORPA) and, George Prather. Research Analyst, who
facilitated access to and interpretation of data bases

Accuracy Statement

Data incorporated into this information index is in
accordance with the criteria set forth by Senate Bill 533.
Modifications and/or changes of the information index are as
provided by law.

Reasons for modification of the content itself may
include but are not necessarily limited to: (1) changes in
the District's agenda. (per needs assessment) : (2) alter-
ations in student demographics. (e.g.. severe changes in
student enrollment): and. (3) availability of state. federal
and/or local funding. (various programs are supported by
state, federal and/or local funding).

Implication

Under the guidance of staff from ORPA. statements
entitled 'Implication' were developed. 'Implication' resulted
from discussions and interpretation of data bases: student
surveys. research reports. and literature review (e.g.. 1992-
93 campus catalogs. and District reports &/or newsletters).

1

<u>INFORMATION INDEX</u>

Reference information regarding the nine Los Angeles Community campuses, with profiles of institutional and student characteristics, for current and prospective students.

<u>Institutional characteristics</u>

Institutional characteristics include: (1) awards (degrees and certificates), (2) policies and services; and, (3) transfer activities.

<u>Student characteristics</u>

Student characteristics pertain to: (1) goals and plans, (2) academic performance, (3) average time to complete a program, (4) typical financial costs; and, (5) student evaluations of campus services.

<u>Trends concerning specific student characteristics</u>

Trends refer to the following demographics: (1) sex, (2) ethnicity, (3) age, (4) unit load, (5) school levels, (6) class schedules; and, (7) enrollment status.

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Section One

Source: The Journal of College Admission. Spring 1992,
Number 135. Colleen Morrissey (ed.) Copyright 1992 by
the National Association of College Admission Counselors.
Adapted by permission.

SECTION ONE

Introduction

Arrangement of the information index

There are five separate sections in the information
index: (1) the introduction, (2) a listing of the District
Office and the nine LACCD campuses with enrollment
demographics, (3) data pertaining to institutional
characteristics, (4) information about student
characteristics; and, (5) trends concerning specific student
characteristics.

Definition of an information index

The information index is a catalog of facts which
provides a profile of college campus characteristics and
student characteristics unlike any previous college catalog.

Purpose of the information index

Succinctly put, the purpose of the information index is
to make available comprehensive information concerning Los
Angeles Community College District (LACCD) campuses and
student demographics, in a single source, to current and
prospective students.

Distinctiveness of the information index

Data collected and presented in this index differs from
the individual campus catalogs in that it (1) provides
information concerning all nine campuses, (2) includes data

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not available in individual campus catalogs; and, (3)
facilitates consumer comparison of LACCD colleges with
community colleges outside of the LACCD system (e.g., Santa
Monica, Pasadena, Compton, El Camino, and Golden West).

Plans to update the information

As set forth by Senate Bill 533 commencing July 1, 1993
the District will be required to track annually and to update
biennally all data contained within the index.

LACCD campuses

The second section of the information index provides the
addresses and general telephone numbers of the District
Office and each of the nine campuses; and, District and
campus enrollment demographics plus a map of the nine campus
sites.

Institutional characteristics

The third section of the index offers information about
the Los Angeles Community College District (LACCD).
Institutional characteristics of interest include: (1) the
types and numbers of awards (degrees and certificates)
conferred, (2) policies and/or services pertaining to
equitable treatment of students; and, (3) information
concerning transfers from LACCD campuses to public and
private four-year colleges.

Student characteristics

A unique compliation of data not available in
traditional catalogs distributed to students is the focus of

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section four. This segment of the index covers information involving: (1) students' goal and plans, (2) academic performance, (3) average time to complete a program, (4) typical financial costs; and, (5) students' evaluations of campus services.

Trends

Entries in this fifth and last section of the information index identify and describe districtwide trends in student demographics which include: (1) sex, (2) ethnicity, (3) age, (4) unit load, (5) school levels, (6) class schedule; and, (7) enrollment status.

Section Two
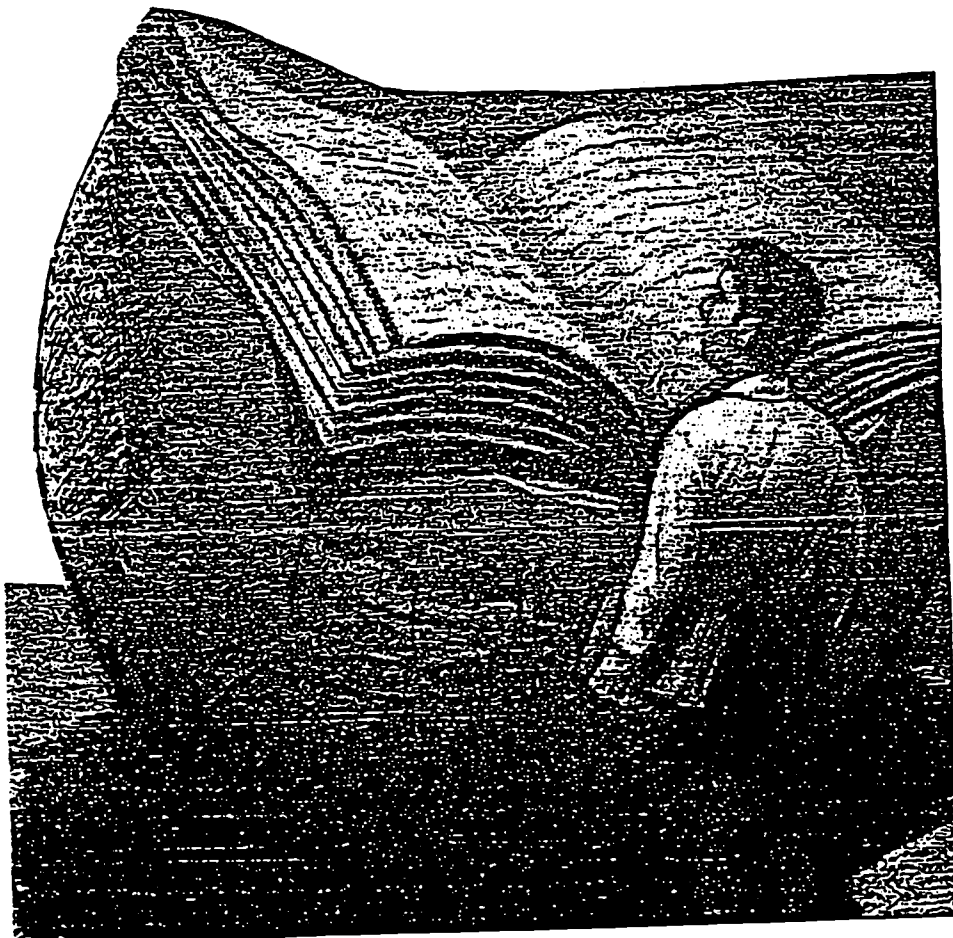
Source: Change, The Magazine of Higher Learning. January/
February 1992. Volume 24, Number 1. Arthur E. Levine (ed.)
Copyright 1992 by the Helen Dwight Reid Education
Foundation. Adapted by permission.

SECTION TWO   5

District Office and LACCD Campuses

District Highlights

District Administrative Office

617 West Seventh Street

Los Angeles, CA 90017

(213) 891-2000

District goal

In its administrative capacity, Los Angeles Community

College District's (LACCD) overall goal is to generate

college environments that foster, promote and produce

literate and educated citizenry.

Educational philosophy

While the 'open door' policy makes education accessible

to all, the foundation of the educational philosophy itself

rests in the belief that everyone should have the opportunity

to develop to their full potential.

Cost-effective higher education

The nine colleges presented in this index represent a

unique system of higher education that, despite ongoing

financial challenges, continues to be the most cost-effective

public higher education system available to students.

Accreditation

LACCD campuses are accreditated by the Western

Association of Schools and Colleges.

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Non-residential

The nine campus system is non-residential (no dormitories).

Calendar

There are two semesters per academic year (fall and spring) with formal commencement annually in the spring.

Graduation

Continuing students follow the requirements in the campus catalog in effect when they first registered. The range of units necessary for graduation (64 to 74) depend upon the uniqueness of the individual program students may be enrolled in. For example, the nursing program on LA Pierce campus requires 74 units for graduation.

Enrollment averages

LACCD has the distinction of being the largest community college system in the United States. To illustrate, the average districtwide enrollment between 1990 and 1992 was 114,740 for fall; and, 106,490 for spring.

Los Angeles
City Campus
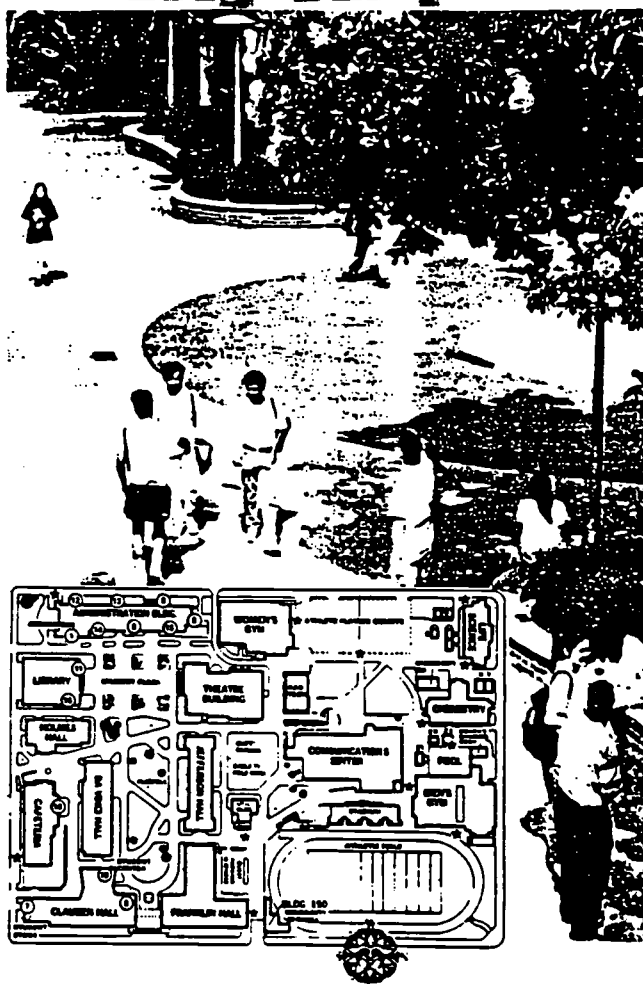
Source: Los Angeles Community College District's Campus
Catalog. 1992. Publisher LACCD. Adapted by permission.

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City Highlights

Los Angeles City College

855 North Vermont Avenue

Los Angeles, CA 90029

(213) 669-4000

Average enrollment

The average enrollment between 1990 and 1992 consisted
of 16,810 for fall, and 15,939 for spring.

Instructional methods for the home bound

Types of instructional methods developed by City College
reflect the District's overall goal to foster, promote and
produce literate and educated citizenry.

To verify, located at Los Angeles City College is the
office of Instructional Television (ITV) this program offers
college credits for televised courses which are transferable
to the University of California and California State
University Systems. This method of instruction reaches
students who are home bound, although ITV is not restricted
to the home bound.

International perspectives

LACC's Tokyo-American Community College Program in Japan
offers credits for both residents of Japan and LACC students.

The artistic touch

LA City College, the flagship of the nine college campus
system continues with a tradition of excellence. For example:
(1) One advanced cinema student has won the Golden Bear

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Award io the short film category at the 1991 Berlin Film Festival. (2) A $1,000 scbolarship, tbe top award, was won by an art studeot who exhibited art work on the "Paced Artists" Beyood Disabilities Art Exhibit held in Pasadena.

Athletes

City College's judo team finished second place io the community college divisioo, United States National Collegiate Judo Associatioos' 30th Annual Championship

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EAST
LOS ANGELES
COLLEGE

**Equal Opportunity Policy
Compliance Procedure**

In order to ensure equal opportunity policy compliance at East
Los Angeles College, please direct inquiries to: Affirmative Action
Officer, Ms. Rose Najar, ext. 8362; Section 504 Coordinator of
Handicap Program, Joe Najar, Asst. Dean, ext. 8785 or Ombuds-
person, Michael Samora, Child Development Center, Ext. 8789.
In addition, inquiries may also be directed to the District Office
of Affirmative Action at (213) 891-2315.

**Procedimientos Hacia el Acuerdo
con la Política de Ecuanimidad de
Oportunidad**

Para poder asegurar igualdad de oportunidades en el Colegio del
Este de Los Angeles College, por favor dirija sus preguntas a las
siguientes personas: Sra. Rose Najar, Decano y Oficial de Acción
Afirmativa, Ext. 8362; Joe Najar, Asistente del Programa de
Personas Incapacitadas, Ext. 8785 o a Michael Samora, Coordi-
nador, en el Centro de Desarrollo Infantil, ext 8789. Además,
puede también dirigir sus preguntas a la oficina de Acción
Afirmativa del Distrito, teléfono (213) 891-2315.

平等待遇政策執行程序

為了保證本校對學院的平等待遇成果的執行，請
向有關負責部門下，院長 ROSE NAJAR 博士。
電話分機 號：； 民是有 504 分機協調員，JOE NAJAR。
JOE NAJAR 分機 8785 或者兒童發展中心的負責同仁
員 MICHAEL SAMORA 分機 8789 查詢。也可向區域公
室的有關負責女士查詢，電話 (213) 891-2315。

Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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East Los Angeles Highlights

East Los Angeles College

1301 Brooklyn Avenue

Monterey Park, CA 91754

(213) 265-8650

Enrollment figures

Between 1990 and 1992 the average enrollment figures at East LA College were 14,731 for fall and 13,666 for spring.

From real estate to recombinant DNA

In general all programs at East focus on the needs of its diverse student population. For example, in order to assist women and other minorities in the field of real estate, East's Business Department and TRW Foundation developed a real estate internship program. In addition to the previous program, a unique Recombinant DNA Certificate Program, one of the few offered in this country at a community college, was developed.

Student achievement in science

Student accomplishments are many and include but are not limited to presentations of papers at scientific symposiums across the United States by members of the Minority Biological Research Program.

Sports

A contractual agreement was signed with the Kansas City Royals by East LA's star pitcher.

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Student fundraiser

An overwhelmingly successful fundraising campaign for
the Learning Disabled Program was accomplished by a 4.0
student, previously identified as a learning disabled student
who required the program's services.
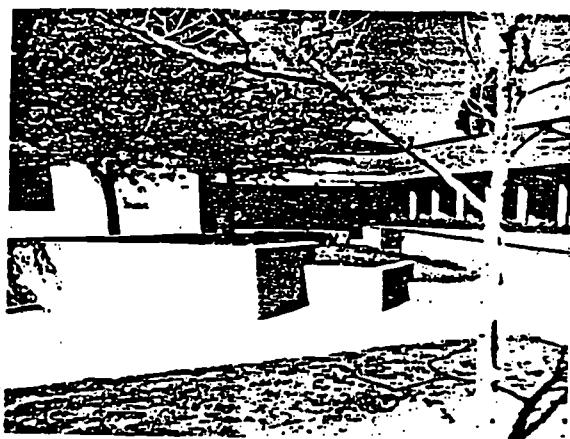
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Harbor

Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

Honors Program —Transfer
Alliance Program (TAP) with UCLA

The Los Angeles Harbor Honors Programs allows out-
standing high school and community college students to
complete two years of lower division UCLA requirements
at Los Angeles Harbor College. Completion of the program
with at least a 3.0 grade point average will guarantee pri-
ority admission to UCLA College of Letters and Science as
a junior.

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Harbor Highlights

Los Angeles Harbor College

1111 Figueroa Place

Wilmington, CA 90744

(310) 522-8200

Enrollment data

Data concerning average enrollment occurring between 1990 and 1992 indicated that there were 9,613 students enrolled for fall, and 8,658 students for spring.

Surviving college

Harbor addresses the concerns of single parents, displaced homemakers and adult entry/re-entry students through its unprecidented 'Starting Over Survival (SOS)' program. The success of this program earned for Harbor two coveted grants.

Hall of fame, sports

Both former basketball and base ball coaches were named in 1991 to the state Community College Hall of Fame. While the infamous Seahawk men's soccer team ranked second in the state of California.

A Fulbright scholar

Faculty at Harbor represent the finest in the nation. For example, one professor of music received a Fulbright Scholar Grant to teach as a Senior Lecturer at the Consevatory of Music in Cracow, Poland.

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Business associates

    In response to community needs Harbor College joined
Hyundai Motor America as a business associate and created an
automotive technician training program. The associate degree
nursing program's affiliation with Kaiser Foundation Hospital
in Harbor City resulted in a grant award totaling $52,940.

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Los Angeles Mission College

Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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Mission Highlights

Los Angeles Mission College

13356 Eldridge Avenue

Sylmar, CA 91342

(818) 364-7600

Enrollment statistics

On the average the number of students enrolled at
Mission between 1990 and 1992 equaled 7,272 for fall and
6,336 for spring.

A home at last

During the fall of 1991 Mission ended 16 years of
storefront classrooms and moved to its permanent site in
Sylmar.

Student achievements

Although a new campus, Mission can be proud of its
student body's quest for higher education. Students have
earned various scholarships, of particular note, is the UCLA
Alumni Association Community College Transfer Scholarship.

Job skills in the community

Mission's no-nonsense demeanor generated the interest of
California's Employment Training Panel in the campus's
Community Extension program which facilitates industries
efforts to update workers' job skills. The popularity of the
program is evidenced by an all time increase in participants
from 1,600 to 5,000 within one calendar year.

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Cross country team

After a hiatus of several years, the cross country sport
was re-introduced on campus in 1991. Since that time,
Mission's men's team won the Southern California Athletic
Conference title, while their partners, the women's team
finished third in the Conference. Overall for both teams an
outstanding accomplishment for cross country teams back less
than two years.
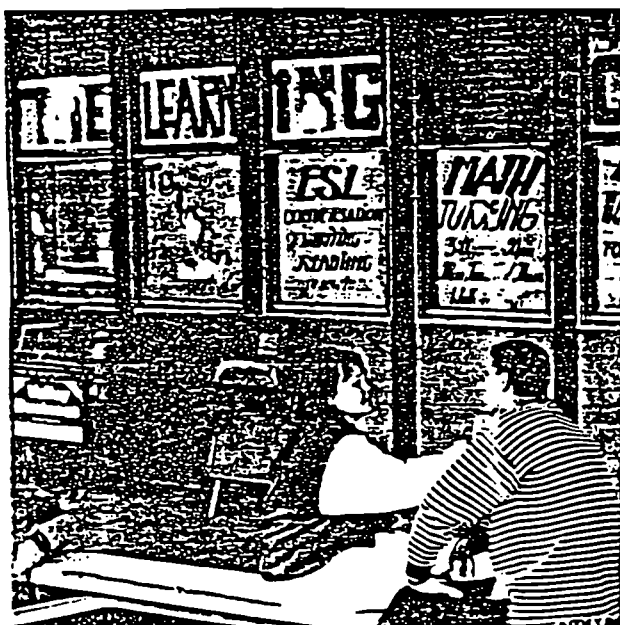
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PIERCE
COLLEGE

Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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Pierce Highlights

Los Angeles Pierce College

6201 Winnetka Avenue

Woodland Hills, CA 91371

(818) 347-0551

Enrollment 1990-1992

Enrollment figures between 1990 and 1992 indicated that there were approximately 19,201 students in the fall, and 17,786 students in the spring.

Health care: RN licensure, year 2000

The associate degree RN program's graduate class of January '92' had a 94% passing rate on the state licensure examination. The National League for Nursing in April '92' granted the nursing program full accreditation for 8 years, expiration date...year 2000.

Faculty education

A closer look at the nursing department's composition revealed that out of a total of 14 full time faculty; 1 had earned a doctorate degree, 2 were doctoral candidates, 6 were doctoral students, 4 were master prepared, and 1 was baccalaureate prepared.

Throughout Pierce campus there were 57 faculty with earned doctorates,i.e., EdD, JD, MD, DVM, and PhD. Some faculty had earned two doctoral degrees, e.g., JD and PhD or JD and EdD. One faculty possessed an honorary degree in addition to an earned doctorate degree.

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Student recognition

During each graduation ceremony students' achievements
are recognized. Students have been awarded scholarships to
UCLA, California State University, USC, and Pepperdine, to
name a few.

Scholarships are categorized as: (1) college
scholarships (all students can apply); (2) club scholarships
(for campus club members, only); (3) department scholarships
(fields of special interest); and, (4) off campus
scholarships (sponsored by private industry, business or
banks).

Sports

Pierce's baseball team won the Western State Conference
Championship, a first for the team.

Fulbright scholars' exchange

A faculty from the language department was named a
Fulbright Scholar and sent to France to teach English; while
a French faculty identified as a Fulbright came to Pierce to
teach French.

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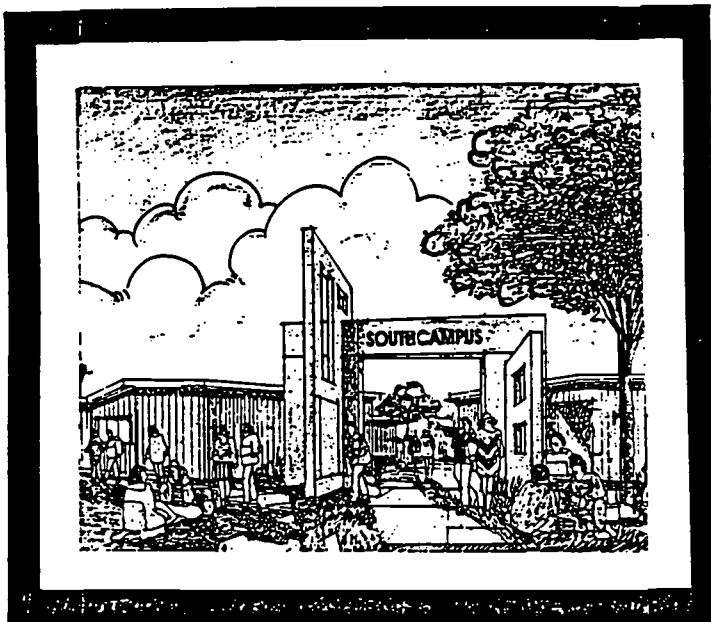
LOS ANGELES

SOUTHWEST COLLEGE

Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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Southwest Highlights

Los Angeles Southwest College

1600 West Imperial Highway

Los Angeles, CA 90047

(213) 241-5225

Student enrollment

Small in size in comparison to several of the other LACCD campuses, Southwest had an average of 6,557 students for fall, and 6,035 stduents for spring, between 1990 and 1992.

Retraining for competitive edge

The State Employment Training Panel awarded Southwest $1,074,000 to facilitate job retraining for employees with regard to state-of-the-art business management software such as Lotus 123, dBase IV Plus, and Word Perfect 5.1.

In addition to this, IBM awarded the campus a $500,000 grant for computer integrated management (CIM) and manufacturing programs.

Campus activities

Numerous activities are held on the campus, for example: (1) the Annual Business Breakfast; (2) Annual International Education Forum; (3) Colloquium: the Early Childhood Education Conference; and, (4) the Woman's Center's AIDS Education Awareness activities.

Biomedical research

The National Institute of Health at the Charles Drew

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University of Medicine and Science funded the Minority
Biomedical Research Support Program which had two Southwest
students as participants.

Justice and the court system, an adolescent perspective

A judge from the Inglewood court system presided over
"mock trials" developed by the campus's Administration of
Justice and Political Science departments for two community
high schools.
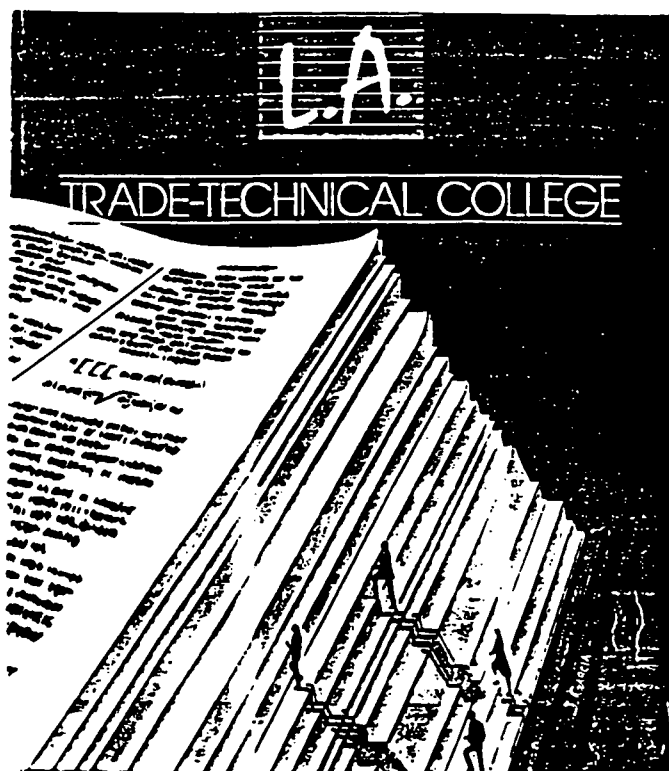
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Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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Trade-Tech Highlights

Los Angeles Trade-Technical College

400 West Washington Boulevard

Los Angeles, CA 90015

(213) 944-9500

Enrollment averages

On the average, enrollment between 1990 and 1992, were

as follows: 13,709 for fall and 12,261 for spring.

Campus objective

Trade-technical's chief objective has always been to

educate and train students to become skilled workers who

could meet the technological challenges of Southern

California. The following array of student achievements is a

testament to this objective.

Widespread success from culinary to design

Students from this campus have enjoyed untoll successes.

For example: (1) A culinary graduate and intern has been

hired by the Bonadventure Hotel. (2) An electronic's graduate

has been promoted to chief maintenance engineer for CBS. (3)

Computer science majors have become co-fouoders of

Professional Software Systems, Inc. (4) Fine arts majors have

transferred to reknown, prestious advanced schools namely:

Otis Parsons Art Institute, the Art Center and California

Institute of the Arts. (5) The fashion design alumni have

been setting trends by opening a sportwear company, designing

children's wear and being the recepient of the Rudi Gerneich

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scholarship.

Championships

The cross country and track and field teams won conference championships.

NASA, faculty, and the solar system

NASA funded research for one physics professor. The results of the research, (a 50 page article), were published in the "International Journal of Solar System Studies."
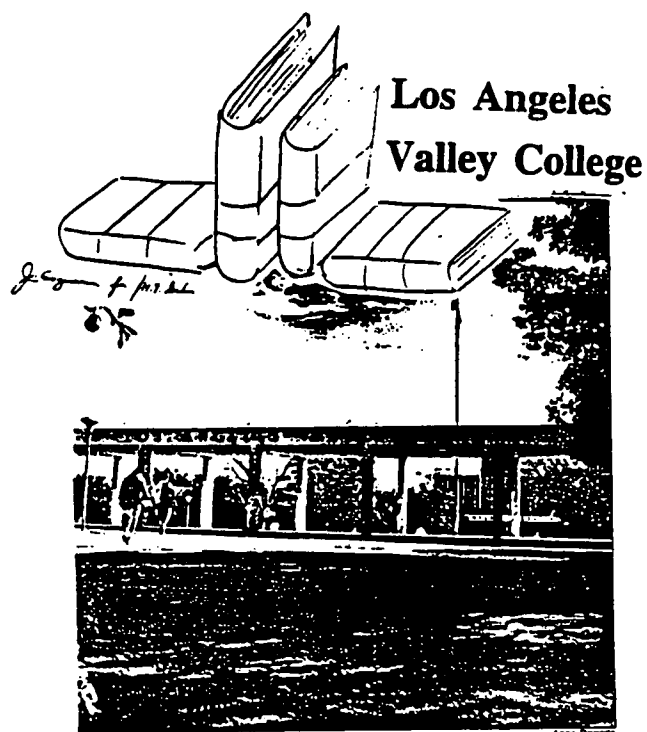
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Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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<u>Valley</u> <u>Highlights</u>

Los Angeles Valley College

5800 Fulton Avenue

Van Nuys, CA 91401

(818) 781-1200

<u>Enrollment figures</u>

Valley's enrollment figures have been relatively
consistent. There were approximately 19,279 students enrolled
for fall and 18,143 students enrolled for spring between 1990
and 1992.

<u>Success after transfer</u>

According to the CSU 1990-1991 Academic Performance
Report, Valley transfer students achieved higher grade point
averages at CSU than did California community college
transfers in general or CSU natives. Thirty-five percent of
Valley College transfers were minority students.

<u>Student orators</u>

Phi Rho Pi National Speech Association sponsored the
National Speech Tournament. A total of 75 colleges and
universities participated. Valley placed 5th in the
competition.

<u>Literary award and Fulbright exchange</u>

Faculty from the English Department was awarded the
Shirley Collier Prize in 1991, for the best full-length
fiction or biography by a writer in the UCLA community. UCLA
sponsored the prize, cash award was $5,000.

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In addition to this, a professor of English accepted a
Fulbright Teacher Exchange assignment in Norway. And, the
Norway professor came to Valley College to teach.

Recognition of programs

English-as-a-second-language (ESL) program at Valley is
one of the LACCD's largest ESL programs. Its annual
California Association of Teachers of English to Speakers of
Other Languages drew over 1,000 participants.

One of the first student-worker programs in the District
was started by Valley's nursing program.

Child development

Valley can also be proud of its services, for example,
the Child Development Center was rated as excellent by the
State Department of Education.
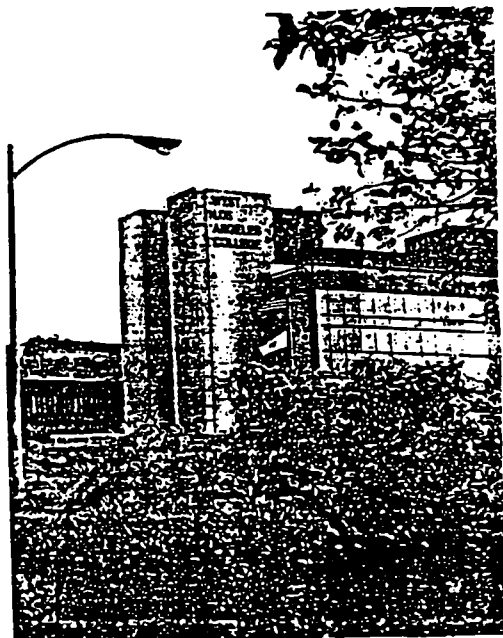
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Source: Los Angeles Community College District's Campus
Catalog, 1992. Publisher LACCD. Adapted by permission.

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West Highlights

West Los Angeles College

4800 Freshman Drive

Culver City, CA 90230

(310) 287-4200

Enrollment 1990-1992

West is one of the smaller campuses of the District and so, the average the number of of students enrolled at West between 1990 and 1992 was 9,768 for fall and 8,367 for spring.

An overview of sports

West's arena of sports include football, basketball, track, golf and tennis. Members of the football team have received scholarships to four-year colleges. Players on the basketball team were selected for the Western State Conference First Team. Track stars have won the Orange County 5K Run, and placed fifth in the State Championship high jump event. One golfer and tennis player both advanced to the Southern California Championships.

Scholastics

Students earned more than $32,000 in scholarships at the "Annual Salute to Champions," including an EOPS student who was the recepient of Earvin Johnson, Sr. Scholarship for $16,000 to attend Clark Atlanta University.

Training for laid-off workers

Laid-off aerospace and defense workers in hazardous

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materials environmental pollution control were given up-dated
information and retrained for new jobs as a direct result of
West LA College's Center for Economic Development and
Continuing Education's (CEDCE) collaborative efforts with the
Employment Training Panel, the UAW-Labor Employment Training
Corporation and the Verdugo Private Industry Council.

Employment of high school students

Students from Dorsey and Crenshaw high schools were
selected for employment in West College's Summer Youth
Employment Program.

Conclusion: Map of the Nine Campus Sites

In conclusion, the LACCD provides educational services
for 882 square miles. The District extends from the Pacific
Ocean to the foothills of the San Gabriel Mountains (see
Figure 1).

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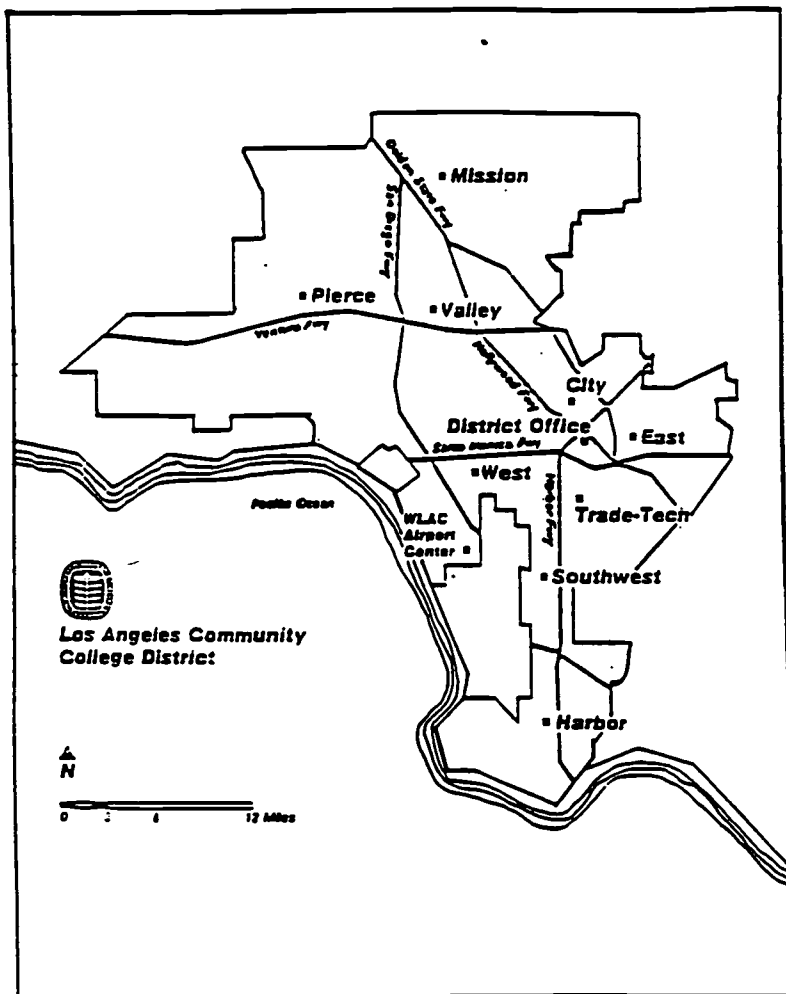
FIGURE 1: LACCD's MAP OF THE NINE CAMPUS SITES
Source: LACCD's ORPA, Report No. AID-002-GDK.
Reprinted by permission of Nancy Conrath, Director of
Research, ORPA, 617 West 7th Street, Los Angeles, CA 90017

Source: Euromoney, August 1992. Peter Lee (ed.). Copyright 1992 by Euromoney Publications. Adapted by permission.

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SECTION THREE

Institutional Characteristics

Degrees and certificates

The Board of Governors of the California Community
College has authorized the Los Angeles Community College
District Board of Trustees to confer the degrees of Associate
in Arts (e.g., Nursing), Associate in Science (e.g., Computer
Technology), and Occupational Certificates (e.g.,
Electronics).

The size of the individual campus is reflected in the
number of awards granted, smaller campuses confer fewer
awards as compared to the larger campuses. Following are
figures concerning the types and average numbers of awards
conferred on an annual basis on each of the nine campuses
(see Figures 2, 3; and Table 1).

Implication: awards

On the average 3927 Associate Degrees and 1643
Occupational Certificates are conferred per year
districtwide, bringing the average of total awards to 5570.

The variance from campus to campus regarding numbers and
types of awards granted are indicative not only of the size
of the individual college but their response to the immediate
community's needs. For example, Los Angeles Trade Technical
College's sensitivities to the business community's emphasis
on technologically prepared work force has resulted in a

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OCCUPATIONAL CERTIFICATES
CONFERRED - LACCD CAMPUSES

TRADE-TECH (770.3) 47.0%

PIERCE (50) 3.0%

SOUTHWEST (3.6%
HARBOR (32.3) 2.0%
VALLEY (95) 5.8%
MISSION (83) 5.0%
CITY (175.3) 10.6%

EAST (216) 13.1%

WEST (163.3) 9.9%
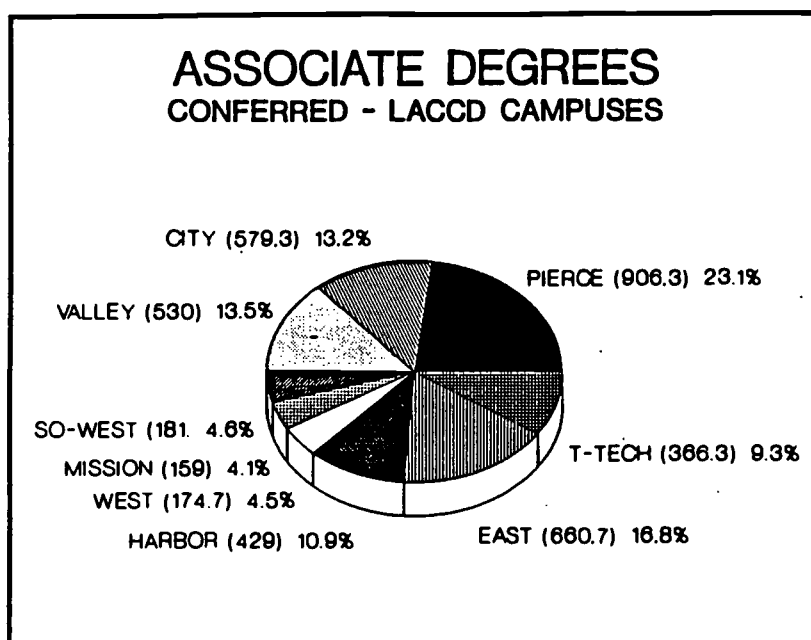
FIGURE 3: OCCUPATIONAL CERTIFICATES CONFERRED AT LACCD
        CAMPUSES
Districtwide on an annual basis, total number (#) of
certificates conferred 1643.   Total percentage (%) 100%.
Source: LACCD's ORPA, Report No. AID-002-GDK. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017

TABLE 1:   TOTAL AWARDS: DEGREES AND CERTIFICATES CONFERRED
        AT LACCD CAMPUSES.
Source: LACCD's ORPA, Report No. AID-002-GDK. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

CAMPUS	NUMBER	PERCENT
City	695	12.5%
East	877	15.7%
Harbor	461	8.3%
Mission	241	4.3%
Pierce	956	17.2%
Southwest	240	4.3%
Trade-Technical	1137	20.4%
Valley	625	11.2%
West	338	6.1%
Districtwide:	5570	100%

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yearly average of 771 Occupational Certificates and 366
Associate Degrees. Vbile, Los Angeles Pieroe College's
response to its' immediate community's emphasis on a degree
prepared work force has resulted in an annual average of 906
Associate Degrees and 50 Occupational Certificates.

Policies and services

In an effort to treat students equitably the District
provides a number of policies and services. Policies include
but are not limited to: (1) Affirmative Action policies; and,
(2) Nondiscriminatory policies. Programs which aim to
increase awareness; address affirmative action and
nondiscriminatory policies, and facilitate equitable
treatment of students include, for example, the various
Gender Equity Programs.

Services that provide for a diverse student population
and in essence facilitate equitable treatment of students
include: (1) veterans services; (2) handicapped student
services; (3) EOP-S; (4) financial aid; and, (5) foreign
student services (see Table 2).

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TABLE 2: DISTRICTWIDE: STUDENT SERVICES
The number of students provided special services is
indicative of equitable treatment.
Source: LACCD's ORPA, Report No. AID-002-GDK; and Campus
Catalogs. Adapted by permission of Nancy Conrath, Director of
Research, ORPA, 617 West 7th Street, Los Angeles, CA 90017.

STUDENTS SERVED ON AN ANNUAL BASIS

```
7500

7000                                    (7114)
                                          :
6500                                      :
                                          :
6000                                      :
                                          :
5500                                      :
                                          :
5000                                      :
                                          :
4500                     (4893.3)         :
                            :             :
4000                        :             :
                            :             :
3500                        :             :
                            :             :
3000                        :             :
                            :             :
2500                        :             :
                            :             :
2000        (1936.3)  (2707):             :
1500           :         :  :             :   (1627)
1000           :         :  :             :      :
               :         :  :             :      :
 500           :         :  :             :      :
               :         :  :             :      :
   0           :         :  :             :      :
               :         :  :             :      :
               :         :  :             :      :
          SERVICES
        * Veterans   Handicapped  EOP-S   Financial  Foreign
          Services   Services             Aid        Students
                                          Services   Services
```
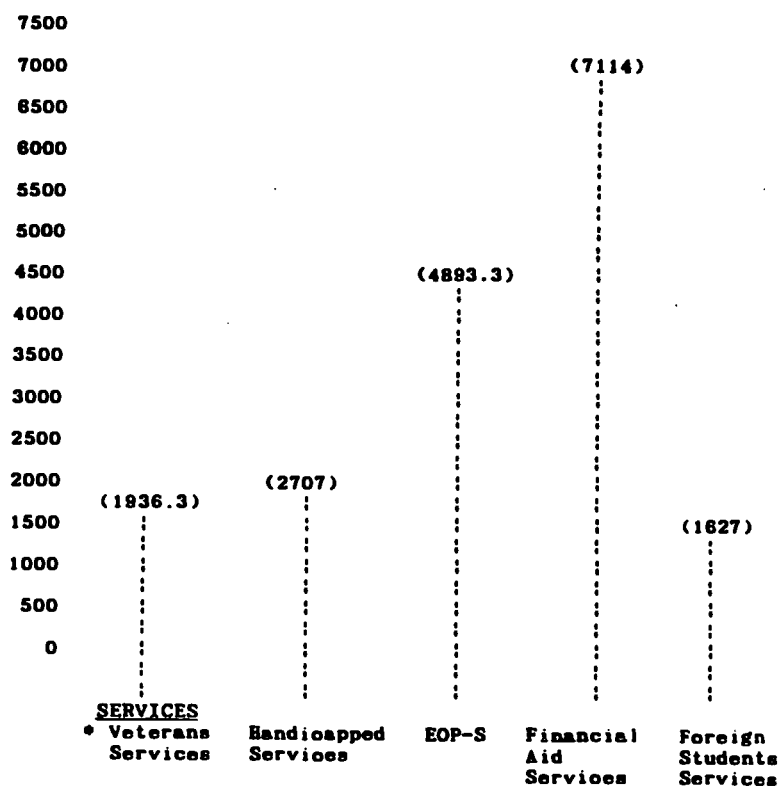
* Veterans services discontinued at East and West campuses.

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Implication: policies and services

Services affected by federal and/or state funding are subject to availability,e.g., Veterans Services. Numbers of students served fluctated with enrollment changes. All policies, programs and implemented services constitute the District's effort to provide equitable treatment for all.

Transfer activity

The following data is restricted to students who transferred directly from a Los Angeles Community College to a four-year public or private college (see Table 3).

TABLE 3:   TRANSFER STATISTICS
The average number of students who transfer to four-year colleges on an annual basis.
Source: LACCD's ORPA, Report No. AID-002-GDK. Adapted by permission of Nancy Conrath, Director of Research, ORPA, 617 West 7th Street, Los Angeles, CA 90017.

4-YEAR   LACCD CAMPUS
COLLEGE

	City	East	Barbor	Mission	Pierce
UC	50	44	24	3	74
CSU	309	276	239	35	632
CA PRIVATE INSTITUTIONS	133	48	46	20	85

	So.West	Trade-Tech	Valley	West
UC	2	3	74	23
CSU	64	93	437	109
CA PRIVATE INSTITUTIONS	10	27	62	48

DISTRICTWIDE TOTAL-TRANSFER ACTIVITY

UC	297
CSU	2194
CA PRIVATE INSTITUTIONS	480

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Implication: transfer activity

The previous table (see Table 3) provided a general
picture of the overall transfer activity that occurred oo any
giveo campus. However, a more precise picture of traosfer
activity was complicated by several factors: (1) Some
students had dual or concurreot enrollmeot. That is, they
were attending class(es) at the community college while
actively enrolled at a four-year college. (2) Other students
had dropped out of a four-year institution and had joined the
community college system seeking job retraining. (3) While
still, other community college studeots left the commuoity
college setting and attended a four-year college outside of
the state of California.

Source: The Journal of College Admission. Summer 1992,
Number 136. Colleen Morrissey (ed.). Copyright 1992 by
the National Association of College Admission Counselors.
Adapted by permission.

SECTION FOUR

Student Characteristics

Goals and Plans

The following districtwide information pertained to
students' goals and plans. The items of interest included:
(1) subject area of interest; (2) reason for attending
college; (3) immediate degree objective; (4) final degree
objective; (5) transfer plans; and, (6) the reason a student
chose to enroll at a particular college campus.

Subject area of interest

Students that were surveyed indicated the percentage of
interest that they had in various subjects. The three
subject areas of greatest interest were Business/Office
Occupations (29.2%); Social/Behavioral Sciences
(14.2%); and, Math/Physical and Life Sciences (12.0%).

The three subject areas of least interest included
Physical Education (2.7%); Family and Consumer Studies
(3.8%); and, Language/Literature/Humanities (7.6%).

Interest in Health Occupations, Trades/Applied
Technology and the Fine Arts ranged from 8.5% to 11%,
respectively.

Implication: area of interest

Students' personal goals and plans influenced their
perception concerning subject areas of interest. For example,
students enrolled for the distinct purpose of up-dating

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office skills perceived Business/Office Occupation'
to be the most important subject areas of interest.

On the other hand students focused on transferring to a
four-year college indicated that the Math/Physical Sciences
subject areas were imperative to their success. Yet, students
inclined toward health-care steadfastly directed their
attention toward the Health Occupations' programs.

Last but not least, students enrolled for personal
interest and life-long learning selected the Fine Arts, or
Language/Literature/Humanities as the most important subject
areas of interest.

Attending college

A large number of students surveyed indicated that
preparation for transfer to a four-year college was the most
important reason for attending the community college. A
significantly smaller number of students felt that they
attended the community college to enhance their ability to
perform individual tasks such as mathematics and/or learn a
language (see Table 4).

Implication: reason for attending

Survey results endorsed the mission of the community
college and substantiated the fact that these colleges
provide people with the opportunity to succeed, in a number
of ways. Those ways include for example, preparation for
transfer to a 4-year college or enhancement of skills in
order to advance in a current job.

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TABLE 4:   REASONS FOR ATTENDING COLLEGE
Source: LACCD's ORPA, Data Base: Students: Survey. Adapted
by permission of Nancy Conrath, Director of Research, ORPA,
617 West 7th Street, Los Angeles, CA 90017.

REASONS	PERCENTAGE OF STUDENTS
Transfer to 4-year college	40%
Advance in current job	13.7%
Train for a new career	12.6%
Personal growth	12.5%
Learn skills for 1st job	11.3%
Other reasons	4.5%
General education	4.0%
Learn basic math and a language	1.3%

Immediate and final degree objectives

   Students attending LACCD's community colleges identified

several degree objectives. Districtwide data indicated that

some of those objectives were to: (1) earn an AA degree: (2)

transfer without an AA; (3) earn a Bachelor's degree: (4)

earn a Master's degree or higher (see Table 5).

TABLE 5:   ACADEMIC OBJECTIVES
Source: LACCD's ORPA, Data Base: Students' Survey. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

                Immediate Objective

Associate Degree	Transfer Without AA
38.4%	20.0%

                Final Objective

Earn Bachelor's	Earn Master's or Higher
31.0%	29.6%

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Other immediate degree objectives ranged from: (1)
undecided 14.0%: (2) not interested in a degree 12.2%: (3)
occupational certificates 9.9%: to, (4) high school diploma
5.3%.

Although the larger percentage of students with final
degree objectives wished to earn a bachelor's, master's or
higher there were those students who: (1) were undecided
22.7%: (2) wanted an associate degree 9.7%: or, (4) desired
an occupational certificate 7.0%.

Implication: degree objectives

Programs at the community college campuses were
structured in a manner which facilitated support of students'
immediate and final degree objectives.

For example, the colleges provided comprehensive lower-
division general education, occupational education, transfer
education, transitional education, counseling and guidance,
community services, and continuing education programs in
order to help students to meet their objectives.

Students' plans for school transfer

Students surveyed identified transfer plans which
included transfer to: (1) private trade school 2.0%: (2)
other community college 2.4%: (3) private out-of-state
college 2.4%: (4) private in-state college 5.1%: (5)
University of California 12.4%: (6) undecided 19.7%: (7) no
plans to transfer 20.6%: and, (8) California State University

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35.4%.

Implication: plans for transfer

The larger number of students who aspired to transfer to various postsecondary schools (students' plans for school transfer) and the smaller numbers tracted by the District as having successfully achieved their goals (transfers statistics: and, degrees and certificates awarded) indicated a difference between aspiration and successful achievement of goals. In some cases students' goals were simply not attained.

Reason to enroll at this college

The majority of students who attended community colleges did so because of the geographic location of the college itself. That is , the college of choice was the one closest to their home. The next largest percentage of students selected a college because of the specific programs offered. The least compelling reason given for enrollment at a college was the student body composition. While, the next to the last reason for enrollment appeared to be the condition of campus facilities (see Figure 4).

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MOST IMPORTANT REASON
FOR ENROLLING AT THIS COLLEGE

CLOSE TO HOME 38.9%

SPECIFIC PG 21.6%

ATHLETICS 1.1%
NEAR WORK 0.2%

OTHER REASONS 12.0%

ADMISSION REQIRE. 7.9%
TEACHER REPUTATION 10.7%

Districtwide Data
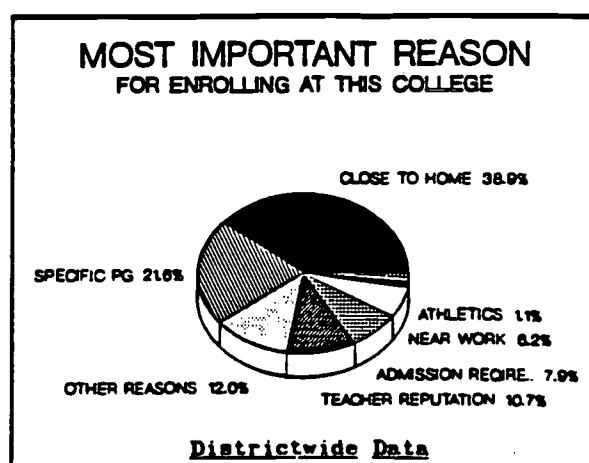
FIGURE 4: MOST IMPORTANT REASON TO ENROLL AT THIS COLLEGE
Source: LACCD's ORPA, Data Base: Students' Survey.
Adapted by permission of Nancy Conrath, Director of
Research, ORPA, 617 West 7th Street, Los Angeles, CA
90017.

Implication: reason to enroll

     Expediency and conservation of time proved to be

important to community college students because many more

students (as compared to ten years ago) were working full

time.

Academic Performance

     Three highlighted characteristics of interest provided a

general perspective concerning students' academic

performance.   These characteristics represented districtwide

data and involved: (1) college grade point average (GPA), (2)

high school GPA; and, (3) the students' highest level of

education prior to attending the community college (see

Figures 5, 6, & 7).

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COLLEGE G.P.A.

H.S. GRADE POINT AVERAGE

FIGURE 5: COLLEGE GPA   &   FIGURE 6: HIGH SCHOOL GPA
Source: LACCD's ORPA, Data Base: Students' Survey.
Adapted by permission of Nancy Conrath, Director of
Research, ORPA, 617 West 7th Street, Los Angeles, CA
90017.

HIGHEST LEVEL OF EDUCATION
BEFORE ATTENDING THIS COLLEGE

FIGURE 7: HIGHEST LEVEL OF EDUCATION BEFORE ATTENDING THIS
          COLLEGE
Source: LACCD's ORPA, Data Base: Students' Survey.
Adapted by permission of Nancy Conrath, Director of
Research, ORPA, 627 West 7th Street, Los Angeles, CA
90017.

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Implication: academic performance

Districtwide information indicated that the majority of
students entering the community college system had earned a
high school diploma (see Figure 7). In addition, there was
little difference percentage-wise between students' high
school GPAs and their college GPAs (see Figures 5 & 6).

The District's student recruitment and marketing
activites involved the use of ongoing college liaisons with
feeder high schools. These activites enabled high school
students to become aware of community college opportunities.

Part of the District's recruitment and marketing
responsibilities included informing prospective students of
the scholastic standards of LACCD's nine campuses.

Average Time to Complete a Program

Norm for completion time

The median time from first enrollment at a District
college to graduation was 4.5 years. The following table
shows some differences in completion time (see Table 6).

Implication: completion time

Today in the community college setting it is a rarity
for students to complete their programs within a two-year
time frame, regardless of age, ethnicity or gender.
Actually, the concept of the community college being a two-
year college is no longer the rule. To illustrate,
approximately 5% of the total student population sought,

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TABLE 6:   COMPLETION TIME FOR A TWO YEAR PROGRAM
Source: LACCD's ORPA, Report No. SEC-003-PD. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

I AGE DIFFERENCES	COMPLETION TIMES
Entered before 20	4.0 years
20-24	5.3 years
25-34	6.5 years
35 & over	3.5 years

II ETHNIC DIFFERENCES	COMPLETION TIMES
Hispanics	4.5 years
Whites	4.0 years
Blacks	6.5 years
Asians	3.5 years

III GENDER DIFFERENCES	COMPLETION TIMES
Females	4.5 years
Males	4.0 years

fulfilled and completed a given program of study within a
two-year time frame.

Ninty-five percent of the student body's completion
rates were dramatically influenced and/or determined by: (1)
average number of semesters of attendance, (@ 7-9); and, (2)
average number of units earned, (@ 9).

Factors that influenced students' semesters of
attendance and their units earned included but were not
limited to: (1) total number of units transferred into the
community college; (2) total number of units earned per
semester while enrolled at the community college; (3) number
of stop outs (start-stop-start patterns); and, (4) most
significant, the extent of remedial coursework required in
order to graduate.

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Typical Financial Costs

Fees

Tuition fees for students who were residents ranged from $6.00 per unit up to a maximum of $60.00 per semester.

Non-residents were charged a fee of $123.00 per semester unit. In addition, non-residents were required to pay a community college enrollment fee.

Budgetary constraints and budgetary challenges have generated proposals for changes in the tuition fees charged students. For example, it has been proposed that residental students be charged a fee of $20.00 per unit, with no maximum or cap. Furthermore, students who are second career students (those with 90 or more credits upon enrollment) would be charged $90.00 per unit tuition fee.

Implication: fees

All tuition fees are subject to modification in direct relation to federal, state and local budgetary constraints.

Other costs

For an estimate of costs other than college fees see Table 7 for districtwide data.

Implication: other costs

Students spent money above and beyond tuition fees. Examples of items beyond fees included: (1) parking permits...Fall and Spring from $7.00 to $27.00, Summer from $3.00 to $10.00: (2) purchase of text books, average of

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TABLE 7:   AMOUNT SPENT FOR SCHOOL OTHER THAN COLLEGE FEES
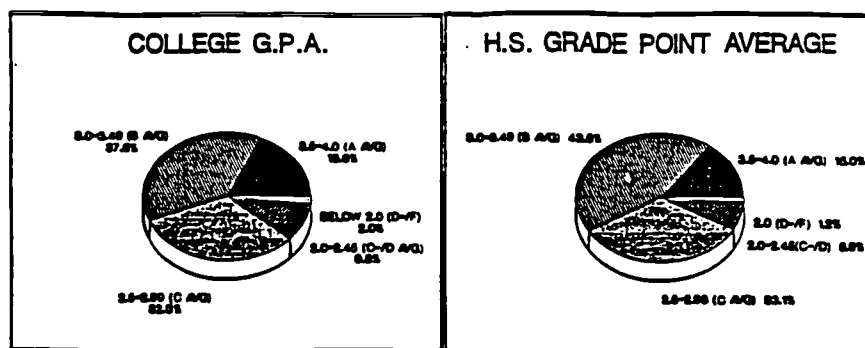Source: LACCD's ORPA, Data Base: Students' Survey. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

AMOUNT SPENT	DISTRICTWIDE PERCENTAGE
More than $800	4.9%
$601-$800	9.2%
$401-$600	9.8%
$201-$400	25.6%
$200 or less	50.5%

$100 to $200; (3) clinical uniforms, e.g., student nurse

uniforms and equipment @ $ 225.00; (4) meals on campus,

$10.00 per week; and, (5) other school materials, i.e.,pens,

notebooks; and, computer paper @ $35 to $55 per semester.

Scholarships, awards and assistance

       To off set educational costs students applied for

scholarships, awards, and/or public assistance (see Figures 8

& 9).
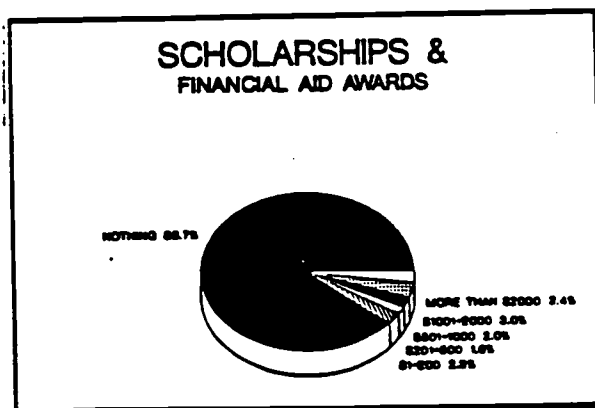
FIGURE 8:   AMOUNT RECEIVED IN SCHOLARSHIPS AND
                   FINANCIAL AID AWARDS
Source: LACCD's ORPA, Data Base: Students' Survey. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
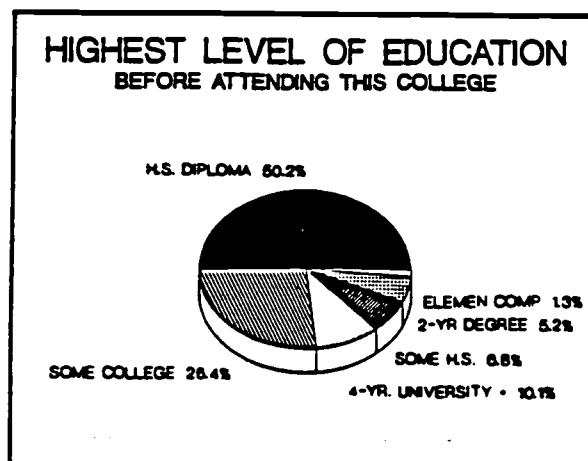West 7th Street, Los Angeles, Ca 90017.

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RECIPIENTS OF AFDC,
SSI OR OTHER PUBLIC ASSISTANCE

YES
6.9%

NO
93.1%
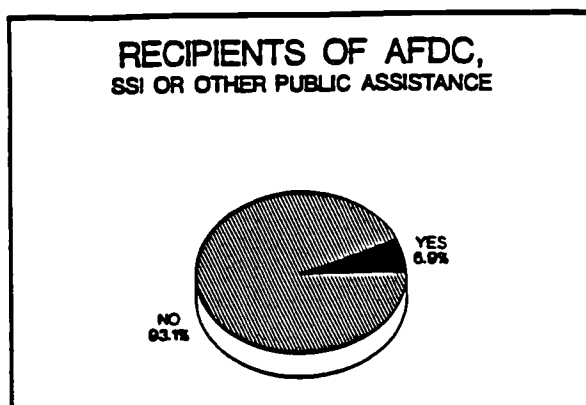
FIGURE 9:   RECIPIENTS OF AFDC, SSI OR OTHER PUBLIC ASSISTANCE
Source: LACCD's ORPA, Data Base: Students' Survey. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

Implication: scholarships, awards and assistance

A majority of students spent less than $200 per semester
for school other than tuition fees. Many received no
financial assistance of any form including scholarships.
Specific factors contributed to these statistics.

There was a trend toward an increase in full-time
working students. These working students were "Internal
Revenue Service" (IRS) independent. The higher their
personal financial revenue, the less the need for
scholarships and/or other financial aid awards. Some
students no longer qualified for scholarships and/or other
financial awards once their income reached a certain level.

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Student evaluation of services

Students evaluated several services from the nine

campuses, which included but were not limited to: (1)

teaching; (2) college library; (3) tutoring/learning center;

(4) academic counseling; (5) personal/health counseling; and,

(6) career/vocational counseling. The services were ranked

from excellent to unsatisfactory (see Table 8).

TABLE 8:   EVALUATION OF CAMPUS SERVICES BY STUDENTS
Source: LACCD's ORPA, Data Base: Students' Survey. Adapted by
permission of Nancy Conrath, Director of Research, ORPA, 617
West 7th Street, Los Angeles, CA 90017.

RANK   SERVICES EVALUATED

Learning

	Teaching	Library	Tutor/Learning Center
Excellent	30.0%	19.5%	18.5%
Good	46.1%	47.4%	41.8%
Satisfactory	20.7%	25.5%	29.0%
Poor	2.6%	5.7%	8.1%
Unsatisfactory	0.6%	2.0%	2.7%
Districtwide	100%	100%	100%

Counseling

	Academic	Personal-Health	Career/Vocational
Excellent	11.9%	11.7%	12.3%
Good	34.9%	31.7%	32.8%
Satisfactory	35.2%	40.9%	41.0%
Poor	12.1%	9.4%	7.5%
Unsatisfactory	6.0%	6.3%	6.4%
Districtwide	100%	100%	100%

Implication: evaluation of services

Students surveyed indicated that most of them worked

full time and found it expedient to discuss personal concerns

with professors.

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Discussions involved course work and progress, but often
included advise io the form of academic, personal and/or
career counaeling and tutoring as necessary.

Io addition, professors encouraged student contact
because weekly studeot contact hours (WSCH), (a central
measure of course and faculty productivity) is considered
crucial in the community college setting.

Teaching then may be viewed as excellent for teaching
itself as well as nonteaching aspects.

It was also understandable that every student did not
require the services of the counseling center.
Contact with members of the official counseling staff in some
cases proved to be minimal if at all. Evaluation of these
services in some instances resulted from a one-time visit to
the counseling center.

Section Five

Source: Change, The Magazine of Higher Learning. July/
August 1992. Volume 24, Number 4. Arthur E. Levine (ed.).
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Foundation. Adapted by permission.

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SECTION FIVE

Trends

Demographic characteristics such as sex, ethnicity, age,
unit load, school level, class schedule, and, enrollment
status of students attending community college can be
determined by social, economic, and cultural realities.

For example, a community college with an increase in the
Asian student body may reflect an increase in the Asian
population outside of the college, in the community itself.

Two Perspectives

Trends with respect to student characteristics have been
examined from at least two perspectives: (1) comparison,
within a given survey or report, of one or more
characteristics with each other (crosstabulations); and, (2)
comparison of an increase or decrease in each characteristic
of interest, from surveys repeated over a period of time
(uninterrupted time series).

Crosstabulation

An example of the comparison, within a given survey or
report, of one or more characteristics with each other, i.e.,
ethnicity, age, unit load, school levels, class schedules;
and, enrollment status, follows.

Students' survey and ORPA Report No. AID-002-GDK

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indicated that the majority of Asians enrolled at an LACCD
campus, were 20-24 years of age; carried 12 or more units;
had been classified as sophomores; attended school during the
day; planned to transfer from the community college to four-
year college; and, for the most part were classified as
continuing students.

Uninterrupted time series

An example of the comparison of an increase or decrease
in characteristics follows. Several student surveys repeated
over a period of time indicated that, throughout the 1980's
the number of students enrolled in (1) day classes only,
decreased by 0.3%; (2) day and evening classes increased by
0.2%; and, (3) evening classes only, increased by 0.1%.

Demographic Update

Sex (gender)

On LACCD campuses, females totaled 44% and males 56%.

Ethnicity

A culturally diversed student population included:
Hispanics 34%, Whites 30%, Blacks 18%, Asians 16%; and, Other
2%.

Age

Ages of students ranged from younger than 20 to over 35
years of age. For example, students who entered school under
20 equaled 17%, 20-24 equaled 30%, 25-34 year olds equaled
30%; and, students 35 and over equaled 23%.

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Unit load

Units carried per semester districtwide were as
follows: fewer than 6 units involved 38% of the students, 6-
11 units included 36% of the students; while, 12 plus units
(full-time) students totaled 26% of the student population.

School levels

School levels consisted of three aspects: (1) AA degree
or higher, (2) sophomore; and, (3) freshman. Students with an
AA degree or higher totaled 12%, sophomores equaled 25%; and,
freshman were 63%.

Class schedules

Class schedules included day classes, evening classes
and a combination of both day and evening classes. Day
students totaled 44%, evening students totaled 39%; and,
students enrolled in both day and evening classes totaled
17%.

Enrollment status

Enrollment status also known as entering status involved
data about first-time students, new transfers, continuing and
returning students.

Data indicated that first-time students involved 21%,
new transfers equaled 15%, continuing students involved 52%;
and, returning students totaled 12%.

Implication: trends

Demographics are important because they assist the
District in continual development of current and future

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educational programs relevant to both student' and community'
needs.

For example, if the male, Asian student population
(between the ages of 25-34) were to reach 50% and
simultaneously, a steady increase in student demand for
occupational certificates should occur districtwide, it would
be: (1) representative of students desire to develop
technological skills, (2) indicative of students job
preferences; and, (3) a reflection of the community's demand
for a technologically prepared workforce.

The District would conduct a needs assessment and
precede accordingly with regard to the development or
enhancement of on-campus technological programs to
specifically address these demands.

APPENDIX A

ABBREVIATIONS

Abbreviations readers will encounter throughout the information index are as follows:

AA   Associate of Arts

AFDC   Aid to Families With Dependent Children

CA   California

CBS   Columbia Broadcasting System

CEDCE   Center for Economic Development and Continuing
        Education

CSU   California State University

DNA   Deoxyribonucleic Acid

D.V.M   Doctor of Veterinary Medicine

Ed.D   Doctor of Education

e.g.   for example

EOP&S   Extended Opportunity Program and Services

ESL   English-As-A-Second-Language

GPA   Grade Point Average

i.e.   that is

ITV   Instructional Television

J.D.   Doctor of Jurisprudence

LA   Los Angeles

LACC   Los Angeles Community College

LACCD   Los Angeles Community College District

M.D.   Doctor of Medicine

ORPA   Office of Research, Planning, and Analysis

Ph.D   Doctor of Philosophy

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Abbreviations continued

RN   Registered Nurse

SOS   Starting Over Survival

SSI   Social Security Insurance

UC   University of California

USC   University of Southern California

WSCH   Weekly Student Contact Hours

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APPENDIX B

GLOSSARY

The information index strives to provide the reader with information concerning LACCD's nine campuses and includes profiles of both institutional and student characteristics. Some of the terms used may be familiar. However, definitions of commonly used terms differ from college system to college system. In order to be of help to the reader, a glossary of terms and their intended meaning within the context of the information index, follows.

Terms

Affirmative action. Implementation of equal opportunity practices for members of protected groups.

Associate degree. A degree granted by a college after the satisfactory completion of approximately 64 to 74 semester units of course credits (time frame estimation: a two-year full-time program of study or its part-time equivalent). In general, the associate of arts (AA) or associate of science (AS) degrees are granted. These degrees are transferable into four-year colleges and/or universities.

Bachelor's, or baccalaureate degree. A degree conferred after satisfactory completion of approximately 144 to 198 units of course credits (time frame estimation: a four-or five-year, full time program of study, or its part time

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equivalent) at a college or university. For the most part,
degrees conferred are the bachelor of arts (BA) and the
bachelor of science (BS).

Calendar. Periods of time in which credits are granted
for work accomplished. Traditional academic calendars are:
(1) semesters with 18 weeks per fall and spring, and limited
summer sessions (most frequently found in community
colleges); (2) trimesters with 13 weeks per fall, winter and
spring and possibly no summer sessions (commonly found in
colleges and/or universities); and, quarter system with 11
weeks per fall, winter, spring and slightly shorter duration
during summer (usually found in colleges and/or
universities).

Class schedule. Time of day that students attend
classes, for example, day time (classes before 4:30 PM);
evening time (classes after 4:30 PM) or both day-evening
classes.

Commute. Traveling to school rather than living in a
residence on the campus property.

Continuing student. Individuals enrolled at a college
during the immediately preceding semester.

Crosstabulation. Comparison, within a given survey or
report, of one or more characteristics with each other. For
example, a comparison of students' gender, ethnicity, age;
and, unit load.

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District. The administrative core of the Los Angeles
Community College system.

Districtwide. Overall statistics or data that
incorporates all nine of the Los Angeles Community Colleges.

Enrollment status. Sometimes known as entering status.
Distinction among first-time students, new transfers,
continuing students, and returning students.

Ethnicity or ethnic status. National origin reported by
students on either their application for admission or student
surveys.

First-time student. Students with no previous college
experience, i.e., no history of having been enrolled nor
transferred from any other college.

Grade point average. Also known as quality point
average, this mathematical system permits the college or
university to evaluate students progress. The GPA ratio is as
follows: A average = 3.5-4.0; B average = 3.0-3.49; C average
= 2.5-2.99; C- or D average = 2.0-2.49; and, D- or F average
= below 2.0.

Implication. Logical explanation for something. The
existence of formal and/or informal relationships among
facts. For example, if 75% of the student population attend
day time classes (classes before 4:30 PM), and 25% are
enrolled in evening classes (classes 4:30 PM & after)
there would be more extensive courses and programs developed

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for day time as compared to the evening time.

Institutional characteristics. Typical items of interest
common to higher education, e.g., number of degrees and
certificates awarded on an annual basis in a given college
system.

Los Angeles Community College District. Administrative
branch of a nine-campus public community college system that
provides services for 882 square miles. (Also see District).

Master degree. It is the degree taken at a college or
university beyond the bachelor's and is considered the first
professional degree. Satisfactory completion of approximately
45 to 60 units of course credits is required. In addition, a
comprehensive examination and/or thesis must be successfully
completed. Time frame estimation: a two-or three-year full
time program of study, or its part time equivalent. Degrees
awarded include but are not limited to the master of arts
(MA) and the master of science (MS).

New transfer. Individuals (students) new to the current
community college who have in fact transferred from another
community college.

Nondiscriminatory policy. A written contract affirming
that there will be no discrimination to students or others
(employees). This is with regards to admission, access to,
treatment or employment in any program or college activity.
That is no discrimination based on race, color, religion,

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sex, sexual orientation, national origin, age, marital
status, pregnancy, disability, disabled veteran's status.

Occupational certificate. A diploma granted after the
completion of a technological program with emphasis on
marketable job skills. A total of about 32 to 36 semester
units of course credits are required. Time frame estimation:
a one-year full time or its part-time equivalent.

Returning students. Formerly enrolled students who have
been absent a semester or more but have now returned.
Includes students who attended another college during their
absence.

School levels. Distinction between freshmen and
sophomores. Freshmen are those individuals with fewer than 30
units. Sophomores are those students with 30 units or more
but no degree.

Senate Bill 533. Legislature that proposes that
postsecondary education provide disclosure of certain
institutional and student characteristics to the public.
For example, the District can provide information about both
the District and the nine campuses, to current and
prospective students.

Student characteristics. A profile of distinguishing
features of the students enrolled at LACCD campuses. Feature
include but are not be limited to: (1) goal and plans; (2)
academic performance; (3) average time to complete a program;

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(4) typical financial costs incurred; (5) student evaluation
of campus services; and, (6) demographic trends.

Uninterrupted time series. Comparison of an increase or
decrease in each characteristic of interest, from surveys
repeated over a specified period of time.

Unit load. Certain number of units carried each semester
that a student registers for course-work. A student who
registers for three courses (4 units each course) is said to
have a 12 unit load that semester.

Weekly student contact hours. WSCH is the key factor in
identifying course and faculty productivity. A measure
derived by multiplying the number of students enrolled in a
class by the number of hours per week the class meets. For
example, a class of 48 students which meets for two hours
twice a week would generate 192 weekly student contact hours.

THE END
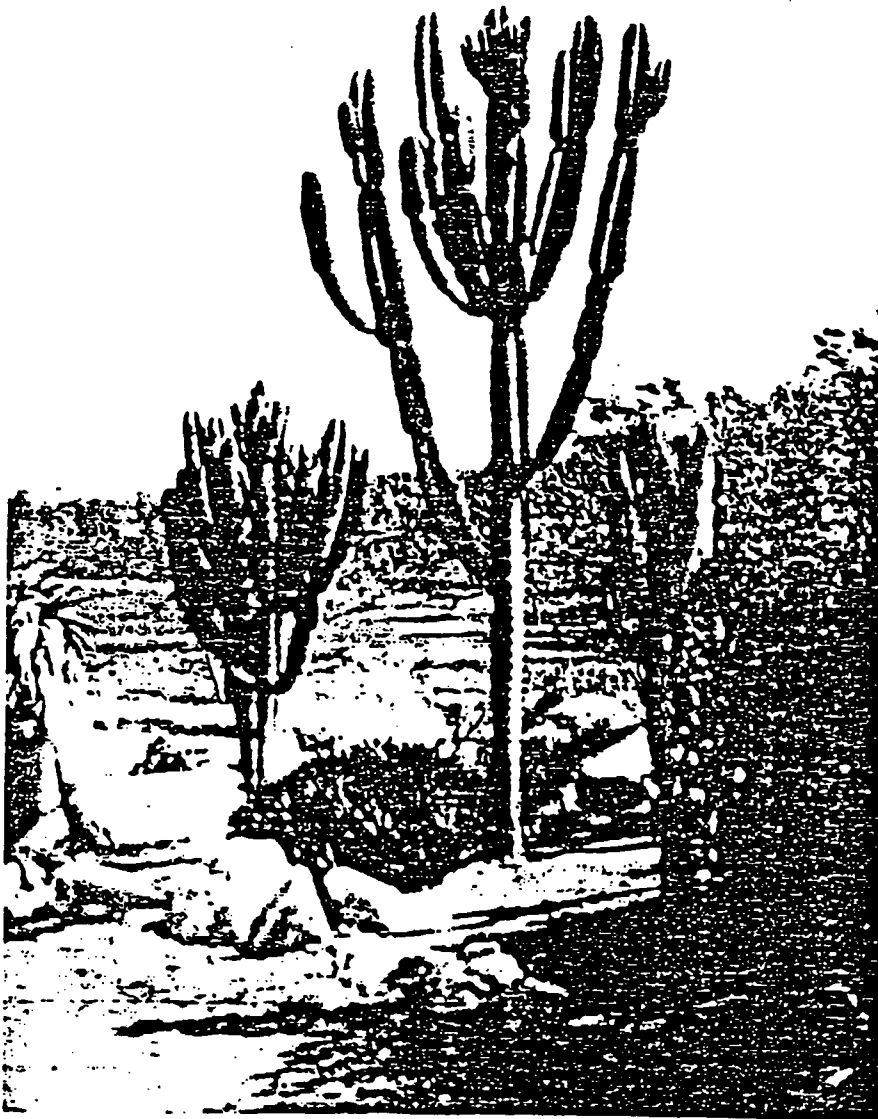
Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.

Appendix   H

Transcribed Interviews

Subjects # 1 - 4

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Subject # 1's Interview

Date: 11/10/92

Tuesday 10:00 A.M.

ASO OFFICE

11/10/92

FEMALE #1:   Good morning.

FEMALE #2:   Good morning.

FEMALE #1:   I'd like to start your interview and the interview today concerns the information index. To start out, I'd like to ask you a few questions about your demographics. Your ethnicity?

FEMALE #2:   I am Latina.

FEMALE #1:   Your age?

FEMALE #2:   Eighteen.

FEMALE #1:   And I see that you're a female.

FEMALE #2:   Yes. (Laughs)

FEMALE #1:   Your level at school?

FEMALE #2:   I'm in my second year at college.

FEMALE #1:   Length of time at this campus?

FEMALE #2:   I've spent two years.

FEMALE #1:   Length of time as ASO President?

FEMALE #2:   Uh, three months so far.

FEMALE #1:   Let me read the directions. The following inter-view will take place after you have reviewed the literature contained within the information index. All of the statements relate directly or indirectly to the information index. Directions. Agree or disagree with each of the following statements and explain the reason for your response.

Statement #1: The more information students have, the better able they are to make decisions.

FEMALE #2:   I agree because many of the students do not know what, anything about the campus or what they should be taking in terms of major or why and it is true that the more information they have, the better

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they will be able to make their decisions. It just
goes without saying.

FEMALE #1:   Statement #2: New and current students can benefit
              from information about college campuses and college
              students.

FEMALE #2:   I agree because students should be able to um,
              decide upon which school they should go to and not
              just, um, consider the school in their area and
              they should find out the information about the
              students who are in-- I should say running student
              government and things of that nature.

FEMALE #1:   Statement #3: Students could benefit from a single
              reference catalog which would provide data about
              all nine Los Angeles Community Colleges and
              students.

FEMALE #2:   Again, I agree and they should be able to um, know
              information about the other campuses in our
              district and they should know about the different,
              um, courses that are offered at other schools,
              whether it's a vocational school or it's specific-
              ally for, maybe they have operate programs like for
              veterinarians or, or nurses, or things like that,
              yeah.

FEMALE #1:   Statement #4: Ethnically and culturally diverse
              students will benefit from general information
              about campus culture, college life and college
              students.

FEMALE #2:   I, I do agree. Um, I think that many students just
              feel more comfortable when they go to a school that
              is ethnically diverse. They should know what type
              of demographic, I guess I can say, exist on
              campuses, you know, how, they might feel better or
              fit in better and what type of atmosphere is in the
              campus.

FEMALE #1:   Statement #5: The public should have access to
              information about students' academic achievements,
              goals and future plans.

FEMALE #2:   I do agree. I think there should be some kind of
              um, format set up which the, where they show
              statistics in regards to what their general GPA's
              are and what their general goals and future plans

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and achievements are and I think that that will
benefit the community as well as the students going
to the campus.

FEMALE #1:   Statement #6: It is important to have information
concerning the length of time it takes to complete
programs at community colleges.

FEMALE #2:   I agree also because many students think that
they're only going to go to a community college for
two years when in reality it might take more than
those two years. So I think they should be um,
notified that it's gonna take longer and, and that
the junior college doesn't necessarily mean it's
only two years.

FEMALE #1:   Statement #7: Students should have access to
statistics that show the length of time it took
other students to complete programs at community
colleges.

FEMALE #2:   I agree also because as a Poly Sci major I would
like to look at some kind of statistics of other
students, seeing how long it took them to finish
their, um, their required courses to transfer.

FEMALE #1:   Statement #8: Information about campus services,
tuition fees and other school costs should be
available to students.

FEMALE #2:   I strongly agree. Many of the students that
register on campuses do not know about the services
that are available and many students don't know
about the tuition fees either, especially with the
new tuition hike and they should be strongly, um,
it should be strongly publicized and let the
students know that there are, there is a tuition
hike, but they should also be made aware that there
are services to help them with those tuition hikes.

FEMALE #1:   Statement #9: Students need access to information
about scholarships, awards and public assistance.

FEMALE #2:   I agree. Because students should know that they,
there are different ways trying to get into a
university along, besides financial aid. Many
students are not eligible for financial aid but
they still need things like scholarships, awards,

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and awards and they should be made aware about
other monies out there that exist.

FEMALE #1:   Statement #10:   Students are interested in
                information about other students.

FEMALE #2:   I agree. I think that it makes, um, college life a
                lot more fun, I guess I can say it in simple
                English. Um, I think they should, they are inter-
                ested in say learning about their student body
                government and what it is that they do and who they
                are and also the people in clubs or in athletics.

FEMALE #1:   Statement #11: Students need to have access to
                literature concerning campus policies and services.

FEMALE #2:   I strongly agree. I think that when there, um,
                isn't information given out in terms of um,
                policies and services, students like a lot of um,
                knowledge in regards to what's going on on campus.
                They should know, um, policies in regards to the
                bookstore, with regards to financial aid and other
                services and they should know the services that um,
                stipulate these policies.

FEMALE #1:   Statement #12: Students and/or families are inter-
                ested in information about the types of degrees and
                certificates awarded at college.

FEMALE #2:   I agree with that also because um, students should
                know what type, what school is best for them to go
                and um, what type of school gives out the most
                degrees in the field they're interested in going in
                and the families should know also to know what, if
                that school is right for their child.

FEMALE #1:   Statement #13: Statistics about the number of
                degrees and certificates granted per campus should
                be available to students.

FEMALE #2:   I also agree on that. Um, I think they should be,
                students should know about the number of degrees
                and certificates that are available. There are
                grants(?) and pamphlets but I think they should
                also be made aware that um, different schools vary
                in regards to what kind of degrees and, well, in

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regards to what kind of education is good enough.
Or vocation.

FEMALE #1:   Statement #14:   Information regarding transfers
from community colleges to four year colleges is
important.

FEMALE #2:   I agree, it is important, because, um, I would be
more interested in going to a community college
that has a higher um, number of transfers to a four
year college than another school that has lower.

FEMALE #1:   Statement #15:   Students who aspire to continue
their education should have access to statistical
information about the average number of students
who transfer to four year colleges.

FEMALE #2:   Mmm.   Okay. I think that is true. Um, I think we
should be allowed to know how many students do, do
transfer to four year colleges. Um, I think that
it'll make us a lot more aware in terms of the
students, or the amount of students from my own
ethnicity that transfer to, and to what colleges
they transfer to and also to know what um, college
students would say, like myself, who wants to study
Poly Sci, Political Science, transferred to.

FEMALE #1:   Statement #16:   The more students know about a
college, the easier it is to decide to attend or
not to attend that college.

FEMALE #2:   It's true.   I really agree that um, coz we have
that.   I think they should know a lot about the
college, especially if it's in their area. And it
does help um, whether or not, um, they decide if
they want to attend that college or another.

FEMALE #1:   Statement #17:   Reference catalogs such as the
information index need to include definitions of
terms in order to ensure the information is clearly
understood.

FEMALE #2:   I agree. Many of the students that come to schools
are not, I shouldn't say intellectual, but yes, I
would use that. Um, they don't know certain terms
are used and they may confuse the terms or they
just might simply not know and they may end up

doing something wrong or something that goes against policy.

FEMALE #1:   Statement #18: Animated cartoons and/or pictures make reading reference catalogs such as the information index more pleasurable.

FEMALE #2:   I agree, it does make it more pleasurable but I don't think it makes it any more informative _____.

FEMALE #1:   Statement #19: Colorful catalogs are preferred to black and white catalogs.

FEMALE #2:   I still agree. I think that students are more interested in seeing things or objects that have color instead of they just seeing something [...tape garbled here...]

FEMALE #1:   ...to read through a short catalog rather than a long one.

FEMALE #2:   I disagree. I think that it doesn't depend on the length of a catalog, it depends on how easy or how readable or understandable the catalog is made.

FEMALE #1:   Statement #21: Glossies, that is, shiny, paper is often used for reference catalogs. It is visually appealing.

FEMALE #2:   It is true. Um, I agree. Glossy paper is generally used for catalogs and it is more appealing. Schools that use glossy papers for their catalogs tend to have more students that appeals, or simply because they have a glossy catalog and it's true.

FEMALE #1:   Statement #22: Large or moderately large print is preferred to very small print.

FEMALE #2:   I disagree. I think that it doesn't really matter in regards to as to how large or how small the print is, just as long as the information is available.

FEMALE #1:   Well, thank you. Twenty-two is the last statement. I want to thank you for taking time from your busy schedule to assist me with this research.

FEMALE #2:   Okay. You're welcome.

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FEMALE #1:   This is recorded _after_ the interview has taken
              place.   This particular student was dressed very
              casual in jeans, a T shirt and had a very cute hat
              on.   She was very animated as far as demeanor and
              approach. She was very excited and very pleased to
              participate.   She did comment that part of her
              personality is that she is very political so she is
              very energetic.   She did comment though once I
              turned the tape off, which was very interesting,
              that she wished I had included a very special
              program in the index itself that occurs on her
              campus, and this an airport program that this
              campus is famous for, or at least the student tells
              me the campus is famous for this, and it teaches
              about travel and the classrooms are actually
              located down next to LAX.   My impression of this
              particular student is that she read the information
              index very thoroughly and in fact she did comment
              about this early on before we actually started the
              interview.   I believe it shows by the way that she
              answered the questions and the way that she was not
              off guard or misunderstood the questions.   Usually
              with a catalog like this, I would expect a student
              just to skim through it as opposed to reading it so
              thoroughly.   It is a bit dry. Thank you. This is
              the end of this report.

                        END OF TAPE.

owp/general/west

Subject # 2's Interview

Date: 11/12/92

Thursday, November 12, 1992

4:00 P.M.

[NOTE FROM TYPIST: MALE'S STRONG FOREIGN ACCENT MADE IT DIFFICULT
TO COMPREHEND CERTAIN PORTIONS OF HIS SPEECH, HENCE THE BLANK
SPACES.]

FEMALE #1:   Good afternoon.

MALE #1:   Good afternoon.

FEMALE #1:   I'd like to get started with the interview concern-
              ing the information index. Now to start things
              off, I would like to ask you a few questions
              regarding your personal demographics.   Your
              ethnicity?

MALE #1:   I'm from Sri Lanka.

FEMALE #1:   Your age?

MALE #1:   Twenty-three.

FEMALE #1:   And I see that you're a young man.

MALE #1:   Thank you.

FEMALE #1:   Your level at school?

MALE #1:   This is my second -- third year almost.

FEMALE #1:   Length of time at this campus?

MALE #1:   As long as -- almost three years now.

FEMALE #1:   And you were ASO President or Vice President?

MALE #1:   Vice President.

FEMALE #1:   How long have you been Vice President?

MALE #1:   Almost half a year now.

FEMALE #1:   Okay. Let me share with you something about this
              information index. The following interview we're
              about to have will take place after you have
              reviewed the literature contained within the infor-
              mation index.   All of the statements relate
              directly or indirectly to the information index.
              Directions. I will say a statement. You are to
              agree or disagree with each of the following state-
              ments and the explain your reason for your res-
              ponse. Your reason may be as long or short as you
              wish.

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MALE #1:   Okay.

FEMALE #1:   Statement #1: The more information students have,
                the better able they are to make decisions.

MALE #1:   I agree. Why? Because _____ help them better -
                - they'll have, they'll feel more comfortable for
                the schools they chose and what they want to do
                with, if they think this is the best school for
                them.

FEMALE #1:   Statement #2: New and current students can benefit
                from information about college campuses and college
                students.

MALE #1:   I agree. _____ do not question number one,
                again, the more information you have, the better it
                is for you so know what school you want to go and
                which is the best school it is for you, which suits
                you.

FEMALE #1:   Statement #3: Students could benefit from a single
                reference catalog which would provide data about
                all nine Los Angeles Community Colleges and
                students.

MALE #1:   Yes, again, because they don't want to go -- I
                wouldn't want to go to three, four places to get
                information about what I'm looking for. I would
                like to have it on one, so if I'm interested,
                although I could be going to one school to take a
                class and for _____ in another school. I can
                go look through this and see oh, this is a good,
                this is what it's like. I have an idea where I'm
                going.

FEMALE #1:   Statement #4: Ethnically and culturally diverse
                students will benefit from general information
                about campus culture, college life and college
                students.

MALE #1:   Yes, because they still help also foreign students
                and different cult-- students from different
                cultures because knowing about different cult--
                students from different cultures are wanting that
                certain culture and they would like to know more
                about the school and what the school is about. If
                they don't know it would be a big culture shock for
                them, so this is like a stepping stone where they,

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you know, getting their feet wet with the modern
cultures and what not.

FEMALE #1: Statement #5: The public should have access to
information about students' academic achievements,
goals and future plans.

MALE #1: Yea, aa long aa the names and addresses are not
mentioned. I agree. Because that way they can be
sure, oh, this is a good school. This how much
this school's producing to transfer and these are
the statistics which is definitely helpful to the
students.

FEMALE #1: Statement #6: It is important to have information
concerning the length of time it takes to complete
programs at community colleges.

MALE #1: Yes again, because that can be a deciding factor
for some students when they think about the clas-
ses, how difficult they are or how easy it is and
uh, that could be a major factor for some students
I think.

FEMALE #1: Statement #7: Students should have access to
statistics that show the length of time it took
other students to complete programs at community
colleges.

MALE #1: Yes again, because this ties with question number
five very closely, I think.

FEMALE #1: Statement #8: Information about campus services,
tuition fees and other school costs should be
available to students.

MALE #1: Yeah. They should know that.

FEMALE #1: Can you elaborate on that?

MALE #1: Uh, you see, the cost they should have on --
because if they don't want it they can't afford it.
That's why they should have something about costs.

FEMALE #1: Statement #9: Students need access to information
about scholarships, awards and public assistance.

MALE #1: Definitely. I strongly agree on that because it
benefits the students. What other way could, you

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know, the students know, then if it's not
published.

FEMALE #1:   Statement #10: Students are interested in informa-
tion about other students.

MALE #1:   This I agree. To a certain extent. It depends
what the question, what, what information it is and
sometimes there are some students who have problems
with that.

FEMALE #1:   Statement #11: Students need to have access to
literature concerning campus policies and services.

MALE #1:   I strongly agree. Because if you know what's going
on in school, what their codes are, code of con-
ducts are, so they, if it's a drug free or smoke
free campus they should know that so they don't get
into trouble and they don't cause trouble also.

FEMALE #1:   Statement #12:   Students and/or families are
interested in information about the types of
degrees and certificates awarded at college.

MALE #1:   This ties with the question before which is uh,
number ten, and I agree with that again.

FEMALE #1:   Statement #13:   Statistics about the number of
degrees and certificates granted per campus should
be available to students.

MALE #1:   Yes, again, because closely related to 12, question
12, because if they have a number and the award,
then what kind of grants they are giving out if
that is the case. Um, it would be a valuable asset
to have, to know.

FEMALE #1:   Statement #14:   Information regarding transfers
from community colleges to four year colleges is
important.

MALE #1:   Yes, because that would give a person a good idea
that about what schools are actually accepting
applicants on this particular school and if there's
a lot of students who are being admitted from a
particular school, that tells you that, you know,
there's something good about this school.

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FEMALE #1:   Statement #15:   Students who aspire to continue
              their education should have access to statistical
              information about the average number of students
              who transfer to four year colleges.

MALE #1:   I agree again because I think there's a time
              between 14 and 15.   There's a close relationship
              between those two questions.

FEMALE #1:   Statement #16:   The more students know about a
              college, the easier it is to decide to attend or
              not to attend that college.

MALE #1:   Yes. I don't think I have to elaborate because of
              the answers I have been giving.

FEMALE #1:   Statement #17:   Reference catalogs such as the
              information index need to include definitions of
              terms in order to .ensure that information is
              clearly understood.

MALE #1:   Depends what, what the terms are.   Usually um,
              there are certain terms which are very general, so
              I, I have doubts on that.

FEMALE #1:   Statement #18:   Animated cartoons and/or pictures
              make reading reference catalogs ·such as the infor-
              mation index more pleasurable.

MALE #1:   Yes, very much so. Yes.

FEMALE #1:   Statement #19:   Colorful catalogs are preferred to
              black and white catalogs.

MALE #1:   Yes.

FEMALE #1:   It is easier to read through a short catalog rather
              than a long one.

MALE #1:   Oh, yes. There's time, money and trees.

              [Laughter]

FEMALE #1:   Statement #21:   Glossies, that is, shiny paper,
              often used for reference catalogs, is visually
              appealing.

MALE #1:   Yes but I don't have -- I would like to disagree to
              a extent on that because of the cost. Uh, but if

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it is very picturesque and very colorful, with
cartoons and beautiful pictures, I don't think that
it is necessary to have it glossy, on glossy paper,
because you have to save money also.

FEMALE #1:   Statement #22: Large or moderately large print is
preferred to very small print.

MALE #1:   Yes. Because uh, people who have visual defects
won't have a problem then and also, it's easier to
read. You don't need a magnifying glass to read.
[Laughter] I went through this and I thought about
this a lot and I thought there are some things that
you can add and also maybe subtract from it. Uh,
one thing I noticed in the interview, you have, you
are getting interviews from student government,
people like the ASO Vice President or the President
and since that is mentioned, I think it's good to
have activities about student government because
that builds the character. You are a full rounded
person, you learn about a lot in life and about
yourself, because I learn a lot about myself and
again, I don't want to speak for a lot but I can
speak for myself and I think that a lot of things
people can learn when they get into student govern-
ment: How to organize things, how to get things
done more effectively and then to go on in the
future, like in the future plans also. So some-
thing would be nice if it's mentioned about student
government in there. Uh, foreign students also if
it is mentioned how many foreign students in there
because it is good to know about it. Minority
students or ethnic students because the more
exposed students are, students get to other
cultures and diverse groups, the better they are,
the better, the more things they learn from that
also. So I think that's something else that should
be added because I see a lot of other catalogs that
specify how many foreign students and that sort of
thing is very important to have also. Uh, as again
and again, there's something about _____
[unintelligible] that's good to have also because
it benefits a lot of students. Uh, if there, if it
is possible to have more information on scholar-
ships or grants, that would be of added, added
benefit for a lot of students because that's what
people really need, like financial aid or money.
Anything to deal with money, the students would
really like to know, so that, if it can be

elaborated more, that will be nice to do. Uh, as far as I know, right now that's all I came across, so....

FEMALE #1: Okay. Well, I want to thank you for all of your time and your cooperation. It certainly has been pleasure to conduct this interview and I'm looking forward to seeing you again in the future.

MALE #1: Thank you.

FEMALE #1: Okay. Take care.

This interview has been completed. But these are my observations of this particular participant. He was dressed casual, sweater, jeans, typical college fare. He was very animated, very positive, very good demeanor, very cooperative, excited about the government as you have heard. One very interesting thing that makes him a little different than the other participants at this point is that he had out the information index with notations. They all had the information index on the table in front of them but he had made little notes to remind himself of what he wanted to share while we did this interview. So this again, my observation of this particular participant. Thank you.

END OF TAPE.

owp/general/gilea.002

Subject # 3's Interview

Date: 11/17/92

Tueaday, November 17, 1992

FEMALE #1:   Good afternoon.

MALE #1:   Good afternoon.

FEMALE #1:   We've come together today to have an interview
              concerning the information index.

MALE #1:   Um huh.

FEMALE #1:   And what I would like to do when we start out is
              just to ask you some personal demographics about
              yourself.   (Laughter)   Okay (Laughter)   Your
              ethnicity.

MALE #1:   African-American.

FEMALE #1:   Your age?

MALE #1:   25

FEMALE #1:   And I see that you're a young man.

MALE #1:   Yes.

FEMALE #1:   Your level at school?

MALE #1:   Ah, I am a, I guess what you call me as far as.

FEMALE #1:   Freshman or sophomore.

MALE #1:   I would say sophomore.

FEMALE #1:   What is the time at this campus

MALE #1:   This would be the second year.

FEMALE #1:   How long have you been the ASO President?

MALE #1:   For one semester.

FEMALE #1:   Okay, now for the actual interview, the following
              interview will take place after you have reviewed
              the literature contained within the information
              index.   All the statements relate directly or
              indirectly to the information index directions.
              Agree or disagree with each of the following state-
              ments, then explain the reason for your response.

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Statement # 1: The more information a student has, the better able they are to make decisions.

MALE #1:   I agree. When you have so much -- when you have a certain goal in mind and you're trying to get some-where, if you have some type of literature informa-tion to support your theory -- support your feel-ings about where you're going, you can better able yourself to make decisions about what you want to do. It helps you decide quickly and it helps you be -- helps you be more sure of yourself about what you want to do.

FEMALE #1:   Okay. Statement # 2: New and current students can benefit from information about college campuses and college students.

MALE #1:   I agree. When you're looking for a campus to go to you always want to look for the campus to go to that you would feel comfortable with and not only ah, ah the projects and stuff or the course out-line, the discipline they have at the college. But you would also want to know about the students that go there. Some people feel comfortable when they know type of students they're dealing with or what type of students they're gonna fellowship with. Socialism is an important factor in school because when you go to school you have to have certain people to socialize with to know if they're serious about what they doing, to know about their back-ground, to know how successful they are, to know where they're going. When you have that kind of thing in mind and stuff you kind of feel that the company said "Well, I want to go at this college because of this. These people would like me, so I know, that, you know, perhaps, you know, I, I would enjoy myself at this college than at any other.

    [Laugh.]

FEMALE #1:   Statement #3: Students could benefit from a single reference catalog which would provide data about all nine Los Angeles Community Colleges and students.

MALE #1:   I agree with that. When you have, uh, a bunch of books. Let's say if you have ten classes and you have a book for each class and, and you have to um pick a subject out of those books, you have to like thumb through all those books, you know, and, and it, it can be a hassle. However, if you have a

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catalog and stuff that points out certain things uh, about different campuses and stuff, um, you'd be more knowledgeable about, you know, what you're gettin' ready to get into.

FEMALE #1:   Statement #4: Ethnically and culturally diverse students will benefit from general information about campus culture, college life and college students.

MALE #1:   I agree with that. Um, when you're -- as a, as a African-American and visiting the campuses and stuff of the L.A. Community College District, it seems that uh, we all have this uh, this thing about separatism as far as, you know, our race is concerned. However, when you got to different campuses and you see where they're somewhat diverse and you sit back in fellowship with them, it seems to be a more relaxed environment and you guys are coming together and heading in one direction. When you have that and you know what they're doing and you're reading about it and stuff, it kinda makes you feel good about yourself because Number 1, it's like almost like a dream. Martin Luther King came back and said, you know "We all should walk hand in hand together" and it supports his dream that we're diverse and that we're working together for one thing.

FEMALE #1:   Statement #5: The public should have access to information about students' academic achievements, goals and future plans.

MALE #1:   I agree with that too. In the, in the public arena you have people that don't know what to do and uh, some -- a lot of people they would sit back and they would hear about some things going in different places and stuff but it might motivate somebody to get up and say "Well, I think I want to do that." You know, we have people in the community they're looking for role models or community leaders. If something like this was _____ to the public or something, maybe all the problems we're having out in the community now wouldn't happen, you know, because they'd be more focused and have more direction about where they wanna go.

FEMALE #1:   Statement #6: It is important to have information concerning the length of time it takes to complete programs at community colleges.

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MALE #1:   I agree with that. Um, if you're um, for instance,
             a family person and you have a family to look after
             or if you have plans on life, what you're gonna do
             personally and stuff, well you have to plan your
             life according to how you wanna live it, you know,
             how long is it gonna take you to get these goals,
             what do you have to do to get from Point A to Point
             B. Therefore, if you have information about how
             long it's gonna take you to get your degrees or
             obtain your education and stuff, you'll know what's
             due to prepare yourself during that time. You'll
             have no surprises.

FEMALE #1:   Statement #7:   Students should have access to
             statistics that show the length of time it took
             other students to complete programs at community
             colleges.

MALE #1:   I agree with that.- Um, when you sit back and you
             know, you go through a school, sometimes you sit
             back and ask "Well, how long have you been here?"
             and they may say "I've been here for so and so
             years" you know, um, if they can do it, you can do
             it too. You know, and that's how we look at each
             other. We're, we live up to each other's examples.
             If some person's been here for five years and
             they're still goin' strong and they're about to
             leave and their accomplishments are almost met and
             stuff, he said "Well, if he can do it or if she can
             do it, I can do it too."   So if they have the
             information together, it might help motivate
             another person to go ahead and achieve even higher.

FEMALE #1:   Statement #8: Information about campus services,
             tuition fees and other school costs should be
             available to students.

MALE #1:   I agree with that too.   Uh, students, uh, are
             payin' for their education and in these times of
             uh, economic failure and, and nobody has the money
             to do this, nobody has the money to do that, we
             should know exactly dollar to dollar, penny to
             penny, what we're going to pay for, how much is
             going to come out of our pockets, so therefore we
             can once again prepare ourselves for um, the tight
             squeeze that's gonna be on our bank accounts and
             our pockets.

        [Laughter.]

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FEMALE #1:   Statement #9: Students need access to information
               about scholarships, awards and public assistance.

MALE #1:   Um --

          [NOISE FROM OUTSIDE]

               -- I agree with that. Um, when you're, there's a
               program coming up, okay, right now I am a uh, a
               Public Administration major or what you would call
               Criminal Justice, and in my program there's not
               much offered, you know. I'll have to come up with
               a pocket of, of a lot of expenses I must, you know,
               take care of. So if there was information that,
               that's, that's really accessible and I don't have
               to do a whole lot of research and stuff that's
               always there for me, then I can easily go to it and
               do what I need to do to get that money and I'd be
               able to go ahead and complete my goal instead of
               sitting back wondering "Well, I wanted this, this I
               want to invest in," and calling this person and
               going to this person and a lot of foot and leg
               work.   If it was there and available to me, you
               know, right off the bat, I'd be able to jump up and
               "This is what I need to do right away" and it'd be
               taken care of. So about time I get ready to cross
               over that line and stuff I, I've already taken care
               of, I've already built the bridge, in other words.

FEMALE #1:   Okay. Statement #10: Students are interested in
               information about other students.

MALE #1:   I agree. When you're movin' to a new neighborhood
               and you have a block full of people, you'd like to
               know something about 'em so can feel a little more
               comfortable. When you go onto a college campus,
               there's many people out in this campus and stuff
               and if you have some type of information, when you
               feel a little bit more comfortable, uh, gettin'
               more relaxed in the environment and you, perhaps
               you can find somebody to help you out on where
               you're goin', so I agree with that.

FEMALE #1:   Statement #11: Students need to have access to
               literature concerning campus policies and services.

MALE #1:   I agree. There are many things that goes on on
               campuses um, that people don't know about. I mean,
               services that are offered that people don't know
               about. Um, when you have literature available for
               you to research and read about, it lets you know

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just a little bit more about what you can and cannot do and how much help you can get from the campus.

FEMALE #1:   Statement #12:   Students and/or families are interested in information about the types of degrees and certificates awarded at college.

MALE #1:   I agree. When you get that piece of paper once you accomplished an educational goal, um, you wanna know that piece of paper's for. You wanna know how much weight it holds. You wanna know what it's going to do for you. So, when you have literature, when you have something giving you information on that, it, it helps you know where you're gonna go and what you're gonna use it for and how much weight it's gonna hold so you won't have no problems "Well, I have to go back and get this because this didn't mean anything."

FEMALE #1:   Okay. Statement #13: Statistics about the number of degrees and certificates granted per campus should be available to students.

MALE #1:   I agree.   On campuses, um, when degrees are granted, uh, according to people's accomplishment, you know, some people look at the numbers and "Well, how come so many people didn't get their degrees, you know, is there something wrong with the campus? Is it too hard?"   Even though we're all the same mentally, we all have the same mental capacity, we can all do the same things, people tend to look at what is given at different colleges, what is granted to them and they say "Okay, well, this college looks successful in this area so I'm going to go here.   Instead of, "Well, this one don't look too successful, I think I gonna, you know, go ahead and find out why."

FEMALE #1:   Statement #14:   Information regarding transfers from community colleges to four year colleges is important.

MALE #1:   That's definitely important.   I agree with that. When you're leaving high school or even when you're coming back for higher education after some point in time and you want to get some type of degree and you want to go higher, you wanna get the highest you can achieve or that you want to achieve, um, it's important to know the transfer of curriculums so you'll be able to get all that you need at a

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                community college. A community college is an advantage other than a university. So therefore when you come to the community college you can sit back and you'll say "Okay, _these_ things I can take for granted, _these_ things I can't, so I'll wait till I get to the university and go ahead and take _these_. So you need to get all you can at community college and then what you cannot get, go up to the university and struggle for that.

FEMALE #1:   Okay. Statement #15: Students who aspire to continue their education should have access to statistical information about the average number of students who transfer to four year colleges.

MALE #1:   I agree with that. When you sit back and you, you review, uh, the number of people who leave the community college and go to a four year institution, it, it kinda gives you a little bit more motivation to do so and to moving forward. If it's small numbers you might like think, "Well, no, maybe I won't make it," but if it'e large numbers you might say "Well, these people did it, how come I can't?"

FEMALE #1:   Statement #16: The more students know about a college, the easier it is to decide to attend or not to attend that college.

MALE #1:   I agree with that. When you buy a car you have to know what the car can do for you. You have to know how it drives, you have to know that the things that it's going to offer you. Same thing with the college. When you go to a college you have to know what it's going to give you before you attend that college. You have to know, uh, what advantage that _you_ can have graduating this college or that college. So that's very important.

FEMALE #1:   Statement #17: Reference catalogs such as the information index need to include definitions of terms in order to ensure that information is clearly understood.

MALE #1:   I definitely agree with that. Everybody is on a, a high, uh, level of reading or writing. Um, a lot of them, if you sit up there and say um, "Well, let's stop all the, the rhetorical nonsense," they wouldn't know what you mean. People who sometimes drop out of school in so many period of years are out in the community say "Well, I think it's time

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for me to better myself and come in somewhere else." They will sit down and look at a book or information catalog and say "Well, I don't understand what this means." They may not know how to go to a dictionary and look it up. It is the responsibility of the community college to bring these people up to par. Even though they are supposed to do so much, but now they're looking for help and as a community college, since it's stated "community college," it should help the person of the community.

FEMALE #1: Okay. Statement #18: Animated cartoons and/or pictures make reading reference catalogs such as the information index more pleasurable.

MALE #1: I disagree with that. It doesn't make a difference whether it's animated or whatever kind of pictures are on the um, on the book. If a person is interested in doing what they're gonna do, they're going to read it regardless.

FEMALE #1: Statement #19: Colorful catalogs are preferred to black and white catalogs.

MALE #1: I disagree with that also. Um, I've been to institutions where they've had many different catalogs and I've read the catalogs that are black and white also, so it didn't make a difference. Uh, maybe it in appearance it made a difference, but as far as information, it didn't make a difference. It was the same thing.

FEMALE #1: Statement #20: It is easier to read through a short catalog rather than a long one.

MALE #1: I agree with that. It is easier to read through a short catalog because when you sit back, if you have a, a test in uh, in economics and you have uh, uh 300 pages to read, you know, like "Wow, all these pages to read!" so therefore you're gonna take your time. If you have something short to read, you know, you could sit back and say "Well, I'm gonna go ahead and finish this," you know, you'd be more motivated to finish it than you would a big ole 300 page catalog.

[Laughter]

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FEMALE #1:   Statement #21: Glossies, that is, shiny paper,
               often used for reference catalogs, is visually
               appealing.

MALE #1:   It is appealing. I've noticed, uh some things
               bought over a counter in, if it, if it's glossy,
               people would tend to go to that because it looks
               more richer, um, a lot of us are, are materialistic
               and we see shiny glassy (sic) things we wanna know
               what that is so we go to it and look at it.

FEMALE #1:   Statement #22: Large or moderately large print is
               preferred to very small print.

MALE #1:   I agree with that. If you have moderately large
               print or even large print, um, it makes it easier
               to read and you won't miss nothin'. Lot of us, we
               sit down and we'll read somethin' and we just skip
               over the small print or when we sit down, you know,
               some of us have eye problems, we just, you know,
               we'll go on, it's not important. But if you have
               large print, not only will you get the full under-
               standing of the sentence or the paragraph but you
               will see the word, you will what's there for you.

FEMALE #1:   [Laughs.] It's important to see the words.

     [Laughter]

MALE #1:   It's important to see it. [Laughs]

FEMALE #1:   Okay. Well actually at this point this concludes
               this interview and I thank you very much. I appre-
               ciate all the energies that you've put into this
               and the fact that you've taken time from your busy
               schedule to assist me. Thank you very much.

MALE #1:   Thank you.

FEMALE #1:   This interview has been concluded. My observations
               of this particular participant are he dressed
               casual in sweater and slacks. His demeanor was
               friendly, cooperative and pleasant. His affect was
               animated and throughout the interview he glanced at
               the information index and intermittently gestured
               toward it. He seemed to emphasize that community
               colleges were about facilitating success or goal
               achievement.   An important difference in the
               environment for this interview, we were not able to
               have the interview in the ASO President's office,
               that's his office, and the one we utilized had

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distractions such as people talking in the adjacent
office. Also at one point the ASO advisor walked
through the office we were in after the interview
had actually started. This didn't seem to really
interfere with the interview, but it was an obser-
vation about an environmental difference compared
to the previous interviews. Thank you.

END OF TAPE.

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Subject # 4's Interview

Date: 12/01/92

Tuesday, December 1, 1992

FEMALE #1:   Good afternoon.

MALE #1:   Good afternoon.

FEMALE #1:   What I'm going to do before I start with the
              questions that are directly related to the
              interview is to ask you some personal questions
              about your demographics. Your ethnicity?

MALE #1:   Mmm hmmm. Uh, Hispanic, Mexican.

FEMALE #1:   Your age?

MALE #1:   21.

FEMALE #1:   And I see that you're a young man.

MALE #1:   Yes.

FEMALE #1:   Your level at school?

MALE #1:   Ah, sophomore, I guess.

FEMALE #1:   Length of time on this campus?

MALE #1:   Length of time...

FEMALE #1:   Say it a little louder for me, please.

MALE #1:   Coming on two years, sorry.

FEMALE #1:   Okay. Now, are you an ASO President or Vice
              President?

MALE #1:   President.

FEMALE #1:   And how long have you been President?

MALE #1:   Since October. Three months?

FEMALE #1:   Okay. So let's get started with some more of the
              formal questions and let me read the directions to
              you. The following interview will take place after
              you have reviewed the literature contained within
              the information index. All of the statements
              relate directly or indirectly to the information
              index. Directions. Agree or disagree with each of
              the following statements and explain the reason for
              your response.

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	Statement #1: The more information students have, the better able they are to make decisions.
MALE #1:	I agree. I agree, basically, because it's hard, well, it's hard to, it's really common sense. It's hard to make a decision without information, the information that is needed.
FEMALE #1:	Okay. I see. Statement #2: New and current students can benefit from information about college campuses and college students.
MALE #1:	[Laughs]. Um, I, I agree. Well, I'm kinda in between there because it, it really depends on the student and how they want to take the information into their own perspective and how they decide to use that information.
FEMALE #1:	Statement #3: Students could benefit from a single reference catalog which would provide data about all nine Los Angeles Community Colleges and students.
MALE #1:	Yeah, I agree that they can. I mean, considering students that probably live in between two different colleges in the same district they could make a better decision between the two, you know, depending on what their needs are.
FEMALE #1:	Statement #4: Ethnically and culturally diverse students will benefit from general information about campus culture, college life and college students.
MALE #1:	Yeah. Well, yeah, they will benefit because I guess they, they can see where they would probably feel more at home, you know, and feel more comfortable.
FEMALE #1:	Statement #5: The public should have access to information about students' academic achievements, goals and future plans.
MALE #1:	Yeah. Um, basically, well, the students are the public. We oughta know where we're going or where we're heading.
FEMALE #1:	Statement #6: It is important to have information concerning the length of time it takes to complete programs at community colleges. Could, could you speak --

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MALE #1:   I agree. Um,

FEMALE #1:   Can you explain that?

MALE #1:   Basically because a person should know what they're
                getting into and how long it's going to take.

FEMALE #1:   Okay. Statement #7: Students should have access
                to statistics that show the length of time it took
                other students to complete programs at community
                colleges.

MALE #1:   I agree, so that they can have somewhat of an idea
                what's going to happen to them and how long it's
                going to take.

FEMALE #1:   Statement #8: Information about campus services,
                tuition fees and other school costs should be
                available to students.

MALE #1:   Yes. I think tuition fees and school costs and all
                that are important as well as services. Students
                know what the services are, what services are going
                to be provided for them and fees. Everybody's,
                everybody's main, uh, first question as far as
                education is is usually fees.

FEMALE #1:   Nowadays they're very interested in those fees,
                aren't they?

MALE #1:   Yes, yeah.

FEMALE #1:   Statement #9: Students need access to information
                about scholarships, awards and public assistance.

MALE #1:   They do. I agree. Um, with the fees going up it's
                more important now that students get information
                about scholarships and _____ [inaudible].

FEMALE #1:   Statement #10: Students are interested in informa-
                tion about other students.

MALE #1:   There's always a question. I agree. There's
                always a question of how other students are doing,
                you know, as compared to themselves, you know?

FEMALE #1:   Statement #11: Students need to have access to
                literature concerning campus policies and services.

MALE #1:   I agree. There's, you keep the, keep the student
                informed on what, what is going on on the campus as

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far as, you know, policies. You don't want to go
and disrupt uh, the peace, I guess.

FEMALE #1:   Statement #12:   Students and/or families are
interested in information about the types of
degrees and certificates awarded at college.

MALE #1:   Yes. Students need to know because you don't want
to start going to school someplace and end up
finding out that you can't use your degree from
there. It's very important.

FEMALE #1:   Okay. Speak up just a little louder for me so we
can make sure we're getting all this good
information on the tape.   Statement #13:
Statistics about the number of degrees and
certificates granted per campus should be available
to students.

MALE #1:   Yes. Um, basically I believe that those statistics
reflect the campus and how good their programs are
and students should know.

FEMALE #1:   Statemant #14:   Information regarding transfers
from community colleges to four year colleges is
important.

MALE #1:   Yas, once again, those statistics will reflect the
campus.

FEMALE #1:   Statement #15:   Students who aspire to continue
their education should have access to statistical
information about the average number of students
who transfer to four year colleges.

MALE #1:   Yeah. I agree. Um, I feel repetitive if I say
anything. They should know um, what thay're, what
they're heading for and uh, what they, they're
going to expect and statistic-wise, you know, you
want to be part of the better half of the
statistics.

FEMALE #1:   Statement #16:   The more students know about a
college, the aasier it is to decide to attend or
not to attend that college.

MALE #1:   Oh, yeah. Most definitely. Um, a student needs to
know basically everything, I mean, that college --
this is where I spend a lot of my time, basically,
I hardly spend any time at home now and uh, you, a
student needs to know what's going on on the

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campus.

FEMALE #1: Statement #17:   Reference catalogs such as the information index need to include definitions of terms in order to ensure that information is clearly understood.

MALE #1: Yeah. Um, basically, I, I consider myself to be an average man with limited vocabulary --

FEMALE #1: [LAUGHS]

MALE #1: Um, and it would be easier for average students and people to understand.

FEMALE #1: Statement #18:   Animated cartoons and/or pictures make reading reference catalogs such as the information index more pleasurable.

MALE #1: Yeah, I agree and it's an eye catcher, you know. It's more -- you can look at it.

FEMALE #1: Statement #19:   Colorful catalogs are preferred to black and white catalogs.

MALE #1: Yes. Always.

FEMALE #1: [LAUGHS] No doubt about that, huh?

MALE #1: Yeah, it's an eye catching thing.

FEMALE #1: Statement #20:   It is easier to read through a short catalog rather than a long one.

MALE #1: Yeah. Well, I think basically students, when they see a long catalog they get a little intimidated and kinda "Well, I don't want to do this." So a short catalog would be nice.

FEMALE #1: Statement #21: Glossy, that is, shiny paper, often used for reference catalogs, is visually appealing.

MALE #1: Yes. It's very, I guess it's human nature to be attracted to something like that.

FEMALE #1: Statement #22: Large or moderately large print is preferred to very small print.

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MALE #1:   Yes and that's basically because when you see small print you'd be intimidated once again, when you get a little small print books with 500 pages and it's --

FEMALE #1:   [LAUGHS] Can you say that a little louder so I can get that last part of your statement?

MALE #1:   When you see small print you usually think about those small print books with 500 pages or so. You think about English class and all that. So it is intimidating.

FEMALE #1:   Okay, well, this 22nd statement is the last statement in the interview and I want to take this time to thank you very much for helping in taking time from your busy schedule to participate in this research.

MALE #1:   Thank you.

FEMALE #1:   Thank you.

This interview has actually ended. These are my observations of this particular participant. He was dressed casual, as the other participants were. He seemed very relaxed. He sat on the sofa throughout the interview and he kept the information index on his lap. One big difference between this respondent and the others was that he was genuinely shy.

END OF TAPE.

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