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 fulfillment 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

Thanks is extended to my committee members: Dr. Kay Davis, Chairperson, who taught me the intricacies of research; Dr. Terence Cannings, who helped me to laugh at my own naivety; and, Dr. William Hein, Jr., who was always kind and gentle. Their guidance and support helped me to reach the successful completion of this project.

Special thanks is given to both Nancy Conrath, Director, and George Prather, Research Analyst from Los Angeles Community College District’s Office of Research, Planning and Analysis.

Appreciation is given to those professionals who participated as expert panel members, and to those Associated Students Organization’ officers who participated as interviewees.

Appreciation is also given to my husband, who not only remained in good humor against all odds but helped me to put things in perspective, and to my friends and family, whose support, patience, and understanding sustained me in the run; to all of you, thanks.
VITA

Melva Theresa Giles

ACADEMIC HISTORY

California 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 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
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 and evaluation 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 examine 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).

![Diagram of the GST model](image)
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
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 follows:

**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.

**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

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
26

(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 several 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 information is best for consumers. In answer to this question, Jacoby, Speller, and Kohn (1974) developed a $3 \times 3$ 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 ambiguity. 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 ambiguity 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

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
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
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 Community 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 unusable 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 1989 first-time enrollment census</td>
<td>99,011</td>
</tr>
<tr>
<td>Original # of desired returns (15%)</td>
<td>14,851</td>
</tr>
<tr>
<td>Actual # of returns (14%)</td>
<td>13,814</td>
</tr>
<tr>
<td>Eliminated (unusable) # of returns (0.9%)</td>
<td>888</td>
</tr>
<tr>
<td>Valid, usable # of returns (13.1%)</td>
<td>12,926</td>
</tr>
<tr>
<td>Data analysis sample size</td>
<td>N = 12,926</td>
</tr>
</tbody>
</table>

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 ambiguity (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,
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 verbatim 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 ambiguities is imperative when reference materials such as the information index are to be assessed as appropriate. In addition, it is equally important to eliminate ambiguities 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,
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 ambiguity, 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

<table>
<thead>
<tr>
<th>Key/Code</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>achievement</td>
</tr>
<tr>
<td>2</td>
<td>knowledge</td>
</tr>
<tr>
<td>3</td>
<td>decision-making</td>
</tr>
<tr>
<td>4</td>
<td>motivation</td>
</tr>
<tr>
<td>5</td>
<td>ethnicity</td>
</tr>
<tr>
<td>6</td>
<td>expediency</td>
</tr>
<tr>
<td>7</td>
<td>self-confidence</td>
</tr>
<tr>
<td>8</td>
<td>comfort</td>
</tr>
<tr>
<td>9</td>
<td>marketing</td>
</tr>
<tr>
<td>10</td>
<td>expense</td>
</tr>
<tr>
<td>11</td>
<td>humor</td>
</tr>
</tbody>
</table>

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
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)

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 diversified 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

<table>
<thead>
<tr>
<th>Subjects # 1-4</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHNICITY</td>
<td>Latina</td>
<td>Sri-Lanka</td>
<td>African-American</td>
<td>Hispanic-Mexican</td>
</tr>
<tr>
<td>AGE</td>
<td>18</td>
<td>23</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>GENDER</td>
<td>F</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>TIME ON CAMPUS</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>TIME ASO PRES.</td>
<td>3 months</td>
<td>6 months</td>
<td>6 months</td>
<td>2-3 months</td>
</tr>
<tr>
<td>TIME ASO VICE-PRES.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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) verbatim 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

<table>
<thead>
<tr>
<th>Category: Useful Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes Emerged: 1, 2, 3, 4, 5, 6, 7, 8 &amp; 9 (total = 37x)</td>
<td></td>
</tr>
<tr>
<td>% of Agreement of Panel: 66% 22x and 100% 15x (= 37x)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category: Relevant Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes Emerged: 1, 2, 3, 4, 5, 6, 7, 8, 9 &amp; 10 (total = 35x)</td>
<td></td>
</tr>
<tr>
<td>% of Agreement of Panel: 66% 18x and 100% 17x (= 35x)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category: Effective Packaging of Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes Emerged: 2, 3, 4, 6, 8, 9, 10 &amp; 11 (total = 20x)</td>
<td></td>
</tr>
<tr>
<td>% of Agreement of Panel: 66% 13x and 100% 7x (= 20x)</td>
<td></td>
</tr>
</tbody>
</table>

(table continues)
Note. Key to % of Agreement Among the Judge Panel and Frequency Distributions of Themes

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)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequencies</th>
<th>Themes</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>9</td>
<td>10</td>
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<td>4</td>
<td>11</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Interview Statements</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful Information</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1</td>
<td>A A A A</td>
</tr>
<tr>
<td>2</td>
<td>A A A A</td>
</tr>
<tr>
<td>3</td>
<td>A A A A</td>
</tr>
<tr>
<td>4</td>
<td>A A A A</td>
</tr>
<tr>
<td>10</td>
<td>A *A A A</td>
</tr>
<tr>
<td>12</td>
<td>A A A A</td>
</tr>
<tr>
<td>16</td>
<td>A A A A</td>
</tr>
<tr>
<td>17</td>
<td>A A D A</td>
</tr>
<tr>
<td>Relevant Information</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A *A A A</td>
</tr>
<tr>
<td>6</td>
<td>A A A A</td>
</tr>
<tr>
<td>7</td>
<td>A A A A</td>
</tr>
<tr>
<td>8</td>
<td>A A A A</td>
</tr>
<tr>
<td>9</td>
<td>A A A A</td>
</tr>
<tr>
<td>11</td>
<td>A A A A</td>
</tr>
<tr>
<td>12</td>
<td>A A A A</td>
</tr>
<tr>
<td>13</td>
<td>A A A A</td>
</tr>
<tr>
<td>14</td>
<td>A A A A</td>
</tr>
<tr>
<td>15</td>
<td>A A A A</td>
</tr>
<tr>
<td>Effective Packaging</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>A A D A</td>
</tr>
<tr>
<td>19</td>
<td>A A D A</td>
</tr>
<tr>
<td>20</td>
<td>D A A A</td>
</tr>
<tr>
<td>21</td>
<td>A *D A A</td>
</tr>
<tr>
<td>22</td>
<td>D A A A</td>
</tr>
</tbody>
</table>

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
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, pamphlets 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 probability 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.

Themes

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 diversified 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) responded 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
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 .68 or 68%.
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 preferred 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 subject'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 Brelan (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 development 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.
REFERENCES


Appendix A

Senate Bill 533
LEGISLATIVE COUNSEL'S DIGEST


Existing law imposes various requirements on institutions in the public and private segments of higher education.

This bill would require each of these institutions, commencing July 1, 1993, and each year thereafter, to disclose specified information to each current and prospective student, prior to the student enrolling or entering into any financial obligations with or through the institution. The bill would also require each institution, commencing July 1, 1992, to track annually and to update biennially this information.

The bill, in addition, would require the California Postsecondary Education Commission, in cooperation with representatives of institutions of higher education, to analyze the feasibility and desirability of making other prescribed information available to students and prospective students, and to submit a report and its recommendations to the appropriate legislative policy and fiscal committees on or before October 1, 1992.

The bill would not apply to the University of California unless the Regents of the University of California, by resolution, make it applicable.

The people of the State of California do enact as follows:

SECTION 1. Chapter 6 (commencing with Section 99210) is added to Part 65 of the Education Code, to read: C 6. C S R IC A 1991

99210. The Legislature finds and declares all of the following:

(a) During the past five years the costs of attending colleges and universities have increased significantly, and the level of student borrowing and debt has increased drastically in response to these rising costs. In 1989, for example, California's students and their parents borrowed 1.093 billion dollars through the three federally funded student loan programs: Parent Loans for Undergraduate Students (PLUS), Supplemental Loans for Undergraduate Students (SLIS), and the Stafford Program.

(b) One strategy to help students avoid unnecessary debt is to provide greater information about the full range of postsecondary alternatives, and thereby assist students in selecting the institution that is most relevant to their educational needs.

(c) There is increasing concern among citizens, educators, and public officials regarding the academic performance of students at institutions of higher education.

As a result, the federal government has enacted a statute requiring colleges and universities to collect and disclose data on graduation rates to all current and prospective students, beginning July 1, 1993.

(d) California enacted legislation in 1989 to enhance the information.

DELETED MATERIAL IS IN BRACKETS []. ADDED MATERIAL IS CAPITALIZED.
available to students who were considering enrolling in private colleges, universities, or vocational schools, requiring that these institutions provide performance fact sheets disclosing information such as (1) the number and percentage of students who begin and successfully complete the institution's program; (2) the percentage passage rates of graduates from the program on any licensure or certificate examination required by the state for employment in the particular vocational, trade, or career field; (3) the number and percentage of students who begin the program and secure employment in the field for which they were trained; and (4) the average annual starting wages or salary of graduates of the institution's program.

(e) Students should receive equitable treatment within California's system of higher education, regardless of their income level, ethnic and racial background, gender, and institution they choose to attend.

(f) The federal government enacted in 1990 a student right-to-know and campus security act to require institutions of higher education receiving federal financial assistance to provide certain information, including graduation rates. The policy on the state level in this area should be consistent with, and build from, the federal policy.

99211. This chapter shall be known and may be cited as the California Student Right to Know Act of 1991.

99212. (a) Commencing July 1, 1993, and each year thereafter, each institution in the public and private segments of higher education shall provide to each current and prospective student, prior to the student enrolling or entering into any financial obligations with or through the institution, the following information:

(1) The number and percentage of full-time certificate or degree-seeking undergraduate students, by ethnicity and gender, who successfully complete a program or graduate from the institution. This information shall also include data that specifies the actual and average time spent by all full-time students to complete the entire program or graduate from the institution.

(2) The projected total cost of student attendance which shall include, but not be limited to, tuition, student fees, nonresident student tuition, campus housing, estimated costs for books and supplies, health fees, and other miscellaneous campus-based and systemwide fees that the student shall incur upon enrollment.

(3) Starting compensation information. If an institution makes a claim to prospective students regarding the starting compensation for employment in a particular field, the institution shall disclose to the prospective student detailed statistics or other information necessary to substantiate the truthfulness of the claim.

(4) Any other information relating to school performance that is required by law to be provided to students or prospective students.

(b) Commencing July 1, 1992, an institution of higher education shall track annually, and shall update biennially, the information specified in subdivision (a).

(c) Prior to July 1, 1992, the California Postsecondary Education Commission and representatives of public and private institutions of higher education shall jointly develop and agree upon a method for
calculating the various factors required to be included in the information made available pursuant to this section. It is the intent of the Legislature that this method be compatible, to the extent possible, with any federal regulations adopted under the federal Student Right-to-Know and Campus Security Act. 99213. (a) In cooperation with representatives of institutions of higher education, the California Postsecondary Education Commission shall analyze the feasibility and desirability of making available to students and prospective students the following information:

1. The completion or graduation rate of individuals at an institution, calculated by program or field of study.
2. The completion or graduation rate of an institution reported by individual schools or academic divisions within the institution.
3. The transfer rate of a community college, for students who begin their baccalaureate program at that community college with the objective of transferring to a university.
4. The passage rates of graduates in the program, by ethnicity and gender for any licensure or certificate examination required by the state for employment in the particular vocational, trade, or professional degree field.
5. For vocational and job training programs, the number and percentage of students who begin the program and secure employment in the field for which they were trained.
6. Other institutional outcomes that may be appropriate.
7. The commission shall submit a report and its recommendations regarding the requirements of this section to the appropriate policy and fiscal committees of the Legislature on or before October 1, 1992.
8. This chapter shall not apply to the University of California unless the Regents of the University of California, by resolution, make these provisions applicable.
9. Nothing in this chapter shall be construed to infringe on any student's privacy rights provided under state or federal law.
10. SEC. 2. It is the intent of the Legislature that the reporting provisions for the community colleges required by this act shall be consistent with the educational and fiscal accountability system 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 better serve you, 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 ID. NUMBER. Start in the left-hand column.
   b. SPECIAL CODES: This 5-digit code will be provided by your instructor.
3. Do NOT enter any identifying information on the LEFT side of your answer sheet.

A. Educational Goals & Plans

<table>
<thead>
<tr>
<th>1. In what area of study do you have the greatest interest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>b. Mathematics, Physics or Life Sciences</td>
</tr>
<tr>
<td>c. Fine Arts</td>
</tr>
<tr>
<td>d. Business &amp; Office Occupations</td>
</tr>
<tr>
<td>e. Language, Literature/Humanities</td>
</tr>
<tr>
<td>f. Health Occupations</td>
</tr>
<tr>
<td>g. Family &amp; Consumer Studies</td>
</tr>
<tr>
<td>h. Trades &amp; Applied Technology</td>
</tr>
<tr>
<td>i. Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What is the most important reason you are attending college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To learn occupational or technical skills to get a job.</td>
</tr>
<tr>
<td>b. To improve occupational or technical skills to advance in my job.</td>
</tr>
<tr>
<td>c. To train for a new or different career.</td>
</tr>
<tr>
<td>d. To prepare to transfer to a 4-year college/university</td>
</tr>
<tr>
<td>e. To develop basic language and mathematics skills</td>
</tr>
<tr>
<td>f. To get a general education</td>
</tr>
<tr>
<td>g. To take courses for personal growth or interest</td>
</tr>
<tr>
<td>h. Other reason</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What is your immediate degree objective at this college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. High school diploma or GED</td>
</tr>
<tr>
<td>b. Certificate in occupational program</td>
</tr>
<tr>
<td>c. 2-year college degree (Associate Degree)</td>
</tr>
<tr>
<td>d. Transfer without degree</td>
</tr>
<tr>
<td>e. Undecided</td>
</tr>
<tr>
<td>f. Not interested or already have a degree or certificate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. What is your final degree objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Certificate in occupational program</td>
</tr>
<tr>
<td>b. 3-year college associate degree</td>
</tr>
<tr>
<td>c. Bachelor's degree</td>
</tr>
<tr>
<td>d. Master's or higher degree</td>
</tr>
<tr>
<td>e. Undecided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. If you plan to transfer, which of the following schools will you attend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Los Angeles Community College</td>
</tr>
<tr>
<td>b. Another community college</td>
</tr>
<tr>
<td>c. A California State University campus</td>
</tr>
<tr>
<td>d. A University of California campus</td>
</tr>
<tr>
<td>e. A California private 4-year college/university</td>
</tr>
<tr>
<td>f. An out-of-state college/university</td>
</tr>
<tr>
<td>g. A private trade, business or vocational school</td>
</tr>
<tr>
<td>h. Undecided where I will transfer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. How are the classes you are taking in your present college program related to your work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. They will help me advance in my present job.</td>
</tr>
<tr>
<td>b. They will help me get a different job.</td>
</tr>
<tr>
<td>c. They will help me get my first temporary job.</td>
</tr>
<tr>
<td>d. My college program is unrelated to my work plans.</td>
</tr>
<tr>
<td>e. I am not working/ I do not plan to work.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>7. Class schedule or other college publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Newspaper, radio or television</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. High school advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. College advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Friends or family</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Special events on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

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<tr>
<th>13. Workplace notice or program</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
</tr>
<tr>
<td>b. Somewhat important</td>
</tr>
<tr>
<td>c. Not important</td>
</tr>
</tbody>
</table>
16. What is the most important reason you chose to enroll at this college?
   a. Financial aid/aid packages
   b. Individual programs
   c. Accreditation 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

17. What do you expect to be doing in Fall 1989?
   a. Continue at the college
   b. Attend another community college
   c. Attend a 4-year college/university
   d. Will have completed an A 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 (GPA)?
   a. 3.00 - 4.00 (A average)
   b. 2.50 - 2.99 (B average)
   c. 2.00 - 2.49 (C average)
   d. 1.50 - 1.99 (D average)
   e. 1.00 - 1.49 (F average)

19. What was your high school grade point average (GPA)?
   a. 3.00 - 4.00 (A average)
   b. 2.50 - 2.99 (B average)
   c. 2.00 - 2.49 (C average)
   d. 1.50 - 1.99 (D average)
   e. 1.00 - 1.49 (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. General
   c. Don't know

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. No
   d. Don't know

23. What is your native language?
   a. English
   b. Spanish
   c. French
   d. German
   e. Italian
   f. Japanese
   g. Korean
   h. 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 have not lived 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 university degree or higher

26. Where do you live while attending this college?
   a. Parent's home
   b. Roommates' home
   c. Your own home or apartment
   d. Dormitory

27. How long does it take you to get to college?
   a. Less than 10 minutes
   b. 10 - 20 minutes
   c. 21 - 45 minutes
   d. 46 - 90 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. Less than 8 hours per week
   c. 8 - 10 hours per week
   d. 11 - 15 hours per week
   e. 16 - 20 hours per week
   f. 21 - 30 hours per week
   g. 31 - 40 hours per week
   h. 40 or more
### Financial Resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Did your parents or legal guardians claim you as an income tax dependent in 1987?</td>
<td>a. Yes</td>
<td>b. No</td>
</tr>
<tr>
<td>23. What was your total household income in 1987? (Do not include any money received through student loans or scholarships.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you answered YES to Question 22, base your response on YOUR PARENTS' HOUSEHOLD INCOME. If you answered NO, base your response on YOUR HOUSEHOLD INCOME.</td>
<td>a. Less than $1,000</td>
<td>b. $1,000 - $9,999</td>
</tr>
<tr>
<td>24. How many people are in your household?</td>
<td>a. 1</td>
<td>b. 2</td>
</tr>
<tr>
<td>25. During this school year, did you receive money from any of the following public assistance programs: AFDC, SSI or General Assistance?</td>
<td>a. Yes</td>
<td>b. No</td>
</tr>
<tr>
<td>26. What is the total amount of scholarships, fellowships and grant assistance awarded to you for the 1988-89 academic year?</td>
<td>a. Less than $1,000</td>
<td>b. $1,000 - $4,999</td>
</tr>
<tr>
<td>27. About how much did you spend per semester for school other than fees paid directly to the college?</td>
<td>a. $50 or less</td>
<td>b. $51 - $99</td>
</tr>
</tbody>
</table>

### Student Participation

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. How often have you done the following during this semester?</td>
<td>a. Never</td>
</tr>
<tr>
<td>29. Participated in class discussions</td>
<td>30. Read material other than those assigned for courses</td>
</tr>
<tr>
<td>31. Talked with an instructor after class about course materials</td>
<td>32. Used the library for study</td>
</tr>
<tr>
<td>33. Used the Library for class assignments</td>
<td>34. Used the Tutoring/Learning Center</td>
</tr>
<tr>
<td>35. Participated in an athletic program</td>
<td>36. Participated in music or theater programs</td>
</tr>
<tr>
<td>37. Participated in student government, clubs or activities</td>
<td></td>
</tr>
</tbody>
</table>

### Student Progress

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Have any of the following been problems in working toward your educational goal?</td>
<td>a. A lot</td>
</tr>
<tr>
<td>39. Uncertainty about your skills or interests</td>
<td>40. Confusion over what courses you need to take</td>
</tr>
<tr>
<td>41. Inability to enroll in your required or chosen courses because they are not offered</td>
<td>42. Lack of courses in your area of interest</td>
</tr>
<tr>
<td>43. Physical or other disability</td>
<td>44. Family responsibilities</td>
</tr>
<tr>
<td>45. Job responsibilities</td>
<td>46. Not enough money</td>
</tr>
</tbody>
</table>
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. New goals 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. New major 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. New degree 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 71. IF YOU HAVE NOT USED THIS SERVICE, PLEASE MARK "FP".
- a. Excellent
- b. Good
- c. Satisfactory
- d. Poor
- e. Unsatisfactory

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 Aid
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
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, RN, MSN
Associate Professor
Appendix D

Characteristics / Variables - Labels
ORIGINATING SOFTWARE: SPSS-X RELEASE 2.2 FOR GCOS
ORIGINATING INSTALLATION: LOS ANGELES COMMUNITY COLLEGES
FILE LABEL: CHARACTERISTICS
VARIABLES: CASES:
PRECISION: 12 BASE-30 DIGITS
FILE SIZE: 45531 RECORDS. 3642480 CHARACTERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>PRINT FORMAT</th>
<th>WRITE FORMAT</th>
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<tbody>
<tr>
<td>ID</td>
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<td>A9</td>
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<tr>
<td>ZIPCODE</td>
<td>F5</td>
<td>F5</td>
</tr>
<tr>
<td>RESNONRS</td>
<td>RESIDENT-NON RESIDENT STATUS</td>
<td>F1</td>
</tr>
</tbody>
</table>
CHARACTERISTICS:

INTEREST  STUDY AREA OF GREATEST INTEREST

<table>
<thead>
<tr>
<th>VALUE</th>
<th>LABEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>SOCIAL, BEHAV SCIENCE</td>
</tr>
<tr>
<td>2.00</td>
<td>MATH, PHYSICAL SCIENCE</td>
</tr>
<tr>
<td>3.00</td>
<td>FINE ARTS</td>
</tr>
<tr>
<td>4.00</td>
<td>BUSINESS, OFFICE OCC</td>
</tr>
<tr>
<td>5.00</td>
<td>LANGUAGES, LITERATURE</td>
</tr>
<tr>
<td>6.00</td>
<td>HEALTH OCCUPATIONS</td>
</tr>
<tr>
<td>7.00</td>
<td>FAMILY, CONSUMER STUD</td>
</tr>
<tr>
<td>8.00</td>
<td>TRADES, APPLIED TECH</td>
</tr>
<tr>
<td>9.00</td>
<td>PHYSICAL EDUCATION</td>
</tr>
</tbody>
</table>

ATTEND  MOST IMPORTANT REASON YOU ATTEND COL

<table>
<thead>
<tr>
<th>VALUE</th>
<th>LABEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>SKILLS TO GET JOB</td>
</tr>
<tr>
<td>2.00</td>
<td>SKILLS TO ADVANCE</td>
</tr>
<tr>
<td>3.00</td>
<td>TRAIN FOR NEW CAREER</td>
</tr>
<tr>
<td>4.00</td>
<td>TRANSFER 4-YEAR SCH</td>
</tr>
<tr>
<td>5.00</td>
<td>LANG, MATH SKILLS</td>
</tr>
<tr>
<td>6.00</td>
<td>GENERAL EDUCATION</td>
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11 SEP 91  SPSS-X RELEASE 2.2 FOR GCOS  
23:03:18  LOS ANGELES COMMUNITY COLLEGES BULL DPS8000 GCOS-8

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  - WRITE FORMAT: F8.2

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**LIBRARY**

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| 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.

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<th>EXPLAIN</th>
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<td>1. The more information students have the better able they are to make decisions.</td>
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<td>2. New and current students can benefit from information about college campuses and college students.</td>
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<td>3. Students could benefit from a single reference catalog which would provide data about all nine Los Angeles Community Colleges and students.</td>
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<td>4. Ethnically and culturally diverse students will benefit from general information about campus culture, college life and college students.</td>
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<td>5. The public should have access to information about students’ academic achievements, goals and future plans.</td>
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<tr>
<td>6. It is important to have information concerning the length of time it takes to complete programs at community colleges.</td>
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<td>DISAGREE</td>
<td>EXPLAIN</td>
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<td>----------</td>
<td>---------</td>
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<tr>
<td>7.</td>
<td>Students should have access to statistics that show the length of time it took other students to complete programs at community colleges.</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Information about campus services, tuition fees and other school costs should be available to students.</td>
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<td>9.</td>
<td>Students need access to information about scholarships, awards and public assistance.</td>
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<tr>
<td>10.</td>
<td>Students are interested in information about other students.</td>
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<td>11.</td>
<td>Students need to have access to literature concerning campus policies and services.</td>
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<tr>
<td>12.</td>
<td>Students and/or families are interested in information about the types of degrees and certificates awarded at college.</td>
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<tr>
<td>13.</td>
<td>Statistics about the number of degrees and certificates granted per campus should be available to students.</td>
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<tr>
<td>14.</td>
<td>Information regarding transfers from community colleges to four-year colleges is important.</td>
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<tr>
<td>15.</td>
<td>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.</td>
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</table>
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 (shiny) 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 President
   • ASO Vice-President

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

ASO Transmittal Letter
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) 719-8477

6301 Winnetka Avenue/Woodland Hills/California/91371/(818) 347-0551

Los Angeles Community College District
Appendix G

Information Index
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) alterations 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).
INFORMATION INDEX

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

Institutional characteristics

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

Student characteristics

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.

Trends concerning specific student characteristics

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

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
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 biennially 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 compilation of data not available in traditional catalogs distributed to students is the focus of
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

SECTION TWO

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 accredited by the Western Association of Schools and Colleges.
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 IACCD. Adapted by permission.
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
Award in the short film category at the 1991 Berlin Film Festival.

(2) A $1,000 scholarship, the top award, was won by an art student who exhibited art work on the "Paced Artists" Beyond Disabilities Art Exhibit held in Pasadena.

Athletics

City College's judo team finished second place in the community college division, United States National Collegiate Judo Association's 30th Annual Championship.
Equal Opportunity Policy
Compliance Procedure

In order to ensure equal opportunity policy compliance at East Los Angeles College, please contact the Equal Opportunity Officer, 411 East Valley, ext. 8642; Associate Director of Program Services, 8800 Blum, ext. 8643; or the\n
Procedimientos Hacia el Acuerdo
con la Política de Ecuñalidad de
Oportunidad

Para garantizar la aplicación de la Política de Ecuñalidad de Oportunidad en el Centro de Los Ángeles, por favor llame a la oficina de la Dirección de Programas, 411 East Valley, ext. 8642; o a la Dirección de Programas, 8800 Blum, ext. 8643; o a la Dirección de Programas, 8800 Blum, ext. 8643.

Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.
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 13,888 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.
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.
Honors Program — Transfer Alliance Program (TAP) with UCLA

The Los Angeles Harbor Honors Program allows outstanding 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 priority admission to UCLA College of Letters and Science as a junior.
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 unprecedented 'Starting Over Survival (SOS)' program. The success of this program earned for Harbor two coveted grants.

Hall of fame, sports

Both former basketball and baseball 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 Conservatory of Music in Cracow, Poland.
Business associate

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.
Los Angeles Mission College

Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.
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 1,800 to 5,000 within one calendar year.
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.
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.
**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.
LOS ANGELES
SOUTHWEST COLLEGE

Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.
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 students 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 1-2-3, 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
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.
Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.
Trade-Tech Highlights
Los Angeles Trade-Technical College
400 West Washington Boulevard
Los Angeles, CA 90015
(213) 844-9500

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 untold successes. For example: (1) A culinary graduate and intern has been hired by the Bonaventure Hotel. (2) An electronics graduate has been promoted to chief maintenance engineer for CBS. (3) Computer science majors have become co-founders of Professional Software Systems, Inc. (4) Fine arts majors have transferred to renowned, prestigious 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 sportswear company, designing children's wear and being the recipient of the Rudi Gerneich...
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."
Valley Highlights

Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, CA 91401
(818) 781-1200

Enrollment figures
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.

Success after transfer
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.

Student orators
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.

Literary award and Fulbright exchange
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.
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.
Source: Los Angeles Community College District's Campus Catalog, 1992. Publisher LACCD. Adapted by permission.
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 number of students enrolled at West between 1990 and 1992 was 9,768 for fall and 8,387 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 recipient 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
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).
FIGURE 1: LACCD's MAP OF THE NINE CAMPUS SITES
Source: LACCD's ORPA, Report No. AID-002-GDR.
Reprinted by permission of Nancy Conrath, Director of Research, ORPA, 617 West 7th Street, Los Angeles, CA 90017
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 1843 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
ASSOCIATE DEGREES
CONFERRED - LACCD CAMPUSES

OTY (579.3) 13.2%
VALLEY (530) 13.5%
SO-WEST (181) 4.6%
MISSION (159) 4.1%
WEST (174.7) 4.5%
HARBOR (429) 10.9%
PIERCE (906.3) 23.1%
T-TECH (366.3) 9.3%
EAST (680.7) 16.8%

FIGURE 2: ASSOCIATE DEGREES CONFERRED AT LACCD CAMPUSES
Districtwide on an annual basis, total number (N) of degrees conferred 3927. 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.
OCCUPATIONAL CERTIFICATES
CONFERRED - LACCD CAMPUSES

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.

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>695</td>
<td>12.5%</td>
</tr>
<tr>
<td>East</td>
<td>877</td>
<td>15.7%</td>
</tr>
<tr>
<td>Harbor</td>
<td>461</td>
<td>8.3%</td>
</tr>
<tr>
<td>Mission</td>
<td>241</td>
<td>4.3%</td>
</tr>
<tr>
<td>Pierce</td>
<td>956</td>
<td>17.2%</td>
</tr>
<tr>
<td>Southwest</td>
<td>240</td>
<td>4.3%</td>
</tr>
<tr>
<td>Trade-Technical</td>
<td>1137</td>
<td>20.4%</td>
</tr>
<tr>
<td>Valley</td>
<td>625</td>
<td>11.2%</td>
</tr>
<tr>
<td>West</td>
<td>338</td>
<td>6.1%</td>
</tr>
<tr>
<td>Districtwide:</td>
<td>5570</td>
<td>100%</td>
</tr>
</tbody>
</table>
yearly average of 771 Occupational Certificates and 366 Associate Degrees. While, Los Angeles Pierce 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).
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-GDE; and Campus Catalogs. Adapted by permission of Nancy Conrath, Director of Research, ORPA, 617 West 7th Street, Los Angeles, CA 90017.

<table>
<thead>
<tr>
<th>STUDENTS SERVED ON AN ANNUAL BASIS</th>
<th>SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7500</td>
<td>Veterans Services</td>
</tr>
<tr>
<td>7000</td>
<td>Disabled Students Services</td>
</tr>
<tr>
<td>6500</td>
<td>EOP-S Services</td>
</tr>
<tr>
<td>6000</td>
<td>Financial Aid Services</td>
</tr>
<tr>
<td>5500</td>
<td>Foreign Students Services</td>
</tr>
<tr>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>4500</td>
<td>(4893.3)</td>
</tr>
<tr>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>3500</td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>2500</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>(1936.3)</td>
</tr>
<tr>
<td>1500</td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>500</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

* Veterans services discontinued at East and West campuses.
Implication: policies and services

Services affected by federal and/or state funding are subject to availability, e.g., Veterans Services. Numbers of students served fluctuated 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.

<table>
<thead>
<tr>
<th>4-YEAR COLLEGE</th>
<th>LACCD CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>City</td>
</tr>
<tr>
<td>UC</td>
<td>50</td>
</tr>
<tr>
<td>CSU</td>
<td>308</td>
</tr>
<tr>
<td>CA PRIVATE INSTITUTIONS</td>
<td>133</td>
</tr>
</tbody>
</table>

|                | So.West | Trade-Tech | Valley | West |
|                | 2       | 3          | 74     | 23   |
| UC             | 64      | 83         | 437    | 108  |
| CSU            | 10      | 27         | 82     | 48   |
| CA PRIVATE INSTITUTIONS | 287  | 2194       | 480    |

DISTRICTWIDE TOTAL-TRANSFER ACTIVITY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UC</td>
<td>287</td>
</tr>
<tr>
<td>CSU</td>
<td>2194</td>
</tr>
<tr>
<td>CA PRIVATE INSTITUTIONS</td>
<td>480</td>
</tr>
</tbody>
</table>
Implication: transfer activity

The previous table (see Table 3) provided a general picture of the overall transfer activity that occurred on any given campus. However, a more precise picture of transfer activity was complicated by several factors: (1) Some students had dual or concurrent enrollment. 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 students left the community college setting and attended a four-year college outside of the state of California.
Section Four

Four Year
Community College
Training School
Private University
Two Year
Public
Technical Institute

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 (28.2%); 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 (7.8%).

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
office skills perceived Business/Office Occupations 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.
### 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.

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

**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.

<table>
<thead>
<tr>
<th>Immediate Objective</th>
<th>Final Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>Earn Bachelor's</td>
</tr>
<tr>
<td>38.4%</td>
<td>31.6%</td>
</tr>
<tr>
<td>Transfer Without AA</td>
<td>Earn Master's or Higher</td>
</tr>
<tr>
<td>20.0%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>
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 2.8%; (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...
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 tracked 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).
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).
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.

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, 617 West 7th Street, Los Angeles, CA 90017.
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 activities involved the use of ongoing college liaisons with feeder high schools. These activities 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.
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.

<table>
<thead>
<tr>
<th>I AGE DIFFERENCES</th>
<th>COMPLETION TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered before 20</td>
<td>4.0 years</td>
</tr>
<tr>
<td>20-24</td>
<td>5.3 years</td>
</tr>
<tr>
<td>25-34</td>
<td>6.5 years</td>
</tr>
<tr>
<td>35 &amp; over</td>
<td>3.5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II ETHNIC DIFFERENCES</th>
<th>COMPLETION TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanics</td>
<td>4.5 years</td>
</tr>
<tr>
<td>Whites</td>
<td>4.0 years</td>
</tr>
<tr>
<td>Blacks</td>
<td>6.5 years</td>
</tr>
<tr>
<td>Asians</td>
<td>3.5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III GENDER DIFFERENCES</th>
<th>COMPLETION TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>4.5 years</td>
</tr>
<tr>
<td>Males</td>
<td>4.0 years</td>
</tr>
</tbody>
</table>

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

Ninety-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.
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 residential 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...
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.

<table>
<thead>
<tr>
<th>AMOUNT SPENT</th>
<th>DISTRICTWIDE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than $800</td>
<td>4.9%</td>
</tr>
<tr>
<td>$601-$800</td>
<td>9.2%</td>
</tr>
<tr>
<td>$401-$600</td>
<td>9.8%</td>
</tr>
<tr>
<td>$201-$400</td>
<td>25.6%</td>
</tr>
<tr>
<td>$200 or less</td>
<td>50.5%</td>
</tr>
</tbody>
</table>

$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 offset educational costs students applied for scholarships, awards, and/or public assistance (see Figures 8 & 9).

![SCHOLARSHIPS & FINANCIAL AID AWARDS](image)

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.
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.
**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.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Teaching</th>
<th>Library</th>
<th>Tutor/Learning Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30.0%</td>
<td>18.5%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Good</td>
<td>46.1%</td>
<td>47.4%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>20.7%</td>
<td>25.5%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>2.6%</td>
<td>5.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0.4%</td>
<td>2.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Districtwide</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Academic</th>
<th>Personal-Health</th>
<th>Career/Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>11.9%</td>
<td>11.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Good</td>
<td>34.9%</td>
<td>31.7%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>35.2%</td>
<td>40.8%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>12.1%</td>
<td>9.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>6.0%</td>
<td>6.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Districtwide</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Implication: evaluation of services**

Students surveyed indicated that most of them worked full time and found it expedient to discuss personal concerns with professors.
Discussions involved course work and progress, but often included advise in the form of academic, personal and/or career counseling and tutoring as necessary.

In addition, professors encouraged student contact because weekly student 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 those services in some instances resulted from a one-time visit to the counseling center.
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-GDE
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 diverse 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%.
Unit load

Units carried per semester districtwide were as follows: fewer than 6 units involved 38% of the students, 6-11 units included 38% of the students; while, 12 plus units (full-time) students totaled 28% 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, freshmen 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 38%; 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
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 proceed 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
Abbreviations continued

RN  Registered Nurse
SOS  Starting Over Survival
SSI  Social Security Insurance
UC  University of California
USC  University of Southern California
WSCR  Weekly Student Contact Hours
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
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.
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 = 2.5-2.89; 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
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.
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 523.** 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;
(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.
Appendix H

Transcribed Interviews

Subjects # 1 - 4
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 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.

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
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 us, 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 us, 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. Us, 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, 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
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 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,
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 interested 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 interested 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
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:** Hmm. 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 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 appeal, 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.
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.
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 concerning 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 information 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 statements and the explain your reason for your response. Your reason may be as long or short as you wish.
Okay.

Statement #1: The more information students have, the better able they are to make decisions.

I agree. Why? Because 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.

Statement #2: New and current students can benefit from information about college campuses and college students.

I agree. 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 suite you.

Statement #3: Students could benefit from a single reference catalog which would provide data about all nine Los Angeles Community Colleges and students.

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 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.

Statement #4: Ethnically and culturally diverse students will benefit from general information about campus culture, college life and college students.

Yes, because they still help also foreign students and different cultures because knowing about 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,
11/12/92

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FEMALE 01:
you know, getting their feet wet with the modern cultures and what not.

MALE 01:  Statement #3: The public should have access to information about students' academic achievements, goals and future plans.

FEMALE 01:  Yes, as long as 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.

MALE 01:  FEMALE 01:  Statement #6: It is important to have information concerning the length of time it takes to complete programs at community colleges.

MALE 01:  Yes again, because that can be a deciding factor for some students when they think about the classes, how difficult they are or how easy it is and uh, that could be a major factor for some students I think.

FEMALE 01:  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 01:  Yes again, because this ties with question number five very closely, I think.

FEMALE 01:  Statement #8: Information about campus services, tuition fees and other school costs should be available to students.

MALE 01:  Yeah. They should know that.

FEMALE 01:  Can you elaborate on that?

MALE 01:  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 01:  Statement #9: Students need access to information about scholarships, awards and public assistance.

MALE 01:  Definitely. I strongly agree on that because it benefits the students. What other way could, you
know, the students know, then if it's not published.

FEMALE #1: Statement #10: Students are interested in information 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 conduct 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. Us, 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.
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 information 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
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 government: 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 something would be nice if it is 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 scholarships 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.
Subject # 3's Interview

Date: 11/17/92
Good afternoon.

Good afternoon.

We've come together today to have an interview concerning the information index.

Um huh.

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.

African-American.

Your age?

25

And I see that you're a young man.

Yes.

Your level at school?

Ah, I am a, I guess what you call me as far as.

Freshman or sophomore.

I would say sophomore.

What is the time at this campus

This would be the second year.

How long have you been the ASO President?

For one semester.

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 statements, then explain the reason for your response.

Tuesday, November 17, 1992
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 somewhere, if you have some type of literature information to support your theory -- support your feelings 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 ab, ah the projects and stuff or the course outline, 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 background, 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
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.
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.

Statement 7: Students should have access to statistics that show the length of time it took other students to complete programs at community colleges.

Statement 8: Information about campus services, tuition fees and other school costs should be available to students.
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, than 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 us, 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
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 prob-
lems "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, howcome 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 col-
leges, 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 you want to get some type of degree and
you want to go higher, you wanna get the highest
for that you wanna 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
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 review, 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's 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
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]
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 understanding of the sentence or the paragraph but you will see the word, you will what's there for you.

FEMALE #1: [Laughter] It's important to see the words.

[Laughter]

MALE #1: It's important to see it. [Laughter]

FEMALE #1: Okay. Well actually at this point this concludes this interview and I thank you very much. I appreciate 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
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 observation about an environmental difference compared to the previous interviews. Thank you.

END OF TAPE.
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: Hmm umm. 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.
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 --
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 information 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
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: Statement #14: Information regarding transfers from community colleges to four year colleges is important.

MALE #1: Yes, 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 us, what they'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 easier 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
Statement #17: Reference catalogs such as the information index need to include definitions of terms in order to ensure that information is clearly understood.

Yeah. Um, basically, I, I consider myself to be an average man with limited vocabulary —

[LAUGHS]

Us, and it would be easier for average students and people to understand.

Statement #18: Animated cartoons and/or pictures make reading reference catalogs such as the information index more pleasurable.

Yeah, I agree and it's an eye catcher, you know. It's more -- you can look at it.

Statement #19: Colorful catalogs are preferred to black and white catalogs.

Yes. Always.

[LAUGHS] No doubt about that, huh?

Yeah, it's an eye catching thing.

Statement #20: It is easier to read through a short catalog rather than a long one.

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.

Statement #21: Glossy, that is, shiny paper, often used for reference catalogs, is visually appealing.

Yes. It's very, I guess it's human nature to be attracted to something like that.

Statement #22: Large or moderately large print is preferred to very small print.
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 --

[LAUGHS] Can you say that a little louder so I can get that last part of your statement?

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.

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.

Thank you.

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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