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ABSTRACT

A study was conducted at Oregon's Mount Hood Community College (MHCC) to determine student outcomes for 1994-1996. Data were collected from state employment records for graduates from 1994-95, follow-up surveys of 1993-94 graduates and completers, surveys of former MHCC students who transferred to state system of higher education institutions, and a survey of 192 graduating students in June 1994. Key findings included the following: (1) 76% of the 1994-95 graduates were employed in Oregon during the fourth quarter of 1995; (2) overall, graduates wages increased from the time before they enrolled to the time that they left MHCC, with Allied Health graduates showing an average increase of \$202 per week and Engineering and Industrial graduates an average increase of \$236 per week; (3) 42% of the former students were attending school full- or part-time; (4) among students who transferred to the Oregon State System of Higher Education in fall 1994, 90% had a grade point average of 2.0 or higher, compared to 94% of those who transferred prior to fall 1994; (5) on evaluations, former students indicated high satisfaction with most aspects of MHCC, especially with the quality of instruction; and (6) employers of graduates rated their performance and quality of work as good to excellent, with the highest ratings being given to the former MHCC students' work attitude. Data tables are appended. (AJL)

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Student Outcomes at Mt. Hood Community College: Assessment Efforts 1994-1996

October 1996

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Student Outcomes at Mt. Hood Community College (MHCC) Assessment Efforts 1994-1996

Executive Summary

In accordance with the MHCC Program/Function Review process and other accountability requirements, Research and Planning has engaged in an ongoing effort to collect information on student outcomes. Although the format for collecting this information has varied somewhat from year to year, there has been a common focus on students' employment and education status, their perceptions of preparation for work and further education, and their level of satisfaction with MHCC.

The data for this report came from four sources:

- **Wage Match.** This information source includes pre- and post-program earnings of 1994-1995 graduates provided by the Oregon Community Colleges Unified Reporting System (OCCURS).
- **Follow-up Survey.** The content of this survey covers former students' self-reported current educational and employment status and employers' ratings of the students and MHCC (with students' permission).
- **Transfer Study.** This is information on the academic success of MHCC students who transfer to the Oregon State System of Higher Education (OSSHE). It was provided through OCCURS and the Shared Information System (SIS).
- **College Outcomes Survey.** This is a commercial survey prepared by American College Testing (ACT). The content of this survey focuses on the graduating students' satisfaction with their experiences at MHCC.

Information from all these sources serve as the basis of the present report. Student outcomes were reported in four sections: Employment and wages, educational status, satisfaction with experience at MHCC, and employer satisfaction with former MHCC students. The main findings were:

- Over three fourths of graduates are employed approximately one year after graduation. Graduates of professional/technical programs showed a slightly higher employment rate than graduates of transfer programs.
- Overall, graduates' wages increased from the time before they enrolled to the time that they left MHCC. This was especially true for professional/technical graduates.
- About half of all graduates who are employed earn better than a living wage. Over three fourths of those who are employed full-time earn better than a living wage.

- A little less than half of those who were not employed were attending school, for the most part in Oregon. In fact, about half continued to take classes at MHCC and others community colleges.
- The large majority of former MHCC students earned GPAs of 2.0 or greater by the end of their first year at Oregon State System of Higher Education (OSSHE) institutions. In this respect, MHCC compares favorably with all Oregon community colleges.
- Former MHCC students indicate high satisfaction with most aspects of MHCC. In particular, quality of instruction received high marks.
- Employers were complimentary in their assessment of former MHCC students' work. Nearly all reported that former MHCC were equally or better prepared for work than other employees.

Student Outcomes at Mt. Hood Community College (MHCC) Assessment Efforts 1994-1996

Introduction

In accordance with the MHCC Program/Function Review process and other accountability requirements, Research and Planning has engaged in an ongoing effort to collect information on student outcomes. Generally these efforts are aimed at assessing how students fare approximately one year after they have earned a degree or certificate (referred to as "graduates") or have left with a significant amount of coursework completed at MHCC (referred to as "completers"¹). Although the format for collecting this information has varied somewhat from year to year, there has been a common focus on students' employment and education status, their perceptions of preparation for work and further education, and their level of satisfaction with MHCC. At present, the following data sources are available for assessing student outcomes:

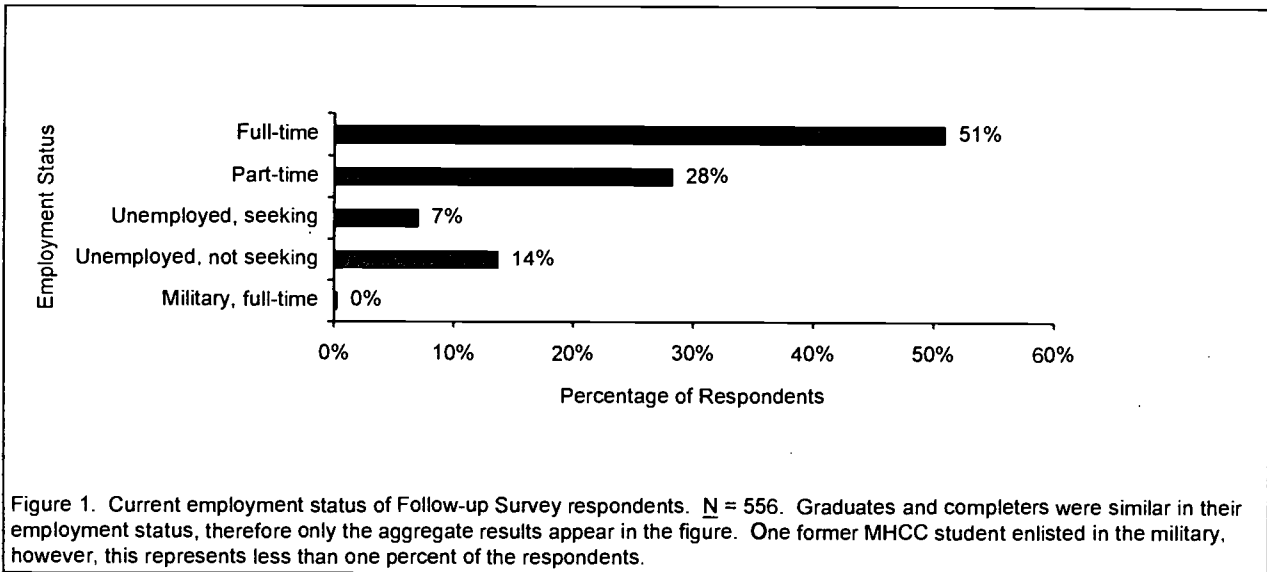
1. **Wage Match.** This information source includes pre- and post-program earnings of 1994-1995 graduates provided by the Oregon Community Colleges Unified Reporting System (OCCURS). Students identified as graduates by MHCC and sent to OCCURS (as part of the 1994-95 unduplicated Student File) were matched with Employment Division records.
2. **Follow-up Survey.** The content of this survey covers former students' self-reported current educational and employment status and employers' ratings of the students and MHCC (with students' permission). The target cohort was 1993-94 graduates and completers (39% and 41% of the sample respectively). The survey was conducted via telephone in the spring of 1995, approximately one year after most of the respondents had left MHCC. Results by major were distributed to instructional divisions earlier this year.
3. **Transfer Study.** This is information on the academic success of MHCC students who transfer to the Oregon State System of Higher Education (OSSHE). It is provided through OCCURS and the Shared Information System (SIS). The target cohorts are former MHCC students admitted to OSSHE in Fall 1994 (assumed for the most part to be 1993-94 MHCC graduates) and former MHCC students admitted prior to Fall 1994. Leadership Team received tables of these results in April 1996.
4. **College Outcomes Survey.** This is a commercial survey prepared by American College Testing (ACT). Unlike the Follow-up Survey, the sample of 192 graduates (1993-94 cohort) completed the College Outcomes Survey at the time of graduation, June 1994. The content of this survey focuses on the graduating students' satisfaction with their experiences at MHCC. The results are not separated by major because the survey did not require students to report specific areas of study.

¹ Completers are defined as students who have left MHCC after earning 60 credits for two-year programs or 25 credits for one-year programs.

Information from all these sources serve as the basis of the present report. Student outcomes are divided into the following sections: Employment and wages, educational status, satisfaction with experience at MHCC, and employer satisfaction with former MHCC students.

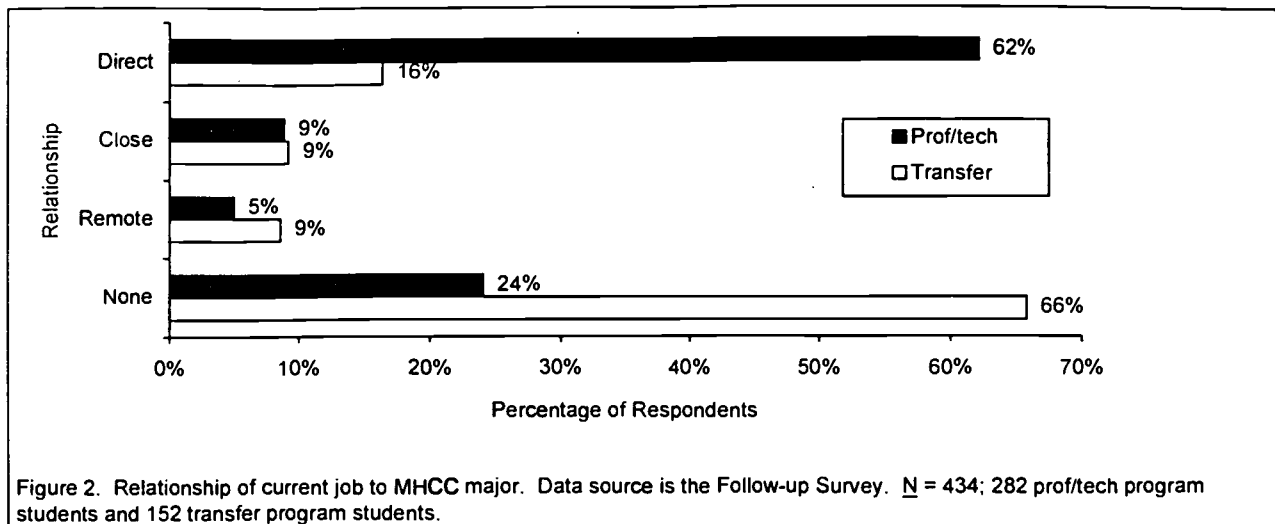
Employment and Wages

Based on the Wage Match, 76% of the 1994-95 graduates were employed in Oregon during the fourth quarter of 1995. (See Appendix A for employment rates by major.) The Wage Match employment rate is comparable to the rate calculated from the Follow-up Survey of 1993-94 graduates and completers approximately one year after leaving MHCC (79%). Employment rates are similar for both prof/tech and transfer programs, with prof/tech programs showing a slightly higher rate. This pattern holds true for both the Wage Match and Follow-up Survey data. The Wage Match data cannot distinguish full-time from part-time employment, but Figure 1 illustrates employment status based on the Follow-up Survey.



Of those who were not employed, 62% were attending school full- or part-time. (A comparison of employment rates by MHCC major appears in Appendix B.)

Over half of the respondents who were in professional/technical programs at MHCC reported that their jobs were directly related to their major at MHCC, whereas more than half of the respondents who were in transfer programs at MHCC reported that their jobs were not at all related (see Figure 2).



Respondents' jobs were remotely or not at all related to their MHCC program majors primarily because they took jobs to put themselves through school, and as one might expect, this was especially true for transfer students (see Figure 3).

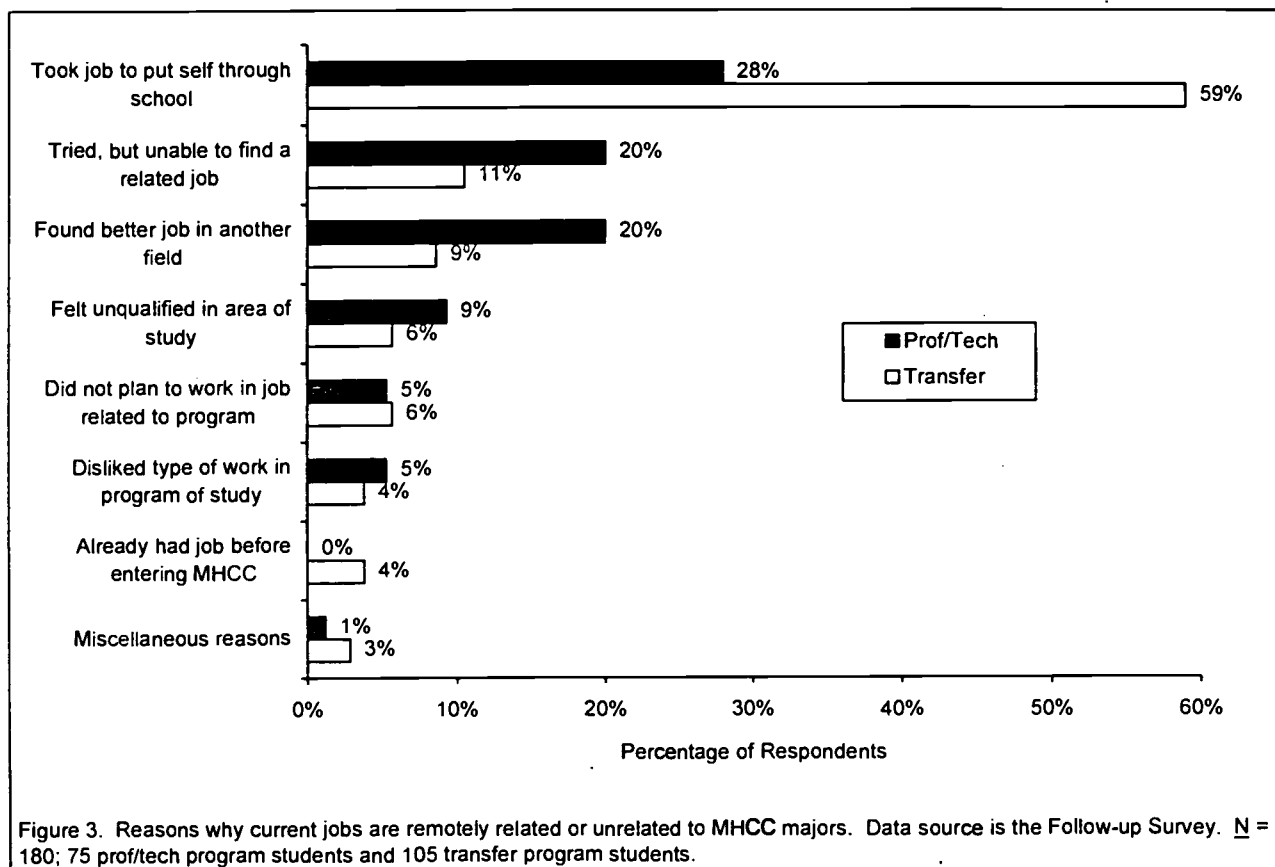


Table 1 shows the change in 1994-95 graduates' average weekly wage before entering and after graduating from MHCC. On average, the professional/technical programs show larger increases than transfer programs. Almost all of the Allied Health majors show large increases (\$200 or more per week) in post-program wages. Graphics Technology, Mechanical Engineering Technology, Manufacturing Technology,

Ford Asset, and Funeral Services Education were other professional/technical majors showing large increases in wages pre- to post-program.

Table 1

Before and After Program Wages for 1994-95 Mt. Hood Community College Graduates²

Division	Major ³	Grad- uates (#)	Avg qtrly wage before program ⁴ (\$)	Avg qtrly wage after program ⁵ (\$)	Avg weekly wage before program ⁶ (\$)	Avg weekly wage after program ⁷ (\$)	Change in weekly wage pre- to post- program ⁸ (\$)
Allied Health	All	73	2,875	5,500	221	423	+202
	Dental Hygiene	7	3,524	7,415	271	570	+299
	Mental Health/Human Serv	10	3,431	3,205	264	247	-17
	Nursing	19	3,295	6,537	253	503	+250
	Occup. Therapy Asst	7	1,807	5,077	139	391	+252
	Physical Ther Asst	11	2,590	4,821	199	371	+172
	Surgical Technology	7	2,098	5,078	161	391	+229
Business & Computer	All	51	2,696	3,757	207	289	+82
	Accounting Tech	7	3,733	5,463	287	420	+133
	Aviation Prof-Pilot	5	4,138	3,340	318	257	-61
	Business Admin	16	2,310	3,436	178	264	+87
	Hospitality & Tourism	6	1,704	4,079	131	314	+183
	Medical Assistant	8	1,948	3,172	150	244	+94
	Computer Science	3	3,150	3,391	242	261	+19
CPVA	All	29	2,285	3,397	176	261	+85
	Graphics Tech	3	1,740	3,961	57	305	+248
	Cosmetology	7	3,237	3,024	249	233	-16
	Graphic Design	10	1,749	3,554	135	273	+139
Engineering & Industrial	All	30	3,219	6,298	248	484	+236
	Forest Resource Tech	4	1,620	2,112	125	162	+37
	Mechanical Engineering Tech	3	6,550	9,294	504	715	+211
	Manufacturing Tech	4	2,862	7,486	220	576	+356
	Auto Tech-Ford Asset	8	2,696	6,674	207	513	+306

(table continues)

² Data derived from the Oregon Community Colleges Unified Reporting System (OCCURS) Wage Match and include only students who received a degree from Mt. Hood Community College (MHCC) between September 1994 and August 1995 and earned wages both before and after entering a program of study at MHCC.

³ Wage information is reported by major only if there were data for three or more graduates in the major. Summary wage information by division or other groupings includes data not reported individually by major.

⁴ Average quarterly wage before program is based on earnings during the 4th quarter of 1992. This calculation is consistent with the Oregon Shared Information System (SIS) operational definition.

⁵ Average quarterly wage after program is based on earnings during the 4th quarter of 1995. This calculation is consistent with the SIS operational definition.

⁶ Average weekly wage before program is based on earnings during the 4th quarter of 1992 divided by 13 weeks. This calculation is consistent with the SIS operational definition.

⁷ Average weekly wage after program is based on earnings during the 4th quarter of 1995 divided by 13 weeks. This calculation is consistent with the SIS operational definition.

⁸ '+' indicates an overall increase in wages whereas '-' indicates an overall decrease in wages from pre-program to post-program.

Table 1 (cont'd)

Before and After Program Wages for 1994-95 Mt. Hood Community College Graduates

Division	Major	Grad- uates (#)	Avg qtrly wage before program (\$)	Avg qtrly wage after program (\$)	Avg weekly wage before program (\$)	Avg weekly wage after program (\$)	Change in weekly wage pre- to post- program (\$)
Science	All	19	2,564	4,158	197	320	+123
	Biology	3	3,861	1,909	297	147	-150
	Fisheries Tech	3	3,146	3,109	242	239	-3
	Funeral Serv Ed	9	2,293	5,690	176	438	+261
Social Science	All	19	2,049	2,482	158	191	+33
	Criminal Justice Admin	4	2,052	3,479	158	268	+110
	Early Childhood Ed	4	2,054	2,770	158	213	+55
	Psychology	8	1,652	1,777	127	137	+10
Language & Literature	All	11	1,640	2,418	126	186	+60
	Education	9	1,704	2,155	131	166	+35
General Studies	All	74	3,036	4,026	234	310	+76
	Gen St-Liberal Arts	13	3,701	4,341	285	334	+49
	General Studies	61	2,894	3,959	223	305	+82
Developmental Education	All	5	546	3,410	42	262	+220
Pre-professional Studies	All	5	3,385	2,692	260	207	-53
Prof/Tech Students	All	181	2,829	5,010	218	385	+167
Transfer Students	All	132	2,654	3,383	204	260	+56
All Students	All	308	2,613	4,052	201	312	+111

To aid in interpreting the wage information, consider that \$6.50 per hour is the standard living wage (if benefits are also provided). Roughly, this translates into \$260 per week, assuming full-time employment. In terms of the categories generated from the available data sources, wages of less than \$275 per week are considered to be below a living wage for the purpose of this report. From the Follow-up Survey, 59% (of the 248 graduates who indicated they were currently employed) reported that their weekly income was \$275 or more. In comparison, average weekly income information from the Wage Match indicates that 49% of graduates were earning \$275 per week or more. The two information sources differ in many ways (e.g., sample characteristics and cohort year) making comparison difficult, however, Figure 4 shows that the overall proportions of graduates by wage category are similar for the two sources.

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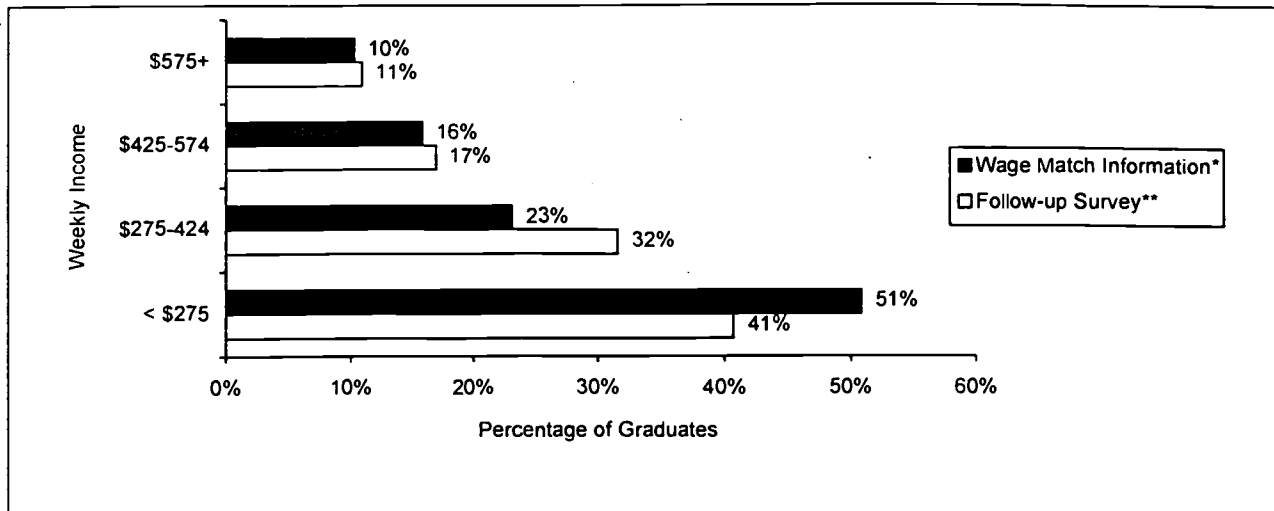


Figure 4. Average weekly income of graduates after attending MHCC. Wages of less than \$275 per week are considered to be below a living wage for the purpose of this report.
 * N = 506. Data derived from the Oregon Community College Unified Reporting System (OCCURS) Wage Match. Weekly wage calculation is consistent with the Shared Information System (SIS) operational definition.
 ** N = 248. Data source is the Follow-up Survey. Graduates and completers reported similar wages, but only graduates are shown in the figure in order to maximize comparability with the OCCURS Wage Match data.

Self-reported income (the method used in the Follow-up Survey) is more vulnerable to inflation than third-party reported income (the method used in the Wage Match) and this is consistent with the results from the two sources. (Appendix B compares wage information from the Wage Match and Follow-up Survey by major.)

The income information reported above does not take into account whether the wages are based on part-time or full-time employment. In fact, it is impossible to distinguish between full- and part-time employment with the Wage Match data. Using the Follow-up Survey data, it is apparent from Figure 5 that the pattern of graduates earning less than a living wage reverses for part-time employed graduates.

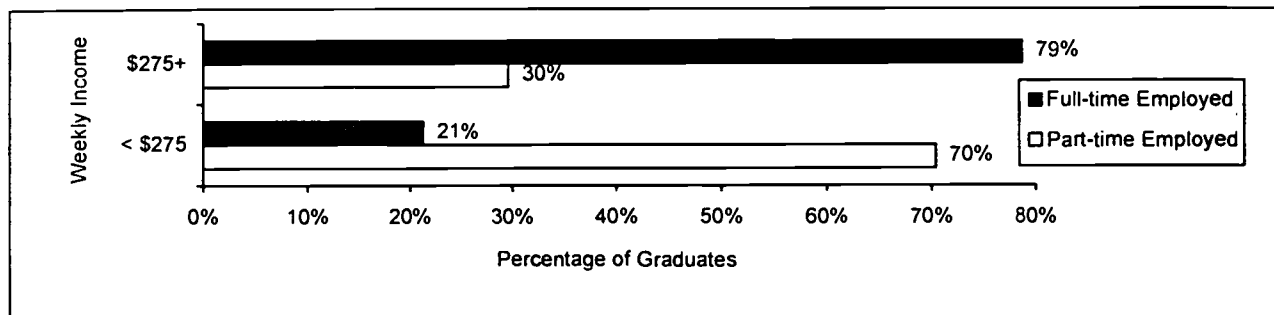
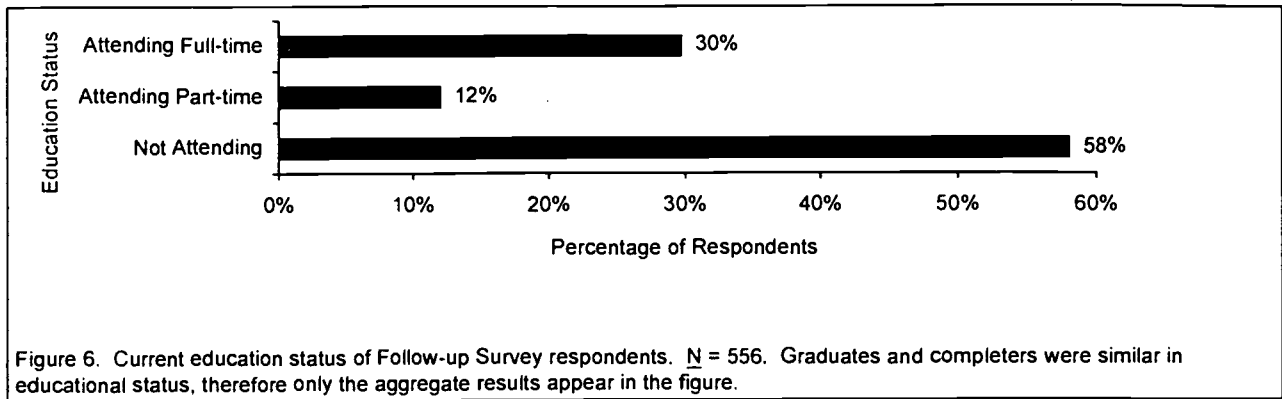


Figure 5. Average weekly income of part- and full-time employed graduates. Data source is the Follow-up Survey. N = 248. Wages of less than \$275 per week are considered to be below a living wage for the purpose of this report.

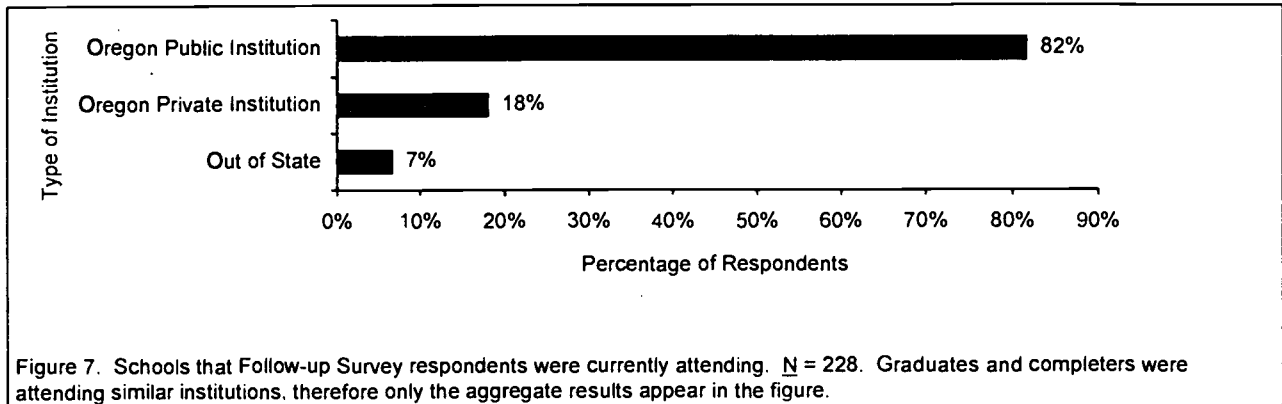
One would expect that part-time workers would earn less on average than full-time workers—the implication is that weekly wage results could be artificially attenuated by combining part-time and full-time wage information. If it were possible to control for number of hours worked per week, the results would most likely reveal higher average wages per hour than the present average wages per week indicate.

Educational Status

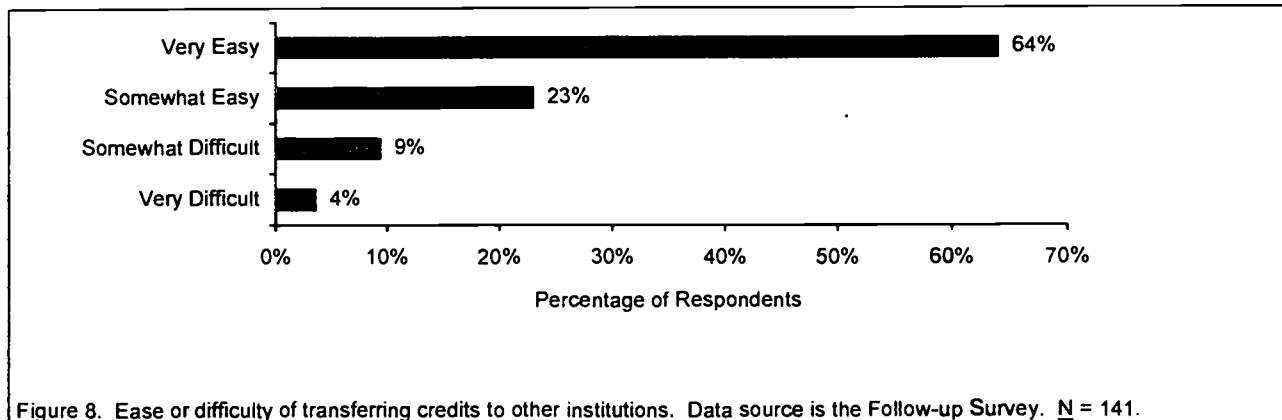
At the time of the Follow-up Survey, 42% of the former MHCC students were attending school full- or part-time (see Figure 6).



The large majority (93%) were attending schools in Oregon (see Figure 7), over half (53%) of whom were continuing to take classes at MHCC and other community colleges in Oregon.



Most respondents (77%) said that their current program of study was related to their program major at MHCC. Many graduates/completers (62%) had attempted to transfer MHCC credits to the schools they were currently attending. For the most part, they found it somewhat or very easy to transfer their credit hours (see Figure 8).



The data from the Transfer Study indicate that 90% of MHCC former students admitted to OSSHE in Fall 1994 had a GPA of 2.0 or greater at OSSHE institutions through Spring 1995. For those admitted prior to Fall 1994, 94% had a GPA of 2.0 or greater through Spring 1994. MHCC compares favorably with all of the Oregon community colleges. Statewide, 88% of former community college students admitted Fall 1994 had a 2.0 or greater cumulative GPA at the end of spring 1995, compared to 86% the prior year. This indicates progress on the statewide performance measure "satisfactory progress of community college students at OSSHE institutions." In addition, the performance of community college transfer students compares favorably with the performance of OSSHE "native" students. Former MHCC students do best at PSU while experiencing the most difficulty at the University of Oregon (in terms of the 2.0 or greater GPA standard). The pattern for all community college students is similar but not as pronounced.

The more credits that MHCC students transfer the better their academic performance. Again, the pattern for all community college students is not as pronounced as for MHCC students. Transferring with the AAOT is a strong predictor of successful academic performance, both for MHCC and all community college students.

Not surprisingly, analysis of cumulative credits earned at OSSHE institutions also reveals that the greater the number of hours earned the better the academic performance. These results reflect the commonly found phenomenon that the first term after transfer is the most difficult.

Satisfaction with Experience at MHCC

Graduates and completers responding to the Follow-up Survey rated the overall performance of MHCC in providing instructional and support services as good to excellent. Required courses for the major received the highest quality rating. In terms of preparation for employment or further education, respondents felt particularly well-prepared in technical knowledge (see Table 2).

Table 2

Ratings of MHCC⁹

	N	Rating ¹⁰	
		M	SD
Instructional and Support Services			
Overall Performance	552	4.11	.78
Required Courses for Major	530	4.10	.88
Instructor Advising	529	4.05	1.03
Electives	511	3.98	.79
Career Counseling	429	3.56	1.12
Job Placement	321	3.32	1.23

(table continues)

⁹ Data source is the Follow-up Survey. Graduates and completers were similar in their ratings, therefore only the aggregate results appear in the table.

¹⁰ Services and preparation rated on a scale of 1 Poor, 2 Below Average, 3 Average, 4 Good, and 5 Excellent.

Table 2 (cont'd)

Ratings of MHCC

	N	Rating	
		M	SD
Preparation for Employment or Further Education			
Technical Knowledge	482	4.15	.80
Speaking/Communication Skills	507	4.13	.78
Writing Skills	527	4.12	.80
"Hands on" Job Skills	452	4.07	1.07
Mathematical Skills	493	4.06	.81
Reading Skills	475	4.06	.79

One aspect of MHCC that many respondents liked best was the quality of instruction, however, this was also an aspect that they liked least. They suggested that better "hands-on" or internship experiences, offering more classes and more variety, and better advising and counseling would be improvements to MHCC (see Appendix D).

Similar to the Follow-up Survey findings, graduates responding to the ACT College Outcome Survey rated MHCC in general and the quality of instruction they received as satisfactory to very satisfactory. Other aspects of MHCC with which students were highly satisfied were faculty respect for students, non-traditional student services, and quality of their programs of study. Students were least satisfied with AIDS education, financial aid, and services for victims of crime and harassment, although the average ratings for these items were still in the range of neutral to satisfactory. (See Appendix E.)

Additional findings include that recent graduates felt their college experiences greatly contributed to their intellectual growth and preparation for a career and future study (see Appendix F). They indicated that the college had made the largest contribution to their general education, intellectual curiosity and academic competency (see Appendix G). They rated career knowledge, competence in major, and thinking and reasoning as the three most important outcomes of college and these were also the outcomes on which they reported making the most progress at MHCC. (See Appendixes H & I.) Graduates agreed most strongly that they were proud of their accomplishments, had met their goals, and would recommend MHCC to others (see Appendix J).

Employer Satisfaction with Former MHCC Students

Another component of the Follow-up Survey was contacting employers (N = 77) of graduates and completers (who gave permission) to assess their satisfaction with the performance and preparation of former MHCC students. Overall, employers rated the performance of MHCC graduates/completers and the quality of their work as good to excellent. In particular, employers gave the highest performance rating to former MHCC students' work attitude (see Table 3).

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Table 3

Employer Ratings of Former MHCC Students¹¹

	Rating ¹²	
	M	SD
Overall Rating	4.52	.58
Overall Quality of Work	4.44	.66
Work Attitude	4.56	.66
Reading Skills	4.38	.55
Speaking/Communication Skills	4.31	.71
Technical Knowledge	4.26	.65
Writing Skills	4.23	.68
Mathematical Skills	4.20	.66

Employers also compared the preparation of MHCC graduates and completers to other employees. Nearly all employers reported that MHCC graduates and completers were equally or better prepared than other employees (see Figure 9).

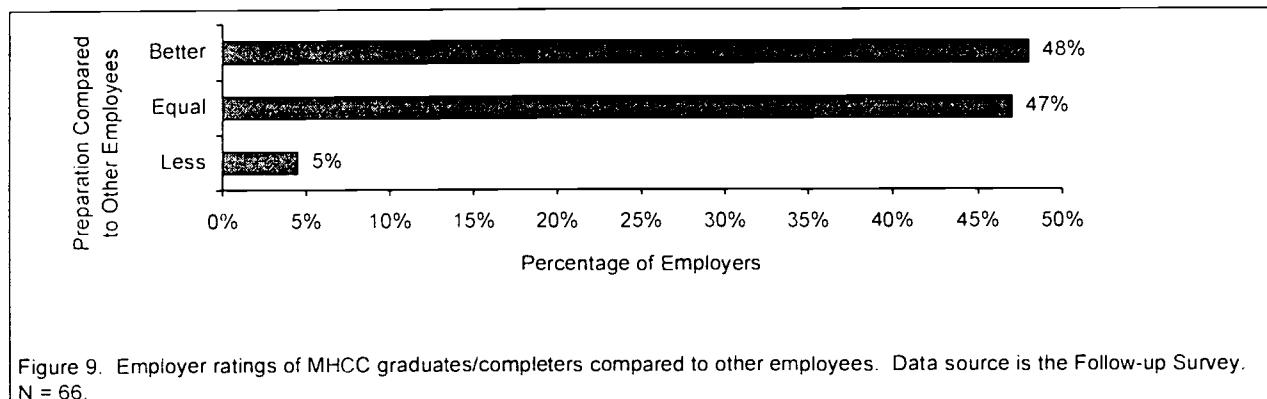


Figure 9. Employer ratings of MHCC graduates/completers compared to other employees. Data source is the Follow-up Survey. N = 66.

Employers said that former students' knowledge in their field of study and their work ethic were two of the greatest strengths of the MHCC training. Weaknesses included a lack of clinical or "hands on" training and the employers suggested that MHCC could improve by providing more opportunities for students to receive such training (see Appendix K).

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¹¹ Data source is the Follow-up Survey. n varies for each rating.

¹² Preparation rated on a scale of 1 Poor, 2 Below Average, 3 Average, 4 Good, and 5 Excellent.

Appendix A

Employment Rates of 1994-95 Graduates by Major

Division	Major	Found in Match (#)	Employed Pre-program (#)	Employed Post-program (#)	Pre-program Employ Rate (%)	Post-program Employ Rate (%)
Allied Health	All	143	85	122	59	85
	Dental Hygiene	14	8	13	57	93
	Nursing	35	22	31	63	89
	Mental Health/Human Services	16	11	14	69	88
	Occup. Therapy Asst	14	11	10	79	71
	Surgical Technology	19	7	15	37	79
	Physical Therapist Asst	25	14	20	56	80
	Respiratory Care	19	12	19	63	100
	Business & Computer Tech	All	125	67	96	54
Business Admin	35	20	29	57	83	
**Bus Mgmt/Ldrship-Gen	3	0	2	0	67	
Hospitality & Tourism	13	6	12	46	92	
Accounting Tech	13	10	8	77	62	
Medical Assistant	19	10	16	53	84	
Legal Admin Asst	6	2	5	33	83	
Aviation Prof-Pilot	10	8	7	80	70	
Computer Science	8	4	6	50	75	
Computer Application Spec	4	2	3	50	75	
Communctn, Perfrmng & Vis Arts	All	70	38	52	54	74
	Journalism	4	4	2	100	50
	Graphics Tech	7	4	5	57	71
	Radio Broadcasting	4	3	3	75	75
	TV Production Tech	5	1	4	20	80
	Music	5	1	2	20	40
	Art	6	3	5	50	83
	Floral Tech & Design	3	0	2	0	67
	Cosmetology	15	8	13	53	87
	Graphic Design	13	12	11	92	85
	Engineering & Industrial	All	61	34	49	56
Forest Resource Tech	8	4	7	50	88	
**Indust Auto & Robotics	3	2	3	67	100	
Elect Systems Tech	3	2	1	67	33	
Mechanical Engineering Tech	4	4	3	100	75	
Architectural Eng Tech	6	3	4	50	67	
**Manufacturing Tech	7	4	7	57	100	
Auto Tech	5	2	3	40	60	
Auto Tech-Ford Asset	18	9	15	50	83	
Language & Literature	All	27	19	17	70	63
	Education	22	15	15	68	68
	Foreign Languages	3	2	2	67	67
Mathematics	All	4	3	2	75	50

(appendix continues)

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Appendix A (cont'd)

Employment Rates of 1994-95 Graduates by Major

Division	Major	Found in Match (#)	Employed Pre-program (#)	Employed Post-program (#)	Pre-program Employ Rate (%)	Post-program Employ Rate (%)
Science	All	56	33	32	59	57
	Biology	6	4	5	67	83
	Fisheries & Wildlife Science	3	1	3	33	100
	Fisheries Tech	9	6	3	67	33
	Funeral Serv Ed	24	14	14	58	58
	Envirn, Saf & Haz Mat Mgt	5	2	3	40	60
Social Science	All	35	23	28	66	80
	Psychology	13	9	11	69	85
	Criminal Justice Admin	5	5	4	100	80
	Early Childhood Ed	9	5	7	56	78
Developmental Education	All	8	6	6	75	75
	**Adlt Hi Sch Diploma	6	5	5	83	83
General Studies	All	142	90	107	63	75
	Gen St-Liberal Arts	32	18	22	56	69
	General Studies	110	72	85	65	77
Preprofessional Studies	All	19	9	12	47	63
	Medicine Preprof	3	3	1	100	33
	Physical Ther Preprof	5	1	3	20	60
	Nursing Preprof	6	2	5	33	83
All in Prof/Tech Programs		395	226	308	57	78
All in Transfer Programs		290	176	212	61	73
All in Wage Match		693	408	526	59	76

Note. Data derived from the Oregon Community Colleges Unified Reporting System (OCCURS) Wage Match and include only students who received a degree from Mt. Hood Community College (MHCC) between September 1994 and August 1995. Calculations are consistent with the Oregon Shared Information System (SIS) operational definitions. Employment information is reported by major only if there were data for three or more graduates. Summaries by division and other groupings include data not reported individually by major.

Employment Status by Major Area of Study at MHCC

Division	Major	Employment Status								
		Employed				Unemployed				
		Full-time		Part-time		Seeking		Not seeking		
		n	%	n	%	n	%	n	%	
Allied Health	All	41	41	37	37	9	9	12	12	
	Dental Hygiene	2	29	4	57	1	14	--	--	
	Mental Hlth/Humn Services	7	41	4	24	2	12	4	24	
	Nursing	13	30	22	51	4	9	4	9	
	Occupational Therapy Asst	4	50	1	12	1	12	2	25	
	Physical Therapist Asst	6	75	2	25	--	--	--	--	
	Respiratory Care	4	57	1	14	--	--	2	29	
	Surgical Technology	4	57	2	29	1	14	--	--	
Business & Computer Technology	All	71	59	27	22	8	7	15	12	
	Accounting Technology	9	69	2	15	--	--	2	15	
	Accounting Clerk (Cert)	2	67	--	--	1	33	--	--	
	Aviation	5	50	3	30	--	--	2	20	
	Business Ldrsh/Bus Mgmt	7	70	2	20	1	10	--	--	
	Business--Transfer	9	41	7	32	2	9	4	18	
	Computer Apps Specialist	3	50	3	50	--	--	--	--	
	Computer Science--Transfer	2	67	1	33	--	--	--	--	
	Entrepmsph & Small Bus Mgmt	1	20	3	60	--	--	1	20	
	General Secretary	3	75	--	--	--	--	1	25	
	Hospitality & Tourism	9	56	3	19	--	--	4	25	
	Legal Administration	6	100	--	--	--	--	--	--	
	Medical Assistant	9	60	1	7	4	27	1	7	
	Medical Office Specialist	4	80	1	20	--	--	--	--	
	Word-Info Processing Mgmt	2	67	1	33	--	--	--	--	
	The Center	All	12	60	3	15	--	--	5	25
		Fire Sciences Technology	3	75	--	--	--	--	1	25
Communcn. Perfrmng, & Visual Arts	All	21	54	12	31	1	3	5	13	
	Cosmetology	3	75	1	25	--	--	--	--	
	Floral Tech & Design	1	25	3	75	--	--	--	--	
	Graphic Design	6	60	4	40	--	--	--	--	
	Graphics Technology	2	29	2	29	1	14	2	29	
	Journalism Arts	3	75	1	25	--	--	--	--	
	Radio/TV Programs	5	83	--	--	--	--	1	17	
	Visual Arts--Transfer	1	25	1	25	--	--	2	50	
Engineering & Industrial Tech	All	43	70	10	16	5	8	3		
	Automotive Technology	7	58	3	25	2	17	--	--	
	Civil Engineering Tech	6	86	1	14	--	--	--	--	
	Electronic Systems Tech	12	75	2	12	--	--	2	12	
	Forest Resources Tech	4	100	--	--	--	--	--	--	
	Mechanical Engineering	5	71	1	14	--	--	1	14	
	Manufacturing Technology	6	60	2	20	2	20	--	--	
	Welding--Day Program (Cert)	2	67	--	--	1	33	--	--	
Health & PE	All	1	25	1	25	1	25	1	25	
Math	All	3	100							

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(table continues)

Appendix B (cont'd)

Employment Status by Major Area of Study at MHCC

Division	Major	Employment Status							
		Employed				Unemployed			
		Full-time		Part-time		Seeking		Not seeking	
		n	%	n	%	n	%	n	%
Social Science	All	21	46	12	26	3	7	10	22
	Early Childhood Education	6	54	3	27	--	--	2	18
	Education	7	54	6	46	--	--	--	--
	Social Science--Transfer	8	36	3	14	3	14	8	36
Science	All	24	63	10	26	2	5	2	5
	Environ Safety & Haz Mat Mgmt	9	64	4	29	1	7	--	--
	Fisheries Tech	1	25	2	50	--	--	1	25
	Funeral Services Education	8	80	2	20	--	--	--	--
	Landscape & Nurseries Tech	4	100	--	--	--	--	--	--
	Science-Transfer	2	50	2	50	--	--	--	--
Miscellaneous	All	50	41	41	34	10	8	20	16
	General Studies	50	41	41	34	10	8	20	16
	Pre-Professional Studies	3	21	6	43	--	--	5	36
	Other Programs--Transfer	2	40	1	20	--	--	2	40

Note. Data source is the Follow-up Survey. N = 556. Includes graduates and completers. One general studies student enlisted in the military full-time. This student is not reflected in the frequency distribution for the general studies students. Employment information is reported by major only if there were data for three or more graduates. Summaries by division and other groupings include data not reported individually by major.

Appendix C

Weekly Income of Graduates Who Were Employed after Attending MHCC by Major

Division	Major	Wage Match				Follow-up Survey			
		<\$275		≥\$275+		<\$275		≥\$275+	
		n	%	n	%	n	%	n	%
Allied Health	All	30	26	85	74	18	33	37	67
	Dental Hygiene	2	15	11	85	1	20	4	80
	Mental Hlth/Humn Services	8	62	5	38	4	57	3	43
	Nursing	5	18	23	82	10	36	18	64
	Occupational Therapy Asst	2	20	8	80	1	20	4	80
	Physical Therapist Asst	6	32	13	68	--	--	8	100
	Respiratory Care	6	35	11	65	1	20	4	80
	Surgical Technology	1	7	14	93	1	20	4	80
	Business & Computer Technology	All	51	54	44	46	24	42	33
Accounting Technology		1	12	7	88	1	20	4	80
Aviation		4	57	3	43	4	80	1	20
Business Administration		17	59	12	41	3	43	4	57
Business Ldrsh/Bus Mgmt		--	--	--	--	2	67	1	33
Computer Apps Specialist		--	--	--	--	1	33	5	67
Computer Science-Transfer		3	50	3	50	--	--	--	--
Entrprnshp & Sm Bus Mgmt		--	--	--	--	3	100	--	--
Hospitality & Tourism		8	67	4	33	3	50	3	50
Legal Administrative Assistant		2	40	3	60	1	25	3	75
Medical Assistant		8	50	8	50	1	17	5	83
Medical Office Specialist		--	--	--	--	1	33	2	67
Communcn, Perfrmng, & Visual Arts		All	34	69	15	31	11	65	6
	Art	5	100	--	--	--	--	--	--
	Cosmetology	11	92	1	8	3	100	--	--
	Graphic Design	6	54	5	46	4	67	2	33
	Graphics Technology	2	40	3	60	1	50	1	50
	Journalism Arts Technology	--	--	--	--	1	33	2	67
	Radio Broadcasting	2	68	1	33	--	--	--	--
	TV Production Technology	1	25	3	75	--	--	--	--
	Engineering & Industrial Tech	All	7	21	27	79	4	14	24
Architectural Engineering		2	50	2	50	--	--	--	--
Automotive Technology		--	--	3	100	1	25	3	75
Auto Tech-Ford ASSET		--	--	13	100	--	--	--	--
Civil Engineering Technology		--	--	--	--	--	--	4	100
Electronic Systems Technology		--	--	--	--	--	--	3	100
Forest Resources Technology		5	83	1	17	--	--	3	100
Industrial Automation		--	--	--	--	--	--	5	100
Mechanical Engineering Tech		--	--	3	100	--	--	--	--
Manufacturing Technology	--	--	--	--	2	40	3	60	

(appendix continues)

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Appendix C (cont'd)

Weekly Income of Graduates Who Were Employed after Attending MHCC by Major

Division	Major	Wage Match				Follow-up Survey			
		<\$275		\$275+		<\$275		\$275+	
		n	%	n	%	n	%	n	%
Social Science	All	36	84	7	16	13	59	9	41
	Criminal Justice Administration	1	25	3	75	--	--	--	--
	Early Childhood Education	6	86	1	14	3	50	3	50
	Education	14	93	1	7	6	75	2	25
Science	Psychology	10	91	1	9	--	--	--	--
	All	14	45	17	55	10	42	14	58
	Biology	5	100	--	--	--	--	--	--
	Environ Safety & Haz Mat Mgmt	1	33	2	67	3	33	6	67
	Fisheries Technology	2	67	1	33	--	--	--	--
	Fisheries & Wildlife Science	2	67	1	33	--	--	--	--
	Funeral Services Education	2	14	12	86	1	14	6	86
	Landscape & Nurseries Tech	--	--	--	--	1	33	2	67
General studies	All	61	59	42	41	17	49	18	51
	Gen Studies- Liberal Arts	12	54	10	46	--	--	--	--
	General Studies	49	60	32	40	--	--	--	--

Note. The data is derived from the Oregon Community Colleges Unified Reporting System (OCCURS) Wage Match and from the Follow-up Survey. Wages of less than \$275 per week are considered to be below a living wage for the purpose of this report. Wage information is reported by major only if there were data for three or more graduates. Summaries and other groupings include data not reported individually by major.

Appendix D

Aspects of MHCC That Respondents Liked the Most and Least and Their Suggestions for Improvement

	n	%
Liked the Most (N = 491)		
Instruction	192	39
Clinical and "hands-on" experiences	42	9
Supportive and friendly environment	37	8
Specific classes (outside of program area)	33	7
Overall general education	29	6
Individual attention/small class size	20	4
Other students/friends	18	4
Good preparation for the working world	18	4
Convenient location	14	3
Specific program of study	13	3
Flexible scheduling	12	2
Inexpensive	8	2
Advisors/counselors	7	1
Variety of course offerings	7	1
Everything	6	1
Preparation for higher education	5	1
Able to get desired classes	4	1
Easy transfer of credits	4	1
Classroom equipment	4	1
Diversity on campus	3	1
Challenging	2	<1
Job placement	2	<1
Miscellaneous comments	11	2
Liked the Least (N = 330)		
Instruction	43	13
Counseling center and advisors	28	8
Specific class (outside program area)	24	7
Repetitious/boring unnecessary classes	23	7
Amount of study time required/program too stressful	21	6
Lack of classes available	21	6
Special class required	17	5
Too far to commute	13	4
Inadequate parking	13	4
Long/inflexible program requirements	12	4
Registration process	10	3
Class size too large	9	3
Not taught practical skills	7	2
Poor administration	7	2

(appendix continues)

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Appendix D (cont'd)

Aspects of MHCC That Follow-up Survey Respondents Liked the Most and Least and Their Suggestions for Improvement

	n	%
(Liked the Least)		
Lack of job placement	6	2
Tests	6	2
Library	6	2
Other students	6	2
Ideological agendas/politics/program philosophy	5	2
Expensive—tuition/books	5	2
Too easy	4	1
Lack clinical/internship training	4	1
Night classes	3	<1
Credits non-transferable	3	<1
Department head/program director	3	<1
Lack of structure/disorganization	3	<1
Lack of high-quality equipment	3	<1
Curriculum is behind the times	3	<1
Miscellaneous comments	22	7
Suggestions (N = 252)		
Improve "hands-on" and internship experiences	29	12
Offer a greater number and variety of classes	26	10
Improve advising and counseling	25	10
Improve instructors/use teacher evaluations	19	8
Improve and update content of courses	18	7
Offer courses more frequently/all year round	13	5
Improve equipment/materials	13	5
Make classes more transferable	10	4
Change scheduling so that more night classes are available	10	4
Eliminate or combine unnecessary courses	6	2
Require a specific class	5	1
Increase staff	5	1
Decrease class size	4	1
Improve registration process	4	1
Better preparation for the workplace	3	1
Change schedule	3	1
More caring administration	3	1
Accommodate more students/increase space where students work	3	1
Increase office hours/opportunities for personal interaction	3	1
Miscellaneous comments	52	21

Note. Data source is the Follow-up Survey.

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Appendix E

Satisfaction with Aspects of MHCC

Question: sorted w/in sub-sect by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
S	Q	Question Topic	R	Mean	Std Dev	R	N	N miss	Mean	Std Dev	R	N	N miss	Mean	Std Dev
ect	uest		ank	(N=8203)		ank					ank				
Q3		*=> Sect III: Satisfaction with aspects of this College Answer Key: 1=Very Satisfd 2=Satisfd 3=Neutr 4=Dissatisfd 5=Very Dissatisfd													
Q3	39	College in General	2	1.96	0.84	1	1934	73	1.82	0.77	1	183	9	1.83	0.71
Q3	02	Quality of Instruction	3	2.02	0.81	2	1944	63	1.90	0.74	2	183	9	1.87	0.71
Q3	01	Faculty Respect for Student	6	2.05	0.91	4	1948	59	1.93	0.87	3	184	8	1.95	0.87
Q3	20	Non-traditional Student Services	5	2.04	0.88	6	1647	360	1.95	0.89	4	147	45	1.97	0.78
Q3	06	Quality of Program of Study	4	2.02	0.86	3	1944	63	1.90	0.84	5	186	6	1.99	0.81
Q3	38	Variety of Courses	14	2.27	0.94	13	1913	94	2.20	0.90	6	183	9	2.06	0.87
Q3	03	Availability of Faculty	7	2.13	0.92	7	1915	92	2.03	0.88	7	184	8	2.09	0.97
Q3	04	Concern for Me as an Individual	12	2.24	0.95	9	1932	75	2.11	0.90	8	182	10	2.15	0.88
Q3	35	Devlpmnt/Remedi Ed. Tutoring	11	2.24	0.90	8	1512	495	2.11	0.86	9	141	51	2.16	0.76
Q3	09	Class Size	1	1.95	0.79	5	1943	64	1.95	0.83	10	183	9	2.17	0.86
Q3	19	Personal Safety	13	2.27	0.91	14	1678	329	2.25	0.86	11	161	31	2.22	0.77
Q3	37	Transfer in Credits from Other Colleges	18	2.35	1.00	17	1224	783	2.27	0.97	12	124	68	2.23	0.90
Q3	21	Rules for Student Conduct	16	2.32	0.88	19	1656	351	2.31	0.80	13	156	36	2.24	0.71
Q3	08	Sense of Belonging	15	2.28	0.93	10	1909	98	2.16	0.91	14	181	11	2.24	0.86
Q3	34	Access to Computers	10	2.23	0.97	11	1794	213	2.17	0.95	15	160	32	2.24	0.93
Q3	18	Freedom from Harassment	20	2.36	0.91	16	1379	628	2.27	0.87	16	120	72	2.25	0.76
Q3	22	D & H Services	9	2.20	0.87	12	1399	608	2.18	0.86	17	123	69	2.28	0.93
Q3	07	Quality of Academic Advising	21	2.36	1.06	18	1908	99	2.28	1.05	18	181	11	2.31	1.01
Q3	33	Placement in Reading Writing Math	25	2.44	0.92	20	1580	427	2.34	0.86	19	152	40	2.32	0.78
Q3	28	Work Experience CWE	30	2.63	1.06	22	1488	519	2.37	1.07	20	132	60	2.35	0.93
Q3	10	Flexible Degree Requirements	17	2.35	0.93	21	1839	168	2.36	0.96	21	178	14	2.37	0.89
Q3	26	Recreational & Intermural Programs	31	2.64	0.93	33	1145	862	2.59	0.91	22	122	70	2.39	0.78
Q3	05	Informal contact w/ Faculty	22	2.37	0.90	15	1652	355	2.27	0.85	23	157	35	2.39	0.90
Q3	25	Activities Involvement	26	2.49	0.93	28	1555	452	2.46	0.88	24	150	42	2.40	0.78
Q3	27	Career Planning Services	27	2.51	0.97	27	1539	468	2.42	0.95	25	137	55	2.40	0.83
Q3	16	Health Services	32	2.65	0.91	31	1009	998	2.57	0.91	26	113	79	2.42	0.77
Q3	23	Understanding Ethnic Political Religious	19	2.36	0.87	24	1604	403	2.40	0.90	27	156	36	2.42	0.91
Q3	36	Library LRC	8	2.14	0.93	23	1956	51	2.39	1.00	28	186	6	2.42	0.95
Q3	31	New-Student Orientation	24	2.43	0.95	25	1582	425	2.40	0.90	29	147	45	2.43	0.88
Q3	14	Veteran Services	34	2.68	0.85	30	669	1338	2.57	0.90	30	64	128	2.44	0.77
Q3	30	Personal Counseling	29	2.57	0.99	29	1132	875	2.50	1.00	31	102	90	2.45	0.95

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(appendix continues)

Appendix E (cont'd)

Satisfaction with Aspects of MHCC

Question: sorted w/in sub-sect by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
Sect	Quest	Question Topic	R	Mean (N=8203)	Std Dev	R	N	N miss	Mean	Std Dev	R	N	N miss	Mean	Std Dev
Q3		*=>Sect III: Satisfaction with aspects of this College Answer Key: 1=Very Satisfsd 2=Satisfd 3=Neutri 4=Dissatisfd 5=Very Dissatisfd													
Q3	12	Mental Health Services	37	2.70	0.85	37	798	1209	2.69	0.88	32	78	114	2.49	0.72
Q3	24	Social Activities	28	2.54	0.92	32	1416	591	2.58	0.87	33	139	53	2.50	0.76
Q3	15	ENNL Services	36	2.70	0.85	35	618	1389	2.64	0.85	34	68	124	2.50	0.84
Q3	29	Job Placement	33	2.65	1.01	34	1266	741	2.63	1.05	35	108	84	2.56	1.03
Q3	11	Svcs for Victims of Crime & Harassment	35	2.68	0.86	36	852	1155	2.67	0.86	36	92	100	2.57	0.76
Q3	32	Financial Aid	23	2.40	1.13	26	1515	492	2.40	1.13	37	123	69	2.59	0.99
Q3	13	Residence Halls	38	2.75	0.89	38	662	1345	2.73	0.81	38	69	123	2.62	0.62
Q3	17	AIDS Education	39	2.81	0.94	39	806	1201	2.82	0.93	39	75	117	2.67	0.81

Note. Data source is the College Outcome Survey.

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Appendix F

Contribution of Experience of Attending College on Students' Growth

Question: sorted w/in sub-sect by average answer			National			Oregon State Composite					Mt Hood Cmnty Col				
Sect	Quest	Question Topic	Rank	Mean (N=8203)	Std Dev	Rank	N	N miss	Mean	Std Dev	Rank	N	N miss	Mean	Std Dev
Q4A		*=>Sect IV A: Experience at this College Contributed to Growth in these Areas Answer Key: 1=Very Great 2=Great 3=Moderate 4=Little 5=None													
Q4A	1	Growth: Intellectual	1	2.15	0.83	1	1956	51	1.94	0.81	1	186	6	2.03	0.81
Q4A	5	Prep: Career	2	2.18	0.96	2	1952	55	2.08	0.94	2	186	6	2.19	0.93
Q4A	4	Prep: Further Study	3	2.20	0.88	3	1954	53	2.16	0.88	3	186	6	2.20	0.83
Q4A	2	Growth: Personal	4	2.49	0.96	4	1956	51	2.39	1.00	4	186	6	2.42	0.95
Q4A	3	Growth: Social	5	2.57	0.96	5	1955	52	2.53	1.01	5	185	7	2.63	0.95

Note. Data source is the College Outcome Survey.

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Appendix G

The Contribution of MHCC to Students' Personal Growth

Question: sorted w/in sub-sect by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
S e c t	Q u e s t	Q u e s t i o n T o p i c	R a n k	Mean (N=8203)	Std Dev	R a n k	N	N miss	Mean	Std Dev	R a n k	N	N miss	Mean	Std Dev
Q2D2		==>Sect II D2: College Contribution to Personal Growth Answer Key: 1=Very Great 2=Great 3=Moderate 4=Little 5=None													
Q2D2	36	General Education	1	2.22	1.02	1	1837	170	2.06	0.98	1	175	17	2.16	0.96
Q2D2	27	Intellectual Curiosity	3	2.38	1.04	3	1842	165	2.30	1.06	2	178	14	2.38	1.02
Q2D2	25	Academically Competent	2	2.35	1.02	2	1854	153	2.16	0.98	3	176	18	2.40	0.95
Q2D2	34	Stay w/ Projects	6	2.60	1.12	6	1801	206	2.53	1.13	4	172	20	2.58	1.09
Q2D2	32	Willing to Change & Learn	4	2.55	1.06	4	1836	171	2.47	1.06	5	176	16	2.60	1.07
Q2D2	31	Self-Confidence	8	2.63	1.13	5	1832	175	2.50	1.10	6	177	15	2.61	1.07
Q2D2	04	Relate to Others	7	2.62	1.02	7	1861	146	2.59	0.98	7	174	18	2.63	0.93
Q2D2	28	Setting Life Goals	5	2.59	1.13	9	1814	193	2.61	1.14	8	175	17	2.66	1.10
Q2D2	01	Team/Group Member	11	2.75	1.01	8	1859	148	2.60	0.98	9	176	16	2.69	0.95
Q2D2	02	Other Points of View	9	2.71	0.97	10	1850	157	2.66	0.96	10	172	20	2.71	0.95
Q2D2	22	Dealing Fairly w/ Others	10	2.73	1.10	11	1809	198	2.70	1.06	11	174	18	2.71	1.13
Q2D2	26	Productive Relationships	12	2.76	1.11	12	1788	219	2.71	1.12	12	169	23	2.75	1.10
Q2D2	05	Cope w/ Changes	13	2.80	1.08	16	1840	167	2.77	1.08	13	175	17	2.77	1.09
Q2D2	08	Adaptable & Tolerant	20	2.88	1.05	18	1818	189	2.83	1.04	14	170	22	2.78	1.02
Q2D2	24	Social Skills	17	2.82	1.09	15	1798	209	2.77	1.09	15	171	21	2.79	1.09
Q2D2	35	Member of Multi-Cultural Society	25	2.98	1.13	24	1690	317	2.93	1.15	16	165	27	2.81	1.15
Q2D2	30	Understanding Myself	14	2.80	1.10	13	1809	198	2.71	1.09	17	174	18	2.82	1.06
Q2D2	17	Responsible for Own Behavior	15	2.80	1.23	20	1764	243	2.85	1.25	18	169	23	2.83	1.31
Q2D2	03	Interact w/ Others	19	2.86	1.13	19	1813	194	2.84	1.11	19	168	24	2.88	1.16
Q2D2	13	Understand Human Nature by Lit. Hist & Art	22	2.95	1.14	21	1630	377	2.85	1.20	20	161	31	2.88	1.16
Q2D2	06	Leadership Skills	16	2.81	1.12	14	1827	180	2.76	1.12	21	174	18	2.89	1.11
Q2D2	10	Aware of Global/Internl Issues	24	2.98	1.12	23	1735	272	2.88	1.16	22	166	26	2.90	1.16
Q2D2	20	Meaning of Own Life	18	2.83	1.14	17	1789	218	2.80	1.14	23	170	22	2.92	1.19
Q2D2	29	Expressing Emotions & Ideas	21	2.89	1.09	22	1792	215	2.87	1.08	24	170	22	2.94	1.06
Q2D2	19	Clarify Personal Values	27	3.01	1.14	25	1762	245	2.98	1.13	25	168	24	2.96	1.08
Q2D2	09	Truthful	29	3.02	1.13	27	1702	305	3.02	1.16	26	158	34	3.00	1.19
Q2D2	15	Sensitive to Moral Injustice	26	3.00	1.12	26	1695	312	2.99	1.14	27	162	30	3.01	1.15
Q2D2	12	Political & Social Issues	28	3.01	1.16	29	1654	353	3.09	1.19	28	159	33	3.02	1.22
Q2D2	14	Rights & Duties of Citizens	23	2.95	1.16	28	1717	290	3.06	1.16	29	161	31	3.11	1.20
Q2D2	23	Moral Principles	30	3.07	1.17	30	1699	308	3.18	1.16	30	165	27	3.17	1.16
Q2D2	21	Manage Finances	32	3.20	1.22	31	1700	307	3.25	1.22	31	169	23	3.24	1.20

(appendix continues)

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Appendix G (cont'd)

The Contribution of MHCC to Students' Personal Growth

Question: sorted w/in sub-sect. by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
S	Q	Question Topic	R	Mean	Std Dev	R	N	N miss	Mean	Std Dev	R	N	N miss	Mean	Std Dev
ect	uest		ank	(N=)		ank					ank				
	Q2D2	*=>Sect II D2: College Contribution to Personal Growth Answer Key: 1=Very Great 2=Great 3=Moderate 4=Little 5=None													
	Q2D2	18 Responsibilities as Family Member	33	3.24	1.27	33	1611	396	3.33	1.26	32	151	41	3.25	1.29
	Q2D2	16 Understand Differing Religious Values	34	3.28	1.21	32	1550	457	3.25	1.23	33	147	45	3.29	1.23
	Q2D2	11 Participate in Electoral Process	31	3.19	1.20	35	1512	495	3.41	1.19	34	143	49	3.31	1.18
	Q2D2	07 Volunteering	35	3.41	1.19	34	1565	442	3.39	1.24	35	148	44	3.40	1.24
	Q2D2	33 Religious Values	36	3.67	1.23	36	1371	636	3.78	1.20	36	139	53	3.79	1.22

Note: Data source is the College Outcome Survey.

Appendix H

Importance of Outcomes

Question: sorted w/in sub-sect by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
S e c t	Q u e s t	Question Topic	R a n k	Mean (N=8203)	Std Dev	R a n k	N	N miss	Mean	Std Dev	R a n k	N	N miss	Mean	Std Dev
	Q2A1	*==>Sect II A1: Importance of the Following Outcomes Answer Key: 1=Very Great 2=Great 3=Moderate 4=Little 5=None													
	Q2A1	14 Career Knowledge/Skills	1	1.43	0.71	1	1927	80	1.43	0.70	1	185	7	1.36	0.64
	Q2A1	15 Competent in Major	2	1.46	0.74	2	1927	80	1.45	0.74	2	185	7	1.43	0.69
	Q2A1	03 Think/Reason	3	1.61	0.76	3	1944	63	1.60	0.76	3	187	5	1.62	0.80
	Q2A1	11 Listening Skills	4	1.82	0.85	5	1939	68	1.80	0.85	4	187	5	1.71	0.84
	Q2A1	02 Problem Solve	17	2.14	0.81	4	1939	68	1.73	0.80	5	187	5	1.77	0.80
	Q2A1	01 Conclusions	5	1.88	0.84	6	1938	69	1.83	0.83	6	187	5	1.84	0.84
	Q2A1	05 Belief, Values attitudes	6	1.88	0.90	7	1934	73	1.89	0.91	7	187	5	1.87	0.89
	Q2A1	12 Life Goals	13	2.01	1.00	15	1937	70	2.09	1.02	8	187	5	1.91	0.94
	Q2A1	04 Organize Information	12	2.00	0.89	9	1936	71	1.94	0.86	9	186	6	1.92	0.87
	Q2A1	24 Use Technology	7	1.93	0.99	8	1922	85	1.89	0.96	10	182	10	1.92	0.95
	Q2A1	10 Study Skills	9	1.97	0.95	17	1938	69	2.15	0.99	11	187	5	1.97	0.81
	Q2A1	09 Speaking Skills	8	1.95	0.95	10	1939	68	2.00	0.96	12	186	6	1.97	0.97
	Q2A1	06 Creativity	15	2.03	0.93	13	1928	79	2.04	0.91	13	185	7	2.00	0.90
	Q2A1	13 New Ideas	10	1.98	0.93	11	1938	69	2.01	0.94	14	186	6	2.04	0.95
	Q2A1	19 Phys/Mental Hlth	20	2.18	1.05	19	1926	81	2.22	1.02	15	185	7	2.06	0.99
	Q2A1	21 Career Options	11	1.98	0.99	14	1925	82	2.08	1.02	16	185	7	2.06	1.04
	Q2A1	07 Writing Skills	18	2.14	0.98	16	1938	69	2.10	0.95	17	187	5	2.07	0.96
	Q2A1	20 Job Search	14	2.01	1.03	12	1923	84	2.02	1.01	18	185	7	2.08	0.96
	Q2A1	17 Broaden Intellect	16	2.10	0.95	18	1922	85	2.20	0.99	19	185	7	2.13	0.93
	Q2A1	18 Know Talents/Leisure Time	22	2.28	1.05	21	1923	84	2.33	1.05	20	185	7	2.14	1.05
	Q2A1	08 Reading Skills	19	2.14	1.00	20	1934	73	2.26	1.03	21	186	6	2.16	1.00
	Q2A1	22 Apply Science	21	2.23	1.04	22	1923	84	2.33	1.05	22	185	7	2.19	1.07
	Q2A1	23 Environment	25	2.50	1.12	25	1920	87	2.54	1.16	23	185	7	2.34	1.13
	Q2A1	25 Role Science/Tech	23	2.40	1.08	24	1922	85	2.50	1.09	24	184	8	2.40	1.14
	Q2A1	26 Apply Math	24	2.42	1.11	23	1922	85	2.48	1.09	25	184	8	2.43	1.13
	Q2A1	16 Appreciate Humanities	26	2.72	1.13	26	1922	85	2.76	1.13	26	185	7	2.64	1.04

Note. Data source is the College Outcome Survey.

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Appendix I

Students' Progress Toward Outcomes

Question: sorted w/in sub-sect by average answer		National			Oregon State Composite					Mt Hood Cmnty Col					
S e c t	Q u e s t	Q u e s t i o n T o p i c	R a n k	M e a n (N= 8203)	S t d D e v	R a n k	N	N m i s s	M e a n	S t d D e v	R a n k	N	N m i s s	M e a n	S t d D e v
Q2A2		*=>Sect II A2: Progress in the Following Outcomes Answer Key: 1=Very Much 2=Much 3=Moderate 4=Little 5=None													
Q2A2	14	Career Knowledge/Skills	1	2.10	0.95	1	1915	92	1.95	0.91	1	182	10	2.08	0.86
Q2A2	15	Competent in Major	3	2.24	1.00	2	1908	99	2.06	0.95	2	182	10	2.24	0.92
Q2A2	03	Think/Reason	2	2.20	0.88	3	1920	87	2.20	0.88	3	182	10	2.32	0.89
Q2A2	01	Conclusions	6	2.38	0.87	5	1920	87	2.30	0.85	4	183	9	2.35	0.80
Q2A2	02	Problem Solving	5	2.36	0.88	4	1925	82	2.25	0.87	5	183	9	2.37	0.79
Q2A2	12	Life Goals	10	2.50	1.09	12	1924	83	2.45	1.10	6	182	10	2.45	1.12
Q2A2	04	Organize Information	9	2.43	0.93	7	1917	90	2.33	0.90	7	183	9	2.47	0.92
Q2A2	11	Listening Skills	4	2.35	0.93	6	1916	91	2.31	0.91	8	183	9	2.47	0.92
Q2A2	05	Belief Values Attitudes	7	2.39	1.01	9	1916	91	2.36	1.01	9	183	9	2.49	0.91
Q2A2	13	New Ideas	8	2.42	1.00	10	1922	85	2.38	0.98	10	183	9	2.50	0.96
Q2A2	07	Writing Skills	12	2.53	1.04	8	1919	88	2.35	1.00	11	183	9	2.51	1.03
Q2A2	17	Broaden Intellect	14	2.59	1.00	15	1906	101	2.52	1.02	12	182	10	2.57	1.00
Q2A2	24	Use Technology	16	2.64	1.15	11	1903	104	2.39	1.09	13	179	13	2.59	1.09
Q2A2	19	Phys/Mental Health	20	2.85	1.13	19	1906	101	2.69	1.08	14	182	10	2.59	1.10
Q2A2	10	Study Skills	11	2.51	1.01	13	1923	84	2.49	1.02	15	183	9	2.60	0.93
Q2A2	22	Apply Science	17	2.75	1.07	17	1907	100	2.63	1.06	16	182	10	2.63	1.02
Q2A2	06	Creativity	15	2.61	0.99	16	1911	96	2.59	0.99	17	182	10	2.66	0.98
Q2A2	26	Apply Math	21	2.87	1.12	18	1905	102	2.69	1.08	18	180	12	2.68	1.19
Q2A2	09	Speaking Skills	13	2.58	1.06	14	1918	89	2.50	1.04	19	182	10	2.73	1.05
Q2A2	25	Role Science/Tech	22	2.88	1.09	21	1907	100	2.79	1.07	20	182	10	2.76	1.05
Q2A2	21	Career Options	19	2.79	1.16	20	1908	99	2.77	1.10	21	181	11	2.81	1.07
Q2A2	18	Know Talents/Leisure Time	24	2.94	1.11	24	1905	102	2.88	1.11	22	182	10	2.88	1.15
Q2A2	08	Reading Skills	18	2.78	1.06	23	1917	90	2.83	1.07	23	183	9	2.92	1.09
Q2A2	20	Job Search	23	2.90	1.20	22	1904	103	2.80	1.15	24	182	10	2.96	1.12
Q2A2	16	Appreciate Humanities	25	3.09	1.16	25	1905	102	3.00	1.15	25	181	11	3.02	1.15
Q2A2	23	Environment	26	3.23	1.13	26	1905	102	3.13	1.15	26	182	10	3.03	1.08

Note. Data source is the College Outcome Survey.

Appendix J

Agreement with Statements About College Experience

Q2C	*=>Sect II C: Statements about College/Experience Answer Key: 1=Strngly Agree 2=Agree 3=Neutral 4=Disagree 5=Strngly Disagree													
Q2C	8 Proud of Accomplishments	1	1.79	0.82	1	1932	75	1.57	0.71	1	187	5	1.73	0.70
Q2C	4 Would Recommend This College to Others	4	1.96	0.90	3	1934	73	1.79	0.80	2	187	5	1.76	0.66
Q2C	1 Meet my Goals	2	1.96	0.85	2	1935	72	1.69	0.73	3	187	5	1.76	0.71
Q2C	5 Equally Supportive to Men & Women	3	1.96	0.87	4	1928	79	1.92	0.88	4	185	7	1.88	0.75
Q2C	2 Would Choose This College Again	7	2.19	0.99	5	1933	74	1.99	0.87	5	187	5	2.00	0.78
Q2C	7 Equally Supportive to Race/Ethnic Groups	6	2.13	0.95	7	1928	79	2.09	0.90	6	186	6	2.04	0.88
Q2C	6 Helped Motivate Me	5	2.11	0.96	6	1935	72	2.06	0.95	7	187	5	2.08	0.97
Q2C	3 Deal with Career Changes	8	2.32	0.96	8	1933	74	2.16	0.92	8	186	6	2.17	0.88
Q2C	9 College Welcomes/Uses Feedback	9	2.43	1.07	9	1928	79	2.40	1.03	9	187	5	2.30	0.97

Note. Data source is the College Outcome Survey.

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Appendix K

Strengths and Weaknesses of MHCC and Employers' Suggestions for Improvements

	n	%
Strengths (N = 53)		
Knowledge in the field	14	26
Work attitude/work ethic	12	23
Hands on/clinical experiences	8	15
Academic program/academic skills	8	15
Preparation for the job	4	8
Communication/interpersonal skills	2	4
Miscellaneous	5	9
Weaknesses (N = 30)		
Lack of clinical/"hands on" training	10	33
Lack of writing skills	4	13
Lack of knowledge/skills related to field	4	13
Lack of administrative skills	3	10
Lack of oral skills	2	7
Too much paperwork to transition from student to employee	2	7
Miscellaneous	5	17
Suggestions (N = 40)		
Provide more clinical/"hands on" experiences	18	45
Continue moving the college in a positive direction	6	15
Provide more training related to field of study	4	10
Teach more basic skills	3	8
Teach time management skills	2	5
Miscellaneous	7	18

Note. Data source is the Follow-up Survey.

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