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Analysis of Former Students' Responses

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ANALYSIS OF FORMER STUDENTS' RESPONSES

PREPARED FOR METROPOLITAN TECHNICAL COMMUNITY COLLEGE



Center for Applied Urban Research

university of
nebraska 
at omaha 

ANALYSIS OF FORMER STUDENTS' RESPONSES

by

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ANALYSIS OF FORMER STUDENTS' RESPONSES

Introduction

The study of the evaluation of Metropolitan Technical Community College and the College's needs included several sets of surveys. The purpose of this report is to present an analysis of the responses of former students of Metro Tech.

The population sampled--at a rate of one of every eight--were students enrolled at Metro in the spring and fall quarters in 1978.* These groups were selected because they were expected to have completed their programs by the time of the survey in the spring of 1980 and because their knowledge of the College and its development was recent. These also were the only lists of former students easily accessible. The assumption that the population had completed their studies proved not to be totally accurate, as several students returned the questionnaire with the indication they were still enrolled at Metro. These respondents were omitted from the analysis. Only respondents who indicated they had completed their intended coursework or whose reason for non-completion indicated they were no longer students at Metro were included. The respondents in this analysis, therefore, totaled 212 or approximately 21% of those to whom a questionnaire was mailed. This response rate was similar to the experiences of Metro Tech in previous surveys of its former students.

Descriptive Characteristics

The personal characteristics of the respondents to this survey of former students at Metro Tech were not unlike those of the entire student

*The lists were available by campus and quarter. Each of the five lists (Southwest and Fort Omaha campuses for spring, 1978 and the Southwest, Fort Omaha, and South Omaha campuses for fall, 1978) were sampled at a 1:8 ratio. When a name was selected that had already been taken from another list, it was replaced with the next name on the list. A total of 1,021 questionnaires was mailed.

body of Metro at this approximate time.* For example, the racial composition and marital status of the respondents were almost identical (85% white, 52% married). Females and older students, however, were more likely to return the questionnaire; 57% of the respondents were female and 43% male, almost the reverse of the 1977 and 1979 student bodies. Fewer respondents refused to cite their family incomes than in the 1979 student survey resulting in a higher proportion of higher incomes among this study's respondents. See Table 1.

The respondents differed from the 1977 and 1979 student bodies, however, in two academic characteristics. The respondents were more likely to have been full-time students (60%) than were the 1977 and 1979 student bodies (47% and 40%, respectively). In addition, fewer respondents reported they were enrolled in degree programs (46%) than the 1977 and 1979 student bodies (51% and 58%, respectively). Respondents were more likely to be enrolled for specific courses (35% compared to approximately 23% for the student body profiles). Some of these differences might be due to differing survey methods--the anonymous survey returned to a group not connected with Metro Tech versus the student survey completed as part of the registration process.

The survey asked former students several other questions about their studies at Metro Tech. One area examined their motivations for attending Metro and for enrolling at a particular campus. More than one-third (35%) of the respondents said their main reason for enrolling at Metro was to upgrade their current job skills.** More than one-fourth (26%) tied their motivations to preparation for a career or job change. Approximately 18% said they were seeking training for a first career or job, but not all motivations were related to career training. Almost one-fourth (23%) said they were enrolled for personal interest or development unrelated to their jobs, and 10% admitted they were merely utilizing veterans' educational

* Data on 1977 and 1979 students from: Student Profile: 1979 (Omaha: Metropolitan Technical Community College, 1979).

** Although the question, "What was your main reason for enrolling in Metropolitan Technical Community College courses?" was intended to elicit a single response, a number of respondents provided more than one reason. These additional responses were also coded, and thus percentages total to more than 100%.

TABLE 1
CHARACTERISTICS OF RESPONDENTS AND 1977 AND 1979 STUDENTS

	Respondents	1977 Students	1979 Students
<u>Personal Characteristics</u>			
Sex:			
Male	43%	59	57
Female	57%	41	43
Race:			
White	85%	85	87
Other	14%	15	13
Age:			
18-24	31%	43	42
25-29	20%	25	20
30-39	26%	19	23
40+	21%	13	15
Marital Status:			
Married	52%	51	51
Not Married	48%	49	49
Income:			
<\$9,000	23%	N.A.	29
\$9,000-11,999	16%	N.A.	13
\$12,000-14,999	16%	N.A.	15
\$15,000 +	45%	N.A.	30
N.A.	4%	N.A.	13
<u>Academic Characteristics</u>			
Full time	60%	47	40
Part-time	39%	53	60
Primarily day			
Primarily evening	48%	53	49
Other	46%	47	51
Other	6%	-	-
Degree program			
Degree program	46%	51	58
Certificate program	19%	26	20
Specific courses (or neither)	35%	23	22

benefits (5% offered still other miscellaneous reasons for attending Metro).

Most (59%) former students said they selected the campus they attended primarily because it was the most conveniently located. Approximately two-fifths (39%) claimed the campus they attended was the only one that offered the desired programs. Very few indicated other reasons (6% said they selected a campus because it had the most appealing atmosphere, 2% cited their friends' attendance there, and 4% offered still other reasons). Some differences by campus were noted, however. Those who attended the South Omaha campus were as likely to indicate its convenient location as the fact that it was the only site for their programs (45% each). In contrast, convenience was more important on the Fort Omaha and Southwest campuses (70% citing this reason at the former and 61% at the latter). See Table 2.

The survey of former Metro Tech students also provided some data on those who did not complete their programs of study. However, the survey defines these students in terms of their intentions rather than completion of certificate or degree requirements. The question used was, "Did you complete the number of courses (or program) you intended when you enrolled?"

Approximately 55% of the respondents indicated they had completed the courses or programs they intended to take, although only 26% of all respondents indicated they had received a certificate or degree.

Those who had not completed their intended plans of study were asked what they considered to be the main reason. Although the question was designed to elicit only one reason, a number of respondents gave more than one answer, and these are included in the following analysis (hence percentages total to more than 100%). See Table 3.

Most of the respondents who did not complete their intended programs of study listed factors related to the individual. Approximately one-fifth (20%) said family commitments was their main reason for not completing their intended studies. This proportion included only a few (about 1%) who cited child care problems. Approximately 18% cited personal problems, and 18% cited financial reasons. Approximately 4% cited transportation problems.

Almost two-fifths (39%) of the students cited reasons related to their employment. Approximately 15% found a job and either changed their minds about the need for the courses they were taking or found continuing their studies too difficult; 15% changed their career goals or changed jobs (12% and 3%, respectively); 9% cited conflicts between their jobs and attending

TABLE 2
PRIMARY REASON FOR ATTENDING SPECIFIED CAMPUS*

Primary reason	Campus		
	Fort Omaha (N=50)	South Omaha (N=22)	Southwest (N=126)
Program offered only at that campus	28%	45%	37%
Most conveniently located campus	70%	45%	61%
Campus had most appealing atmosphere	6%	-	7%
Other reasons	2%	9%	6%

*Table includes only those indicating primary attendance at one campus. Those indicating "primary" attendance at more than one campus are omitted from this table. Percentages add to more than 100% because some respondents offered more than one "main reason."

TABLE 3

REASONS FOR NOT COMPLETING INTENDED COURSES OR PROGRAMS
(N=94)

<u>Individual-related factors</u>	
Financial	18%
Personal	18%
Transportation problems	4%
Child care problems	1%
Other family commitments	19%
<u>Job-related factors</u>	
Found a job	15%
Changed career goals	12%
Changed job	3%
Work-school conflicts (including hours and workload)	9%
<u>College-related factors</u>	
Inadequate program offerings (including schedule)	9%
Dissatisfaction with instructor	7%
Program too difficult	3%
<u>Other factors (including insufficient time)</u>	7%

school, such as work overload or conflicts of scheduling.

Only about one-fifth of the respondents offered reasons that could be considered related to the College. Specifically, 7% complained about the quality of the instruction, 3% claimed the program was too difficult, and 9% cited inadequate scheduling--including classes not being offered or not offered frequently enough or not offered at a time convenient to the respondent.

Not all of the reasons classified as college-related were necessarily problems within Metro's control. For example, a class considered too difficult might indicate an inadequately prepared instructor, or it could be due to the student's inability. Similarly, a class not being scheduled in the evening could be considered a criticism of the College, but one scheduled on the "wrong night" could be considered a personal time-management problem rather than college-related. In summary, for most Metro students the failure to complete the program of studies they had planned was due to personal or job-related problems and not due to the College's inadequacies.

Evaluations of Metropolitan Technical Community College

Several of the questions in the survey focused directly on the former students' evaluations of Metro Tech and its services. Others could be used as indirect evaluation measures of the College. Metro Tech was rated very favorably by the respondents on all of these questions. For example, 88% of all respondents were satisfied or very satisfied with their general experience at Metro Tech (only 11% said they were dissatisfied or very dissatisfied--the latter rating was checked by only 2%). Of the respondents who provided a rating, 89% were satisfied with instruction at the College, 70% were satisfied with the College's counseling and academic advising, 75% were satisfied with other support services (e.g., financial aid, placement, etc.), 59% were satisfied with the College's student activities, 87% with its library, and 68% with the College's physical facilities.

Another measure of the College's success was that 60% of all respondents indicated Metro helped their performances at their present jobs, while 23% said Metro was not a help, and 15% reported they were not currently employed (2% failed to answer the question).

More than three-fourths (78%) of the former students responding indicated they had recommended Metro Tech to others. Finally, 71% of all respondents indicated they might take additional courses at Metro Tech in the future.

An examination of respondent characteristics which might affect the

evaluation of Metro Tech indicated some differences but also considerable consensus. An example of differences could be seen in the ratings of men and women. Women gave somewhat more favorable ratings than men. More than a third (34%) of the women were very satisfied with their general experience at Metro Tech compared to only 23% of the men. Similarly, only 8% of the women said they were dissatisfied or very dissatisfied compared to 16% of the men. The average score* for women was 3.25 compared to 3.04 for men. See Table 4.

Another factor affecting the ratings was the student's program. Those involved in office-related programs were most favorable (48% very satisfied, only 3% dissatisfied, and an average score of 3.45). Those involved in training for "trades" (e.g., automotive, air conditioning, and welding trades) were least favorable (an average score of 2.87 with 29% indicating they were dissatisfied or very dissatisfied).

Students who had completed their intended plans of study were more satisfied with their general experience at Metro Tech than students who had not taken all the courses they had planned (average scores of 3.32 and 2.97, respectively). Similarly, satisfaction generally increased with the number of courses completed (average scores ranged from 3.12 for those who completed less than six courses to 3.25 for those who completed 26 or more courses). Although this suggested that students dissatisfied with Metro dropped out of the programs, the analysis of reasons offered for not completing the intended programs indicated most students not completing their studies did not specify reasons related to the college.

Although some differences were reported by campus--with Fort Omaha's average score of 3.20 more favorable than South Omaha's 3.15 and Southwest's 3.14--the differences were not significant. Similarly, virtually no differences occurred between students receiving or not receiving degrees/certificates (data not shown in the table), and between part-time and full-time students (average scores of 3.17 and 3.15).

The analysis of responses concerning the evaluation of instruction at Metro was similar to the evaluation of the students' evaluations of their general experience at Metro, but even smaller differences between groups were noted. See Table 5. For example, the difference between

* This score was based on assigning 4 points for a rating of Very Satisfied, 3 for Satisfied, 2 for Dissatisfied, and 1 for Very Dissatisfied.

TABLE 4

SATISFACTION WITH GENERAL EXPERIENCE AT METRO TECH

	(N)	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Score*
TOTAL	211	29%	59	9	2	3.16
<u>Primary Campus**</u>						
Fort Omaha	52	33%	55	10	2	3.20
South Omaha	27	30%	63	-	7	3.15
Southwest	131	27%	61	10	2	3.14
<u>Attendance</u>						
Part time	128	29%	61	9	2	3.17
Full time	82	30%	56	11	2	3.15
Primarily day	102	28%	57	11	4	3.10
Primarily evening	97	30%	63	7	-	3.23
<u>Degree/Progress</u>						
Degree program	97	25%	61	12	2	3.08
Certificate program	40	35%	58	5	3	3.25
Specific courses only	73	33%	58	8	1	3.22
Completed intended courses	116	37%	59	3	1	3.32
Did not complete intended courses	95	20%	60	17	3	2.97
0-5 courses completed	83	28%	59	11	2	3.12
6-10 " "	36	25%	67	8	-	3.17
11-25 " "	38	32%	58	11	-	3.21
26 + " "	36	39%	50	8	3	3.25
<u>Program</u>						
Business	63	24%	70	6	-	3.17
Office	29	48%	48	3	-	3.45
Applied Arts	23	17%	70	13	-	3.04
Trades	31	19%	52	26	3	2.87
Technology	13	8%	85	8	-	3.00
Health	13	31%	54	8	8	3.08
Personal Service	11	45%	45	-	9	3.27
Other	19	42%	53	5	-	3.37
<u>Personal Characteristics</u>						
Male	91	23%	60	14	2	3.04
Female	120	34%	58	6	2	3.25
18-24 years old	65	26%	63	9	2	3.14
25-29 " "	42	33%	55	12	-	3.21
30-39 " "	56	25%	63	11	2	3.11
40 + " "	44	34%	57	7	2	3.23
Employed full time	127	30%	59	9	2	3.17
Employed part time	41	27%	59	12	2	3.10
Not employed (homemaker)	21	33%	67	-	-	3.33
Not employed	22	27%	55	14	5	3.05

*Score based on assigning 4 points for a rating of Very Satisfied, 3 for Satisfied, 2 for Dissatisfied, and 1 for Very Dissatisfied.

**Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

TABLE 5

SATISFACTION WITH INSTRUCTION AT METRO TECH

	(N)	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Score*
TOTAL	205	31%	58	7	3	3.17
<u>Primary Campus**</u>						
Fort Omaha	51	35%	57	4	4	3.23
South Omaha	27	26%	67	7	-	3.19
South west	128	29%	59	8	4	3.13
<u>Attendance</u>						
Part time	125	30%	62	6	2	3.18
Full time	81	35%	52	9	5	3.16
Primarily day	99	31%	54	10	5	3.11
Primarily evening	95	29%	64	4	2	3.21
<u>Degree/Progress</u>						
Degree program	96	23%	63	9	5	3.03
Certificate program	39	44%	51	3	3	3.36
Specific courses only	71	37%	55	7	1	3.27
Completed intended courses	115	37%	58	3	1	3.32
Did not complete intended courses	92	24%	58	12	7	2.99
0-5 courses completed	81	33%	57	7	2	3.21
6-10 " "	34	24%	71	3	3	3.15
11-25 " "	38	34%	58	5	3	3.24
26 + " "	36	36%	44	14	6	3.11
<u>Program</u>						
Business	60	25%	63	5	7	3.07
Office	29	38%	59	3	-	3.34
Applied Arts	23	17%	70	13	-	3.04
Trades	30	27%	50	17	7	2.97
Technology	13	31%	62	8	-	3.23
Health	13	31%	62	8	-	3.23
Personal Service	12	50%	42	-	8	3.33
Other	19	42%	53	5	-	3.36
<u>Personal Characteristics</u>						
Male	90	33%	51	11	4	3.13
Female	117	30%	63	4	3	3.21
18-24 years old	65	26%	58	9	6	3.05
25-29 " "	42	33%	57	10	-	3.24
30-39 " "	55	36%	55	5	4	3.24
40 + " "	41	29%	66	2	2	3.22
Employed full time	124	31%	60	6	2	3.22
Employed part time	41	32%	49	10	10	3.02
Not employed (homemaker)	21	33%	67	-	-	3.33
Not employed	21	27%	52	14	5	3.05

*Score based on assigning 4 points for a rating of Very Satisfied, 3 for Satisfied, 2 for Dissatisfied, and 1 for Very Dissatisfied.

**Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

women and men declined so that the average scores were 3.21 for women and 3.13 for men. Similarly, the range of average scores for different programs narrowed with the lowest score (2.97) still given by former students in the trades and the highest score (3.36) given by those taking individual courses (e.g., math, psychology, or continuing education courses such as tennis).

Those failing to complete their intended programs still gave lower ratings (2.99 compared to 3.32 for those completing all they had intended to take). Similarly, scores at Fort Omaha were still slightly higher than at the other campuses (3.23 compared to 3.19 and 3.13).

The youngest group of former students (those under 25) gave the lowest average rating--3.05. Similarly, those currently employed part time gave lower ratings (3.02) than those employed full time (3.22) or homemakers (3.33). Students in degree programs were less favorable in their ratings of instruction at Metro (3.03) than either students in certificate programs (3.36) or those taking only a few specific courses (3.27).

Table 6 presents the data on former students' perceptions of whether course work at Metro helped their performances on their present jobs. Approximately three-fifths (61%) of the respondents who answered the question indicated they thought their Metro course work helped them at their current jobs. Only 23% felt they were not helped, and an additional 15% reported they were not currently employed.

Several of the patterns were similar to those noted for other evaluation questions--for example, women were more favorable than men (66% of the women said their courses helped at work compared to 55% of the men; the proportion of women saying they were not helped was half the proportion of men--16% and 33%, respectively).

Students in the health and office fields were most likely to view their education at Metro as helpful on their jobs (85% of the former health program students and 78% of the office-related program students said their education helped). Students in the technology field (e.g., electronics, architectural technology, and civil engineering technology) were least likely to evaluate their Metro course work as helpful--in fact, more said it did not help (46%) than said it helped (38%). Former students in the trade programs were also very critical (43% said they were helped and 40% said they were not).

Degree program students were slightly less favorable (59% were helped)

TABLE 6

METRO TECH'S IMPACT ON PERFORMANCE AT PRESENT JOB

	(N)	Helped	Did Not Help	Not Employed Currently
TOTAL	207	61%	23	15
<u>Primary Campus*</u>				
Fort Omaha	51	51%	25	24
South Omaha	26	46%	35	19
Southwest	128	66%	20	13
<u>Attendance</u>				
Part-time	125	62%	26	12
Full-time	81	60%	19	21
Primarily day	99	57%	21	22
Primarily evening	96	68%	25	7
<u>Degree/Progress</u>				
Degree program	95	59%	21	20
Certificate program	40	63%	25	13
Specific courses only	71	63%	25	11
Completed intended courses	113	70%	19	11
Did not complete intended courses	94	51%	28	21
0-5 courses completed	79	58%	25	16
6-10 " "	36	64%	25	11
11-25 " "	39	64%	21	15
26 + " "	35	63%	23	14
<u>Program</u>				
Business	63	71%	14	14
Office	27	78%	11	11
Applied Arts	23	48%	22	30
Trades	30	43%	40	17
Technology	13	38%	46	15
Health	13	85%	15	-
Personal Service	11	55%	27	18
Other	19	53%	32	16
<u>Personal Characteristics</u>				
Male	91	55%	33	12
Female	116	66%	16	18
18-24 years old	65	65%	15	20
25-29 " "	43	67%	30	2
30-39 " "	55	56%	33	11
40 + " "	40	58%	18	25

*Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

than students enrolled in certificate programs or those taking a few specific courses only (63% each). Degree program students reported a higher rate of unemployment (20% not currently employed) than the other categories (11% - 13%). However, those who reported they had completed their intended plans of study were more likely to believe they were helped by their Metro course work (70%) than those who did not complete their intended programs (51%). Evening students were more favorable than day students (68% and 57%, respectively, felt they were helped by their course work).

Approximately two-thirds (66%) of those under 30 said they were helped, compared to 57% of those 30 or over. Former students at the Southwest campus were more favorable (66% were helped) than students at Fort Omaha (51%) or South Omaha (46%). Southwest students had the lowest non-employment rate (13%), while Fort Omaha's was the highest (24%).

Former students were asked about their use and evaluation of a range of services and the facilities at the College. These services were rated lower than instruction or the general educational experience at Metro. For example, among students who rated their general experience at Metro the average score was 3.16, and instruction was given an average score of 3.17. However, of those reporting use of (and evaluating) the other services the range of average scores was between 2.51 for student activities to 3.06 for the library. See Table 7.

The utilization rates and average scores varied by campus. The highest utilization rate occurred at the South Omaha campus where only 8% indicated they had not used the College's counseling and academic advising services (compared to 35% at the Southwest or 39% at the Fort Omaha campuses). Approximately three-fourths (75% to 77%) of the students at each campus indicated they did not participate in student activities.

Although fewer students at Fort Omaha reported use of counseling and academic advising services, those who did use these services were most satisfied (75% were satisfied or very satisfied for an average score of 2.87). Other support services (e.g., financial and placement) were rated highest at the Southwest campus (an average score of 2.92). The library was most favorably rated at the Southwest campus (3.14) and least favorably at South Omaha (2.69).

The physical facilities were most favorably rated at the newest campus--South Omaha--and least favorably evaluated at the Southwest campus

TABLE 7

SATISFACTION WITH SERVICES AND FACILITIES AT METRO TECH

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dissatisfied</u>		<u>Very Dissatisfied</u>		<u>Did Not Use</u>	Score †
	%A*	%B**	%A*	%B**	%A*	%B**	%A*	%B**	%A*	
TOTAL										
a) Counseling and academic advising	7%	11%	38%	59%	14%	21%	5%	8%	34%	2.73
b) Support services (e.g., financial aid, placement)	9%	21%	23%	54%	7%	16%	4%	8%	56%	2.88
c) Student activities (e.g., government, clubs, recreation)	1%	6%	13%	53%	7%	27%	3%	14%	75%	2.51
d) Library	14%	20%	47%	67%	8%	11%	1%	1%	28%	3.06
e) Physical facilities	5%	8%	40%	60%	16%	23%	6%	9%	32%	2.66
CAMPUS ††										
Fort Omaha										
a) Counseling and academic advising	12%	19%	33%	55%	12%	19%	4%	6%	39%	2.87
b) Support services	16%	29%	24%	43%	6%	11%	10%	18%	45%	2.82
c) Student activities	2%	8%	14%	54%	4%	15%	6%	23%	75%	2.46
d) Library	16%	21%	47%	63%	10%	13%	2%	3%	25%	3.03
e) Physical facilities	6%	10%	41%	68%	8%	13%	6%	10%	39%	2.77
South Omaha										
a) Counseling and academic advising	15%	17%	50%	54%	15%	17%	12%	13%	8%	2.75
b) Support services	8%	13%	38%	67%	8%	13%	4%	7%	42%	2.87
c) Student activities	-	-	19%	83%	4%	17%	-	-	77%	2.83
d) Library	-	-	42%	69%	19%	31%	-	-	38%	2.69
e) Physical facilities	4%	6%	56%	82%	4%	6%	4%	6%	32%	2.88
Southwest										
a) Counseling and academic advising	5%	8%	40%	61%	15%	23%	5%	8%	35%	2.69
b) Support services	8%	20%	22%	58%	6%	16%	2%	6%	61%	2.92
c) Student activities	2%	6%	12%	45%	9%	36%	3%	12%	75%	2.45
d) Library	17%	23%	49%	68%	5%	7%	1%	1%	28%	3.14
e) Physical facilities	5%	8%	36%	52%	21%	30%	7%	10%	31%	2.58

*% A represents the proportion of all respondents.

**% B represents the proportion of respondents providing a rating.

†Score based on assigning 4 points for a rating of Very Satisfied, 3 for Satisfied, 2 for Dissatisfied, and 1 for Very Dissatisfied.

††Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

(average scores of 2.88 and 2.58, respectively). However, these results should be interpreted very cautiously since approximately one-third of the students at each campus (31% to 39%) interpreted the question in a manner that enabled them to say they did not use the facilities.

Another measure of the evaluation of Metro Tech was whether the respondents had recommended Metro Tech to others. More than three-fourths (78%) had. See Table 8.

Responses to this question varied among groups, but generally the patterns were similar to the other measures of evaluation. For example, women were more favorable (81% had recommended Metro) than men (75%); and 95% of those currently homemakers had recommended the College. Those in the technology, applied arts, and trades fields were less enthusiastic with only 62%, 65%, and 71%, respectively, having recommended Metro compared 82% or higher for the other program areas.

The youngest former students (18 to 24) were least likely to have recommended Metro (72%), while those 40 or older were most likely (86%).

Evening and part-time students were more likely to have recommended Metro (87% and 82%, respectively) than day or full-time students (72%). Students enrolled in the longer degree programs were less likely to have recommended Metro (74%) than other students (80% of those taking only a few courses and 85% of those in certificate programs). Students who had taken most of their course work at the South Omaha campus were most likely to have recommended Metro (85% compared to 77% and 78% for the other two campuses).

Students who had completed their intended plans of study were very likely to have recommended Metro Tech to others (86%), but more than two-thirds (69%) of the other students had also recommended Metro Tech.

A final measure of evaluation used in this study of former students of Metro Tech was one indicating their intentions of taking additional courses at the College in the future. Almost three-fourths (72%) said they definitely or probably would take more courses there.

Table 9 presents the data for various groupings of respondents. Generally patterns were the same as previously noted. Former students at South Omaha were most likely to return (77%), part-time students more likely to resume taking courses than full-time students (77% and 64%, respectively), evening students more likely than day students (81% and 65%, respectively), women more than men (74% and 69%, respectively), and

TABLE 8

RECOMMENDED METRO TECH

	(N)	Recommended Metro	
		Yes	No
TOTAL	211	78%	22%
<u>Primary Campus*</u>			
Fort Omaha	52	77%	23%
South Omaha	26	85%	15%
Southwest	131	78%	22%
<u>Attendance</u>			
Part time	127	82%	18%
Full time	83	72%	28%
Primarily day	102	72%	28%
Primarily evening	96	87%	14%
<u>Degree/Progress</u>			
Degree program	97	74%	26%
Certificate program	40	85%	15%
Specific courses only	73	80%	21%
Completed intended courses	115	86%	14%
Did not complete intended courses	96	69%	31%
0-5 courses completed	82	79%	21%
6-10 " "	36	75%	25%
11-25 " "	39	82%	18%
26 + " "	36	72%	28%
<u>Program</u>			
Business	63	83%	18%
Office	28	82%	18%
Applied Arts	23	65%	35%
Trades	31	71%	29%
Technology	13	62%	39%
Health	13	85%	15%
Personal Service	12	83%	17%
Other	19	90%	11%
<u>Personal Characteristics</u>			
Male	92	75%	25%
Female	119	81%	19%
18-24 years old	65	72%	28%
25-29 " "	43	81%	19%
30-39 " "	56	77%	23%
40 + " "	43	86%	14%
Employed full time	127	80%	21%
Employed part time	41	68%	32%
Not employed (homemaker)	21	95%	5%
Not employed	22	73%	27%

*Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

TABLE 9

INTENTION OF TAKING ADDITIONAL COURSES AT METRO TECH

	(N)	Yes		No	
		Definitely	Probably	Definitely	Probably
TOTAL	209	24%	48	20	9
<u>Primary Campus*</u>					
Fort Omaha	52	15%	52	23	10
South Omaha	26	27%	50	19	4
Southwest	129	29%	44	19	9
<u>Attendance</u>					
Part time	125	30%	47	15	8
Full time	83	16%	48	27	10
Primarily day	101	15%	50	24	12
Primarily evening	95	35%	46	14	5
<u>Degree/Progress</u>					
Degree program	97	30%	39	23	8
Certificate program	39	18%	56	21	5
Specific courses only	72	18%	56	15	11
Completed intended courses	113	23%	50	20	6
Did not complete intended courses	96	25%	45	19	12
0-5 courses completed	81	20%	52	17	11
6-10 " "	36	36%	42	17	6
11-25 " "	38	24%	45	24	8
26 + " "	36	28%	45	17	11
<u>Program</u>					
Business	62	24%	55	15	6
Office	28	25%	43	25	7
Applied Arts	22	41%	32	23	5
Trades	31	19%	42	26	13
Technology	13	31%	38	31	-
Health	13	8%	54	38	-
Personal Service	12	-	58	25	17
Other	19	26%	58	-	16
<u>Personal Characteristics</u>					
Male	92	24%	45	20	12
Female	117	24%	50	20	6
18-24 years old	65	12%	48	29	11
25-29 " "	43	40%	35	12	14
30-39 " "	55	22%	58	16	4
40 + " "	42	29%	48	17	7
Employed full time	126	31%	44	17	8
Employed part time	41	15%	46	27	12
Not employed (homemaker)	20	15%	60	20	5
Not employed	22	9%	64	18	9

*Some respondents listed more than one campus as the site of "most" of their courses. Their responses were counted for each of the campuses they mentioned, but were counted only once on other tabulations.

older students more than younger (78% of those 30 or over compared to 66% of those under 30). Of the students under 25, 40% said they probably or definitely would not take courses at Metro in the future.

Despite these differences, a reasonable conclusion is that a large proportion of Metro's former students--regardless of their campus, attendance pattern, progress, program, or personal characteristics--were sufficiently satisfied with Metro Tech to contemplate taking additional courses there.

Conclusion

The survey of recent former students of Metropolitan Technical Community College confirmed the findings of the other surveys in this evaluation study--i.e., that Metro Tech is perceived favorably by its public.

Several questions asked respondents for evaluations of Metro Tech. Almost nine-tenths (88%) of the former students indicated they were satisfied or very satisfied with their general experience at Metro Tech. Virtually the same proportion (89%) expressed similar satisfaction with instruction. More than three-fourths (78%) had recommended Metro Tech to others; 72% indicated they definitely or probably would take additional courses at Metro. Approximately 61% said their work at Metro helped their performances on their present jobs (given that 20% of the respondents were not currently employed and that 23% said they took courses at Metro for reasons unrelated to their jobs, this proportion can be viewed very favorably too).

APPENDIX I

ADDITIONAL COMMENTS MADE BY FORMER STUDENTS

APPENDIX I: ADDITIONAL COMMENTS MADE BY FORMER STUDENTS

The questionnaire sent to former students of Metropolitan Technical Community College provided them an opportunity to add their own comments in addition to expressing their opinions by selecting statements worded by the researchers. These volunteered positive and negative comments can be helpful to Metro Tech, even if they do not represent a statistically significant number or an unbiased sample of all former students.

Favorable comments, other than general positive statements, focused primarily on the instructors. A number praised their ability ("good instructor"), while others called specific attention to their helpfulness and friendliness. Several former students commented on the fact that the student-staff relationship was more personal ("not just a number") at Metro Tech. A few praised class sizes at Metro.

Some summed up their experience at Metro by saying it provided a good education at a low cost, and some lamented that Metro Tech was under-rated by the public.

Many of the negative comments--as did many of the positive comments--focused upon the quality of the instructors; criticism included comments that some instructors were out of touch with the "real" occupational world, some were poorly prepared, and some were not able to communicate or teach their knowledge and skills.

A number of complaints were raised about locational issues, with some complaining that some programs were limited to campuses which were too far away (including the new Elkhorn campus).

Criticisms of the physical facilities at the Southwest campus were made by several students giving some validity to the low rating of physical facilities by former Southwest students in the survey. Criticisms of the noise level created by a lack of full walls and ceilings were noted by several students.

Other non-isolated criticisms focused on the need for improved enrollment/registration procedures, improved career counseling, and readily transferable credits. In addition several students urged additional courses or programs

(e.g., livestock care, trade courses, engineering, psychology, hematology-related courses in the health programs). Several expressed a desire for greater encouragement of general studies and independent studies.

Finally, one student praised the opportunity to commend Metro for the job it was doing but suggested the formation of an alumni association or other forum for alumni participation in the continuing Metro Tech planning process.

APPENDIX II
COVER LETTER

university of
nebraska 
at omaha

Center for Applied Urban Research
402/554-2764

Omaha, Nebraska 68182

March 21, 1980

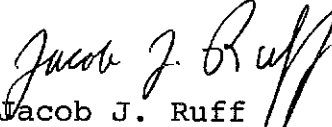
Dear Former Student,

The Center for Applied Urban Research is assisting Metropolitan Technical Community College in a needs assessment of programs at the College. An important segment of the study is to gather information from former students at MTCC concerning their experience while at Metro and their attitudes about the school.

The purpose of this phase of the study is to evaluate the educational needs of students and to determine if those needs are being met. Moreover, the questions are designed to measure the needs for auxiliary services at Metro Tech and to ascertain which factors encourage or limit attendance.

A prompt response to the enclosed questionnaire will be appreciated. Please return the questionnaire in the provided business reply envelope by April 10, 1980. All replies will be anonymous and confidential. Thank you for your cooperation.

Sincerely,


Jacob J. Ruff
Acting Director

JJR:bm
Enclosures

APPENDIX III
QUESTIONNAIRE

APPENDIX III

FORMER STUDENTS OF METROPOLITAN TECHNICAL COMMUNITY COLLEGE

Instructions: Please answer each of the questions by either checking the appropriate choice or filling in the blank as appropriate. Please return the questionnaire in the postage-paid envelope provided.

1. When did you last attend Metropolitan Technical Community College?

10% 1977-78 school year

51% 1978-79 school year

39% 1979-80 school year

2. What was your program of study while attending Metropolitan Technical Community College? _____

3. What was your main reason for enrolling in Metropolitan Technical Community College courses?

18% to prepare for your first career or job

26% to prepare for a career or job change

35% to upgrade your current job skills

23% for personal interest or development unrelated to your job

10% to utilize veterans educational benefits

5% other (please specify) _____

4. Was your enrollment at Metropolitan Technical Community College in a:

46% degree program (2 years).

19% certificate program (1 year or less).

35% neither, specific courses only.

5. At which campus did you take most of your courses?

24% Fort Omaha Campus (30th and Fort)

10% South Omaha Campus (27th and Q)

59% Southwest Campus (132nd and I)

6% Other (please specify) _____ (combinations = 3%)

6. Which of the following was your main reason for attending a particular campus?

39% your program was offered only at that campus

59% that campus was most conveniently located

6% that campus had the most appealing atmosphere

2% your friends were attending that campus

4% other _____

7. How did you first hear about Metropolitan Technical Community College?

- 7% high school counselor, teacher, or principal
- 3% a representative from Metropolitan Tech
- 25% a friend or relative
- 57% newspaper, radio, TV, or brochures
- 7% other

8. Overall, how satisfied or dissatisfied were you with your general experience at Metro Tech?

- 29% very satisfied
- 59% satisfied
- 9% dissatisfied
- 2% very dissatisfied

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Use
9. How satisfied were you with the College's instruction?	<u>31%</u>	<u>57%</u>	<u>7%</u>	<u>3%</u>	<u>1%</u>
10. How satisfied were you with the College's counseling and academic advising?	<u>11%</u> <u>7%</u>	<u>59%</u> <u>38%</u>	<u>21%</u> <u>14%</u>	<u>8%</u> <u>5%</u>	<u>-</u> <u>34%</u>
11. How satisfied were you with the College's other support services (e.g., financial aid, placement, etc.)?	<u>21%</u> <u>9%</u>	<u>54%</u> <u>23%</u>	<u>16%</u> <u>7%</u>	<u>8%</u> <u>4%</u>	<u>-</u> <u>56%</u>
12. How satisfied were you with the College's student activities (e.g., government, clubs, recreation)?	<u>6%</u> <u>1%</u>	<u>53%</u> <u>13%</u>	<u>27%</u> <u>7%</u>	<u>14%</u> <u>3%</u>	<u>-</u> <u>75%</u>
13. How satisfied were you with the College's library?	<u>20%</u> <u>14%</u>	<u>67%</u> <u>47%</u>	<u>11%</u> <u>8%</u>	<u>1%</u> <u>1%</u>	<u>-</u> <u>28%</u>
14. How satisfied were you with the College's physical facilities?	<u>8%</u> <u>5%</u>	<u>60%</u> <u>40%</u>	<u>23%</u> <u>16%</u>	<u>9%</u> <u>6%</u>	<u>-</u> <u>32%</u>

15. Do you feel that your course work at Metro helped your performance on your present job?

- 60% yes
- 23% no
- 15% not employed currently

16. Have you recommended Metropolitan Technical Community College to others?

- 78% yes
- 22% no

17. Do you intend to take any additional courses at Metropolitan Technical Community College in the future?

- 24% yes, definitely
- 47% yes, probably
- 19% no, probably
- 8% no, definitely

0-5 43%

6-10 19%

11-25 20%

18. About how many courses did you complete at Metro Tech? 26 + 19%

19. Did you complete the number of courses (or program) you intended to take when you enrolled?

- 55% yes (If yes, go to question 20)
- 45% no (If no, go to question 21)

20. Did you receive a degree or certificate?

- 26% yes, degree or certificate in _____
- 27% no
- 47% N.A.

[Go to question 22]

21.* If you did not complete your intended courses or program, what do you consider the main reason?

- | | |
|-------------------------------------|---|
| <u>18%</u> financial problems | <u>18%</u> personal problems |
| <u>4%</u> transportation problems | <u>15%</u> found a job |
| <u>1%</u> child care problems | <u>12%</u> changed career goals |
| <u>19%</u> other family commitments | <u>38%</u> other (please specify) _____ |

*% of those answering question.

22. Were the majority of your courses taken as:

- 48% day classes?
- 46% evening classes?
- 5% about even between day and evening classes?
- 1% Saturday classes?

23. Was most of your class attendance as a:

- 60% part-time student?
- 39% full-time student?

24. While you attended Metropolitan Technical Community College, did you receive financial assistance?

- 11% yes, from Metropolitan Technical Community College (as BEOG, SEOG, tuition remission, workstudy, etc.)
- 21% yes, in the form of veterans benefits
- 11% yes, in the form of employer reimbursement
- 7% yes, in some other form (please specify) _____
- 54% no, received no financial assistance

25. Which of the following best describes your financial situation while enrolled at Metropolitan Technical Community College?
16% largely dependent on parents for support, and consider "family income" as that of your parents
83% largely independent from parents, and consider "family income" as that which you and/or your spouse earn

26. While attending Metropolitan Technical Community College, your "family income" was:
23% less than \$9,000.
12% \$9,000 to 11,999.
16% \$12,000 to 14,999.
19% \$15,000 to 19,999.
26% \$20,000 or more.
 4% N.A.

27. Were you employed while attending Metropolitan Technical Community College classes?
60% yes, employed full-time
19% yes, employed part-time
10% no, homemaker
10% no

28. What is your sex?
43% male
57% female

	18-24	31%
	25-29	21%
29. What is your age? <u>Median -- 29</u>	30-39	27%
	40 +	21%

30. What is your marital status?
34% single
52% married
11% divorced/separated
2% widowed

31. What is your race/ethnic status?
1% American Indian
1% Asian
10% Black
85% Caucasian (white)
* Hispanic
 * = less than .5%

32. Any other comments? _____

THANK YOU FOR YOUR COOPERATION!

APPENDIX IV

CODE BOOK

APPENDIX IV

Coding Instructions for Survey of Former Students of Metro Tech

<u>Question</u>	<u>Variable</u>	<u>Column</u>	<u>Variable Labels</u>	<u>Value Labels</u> (note: 0 for no answer or not applicable except question 18)
	1	1-3	ID number	
1	2	4	When last attend	1. 1977-78 2. 1978-79 3. 1979-80
2	3	5-7	Program of study	See list attached
3	4	8	Reason enrolling	1 marked 2 not marked
	5	9	"	"
	6	10	"	"
	7	11	"	"
	8	12	"	"
	9	13	"	1. Help with my college 2. (not marked) 3. Learn more about computer 4. Prepare for a 4 yr. college, reorientate self to college environment 5. Obtain additional college credits 6. Cheaper 7. For future use 8. Obtain associate degree 9. Other (not specified)
4	10	14	Type of program	1. Degree 2. Certificate 3. Courses only
5	11	15	Which campus most	1. Fort 2. South 3. Southwest 4. South & Southwest 5. Westside High 6. Fort & South 7. Offutt AFB 8. Fort & Southwest 9. Others (Control Data)

<u>Question</u>	<u>Variable</u>	<u>Column</u>	<u>Variable Labels</u>	<u>Value Labels:(note: 0 for no answer or not applicable except question 18)</u>
6	12	16	Reason campus	1. Marked 2. Not Marked
	13	17	"	"
	14	18	"	"
	15	19	"	"
	16	20	"	1. Went where classes were, doesn't car 2. (not marked) 3. Most courses offered at this campus 4. Due to the instructor 5. Course offered during lunch hour 6. Only wanted specific course 7. Classes were on more convenient nights or convenient to my schedule 8. 9. Others (employed at S. Campus,
7	17	21	First hear about	1. High school teacher, etc. 2. Metro representative 3. Friend/relative 4. News media, brochures 5. Unemployment office 6. American institute of banking 7. CETA 8. Vocational rehabilitation 9. Others (see it, pass by it, Inst. of Deaf, self exploration, VA representative, employed at Metro
8	18	22	Satisfaction, general	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied 5. Satisfied & dissatisfied
9	19	23	Satisfaction, instruction	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied 5. Did not use 6. Satisfied & dissatisfied, fair
10	20	24	Satisfaction, counseling	" "
11	21	25	Satisfaction, services	" "
12	22	26	Satisfaction, activities	" "
13	23	27	Satisfaction library	" "
14	24	28	Satisfaction, facilities	" "

<u>Question</u>	<u>Variable</u>	<u>Column</u>	<u>Variable Labels</u>	<u>Value Labels:</u> (note: 0 for no answer or not applicable except question 18)
15	25	29	Help present job	1. Yes 2. No 3. Not employed currently
16	26	30	Recommend Metro	1. Yes 2. No
17	27	31	Take more courses	1. Yes, definitely 2. Yes, probably 3. No, probably 4. No, definitely 5. Don't know, undecided
18	28	32-33	Courses completed	(code as is) 99 = No answer or N.A.
19	29	34	Complete courses intended	1. Yes 2. No
20	30	35	Receive degree	1. Yes 2. No
20	31	36-38	Degree in	(See list attached)
21	32	39	Reason not complete	1. Marked 2. Not marked
	33	40		"
	34	41		"
	35	42		"
	36	43		"
	37	44		"
	38	45		"
	39	46		1. Changed jobs, change job responsibility 2. (No mark) 3. Hours conflicted with job 4. Work overload, job load, work, job conflicts, out of town work 5. Time, not enough time, no time 6. Dissatisfied with instructor, teacher competency, poor teacher 7. Classes needed are not offered frequently or not offered, or not offered at night, offered wrong night 8. Too difficult, lack cars, no learn 9. Other (moving away, not specified)

<u>Question</u>	<u>Variable</u>	<u>Column</u>	<u>Variable Labels</u>	<u>Value Labels:</u> (note: 0 for no answer or not applicable except question 18)
22	40	47	Time of class	1. Day 2. Evening 3. Day - evening 4. Saturday
23	41	48	Type attendance	1. Part time 2. Full time
24	42	49	Financial, Metro	1. (Marked) 2. (Not marked)
	43	50	Financial, veterans	"
	44	51	Financial, employer	"
	45	52	Other	1. Rehabilitation services 2. (No mark) 3. CETA 4. Vocational rehabilitation 5. Social Security 6. Military tuition assistance 7. Federal student loan 8. Student loan from bank 9. Others (Board of Governor's Grant, special loan from a private institution)
	46	53	No financial assistance	1. (Marked) 2. (Not marked)
25	47	54	Financial situation	1. Parents 2. Self or spouse
26	48	55	Family income	1. <\$9,000 2. \$9,000 to \$11,999 3. \$12,000 to \$14,999 4. \$15,000 to \$19,999 5. >\$20,000
27	49	56	Employed when attending	1. Yes, full time 2. Yes, part time 3. No, homemaker 4. No
28	50	57	Sex	1. Male 2. Female
29	51	58-59	Age	(Code as is)
30	52	60	Marital status	1. Single 2. Married 3. Divorced/separated 4. Widowed
31	53	61	Race	1. Native American 2. Asian 3. Black 4. White 5. Hispanic

Value Labels for Questions 2 and 20

Agricultural Program

- 01 Agricultural Business Management
- 02 Agricultural Chemicals Technology
- 03 Agricultural Cooperatives Management
- 04 Farm and Ranch Management

Air Conditioning, Refrigeration and Heating Technology

- 05 Two Year Associate Degree
- 06 Nine Month Certificate

Apparel Arts Program

- 07 Two Year Associate Degree
- 08 One Year Certificate

09 Architectural Technology

Automotive Body Technology Program

- 10 Automotive Body Technology
(Two Year Associate Degree)
- 11 (Nine Month Certificate)
- 12 Automotive Body and Frame Specialist
- 13 Automotive Painting Specialist
- 14 Automotive Radiator Repair
- 15 Automotive Upholstering and Trim

Automotive Mechanics Program

- 16 Automotive Mechanics
- 17 Brake and Alignment Specialist
- 18 Engine Rebuilding Specialist
- 19 Fleet Maintenance and Management
- 20 New and Used Vehicle Preparation
- 21 Service Station Mechanic and Operator
- 22 Sport and Speciality Engine Mechanics
- 23 Tune-Up and Air Conditioning Specialist

24 Automotive Parts Technology

25 Banking and Finance Program

Business Program

- 26 Accounting
- 27 Bookkeeping
- 28 Business Management Option
- 29 Computer Programming Technology
- 30 Merchandising Management

- 31 Real Estate
- 32 Real Estate Management
- 33 Retailing
- 34 Supervisory Management
- 35 Transportation and Distribution
- 36 Transportation and Distribution Management

Child Care Program

- 37 Child Care Assistant Teacher
- 38 Child Care Head Teacher-Director
- 39 Child Care Technician Training

Civil Engineering Technology Program

- 40 Two Year Associate Degree Option -
Southwest Campus
- 41 Nine Month Certificate Option -
Southwest Campus

42 Commercial Art

43 Dental Assisting

Drafting Technology Program

- 44 Drafting and Design Technology Option
- 45 Drafting Technology Option

Electronics Technology Program

- 46 Two Year Associate Degree
- 47 Nine Month Certificate

48 Food Marketing and Distribution Program

Graphic Arts Program

- 49 Two Year Associate Degree
- 50 Nine Month Certificate

Horticulture Program

- 51 Floriculture
- 52 General Horticulture
- 53 Landscape Development
- 54 Nursery Management
- 55 Turfgrass & Recreational Grounds Management

Hospitality Program

- 56 Food Service
- 57 Food Service Management
- 58 Hotel/Restaurant Management

- 59 Interior Design Assistant
 - 60 Interpreter for the Hearing Impaired
 - 61 Key Punch
 - 62 Laboratory Animal Technology
 - 63 Nurse Assistant
- Ophthalmic
- 64 Ophthalmic Laboratory Techniques
 - 65 Ophthalmic Prescription Technician
 - 66 Ophthalmic Technology

Photography Program

- 67 Commercial Photography
- 68 Practical Nursing

Private Security Program

- 69 Private Security
- 70 Private Security Management

- 71 Respiratory Therapy Technician

- 72 Retailing Program

Secretarial Science Program

- 73 Clerk Typist
- 74 Executive Secretary
- 75 General Office Clerical
- 76 Legal Secretary
- 77 Medical Secretary

- 78 Surgical Technology Program

Welding Technology Program

- 79 Welding and Fabrication Technology
- 80 Welding Technology

81 Youth Services Specialist Program

- 82 Secretarial science
- 83 Business
- 84 Math
- 85 Surveying
- 86 Continuing education
- 87 Read Machine work
- 88 Child care
- 89 Ornamental horticulture
- 90 Tennis
- 91 General Studies
- 92 Reading
- 93 Introduction to Data

- 94 Psychology
- 95 Agriculture Horticulture
- 96 Agriculture
- 97 Psychology and Economics
- 98 Conservation
- 99 Early Childhood Education
- 100 Business and merchandising management
- 101 Bookkeeping and banking
- 102 Electronics and auto mechanics
- 103 Photography and interior design
- 104 Secretarial/business management
- 105 Engineering, supervisory management
- 106 Accounting/business management

Recorded

- Business: 25, 26-36, 83, 100-01, 106
- Office: 61, 73-7, 82, 104
- Applied Arts: 49-50, 59, 67, 89, 103
- Trades: 5, 6, 10-23, 79-80
- Technology: 9, 40-1, 44-7, 85, 93, 102, 105
- Health: 43, 64-6, 68, 71, 78
- Personal Service: 37-9, 56-8, 60, 69-70, 81, 99
- Other: 84, 86-7, 90-2, 94-8