

Mt. San Antonio College CIRP Survey Results: A Six-Year Comparison (2001-2005 & 2007)

Executive Summary

The Cooperative Institutional Research Program (CIRP) Freshman Survey is the oldest national survey of entering college freshman and is administered by the Higher Education Research Institute (HERI) at UCLA's School of Education. The survey results provide a detailed profile of each participating college or university's entering freshmen including; demographic characteristics, educational objectives, expectations, goals, high school activities, self-ratings of competency, and views on social and political issues. Mt. San Antonio Community College (Mt. SAC) has periodically participated 23 times out of the total 41 years of CIRP survey history. In 2007, there were over 374,261 students participating from 536 colleges and universities nationwide, 1,108 of these students were entering freshman attending Mt. SAC.

This summary report captures responses from all freshman Mt. SAC CIRP respondents and provides comparison data between all respondents and a "subgroup" of Mt. SAC freshman CIRP respondents who are enrolled in The Bridge Program. The Bridge Program is a special assistance program for students with academic and financial needs. The results of this survey are discussed in terms of this year's highlights and are reviewed for the purpose of determining multiple-year trends.

Highlights of the 2007 CIRP Survey Comparison Data Findings:

On the 2007 survey, a number of similar response rates were found between the entire sample of Mt. SAC CIRP respondents and the group of surveyed Bridge students. For example, the two were similar with respect to the following areas:

- Mt. SAC was their first choice of college (70%)
- Mt. SAC was the only college to which they had applied (66%)
- Both groups had earned high school grades in A and B ranges (62%)
- Both groups had intentions of obtaining Bachelor's or Master's degree (approximately 68%)
- Over 50% of each group reported that Mt. SAC's academic reputation was favorable
- Both groups reported Mt. SAC's low cost as a major deciding factor in their choice to attend (approximately 50%)
- Approximately 77% of both groups felt that the government should do more to control the sale of handguns
- A large majority (approx 82%) of both groups considered being financially well off as an important future objective
- 70% of both groups felt that helping others in need was a key future objective
- For both groups of students, more time was spent socializing with friends, doing homework, and watching TV than participating in student clubs, performing

volunteer work, reading for pleasure, or working for pay during the students' last year of high school

- While attending Mt. SAC, about half of both groups anticipated a high likelihood of getting a job to help pay college fees, making at least B average grade, and socializing with someone of another race
- Students in both groups frequently used a personal computer (approximately 57%)

The 2007 survey findings also revealed characteristics unique to the group of students enrolled in the Bridge Program:

- Bridge Program students were more likely to be Hispanic, lower SES, non-English native speakers than all Mt. SAC CIRP respondents
- Bridge Program students reported having lower confidence levels in academic-related abilities than the total sample of Mt. SAC CIRP respondents
- More Bridge students' parents did not have a high school diploma than the overall group of Mt. SAC CIRP respondents
- Bridge Students reported more parental influence behind their decisions to attend college than the full sample of Mt. SAC CIRP respondents

Survey Findings from Mt. SAC's Six-Year Comparison

Overall, Mt. SAC's CIRP survey responses have not varied dramatically over the past six years. Despite the overall consistency in CIRP's year-to-year findings, there were selected areas in which *all* students' response rates from the 2007 survey were **highest** when compared to previous years. A sampling of these findings is listed below:

- ✓ 37% of students self-rated their computer skills as being above their peers
- ✓ 39% of students self-rated their academic ability as being above their peers
- ✓ 41% of students self-rated their religiousness as being above their peers
- ✓ 42% of students reported having future aspirations of a Master's degree
- ✓ 50% reported attending due to its low cost
- ✓ 52% reported attending Mt. SAC because of its good academic reputation

In contrast, the following items include areas where all 2007 respondents illustrated **lower response frequencies** than previous years:

- ✓ 29% of 2007 students believed that federal military spending should be increased
- ✓ 62% of 2007 students indicated feeling that there is too much concern about the rights of criminals
- ✓

Six-year comparison of Bridge Program students:

When comparing across years, there appears to be a general upward trend in Bridge students' confidence in academic-related abilities:

- ✓ While 27.2% of Bridge students reported being confident in academic abilities in 2005, 37.7% of Bridge students in 2007 reported having such confidence
- ✓ 23.4% of Bridge students in 2007 as compared to 15.6% of Bridge students in 2005 reported having confidence in their math skills
- ✓ 33% of Bridge students in 2007 as compared to 15.6% of Bridge students in 2005 reported having confidence in their writing skills
- ✓ Higher percentages of recent Bridge students in 2007 reported using a personal computer and the internet for research/homework prior to attending Mt. SAC
- ✓ Bridge students in 2007 more frequently (56%) believed improving the understanding of other countries/cultures was an essential objective (from 37.1% in 2002).

A more detailed discussion of these results is provided in the main report.

Mt. San Antonio College CIRP Survey Results: A Six-Year Comparison (2001-2005 & 2007)

Introduction

The Cooperative Institutional Research Program (CIRP) Freshman Survey is the largest national survey of entering college freshman and has been conducted by the Cooperative Institutional Research Program since 1966. It is administered by the Higher Education Research Institute (HERI) at UCLA's School of Education. Every year, hundreds of higher education institutions participate in this grand-scale survey. Colleges and Universities nationwide have found the survey findings beneficial. The findings provide a wealth of information regarding the general characteristics of their entering freshman and also highlight educational trends, which can aid an institution's planning and program decision-making.

Since 1966, Mt. San Antonio Community College has participated in this study. Of the 41 years of CIRP survey history, Mt. SAC has participated 23 times. The survey results provide a detailed profile of the students including their; demographic characteristics, educational objectives, expectation, life goals, high school activities, self-ratings of competency, and views on social and political issues. Although comparative data from similar institutions (two-year public or private colleges) are also included, this CIRP survey report will focus on Mt. SAC students only.

This summary report compares CIRP survey responses from Mt. SAC's entering freshman to a group of Mt. SAC students enrolled in the Bridge Program. The Bridge Program is a special assistance program for students who have academic and financial needs. It is a learning community designed to increase students' academic and personal success through the structuring of the learning environment. The findings of this survey are discussed in terms of this year's highlights and are examined for multiple-year trends.

Methods

The CIRP survey was administered during New Student Orientation sessions on Mt. SAC's campus. On average, 900 surveys have been disseminated each year since 2001 (see the figure and table below). In addition, our more recent results indicate participating student-athletes at Mt. SAC.

Mt. SAC CIRP Institutional Group Category

Year	Group			
	All	FTFT	Part-time	Transfer
2001	863	459	163	241
2002	852	524	149	179
2003	889	522	179	188
2004	800	440	155	205
2005	921	724	147	50
2007	1,104	817	142	145

	Bridge	Regular	Athletes
2001	136	323	N/A
2002	106	418	N/A
2003	141	381	N/A
2004	133	307	N/A
2005	158	394	172
2007	214	470	133

Participant Count of Mt. SAC CIRP Survey Comparison Groups	2001	2002	2003	2004	2005	2007
All Mt. SAC Respondents	863	852	889	800	921	1,104
Bridge Program	136	106	141	133	158	214

Within-campus Comparison & Six-Year Trend Analysis:

In this report, the collective sample of Mt. SAC CIRP survey respondents is compared to a group of these students who are enrolled in the Bridge Program; the data is also examined for recent updates as well as the six-year trend analysis (2001-2005 & 2007). Notable findings from the 2007 survey are discussed, and changes across the six years of collected data are examined in detail. Examples of the survey highlights that we discuss include: surveyed students' demographics, family background, self-ratings of strength and competency, high school experiences, concerns, values and beliefs. Please be informed that not all entering Mt. SAC students participate in the CIRP survey

each year; therefore, the results from this report represent responses and opinions of the surveyed participants and do not reflect the overall Mt. SAC new-student population. In addition, numbers in the following tables are represented as the percentage of participating students who responded to a particular survey item.

Student Demographics

The overall Mt. SAC CIRP sample continues to have an even ratio of males (49.2%) to females (50.8%). Meanwhile, the percentage of women (60.2%) enrolled in the Bridge Program continues to be higher than the percentage of men (39.7%) enrolled in the Bridge Program.

Gender	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
	N=136	N=106	N=141	N=133	N=158	N=214	N=863	N=852	N=889	N=800	N=921	N=1,104
Male	39.0	29.2	31.2	37.6	33.5	39.7	45.0	44.7	44.4	51.1	48.6	49.2
Female	61.0	70.8	68.8	62.4	66.5	60.2	55.0	55.3	55.6	48.9	51.4	50.8

Hispanic/Latinos represent the ethnic majority of Mt. SAC students, and also represent the ethnic majority of Bridge Program students. Interestingly, Hispanic students represent about 80% of Bridge students, while 60% of the CIRP-surveyed Mt. SAC freshman sample was Hispanic/Latino students. Please note that these numbers do not represent the entire Mt. SAC population, which is approximately 40% Hispanic, 20% White/Anglo, 20% Asian, and 20% "other."

Ethnicity*	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
	N=136	N=106	N=141	N=133	N=158	N=214	N=863	N=852	N=889	N=800	N=921	N=1,104
White	9.8	7.6	2.9	8.5	5.8	9.5	22.4	18.7	18.9	22.2	21.2	22.2
Hispanic/Latino	87.9	84.8	85.4	83.7	83.7	83.4	49.8	62.1	59.0	55.9	60.7	62.1
African American	6.1	4.8	5.8	4.7	7.1	8.1	5.9	6.5	6.5	12.3	9.2	7.1
Asian	1.5	4.8	3.6	4.7	4.5	6.6	18.2	11.4	13.1	9.2	11.1	12.6
Native Hawaiian/Pacific Islander	0.0	1.9	2.9	1.6	0.0	1.9	3.8	2.5	2.9	4.1	4.3	4.4
Native American	0.8	1.0	0.0	1.6	0.6	2.4	0.8	2.1	1.7	2.8	2.0	2.4
Other	5.3	2.9	5.8	3.9	7.1	3.8	7.8	5.7	6.0	5.8	4.9	6.8

*Percentages may add up to more than 100%, as students could make multiple selections across ethnic categories.

Over the last six years, there have been variations with respect to the demographic items listed in the table below. Across the six years of data, Bridge Students are consistently more likely to be younger, non-Native English speaking, non-Citizens, who live closer to campus, and also live with family/relatives, as compared to the total sample of CIRP survey respondents.

Demographics	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
U.S. Citizen	89.1	84.8	72.9	78.3	76.7	82.1	85.5	82.5	78.8	87.7	85.9	87.0
Average Grade In HS – A and B ranges	61.8	57.7	64.8	65.8	63.9	61.6	62.9	57.0	61.9	58.3	65.7	62.0
College Distance from Home: 10 Miles Or Less	55.2	56.4	64.4	55.4	70.6	66.0	52.7	52.8	57.3	52.1	61.8	56.0
Plan To Live With Family Or Relative in Fall Term	94.9	95.3	92.1	92.5	91.7	95.3	83.7	85.2	83.4	83.2	92.8	88.6
Age 18 or less by end of Fall Term	80.0	76.4	79.2	78.6	79.4	79.7	51.8	50.3	53.1	52.4	75.3	64.9
English Is My Native Language	50.0	51.4	38.1	37.1	44.2	52.8	66.0	60.2	58.5	68.5	68.2	69.1

Surveyed Students' and their Parents' Level of Education

While roughly 30% of all Mt. SAC CIRP respondents reported having at least one parent (mother or father) without a high school diploma, nearly 50% of Bridge students reported having at least one parent without a high school diploma. Thus, the group of Bridge students at Mt. SAC was more likely to have a parent with education levels lower than high school degree than the Mt. SAC freshman sample overall.

Parents' Educational Level	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Father's Education – College Degree Or Above	10.5	11.4	8.5	11.6	11.3	12.8	27.9	20.9	21.9	22.8	23.2	25.2
Father's Education – No High School Degree	55.3	51.4	55.4	57.0	52.5	50.5	31.1	40.2	36.6	32.7	32.3	31.8
Mother's Education – College Degree Or Above	7.9	9.5	9.5	11.2	11.9	14.6	21.8	19.6	20.9	21.3	24.0	24.6
Mother's Education – No High School Degree	52.7	50.4	52.9	57.2	48.7	47.3	31.8	38.9	35.4	31.5	30.3	30.3

At Mt. SAC, family income levels continue to differ between the group of Bridge Students and the freshman CIRP sample at large. For example, two-thirds (66%) of the CIRP sample while over 80% of Bridge students reported having family incomes falling below the California State's median family income; an estimate of \$68,310 in 2004 with a family size of four (U.S. Census Bureau, American Community Survey, 2004).

Parents' Total Income Last Year	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Less Than \$25,000	40.6	38.1	56.9	43.0	50.0	41.4	37.4	39.3	37.9	36.6	32.2	31.9
\$25,000 to \$59,999	44.9	46.0	33.0	47.4	39.1	41.4	37.1	38.3	33.5	34.7	35.6	33.7
\$60,000 to \$99,999	11.0	10.8	8.5	6.2	10.1	12.3	15.4	14.7	15.8	15.7	18.6	18.8
\$100,000 and more	3.3	4.9	1.6	3.5	0.7	4.9	10.0	7.6	10.9	13.3	13.7	15.5

Self-Ratings of Strength and Competency

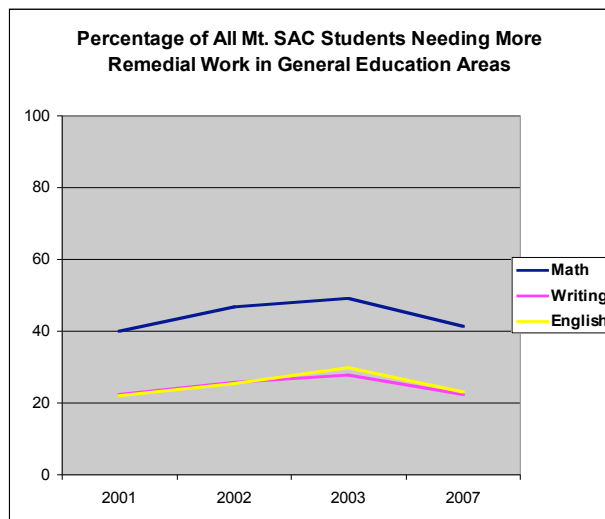
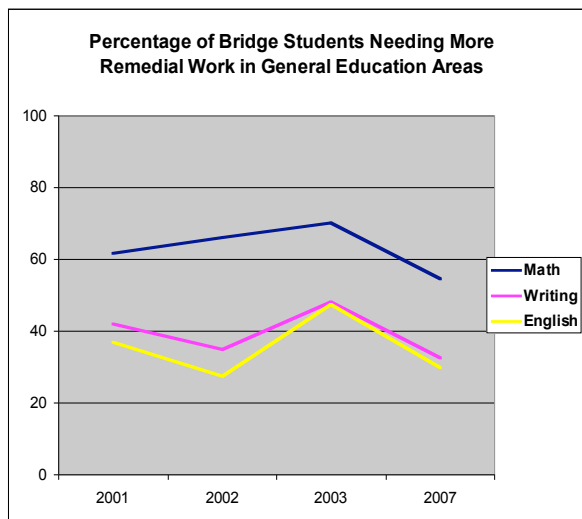
Over the years, the Mt. SAC surveyed freshmen have had consistent perceptions of their strength and competency across a number of academic-related abilities. Interestingly, in 2007, there was a dramatic increase the amount of Bridge students perceiving high abilities in both writing (33%) and mathematics skills (23.4%). In prior years, more students from the general Mt. SAC population reported having superior abilities in these areas. In 2007, however, Bridge Students nearly equaled the general student population (e.g., All Mt. SAC students) in academic-related perceptions of writing and math ability (approximately 32%) and (23.4%) respectively.

Self Rating as Top 10% or above average among same age people in:	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Academic Ability	29.7	31.4	27.2	36.2	27.2	37.7	36.4	31.4	35.0	39.4	38.8	39.3
Computer Skills	24.4	26.4	30.1	20.9	33.5	37.3	30.8	26.1	31.7	31.5	35.1	37.4
Math Ability	21.2	10.4	13.9	21.5	15.6	23.4	24.8	18.8	23.0	25.0	24.2	23.4
Public Speaking Ability	33.6	22.6	29.4	19.2	23.7	25.8	30.8	27.9	29.7	29.9	29.7	30.0
Popularity	30.2	17.9	18.2	---	---	---	29.5	27.1	26.7	---	---	---
Writing Ability	24.4	16.0	24.1	21.5	15.6	33.0	30.5	25.4	28.2	27.7	28.6	32.1

---This survey item was not included in this particular year.

This 4-year comparison indicates relatively consistent findings in regards to students' views about needing remedial work across general education areas. However, among the group of Bridge students at Mt. SAC, there has been a sharp decline in the percentage of those who report needing remedial work in general education areas. For example, between 2003 and 2007, there has been a dramatic decrease in the number of Bridge students reporting remedial education needs. In 2003, 70.2% of Bridge students reported needing remedial services in math while in 2007, 54.7% of 2007 Bridge students reported having these needs. In 2003, 48.2% of Bridge students reported needing remedial help in writing while in 2007, 32.7% reported having these needs. Finally, the number of Bridge students needing remedial help in English has dropped from 47.5% in 2003 to 29.9% in 2007. The figures and tables below are provided for your ease in interpreting these findings.

Currently More remedial Work Needed in	Mt. SAC Bridge Program				Mt. SAC All Survey Respondents			
	2001	2002	2003	2007	2001	2002	2003	2007
Math	61.8	66.0	70.2	54.7	39.9	46.9	49.2	41.4
Writing	41.9	34.9	48.2	32.7	22.4	25.6	27.8	22.4
English	36.8	27.4	47.5	29.9	22.1	25.5	29.8	22.9



In summary, the recent 2007 data indicate fewer numbers of Bridge students reporting needs for remedial services as compared to previous years. Interestingly, higher numbers of Bridge students also perceive having superior skills in a number of academic-related areas (from the previous page). Taken together, such findings suggest further investigation among the group of Bridge students in terms of their perceptions of their abilities and their actual needs for remedial work.

Students' Choices for College and Reasons to Attend

A large majority of students indicated that Mt. SAC was their first choice for college (upward of 70%). Around 65% of students reported that it was the only college to which they applied.

College Choice	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
This college is my First Choice	76.5	74.3	76.8	72.5	70.7	75.9	70.0	74.7	72.3	71.1	68.7	72.0
Mt. SAC –Only College Applied for Admission	74.8	70.9	60.1	65.1	60.0	64.3	73.7	73.4	71.8	68.4	62.4	65.9

The college's good academic reputation and low tuition were among the students' top two reasons for students choosing to attend Mt. SAC (49.5% and 51.5% respectively, see table provided below). Interestingly, a higher percentage of Bridge Students endorsed these items (61.7% and 65.4% respectively) as compared to the overall sample. Worth noting, is that several items in this table illustrate inconsistent patterns over the years, suggesting that content variation and item-related scoring may have affected the response distributions of each survey year.

Why Attending This Particular College	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
College Has Good Academic Reputation	56.7	49.5	53.0	38.7	52.0	61.7	40.0	46.8	46.3	44.2	48.9	51.5
Low Tuition	39.2	55.2	47.0	65.5	52.3	65.4	38.1	42.0	38.7	44.3	48.6	49.5
Graduate admit to good college	48.8	---	---	35.7	37.9	45.5	32.0	---	---	33.9	39.0	40.9
Graduates get good jobs	56.0	---	---	42.2	46.9	41.0	36.3	---	---	41.0	41.6	41.2
Want to live near home	34.7	28.8	35.1	44.1	29.6	38.7	26.9	30.9	27.4	28.9	29.9	30.7
Size of College	11.4	8.6	8.3	21.6	11.7	12.5	9.5	10.5	8.8	11.7	11.0	10.0
Offer Special Programs	47.2	45.3	49.2	---	---	---	31.0	37.6	35.5	---	---	---

---This survey item was not included in this particular year.

Approximately one-fourth of all CIRP survey respondents selected a probable major in a professional field of study (e.g., urban planning, family & consumer sciences, medicine, nursing, or vocational therapy). However, recently among the group of Bridge students, there has been a sharp decline in those choosing a professional field as a probable major, as only 19.5% of Bridge students intend to major in this field of study. Meanwhile, higher numbers of 2007 Bridge students (16.7%) reported having plans of majoring within the field of business as opposed to prior years (e.g., 8.7% in 2005).

Probable Major Field of Study	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Arts & Humanities	7.5	8.2	9.1	5.0	10.3	12.8	9.9	12.3	12.1	9.6	9.4	10.9
Biological sciences	0.8	0.0	0.8	3.0	3.2	2.5	3.1	1.2	13.9	2.6	3.2	3.7
Business	8.3	11.3	15.1	11.9	8.7	16.7	15.1	14.2	15.0	16.6	14.1	15.5
Education	15.1	20.6	11.4	7.9	10.2	7.6	10.6	12.0	9.9	8.3	8.2	5.5
Engineering	1.6	0.0	5.3	6.0	2.4	4.2	4.4	5.6	6.8	6.4	3.9	4.9
Physical Sciences	1.6	0.0	0.8	0.0	0.8	0.0	1.4	0.4	1.0	0.9	0.9	1.0
Professional	21.9	17.4	21.2	31.4	30.3	19.5	15.8	19.0	17.6	20.8	25.6	24.1
Social Sciences	10.1	12.3	7.7	12.8	10.9	9.7	9.3	9.2	8.2	7.7	9.3	9.0
Technical	4.1	6.2	2.3	5.0	1.6	3.8	5.2	3.5	3.9	4.0	2.8	4.4
Other Fields	15.2	12.4	12.9	6.8	12.5	11.9	13.5	11.1	11.5	13.0	13.1	12.1
Undecided	12.7	11.3	13.6	8.8	10.1	9.8	11.4	11.6	7.3	10.5	9.0	8.7

Students' Activities Noted in their Past Year

Results from the 2007 survey indicate an increase in the number of students who reported drinking beer over the past year from the previous year. This finding holds true across the overall surveyed sample as well as the group of Bridge students. However, frequencies in self-reports of beer drinking were not as high prior years (e.g., 2001 & 2004).

Activity Noted In Past Year	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Socialized W/ Other Race[1]	62.9	71.4	67.6	67.2	58.2	63.3	71.7	64.3	67.8	70.0	71.4	70.8
Came Late To Class	66.4	61.4	74.1	67.5	66.7	68.1	58.7	57.7	56.9	60.3	66.4	59.2
Attending religious services	72.9	68.9	65.4	74.0	72.8	69.0	71.3	66.4	64.2	74.8	70.0	71.1
Studied with other students	76.9	76.2	86.8	77.3	75.2	81.0	74.2	71.6	72.2	72.1	79.5	80.1
Used a personal computer[1]	50.4	51.9	54.8	52.4	55.0	63.9	58.6	52.3	58.2	59.4	65.2	61.4
Used the internet for research or homework[1]	55.6	61.3	62.5	61.7	67.5	65.4	51.8	49.6	58.7	55.5	65.0	62.7
Drank beer	36.1	28.3	19.9	33.1	23.7	31.4	36.6	32.1	34.8	39.9	26.6	30.5
Performed volunteer work	66.4	62.3	66.9	59.7	72.4	71.1	57.2	54.8	59.9	58.8	68.3	66.5

[1]As reported by CIRP, Percentage in this category represent "frequently" only. Other categories represent "frequently" and "occasionally".

High School-Related Activities

A portion of the CIRP survey asks students to indicate the amount of time spent on various high school activities. The survey also has students report their activity levels on an hourly basis (e.g., 3 hours or more vs. 3 hours or less) within a typical week of high school. A newly added item in this area included the number of hours students spent socializing on computer networks. While the overall sample of survey respondents did not differ vastly from the group of Bridge students on this item, future years' data will reveal interesting findings regarding the type of interpersonal communication styles that entering freshman preferred during high school.

Time spent on these activities in a typical week during last year of High school	Mt. SAC						Mt. SAC					
	Bridge Program						All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Volunteer work												
Less than 3 hours	82.7	82.7	82.8	71.6	78.2	73.8	83.9	85.9	80.9	80.1	78.2	80.2
3 hours or more	17.3	17.3	17.2	28.4	21.8	26.3	16.1	14.1	19.1	19.9	21.8	19.7
Student Club												
Less than 3 hours	80.9	84	80	77.6	86.3	80.5	81.8	85.1	81.7	84.5	84.8	82.3
3 hours or more	19.1	16	20	22.4	13.7	19.6	18.2	14.9	18.3	15.5	15.2	17.7
Reading for Pleasure												
Less than 3 hours	79	84.9	79.7	74	84.3	69.3	77.1	79	78	77.8	82.1	76.5
3 hours or more	21	15.1	20.3	26	15.7	30.7	22.9	21	22	22.2	17.9	23.6
Watching TV												
Less than 3 hours	40.9	42.8	47.8	45.5	52.6	43.6	42.2	49.7	47.4	45.7	45.2	50
3 hours or more	59.1	57.2	52.2	54.5	47.4	56.3	57.8	50.3	52.6	54.3	54.8	50
Studying/Homework												
Less than 3 hours	47.4	47.2	43.4	34.7	52.9	54	41	47.8	49	42.8	51.7	49.6
3 hours or more	52.6	52.8	56.6	65.3	47.1	45.9	59	52.2	51	57.2	48.3	50.3
Socializing with friends												
Less than 3 hours	10.2	18.1	17.8	18.9	23.2	15.7	15.5	21.1	19.9	15	15.6	15.7
3 hours or more	89.8	81.9	82.2	81.1	76.8	84.3	84.5	78.9	80.1	85	84.4	84.3
Socializing using a computer network (Face Book, MySpace, etc.)												
Less than 3 hours	---	---	---	---	---	55.3	---	---	---	---	---	61.0
3 hours or more	---	---	---	---	---	44.8	---	---	---	---	---	39.0

---This survey item was not included in this particular year.

Overall, a large number of students reported socializing with friends, watching T.V., and reading for pleasure as activities in their typical week in high school. Across the survey group at large and among the group of Bridge students, hours spent involved in a student club were most infrequent. Interestingly, volunteer work was the second most infrequent activity noted for both groups; however, the proportion of Bridge students who engaged in 3 hours or more of volunteer work (26.3%) per week was higher than that found for the total sample (19.7%).

Degree Aspiration

The majority of students from both groups intended to obtain Bachelor's or higher degree. After a brief decline in 2004, students across both groups increasingly indicate an interest in obtaining degrees above and beyond the associate and baccalaureate level. Degree-related intentions have been similarly rated between the sample at large and the Bridge Program group of students.

Highest Academic Degree Intend To Obtain any where	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Associate	3.5	3.5	4.8	9.6	5.8	6.3	7.6	8.0	8.4	9.7	7.1	6.7
Bachelor's	24.8	17.4	22.6	31.2	33.3	21.7	29.4	27.5	29.5	29.1	30.4	26.2
Master's	44.2	54.7	50.8	29.6	38.3	42.9	34.6	33.3	32.5	36.6	40.7	41.8

Financial Concern

Bridge students continue to show greater concern about financing their college education than the majority of Mt. SAC students; a finding which has been consistent for the six years of study and is not surprising given the socioeconomic status of Bridge students.

Degree of Concern about Financing College Education	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Major Concern	35.4	30.5	41.9	33.1	26.0	25.1	26.6	27.8	27.7	26.3	23.1	18.3
Some Concern	44.9	52.4	50.0	57.6	56.7	60.4	45.9	46.4	45.0	44.1	51.2	51.3
No Concern	19.7	17.1	8.1	9.3	17.3	14.5	27.5	25.8	27.3	29.6	25.7	30.4

Political Views and Beliefs

Political views	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Middle-Of-The-Road	47.1	48.5	39.7	47.6	45.0	51.3	52.2	50.0	47.0	48.5	51.1	50.5
Liberal	36.1	35.6	29.8	34.9	27.9	28.7	28.1	25.7	29.0	25.9	24.4	24.8
Conservative	10.9	12.9	17.4	11.1	20.0	13.8	14.9	17.9	16.7	17.3	18.7	20.8

The majority of students surveyed reported being "middle of the road" politically-speaking. This finding has been consistent for all years of this study.

Generally speaking, there are year-to-year variations in the frequency of students who endorse politically and socially-related issues. This six-year examination illustrates that such views are likely to be reflective of variations stemming from the local and global political climate.

Issue Agree Strongly/ Somewhat	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Federal should control better in sales of handguns	88.1	86.4	85.7	86.1	84.7	77.4	84.0	77.9	76.2	81.3	83.3	77.9
Wealthy People pay more taxes	57.3	52.9	51.5	54.8	52.0	62.4	50.9	48.4	54.8	51.3	60.0	59.8
Too much concern for rights of criminals	64.8	60.6	65.6	67.2	70.5	62.8	66.4	65.9	65.6	64.5	64.2	62.2
College should prohibit racist/sexist speech on campus	57.1	57.7	60.3	47.6	55.4	---	59.9	59.4	58.5	56.0	58.5	---
Federal military spending should be increased	---	48.5	32.6	26.7	29.0	22.6	---	41.7	37.9	32.6	31.2	28.6
Affirm. Act In Adm Should Be Abolished	31.1	27.7	38.7	30.8	39.3	32.3	38.5	36.7	38.2	39.5	39.6	37.3

---This survey item was not included in this particular year.

Mt. SAC students more strongly endorse objectives such as raising a family and being well off financially in comparison to Bridge students. Meanwhile, higher numbers of Bridge Students consider improving an understanding of another's culture or country as an important future objective.

Objectives consider essential or very important	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Raising A Family	78.6	71.2	72.8	79.5	66.7	68.0	68.2	65.6	68.8	74.2	73.6	71.4
Being Very Well Off Financially	81.0	88.6	83.0	85.5	82.9	80.4	80.8	81.5	78.8	82.3	85.7	82.7
Helping Others Who Are In Difficulty	70.6	67.0	68.9	80.7	74.3	72.3	59.6	63.8	65.4	64.9	70.8	69.1
Become Authority in own field	56.8	52.8	60.7	64.5	---	60.0	59.2	55.3	61.4	59.3	---	58.4
Improve Understanding Of Other Countries And Cultures	---	37.1	50.7	50.5	54.5	56.4	---	37.5	41.1	43.6	48.6	47.8

Across the board, both groups of students report a high likelihood of socializing with someone of another race. This finding has remained consistent over the six years of study. A promising finding is that students consistently report perceiving a high likelihood of making at least a “B” average while in college.

Chances are Good that She/He will	Mt. SAC Bridge Program						Mt. SAC All Survey Respondents					
	2001	2002	2003	2004	2005	2007	2001	2002	2003	2004	2005	2007
Get Job To Help Pay Cost	49.2	49.0	48.5	47.7	52.3	43.1	47.4	51.8	43.5	45.9	51.1	48.5
Work Full Time While Attending	11.8	9.7	12.8	14.5	10.3	10.8	22.0	22.2	21.4	23.6	12.3	18.4
Be Satisfied with your College	45.3	36.9	41.8	41.9	46.9	39.7	36.5	36.8	42.9	40.4	43.3	41.1
Get a Bachelor's Degree	62.1	58.0	65.4	---	---	---	53.4	50.2	53.6	---	---	---
Make At Least B Average	37.1	40.8	43.3	51.4	52.0	46.5	42.9	42.6	46.5	46.2	48.9	50.8
Transfer To Other College	32.8	40.8	37.6	35.6	35.6	34.5	28.7	35.2	37.0	32.5	33.2	30.1
Communicate Regularly With Professors	35.3	22.3	39.4	32.0	26.2	31.7	27.3	26.2	24.6	21.8	24.0	27.6
Socialize With Someone Of Another Race	68.7	61.2	61.5	56.6	58.6	57.1	55.8	53.5	53.8	54.4	61.5	58.6
Participate In Student Clubs	23.9	12.6	22.9	28.8	24.3	24.6	17.1	13.4	18.4	15.8	18.1	17.3

---This survey item was not included in this particular year.

Conclusion

Some visible differences of the 2007 survey results show that our students:

- ✓ Believe that their academic abilities across general education topics such as writing, math, and English were superior (or better than 90% of their peers)
- ✓ Are younger, lived closer to Mt. SAC with family/relatives
- ✓ Are more likely to be Hispanic students
- ✓ Are increasingly likely to have English as their native language
- ✓ Have used personal computers
- ✓ Attend Mt. SAC for this college's academic reputation and low cost

Other noticeable differences over this six year period were:

- Students increasingly report being very spiritually-oriented
- More students intend to obtain Master's degree
- More students considered helping other people in difficulty and improving their understanding of other cultures/countries as essential/important objectives

On most survey items, there were more similarities than differences between Bridge Program students and the overall sample of respondents. This finding is important in that Bridge students tend to come from more disadvantaged background, are less prepared academically, and rely more on college resources to overcome obstacles of their college education. Even more interesting, the 2007 Bridge Student respondents rated their need for remediation in general education courses similarly to the overall Mt. SAC population and also perceived their abilities in academic-related areas as equal to the Mt. SAC overall sample. Such findings suggest the further need to examine Bridge students' academic-related perceptions. For example, Bridge students' perceptions of needing remedial work may be further examined in comparison to their course-level proficiency, transfer readiness, and retention rates across a number of general education courses. Further, based on the findings, future studies could be adapted for other existing groups of Mt. SAC students and this application would provide an invaluable tool for identifying unique barriers and motivators to student success, and learning outcomes among diverse students.