SES Fall 2006 Analysis

The Queensborough Student Experience Survey has been administered every three years since 1997. The survey is administered in the EN 101 classes during one week in the fall. This method enables the survey to be administered in a short space of time and to include all curricula. The cooperation of Professor Sheena Gillespie and her faculty makes this administration possible.

Since 2003 the results are scanned in the Office of Institutional Research and the results and analysis are posted to the QCC IR website. Hard copy reports are distributed to the Cabinet and Deans.

A special report which lists the top ten and bottom ten items of importance and satisfaction is generated to address the item in the Strategic Plan: Address the most significant student concerns identified in the 2006 QCC Student Experience Survey and establish tactics to increase student satisfaction in those areas by the next survey.

The survey is reviewed and updated as necessary for each administration. The scale chosen in 1997 is still used to facilitate trend analysis. This scale is a five point scale for satisfaction. Very satisfied, satisfied, no opinion, dissatisfied, very dissatisfied; there is also a not applicable choice for each item for students who have never used a service. Similarly there is a scale for importance: extremely important, very important, no opinion, low importance, no importance, and not applicable.

For this presentation, the scale has been collapsed: very satisfied and satisfied responses are reported together as are dissatisfied/very dissatisfied; extremely important and very important are reported as one, as is low importance and no importance.

Advisement and Counseling:

For the Fall 2006 survey the questions on advisement were modified to mirror the current advisement organization.

a. Academic advisement center in the library: 88.2% of respondents were satisfied
b. Counseling Center in the library had a 57.2% very satisfied/satisfied rating.
c. Advisement by faculty – 69.1% satisfaction rating.

In order to further interpret these responses note that the very dissatisfied/dissatisfied rating ranges between 2.0% ~ 7.4%, all at least six percentage points below rating of the previous general advisement question.

The innovation of the PACE system which enables students to be advised online is favorably rated with 80.2% being very satisfied/satisfied.

Availability for Advisement by faculty is rated a bit less than in previous year 68.8% → 67.6%.

Satisfaction with the college catalog as an advisement tool has improved from 78% → 81.2%

Job placement services increased its satisfaction rating to 24.9%, still low, but 64.2% had no opinion. Maybe this is a question which should be expanded next administration to determine what their expectations are.

Testing:

Testing has changed location this year and the duties of the staff have changed also. More test information is distributed via e mail so there is reduced interaction between staff and students, especially with respect to explaining test results. This job is now handled more by Advisement, where it logically belongs. The drop in satisfaction with placement questions being answered by testing office staff, from 62.5% to 56.3% might reflect this shift, as students are directed to Advisement, rather than getting their questions answered right away by testing staff. The helpfulness of staff decreased 1.2% to 49.2%; satisfaction with hours of testing also decreased 4% to 49.2%.

Registration:

80.8% of students are satisfied with convenience, and increase of almost 9%.
Satisfaction with help available dropped a bit to 69.8% but 72% (up 5%) are very satisfied/satisfied with online course information.
70.6% are very satisfied/satisfied with number of courses offered each semester and 71.6%(up 10%) with variety.
Variety of evening courses stays about the same with 50.2% very satisfied/satisfied.
Variety of weekend courses drop 4% to 38.5% but summer rises to 44.1% from 36.2.

Totally online courses and partially online courses both drop a few percents in very satisfied/satisfied, 33.1 and 32.7%. Enrollment in fully online courses is low with poor course performance. Students perhaps are enrolling without clear understanding of what fully online courses are like.

Full Online Classes	Fall 2005	Fall 2006
Total # of Students	140	188
% of Students with W or WU	41%	44%
% of Students Who Completed the Course	59%	57%
% of Students Who Completed the Course and Received an F Grade	18%	7%

Partial Online Classes	Fall 2005	Fall 2006

Total # of Students	164	164*
% of Students with W or WU	25%	16%
% of Students Who Completed the Course	75%	84%
% of Students Who Completed the Course and Received an F Grade	11%	4%

*same enrollment in both semesters

But availability of courses at times that are convenient for you rose 16.9% to 63.3% with dissatisfied staying at 23%.

Financial Aid:
Satisfaction with hours of financial aid has dropped 5% to 45.2% and dissatisfaction rose 2%

In 2003, students were asked about satisfaction with applying online for financial aid; result was 79.6%; this year the question was changed to the (entire) process of applying for financial aid: the result was a drop to 54.9% but these questions are not comparable, online application is only part of the process.
Same as in 2003 fifty two percent (52%) of the students are very satisfied/satisfied with Financial aid staff.
Billing and payment procedures had a 59.3% satisfaction rate. This too should be more detailed for the next administration.

Bookstore:
The book store as usual gets consistent satisfaction ratings: 75% location, 69.7% for hours, and 76.7% for helpfulness of staff; Satisfaction with stock is 72.8% (an increase over previous years) and dissatisfaction with prices still at almost 70%. Satisfaction with prices dropped 6% to 14.9%.

Student Cafeteria/Vending Machines:
Student cafeteria/Vending machines, shows, convenience/location stayed consistent with 65% and 78% satisfaction. Satisfaction with cleanliness however dropped 8% to 54.7% and dissatisfaction increased from 18.5% to 24.4%. Helpfulness of student cafeteria staff dropped from 59.8% to 51.5% and food choice satisfaction dropped from 51% to 43.2% and satisfaction with prices of food also dropped from 42.0% to 27.4%.

Vending machines were more favorably rated in 2006. Ratings for location rose from 62.1% to 78.4%, and food choices in them increased from 54.2% to 61.7%, and there was a dramatic increase in satisfaction with ease of operation: 11.2% up to 58.8% (Did QCC contract with a new company?)

Library
Library has consistent ratings of satisfaction:
hours of operation: 82.3%;
helpfulness of staff, 78.2%;
availability of up to date materials, 69.1%;
availability of printed journals, 67.2%.
availability of computerized journals, 71.6% (up from 58.8% in 2003);
required textbooks available, 62.6%;
reference section, 66.4%;
library as a place to study,74.4%;
instruction on how to use library: 66.7%;
instruction on CUNY Plus catalog system: 57.8%.

ACC
ACC has improved satisfaction ratings of 3 to 6% for both hours and helpfulness of ACC staff, 62.9% & 64.0%.
satisfaction with availability of computer work stations is up 0.1 to 57.8%.

Course and Instruction
Satisfaction with student evaluation of faculty is up 0.7% to 67.3 and explanation of grading policy in your courses has increased 5.4% to 75.7% (This has increased steadily since 1997 and may indicate increased faculty interaction with students and explanation of assessment methods.)
Classes using computers not just for word processing is a new question this year: 62.7% are satisfied.
Satisfaction with instructor interest in your progress is similar to last year with 69.7% satisfied (after a jump from 54.9% (1997) and 58.6% (2000).
Satisfy with explanation of course objectives provided by instructors continues to increase from 59.9% (1997), 68% (2000), 74.7% (2003), and 77.9% (2006). (Another indication that student learning emphasis is taking hold at QCC).
Similarly, satisfaction with variety of teaching methods is steadily increasing 56.8% (1997), 62.1% (2000), 69.5% (2003), and 74.2% (2006).
Classes that use …. blackboard and e-mail received a satisfaction rating of 72%.
Satisfaction with reading level of textbooks increased 7.9% to 79.9% as it has steadily increased since 1997 (I wonder why?)
Satisfaction with opportunities to work with others on assignments, variety of courses in your curriculum, and opportunities to practice in a math, reading, writing, language, speech, or computer lab all fell 3, 4, and 5% to mid sixty percents. (next administration, this question should be reworded; no way to tell from this what is being rated).

<u>Opportunities for Academic and Personal Development on Campus</u>
Satisfaction with most opportunities rose:
Satisfaction with opportunities to improve job related skills rose 6 percent to 58.6%.
Opportunities to learn how to organize… time rose 8% to 60.5%, and opportunities to improve your vocabulary rose 6% to 68.9%.
to read analytically rose 1% to 72.3%

to improve writing rose 8% to 80.1%
improve computer skills rose 1% to 61.2%
Improve research methods rose 6% to 69.4%
Improve ability to problem solve rose 1% to 61.5%

Three areas decreased a bit:
To improve math skills 1% to 60.5%
To improve science knowledge and techniques 0.6% to 58.9%
To improve test taking ability 3.4% to 59.1%

Usefulness of tutoring in academic subjects at Campus Learning Center got a 57.5% satisfaction rating; and tutoring in writing at Campus Writing Center a 53.8%; both a 5% increase over 2003. (The reorganization and relocation of tutoring to the center of campus might be paying off).

Students were les satisfied with ACT, and CPE workshops, dropping 5% to 46.6%.
The usefulness of ST100 increased to 56.7%, a steady increase from 39.9% in 1997.

The following questions were rated on a scale of importance: extremely important, very important, no opinion, low importance, & no importance.

Student and social life.

Opportunities to make new friends: increased slightly in importance from 59.4% to 62% while the variety of clubs and organizations on campus decreased 2% in importance to 48.7%. A new question about the visibility of student government was rated important by only 35%.

Facilities

A quiet place to study on campus rose to 90.1%; it has steadily increased since 1997. A place to study in groups on campus is not rated so highly as important: 71.8% (a slight drop from 2003).
Lounge areas such as Student Union: Very Important/Important: 72.8%
Recreation areas such as pool: 62.9%
Recreation areas such as Student Union: 67.5%

Academic Program

Instructors who are interested in my progress increased to 91.6% (a steady increase from 75.1% (1997)
[Consider this with the 69.7% satisfaction rate of students about instructors interest in your progress (which has steadily increased; this is something students value and want)]

The importance of instructors who follow course outline decreased a bit to 81.1%. But still important.

Grades based on different formats … instead of tests alone, rose 5.5% to 88.7%.
Courses using many sources decreased to 66.4% from 70.8%.
The importance of evening classes rose a per cent to 61.8% while Friday evening classes dropped 5% to 44.8%. (definition of hours that an evening class meet should be defined)
Weekend class importance also dropped 5% to 47.5%. But classes that meet once a week rose to 59.7%. This latter is consistent with time being valuable, especially if you have a job.
Totally online and partly online dropped in importance to 33.0% and 34.1% [Do the QCC students want the personal interaction? or don't know how to use online learning?]
Learning to write better papers (88.4%)
Tutoring services (86.5%) and opportunity to take elective courses (82.1%) all rose in importance.

Personal Concerns
The following all increased in importance rating:
Learning time management skills (86.7%)
Improving my study skills (90.4%)
Career Counseling (83.3%)
Academic Advisement (92.2%)
Financial Aid as a factor in attending QCC (84.7%)
Encouragement from my instructors (90.5%)
Learning to set better goals for myself (90.4%) and Opportunity to learn new skills/interests (87.2%).
Improving my social interactions with other students (67.4%), Courses with many class discussions (77.1%) and campus activities for students (72.1%) all decreased a bit but are still highly rated.

Overall Concerns:

The students are now asked to rate items on satisfaction again.

Satisfaction with the overall concern of the College for you as a student has declined about 3% to 68.1% from 2003.
The satisfaction with the overall quality of the College has increased 5.5% from 2003 to 78.4%, a steady increase from 1997.
The satisfaction with the overall amount of information provided by the college to students has increased 3.7% to 71.8%.
Satisfaction with adequate places to study on campus has decreased 10.9% to 65.9%.
Recall that a quiet place to study on campus was rated at 90.1%.
Satisfaction with bathroom cleanliness has increased 1.5% to 50.9%.
Satisfaction with overall security increased 7% to 65.5%.
Satisfaction with parking has decreased to 28.8% from 44.4% (2003).
Campus Health services satisfaction has increased 0.1% to 48.7%.
Satisfy with exposure to technology has increased to 48.0%.
Satisfaction with cultural enrichment dropped 23% to 53.1% (maybe next time this question should have examples)

Creative expression stayed constant at 54%.

The **next question** was copied from the CUNY Survey of Student Satisfaction; it asked the respondents to agree or disagree with the statement; since the cuny survey had so few respondents it seemed interesting to see what a bigger sample of QCC students would say.

When asked does your course work require that you use computers for more than just word processing – 73.1% strongly agreed/agreed (and previously in the QCC survey, 62.7% said they were very satisfied /satisfied with classes that require using computers not just for word processing, so they are satisfied with something they do a lot).

Registration: how did you register

Web	61.4%
Phone	34.4%
Registration Center	38.9%

Transportation:

Do you use public transportation to get to QCC	Yes	No
	66.6%	33.2%

This is a steady increase from 59.3% using public transportation in 1997.

Computers:
87.7% say they have access to a personal computer off campus the highest in 10 years.
and 92.0% have access to the internet, also the highest in 10 years.

Employment:
64.4% of the respondents are employed (29.2% at 26 or more hours a week)

E-Mail:
Improvement in Tiger mail has
14% checking it daily,
30.8% weekly
13.5% every two weeks
12.2% monthly
and 29.6% never [this latter figure was 62.5% in 2003]