



Mesa College

2012 Student Feedback Survey

October 2012



Introduction

Overview & Purpose

- Follow-up to the Spring 2009 Accreditation Survey
 - All three colleges and Continuing Education administered a student satisfaction survey
- Information from the surveys may be used to:
 - Track student satisfaction trends
 - Plan improvement action items
 - Support other planning decisions
- Six Dimensions of Student Perception and Opinion
 - Institutional effectiveness
 - Programs
 - Services
 - Instruction
 - Facilities
 - Overall Satisfaction

Instrumentation

- The survey contained :
 - 78 forced-choice items
 - 70 Likert scaled items
 - 8 profile questions
 - 2 open-ended questions
- Face and Content Validity Criteria:
 - Accreditation standards
 - Student perceptions and opinions
 - Perceptually-based
 - Complex processes or systems
 - District Accreditation Coordinating Committee

Methodology

- Random Sample of Classes
 - Stratified by day and evening
 - Online classes included in the sample
 - Lowest level ESOL classes excluded
- Survey Administration
 - In-class: paper and pencil format
 - Online: e-survey
- Pre-Notifications to Faculty
 - Fall semester
 - Spring semester
- Opt Out Options
 - Faculty
 - Students

Implementation

- Feedback from college Accreditation Committees, Academic Senates, Planning Councils, and Research Committees
 - Refine survey instrument
 - Final report and recommendations
- Pre-notification Emails/Letters
 - Individual institutions
 - Survey information
- Survey Administration
 - Fifth through seventh weeks of Spring 2012 semester
 - 30-40 minutes to complete

Respondent Profile

Sample Size

- 733 students completed the survey (99% response rate)

Gender

- Female (46%) Male (54%)

Age

- 18-24 years old (56%) 25-29 years old (18%)

Ethnicity

- African American/Black Non-Hispanic (4%)
- American Indian/Alaskan Native (1%)
- Asian/Pacific Islander (12%)
- Filipino (6%)
- Hispanic/Latino (27%)
- White Non-Hispanic (45%)
- Other Non-White (5%)

Respondent Profile

Primary Institution

- Mesa (85%)
- Multiple colleges (10%)

Number of Semesters

- 2 to 3 semesters (40%)
- 4 to 6 semesters (28%)

Number of Units

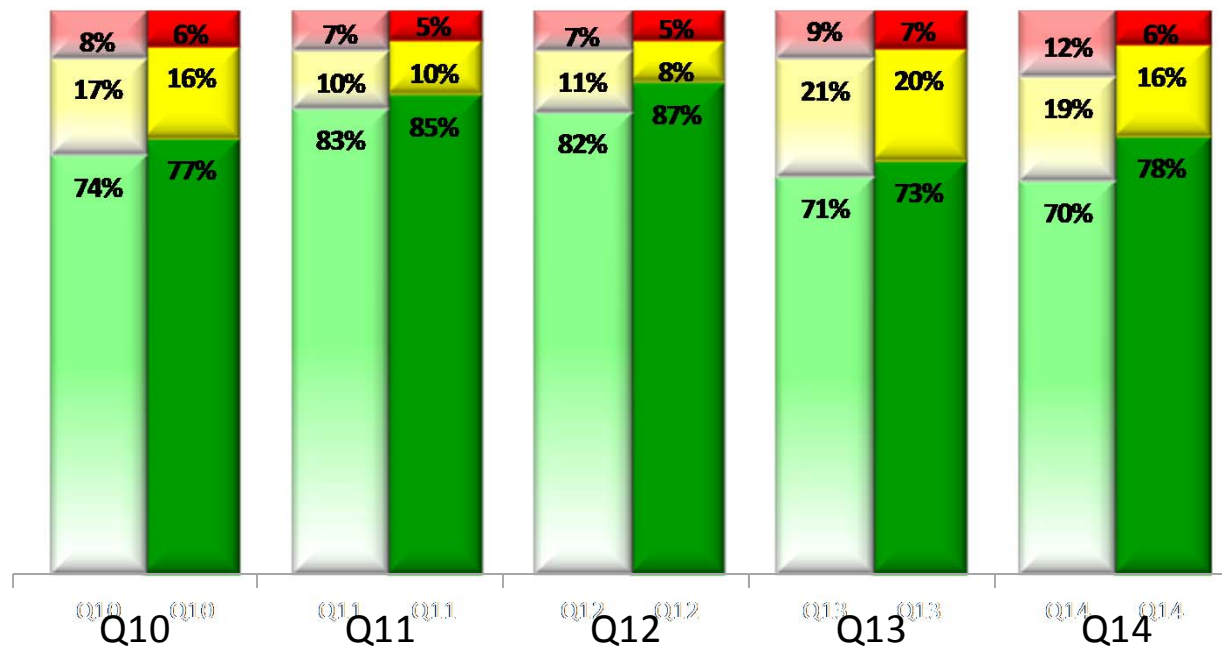
- 10-12 units (31%)
- More than 12 units (31%)

Modality

- On campus (80%)
- Online (2%)
- Both on campus and online (17%)

The Findings

Instruction



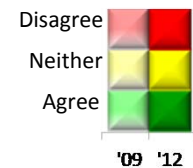
Q10. I feel at ease talking with my instructor(s) outside of the classroom.

Q11. In general, instructors attempt to be fair and objective in their presentation of course materials.

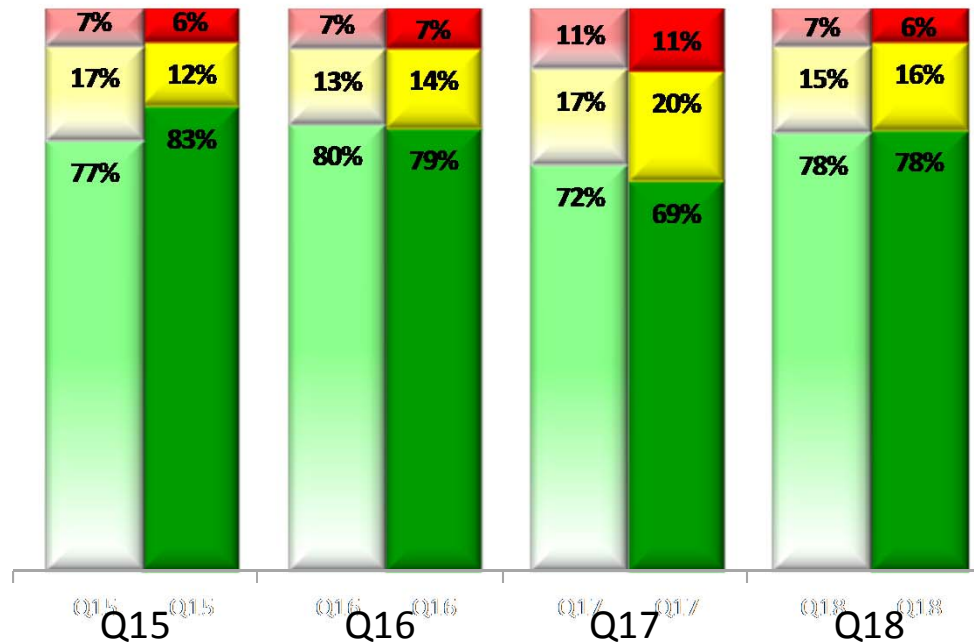
Q12. In general, instructors clearly define how I will be graded.

Q13. Instructors care about their students' success.

Q14. Instructors are available to help me outside of class.



Instruction

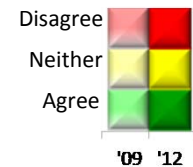


Q15. My instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments.

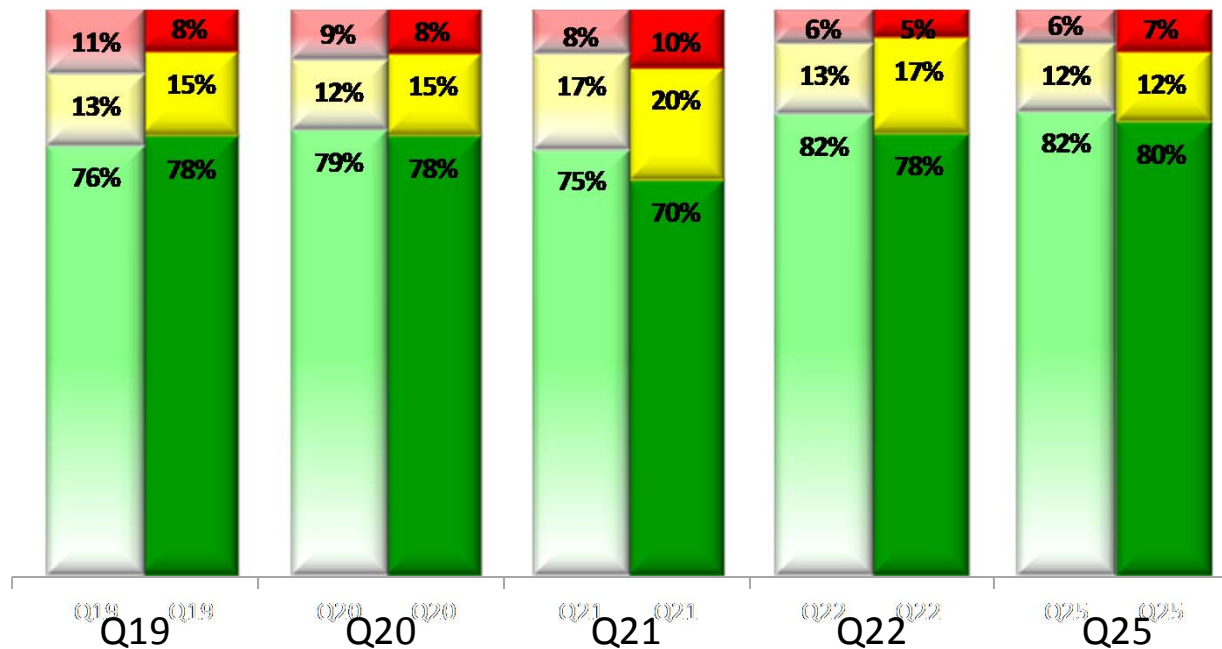
Q16. My instructors tell me how I will be assessed before I begin an assignment or test.

Q17. I believe my courses will prepare me well for future employment.

Q18. I believe my courses will prepare me well for transfer to a 4-year university.



Instruction



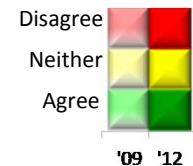
Q19. The amount of homework in most of my classes is reasonable.

Q20. I am satisfied with the overall quality of instruction.

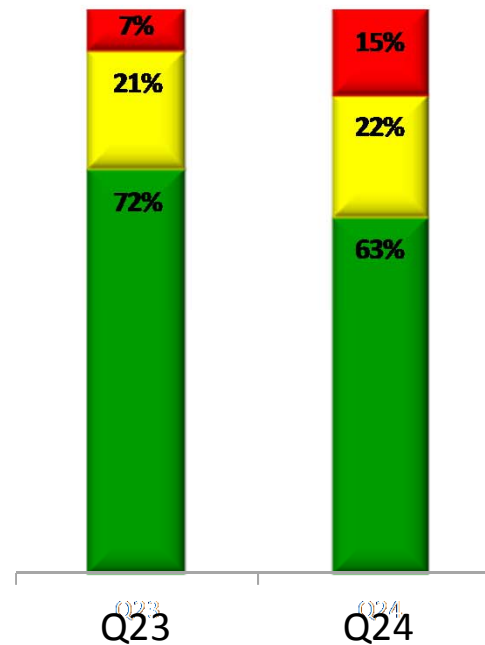
Q21. I am satisfied with the instructor's use of available technology in and out of the classroom.

Q22. The campus library has an adequate selection of books, periodicals, and other resource materials for my needs.

Q25. Overall, I am satisfied with the course content in most of my classes.

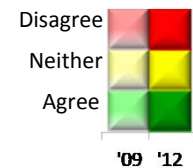


Instruction

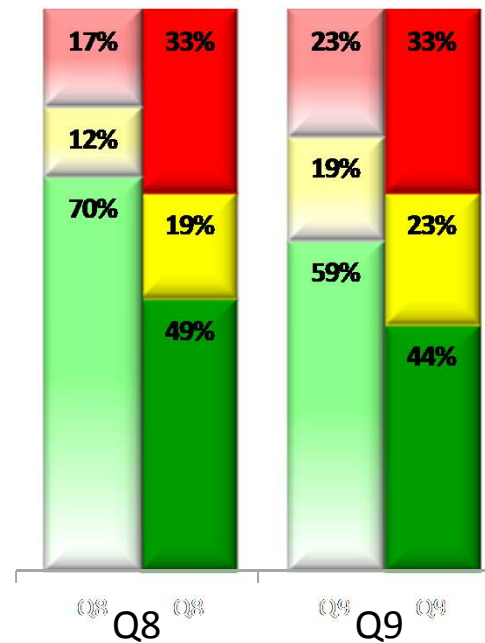


Q23. The library provides adequate online services including 24/7 reference service, online databases and ebooks, and support materials.

Q24. There are adequate tutoring services provided on this campus.

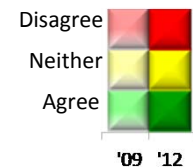


Course Availability

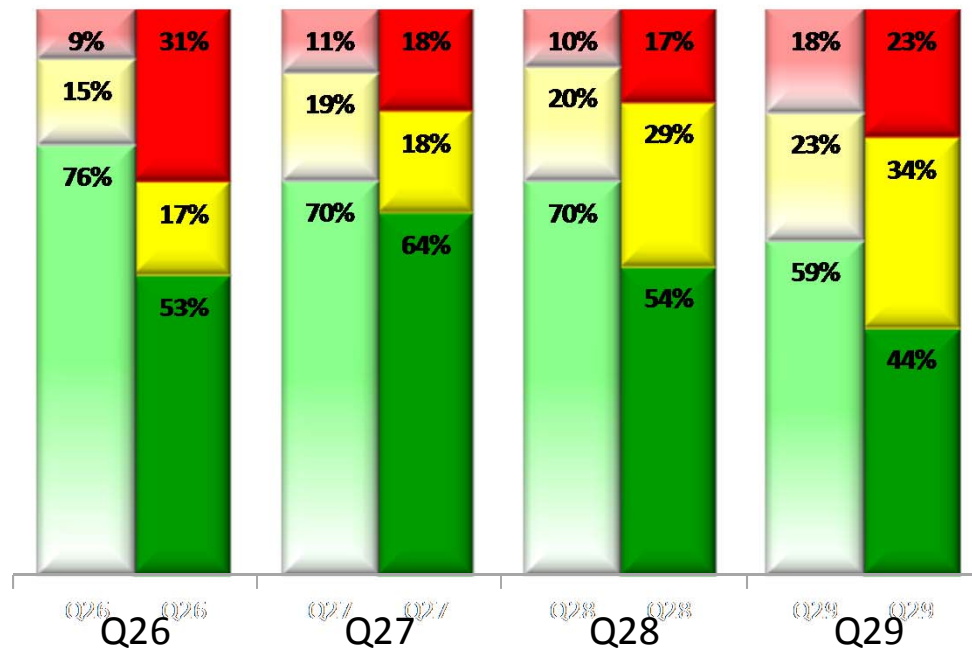


Q8. There are a sufficient number of General Education courses offered in each semester in order for me to complete my educational goal within a reasonable period of time.

Q9. There are a variety of courses offered in my major each semester so that I can complete my educational goal within a reasonable period of time.



Course Scheduling

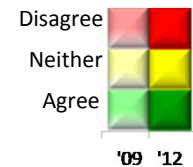


Q26. I am satisfied with the flexible course scheduling offered (8 week, short-term, weekend, and summer sessions).

Q27. Courses are offered at days and times that are convenient for me.

Q28. Online courses provide an effective way for me to complete my educational objectives.

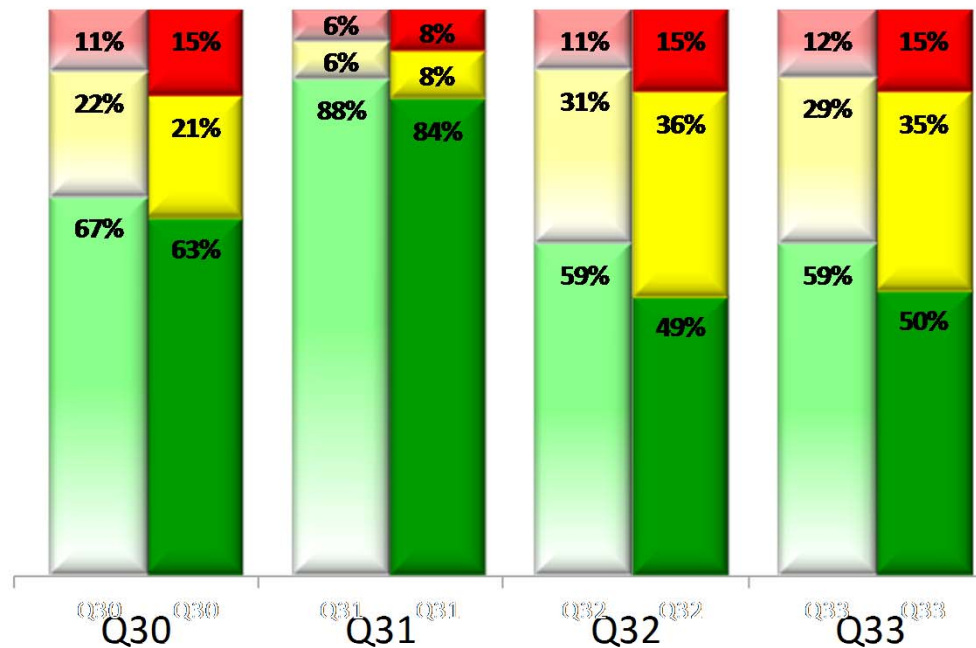
Q29. The availability of online courses is sufficient for my needs.



Instruction

- On the whole, student satisfaction with instructional programs remained high.
- Student satisfaction with course availability, variety, and scheduling decreased substantially since 2009.
- The majority of students were satisfied with other learning support services, such as library online services and tutoring services.
- Improvement in satisfaction ratings was greatest for instructor availability and student awareness of learning outcomes.

Admissions, Counseling, & Course Registration

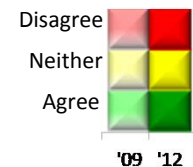


Q30. Admissions staff was helpful throughout the application and registration processes.

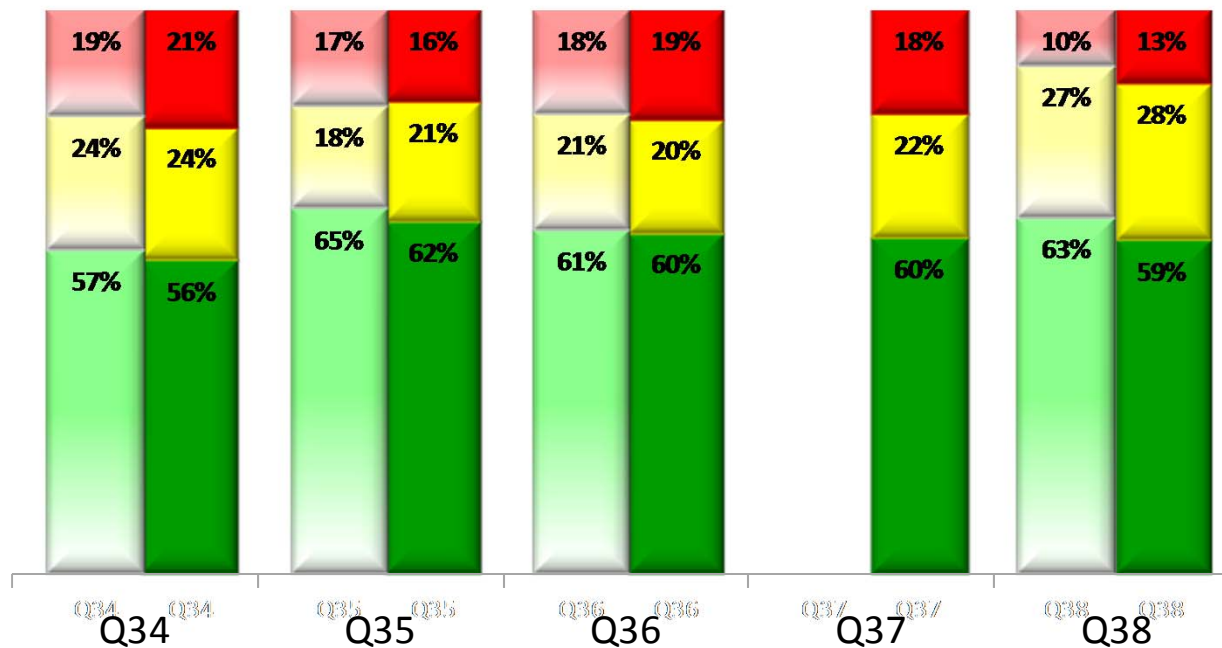
Q31. The Reg-e registration process is easy to use.

Q32. The new student orientation I attended was well organized.

Q33. The student orientation is effective in helping new students adjust and become familiar with the college.



Admissions, Counseling, & Course Registration



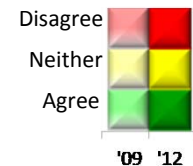
Q34. I was informed about the importance of the assessment tests prior to taking them.

Q35. The reading and writing assessment test helped me enroll in the appropriate English class level.

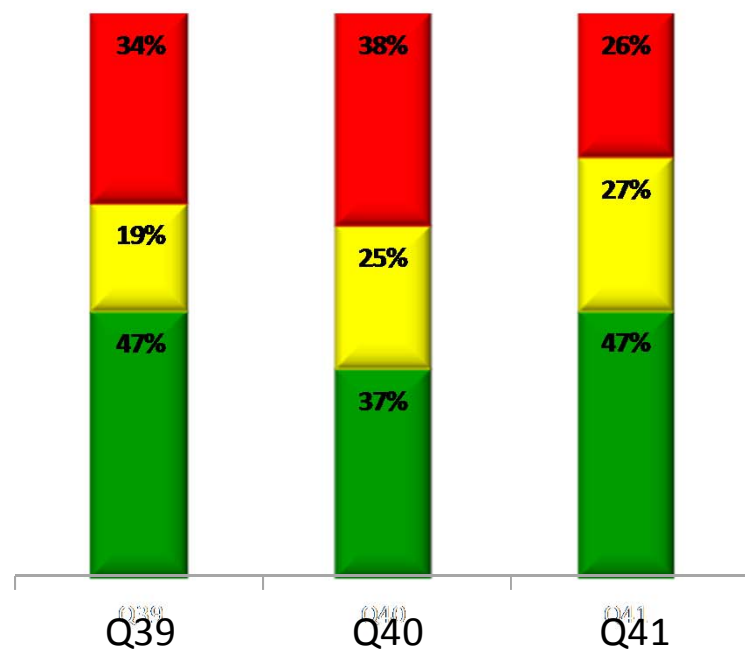
Q36. The math assessment test helped me enroll in the appropriate math class level.

Q37. After completing my assessment test, I had a clear understanding of my placement level.

Q38. Assessment tests were offered at times that were convenient for me.



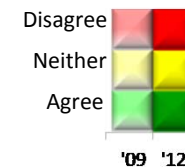
Admissions, Counseling, & Course Registration



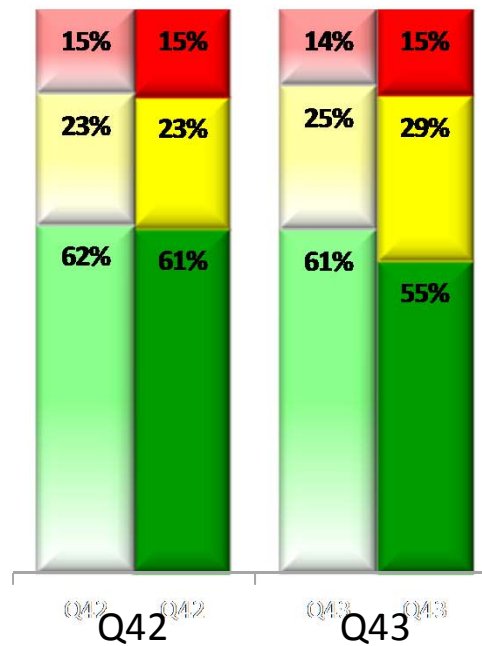
Q39. Availability of counseling appointments is sufficient to meet student needs.

Q40. The wait time to meet with the drop-in counselor is reasonable.

Q41. A drop-in counselor met my immediate needs.

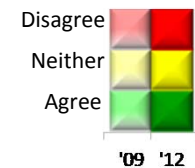


Financial Aid & Fees

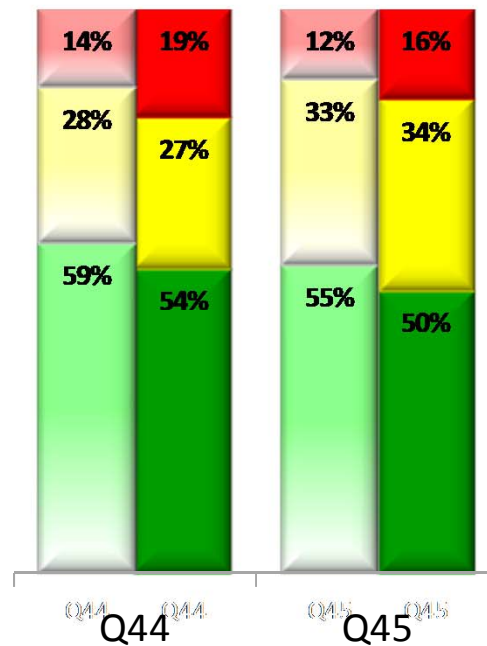


Q42. Financial aid information is available to me when I need it.

Q43. Fee refund policies are reasonable.

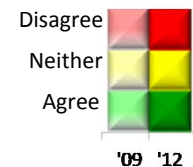


Follow-up of Student Academic Success



Q44. The college adequately informs me about my academic progress.

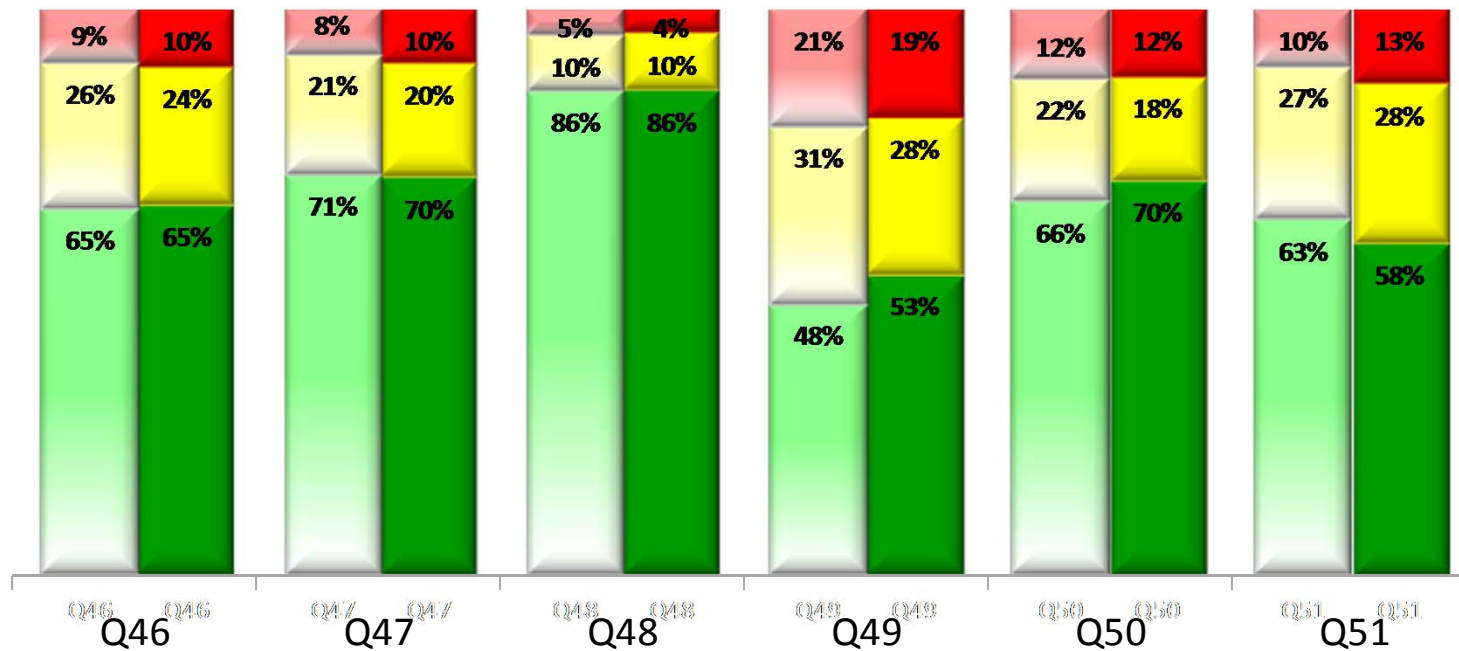
Q45. The college is responsive in helping students improve academic performance.



Student Services

- The majority of students indicated they were satisfied with most student services at the college.
- Ratings for many services decreased from 2009 to 2012, perhaps most notably for orientation services.
- Ratings for drop-in counseling services were also relatively low, with less than half of the students indicating they were satisfied with these services.
- Satisfaction with other services remained relatively stable, and the majority of students were satisfied with assessment services, financial aid, and the Reg-e registration system.

Personal Development



Q46. My experience at this college has given me a better understanding and appreciation of diversity.

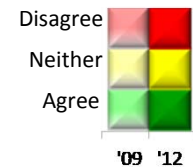
Q47. My college education has helped me to understand myself better.

Q48. I have gained knowledge in different subject areas.

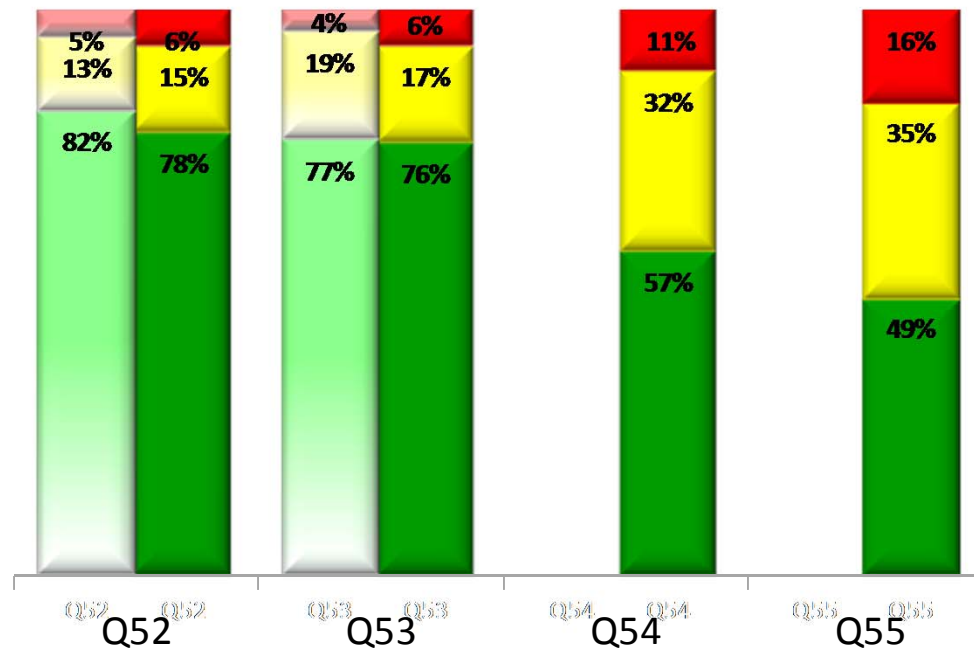
Q49. I have gained computer skills.

Q50. I have learned about other parts of the world and other cultures.

Q51. I have improved my interpersonal skills by interacting with people on campus.



Personal Development

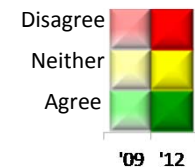


Q52. I feel comfortable in this college environment.

Q53. I am treated with respect at this college.

Q54. I am satisfied with student life such as college athletics, clubs, and activities.

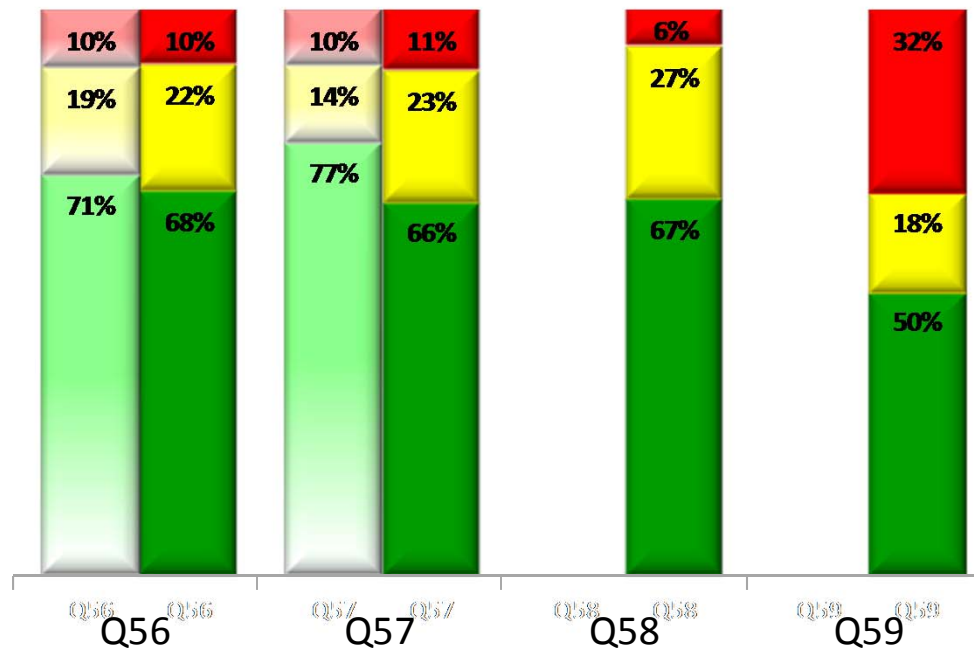
Q55. Mesa clubs and student government actively engage students on this campus.



Personal Development

- On the whole, students provided favorable ratings of their personal and academic development.
- Satisfaction with information regarding academic progress declined slightly since 2009.
- Learning of computer skills and learning about world cultures saw the greatest increase in satisfaction ratings.
- Satisfaction remained high for student self-understanding and knowledge gained in different subject areas.

Technology Resources

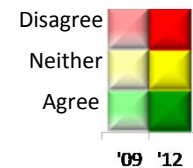


Q56. The classroom computer labs are equipped with updated computers and software.

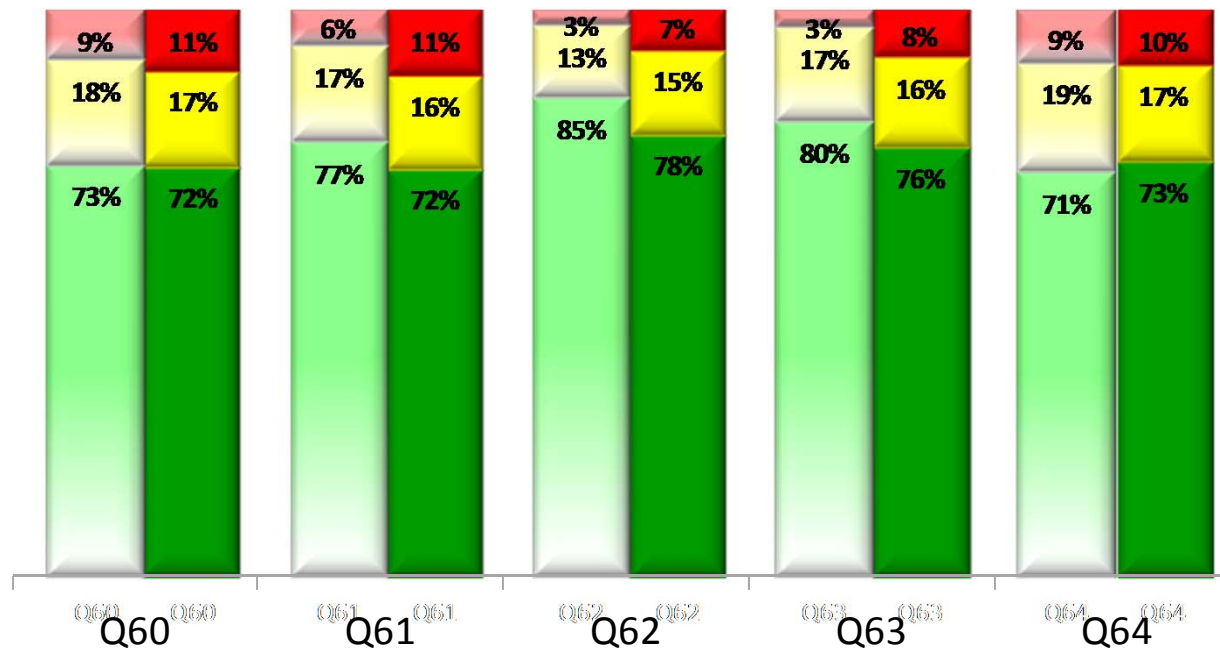
Q57. The availability of open computer labs is sufficient to meet my educational needs.

Q58. There is sufficient technical support to keep computer labs functioning properly.

Q59. There is adequate wireless connectivity on this campus for my laptop or other mobile devices.



Physical Resources



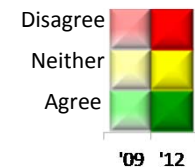
Q60. In general, classroom facilities are adequate for instruction.

Q61. There is adequate study space on campus.

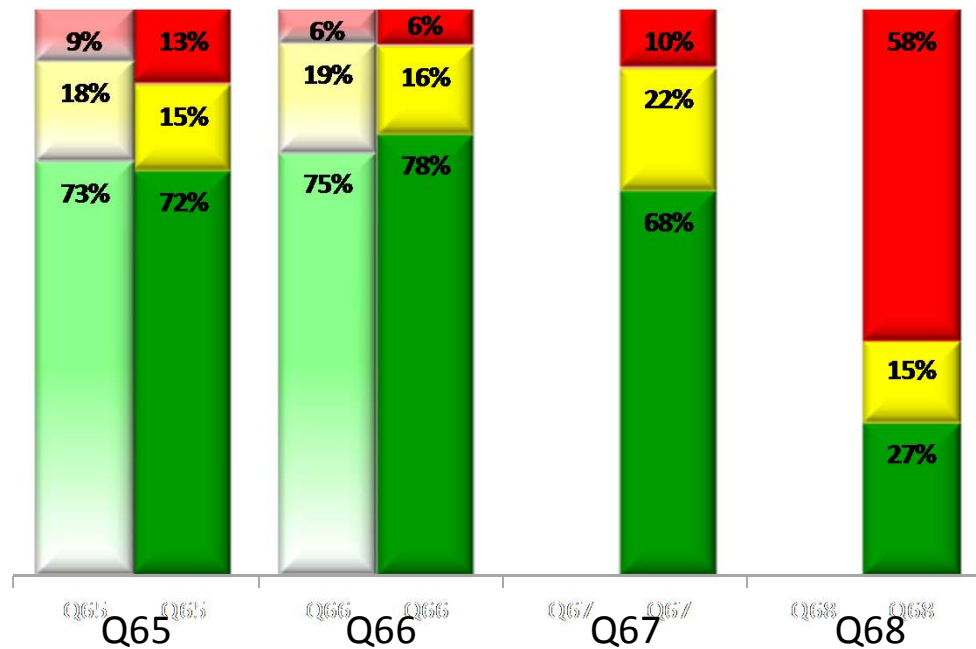
Q62. The grounds are adequately maintained.

Q63. The exterior features of the campus buildings are adequately maintained.

Q64. The interior of the offices and buildings are adequately maintained.



Physical Resources

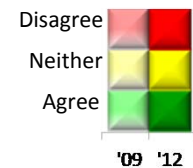


Q65. The exterior lighting of the college is adequate.

Q66. I feel safe on this campus.

Q67. The building and directional signs on campus are helpful.

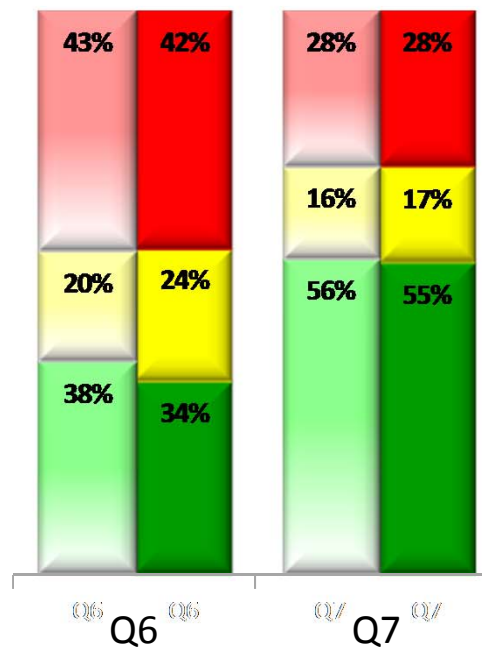
Q68. There is adequate parking on this campus.



Resources

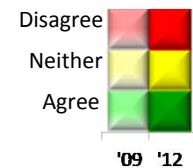
- For the most part, students provided favorable ratings of the College's technology and physical resources. However, parking and wireless connectivity received comparatively low satisfaction ratings.
- Key physical resources such as classroom facilities and building maintenance continued to receive high satisfaction ratings.
- Satisfaction with campus safety saw the greatest improvement since 2009.

Mission & Policies

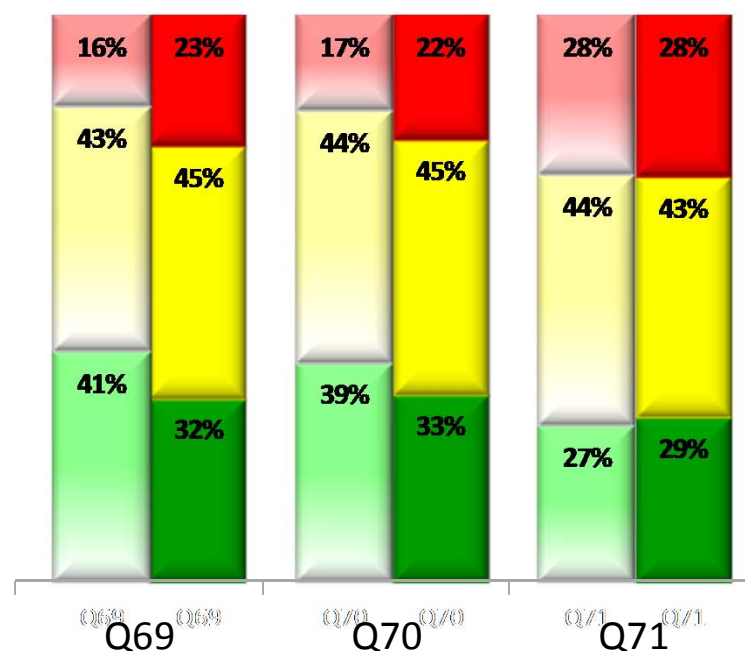


Q6. I am familiar with the mission statement of my college.

Q7. I know where to find college policies that affect me as a student.



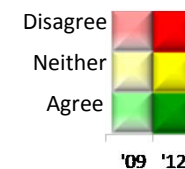
Decision-making Roles & Processes



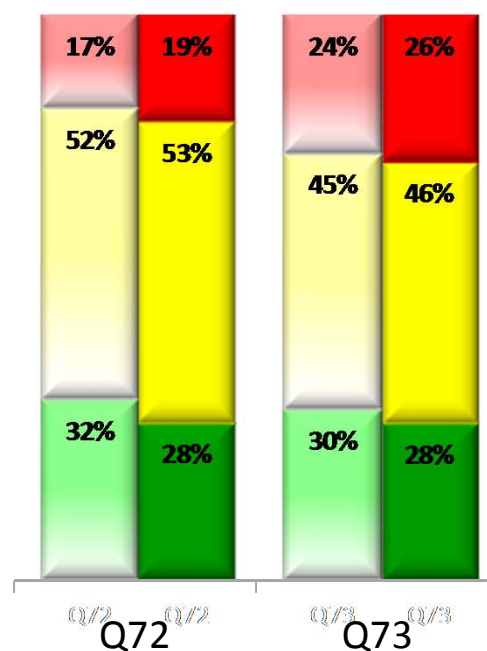
Q69. Students have a substantial voice in matters related to programs and services.

Q70. Students are a valued part of the decision-making process at this campus.

Q71. Student government has a strong presence on campus.

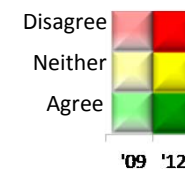


Board & Administrative Organization



Q72. The college president provides effective leadership.

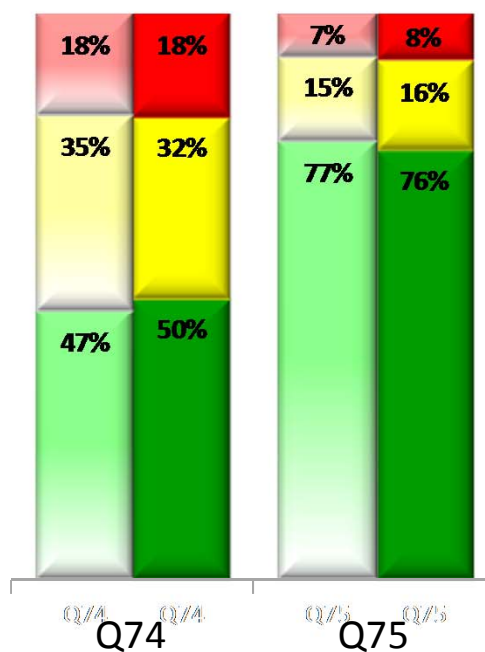
Q73. The college president communicates effectively with the students.



College Leadership

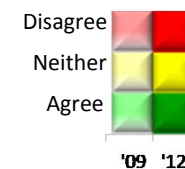
- A large proportion of students provided neutral ratings for items pertaining to college leadership and decision making, indicating a possible lack of awareness or knowledge of these areas.
- While the majority of students indicated they knew where to find college policies, a large percentage was unsure about student roles in college decision-making.
- Satisfaction with the student government presence on campus improved slightly since 2009.

Overall



Q74. I feel a sense of belonging to this college.

Q75. Overall, I am satisfied with my experience with this college.



Overall Experience

- The majority of students rated their overall experience at the College favorably, and, compared to 2009, a larger percentage of students felt a sense of belonging at the College.

Discussion & Action

Discussion Points/Action Items