STUDENT SERVICES SATISFACTION SURVEY REPORT

FALL 2007

PROVIDED BY THE INSTITUTIONAL RESEARCH DEPARTMENT

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Student Services Survey

Introduction

The student services survey was written with a framework of highlighting student perceptions about student services across the College of the Redwoods campuses. The survey was also meant as a tool to better understand the extent of which services are being utilized across diverse demographics. Data was collected primarily with an emphasis on future institutional improvement, student service program review, an increased understanding of the student body, and to illuminate variables that may be used in future retention and enrollment research. The demographic information detailed by the survey was written with emphasis on adding to CR's understanding of enrollment fluctuation, tracking the changes of the student body, and measuring the level of satisfaction and dissatisfaction expressed by students in relation to campus services.

Construction

The survey was constructed by the chief stake holders in Student Services in conjunction with IR's temporary survey manager. After the first survey draft was constructed based on initial ideas of content areas, a meeting was held on December of 2006 between members of the IR staff and the Student Services directors. Survey goals, administration, and design were all discussed. Two-weeks later, another meeting was held with available student services directors and the survey manager to offer feedback on an updated draft of the survey. The survey was piloted in the first two-weeks of January with both students and faculty offering comments. The survey was updated based on comments from the pilot and survey construction was completed on January 18th.

Administration

Given the capacity of the IR department during the time the survey was being constructed, a representative random sample was not possible with the calendar needs of Student Services department at CR, which planned to incorporate survey finding into their program review work.[1] A list of the entire CR student population would not be finalized until the beginning of February and the time required[2] for a representative random sample mail/internet/or phone survey would not meet the March deadlines of the Student Services departments and their related program review work. Given the data and time limitations of the IR department for the student services survey, the data output was restricted to a "snapshot" quality. Survey administration was directed with the following goals in mind:

- Providing data to inform the work of future focus groups
- Capturing data relevant to future survey work

[1] The initial goal of focus groups for the Spring of 2007 was rescheduled as stakeholders evaluated the planning and time requirements for a quality focus group.

[2] Survey administration with the appropriate follow up desirable for high response rates take months when surveying from one population. Additional populations and survey instruments require additional time.

- Providing an initial understanding of student satisfaction in multiple areas of student services at CR.

- Providing initial understanding of uncharted student demographics and the relationship to matriculation and satisfaction at CR

- Areas of student services in which follow up data could inform improvement

The survey was administered district wide with the intent to gather data from a high number of currently enrolled students in a fifteen-day period that started February 1st, and ended on February 15th. Hard copies of the survey were distributed in the library, the advising department, and by teachers willing to hand the surveys out during or after class at all the CR campuses. Given that the survey was not designed to be representative, the teachers and departments willing to administer the survey were not weighted to meet the student body of CR. Based on the difficultly of retaining first-year students at CR, the decision was made to target many first-year student classes.

The survey was also posted on the internet through a website called "Freeonlinesurveys" and made available to CR students through the Blackboard site. Given the recognition by social researchers of the increase in response rates with mixed-modality surveys, the online version of the student services survey was an important piece of data collection.

Initially a link to the survey and a letter explaining its importance was going to be sent out as a mass student email, but it was realized that was not possible as CR's students do not have access to a standardized email account and record keeping on private emails are not comprehensive. Posting the survey on the Blackboard account would meet the two central goals for posting the survey online; increase response rates and get feedback from distance education students. However, the Blackboard posting was limited in the sense that only 20% of students take classes that use Blackboard. The Blackboard posting was a valuable addition to the paper copies of the survey; however, given the relatively low number of students who use Blackboard, the online survey was not able to reach as many students as initially hoped.[3]

Although there are numerous sites that cater to internet surveys, the freeonline site was chosen for its ease of use, transferability of data to SPSS, and its security features. Perhaps most notably, the freeonlinesurvey site installs a cookie on the computers from which the survey was taken and does not allow the survey to be taken from the same computer twice. This security feature alleviates one of the more pressing issues of validity concerned with posting a survey on the web where it can easily be manipulated or falsified. The freeonlinesurvey site was also picked for its transferability of data. The site can download responses into a numeric form through an Excel spreadsheet which in turn can be copy and pasted into the SPSS program for analysis.

Discussion

As the survey did not draw from a representative sample there are limits to the type of analysis possible. Test of significance and strength of association can not be measured from a non-representative sample. However, comparisons between the CR student population and the sample student population can illuminate the extent of survey coverage error. At the time the survey was

[3] 118 online surveys were collected. The online surveys met the data collection goals in the sense that they did boost response rates and that they did offer distant education students a chance to take the survey.

conducted (February 1-15), CR had a district population of (N) 5,842 students. The student services survey was administered, district wide, to a sample (n) of 873 students. Given the sample size, 14.9% of the CR student population took the survey. By the standards of most survey administration methods, this is a high response rate. However, it's important to understand the extent to which sample bias may occur due to undercoverage of certain student subpopulations. Table 1 compares the percentages of demographic features in the district population with the survey sample.

Table 1: Demographic Comparisons, CR District and CR Sample

	District Demographics	Sample Demographics	Percentage Difference
Population/Sample	100% (N) 5,842	14.9% (n) 873	**85.1%**
Sex: Male	42%	41.5%	**0.5%**
Sex: Female	57.2%	58.3%	**1.1%**
Age: <24 District <25 Sample	41.8%	64%	**22.2%**
Age: 25-29 District 26-30 Sample	15.1%	10.7%	**4.4%**
Age: 30-34 District 31-35 Sample	5.6%	7.3%	**1.7%**
Age: 35-39 District 36-40 Sample	5.3%	5.1%	**0.2%**
Age: 40-49 District 41-50 Sample	8.8%	8.0%	**0.8%**
Age: 50-59 District 51-60 Sample	6.1%	3.7%	**2.4%**
Age: >59 District >61 Sample	.8%	1.2%	**0.4%**
Native American/ American Indian	7.4%	8.4%	**1.0%**
Asian	2.4%	2.3%	**0.1%**
African American/ Black	1.7%	1.8%	**0.1%**
Hispanic/Latino	8.0%	6.5%	**1.5%**
Pacific Islander	0.7%	1.0%	**0.3%**
White/Caucasian	68.6%	59.0%	**9.6%**
Other	0.7%	4.9%	**4.2%**

As Table 1 highlights[4], the survey sample and the CR district demographics correspond in most of the categories. The sex of student respondents from the District was within two percentage

[4] Table 1 was created using information from the Enrollment Report from February 5th, 2007, which was released by the IR office. The sample information was based on frequencies tests from the student services survey. As the survey was administered through February 15th, and the Enrollment Report is a "daily snapshot" from February 5th, there will be a small margin or error in the percentage comparisons. All data is rounded to the third decimal, so tables may not add up to a perfect 100%.

points of the sample for both male and female. The sample also included an option of transgender which 0.2 of respondents identified. As the enrollment reports do not record transgender information, no comparison can be made.

The biggest discrepancies between the district demographics and the sample demographics are in the age category. The comparisons are difficult to make conclusively as the Enrollment Report and the survey instrument used different age categories.[5] The most noteworthy difference in the age category, at 22.2%, is in the <24 (district) and the <25 (survey). In part, the significant difference is explained by the additional year the survey incorporates (25 years). However, even if the Enrollment Report and the survey sample reported frequencies in the same categories, the percentage would not increase by 22%. One additional explanation for the difference lies in the administration methodology of the survey. The Student Services directors wanted a survey focus on entry level classes and students as they have most recently interacted with many of the service departments (enrollment, admissions, testing, student housing) that the survey covers. The focus on recently entering students is the most likely reason for the high number of students <25 found in the sample. All of the rest of the age categories were within 5%, with three of the age categories within 1% point.

Most areas of ethnicity were within 2% points comparing the district population and the sample. The biggest variance lies within an under representation of white/Caucasian students in the sample at 9.6%. The under representation of white/Caucasian participants is hard to account for although it may be related to the focus on entering students. County demographic data projections[6] indicate that Humboldt County will continue to see a trend of diversity in which all non-white ethnicities will see a population increase whereas white/Caucasian groups will slightly decrease. Statistics are currently unavailable to address CR's ethnic changes by enrollment, so a correlation at this point is strictly theoretical. The largest remaining discrepancy lies in the "other" category, with a 4.2% difference. Questions of ethnicity on surveys are usually one of the areas in which respondents are resistant to disclosure. The high percentage of "other" responses on the survey may be due to students concerns of how information of ethnicity might be used. Some written responses addressed this matter directly stating things like, "Does it matter?" and "Decline to state." It was also noted that many respondents checked the "other" category and wrote in categories such as "green," "honky," and "possibly human." Additional ethnic categories that were not included in the survey instrument but mentioned by respondent(s) for the "other" category included Portuguese and Armenian. Another significant ethnic category was the "2 or more races" identification, with 9.0% of the responses.

As Table 2 highlights (see page 8), the biggest percentage difference between the Eureka campus demographics and the Eureka sample was the <24/<25 age category with a difference of 11.3%. However, Eureka like the CR District, made a point to focus survey administration towards entering students. There are also some noteworthy percentage differences in terms of ethnicity. The Hispanic/Latino sample demographics were underrepresented with a 4% difference from the Eureka campus. The lack of representation for the Hispanic/Latino population at the Eureka campus would indicate a coverage error for data from this group. Future survey work on the Eureka campus should make an effort to increase coverage for the Hispanic/Latino population.

[5] All the age categories in Table 1 have a difference of 1-2 years from the Enrollment Report information to the survey sample information.

[6] These projections can be found on the California Department of Finance webpage: www.dof.ca.gov. The IR plans to post some of this information to the IR website.

Table 2: Demographic Comparisons, Eureka Population and Eureka Sample

	Eureka Demographics	Eureka Sample Demographics	Percentage Difference
Population/Sample	100% (N) 4,104	11.7% (n) 480	**88.3%**
Sex: Male	45.4%	44.8%	**0.6%**
Sex: Female	53.9%	54.8%	**0.9%**
Age: <24 Campus <25 Sample	54.9%	66.2%	**11.3%**
Age: 25-29 Campus 26-30 Sample	15.6%	9.6%	**6.0%**
Age: 30-34 Campus 31-35 Sample	7.7%	6.8%	**0.9%**
Age: 35-39 Campus 36-40 Sample	4.7%	5.4%	**0.7%**
Age: 40-49 Campus 41-50 Sample	9.0%	8.1%	**0.9%**
Age: 50-59 Campus 51-60 Sample	6.1%	2.4%	**3.7%**
Age: >59 Campus >61 Sample	1.8%	1.5%	**0.3%**
Native American/ American Indian	5.8%	6.3%	**0.5%**
Asian	2.4%	2.3%	**0.1%**
African American/ Black	2.2%	2.3%	**0.1%**
Hispanic/Latino	8.0%	4.0%	**4.0%**
Pacific Islander	0.9%	1.0%	**0.1%**
White/Caucasian	69.0%	60.6%	**8.4%**
Other	1.4%	6.5%	**5.1%**

Del Norte had the second highest sample percentage of the CR campuses with 21.8% of the students taking the survey (see Table 3 on page 9). The sample of Del Norte had a large percent difference in terms of sex by campus population compared to sex by survey sample. Males were overrepresented by 5.1% and females were underrepresented by 5%. As with all of the district surveys, the <25 group is overrepresented. No one above the age of 61 took the survey on the Del Norte campus which indicates a coverage error. The Del Norte sample had a strong level of participation form non-white ethnicities, making up 48.1% of the sample.

Table 3: Demographic Comparisons, Del Norte Population and Del Norte Sample

	Del Norte Demographics	Del Norte Sample Demographics	Percentage Difference
Population/Sample	100% (N) 601	21.8% (n) 131	**78.2%**
Sex: Male	31.8%	36.9%	**5.1%**
Sex: Female	68.1%	63.1%	**5.0%**
Age: <24 Campus <25 Sample	50.1%	65.4%	**15.3%**
Age: 25-29 Campus 26-30 Sample	11.3%	9.2%	**2.1%**
Age: 30-34 Campus 31-35 Sample	6.3%	8.5%	**2.2%**
Age: 35-39 Campus 36-40 Sample	7.2%	6.2%	**1.0%**
Age: 40-49 Campus 41-50 Sample	14.3%	9.2%	**5.1%**
Age: 50-59 Campus 51-60 Sample	7.5%	1.5%	**6.0%**
Age: >59 Campus >61 Sample	3.3%	0.0%	**3.3%**
Native American/ American Indian	10.5%	13.0%	**2.5%**
Asian	3.8%	4.6%	**0.8%**
African American/ Black	0.5%	1.5%	**1.0%**
Hispanic/Latino	6.8%	6.9%	**1.8%**
Pacific Islander	0.5%	2.3%	**1.8%**
White/Caucasian	64.4%	51.9%	**12.5%**
Other	0.3%	6.1%	**5.8%**

The Mendocino Coast campus had the highest sample percentage of respondents with 41.6% of students taking the survey (see Table 4 on page 10). Despite the high rate of participation, there are still some large discrepancies comparing the demographic features of the sample against the campus population. The <25 population is overrepresented while the >61 population is underrepresented. The lack of representation among the >61 population in the survey may be based on a different goal set than the academic goals common among young students who are attending college for a certificate or degree. As such, it may be that many of the >61 students were not in the types of classes or service areas where the survey was administered. As with many of the other CR campuses, Mendocino Coast had a high rate on non-white ethnicity responses and a low rate of white/Caucasian participants based on campus population demographics.

Table 4: Demographic Comparisons, Mendocino Coast Population and Mendocino Coast Sample

	Mendocino Demographics	Mendocino Sample Demographics	Percentage Difference
Population/Sample	100% (N) 448	42.1% (n) 189	**57.9%**
Sex: Male	36.8%	41.6%	**4.8%**
Sex: Female	62.5%	58.4%	**4.1%**
Age: <24 Campus <25 Sample	36.4%	60.0%	**23.6%**
Age: 25-29 Campus 26-30 Sample	11.8%	13.0%	**1.2%**
Age: 30-34 Campus 31-35 Sample	8.7%	6.5%	**2.2%**
Age: 35-39 Campus 36-40 Sample	4.9%	3.8%	**1.1%**
Age: 40-49 Campus 41-50 Sample	10.3%	7.6%	**2.7%**
Age: 50-59 Campus 51-60 Sample	12.9%	7.6%	**5.3%**
Age: >59 Campus >61 Sample	15.2%	1.6%	**13.6%**
Native American/ American Indian	1.8%	2.6%	**0.8%**
Asian	1.6%	1.6%	**0.0%**
African American/ Black	0.4%	0.5%	**0.1%**
Hispanic/Latino	12.7%	13.8%	**1.1%**
Pacific Islander	0.0%	0.5%	**0.5%**
White/Caucasian	76.6%	65.1%	**11.5%**
Other	2.0%	1.1%	**0.9%**

Other campuses in the CR district that were surveyed included the Eureka Downtown campus with a 2% sample size, the Klamath Trinity campus with a 15% sample size, and the virtual campus or online student population with a 1% sample size. In addition, nearly 4% of the sampled students reported they attended more than one campus. However, the specific campuses that student who attended multiple sites cannot be drawn from the survey information.

Coverage

Coverage error highlights areas in which the survey did not include certain elements of the population. Based on the findings of Table 1-4, there were a few areas of coverage error. However, in many respects, the student services survey sampled students of demographic traits that are complimentary to the district and campus population demographic traits. Based on the findings in table 1-4, the district and most of the campuses surveyed had little coverage error.

The most obvious coverage error is present in the over-coverage of the 18- 25 year old group. This over coverage-error was found in both the district and campus comparisons between the population and the sample. However, this coverage error was purposive in the administration techniques. The other significant coverage error lies in the under-coverage of white/Caucasian students from both the district and individual campuses. The occurrence of this under-coverage error is not clear, however, that should be a focus for future research work.

A comparison of the CR campuses by population and campuses by sample indicates additional sources of coverage error (see Table 5). Eureka was underrepresented in the sample by 15.3%, which is significant given that it contains the largest population (nearly 7 times the population of any other campus) in the CR district.

Table 5: Population and Sample Comparisons by Campus

Site	Population (N)	% of Total	Sample (N)	% of Total
Del Norte	601	10.3%	131	15.0%
Eureka	4,104	70.3%	480	55.0%
Mendocino	448	7.7%	189	21.7%
Other	689	11.8%	73	8.4%
	5,842	100.0%	873	100.0%

As mentioned earlier, Mendocino and Del Norte are overrepresented in comparing the other sample populations. Future survey research may want to make administrative steps to minimize the amount of coverage error by campus.

Other areas of coverage error were minimal which suggests that an accurate sense of the entire district population and subpopulations has been represented in the student services survey data.

Representativeness/ Sample Error

A representative sample is dependent on a random sample in which all members of the population studied had an equal chance of participating in the survey. Typically, a random sample is drawn from a list of all members of the population (for this survey, all students enrolled at CR) and the individuals selected will receive a survey via the mail, phone, face to face, or internet. It is rare that a random sample survey is conducted face to face based on time and monetary constraints; however, the U.S. Census Bureau has a mixed modality approach that includes face to face interviews.[7]

Given that the student services survey was weighed toward entering students and that a random sample technique was not employed in which every student had an opportunity to take the survey, the student services survey has an immeasurable rate of sampling error. Sampling error is

[7] The U.S. Census Bureau discusses their data collection techniques on there website, www.census.gov.

the premise that the information obtained from the sample will be different than the information that would result from participation of the entire population studied. Test of sampling error, which include standard error, confidence intervals, and margin or error are only conducted with confidence from a representative random sample, and accordingly, these test do not apply to this survey project.[8] Test of statistical strengths and relationships (gamma, chi-squared, lambda…) are also dependent on a representative random sample as they can only be conducted with confidence from a truly representative sample. However, it is noteworthy that sampling error is reduced as a sample size increases. As such, campuses such as Del Norte (with 21.8% of the student body taking the survey) and the Mendocino Coast campus (with 42.1% of the student body taking the survey) will have less sampling error than campuses with small sample sizes such as the Eureka Downtown campus or the virtual campus.

Measurement Error & Nonresponse Error

Measurement error stems from poor survey construction and leads to imprecise information and low response rates. Nonresponse error indicates a low level of survey responses or completion based on a poorly administered or formatted survey. It is common practice to pilot a survey in order to screen for sources of measurement error and nonresponse error prior to survey administration. The student services survey underwent a number of drafts with feedback from stakeholders and individuals familiar with survey design. The survey was also piloted by students prior to the completed draft.

Based on the high level of completion rates the survey has little measurable survey error or nonresponse error. It is common practice to enter surveys even when a respondent has answered only one question. Typically, the longer a survey, the lower the number of response rates or number of completed surveys.[9] Of the 856 students who took the survey, there was a mean (M) of 45.7 respondents who did not answer each question. Each question that is not answered on a survey is considered "missing values" for data analysis purposes. In other words, an average of 5.3% of students did not answer each question, although in many cases, students might not answer one question but answer the next. There were a handful of instances in which students answered only the first page or less of the survey. Two survey respondents who did not complete the majority of the survey wrote in the comments section that they picked up the survey in exchange for candy. There has been a lot of argument in the field of survey research on whether or not incentives will increase measurement error and response rates. For the student services survey incentives slightly increased response rates but did not translate to high completion rates. There were no distinct patterns or questions that received an unwarranted amount of missing values which indicates that the survey design did not lead to measurement error or nonresponse error.

One minimal source of measurement error occurred on nine surveys in which an early draft of the survey was administered without operational definitions that defined concepts relevant to the question (such as the definition of a commuter student). It is not clear how an early draft of the survey was administered although it is likely that one of the survey stakeholders printed out a copy of the survey that was sent via email for comments and suggestions and administered the draft version. For the nine surveys that did not include operational definitions, there were six questions

[8] The Administration section of this report includes a discussion on why a representative sample was not used for the Student Services Survey.

[9] For additional information on survey design and types of survey error including comprehensive discussions on survey and measurement error, Don Dillman and Earl Babbie have long been recognized at two of the more prominent experts on survey research.

from each survey that had to be entered as missing values to maintain the validity of the survey data. Validity measures the precision of which of which a question actually measures the desired outcomes. Had the survey responses without operational definitions been included in the data for analysis, there would have been issues of validity and measurement error as the respondents may interpret a commuter student differently than the definition defined by the operational definition.

Suggestions

Based on types of data that have been requested from the survey and the types of responses, there are some areas of improvement for a future student services survey instrument. Additional questions to consider for future drafts may include:

- Current time of week taking classes to gather information regarding rates and types of students taking weekday or weekend classes.
- Amount of money earned per month to get a better sense of the financial status of students and how that effects the amount of units taken and participation in college activities and opportunities.

Other types of questions may need to be added based on the needs of the college at the time of survey administration.

There are distinct areas in which the survey design may be improved for efficiency. The student services survey highlights some information that is only applicable to certain students. When students do not have the background to answer survey questions (i.e. never stayed in student housing) they are asked to skip questions relevant to the topic to maintain validity and minimize survey error. It was assumed most students took entrance test at the CR testing center (question 11) when in fact many students who transfer in did not have to take the entrance test. However, no skip options were presented for the testing section of the survey which led to a high number of "don't know" responses on the survey. The "don't know" option is a valuable entry for students who have used a service but can't remember the experience or do not feel they have a strong enough opinion to weigh in on a given subject. However, to maintain the integrity of the survey scale, a "don't know" option should be separate from a skipped question option which is coded differently in the SPSS database. Future administration of the student services survey should include a skip option for the section on the testing center.

The Student Health Services were included with a section of the survey that could be classified as CR resources. In future drafts of the survey it may be more meaningful to include Student Health Services along with the other student service sectors of the campus. As the student service areas of campus are broken down into sub-categories of services, the Student Health Services should also be measured into by area outcomes.

Question 27 is in need of improvement to minimize measurement error. The question asks whether students identify as a member of an underrepresented group which includes ethnic minorities, students with disabilities, veterans, students of diverse sexual orientations, and transgender students. Based on a correlation test of question 27 with demographic information such as gender and ethnicity, many students considered "underrepresented" by the operational definition did not define themselves as such. Research should be conducted to find a term that students in these categories identify with.

The student services survey instrument includes one question that rates student's satisfaction with the college's ability to provide an environment conducive to individual needs. The question on

the current instrument asks respondents to rate CR's concern for them as an individual. This is an important question as it provides an opportunity for respondents to reflect on the college's ability to provide a climate that meets their well-being. Anther pertinent question to include in future drafts may be constructed to measure CRs ability to help student's meet their goals. This might provide opportunities for analysis that correlate student's goals with CRs ability to meet those outcomes. This would be another question that may help exemplify satisfaction levels and well-being.

As IR continues to build capacity and College of the Redwoods continues to work toward data-driven decisions, survey work should push to limit sample error. Some survey administration (surveys conducted on campus) will continue to have high rates of sample error and can still provide meaningful data. However, surveying across the district present an opportunity to administer a representative random sample with little sampling error. As research continues to take a pronounced role at CR, more complicated measuring methods can be introduced, such as a purposive random sample which would help to eliminate areas of coverage error and sampling error.

Results: Demographic Student Data

The CR district is a unique campus in that it serves such a wide geographic area that includes the four counties of Humboldt, Mendocino, Del Norte, and Trinity. One of the survey areas included the amount of time that it takes students to get to their respective campuses.

Table 6: Length of time it takes you to get to your college site

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 minutes or less	474	54.3	54.5	54.5
	30 minutes or less	228	26.1	26.2	80.7
	45 minutes or less	93	10.7	10.7	91.4
	1 hour or less	26	3.0	3.0	94.4
	More than 1 hour	23	2.6	2.6	97.0
	Not applicable	26	3.0	3.0	100.0
	Total	870	99.7	100.0	
Missing	99	3	.3		
Total		873	100.0		

As Table 6 highlights, most of the survey respondents (54.5%) lived within 15 minutes of the campus they attended.[10] Of the respondent surveyed, 16.3% of respondents lived more than 30 minutes from campus.

Table 7: Length of Time it Takes You to Get to Your College Site: Current Site Attended, Crosstabulation

		Current site attended:					
		Arcata	Del Norte	Eureka	Eureka-Downtown	Klamath-Trinity	Mendocino Coast
Length of time it takes you to get to your college site:	15 minutes or less	2	100	204	2	19	138
	30 minutes or less	2	19	152	4	1	34
	45 minutes or less	1	8	66	1	1	11
	1 hour or less	0	4	16	1	0	3
	More than 1 hour	0	0	20	1	0	1
	Not applicable	0	0	21	0	0	0
Total		5	131	479	9	21	187

Table 7 indicates that survey respondents at the Eureka campus tend to commute the longest distances, with 21.3% of respondents traveling 30 minutes or greater to get to the Eureka campus. The Eureka campus also has the largest percentage of students traveling a distance of more than 60 minutes with 4.3% or respondents.[11]

[10] The valid percent category is the most accurate column to consider percentages as it does not weigh missing values which alters the frequency output.

[11] One respondent, not shown on Table 6, traveled more than 60 minutes to attend multiple sites.

Table 8: Current Time of Day Taking Classes: Current Site Attended, Crosstabulation

		Current site attended:					
		Arcata	Del Norte	Eureka	Eureka Down-town	Klamath-Trinity	Mendocino Coast
Current time of day taking classes:	Day	1	46	306	5	5	83
	Evening	0	26	21	1	1	13
	Both day and evening	4	59	152	3	15	90
Total		5	131	479	9	21	186

As Table 8 illustrates, all of the CR campuses have a high number of students who attend classes both day and evening. The Eureka campuses were the only campuses in which the majority of respondents attended day only classes. The majority of respondents from the Mendocino campus, the Klamath-Trinity campus, the Del Norte campus and the Arcata campus primarily attended a mix of day and evening courses.

Figure 1: Units Taken at District Level

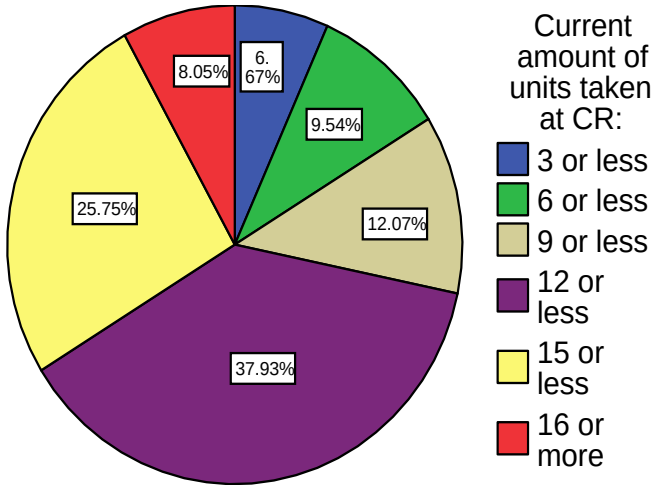
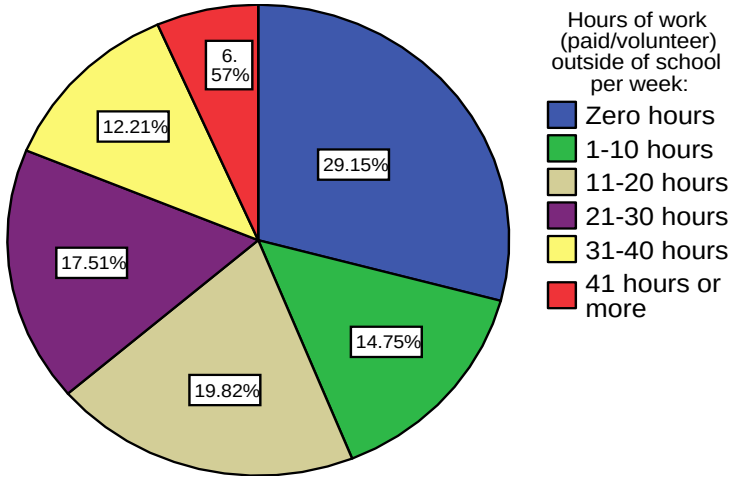


Figure 1 depicts the amount of units taken by student services survey respondents throughout the district. The pie chart shows that the 63.6% of respondents are taking a full load of 12 to 15 units. Only a small percentage of students who took the survey are taking 3 units or the equivalent of one class. However, it is important to note that given the administration strategies of the survey, students who spend more time on campus were more likely to be presented with an opportunity to take the survey. A crosstabulation between units taken and campus attended revealed that respondents at all of the CR campuses have a consistent base of part-time and full-time students.

As with many community colleges, a significant portion of CR's student body work while attending school. The student services survey did not make a distinction between paid and volunteer work as the primary interest of the question concerned the amount of structured time that students spent fulfilling obligations outside of school.

Figure 2: Hours of work outside school per week



As figure 2 reports, 36.3% of students spend 21 or more voluntary or paid hours in a given week working. Many respondents spend a significant amount of time working as they attend College of the Redwoods. Across the district, 29.2% of students identified as full-time without any additional work responsibilities outside of college. A crosstabulation revealed a correlation between the amount respondents worked and the amount of units that respondents were taking. In comparison, 58% of respondents who worked more than 41 hours were taking 6 units or more whereas 84.4% of students who worked 1-10 hours took 6 units or more. However, many students that contributed long hours of work outside of school still tended to take a nearly equivalent amount of units as students who worked less hours or did not work any additional hours outside of college.

Table 9: Year(s)in attendance at CR:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or less	429	50.1	51.3	51.3
	2	207	24.2	24.7	76.0
	3	93	10.9	11.1	87.1
	4 years or more	108	12.6	12.9	100.0
	Total	837	97.7	100.0	
Missing	99	20	2.3		
Total		857	100.0		

As discussed in the methodology section, the survey was weighted towards beginning students. Over half of the students surveyed at 50.3% had attended CR 1 year or less (Table 9). The survey confirmed that many first year respondents were not aware of or do not use the services available to them to the same extent as respondents who have attended more than 1 year.

Table 10: Experience with Counseling/Advising Services While Attending CR: Year(s) in Attendance at CR, Crosstabulations

			Year(s)in attendance at CR:				
			1 year or less	2	3	4 years or more	Total
Experience with counseling/advising services while attending CR:	Yes	Count	287	171	84	97	639
		% within Year(s)in attendance at CR:	68.5%	83.8%	90.3%	91.5%	77.7%
	No	Count	132	33	9	9	183
		% within Year(s)in attendance at CR:	31.5%	16.2%	9.7%	8.5%	22.3%
Total		Count	419	204	93	106	822
		% within Year(s)in attendance at CR:	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11: Experience with the ASC/LAC While Attending CR: Year(s) in Attendance at CR, Crosstabulations

			Year(s)in attendance at CR:				Total
			1 year or less	2	3	4 years or more	
Experience with the ASC/LAC while attending CR:	Yes	Count	151	87	57	69	364
		% within Year(s)in attendance at CR:	36.7%	43.1%	62.0%	65.1%	44.9%
	No	Count	260	115	35	37	447
		% within Year(s)in attendance at CR:	63.3%	56.9%	38.0%	34.9%	55.1%
Total		Count	411	202	92	106	811
		% within Year(s)in attendance at CR:	100.0%	100.0%	100.0%	100.0%	100.0%

As Table 10 and 11 shows, respondents who have been on campus longer use resources to a greater degree, including resources that are not mandatory and primarily meant for student aid such as the tutoring services offered at the ASC and LAC.

One of the primary interests of this survey was to gain a greater understanding of the purposes that draw students to CR. As with any community college, students at College of the Redwoods bring in a variety of expectations and experiences into the classroom. As Table 12 highlights (next page) the primary purpose for the majority of respondents, at 48.8%, was to take courses necessary to transfer to a 4-year university. Earning an Associate degree was also a common purpose for respondents at 22.6%. The majority of respondent want to finish their 2-year college experience at College of the Redwoods with a small pool of respondents, 7.4%, wanting to transfer to another 2-year college.

Table 12: Purpose for Attending CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To take courses necessary for transfering to another 2-year college	63	7.4	7.4	7.4
	To take courses necessary for transfering to a 4-year university	413	48.2	48.8	56.3
	To earn an Associate degree	191	22.3	22.6	78.8
	To complete certification	29	3.4	3.4	82.3
	To maintain certification	4	.5	.5	82.7
	To complete a vocational/technical program	20	2.3	2.4	85.1
	To receive job-related training	15	1.8	1.8	86.9
	To take courses for self improvement (i.e. a new language, new skills)	40	4.7	4.7	91.6
	No definite purpose in mind	28	3.3	3.3	94.9
	Other	43	5.0	5.1	100.0
	Total	846	98.7	100.0	
Missing	99	11	1.3		
Total		857	100.0		

A crosstabulation revealed that respondents with degree or certificate/vocational goals were taking more units than respondents who were at CR for self improvement, job training, or were taking classes with no definite purpose in mind.

Table 13: Purpose for Attending CR: Taking 9 Units or More, Crosstabulation

	Transfer to a 2-Year College	Transfer to a 4-year University	AA Degree	Complete Certificate	Maintain Certificate	Vocation-al Program	Job Training	Self Improve-ment	No Definite Purpose
9 Units Or More	79.7%	79.9%	70.0%	62.0%	100.0%	85.0%	50.0%	37.5%	42.9%

As Table 13 reveals, respondents with distinct goals are more likely to be full-time or nearly full time students than respondents who are attending CR without a degree or certificate as the desired outcome.

Figure 3: Current Residence

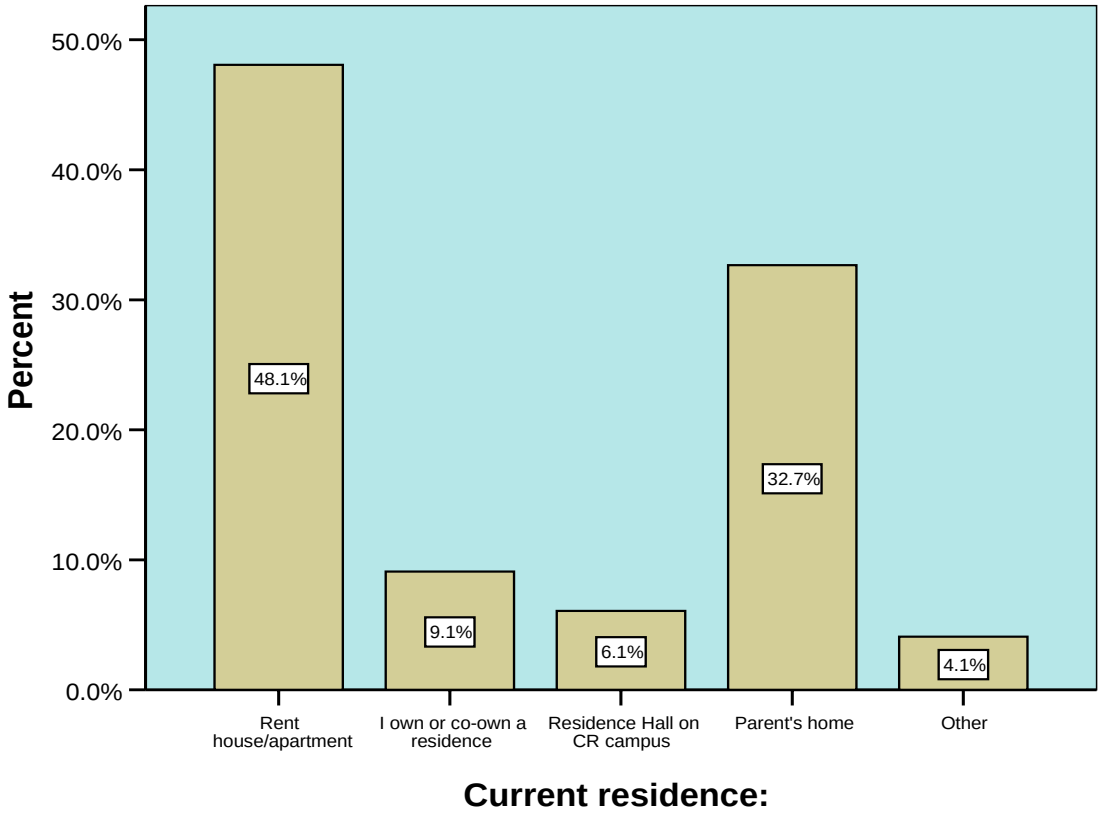


Figure 3 illustrates the types of current residences that respondents are living in while they attend CR. The predominant type of residence, at 48.1% is the rental of a house or apartment. The next most predominant type of residence for respondents was a parent's home at 32.7%. For the age groups of <18-25, 48.2%, of respondents were living in a parent's home. "Other" types of residences, which were listed by 4.1% of respondents, included houselessness, staying with friends and family, and renting land while living in an owned trailer. A crosstabulation revealed that although students of 19 years or older predominantly rent an apartment or house. Residents who owned or co-owned a house were the minority in all age groups except for the 61-70 age group which had an equal representation of house owners and renters (42.9%). Across all age groups, 9.1% of respondents owned or co-owned a home.

The majority of respondents, 75.6%, lived in the College of the Redwoods District before attending school. There were 19.3% of respondents who lived in California but not in the college of the Redwoods District. A small portion of the sample, 5.1%, came to CR from out of the state or out of the country.

Results: Levels of Satisfaction with CR Services

The survey highlighted a number of areas that related to CR services. For all of the service questions, the following scale was provided:

1 Very Satisfactory
2 Satisfactory
3 Neither satisfactory nor dissatisfactory
4 Dissatisfactory
5 Very dissatisfactory
6 Don't know

To better illuminate the areas where students are experiencing high levels of satisfaction or dissatisfaction, the results in this section are reported with combined levels of satisfaction and dissatisfaction.[12]

The **application process** received predominately high levels of satisfaction from CR district respondents.

Table 14: Overall experience with the Application Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	603	69.1	70.8	70.8
	Neither satisfactory nor dissatisfactory	136	15.6	16.0	86.7
	Dissatisfactory	78	8.9	9.2	95.9
	Don't know	35	4.0	4.1	100.0
	Total	852	97.6	100.0	
Missing	System	21	2.4		
Total		873	100.0		

When asked about overall experience with the application process, 70.8% of respondents considered it satisfactory whereas 9.2% considered the application process dissatisfactory (Table 14). Some keys areas were identified by respondents as more dissatisfactory than others. Table 15[13] highlights (top of next page) 3 of the 6 sub-categories under the application process that received the largest percentages of dissatisfaction. Respondents expressed the highest rates of dissatisfaction with areas of availability of financial aid information (13.7%), clarity of college information (12.3%), and assistance provided by the college staff (11.1%). The three highest rates of satisfaction within areas of the application process included the ease of reading college materials (73.7%), assistance provided by the college staff (72.0%), and the ease of the application process (70.6%). Based on the information provided by respondents, the areas of the application process that are most in need of improvement are based on availability of information and help with the

[12] The findings from the six point scale are posted on the IR website. Frequencies are available for all the survey areas of satisfaction.
[13] Tables comparing sub-categories exclude "don't know" percentages and missing value percentages.

Table 15: Satisfaction Level across Sub-Categories of the Application Process

	Satisfactory	Neither Dissatisfactory Nor Satisfactory	Dissatisfactory
Clarity of College Information Before Enrolling	**66.3%**	**17.9%**	**12.3%**
Availability of Financial Aid Information Before Enrolling	**59.7%**	**18.5%**	**13.7%**
Assistance Provided by the College Staff	**72.0%**	**13.1%**	**11.1%**

application process. The majority of respondents indicated that the application materials and process was clear. A crosstabulation revealed that the youngest (<18) age group in the sample and the oldest age group (>71) in the sample had the highest dissatisfaction level with their overall experience with the application process (<18 at 17.3% dissatisfied and >71 at 37.5% dissatisfied). The rest of the age groups in the sample had an overall dissatisfaction level with the application process that was 10% or less. The disparity in satisfaction level based on age may be due to a lack of past application experience (for the <18 group) and the use of technology for online information (for the >71 group). Future work in the application process may want to target these two age groups. Dissatisfaction rates with the application process were also high among underrepresented students[14] (10.9%) and student athletes (10.2%) based on comparisons with other types of student identities represented on the survey. These groups of students should be targeted for future research.

The **testing center** was another service area of focus for the survey.[15] The testing center received favorable responses although many respondents pointed out some areas for testing improvement or clarification.

Table 16: Overall Experience with the Testing Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	457	52.3	55.9	55.9
	Neither satisfactory nor dissatisfactory	155	17.8	19.0	74.9
	Dissatisfactory	92	10.5	11.3	86.2
	Don't know	113	12.9	13.8	100.0
	Total	817	93.6	100.0	
Missing	System	56	6.4		
Total		873	100.0		

[14] A typology of student "identities" listed on the survey included full-time students, part-time students, returning students, underrepresented students, commuter students, student athletes, and distance-education students. Operational definitions are defined on the survey instrument.

[15] As mentioned in the methodology section, the testing section of the survey had a high rate of "don't know" responses due to the lack of a skip section. As such the satisfaction levels are weighted lower in the testing area than the other service areas. Many respondents indicated that they did not have to take placement testing and had not used the testing center in the CR district.

Some specific areas in which respondents indicated higher levels of dissatisfaction across the six sub-areas (see Table 17) of testing included the ease of the math placement procedures (14.2%), ease of English placement procedures (11.3%), and the availability of staff to explain testing scores (11.1%). Many of the respondents felt that the placement test were too difficult, and qualitatively, some respondents mentioned that

Table 17: Satisfaction Levels across Sub-Categories of the Testing Center

	Satisfactory	Neither Satisfactory Nor Dissatisfactory	Dissatisfactory
Ease of Math Placement Procedures	**46.8%**	**21.7%**	**14.2%**
Ease of the English Placement Procedures	**52.3%**	**20.7%**	**11.3%**
Availability of Staff to Explain Testing Scores	**51.2%**	**20.4%**	**11.1%**

they felt they had to take classes that were too easy due to their inability to test well.[16] Some respondents also indicated that testing scores were not always clarified and that it was difficult to find the right person to talk to about testing. A crosstabulation revealed that respondents attending CR for purposes of transferring to a 2-year college, a 4-year university, and an AA degree had some of the highest dissatisfaction level with their overall testing experience (2-year college at 18.6% dissatisfied, 4-year college at 12.5% dissatisfied, and AA degree at 10.8% dissatisfied). Future research should explore why respondents with academic goals report higher levels of dissatisfaction with testing services. Student athletes (15.8%), full-time students (13.5%), and underrepresented students (13.6%) reported higher levels of dissatisfaction with the testing center and should be targets of future research. Areas of the testing center that received higher levels of satisfaction included the helpfulness of the testing staff (58.0%) and the ease of the testing process (54.2%).

The **registration process** illuminated two key areas of satisfaction and asked respondents to gage their overall level of satisfaction with the registration process.

Table 18: Overall Experience with the Registration Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	609	69.8	72.6	72.6
	Neither satisfactory nor dissatisfactory	101	11.6	12.0	84.6
	Dissatisfactory	97	11.1	11.6	96.2
	Don't know	32	3.7	3.8	100.0
	Total	839	96.1	100.0	
Missing	System	34	3.9		
Total		873	100.0		

The level of dissatisfaction with the overall registration experience was 11.6% among respondents. Interestingly, the overall experience was ranked with a higher level of dissatisfaction than both of

[16] Although some ideas of from the qualitative section of the survey are included in this report, a comprehensive analysis of these sections had not been completed by the time of this report.

the sub-areas which included the clarity of the registration process and the helpfulness of the registration staff (10.1% and 10.8%). In the comments section of the survey, many respondents discussed specific areas to improve registration that included issues with Webadvisor, lack of information about registration, and a lack of courses. A crosstabulation revealed (see Table 19) that respondents who had been at CR longer tended to have higher levels of dissatisfaction with the registration process. Crosstabulation also revealed that distance-education students (16.7%), student athletes (15.3%), and underrepresented students (15.1%) had the higher levels of dissatisfaction with the registration process and may be viable targets for future research.

Table 19: Overall Experience with the Registration Process: Years in Attendance at CR, Crosstabulation

		Year(s)in attendance at CR:				
		1 year or less	2	3	4 years or more	Total
Overall experience with the registration process:	Satisfactory	312	147	63	79	601
		74.6%	71.0%	68.5%	75.2%	73.1%
	Neither satisfactory nor dissatisfactory	49	27	11	11	98
		11.7%	13.0%	12.0%	10.5%	11.9%
	Dissatisfactory	39	26	15	11	91
		9.3%	12.6%	16.3%	10.5%	11.1%
	Don't know	18	7	3	4	32
		4.3%	3.4%	3.3%	3.8%	3.9%
Total		418	207	92	105	822
		100.0%	100.0%	100.0%	100.0%	100.0%

The **counseling/advising** section of the survey included a question about the overall experience with the advising services and included eight sub-categories. Nearly a fourth of respondents (22.4%) had not yet used advising services and therefore could not respond to the questions about advising services. The majority of respondents (73.7%) of students found the advising services satisfactory and 12.3% of respondents found the advising services dissatisfactory.

Table 20: Overall Experience with Counseling/Advising Services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	474	54.3	73.7	73.7
	Neither satisfactory nor dissatisfactory	70	8.0	10.9	84.6
	Dissatisfactory	79	9.0	12.3	96.9
	Don't know	20	2.3	3.1	100.0
	Total	643	73.7	100.0	
Missing	System	230	26.3		
Total		873	100.0		

Respondents highlighted some specific areas of the advising services that received higher rates of dissatisfaction (see Table 21). Respondents (14.8%) indicated that many advisors did not have knowledge in the respondent's program area(s). Respondents also indicated a lack of advisor availability with 14.7% dissatisfied. The advisors knowledge of career opportunities was another sub-category of advising that received a higher level of dissatisfaction at 12.8%. Crosstabulations revealed that student-athletes (17.8%) and underrepresented students(17.3%) had higher levels of dissatisfaction with advising services compared to other demographic groups. Many areas of advising receive high levels of satisfaction. The interpersonal skills of the advising department received high levels of satisfaction including the areas of approachability (79.4%), advisors ability to communicate (79.3%), and advisors ability to answer questions (73.7%). .

Table 21: Satisfaction Levels across Sub-Categories of the Advising Services

	Satisfactory	Neither Satisfactory Nor Dissatisfactory	Dissatisfactory
Availability of Advisors	**64.0%**	**15.4%**	**14.7%**
Advisors Knowledge of your Program	**69.8%**	**11.4%**	**14.8%**
Advisors Knowledge of Career Opportunities	**53.7%**	**19.2%**	**12.8%**

The **ASC** (Academic Support Center) and **LAC** (Learning Assistance Center) focused on questions about tutoring and the learning environment in the ASC/LAC. A minority of respondents had used the tutoring center (45.1%). A crosstabulation implied a relationship between the amount of units that respondents were taking and whether or not they had used the tutoring center. Respondents with more units were more likely to have used the tutoring center.

Table 22: **Overall experience with the ASC/LAC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	267	30.6	73.0	73.0
	Neither satisfactory nor dissatisfactory	42	4.8	11.5	84.4
	Dissatisfactory	34	3.9	9.3	93.7
	Don't know	23	2.6	6.3	100.0
	Total	366	41.9	100.0	
Missing	System	507	58.1		
Total		873	100.0		

Predominately, respondents had a satisfactory experience (73.0%) with the ASC/LAC. The areas of the ASC/LAC that received the highest rates of dissatisfaction (see Table 23) included areas of tutor availability (13.6%), tutors knowledge of subject area(s) (12.2%), and approachability

of tutoring staff (10.3%). Crosstabulations revealed that distant-education respondents (25.0%) and student-athletes (24.9%) had higher levels of dissatisfaction with the ASC/LAC services compared to other demographic groups. The ASC/LAC received high levels of satisfaction for interpersonal skills and providing a good environment. Tutors ability to answer questions (65.6%), tutors ability to communicate (68.9%), and a tutoring environment conducive to learning (65.2%) ranked among the top sub-categories for high satisfaction levels.

Table 23: Satisfaction Level across Sub-Categories of the ASC/LAC

	Satisfactory	Neither Satisfactory Nor Dissatisfactory	Dissatisfactory
Availability of Tutors	**61.5%**	**15.2%**	**13.6%**
Tutors Knowledge of Subject Areas	**67.6%**	**12.5%**	**12.2%**
Approachability of Tutoring Staff	**64.7%**	**15.5%**	**10.3%**

The **policies of student discipline** focused on overall experiences with student discipline and three sub-categories of student discipline. The majority (59.5%) of respondents were not familiar with the policies of student discipline. Respondents had an overall high level of satisfaction with student discipline. Compared to other student service areas, many respondents chose the "neither satisfactory nor dissatisfactory" category. The area of student discipline that was most dissatisfactory to respondents was the "academic probation and suspension policies" at 10.3%. A crosstabulation revealed a relationship between the eighteen and younger students in the CR district and higher levels of dissatisfaction with the policies of student discipline. Further crosstabulations revealed that student athletes had higher levels of dissatisfaction with the policies of student discipline than students of other demographic features.

Table 24: Overall Experience with the Policies of Student Discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	216	24.7	66.3	66.3
	Neither satisfactory nor dissatisfactory	55	6.3	16.9	83.1
	Dissatisfactory	28	3.2	8.6	91.7
	Don't know	27	3.1	8.3	100.0
	Total	326	37.3	100.0	
Missing	System	547	62.7		
Total		873	100.0		

The **Residence Halls** focused on the overall experience with student housing and a number of questions relating to staff, rules, and the housing environment. Only a small portion of the sample (8.8%) had lived in the Residence Halls during their time at CR. The sample of residents reported a dissatisfaction level of 18.1% (see Table 25). Respondents indicated specific areas of the Residence Halls that were dissatisfactory. As Table 26 illustrates, the expense of housing (30.1%), the condition of student housing (23.3%), the Residence Halls activities (17.8%), and the Residence Halls rules and regulations (16.7%) were the primary areas of where respondent indicated levels

Table 25: Overall Experience with the Student Housing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	42	4.8	58.3	58.3
	Neither satisfactory nor dissatisfactory	10	1.1	13.9	72.2
	Dissatisfactory	13	1.5	18.1	90.3
	Don't know	7	.8	9.7	100.0
	Total	72	8.2	100.0	
Missing	System	801	91.8		
Total		873	100.0		

of dissatisfaction. Some of the areas that were most satisfactory to housing respondents included the availability of student housing (68.5%), the helpfulness of housing staff (66.1%), the ease of the housing application procedures (65.6%), and safety in the Residence Halls (63.9%). Although the majority of respondents living in the Residence Halls were between the ages of 19-25, there was representation in the sample from all age groups except for the 61-70 age group

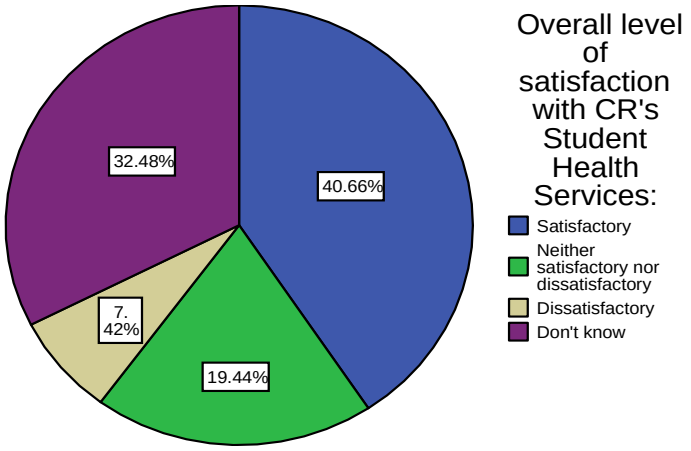
Table 26: Satisfaction Levels across Sub-Categories of Student Housing

	Satisfactory	Neither Satisfactory Nor Dissatisfactory	Dissatisfactory
Housing Rates are Reasonable	**43.8%**	**16.4%**	**30.1%**
Condition of Student Housing	**47.9%**	**21.9%**	**23.3%**
Resident Halls Activities	**50.7%**	**16.4%**	**17.8%**
Residence Halls Rules & Regulations are Appropriate	**59.7%**	**16.7%**	**16.7%**

Results: Levels of Satisfaction with CR Resources:

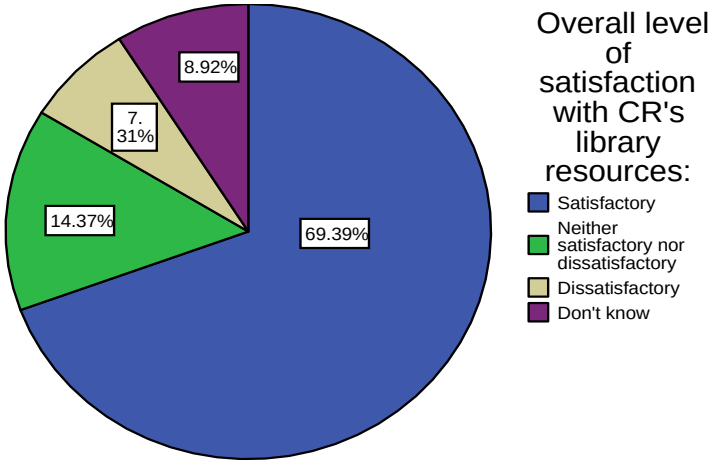
The student services survey offered a brief assessment piece about campus resources. Whereas the sections on services focused on multiple sub-categories of a given department, the questions pertaining to resources were designed to capture overall satisfaction levels. The same satisfaction scale was provided (see page 17 of this report).

Figure 4: Satisfaction Level with Student Health Services



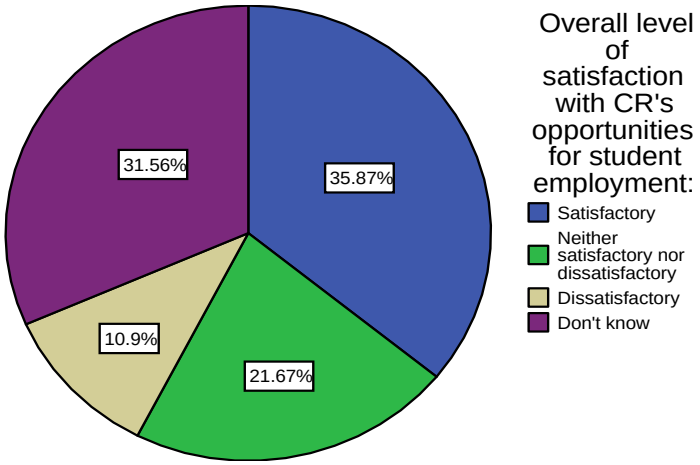
The **student health services** were included in this section of the survey although it may be more meaningful to include it with the services portion of the survey. A large portion of the sample had either not used the student health services or had not formed an opinion as 32.5% marked the "don't know" response (see Figure 4). The majority of respondents who had used the student health services found it satisfactory (40.7% including the addition of the "don't know" response and a 60.7% satisfaction level excluding the "don't know responses). Only a small percentage of respondents felt that he student health services was dissatisfactory (7.4% including the addition of the don't know category and a 10.9% dissatisfaction level excluding the don't know responses). Crosstabulations revealed no distinct difference in the extent of service usage from students of different demographic features.

Figure 5: Satisfaction Level with Library Resources



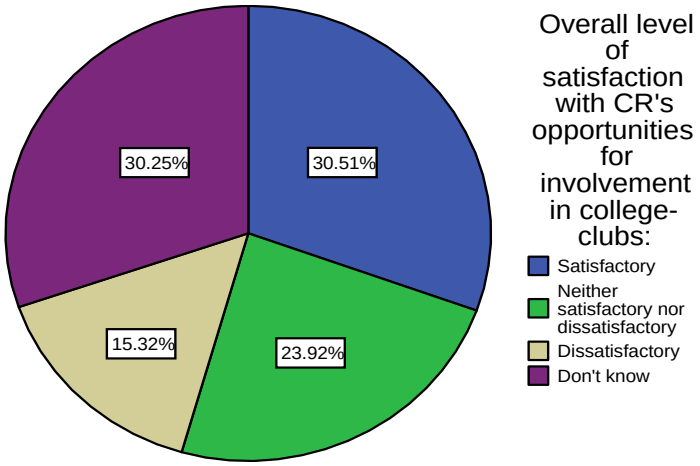
Respondents reported high levels of satisfaction (69.3) with the **library resources** available at CR (See Figure 5 on the top of the next page). Respondents indicated a dissatisfaction level of 7.3%.with library resources. Crosstabulations revealed a correlation in which respondent's reported higher levels of dissatisfaction with library resources based on a higher number of units attempted. Although library resources were considered satisfactory for most of the respondents, future research should look into the types of library resources that students taking full-time loads would like to access.

Figure 6: Satisfaction Level with Opportunities for Student Employment



Many respondents did not know about opportunities for **student employment**. As only 30% of students reported that they did not work outside of school, it may be that many students come to CR already working a part or full-time job. Excluding the "don't know category," 15.9% of respondents stated that they were dissatisfied with opportunities for students employment, 31.6% of respondents indicated they were neither satisfied nor dissatisfied, and 52.4% were satisfied with employment opportunities. Full-time students were the demographic group with the highest dissatisfaction levels (12.9% including don't know responses) in terms of opportunities for student employment.

Figure 7: Satisfaction Level with Opportunities for Involvement in College Clubs

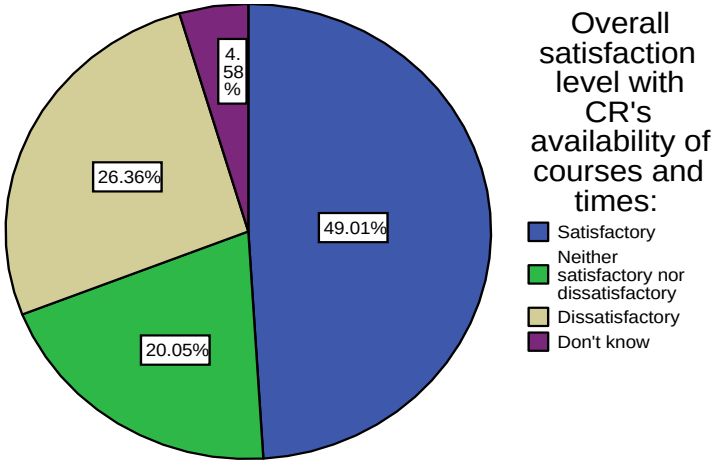


Opportunities for involvement in college clubs also had a high level of "don't know" responses (30.3%). Based on the amount of don't know responses in these resource categories, there may be need for additional outreach and media efforts. Of those familiar with college clubs, 30.5% found opportunities satisfactory whereas 15.3% found opportunities dissatisfactory. Excluding the "don't know" category, respondents found opportunities for involvement with college clubs satisfactory at 43.7%, neither satisfactory nor dissatisfactory at 34.3%, and dissatisfactory at 22.0%.

Among demographic groups, full-time students (18.2%), underrepresented student (18.1%), student athletes (27.6%), and <18 students reported the highest levels of dissatisfaction with opportunities for involvement in college clubs. The types of college clubs or opportunities that are missing for college clubs may be a good topic for future research.

Many respondents indicated that they "don't know" enough about **opportunities for college-sponsored special events** to indicate a satisfaction level. Excluding the "don't know category, respondents felt that opportunities for college-sponsored special events were satisfactory at 43.7%. neither satisfactory nor dissatisfactory at 34.3%, and dissatisfactory at 18.9%. Student athletes (19.3%) and full-time students (15.4%) had the highest levels of dissatisfaction with college-sponsored special events among demographic areas. Future research should focus on specific areas of dissatisfaction (type of events, time of events, regularity of events ect…). Based on the high level of "don't know" responses in areas of student resources, it may be useful to focus on CR's ability to communicate with students. CR should continue to push to understand where students get their information and consider the possibility of a campus-wide email system.

Figure 9: Satisfaction Level with Availability of Courses and Times



Many respondents indicated that they were dissatisfied with the **availability of courses and times**. This was a theme that was often reiterated in the qualitative sections of the survey. Respondents were satisfied with the availability of courses and times at 49.0%, and dissatisfied at 26.4%. Respondents of demographic features that included commuter students (28.6%), returning students (27.1%), students planning to transfer to a 4-year college (30.9%), and students taking 16 units or more (34.8%) had the highest levels of dissatisfaction with the availability of courses and times.

Results: Levels of Satisfaction with CR's Environment:

The student services survey contained a section pertaining to the experiences of different student identities and CR's ability to meet the needs of those students who have different college and personal backgrounds.

The sample had 36.2% of respondents identify as **part-time students** (<12 units). As Table 27 illustrates, 73.3% of part-time students thought that CR helped to meet their needs whereas 7.6% felt that CR was dissatisfactory in meeting their needs. A crosstabulation revealed that 13.1% of part-time students felt dissatisfied with CR's concern for them as an individual. Whereas many of the part-time respondents felt CR was adequate in meeting their needs, a slightly higher number of part-time respondents did not feel that CR was concerned for them.

Table 27: CR's Ability to Meet your Needs as a Part-Time Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	223	25.5	73.3	73.3
	Neither satisfactory nor dissatisfactory	52	5.9	17.1	90.4
	Dissatisfactory	66	7.5	7.6	98.0
	Don't know	6	.6	1.9	100.0
	Total	304	39.5	100.0	
Missing	System	569	60.5		
Total		873	100.0		

The sample had 65.7% of respondents identify as **full-time** students (>12 units). Full-time student respondents reported a 67.0% (Table 28) level of satisfaction with CR's ability to meet their needs and a 14.5% dissatisfaction level. A crosstabulation revealed that 17.1% of full-time students felt dissatisfied with CR's concern for them as an individual

Table 28: CR's Ability to Meet your Needs as a Full-Time Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	341	39.1	67.0	67.0
	Neither satisfactory nor dissatisfactory	80	9.2	15.7	82.7
	Dissatisfactory	74	8.5	14.5	97.2
	Don't know	14	1.6	2.8	100.0
	Total	509	58.3	100.0	
Missing	System	364	41.7		
Total		873	100.0		

The sample had 46.0% of respondents identifying as **returning students** (returning to CR after a semester of more of absence). Of the student identities measured, returning students had the highest level of satisfaction with CR's ability to meet their needs (73.3% as noted in Table 29). Returning students also had one of the lower percentages of dissatisfaction with CR's ability to meet their needs (9.5%). However, returning students reported comparable levels of dissatisfaction when asked how they perceived CR's concern for them as an individual (15.2%).

Table 29: CR's ability to Meet your Needs as a Returning Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	269	30.8	73.3	73.3
	Neither satisfactory nor dissatisfactory	55	6.3	15.0	88.3
	Dissatisfactory	35	4.0	9.5	97.8
	Don't know	8	.9	2.2	100.0
	Total	367	42.0	100.0	
Missing	System	506	58.0		
Total		873	100.0		

The sample had 21.5% of respondents who identified as an **underrepresented student** (ethnic minority, disability, veteran, sexual orientation, transgender). Of the underrepresented respondents, 55.6% felt that CR could meet their needs and 17.0% felt that CR was dissatisfactory in meeting their needs (Table 30). Underrepresented students indicated a 14.7% dissatisfaction level with CR's concern for them as an individual. Based on the sample, underrepresented students indicated a caring environment for them as individuals, however, there may be future research to better understand other need areas.

Table 30: CR's Ability to Meet your Needs as an Underrepresented Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	95	10.9	55.6	55.6
	Neither satisfactory nor dissatisfactory	33	3.8	19.3	74.9
	Dissatisfactory	29	3.3	17.0	91.8
	Don't know	14	1.6	8.2	100.0
	Total	171	19.6	100.0	
Missing	System	702	80.4		
Total		873	100.0		

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The sample had 71.4% of respondents who identified as **commuter students** (students who do not live in the Residence Halls). The percentage may be deceiving as many distant-education students probably did not consider themselves as commuter students. Commuter students indicated a 52.4% level of satisfaction with CR's ability to meet their needs and 16.5% of commuters stated they were dissatisfied. Based on qualitative responses, many students are frustrated with lack of parking, limited or no public transportation opportunities, and potholes in the parking lot. A crosstabulation revealed that 15.7% of commuter students felt dissatisfied with CR's level of concern for them as individuals.

Table 31: CR's Ability to Meet your Needs as a Commuter Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	302	34.6	52.4	52.4
	Neither satisfactory nor dissatisfactory	137	15.7	23.8	76.2
	Dissatisfactory	95	10.9	16.5	92.7
	Don't know	42	4.8	7.3	100.0
	Total	576	66.0	100.0	
Missing	System	297	34.0		
Total		873	100.0		

The sample had 7.3% of respondents who identified as **student athletes** (playing a sport for a CR-sponsored intercollegiate sport team). The student athlete sample had a 45.5% satisfaction level with CR's ability to meet their needs and a 20.5% dissatisfaction level (Table 31). Student athlete respondents indicated higher levels of dissatisfaction with CR's student services than other demographic groups and should be a focus of future institutional research. Student athletes reported a 20.7% level of dissatisfaction with CR's concern for them as individuals.

Table 32: CR's Ability to Meet your Needs as a Student Athlete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	20	2.2	45.5	45.5
	Neither satisfactory nor dissatisfactory	14	1.6	31.8.	77.3
	Dissatisfactory	9	1.0	20.5	97.8
	Don't know	1	.1	2.2	100.0
	Total	44	5.0	100.0	
Missing	System	829	95.0		
Total		873	100.0		

The sample had 5.5% of respondents who identified as **distant education students** (only taking on-line courses). The distant education sample (Table 33) had a rate of satisfaction at 71.7% and a rate of dissatisfaction at 8.7%. Distant education respondents reported a 22.9% dissatisfaction level with CR's concern for them as an individual.

Table 33: CR's Ability to Meet your Needs as a Distant Education Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	33	3.8	71.7	71.7
	Neither satisfactory nor dissatisfactory	8	.9	17.4	89.1
	Dissatisfactory	4	.5	8.7	97.8
	Don't know	1	.1	2.2	100.0
	Total	46	5.3	100.0	
Missing	System	827	94.7		
Total		873	100.0		

Based on correlation test, demographic groups that reported higher levels of dissatisfaction for CR's concern for them as an individual included:

- The more units respondents were taking correlated to a perception that CR had dissatisfactory concern for them as an individual.
- Students who plan to transfer to a 4-year college indicated higher levels of dissatisfaction (18.0%) with CR's concern for them as an individual compared to students with other goals.
- 19-25 year olds indicated higher levels of dissatisfaction (17.6%) with CR's concern for them as an individual compared to other age groups.
- African American/Black (26.7%) respondents and Native Americans (17.6%) expressed higher levels of dissatisfaction with CR's concern for them as individuals compared to other ethnic categories.
- Males reported higher levels of dissatisfaction (17.1%) than females (13.5%) relating to CR's concern for individuals.

Summary

Introduction

Section highlights the purpose of the student services survey as follows:

- Understand extent of service usage on CR campuses
- Student service program review
- Understanding of student body
- Institutional improvement
- Demographic research
- Future research pertaining to enrollment, persistence levels, and retention.

Construction

Section discusses the creation of the survey instrument:

- Draft construction by stake holder in Student Services and the IR
- Survey piloted in January
- Survey construction completed January 18th

Administration

Section discusses the choices made for survey administration:

Goals

- Surveys to inform future focus group work
- Surveys to inform future survey work
- Provide understanding of satisfaction level with student services
- Explore uncharted demographic areas
- Inform student service improvement

Timeline

- Survey administered February 1 through February 15th

Administration

- Faculty handed out surveys in classrooms
- Survey available in the library and advising department
- Survey made available to students on Blackboard with a link to survey host, freeonlinesurveys.com

Discussion

Section discusses sample size, types of survey error, population and sample comparisons, and recommendations:

Sample Size

- Sample (n) was 873 respondents from a district population(N) of 5,842
- District sample was 14.9% of district population

Survey Error

- Student services survey has sampling error as it did not draw from a random representative sample and was weighed towards beginning students.
- Coverage error is present with overrepresentation of 18-25 year olds and under representation of white respondents. Outside of age and groups, there was little coverage error in the district or by campus.
- There was little measurement error or nonresponse error on the student services survey

Population and Sample Comparisons

- Eureka sample (n) was 480 out of a population (N) of 4,104: 11.7%
- Del Norte sample (n) was 131 out of a population (N) of 601: 21.8%
- Mendocino Coast sample (n) was 189 out of (N) 448: 42.1%

- Eureka Downtown 2% sample size
- Klamath-Trinity 15% sample size
- Virtual campus 1% sample size
- 4% of survey sample attended multiple campuses

Survey Recommendations

- Add time of week taking classes question
- Add amount of monthly income question
- Add CR's ability to help you meet your goals question
- Skip option for testing question
- Include Student Health Services with other service areas on the survey
- Refine underrepresented student definition
- CR and IR should jointly push research abilities so that district surveys can be representative.

Results

Section highlights rates of respondent satisfaction in areas of student services, CR resources, and CR environment. The results also describe demographic traits of the respondents.

Demographics

- 54.5% of respondents live within 15 minutes of campus they attend
- Eureka campus had the most respondents traveling greater distances with 4.3% traveling more than 60 minutes.
- Majority of respondents attend both day and evening courses across all CR campuses
- 36.3% of respondents from the district work 21 or more hours.
- Respondents who have been on campus longer use resources to a greater extent

- Majority of respondents (48.8%) is to transfer to a 4-year university. A high number of respondents are planning to get an AA degree (22.6%).

- 48.1% of respondents are renting a house or an apartment and 32.7% of respondents live in their parents home.

- 75.6% of respondents lived in the college district before attending CR.

Satisfaction Level with CR Services

- 70.8% of respondents considered the overall application process satisfactory.

- Respondents who reported the highest levels of dissatisfaction with the application process were students <18 (17.3%) and >71 (37.5%).

- Students with academic goals reported higher levels of dissatisfaction with the testing center than other demographic groups. Students planning to transfer to a 2-year college reported a 18.6% level of dissatisfaction with the testing center and students planning to attend a 4-year reported a 12.5% level of dissatisfaction.

- Students who have attended CR longer report higher levels of dissatisfaction with the registration process (9.3% for 1 year, 12.6% for 2 years, 16.3% for 3 years).

- Student athletes (17.8%) and underrepresented students (17.3%) reported the highest levels of dissatisfaction with the counseling and advising services.

- Respondents highlighted tutor availability (13.6%) as the most dissatisfactory aspect of the ASC/LAC

- The majority (59.5%) of respondents were not familiar with the policies of student discipline.

- Respondents who lived in Residence Halls highlighted areas of dissatisfaction with the expense of housing (30.1%), condition of housing (23.3%), and Residence Hall activities (17.8%).

Satisfaction Level with CR Services

- Many students (32.5%) had not used or had not formed an opinion on the Student Health Services.

- Students with more units rated library resources as more dissatisfactory.

- Many respondents did not feel as though they knew enough about opportunities for student employment, college clubs, and college-sponsored special events to rate the items.

- 26.4% of respondents were dissatisfied with the availability of courses and times.

Satisfaction Level with CR Environment

- Part-time students reported a 10.1% dissatisfaction level with CR's ability to meet their needs and a 13.1% dissatisfaction level with CR's concern for them as individuals.

- Full-time students reported a 14.5% dissatisfaction level with CR's ability to meet their needs and a 17.1% dissatisfaction level with CR's concern for them as individuals.

- Returning student respondents reported a 9.5% dissatisfaction level with CR's ability to meet their needs and a 15.2% dissatisfaction level with CR's concern for them as individuals.

- Underrepresented respondents reported a 17.0% dissatisfaction level with CR's ability to meet their needs and a 14.7% dissatisfaction level with CR's concern for them as individuals.

- Commuter respondents reported a 16.5% dissatisfaction level with CR's ability to meet their needs and a 15.7% dissatisfaction level with CR's concern for them as individuals.

- Student athlete respondents reported a 17.9% dissatisfaction level with CR's ability to meet their needs and a 20.7% dissatisfaction level with CR's concern for them as individuals.

- Distant education respondents reported a 8.7% dissatisfaction level with CR's ability to meet their needs and a 22.9% dissatisfaction level with CR's concern for them as individuals