



Mesa College

Student Satisfaction Survey

Spring 2009

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Office of Institutional Research and Planning
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Introduction

Overview

Accreditation is the process of evaluating the performance of an institution to assure the quality of education and expected student outcomes. The three colleges in the San Diego Community College District (SDCCD), as well as Continuing Education, are conducting the self-study portion of the accreditation cycle and will have visits by the WASC/ACCJC accrediting teams in fall 2010. Each institution has collected, reviewed and incorporated evidence into their self-study reports which will be submitted to the Accreditation Commission for the purpose of assisting in the determination of reaffirmation.

Purpose

The purpose of this survey project was to collect additional evidence for the accreditation self-study reports. The student accreditation survey provided the self-study teams another means for assessing the institution. Students were surveyed in order to capture their perceptions and opinions on institutional effectiveness and satisfaction with programs, services, instruction and facilities. The student accreditation surveys were administered at each college and Continuing Education.

Sample Design

The student accreditation survey was administered to a random sample of students using a *stratified random cluster sampling* procedure (See the Sample Blueprint for Student Survey). The sample design provided representativeness which allowed for generalizing the results to the entire population. The college clusters were stratified by day and evening class sections and then randomly selected. The sample size provided a 95% confidence level with a +/- 5% confidence interval.

Given the two modes the surveys were administered, in-class and online, different response rates were expected. Therefore different sample sizes were used in order to compensate for the expected response or participation in the survey. For the in-class surveys, there was an expected 60% response rate, therefore students were oversampled by 40%. For the online classes there was an expected 70% response rate, therefore student were oversampled by 30%.

Sample Blueprint for Student Survey

DAY/EVENING STATUS					
	DAY	(n)	n*	EVENING	(n) n*
MESA	37322	(380)	722	19219	(377) 716

Note. n in parenthesis indicates the target sample size computed at a 95% confidence level and a plus/minus 5% confidence interval. n* indicates sample size for the purpose of oversampling.

Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation surveys and worked with the District Accreditation Coordinating Committee to develop and finalize the online student accreditation survey. The online student accreditation survey contained 99 forced choice items using various Likert scales of agreement, satisfaction and importance, and three open-ended questions. Face validity and content validity in the survey instruments were examined based on the following criteria: 1) Survey questions should be aligned with the Accreditation Standards, 2) Survey questions should be directly related to the purpose of the surveys, which is to elicit perceptions and opinions of students, 3) Survey questions should be perceptually-based instead of factually-based, 4) Survey questions should avoid addressing complex processes or systems that most survey participants wouldn't be able to answer or are not applicable to them. Surveys were validated (content and face validity) through the feedback from the Accreditation Coordinating Committee and college constituency groups. Reliability was established through data analysis (Cronbach Alpha test) from the pilot study. See Appendix A for a copy of the survey instrument.

The survey instrument contained a set of items that captured student profile data (e.g., gender, ethnicity, number of semesters enrolled and number of units), as well as 16 sets of items asking the student to rate the level of agreement, satisfaction and importance with services, programs, instruction and facilities.

Methodology

The original data collection methodology for the student accreditation survey was an online survey, which was administered via e-mail to the sample population. The faculty received pre-notifications about the survey to share with their students during the fall semester and again at the beginning of the spring semester. Faculty members were asked to notify their students that they would be receiving an e-mail invitation to survey and encouraged the students to take the survey. The online student accreditation surveys were administered via ZOOMERANG, an online software tool.

Due to a low response rate of the online surveys, a second data collection methodology was employed. The second form of data collection was a scannable pencil and paper form, which was administered during one class period. The faculty received pre-notifications about the survey prior to administering them. Faculty who opted out of administering the survey were replaced with another class from the survey pool.

Implementation

Communications: The District Accreditation Coordinating Committee was informed and connected to the process through continuous communication, which included: 1) Reviewed and provided input for the survey plan; 2) Reviewed and provided input for the survey instrument and 3) Received briefing on the final results.

Online Administration: Pre-notification emails/letters were sent out to all faculty members providing information about the survey and requesting an atmosphere of support for the survey process. The Office of Institutional Research and Planning sent notification e-mails to students who were selected to take the online survey. Students were asked to complete the online surveys during the fifth and sixth weeks of the Spring 2009 semester. The online surveys took approximately 30 minutes to complete.

In-class Administration: Pre-notification emails/letters were sent out by the individual institutions to all faculty members providing information about the survey and requesting an atmosphere of support for the survey process. The student surveys were administered by faculty during the twelfth and thirteenth weeks of the Spring 2009 semester. The Office of Institutional Research and Planning bundled the survey packets which contained the survey instruments, Scantron forms and instructions for administering and returning the surveys. Drop boxes were placed in designated areas for faculty to return the completed surveys. The surveys took approximately 30 minutes to complete and were administered during one class period.

Respondent Profile

The total target sample size was 757 students and 638 students responded to the survey, yielding an overall 84% response of the total target. Of the 380 targeted day students, 326 responded for an 86% response of the day time student target. Of the 377 targeted evening students, 312 responded for an 83% response of the evening student target. The strong 84% of the total target response allowed for generalization of the survey results to the larger Mesa student population. The majority of respondents were female (54%) and the remainder male (46%). The racial/ethnic composition of the actual sample, in descending order of size, was 46% White Non-Hispanic, 18% Asian/Pacific Islander, 17% Hispanic/Latino, a total of 18% for African American/ Black Non-Hispanic, Filipino and Other Non-White (6% each), and 2% American Indian/Alaskan Native. The majority of respondents were ages 18 to 24 (58%) years old, followed by ages 25 to 29 (19%), 30 to 39 (13%), 40 to 49 (6%), 50 or more (2%) and under 18 (1%) years old. When asked where the majority of student take their classes, 93% responded Mesa, a total of 6% responded City and/or Miramar (3% each) and less than 1% responded for each ECC and Continuing Education. When asked about class modality (on campus, online, or both), a strong majority of respondents reported taking their courses on campus (74%), 22% were in both on campus and online courses and 4% were enrolled in online courses only. Over one-third of respondents have been enrolled at Mesa for 2 to 3 semesters (35%), 32% for 4 to 6 semesters, 17% for 1 semester, 10% for 7 to 9 semesters and 6% for 10 or more semesters. The majority of respondents were enrolled part-time, with 30% enrolled in 10 to 12 units, 18% enrolled in 4 to 6 units, 14% enrolled in 7 to 9 units and 9% enrolled in 1 to 3 units. Less than one-third (29%) were enrolled full-time in more than 12 units.

The Findings

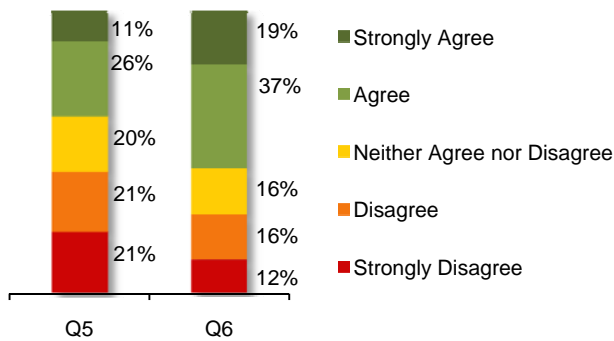
Mission and Policies

The survey items in the Mission and Policies section assessed the student’s familiarity with the mission statement of the college and their knowledge of where to attain college policies that affect them as students. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Out of the two Mission and Policy section survey items, the item regarding familiarity with the college mission statement received a mean score of 2.9. Furthermore, students rated the statement that they knew where to find college policies that affect them as students with a mean score of 3.4.

Over one-third of respondents agreed or strongly agreed (37%) that they were familiar with the college mission statement, whereas one-fifth were neutral (20%) and 42% moderately or strongly disagreed. The majority of respondents (56%) moderately or strongly agreed that they knew where to find college policies that affect them as students, while 28% were in moderate or strong disagreement.

Figure 1. Mission and Policies



Q5. I am familiar with the mission statement of my college.
 Q6. I know where to find college policies that affect me as a student.

Student Support Services

The survey items in the Student Support Services section assessed the quality of the college’s instructional programs, student services, library and learning support services offered to facilitate and enhance students’ overall educational experiences. This set of items covered academic counseling, financial aid services, tutoring services, transfer center, library, DSPS, EOPS, student health services, open computer labs, admissions application process, new student orientation, course registration process, child care services, audio-visual services, assessment/testing services, general information on the college website and TRIO services. Students rated their level of satisfaction with each item on a scale that ranged from 1 (Very Dissatisfied) to 5 (Very Satisfied), as well as 6 (I have not used this service/resource).

The services that received the highest mean scores for satisfaction with quality of services (1=very dissatisfied, 5= very satisfied) among students were: Library (4.4), Open Computer Labs (4.2), Course Registration Process (4.1) and Admissions Application Process (4.0). The services that had the lowest means for satisfaction with the quality of services among students were: Child Care Services (3.4), EOPS (3.5), DSPS (3.5) and TRIO (3.5).

More than 80% of respondents used the following services and resources, and of those who rated these services/resources, the majority were moderately or very satisfied: Library (88%), Open Computer

Labs (81%), Admissions Application Process and Course Registration Process (77% each), General Information on College web site (72%), Academic Counseling (66%) and Tutoring Services (66%). Tutoring services received a high percentage of neutral and “I have not used this service/resource” responses (26% and 41%, respectively).

The following services rated somewhat high among students: Assessment/Testing Services (59% were moderately or very satisfied and 31% neutral), Financial Aid Services (58% were moderately or very satisfied and 28% neutral), Transfer Center (57% were moderately or very satisfied and 31% neutral) and New Student Orientation (56% were moderately or very satisfied and 36% neutral). For Audio-Visual Services and Student Health Services, the majority of respondents (59% and 60%, respectively) had not used these services, and of those who used and rated these services, the majority was moderately or very satisfied (56% and 54%, respectively) but a substantial proportion responded neutral (39% and 37% respectively).

Between two-thirds and three-quarters (66% - 74%) of respondents had not used the following services/resources: EOPS, DSPS, TRIO and Child Care Services. Of those who used and rated these services/resources, more than one-third of respondents (35% - 45%) were moderately or very satisfied and a substantial proportion were neutral (45% - 57%).

Figure 2.1. Student Support Services

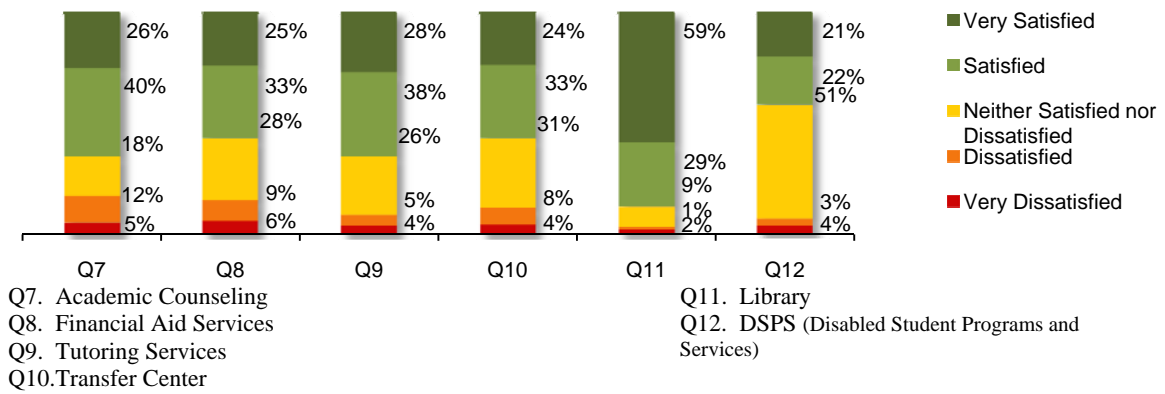


Figure 2.2. Student Support Services

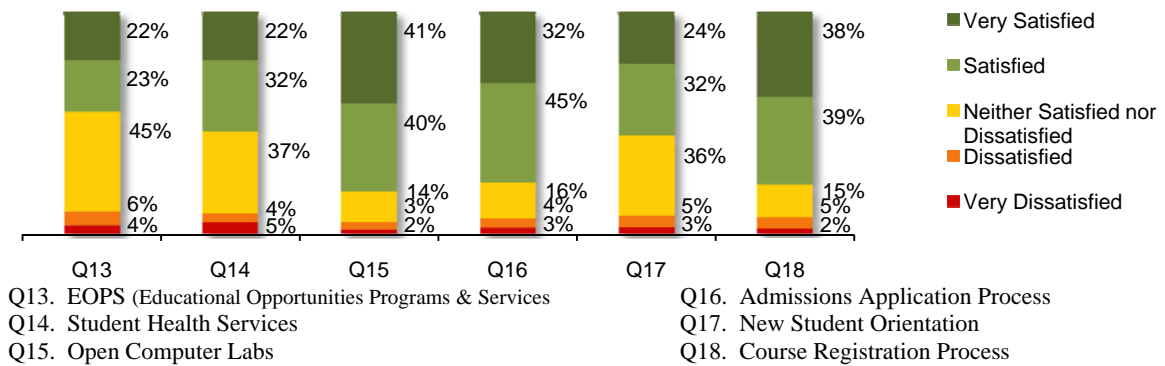
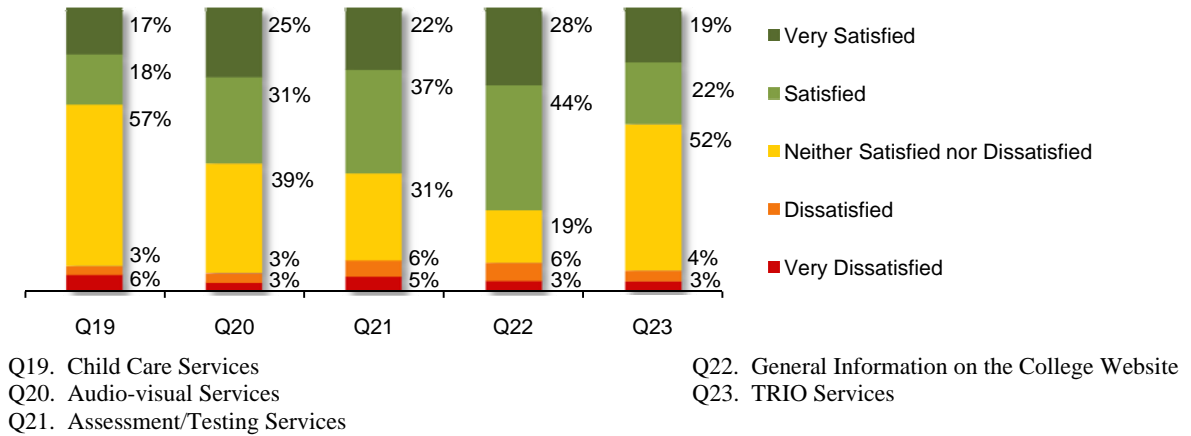


Figure 2.3. Student Support Services



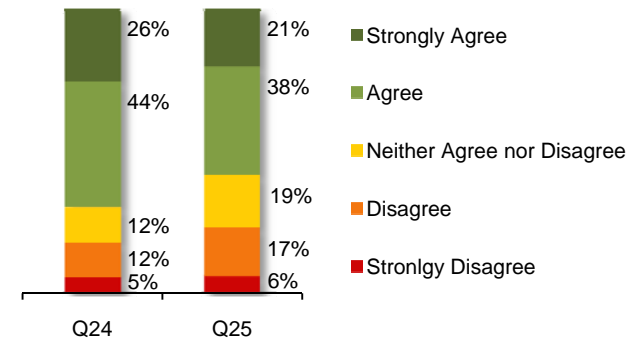
Course Availability

The survey items in the Course Availability section assessed the adequacy and variety of courses offered each semester in order for students to complete their educational goals in a reasonable time period. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Out of the two Course Availability survey items, the statement which asked students if there were a sufficient number of General Education courses offered in each semester in order to complete their educational goals within a reasonable period of time received a mean score 3.7. The item which asked students if there were a variety of courses offered within each major each semester in order to complete their educational goals within a reasonable period of time received a mean score of 3.5.

A strong majority of respondents (70%) were in moderate or strong agreement with the statement that there were a sufficient number of General Education courses offered in each semester in order for them to complete their educational goals within a reasonable period of time. Fewer, but still a majority of respondents (59%) were in moderate or strong agreement with the statement which asked students if there were a variety of courses offered within each major each semester in order to complete their educational goals within a reasonable period of time. Also, a substantial proportion (23%) of students was in moderate or strong disagreement with the latter statement as well as one in five responded neutral (19%) to this item.

Figure 3. Course Availability



- Q24. 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.
- Q25. 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.

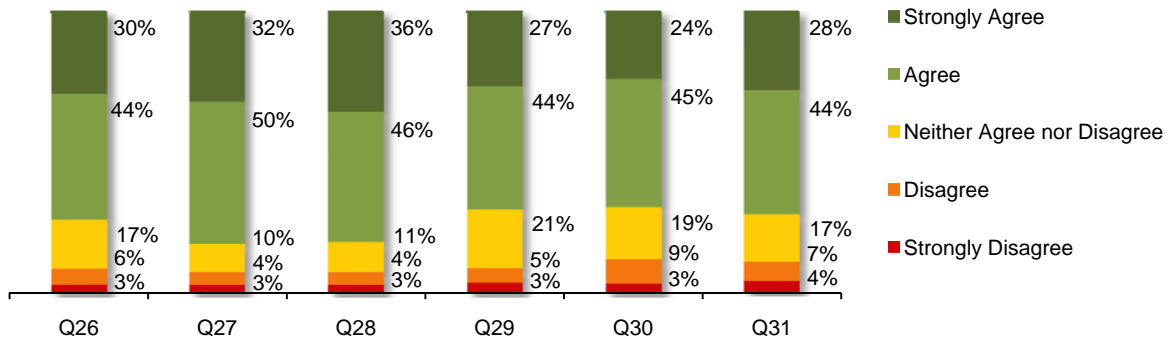
Instruction

The survey items in the Instruction section assessed the students' satisfaction with the availability and ease of talking to instructors outside of the classroom, the instructors attempt to be fair and objective in presenting course material, and how instructors define grading parameters and care about students' success. This section also covered the students' satisfaction with the course preparation received for future employment or transfers, the appropriateness with the amount of homework received in most classes, the overall quality of instruction, the instructors' use of technology both in and out of the classroom and overall satisfaction with course content in each class. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The Instruction survey items that received the highest mean ratings among students were: clearly defined grading parameters (4.1), fair and objective presentation of course materials (4.1) and overall satisfaction with course content in most classes (4.0). Course preparation for transfer to four-year universities and satisfaction with overall quality of instruction also received high mean ratings (4.0 each). The Instruction survey item that received the lowest mean score among students was the instructor's availability to provide help outside of class (3.8).

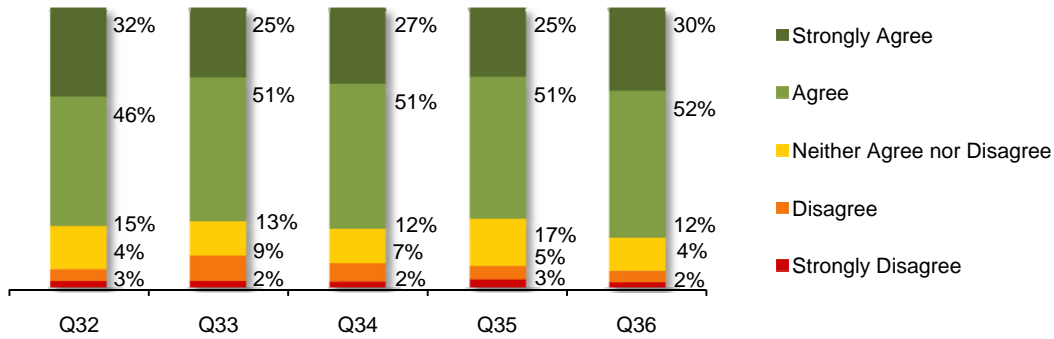
The Instruction survey items which received the greatest proportion of moderate or strong agreement were: clearly defined grading parameters (82%), fair and objective presentation of course material (82%) and the overall satisfaction with course content in most classes (82%). Course preparation for transfer to four-year universities and satisfaction with overall quality of instruction also received high proportions of moderate or strong agreement (78% each). Several additional Instruction-related survey items received a strong majority of moderate or strong agreement ratings: appropriate amount of homework in most classes and satisfaction with instructor's use of technology in and out of the classroom (76% each), feeling at ease talking with instructors outside of the classroom (74%), course preparation for future employment (72%) and instructor cares about student success (71%). Instructor availability to provide help outside of class received the lowest proportion of moderate or strong agreement ratings (69%) among students. The last two items received relatively high percentage of neutral responses (21% and 19%, respectively).

Figure 4.1. Instruction



- Q26. I feel at ease talking with my instructor(s) outside of the classroom.
- Q27. In general, instructors attempt to be fair and objective in their presentation of course materials.
- Q28. In general, instructors clearly define how I will be graded.
- Q29. Instructors care about their students' success.
- Q30. Instructors are available to help me outside of class.
- Q31. I believe my courses will prepare me well for future employment.

Figure 4.2. Instruction



Q32. I believe my courses will prepare me well for transfer to a 4-year university.

Q33. The amount of homework in most of my classes is appropriate.

Q34. I am satisfied with the overall quality of instruction.

Q35. I am satisfied with the instructor’s use of technology in and out of the classroom.

Q36. Overall, I am satisfied with the course content in most of my classes.

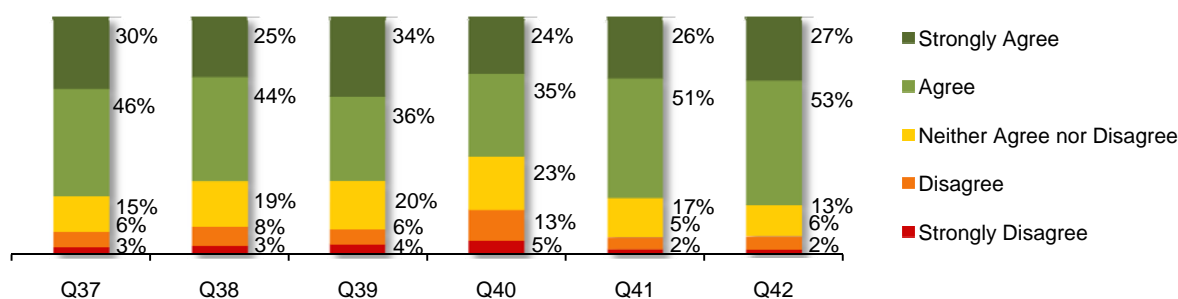
Course Scheduling

The survey items in the Course Scheduling section assessed flexibility and convenience offered in course scheduling to meet student needs, the effectiveness and availability of online courses and instructor communication of skills as well as communication of expected learning outcomes and assessment. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The Course Scheduling survey items that received the highest mean ratings were the instructors communicate how the students will be assessed before beginning an assignment or test (4.0), satisfaction with the flexible course scheduling offered (4.0), communication of expected student learning outcomes (3.9) and online courses provide an effective way to complete educational objectives (3.9). The Course Scheduling survey items that received the lowest mean ratings among students were the availability of online courses was sufficient to meet student needs (3.6) and courses were offered at days and times that were personally convenient for students (3.8).

The Course Scheduling survey items that received the greatest proportions of moderate or strong agreement among students were that the instructors communicated how the students would be assessed before beginning an assignment or test (80%), communication of expected student learning outcomes (77%) and satisfaction with the flexible course scheduling offered (76%). Fewer respondents moderately or strongly agreed that courses were offered at days and times that were personally convenient for students (69%). A majority of students (70%) moderately or strongly agreed that online courses provided an effective way to complete educational objectives while a lesser majority (59%) moderately or strongly agreed that the availability of online courses was sufficient to meet student needs. Approximately, one-fifth or more of respondents were neutral with regard to each of the online service items (20% and 23%, respectively). Furthermore, one-quarter or more of the respondents indicated that they had not used any of the online services (27% and 25%, respectively).

Figure 5. Course Scheduling



Q37. I am satisfied with the flexible course scheduling offered (8 week courses, short-term courses, weekend courses).

Q38. Courses are offered at days and times that are convenient for me.

Q39. Online courses provide an effective way for me to complete my educational objectives.

Q40. The availability of online courses is sufficient for my needs.

Q41. My instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments.

Q42. My instructors tell me how I will be assessed before beginning an assignment or test.

Admission and Course Registration (Matriculation)

The survey items in the Admissions and Course Registration section assessed the college's ability to matriculate students in an effective manner and provide excellent academic counseling services. This section covered registration, academic assessment, new student orientation and counseling services. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The Admissions and Course Registration survey item which received the highest mean score among students was that the online Reg-E registration process was easy to use (4.3). Other highly rated items included: staff were helpful throughout the application and registration process (3.8), the new student orientation was well organized (3.7) and the assessment tests were offered at convenient times (3.7).

The following items received the lowest mean scores among students: counselors cared about students as individuals (3.4), counselors were concerned about student academic success (3.4), the counselors/assessment staff clearly explained assessment results (3.4), counselors were available at convenient times (3.5) and being informed about the importance of the assessment tests prior to taking them (3.5).

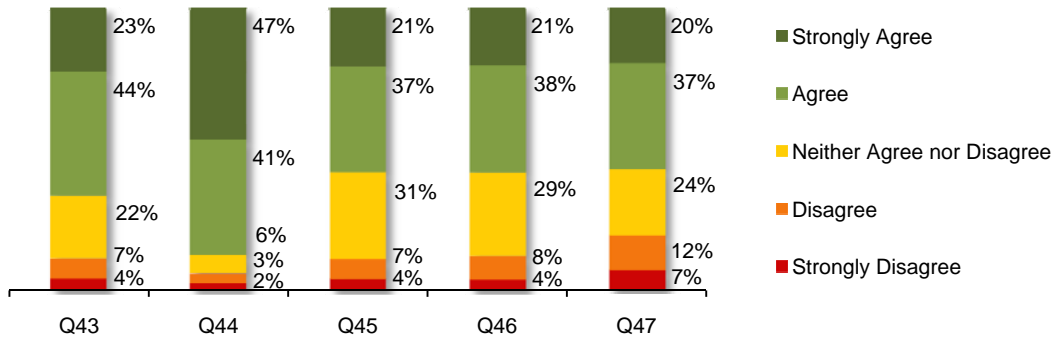
The Admissions and Course Registration survey items which received the greatest proportion of moderate or strong agreement ratings was the online Reg-E registration process was easy to use (88%). Respondents tended to agree or strongly agree that the admissions staff were helpful throughout the application and registration process (67%).

The following items regarding the helpfulness of counselors received a majority of moderate or strong agreement ratings: counselor(s) were helpful in understanding course prerequisites (65%), counseling session(s) were helpful for clarifying educational goals and selecting courses needed to attain educational goals and counseling sessions were helpful and informative (64% each).

The following items regarding the availability and care or concern of counselors received a lesser majority of moderate or strong agreement ratings: counselors were available at convenient times (58%), counselors cared about students as individuals and counselors were concerned about student academic success (53% each). More than one-fifth of respondents were neutral with regard to each of these three items.

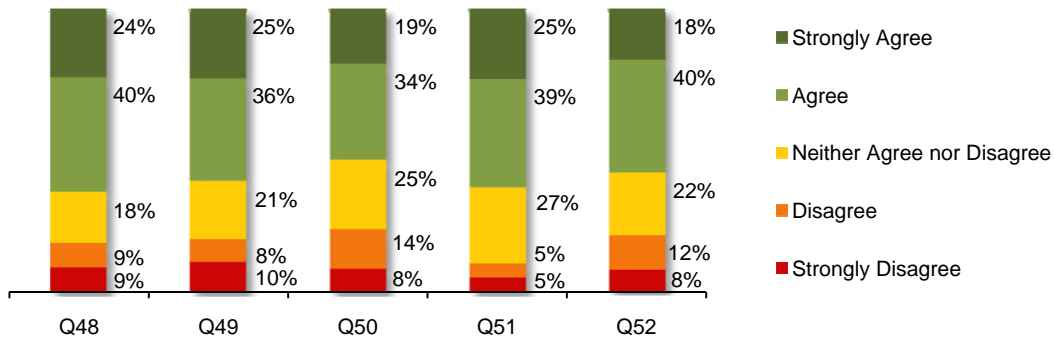
The following items received a relatively high majority of students who responded to the “I have not used this service/resource category (26%-51%) or were neutral (18%-31%). Of those who used and rated orientation services, the majority moderately or strongly agreed that the new student orientation was effective in helping new students adjust and become familiar with the college (59%) and the new student orientation was well organized (58%). Of those who used assessment services, the majority of students moderately or strongly agreed that the assessment tests were offered at convenient times (64%), the reading and writing assessments were helpful for enrolling in the appropriate English class level (64%), the math assessment was helpful for enrolling in the appropriate math class level (61%), students were informed about the importance of the assessment tests prior to taking them (57%) and the counselors/assessment staff clearly explained assessment results (53%).

Figure 6.1. Admission and Course Registration (Matriculation)



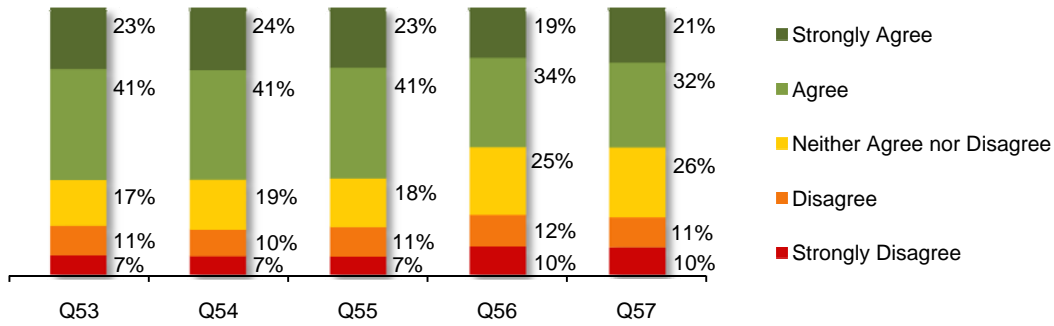
- Q43. Admissions staff were helpful throughout the application and registration processes.
- Q44. The Reg-e registration process is easy to use.
- Q45. The new student orientation I attended was well organized.
- Q46. The student orientation is effective in helping new students adjust and become familiar with the college.
- Q47. I was informed about the importance of the assessment tests prior to taking them.

Figure 6.2. Admission and Course Registration (Matriculation)



- Q48. The reading and writing assessment test helped me enroll in the appropriate English class level.
- Q49. The math assessment test helped me enroll in the appropriate math class level.
- Q50. Counselors/assessment staff clearly explained the assessment results to me.
- Q51. Assessment tests were offered at times that were convenient for me.
- Q52. Counselors were available at times that were convenient for me.

Figure 6.3. Admission and Course Registration (Matriculation)



- Q53. The counseling session(s) helped me clarify my education goal and select courses I need to attain my educational goal.
- Q54. The counselor(s) helped me understand course prerequisites.
- Q55. Counseling session(s) are informative and helpful.
- Q56. Counselors care about me as an individual.
- Q57. Counselors are concerned about my academic success.

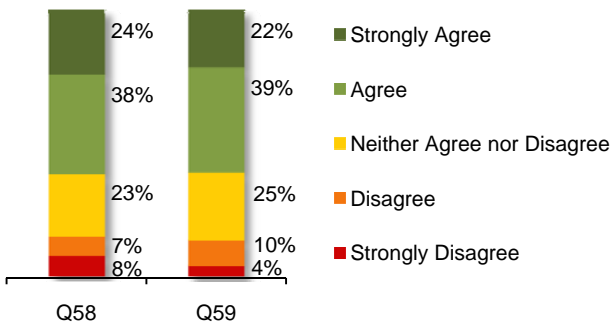
Financial Aid and Fees

The survey items in the Financial Aid and Fees section assessed the extent to which financial aid information was readily available and fee refund policies were reasonable. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Out of the two Financial Aid and Fees survey items, the item which stated that fee refund policies were reasonable received a mean score of 3.7. The statement that financial aid information was available when needed received a mean score of 3.6.

More than one-quarter of students stated that they had not used any of the two Financial Aid services/resources. Of those who used and rated the services, the majority moderately or strongly agreed that financial aid information was available when needed (62%) and fee refund policies were reasonable (61%). Approximately one-quarter of students were neutral with regard to each of the two items (23% and 25%, respectively).

Figure 7: Financial Aid and Fees



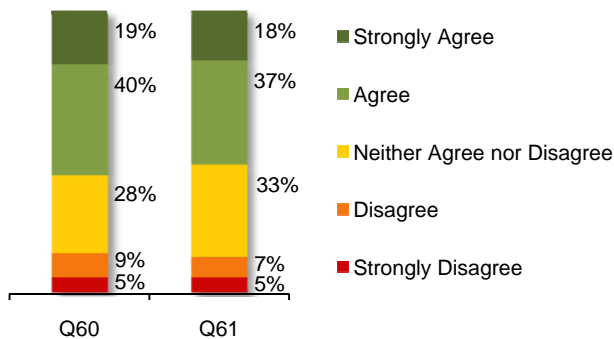
- Q58. Financial aid information is available to me when I need it.
- Q59. Fee refund policies are reasonable.

Follow-up of Student Academic Status

The survey items in the Follow-up of Student Academic Status section assessed the extent to which students were made aware of their academic standing and the colleges’ responsiveness in improving student academic performance. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Both of the Follow-up of Student Academic Status survey items received mean scores of 3.6. The majority of respondents moderately or strongly agreed that they were adequately informed about their academic progress (59%) and the college was responsive in helping students improve academic performance (55%). Both of these items also received a relatively large majority of neutral responses (28% and 33%, respectively).

Figure 8. Follow-up of Student Academic Status



Q60. I am adequately informed about my academic progress.

Q61. My college is responsive in helping students improve academic performance.

Personal Development

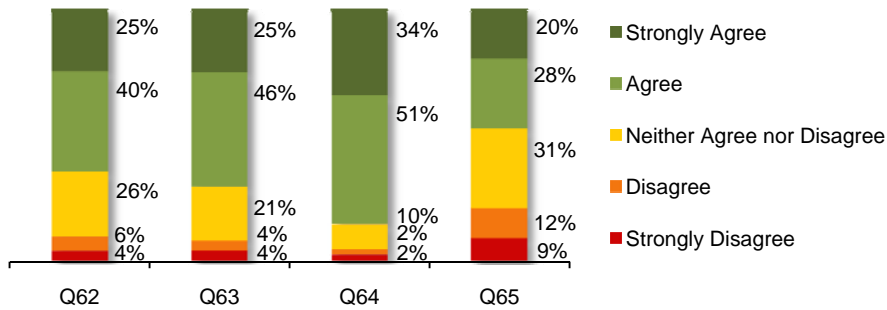
The survey items in the Personal Development section assessed students perceptions of their overall personal development based upon their college experiences. This section covered having a better understanding and appreciation for diversity and other cultures, skill building, gaining knowledge in different subject areas, one’s level of comfort in the college environment, having a better understanding of the self and being treated with respect. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The Personal Development survey items that received the highest mean scores were that students had gained knowledge in different subject areas (4.1), students felt comfortable in the college environment (4.0) and students were treated with respect at the college (4.0). The Personal Development survey item that rated the lowest among students was that students had gained computer skills (3.4).

The items that received the greatest proportions of moderate or strong agreement ratings stated that students had gained knowledge in different subject areas (85%), students felt comfortable in the college environment (82%) and students were treated with respect at the college (77%). A lesser majority moderately or strongly agreed that the student’s college education contributed to a better self-understanding (71%), students had learned about other parts of the world and other cultures (66%), the student’s experience at the college had given him/her a better understanding and appreciation of diversity (65%) and students had improved their interpersonal skills by interacting with people on campus (63%). Less than half of students moderately or strongly agreed that they had gained computer skills (48%). With the exception of students that had gained knowledge in different subject

areas and felt comfortable in the college environment, all other items received relatively high neutral ratings (19%-31%).

Figure 9.1. Personal Development



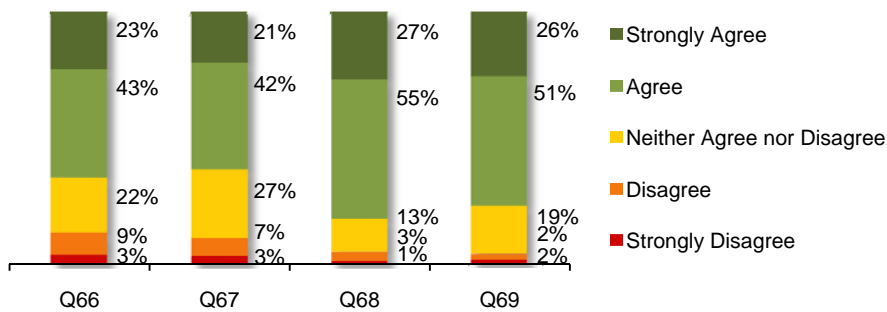
Q62. My experience at this college has given me a better understanding and appreciation of diversity.

Q63. My college education has helped me to understand myself better.

Q64. I have gained knowledge in different subject areas.

Q65. I have gained computer skills.

Figure 9.2. Personal Development



Q66. I have learned about other parts of the world and other cultures.

Q67. I have improved my interpersonal skills by interacting with people on campus.

Q68. I feel comfortable in this college environment.

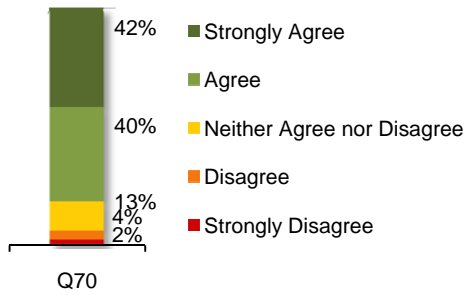
Q69. I am treated with respect at this college.

Library and Learning Support Services

This single item that comprised the Library and Learning Support Services section assessed the adequacy of the library to fit student need. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The statement that the campus library has an adequate collection of books, periodicals, and resource materials to meet student need received a mean score of 4.2 and 82% of respondents moderately or strongly agreed with the statement.

Figure 10. Library and Learning Support Services



Q70. The campus library has an adequate selection of books, periodicals, and other resource materials for my needs.

Facilities and Organizations

The survey items in the Facilities and Organizations section assessed students' level of importance and satisfaction with facilities and organizations such as parking availability, cafeteria services, campus bookstore services, student clubs and activities, and student government organization (Associated Students). Students rated their level of satisfaction and importance with each item on two separate scales that ranged from 1 (Very Dissatisfied/Unimportant) to 5 (Very Satisfied/Important), as well as 6 (I have not used this service/resource).

The Facilities and Organizations item that received the highest mean score for level of importance with quality of services (1=very unimportant, 5= very important) was parking availability (4.4). The Facilities and Organizations item that received the lowest mean score for level of importance with the quality of services was student government organization (3.4). The Facilities and Organizations item that received the highest mean score for satisfaction with quality of services (1=very dissatisfied, 5= very satisfied) was the campus bookstore services (3.7). The Facilities and Organizations item that received the lowest mean score for satisfaction with the quality of services was parking availability (2.9). Overall, parking availability received the highest mean score in terms of level of importance and received the lowest mean score in terms of satisfaction with the overall quality of services, indicating that many students perceive parking availability as an important issue and were dissatisfied with the overall quality of this service on campus.

The Facilities and Organizations items that rated the highest in terms of level of importance with the overall quality of services (very important and important) were parking availability (85%), campus bookstore services (82%) and cafeteria services (71%). Services that received relatively high neutral ratings were student clubs and activities (32%) and student government organization (36%). The Facilities and Organizations items that rated highest in terms of satisfaction with the overall quality of services (very satisfied and satisfied) were campus bookstore (65%) and cafeteria (58%) services. Services that received relatively high neutral ratings (47%-45%) generally also received a relatively high number of responses to the "I have not used this service/resource" category (44%-48%). These services included student clubs and activities as well as student government organization. The one service that received the highest rating in terms of dissatisfaction with the overall quality of services was parking availability (43% very dissatisfied and dissatisfied). Overall, parking availability was rated highest in both dissatisfaction and level of importance with the overall quality of service on campus. The campus bookstore and cafeteria services were rated highest in both level of importance and satisfaction. The rest of the services were comparable to one another in terms of level of importance and satisfaction with the overall quality of services on campus.

Figure 11.1. Facilities and Organizations

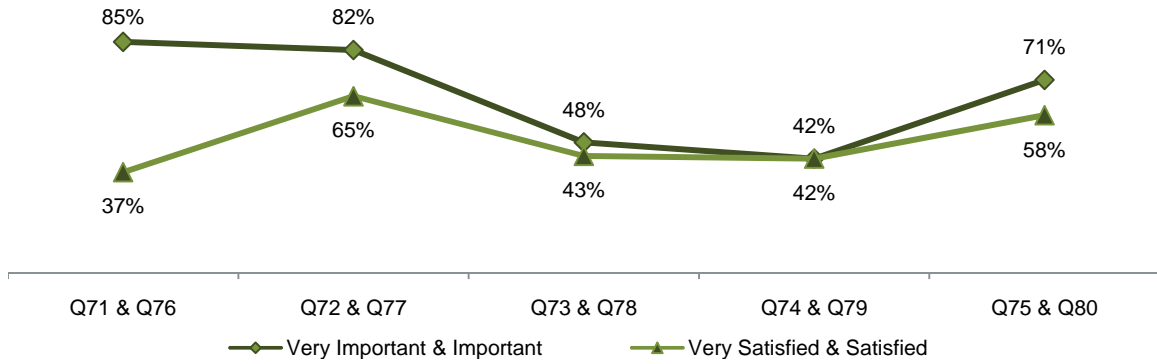


Figure 11.2. Facilities and Organizations

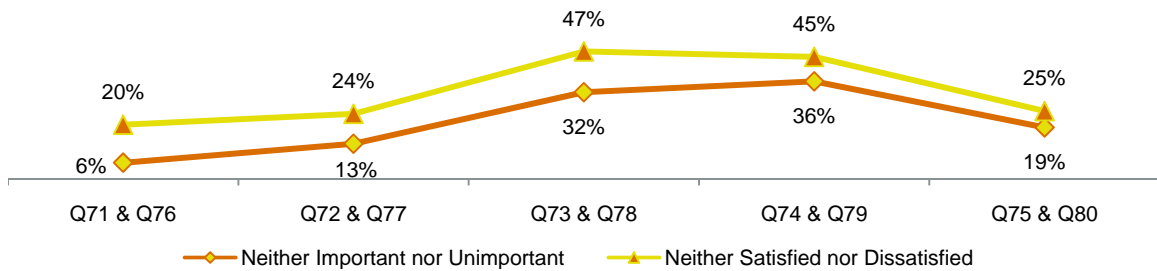
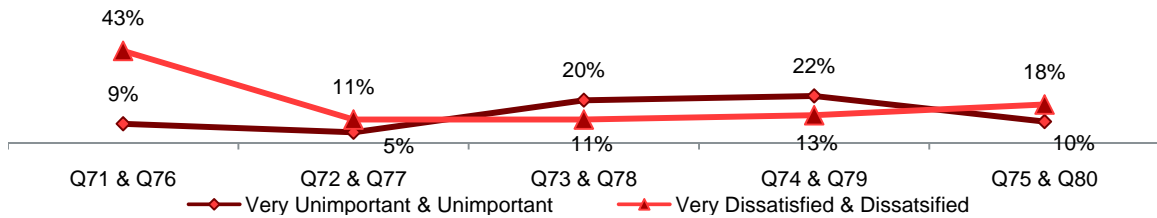


Figure 11.3. Facilities and Organizations



Q71 & Q76. Parking Availability
 Q72 & Q77. Campus Bookstore Services
 Q73 & Q78. Student Clubs and Activities
 Q74 & Q79. Student Government Organization
 Q75 & Q80. Cafeteria Services

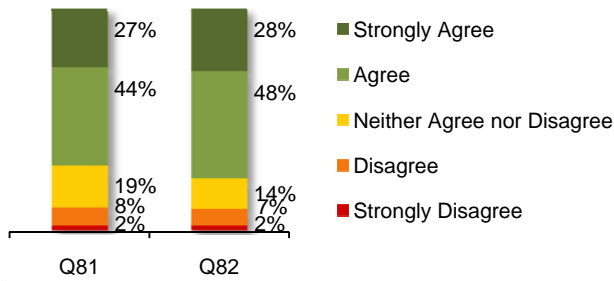
Technology Resources

The survey items in the Technology Resources section assessed the availability and currency of equipment in the computer labs on campus and the sufficiency of available open computer labs to meet student educational needs. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Both Technology Resources items received mean scores of 3.9. Approximately one-quarter of students indicated that they had not used any of the two campus technology services/resources. Of those who used and rated the technology resource services, the majority of respondents moderately or strongly agreed that the classroom computer labs were equipped with updated computers and software

(71%) and the availability of open computer labs was sufficient to meet students' educational needs (76%).

Figure 12. Technology Resources



Q81. The classroom computer labs are equipped with updated computers and software.
 Q82. The availability of open computer labs is sufficient to meet my educational needs.

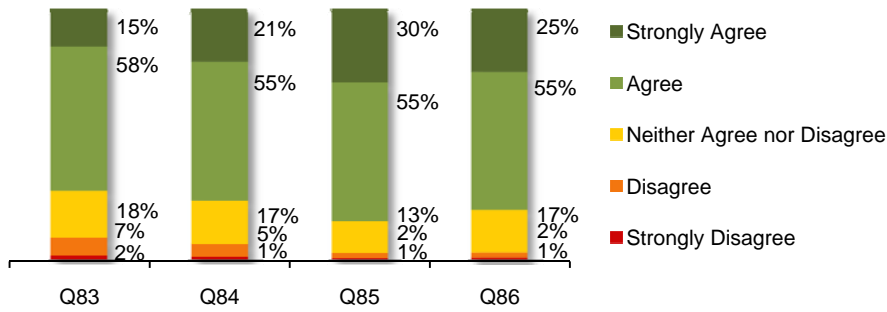
Physical Resources

The survey items in the Physical Resources section assessed the adequacy and maintenance of the college's physical facilities. Facilities included classrooms, study space, grounds, lighting and interior/exterior features of the college as well as safety on campus. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The Physical Resources survey items which received the highest mean scores among students stated that the grounds were adequately maintained (4.1) and the exterior features of the campus buildings were adequately maintained (4.0). The Physical Resources survey items which received the lowest mean scores among students were that the interior of the offices and buildings were adequately maintained (3.8), classroom facilities were adequate for instruction (3.8) and the exterior lighting of the college was adequate (3.8).

The items which received the greatest proportions of moderate or strong agreement were that the grounds were adequately maintained (85%) and the exterior features of campus buildings were adequately maintained (80%). Other items that rated relatively high stated that there was adequate study space on campus (76%) and students felt safe on campus (75%). Also, a strong majority moderately or strongly agreed that the exterior lighting of the college was adequate (74%), classroom facilities were adequate for instruction (73%) and the interior of offices and buildings were adequately maintained (71%). The adequacy of maintaining the interior of offices and buildings, the adequacy of classroom facilities for instruction, the adequacy of the exterior lighting of the college and feeling safe on campus all received relatively high neutral ratings (18%-19%).

Figure 13.1. Physical Resources



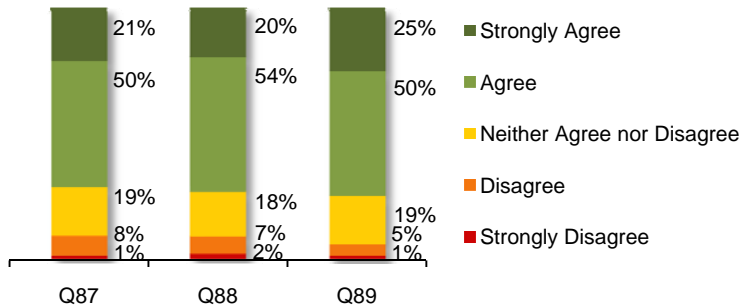
Q83. In general, classroom facilities are adequate for instruction.

Q84. There is adequate study space on campus.

Q85. The grounds are adequately maintained.

Q86. The exterior features of the campus buildings are adequately maintained.

Figure 13.2. Physical Resources



Q87. The interior of the offices and buildings are adequately maintained.

Q88. The exterior lighting of the college is adequate.

Q89. I feel safe on campus.

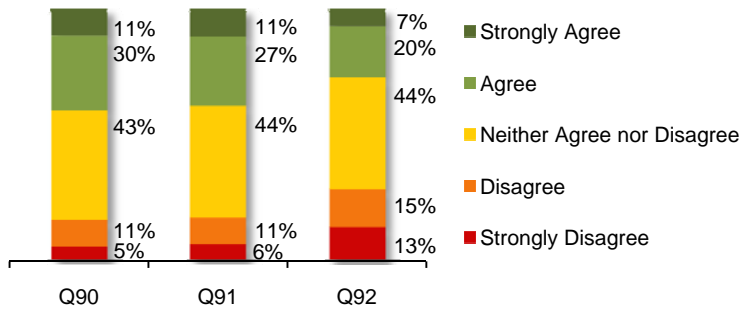
Decision-making Roles and Processes

The survey items in the Decision-making Roles and Processes section assessed the extent to which students have a voice and presence in the decision-making process and matters associated with programs and services offered at the college. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Out of the three Decision-making Roles and Processes survey items, the items which stated that students had a substantial voice and were a valued part of the decision-making process both received mean ratings of 3.3. The item which asked if student government had a strong presence on campus received a mean rating of 2.9.

Approximately one-quarter of respondents indicated that they had not used any of the three decision-making roles and processes services/resources. Of those who used and rated the decision-making roles and processes, less than half of the respondents agreed or strongly agreed that students had a substantial voice in matters related to programs and services (41%), students were a valued part of the decision-making process at the campus (38%) and student government had a strong presence on campus (27%). A substantial proportions of students were neutral (43% - 44%) or in moderate or strong disagreement with these three statements (16% - 28%).

Figure 14. Decision-making Roles and Processes



Q90. Students have a substantial voice in matters related to programs and services.
 Q91. Students are a valued part of the decision-making process at this campus.
 Q92. Student government has a strong presence on campus.

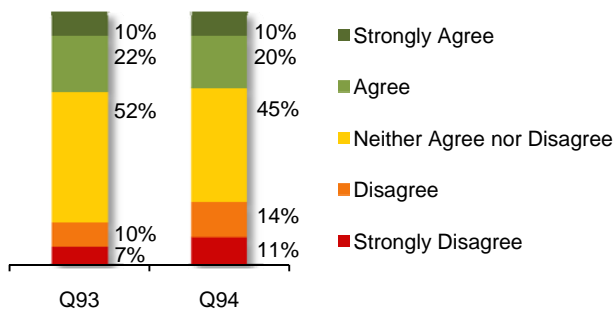
Board and Administrative Organization

The survey items in the Board and Administrative Organization section assessed the college president’s effectiveness as a leader and his/her ability to communicate with the students. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

Out of the two Board and Administrative Organization survey items, the statement that the college president provides effective leadership received a mean rating of 3.2 and the statement that the college president communicates effectively with the students received a mean rating of 3.1.

More than one-quarter of respondents indicated that they had not used any of the two board and administrative organization services/resources. Of those who used and rated these services/resources, less than one-third moderately or strongly agreed that the college president provided effective leadership (32%) and the college president communicated effectively with the students (30%). Approximately half of the students responded neutral to each item (52% and 45%, respectively) and a substantial proportion was in moderate or strong disagreement (17% and 25%, respectively).

Figure 15. Board and Administrative Organization



Q93. The college president provides effective leadership.
 Q94. The college president communicates effectively with the students.

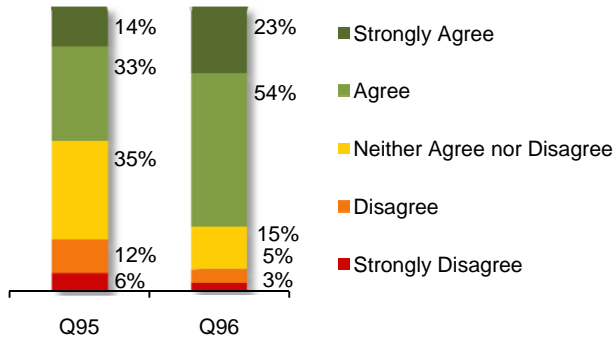
Overall Questions

The survey items in the Overall Questions section assessed feelings of belonging to the campus community and an overall sense of satisfaction with their college experience. Students rated their level of agreement with each item on a scale that ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 6 (I have not used this service/resource).

The survey item which stated if students were satisfied overall with their college experience received a mean score of 3.9. The item which asked if students felt a sense of belonging received a mean score of 3.4.

Less than half of respondents moderately or strongly agreed that they felt a sense of belonging to the campus (47%), more than one-third were neutral (35%) and a substantial proportion were in moderate or strong disagreement (18%). More than three-quarters of students (77%) were in moderate or strong agreement that they were satisfied overall with their experience at the college.

Figure 16. Overall Questions



Q95. I feel a sense of belonging to this campus.

Q96. Overall, I am satisfied with my experience with this college.

Conclusions

1. Over one-third of respondents agreed or strongly agreed (37%) that they were familiar with the college mission statement, whereas one-fifth were neutral (20%) and 42% moderately or strongly disagreed. The majority of respondents (56%) moderately or strongly agreed that they know where to find college policies that affect them as students, while 28% were in moderate or strong disagreement.
2. When asked about the satisfaction with the quality of services, all of the following services received 65% or greater (very satisfied or satisfied): Library, Open Computer Labs, Course Registration Process, Admission Application Process, Academic Counseling, Tutoring Services and General Information on the College Website. All other services (Financial Aid Services, Assessment/Testing Services, Transfer Center, DSPS, EOPS, Student Health Services, New Student Orientation, Child Care Services, Audio-visual Services and TRIO Services) received 60% or less on very satisfied or satisfied. Most of these also had the highest neutral ratings and the highest count of those who reported “I have not used this service/resource.”
3. The majority of students believed that there was a sufficient number of General Education courses offered each semester in order to complete their educational goals within a reasonable time period (70% strongly agreed or agreed). A little more than half of the students believed that there was a variety of courses offered within each major each semester in order to complete their educational goals within a reasonable time period (59% strongly agreed or agreed, 19% were neutral and 23% strongly disagreed or disagreed).
4. Most of the questions in the Instruction section of the survey rated high overall. The majority of students agreed that they felt at ease talking to the instructor outside of the classroom (74% strongly agreed or agreed). When asked about the instructors attempt to be fair and objective in their presentation of course materials and establishing clearly defined grading parameters, most students strongly agreed or agreed (82% each) that instructors met these criteria. A lesser majority believed that instructors cared about student success and were available to help students outside of class (71% and 69%, respectively strongly agreed or agreed).
5. In regards to instruction, the majority of students believed that the courses they took would help prepare them for future employment or transfer to a 4-year university (72% and 78%, respectively strongly agreed or agreed). Similarly, the majority of students strongly agreed or agreed (76%) the amount of homework in most of their classes was appropriate. In addition, the majority of students were satisfied with the overall quality of instruction, the instructor’s use of technology in and out of the classroom, and the course content in most of their classes (78%, 76% & 82% respectively strongly agreed or agreed).
6. Several questions were asked regarding course scheduling. The majority of students were satisfied with the flexibility of the course scheduling offered (76% strongly agrees or agreed) and were satisfied with the days and times the courses were offered (69% strongly agreed or agreed).
7. The majority of students strongly agreed or agreed that instructors informed them about the types of skills and learning outcomes they were expected to master, as well as how they will be assessed prior to beginning an assignment or test (77% and 80%, respectively).
8. When asked about course scheduling of online courses, the majority of students agreed with the effectiveness of online courses for completing educational objectives and the availability of online courses to fit student need (70% and 59%, respectively strongly agreed or agreed). However, there were a relatively large number of students who were neutral or responded that they have not used this resource, indicating that many students may not be engaged in using online courses to formulate an opinion on this topic.

9. Most students believe that the admissions staff was helpful throughout the application and registration processes and that the Reg-e registration process was user friendly (67% and 88%, respectively). In regards to the assessment tests, more than half of the students believed that they were informed about the importance of the assessment tests prior to taking them, that the reading/writing and math assessment tests helped them enroll in the appropriate English and math class level, that the counselors clearly explained the assessment results to them and the assessment test were offered at times convenient to them (53%-64%, respectively). There were also a relatively large number of students who were neutral or responded that they have not used the assessment tests services/resources, indicating that many students may not be engaged in the new student orientation to formulate an opinion on this topic.
10. A little more than half of the students believed that the new student orientation was well-organized and provided an effective student orientation that helped them adapt to the college environment (58% and 59%, respectively strongly agreed or agreed). There were also a relatively large number of students who were neutral or responded that they have not used these resources, indicating that many students may not be engaged in the new student orientation to formulate an opinion on this topic.
11. More than half of the students believed that counselors were available at times convenient to them (58% strongly agreed or agreed). Moreover, when asked whether the counseling sessions helped to clarify and select courses pertinent to students' educational goals, 64% of students strongly agreed or agreed. Similarly, students believed that counselors helped them understand course prerequisites and that the counseling sessions were informative and helpful (65% and 64%, respectively). A lesser majority strongly agreed or agreed that counselors cared about students as individuals and was concerned about student academic success (53% each).
12. The majority of students believed that financial aid information was available to them when needed (62% strongly agreed or agreed) and that the fee refund policies were reasonable (61% strongly agreed or agreed). For both items, about one-third of students responded to the not using the service/resource category (34% and 29%, respectively of total responses).
13. Many students believed that they were adequately informed about their academic progress (59% strongly agreed or agreed). However, fewer students believed that the college was responsive in helping them improve their academic performance (55% strongly agreed or agreed).
14. When asked about personal development, which assessed students perceptions of their overall personal development based upon their college experiences, most students believed that their college experience has contributed to a better understanding and appreciation of diversity, that their college education helped them understand themselves better and that they have gained knowledge in different subject areas (65%, 71% and 85%, respectively).
15. In regards to personal development, about half of the students believed they gained computer knowledge (48% strongly agreed or agreed). More students believed that they had learned about other parts of the world and other cultures (66% strongly agreed or agreed). Similarly, 63% of respondents strongly agreed or agreed they had improved their interpersonal skills by interacting with people on campus. These three items also received a relatively high number of neutral responses (22%-31%, respectively). The majority of students strongly agreed or agreed (82%) that they felt comfortable in the college environment. A lesser majority, though still a majority believed they were treated with respect at the college (77% strongly agreed or agreed).
16. Most students believed that the library's collection of materials and resources were adequate (82% strongly agreed or agreed).

17. The campus bookstore and cafeteria services were rated highest in both level of importance and satisfaction. The rest of the services were comparable to one another in terms of level of importance and satisfaction with the overall quality of services on campus. Parking availability was the only item that rated highest in both dissatisfaction and level of importance with the overall quality of service on campus.
18. The majority of students believed that the classrooms were equipped with updated computers and software (71% strongly agreed or agreed). Even more students believed that the availability of open computer labs were sufficient to meet student's educational needs (76% strongly agreed or agreed).
19. The majority of students believed that the college facilities were adequate for instruction, study space and adequately maintained (73%, 76% & 85%, respectively strongly agreed or agreed). Most students believed that the exterior features of the campus buildings and the interior of the offices and buildings were adequately maintained (80% and 71%, respectively strongly agreed or agreed). When asked about the adequacy of the exterior lighting of the campus, 74% of students strongly agreed or agreed. The majority of students strongly agreed or agreed (75%) that they felt safe on campus.
20. All of the questions in the Decision-making Roles and Processes section of the survey, which assessed the extent to which students have a voice and presence in the decision-making process and matters associated with programs and services offered at the college, rated low compared to all of the other items in the survey with the exception of the Board and Administrative Organization section. Most of the services received 41% or less on agreement (strongly agree and agree) and had relatively high neutral (43%-44%, respectively) and "I have not used this service/resource? Ratings (24%-27%).
21. Similar to the Decision-making roles and Processes section, all of the questions in the Board and Administrative Organization section of the survey, which assessed the college president's effectiveness as a leader and his/her ability to communicate with the students, rated low compared to all of the other items in the survey. About half the students provided neutral responses to the two survey items in this section (52% and 45%, respectively). Both items also received a relatively high number of responses to the "I have not used this service/resource" category (29% and 27%, respectively of total responses).
22. Approximately half of students agreed that they felt a sense of belonging to the campus (47% strongly agreed or agreed and 35% neither agreed nor disagreed). Even more students agreed they felt satisfied with their overall college experience (77% strongly agreed or agreed).

APPENDIX A

Survey Instrument



Student Feedback Survey San Diego Community College District

Thank you for taking our survey. Your feedback is important to us. This survey is designed to measure your satisfaction with the quality of programs and services provided by the colleges in the San Diego Community College District (City/ECC, Mesa and Miramar). Please select answers based on your college experience. Your input will help the college strengthen future educational programs and services. All information will be collected and processed by our District Institutional Research Office. The information you share with us will be used for research purposes only and will remain strictly confidential.

Directions:

For each question, please completely fill in the appropriate circle on the response form provided. Please select only one answer per question.

1. At which institution do you usually take the majority of your classes? (Please select all that apply.)

1) City College	4) ECC
2) Mesa College	5) Continuing Education Center
3) Miramar College	

2. How many semesters have you been enrolled at this college? (Include summer semesters & this semester)

1) One semester	4) Seven to nine semesters
2) Two to three semesters	5) Ten or more semesters
3) Four to six semesters	

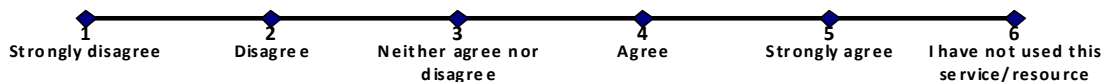
3. How many units are you currently taking at this college?

1) 1-3 units	2) 4-6 units	3) 7-9 units	4) 10-12 units	5) More than 12 units
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4. Where do you currently take your classes at this college?

1) On campus	2) Online	3) Both on campus and online
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Please rate your level of agreement with the following statements using the scale below:



5. I am familiar with the mission statement of my college.
6. I know where to find college policies that affect me as a student.

The College offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark the level of SATISFACTION with the overall quality of the areas listed below:

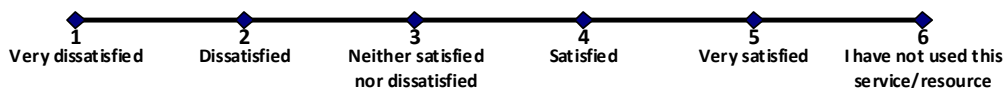
Please rate your level of satisfaction with the following statements using the scale below:



7. Academic Counseling
8. Financial Aid Services
9. Tutoring Services
10. Transfer Center
11. Library

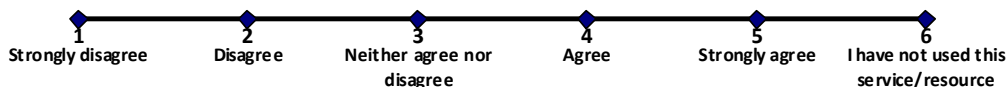


Please rate your level of satisfaction with the following statements using the scale below:



- 12. DSPS (Disabled Student Programs and Services)
- 13. EOPS (Educational Opportunities Programs & Services)
- 14. Student Health Services
- 15. Open Computer Labs
- 16. Admissions Application Process
- 17. New Student Orientation
- 18. Course Registration Process
- 19. Child Care Services
- 20. Audio-visual Services
- 21. Assessment/Testing Services
- 22. General Information on the College Website
- 23. TRIO Services

Please rate your level of agreement with the following statements using the scale below:

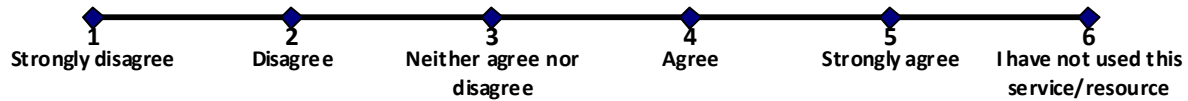


Course Availability

- 24. 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.
- 25. 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.

Instruction

- 26. I feel at ease talking with my instructor(s) outside of the classroom.
- 27. In general, instructors attempt to be fair and objective in their presentation of course materials.
- 28. In general, instructors clearly define how I will be graded.
- 29. Instructors care about their students' success.
- 30. Instructors are available to help me outside of class.
- 31. I believe my courses will prepare me well for future employment.
- 32. I believe my courses will prepare me well for transfer to a 4-year university.
- 33. The amount of homework in most of my classes is appropriate.
- 34. I am satisfied with the overall quality of instruction.
- 35. I am satisfied with the instructor's use of technology in and out of the classroom.
- 36. Overall, I am satisfied with the course content in most of my classes.



Course Scheduling

- 37. I am satisfied with the flexible course scheduling offered (8 week courses, short-term courses, weekend courses).
- 38. Courses are offered at days and times that are convenient for me.
- 39. Online courses provide an effective way for me to complete my educational objectives.
- 40. The availability of online courses is sufficient for my needs.
- 41. My instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments.
- 42. My instructors tell me how I will be assessed before beginning an assignment or test.

Admission and Course Registration

- 43. Admissions staff were helpful throughout the application and registration processes.
- 44. The Reg-e registration process is easy to use.
- 45. The new student orientation I attended was well organized.
- 46. The student orientation is effective in helping new students adjust and become familiar with the college.
- 47. I was informed about the importance of the assessment tests prior to taking them.
- 48. The reading and writing assessment test helped me enroll in the appropriate English class level.
- 49. The math assessment test helped me enroll in the appropriate math class level.
- 50. Counselors/assessment staff clearly explained the assessment results to me.
- 51. Assessment tests were offered at times that were convenient for me.
- 52. Counselors were available at times that were convenient for me.
- 53. The counseling session(s) helped me clarify my education goal and select courses I need to attain my educational goal.
- 54. The counselor(s) helped me understand course prerequisites.
- 55. Counseling session(s) are informative and helpful.
- 56. Counselors care about me as an individual.
- 57. Counselors are concerned about my academic success.

Financial Aid and Fees

- 58. Financial aid information is available to me when I need it.
- 59. Fee refund policies are reasonable.

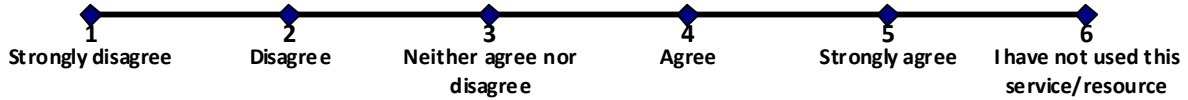
Follow-up of Student Academic Status

- 60. I am adequately informed about my academic progress.
- 61. My college is responsive in helping students improve academic performance.

Personal Development

- 62. My experience at this college has given me a better understanding and appreciation of diversity.
- 63. My college education has helped me to understand myself better.
- 64. I have gained knowledge in different subject areas.
- 65. I have gained computer skills.





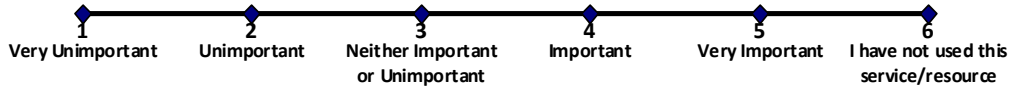
- 66. I have learned about other parts of the world and other cultures.
- 67. I have improved my interpersonal skills by interacting with people on campus.
- 68. I feel comfortable in this college environment.
- 69. I am treated with respect at this college.

Library and Learning Support Services

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

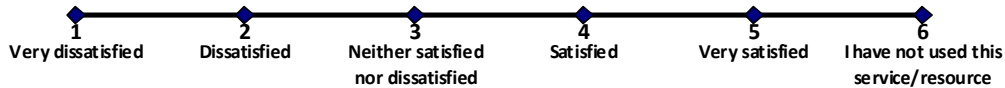
The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please rate the level of IMPORTANCE of the overall quality of the areas listed using the scale below.

Please rate the level of importance of the quality of the following services/resources using the scale below:



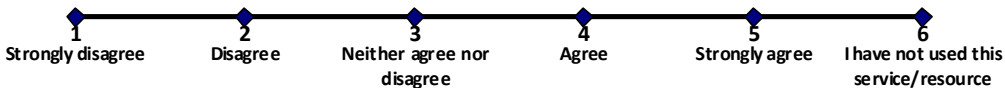
- 71. Parking Availability
- 72. Campus Bookstore Services
- 73. Student Clubs and Activities
- 74. Student Government Organization (Associated Students)
- 75. Cafeteria Services

Please rate your level of satisfaction with the following statements using the scale below:



- 76. Parking Availability
- 77. Campus Bookstore Services
- 78. Student Clubs and Activities
- 79. Student Government Organization (Associated Students)
- 80. Cafeteria Services

Please rate your level of agreement with the following statements using the scale below:



Technology Resources

- 81. The classroom computer labs are equipped with updated computers and software.
- 82. The availability of open computer labs is sufficient to meet my educational needs.



Physical Resources

- 83. In general, classroom facilities are adequate for instruction.
- 84. There is adequate study space on campus.
- 85. The grounds are adequately maintained.
- 86. The exterior features of the campus buildings are adequately maintained.
- 87. The interior of the offices and buildings are adequately maintained.
- 88. The exterior lighting of the college is adequate.
- 89. I feel safe on campus.

Decision-making Roles and Processes

- 90. Students have a substantial voice in matters related to programs and services.
- 91. Students are a valued part of the decision-making process at this campus.
- 92. Student government has a strong presence on campus.

Board and Administrative Organization

- 93. The college president provides effective leadership.
- 94. The college president communicates effectively with the students.

Overall Questions

- 95. I feel a sense of belonging to this campus.
- 96. Overall, I am satisfied with my experience with this college.

Demographics

- 97. What is your gender?
 - 1) Female 2) Male

- 98. What is your age group?
 - 1) Under 18
 - 2) 18-24
 - 3) 25-29
 - 4) 30-39
 - 5) 40-49
 - 6) 50 or more

- 99. What is your ethnicity?
 - 1) African American/Black Non-Hispanic
 - 2) American Indian/Alaskan Native
 - 3) Asian/Pacific Islander
 - 4) Filipino
 - 5) Hispanic/Latino
 - 6) White Non-Hispanic
 - 7) Other Non-White



Comments:

Please record your comments on the right side of the response form.

1. Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.
2. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.
3. Please add other comments or suggestions related to your overall experience at this college.

Thank you for taking the survey!

APPENDIX B

Item Analysis

2009 Mesa College Student Satisfaction Survey

Q1		
	Count	Percent
City College	18	3%
Mesa College	573	93%
Miramar College	19	3%
ECC (Educational Cultural Complex)	1	0%
Continuing Education Center	2	0%
Total	613	100%

Q2		
	Count	Percent
1 semester	109	17%
2 to 3 semesters	220	35%
4 to 6 semesters	207	32%
7 to 9 semesters	61	10%
10 or more semesters	40	6%
Total	637	100%

Q3		
	Count	Percent
1-3 units	59	9%
4-6units	112	18%
7-9 units	91	14%
10-12 units	188	30%
More than 12 units	187	29%
Total	637	100%

Q4		
	Count	Percent
On campus	466	74%
Online	25	4%
Both on campus and online	141	22%
Total	632	100%

Q97		
	Count	Percent
Female	300	54%
Male	257	46%
Total	557	100%

Q98		
	Count	Percent
Under 18	5	1%
18-24	339	58%
25-29	113	19%
30-39	77	13%
40-49	33	6%
50 or more	14	2%
Total	582	100%

Q99		
	Count	Percent
African American/Black Non-Hispanic	35	6%
American Indian/Alaskan Native	9	2%
Asian/Pacific Islander	99	18%
Filipino	34	6%
Hispanic/Latino	92	17%
White Non-Hispanic	251	46%
Other Non-White	31	6%
Total	551	100%

2009 Mesa College Student Satisfaction Survey

Mission and Policies

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	I have not used this service/resource	Total
Q5	119 21%	118 21%	109 20%	147 26%	62 11%	2.85	72 11%	627 100%
Q6	67 12%	92 16%	94 16%	211 37%	111 19%	3.36	54 9%	629 100%

Student Support Services

Please rate your level of satisfaction with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Mean Response	I have not used this service/resource	Total
Q7	28 5%	65 12%	95 18%	214 40%	139 26%	3.69	81 13%	622 100%
Q8	23 6%	36 9%	108 28%	127 33%	96 25%	3.61	235 38%	625 100%
Q9	14 4%	18 5%	96 26%	138 38%	101 28%	3.80	258 41%	625 100%
Q10	15 4%	27 8%	110 31%	117 33%	86 24%	3.65	268 43%	623 100%
Q11	12 2%	7 1%	48 9%	158 29%	323 59%	4.41	74 12%	622 100%
Q12	7 4%	6 3%	94 51%	40 22%	38 21%	3.52	435 70%	620 100%
Q13	8 4%	13 6%	95 45%	49 23%	47 22%	3.54	412 66%	624 100%
Q14	13 5%	10 4%	95 37%	82 32%	57 22%	3.62	366 59%	623 100%
Q15	9 2%	14 3%	62 14%	175 40%	183 41%	4.15	181 29%	624 100%
Q16	15 3%	20 4%	85 16%	232 45%	168 32%	4.00	100 16%	620 100%
Q17	10 3%	17 5%	119 36%	107 32%	79 24%	3.69	289 47%	621 100%
Q18	13 2%	28 5%	85 15%	224 39%	218 38%	4.07	56 9%	624 100%
Q19	9 6%	5 3%	92 57%	29 18%	27 17%	3.37	461 74%	623 100%
Q20	7 3%	8 3%	96 39%	76 31%	61 25%	3.71	374 60%	622 100%
Q21	19 5%	22 6%	120 31%	143 37%	86 22%	3.65	233 37%	623 100%
Q22	19 3%	36 6%	106 19%	249 44%	156 28%	3.86	58 9%	624 100%
Q23	6 3%	7 4%	96 52%	41 22%	36 19%	3.51	433 70%	619 100%

2009 Mesa College Student Satisfaction Survey

Course Availability

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q24	30 5%	72 12%	72 12%	258 44%	151 26%	3.73	37 6%	620 100%
Q25	34 6%	102 17%	111 19%	230 38%	123 21%	3.51	21 3%	621 100%

Instruction

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q26	17 3%	33 6%	104 17%	266 44%	178 30%	3.93	17 3%	615 100%
Q27	17 3%	27 4%	62 10%	306 50%	198 32%	4.05	6 1%	616 100%
Q28	16 3%	27 4%	67 11%	280 46%	220 36%	4.08	6 1%	616 100%
Q29	21 3%	31 5%	126 21%	264 44%	163 27%	3.85	9 1%	614 100%
Q30	18 3%	51 9%	109 19%	267 45%	144 24%	3.79	25 4%	614 100%
Q31	25 4%	40 7%	103 17%	265 44%	172 28%	3.86	8 1%	613 100%
Q32	15 3%	24 4%	89 15%	265 46%	184 32%	4.00	38 6%	615 100%
Q33	15 2%	54 9%	76 13%	310 51%	151 25%	3.87	6 1%	612 100%
Q34	14 2%	40 7%	75 12%	313 51%	166 27%	3.95	5 1%	613 100%
Q35	19 3%	28 5%	102 17%	307 51%	150 25%	3.89	7 1%	613 100%
Q36	12 2%	24 4%	72 12%	317 52%	180 30%	4.04	8 1%	613 100%

2009 Mesa College Student Satisfaction Survey

Course Scheduling

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q37	15 3%	36 6%	87 15%	262 46%	175 30%	3.95	34 2%	609 100%
Q38	19 3%	48 8%	115 19%	264 44%	152 25%	3.81	11 2%	609 100%
Q39	17 4%	28 6%	90 20%	159 36%	149 34%	3.89	163 27%	606 100%
Q40	24 5%	59 13%	103 23%	159 35%	110 24%	3.60	151 25%	606 100%
Q41	11 2%	29 5%	100 17%	303 51%	156 26%	3.94	7 1%	606 100%
Q42	9 2%	34 6%	80 13%	315 53%	162 27%	3.98	7 1%	607 100%

2009 Mesa College Student Satisfaction Survey

Admission and Course Registration (Matriculation)

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q43	21 4%	37 7%	117 22%	232 44%	121 23%	3.75	67 11%	595 100%
Q44	13 2%	20 3%	38 6%	239 41%	276 47%	4.27	13 2%	599 100%
Q45	11 4%	20 7%	90 31%	109 37%	62 21%	3.65	305 51%	597 100%
Q46	11 4%	26 8%	92 29%	118 38%	65 21%	3.64	284 48%	596 100%
Q47	30 7%	54 12%	104 24%	165 37%	89 20%	3.52	154 26%	596 100%
Q48	35 9%	35 9%	75 18%	166 40%	99 24%	3.63	184 31%	594 100%
Q49	43 10%	33 8%	85 21%	150 36%	101 25%	3.57	181 31%	593 100%
Q50	34 8%	59 14%	104 25%	144 34%	82 19%	3.43	169 29%	592 100%
Q51	20 5%	21 5%	110 27%	158 39%	101 25%	3.73	163 28%	573 100%
Q52	38 8%	62 12%	111 22%	201 40%	90 18%	3.48	90 15%	592 100%
Q53	35 7%	56 11%	86 17%	206 41%	115 23%	3.62	94 16%	592 100%
Q54	34 7%	50 10%	94 19%	204 41%	118 24%	3.64	96 16%	596 100%
Q55	34 7%	56 11%	93 18%	210 41%	115 23%	3.62	88 15%	596 100%
Q56	53 10%	61 12%	130 25%	172 34%	97 19%	3.39	84 14%	597 100%
Q57	51 10%	58 11%	134 26%	162 32%	106 21%	3.42	85 14%	596 100%

2009 Mesa College Student Satisfaction Survey

Financial Aid and Fees

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q58	30 8%	29 7%	91 23%	148 38%	95 24%	3.63	203 34%	596 100%
Q59	17 4%	40 10%	107 25%	166 39%	91 22%	3.65	174 29%	595 100%

Follow-up of Student Academic Status

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q60	29 5%	49 9%	155 28%	222 40%	107 19%	3.59	35 6%	597 100%
Q61	28 5%	39 7%	177 33%	199 37%	95 18%	3.55	60 10%	598 100%

Personal Development

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q62	22 4%	33 6%	150 26%	233 40%	144 25%	3.76	12 2%	594 100%
Q63	23 4%	23 4%	125 21%	266 46%	147 25%	3.84	8 1%	592 100%
Q64	13 2%	14 2%	57 10%	301 51%	201 34%	4.13	8 1%	594 100%
Q65	47 9%	65 12%	170 31%	151 28%	107 20%	3.38	52 9%	592 100%
Q66	19 3%	48 9%	120 22%	236 43%	127 23%	3.73	34 6%	584 100%
Q67	17 3%	39 7%	151 27%	235 42%	114 21%	3.70	27 5%	583 100%
Q68	7 1%	20 3%	75 13%	317 55%	154 27%	4.03	10 2%	583 100%
Q69	10 2%	12 2%	110 19%	295 51%	148 26%	3.97	8 1%	583 100%

2009 Mesa College Student Satisfaction Survey

Library and Learning Support Services

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q70	10	19	62	196	206	4.15	91	584
	2%	4%	13%	40%	42%		16%	100%

Facilities and Organizations (Importance)

Please rate your level of importance with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important	Mean Response	I have not used this service/resource	Total
Q71	23	25	32	121	348	4.36	30	579
	4%	5%	6%	22%	63%		5%	100%
Q72	11	18	72	228	240	4.17	12	581
	2%	3%	13%	40%	42%		2%	100%
Q73	40	49	150	143	80	3.38	119	581
	9%	11%	32%	31%	17%		20%	100%
Q74	49	49	163	115	72	3.25	131	579
	11%	11%	36%	26%	16%		23%	100%
Q75	25	28	102	214	176	3.90	34	579
	5%	5%	19%	39%	32%		6%	100%

2009 Mesa College Student Satisfaction Survey

Facilities and Organization (Satisfaction)

Please rate your level of satisfaction with the following statements using the scale below:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Mean Response	I have not used this service/resource	Total
Q76	108 20%	125 23%	109 20%	137 25%	65 12%	2.86	33 6%	577 100%
Q77	27 5%	34 6%	132 24%	256 47%	99 18%	3.67	26 5%	574 100%
Q78	15 5%	19 6%	150 47%	96 30%	40 13%	3.40	254 44%	574 100%
Q79	17 6%	22 7%	136 45%	86 29%	38 13%	3.35	272 48%	571 100%
Q80	39 8%	52 10%	128 25%	216 42%	81 16%	3.48	61 11%	577 100%

Technology Resources

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q81	9 2%	35 8%	81 19%	191 44%	114 27%	3.85	148 26%	578 100%
Q82	10 2%	32 7%	60 14%	210 48%	124 28%	3.93	141 24%	577 100%

2009 Mesa College Student Satisfaction Survey

Physical Resources

Please rate your level of agreement with the following statements using the scale below

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.								
Q83	9 2%	40 7%	102 18%	318 58%	84 15%	3.77	21 4%	574 100%
Q84	6 1%	28 5%	93 17%	301 55%	115 21%	3.90	32 6%	575 100%
Q85	3 1%	12 2%	71 13%	307 55%	165 30%	4.11	16 3%	574 100%
Q86	5 1%	12 2%	94 17%	310 55%	142 25%	4.02	12 2%	575 100%
Q87	8 1%	44 8%	109 19%	283 50%	119 21%	3.82	11 2%	574 100%
Q88	12 2%	38 7%	98 18%	296 54%	108 20%	3.82	20 3%	572 100%
Q89	7 1%	25 5%	108 19%	275 50%	140 25%	3.93	18 3%	573 100%

Decision-Making Roles and Processes

Please rate your level of agreement with the following statements using the scale below

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.								
Q90	23 5%	47 11%	188 43%	129 30%	47 11%	3.30	140 24%	574 100%
Q91	27 6%	48 11%	197 44%	121 27%	50 11%	3.27	131 23%	574 100%
Q92	54 13%	64 15%	186 44%	85 20%	30 7%	2.94	156 27%	575 100%

2009 Mesa College Student Satisfaction Survey

Board and Administrative Organization

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q93	28 7%	40 10%	212 52%	91 22%	40 10%	3.18	164 29%	575 100%
Q94	45 11%	58 14%	191 45%	86 20%	41 10%	3.05	153 27%	574 100%

Overall Questions

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean Response	I have not used this service/resource	Total
Q95	34 6%	66 12%	194 35%	185 33%	78 14%	3.37	18 3%	575 100%
Q96	16 3%	26 5%	85 15%	305 54%	132 23%	3.91	9 2%	573 100%

APPENDIX C

Accreditation Matrix

San Diego Community College District Student Satisfaction Survey 2009

Accreditation Standards Matrix	Student Survey Items
I.A.1	5
I.B.4	90 - 92
II.A.1.a	7- 25, 30 - 32, 36 - 42
II.A.1.b	31, 32, 34, 35, 39, 40, 41, 65, 81 - 83
II.A.1.c	33, 34, 41, 42
II.A.2.a	28, 42
II.A.2.b	
II.A.2.c	24 - 25, 26, 28 - 34, 37 - 40, 42
II.A.2.d	35, 39, 40, 65
II.A.2.e	24, 25, 36 - 40
II.A.2.f	
II.A.2.g	
II.A.2.h	28, 41, 42
II.A.2.i	
II.A.3.a	36, 41, 62, 63, 64, 66
II.A.3.b	31, 32, 35, 36, 62 - 67
II.A.3.c	36, 62 - 64, 66 - 69
II.A.4	31, 32, 64, 65
II.A.5	31, 64, 65
II.A.6.a	6, 22
II.A.6.b	6, 22
II.A.6.c	6, 22
II.A.7.a	6, 22
II.A.7.b	6, 22
II.A.7.c	6, 22
II.B.1	7 - 23, 43 - 57, 71 - 80
II.B.2.a	6, 22, 58
II.B.2.b	6, 22
II.B.2.c	6, 22
II.B.2.d	6, 22
II.B.3.a	7 - 23, 43 - 57, 71 - 80
II.B.3.b	62, 63, 66 - 69
II.B.3.c	7, 10, 12, 13
II.B.3.d	62, 63, 66 - 69
II.B.3.e	16, 21

Accreditation Standards Matrix	Student Survey Items
II.B.3.f	
II.B.4	7 - 23, 43 - 57
II.C.1.a	11, 15, 35, 39, 40, 70, 81, 82
II.C.1.b	11, 39, 40
II.C.1.c	11, 15, 39, 40, 70, 81
II.C.1.d	11, 15, 39, 40, 70, 82, 89
II.C.1.e	11, 70
II.C.2	11, 70
III.B.1.a	71, 72, 75 - 77, 80, 83 - 89
III.B.1.b	71, 72, 75 - 77, 80, 83 - 89
III.C.1.a	35, 70, 81, 82
III.C.1.b	35, 65
III.C.1.c	81, 82
III.C.1.d	81, 82
IV.A.1	73, 74, 78, 79, 90 - 92, 95
IV.A.2.a	73, 74, 78, 79
IV.A.2.b	
IV.A.3	73, 74, 78, 79, 90 - 92, 94
IV.B.2.a	93
IV.B.2.b	93
IV.B.2.c	93
IV.B.2.d	93
IV.B.2.e	93, 94

APPENDIX D

Verbatim Comments

Q1. Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college

- 1) More user friendly online classes.
- 2) Parking, Counseling, Financial Aid, Secondary Bookstore & Secondary (large) Computer Lab are mandatory increases for the large size of student body now and in the imminent future.
- 3) Love the online classes! Because of the flexible schedule I am able to take a full load of courses while working full time. The only problem is that some of the online instructors don't care at all and refuse to answer students questions. (**** and **** were just awful. Both completely ignored calls and emails asking for help). Meanwhile others (especially ****) were terrific and were in full communication with students. It would be nice if someone was monitoring online teachers to make sure that they actually do their jobs. It would also be nice if students filled out a survey at the end of each online course rating the helpfulness of their teachers so the teachers would have some incentive to take care of their students.
- 4) I think the instructors would be able to do even better than they already do if the classrooms were larger or more properly equipped with adult sized desks.
- 5) One of my philosophy instructors attempted to impose her creation beliefs (surprisingly it was Evolution) on the class. Mainly by using leading words in the class discussion. She had absolutely no respect for even entertaining creationism (intelligent design). She singled me out, and argued with me fervently even though I explained to her that I was simply playing Devil's advocate. In layman's terms, she argued with me over a point that I don't even believe in, just because I defended Creationists. I'm not offended, I'm just disappointed that she couldn't see it in an objective manner. But I'm more than sure she offended somebody else in the class.
- 6) The good instructor outnumber the simple ones.
- 7) I think the construction is a joke they take way too long and it is really hard to find a parking spot for morning classes. Also the temporary buildings should be cheaper because my teacher waste half the class getting her computer set up because the classroom does not have any internet. by the time i transfer they may be done with one construction job, but there are many more on the way and it is discouraging to go to school when it is always been worked on.
- 8) instruction for the most part is good. teachers for most part are good. I believe pre-requisites should be enforced but at the san diego comm colleges, they are enforced too harshly. those who have proven themselves in highschool with a full load and top grades should be considered. the harsh enforcement of pre-reqs set back high achieving students on their progress to transferring.
- 9) The online courses should include instructional videos
- 10) The classroom I'm currently in was VERY cold. Our instructor complained several times and our last class finally seemed to be more comfortable.
- 11) the student store doesn't help students in the fact of finding books for classes. they just seem to be worried about returns
- 12) Just to let you know - i am only taking 2 online classes with mesa. I have never actually been on campus, so im not sure how valuable this survey is.... sorry :(
- 13) There needs to be more inclusion & activities for night students, more online lower div GE classes, more parking, better lit campus, longer bookstore hours
- 14) Please adjust HVAC in some classrooms. Certain classrooms blast the air conditioning even when it is not hot outside. The classrooms get too cold.
- 15) Great experience with faculty
- 16) The level of the GE classes is very low. Either require less GE classes and condense this area to English, math, and Science, or up the ante so to speak.

- 17) nothing
- 18) Make other operating systems available to students e.g. Linux
- 19) Please try to keep professors employed. I know that classes are being cut because of the state budget but keeping these professors from teaching is a real disservice to the students.
- 20) Schools should pick up the concept of "secret shoppers" and use i guess you could call it "secret students" where the instructors are evaluated. Almost always when there was someone in class monitoring the instructor, they acted totally different from when no one was monitoring them. I had a business instructor who I felt just did not like me. I was never disrespectful to her, I turned in my work all the time, and I was always present for class. She always gave me such a hard time. It got to the point where other students started to notice. Now my GPA has suffered because of her.
- 21) I attended Palomar Community College for two semesters prior to coming to Mesa. The professors at Palomar seemed much more knowledgeable about subject matter, more available, and all around more professional. The majority of professors I have had at Mesa have been disappointing and not up to my expected standards. The overall quality of education I have received at Mesa has been poor.
- 22) my english teachers are ridiculous. My english class does not get internet in it for my teacher. my other english class is just busy work and a waste of time.
- 23) The parking is horrible at Mesa college. I bought a student parking permit and I can't even find parking on campus and have to park in the vicinity residential area. I will be excited when the parking structure is complete.
- 24) n/a
- 25) In this time of digital media there should not be a need to post answer to a test to be hand copied....please take the time scan and send or post to a web-site. Plus how about creating study group forums on-line for sign up???
- 26) none
- 27) All of the instructors that i have had here are really nice and openminded. They have always offered help and do so.
- 28) Overall, my experience with the instructors has been extremely positive, but on the occasion when I felt the instructor was doing a poor job with the entire class, I didn't know my rights, or the proper steps on how to address the situation.
- 29) Other then one instructor, all have been great and informative. They have all presented a vast knowledge on the topic and were able to go into further detail when asked.
- 30) I think more sections of certain biology and chemistry classes should be offered. This is because many programs offered at Mesa are for the healthcare, both animal and human, industry and all of the students need to take classes such as microbiology and chemistry
- 31) Classrooms need better audio-visual equipment!
- 32) -Auto Cad/Revit Should be available on 4th floor of LRC
-Overall good experiance
- 33) There is poor customer service in tha admission and registration offices . There is inadquate assistant provided to new and students returning to school
- 34) I would like the on-line instructors to give constructive comments on the students comments. My instructor puts a subject out there for students to talk about but does not give any feedback on the comments. Any monkey could teach the class the way he does. In fact I could use a part time job.
- 35) All my instructors are great! Financial Aid is a major help. EOPS is not! parking is horrible. The school overall is wonderful. Admissions are great!

- 36) I had a class last semester, and my teacher was absent more days than we were in class. I was there everyday, I scored A's on my exams and she gave me a B because she does not believe in giving A's. I'm still bitter about it. That hurt my gpa and now i'm on academic probation, That needs to change.
- 37) There needs to be more classes held during the weekends and online to accommodate working adults.
- 38) I'm only taking one Online class, it has met my expectations in every way.
- 39) if all the instructor communicate with students online with Blackboard would make things easier for students.
- 40) sometimes it is scary after my night class at 10 pm because everywhere is so dark
- 41) There are some instructors that teach online courses that seem to be on autopilot. They don't care about the interaction or availability to the student.
I can give specific names is you require.
- 42) Mesa is great! There's a big parking problem at Miramar. City needs some upgrades.
- 43) I would denounce privilage that still lingers among the teachers and the students.
- 44) Last semester (Fall 08) was probably my worst college experience yet. I made the baseball team and moved down here from Orange County two weeks before class started; meaning I had last selection of available teachers. 2 of my 3 teachers should not even qualify to teach at this or any other campus (**** Acct 116a and **** History). Because of them I will not be returning to Mesa next year in the Fall. The only reason I am staying for this semester is due to the fact that I am locked in on a 9 month lease on an apt. right by Mesa.
- 45) more projectors
- 46) The new parking structure is excellent, I would like some healthier, inexpensive options in the cafeteria
- 47) Most of the questions are unrelated as I have enrolled myself in Miramar and have opted for Misa. Hence not sure how to rate on the admission team facility but I have rated based on my experience with Miramar college staff.
- 48) I think there should be more structure to help students that are having trouble grasping the material. It would help them catch up when the foundaton learning has been filled.
- 49) The counseling office is an uncomfortable place to be. Some of the staff is very rude and I have not had my course planned and in order to see someone is very difficult.
- 50) Overall I am satisfied with the instructional support services offered on campus.
- 51) To find out why people aren't succeeding, ask the people who drop. Thank you.
- 52) I would prefer the library to have a section open 24 hours at least a few days a week w/course reserve materials available
- 53) The instruction I have recieved at this school has been excellent.
- 54) Mesa's LRC is top-notch, very clean, helpful, and full of great resources.
- 55) On a whole I have recieved excellent instruction here at Mesa College, but my English Instructor here has been giving almost no instruction and vague feedback. The course has been more of an assessment of my current critical thinking and writing composition skills. As I cannot improve these skills, I feel I am not being adequately prepared for transfer, and as such a waste of my time.
- 56) Classrooms desperately need to be updated/modernized.
- 57) None
- 58) More tutors proficient in higher math/engineering (most are proficient through trig, then they get shaky)
- 59) Need more computer labs in different locations. Need schoolwide internet service. Need more internet classes.

- 60) Great instructors; patient.
- 61) Library hours should be extended
- 62) Very good Im impressed
- 63) I feel that the fees given when you sell your textbooks are very low. It makes it harder for the students to afford the college life. High price books—low return amount
- 64) The support is very organized and is available
- 65) Overall I am satisfied by the services that are provided
- 66) For question # 99 I answered 8 because I am white & Mexican. And to my family we dont say we are Hispanic. I am proud to be both and on this survey I don't have that option.
- 67) A math class in the computer lab is distracting and unnecessary.
- 68) get I work for the computer lab. More morning art studio classes.
- 69) Some teachers have made strong comments without proving them true, comments that hurt students. Others say bad words such as **** and **** during the lecture classes.
- 70) They are great
- 71) More music classes.
- 72) I have had a great experience w/all my professors except my eng 101 professor
- 73) You need to work on dependent/independent students, you should have better more realistic ideas of what an independent student is!
- 74) It would be much more convenient if every instructor had a Web CT site. Would help w/organization of class deadlines, hw, etc.
- 75) I think the idea of "contesting grades" through the teacher/chair of the dept. does not work because I experienced it and the treatment was unfair & unprofessional.
- 76) Classrooms need available technology (i.e. smart board, up to date overhead, etc.)
- 77) I really enjoy the campus, conselors are very knowledgable just extremely hard to make appointments with. Teachers follow their syllabuses very well. Cafeteria food prices are not the best (quality of food) and their prices on drinks etc. are outrageous (energy drinks, vitamin water etc). I usually go to gas stations/restaurants & find it cheaper even though I would rather support my school. They are not supporting me by charging so much – even w/student discount.
- 78) More hands on instruction
- 79) Send the PHD guys to universities.
- 80) Guh
- 81) Too long. Over it sorry
- 82) I would rather not take this survey at this time. Thanks you.
- 83) I think that there are too many questions & that you shouldn't be asking us these question because we are the ones still in class and doing well.
- 84) I don't do surveys. I come here take classes & go home or to work. I am very happy to have the community college system as a valuable resource.
- 85) I thinks there should be more classes offered instead of them being cut.
- 86) The cafeteria closes to early, meaning the different areas. It should stay open to like 8 pm.
- 87) Good
- 88) Some of the teachers are openly racist.
- 89) There is a old lady work in Mesa Admissions. Her name is ****. She is the most terrible person I had seen. Unbelievable she still works in Mesa. By the way, I was asking her about residency.
- 90) I am satisfied with all the services at Mesa College.
- 91) To assist with the measurment of the quality of instruction. Teacher assesments should be conducted. Some instructor are organized and disciplined. Other instructors are lazy and tired of teaching. Teacher performance should be measured and monitored.

- 92) Pay **** in the tutor center more \$, we also need more physics tutors.
- 93) Mesa College has given me a thorough understanding of what to expect in my future. The instructors have taught me core basics in my major.
- 94) N/A
- 95) Teachers are fine. Resources are adequate. Could be better. Meets expectations.
- 96) ... Really?
- 97) They are doing great job!
- 98) The Manesta bldg. for photography needs internet access.
- 99) Cafeteria = during evening hours the selection of meals are very limited.
- 100) The instructors are very understandable.
- 101) More hands on, visual aid, more trips.
- 102) Instructors should be required to lecture what they will assign HW on & tests/exams!
(Not unrelated ****!!!)
- 103) It is extremely hard to get into upper level science classes (especially Bio). People need these
for college/careers & we need more available.
- 104) Science building classes are very cold @ night, no heating on some nights.

Q2. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

- 1) better veterans services. more student parking.
- 2) Financial Aid Desperately needs extra funding for experienced Financial Aid Representatives. The Counseling Department is also in Desperate need of an increase in; 1.) Number of Counselors. 2.) Level of understanding in each department (Different Major requirements for different students, prioritization of mandatory completion of credits for transfer. (I would have been attending SDSU over 6 months ago if not for my own mis-information on choosing the courses for Transfer Agreement. Thank You
- 3) overall satisfying
- 4) I think disability students should get to talk to their counselors faster instead of waiting a minimum of 2 weeks to ask one question.
- 5) improvements still need to be made in the student services. I usually don't get the adequate service I deserve as a student and most of the time, the staff come off as quite rude and give off an attitude of not wanting to be there. I would like to see more staff who are helpful, kind and willing to assist at a moment's notice.
- 6) None
- 7) There needs to be a far better, more accessible, more responsive counseling department. Waiting for 2 hours, speaking to 5 persons who give you the wrong answers (per #6), being told that "you can't do this on a walk-in basis, you have to make an appt and come back" after waiting for an hour and there still being 1 hour before closing time, and various uninformed persons is simply unacceptable! Additionally, the counselors should not treat students rudely & condescendingly. (**** is very rude!)
- 8) The counselors need to be better informed so as to instruct us on which classes to take. There should be at least one counselor specializing in science related majors. Overall, I found the TRIO/ASPIRE counselors to be more helpful than the regular counselors. Overall, I have found that my fellow students have been able to provide me with much more accurate information about what classes to take, and how to navigate through the class catalog.
- 9) nothing
- 10) Lower the cost of busspasses
- 11) I wish the counselors were more approachable. The approach to the way they work seems like they just want to patch the problem for one student so they can get to the next student. Perhaps more counselors are needed on campus. I also hope that they are available after business hours.
- 12) Yes, I believe that there should be more parking availability and have more traffic officers to controll the traffic. Some drivers dont respect the stop sings and then accidents happen.
- 13) There should be Wi-Fi throughout the entire campus. The Library should be opened longer during finals.
- 14) The counselors at Mesa college are also very unprofessional and dissapointing. I do not consult with counselors at Mesa anymore due to very large errors on their part. I have even had a counselor tell me to "do it myself" when it comes to planning course work. I have never in my college career experienced anything so ridiculous. The counselors that I have encountered at Mesa have shown no interest for the student or their success. Overall, Mesa has been a less than pleasurable experience.
- 15) janitors need to refill the hand sanitizers around the campus
- 16) Create a football team. It looks like there was one since there is a stadium that was converted into more parking, so bring it back, I'd love to play

- 17) I bought books I did not need for a class and why does the return policy end so quick? Why not give us a little more time to get a full refund or at least charge us a re-stocking fee past a certain date.
- 18) none
- 19) The library has everything that i need to study and i spend at least a few hours in there during the week. The only thing i don't like about it is that they took the cafe out.
- 20) Many students didn't apply for available scholarships. Informational meetings should be offered so that students can learn more and take advantage of these wonderful opportunities. Also, provide community service and leadership service opportunities so that students can apply for awards which require them.
- 21) I feel that it is in rather poor judgement to close the cafeteria food services at 2:30pm when classes are in session until 10pm Monday thru Thursday.
- 22) I believe that the amount of counselors needs to be increased greatly. There aren't enough counselors that care about the students needs to go around. The only counselors that I felt helped me, were the athletic counselors was probably because they interacted with athletes continuously through out the year. Other counselors, I felt, didn't help me very much at all and even confused me further.
- 23) The Mesa college cafeteria is very unsatisfactory, in affordability, selection, and sanitation. Majority of tables are dirty and some food servers do not wear food-prep gloves when handling food. I usually opt to eat outside of Mesa and end up saving money, because the prices are so bad.
- 24) The counselors need to be re-trained. They treat the students coming to them for help more like annoyances that are a waste of their time rather than people they are paid to help. That is their job. If i were a new student coming to a counselor for advice on classes and transfer, and had the experience i did, i would think twice about attending mesa college and would advise others not to.
- 25) I am not impressed with the cafeteria overall. We should allow outside companies to compete like they do at UCSD Price Center. I believe that the students are being taking advantage of with HIGH food prices as there is no where else to eat within the vicinity and then you lose your parking space. I am still flabbergasted that the vending machines prices are so high. Sodas are almost \$2.00 while everywhere else they can be bought for \$1.25. This is pure gouging.
- 26) The registration process is overly rigid and inflexible. The 10-minute grace period cannot be over-ridden with instructor's approval, often times the registration order of courses with labs (lecture first, then lab) is not the way instructor's give priority. This wastes students' time when trying to add these courses.
- 27) I've received some of the worst customer service from the employees that work in the financial aid center, they were extremely rude on numerous occasions.
- 28) I want to be able to smoke at mesa within a reasonable distance from the school it self
- 29) love EOPS and Star trio programs. they have been very helpful in class registration and tutoring!
- 30) need info
- 31) Only one request is to allow for text book check outs rather than read at campus. Atleast a week would be fine for us.
- 32) I am new to the area and have only been at Mesa for two semesters. When I inquired with the counselors as to which school would be best for my major I was given very general answers. In my experience with counselors they have not been helpful in planning to transfer to a 4 year institution. I asked questions such as, "In your opinion which of these schools would be most beneficial in preparing me for my major, and a possible masters degree (going on to explain how I learn best)"; his response was something along the lines of, "There is no answer, colleges

prepare you differently, some are better for A type learning while others are better for B type learning." "Oh well which school would be best for me if I learn this way?" "Well they would both be beneficial". When I have no idea about schools in this area that is not, in my opinion, a helpful answer. The rest of my meeting was very similar to this. I think counselors need to be aware of the very specific aspects of colleges in our area. Obviously they may not know as much about a school out of state, or located a great distance from the San Diego area. However, I feel they are not very informative about local schools such as SDSU, UCSD, ect or Majors other then reading the required classes. This counselor told me things I already knew without meeting with him such as were to find the transfer guides online- which in turn made me feel as through I wasted an hour of my day. Counseling Center needs help!!! (As well as a new receptionist that does not talk like a robot, seriously, call the counseling center and listen to her.)

- 33) cafeteria is closing down early due to funding cutbacks. |To me this is counter productive. the cafeteria is a business and as such should be open longer to draw in more funds. |Upgrade the quality of the food so that people are drawn to it. Also maybe include a wireless internet line which uses prepaid cards or a password key as a way of drawing in funds. Since we cant eat in the library it is more comfortable to study in the cafeteria.
- 34) I would like to see more study abroad programs and student clubs
- 35) Mesa should procter tests for other schools as long as the student is also a Mesa student.
- 36) I wish the counseling services were more immediately available (not the drop-in basis meetings, but the scheduled meetings).
- 37) Counselors should know the information necessary for giving advice. Most counselors do not know much about course patterns, transfer or degrees.
- 38) I was not properly informed of my math assessment results, as a result of this I may have taken courses beneath my actual skill level.
- 39) None
- 40) More counselors and wider availability. Reg-e open later.
- 41) Classroom's need more technology. My class only has a overhead projector and never has any dry erase markers for my instructor to use.
- 42) Very good
- 43) The services are very organized
- 44) I forget a young male counselor's name but he was very helpful on planning my college future after I wasn't accepted to SDSU. He showed me alternatives to taking classes here while waiting to apply again.
- 45) The process for making an appt to see a counselor needs to be changed. It is difficult to make an appt.
- 46) I think the cafeteria needs to be expand just because most of the students spend most of the time there.
- 47) Have not used any
- 48) Health services are good and computer labs are awesome (always available) but I can't find dates like what days are holidays or when registration opens on website
- 49) I wish counselors could be more concern about the transfer dates with their students because I lost mine for not knowing when was the due date. Part of it was my fault, but I was not properly inform about it.
- 50) Great
- 51) Specialized/specific tutors for all subjects.
- 52) Add a surf club/team
- 53) More counsellors. Generally takes a long time to see someone.
- 54) N/A

- 55) Registration website is always down. Not convenience for students to use.
- 56) Excellent
- 57) The cafeterias food is awful, nothing is edible. It was already bad and now it's worst. The pasta is all it really had and now thats gone.
- 58) N/A
- 59) N/A
- 60) Counseling office is awful. Uninformative & inconvenient and always understaffed. Ill equipped for UCSD transfer.
- 61) N/A
- 62) What does student services do? I appreciate the health center but food is considerably cheaper off-campus and other than that I don't know what I'm paying for.
- 63) N/A
- 64) The next survey should have less questions
- 65) They are doing a great job!
- 66) N/A
- 67) Instructors are very knowlegable and reachable.
- 68) Only complaint – counseling service is very erratic in their answers to questions. Never get the same answer twice, and this has led to problems for me.
- 69) Library should open 24 hours a day to help student who only can be concentrated to study well in it.
- 70) The student service are very useful.
- 71) More services.
- 72) Counselors are understaffed & hardly available!
- 73) Math/Science tutoring center is great!!
- 74) Campus not well lit @ night.

Q3. Please add other comments or suggestions related to your overall experience at this college.

- 1) its been great. im glad to be back. only hard part is getting into ge classes and parking.
- 2) Demand more educationl funding and make the South (Main) Parking Lot a massive (10,000 parking spots)-10 story parking garage and solve the parking problem for the next 25-30 years!
- 3) Love the price and the online courses. Wish that more upper level courses were available, but I guess Community Colleges can only offer so much.
- 4) It feels like a high school.
- 5) make food cheaper, and thanks for the parking structure for future students
- 6) Only really big problem i have with the school is the construction besides that i enjoy attending mesa college.
- 7) san diego community colleges for the most part is a good experience. improvements need to be made in a number of things: parking, student service/staff, pre-req policy and some other minor details that are too many to list
- 8) Great experience. Also, on Section 8, I think I marked the wrong side of the scale. I had it backwards.
- 9) Already have a BA, using Mesa to bridge the gap between working and applying to post graduate Masters Programs
- 10) There need to be more offerings of night classes.
- 11) The community college system provides a great alternative for obtaining an inexpensive and useful education. It allows countless students to transfer to institutions of higher learning.
- 12) parking sucks
- 13) Put a bus bench in Mesa college, other than that Its a great experience.
- 14) parking needs to be better. its a pain to have to leave your house an hour early just to find parking and get to class on time. especially when you live 5 minutes away.
- 15) n/a
- 16) I think the dental assisting program needs to give their students at LEAST a half hour lunch break. We are on this campus from 7:30 AM to the afternoon straight, with only a couple of short 10 minute breaks. It's very hard for us to get nourishment throughout the day, which is very important in order for us to function.
- 17) Overall good, there should be more activities that would get students together on or off campus and have them actually like it, not something lame.
- 18) I feel I am receiving all that I need at SDCCD in order to achieve my goals.
- 19) Great!
- 20) The combination of quality instruction and value are unbeatable at Mesa. Thank you!
- 21) More information from counsellors , as they are needed for guidance
- 22) I have had a wonderful experience with the science department. Especially under the instruction of Professor ****,****,****, and ****.
- 23) Overall, I'm pleased.
- 24) Some instructors have poor teaching skills, and does not explain some subjects good. They give you time consuming homework, and it does not help.
- 25) except for the counseling department, this is a very nice school that helps its students to succeed and transfer to a four year institution.
- 26) more night and online classes need to be added
- 27) Request for a better system to set up an appointment with a counselor.
- 28) i like this college
- 29) I found it hard to believe the counseling office does not know what they are doing. I met with them and they did a degree check. They later came back and said I was missing 4 general

education classes. i could have taken these a long time ago. Because of their incompetence, I added another whole semester and summer to school. I also in the same week received a letter congratulating me on being able to graduate despite the missing general ed classes. Two days later I get a letter saying I am on academic probation for failing to progress. When I called for an explanation, i got a series of "I don't know from everyone.

- 30) Tutoring centers should have more people to help students. Its not adequate.
- 31) Not satisfied at all in this institution compared to my previous college in Irvine
- 32) great! helps me stay on track for my goal
- 33) Professors are excellent, counselors are very unhelpful in planning classes and long term goals.
- 34) I cannot comment on this as I am not part of Mesa college
- 35) My only negative experience at this college was feeling that I had to prove to some of the service programs (financial aid, etc...) that I was telling them the truth.
- 36) I am glad to be in school and I have had a few great teachers. I hope to have more.
- 37) The worst counseling I have ever had.
- 38) I believe this survey, is a waste of both the money I invested in the class, and my time. Furthermore, the resources to print/record the survey a a further waste of the money I pay towards the California educational system.
- 39) I was very unhappy with the parking provided for motorcycles. I have been to several other colleges where motorcycle parking was free and was upset to learn a permit was required. I was parking in a designated motorcycle area that had no sign stating a permit was required, unlike the other motorcycle parking areas. I received a ticket and the whole process was horrible to try and resolve.
- 40) My overall experience at Mesa College has been great.
- 41) Very great and satisfied with both campus
- 42) Very satisfied.
- 43) I feel that the assesment test for math is not fair. When you test a student who hasn't been back to school for a couple years and place him in math 96, then you set that student back 2 years, especially if that student had Cal/Pre Cal before!
- 44) Parking is a major problem.
- 45) Nice, great diversity.
- 46) I have ****,for (Spanish 101). I am receiving an A because I already know the material, but many students underachieve. He is not approachable in any way w/questions, and rude when soliciting answers. There is no creativity in his lessons.
- 47) Books are high priced and refund is low
- 48) Cafeteria food is expensive
- 49) I feel safe during the day, not at night
- 50) Very good.
- 51) Well organized
- 52) Teachings do not always correlate with material being tested.
- 53) Overall I think this is a good school.
- 54) I like Mesa, it's a good school please don't change location! There is good access to restaurants for lunch.
- 55) It has been a great experience being in this campus, thank's for all.
- 56) This spring semester has been great for me, people are very friendly staff and faculty. Im a very satisfy with everything thank you very much. I hope things will get even better.
- 57) Need more online classes and parking is getting better.
- 58) Better counselors needed.
- 59) None

- 60) Perhaps a more variety of books in the library...
- 61) Really great
- 62) N/C.
- 63) I have to go to school really early just to get a parking spot. We need more parking area with sign that tells you which parking unit you park.
- 64) Fine
- 65) There should be more colleges visits from colleges around the U.S.A. Culturals day (Central America, South America)
- 66) I really like Mesa's campus + teachers. I feel comfortable and enjoy coming to school!
- 67) No more parking permits or tickets.
- 68) There are is not enough parking, and the parking spaces are too close.
- 69) Bookstore employees are trained to be rude & unhelpful while finding texts.
- 70) Overall the school distric as a whole is fine. But you have just wasted ½ hr. of my instructional class time, in which I paid for.
- 71) Perfect
- 72) Positive experience.
- 73) Good!
- 74) I feel discriminated against on campus when people come into class with programs and benefits to students who are not white. One of the Chemistry programs come into class, stopped class, and gave a speech on programs for nonwhite students. I am a white student and feel discriminated against.
- 75) Student involvement overall has been fairly invisible during my time spent here.
- 76) I wanna watch Blade Runner (but I love this school, don't worry)
- 77) I have been a long road!
- 78) N/A
- 79) College experience has drastically improved over the past 3 years. Keep up the good work!
- 80) Show conflicts better on Reg-e registration
- 81) This school fits me well.
- 82) O.K. could be better. More clubs. More voice.
- 83) Need more classes for math, sciences & even online & gen. ed. Not always enough available to take what is needed for my major & transfer units!