

**TIDEWATER COMMUNITY COLLEGE  
FALL 1999 ACT STUDENT OPINION SURVEY  
EXECUTIVE SUMMARY**

In an ongoing effort to measure student satisfaction with student services and with instruction, the Office of Institutional Effectiveness at Tidewater Community College (TCC) administered the ACT Student Opinion Survey during fall 1999. This same survey was administered in 1996 and 1994. A representative sample of students from each campus, from various disciplines, and with varying attendance patterns was chosen from across the college. Out of 1,816 students enrolled in the selected fall 1999 classes, 1,049 students (58%) completed a survey.

Respondents were of diverse backgrounds and within a wide range of ages. The majority of respondents were Caucasian (61%), while the second largest group was African-American (17%). Twenty-eight percent (28%) were married and 25% had one or more children. The majority of students (64%) reported being employed over 20 hours a week, while 59% overall indicated that they were full-time students. Twenty-seven percent (27%) were 19 years of age or younger, 16% of the students were 30-39, and 13% were between 40 and 61 years of age.

Survey respondents indicated they were pursuing their post-secondary education at TCC with varying needs, goals, and interests. Slightly less than half of the students (45%) received financial aid of some kind. More than half (54%) attended TCC with transfer to a senior institution as a goal. Another 26% intended to earn an Associate's degree. Business and Management (21%) and the Health Sciences (14%) were the most popular areas of study. Approximately half of the students (52%) were first-generation college students with neither parent completing a bachelor's degree.

The majority of students cited low cost (67%), the ability to work while attending (57%), availability of desired courses (56%), and a convenient location (55%) as major reasons for choosing TCC. About one-third (33%) said that a potential for success was a major reason, and another 27% said that availability of scholarships and financial aid was a major factor. Interestingly, 83% said that advice of a high school counselor or teacher was not a reason for selecting TCC.

Upon admission, students held positive impressions of TCC. Seventy-three percent (73%) indicated that TCC was their first choice in colleges, and 83% felt that the college provided a good or excellent quality of education. Once enrolled, students were very satisfied or satisfied with class size (87%), with the attitude of teaching staff toward students (83%), and with the testing and grading system (82%). Three-fourths and more of students were very satisfied or satisfied with the quality of instruction in their major (79%), the variety of courses offered (78%), the challenge in their studies (77%), the faculty's treatment of students (77%), and course content in their major (75%).

The survey also sought to determine students' frequency of use and level of satisfaction with the spectrum of co-curricular services and facilities. Students reported that the most frequently used were parking (89%), the library (79%), and the academic advising or course planning services (72%). While only 59% of respondents were very satisfied or satisfied with parking facilities, 85% had a high level of satisfaction with the library. Student use of academic advising services in 1999 (72%) showed an increase from the 1994 ACT Survey (59%). Satisfaction levels also increased to 67% in 1999 from 62% in 1994.

Use of computer services had almost doubled from 34% of students in 1994 to 64% in 1999; eighty-five percent (85%) of student users indicated satisfaction with the quality and accessibility of computer services on the 1999 survey. Sixty-nine percent (69%) of respondents were satisfied with other types of laboratory services

Demographic indicators examined in 1994 targeted the need to increase student access to financial aid information and services; student reported use of financial aid services has increased steadily since that time. The level of satisfaction has remained steady, however. A large majority (68%) of 1999 survey respondents who reported that they used financial aid services was very satisfied or satisfied.

Admissions, another area that has undergone many changes, including catalog redesign and intensive staff development training, received positive ratings in all aspects. Seventy-eight percent (78%) of student respondents were satisfied with general admissions procedures, and the level of satisfaction with the college catalog and admissions publications increased from 70% in 1994 to 77% in 1999. Expanded electronic services in the registration process likely contributed to the positive ratings students gave to the convenience of registering (84%), general registration procedures (80%), and billing and fee payment procedures (76%).

About three-fourths or more of students expressed satisfaction with buildings and grounds in general (82%), classrooms (79%), and the college bookstore (74%). Other campus facilities were rated similarly; business training facilities and related equipment, and study areas were rated at 74% and 73%, respectively.

TCC is meeting the needs of students as indicated by the level of student satisfaction with the college, in general, as well as the academic, student, and administrative services it provides. Students are especially satisfied with the quality of the college and the improving access evidenced in the attitudes of teaching staff, through all aspects of the registration process, and in the expanding college-wide computer services.

# TIDEWATER COMMUNITY COLLEGE

## ACT STUDENT OPINION SURVEY FALL 1999

### INTRODUCTION

In an attempt to measure student satisfaction with instruction and services at Tidewater Community College (TCC), the ACT Student Opinion Survey was administered during the 1999 Fall Semester. A representative sample of courses on each campus was chosen after taking into account the proportion of students on each campus, the various disciplines offered at TCC, and the time of day that courses were taught. Students enrolled in these selected courses were asked to complete the survey in the classroom.

A total of 85 courses were chosen with a combined enrollment of 1,816 students. Sixty-five (65) courses were morning or afternoon courses while 20 were evening courses. At the Virginia Beach Campus, 1,030 students enrolled in 42 courses were surveyed. At the Portsmouth Campus, 343 students enrolled in 19 courses were surveyed. At the Norfolk Campus, 209 students enrolled in 13 courses were surveyed. Finally, at the Chesapeake Campus, 234 students enrolled in 11 courses were surveyed.

This report provides a descriptive summary of the survey results. The survey instrument asks questions concerning the following areas. College impressions, college services, college environment, and academic expectations. The exact same survey was conducted in 1994 and 1996; thus, where appropriate, longitudinal comparisons are cited to show trends.

### RESPONDENT PROFILE

- A total of 1,049 students responded to the survey, resulting in a 58% response rate.
- The large majority of students who responded were Caucasian (61%) while the second largest group was African-American (17%).
- Sixty-one percent (61%) of respondents were female and 39% were male.
- The majority of students (66%) were unmarried (single, divorced, or widowed) while 28% of students were married.
- Most students (68%) did not have any dependent children. Twenty-five percent (25%) had one or two children.
- The majority of students (64%) reported being employed over 20 hours per week. Eighteen percent (18%) reported working over 40 hours per week.
- Even with the majority of students being employed over 20 hours per week, 59% indicated that they were full-time students as well.
- Sixty-two percent (62%) of students attended morning or afternoon classes.
- The majority of students (54%) had attended TCC for one year at the time of the survey.
- Seventy-one percent (71%) of students live within 10 miles of the college.
- Forty-five percent (45%) of students received financial aid.
- Many students (35%) entered TCC directly from high school. A similar percentage (32%) entered TCC after working for a period of time.
- The ages of students varied. The largest percentage of students (43%) was 20-29 years of age. Twenty-seven percent (27%) were 19 or under, 16% were 30-39 years of age, and 13% were 40-61 years of age.

- For 54% of the respondents, the purpose of attending TCC was to prepare to transfer to a four-year institution. Twenty-six percent (26%) attended in order to obtain an Associate's degree.
- The most popular areas of study were Business and Management (21%) and Health Sciences (14%). Additionally, 8% of students studied the Social Sciences, 7% studied Computer and Information Sciences, 7% studied Education, and 9% were Undecided.
- Approximately one-half (52%) of students were first-generation college students; neither parent completed a bachelor's degree.
- Results of this 1999 survey showed that 85% of respondents had access to a computer outside of the college. In comparison, 69% of students responding to the 1996 survey and 54% of students responding to the 1994 survey reported having access to a computer outside of the college.
- The majority of students (79%) also reported having access to the Internet outside of the college.

In summary, based on the demographic information, the typical student responding to the ACT survey was a Caucasian female who was unmarried with no children. She worked over 20 hours per week while attending TCC full-time. She lived less than 10 miles from the campus and was taking classes in the morning or afternoon with the purpose of transferring to a four-year institution.

## COLLEGE IMPRESSIONS

Following demographic questions, students were asked to indicate their reasons for selecting TCC. The low cost of attending was chosen as a major reason for attending by the greatest percentage of students (67%). This was consistent with the results of the 1996 ACT survey where 73% of students cited low cost as a major reason for attending. In 1994, low cost was second to TCC offering desired courses as a major reason for attending (chosen by 56% and 71% of students, respectively). Other important reasons for attending were that the student could work while attending, the college offered the courses the student wanted, and the convenient location of the college. Table 1 summarizes various reasons for selecting TCC and the number of students who indicated that these were major reasons, minor reasons, or not reasons for attending. Percentages are based only on the number of students who responded to the question.

**TABLE 1**

Reasons for Selecting TCC						
Major Reason		Minor Reason		Not a Reason		Possible Reason
%	n	%	n	%	n	
67.1	655	19.8	193	13.1	128	Low Cost of Attending
56.7	547	22.1	213	21.2	204	Could Work While Attending
56.1	539	26.2	252	17.7	170	Offered Courses I Wanted
54.5	532	26.2	256	19.3	188	Convenient Location
33.1	316	31.2	298	35.7	341	Good Chance of Personal Success
27.3	258	18.5	175	54.2	512	Availability of Scholarships/Financial Aid
19.3	182	29.3	277	51.4	485	Good Vocational/Academic Reputation
16.4	155	28.2	266	55.4	522	Liked Size of the College
12.8	121	22.1	209	65.2	617	Advice of Parents or Relatives
8.0	76	21.1	200	70.8	670	Liked Social Atmosphere
4.3	41	12.4	117	83.2	785	Advice of High School Counselor, Teacher
1.9	18	6.4	62	91.7	883	Wanted to Be with Friends

Students' impressions of TCC were positive. This was evidenced by the fact that at the time of their admission, 73% indicated that TCC was their first choice. Thirty-four percent (34%) of students reported that they would definitely choose TCC again while an additional 32% would probably choose the college again. Students were impressed by the quality of education at TCC. Eighty-three percent (83%) of respondents felt that the quality of education provided by TCC was excellent or good. Additionally, TCC received an average score of 4.07 for educational quality on a five-point scale where five was "excellent."

## COLLEGE SERVICES

Students were also asked to report their use of various services at the college and to indicate their level of satisfaction with services that they had used. Table 2 provides data concerning the use of college services. Table 3 provides information concerning satisfaction levels of students who have actually used the college service. Percentages are based only on the number of students who responded to the question.

**TABLE 2**

Use of College Services						
Have Used		Have Not Used		Not Available		Service
%	n	%	n	%	n	
89.1	844	9.6	91	1.3	12	Parking Facilities
79.2	754	20.3	193	0.5	5	Library/Learning Resources Facilities
72.3	691	27.0	258	0.7	7	Academic Advising/Course Planning
63.7	611	35.8	343	0.5	5	Computer Services
46.1	446	53.7	520	0.2	2	Financial Aid Services
39.5	384	48.7	473	11.8	115	Cafeteria/Food Services
31.6	308	66.9	652	1.4	14	College Orientation Program
28.2	272	70.7	682	1.0	10	Vocational Guidance/Career Planning
20.7	201	78.4	760	0.9	9	Personal Counseling
16.6	162	82.0	800	1.4	14	College-sponsored Social Activities
15.5	152	83.4	818	1.1	11	College-sponsored Tutorial Services
11.9	117	86.0	849	2.1	21	Veteran's Services
8.3	82	89.3	879	2.3	23	Recreational & Intramural Programs
7.5	74	90.8	891	1.6	16	Cultural Programs
6.4	62	91.2	889	2.5	24	Credit by Examination (CLEP, etc)

- The most frequently used services at the college were parking facilities, the library/learning services, academic advising/course planning services, and computer services.
- The use of academic advising/course planning services has increased from each ACT survey period. The percentage of students who used the service increased from 59% in 1994 to 71% in 1996. In 1999, 72% of students reported using the service.
- The use of computer services has also grown considerably each ACT survey period. In 1994, roughly one-third of students (34%) reported using the computer services. In 1996, the percentage of students using computer services climbed to 53%. In 1999, 64% of students reported using TCC's computer services.
- Although 64% of students reported using computer services at TCC, fewer part-time students (49%) and students enrolled in evening classes (51%) reported using the computer services.
- The majority of respondents did not participate in college-sponsored social activities, recreational/intramural programs, or cultural programs even though most students believed that these programs and activities were available at TCC.

- The students who were most likely to report being involved in college-sponsored social activities were those who entered from high school (23%) and those who worked less than 21 hours per week (21%).
- Few students (21%) reported using personal counseling services at TCC. An exception to this was use by Native American students. Seventy-one percent (71%) of Native American students reported that they had used personal counseling services.
- The majority of students did not take advantage of vocational guidance/career planning services. However, 43% of Native American students reported using the career planning/vocational guidance service.
- Overall, 46% of students reported using financial aid services at TCC. Compared to this, 69% of African-American students reported using financial aid services.
- The use of financial aid services has increased consistently from the 1994 ACT survey period. In 1994, 32% of students reported using the service. This percentage increased to 39% in 1996 and to 46% in 1999.
- For nearly all services offered at TCC, part-time students reported less use compared to full-time students. Appendix A presents use of services depending on whether the student was full- or part-time.

Students who indicated that they used a college service were also asked to rate their level of satisfaction with the service. Table 3 presents the percentage of students who indicated that they were very satisfied or satisfied, as well as those who indicated that they were very dissatisfied or dissatisfied. Percentages are based on the total number of students who responded to the question, although the remaining percentage of students who held neutral feelings about the services are not represented in the table. The average satisfaction rating that each service received is also included. This rating was based on a five-point scale where five was equivalent to “very satisfied.”

**TABLE 3**

Satisfaction with Services for Students who have Used Service				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Average Score		Service
%	%	Mean	n	
85.4	2.9	4.17	731	Library/Learning Resources Facilities
84.7	3.2	4.20	595	Computer Services
83.7	4.8	4.22	104	Veteran's Services
83.1	7.0	4.13	71	Recreational & Intramural Programs
80.7	2.6	4.15	151	College-sponsored Social Activities
77.1	1.6	4.11	61	Cultural Programs
69.8	9.4	3.84	258	Vocational Guidance/Career Planning
68.4	10.0	3.88	190	Personal Counseling
68.0	17.4	3.82	431	Financial Aid Services
67.9	11.0	3.88	137	College-sponsored Tutorial Services
67.2	11.3	3.74	683	Academic Advising/Course Planning
65.3	9.6	3.90	52	Credit by Examination (CLEP, etc)
64.4	9.2	3.75	292	College Orientation Program
59.0	20.4	3.51	820	Parking Facilities
55.3	18.3	3.45	367	Cafeteria/Food Services

- All averages were above 3.0. This indicates some degree of satisfaction with all services provided by TCC.
- Two of the most often used services at TCC were the library/learning facilities and computer services. For each of these frequently used services, approximately 85% of students reported satisfaction.
- The percentage of students satisfied with the computer services at TCC has remained fairly consistent over time even though the use of the services has increased from 34% in 1994 to 64% in 1999. In 1994, 86% of students reported being very satisfied or satisfied. In 1996, this percentage increased slightly to 88%. In 1999, 85% of students reported satisfaction with computer services.
- Veteran's services were highly rated although relatively few students used the services.
- Since the 1994 ACT survey period, the use of academic advising/course planning services has steadily increased. Satisfaction levels have also increased since 1994. The percentage of students very satisfied or satisfied with these services increased from 62% in 1994 to 70% in 1996. In 1999, 67% of students reported being satisfied with the services.
- Students who participated in college-sponsored social activities, recreational/intramural programs, and cultural programs rated these services positively.
- While the use of financial aid services has increased at each ACT survey period, the percentage of students who report satisfaction with the service has remained about the same. Sixty-seven percent (67%) of students reported satisfaction in 1994, 67% were satisfied in 1996, and 68% were satisfied in 1999.
- The lowest rated services included cafeteria/food services and parking facilities/services.
- Although the percentage of students who reported satisfaction with the parking facilities/services has not changed since 1994, the percentage of students who reported dissatisfaction has decreased slightly from 24% in 1994 to 20% in 1996 and in 1999. The decrease represents respondents selecting a neutral response as opposed to dissatisfaction.

## **COLLEGE ENVIRONMENT**

The largest portion of the ACT Student Opinion Survey questioned students about their level of satisfaction with the college environment. The college environment includes issues pertaining to academics, admissions, rules and policies, facilities, registration, and general concerns. The data for each of these areas of the college environment is presented separately in tables 4-7, and highlights of the data are noted. Percentages are based only on the number of students who responded to the question. Percentages for those satisfied and dissatisfied are included. The remaining percentage of students who indicated that their attitudes were neutral are not presented.

**TABLE 4**

Satisfaction with College Environment: Academics				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
87.1	1.9	4.21	1004	Class Size Relative to Type of Course
82.6	3.4	4.10	1002	Attitude of Teaching Staff toward Students
81.7	2.3	4.03	998	Testing/Grading System
78.8	4.3	4.02	925	Quality of Instruction in Major Area
78.0	6.4	3.98	993	Variety of Courses Offered at TCC
76.9	2.8	3.96	943	Challenge Offered by Program of Study
76.6	5.0	3.98	922	Treatment of Students by Faculty
75.2	6.4	3.91	941	Course Content in Major Area of Study
74.6	5.7	3.96	937	Flexibility to Design own Program of Study
70.2	3.8	3.87	946	Out-of-Class Availability of Instructors
69.7	9.8	3.81	946	Grades as Good Indicators of My Learning
67.4	7.6	3.77	906	Preparation for Your Chosen Occupation
64.9	7.6	3.76	877	Value of Information from Advisor
64.9	7.1	3.75	872	Availability of Your Advisor
51.7	14.8	3.49	803	Help to Decide Field of Study to Pursue

- Students were most satisfied with class size relative to the type of course, the attitude of teaching staff towards them, and the testing/grading system at TCC.
- Relative to other academic issues, students were least satisfied with the help they received to decide which field of study to pursue, the availability of their advisors, and the value of the information from their advisors. However, based on the mean satisfaction scores, students did indicate some level of satisfaction with these academic issues.
- The majority of students were satisfied with the challenge offered by their program of study and with their preparation for their chosen occupation.
- Academic issues may be perceived differently depending on whether a student was enrolled in an occupational/technical program, transfer program, or unclassified. Appendix B presents satisfaction levels based on program.

**TABLE 5**

Satisfaction with College Environment: Admissions				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
78.2	5.1	3.95	984	General Admissions Procedures
77.4	4.6	3.98	976	College Catalog/Admissions Publications
73.9	6.4	3.88	966	Accuracy of Information Before Enrolling
65.3	8.0	3.75	952	Assistance Provided by College Staff
61.6	12.6	3.70	807	Availability of Financial Aid Information

- All aspects of the admissions process were rated positively. The general admissions procedures and college catalog/admissions publications received the highest satisfaction ratings.

- The percentage of students very satisfied or satisfied with the college catalog and other admissions publications has increased from 70% in 1994 to 77% in 1999.

**TABLE 6**

Satisfaction with College Environment: Rules & Policies				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
73.1	2.4	3.92	949	Rules Governing Student Conduct at TCC
70.5	8.3	3.82	984	Personal Security/Safety at TCC
54.1	3.0	3.64	763	Academic Probation/ Suspension Policies
46.4	5.1	3.51	781	Student Voice in College Policies
46.3	9.0	3.45	636	Student Complaint/Grievance Procedure
45.9	6.7	3.47	822	Purposes of Student Activity Fees

- Students were most satisfied with the rules governing student conduct at TCC and their personal security and safety at TCC.
- The percentage of students very satisfied or satisfied with personal safety at TCC has increased from 63% in 1994 to 71% in 1999.

**TABLE 7**

Satisfaction with College Environment: Facilities				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
85.3	4.4	4.18	890	Access to Computers on Campus
82.4	2.8	4.06	980	General Condition of Buildings/Grounds
78.8	5.4	3.89	997	Classroom Facilities
74.1	9.2	3.82	998	College Bookstore
73.5	3.2	3.92	714	Business-Training Facilities/Equipment
72.6	6.0	3.87	858	Study Areas
68.9	5.1	3.81	675	Laboratory Facilities
66.9	11.5	3.75	884	Telephone Accessibility
46.5	6.0	3.49	538	Student Community Center/Student Union
40.6	3.9	3.44	362	Industrial Arts/Shop Facilities
35.4	14.5	3.24	398	Athletic Facilities

- Students were most satisfied with the access to computers on campus and the general condition/appearance of the buildings and grounds at TCC.
- Athletic facilities and Industrial Arts/Shop facilities received the lowest satisfaction ratings.

**TABLE 8**

Satisfaction with College Environment: Registration				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
83.9	5.9	4.14	956	Convenience of Registering for Classes
79.8	4.3	3.96	989	General Registration Procedures
77.5	2.5	3.95	978	Academic Calendar for TCC
76.0	4.4	3.89	958	Billing and Fee Payment Procedures
61.7	18.2	3.57	993	Availability/Convenience of Desired Courses

- Students were most satisfied with the convenience of registering for classes.
- In the past, students have also reported satisfaction with the convenience of registering for classes. In 1994, 85% of respondents strongly or moderately agreed that registering for classes was easy and convenient.
- The percentage of students very satisfied or satisfied with the general registration procedures has remained fairly stable over time. In 1994, 77% of students reported satisfaction. In 1996, this percentage increased to 83%. In 1999, 80% of students reported satisfaction with the general registration procedures.
- The percentage of students satisfied with billing procedures has increased from 70% in 1994 to 76% in 1999.
- Fifty-nine percent (59%) of students enrolled in the occupational/technical program were satisfied with the availability and convenience of desired courses compared to 62% of students enrolled in the transfer program.

**TABLE 9**

Satisfaction with College Environment: General				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Item
%	%			
82.0	2.9	4.03	986	TCC in General
73.5	2.2	3.92	939	Racial Harmony at TCC
62.7	7.2	3.72	831	Information from College Information Center
59.5	6.3	3.69	909	Sense of Belonging at TCC
59.5	6.6	3.64	914	Attitude of Nonteaching Staff toward Students
59.3	4.3	3.72	465	Handicapped/Disability Services
56.0	3.3	3.66	706	Opportunities for Involvement in Activities
52.7	9.4	3.53	941	Concern for You as an Individual
50.7	5.4	3.58	615	Opportunities for Student Employment
42.4	6.7	3.44	623	College Media (Newspapers, Radio)
39.7	3.5	3.45	586	Student Government

- TCC in general received the highest satisfaction rating followed by satisfaction with racial harmony at TCC.
- The percentage of students reporting satisfaction with racial harmony at TCC has increased from 66% in 1994 to 74% in 1999.
- The student government and the college media received the lowest satisfaction ratings, although mean scores indicated some degree of satisfaction with these aspects of TCC.

## GRADE POINT AVERAGE

The most widely used measure of performance in education is grade point average (GPA). Students were asked to report the category in which their overall GPA was located. Table 10 presents the data.

**TABLE 10**

Self-Reported GPA	
GPA Range	% of Students
A- to A (3.50-4.00)	20.9
B to A- (3.00-3.49)	26.4
B- to B (2.50-2.99)	17.5
C to B- (2.00-2.49)	15.5
C- to C (1.50-1.99)	3.2
D to C- (1.00-1.49)	0.6
Below D (0.00-.99)	0.1
Have Not Established Yet	14.3
Does Not Apply	1.5

Self-reported GPA was an accurate assessment of performance. Actual GPAs were compiled for those students who responded to the ACT Student Opinion Survey, and a similar distribution of GPA was found.

- Twenty-six percent (26%) of part-time students reported being in the A to A- category compared to 21% of full-time students. Part-time students' actual GPAs were also more likely to be in the A to A- range (33%) compared to full-time students (24%).
- Students enrolled in evening classes were more likely to have a GPA in the A to A- range (34%) compared to those enrolled in morning/afternoon classes (23%).
- GPA was also related to the level of education obtained by the students' fathers, although not as expected. Students were significantly more likely to have a GPA of 3.50 or above if their fathers did not complete any type of college degree (32%) compared to those whose fathers completed an Associates degree, Bachelor's degree, or graduate degree (23%). The level of education obtained by a student's mother indicated no relationship to GPA.

## CONCLUSION

The ACT Student Opinion Survey was used to measure students' satisfaction with services provided by TCC as well as satisfaction with the college environment. The survey addressed academic issues, admission procedures, TCC's rules and policies, college facilities, registration procedures, and other general concerns. Based on the results of the survey, TCC has been successful in providing a positive experience for the majority of students. All services and aspects of the college environment that were assessed received mean ratings indicating some degree of satisfaction. Although the majority of students were satisfied with each aspect of TCC, several services should be examined in greater depth. For example, 20% of respondents were dissatisfied with the parking facilities at TCC, 18% indicated that they were dissatisfied with the cafeteria/food services, and 17% were dissatisfied with the financial aid services. In responding to questions concerning the college environment, 15% of students were dissatisfied with the help that they received to decide on a field of study to pursue, and 18% were dissatisfied with the availability of courses they wanted to take at the times they could take them. By examining these aspects of TCC in greater depth, TCC may be able to provide an even more rewarding experience to future students.

## APPENDIX A

Use of College Services by Full- and Part-Time Students				
Full-Time		Part-Time		Service
Used	Not Used	Used	Not Used	
%	%	%	%	
90	9	87	11	Parking Facilities
85	15	71	29	Library/Learning Resources Facilities
76	23	66	33	Academic Advising/Course Planning
75	25	48	51	Computer Services
52	48	38	62	Financial Aid Services
44	42	33	58	Cafeteria/Food Services
36	63	26	73	College Orientation Program
31	68	24	75	Vocational Guidance/Career Planning
23	76	17	82	Personal Counseling
21	77	10	87	College-sponsored Social Activities
17	81	13	87	College-sponsored Tutorial Services
12	86	12	86	Veteran's Services
10	87	6	92	Recreational & Intramural Programs
9	89	6	93	Cultural Programs
6	91	7	92	Credit by Examination (CLEP, etc)

## APPENDIX B

Program and Satisfaction with Academics at TCC			
Occup/Tech	Transfer	Unclass.	Item
Very Satisfied or Satisfied	Very Satisfied or Satisfied	Very Satisfied or Satisfied	
%	%	%	
89.1	87.8	89.5	Class Size Relative to Type of Course
83.5	82.9	84.4	Attitude of Teaching Staff toward Students
83.5	82.8	87.0	Testing/Grading System
83.6	79.9	79.8	Quality of Instruction in Major Area
83.5	78.3	76.1	Variety of Courses Offered at TCC
82.8	77.9	70.1	Challenge Offered by Program of Study
82.3	75.4	73.6	Treatment of Students by Faculty
81.1	75.3	75.9	Course Content in Major Area of Study
72.9	75.7	77.7	Flexibility to Design own Program of Study
69.7	71.7	76.2	Out-of-Class Availability of Instructors
71.0	68.7	82.0	Grades as Good Indicators of My Learning
71.8	66.2	67.6	Preparation for Your Chosen Occupation
69.1	65.2	58.7	Value of Information from Advisor
68.3	63.0	64.1	Availability of Your Advisor
51.5	51.7	55.9	Help to Decide Field of Study to Pursue