



TIDEWATER COMMUNITY COLLEGE

ACT Student Opinion Survey



Office of Institutional Effectiveness

January 2003

TABLE OF CONTENTS

INTRODUCTION.....	1
METHODOLOGY.....	1
RESPONDENT PROFILE.....	1
COLLEGE IMPRESSIONS.....	2
COLLEGE SERVICES.....	3
COLLEGE ENVIRONMENT.....	6
GRADE POINT AVERAGE.....	9
CONCLUSION.....	10
APPENDIX A.....	11
APPENDIX B.....	13
APPENDIX C.....	14

TABLES

TABLE 1. Reasons for Selecting TCC.....	3
TABLE 2. Use of College Services.....	3
TABLE 3. Satisfaction with Services for Students who have Used Service.....	5
TABLE 4. Satisfaction with College Environment: Academics.....	6
TABLE 5. Satisfaction with College Environment: Admissions.....	7
TABLE 6. Satisfaction with College Environment: Rules & Policies.....	7
TABLE 7. Satisfaction with College Environment: Facilities.....	8
TABLE 8. Satisfaction with College Environment: Registration.....	8
TABLE 9. Satisfaction with College Environment: General.....	9
TABLE 10. Self-Reported GPA.....	10

**TIDEWATER COMMUNITY COLLEGE
SPRING 2002 ACT STUDENT OPINION SURVEY
EXECUTIVE SUMMARY**

In an ongoing effort to measure student satisfaction with instruction and with student services, the Office of Institutional Effectiveness at Tidewater Community College (TCC) administered the ACT Student Opinion Survey during spring 2002. This same survey was administered in 1999, 1996, and 1994. A random sample of students from each campus, from various disciplines, and with varying attendance patterns was chosen from across the college. Out of 742 students enrolled in the selected spring 2002 classes, 539 students (73%) completed a survey.

Respondents represented diverse backgrounds and a wide range of ages. The majority of respondents were Caucasian (53%), while the second largest group was African-American (29%). Twenty-seven percent (27%) were married, and 36% had one or more children. The majority of students (67%) reported being employed over 20 hours a week, and 61% indicated that they were full-time students. Almost one half (49%) ranged between 20 and 29 years of age. Seventeen percent (17%) were 19 years of age or younger, 20% of the students were 30-39, and 13% were between 40 and 61 years of age. It is important to note that 75% of the respondents had attended the college for one year or longer, indicating adequate exposure to the college in order to formulate opinions of their experience.

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 (47%) received financial aid of some kind. One-half (50%) attended TCC with the primary goal of transferring to a senior institution. Another 31% intended to earn an Associate degree. Business and Management (29%) and the Health Sciences (14%) were the most popular areas of study.

The majority of students cited low cost (66%), the ability to work while attending (59%), convenient location (57%), and the availability of desired courses (57%) as major reasons for choosing TCC. Over one-third (36%) indicated that the potential for success was a major reason, and another 28% said that availability of scholarships and financial aid was a major factor. Interestingly, 84% reported 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-six percent (76%) 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 (91%), with the testing and grading system (87%), and with the attitude of teaching staff toward students (85%). More than three-fourths of students were very satisfied or satisfied with the variety of courses offered (82%), the quality of instruction in their major (80%), course content in their major (78%), and the challenge in their studies (76%).

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 services were parking (89%), the library (80%), and the academic advising or course planning services (74%). While only 60% of respondents were very satisfied or satisfied with parking facilities, 87% had a high level of satisfaction with the library. Not only has there been an increase in student use of academic advising services (from 59% in 1994 to 74% in 2002), but there has also been an increase in satisfaction levels (from 62% in 1994 to 71% in 2002).

It is interesting to note that since 1994, the percentage of respondents who have access to a computer outside the college has increased dramatically from 54% to 92%. During the same time period, the use of computer services at TCC more than doubled from 34% of respondents in 1994 to 69% in 2002. Student users indicated satisfaction with the quality (90%) and accessibility of computer services at TCC (89%) on the 2002 survey.

Demographic indicators examined in 1994 targeted the need to increase student access to financial aid information and services; since that time, student use of financial aid services has increased steadily. The percentage of satisfied financial aid customers increased sharply in 2002 (82%) compared to those who used financial aid services in 1999 (68%).

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 83% in 2002. Expanded electronic services in the registration process likely contributed to the positive ratings students gave to the convenience of registering (84%), general registration procedures (83%), and billing and fee payment procedures (76%).

Three-fourths or more of students expressed satisfaction with buildings and grounds in general (81%), classrooms (81%), business training facilities and related equipment (77%), study areas (76%), and laboratory facilities (75%).

TCC is meeting the needs of students as indicated by the level of student satisfaction with the college, in general, as well as with the academic, student, and administrative services it provides. Ratings for TCC were aligned with national norms for community colleges. In addition, ratings for several of TCC's services stood above the national averages. TCC's students were more satisfied with computer services, library/learning resources facilities, financial aid services, and veteran services compared to satisfaction levels at community colleges around the nation. Students at TCC were also more satisfied with the testing/grading system, the variety of courses offered at TCC, and the flexibility they had to design their own program. Nearly all aspects of the admissions and registration processes received higher ratings than the national averages. Especially notable is the satisfaction level with the college catalog and admissions publications that were improved through revision. Overall, students were also more satisfied with TCC's rules and policies compared to the national averages. Based on students' rising satisfaction with TCC and favorable comparisons to national norms, it is evident that TCC is providing students with a positive educational experience.

TIDEWATER COMMUNITY COLLEGE

ACT STUDENT OPINION SURVEY SPRING 2002

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 2002 Spring Semester. 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 same survey instrument was used in 1994, 1996, and 1999; thus, where appropriate, longitudinal comparisons are cited to show trends. To further examine trends and provide a national comparison, Appendix A provides average satisfaction ratings from the 2002 and 1999 surveys along with results based on the national normative data.

METHODOLOGY

A random sample of courses on each campus was chosen after taking into account the proportion of students on each campus and the time of day that courses were taught. Instructors received information about the survey effort along with the survey materials and were asked to administer the survey to their students in the classroom.

The selected course sample consisted of 40 courses with a combined enrollment of 742 students. Fifty percent (50%) of selected courses were taught at the Virginia Beach Campus, 18% were taught at both the Portsmouth and Norfolk campuses, and 15% were taught at the Chesapeake Campus. Sixty-percent (60%) of courses were morning or afternoon courses, 35% were evening courses, and 5% were Saturday courses.

Responses were received from 539 students in 36 of the 40 courses that were selected. Of those 36 courses, 17 courses (47%) were taught at Virginia Beach, 7 courses (19%) were taught at each Portsmouth and Norfolk, and 5 courses (14%) were taught at Chesapeake. Sixty-one percent (61%) of courses were morning or afternoon courses, 36% were evening courses, and 3% were Saturday courses.

RESPONDENT PROFILE

- A total of 539 students responded to the survey, resulting in a 73% response rate.
- Over one-half of respondents (53%) indicated that they take most of their courses at the Virginia Beach Campus. Twenty percent (20%) enrolled in most of their courses at the Portsmouth Campus, 16% enrolled in most of their courses at the Norfolk Campus, and 12% enrolled in most of their courses at the Chesapeake Campus.
- Twenty-four percent (24%) of students revealed that they take courses at more than one campus, while 76% usually take courses at only one campus. For students who reported taking courses at more than one campus, 73% indicated that they did find consistency in services across campuses, while 27% did not find consistency.
- The majority of students who responded were Caucasian (53%), and the second largest group was African-American (29%).
- Fifty-eight percent (58%) of respondents were female, and 42% were male.
- The majority of students (69%) were unmarried (single, divorced, or widowed), while 27% of students were married.

- Most students (64%) did not have any dependent children. However, 26% had one or two children, and 10% had three or more children.
- The majority of students (67%) 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, 61% indicated that they were full-time students.
- Sixty-five percent (65%) of students attended morning or afternoon classes.
- Almost one half of the students (48%) had attended TCC for one year at the time of the survey, and 27% had attended TCC for two years.
- Seventy-three percent (73%) of students lived within 10 miles of the college.
- Forty-seven percent (47%) of students received financial aid.
- The largest percentage of students entered TCC after working for a period of time (35%), while 28% entered TCC directly from high school.
- The ages of students varied. The largest percentage of students (49%) was 20-29 years of age. Twenty percent (20%) were 30-39 years of age, 17% were 19 or under, and 13% were 40-61 years of age.
- For 50% of the respondents, the purpose of attending TCC was to prepare to transfer to a four-year institution. Thirty-one percent (31%) attended in order to obtain an Associate degree.
- The most popular areas of study were Business and Management (29%) and Health Sciences (14%). Additionally, 10% of students studied Computer and Information Sciences, and 6% studied the Social Sciences. Eight percent (8%) were undecided on an area of study.
- The percentage of students who have access to a computer outside of the college for their academic work has increased steadily at each survey period. Results of the 2002 survey showed that 92% of respondents had access to a computer outside of the college. In comparison, 85% of respondents in 1999, 69% of respondents in 1996, and 54% of respondents in 1994 reported having access to a computer outside of the college.
- In spring 2002, 90% of students reported having access to the Internet outside of the college for their academic work compared to 79% of students who responded to the 1999 survey.

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 the college full-time. She lived less than 10 miles from 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 (66%). This was consistent with the results of the 1999 and 1996 ACT surveys when students also cited low cost as a major reason for attending (67% and 73%, respectively). In 1994, low cost was second (56%) to TCC offering desired courses (71%) as a major reason for attending. Perhaps one of the driving forces behind this ranking is the fact that during this time period, tuition was either frozen or reduced from the tuition rate level of 1994. Other important reasons for attending TCC in the spring 2002 survey included: the ability to work while attending (59%), the convenient location of the college (57%), and the college offered the desired courses (57%). 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	
66.2	335	21.3	108	12.5	63	Low Cost of Attending
58.9	297	25.0	126	16.1	81	Could Work While Attending
57.2	290	26.8	136	16.0	81	Convenient Location
56.8	287	27.1	137	16.0	81	Offered Courses I Wanted
35.5	177	31.9	159	32.7	163	Good Chance of Personal Success
27.5	137	18.1	90	54.4	271	Availability of Scholarships/Financial Aid
26.2	131	35.2	176	38.6	193	Good Vocational/Academic Reputation
18.1	90	26.8	133	55.1	274	Liked Size of the College
13.5	67	21.7	108	64.8	322	Advice of Parents or Relatives
10.1	50	25.3	125	64.6	319	Liked Social Atmosphere
6.0	30	9.9	49	84.1	418	Advice of High School Counselor, Teacher
2.6	13	10.8	54	86.7	435	Wanted to Be with Friends

Students' impressions of TCC were positive. This was evidenced by the fact that at the time of their admission, 76% indicated that TCC was their first choice. This is slightly higher than the 73% who indicated TCC was their first choice on the 1999 ACT survey. Thirty-eight percent (38%) of students reported that they would definitely choose TCC again, while an additional 34% would probably choose the college again. Students were impressed by the quality of education at TCC. Identical to 1999 survey results, 83% of respondents felt that the quality of education provided by TCC was excellent or good. Using a five-point scale where five was "excellent," TCC's average rating for educational quality was 4.13, which was slightly higher than the average rating of 4.07 in 1999.

COLLEGE SERVICES

Students were also asked to report their use of various services at the college and to indicate their level of satisfaction with these services. Table 2 provides data concerning the use of college services. Table 3 provides information concerning satisfaction levels of students who 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	
89.0	438	10.8	53	0.2	1	Parking Facilities
79.8	392	20.0	98	0.2	1	Library/Learning Resources Facilities
73.6	362	26.2	129	0.2	1	Academic Advising/Course Planning
68.7	340	31.3	155	0.0	0	Computer Services
46.6	232	53.2	265	0.2	1	Financial Aid Services
43.3	217	48.1	241	8.6	43	Cafeteria/Food Services
39.1	197	60.3	304	0.6	3	College Orientation Program
32.4	161	67.2	334	0.4	2	Vocational Guidance/Career Planning
23.0	116	76.0	384	1.0	5	Personal Counseling
15.4	79	84.0	431	0.6	3	College-sponsored Tutorial Services
14.9	76	82.6	421	2.6	13	Veteran Services

Use of College Services (continued)						
Have Used		Have Not Used		Not Available		Service
%	n	%	n	%	n	
13.2	67	86.4	438	0.4	2	College-sponsored Social Activities
8.5	43	89.4	455	2.2	11	Recreational & Intramural Programs
6.7	34	92.1	469	1.2	6	Cultural Programs
5.9	30	92.6	472	1.6	8	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 same pattern of results was found in 1999.
- 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 and to 72% in 1999. In 2002, 74% 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. The percentage of students using computer services climbed to 53% in 1996 and to 64% in 1999. In 2002, this percentage increased again to 69%.
- Although 69% of students reported using computer services at TCC, fewer part-time students (58%) and students enrolled in evening classes (55%) reported using the computer services.
- Similar to 1999 ACT survey results, the least used services were college-sponsored tutorial and social activities, recreational/intramural programs, and cultural programs. This was the case even though most students believed that these programs and activities were available at TCC.
- The percentage of students who used college-sponsored tutorial services differed slightly by campus. At the Norfolk Campus, where there have been recent initiatives to increase the use of the Tutoring Center, 21% of respondents reported using the service. This compares to usage rates of 15% for both the Chesapeake and Virginia Beach campuses and 13% for the Portsmouth Campus.
- Few students (23%) reported using personal counseling services at TCC.
- The majority of students did not take advantage of vocational guidance/career planning services (67%).
- Overall, 47% of students reported using financial aid services at TCC. Compared to this, 70% 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, 46% in 1999, and 47% in 2002.
- For nearly all services offered at TCC, part-time students reported less use compared to full-time students. One exception to this was the use of parking facilities. Appendix B presents the use of services depending on whether the student was full-time 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 used the service and responded to the question. The remaining percentage of students who held neutral feelings about the services is 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” and one was equivalent to “very dissatisfied.”

TABLE 3

Satisfaction with Services for Students who have Used Service				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Service
%	%			
92.5	0.0	4.51	67	Veteran Services
90.3	1.8	4.32	329	Computer Services
88.9	3.7	4.15	27	Cultural Programs
87.2	2.4	4.28	383	Library/Learning Resources Facilities
82.6	8.7	4.17	23	Credit by Examination (CLEP,etc)
82.1	7.9	4.19	229	Financial Aid Services
79.7	1.7	4.19	59	College-sponsored Social Activities
76.3	2.6	4.11	38	Recreational & Intramural Programs
75.7	12.2	4.04	74	College-sponsored Tutorial Services
72.4	9.2	3.84	152	Vocational Guidance/Career Planning
71.8	9.1	3.88	110	Personal Counseling
70.9	8.7	3.83	357	Academic Advising/Course Planning
65.4	7.6	3.82	185	College Orientation Program
59.5	20.0	3.50	430	Parking Facilities
54.6	17.1	3.48	205	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, the percentage of students who reported satisfaction increased from the 1999 survey period.
- In 2002, 87% of students who used the library/learning resource facilities were satisfied compared to 85% in 1999.
- In 2002, 90% of students were satisfied with computer services. This is the highest level of satisfaction reported since data was available in 1994. In 1994, 86% of students reported satisfaction. This percentage increased slightly to 88% in 1996, and dropped slightly in 1999 when 85% of students reported satisfaction with computer services. This increase in the percentage of satisfied students is notable because the percentage of students using computer services has increased from 34% in 1994 to 69% in 2002.
- Veteran services received the highest satisfaction rating from the 15% of students who used the services.
- Although only 7% of students reported using cultural programs at TCC, 89% of the students reported satisfaction with those programs. This is a substantial increase from the 1999 ACT survey period when 77% of students reported satisfaction with TCC's cultural programs.
- 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, and to 67% in 1999. In 2002, 71% of students reported being satisfied with the services.
- The use of financial aid services has increased at each ACT survey period, and in the past, the percentage of students who reported satisfaction with the service remained about the same. Sixty-seven percent (67%) of students reported satisfaction in both 1994 and 1996 with a slight increase to 68% in 1999. However, in 2002, the percentage of students who reported satisfaction with financial aid services jumped to 82%, which shows that efforts to improve the financial aid process have been quite successful.
- The lowest rated services included cafeteria/food services and parking facilities/services. This pattern is consistent with results from the 1999 ACT survey, and the percentages of

satisfied students have not changed. The percentage of students who reported dissatisfaction with the parking facilities/services has also remained stable since 1996 at 20%.

- Although parking is an issue to examine, TCC's average satisfaction rating of 3.50 is slightly higher than the national average rating of 3.46.

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 percentages 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	Survey Item
%	%			
91.3	0.2	4.29	516	Class Size Relative to Type of Course
86.6	2.3	4.11	514	Testing/Grading System
84.6	4.1	4.16	518	Attitude of Teaching Staff toward Students
82.0	4.7	4.06	516	Variety of Courses Offered at TCC
79.8	4.1	4.04	485	Quality of Instruction in Major Area
78.3	4.7	3.98	489	Course Content in Major Area of Study
75.9	2.4	3.94	494	Challenge Offered by Program of Study
74.6	2.1	4.02	484	Flexibility to Design own Program of Study
72.5	6.2	3.89	513	Grades as Good Indicators of My Learning
71.0	5.6	3.85	482	Preparation for Your Chosen Occupation
70.8	3.5	3.90	493	Out-of-Class Availability of Instructors
67.7	6.5	3.78	477	Availability of Your Advisor
66.7	6.8	3.77	484	Value of Information from Advisor
51.1	15.2	3.48	442	Help to Decide Field of Study to Pursue

- Students were most satisfied with class size relative to the type of course, the testing/grading system at TCC, and the attitude of teaching staff towards them. These three aspects of the college academic environment received the highest satisfaction ratings in 1999, as well.
- Relative to other academic issues, students were least satisfied with the help they received to decide which field of study to pursue, the value of information from their advisors, and the availability of their advisors. Based on the mean satisfaction scores, students did indicate some level of satisfaction with these academic issues. However, the satisfaction ratings for the availability of the students' advisors and the value of information from the advisor were below national averages (the national averages were 3.85 and 3.86, respectively).
- The majority of students were satisfied with the challenge offered by their program of study (76%) and with their preparation for their chosen occupation (71%). In 1999, 77% of students reported satisfaction with the challenge offered by their program of study, and 67% reported satisfaction 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 C presents detailed information about satisfaction levels based on program type.

TABLE 5

Satisfaction with College Environment: Admissions				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Survey Item
%	%			
83.3	1.8	4.14	510	College Catalog/Admissions Publications
78.1	2.9	4.00	516	General Admissions Procedures
74.4	4.9	3.95	515	Accuracy of Information Before Enrolling
69.2	5.6	3.85	503	Assistance Provided by College Staff
68.2	6.8	3.91	427	Availability of Financial Aid Information

- All aspects of the admissions process were rated positively. The college catalog/admissions publications and general admissions procedures 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 83% in 2002 suggesting that efforts to improve these materials have been successful.
- The percentage of students who reported satisfaction with the assistance provided by college staff has increased from 65% in 1999 to 69% in 2002.
- The percentage of students who reported satisfaction with the availability of financial aid information has increased from 62% in 1999 to 68% in 2002.

TABLE 6

Satisfaction with College Environment: Rules & Policies				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Survey Item
%	%			
80.4	1.0	4.08	504	Rules Governing Student Conduct at TCC
70.1	5.8	3.87	515	Personal Security/Safety at TCC
61.6	2.3	3.78	427	Academic Probation/ Suspension Policies
50.8	3.0	3.59	429	Student Voice in College Policies
50.3	5.3	3.58	455	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 security/safety at TCC has increased from 63% in 1994 to 71% in 1999. In 2002, 70% of students reported satisfaction.
- The percentage of students who were satisfied with the purposes of student activity fees has increased from 46% in 1999 to 50% in 2002.

TABLE 7

Satisfaction with College Environment: Facilities				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Survey Item
%	%			
89.1	1.7	4.34	477	Access to Computers on Campus
81.2	2.4	4.03	511	General Condition of Buildings/Grounds
81.0	5.2	3.97	521	Classroom Facilities
77.3	2.4	3.99	409	Business-Training Facilities/Equipment
75.8	4.5	3.95	466	Study Areas
74.5	3.1	3.94	392	Laboratory Facilities
67.6	14.2	3.68	513	College Bookstore
52.5	4.7	3.61	318	Student Community Center/Student Union
48.7	3.1	3.58	224	Industrial Arts/Shop Facilities
41.9	14.1	3.35	227	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.
- The percentage of students satisfied with the access to computers on campus increased from 85% in 1999 to 89% in 2002.
- The percentage of students who were satisfied with TCC's laboratory facilities increased from 69% in 1999 to 75% in 2002.
- Athletic facilities and Industrial Arts/Shop facilities received the lowest satisfaction ratings. This pattern is consistent with results from the 1999 ACT survey.
- However, the percentage of students satisfied with Industrial Arts/Shop facilities increased from 41% in 1999 to 49% in 2002, and the percentage of students satisfied with athletic facilities also increased from 35% in 1999 to 42% in 2002.
- The percentage of students who were satisfied with the college bookstore showed a decline in 2002 (68%) compared to 1999 (74%). Comments on the survey suggested that several factors might have influenced this decline in satisfaction. Several respondents noted that "prices for books are outrageous," "the bookstore is too small, items are not safe, and no lockers are provided," and that they were "given the wrong book on four separate occasions."

TABLE 8

Satisfaction with College Environment: Registration				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Survey Item
%	%			
84.1	3.5	4.16	515	Convenience of Registering for Classes
82.6	2.3	4.03	516	General Registration Procedures
77.0	3.9	3.96	508	Academic Calendar for TCC
76.0	4.4	3.92	495	Billing and Fee Payment Procedures
65.3	15.8	3.68	518	Availability/Convenience of Desired Courses

- As in 1999, students were most satisfied with the convenience of registering for classes. This percentage has changed little since 1994 when 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% and then declined to 80% in 1999. In 2002, 83% 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 2002.
- In 2002, the percentage of students who were satisfied with the availability and convenience of their desired classes (65%) increased compared to 1999 results (62%), and the percentage of students who were dissatisfied decreased (16% in 2002 and 18% in 1999).

TABLE 9

Satisfaction with College Environment: General				
Very Satisfied or Satisfied	Very Dissatisfied or Dissatisfied	Mean Score	# Responses	Survey Item
%	%			
84.7	1.4	4.12	515	TCC in General
76.7	1.6	3.99	489	Racial Harmony at TCC
74.8	3.4	3.93	507	Ability to Get Needed Information on Campus
66.0	4.6	3.79	479	Information from College Information Center
62.9	7.4	3.69	501	Concern for You as an Individual
62.0	5.8	3.71	481	Attitude of Nonteaching Staff toward Students
61.5	2.2	3.79	499	Sense of Belonging at TCC
58.2	1.6	3.72	378	Opportunities for Involvement in Activities
50.2	6.9	3.58	321	Opportunities for Student Employment
44.0	9.6	3.42	334	College Media (Newspapers, Radio)
42.9	2.1	3.50	329	Student Government

- TCC in general received the highest satisfaction rating followed by satisfaction with racial harmony at TCC. This was the same pattern of results found in the 1999 ACT survey.
- The percentage of students reporting satisfaction with racial harmony at TCC has increased from 66% in 1994 to 77% in 2002. There was also an increase from 1999 (74%) to 2002 (77%).
- The percentage of students reporting satisfaction with TCC's concern for them as individuals increased 10% from 1999 (53% to 63%).
- In 2002, the percentage of students who were satisfied with the information they received from the college information center (66%) increased compared to 1999 results (63%), and the percentage of students who were dissatisfied decreased (5% in 2002 and 7% 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 11 presents the data.

TABLE 10

Self-Reported GPA	
GPA Range	% of Students
A- to A (3.50-4.00)	20.3
B to A- (3.00-3.49)	29.7
B- to B (2.50-2.99)	21.6
C to B- (2.00-2.49)	16.5
C- to C (1.50-1.99)	2.8
D to C- (1.00-1.49)	0.9
Below D (0.00-.99)	0.0
Have Not Established Yet	7.0
Does Not Apply	1.1

- 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-five percent (25%) of part-time students reported being in the A to A- category compared to 17% of full-time students. Part-time students' actual GPAs were also more likely to be in the A to A- range (31%) compared to full-time students (18%).
- Students enrolled in evening classes were more likely to have a GPA in the A to A- range (27%) compared to those enrolled in morning or afternoon classes (17%).

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, and TCC received higher satisfaction ratings on many services when compared to normative data. In particular, TCC's quality of instruction and course content had higher satisfaction ratings than the national norms. In addition, TCC's overall satisfaction rating was higher than the national norm.

Although the majority of students were satisfied with each aspect of TCC, several services should be examined in greater depth. Similar to results from the 1999 ACT survey, 20% of respondents were dissatisfied with the parking facilities at TCC, and 17% indicated that they were dissatisfied with the cafeteria/food 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 16% were dissatisfied with the availability of courses they wanted to take at the times they could take them. These were the same issues that were highlighted in 1999 as deserving of attention. Another issue that surfaced in 2002 was the declining satisfaction with the college bookstores. While increasing book prices are likely to influence students' ratings, other controllable aspects of the college bookstores deserve attention in order to prevent satisfaction levels from further decline. By continuing to examine these aspects of TCC's service to students in greater depth, the college may be able to provide an even more rewarding experience to future students.

APPENDIX A

Comparison of Average Satisfaction Scores for Services				
Spring 2002	Fall 1999	1999-2001 National Norms	1997-1999 National Norms	Survey Item
(n=539)	(n=1049)	(n=105,660)	(n=76,385)	
4.51 *	4.22	3.98	4.01	Veteran Services
4.32 *	4.20	4.18	4.14	Computer Services
4.28 *	4.17	4.16	4.13	Library/Learning Resources Facilities
4.19 *	3.82	4.05	4.02	Financial Aid Services
4.19	4.15	4.00	3.98	College-sponsored Social Activities
4.17	3.90	3.88	3.87	Credit by Examination (CLEP, etc)
4.15	4.11	4.08	4.08	Cultural Programs
4.11	4.13	4.02	4.04	Recreational & Intramural Programs
4.04	3.88	4.10	4.10	College-sponsored Tutorial Services
3.88	3.88	4.04	4.06	Personal Counseling
3.84	3.84	3.99	3.98	Vocational Guidance/Career Planning
3.83	3.74	3.94	3.92	Academic Advising/Course Planning
3.82	3.75	3.91	3.88	College Orientation Program
3.50	3.51	3.46	3.40	Parking Facilities
3.48	3.45	3.62	3.59	Cafeteria/Food Services

Comparison of Average Satisfaction Scores for the College Environment				
Spring 2002	Fall 1999	1999-2001 National Norms	1997-1999 National Norms	Survey Item
(n=539)	(n=1049)	(n=105,660)	(n=76,385)	
				Academics
4.29 *	4.21	4.24	4.24	Class Size Relative to Type of Course
4.16	4.10	4.14	4.14	Attitude of Teaching Staff toward Students
4.11 *	4.03	3.96	3.97	Testing/Grading System
4.06	3.98	3.89	3.86	Variety of Courses Offered at TCC
4.04	4.02	4.03	4.05	Quality of Instruction in Major Area
4.02	3.96	3.91	3.90	Flexibility to Design own Program of Study
3.98	3.91	3.97	3.98	Course Content in Major Area of Study
3.94	3.96	4.01	4.03	Challenge Offered by Program of Study
3.90	3.87	3.91	3.94	Out-of-Class Availability of Instructors
3.89	3.81	**	**	Grades as Good Indicators of My Learning
3.85	3.77	3.91	3.92	Preparation for Your Chosen Occupation
3.78	3.75	3.85	3.88	Availability of Your Advisor
3.77	3.76	3.86	3.87	Value of Information from Advisor
3.48	3.49	**	**	Help to Decide Field of Study to Pursue
				Admissions
4.14 *	3.98	3.99	3.99	College Catalog/Admissions Publications
4.00	3.95	3.87	3.86	General Admissions Procedures
3.95	3.88	3.87	3.85	Accuracy of Information Before Enrolling
3.91 *	3.70	3.77	3.75	Availability of Financial Aid Information
3.85 *	3.75	3.87	3.87	Assistance Provided by College Staff

Comparison of Average Satisfaction Scores for the College Environment (continued)				
Spring 2002	Fall 1999	1999-2001 National Norms	1997-1999 National Norms	Survey Item
(n=539)	(n=1049)	(n=105,660)	(n=76,385)	
				Rules and Policies
4.08 *	3.92	3.90	3.88	Rules Governing Student Conduct at TCC
3.87	3.82	3.94	3.93	Personal Security/Safety at TCC
3.78 *	3.64	3.61	3.60	Academic Probation/ Suspension Policies
3.59	3.51	3.54	3.51	Student Voice in College Policies
3.58 *	3.47	3.46	3.42	Purposes of Student Activity Fees
				Facilities
4.34 *	4.18	**	**	Access to Computers on Campus
4.03	4.06	4.03	4.06	General Condition of Buildings/Grounds
3.99	3.92	3.93	3.92	Business-Training Facilities/Equipment
3.97	3.89	3.95	3.96	Classroom Facilities
3.95	3.87	3.90	3.89	Study Areas
3.94 *	3.81	3.84	3.86	Laboratory Facilities
3.68 *	3.82	3.70	3.68	College Bookstore
3.61 *	3.49	3.71	3.71	Student Community Center/Student Union
3.58 *	3.44	3.57	3.57	Industrial Arts/Shop Facilities
3.35	3.24	3.50	3.54	Athletic Facilities
				Registration
4.16	4.14	**	**	Convenience of Registering for Classes
4.03	3.96	3.86	3.84	General Registration Procedures
3.96	3.95	3.94	3.92	Academic Calendar for TCC
3.92	3.89	3.83	3.83	Billing and Fee Payment Procedures
3.68	3.57	3.58	3.57	Availability/Convenience of Desired Courses
				General
4.12 *	4.03	4.06	4.06	TCC in General
3.99	3.92	3.92	3.89	Racial Harmony at TCC
3.79	3.72	**	**	Information from College Information Center
3.79 *	3.69	**	**	Sense of Belonging at TCC
3.72	3.66	3.68	3.69	Opportunities for Involvement in Activities
3.71	3.64	3.76	3.76	Attitude of Nonteaching Staff toward Students
3.69 *	3.53	3.71	3.71	Concern for You as an Individual
3.58	3.58	3.61	3.61	Opportunities for Student Employment
3.50	3.45	3.51	3.51	Student Government
3.42	3.44	3.53	3.53	College Media (Newspapers, Radio)

* Satisfaction ratings for items with an asterisk were significantly different than 1999 satisfaction ratings, ($p < .05$). All responses were on a 5-point scale from "very satisfied" to "very dissatisfied."

** These items were added to the survey by TCC, and as a result, national norms are not available.

APPENDIX B

Use of College Services by Full-Time and Part-Time Students						
Full-Time (n=326)			Part-Time (n=211)			Service
Used	Not Used	Mean Score	Used	Not Used	Mean Score	
%	%		%	%		
89	11	3.40	90	10	3.65	Parking Facilities **
85	15	4.30	72	28	4.26	Library/Learning Resources Facilities
76	24	3.90	71	29	3.74	Academic Advising/Course Planning
76	24	4.33	58	42	4.30	Computer Services
52	47	4.18	38	62	4.22	Financial Aid Services
49	41	3.39	35	59	3.64	Cafeteria/Food Services
44	55	3.81	31	69	3.83	College Orientation Program
35	65	3.90	29	71	3.73	Vocational Guidance/Career Planning
25	74	3.86	21	79	3.93	Personal Counseling
16	83	4.09	14	85	3.96	College-sponsored Tutorial Services
16	80	4.60	13	87	4.42	Veteran Services
15	85	4.10	11	89	4.37	College-sponsored Social Activities
9	89	4.17	8	90	4.00	Recreational & Intramural Programs
7	91	4.24	6	94	4.00	Cultural Programs
6	92	4.42	6	93	3.90	Credit by Examination (CLEP,etc)

* The remaining percentages for each service were students who indicated that the service was “not available.” Mean scores are based only on responses from students who used the college service.

** Part-time students were significantly more satisfied with the parking facilities compared to full-time students, $p=.03$. However, for all other services, there were no significant differences in full-time and part-time students' satisfaction levels.

APPENDIX C

Program and Satisfaction with Academics at TCC			
Occup/Tech (n=129)	Transfer (n=299)	Unclassified (n=25)	Survey Item
Very Satisfied or Satisfied	Very Satisfied or Satisfied	Very Satisfied or Satisfied	
%	%	%	
92.5	92.1	95.7	Class Size Relative to Type of Course
87.9	80.1	85.7	Variety of Courses Offered at TCC
87.6	84.4	100	Testing/Grading System
84.7	84.0	91.7	Attitude of Teaching Staff toward Students
84.6	75.5	81.0	Course Content in Major Area of Study
84.5	77.6	85.7	Quality of Instruction in Major Area
78.2	73.7	95.0	Challenge Offered by Program of Study
77.8	67.7	79.2	Grades as Good Indicators of My Learning
74.4	68.8	85.0	Out-of-Class Availability of Instructors
73.6	70.4	73.3	Preparation for Your Chosen Occupation
72.0	74.6	84.2	Flexibility to Design own Program of Study
71.9	66.6	61.5	Availability of Your Advisor
67.8	66.6	64.3	Value of Information from Advisor
55.9	48.4	46.2	Help to Decide Field of Study to Pursue