

2006

ACT STUDENT OPINION SURVEY

OFFICE OF INSTITUTIONAL EFFECTIVENESS

AUGUST 2007



TIDEWATER COMMUNITY COLLEGE
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2006 ACT Student Opinion Survey

Office of Institutional Effectiveness
August 2007



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EXECUTIVE SUMMARY

In April 2006, the Office of Institutional Effectiveness conducted the sixth administration of the ACT Student Opinion Survey. As part of its on-going effort to measure student satisfaction with instructional programs, student services, and other aspects of the college experience, this study highlights some of the changing trends over the past ten years. As in previous years, a stratified, random sample of students was surveyed from each campus, from various disciplines, and with varying attendance patterns. The survey was completed by 445 students (59%) out of a sample size of 759 students.

The respondents' profile closely mirrored the college's student demographic profile, which included diverse backgrounds and a wide range of ages. Reflective of the college's changing demographics, 55% of respondents were Caucasian, followed by 26% African-American, and 18% other ethnic minorities. Demographic factors of respondents continued to be consistent with those of "traditional students" although some factors indicate slightly more diversity than in previous surveys. A substantial proportion (69%) of respondents noted plans to transfer to four-year colleges or universities. One difference from the overall student body was the larger percentage of respondents enrolled as full-time students.

Respondents continued to cite the following reasons for attending TCC: low cost, availability of desired courses, convenient location, and ability to work while attending college. Over the past ten years there has been a noticeable increase in the percentage of respondents who cited availability of scholarship or financial aid and advice of parents or relatives (+8% and +5%, respectively). Except for respondents who enrolled directly after high school, very few respondents reported that high school counselors or parents/relatives had any influence on their decision to attend TCC.

TCC was the college of first or second choice for approximately 88% of the respondents and most held positive impressions of their classroom experience. Students were satisfied with class size (86%), attitude of teaching staff toward students (82%), testing and grading system (83%), variety of courses offered (81%), and quality of instruction in their major area of study (80%). At least 70% of the respondents also cited satisfaction with course content in major, flexibility to design program of study, challenge offered in program of study, preparation received for chosen occupation, and out-of-class availability of instructors.

Satisfaction score averages for four of the five admissions-related items exceeded the nationally-normed data in both 2004 and 2006. Three of the five items were perceived as satisfactory by at least 70% of respondents: college catalog/admissions publications (81%), accuracy of college information received before enrolling (76%), and general admissions/entry procedures (74%). The satisfaction rating for availability of financial aid information increased since 2004 (+4%), the last administration of the survey.

Student satisfaction with all seven of the Internet-based services associated with the new student information system increased from 2004. Improvements in satisfaction ranged from 5% (check the real-time course status and availability information) to 12% (enroll in a class). Four Internet-based services received satisfaction rates of at least 80% (review and print a class schedule, enroll in a class, obtain final grades, and pay tuition using a VISA or MasterCard), and

two services were positively perceived by approximately 90% of respondents (enrolling in a class and reviewing/printing a class schedule).

The survey examined usage and satisfaction rates across a number of co-curricular services and facilities. Two areas that experienced a large increase in usage over the past ten years were computer services and financial aid. Up 10% from 2004, 44% of the spring 2006 respondents indicated they had taken advantage of learning assistance provided outside of the classroom (i.e. tutoring, Math lab, Writing Center, Supplemental Instruction).

Co-Curricular Services	Usage		Satisfaction Rating	
	1996	2006	1996	2006
Academic Advising	71%	64%	70%	68%
Computer Services	53%	67%	88%	90%
Financial Aid	39%	49%	67%	68%
Library/LRC	81%	80%	87%	90%
Orientation	35%	30%	65%	67%
Tutoring	20%	21%	77%	87%

Usage and Satisfaction with Select Co-Curricular Services

The college continues to provide a high level of student involvement in college governance and student activities. Over a ten-year span, satisfaction rates for four of the five items related to rules and policies have shown improvement.

When comparing TCC respondent data to nationally-normed data for similar colleges, TCC had ten satisfaction score averages that were statistically significant above the national average: testing/grading system, flexibility to design program of study, preparation received for chosen occupation, college catalog/admissions publications, accuracy of college information received before enrolling, availability of financial aid information prior to enrolling, general admissions/entry procedures, availability of courses at convenient times, general registration procedures, and opportunities for student employment. Five areas where the college scored below the national average were laboratory facilities, college bookstore, industrial art/shop facilities, student community center/student union, and athletic facilities.

As part of the SACS reaffirmation of accreditation process, the college implemented a Quality Enhancement Plan (QEP) that focuses on improvement in student learning. TCC's plan, *Improving First-Year Student Success through a Comprehensive Orientation System*, is a five-year plan that targets specific student groups for intervention strategies to improve student success and, ultimately, student retention. The first targeted group is high recent high school graduates. In an effort to provide baseline data for the college's Quality Enhancement Plan, this study provided a detailed analysis of respondents that entered TCC directly from high school. Overall, responses of students that enrolled directly from high school indicated that their usage rates of college services and programs were similar to those of all survey respondents. Analysis of the 49 items listed across the six college environment areas yielded only three items with +/- 10% satisfaction rate differentials between all respondents and those enrolled at TCC directly after high school. Satisfaction with out-of-class availability of instructors was the only item with a substantial negative differential (-10%). In fact, only 60% of respondents were satisfied with their instructors' availability. Compared to all respondents, those enrolled directly from high school expressed negative differentials of at least -10% with two services and programs: recreational and intramural programs (-11%) and parking (-10%).

Overall, survey data support the claim that students continue to be satisfied with their TCC experience. Students are showing overwhelming approval of the college's investments over the last ten years in terms of instruction, technology, and business practices. It is evident that the college's investments have been aimed at enhancing the first two years of the baccalaureate experience and meeting the workforce needs in the community it serves. However, the survey data also indicate the need for improved advising services, student centers, and facilities for the industrial technologies. With more than \$200 million in capital infrastructure investments and a new partnership with Barnes and Noble to create a college bookstore befitting a college of 38,000 students, the results of future survey analyses should show an upward trend in satisfaction for these areas. Additionally, a renewed focus on student success will create improved advising and orientation systems, ultimately improving student retention.

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TIDEWATER COMMUNITY COLLEGE ACT STUDENT OPINION SURVEY - SPRING 2006

INTRODUCTION

The ACT Student Opinion Survey was administered during the 2006 Spring Semester to gauge student satisfaction with instruction and services at Tidewater Community College (TCC). The survey instrument asks questions in three areas: college impressions, college services, and college environment (see Appendix A). The same survey instrument has been used since 1994; thus, where appropriate, longitudinal analyses are included. Appendices B and C contain satisfaction score averages and national normative data to provide a national comparison. This report provides an analysis of the survey results.

SURVEY DESIGN

Methodology

A stratified random sample of students was selected from each campus, from various disciplines and with different attendance patterns. Instructors received information about the survey effort and were asked to administer the survey to their students.

The selected class sample consisted of 39 classes with a combined enrollment of 759 students. Sixty-four percent (64%) of selected classes were taught at the Virginia Beach Campus, 20% were taught at the Norfolk Campus, 10% at the Portsmouth Campus, and 6% were taught at the Chesapeake Campus. Sixty-one percent (61%) of the classes met in the morning or afternoon, 34% were evening classes, and 5% were Saturday classes.

Respondent Profile

- A total of 446 students responded to the survey, resulting in a 59% response rate, which was marginally lower than the 61% response rate from 2004.
- Fifty-nine percent (59%) of respondents indicated that they enrolled in most of their courses at the Virginia Beach Campus, 20% were primarily enrolled at the Norfolk Campus, 13% at the Portsmouth Campus, and 8% considered Chesapeake to be their home campus.
- Twenty-six percent (26%) of respondents took courses at more than one campus, which represented a 7% decline from 2004. The majority of students (71%) enrolled at multiple campuses found consistency in services across campuses, a noticeable 17% increase from 2002 (54%).
- Fifty-five percent (55%) of respondents were Caucasian, followed by 26% African-American and 18% other ethnic minorities.
- Fifty-nine percent (59%) of respondents were female, similar to the overall college profile.
- The majority of students (71%) were unmarried (single or separated).
- Most students (71%) did not have any dependent children, 23% had one or two children, and 7% had three or more children.
- Sixty-five percent (65%) of respondents reported being employed over twenty hours per week, 57% of whom identified themselves as full-time students. The percentage of students that work over forty hours per week increased from a ten-year low in 2004 (14%) to 19% in 2006. Ten percent (10%) of these respondents were enrolled on a full-time basis.
- The percentage of all respondents enrolled as full-time students decreased from 65% in 2004 to 60% in 2006.

- Sixty-five percent (65%) of respondents attended morning or afternoon classes. An overwhelming majority of full-time respondents frequently attended day classes (81%), but part-time respondents were more divided. Forty percent (40%) of part-time respondents attended day classes, while 54% attended evening classes.
- Nearly half of the respondents (43%) had attended TCC for one year at the time of the survey. Twenty-four percent (24%) had attended TCC for two years.
- Forty-two percent (42%) of respondents received financial aid.
- The largest percentage of respondents entered TCC directly from high school (33%). The other major group of respondents entered after working for a period of time, which increased from 28% in 2004 to 31% in 2006. Seventy-five percent (75%) of respondents that recently graduated from high school were enrolled as full-time students.
- The two largest age groupings of students were 20-29 years old and those 19 years of age or under (51% and 20%, respectively).
- Sixty-nine percent (69%) of respondents indicated plans to transfer to a four-year college or university.
- When asked to identify their primary purpose for enrollment at TCC, 45% identified transfer to a four-year college or university. Thirty-one percent (31%) sought to obtain an Associate degree, an increase from 2004.
- Ninety-four percent (94%) of respondents have access to a computer and the Internet outside of the college for their academic work.
- Twenty-seven percent (27%) of respondents indicated that they volunteer in their community, a slight decrease from 2004.

SURVEY RESULTS

College Impressions

The College Impressions section of the survey solicited students' perceptions of the college and motivating reasons for their enrollment at TCC. Table 1 summarizes various reasons for selecting TCC and the percentage of students who indicated each item as a reason for attending.

Respondents continued to cite the following reasons for attending: low cost of attending, availability of desired courses, convenient location, and ability to work while attending college. Two reasons increased at least five percentage points from 1996: availability of scholarship or financial aid and advice of parents or relatives (+8% and +5%, respectively). A closer look at the various reasons for attending suggests a younger sample with an increasing number who chose reasons pertaining to social atmosphere and advice of teachers and relatives.

Reasons	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Low cost of attending	90.88%	86.89%	87.55%	87.27%	87.38%	0.11%	-3.50%
Offered the courses I wanted	85.34%	82.31%	83.96%	86.01%	84.96%	-1.05%	-0.38%
Convenient location	83.48%	80.74%	84.02%	85.10%	81.25%	-3.85%	-2.23%
Could work while attending	77.51%	78.84%	83.93%	77.18%	78.79%	1.61%	1.28%
Good chance of personal success	67.06%	64.29%	67.33%	70.14%	68.80%	-1.34%	1.74%
Good vocational or academic reputation	55.65%	48.62%	61.40%	56.62%	59.22%	2.60%	3.57%
Liked the size of the college	46.02%	44.64%	44.87%	48.50%	44.62%	-3.88%	-1.40%
Availability of scholarship or financial aid	39.05%	45.82%	45.58%	46.29%	47.42%	1.13%	8.37%
Liked the social atmosphere	30.03%	29.18%	35.43%	35.96%	33.25%	-3.22%	3.22%
Advice of parents or relatives	28.83%	34.85%	35.21%	33.95%	34.19%	0.24%	5.36%
Advice of high school counselor, teacher	14.76%	16.76%	15.90%	17.17%	19.12%	1.95%	4.36%
Wanted to be with friends	7.65%	8.31%	13.35%	12.44%	10.20%	-2.24%	2.55%

Table 1: Reasons for Selecting TCC – 1996 to 2006

Respondents increasingly continued to express positive impressions of TCC. Eighty-eight percent (88%) of respondents indicated that TCC was their first or second choice, which was an increase from 2004 (86%). In addition, 71% of respondents reported that they would definitely or probably choose TCC again, up from 2004 (65%). A substantial majority of respondents (83%) felt that the quality of education provided by TCC was excellent or good, which represented a five percentage point increase from 2004.

College Services

A substantial portion of the survey focuses on college services. Students were asked to indicate their use of and satisfaction with various services and programs at the college. Table 2 shows the percentage of respondents that indicated they used each particular service, while Table 3 provides information concerning satisfaction rates of those who actually used the college services.

College Services or Programs	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Parking facilities and services	92.05%	89.12%	89.02%	87.84%	84.29%	-3.55%	-7.76%
Library/learning resources center facilities and services	80.98%	79.20%	79.84%	79.85%	80.00%	0.15%	-0.98%
Academic advising/course planning services	70.99%	72.28%	73.58%	73.09%	63.85%	-9.24%	-7.14%
Computer services	52.76%	63.71%	68.69%	67.57%	67.44%	-0.13%	14.68%
Financial aid services	39.47%	46.07%	48.54%	48.54%	49.11%	0.57%	9.64%
Cafeteria/food services	51.96%	39.51%	43.31%	39.24%	36.68%	-2.56%	-15.28%
College orientation program	35.24%	31.62%	39.09%	31.68%	30.13%	-1.55%	-5.11%
Vocational guidance/career planning services	26.57%	28.22%	32.39%	26.19%	29.62%	3.43%	3.05%
College-sponsored tutorial services	19.76%	15.49%	15.40%	23.11%	21.21%	-1.90%	1.45%
Personal counseling services (for personal concerns and problems)	25.67%	20.72%	22.97%	19.48%	20.72%	1.24%	-4.95%
Veterans services	15.54%	11.85%	14.90%	15.26%	13.90%	-1.36%	-1.64%
College-sponsored social activities	15.27%	16.60%	13.21%	14.75%	16.08%	1.33%	0.81%
Student employment services	8.16%	9.24%	8.16%	11.32%	7.75%	-3.57%	-0.41%
Cultural programs and activities	12.72%	7.54%	6.68%	10.30%	10.78%	0.48%	-1.94%
Credit by examination (CLEP, etc.)	5.62%	6.36%	5.88%	9.32%	8.79%	-0.53%	3.17%
Job placement services	10.47%	8.43%	7.84%	7.18%	5.49%	-1.69%	-4.98%
Recreational and intramural programs and services	7.08%	8.33%	8.45%	6.56%	8.82%	2.26%	1.74%

Table 2: Use of College Services – 1996 to 2006

- Four services were used by at least 50% of respondents: parking facilities and services (84%), library/learning resources center facilities and services (80%), academic advising/course planning services (64%), and computer services (67%). While the usage rates for library/learning resources and computer services were unchanged from 2004, academic advising/course planning services declined nine percentage points.
- Two services had usage rate increases of at least 10 percent between 1996 and 2006: computer services (+15%) and financial aid services (+10%).
- Cafeteria/food services had the largest decrease in usage between 1996 and 2006 (-15%), while academic advising/course planning services experienced the largest decrease from 2004 to 2006 (-9%). Online registration, which became available in 2003, may be impacting student advising
- When asked which of the college's publications was used most frequently, 54% responded by citing web-based information, which represented a large increase (+13%) from 2004. The print version of the college catalog was the next most used publication, but the usage rate declined from 32% in 2004 to 22% in 2006.

- A supplemental question asked whether or not the student received some type of learning assistance available outside of the classroom. The usage rate increased substantially from 34% in 2004 to 44% in 2006. The increasing numbers of students using supplemental instruction may have impacted this response rate.

Students who indicated usage of college services and programs were also asked to rate their level of satisfaction with these services. Table 3 presents the percentage of students who indicated that they were very satisfied or satisfied with each given college service or program. Percentages were based on the total number of students who used the service and responded to the question.

College Services or Programs	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Library/learning resources center facilities and services	87.45%	85.36%	87.21%	88.96%	90.13%	1.17%	2.68%
College-sponsored social activities	83.72%	80.79%	79.66%	86.54%	75.93%	-10.61%	-7.79%
Computer services	87.50%	84.71%	90.27%	85.99%	89.56%	3.57%	2.06%
Cultural programs and activities	83.78%	77.05%	88.89%	84.38%	81.25%	-3.13%	-2.53%
Veterans services	91.11%	83.65%	92.54%	79.63%	86.36%	6.73%	-11.48%
Recreational and intramural programs and services	60.00%	83.10%	76.32%	73.69%	65.52%	-8.17%	5.52%
College-sponsored tutorial services	76.67%	67.88%	75.68%	73.25%	86.67%	13.42%	10.00%
College orientation program	65.14%	64.38%	65.41%	72.13%	67.27%	-4.86%	2.13%
Financial aid services	66.67%	67.98%	82.10%	66.32%	67.93%	1.61%	1.26%
Personal counseling services (for personal concerns and problems)	66.23%	68.42%	71.82%	65.79%	63.29%	-2.50%	-2.94%
Academic advising/course planning services	69.91%	67.20%	70.87%	65.64%	68.02%	2.38%	-1.89%
Vocational guidance/career planning services	72.84%	69.77%	72.37%	64.07%	63.16%	-0.91%	-9.68%
Student employment services	73.68%	70.13%	66.67%	57.57%	72.73%	15.16%	-0.95%
Credit by examination (CLEP, etc.)	63.64%	65.38%	82.61%	55.56%	56.00%	0.44%	-7.64%
Cafeteria/food services	60.12%	55.31%	54.63%	55.34%	56.83%	1.49%	-3.29%
Parking facilities and services	60.54%	59.02%	59.53%	55.23%	58.73%	3.50%	-1.81%
Job placement services	54.17%	63.38%	63.64%	23.81%	64.71%	40.90%	10.54%
Internet-based services Supplemental Questions Added in 2004							
Review and print a class schedule	N/A	N/A	N/A	79.95%	90.82%	10.87%	N/A
Enroll in a class	N/A	N/A	N/A	77.87%	89.49%	11.62%	N/A
Obtain final grades	N/A	N/A	N/A	74.54%	84.96%	10.42%	N/A
Pay tuition using a VISA or MasterCard	N/A	N/A	N/A	70.29%	81.01%	10.72%	N/A
Check the real-time course status and availability information	N/A	N/A	N/A	70.03%	75.07%	5.04%	N/A
Review academic advisement plan	N/A	N/A	N/A	61.90%	68.20%	6.30%	N/A
Check financial aid award	N/A	N/A	N/A	60.31%	66.55%	6.24%	N/A

Table 3: Satisfaction with Services for Students who Used Service – 1996 to 2006

- Satisfaction score averages for three of these survey items were statistically significant in comparison to national normative data from similarly sized community colleges (see Appendix B). Satisfaction with parking facilities and computer services were statistically significant above the nationally normed data, while satisfaction with recreational and intramural programs and services was statistically significant below the national norm.
- Every satisfaction score average was above 3.0 on a scale of 1 to 5, which indicated a degree of satisfaction with all services provided by TCC. In fact, seven services had average scores greater than 4.0. These services were: computer services (4.33), veterans services (4.30), library/learning resources (4.28), cultural programs and activities (4.22), college-sponsored tutorial services (4.15), student employment services (4.05), and college-sponsored social activities (4.0).
- At least 70% of the respondents perceived the following services as satisfactory: library/learning resources center and computer services (90%, both), veterans services

(86%), cultural programs and activities (81%), college-sponsored social activities (76%), and student employment services (73%).

- Eleven services met or improved upon 2004 satisfaction rates. Student employment services increased by 15% and college-sponsored tutorial services increased by 13%. The satisfaction rate for college-sponsored social activities showed the largest decrease in satisfaction, from 86% to 76%.
- Satisfaction rates for seven services increased from 1996, two by at least 10%: job placement services (+11%) and college-sponsored tutorial services (+10%).
- The lowest satisfaction rates in 2006 were credit by examination (56%), cafeteria/food services (57%), and parking facilities and services (59%).
- Student satisfaction with all seven of the Internet-based services increased from 2004, especially the ability to enroll in a class. Four web-based services received satisfaction rates of at least 80% and two services were positively perceived by approximately 90% of respondents (enrolling in a class and reviewing/printing a class schedule).

College Environment

The largest section of the ACT Student Opinion Survey asks students about their level of satisfaction with the college environment. These questions cover issues pertaining to academics, admissions, rules and policies, facilities, registration, and general concerns. The data for each of these areas are presented in Tables 4 through 9. Percentage figures represent those who responded “very satisfied” and “satisfied,” and were based only on the number of students who responded to the question.

Academics	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Quality of instruction in your major area of study	91.45%	87.05%	91.28%	83.11%	80.10%	-3.01%	-11.35%
Attitude of the teaching staff toward students	85.14%	81.76%	86.58%	82.27%	82.20%	-0.07%	-2.94%
Flexibility to design your own program of study	87.54%	82.63%	84.56%	78.25%	75.85%	-2.40%	-11.69%
Class size relative to the type of course	76.01%	77.95%	81.98%	77.70%	86.35%	8.65%	10.34%
Preparation you are receiving for your chosen occupation	79.94%	75.13%	78.32%	76.40%	75.07%	-1.33%	-4.87%
Challenge offered by your program of study	79.76%	76.88%	75.91%	74.82%	77.16%	2.34%	-2.60%
Value of the information provided by your advisor	85.20%	78.81%	79.79%	74.77%	61.86%	-12.91%	-23.34%
Testing/grading system	74.15%	74.60%	74.59%	73.93%	82.93%	9.00%	8.78%
Variety of courses offered at this 2-year college	69.47%	67.44%	70.95%	69.25%	80.89%	11.64%	11.42%
Availability of your advisor	74.55%	70.19%	70.79%	65.56%	60.68%	-4.88%	-13.87%
Course content in your major area of study	64.86%	64.88%	66.74%	63.86%	79.04%	15.18%	14.18%
Out-of-class availability of your instructors	65.92%	64.91%	67.71%	59.70%	69.97%	10.27%	4.05%

Table 4: Satisfaction with College Environment – Academics – 1996 to 2006

- Compared to nationally-normed data, 10 of the 12 items were above the national averages (see Appendix C). In fact, three items were statistically significant in comparison to the national average: testing/grading system, flexibility to design program of study, and preparation for chosen occupation. Satisfaction score averages for value of information provided by advisor and availability of advisor were below national averages, with the score average for availability of advisor being statistically significant.
- Ten of the 12 items were perceived as satisfactory by at least 70% of respondents, up from eight items in 2004: class size (86%), testing/grading system (83%), attitude of the teaching

staff (82%), variety of courses offered (81%), quality of instruction (80%), course content (79%), challenge offered by the program of study (77%), flexibility to design the program of study (76%), preparation for chosen occupation (75%), and out-of-class availability of instructors (70%).

- Satisfaction rates for five items increased substantially from 2004 to 2006: course content in major area of study (+15%), variety of courses offered (+12%), out-of-class availability of instructors (+10%), class size (+9%), and testing/grading system (+9%). All items, except for out-of-class availability of instructors, experienced similarly substantial increases between 1996 and 2006.
- Satisfaction rates for two items related to advising declined at least 5 percentage points between 2004 and 2006: value of information provided by advisor (-13%) and availability of advisor (-5%). These items declined even more substantially compared to 1996 rates. Value of information from advisors declined 23 points over ten years, while availability of advisors declined 14 points. A ten-year analysis also revealed three additional items with substantial decreases in satisfaction rates between 1996 and 2006: flexibility to design program of study (-12%), quality of instruction in major area of study (-11%), and preparation for chosen occupation (-5%).
- A supplemental survey item asked for the degree to which distance learning courses were as academically difficult as traditionally delivered courses. The number of respondents that self-reported enrollment in a distance learning course increased from 131 in 2004 to 173 in 2006, which represented a 32% increase. As reported in 2004, 82% of these respondents found the online format as or more difficult than traditional courses. The percentage of respondents that considered online courses to be more difficult increased slightly from 44% in 2004 to 48% in 2006.

Admissions	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
College catalog/admissions publications	77.03%	77.46%	83.33%	79.37%	80.65%	1.28%	3.62%
General admissions/entry procedures	75.36%	78.15%	78.10%	71.36%	74.32%	2.96%	-1.04%
Accuracy of college information you received before enrolling	71.09%	73.81%	74.37%	69.61%	76.37%	6.76%	5.28%
Availability of financial aid information prior to enrolling	55.68%	61.59%	68.15%	60.70%	64.81%	4.11%	9.13%
Assistance provided by the college staff when you entered this college	64.05%	65.23%	69.18%	60.70%	60.26%	-0.44%	-3.79%

Table 5: Satisfaction with College Environment – Admissions – 1996 to 2006

- Satisfaction score averages for four of the five admissions-related items shown in Table 5 exceeded nationally-normed data in both 2004 and 2006. While those differences were not statistically significant in 2004, they were statistically significant in 2006 (see Appendix C). The only item with a satisfaction average below the national average was “assistance provided by college staff when you entered this college”, but this difference was not statistically significant.
- Consistent with previous surveys, three of the five items were perceived as satisfactory by at least 70% of respondents: college catalog/admissions publications (81%), accuracy of college information received before enrolling (76%), and general admissions/entry procedures (74%). Although the satisfaction rate for availability of financial aid information was below 70%, the rate represented an increase from 2004 (+4%) and 1996 (+9%).

Rules and Policies	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Rules governing student conduct at this college	72.42%	73.13%	80.36%	75.71%	73.79%	-1.92%	1.37%
Personal security/safety at this college	70.18%	70.43%	70.10%	67.12%	67.25%	0.13%	-2.93%
Academic probation and suspension policies	46.82%	54.13%	61.59%	53.89%	52.73%	-1.16%	5.91%
Purposes for which student activity fees are used	41.61%	45.86%	50.33%	49.60%	42.41%	-7.19%	0.80%
Student voice in college policies	40.93%	46.35%	50.82%	46.67%	44.61%	-2.06%	3.68%

Table 6: Satisfaction with College Environment – Rules and Policies – 1996 to 2006

- Only rules governing student conduct was perceived as satisfactory by at least 70% of respondents (see Table 6). The lowest levels of satisfaction were student voice in college policies (45%) and purposes for which student activity fees are used (42%).
- Satisfaction averages for rules governing student conduct and academic probation and suspension policies exceeded the national average, while the average for purposes for which student activity fees are used equaled the national average (see Appendix C). However, none of the satisfaction score averages for policy-related items were statistically significantly above the national normative data.
- Although satisfaction rates for nearly every item related to rules and policies decreased from 2004 satisfaction rates, rules and policies on academic probation and suspension increased from 1996 (+6%).

Facilities	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Study areas	71.72%	72.61%	75.75%	75.49%	73.37%	-2.12%	1.65%
Classroom facilities	83.43%	78.74%	81.00%	75.46%	75.74%	0.28%	-7.69%
General condition and appearance of the buildings and grounds	82.80%	82.45%	81.21%	74.21%	76.46%	2.25%	-6.34%
Business-training facilities/equipment (computers, typewriters, etc.)	73.77%	73.53%	77.26%	73.05%	74.84%	1.79%	1.07%
Laboratory facilities	71.30%	68.89%	74.49%	72.12%	66.35%	-5.77%	-4.95%
College bookstore	71.88%	74.15%	67.64%	65.45%	60.55%	-4.90%	-11.33%
Student community center/student union	46.60%	46.47%	52.52%	50.38%	51.43%	1.05%	4.83%
Industrial arts/shop facilities (woodworking, mechanical, etc.)	45.11%	40.61%	48.66%	38.38%	41.95%	3.57%	-3.16%
Athletic facilities	26.45%	35.43%	41.85%	34.63%	35.52%	0.89%	9.07%

Table 7: Satisfaction with College Environment – Facilities – 1996 to 2006

- Four items were perceived as satisfactory by at least 70% of respondents (see Table 7): general condition and appearance of the buildings and grounds (76%), classroom facilities (76%), business training facilities and equipment (75%), and study areas (73%).
- Satisfaction score averages for five of the nine facilities-related items were below the national normative data averages at a statistically significant level (see Appendix C): laboratory facilities, college bookstore, industrial shop facilities, student centers, and athletic facilities. Business training facilities/equipment was the only item with a satisfaction level above the national average.
- With the exception of laboratory facilities, college bookstore, and study areas, most items increased in satisfaction ratings from 2004. Compared to 1996 rates, athletic facilities and student community centers experienced the largest increases (+9% and +5%, respectively). However, the majority of items showed decreasing satisfaction since 1996: college bookstore (-11%), classroom facilities (-8%), general condition and appearance of the buildings (-6%), and laboratory facilities (-5%).

Registration	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
Academic calendar for this college (e.g., semester or quarter system)	81.23%	77.51%	76.97%	78.03%	74.75%	-3.28%	-6.48%
General registration procedures	83.33%	79.88%	82.56%	72.69%	75.81%	3.12%	-7.52%
Billing and fee payment procedures	77.26%	75.99%	75.96%	68.36%	69.70%	1.34%	-7.56%
Availability of the courses you want at times you can take them	62.22%	61.73%	65.25%	61.17%	66.67%	5.50%	4.45%

Table 8: Satisfaction with College Environment – Registration – 1996 to 2006

- Satisfaction levels for all four items related to registration (see Table 8) were above national averages, and the satisfaction score averages for general registration procedures and the availability of courses were statistically significant (see Appendix C).
- As in previous years, respondents were most satisfied with general registration procedures (76%), the academic calendar (75%), and billing and fee payment procedures (70%).
- The availability of courses was the only survey item that improved upon both its 1996 and 2004 satisfaction rates (+4% and +6%, respectively). The academic calendar was the only item with satisfaction rate decreases from levels in 1996 and 2004 (-6% and -3%, respectively).

General	1996	1999	2002	2004	2006	Change 04 to 06	Change 96 to 06
This college in general	85.43%	82.05%	84.66%	78.23%	80.45%	2.22%	-4.98%
Racial harmony at this college	71.60%	73.48%	76.69%	68.72%	73.68%	4.96%	2.08%
Attitude of the college non-teaching staff toward students	59.70%	59.52%	61.95%	56.73%	59.73%	3.00%	0.03%
Opportunities for personal involvement in college activities	52.36%	55.95%	58.20%	53.31%	53.92%	0.61%	1.56%
Concern for you as an individual	55.95%	52.71%	62.87%	50.58%	58.67%	8.09%	2.72%
College media (college newspapers, campus radio, etc.)	47.44%	42.38%	44.01%	48.25%	46.05%	-2.20%	-1.39%
Opportunities for student employment	40.29%	50.73%	50.16%	47.71%	49.43%	1.72%	9.14%
Student government	36.10%	39.76%	42.86%	42.91%	39.38%	-3.53%	3.28%

Table 9: Satisfaction with College Environment – General – 1996 to 2006

- Mirroring findings from previous surveys, the college in general and racial harmony received the highest levels of satisfaction among general environment factors (see Table 9). These items were the only ones that consistently received satisfaction levels of at least 69% over a ten-year period.
- The 2006 satisfaction average for opportunities for student employment was higher than the national normative data average at a statistically significant level (see Appendix C). In fact, six of the eight items had satisfaction scores above the national average.
- Satisfaction rates in the categories of concern for students as individuals and racial harmony increased by at least 5 points from 2004 levels. The satisfaction rate for opportunities for student employment increased 2 points from 2004 (which was above the national average and statistically significant).
- A supplemental question asked students to indicate the extent to which TCC prepared them for the world of work or to continue their education. Eighty-one percent (81%) responded that this was achieved to at least some extent, representing an increase from 2002 (+17%) and 2004 (+7%).
- In response to another supplemental question, 64% of respondents were satisfied with their sense of belonging at TCC. This represented an increase of 17 percentage points from 2002 survey results and 3 points from 2004 results.

ANALYSIS OF RESPONDENTS ENROLLED DIRECTLY FROM HIGH SCHOOL

Tidewater Community College's Quality Enhancement Plan (QEP) is designed to improve learning for first-year students across targeted first-year student groups. The first of these groups is recent high school graduates. In an effort to inform the college's QEP, this study provides a more detailed analysis of respondents that entered TCC directly from high school.

Respondent Profile

- Twenty-two percent (22%) of respondents enrolled directly after high school and took courses at more than one campus, 4% lower than for all respondents. Consistency in services across campuses was perceived as important by 70% of respondents that enrolled directly from high school, which mirrored the perceptions of all respondents (70%).
- Sixty-five percent (65%) of respondents that enrolled at TCC directly after high school reported being employed over twenty hours per week, the same figure as that for all respondents.
- Seventy-five percent (75%) of respondents that enrolled directly after high school graduation enrolled as full-time students, 15% above the average of all respondents.
- Nearly half of all respondents (43%) had attended TCC for one year at the time of the survey and 24% had attended TCC for two years.
- While 42% of all respondents received financial aid, only 36% of respondents enrolled directly from high school received such aid.
- Fifty-nine percent (59%) of respondents who enrolled directly after high school indicated transfer as the primary purpose for attending TCC, which was 14% above the overall average. Twenty-two percent (22%) of recent high school graduates cited obtaining a two-year degree as their primary purpose, compared to 31% of all respondents. This is further substantiated by the large percentage of students who enroll at TCC and transfer to a four-year institution prior to completing their degree requirements.
- Eighty percent (80%) of respondents that enrolled directly after high school planned to transfer to a four-year college or university, which was 11% greater than the overall rate reported by all respondents.

College Impressions

As stated earlier in this report, the College Impressions section of the survey included items concerning students' perceptions of the college and motivating reasons for their enrollment. Perceptions of respondents that enrolled directly from high school were somewhat consistent with the overall perceptions of all respondents (see Table 10). While respondents that enrolled directly from high school cited similar reasons for attending such as low cost of attending and the ability to work while attending college, differentials of at least +5% were noted in nine of the twelve reasons. In fact, three items had differentials of at least +10%: advice of parents or relatives (+27%), advice of high school counselors or teachers (+16%), and the desire to be with friends (+11%). As anticipated, data suggests that recent high school graduates seriously consider the feedback provided by family and educators.

Reasons	2006		Difference
	High School	Overall	
Low cost of attending	92.42%	87.38%	5.04%
Offered the courses I wanted	78.91%	84.96%	-6.05%
Convenient location	82.17%	81.25%	0.92%
Could work while attending	85.16%	78.79%	6.37%
Good chance of personal success	74.42%	68.80%	5.62%
Good vocational or academic reputation	56.35%	59.22%	-2.87%
Liked the size of the college	51.59%	44.62%	6.97%
Availability of scholarship or financial aid	54.33%	47.42%	6.91%
Liked the social atmosphere	41.86%	33.25%	8.61%
Advice of parents or relatives	60.94%	34.19%	26.75%
Advice of high school counselor, teacher	34.40%	19.12%	15.28%
Wanted to be with friends	20.93%	10.20%	10.73%

Table 10: Reasons for Selecting TCC – Enrolled Directly from High School (2006)

Respondents who enrolled directly from high school had positive impressions of TCC, but these impressions were between 4% and 6% lower than those expressed by all respondents. Eighty-two percent (82%) of respondents enrolling directly from high school indicated that TCC was their first or second choice, which was a slightly lower figure than the 88% figure for all respondents. Sixty-six percent (66%) of recent high school graduates indicated that they would definitely or probably choose TCC again and 79% felt that the quality of education provided by TCC was excellent or good. These figures were 5% and 4%, respectively, below the college averages.

College Services

With few exceptions, responses of students enrolling directly from high school suggested that their usage rates of college services and programs were similar to those of all survey respondents (see Table 11). Respondents that enrolled directly from high school had similarly high usage rates of parking facilities and library/learning resources, but differentials of at least +5% were found in five of 16 services/programs. Three services/programs had usage differentials of at least +10%: cafeteria/food services (+13%), vocational guidance/career planning services (+12%), and academic advising/course planning services (+10%). These elevated usage rates by recent high school graduates, particularly for advising-related services, should be considered when designing the QEP orientation system for the recent high school graduate cohort.

College Services or Programs	2006		Difference
	High School	Overall	
Parking facilities and services	86.40%	84.29%	2.11%
Library/learning resources center facilities and services	83.46%	80.00%	3.46%
Academic advising/course planning services	73.44%	63.85%	9.59%
Computer services	73.81%	67.44%	6.37%
Financial aid services	45.31%	49.11%	-3.80%
Cafeteria/food services	50.00%	36.68%	13.32%
College orientation program	34.88%	30.13%	4.75%
Vocational guidance/career planning services	41.86%	29.62%	12.24%
College-sponsored tutorial services	20.00%	21.21%	-1.21%
Personal counseling services (for personal concerns and problems)	25.00%	20.72%	4.28%
College-sponsored social activities	14.50%	16.08%	-1.58%
Student employment services	9.85%	7.75%	2.10%
Cultural programs and activities	9.85%	10.78%	-0.93%
Credit by examination (CLEP, etc.)	10.77%	8.79%	1.98%
Job placement services	6.06%	5.49%	0.57%
Recreational and intramural programs and services	10.00%	8.82%	1.18%

Table 11: Use of College Services – Enrolled Directly from High School (2006)

Satisfaction rates varied marginally between all respondents and those that enrolled directly from high school (see Table 12). Satisfaction differentials of at least +5% were found in only three of the traditional services/programs and none of the internet-based services. Only one service had a satisfaction differential of at least +10%: cultural programs and activities (+10%). Compared to all respondents, those enrolling directly from high school expressed negative differentials of at least 10% with two services and programs: recreational and intramural programs (-11%) and parking (-10%). Respondents that enrolled directly from high school had similarly high satisfaction rates (at least 70%) with approximately half of the listed services and programs such as library/learning resources and nearly all of the internet-based services such as the ability to review and print a class schedule.

College Services or Programs	2006		Difference
	High School	Overall	
Library/learning resources center facilities and services	89.42%	90.13%	-0.71%
College-sponsored social activities	72.22%	75.93%	-3.71%
Computer services	85.39%	89.56%	-4.17%
Cultural programs and activities	90.91%	81.25%	9.66%
Recreational and intramural programs and services	54.55%	65.52%	-10.97%
College-sponsored tutorial services	83.33%	86.67%	-3.34%
College orientation program	60.47%	67.27%	-6.80%
Financial aid services	74.07%	67.93%	6.14%
Personal counseling services (for personal concerns and problems)	65.63%	63.29%	2.34%
Academic advising/course planning services	68.82%	68.02%	0.80%
Vocational guidance/career planning services	63.46%	63.16%	0.30%
Student employment services	72.73%	72.73%	0.00%
Credit by examination (CLEP, etc.)	50.00%	56.00%	-6.00%
Cafeteria/food services	64.52%	56.83%	7.69%
Parking facilities and services	49.06%	58.73%	-9.67%
Job placement services	57.14%	64.71%	-7.57%
(Internet-based services Supplemental Questions)*			
Review and print a class schedule	87.97%	90.82%	-2.85%
Enroll in a class	88.46%	89.49%	-1.03%
Obtain final grades	82.44%	84.96%	-2.52%
Pay tuition using a VISA or MasterCard	81.73%	81.01%	0.72%
Check the real-time course status and availability information	73.73%	75.07%	-1.34%
Review academic advisement plan	68.32%	68.20%	0.12%
Check financial aid award	63.83%	66.55%	-2.72%

Table 12: Satisfaction with Services for Students who Used Service – Enrolled Directly from High School (2006)

College Environment

Analysis of the 49 items listed in the six college environment areas yielded only three items with +/- 10% satisfaction rate differentials between all respondents and those who enrolled at TCC directly after high school (see Appendix D). Satisfaction with out-of-class availability of instructors was the only item with a substantial negative differential (-10%). In fact, only 60% of respondents were satisfied with their instructors' availability. Respondents who enrolled directly after high school expressed considerably more satisfaction with athletic facilities and student government (+12% and +10%, respectively) than overall respondents.

CONCLUSION

For over a decade, the ACT Student Opinion Survey has been used as a quality assurance indicator to determine student satisfaction with various and assorted services including academic issues, admission procedures, rules and policies, facilities, registration procedures, and other general concerns.

The data and findings contained in the 2004 ACT Student Opinion Survey Report, particularly about student advising during and after the in-take process, helped TCC identify the orientation system as the focus for its QEP. With the implementation of the enhanced orientation system for the first cohort (first-time, curricular-placed students enrolling directly from high school), the usage and satisfaction data from the 2006 survey can serve as benchmarks against which

progress can be measured. For instance, only 30% of respondents self-reported participation in the college orientation program, which represented a 2% decrease from 2004 and a 5% decrease from 1996. While vocational guidance/career planning had a similarly low usage rate (30%), this rate was a 3% increase from both 2004 and 1996. Although the usage rate for academic advising was twice as high as the rates for orientation and career planning, the rate was below 70% and represented a 9% decline from 2004 and a 7% decline from 1996. Benchmarking efforts could also include satisfaction rates. Satisfaction rates for many services and programs associated with an orientation system were below 70%; however, none were statistically significant when compared to the national averages.

When benchmarked against other colleges nationally, survey data suggests that TCC is indeed a national model of a comprehensive community college for the 21st Century. Satisfaction score averages for 10 items listed in the College Services section of the survey were at or above nationally-normed averages. In fact, the score average for computer services was statistically significant when compared to the national average. Analysis of the items in the six areas within the College Environment section also yielded similar findings. Within the academic subsection, satisfaction score averages for 10 of the 12 items were above national averages, three being statistically significant. Score averages for four of the five items in the admissions subsection were above national averages at statistically significant levels.

Although the only subsection having a majority of items below national averages was facilities, this area continues to be addressed by the college's unprecedented development in its physical infrastructure. According to the President's 2006-07 State of the College Address, "With capital projects completed, in progress, or authorized since 2000-01, the investment totals \$223 million and adds some 650,000 square feet of space." Most recently, the Roper Performing Arts Center at the Norfolk Campus and the Advanced Technology Center at the Virginia Beach Campus provided 39 additional classrooms and labs. Four more projects are anticipated in the coming year or two which will add 56 more state-of-the-art classrooms and labs: the Science Building at the Virginia Beach Campus, the Regional Automotive Technology Center as part of the Chesapeake Campus, and space for the Modeling and Simulation Program. In addition, the new Portsmouth Campus is expected to open in 2009, providing a state-of-the-art, 183,000 square foot home for the college's mother campus. The College also entered the early planning stages for a major renovation of the Blackwater Building, Phase One of the Regional Health Professions Center, and the Joint Library at the Virginia Beach Campus.

Longitudinal analysis revealed five survey items with double-digit increases in satisfaction ratings between 1996 and 2006: course content in major area of study (+14%), variety of courses offered (+11%), job placement services (+11%), college-sponsored tutorial services (+10%), and class size (+10%). These items are indicative of the college's focus on the teaching and learning process over the past ten years. Such items as supplemental instruction, student and faculty learning communities, and distributive teaching, learning, and services (DTLS) provide the support and resources for effective and appropriate learning experiences at TCC.

Although the College has achieved marked improvements across a number of academic-related areas, the decline in satisfaction with the quality of instruction in students' major areas of study from 91% in 1996 to 80% in 2006 illustrates the need for continued focus on the quality of instruction, particularly in light of the exponential growth of online courses. In addition, three advising-related items experienced double-digit declines in satisfaction over the same ten-year period. Satisfaction rates decreased for the perceived value of information provided by advisors (-23%), availability of advisors (-14%), and vocational guidance/career planning (-10%). Most likely, the declining satisfaction rates for these academic- and advising-related items reflect the college's struggle to meet the needs resulting from exponential growth in enrollment with less than adequate resources and larger-than-desired instructional loads by full-time faculty. However, improvement in these satisfaction rates are anticipated given the college's concerted efforts on enhancing its orientation system through its Quality Enhancement Plan and a renewed effort to improve student success.

Satisfaction rates for three other survey items decreased between 1996 and 2006: flexibility to design programs of study (-12%), veterans' services (-12%), and bookstore (-11%). The trend of declining satisfaction with the bookstore should be reversed with the opening of the Barnes & Noble Tidewater Community College Bookstores in 2007. In February 2007, the bookstores opened and began serving TCC students, faculty and the surrounding communities at each of the college's four campuses. Barnes & Noble also launched a new TCC bookstore website which allows students to purchase online a full range of textbooks, school supplies, apparel, and gift items. Added functionality enables students to select delivery locations and identify textbooks the bookstore will buy back each semester. In August 2007, Barnes & Noble and TCC opened a 28,000-square-foot academic superstore in MacArthur Center in downtown Norfolk. Once this superstore opens, the Portsmouth and Chesapeake locations will convert from bookstores to textbook distribution centers, open during peak book-buying periods, while the Virginia Beach store will remain open year round as a full-service college bookstore. Portsmouth and Chesapeake campuses will have kiosks open all year selling school supplies and incidentals. Following the opening of the MacArthur Center location, the Norfolk Campus bookstore will relocate to the academic superstore. In summary, one would expect substantial increases in respondents' satisfaction due to the enhanced and expanded services provided by this partnership.

APPENDIX A: Listing of Survey Items by Section and Year

Survey Items by Section	Year Asked				
	2006	2004	2002	1999	1996
Section I - Background Information					
A. Social Security Number	X	X	X	X	X
B. Age	X	X	X	X	X
C. Racial/Ethnic Group	X	X	X	X	X
D. For What Purpose Did You Enter This 2-Year College	X	X	X	X	X
E. Indicate Your Overall College Grade Average	X	X	X	X	X
F. Sex	X	X	X	X	X
G. Marital Status	X	X	X	X	X
H. Number Of Dependent Children	X	X	X	X	X
I. Indicate The Number Of Hours Per Week You Are Currently Employed	X	X	X	X	X
J. What Is Your Current Enrollment Status At This 2-Year College	X	X	X	X	X
K. Indicate The Number Of Years You Have Attended This College	X	X	X	X	X
L. Which Type Of Classes Do You Most Frequently Attend	X	X	X	X	X
M. Which Of The Following Was True For You At The Time You First Entered This 2-Year College	X	X	X	X	X
N. How Far From This 2-Year College Do You Currently Live	X	X	X	X	X
O. Do You Receive Any Type Of Federal, State, Or College-Sponsored Student Financial Aid	X	X	X	X	X
P. Indicate Your Current Area Of Study	X	X	X	X	X
Q. Indicate Your Occupational Choice	X	X	X	X	X
Section II - College Impressions	2006	2004	2002	1999	1996
A. Indicate Whether Each Of The Following Was A Major Reason, A Minor Reason, Or Not A Reason, That You Selected This Particular 2-Year College	X	X	X	X	X
Convenient Location	X	X	X	X	X
Offered the Courses I Wanted	X	X	X	X	X
Low Cost of Attending	X	X	X	X	X
Could Work While Attending	X	X	X	X	X
Good Vocational or Academic Reputation	X	X	X	X	X
Liked the Social Atmosphere	X	X	X	X	X
Liked the Size of the College	X	X	X	X	X
Good Chance of Personal Success	X	X	X	X	X
Availability of Scholarship or Financial Aid	X	X	X	X	X
Advice of Parents or Relatives	X	X	X	X	X
Advice of High School Counselor, Teacher, Principal, etc.	X	X	X	X	X
Wanted to Be with Friends	X	X	X	X	X
B. Indicate Your Rating Of This 2-Year College At The Time You Applied For Admission	X	X	X	X	X
C. If You Could Start College Over, Would You Choose To Attend This College	X	X	X	X	X
D. What Is Your Overall Impression Of The Quality Of Education At This 2-Year College	X	X	X	X	X
Section III - College Services	2006	2004	2002	1999	1996
For Each Service (Or Program) Listed Below, Indicate Whether Or Not You Have Used The Service And, If You Have Used The Service, Your Level Of Satisfaction With It	X	X	X	X	X

1. Academic advising/course planning services	X	X	X	X	X
2. Personal counseling services (for personal concerns and problems)	X	X	X	X	X
3. Vocational guidance/career planning services	X	X	X	X	X
4. Job placement services	X	X	X	X	X
5. Financial aid services	X	X	X	X	X
6. Recreational and intramural programs and services	X	X	X	X	X
7. Library/learning resources center facilities and services	X	X	X	X	X
8. Residential hall programs and services	X	X	X	X	X
9. Student health services	X	X	X	X	X
10. College-sponsored tutorial services	X	X	X	X	X
11. Student employment services	X	X	X	X	X
12. Cafeteria/food services	X	X	X	X	X
13. College-sponsored social activities	X	X	X	X	X
14. Cultural programs and activities	X	X	X	X	X
15. College orientation program	X	X	X	X	X
16. Credit by examination (CLEP, etc.)	X	X	X	X	X
17. Computer services	X	X	X	X	X
18. Parking facilities and services	X	X	X	X	X
19. Veterans services	X	X	X	X	X
20. Day care services	X	X	X	X	X
Section IV - College Environment	2006	2004	2002	1999	1996
Academic					
1. Testing/grading system	X	X	X	X	X
2. Course content in your major area of study	X	X	X	X	X
3. Quality of instruction in your major area of study	X	X	X	X	X
4. Out-of-class availability of your instructors	X	X	X	X	X
5. Attitude of the teaching staff toward students	X	X	X	X	X
6. Variety of courses offered at this 2-year college	X	X	X	X	X
7. Class size relative to the type of course	X	X	X	X	X
8. Flexibility to design your own program of study	X	X	X	X	X
9. Availability of your advisor	X	X	X	X	X
10. Value of the information provided by your advisor	X	X	X	X	X
11. Challenge offered by your program of study	X	X	X	X	X
12. Preparation you are receiving for your chosen occupation	X	X	X	X	X
Admissions					
13. General admissions/entry procedures	X	X	X	X	X
14. Accuracy of college information you received before enrolling	X	X	X	X	X
15. Availability of financial aid information prior to enrolling	X	X	X	X	X
16. Assistance provided by the college staff when you entered this college	X	X	X	X	X
17. College catalog/admissions publications	X	X	X	X	X
Rules & Policies					
18. Rules governing student conduct at this college	X	X	X	X	X
19. Student voice in college policies	X	X	X	X	X
20. Academic probation and suspension policies	X	X	X	X	X
21. Purposes for which student activity fees are used	X	X	X	X	X
22. Personal security/safety at this college	X	X	X	X	X

Facilities					
23. Classroom facilities	X	X	X	X	X
24. Industrial arts/shop facilities (woodworking, mechanical, etc.)	X	X	X	X	X
25. Business-training facilities/equipment (computers, typewriters, etc.)	X	X	X	X	X
26. Laboratory facilities	X	X	X	X	X
27. Athletic facilities	X	X	X	X	X
28. Study areas	X	X	X	X	X
29. Student community center/student union	X	X	X	X	X
30. College bookstore	X	X	X	X	X
31. Availability of adequate housing for students	X	X	X	X	X
32. General condition and appearance of the buildings and grounds	X	X	X	X	X
Registration					
33. General registration procedures	X	X	X	X	X
34. Availability of the courses you want at times you can take them	X	X	X	X	X
35. Academic calendar for this college (e.g., semester or quarter system)	X	X	X	X	X
36. Billing and fee payment procedures	X	X	X	X	X
General					
37. Concern for you as an individual	X	X	X	X	X
38. Attitude of the college nonteaching staff toward students	X	X	X	X	X
39. Racial harmony at this college	X	X	X	X	X
40. Opportunities for student employment	X	X	X	X	X
41. Opportunities for personal involvement in college activities	X	X	X	X	X
42. Student government	X	X	X	X	X
43. College media (college newspapers, campus radio, etc.)	X	X	X	X	X
44. This college in general	X	X	X	X	X
Section V - Additional Questions	2006	2004	2002	1999	1996
1. Campus at which you take most of your classes	X	X	X		
2. Do you usually take classes at more than one campus	X	X	X		
3. If yes, did you find consistency in services across campuses	X	X	X		
4. Which of the College's publications do you use most frequently	X	X	X		
5. I plan to transfer to another four-year college or university	X	X	X		
6. I currently volunteer in my community	X	X	X		
7. I have access to a computer outside of the college for my academic work	X	X	X	X	
8. I have access to the internet outside of the college for my academic work	X	X	X	X	
9. I received some type of learning assistance that is available to me outside of the classroom to help me in my coursework (e.g., tutoring, Math Lab, Writing Center, Supplemental Instruction)	X	X			
10. I am aware that Service Learning is available at TCC	X	X	X		
11. If you have enrolled in a distance learning course at TCC (e.g., online/internet, compressed video, telecourse), to what degree do you find distance learning courses as academically difficult as traditionally delivered courses (e.g., classroom)	X	X			
12. Check the real-time course status and availability information (satisfaction with internet use)	X	X			
13. Enroll in a class (satisfaction with internet use)	X	X			

14. Pay tuition using a VISA or MasterCard (satisfaction with internet use)	X	X		
15. Review and print a class schedule (satisfaction with internet use)	X	X		
16. Obtain final grades (satisfaction with internet use)	X	X		
17. Check financial aid award (satisfaction with internet use)	X	X		
18. Review academic advisement plan (satisfaction with internet use)	X	X		
19. Access to computers on campus (level of satisfaction)	X	X	X	X
20. Sense of belonging (level of satisfaction)	X	X	X	X
21. Convenience of registering for classes (level of satisfaction)	X	X	X	X
22. Ability to get needed information in this campus (level of satisfaction)	X	X	X	X
23. Information received from College Information Center (level of satisfaction)	X	X	X	X
24. Assistance received to help decide which field of study to pursue (level of satisfaction)	X	X	X	X
25. Computer assistance received from the Help Desk (level of satisfaction)	X	X		
26. Availability of diverse student activities at the campus/college (level of satisfaction)	X	X		
27. TCC adequately prepared me for the world of work or to continue my education	#30	X	X	
28. TCC helped me gain a better understanding of the basic political, economic, and religious values of American culture	#27	X	X	
29. TCC increased my knowledge and understanding of diverse cultural groups	X	X	X	
30. TCC increased my awareness of the impact of cultural values on determining gender roles	#28	X	X	

APPENDIX B: Comparison of Satisfaction Score Averages for College Services

College Services or Programs	Satisfaction Score Averages*					
	2004			2006		
	TCC Spring 2004	National Norm** 2001-03	TCC-Norm Difference 2004 ¹	TCC Spring 2006	National Norm*** 2002-05	TCC-Norm Difference 2006 ¹
Parking facilities and services	3.44	3.22	0.23^^	3.53	3.22	0.31^^
College-sponsored social activities	4.12	4.00	0.12	4.00	4.02	-0.02
Veterans services	4.17	4.08	0.08	4.30	4.10	0.19
Library/learning resources center facilities and services	4.29	4.21	0.08^	4.28	4.24	0.03
Computer services	4.27	4.19	0.08	4.33	4.23	0.10^
College orientation program	3.85	3.85	0.01	3.85	3.86	-0.01
Cultural programs and activities	4.03	4.08	-0.05	4.22	4.11	0.11
Recreational and intramural programs and services	3.95	4.03	-0.08	3.62	4.05	-0.43^
Financial aid services	3.80	3.90	-0.10	3.90	3.89	0.02
College-sponsored tutorial services	3.97	4.10	-0.13	4.15	4.12	0.03
Academic advising/course planning services	3.66	3.79	-0.13^	3.77	3.77	0.00
Cafeteria/food services	3.47	3.60	-0.13	3.51	3.61	-0.10
Personal counseling services (for personal concerns and problems)	3.72	3.89	-0.16	3.77	3.87	-0.10
Vocational guidance/career planning services	3.67	3.87	-0.20	3.69	3.84	-0.15
Credit by examination (CLEP, etc.)	3.63	3.87	-0.24	3.64	3.89	-0.25
Student employment services	3.39	3.86	-0.47	4.05	3.84	0.21
Job placement services	2.71	3.59	-0.88	3.59	3.59	0.00

* Satisfaction averages are computed using the following response codings: 5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied. "Does Not Apply" and blank responses are omitted.

** National normative data from community colleges with headcounts greater than 5,000 that administered the survey between January 1, 2001 and December 31, 2003.

*** National normative data from community colleges with headcounts greater than 5,000 that administered the survey between January 1, 2002 and March 31, 2005.

^ Statistically significant difference at the .05 level using two-tailed t-tests.

^^ Statistically significant difference at the .01 level using two-tailed t-tests.

^^^ Statistically significant difference at the .001 level using two-tailed t-tests.

¹ Rounding accounts for the difference.

APPENDIX C: Comparison of Satisfaction Score Averages for College Environment

College Environment	Satisfaction Score Averages*					
	2004			2006		
	TCC Spring 2004	National Norm** 2001-03	TCC-Norm Difference 2004 ¹	TCC Spring 2006	National Norm*** 2002-05	TCC-Norm Difference 2006 ¹
Academics						
Testing/grading system	4.03	3.93	0.10 ^{^^}	4.07	3.94	0.12 ^{^^^}
Flexibility to design your own program of study	3.95	3.91	0.04	4.04	3.92	0.12 ^{^^}
Variety of courses offered at this 2-year college	4.00	3.97	0.03	4.06	3.99	0.08
Class size relative to the type of course	4.17	4.17	0.00	4.25	4.19	0.06
Attitude of the teaching staff toward students	4.07	4.11	-0.04	4.18	4.13	0.04
Quality of instruction in your major area of study	3.97	4.02	-0.05	4.09	4.04	0.05
Out-of-class availability of your instructors	3.80	3.85	-0.05	3.88	3.86	0.01
Course content in your major area of study	3.91	3.97	-0.06	4.05	3.99	0.06
Challenge offered by your program of study	3.92	3.98	-0.06	4.00	3.98	0.02
Value of the information provided by your advisor	3.71	3.78	-0.07	3.68	3.76	-0.08
Preparation you are receiving for your chosen occupation	3.81	3.88	-0.07	3.99	3.89	0.10 [^]
Availability of your advisor	3.64	3.75	-0.11 [^]	3.69	3.73	-0.04
Admissions						
College catalog/admissions publications	4.04	3.98	0.06	4.06	3.98	0.09 [^]
Accuracy of college information you received before enrolling	3.84	3.80	0.04	3.94	3.83	0.11 ^{^^}
Availability of financial aid information prior to enrolling	3.68	3.65	0.03	3.79	3.65	0.14 ^{^^}
General admissions/entry procedures	3.84	3.81	0.03	3.93	3.84	0.09 [^]
Assistance provided by college staff when you entered this college	3.65	3.72	-0.07	3.68	3.74	-0.06
Rules and Policies						
Rules governing student conduct at this college	3.96	3.87	0.10 [^]	3.92	3.87	0.06
Academic probation and suspension policies	3.67	3.58	0.09 [^]	3.61	3.58	0.04
Purposes for which student activity fees are used	3.51	3.43	0.08 [^]	3.43	3.43	-0.00
Student voice in college policies	3.49	3.51	-0.02	3.51	3.52	-0.01
Personal security/safety at this college	3.80	3.85	-0.05	3.83	3.87	-0.03
Facilities						
Business-training facilities/equipment (computers, typewriters, etc.)	3.98	3.90	0.07	3.95	3.94	0.02
Laboratory facilities	3.87	3.85	0.02	3.75	3.85	-0.10 [^]
College bookstore	3.66	3.65	0.01	3.54	3.65	-0.11 [^]

¹ Rounding accounts for the difference.

College Environment	Satisfaction Score Averages*					
	2004			2006		
	TCC Spring 2004	National Norm** 2001-03	TCC-Norm Difference 2004 ¹	TCC Spring 2006	National Norm*** 2002-05	TCC-Norm Difference 2006 ¹
Study areas	3.93	3.93	0.01	3.90	3.95	-0.05
Classroom facilities	3.90	3.91	-0.01	3.87	3.92	-0.05
General condition and appearance of the buildings and grounds	3.91	3.96	-0.05	3.98	3.98	0.00
Industrial art/shop facilities (woodworking, mechanical, etc.)	3.44	3.59	-0.15 ^{^^}	3.49	3.62	-0.13 [^]
Student community center/student union	3.58	3.76	-0.19 ^{^^^}	3.60	3.77	-0.18 ^{^^^}
Athletic facilities	3.27	3.61	-0.33 ^{^^^}	3.30	3.62	-0.32 ^{^^^}
Registration						
Availability of the courses you want at times you can take them	3.61	3.53	0.08	3.73	3.54	0.20 ^{^^^}
General registration procedures	3.85	3.78	0.07	3.94	3.82	0.12 ^{^^}
Academic calendar for this college (e.g., semester or quarter system)	3.97	3.90	0.07 [^]	3.94	3.92	0.02
Billing and fee payment procedures	3.78	3.79	-0.01	3.81	3.79	0.02
General						
Opportunities for personal involvement in college activities	3.62	3.60	0.01	3.66	3.62	0.04
Student government	3.45	3.44	0.00	3.44	3.45	-0.00
Racial harmony at this college	3.87	3.88	-0.01	3.96	3.89	0.07
Campus media (college newspapers, campus radio, etc.)	3.50	3.51	-0.01	3.52	3.53	-0.01
This college in general	4.02	4.03	-0.01	4.07	4.05	0.02
Attitude of college nonteaching staff toward students	3.62	3.64	-0.02	3.69	3.67	0.02
Opportunities for student employment	3.46	3.51	-0.05	3.61	3.50	0.11 [^]
Concern for you as an individual	3.49	3.60	-0.11 ^{^^}	3.69	3.62	0.08

* Satisfaction averages are computed using the following response codings: 5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied. "Does Not Apply" and blank responses are omitted.

** National normative data from community colleges with headcounts greater than 5,000 that administered the survey between January 1, 2001 and December 31, 2003.

*** National normative data from community colleges with headcounts greater than 5,000 that administered the survey between January 1, 2002 and March 31, 2005.

[^] Statistically significant difference at the .05 level using two-tailed t-tests.

^{^^} Statistically significant difference at the .01 level using two-tailed t-tests.

^{^^^} Statistically significant difference at the .001 level using two-tailed t-tests.

¹ Rounding accounts for the difference.

APPENDIX D: Satisfaction with Services for Students who Used Service – Enrolled Directly from High School (2006)

College Services	2006		Difference
	High School	Overall	
Academics			
Library/learning resources center facilities and services	89.42%	90.13%	-0.71%
College-sponsored social activities	72.22%	75.93%	-3.71%
Computer services	85.39%	89.56%	-4.17%
Cultural programs and activities	90.91%	81.25%	9.66%
Recreational and intramural programs and services	54.55%	65.52%	-10.97%
College-sponsored tutorial services	83.33%	86.67%	-3.34%
College orientation program	60.47%	67.27%	-6.80%
Financial aid services	74.07%	67.93%	6.14%
Personal counseling services (for personal concerns and problems)	65.63%	63.29%	2.34%
Academic advising/course planning services	68.82%	68.02%	0.80%
Vocational guidance/career planning services	63.46%	63.16%	0.30%
Student employment services	72.73%	72.73%	0.00%
Credit by examination (CLEP, etc.)	50.00%	56.00%	-6.00%
Cafeteria/food services	64.52%	56.83%	7.69%
Parking facilities and services	49.06%	58.73%	-9.67%
Job placement services	57.14%	64.71%	-7.57%
Internet-based services Supplemental Questions Added in 2004			
Review and print a class schedule	87.97%	90.82%	-2.85%
Enroll in a class	88.46%	89.49%	-1.03%
Obtain final grades	82.44%	84.96%	-2.52%
Pay tuition using a VISA or MasterCard	81.73%	81.01%	0.72%
Check the real-time course status and availability information	73.73%	75.07%	-1.34%
Review academic advisement plan	68.32%	68.20%	0.12%
Check financial aid award	63.83%	66.55%	-2.72%
College Environment	2006		Difference
	High School	Overall	
Academics			
Quality of instruction in your major area of study	73.60%	80.10%	-6.50%
Attitude of the teaching staff toward students	76.52%	82.20%	-5.68%
Flexibility to design your own program of study	77.34%	75.85%	1.49%
Class size relative to the type of course	84.09%	86.35%	-2.26%
Preparation you are receiving for your chosen occupation	75.83%	75.07%	0.76%
Challenge offered by your program of study	75.59%	77.16%	-1.57%
Value of the information provided by your advisor	67.20%	61.86%	5.34%
Testing/grading system	78.79%	82.93%	-4.14%
Variety of courses offered at this 2-year college	80.62%	80.89%	-0.27%
Availability of your advisor	64.75%	60.68%	4.07%
Course content in your major area of study	76.56%	79.04%	-2.48%
Out-of-class availability of your instructors	60.00%	69.97%	-9.97%
Admissions			
College catalog/admissions publications	78.03%	80.65%	-2.62%
General admissions/entry procedures	72.31%	74.32%	-2.01%
Accuracy of college information you received before enrolling	77.10%	76.37%	0.73%
Availability of financial aid information prior to enrolling	66.96%	64.81%	2.15%

College Services	2006		Difference
	High School	Overall	
Assistance provided by the college staff when you entered this college	59.54%	60.26%	-0.72%
Rules and Policies			
Rules governing student conduct at this college	74.42%	73.79%	0.63%
Personal security/safety at this college	68.70%	67.25%	1.45%
Academic probation and suspension policies	58.88%	52.73%	6.15%
Purposes for which student activity fees are used	48.15%	42.41%	5.74%
Student voice in college policies	44.95%	44.61%	0.34%
Facilities			
Study areas	80.33%	73.37%	6.96%
Classroom facilities	74.24%	75.74%	-1.50%
General condition and appearance of the buildings and grounds	76.15%	76.46%	-0.31%
Business-training facilities/equipment (computers, typewriters, etc.)	75.00%	74.84%	0.16%
Laboratory facilities	74.07%	66.35%	7.72%
College bookstore	68.18%	60.55%	7.63%
Student community center/student union	58.02%	51.43%	6.59%
Industrial arts/shop facilities (woodworking, mechanical, etc.)	45.90%	41.95%	3.95%
Athletic facilities	47.89%	35.52%	12.37%
Registration			
Academic calendar for this college (e.g., semester or quarter system)	71.54%	74.75%	-3.21%
General registration procedures	76.92%	75.81%	1.11%
Billing and fee payment procedures	69.29%	69.70%	-0.41%
Availability of the courses you want at times you can take them	69.70%	66.67%	3.03%
General			
This college in general	77.69%	80.45%	-2.76%
Racial harmony at this college	75.61%	73.68%	1.93%
Attitude of the college non-teaching staff toward students	58.40%	59.73%	-1.33%
Opportunities for personal involvement in college activities	57.69%	53.92%	3.77%
Concern for you as an individual	59.84%	58.67%	1.17%
College media (college newspapers, campus radio, etc.)	53.00%	46.05%	6.95%
Opportunities for student employment	53.68%	49.43%	4.25%
Student government	49.41%	39.38%	10.03%

