LOS ANGELES
HARBOR COLLEGE

Spring 2012 Student Survey

RESULTS
This page intentionally left blank.
LOS ANGELES HARBOR COLLEGE

SPRING 2012 STUDENT SURVEY RESULTS

OFFICE OF INSTITUTIONAL EFFECTIVENESS

NOVEMBER 2012
BOARD OF TRUSTEES

Steve Veres, President
Tina Park, First Vice President
Nancy Pearlman, Second Vice President
Kelly Candaele
Mona Field
Miguel Santiago
Scott J. Svonkin
Steve Veres
Daniel Campos, Student Trustee

DISTRICT ADMINISTRATION

Dr. Daniel J. LaVista, Chancellor
Dr. Adriana D. Barrera, Deputy Chancellor
Dr. Yasmin Delahoussaye, Vice Chancellor for Educational Programs & Institutional Effectiveness
Dr. Felicito Cajayon, Vice Chancellor for Economic and Workforce Development
Jeanette Gordon, Chief Financial Officer/Treasurer
Camille A. Goulet, General Counsel
James D. O’Reilly, Executive Director, Facilities Planning and Development

COLLEGE ADMINISTRATION

Marvin Martinez, President
Luis M. Rosas, Vice President of Academic Affairs
Dr. Ann Tomlinson, Vice President of Administrative Services
Abbie L. Patterson, Vice President of Student Services
Nestor Tan, Associate Vice President of Administrative Services
Dr. Kristi V. Blackburn, Dean of Institutional Effectiveness
Leige C. Doffoney, Dean of Academic Affairs
Mark Wood, Dean of Academic Affairs
Sandra Sanchez, Dean of Economic & Workforce Development
David Ching, Dean of Admissions and Records & Evening Operations
Mercy Yanez, Associate Dean of EOP&S/CARE
Susan Rhi-Kleinert, Associate Dean of Grants Management & Resource Development
# Table of Contents

**ACKNOWLEDGEMENTS** .................................................. 6

**CAVEATS** .................................................................. 7

**INTRODUCTION** .......................................................... 7

**SPRING 2012 STUDENT SURVEY RESPONSES**

**DEMOGRAPHY & BACKGROUND** ................................. 8
  Age
  Ethnicity
  Gender
  Language
  Class Status
  Length of Stay in the U.S.
  Educational Level of Family Members
  Marital Status
  Dependents
  Disability

**GOALS & PLANS** .......................................................... 13
  Degree Objective
  Feeling about Attending College
  Problem with Reaching Academic Goals

**FINANCIAL RESOURCES** ............................................ 15
  Hours of Employment
  Changes to Employment Hours
  Eligibility for Financial Aid
  Cost of Text Books

**COUNSELING INFORMATION & SERVICES** ............ 18
  First Meeting with Counselor
  Educational Plan
  Frequency of Visit to Campus Services
  Satisfaction with Visit to Campus Services

**COLLEGE EXPERIENCE** .............................................. 22
  Student Participation
  Computer Use
  Interaction with Instructors
  Community and College Activity Participation
  Improved Abilities Due to College Experiences
  Additional Hours on Campus
  Student Involvement Opportunities on Campus
  College Educational Practices

**CAMPUS FACILITIES AND SERVICES** .................... 28

**COMMENTS** .............................................................. 29
  Highlights on What’s Best About LAHC
  Highlights on Suggested Changes to LAHC

**APPENDIX** ................................................................. 33
  LACCD Spring 2012 Student Survey
The Student Survey is a major undertaking and it takes the cooperation of the entire college. We would like to especially thank the faculty members for their support by taking class time and administering the survey:

Peter Aguilera  Lisa Gaydosh  Steven Morris  Ruben Vega
Karen Amano  Abraham Gill  Tissa Munasinghe  Randy Wade
Joachin Arias  Leonard Glover  Son Nguyen  Ann Warren
Jenny Arzaga  Steven Goomas  Susan Nowinski  Jontae Watkins
Juan Baez  Wallace Graves  David O’Shaughnessy  Nancy Webber
William Barlow  Laura Gray  Michael Oates  Robert Weber
Cassandra Betts  Jean Grooms  Joneen Ohlaker  Glenn Weiss
Allison Boyce  Michael Hiscocks  William Ohm  Russ Whiting
Bonnie Burstein  Fredrick Ho  Laxmi Pandey  Aileen Wilson
Albert Campbell  Wendy Hoole  Joyce Parker  Susan Yoder
Katherine Campbell  Jeffrey Hoppenstand  Jane Pavlina  
Daisy Carr  Delores Hudson  Brett Peabody  
King Carter  Basil Ibe  Mona Reddick  
James Carver  Gail Jacobs  Michael Reid  
John Corbally  Maritza Jimenez  Melanie Renfrew  
Christina Couroux  George Judd  Delia Renteria  
Catherine Crouch  Daniel Keller  Jeffrey Rigby  
Anjanette Crum  Shazia Khan  Rey Rojo  
Charles Davis  Stacy Komai  Zahra Romero  
Giovanni Delrosario  Doc Le  Farzaneh Saddigh  
Deanna Drew  Donald Lechman  Stanley Sandell  
Denise Dumars  Ronald Linden  Richard Sibner  
Claudio Egalon  William Loitserman  Alicia Sichan  
Michael Eula  Frank Ma  Byron Smith  
Claude Fiddler  John Mack  Kent Stoddart  
Robyn Fishman  Dee Masters  Jack Thomas  
Michael Fradkin  Jay McCafferty  Leslie Trujillo  
Beverly Fridley  Timothy Mccord  Kisha Turner  
Barbara Gallardo  Paul Mcleod  Theresa Ursic  
James Garcia  Gary Miller  Kym Valvieja  

We would also like to thank Mr. Maury Pearl of the District Office and his staff for sampling and coordinating with all the nine colleges; Ken Roberts and the mailroom staff for the distribution and collection; the Economic and Workforce Development student assistants; and Learning Assistance Center staff for assisting with the survey clean-up.
INTRODUCTION

Los Angeles Harbor College participated in the Los Angeles Community College District-wide Student Survey in the spring of 2012. This survey is conducted biennially. It is an important resource to gain a better understanding of current and specific needs of our students as well as provide data for grants, program review, and other assessment needs.

About 5,000 surveys were distributed to 143 credit sections. Outreach classes, non-revenue generating sections, work experience, and cooperative education were excluded. Interest in specific occupational areas, highest level of education in the family, financial aid, and changes in the number of work hours were among the new questions included in this survey.

The main sections were Goals and Plans; Background; Financial Resources; Counseling Information and Services; College Experiences; and Campus Facilities and Services.

This report summarizes the responses from 2,928 students.

CAVEATS

The survey was conducted during March 2012 so any activities that have occurred after that period are not be reflected in the results.

The survey sampled sections of students, not students directly. Because of this, there is a possibility that the sample is not as representative as a sample of students would be. To correct for this, we have used a weighting procedure developed by the LACCD Research Office.

The following types of classes were excluded from the survey:

- Outreach classes—at the time the survey was conducted, many of these classes were not in session
- Non-revenue generating sections (contract education/grant paid sections)
- Work Experience and Cooperative Education

Students who chose not to respond to certain questions were included in the “No Response” percentages. However, those who stopped responding to subsequent items were deleted from the calculations.

Harbor College also surveyed our online population.

The sampling error of the survey is ± 5%.

The response rate was 84%.
The table below shows demographic comparison of those who responded to the survey and the fall 2011 student population.

The age groups of the 25-34 and 35 and over were slightly under represented. Conversely, the less than 20 and 20-24 groups were slightly over represented. Thus affecting the average age of respondents of 24.8 years old, compared to the college population of 26.2 years old.

Similar to the college-wide population, Hispanics comprised the majority (50.6%) of respondents, followed by Asian (15.8%), White (15.0%), and African American (13.2%). Unknown and Decline to State categories were excluded.

Fifty-five percent of respondents were female and 45.0% were male, while the entire student body comprised of 57.8% females and 42.2% males.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011 Student Population</th>
<th>Spring 2012 Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>31.2%</td>
<td>37.8%</td>
</tr>
<tr>
<td>20-24</td>
<td>34.2%</td>
<td>36.1%</td>
</tr>
<tr>
<td>25-34</td>
<td>20.1%</td>
<td>16.1%</td>
</tr>
<tr>
<td>35 and over</td>
<td>20.1%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Average Age</td>
<td>26.2</td>
<td>24.8</td>
</tr>
<tr>
<td><strong>ETHNICITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>17.1%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>16.2%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48.8%</td>
<td>50.6%</td>
</tr>
<tr>
<td>White</td>
<td>16.4%</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>57.8%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Male</td>
<td>42.2%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>
Most (86.6%) of those surveyed claimed English as their primary language; Spanish as second (8.9%), and Filipino (2.0%) as the third primary language.

Fifty-four percent of respondents were continuing students and another 18% were first time students.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Fall 2011 Student Population Percent</th>
<th>Spring 2012 Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>86.4%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>9.0%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Korean</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Farsi</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Armenian</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATUS</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent High School Student</td>
<td>3.3%</td>
</tr>
<tr>
<td>First Time Student</td>
<td>18.0%</td>
</tr>
<tr>
<td>Former Concurrent Student This College</td>
<td>3.1%</td>
</tr>
<tr>
<td>Former Concurrent Student Another College</td>
<td>0.8%</td>
</tr>
<tr>
<td>New Transfer</td>
<td>9.9%</td>
</tr>
<tr>
<td>Continuing Student</td>
<td>53.5%</td>
</tr>
<tr>
<td>Returning Student</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
Any student whose parents never enrolled in postsecondary education is considered a first generation college student. There were 1,104 or 37.7% who placed in this category.
STUDENT DEMOGRAPHY AND BACKGROUND

Table 1.f

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>85.1%</td>
</tr>
<tr>
<td>Married or domestic partner</td>
<td>11.5%</td>
</tr>
<tr>
<td>No response</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Table 1.g

<table>
<thead>
<tr>
<th>Do you have dependent children?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No/No Response</td>
<td>70.7%</td>
</tr>
<tr>
<td>Yes, 5 years old or younger</td>
<td>11.2%</td>
</tr>
<tr>
<td>Yes, 6-18 years old</td>
<td>10.8%</td>
</tr>
<tr>
<td>Yes, over 18 years old</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Table 1.h

<table>
<thead>
<tr>
<th>Number of dependent children</th>
<th>Marital Status: Single</th>
<th>Marital Status: Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>With dependent children 18 years old or younger</td>
<td>12.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>No Children</td>
<td>70.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>With Children</td>
<td>14.8%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Total</td>
<td>85.1%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
Table 1.1

<table>
<thead>
<tr>
<th>If you have a disability, have you informed the Disabled Students Office?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5.4%</td>
</tr>
<tr>
<td>No</td>
<td>5.8%</td>
</tr>
<tr>
<td>No disability</td>
<td>99.8%</td>
</tr>
<tr>
<td>No response</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

- Respondents were largely single (85.1%).
- Most (70.7%) had no dependent children.
- Of those who had children 18 years old or younger, 12.3% were single parents.
- About 11% have some kind of a disability and only half of them have sought help from the Disabled Students Office.
### Table 2.a

<table>
<thead>
<tr>
<th>What is the highest degree or certificate that you ever intend to obtain?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or GED</td>
<td>23.0%</td>
</tr>
<tr>
<td>Certificate in a vocational program</td>
<td>2.7%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>6.8%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>20.5%</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>25.4%</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>6.7%</td>
</tr>
<tr>
<td>Academic Doctorate</td>
<td>7.6%</td>
</tr>
<tr>
<td>Not seeking Degree/Certificate or already have</td>
<td>0.3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5.7%</td>
</tr>
<tr>
<td>No Response</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

### Table 2.b

<table>
<thead>
<tr>
<th>How do you feel about attending college?</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a college student is very important to me</td>
<td>76.8%</td>
<td>18.5%</td>
<td>0.9%</td>
<td>1.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td>In my family, going to college is highly valued</td>
<td>58.5%</td>
<td>25.4%</td>
<td>4.2%</td>
<td>1.6%</td>
<td>10.3%</td>
</tr>
<tr>
<td>If I could find another way to achieve my goals I would not go to college</td>
<td>8.2%</td>
<td>18.5%</td>
<td>34.7%</td>
<td>27.9%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>
The top three educational goals were to obtain a Master’s Degree (25.4%), Bachelor’s Degree (20.5%), and high school diploma/GED (23.0%),

Most (62.6%) considered college education as valuable; and going to college as important to them and their family.

Students were asked about the factors that prevent them from succeeding in class. The top five moderate or major problems were:

- Financial factors (43.6%)
- Course availability (38.3%)
- Job obligations (33.4%)
- High school preparation (25.4%)
- Study skills (24.8%)
A little over half (51.1%) of our students were employed, with 11% working 40 hours a week or more and the rest (40%) as part-timers. The other 46.9% were not working.
Table 3.c

<table>
<thead>
<tr>
<th>Have you applied for federal financial aid?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, and I am eligible for financial aid</td>
<td>56.2%</td>
</tr>
<tr>
<td>Yes, but I am not eligible for financial aid</td>
<td>13.9%</td>
</tr>
<tr>
<td>No</td>
<td>28.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Figure 3.a

If you applied for federal financial aid, where or from whom did you get information about financial aid?

- From a high school counselor, 26%
- College orientation, 10%
- Government financial aid website, 9%
- College website, 11%
- College financial aid office, 20%
- Other source of information, 21%
- From a college counselor, 9%
- In a college class, 4%

- Over half (56.2%) have applied for and were eligible for financial aid.
- Financial aid information was mainly obtained from a high school counselor (26%), other source of information (21%), and the college financial aid office (20%).
- Thirteen percent of those who did not apply for aid said they did not think they would be eligible.
FINANCIAL RESOURCES

Table 3.d

<table>
<thead>
<tr>
<th>If you did not apply for financial aid, why not?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not think I would be eligible</td>
<td>13.1%</td>
</tr>
<tr>
<td>The application forms were too complicated</td>
<td>1.3%</td>
</tr>
<tr>
<td>I did not have the information about my family's income</td>
<td>1.2%</td>
</tr>
<tr>
<td>I did not want to reveal my family's income</td>
<td>0.1%</td>
</tr>
<tr>
<td>The money was not large enough to be worth the effort</td>
<td>0.6%</td>
</tr>
<tr>
<td>I don't like to receive public assistance</td>
<td>1.0%</td>
</tr>
<tr>
<td>I was not aware of financial aid opportunities</td>
<td>1.6%</td>
</tr>
<tr>
<td>I am an *AB 540 student</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other reason for not applying</td>
<td>10.5%</td>
</tr>
<tr>
<td>No response</td>
<td>68.4%</td>
</tr>
</tbody>
</table>

Table 3.e

<table>
<thead>
<tr>
<th>Are costs for textbooks a problem for you?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I take a fewer courses as a result</td>
<td>16.6%</td>
</tr>
<tr>
<td>Yes, I don’t buy all of the required books</td>
<td>22.4%</td>
</tr>
<tr>
<td>Yes, I delay buying books</td>
<td>28.9%</td>
</tr>
<tr>
<td>Yes, I don’t buy any books</td>
<td>2.4%</td>
</tr>
<tr>
<td>I rent one or more books</td>
<td>20.2%</td>
</tr>
<tr>
<td>No</td>
<td>25.2%</td>
</tr>
</tbody>
</table>

- Only one fourth of our students did not consider the cost of textbooks as a problem.
- Almost 30% delayed purchasing and another 22% did not buy all of the required textbooks.

*AB540 is a type of exemption from the payment of nonresident tuition for certain nonresident students who have attended high school in California and received a high school diploma or its equivalent.
When did you first meet with a college counselor? | Student Survey Percent
---|---
I have never met with a college counselor | 15.3%
Prior to my first semester of college | 39.4%
My first semester of college | 29.2%
My second semester of college | 6.5%
My second year of college | 5.1%
My third year of college or later | 2.7%
No Response | 1.7%

Do you have a formal educational plan (a recommended list of course to meet your educational goals) that was designed for you with a counselor? | Student Survey Percent
---|---
Yes | 56.9%
No | 28.1%
Not Sure | 12.9%
No Response | 2.1%

- Most (69%) students met with a counselor prior to or during their first semester of college, another 14% by their third year, and 15% have not had a chance to meet with one.
- While 83% of students have met with a counselor, 41% were either not sure or do not have a formal educational plan designed by a counselor.
Table 4.c

<table>
<thead>
<tr>
<th>Have you been able to follow the recommended list of courses in your educational plan?</th>
<th>Student Survey Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51.8%</td>
</tr>
<tr>
<td>No, some of the courses I need have not been offered when I can attend</td>
<td>10.9%</td>
</tr>
<tr>
<td>No, there has not been space in the classes I need</td>
<td>12.8%</td>
</tr>
<tr>
<td>No, I've changed my mind about my program or goals</td>
<td>3.7%</td>
</tr>
<tr>
<td>I do not have an educational plan</td>
<td>17.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

- Over half (51.8%) have been able to follow their educational plan.
- Only 11% cannot attend the recommended classes at the time they are offered.
- Nearly thirteen percent say space in the class has been an issue in completing their educational plan.
The five campus services used once or multiple times a semester were the Bookstore (84.9%), Library (73.6%), Admissions and Records (60.9%), Computer Labs (55.4%), and Financial Aid Office (49.2%).

The last six services on the list are not utilized by most students because there are certain eligibility requirements for services. For example, the Child Care Center is not used by over 90% of students because only 11% (see Table 1.h) indicate having children who are qualified for services (5 years old or younger).

The Veteran’s Office should expect an increase in use as more veterans enroll.
The top five services on campus where students were very satisfied with the services they received were the Library (49.2%), Bookstore (44.5%), Computer Labs (38.0%), Admissions and Records (37.8%), and Financial Aid Office (27.6%).

Overall, less than 5% are not satisfied with any given area.
Students were asked about their experiences at Harbor College as well as their interactions with their peers, classmates, and instructors. Almost 80% were active in class by asking questions and participating in class discussions. They also worked with others in class group settings. A majority (71%) discussed class ideas with others outside of class.

Almost all (91%) used a computer at home for school work.

Almost all (90%) used the Internet for college related transactions such as applying, registering, and checking grades.

Less than 40% interacted with their instructors regarding educational plans and class reading ideas.

Students also did not take advantage of instructor office hours. Sixty-six percent seldom or never visit instructors during office hours. This may be an area for further investigation—do students have time conflicts with instructor hours or do they not use them for other reasons?
### Table 5.b

<table>
<thead>
<tr>
<th>Activity</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a computer AT HOME to do school work</td>
<td>75.2%</td>
<td>15.7%</td>
<td>3.9%</td>
<td>3.4%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Use a computer AT WORK to do school work</td>
<td>15.8%</td>
<td>9.2%</td>
<td>7.0%</td>
<td>65.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Use a computer ON CAMPUS to do school work</td>
<td>29.3%</td>
<td>24.6%</td>
<td>15.4%</td>
<td>28.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Use the internet to do research for an assignment</td>
<td>70.9%</td>
<td>17.7%</td>
<td>4.0%</td>
<td>3.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Use email, instant messaging, texting, social media or other electronic methods to do work on an assignment with other students</td>
<td>44.1%</td>
<td>24.4%</td>
<td>14.4%</td>
<td>14.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Use email, instant messaging, texting, social media or other electronic methods to communicate with an instructor</td>
<td>32.0%</td>
<td>31.5%</td>
<td>19.0%</td>
<td>14.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Use a course website</td>
<td>35.3%</td>
<td>27.3%</td>
<td>15.6%</td>
<td>19.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Use the college website</td>
<td>39.1%</td>
<td>32.5%</td>
<td>15.0%</td>
<td>10.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Use the library website</td>
<td>22.5%</td>
<td>21.4%</td>
<td>20.5%</td>
<td>31.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Use the internet to apply, register, check grades, add or drop classes</td>
<td>73.2%</td>
<td>17.0%</td>
<td>4.1%</td>
<td>3.1%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

### Table 5.c

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talk about educational/career plans with an instructor</td>
<td>12.2%</td>
<td>24.5%</td>
<td>27.3%</td>
<td>33.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>I discuss ideas from my readings or classes with instructors outside of class</td>
<td>12.3%</td>
<td>21.2%</td>
<td>26.1%</td>
<td>37.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>I visit instructors during their office hours</td>
<td>8.2%</td>
<td>22.7%</td>
<td>29.5%</td>
<td>36.8%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
Forty-two percent of our students spent 1-5 hours a week to prepare for class and another 26% spent between 6-10 hours a week.

A fraction (12.7%) did not spend any of their time at college-sponsored events. The college may want to investigate the reasons why students are not participating in these college activities.

Family responsibility topped the list of activities our students spent their time on. Twenty-two percent spent 30 or more hours attending to family needs and responsibilities.
Based on their experiences at Harbor College, our students claimed to have very much or quite a bit improved their skills in several areas. The top five are: Learn Effectively On My Own (73%), Acquire a Broad General Education (71%), Think Critically and Analytically (70%), Work Effectively With Others (69%), and Understand Yourself (69%).

- Forty-three percent have gotten a job or advanced in their career.
- Sixty-four percent have more clear career goals.
- Sixty percent have further developed values/ethics as a result of attending Harbor.
- Fifty-five percent have adopted a healthier lifestyle.

<table>
<thead>
<tr>
<th>Table 5.f</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How much have your experiences at this college both in and out of class helped/improved your ability to do the following?</strong></td>
</tr>
<tr>
<td>Acquire a broad general education</td>
</tr>
<tr>
<td>Acquire a job or work-related knowledge and skills</td>
</tr>
<tr>
<td>Write clearly and effectively</td>
</tr>
<tr>
<td>Speak clearly and effectively</td>
</tr>
<tr>
<td>Think critically and analytically</td>
</tr>
<tr>
<td>Solve numerical problems</td>
</tr>
<tr>
<td>Use computers and other information and technology</td>
</tr>
<tr>
<td>Work effectively with others</td>
</tr>
<tr>
<td>Learn effectively on your own</td>
</tr>
<tr>
<td>Understand yourself</td>
</tr>
<tr>
<td>Understand people of other racial, cultural or ethnic backgrounds</td>
</tr>
<tr>
<td>Develop a personal code of values and ethics</td>
</tr>
<tr>
<td>Contribute to the welfare of our community</td>
</tr>
<tr>
<td>Develop clearer career goals</td>
</tr>
<tr>
<td>Get a job or advance your career</td>
</tr>
<tr>
<td>Set educational goals and monitor your progress</td>
</tr>
<tr>
<td>Adopt a healthier lifestyle</td>
</tr>
<tr>
<td>Appreciate the arts</td>
</tr>
</tbody>
</table>
Twenty-eight percent did not spend additional time on campus outside their class and campus employment time. Another 35% spent an additional three hours or less on campus for non-class related activities. This is reflective of Harbor as a commuter campus.

Although 63% were aware of opportunities for student involvement on campus, 32% did not know how to get involved.
### College Experiences

Table 5.i

<table>
<thead>
<tr>
<th>To what extent do you agree with the following statements about education practices at this college?</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Apply</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and reading materials are useful for the courses</td>
<td>40.2%</td>
<td>47.1%</td>
<td>5.4%</td>
<td>1.8%</td>
<td>1.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Grading practices in the courses are fair</td>
<td>29.1%</td>
<td>57.0%</td>
<td>6.7%</td>
<td>1.3%</td>
<td>0.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Tests cover the course material presented</td>
<td>30.7%</td>
<td>53.3%</td>
<td>7.8%</td>
<td>1.3%</td>
<td>0.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>The policies and penalties for cheating are provided and are followed</td>
<td>45.5%</td>
<td>42.3%</td>
<td>3.6%</td>
<td>1.0%</td>
<td>2.2%</td>
<td>5.4%</td>
</tr>
<tr>
<td>College publications clearly and adequately reflect the college's policies and procedures</td>
<td>36.7%</td>
<td>49.5%</td>
<td>4.8%</td>
<td>1.2%</td>
<td>2.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>(catalog, schedule of classes, website)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course syllabi that describe the course expectations and grading procedures are distributed</td>
<td>48.6%</td>
<td>41.6%</td>
<td>2.8%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Course syllabi are followed</td>
<td>41.8%</td>
<td>45.9%</td>
<td>4.1%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Student learning outcomes for my classes are presented or listed on course syllabi</td>
<td>44.5%</td>
<td>45.1%</td>
<td>3.2%</td>
<td>0.5%</td>
<td>0.9%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Instructors present data and information fairly and objectively</td>
<td>35.4%</td>
<td>49.8%</td>
<td>5.9%</td>
<td>1.4%</td>
<td>2.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>I would encourage others to attend this college</td>
<td>37.7%</td>
<td>50.2%</td>
<td>4.9%</td>
<td>1.0%</td>
<td>0.9%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

- For the most part, 90% or more of respondents agreed or strongly agreed with Harbor College's educational practices.
- Ninety percent said that the course syllabi are distributed and describe class expectations and grading procedures.
- Ninety percent strongly agreed or agreed that student learning outcomes are presented or listed in the course syllabi.
- Eighty-eight percent would encourage others to attend Harbor College.
Eighty-four percent agreed or strongly agreed about feeling safe and secure on campus.

With the West Parking Structure opening in Spring 2011, over 93% agreed or strongly agreed that the campus has sufficient parking. This is an improvement to the responses from the 2009 Student Survey where only 48% thought parking was adequate.

While 64% feel the campus has adequate lighting after dark, 23% would like to have more lighting at night.

About 80% agreed or strongly agreed that the buildings, grounds, and public areas on campus are clean and well maintained.

### Table 6.a

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Apply</th>
<th>No Response</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe and secure on this campus</td>
<td>31.0%</td>
<td>53.0%</td>
<td>8.8%</td>
<td>1.9%</td>
<td>0.8%</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>Campus buildings are clean and well maintained</td>
<td>26.3%</td>
<td>52.5%</td>
<td>12.0%</td>
<td>3.4%</td>
<td>1.1%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Food service on this campus is sufficient</td>
<td>18.0%</td>
<td>40.2%</td>
<td>12.0%</td>
<td>4.6%</td>
<td>20.0%</td>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td>The restrooms on this campus are clean and well maintained</td>
<td>19.0%</td>
<td>47.6%</td>
<td>18.3%</td>
<td>7.8%</td>
<td>2.2%</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>The grounds and public areas on this campus are clean and well maintained</td>
<td>23.6%</td>
<td>56.8%</td>
<td>10.8%</td>
<td>2.7%</td>
<td>1.3%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>The campus is free of safety hazards</td>
<td>22.1%</td>
<td>52.3%</td>
<td>13.4%</td>
<td>4.1%</td>
<td>2.6%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>The campus has adequate outside lighting after dark</td>
<td>20.0%</td>
<td>43.4%</td>
<td>17.2%</td>
<td>6.0%</td>
<td>8.2%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Sufficient parking is available on campus</td>
<td>26.6%</td>
<td>46.7%</td>
<td>10.5%</td>
<td>5.6%</td>
<td>5.5%</td>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td>The parking lots are safe, well lit, and well maintained</td>
<td>26.9%</td>
<td>50.0%</td>
<td>8.4%</td>
<td>3.7%</td>
<td>5.9%</td>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td>The college has made a good effort to reduce the impact of construction</td>
<td>24.9%</td>
<td>47.2%</td>
<td>14.8%</td>
<td>6.1%</td>
<td>2.2%</td>
<td>4.8%</td>
<td></td>
</tr>
</tbody>
</table>
Describe the one or two things you like BEST about this college:

Next, students were asked to describe one or two things they like best about Harbor College. Over 200 pages and 2,500 qualitative responses were received.

Respondents cited several things about the college they liked best. The figure below names those reasons and the number of times they were identified.

The top three areas students like most about Harbor College are the faculty and staff (32.8%), campus - buildings, technology, environment (30.4%), and services (14.7%).
Describe the one or two things you like BEST about this college:

Representative comments with high frequency:

**FACULTY AND STAFF**
- The teachers are down to earth and helpful.
- I like how friendly and helpful most instructors are, I also like how helpful the staff is regarding classes or financial aid.
- Good instructors, friendly staff
- Teachers are objective and use logic when teaching. Teachers make time for students. Great and informing lectures that can only apply to the real world. Cognitive thinking. Professors treat us as adults not children.

**BUILDINGS AND FACILITIES**
- It is very peaceful and a great place to study.
- Nice campus, very clean and organized.
- New buildings and equipment.
- This campus is small and has good atmosphere to study.
- Easily accessible, less crowded

**SERVICES**
- I like that they offer a lot of services for people that attend the college.
- Whenever you need information its available.
- You find help everywhere.
- It provides lots of helpful resources that I do not have and not able to get such as computers and tutors.

**OTHER COMMENTS**
- There is one thing I particularly love—the melting pot of different races, cultures and responsibilities.
- I like that even though I am still in high school I can take classes here, I also feel safe on campus far away from home.
- The culinary program makes great food for such reasonable prices. The instructors here are wonderfully involved and care for the students greatly.
- I feel like the classes I have taken have helped out only in my education, but my daily life.
- You can rent books if you don’t have the money to buy. That Harbor College has a lot of free programs for us if we can’t afford.
- There are always practice rooms available to me in the music building. Music instruments are encouraging.
Describe the one or two things you would most like to see CHANGED.

Finally, students were asked to describe one or two things they would most like to change at Harbor College. Over 250 pages and 2,700 qualitative responses were received.

Respondents cited several things about the college they would like to see changed. The figure below names those reasons and the number of times they were identified.

The top four areas students would like to see changed are the course offerings (24.7%), services (12.6%), facilities (11.3%), and construction (11.0%).
Describe the one or two things you would most like to see CHANGED.

Representative comments with high frequency:

**COURSE OFFERINGS**
- More online classes.
- Class availability.
- There are too many classes being cut.
- More English classes available.
- I would like to see more math and science classes offered.
- More lower level math classes.
- Adding more late evening classes.
- More PACE classes.
- Night classes in nursing.
- Have winter and summer sessions.

**BUILDINGS AND FACILITIES**
- Construction is a hassle, complicates getting to class.
- Less construction so there is more time to get to other classes.
- Too much construction during school hours.
- More people to direct you where classes are during the first days because construction makes everything confusing.
- I would like to see the construction finished.

**SERVICES**
- The library needs funding, it’s sad to see that there is no tape, paper clips, paper, or pens in the library.
- Math lab to be bigger with more ventilation.
- I would like to see the Spanish department offer more help to students.
- I would like to see more tutors for tutoring service.
- Online registration isn't very helpful and can be very time consuming.
- Updated information on the Web.
- Educational plan provided at registration once major is specified.
- The enrollment process is difficult especially for veterans who are trying to get benefits.
- Some offices needs to open longer hours.
- Taking placement test on the weekends after 6pm.
- More information about student services.
- I would like to be able to reach the information desk by telephone when I have a question.

**OTHER COMMENTS**
- Teachers who can relate to college students.
- Teachers who teach with more enthusiasm and passion. Teachers with less accents so we could understand them.
- There should be more counselors to talk to, and counselors should be able to give more time to their students.
- I would like to see campus events promoted more. I rarely hear about them, I would participate more of I knew more about them.
SPRING 2012 STUDENT SURVEY
Los Angeles Community Colleges
YOUR EXPERIENCES AND OPINIONS ARE IMPORTANT!

Please help your college to do a better job by telling us about your background and your experiences with the education that you are receiving. Your responses are strictly confidential. Results will be used only for institutional statistics and research.

Please read these instructions carefully. If you have questions, ask your instructor for help.

Write in your STUDENT IDENTIFICATION NUMBER, BIRTH DATE, CLASS SECTION NUMBER, and COLLEGE (the college where you are completing this survey) and darken the appropriate bubbles in Items I through IV. If you do not know your STUDENT IDENTIFICATION NUMBER, your instructor has a list of ID's for this class.

If you have completed this survey in another class, mark YES in Item V and give the survey to your instructor.

<table>
<thead>
<tr>
<th>I. STUDENT ID NUMBER</th>
<th>II. BIRTH DATE</th>
<th>III. SECTION NO.</th>
<th>IV. COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Which do you consider to be your primary college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>City ☐ Harbor ☐ Pierce ☐ Trade-Tech ☐ West LA ☐ Other ☐ East LA ☐ Mission ☐ Southwest ☐ Valley ☐ Other 2-year college ☐ Other UC ☐ Other community college/ university ☐</td>
</tr>
</tbody>
</table>

Now, please answer the questions below in terms of your experience at this college (the college where you are completing this survey).

Thank you very much.

A. Goals and Plans

1. In your lifetime, what is your highest educational goal? (Mark one only)

   - High school diploma or GED
   - Certificate in a vocational program
   - Associate degree
   - Bachelor's degree
   - Master's degree
   - Professional degree (M.D., Law, etc.)
   - Academic Doctorate (Ph.D., Ed.D.)
   - Not seeking a degree/certificate or already have one
   - Undecided

2. What is your educational goal at this college? (Mark one only)

   - High school diploma or GED
   - Certificate in a vocational program
   - Associate degree and preparation for transfer to a 4-year college
   - Associate degree only
   - Transfer preparation only
   - Not seeking a degree/certificate or already have one
   - Undecided

3. How do you feel about attending college? (Mark one response for each item)

   a. Being a college student is very important to me
   b. My family thinks going to college is highly valued
   c. If I could find another way to achieve my goals I would not go to college

4. Indicate the three occupational areas in which you are most interested. Pick one occupational area as your 1st choice, one for your 2nd choice, and one for your 3rd choice. (Only three bubbles in total should be filled in for this question)

   a. Agriculture, food, and natural resources
   b. Architecture and construction
   c. Arts, audio/visual technology, and communications
   d. Business and finance
   e. Education and training
   f. Government and public administration
   g. Health sciences
   h. Hospitality and tourism
   i. Information technology
   j. Law, public safety, corrections and security
   k. Manufacturing
   l. Marketing, sales and service
   m. Science, technology, engineering and mathematics
   n. Transportation, distribution and logistics

5. Have any of the following been a problem for you in succeeding in your classes? (Mark one response for each item)

   a. Quality of high school preparation in reading/writing
   b. Quality of high school preparation in math
   c. Study skills (e.g., note taking, test preparation)
   d. English is not my primary language
   e. Too much is expected by instructors
   f. Financial factors
   g. Job obligations
   h. Family obligations
   i. Course is not relevant to me
   j. Lack of motivation
   k. Other personal problems
   l. Unable to enroll into the classes I need

INSTRUCTIONS
- Please use a blue or black pen OR number 2 pencil ONLY.
- Make no stray marks
- Erase completely if change
- Fill response position completely
- Correct line: ☑
- Do not mark this area

2035597
B. Student Background

6. Choose the ONE response that most nearly describes the length of time you and your family have lived in the United States. (Mark one only)
   - I have lived in the US less than 5 years
   - I have lived in the US between 5 and 10 years
   - I was not born in this country, but I have lived here more than 10 years
   - I was born in this country, but both of my parents were not
   - I was born in this country and at least one of my parents was born here

11. What is the highest level of education that your family members have achieved? (Mark one term for each column)
   - Elementary school or less (grades 1-6)
   - Middle school (grades 7-8)
   - Some high school/secondary school but did not graduate
   - Completed high school/secondary school
   - Some college but no degree
   - Two-year college degree
   - Four-year college degree
   - Advanced degree (graduate or professional)

8. What is your marital status? (Mark one only)
   - Currently single
   - Married or domestic partnership

9. How many children in each of the following age groups do you have? (Mark one response for each age group)
   - 5 years old or younger
   - 6 to 18 years old
   - Over 18 years old

10. If you have a disability (such as a physical, medical, psychological, and/or learning disability), have you informed the college's Disabled Student Office? (Mark one only)
   - I do not have a disability
   - I have a disability but have not informed the Disabled Student Office
   - I have a disability and have informed the Disabled Student Office

11. Are you a veteran of the US Armed Forces?  Yes  No

C. Financial Resources

12. Did your parent(s) claim you as an income tax dependent in the most recent year? (Mark one only)
   - Yes
   - No
   - Don't know

13. What is your total family annual income, not including loans, grants or scholarships? (If answered yes in question 12, your total earnings are what you and your parents made together.) (Mark one only amount)
   - $0-$14,999
   - $15,000-$19,999
   - $20,000-$24,999
   - $25,000-$29,999
   - $30,000-$34,999
   - $35,000-$39,999
   - $40,000-$44,999
   - $45,000-$49,999
   - $50,000 or more

14. How many people are in the household (including yourself) reported in question 13? (Mark one number only)
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8

15. Are you currently employed? (Mark one only)
   - Yes, I work off campus
   - No, I don't work

16. How many hours per week do you currently work? (Mark one only)
   - 0-9 hours
   - 10-19 hours
   - 20-39 hours
   - 40-59 hours
   - 60 or more

17. Have your work hours changed over the past year? (Mark one only)
   - No change
   - Increased
   - Decreased
   - I was employed, now unemployed
   - I was unemployed, now employed

18. Are you currently employed on campus, how many hours per week do you work on campus? (Mark one only)
   - 11-20 hours
   - 1-10 hours
   - I do not work on campus

19. Are you receiving financial aid from any public assistance program (e.g., TANF/Calfresh, SSI, Temporary Assistance, or Section 8)?
   - Yes
   - No

20. Have you previously been (or are you currently) in foster care?
   - Yes
   - No

21. Have you applied for federal financial aid (i.e., did you complete the FAFSA)? (Mark one only)
   - Yes, and I am eligible for financial aid
   - Yes, but I am not eligible for financial aid
   - No

22. If you applied for federal financial aid, where or from whom did you get information about financial aid? (Mark all that apply)
   - From a high school counselor
   - From college orientation
   - In a college class
   - From a college campus
   - College financial aid office
   - College website
   - Government financial aid website
   - Other source of information

23. If you did not apply for federal financial aid, why not? (Mark one only - if you applied to question 26)
   - I did not think I would be eligible
   - The application forms were too complicated
   - I did not have the information about my family's income
   - I didn't want to reveal my family's income
   - The money was not large enough to be worth the effort
   - I didn't know how to receive public assistance
   - I was not aware of financial aid opportunities
   - I'm an ALL 500 student
   - Other reason for not applying

24. Are costs for textbooks a problem for you? (Mark one that applies)
   - Yes, I take fewer courses as a result
   - Yes, I don't buy all of the required books
   - Yes, I delay buying books
   - Yes, I don't buy any books
   - Yes, I rent one or more books

D. College Information and Services

25. When did you first meet with a college counselor? (Mark one only)
   - Prior to my first semester of college
   - My first semester of college
   - My second year of college
   - My third year of college or later

26. Do you have a formal educational plan (a recommended list of courses to meet your educational goals) that was designed for you with a counselor?
   - Yes
   - No
   - Not sure
27. Have you been able to follow the recommended list of
workshops in your educational plan? (Mark one only)
Yes  □
No. Some of the courses I need have not been offered
during the year.  □
No. These have not been offered in the classes I need.  □
No. I’ve changed my mind about my program or goals.  □
I do not have an educational plan  □

Please rate EACH of the college services listed below in terms of
the frequency with which you use the service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/Fiscal Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions/Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Placement Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College Counseling Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled Students Programs and Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalWORKERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans’ Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Students Program/Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please rate EACH of the college services listed below in terms of
your satisfaction with the service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/Fiscal Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions/Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Placement Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General College Counseling Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled Students Programs and Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalWORKERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans’ Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Students Program/Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. College Experiences

70. At this college, how often do you do each of the following? (Mark one response for each item)
   a. Ask questions or participate in class discussions  □
   b. Give a presentation or performance in class  □
   c. Work with other students in groups during class  □
   d. Work with others outside of class to prepare class assignments  □
   e. Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)  □
   f. Have serious conversations with students who offer, from you in terms of their religious beliefs, political opinions, or ethnic background  □
   g. Go to class unprepared  □
   h. Skip class  □

71. How often do you use a computer for each of the following activities? (Mark one response for each item)
   a. Use a computer AT HOME to do school work  □
   b. Use a computer AT SCHOOL to do school work  □
   c. Use a computer ON CAMPUS to do school work  □
   d. Use the Internet to do research for an assignment  □
   e. Use email, instant messaging, texting, social media or other electronic methods to communicate with an instructor  □
   f. Use email, instant messaging, texting, social media or other electronic methods to communicate with someone outside of the class  □
   g. Use the College website  □
   h. Use the Library website  □
   i. Use the Internet to apply, register, check grades, add or drop classes  □

72. How would you describe your interactions with instructors? (Mark one response for each item)
   a. 1 discuss educational or career plans with an instructor  □
   b. Discuss ideas from my readings or classes with instructors outside of class  □
   c. Visit instructors during their office hours  □

73. During your attendance at this college, have you done any of the following? (Mark Yes or No for each item)
   a. Participated in a community service project as a part of a class or through a student club  □
   b. Toured or aided other students (paid or voluntary)  □
   c. Attended a college sporting event (paid or voluntary)  □
   d. Attended a college club meeting  □
   e. Attended a college meeting  □

74. During the previous school week, how many hours did you spend in each of the following activities? (Mark one response for each item)
   a. Class preparation (studying, reading, writing, rehearsing, doing homework)  □
   b. Participation in college-sponsored activities (clubs, campus publications, student government, intercollegiate or intramural sports, etc.)  □
   c. Family responsibilities  □
   d. Commuting (to school and/or work)  □
   e. Socializing, watching TV, other recreation  □
75. How much have your experiences at this college both in and out of class helped/improved your ability to do the following? (Mark one response for each item)
   a. Acquire a broad general education ..................................................
   b. Acquire job or work-related knowledge and skills ........................
   c. Write clearly and effectively .........................................................
   d. Speak clearly and effectively .........................................................
   e. Think critically and analytically ....................................................
   f. Solve numerical problems ..........................................................
   g. Use computers and other information technology .........................
   h. Work effectively with others .........................................................
   i. Learn effectively on your own .....................................................
   j. Understand yourself ....................................................................
   k. Understand people of other racial, cultural or ethnic backgrounds
   l. Develop a personal code of values and ethics ...................................
   m. Contribute to the welfare of your community ...............................  
   n. Develop clear career goals ...........................................................
   o. Get a job or advance your career .................................................
   p. Set educational goals and monitor your progress .........................
   q. Adopt a healthier lifestyle ............................................................
   r. Appreciate the arts .......................................................................

76. Outside of class time and time spent in on-campus employment, how many hours per week do you spend on campus studying, using the library, and/or engaging in cultural and/or leisure activities? (Mark one any)
   None ..................................................................................................
   Three hours or less ...........................................................................
   Three to six hours ...........................................................................
   Six to nine hours ............................................................................
   Nine to twelve hours ....................................................................
   Twelve hours or more ....................................................................

77. To what extent do you agree with the following statements? (Mark one response for each item)
   a. I am aware of opportunities for involvement in student clubs and activities.
   b. I know how to bring forth an idea to college leadership to improve a practice, program, or service at the college.
   c. I know how to provide input on college decisions .......................  

78. To what extent do you agree with the following statements about educational practices at this college? (Mark one response for each item)
   a. Textbooks and reading materials are useful for the courses .........
   b. Grading practices in the courses are fair ..................................
   c. Tests cover the course material presented ............................... 
   d. The policies and penalties for cheating are provided and are followed .
   e. College publications clearly and adequately reflect the college's policies and procedures (catalog, schedule of classes, website) .
   f. Course syllabi that describe the course expectations and grading procedures are distributed .
   g. Course syllabi are followed ......................................................
   h. Student learning outcomes for my classes are presented or listed on course syllabi .
   i. Instructors distinguish between personal conviction and professionally accepted views in class ...
   j. Instructors present data and information fairly and objectively ...
   k. I would encourage others to attend this college ...........

F. Campus Facilities and Services

To what extent do you agree with the following statements about the facilities and services on this campus? (Mark one response for each item)
   79. I feel safe and secure on this campus ...........................................
   80. Campus buildings are clean and well maintained .....................
   81. Food service on this campus is sufficient ...................................
   82. The restrooms on this campus are clean and well maintained ....
   83. The grounds and public areas on this campus are clean and well maintained ...
   84. The campus is free of safety hazards ........................................
   85. The campus has adequate outside lighting, after dark ............
   86. Sufficient parking is available on campus ................................
   87. The parking lots are safe, well lit, and well maintained ..........
   88. The college has made a good effort to reduce the impact of construction on students ...

89. Please describe the one or two things you like best about this college.

90. Please describe the one or two things at this college that you would most like to see changed.

Thank you for participating in this survey.
This page intentionally left blank.