ED 325 170   JC 900 571

AUTHOR	Spicer, Scot L.
TITLE	Paths to Success, Volume II: Student Satisfaction with Support Services (Since the Implementation of "Matriculation").
INSTITUTION	Glendale Community Coll., CA. Planning and Research Office.
PUB DATE	Oct 90
NOTE	35p.; For volume I, see ED 312 021.
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Advising; *Ancillary School Services; Community Colleges; Counseling Effectiveness; Counseling Services; Longitudinal Studies; Outcomes of Treatment; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; School Orientation; School Surveys; *Student Attitudes; Student Characteristics; Student College Relationship; Student Personnel Services; Trend Analysis; Two Year Colleges; *Two Year College Students; Use Studies

ABSTRACT

In response to state directives related to the implementation of matriculation mandates, Spring Student Surveys have been conducted at Glendale Community College since 1986. The surveys are designed to: determine the level of student satisfaction with support services; seek evidence of the impact of matriculation funding on support services; evaluate orientation efforts; gauge the impact of counseling on student behavior; and assess the impact of the institution's commitment to non-discrimination in the provision of support services. Student opinions collected over the past five years have shown an increased recognition of, use of, and satisfaction with support services across all segments of the student population. Specifically, the following trends have been noted: (1) 1989 survey results showed an increase over previous years in recognition of and satisfaction with 16 of 17 support services, with only the admissions and records unit showing a percentage drop; (2) orientation activities were rated good or excellent by 60% of the 1989 respondents, compared with only 25% of the 1986 respondents; (3) the proportion of all students seeking counseling services increased significantly each year; (4) recognition and use of student services were lower among evening students, part-time students, and older students; (5) women were more likely than men to use the library and academic counseling services; and (6) satisfaction was highest among Armenian and Mexican students, and lowest among Korean students. (GFW)

Paths to Success, Volume II:

Student Satisfaction with Support Services

(Since the Implementation of "Matriculation")

by

Scot L. Spicer

October, 1990

Glendale Community College

PLANNING & RESEARCH OFFICE

SUMMARY

This is the second volume in a series of reports evaluating student success, student equity, and rigorous instructional standards at Glendale Community College. These reports fit into our fulfillment of matriculation mandates as set forth in AB3, Title 5 of the state Educational Code, and requirements established by the Board of Governors and the Chancellor's Matriculation Unit.

This volume relies on data collected through the college's *Spring Student Survey* to: 1) Determine the level of student satisfaction with support services, 2) to seek evidence of the impact of matriculation funding on support services, 3) to evaluate orientation efforts by the college, 4) to gauge the impact of counseling on student behavior; and 5) to assess the impact of the institution's commitment to non-discrimination in the provision of support services.

The opinions collected from students over the last five years show increased recognition of, use of, and satisfaction with support services across all segments of the student population with the implementation of matriculation. Student opinions also indicate that efforts made to upgrade orientation have been successful. Additionally, student expressions demonstrate the important role that counseling and the development of a student educational plan have relative to student behavior.

Finally, several other policy issues are addressed by the current research. Formulation of the student educational plan is strongly associated with use of support services. Student Development courses appear to be effective in orientation and, when combined with the formulation of the student educational plan, are an instrument for insuring equitable access to programs and services. Lastly, individual campus units need to be aware of satisfaction with their operations across various student populations.

TABLE OF CONTENTS

GRAPHS AND TABLES

Graphs

Tables

BACKGROUND

This paper presents information gathered through student surveys in response to state directives related to the implementation of the matriculation process. The intent of these "student satisfaction surveys" is not to be definitive on every aspect of the institution's effort to guide and serve students but, rather to: 1) Serve as a broad, general evaluation of effort; 2) support individual campus units' own collection of information and planning; and 3) suggest where specific institutional efforts -- additional research, promotional campaigns, and/or resource allocation -- need to be undertaken to extend service and to achieve institutional goals. The information provided reflects on the primary intent behind matriculation legislation, which was to define "institutional excellence" as the ability to provide access to education and to insure individual success for all of the state's residents.

Additionally of note, the 1986 Glendale Community College *Spring Student Survey* instrument has been adopted for use as part of the Matriculation Local Research Options Project (1989) commissioned by the Chancellor's Matriculation Unit as a method other California community colleges might choose to implement in meeting some of the mandates for matriculation evaluation.

METHODOLOGY

Design and Development of Survey Instrument

The initial *Spring Student Survey* questionnaire was developed in concert with the 1985-86 accreditation self study. Nine campus committees, organized to respond to individual standards within the accreditation self study guidelines, submitted items for the faculty, classified staff, and student surveys which were executed during the spring of 1986. While all committees submitted items, the Goals & Objectives and Student Services Committees were the most actively involved in the construction of the final student survey form. The 100 questions used in 1986, with some modifications and additions, constitute the basic item bank from which subsequent surveys have been drawn.

The study has been conducted as a classroom survey. After the 1986 survey, which was specifically related to accreditation, the *Spring Student Survey* was introduced as an annual event in 1988. Since that time the campus Matriculation Committee has acted as the oversight group for the project, although the primary goal of the survey has been to collect specific demographic and evaluation information for the Planning and Research Unit in its effort to evaluate the campus matriculation plan. The Dean of Instruction/Career Education and the Long Range Planning Committee have made information requests which have been included in subsequent surveys, and other campus committees are welcome to request inclusions.

Subjects

Selecting the appropriate sample of the student body has been aided by Data Processing who provided a profile of basic demographics by hour of enrollment on the campus. These characteristics included gender, ethnicity, age, and educational goals. With this information several possible combinations of days and hours to survey the

campus were selected. The survey times have been rotated each year, with the scheduling and actual survey response size for each year listed below:

Year	Day	Class Times	Sample Size
1986	Wednesday	11 a.m. & 7 p.m.	1,412
1988	Tuesday	9 a.m. & 7 p.m.	2,347
1989	Wednesday	11 a.m. & 7 p.m.	1,253
.1990	Tuesday	9 a.m. & 7 p.m.	2,208

In 1986, the hour length of the survey dissuaded some, particularly evening faculty, from participating. Similarly i.. 1989, the *Spring Student Survey* effort was complicated by two other classroom surveys conducted simultaneously (Vocational and ESL). Partly because evening faculty participation is not as consistent as day faculty, fulltime students have been consistently over sampled in each year. Overall, however, the samples have been quite good, and it is reasonable to suggest that the margin of error be estimated at that for a similarly sized typical random sample, namely in the range of 2 to 3 percent. For certain data, such as ethnicity, reports made to the campus from the survey use a weighted adjustment based on the age distribution of the entire student enrollment and the survey results. Because the survey is conducted in April of each year, non-persistent and non-retained students are not well represented and their problems and needs should be addressed in a separate effort.

Procedure

The President and other officers of the college have actively supported the project both at meetir.gs and by sending a letter requesting participation. Since 1986 the survey has taken less than twenty minutes to distribute, respond to, and collect, and does not disrupt classroom instruction for the entire class period. A brief one-page repcrt has been distributed annually to the faculty with informational highlights following the tabulation of the surveys.

In 1986, the 100 item survey took nearly an hour to complete and a scanable response sheet was used with pencils distributed along with the survey package. Since then, a shorter, 20 to 25 item fill-in format has been used to keep material costs down and to minimize the loss of instructional time. The fill-in data are entered into a campus mainframe data base by Planning and Research Unit staff.

Including Student Follow-up Projects

Survey questions to obtain basic demographic characteristics have been included in each survey as the basic survey design provides for anonymous response. Modification of the survey format in 1990 to obtain the student identification number, however, makes it possible to create a data base for follow-up studies. The 1990 survey included six questions developed in the course of a statewide vocational follow up project conducted for the Chancellor's Office by Walt Brooks. These questions are aimed at satisfying federal mandates for program effectiveness, while they can also be used for program improvement and labor-market studies. To incorporate these additional questions, the 1990 effort instituted "short" and "long" forms, with vocational and social science courses receiving the long form to provide a cross section of the campus' enrollment. This separate data set, which includes the student identifier, will be the basis for a longitudinal follow-up study to be initiated during the spring semesters of 1991 and 1992 on students from the 1990 sample who are no longer enrolled. The long form responses will be matched to student classroom, transfer, and vocational outcomes.

STUDENT SATISFACTION WITH SUPPORT SERVICES

The 1989 *Spring Student Survey* included a section comparing all campus support services through use of a unique recognition/satisfaction scale developed for the initial questionnaire. This section asks students to evaluate their experience with each of eighteen units using the following scale:

      (A) Have never heard of it
      (B) Heard of it, but have never used it
      (C) Have used it, but was not satisfied
      (D) Have used it, and found it helpful
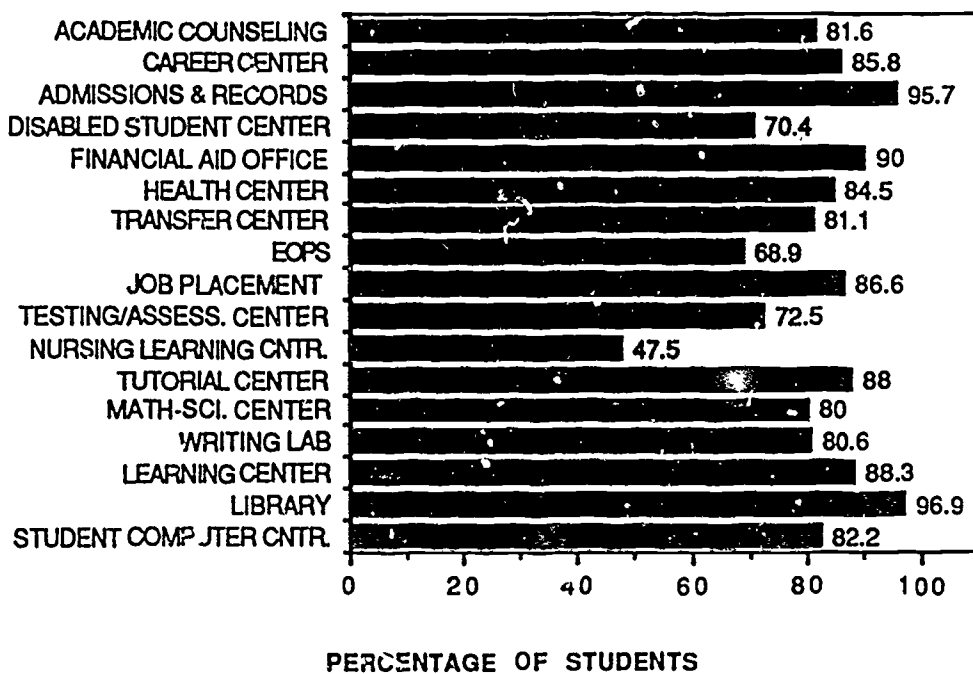   (E) Have used it, and found it very helpful ©

This scale incorporates recognition, use, and satisfaction indices. Responses in categories B through E "recognize" the service availability, responses in categories C, D, and E indicate that the student has "used" the service, and the ratio of D and E responses to the sum of C, D, and E responses provides a "satisfaction" index.

The overall evaluation by students certainly speaks well for the college even without an external standard. As more institutions around the state compile similar data, it may be possible to make more definitive statements as to the relative "success" of individual units in serving students at the college. Fortunately for Glendale Community College, we have a 1986 comparison, and in this regard, **every unit improved its recognition and satisfaction** responses with one exception which will be noted in the "Impact of Matriculation" section of this report.

Graph 1 on the next page compares the <u>recognition</u> comparisons for campus support services. The Adult Re-Entry unit does not have a 1989 rating due to a name change of that unit and subsequent error in the survey instrument. In 1986 this unit was called "New Horizons", the name also used on the 1989 survey form when the unit's correct title should have been "Adult Re-Entry". Consequently, over 65 percent

of the respondents had never heard of New Horizons, and less than 3 percent indicated that they had actually used the service. A majority of students who indicated use of the service had been on the campus long enough to remember the former name of the unit. Consequently, this instrument error actually reinforces the value of the data collected in that it shows that respondents were paying close attention to their responses on the questionnaire.
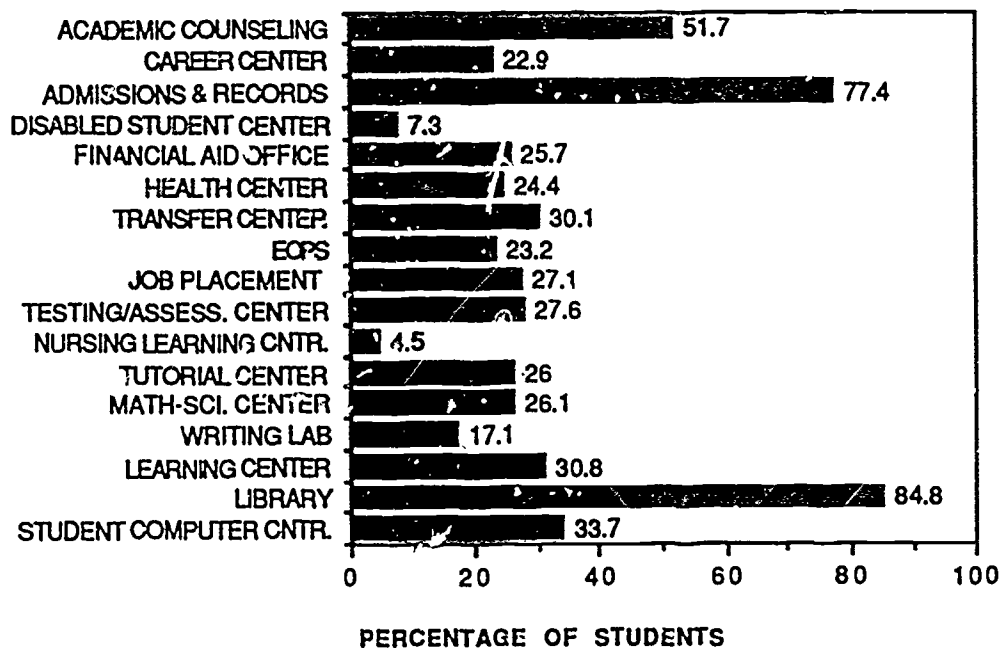
Graph 1:
RECCGNITION OF SUPPORT SERVICES -- 1969

Service	Percentage
ACADEMIC COUNSELING	81.6
CAREER CENTER	85.8
ADMISSIONS & RECORDS	95.7
DISABLED STUDENT CENTER	70.4
FINANCIAL AID OFFICE	90
HEALTH CENTER	84.5
TRANSFER CENTER	81.1
EOPS	68.9
JOB PLACEMENT	86.6
TESTING/ASSESS. CENTER	72.5
NURSING LEARNING CNTR.	47.5
TUTORIAL CENTER	88
MATH-SCI. CENTER	80
WRITING LAB	80.6
LEARNING CENTER	88.3
LIBRARY	96.9
STUDENT COMPUTER CNTR.	82.2

Scale: 0   20   40   60   80   100

PERCENTAGE OF STUDENTS

It seems reasonable that awareness of certain services would vary. For example, the Nursing Learning Center is on the Montrose satellite campus for use by a specific program; likewise the Disabled Student Center and EOPS (Extended Opportunity Program and Services) units are not expected to serve the entire campus population. These trends are further reflected in the use comparison in Graph 2 on the next page. Regardless of the target group of students, the consistency of commitment by certificated and classified staff to serve student needs can be documented through the comparison of satisfaction ratios for each service unit as shown in Graph 3, also on the next page.
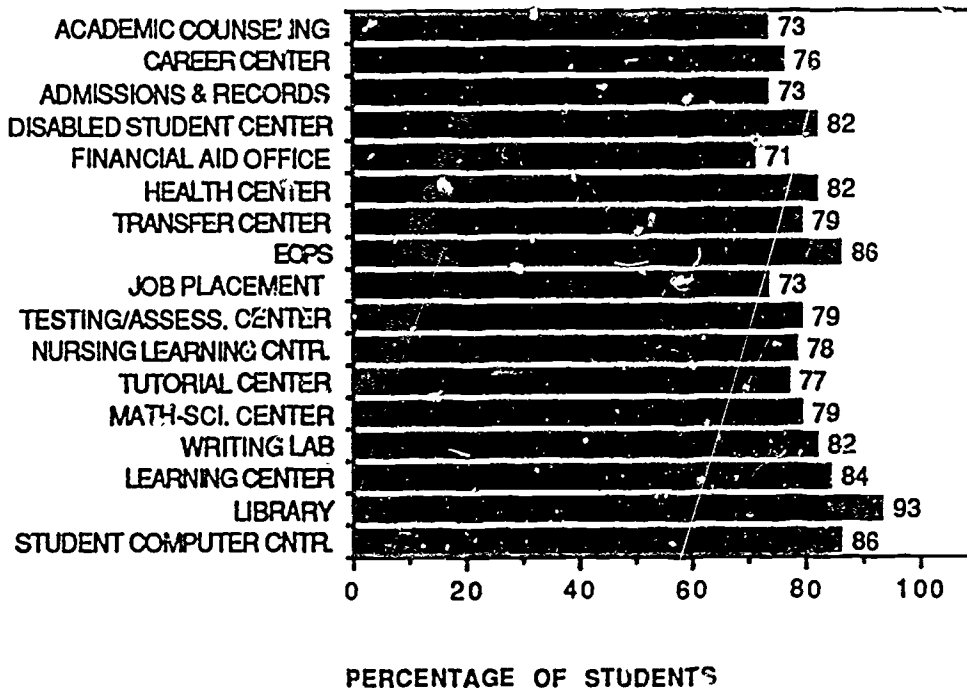
6

11

Graph 2:

USE OF SUPPORT SERVICES -- 1989

Service	Percentage
ACADEMIC COUNSELING	51.7
CAREER CENTER	22.9
ADMISSIONS & RECORDS	77.4
DISABLED STUDENT CENTER	7.3
FINANCIAL AID OFFICE	25.7
HEALTH CENTER	24.4
TRANSFER CENTER	30.1
EOPS	23.2
JOB PLACEMENT	27.1
TESTING/ASSESS. CENTER	27.6
NURSING LEARNING CNTR.	4.5
TUTORIAL CENTER	26
MATH-SCI. CENTER	26.1
WRITING LAB	17.1
LEARNING CENTER	30.8
LIBRARY	84.8
STUDENT COMPUTER CNTR.	33.7

PERCENTAGE OF STUDENTS

Graph 3:

SATISFACTION RATIO FOR SUPPORT SERVICES -- 1989

| Service	Percentage
ACADEMIC COUNSELING	73
CAREER CENTER	76
ADMISSIONS & RECORDS	73
DISABLED STUDENT CENTER	82
FINANCIAL AID OFFICE	71
HEALTH CENTER	82
TRANSFER CENTER	79
EOPS	86
JOB PLACEMENT	73
TESTING/ASSESS. CENTER	79
NURSING LEARNING CNTR.	78
TUTORIAL CENTER	77
MATH-SCI. CENTER	79
WRITING LAB	82
LEARNING CENTER	84
LIBRARY	93
STUDENT COMPUTER CNTR.	86

PERCENTAGE OF STUDENTS

IMPACT OF MATRICULATION

Demonstrating matriculation's impact on student behavior and student outcomes was a major concern of both the legislature and the college in the implementation of the matriculation plan. In the 1987-88 year, matriculation was funded at 2ს percent of the estimated need by the legislature, while in 1988-39 the funding increased to 60 percent. For 1989-90, the funding reached the 100 percent level of support then considered necessary for full implementation. This additional support went toward the improvement of support services in the form of new programs or additional staffing. The college can not yet match an individual's use of student services with that individual's educational outcomes, but this will soon be possible with the introduction of magnetic student identification cards. We can, however, evaluate student recognition, use, and satisfaction with support services. In this regard, there were definite and across-the-board increases between 1986 and 1989 in recognition, use, and satisfaction with student support services as recorded by the annual *Spring Student Surveys*.

This section highlights some of the results obtained at the college by comparing results from the recognition/satisfaction questions on the 1986 and 1989 annual survey efforts to a: ⁀ the effects of the college matriculation plan. As previously noted, the instrument gives students several choices with respect to their knowledge of or use of various campus services. These choices have been manipulated into three primary evaluations of the units: "Recognition" is the percentage of students acknowledging awareness of the service unit; "Use" is the percentage of students stating thaდ they have used the service; and "Satisfaction" is the ratio of positive experiences among all users of the service.

As the graph on the next page indicates, the college Library is the "champ" when it ᠈omes to recognition, use, and satisfaction. All support services can aspire to this performance, but in all fairness, the basic nature of "support" services is that they

address targeted populations with fairly well defined needs. Consequently, most support service: will not achieve the recognition and use of the Library, but the satisfaction ratio is a reasonable target for all units to achieve.

Graph 4:
CAMPUS LIBRARY

PERCENTAGE

|					
1986	1989	1986	1989	1986	1989
Recognition		Use		Satisfaction	
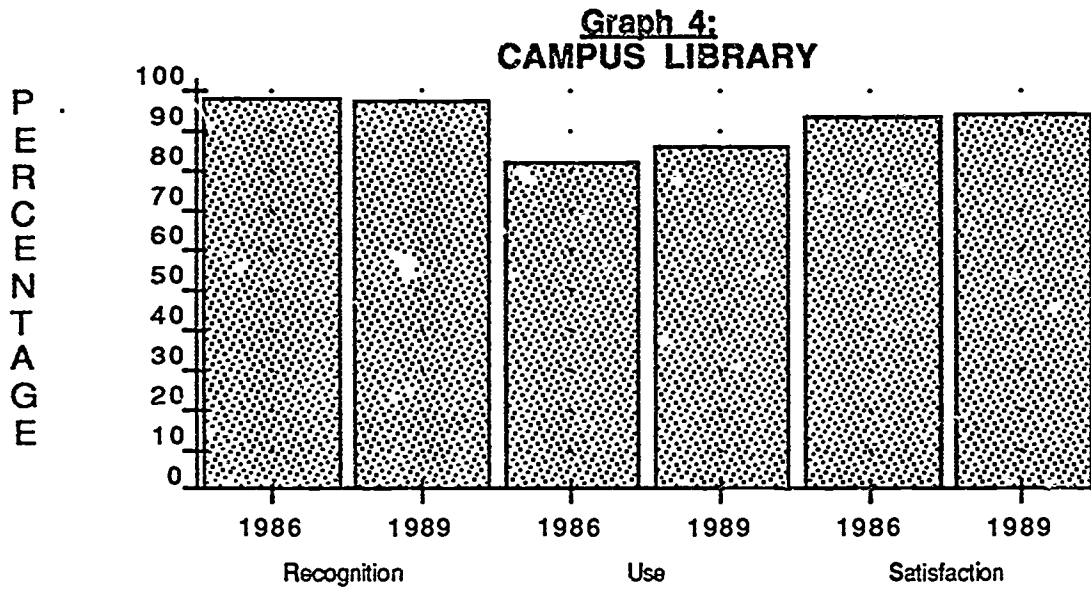
The Transfer Center was established in an out-of-the-way setting during the semester before the initial 1986 survey. Consequently, a low initial rating in 1986 compared to the dynamic increases in reported recognition, use, and satisfaction in 1989 suggest a rather successful effort to serve students, making this unit the "star" performer for the period in terms of absolute gains on the ratings as demonstrated in the graph on the next page. As a particular measure of the impact of matriculation -- the institutional effort to coordinate services and work towards assisting students in making and achieving educational and personal goals -- this performance speaks well for the college.

Graph 5:
TRANSFER CENTER

	Recognition		Use		Satisfaction	
	1986	1989	1986	1989	1986	1989
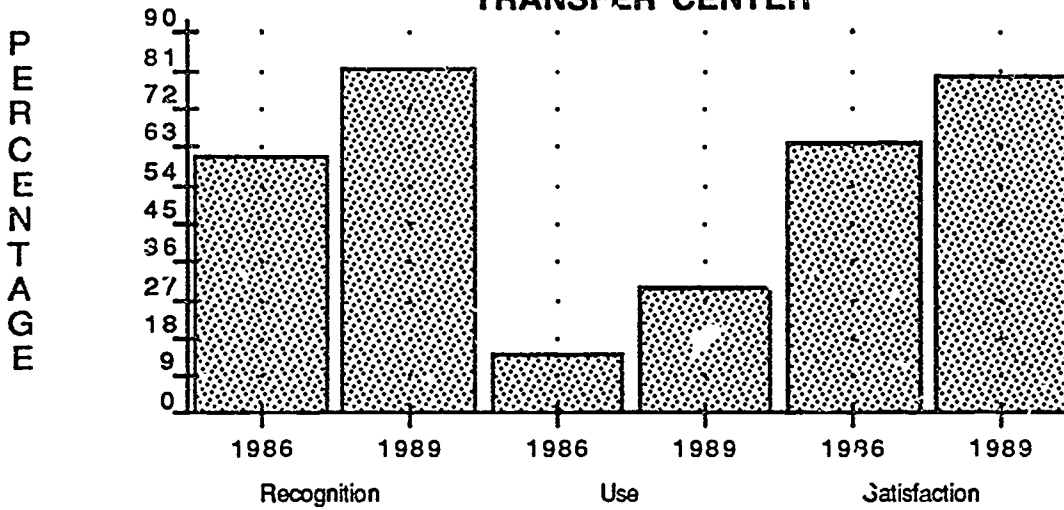
The <u>only</u> support unit included on the 1986 and 1989 surveys to have a decline in its satisfaction ratio was Admissions & Records. The nine percentage point drop evidenced by the graph below does exceed the margin of error adjustment and thus points to an actual decline in student satisfaction with the unit. In fairness to the Admissions & Records unit, this particular evaluation does not reflect all the information collected about their service. For example, on the 1986 and 1988 surveys, students were asked about registration time. The typical (median) time to register for

Graph 6:
ADMISSIONS & RECORDS

	Recognition		Use		Satisfaction	
	1986	1989	1986	1989	1986	1989
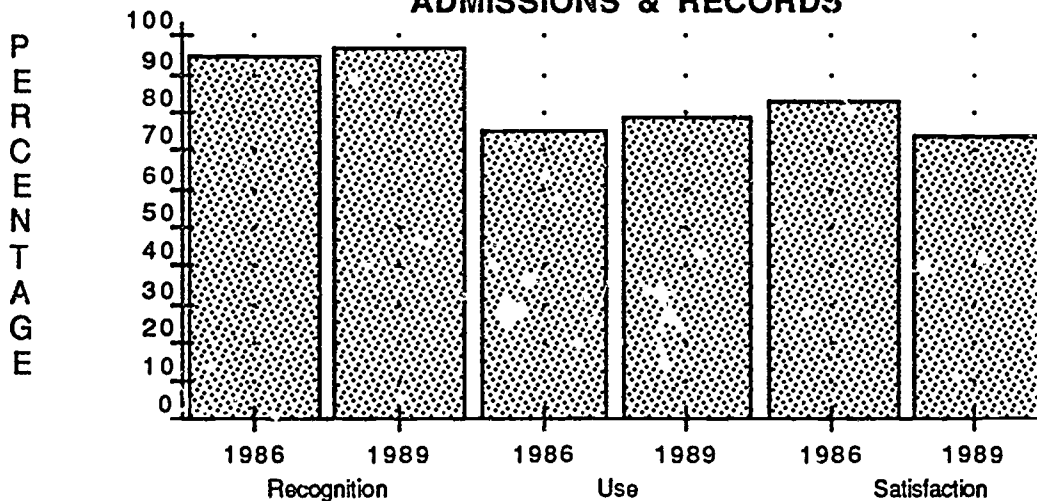
spring of 1988 dropped at least 10 minutes from 1986, and 72 percent of the students rated the (then) new (spring 1989) pre-registration period in December as "good" or "excellent". Mail-in registration and other efforts since have sought to improve the ability of the unit to serve people. On the other hand, a number of desired automation projects and efforts have not been brought to fruition.

Because most of the campus support service units are more specialized than Admissions & Records, the recognition/satisfaction questio. s about this area should probably be expanded to specifically address admissions, registration, transcript assistance, and drop and add functions. By making the reference more specific, the information will be more helpful for the unit to target areas for improvement. Additionally, creating student focus groups to discuss services and their needs relative to the functions of the unit would allow for a comprehensive evaluation of the unit.

Likewise, in fairness to everyone, a high satisfaction rating may prove particularly difficult for units which cannot truly control the outcome of the process they handle. For example, the Job Placement Center may work very hard for listings of available work, but an economic downturn may make job availability so sparse that most students will leave disappointed. Similarly, the Financial Aid unit has served more students each year, but it also recognizes that there has been more unmet need each year. Finally, it should also be noted that unit use can be a function of class scheduling which generates demand for units like the Student Computer and Math-Science Centers.

Table 1 on the next page provides a comparison of 1986 and 1989 student survey results by unit and by year. Again, both for the individual units and overall, recognition, use, and satisfaction with support services has grown since the implementation of matriculation. (Academic Counseling was not included in this format on the 1986 survey.) The few slight declines in reported use are within the survey's projected 3 percent margin of error and thus within the realm of possible sampling error.

TABLE 1: Comparison of 1986 and 1989 Student Survey Results

	RECOGNITION		USE		SATISFACTION	
	1986	**1989**	**1986**	**1989**	**1986**	**1989**
COMPUTER CENTER	80.2%	82.2%	36.1%	33.7%	81	86
LIBRARY	97.0%	96.9%	81.2%	84.8%	92	93
LEARNING CENTER	81.6%	88.3%	28.2%	30.8%	82	84
WRITING LAB	73.3%	80.6%	21.9%	17.1%	77	82
MATH-SCIENCE CENTER	71.8%	80.0%	23.8%	26.1%	75	79
TUTORIAL CENTER	81.6%	88.0%	24.6%	26.0%	72	77
TESTING/ASSESSMENT	47.9%	72.5%	11.7%	27.6%	64	79
NURSING LEARNING CNTR.	41.8%	47.5%	7.1%	4.5%	69	78
JOB PLACEMENT CENTER	81.9%	86.6%	26.1%	27.1%	72	73
EOPS	65.1%	68.9%	15.9%	23.2%	77	86
TRANSFER CENTER	60.5%	81.1%	13.9%	30.1%	63	79
HEALTH CENTER	78.2%	84.5%	23.7%	24.4%	81	82
FINANCIAL AID OFFICE	87.4%	90.0%	27.4%	25.7%	64	71
DISABLED STUDENT CNTR.	62.2%	70.4%	8.7%	7.3%	70	82
ADMISSIONS & RECORDS	93.8%	95.7%	74.7%	77.4%	82	73
CAREER CENTER	79.6%	85.8%	21.2%	22.9%	67	76
ACADEMIC COUNSELING	*	81.6%	*	51.7%	*	73
OVERALL**	77.1%	84.2%	30.7%	35.2%	75	80
(Without Acad. Counseling)		(84.4%)		(34.1%)		(80)

* Academic Counseling was not included on this section of the 1986 survey.

** Overall refers to a composite score averaging the responses for the 15 "general" support services. This composite excludes the Nursing Learning Center and the Disabled Student Center as they are not intended to serve the general student.
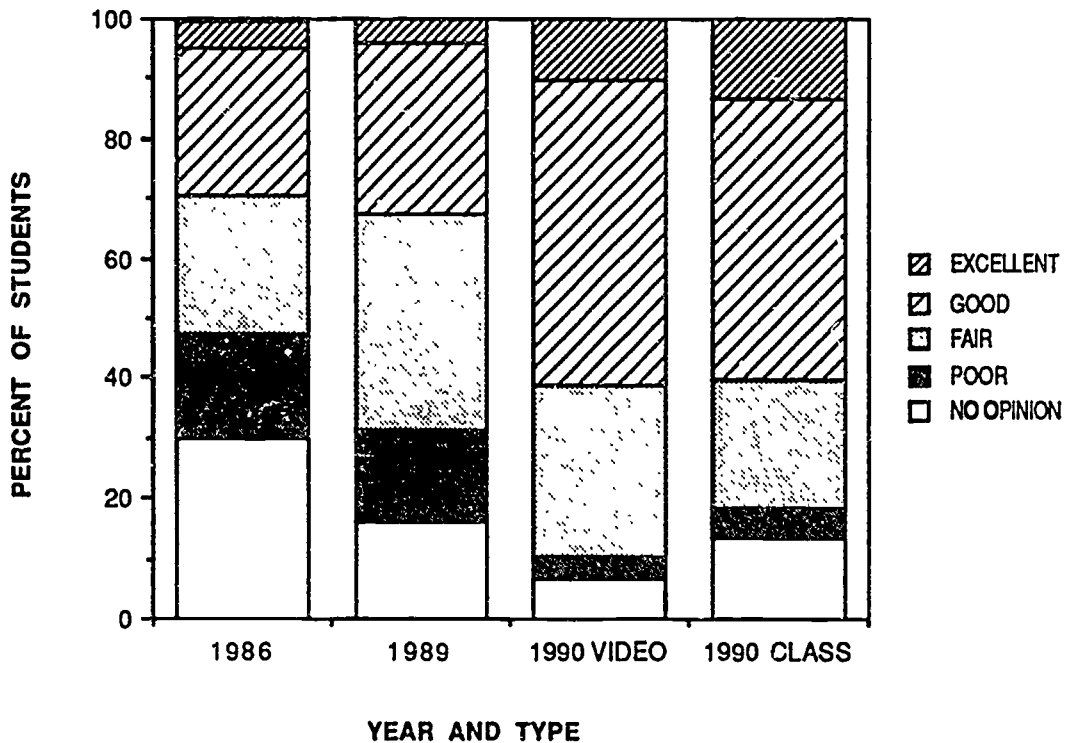
ORIENTATION

Orientation to the college and existing support services is essential to a student's early selection of an educational goal and ability to achieve success. In this regard, Title 5 regulations refer to orientation as the provision of "information concerning college procedures and course scheduling, academic expectations, financial assistance, and other matters" (Section 55520 (b)). Of the major components of matriculation -- admissions, orientation, assessment, advisement, and follow-up -- orientation was the least developed at the college in 1987-88, the first year of matriculation funding support.

Prior to fall of 1989 when an orientation session became mandatory at the college, the orientation activity was inconsistent in its delivery and form, with the typical session consisting of a short presentation by a staff member reviewing the application, assessment procedures, and other services depending on the focus of the individual staff member. Beginning in the summer of 1986, EOPS offered and promoted to their recruits an orientation program through enrollment in a Guidance 190 course. This course, since retitled Student Development 100, offers general orientation, including a review of the skills needed to cope with college and formulation of the student's educational plan (SEP). A series of Student Development courses are now offered every semester and by all counseling units.

In spring 1990, an orientation video was introduced. The twenty minute presentation to groups of potential students is supplemented through discussion with a regularly assigned college staff member. The 1990 *Spring Student Survey* asked students to identify and rate the type of orientation procedures in which they had participated. As the chart on the next page demonstrates, the reaction of students to the provided orientation on both the 1986 and 1989 surveys was poor, with less than 25 percent of the students indicating a "good" or "excellent" rating. However, among the 1990 sample, 60 percent of students who saw the video and 60 percent of the

13

students who had a Student Development (or Guidance) class rated their orientation "good" or "excellent". The editing of the orientation video to appear in languages other than English would appear to be a sound approach to promote college access. Given these ratings and the information provided in the next section of this report on the value of the SEP as an indicator of student behavior, support of Student Development courses as a medium for orientation also seems warranted.

Graph 7:
RATING OF ORIENTATION

Legend:
- EXCELLENT
- GOOD
- FAIR
- POOR
- NO OPINION

X-axis categories: 1986, 1989, 1990 VIDEO, 1990 CLASS

Y-axis: PERCENT OF STUDENTS (0 to 100)

X-axis label: YEAR AND TYPE

IMPACT OF COUNSELING

Central to the execution of matriculation services is a commitment to providing all entering and continuing students the direction and support they need to make informed decisions about their future and to develop plans to achieve their goals. Various campus units offer counseling services in this regard. The heart of the advisement process at the college is the student educational plan or "SEP", a mult-semester plan to achieve the student's educational goals. In completing the SEP, the student receives a comprehensive personal review of other support services at the college from the counseling staff.

Use of Counseling Services

The 1986 *Spring Student Survey* introduced the question, "Which one of the following campus units do you use most frequently for assistance in selecting courses and planning your education?" This question on counseling support has been repeated in each subsequent year, however, the response, "Have never discussed my educational plan with anyone" was added to the original list of response options (Career Center, EOPS, Academic Counseling, Adult Re-Entry, Financial Aid, Disabled Student Services, Transfer Center, and Other), beginning with the 1988 survey. As Table 2 on the next page shows, there are several trends among students on campus. 1) Three units predominate in the students' experience of making educational plans -- Academic Counseling, EOPS, and the Career Center with no other unit exceeding 3.5 percent of the responses; 2) the proportion of all students seeking counseling from these three units has grown significantly, and 3) the percentage of students not identifying a unit for counseling assistance has declined.
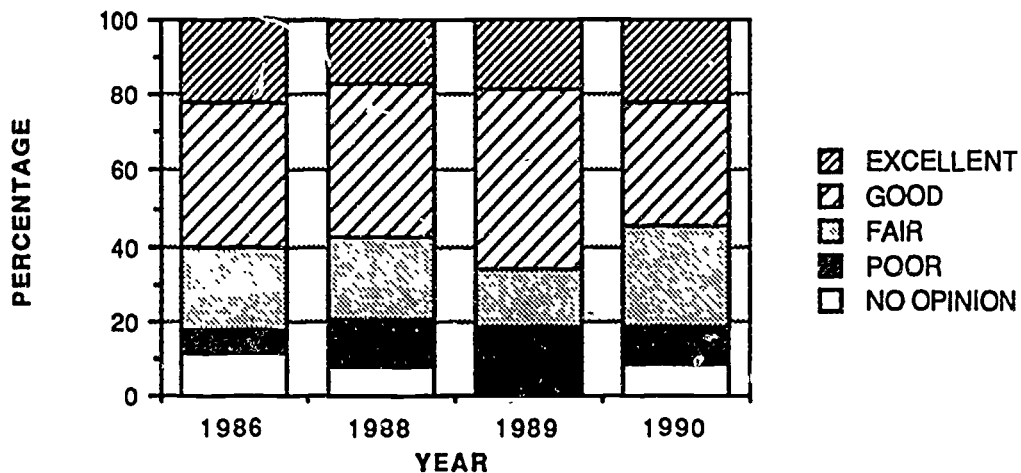
Table 2:   Use of Counseling Services

Unit	1986*	1988	1989	1990
Academic Counseling	56%	28.0%	31.2%	36.2%
EOPS	11%	14.1%	14.4%	18.0%
Career Counseling	5%	3.5%	5.7%	6.1%
Sub-Total	72%	45.6%	51.3%	60.3%
Other	28%	14.7%	17.7%	11.2%
Never Used	**	39.7%	31.0%	28.5%

* Students were bound by the response options to indicate one of the existing units
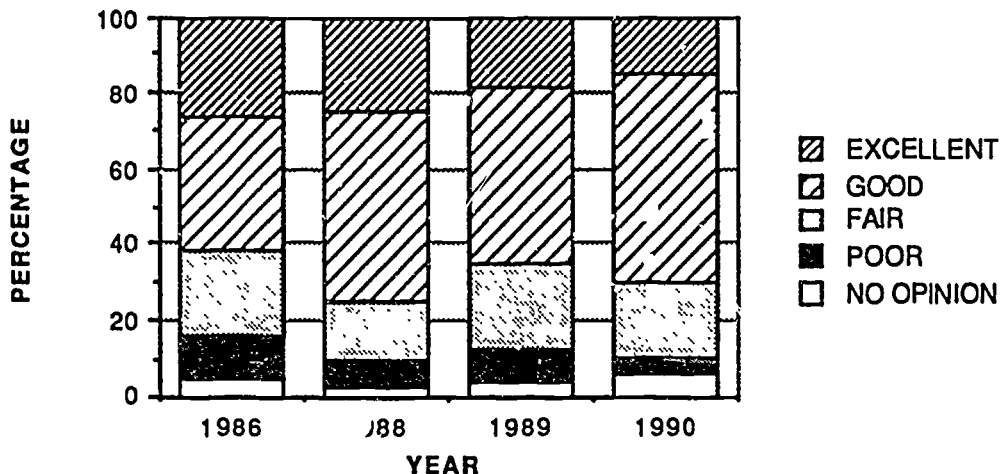** Not included on 1986 survey

Student Rating of Counseling

In addition to the recognition/satisfaction questions -- which ask all students to react to various support services -- other questions aimed at specific evaluation of counseling units have been included in the student surveys. The following question was asked on each survey. "How would you rate the helpfulness of the counselors you have seen?" This question can be subdivided by the response to the item on which counseling unit provides them with support to produce a second measure of student opinion about counseling assistance. As Graph 8 (next page), on counseling ratings testifies, the perspective of our students has been rather consistent over time. In each year -- and for each of the three primary counseling units -- 60 percent of students indicated that "good" or "excellent" service was received and more than 80 percent indicated fair or better. A certain amount of variation between years on the charts is accounted for by the sample size and breadth, with the 1986 and 1989 samples being smaller, while the 1988 and 1990 samples were broader.
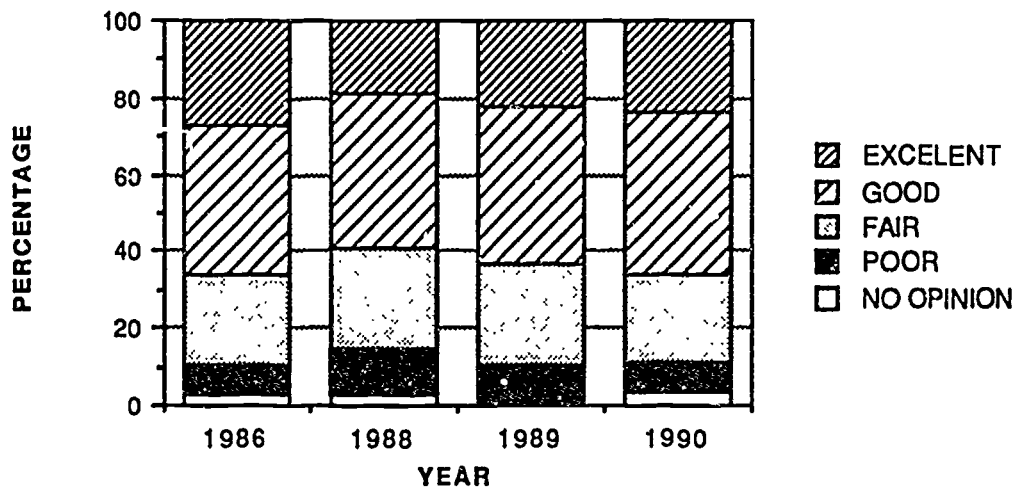
Graph 8:
CAREER CENTER COUNSELING RATING

Legend:
- EXCELLENT
- GOOD
- FAIR
- POOR
- NO OPINION

EOPS COUNSELING RATING

Legend:
- EXCELLENT
- GOOD
- FAIR
- POOR
- NO OPINION

ACADEMIC COUNSELING RATING

Legend:
- EXCELENT
- GOOD
- FAIR
- POOR
- NO OPINION

Impact of Counseling

One of the central questions regarding matriculation is the impact of the counseling interaction on students and whether this interaction enhances effective use support services. In the long run, the college will have to increase its research on students who leave the institution to answer this question in the broadest sense by matching student outcomes and goal attainment with the student's specific college experiences. Using the survey data we have collected, however, we can demonstrate that students who have had indepth counseling are more aware of support services, are using support services more, and are more satisfied with their experiences. The 1989 *Spring Student Survey* asked students if they had a student educational plan (SEP). Since completing this plan requires a significant amount of time and effort between student and counselor, it can serve as a proxy variable for the level of effort the institution and student have given to planning the student's education.

Not only are recognition of and satisfaction with support services higher for students with an SEP, but reported use of these services is significantly higher among students with an SEP than among those without. Table 3 on the next page provides a unit by unit comparison of recognition, use, and satisfaction between those students who had formulated an SEP and those who had not. The characteristics of the two groups of students do not vary enough to account for these behavioral differences, suggesting that more awareness, understanding, and planning is in part related to formulation of the SEP. The group with an SEP was a bit older (44% under 21 versus 51% for No SEP), included less recent high school graduates (73 versus 156 from the class of 1988); and was more likely to be enrolled in 12 units (66.3% versus 53.9%). However, both groups have similar numbers of employed students, (70% of the SEP group, 74% of the No SEP group); and both groups are interested in transfer (87% of the SEP group, 72% of the No SEP group). However, 50 percent of the "No SEP" group indicated that they "have never discussed my educational plan with anyone".

TABLE 3: Comparison of Students With Educational Plans (SEP) and Without (No SEP)

	RECOGNITION		USE		SATISFACTION	
	SEP	NO SEP	SEP	NO SEP	SEP	NO SEP
COMPUTER CENTER	85.8%	87.4%	37.4%	30.5%	85	87
LIBRARY	97.0%	96.5%	81.7%	79.9%	93	93
LEARNING CENTER	95.1%	84.2%	34.8%	27.1%	91	78
WRITING LAB	84.9%	76.7%	21.4%	13.8%	86	75
MATH-SCIENCE CENTER	84.2%	76.4%	34.8%	19.4%	83	74
TUTORIAL CENTER	92.1%	84.5%	31.3%	21.7%	77	76
TESTING/ASSESSMENT	74.9%	70.5%	34.8%	22.6%	83	75
NURSING LEARNING CNTR.	48.9%	46.7%	5.6%	3.7%	64	92
JOB PLACEMENT	88.5%	84.7%	31.4%	23.6%	77	68
EOPS	72.7%	65.8%	26.5%	20.5%	91	81
TRANSFER CENTER	83.5%	79.0%	39.0%	23.3%	81	78
HEALTH CENTER	85.6%	83.6%	29.8%	20.3%	83	80
FINANCIAL AID	92.9%	87.8%	33.2%	19.8%	70	72
DISABLED STUDENT CNTR.	75.8%	66.2%	10.3%	5.3%	90	74
ADMISSIONS & RECORDS	93.9%	93.7%	81.0%	74.2%	75	73
CAREER CENTER	88.9%	83.5%	30.4%	16.8%	78	74
ACADEMIC COUNSELING	87.0%	77.3%	66.3%	40.4%	85	58
OVERALL*	87.1%	82.1%	40.9%	30.3%	83	76

*Overall refers to a composite score averaging the responses for the 15 "general" support services. This composite excludes the Nursing Learning Center and the Disabled Student Center as they are not intended to serve the general student.

19

Further comparison of students with and without a student educational plan offers other encouragment for the college as it appears that any student -- whether male or female, old or young, native born or immigrant across all ethnic/heritage groups -- can be successful with commitment and a plan.
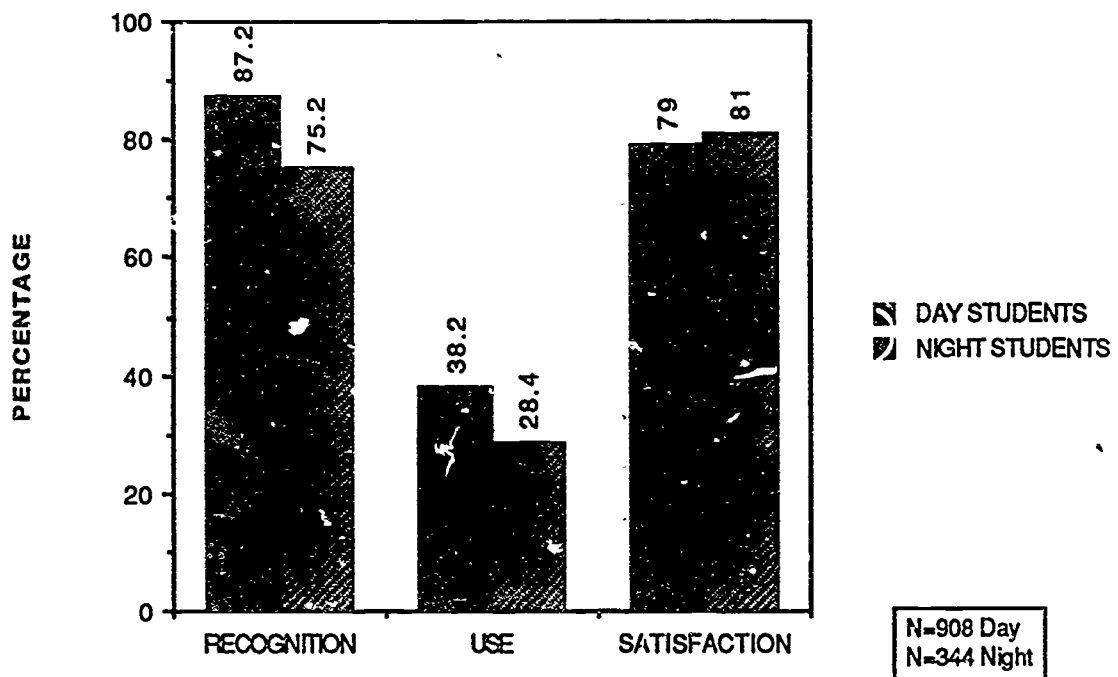
STUDENT SATISFACTION BY SUBGROUP

An important element in the legislative intent behind matriculation was the desire to insure equity and access to education and to bring its positive consequences to the broadest population possible. The Title 5 regulations on matriculation speak to the issue of disproportionate impact, directing that colleges insure that "racial, ethnic, gender, age, or disability group" membership not have an adverse impact on the treatment or experience of students. The *Spring Student Survey* project has never included a demographic question relative to disability, but this could be amended. Because other demographic variables have been included, however, the issue of access and equity for the many different populations at the college can be addressed using the recog   on/satisfaction scale as a basic indicator of the college's outreach to different populations. By generating an overall composite scale score from the recognition/satisfaction questions -- averaging the 15 service units serving the general student population -- "typical" recognition, use, and satisfaction indices can be compared for the different student populations.
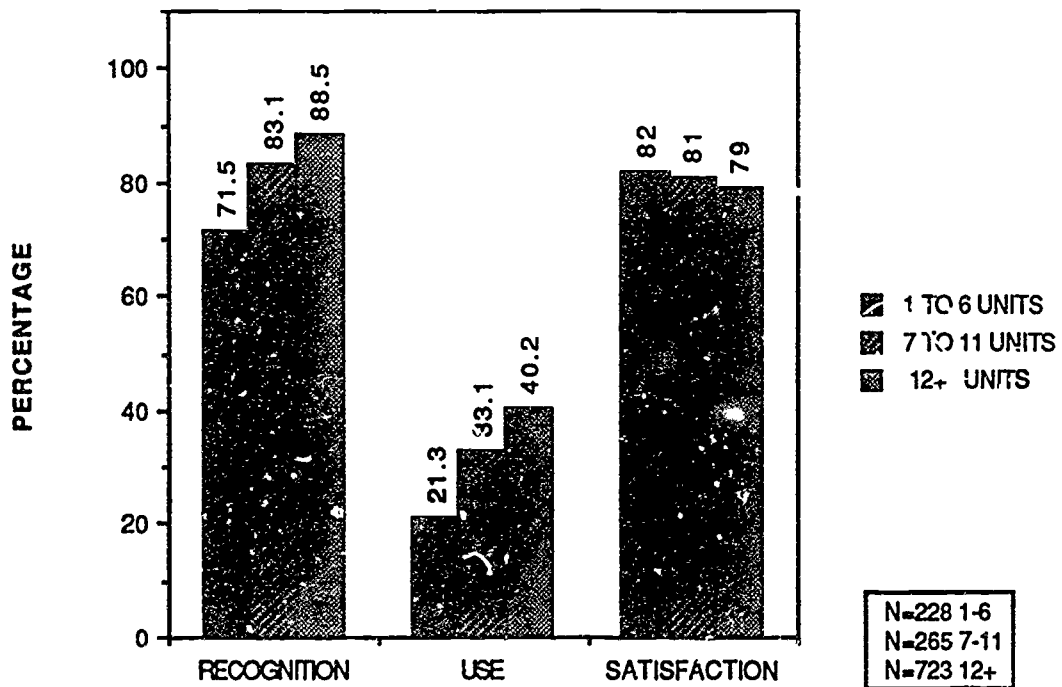
Satisfaction by Day versus Night Enrollment

Graph 9 which compares day and night enrollment (page 22), clearly indicates that regardless of whether students attend day or night classes at the college, their satisfaction with services is consistent and strong. As might be expected, the recognition and use of services by the evening students is less than the day students. Research to determine if these differences are important in the likelihood of positive student outcomes may be needed. In general the overall composite for day and night students seems reflective of the unit by unit comparison. The one significant use difference was for the Library, however, with 91.5 percent of the day students, but only 66.4 percent of the evening students having used the Library. On the other hand,

Graph 9:

COMPOSITE EVALUATION BY DAY VS. NIGHT ENROLLMENT

DAY STUDENTS
NIGHT STUDENTS

N=908 Day
N=344 Night

Graph 10:

COMPOSITE EVALUATION BY UNIT LOAD

1 TO 6 UNITS
7 TO 11 UNITS
12+ UNITS

N=228 1-6
N=265 7-11
N=723 12+

evening students had significantly greater satisfaction from their use of the Math-Science and Tutorial Centers.
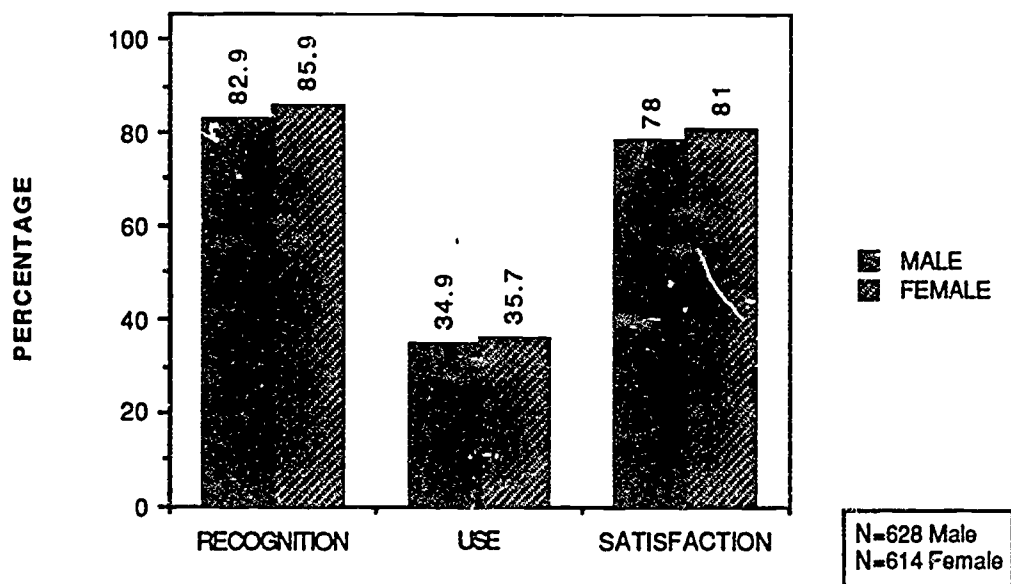
Satisfaction by Unit Load

Graph 10 comparing the support service experience of students by the number of units carried reveals consistent satisfaction across groups and a not unexpectedly lower recognition and use pattern among parttime students (page 22). If support service use can assist parttime students to stay with school and do better, the institution must make sure referrals are made to all students and that service meets the needs of all students.

Satisfaction by Gender

Graph 11, below, compares the scores indicated by men and women students at the college. There is basically no variation by gender. While generally equivalent across units, women were significantly more likely to have used the Library, Testing/Assessment, the Health Center, and Academic Counseling than men.

Graph 11:
COMPOSITE EVALUATION BY GENDER

N=628 Male
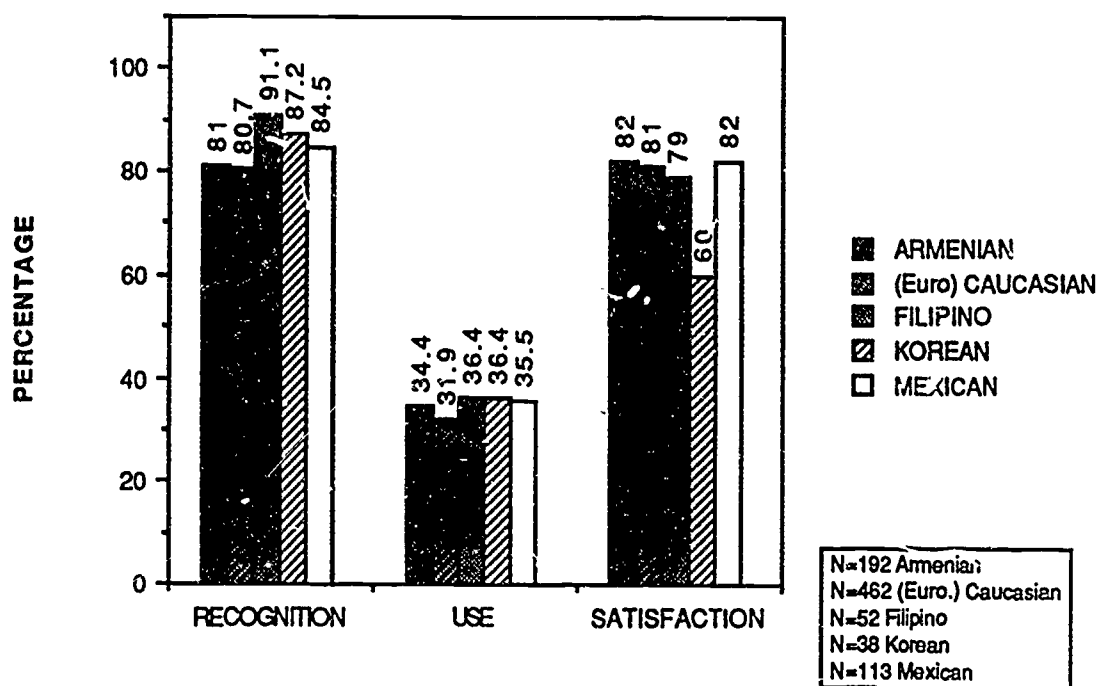N=614 Female

Satisfaction by Ethnic Group

Graph 12, which compares the composite scores indicated by students of the five largest ethnic/heritage groups at Glendale Community College, speaks well for the institution's commitment to access and equity (page 25). These five groups represent about 75 percent of the student enrollment; they reflect the considerable variation among students relative to native country and current citizenship status which also parallels English language proficiency. As Table 4, taken from the 1988 student survey indicates below, the college's European heritage Caucasian students are overwhelming native born. The Mexican heritage students are primarily native born but also include many immigrants and limited English proficient individuals. In contrast, Armenian and Korean students are primarily recent immigrants, again with many of limited English proficiency. Filipino students have been in the country the longest and are less likely to be limited English proficient than the other heavily immigrant groups.

Table 4: Ethnic Group Comparison

Group	% Native Born	% Citizen
Armenian	12.6	30.7
(Euro.) Caucasian	92.9	96.7
Filipino	28.8	69.2
Korean	7.9	21.1
Mexican	59.3	71.7

COMPOSITE EVALUTION BY ETHNIC GROUPS

Legend:
- ARMENIAN
- (Euro) CAUCASIAN
- FILIPINO
- KOREAN
- MEXICAN

Values:
- RECOGNITION: 81, 80.7, 91.1, 87.2, 84.5
- USE: 34.4, 31.9, 36.4, 36.4, 35.5
- SATISFACTION: 82, 81, 79, 60, 82

N=192 Armenian
N=462 (Euro.) Caucasian
N=52 Filipino
N=38 Korean
N=113 Mexican

Overall recognition and use by ethnic/heritage groups varies relatively little, a good indicator for access and equity. Likewise, overall satisfaction ratios, with the exception of those for Korean students, are also non-variant. In explaining possible reasons for this difference, it should be noted that the sample size for the Korean students is very small and could conceivably be the basis of the satisfaction discrepancy. Had this been the case, however, a discrepancy should have shown up on all the measures. The Koreans tend to be the younger and have arrived in the country more recently than the other ethnic groups: An anecdotal explanation for their lack of satisfaction with support services relates to culture and their expectations from educational institutions. These students are familiar with a system where there is limited choice and a great deal of prescriptive direction in education. Therefore, choices in education and individual initiative in making educational decisions -- the model of the community colleges -- may be both unfamiliar and uncomfortable for

them. Regardless of the explanation, the data do raise the need for future efforts to evaluate the needs of this group, especially assisting them in using the system and assisting staff in communicating the expectations for students held by the institution.

There was variation within the ethnic/heritage groups as to the highest and lowest ratings given for various campus services which will need to be addressed unit by unit. Recognition at the 90 percent level was given to two units by Armenian and Caucasian students, Filipino students listed ten such units; Korean students had seven; and Mexican students rated three units at this level. In terms of use, with 35 percent as a high use level. Armenian students indicated four units, Caucasians three, Filipinos and Koreans seven, and Mexican students six at this or a higher use level.

Among Armenians students, the Student Computer Center and Library exceeded a 90 satisfaction ratio. Testing/Assessment, the Transfer Center, and Academic Counseling tied for their lowest satisfaction ratio at 74.

European heritage Caucasian students gave only the Library a 90 in satisfaction, with Job Placement Center and Financial Aid receiving their lowest marks at 70 and 67 respectively.

Filipino students indicated a 90 satisfaction ratio with the Library, Testing/Assessment, and the Health Center. At a 60 satisfaction ratio, the Financial Aid Office, and at 62, the Writing Lab, were the units least satisfactory to this group.

Korean students rated the Student Computer Center and the Library with over 90 in satisfaction. However, at 45 or less, were Job Placement, EOPS, Admissions & Records, and the Career Center.

Mexican heritage students gave a 100 satisfaction rating to the Health Center, with the Library, Student Computer Center, Writing Lab, Tutorial Center, and EOPS

each at 90 or better. On the other hand, four units were given less than a 70 on the satisfaction ratio: Financial Aid, Admissions & Records, Career Center, and Academic Counseling.

Satisfaction by Age Group

Graph 13 indicates that regardless of age, students are satisfied with the college's support services, with variations all within the estimated margin of error of the survey. While the Matriculation Local Research Options Project guidelines suggest that five age categories be reviewed in access evaluation, Graph 13 does not include an over 50 age group because the sample included only 16 such individuals who had completed the recognition/satisfaction questions, a sample simply too small for comparison.

Graph 13:

COMPOSITE EVALUATION BY AGE

N=366 17-19
N=491 20-24
N=122 25-29
N=171 30-49
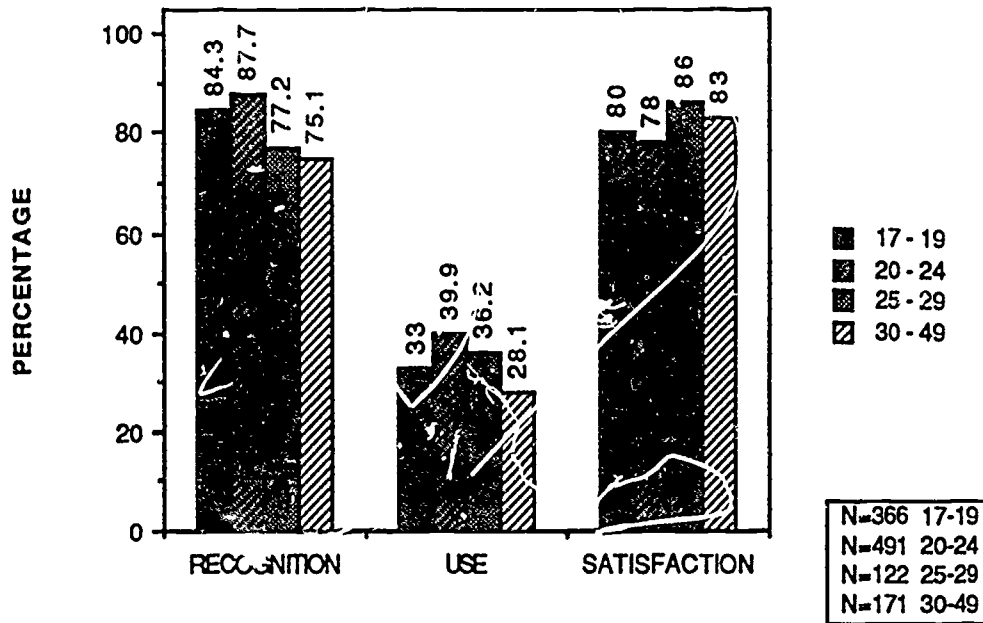
What is surprising about the age group comparison is the variation in recognition and use reported. It might be expected that older students, who are more likely to be parttime and taking evening classes, would indicate lower recognition and use. The lower use reported by the youngest group, those 17 to 19 years old, who are expected to be more "traditional" in their student behavior is unexpected. This result combined with several other patterns among our younger students evident in this study raises questions for institutional practice. While overall the probability of having an SEP is consistent across age groups, the exceptions were the most recent high school graduates and those over 50. Adding to this the observation that our young students -- the majority of whom do not test at college level in English or Mathematics ability -- also defer taking basic skills courses, it would seem critical for the institution to take specific steps to assist these younger students towards successful goal identification and attainment.

RESEARCH AGENDA

Just as this study has indicated positive outcomes from the implementation of matriculation, it also suggests new areas where research can evaluate student needs and outcomes. While the college can be pleased with the student opinions expressed about support services, the challenge to demonstrate continued excellence has been expanded.

In addition to the suggested changes with will better address the variety of services offered by the Admissions & Records unit, other services like the English Department's Computer Lab (which will shortly be merged with the Reading Lab activities now under the Learning, Tutorial, and Assessment Center into a separate, out adjacent unit) will also be added to upcoming satisfaction surveys. As the value of active involvement in education has been demonstrated in many national studies, questions on other elements of campus life, such as student government, clubs, the bookstore, and the cafeteria, which were addressed in the 1986 survey will be included again in the *Spring Student Survey*.

The information gathered during the course of the annual surveys is by design general, but it indicated several areas where "market" research is needed to address student needs. The use of focus groups -- small assemblies of students discussing likes and dislikes, inconveniences and needs -- would probably assist the institution in the following areas: 1) In the Admissions & Records area, what is working well and what drives students "crazy"? 2) What can we do to encourage younger students to work on their basic skills and make the system work for them? 3) Are there cultural or educational expectations among our many different ethnic/heritage groups which are in conflict with the institution's operating procedures? 4) What more can the institution do to improve orientation to the college? and, 5) How might hours of operation improve student access and use of support services?

A survey, probably by telephone, needs to be done of non-persistent and non-retained students within the semester to determine their unmet needs as these are the students who are not included by the current research.

As the college's effort to upgrade its management information system proceeds, the issue of longitudinal studies on student behaviors and student outcomes after leaving the institution must be addressed. Matching behavior and outcomes is the ultimate evaluation of the institution's effectiveness in its mission. The ability to do this type of research rests to some degree with hardware and data organization decisions yet to be made. The Planning and Research Unit looks forward to working with the campus in this ongoing effort.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991