

**Student Satisfaction Survey
Moreno Valley College
Spring 2010**

Daniel Martinez, PhD
Associate Dean, Institutional Research, RCCD

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement. Each college was encouraged to ask the same questions so that comparisons could be done throughout RCCD but each also tailored their questions to their own college. Below are the responses for Moreno Valley College (MVC).

The survey for MVC was divided into 5 parts: demographics, the importance of various aspects of the college, campus climate, the use of services and general satisfaction questions. Each part will be discussed in turn.

Demographic Information

Surveys were received from 652 students. Students who took the survey at the MVC campus indicated that 4 out of 5 took most of their units at MVC, followed by Riverside City College (12%) and then Norco College (7%). Most of the respondents were female (58%) and three out of four were between 18 and 25 years old. Table one below shows the ethnic distribution of respondents.

African American	85	13%
Asian/Pacific Islanders	73	11%
Hispanic/Latino	262	41%
White	159	25%
Other/Unknown	61	10%

Almost two thirds of respondents (63%) earned less than \$50,000 a year and approximately the same percentage of students (67%) live with at least one of their parents or a guardian. One out of every 8 respondents indicated that they were a single parent. Over 80% said that live in a household with 3 to 10 people. More than three out of four students are first generation students (78%) and 74% of respondents indicated that their primary reason for attending college is to get an associate's degree or to transfer.

More than half of the respondents (52%) take classes in the morning and usually take 12 or more units in fall or spring semesters. Regarding the number of hours the students work each week, two out of every five students do not work, 20% work less than 20 hours per week and almost one quarter work 21 to 34 hours per week. Nine percent indicated that they work full time.

Two of the questions asked about student learning outcomes (SLOs). Almost 3 out of four respondents indicated that their teachers "introduce and/or discuss the course-based SLOs" in their courses.

However, regarding the six general SLOs adopted district-wide and expected of every graduating student, almost half (48%) had not heard of them and just over one quarter (28%) had heard about them in class or from their instructors.

Students were asked, “Which of the following reasons might prevent you from attending college?” Most students (56%) said that financial reasons would prevent them from attending college, followed by work (16%) and personal issues (13%). Table 2, below, shows the responses to that question.

Reason	Count	Percentage
Financial reasons (books, tuition, too expensive)	354	56%
Work situation (must work and cannot continue college)	104	16%
Academic concerns (courses are difficult)	34	5%
Personal issues (family, relationships, or self)	84	13%
Other	60	9%

Importance

This section of the survey asked students to rate the importance of various aspects of the college. The items included were:

- Cost/Affordability
- Financial Aid
- Academic Reputation
- Extracurricular Activities
- Recommendations from family/friends
- Location
- Campus Appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Students could respond with, “Very Important,” “Important,” and “Not Important,” to each question. Because these questions are to be used as a baseline for future satisfaction surveys, the responses were coded in such a way so that means could be computed¹ with a range from 3 (Very Important) to 1 (Not Important). Using the means to compare responses for each question showed that respondents indicated that “Cost/Affordability” was most important to them with 73% rating it as Very Important and an overall mean of 2.7. This was followed by questions that all had a mean of 2.5:

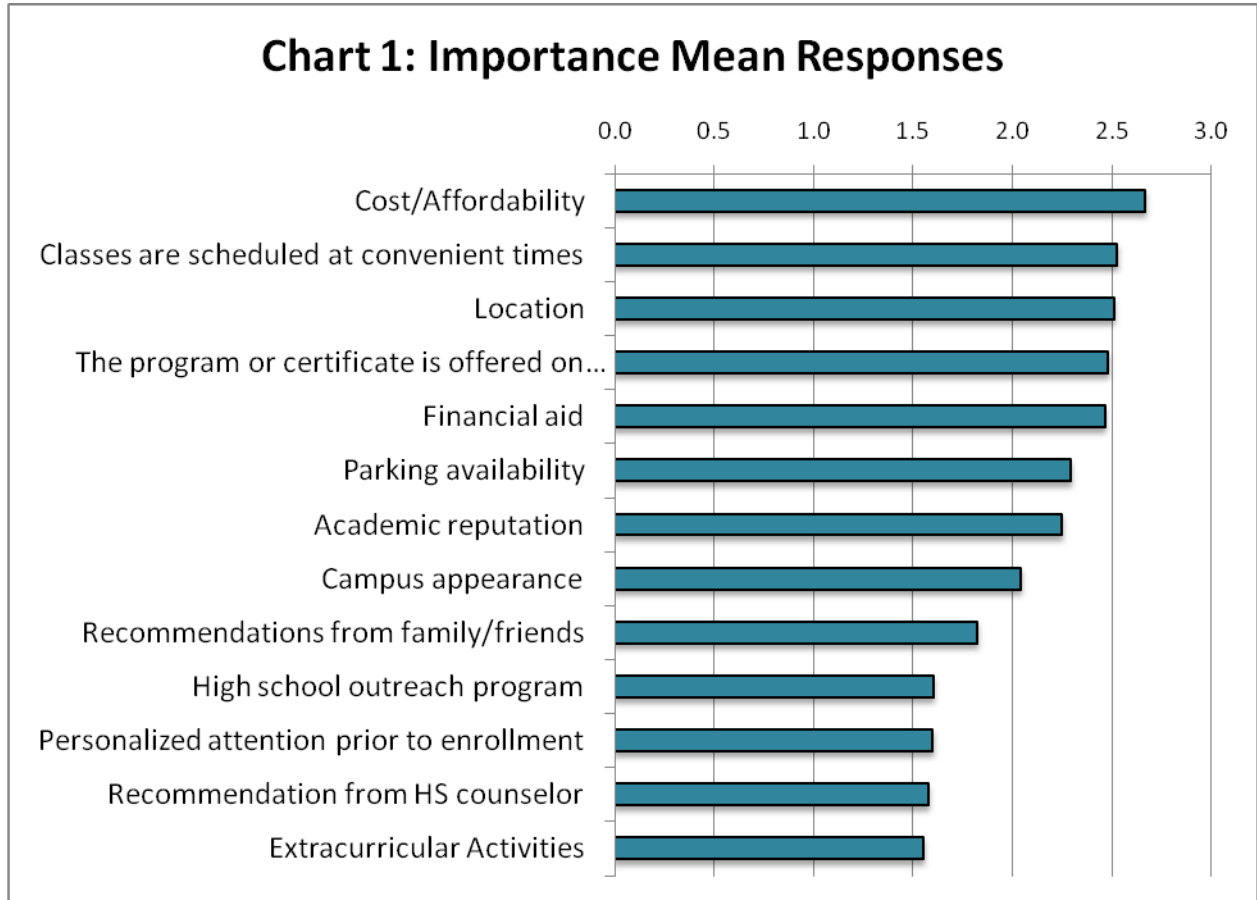
- Classes are scheduled at convenient times
- Location
- The program or certificate that interests me is offered on this campus
- Financial Aid

¹ Very Important were coded as 3, Important was coded as 2, and Not Important was coded as 1.

Four questions were the lowest rated in terms of the mean and with approximately 60% of respondents indicating they were Not Important. These four were:

- High school outreach program
- Personalized attention from college staff prior to enrollment
- Recommendation from high school counselor
- Extracurricular Activities

Chart 1 shows these questions in descending order by the mean.



Comparisons by demographic group:

These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ($p < .05$) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

Gender. Investigation of these measures by gender revealed the following results. Females were more likely to report that the following areas were more important to them than males:

- Cost/Affordability
- Financial aid
- Academic reputation
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Age. Age differences were found for several of the questions.

- **Extracurricular activities:** This was more important to younger students and as students got older, it became less important.
- **High school outreach programs:** This was more important to students younger than 21.
- **Recommendation from high school counselor:** Students age 18-20 found this to be more important than students age 26 and older.
- **Personalized attention from college staff prior to enrollment:** This was more important to younger students.
- **Parking availability:** Conversely, this measure was far more important for students 36 and older than for students 18-20.
- **The program or certificate that interests me is offered on this campus:** This was less important for students age 18 to 25 than for other students.

Ethnicity. Differences were found for 9 of the 13 questions between different ethnic groups.

Financial aid: This was important for all ethnic groups except for White students.

Academic reputation: African American and Asian/Pacific Islanders said this was more important than did White students.

Extracurricular activities: This item was more important to African American, Asian/Pacific Islander and Hispanic students than it was for White students.

Location: This was more important for Hispanic students than for White students.

There were several importance items that were important to Asian/Pacific Islander students that were not important to White students. These were:

- Recommendations from family/friends
- Campus appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment

Academic goal. Differences between several of the items were found between students with different academic goals. The following items were more important for students who had a goal of earning a certificate than students who want to transfer:

- Recommendations from family/friends
- High school outreach program
- Recommendation from high school counselor

In addition, **the program or certificate that interests me is offered on this campus** was more important to students who wanted a degree or wanted to earn a certificate than it was for transfer students.

Units taken each semester. Students who take different amounts of units each semester differed on two items. **Location** was more important for students who take 6 or fewer units than for students who enroll in 7-11 units each semester. On the other hand, **Campus appearance** was more important for students who enroll in 7-11 units each semester than for full time students (12 units or more).

First generation students. First generation students are students whose parents did not graduate from a 4-year college or university. Two items were found for these students compared to non-first generation students. Both **Financial aid** and **Parking availability** were more important for first generation students than non-first generation students.

Income. Differences were found between students who reported different income levels for two items. **Financial aid** was more important to students with lower incomes than students who reported higher-level incomes. **Recommendation from high school counselor** showed differences for those students who reported income levels less than \$50,000 and more than \$110,000 than students with incomes between \$80,000 -\$109,999.

Number in household. The number of people in a household revealed differences for two items.

- **Recommendations from family/friends:** This was more important for students who lived by themselves than for other students.
- **Parking availability:** This was more important for students who reported households of 3-4 than for smaller households.

Single parents. Several differences were found between students who were single parents and those who were not. All of these items were more important for single parents than for those who are not single parents.

- Financial aid
- Academic reputation
- Extracurricular activities
- Campus appearance
- Classes are scheduled at convenient times
- Parking availability

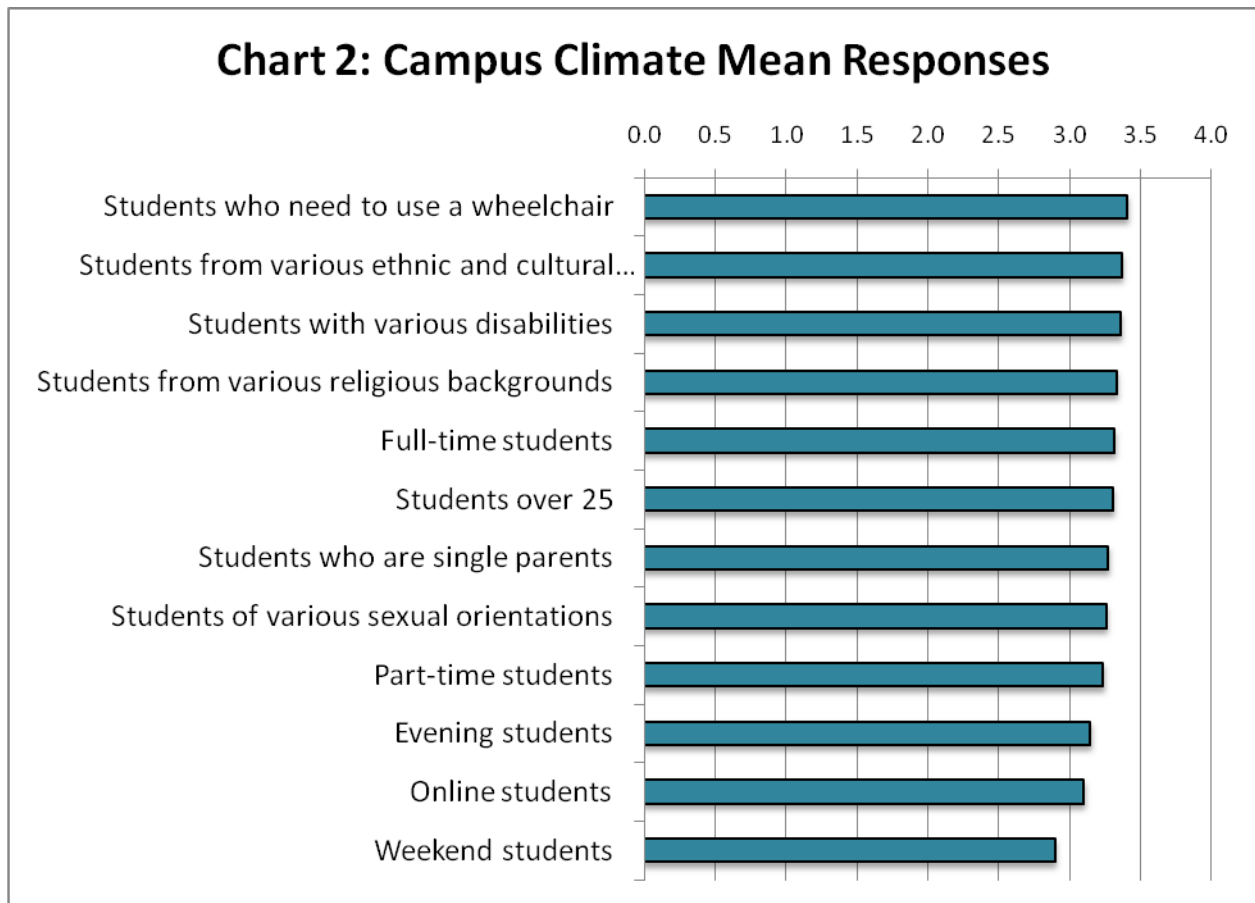
Campus Climate

This section of the survey asked students to rate their level of agreement with various aspects of campus climate. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The following are the campus climate topics:

- Full-time students
- Part-time students
- Evening students
- Weekend students
- Online students
- Students over 25
- Students who are single parents
- Students from various ethnic and cultural backgrounds
- Students from various religious backgrounds
- Students with various disabilities
- Students who need to use a wheelchair
- Students of various sexual orientations

The responses were coded so that means could be computed with a range from 4 (Strongly Agree) to 1 (Strongly Disagree)². Using the means to compare responses for each question showed that respondents indicated that MVC is committed to meeting the needs of most student groups. All but one had a mean above 3.0. The one area below that was “Weekend students.”

Chart 2 shows these questions in descending order by the mean.



These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ($p < .05$) will be

² Strongly Agree was coded as 4, Agree was coded as 3, Disagree was coded as 2 and Strongly Disagree was coded as 1. Does not apply/Do not know was not included in the computation of the means.

reported here. Where differences are found between groups with less than 10 students in them, they will not be reported. Unlike the “Importance” questions, only a few differences were found for Campus Climate.

Ethnicity. Asian/Pacific Island students agreed more than Hispanic students that MVC was sensitive to **Students over 25**. Asian/Pacific Island students were also more likely to agree that MVC was sensitive to **Students who are single parents** than students with an Other/Unknown ethnicity.

Units. Full-time students (12 units or more) were more likely to agree that MVC is sensitive to **Full-time students** than were students who enrolled in 7-11 units.

Income. Students who reported incomes from \$50,000-\$79,999 were less likely to agree that MVC was sensitive to **Online students** than were students with incomes less than \$50,000. Students who reported incomes above \$110,000 were more likely to agree that MVC was sensitive to **Students who are single parents** than students with lower incomes.

Number in household. Students who live alone were less likely to agree that MVC is sensitive to **Students with various disabilities** than students who had 2 or more people living in the same household.

Single parents. Students who are single parents were more likely to agree that MVC is sensitive to **Online students** than students who are not single parents, but there were less likely to agree that MVC is sensitive to **Students who are single parents**.

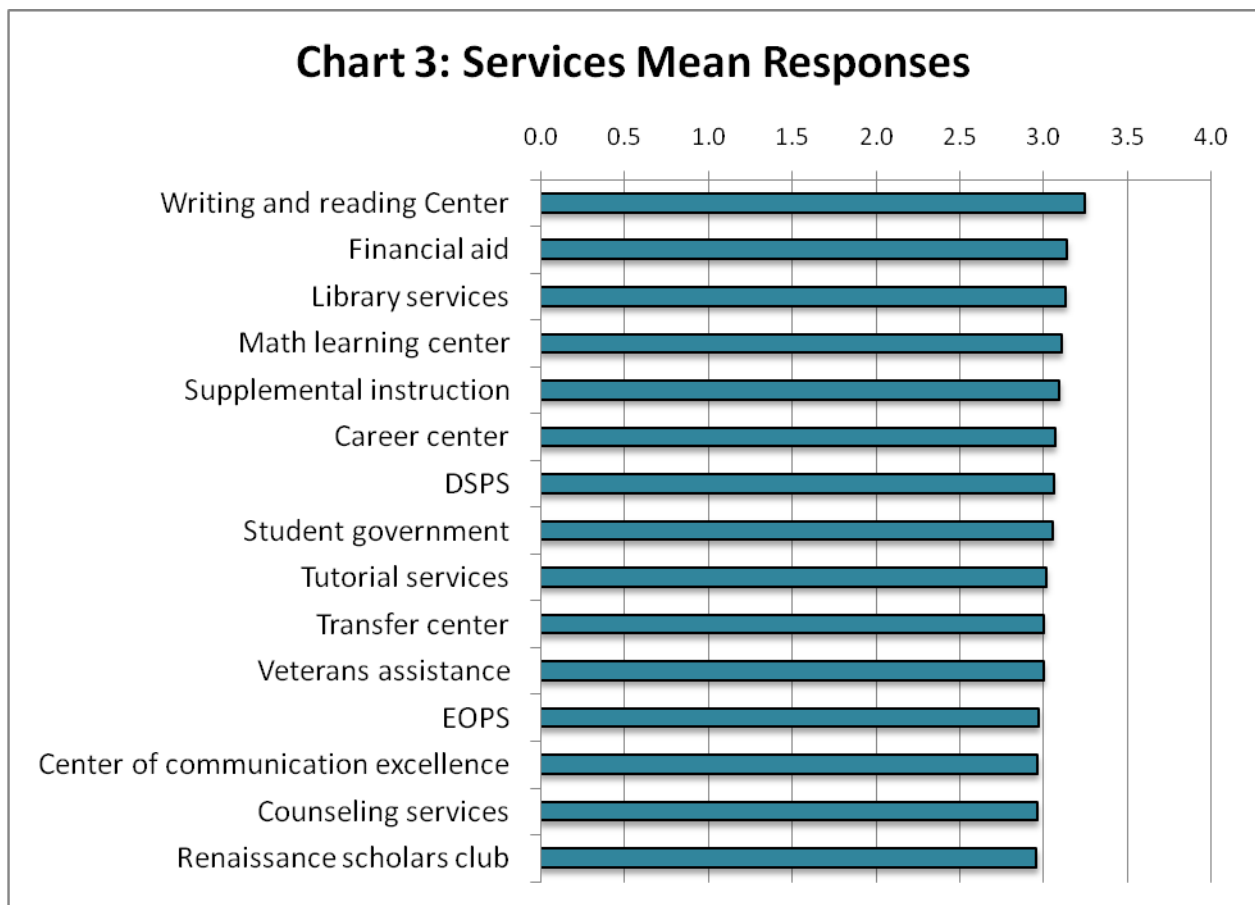
Services

This section of the survey asked students to rate their level of satisfaction with various services offered by the college. Students were able to rate their agreement on a 5-point scale: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, and I have not used this service. The responses were coded so that means could be computed with a range from 4 (Very Satisfied) to 1 (Very Dissatisfied)³. Students were asked to judge their level of satisfaction with these services:

³ Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

- Career Center
- Counseling Services
- Center of Communication Excellence
- DSPS
- EOPS
- Financial Aid
- Library Services
- Math Learning Center
- Supplemental Instruction
- Transfer Center
- Tutorial Services
- Veterans Assistance
- Writing and Reading Center
- Student Government
- Renaissance Scholars Club

Using the means to compare responses for each question showed that respondents indicated the most satisfaction with the Writing and reading center. Most of the services (11 out of 15) had mean satisfaction scores of 3 or higher and the 4 that were below three were no lower than 2.96. Students appear to be generally satisfied with all the services at MVC (please see Chart 3).



Differences were investigated by demographic variables for satisfaction with these services. One way ANOVAs were computed and only significant differences ($p < .05$) will be reported here. Below are those areas that revealed significant differences by groups.

Gender. Males were more satisfied than females with **DSPS**.

Time of Day. Students who attend college in the morning were more satisfied with **Veterans services** than students who attend in the afternoon.

Income. Students who reported incomes from \$50,000-\$79,999 were less satisfied with **Financial aid** than students who reported incomes from \$20,000-\$49,999. Students in this category (\$20,000-\$49,999) were more satisfied with **Student government** than students with higher incomes.

Single parents. Students who are single parents were more satisfied with **Financial aid** than students who are not single parents, but less satisfied with **Supplemental instruction**.

Work. Students who work 35-39 hours per week were less satisfied with **Library services** than students who do not work.

General Satisfaction

The last section of the survey asked students to rate their level of agreement with various statements about aspects of the college. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The responses were coded as they were for the Campus Climate portion of the survey⁴. The means showed that students agreed most with the statement, "I would prefer healthier food options." The statement they agreed the least with was, "There is sufficient parking to meet student needs." Table 3 (below) shows the statements that students responded to in descending order by the mean response.

Table 3: Student agreement with various aspects of the college	mean
I would prefer to have healthier food options	3.374
There are convenient ways of paying registration fees	3.279
I would choose to attend this college again	3.265
I would prefer that the campus allow more vendors	3.262
The application process is user friendly	3.244
The campus is generally a safe place	3.203
WebAdvisor is user friendly	3.199
I get the help that I need at the Academic Support Lab	3.152
The staff where I took my placement exam are helpful	3.127
Campus buildings are well maintained	3.123
Instructors are usually available outside of class	3.113
Campus Police staff respond quickly in emergencies	3.110
Personnel in the Financial Aid Office are helpful	3.108
Bookstore staff are helpful	3.096

⁴ Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

Instructors care about my progress in their courses	3.066
Admissions staff are knowledgeable	3.037
Campus restrooms are well maintained	3.025
Procedures re: course selection/registration are clear and well-publicized	3.022
The counselor who I met with was helpful	3.020
The assessment process accurately placed me	2.981
The registration staff are helpful	2.969
I feel safe in the parking lots during evening class hours	2.959
The college promotes environmental responsibility	2.859
There are a sufficient number of study areas on campus	2.833
Places to buy food are open at convenient times	2.792
There is sufficient parking to meet student needs	2.414

As with the other sections of the survey, these questions were analyzed to see if there were differences by various demographic factors. One way ANOVAs were computed and only significant differences ($p < .05$) will be reported here.

Gender. Females agreed with the following statements more than males.

- The application process for admission to the college is user friendly
- WebAdvisor is user friendly
- I would prefer to have healthier food options

Males agreed with the following statements more than females.

- Places to buy food are open at convenient times:
- I feel safe in the parking lots during evening class hours:
- Campus restrooms are well maintained

Age. Differences between age groups were found for the following statements.

- **The counselor who I met with was helpful:** Students between 21-25 agreed with this statement less than other age groups. Students 36 and older agreed with this the most.
- **There are convenient ways of paying my registration fees:** Students between 26-35 agreed with this more than did students 18-20.
- **Places to buy food are open at convenient times:** Younger students agreed with this more than older students.
- **I would prefer to have healthier food options:** Older students agreed with this more than younger students.
- **There is sufficient parking to meet student needs:** Students between 26-35 agreed with this more than did other students.
- **The college promotes environmental responsibility (such as recycling and energy efficiency):** Students age 21-25 agreed with this less than other students.

Ethnicity. Differences between ethnic groups were found for the following two statements.

- **The counselor who I met with was helpful:** African American students were more likely to agree with this statement than were other groups.
- **I would prefer that the campus allow more vendors (such as McDonalds, Starbucks, etc.):** Students in the Other/unknown group were less likely to agree with this statement than were other groups.

Goal. Differences between students with different education goals were found for the following statements.

- **The assessment and course placement process accurately placed me:** Students whose goal is to “Prepare to transfer” were less likely to agree with this than other students.
- **There are convenient ways of paying my registration fees:** Students with goals of “Personal enrichment” and “Get a better job” were more likely to agree with this statement than were students with goals of “Earn a degree,” “Earn a certificate,” or “Prepare to transfer.”
- **There is sufficient parking to meet student needs:** Students whose goal is to “Earn a certificate” were more likely to agree to this statement than students whose goal was “Prepare to transfer.”
- **The college promotes environmental responsibility (such as recycling and energy efficiency):** Students with a goal of “Personal enrichment” were more likely to agree to this more than other students.

First generation. First generation students were more likely to agree to the following statements than non-first generation students.

- The college promotes environmental responsibility (such as recycling and energy efficiency)
- Instructors/Professors care about my progress in their courses

Number in household. Several differences were found for students with different numbers of people in their household.

- **Admissions staff are knowledgeable:** Students who lived alone were less likely to agree with this than were students who has between 2-4 people in their household.
- **I would prefer that the campus allow more vendors (such as McDonalds, Starbucks, etc.):** Students who lived alone were less likely to agree to this statement than other students.
- **I feel safe in the parking lots during evening class hours:** Students with more people in the household were more likely to agree to this than other students.
- **Campus restrooms are well maintained:** The more people in a household, the more likely the student was to agree with this statement.
- **I get the help that I need when I go to the Academic Support Lab (reading, writing, language, etc.):** Students who lived alone were less likely to agree to this statement.

Single parents. Students who were single parents were more likely than non-single parents to agree to the statement, “**The assessment and course placement process accurately placed me.**”

Work. Differences in the number of hours a student worked per week were found for the following two statements.

- **Places to buy food are open at convenient times:** Students who worked 40 hours or more per week were less likely to agree with this statement than were students who did not work.
- **I get the help that I need when I go to the Academic Support Lab (reading, writing, language, etc.):** The more hours a student worked, the less likely they were to agree to this statement.