

Hartnell College

2002 Customer Satisfaction Survey Final Report

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Institutional Research and Planning Office
Christopher J. Myers, Ph.D., Director



June 2002

Hartnell College

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**Conducted by:
Institutional Research and Planning Office**

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Executive Summary

In spring 2002, the Hartnell College Institutional Research and Planning Office surveyed all Hartnell College employees and a sample of students. The purpose of these surveys was to assess the respondents' satisfaction with 21 support services and programs as part of the Administrative Services Review process.

Overall, employee and student survey respondents generally rated services similarly on common questions. With only a few exceptions, employee and student demographic subgroups likewise rated services similarly to each other. Typical (average) ratings ranged from "fair" to "very good".

Employees and students were also asked questions about campus climate and diversity. Survey results show that their average ratings of Hartnell College's effectiveness in promoting student diversity were "good" to "very good". In addition, employees rated the campus climate for students as "good", while students rated it as "good" to "very good". Respondents also rated campus climate for employees as "good". Lastly, employees rated the college's effectiveness in promoting employee diversity as "good" to "very good", which is significantly higher than when this question was asked on the 1998 Diversity Survey (average = "good").

In addition, survey respondents were asked open-ended questions about how services can be improved. These results along with the responses to the quantitative questions specified above provide information that can be used by the departments and areas surveyed to better serve their customers.

Acknowledgments

I would like to acknowledge the contributions of the many persons who provided the guidance, resources, and support that made this study possible. First, I would like to thank the Hartnell College management team, who helped plan and implement this major research project. Team members include : Dr. Celia Barberena, Mr. Larry Carrier, Mr. Paul Casey, Ms. Josephine Crawford, Mr. Mike Cunnane, Mr. Wayne Davis, Ms. MaryHelen Dorado, Dr. Charlene Frontiera, Ms. Cheri Gray, and Ms. Denise Harris. Other members include: Mr. Gary Hughes, Mr. Pete Ilse, Dr. Romero Jalomo, Dr. Vic Krimsley, Ms. Sandra Martinez, Ms. Cicely McCreight, Ms. Ruth McMullen, Mr. Bill Pertle, Ms. Irene Rasmussen, and Ms. Sallie Savage. I would also like to thank Dr. Ed Valeau, President/Superintendent, who provided support and resources for this study.

In addition, thanks go to the faculty who administered the student questionnaires, the students who completed them, and the faculty, classified staff, and managers who completed the employee questionnaire. Lastly, I would like to express my gratitude to the Institutional Research and Planning Staff, whose excellent work made this study and report possible. Ms. Andrea Preppernau coordinated questionnaire development, data collection, and analysis; Mr. Zachary Teeter conducted analyses and developed tables; Ms. Sharon Perez developed graphs and put the report together; Ms. Penny Betancourt assisted with report development and printing; and Ms. Leda Polio developed tables and assisted with clerical tasks.

Christopher J. Myers
Project Director

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Attachments:

Hartnell College Customer Satisfaction Survey – Employee Version
Hartnell College Customer Satisfaction Survey – Student Version

Hartnell College

2002 Customer Satisfaction Survey Final Report

In spring 2002, the Hartnell College Institutional Research and Planning Office surveyed all Hartnell College employees and a sample of students. The purpose of these surveys was to assess the respondents' satisfaction with support services and programs as part of the Administrative Services Review process. The results are intended to provide information that will assist the surveyed programs and services in making improvements benefiting Hartnell students, staff, and the external community.

Method

In collaboration with the Hartnell College management team, the Institutional Research and Planning Office developed separate employee and student survey questionnaires. Each questionnaire contained both forced choice questions (5-point rating scale ranging from "poor" to "excellent") and open-ended questions designed to assess user satisfaction with programs and services provided by departments participating in this research study. Questions were also asked about campus climate and diversity. Both questionnaires were printed on four-page, scannable forms.

Participating departments included: Admissions and Records, Bookstore, Business Office, Career Center, Counseling, Disabled Student Programs and Services (DSPS),

Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources in Education (CARE), Financial Aid, Food Services, and Human Resources. Other participants included Information Systems, Institutional Advancement, Institutional Research and Planning, International Students/Re-Entry Program, Learning Skills Center, Library, Maintenance, Math/Science Division, Office of Instruction, STAAR* Assessment, and Student Activities/Veterans' Services.

Employee questionnaires were distributed to all regular employees and part-time instructors through the campus mail system. Course instructors administered questionnaires to students during class in randomly selected course sections. To enhance the response rate, reminders to return the completed surveys were sent to those receiving questionnaires approximately two weeks after the requested return date.

Response frequencies and average responses are reported for questions having quantitative ratings. Average responses among subgroups were also statistically compared using analysis of variance. Subgroups were considered to be significantly different from one another if the subgroup averages (1) were at least 0.5 point different (on a 5 point scale) and (2) were statistically significantly different from one another ($p \leq .001$). Responses to open-ended questions were categorized and summarized.

Survey Results

Respondent Characteristics

As shown in Graph 1a and Table 1a, completed questionnaires were returned by 166 employees (32% of total regular employees and part-time faculty), including 65 classified staff (45% of total classified staff), 78 faculty (22% of total full-time and part-time faculty), and 20 managers (65% of managers). Thus, classified staff and managers were somewhat over represented and faculty were somewhat

underrepresented among survey respondents. Faculty comprised the largest percentage of respondents (48%), followed by classified staff (40%), and managers (12%).

Table 1a also shows that employee respondents were equally divided into three groups related to how long they've worked at Hartnell: less than three years, 3-10 years, and more than 10 years. In addition, approximately three-fourths of the respondents were permanent employees and one-quarter were temporary employees.

Graph 1a. Position of Employee Respondents

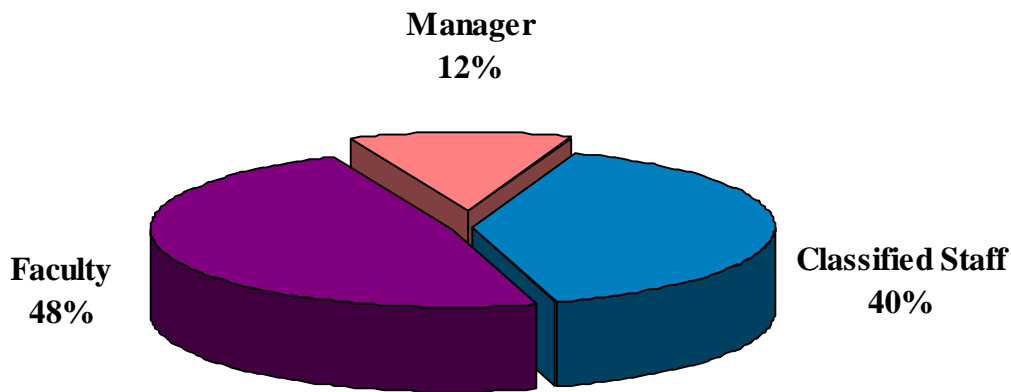


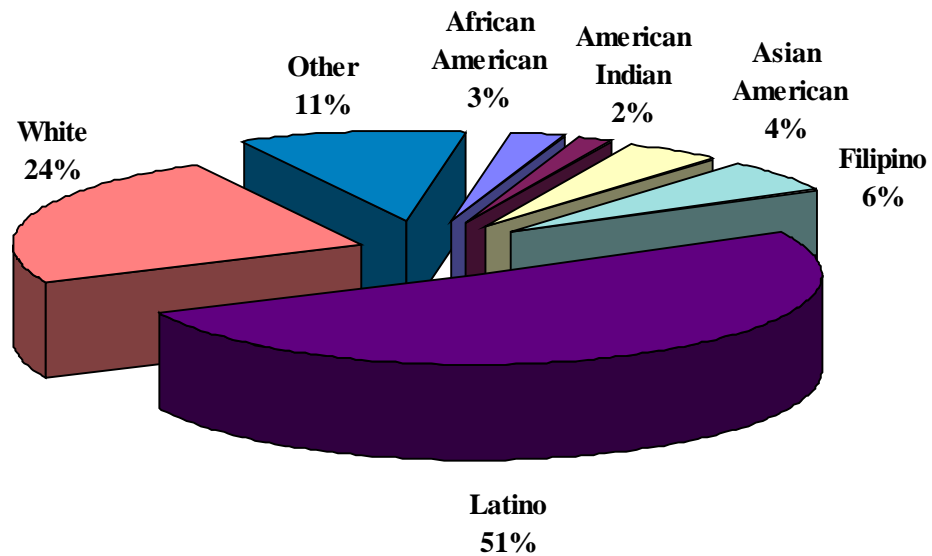
Table 1a. Employee Respondent Characteristics		
Respondent Characteristic	N	%
Total	166	100%
Position		
Classified Staff	65	40%
Faculty	78	48%
Manager	20	12%
Length of Time at Hartnell		
Less than 3 years	51	32%
3-5 years	27	17%
6-10 years	29	18%
More than 10 years	55	34%
Permanent/Temporary Employee		
Permanent	117	73%
Temporary	44	27%

Note: Percentages may not sum to 100% due to rounding.

Completed questionnaires were returned by 1,239 students. As shown in Graphs 1b-c and Table 1b, survey respondents were generally representative of the Hartnell College student

population, except that survey respondents were somewhat more likely to be women, younger than age 25, and attending Hartnell full-time than the population as a whole.

Graph 1b. Ethnicity of Student Respondents



Graph 1c. Primary Educational Goal of Student Respondents

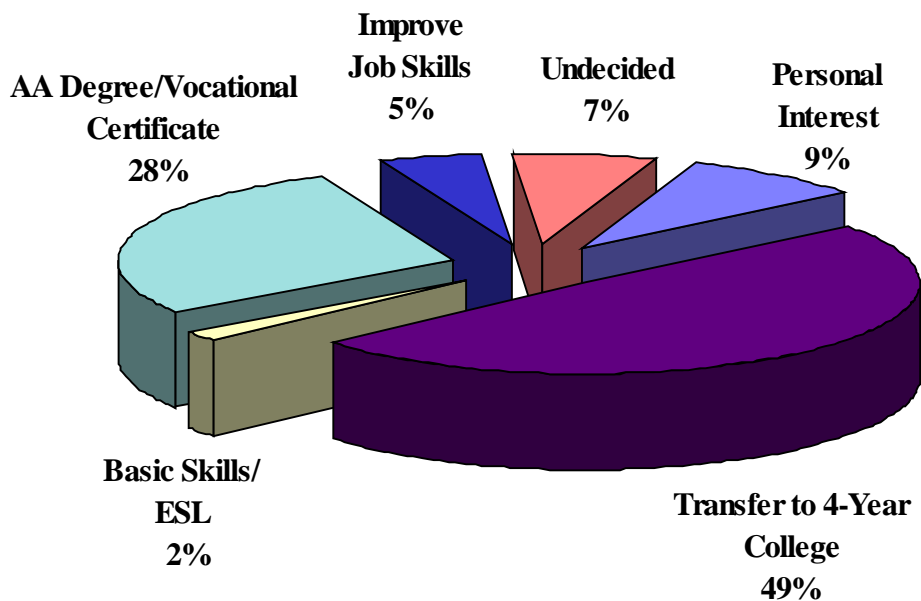


Table 1b. Student Respondent Characteristics		
Respondent Characteristic	N	%
Total	1239	100%
Gender		
Man	433	36%
Woman	772	64%
Ethnicity		
African American	31	3%
American Indian	19	2%
Asian American	51	4%
Filipino	71	6%
Latino	604	51%
White	287	24%
Other	126	11%
Disability Status		
Disability	99	9%
No disability	1052	91%
Age		
Below 20	347	29%
20-24	409	34%
25-29	123	10%
30-39	162	13%
40-49	100	8%
Above 49	66	6%
Language First Spoken		
English	636	54%
Spanish	452	39%
Other	87	7%
Attend Hartnell Full-Time/Part-Time		
Full-Time	685	57%
Part-Time	516	43%

Note: Percentages may not sum to 100% due to rounding.

(continued)

Respondent Characteristic	N	%
Length of Time at Hartnell		
Under 1 year	479	40%
1-2 years	448	37%
3-5 years	219	18%
6-10 years	27	2%
Over 10 years	37	3%
Primary Educational Goal		
Personal interest	112	9%
Transfer to 4-year college	594	49%
Basic skills/ESL	27	2%
AA Degree/vocational certificate	340	28%
Improve job skills	54	5%
Undecided	81	7%

Note: Percentages may not sum to 100% due to rounding.

Overall Results

Overall, the typical (average) rating of survey questions ranged from “fair” to “very good”. With only a few exceptions, which will be described later, there were seldom differences among employee and student subgroups. That is, average responses were similar among employees and students having different demographic characteristics.

Results Broken Down by Department

Tables 2a-23b depict survey results for each department or area participating in this study.

Business Office

As shown in Table 2a, average employee ratings of Business Services ranged from “good” for accounts payable and purchasing to “very good” for Payroll, on-line ordering of office supplies, Warehouse delivery operations, and Reprographics. However, Table 24 shows that faculty ratings of the quality of Reprographics services (average = “very good” to “excellent”) were significantly higher than were managers’ ratings (average = “good” to “very good”) and classified staff ratings (average = “very good”). Suggestions for improving Business Office services most often included: faster service (12% of respondents), shorter time to process purchase requisitions (9%), and improved customer service (7%) (see Table 2b).

Table 2a. Employee Ratings of Business Office

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Accounts Payable	16	14%	19	17%	33	30%	19	17%	25	22%	47	
Payroll	47	32%	42	28%	42	28%	12	8%	5	3%	12	--*	Very Good
Purchasing	17	16%	18	17%	34	32%	21	19%	18	17%	52	--*	Good
On-line ordering of office supplies	24	32%	22	29%	22	29%	7	9%	1	1%	85	--*	Very Good
Warehouse delivery operations	28	28%	35	34%	27	27%	10	10%	2	2%	59	--*	Very Good
Reprographics	48	38%	45	35%	30	23%	4	3%	1	1%	20	--*	Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

**Table 2b. Employee Suggestions For Improving Business Office Services
(Including Purchasing)**

Suggestion	N	%
Speed up services: improve efficiency, process reimbursements faster, better response time to requests	18	12%
Shorten PR/PO processing time	14	9%
Improve customer services skills: show more courtesy/respect toward others, display attitude of service	11	7%
Improve communications skills: communicate better with other departments, provide more feedback	7	5%
Pay accounts in a more timely manner: improve relations with vendors	7	5%
Provide information regarding services & procedures: how-to manual, workshops, FAQ	7	5%
Improve office procedures: organizational skills, attention to detail, accuracy	6	4%
Improve faculty/staff payment methods: implement direct deposit program, mail checks to employees	5	3%
Fine as it is	3	2%
Other	8	5%

Food Services

On average, both employees and students rated the quality of the cafeteria food as “good” and the quality of service as “good” to “very good”, as shown in Graph 3 and Table 3a. Employees rated the variety of food as “fair” to “good” and students rated it as “good”. Table 3b lists the food and beverage items that respondents would most like added to the menu. They include: additional “healthy” foods (12% of employee respondents and 10% of student respondents), more fresh produce (9% of em-

ployees and 4% of students), and more beverage options (9% of employees and 4% of students). As Table 3c depicts, respondents indicated that Food Services could be improved by offering lower prices (6% of employees and students), increasing the hours of operation (6% of employees and 3% of students), and offering healthier food choices (6% of employees and 2% of students). Table 3d shows that 70% of the students use Food Services, and an additional 18% are familiar with the services but do not use them.

Graph 3. Percentage of Food Services Rated Very Good or Excellent

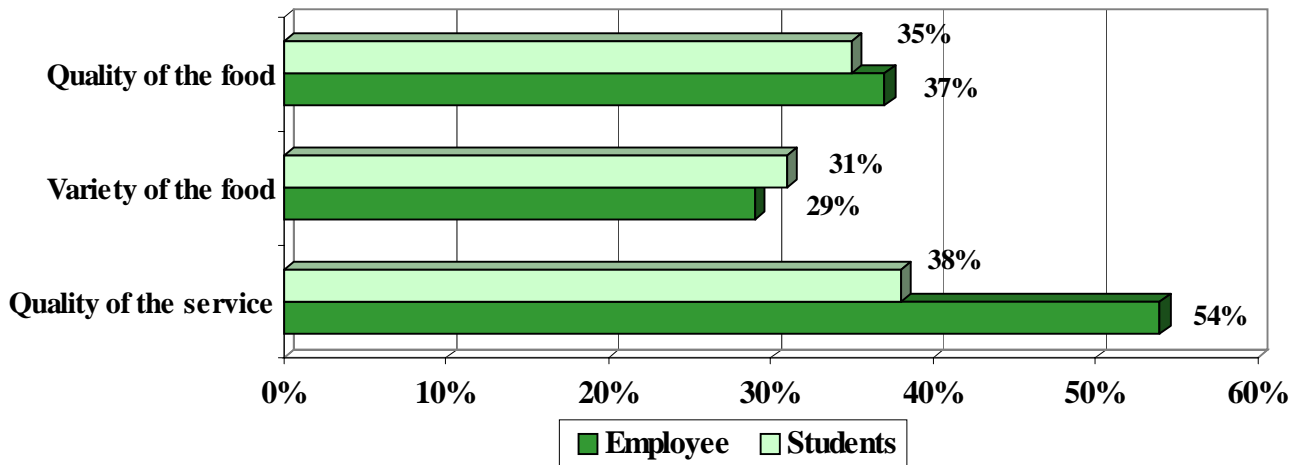


Table 3a. Employee and Student Ratings of Food Services

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Quality of the food												
Employees	21	14%	34	23%	49	33%	33	22%	11	7%	17	--*	Good
Students	134	14%	207	21%	347	36%	203	21%	83	9%	159	--*	Good
Variety of the food													
Employees	13	9%	29	20%	30	21%	42	29%	32	22%	17	--*	Fair-Good
Students	119	12%	185	19%	314	32%	224	23%	148	15%	143	--*	Good
Quality of the service													
Employees	34	23%	45	31%	38	26%	22	15%	7	5%	16	--*	Good-Very Good
Students	160	16%	214	22%	367	37%	199	20%	40	4%	144	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 3b. Food and Beverage Items Employees and Students Want Added to Cafeteria Menu

Suggestion	Employees		Students	
	N	%	N	%
Healthier food: more nutritious, low fat, more vegan items, less fried food, steamed vegetables	18	12%	97	10%
More fresh produce: expanded salad bar, more fruit, more vegetables	14	9%	39	4%
More beverage options: fresh juices, soy milk, more fountain drinks, beer, specialty coffees, better tea selection, chai	13	9%	43	4%
More ethnic food items: Chinese, Italian, Japanese, Mexican	11	7%	77	8%
More hot entrees: chicken, beef steak, turkey, fish	8	5%	24	2%
More fast food items: pizza, more hamburger choices, hot dogs	3	2%	37	4%
Potato/pasta bar: baked potatoes with toppings, potato wedges	4	3%	0	0%
More sandwich choices: different breads, more filling choices, chicken salad	3	2%	5	1%
Other	12	8%	74	8%

Table 3c. Employee and Student Suggestions For Improving Cafeteria

Suggestion	Employees		Students	
	N	%	N	%
Lower prices: add value meals	9	6%	62	6%
Improve facility: larger, better atmosphere, remodel, background music, entertainment, television	9	6%	30	3%
Increase hours of operation: open evenings, weekends, summer	9	6%	26	3%
Additional healthy food choices	9	6%	16	2%
More variety in food items	6	4%	48	5%
Improve operating procedures & customer service: friendlier, better attitude, prepare enough food, hotter food, better entry/exit	7	5%	23	2%
Increase services: enlarge salad bar, sandwich bar, entree counter	6	4%	6	1%
Faster service: more staff, more open registers	5	3%	26	3%
Improve food quality: fresher food, better food, better coffee	5	3%	17	2%
Improve cleanliness: keep cafeteria area cleaner	3	2%	13	1%
Other	7	5%	39	4%

Table 3d. Students' Familiarity with Food Services

Familiarity	N	%
Familiar with service & use it	586	70%
Familiar with service & do not use it	153	18%
Not familiar with service	96	12%

Note: Percentages may not sum to 100% due to rounding.

Human Resources

On average, both employees and students rated assistance in solving payroll issues as “good” (see Graph 4 and Table 4a). In addition, employees rated the following areas as “good”: effectiveness in getting [the employee] information about benefits, rights, privileges, and leave; and Datatel assistance. Similarly, students rated success in getting information about available jobs, helpfulness of staff, and experience working at Hartnell College as “good”. Additional information that employees

would most like added to the Human Resources web site include employee benefits information (3% of respondents), phone directory (3%), and employment information (3%), as shown in Table 4b. The suggestion most often mentioned by both employees (10% of respondents) and students (2% of respondents) for improving Human Resources was to improve customer service skills (see Table 4c). As specified in Table 4d, only 9% of student respondents use Human Resources services, and an additional 28% are familiar with the services but do not use them.

**Graph 4. Percentage of Human Resource Services
Rated Very Good or Excellent**

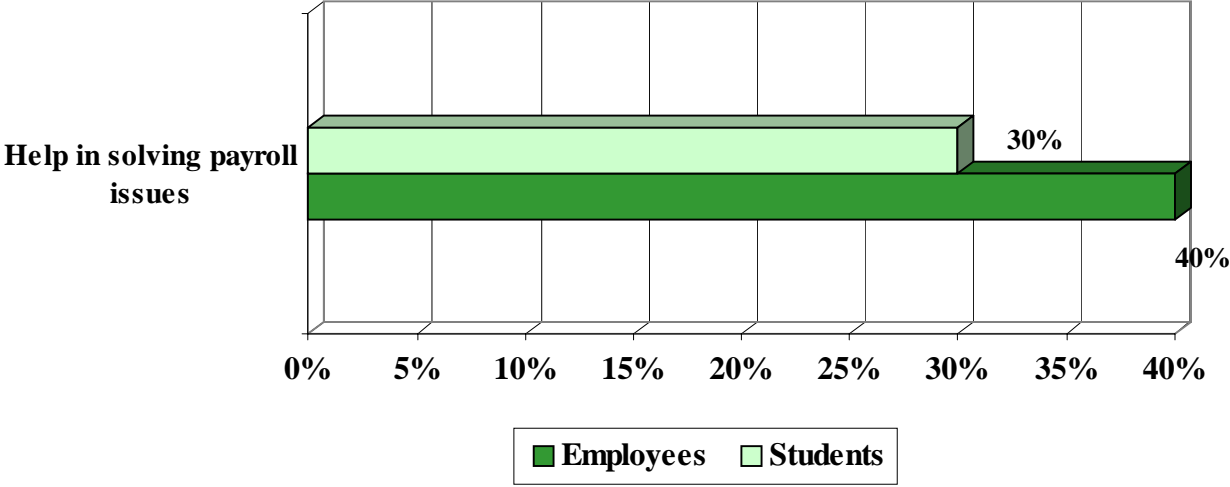


Table 4a. Employee and Student Ratings of Human Resources

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Effectiveness in getting you information about benefits, rights, privileges, and leave²													
Employees	28	19%	36	24%	38	26%	23	15%	24	16%	16	-- ¹	Good
Students	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²
Help in solving payroll issues													
Employees	19	17%	26	23%	32	28%	19	17%	17	15%	48	-- ¹	Good
Students	40	14%	48	16%	105	35%	82	28%	22	7%	664	-- ¹	Good
Datatel assistance²													
Employees	9	12%	11	14%	27	35%	14	18%	17	22%	79	-- ¹	Good
Students	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²
Success in getting information about available jobs³													
Employees	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³
Students	47	12%	67	17%	148	38%	87	22%	39	10%	599	-- ¹	Good
Helpfulness of staff³													
Employees	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³
Students	46	12%	84	22%	151	39%	86	22%	17	4%	599	-- ¹	Good
Your experience working at Hartnell College³													
Employees	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³	-- ³
Students	46	15%	46	15%	120	39%	73	24%	23	8%	664	-- ¹	Good

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on employee survey.

³ Only asked on student survey.

Table 4b. New Human Resources Information Employees Want on Hartnell College Website

Suggestion	Employee	
	N	%
Employee benefits information: update as changes occur, accrual information integrated with Datatel	5	3%
Current phone directory/E-mail address of employees	4	3%
Employment information: online application, job descriptions, temporary positions	4	3%
Information specific to employees: career counseling information, educational/training opportunities, union/contract information	3	2%
Nothing/fine as it is	2	1%
Other	5	3%

Table 4c. Employee and Student Suggestions for Improving Human Resources

Suggestion	Employees		Students	
	N	%	N	%
Improve customer services skills: show courtesy/respect toward others, display attitude of service	15	10%	7	2%
Improve communications skills: better relationships with other departments, provide feedback	7	5%	0	0%
Improve office procedures: organizational skills, attention to detail, accuracy, timeliness	7	5%	0	0%
Provide information regarding services and procedures: how-to manual, workshops, FAQ	6	4%	0	0%
Update staff/faculty information in a more timely manner: Datatel, campus directory	5	3%	0	0%
Be more accessible: limit voice mail usage, have set hours	3	2%	0	0%
More assistance finding jobs & more information about jobs	0	0%	6	2%
Other	16	11%	22	6%

Table 4d. Students' Familiarity with Human Resources

Familiarity	N	%
Familiar with service & use it	74	9%
Familiar with service & do not use it	242	28%
Not familiar with service	541	63%

Note: Percentages may not sum to 100% due to rounding.

Information Systems

Graph 5 and Table 5a show that Information Systems overall service was rated “good”, on average, by employees and “good” to “very good” by students. It also specifies that employees rated PC (personal computer) repair service as “good” and network support services as “fair” to “good”. In addition, students rated both Internet access and software availability as “good” to “very good”.

As listed in Table 5b, most often mentioned suggestions for improving Information Systems include more access to computers and computer labs (16% of student respondents), faster ser-

vice (14% of employee respondents), improved customer service and communication skills (10% of employees and 1% of students), and more and better trained staff (7% of employees and 1% of students). Employees indicated that the least satisfactory Information Systems services are responsiveness to requests (9% of respondents), repair services (8%), obtaining current and updated versions of software and hardware (5%), and software/hardware training and assistance (5%) (see Table 5c). In addition, Table 5d shows that approximately one-half of the student respondents use Information Systems services, and an additional 22% are familiar with the services but do not use them.

Graph 5. Percentage of Information Systems Service Rated Very Good or Excellent

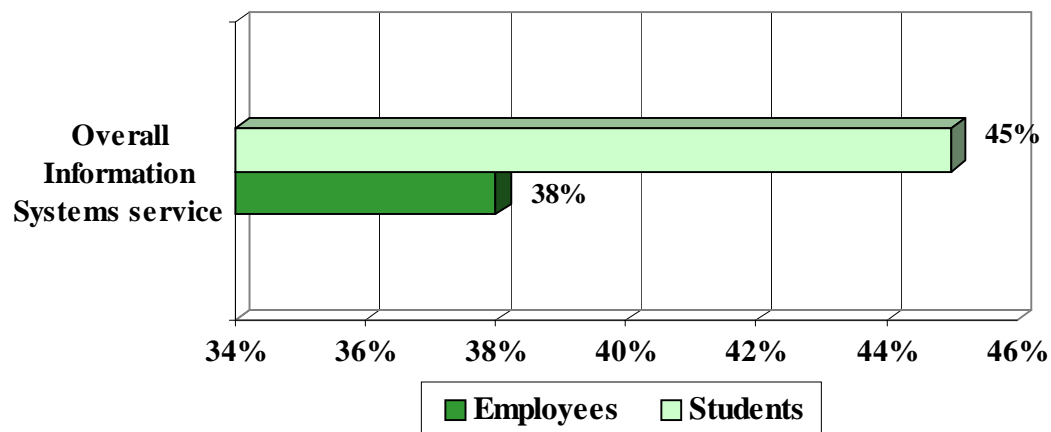


Table 5a. Employee and Student Ratings of Information Systems

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	PC (personal computer) repair service²												
Employees	11	9%	24	19%	42	32%	29	22%	24	19%	34	-1	Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
Network support services²													
Employees	14	11%	21	16%	38	29%	33	25%	25	19%	31	-1	Fair-Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
Overall Information Systems service													
Employees	19	14%	31	24%	41	31%	20	15%	21	16%	27	-1	Good
Students	148	19%	205	26%	278	35%	121	15%	45	6%	269	-1	Good-Very Good
Internet access on campus³													
Employees	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3
Students	185	23%	204	25%	270	33%	108	13%	43	5%	270	-1	Good-Very Good
Software available on campus³													
Employees	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3	-3
Students	156	20%	215	28%	258	33%	113	15%	33	4%	301	-1	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on employee survey.

³ Only asked on student survey.

Table 5b. Employee and Student Suggestions For Improving Information Systems Services

Suggestion	Employees		Students	
	N	%	N	%
More access to computers: more computers & computer labs, extend lab hours, limit time on computer, limit personal use	0	0%	131	16%
Provide faster service: respond in a timely manner, faster repair service, faster software installs, be more accessible	19	14%	0	0%
Improve customer service and communication skills: display an attitude of service, more communication with customers	13	10%	6	1%
Hire more and better trained staff, technicians, network administrators	9	7%	6	1%
Better & updated equipment: hardware, operating systems	0	0%	38	5%
Improve procedures: set up work order tracking system, indicate when work will be completed, follow-up requests, create help desk to solve problems	7	5%	12	1%
Increase speed of network/improve stability of network	5	4%	11	1%
Provide training for customers: provide a how-to manual for: programs, procedures, policies, equipment usage, smart classrooms, FAQ, orientation for new hires	5	4%	0	0%
Nothing- service is improving	4	3%	6	1%
Improve software: add programs, have compatible software on every computer	0	0%	19	2%
Improve printing: increase print limits for students, have more print locations & access to color printers	0	0%	7	1%
Improve Internet use: faster service, longer time for use-games, chat rooms, e-mail	0	0%	10	1%
Other	6	5%	32	4%

Table 5c. Information Systems Services That Are Least Satisfactory to Employees

Suggestion	N	%
Work order requests: slow to respond, complete & follow-up	12	9%
Repair service	11	8%
Obtaining current & updated versions of software & hardware	6	5%
Software/hardware/network training assistance	6	5%
Staff availability & communication	5	4%
Management	3	2%
Server/network availability & maintenance	3	2%
Other	3	2%

Table 5d. Students' Familiarity with Informations Systems		
Familiarity	N	%
Familiar with service & use it	498	48%
Familiar with service & do not use it	189	22%
Not familiar with service	246	29%

Note: Percentages may not sum to 100% due to rounding.

Institutional Advancement

As shown in Graph 6 and Table 6a, the average employee ratings for timeliness of response, how well inquiries are answered, and promptness of responses to voice mail inquiries was “good” to “very good”. Average student ratings for these three categories and overall services was “good”. Table

6b lists the most frequently mentioned suggestion for improving Institutional Advancement services as providing better and more information about scholarships and grants (8% of student respondents). Table 6c shows that 12% of the student respondents use services provided by Institutional Advancement, and an additional one-fourth of the respondents are familiar with the services but do not use them.

Graph 6. Percentage of Institutional Advancement Services Rated Very Good or Excellent

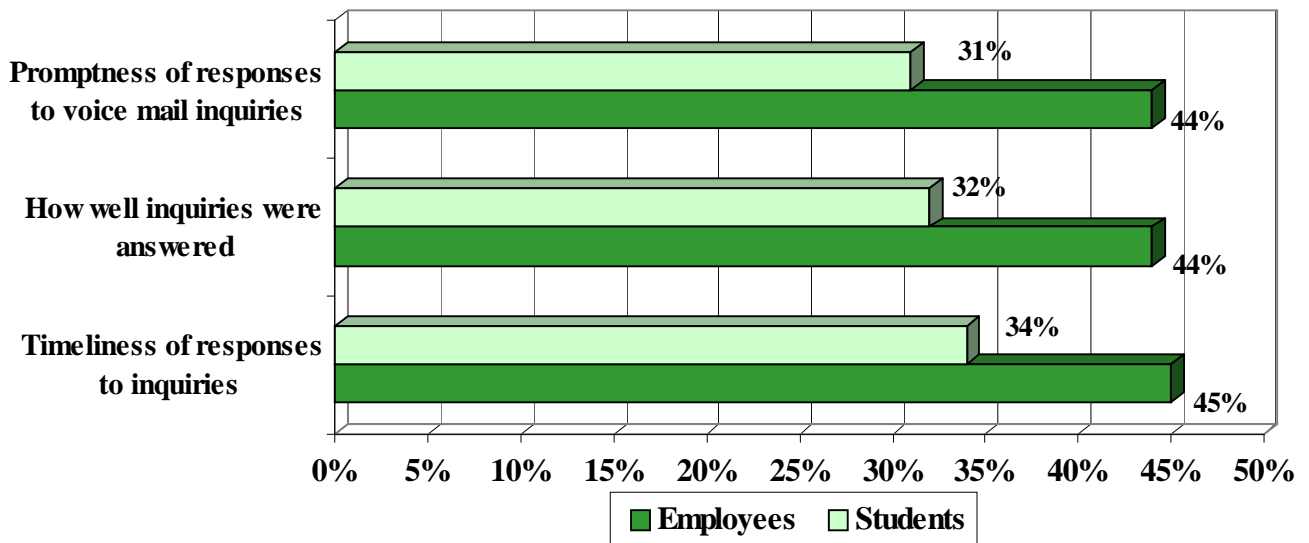


Table 6a. Employee and Student Ratings of Institutional Advancement

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Timeliness of responses to inquiries												
Employees	13	22%	14	23%	23	38%	6	10%	4	7%	103	-- ¹	Good-Very Good
Students	45	13%	72	21%	123	36%	82	24%	23	7%	617	-- ¹	Good
How well inquiries were answered													
Employees	13	21%	14	23%	23	37%	10	16%	2	3%	99	-- ¹	Good-Very Good
Students	38	11%	73	21%	124	36%	85	25%	25	7%	614	-- ¹	Good
Promptness of responses to voice mail inquiries													
Employees	11	22%	11	22%	16	32%	10	20%	2	4%	109	-- ¹	Good-Very Good
Students	37	12%	60	19%	108	35%	83	27%	21	7%	648	-- ¹	Good
Overall services²													
Employees	--	--	--	--	--	--	--	--	--	--	--	--	--
Students	40	12%	67	21%	119	37%	79	24%	19	6%	592	-- ¹	Good

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on student survey.

Table 6b. Employee and Student Suggestions For Improving Institutional Advancement Services

Suggestion	Employees		Students	
	N	%	N	%
Provide better/more information about scholarships/grants: promote services better, more communication with students, more information to South County students	0	0%	27	8%
Increase campus publicity: e-mail event information, provide FAQ sheet	2	3%	0	0%
Become more visible: work more closely with others departments/units	2	3%	0	0%
Fine as it is	0	0%	6	2%
Other	3	5%	28	8%

Table 6c. Students' Familiarity with Institutional Advancement

Familiarity	N	%
Familiar with service & use it	105	12%
Familiar with service & do not use it	202	24%
Not familiar with service	551	64%

Note: Percentages may not sum to 100% due to rounding.

Institutional Research and Planning

On average, employees rated how well the college's institutional research needs are being met, and the usefulness of institutional research reports and services as being "good" (see Table 7a). In addition, respon-

dents rated the quality of institutional research reports and services, and the helpfulness of the staff as being "good" to "very good". As listed in Table 7b, the most often mentioned suggestion for improving Institutional Research services was to expand research projects and resources (6% of respondents).

Table 7a. Employee Ratings of Institutional Research and Planning (IR&P)

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	How well college's IR needs are being met	8	10%	19	24%	35	45%	14	18%	2	3%	82	
Usefulness of the IR reports and services	8	9%	23	25%	32	34%	23	25%	8	9%	64	--*	Good
Quality of IR reports and services	13	13%	36	37%	32	33%	15	15%	2	2%	59	--*	Good-Very Good
Helpfulness of the IR & P staff	19	22%	27	31%	30	34%	10	11%	2	2%	67	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 7b. Employee Suggestions For Improving Institutional Research and Planning Office Services and/or Products

Suggestion	N	%
Expand research projects and resources: systems for monitoring department outcomes, follow-up research, faculty-driven projects	6	6%
Increase use of technology: limit paper usage, use e-mail/web to distribute reports	2	2%
More faculty involvement	2	2%
Proactively/follow-up on results of research: report how research is being used	2	2%
Provide campus community with more information regarding services: FAQ sheet	2	2%
Other	6	6%

Library

Employee respondents rated the Media Center, Reference Center, Circulation staff, Audio Visual staff, and Faculty Resource Center staff as “very good”, on average, as shown in Graph 8 and Table 8a. However, faculty rated the service provided by the Reference Center (average = “very good”) and Faculty Resource Center staff (average = “very good” to “excellent”)

significantly higher than did classified staff (average = “good” to “very good”) (see Table 24). Similarly, students rated the Media Center, Reference Center, and Circulation staff as “good” to “very good”. Table 8b shows that approximately two-thirds of the student respondents use the library, and an additional 22% are familiar with the services but do not use them.

Graph 8. Percentage of Library Services Rated Very Good or Excellent

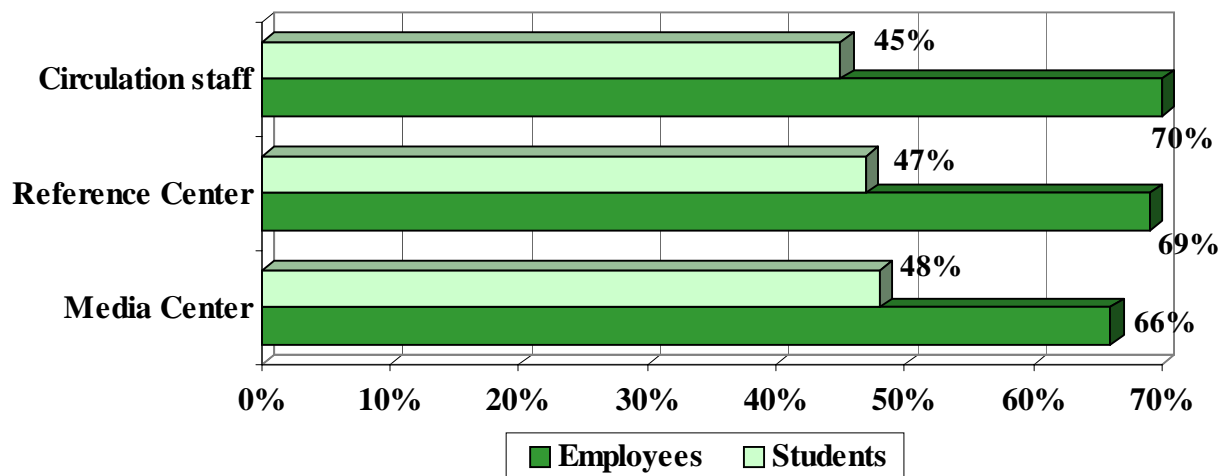


Table 8a. Employee and Student Ratings of Library

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Media Center												
Employees	29	27%	42	39%	27	25%	7	7%	2	2%	55	⁻¹	Very Good
Students	183	22%	215	26%	308	37%	109	13%	27	3%	237	⁻¹	Good- Very Good
Reference Center													
Employees	32	31%	39	38%	26	25%	4	4%	2	2%	58	⁻¹	Very Good
Students	180	21%	223	26%	309	36%	118	14%	22	3%	221	⁻¹	Good- Very Good
Circulation staff													
Employees	36	34%	38	36%	24	23%	7	7%	0	0%	57	⁻¹	Very Good
Students	181	21%	209	24%	316	37%	125	15%	30	4%	213	⁻¹	Good- Very Good
Audio Visual staff²													
Employees	41	33%	43	35%	25	20%	10	8%	5	4%	41	⁻¹	Very Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
Faculty Resource Center staff²													
Employees	42	34%	48	39%	18	15%	10	8%	4	3%	41	⁻¹	Very Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on employee survey.

Familiarity	N	%
Familiar with service & use it	535	63%
Familiar with service & do not use it	183	22%
Not familiar with service	127	15%

Note: Percentages may not sum to 100% due to rounding.

Maintenance Department

On average, both employee and student respondents rated the maintenance and appearance of campus grounds and building exteriors as “good” to “very good” (see Graph 9 and Table 9a). Employees assessed the maintenance and appearance of building interiors as “good”, while students rated them as “good” to “very good”. However, Table 24 shows that employees who worked at Hartnell for less than three years rated the maintenance and appearance

of the interior of campus buildings significantly higher (average = “good” to “very good”) than did respondents employed 3-5 years (average = “fair”). In addition, the average employee ratings for work order response time and custodial services was “good”. Approximately one-half of the student respondents indicated that they use services provided by the Maintenance Department, and an additional 27% are familiar with the services but do not use them. (see Table 9b).

Graph 9. Percentage of Maintenance Services Rated Very Good or Excellent

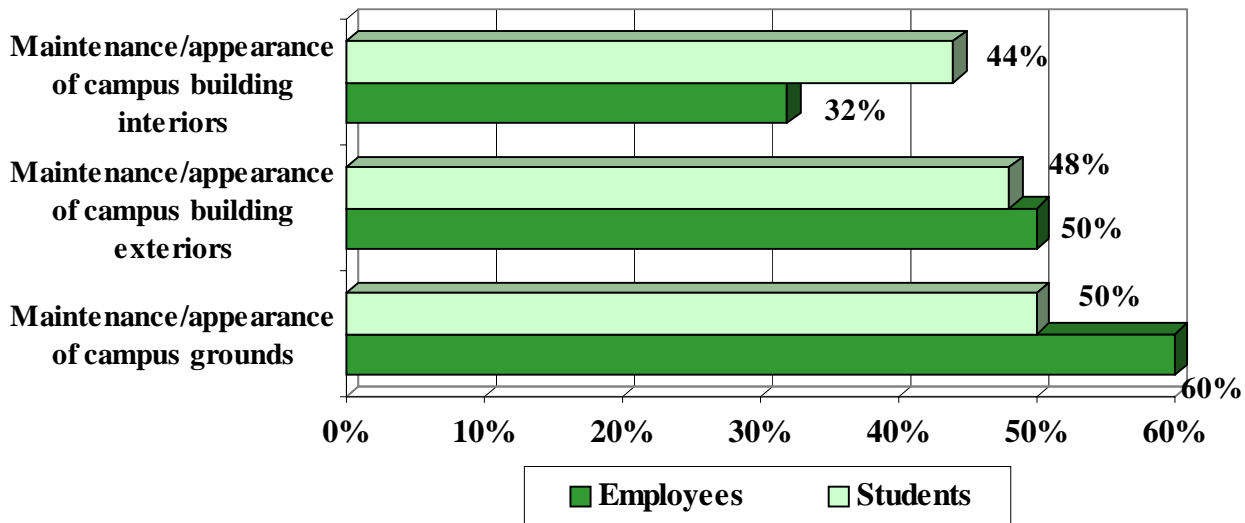


Table 9a. Employee and Student Ratings of Maintenance Department

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Work-order response time²												
Employees	10	8%	32	24%	33	25%	32	24%	26	20%	30	-- ¹	Good
Students	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²
Custodial Services²													
Employees	26	17%	40	26%	44	29%	26	17%	17	11%	11	-- ¹	Good
Students	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²	-- ²
Maintenance/appearance of campus grounds													
Employees	36	23%	58	37%	38	25%	13	8%	10	7%	9	-- ¹	Good-Very Good
Students	201	20%	303	30%	339	34%	122	12%	34	3%	125	-- ¹	Good-Very Good
Maintenance/appearance of campus building exteriors													
Employees	26	17%	51	33%	49	32%	21	14%	8	5%	10	-- ¹	Good-Very Good
Students	194	19%	288	29%	334	33%	153	15%	31	3%	121	-- ¹	Good-Very Good
Maintenance/appearance of campus building interiors													
Employees	16	10%	34	22%	41	27%	34	22%	30	19%	9	-- ¹	Good
Students	169	17%	271	27%	315	32%	179	18%	61	6%	125	-- ¹	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on employee survey.

Familiarity	N	%
Familiar with service & use it	385	50%
Familiar with service & do not use it	205	27%
Not familiar with service	185	24%

Note: Percentages may not sum to 100% due to rounding.

Office of Instruction

Table 10a shows that employees rated services provided during the daytime as “good” to “very good”, on average. They also rated services

provided during the evening and weekend, and response time of paperwork processed through the Office of Instruction as “good”. Additional services employees want provided are listed in Table 10b.

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Services provided during daytime	24	20%	41	34%	45	38%	8	7%	2	2%	40	--*	Good-Very Good
Services provided during evening	13	16%	20	24%	30	36%	11	13%	10	12%	73	--*	Good
Services provided on weekends	5	11%	8	18%	14	32%	11	25%	6	14%	113	--*	Good
Response time of paperwork processed through Office of Instruction	14	14%	25	25%	33	33%	19	19%	10	10%	53	--*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 10b. Additional Services Employees Want Provided by Office of Instruction

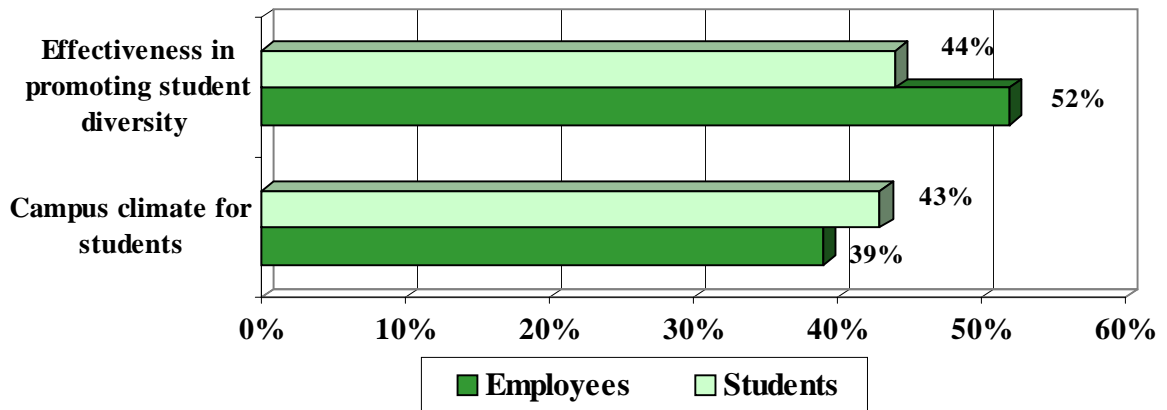
Suggestion	N	%
Improve evening/weekend coverage: orientation manual given to each manager	3	3%
More efficient office procedure: timely responses to travel authorization requests/purchase requisitions	3	3%
Improve scheduling: schedule classes that do not overlap	2	2%
Information regarding responsibilities of office: FAQ sheet	2	2%
Other	7	6%

Campus Climate and Diversity

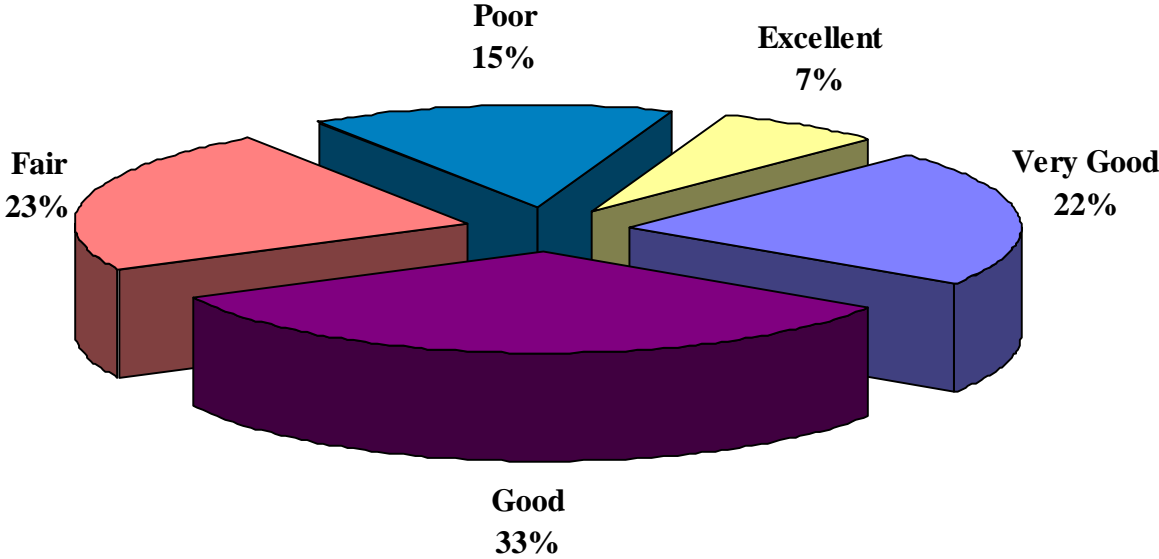
Both employees and students were asked questions about campus climate and diversity, as summarized in Graphs 11a-c and Table 11. Current survey results show that both the employees' and students' average ratings of Hartnell College's effectiveness in promoting student diversity were "good" to "very good". Employees rated the campus climate for students as "good", while

students rated it as "good" to "very good". In addition, employees rated the college's effectiveness in promoting employee diversity as "good" to "very good", while they rated campus climate for employees as "good". However, Table 24 shows that employees who worked at Hartnell less than three years rated campus climate for employees significantly higher (average = "good" to "very good") than did those employed more than 10 years (average = "fair" to "good").

Graph 11a. Percentage of Student Campus Climate and Diversity Questions Rated Very Good or Excellent



Graph 11b. Employee Ratings of Campus Climate for Employees



Graph 11c. Employee Ratings of Effectiveness in Promoting Employee Diversity

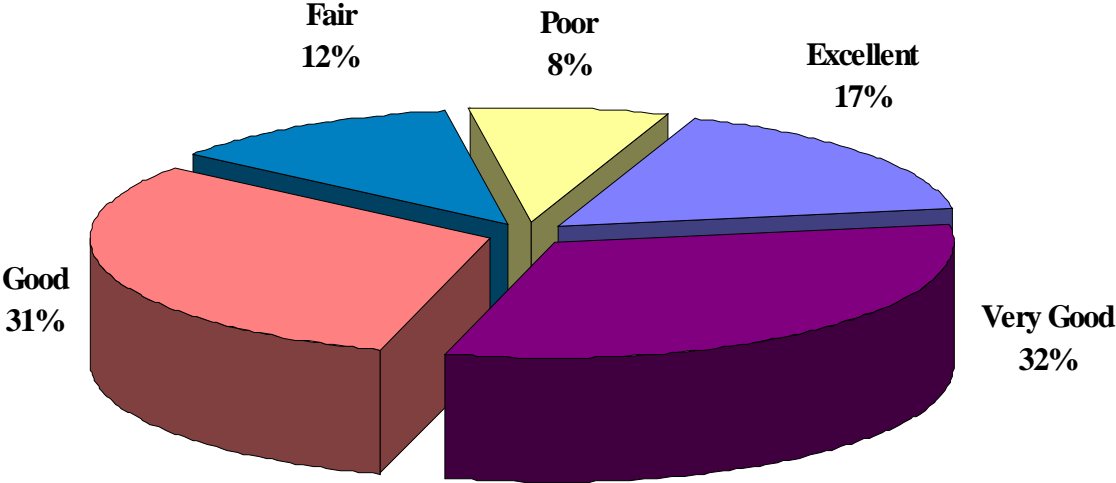


Table 11a. Employee and Student Ratings of Campus Climate and Diversity

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Campus climate for employees²												
Employees	12	7%	36	22%	53	33%	37	23%	25	15%	0	- ¹	Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
Effectiveness in promoting employee diversity²													
Employees	25	17%	47	32%	46	31%	17	12%	12	8%	16	- ¹	Good-Very Good
Students	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
Campus climate for students													
Employees	17	11%	43	28%	54	35%	32	21%	8	5%	9	- ¹	Good
Students	145	14%	308	29%	420	39%	166	16%	30	3%	44	- ¹	Good-Very Good
Effectiveness in promoting student diversity													
Employees	28	19%	48	33%	36	25%	24	17%	8	6%	15	- ¹	Good-Very Good
Students	162	16%	281	28%	366	36%	155	15%	59	6%	83	- ¹	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

¹ Not included in percentage calculations.

² Only asked on employee survey.

The campus climate and diversity questions asked on the 2002 Employee and Student Customer Satisfaction Surveys were also asked as part of the 1998 Employee and Student Diversity Surveys and the 1999 Accreditation Employee Survey. Table 11b displays the results for the one question having significant differences among the surveys (i.e., statistically significant ($p \leq .001$) and more than 0.5 point differ-

ence). It shows that the average employee rating of Hartnell College's effectiveness in promoting employee diversity was significantly higher in 1999 and 2002 (average rating = "good" to "very good") than in 1998 (average = ("good"). There were no significant differences between employee and student respondents on any of the common questions.

Table 11b. Average Ratings on Campus Climate and Diversity Questions Having Significant Differences¹ Among Surveys and Across Time			
Question	Survey		
	Diversity (1998)	Accreditation (1999)	Customer Satisfaction (2002)
Effectiveness in promoting employee diversity			
Employees	Good	Good-Very Good	Good-Very Good
Students	-- ²	-- ²	-- ²

¹ Significant Difference = average rating on one survey is statistically significant ($p = .001$) and more than 0.5 points higher than the average rating on another survey.

² Students were not asked this question.

Admissions, Records, and Registration

On average, helpfulness of staff and registration instructions in the schedule of classes were rated “good” to “very good” by student survey respondents, as shown in Table 12a. They also rated knowledge of staff, quickness of service, satisfaction with facilities, and satisfaction with registration process as “good”. However, Table 25 shows that stu-

dents older than 49 years old rated helpfulness and knowledge of staff, quickness of service, and satisfaction with facilities significantly higher than did students younger than 25 years old. In addition, Table 12b shows that 70% of the respondents are interested in using web registration. Lastly, Table 12c shows that 88% of the students use Admissions and Records services, and an additional 10% are familiar with the services but do not use them.

Table 12a. Student Ratings of Admissions, Records, and Registration

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Helpfulness of staff	193	16%	268	22%	468	39%	201	17%	73	6%	25	
Knowledge of staff	158	14%	285	25%	441	38%	212	18%	68	6%	58	--*	Good
Quickness of service	120	10%	210	18%	365	31%	335	28%	155	13%	36	--*	Good
Satisfaction with facilities	133	11%	240	20%	473	40%	271	23%	62	5%	34	--*	Good
Satisfaction with registration process	188	16%	285	24%	389	33%	224	19%	107	9%	21	--*	Good
Registration instructions in the schedule of classes	183	17%	293	27%	402	37%	160	15%	46	4%	39	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 12b. Student Interest In Web Registration

Service	Yes		No	
	N	%	N	%
	Interest in web registration	756	70%	318

Note: Percentages may not sum to 100% due to rounding.

Familiarity	N	%
Familiar with service & use it	725	88%
Familiar with service & do not use it	80	10%
Not familiar with service	24	3%

Note: Percentages may not sum to 100% due to rounding.

Bookstore

Table 13a shows that, on average, students rated helpfulness of staff, variety of items, and hours of business as “good”, and the availability of items as “fair” to “good”. However, students whose primary language is English rated the variety of Bookstore items (average = “good”) significantly higher than did students whose primary language is other than English

or Spanish (average = “fair” to “good”), as depicted in Table 25. Other Bookstore items and services that respondents would like added include more class and reference materials (8% of respondents), cheaper books (5%), and faster service (5%) (see Table 13b). In addition, 87% of the students indicated that they use the Bookstore, and an additional 9% are familiar with the services but do not use them.

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Helpfulness of staff	175	15%	245	21%	399	35%	225	20%	101	9%	67	
Variety of items	105	9%	219	19%	398	35%	281	25%	138	12%	66	--*	Good
Availability of items	83	7%	173	15%	374	33%	325	28%	194	17%	61	--*	Fair-Good
Hours of business	107	10%	200	18%	392	35%	274	25%	138	12%	78	--*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Suggestion	N	%
More class & reference materials: stationary supplies, more items, more variety, more art supplies, nursing supplies, study guides, computers, software	91	8%
Cheaper books/lower prices	61	5%
Faster service: hire more staff, add more registers, better coverage during registration period	58	5%
More non-academic items: books, audio/video, newspapers, magazines, OTC medications, clothing items, camaras	49	4%
More hours of operation: open Saturdays, open ealier/later weekdays, longer return period	34	3%
More books: ample supply of texbooks, books on time for class, more used books	32	3%
Improved customer service skills: more helpful staff, better-trained staff	25	2%
Other	54	5%

Familiarity	N	%
Familiar with service & use it	707	87%
Familiar with service & do not use it	77	9%
Not familiar with service	33	4%

Note: Percentages may not sum to 100% due to rounding.

Career Center

On average, students rated the following as “good” to “very good”: helpfulness of staff, knowledge of staff, providing useful resources for finding employment, and providing career/learning opportunities within the students’ majors (see Table 14a). In addition, the respondents specified that Career

Center services could be improved by improving operating procedures and customer service (4% of respondents) and providing more information about services (4% of respondents), as summarized in Table 14b. Only about one-fifth of the students indicated that they use the Career Center, and an additional one-third are familiar with the services but do not use them. (see Table 14c).

Table 14a. Student Ratings of Career Center

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Helpfulness of staff	119	20%	155	25%	224	37%	96	16%	16	3%	481	
Knowledge of staff	96	16%	159	26%	220	36%	102	17%	31	5%	478	--*	Good-Very Good
Providing useful resources for finding employment	107	19%	126	22%	218	38%	90	16%	32	6%	507	--*	Good-Very Good
Providing career/learning opportunities within your major	101	18%	129	23%	198	35%	110	19%	28	5%	502	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 14b. Student Suggestions For Improving Career Center Services

Suggestion	N	%
Improve operating procedures & customer service: provide better service, provide faster service, more knowledgeable staff, more hours of operation, more availability	26	4%
Provide more information regarding services: more promotion/advertising, conduct workshops	22	4%
Improve facility: larger, handicap-accessible	16	3%
Fine as it is	13	2%
Provide access to more jobs/update jobs lists	10	2%
Provide more specific information about careers	6	1%
Other	21	3%

Table 14c. Students' Familiarity with the Career Center

Familiarity	N	%
Familiar with service & use it	166	20%
Familiar with service & do not use it	291	35%
Not familiar with service	381	46%

Note: Percentages may not sum to 100% due to rounding.

Counseling

As shown in Table 15a, students rated personal counseling sessions, technical assistance, counseling process, academic advisement, and overall counseling services as “good”, on average. However, Table 25 shows that disabled students rated personal counseling, the counseling process, academic advisement, and overall counseling significantly higher than did non-disabled stu-

dents. The most often mentioned suggestions for improving counseling services include improving quality of counseling (8% of respondents), more availability for appointments (7%), better treatment of students (5% of respondents), and hiring more counselors (5%) (see Table 15b). In addition, Table 15c shows that 57% of the students use Counseling Services, and an additional 28% are familiar with the services but do not use them.

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Personal counseling sessions (for anxiety, family issues, interpersonal conflicts, issues clarification, life planning, self esteem)	130	20%	133	21%	197	31%	116	18%	65	10%	501	
Technical assistance (provide Financial Aid forms, university applications, scholarship applications, letters of commendation)	130	17%	187	24%	226	29%	156	20%	87	11%	357	--*	Good
Counseling process (such as establish rapport, listen closely, identify needs, arrange for follow up)	130	15%	186	22%	253	30%	184	22%	89	11%	296	--*	Good
Academic advisement (such as knowledgeable, resourceful, provide information)	161	18%	191	21%	276	30%	197	22%	92	10%	228	--*	Good
Overall counseling services	151	17%	196	22%	289	32%	184	20%	91	10%	213	--*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 15b. Student Suggestions For Improving Counseling Services

Suggestion	N	%
Improve quality of counseling: hire better-trained/more knowledgeable counselors, provide better information about transfer and graduation requirements, more consistency among counselors	72	8%
Appointments: more appointment times, faster service, keep appointments, spend more time in office	61	7%
Treatment of students: be nicer, friendlier, more caring, more helpful, treat students kinder, more encouragement, listen to student needs, show interest in student goals	45	5%
Hire more counselors	44	5%
More individual attention/spend more time with each student	26	3%
Fine as it is	18	2%
Provide more follow-up counseling: require multiple visits per semester, more contact	11	1%
Other	22	2%

Table 15c. Students' Familiarity with Counseling Services

Familiarity	N	%
Familiar with service & use it	470	57%
Familiar with service & do not use it	229	28%
Not familiar with service	130	16%

Note: Percentages may not sum to 100% due to rounding.

Disabled Student Programs and Services (DSPS)

Table 16a summarizes student responses to questions pertaining to disabled students. On average, respondents rated the following as “good” to “very good”: awareness on campus about supportive services for students with disabilities; accessibility of the campus for students with special needs or disabilities; sensitivity of instructors and staff to the needs of students with special needs or disabilities; and how well students with special needs or disabilities are

made a part of the college life. However, disabled students rated how well students with special needs or disabilities are made a part of the college life (average = “good” to “very good”) significantly higher than did non-disabled students (average = “good”) (see Table 25). In addition, students rated how well students with special needs or disabilities are provided services and support in the classroom as “good”. Lastly, Table 16b shows that 7% of students use DSPS, and an additional 21% are familiar with the services but do not use them.

Table 16a. Student Ratings of Disabled Student Programs and Services (DSPS)

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
The awareness on campus about supportive services for students with special needs or disabilities.	78	19%	85	21%	147	36%	66	16%	33	8%	576	--*	Good-Very Good
The accessibility of the campus for students with special needs or disabilities.	85	20%	97	23%	147	34%	72	17%	29	7%	552	--*	Good-Very Good
How well students with special needs or disabilities are provided services and support in the classroom.	65	16%	83	20%	160	39%	77	19%	23	6%	573	--*	Good
How well instructors and staff are sensitive to the needs of students with special needs or disabilities.	85	21%	93	23%	143	35%	66	16%	20	5%	573	--*	Good-Very Good
How well students with special needs or disabilities are made a part of the college life.	83	20%	83	20%	152	37%	62	15%	26	6%	572	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 16b. Students' Familiarity with Disabled Students Programs and Services (DSPS)

Familiarity	N	%
Familiar with service & use it	58	7%
Familiar with service & do not use it	179	21%
Not familiar with service	628	73%

Note: Percentages may not sum to 100% due to rounding.

Extended Opportunities Program and Services (EOPS) and Cooperative Agencies Resources in Education (CARE)

As depicted in Table 17a, students rated EOPS/CARE counselors, administrative staff, and peer advisors as “good” to “very good”, on average. Respondents indicated that EOPS/CARE services could most be improved by publicizing services more (5% of respondents) (see

Table 17b). In addition, Table 17c shows that what the students liked best about EOPS/CARE is the quality of staff (13% of respondents) and other services provided, such as developing plans and field trips (8%). Lastly, Table 17d indicates that 16% of the students use EOPS/CARE services, and an additional 23% are familiar with the services but do not use them.

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
EOPS/CARE counselors	101	25%	84	21%	141	35%	53	13%	23	6%	601	--*	Good-Very Good
EOPS/CARE administrative staff	82	20%	94	23%	132	33%	70	18%	23	6%	597	--*	Good-Very Good
EOPS/CARE peer advisors	81	21%	87	23%	130	34%	67	17%	20	5%	612	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Suggestion	N	%
Provide more information about services, procedures, awareness on campus	19	5%
Fine as it is	17	4%
Expand/increase services: extended office hours, more time with students, distribute grants earlier, offer more programs and services	16	4%
Improve customer service & office procedures: organization, attention to detail, communication	12	3%
Change eligibility requirements: offer services to more students	11	3%
Hire more & better trained staff	9	2%
Other	14	3%

Table 17c. What Students Like Best About EOPS/CARE		
Suggestion	N	%
Quality of staff: counselors, administrative staff, specific staff members-helpful, knowledgeable, caring, available	53	13%
Other service/help it provides for students: information, developing plans, field trips	32	8%
Grant money: books, food, bus passes	20	5%
Other	15	4%

Table 17d. Students' Familiarity with EOPS and CARE		
Familiarity	N	%
Familiar with service & use it	136	16%
Familiar with service & do not use it	196	23%
Not familiar with service	526	61%

Note: Percentages may not sum to 100% due to rounding.

Financial Aid

Table 18a shows that, on average, students rated helpfulness and knowledge of Financial Aid staff as “good” to “very good”, and quickness of service as “good”. They also indicated that Financial Aid services could

be improved most through improving customer service skills (8% of respondents) and providing faster service (7% of respondents) (see Table 18b). As specified in Table 18C, approximately two-fifths of the respondents use Financial Aid services, and an additional 30% are familiar with the services but do not use them.

Table 18a. Student Ratings of Financial Aid													
Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Helpfulness of staff	150	21%	172	24%	206	29%	116	16%	64	9%	357	
Knowledge of staff	142	20%	162	23%	208	30%	116	17%	68	10%	365	--*	Good-Very Good
Quickness of service	123	18%	134	19%	206	29%	131	19%	106	15%	359	--*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 18b. Student Suggestions For Improving Financial Aid Services

Suggestion	N	%
Improve customer service skills: be more helpful, nicer, more knowledgeable	54	8%
Faster service: more staff available to eliminate waiting in line, filling out forms, explaining procedures, longer hours	52	7%
Improve communication skills: more communication with students, provide feedback, send out notifications of information needed from students	15	2%
Provide more information about services: more visibility/exposure, post information, workshops, outreach, student contact	15	2%
More efficient office procedures & organizational skills	12	2%
Fine as it is	11	2%
Provide more money/opportunities	10	1%
Other	19	3%

Table 18c. Students' Familiarity with Financial Aid

Familiarity	N	%
Familiar with service & use it	342	41%
Familiar with service & do not use it	256	30%
Not familiar with service	246	29%

Note: Percentages may not sum to 100% due to rounding.

International Students/Re-Entry Program

On average, students rated the helpfulness of International Students/Re-Entry Program staff as “good” to “very good”, as shown in Table 19a. In addition, respondents rated knowledge of

staff, quickness of service, and facilities and equipment as “good”. Table 19b indicates that 6% of the students use the International Students/Re-Entry Program services, and an additional 16% are familiar with the services but do not use them.

Table 19a. Student Ratings of International Students/Re-Entry Program

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Helpfulness of staff	46	17%	57	22%	94	36%	55	21%	13	5%	665	
Knowledge of staff	34	13%	60	23%	97	38%	53	21%	15	6%	666	--*	Good
Quickness of service	42	16%	48	19%	95	37%	59	23%	16	6%	664	--*	Good
Facilities and equipment	35	14%	44	17%	106	41%	56	22%	16	6%	664	--*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 19b. Students' Familiarity with International Students/Re-Entry Program		
Familiarity	N	%
Familiar with service & use it	53	6%
Familiar with service & do not use it	134	16%
Not familiar with service	669	78%

Note: Percentages may not sum to 100% due to rounding.

Learning Skills Center

As summarized in Table 20a, the average student rating was “good” to “very good” for: quality of courses or tutorial services, quality of teaching, helpfulness of staff, orienta-

tion, and equipment and other services. Table 20b shows that approximately one-third of the student respondents use the Learning Skills Center, and an additional one-third are familiar with the services but do not use them.

Table 20a. Student Ratings of Learning Skills Center (Reading Lab, Writing lab, Math Lab, and Tutorial Center)													
Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Quality of courses or tutorial services	133	22%	157	26%	213	36%	71	12%	26	4%	420	—*	Good-Very Good
Quality of teaching	141	23%	159	26%	205	34%	76	13%	28	5%	412	—*	Good-Very Good
Helpfulness of staff	147	24%	151	25%	213	35%	79	13%	19	3%	410	—*	Good-Very Good
Orientation	120	20%	140	24%	211	36%	86	15%	34	6%	428	—*	Good-Very Good
Equipment and other resources	129	22%	133	23%	216	37%	83	14%	31	5%	426	—*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Familiarity	N	%
Familiar with service & use it	264	31%
Familiar with service & do not use it	272	32%
Not familiar with service	313	37%

Note: Percentages may not sum to 100% due to rounding.

Math/Science Division

Students rated their satisfaction with the academic support in ACCESS and the amount of support in the math lab as “good” to “very good”, on average (see Table 21a). In addition, respondents rated their satisfaction with the level

of academic support in MESA as “good”. Table 21b shows that 28% of the students use services provided by the Math/Science Division, and an additional one-fourth are familiar with the services but do not use them.

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
	Satisfaction with the academic support in ACCESS	66	14%	104	22%	208	44%	78	17%	16	3%	519	
Satisfaction with the level of academic support in MESA	56	13%	104	23%	189	42%	75	17%	24	5%	537	--*	Good
Satisfaction with the amount of support in the math lab	85	18%	98	21%	190	41%	72	15%	23	5%	512	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 21b. Students' Familiarity with Math/Science Division		
Familiarity	N	%
Familiar with service & use it	236	28%
Familiar with service & do not use it	211	25%
Not familiar with service	397	47%

Note: Percentages may not sum to 100% due to rounding.

STAAR* Assessment

As shown in Table 22a, the average student rating was “good” to “very good” for: helpfulness of STAAR* Assessment staff, quickness of service, and availability of dates and times for STAAR* Assessment Sessions. Respondents rated the knowledge of STAAR* Assessment staff as “good”. However, students whose primary language is Spanish rated the helpfulness of staff and availability of dates and times for STAAR* Assessment (average = “good” to “very

good”) significantly higher than did students whose primary language is other than English or Spanish (average rating = “good”) (see Table 25). Table 22b shows that the most frequently mentioned suggestion for improving STAAR* Assessment was to improve testing procedures, such as having more interpretation of test results (3% of respondents). Lastly, Table 22c indicates that approximately one-half of the respondents use STAAR* Assessment services, and an additional one-fourth are familiar with the services but do not use them.

Table 22a. Student Ratings of STAAR* Assessment													
Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Helpfulness of staff	112	15%	193	26%	283	38%	129	17%	24	3%	336	--*	Good-Very Good
Knowledge of staff	93	13%	185	25%	286	39%	140	19%	29	4%	339	--*	Good
Quickness of service	108	15%	182	24%	294	39%	130	17%	32	4%	331	--*	Good-Very Good
Availability of dates and times for STAAR* Assessment Sessions	110	15%	186	25%	272	37%	138	19%	28	4%	329	--*	Good-Very Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 22b. Student Suggestions For Improving STAAR* Assessment Services

Suggestion	N	%
Improve test procedures: quicker results, more test times, offer prep workshop, more results interpretation, split into 2 sessions, more room for testing	19	3%
Improve tests: use a more accurate exam, shorten exam, provide more time to take exams, change grading process to more effective one	12	2%
Fine as it is	10	1%
Other	22	3%

Table 22c. Students' Familiarity with STAAR* Assessment

Familiarity	N	%
Familiar with service & use it	421	51%
Familiar with service & do not use it	210	25%
Not familiar with service	195	24%

Note: Percentages may not sum to 100% due to rounding.

Student Activities/Veterans' Services

Table 23a shows that students rated the helpfulness and knowledge of Student Activities/Veterans' Services staff, quickness of service, and facilities and equipment as "good", on av-

erage. In addition, Table 23b indicates that only 7% of the respondents use services provided by Student Activities/Veterans' Services, and an additional one-fifth are familiar with the services but do not use them.

Table 23a. Student Ratings of Student Activities/Veterans' Services

Service	Excellent		Very Good		Good		Fair		Poor		No Opinion or Not Applicable		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Helpfulness of staff	46	15%	57	19%	113	38%	60	20%	22	7%	643	...*	Good
Knowledge of staff	41	14%	58	20%	115	39%	54	18%	26	9%	639	...*	Good
Quickness of service	41	14%	52	18%	107	37%	69	24%	19	7%	645	...*	Good
Facilities and equipment	46	16%	45	16%	122	42%	55	19%	20	7%	643	...*	Good

Note: Percentages may not sum to 100% due to rounding.

* Not included in percentage calculations.

Table 23b. Students' Familiarity with Student Activities/Veterans' Services		
Familiarity	N	%
Familiar with service & use it	62	7%
Familiar with service & do not use it	163	19%
Not familiar with service	616	73%

Note: Percentages may not sum to 100% due to rounding.

Significant Subgroup Differences

Tables 24 and 25 summarize the results for those questions in which the average ratings between two or more subgroups were significantly different from one another (i.e., statistically significant ($p \leq .001$) and more than

0.5 point difference). The average ratings of the subgroup(s) in Group A are significantly higher than those of the subgroup(s) in Group B. These significant differences were previously discussed for each department or area, as applicable.

**Table 24. Employee Ratings for
Subgroups Having Significantly Different Responses¹**

Question	Group A Significantly Higher than Group B ¹				
	Group A			Group B	
6. Percent of employee respondents who rated the quality of service received from Reprographics as very good or excellent.					
Differences among Employee Groups			Faculty	Classified Managers	Staff
			89%	61%	58%
33. Percent of employee respondents who rated the service provided by the Reference Center as very good or excellent.					
Differences among Employee Groups			Faculty	Classified Staff	
			88%	46%	
36. Percent of employee respondents who rated the service provided by the Faculty Resource Center staff as very good or excellent.					
Differences among Employee Groups			Faculty	Classified Staff	
			87%	56%	
41. Percent of employee respondents who rated the maintenance and appearance of the interior of campus buildings as very good or excellent.					
Differences among How Long Employees Worked at Hartnell			Less than 3 years	3-5 years	
			53%	12%	
47. Percent of employee respondents who assessed the campus climate/environment at HC for employees as very good or excellent.					
Difference among How Long Employees Worked at Hartnell			Less than 3 years	More than 10 years	
			46%	15%	

¹ Significantly Different = average of each subgroup in Group A is statistically significant (p=.001) and more than 0.5 points higher than the average of each subgroup in Subgroup B.

**Table 25. Student Ratings for
Subgroups Having Significantly Different Responses¹**

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
1. Percent of student respondents who rated the helpfulness of Admissions and Records staff as very good or excellent.						
Differences among Age Groups		Above 49	40-49	20-24	Below 20	
		70%	54%	30%	31%	
2. Percent of student respondents who rated the knowledge of Admissions and Records staff as very good or excellent.						
Differences among Age Groups			Above 49	20-24	Below 20	
			65%	33%	34%	
3. Percent of student respondents who rated Admissions and Records quickness of service as very good or excellent.						
Differences among Age Groups			Above 49	20-24	Below 20	25-29
			53%	21%	25%	29%
4. Percent of student respondents who rated their satisfaction with Admissions and Records facilities as very good or excellent.						
Differences among Age Groups			Above49	20-24	Below20	
			48%	27%	29%	
10. Percent of student respondents who rated the availability of items in the Bookstore as very good or excellent.						
Differences among Primary Language Groups			English	Other than English or Spanish		
			29%	21%		

(Continued)

¹ Significantly Different = average of each subgroup in Group A is statistically significant (p=.001) and more than 0.5 points higher than the average of each subgroup in Subgroup B.

**Table 25. Student Ratings for
Subgroups Having Significantly Different Responses¹ (continued)**

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
18. Percent of student respondents who rated personal counseling sessions as very good or excellent.						
Differences between Disability Statuses			Disability	No Disability		
			58%	39%		
20. Percent of student respondents who rated the counseling process as very good or excellent.						
Differences between Disability Statuses			Disability	No Disability		
			59%	35%		
21. Percent of student respondents who rated academic advisement as very good or excellent.						
Differences between Disability Statuses			Disability	No Disability		
			58%	36%		
22. Percent of student respondents who rated overall counseling services as very good or excellent.						
Differences between Disability Statuses			Disability	No Disability		
			58%	36%		
28. Percent of student respondents who rated how well students with disabilities are made a part of college life as very good or excellent.						
Differences between Disability Statuses			Disability	No Disability		
			57%	37%		

(Continued)

¹ Significantly Different = average of each subgroup in Group A is statistically significant (p=.001) and more than 0.5 points higher than the average of each subgroup in Subgroup B.

**Table 25. Students Ratings for
Subgroups Having Significantly Different Responses¹ (continued)**

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
75. Percent of student respondents who rated helpfulness of Assessment Center staff as very good or excellent.						
Differences among Primary Language Groups			Spanish	Other than English or Spanish		
			46%	29%		
78. Percent of student respondents who rated the availability of dates and times for STAAR* assessment sessions as very good or excellent.						
Differences among Primary Language Groups			Spanish	Other than English or Spanish		
			44%	27%		

¹ Significantly Different = average of each subgroup in Group A is statistically significant (p=.001) and more than 0.5 points higher than the average of each subgroup in Subgroup B.

Summary and Conclusions

Overall, both employee and student survey respondents generally rated services similarly on common questions. Typical (average) ratings ranged from “fair” to “very good”. Average employee ratings were “very good” for the following services or areas: Payroll, on-line ordering of office supplies, Warehouse delivery operations, Reprographics, Media Center, Library Reference Center, Library Circulation staff, Audio Visual staff, and Faculty Resource Center staff.

Both employees and students were asked questions about campus climate and diversity. Survey results show that their average ratings of Hartnell College’s effectiveness in promoting student diversity were “good” to “very good”. In addition, employees rated the campus climate for students as “good”, while students rated it as “good” to “very good”. Employees also rated the college’s effectiveness in promoting employee diversity as “good” to “very good”, while they rated campus climate for employees as “good”. However, employees who worked

at Hartnell less than three years rated campus climate for employees significantly higher (average = “good” to “very good”) than did those employed more than 10 years (average = “fair” to “good”).

Questions asked about campus climate and diversity on the surveys discussed in this report (2002 Employee and Student Customer Satisfaction Surveys) were also asked on the 1998 Employee and Student Diversity Surveys and the 1999 Accreditation Employee Survey. The average employee rating of Hartnell College’s effectiveness in promoting employee diversity was significantly higher in 1999 and 2002 (average rating = “good” to “very good”) than in 1998 (average = “good”).

Survey respondents were also asked open-ended questions about how services can be improved. These results along with the responses to the quantitative questions listed above provide information that can be used by the departments and areas surveyed to better serve their customers.

Attachment A.

**Hartnell College Customer Satisfaction Survey
Employee Version**

Attachment B.

**Hartnell College Customer Satisfaction Survey
Student Version**

