

Hartnell College
2005 Student Opinion Survey
Final Report

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June 2006

Hartnell College

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June 2006

Hartnell College

2005 Student Opinion Survey Final Report

Executive Summary

In fall 2005, the Hartnell College Accreditation Steering Committee surveyed a sample of Hartnell College students. The purpose of this survey was to assess student perceptions of their college experience and the degree to which Hartnell College is fulfilling the accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The results are intended to support the Accreditation Self-Study, as well as provide information for assessing and improving Hartnell College's programs and services.

Survey results provide useful information concerning student opinions and beliefs about many of the major issues impacting them and the college as a whole. Questionnaires were completed by 703 students (approximately 7% of the student body). The typical respondent was a 19 year old or younger Latina freshman who attended Hartnell full-time during the day and whose educational goal was to transfer to a four-year college or university. She also worked part-time, did not receive financial aid, and was pursuing a career in the health professions.

Typical (average) responses ranged from "slightly agree" to "mostly agree", from "good" to "very good", and from "slightly dissatisfied" to "satisfied". The majority of respondents were satisfied with how most aspects of the college are functioning and would choose to attend Hartnell if they were starting college over. However, older and Latino students were significantly more satisfied than were younger, Asian/Pacific Islander, and African American students in specific areas. In addition, Hartnell College students were somewhat less satisfied with college services than were students in the national norm group of 10 similar size community colleges.

Areas in which survey respondents believe Hartnell College is performing well:

1. The quality of education is good.
2. Students are positive about extracurricular activities, such as cultural and social events and recreational activities.
3. Students are satisfied with many support services, such as the library, computer services, and tutoring, and with counseling related services, such as career planning, academic advising, and personal counseling.
4. Faculty demonstrate a positive attitude toward students.
5. Students are making satisfactory progress toward their educational goals.
6. The college is generally effective in promoting student diversity and in maintaining a positive campus climate/environment for students.

Areas identified by respondents as needing improvement:

1. Parking facilities were viewed as needing improvement. However, since the parking structure opened after this survey was conducted, parking is less likely to be a concern.
2. Some students would like more courses offered at different times and locations and in different formats.
3. Asian/Pacific Islanders and African Americans were less satisfied with some aspects of their college experience than were other subgroups.

Acknowledgements

We would like to acknowledge the contributions of the many persons who provided the guidance, resources, and support to make this research study possible. Through their contributions, Hartnell College will be able to better understand student perceptions of the degree to which the college is fulfilling accreditation standards.

First, we would like to acknowledge the Hartnell College Accreditation Steering Committee, co-chaired by Drs. Allan Hoffman and Jennifer Fellguth, and the Accreditation Standard Committee Chairs, who helped design and implement this major research study. Other members of the committee and chairs include: Mr. Brian Adair, Dr. Celia Barberena, Mr. Terry Buttle, Mr. Larry Carrier, Ms. Liz Estrella, Mr. Jose Luis Fernandez, Mr. James Fitch, Mr. Mike Foudy, Dr. Charlene Frontiera, Mr. Gary Hughes, Mr. John Jackson, Ms. Sabrina Lawrence Coffelt, Ms. Cicely McCreight, Ms. Ruth McMullen, Ms. Tamberly Petrovich, Dr. Kathleen Rose, and Ms. Margie Wiebusch.

Second, our appreciation goes to the faculty who administered the surveys and to the students who completed the questionnaires. Lastly, we would like to express our gratitude to the Institutional Research and Planning staff, Dr. John Briggs, Ms. Penny Betancourt, Ms. Brenda Madrid, and Ms. Meiling Wachholz-Yee, whose excellent work provided support for this study and report.

Langston S. Johnson
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Project Directors

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In fall 2005, the Hartnell College Accreditation Steering Committee surveyed a sample of Hartnell College students. The purpose of this survey was to assess student perceptions of their college experience and the degree to which Hartnell College is fulfilling the accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The results are intended to support the Accreditation Self-Study, as well as provide information for assessing and improving Hartnell College's programs and services.

Method

The Institutional Research and Planning Office developed the research procedures in collaboration with the Hartnell College Accreditation Steering Committee and Accreditation Standard Committee Chairs. The survey questionnaire selected for this study was the Student Opinion Survey (2-Year College Form) (SOS), which is a nationally normed instrument developed by ACT. In addition to the standard questions, students were asked 30 additional questions developed by the Accreditation Steering Committee (see Appendix B). The questionnaire was also translated into Spanish.

Faculty from a stratified random sample of 55 fall 2005 course sections were asked to administer the SOS questionnaire to their students during a class session. Course sections taught in South County, on East Campus, and at Natividad Hospital were over sampled to assure adequate representation. Students were given the option of completing the survey in English or Spanish.

Response frequencies and average responses are reported for questions having quantitative ratings. The responses of Hartnell students are compared to the average responses from 10 similar size community colleges in the national norm group.

Average responses among subgroups were also statistically compared using analysis of variance ($p \leq .001$). 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 or 6-point scale) and (2) were statistically different from one another. Responses to open-ended questions were categorized and summarized.

Survey Results

Respondent Characteristics

As shown in Table 1, questionnaires were completed by 703 students (approximately 7% of the student body). The respondents were generally reflective of the Hartnell College student population, except there was a greater proportion of younger, first-year, Latina, and part-time students in the sample. Compared to the national norm group, students in the Hartnell sample were more likely to be Latino, attend part-time, and have an educational goal of transferring.

The typical respondent was a 19 year old or younger Latina freshman who attended Hartnell full-time during the day and whose educational goal was to transfer to a four-year college or university. She also worked part-time, did not receive financial aid, and was pursuing a career in the health professions.

Overall Results

Tables 2 through 6 summarize the students' responses to the forced choice survey questions. They show the number and percentage of responses to each response category and the typical (average) response. When available, the tables also show the average responses of students in the national norm group.

College Impressions

Table 2 shows the reasons that the students chose to attend Hartnell College. The reasons respondents most often cited included: (1) convenient location, (3) they could work while attending the college, (3) Hartnell offered the courses they wanted, and (4) low cost of attending. *Continued on Page 5.*

**Table 1. 2005 Student Opinion Survey
Respondent Characteristics**

Characteristic	Hartnell		National Norm Group ¹	
	N	%	N	%
Total Respondents	703	100%	6,952	100%
Age				
Below 20	265	38%	1,473	22%
20 - 25	223	32%	2,724	41%
26 - 29	49	7%	716	11%
30 - 39	70	10%	969	15%
Over 39	85	12%	716	11%
Ethnicity				
African American	26	4%	1,092	17%
Asian/Pacific Islander	50	8%	481	8%
Latino				
Mexican American	400	62%	243	4%
Puerto Rican, Cuban, other Latino	49	8%	674	11%
Total Latino	449	70%	917	15%
Native American	3	<1%	108	2%
White	99	15%	3,266	52%
Other	14	2%	384	6%
Gender				
Male	275	40%	2,589	39%
Female	415	60%	4,023	61%
Educational Goal				
Associate Degree	169	25%	2,234	34%
Certificate/License	10	1%	171	3%
Educational Development	27	4%	157	2%
Maintain/Advance Career	29	4%	138	2%
Transfer	378	56%	2,955	45%
Vocational Certificate	18	3%	359	6%
Other	31	5%	360	6%
Undecided	16	2%	153	2%
Enrollment Status				
Full - Time	412	60%	4,669	71%
Part -Time	278	40%	1,919	29%
Years at This College				
1 Year	352	54%	3,484	54%
2 Years	152	23%	1,795	28%
3 Years	77	12%	772	12%
4 or More Years	75	11%	402	6%

(continued)

¹ Ten similar size community colleges

**Table 1. 2005 Student Opinion Survey
Respondent Characteristics (continued)**

Characteristic	Hartnell		National Norm Group ¹	
	N	%	N	%
Time of Day Most Frequently Attended				
Day	471	70%	4,855	74%
Evening	187	28%	1,580	24%
Weekend	6	1%	24	<1%
Other	8	1%	73	1%
Dependent Children				
Yes	202	29%	1,837	28%
No	484	71%	4,741	72%
Hours Worked Per Week				
0 or Occasional Jobs	178	26%	1,927	29%
1 - 10 Hours	38	6%	334	5%
11 - 20 Hours	112	16%	930	14%
21 - 30 Hours	126	18%	1,062	16%
31 - 40 Hours	170	25%	1,536	23%
Over 40 Hours	63	9%	756	12%
Status When 1st Entered Hartnell				
Entered Directly From High School	344	50%	2,295	35%
Entered After Working For a Period	173	25%	1,889	29%
Transferred From Another 2 - Year College	25	4%	356	5%
Transferred From a 4 - Year College	24	4%	576	9%
Entered After Completing Military Service	8	1%	202	3%
Other	109	16%	1,232	19%
Distance from Hartnell				
< 1 Mile	50	7%	251	4%
1 - 5 Miles	202	29%	1,244	19%
6 - 10 Miles	172	25%	1,319	20%
11 -20 Miles	120	17%	1,907	29%
21 - 40 Miles	101	15%	1,327	20%
Over 40 Miles	41	6%	472	7%
Receiving Financial Aid				
Yes	297	44%	3,346	51%
No	384	56%	3,252	49%

(continued)

¹ Ten similar size community colleges

**Table 1. 2005 Student Opinion Survey
Respondent Characteristics (continued)**

Characteristic	Hartnell		National Norm Group ¹	
	N	%	N	%
Occupational Goal				
Health Services	105	20%	1,374	25%
Education	70	14%	248	5%
Community and Personal Services	60	12%	250	5%
Business and Management	44	9%	943	17%
Social Sciences	44	9%	278	5%
Visual and Performing Arts	31	6%	149	3%
Teacher Education	29	6%	185	3%
Undecided	58	11%	353	7%
Other	72	14%	1,641	30%

¹ Ten similar size community colleges

**Table 2. 2005 Student Opinion Survey
Reasons For Attending Hartnell College**

Reason	Reason						Average Response
	Major Reason		Minor Reason		Not A Reason		
	N	%	N	%	N	%	
Convenient Location	366	61%	163	27%	70	12%	Minor to Major Reason
Could Work While Attending	299	51%	153	26%	136	23%	Minor to Major Reason
Offered Courses that I Wanted	276	47%	199	34%	115	19%	Minor to Major Reason
Low Cost of Attending	292	49%	163	28%	136	23%	Minor to Major Reason
Good Chance of Personal Success	229	40%	182	32%	162	28%	Minor Reason
Availability of Scholarship or Financial Aid	179	32%	143	25%	243	43%	Minor Reason
Good Vocational or Academic Reputation	100	18%	204	36%	262	46%	Not a Reason to a Minor Reason
Advice of Parents or Relatives	129	23%	141	25%	299	53%	Not a Reason to a Minor Reason
Liked the Size of the College	86	15%	147	26%	336	59%	Not a Reason to a Minor Reason
Like the Social Atmosphere	77	14%	160	28%	327	58%	Not a Reason to a Minor Reason
Advice of High School Counselor, Teacher, Principal, etc.	79	14%	121	21%	368	65%	Not a Reason to a Minor Reason
Wanted to be with Friends	47	8%	102	18%	431	74%	Not a Reason to a Minor Reason

College Impressions (continued)

As shown in Table 3, approximately two-thirds of the respondents indicated that Hartnell was their first college of choice and that they would “definitely” or “probably” attend Hartnell if they were starting college over. In addition, they rated the overall quality of education as “good”, on average (3.89 on a 5-point scale).

Student Satisfaction

The average response to the majority (55%) of student satisfaction questions was “satisfied” (4 on a 5-point scale), while the average response was “neutral” to “satisfied” on 42% of the questions. In addition, the average response was “neutral” on one question and “dissatisfied” to “neutral” on another question. Overall, Hartnell College students were somewhat less satisfied with college services, in general, and with personal safety and facilities, in particular, than were students in the national norm group.

Table 3. 2005 Student Opinion Survey Student Impressions of Hartnell College		
Rating of Hartnell College at Time of Admission		
Response	N	%
First Choice	428	65%
Second Choice	160	24%
Third Choice	35	5%
Fourth Choice or Lower	35	5%
Average Response	First Choice	
Would You Choose Hartnell College Again?		
Response	N	%
Definitely Yes	214	32%
Probably Yes	221	33%
Uncertain	132	20%
Probably No	66	10%
Definitely No	27	4%
Average Response	Probably Yes	
Overall Impression of Quality of Education at Hartnell		
Response	N	%
Excellent	124	19%
Good	363	55%
Average	158	24%
Below Average	15	2%
Very Inadequate	3	<1%
Average Response	Good	

Satisfaction with College Services. Table 4 depicts Hartnell College student satisfaction with college services, compared to the national norm group average. College services most used by the Hartnell survey respondents, included: (1) parking facilities and

services (75% used), (2) cafeteria/food services (70% used), (3) library/learning resources center facilities and services (67% used), (4) academic advising/course planning services (57% used), (5) financial aid services (55% used), and (6) computer services (50% used).

**Table 4. 2005 Student Opinion Survey
Student Satisfaction With College Services**

Service or Program	Used Service	Satisfaction										Average Response	
		Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Hartnell	National Norm Group ¹
		N	%	N	%	N	%	N	%	N	%		
Library/Learning Resources	67%	132	34%	198	50%	51	13%	11	3%	1	0%	Satisfied	Satisfied
Recreational & Intramural Programs & Services	8%	20	43%	15	33%	7	15%	3	7%	1	2%	Satisfied	Satisfied
Cultural Programs & Activities	9%	11	22%	31	63%	7	14%	0	0%	0	0%	Satisfied	Satisfied
College-Sponsored Tutorial Services	18%	36	34%	44	42%	21	20%	4	4%	0	0%	Satisfied	Satisfied
Computer Services	50%	80	27%	160	54%	46	15%	9	3%	2	1%	Satisfied	Satisfied
Day Care Services	3%	4	33%	4	33%	4	33%	0	0%	0	0%	Satisfied	Satisfied
College-Sponsored Social Activities	10%	10	18%	36	64%	8	14%	2	4%	0	0%	Satisfied	Satisfied
Vocational Guidance/Career Planning Services	28%	40	25%	85	52%	28	17%	8	5%	2	1%	Satisfied	Satisfied
Veterans Services	3%	5	33%	5	33%	4	27%	1	7%	0	0%	Satisfied	Satisfied
Academic Advising/Course Planning Services	57%	83	24%	177	52%	61	18%	14	4%	7	2%	Satisfied	Neutral to Satisfied
Personal Counseling Services	24%	35	25%	69	50%	23	17%	9	6%	3	2%	Satisfied	Satisfied
Resident Hall Program Services	4%	3	17%	10	56%	5	28%	0	0%	0	0%	Satisfied	Satisfied
Student Employment Services	10%	15	27%	24	44%	11	20%	4	7%	1	2%	Satisfied	Neutral to Satisfied
Cafeteria /Food Services	70%	93	22%	204	49%	92	22%	19	5%	6	1%	Satisfied	Neutral to Satisfied
College Orientation Program	43%	54	21%	126	49%	67	26%	6	2%	4	2%	Satisfied	Satisfied
Financial Aid Services	55%	102	32%	130	40%	43	13%	24	7%	24	7%	Satisfied	Satisfied
Credit by Examination Program	4%	4	19%	10	48%	6	29%	1	5%	0	0%	Satisfied	Satisfied
Student Health Services	3%	3	21%	5	36%	5	36%	0	0%	1	7%	Satisfied	Satisfied
Job Placement Services	8%	9	21%	12	28%	14	33%	3	7%	5	12%	Neutral to Satisfied	Neutral to Satisfied
Parking Facilities and Services	75%	21	5%	75	17%	97	22%	136	31%	115	26%	Dissatisfied to Neutral	Neutral

¹ Ten similar size community colleges

Satisfaction with College Environment. Hartnell College student satisfaction with their college

experiences in six areas of the college environment, compared to the national norm group, is shown in Table 5.

**Table 5. 2005 Student Opinion Survey
Student Satisfaction With College Environment**

Area/Question	Satisfaction										Average Response	
	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Hartnell	National Norm Group ¹
	N	%	N	%	N	%	N	%	N	%		
Academic												
Attitude of the teaching staff toward students	197	30%	332	50%	122	18%	10	1%	6	1%	Satisfied	Satisfied
Quality of instruction in your major area of study	168	27%	285	46%	141	23%	21	3%	8	1%	Satisfied	Satisfied
Class size relative to the type of course	132	20%	356	54%	141	21%	28	4%	7	1%	Satisfied	Satisfied
Course content in your major area of study	132	21%	317	50%	158	25%	18	3%	11	2%	Satisfied	Satisfied
Challenge offered by your program of study	111	18%	305	50%	173	29%	12	2%	6	1%	Satisfied	Satisfied
Preparation you are receiving for your chosen occupation	120	20%	295	49%	151	25%	17	3%	13	2%	Satisfied	Satisfied
Flexibility to design your own program of study	136	22%	267	44%	182	30%	19	3%	9	1%	Satisfied	Satisfied
Testing/grading system	79	12%	370	58%	172	27%	14	2%	4	1%	Satisfied	Satisfied
Variety of courses offered at this 2 - year college	137	21%	309	46%	164	25%	40	6%	15	2%	Satisfied	Satisfied
Out-of-class availability of your instructors	128	21%	257	42%	185	30%	33	5%	6	1%	Satisfied	Satisfied
Value of the information provided by your advisor	110	19%	261	44%	182	31%	27	5%	7	1%	Neutral to Satisfied	Neutral to Satisfied
Availability of your advisor	96	16%	248	42%	207	35%	37	6%	7	1%	Neutral to Satisfied	Neutral to Satisfied
Admissions												
College catalog/admissions publications	173	27%	322	50%	126	20%	16	2%	7	1%	Satisfied	Satisfied
General admissions /entry procedures	125	19%	300	47%	183	28%	28	4%	8	1%	Satisfied	Neutral to Satisfied
Accuracy of college information you received before enrolling	104	16%	317	49%	184	28%	29	4%	13	2%	Neutral to Satisfied	Neutral to Satisfied
Assistance provided by the college staff	111	17%	261	41%	196	31%	53	8%	14	2%	Neutral to Satisfied	Neutral to Satisfied
Availability of financial aid information	116	20%	221	38%	159	27%	58	10%	33	6%	Neutral to Satisfied	Neutral to Satisfied

¹ Ten similar size community colleges

(continued)

**Table 5. 2005 Student Opinion Survey
Student Satisfaction With College Environment (continued)**

Area/Question	Satisfaction										Average Response	
	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Hartnell	National Norm Group ¹
	N	%	N	%	N	%	N	%	N	%		
Rules and Policies												
Rules governing student conduct at this college	109	18%	283	46%	197	32%	13	2%	8	1%	Satisfied	Satisfied
Academic probation and suspension policies	56	11%	209	40%	235	45%	16	3%	12	2%	Neutral to Satisfied	Neutral to Satisfied
Personal security /safety at this college	84	13%	260	41%	216	34%	51	8%	25	4%	Neutral to Satisfied	Satisfied
Student voice in college policies	64	12%	192	36%	249	46%	22	4%	12	2%	Neutral to Satisfied	Neutral to Satisfied
Purposes for which student activity fees are	57	10%	175	31%	279	49%	36	6%	19	3%	Neutral to Satisfied	Neutral to Satisfied
Facilities												
Study areas	93	16%	308	52%	162	27%	21	4%	7	1%	Satisfied	Satisfied
General condition of buildings & grounds	102	16%	280	45%	204	33%	31	5%	9	1%	Neutral to Satisfied	Satisfied
College bookstore	112	17%	311	48%	140	22%	54	8%	27	4%	Neutral to Satisfied	Neutral to Satisfied
Business-training facilities/equipment	72	15%	190	41%	178	38%	20	4%	5	1%	Neutral to Satisfied	Satisfied
Classroom facilities	98	15%	312	47%	180	27%	59	9%	11	2%	Neutral to Satisfied	Satisfied
Athletic facilities	62	15%	174	42%	152	36%	16	4%	14	3%	Neutral to Satisfied	Neutral to Satisfied
Laboratory facilities	48	10%	207	45%	184	40%	17	4%	4	1%	Neutral to Satisfied	Satisfied
Student Community Center /Student Union	61	12%	206	42%	207	42%	13	3%	8	2%	Neutral to Satisfied	Neutral to Satisfied
Industrial Arts /shop facilities	42	11%	159	41%	166	42%	16	4%	8	2%	Neutral to Satisfied	Neutral to Satisfied
Availability of adequate student housing	20	7%	77	25%	175	57%	18	6%	15	5%	Neutral	Neutral to Satisfied

(continued)

¹ Ten similar size community colleges

**Table 5. 2005 Student Opinion Survey
Student Satisfaction With College Environment (continued)**

Area/Question	Satisfaction										Average Response	
	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Hartnell	National Norm Group ¹
	N	%	N	%	N	%	N	%	N	%		
Registration												
Academic calendar for this college	106	17%	328	52%	181	28%	13	2%	8	1%	Satisfied	Satisfied
General registration procedures	114	18%	312	48%	183	28%	31	5%	8	1%	Satisfied	Neutral to Satisfied
Billing and fee payment procedures	99	15%	313	48%	173	0%	36	0%	25	<1%	Neutral to Satisfied	Neutral to Satisfied
Availability of the courses you want at times you can take them	92	14%	255	39%	179	28%	92	14%	30	5%	Neutral to Satisfied	Neutral to Satisfied
General												
This college in general	125	19%	344	53%	152	23%	20	3%	9	1%	Satisfied	Satisfied
Racial harmony at this college	107	18%	263	43%	220	36%	10	2%	8	1%	Neutral to Satisfied	Satisfied
Attitude of college non-teaching staff toward students	73	12%	248	42%	226	38%	30	5%	15	3%	Neutral to Satisfied	Neutral to Satisfied
Opportunities for personal involvement in college activities	60	12%	182	36%	232	46%	19	4%	9	2%	Neutral to Satisfied	Neutral to Satisfied
Concern for you as an individual	67	11%	239	39%	258	42%	37	6%	12	2%	Neutral to Satisfied	Neutral to Satisfied
Opportunities for student employment	53	11%	175	36%	218	45%	22	5%	15	3%	Neutral to Satisfied	Neutral to Satisfied
College media	48	11%	141	32%	204	46%	33	8%	14	3%	Neutral to Satisfied	Neutral to Satisfied
Student government	30	7%	138	32%	232	54%	16	4%	10	2%	Neutral to Satisfied	Neutral to Satisfied

¹ Ten similar size community colleges

Responses to Hartnell College Developed Questions. In addition to the standardized questions on the SOS, Hartnell students were asked 30 questions developed by the Accreditation Steering Committee. The results, which are depicted in Table 6, show that, on average,

the respondents “slightly to mostly agree” with the majority (62%) of the questions; they “mostly agree” with 35% of the questions; and “slightly agree” with 4% of the questions. *Continued on Page 12*

**Table 6. 2005 Student Opinion Survey
Hartnell College Developed Questions**

Question ¹	Strongly Agree		Mostly Agree		Slightly Agree		Slightly Disagree		Mostly Disagree		Strongly Disagree		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
1. Faculty explain student learning outcomes (what students are expected to know, do or feel) for their courses.	155	26%	252	42%	150	25%	29	5%	15	2%	2	<1%	Mostly Agree
2. I am making satisfactory progress toward my educational goal.	251	39%	231	36%	125	19%	23	4%	7	1%	8	1%	Mostly Agree
3. EOP&S counselors respond to prospective students' unique needs and requests.	108	29%	127	34%	79	21%	33	9%	14	4%	9	2%	Slightly to Mostly Agree
4. DSP&S counselors respond to prospective students' unique needs and requests.	65	21%	99	33%	97	32%	31	10%	3	1%	9	3%	Slightly to Mostly Agree
5. Admissions and Records on-line processes are user-friendly.	192	33%	193	34%	115	20%	47	8%	15	3%	12	2%	Mostly Agree
6. Financial Aid on-line processes are user-friendly.	139	31%	137	31%	85	19%	43	10%	15	3%	26	6%	Slightly to Mostly Agree
7. Library books, periodicals, media computers, and services are sufficient to meet my educational objectives.	159	28%	241	42%	116	20%	30	5%	9	2%	13	2%	Mostly Agree
8. Scholarship office hours of operation are convenient for most students.	70	19%	138	37%	105	28%	30	8%	14	4%	18	5%	Slightly to Mostly Agree
9. Admissions and Records hours of operation are convenient for most students.	158	27%	241	41%	122	21%	39	7%	11	2%	11	2%	Mostly Agree
10. Financial Aid office hours of operation are convenient for most students.	134	28%	179	37%	112	23%	30	6%	9	2%	21	4%	Slightly to Mostly Agree
11. EOP&S office hours of operation are convenient for most students.	86	25%	137	40%	83	24%	25	7%	5	1%	9	3%	Slightly to Mostly Agree
12. Counseling office hours of operation are convenient for most students.	83	16%	193	37%	127	25%	63	12%	29	6%	23	4%	Slightly to Mostly Agree
13. Student Activities office hours of operation are convenient for most students.	57	17%	153	45%	90	27%	27	8%	6	2%	5	1%	Slightly to Mostly Agree
14. Innovation and technology are valued in the classroom.	107	20%	198	37%	154	29%	48	9%	14	3%	9	2%	Slightly to Mostly Agree
15. The college seeks and dedicates resources to be a technologically advanced institution, as stated in its vision statement.	98	20%	170	34%	146	30%	47	10%	18	4%	14	3%	Slightly to Mostly Agree

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

¹ Question number references questionnaire.

(continued)

**Table 6. 2005 Student Opinion Survey
Hartnell College Developed Questions (continued)**

Question ¹	Strongly Agree		Mostly Agree		Slightly Agree		Slightly Disagree		Mostly Disagree		Strongly Disagree		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
16. Computers and software on campus are up-to-date, in good condition, and meet my course work needs.	151	29%	190	36%	112	21%	42	8%	15	3%	16	3%	Slightly to Mostly Agree
17. Access to computers on campus meets my educational needs.	147	27%	205	38%	127	23%	40	7%	14	3%	13	2%	Slightly to Mostly Agree
18. The computer labs' software and network configuration provide me with adequate access to the applications I need to be successful in my courses.	132	27%	192	39%	122	25%	28	6%	8	2%	6	1%	Mostly Agree
19. The library faculty and staff provide students with adequate reference and informational assistance and technical support to meet student needs.	130	25%	211	40%	136	26%	26	5%	11	2%	8	2%	Mostly Agree
20. Access to the Hartnell College campuses is satisfactory.	174	28%	247	40%	134	21%	34	5%	17	3%	18	3%	Mostly Agree
21. The Hartnell college cafeteria provides a good selection of foods and beverages.	131	30%	85	19%	127	29%	49	11%	23	5%	29	7%	Slightly to Mostly Agree
22. Hartnell College provides a healthy working environment for teaching and learning	158	27%	261	44%	137	23%	23	4%	10	2%	2	0%	Mostly Agree
23. Security staff responds quickly in emergency situations.	55	17%	104	32%	90	28%	31	10%	17	5%	25	8%	Slightly Agree
24. Librarians provide ongoing instruction so that students are able to develop library and information research skills.	111	25%	162	37%	117	27%	28	6%	15	3%	8	2%	Slightly to Mostly Agree
25. Offices and classrooms are of adequate sizes.	111	18%	238	39%	168	27%	51	8%	32	5%	17	3%	Slightly to Mostly Agree
26. The Library/Media Center's hours of operation provide me with adequate access.	115	24%	207	43%	115	24%	24	5%	11	2%	15	3%	Slightly to Mostly Agree

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

¹ Question number references questionnaire.

(continued)

**Table 6. 2005 Student Opinion Survey
Hartnell College Developed Questions**

Question ¹	Excellent		Very Good		Good		Fair		Poor		Average Response
	N	%	N	%	N	%	N	%	N	%	
28. How effective is Hartnell College is promoting student diversity?	105	19%	176	33%	185	34%	63	12%	12	2%	Good to Very Good
29. Overall, how would you assess the campus climate/environment at Hartnell College for students.	115	19%	187	31%	220	37%	68	11%	9	2%	Good to Very Good

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

¹ Question number references questionnaire.

Responses to Hartnell College Developed Questions (Continued)

Two questions were asked about campus climate using the scale: “excellent”, “very good”, “good”, “fair”, and “poor”. The average responses to these questions are:

- How effective is Hartnell College is promoting student diversity? (Average = “good” to “very good”)
- Overall, how would you assess the campus climate/environment at Hartnell College for students? (Average = “good” to “very good”)

Most Satisfied. There were 11 programs, services or other areas listed on the survey with which 75% or more of the respondents were “satisfied” or “very satisfied”, as shown in Graph 1. In order of satisfaction, they are:

- Cultural programs and activities (86% satisfied)
- Library/learning resources center facilities and services (84% satisfied)
- College-sponsored social activities (82% satisfied)
- Computer services (81% satisfied)
- Attitude of the teaching staff toward students (79% satisfied)
- College catalog/admissions publications (77% satisfied)

- Vocational guidance/career planning services (77% satisfied)
- College-sponsored tutorial services (76% satisfied)
- Recreational and intramural programs and services (76% satisfied)
- Academic advising/course planning services (76% satisfied)
- Personal counseling services (for personal concerns and problems) (75% satisfied)

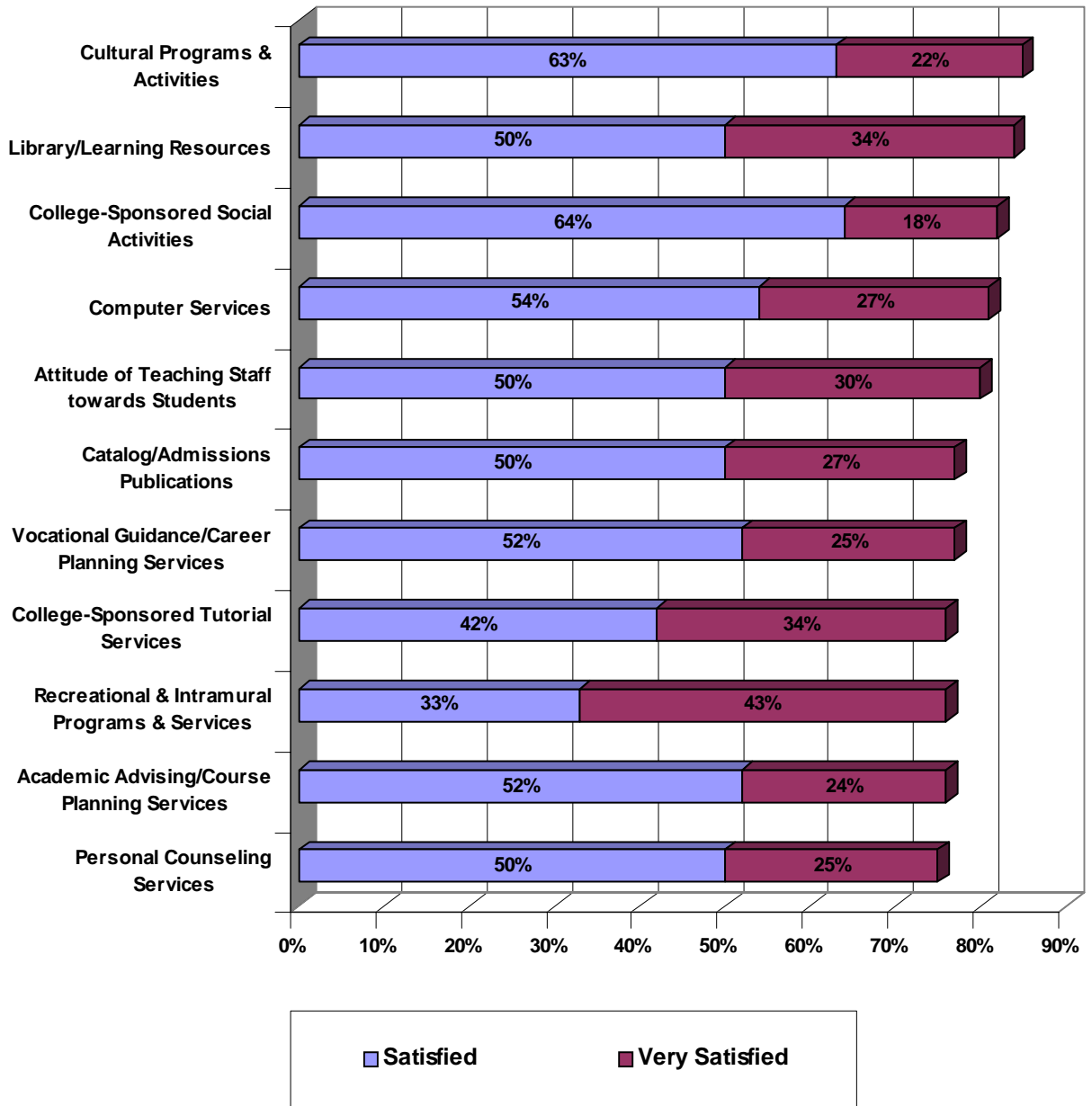
In addition, 75% of the respondents “mostly agreed” or “strongly agreed” with the statement: “I am making satisfactory progress toward my educational goal.”

Most Dissatisfied. Conversely, there were four programs or services with which 16% or more of the respondents were “dissatisfied” or “very dissatisfied” (see Graph 2). In order of disagreement, they are:

- Parking facilities and services (57% dissatisfied)
- Availability of the courses you want at the times you can take them (19% dissatisfied)
- Job placement services (19% dissatisfied)
- Availability of financial aid information prior to enrolling (16% dissatisfied)

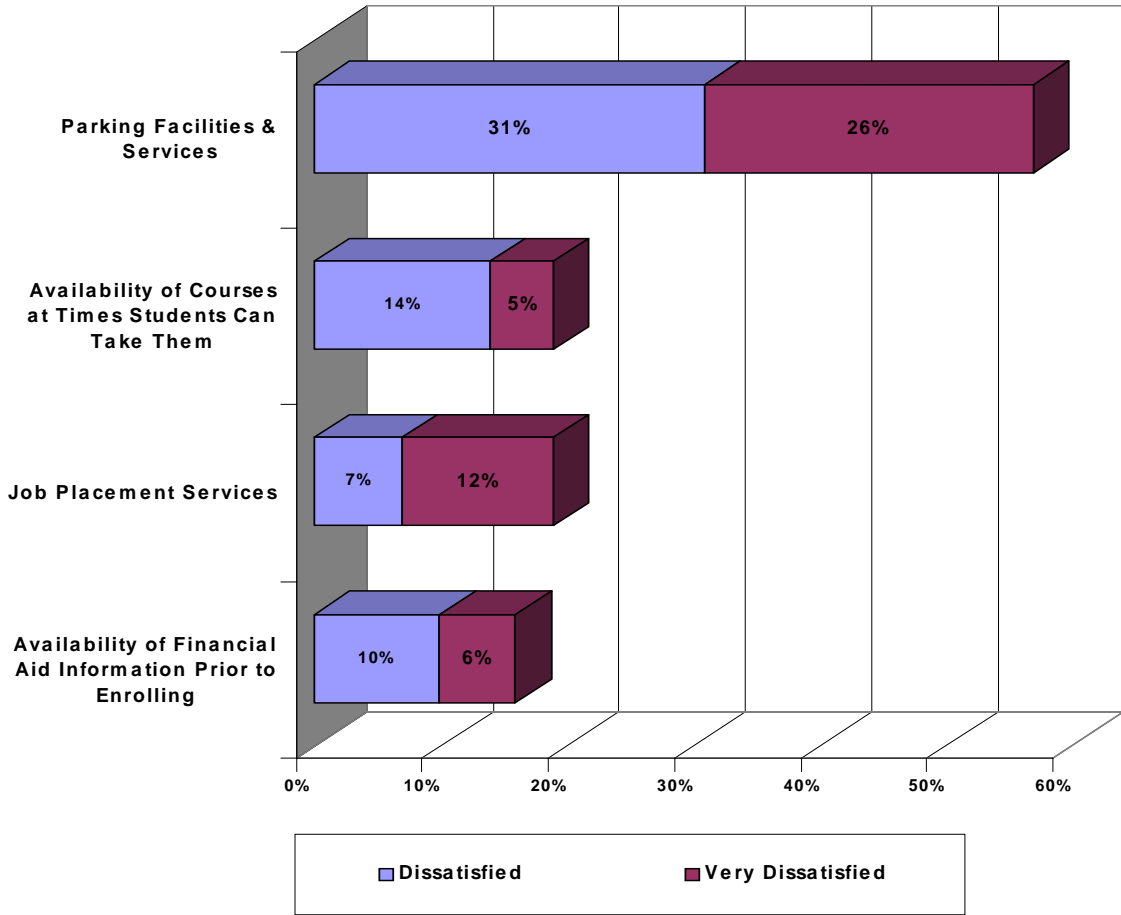
It should be noted that this survey was conducted before the new parking structure was completed.

Graph 1.
Programs and Services with Highest Satisfaction¹



¹ 75 percent or more of respondents were “satisfied” or “very satisfied”.

Graph 2.
Programs and Services with Highest Dissatisfaction²



² More than 15% of respondents were “dissatisfied” or “very dissatisfied”.

Significant Subgroup Differences

Table 7 (Appendix A) lists those questions to which the average responses between two or more subgroups were significantly different from one another. The average responses of the subgroup(s) in Group A are significantly different than those of the subgroup(s) in Group B¹. The results of these analyses found that there were no significant differences between or among respondent subgroups related to: gender, full-time/part-time status, time of day most frequently attended Hartnell, or educational goal. However, there were significant differences among age groups, ethnic groups, financial aid status, and disability status on some survey questions.

Overall, older and Latino students tended to be most satisfied while younger, Asian/Pacific Islander, and African-American students were least satisfied. There were significant differences between or among subgroups for the following statements:

Students age 19 or younger more strongly agreed than did 30-39 year old students that:

- Counseling office hours of operation are convenient for most students.
- The Library/Media Center's hours of operation provide me with adequate access.

Students older than age 25 were more likely than students age 19 or younger to specify that a major reason for selecting Hartnell College was that:

- The college offered the courses they wanted.

Students age 40 or older were more likely than 20-25 year old students to specify that a major reason for selecting Hartnell College was that:

- The college offered the courses they wanted.

Thirty to thirty-nine year old students were more likely than students age 19 or younger to specify that a major reason for selecting Hartnell College was that:

- They could work while attending.

Students age 40 or older were more likely than students age 19 or younger to specify that a major reason for selecting Hartnell College was that:

- The college had a good vocational or academic reputation.

Twenty-six to twenty-nine year old students were more satisfied than 20-25 year old students with:

- The preparation they are receiving for their chosen occupation.

Twenty-six to twenty-nine year old students were more satisfied than students age 40 or older with:

- The challenge offered by their program of study.

Students age 40 or older were more likely than students 29 or younger to indicate that:

- If they could start college over they would choose to attend Hartnell College.

Latino students more strongly agreed than did African American students that:

- Access to computers on campus met their educational needs.
- Hartnell College provides a healthy working environment for teaching and learning.

Latino students more strongly agreed than did Asian/Pacific Islander students that:

- The computer labs' software and network configuration provided them with adequate access to the applications they needed to be successful in their courses.

Latino students rated Hartnell College higher than did Asian/Pacific Islander students for:

- Effectiveness in promoting student diversity.
- The campus climate/environment for students.
- The quality of education.

Latino students were more likely than African American students to specify that a major reason for selecting Hartnell College was that:

- They could work while attending.
- Scholarships or financial aid are available.

African American and Latino students were more satisfied than were White students with:

- Personal counseling services (for personal concerns and problems).

¹ Average of each subgroup in Group A is statistically significant ($p \leq .001$) and more than 0.5 points higher than the average of each subgroup in Group B.

Latino students were more satisfied than were African American students with the:

- Cafeteria/food services.
- Attitude of teaching staff toward students.
- College catalog/admissions publications.
- Business - training facilities / equipment (computers, typewriters, etc.).

Latino students were more satisfied than were Asian/Pacific Islander students with the:

- Cafeteria/food services.
- Preparation they are receiving for their chosen occupation.
- Availability of the courses they want at the times they can take them.
- College media (college newspaper, campus radio, etc.).
- College in general.

Latino and White students were more likely than Asian/Pacific Islander students to indicate that:

- If they could start college over they would choose to attend Hartnell College.

Financial aid recipients were more likely than students not receiving financial aid to specify that a major reason for selecting Hartnell College was that:

- Scholarships or financial aid was available.

Financial aid recipients were more satisfied than students not receiving financial aid with:

- Financial aid services.
- The availability of financial aid information prior to enrolling.

Disabled students more strongly agreed than did non-disabled students that:

- DSP&S counselors respond to prospective students' unique needs and requests.

Comments and Suggestions

Table 8 summarizes the respondents' comments and suggestions. The largest proportion of comments addressed: (1) the need for more and closer parking; (2) the need for more courses offered at different times and locations and in different formats; (3) the need for better classrooms and facilities; and (4) that Hartnell has provided a positive experience and is doing a good job.

Table 8. Student Comments

Comments	N	% ¹
Parking: Closer parking, more parking, lack of parking is a security risk, get parking garage finished, repaint staff parking spaces, parking should be free next semester as well.	20	3%
Course and program scheduling: Few courses offered in the evening, more online nursing courses, more courses on-campus, more courses at King City Center and south county, courses in Spanish, more biology courses, more variety of courses.	17	2%
Facilities: Clean the classrooms, classrooms too small, update classrooms, more tables and seating at Student Center, bathrooms not available, better areas to study in library, provide restrooms that are wheelchair accessible, better athletic facilities.	16	2%
Hartnell is doing a good job: Positive and good experience, many opportunities, one of the better colleges, great learning experience, my best choice, appreciate the south county classes, attending Hartnell is a great privilege.	15	2%
South county campus issues:	15	2%
Positive: Satisfied with KCEC, appreciate courses offered, a great advantage.	3	<1%
Neutral: Need help with classes.	1	<1%
Improvement needed: Administration and instructors at KCEC need improvement, KCEC needs a parking area, more art, math, pre-nursing, Spanish and ECE classes, add a biology lab, Soledad needs more classes.	11	2%
Staff, faculty, and administration	14	2%
Positive: Excellent teachers in nursing program, great teachers, staff is very caring, great learning experience.	4	1%
Neutral: Need help with financial aid.	2	<1%
Improvement needed: Staff needs to be friendlier, teachers need to make it to class on time, very poor history teachers, computer assistants are rude, Admissions and Records needs to be polite and bilingual, some teachers embarrass the students.	8	1%
Better security: More security at night and in parking areas.	8	1%
Financial aid: More information about different types of financial aid, classes on financial aid, stop penalizing students for withdrawing from courses, financial aid is late, financial aid office needs to be organized.	8	1%
Survey: Survey was long, not enough time to finish, survey does not ask the right questions, don't want to take the survey.	7	1%
Costs: Bring prices down, stop raising tuition, too expensive.	6	1%
Library: More academic books in library, color copier, open earlier than 8am, bigger library.	5	1%
Other: Computers on campus, cafeteria, attendance policy, transfer process, course cancellation policy, cigarette vending machines, counseling, extracurricular activities, bookstore, DSP&S, student teacher ratio.	25	4%

¹ Percent of total respondents (n=703). Some respondents made multiple responses.

Summary and Conclusions

Survey results provide useful information concerning student opinions and beliefs about many of the major issues impacting them and the college as a whole. Questionnaires were completed by 703 students (approximately 7% of the student body). The typical respondent was a 19 year old or younger Latina freshman who attended Hartnell full-time during the day and whose educational goal was to transfer to a four-year college or university. She also worked part-time, did not receive financial aid, and was pursuing a career in the health professions. Typical (average) responses ranged from “slightly agree” to “mostly agree”, from “good” to “very good”, and from “slightly dissatisfied” to “satisfied”. The majority of respondents were satisfied with how most aspects of the college are functioning and would choose to attend Hartnell if they were starting college over. However, older and Latino students were significantly more satisfied than were younger, Asian/Pacific Islander, and African American students in specific areas. In addition, Hartnell College students were somewhat less satisfied with college services than were students in the national norm group of 10 similar size community colleges.

Areas of Strength

The following results reflect areas in which survey respondents believe Hartnell College is performing well:

1. The quality of education is good.
2. Students are positive about extracurricular activities, such as cultural and social events and recreational activities.
3. Students are satisfied with many support services, such as the library, computer services, and tutoring, and with counseling related services, such as career planning, academic advising, and personal counseling.
4. Faculty demonstrate a positive attitude toward students.
5. Students are making satisfactory progress toward their educational goals.
6. The college is generally effective in promoting student diversity and in maintaining a positive campus climate/environment for students.

Areas of Difference or Needing Improvement

Areas identified by respondents as needing improvement include:

1. Parking facilities were viewed as needing improvement. However, since the parking structure opened after this survey was conducted, parking is less likely to be a concern.
2. Some students would like more courses offered at different times and locations and in different formats.
3. Asian/Pacific Islanders and African Americans were less satisfied with some aspects of their college experience than were other subgroups.

Recommendations

1. The college should use these survey results as one source of evidence to assess the degree to which the college is fulfilling the accreditation standards but should corroborate the results with other sources of evidence when making final judgments.
2. The college should celebrate areas identified as being strengths.
3. The Enrollment Management Team and Marketing Committee should use the results of the “College Impressions” section of the survey to assist them in marketing Hartnell College to prospective students.
4. For areas showing a need for improvement and/or as being perceived very differently by various ethnic and age groups, the college should conduct further study to assess the reasons for the discontent or differences and how improvements might be made.

Appendix A

Table 7. Responses for Subgroups Having
Significantly Different Responses

Table 7. 2005 Student Opinion Survey Responses for Subgroups Having Significantly Different Responses ¹

Question	Group A Significantly Higher than Group B ¹				
	Group A			Group B	
Percent of students who strongly agree or mostly agree that counseling office hours of operation are convenient for most students.					
Differences among Age Groups			Below 20	30-39	
			60%	33%	
Percent of students who strongly agree or mostly agree that the Library/Media Center's hours of operation provide adequate access.					
Differences among Age Groups			Below 20	30-39	
			73%	49%	
Percent of students who indicated the major reason for selecting Hartnell was that Hartnell offered the courses they wanted.					
Differences among Age Groups	Over 39	30-39	26-29	Below 20	
Comparison 1	84%	69%	68%	29%	
Comparison 2			Over 39	20-25%	
			84%	42%	
Percent of students who indicated that the major reason they selected Hartnell was they could work while attending college.					
Differences among Age Groups			30-39	Below 20	
			78%	41%	
Differences among Ethnic Groups			Latino	African American	
			56%	21%	
Percent of students who indicated that Hartnell's good vocational or academic reputation is a major reason they selected Hartnell.					
Differences among Age Groups			Over 39	Below 20	
			43%	9%	

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

(Continued)

Table 7. 2005 Student Opinion Survey Responses for Subgroups Having Significantly Different Responses ¹ (Continued)

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
Percent of students who are very satisfied or satisfied with the challenge offered by their program of study.						
Differences among Age Groups			26-29	Over 39		
			88%	68%		
Percent of students who strongly agree or mostly agree with the preparation they are receiving for their chosen occupation.						
Differences among Age Groups			26-29	20-25		
			88%	61%		
Differences among Ethnic Groups			Latino	Asian/ Pac. Islander		
			75%	43%		
Percent of students who indicated definitely yes or probably yes that they would choose to attend Hartnell if they could start college over.						
Differences among Age Groups			Over 39	26-29	20-25	Below 20
			93%	67%	63%	55%
Differences among Ethnic Groups			Latino	White	Asian/Pac. Islander	
			70%	67%	38%	
Percent of students who strongly agree or mostly agree that access to computers on campus meets their educational needs.						
Differences among Ethnic Groups			Other	Latino	African American	
			88%	70%	29%	
Percent of student who strongly agree or mostly agree that the computer lab's software and network configuration provide adequate access to the applications they need to be successful in their courses.						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			70%	43%		

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

(Continued)

Table 7. 2005 Student Opinion Survey Responses for Subgroups Having Significantly Different Responses ¹ (Continued)

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
Percent of students who strongly agree or mostly agree that Hartnell provides a healthy working environment for teaching and learning.						
Differences among Ethnic Groups			Latino	African American		
			74%	50%		
Percent of students who indicated that Hartnell was excellent or very good in promoting student diversity.						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			56%	24%		
Percent of students who assessed the campus climate/environment at Hartnell College for students as excellent or very good.						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			57%	31%		
Percent of students who indicated that availability of scholarships or financial aid was a major reason for attending Hartnell.						
Differences among Ethnic Groups			Latino	African American		
			37%	36%		
Differences between Financial Aid statuses			Financial Aid	No Financial Aid		
			51%	16%		
Percent of student who are very satisfied or satisfied with personal counseling services (for personal concerns and problems).						
Differences among Ethnic Groups		African American	Latino	White		
		80%	65%	29%		

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

(Continued)

Table 7. 2005 Student Opinion Survey Responses for Subgroups Having Significantly Different Responses ¹ (Continued)

Question	Group A Significantly Higher than Group B ¹				
	Group A			Group B	
Percent of students who are very satisfied or satisfied with Hartnell's cafeteria/food services.					
Differences among Ethnic Groups			Latino	Asian/Pac. Islander	African American
			72%	54%	33%
Percent of students who are very satisfied or satisfied with the attitude of the teaching staff toward students.					
Differences among Ethnic Groups			Latino	African American	
			81%	50%	
Percent of students who are very satisfied or satisfied with the college catalog/admissions publications.					
Differences among Ethnic Groups			Latino	African American	
			82%	50%	
Percent of students who are very satisfied or satisfied with the rules governing student conduct at Hartnell.					
Differences among Ethnic Groups			Latino	African American	
			71%	36%	
Percent of student who are very satisfied or satisfied with the business-training facilities/equipment (computers, typewriters, etc.)					
Differences among Ethnic Groups			Latino	African American	
			64%	19%	
Percent of student who are very satisfied or satisfied with the availability of courses they want at times when they can take them.					
Differences among Ethnic Groups			Latino	Asian/Pac. Islander	
			59%	30%	

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

(Continued)

Table 7. 2005 Student Opinion Survey Responses for Subgroups Having Significantly Different Responses ¹ (Continued)

Question	Group A Significantly Higher than Group B ¹					
	Group A			Group B		
Percent of students who are very satisfied or satisfied with the college media (college newspapers, campus radio, etc.)						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			50%	23%		
Percent of students who are very satisfied or satisfied with the college in general.						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			79%	48%		
Percent of students who indicated that their overall impression of the quality of education at Hartnell is excellent or good.						
Differences among Ethnic Groups			Latino	Asian/Pac. Islander		
			79%	47%		
Percent of students who are very satisfied or satisfied with financial aid services.						
Differences between Financial Aid statuses			Financial Aid	No Financial Aid		
			78%	43%		
Percent of students who are very satisfied or satisfied with the availability of financial aid information prior to enrolling.						
Differences between Financial Aid statuses			Financial Aid	No Financial Aid		
			70%	45%		
Percent of student who are strongly agree or mostly agree that DSP&S counselors respond to prospective students' unique needs and requests.						
Differences between Disability statuses.			Disabled	Not Disabled		
			69%	55%		

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

Appendix B

Student Opinion Survey Questionnaire

