

# Polk State College

## Student Perceptions

### 2009 Data Report



Office of Institutional Research, Effectiveness, and Planning

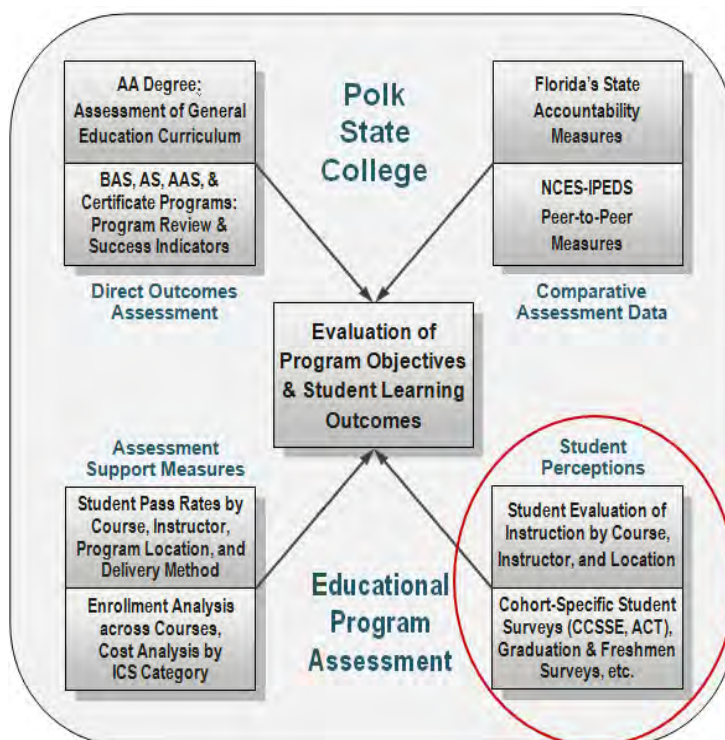
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## PSC Student Perceptions 2007-2009

PSC's college-wide assessment process applies triangulation as the overarching methodology of assessment. Triangulation uses at least three different types of data to address potential validity problems often inherent to singular assessment measures. By using multiple sources of data generated by multiple methods of analysis, the reliability of the assessment results is typically strengthened. A common example for triangulation would be using direct outcomes assessment of student learning outcomes in combination with students' course evaluations and pass or completion rates. The dimensions for triangulation PSC uses for outcome assessment and performance documentation is illustrated by PSC's *Educational Program Assessment (EPA) Model* shown in Figure 1 to the right. This report primarily provides the Comparative Assessment Measures indicated by the red circle.



### Data Sources – Report Content

To better understand the changing student experience in a challenging postsecondary educational context, PSC started to introduce multi-dimensional measures of student perceptions concerning the College's instructional environment as early as 1997. The most recent comprehensive surveys have been the *2006 ACT Student Opinion Survey* and the *2007 Community College Survey of Student Engagement (CCSSE)*. The CCSSE is currently being prepared for another administration in March/April 2010.

Since the complete results of the ACT and CCSSE surveys have been previously published separately, only brief summaries will be provided at the end of this report, which focuses primarily on summarizing data originating from the following sources:

- **Student Perception of Instruction.** A survey to be completed by students at the end of a course. The form contains 17 statements with a Likert scale response format and four additional open-ended survey questions. The data provided will offer several sets of comparative information
- **PSC Freshmen Survey.** This survey was administered during the Fall 2007 and Fall 2008 terms with First Time in College (FTIC students). Survey results will be provided in aggregated form and for each administration period separately.
- **PSC Graduation Survey.** This section of the report will compare student perceptions from three graduation cohorts: Fall 2008, Spring 2009, and Fall 2009. In addition, a multi-term summary that combines the results of all three administration periods is also provided.

## Student Perception of Instruction

The College collects course evaluations (see SCANTRON form shown on the following two pages) from students across the curriculum every term to identify student-perceived strengths and weaknesses of the instructor's delivery of the courses offered. As the table below indicates, PSC students' perception of their instructors is highly positive. After converting the response scales into percentage score, only one item shows a score slightly below the 85% margin (#2), while 65% of items score at 90% or higher.

A factor analysis of the survey items revealed that the assessed feature of a course that leads most students to the judgment that they would take the course from this professor again (#17) is the ability of the professor to explain ideas clearly (#2). Interestingly, these are also the two survey items with the lowest average scores and the highest standard deviation, indicating improvement opportunities via faculty development and peer-to-peer feedback activities.

Since the clear explanation of ideas and concepts has to be considered an anchor of effective knowledge transfer, it does not surprise that most directly instruction-related questions of the assessment are highly correlated within this item (Factor A). Two other factors play a somewhat more independent, but also relatively marginal role. Factor B reflects largely the attention of faculty to the scheduled start and end times of class (#15, #16) and the timely processing of assignments (#11), while Factor C combines the communication of office hours (#8) and faculty availability during those hours (#9).

Table 1: PSC Student Evaluations of Instructor (Term: 2009-1)

Student Evaluation Feedback Statement:		Mean (Scale 1-4)	% Score
The professor...			
1	... knows the subject well.	3.83	94.35%
2	... explains ideas clearly.	3.56	85.19%
3	... shows a genuine interest in teaching the class.	3.79	92.88%
4	... is well prepared for class.	3.75	91.68%
5	... answers questions effectively.	3.61	86.99%
6	... uses class time effectively.	3.71	90.30%
7	... encourages all students to participate in class.	3.64	88.16%
8	... communicates office hours and where his/her office is.	3.62	87.49%
9	... is available to answer questions during posted office hours.	3.73	90.90%
10	... tests/assignments relate to the published course objectives.	3.79	92.84%
11	... returns assignments in a reasonable amount of time.	3.74	91.29%
12	... has clearly explained what is required to earn a particular grade.	3.72	90.56%
13	... treats students in a professional manner.	3.78	92.82%
14	... uses the textbook effectively.	3.61	87.04%
15	... begins class at the scheduled time.	3.84	94.54%
16	... ends class at the scheduled time.	3.76	92.08%
17	I would consider taking a course from this professor again.	3.57	85.62%
Score Average		3.71	90.28%

## POLK COMMUNITY COLLEGE

### STUDENT PERCEPTION OF INSTRUCTION

This form provides you the opportunity to express anonymously your views about the way this class is taught. It is intended to provide insights so that strategies can be devised that will improve instruction.

Complete the following statements by selecting the term which most closely identifies your perception.

#### MARKING INSTRUCTIONS

- Use a #2 pencil, or a blue or black pen.
- Do not use a felt tip marker or a red pen.
- Fill the response completely.

	Almost Always	Often	Sometimes	Almost Never	N/A (Not Applicable)	
1. The professor knows the subject well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1.
2. The professor explains ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2.
3. The professor shows a genuine interest in teaching the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3.
4. The professor is well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4.
5. The professor answers questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5.
6. The professor uses class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6.
7. The professor encourages all students to participate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7.
8. The professor makes it clear what his/her office hours are and where his/her office is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8.
9. The professor is available to answer questions during posted office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9.
10. The professor's tests and assignments relate to course objectives listed on the Basic Course Information (BCI).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10.
11. The professor returns assignments in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11.
12. The professor has clearly explained what is required to earn a particular grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12.
13. The professor treats students in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13.
14. The professor uses the textbook effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14.
15. The professor begins class at the scheduled time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15.
16. The professor ends class at the scheduled time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16.
17. I would consider taking a course from this professor again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17.

Please answer the following questions on the back of this page:

**Questions about the professor:**

1. What does the professor do well?

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2. How could the professor improve?

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**Questions about the course, facilities, materials, etc.:**

3. What helped you learn in this course?

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4. How could this course be improved?

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Differences in evaluation ratings for full-time versus part-time faculty are mostly limited to the variables of Factor C and underline the need to pursue alternative avenues across student-faculty communications where office space and fixed office hours might not be available to the extent needed by PSC students. Differences between campuses are statistically insignificant and only marginally reflect the slightly higher proportion of adjuncts at the Lakeland campus (as indicated by Factor C). Table 2 summarizes the differences between those two main faculty groups, with significant differences being highlighted.

Table 2: PSC Student Evaluations by Main Faculty Group

<b>Student Evaluation Feedback Statement:</b>		<b>Full-time Faculty</b>	<b>Part-time Faculty</b>
The professor...			
1	... knows the subject well.	95.6%	93.6%
2	... explains ideas clearly.	86.1%	84.7%
3	... shows a genuine interest in teaching the class.	93.8%	92.4%
4	... is well prepared for class.	92.8%	91.0%
5	... answers questions effectively.	87.8%	86.5%
6	... uses class time effectively.	91.3%	89.8%
7	... encourages all students to participate in class.	88.3%	88.1%
8	... communicates office hours and where his/her office is.	90.0%	86.0%
9	... is available to answer questions during posted office hours.	93.0%	89.7%
10	... tests/assignments relate to the published course objectives.	93.6%	92.4%
11	... returns assignments in a reasonable amount of time.	91.6%	91.1%
12	... has clearly explained what is required to earn a particular grade.	90.9%	90.4%
13	... treats students in a professional manner.	93.5%	92.4%
14	... uses the textbook effectively.	87.3%	86.9%
15	... begins class at the scheduled time.	94.9%	94.4%
16	... ends class at the scheduled time.	92.5%	91.8%
17	I would consider taking a course from this professor again.	85.9%	85.4%
<b>Score Average</b>		91.1%	89.8%

While these results overall are very encouraging, they also indicate that the administration and the content, and therefore the assessment value of the feedback forms could be substantially improved. The following statistical indicators speak to that notion:

- Standard deviations are in general lower than desired, considering the wide range of course areas, student expectations, instructional practices, or faculty personalities assessed.
- Ranges for the response items' mean values are only within 0.3 points –or translated into the standardized percentage scores shown– within less than 10% points after conversion.
- Correlations between all 17 items are statistically highly significant and in many cases so elevated (Pearson's  $r > .80$ ) that too little measurement distinction has to be assumed.
- As a result, the factor analysis shows only one big main factor with very high intra-factor coherence, indicating lacking differentiation among respondents between survey items.

Despite those improvement opportunities, the core of the 17 survey items shows sufficient statistical resolution to validate further disaggregation of the results into discipline-specific summaries. As the data provided in Table 3 shows, student perceptions of instruction, reviewed on a departmental level, contain much more information granularity across differences by faculty status and between instructional areas for most feedback items.

Table 3 shows the converted percentage score for each student survey item for full-time faculty (FT column), part-time faculty (PT column), and a column that indicates the differential between the two (Difference FT-PT). If the difference is positive, full-time faculty received a higher rating; if the difference is negative, the part-time faculty score is higher. Areas showing significant/ relevant differences are highlighted. Due to the different number of faculty members in each subgroup and corresponding differences in response variance, statistical significance is not always established at the same score level. A summary score average is displayed in the last row of each table section.

The table has nine sections, listing the information for each department in alphabetical order as follows: Arts, Health-Related Professions, Humanities, Letters, Math, Natural Sciences, Social Sciences, Workforce Development, and English Remedial/EAP. The number of FT or PT faculty members whose data is reflected in this analysis is provided in parenthesis next to the FT or PT column header.

Table 3: PSC Student Evaluations by Department

ARTS				
Student Evaluation Feedback Statement:		FT (25)	PT (21)	Difference FT-PT
The professor...				
1	... knows the subject well.	98.25%	97.75%	0.50%
2	... explains ideas clearly.	91.30%	93.26%	-1.96%
3	... shows a genuine interest in teaching the class.	96.89%	97.68%	-0.79%
4	... is well prepared for class.	95.73%	94.64%	1.09%
5	... answers questions effectively.	92.05%	94.27%	-2.23%
6	... uses class time effectively.	92.59%	93.64%	-1.05%
7	... encourages all students to participate in class.	97.04%	96.52%	0.52%
8	... communicates office hours and where his/her office is.	94.73%	92.94%	1.79%
9	... is available to answer questions during posted office hours.	95.05%	97.03%	-1.98%
10	... tests/assignments relate to the published course objectives.	97.66%	97.27%	0.39%
11	... returns assignments in a reasonable amount of time.	86.83%	97.39%	-10.56%
12	... has clearly explained what is required to earn a particular grade.	87.45%	95.31%	-7.86%
13	... treats students in a professional manner.	93.30%	98.18%	-4.88%
14	... uses the textbook effectively.	89.69%	93.26%	-3.57%
15	... begins class at the scheduled time.	93.59%	93.51%	0.08%
16	... ends class at the scheduled time.	94.20%	94.84%	-0.64%
17	I would consider taking a course from this professor again.	91.53%	95.60%	-4.07%
Score Average		93.40%	95.48%	-2.07%



HEALTH RELATED PROFESSIONS				
Student Evaluation Feedback Statement:		FT (7)	PT (34)	Difference FT-PT
The professor...				
1	... knows the subject well.	93.12%	95.26%	-2.14%
2	... explains ideas clearly.	85.80%	85.85%	-0.06%
3	... shows a genuine interest in teaching the class.	90.41%	93.76%	-3.36%
4	... is well prepared for class.	91.44%	92.71%	-1.27%
5	... answers questions effectively.	86.22%	89.06%	-2.84%
6	... uses class time effectively.	89.38%	88.68%	0.71%
7	... encourages all students to participate in class.	87.62%	93.28%	-5.66%
8	... communicates office hours and where his/her office is.	91.49%	92.73%	-1.24%
9	... is available to answer questions during posted office hours.	92.20%	92.92%	-0.72%
10	... tests/assignments relate to the published course objectives.	90.85%	94.85%	-4.00%
11	... returns assignments in a reasonable amount of time.	88.72%	91.92%	-3.21%
12	... has clearly explained what is required to earn a particular grade.	90.04%	93.71%	-3.67%
13	... treats students in a professional manner.	94.49%	95.03%	-0.53%
14	... uses the textbook effectively.	91.01%	90.20%	0.81%
15	... begins class at the scheduled time.	96.08%	97.03%	-0.96%
16	... ends class at the scheduled time.	93.11%	91.68%	1.43%
17	I would consider taking a course from this professor again.	85.17%	92.88%	-7.72%
Score Average		90.42%	92.44%	-2.03%
HUMANITIES				
Student Evaluation Feedback Statement:		FT (4)	PT (30)	Difference FT-PT
The professor...				
1	... knows the subject well.	97.72%	92.93%	4.79%
2	... explains ideas clearly.	92.61%	82.03%	10.58%
3	... shows a genuine interest in teaching the class.	97.51%	94.33%	3.18%
4	... is well prepared for class.	94.06%	88.01%	6.05%
5	... answers questions effectively.	92.69%	83.56%	9.13%
6	... uses class time effectively.	92.65%	87.21%	5.44%
7	... encourages all students to participate in class.	94.14%	87.01%	7.13%
8	... communicates office hours and where his/her office is.	86.26%	80.89%	5.37%
9	... is available to answer questions during posted office hours.	94.40%	85.72%	8.68%
10	... tests/assignments relate to the published course objectives.	93.39%	88.28%	5.11%
11	... returns assignments in a reasonable amount of time.	91.04%	88.05%	3.00%
12	... has clearly explained what is required to earn a particular grade.	93.98%	86.44%	7.54%
13	... treats students in a professional manner.	95.95%	91.76%	4.18%
14	... uses the textbook effectively.	84.74%	82.31%	2.42%
15	... begins class at the scheduled time.	93.66%	92.22%	1.43%
16	... ends class at the scheduled time.	92.89%	90.95%	1.94%
17	I would consider taking a course from this professor again.	90.10%	82.65%	7.45%
Score Average		92.81%	87.32%	5.50%

LETTERS				
Student Evaluation Feedback Statement:		FT (43)	PT (147)	Difference FT-PT
The professor...				
1	... knows the subject well.	95.52%	91.17%	4.34%
2	... explains ideas clearly.	89.22%	83.38%	5.83%
3	... shows a genuine interest in teaching the class.	92.74%	90.07%	2.67%
4	... is well prepared for class.	93.71%	88.23%	5.48%
5	... answers questions effectively.	88.64%	84.33%	4.31%
6	... uses class time effectively.	91.68%	86.67%	5.01%
7	... encourages all students to participate in class.	90.02%	88.52%	1.49%
8	... communicates office hours and where his/her office is.	85.74%	83.13%	2.61%
9	... is available to answer questions during posted office hours.	90.78%	86.51%	4.27%
10	... tests/assignments relate to the published course objectives.	94.06%	90.29%	3.77%
11	... returns assignments in a reasonable amount of time.	92.16%	87.78%	4.38%
12	... has clearly explained what is required to earn a particular grade.	90.96%	86.88%	4.08%
13	... treats students in a professional manner.	91.59%	89.55%	2.04%
14	... uses the textbook effectively.	87.40%	84.12%	3.28%
15	... begins class at the scheduled time.	94.45%	91.37%	3.09%
16	... ends class at the scheduled time.	94.58%	88.37%	6.21%
17	I would consider taking a course from this professor again.	87.04%	83.21%	3.83%
Score Average		91.19%	87.27%	3.92%
MATH				
Student Evaluation Feedback Statement:		FT (80)	PT (76)	Difference FT-PT
The professor...				
1	... knows the subject well.	94.45%	94.16%	0.29%
2	... explains ideas clearly.	80.17%	81.51%	-1.35%
3	... shows a genuine interest in teaching the class.	92.33%	91.56%	0.77%
4	... is well prepared for class.	92.80%	92.44%	0.36%
5	... answers questions effectively.	83.94%	84.60%	-0.66%
6	... uses class time effectively.	90.49%	91.58%	-1.08%
7	... encourages all students to participate in class.	83.41%	85.34%	-1.93%
8	... communicates office hours and where his/her office is.	88.66%	86.44%	2.22%
9	... is available to answer questions during posted office hours.	91.58%	90.31%	1.27%
10	... tests/assignments relate to the published course objectives.	92.15%	93.65%	-1.51%
11	... returns assignments in a reasonable amount of time.	92.55%	93.57%	-1.02%
12	... has clearly explained what is required to earn a particular grade.	88.83%	91.62%	-2.79%
13	... treats students in a professional manner.	93.04%	93.33%	-0.29%
14	... uses the textbook effectively.	84.56%	89.79%	-5.23%
15	... begins class at the scheduled time.	95.42%	95.45%	-0.03%
16	... ends class at the scheduled time.	92.10%	92.94%	-0.84%
17	I would consider taking a course from this professor again.	77.94%	82.75%	-4.81%
Score Average		89.08%	90.06%	-0.98%

NATURAL SCIENCES				
Student Evaluation Feedback Statement:		FT (56)	PT (59)	Difference FT-PT
The professor...				
1	... knows the subject well.	95.48%	95.09%	0.39%
2	... explains ideas clearly.	83.13%	84.80%	-1.67%
3	... shows a genuine interest in teaching the class.	93.78%	94.40%	-0.62%
4	... is well prepared for class.	90.38%	92.10%	-1.72%
5	... answers questions effectively.	85.15%	87.33%	-2.18%
6	... uses class time effectively.	90.18%	91.69%	-1.51%
7	... encourages all students to participate in class.	87.12%	87.93%	-0.81%
8	... communicates office hours and where his/her office is.	92.51%	86.28%	6.23%
9	... is available to answer questions during posted office hours.	94.34%	90.52%	3.82%
10	... tests/assignments relate to the published course objectives.	92.00%	92.91%	-0.91%
11	... returns assignments in a reasonable amount of time.	84.74%	92.74%	-8.00%
12	... has clearly explained what is required to earn a particular grade.	87.97%	91.80%	-3.83%
13	... treats students in a professional manner.	92.59%	95.55%	-2.96%
14	... uses the textbook effectively.	85.37%	88.35%	-2.99%
15	... begins class at the scheduled time.	92.72%	97.41%	-4.69%
16	... ends class at the scheduled time.	92.51%	94.87%	-2.37%
17	I would consider taking a course from this professor again.	81.07%	85.52%	-4.44%
Score Average		89.47%	91.14%	-1.66%
SOCIAL SCIENCES				
Student Evaluation Feedback Statement:		FT (25)	PT (62)	Difference FT-PT
The professor...				
1	... knows the subject well.	98.35%	96.26%	2.09%
2	... explains ideas clearly.	89.90%	87.86%	2.04%
3	... shows a genuine interest in teaching the class.	96.96%	93.51%	3.45%
4	... is well prepared for class.	95.33%	92.20%	3.14%
5	... answers questions effectively.	91.08%	89.54%	1.54%
6	... uses class time effectively.	94.08%	91.39%	2.69%
7	... encourages all students to participate in class.	90.33%	86.58%	3.76%
8	... communicates office hours and where his/her office is.	90.16%	84.29%	5.87%
9	... is available to answer questions during posted office hours.	93.60%	89.15%	4.45%
10	... tests/assignments relate to the published course objectives.	94.50%	93.12%	1.38%
11	... returns assignments in a reasonable amount of time.	94.07%	93.60%	0.47%
12	... has clearly explained what is required to earn a particular grade.	93.57%	91.66%	1.90%
13	... treats students in a professional manner.	95.73%	93.25%	2.48%
14	... uses the textbook effectively.	88.30%	84.81%	3.48%
15	... begins class at the scheduled time.	95.17%	95.91%	-0.74%
16	... ends class at the scheduled time.	92.84%	92.48%	0.36%
17	I would consider taking a course from this professor again.	91.31%	86.05%	5.27%
Score Average		93.25%	90.69%	2.57%

WORKFORCE DEVELOPMENT				
Student Evaluation Feedback Statement:		FT (25)	PT (62)	Difference FT-PT
The professor...				
1	... knows the subject well.	94.77%	94.42%	0.35%
2	... explains ideas clearly.	84.31%	84.81%	-0.51%
3	... shows a genuine interest in teaching the class.	91.04%	93.10%	-2.06%
4	... is well prepared for class.	89.26%	92.11%	-2.85%
5	... answers questions effectively.	87.18%	87.81%	-0.63%
6	... uses class time effectively.	88.26%	89.56%	-1.30%
7	... encourages all students to participate in class.	85.08%	90.08%	-5.00%
8	... communicates office hours and where his/her office is.	88.27%	89.27%	-1.00%
9	... is available to answer questions during posted office hours.	92.96%	90.27%	2.69%
10	... tests/assignments relate to the published course objectives.	94.32%	93.45%	0.87%
11	... returns assignments in a reasonable amount of time.	86.34%	89.33%	-2.98%
12	... has clearly explained what is required to earn a particular grade.	90.95%	91.75%	-0.80%
13	... treats students in a professional manner.	90.58%	93.13%	-2.55%
14	... uses the textbook effectively.	87.77%	88.99%	-1.22%
15	... begins class at the scheduled time.	94.57%	94.99%	-0.42%
16	... ends class at the scheduled time.	88.60%	92.86%	-4.26%
17	I would consider taking a course from this professor again.	89.18%	87.26%	1.92%
Score Average		89.61%	90.77%	-1.16%
ENGLISH REMEDIAL (incl. EAP)				
Student Evaluation Feedback Statement:		FT (12)	PT (19)	Difference FT-PT
The professor...				
1	... knows the subject well.	95.65%	97.39%	-1.74%
2	... explains ideas clearly.	88.65%	92.05%	-3.40%
3	... shows a genuine interest in teaching the class.	91.61%	96.11%	-4.50%
4	... is well prepared for class.	88.60%	94.26%	-5.67%
5	... answers questions effectively.	89.66%	94.18%	-4.52%
6	... uses class time effectively.	85.24%	96.22%	-10.98%
7	... encourages all students to participate in class.	90.12%	95.22%	-5.10%
8	... communicates office hours and where his/her office is.	89.41%	91.56%	-2.15%
9	... is available to answer questions during posted office hours.	90.01%	93.74%	-3.73%
10	... tests/assignments relate to the published course objectives.	91.93%	96.97%	-5.04%
11	... returns assignments in a reasonable amount of time.	93.35%	92.57%	0.78%
12	... has clearly explained what is required to earn a particular grade.	89.12%	95.35%	-6.22%
13	... treats students in a professional manner.	89.05%	97.43%	-8.38%
14	... uses the textbook effectively.	87.19%	92.22%	-5.03%
15	... begins class at the scheduled time.	92.49%	96.21%	-3.72%
16	... ends class at the scheduled time.	91.57%	95.07%	-3.51%
17	I would consider taking a course from this professor again.	85.54%	91.43%	-5.90%
Score Average		89.95%	94.59%	-4.64%

Table 4 below summarizes the score averages for each departmental group, which shows quite a variety of score variations in both directions, sometimes with a more positive evaluation score for FT faculty, more often with a somewhat higher score for PT faculty. To understand these scores as a quasi *Customer Satisfaction Index* requires to set benchmark targets that reflect desirable and less desirable ranges for those scores. Considering the characteristics and methods of measurement in place, an overall a score of 95% or above should be considered good to excellent. The territory of fair to good scores would be between 90% and 95%, while the range of low to fair scores is above 85% and below 90%. Finally, any feedback area showing a rating average that drops to 85% or below offers great opportunities for improvement.

Table 4: PSC Student Faculty Ratings by Department

Department	FT Faculty Ratings	PT Faculty Ratings	Rating Difference (FT-PT)
Arts	93.40%	95.48%	-2.07%
Health Related Professions	90.42%	92.44%	-2.03%
Humanities	92.81%	87.32%	+5.50%
Letters	91.19%	87.27%	+3.92%
Math	89.08%	90.06%	-0.98%
Natural Sciences	89.47%	91.14%	-1.66%
Social Sciences	93.25%	90.69%	+2.57%
Workforce Development	89.61%	90.77%	-1.16%
Remedial English/EAP	89.95%	94.59%	-4.64%

Since there have been only marginal differences in the overall response patterns for the spring and fall terms in 2009, only the summary scores for the last three main terms are shown in Table 5 below. Next year's assessment needs to identify if the trend of declining FT faculty ratings is pervasive or just a regular fluctuation around otherwise pretty stable mean values.

Table 5: PSC Student Faculty Ratings by Term

Assessment Term	PSC Total Rating	FT Faculty Ratings	PT Faculty Ratings	Rating Difference (FT-PT)
Fall 2008	90.28%	91.11%	89.80%	+1.31%
Spring 2009	91.15%	90.58%	91.46%	-0.88%
Fall 2009	90.28%	89.27%	90.75%	-1.48%

## PSC Freshmen Survey

To complement the instructional evaluation measures, the College conducts a variety of additional systematic and ad-hoc measures. In order to gain insight into the experiences of freshmen students, PSC conducted *Freshmen Surveys* during the Fall Semesters of 2007 and 2008. Response rates for both surveys have been very encouraging and are shown in Table 6 below, while Table 7 contains the survey findings for both years. A summary analysis is provided at the end of this section.

Table 6: PSC Freshmen Survey Response Rates

2007 Freshmen Survey			2008 Freshmen Survey		
Respondents	FTIC Cohort	Response Rate	Respondents	FTIC Cohort	Response Rate
255	1101	23.2%	233	1144	20.4%

Table 7: PSC Freshmen Survey Responses 2007 and 2008

1. To how many colleges other than PSC did you apply this year?				
	2007		2008	
None	159	63%	139	60%
1	29	11%	42	18%
2	34	13%	29	12%
3	17	7%	13	6%
4	8	3%	5	2%
5	5	2%	2	1%
6	1	0%	1	0%
7 or more	1	0%	2	1%
<b>Total</b>	254	100%	233	100%
2. Is Polk State College your:				
	2007		2008	
1 <sup>st</sup> choice?	172	67%	161	69%
2 <sup>nd</sup> choice?	47	18%	41	18%
3 <sup>rd</sup> choice?	25	10%	21	9%
Less than 3 <sup>rd</sup> choice?	11	4%	10	4%
<b>Total</b>	255	100%	233	100%
3. If PSC was not your 1st choice, were you accepted by your first choice college?				
	2007		2008	
Yes	72	46%	69	48%
No	85	54%	75	52%
<b>Total</b>	157	100%	144	100%



4. I need special tutoring or remedial work in any of the following subjects:				
	2007		2008	
English	34	20%	30	21%
Reading	16	9%	7	5%
Mathematics	114	67%	108	77%
Social Studies	4	2%	6	4%
Science	18	11%	20	14%
Foreign Language	5	3%	10	7%
Writing	39	23%	28	20%
5. What is the highest academic degree that you intend to obtain?				
	2007		2008	
None	6	2%	14	6%
Vocational certificate	7	3%	4	2%
Associate (A.A. or equivalent)	43	17%	46	20%
Bachelor's degree	81	32%	74	32%
Master's degree	80	31%	52	22%
Ph.D. or Ed.D.	25	10%	27	12%
M.D., D.O., D.D.S., or D.V.M.	10	4%	5	2%
J.D. (Law)	1	0%	4	2%
B.D. or M.DIV. (Divinity)	1	0%	0	0%
Other, please specify	0	0%	7	3%
<b>Total</b>	254	100%	233	100%
6. Did either of your parents or legal guardians attend PSC?				
	2007		2008	
Neither	216	85%	14	6%
Mother or female legal guardian	23	9%	189	81%
Father or male legal guardian	6	2%	32	14%
Both	9	4%	6	3%
<b>Total</b>	254	100%	233	100%
7. Do you have any concern about financing your college education?				
	2007		2008	
Some (but I probably will have enough funds)	135	54%	120	52%
None (I am confident I will have sufficient funds)	44	17%	40	17%
Major (not sure I will have enough funds)	73	29%	70	30%
<b>Total</b>	252	100%	230	100%

<b>8. How much of your first year's educational expenses do you expect to cover from each of the sources below?</b>						
<b>2007</b>	<b>None</b>	<b>&lt; \$1,000</b>	<b>\$1,000-2,999</b>	<b>\$3,000-5,999</b>	<b>\$6,000-9,999</b>	<b>\$10,000 +</b>
Family resources	37%	38%	17%	3%	2%	3%
My own resources	26%	47%	17%	3%	3%	3%
Aid which need not be repaid	31%	9%	33%	17%	4%	6%
Aid which must be repaid	75%	12%	8%	3%	0%	1%
Other than above.	89%	6%	3%	1%	0%	1%
<b>2008</b>	<b>None</b>	<b>&lt; \$1,000</b>	<b>\$1,000-2,999</b>	<b>\$3,000-5,999</b>	<b>\$6,000-9,999</b>	<b>\$10,000 +</b>
Family resources	44%	32%	15%	5%	3%	2%
My own resources	32%	45%	15%	4%	4%	1%
Aid which need not be repaid	30%	12%	27%	19%	4%	8%
Aid which must be repaid	85%	5%	6%	1%	2%	2%
Other than above.	94%	3%	1%	0%	1%	1%
<b>9. For the activities below, indicate which ones you did during the past year.</b>						
	<b>2007</b>			<b>2008</b>		
	Frequently	Occasionally	Not At All	Frequently	Occasionally	Not At All
Came late to class	8%	36%	57%	6%	33%	61%
Was bored in class	11%	58%	31%	13%	59%	29%
Tutored another student	6%	29%	65%	6%	30%	64%
Studied with other students	20%	52%	28%	20%	53%	27%
Was a guest in a teacher's home	1%	2%	97%	0%	2%	98%
Smoked cigarettes	8%	6%	86%	9%	6%	85%
Drank beer	3%	13%	83%	5%	10%	85%
Drank wine or liquor	4%	21%	76%	5%	17%	78%
Felt overwhelmed by all I had to do	21%	62%	17%	25%	55%	20%
Felt depressed	9%	40%	52%	11%	37%	52%
Performed volunteer work	10%	38%	53%	15%	26%	59%
Played a musical instrument	11%	16%	73%	8%	13%	79%
Asked a teacher for advice after class	15%	57%	28%	13%	57%	29%
Socialized with another ethnicity	57%	38%	6%	55%	38%	7%
Used the Internet to read news sites	43%	47%	10%	52%	41%	7%
Used the Internet to read blogs	27%	38%	35%	22%	30%	48%
Used Internet for research/ homework	74%	23%	3%	73%	25%	3%
Community service as a part of a class	4%	6%	90%	2%	7%	91%

<b>10. Rate yourself on each of the following traits as compared with the average person your age.</b>					
<b>2007</b>	<b>Highest 10%</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Lowest 10%</b>
Academic ability	11%	40%	47%	2%	0%
Artistic ability	12%	23%	35%	23%	6%
Competitiveness	17%	37%	41%	5%	0%
Computer skills	13%	45%	38%	4%	0%
Cooperativeness	31%	46%	23%	0%	0%
Creativity	23%	35%	34%	6%	2%
Drive to achieve	35%	41%	21%	3%	1%
Emotional health	21%	30%	41%	8%	0%
Leadership ability	25%	36%	32%	6%	0%
Mathematical ability	8%	22%	42%	24%	4%
Physical health	21%	36%	33%	7%	2%
Public speaking ability	11%	29%	40%	15%	5%
Self-confidence (intellectual)	23%	38%	35%	4%	0%
Self-confidence (social)	22%	38%	32%	7%	1%
Self-understanding	22%	39%	37%	2%	0%
Spirituality	29%	35%	27%	8%	2%
Understanding of others	24%	50%	24%	1%	0%
Writing ability	18%	29%	45%	6%	2%
<b>2008</b>	<b>Highest 10%</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Lowest 10%</b>
Academic ability	15%	45%	38%	3%	0%
Artistic ability	9%	15%	42%	28%	6%
Competitiveness	19%	34%	37%	9%	1%
Computer skills	17%	36%	42%	4%	1%
Cooperativeness	31%	47%	20%	2%	0%
Creativity	23%	35%	33%	8%	1%
Drive to achieve	37%	38%	22%	3%	0%
Emotional health	22%	32%	37%	9%	0%
Leadership ability	26%	37%	29%	7%	1%
Mathematical ability	13%	26%	34%	22%	6%
Physical health	18%	30%	41%	10%	0%
Public speaking ability	13%	20%	35%	25%	6%
Self-confidence (intellectual)	21%	44%	30%	5%	0%
Self-confidence (social)	20%	34%	33%	11%	1%
Self-understanding	21%	42%	34%	2%	0%
Spirituality	24%	31%	33%	7%	5%
Understanding of others	23%	44%	32%	0%	0%
Writing ability	14%	28%	48%	8%	1%

11. The highest level of formal education obtained by your father:						
	2007			2008		
Grammar school or less	16	6%		25	11%	
Some high school	38	15%		25	11%	
High school graduate	86	34%		74	32%	
Postsecondary school (not College)	12	5%		14	6%	
Some college	46	18%		35	15%	
College degree	37	15%		42	18%	
Some graduate school	2	1%		2	1%	
Graduate degree	14	6%		15	6%	
Total	251	100%		232	100%	
12. The highest level of formal education obtained by your mother:						
	2007			2008		
Grammar school or less	9	4%		12	5%	
Some high school	24	9%		23	10%	
High school graduate	75	29%		70	30%	
Postsecondary school (not College)	18	7%		20	9%	
Some college	56	22%		47	20%	
College degree	47	18%		45	19%	
Some graduate school	3	1%		1	0%	
Graduate degree	23	9%		14	6%	
Total	255	100%		232	100%	
13. How often in the past year did you?						
	2007			2008		
	Frequently	Occasionally	Not At All	Frequently	Occasionally	Not At All
Ask questions in class	40%	54%	7%	42%	53%	5%
Support your opinions with a logical argument	38%	49%	13%	35%	50%	15%
Seek solutions to problems & explain them to others	39%	53%	8%	31%	60%	9%
Revise your papers to improve your writing	54%	42%	5%	50%	42%	8%
Take a risk because you felt you had more to gain	31%	56%	13%	23%	54%	22%
Seek alternative solutions to a problem	35%	61%	4%	31%	63%	6%
Look up scientific research articles and resources	34%	49%	17%	35%	44%	21%
Accept failure as part of the learning process	18%	50%	32%	18%	49%	33%
Explore topics on your own (not required for class)	36%	50%	14%	29%	56%	15%
Evaluate the reliability of information you received	28%	64%	8%	29%	59%	13%
Seek feedback on your academic work	39%	52%	9%	33%	56%	12%

<b>14. During your last year in high school, how many hours per week did you spend during a typical week doing the following activities?</b>								
<b>2007</b>	<b>None</b>	<b>&lt;1</b>	<b>1-2</b>	<b>3-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>Over 20</b>
Studying/homework	3%	14%	25%	32%	17%	6%	2%	3%
Socializing with friends	2%	4%	12%	20%	24%	13%	8%	16%
Talking w/ teachers outside class	16%	37%	21%	15%	6%	4%	0%	1%
Exercise or sports	16%	14%	13%	20%	11%	8%	4%	14%
Partying	37%	21%	12%	12%	8%	5%	2%	2%
Working (for pay)	19%	2%	3%	3%	9%	10%	18%	37%
Volunteer work	33%	16%	18%	14%	8%	5%	1%	6%
Student clubs/groups	40%	13%	18%	12%	7%	5%	2%	5%
Watching TV	4%	19%	22%	24%	12%	8%	2%	8%
Household/childcare duties	13%	10%	26%	21%	6%	8%	4%	12%
Reading for pleasure	16%	26%	21%	19%	6%	5%	4%	3%
Playing video/computer games	43%	19%	17%	9%	5%	4%	2%	3%
Online social networks	26%	18%	21%	12%	8%	7%	4%	3%
<b>2008</b>	<b>None</b>	<b>&lt;1</b>	<b>1-2</b>	<b>3-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>Over 20</b>
Studying/homework	6%	9%	25%	33%	16%	7%	1%	3%
Socializing with friends	1%	6%	11%	17%	20%	17%	10%	20%
Talking w/ teachers outside class	21%	38%	19%	12%	5%	1%	0%	2%
Exercise or sports	13%	19%	20%	13%	10%	5%	4%	17%
Partying	40%	18%	10%	15%	6%	2%	3%	6%
Working (for pay)	28%	3%	3%	5%	6%	11%	11%	33%
Volunteer work	44%	17%	10%	13%	4%	5%	1%	6%
Student clubs/groups	49%	16%	12%	12%	4%	1%	1%	5%
Watching TV	3%	19%	24%	26%	13%	9%	1%	4%
Household/childcare duties	10%	14%	28%	23%	12%	5%	3%	3%
Reading for pleasure	25%	27%	18%	15%	7%	3%	3%	3%
Playing video/computer games	43%	19%	14%	7%	8%	2%	3%	4%
Online social networks	26%	16%	20%	15%	8%	7%	5%	4%

15. Below are reasons that might have influenced your decision to attend PSC. How important was each reason in your decision to come here?								
	2007			2008				
	Very Important	Somewhat Important	Not Important	Very Important	Somewhat Important	Not Important		
My parents wanted me to come here	21%	30%	49%	23%	27%	50%		
My relatives wanted me to come here	10%	24%	66%	7%	22%	71%		
My teacher advised me	11%	36%	53%	10%	32%	57%		
My friends/peers recommended PSC	15%	45%	40%	14%	39%	47%		
PSC has a very good academic reputation	42%	39%	18%	41%	41%	18%		
PSC's reputation for social activities	21%	33%	47%	18%	34%	48%		
I was offered financial assistance	43%	16%	41%	37%	19%	44%		
The cost of attending PSC	67%	21%	11%	65%	25%	10%		
High school counselor advised me	17%	29%	53%	17%	32%	51%		
Private college counselor advised me	8%	15%	77%	4%	12%	83%		
I wanted to live near home	48%	25%	27%	45%	26%	30%		
Not offered aid by first choice	11%	18%	71%	8%	17%	75%		
Could not afford first choice	24%	16%	60%	20%	15%	66%		
PSC grad's access to top 4-year schools	46%	29%	25%	54%	24%	22%		
PSC graduates get good jobs	47%	31%	22%	44%	33%	23%		
I wanted to go to a school the size of PSC	30%	30%	40%	29%	30%	40%		
Information from a website	18%	32%	50%	13%	29%	58%		
Availability of an Early Admissions program	14%	25%	61%	10%	20%	70%		
The athletic department recruited me	7%	6%	87%	3%	3%	94%		
A visit to the campus	17%	26%	57%	12%	21%	68%		
16. What is your best guess as to the chances that you will:								
	2007				2008			
	Very Good Chance	Some Chance	Very Little Chance	No Chance	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major field	15%	28%	37%	19%	12%	26%	37%	25%
Change career choice	13%	30%	38%	20%	13%	26%	38%	23%
Participate in student government	3%	25%	36%	36%	3%	17%	34%	46%
Get a job to help to pay for college	59%	30%	6%	4%	57%	28%	11%	4%
Work full-time & attend college	47%	29%	15%	8%	42%	24%	22%	11%
Make at least a "B" average	58%	38%	4%	0%	61%	34%	3%	1%
Need extra time for requirements	19%	41%	32%	7%	17%	37%	34%	12%
Transfer before graduating	16%	23%	37%	25%	18%	20%	34%	28%
Be satisfied with your college	47%	45%	6%	2%	49%	45%	4%	2%
Volunteer or community service?	20%	39%	28%	14%	23%	32%	28%	17%
Seek personal counseling?	7%	26%	41%	26%	4%	24%	35%	36%
Need career counseling?	11%	33%	33%	24%	11%	32%	32%	25%
Com. regularly with professors	23%	50%	23%	4%	19%	51%	24%	6%
Participate in student clubs/groups	10%	30%	42%	18%	9%	30%	34%	28%
Participate in study abroad progr.	5%	24%	36%	35%	7%	22%	29%	42%



<b>17. Since entering this college, how often have you interacted with the following people:</b>						
<b>2007</b>	Daily	2-3 times per week	Once a week	1-2 times per month	1-2 times this term	Never
Faculty during office hours	5%	7%	14%	17%	33%	25%
Faculty outside class or office hours	2%	6%	7%	11%	22%	52%
Academic advisors/counselors	1%	2%	6%	23%	50%	17%
Student Services	1%	3%	5%	15%	46%	30%
College librarians	2%	7%	11%	15%	28%	37%
Tutors in the TLCCs	1%	7%	6%	9%	17%	59%
Other college personnel	2%	4%	7%	10%	23%	54%
Close friends at this institution	28%	20%	14%	12%	9%	16%
Close friends not at this institution	28%	26%	14%	12%	8%	12%
Your family	70%	14%	8%	2%	4%	2%
Grad. students/teaching assistants	4%	7%	8%	12%	15%	54%
Close friends from your high school	24%	19%	16%	10%	10%	20%
<b>2008</b>	Daily	2-3 times per week	Once a week	1-2 times per month	1-2 times this term	Never
Faculty during office hours	3%	9%	10%	20%	33%	26%
Faculty outside class or office hours	1%	4%	10%	11%	28%	45%
Academic advisors/counselors	0%	4%	3%	17%	57%	18%
Student Services	0%	2%	0%	17%	50%	30%
College librarians	3%	5%	8%	13%	37%	34%
Tutors in the TLCCs	2%	3%	5%	13%	13%	65%
Other college personnel	1%	2%	7%	11%	18%	61%
Close friends at this institution	38%	17%	12%	8%	8%	16%
Close friends not at this institution	36%	19%	16%	11%	6%	11%
Your family	81%	11%	3%	2%	1%	2%
Grad. students/teaching assistants	6%	5%	5%	10%	15%	60%
Close friends from your high school	33%	16%	12%	12%	7%	20%

Overall, both surveys show rather consistent response patterns. Here are a few highlights:

- On average 68% of freshmen identify PSC as their 1<sup>st</sup> choice for college
- Of the rest, 47% enrolled at PSC despite being accepted at their 1<sup>st</sup> choice college
- Math tutoring and remediation continue to be needed by about 3 out of 4 freshmen
- About 70% of freshmen aim to obtain a baccalaureate or higher degree
- Only 17% of freshmen have no concerns about financing their education
- *Cooperativeness* and the *Drive to Achieve* continue to be ranked as top distinguishing traits
- *Artistic Ability*, *Math*, and *Public Speaking* continue to be ranked as the most lacking traits
- About 63% of freshmen are *First Generation in College* (FGIC) students
- For 66% of freshmen, *Cost* is the most important reason for attending PSC
- Only 10-15% of freshmen believe they will not likely need a job to pay for college

## SECTION I—BACKGROUND INFORMATION

<b>A</b> <b>PSC STUDENT ID &amp; E&amp;L IDENTIFIER</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div>	<b>B</b> <b>AGE</b> <input type="radio"/> 19 or Under <input type="radio"/> 20 or 21 <input type="radio"/> 22 or 23 <input type="radio"/> 24 or 25 <input type="radio"/> 26 to 29 <input type="radio"/> 30 to 39 <input type="radio"/> 40 to 49 <input type="radio"/> 50 to 51 <input type="radio"/> 62 or Over	<b>C</b> <b>RACIAL/ETHNIC GROUP</b> <input type="radio"/> African American or Black <input type="radio"/> Native American (Indian, Alaskan, Hawaiian) <input type="radio"/> Caucasian or White <input type="radio"/> Mexican American, Mexican Origin <input type="radio"/> Asian American, Oriental, Pacific Islander <input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic <input type="radio"/> Other <input type="radio"/> I prefer not to respond	<b>D</b> <b>HOW MANY YEARS HAS IT BEEN SINCE YOU STARTED AT PSC (to the nearest year)</b> <input type="radio"/> 1 YEAR <input type="radio"/> 2 YEARS <input type="radio"/> 3 YEARS <input type="radio"/> 4 YEARS <input type="radio"/> 5 YEARS <input type="radio"/> 6 YEARS <input type="radio"/> 7 YEARS <input type="radio"/> MORE THAN 7 YEARS	<b>E</b> <b>PLEASE INDICATE THE DEGREE YOU JUST COMPLETED</b> <input type="radio"/> AA DEGREE <input type="radio"/> AS DEGREE <input type="radio"/> AAS DEGREE <input type="radio"/> ADVANCED TECHNICAL DIPLOMA <input type="radio"/> ALLIED HEALTH CERTIFICATE <input type="radio"/> TECHNICAL CERTIFICATE <input type="radio"/> OTHER CERTIFICATE OR DIPLOMA	<b>F</b> <b>INDICATE YOUR MAJOR AREA OF STUDY AT THIS 2-YEAR COLLEGE.</b> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>
IS ENGLISH YOUR NATIVE LANGUAGE? <input type="radio"/> YES <input type="radio"/> NO  IS ENGLISH THE PRIMARY LANGUAGE IN YOUR HOUSEHOLD? <input type="radio"/> YES <input type="radio"/> NO	PLEASE USE THE ATTACHED LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES AT THE END OF THIS SURVEY TO FIND THE 3-DIGIT CODE FOR YOUR MAJOR AREA OF STUDY AND WRITE IT INTO THE BOXES ABOVE.				

<b>G</b> <b>SEX</b> <input type="radio"/> Male <input type="radio"/> Female	<b>H</b> <b>WERE YOU MARRIED AT THE TIME YOU ATTENDED THIS COLLEGE?</b> <input type="radio"/> Yes <input type="radio"/> No	<b>I</b> <b>WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?</b> <input type="radio"/> Full-time student <input type="radio"/> Part-time student	<b>J</b> <b>WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS COLLEGE?</b> <input type="radio"/> Entered Directly from High School <input type="radio"/> Entered after working for a period of time (excluding summer work) <input type="radio"/> Transferred from Another 2-Year College <input type="radio"/> Transferred from a 4-Year College or University <input type="radio"/> Entered after completing Military Service <input type="radio"/> Other	<b>K</b> <b>HOW FAR FROM THIS COLLEGE ARE YOU CURRENTLY LIVING?</b> <input type="radio"/> 0-10 MILES <input type="radio"/> 10-20 MILES <input type="radio"/> 21-30 MILES <input type="radio"/> 31-50 MILES <input type="radio"/> 51-99 MILES <input type="radio"/> 100+ MILES	<b>L</b> <b>DO YOU PLAN TO ATTEND THIS COLLEGE IN THE FUTURE?</b> <input type="radio"/> Yes <input type="radio"/> Undecided <input type="radio"/> No
---	--	--	--	---	---

A	B	C	E	F
<b>WHAT IS THE MAJOR REASON WHY YOU PLAN TO CONTINUE YOUR EDUCATION</b> (Select only ONE option.)	<b>INDICATE BELOW WHAT INSTITUTION YOU ARE PLANNING TO ATTEND</b>	<b>IN WHAT AREA OF STUDY DO YOU WANT TO CONTINUE YOUR EDUCATION?</b>	<b>HOW WELL DID THIS 2-YEAR COLLEGE PREPARE YOU FOR CONTINUING YOUR EDUCATION?</b>	<b>WHAT IS THE HIGHEST DEGREE OR CERTIFICATE YOU EVENTUALLY PLAN TO OBTAIN?</b>
<input type="radio"/> To Satisfy Job/Career Requirements <input type="radio"/> To Learn a New Occupation <input type="radio"/> To Increase Earning Power <input type="radio"/> To Obtain or Maintain a License or Certification <input type="radio"/> For General Self-Improvement <input type="radio"/> Other	<div style="text-align: center;"> <b>1. PROGRAM</b>      <hr/> <b>2. SCHOOL NAME</b> </div>	<div style="text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; display: flex; justify-content: space-around;"> <div style="width: 30px; height: 30px;"></div> <div style="width: 30px; height: 30px;"></div> <div style="width: 30px; height: 30px;"></div> </div> <p>PLEASE ENTER THE 3-DIGIT CODE OF YOUR PROFESSIONAL/ACADEMIC GOAL BY USING AGAIN THE ATTACHED LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES AT THE END OF THIS SURVEY</p> </div>	<input type="radio"/> Exceptionally Well <input type="radio"/> More Than Adequately <input type="radio"/> Adequately <input type="radio"/> Less Than Adequately <input type="radio"/> Very Poorly	<input type="radio"/> I do not plan to obtain another degree or certificate. <input type="radio"/> Technical Program Certificate or Diploma <input type="radio"/> Associate Degree <input type="radio"/> Bachelor's Degree <input type="radio"/> Master's Degree <input type="radio"/> Doctor's Degree <input type="radio"/> Professional Degree <input type="radio"/> Other



## SECTION III—EDUCATIONAL EXPERIENCES

Please complete each of the following questions related to your education at this 2-year college.

### A INDICATE YOUR RATING OF THIS 2-YEAR COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION.

- ☐ It was my first choice.  
☐ It was my second choice.  
☐ It was my third choice.  
☐ It was my fourth or lower choice.

### B IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?

- ☐ Definitely Yes  
☐ Probably Yes  
☐ Uncertain  
☐ Probably No  
☐ Definitely No

### C IF YOU COULD START COLLEGE OVER, WOULD YOU SELECT THE SAME MAJOR AREA OF STUDY?

- ☐ Definitely Yes  
☐ Probably Yes  
☐ Uncertain  
☐ Probably No  
☐ Definitely No

### D HOW WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?

- ☐ Better  
☐ About the Same  
☐ Worse  
☐ Unable to Judge

### E REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?

- ☐ Definitely Yes  
☐ Probably Yes  
☐ Uncertain  
☐ Probably No  
☐ Definitely No

### F WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Select only ONE option.)

- ☐ Offered the Courses I Wanted  
☐ Convenient Location  
☐ Good Academic or Vocational Reputation  
☐ Low Cost of Attending  
☐ Good Chance of Personal Success  
☐ Could Work While Attending  
☐ Liked Social Atmosphere  
☐ Availability of Scholarship or Financial Aid  
☐ Advice of Parents or Relatives  
☐ Advice of High School Personnel  
☐ Wanted to Be with Friends  
☐ Other

### G INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, A MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION.

MAJOR SOURCE OF FUNDS  
 MINOR SOURCE OF FUNDS  
 NOT A SOURCE OF FUNDS

- |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Parents, Relatives, or Friends                   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Employment While Attending College               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Summer Employment                                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Personal Savings                                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Spouse's Income                                  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Social Security Benefits                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Veteran's Benefits                               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Educational Grants (Pell Grants, FSEOG, etc.)    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Scholarships                                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Loans (Perkins Loan, Federal Direct Loan, etc.) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Reimbursement by Employer                       |

### H RATE EACH OF THE FOLLOWING SERVICES OFFERED AT THIS COLLEGE.

EXCELLENT  
 GOOD  
 FAIR  
 POOR  
 VERY POOR  
 DOES NOT APPLY

- |                       |                       |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Advising and Career Planning Services        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Job Placement Services                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Library (Learning Resources Center) Services |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Financial Aid Services                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Parking Services and Facilities              |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Cafeteria/Food Services                      |

### I HOW MUCH DID YOUR EDUCATIONAL EXPERIENCE AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?

VERY MUCH  
 SOMEWHAT  
 VERY LITTLE  
 DOES NOT APPLY

- |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Writing Effectively   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Speaking Effectively  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Understanding Written Information                                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Working Independently   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Following Directions  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Working Cooperatively in a Group  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Organizing Your Time Effectively  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Learning on Your Own  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Managing Personal/Family Finances                                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Understanding Consumer Issues  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Caring for Your Own Physical and Mental Health                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Planning and Carrying Out Projects                                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Persisting at Difficult Tasks  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Leading/Guiding Others   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Recognizing Your Rights, Responsibilities, and Privileges as a Citizen |

### J PLEASE FILL IN THE OVAL INDICATING YOUR LEVEL OF SATISFACTION WITH EACH OF THE FOLLOWING ASPECTS OF THIS COLLEGE.

VERY SATISFIED  
 SATISFIED  
 NEUTRAL  
 DISSATISFIED  
 VERY DISSATISFIED  
 DOES NOT APPLY

- |                       |                       |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Testing/Grading System  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Quality of Instruction in Your Major Area of Study              |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Out-of-Class Availability of Your Instructors                   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Attitude of the Faculty Toward Students                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Variety of Courses Offered at this 2-Year College               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Flexibility to Design your Own Program of Study                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Preparation You Are Receiving for Your Future Occupation        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. General Registration Procedures                                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Availability of the Courses You Want at Times You Can Take Them |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Concern for You as an Individual                               |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Attitude of College Nonteaching Staff Toward Students          |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Opportunities for Student Employment                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Opportunities for Personal Involvement in Campus Activities    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. General Condition of Buildings and Grounds                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. This College in General  |



## SECTION IV—EMPLOYMENT HISTORY

**PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE CURRENTLY EMPLOYED.**

J	INDICATE YOUR CURRENT OCCUPATION.	K	WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?	L	HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?	M	HOW CLOSELY IS YOUR CURRENT OCCUPATION RELATED TO YOUR MAJOR AREA OF STUDY AT THIS COLLEGE?	N	DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?	O	INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB.
Use the List of College Majors and Occupations Choices to indicate your current occupation.	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> \$0,999 or Less	<input type="radio"/> Very Well	<input type="radio"/> Highly Related		<input type="radio"/> Moderately Related	<input type="radio"/> Yes  <input type="radio"/> No			
	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> \$10,000-\$14,999	<input type="radio"/> Adequately	<input type="radio"/> Slightly Related						
	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> \$15,000-\$19,999	<input type="radio"/> Poorly	<input type="radio"/> Not Related						
	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> \$20,000-\$29,999	<input type="radio"/> Not at All							
	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> \$30,000-\$39,999								
	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> \$40,000-\$49,999								
	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> \$50,000-\$59,999								
	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> \$60,000-\$74,999								
	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> \$75,000-\$99,999								
	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> \$100,000-\$124,999								
		<input type="radio"/> \$125,000-\$149,999									
		<input type="radio"/> \$150,000 or More									

## SECTION V—ADDITIONAL QUESTIONS

1. May PSC staff contact you during the upcoming year? ☐ YES ☐ NO
2. Would you like to become involved with PSC's Alumni Association? ☐ YES ☐ NO
3. Are you currently listed as a dependent on your parent or guardian's tax form? ☐ YES ☐ NO
4. How many family members live in your household? \_\_\_\_\_
5. What is your family income (if different from your personal income)? \$ \_\_\_\_\_
6. Did you receive federal financial aid while attending PSC? ☐ YES ☐ NO
7. Have you been enrolled full-time in PSC's nursing program full-time? ☐ YES ☐ NO
8. If you are graduating from PSC's nursing program, where do you intend to work after graduation?  
Name of Employer: \_\_\_\_\_

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name \_\_\_\_\_ MI \_\_\_\_\_ Maiden Name \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address/P.O. Box \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

ZIP Code \_\_\_\_\_ Area Code/Telephone No. \_\_\_\_\_

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_

Street Address/P.O. Box \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ ZIP Code \_\_\_\_\_

PLEASE PRINT THE ADDRESS OF YOUR CURRENT PLACE OF EMPLOYMENT ON THE LINES PROVIDED BELOW.

Name of Organization \_\_\_\_\_

Street Address/P.O. Box \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ ZIP Code \_\_\_\_\_

## PSC Graduation Survey

The College's *Graduation Survey* was administered to all PSC program graduates of Fall 2008, Spring 2009, and Fall 2009. Since the demographical and program characteristics for each group of participants have been quite different due to variations in the survey administration at each time, the combined results (column All) are probably more representative for all graduates than any of the single measures. However, several patterns, like very strong satisfaction with academic programs and the College's administrative and educational support service, emerge repeatedly across all groups and will be discussed after the presentation of results in Table 8.

Table 8: PSC Graduation Survey Responses 2008 and 2009

<b>PSC Graduation Survey Results (2009-1, 2009-2, 2010-1)</b>				
Total Responses	All	2009-1	2009-2	2010-1
	598	154	284	160
<b>1. Is English your native language?</b>				
	All	2009-1	2009-2	2010-1
Yes	90%	88%	91%	92%
No	10%	12%	9%	8%
<b>2. Is English the primary language in your household?</b>				
	All	2009-1	2009-2	2010-1
Yes	92%	92%	92%	92%
No	8%	8%	8%	8%
<b>3. What is your age?</b>				
	All	2009-1	2009-2	2010-1
19 or Under	11%	3%	19%	4%
20 or 21	20%	8%	26%	21%
22 or 23	18%	19%	15%	22%
24 or 25	11%	18%	7%	11%
26 to 29	11%	14%	9%	12%
30 to 39	16%	20%	16%	14%
40 to 49	9%	14%	6%	11%
50 to 61	4%	5%	2%	4%
62 or Over	0%	0%	0%	0%
<b>4. What racial/ethnic group do you belong to?</b>				
	All	2009-1	2009-2	2010-1
African American or Black	14%	12%	10%	22%
Native American	0%	0%	0%	1%
Caucasian or White	70%	69%	76%	62%
Mexican American, Mexican Origin	3%	3%	3%	3%
Asian, Oriental, Pacific Islander	3%	3%	4%	1%
Puerto Rican, Cuban, Other Latino	7%	10%	4%	8%
Other	2%	2%	2%	3%
I prefer not to respond	1%	2%	1%	1%

<b>5. How many years has it been since you started at PSC (to the nearest year)?</b>				
	All	2009-1	2009-2	2010-1
1 Year	6%	5%	6%	7%
2 Years	28%	19%	33%	30%
3 Years	28%	29%	27%	27%
4 Years	14%	21%	11%	14%
5 Years	7%	5%	7%	7%
6 Years	4%	6%	4%	4%
7 Years	4%	5%	3%	3%
More Than 7 Years	10%	11%	10%	8%
<b>6. Please indicate the degree you just completed:</b>				
	All	2009-1	2009-2	2010-1
AA Degree	57%	31%	68%	64%
AS Degree	36%	63%	27%	26%
AAS Degree	6%	6%	4%	7%
Advanced Technical Diploma	0%	0%	0%	1%
Allied Health Certificate	1%	0%	0%	2%
Technical Certificate	0%	0%	0%	1%
Other Certificate or Diploma	1%	1%	0%	3%
<b>7. What is your gender?</b>				
	All	2009-1	2009-2	2010-1
Male	24%	14%	29%	25%
Female	76%	86%	71%	75%
<b>8. Were you married when you attended PSC?</b>				
	All	2009-1	2009-2	2010-1
Yes	29%	45%	23%	26%
No	71%	55%	77%	74%
<b>9. What was your primary enrollment status at PSC?</b>				
	All	2009-1	2009-2	2010-1
Full-Time Student	75%	78%	75%	70%
Part-Time Student	25%	22%	25%	30%
<b>10. Which of the following was true for you at the time you first entered PSC?</b>				
I've entered...	All	2009-1	2009-2	2010-1
Directly from High School	40%	34%	46%	35%
After Working for a Period of Time	25%	35%	17%	29%
Transferring from a 2-Year College	8%	10%	9%	5%
Transferring from a 4-Year School	11%	5%	12%	14%
After Military Service	3%	4%	2%	4%
Other	15%	14%	15%	15%



11. How far from PSC are you currently living?				
	All	2009-1	2009-2	2010-1
0 to 24 Miles	75%	66%	81%	74%
25 to 49 Miles	22%	27%	18%	25%
50 to 99 Miles	3%	5%	1%	2%
100 to 199 Miles	1%	1%	1%	0%
200 or More Miles	0%	1%	0%	0%
12. Do you plan to attend PSC in the future?				
	All	2009-1	2009-2	2010-1
Yes	41%	51%	33%	47%
Undecided	26%	20%	30%	25%
No	32%	29%	37%	28%
13. What is the major reason why you plan to continue your education?				
	All	2009-1	2009-2	2010-1
To Learn a New Occupation	8%	3%	8%	11%
To Increase Earning Power	28%	40%	22%	26%
To Satisfy Job/Career Requirements	35%	18%	42%	40%
To Obtain or Maintain a License or Certification	8%	9%	8%	7%
For General Self-Improvement	17%	28%	14%	11%
Other	6%	4%	8%	6%
14. How well did PSC prepare you for continuing your education?				
	All	2009-1	2009-2	2010-1
Exceptionally Well	51%	65%	44%	47%
More Than Adequately	32%	22%	38%	33%
Adequately	16%	11%	18%	20%
Less Than Adequately	1%	2%	0%	0%
Very Poorly	0%	0%	0%	0%
15. What is the highest degree or certificate you eventually plan to obtain?				
	All	2009-1	2009-2	2010-1
I do not plan another degree or certificate	2%	2%	0%	4%
Technical Program Certificate or Diploma	0%	0%	1%	0%
Associate Degree	1%	1%	0%	2%
Bachelor's Degree	36%	34%	38%	36%
Master's Degree	45%	54%	44%	40%
Doctor's Degree	13%	6%	14%	17%
Professional Degree	2%	4%	1%	2%
Other	1%	1%	1%	0%
16. Indicate your rating of PSC at the time you applied for admission.				
	All	2009-1	2009-2	2010-1
It was my first choice.	77%	83%	77%	72%
It was my second choice.	16%	11%	16%	21%
It was my third choice.	4%	3%	3%	5%
It was my fourth or lower choice.	3%	2%	4%	2%

<b>17. If you could start college over, would you choose to attend PSC?</b>				
	All	2009-1	2009-2	2010-1
Definitely Yes	55%	64%	52%	53%
Probably Yes	29%	23%	32%	29%
Uncertain	10%	11%	9%	10%
Probably No	5%	1%	6%	7%
Definitely No	2%	1%	2%	1%
<b>18. If you could start college over, would you select the same major area of study?</b>				
	All	2009-1	2009-2	2010-1
Definitely Yes	65%	74%	62%	62%
Probably Yes	17%	14%	15%	22%
Uncertain	10%	5%	12%	9%
Probably No	6%	4%	8%	4%
Definitely No	2%	3%	2%	3%
<b>20. How would you compare the quality of education provided at PSC with that of other colleges?</b>				
	All	2009-1	2009-2	2010-1
Better	37%	54%	30%	33%
About the Same	31%	20%	33%	38%
Worse	2%	1%	3%	1%
Unable to Judge	30%	25%	33%	28%
<b>21. Regardless of the financial benefits, has your college education improved the quality of your life?</b>				
	All	2009-1	2009-2	2010-1
Definitely Yes	68%	72%	66%	69%
Probably Yes	23%	20%	26%	19%
Uncertain	7%	7%	6%	10%
Probably No	2%	1%	2%	1%
Definitely No	0%	0%	0%	0%
<b>22. What was your primary reason for attending PSC?</b>				
	All	2009-1	2009-2	2010-1
Offered the Courses I Wanted	18%	16%	18%	19%
Convenient Location	29%	24%	28%	37%
Good Academic or Vocational Reputation	16%	36%	9%	9%
Low Cost of Attending	14%	8%	17%	16%
Good Chance of Personal Success	3%	1%	4%	4%
Could Work While Attending	8%	7%	7%	11%
Liked Social Atmosphere	0%	0%	0%	0%
Availability of Scholarship or Financial Aid	5%	3%	8%	2%
Advice of Parents or Relatives	3%	1%	4%	3%
Advice of High School Personnel	0%	1%	0%	0%
Wanted to Be with Friends	0%	0%	0%	0%
Other	6%	4%	7%	4%

23. Indicate whether each of the following was a major, a minor, or not a source of funds for your college education.				
		Major Source of Funds	Minor Source of Funds	Not a Source of Funds
Parents, Relatives, or Friends	2009-1	34%	14%	53%
	2009-2	34%	23%	43%
	2010-1	48%	18%	34%
	All	37%	19%	43%
Employment While Attending College	2009-1	43%	32%	25%
	2009-2	28%	31%	41%
	2010-1	31%	32%	37%
	All	32%	32%	36%
Summer Employment	2009-1	15%	26%	59%
	2009-2	13%	15%	72%
	2010-1	15%	11%	74%
	All	14%	17%	69%
Personal Savings	2009-1	17%	31%	52%
	2009-2	14%	26%	61%
	2010-1	12%	25%	63%
	All	14%	27%	59%
Spouse's Income	2009-1	19%	17%	64%
	2009-2	12%	4%	85%
	2010-1	10%	10%	80%
	All	13%	9%	78%
Social Security Benefits	2009-1	2%	2%	96%
	2009-2	2%	1%	98%
	2010-1	5%	2%	93%
	All	2%	2%	96%
Veteran's Benefits	2009-1	4%	0%	96%
	2009-2	3%	2%	95%
	2010-1	5%	3%	92%
	All	4%	2%	95%
Educational Grants (Pell Grants, FSEOG, etc.)	2009-1	30%	10%	60%
	2009-2	28%	7%	65%
	2010-1	40%	11%	50%
	All	31%	9%	60%
Scholarships	2009-1	38%	22%	40%
	2009-2	43%	13%	44%
	2010-1	38%	12%	50%
	All	41%	15%	44%
Loans (Perkins Loan, Federal Direct Loan, etc.)	2009-1	26%	8%	66%
	2009-2	11%	7%	81%
	2010-1	10%	9%	80%
	All	15%	8%	77%
Reimbursement by Employer	2009-1	10%	9%	81%
	2009-2	6%	10%	83%
	2010-1	10%	9%	81%
	All	8%	10%	82%

24. Rate each of the following services offered at the College.							
		Excellent	Good	Fair	Poor	Very Poor	N/A
Advising and Career Planning Services	2009-1	29%	35%	19%	8%	3%	6%
	2009-2	42%	35%	10%	4%	3%	6%
	2010-1	47%	27%	11%	5%	2%	9%
	All	40%	33%	13%	5%	3%	7%
Job Placement Services	2009-1	14%	20%	13%	6%	9%	38%
	2009-2	14%	13%	11%	2%	8%	52%
	2010-1	22%	16%	9%	7%	7%	39%
	All	16%	16%	11%	4%	8%	45%
Library (Learning Resources Center) Services	2009-1	36%	50%	6%	3%	1%	4%
	2009-2	47%	38%	8%	2%	1%	4%
	2010-1	50%	35%	10%	0%	0%	5%
	All	45%	40%	8%	2%	1%	4%
Financial Aid Services	2009-1	25%	30%	15%	8%	11%	13%
	2009-2	27%	28%	12%	3%	5%	26%
	2010-1	41%	21%	11%	5%	2%	20%
	All	30%	27%	12%	4%	6%	21%
Parking Services and Facilities	2009-1	21%	38%	24%	7%	6%	4%
	2009-2	21%	31%	30%	9%	4%	5%
	2010-1	36%	24%	22%	9%	3%	6%
	All	25%	31%	26%	8%	5%	5%
Cafeteria/Food Services	2009-1	13%	25%	27%	18%	13%	3%
	2009-2	16%	23%	30%	9%	7%	14%
	2010-1	30%	20%	22%	9%	5%	14%
	All	19%	23%	28%	11%	8%	11%
25. How much did your educational experience at PSC contribute to your personal growth in each area?							
		Very Much	Somewhat	Very Little	Doesn't Apply		
Writing Effectively	2009-1	43%	45%	8%	4%		
	2009-2	47%	42%	7%	3%		
	2010-1	58%	30%	5%	6%		
	All	49%	40%	7%	4%		
Speaking Effectively	2009-1	39%	40%	15%	6%		
	2009-2	40%	43%	9%	7%		
	2010-1	51%	33%	7%	9%		
	All	43%	40%	10%	7%		
Understanding Written Information	2009-1	49%	36%	11%	4%		
	2009-2	43%	43%	8%	5%		
	2010-1	51%	36%	6%	6%		
	All	47%	39%	9%	5%		

Working Independently	2009-1	61%	28%	10%	1%
	2009-2	48%	36%	10%	6%
	2010-1	51%	32%	8%	8%
	All	52%	33%	9%	6%
Following Directions	2009-1	55%	33%	7%	5%
	2009-2	46%	36%	10%	8%
	2010-1	54%	31%	6%	9%
	All	50%	34%	8%	8%
Working Cooperatively in a Group	2009-1	49%	39%	9%	3%
	2009-2	43%	37%	12%	7%
	2010-1	54%	35%	4%	6%
	All	48%	37%	9%	6%
Organizing Your Time Effectively	2009-1	61%	31%	6%	1%
	2009-2	53%	35%	8%	4%
	2010-1	58%	32%	4%	6%
	All	56%	33%	7%	4%
Learning on Your Own	2009-1	64%	26%	6%	3%
	2009-2	53%	34%	7%	6%
	2010-1	56%	34%	5%	6%
	All	57%	32%	6%	5%
Managing Personal/Family Finances	2009-1	28%	32%	22%	18%
	2009-2	33%	32%	17%	17%
	2010-1	45%	31%	8%	16%
	All	35%	32%	16%	17%
Understanding Consumer Issues	2009-1	26%	39%	18%	17%
	2009-2	32%	38%	11%	18%
	2010-1	42%	36%	6%	16%
	All	33%	38%	12%	17%
Caring for Your Own Physical and Mental Health	2009-1	45%	34%	13%	8%
	2009-2	38%	39%	11%	12%
	2010-1	49%	32%	9%	10%
	All	43%	36%	11%	10%
Planning and Carrying Out Projects	2009-1	49%	38%	10%	4%
	2009-2	45%	41%	7%	7%
	2010-1	55%	35%	4%	6%
	All	49%	39%	7%	6%
Persisting at Difficult Tasks	2009-1	67%	26%	4%	3%
	2009-2	53%	35%	8%	4%
	2010-1	61%	33%	3%	3%
	All	58%	32%	6%	4%
Leading/Guiding Others	2009-1	51%	33%	9%	6%
	2009-2	36%	45%	12%	8%
	2010-1	52%	34%	4%	10%
	All	44%	39%	9%	8%
Recognizing Your Rights, Responsibilities, and Privileges as a Citizen	2009-1	42%	37%	11%	10%
	2009-2	38%	36%	14%	12%
	2010-1	51%	31%	8%	9%
	All	42%	35%	12%	11%

26. Please indicate your level of satisfaction with the following aspects of this college.							
		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
Testing/Grading System	2009-1	36%	38%	17%	4%	5%	0%
	2009-2	38%	44%	12%	3%	3%	1%
	2010-1	47%	36%	10%	4%	1%	1%
	All	40%	40%	13%	4%	3%	1%
Quality of Instruction in Your Major Area of Study	2009-1	66%	27%	6%	1%	0%	0%
	2009-2	49%	38%	9%	2%	1%	1%
	2010-1	51%	33%	12%	1%	1%	2%
	All	54%	34%	9%	2%	1%	1%
Out-of-Class Availability of Your Instructors	2009-1	58%	32%	6%	1%	1%	2%
	2009-2	36%	36%	20%	3%	0%	6%
	2010-1	48%	35%	11%	1%	1%	4%
	All	44%	35%	14%	2%	1%	4%
Attitude of the Faculty Toward Students	2009-1	57%	28%	11%	3%	1%	0%
	2009-2	45%	40%	11%	2%	1%	1%
	2010-1	50%	31%	14%	3%	1%	2%
	All	49%	35%	12%	2%	1%	1%
Variety of Courses Offered at this 2-Year College	2009-1	48%	30%	18%	0%	0%	4%
	2009-2	43%	39%	14%	3%	1%	1%
	2010-1	47%	33%	14%	3%	0%	3%
	All	45%	35%	15%	2%	1%	2%
Flexibility to Design your Own Program of Study	2009-1	37%	24%	22%	3%	2%	12%
	2009-2	43%	33%	15%	2%	2%	4%
	2010-1	50%	27%	12%	3%	1%	6%
	All	44%	29%	16%	3%	2%	6%
Preparation You Are Receiving for Your Future Occupation	2009-1	66%	24%	7%	1%	1%	1%
	2009-2	39%	38%	14%	3%	2%	4%
	2010-1	51%	30%	12%	2%	1%	4%
	All	49%	32%	12%	2%	2%	4%
General Registration Procedures	2009-1	45%	32%	17%	2%	3%	1%
	2009-2	42%	38%	13%	2%	2%	2%
	2010-1	51%	33%	10%	2%	1%	2%
	All	45%	36%	13%	2%	2%	2%
Availability of the Courses You Want at Times You Can Take Them	2009-1	46%	36%	14%	1%	1%	1%
	2009-2	36%	41%	14%	6%	2%	1%
	2010-1	49%	36%	9%	2%	1%	3%
	All	42%	39%	13%	4%	1%	2%
Concern for You as an Individual	2009-1	40%	33%	23%	1%	1%	1%
	2009-2	35%	33%	23%	4%	3%	1%
	2010-1	46%	31%	12%	6%	2%	3%
	All	39%	33%	20%	4%	2%	2%
Attitude of College Nonteaching Staff Toward Students	2009-1	34%	37%	22%	4%	2%	1%
	2009-2	37%	38%	15%	3%	3%	4%
	2010-1	42%	32%	14%	2%	2%	7%
	All	37%	36%	17%	3%	3%	4%



Opportunities for Student Employment	2009-1	25%	23%	25%	4%	1%	22%
	2009-2	25%	20%	15%	5%	4%	31%
	2010-1	36%	23%	13%	5%	4%	18%
	All	28%	22%	17%	5%	4%	25%
Opportunities for Personal Involvement in Campus Activities	2009-1	29%	25%	25%	5%	0%	16%
	2009-2	33%	28%	20%	2%	3%	14%
	2010-1	42%	27%	11%	6%	1%	13%
	All	35%	27%	19%	4%	2%	14%
General Condition of Buildings and Grounds	2009-1	36%	46%	14%	3%	0%	1%
	2009-2	41%	44%	11%	1%	1%	1%
	2010-1	46%	38%	10%	3%	0%	2%
	All	41%	43%	12%	2%	1%	1%
This College in General	2009-1	47%	42%	10%	0%	0%	1%
	2009-2	47%	44%	8%	0%	1%	0%
	2010-1	48%	39%	8%	3%	0%	2%
	All	47%	42%	8%	1%	1%	1%
27. What is your current annual salary/income?							
	All	2009-1	2009-2	2010-1			
\$9,999 or Less	33%	21%	41%	33%			
\$10,000-\$14,999	15%	19%	15%	12%			
\$15,000-\$19,999	13%	12%	14%	12%			
\$20,000-\$29,999	17%	21%	14%	17%			
\$30,000-\$39,999	10%	15%	6%	11%			
\$40,000-\$49,999	5%	5%	4%	5%			
\$50,000-\$59,999	4%	4%	2%	7%			
\$60,000-\$74,999	1%	1%	1%	0%			
\$75,000-\$99,999	2%	2%	2%	1%			
\$100,000-\$124,999	0%	1%	0%	1%			
\$125,000-\$149,999	0%	0%	0%	0%			
\$150,000 or More	0%	0%	0%	1%			
28. How well did PSC prepare you for your present occupation?							
	All	2009-1	2009-2	2010-1			
Very Well	48%	70%	38%	41%			
Adequately	35%	23%	38%	43%			
Poorly	2%	2%	2%	1%			
Not At All	15%	5%	22%	15%			
29. How closely is your current occupation related to your major area of study at PSC?							
	All	2009-1	2009-2	2010-1			
Highly Related	49%	70%	38%	44%			
Moderately Related	11%	8%	12%	13%			
Slightly Related	11%	8%	11%	14%			
Not Related	29%	14%	38%	29%			

30. Do you feel you are currently under-employed?					
	All	2009-1	2009-2	2010-1	
Yes	34%	33%	32%	40%	
No	66%	67%	68%	60%	
31. Indicate your satisfaction with the following aspects of your present job:					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Challenge	45%	34%	15%	5%	2%
	34%	31%	22%	8%	6%
	52%	23%	14%	4%	8%
	42%	29%	18%	6%	5%
Location	53%	33%	10%	3%	1%
	52%	26%	13%	5%	4%
	57%	21%	14%	5%	3%
	54%	27%	12%	5%	3%
Salary and Benefits	31%	29%	23%	11%	6%
	27%	28%	24%	14%	7%
	38%	18%	25%	9%	9%
	31%	26%	24%	12%	7%
Advancement Potential	43%	26%	15%	9%	8%
	29%	26%	26%	11%	9%
	45%	16%	15%	12%	12%
	37%	24%	20%	10%	9%
Working Conditions	44%	35%	14%	5%	2%
	40%	31%	20%	5%	4%
	52%	23%	17%	5%	4%
	44%	30%	18%	5%	3%
Career Potential	47%	26%	14%	6%	7%
	31%	25%	19%	9%	16%
	47%	17%	16%	11%	9%
	40%	23%	17%	8%	12%
32. May PSC staff contact you during the upcoming year?					
	All	2009-1	2009-2	2010-1	
Yes	80%	79%	78%	86%	
No	20%	21%	22%	14%	
33. Would you like to become involved with PSC's Alumni Association?					
	All	2009-1	2009-2	2010-1	
Yes	40%	46%	32%	51%	
No	60%	54%	68%	49%	
34. Are you currently listed as a dependent on your parent or guardian's tax form?					
	All	2009-1	2009-2	2010-1	
Yes	34%	23%	39%	34%	
No	66%	77%	61%	66%	

<b>35. Did you receive federal financial aid while attending PSC?</b>				
	All	2009-1	2009-2	2010-1
Yes	47%	49%	45%	48%
No	53%	51%	55%	52%
<b>36. Have you been enrolled full time in PSC's Nursing Program?</b>				
	All	2009-1	2009-2	2010-1
Yes	31%	65%	21%	15%
No	69%	35%	79%	85%

## Summary of Findings

As indicated earlier, respondents to the three graduation surveys administered show a variety of differences in their demographic makeup and program characteristics:

- Most participants of the Fall 2008 (2009-1) survey have been enrolled full time in PSC's nursing program (65%), which is reflected in the much lower proportion of AA degree completers (31%), more female respondents (86%), a higher average age (31), a higher proportion of married students (45%), and a somewhat higher percentage of full-time students (78%).
- The Spring 2009 (2009-2) survey represents the largest and the youngest of the three groups (average age: 26), with the highest proportion of Caucasian ethnicity (76%), male gender (29%), students that entered PSC directly from high school (46%), and live within a 24 mile radius of the College (81%). This group also has the highest number of AA degree completers (68%).
- Respondents to the Fall 2009 (2010-1) survey show the highest proportion of African-American students (22%), the smallest proportion of full-time students (70%), and the fewest students to whom PSC was their first choice at admission (72%). Students in this group also indicated that family and friends were the major source of funds for their education (48%) most often.

Overall, most response variations between survey groups are a result of the differences described above. For example, the lower proportion of AA degrees (2009-1 vs. 2009-2 and 2010-1) is correlated with responses to Question 13: *What is the major reason for continuing your education?* While AA degree completers identify job/career requirements as their main reason, for the majority of AS completers, it is the intent to increase earning power. Similarly, for younger students *Convenient Location* is the most important reason for attending PSC, while for nursing program completers it is the *Good Academic or Vocational Reputation* of the College.

Thus, the data can be used for identifying specific patterns based on the described features of each group and for summary scores (*All* column) that are representative of PSC's full-time and most part-time students. Since the individual result tables provide somewhat self-evident sets of information, the analysis can be limited to a few highlights:

- The results of the Graduation Survey largely validate the findings of the Freshmen Survey
- Over 75% of students indicated that PSC was their 1<sup>st</sup> choice for college (16)<sup>1</sup>
- Over 95% of graduates plan to pursue a baccalaureate or higher degree (15)
- Almost 85% of graduates stated they would choose to attend PSC again (17)
- For 90%, the education received has improved the (non-financial) quality of their lives (21)
- Library and TLCC services are perceived as being good to excellent by 85% (24)
- 90% stated that their education has improved their ability to persist at difficult tasks (25)
- 88% were satisfied/very satisfied with the quality of instruction (vs. 2% dissatisfaction) (26)
- Almost 90% were satisfied or very satisfied with PSC in general (26)

<sup>1</sup> Number in parenthesis reflects the numbering of questions in the results table

# ***ACT STUDENT OPINION SURVEY***

## ***Executive Summary 2006***

***Office of Institutional Research, Effectiveness, and Planning***

## Section 1 — Background Information

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- **Overall:** demographics indicate a highly representative sample of credit students
- **Age:** recent enrollment trends are reflected: age  $\geq 30$  declined, age  $\leq 22$  increased
- **Hispanic Students:** segment proportionally reflected in study (9.6% participation)
- **Marital Status:** proportions remained largely unchanged; about 22% are married
- **Children:** 27% of students have children; 11% are single parents (10% female)
- **Employment:** 59% work on average  $\geq 20$  per week; 39% over 30 hours/week
- **Commuting:** 49% of students travel  $>10$  miles (+5%); 4% travel  $>40$  miles (+2%)
- **Financial Aid:** 50% receive financial aid (no increase),  $>4\%$  below national norm
- **Purpose of Study:** 37.1% towards AA (+3%), 38.5% towards transfer to SUS (-3%)
- **Enrollment Status:** 63.5% FT (+3.4%), that is still 7.5% below the norm (71%)
- **College Attendance:** 26.2% are 3+ years at PSC, compared to 21.0% in 2003
- **Classes:** Attendance of day classes has increased from 65.6% to 70.1% (Norm=70.2%)
- **Transfers:** Transfers from 2- or 4-year institutions increased from 10.7% to 13.1%
- **Pre-Enrollment:** Students entering college after working a while declined by 3% to 23%

## Section 2 — General College Impressions

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- **Selecting PSC:** Two top reasons, *Location* (58.4%) and *Courses Offered* (58.5%)
- **Courses Offered:** The only reason for selecting PSC with significant increase (3.2%)
- **Other Reasons:** All other reasons either declined in importance or remained the same
- **Most Decline <2003:** *Low Cost* (50% vs. 54%), *Could Work While Attending* (49% vs. 53%)
- **Below Norm >5%:** *Low Cost of Attending* (50% vs. 56%) and *College Size* (17% vs. 24%)
- **Above Norm >4%:** Advice by adults in family (19% vs. 14%) and in school (12% vs. 7%)
- **PSC 1<sup>st</sup> Choice:** PSC was the first choice for 70% of students (down from 72%)
- **Would Select PSC Again:** *Definitely Yes:* 32% (-4%); *Probably/Definitely No:* 15% (+3%)
- **Education Quality Rating:** *Good/Excellent* by 79.8% (1.6% below 2003, 2.9% below Norm)

## Section 3 — Satisfaction with College Services

The following tables display student satisfaction ratings of core college services. For that purpose, summary scores have been translated into percentages, with 100 as the highest and 0 the lowest possible value (please also see pages 19-22 of the full report for more detail). The columns are:

- **2006:** Percentage scores of the most recent student ratings from Spring 2006
- **% Used:** Percentage of students indicating that they used this service at PSC
- **2003 and 2001:** Percentage scores from the 2001 and 2003 surveys at PSC
- **Norm:** Average student rating across peer colleges during the same year
- **Δ 01/03:** Difference between 2006 PSC ratings and the 2001-2003 PSC rating average
- **Δ Norm:** Difference between 2006 PSC ratings and the National Norm rating average

### Top 4 Satisfaction Ratings of College Core Services

Not unexpectedly, the most positive ratings show also high rating consistency over time and score above the established national norms for those service areas. Compared to the 2001-03 average, only tutorial services ratings show a slight decline among the high scoring items. It is noteworthy that all top rated services are also significantly (up to 20%) more utilized at PSC than at peer colleges of the national sample (see also page 19 of the full report).

	Service Area	2006	% Used	2003	2001	Norm	Δ 01/03	Δ Norm
1	Library/learning resources center	84.5	85.3	85.0	82.3	81.0	0.9	3.5
2	Computer services	83.5	73.2	83.5	81.5	81.3	1.0	2.3
3	College sponsored tutorial services	79.5	27.7	81.3	78.5	78.0	-0.4	1.5
4	Cultural programs and activities	79.0	14.0	76.0	80.0	78.0	1.0	1.0

### Bottom 4 Satisfaction Ratings of College Core Services

College services receiving the lowest student satisfaction ratings show also the largest negative differential (except for parking) with the national norm. In addition, student satisfaction with all of these services has declined compared to the 2001-03 average, some of them significantly. Cafeteria service ratings (largely reflecting food quality, selection, and price) declined by over 22 percent points since 2001. Parking continues to be an issue, but scores 4.8% above the norm for this area. Student perceptions that require immediate attention concern the service levels in *Financial Aid* and *Advising*. Both show a continuous decline in ratings and a widening gap with national norms. In addition, both ratings are highly correlated with student perceptions of overall educational quality at PSC and factor significantly into student decisions about recommending the College to others or selecting it again for their own education.

	Service Area	2006	% Used	2003	2001	Norm	Δ 01/03	Δ Norm
1	Cafeteria/food services	57.8	72.4	62.5	80.0	74.0	-13.5	-16.3
2	Parking facilities and services	62.5	90.4	60.8	65.0	57.8	-0.4	4.8
3	Financial aid services	67.0	52.9	70.3	70.8	75.5	-3.5	-8.5
4	Academic advising/course planning	68.0	76.9	69.5	69.5	72.3	-1.5	-4.3

## Section 4 — Satisfaction with College Environment

### Academic Context

Almost all of the 12 survey items in this area show little change compared to 2003. Class Size received the highest satisfaction rating in this category. Two items show significantly higher scores than the national norm (green highlights) while 3 items show a significant negative gap (pink highlights). Particularly the advising related dissatisfaction draws attention since student satisfaction has dropped below 70% for these items. Please see also page 23 of the full report.

<i>Academic Context</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>
Class size relative to the type of course	81.1	82.0	80.3
Course content in major area of study	75.8	74.0	75.0
Out-of-class availability of instructors	75.2	74.8	72.8
Testing/grading system	71.3	73.5	74.3
Availability of your advisor	69.2	70.3	71.0
Value of information provided by advisor	68.3	70.0	71.3

### Admissions and Registration

Satisfaction with the catalog and admissions publications was slightly above the norm; ratings of general admissions procedures dropped marginally. 3 of the 5 admissions ratings show significant declines compared to 2003 and larger gaps compared to the national norm (see pink highlights below). While registration items show no significant differences with norm values, there is a clear drop in satisfaction with 3 of the 4 items compared to 2003 (see page 24 and 27 of the full report).

<i>Admissions</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>
College catalog/admissions publications	75.5	75.5	74.5
Accuracy of college information	69.2	71.0	72.0
Assistance provided by the college staff	66.1	69.3	71.5
Availability of financial aid information	63.5	65.3	69.5
<i>Registration</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>
Academic calendar for this college	73.7	75.0	73.8
General registration procedures	71.1	73.0	72.0
Billing and fee payment procedures	69.4	72.3	70.8

### Rules and Policies

Overall, student satisfaction with rules and policies was comparable to 2003 and National Norm values. While not statistically significant, the drop of 2 items (see table below) compared to the 2003 survey seems notable since it concerns two areas where student expectations are highly correlated with the overall perception of the College (please see also page 25 of the full report).

<i>Rules and Policies</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>
Personal security/safety at this campus	71.8	73.3	73.3
Student voice in college policies	63.0	65.0	64.3



## Facilities

Of the 10 student Facilities ratings, 6 showed a positive differential with peer scores, 4 of those were significantly more positive than the norm (green highlights). Two of those items indicate a slight decline from 2003 (Study Areas and Labs), and for one item (Bookstore) many additional improvement recommendations were expressed in the student comments section of the survey. Two items scored significantly below the National Norm; however, the first, *Athletic Facilities*, received only ratings from 50% of respondents, and the second, *Student Housing*, only from 28% of the sample. In both cases negative ratings were given by less than 100 students of the sample, representing only between 4 and 5 percent of the student population.

<i>Facilities</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>
Classroom facilities	76.3	75.0	74.0
Study areas	75.6	77.5	73.5
Laboratory facilities	73.5	74.5	71.3
College bookstore	70.6	68.3	68.0
Athletic facilities	61.6	64.3	64.3
Availability of adequate housing for students	55.3	56.8	58.8

## Social/General

The last *College Environment* section of the student survey reflects on the general/social context at PSC. All but one item in this area – Racial Harmony – score significantly lower than national averages ( $\Delta$  Norm); most of them show also a clear decline compared to 2003. While some of these items (pink highlights) appear to be less tangible or contingent upon other factors, they strongly influence college impressions that impact how students talk about PSC to others.

<i>Social/General</i>	<i>2006</i>	<i>2003</i>	<i>Norm</i>	$\Delta$ Norm
Racial harmony at this college	74.1	74.8	73.0	1.1
Opportunities for personal involvement	65.0	66.5	67.0	-2.0
Student government	60.9	62.8	63.0	-2.1
This college in general	74.7	76.3	77.0	-2.3
Opportunities for student employment	62.0	62.3	64.3	-2.3
Attitude of non-teaching staff toward students	66.3	68.3	69.0	-2.7
Concern for you as an individual	64.4	66.3	67.8	-3.4
College media (student paper, campus radio, etc.)	60.4	63.8	64.0	-3.6

## Section 5 — Additional PSC Items

Since results for PSC's custom items are without normative comparison and most of them are only relevant to selected functional areas, they are largely excluded from this summary. The majority of items show either stability or slight improvements. The most relevant changes are noted in the table below. Please see also pages 30-43 of the full report for further detail.

- **I Would Recommend PSC:** Strongly Agree 31% (-4%); Disagree/Strongly Disagree 5% (+3%)
- **Prefer Mail to get PSC Information:** Declined to 48% from 61%; e-mail + web are now 45%
- **Internet Access:** *High-Speed Access at Home* increased to 66.9% from 36.5% in 2003
- **Overall Satisfaction (PSC Services):** 80.2% Very/Somewhat Satisfied; 4.6% V/S Dissatisfied
- **Personal Growth Impact of Education at PSC:** Consistent gains across all areas (see p. 42)

***2007 CCSSE and  
CCFSSE  
Executive Summary***



*Community College Survey*

***Polk State College***

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***Office of Institutional Research, Effectiveness, and Planning***

## Executive Summary

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Students' perceptions of their educational experience at PSC have slightly improved across three and somewhat declined for two of the CCSSE benchmarks (see page 7). However, only benchmark #2, *Student Effort* is higher at PSC than indicated by the comparative data for its peers. While two benchmarks, *Active and Collaborative Learning* and *Academic Challenge*, received somewhat lower ratings at PSC, the scores for *Student-Faculty Interaction* and *Support for Learners* indicate a more significant need for improvement when compared with student perceptions at other colleges.

In particular, benchmark #4, *Student-Faculty Interactions*, requires attention as the PSC score trails the summary score for all Florida Community Colleges by about 10%. Mean scores for all items of this benchmark scale are lower at PSC than for its peers (see page 9, table 7). The largest gap is reflected in the use of e-mail to communicate with an instructor, currently a key ingredient for more productive student-faculty relations.

This finding is underlined by lower than average scores for the relationship quality between students and instructors on one hand, as well as administrative personnel and offices on the other (see page 13, table 12). The analysis shows that those ratings are more correlated with participants' perceptions of non-academic than academic support variables, which indicates the need to shift some of the transactional attention from the technical to the human/personal side of the dialogue. This is especially important when it comes to supporting students who face the multifaceted challenges of work, family responsibilities, and college requirements.

Since more *Working for Pay* typically means less *Preparing for Class*, it isn't surprising that factors correlated with non-traditional students' realities play a pivotal role for most benchmarks. While PSC's proportion of students that work more than 20 hours per week has slightly declined (see page 14, table 15 b), the data shows that community college students in Florida work on average more than their peers outside the state. As a result, the negative impact on their preparation for class is compounded by existing high school performance issues and needs to be addressed via enhanced support services and student-advisor relationships.

Compared to 2004, most student-services related satisfaction ratings show indications of the desired improvements (see page 14, items 13.2 a, b, g, i, j, and k). In particular, the significant gains in academic advising, transfer credit assistance, and services to students with disabilities put the College back on track with respect to some very relevant peer-to-peer benchmarks. Strong improvement needs still exist in support areas concerning the help required to cope with non-academic responsibilities (see above) and concerning the financial support students need to afford their education. In both categories, PSC scores below peer benchmarks (see page 10, table 8, items 9 d, f).

Taking into account how much remedial education many of our students require to meet college standards and to what extent associated experiences involve challenges to self-esteem and persistence of effort, improved emphasis on student support is key to strengthening student-centric engagement at PSC. Furthermore, all student support activities should be considered critical elements of a QEP-oriented quality focus that could address the implications of the expanded quality mandate within the framework of the next SACS accreditation process.

Together with the results of other performance data – including accountability measures within the performance-based funding activities in Florida – the results of the CCSSE report provide an excellent foundation to inform the continuing strategic planning process at PSC.

## **Demographic Comparison**

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE used the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full or part time). The data were aggregated to compare the 2007 CCSSE survey respondent population to the total student population of 2007 CCSSE member colleges.

Demographic Comparison				
	PSC Sample	PSC Overall	FCCS 2007	CCSSE 2007
<b>Gender</b>				
Male	30.4%	33.4%	39.5%	41.1%
Female	69.6%	66.6%	60.5%	58.9%
<b>Race/Ethnicity</b>				
American Indian or other Native American	1.1%	0.9%	0.9%	0.9%
Asian, Asian American or Pacific Islander	2.1%	2.0%	4.0%	5.7%
Black or African American, Non-Hispanic	11.3%	13.4%	13.3%	13.6%
White, Non-Hispanic	67.4%	71.1%	66.8%	59.1%
Hispanic, Latino, Spanish	9.2%	8.0%	9.1%	14.1%
Other	3.1%	0.6%	4.7%	4.6%
International Student or Foreign National	5.8%	4.0%	1.2%	1.8%
<b>Age</b>				
18 to 19	30.5%	27.3%	24.1%	23.0%
20 to 21	27.7%	20.1%	18.0%	18.4%
22 to 24	11.2%	13.2%	14.2%	15.1%
25 to 29	10.0%	13.1%	13.5%	13.9%
30 to 39	10.9%	14.0%	15.5%	15.2%
40 to 49	7.3%	8.6%	9.7%	9.3%
50 to 64	2.1%	3.5%	4.3%	4.3%
65 and over	0.3%	0.3%	0.7%	0.8%
<b>Enrollment Status</b>				
Full Time	62.0%	30.0%	66.2%	68.9%
Part Time	38.0%	70.0%	33.8%	31.1%

## **Benchmark Group Statistics**

The five CCSSE benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the more powerful contributors to effective teaching, learning, student retention, and student success. The factors are:

- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge
- 4) Student-Faculty Interactions
- 5) Support for Learners

The summary table below contains the scores for all students for PSC in 2007, the totals for PSC in 2004, the FCCS Consortium, a selected peer comparison group of midsize colleges, and all 2007 CCSSE colleges.

A more detailed analysis and description of the benchmarks and their components can be found in the following section.

Student Engagement Benchmarks					
Benchmark	PSC 2007 N = 664	Comparative Statistics			
		PSC 2004 N = 638	FCCS 2007 N = 22,106	Peers 2007 N = 86,636	CCSSE 2007 N = 308,931
<b>1. Active and Collaborative Learning</b>	<b>48.9</b>	48.6 +0.3	50.0 -1.1	49.7 -0.8	50.0 -1.1
<b>2. Student Effort</b>	<b>51.1</b>	50.8 +0.3	50.3 +0.8	50.1 +1.0	50.0 +1.1
<b>3. Academic Challenge</b>	<b>48.8</b>	49.4 -0.6	50.4 -1.6	50.1 -1.3	50.0 -1.2
<b>4. Student- Faculty Interaction</b>	<b>46.4</b>	46.7 -0.3	51.1 -4.7	49.9 -3.5	50.0 -3.6
<b>5. Support for Learners</b>	<b>46.2</b>	45.5 +0.7	49.6 -3.4	49.6 -3.4	50.0 -3.8
<b>Number of Colleges</b>		1	28	136	525

Highlights indicate that 2007 values are:    above Comparison Group    below Comparison Group

## *Itemized Benchmark Scales*

### *Active and Collaborative Learning*

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

		Mean Values				
	Items	PSC	- 2004	FCCS	Peers	All
4a	Asked questions in class or contributed to class discussions	<b>2.80</b>	2.89	2.87	2.91	2.91
4b	Made a class presentation	<b>2.00</b>	2.01	2.08	2.03	2.04
4f	Worked with other students on projects during class	<b>2.46</b>	2.42	2.40	2.45	2.46
4g	Worked with classmates outside of class to prepare class assignments	<b>1.80</b>	1.80	1.86	1.83	1.84
4h	Tutored or taught other students (paid or voluntary)	<b>1.39</b>	1.34	1.39	1.35	1.36
4i	Participated in a community-based project as a part of a regular course	<b>1.29</b>	1.24	1.29	1.28	1.29
4r	Discussed ideas from your readings or classes with others outside of class	<b>2.55</b>	2.51	2.57	2.55	2.55

### *Student Effort*

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

		Mean Values				
	Items	PSC	- 2004	FCCS	Peers	All
4c	Prepared two or more drafts of a paper or assignment before turning it in	<b>2.50</b>	2.50	2.49	2.48	2.47
4d	Worked on a paper or project that required integrating ideas or information from various sources	<b>2.76</b>	2.77	2.77	2.70	2.69
4e	Came to class without completing readings or assignments	<b>1.92</b>	1.91	1.92	1.88	1.88
6b	Number of books read on your own for personal enjoyment or academic enrichment	<b>2.08</b>	2.07	2.10	2.07	2.07
10a	Preparing for class	<b>1.73</b>	1.69	1.83	1.89	1.88
13d	Frequency: Peer or other tutoring	<b>1.60</b>	1.58	1.46	1.44	1.45
13e	Frequency: Skill labs (writing, math, etc.)	<b>1.76</b>	1.69	1.75	1.68	1.70
13h	Frequency: Computer lab	<b>2.10</b>	2.08	2.03	2.09	2.09

Highlights indicate:   Significantly Above Mean   Significantly Below Mean

## Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from *The Community College Student Report* correspond to components of academic challenge, including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

		Mean Values				
	Items	PSC	- 2004	FCCS	Peers	All
4p	Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.45	2.52	2.52	2.52
5b	Analyzing the basic elements of an idea, experience, or theory	2.81	2.83	2.86	2.82	2.82
5c	Synthesizing and organizing ideas, information, or experiences in new ways	2.70	2.67	2.72	2.69	2.69
5d	Making judgments about the value or soundness of information, arguments, or methods	2.54	2.53	2.57	2.53	2.53
5e	Applying theories or concepts to practical problems or in new situations	2.62	2.57	2.64	2.62	2.62
5f	Using information you have read or heard to perform a new skill.	2.71	2.60	2.71	2.71	2.72
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.67	2.70	2.82	2.85	2.85
6c	Number of written papers or reports of any length	2.84	2.84	2.86	2.81	2.81
7	How much have your examinations challenged you to do your best work?	4.97	5.02	4.95	5.02	5.00
9a	Encouraging you to spend significant amounts of time studying	2.95	2.90	2.96	2.94	2.94

## Student-Faculty Interaction

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the College and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

		Mean Values				
	Items	PSC	- 2004	FCCS	Peers	All
4k	Used email to communicate with an instructor	2.25	2.12	2.58	2.41	2.41
4l	Discussed grades or assignments with an instructor	2.45	2.40	2.55	2.49	2.49
4m	Talked about career plans with an instructor or advisor	1.94	1.85	1.98	1.99	1.99
4n	Discussed ideas from your readings or classes with instructors outside of class	1.61	1.59	1.70	1.71	1.72
4o	Received prompt feedback from instructors on your performance	2.61	2.62	2.67	2.65	2.65
4q	Worked with instructors on activities other than coursework	1.32	1.30	1.36	1.38	1.39



## Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Items		Mean Values				
		PSC	- 2004	FCCS	Peers	All
9b	Providing the support you need to help you succeed at this college	2.81	2.80	2.94	2.92	2.93
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.29	2.48	2.43	2.45
9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	1.71	1.65	1.84	1.88	1.90
9e	Providing the support you need to thrive socially	1.95	1.90	2.06	2.06	2.08
9f	Providing the financial support you need to afford your education	2.13	2.16	2.34	2.37	2.37
13a	Frequency: Academic advising/planning	1.76	1.70	1.75	1.73	1.74
13b	Frequency: Career counseling	1.40	1.38	1.41	1.41	1.43

Highlights indicate:   Significantly Above Mean   Significantly Below Mean

## Using Benchmarks

There are a number of ways that college leaders might choose to use the benchmarks and the comparison information provided in the CCSSE report. Multiple pages of survey data presented at the individual item level may be daunting. Where does one start when there are over 150 items addressing a variety of topics? The benchmark scores provide a manageable starting point for reviewing and understanding a college's CCSSE data.

For example, suppose a college has a mission statement that expresses a commitment to excellence in learning support and faculty involvement with students. But its *Support for Learners* and *Student-Faculty Interaction* benchmark scores are lower than those for the comparison groups and for all 2007 participant colleges. Therefore, the college decides that this is the area to target for improvement.

To understand more precisely what the differences are, CCSSE suggests that the college drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in the comparison groups. This will allow the college to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.

## Faculty and Student Perceptions Compared

### The Faculty Survey

The Community College Faculty Survey of Student Engagement (CCFSSE) was administered for the first time nationally in the spring of 2005 by the CCSSE. The CCFSSE, designed as a companion to the Community College Student Report, elicits information from faculty about their teaching practices, the ways they spend their professional time, and their perceptions regarding students' educational experiences. The 2007 CCFSSE sample consists of a three-year cohort of 223 colleges, involving 20,586 faculty members.

The CCFSSE report enables participating institutions to view faculty expectations and perceptions of student engagement alongside student responses. However, it is important to remember that the side-by-side tables, while illustrative, are not entirely equivalent – that is, the CCSSE asks students to report perceptions and experiences across the period of the current academic year. Faculty, in contrast, are asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences in the college more generally.

Each of the following tables shows four columns: The first column contains the actual question, the next two columns compare part-time and full-time faculty responses, while the last two columns compare faculty with student responses. Please note that instead of comparing mean values for the different scales, certain key response frequencies (like in the table below, the percentage of “Often or Very Often” responses for each group) were selected. The *response key* is shown above columns 2-5 (except for the table).

Student Behaviors	Often / Very Often			
	PT-F	FT-F	All F	All S
How often did students show the following behaviors during the current year?				
Ask questions in class or contribute to class discussions	80%	86%	85%	58%
Make a class presentation	26%	23%	25%	27%
Prepare two or more drafts of a paper or assignment before turning it in	18%	22%	21%	50%
Work on a paper that requires integrating ideas or information from various sources	61%	43%	50%	62%
Come to class without completing readings or assignments	24%	47%	38%	14%
Work with other students on projects during class	49%	53%	51%	46%
Work with classmates outside of class to prepare class assignments	28%	34%	32%	21%
Tutor or teach other students (paid or voluntary)	12%	30%	23%	8%
Participate in a community-based project as a part of a regular course	2%	8%	7%	7%
Use the internet or instant messaging to work on an assignment	52%	50%	50%	61%
Use e-mail to communicate with you	68%	64%	66%	38%
Discuss grades or assignments with you	76%	77%	77%	43%
Talk about career plans with you	49%	37%	41%	21%
Discuss ideas from their readings or classes with you outside of class	35%	28%	31%	14%
Receive prompt feedback (written or oral) from you about their performance	100%	95%	96%	53%
Work harder than they thought they could to meet your standards or expectations	68%	60%	63%	47%
Work with you on activities other than coursework	10%	14%	12%	8%
Discuss ideas from their readings or classes with others outside of class	32%	35%	34%	50%
Have serious conversations with students of a different race or ethnicity	42%	41%	42%	46%
Have serious conversations with students who differ in their beliefs or values	32%	34%	33%	41%
Skip class	6%	15%	12%	4%
Legend: PT-F (Part-Time Faculty) – FT-F (Full-Time Faculty) – All F (Total Faculty Sample) – All S (Total Student Sample)				

Color coding within tables has been kept simple, since complex and unusual patterns are missing. To remain focused on the most critical variations in perception, **orange highlights** have been used to indicate group differences between full-time and part-time faculty perceptions that are 15% or higher. Smaller differences could be easily over-interpreted as they are possibly co-founded with certain course types more often taught by part- or full-time faculty. Strong similarities with the national sample are present for the majority of these differences as well.

When comparing faculty and student responses, **yellow highlights** indicate variations of 20% or more. In addition, **red highlights** indicate that strong local differences lead to a much wider gap compared to the variances in the national sample. Since the majority of data speaks for itself, we will include a brief summary of findings in the *Improvement Recommendations* section of this report.

<b>Coursework Emphasis</b>	<b>Quite a bit / Very much</b>			
<b>How much has the coursework emphasized the following?</b>	<b>PT-F</b>	<b>FT-F</b>	<b>All F</b>	<b>All S</b>
Memorizing facts, ideas, or methods	26%	20%	22%	36%
Analyzing the basic elements of an idea, experience, or theory	45%	42%	44%	34%
Synthesizing and organizing ideas, information, or experiences in new ways	78%	85%	82%	58%
Making judgments about the value or soundness of information, arguments, etc.	70%	72%	71%	51%
Applying theories or concepts to practical problems or in new situations	78%	80%	79%	53%
Having students use information they have read or heard to perform a new skill	76%	78%	77%	57%

<b>Reading and Writing Requirements</b>	<b>More than 1</b>			
<b>What are the reading and writing requirement in your course sections?</b>	<b>PT-F</b>	<b>FT-F</b>	<b>All F</b>	<b>All S</b>
Number of assigned textbooks, manuals, books, or book-length course readings	46%	54%	51%	47%
Number of written papers or reports of any length	66%	60%	63%	59%

<b>Examinations</b>	<b>Very Challenging (6-7)</b>			
<b>How challenging have examinations been across the current school year?</b>	<b>PT-F</b>	<b>FT-F</b>	<b>All F</b>	<b>All S</b>
Examinations of student performance are challenging	55%	62%	59%	34%

<b>How many hours do PSC students spend in a typical week with the following activities?</b>				
<b>Please note the different response markers for each row!</b>	<b>PT-F</b>	<b>FT-F</b>	<b>All F</b>	<b>All S</b>
Preparing for class (1-10 hours)	88%	87%	87%	77%
Working for pay (More than 20 hours)	81%	84%	84%	64%
Participating in college-sponsored activities (0 hours)	16%	19%	18%	91%
Providing care for dependents living with them (More than 20 hours)	37%	49%	45%	24%
Commuting to and from class (5 or less hours)	72%	61%	65%	83%

Student Participation In College Offerings	Frequencies <sup>*)</sup>			
Faculty-Rated Importance <u>vs.</u> Actual/Planned Student Participation	PT-F	FT-F	All F	All S
Internships, field experience, co-op experience, or clinical assignment	57%	54%	55%	52%
English as a second language courses	51%	56%	54%	15%
Developmental/remedial reading courses	63%	75%	70%	29%
Developmental/remedial writing courses	65%	74%	70%	30%
Developmental/remedial math courses	67%	69%	68%	45%
Study skills courses	73%	68%	70%	28%
Honors courses	43%	44%	44%	26%
College orientation program or course	59%	51%	54%	26%
Organized learning communities	51%	32%	39%	25%

<sup>\*)</sup> Please note that the table above compares the **percentage of faculty believing the selected areas of participation are very important to students** with the **percentage of students indicating that they have participated or plan to participate** in the selected college offerings. The spread for all items is very similar to the variances across the national sample.

Faculty Referral vs. Student Utilization of Services	Rarely or never			
How often do you refer students to (F) or use (S) the following?	PT-F	FT-F	All F	All S
Academic advising/planning	13%	17%	15%	35%
Career counseling	42%	43%	42%	49%
Job placement assistance	52%	62%	58%	41%
Peer or other tutoring	10%	6%	8%	39%
Skill labs (writing, math, etc.)	19%	13%	15%	33%
Child care	72%	55%	61%	33%
Financial aid advising	40%	23%	29%	29%
Computer labs	17%	14%	15%	21%
Student organizations	55%	43%	48%	41%
Transfer credit assistance	68%	58%	62%	33%
Services to students with disabilities	49%	26%	34%	28%
Perceived Importance of Services to Students	Very Important			
How important do you believe is the following to students at PSC?	PT-F	FT-F	All F	All S
Academic advising/planning	89%	88%	88%	66%
Career counseling	74%	73%	74%	49%
Job placement assistance	72%	62%	66%	35%
Peer or other tutoring	79%	85%	82%	45%
Skill labs (writing, math, etc.)	85%	83%	84%	40%
Child care	51%	52%	52%	24%
Financial aid advising	89%	93%	91%	60%
Computer labs	85%	87%	86%	59%
Student organizations	43%	43%	43%	23%
Transfer credit assistance	71%	67%	69%	43%
Services to students with disabilities	68%	77%	74%	43%

College Emphasis	Quite a bit / Very much			
How much does this college emphasize the following?	PT-F	FT-F	All F	All S
Encouraging students to spend significant amounts of time studying	72%	64%	67%	72%
Providing the support students need to succeed	84%	82%	83%	67%
Encouraging contact among students from diverse*) backgrounds	72%	60%	64%	44%
Helping students cope with their non-academic responsibilities	42%	34%	37%	17%
Providing students the support they need to thrive socially	46%	28%	35%	23%
Providing the financial support students need to afford their education	73%	69%	71%	35%
Using computers in academic work	93%	89%	91%	74%

\*) economic, social, racial, and ethnic

Relationship Quality	Very Supportive (6-7)			
What is the quality of relationships at this college?	PT-F	FT-F	All F	All S
Quality of student relationships with other students	58%	53%	54%	56%
Quality of student relationships with instructors	70%	69%	69%	51%
Quality of student relationships with administrative personnel/offices	54%	40%	44%	34%

College Contribution to Student Development	Quite a bit / Very much			
How did students' experiences contribute to the following competencies?	PT-F	FT-F	All F	All S
Acquiring a broad general education	85%	83%	84%	68%
Acquiring job or work-related knowledge and skills	75%	74%	74%	43%
Writing clearly and effectively	64%	50%	55%	62%
Speaking clearly and effectively	60%	47%	53%	54%
Thinking critically and analytically	89%	91%	91%	69%
Solving numerical problems	32%	41%	37%	59%
Using computing and information technology	58%	60%	59%	59%
Working effectively with others	72%	67%	69%	56%
Learning effectively on their own	96%	83%	88%	68%
Understanding themselves	72%	59%	63%	52%
Understanding people of other racial and ethnic backgrounds	52%	41%	45%	43%
Developing a personal code of values and ethics	52%	51%	51%	40%
Contributing to the welfare of their community	34%	45%	41%	27%
Developing clearer career goals	52%	48%	50%	50%
Gaining information about career opportunities	46%	35%	39%	43%

Reasons for Withdrawal	Likely/Very likely			
How likely is the following to cause students to withdraw or drop out?	PT-F	FT-F	All F	All S
Working full-time	85%	85%	84%	39%
Caring for dependents	70%	83%	78%	25%
Being academically unprepared	76%	81%	80%	19%
Lacking finances	69%	70%	70%	49%
Transferring to a 4-year college or university	32%	27%	29%	50%

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