

Mesa College Student Satisfaction Survey 2009

Conclusions and Recommendations

1. Over one-third of respondents agreed or strongly agreed (37%) that they were familiar with the college mission statement, whereas one-fifth were neutral (20%) and 42% moderately or strongly disagreed. The majority of respondents (56%) moderately or strongly agreed that they know where to find college policies that affect them as students, while 28% were in moderate or strong disagreement.

Recommendations: The College may wish to embark on a marketing campaign to publicize the newly-adopted mission/vision/values statements. Also, effort would be well-expended on publicizing how and where students may find college policies that affect them as students.

2. When asked about the satisfaction with the quality of services, all of the following services received 65% or greater (very satisfied or satisfied): Library, Open Computer Labs, Course Registration Process, Admission Application Process, Academic Counseling, Tutoring Services and General Information on the College Website. All other services (Financial Aid Services, Assessment/Testing Services, Transfer Center, DSPS, EOPS, Student Health Services, New Student Orientation, Child Care Services, Audio-visual Services and TRIO Services) received 60% or less on very satisfied or satisfied. Most of these also had the highest neutral ratings and the highest count of those who reported "I have not used this service/resource."

Recommendations: Many of the services received 60% or less in satisfaction ratings along with relatively high proportions of neutral and "I have not used this service/resource" responses. This may in part be due to student's lack of awareness of these services. Further investigation is warranted either through a targeted survey or focus group interviews and/or a reexamination of the information from the recently administered Point-of-Service surveys, as well as the open-ended comments from the Student Satisfaction Survey (see Appendix D: Verbatim Comments, starting p. 47). An awareness campaign may be needed to help improve the visibility of these services.

3. In regards to instruction, the majority of students believed that the courses they took would help prepare them for future employment or transfer to a 4-year university (72% and 78%, respectively strongly agreed or agreed). In addition, the majority of students were satisfied with the overall quality of instruction, the instructor's use of technology in and out of the classroom, and the course content in most of their classes (78%, 76% & 82% respectively strongly agreed or agreed).

Recommendations: Student satisfaction with instruction is a strength that the college may wish to promote broadly. Not only is the student satisfaction with instruction aligned with the college's core values, but the students' perception their coursework at Mesa will prepare them for future employment or transfer is aligned with the college's mission.

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4. A little more than half of the students believed that the new student orientation was well-organized and provided an effective student orientation that helped them adapt to the college environment (58% and 59%, respectively strongly agreed or agreed). There were also a relatively large number of students who were neutral or responded that they have not used these resources, indicating that many students may not be engaged in the new student orientation to formulate an opinion on this topic.

Recommendations: The college might more widely publicize the new student orientation. Also, survey may be conducted to inquire what about other types of information students would like to see covered in such an orientation as well as the student's satisfaction with the orientation.

5. Slightly over half of the students believed that counselors were available at times convenient to them (58% strongly agreed or agreed). Moreover, when asked whether the counseling sessions helped to clarify and select courses pertinent to students' educational goals, 64% of students strongly agreed or agreed. Similarly, students believed that counselors helped them understand course prerequisites and that the counseling sessions were informative and helpful (65% and 64%, respectively). A lesser majority strongly agreed or agreed that counselors cared about students as individuals and was concerned about student academic success (53% each).

Recommendations: The Counseling department's SLO efforts are on the right track to discovering how counseling can best serve student needs. The SLO efforts should be continued and perhaps expanded to include regular assessment (e.g., via surveys) of student satisfaction

6. Many students believed that they were adequately informed about their academic progress (59% strongly agreed or agreed). However, fewer students believed that the college was responsive in helping them improve their academic performance (55% strongly agreed or agreed).

Recommendations: Keeping students systematically informed of their academic progress in a timely (e.g. Early Alert system), and helping them improve their academic performance are two areas in which the College may wish to strengthen their efforts. This may need to be more widely incorporated into the SLO and assessment process in which the SLOs are transparent to the student, and formative assessment is regular protocol.

7. When asked about personal development, which assessed students perceptions of their overall personal development based upon their college experiences, most students believed that their college experience has contributed to a better understanding and appreciation of diversity, that their college education helped them understand themselves better and that they have gained knowledge in different subject areas (65%, 71% and 85%, respectively).

Recommendations: Although students perceive that they have gained knowledge in different subject areas, they agree to a lesser extent that the College has helped them effectively develop their understanding and appreciation of diversity and self-understanding. Since global awareness and self-understanding are two of Mesa's institution-level SLOs, more work may need to be done in these two areas via formal training (e.g., staff development workshops) and/or incorporating these concepts into the curriculum.

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8. The campus bookstore and cafeteria services were rated highest in both level of importance and satisfaction. The rest of the services were comparable to one another in terms of level of importance and satisfaction with the overall quality of services on campus. Parking availability was the only item that rated highest in both dissatisfaction and level of importance with the overall quality of service on campus.

Recommendations: Future surveys should address student satisfaction with parking availability to see if there is an improvement since the construction of the new parking structure.

9. All of the questions in the Decision-making Roles and Processes section of the survey, which assessed the extent to which students have a voice and presence in the decision-making process and matters associated with programs and services offered at the college, rated low compared to all of the other items in the survey with the exception of the Board and Administrative Organization section. Most of the services received 41% or less on agreement (strongly agree and agree) and had relatively high neutral (43%-44%, respectively) and “I have not used this service/resource? Ratings (24%-27%).

Recommendations: The College may want to strengthen its efforts to include the student in its participatory governance processes as well as communicate more broadly so as to reach the commuter or part-time student. .

10. Similar to the Decision-making roles and Processes section, all of the questions in the Board and Administrative Organization section of the survey, which assessed the college president’s effectiveness as a leader and his/her ability to communicate with the students, rated low compared to all of the other items in the survey. About half the students provided neutral responses to the two survey items in this section (52% and 45%, respectively). Both items also received a relatively high number of responses to the “I have not used this service/resource” category (29% and 27%, respectively of total responses).

Recommendations: The President may wish to develop alternate modes of communication with the students by working with college faculty, staff and administrators to identify other effective venues for interaction and communication.

11. Approximately half of students agreed that they felt a sense of belonging to the campus (47% strongly agreed or agreed and 35% neither agreed nor disagreed). Even more students agreed they felt satisfied with their overall college experience (77% strongly agreed or agreed).

Recommendations: Although the majority of students are generally satisfied with their learning experience at Mesa, there is room for improvement in the College for fostering a sense of belonging. This is particularly true of commuter or part time students who may be disengaged from campus life and support services.