

Ventura County Community College District



Comparison of Student Perception Surveys 2009 vs. 2003 (Internal use only)

Office of Institutional Research

June 2009

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Executive Summary (1)

- Use caution when comparing two survey samples conducted at different times with different students, methods and technology (some satisfaction measuring scales are different)
- Compared to 2003, students have a higher degree of satisfaction with the progress toward achieving their educational goals.
- Students have a similar or higher degree of satisfaction in instruction, except classroom facilities and availability of courses.
- Students have similar satisfaction with the improvement of knowledge, skills and competencies learned at the college.
- Students have a much higher perception of the importance of general campus services. A higher expectation results in a lower degree of satisfaction in comparison to 2003 data.
- With the increased perception of importance, students have a similar level of satisfaction with specialized services.
- Despite a substantial increase of the perception of importance of specific need services, students have a higher degree of satisfaction.

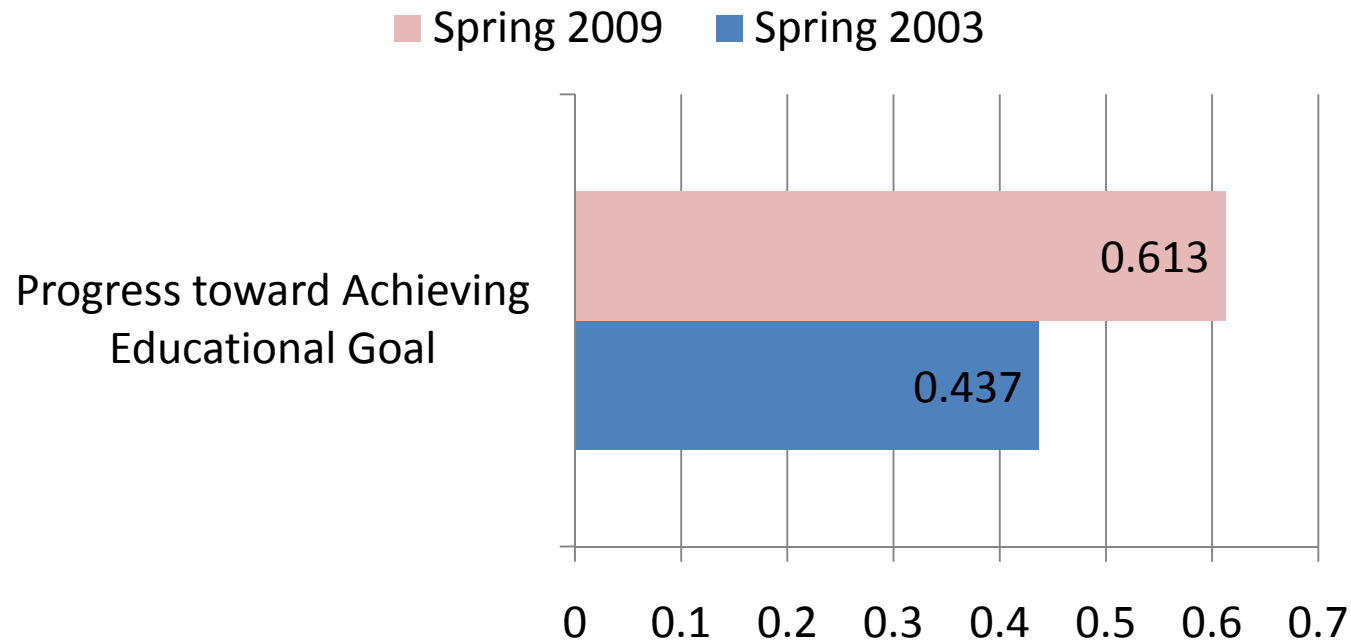
Executive Summary (2)

- There is a slightly lower degree of student satisfaction with counseling services than in 2003.
- The order of the primary person for encouraging the student to use campus services has not changed, with a greater emphasis on the roles of instructors and counselors.
- The top 3 primary persons for advising students in achieving academic goals have not changed (counselor, instructor and family member).
- The level of perceptions of problems and barriers in achieving educational goals has decreased in most areas with the exception of “work pressure”.
- Students have a better perception of campus climate.

Executive Summary (3)

- The traditional high school population has decreased, whereas adult students with a higher educational level and a better family education background has increased. This might be one of the reasons for increased demands, needs and expectations for better education and services.
- The increase of student units of less than 9 units indicates an increase of part-time student enrollment, along with an increase in students staying in college for longer time.
- The student profile has changed. We may have students with different needs. On the one hand, some students still need basic skills training. On the other hand, we have more adult students with a better education background. Therefore students may have higher expectations, needs and demands for their education and services.

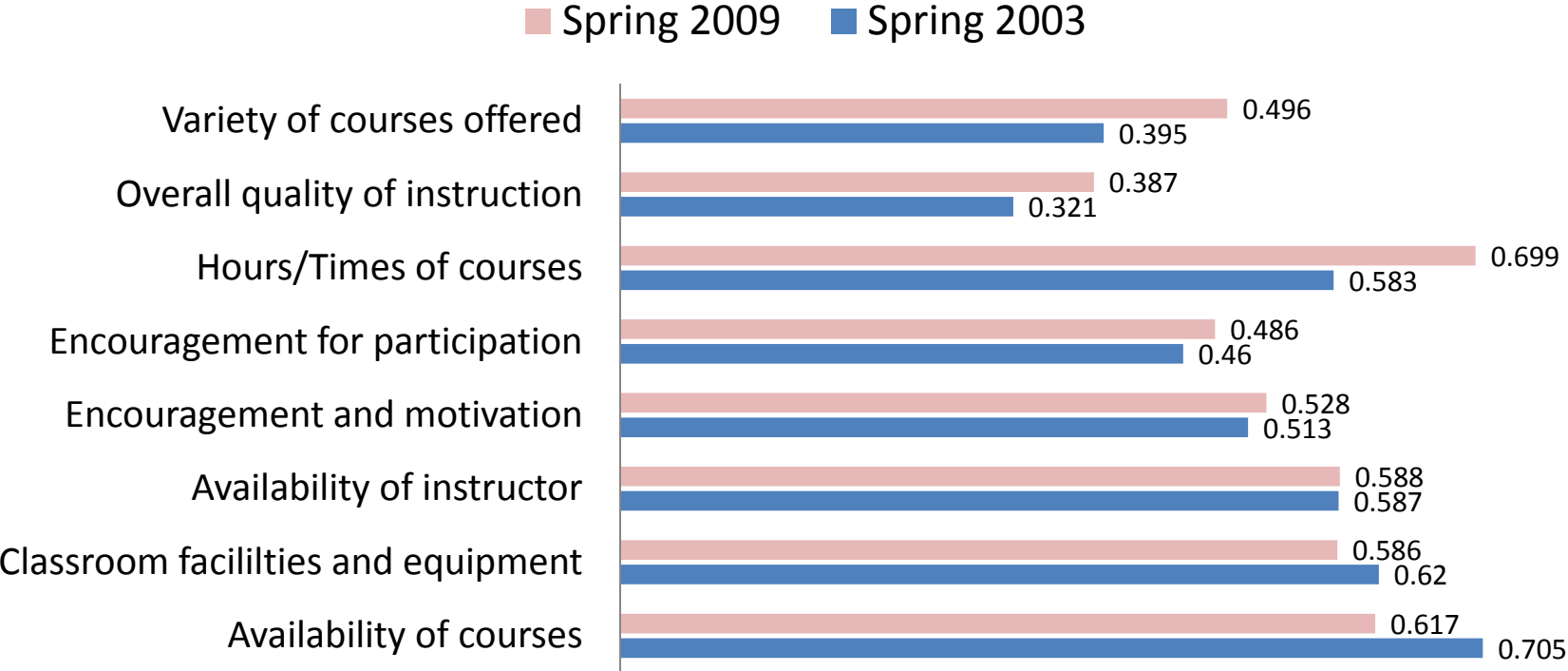
Student Satisfaction with Progress toward Achieving Educational Goal*



* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Students have higher satisfaction with their progress toward achieving their educational goal than in 2003.

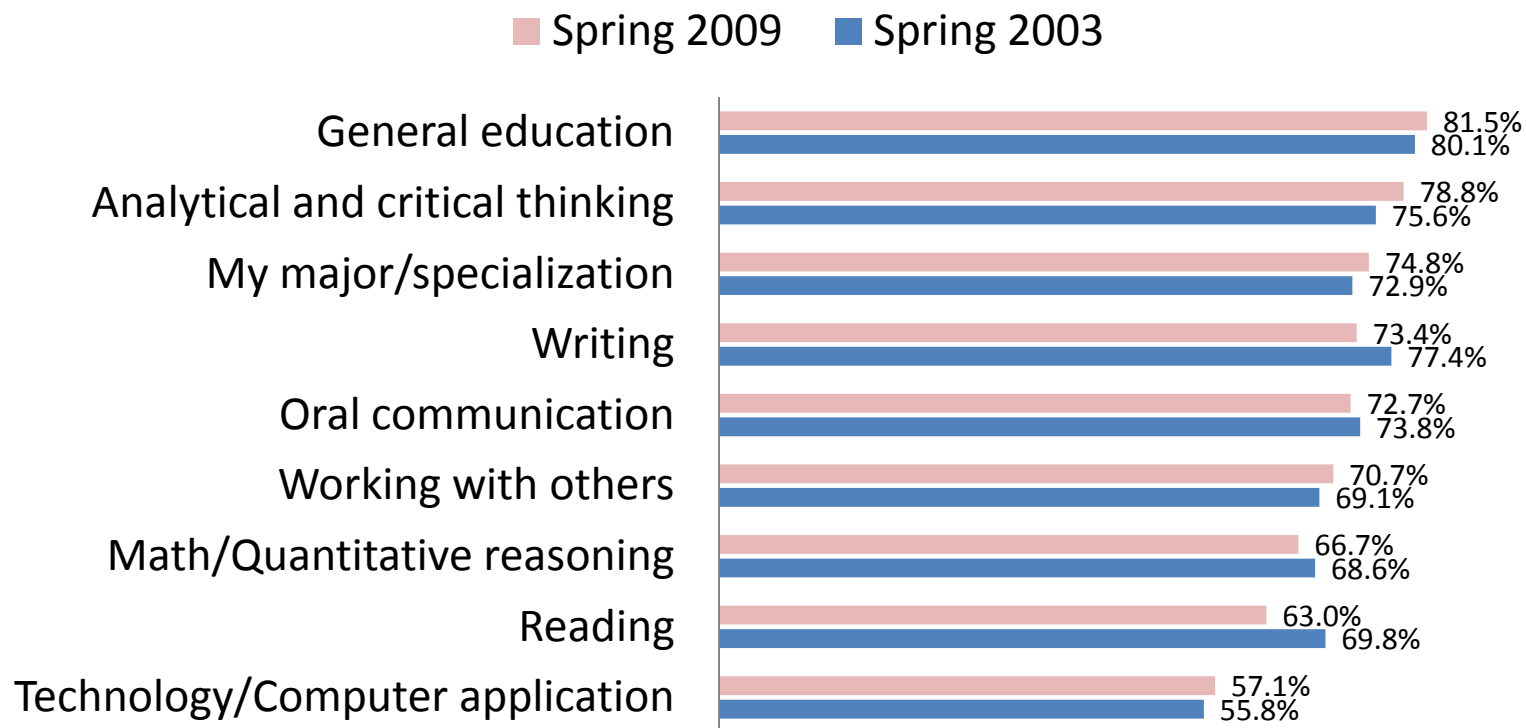
Student Satisfaction with Instruction*



* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Compared to 2003, most areas have a higher degree of student satisfaction with instruction.

Improvement of Knowledge, Skills and Competencies

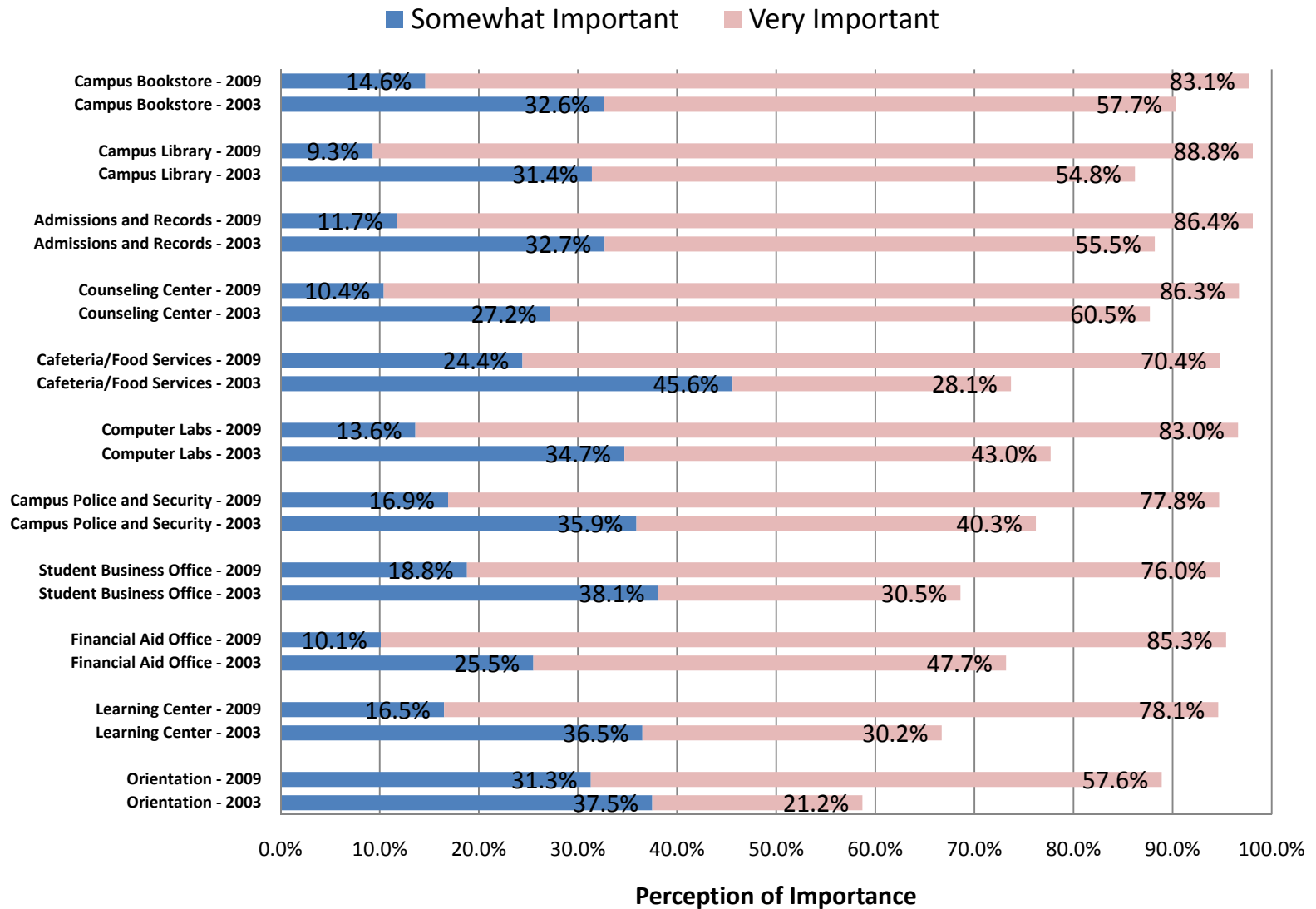


Note: Data exclude all missing values. The improvement percentage is the sum of students who reported an improvement of “Somewhat” and “A Great Deal” in each area. Data are sorted in the descending order of the total improvement in 2009 data.

In most areas, there is a similar level of claimed improvement compared to 2003. However, there is a slight decline in basic skills (reading, writing, math and oral communication).

Student Perceptions of Importance of Campus Services

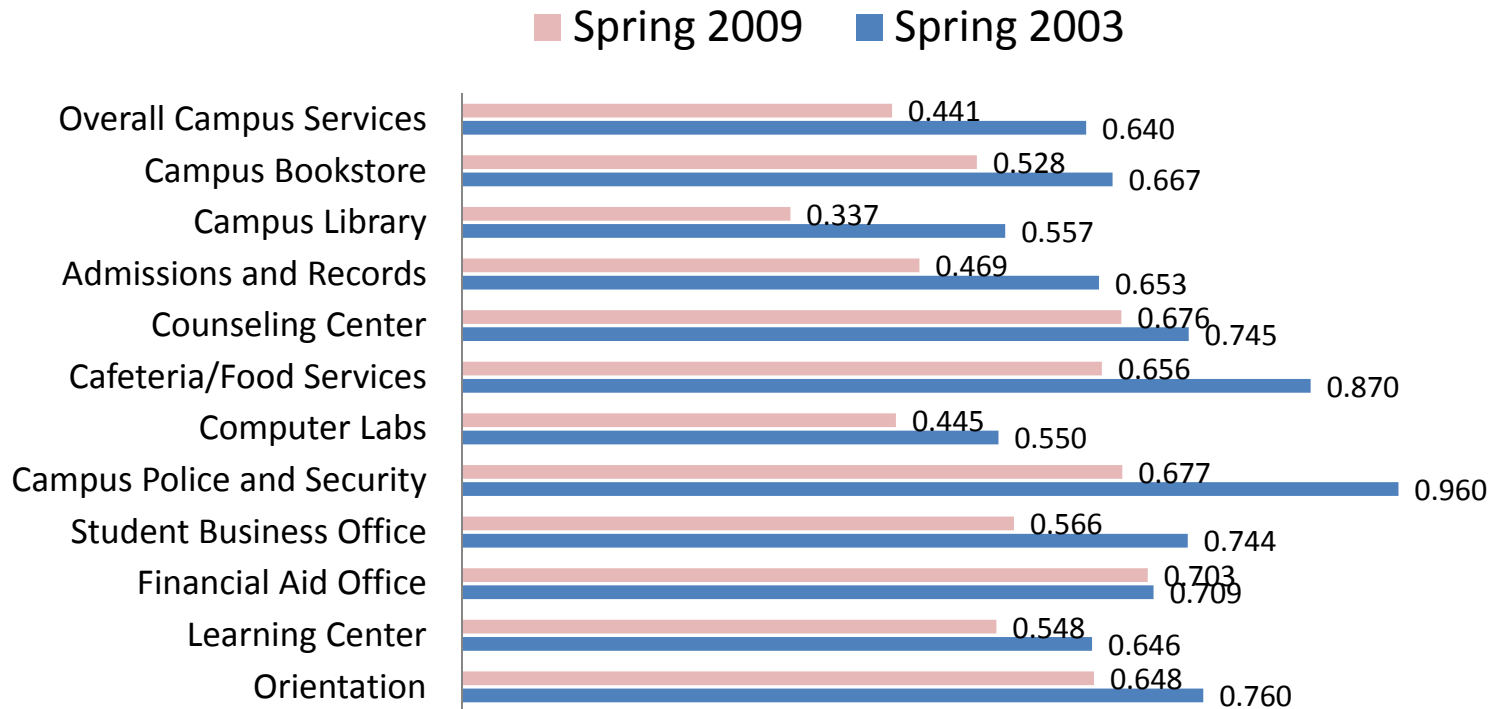
General Services



There is a substantial increase of student perception of service as “Very Important” in all service areas than 2003. This means that nowadays students have much higher expectations of, and need for, these services.

Student Satisfaction with Campus Services*

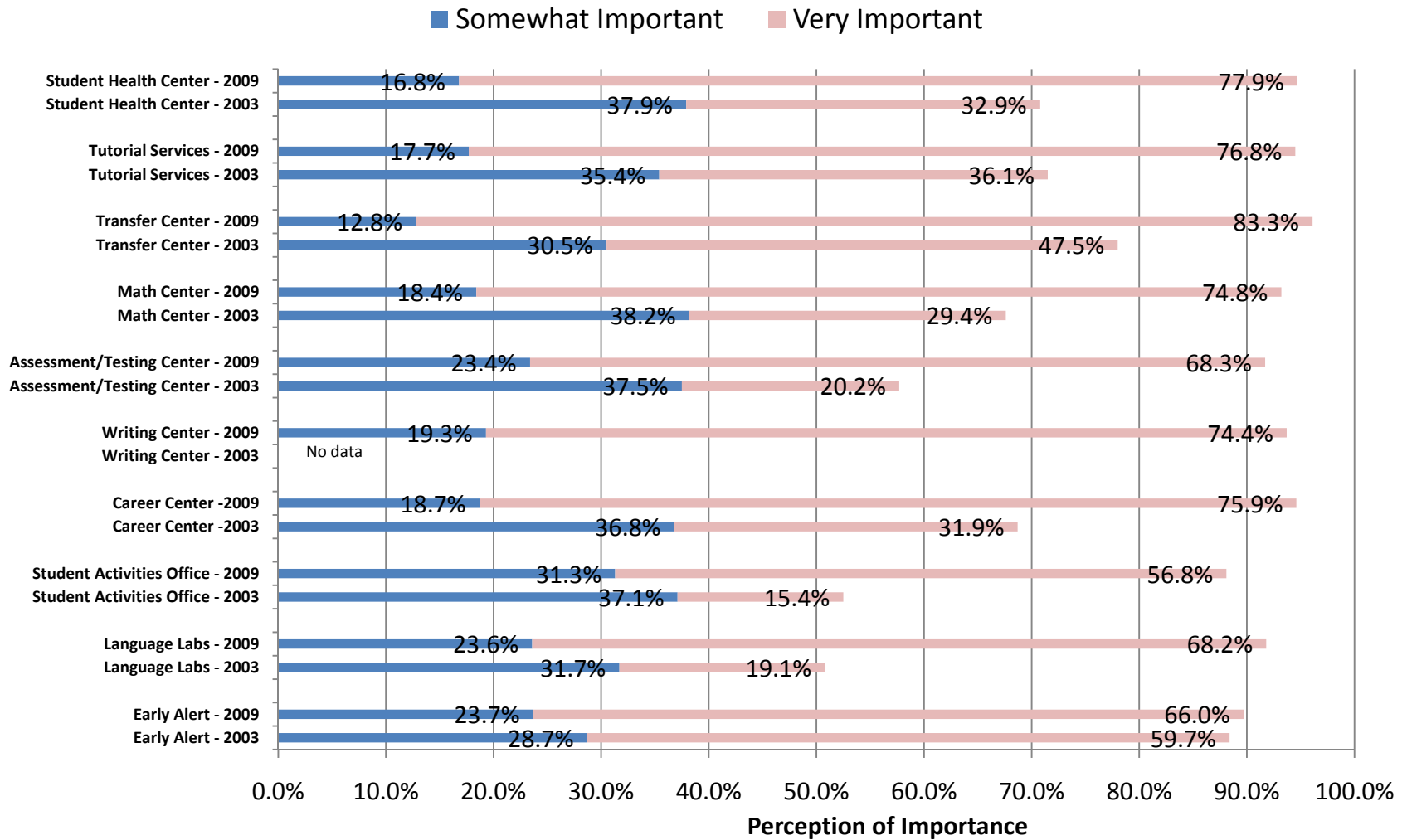
General Services



* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Compared to 2003 survey, most areas in general campus services have a declined degree of student satisfaction due to the increased expectations.

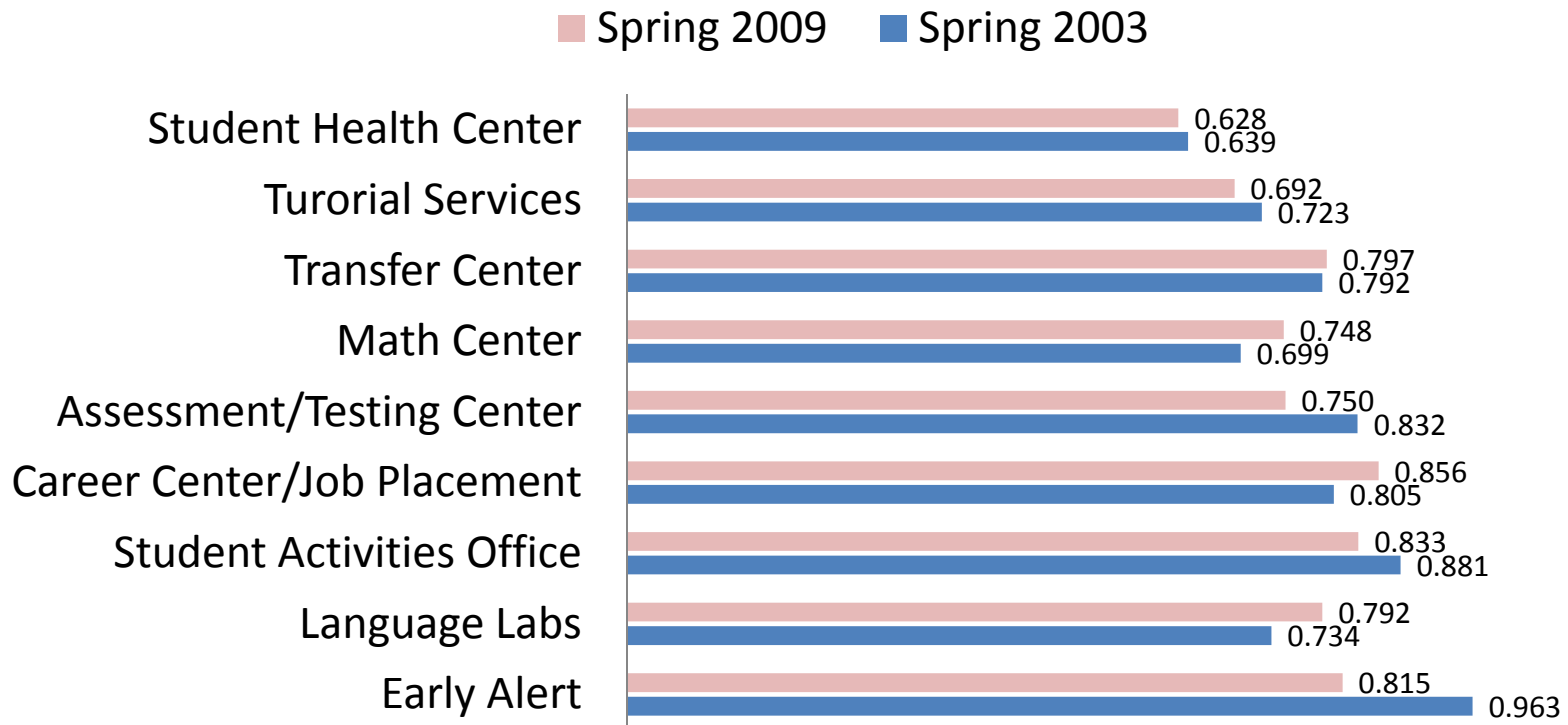
Student Perceptions of Importance of Campus Services Specialized Services



There is a substantial increase of student perception of service as "Very Important" in most of these service areas than in 2003. Students have much higher expectations and needs for these services.

Student Satisfaction with Campus Services*

Specialized Services



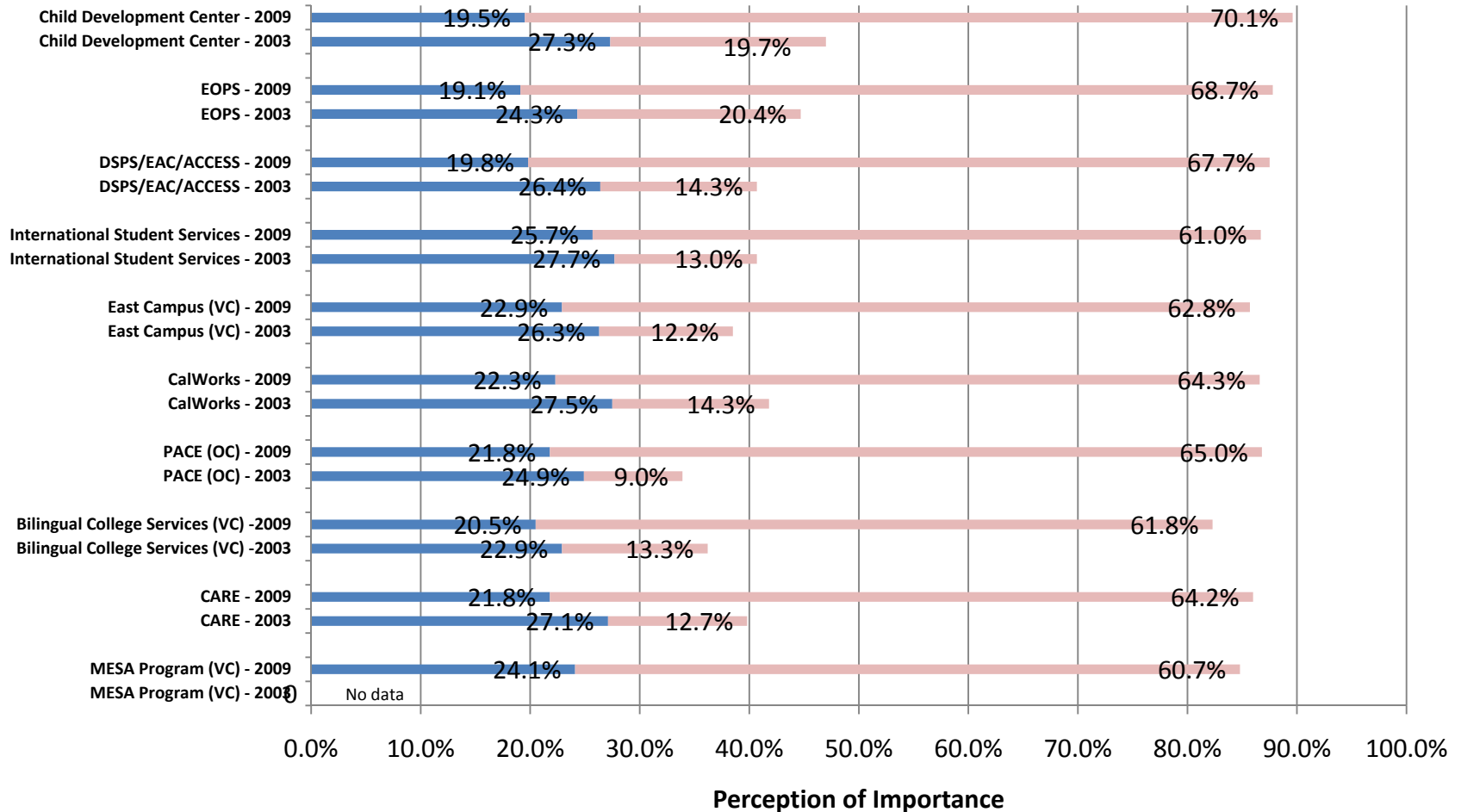
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Compared to 2003, specialized campus services have mixed results of the degree of student satisfaction.

Student Perceptions of Importance of Campus Services

Specific Needs Services

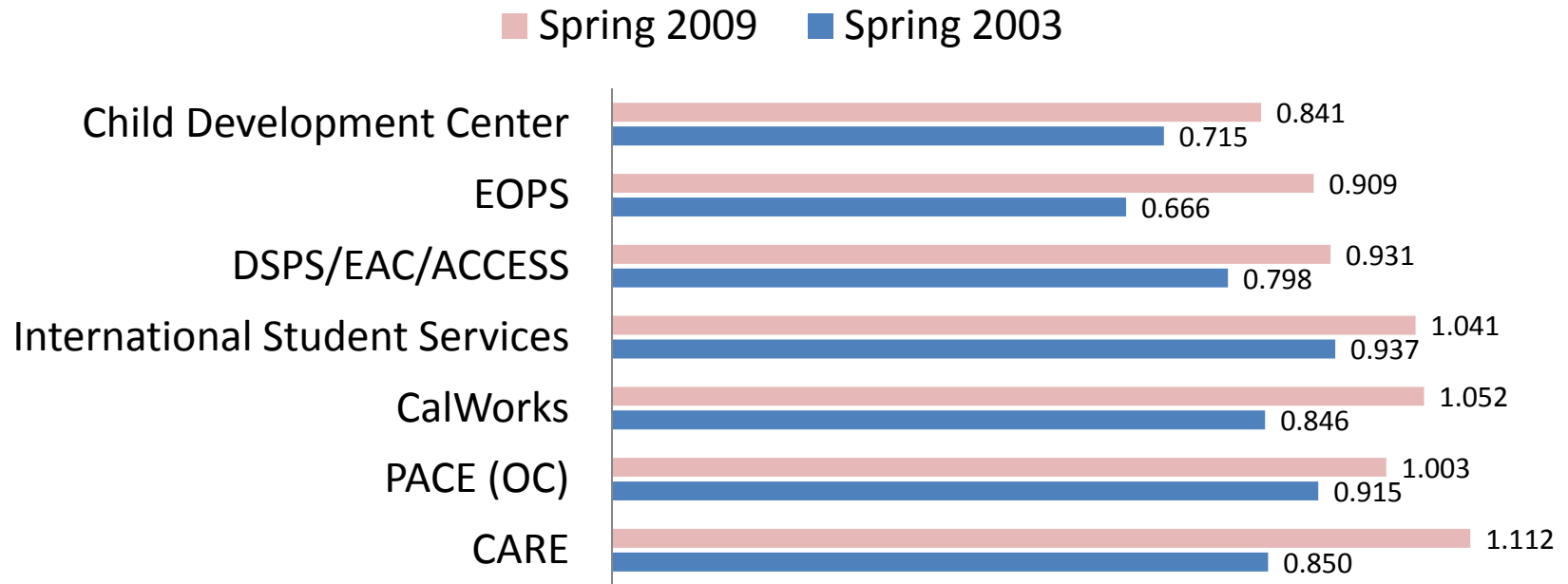
■ Somewhat Important ■ Very Important



There is a substantial increase of student perception of service as “Very Important” in all service areas than in 2003. Students have much higher expectations and need for these services.

Student Satisfaction with Campus Services*

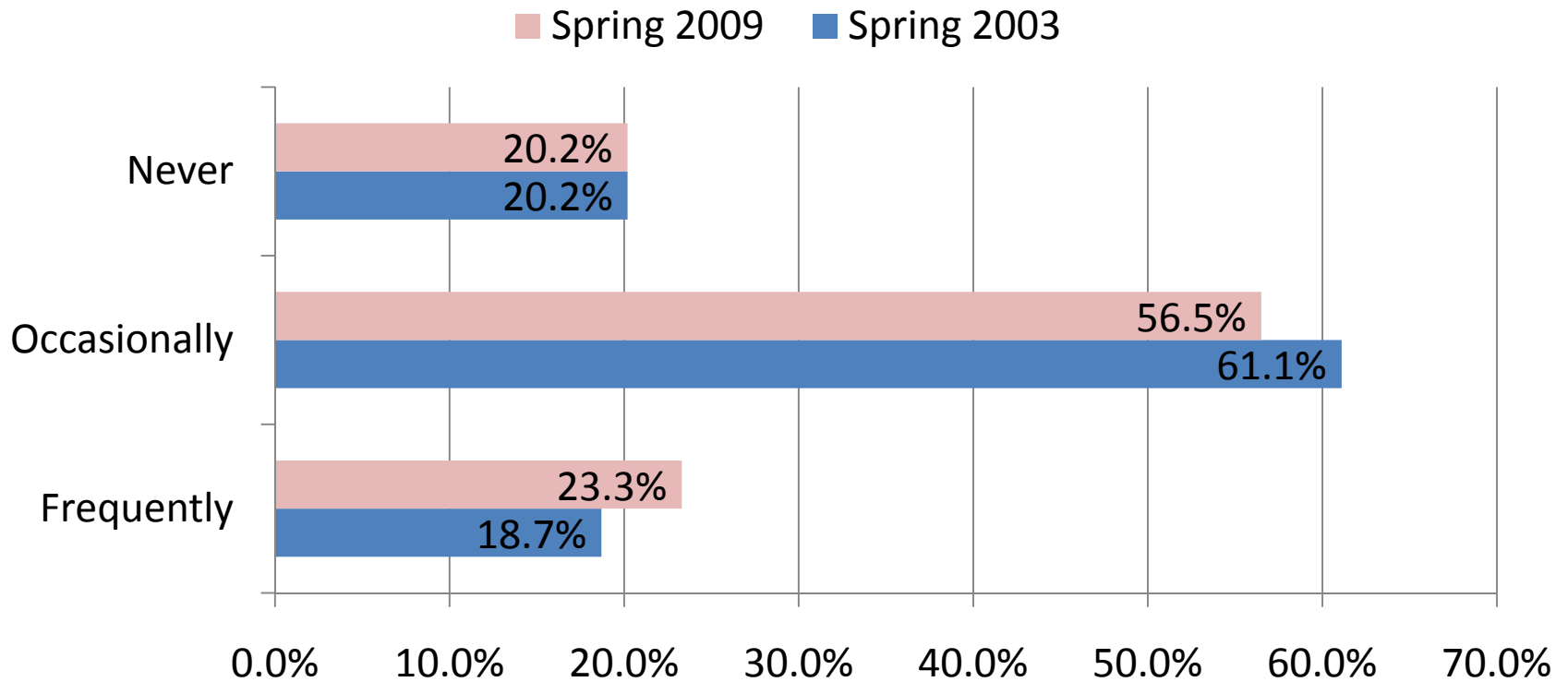
Specific Need Services



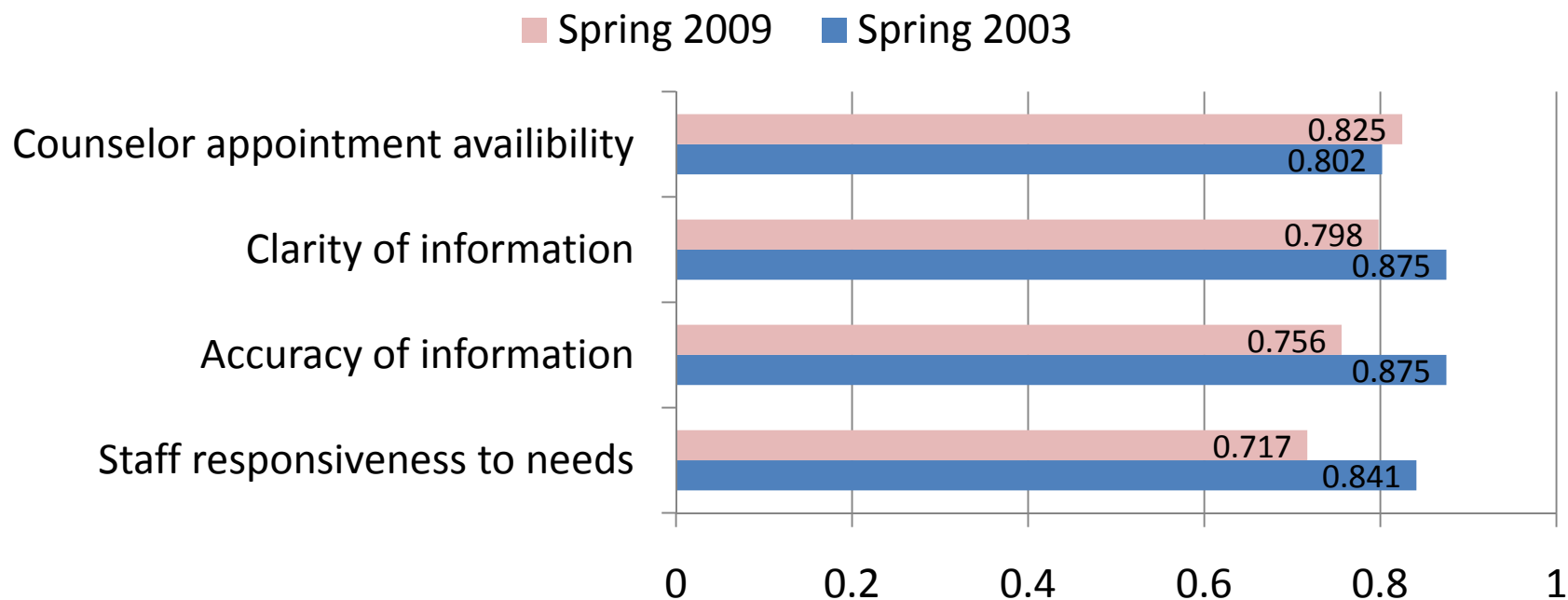
* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Compared to 2003, there is a higher degree of student satisfaction in specific need services.

Awareness and Encouragement of Counseling



Satisfaction with Counseling*



* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Compared to 2003, there is a lower degree of student satisfaction with counseling services.

Current Educational Goal

	2009 %	2003 %	Change %
4-year transfer	50.7%	64.1%	-13.4%
2-year degree	16.5%	10.2%	6.3%
Continuing education	16.3%	11.0%	5.3%
Undecided	8.9%	6.2%	2.7%
2-year certificate	3.9%	2.5%	1.4%
Maintain license or certificate	3.0%	1.6%	1.4%
Developmental Education	0.4%	3.7%	-3.3%
High school GED	0.4%	0.7%	-0.3%
N=	5,500	4,724	

Compared to 2003, there is an increase of students seeking 2-year degree and continuing education. Please also remember that these two groups are somewhat over-represented in the 2009 survey sample.

Highest Educational Goal

	2009	2003	% Change
Doctorate	16.5%	16.2%	0.3%
Master's degree	33.0%	33.0%	0.0%
Bachelor's degree	30.5%	26.5%	4.0%
Associate Degree	9.5%	12.1%	-2.6%
Vocational/Technical Certificate	2.3%	6.4%	-4.1%
Other	8.2%	5.8%	2.4%
N=	5,501	4,489	

Compared to 2003, there is not much change of highest educational goal except Bachelor's degree.

Primary Person for Encouraging Using Campus Services

Primary Person - Encouragement	2009	2003	Change
Instructor	66.1%	56.9%	9.2%
Friend	31.0%	33.5%	-2.5%
Counselor	29.5%	27.9%	1.6%
Family member	16.4%	18.0%	-1.6%
Staff	16.1%	14.0%	2.1%
Other Faculty	8.3%	6.4%	1.9%
Peer advisor/tutor	7.9%	6.5%	1.4%
Administrator	4.9%	3.5%	1.4%
No one	18.9%	-	-

Note: data are the percentages of answers to plural multiple choices.

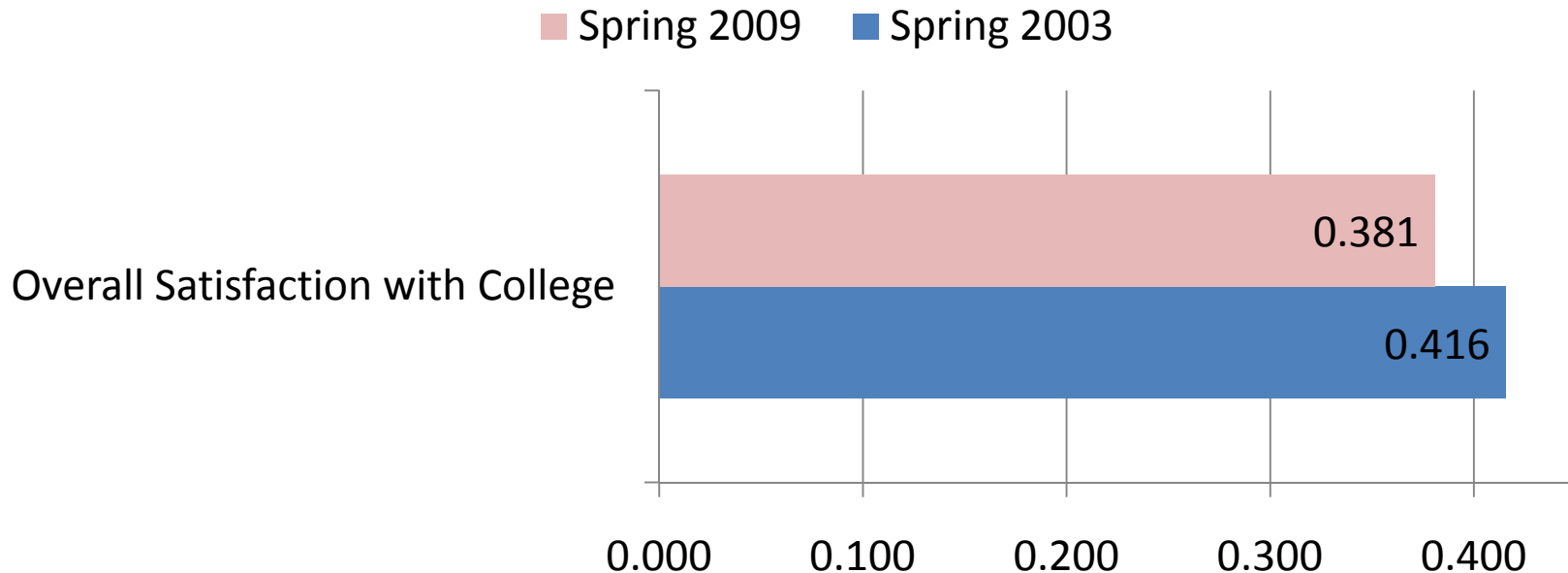
Compared to 2003, there are consistent results in the order of percentage of important advisors for using campus services. The weight of instructor's role has a great increase.

Primary Person for Advice in Achieving Academic Goals

Primary Person - Advice	2009	2003	Change
Counselor	33.5%	35.2%	-1.7%
Instructor	19.4%	17.9%	1.5%
Family member	19.0%	20.4%	-1.4%
Friend	12.1%	13.1%	-1.0%
Staff	2.0%	2.1%	-0.1%
Peer advisor/tutor	1.5%	-	-
Other faculty	1.3%	1.4%	-0.1%
Administrator	0.7%	0.6%	0.1%
No one	10.5%	9.4%	1.1%

Compared to 2003, there are consistent results in the order of percentage of important advisors for achieving academic goals. The instructor's role has slightly increased.

Overall Satisfaction with the College*



* Standardized scores (z scores) are used to compare two sets of data with different measuring scales (2003 survey has a 4-point scale and 2009 survey has a standard 5-point scale). They are measures of the distance of standard deviation from the item mean score. Weighted average standardized scores are used in this analysis.

Compared to 2003, there is a slight decline of the degree of student overall satisfaction with the college.

Problems or Barriers to Achieving Educational Goals (1)

Problem or Barrier	2009			2003			Change
	Some Problem	Major Problem	Total Problem	Some Problem	Major Problem	Total Problem	
Stress/Tension	45.6%	21.3%	66.9%	45.3%	22.6%	67.9%	-1.0%
Cost of college	38.2%	23.4%	61.6%	40.3%	27.3%	67.6%	-6.0%
Time management	43.3%	14.4%	57.7%	42.8%	16.2%	59.0%	-1.3%
Work pressure	35.6%	19.9%	55.5%	34.5%	14.6%	49.1%	6.4%
Finances	34.2%	18.4%	52.6%	32.2%	19.6%	51.8%	0.8%
Deciding on education goals	37.6%	10.3%	47.9%	42.0%	11.8%	53.8%	-5.9%
Choosing a career	33.2%	14.6%	47.8%	37.7%	16.6%	54.3%	-6.5%
Campus parking	30.3%	16.8%	47.1%	32.8%	27.1%	59.8%	-12.7%
Difficulty of courses	42.0%	4.5%	46.5%	43.8%	6.2%	50.0%	-3.5%
Availability of courses	31.8%	10.1%	41.9%	34.0%	9.8%	43.9%	-2.0%

Note: "Total Problem" is a sum of "Some Problem" and "Major Problem". Significant changes over 5% are marked in color: green = reduction, red = increase.

Compared to 2003, there is a reduction of perception of problems or barriers in most of these areas.

Problems or Barriers to Achieving Educational Goals (2)

Problem or Barrier	2009			2003			Change
	Some Problem	Major Problem	Total Problem	Some Problem	Major Problem	Total Problem	% Total
Finding a job	24.9%	14.2%	39.1%	23.5%	10.9%	34.4%	4.7%
Unnecessary course prerequisites	29.4%	9.5%	38.9%	30.9%	12.3%	43.1%	-4.2%
Unnecessary courses for degree major...	29.2%	8.4%	37.6%	31.9%	10.4%	42.3%	-4.7%
Inadequate advising...	28.3%	8.8%	37.1%	31.7%	11.2%	42.9%	-5.8%
Inadequate instruction	31.2%	4.5%	35.7%	36.3%	5.7%	42.0%	-6.3%
Too many courses for major	26.1%	7.1%	33.2%	28.9%	9.9%	38.8%	-5.6%
Family problems	23.7%	7.8%	31.5%	29.0%	7.8%	36.8%	-5.3%
Lack of motivation	25.6%	5.5%	31.1%	27.7%	7.0%	34.7%	-3.6%
Methods of instruction	27.4%	3.3%	30.7%	32.2%	4.0%	36.2%	-5.5%
Low self-esteem or self confidence	21.0%	5.4%	26.4%	19.7%	5.5%	25.2%	1.2%

Note: "Total Problem" is a sum of "Some Problem" and "Major Problem". Significant changes over 5% are marked in color: green = reduction, red = increase.

Compared to 2003, there is a reduction of perception of problems or barriers in most of these areas.

Problems or Barriers to Achieving Educational Goals (3)

Problem or Barrier	2009			2003			Change
	Some Problem	Major Problem	Total Problem	Some Problem	Major Problem	Total Problem	% Total
Lack of positive role model	18.4%	6.0%	24.4%	22.1%	7.0%	29.1%	-4.7%
Friendship/personal relationship	19.9%	4.2%	24.1%	21.5%	5.3%	26.8%	-2.7%
Health	18.6%	4.3%	22.9%	19.3%	4.1%	23.5%	-0.6%
Lack of academic support system	17.8%	3.8%	21.6%	21.8%	5.4%	27.2%	-5.6%
Lack of basic skills to succeed	17.2%	3.5%	20.7%	21.3%	5.4%	26.7%	-6.0%
Did not financial aid on time	13.1%	6.3%	19.4%	14.0%	9.0%	22.9%	-3.5%

Note: "Total Problem" is a sum of "Some Problem" and "Major Problem. Significant changes over 5% are marked in color: green = improvement, red = decline.

Compared to 2003, there is a reduction of perception of problems or barriers in these areas.

Problems or Barriers to Achieving Educational Goals (4)

Problem or Barrier	2009			2003			Change
	Some Problem	Major Problem	Total Problem	Some Problem	Major Problem	Total Problem	% Total
Extracurricular activities	13.3%	2.5%	15.8%	17.3%	3.2%	20.5%	-4.7%
Housing	10.5%	4.0%	14.5%	13.0%	6.6%	19.6%	-5.1%
Transportation	11.0%	2.7%	13.7%	13.0%	4.4%	17.4%	-3.7%
Child care	8.2%	2.8%	11.0%	9.3%	4.9%	14.2%	-3.2%
Conflicts/problems with college personnel	8.8%	1.8%	10.6%	10.5	2.6	13.1%	-2.5%
Campus safety	7.5%	1.4%	8.9%	11.5	2.9	14.4%	-5.5%

Note: "Total Problem" is a sum of "Some Problem" and "Major Problem". Significant changes over 5% are marked in color: green = improvement, red = decline.

Compared to 2003, there is a reduction of perception of problems or barriers in these areas.

Perception of Campus Climate

Campus Climate	2009			2003			Change
	Somewhat Agree	Strongly Agree	Total Agreed	Somewhat Agree	Strongly Agree	Total Agreed	% Total
Comfortable	34.0%	46.5%	80.5%	37.7%	40.4%	78.1%	2.4%
Relaxed	33.7%	46.1%	79.8%	38.4%	33.6%	72.0%	7.8%
Friendly	35.3%	43.1%	78.4%	40.8%	35.0%	75.8%	2.6%
Enjoyable	33.2%	42.9%	76.1%	37.1%	30.3%	67.4%	8.7%
Respectful	35.3%	39.2%	74.5%	38.6%	35.2%	73.8%	0.7%
Diversified	33.3%	37.2%	70.5%	-	-	-	-
Welcoming	32.3%	38.3%	70.5%	36.0%	32.7%	68.7%	1.8%
Tolerant	33.2%	37.0%	71.2%	37.4%	29.5%	66.9%	4.3%
Supportive	32.1%	36.6%	68.7%	35.0%	29.8%	64.8%	3.9%
Sensitive	29.8%	30.6%	60.4%	35.6%	24.2%	59.8%	0.6%
Concerned	25.1%	24.6%	49.7%	32.0%	22.8%	54.8%	-5.1%

Note: "Total Agreed" is a sum of "Somewhat Agree" and "Strongly Agree". Significant changes over 5% are marked in color: green = improvement, red = decline.

Most areas have some improvements except "Concerned".

Perception of Campus Learning Environment

Campus Climate	2009				2003			Change
	Neutral	Somewhat Agree	Strongly Agree	Total Yes	Yes	No	Total Yes	
Have not observed any kind of discrimination	15.2%	17.3%	59.1%	91.6%	91.8%	8.2%	91.8%	-0.2%
Have not experienced any kind of discrimination	12.5%	14.0%	67.3%	93.8%	94.0%	6.0%	94.0%	-0.2%

Note: "Total Yes" is a sum of "Neutral", "Somewhat Agree" and "Strongly Agree".

There is no significant change in these areas.

Student Survey Profile (1)

	2009		2003		% Change
College	N	%	N	%	%
Moorpark	3,130	54.0%	1,881	38.0%	16.0%
Oxnard	690	11.9%	1,274	25.7%	-13.8%%
Ventura	1,972	34.0%	1,793	36.2%	-2.2%%
Gender	2009		2003		% Change
Male	3,582	36.2%	1,946	39.3%	-3.1%
Female	2,095	63.1%	2,976	60.1%	3.0%
Missing	115	2.0%	26	0.5%	1.55
Ethnicity	2009		2003		% Change
African American	101	1.7%	112	2.3%	-0.6%
Asian/Pacific Islander	544	9.4%	403	8.1%	1.3%
Native American	35	0.6%	52	1.1%	-0.5%
Hispanic/Latino	1,580	27.3%	1, 852	37.4%	-20.1%
Caucasian	3,009	52.0%	2,189	44.2%	7.8%
Unknown	523	9.1%	340	6.9%	2.2%

Student Survey Profile (2)

	2009		2003		% Change
Marital Status	N	%	N	%	%
Single	3,498	60.4%	3,386	68.4%	-8.0%
Married	1,224	21.1%	1,028	20.8%	-0.3%
Separate/divorce/widowed	328	5.7%	295	6.0%	-0.3%
Living with someone	270	4.7%	222	4.5%	0.2%
Unknown	427	8.1%	17	0.3%	7.8%
Age	2009		2003		% Change
20 years old or younger	2,252	38.9%	2,075	41.9%	-3.0%
21 - 25	1,182	20.4%	1,250	25.3%	-4.9%
26 - 30	518	8.9%	417	8.4%	0.5%
31 - 40	687	11.9%	554	11.2%	0.7%
41 - 50	615	10.6%	425	8.6%	2.0%
51 or older	511	8.8%	197	4.0%	4.8%
Unknown	27	0.5%	30	0.6%	-0.1%

Student Survey Profile (3)

	2009		2003		% Change
English as Primary Language	N	%	N	%	%
Yes	4,834	84.1%	3,595	72.9%	11.1%
No	911	15.9%	1,334	27.1%	-11.2%
Verified Disability	2009		2003		% Change
Yes	417	7.4%	375	7.7%	-0.3%
No	5,252	92.6%	4,523	92.3%	0.3%
Children	2009		2003		% Change
Yes	1,293	22.5%	1,187	24.2%	-1.7%
No	4,447	77.5%	3,717	75.9%	1.6%
Hours Worked	2009		2003		% Change
None	1,760	31.5%	1,176	23.9%	7.6%
1-9 hours	390	7.0%	305	6.2%	0.8%
10-19	703	12.6%	588	12.0%	0.6%
20-29	923	16.5%	1,114	22.7%	-6.2%
30-39	544	9.8%	673	13.7%	-3.9%
40 or more	1,259	22.6%	1,059	21.5%	1.1%

In 2009 there are more non-working full-time students and fewer non-English-speaking students.

Student Survey Profile (4)

Education Status

Education	2009			2003			% Change		
	Student	Mother	Father	Student	Mother	Father	Student	Mother	Father
Not a HS graduate	4.2%	17.8%	18.1%	7.1%	25.4%	25.3%	-2.9%	-7.6%	-7.2%
HS diploma/GED	18.4%	23.9%	21.7%	67.9%	36.4%	31.9%	-49.5%	-12.5%	-10.2%
Foreign HS diploma	0.9%	2.4%	2.3%	1.6%	1.9%	1.6%	-0.07%	0.5%	0.7%
Some college	46.9%	20.0%	18.2%	-	-	-	-	-	-
Assoc. degree/cert.	16.3%	11.3%	7.9%	16.5%	15.8%	12.3%	-0.2%	-4.5%	-4.4%
Bachelor degree & beyond	13.4%	24.6%	31.9%	7.0%	20.6%	29.0%	6.4%	4.0%	2.9%
N=	5,479	5,475	5,416	4,142	4,535	4,485			

Students in 2009 have a higher education level than those in 2003. They also have a family background with a higher level of education than those in 2003.

Student Survey Profile (5)

	2009		2003		% Change
Units in Current Semester	N	%	N	%	%
1 – 5 units	1,625	29.1%	770	15.7%	13.4%
6 - 8	774	13.9%	646	13.2%	0.7%%
9 - 14	2,083	42.7%	2,452	50.1%	-7.4%
15 or more	794	14.2%	1,030	21.0%	-14.2%
Time in College	2009		2003		% Change
This semester only	819	14.8%	788	16.0%	-1.2%
2 semesters – 1 year	1,548	27.9%	1,805	36.7%	-8.8%
3 semesters – 2 years	1,482	26.7%	1,353	27.5%	-0.8%
5 semesters – 3 years	841	15.2%	527	10.7%	4.5%
4 years or more	861	15.5%	449	9.1%	6.4%
Total Units Earned	2009		2003		% Change
1 – 15 units	1,832	33.1	1,808	37.3%	-4.2%
16 - 30	997	18.0	1,030	21.2%	-3.2%
31 -45	793	14.3	667	13.7%	0.6%
46 - 60	768	13.9	732	15.1%	-1.2%
61 or more	1,138	20.6	614	12.7%	7.9%

In 2009 there are more part-time students with less units and more returning students with completed degrees. Students tend to stay in college longer than before.

Student Survey Profile (6)

Current GPA	2009		2003		% Change
	N	%	N	%	%
N/A	829	15.0%	768	16.0%	-1.-%
Below 2.00	162	2.9%	50	1.0%	1.9%
2.00-2.49	455	8.2%	400	8.4%	-0.2%
2.50-2.99	893	16.1%	884	18.5%	1.6%
3.00-3.49	1,483	26.8%	1,334	27.9%	-2.4%
3.50-4.00	1,710	30.9%	1,351	28.2%	2.7%

The increased percentages at the two extremes indicate different care needed for different student needs.

Major Sources of Learning about the College

Major Sources	2009	2003	Change
Family or friend	62.9%	54.0%	8.9%
College catalog	48.0%	44.1%	3.9%
High school counselor	35.4%	44.4%	-9.0%
College/District website	29.7%	22.9%	6.8%
Campus visit	25.6%	-	-
Class schedule	24.6%	25.7%	-1.2%
College brochure	12.8%	7.1%	5.7%
Employer	5.4%	6.9%	-1.5%
Direct mail/postcard	3.6%	3.8%	-0.2%
Email contact	3.2%	1.4%	1.8%
College flyer/poster	2.8%	4.9%	-2.1%
Cable TV	2.7%	6.8%	-4.1%
English print news	2.5%	2.5%	0%
English radio station	2.3%	4.4%	-2.1%

Note: Significant changes over 5% are marked in color: green = increase, red = decline.

Family or friends, college/district websites and college brochures may play more important roles for students to learn about the college.

Reasons for Attending the College

Major Sources	2009	2003	Change
Convenience	62.0%	61.9%	0.1%
Low cost	52.9%	51.1%	1.8%
Location	50.8%	52.6%	-1.8%
To prepare to transfer to a 4-year college	42.4%	43.0%	-0.6%
Recommended by family or friend	23.9%	31.0%	-7.1%
Well-known in the community	22.4%	27.2%	-4.8%
Good reputation for quality education	17.4%	23.5%	-6.1%
Specific course or program	17.1%	15.5%	1.6%
Open admission/access	13.6%	14.7%	-1.1%
Prepare myself for a new job	11.8%	-	-
Recommended by H.S counselor/teacher	6.7%	9.8%	-3.1%
Availability of financial aid	6.0%	11.2%	-5.2%
Workforce preparation	5.7%	10.7%	-5.0%
Instructional courses in general	5.6%	11.1%	-5.5%

Note: Significant changes over 5% are marked in color: green = increase, red = decline.

There is not much change of the order of the reasons for attending college. However, the large declines in some areas may reflect the adaptations of the current economic situation.