

2007 San Joaquin Delta College Student Accreditation Survey Summary

Final Version

Survey

In the spring of 2007, San Joaquin Delta College students were asked to participate in the 2007 Student Accreditation Survey. The survey consisted of 59 items—47 items were used to assess students' satisfaction and twelve were demographic items. Students used a 4-point scale¹ (with 4 being the most positive response and 1 being the most negative response). Students were also allowed to respond "Not Sure" or leave items blank. The demographics captured within this survey included students' gender, age, ethnicity, marital status, number of dependents, number of hours worked, financial aid status, enrollment status (full vs. part-time), number of units completed, miles from campus, mode of transportation to campus, and the type of class most frequently enrolled (day, evening, weekend, internet).

Respondents

One thousand nine hundred and ninety-six students responded to the Student Accreditation Survey. Of the respondents who selected to report demographics, 75% were female (n=1,478), 70% were unmarried (n=1,396), 53% were between the ages of 18 and 25 (n=1,046), 58% had no dependents (n=1,164), 51% were receiving financial aid (n=1,009), 56% were full-time (n=1,124), 71% most frequently attended day classes (n=1,408), 55.6% lived within 10 miles of campus (n=1,091), 52% had completed 30 units or less (n=1,008), and 87% used a car to come to campus (n=1,716). Student ethnicity varied with students self-identifying as: 37% White (n=713), 23% Hispanic (n=437), 13% Asian (n=256), 9% Other (n=162), 8% African American (n=157), and 7% Filipino (n=129).

This sample was generally representative of the spring 2007 student body. Survey respondents were representative on age (60% of students were 24 or younger of student body compared to 58% of survey participants between 18 and 25) and students enrolled in daytime courses (70% of student body compared to 71% of sample). The sample produced an overrepresentation of women (58% of student body compared to 75% of sample), a slight overrepresentation of White students (32% of student body compared to 37% of sample), and a slight under-representation of Hispanic students (28% of student body compared to 23% of sample).

¹ Items assessing overall satisfaction used a 5 point scale.

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Results

Of the 47 items assessing students' satisfaction with various aspects of their experiences at Delta College, 46 were rated positively. The only item in which students expressed disagreement was with the statement "Cheating is not a problem at Delta College." Students, like employees, feel that there can be improvements made to curb student cheating. In recognition of the seriousness of this national epidemic, the academic senate has already formed a plagiarism prevention ad-committee which has begun to institute a campus-wide initiative to curb cheating. Some examples of steps the college is currently taking to address this issue include: purchasing Turnitin plagiarism services, instituting a Plagiarism Prevention Awareness Week, developing web resources devoted to topics of cheating for students and faculty, and providing faculty with a number of plagiarism workshops.

Students expressed great satisfaction with their overall experiences at Delta College. Students reported that "all things considered, Delta College is a very good place to attend school." Moreover, students reported that all things considered they were "highly satisfied" with the education that they are receiving at Delta College.

In items with a sizeable response rate (i.e. $\geq 80\%$ / $n \geq 1,573$), students expressed the greatest satisfaction or agreement with following five items: the online admission application process, online course registration process, college catalog and schedule of classes publications, the quality of education they are receiving, and the high standards of achievement students must meet to be awarded a degree and/or certificate.

San Joaquin Delta College is interested in continued improvement; therefore items with mean scores of less than 3 are highlighted as potential areas of improvement. Despite indications of student satisfaction, these items were the lowest rated and are addressed so that the college can consider targeted improvement efforts aimed at increasing students' satisfaction. The first area of potential improvement is scheduling. Students appear to have some difficulty finding courses at the times that best meet their schedules and finding replacement courses in the event that their course is cancelled. Student participation was the second area of potential improvement, including student governments' effectiveness in representing the will/needs of students, student voice in college policies, and opportunities to participate in student activities and/or clubs. The third area identified for improvement efforts included the following student services: personal counseling and advising, financial aid and veterans services, transfer center,

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academic advising services, early alert process, food services, and out-of-class availability of instructors. And lastly, results indicated that some improvements could also be made in the attitude of non-teaching staff toward students.

And finally, gender t-test indicated that the experiences of male students at Delta College may be less positive than that of female students. Since we are experiencing declining enrollment among male students, it may be worthwhile to use follow-up focus groups to further explore this noted phenomenon. Of the nine items in which males reported less satisfaction than female students, five were related to the initial steps students take to enroll in courses. These included: online admission application process, college catalog and schedule of classes publications, telephone registration process, online registration process, and the bookstore. Other items in which male students were less positive than female students included: student voice in college policies, student government's effectiveness in representing the student body, having positive experiences with Internet classes, and mobility/health services available on campus. Collectively, these findings begin to create a picture of a college environment that may inadvertently be creating barriers to male student enrollment and an atmosphere in which male students may feel less engaged in the college community. Follow-up focus groups may help us to understand how to better meet the needs of our male students.

In sum, results of the 2007 San Joaquin Delta College Student Accreditation Survey indicate that the college is doing well in meeting the needs and expectations of our students. In particular, students believe that Delta College is a "very good place to attend school" and are highly satisfied with the quality of the education that they are receiving and the high standards of achievement that must be met to be awarded a degree or certificate. Moreover, students are satisfied with the college's current application and registration processes. In the spirit of continual improvement, the college may want to consider follow-up research into students' needs with regard to course scheduling and student services as results indicate that there may be some room for improvement in these areas. And finally, since improvements can also be made in the area of student participation, college administration may want to work with the student government to increase students' involvement on campus.