

CHAPTER THREE

STUDENT AND EMPLOYEE SATISFACTION

IMPROVE SATISFACTION WITH COLLEGE SERVICES

All students should receive educational services of the highest quality, and faculty, staff and administration should be able to rely upon the most efficient and effective college operations to fulfill their professional commitments to providing those services. College operations and services will rely upon a collegewide program review system as well as quality improvement processes to ensure that all students and CCSF employees receive the most reliable and efficient possible services.

Students and CCSF employees comprise the major groups that use college services. Indicators of how well the college provides services will rely upon satisfaction surveys developed collaboratively, primarily through the program review process. The Office of Research is currently working on a number of survey instruments which will do the following: provide updated and uniform information for each of the services, and provide new information for the areas listed “in progress.”

The following items are currently in progress:

Percentage of CCSF employees indicating satisfaction with college services.

Percentage of students satisfied with scheduling and availability of classes.

Numbers and types of formal grievances filed by students annually and upheld by the student grievance system.

PRIMARY INDICATORS

1. Student Satisfaction with Instruction and Student Services

Percentage of students surveyed indicating satisfaction with college instruction and student support services

Instructional Survey

The responses below were collected over three Spring semesters (1995-1997) for use in departmental Program Reviews. The first seven questions were marked on a scale of 1 (poor) to 8 (excellent). Overall, students rated instruction at City College high with an overall average (mean) response of 6.76.

Question		Mean Response
Educational goals:	Encouragement from instructors in this department for students to complete their educational goals. (1-8)	6.58
Facilities:	Classroom facilities in this department. (1-8)	5.90
Office hours:	Availability of instructors in this department during office hours. (1-8)	6.64
Instructional quality:	Overall quality of instruction in this department. (1-8)	6.99
Respect for students:	Respect for students is encouraged in this department. (1-8)	7.04
Instructors expertise:	Subject area knowledge of instructors in this department (1-8)	7.35
Expression of views:	Encouragement from instructors for students to express viewpoints. (1-8)	6.82
Average of all questions on 1-8 scale		6.76
Academic expectation:	Instructors in this department have academic expectations of students that are 1) <i>Too hard</i> , 2) <i>About right</i> , 3) <i>Too easy</i> .	1.98
Informed of progress:	Instructors in this department keep students informed about how well students are doing: 1) <i>Agree</i> , 0) <i>Disagree</i> . Thus, the following percentage indicates the number of students who agree that instructors keep students informed..	89.11%

Source: Office of Research What Students Think of City College of San Francisco, report available online at <http://www.ccsf.cc.ca.us/Services/Planning/planning/think.pdf>

Breakouts by School and Department are available in the report referenced above.

PRIMARY INDICATORS

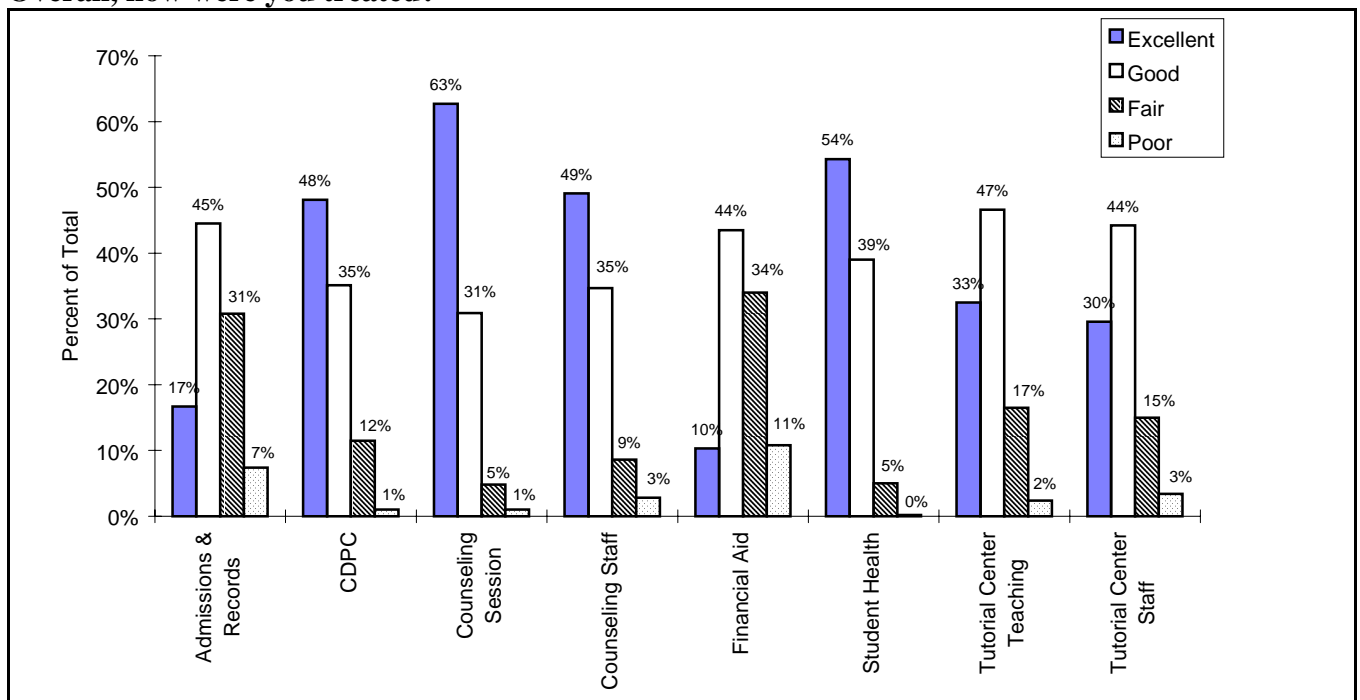
Student Services Surveys

The following student services had student satisfaction surveys administered for Program Review:

- Admissions and Records (1994)
- Financial Aid (1994)
- Counseling (1999)
- Career Development and Placement Center (CDPC) (1995)
- Learning Assistance (included in the Instructional Survey aggregate)
- Student Health (1995)
- Tutorial Center (1995-96)

On average, 36% of students gave student services an excellent rating and 40% gave them a good rating. The Office of Research is working on collecting more current and uniform information on satisfaction with student services.

Overall, how were you treated?



Source: Office of Research, hardcopy reports available on site.

Note: The Counseling survey contained two “overall” questions rather than one—

“Overall, how helpful was your counseling session?” and

“Overall, how were you treated by the clerical / counter staff?”

Similarly, the Tutorial Center survey broke out tutor’s teaching ability and treatment by staff.

PRIMARY INDICATORS

In addition, the following **programs** have collected information on the satisfaction of students served, also administered through the Office of Research for the purposes of Program Review:

- African American Achievement Program-- AAAP (1996)
- African American Retention Program—AARP (1996)
- Disabled Students Programs and Services-- DSP&S (1997)
- Extended Opportunity Programs and Services-- EOPS (1996)
- Institute for International Students (1995)
- International Student Services—IS (1996)
- Latino Retention Program-- LRP (1996)
- Puente Project (included in the Instructional Survey aggregate)
- Student Activities and Leadership Programs (1996)

Two thirds (67%) of the students surveyed for **AAAP** gave the English and Counseling components of the program the highest rating of 8 or excellent. Similarly, almost 69% of the students surveyed gave the overall quality of instruction in AAAP an excellent rating.

Students responding to the survey for **AARP** gave the program high marks. Almost 77% of the AARP students said that the instructors in the program encouraged them to complete their educational goals (5 or excellent). The ratings for AARP Counseling services were 58% “excellent.”

Of **DSP&S** students responding, 72% rated the teaching quality as excellent. The same percentage said that instructors encouraged them to achieve their educational goals.

Many students rated the **EOPS** orientation as excellent (33% on a 4-point scale) or good (41%). Regarding “overall treatment”, 27% gave EOPS an excellent rating and 45% gave it a good rating. 41% said Counseling was excellent in providing useful major or career information.

Of **International Institute** students surveyed, 17% rated the instructional quality as very good or A, 21% rated it as good or B, 58% average or C. Ratings for the overall quality of the program were very similar to those for instruction.

Students responding to the **International Student Services** survey gave both Counseling and Admissions low ratings. Four percent felt that their educational planning session was excellent, 23% felt it was good. Similarly, 6% rated admissions as excellent, 34% as good.

Students responding to the **LRP** survey were most satisfied with the encouragement they receive from LRP instructors (56% gave it a 5 or excellent). Regarding LRP Counseling, 36% of students gave it an excellent rating.

Students responding to the **Student Activities** survey felt that they were being affected in an “extremely positive” way in the following areas: leadership skills (44%) and willingness to help other students (41%). Faculty advisors generally rated the benefit to students more highly than the students themselves did.

Source: Office of Research, hardcopy reports available on site.

2. Satisfaction with Learning Environment

Percentage of students / CCSF employees indicating satisfaction with college learning environments (e.g., campus climate; facilities; access to technology; etc.).

Classroom Facilities

Students rated their classroom facilities on the Instructional Survey (see Primary Indicator 1 in this section). Student, on average, rated classroom facilities at 5.90, with 1 being the lowest rating and 8 being highest.

Source: Office of Research What Students Think of City College of San Francisco, report available online at <http://www.ccsf.cc.ca.us/Services/Planning/planning/think.pdf>

Library and Learning Resource Center

Satisfaction with services is generally high. Even the adequacy of the library operating hours were rated by 68% of respondents as “excellent” or “good.” However, 21.2% of written comments identified a need for expanded hours. The overwhelming majority of written comments were complimentary, noting the comfort and cleanliness of the physical facilities. (Primarily referring to the Rosenberg facility.) Areas of dissatisfaction included too much noise at times (17%), collection inadequacies (14%), and lack of study space (8%). Of faculty respondents, 79% felt that their discipline is well served by the library.

Source: Office of Research, hardcopy reports available on site.

Sexual Harrassment

Respondents were asked if they had direct experience with a specific list of inappropriate behaviors exhibited by other students, instructors or other college employees and 10% indicated they had such experiences.

Source: Office of Research Sexual Harrassment Student Opinion Survey report available online at <http://www.ccsf.cc.ca.us/Services/Planning/planning/survey.htm>

Technology

In 1997, instructional faculty were surveyed on the use of information technology for instruction and the perceived benefits. Enjoyment of teaching (32%), access to new resources (29%), and creativity (28%) were frequently rated very high (5 on a 5-point scale). These figures are even higher for advanced users indicating that the more adept faculty are at using instructional technology, the more benefits they receive from using it.

Source: Office of Research, Technology Survey report available online at <http://www.ccsf.cc.ca.us/Services/Planning/planning/techsurv.htm>