

# WHAT DO STUDENTS THINK OF CITY COLLEGE OF SAN FRANCISCO?

## The Latest Survey of Students Who Petitioned For Graduation March 2003

Since Fall 2000, the Office of Research has been surveying students who petitioned for graduation after completing their degree or certificate requirements<sup>1</sup>. This followup report includes updated results, aggregated into two academic years. For simplicity, the remainder of this report will refer to them as 2000 (for 2000/2001) and 2001 (for 2001/2002). The first cohort contains 553 respondents; the second contains 438 respondents. Generally speaking, respondents are representative of degree recipients.

In the initial results (Fall 2000), nearly all students responding expressed overall satisfaction with CCSF. Students indicated that faculty and staff were supportive of them and that students were respectful of each other. Most felt a sense of belonging at their campus(es). Students also individually rated forty different college services and a various aspects of instruction. Most items were rated at "Good"-- 3.0 on a scale where 4.0 is high and 1.0 is low (the highest mean score was 3.2, the lowest was 2.0).

The most recent survey results show little evidence of trends (i.e. significant changes) except in some limited areas. These changes will be discussed below.

### THE PETITIONERS

In the most recent survey, the most striking changes were in the petitioners themselves, not in their evaluations of instruction or services. Petitioning students seem to be reflecting the stresses of our troubled economy. More of the students in the recent survey are **Unemployed**, have **Problems in Personal or Family Changes**, lack a **Sense of Belonging at Campus**, and say that **CCSF Training Did Not Help Find Employment**. The number of students who **Do Not Intend to Transfer** has declined.

TOPIC RESPONDED TO:	2000 Percent	2001 Percent	% Change
Not Employed	29.76%	37.47%	+ 7.71
Personal/Family Problems	21.34	26.48	+ 5.14
Lack Sense of Belonging at Campus	12.83	17.22	+ 4.39
CCSF Did Not Help Find Employment	21.52	32.09	+ 10.57
Do Not Intend to Transfer	19.14	10.22	- 8.92

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<sup>1</sup> Initial results for the first term were reported in March 2001 at [http://www.ccsf.edu/Offices/Research\\_Planning/pdf/grad.pdf](http://www.ccsf.edu/Offices/Research_Planning/pdf/grad.pdf). For information on dissemination of the survey, please refer to this document.

Students petitioning for graduation showed little change in computer ownership or internet access, but the students increased their self assessment of **Computer Expertise**.

<b>LEVEL OF COMPUTER EXPERTISE</b>	<b>2000 Percent</b>	<b>2001 Percent</b>	<b>% Change</b>
Non-Computer User	2.43%	1.51%	- 0.82
Beginner	31.96	24.69	- 7.27
Intermediate	53.46	62.22	+ 8.76
Advanced	12.15	11.59	- 0.56

### **PETITIONERS' EVALUATION OF INSTRUCTION AND SERVICES**

In questions about the delivery of instruction, students showed slight, statistically insignificant declines in **Quality of Instruction, Content of Courses, Availability of Courses, Convenient Class Scheduling, Class Size, and Availability of Faculty**. (Responses are averaged. A response of Excellent would be represented by a grade of 4. A response of Poor would be a 1.)

<b>SERVICE PROVIDED</b>	<b>2000 Average</b>	<b>2001 Average</b>	<b>Change In Average</b>
Quality of Instruction	3.22	3.12	-0.10
Content of Courses	3.19	3.09	-0.10
Availability of Courses	2.88	2.82	-0.07
Convenient Class Scheduling	2.83	2.75	-0.09
Class Sizes	2.82	2.73	-0.09
Availability of Faculty	2.90	2.83	-0.08

The Library is among the highest rated services. Two of its resident components, the **Language Lab** and **Learning Assistance Center**, showed statistically significant gains in their ratings.

<b>ROSENBERG LIBRARY</b>	<b>2000 Average</b>	<b>2001 Average</b>	<b>Change in Average</b>
Language Lab	3.07	3.21	+ 0.14
Learning Assistance Center	2.98	3.11	+ 0.13
Library	3.12	3.20	+ 0.08

Other Student Services reflected slight gains, no change or slight declines. Only the **Application Process** showed a statistically significant gain. (No statistically significant declines were found.) Some specialized services (e.g., the Textbook Loan service) showed numerically larger changes which did not register as statistically significant. It is impossible to know without further study whether these changes are significant or simply artifacts of the small number of people rating services which are not as broadly used. (When the number of responses is small, the averages are more sensitive to each individual response.)

<b>SERVICE PROVIDED</b>	<b>2000 Average</b>	<b>2001 Average</b>	<b>Change in Average</b>
Afr. Amer. Achiev. Prog	2.82	2.99	0.16
Afr. Amer. Retention Prog.	2.78	2.81	0.03
<b>Application Process</b>	<b>2.99</b>	<b>3.06</b>	<b>0.08</b>
Bookstore	2.54	2.64	0.10
Career Dev. And Placement	2.66	2.78	0.12
Catalogue	3.17	3.22	0.04
Childcare Center	2.83	2.75	-0.08
Classroom and Equip.	2.46	2.52	0.06
Computer Labs	3.00	3.10	0.09
Counseling	2.63	2.63	0.01
DSPS	3.06	2.92	-0.15
EOPS	3.00	2.98	-0.02
Faculty Advising	2.80	2.79	-0.01
Financial Aid	2.84	2.84	0.00
Food	2.47	2.51	0.04
Foreign Student Admissions	2.68	2.61	-0.07
Graduation Evaluation	2.66	2.71	0.05
International Student Programs	2.71	2.54	-0.17
Job Placement Assistance	2.57	2.64	0.07
Latino Retention Prog	2.67	2.87	0.20
Latino/a Service Center	2.69	2.81	0.12
Orientation	2.78	2.84	0.07
Parking	2.12	2.15	0.03
Phone Registration	3.34	3.34	0.00
Puente	2.68	2.84	0.16
Scholarship Office	2.61	2.69	0.08
Security	2.63	2.56	-0.07
Student Activities	2.68	2.60	-0.08
Student Health	2.88	2.95	0.08
Testing	2.78	2.80	0.02
Textbook Loan	2.73	2.94	0.21
Time Schedule	3.03	3.07	0.04
Transcript Services	2.70	2.71	0.02
Transfer Center	2.74	2.79	0.05

Tuition	3.08	3.03	-0.04
Veterans Services	2.80	2.73	-0.07

Declines in satisfaction with most services are counterbalanced by increased levels of satisfaction, also statistically insignificant, in some areas of instruction. Most areas are virtually unchanged.

“Indicate the level of your satisfaction with what you learned at CCSF regarding each skill or competency.” (Responses are averaged. A response of Excellent would be represented by a grade of 4. A response of Poor would be a 1.)

<b>INSTRUCTIONAL AREA</b>	<b>2000 Average</b>	<b>2001 Average</b>	<b>Change in Average</b>
Technical Proficiency	3.12	3.17	0.05
Background for advanced study in major	3.12	3.07	-0.05
Critical Thinking	3.18	3.13	-0.04
Communication skills (oral, written)	3.18	3.16	-0.02
Comprehension skills (listening, reading)	3.19	3.22	0.03
Interpersonal skills	3.24	3.25	0.01
Self Confidence	3.24	3.23	-0.01
In-class essay writing	2.97	3.00	0.03
Papers/reports outside of class	3.13	3.12	-0.01
Math/quantitative Reasoning	2.98	3.07	0.09
Scientific investigation	2.94	2.92	-0.02
Appreciation of the arts	3.02	3.08	0.06
Understanding of political and community issues	2.97	3.01	0.04
Study skills	3.09	3.05	-0.04
Vocational Skills/ Tech Proficiency	3.13	3.03	-0.09

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