

2017 Fall Student Survey

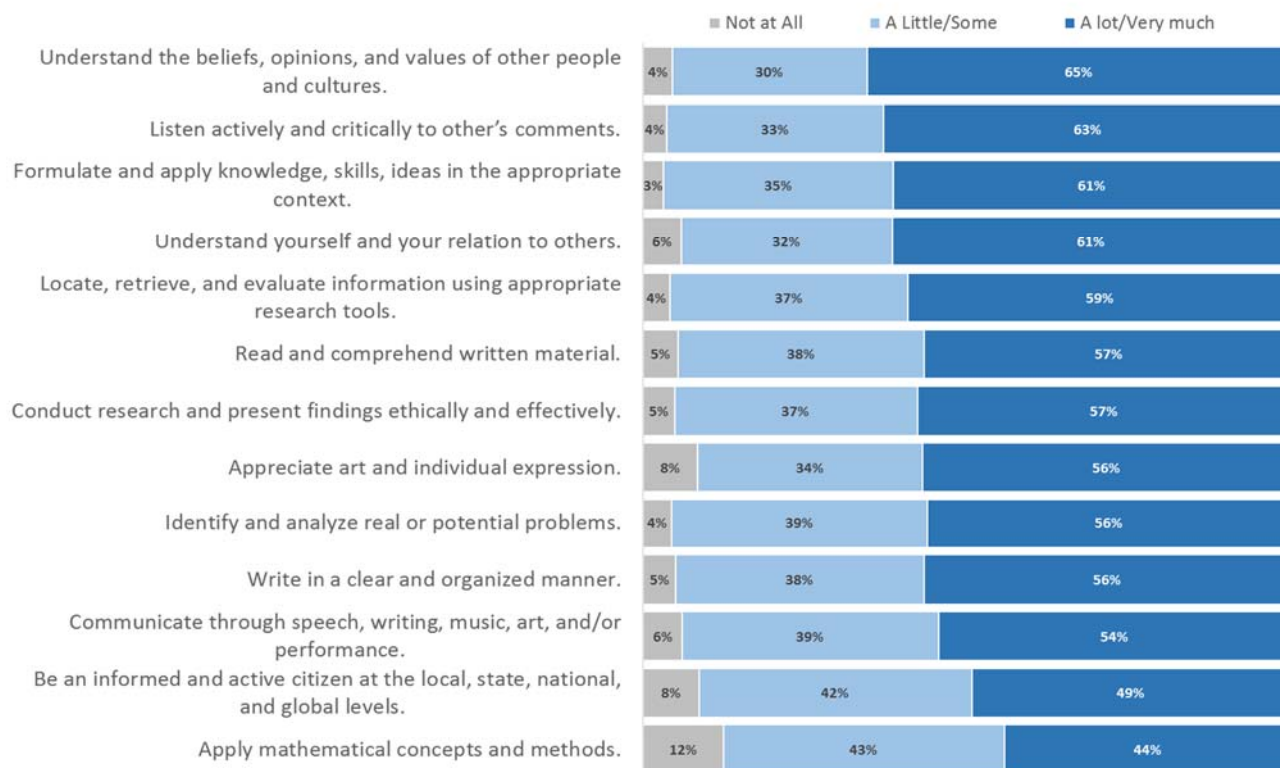
Introduction and Background Information

The Office of Institutional Effectiveness administered a survey to a sample of registered students during the fall semester to assess their overall engagement, learning, and student satisfaction. The office distributed the survey to the 21,886 students who enrolled in at least three credit units during the Fall 2017 term. The survey stayed open for six weeks. A total of 3,251 students completed the survey, for a response rate of 15%. Appendix A contains additional information about sample demographics.

Improvement of Skills and Abilities

The survey asked students to rate their improvement on 13 skills and abilities during their time at Pasadena City College. The prompt read: “How much do you feel each of the following items have improved because of your educational experience at PCC?” Respondents answered on a five-point scale, ranging from *Not at All* to *Very Much*. The majority of students reported that their ability to understand the beliefs, opinions, and values of other people and cultures improved a lot or very much during their time at PCC (65%). Similarly, the majority (63%) of students also reported that their understanding of themselves in relation to others improved. Figure 1 shows students’ ratings of all 13 skills and abilities.

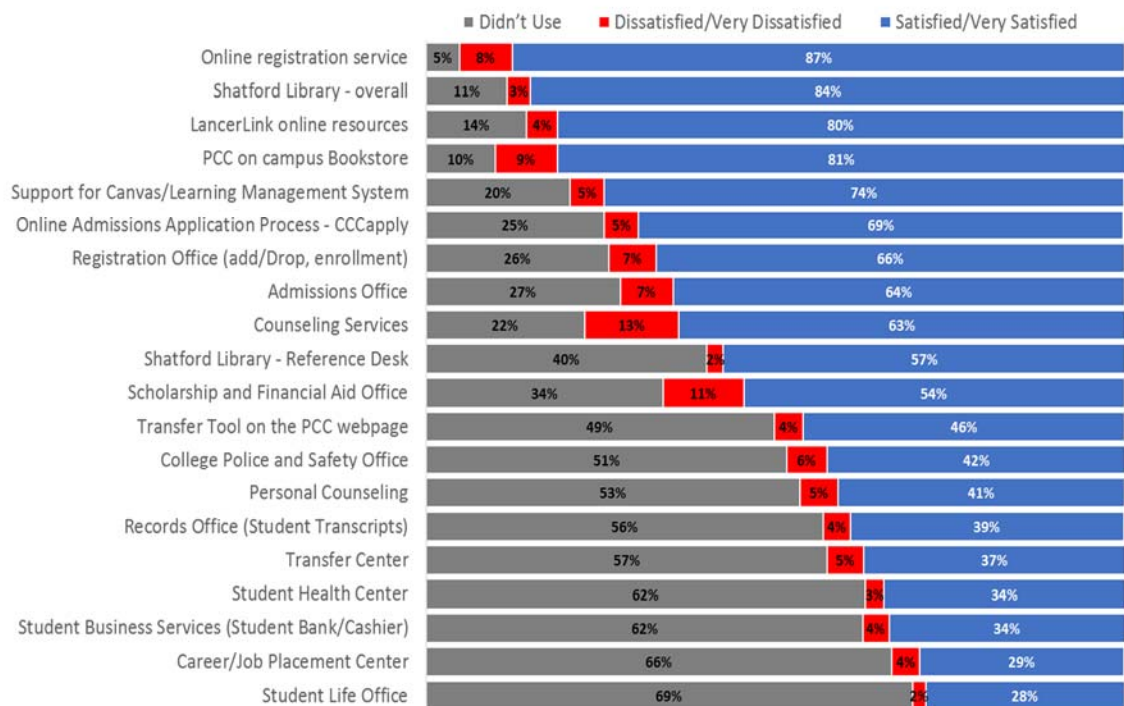
Figure 1. The majority of students reported that attending PCC increased their skills and abilities.



Satisfaction with PCC Facilities and Services

This set of questions asked students to rate their experiences with 20 facilities and services during the Fall 2017 term. Students received the following prompt: “For each Student Support Service listed below, please indicate your satisfaction with that service during the Fall 2017 semester.” Students responded on a five-point scale, ranging from *Didn't Use* to *Very Satisfied*. Ninety-five percent of students used the online registration service. In contrast, less than one-third of students (30%) used the Student Life Office (Figure 2). More than 80% of students were satisfied with online registration, the Shatford library, LancerLink online resources, and the on campus bookstore.

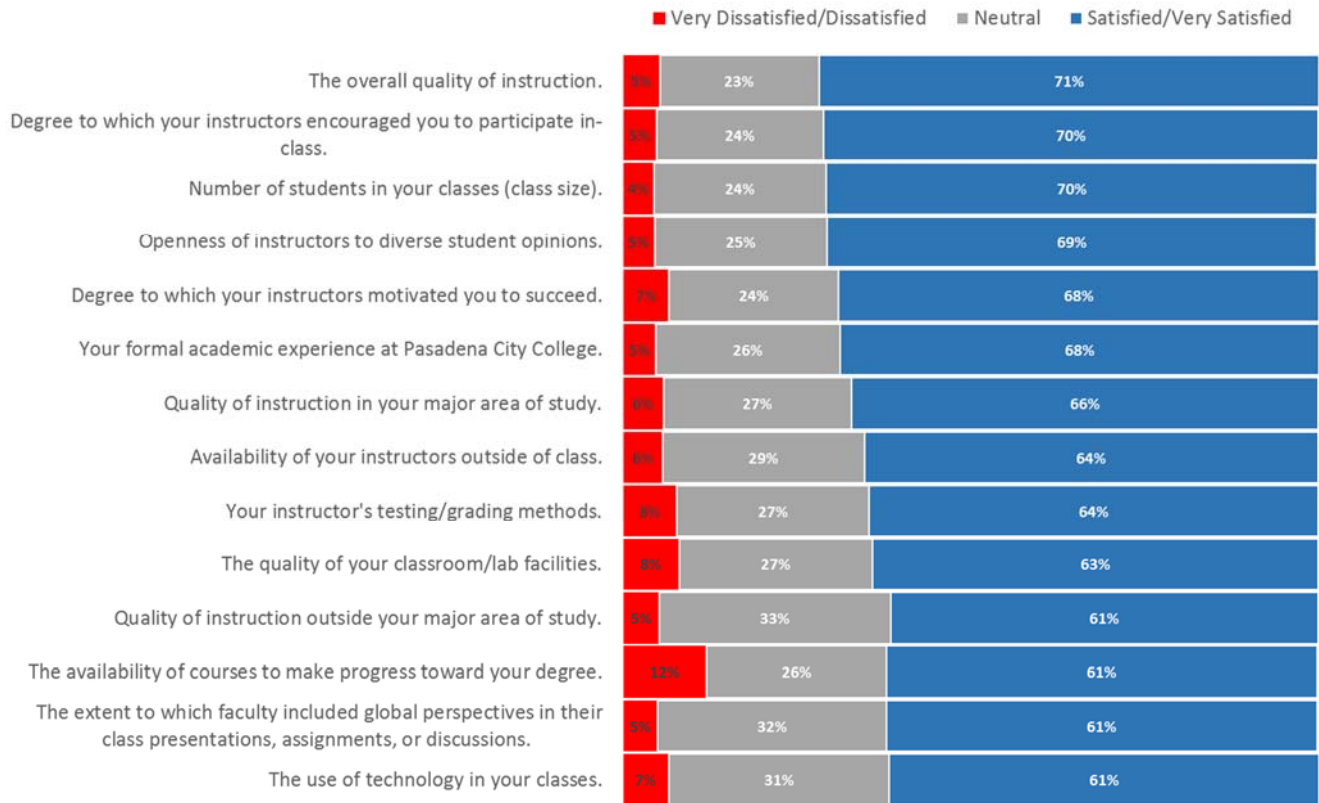
Figure 2. Students were most satisfied with online registration, the Shatford library, LancerLink, and the on campus bookstore.



Satisfaction with Overall Experience with PCC Courses

Respondents rated their experience with PCC courses based on 14 items. The prompt read: “Think about your overall experience in PCC courses during the Fall 2017 semester. Mark the ONE answer that best describes your opinion on a [five-point] scale of ‘Very dissatisfied’ to ‘Very satisfied.’” Figure 3 summarizes the student ratings on each of the 14 items. The majority of the students surveyed were satisfied with each of aspect of their overall course experience. For example, more than 70% of students were satisfied with PCC’s overall quality of instruction.

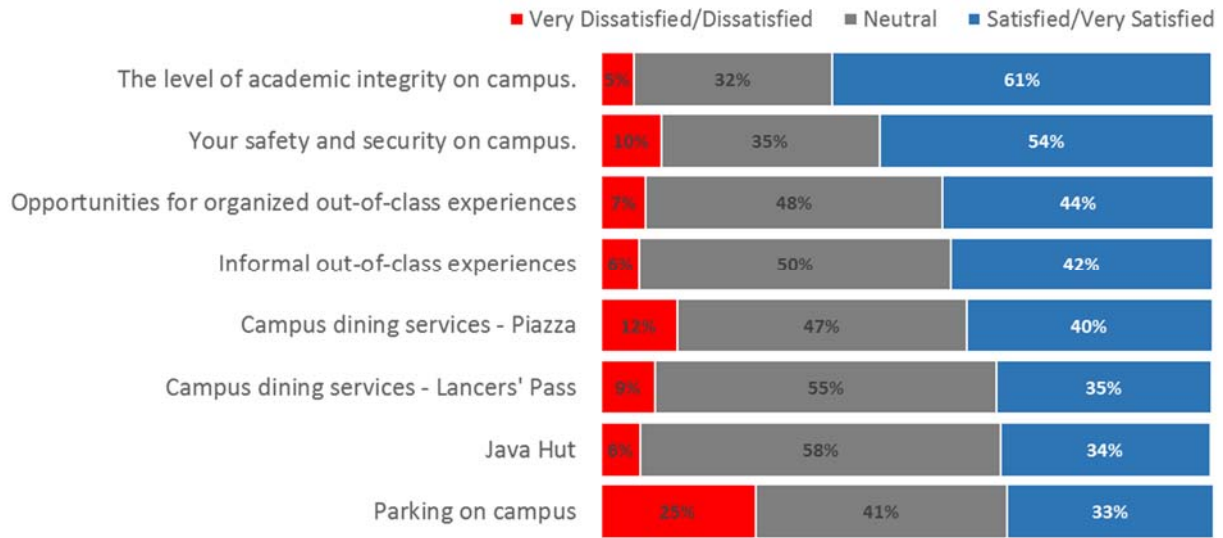
Figure 3. Students were most satisfied with overall instructional quality and in-class participation.



Satisfaction with General Campus Environment

Students rated their satisfaction with the general PCC campus environment based on eight different items. The survey included the following prompt: "With regards to the general campus environment, please indicate how satisfied you are with the following items." Figure 4 summarizes the student ratings on each of the eight items. The majority of the students surveyed were satisfied with the campus' level of academic integrity (61%) and their safety and security on campus (54%). However, only about one-third of students were satisfied with Java Hut (34%), campus dining services (35%), and on campus parking (33%).

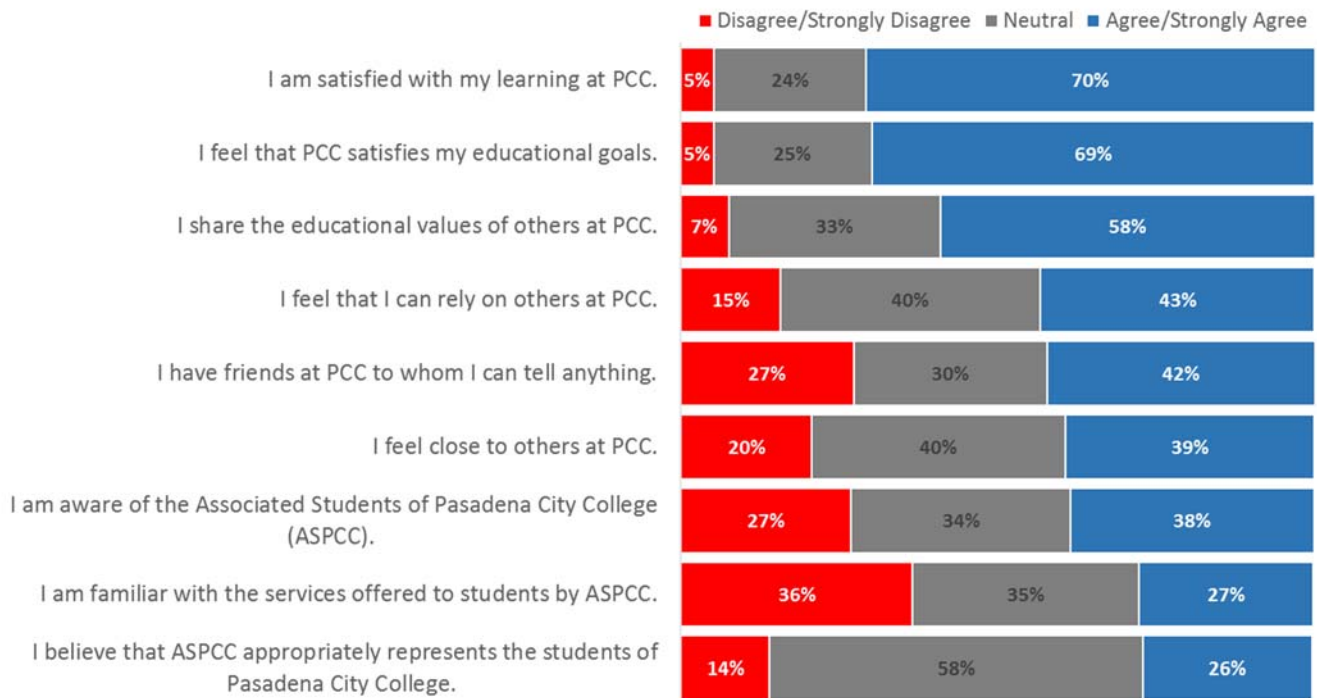
Figure 4. Students were most satisfied with the level of academic integrity on campus and least satisfied with parking.



Satisfaction with Overall Experiences at PCC

Students rated their agreement with nine statements concerning their overall experiences at PCC. The prompt read: "Think about your overall experiences at PCC and indicate how much you agree or disagree with the following statements." Figure 5 summarizes the student ratings on each of the nine items. The majority of the students surveyed agreed that they were satisfied with their learning at PCC (70%) and that PCC satisfied their educational goals (69%). On the other hand, less than 40% of students were aware of the Associated Students of PCC or the services it offers.

Figure 5. The majority of students were satisfied with their learning at PCC and agreed that the campus satisfies their educational goals.



Sense of Community

Students described their interactions with PCC faculty, administrators, and staff using pictures. They received the following prompt: "Look at the diagram above. Please indicate which picture best describes your interaction with people (faculty, deans, staff) at Pasadena City College." The selections ranged from picture 1, which illustrated a lack of close relationships, to picture 5, which illustrated extremely close relationships. Figure 6 shows the diagram that students received. A plurality of students chose picture 3, which illustrated a somewhat close relationship with PCC faculty, administrators, and staff (Figure 7).

Figure 6. The sense of community diagram included on the Fall 2017 Student Survey.

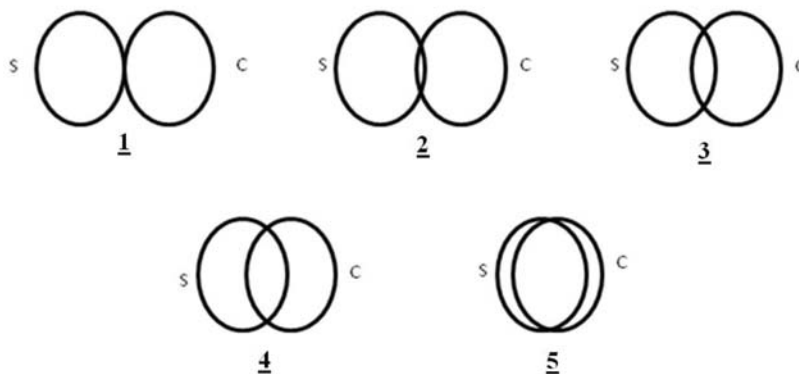
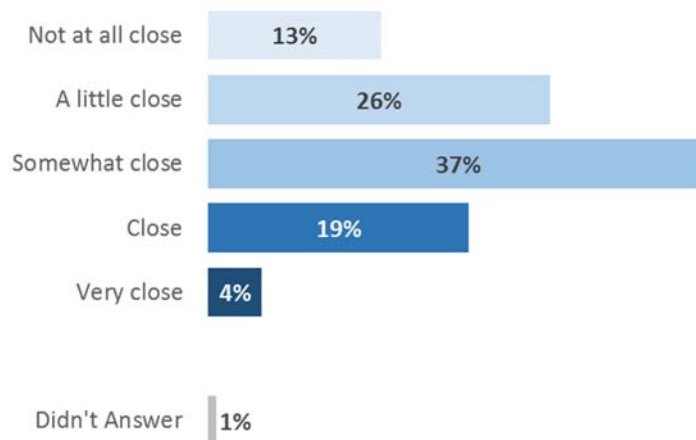


Figure 7. A plurality of students chose the picture that coincided with “somewhat close” to PCC faculty, staff, and administrators.



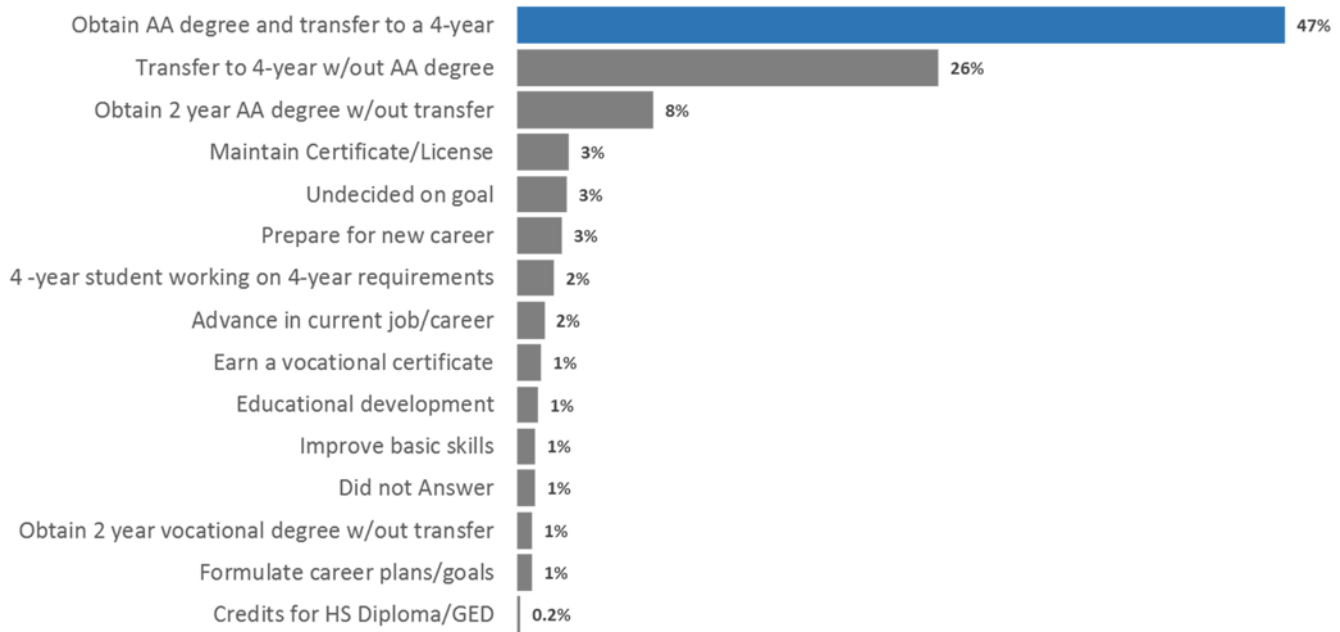
Frequency of Interactions with Instructors

Students reported on the frequency of 11 types of interactions with their instructors. The question prompt read: “In your experience at Pasadena City College during the current school year, about how often have you done each of the following?” Students rated the frequency of the events on a five-point scale ranging from *Never* to *Very Often*. Figure 8 summarizes the student ratings. The majority of students reported receiving feedback from their instructors often (53%) and also working harder based on the feedback (51%). Few students talked with their instructors about career plans (21%) or socialized with an instructor outside of class (10%).

Student Educational Goals

The survey asked respondents about their educational goals. They selected from a list of 15 possible goals. Figure 9 shows the percentage of students that selected each goal. About half (47%) of the student sample indicated that their goal was to obtain an AA degree and transfer to a 4-year college. Approximately one-quarter of students (26%) wanted to transfer to a 4-year college without obtaining an AA degree.

Figure 9. The majority of students desire a transfer to a four-year institution either with (47%) or without (26%) an AA degree.



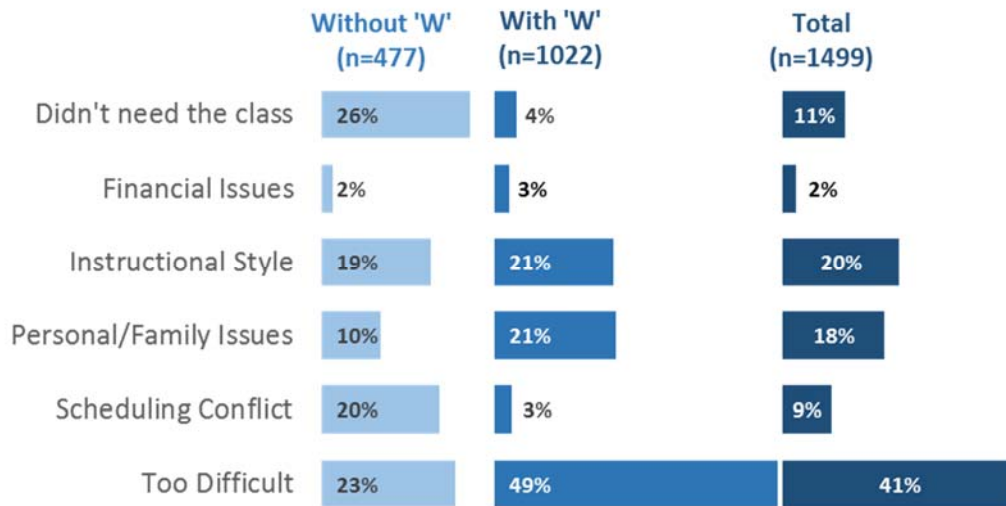
Reasons for Dropping Courses

The survey asked students if they had ever dropped a class. Less than one-third (30%) of students indicated that they dropped a course without receiving a 'W', whereas about half of the students (47%) had dropped a course while receiving a 'W' (Figure 10). The survey also included two open ended questions that gave students a chance to list their reasons for dropping a course. We examined each response to determine whether or not there was enough information to categorize it. After deciding on the set of responses that could be categorized, we analyzed the responses and categorized them into six broad themes. Students who dropped courses without receiving a 'W' often left because they did not need the course, had scheduling conflicts, or felt that the class was too much work. Approximately half (49%) of students who dropped a course with a 'W' left the course because it was too difficult (Figure 11).

Figure 10. Most students had not dropped a course.



Figure 11. Reasons students dropped courses.



Appendix A – Student Survey Demographics and Family Background

Student Demographics

Figures A-1 through A-4 contain demographic information about the survey participants. The majority of students were aged 19 to 24 (Figure A-1). A plurality of the students were Hispanic/Latino (Figure A-2). The overwhelming majority of students identified as heterosexual (Figure A-3). Most students worked for wages during the week (Figure A-4).

Figure A-1. The majority of students were ages 19-24.

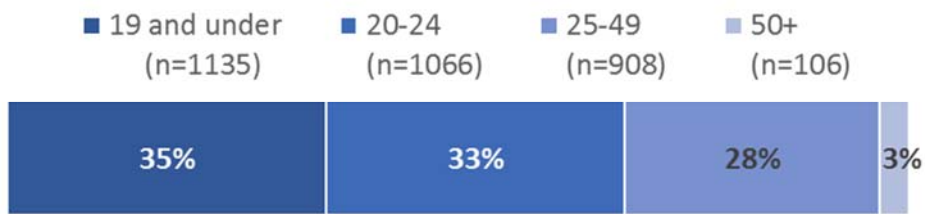


Figure A-2. A plurality of the students were Hispanic/Latino. Nearly one-quarter were Asian.

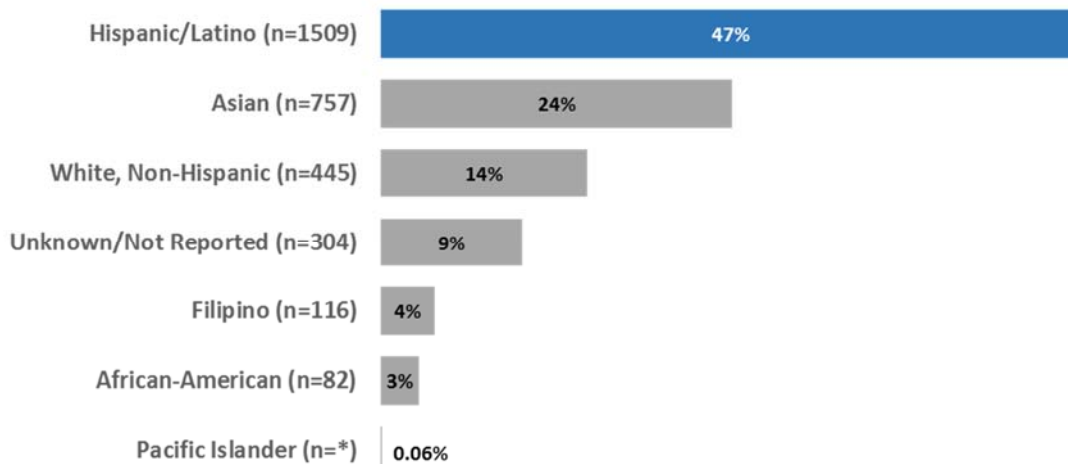
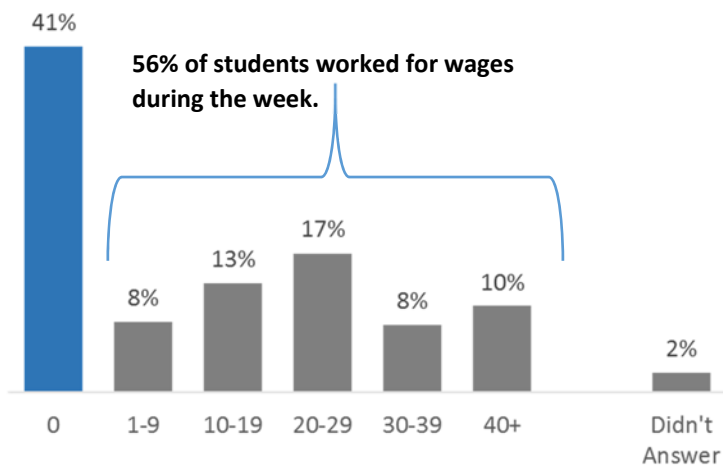


Figure A-3. The majority of respondents identify as heterosexual.



Figure A-4. Most students worked during the week.



Family Background

Family Educational Background. Figures A-5 and A-6 contain self-reported information about students' family educational background. Most students' parents had attended at least some college (Figure A-5). Consequently, most students were not the first person in their immediate family go to college (Figure A-6). Nearly three-quarters of students had an extended family member that attended college.

Figure A-5. Most students had parents who attended at least some college.

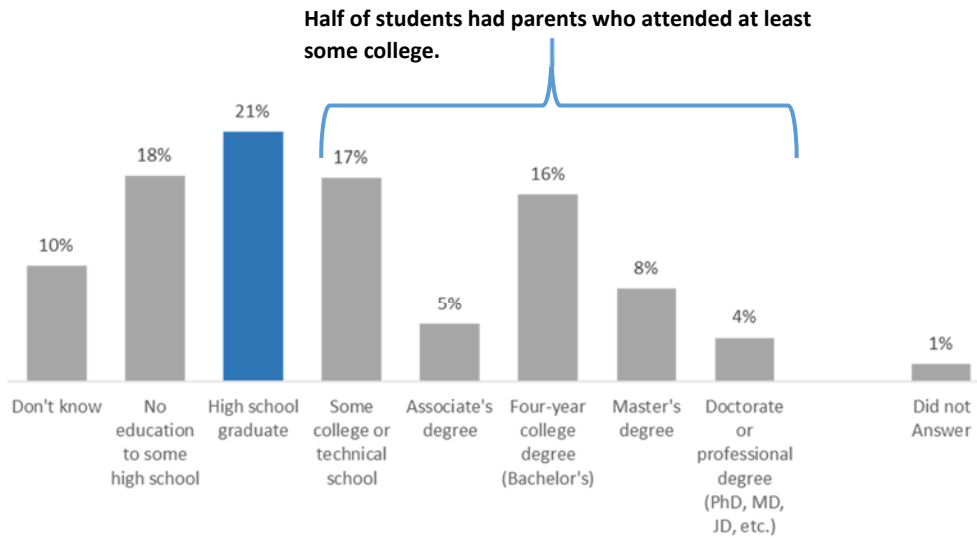
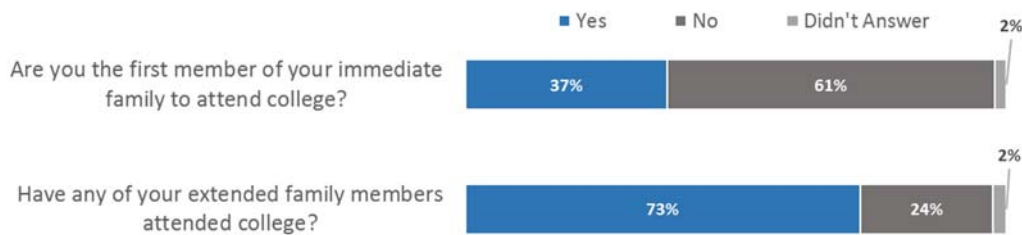


Figure A-6. Most students were not the first in their families to go to college.



Family Socioeconomic Status. Figures A-7 and A-8 contain self-reported information about students' socioeconomic background. One-quarter of students lived in four-person households (Figure A-7). Many students did not know their household income (Figure A-8). Among those students who gave a response, most reported incomes of less than \$60,000 per year.

Figure A-7. A plurality of students lived in a family unit with four members.

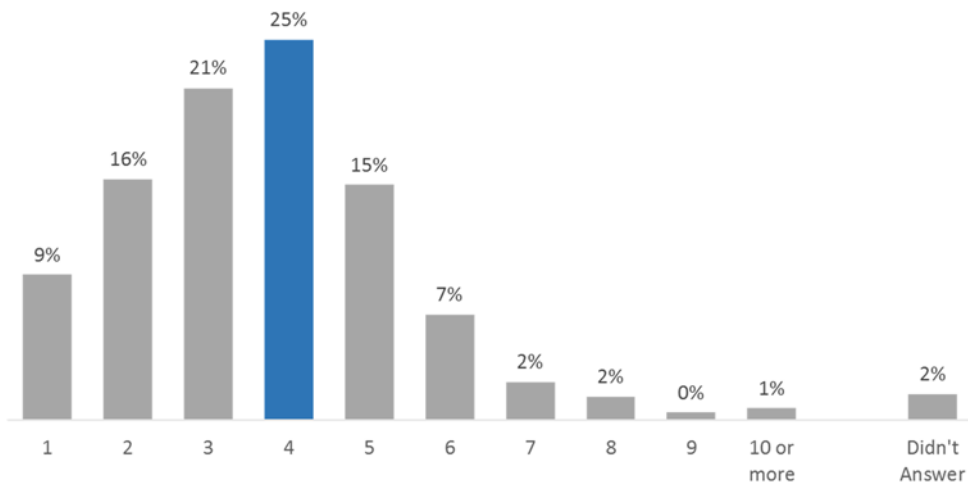


Figure A-8. Most students reported a household income of less than \$60,000.

