10th Annual Student Survey: Student Services- Fall 2012

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Introduction

The Office of Institutional Development and Technology conducted its tenth annual survey of students during the Fall 2012 semester. Many changes have taken place at College of the Canyons, including:

- The student population has increased from 13,543 in 2002 to 15,461 in 2012. The college experienced a decrease in student headcount from Fall 2010 to Fall 2012 largely as a result of a reduction in public safety and in-service sections. With the passage of Prop 30 in November 2012 the College will see modest growth over the next few years.

- The Latino population comprises 40 percent of the student population at College of the Canyons. This is up from 19 percent just 12 years ago. The percentage of Latino and White students is now within 1 percent of each other (40 and 41, percent, respectively).

- As of Fall 2012, the College had 40 certificate of achievement programs and 73 degree programs. In addition, the College had 30 certificates of specialization and 6 noncredit Competency certificates.

With these changes it's important to gauge students’ satisfaction and perceptions of barriers to services we provide students. To obtain feedback on students’ experiences at COC and in an effort to determine satisfaction with programs and services, the Office of Institutional Development and Technology, with input from the Chancellor’s Office, members of Executive Cabinet, the Management Advisory Council (MAC) and Academic Senate, designed a survey to assess students’ perceptions and needs at COC. This survey is offered annually to a random sample of classes. Fall 2012 was the first time that the Annual Student Survey was split into two separate surveys with one focusing on instruction and the other on student services. Prior to this year, the Annual Student Survey covered both instructional and student service areas in one survey. This year was also the first time the survey was administered in the fall semester as opposed to the spring, which allows campus departments time to review the data and integrate it in the program review cycle in the spring semester. The information obtained from the student responses will provide information for programs and services offered to students and will inform planning efforts, including program reviews.

Methods

College of the Canyons’ (COC) Office of Institutional Development & Technology, in cooperation with Instruction, Student Services, Academic Senate, Executive Cabinet and Management Advisory Committee members, developed four surveys that contained closed- and open-ended questions intended to gather information that can be used for improvement of instruction and services to students. Specifically, one survey was designed for Instruction (LeValley, Meuschke, and Gribbons, 2013) and another was designed for Student Services. Each survey was distributed to students enrolled at the Valencia and the Canyon Country Campus. The majority of items were the same across the survey instruments for each campus with some modification of items for services offered at one campus and data needed to inform decisions unique to one campus.
Categories of questions included in the Students Services survey included: satisfaction with instruction and services, aspects of campus life, Admissions & Records and Counseling, Financial Aid, the Assessment Center, awareness of support services, reasons for attending College of the Canyons, and demographic data.

Procedures

Course sections were selected using the College’s 320 file obtained from the College’s Management Information System, Datatel. All labs, CWEE, Public Safety, In-Service, Online, CTE, nursing collaborative sections, and sections ending before 10/31/12 were excluded prior to conducting the random sampling procedure. From the 320 file, 45 course sections (comprising 1326 students) for the Valencia campus were selected through the random selection technique using the Statistical Package for the Social Sciences (SPSS, 2012). For the Canyon Country campus, 44 course sections (comprising 1330 students) were selected. Surveys were distributed to faculty mailboxes the week of 10/29/12 to all instructors whose sections had been selected to receive the survey.

For the Valencia campus, 31 sections returned surveys of the 45 sections surveyed. The section response rate was 69 percent. Out of the 1326 surveys distributed, completed surveys were received from 568 students (43 percent student response rate). In addition, 80 percent of respondents were from day classes and 20 percent evening classes, which is proportional to the distribution of day and evening classes at the Valencia campus (77 percent-day and 23 percent-evening).

For the Canyon Country campus, 33 sections returned surveys of the 42 sections surveyed. The section response rate was 79 percent. Out of the 1330 surveys distributed, completed surveys were received from 546 students (41 percent student response rate). In addition, 66 percent of respondents were from day classes and 34 percent evening classes, which is proportional to the distribution of day and evening classes at the Canyon Country campus (67 percent-day and 33 percent-evening).

Completed questionnaires were coded and tabulated using Remark (2005), Excel (2010) and SPSS (2012). Refer to Appendix A for a copy of the questionnaire.
Results

Satisfaction with Services

Respondents were asked to rate their satisfaction with a variety of aspects related to services at COC. As indicated in Table 1, the majority of respondents at the Valencia campus indicated being satisfied with the TLC (Learning Center) (83 percent). The majority at the Canyon Country campus indicated being satisfied with the College website (80 percent). The area with the lowest satisfaction on both campuses was computer and software training (VC- 55 percent and CCC- 54 percent).

As indicated in Table 1, satisfaction with the TLC (Learning Center), College website, and computer and software training is consistent with the Spring 2012 Annual Student Survey (LeValley, Meuschke, & Gribbons, 2012); however, satisfaction with wireless access on campus for both campuses has decreased compared to the Spring 2012 Annual Student Survey. Compared to the 2012 Annual Student Survey, satisfaction with computer and software for student use has decreased for the Valencia campus, while it has increased for the Canyon Country campus (LeValley et al., 2012).

Table 1. Satisfaction with Services

<table>
<thead>
<tr>
<th>Service</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC (Learning Center)</td>
<td>83%</td>
<td>81%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>College website</td>
<td>74%</td>
<td>75%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Wireless access on campus</td>
<td>61%</td>
<td>78%</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>Computers and software for student use</td>
<td>74%</td>
<td>78%</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>Computer and software training</td>
<td>55%</td>
<td>55%</td>
<td>54%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Note: Respondents who indicated N/A were excluded from the analyses

Valencia Campus

The service receiving the highest satisfaction at the Valencia campus was TLC (Learning Center) (83 percent), followed by College website and computers and software for student use (74 percent, each), wireless access on campus (61 percent), and computer and software training (55 percent).

Canyon Country Campus

The service receiving the highest satisfaction at the Canyon Country campus was the College website (80 percent), followed by computers and software for student use (73 percent), TLC (Learning Center) (70 percent), wireless access on campus (69 percent), and computer and software training (54 percent).

Campus Life

Respondents were asked to rate their level of agreement with a variety of aspects of campus life at COC. As indicated in Table 2, the aspect of campus life receiving the highest rating at both campuses was feeling safe during daylight hours (89 percent, each); however, approximately 20 percent less of respondents from both
camps indicated that they feel safe on campus during evening hours. While the rating for level of agreement with the campus having adequate parking was the lowest for the Valencia campus (29 percent), it was 14 percent higher at the Canyon Country campus (45 percent). Level of agreement that special events (e.g. athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing their sensitivity to other racial/ethnic groups, awareness of the role students have in governance of the college, and having the opportunity to participate in the College’s planning processes were low at both campuses; however, about a quarter of respondents indicated “neutral” to these items (See Appendix B for detailed data).

Table 2. Level of Agreement with Statements Regarding Aspects Campus Life

<table>
<thead>
<tr>
<th>Statement</th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate academic advisement for courses, programs and transfer to universities is provided.</td>
<td>58%</td>
<td>62%</td>
</tr>
<tr>
<td>The College offers extra-curricular activities that promote lifelong learning.</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>I am aware what role students have in governance of the college.</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>I am aware of the College's mission, vision and values.</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>I have the opportunity to participate in the College's planning processes, either directly or through representatives.</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>The College has clearly defined general education requirements for all of its academic and vocational degree programs.</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>In general, College staff are helpful in answering my questions about the College (e.g. available student services, instructional programs offered, degree or transfer requirements).</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>Adequate opportunities are available on campus for me to learn about other cultures.</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Special events (e.g. athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing my sensitivity to other racial/ethnic groups.</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>The College has programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Faculty on this campus incorporate values, ethics, civic responsibility, and diverse perspectives into their cultures.</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>I feel safe on campus during daylight hours.</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>I feel safe on campus during evening hours.</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>In general, there are adequate parking spaces for students.</td>
<td>29%</td>
<td>45%</td>
</tr>
<tr>
<td>This College provides a positive learning environment for all students.</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Valencia Campus

The aspects of the campus receiving the highest ratings of agreement at the Valencia campus were:

- Feeling safe during daylight hours (89 percent),
- The College providing a positive learning environment (80 percent), and
- Helpfulness of College staff in answering questions about the College (76 percent).

The areas with the lowest ratings of agreement at the Valencia campus were:

- Adequate parking spaces (29 percent);
- Awareness of student role in governance, having an opportunity to participate in the College's planning processes, either directly or through representatives, and that special events (e.g. athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing their sensitivity to other racial/ethnic groups (36 percent, each); and
- Adequate opportunities are available on campus to learn about other cultures (41 percent).

**Canyon Country Campus**

The aspects of the campus receiving the highest ratings of agreement at the Canyon Country campus were:

- Feeling safe during daylight hours (89 percent),
- The College providing a positive learning environment (82 percent), and
- Helpfulness of College staff in answering questions about the College (71 percent).

The areas with the lowest ratings of agreement at the Canyon Country campus were:

- Special events (e.g. athletics, cultural celebrations, concerts, art exhibits) on campus have been effective in increasing their sensitivity to other racial/ethnic groups (36 percent),
- Awareness of student role in governance (38 percent), and
- Having an opportunity to participate in the College's planning processes, either directly or through representatives (39 percent).

**Admissions & Records and Counseling**

**Admissions & Records and Counseling Policies**

Respondents were asked to rate their level of agreement with the College providing accurate and current information on A&R and Counseling policies. As indicated in Table 3, receiving information on academic regulation, including academic honesty, received the highest level of agreement on both campuses (79 percent, each). The area with the lowest level of agreement on both campuses was grievance and complaint procedures (VC- 58 percent and CCC- 64 percent).

**Table 3. Level of Agreement with the College Providing Accurate and Current Information on A&R and Counseling Policies**

<table>
<thead>
<tr>
<th></th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Regulation, including Academic Honesty</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>Acceptance of Transfer Credits</td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td>Grievance and Complaint Procedures</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>Refund of Fees</td>
<td>62%</td>
<td>66%</td>
</tr>
</tbody>
</table>
**Valencia Campus**

The areas that received the highest level of agreement at the Valencia campus were receiving information on *academic regulation, including academic honesty* (79 percent), followed by *nondiscrimination* (76 percent), and *acceptance of transfer credits* (69 percent).

The areas with the lowest ratings of agreement at the Valencia campus were receiving information on *grievance and complaint procedures* (58 percent), followed by *refund of fees* (62 percent), and *sexual harassment* (63 percent).

**Canyon Country Campus**

The areas that received the highest ratings of agreement at the Canyon Country campus were receiving information on *grievance and complaint procedures* (64 percent), followed by *refund of fees* (66 percent), and *sexual harassment* and *acceptance of transfer credits* (74 percent, each).

The areas with the lowest ratings of agreement at the Canyon County campus were receiving information on *grievance and complaint procedures* (58 percent), followed by *refund of fees* (62 percent), and *sexual harassment* (63 percent).

**Counseling Services**

Respondents were asked to rate their level of agreement with Counseling services. As indicated in Table 4, *receiving educational, personal, and program advisement in a courteous and supportive manner* received the highest level of agreement at both campuses (VC – 74 percent and CCC – 73 percent). The service receiving the lowest level of agreement on both campuses was *obtaining useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help prepare in educational goals* (VC – 63 percent and CCC – 68 percent). At the Valencia campus, 67 percent of respondents were in agreement that they *receive satisfactory services from the counseling office to assist in preparing for their academic goals*, while 69 percent indicated this at the Canyon Country campus.

<table>
<thead>
<tr>
<th>Table 4. Level of Agreement with Statements Regarding Counseling Services</th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, students receive educational, personal, and program advisement in a courteous and supportive manner.</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Students receive overall satisfactory services from the counseling office to assist in preparing for their academic goal.</td>
<td>67%</td>
<td>69%</td>
</tr>
<tr>
<td>Students obtain useful information on the counseling website pertaining to program requirements, transfer information, articulation agreements, and other resources to help them prepare for their educational goal.</td>
<td>63%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Admissions & Records Services

At the Valencia campus, 56 percent of respondents indicated that they have accessed the Admissions & Records website, while 59 percent indicated this at the Canyon Country campus.

Respondents were asked to indicate how they prefer to process services in Admissions & Records. Similar to the Spring 2012 Annual Student Survey (LeValley et al., 2012) and as indicated in Table 5, the majority of respondents from both campuses indicated that they prefer to process various services offered by A&R online; specifically, more than ninety percent of respondents indicated that they would prefer to process the following services online:

- Register for a class
- View/print class schedule
- View/receive registration date
- View grades
- View registration holds
- View waitlist status

Table 5. Preferences for Processing Admissions & Records Services

<table>
<thead>
<tr>
<th></th>
<th>VC Fall 2012</th>
<th></th>
<th>CCC Fall 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Person</td>
<td>Online</td>
<td>In Person</td>
<td>Online</td>
</tr>
<tr>
<td>Register for a class</td>
<td>7%</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Drop a class</td>
<td>10%</td>
<td>88%</td>
<td>12%</td>
<td>86%</td>
</tr>
<tr>
<td>Request an official transcript</td>
<td>35%</td>
<td>58%</td>
<td>38%</td>
<td>57%</td>
</tr>
<tr>
<td>Request an unofficial transcript</td>
<td>23%</td>
<td>71%</td>
<td>27%</td>
<td>67%</td>
</tr>
<tr>
<td>Receive an enrollment verification</td>
<td>18%</td>
<td>76%</td>
<td>19%</td>
<td>78%</td>
</tr>
<tr>
<td>Change your major</td>
<td>31%</td>
<td>63%</td>
<td>33%</td>
<td>62%</td>
</tr>
<tr>
<td>View/print your class schedule</td>
<td>5%</td>
<td>94%</td>
<td>6%</td>
<td>93%</td>
</tr>
<tr>
<td>View/receive registration date</td>
<td>6%</td>
<td>93%</td>
<td>6%</td>
<td>93%</td>
</tr>
<tr>
<td>View grades</td>
<td>5%</td>
<td>94%</td>
<td>6%</td>
<td>93%</td>
</tr>
<tr>
<td>View your registration holds</td>
<td>7%</td>
<td>91%</td>
<td>7%</td>
<td>91%</td>
</tr>
<tr>
<td>View classes needed to graduate (program evaluation)</td>
<td>26%</td>
<td>67%</td>
<td>27%</td>
<td>65%</td>
</tr>
<tr>
<td>View waitlist status</td>
<td>3%</td>
<td>95%</td>
<td>5%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Note: respondents indicating “Did not know it was available online” have been included in the calculation but have not been represented in this table.

College Policies and Procedures

Respondents were asked to indicate how they learned about various College policies and procedures (e.g. Withdrawal and Late Add procedures, Refund of Fees policy, and Student Grievance policy). As indicated in Table 6, the majority indicated College of the Canyons website at both campuses (VC – 60 percent and CCC – 61 percent). Respondents in the Spring 2012 Annual Student Survey also indicated that they primarily learn about
various College policies and procedures via the College of the Canyons website (LeValley et al., 2012); however, the percentage of respondents who indicated this in the Fall 2012 Annual Student Survey increased significantly (18 percent increase – VC and 12 percent increase – CCC).

| Table 6. Ways in Which Respondents Learn about COC Policies and Procedures |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|
|                            | VC Fall 2012 | VC Spring 2012 | CCC Fall 2012 | CCC Spring 2012 |
| College catalog            | 16%          | 21%              | 17%              | 19%              |
| Instructors/Counselors     | 46%          | 29%              | 39%              | 28%              |
| Flyers                     | 7%           | 2%               | 4%               | 4%               |
| Schedule of Classes        | 22%          | 13%              | 22%              | 13%              |
| Mailings from College of the Canyons | 11% | 5% | 10% | 5% |
| Specific College office    | 6%           | 2%               | 5%               | 2%               |
| Emails from College of the Canyons | 38% | 31% | 42% | 34% |
| College of the Canyons Website | 60% | 42% | 61% | 49% |
| Word of Mouth              | 33%          | 22%              | 26%              | 23%              |
| Other                      | 4%           | 3%               | 3%               | 3%               |

Valencia Campus

The majority of respondents from the Valencia campus indicated that the means in which they learn about College policies and procedures were College of the Canyons Website (60 percent), followed by instructors/counselors (46 percent), and emails from College of the Canyons (38 percent).

Canyon Country Campus

The majority of respondents from the Canyon Country campus indicated that the means in which they learn about College policies and procedures were College of the Canyons Website (61 percent), followed by emails from College of the Canyons (42 percent), and instructors/counselors (39 percent).

Twenty-two respondents indicating that they learned about College policies and procedures through “other” means specifically indicated: online, other comments, friends/classmates, research, don’t know, DSP&S, teachers, ASG, Admissions & Records, and telephone. See Appendix C for detailed comments. Some specific comments included:

Online (5 comments):

- “Website”
- “Facebook”
- “On-line orientatin [sic].”

Research (2 comments):

- “Research it myself”
“As soon as I came across it. I needed a refund, & I got it, I didn't know about the refunding policies until then.”

**Financial Aid**

**Financial Aid Services**

Respondents were asked to indicate how they prefer to process various financial aid services. As indicated in Table 7, the majority of respondents from both campuses indicated that they would prefer to process various services offered by financial aid online; specifically, more than seventy percent of respondents indicated that they would prefer to process the following services online: view financial aid status and view my standard of progress for financial aid.

**Table 7. Preferences for Processing Financial Aid Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>View financial aid status</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>View financial aid documents</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Apply for a Board of Governor (BOG) waiver</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Apply for a student loan</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>View my standard of progress for financial aid</td>
<td>23%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: respondents indicating “Did not know it was available online” have been included in the calculation but have not been represented in this table.

Respondents who have accessed financial aid information from the College’s website were asked to indicate if the information was provided in a clear manner. About a third of respondents from both campuses indicated that it was presented in a clear manner.

**Assessment Center**

**Assessment Center - Preparation**

Respondents were asked to indicate if they prepared or studied prior to taking the placement tests at COC. The majority of respondents from both campuses indicated that they did not (72 percent – VC and 71 percent – CCC).

**Figure 1. Reasons for Not Preparing for Placement Tests**
Those who indicated that they did not prepare or study prior to taking the placement tests were asked to indicate their reasons for not studying or preparing. As indicated in Figure 1, respondents from the Valencia campus indicated that they primarily didn’t prepare or study because they felt prepared based on prior coursework (34 percent), while respondents at the Canyon Country campus primarily indicated that they did not know preparation materials or assistance were available (41 percent).

**Valencia Campus**

The majority of respondents from the Valencia campus who indicated they did not prepare or study prior to taking the placement tests indicated the following reasons for not preparing:

- They felt prepared based on prior coursework (34 percent),
- They did not know preparation materials or assistance were available (31 percent),
- Did not know they needed to prepare (22 percent), and
- Other (13 percent).

Fifty respondents who indicated that they did not prepare or study for the placement tests for “other” reasons specifically indicated: did not take placement exam, wanted to place at a comfortable level, took at another college, uninformed, time, other, NA, transfer student, and attend University. See Appendix C for detailed comments. Some specific comments included:

**Wanted to place at a comfortable level** (6 comments)

- “Didn't want to place higher than my needs.”
- “Wanted the test score to be realistic to the knowledge I had without prep.”
- “I wanted it to be an accurate reflection of what I know.”

**Uninformed** (5 comments)

- “Did not know when I needed to take it.”
- “Didn't think about it affecting the classes I needed to take.”
- “Did not feel prepared did not know what was tested on”

**Time** (5 comments)

- "Last minute”
- “Didn't want to waste time.”
- “didn't have time.”

**Canyon Country Campus**

The majority of respondents from the Canyon Country campus who indicated that they did not prepare or study prior to taking the placement tests indicated the following reasons for not preparing:

- They did not know preparation materials or assistance were available (41 percent),
They felt prepared based on prior coursework (32 percent),
Did not know they needed to prepare (18 percent), and
Other (9 percent).

Thirty-five respondents indicated that they did not prepare or study for the placement tests for “other” reasons specifically indicated: did not take the placement exam, took the placement exam at a different college, did not feel like preparing or studying, other comments, wanted to place at a comfortable level, uninformed, forgot to prepare or study, time, and wanted results without studying. See Appendix C for detailed comments. Some specific comments included:

Did not feel like preparing or studying (3 comments)

- “it was 12 years ago and didn't care then.”
- “I'm lazy / didn't think it was needed.”
- “Didn't feel like it.”

Wanted to place at a comfortable level (2 comments)

- “I really wanted to know where I stood w/ skills.”
- “I did not want to set muself [sic] up for failure, I wanted to get a solid base where I want. [illegible].”

Assessment Center Website

Respondents were asked to indicate the various types of information they would like to see on the Assessment Center website. As indicated in Table 8 the majority of respondents from both campuses indicated hours and days the center is open (60 percent – VC and 62 percent – CCC). This is consistent with the Spring 2012 Annual Student Survey; however, compared to the Spring 2012 Annual Student Survey, the percentage of respondents indicating this has increased five percent at the Valencia campus and 12 percent at the Canyon Country campus. In addition, compared to the Spring 2012 Annual Student Survey, the percentage of respondents indicating they would like to access information about assessment on the website in the Fall 2012 Annual Student Survey has significantly increased (LeValley et al., 2012).
Table 8. Types of Information on Assessment Center Website

<table>
<thead>
<tr>
<th>Information</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours &amp; days the center is open</td>
<td>60%</td>
<td>55%</td>
<td>62%</td>
<td>44%</td>
</tr>
<tr>
<td>Contact information for the center</td>
<td>44%</td>
<td>20%</td>
<td>45%</td>
<td>22%</td>
</tr>
<tr>
<td>Sample questions you could work on</td>
<td>53%</td>
<td>20%</td>
<td>57%</td>
<td>23%</td>
</tr>
<tr>
<td>Help in preparing to take the placement test</td>
<td>56%</td>
<td>33%</td>
<td>60%</td>
<td>31%</td>
</tr>
<tr>
<td>Verifying that you had to take placement test</td>
<td>38%</td>
<td>24%</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>Information on fee-based tests such as CLEP, GRE, MCAT, or Microsoft Office Systems testing</td>
<td>22%</td>
<td>3%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>How the placement test and test scoring works</td>
<td>55%</td>
<td>23%</td>
<td>53%</td>
<td>27%</td>
</tr>
<tr>
<td>Reason why you were supposed to take the placement tests</td>
<td>25%</td>
<td>8%</td>
<td>25%</td>
<td>11%</td>
</tr>
<tr>
<td>Directions</td>
<td>30%</td>
<td>10%</td>
<td>28%</td>
<td>15%</td>
</tr>
<tr>
<td>None</td>
<td>11%</td>
<td>*</td>
<td>10%</td>
<td>*</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Not surveyed on the Spring 2012 Annual Student Survey

**Valencia Campus**

More than half of respondents from the Valencia campus indicated that they would like to see the **hours and days the center is open** on the Assessment Center website (60 percent), followed by **help in preparing to take the placement tests** (56 percent), and **how the placement test and test scoring works** (55 percent).

Eight respondents who indicated that they would like to see “other” information on the Assessment Center website specifically indicated **information on placement and preparation** as well as the **accuracy of the placement test**. See Appendix C for sample comments.

**Canyon Country Campus**

More than half of respondents from the Canyon Country campus indicated that they would like to see the **hours and days the center is open** on the Assessment Center website (62 percent), followed by **help in preparing to take the placement tests** (60 percent), and **sample questions to work on** (57 percent).

Eight respondents who indicated that they would like to see “other” information on the Assessment Center website specifically indicated **information on how the placement test affects students, retaking the placement test, and placement information**. One respondent was not aware that there was a website for the Assessment Center. See Appendix C for sample comments.

**Assessment Center Services**

Respondents were asked to indicate how likely they are to sign up for various free services in the Assessment Center. As indicated in Table 9, the majority of respondents from both campuses indicated they would be likely to sign up for **a program advisor who can help figure out what classes to take** (69 percent – VC and 75 percent – CCC), followed by **a program advisor who can discuss different major choices with you** (64 percent – VC and 73 percent – CCC), **an available computer to complete online orientation** and **an available computer to use to study**
online preparation materials (56 percent – VC and 62 percent – CCC, each). This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).

Canyon Country Campus

Eight respondents provided open-ended comments indicating that they would be interested in signing up for “other” free services in the Assessment Center, specifically help, practice tests, resources for learning disabilities, and retaking the placement test options.

Table 9. Use of Free Services in the Assessment Center

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Likely at All</td>
<td>Somewhat Likely</td>
</tr>
<tr>
<td>A staff person who can review your placement in detail and can tell you what your next English, math, or ESL class needs to be.</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>A program advisor who can help you figure out what classes to take.</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>A program advisor who can discuss different major choices with you.</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>An available computer you can use to study the online preparation materials.</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>An available computer where you could complete the online orientation.</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>An in-person tutorial on how to prepare for the placement tests.</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Assessment Test – Time Preferences

Valencia Campus

The majority of respondents from the Valencia campus indicated that it was the most convenient time for them to take the assessment on the following days and times:

- Monday-Thursday between noon and 5:00PM (35 percent),
- Monday-Thursday mornings before noon (25 percent),
- Friday morning before noon (15 percent),
- Saturday between 9:00AM and noon (13 percent), and
- Monday-Thursday between 5:00PM-7:00PM (11 percent).
**Canyon Country Campus**

The majority of respondents at the Canyon Country campus indicated that it was the most convenient time for them to take the assessment on the following days and times:

- Monday-Thursday mornings before noon (32 percent),
- Monday-Thursday between noon and 5:00PM (21 percent),
- Friday morning before noon (15 percent),
- Monday-Thursday between 5:00PM-7:00PM (13 percent),
- Saturday between 9:00AM and noon (12 percent), and
- Friday afternoon between noon and 3:00PM (7 percent).

**Other Support Services**

**Career Services**

More than half of respondents at both the Valencia and Canyon Country campuses indicated that they are aware that Career Services can assist them with exploring careers and with the job search process (63 percent – VC and 57 percent – CCC). This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).

In addition, the majority of respondents at both the Valencia and Canyon Country campuses indicated that there is sufficient advertisement of career-related events (Resume Rallies, Job Fairs, Workshops, etc.) on campus (62 percent – VC and 59 percent – CCC). Furthermore, the majority of respondents at both campuses indicated that they would like information about events such as Job Fairs, Recruitments, and Career-Related Workshops via email (68 percent – VC and 72 percent – CCC).

**Service-Learning Program**

The majority of respondents at both the Valencia and Canyon Country campuses indicated that they are not aware of the Service-Learning Program on campus (57 percent – VC and 60 percent – CCC); however, the majority of respondents at both campuses indicated that getting involved in their community through service-learning or volunteering is important to them (68 percent – VC and 65 percent – CCC).

**Cooperative Work Experience (CWEE)**

Over half of respondents at both the Valencia and Canyon Country campuses indicated that they are not aware that they can earn elective units for internships and work experience through CWEE (53 percent – VC and 57 percent – CCC). This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).
Disabled Student Program and Services (DSP&S)

A little over half of respondents at the Valencia campus indicated that they are aware of the Disabled Student Program and Services available on campus (53 percent), while over half of respondents at the Canyon Country campus indicated that they are not aware (57 percent).

Extended Opportunities, Programs and Services (EOPS)/CARE

Over half of respondents at both the Valencia and Canyon Country campuses indicated that they are not aware of the services provided by EOPS/CARE (58 percent – VC and 63 percent – CCC).

Reasons for Attending College of the Canyons

Respondents were asked to indicate their primary reasons for attending College of the Canyons. As indicated in Table 10, over half of respondents at both the Valencia and Canyon Country campuses indicated their primary reason for attending College of the Canyons was location (61 percent – VC and 58 percent- CCC), followed by cost (57 percent – VC and 51 percent), and transferability of courses to four-year colleges/universities (55 percent – VC and 49 percent – CCC).

As indicated in Table 10, the primary reason for attending College of the Canyons respondents indicated in the Spring 2012 Annual Student Survey was also location. Compared to the Spring 2012 Annual Student Survey, the percentage of respondents indicating that their primary reason for attending College of the Canyons was transferability of courses to four-year college/universities has decreased for both campuses. In addition, compared to the Spring 2012 Annual Student Survey, the Canyon Country campus saw a decrease in the percentage of respondents indicating cost, specific field of study offered, and location; however, there was an increase in respondents indicating high-quality instruction (LeValley et al., 2012).

Table 10. Reasons for Attending COC

<table>
<thead>
<tr>
<th>Reason</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>57%</td>
<td>57%</td>
<td>51%</td>
<td>57%</td>
</tr>
<tr>
<td>Special programs (e.g., EOPS/CARE, DSP&amp;S, Veterans, Reentry, etc.)</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Did not get into a four-year college/university</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Specific field of study offered (for example, Nursing, Fire Tech, Water Tech, Plumbing, etc.)</td>
<td>12%</td>
<td>18%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Location</td>
<td>61%</td>
<td>67%</td>
<td>58%</td>
<td>68%</td>
</tr>
<tr>
<td>Availability of needed classes</td>
<td>29%</td>
<td>28%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Availability of parking</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Transferability of courses to four-year colleges/universities</td>
<td>55%</td>
<td>62%</td>
<td>49%</td>
<td>61%</td>
</tr>
<tr>
<td>High-quality instruction</td>
<td>19%</td>
<td>20%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Beauty of campus facilities/grounds</td>
<td>13%</td>
<td>16%</td>
<td>10%</td>
<td>*</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Not surveyed on the Canyon Country campus in 2012
Valencia Campus

Fifty-one respondents at the Valencia Campus indicating their primary reasons for attending College of the Canyons was “other” specifically indicated: Academy of the Canyons student, classes/programs, athletics, quality of institution, didn’t know what they wanted to do, did not want to attend a different college, helpfulness of staff/faculty, family, advancement, bored, GPA, pre-requisites, safety, child care, other reasons, and convenience. See Appendix C for detailed comments. Some specific comments included:

Classes/programs (7 comments)

- “Continue in math not offered at high school.”
- “other bar certified paralegal program.”
- “French program. :)

Quality of institution (3 comments)

- “I’ve met some of the best students!”
- “Quality of learning.”
- “Continuous Learning”

Did not want to attend a different college (2 comments)

- “Don’t like Antelope Valley College.”
- “Did not want to got to AVC.”

Helpfulness of staff/faculty (2 comments)

- “Friendly service & assist”
- “helpfulness of counseling office”

Advancement (2 comments)

- “Lost my job, came back to school to get a career”
- “Educate myself.”

Canyon Country Campus

Twenty-eight respondents at the Canyon Country campus indicating their primary reasons for attending College of the Canyons was “other” specifically indicated: classes/programs, COC was a better choice, other comments, not ready for University, location, only choice, not crowded, save money, high school student, not ready to leave home, and athletics. See Appendix C for detailed comments. Some specific comments included:

Classes/programs (7 comments)

- “adult reentry & trying to find new career - classes for”
- “Business”
- “SIGN 102 TEACHER (Name)”
**COC was a better choice** (6 comments)

- “It’s better than AVC”
- “More better and more relaxed then CSUN,”
- “Peirce College was too far”

**Other comments** (5 comments)

- “B/c I am living life.”
- “Started here - want to finish here.”

**Not ready for University** (3 comments)

- “I started at 16. I didn't want to go to a university yet.”
- “Recieved a D on a class senior year and got my acceptance rejected.”
- “Begin college experience and ease into 4 yr. university.”

**Demographics**

**Gender**

Of the respondents at the Valencia campus (VC) who indicated their gender, 53 percent indicated their gender to be *female* and 47 percent indicated *male*. Of the respondents at the Canyon Country campus (CCC) who indicated their gender, 55 percent indicated their gender to be *female* and 45 percent *male*. This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012) and with the general student population in Fall 2012.

**Age**

As indicated in Table 11, the majority of respondents at the Valencia and Canyon Country campuses indicated that they are between the ages of *19 and 24 years*, followed by *18 years or younger*, between the ages of *25 and 30 years*, between the ages of *31 and 50 years*, and *51 years or older*.

As indicated in Table 11, the age of the student population and representation slightly differs from the age of student population in the Spring 2012 Annual Student Survey (LeValley et al., 2012).

**Table 11. Age Distribution of Respondents**

<table>
<thead>
<tr>
<th>Age</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
<th>Student Applications: Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 years or younger</td>
<td>30%</td>
<td>17%</td>
<td>25%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>19-24 years</td>
<td>54%</td>
<td>64%</td>
<td>55%</td>
<td>62%</td>
<td>53%</td>
</tr>
<tr>
<td>25-30 years</td>
<td>7%</td>
<td>9%</td>
<td>12%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>31-50 years</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>51 years or older</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>
**Race/Ethnicity**

**Valencia Campus:**

As indicated in Table 12, half of respondents at the Valencia campus indicated that they were White/Caucasian, followed by Hispanic/Latino, Asian/Pacific Islander, African American, Decline to State, Other, Filipino, and Native American/Alaskan Native.

Twenty respondents indicating that their race/ethnicity was “other” specifically indicated: *Middle Eastern, other comments, Armenian/Irish, Asian/White, Irish/German, White and Native American, Eskimo, Mexican, South Asian, Pakistani, Creole, Other Asian, NA, and Guatemalan*. See Appendix C for detailed comments.

**Canyon Country Campus:**

At the Canyon Country campus, nearly half of respondents indicated that they were White/Caucasian, followed by Hispanic/Latino, Asian/Pacific Islander, Decline to State, African American/Black, Other, and Native American/Alaskan Native.

Eighteen respondents indicating that their race/ethnicity was “other” specifically indicated: *Mexican, European American, Armenian, other comment, don’t know, Indian, Italian, Caucasian, Afghani, Middle Eastern, and Israeli.*

As indicated in Table 12, White/Caucasian students are overrepresented in the respondent sample while Latino students are slightly underrepresented compared to the student population in Fall 2012; however, the ethnicity of the student population who participated in the Fall 2012 Annual Student Survey is relatively consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).

**Table 12. Ethnic Distribution of Respondents – Valencia Campus, Canyon Country Campus, and Student Applications**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
<th>Student Applications: Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11%</td>
<td>13%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>27%</td>
<td>29%</td>
<td>34%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>50%</td>
<td>44%</td>
<td>45%</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Hours Worked Per Week**

As indicated in Table 13, the majority of respondents indicated that they work (63 percent – VC and 71 percent – CCC). About one-third of the respondents indicated that they do not work. While the majority of students work, the majority work part-time. Only eight percent of respondents at the Valencia campus and 15 percent of
respondents at the Canyon Country campus work 40 hours per week or more. This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).

Table 13. Number of Hours Worked Per Week by Respondents

<table>
<thead>
<tr>
<th>Hours Worked Per Week</th>
<th>VC Fall 2012</th>
<th>VC Spring 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>37%</td>
<td>40%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>1-9 Hours</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>10-19 Hours</td>
<td>15%</td>
<td>16%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>20-29 Hours</td>
<td>22%</td>
<td>19%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>30-39 Hours</td>
<td>10%</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>40+</td>
<td>8%</td>
<td>7%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Educational Goal(s)**

Respondents were asked to indicate which educational goal(s) they intended to pursue at College of the Canyons. As indicated in Table 14, the majority of respondents at both the Valencia and Canyon Country campuses indicated transfer to a four-year university (75 percent – VC and 68 percent – CCC), followed by obtain an associate degree (46 percent – VC and 55 percent – CCC), develop job skills, including obtaining a certificate (24 percent – VC and 27 percent – CCC), enroll for personal development (7 percent – VC and 5 percent CCC), and develop job skills without obtaining a certificate (5 percent- VC and CCC, each). This is consistent with the Spring 2012 Annual Student Survey (LeValley et al., 2012).

When applying to College of the Canyons, students are asked to indicate their educational goal. The most common responses in Fall 2012 were: obtain an associate degree and/or transfer (57 percent), undecided (20 percent), update job skills (10 percent), enroll in classes for personal/educational development (9 percent), and have “other” educational goals (4 percent). As indicated in Table 14, comparing the Annual Student survey to the educational goals on the application, the Annual Student survey does not provide undecided or other options and students were able to mark all educational goals that apply. When students are not presented with an undecided option, the majority indicated that they want to transfer to a 4-year university.

Table 14. Educational Goals – Valencia Campus, Canyon Country Campus, and Student Applications

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>VC Fall 2012</th>
<th>VC Fall 2012</th>
<th>CCC Fall 2012</th>
<th>CCC Fall 2012</th>
<th>Student Applications: Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop job skills, including obtaining a certificate</td>
<td>24%</td>
<td>17%</td>
<td>27%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Develop job skills without obtaining a certificate</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Obtain an associate degree</td>
<td>46%</td>
<td>42%</td>
<td>55%</td>
<td>52%</td>
<td>57%</td>
</tr>
<tr>
<td>Transfer to a four-year university</td>
<td>75%</td>
<td>74%</td>
<td>68%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Enroll for personal development</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Undecided</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Not surveyed in on the Annual Student Survey
Summary

Satisfaction with Services

Overall, the majority of respondents at both the Valencia and Canyon Country campuses are satisfied with the following services: TLC (Learning Center), College website, wireless access on campus, computers and software for student use, and computer and software training. Specifically, the majority of respondents at the Valencia campus were satisfied with the TLC (Learning Center), while the majority was satisfied with the College website at the Canyon Country campus. The area with the lowest satisfaction on both campuses was computer and software training.

Campus Life

Areas of campus life receiving the highest ratings at both campuses were aspects of the campus environment, specifically safety of campus during daylight hours, campus providing a positive learning environment, and helpfulness of College faculty/staff. Areas of campus life receiving the lowest ratings at both campuses were parking, student awareness and appreciation of diversity, and available roles at the College.

Admissions & Records and Counseling

Overall, respondents indicated that they agreed the College provides accurate and current information on policies related to Admissions & Records and Counseling, with information on academic regulation, including academic honesty and nondiscrimination having the highest ratings at both campuses.

Overall, respondents at both campuses indicated they agreed that counseling services provides advisement in a positive and satisfactory manner and information on the counseling website helps prepare them for their educational goal.

Admissions & Records Services:

Over half of respondents at both campuses have accessed the Admissions & Records website and more than ninety percent indicated that they prefer to process a variety of services online. Specifically, respondents at both campuses indicated that they prefer to process the following services online:

- Register for a class,
- View/print class schedule,
- View/receive registration date,
- View grades,
- View registration holds, and
- View waitlist status.
College Policies and Procedures:

Overall, the majority of respondents indicated that they learn about the College’s policies and procedures (e.g. Withdrawal and Late Add procedures, Refund of Fees policy, and Student Grievance policy) via internet (email and website).

**Financial Aid Services**

The majority of respondents at both campuses indicated that they prefer to process a variety of financial aid services online. About a third of respondents who have processed financial information online indicated that the information was provided in a clear manner.

**Assessment Center**

Assessment Center - Preparation:

The majority of respondents at both campuses indicated that they did not prepare or study prior to taking the placement test and indicated a variety of reason for this. Respondents at the Valencia campus indicated that they primarily did not study because they felt prepared based on prior coursework while respondents at the Canyon Country campus primarily indicated that they did not know preparation materials or assistance were available.

Other reasons respondents at both campuses primarily indicated they did not prepare or study prior to taking the placement test included they did not take the placement exam, they took the placement test at a different college, and wanted to place at a comfortable level.

Assessment Center - Website:

Respondents at both campuses indicated various types of information they would like to see on the Assessment Center website. Specifically, the majority of respondents indicated they would like to see Assessment Center information, such as contact information and hours/times it is open, information on preparation for the placement test, and how the placement test and scoring works.

Assessment Center – Services:

Respondents at both campuses indicated that they would be likely to sign-up for a variety of free services in the Assessment Center. Specifically, the majority of respondents at both campuses indicated that they would be likely to sign-up for advisement on figuring out what classes to take and discussing different major choices.

Assessment Test – Time Preference:

Respondents at both campuses indicated time preferences for assessing. Overall, the majority of respondents at both campuses prefer to be assessed during the morning hours Monday through Friday.
Other Support Services

The majority of respondents at both campuses indicated that they are aware of assistance provided by Career Services; however, they are not aware of the Service-Learning Program, the ability to earn elective units through CWEE, and services provided by EOPS/CARE. In addition, over half of respondents at the Valencia campus indicated that they are aware of DSP&S, while over half indicated that they are not aware at the Canyon Country campus.

Reasons for Attending College of the Canyons

Overall, the majority of respondent at both campuses attend College of the Canyons primarily for reasons of convenience: location, cost, and the transferability of course to four-year colleges/universities. Other reasons respondents at both campuses indicated they attend College of the Canyons are for the classes and programs.

Demographic Data

Gender:

A little over half of respondents at both campuses indicated their gender to be female.

Age:

The majority of respondents at the Valencia and Canyon Country campuses indicated that they are between the ages of 19 and 24 years, followed by 18 years or younger, between the ages of 25 and 30 years, between the ages of 31 and 50 years, and 51 years or older.

Race/Ethnicity:

The majority of respondents at both campuses indicated their race/ethnicity to be White/Caucasian and Hispanic/Latino.

Hours Worked Per Week:

The majority of respondents indicated that they work, while about one-third of them indicated that they do not work. While the majority of students work, the majority work part-time. Only eight percent of respondents at the Valencia campus and 15 percent of respondents at the Canyon Country campus work 40 hours per week or more.

Educational Goals:

The majority of respondents at both campuses indicated that the educational goal(s) they intend to pursue at College of the Canyons was to transfer to a four-year university, followed by obtaining an associate degree, and developing job skills, including obtaining a certificate.
Recommendations

Upon review of the results the following recommendations should be taken into consideration:

- Build on areas receiving high satisfaction such as the College website, TLC, and computers and software for student use.
- Explore ways to increase student satisfaction with wireless access on both campuses.
- Explore ways to increase student awareness of Admissions & Records and Counseling policies.
- Explore ways to increase student satisfaction with computer and software for student use at the Valencia campus and explore reasons satisfaction for this has increased at the Canyon Country campus.
- Explore ways to increase student satisfaction with parking at both campuses.
- Explore ways to promote diversity.
- Consider ways to increase awareness with the CWEE program and students’ ability to earn elective credits through the program.
- Consider ways to increase awareness with the Service-Learning Program.
- Consider ways to increase awareness of services provided by EOPS/CARE.
- Consider ways to increase awareness of DSP&S at the Canyon Country campus.
- Explore the ability for students to process various services online, specifically view grades, registration dates, class schedule, registration holds, register for classes, and view waitlist status.
- Explore ways to expand the services of the Assessment Center; specifically how program advisement can be included in the available services offered and providing access to computers for online test preparation and online orientation.

References
