

EGC Quality Enhancement Survey 2005

The purpose of this survey is to explore ways in which East Georgia College may better serve students and potential students in our service area. This is an anonymous survey. Do not put your name on it. Findings of the survey will be reported only in aggregate form and no individual will ever be identified.

The main topics of this survey are student housing, athletics, the campus environment and scheduling. Some demographic questions are also included.

Please use a No. 2 pencil to mark your answers on the red and white Scantron answer sheet provided for questions 1 to 27. The answers to the essay style questions (questions 28 to 32) should be written directly on this questionnaire.

Demographic Information

1. Have you completed this survey before?

(You may see the survey in more than one of your classes this week but you only need to complete it once.)

- ① Yes **If yes, STOP.** Do not complete the survey. Return the blank survey form to the survey administrator.
 ② No If no, please continue to question 2.

2. What is your sex?

- ① Female ② Male

3. What is your age?

- ① 20 or younger
 ② 21 to 25
 ③ 26 to 30
 ④ 31 to 40
 ⑤ 41 or older

4. What is your race?

- ① Asian
 ② Black
 ③ Hispanic
 ④ White ⑤ Other race

5. What is your living arrangement?

- ① I live alone
 ② I live with one or more roommates
 ③ I live with a spouse and/or children
 ④ I live with my parents or other family of origin
 ⑤ Other living arrangement

6. What is your educational goal?

- ① Graduate from EGC
 ② Graduate from EGC and then attend another college
 ③ Take classes at EGC and then transfer to another college but without graduating from EGC
 ④ Take classes at EGC with no specific future plans
 ⑤ None of the above

Campus Housing

For the purpose of this questionnaire, campus housing is defined as furnished apartment-style housing with free Internet access located on campus in a secure gated environment. Campus housing would be competitively priced at the same or lower cost than similar housing in the area.

7. If campus housing (as defined above) were available at EGC in Swainsboro, how likely is it that you would elect to live in campus housing?

- | | | | | |
|-------------|-----------------|---------|-------------------|---------------|
| Very Likely | Somewhat Likely | Neutral | Somewhat Unlikely | Very Unlikely |
| ⑤ | ④ | ③ | ② | ① |

Intercollegiate Athletics

Intercollegiate athletics involve team competition between colleges. At EGC intercollegiate athletics might include sports teams for men and/or women such as basketball, baseball/softball, golf, tennis, and track/cross country. Support of sports teams would require the addition of an athletic fee (perhaps up to \$50 per semester) which would include free attendance for students to sporting events.

Please indicate your opinion about the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. I would like for EGC to have intercollegiate athletics.	⑤	④	③	②	①
9. Given the choice, I would rather attend a college that has Intercollegiate athletics than one that does not.	⑤	④	③	②	①
10. Given the choice, I think most of my friends would rather attend a college that has intercollegiate athletics.	⑤	④	③	②	①
11. The advantages of having intercollegiate athletics make it worthwhile even if it means that the cost of attending college would be increased (by up to \$50 per semester).	⑤	④	③	②	①
12. If EGC had intercollegiate athletics, I would like to play.	⑤	④	③	②	①
13. If EGC had intercollegiate athletics, I would attend most of	⑤	④	③	②	①

the games for one or more sports.

Schedule

East Georgia College makes every attempt to schedule classes at times when students need them to be offered.

How likely are you to take classes that ...	Very Likely	Somewhat Likely	Neutral	Somewhat Unlikely	Very Unlikely
14. begin at 6 AM?	⑤	④	③	②	①
15. begin at 7 AM?	⑤	④	③	②	①
16. are taught between 8 AM and Noon?	⑤	④	③	②	①
17. are taught during the traditional lunch hour (12 to 1 PM)?	⑤	④	③	②	①
18. are taught in the early afternoon (between 1 & 4 PM)?	⑤	④	③	②	①
19. begin at 5 PM?	⑤	④	③	②	①
20. begin at 6 PM?	⑤	④	③	②	①
21. begin at 7 PM?	⑤	④	③	②	①
22. begin at 8 PM?	⑤	④	③	②	①
23. begin at 9 PM and end by 10:30 PM?	⑤	④	③	②	①
24. are taught completely online?	⑤	④	③	②	①
25. are taught half time online and half time in a room?	⑤	④	③	②	①
26. meet only on Saturdays (for 2 ½ hours)?	⑤	④	③	②	①
27. meet on Saturday and Sunday afternoon?	⑤	④	③	②	①

Campus Environment

East Georgia College prides itself on being attentive to the needs of students and maintaining an atmosphere on campus which is helpful and supportive of students.

28. On the line provided, write the **name of the person** (such as people who work in financial aid, the business office, the registrar’s office, recruitment, admissions, counseling, grounds workers, custodians, secretaries, and faculty) at EGC who has most provided you with support, assistance with your needs, and helped you adjust to college. _____ **Name of Faculty or Staff Member**

General Improvement Please use complete sentences and write your answer to these essays directly on this paper.

29. What can EGC do to attract more students to enroll?

.....

.....

.....

.....

30. How can we make EGC more KNOWN in your high school & community?

.....

.....

.....

31. Why would you **recommend OR not recommend** EGC to others? (Check one and complete.)

I would recommend EGC because ... I would NOT recommend EGC because ...

.....

.....

32. If EGC had intercollegiate athletics, what should the mascot be? _____ Mascot



East Georgia College
Quality Enhancement Survey
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Introduction

This report summarizes the findings of the 2005 East Georgia College Quality Enhancement Survey. The purpose of the study was to explore student views on housing, intercollegiate athletics, scheduling, and quality of service at the Swainsboro campus.

Methodology

A survey was used to identify issues related to quality of service and to collect quantitative data about student opinion on the topics of campus housing, intercollegiate athletics, and scheduling, campus environment, and general improvement.

Questionnaire Items

The questionnaire was developed after consultation with the president and president's staff to determine a narrow focus for a brief survey. The questionnaire was limited to no more than one page front and back and contained both quantitative and open ended questions. The questionnaire consisted of a total of 32 questions that addressed campus housing (1 question), intercollegiate athletics (7 questions), schedule issues (14 questions), campus environment and general improvement (4 questions), and respondent demographic information (6 questions). Question one, "Have you completed this survey before?" was included to help researchers avoid duplication. Questions 28 - 32 were open-ended to allow respondents to identify services and issues that were not already addressed in the survey.

Sampling

A saturated sample of 655 Students on the Swainsboro campus resulted in a response rate of greater than sixty percent (400/655 or 61%). A saturated sample was attempted instead of a random sample so that any student who wished to voice an opinion would have the opportunity to do so and to increase the potential of uncovering a uniquely insightful response for the open-ended questions.

Findings

Demographics

There were 400 respondents. In general, the sample reflected the total college enrollment in terms of sex and race. Sixty-eight percent were female. Sixty-eight percent were white and 27.3 percent were African-American. More than two-thirds of the respondents were under 26 years old (48.8 percent were under 21). About one-fifth were older than thirty.

Chart 1. Sex of Respondent

Table 1. Sex of Respondent		
	Frequency	Percent
Male	125	31.3
Female	272	68.0
Unknown	3	.8
Total	400	100

In general, the sample reflected the total college enrollment in terms of sex and race.

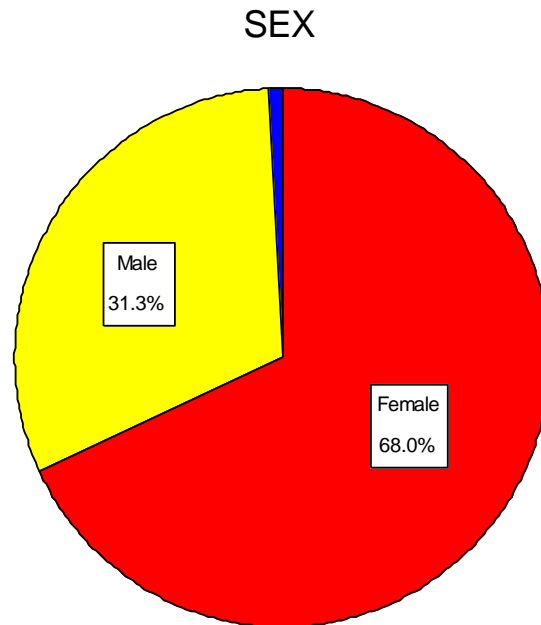
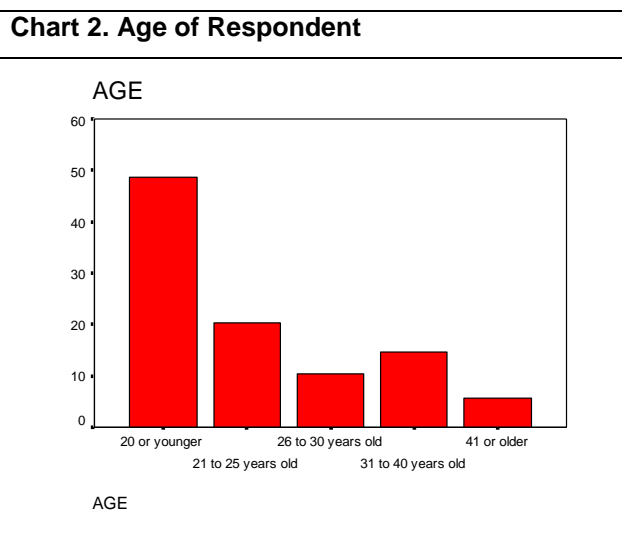
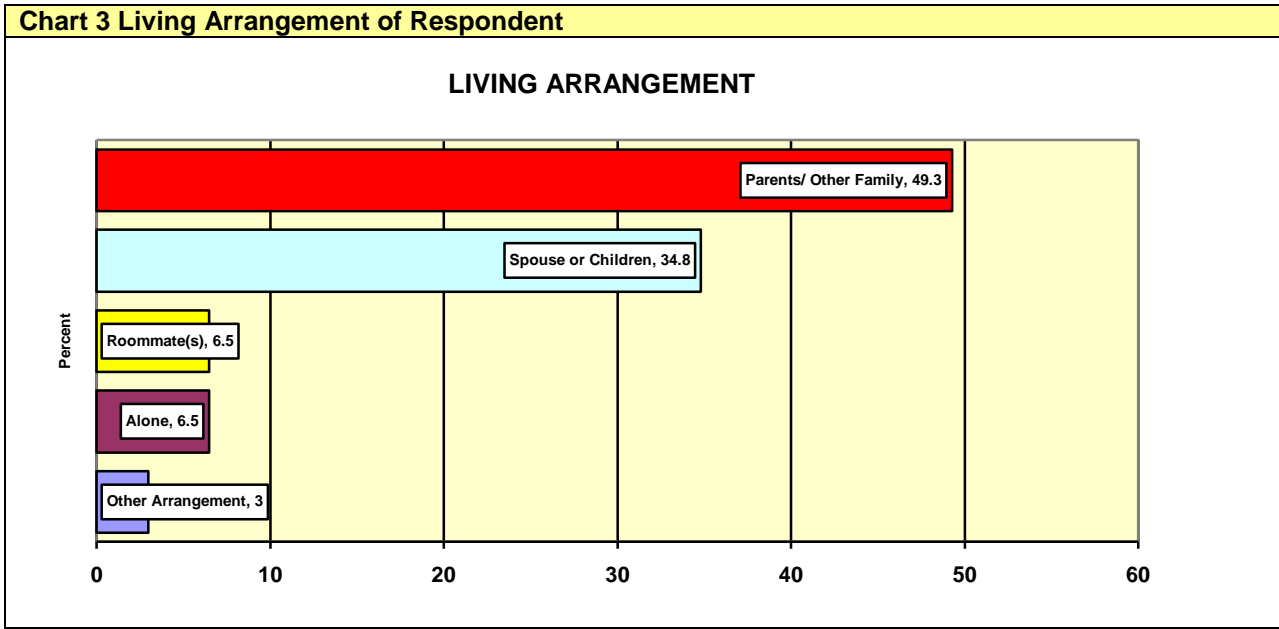


Table 2. Age of Respondent			
Age	Frequency	Percent	Cumulative Percent
20 or younger	195	48.8	48.8
21 to 25 years old	81	20.3	69.0
26 to 30 years	42	10.5	79.5
31 to 40 years	59	14.8	94.3
41 or older	23	5.8	100.0
Total	400	100.0	



Data was also collected to describe the respondent's living arrangement and educational goal. The operational definition for living arrangement included living alone (26 / 6.5%), living with one or more roommates (26 / 6.5%), living with parents/other family (197 / 49.3%), living with spouse or children (139 /

34.9%), or other living arrangement (12 / 3%). Educational goals included graduating from EGC (29 / 7.3%), graduate and then transfer (230 / 57.5%), transfer without graduating (134 / 33.5%), take classes and then no plan (2 / .5%), or other goal (5 / 1.3%). Cross tabulation of the demographic data with other variables in the study were useful to identify relationships between respondent disposition and demographic characteristics.



	Frequency	Percent
Alone	26	6.5
Roommate(s)	26	6.5
Spouse or Children	139	34.8
Parents/ Other Family	197	49.3
Other Arrangement	12	3.0
Total	400	100.0

	Frequency	Percent	Cumulative Percent
Graduate from EGC	29	7.3	7.3
Graduate then transfer	230	57.5	64.8
Transfer not graduate	134	33.5	98.3
Take classes then no plan	2	.5	98.8
None of these	5	1.3	100.0
Total	400	100.0	

Campus Housing

Campus housing was defined on the questionnaire as “furnished apartment-style housing with free Internet access located on campus in a secure gated environment.” The questionnaire also specified that “campus housing would be competitively priced at the same or lower cost than similar housing in the area.” Respondents were asked, “If campus housing (as described above) were available at EGC in Swainsboro, how likely is it that you would elect to live in campus housing?” About half of the respondents indicated that they

would be somewhat or very unlikely to live in campus housing. Of those who were potentially interested, about 80 percent indicated that they would be somewhat or very likely to live in campus housing. Eighty-two individuals or about one-fifth (20.6%) of all respondents indicated that they would be very likely to live in campus housing.

Chart 4. Would You Elect to Live in Campus Housing?

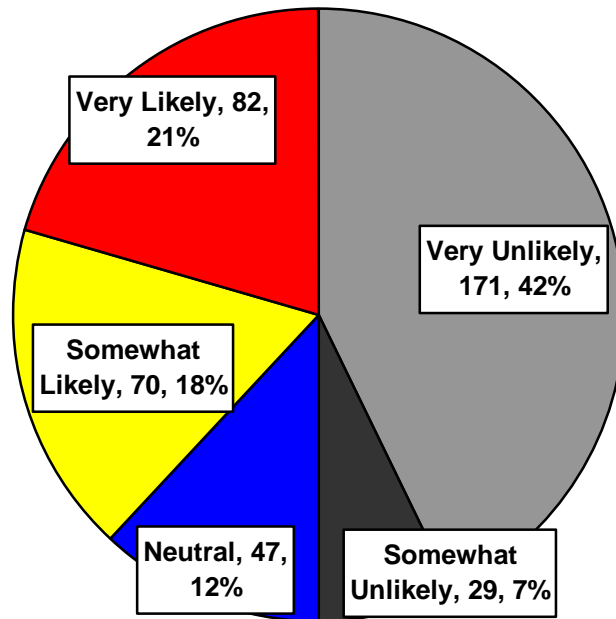


Table 5. How likely is it that you would elect to live in campus housing?

	Frequency	Percent	Cumulative Percent
Very Likely	82	20.5	20.6
Somewhat Likely	70	17.5	38.1
Neutral	47	11.8	49.9
Somewhat Unlikely	29	7.3	57.1
Very Unlikely	171	42.8	100.0
Total	399	100	

An analysis of the responses to the campus housing question within the context of living arrangement shows that about half (48.9%) of respondents who currently live with their parents and more than one third (34.6%) of respondents who live alone or with a roommate would be likely to live in campus housing.

Table 6. Campus Housing and Living Arrangement

			Living Arrangement					Total
			Alone	Roommate(s)	Spouse or Children	Parents/ Other Family	Other Arrangement	
How likely is it that you would elect to live in campus housing?	Very Likely	Count	2	7	20	52	1	82
		% within LIVING ARRANGEMENT	7.7%	26.9%	14.4%	26.5%	8.3%	20.6%
	Somewhat Likely	Count	4	5	14	44	3	70
		% within LIVING ARRANGEMENT	15.4%	19.2%	10.1%	22.4%	25.0%	17.5%
	Neutral	Count	4	1	13	28	1	47
		% within LIVING ARRANGEMENT	15.4%	3.8%	9.4%	14.3%	8.3%	11.8%
	Somewhat Unlikely	Count	3	4	4	17	1	29
		% within LIVING ARRANGEMENT	11.5%	15.4%	2.9%	8.7%	8.3%	7.3%
	Very Unlikely	Count	13	9	88	55	6	171
		% within LIVING ARRANGEMENT	50.0%	34.6%	63.3%	28.1%	50.0%	42.9%
Total	Count	26	26	139	196	12	399	
	% within LIVING ARRANGEMENT	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Analysis of the responses to the campus housing question with regard to other demographic categories suggest that a higher percentage of males than females, blacks than whites, and younger students than older students would be likely to live in campus housing.

Table 7. Demographic Categories Who Would Be Likely To Live On Campus.

<u>Demographic Characteristic</u>	<u>Summary Statistics</u>
Sex	44.3% of Males 35.3% of Females
Age	47.9% of Ages less than 21 43.2% of Ages 21 to 25 28.6% of Ages 26 to 30
Race	48.6% of Blacks 33.5% of Whites
Educational Goal	40% of those who plan to graduate 37.3% of those who plan to transfer before graduation

Intercollegiate Athletics

The following definition and information about intercollegiate athletics was included on the questionnaire as a preamble to a series of questions about student opinions regarding Intercollegiate athletics at East Georgia College.

Intercollegiate athletics involve team competition between colleges. At EGC intercollegiate athletics might include sports teams for men and/or women such as basketball, baseball/softball, golf, tennis, and track/cross country. Support of sports teams would require the addition of an athletic fee (perhaps up to \$50 per semester) which would include free attendance for students to sporting events.

Questions 8 to 13 presented a series of opinion statements about intercollegiate athletics for which respondents indicated their level agreement on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Percentages and mean scores for each statement are presented in the Table 8.

Table 8 Respondent Opinion about Intercollegiate Athletics

Please indicate your opinion about the following statements.	Average	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would like for EGC to have intercollegiate athletics.	4.08	41.5	29.3	26.3	1.3	1.8
Given the choice, I would rather attend a college that has Intercollegiate athletics than one that does not.	3.60	27.3	21.5	40.5	5.5	5.3
Given the choice, I think most of my friends would rather attend a college that has intercollegiate athletics.	3.79	31.0	27.0	34.5	4.5	3.0
The advantages of having intercollegiate athletics make it worthwhile even if it means that the cost of attending college would be increased (by up to \$50 per semester).	3.55	26.8	24.8	31.3	10.3	6.8
If EGC had intercollegiate athletics, I would like to play.	3.19	23.0	19.5	25.8	16.0	15.5
If EGC had intercollegiate athletics, I would attend most of the games for one or more sports.	3.58	24.0	34.0	25.5	8.5	8.0

Students were also asked to respond to the open-ended question, “If East Georgia College had intercollegiate athletics, what should the mascot be?” There were 204 respondents who collectively offered 66 different answers.

There were 57 cat related responses including tiger (30), panther (10), wildcat/bobcat (9), lion (4), jaguar (3), and white tiger (1); 26 pine tree related responses pinecone (13), pine tree (9), pine cricket (3), and tree climber (1); 26 bird type responses including eagle (14), hoopee bird (4), brown thrasher (2), penguin (2), owl (1), and “some kind of bird” (1); and 23 dog type responses including bulldog (14), Dog (3), wolf (2), coyote (1), pug (1), pointer dog (1), and wolverine (1). Table 9 presents the frequency for each of the ten most common responses.

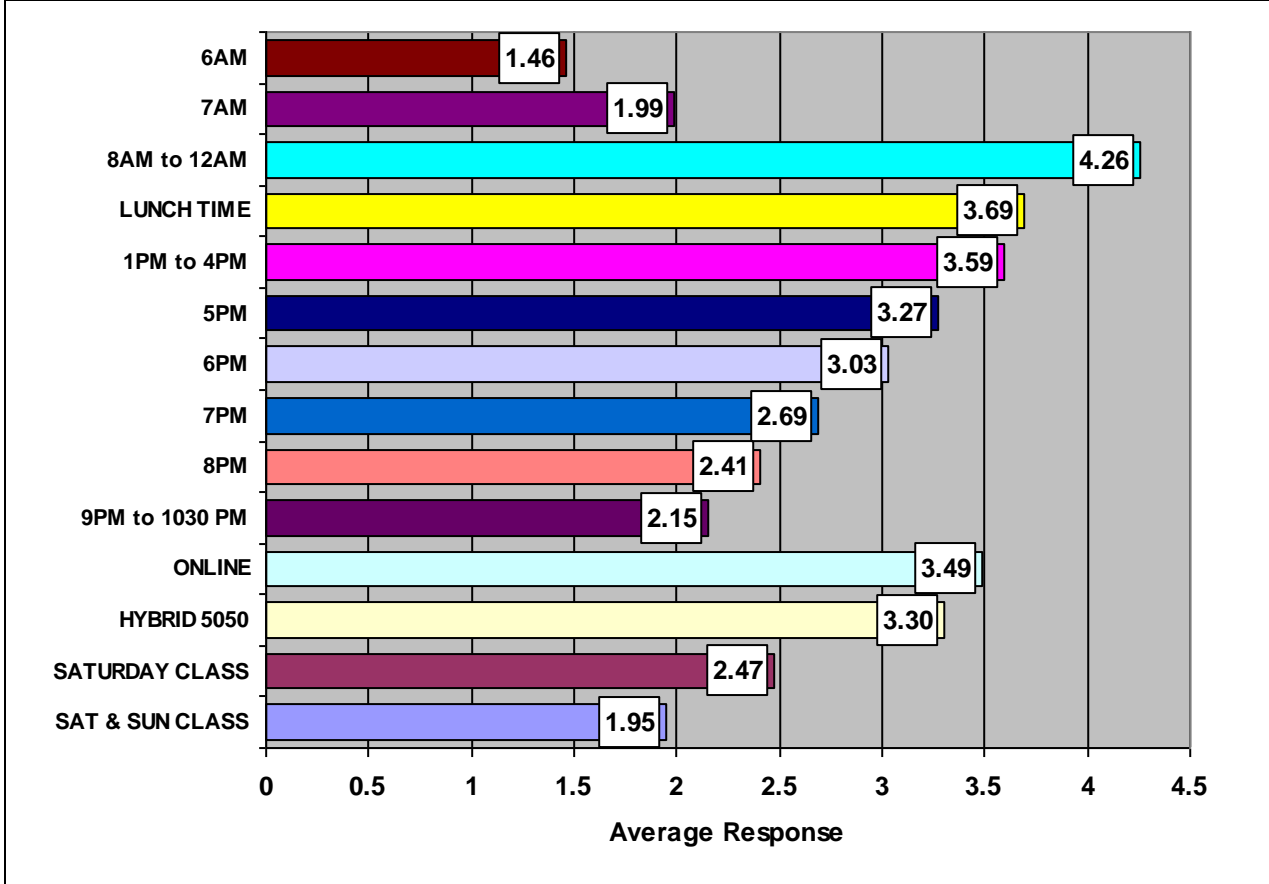
Table 9. Top Ten Mascot Suggestions		
Mascot	Number	Percent
Tiger	30	15%
Bulldog	14	7%
Eagle	14	7%
Pinecone	13	6%
Panthers	10	5%
Wildcat or Bobcat	9	4%
Pine tree	8	4%
Bear	7	3%
Bandit	5	2%
Hoopee Bird, Lion, and Mustang	4 each	2% each

Schedule

As part of a continuing effort to schedule classes at times when students need them to be offered, East Georgia College collected data about the respondent's scheduling preferences. Questions 14 to 27 presented a series of opinion statements about various scheduling options for which respondents indicated their likelihood of participation on a five-point Likert scale ranging from 1 (very unlikely) to 5 (very likely). The percent of respondents who selected each value for each time option is presented in the Table 10. The mean score for each option is presented in Chart 5.

Table 10. Response to Scheduling Options (Percent)					
How likely are you to take classes that ...	Very Likely	Somewhat Likely	Neutral	Somewhat Unlikely	Very Unlikely
begin at 6 AM?	4.5	2.5	4.5	11.3	77.2
begin at 7 AM?	6.8	12.3	9.5	16.0	55.4
are taught between 8 AM and Noon?	63.8	17.0	8.3	3.8	7.3
are taught during the traditional lunch hour (12 to 1 PM)?	35.5	29.5	15.0	8.8	11.3
are taught in the early afternoon (between 1 & 4 PM)?	33.3	26.8	16.3	13.3	10.5
begin at 5 PM?	25.4	25.9	16.3	15.6	16.8
begin at 6 PM?	22.9	20.1	16.8	17.3	22.9
begin at 7 PM?	17.5	16.5	15.8	18.3	32.0
begin at 8 PM?	13.5	12.3	14.5	20.8	38.8
begin at 9 PM and end by 10:30 PM?	10.8	10.5	11.5	18.0	49.3
are taught completely online?	28.6	27.3	22.1	8.5	13.5
are taught half time online and half time in a room?	22.8	28.8	21.3	10.5	16.8
meet only on Saturdays (for 2 ½ hours)?	16.3	15.3	13.0	10.2	45.2
meet on Saturday and Sunday afternoon?	9.9	8.9	9.2	10.2	61.8

Chart 5. Schedule Options Mean responses (Range = 1 Very Unlikely to 5 Very Likely)



Quality of Service and General Improvement

Four open-ended questions were asked regarding the quality of service on campus and general improvement. Students were asked to identify the person at East Georgia College who has most provided them with support, assistance with needs, and help adjusting to college. They were prompted to consider every type of campus worker including people who work in financial aid, the business office, the registrar’s office, recruitment, admissions, counseling, grounds workers, custodians, secretaries, and faculty.

There were 282 responses to this question. Types of personnel identified included full-time faculty (158 times / 56.8%), part-time faculty (11 times / 4%), and staff (109 times / 39.2%). Sixty-five different people were identified as helpful by respondents. The employee identified most often worked in the financial aid department. The second most often identified person was an English professor followed by a worker in the admissions office.

Three other open-ended questions focused on recruitment concerns. They were “What can East Georgia College do to attract more students to enroll?”; “How can we make East Georgia College more known in your high school & community?” and “Why would you recommend or not recommend East Georgia College to others?”.

Conclusion

This report summarized the findings of the 2005 East Georgia College Quality Enhancement Survey. The purpose of the study was to explore student views on housing, intercollegiate athletics, scheduling, and quality of service at the Swainsboro campus.