

EGC Quality Enhancement Survey 2006

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, computer services, the campus environment and academics. Some demographic questions are also included.

Please use a No. 2 pencil to mark your answers on the Scantron answer cards provided for questions 1 to 43. The answers to the short answer questions (questions 44 to 49) should be written in the space provided on page 3.

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.)

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

Demographic Information

2. Gender

- A. Female B. Male

3. Age

- A. 20 or younger
 B. 21 to 25
 C. 26 to 30
 D. 31 to 40
 E. 41 or older

4. Race

- A. Asian D. White
 B. Black E. Other race
 C. Hispanic

5. Living arrangement

- A. I live alone
 B. I live with one or more roommates
 C. I live with a spouse and/or children
 D. I live with my parents or other family of origin
 E. Other living arrangement

6. Educational goal

- A. Graduate from EGC
 B. Graduate from EGC and then attend a 4 year college
 C. Take classes at EGC and then transfer to another college but without graduating from EGC
 D. Take classes at EGC with no specific future plans
 E. 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. Each student would have private bedroom with bathroom. Kitchen, laundry room, and living room would be shared with three other students. 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) was now available at EGC in Swainsboro, chances are _____ that I would elect to live in campus housing.

Very Likely A	Somewhat Likely B	Neutral C	Somewhat Unlikely D	Very Unlikely E
------------------	----------------------	--------------	------------------------	--------------------

Campus Life and Recreation

8. I participated in intramural activities in the gymnasium this year.

- A. Not once C. Once a month E. At least weekly
 B. Less than once a month D. Two or more times each month

9. If horse stables and riding trails were provided on campus, I would use them.

Very Likely A	Somewhat Likely B	Neutral C	Somewhat Unlikely D	Very Unlikely E
------------------	----------------------	--------------	------------------------	--------------------

Intercollegiate Athletics

10. I attended one or more wrestling matches on campus this year. A. Yes B. No

Answer items 11 through 18 based on the following scale:

Very Likely A	Somewhat Likely B	Neutral C	Somewhat Unlikely D	Very Unlikely E
------------------	----------------------	--------------	------------------------	--------------------

I would *participate* if EGC competed in the following sports:

- 11.** Soccer
12. Tennis
13. Basketball
14. Baseball

I would *support* EGC if it competed in the following sports:

- 15.** Soccer
16. Tennis
17. Basketball
18. Baseball

EGC Quality Enhancement Survey 2006

Campus Environment

44. On the line provided, write the **name of the staff person or faculty member** 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

Computer Services (Please use complete sentences and write your answer to these questions directly on this paper.)

45. If you indicated above in Question 24 that you have had problems accessing the EGC Website from home, please describe those problems.

Academics

46. If you have taken an online course at EGC, what can the college do to improve your online learning experience?

General Improvement

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

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

49. 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 ...



Quality Enhancement Survey
Spring 2006

Prepared by
David Gribbin
Director of Institutional Research

April 25, 2006

Introduction

This report summarizes the findings of the 2006 Quality Enhancement Survey (QES 2). The 2006 survey is a follow-up to a similar survey taken in 2005 (QES 1). On both surveys, the same demographic information is sought and student views on housing, intercollegiate athletics, scheduling, and quality of service at the Swainsboro campus are explored. In addition to the topics addressed on QES 1, the second survey also examines student attitudes about academics, computer services, and public relations.

Where the topics overlap between the two surveys, results will be compared. However, emphasis is placed on different topics in the two surveys. For example, the 2005 survey contained 5 general interest items about intercollegiate athletics, while the 2006 survey contains 10 more specific items on that topic. In contrast, the earlier survey contained 14 specific items about class scheduling, while the follow-up survey contains 2 items about scheduling.

Methodology

As with the first survey, the statements contained in QES 2 were developed in consultation with the President's staff. Overall, The QES 2 is longer than QES 1. Both surveys were administered in class using Scantron cards. While the first survey contained 32 items, the second survey contains 49 items. The second survey is longer than the first because the second survey contains 10 items related to intercollegiate athletics and 12 items concerned with academics. The second survey is appended to this report.

Twenty –three on-campus classes were selected to complete QES 2. The goal of the selection process was to reach as many students taking on-campus classes as possible while trying to minimize interruption of classes. Therefore, those classes that had already been sampled for the CCSSE instrument were excluded from taking QES 2. A smaller random sample was not used for QES 2 because the survey contained the "Ritz-Carlton" question and a goal of the survey was to extend the opportunity to vote to as many students as possible.

The CCSSE and QES 2 surveys were given to different classes and administered in different weeks. Even so, some students may not have distinguished between the two instruments and failed to complete QES 2 because they assumed it was the same survey as the CCSSE instrument they had completed a week or two earlier in another class. Even so, 237 completed QES 2 and 191 of these voted for their favorite staff or faculty member.

Findings

For ease of review, the results of the survey will be presented in the same sequence as the survey items. After the first question asked whether the respondent had already completed the survey, the next 5 queries on QES 2 gathered demographic information, as did QES 1. Responses to these items yielded the following profile:

- 68.4 percent of the respondents were female;

EGC Quality Enhancement Survey 2006

- 51.5 percent of the respondents were 20 years old or younger and another 26.6 percent ranged in age from 21 to 25;
- 71.7 percent of respondents were white and another 22.8 percent identified themselves as black;
- 61.2 percent indicated that they lived with parents or other family of origin and another 27.4 percent indicated they lived with a spouse and/or children;
- 60.3 percent planned to graduate from EGC and then attend a four-year college and another 26.6 percent plan to transfer to another college without graduating from EGC.

No. 7 was related to campus housing and was similar to the corresponding item on the previous survey. Asked if affordable campus housing were available, 23.7 percent responded they would **very likely** live on campus and another 14 percent responded that they would be **somewhat likely** live on campus. These percentages are similar to the previous survey, when 21 percent indicated they would **very likely** live on campus and 18 percent indicated that they would be **somewhat likely** live on campus. In both surveys, about 42 percent noted that it would be **very unlikely** to live in campus housing. The results for campus housing for both surveys are mixed. Perhaps different results would be obtained if this question were included in a survey of our students in Statesboro.

Two items new to the QES addressed campus life and recreation. **No. 8** measured the extent to which students participated in intramural activities in the gymnasium. 39.8 percent indicated that they participated during the year, with 24.1 percent participating once a month or more often.

No. 9 gauged interest in having equine facilities on campus. 16.9 percent indicated that they would be **very likely** and 26.7 percent indicated that they would be **somewhat likely** to use horse stables and riding trails if these were made available on campus.

Nos. 10 through 19 addresses interest in intercollegiate athletics. **No. 10** measured interest in the college's wrestling program. About 25 percent indicated that they attended one or more wrestling matches this year.

Nos. 11 through 14 gauged interest in participating in four team sports and Nos. 15 through 18 measured willingness to support the same sports if intercollegiate competition were introduced on campus. Less than 10 percent of respondents indicated that they would **very likely** participate in soccer, tennis, or basketball; however, 14.4 percent indicated that they would **very likely** participate in baseball. An equal number indicated that it is **somewhat likely** they would participate in baseball.

The percentages of students expressing support were much higher than the percentage of students indicating an interest in participating for each of the four sports. Those

EGC Quality Enhancement Survey 2006

indicating that they would either be **very likely** or **somewhat likely** to support a sport ranged from 62.3 percent for baseball down to 50.8 percent for soccer.¹

No. 19 measured the willingness of students to pay an athletic fee to support intercollegiate sports. Table 1 below summarizes the responses to a query asking students what would be the **highest** fee they would be willing to pay per semester.

Table 1: Willingness to Pay for Intercollegiate Athletics

\$0	\$10	\$25	\$35	\$50
16.1%	22.9%	31.4%	14.4%	15.3%

Nos. 20 through 27 are concerned with students' view of computer services. In response to **Nos. 20 and 21**, 28 percent of respondents indicated they had their own laptop computer and 81.4 percent indicated that they had access to the Internet at home. In response to **No. 22**, 52.1 percent **strongly agreed** and another 40 percent **agreed** that the EGC Website was easy to navigate.

Items 23 through 27 measured the frequency of problems encountered and usage of computer resources. In response to **No. 23**, 72.5 percent of respondents indicated that a computer is always available on campus when they need one. In response to **No. 24**, 22.5 percent indicated that they **seldom** experienced problems accessing the EGC Website from home and 56.4 percent indicated that they **never** had such problems. In response to **No. 25**, 49.8 percent indicated that they **very often** get the support they need when using on campus computers and another 29.4 percent **often** get needed support. In response to **No. 26**, 58.9 percent said they used their EGC email account **very often**. 44.5 percent indicated that they use the EGC Website **very often** to learn about courses and college activities in response to **No. 27**.²

Nos. 28 through 39 sought information on students' views of the academic environment. In response to **No. 28**, about one-third of students indicated that they had taken an online class. **No. 29** stated that taking a course online was less time consuming than in-class courses, while **No. 30** stated that taking a course online requires more effort than taking the same course in a classroom. 52.4 percent of respondents to **No. 29** were neutral to the statement and 39.2 percent of respondents were **neutral** to **No. 30**. 52.2 percent of respondents to **No. 31** either **strongly agreed** or **agreed** with the statement that learning objectives can be as readily achieved by taking online courses as they can be by taking courses in a classroom. However, 35.8 percent of the respondents to **No. 31** were **neutral** to it. Further analysis will be done to see if there is a significant difference of opinion for

¹ The responses for all items using a five point scale ranging from **very likely** to **very unlikely** are summarized in Table A1 of the Appendix.

² The responses for all items using a five point scale ranging from **very often** to **never** are summarized in Table A2 of the Appendix.

EGC Quality Enhancement Survey 2006

Nos. 29 through 31 between those who have taken an online class and those who have not taken one.

43.6 percent **strongly agreed** and 33.8 percent **agreed** with the statement in **No. 32** that they felt comfortable using Web-CT Vista.

Responses to **Nos. 33 and 34** were dispersed. **No. 33** contained the statement that previous coursework had prepared the respondent for the courses taken this year. While 28.2 percent **strongly agreed** and 38 percent **agreed** with the statement, 28.6 percent were **neutral** to it. For **No. 34**, 33.8 percent **strongly agreed** and 28.2 percent **agreed** with the statement that the respondent's advisor was helpful in selecting the right courses, while 25.6 percent were neutral to the statement.

Nos. 35 and 36 had addressed course quality. 29.9 percent **strongly agreed** and 44 percent **agreed** with the statement in **No. 35** that the respondent's learning objectives were met. In addition, 38.6 percent **strongly agreed** and 46.8 percent **agreed** with the **No. 36** statement that the courses taken by the respondent this year were challenging.³

No. 37 through 39 asked respondents about the number of learning support courses taken and in what areas. 53.7 percent of respondents indicated that they had taken at least one learning support course and 12 percent indicated that they had taken learning support in more than one area. Further analysis will be made of the academic queries based on whether the respondent required learning support.

Nos. 40 and 41 addressed class scheduling preferences. **No. 40** asked the respondents how many evenings would they be willing to take classes from 5:15 to 7:45 if the classes they needed were available at that time. While 32.5 percent indicated that they would not take an evening class, 18.8 percent replied that they would take classes one evening per week and 33.8 percent indicated that they would take classes two evenings per week. In response to the query in **No. 41** as to whether respondents would be willing to take courses between the afternoon hours of 2 p.m. to 5 p.m., 46 percent indicated that they would take courses and 53 percent indicated they would not take courses in this time range.

Nos. 42 and 43 were both related to public relations. **No. 42** asked what information source respondents used most often to learn about events at the college. 61.8 percent used the EGC Website and 36.9 used student email most often. **No. 43** asked which factor or person(s) most influenced the respondent's decision to come to EGC. 42 percent responded that it was cost, 25.2 responded that it was friends, and 24.8 percent responded that it was the college's reputation.

³ The responses for all items using a five point scale ranging from **strongly agree** to **strongly disagree** are summarized in Table A3 of the Appendix.

EGC Quality Enhancement Survey 2006

No. 44 asked students to vote for the faculty or staff member who was most supportive of them. Forty person received a least one vote and five faculty members receive more than ten votes.

QES 2 Student Comments

In response to **No. 45**, students stated that they had no major problems accessing the EGC Website from home. (There were a few complaints: Many students complained that WebCT was inaccessible at various times; a few students stated that the Website loaded slowly and should be more inviting.)

In response to **No. 46**, Students generally liked their online experiences. They wanted more classes offered online. They also wanted additional study guides, fewer essays, and earlier notification of when assignments were due.

In response to **No. 47**, concerned with attracting more students to EGC, students felt that Swainsboro should offer more positive extracurricular activities. They also felt that enrollment would increase if there were more sports, campus housing, and programs. Some said that there should be more classes offered at diverse times.

In response to **No. 48**, respondents believe that the best way to make EGC known in their communities and high schools is to advertise, using radio, outside campus activities and mail-out flyers. Students believe that EGC should have a field representative contacting the high schools directly and ensure that high school counselors have EGC brochures and applications on hand.

Finally, in response to **No. 49**, many students stated that they would recommend EGC because it is a very student friendly college. EGC is viewed as inexpensive, helpful, and close to home. Respondents tend to really care about small class size, a leisurely transition from high school, and an easy to navigate campus.

Appendix
Response Frequencies to Selected Survey Items Stated in Percentages

Table A1: Likelihood of Participation in Proposed College Initiatives

No.	Statement	Very Likely	Somewhat Likely	Neutral	Somewhat Unlikely	Very Unlikely
7	If campus housing was now available at EGC in Swainsboro, chances are _____ that I would elect to live in campus housing.	23.7	14.0	14.4	5.9	41.9
9	If horse stables and riding trails were provided on campus, I would use them.	16.9	26.7	16.5	7.6	32.2
11	I would <i>participate</i> if EGC competed in soccer.	7.2	10.6	19.6	11.5	51.1
12	I would <i>participate</i> if EGC competed in tennis	9.3	16.1	21.2	17.8	35.6
13	I would <i>participate</i> if EGC competed in basketball	9.8	11.1	21.7	16.2	41.3
14	I would <i>participate</i> if EGC competed in baseball	14.4	14.4	18.2	13.1	39.8
15	I would <i>support</i> EGC if it competed in soccer	30.9	19.9	20.8	5.5	22.9
16	I would <i>support</i> EGC if it competed in tennis	31.8	22.5	19.5	6.8	19.5
17	I would <i>support</i> EGC if it competed in basketball	37.7	21.2	18.2	4.7	18.2
18	I would <i>support</i> EGC if it competed in baseball	38.6	23.7	16.9	6.4	14.4

Table A2: Frequency of Computer Related Problems and Utilization of Computer Services

No.	Statement	Very Often	Often	Occasionally	Seldom	Never
23	I have not been able to use a computer at EGC because none were available.	2.1	2.5	5.1	17.8	72.5
24	I have problems accessing the EGC Website from home.	3.0	4.7	13.6	22.5	56.4
25	I get the support I need to use the computers on campus.	49.8	29.4	13.2	4.7	3.0
26	I use my EGC email account.	58.9	17.8	13.6	6.4	3.4
27	I go to EGC Website to learn about my courses and college activities.	44.5	25.8	21.2	6.8	1.7

Table A3: Strength of Agreement with Statements Concerning Academics

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29	Online courses are generally less time consuming than in-class courses.	13.3	20.2	52.4	10.3	3.9
30	Taking a course online would require more effort on my part than taking the same course in a classroom.	20.6	21.0	39.1	14.6	4.7
31	My learning objectives can be achieved by taking an online courses as well as they can be achieved by courses taken in a classroom.	25.9	26.3	35.8	9.9	2.2
32	I feel comfortable using Web-CT Vista.	43.6	33.8	15.0	3.4	4.3
33	My previous coursework prepared me for the courses I took this year.	28.2	38.0	28.6	4.7	0.4
34	My advisor was helpful in selecting the right courses for me.	33.8	28.2	25.6	4.7	7.7
35	My learning objectives were met by the courses I have taken this year.	29.9	44.0	21.4	3.8	0.9
36	The courses I have taken this year were challenging.	38.6	46.8	12.4	2.1	0.0