

Spokane Community College

## 2007 ACT Student Opinion Survey

Summary of Results  
From Initial Analyses



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## Contents

Executive Summary .....	1
Introduction.....	3
Methodology .....	3
Results.....	3
Section 1—Student Background Information.....	4
Section 2—Cursory Analysis of Potential Response Bias.....	8
Section 3—College Impressions.....	9
Section 4—College Services.....	10
Section 5—College Environment .....	12
Section 6—SCC Additional Questions .....	14
Section 7—Student Comments .....	16
Appendix	
ACT Student Opinion Survey Instrument.....	29
SCC Additional Questions form .....	33

## Executive Summary

The ACT Student Opinion Survey was administered to 917 Spokane Community College (SCC) students during winter quarter 2007. The data collected in this survey were compared to the results obtained from the same survey administered in 2002, and to the aggregated results of 118 public, two-year colleges who also administered the survey in 2007.

The composition of the 2007 SCC survey sample was very similar to that of 2002. There were subtle shifts in the distributions of Age (page 4), Purpose for Attending (page 5), and Years Attending (page 6). Significantly more students in 2007 indicated that they had no definite purpose in mind for attending SCC. In addition, when compared to the overall SCC winter enrollment demographics, it was found that the gender and enrollment status (whether the student was full- or part-time) distributions of the 2007 sample were not representative of the college. As a cursory assessment of potential bias introduced by these differences, compensating weights were applied to some of the survey data (page 8). A statistically significant bias due to gender was detected, but was very small and tended to reduce the average satisfaction ratings by only one-tenth of a point on a 5-point scale—not a practically significant difference. A statistically significant bias due to enrollment status was also detected. Unlike gender, however, this bias was substantial—the average satisfaction rating reduced by a full point on a 5-point scale, in one case. This result suggests that compensating measures should be employed if the results of the survey are to accurately reflect campus opinions. Unfortunately, the raw data from the 2002 SCC survey and from the 2007 national aggregate are not available, making the adjustment exercise somewhat futile since direct comparisons with these data would no longer be possible.

Students indicated that they choose to attend SCC primarily due to the courses offered (page 9). The next most frequent reasons for attending SCC were the perception that they have a good chance to succeed, convenient location, low cost, and availability of financial aid. Over 80% of students said that SCC was their first choice of colleges (page 10). Over 75% indicated that they would choose SCC again if they had to start over, and over 85% rated the quality of education as good to excellent.

In the area of college services, students tended to use services at or above the rates observed in 2002 with the exception of three: Student Employment, Cultural Programs, and Parking Facilities (page 11). Students in 2007 took greater advantage of Student Health Services, Cafeteria Services, and the College Orientation Program. Compared to the national two-year sample, SCC students tended to use services at a higher rate, with the exception of College Orientation Program and Credit by Examination. Satisfaction with college services showed substantial improvement from 2002 to 2007 (page 12) and was generally on par with the satisfaction ratings at the national level, with the exception of Academic Advising and Parking Facilities. Thirteen out of the 20 service items included in the survey were rated as satisfactory or higher, with only one item rated as dissatisfied—parking facilities.

With regard to the college environment, students again showed substantial overall increases in satisfaction ratings relative to 2002 (page 13). The two exceptions pertained to Testing/Grading, and the General Condition and Appearance of Buildings and Grounds. On the other hand, when

compared to the national sample, SCC's satisfaction ratings for the college environment were generally lower. Despite this, it is noteworthy that all 44 items in this section were rated as satisfactory or higher.

In the Additional Questions section of the survey, results between 2002 and 2007 were consistent with the exception that significantly more students expressed interest in online courses (page 15).

The most prevalent student comment was to complain about inadequate parking (page 16). The next most frequent comments pertained to a good SCC experience, complaints about facilities, positive comments about instructors, then negative comments about select instructors.

## 2007 ACT Student Opinion Survey Summary of Results

### Introduction

As a component of its comprehensive institutional effectiveness assessment process, Spokane Community College (SCC) periodically assesses student opinions, engagement, and satisfaction pertaining to various aspects of college academics and services. The most recent such assessment was conducted in April 2002 as the college prepared for its accreditation self-study. The assessment tool used at that time was the ACT Student Opinion Survey for Two-year Institutions. As SCC now prepares for its interim (five-year) accreditation visit, it was decided to use this same instrument in order to evaluate changes.

The survey consists of six sections:

- 1) Students' Background Information (demographics)
- 2) College Impressions
- 3) College Services
- 4) College Environment
- 5) Customized Questions
- 6) Students' Comments

### Methodology

The survey was administered over the course of several weeks during winter quarter 2007. Faculty were solicited to volunteer their classes to participate in the survey. The surveys were administered by SCC staff and faculty using a standardized set of instructions and a script that was read to each class in order to minimize the effects of administrator bias.

Survey responses were tracked by academic division throughout the sampling period. To keep the sample somewhat representative of the distribution of students across the divisions, volunteer classes would be sought in those divisions falling short of their representative proportions. This process did not yield true random sampling, but represented a logistical balance between administering the survey with minimal interruption to the teaching process while also obtaining some semblance of representation.

### Results

The overall sample size target was 921 students. This target was calculated using the fall quarter 2006 final state-supported headcount of 6,710 students, a desired confidence level of 95%, and a desired margin of error of 3%. The actual number of surveys obtained was 917. The final quarter-end, state-supported headcount for winter quarter was 6,945, yielding a 13% sample rate.

This response rate is very similar to, and not statistically different from, the rate obtained in 2002 (see Table 1.)

Table 1. Survey Response Rate Comparison

Survey Year	Sample Size	Student Population <sup>1</sup>	Sample Proportion <sup>2</sup>
2007	917	6945	13.2%
2002	939	7324	12.8%

<sup>1</sup> Official state-supported unduplicated headcount for the winter quarters of each survey year.

<sup>2</sup> Difference in response rates is not statistically significant.

Because the 2007 survey is identical in structure to the 2002 survey, direct comparison with previous results are possible. In addition, whenever possible and appropriate, results from this survey will be compared to other two-year institutions nationally. The national figures are a composite provided by ACT based on samples collected from 118 public, two-year institutions, collected between August 1, 2002 and July 31, 2006.

## Section 1—Student Background Information

### Age

Table 2. Age Distribution Comparison

Overall, the age distribution of the 2007 sample was similar to the 2002 sample. As is shown in Table 2, however, the 2007 sample consisted of somewhat more (statistically significant) students in the 23 to 25 age range, and fewer in the 40-61. More importantly, the 2007 age distribution was also quite similar to the SCC winter quarter enrollment distribution with the exception of the 26 to 29 group.

	2002	2007	2007	Winter Enrollment
18 & Under	9.2%	10.5%	10.5%	9.9%
19	10.3%	9.8%	9.8%	8.7%
20	8.5%	8.4%	8.4%	7.8%
21	8.4%	7.3%	7.3%	7.1%
22	5.2%	5.5%	5.5%	5.7%
23 to 25	11.8%	15.8% *	15.8%	15.7%
26 to 29	12.2%	13.9%	13.9%	10.4% **
30 to 39	17.4%	15.7%	15.7%	18.0%
40 to 61	16.8%	13.1% *	13.1%	12.2%
62 & Over	0.1%	0.0%	0.0%	0.4%

### Race/Ethnicity

Table 3. Race/Ethnicity Comparison

The distribution of race and ethnicity between the 2002 and 2007 samples showed no significant differences. However, compared to SCC winter quarter student body, Hispanic and Latino students are significantly over-represented in this sample.

	2002	2007	2007	Winter Enrollment
African American or Black	1.7%	2.7%	2.7%	2.3%
Native American	3.5%	2.7%	2.7%	2.5%
White	80.8%	79.7%	79.7%	77.7%
Hispanic/Latino	2.7%	4.0%	4.0%	1.3% ***
Asian/Pac Islander	3.1%	2.4%	2.4%	2.9%
Other	3.1%	4.2%	4.2%	4.2%
Prefer No Respond	5.1%	4.3%	4.3%	9.0%

## Purpose for Attending SCC

Compared to 2002, the 2007 sample contained significantly more students indicating that they had no definite purpose in mind for being at SCC—almost three times the number previously seen. A significant increase was also seen in the number of students indicating that they intended to transfer to another two-year institution.

Table 4. Purpose for Attending SCC

	2002	2007	
No definite purpose in mind	0.6%	1.7%	*
To take a few courses for self improvement	1.0%	1.9%	
To take a few job-related courses	2.7%	1.7%	
To take courses necessary for transferring to another 2-yr	2.4%	2.7%	*
To take courses necessary for transferring to a 4-yr	26.2%	21.3%	
To complete a voc/tech program	29.0%	28.8%	
To obtain or maintain a certification	9.7%	10.2%	
To obtain an AA degree	24.0%	26.8%	
Other	4.3%	4.9%	

## Grade Point Average

No significant differences were seen between the grade distributions reported by the 2002 and 2007 samples.

Table 5. Self-reported GPA

	2002	2007
3.50 - 4.00	26.5%	28.2%
3.00 - 3.49	35.7%	35.1%
2.50 - 2.99	19.2%	16.3%
2.00 - 2.49	9.5%	9.7%
1.50 - 1.99	1.8%	1.8%
1.00 - 1.49	0.2%	0.1%
0.00 - 0.99	0.3%	0.0%
Have not yet established a GPA	5.4%	7.3%
Does not apply	1.4%	1.3%

## Gender

The gender breakdown of the survey sample was not significantly different between 2002 and 2007. However, compared to the SCC winter quarter enrollment, females

are significantly over-represented and males under-represented. This discrepancy is a well-documented source of bias in educational research in that female students tend to provide more complete responses to questionnaires, and to be more positive in their responses. Such bias can be ameliorated statistically by weighting responses in a way that re-establishes the representative proportions. Prior to applying such a weighting strategy, however, comparisons of responses between females and males are generally conducted to determine if bias actually exists. These analyses are reported in Section 2 below.

Table 5. Gender

	2002	2007	2007	Winter Enrollment	
Female	52.3%	55.9%	55.9%	50.8%	**
Male	47.7%	44.1%	44.1%	49.2%	**

## Marital Status and Dependent Children

No significant differences were observed in marital status between the 2002 and 2007 samples. However, a significant increase was seen in the number of students with no children.

Table 6. Marital Status and Dependents

Marital Status	2002	2007
Unmarried	69.9%	71.7%
Married	26.1%	25.0%
Separated	2.1%	1.4%
Prefer not to respond	1.9%	1.9%

### Number of Children

	2002	2007	
None	59.2%	66.1%	**
1	17.3%	14.5%	
2	12.9%	11.0%	
3	6.5%	5.1%	
4 or more	4.1%	3.3%	

## Hours Worked

No significant differences were observed between the 2002 and 2007 samples in the number of hours worked per week by employed students.

Table 7. Hours Worked While Employed

	2002	2007
0 or occasional job	39.6%	38.2%
1 to 10	6.1%	7.5%
11 to 20	17.9%	20.1%
21 to 30	16.0%	15.7%
31 to 40	15.0%	12.9%
Over 40	5.3%	5.5%

## Enrollment Status

No significant differences were seen in the proportions of students reporting full-time and part-time status between 2002 and 2007.

Table 8. Full-time vs. Part-time Students

	2002	2007		2007	Winter Enrollment	
Full-Time	89.0%	90.9%		90.9%	66.5%	***
Part-Time	11.0%	9.1%		9.1%	33.5%	***

However, these proportions are highly discrepant from the enrollment status proportions contained in SCC student records. This could be an example of sampling error whereby the classes in which surveys were administered consisted of mainly of full-time students during both sample years. Another likely explanation is that “full-time” and “part-time” were not defined on the survey questionnaire, while in the student records full-time students are clearly defined as those enrolled for 12 or more credits. Unfortunately, full-time and part-time status of students is another well-documented source of bias in educational research. Analyses for potential bias were conducted and reported in Section 2 below.

## Years Attending SCC

A significant shift was observed from 2002 to 2007 in the number of years students have attended SCC, with a larger proportion of students attending three or more years.

Table 9. Years Attending SCC

	2002	2007	
1	64.9%	57.8%	**
2	25.9%	27.4%	
3	6.4%	9.9%	**
4 or more	2.8%	4.9%	*



## Source of Students

Overall, the pattern of how our sample students entered SCC is generally the same between the 2002 and 2007 groups, with the exception of a slight increase in transfers from other community colleges. This probably reflects students coming from Spokane Falls Community College who were obtaining prerequisite coursework prior to enrolling in certain SCC programs, such as nursing.

Table 10. Source of Students

	2002	2007
Entered from HS	21.8%	23.8%
Entered after working	46.6%	42.5%
Transferred from another CC	4.1%	6.2% *
Transferred from a 4-yr	2.2%	3.4%
Entered after military	3.4%	4.4%
Other	21.8%	19.6%

## Student Commute Distance

No significant difference in the distribution of commute distances was observed between the 2002 and 2007 samples.

Table 11. Commute Distance

	2002	2007
Less than 1 mile	4.1%	3.5%
1-5 miles	31.1%	32.2%
6-10 miles	29.1%	30.4%
11-20 miles	21.3%	20.6%
21-40 miles	9.9%	9.4%
Over 40 miles	4.5%	3.9%

## Students Receiving Financial Aid

No significant difference in the distribution of financial aid recipients was observed between the 2002 and 2007 samples.

Table 12. Students Receiving Financial Aid

	2002	2007
Yes	67.0%	68.6%
No	33.0%	31.4%

### Legend of codes used on pages 4 through 7.

- \* Z-Test for Proportions: difference is statistically significant at the 0.05 level.
- \*\* Z-Test for Proportions: difference is statistically significant at the 0.01 level.
- \*\*\* Z-Test for Proportions: difference is statistically significant at the 0.001 level.
- Proportion is significantly lower than comparison value
- Proportion is significantly higher than comparison value

## Section 2—Cursory Analysis of Potential Response Bias

### Gender

As noted above, a statistically significant difference in the gender distribution was observed between the 2007 survey sample and the 2007 winter quarter enrollment. Statistical comparisons (t-tests) by gender were performed for all the items in the survey that asked for student ratings. Seventeen of the 68 items analyzed (25%) showed statistically significant differences between male and female. These differences ranged from 0.09 to 0.44 points (on the 5-point rating scale), with an average difference of 0.23 points. To assess the impact of this bias, appropriate weights were calculated and applied to the item showing the largest gender difference (0.44 points). The average of the unweighted rating for this item was 3.68, while the adjusted average rating was improved slightly to 3.79. It was determined that this difference of only 0.11 did not exhibit sufficient practical significance to warrant reanalysis of the entire survey to compensate for gender differences.

### Enrollment Status

The question was raised above regarding whether the discrepancy observed between enrollment status ratios in the survey sample and winter quarter enrollments was due to the characteristics of the classes sampled, or to confusion in how full-time vs. part-time attendance is defined. For each student who participated in the survey, the enrollment status indicator was extracted from SCC student records and compared to the enrollment status reported in their survey questionnaires. There was no significant difference observed in the proportions of full-time and part-time status, indicating that the students did indeed know the definition of full- and part-time status, and reported it accurately in the survey. This result indicates a problematic sampling methodology in that the classes that participated in the survey (both in 2002 and 2007) tended to consist of substantially higher proportions of full-time students than the college average.

As a cursory assessment of potential bias introduced by this issue, statistical comparisons (t-test) by enrollment status were performed for all the rating items in the survey. Ten of the 68 items (14.7%) showed statistically significant differences between full-time and part-time students—five utilizing a 3-point scale and five with a 5-point scale. These differences ranged from 0.26 to 0.43 points on the 3-point scale items, with an average difference of 0.32 points. The 5-point scale items showed differences ranged from 0.26 to 0.41, with an average of 0.34 points. Appropriate weights were calculated and applied to two sample items that showed the largest differences—one from the 3-point scale group and the 5-point scale group. For the 3-point scale item, the unweighted average rating was 2.05, while the adjusted rating was slightly lower at 1.95. For the 5-point scale item, the unweighted average rating was 3.55, while the adjusted average rating was reduced to 2.50. This latter result is rather substantial and suggests that the survey results should be adjusted for enrollment status bias. Unfortunately, the raw data for the 2002 SCC survey and national 2-year colleges is unavailable and therefore cannot be similarly adjusted, preventing direct comparisons among the three sets of data. As a result, this report will present unadjusted results. When this survey is administered again in four years, however, both analyses (2007 and 2011) should be adjusted prior to making comparisons within SCC (although it will still be problematic for national comparisons).

## Section 3—College Impressions

### Reasons for Choosing SCC

Students were asked to rate a series of reasons for attending SCC as a major factor, minor factor, or not a factor. Overall, the responses between the 2002 and 2007 samples were very similar. Two areas of significant differences were observed, however. Five percent more of the 2007 students indicated that the good reputation of SCC's programs were *not* a factor in their decision to attend. There was also a slight apparent shift in the 2007 sample from high school advising not being a factor to being a minor factor. This could indicate that recent relationship-building efforts with local high schools are starting to have an impact.

By far, students choose to attend SCC primarily due to the courses offered. This reason is followed by the perception that they have a good chance to succeed, convenient location, low cost, and availability of financial aid.

Table 13. Reasons for Choosing SCC

	Major Reason for Choosing SCC		Minor Reason for Choosing SCC		Not a Reason for Choosing SCC	
	2002	2007	2002	2007	2002	2007
Offered the courses I wanted	70.2%	73.6%	19.6%	16.1%	10.2%	10.2%
Good chance of personal success	44.1%	43.1%	30.9%	29.4%	25.0%	27.5%
Convenient location	42.2%	39.9%	31.8%	33.8%	26.0%	26.3%
Low cost of attending	43.6%	40.4%	27.7%	30.0%	28.6%	29.6%
Availability of scholarship or financial aid	42.3%	42.0%	21.5%	20.8%	36.2%	37.2%
Could work while attending	34.5%	31.2%	29.0%	30.0%	36.5%	38.8%
Good vocational or academic reputation	30.8%	27.2%	34.6%	33.5%	34.5%	39.4% *
Liked the size of the college	12.0%	10.8%	28.8%	26.9%	59.2%	62.3%
Advice of parents or relatives	9.1%	11.1%	20.6%	21.4%	70.3%	67.4%
Liked the social atmosphere	9.8%	9.0%	24.7%	21.0%	65.5%	70.0%
Advice of high school counselor, teacher, principal, etc.	5.1%	6.1%	9.7%	13.1% *	85.2%	80.9% *
Wanted to be with friends	2.3%	2.5%	6.8%	7.8%	91.0%	89.7%

\* Z-Test for Proportions: difference is statistically significant at the 0.05 level.

Proportion is significantly lower than comparison value  
Proportion is significantly higher than comparison value.

### Other College Impressions

Students were asked to provide impressions of SCC in three other areas (see Table 14). None of these areas showed significant differences between the 2002 and 2007 samples. Over 80% of students said that SCC was their first choice of colleges. Over 75% indicated that they would choose SCC again if they had to start over, and over 85% rated the quality of education as good to excellent.

Table 14. Other College Impressions

	2002	2007
<b>B. Rating of SCC at the time of application for admissions.</b>	1st choice	81.7%
	2nd choice	13.7%
	3rd choice	2.2%
	4th choice	2.4%
<b>C. If you could start college over, would you choose SCC again?</b>	Definitely Yes	42.9%
	Probably Yes	36.4%
	Uncertain	12.7%
	Probably No	5.8%
	Definitely No	2.1%
<b>D. Overall impression of the quality of education at SCC</b>	Excellent	30.8%
	Good	53.3%
	Average	13.5%
	Below Average	2.3%
	Very Inadequate	0.2%

## Section 4—College Services

Students were asked whether they used certain services at SCC, and if they did, to rate their level of satisfaction with those services on a five-point scale: 1-Very Dissatisfied, 2-Dissatisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied. Both the percentage of students who used the services and their average ratings of these services were compared with the 2002 survey results and to the 2007 national sample of two-year, public community colleges who participated in the survey. It should also be noted that not all the services listed in the survey are actually offered by SCC, such as Resident Hall Programs and Services, yet still elicited responses. Obviously, these should be ignored.

### Use of Services

Table 15 shows the percentage use comparisons. Between 2002 and 2007, significantly more students used the Student Health Services, took advantage of the Cafeteria and Food Services, and the College Orientation Program. Significant decreases were observed in the use of Student Employment Services, Cultural Programs and Activities, and Parking Facilities and Services.

Compared to the national sample of community colleges, SCC students claim to take significantly greater advantage of the services offered, with the exception of College Orientation Program and Credit by Examination. So, while more students in 2007 participated in the College Orientation Program than in 2002, their participation rate is far below the national rate.

Table 15. Percentage of Students Who Used Services

Item	Service	SCC			2007		
		2002	2007		SCC	Public Two-Year Colleges	
1	Academic Advising/Course Planning Services	58.0%	58.8%		58.8%	56.7%	
2	Personal Counseling Services	19.0%	19.3%		19.3%	13.6%	***
3	Vocational Guidance/Career Planning Services	28.5%	26.2%		26.2%	19.5%	***
4	Job Placement Serices	9.2%	9.1%		9.1%	7.4%	
5	Financial Aid Services	62.7%	64.3%		64.3%	52.0%	***
6	Recreational and Intramural Programs and Services	12.5%	9.7%		9.7%	9.7%	
7	Library/Learning Resources Center, Facilities, and Services	62.3%	62.3%		62.3%	63.8%	
8	Resident Hall Programs and Services	3.5%	4.6%		4.6%	6.1%	
9	Student Health Services	5.2%	11.2%	^^^	11.2%	6.7%	***
10	College-Sponsored Tutorial Services	11.4%	14.2%		14.2%	16.3%	
11	Student Employment Services	14.8%	11.6%	^	11.6%	9.2%	*
12	Cafeteria/Food Services	62.1%	66.5%	^	66.5%	45.2%	***
13	College-Sponsored Social Activities	11.8%	13.4%		13.4%	14.1%	
14	Cultural Programs and Activities	13.4%	9.6%	^	9.6%	9.3%	
15	College Orientation Program	16.5%	25.4%	^^^	25.4%	35.3%	***
16	Credit by Examination (PEP, CLEP, etc.)	4.8%	4.9%		4.9%	7.2%	**
17	Computer Services	67.7%	69.7%		69.7%	59.6%	***
18	Parking Facilities and Services	84.6%	80.4%	^	80.4%	75.5%	***
19	Veterans Services	8.3%	9.4%		9.4%	5.7%	***
20	Day Care Services	4.2%	6.2%		6.2%	3.6%	***

- ^ Z-Test of Proportions: difference is statistically significant at the 0.05 level.  
^^ Z-Test of Proportions: difference is statistically significant at the 0.001 level.  
\* Chi-Square Test: difference is statistically significant at the 0.05 level.  
\*\* Chi-Square Test: difference is statistically significant at the 0.01 level.  
\*\*\* Chi-Square Test: difference is statistically significant at the 0.001 level.

SCC usage is significantly lower than comparison value  
SCC usage is significantly higher than comparison value.

## Satisfaction with Services

Table 16 shows the average satisfaction scores. Formal significance testing could not be conducted between the 2002 and 2007 figures due to lack of access to the 2002 detail data. Interpolation was possible, however, using the data that was available and taking into account sample size and degrees of freedom. These interpolations provide reasonable guesses about which differences *might* be statistically significant. Overall, the 2007 student sample is substantially more satisfied with most of the services, with no decreases at all. The highest rated services were Computer Services, Recreational Services, Library and Learning Resources, Cultural Programs, and Veterans' Services. It should be noted, that 13 out of the 20 services asked about were rated as satisfactory or higher, with only one item rated as dissatisfied—parking facilities.

Compared to the national sample, SCC students are as satisfied or more satisfied with all the services except Academic Advising and Parking Facilities.

Table 16. Average Satisfaction with Services

Item	Service	SCC			2007		
		2002	2007		SCC	Public Two-Year Colleges	
1	Academic Advising/Course Planning Services	3.65	3.81	#	3.81	3.91	*
2	Personal Counseling Services	3.77	3.94	#	3.94	3.96	
3	Vocational Guidance/Career Planning Services	3.77	3.85		3.85	3.97	
4	Job Placement Services	3.80	4.08	#	4.08	3.72	**
5	Financial Aid Services	3.84	4.16	#	4.16	4.02	***
6	Recreational and Intramural Programs and Services	3.99	4.29	#	4.29	4.09	**
7	Library/Learning Resources Center, Facilities, and Services	4.24	4.27		4.27	4.26	
8	Resident Hall Programs and Services	4.00	4.06		4.06	3.78	
9	Student Health Services	3.97	4.10	#	4.10	4.04	
10	College-Sponsored Tutorial Services	4.03	4.17	#	4.17	4.14	
11	Student Employment Services	3.88	4.10	#	4.10	4.01	
12	Cafeteria/Food Services	3.63	3.82	#	3.82	3.68	***
13	College-Sponsored Social Activities	3.90	4.11	#	4.11	4.08	
14	Cultural Programs and Activities	3.97	4.26	#	4.26	4.14	
15	College Orientation Program	3.83	3.89		3.89	3.91	
16	Credit by Examination (PEP, CLEP, etc.)	3.64	3.89	#	3.89	3.95	
17	Computer Services	4.18	4.31	#	4.31	4.27	
18	Parking Facilities and Services	2.09	2.68	#	2.68	3.43	***
19	Veterans Services	4.09	4.23	#	4.23	4.03	
20	Day Care Services	3.88	4.06	#	4.06	3.95	

Satisfaction scores: 5-Very Satisfied, 4-Satisfied, 3-Neutral, 2-Dissatisfied, 1-Very Dissatisfied

# Insufficient data available from 2002 survey for actual statistical comparison. Probable significance has been interpolated at  $p < 0.05$ .

\* T-Test: difference between means is statistically significant at the 0.05 level.

\*\* T-Test: difference between means is statistically significant at the 0.01 level.

\*\*\* T-Test: difference between means is statistically significant at the 0.001 level.

SCC average rating is significantly lower than comparison value  
SCC average rating is significantly higher than comparison value.

## Section 5—College Environment

Students were asked to rate their level of satisfaction with various aspects of the college environment on a five-point scale: 1-Very Dissatisfied, 2-Dissatisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied. The environmental factors were grouped into six topical areas: Academic, Admissions, Rules and Policies, Facilities, Registration, and General.

Formal significance testing could not be conducted between the 2002 and 2007 figures due to lack of access to the 2002 detail data. Interpolation was possible, however, using the data that was available and taking into account sample size and degrees of freedom. These interpolations provide reasonable guesses about which differences *might* be statistically significant. In general, the 2007 student sample was more satisfied than the 2002 sample with the college environment.

Two exceptions were the Testing/Grading System, and the General Condition and Appearance of the Building and Grounds.

Table 17. Average Satisfaction with College Environment

		SCC			2007		
		2002	2007		SCC	Public Two-Year Colleges	
Academic	Testing/grading system	3.85	3.77	#	3.77	3.97	***
	Course content in your major area of study	4.03	4.11	#	4.11	4.03	**
	Instructional quality in your major area of study	4.11	4.19	#	4.19	4.07	***
	Out-of-class availability of your instructors	3.76	3.93	#	3.93	3.91	
	Attitude of the teaching staff toward students	4.17	4.26	#	4.26	4.17	***
	Variety of courses offered at this 2-year college	3.95	4.04	#	4.04	3.96	**
	Class size relative to the type of course	4.10	4.24	#	4.24	4.23	
	Flexibility to design your own program of study	3.75	3.76		3.76	3.94	***
	Availability of your advisor	3.66	3.84	#	3.84	3.85	
	Value of the information provided by your advisor	3.81	3.94	#	3.94	3.87	*
	Challenge offered by your program of study	4.10	4.12		4.12	4.03	***
	Preparation you are receiving for your chosen occupation	3.96	4.11	#	4.11	3.95	***
Admissions	General admissions/entry procedures	3.64	3.85	#	3.85	3.91	*
	Accuracy of college information you received before enrolling	3.63	3.80	#	3.80	3.89	**
	Availability of financial aid information prior to enrolling	3.65	3.86	#	3.86	3.79	*
	Assistance provided by the college staff when you entered this college	3.62	3.79	#	3.79	3.87	*
	College catalog/admissions publications	3.82	3.87		3.87	3.97	***
Rules & Policies	Rules governing student conduct at this college	3.82	3.85		3.85	3.91	*
	Student voice in college policies	3.34	3.48	#	3.48	3.58	***
	Academic probation and suspension policies	3.46	3.56	#	3.56	3.64	**
	Purposes for which student activity fees are used	3.20	3.37	#	3.37	3.50	***
	Personal security/safety at this college	3.58	3.64		3.64	3.94	***
Facilities	Classroom facilities	3.86	3.89		3.89	3.99	***
	Industrial arts/shop facilities	3.63	3.68		3.68	3.65	
	Business training facilities/equipment	3.91	3.96		3.96	3.96	
	Laboratory facilities	3.76	3.78		3.78	3.86	*
	Athletic facilities	3.80	3.85		3.85	3.56	***
	Study areas	3.85	3.87		3.87	3.94	*
	Student community center/student union	3.73	3.71		3.71	3.77	*
	College bookstore	3.56	3.54		3.54	3.77	***
	Availability of adequate housing for student	3.09	3.13		3.13	3.37	***
	General condition and appearance of the buildings and grounds	3.86	3.74	#	3.74	4.02	***
Registration	General registration procedures	3.58	3.80	#	3.80	3.90	***
	Availability of the courses you want at times you can take them	3.35	3.55	#	3.55	3.65	**
	Academic calendar for this college	3.88	3.95		3.95	3.96	
	Billing and fee payment procedures	3.58	3.70	#	3.70	3.83	***
General	Concern for you as an individual	3.46	3.60	#	3.60	3.72	***
	Attitude of the college nonteaching staff toward students	3.52	3.66	#	3.66	3.78	***
	Racial harmony at this college	3.81	3.80		3.80	3.94	***

Table 17. Average Satisfaction with College Environment

	SCC			2007		
	2002	2007		SCC	Public Two-Year Colleges	
Opportunities for student employment	3.41	3.52	#	3.52	3.59	
Opportunities for personal involvement in college activities	3.55	3.61		3.61	3.69	**
Student government	3.30	3.41	#	3.41	3.53	***
College media	3.42	3.48	#	3.48	3.58	**
This college in general	3.96	4.05	#	4.05	4.09	

⚡ Satisfaction scores: 5-Very Satisfied, 4-Satisfied, 3-Neutral, 2-Dissatisfied, 1-Very Dissatisfied

\* Insufficient data available from 2002 survey for actual statistical comparison. Probable significance has been interpolated at  $p < 0.05$ .

\* T-Test: difference between means is statistically significant at the 0.05 level.

\*\* T-Test: difference between means is statistically significant at the 0.01 level.

\*\*\* T-Test: difference between means is statistically significant at the 0.001 level.

SCC average rating is significantly lower than comparison value  
SCC average rating is significantly higher than comparison value.

The highest levels of satisfaction were seen with Attitude of the Teaching Staff toward Students, Class Size, Quality of Instruction, Challenge and Content of Coursework. All 44 items in this section were rated as satisfactory or higher.

Comparisons with the national sample were not as straightforward. In the Academic area, SCC students tended to be more satisfied, with the exceptions of the Testing/Grading System and Flexibility in Program Design. In all other areas, the ratings were generally lower, with the exception of the Availability of Financial Aid Information and Athletic Facilities which were higher.

## Section 6—SCC Additional Questions

Fourteen additional questions were added to the 2002 survey. For comparison, the same 14 items were included in the 2007 survey. Responses between the two samples were consistent with the exception of two items dealing with online courses. Oddly, although significantly more students expressed an interest in taking online course, there was no corresponding increase in the proportion of students indicating plans to actually take on line courses.

Table 18. Responses to SCC Additional Questionnaire Items

Item	2002	2007
1 The commitment of faculty in helping me to achieve my goals and objectives	3.95	4.08
2 The contribution of the faculty to the learning environment	3.98	4.08
3 The advising by faculty in helping me to select my courses	3.64	3.79
4 The fairness with which I have been treated by the employees at SCC	3.96	4.08
5 My own level of preparation to be successful in the courses/programs in which I am enrolled	4.04	4.06
6 The extent to which earlier courses I've taken at SCC have prepared me to be successful in later courses	3.87	3.97
7 The times at which extra-curricular programs and activities are scheduled	3.29	3.39
8 The resources and services provided by the library	3.95	4.07
9 The resources and services provided by the Media Lab in the Learning Resource Center	3.93	3.99



Table 18. Responses to SCC Additional Questionnaire Items

Item	2002	2007	
10 The Spokane Community College web site	3.86	4.09	
11 Do you have an interest in taking online courses? -- Yes	37.6%	42.6%	*
12 Have you taken, or are you taking, any online courses? -- Yes	17.4%	33.0%	***
13 What is the most important reason for taking an online courses?			
It fit my schedule better than a face-to-face class	52.1%	53.0%	
I learn more in an online class than a face-to-face class	8.5%	8.2%	
Other	39.3%	38.8%	
14 Do you plan to take an online class in the future?			
Yes	25.5%	23.8%	
No	36.4%	40.7%	
Unsure	38.1%	35.5%	

Satisfaction scores: 5-Very Satisfied, 4-Satisfied, 3-Neutral, 2-Dissatisfied, 1-Very Dissatisfied

\* Z-Test of Proportions: difference is statistically significant at the 0.05 level.

\*\*\* Z-Test of Proportions: difference is statistically significant at the 0.001 level.

Percentage indicating YES response is significantly higher than comparison value.

## Student Comments Analysis

The 2007 ACT Student Opinion Survey was administered to volunteer classes in February of 2007. Of 918 valid surveys returned by students, 212 (23%) contained comments in Section VI of the survey. Table 1 lists the themes identified in these comments, the frequency with which these themes appeared in the comments (*f*), and the frequency represented as a percentage of the total number of comments.

The list of themes in Table 1 is rank-ordered with most frequent at the top, least frequent at the bottom. The black section contains the 5 highest ranking themes, and the medium gray section contains the next 5 highest ranking themes. (Due to tied rankings, these two sections combine to display 13 highest ranking themes instead of just 10.)

The chart appearing on the following pages list the comments in full detail, along with a matrix indicating the themes identified in those comments. Similar to in Table 1, the themes listed in the chart header are color-coded with black and medium gray to identify the 10 highest-ranked comments.

**Table 1. Themes Identified in Comments.**

Total Surveys Returned	917	
Total Surveys with Comments	212	23.1%
COMMENT THEMES	<i>f</i>	% of Total Comments
<b>Insufficient Student Parking</b>	<b>78</b>	<b>36.8%</b>
<b>Overall SCC Good Experience</b>	<b>27</b>	<b>12.7%</b>
<b>Facilities Complaints</b>	<b>26</b>	<b>12.3%</b>
<b>Positive Comments about Instructors</b>	<b>22</b>	<b>10.4%</b>
<b>Negative Comments about Instructors</b>	<b>21</b>	<b>9.9%</b>
Class Scheduling	18	8.5%
More/Better Security - Poor Treatment by Officers	14	6.6%
Cafeteria Food Quality and Price Complaints	13	6.1%
Class Offerings on Evenings and Weekends	9	4.2%
Curriculum Complaints and Suggestions	9	4.2%
Complaints about Grading Scale	8	3.8%
Complaints about Attendance	8	3.8%
Complaints about Smoking	8	3.8%
Complaints about Shop Equipment	7	3.3%
Complaints about Computer Availability	7	3.3%
Instructor/Student Attitudes and Lack of Respect	6	2.8%
Parking Tickets	6	2.8%
Bookstore Complaints	6	2.8%
SCC Website Complaints and Suggestions	6	2.8%
Complaints about Online Classes	6	2.8%
Advising and Counseling Complaints	5	2.4%
Financial Comments	4	1.9%
RunningStart Student Issues	3	1.4%
Job Placement Concerns	2	0.9%
Confusion about Registration Processes	2	0.9%
Want more food services in other buildings	2	0.9%
Kudos and Suggestion for Library	2	0.9%
More Classes in the Afternoon	2	0.9%
Child Care	2	0.9%
Want Grades Mailed to House	2	0.9%
Would like to see more diversity on campus	2	0.9%
Insufficient Disabled Parking at Bldg 1	1	0.5%

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
Percentage of Total Comments (212) that included this theme	36.8	12.7	12.3	10.4	9.9	8.5	6.6	6.1	4.2	4.2	3.8	3.8	3.8	3.3	3.3	2.8	2.8	2.8	2.8	2.8	2.4	1.9	1.4	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.5
Comment Ranking by Most Frequent (1) to Least Frequent (17)	1	2	3	4	5	6	7	8	9	9	10	10	10	11	11	12	12	12	12	12	13	14	15	16	16	16	16	16	16	16	16	17
Parking tickets are ridiculous and dumb. Every one who attends SCC is somewhat poor. Your parking sucks. The miniature po po's (security guards) are very rude, and teachers need to have more respect for a student who has a gift and ability to move faster through a program. P.S. No parking tickets are will and by law if a student really wanted to, they could sue you for withholding personal info.	■						■									■	■															
Going through courses material too fast.					■																											
Not satisfied having classes in building 19. Have been in school for better part of this program and moved to this building without regard to seniority over lbest students. Lathes are not the standard of equipment we signed up for. Request classes be reinstated to building 1 for the remainder of our enrollment.						■								■																		
I wish that we could use the original classroom that we were in; the Fluid Power building is ill-equipped for machine class.						■								■																		
The parking situation needs attention.	■																															
Most staff, teachers, etc. have been very helpful and understanding.				■																												
I don't know if this is the place to say this but out of any of my teachers I have ever had [REDACTED] is by far the best. His teaching style, his ability to make class fun is why I don't miss a day of school if I can help it.				■																												
The payment within 24 hours or drop your classes seems extreme to me. But other than that, I am satisfied.		■																														
The equipment in the machine shop needs to be fixed or upgraded. The tooling also needs to be updated.														■		■																
I feel they need to upgrade their machines and maintain them better. When I first started here, the machines weren't even set up and ready to go.														■																		
Thanks for taking the time to ask our opinions!		■																														
The online classes are terrible for me. The only other thing I could suggest is parking. If parking fees went up \$15 to \$30 I know after an acedemic year they would have enough to build more parking.	■																		■													
SCC is a great place to learn. The faculty are fair, caring, and knowledgable. In my time, I've needed help they have worked with me to get the assistance I needed The buildings are clean and well-appointed. The labs and tech shop ares are well-equipped. I've been going to SCC since 1980 (off and on) and I've always enjoyed the experience.		■	■	■										■																		
I would like the medical advising to include telling students that classes will be unavailable during certain quarters. I feel that it would help students plan better to finish their program in a timely manner.																				■												
Less faculty parking in certain areas and more student parking. There is usually tons of open sports for faculty and students end up walking a mile!	■																															
Since the classes available at night are limited, it would be good if there was more coordination between SFCC and SCC to make sure general classes are available on at least one campus at night. Also, I must split my time between SFCC and SCC, to have to re-register after one year of absence while I've been a 3/4 time student at SFCC seems unnecessary.						■			■																							
Offer more diverse selection of classes in the evening. Also, make it easier for an evening classes student to take a full 12 credits.						■			■																							
More free times to use calculators. More places to copy-cut-hole punch. Less ground-more parking!	■																															
More parking. Better cafeteria food and lower prices. Lower prices in book store.	■						■											■														
Make ovals bigger!																																

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
I appreciate the "real world" preparation and training I am getting at SCC. I love hearing from prospective employers that they wish to hire SCC architectucural technology students by contacting my instructors first and directly with available jobs.		■																														
I Think there should be testing here, to see where you stand when you are having problems in class, matlab does not always work.																					■											
Parking around building one is a real problem. There sure are a LOT of empty faculty spots whenever im here.	■																															
The few problems that I do have is parking. I feel that one should get a parking pass with tuition. Also at night we shouldn't be required to have a pass since thee isn't a full lot. Also night classes are very difficult to come by. Either they are all full or they aren't offered. We need a larger selection of night courses. Also, it is very difficult to get in to handle things in the office when you work all day. There should be an office hours night for night students.	■								■																							
I'd like to see the physical trainer certification classes here. They are only available at the Falls.										■																						
We need better parking around the health science building.	■																															
I would like to know my tuition payment farther in advance.																						■										
Yes, I do have a comment. The parking is terrible! No matter how early you get here, you still can't find parking!!!	■																															
Times and classes offered during specific quarters. The parking and ticket inconsistency on campus needs serious attention. Specific programs should NOT dictate how long classes should be taught. Ex. A & P should be taught as 241, 242, 243 series to prepare students for future not just prep for specific programs. (Nursing program currently is dictating this) WRONG! Entire class times should not be allowed to be blocked out for specific programs - all classes anytime should be allowed to be taken if interested, not dictated by someone saying you have to be in a program before you can take this class - WRONG - someone should be able to take any class.	■					■				■																						
Need more classes geared towards a soil science degree and a much larger focus on conservation throughout the entire Natural Resource Program.										■																						
Do something about the parking issue around here.	■																															
Should offer more studies in Payroll certification. I would have taken meteorology but it wasn't offered. I would have liked to have more of a selection of classes to choose from in evening/ weekend time slots. Once I was close to getting the degree I didn't have much choices.									■	■																						
Parking can be very frustrating. I wish we had a parking garage like they do at the malls and other major businesses.	■																															
Regarding daycare, I was very dismayed to learn it was for only low-income. Those of us not in that category would still need the convenience of using the facility. It seems that "low income" is the only people who get benefits here.																						■							■			
The parking is horrible! The security is even worse! I don't know how many cars have to be stolen before this school understands that handing out parking tickets does not constitute security, start showing us that safety is one of your concerns and not just money in the bank!	■						■																									
I wish there was more parking available to students. Building nine needs a student lounge area with maybe a small café or even microwaves made available to students. It is very difficult to find the time between classes (at time we go back to back) to go to the lair. (HELP!)	■		■																													
Variety of classes offered at this 2 year college. When looking through the class catalog to find night classes to complete my 2 year degree I have noticed that there are some classes that I need to complete my AA degree, that I have not seen offered at night. Because I work during the day Monday thru Friday as I select my classes for the up coming quarters I hope that I will be able to complete my degree.						■			■																							

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
A parking garage will better accommodate all the student that we have at this college.	■																															
Thank you very much for every thing!		■																														
Parking is a issue for me. Safety of possessions and vehicle, also.	■						■																									
I was taking therapeutic Recreation before this course - I attended for 1 year and then the college discontinued. I am not happy with the way the college handled this. I wasted one year of my life. The course I'm in now - I talked to a counselor about my concerns before enrolling. I'm now worried about obtaining employment after graduation. I wish we had more job placment assistance.										■													■									
Enforce the no smoking within 25 feel rule!													■																			
The parking situation needs help. In building 9 there are no way near the amount of faculty for the amount of parking spots they have. Us students have to walk very far to get to the building when half of the parking spaces are empty daily. The landscape could be tidied up a bit. It looks like the ground don't get taken care of regularly.	■		■																													
Overall my experience at SCC has been good. There have been a couple quarters where I felt my teachers really didn't care whether I passed or failed, and then other when they've been very supportive and helpful. I work full time, but sometimes I with there were more extra-curricular activities offered not just during the normal school day. But overall, I've been happy and everyone has been easy to deal with. It's a good place to be for people like me who are just trying to figure things out! I would love it if intramural sporting events were offered at night or weekends, though. Thanks!		■			■																											
The grade point scale is unfair. This is a community college. The parking is not adequate!	■										■																					
The selection of food is horrible.								■																								
The parking here is absolutely ridiculus. Faculty members park in student parking and there is no parking. Fire science barely uses the lot when cosmo students could use the parking as well as the welding students.	■																															
The Native American students want a group/organization to meet with other Native American students, that has an advisor that is culturally sensitive to the ideas, thoughts, and needs of each Native American student. Not one that locks the doors on anyone! We (Native Students) want our identity (NASO) back and control of the direction of that group. Our community needs a place for us to gather that is safe, fun, (learning community), and accepting towards the students.																																
Child care is needed for the middle income family that does not receive federal aid.																					■							■				
I have had a lot of struggle during my time at SCC. Faculty and non-faculty are my advision have been more then wonderful and supportive. I wouldn't still be here without their help. The only stressful thing I feel could be improved is help with employment. It is very stressful when youy need a job and cant find one. It makes it hard to stay ontrake at school.		■																					■									
Some teachers need to make sure (all) students understand the time limit when they time tests. Timed tests should not be acceptable.					■																											
Parking needs to be better.	■																															
Great School!		■																														
When classes are offered, you shouldn't cancel because you only have 9+ students. We are unable to succeed in our courses when there's a break EVERY quarter in a class series (i.e. 1, 2, 3). It makes it VERY hard to be successful unless some of us go to SFCC.							■																									
The only thing I have had aproblem with is your college is a political science class with [REDACTED]. He thinks you should know everything when the reason you taking the class is to learn. He sucks because the class needed only one who teaches it. I feel he was constantly talking down at me.					■											■																

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
The parking is horrible which I am sure you hear all of the time. You should really consider parking garages or something like that, it could triple the amount of parking without having to buy more land.	■																															
I feel that both [REDACTED] and [REDACTED] help prepare students prepare for the workforce. Their abilities to work their classes so it's a steady progression of learning, is very helpful.				■																												
Restrooms need more ventilation. Urinals that don't flush are not a good idea.			■																													
In building 9 we should have more parking for students. There are not that many faculty but there are tons of parking for them.	■																															
Please, new computers, fix black board, more room for tutoring lab.			■												■																	
I only have one request and that is empty faculty parking that is left unparked. The parking is very hard to find for us students who attend the 8:30-11:30 hours. I understand this issue has been brought up except I haven't seen any changes yet. I know some faculties have complained about no parking space but is you look outside the area in front of building one, there is half a row of parking left unattended. This space should be useful for us students. Thanks	■																															
I think that parking should be included into our class fees. And why are there more parking for SCC workers then for the people who needs it the most "STUDENTS". Make plans to build a parking lot not new buildings.	■																															
Figure out something with parking, don't just give tickets we already pay enough money to go here.	■																															
I would like I have extra, more indepth courses in the summer for my course of study. To make year round school availibilty, to make so we can have FT enrollment In the summer without taking non related courses.						■																										
I have a good experience here, for the most part. My problem has been a few of the teachers who were HORRIBLE and there's nothing done about it. I imagine every school has this problem though, so I'm not too concerned about it.		■			■																											
Need more face to face classes with flexible times. Getting more people off waiting lists and into their programs.						■																										
There isnt nearly enough parking. On average it takes me 15 minutes to find a parking space, other days much longer and teachers don't understand that and still count the student late, or even absent. I find the grading system confusing, there seems to be a diffirent percentage required to get a 4.0 in diffirent course areas (like a 95% in math but a 97% in English) AT the very least teachers should be required to inform students of the grading scale. There should also be a universal policy when it comes to make-up exams when an exam is missed because of an emergency. I had to take a 0 on an exam this quarter becuase I was in the ER in the morning I had the test.Teachers should also have to give alternative ways to make up attendance points if the student misses class for legitimate and documented reasons.	■											■	■																			
I would like to see the RN program to be more organized and the entering process to become more fair. It seems that the GPA on a point system is somewhat unrealistic to those who have jobs and families, life stress, etc. Who are trying to make a career change for a better future. I also believe that the A & P courses in general should be more spread out into 3 part series to able student to grasp / learn material vital for their long term success in the medical field. Large acceptance to the program as well - RN											■	■																				
My car was stolen out of the SCC Parking lot. With the number of cars taken out of the parking lot around the school the school should get security cameras to prevent this.							■																									
We need more help at the bookstore at beginning of quarters. And parking, WOW! We need more parking! People get crazy to find a spot. The snow should be shoveled out and there was a dead bird about 20 feet from one of the main doors that sat there for 4 days!!	■																	■														
Needs better parking. Parking is horrible. Maybe a parking garage. We pay for parking passes, that money should be used to park in a NEW PARKING GARAGE!	■																															
I feel there are a click of women who are in the medical office specialist group. They are very immature and I feel threatened and uncomfortable with them. They are the same oals that complained about [REDACTED]. She				■			■																									

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
is a wonderful teacher and I feel she did a Great Job! The women need to GROW UP!																																
I think the parking/security staff are childish and power-hungry and should be taught a little common sense.							■																									
The teachers who teach my program are amazing. They do a great job. Overall communication around this school is a joke. I've been told so many different things about classes, financial aid, enrollment, etc. that I never knew who to believe because each person would tell you something different. Every person I've talked to who went to this school tells me they had the same experience. WORK ON IT!!!				■																												
I am a very dissatisfied with the availability of the parking here. And the classrooms in building 27 are usually cold. The survey was good, but unfortunately it asked questions about the overall faculty. Certain teachers are really good, however others are very un-helpful & sometimes unfair, I feel that individual teachers & courses need to be addressed.	■		■	■	■																											
Parking is a real pain. I'm sure you get this a lot. But have you thought of making faculty parking available to students after a certain time? Like 8am or something similar to that? Also I've had a couple teachers that I have had a hard time learning from. Then I recently found out that some of the teachers on campus don't have an actual teaching degree? Oh and when you are a teacher, teaching should be your main priority during your work days...so whats with the part time teachers? They don't seem to have a focus on there teaching more on getting done and going to their other jobs.	■				■																											
In my opinion, SCC should have more parking spots. Because it's really important to have your own parking spot.	■																															
Parking is horrible @ scc. Having to wait and drive around on average 15 min a day is horrible. I have to arrive to scc 15-20 min early just to get a parking spot to make it to class exactly on time. If I show up on time to scc, I'm late to my classes due to bad parking lots (especially parking lot P1).	■											■																				
I think we need more parking, like add parking levels. This would make parking lots less congested.	■																															
There is not enough parking. Why am I paying for a pass when there is not enough spots. Then, when there are no spots, I get charged with a parking ticket (which I will NOT pay). If you sell a certain amount of parking passes, maybe you should make sure that you have enough spots for those people; or maybe security could be more understanding of the people who have NO OTHER CHOICE other than parking in visitor or faculty parking.	■																															
There are not enough parking spaces for all the students! As a cosmetologist, I have to pack back and forth heavy bags of implements that I need for school. When I have to park a million miles away it is very difficult.	■																															
Parking is ridiculous. We pay a fee to park here and there are not enough spaces to be able to drive in and park. Instead we have to drive around and around and around, waste gas, and more gas, and maybe even end up late to class, thanks. Please pick up the dead bird in the fire fighting parking lot....seriously, it's been 3 quarters.	■		■									■																				
Longer hours in the weight and fitness centers. Especially on weekend. Open library on Sundays. My occupational choice is not listed - Non Invasive Cardiovascular Technology.						■																					■					
I would really like to see more parking. I think they should not make parking fines so expensive. We are students bearly making it by. Be more careful what they are writing fines for. I would really like to see more minority instructors/diverse I should say. "Treat everyone equal"	■																■														■	
Spokane Community College is a great place to start because of the adequacy of courses offerd. Keep up the good work!		■																														
My experience with an online class for customer service was horrible, so bad that I would never even consider taking any online classes again. I also think that our cosmetology dept need a remodel badly. It is all so old and not economical or very functional. When I registered at this college, I was very confused and it was very difficult to register and get help from the faculty.			■																■					■								
parking is horrible at certain times. Also, it would be helpful if we were able to log onto, lets say registration on	■																	■							■							

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
the net, when we needed to; not having certain times that we can use certain features on the on the web site.																																
As you can see, the environmental bldg's are horrible! Why we were not placed in the new science bldg is beyond me. The least SCC can do for us is rehab our current bldg and give us more in class computers. We have had a horrible year with the bookstore. Between our instructors & the bookstore employees, we cannot get the books needed on time for class. This qtr, I did not get 2 books I needed until last week! UNSAT! Rumour has it our instructors & the book store are boycotting each other. Not cool.			■															■														
It is very hard to fulfill courses requimments as an evening student. Many classes are either not offered or cancelled after signing up. Options are very limited.									■																							
There is not enough parking on this campus and it's unfair that you get a parking ticket for not being parked in the right spot when there isn't anywhere else to park.	■																■															
There should be a place for a student lounge, and some place where you can get food in building 9.			■																						■							
I like the school, but wish there was more night classes, like foreign language.		■							■																							
The parking lots need work (they should be paved for the amount they charge us) Building needs repair leaking roofs for example. The tools in the program need more maintance, repaired, or replaced.	■		■																													
Good School!		■																														
I think all classes should be offered on ground. I do not like to take classes online.						■																										
Offer diffrent foods in cafeteria. Needs more fruit or something. Less pizza.								■																								
We need a lot more parking because there isn't enough.	■																															
My main concern at this point is parking facilities, and parking security - I have found myself late for class because of this. Also I am dissatisfied with more than one of the instructors I have had, and this is not just personal, this is the opinion of of several class mates, grading system and organization of these instructors were very disatisfying.	■				■		■				■	■																				
The SCC website is not dial-up friendly!																			■													
More parking spots by building #9 Healthy & Science.	■																															
Better food in lunch room and some shelter for the smokers, so that way I don't have to walk through a pack of 20 of them while going to my classes.								■					■																			
#4 I answered very dissatisfied because I was accused of cheating by a teacher that wasn't even in our program. I proved her wrong, but I'm very upset with her accusations.					■																											
I started the new vascular program this year....Doesn't matter the questions, none of us students can get a straight answer.... Nobody seems to know what is going on from clinicals to next quarter, to why do we only have 2 quarters of vascular classes and the rest is not classes? No answers. I guess what I'm saying is better understanding or knowledge of a program BEFORE it starts.					■																											
This is the one of the best community colleges in the northwest for academic and sports. The staff does a good job supporting the students and helping them make there goals in life.		■																														
█████ should be teaching transmissions. To replace him with a teacher just because he has tenure is an extremely poor decision. He demonstrated he didn't want to teach the class. I had █████ for a teacher. He knew transmissions and had fun teaching the class. To replace him for the red tape reasons hurts future students in this program.				■	■																											
I think you guys should have some kind of student loan for computers or lap tops or some kind of discount															■							■										
Many cosmetic updates are needed in building 1			■																													



## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
The councilers are very uninformaed about antering programs. Entering and applying for a program is discouraging.																																
Update the campus facilities																																
Terri Anderson is a great person and she fights for the students.																																
Grading system for allied Health seems unfair when transferring to other colleges or on a resume																																
I am extremely displeased that the Automotive program didn't keep [REDACTED]. He was the best person for the job. I was very displeased on the choice of substitutes for [REDACTED] while he was on sabbatical - the sub didn't teach me nearly as much as [REDACTED] could have.																																
Fix the gravel parking lot next to the fire station. I should not have to park in a muddy mess while paying so much money to attend the school.																																
Very content.																																
Mark, my opinion on aspects at SCC, Zooming																																
Why does SCC use a different grade scale then any other schools. 80% = 3.0=B everywhere else. Here 3.0 = 90% rarely impossible to achieve a 4.0 - very dissatisfied with grading system. My GPA has dropped even though I maintain above a 90% avg.. in all my classes.																																
The laevel of parking availability has been a problem now for many years, it is time for a parkng garage. In the four qurters I have been here I have delt with few teachers that made me wonder how afer the older faculty is rewarded for performance.																																
This college need more unity, and student activities.																																
I think this college is doing a great job. I do feel that some courses require too many books and not enough time during class in which you can go to your car and not have to carry them around with you all day. It can be rather tiresome and make body parts sore. Other than that keep up the good work!																																
The desk in the classroom are uncomfortable. I'm witnessing back problems as I complete this survey.																																
Why pay a fee to park? You already take a lot of money from your students.																																
Give [REDACTED] a raise!																																
Overall, I really like coming to school.																																
Rules for smoking aroung campus should be more enforced. I am constantly coughing when I walk from class to class. I feel the running start staff could be more helpful.																																
More parking would be very nice on campus. Also more security protecting cars from theft, the cafeteria prices are very high for my budget. Also the school is too cold, the rest is good.																																
All teachers I have had are so far very helpful and willing to help you with anything you need!																																
Grading scale is bad Security is poor Parking availability is poor Poor food and it's expensive Need more current student info. Online																																
Would like to see a bigger variety of night/weekend classes																																
I am very pleased with the auto Tech program instructors are extremely knowledgable.																																
Mail my grades to my mail box. More parking for motorcycles.																																
There is only 1 instructor that I am dissatisfied with her style and personality towards her students. She doesn't seem to be concerned whether the students pass or fail. She tends to talk down to students as if we																																

## Themes Found in Student Comments

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were in high school.																																
A pool and waterslide are needed in the heavy equipment parking lot. Other than that, the school is great. Mark Franklin is the best teacher ever.																																
I think that people that smoke shouldn't be allowed anywhere near the doors, because even though there is the 25 ft ban you still have to walk through the second hand smoke. And you shouldn't be able to smoke while walking to class because you can get stuck walking behind a smoker. And in class smokers should have to sit on one side of the class and non-smokers on the other because I find the smell of cigarette smoke distracting to my learn, plus it makes me cough which in turn disrupts others. The answer, no smoking on campus, just like at the high schools.																																
have more classes of main subjects offered in the afternoon, like after 11:30am to 5:00pm.																																
Enforce Smoking policy. Create more parking. The students that are able to attend, the more money can use for services.																																
The cafeteria needs better food - more variety.																																
I believe that if you want to improve the student billing, call them or write them a letter before just cancelling their class. Other than that, everything is good.																																
I am very happy with this college so far. The courses are challenging and provide a lot of information.																																
This is just my first quarter so I don't have any additional feedback.																																
Need to make college better for running start students. Most seem to feel left out.																																
I would like to have a evening course for Electronic classes																																
Parking sucks! We get tickets for parking in the wrong area! There are more students than spots! Cosmetology dept is too small for lots of girls!!																																
We need more online class availability. We also need more variety in our evening class selection.																																
make the one on one assistants more available.																																
I would like to see quarter start and end dates for at least 1 academic year on the website to facilitate schedule planning.																																
We need better parking																																
More guidance for running start students- course selection, planning. Make anatomy and Physiology a 3 quarter class - 242, 243, 244																																
Bigger parking lot would be better. No more chinese food in the café.																																
Do not cancel evening classes 3 days before the quarter starts. I think really hard before scheduling my classes because I am too busy and need to find child care. I don't want to see surprises 2 days before the quarter starts.																																
The faculty in the applied programs are outstanding. It has been my experience that they are here for the sole purpose of helping the student's succeed. I would gladly pay a higher Tuition for these great people to receive more compensation.																																
Parking is horrible - attitude to students in admissions is degrading. Grading scale is unfair. It shouldn't be harsher than an established four year college. This is a community college - not ivy league. The overall attitude of this college is comical in that the college thinks itself superior. It is a community college. The faculty feel itself above this level. If the faculty employed by admissions had a college degree, then maybe a sense of superiority would be valid. It seems they feel disgruntled.																																

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Make more parking. Unless you get to school ab hour early, you walk a mile to your class. The instructere are fantastic. They not only know the material they are teaching, but they enjoy teaching it. Makes ot lots more fun to learn.	■			■																												
I like the live music selection in the Lair. Better fresh fruit. We need more parking. Don't give parking tickets for parking in 2 spots on snowy mornings--obviously we can't see the lines! More motorcycle parking.	■							■									■															
Our salon lab need updating or remodeling!			■																													
Parking here is horrible. Most of the time you drive around until you're late to class which means there was no reason for coming because you are sent home for being late. We pay a fee, there should be parking within 1/4 mile.	■											■																				
The bookstore prices are too high and the return rate you get is not fair. Spending almost \$90 on a book and getting only \$10 back is not right. The 25ft smoking rule also should be enforced. There may be signs, but if no one is enforcing it then it doesn't matter. The smell comes in through the doors and makes the halls stink!													■					■														
Fix the heat and get another parking lot! Everything else is great!	■	■	■																													
I feel that our program (Dental Ass) was very unorganized our 2nd quarter. We had way too much to do & less time to do it. Our lab schedules were very unforgiving & there were to many students per instructor. And parking here sucks!	■				■																											
better parking	■																															
On labs (math) classes have instructors give more lectures on the subjects.					■																											
I have a positive feeling about myself when I attend college of SCC. I like the fact that the instructors I have give you a step by step process, in showing you how to do your HW. I plan to attend here untill I receive my degree.		■		■																												
I think there could be less foul language by immature students or it should be stressed more to young students to be more respectful of other people. The parking here at SCC is Terrible.	■																■															
Most of the teachers are great. There truly are a few though that can really ruin your whole experience.				■																												
I have heard there is a lot of trouble in taking online classes. There is not enough info nor help for the student -thus they generally fail or get a very LOW grade. If I ever have to take an online class, I will find all means to get around it and take something else to replace that class.																				■												
I feel that tenured teachers (such as Rob Vogel) should be monitored more carefully to ensure that they follow curriculum. Parking should be included in tuition. Car theft should be eliminated. The people in the book store are rude. The portables are cold. The staff in the health science building are awesome. The staff in building 1 are awful! [REDACTED]. The teachers in the online courses are terrible. We need eating facilities and more choices for food in the health building!	■			■	■		■											■		■												
Parking is a joke and so are the security folks hired to enforce it!	■						■																									
The smoking in front of the doors is out of control! People still smoke in front of the doors where people have to walk through their smoke clouds to get in. They don't enforce the rules!													■																			
Parking! Parking! Parking! Why pay \$12 if you can't find any! Why is parking lot by fire tower always closed? Like 50 more cars could fit there and they aren't always using it.	■																															
The parking is completely inadequate. Many of the students come from quite a distance and cannot use the transit system. Personally the transit system doesn't meet my needs. Students time is a premium and they need their own transportation to accomplish all that is required of them (school, family, jobs, etc.). We need to invest in more parking. I find it frustrating to miss classes because there is no where to park. WE need multi-level parking garages. For short tem help removing the islands and remarking the spaces could yield additional parking because there is too much wasted space.	■																															

## Themes Found in Student Comments

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Highly need to upgrade the welding and fab shop and classrooms. Need to remind teachers that we are STUDENTS NOT EMPLOYEES!! Attendance policy is absolute shit!																																
Free parking garage Water machine in building 9 Food area in all buildings																																
I think you should be able to make appointments to see counclers to help with scheduling classes. Its hard to see one when you are waiting for an hour or more. Its pretty stressful.																																
There needs to be a study area other than classrooms in the new science and math building. Myself and other students make great use of the tables and benches but they fill quickly. I was unable to get into the A & P class that is required for my course and I will need to wait a full year before I can start my course of study.																																
The greenhouse classes are extremely poor and a waste of time.																																
Campus security needs to keep a closer eye on thefts and less on parking ticket revenue. Parking is extermely limited at most time of day.																																
Better parking needed.																																
I have been in this course for about 1 1/2 months and I am very pleased with the college.																																
Admissions, registration, and counseling procedures for enrolling in machine shop technology night courses during winter quarter were disorganized. I was initially told by admissions and counseling that the courses were not available and had to speak with the instructor and the dean to confirm that the courses were available. The machine shop our class was moved to mid-quarter, while meeting my needs, does not meet the needs of some of the more advanced students.																																
Need more parking. Books and food are expensive.																																
We need more parking. Security is NOT very nice, very snooty. The signs in the parking that are faded need to be replaced. Smokers need shelters, most AOS instructors are absolutely wonderful!!! Website need to be totally accessable 24 hours. (Grades, schedules, etc.)																																
I wish there were more street lights, especially on the north side of campus by the greenhouse. It is very dark out there in the winter when I leave lab class.																																
Parking at this school is OUTRAGEOUS! You need to open more lots to park in. It's ridiculous that we pay a fee every quarter for parking when there is NONE! I get here plenty early every morning to attempt to find parking so I'm not late! Honestly, it's getting OLD!																																
It would help if there was more parking for students!																																
The only reason I am attending a single class here is because this class was only offered the same time as one of my other classes at another school. I am currently attending 3 colleges, because of this reason. I don't know much about this school. My teacher is nice and helpful, but everything is how I expect it to be, Not worse, not better. I expect good.																																
I don't like that we get a ticket for parking when we pay a fee at the beginning! There is clearly not enough parking to facilitate for all the students. It's not fair that we get here early to find NO open parking, then we are late to class, which then causes us to be sent home, then we loose a grade point. FACILITATE MORE PARKING PLEASE.																																
I feel when you have the computer lab open until 7 pm Monday then Tuesday it should be the same on Friday. Some people should be offered more than just one room (1113) The law students and mechanical students are trying to get on the computer.																																
I think faculty and staff should treat each other with the same level of respect even though they are teaching different areas of study but are in the same department as well as the students of those different areas of study.																																
Great overall experience.																																

## Themes Found in Student Comments

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I wish there was elective choices for the horticulture program. I also feel like our asset test scores should be considered before placing us in beginning courses. I felt I was too advanced for some of the courses I was placed in and also some of the courses I had to take for my degree do not pertain at all to my area of study.										■																						
I have been consistently satisfied each quarter while attending SCC. I honestly could not have asked for more thoughtful, knowledgeable, genuine and concerned instructors. I would absolutely recommend SCC over SFCC or any other community college in this region a four year degree from this institution I would absolutely participate in the opportunity. When I leave I will miss SCC.		■		■																												
Please, make smthng with the parking places poroblem. It is so difficult to look for parking place EVERY MORNING! PLEASE!	■																															
I am very dissatisfied with campus security. Last quarter I received two parking tickets even though I had a parking pass.							■										■															
Thank you for providing such a great college.		■																														
Inadequate amount of parking for students.	■																															
Need to lower prices of food at the cafeteria. Our classrooms are pretty old, and the chairs aren't comfortable. Instructors are good, ELMT program seems to be ran well. ■ the lunchlady is awesome, she is all about college hoops. Go Cougs #10 in the nation.			■	■				■																								
There are two major issues on this campus I would like to address. The first is availability of handicapped parking on the campus, especially around bldg. 1. As a disabled student, it is hazardous, painful and difficult to have to walk too far to classes. It seriously affects my learning. Secondly, many college-sponsored lectures are not offered in the afternoons, making it difficult for full-time students to attend. Overall I love this campus. But the handicapped parking issue must be dealt with.	■	■																									■					■
Overall, I believe SCC is a great place to attend college. The environment, people activities really brings me to be more than just a student. The only thing that really concerns me is how SCC provides diversity. I think there is a need for more diversity or even programs that specialize in that area.		■																														■
I would recommend that more attention be paid to the online courses. I have encountered way too many problems since beginning my online classes. All information sent to the teachers should have an automotive reply that they got it.																				■												
I feel that after a few more questions I will be able to have different feelings about school. I don't really know a whole lot about this place yet. The teachers are fine but I seem to have a problem with one of my teachers to point where it is affected my learning ability. She is extremely unfair and makes me not want to come to school.					■																											
We need a larger computer lab in building 8 or maybe another one. When students want to use it, it always has a class in it. Not enough room for current classes. Logger-sports need to be re-instated, please.			■												■																	
I am very pleased with the instructors of the water resources program.				■																												
Parking is a hassle. It would be nice to have more parking space around each building to ensure that I would have a place to park close to where I need to go for class, since we have to pay to park on the street. I would also like to see instruction be a little more organized and knowledgeable.	■				■																											
It's OK. Some teachers are good, but most are average.																																
Lower the cost of café foods! Too spendy. Mail grades to homes.								■																							■	
All classes should be open to all students, not just the ones in the programs. Wait lists should be 1st come, 1st served without having to complete a lot of prerequisites. If it is something the program needs, make it a part of the program.						■				■																						
Lower cost of café food.								■																								

## Themes Found in Student Comments

Comment	Insufficient Parking	SCC Kudos	Facilities Negatives	Teacher Kudos	Teacher Negatives	Class Scheduling	Security Negatives	Cafeteria	Eves Weekend	Curriculum	Grading Scale	Attendance	Smoking	Shop Equipment	Computer Access	Respect Issues	Parking Tickets	Bookstore	Website Negatives	Online Classes Neg	Advising	Financial	RunningStart	Job Placement	Registration	Remote Food	Library Kudos	Afternoon Classes	Child Care	Mail Grades Home	More Diversity	Disabled Parking
Very good 2 year school. Very helpful.		■																														
This world is a better place for this college! Great library, staff, students		■																								■						
Computer lab in building 8 is too hot. Need to do something about this before it gets too warm out or it will be an oven in there.			■												■																	
Natural Resources program needs a bigger computer lab.			■												■																	
Would be great if course schedule could be online and searchable by key words. As a tax payer I think too much money is spent mailing schedules to every address. Seems a little difficult to find a quiet place to do CAD homework on a computer.I with chit chat was kept under control in the tutoring center. Usually one or two groups who are just there to visit.															■				■													
I think learning the procedures and practices would be much easier if the equipment worked properly. It's hard to work on projects when you spend more fixing the machine. I think I would like to go back to the big shop with properly maintained equipment! It angered me when I couldn't finish my project properly because of small and defective equipment.														■																		

### Notes about the column header:

Themes highlighted in black are the top five most frequently cited.

Themes highlighted in medium gray are the next five most frequently cited.

# STUDENT OPINION SURVEY (2-Year College Form)

**DIRECTIONS:** The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this 2-year college (community college, junior college, etc.). If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely, and then fill in the correct oval. Select only ONE response for each item.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use

## SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, fill in the appropriate oval. Complete the remaining blocks by

marking the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)									
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0

B AGE
<input type="radio"/> 18 or Under
<input type="radio"/> 19
<input type="radio"/> 20
<input type="radio"/> 21
<input type="radio"/> 22
<input type="radio"/> 23 to 25
<input type="radio"/> 26 to 29
<input type="radio"/> 30 to 39
<input type="radio"/> 40 to 61
<input type="radio"/> 62 or Over

C RACIAL/ETHNIC GROUP
<input type="radio"/> African American or Black
<input type="radio"/> Native American (Indian, Alaskan, Hawaiian)
<input type="radio"/> Caucasian or White
<input type="radio"/> Mexican American, Mexican Origin
<input type="radio"/> Asian American, Oriental, Pacific Islander
<input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic
<input type="radio"/> Other
<input type="radio"/> I prefer not to respond.

D FOR WHAT PURPOSE DID YOU ENTER THIS 2-YEAR COLLEGE? (Select only one.)
<input type="radio"/> No Definite Purpose in Mind
<input type="radio"/> To Take a Few Courses for Self-Improvement
<input type="radio"/> To Take a Few Job-Related Courses
<input type="radio"/> To Take Courses Necessary for Transferring to Another 2-Year College
<input type="radio"/> To Take Courses Necessary for Transferring to a 4-Year College or University
<input type="radio"/> To Complete a Vocational/Technical Program
<input type="radio"/> To Obtain or Maintain a Certification
<input type="radio"/> To Obtain an Associate Degree
<input type="radio"/> Other

E INDICATE YOUR OVERALL COLLEGE GRADE AVERAGE.
<input type="radio"/> A- to A (3.50-4.00)
<input type="radio"/> B to A- (3.00-3.49)
<input type="radio"/> B- to B (2.50-2.99)
<input type="radio"/> C to B- (2.00-2.49)
<input type="radio"/> C- to C (1.50-1.99)
<input type="radio"/> D to C- (1.00-1.49)
<input type="radio"/> Below D (0.00-0.99)
<input type="radio"/> Have Not Established a Grade Average
<input type="radio"/> Does Not Apply

F SEX
<input type="radio"/> Male
<input type="radio"/> Female

G MARITAL STATUS
<input type="radio"/> Unmarried (Including Single, Divorced, and Widowed)
<input type="radio"/> Married
<input type="radio"/> Separated
<input type="radio"/> Prefer Not to Respond

H NUMBER OF DEPENDENT CHILDREN
<input type="radio"/> None
<input type="radio"/> 1
<input type="radio"/> 2
<input type="radio"/> 3
<input type="radio"/> 4 or More

I INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED.
<input type="radio"/> 0 or Only Occasional Jobs
<input type="radio"/> 1 to 10
<input type="radio"/> 11 to 20
<input type="radio"/> 21 to 30
<input type="radio"/> 31 to 40
<input type="radio"/> Over 40

J WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS 2-YEAR COLLEGE?
<input type="radio"/> Full-Time Student
<input type="radio"/> Part-Time Student

K INDICATE THE NUMBER OF YEARS YOU HAVE ATTENDED THIS COLLEGE.
<input type="radio"/> 1 Year
<input type="radio"/> 2 Years
<input type="radio"/> 3 Years
<input type="radio"/> 4 or More Years

L WHICH TYPE OF CLASSES DO YOU MOST FREQUENTLY ATTEND?
<input type="radio"/> Day Classes (Morning or Afternoon)
<input type="radio"/> Evening Classes
<input type="radio"/> Weekend Classes
<input type="radio"/> Other

M WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS 2-YEAR COLLEGE?
<input type="radio"/> Entered Directly from High School
<input type="radio"/> Entered after Working for a Period of Time (Excluding Summer Work)
<input type="radio"/> Transferred from Another 2-Year College
<input type="radio"/> Transferred from a 4-Year College or University
<input type="radio"/> Entered After Completing Military Service
<input type="radio"/> Other

N HOW FAR FROM THIS 2-YEAR COLLEGE DO YOU CURRENTLY LIVE?
<input type="radio"/> Less Than 1 Mile
<input type="radio"/> 1-5 Miles
<input type="radio"/> 6-10 Miles
<input type="radio"/> 11-20 Miles
<input type="radio"/> 21-40 Miles
<input type="radio"/> Over 40 Miles

O DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)
<input type="radio"/> Yes
<input type="radio"/> No

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR CURRENT AREA OF STUDY AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS P AND Q, AND FILL IN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE CURRENT AREA OF STUDY, SELECT THE ONE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

P INDICATE YOUR CURRENT AREA OF STUDY.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0

Q INDICATE YOUR OCCUPATIONAL CHOICE.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0

Indicate your impressions of this 2-year college.

Indicate your impressions of this 2-year college.

MAJOR REASON  
MINOR REASON  
NOT A REASON

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Convenient Location
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Offered the Courses I Wanted
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Low Cost of Attending
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Could Work While Attending
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good Vocational or Academic Reputation
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liked the Social Atmosphere
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liked the Size of the College
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good Chance of Personal Success
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of Scholarship or Financial Aid
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advice of Parents or Relatives
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advice of High School Counselor, Teacher, Principal, etc.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wanted to Be with Friends

- ☐ It was my first choice.
- ☐ It was my second choice.
- ☐ It was my third choice.
- ☐ It was my fourth choice or lower.

☐ Definitely Yes  
☐ Probably Yes  
☐ Uncertain  
☐ Probably No  
☐ Definitely No

☐ Excellent  
☐ Good  
☐ Average  
☐ Below Average  
☐ Very Inadequate

For each service (or program) listed below, indicate whether or not you have used the service and, if you have used the service, your level of satisfaction with it. If a service is not offered at this 2-year college, mark "Not Available at This College" and leave Part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and leave Part B blank. Indicate your level of satisfaction (Part B) *only* if you HAVE used the service.

**COMPLETE PART B *ONLY* IF YOU  
HAVE USED THE SERVICE.**

<div> <div>NOT AVAILABLE AT THIS COLLEGE</div> <div>I HAVE <b>NOT</b> USED THIS SERVICE</div> <div>I HAVE USED THIS SERVICE</div> </div>			HAVE USED THE SERVICE.					
			COLLEGE SERVICE OR PROGRAM	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
0	0	0	1. Academic advising/course planning services	0	0	0	0	0
0	0	0	2. Personal counseling services (for personal concerns and problems)	0	0	0	0	0
0	0	0	3. Vocational guidance/career planning services	0	0	0	0	0
0	0	0	4. Job placement services	0	0	0	0	0
0	0	0	5. Financial aid services	0	0	0	0	0
0	0	0	6. Recreational and intramural programs and services	0	0	0	0	0
0	0	0	7. Library/learning resources center facilities and services	0	0	0	0	0
0	0	0	8. Resident hall programs and services	0	0	0	0	0
0	0	0	9. Student health services	0	0	0	0	0
0	0	0	10. College-sponsored tutorial services	0	0	0	0	0
0	0	0	11. Student employment services	0	0	0	0	0
0	0	0	12. Cafeteria/food services	0	0	0	0	0
0	0	0	13. College-sponsored social activities	0	0	0	0	0
0	0	0	14. Cultural programs and activities	0	0	0	0	0
0	0	0	15. College orientation program	0	0	0	0	0
0	0	0	16. Credit by examination program (CLEP, etc.)	0	0	0	0	0
0	0	0	17. Computer services	0	0	0	0	0
0	0	0	18. Parking facilities and services	0	0	0	0	0
0	0	0	19. Veterans services	0	0	0	0	0
0	0	0	20. Day care services	0	0	0	0	0



Please mark the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If any item is not applicable to you or to this college, fill

in the oval in the “Does Not Apply” column and proceed to the next item. Respond to each item by filling in only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	0	0	0	0	0	0
	2. Course content in your major area of study	0	0	0	0	0	0
	3. Quality of instruction in your major area of study	0	0	0	0	0	0
	4. Out-of-class availability of your instructors	0	0	0	0	0	0
	5. Attitude of the teaching staff toward students	0	0	0	0	0	0
	6. Variety of courses offered at this 2-year college	0	0	0	0	0	0
	7. Class size relative to the type of course	0	0	0	0	0	0
	8. Flexibility to design your own program of study	0	0	0	0	0	0
	9. Availability of your advisor	0	0	0	0	0	0
	10. Value of the information provided by your advisor	0	0	0	0	0	0
	11. Challenge offered by your program of study	0	0	0	0	0	0
	12. Preparation you are receiving for your chosen occupation	0	0	0	0	0	0
ADMISSIONS	13. General admissions/entry procedures	0	0	0	0	0	0
	14. Accuracy of college information you received before enrolling	0	0	0	0	0	0
	15. Availability of financial aid information prior to enrolling	0	0	0	0	0	0
	16. Assistance provided by the college staff when you entered this college	0	0	0	0	0	0
	17. College catalog/admissions publications	0	0	0	0	0	0
RULES & POLICIES	18. Rules governing student conduct at this college	0	0	0	0	0	0
	19. Student voice in college policies	0	0	0	0	0	0
	20. Academic probation and suspension policies	0	0	0	0	0	0
	21. Purposes for which student activity fees are used	0	0	0	0	0	0
	22. Personal security/safety at this college	0	0	0	0	0	0

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	23. Classroom facilities	0	0	0	0	0	0
	24. Industrial arts/shop facilities (wood-working, mechanical, etc.)	0	0	0	0	0	0
	25. Business-training facilities/equipment (computers, typewriters, etc.)	0	0	0	0	0	0
	26. Laboratory facilities	0	0	0	0	0	0
	27. Athletic facilities	0	0	0	0	0	0
	28. Study areas	0	0	0	0	0	0
	29. Student community center/student union	0	0	0	0	0	0
	30. College bookstore	0	0	0	0	0	0
	31. Availability of adequate housing for students	0	0	0	0	0	0
REGISTRATION	32. General condition and appearance of the buildings and grounds	0	0	0	0	0	0
	33. General registration procedures	0	0	0	0	0	0
	34. Availability of the courses you want at times you can take them	0	0	0	0	0	0
	35. Academic calendar for this college (e.g., semester or quarter system)	0	0	0	0	0	0
GENERAL	36. Billing and fee payment procedures	0	0	0	0	0	0
	37. Concern for you as an individual	0	0	0	0	0	0
	38. Attitude of the college nonteaching staff toward students	0	0	0	0	0	0
	39. Racial harmony at this college	0	0	0	0	0	0
	40. Opportunities for student employment	0	0	0	0	0	0
	41. Opportunities for personal involvement in college activities	0	0	0	0	0	0
	42. Student government	0	0	0	0	0	0
	43. College media (college newspapers, campus radio, etc.)	0	0	0	0	0	0
	44. This college in general	0	0	0	0	0	0

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please record your responses to those items in this section. Twelve ovals are provided for each question, but few

questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L	A B C D E F G H I J K L			

SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please write them on the lines below.

DO NOT WRITE BELOW THIS LINE.



On the last page of your survey, there are 30 columns with 12 ovals (labeled A through L) in each column. In responding to the following questions, please mark the appropriate oval on the answer sheet. For example, if your answer to question 1 is *B. Satisfied*, you would fill in oval “B” in column 1.

Please **mark the oval on the survey answer sheet** indicating your level of satisfaction with each of the following aspects of Spokane Community College.

1. The commitment of faculty in helping me to achieve my goals and objectives.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
2. The contribution of faculty to the learning environment.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
3. The advising by faculty in helping me to select my courses.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
4. The fairness with which I have been treated by the employees at SCC.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
5. My own level of preparation to be successful in the courses/programs in which I am enrolled.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
6. The extent to which earlier courses I've taken at SCC have prepared me to be successful in later courses.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me
7. The times at which extra-curricular programs and activities are scheduled.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Does not apply to me

⇒ ⇒ ⇒ PLEASE CONTINUE ON THE BACK OF PAGE ⇒ ⇒ ⇒

8. The resources and services provided by the library.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have not used or does not apply to me
9. The resources and services provided by the Media Lab in the Learning Resources Center.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have not used or does not apply to me
10. The Spokane Community College web site.
  - A. Very Satisfied
  - B. Satisfied
  - C. Neutral
  - D. Dissatisfied
  - E. Very Dissatisfied
  - F. Have not used or does not apply to me

The following questions pertain to your interest in, and experience with, online courses (courses taught over the internet rather than face-to-face in the classroom).

11. Do you have an interest in taking online courses?
  - A. Yes
  - B. No
12. Have you taken, or are you currently taking, any online courses?
  - A. Yes
  - B. No
13. If you answered **Yes** to question 12:  
What is the most important reason for taking an online course?
  - A. It fit my schedule more easily than a face-to-face class.
  - B. I learn more in an online class than a face-to-face class.
  - C. Other
14. Do you plan to take an online class in the future?
  - A. Yes
  - B. No
  - C. Unsure

Thank you very much for taking the time to complete this survey. The results will enable SCC to better meet the needs of our students.