

Student Services Report

Survey Spring 2016

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March 2017

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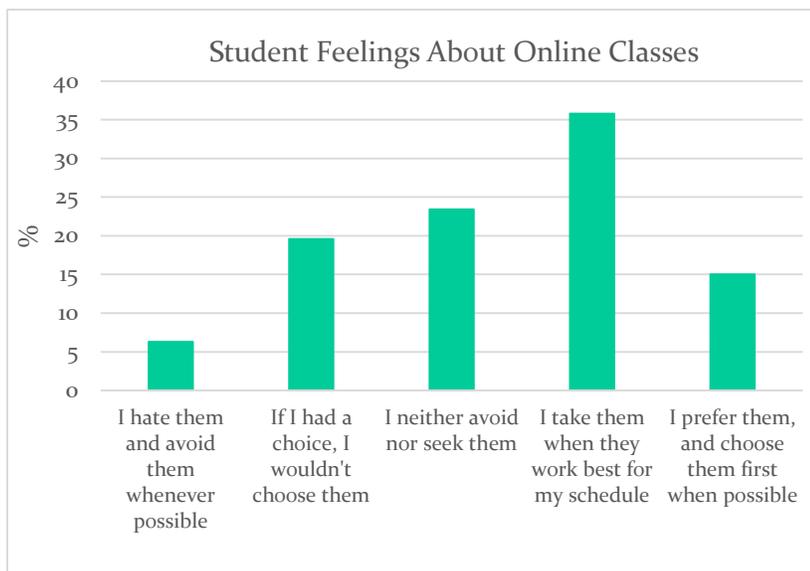
Distance Education (DE)

Otherwise known as Online or Hybrid classes

What Do Students Think About Online Classes?

Online classes afford students more flexibility with their schedule, which is particularly appealing for students who are working while going to school. This is particularly true for the ever-growing group of “skills-builders,” or non-traditional students, who take classes to move up in their career.

We asked students how they feel about online classes. Do they like online classes? Do they prefer them to traditional classes? Or, do students take them just because they are best for their schedule?



Not surprisingly, most students (36%) take online classes when they work best with their schedule. However, a fourth of students (25%) either hate online classes or would not choose them if they had a choice.

A subset of students (15%) actually prefer online classes and choose them when they can.

We also asked students how they felt they did taking online courses compared to traditional courses taken face-to-face.

DISTANCE EDUCATION

MOST STUDENTS TAKE ONLINE CLASSES BECAUSE THEY WORK BETTER WITH THEIR SCHEDULE

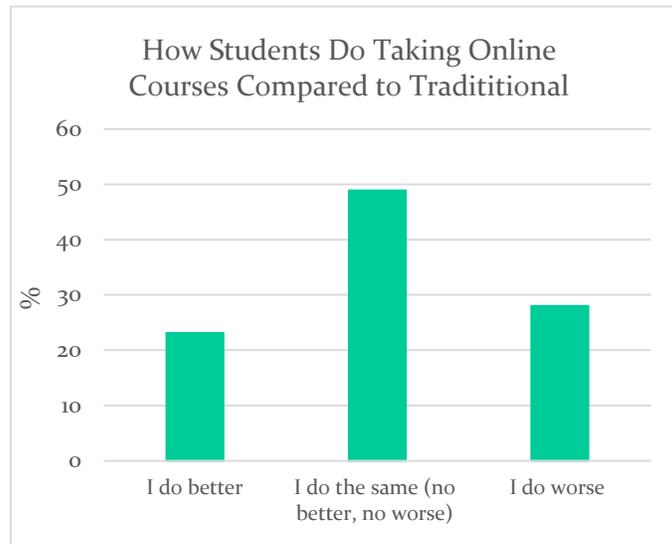
15% OF STUDENTS PREFER ONLINE CLASSES AND CHOOSE THEM WHEN THEY CAN

ONLINE CLASSES

ABOUT HALF OF STUDENTS FEEL THEY DO THE SAME AS THEY DO IN TRADITIONAL COURSES

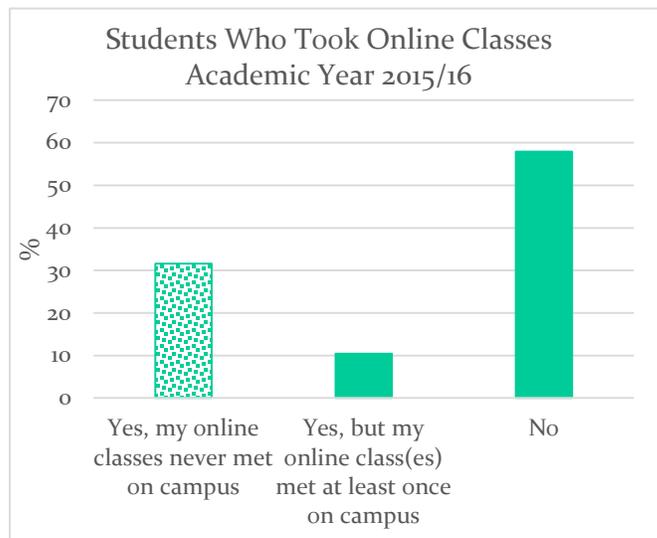
28% FEEL THEY DO WORSE IN ONLINE CLASSES

MORE THAN 30% TOOK AT LEAST ONE FULLY ONLINE CLASS IN 2015/16 (FALL/SPRING)



About half of students (49%) feel they do the *same* taking online courses as they do taking traditional. Nearly 30% though, feel they do *worse* rather than better in online courses.

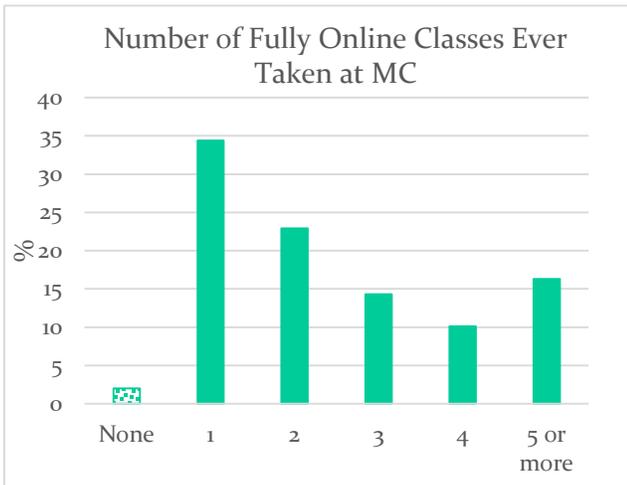
Some students find online courses easy, however, this does not necessarily mean better. One student shared, "online classes are great and easy to take, but I don't think I learn as much." This suggests that there will continue to be a need for face-to-face classes.



In our survey sample, over 40% took some sort of distance education course this past academic year (Fall/Spring 2015-16). That is, more than 30% of students took at least one fully online class in 2015/16. An additional 10% of students took hybrid online courses which required some meeting on campus.

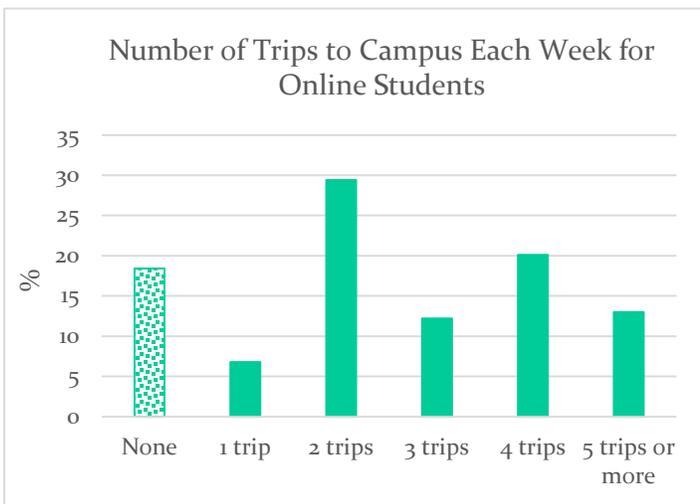
Over half (58% of students) did *not* take any kind of online class in Fall/Spring 2015/16.

We asked students who took a fully-online class in the Fall 2015/Spring 2016 how many fully-online classes they have ever taken at Moorpark College? A third of students (34%) said they have taken just 1 fully online course ever in their time at Moorpark College. At the other end of the spectrum, 26% of students reported that they have taken 4 or more fully online courses (4, 10%; 5+, 16%). Less than 5% have never taken a fully-online course at Moorpark College.



A big part of Distance Education (DE) is being able to take courses remotely and never having to come to campus. This is particularly important for people who work full-time during standard business hours, when the campus is open. While many students work at least part-time and go to college, a growing proportion of Moorpark College students take classes and work full-time.

We asked students who reported that they took classes which were fully-online how many trips they made to campus each week. Only 18% reported that they *never* had to come to campus. Online students most frequently make 2 trips to campus each week (29%).



DISTANCE EDUCATION

34% HAVE TAKEN JUST 1 FULLY-ONLINE COURSE AT MOORPARK COLLEGE

LESS THAN 5% HAVE NEVER TAKEN A FULLY-ONLINE COURSE AT MOORPARK COLLEGE

DISTANCE EDUCATION STUDENTS MOST FREQUENTLY MAKE 2 TRIPS TO CAMPUS PER WEEK (29%)

D2L TECH SUPPORT

64% FEEL D2L STAFF ARE FRIENDLY

15% DID NOT KNOW TECH SUPPORT WAS AVAILABLE

AREAS FOR IMPROVEMENT: ACCESSIBILITY OF TECH SUPPORT

COMPLETELY RESOLVING ISSUES MORE ADVERTISING EXPAND HOURS

50% USED D2L TECH SUPPORT

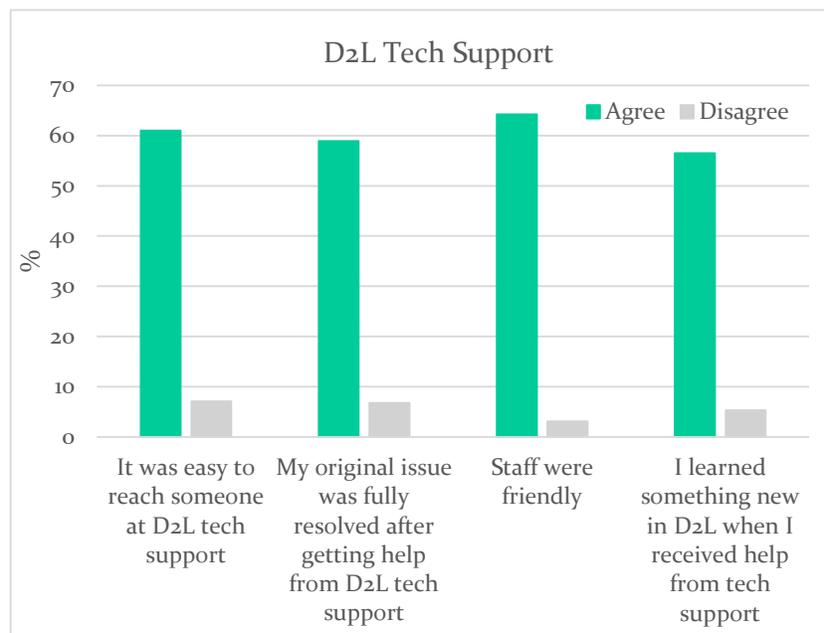
STUDENTS WOULD LIKE TO SEE: IMPROVED D2L WEBSITE

However, a third (33%) make 4 or more trips to campus each week (4, 10%; 5+, 13%). It should be noted that this *may not be an accurate reflection* of the number of times an exclusively DE student would need to make to campus. We were unable to exclude students who also took courses on campus, and thus would be *needed* to come to campus for class.

D2L Tech Support

Moorpark College offers phone/remote technical support for Desire 2 Learn (D2L). This service was recently added to ensure exclusively DE students have access to assistance if they experience technical difficulties.

Many students report that they have not needed assistance with D2L and did not contact tech support (35%). However, 15% *did not know that tech support was available for D2L*.



Approximately 2/3's of students (64%) feel that D2L Tech Support are friendly. Although 61% feel it is easy to reach someone from tech support, 7% do *not*. Similarly, 7% feel their issue was *not* fully resolved after getting help from D2L tech support. These may be areas that D2L support could improve.

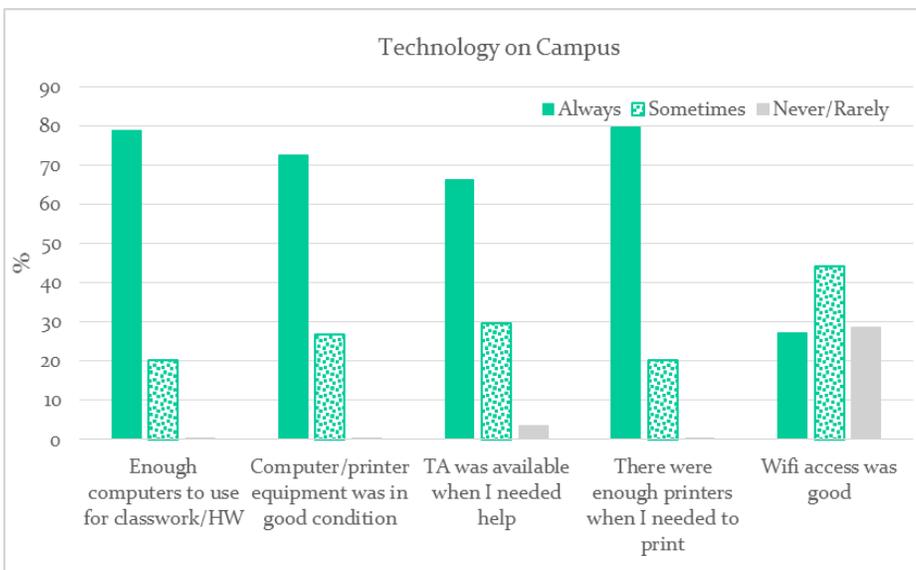
Suggestions from students include more advertising that the service is available and increasing the hours of support. This would apply to any web-based system used for online classes in the future, including Canvas. More students need to know that support is available.

In regards to the D2L site, students suggest improving the layout of the website; changing the background color for font visibility; reducing the

amount of “down time” in the middle of the week; improving the mobile website; and improving the email interface for D2L. This may be addressed with the new platform, Canvas.

Technology on Campus

Technology on campus is a growing interest in this technology era. Students regularly bring laptops or tablets to campus and wish to connect to the internet with their PC or cellular phone. For those who do not have a PC they also need to be able to use campus computers or print assignments, as required for class. We asked students about their usage of computers, printers, wireless internet on campus, and any technical assistance they received.



Approximately 80% of students feel that there are always enough computers or printers when needed. Similarly, nearly 3/4s of students (73%) feel computer/printer equipment is always in good condition. This is especially relevant for those who need a computer or printer to complete their school work.

Areas that could be improved upon include the availability of technology technical assistance (TA) and the quality of wireless internet. While 66% of students report that technology TA is *always* available when needed, 4% say that it is *never or rarely* is available. Wifi access appears to be the area that needs the most improvement. Nearly half of students (44%) feel that wifi access was good *just some of the time* and 28% report that wifi access is *never or rarely is good*.

TECHNOLOGY

80% FEEL THERE ARE ALWAYS ENOUGH COMPUTERS OR PRINTERS WHEN NEEDED

AREAS FOR IMPROVEMENT: WIFI ACCESS TECHNICAL ASSISTANCE (TA) AVAILABILITY

28% SAY WIFI ACCESS IS EITHER NEVER OR RARELY IS GOOD

ACADEMIC COUNSELING

MOST COMMON FRUSTRATION IS DIFFICULTY MAKING AN APPOINTMENT—WAIT TIMES AND NUMBER OF TIMES HAVING TO CALL

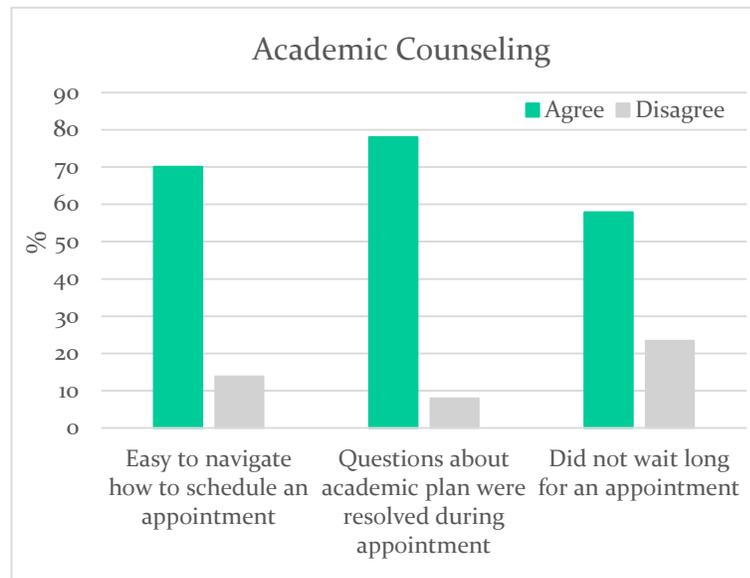
23% OF STUDENTS HAD TO WAIT A LONG TIME FOR AN APPOINTMENT

STUDENTS WOULD LIKE TO SEE:

ABILITY TO MAKE APPOINTMENTS MORE THAN 1 WEEK IN ADVANCE

Academic Counseling

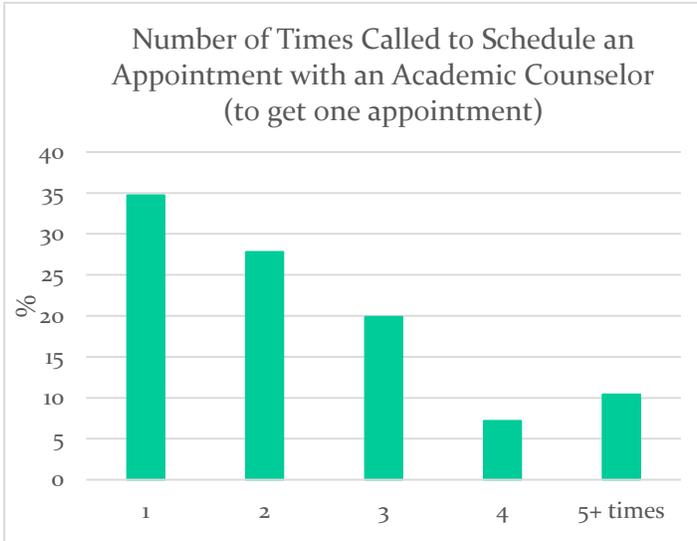
The Academic Counseling department provides academic advising and assistance with transfer planning. This department is critical in assisting students navigate their way through a degree plan and achieving their educational goals. As the figure below shows, 78% feel their questions about their academic plan were answered during their academic counseling appointment.



These data suggest that the Academic Counseling department could improve in the area of wait times for an appointment—23% of students report that they had to wait a long time to get an appointment with an academic counselor. This is consistent with comments made by Moorpark students and the number of times students had to call to schedule an appointment. This common frustration among students—difficulty making an appointment—is exemplified by the following comment.

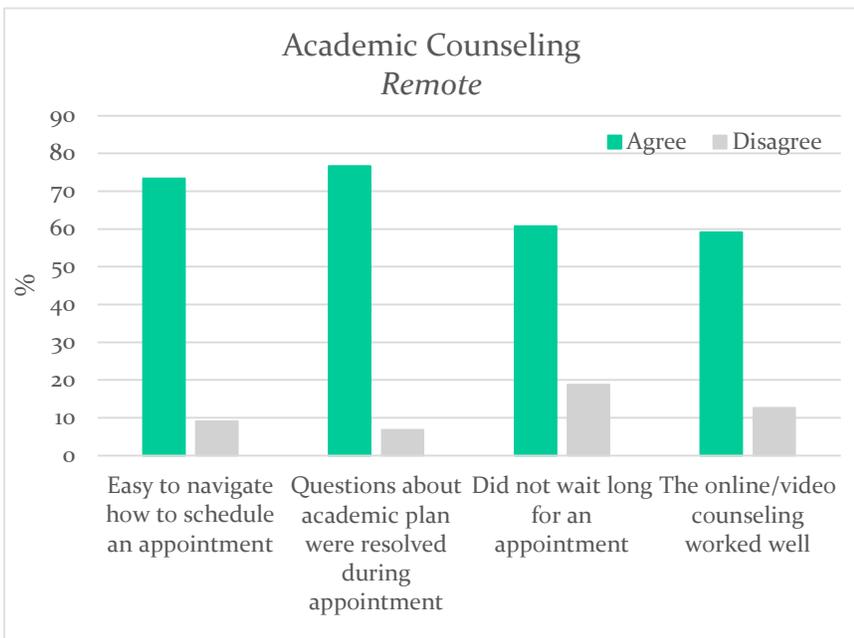
“I think that appointments should be able to be made in advance more than just scheduling for the week. I think then people [will] get the appointments they need when they are available. It is too stressful or a hassle to try to book an appointment right at 8am because the phone lines are usually busy and by then the appointments are booked for the week.” - Student

As the figure shows, the majority of students (65%) accessing academic counseling on campus have to call more than once to schedule an appointment. More specifically, 10% of students have to call five or more times to schedule one appointment with an Academic Counselor.



Remote Services

The remote services offered through Academic Counseling include online/video counseling appointments. This is particularly important for students who are Distance Education and prefer or are unable to come to campus for student services. Like on campus academic counseling, more than ¾'s of students accessing remote academic counseling (77%) feel their questions were resolved during their appointment. Over 70% of students also feel that it is easy to navigate how to schedule an appointment remotely.



REMOTE SERVICES ACADEMIC COUNSELING

77% FEEL THEIR
QUESTIONS
WERE ANSWERED
DURING THEIR
APPOINTMENT

AREAS FOR
IMPROVEMENT:

APPOINTMENT WAIT
TIMES
ONLINE/VIDEO
COUNSELING

56% HAD TO
COME TO CAMPUS
TO GET THEIR
QUESTION
RESOLVED

9% GAVE UP

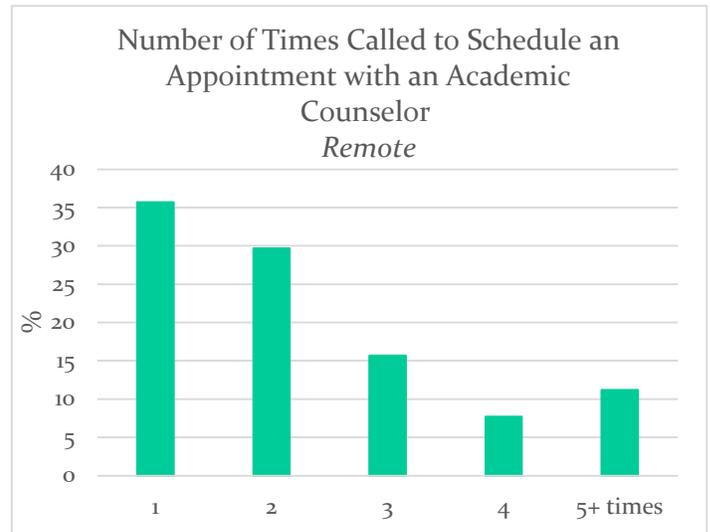
STUDENTS WOULD
LIKE TO SEE:
SCHEDULING
PROCESS SIMPLIFIED

Both wait times to schedule an appointment and the online/video counseling could use improvement. Between 10-20% of students said that they had to wait a long time to get an appointment with an academic counselor (19%) and that the online/video counseling did *not* work well for them (13%).

Like students accessing services on campus, most students (64%) have to call *more than once* to make an appointment with an academic counselor; 11% have to call 5 or more times.

Some students also report that they do not receive answers to their questions submitted online, or they experience a significant delay such as the following student.

“It took many phone calls and emails to receive a simple phone call from a counselor. I finally received a call after a month of my first inquiry, by then registration for the next semester had already begun. Simplifying the process would help tremendously.” - Student

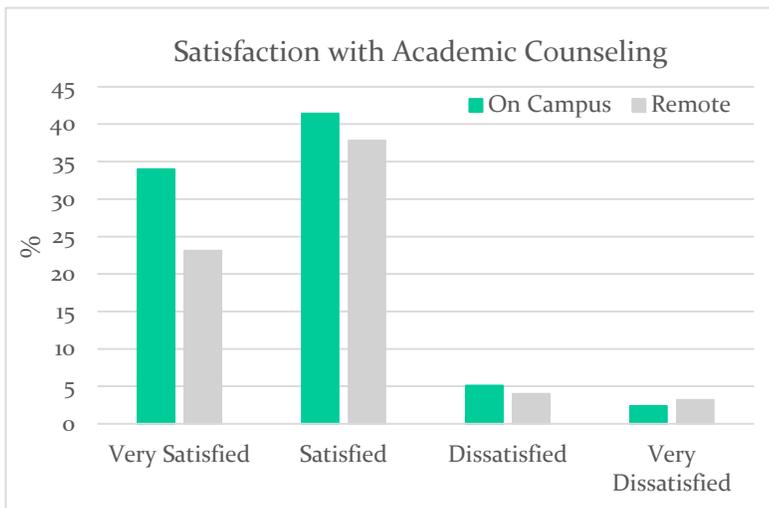


Satisfaction

We looked at satisfaction with Academic Counseling services both on campus and remotely. There was a notable difference with more students being satisfied with counseling services on campus (75%) compared to remote services (61%). Approximately 7% of students are dissatisfied with academic counseling services—both on campus and remote.

Academic Counseling

MORE STUDENTS ARE SATISFIED WITH ACADEMIC COUNSELING ON CAMPUS THAN THEY ARE REMOTE SERVICES.

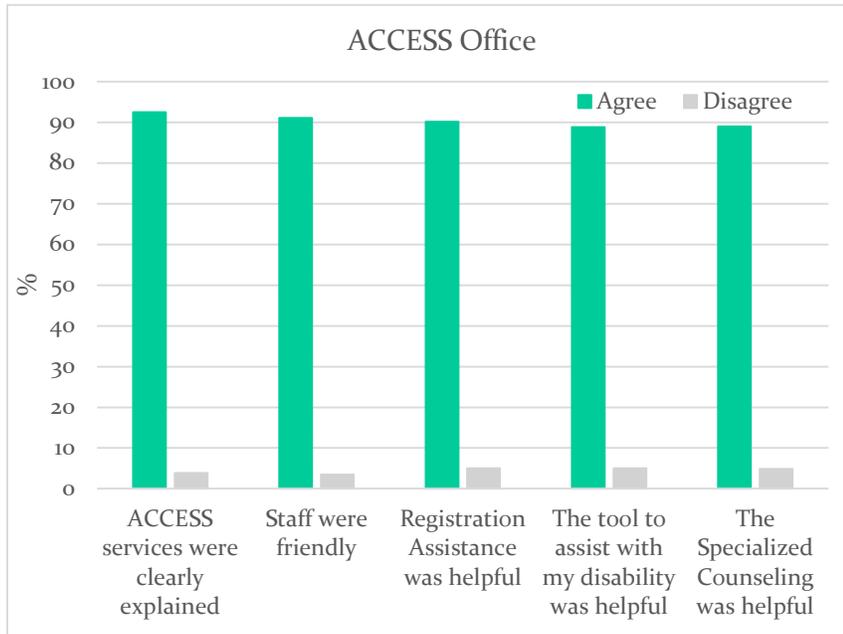


When we dig into the dissatisfaction we see that a slightly greater percentage of students are “very dissatisfied” with the remote services in contrast to services on campus, indicating there may be a level of emotion, or frustration, associated with their dissatisfaction.

ACCESS

The ACCESS (Accessibility Coordination Center & Educational Support Services) Office focuses on students with disabilities or health challenges who need assistance in their studies. The program provides accommodations and coordinates services to ensure that students have full access to the campus and curriculum. Services (i.e., assistive equipment, sign language interpreters, test-taking accommodations) are intended to minimize the effects of the student’s disability on their educational experience.

As shown in the figure below, approximately 90% of students agreed with each service indicator. Most notably, 93% of students feel that ACCESS services are clearly explained. The vast majority of students also reported that staff were friendly, and the registration assistance and specialized counseling were helpful.



Students also provided some valuable feedback regarding ACCESS services. For example, students shared that the registration process could be improved, adding a line for those who have completed their paperwork and including sign signals for the deaf.

Other complications with services included ASL interpreters not always showing up for class and limited hours for the alternative testing center. Like other student services, students would like more evening and weekend hours at the alternative testing center.

ACCESS

93% FEEL SERVICES WERE CLEARLY EXPLAINED

“ACCESS saved me from a lot of anxiety & issues that were an obstacle to my learning. THANK THEM! I am so grateful.” - Student

AREAS FOR IMPROVEMENT:
REGISTRATION PROCEDURES & EFFICIENCY
EXTEND HOURS OF TESTING CENTER
INTERPRETER ATTENDANCE

“I think they should have [registration] set up for those who have already filled out their paper work in a separate line from those who need assistance with filling the paper work out. The process is very time consuming and those who already have all their papers filled out shouldn't have to wait on those who don't.” - Student

ADMISSIONS AND RECORDS

84% FEEL STAFF ARE WILLING TO ASSIST UNTIL THEIR ISSUE IS RESOLVED

80% VALUE THE ASSISTANCE PROVIDED

AREAS FOR IMPROVEMENT: HOURS OF OPERATION EASY TO UNDERSTAND INFORMATION

Overall students who utilize ACCESS find the services helpful and valuable in helping them succeed in college. As one student explains:

"I struggle with chronic illness, which affects my classes and work severely and is often misunderstood. Norma Letinsky did a fantastic job at getting me the help I need to succeed in my classes."

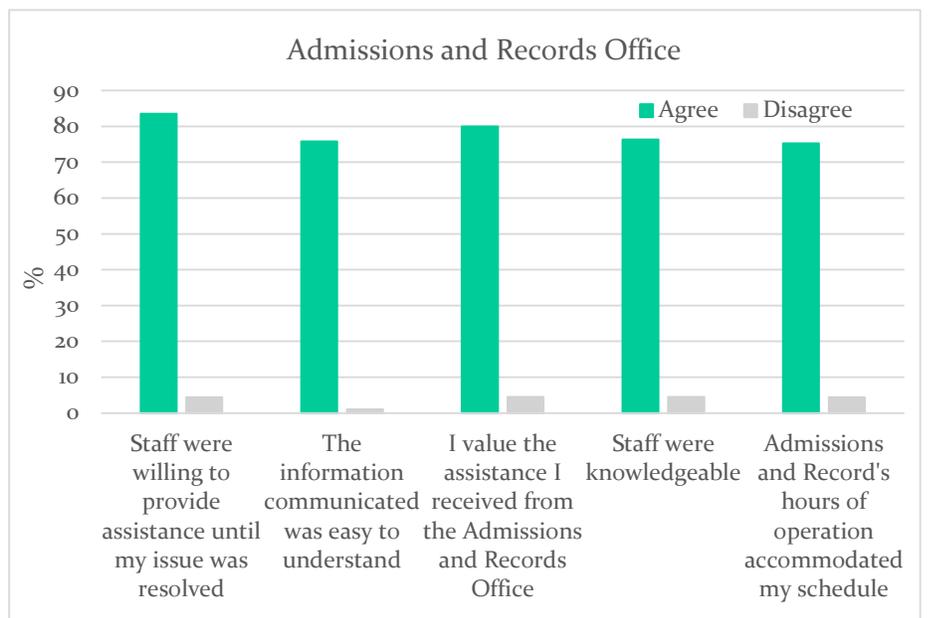


It is always a chaotic experience at ACCESS, and requires too many steps for registration. For people with hearing issues, it is next to impossible [to understand] what is going on during the registration process, as they call people's names when it is their turn. They do not give any kind of visual cue, and if you do not hear your name, they move on to the next person. - Student



Admissions and Records

Admissions and Records are the forefront of Moorpark College, being the first department that most students have contact with prior to attending the college. Thus, they typically make the first impression on a prospective student.



Consistently, students feel Admissions and Records staff are willing to provide assistance until the issue is resolved (84%). The vast majority of students also value the assistance Admissions and Records Office provides (80%).

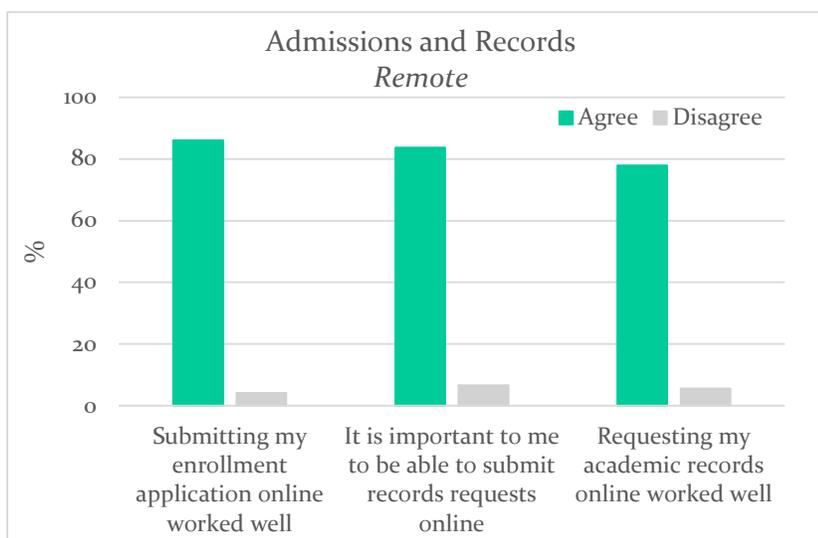
If an area were to be identified that could be improved upon it may be Admissions and Records' hours of operation. This is the primary complaint of students and the service indicator with the smallest percent of students in agreement (75%). Likewise, 76% of students feel that information communicated is easy to understand. As one student suggests, *"Clearer instructions on where to go when trying to get a prerequisite removed. I went to three places before I found the correct counselor to speak to."* This may be another area that Admissions and Records could focus efforts.

Remote Services

Admissions and Records also offers students access to submit their enrollment application online and request academic records remotely. Most students (86%) feel that submitting an enrollment application online works well for them. It is particularly interesting that, in contrast, fewer students (78%) feel that requesting academic records works well. This may warrant investigating to determine if there were technical difficulties or why fewer students feel that requesting academic records online works well.

While 84% of students feel it is important for them to be able to submit records requests online, 7% do not. The Academic Records office may want to look into this further to determine if this is due to students' comfort with technology; need for records; preference, etc.

Students primarily see a need for expanded hours of operation to meet the needs of students who are working full-time, part-time, or find it difficult to get to campus due to transportation. One student recommends the



REMOTE SERVICES ADMISSIONS AND RECORDS

84% FEEL IT IS
IMPORTANT TO
BE ABLE TO
SUBMIT RECORDS
REQUESTS
ONLINE

AREAS FOR
IMPROVEMENT:
EXPAND HOURS OF
OPERATION –
LONGER AND
SATURDAYS

SUGGESTED
ADDITIONAL
REMOTE SERVICES:
DETESTING GRADES
SEEING
REQUIREMENTS
MORE CLEARLY
PREREQUISITE
REMOVAL REQUEST

CALWORKS

85% FIND THE CALWORKS APPLICATION PROCESS EASY

AREAS FOR IMPROVEMENT:
CONVENIENT APPOINTMENT TIMES
STAFF SCHEDULES/
EASE OF GETTING APPOINTMENTS WITH PARTICULAR STAFF
ATTENTIVENESS TO STUDENT FINANCIAL NEEDS

“Yet ANOTHER amazing office/resource for me”
- Student

Admissions and Records office add Saturday hours because it is so difficult for students who are working to get to campus during hours of operation.

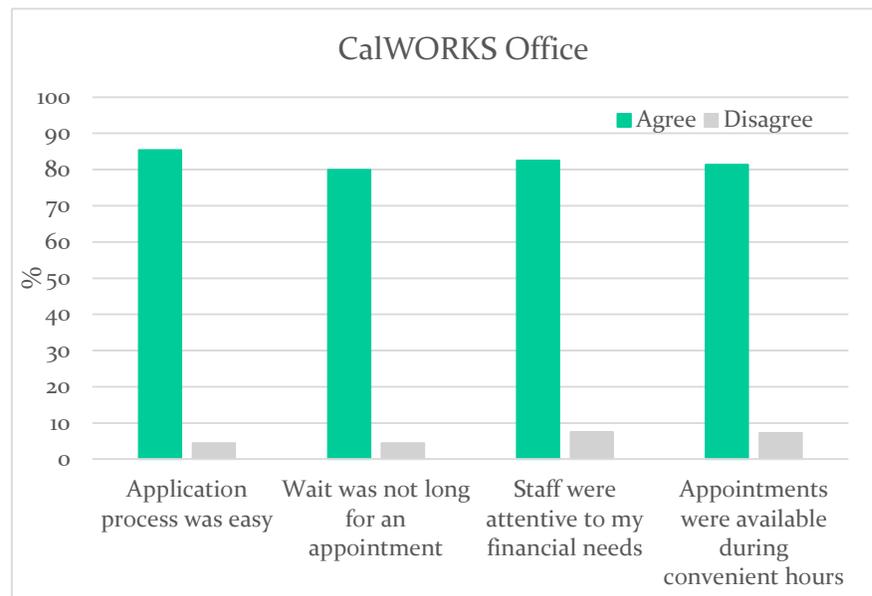
“The hours need to be extended. At least some Saturday hours because it's hard to get to the Admission center with a problem if their hours aren't very school/work friendly. The Friday hours are ridiculous as well.” - Student

Given this need for expanded hours of operation, it makes sense to add other services which can be accessed remotely. Suggestions for additional remote services in Admissions and Records included: detesting grades; being able to see requirements more clearly; and requesting prerequisite removal.

CalWORKS

CalWORKS supports students who are receiving TANF/CalWORKS cash aid for themselves and their dependents with services such as welfare-to-work advocacy, workshops, work-study opportunities, transportation assistance, priority registration, and other services.

Most students accessing CalWORKS (85%) feel the application process is easy. Although 83% of students feel that staff are attentive to their financial needs, 8% do not. Similarly, 81% feel that appointments are available at convenient times, but a subset of students (7%) disagree.



If looking for areas to improve, the CalWORKS Office may want to focus efforts on ensuring that students *feel* their financial needs were adequately addressed. For example, there may be additional referrals that could be

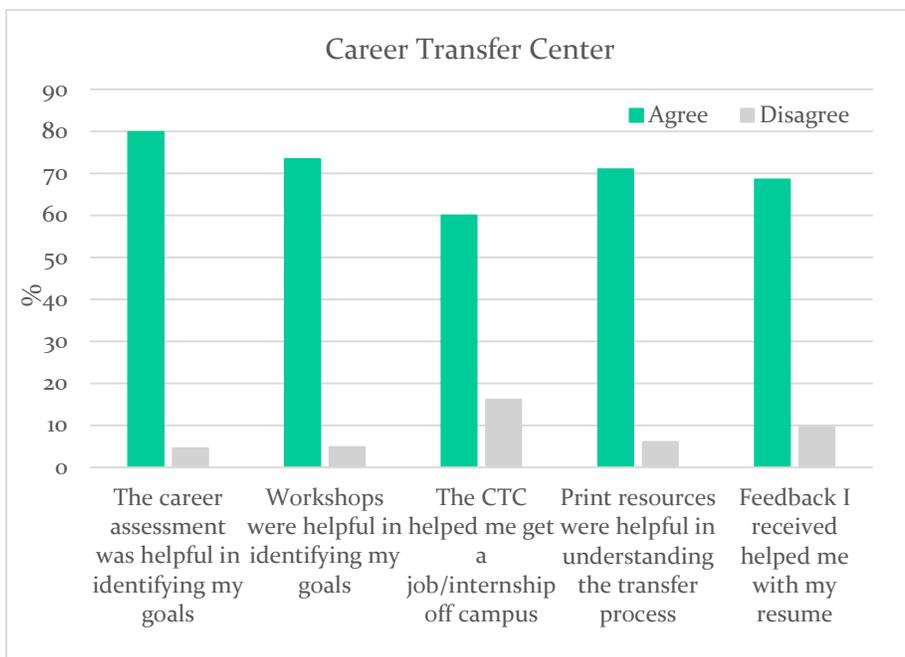
made. This is an area that CalWORKS could further investigate to better understand what they could do to ensure students feel staff are attentive to their financial needs.

Students also think the availability of appointments during convenient times or the ease of getting an appointment with their CalWORKS staff, could be improved. One student explains their frustration like so, “[staff] was only available during certain hours, and a few days a week! Very hard to get in! Plus, there was always a wait to see him (sometimes 45min!). Very difficult!”

Career Transfer Center

The Career Transfer Center (CTC) helps students identify their career plans, prepare for transfer, and prepare for applying for and interviewing for jobs. For many students the services provided by the CTC are invaluable in reaching their goals to transfer to a 4-year university or to obtain a job after graduation.

In regards to identifying career goals, 80% of students feel the career assessment is helpful and 73% feel the workshops offered by the CTC are helpful. Almost ¾’s of students (71%) feel the print resources are helpful in understanding the transfer process.



Fewer students (60%) feel that the Career Transfer Center *helped them get a job or internship off campus*. However, this is not entirely surprising as it is not the intent of the CTC to directly help students get paid jobs off campus

CAREER TRANSFER CENTER

80% FIND THE CAREER ASSESSMENT HELPFUL

AREAS FOR IMPROVEMENT:

MORE ADVERTISING/MARKETING SERVICES

ADD STAFF TO REDUCE WAIT TIMES

STUDENTS WOULD LIKE TO SEE:

MORE CAREER WORKSHOPS

“The transfer center put me on the right track and I felt so much better leaving their office...The transfer center made me feel like the 3 years I’ve spent at MC weren’t wasted.”- Student

through a “connection” or “contact” that Moorpark College has with an employer. Rather, the CTC helps students indirectly get a job by assisting with the application process and helping students improve their resume and refining their interviewing skills.



“I did not know we had this kind of help. The Career Transfer Center should promote their desire to help students with resume and cover letters.” - Student



While it is possible that the survey question was unclear and students misunderstood the intent of the question (thinking it was direct help rather than indirect), this may be an area that the Career Transfer Center can improve upon. In fact, the CTC has already taken steps to improve in this area by hiring a Job Placement Specialist in July 2016.

Many students do not know that the Career Transfer Center hosts career workshops, is available for career counseling, and that resume/cover letter assistance is available. This suggests there is a need for additional advertising/marketing of CTC services. One student articulates this need very well:

It is clear that students also value the types of services offered by the Career Transfer Center. For example, students are interested in more career workshops and request more advertising of such workshops as well. Likewise, students find the resume/cover letter assistance very helpful. As one student says, *“I never knew that the Career Transfer Center could help with resumes. That’s very useful...”*

A few students experienced delays in their appointments, or feel there was a lack of willingness to help from staff. For example, one student shared the following experience:

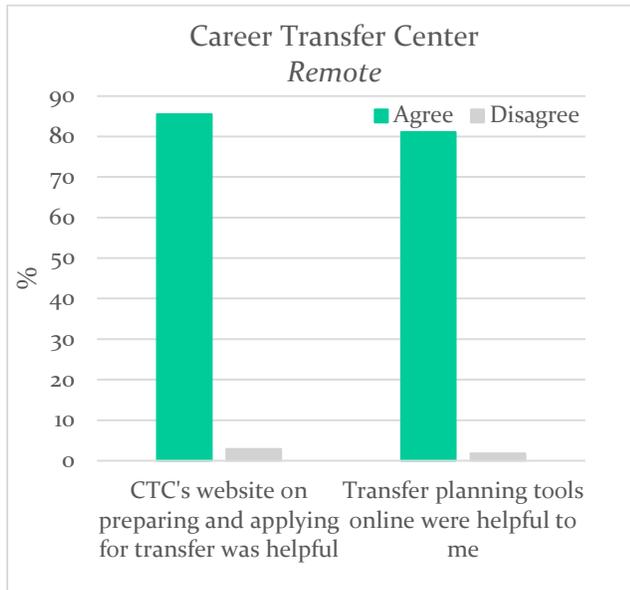
“I just wanted to talk to someone about the Common Application. I waited 40 minutes before giving up. I was a walk in appointment and there was only one person there to help, and he was helping someone already, but still I was frustrated.” - Student

Additional suggestions from students include increasing CTC staff counselors and creating an app for iOS which can be accessed on cellular phones, both of which could assist with delays/time management.

Remote Services

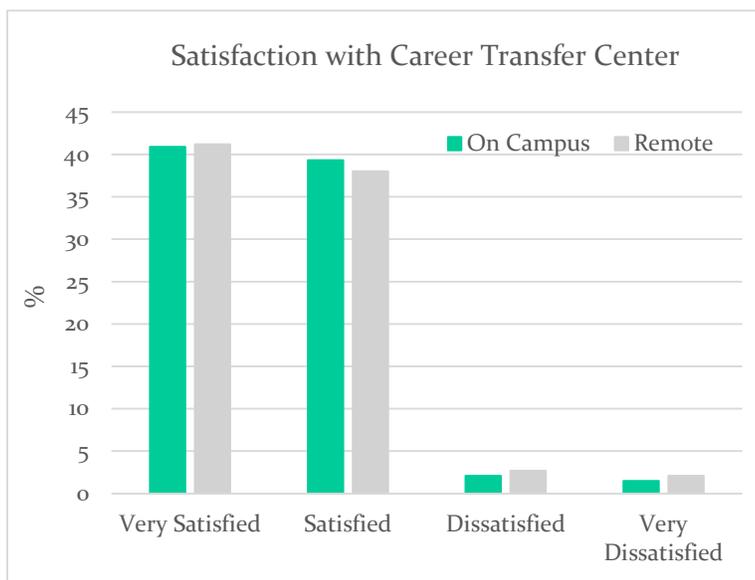
Currently remote services offered by the Career Transfer Center (CTC) include information and tools for planning transfer which can be accessed on their website. Over 85% of students find the website on preparing and applying for transfer helpful and 81% find the transfer planning tools on the CTC webpage helpful.

Nearly ¾'s of students (72%) who accessed remote services from the Career Transfer Center would like to see an expansion of the remote services to include writing a resume and cover letter and/or developing and improving interview skills.



Satisfaction

Overall, approximately 80% of students are satisfied with the Career Transfer Center for both on campus and remote services. When we look at satisfaction more in-depth (see figure below), we see that a small percentage of students are dissatisfied with the remote services. This may reflect students' overall desire for more remote services to be offered.



REMOTE SERVICES CAREER TRANSFER CENTER

72% WOULD LIKE RESUME/COVER LETTER ASSISTANCE AND DEVELOPING INTERVIEWING SKILLS ADDED TO REMOTE SERVICES

65% HAD TO COME TO CAMPUS TO GET THEIR QUESTION RESOLVED

6% GAVE UP

"The CTC is helpful, friendly and accessible to students..." - Student

EOPS

EOPS

93% FIND THE PRIORITY REGISTRATION HELPFUL

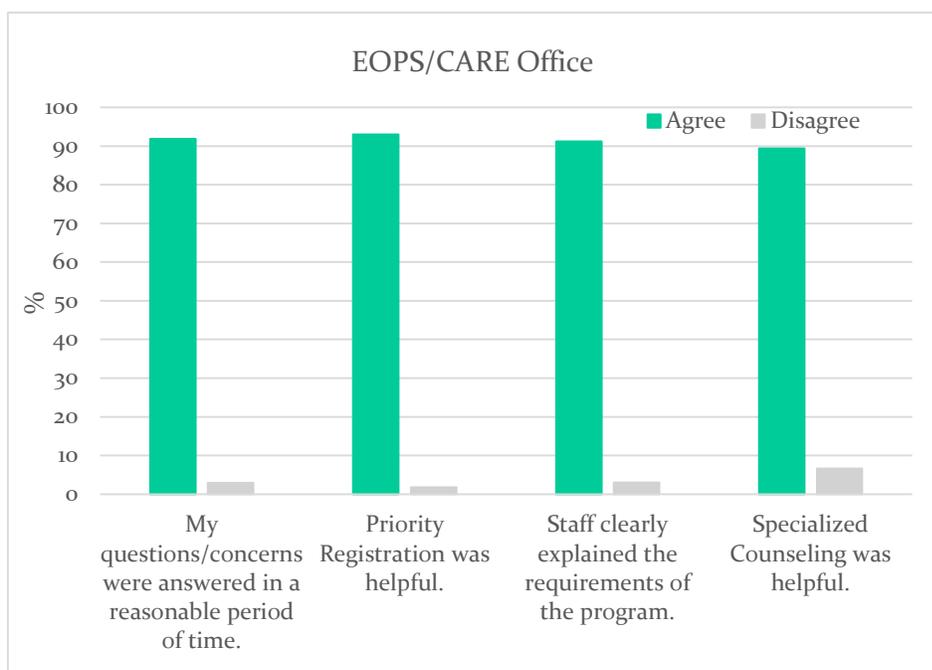
92% FEEL THEIR QUESTIONS ARE ANSWERED IN A REASONABLE PERIOD OF TIME

AREAS FOR IMPROVEMENT:

SPECIALIZED COUNSELING COPY CARDS

"This program has greatly helped me get through college. The encouragement from counselors like Gloria, along with the ability to quickly get in to see a counselor and ask questions, has been amazing. Had it not been for this program, I may not have finished my degree in the time that I did!" - Student

The EOPS (Extended Opportunities Program and Services) Office administers the State funded services for students with financial, language, or academic difficulties leading to educational disadvantages. Services include specialized counseling, priority registration, book grant/vouchers and more. Additionally, EOPS administers the CARE (Cooperative Agencies Resources for Education) program for students who are single parents with children under the age of 14 and receiving TANF/CalWORKS.



Priority registration serves EOPS students very well—93% found this service very helpful. The vast majority of students (92%) also reported their questions/concerns were answered in a reasonable period of time. The success of this program is demonstrated by comments such as the following from students who received EOPS services.

"EOPS is why I'm still here. [They] gave me the courage to not give up." - Student

If looking to improve somewhere, the EOPS Office may want to look to the specialized counseling service they offer. Approximately 7% of students accessing the EOPS Office do not find the specialized counseling helpful. This is an area that EOPS could look into further with students—for example, is there an unmet need in the type of specialized counseling available? Is it student satisfaction with counseling?

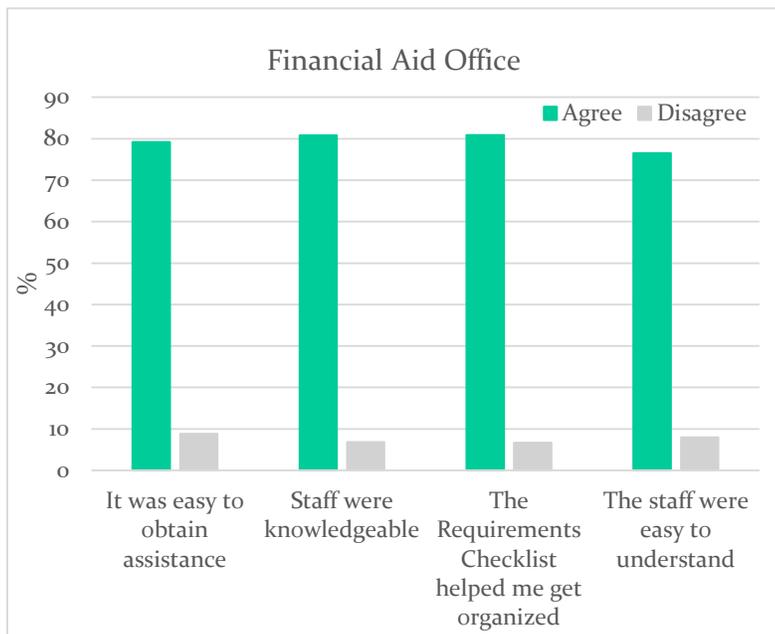
Additionally, some students report that there is an ongoing issue with copy cards. One student explains the situation as follows:

“The copy cards were an issue that did not seem to get resolved. That was a problem for me since I have a hard time with screens and had to print out a lot of teacher’s notes and assignments.” - Student

Financial Aid

Financial aid is utilized by 43% of Moorpark students making it a very important service offered to our students. For many students they would not be able to attend college without financial aid.

More than 80% of students feel the Requirements Checklist helped them get organized for submitting their financial aid paperwork. However, between 8-9% of students feel that staff are *not* easy to understand and it is *not* easy to obtain assistance from the Financial Aid Office.



This is consistent with student comments regarding the need for organization and consistency of information in the Financial Aid Office. Students find the information given to be difficult to follow and the inconsistency between staff very frustrating. One student explains their frustration as follows: *“People need to be more friendly and have more knowledge. I was directed to do several different things for FASFA but they were wrong and I had missed a deadline they misinformed me about.”*

In the area of consistency of information, the following student suggests reviewing requirements with staff each semester:

FINANCIAL AID

81% FEEL THE REQUIREMENTS CHECKLIST HELPED THEM GET ORGANIZED

AREAS FOR IMPROVEMENT:

CONSISTENCY OF INFORMATION

ORGANIZATION

CLARITY OF INFORMATION

FRIENDLINESS

PRIVACY

HOURS OF OPERATION

STUDENTS WOULD LIKE TO SEE:

FAFSA & SCHOLARSHIP WORKSHOPS

“I would suggest running over the basics with the staff each semester or have them review something. I was misinformed 3 times and did not receive my financial aid until the 3rd month in because documents were incorrect and miscommunicated. This also being due to the fact that only once a week things are submitted and distributed.” - Student

Additional areas that could be improved upon as reported by students are the friendliness of staff, office privacy, and hours of operation.

“When I visited the office I found the reception received to be bordering on chilly to cold. I had never visited the office before and didn't know how the process worked as far as what was taking place with my account as well as how the internal office works having to wait outside until my buzzer went off, etc. I was honestly a bit turned off but I do understand that we all have bad days. The good is that I do love that the program is available and as I myself have been able to use the services, I am also very thankful as well.” - Student

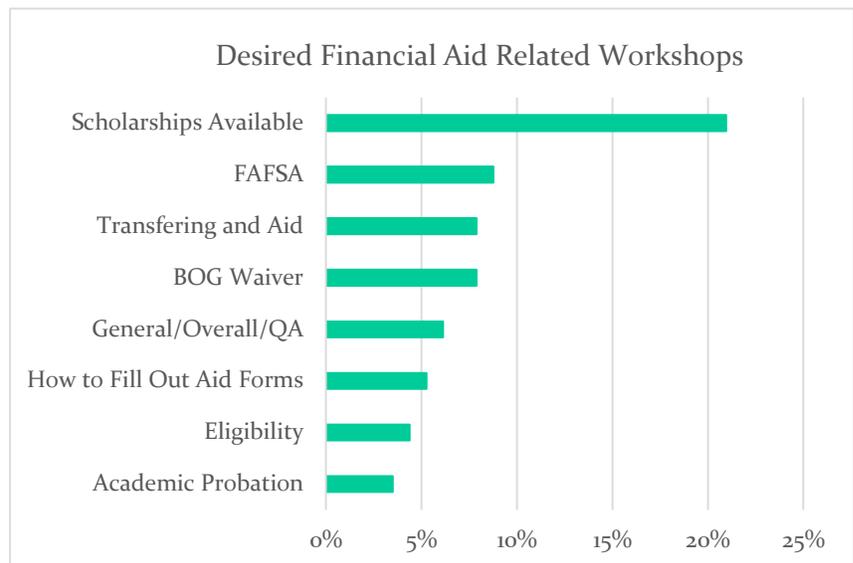
Some students feel that the move of the office to the first floor is *not private enough* for financial matters. They would like to see a separate, private room rather than meeting out in the open floor. Students who are trying to balance working with going to school, those who are arguably most in need of financial aid, find the *hours difficult* to come to campus to get their financial aid issue resolved. The student below articulated this struggle very well.

“More hours and the ability to submit paperwork by fax or email. I had to make way too many trips to the campus causing serious delays in getting my aid because I only had one day a week that I could get here in time after work.” - Student

Financial Aid Workshops

We also asked students to tell us what financial aid workshops they would be interested in. When it comes to financial aid specifically, students are most interested in workshops on the FAFSA (9% of students who accessed the financial aid office requested workshops on the FAFSA).

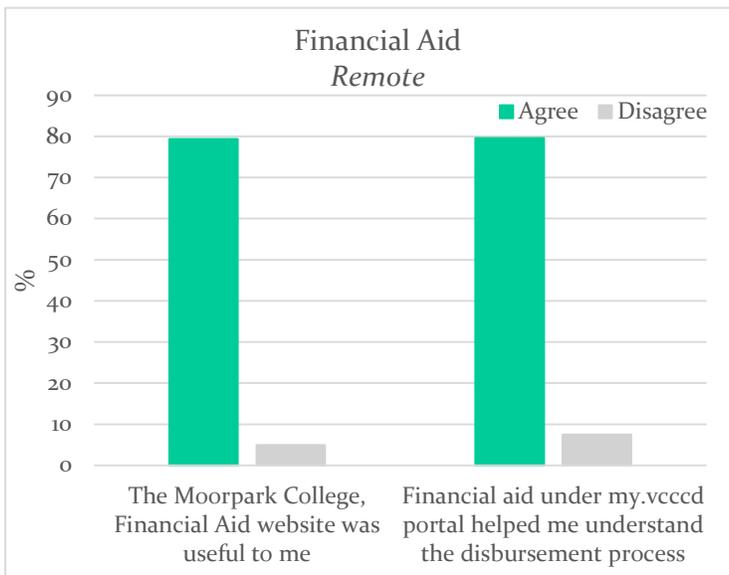
However, *when students think of financial aid, many of them think of scholarships*. Of students who received Financial Aid services, 21% are interested in workshops on scholarships available.



Remote Services

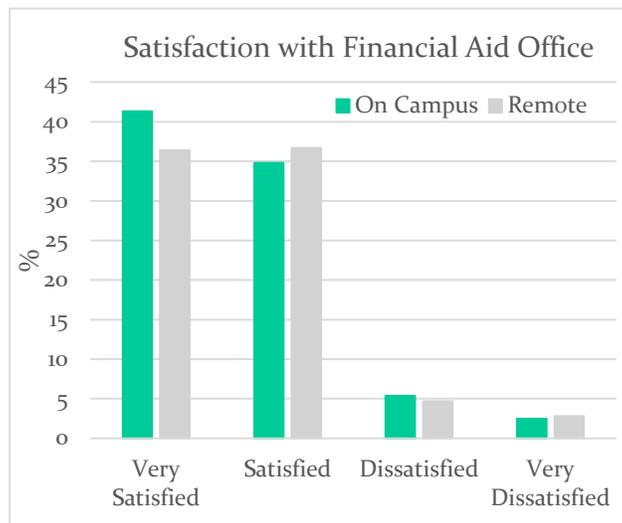
The Financial Aid Office primarily serves students remotely through the Moorpark College website, my portal, and via telephone. Approximately 80% feel the my.vcccd portal financial aid page is helpful in understanding the disbursement process. The Moorpark College Financial Aid website is useful to 79% of users.

However, the financial aid section under my portal may have room for improvement. A subset of students (8%) do not find the portal helpful in understanding the loan disbursement process. Students would also like the ability to submit financial aid paperwork remotely, such as via fax or electronically through the web or email.



Satisfaction

In looking at the satisfaction of students, overall, slightly more students are satisfied with the services of the Financial Aid Office on campus (76%) in comparison to the remote services (73%). This may be a reflection of students' desire for more financial aid services to be offered



REMOTE SERVICES FINANCIAL AID

80% FIND THE MY.VCCCD/
FINANCIAL AID
PORTAL HELPFUL
IN
UNDERSTANDING
THE
DISBURSEMENT
PROCESS

63% HAD TO
COME TO CAMPUS
TO GET THEIR
QUESTION
RESOLVED

5% GAVE UP

STUDENTS
WOULD LIKE TO
SEE:

ABILITY TO SUBMIT
PAPERWORK
REMOTELY

HEALTH CENTER

92% FEEL SAFE DURING THEIR VISIT

AREAS FOR IMPROVEMENT:

MAKING WAITING ROOM MORE PRIVATE

FRIENDLY GREETINGS

STUDENTS WOULD LIKE TO SEE:

PAPER/PENCIL FOR REASON SEEN

ALLERGY MEDICATION SUPPLIED

"The Health Center Staff are spectacular, extremely organized and able to schedule appointments with ease." - Student

remotely. Dissatisfaction is very similar for on campus and remote financial aid services, approximately 8% of students dissatisfied.

Health Center

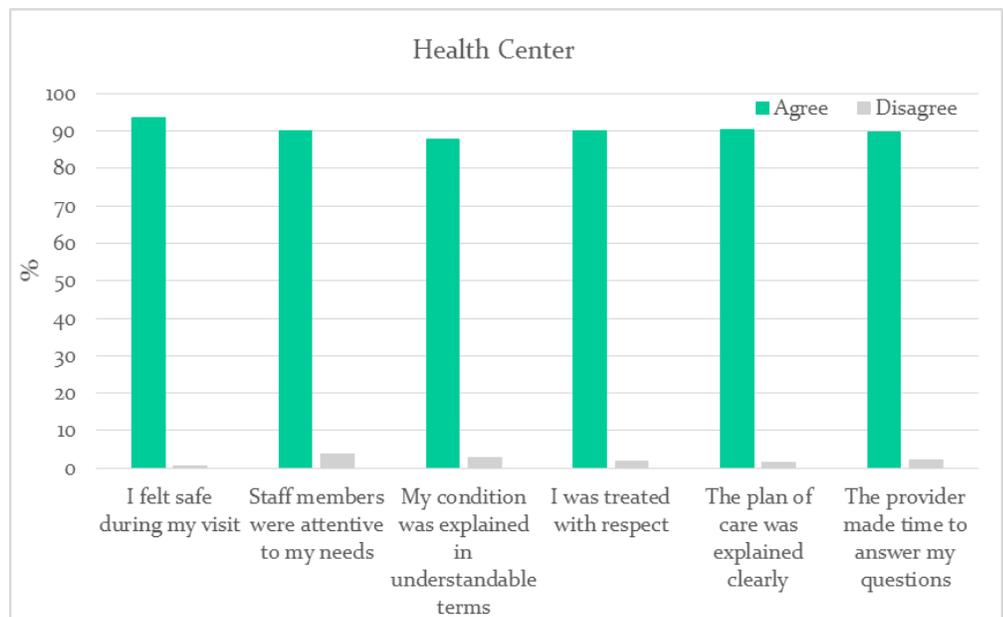
The Student Health Center supports student academic success by providing health services for student's medical and psychological needs for free. The center strives to encourage self-care activities and provides education and counseling for students on issues particularly salient to young adults and students.

As the figure below shows, 90% of students feel they were treated with respect; staff members were attentive to their needs; the plan of care was explained clearly; and the provider made time to answer their questions.

Most notably, an overwhelming majority of students feel safe during their visit (92%); not a single student does not feel safe.

Many students also utilize and appreciate the free goody bags that are available on drop-in basis.

"Thanks to Sally and all those who contribute to the goody bags!" - Student



If there was an area where the Health Center might improve it may be in the area of explaining the student's condition in understandable terms. While 88% of students agreed that their condition was explained clearly, this was the least strongest area for the Health Center. Additionally, some

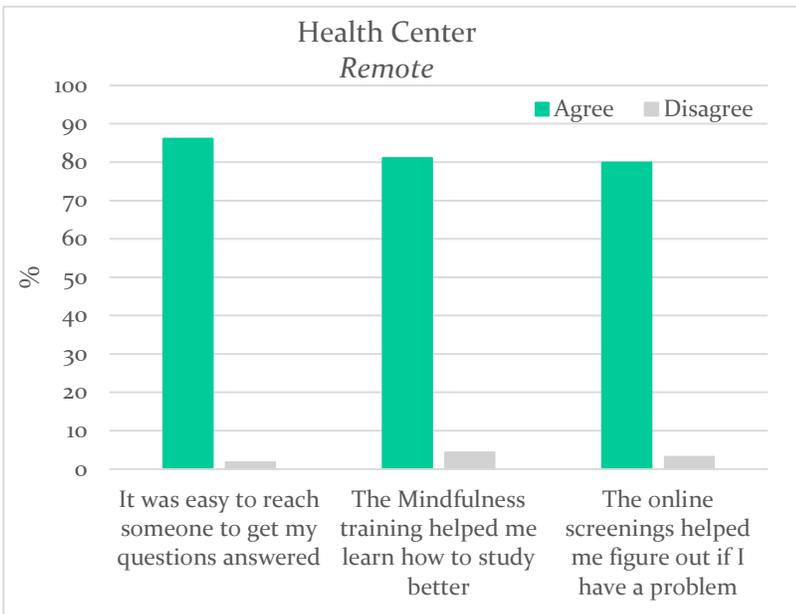
students (4%) feel that staff members were not attentive to their needs. This may be related to students' requests that they be greeted with a friendlier, more welcoming approach.

Students would like to see the Health Center supply Benadryl/allergy relief medication; make the waiting room more private, away from the hallway; and supply students with paper and pencil to explain why they came in rather than asking in front of others in the waiting room.

Remote Services

The Health Center provides a number of services remotely for students. On the Moorpark College website, under Student Health Center, students can access health screenings and trainings. Students can also email the Health Center directly to get basic questions answered or schedule an appointment.

The vast majority of students (86%) feel it is easy to reach someone remotely to get their questions answered. Typically this is done via email. Approximately 80% of students who accessed remote services found the resources online helpful (Mindfulness training and online screenings).



Where might the Health Center improve their remote services? Of the online resources available, 4% do not find the Mindfulness training helpful in learning how to better study. *It may be worth the Health*

REMOTE SERVICES HEALTH CENTER

86% FEEL IT
EASY TO
REACH
SOMEONE TO
GET
QUESTIONS
ANSWERED
REMOTELY

FEWER STUDENTS
ARE SATISFIED
WITH THE REMOTE
SERVICES OFFERED

AREAS FOR
IMPROVEMENT:
MORE OR
DIFFERENT STUDY
SKILLS HELP

INTERNATIONAL STUDENTS OFFICE

77% FEEL THE I.S. APPLICATION PROCESS WAS EASY

AREAS FOR IMPROVEMENT:

TIMELINESS OF SENDING/RECEIVING ACCEPTANCE DOCUMENTS
ANSWERING QUESTIONS ABOUT BEING AN I.S.

STUDENTS WOULD LIKE TO SEE:

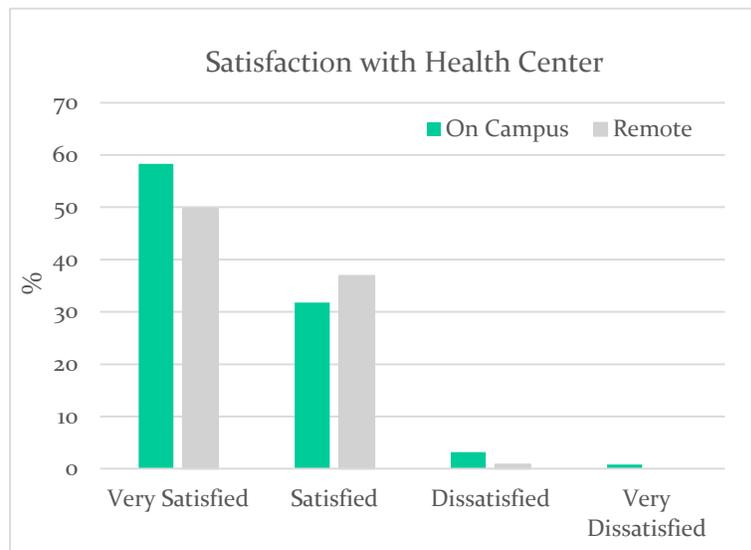
MORE OPPORTUNITIES TO CONNECT

Center looking into this further to see how they might better assist students with study skills, or refer them to additional resources such as tutoring.

While students may be able to access some services remotely, the nature of a health center prevents it from being able to provide full service entirely remotely. If a student feels physically ill or has injured themselves they will need to come in to be examined by a health professional.

Satisfaction

Students are very satisfied with the Health Center—over 90% are satisfied with services on campus and over 80% are satisfied with remote services. Taking a deeper look at satisfaction (figure below), we see that a small percentage of students are dissatisfied with services on campus. This may be due to those who feel there is a lack of attention to their needs (possibly at check-in), or those who are looking for more privacy in the waiting room.



International Students Office (ISO)

The International Students Office (ISO) assists students who would like to attend Moorpark College and are residents of another country. The ISO helps students with their application for admission as an International Student to the college, advises on immigration, provides academic counseling, and opportunities for interaction with other international students.

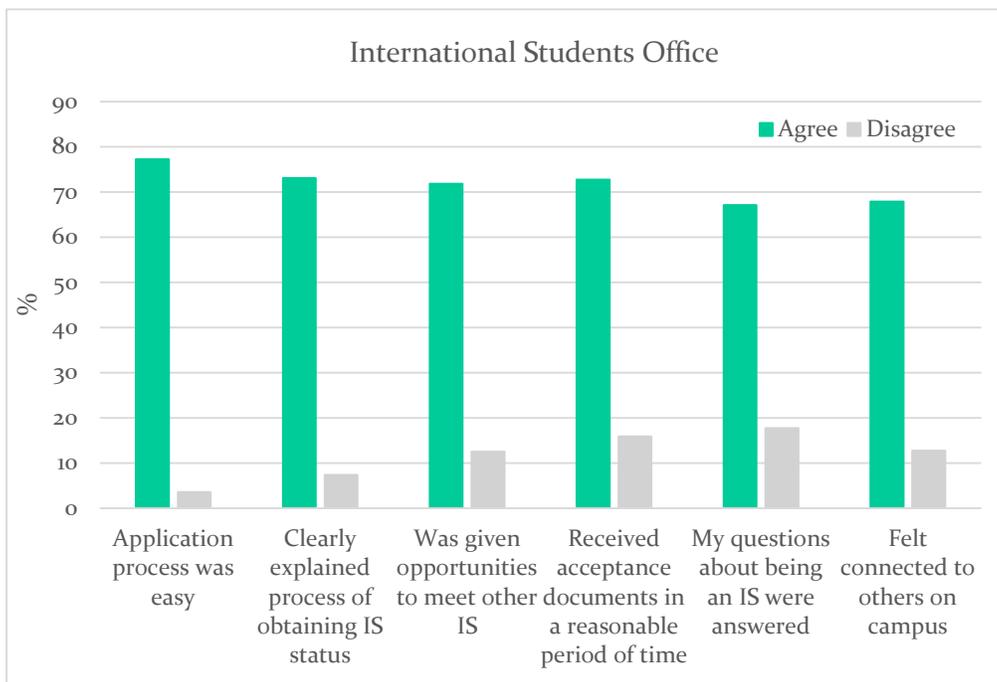
The majority of students (77%) feel the International Student application process is easy. Nearly ¾'s (73%) also feel the process of obtaining IS status is clearly explained.

How might the International Students Office further assist students? Overall, students need more preparation with being an International Student. Many students (18%) do not feel that their questions about being an IS were answered. Additionally, many international students do *not* feel connected to others on campus (13%) and would like more opportunities to meet other IS (13%). This is echoed by one student who recommends *strongly suggesting* that international students participate in student activities because it helped her and she made new friends.

In regards to areas for improvement, approximately 16% of students do not feel they received their acceptance documents in a reasonable period of time. Below is one student's story of receiving their documents late:



“I applied and was waiting 2 months and my acceptance documents arrived so late I had to ask the International Office to re-send them because I had my meeting at the US embassy the next week. 2 months later my mother informed me that my first acceptance letter had arrived. I was already in America. The first acceptance letter had the wrong AS degree I applied for. The acceptance letters should be FedEx'd or fast mail not take 4 months to arrive...” – Student



THE LEARNING CENTER

86% FEEL TUTORS OFFER CLEAR FEEDBACK

"They helped me with my classes. I would not have passed without them."

AREAS FOR IMPROVEMENT:

WAIT TIMES

NOISE LEVELS

HOURS OF OPERATION

STUDENTS WOULD LIKE TO SEE:

OTHER SUBJECT MATTER TUTORS

"The math center was good for my classes up to Calc A and then they were not able to help me as much. I pop in occasionally for help but sometimes it was crazy busy. The writing center was awesome when I needed help with my college essays! Love the scheduling process."

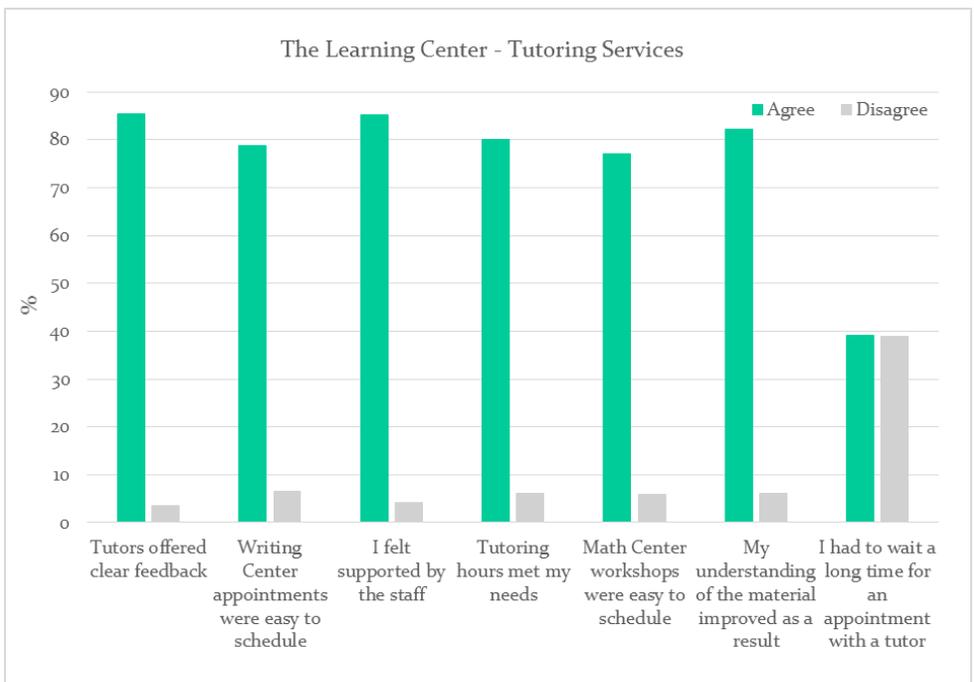
The Learning Center (TLC)

The Learning Center (TLC), located in the library of Moorpark College, provides tutoring services in math, writing, and specific subjects. Tutoring services are available on a drop-in basis and by appointment.

As shown below, 86% of students feel The Learning Center offers clear feedback, and 85% feel supported by their tutor. In addition, 82% feel their understanding of the material improved as a result of tutoring services. Many students report getting great feedback and being able to pass their class only with help from TLC.

The primary complaint of students is that they have to wait a long time for an appointment with a tutor. This is validated by student comments, for example, one student writes:

"There aren't enough tutors. Waiting time is awful. I ended up waiting 20 minutes for a tutor at the center only to find that they couldn't help me with Trig or Calculus. I couldn't even get an appointment for online tutoring." - Student



Given the long wait times, it's not surprising that students request more tutors in both writing and math. Students also express that tutors often are not able to help because they are not specialists in the subject. Thus, additional subject matter tutors are requested for statistics, physics, and chemistry.

Additional complaints include the area being too noisy; students using the Center like the library doing “homework”; and the hours of operation. The following student explains the problem of noise and crowding:

“Tutoring room can be packed and super noisy at times, which can make it hard to work. Some tutors confused me more than they were able to help. Overall, I appreciate the resource though.” - Student

As one student suggests, it would be good to have a way for drop-ins to identify the subject they need help in:

“There needs to be some way to designate what class I need help in when I am in the center, a lot of times a tutor would be free but did not tutor in my subject while a tutor in my subject was helping someone the free tutor could have helped. It made for long waits and forced the tutors to scramble to try and help. Maybe a little flag to put in the red cup to represent the different subjects.” - Student

Remote Services

The Learning Center (TLC) also provides remote services such as online tutoring services and access to learning resources online. Overall, approximately 80% of students who accessed any one of the remote TLC services were positive about the services. The strength of the TLC appears to be their website resources, where 82% of students feel the resources are helpful.



52% OF STUDENTS WHO ACCESS TLC SERVICES ON CAMPUS DO NOT KNOW THAT TUTORING SERVICES ARE AVAILABLE ONLINE.*

**Question was asked independently of the likert scale items.*

Additionally, approximately half of Moorpark students (52%) who access The Learning Center do not know that tutoring services are also available online. The Learning Center could advertise their online tutoring services more and directly invite students to access their online tutoring if on campus appointments are not convenient.

Where might The Learning Center improve? There seems to be a disconnect for some students in the online tutoring—8% of students do *not* feel that their understanding improved as a result of the online tutoring. This is something that the TLC could further investigate to see what is effective and isn’t effective for students with the online tutoring.

REMOTE SERVICES THE LEARNING CENTER

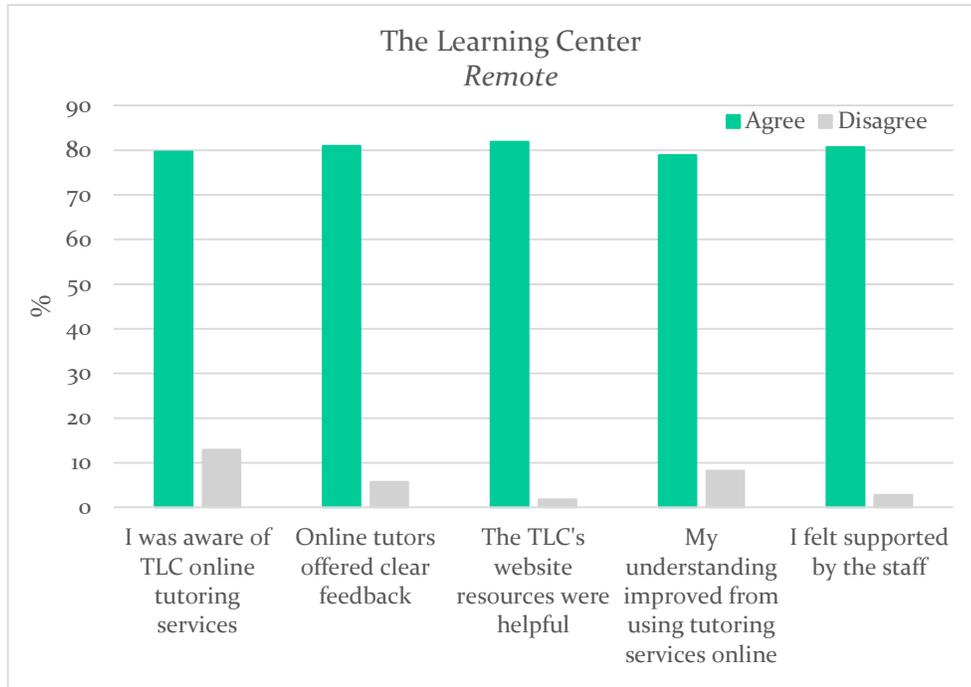
**82% FEEL TLC
WEBSITE
RESOURCES ARE
HELPFUL**

AREAS FOR IMPROVEMENT:

**EFFECTIVENESS OF
ONLINE TUTORING
ADVERTISING ONLINE
TUTORING**

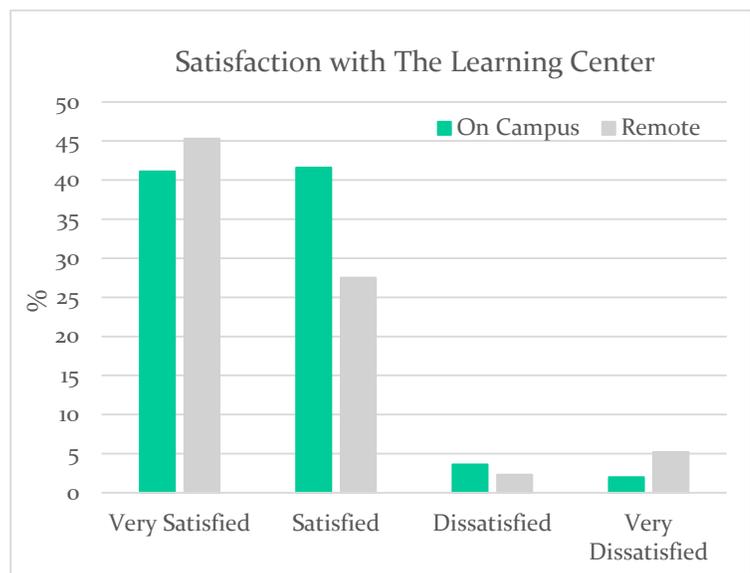
**66% HAD TO
COME TO CAMPUS
TO GET THEIR
QUESTION
RESOLVED**

5% GAVE UP



Satisfaction

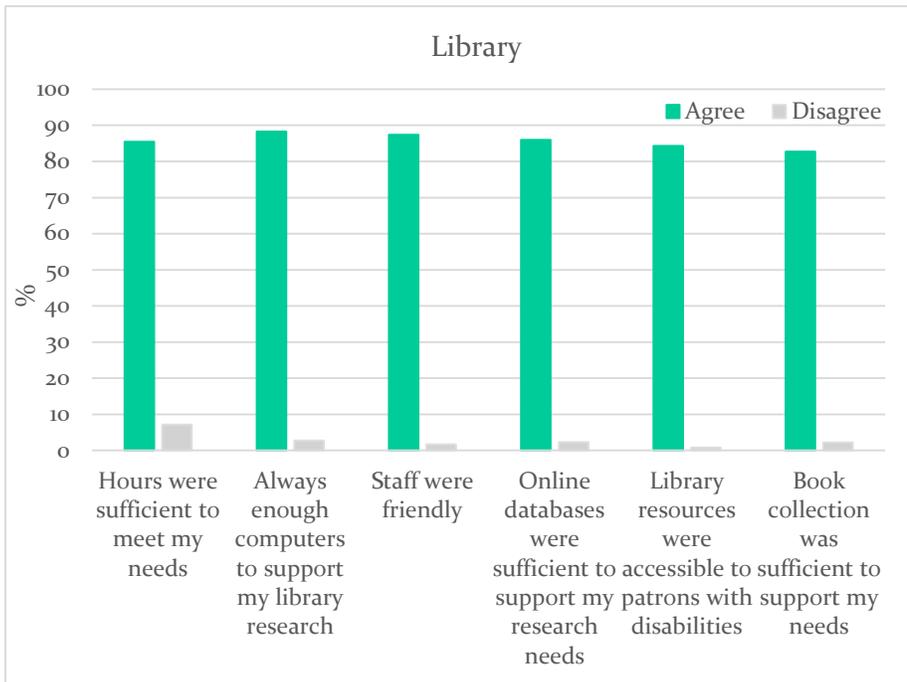
More students are satisfied with services on campus in The Learning Center (83%) compared with the remote services (73%). The figure below breaks these findings down further. This is consistent with the detailed findings discussed in the previous section, suggesting that some students are dissatisfied with the helpfulness of the online tutoring and others may feel remote services are too limited. As mentioned previously, only 48% of students utilizing The Learning Center were aware that tutoring services were also available online.



Library

The library on campus provides students with resources to conduct their research for course work, computers to work on, and a quiet location to study. The figure below shows that 88% of students feel there are always enough computers to support their research needs and 87% of students feel that staff are friendly. Although 82% feel that the book collection is sufficient to support their needs, some students would like to see a *broader array of topics in the book collection*.

One area where the library could improve is expanding the hours of operation. As the figure below shows, 7% of students feel that the hours of operation do *not* meet their needs. Students would like the library to stay open later (such as for night students), open an hour before the first class starts, and add weekend hours. One student commented, “*Would be nice if it was open at-least one Saturday a month.*”



Several students also feel that the library is too noisy. The amount of talking is very frustrating for students studying; students would like the quiet working area to be enforced as such. The following student explained this quite well:

“There should be an area where talking is disallowed. I have many times found the environment in the cafeteria to be quieter. I miss the library experience of being able to concentrate in peace.” - Student

LIBRARY

88% FEEL THERE ARE ALWAYS ENOUGH COMPUTERS TO SUPPORT THEIR RESEARCH

AREAS FOR IMPROVEMENT: ENFORCING QUIET AREAS

CHAIR COMFORT

HOURS OF OPERATION

STUDENTS WOULD LIKE TO SEE:

EXPANDED HOURS OF OPERATION

MORE SOFT CHAIRS

BROADER ARRAY OF BOOKS

REMOTE SERVICES LIBRARY

87% ARE ABLE TO
COMPLETE THEIR
RESEARCH WITH
LIBRARY
DATABASES
REMOTELY

AREAS FOR
IMPROVEMENT:
TIME WARNER CABLE
& ONLINE
DATABASES
EASIER USER
INTERFACE

31% HAD TO COME
TO CAMPUS TO GET
THEIR QUESTION
FULLY RESOLVED

4% GAVE UP

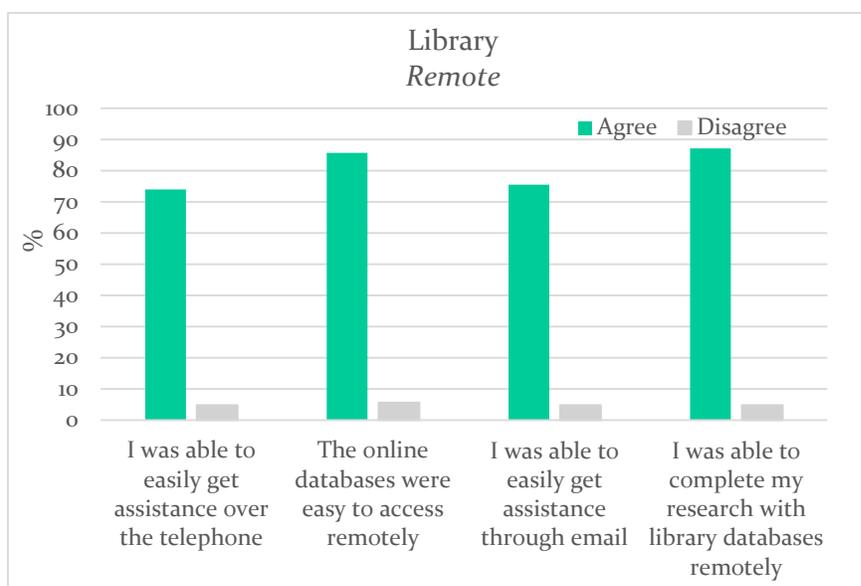
STUDENTS WOULD
LIKE TO SEE:
MORE ONLINE
ARTICLES

Additionally, students noted that many of the library chairs are uncomfortable, and request that more, softer chairs be added. As reflected in the comment below, students may utilize the library more if seating were more comfortable.

"The wooden chairs in the library are very uncomfortable. Students may use the library more often if there were more comfortable chairs/seating available." – Student

Remote Services

Remote services of the library include assistance over the phone and access to online databases. Again this is an important resource for non-traditional students who work and are not available during current library hours, or those who cannot come to campus and are exclusively Distance Education (DE).



The majority of students (87%) are able to complete their online database research remotely. Fewer students find it easy to get assistance from library staff over the telephone (74%).

Although 85% of students find the online databases easy to use and enjoy this service, some students have great difficulty. Students who have difficulty sometimes receive help in

"I love that I can use the databases off campus!" – Student

person and are then able to complete their research remotely. However, students would like to see the online “library resources easier to access and the user interface more user friendly.”

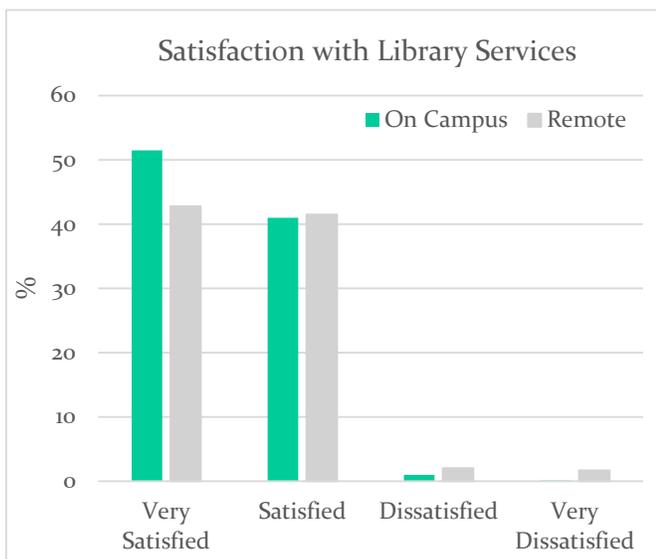
Given students’ enjoyment of this service, it is not surprising they would like to see more online articles. Some students feel the selection of refereed journal articles is not broad or deep enough. One student explains: “The Academic Journals hardly met my needs and many of my classes required only the use of academic journals. I used the database on Google because it better narrowed down my search.”

A problem frequently reported by students is that depending on your internet service provider you may or may not be able to access online databases remotely. This is a problem for students who have Time Warner Cable.

“Time Warner internet blocks the databases, and the library staff says they know about the problem. My house has Time Warner wifi, so I need to do library research at school.”- Student

Satisfaction

In regards to satisfaction, it’s not surprising that more students are satisfied with library services on campus compared with remote services. The primary issues students have with on campus library services are the hours of operation and the noise level in the library. In



contrast, for remote library services the primary issue is the ability to- or ease of- accessing online databases. One could argue that the issues students have with library services on campus are “smaller scale.”

Without access to online databases students cannot complete their research remotely, thus, leading to greater frustration and dissatisfaction.

Scholarships

The Scholarships Office seeks to provide financial assistance and recognition to hundreds of students each year with the help of community donors and the Moorpark College Foundation. Each scholarship has its own set of criteria set by the donor and reaches a different need or acknowledges a different aspiration/achievement.



Most students find out about scholarships through faculty, searching online, or through the Scholarship Office emailing/newsletter.



SCHOLARSHIPS OFFICE

80% FELT APPLICATION INSTRUCTIONS CHECKLIST WAS EASY TO FOLLOW

AREAS FOR IMPROVEMENT: INCREASE FOLLOW-UP WITH STUDENTS MAKE EMAIL COMMUNICATION CONSISTENT

STUDENTS WOULD LIKE TO SEE:

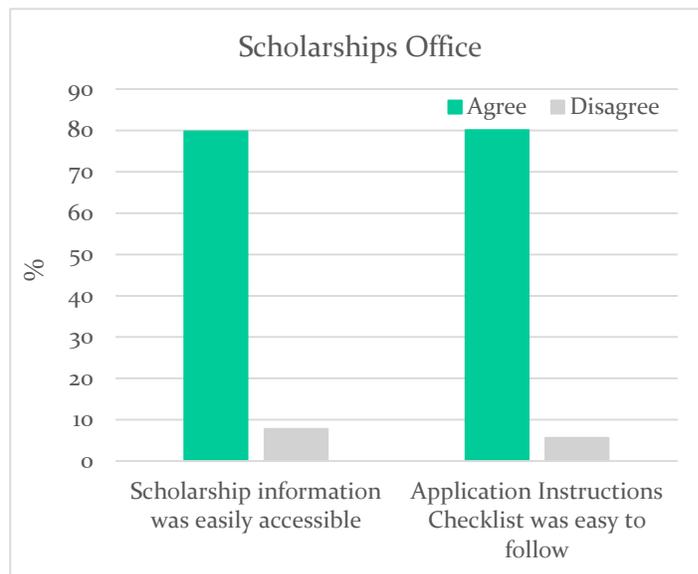
LIST OF SCHOLARSHIPS ON THE WEB

SCHOLARSHIPS FOR STUDENTS WITHOUT FINANCIAL NEED

Many students find out about scholarships available through conducting their own research, searching for scholarships. Scholarship recipients also say they find out about scholarships through faculty or through the Scholarship Office newsletter or direct email.

Based upon students who utilize the Scholarships Office, approximately 80% feel that information on scholarships is easily accessible and the application instructions checklist is easy to follow. Students really like having one application for the majority of scholarships available. As one student stated, *“Having all of the scholarships under one application was much easier to navigate, please do this again.”*

If the office were looking to improve in any particular area they might look to increase communication on scholarships available. Students request workshops to inform them about scholarships that are available. Approximately 8% do *not* feel information on scholarships is easy to access.



Suggestions from students also include: increasing the Scholarship Office web presence/adding to the webpage a list of scholarships available through the college; making email communication more consistent; increasing follow-up with students; and adding scholarships for students who do not need financial assistance.

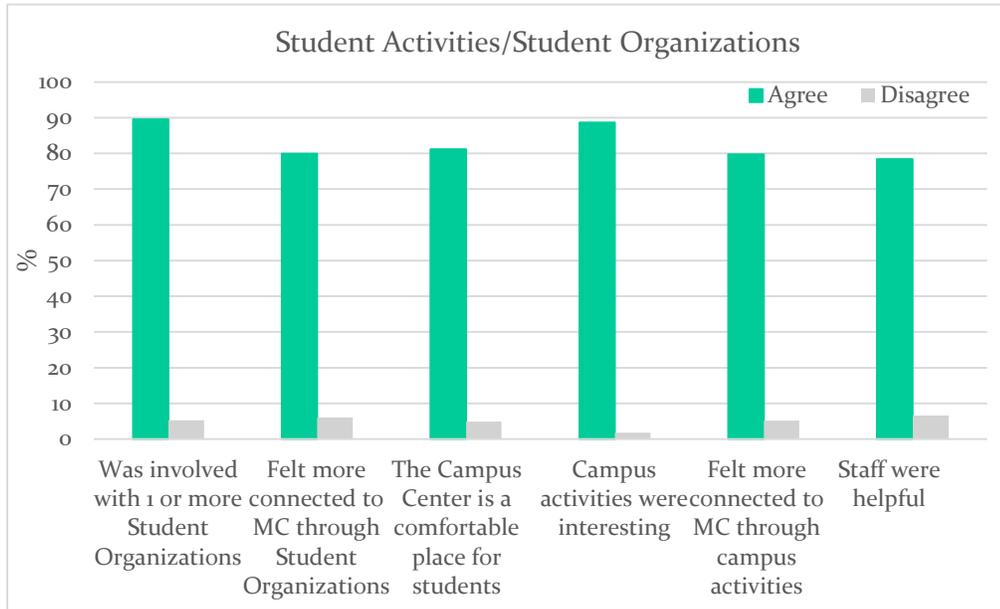
Students expressed their appreciation of the Scholarships Office with comments like the following:

“Maria is an amazingly kind woman and when I came in with a list of nearly 20 questions she sat with me and went through them one by one until I was comfortable and happy!” - Student

Student Activities

The Student Activities Office encourages campus involvement by overseeing the Associated Students, other student organizations, and providing extracurricular activities for students to integrate on campus. Student Activities promotes self-advocacy and civic responsibility through the opportunities they provide for student life on campus.

Based upon students who access the Student Activities Office, about half of students (48%) purchase their student ID card. Nearly $\frac{3}{4}$'s participate (71%) in *at least two* student activities or events per year.



Students who participate in student activities also tend to be students who participate in student organizations—approximately 90% of students who accessed the Student Activities Office participated in at least one student organization. The vast majority of students (89%) find the campus activities interesting. Not surprisingly, 80% of students also feel more connected to campus through either

student activities or organizations. Note that these questions were asked of students who reported that they accessed the Student Activities Office and may overestimate the percent of students that participate/purchase or feel a particular way.

Many activities are popular, particularly the Multicultural Day, which students say is entertaining and “*create(s) a college environment that (is) close to that of a typical 4 year school.*” In fact, students request more organized activities and additional food options at events. For example, one student suggests adding a *political activity* to stimulate conversations about American Presidents.

Although many students report feeling more connected to the Moorpark College campus through Student Organizations and Activities, 5% report that they do *not*. Just as one student observed, this could be due to the lack of publication/marketing and sheer low number of participants (more students participating = greater student life).

Lack of participation in Student Activities or Organizations may also be due to the quality of and limited food choices on campus. Students continue to request more food and better food options. The



“I think if club rush or club publicity was a larger thing, it can encourage more students to get involved...I was part of Chemistry Club, and chemistry is a really popular major, but there may have been more members if there was more participation in club rush as well as possible online publicity.” - Student



STUDENT ACTIVITIES/ ORGANIZATIONS

89% OF
PARTICIPANTS
FOUND THE
CAMPUS
ACTIVITIES
INTERESTING
AREAS FOR
IMPROVEMENT:
MARKETING
STUDENT ACTIVITIES
HELPLESSNESS/
FRIENDLINESS
CAMPUS CENTER TO
BE INVITING
OPERATIONS OF
STUDENT
ORGANIZATIONS

"I run a club and it's almost impossible to use the \$200 given to us because all of the red tape. We had to buy club materials with our own money." - Student

relationship that food has to student engagement and community could not be better said than this student explains: *"healthier food options which vegans and vegetarians can have will keep students from needing to go off campus for food resulting in more socializing and developing the MC community."* Although food options do not need to be exclusively vegan or vegetarian, a wider variety, including healthier, better quality options should be available to students. This would lead to students staying on campus longer.

Areas where the Student Activities Office might improve include the helpfulness of staff and making the Campus Center

more inviting for students. Although more than 2/3's of students feel that Student Activities staff are helpful, nearly 7% do *not* feel all are helpful. A select few staffs in the Student Activities Office actually make students feel uncomfortable. The Campus Center is also not the preferred place for students to hang-out. As one student explains, they prefer to spend their time in the physics lounge:

"The lackluster "student center", makes this more a campus for classes-and-nothing-else than a place I want to spend my free time. Nothing wrong with that, but I'd rather hang out in the physics lounge than the student center or the cafeteria most of the time."-Student

Student Activities

OF THOSE ACCESSING STUDENT
ACTIVITIES:

71% PARTICIPATED IN AT LEAST 2
STUDENT ACTIVITIES/EVENTS ON
CAMPUS LAST YEAR*

48% PURCHASED THEIR STUDENT
ID*

**Percentages may be lower if accounting for total student body*

Operations of Student Organizations

Several students feel the operations of Student Organizations could be improved in the areas of: bureaucracy, organization/communication, and administration support. Below we discuss student comments and suggestions.

Bureaucracy

The policies and processes for student organizations to utilize the monies distributed to them is not smooth and easy. It is overly bureaucratic and restrictive. Students feel that the policies essentially prevent organizations

from utilizing all the resources. The burden of the policies is expressed in this club leader's comment: *"I run a club and it's almost impossible to use the \$200 given to us because all of the red tape. We had to buy club materials with our own money."*

An overly bureaucratic process makes things far too difficult and complicated. It confuses the process, rather than streamlining. A club member explains, *"Seems that there were a lot of misunderstandings on time & what goes to where & to who. Trying to find the right people for certain needs ended up being complicated & a lot of people could not be [tracked down] to accomplish certain tasks for events,"* making putting together an event very difficult. This could discourage organizations from holding activities, and may lead to fewer students joining clubs.

The process for utilizing Student Organization funds needs to be simplified and clearer. Doing so would likely increase the number of clubs utilizing college funds, increase the number of student activities, and may encourage the birth of new clubs on campus.

Organization/Communication

Students think it would be extremely helpful to have a central list of Moorpark College club names, subject, meeting times/days/location, and the club President's contact information. This would be helpful for students to plan in advance which club they would like to learn about and plan to connect at Club Rush. It would also enable students who are not able to attend Club Rush to find basic information and seek to join a club later in the semester. To make this handy for students, it should be posted to the Moorpark College home page/Student Activities page.

While Club Rush is very popular among students, many feel that it could be better planned and organized, making it more convenient for students who work or have other obligations. Students recommend advertising Club Rush a few weeks in advance and extending the rush to a few days in a row. Additionally, students would like longer hours for Club Rush, extending to before and after classes. Student Activities may want to consider holding Club Rush from 7am-6pm all day, or staggering it from 7am-9am, 11am-1pm, 3pm-6pm.

For clubs that may be sensitive in nature, it may increase the number of students who join if sign-ups were held outside of peak class times, or if there was an alternative way to sign-up like a web-link or clipboard in Fountain Hall. Students feel that social stigma may discourage students from signing-up during Club Rush because they are afraid someone might see them. As this student shares, *"I...feel like some students would hesitate to walk up to clubs like SPECTRUM because they're worried that a friend might see them signing up, especially because it's the middle of the day...I know that's what prevented me from doing it two semesters ago."*

Students also feel that communication could be improved for student activities. Oftentimes students do not know what to expect, when things start, where to go, etc. The following is one student's experience:

"This year as well as last year, I attempted to audition for the talent show, but both times, it was cancelled before auditions were held. Communication about this was not clear. Up until the day of auditions, I didn't even know where to go or what to expect, and then it was cancelled the same day." - Student

Improving communication with participants and organizers would likely increase retention in student activity participation.

Administration Support/Campus Culture

Many students feel that the culture at Moorpark College does not nurture an "active student life." While some clubs are more active than others, not all clubs are consistently active, possibly due to the bureaucracy associated with organizations planning student activities and spending monies. Some students feel that school administrators could do more to support club involvement. Presumably administrator support would trickle down and improve the campus culture for student involvement. As one student put it, *"Administration should put a bigger focus on clubs because they reflect our students and their interests. A bigger part to learning than we think."*

Methodology

The Student Services Survey was developed and revised from previous years' survey in partnership with the Student Services Committee in Spring 2016. The goal was to add in more questions around distance education, tech support, and streamline the survey. The survey was administered to all students enrolled in Fall 2015 and/or Spring 2016. It was administered via surveymonkey.com in May 2016.

The revised survey added several screening questions to address whether or not students accessed services in the particular office, either on campus or remotely. Our goal with adding these questions was to keep the survey as short as possible and not have students complete questions which they could not speak to given their 'lack of interaction' with the service office/department. It is unclear how effective the questions were at screening out students who did not access the office/department. However, based upon responses we know that some students still made it through to some office/department specific questions when they had *not* accessed the office in Fall 2015/Spring 2016.

It should be noted that limiting questions to students who interact with/access a service department/office may have eliminated students who have clear feelings or thoughts about a particular service but did not answer the question. For example, a student may say they think that advertised student activities are not interesting and thus they have not participated. This student would not have been included in the question and we would not know their "negative" response. This is a limitation of the survey as it could inflate percentages in a positive light (hypothetical negative responses excluded) or deflate percentages in a negative light (hypothetical positive responses excluded). This is the cost of not surveying students who did not interact with a particular service office/department, for the benefit of students having fewer questions to answer.

Satisfaction questions were not asked of every department. This was due, in part, to the need to limit the number of survey questions. Additionally, questions were asked in a different order than is laid out herein. Questions for offices/departments with on campus and remote services were asked first.

To the best of our ability and with the information we have, "valid percents" are reported throughout this report, and exclude those who either skipped the section by saying they *did not access* the services or reported "not applicable." There is a possibility that some students who *did not* interact with the particular service office/department in Fall 2015/Spring 2016 still provided a response to the service questions and may have been erroneously included when the student should have reported "not applicable" due to no recent experience.

Incentives

We were able to offer 10 \$25 Starbucks gift cards as incentives to students who completed the survey with the help of Student Activities providing the funds to do so. A week after the close of data collection, 10 students were randomly selected and notified that they were winners of a gift card. Students came in to the Institutional Research office, provided identification, and signed off that they received their \$25 Starbucks card. This is something that appears to have significantly raised our response rate, and students shared that they very much liked and appreciated.

Follow-up

By administering the survey electronically, via SurveyMonkey, we were able to remind students to complete the survey and increase our response rate. Three reminders were sent out via email to students who had not completed

the survey—at 1 week; 2 weeks; and 18 days after the start of data collection. We also sent a reminder to complete the survey, 16 days after the start of data collection, to students who only partially completed the survey. We achieved a 14% response rate, with 2,103 completed and 523 partially completed surveys (total 2,626 responded).

Survey Fatigue

Surveys that are especially long are known to have issues with “survey fatigue”. In other words, respondents get tired of taking the survey and “check-out” or stop the survey before completing. This survey was 110 questions and 49 pages in length (some pages being 1 question in order to screen respondents through questions). This is rather long and could have resulted in “survey fatigue”.

With a base of 2,626 respondents, and over 2,100 respondents completing most of the screening questions, we are confident that there was not a significant drop-off throughout the survey. However, one section did have minimal respondents and we are not sure what caused this—*Admissions and Records only had 142 respondents*. It could be there were technical problems with skip-patterns moving respondents through, or respondents may have simply skipped that section altogether.

Lastly, it’s important to note that the number of respondents can vary for each question. This is because we have a base number of respondents who answered the question (some were skipped out of the question and some may have chosen not to answer the question) and then we exclude those who said the question did not apply to them.

Representativeness

The survey respondents were fairly representative of the Moorpark College student population in Spring 2016. We did have significantly more females complete the survey than appear in the student population (69% vs. 51%). To correct for this, we applied a statistical weight. Therefore, the data reported herein can be considered representative of the student population.