HCC STUDENT ENGAGEMENT & SATISFACTION SURVEYS
(STUDENTS)
FALL 2005 DRAFT 1/17/06

HCC ACCREDITATION SELF STUDY ASSESSMENT ACTIVITY

David Cleveland  Professor - Sociology
Cynthia Smith    Professor - History  (Accreditation Co-Chair)
HCC SELF STUDY - STUDENT ENGAGEMENT & STUDENT SATISFACTION SURVEYS

In the Fall of 2005, as part of HCC’s ongoing assessment effort and the current WASC Accreditation Self Study, students were surveyed to assess their involvement and satisfaction with the campus and programs.

RESEARCH DESIGN

Questionnaire development and administration

The original plan called for the creation of a single instrument to measure both student engagement and student satisfaction with various aspects of the institutional environment. Standard Committees submitted requests for engagement/satisfaction items to be included in the questionnaire. As a result, the size of the questionnaire grew to a point that completing the survey would prove to be excessively time consuming - both for the responding students and for the faculty who would be asked to donate valuable class time to this assessment effort.

Therefore, two separate survey instruments (student engagement and student satisfaction) were drafted, shared with the college community, and redrafted by David Cleveland and Cynthia Smith. Leslie Miner (student assistant) and David Cleveland created the ultimate hard copy and online versions of the questionnaires (hard copy versions are attached to this report).

The two surveys shared the first thirty items that focused on basic demographics and computer/technology usage/expertise. The Student Engagement Survey included an additional 110 items. The Student Satisfaction Survey included an additional 68 items. The final item on both surveys provided respondents an opportunity to add comments, suggestions, and/or complaints.

To obtain a fairly representative sample of the HCC student population, the following strategies were employed:

- Occupational/Technical Programs were asked to have second year (most qualified to respond to the survey) students complete the survey (mostly hard copy)
- Liberal Arts classes were selected from Monday/Wednesday, Tuesday/Thursday, and evening schedules (mostly hard copy)
- Several ICS (computer) classes completed the survey online in their classes

Adequacy of the sample

The sample was not scientifically randomized; however, a total of 611 (about 20% of enrolled students) surveys were input (a few with partial data). 366 students completed the Student Engagement Survey while 245 students completed the student satisfaction survey. The stratified sampling design assured that students from most HCC Programs responded to the survey - though the number of respondents from many technical programs was so small that separate statistical analysis for these programs is not warranted. For the macro analysis (HCC student sentiment), the sampling technique and size should provide findings with a 95% confidence level (sample size of 350 required for +/- 5% accuracy). Due to the specialized nature of the curriculum, the Apprenticeship Program chose to revise the instrument and conduct a separate combined engagement/satisfaction survey. The Apprenticeship data are still being collected - a report on these finding will be issued later in the Spring semester.
Data Input, Data Analysis, & Report Generation

Data were input automatically for the online versions and manually for the hard copy versions. Survey Pro data reports and an Executive Summary of findings were developed and distributed in mid-November of 2005. This report was then drafted in early January by David Cleveland in consultation with Cynthia Smith. The draft of the report was then distributed to Standard Chairs on January 13 for their review so it can be revised and finalized by the end of January 2006.

STUDENT RESPONDENT DEMOGRAPHICS

Enrollment Patterns

As a typical urban, comprehensive community college with a large liberal arts program and numerous occupational/technical programs, enrollment patterns vary considerably. The pie charts below demonstrate that the sample included respondents from several enrollment pattern categories.

Figure #2 Primary Reason for Attending HCC (N=609)
HCC Student Engagement Survey - Fall 2005

Figure #1 Student Time Preference (N = 601)
HCC Student Engagement Survey - Fall 2005
Note that 59% of respondents ultimately seek four year or advanced degrees:

Figure #3 Ultimate Academic Goal (N=600)
HCC Student Engagement Survey - Fall 2005

SUBSTANTIAL ETHNIC DIVERSITY

The HCC student population is extremely ethnically diverse. Respondents reported their primary ethnic identification as:

24% Filipino 19% Japanese 14% Hawaiian/Part Hawaiian 12% Caucasian 12% Chinese
4% Pacific Islander 3% Korean 2% Samoan 2% Hispanic 2% SE Asian 2% African American
RESPONDENT GENDER

Most HCC occupational/technical programs have been traditionally male dominated. 59% of the HCC student population is male while only 41% is female - as seen below, females are somewhat over represented in the sample.

Figure #5  Respondent Gender (N = 580)
HCC Student Engagement Survey - Fall 2005

RESPONDENT AGE DISTRIBUTION

The HCC student population has been defined as Age Non-Traditional since the opening of the college.

Compared to a traditional, residential, four-year campus, this remains true; however, given the fact that students at urban, commuting, comprehensive community colleges across the country have a similar age distribution pattern, perhaps it is time (as we approach our fifth decade) to consider defining this age distribution pattern as CC Traditional.

The mean age of HCC students has hovered at about 26 while the median age is quite steady at about 23. The three year difference between the mean and median results from the high proportion (over 2/3) of students who are 25 and under (lowering the median age) and the presence of a smaller older population (raising the mean age).

In any case, the age distribution of the sample approximates the age distribution of the HCC student population.

Figure #6  Student Age Distribution (N = 596)
HCC Student Engagement Survey - Fall 2005
RESPONDENT ACADEMIC PROGRAMS

As demonstrated by the table below, a wide array of HCC students from most of our programs completed the student engagement or student satisfaction surveys.

Figure #7

<table>
<thead>
<tr>
<th>ACADEMIC PROGRAM</th>
<th># OF RESPONDENTS</th>
<th>% OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>214</td>
<td>36.0%</td>
</tr>
<tr>
<td>Auto Body Repair/Painting</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>Architectural, Engineering/CAD</td>
<td>22</td>
<td>3.7%</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>50</td>
<td>8.3%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>69</td>
<td>11.5%</td>
</tr>
<tr>
<td>Commercial Aviation</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>Carpentry</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>11</td>
<td>1.8%</td>
</tr>
<tr>
<td>Computer, Electronics, Networking Tech</td>
<td>23</td>
<td>3.8%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>6</td>
<td>1.0%</td>
</tr>
<tr>
<td>Electrical Installation/Maintenance</td>
<td>25</td>
<td>4.2%</td>
</tr>
<tr>
<td>Human Services - Early Childhood</td>
<td>16</td>
<td>2.7%</td>
</tr>
<tr>
<td>Human Services - Community Service</td>
<td>6</td>
<td>1.0%</td>
</tr>
<tr>
<td>Fire/Environmental Emergency Response</td>
<td>11</td>
<td>1.8%</td>
</tr>
<tr>
<td>Fashion Technology</td>
<td>9</td>
<td>1.5%</td>
</tr>
<tr>
<td>Marine Technologies (VESL)</td>
<td>9</td>
<td>1.5%</td>
</tr>
<tr>
<td>Occupational/Environmental Safety</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Refrigeration/Air Conditioning</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td>Welding</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>92</td>
<td>16.0%</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100%</td>
</tr>
</tbody>
</table>

TWO-THIRDS OF RESPONDENTS HAVE BEEN AT HCC FOR MORE THAN A SEMESTER

35% of respondents were in their first HCC semester; 10% in their second; 24% in their third; 10% in their fourth; 9% in their fifth; and 12% were in their sixth (or longer) semester.
VARIED GRADE POINT AVERAGES

Respondents varied significantly on reported Grade Point Averages:

25% reported GPAs of less than 2.60; 31% between 2.6 and 3.0; 28% between 3.1 and 3.59; and 16% have GPAs of 3.60 or higher.

ALMOST A THIRD HAVE TAKEN HCC DISTANCE EDUCATION CLASSES

Figure #8  % of HCC Classes Distance Ed? (N = 595)
HCC Student Engagement Survey - Fall 2005

ALMOST ONE-SIXTH OF RESPONDENTS TAKE CLASSES AT ANOTHER COLLEGE/UNIVERSITY

Kapiolani C.C. (25%), McKinley High School (8% - Running Start students), Leeward CC (11%), HPU (7%), UH-Hilo (4% - distance education), and UH-Manoa (3%) are the main campuses simultaneously attended by our students.

Figure #9  Attending another college this semester? (N = 532)
HCC Student Engagement Survey - Fall 2005
HALF OF RESPONDENTS HAVE COMPLETED CREDITS AT OTHER COLLEGES/UNIVERSITIES

Given the campus mobility opportunities associated with distance education, Banner registration, Running Start, and military moves, it is not surprising that a significant percentage (49.8%) of HCC students have earned credits at other colleges/universities. (Kapiolani CC and Leeward CC are the main feeder institutions)

Figure #10  # CREDITS AT OTHER COLLEGES (N = 554)
HCC Student Engagement Survey - Fall 2005

18% OF RESPONDENTS ARE EMPLOYED FULL TIME & A QUARTER DON'T WORK

Many believe that most community college students are employed full-time. While 18% of respondents report that they are full time employees, a higher percentage (23.4%) are not currently employed.

Figure #11  HOURS EMPLOYED PER WEEK (N = 594)
HCC Student Engagement Survey - Fall 2005
NEARLY HALF OF EMPLOYED STUDENTS WORK IN SOMEWHAT/DIRECTLY RELATED AREA

Figure #12  JOB RELATED TO MAJOR? (N = 426)
HCC Student Engagement Survey - Fall 2005

ONLY 5% OF RESPONDENTS RESIDE BY THEMSELVES

The high cost of housing in Hawaii coupled with the practice of living at home or with relatives/friends seems to result in a very low percentage of respondent living by themselves.

When asked about the number of household members in their residences, respondents reported:

5% live by themselves 14% live with 1 other person 18% live with 2 other persons
26% live with 3 other persons 17% live with 4 other persons 20% live with 5 or more other persons

ALMOST HALF (44%) ARE SUPPORTED BY FAMILIES

While community college students are often stereotyped as mostly self-supporting, 47% of respondents report that they are supported (more than half of housing, food, expenses) by family or spouse.

Figure #13  # STUDENT SUPPORTS (N = 599)
HCC Student Engagement Survey - Fall 2005
ONLY 9% EVER ENROLLED IN A SPECIAL EDUCATION CLASS (K - 12)

Only 52 of 299 respondents reported that they had ever been assigned to a special education class before their enrollment at HCC.

OVER HALF (61%) LIVE SIX OR MORE MILES FROM THE CAMPUS

Many of HCC’s occupational/technical programs are unavailable at any other UH campus on the island of Oahu; therefore, it is not surprising that the majority of our students have considerable commutes to the campus - passing other (closer to the residences) community college campuses on the way to HCC.

HCC Associate of Arts (liberal arts – general education) non-distance education students are more likely to reside within five miles of the campus because all four Oahu community college campuses offer A.A. degrees; however, far lower percentages of our occupational/technical program students reside within five miles of the campus.

A QUARTER (25%) OF RESPONDENTS ARE NON-NATIVE ENGLISH SPEAKERS

A sizeable percentage of HCC students learned English as a second language. 8% of respondents initially spoke a Filipino language; 5% spoke Chinese; 2% spoke Japanese; 2% spoke Vietnamese; 2% spoke another Pacific Island language; 1% spoke Hawaiian; 1% spoke Korean; 1% spoke Samoan; and 3% spoke another language.

ONLY A FIFTH OF PARENTS HAVE 4 YEAR OR ADVANCED DEGREES

A high percentage of HCC students face special challenges as they are among the first generation of their families to attend college - only 22% of their fathers have completed 4-year or advanced degrees.

Figure #14 FATHER’S EDUCATIONAL LEVEL (N = 596)
HCC Student Engagement Survey - Fall 2006

MOST (80%) PLAN TO RETURN TO HCC FOR SPRING ‘06 SEMESTER

76% of respondents plan to continue at HCC in the Spring ‘06 semester; 16% plan transfers to other colleges; 5% will achieve their educational goals; and 4% plan not to return and not to transfer.
COMPUTERS AND TECHNOLOGY

VIRTUALLY ALL RESPONDENTS HAVE ACCESS TO A COMPUTER AT HOME OR WORK

Only 4% of respondents reported that they did not have access to a computer (off the campus) at home or at work.

31% have access both at home and work; 60% have access at home; 1% only at work; 4% through friends or relatives.

VIRTUALLY ALL REPORT SOME SKILLS/FAMILIARITY WITH COMPUTERS

Less than 1% of respondents reported that they had no computer skills.

Respondent computer self-classified skills/familiarity follows:

<table>
<thead>
<tr>
<th>LEVEL OF SKILL/FAMILIARITY WITH COMPUTERS USE</th>
<th>% OF Respondents (N = 597)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>.3%</td>
</tr>
<tr>
<td>Beginner; can use for one or two tasks</td>
<td>6.2%</td>
</tr>
<tr>
<td>Intermediate; can use independently for applications like word processing, spreadsheet, and the Internet</td>
<td>73.9%</td>
</tr>
<tr>
<td>Advanced; can use for programming and advanced use of a variety of software applications</td>
<td>19.6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

95% HAVE AN E-MAIL ADDRESS WHERE THEY RECEIVE/SEND MESSAGES REGULARLY

Only 30 of 574 respondents reported that they do not regularly monitor an e-mail address.

OVER THREE-QUARTERS OF RESPONDENTS HAVE HIGH SPEED INTERNET ACCESS AT HOME

Only 9% of respondents do not have internet access at home; 14% have Dial-up modem access; 47% have cable access; and 30% have DSL access.

FEW LUDDITES HERE - MOST WANT MORE COMPUTER/MULTIMEDIA TECH IN CLASSES

Only 1.6% of the 580 respondents reported that they wanted less computer/multimedia technology in their classes, while 52% called for more of such technology in their classes.
STUDENT ENGAGEMENT ITEMS

FEW INVOLVED IN CAMPUS ACTIVITIES - OUTSIDE OF CLASS

As an urban, commuting community college campus with no athletic and few cultural facilities, it is not surprising that relatively few students spend much of their non class time on the HCC campus.

42% report that they spend no time (outside of class) on the campus; 40% spend fewer than 3 hours per week on the campus; 12% spend 4 to 6 hours per week on the campus; and fewer than 10% spend 7 or more hours per week (outside of class) on the campus.

The primary activity (67%) for outside of class time on the campus is studying; followed by using computer labs (42%); meeting with faculty/tutors (14%); using other labs (11%); working on the campus (10%); and participating in activities/organizations (9%). (Adds up to more than 100% as respondents could select more than one response)

STUDENTS STUDY/PREPARE ABOUT 3 TO 4 HOURS PER WEEK FOR A 3 CREDIT HCC CLASS

14% of respondents study less than an hour for a 3 credit class; 30% study one to two hours; 32% study three to four hours; and 24% study five or more hours for a 3 credit class

COLLEGE PARTICIPATION

The horizontal bar graph below shows the “participation” items on the survey - rank ordered on mean value from highest participation rate to lowest participation rate. Respondents report that they use the Internet the most and skip class the least.

Figure 2  "PARTICIPATION" ITEMS - RANK ORDERED BY MEAN VALUE
(1.0 = Never    4.0 = Very Often)

PARTICIPATION

Used the Internet or WWW for information resources
Worked on paper/project using ideas from different sources
Participated in class discussions
Discussed ideas from reading or classes outside of class
Collaborated (worked) with other students on a class project
Discussions with different ethnic, religious, political, cultural backgrounds
Used computer software to create charts/graphs/presentations
Met with a counselor to discuss classes, requirements, plans
Used library resources for a research paper or project
Discussed my interests, abilities, and plans with a counselor/advisor
Did additional study of topics introduced in class
Discussed class topics with an instructor outside of class
Discussed my career and educational plans with an instructor
 Came to class unprepared
Used the HCC library to read materials not assigned by a class
Completed an experiment/project using scientific method
Skipped class
SKILLS EMPHASIZED IN HCC CLASSES

Respondents report that HCC classes emphasize memorization of fact/idea and analysis of the basic elements of ideas/theory. Emphasized less in HCC classes are applying theories or concepts to practical problems in new situations and making judgments about the value of information, arguments, or methods.

Figure 3: "SKILLS EMPHASIZED IN HCC CLASSES" ITEMS - RANK ORDERED BY MEAN VALUE
(1.0 = Very Little  4.0 = Very Much)

COLLEGE AND CLASS EMPHASIS

The college is seen as most emphasizing providing the support that students need to succeed at HCC and encouraging students to spend significant amounts of time studying. The college least emphasizes helping students cope with non-academic responsibilities and providing the financial support that students need to afford their educations.

Figure 4: "COLLEGE AND CLASS EMPHASIS" ITEMS
RANK ORDERED BY MEAN VALUE
(1.0 = Very Little  4.0 = Very Much)

NUMBER OF HOURS SPENT PER WEEK ON VARIOUS ACTIVITIES

HCC students spend far more time working (paid or volunteer) than they do preparing for their classes.
Only 7% of respondents reported that they spend 11 or more hours per week studying/preparing for classes, while 58% reported that they spend 11 or more hours per week working.

Very few spend significant time participating in college sponsored activities: 79% never participate; 9% spend less than an hour a week participating; only 1% spend seven or more hours per week participating in college sponsored activities.

On the other hand, many students have to devote a great deal of time commuting to and from the campus and providing care and service for family/dependents: 26% devote 11 or more hours per week to family/dependent care while 2% spend more than seven hours per week commuting.

**HCC CONTRIBUTION TO PERSONAL DEVELOPMENT & SKILLS**

Students report that the college has most contributed considerably to their ability to learn effectively on their own, thinking logically/critically, listening actively and respectfully to others, reading/writing effectively at the college level.

HCC is viewed as less significantly affecting student contributions to the welfare of the community, artistic expression, developing personal codes of values/ethics, and understanding ethical issues.

**Figure 5: HCC CONTRIBUTION TO SKILL & PERSONAL DEVELOPMENT RANK ORDERED BY MEAN VALUE**
(1.0 = Very Little 5.0 = Very Much)
USAGE OF HCC SERVICES

Respondents report the heaviest usage of the cafeteria, library, computer labs, and academic/career counseling. They are least likely to use disability services, campus child care, student club/organizations, or the Native Hawaiian Center.

RANKED IMPORTANCE OF HCC SERVICES

As seen above, the cafeteria is the most frequently used HCC service/facility; however, when asked about the relative importance of services/facilities, the cafeteria drops to the middle of the list and the library climbs to the top, followed by academic/career counseling, computer lab, financial aid counseling, and transfer counseling.

Less important items for the general student population include disability services, Native Hawaiian Center, student club/organizations, and campus child care.
FACTORS THAT MIGHT CAUSE STUDENTS TO WITHDRAW FROM HCC

The three factors that seem most likely to cause a student to consider withdrawal are caring for family/dependents, lack of finances, and working full-time or getting a full-time job.

Over half of respondents (52%) feel that working full-time or getting a full-time job would be somewhat or very likely to lead to withdrawal from college.

The three factors least likely to cause students to consider withdrawal from the college are academic under preparation, needing to spend more time with friends/family, job transfer.

Figure 9: "LIKELIHOOD OF WITHDRAWAL FACTORS" ITEMS
RANK ORDERED BY MEAN VALUE
(1.0 = Very Unlikely  4.0 = Very Likely)

Figure 10: FAMILY IS KEY MORAL SUPPORT BASE FOR HCC EDUCATION

60% of respondents report that their families are extremely supportive of their HCC education while only 2% suggest that they are not supportive. Spouses, boyfriends, and girlfriends are also extremely supportive.

Students receive the least moral support from employers and fellow students.
HCC STUDENTS (THEMSELVES) & THEIR FAMILIES PAY HCC TUITION/FEES

The bar chart below demonstrates that students and their families are the principal sources of funds to pay HCC bills. 25% of respondents pay 100% of their HCC fees - 28% don’t pay any of their own fees.

An equal number (24%) have all fees paid by their parents/spouses/families - 36% report that families pay none of their fees.

67% of respondents report that they receive nothing from grants, scholarships, and or the GI Bill.

Only 16% report using student loans to pay part or all of their HCC bills; about 11% rely upon public assistance for part or all their fees. 12% of respondents receive employer educational subsidies.

Figure 10: "WHO PAYS FOR YOU HCC EDUCATION" ITEMS
RANK ORDERED BY MEAN VALUE
(1.0 = 0%  6.0 = 100%)

STUDENT COMMENTS

Students provided dozens of comments. Some of the major topics (and sample comments) repeatedly addressed in this section include:

PARKING (Representative comments)

For the past twenty years, there has been a serious shortage of student parking. While this remained a major complaint of students on this survey (see comments below), the college intends to open a large, new (on campus) parking lot in the near future. The additional parking should resolve much of this long-standing problem.

- My only concern is the Parking situation. There is a lot next to HCC and for some reason it is not open to students. My classmate’s truck was stolen from the parking lot; I have a truck, too, and I am afraid it will be stolen from the parking lot.
- We need more parking facilities.
- The parking. It’s so bad to see so many empty stalls not put to use when people are parking a couple of blocks away just to get to class. This causes many students to be late just because they don’t have a parking pass.
- Better and more parking!!! Parking sucks!!! Get rid of the parking lottery...
- There is an empty lot behind Bldg. 7. Why can’t we use it for parking instead of the unsafe canal areas and lots?
CAMPUS APPEARANCE/MAINTENANCE (Representative comments)

- The campus is not so well taken care of. One of the least nicest I've seen. I want to be proud of my school, so ashamed of it, locational reasons is the only reason why I attend here.
- The school should be repainted and re-cleaned... cafeteria should be remodeled.
- I think you should spruce up the paint and trim all buildings, pick a nice color like pink and trim it, paint is cheap. Plant flowers, cheap.
- Wonderful maintenance, janitors, and security.

FACULTY/EDUCATIONAL PROGRAMS (Representative comments)

- HCC isn't as bad as people think it is. The instructors are great and so are the students. It's just that the school needs a little tune-up, that's all.
- Great faculty and administrators.
- HCC is a good college to get your education from.
- HCC has wonderful instructors - especially Math.
- HCC has very skilled and competent professors who know their subjects and know to apply them to "real" world situations. These abilities make the classes more interesting and open understanding themselves, their purposes in life, and how they affect those around them. I believe the reason for the students' academic progress while attending HCC is the personable attitude the professors possess.
- My experience here has been fantastic. I have never been caught without someone to turn to for assistance and the faculty here are fantastic.
- There should be a larger summer school program with financial aid available for students who want it. There should be other foreign languages taught at the school.
- HCC teachers help me a lot by helping me with my homework. They make things very clear so that I can understand.
- Extremely satisfied with HCC faculty and teachers.
- The Distance Education classes I have taken from HCC are the best in the UH System. Instructors know how to use technology best effect. I've also made friends on Oahu through Distance Education classes. More online classes, please.
- I would like to see more online classes offered. As a full time mom and Air Force wife having the flexibility of online is crucial...
- The AEC Program with Mr. Maiden and Mr. Jennings is such a good program. It has been such a pleasure to take classes from these two instructors... they are very interested in the program as well as a student's progress... very helpful and knowledgeable...
- HCC has some of the best instructors I have every had the pleasure of learning from.

Other areas that drew critiques/complaints included the cafeteria, financial aid, bookstore, student lounge, smoking, computers, evening class availability.

STUDENT ENGAGEMENT SURVEY CONCLUSION

The findings of this study should assist the campus in better understanding its students - their backgrounds, goals, ambitions, activities, usage of campus facilities, and concerns. If key administrators, faculty, and staff review this profile of our students and then utilize the findings to refine and improve programs and services, improved student learning outcomes should result.
HCC STUDENT SATISFACTION SURVEY

The Student Satisfaction Survey shared the first thirty items with the Student Engagement Survey. The data from the two surveys for those thirty items were combined for the demographic and computer sections of this report.

245 students completed the Student Satisfaction Survey. A comparison of sample demographics of the two surveys revealed that student characteristics for both surveys were almost identical - validating the sampling process.

Student Satisfaction Survey findings are presented below:

REASONS FOR ATTENDING HCC - LOW TUITION, HIGH QUALITY INSTRUCTION

On a scale ranging from *Not Important* to *Most Important*, respondents rated eighteen possible reasons for their HCC attendance.

The top rated item was *Low tuition/fees* - 44% selected *Most Important* for this item, only 10% said that the low tuition/fee were not an important reason for attending HCC. Other highly important reasons included high quality instruction, class time, job preparation, transfer courses, small classes, ability to work and attend, and good oce/tech programs.

Significantly less important reasons for attending HCC included friends at HCC (47% rated friends at HCC as a *Not Important* reason for their enrollment), recommendation from high school teacher/counselor, friends, or parents/relatives, and only college with the program.

![Figure 2: "REASONS FOR ATTENDING HCC" ITEMS RANK ORDERED BY MEAN VALUE (1.0 = Not Important, 5.0 = Most Important) Reason for Attending HCC: Low tuition/fees, High quality instruction, Classes at times that fit my schedule, Preparation for a job/occupational, Coursework to help me transfer to a 4 year college, Small class size, Can work while attending, Good technical/occupational programs, Campus location, Open admissions policy, Upgrade my existing job skills, Scholarships & Financial Aid, Offers developmental courses in Math, English, ESL, Only college with my program, Recommended by parents/relatives, Recommended by friends, Recommended by high school counselor/teacher, Friends also attending HCC.

-18-
HCC FACILITIES/SERVICES

Respondents rated over forty HCC facilities and services on a scale of Poor to Excellent.

Figure 4  BAR GRAPH - HCC FACILITIES/SERVICES RANK ORDERED BY MEAN VALUE (1.0 = Poor, 5.0 = Excellent)
HIGHLY RATED FACILITIES/SERVICES

The highest rated HCC facility/service was the Online (My UH) Registration - rated *Good/Excellent* by 72% of respondents and *Poor* by only 1%.

Also receiving very high marks were (rank ordered by mean value):

<table>
<thead>
<tr>
<th>HCC FACILITY/SERVICE</th>
<th>% Rating Facility/Service Good/Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online (My UH) Grade Look-up</td>
<td>69%</td>
</tr>
<tr>
<td>HCC Instructional Quality</td>
<td>67%</td>
</tr>
<tr>
<td>HCC Website</td>
<td>64%</td>
</tr>
<tr>
<td>Attitude of faculty/staff toward my gender</td>
<td>72%</td>
</tr>
<tr>
<td>Library Facilities/Resources</td>
<td>64%</td>
</tr>
<tr>
<td>Attitude of faculty/staff towards student w/disabilities</td>
<td>62%</td>
</tr>
<tr>
<td>Assistance from Faculty</td>
<td>62%</td>
</tr>
<tr>
<td>Information in Schedule of Courses</td>
<td>38%</td>
</tr>
<tr>
<td>Faculty/Staff Concern for Me as an Individual</td>
<td>56%</td>
</tr>
<tr>
<td>Native Hawaiian Center</td>
<td>51%</td>
</tr>
<tr>
<td>Counseling - course selection</td>
<td>55%</td>
</tr>
</tbody>
</table>

FACILITIES/SERVICES RECEIVING LOWEST MARKS (Rank ordered by mean value)

<table>
<thead>
<tr>
<th>HCC FACILITY/SERVICE</th>
<th>% Rating Facility/Service Fair/Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of Student Parking</td>
<td>58%</td>
</tr>
<tr>
<td>Parking Lottery Process</td>
<td>54%</td>
</tr>
<tr>
<td>Condition and Appearance of Buildings/Grounds</td>
<td>33%</td>
</tr>
<tr>
<td>Records Office</td>
<td>33%</td>
</tr>
<tr>
<td>Attitude of non-teaching staff towards me</td>
<td>30%</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>31%</td>
</tr>
<tr>
<td>Student Publications</td>
<td>31%</td>
</tr>
<tr>
<td>Business Office</td>
<td>19%</td>
</tr>
<tr>
<td>Personal Security/Safety on Campus</td>
<td>27%</td>
</tr>
<tr>
<td>Service for Veterans</td>
<td>28%</td>
</tr>
</tbody>
</table>
60% RATE OVERALL QUALITY OF HCC SERVICES AND FACILITIES AS GOOD/EXCELLENT

**Figure # OVERALL QUALITY OF HCC (N = 206)**
HCC Student Satisfaction Survey - Fall 2005

- Satisfactory: 18.9%
- Fair: 17.0%
- Poor: 2.9%
- Excellent: 43.2%
- Good: 17.0%

IF STARTING OVER AGAIN, THREE QUARTERS (72%) WOULD CHOOSE HCC AGAIN

**Figure # START AGAIN - CHOOSE HCC? (N = 231)**
HCC Student Satisfaction Survey - Fall 2005

- Prob. Yes: 41.6%
- Prob. Not: 20.8%
- Def. Not: 4.3%
- Def. Yes: 30.3%
- Unsure: 20.8%
THREE-QUARTERS (74%) WOULD RECOMMEND HCC TO A FRIEND.

Figure # RECOMMEND HCC TO A FRIEND? | N = 227
HCC Student Satisfaction Survey - Fall 2005

- Prob. Yes: 44.1%
- Prob. Not: 20.7%
- Def. Not: 2.6%
- Def. Yes: 31.3%
- Unsure: 20.7%

COMMENTS/SUGGESTIONS/COMPLAINTS

STUDENT PARKING COMPLAINTS
As on all such surveys over the years, there were scores of negative comments about HCC student parking. Fortunately, it appears that this perennial problem is about to be addressed with the scheduled opening of the new parking lot immediately behind the library.

POSITIVE COMMENTS ABOUT FACULTY/INSTRUCTION
A number of students took the time to write complimentary comments about the quality of instruction they were receiving in their classes.

STUDENT SATISFACTION SURVEY CONCLUSION
These survey findings should be used to focus attention on improving campus facilities, services, programs, and activities. If the campus addresses perceived problems and shortcomings, students will be more satisfied with the overall HCC experience, more engaged with various aspects of the campus, and, as a consequence, exhibit higher rates of retention, graduation, and learning.