EGC Quality Enhancement Survey 2007

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

The main topics of this survey are student housing, athletics, computer services, the campus environment and academics. A few demographic questions are also included.

Please use a No. 2 pencil to mark your answers on the Scantron answer cards provided for questions 1 to 25. The answers to the short answer questions (questions 26 to 30) on page 3 should be written in the space provided.

1. Have you completed this survey before?  
   (You may see the survey in more than one of your classes this week but you only need to complete it once.)
   A. yes If yes, STOP. Do not complete the survey. Return the blank survey form to the survey administrator.
   B. no If no, please continue to question 2.

Demographic Information
2. Gender  
   A. Female  B. Male
3. Age  
   A. 20 or younger  B. 21 to 25  C. 26 to 30  D. 31 to 40  E. 41 or older
4. Race  
   A. Asian  B. Black  C. Hispanic  D. White  E. Other race

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

6. Educational goal  
   A. Graduate from EGC  B. Graduate from EGC and then attend a 4 year college  C. Take classes at EGC and then transfer to another college but without graduating from EGC  D. Take classes at EGC with no specific future plans  E. None of the above

Campus Housing
For the purpose of this questionnaire, campus housing is defined as furnished apartment-style housing with utilities included and free Internet access located on campus in a secure gated environment. Each student would have private bedroom with bathroom. Kitchen, laundry room, and living room would be shared with three other students. Campus housing would be competitively priced at the same or lower cost than similar housing in the area.

7. If campus housing (as defined above) was now available at EGC in Swainsboro, chances are _____ that I would elect to live in campus housing.  
   | Very Likely | Somewhat Likely | Neutral | Somewhat Unlikely | Very Unlikely |
   | A | B | C | D | E |

Intercollegiate Athletics
8. How many times have you attended a Bobcat wrestling match since the beginning of the Fall 2006 Semester?  
   A. zero  B. once  C. two times  D. three times  E. four times

9. What additional sport would you most want to see added to the intercollegiate athletics program at EGC?  
   A. baseball  B. soccer  C. tennis  D. basketball  E. none

10. If the sport you selected above were added to EGC’s intercollegiate program, would you join the team? A. yes  B. no

11. To support an intercollegiate program at EGC, the highest athletic fee per semester I would be willing to pay is ______.  
   A. $0  B. $10  C. $25  D. $35  E. $50

Computer Services
12. I use a laptop computer on campus.  A. Yes  B. No

13. Select from the following choices the response that describes your Internet access at home.  
   A. I do not have a computer at home  B. I have a computer, but no Internet access.  C. I have dial-up access.  D. I have high-speed access to the Internet either through DSL, cable, or satellite service.
14. The EGC Website is easy to navigate.  

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

Answer items 15-18 based on the following scale:

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

15. I have problems accessing the EGC Website from home.  
16. I use my EGC email account.  
17. I check Georgia View (Web-CT) for information about the in-class courses I take.  
18. I use Banner to register for classes.  

Academics

19. The Student Success class has helped me to perform better in my other classes.  

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not taken class</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

Answer items 20-21 based on the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

20. My previous coursework in high school and college has prepared me well for the courses I am taking this year.  
21. My advisor helps me select the right courses.  

Media and Public Relations

22. To find information about what is happening at EGC, I use the following most often.

- A. EGC Website  
- B. EGC student email  
- C. Cat Tracks/ Hoopee Bird  
- D. Local newspaper  
- E. Local radio

23. The EGC television commercials now being aired on cable TV promote the college well.  

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not seen ads</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

24. The medium that EGC should use more often to attract new students is ______.  

- A. Radio  
- B. Billboards  
- C. Newspapers  
- D. Television

25. The following did the most to influence my decision to enroll at EGC.

- A. Cost  
- B. College reputation  
- C. HS counselor  
- D. College recruiter  
- E. Friends
### Campus Environment

**26.** On the line provided, write the **name of the staff person or faculty member** at EGC who has most provided you with support, assistance with your needs, and helped you adjust to college. Mrs. Barbara Green and Dr. Alan Brasher have already been acknowledged in previous surveys. Please choose from the remaining staff and faculty. (Ask to see a complete list of EGC faculty and staff members if you are not sure who you want to recognize.)

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Media

**27.** Please indicate by category the station or paper that most attracts your attention.

- **Television Station:**
- **Radio Station:**
- **Newspaper:**

### Academics (Please use complete sentences and write your answers to the last three questions below.)

**28.** If you have **completed** Student Success, what changes should be made in the course? (Check one of the boxes below if you have not completed Student Success.)

- [ ] I am taking Student Success now.
- [ ] I have not taken Student Success yet.

### General Improvement

**29.** If you could change anything about East Georgia College, what would it be?

- [ ]

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

- [ ] I would recommend EGC because…
- [ ] I would NOT recommend EGC because…

Surveys should be returned to:

David Gribbin  
Director of Institutional Research  
Social Science Division  
Room C-260, Academic Building  

Thank You!
Quality Enhancement Survey
Spring 2007

Prepared by
David Gribbin
Director of Institutional Research

June 2008
Introduction

This report summarizes the findings of the 2007 Quality Enhancement Survey (QES 3). The 2007 survey is the third consecutive survey taken during the spring semester. On all three surveys, the same demographic information is sought, as are student views on housing. Intercolligate athletics are explored. As was the case with QES 2, QES 3 examines student attitudes about academics, computer services, and public relations.

Where the topics overlap between the two surveys, results will be compared. However, emphasis is placed on different topics in each of the surveys. For example, QES 2 contained twelve questions on academics, while QES 1 contained none and QES 3 contained four questions. In addition, a number of questions related to computer services and public relations are posed on both QES 2 and QES 3, but not on QES 1.

Methodology

As with the first two surveys, the statements contained in QES 2 were developed in consultation with the President's staff. All three surveys were administered in class using Scantron cards. While the first survey contained 32 items and the second survey was expanded to 49 items, the third survey contained 30 items. The third survey is appended to this report.

Thirty-one on-campus classes were selected to complete QES 3. As with QES 2, the goal of the selection process for QES 3 was to reach as many students taking on-campus classes as possible while trying to minimize interruption of classes. Therefore, those classes that had already been sampled for the CCSSE instrument were excluded from taking QES 3. A smaller random sample was not used for QES 3 because the survey contained the "Ritz-Carlton" question and the opportunity to vote was extended to as many students as possible.

The CCSSE and QES 3 surveys were given to different classes and administered in different weeks. Even so, some students may not have distinguished between the two instruments and failed to complete QES 2 because they assumed it was the same survey as the CCSSE instrument they had completed a week or two earlier in another class. Even so, 319 completed QES 2 and 265 of these voted for their favorite staff or faculty member.

Findings

For ease of review, the results of the survey will be presented in the same sequence as the survey items. After the first question asked whether the respondent had already completed the survey, the next 5 queries on QES 3 gathered demographic information, as did QES 1 and QES 2. Responses to these items yielded the following profile:

- 67.2 percent of the respondents were female;
- 62.5 percent of the respondents were 20 years old or younger and another 26.6 percent ranged in age from 21 to 25;
- 70.5 percent of respondents were white and another 25.7 percent identified themselves as black;
• 61.8 percent indicated that they lived with parents or other family of origin and another 21.8 percent indicated they lived with a spouse and/or children;
• 62.0 percent planned to graduate from EGC and then attend a four-year college and another 24.1 percent plan to transfer to another college without graduating from EGC.

No. 7 was related to campus housing and was similar to the corresponding item on the previous two surveys. Asked if affordable campus housing were available, 24.1 percent responded they would very likely live on campus and another 15.4 percent responded that they would be somewhat likely live on campus. These percentages are similar to the previous two surveys. However, the 37 percent who indicated that they were very unlikely to live on campus was down from the results of the previous two surveys. In both surveys, about 42 percent noted that it would be very unlikely to live in campus housing.

Four items on QES 3 addressed intercollegiate athletics. No. 8 asked students how often they attended a Bobcat wrestling event starting in Fall 2006. 12.3 percent indicated that they attended on event during the year and 7.0 percent indicated they attended more than one event.

No. 9 and Nos. 10 gauged interest in what types of sports the college should introduce in an intercollegiate program. Based upon the choices of baseball, soccer, tennis, and basketball, both baseball and basketball garnered about 29 percent of the votes. 40.6 percent indicated that they would join the team in their favorite sport if it were introduced.

No. 11 asked students what was the highest per semester athletic fee they would be willing to pay to support an intercollegiate program. 24.5 percent indicated they would be willing to pay $10 and another 27.9 percent indicated they would be willing to pay $25.

Nos. 12 through 18 are concerned with students' view of computer services. In response to No. 12, 24.1 percent of respondents indicated they used a laptop computer on campus. In response to No. 13, 56.6 percent indicated they had high-speed Internet access and 25.8 percent indicated that they had dial-up access to the Internet at home. In response to No. 14, 48.2 percent strongly agreed and another 41.9 percent agreed that the EGC Website was easy to navigate.

Nos. 15 through 18 measured the frequency of problems encountered and usage of computer resources. In response to No. 15, 14.3 percent reported having occasional problems accessing the EGC Website from home, 33.0 percent indicated that they seldom experienced problems and 44.1 percent indicated that they never had such problems. In response to No. 16, 47.2 percent reported they used their EGC email account very often and 23.9 percent reported using their account often. In response to No. 17, 38.2 percent indicated they very often check GA View for information about their in-class courses and another 32.8 percent indicated hey checked GA View often. In response to No. 18, 20.8 percent reported they used Banner to register for classes very often. In contrast, 42.1 percent indicated that they never used Banner for registration.
Nos. 19 through 21 focused on academics. In response to No. 19, 6.6 percent strongly agreed that the Student Success courses had helped them perform better in their other courses. Each of the other four responses, ranging from agree to strongly disagree, were selected by at least 20 percent of respondents. No. 20 queried students about how well previous high school and college courses had prepared them to take the courses they were taking during the current academic year. 18.2 percent strongly agreed that previous coursework had prepared them well, while 34.0 percent agreed and 35.5 percent were neutral on the statement. In response to No. 21, 28.6 strongly agreed that their advisor helped them select the right courses, while 33.0 percent agreed and 26.7 percent were neutral on the statement.

Nos. 22 through 25 focused on the effectiveness of various communication media. No. 22 asked what information source respondents used most often to learn about events at the college. 47.3 percent responded that they used the EGC Website most often and another 49.8 percent used student email most often. In contrast, 61.8 percent of the respondents to the QES 2 used the EGC Website most often, while only 36.9 percent used student email most often.

No. 23 asked how well the EGC TV commercials then being aired promoted the college well. While 22.2 percent agreed that the TV commercials promoted the college well, 62.2 percent reported not seeing the ads. In contrast, 43.4 percent of the respondents to No. 24 thought that EGC should use television more to attract new students.

No. 25 asked which factor or person(s) most influenced the respondent’s decision to come to EGC. 34.0 percent responded that it was cost, 31.7 percent responded that it was friends, and 20.7 percent responded that it was the college’s reputation. In contrast, in Spring 2006 42 percent responded that it was cost, 25.2 responded that it was friends, and 24.8 percent responded that it was the college’s reputation.

Summary tables of responses to selected multiple choice are presented in the appendix to this report.

QES 3 Student Comments

Following twenty-five closed-ended questions, QES 3 posed five open-ended questions. No. 26 asked students to name the faculty or staff member who had been most helpful to them throughout the academic year. Lara Norton won the third annual Ritz-Carlton award by garnering the most votes.

No. 27 asked students to identify the newspaper and TV and radio stations that most attracted their attention. Out of 295 respondents, 146 did not identify a newspaper. Of those who did, the Forest Blade was identified by 33.7 percent. Respondents identified 37 TV channels. ABC was sited most often with 13 percent of those identifying favorite channels. However, 120 respondents identified no preferred television station. Likewise, 139 of the respondents did not identify a favorite radio station. Of those who did identify a favorite radio station, 24 percent cited 98.1, making it the most popular radio station.
No. 28 focused on the impact of EGAC 1100 Student Success. Out of 294 respondents, 188 or 64 percent indicated that they had taken the course. Another 80 students or 27 percent indicated that they were currently taking the course. Of those who completed the course, 19 percent stated that no changes should be made to the course. Another 17 percent stated that the course was a waste of time or not helpful. A number of changes were suggested by some respondents, including calls for better activities, more speakers, and changing the course status to make it optional.

No. 29 asked students what they would change about the college. Out of 194 who responded, 17.5 percent requested additional parking or changes in parking rules. Another 13 percent requested campus housing, 12 percent wanted more sports activities, 11 percent asked for more classes, particularly at night and online, and 9 percent wanted conversion of EGC’s status to 4-year status.

Finally, in response to No. 30, 95.5 percent of 292 respondents indicated that they would recommend East Georgia College to others. Of those who indicated they would recommend the college, 21.5 percent cited the college’s small size, 16.8 percent thought EGC was a great college, 9 percent cited caring faculty and staff, and 6.8 percent cited the college’s affordability.
Appendix

Response Frequencies to Selected Survey Items Stated in Percentages

Table A1: Interest in Campus Housing

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Neutral</th>
<th>Somewhat Unlikely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>If campus housing was now available at EGC in Swainsboro, chances are _____ that I would elect to live in campus housing.</td>
<td>24.1</td>
<td>15.4</td>
<td>16.6</td>
<td>6.9</td>
<td>37.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Very Often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>I have problems accessing the EGC Website from home.</td>
<td>2.9</td>
<td>5.7</td>
<td>14.3</td>
<td>33.0</td>
<td>44.1</td>
</tr>
<tr>
<td>16</td>
<td>I use my EGC email account.</td>
<td>47.2</td>
<td>23.9</td>
<td>14.8</td>
<td>9.4</td>
<td>4.7</td>
</tr>
<tr>
<td>17</td>
<td>I check Georgia View (Web-CT) for information about the in-class courses I take.</td>
<td>38.2</td>
<td>32.8</td>
<td>18.9</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>18</td>
<td>I use Banner to register for classes.</td>
<td>20.8</td>
<td>12.9</td>
<td>12.9</td>
<td>11.3</td>
<td>42.1</td>
</tr>
</tbody>
</table>

Table A3: Strength of Agreement with Statements Concerning EGC Website, Academics, and Media

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>The EGC Website is easy to navigate.</td>
<td>48.2</td>
<td>41.9</td>
<td>7.0</td>
<td>2.6</td>
<td>0.3</td>
</tr>
<tr>
<td>19</td>
<td>The Student Success class has helped me to perform better in my other classes.</td>
<td>6.6</td>
<td>28.6</td>
<td>22.3</td>
<td>20.4</td>
<td>22.0</td>
</tr>
<tr>
<td>20</td>
<td>My previous coursework in high school and college has prepared me well for the courses I am taking this year.</td>
<td>18.2</td>
<td>34.0</td>
<td>35.5</td>
<td>6.6</td>
<td>5.7</td>
</tr>
<tr>
<td>21</td>
<td>My advisor helps me select the right courses.</td>
<td>28.6</td>
<td>33.0</td>
<td>26.7</td>
<td>5.7</td>
<td>6.0</td>
</tr>
<tr>
<td>23</td>
<td>The EGC television commercials now being aired on cable TV promote the college well.</td>
<td>11.7</td>
<td>22.2</td>
<td>62.2</td>
<td>2.5</td>
<td>1.3</td>
</tr>
</tbody>
</table>