

Report on IVC Student Survey November 2014

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Imperial Valley College is made up of a team of administrators, faculty, and staff whose mission is to offer excellent educational opportunities to the people of Imperial County and surrounding areas. As part of the accreditation process, IVC must regularly check to see that it understands its student population. To that end, IVC emailed a 40-question survey to all students in November of 2014. 871 students responded to the survey, with 327 of them writing in comments in response to the question, "Write any comment about this survey or your experience at IVC."

A work group looked at the data from this survey and a survey administered in 2011 to see if the character of IVC's students and their preferences has changed over the years and to adjust services accordingly.

It should be noted that since this survey was administered by email, the respondents aren't truly representative of the whole population of IVC students, given that a significant number of students do not check their email regularly if at all.

General Facts:

Students who took the survey were 65% female. Most IVC students are young, but there is an even distribution of students of all ages past 30 years old. Eighty-four percent of the students were Latino/Hispanic, with only 8% white. Seventy-eight percent are single.

Calexico and El Centro bring the most students to IVC, with 29% each, followed by Brawley (15%). Only 12 students stated they were from Mexicali. One of the teachers in the team of analysts estimated that he had 12 students in his classes alone who crossed the border to get to college, suggesting that the survey did not elicit an accurate number for students residing in Mexicali. Very few students from unincorporated areas responded to the survey, calling into question the strong voices heard in visioning meetings in the unincorporated communities.

Most students (68%) get to IVC in their personal vehicle, but this means that 32% find another way to get to school, with 18.5% coming by bus. Students from Calexico and El Centro rely most heavily on the bus system.

Thirty-nine percent of the respondents work, meaning that work competes with school for many of our students' time. Thirty-eight percent of the respondents have dependents, and this number has important implications, as explored later. Fifty-six percent of respondents are aware

of IVC's mission statement. As has been the case with other surveys, highest demand for classes is early morning and midday, with preference for evening classes at 14%. Further information about students might be explored, especially regarding working situations, number of dependents, goals, etc.

Educational Goals

- 46% of the respondents have transfer as their immediate educational goal.
- 35% want to earn an associate's degree as their immediate educational goal.
- 12.5% want to earn a certificate as their immediate educational goal.
- 38% of IVC students have dependents. The education goal of students with dependents is as follows: 17% of students who have dependents want a certificate program. 38% want an associates. 35% want to transfer. 6% want to improve English.
- 71% of students with no dependents state transfer as their immediate educational goal.
- The more dependents students have, the fewer of them state transfer as their immediate educational goal. The number drops from 71% with no dependents to 13% with one dependent. Because 38% of IVC have dependents, this phenomenon should be studied more thoroughly.
- The older students are, the less likely they state transfer as their immediate goal, and the more likely they want an associate degree or earn a certificate. (See table in Appendix.)

Mode of Delivery of Instruction

- 69% prefer traditional classroom instruction, down from 72% in 2011.
- Regarding online classes, just as in 2011, 5% prefer online instruction, and of those 66.5% agree or strongly agree they are satisfied with their online classes. This is much higher than the 36% reported in 2011.
- 55% report that they haven't taken an online class. This is much higher than in 2011, when 14% of students had not taken an online course. In the 18-24 age group, the percentage was somewhat higher, at 59% not having taken an online class.
- 39% of respondents say they learn best by reading; 27% say they learn best through hands-on type instruction.

Excellent results (>80% agree or strongly agree) IVC is meeting students' needs and preferences especially well in these areas:

- 96.8% of students have been assessed.
- 94% agree or strongly agree that they feel safe (but open comments indicate that some students do not feel safe in the parking lot at night.)
- 92.7% agree or strongly agree that their classes help them achieve their goals
- 89% agree or strongly agree that the grounds are attractive and well maintained.
- 89% have access to internet away from campus.

- 87% are aware of tutoring services at IVC. (But the survey didn't ask how many students use tutoring services. We know that approximately 7% use tutoring services. Because tutoring is linked to student success, IVC wants to increase student use of tutoring.
- 84% agree or strongly agree that Instructors are fair and objective, down from 88% in 2011,
- 83% agree or strongly agree that the web platform Blackboard serves them well.
- 80% agree or strongly agree that admissions process was easy.
- 80% agree or strongly agree that classrooms are clean and well maintained.

Satisfactory Results: 70-80% agree or strongly agree (IVC could improve in these areas)

- 79% agree or strongly agree that the financial aid application process is easy.
- 74% agree or strongly agree that they have access to the classes they need (up from 71% in 2011)
- 74.3% agree or strongly agree that secretaries are professional and courteous, down from 76% in 2011.

Unsatisfactory Results: <70% IVC needs to address these areas

- 68% of those who received an orientation agree or strongly agree that orientation was helpful.
- 64.5% of the students who were assessed agree or strongly agree that counselors explained the results to them. (30.6% and 25.7% of students said they didn't get an orientation in two separate questions.)

Of those getting an orientation, 26% got it individually from a counselor. This seems like an inefficient way to get an orientation. The ongoing implementation of the new orientation process by the Student Success Task Force should improve this situation.

- 58.5% agree or strongly agree that IVC's bookstore meets their needs. Forty-five students wrote comments; nearly all of them complained about the price of books being too high.
- 40% agree or strongly agree that the ASG is effective at representing students.
- 43% agree or strongly agree that they are aware of student clubs at IVC.
- Regarding email, 39.6% check their email at least once a week. This shows a decided weakness in an instructor's effectiveness in communicating with students electronically, including via Blackboard, which utilizes email.
- 31.5% agree or strongly agree that IVC's Facebook page is useful to them. 24% do not have Facebook. Most of the comments said students weren't aware that IVC had a Facebook page.
- 29.7% say they attend events sometimes
- 12.6% say that they always or regularly attend campus events at IVC.

Summary of open-ended comments: Student Survey November 2014

Brian McNeece, Holly Chase, Priscila Ortiz

Three hundred twenty-seven students wrote comments in response to the question, "Write any comment about this survey or your experience at IVC."

Facilities

Restrooms: There were many comments about restrooms. Several students complained that they were dirty, nasty, disgusting, mentioning the women's restrooms especially, and pointing out that even the 2700 building restrooms were often dirty. One writer blamed her fellow students for this. One student wrote that she often picked up the towels in the restroom, flushed toilets, and wiped down sinks herself and was tired of it. This student requested that the bathrooms be checked hourly. Others wanted the restrooms to be open more hours, and one student complained that restrooms were hot at night.

Classrooms: There were some positive comments about the equipment in the classrooms, but several negative comments about the size of the desks. One student said that the desks must have been designed for 5th graders. Computers and chairs in the 800 building are old and in bad condition. Room 202 was "soooooooooo cold!!!"

Cafeteria: Although there was no question about the cafeteria, there were many comments, and all but one of them were negative. Students want healthier food, more choices in food, a salad bar, and better prices. One student did comment that the burritos were good.

Parking: The parking system was commented on several times. Students asked for more patrols to reduce the speed of drivers. Another asked why parking permits could not be applied to more than one vehicle. Several students asked that parking be expanded. Several students said they did not feel safe at night crossing the parking lot and wished there was an escort service. One student said the parking service is unjust and unfair. Another said that IVC was not secure and many vehicles had been stolen.

Landscape and Campus Appearance: There was one positive comment about the landscaping ("it sure is nice to walk outside to class") but a few negative ones. One student wrote a lengthy comment about too much grass (often muddy) and not enough benches or shady areas for students to congregate and study. Another student said that on the south side some of the trees are dead and there are a lot of bees. One student wanted a trash bin and a walkway to the smoking area.

Several students commented that the campus is dull or plain. Three students wanted more art on campus. One wanted sofas and more shade. Another student wrote that the art on campus project should be paid for by the district. Instead of \$1 going to art, one student wrote, it should go to better printers at IVC.

Library: Three students complained about noise levels in the library. Two students said the library seemed to be a place to socialize and not study. They asked for more vigilance from staff. One writer said that even staff and teachers talk loudly in the library.

Pianos: One student wrote that the pianos are not well-maintained.

Technology

Blackboard: The general drift of the comments is that more teachers should use Blackboard. Some comments showed that students and teachers need more training, for example, on how to allow editing of a document. Several students noted that teachers should post grades, and post them more often. Some positive notes included that students enjoyed the Blackboard seminars, and that we may want to offer more seminars for Blackboard training in the future.

Wi-Fi: At least ten students complained that the Wi-Fi was poor or erratic and that it should be monitored more regularly to keep it up and working. Students in the survey complained about how there are areas around campus that have no access to Wi-Fi, and also some areas are unreliable for service connection

Bookstore

Five comments were made about books being too expensive. The “buy back” system to give more for books sold back to the Bookstore.

Course Offerings

Students had some concerns about classes, specifically being able to get the classes that they needed to graduate, either due to lack of offerings or high demand. Students had the impressions courses and programs were being cut. Students felt that the classes being offered could better be organized better communicated to students. On the positive side, there was also a theme of organization starting to emerge at the campus. Compared to the student surveys of 2010 and 2011, access to classes was much less of an issue than in years past.

Staff & Student (relationships)

Faculty and Support Staff

There was a mixed review of student emotions that emerged from the survey. Comments were evenly balanced positive and negative. From the negative comments, the theme that emerged was they felt some of the teachers lacked the knowledge of the courses they were teaching. On the other hand, the positive comments mentioned teachers who were knowledgeable and compassionate towards their students. This is the same pattern found in previous student surveys.

Counselors

Various comments were made about counselors lacking interest in helping students with their educational plans and counselors not providing the proper information. Three students wrote that counselors recommended classes they didn't need to take to transfer. Two positive comments were made about SSS and EOPS, except for one EOPS staff member that was named and mentioned as rude.

ASG and Campus Clubs

Two comments were made about campus clubs. One student was excited to know that there are clubs on campus, and the other one stated, "I don't really see much going on by the clubs." One student strongly felt that the ASG does not advocate for students. Another wrote that ASG needs to "execute and prepare events better." Another recommended that ASG host events on Mondays and Wednesdays as well and to work on the IVC ASG Facebook page. (During 2014-2015, an open College Hour was held on Tuesdays and Thursdays to facilitate events and meetings. Beginning Fall of 2015, the College Hour will occur from 1-2 p.m. Monday through Thursday, providing time for student events four days a week.)

Recommendations:

The Student Survey Work Group recommends

1. Do a more thorough student of students with dependents. Find out if their needs for a parent support center. Also, study that group's completion rates compared to students with no dependents, and take measures to raise those rates.
2. Do a more targeted survey to gauge students' interest in online classes. In spite of national attention on DE courses, at IVC the demand seems to be stable at 5% of students. Most students continue to desire traditional face-to-face classes.
3. Given that IVC has adopted online application, orientation, registration, Blackboard, and other student service applications, add an objective to all course outlines of record requiring instructors to train students to use email and assess this knowledge.
4. Through the Enrollment Management Committee and procedures, refine the match between students' needs and class offerings to improve access to classes.
5. Begin a campaign to prompt students to keep restrooms neat. Have custodial staff check and clean restrooms more often.
6. Provide a "panic button" app for cellphones for people who do not feel safe in the parking lot. Consider offering an escort service at night. Investigate other options to improve student safety in the parking lot at night.
7. Install signs in parking lot admonishing drivers to slow down. Consider speed bumps.
8. Implement procedures to remind all staff to be patient and courteous to students.
9. Evaluate the desks in each classroom and replace small desks with separate desk/chair combination as funds are available. Add more desks suitable for obese students.

10. Implement a stricter policy about noise levels in the library. Provide non-compliant students with written notice of noise policy, and ban students for a semester upon delivery of a third violation.
11. Replace landscaping that is dead or languishing. Add shade or sitting areas. Replace chronically muddy grassy areas with desert plants or other low-water landscaping.
12. ASG should take measures to better target student needs and interests in their activities and more actively disseminate notice of campus events. Do research on campuses similar to ours with more successful student involvement.

Appendix

Educational Goal by Age

Age	Ed Goal					Total % of all respondents	Total respondents
	Complete a certificate program.	Earn an associate's degree	Improve my English skills (ESL only)	Other (please specify)	Transfer to a 4-year university		
17 or less	4.3%	26.1%	4.3%	0.0%	65.2%	2.6%	23
18-19	8.7%	31.1%	0.8%	2.3%	57.2%	30.3%	264
20-24	9.2%	36.0%	1.5%	4.4%	48.9%	31.2%	272
25-29	18.9%	40.0%	4.2%	3.2%	33.7%	10.9%	95
30-34	15.5%	39.7%	5.2%	6.9%	32.8%	6.7%	58
35-39	18.4%	28.6%	12.2%	4.1%	36.7%	5.6%	49
40-49	25.4%	40.7%	5.1%	5.1%	23.7%	6.8%	59
50 and over	17.6%	35.3%	5.9%	9.8%	31.4%	5.9%	51
	12.5%	34.8%	3.0%	4.0%	45.7%	100%	871