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## ABSTRACT

In 1988, Jefferson Community College (JCC) initiated this series of brief institutional research reports to alert the campus community regarding information about itself. The first six issues present selected findings from JCC students' responses to a statewide student opinion survey. The survey, which included both standardized and JCC-specific questions, was responded to by 465 of JCC's 1,800 students. The research briefs focus on student responses regarding: (1) JCC's smoking policy and the school's affiliation with Fort Drum; (2) JCC's system for alerting students to their mid-term academic deficiencies; (3) the creation of a child care facility for the JCC community; (4) their use of the library, hours per week they spent studying, and their educational and career goals; (5) their voter registration status, drinking habits, extracurricular interests, opinions regarding the funding of intercollegiate athletics, satisfaction with JCC's transfer services, interest in on-campus housing, sources of financial support, and opinions regarding the need for particular community services; and (6) their satisfaction with instruction, the sizes of their classes, educational needs, the usefulness of student support services, experiences transferring into JCC, interactions with instructors, health insurance, and campus safety. (AAC)

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F.Y.I.

INSTITUTIONAL RESEARCH REPORTS NUMBERS 1-6

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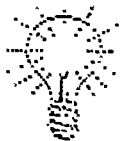
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# F. Y. I.

Jefferson Community College  
Office of Institutional Research



Report #1

September 29, 1988

This is the first of a proposed series of Institutional Research Reports. In these documents, I plan to alert the campus community regarding information about ourselves. My data will be garnered/extrapolated from many sources; i.e., registration and graduation statistics; the several student and/or faculty survey instruments we administer from time to time; SUNY reports; local student data files, and the like.

An effort will be made to keep each of these reports relatively short and directed towards a limited number of issues.

Procedurally, I plan to cite a background question or issue, present numerical and percentage data, display an appropriate graph, and finally, offer a very brief discussion.

In addition to being generally helpful in the institutional planning process, it is my hope that the information in this series will stimulate collegial discussion, action and growth for the entire college community. As always, your comments, suggestions and critiques are invited.



# THE SPRING 1988 STUDENT OPINION SURVEY

## A Cooperative JCC/SUNY/ACT Research Project

### A Report of Findings

by

Frederick J. McCarthy, Ed.D.

Dean for Educational Services &

Director of Institutional Research

#### BACKGROUND:

In April 1988 JCC participated in a statewide SUNY student Opinion Survey (SOS/ACT). This is a nationally published, 96-item survey that was expanded to include 10 SUNY-developed and 20 local interest items.

While statewide norms are yet to be compiled, JCC results have been tabulated and are contained in a 147 page report recently received from ACT in Iowa City. Over the next several months, I plan to report on JCC findings from this report and will later incorporate SUNY data as it becomes available.

The JCC administration of the SOS/ACT instrument resulted in 465 usable forms being completed. Every student enrolled on campus in a Thursday 11:00 am or 6:10 pm class was asked to participate in this project. It is felt that this sampling technique and large ratio of participating to enrolled students (25%) produced a valid random sample of all enrolled students and that the findings will allow us to make observations about JCC student opinions. Based on known demographics of the College, the data within our institutional report suggests that we have a valid sample on which to make campus generalizations.

These first several reports will concentrate on questions of immediate local concern.

## SMOKING POLICY

When asked, "Would you agree with a ban on smoking at JCC?," a clear majority of the survey group responded, "Yes," (52%) while 32% said, "No," and 14% were undecided. Looking only at the "yes/no" respondents, 61.5% (240) were in agreement with a ban on smoking with 38.5% (150) opposed.

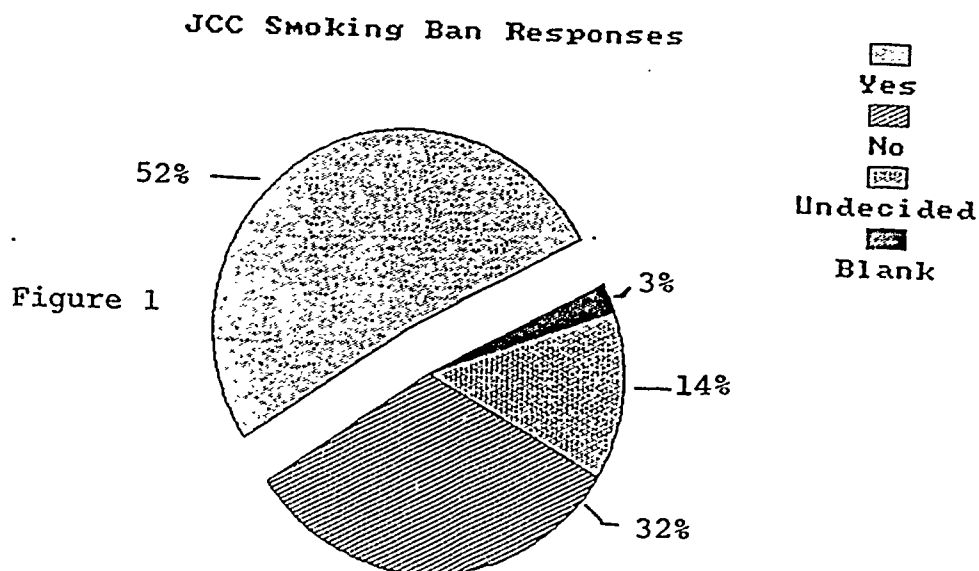
### DISCUSSION:

A clear majority of JCC students would favor a campus ban on smoking were one to be put into effect. At the same time, it is clear that a significant minority would be opposed to or inconvenienced by a campus smoking ban.

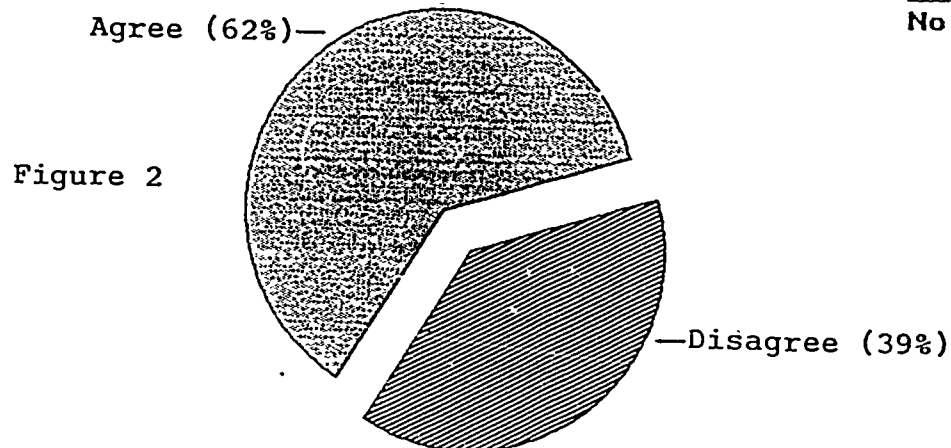
Recognizing that this is an issue of genuine campus concern, it is suggested that the development of a campus informational program to include a viable set of options will be necessary to accommodate the needs and perceptions of the smoking minority as well as those of the majority.

TABLE 1

BAN SMOKING RESPONSES	NUMBER RESPONDING	Percent of ALL	NUMBER Y/N Answers	% YES/NO Answers
Yes	240	51.6%	240	61.5%
No	150	32.3%	150	38.5%
Undecided	63	13.5%	-	-
Blank	12	2.6%	-	-
Total	465	100.0%	390	100.0%



# Agree/Disagree with JCC Smoking Ban



## FORT DRUM RELATIONSHIP

After indicating that the College was interested in the impact of Fort Drum on the College, students were asked, "To what extent are you or your family Fort Drum related?"

As shown in Figure 3, Fort Drum Affiliation, some 76% reported "No relationship," while 21% reported some affiliation with Drum. Of the total group of 465 respondents, 10% (46) were military and another 11% (53) were related in a civilian capacity. Figure 4, Fort Drum Related, examines the connection of the 99 individuals who reported a Drum relationship.

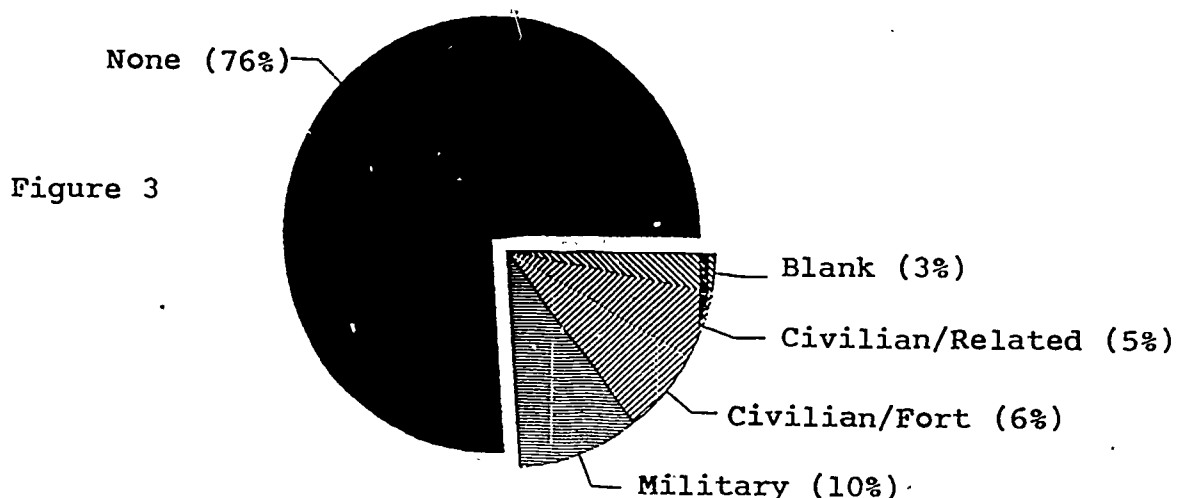
## DISCUSSION:

Clearly, Fort Drum has already had a significant impact on the College. While the College Community is generally aware of this, the fact that over a fifth of all enrolled on campus students have a Drum connection may be news to many. The College is working closely with Fort Drum in a variety of efforts and these efforts must be maintained. Particular attention to the on campus academic and extra-class needs of this new population is in order.

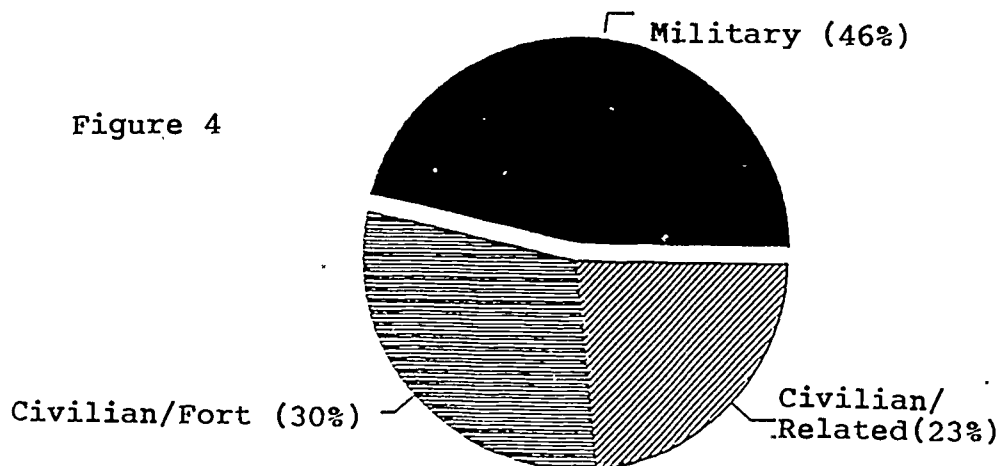
TABLE 2

Ft.Drum Affiliation	Number	Percent	Affiliated	
			only #	only %
None	354	76.1%		
Military	46	9.9%	46	46.5%
Civilian/Fort	30	6.5%	30	30.3%
Civilian/Related	23	4.9%	23	23.2%
Blank	12	2.6%	-	-
TOTAL	465	100.0%	99	100.0%

## FORT DRUM AFFILIATION



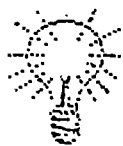
## FORT DRUM RELATED



### SUMMARY:

This is the first of a proposed series of Institutional Research Reports based on the SUNY/ACT Student Opinion Survey. The next issue will concern the College's mid-term deficiency follow-up process and student interest in the child-care service plan. Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially published survey findings to include local data along with statewide and national comparisons, as appropriate.

Feedback from those reviewing this paper is solicited.



# F. Y. I.

Jefferson Community College  
Office of Institutional Research



## Institutional Research Report #2

OCTOBER 28, 1988

This is the second in a planned series of Institutional Research Reports. This paper examines the College's mid-semester student deficiency follow-up process.

The data reported is drawn from the College's April 1988 JCC participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. As was noted in Report #1, JCC's survey of 465/1800 (25%) students is felt to have produced a valid cross section of opinion on the questions raised.

Feedback from those reviewing this paper is solicited.



# MID-TERM DEFICIENCY FOLLOW-UP

For a number of years, Dr. McCarthy as the College's Dean for Educational Service has written to students earning poor/incomplete grades at mid-semester. By way of background, during the 1988 spring semester, of approximately 1250 individuals enrolled for two or more courses at JCC, 129 students (10%) were mailed mid-term deficiency letters. Based on past experience, the ratio of students receiving this letter has remained very consistent on a semester-to-semester basis. The data reported below is from the April 1988 survey and has no direct relationship to the 129 students cited in this example.

TABLE #3, Mid-Term Deficiency Status

-----Part A-----			-----Part B-----	
Receiving/Opinion	Number	Percent	#Received	%Received
Never Received	403	86.7%:		
Helpful/Continue	32	6.9%:	32	65.3%
Useless/Discontinue	17	3.7%:	17	34.7%
Blank	13	2.8%:		
TOTAL	465	100.0%:	49	100.0%

Table #3, Mid-Term Deficiency Status, displays data from the SUNY/ACT Student Survey regarding this process. The percent column of Part A, Table #3, reveals that when asked about their experience/opinion regarding this procedure, 87% of the 465 respondents reported never having received one of these grade deficiency letters. Of the total group of respondents, 7% reported having received a mid-term deficiency letter and recommended that the process be continued while an additional 4% having received letters indicated that they felt that the process could be discontinued. This data is graphed in Figure #5, Mid-Term Letter Experience.

FIGURE 5

## Mid-term Letter Experience for 465 SUNY/ACT Survey Participants

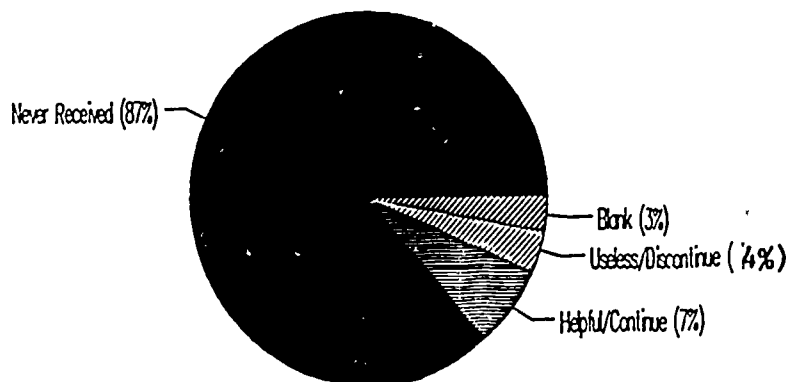
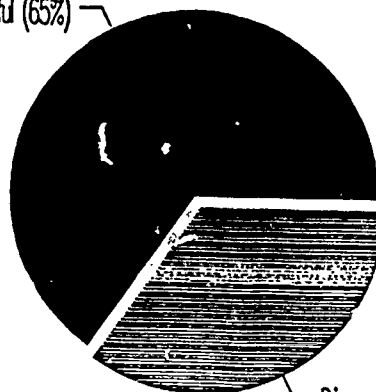


Figure #6, Mid-term Letter Response looks only at the cross-section of students polled in the SUNY/ACT student survey who responded affirmatively to having received the mid-term grade deficiency letter, a total of 49 individuals. Of this group, 65% said that they found the process helpful and recommended continuance, while the remaining 35% felt that the process was useless and could be discontinued.

FIGURE 6 . Mid-term Letter Response

TOTAL POLLED STUDENT/RECIPIENTS-49

Continue-Helpful (65%)



Discontinue-Useless (35%)

#### DISCUSSION:

The good news is that both presently and historically, approximately 90% of all enrolled JCC students are making reasonable academic progress at mid-semester. The ten percent experiencing academic difficulty tend to view the College's mid-term follow-up/intervention favorably. Based on the finding that two-thirds of the students receiving mid-term deficiency letters were positive about the process, it is recommended that the practice be continued.

It has been suggested that it would be interesting to further review/evaluate the efficacy of this program by comparing success/retention/persistence figures for a group of students receiving this letter against a matched group to whom letters were withheld. The fall, 1988 deficiency letter program series is being designed to test this question.

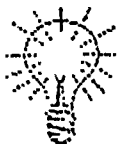
#### CONCLUSION:

Report #1 discussed the regulation of smoking on campus and the Fort Drum affiliation of JCC students.

Because of its length and complexity, the Child Care issue originally scheduled for Report #2 will be addressed separately in Report #3, planned for mid-November release.

Report #4 will discuss Student Use of the Library, Hours A Week Spent Studying, and A Review of Eleven Common Goals of College Students.

Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially-published survey findings to include local data, along with statewide and national comparisons, as appropriate.



# F. Y. I.

Jefferson Community College  
Office of Institutional Research



## Institutional Research Report #3

November 18, 1988

As the third in a continuing series of reports, this paper examines questions related to the creation of a child-care (day-care) facility/program for the JCC community.

The data reported is drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SOS/ACT) program. As has been noted earlier, this campus' survey results of 465/1800 (25%) students is felt to have given a valid cross section of opinion on the questions asked.

For the benefit of several who have asked, these papers are being generated on desk-top PC's. The primary software in use is Framework II, Outline Mode (including spreadsheet, word processing and work-quality graphics). For presentation figures, Quattro's presentation quality graphics has become the program of choice.

Comments and suggestions regarding this series are welcomed.

**Frederick J. McCarthy, Ed.D.**

Director & Dean for Educational Services  
A "FOR YOUR INFORMATION" Report



## BACKGROUND

Within the Spring, 1988 SUNY/ACT Student Survey project, three local questions were developed to help assess the possible utilization of a proposed child care facility on the JCC campus. Students were asked about: (1) the likelihood of their using such a service for children ages 3-5; (2) whether or not they had children and if so, (3) the present arrangement for their child care needs.

While there was some ambiguity in the phrasing of several of these three questions, it is felt that the results are generally accurate and consistent enough for general institutional planning. Where extrapolations of possible enrollment numbers are offered, it is noted that these are presented for consideration only as they may lack sufficient statistical validity for firm budgetary implementation.

## CHILD CARE

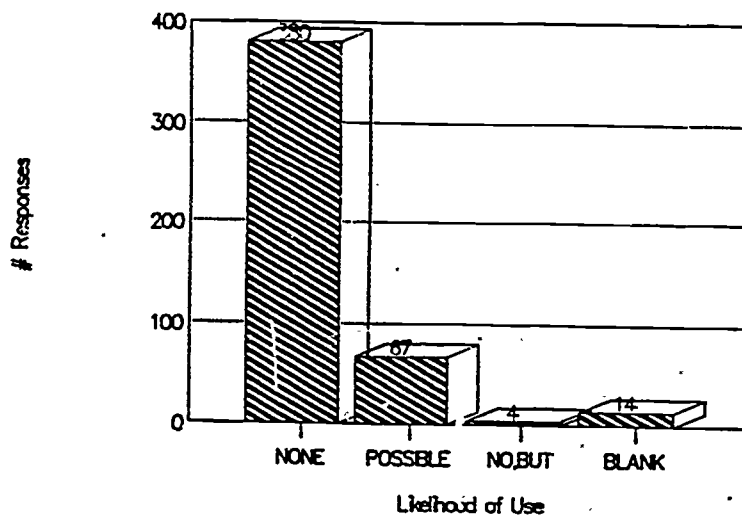
It is recognized that there is somewhat of a 'chicken and egg' issue involved in the establishment of a new day-care facility and the relationship of currently-enrolled parents' opinions about the viability of such a program. On the one hand, currently enrolled students' children would be an important base of possible enrollment for such a service; but realistically, these individuals must by definition have been able to surmount the problem in child care in order to become currently enrolled. It is felt that the presence of an on-campus program will serve as an enrollment inducement to parents who might not otherwise be able to provide for child care and that the more important group to survey on this question would be potential enrollees with children in the 3-5 year age group.

Table #4 below, Likelihood of Child Care Use, shows that 14% of the respondents had a child or children in this age group and that they might use the service were it to become available. While the following interpretation is admittedly somewhat speculative, extending this 14% to the College's full-time enrollment base would result in a child population estimate of 125-130. Were this figure to be accurate at the time the proposed 30 student capacity child care facility becomes operational, 20-25% utilization by those eligible would result in capacity enrollment. Not surprisingly, as is depicted in Figure #4, of the 71 students with children in this age group 67 indicated an interest in utilizing this new service.

TABLE #4, LIKELIHOOD OF CHILD-CARE USE

Child-Care Interest	Number	Percent
None	380	81.7%
Possible use/Have child	67	14.4%
No Interest/Have child	4	.9%
Blank	14	3.0%
TOTAL	465	100.0%

Fig. 4: Likelihood of Child Care Use  
by number of student responses



#### Parent/children Status

In response to the question, "Are you a parent, or are you expecting a child?", exactly one-third responded affirmatively. As shown in Table #5, Parent/children Status, while the majority of JCC students' children are of school age or older, there is a sizable group of pre-school children within the JCC student family. Indeed, there were 64 children reported in the birth to 5 year old age group.

TABLE #5, PARENT/CHILDREN STATUS

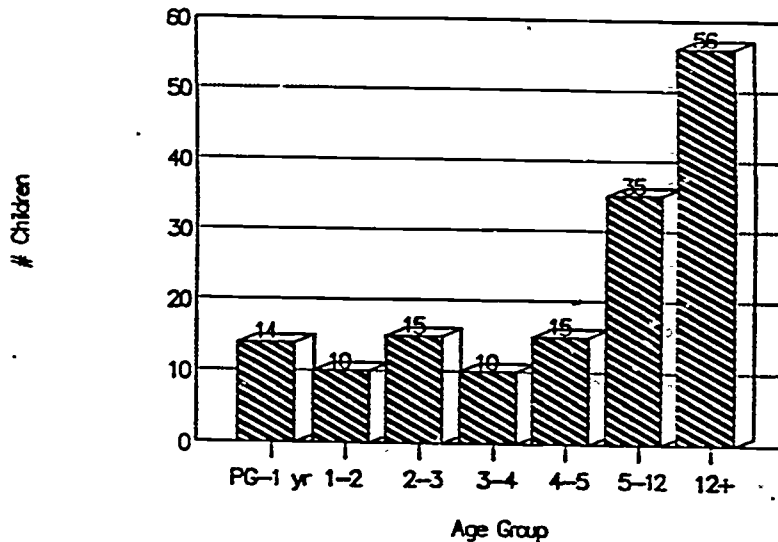
Parent/children	Number	Percent
No	293	63.0%
PG-1 yr.	14	3.0%
1-2 yrs.	10	2.2%
2-3 yrs.	15	3.2%
3-4 yrs.	10	2.2%
4-5 yrs.	15	3.2%
5-12 yrs.	35	7.5%
12 yrs. plus	56	12.0%
Blank	17	3.7%
TOTAL	465	100.0%

#### Children by Age

The current JCC students' children by age are graphed in Figure #5. Those included in the spring 1988 survey collectively reported having 25 children in the 3-5 age group that would be covered in JCC's child care facility. If this number were multiplied by 4 to provide for the 1/4 questionnaire sample size, there may be somewhere on the order of 100 eligible children in the total JCC student population. Since the proposed child care

program is initially envisioned as closing at 5:00 P.M., this number should be reduced by approximately 1/3rd to provide for part-time evening students' children. This produces a net current statistical population base of approximately 67 children, a figure that may support a child care center of the size envisioned.

Fig. 5: JCC Students' Children  
by age group



#### Primary Child-Care

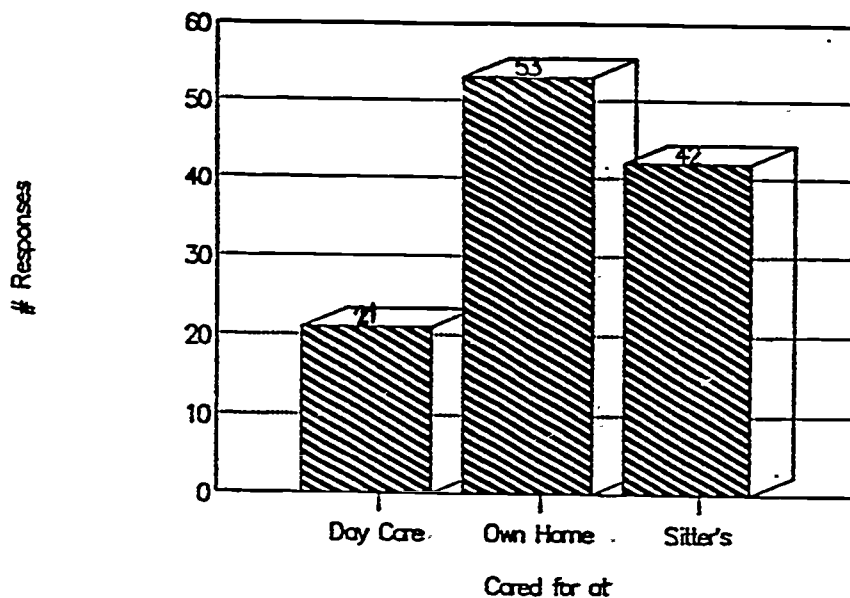
As was noted above, there was some ambiguity in the phrasing of the questions directed toward child care. This is seen in particular in response to the item, "If you are a parent, how are your children primarily cared for at this time?", where there were 209 blank answers. This contrasts to the fact that there were a combined total of 310 no/blank responses to the "Are you a parent" item noted above. This specific question should be re-written for any future survey. The raw data for this item is shown in Table #6, Present Child Care Arrangements.

The above notwithstanding, a total of 116 respondents indicated that their children were being cared for at a day care facility, at home, or in a sitter's home. The current care arrangements for these 116 children are depicted in Figure #6, Present Child-Care Arrangements. By implication many of these children would be candidates for the JCC child care facility. An adjustment for sample size and inference about convenience and fees charged again suggests that there are currently adequate numbers of JCC student children to support an on-campus 30 student sized child care center.

TABLE #6, PRESENT CHILD CARE ARRANGEMENTS

Present Child-Care	Number	Percent
Day Care Center	21	4.5%
At home	53	11.4%
Sitter's home	42	9.0%
Other	140	30.1%
Blank	209	44.9%
TOTAL	465	100.0%

Fig. 6: Present Child-Care Arrangements



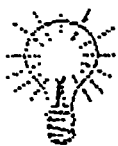
#### SUMMARY:

This is the third in a planned series of Institutional Research Reports based on the April 1988 SUNY/ACT Student Opinion Survey. Based on the responses to the three questions reviewed in this report, it appears that there will be adequate enrollment support to make a 30 student capacity facility viable.

Report #4, planned for November 30 publication, will discuss STUDENT USE OF THE LIBRARY, HOURS A WEEK SPENT STUDYING AND A REVIEW OF 11 COMMON GOALS OF COLLEGE STUDENTS. Subsequent reports are planned to complete the findings of our locally-based survey questions and to then address the officially-published survey findings to include local data along with statewide and national comparisons, as appropriate.

Feedback from those reviewing this paper is solicited.





# F. Y. I.

Jefferson Community College  
Office of Institutional Research



## Institutional Research Report #4

December 15, 1988

As the fourth in a continuing series of Institutional Research reports, this paper will present information on:

- \* STUDENT USE OF THE LIBRARY
- \* HOURS A WEEK STUDENTS SPEND STUDYING
- \* A REVIEW OF 11 COMMON GOALS OF COLLEGE STUDENTS

The data reported is drawn from the College's April 1988 participation in the statewide SUNY Student Opinion Survey (SCS/ACT) program. As has been noted earlier, this campus' survey results of 465/1800 (25%) students is felt to have given a valid cross section of opinion on the questions asked.

Comments and suggestions regarding this series is welcomed.

### BACKGROUND

Within the spring 1988 SUNY/ACT Student Survey project, several local questions were written to provide the College with background and planning information about selected student experiences and expectations. In addition to providing specific current news on these questions, the data will provide a base line against which future findings can be evaluated. While there are no national norms for these questions, several items were adapted from a common-developed SUNY Institutional Research Officers' pool of survey particulars. On a need basis we may be able to develop comparative data with selected other SUNY units where the same items were administered. Requests for information in this area should be negotiated directly with the College's Director of Institutional Research.

With regard to our locally written questions, it is noted that this report is based on the total population of 465 respondents to the spring 1988 survey, without regard to their full-time or part-time status. This procedure would undoubtedly influence survey results and interpretation of these findings should be viewed in this context. For example, library usage and time spent studying would clearly be influenced by the students' academic load as would their goals.

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**Frederick J. McCarthy, Ed.D.**

Director & Dean for Educational Services  
A "FOR YOUR INFORMATION" Report





## JCC STUDENT STUDY TIME

TABLE #7, HOURS PER WEEK STUDYING, displays reported study time in 6-hour blocks. The most frequently reported response to the question, "On the average, how many hours a week do you spend studying and completing out-of-class assignments?", was 7-12 hours. This time allotment was reported by 29% of the study group. Six hours or less of study time were reported by 21%; and at the other extreme, 5% indicated that they spent 37 or more hours a week on their studies.

TABLE #7: HOURS PER WEEK STUDYING

<u>Study Hours a week</u>	<u>Number</u>	<u>Percent</u>	<u>Cumul. %</u>
	#	%	
0-6	96	21.0%	21.0%
7-12	133	29.1%	50.1%
13-18	89	19.5%	69.6%
19-24	59	12.9%	82.5%
25-30	39	8.5%	91.0%
31-36	19	4.2%	95.2%
37+	22	4.8%	100.0%
TOTAL	457	100%	

### Comments

There is a common notion within academe that suggests successful students need to complete two hours on out-of-class preparation for each hour spent in the classroom. Indeed, this is the basis of the Carnegie Unit of semester hour credits.

According to official JCC spring 1988 semester enrollment figures, there were 1889 individuals enrolled for a total of 17,994.5 semester hours of credit; stated another way, the average JCC student credit load in spring 1988 was 9.53 hours.

Based on the above, it is apparent that the "typical" JCC student reports spending approximately one hour of study time for each hour spent in the formal classroom setting. As shown in FIGURE #7, HOURS OF STUDY PER WEEK, there is wide deviation from this typical study time figure; undoubtedly, a detailed breakdown by curriculum/course would reveal both demanding and less-taxing homework areas of study.