The Fall 1998 Student/Auxiliary Services User Evaluation for Johnson County Community College (JCCC) in Kansas was expanded to include information about service learning, vending services, services not included in the biennial evaluation, and answers to questions of topical interest submitted by managers of ten student/auxiliary services. A total of 447 surveys were returned from the sample of 50 classes selected to generally represent career/transfer, day/evening, and freshman/sophomore classes at JCCC. Included are respondent profiles, student/auxiliary services evaluation, ratings of JCCC features, and current issues regarding registration and attendance. Findings indicate: (1) almost 90% of the respondents rate JCCC as excellent or good; (2) Food Service and the Library are the most frequently used Student and Auxiliary Services; (3) At least 60% of responding service users rate each of the ten services as excellent or good; (4) the major weakness in rated services is waiting in line, while the major strength is friendly and helpful staff; (3) 57% of respondents prefer in-person registration (indicating 62% satisfaction), while 23% use touch tone phone service, and 20% register via the Internet/World Wide Web (indicating 84% satisfaction); and (5) although service learning opportunities are rarely utilized among JCCC students surveyed, those who have participated generally have a favorable attitude toward service learning, citing personal satisfaction and the ability to make a difference in people's lives as its main benefits. Appendices contain tabled survey results and the survey instrument. (AS)
Fall 1998
User Evaluation of
Student and Auxiliary Services

Admissions and Records • Bookstore

Career Center • Children's Center • Counseling Center

Student Activities • Testing and Assessment Center

Financial Aid Office • Food Service • Library

Johnson County Community College
Office of Institutional Research

March 1999

S. Weglarz

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FALL 1998
USER EVALUATION
OF
STUDENT & AUXILIARY SERVICES

Johnson County Community College
Office of Institutional Research

March 1999
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Executive Summary

Background

JCCC has conducted user evaluations of student/auxiliary services since 1986. The Fall 1998 evaluation was expanded to collect additional information about service learning, vending services, services not included in the biennial evaluation, and answers to questions of topical interest submitted by managers of the ten student/auxiliary services.

A total of 447 surveys were returned from the sample of 50 classes selected to generally represent career/transfer, day/evening, and freshman/sophomore classes at JCCC.

Major Findings

♦ Almost 90% of the respondents rated JCCC as excellent or good.

♦ The most frequently-used Student and Auxiliary Services include Food Service and the Library, which were used six or more times in the past year by 30% and 37% of respondents, respectively.

♦ The primary reason given for not using specific student/auxiliary services was lack of need for a particular service.

♦ Generally, users of the ten student/auxiliary services rated them favorably. At least 60% of responding service users rated each service as excellent or good.

♦ The most prevalent major strength of the services cited by respondents was nice/friendly/helpful staff, which was identified by one-third to about two-thirds of users of the services.

♦ The major weakness of the ten student/auxiliary services named most often by respondents was waiting in line.

♦ Overall evaluations for the services were generally similar for 1998 and 1996 (the most recent previous evaluation survey).

♦ Instructors, walkways/sidewalks, and rest rooms were rated excellent or good by about four out of five students.

♦ Non-instructor staff, outside lighting, and the web page received ratings of excellent or good by approximately two-thirds of students surveyed.

♦ Pay phones and kiosks were rated excellent or good by over half of the respondents.
Major Findings (cont’d)

♦ Although in-person registration is still the choice of the majority of respondents (57%), registration by touch tone phone is popular (23%), as is registration using the Internet/WWW (20%). Satisfaction with registration method is highest for the Internet/WWW (84%) and lowest for in-person registration (62%).

♦ Main reasons for visiting JCCC’s Career Center include learning about its services (46%) and reviewing job listings (41%).

♦ Well over half (59%) of the respondents had purchased more than 10 items from the vending machines during the past year. Only 7% of the respondents had made no vending machine purchases in the past year.

♦ With the possible exception of cost (22% rated the cost of vending machine items purchased as fair or poor), perceptions held by respondents about JCCC’s vending machines were generally favorable.

♦ Very few - only about 10% - of students surveyed knew how to handle problems with the vending machines.

♦ Awareness and understanding of service learning opportunities is fairly low among JCCC students surveyed. Those who have participated generally have a favorable attitude toward service learning and cited personal satisfaction and being able to make a difference in people’s lives as its main benefits.
Background

The Office of Institutional Research at JCCC has conducted periodic user evaluations of Student/Auxiliary services since 1986. Results from these user evaluations have been used to provide a barometer of student perception and to inform improvements in these services.

The Fall 1998 user evaluation was expanded to capture the following additional information:

- rating of JCCC overall
- participation in service learning projects
- detailed rating of vending services
- evaluation of selected aspects of JCCC for the Board of Trustees’ Environmental Scan process

Also, managers of each of the 10 services were invited to submit a question of current interest to them about their service. These questions were also included in the survey.

Methodology

The user evaluation was distributed to students in a sample of 50 JCCC classes designed to be approximately representative of all JCCC scheduled credit classes. In total, 447 surveys were completed and returned.

An overview of the results is contained in the Executive Summary.

Major findings are summarized in the bulleted points and figures on the following pages. Tabled results are in Appendix A and a copy of the survey is in Appendix B. Students’ written comments from the surveys are recorded verbatim in a supplement to this report.

Please direct any questions or comments about this survey, as well as requests for the supplement of students’ verbatim comments, to:

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Profile of Respondents

Fall '98 Student/Auxiliary Services User Evaluation

Selected demographic information was collected from survey respondents to allow construction of a respondent profile. This information is contained in Table 1, Appendix A.

- Females comprised 59% of the respondents, slightly higher than the proportion of females in the student body as a whole (54%).

- The median age of respondents is 21.0 years, compared with 22.0 years for all students.

- Fifty-five percent of respondents are full-time (enrolled in 12 or more hours), compared with 30% of Fall 1998 JCCC students.

- Half of the respondents attended classes mostly during the daytime, 20% attended classes mostly in the evening, and 30% attended classes both during the daytime and in the evening. These figures are 54%, 26%, and 20%, respectively, for the Fall 1998 student body as a whole.

- The two primary educational objectives for survey respondents include transfer to another college or university (58%) and prepare to enter the job market (15%). These figures are 40% and 11%, respectively, for the Fall 1998 student body as a whole.

Overall, it would appear that a higher percentage of traditional students responded to this survey than comprise the student body as a whole. This is not unexpected since traditional students generally spend more time on campus and would therefore tend to make more use of the student/auxiliary services.

Education

- Almost half of the respondents (47%) indicated that the highest level of education completed was some college, no degree; an additional 30% had earned a high school diploma. These two categories account for over three-quarters of the respondents. Eight percent of the respondents had already completed an associate's degree, and another 8% had completed at least a bachelor's degree (see Table 2, Appendix A).

- Half of the respondents had attended only JCCC. Next most-frequently cited were other Kansas colleges/universities (17%), and the University of Kansas (16%). (See Table 2, Appendix A, and Figure 1, next page.)
Figure 1
Colleges and Universities Attended

50%

JCCC only

16%
Univ. of Kansas

7%
Kansas State Univ.

3%
Univ. of Mo-K.C.

17%
Other Kansas univ.

8%
Other Missouri univ.

12%
Out-of-area colleges/universities
As depicted in Figure 2, below, overall ratings of JCCC are very high.

Eighty-six percent of the students rated JCCC overall as excellent or good. Twelve percent rated JCCC as average. Only 2% of student respondents rated JCCC as fair or poor. (See Table 7, Appendix A.)
The frequency of use of student/auxiliary services is summarized in Figure 3, below, and Table 6, Appendix A. In the past year, half (or more) of the respondents had used the following services: Admissions/Records, the Bookstore, the Counseling Center, Food Service, and the Library.

All but three of the services were generally used fewer than six times in the past year. The most frequently-used student/auxiliary services include the Library, Food Service, and the Bookstore, which were used six or more times in the past year by 37%, 30%, and 15%, respectively, of respondents in the past year.

Reasons given for not using student/auxiliary services are contained in Table 6, Appendix A. The primary reason given for not using the services is that they weren’t needed. Some of the other important reasons for not using some of the services include too expensive (Bookstore - 42%) and didn’t know about it (Student Activities - 24%).
Overall Evaluation

Generally, respondents rated the ten student/auxiliary services very favorably. At least 60% of all respondents rated each of the services as excellent or good. (Note: All ratings in this section are by respondents who indicated they have used the service they are rating.)

As Figure 4 below illustrates, the percent of respondents rating the service overall as excellent or good ranged from 63% for the Bookstore to 95% for the Children's Center (see also Table 3, Appendix A). For most services, around 70% rate the service as excellent or good, with the Counseling Center and Library higher at 82% and 78%, respectively, and the Financial Aid Office and Bookstore lower at 67% and 63%, respectively.

![Figure 4: Evaluation of Service Overall](image-url)
Biennial Student/Auxiliary Services Evaluation (cont’d)  

Fall ’98 Student/Auxiliary Services User Evaluation

**Strengths**

The major strengths for each service are depicted in Figure 5, below (see also Table 5, Appendix A). “Answer your questions/advise you” was the major strength listed for the services offering advising, including the Counseling Center (68%), Admissions and Records (65%), Career Center (64%), and Financial Aid (54%).

*Figure 5*

Major Strengths by Service

<table>
<thead>
<tr>
<th>Service</th>
<th>Major Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>♦ Answer your questions/advise you (65%)</td>
</tr>
<tr>
<td></td>
<td>♦ Convenient/good location (60%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (56%)</td>
</tr>
<tr>
<td>Bookstore</td>
<td>♦ Convenient, good location (53%)</td>
</tr>
<tr>
<td></td>
<td>♦ Easy to use (53%)</td>
</tr>
<tr>
<td></td>
<td>♦ Hours open/available (49%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (49%)</td>
</tr>
<tr>
<td>Career Center</td>
<td>♦ Answer your questions/advise you (64%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (54%)</td>
</tr>
<tr>
<td></td>
<td>♦ Convenient, good location (49%)</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>♦ Convenient, good location (70%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (65%)</td>
</tr>
<tr>
<td></td>
<td>♦ Organized (65%)</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>♦ Answer your questions/advise you (68%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (65%)</td>
</tr>
<tr>
<td></td>
<td>♦ Knowledgeable staff (55%)</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>♦ Answer your questions/advise you (54%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (49%)</td>
</tr>
<tr>
<td></td>
<td>♦ Knowledgeable staff (45%)</td>
</tr>
<tr>
<td>Food Service</td>
<td>♦ Easy to use (53%)</td>
</tr>
<tr>
<td></td>
<td>♦ Fast, efficient service (51%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (49%)</td>
</tr>
<tr>
<td>Library</td>
<td>♦ Convenient, good location (63%)</td>
</tr>
<tr>
<td></td>
<td>♦ Easy to use (57%)</td>
</tr>
<tr>
<td></td>
<td>♦ Organized (54%)</td>
</tr>
<tr>
<td>Student Activities</td>
<td>♦ Convenient, good location (36%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (34%)</td>
</tr>
<tr>
<td></td>
<td>♦ Organized (32%)</td>
</tr>
<tr>
<td>Testing &amp; Assessment Center</td>
<td>♦ Easy to use (52%)</td>
</tr>
<tr>
<td></td>
<td>♦ Organized (46%)</td>
</tr>
<tr>
<td></td>
<td>♦ Nice, friendly, helpful staff (44%)</td>
</tr>
</tbody>
</table>
Convenient location was the major strength for the Children's Center (70%), the Library (63%), the Bookstore (53%), and Student Activities (36%).

The most prevalent major strength, which was one of the top three strengths for nine of the ten services, was nice/friendly/helpful staff, named by as many as 65% of student respondents for both the Counseling Center and the Children's Center, and as few as 34% for Student Activities.

Weaknesses

One often-cited weakness, waiting in line, was one of the top three weaknesses for seven of the ten services. Waiting in line was identified as a weakness by 31% of responding users of Admissions and Records and the Financial Aid Office, and 28% of Bookstore users. (See Figure 6, below, and Table 5, Appendix A.)

<table>
<thead>
<tr>
<th>Service</th>
<th>Top Three Weaknesses</th>
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<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>Waiting in line (31%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (20%)</td>
</tr>
<tr>
<td></td>
<td>Not enough staff (13%)</td>
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<tr>
<td></td>
<td>Phone problems (13%)</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Waiting in line (28%)</td>
</tr>
<tr>
<td></td>
<td>Too expensive (25%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (16%)</td>
</tr>
<tr>
<td>Career Center</td>
<td>Crowded space (8%)</td>
</tr>
<tr>
<td></td>
<td>Waiting in line (7%)</td>
</tr>
<tr>
<td></td>
<td>Hours limited (5%)</td>
</tr>
<tr>
<td>Children's Center</td>
<td>Too expensive (10%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (5%)</td>
</tr>
<tr>
<td></td>
<td>Waiting in line (5%)</td>
</tr>
<tr>
<td></td>
<td>Limited selection (5%)</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Waiting in line (23%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (13%)</td>
</tr>
<tr>
<td></td>
<td>Staff not knowledgeable (7%)</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>Waiting in line (31%)</td>
</tr>
<tr>
<td></td>
<td>Process too complicated (17%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (17%)</td>
</tr>
<tr>
<td>Food Service</td>
<td>Too expensive (15%)</td>
</tr>
<tr>
<td></td>
<td>Waiting in line (10%)</td>
</tr>
<tr>
<td></td>
<td>Hours limited (8%)</td>
</tr>
<tr>
<td>Library</td>
<td>Unfriendly staff attitude (7%)</td>
</tr>
<tr>
<td></td>
<td>Hours limited (6%)</td>
</tr>
<tr>
<td></td>
<td>Not enough staff (5%)</td>
</tr>
<tr>
<td></td>
<td>Limited selection (5%)</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Staff not knowledgeable (4%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (3%)</td>
</tr>
<tr>
<td></td>
<td>Hours limited (2%)</td>
</tr>
<tr>
<td></td>
<td>Not enough staff (2%)</td>
</tr>
<tr>
<td></td>
<td>Limited selection (2%)</td>
</tr>
<tr>
<td>Testing &amp; Assessment Center</td>
<td>Hours limited (9%)</td>
</tr>
<tr>
<td></td>
<td>Unfriendly staff attitude (6%)</td>
</tr>
<tr>
<td></td>
<td>Crowded space (5%)</td>
</tr>
</tbody>
</table>

Figure 6
Major Weaknesses by Service
“Crowded space” appeared as one of the top three weaknesses for eight of the ten services, and ranged from 3% of Student Activities’ users surveyed to 20% of Admissions and Records’ users.

“Too expensive” was a top weakness for users of the Bookstore (25%), Food Service (15%), and the Children’s Center (10%).

Generally, many fewer respondents - about half - cited weaknesses as compared to those who cited strengths for the ten services. This speaks well of the student and auxiliary services and undoubtedly contributes to the high overall level of satisfaction with JCCC.

1998 vs. 1996 Ratings: Overall Evaluation

It is apparent from Figure 7, below (see also Table 4, Appendix A), that, in general, the overall evaluations are quite similar for 1996 and 1998. The mean overall evaluation showed noticeable improvement from 1996 to 1998 for Financial Aid (from 3.55 to 3.79) and the Counseling Center (from 3.94 to 4.14).

Figure 7
Mean Overall Evaluation of Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5 =Excellent to 1 =Poor)
The mean overall evaluation for the following services was down slightly from 1996 to 1998: the Bookstore (from 3.87 to 3.69), Food Service (from 4.03 to 3.88), the Children's Center (from 4.67 to 4.55), the Library (from 4.24 to 4.12), and Student Activities (from 4.09 to 3.98).

1998 vs. 1996 Ratings: Attitude

Respondents were asked to rate services (from excellent to poor) in regard to attitude of service area staff (i.e., was the staff helpful, courteous, pleasant, etc.?). Mean ratings for attitude increased markedly from 1996 to 1998 for the Career Center (from 3.98 to 4.13) and for the Counseling Center (from 4.11 to 4.22). Mean ratings for attitude declined somewhat for the Library (from 4.39 to 3.98), Admissions & Records (from 4.02 to 3.81), Food Service (from 4.05 to 3.85), and the Bookstore (from 3.76 to 3.61).

Figure 8
Mean Evaluation of Attitude for Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5=Excellent to 1=Poor)
Biennial Student/Auxiliary Services Evaluation (cont’d)

Fall '98 Student/Auxiliary Services User Evaluation

1998 vs. 1996 Ratings: Competence

Mean ratings for competence (or knowledge: did the staff seem to know what they were doing, did they know where things were, could they answer questions) increased from 1996 to 1998 for Financial Aid (from 3.67 to 3.85) and for the Counseling Center (from 3.97 to 4.09). The mean ratings decreased somewhat for the Library (from 4.35 to 4.10) and Admissions and Records (from 4.04 to 3.87), and less for the Bookstore and Food Service. (See Figure 9, below, and Table 4, Appendix A.)

![Figure 9](image)

Mean Evaluation of Competence for Student/Auxiliary Services for 1996 and 1998
(5-point scale: 5=Excellent to 1=Poor)

1998 vs. 1996 Ratings: Accessibility

Mean ratings for accessibility (or convenience, i.e., how easy it was to use the service, hours and days open, location, etc.) increased markedly from 1996 to 1998 for Financial Aid (from 3.41 to 3.62) and the Counseling Center (3.88 to 4.04). Mean ratings for accessibility decreased noticeably for Food Service (from 4.14 to 3.83) and the Library (from 4.31 to 4.13), and more moderately for Admissions and Records (from 3.91 to 3.76), for the Bookstore (from 3.83 to 3.70), and for Student Activities (from 3.96 to 3.84). (See Figure 10, next page, and Table 4, Appendix A.)
It is important to note the considerable construction underway in several areas on the JCCC campus during the survey period, which may have had an influence on respondents' ratings of accessibility.
Several features of JCCC not normally included in the biennial Student and Auxiliary Services survey were included in the Fall 1998 questionnaire in order to collect information for the Environmental Scan requested by the JCCC Board of Trustees.

Eight additional features were rated by the students (see Figure 11, below, and Table 7, Appendix A.)

- All eight features were rated excellent or good by over half of the students surveyed. Instructors, walkways/sidewalks, and rest rooms were rated excellent or good by about four out of five students.

- Non-instructor staff, outside lighting, and the web page received ratings of excellent or good by approximately two-thirds of the students surveyed.

- Four of the features listed were rated fair or poor by 10% or more of the respondents: pay phones (15%), kiosks (14%), the web page (11%), and outside lighting (11%).

<table>
<thead>
<tr>
<th>Item Rated</th>
<th>Mean</th>
<th>Excellent/Good</th>
<th>Average</th>
<th>Fair/Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors (n=419)</td>
<td>4.12</td>
<td>81.4%</td>
<td>15.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Walkways/sidewalks (n=414)</td>
<td>4.11</td>
<td>79.7</td>
<td>16.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Rest rooms (n=418)</td>
<td>4.08</td>
<td>79.2</td>
<td>16.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Non-instructor staff (n=401)</td>
<td>3.89</td>
<td>68.6</td>
<td>25.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Outside lighting (n=390)</td>
<td>3.81</td>
<td>68.5</td>
<td>21.0</td>
<td>10.5</td>
</tr>
<tr>
<td>Web page (n=350)</td>
<td>3.76</td>
<td>64.9</td>
<td>24.0</td>
<td>11.1</td>
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<td>Pay phones (n=375)</td>
<td>3.60</td>
<td>59.5</td>
<td>25.3</td>
<td>15.2</td>
</tr>
<tr>
<td>Kiosks (n=284)</td>
<td>3.45</td>
<td>51.1</td>
<td>34.5</td>
<td>14.4</td>
</tr>
</tbody>
</table>
Current Issues

Fall '98 Student/Auxiliary Services User Evaluation

Method of Registration

♦ Although in-person registration is still the choice of the majority of respondents (57%), touch tone phone is also popular (23%), as is the Internet/WWW (20%). (See Table 7, Appendix A.)

Satisfaction with Registration Method Used

♦ Eighty-four percent of the respondents who registered by Internet/WWW were highly satisfied (sum of very or somewhat satisfied), compared with 78% of those who registered by touch tone phone, and 62% of those who registered in person. (See Table 7, Appendix A.)

Effect of Availability of Name-brand Fast Food on On-campus Eating Frequency

♦ Over 60% of respondents indicated that the availability of name-brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) would make them eat on campus much more often or more often than they do now. (See Table 7, Appendix A.)

Interest in Attending Evening Activities at JCCC

♦ There is little student interest in attending activities in the evening. Only 15% of respondents said they would definitely or probably attend evening activities; an additional 32% said they might attend (see Table 7, Appendix A.)

How Respondents Heard About JCCC's Children's Center

♦ The two most prevalent ways student respondents heard about the JCCC Children's Center include “drove by it/saw sign” (17%) and “saw it on the JCCC map” (12%). (See Table 7, Appendix A.)
Reasons for Visiting JCCC’s Career Center

- Almost half of the respondents (46%) indicated their reason for visiting JCCC’s Career Center was to learn about its services and resources; 41% reviewed job listings (see Figure 12, below, and Table 7, Appendix A).
- Thirty percent had an appointment with a Career Center counselor; 30% used the Resource Center.
- One-quarter of respondents toured the Career Center.

Figure 12
Reasons for Visiting JCCC’s Career Center

- Learn about CC services: 46%
- Review job listings: 41%
- Appointment with counselor: 30%
- Use Resource Center materials: 30%
- Tour the Career Center: 26%
- Take career assessment inventory: 19%
- Sign up for CHOICES: 10%
- Use computerized assessments: 10%
- Check/review/prepare resume: 8%
- Conduct mock interview: 7%
- Use Connections: 4%
Focus on Vending Services

Frequency of Purchase

♦ Over one-third (37%) of students surveyed purchased items from JCCC’s vending machines 20 or more times during the past year (see Figure 13, and Table 8, Appendix A).

Well over half (59%) of the respondents had purchased items from the vending machines more than 10 times during the past year.

Only one out of 14 (7%) of the respondents had made no vending machine purchases in the past year.

![Figure 13](image)

Number of Times Vending Machines Used in Past Year

♦ Only 7% of respondents said they had never purchased items from JCCC’s vending machines during the past year. The top two reasons given for not purchasing vending machine items include preferences to buy food elsewhere (50%) and that items in JCCC’s vending machines are too expensive (22%).

♦ Eighty-eight percent of respondents indicated they buy at least one item from the vending machines each week. Eighty-five percent said they purchased drinks, 74% said they purchased snacks, and 66% said they purchased candy each week.

Over half of respondents said they purchased five or more vending machine items total each week, 32% purchased five or more drinks, 17% purchased five or more snacks; and 9% purchased five or more candy items.
Perceptions About Vending Machine Items

With perhaps the exception of cost, the perceptions held by respondents about JCCC’s vending machines are generally favorable.

Location

♦ Sixty-three percent of the respondents agree that the vending machines are conveniently located and over half (52%) agree that there are enough vending machines at JCCC.

Availability

♦ Nine percent of respondents indicated that items were always/frequently out-of-stock and 37% said they were occasionally out-of-stock.

Quality

♦ Over half (55%) of the respondents agree that the quality of items currently available in JCCC’s vending machines is generally good.

♦ Almost 70% of the said it is always/frequently true that the items in the vending machines are fresh.

Operation of Machines

♦ Over 70% of the respondents said it is always/frequently true that the vending machines work properly.

Cost

♦ Over one-quarter of the respondents rated the cost of items in JCCC’s vending machines as excellent or good, 42% rated it average, 22% rated it as fair or poor, and the remaining 9% didn’t know how to rate the cost of vending machine items.

Selection

♦ Almost half (46%) rated the selection of items as excellent or good, 36% rated it as average, 12% rated it as fair or poor, and 7% didn’t know how to rate the selection of items.
Vending Machine Problems

- A large proportion of respondents - 40% - didn't know what time of day vending machine items were out-of-stock and an additional 15% reported the items were always in stock.

  Five percent of respondents reported items out-of-stock in the morning, 11% reported them out-of-stock in mid-day or afternoon, and 19% reported them out-of-stock in the evening.

- Very few - only about 10% - of students surveyed knew how to handle problems with the vending machines.

As shown in Figure 14, below, and Table 8, Appendix A, 10% indicated they knew how to get a refund and 9% indicated they knew how to report a malfunction of the machine.
Demand for Additional Items

The demand for five of the six categories of items (fresh fruits, fresh sandwiches, school supplies, ice cream/frozen yogurt, and personal/medical items) included in the survey seemed high enough to warrant including them in the vending machines, at least on a trial basis. Only one category, frozen dinners/entrees, did not seem to generate sufficient interest to support even a test offering. (See Figure 15, below, and Table 8, Appendix A.)

![Figure 15: Stated Purchase Frequency of Additional Vending Items](image-url)
It is apparent from survey findings that awareness of service learning opportunities is fairly low at JCCC. (See Table 9, Appendix A.)

♦ One in nine respondents indicated they had been offered the opportunity to participate in a service learning project in one of their classes at JCCC. Over one-quarter (27%) of the respondents said they didn’t know whether they had been offered the opportunity to participate.

♦ Respondents who hadn’t been offered - or didn’t know if they’d been offered - the opportunity to participate in service learning were asked if they would be interested in participating in a service learning project. Forty-four percent said they were not familiar with service learning and 16% said they didn’t know if they’d be interested. Thus, approximately six in ten respondents didn’t have enough information to indicate whether they’d be interested in service learning. One in twelve indicated they would be interested in participating in a service learning project, while the remaining 31% said they would not.

♦ The two main reasons given for not participating in service learning were that the service learning program wasn’t explained clearly and time conflicts (given by 28% and 27% of respondents, respectively). Other reasons, each given by 15% of respondents, include not knowing how to pick a service learning project and that no one else in the class had selected the service learning option.

Participants in Service Learning

♦ Only twenty-five respondents - about 6% - indicated they had participated in a service learning project. Because this is such a small group, caution must be exercised in generalizing these results to the entire population of service learning participants.

♦ Ninety-one percent of responding service learning participants rated their service learning project excellent or good as a learning experience overall.

♦ The two most-prevalent benefits of the service learning experience were “being able to make a difference in people’s lives” and “personal satisfaction,” both of which were cited by just under half of the respondents. Other benefits, each cited by about one-third (or more) of respondents, include gaining insight into career options and choice of academic degree; help in clarifying personal beliefs and values; enhanced understanding of course lectures, text, and discussion; and gaining valuable work experience.

♦ About half of the participants in a service learning project said they would be more likely to participate in community service in the future as a result of their service learning experience. Forty-six percent were about as likely to participate in community service in the future, and interestingly, about 5% said they were much less likely to participate in community service in the future.
Six in ten respondents said they would recommend service learning projects to other students.

About half had been involved in community service projects prior to their service learning project at JCCC.
APPENDIX A

TABLED SURVEY RESULTS
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### Table 1

**PROFILE OF RESPONDENTS**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Survey Respondents:</th>
<th>Fall 1998 JCCC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>246</td>
<td>59.0%</td>
</tr>
<tr>
<td>Male</td>
<td>171</td>
<td>41.0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 &amp; under</td>
<td>207</td>
<td>49.9%</td>
</tr>
<tr>
<td>21 to 23</td>
<td>74</td>
<td>17.8</td>
</tr>
<tr>
<td>24 to 26</td>
<td>34</td>
<td>8.2</td>
</tr>
<tr>
<td>27 to 29</td>
<td>21</td>
<td>5.1</td>
</tr>
<tr>
<td>30 to 39</td>
<td>42</td>
<td>10.1</td>
</tr>
<tr>
<td>40 to 49</td>
<td>27</td>
<td>6.5</td>
</tr>
<tr>
<td>50 to 59</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>60 and over</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Average Age:</strong></td>
<td><strong>24.6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Median Age:</strong></td>
<td><strong>21.0</strong></td>
<td></td>
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<tr>
<td>Enrollment Status</td>
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<td></td>
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<tr>
<td>Full-time (12 or more hours)</td>
<td>217</td>
<td>54.9%</td>
</tr>
<tr>
<td>Part-time (11 or fewer hours)</td>
<td>178</td>
<td>45.1</td>
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<tr>
<td>Attendance Status</td>
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<td></td>
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<tr>
<td>Mostly days</td>
<td>211</td>
<td>50.2%</td>
</tr>
<tr>
<td>Mostly evenings</td>
<td>83</td>
<td>19.8</td>
</tr>
<tr>
<td>Both days and evenings</td>
<td>126</td>
<td>30.0</td>
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<tr>
<td>Educational Objective</td>
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<td></td>
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<tr>
<td>Transfer to another college or university</td>
<td>243</td>
<td>58.0%</td>
</tr>
<tr>
<td>Prepare to enter job market</td>
<td>64</td>
<td>15.3</td>
</tr>
<tr>
<td>Improve skills for present job</td>
<td>27</td>
<td>6.4</td>
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<tr>
<td>Explore courses to decide on career</td>
<td>29</td>
<td>6.9</td>
</tr>
<tr>
<td>Remedy or review basic skills</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Personal interest or self-improvement</td>
<td>16</td>
<td>3.8</td>
</tr>
<tr>
<td>Prepare to change careers</td>
<td>26</td>
<td>6.2</td>
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<tr>
<td>Other</td>
<td>12</td>
<td>2.9</td>
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**Note:** Unknowns have been excluded to enhance the usefulness of comparisons.
Table 2

EDUCATION

<table>
<thead>
<tr>
<th>Highest Level of Education Completed</th>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>15</td>
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<tr>
<td>High school diploma</td>
<td>125</td>
<td>29.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>197</td>
<td>46.9%</td>
</tr>
<tr>
<td>Vocational certificate</td>
<td>14</td>
<td>3.3%</td>
</tr>
<tr>
<td>Associate degree</td>
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<td>8.1%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>29</td>
<td>6.9%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>4</td>
<td>1.0%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1</td>
<td>0.2%</td>
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<tr>
<td>No. of respondents</td>
<td>420</td>
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</tbody>
</table>

Colleges and Universities Attended¹

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>JCCC only</td>
<td>174</td>
<td>49.6%</td>
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<tr>
<td>University of Kansas</td>
<td>56</td>
<td>16.0%</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>23</td>
<td>6.6%</td>
</tr>
<tr>
<td>University of Missouri--Kansas City</td>
<td>9</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other Kansas colleges/universities</td>
<td>60</td>
<td>17.1%</td>
</tr>
<tr>
<td>Other Missouri colleges/universities</td>
<td>27</td>
<td>7.7%</td>
</tr>
<tr>
<td>Out of area colleges/universities</td>
<td>42</td>
<td>12.0%</td>
</tr>
<tr>
<td>No. of respondents</td>
<td>351</td>
<td></td>
</tr>
</tbody>
</table>

Note: ¹Multiple responses item; numbers and percentages are not additive. Percentages are based on the total number of respondents to this question.
Table 3

STUDENT & AUXILIARY SERVICES COMPOSITE¹ RESULTS: 1992 - 1998

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excl./ Good</td>
<td>Fair/ Avg.</td>
<td>Poor</td>
<td>Excl./ Good</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>1992 (n=423)</td>
<td>70.7%</td>
<td>21.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>1994 (n=425)</td>
<td>75.4</td>
<td>18.9</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td>1996 (n=388)</td>
<td>79.2</td>
<td>15.3</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>1998 (n=379)</td>
<td>73.6</td>
<td>20.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Career Center</td>
<td>1992 (n=127)</td>
<td>70.8%</td>
<td>22.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td></td>
<td>1994 (n=101)</td>
<td>66.0</td>
<td>24.0</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>1996 (n=108)</td>
<td>80.3</td>
<td>15.9</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>1998 (n=136)</td>
<td>75.8</td>
<td>19.9</td>
<td>4.4</td>
</tr>
<tr>
<td>Children's Center</td>
<td>1992 (n=63)</td>
<td>88.2%</td>
<td>7.4%</td>
<td>4.4%</td>
</tr>
<tr>
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<td>1994 (n=43)</td>
<td>88.4</td>
<td>4.7</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>1996 (n=6)²</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td></td>
<td>1998 (n=38)</td>
<td>94.7</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Counseling</td>
<td>1992 (n=403)</td>
<td>73.0%</td>
<td>17.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td></td>
<td>1994 (n=379)</td>
<td>76.3</td>
<td>15.8</td>
<td>7.9</td>
</tr>
<tr>
<td></td>
<td>1996 (n=378)</td>
<td>75.4</td>
<td>16.1</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>1998 (n=270)</td>
<td>81.5</td>
<td>11.9</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>Overall Evaluation</td>
<td>Attitude</td>
<td>Competence</td>
<td>Accessibility</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>------------</td>
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</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992 (n=180)</td>
<td>51.6% 24.7% 23.6%</td>
<td>57.1% 25.3% 17.6%</td>
<td>50.5% 22.0% 27.5%</td>
<td>55.5% 25.8% 18.7%</td>
</tr>
<tr>
<td>1994 (n=154)</td>
<td>58.5 17.5 24.0</td>
<td>61.7 27.3 11.0</td>
<td>55.2 23.0 21.7</td>
<td>57.5 20.3 22.2</td>
</tr>
<tr>
<td>1996 (n=170)</td>
<td>60.9 19.3 19.9</td>
<td>70.0 23.5 6.5</td>
<td>62.2 25.0 12.8</td>
<td>54.0 25.6 20.3</td>
</tr>
<tr>
<td>1998 (n=173)</td>
<td>67.0 19.1 13.9</td>
<td>72.2 16.2 11.6</td>
<td>69.9 16.8 13.3</td>
<td>59.6 22.0 18.5</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996 (n=385)</td>
<td>89.1% 7.5 3.4%</td>
<td>87.0% 9.8% 3.1%</td>
<td>91.4% 5.7% 2.8%</td>
<td>86.8% 9.8% 3.4%</td>
</tr>
<tr>
<td>1998 (n=358)</td>
<td>77.7 19.0 3.4%</td>
<td>73.6 18.4 8.1</td>
<td>77.1 19.6 3.4</td>
<td>79.1 16.4 4.5</td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992 (n=110)</td>
<td>72.3% 20.5% 7.1%</td>
<td>71.7% 23.0% 5.3%</td>
<td>76.1% 20.4% 3.5%</td>
<td>79.6% 16.8% 3.5%</td>
</tr>
<tr>
<td>1994 (n=65)</td>
<td>83.0 16.9 0.0%</td>
<td>78.5 20.0 1.5</td>
<td>80.0 18.5 1.5</td>
<td>75.3 23.1 1.5</td>
</tr>
<tr>
<td>1996 (n=56)</td>
<td>76.8 21.4 1.8%</td>
<td>72.8 23.6 3.6</td>
<td>76.8 21.4 1.8</td>
<td>71.3 25.0 3.6</td>
</tr>
<tr>
<td>1998 (n=99)</td>
<td>74.6 20.3 5.3%</td>
<td>68.3 24.1 7.6</td>
<td>74.6 22.8 2.5</td>
<td>70.9 21.5 7.6</td>
</tr>
<tr>
<td>Testing and Assessment</td>
<td>72.1% 22.1% 5.8%</td>
<td>61.2% 28.5% 10.4%</td>
<td>70.9% 21.7% 7.4%</td>
<td>70.5% 18.6% 10.9%</td>
</tr>
<tr>
<td>1992 (n=257)</td>
<td>70.4 24.5 5.1%</td>
<td>67.7 23.5 8.8</td>
<td>71.8 23.5 4.6</td>
<td>71.9 21.8 9.2</td>
</tr>
<tr>
<td>1994 (n=238)</td>
<td>79.5 16.3 4.2%</td>
<td>76.2 18.6 5.1</td>
<td>79.1 16.3 4.7</td>
<td>78.2 13.0 8.8</td>
</tr>
<tr>
<td>1996 (n=215)</td>
<td>74.1 22.0 3.9%</td>
<td>72.4 19.9 7.8</td>
<td>76.1 20.5 3.4</td>
<td>74.7 19.5 5.9</td>
</tr>
<tr>
<td>1998 (n=214)</td>
<td></td>
<td></td>
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<tr>
<td>AUXILIARY SERVICES</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Bookstore</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992 (n=492)</td>
<td>82.7% 12.4% 4.9%</td>
<td>77.0% 18.7% 4.3%</td>
<td>83.3% 13.6% 3.1%</td>
<td>80.4% 13.8% 5.7%</td>
</tr>
<tr>
<td>1994 (n=490)</td>
<td>74.7 19.6 5.7%</td>
<td>70.6 24.1 5.3</td>
<td>76.0 19.3 4.7</td>
<td>73.3 19.6 7.1</td>
</tr>
<tr>
<td>1996 (n=459)</td>
<td>70.6 22.6 6.8%</td>
<td>65.6 24.2 10.2</td>
<td>70.8 22.7 6.6</td>
<td>66.6 26.0 7.4</td>
</tr>
<tr>
<td>1998 (n=411)</td>
<td>63.0 25.5 11.4%</td>
<td>60.4 24.9 14.7</td>
<td>66.6 22.8 10.6</td>
<td>62.5 25.8 11.6</td>
</tr>
</tbody>
</table>
Table 3 (continued)


<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992 (n=400)</td>
<td>78.8%</td>
<td>16.6%</td>
<td>4.6%</td>
<td>78.0%</td>
</tr>
<tr>
<td>1994 (n=387)</td>
<td>77.2</td>
<td>19.1</td>
<td>3.6</td>
<td>74.5</td>
</tr>
<tr>
<td>1996 (n=318)</td>
<td>76.1</td>
<td>19.2</td>
<td>4.7</td>
<td>75.3</td>
</tr>
<tr>
<td>1998 (n=253)</td>
<td>71.4</td>
<td>23.3</td>
<td>5.3</td>
<td>71.5</td>
</tr>
</tbody>
</table>

Note: 1. Data were collected utilizing a 5-point scale ranging from excellent to poor. To enhance the clarity of the data, the excellent and good responses have been combined and the fair and poor responses have been combined.
   2. Small sample (oversample not included).
   3. The library was included in the survey in 1996 for the first time.
### Table 4

**COMPARISON OF STUDENT & AUXILIARY SERVICES EVALUATIONS: 1992 - 1998**

Scale: 5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions and Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.80</td>
<td>3.80</td>
<td>3.87</td>
<td>3.66</td>
</tr>
<tr>
<td>1994</td>
<td>3.96</td>
<td>3.92</td>
<td>3.92</td>
<td>3.88</td>
</tr>
<tr>
<td>1996</td>
<td>4.02</td>
<td>4.02</td>
<td>4.04</td>
<td>3.91</td>
</tr>
<tr>
<td>1998</td>
<td>3.94</td>
<td>3.81</td>
<td>3.87</td>
<td>3.76</td>
</tr>
<tr>
<td>Career Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.92</td>
<td>3.92</td>
<td>3.97</td>
<td>4.05</td>
</tr>
<tr>
<td>1994</td>
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<td>4.03</td>
<td>3.78</td>
<td>3.90</td>
</tr>
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<td>1996</td>
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<td>3.98</td>
<td>4.01</td>
<td>4.06</td>
</tr>
<tr>
<td>Children's Center</td>
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<td>1992</td>
<td>4.47</td>
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<td>1994</td>
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<td>4.63</td>
<td>4.67</td>
<td>4.19</td>
</tr>
<tr>
<td>1996&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>4.67</td>
<td>4.67</td>
<td>4.67</td>
</tr>
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<td>4.66</td>
<td>4.65</td>
</tr>
<tr>
<td>Counseling Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.87</td>
<td>4.01</td>
<td>3.89</td>
<td>3.84</td>
</tr>
<tr>
<td>1994</td>
<td>3.95</td>
<td>4.03</td>
<td>3.93</td>
<td>3.81</td>
</tr>
<tr>
<td>1996</td>
<td>3.94</td>
<td>4.11</td>
<td>3.97</td>
<td>3.88</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.41</td>
<td>3.57</td>
<td>3.35</td>
<td>3.53</td>
</tr>
<tr>
<td>1994</td>
<td>3.49</td>
<td>3.72</td>
<td>3.50</td>
<td>3.46</td>
</tr>
<tr>
<td>1996</td>
<td>3.55</td>
<td>3.88</td>
<td>3.67</td>
<td>3.41</td>
</tr>
<tr>
<td>1998</td>
<td>3.79</td>
<td>3.89</td>
<td>3.85</td>
<td>3.62</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996&lt;sup&gt;2&lt;/sup&gt;</td>
<td>4.24</td>
<td>4.39</td>
<td>4.35</td>
<td>4.31</td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.90</td>
<td>3.91</td>
<td>3.98</td>
<td>4.04</td>
</tr>
<tr>
<td>1994</td>
<td>4.17</td>
<td>4.11</td>
<td>4.11</td>
<td>4.08</td>
</tr>
<tr>
<td>1996</td>
<td>4.09</td>
<td>3.96</td>
<td>4.02</td>
<td>3.96</td>
</tr>
<tr>
<td>1998</td>
<td>3.98</td>
<td>3.91</td>
<td>4.00</td>
<td>3.84</td>
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</table>
### Table 4 (continued)

**COMPARISON OF STUDENT & AUXILIARY SERVICES EVALUATIONS: 1992 - 1998**

Scale: 5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing and Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>3.92</td>
<td>3.65</td>
<td>3.86</td>
<td>3.81</td>
</tr>
<tr>
<td>1994</td>
<td>3.86</td>
<td>3.74</td>
<td>3.86</td>
<td>3.85</td>
</tr>
<tr>
<td>1996</td>
<td>4.08</td>
<td>3.96</td>
<td>4.02</td>
<td>4.01</td>
</tr>
<tr>
<td>1998</td>
<td>4.05</td>
<td>3.95</td>
<td>4.05</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**AUXILIARY SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bookstore</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>4.12</td>
<td>4.02</td>
<td>4.15</td>
<td>4.10</td>
</tr>
<tr>
<td>1994</td>
<td>3.90</td>
<td>3.84</td>
<td>3.95</td>
<td>3.89</td>
</tr>
<tr>
<td>1996</td>
<td>3.87</td>
<td>3.76</td>
<td>3.89</td>
<td>3.83</td>
</tr>
<tr>
<td>1998</td>
<td>3.69</td>
<td>3.61</td>
<td>3.76</td>
<td>3.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation</th>
<th>Attitude</th>
<th>Competence</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>4.05</td>
<td>4.05</td>
<td>4.03</td>
<td>4.12</td>
</tr>
<tr>
<td>1994</td>
<td>3.98</td>
<td>4.01</td>
<td>4.03</td>
<td>4.08</td>
</tr>
<tr>
<td>1996</td>
<td>4.03</td>
<td>4.05</td>
<td>4.04</td>
<td>4.14</td>
</tr>
<tr>
<td>1998</td>
<td>3.88</td>
<td>3.85</td>
<td>3.92</td>
<td>3.83</td>
</tr>
</tbody>
</table>

**Notes:**

1. Small sample; oversample of Children's Center users not included.
2. Library included in the survey for the first time in 1996.
Table 5

MAJOR STRENGTHS AND WEAKNESSES OF STUDENT & AUXILIARY SERVICES
(Numbers in bold face are one of the top three strengths/weaknesses for the service.)

<table>
<thead>
<tr>
<th></th>
<th>Ad/Rec</th>
<th>Book Store</th>
<th>Car Ctr</th>
<th>Child Ctr</th>
<th>Couns Ctr</th>
<th>Fin Aid</th>
<th>Food Srvc</th>
<th>Lib-Rary</th>
<th>Stdnt Act</th>
<th>Test Ctr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Strengths</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer your questions/advise you</td>
<td>65%</td>
<td>40%</td>
<td>64%</td>
<td>45%</td>
<td>68%</td>
<td>54%</td>
<td>22%</td>
<td>53%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Convenient/good location</td>
<td>60%</td>
<td>53%</td>
<td>49%</td>
<td>70%</td>
<td>54%</td>
<td>33%</td>
<td>48%</td>
<td>63%</td>
<td>36%</td>
<td>37%</td>
</tr>
<tr>
<td>Easy to use</td>
<td>54%</td>
<td>53%</td>
<td>43%</td>
<td>50%</td>
<td>52%</td>
<td>38%</td>
<td>53%</td>
<td>57%</td>
<td>31%</td>
<td>52%</td>
</tr>
<tr>
<td>Fast, efficient service</td>
<td>43%</td>
<td>45%</td>
<td>35%</td>
<td>45%</td>
<td>39%</td>
<td>33%</td>
<td>51%</td>
<td>45%</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>Hours open/available</td>
<td>41%</td>
<td>49%</td>
<td>39%</td>
<td>55%</td>
<td>48%</td>
<td>36%</td>
<td>42%</td>
<td>53%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>Kiosk</td>
<td>15%</td>
<td>12%</td>
<td>15%</td>
<td>5%</td>
<td>14%</td>
<td>17%</td>
<td>12%</td>
<td>19%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Knowledgeable staff</td>
<td>52%</td>
<td>43%</td>
<td>48%</td>
<td>60%</td>
<td>55%</td>
<td>45%</td>
<td>26%</td>
<td>52%</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Nice/friendly/helpful staff</td>
<td>56%</td>
<td>49%</td>
<td>54%</td>
<td>65%</td>
<td>65%</td>
<td>49%</td>
<td>49%</td>
<td>52%</td>
<td>34%</td>
<td>44%</td>
</tr>
<tr>
<td>Organized</td>
<td>52%</td>
<td>48%</td>
<td>48%</td>
<td>65%</td>
<td>52%</td>
<td>41%</td>
<td>40%</td>
<td>54%</td>
<td>32%</td>
<td>46%</td>
</tr>
<tr>
<td>Phone contact/registration</td>
<td>40%</td>
<td>15%</td>
<td>21%</td>
<td>30%</td>
<td>27%</td>
<td>24%</td>
<td>10%</td>
<td>19%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Major Weaknesses</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of staff not good/friendly</td>
<td>7%</td>
<td>10%</td>
<td>3%</td>
<td>5%</td>
<td>2%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Crowded space</td>
<td>20%</td>
<td>16%</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
<td>17%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Hours limited/inconvenient</td>
<td>10%</td>
<td>9%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Not enough staff</td>
<td>13%</td>
<td>12%</td>
<td>2%</td>
<td>0%</td>
<td>6%</td>
<td>13%</td>
<td>6%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Phone problems</td>
<td>13%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Process too complicated</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>17%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Selection too limited</td>
<td>3%</td>
<td>9%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Staff not knowledgeable</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>0%</td>
<td>7%</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Too expensive</td>
<td>1%</td>
<td>25%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Waiting in line</td>
<td>31%</td>
<td>28%</td>
<td>7%</td>
<td>5%</td>
<td>23%</td>
<td>31%</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Table 6

FREQUENCY OF USE/REASONS FOR NOT USING STUDENT & AUXILIARY SERVICES
(Numbers in bold face are one of the top three reasons for not using the service.)

<table>
<thead>
<tr>
<th></th>
<th>Admissions/Records</th>
<th>Book-Store</th>
<th>Career Center</th>
<th>Children’s Center</th>
<th>Counsel. Center</th>
<th>Financ. Aid</th>
<th>Food Service</th>
<th>Library</th>
<th>Student Activ.</th>
<th>Testing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Times Used in Past Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>10.2%</td>
<td>5.4%</td>
<td>67.0%</td>
<td>95.5%</td>
<td>36.6%</td>
<td>58.9%</td>
<td>42.6%</td>
<td>15.6%</td>
<td>77.5%</td>
<td>50.9%</td>
</tr>
<tr>
<td>1-2</td>
<td>56.4</td>
<td>53.5</td>
<td>22.6%</td>
<td>1.1%</td>
<td>39.7%</td>
<td>23.9%</td>
<td>15.9%</td>
<td>23.1%</td>
<td>15.7%</td>
<td>38.1%</td>
</tr>
<tr>
<td>3-5</td>
<td>28.4</td>
<td>26.4</td>
<td>7.1%</td>
<td>0.2%</td>
<td>19.2%</td>
<td>11.8%</td>
<td>11.8%</td>
<td>24.0%</td>
<td>3.9%</td>
<td>7.3%</td>
</tr>
<tr>
<td>6 or more</td>
<td>5.0</td>
<td>14.7</td>
<td>3.4%</td>
<td>3.2%</td>
<td>4.5%</td>
<td>5.5%</td>
<td>29.7%</td>
<td>37.2%</td>
<td>3.0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>No. of respondents</td>
<td>440</td>
<td>443</td>
<td>439</td>
<td>440</td>
<td>443</td>
<td>440</td>
<td>441</td>
<td>441</td>
<td>440</td>
<td>436</td>
</tr>
<tr>
<td>Reasons for Not Using Student/Auxiliary Services</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility limited</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Didn’t know about it</td>
<td>18</td>
<td>0</td>
<td>16</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Didn’t know where it was</td>
<td>11</td>
<td>4</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Didn’t need it</td>
<td>87</td>
<td>54</td>
<td>72</td>
<td>87</td>
<td>81</td>
<td>82</td>
<td>78</td>
<td>86</td>
<td>61</td>
<td>87</td>
</tr>
<tr>
<td>Had a bad feeling about it</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hours limited</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Location inconvenient</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Selection limited</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Too expensive</td>
<td>0</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7

SELECTED RESULTS/RATINGS

<table>
<thead>
<tr>
<th>Q13. Please rate the following.</th>
<th>Mean</th>
<th>Excl/Good</th>
<th>Average</th>
<th>Fair/Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors (Were they helpful, knowledgeable, etc.?)</td>
<td>4.12</td>
<td>81.4%</td>
<td>15.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Kiosks (Was there a line, were they easy to use, were convenient, etc.)</td>
<td>3.45</td>
<td>51.1</td>
<td>34.5</td>
<td>14.4</td>
</tr>
<tr>
<td>Outside lighting (Were the bulbs lit, did you feel safe, was there enough?)</td>
<td>3.81</td>
<td>68.5</td>
<td>21.0</td>
<td>10.5</td>
</tr>
<tr>
<td>Pay phones (Were they conveniently located, did you have to wait in line, etc.)</td>
<td>3.60</td>
<td>59.5</td>
<td>25.3</td>
<td>15.2</td>
</tr>
<tr>
<td>Rest rooms (Were they clean, conveniently located, did you have to wait in line, etc.)</td>
<td>4.08</td>
<td>79.2</td>
<td>16.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Staff other than instructors (Were they friendly, helpful, knowledgeable, etc.)</td>
<td>3.89</td>
<td>68.6</td>
<td>25.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Walkways/sidewalks (Were they in good repair, were there enough of them, etc.)</td>
<td>4.11</td>
<td>79.7</td>
<td>16.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Web page (Was it easy to access, did it have helpful information, etc.)</td>
<td>3.76</td>
<td>64.9</td>
<td>24.0</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Q31. Overall, based on your experience to date, how would you rate JCCC?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>40.4%</td>
</tr>
<tr>
<td>Good</td>
<td>45.2</td>
</tr>
<tr>
<td>Average</td>
<td>12.1</td>
</tr>
<tr>
<td>Fair</td>
<td>1.4</td>
</tr>
<tr>
<td>Poor</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Mean | 4.23 |
No. of respondents | 431 |

Q32. How did you register for classes this semester?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>57.0%</td>
</tr>
<tr>
<td>Touch tone phone</td>
<td>23.3</td>
</tr>
<tr>
<td>Internet/WWW</td>
<td>19.7</td>
</tr>
</tbody>
</table>

No. of respondents | 416 |
Table 7 (continued)

SELECTED RESULTS/RATINGS

Q33. How satisfied are you with the registration method you used?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neutral</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents (n=427)</td>
<td>3.87</td>
<td>33.5%</td>
<td>35.8%</td>
<td>19.0%</td>
<td>8.0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Registered in person (n=236)</td>
<td>3.70</td>
<td>25.8%</td>
<td>36.0%</td>
<td>24.2%</td>
<td>9.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Registered by touch tone phone (n=97)</td>
<td>4.05</td>
<td>38.1%</td>
<td>40.2%</td>
<td>13.4%</td>
<td>5.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Registered by Internet/WWW (n=81)</td>
<td>4.20</td>
<td>50.6%</td>
<td>33.3%</td>
<td>4.9%</td>
<td>7.4%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Q34. Would you attend some JCCC activities if they were offered in the evening?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>8.5%</td>
</tr>
<tr>
<td>Probably</td>
<td>6.8</td>
</tr>
<tr>
<td>Maybe</td>
<td>31.5</td>
</tr>
<tr>
<td>Probably not</td>
<td>27.0</td>
</tr>
<tr>
<td>Definitely not</td>
<td>4.9</td>
</tr>
<tr>
<td>Unsure</td>
<td>8.5</td>
</tr>
</tbody>
</table>

No. of respondents 426

Q35. How much more or less often would you eat on campus if name brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) were available on campus?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Much more often than I do now</td>
<td>22.9%</td>
</tr>
<tr>
<td>More often than I do now</td>
<td>37.9</td>
</tr>
<tr>
<td>About as often as I do now</td>
<td>32.9</td>
</tr>
<tr>
<td>Less often than I do now</td>
<td>2.1</td>
</tr>
<tr>
<td>Much less often than I do now</td>
<td>4.1</td>
</tr>
</tbody>
</table>

No. of respondents 419
<table>
<thead>
<tr>
<th>Q36. How did you hear about JCCC’s Children’s Center? (Multiple responses allowed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drove by it/saw sign</td>
</tr>
<tr>
<td>Saw it on the JCCC map</td>
</tr>
<tr>
<td>Friend/relative/student told me about it</td>
</tr>
<tr>
<td>Materials provided by JCCC</td>
</tr>
<tr>
<td>Brochure</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q37. If you have visited JCCC’s Career Center, what was the reason for your visit? (Multiple responses allowed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about Career Center services/resources</td>
</tr>
<tr>
<td>Review job listings</td>
</tr>
<tr>
<td>Appointment with Career Center counselor</td>
</tr>
<tr>
<td>Use Resource Center (videos, handouts, books, employer/career files)</td>
</tr>
<tr>
<td>Tour the Career Center</td>
</tr>
<tr>
<td>Take career assessment inventory</td>
</tr>
<tr>
<td>Sign up for CHOICES</td>
</tr>
<tr>
<td>Use computerized assessments - SIGI, GIS, DISCOVER</td>
</tr>
<tr>
<td>Check/review/prepare my resume</td>
</tr>
<tr>
<td>Conduct a mock interview</td>
</tr>
<tr>
<td>Use Connections (alumni database for informational interviewing)</td>
</tr>
</tbody>
</table>

No. of respondents 145
## VENDING SERVICES

### Q21. During the past year, how many times have you purchased items from JCCC’s vending machines?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7.4%</td>
</tr>
<tr>
<td>1-5</td>
<td>18.7%</td>
</tr>
<tr>
<td>6-10</td>
<td>14.5%</td>
</tr>
<tr>
<td>11-15</td>
<td>12.9%</td>
</tr>
<tr>
<td>16-19</td>
<td>9.2%</td>
</tr>
<tr>
<td>20+</td>
<td>37.2%</td>
</tr>
</tbody>
</table>

No. of respondents: 433

### Q21A. If NEVER, why have you never purchased items from JCCC’s vending machines?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to buy my food elsewhere.</td>
<td>50.0%</td>
</tr>
<tr>
<td>The items in JCCC’s vending machines are too expensive.</td>
<td>21.9%</td>
</tr>
<tr>
<td>The items I want from JCCC’s vending machines are usually sold out.</td>
<td>6.3%</td>
</tr>
<tr>
<td>The quality of the items sold in the JCCC vending machines is not that good.</td>
<td>6.3%</td>
</tr>
<tr>
<td>The closest vending machine at JCCC is too far from my class(es).</td>
<td>3.1%</td>
</tr>
<tr>
<td>The selection of items in JCCC’s vending machines is limited.</td>
<td>3.1%</td>
</tr>
<tr>
<td>Other</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

No. of respondents: 32

### Q22. How often would you purchase the items listed below if available in JCCC’s vending machines?

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruits</td>
<td>22.0%</td>
<td>21.5%</td>
<td>15.3%</td>
<td>38.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Fresh sandwiches</td>
<td>18.5%</td>
<td>23.8%</td>
<td>13.5%</td>
<td>42.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>School supplies</td>
<td>12.4%</td>
<td>28.5%</td>
<td>19.4%</td>
<td>37.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Ice cream/frozen yogurt</td>
<td>11.8%</td>
<td>28.0%</td>
<td>15.9%</td>
<td>42.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Personal/medical items</td>
<td>13.6%</td>
<td>25.1%</td>
<td>21.1%</td>
<td>37.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Frozen dinners/entrees (n=410)</td>
<td>4.4%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>71.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Q23.</td>
<td>How would you rate the selection of items available in JCCC’s vending machines?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>9.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>36.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>35.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>10.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>6.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| No. of respondents | 426 |

<table>
<thead>
<tr>
<th>Q24.</th>
<th>How strongly do you agree or disagree with the following statements?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>JCCC’s vending machines are conveniently located.</td>
<td>8.4%</td>
</tr>
<tr>
<td>There are enough vending machines at JCCC.</td>
<td>6.5</td>
</tr>
<tr>
<td>The quality of items in JCCC’s vending machines is generally good.</td>
<td>6.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q25.</th>
<th>How frequently are the following statements true?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>The items in JCCC’s vending machines are fresh.</td>
<td>28.2%</td>
</tr>
<tr>
<td>The items I want to buy in JCCC’s vending machines are out-of-stock.</td>
<td>2.1</td>
</tr>
<tr>
<td>JCCC’s vending machines work properly.</td>
<td>28.4</td>
</tr>
</tbody>
</table>
### Table 8 (continued)

**VENDING SERVICES**

Q26. When have the items in JCCC's vending machines been out-of-stock?

<table>
<thead>
<tr>
<th>Time</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>4.9%</td>
</tr>
<tr>
<td>Mid-day</td>
<td>11.4%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>11.4%</td>
</tr>
<tr>
<td>Evening</td>
<td>18.8%</td>
</tr>
<tr>
<td>Don't know</td>
<td>39.8%</td>
</tr>
<tr>
<td>Items always in stock</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Q27. How would you rate the cost of items in JCCC's vending machines?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4.0%</td>
</tr>
<tr>
<td>Good</td>
<td>23.0%</td>
</tr>
<tr>
<td>Average</td>
<td>42.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>14.5%</td>
</tr>
<tr>
<td>Poor</td>
<td>7.4%</td>
</tr>
<tr>
<td>Don't know</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

No. of respondents | 421

Q28. How many of the following items do you purchase each week from JCCC’s vending machines?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td>34.2%</td>
<td>41.8%</td>
<td>14.6%</td>
<td>3.9%</td>
<td>2.1%</td>
<td>1.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Drinks</td>
<td>14.8%</td>
<td>31.1%</td>
<td>22.6%</td>
<td>15.5%</td>
<td>6.3%</td>
<td>2.9%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Snacks</td>
<td>25.8%</td>
<td>40.1%</td>
<td>16.8%</td>
<td>8.5%</td>
<td>4.3%</td>
<td>1.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>11.6%</td>
<td>19.6%</td>
<td>18.0%</td>
<td>12.7%</td>
<td>13.5%</td>
<td>7.7%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>
Table 8 (continued)

VENDING SERVICES

| Q29. Are you aware of the procedures at JCCC for obtaining a refund for vending machine items? |
|-----------------------------------------------|------------------|------------------|
| Yes                                          | 9.6%             |                  |
| No                                           | 90.4             |                  |
| No. of respondents                            | 417              |                  |

| Q30. Do you know how to report vending machine malfunctions at JCCC? |
|-----------------------------------------------|------------------|------------------|
| Yes                                          | 9.2%             |                  |
| No                                           | 90.8             |                  |
| No. of respondents                            | 422              |                  |
### Table 9

#### SERVICE LEARNING

**Q15.** Have you been offered the opportunity to participate in a service learning project in one of your classes at JCCC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11.1%</td>
</tr>
<tr>
<td>No</td>
<td>62.1%</td>
</tr>
<tr>
<td>Don't know</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

No. of respondents: 396

**Q15A.** If not, would you be interested in participating in a service learning project?

*Base: Respondents who had not been offered - or who didn’t know if they’d been offered - the opportunity to participate in a service learning project.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8.4%</td>
</tr>
<tr>
<td>No</td>
<td>31.4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>16.3%</td>
</tr>
<tr>
<td>Not familiar with service learning</td>
<td>43.9%</td>
</tr>
</tbody>
</table>

No. of respondents: 344

**Q16.** Have you participated in a service learning project in one of your classes at JCCC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5.6%*</td>
</tr>
</tbody>
</table>

*Note: Percentages based on total respondents.*
Table 9 (continued)

SERVICE LEARNING

<table>
<thead>
<tr>
<th>Q16A. Why not? (Multiple responses allowed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The service learning program wasn’t explained clearly</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Time conflicts (school, work, or personal commitments)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Didn’t know how to pick a service learning project</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>No one else in my class was doing the service learning option</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prefer exams, research papers, and assignments to the service learning option</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Didn’t know how the service learning project would be graded</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Didn’t understand the class assignment for the service learning project</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Couldn’t find a suitable site (location, transportation, arrangements, etc.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Had difficulty contacting the Service Learning Office</td>
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</tbody>
</table>

| No. of respondents                                                                                           |
| 161                                                                                                           |

<table>
<thead>
<tr>
<th>Q17. How would you rate, as a learning experience, the service learning project in which you participated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<tr>
<td>Good</td>
</tr>
<tr>
<td>Average</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
</tr>
</tbody>
</table>

| No. of respondents                                                                                           |
| 22¹                                                                                                          |

¹Note: Small sample.
### Table 9 (continued)

#### SERVICE LEARNING

**Q18.** Which of the following are benefits of your service learning experience? *(Multiple responses allowed.)*

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was able to “make a difference” in people’s lives/well-being</td>
<td>48.0%</td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td>48.0</td>
</tr>
<tr>
<td>Gained insight into my career options and choice of academic degree</td>
<td>40.0</td>
</tr>
<tr>
<td>Helped to clarify my personal beliefs and values</td>
<td>36.0</td>
</tr>
<tr>
<td>Increased my understanding of community problems, issues, and individuals</td>
<td>36.0</td>
</tr>
<tr>
<td>Enhanced my understanding of course lectures, text, and discussion</td>
<td>32.0</td>
</tr>
<tr>
<td>Gained valuable work experience</td>
<td>32.0</td>
</tr>
<tr>
<td>Was able to apply theories/concepts learned in the classroom to the “real world”</td>
<td>24.0</td>
</tr>
<tr>
<td>Increased understanding of my community/civic responsibility</td>
<td>24.0</td>
</tr>
<tr>
<td>Acquired self-confidence/communication skills/leadership skills</td>
<td>20.0</td>
</tr>
<tr>
<td>Developed my intellectual skills - critical thinking, problem solving</td>
<td>20.0</td>
</tr>
</tbody>
</table>

*No. of respondents 25*

**Q19.** As a result of your service learning experience, are you more or less likely to participate in community service?

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much more likely</td>
<td>9.1%</td>
</tr>
<tr>
<td>More likely</td>
<td>40.9%</td>
</tr>
<tr>
<td>About as likely</td>
<td>45.5%</td>
</tr>
<tr>
<td>Less likely</td>
<td>0.0%</td>
</tr>
<tr>
<td>Much less likely</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

*No. of respondents 25*

**Q20.** Which of the following is true for you? *(Multiple responses allowed.)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend service learning projects to other students</td>
<td>60.0%</td>
</tr>
<tr>
<td>I was involved in community service prior to my service learning project at JCCC</td>
<td>48.0</td>
</tr>
<tr>
<td>The service learning project at JCCC was my first community service experience</td>
<td>20.0</td>
</tr>
<tr>
<td>I plan to be more involved with community service in the future</td>
<td>20.0</td>
</tr>
</tbody>
</table>

*Note: Small sample.*
APPENDIX B

QUESTIONNAIRE
Dear Student,

The JCCC Office of Institutional Research (OIR) is conducting this survey to evaluate various student and auxiliary services provided by the college. Please answer each question as completely and honestly as possible. Return your completed survey to your instructor, or, if you prefer, drop it off at COM 305. Thank you!

DIRECTIONS: Please fill in completely the oval next to your response. Do not use red ink!

Please write your comments on the last page of the survey ONLY!

NOTE: ALL enrollment procedures, including mail, telephone, and Web, are included in Admissions & Records.

1. During the past year, how many times have you used each of the following student/auxiliary services?

   ADMISSIONS & RECORDS OFFICE  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   BOOKSTORE  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   CAREER CENTER  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   CHILDREN'S CENTER  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   COUNSELING CENTER  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   FINANCIAL AID OFFICE  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   FOOD SERVICE  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   LIBRARY  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   STUDENT ACTIVITIES  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more
   TESTING & ASSESSMENT CENTER  ○ Never  ○ 1-2  ○ 3-5  ○ 6 or more

2. For EACH of the student/auxiliary services you NEVER USED in the past year, please mark all the reasons why you didn’t use it. (If you used all of the student services listed at least once in the past year, skip this question and continue with the questions on the back of this page.)

   Mark as many reasons as apply.

   ADMISSIONS & RECORDS OFFICE  ○  ○  ○  ○  ○  ○  ○
   BOOKSTORE  ○  ○  ○  ○  ○  ○  ○
   CAREER CENTER  ○  ○  ○  ○  ○  ○  ○
   CHILDREN'S CENTER  ○  ○  ○  ○  ○  ○  ○
   COUNSELING CENTER  ○  ○  ○  ○  ○  ○  ○
   FINANCIAL AID OFFICE  ○  ○  ○  ○  ○  ○  ○
   FOOD SERVICE  ○  ○  ○  ○  ○  ○  ○
   LIBRARY  ○  ○  ○  ○  ○  ○  ○
   STUDENT ACTIVITIES  ○  ○  ○  ○  ○  ○  ○
   TESTING & ASSESSMENT CENTER  ○  ○  ○  ○  ○  ○  ○
Please rate only those services you have used within the past year. 
If you have not used a service within the past year, leave those items blank and skip to the next service.

3. ADMISSIONS & RECORDS OFFICE
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
   - Convenience (How easy was it to use the service, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)

4. BOOKSTORE
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
   - Convenience (How easy was it to use the Bookstore, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)

5. CAREER CENTER
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
   - Convenience (How easy was it to use the Center, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)

6. CHILDREN'S CENTER
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
   - Convenience (How easy was it to use the Center, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)

7. COUNSELING CENTER
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things are, could answer your questions?)
   - Convenience (How easy was it to use the Center, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)

8. FINANCIAL AID OFFICE
   - Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
   - Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
   - Convenience (How easy was it to use the service, hours and days open, location, etc.)
   - Your overall satisfaction (Did you get what you wanted or needed?)
Please rate only those services you have used within the past year. If you have not used a service within the past year, leave those items blank and skip to the next service.

### 9. FOOD SERVICE
- Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.?)
- Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
- Convenience (How easy was it to use the service, hours and days open, location, etc.)
- Vending machines (Did they work properly, were they filled, sufficient selection, etc.)
- Your overall satisfaction (Did you get what you wanted or needed?)

### 10. LIBRARY
- Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.)
- Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
- Convenience (How easy was it to use the Library, hours & days open, location, etc.)
- Your overall satisfaction (Did you get what you wanted or needed?)

### 11. STUDENT ACTIVITIES
- Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.)
- Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
- Convenience (How easy was it to attend the activities, hours/days, location, etc.)
- Your overall satisfaction (Did you get what you wanted or needed?)

### 12. TESTING & ASSESSMENT CENTER
- Attitude of the staff (Was the staff helpful, courteous, pleasant, etc.)
- Knowledge or competence of the staff (Did they seem to know what they were doing, knew where things were, could answer your questions?)
- Convenience (How easy was it to use the Center, hours and days open, location, etc.)
- Your overall satisfaction (Did you get what you wanted or needed?)

### 13. MISCELLANEOUS
- Instructors (Were they helpful, knowledgeable, etc.)
- Kiosks (Was there a line, were they easy to use, were they convenient, etc.)
- Outside lighting (Were the bulbs lit, did you feel safe, was there enough?)
- Pay phones (Were they conveniently located, did you have to wait in line, etc.)
- Rest rooms (Were they clean, conveniently located, did you have to wait in line, etc.)
- Staff other than instructors (Were they friendly, helpful, knowledgeable, etc.)
- Walkways/sidewalks (Were they in good repair, were there enough of them, etc.)
- Web page (Was it easy to access, did it have helpful information, etc.)
14A. For each of the student/auxiliary services you have used in the past year, please mark all the major strengths of the service.

Example: In the 2nd line, please mark all the major strengths of the Bookstore.

<table>
<thead>
<tr>
<th>Service</th>
<th>Fast, efficient service</th>
<th>Knowledgeable staff</th>
<th>Phone contact/registration</th>
<th>Organized</th>
<th>Hours open/available</th>
<th>Easy to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMISSIONS &amp; RECORDS</td>
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<tr>
<td>BOOKSTORE</td>
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<td>CAREER CENTER</td>
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<td>CHILDREN'S CENTER</td>
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<td>FOOD SERVICE</td>
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<td>LIBRARY</td>
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<td>STUDENT ACTIVITIES</td>
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<td>TESTING CENTER</td>
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</table>

14B. For each of the student/auxiliary services you have used in the past year, please mark all the major weaknesses of the service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Waiting in line</th>
<th>Too expensive</th>
<th>Staff not knowledgeable</th>
<th>Selection too limited</th>
<th>Process too complicated</th>
<th>Phone problems</th>
<th>Not enough staff</th>
<th>Hours limited/inconvenient</th>
<th>Attitude of staff not good/friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMISSIONS &amp; RECORDS</td>
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<td>FOOD SERVICE</td>
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<td>TESTING CENTER</td>
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</tbody>
</table>
15. Have you been offered the opportunity to participate in a service learning project in one of your classes at JCCC?

- Yes >> GO TO Q16
- No >> GO TO Q15A
- Don't know >> GO TO Q15A

15A. If not, would you be interested in participating in a service learning project? (All answers go to Q21)

- Yes
- No
- Don't know
- Not familiar with service learning

16. Have you participated in a service learning project in one of your classes at JCCC?

- Yes >> GO TO Q17
- No >> Why not? (Mark as many as apply)
  - The service learning program wasn’t explained clearly
  - Had difficulty contacting the Service Learning Office
  - Time conflicts (school, work, or personal commitments)
  - Prefer exams, research papers, and assignments to the service learning option
  - Didn’t know how the service learning project would be graded
  - Didn’t know how to pick a service learning project
  - No one else in my class was doing the service learning option
  - Didn’t understand the class assignment for the service learning project
  - Couldn’t find a suitable site (location, transportation, arrangements, etc.)

Q17 thru Q20 are to be answered by past/current JCCC service learning project participants ONLY. If you have never participated in a service learning project at JCCC, please skip to Q21.

17. How would you rate, as a learning experience, the service learning project in which you participated?

- Poor
- Fair
- Average
- Good
- Excellent

18. Which of the following are benefits of your service learning experience? (Mark all that apply)

- Enhanced my understanding of course lectures, text, and discussion
- Was able to “make a difference” in people’s lives/well-being
- Helped to evaluate and clarify my personal beliefs and values
- Developed my intellectual skills - critical thinking, problem solving
- Increased my understanding of community problems, issues, and individuals
- Personal satisfaction
- Was able to apply theories/concepts learned in the classroom to the "real world"
- Gained valuable work experience
- Increased understanding of my community/civic responsibility
- Gained insight into my career options and choice of academic degree
- Acquired self-confidence/communication skills/leadership skills

19. As a result of your service learning project, are you more or less likely to participate in community service?

- Much less likely
- Less likely
- About as likely
- More likely
- Much more likely

20. Which of the following is true for you? (Mark all that apply)

- The service learning project at JCCC was my first community service experience
- I was involved in community service prior to my service learning project at JCCC
- I plan to be more involved with community service in the future
- I would recommend service learning projects to other students
VENDING MACHINES

21. During the past year, how many times have you purchased items from JCCC's vending machines?
☐ Never  ☐ 1-5  ☐ 6-10  ☐ 11-15  ☐ 16-19  ☐ 20+

IF NEVER, why have you never purchased items from JCCC's vending machines? (Mark all that apply)
☐ The items in JCCC's vending machines are too expensive.
☐ The items I want from JCCC's vending machines are usually sold out.
☐ The quality of the items sold in the JCCC vending machines is not that good.
☐ I prefer to buy my food elsewhere.
☐ The closest vending machine at JCCC is too far from my class(es).
☐ The selection of items in JCCC's vending machines is limited.
☐ Other ________________________________

22. How often would you purchase the items listed below if available in JCCC's vending machines?

A. Frozen dinners/entrees  ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know
B. Ice cream/frozen yogurt ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know
C. Fresh sandwiches ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know
D. Fresh fruits  ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know
E. School supplies (diskettes, highlighters, paper, etc.)  ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know
F. Personal/medical items (Tylenol, combs, etc.)  ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Don't know

23. How would you rate the selection of items available in JCCC's vending machines?
☐ Poor  ☐ Fair  ☐ Average  ☐ Good  ☐ Excellent  ☐ Don't know

24. How strongly do you agree or disagree with the following statements?

A. JCCC's vending machines are conveniently located.
   ☐ Strongly disagree  ☐ Disagree  ☐ Neutral  ☐ Agree  ☐ Strongly agree
B. There are enough vending machines at JCCC.
   ☐ Strongly disagree  ☐ Disagree  ☐ Neutral  ☐ Agree  ☐ Strongly agree
C. The quality of items in JCCC's vending machines is generally good.
   ☐ Disagree strongly  ☐ Disagree  ☐ Neutral  ☐ Agree  ☐ Agree strongly

25. How frequently are the following statements true?

A. The items in JCCC's vending machines are fresh.
   ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Always  ☐ Don't know
B. The items I want to buy in JCCC's vending machines are out-of-stock.
   ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Always  ☐ Don't know
C. JCCC's vending machines work properly.
   ☐ Never  ☐ Rarely  ☐ Occasionally  ☐ Frequently  ☐ Always  ☐ Don't know

26. When have the items in JCCC's vending machines been out-of-stock? (Mark all that apply)
☐ Morning  ☐ Mid-day  ☐ Afternoon  ☐ Evening  ☐ Don't know  ☐ Items always in stock
27. How would you rate the cost of items in JCCC's vending machines?
- Poor  ■ Fair  ■ Average  ■ Good  ■ Excellent  ■ Don't know

28. How many of the following types of items do you purchase each week from JCCC's vending machines?

<table>
<thead>
<tr>
<th>Type</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>More than 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td></td>
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<tr>
<td>Drinks</td>
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<td>Snacks</td>
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</tbody>
</table>

29. Are you aware of the procedures at JCCC for obtaining a refund for vending machine items?  ■ Yes  ■ No

30. Do you know how to report vending machine malfunctions at JCCC?  ■ Yes  ■ No

GENERAL INFORMATION

31. Overall, based on your experience to date, how would you rate JCCC?
- Poor  ■ Fair  ■ Average  ■ Good  ■ Excellent

32. How did you register for classes this semester?  ■ In person  ■ Touchtone phone  ■ Internet/WV

33. How satisfied are you with the registration method you used?
- Very satisfied  ■ Somewhat satisfied  ■ Neutral  ■ Somewhat dissatisfied  ■ Very dissatisfied

34. Would you attend some JCCC activities if they were offered in the evening?
- Definitely not  ■ Probably not  ■ Maybe  ■ Probably  ■ Definitely  ■ Unsure

35. How much more or less often would you eat on campus if name brand fast foods (such as Burger King, A&W, Villa Pizza, Little Caesar's Pizza, Chick-Fil-A, Pizza Hut) were available on campus?
- Much less often  ■ Less often than I do now  ■ About as often as I do now  ■ More often than I do now  ■ Much more often than I do now

36. How did you hear about JCCC's Children's Center? (Mark all that apply)
- Brochure  ■ Drove by it /saw sign  ■ Friend/relative/student told me about it  ■ Materials provided by JCCC  ■ Saw it on the JCCC map  ■ Other

37. If you have visited JCCC's Career Center, what was the reason for your visit? (Mark all that apply) (If you haven't visited the Career Center, skip to Q38.)
- Learn about Career Center services/resources  ■ Review job listings  ■ Use Resource Center (videos, handouts, books, employer/career files)  ■ Conduct a mock interview  ■ Check/review/prepare my resume  ■ Sign up for CHOICES  ■ Use Connections (alumni database for informational interviewing)  ■ Take career assessment inventory  ■ Use computerized assessments - SIGI, GIS, DISCOVER  ■ Tour the Career Center  ■ Appointment with Career Center counselor
COMMENTS Please write any comments about JCCC student/auxiliary services below.

Please turn your survey in to your instructor or to Institutional Research, COM 305. Thank you!
DEMOGRAPHIC DATA

38. Which of the following best describes your educational objective at JCCC? (mark only ONE)
   - Transfer to a 4-year college or university
   - Prepare to enter the job market
   - Improve skills for present job
   - Explore courses to decide on a career
   - Remedy or review basic skills
   - Personal interest or self-improvement
   - Prepare to change careers
   - Other _____________________________

39. Which other colleges or universities have you attended? (mark as many as apply)
   - JCCC is the only college attended
   - University of Kansas (KU)
   - Kansas State University (K-State)
   - University of Missouri at Kansas City (UMKC)
   - Other MISSOURI college ________________________________
   - Other KANSAS college _________________________________
   - College other than MO/KS ______________________________

40. What is the highest level of education you have completed?
   - Less than high school graduate
   - High school diploma
   - Some college, no degree
   - Vocational certificate
   - Associate (2-yr.) degree
   - Bachelor (4-yr.) degree
   - Master's degree
   - Doctorate
   - Professional degree

41. When do you usually attend classes at JCCC? (Mark ONE best response.)
   - During the day (including Saturday)
   - In the evening
   - Both day and evening

42. Credit Hours Currently Enrolled in at JCCC
   - Male
   - Female

43. Gender

44. Age

45. Zip Code of Residence
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