

Fall 2002 Student Survey

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Fall 2002 Student Survey Los Angeles City College

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Our Vision: Los Angeles City College is an urban oasis of learning that educates minds, opens hearts, and celebrates community.

Executive Summary

The Los Angeles Community College District has conducted a district wide survey of students since 1976. The previous survey was completed in Fall 2000. Visit <http://marlin.laccd.edu/research> for a full history of the district survey and data for past years. This report contains the results of the Fall 2002 survey of 2,341 students enrolled in 142 sections at Los Angeles City College (LACC).

There is a shift in the demographics of our student population. LACC continues to serve a large group of students that are categorized as non-traditional by age and family and job responsibilities but the survey indicates that the student body became a more traditional college student over the last two years. More students are “single, never married” (9% change) and more students are childless (8% change), and living alone (7% change). Also, more students tend to be U.S. born and their parents have higher levels of education.

Transfer remains an important goal of LACC students. Almost three-fourths of LACC students report that they attend LACC as preparation for transfer to a four-year college. Two-thirds of students plan to obtain an Associate degree.

Financial factors have a major impact on our students ability to complete their education. They rate “*low cost*” as the most important factor in their decision to attend LACC. In addition, the survey indicates that financial factors have increased as an obstacle to reaching the student’s educational goals.

A few additional categories saw major changes in responses from 2000 to 2002:

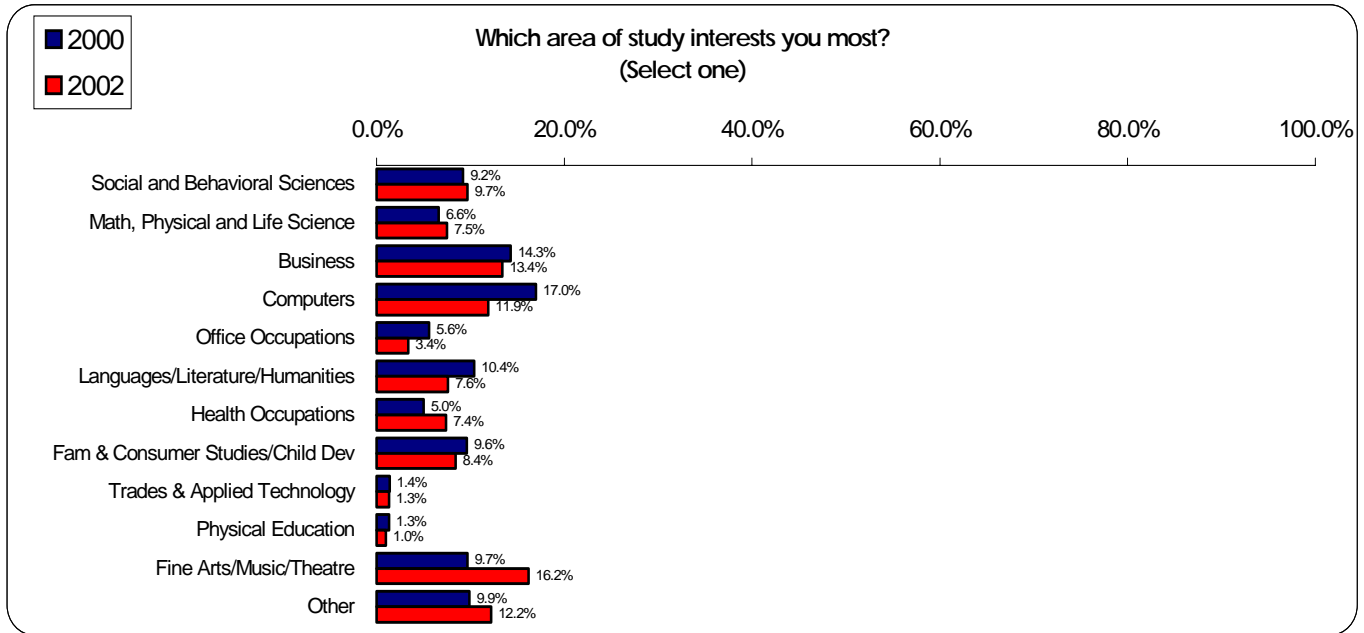
Dissatisfaction with parking increased substantially since the Fall 2000 survey. Parking was the lowest rated service in both Fall 2000 and 2002 but there was a substantial decline in positive opinions about parking between the two surveys. The increase in dissatisfaction with parking may have occurred because Fall 2002 was the first semester in which all student parking was eliminated from the main campus.

The percentage of students reporting that uncertainty “*about my personal or career goals*” is a “*major*” or “*moderate*” obstacle to reaching educational goals increased by almost 10%.

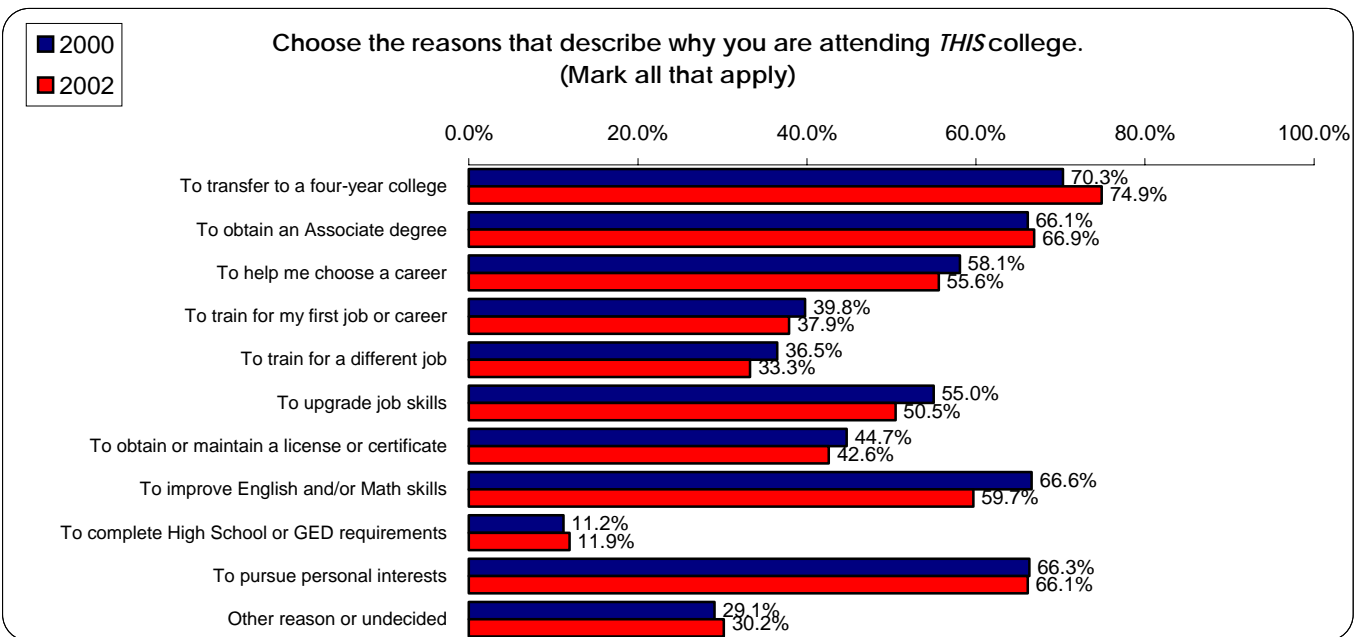
Preference for the 15-week semester (over the 18-week semester and other options) increased almost 10%.

Educational Goals and Plans

Interest in the performing arts has grown significantly since 2000. The greatest decline has been in the area of computer sciences.

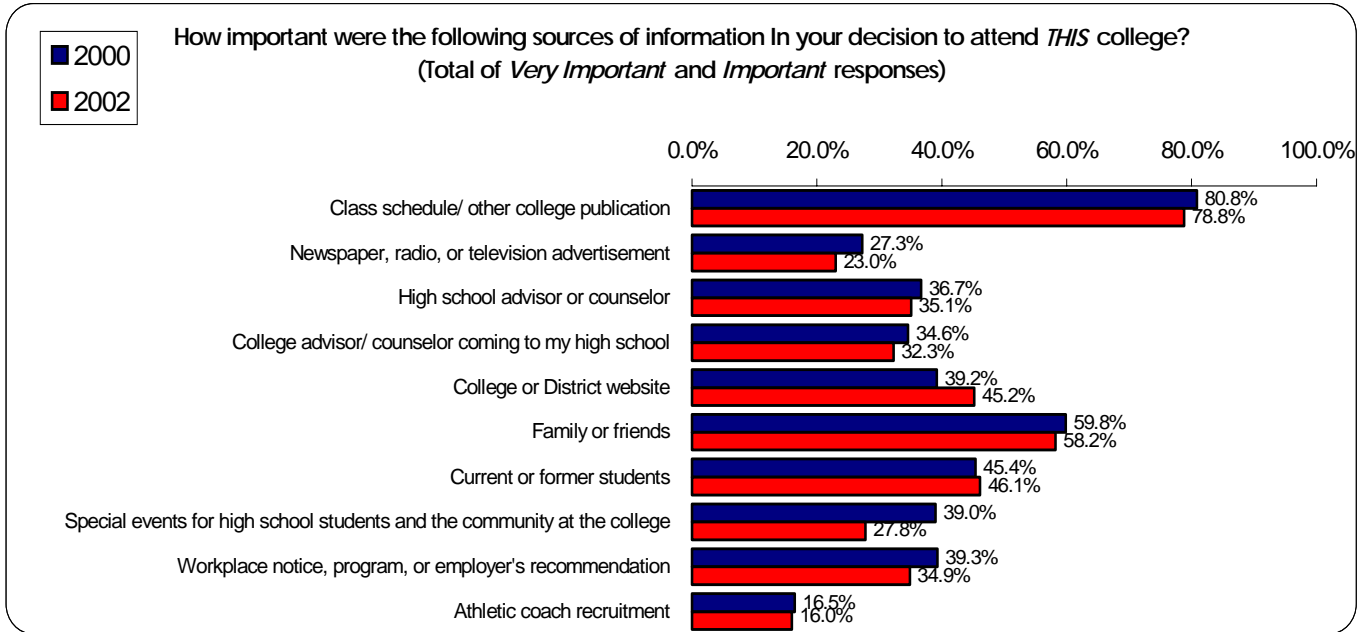


Almost 75% of LACC students, up from 70% in 2000, plan to transfer to a four-year college. The percentage of students seeking career training and job skills has decreased.

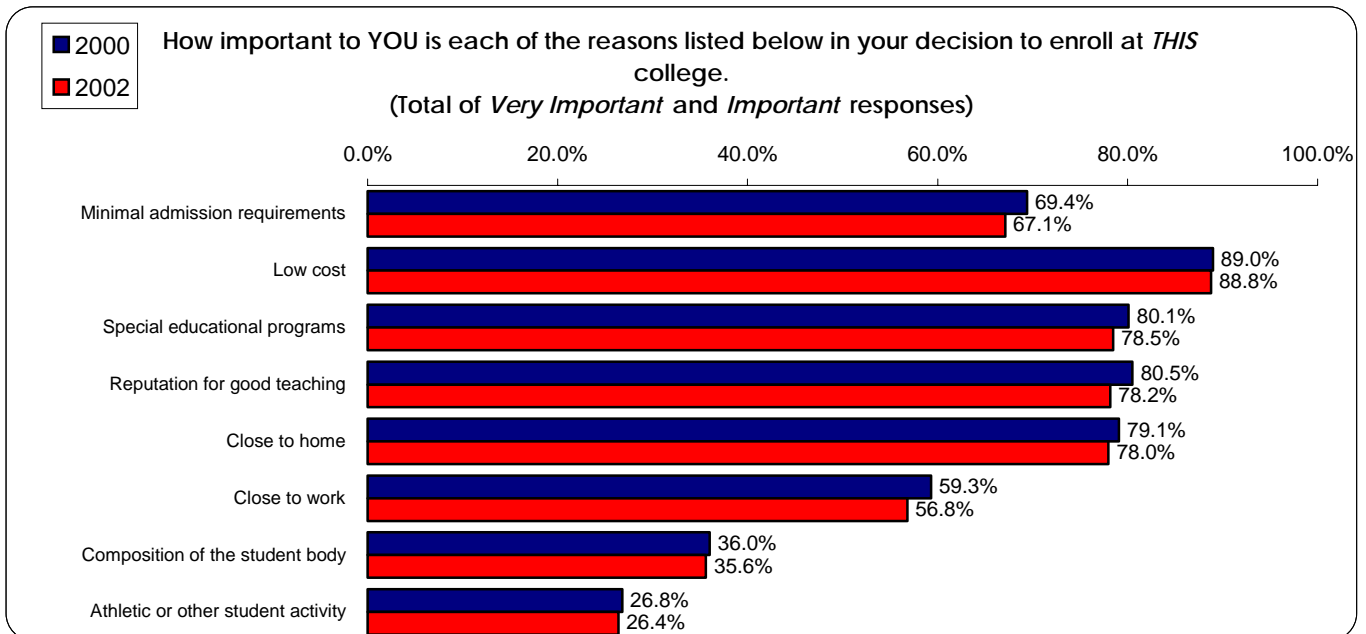


Educational Goals and Plans

The “class schedule and other campus publications” remain the primary source for information that leads to attendance at LACC. “Family and friends” are all significant contributors. The “college or district website” showed the greatest increase since 2000.

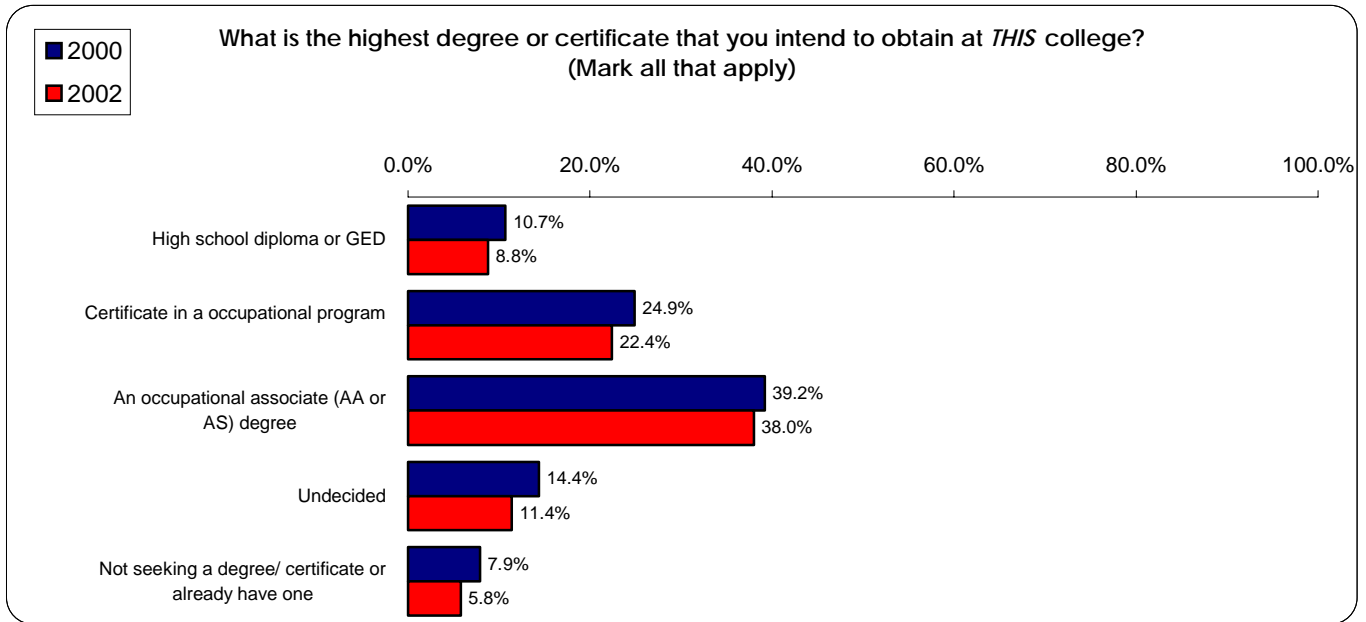


“Low cost” remains the most important factor in a student’s decision to attend LACC. “Special educational programs,” reputation for good teaching” and “closeness to home” are also important factors.

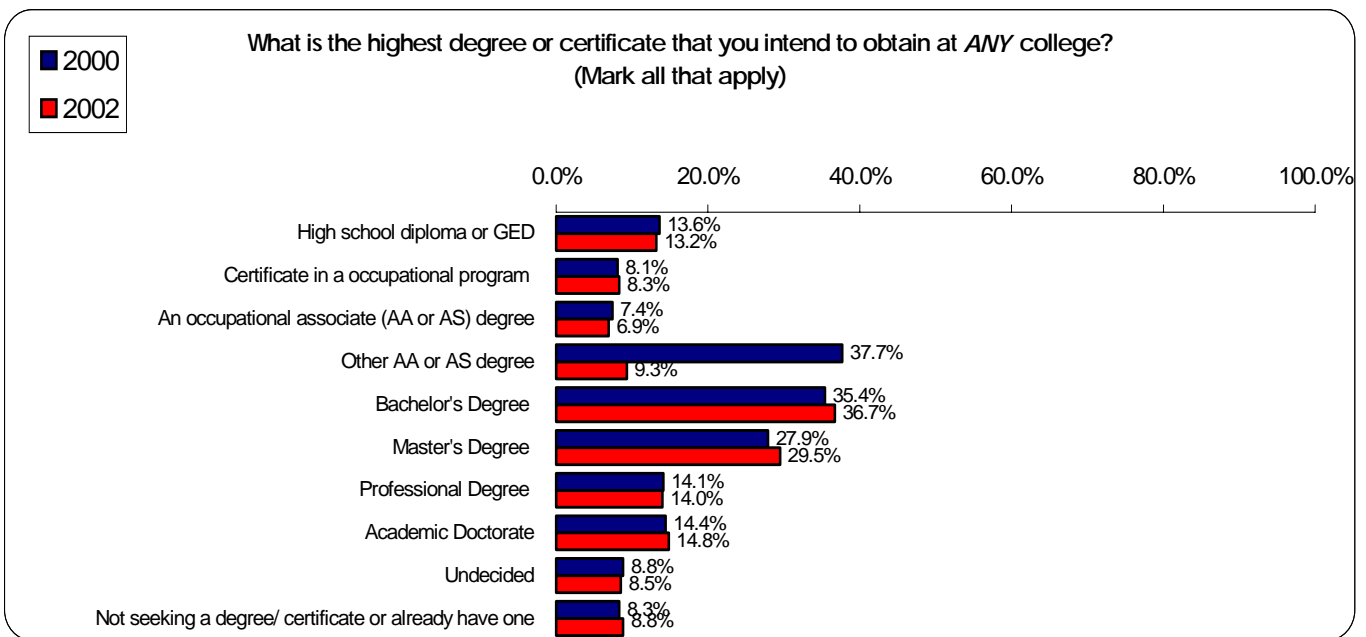


Educational Goals and Plans

The AA/AS degree remains the top choice with certificates being the second choice.

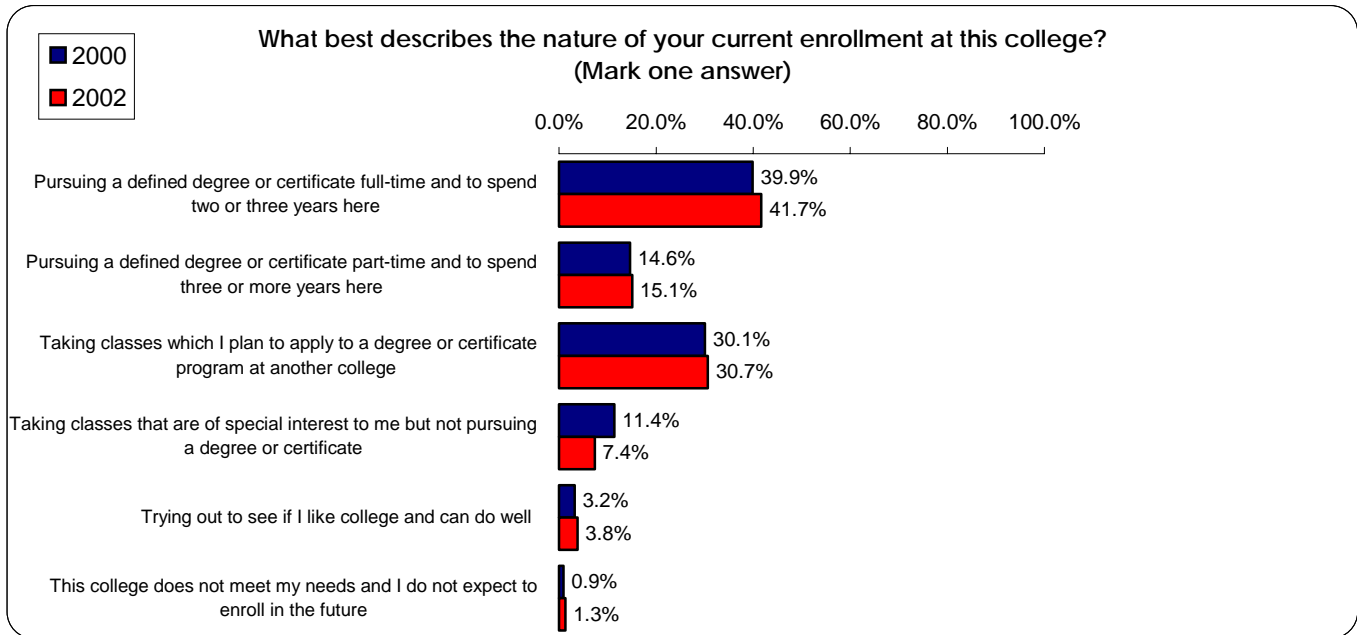


Educational ambitions have risen slightly with more students reporting the Bachelor's or Master's degree as the "highest degree or certificate" they intend to obtain.

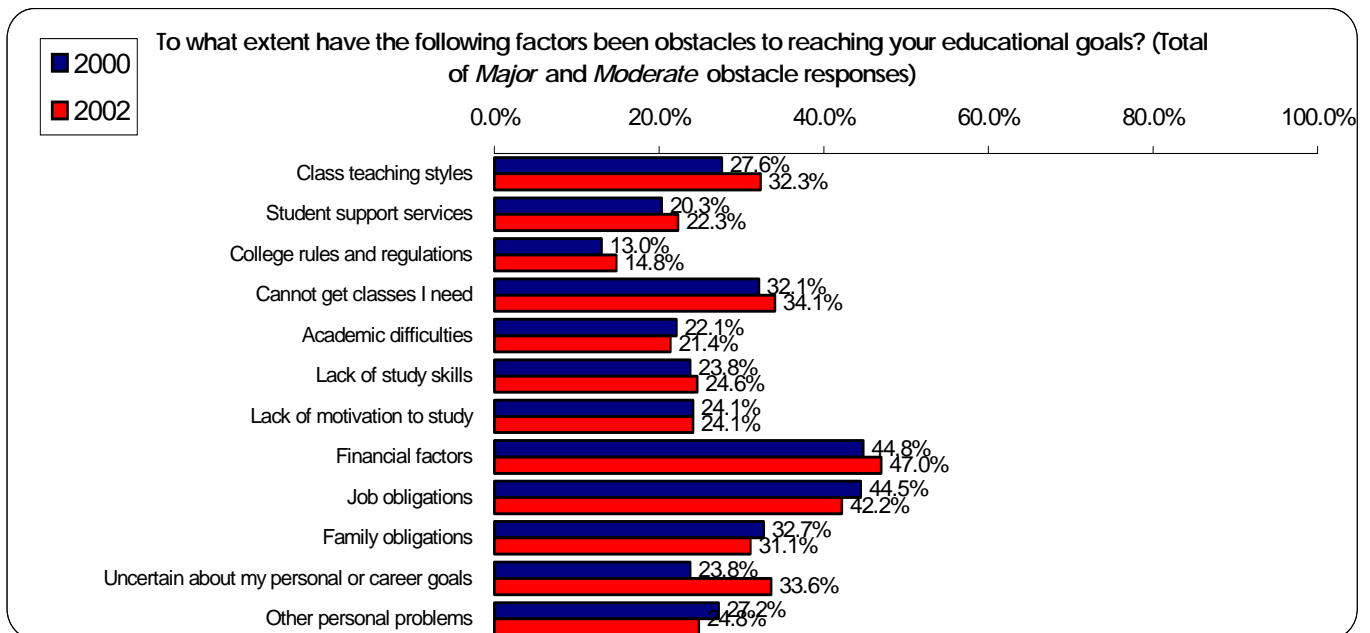


Educational Goals and Plans

A majority of students appear to be focused on a long-range educational plans as opposed to just taking a few courses of interest.

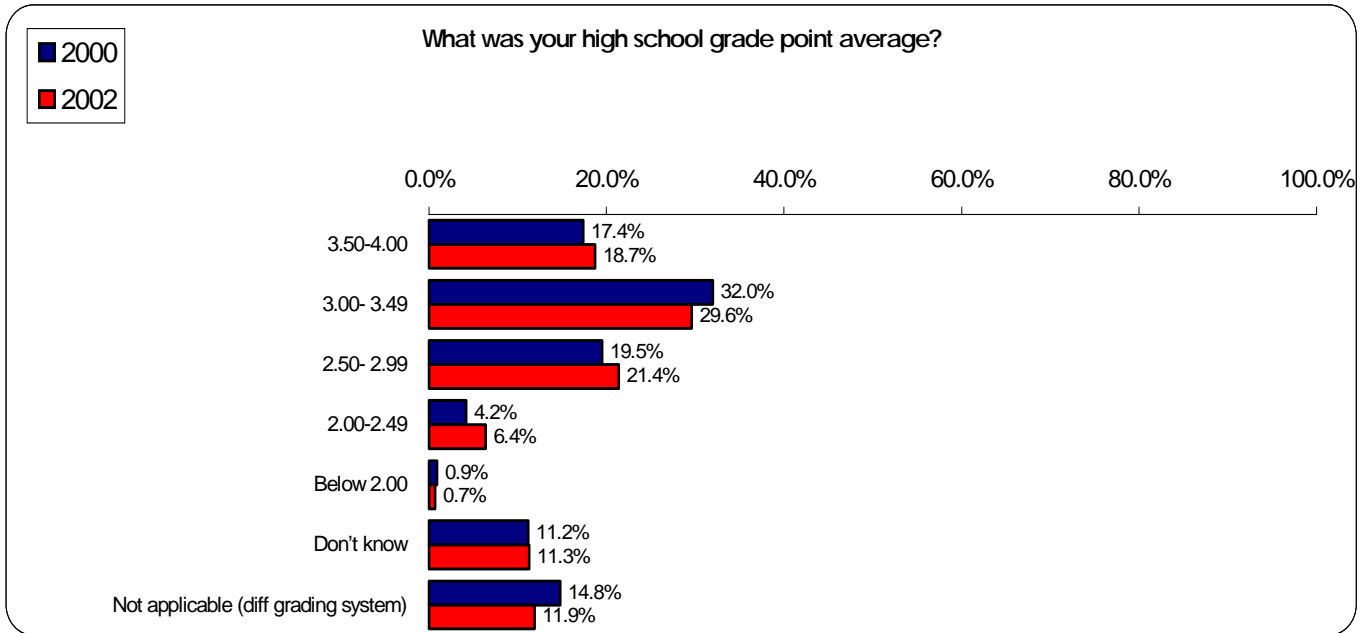


Students list “financial factors” and “job obligations” as the primary obstacles to reaching their educational goals. The greatest increases since 2000 are: “uncertain about goals” (10%) and “class teaching styles” (5%).

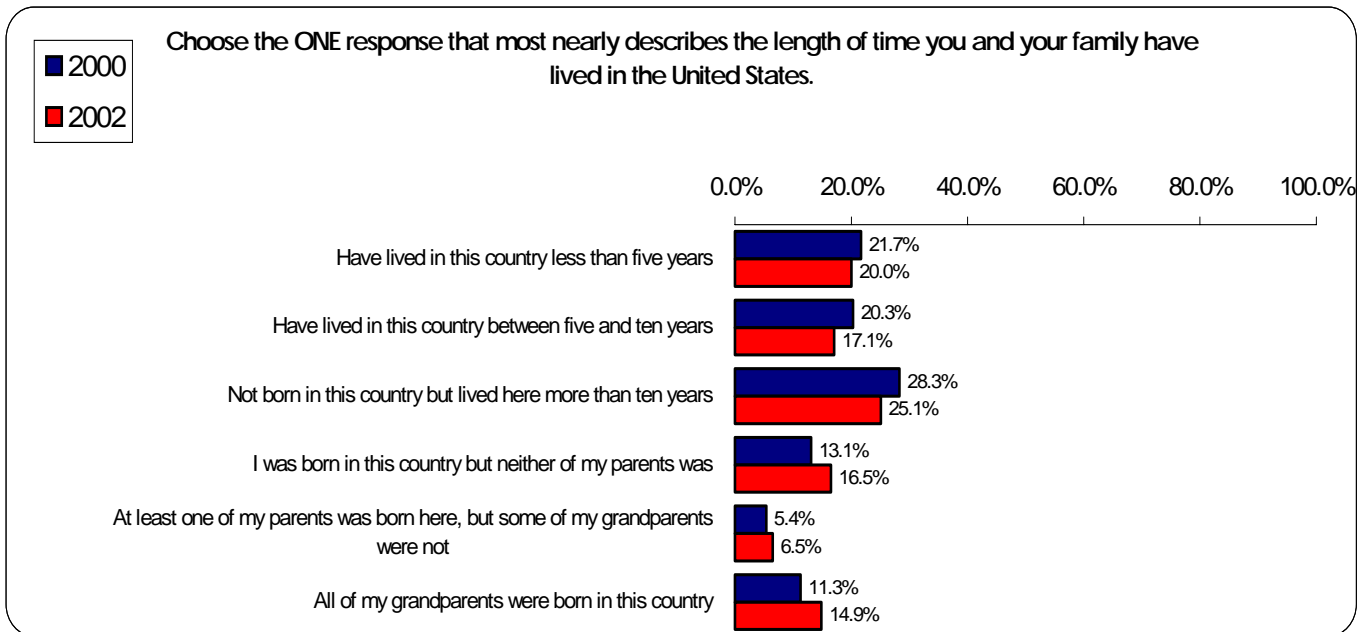


Student Background

Almost 50% of students are reporting a high school GPA of 3.0 or higher.

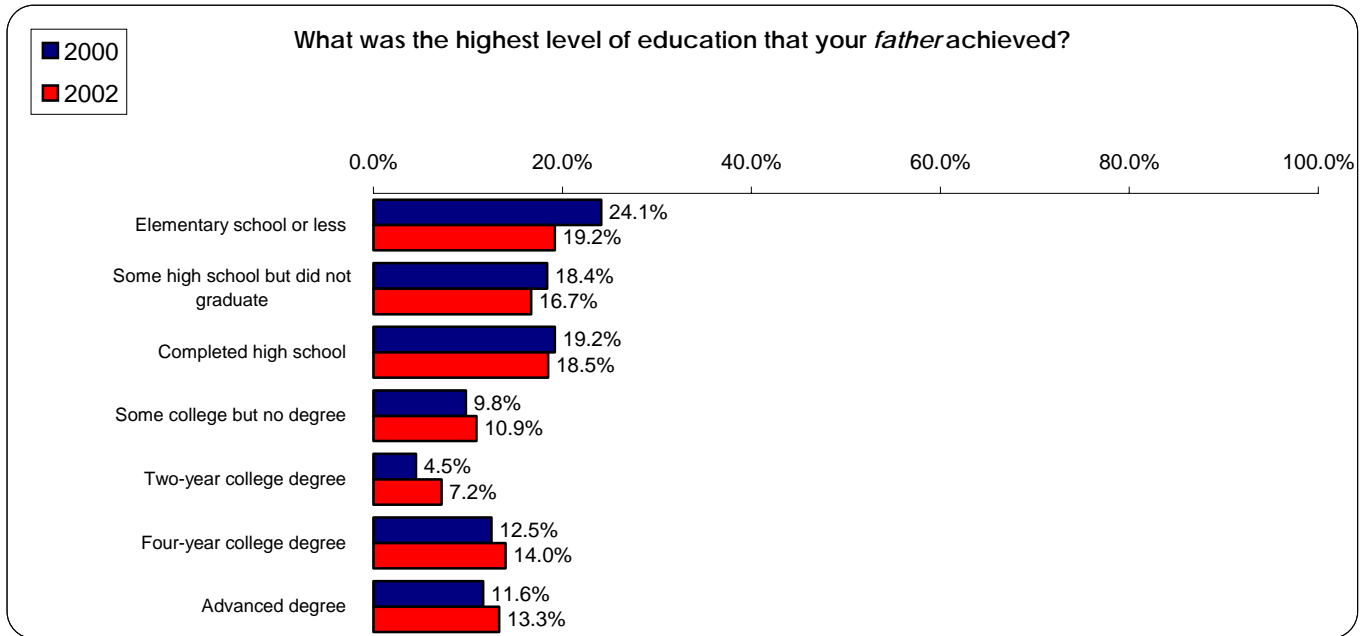


While still a significant majority, there appears to be a shift away from an immigrant student population. The greatest increase is the percentage of students born in this country. Approximately 38% of students indicate that they are born in this country.

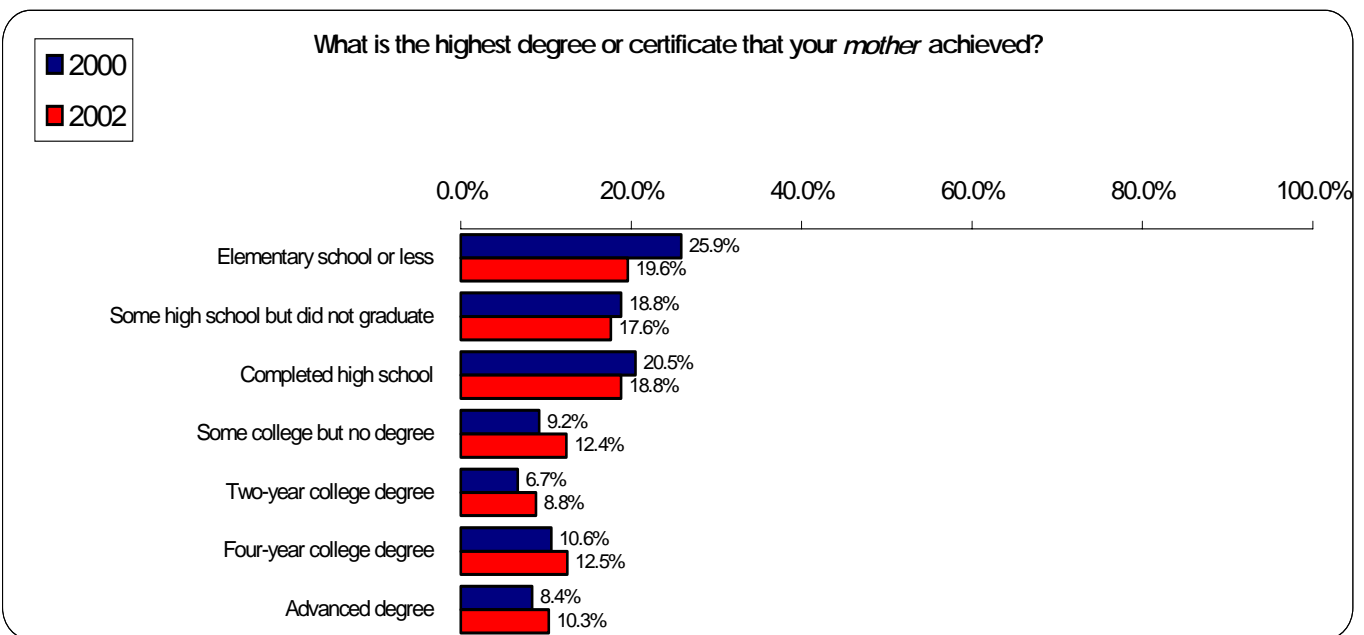


Student Background

There is a shift towards the father having a higher level of education; indeed, all lower education categories decreased and all higher education categories increased. More than 54% of students are first generation college students based on their father's educational level.

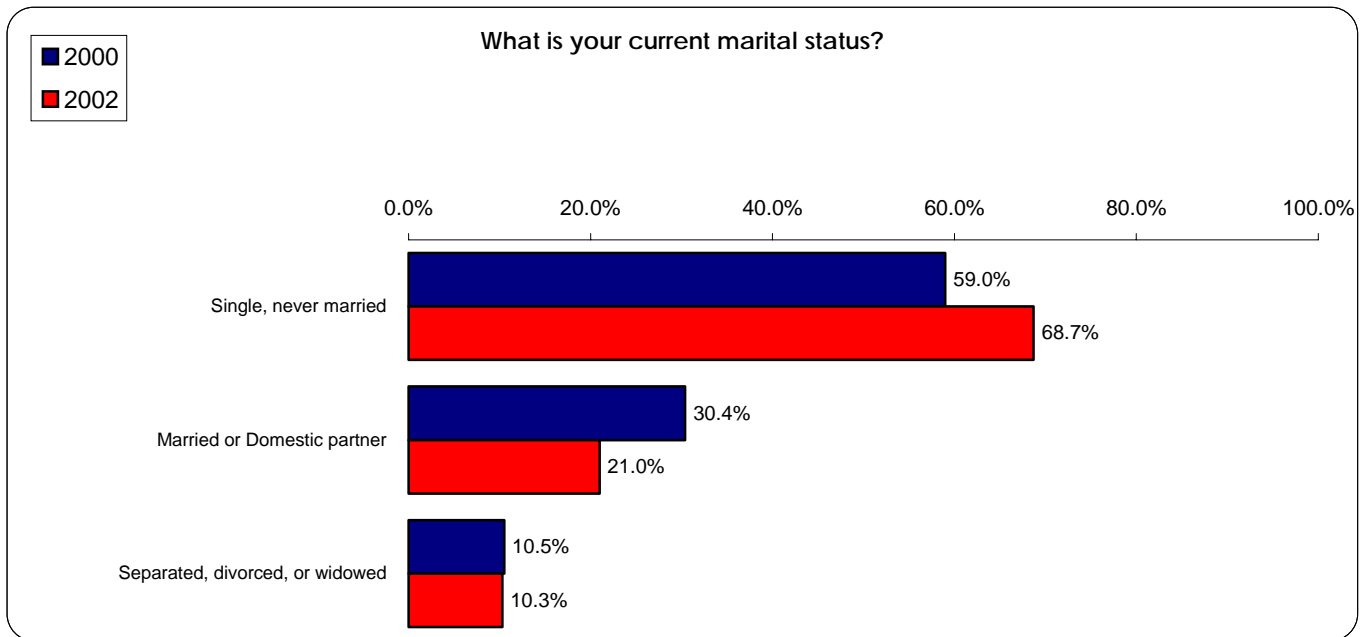


The same pattern is true for the students' mother.

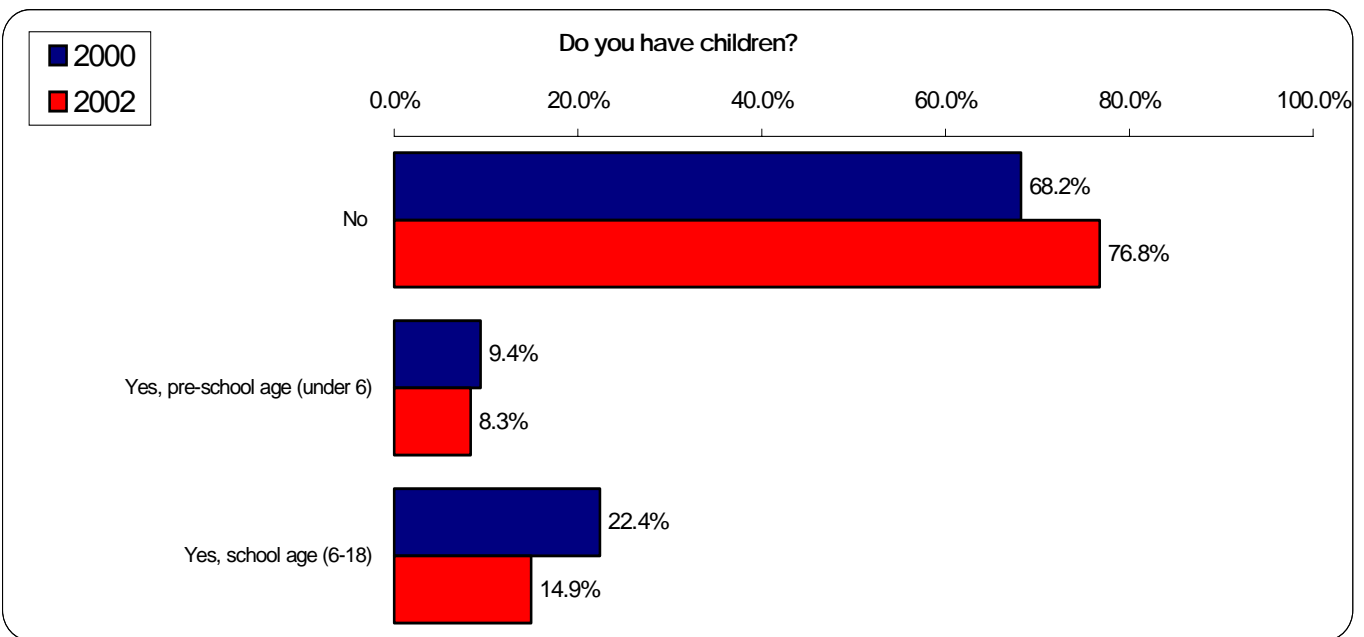


Student Background

More than two-thirds of LACC students are single. This represents an increase of almost 10% over 2000 with an accompanying decrease in the “married or domestic partner” category.

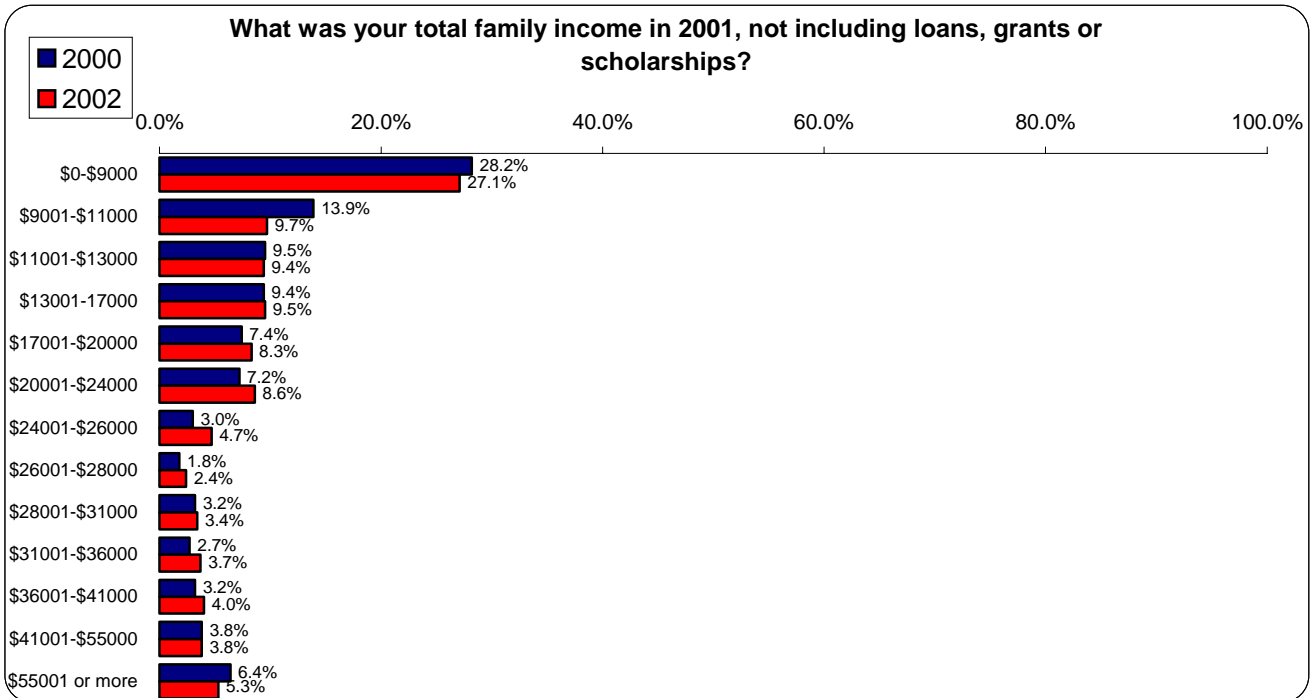


Accompanying the shift away from “married,” more LACC students (almost 77%) do not have children.

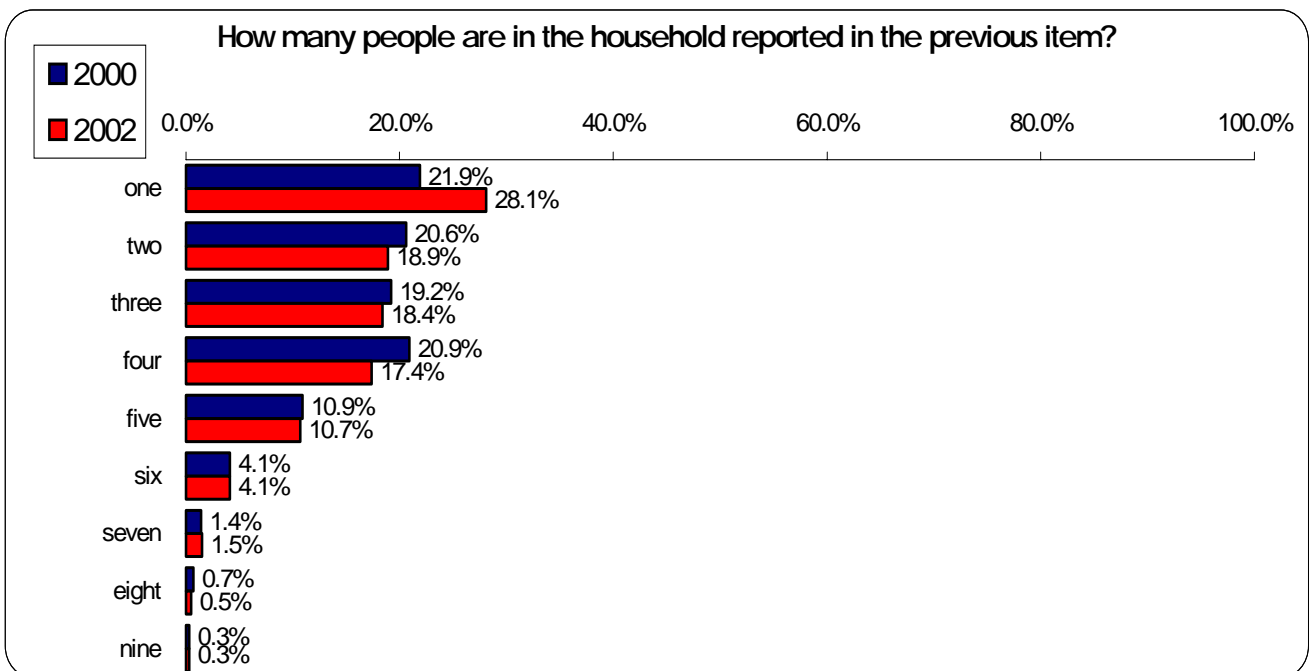


Financial Resources

The percentage of students belonging to households with incomes in the highest and lowest brackets decreased.



The percentage of students who report that they live by themselves has increased more than 6%.



Financial Resources

The average poverty level has decreased slightly from 2000 to 2002. The calculations on the table below are based on the household size chart and income chart on the prior page and adjusted federal poverty level data from 1999 and 2001.

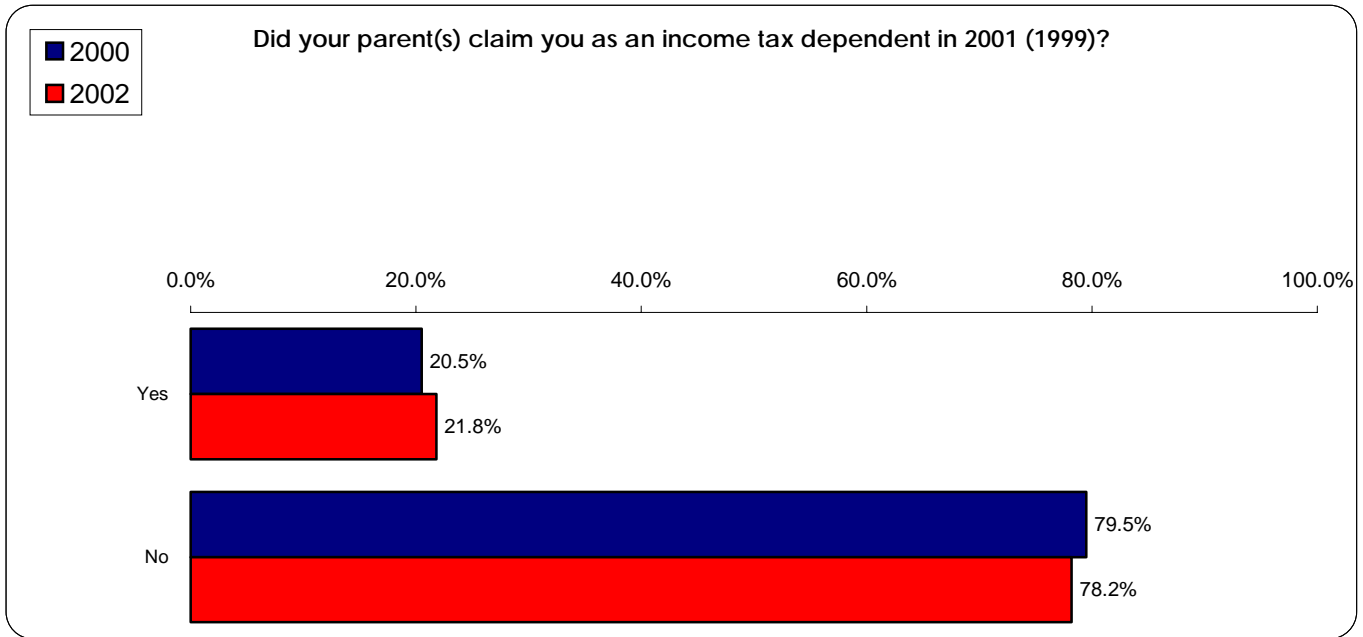
Percent living under the poverty level				
Family Size	2000	n	2002	n
one	50.1%	437	43.1%	589
two	30.2%	415	38.4%	399
three	50.4%	370	39.2%	382
four	55.6%	417	44.5%	356
five	59.6%	206	52.2%	211
six	76.3%	80	55.4%	85
seven	74.0%	27	75.7%	29
eight	60.0%	12	60.0%	10
nine	60.0%	5	100.0%	6
All	49.6%	1969	43.9%	2067

The average family size has decreased slightly from 2000 to 2002.

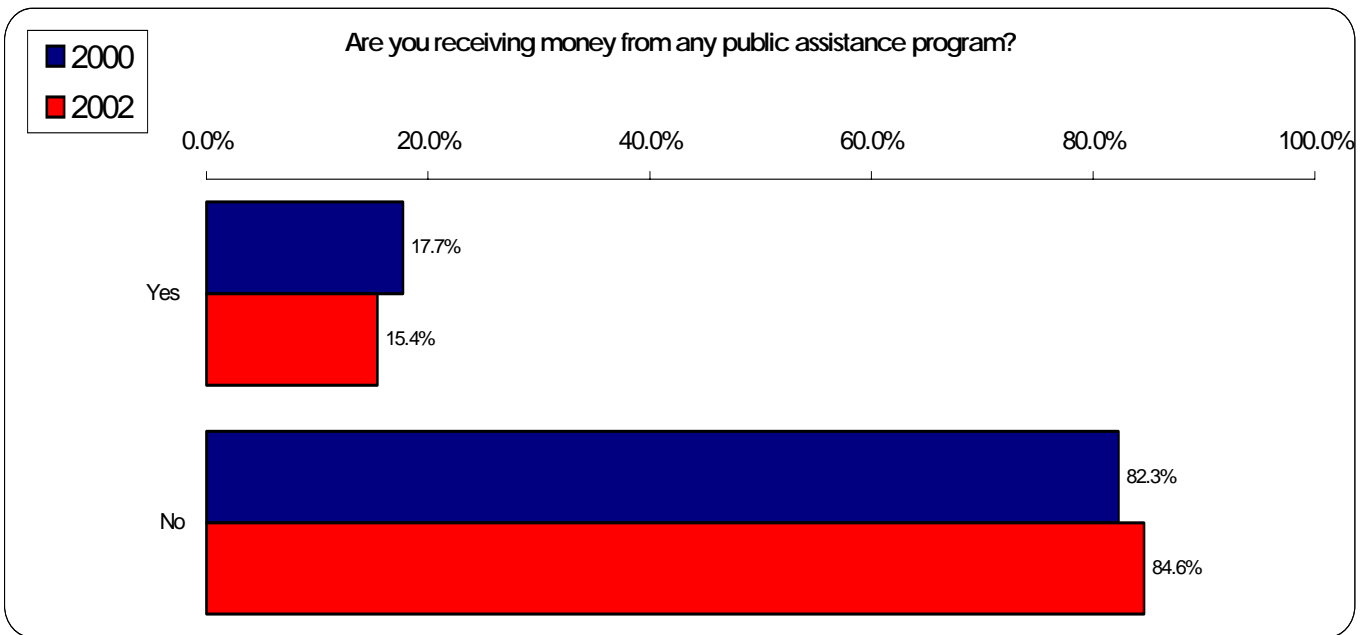
	2000	2002
Average family size	3.0	2.8

Financial Resources

While the vast majority of LACC students are financially independent, there is a slight shift to a younger population who is dependent.

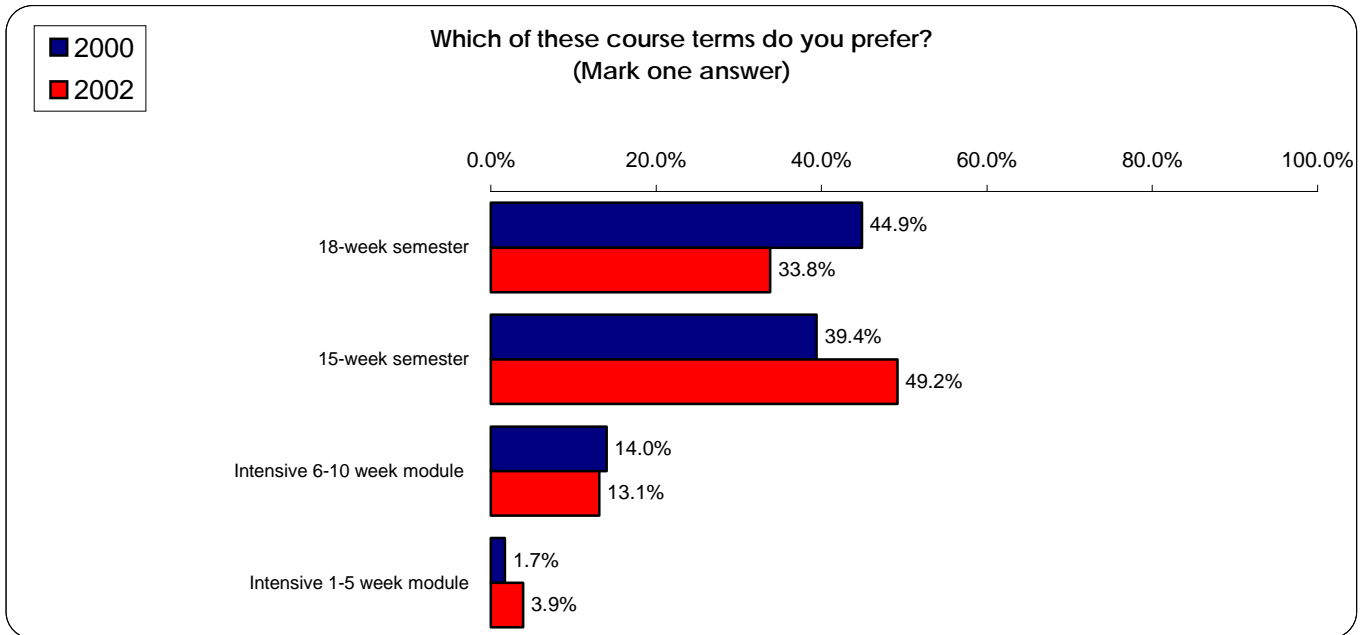


The percentage of students receiving public assistance has decreased slightly.

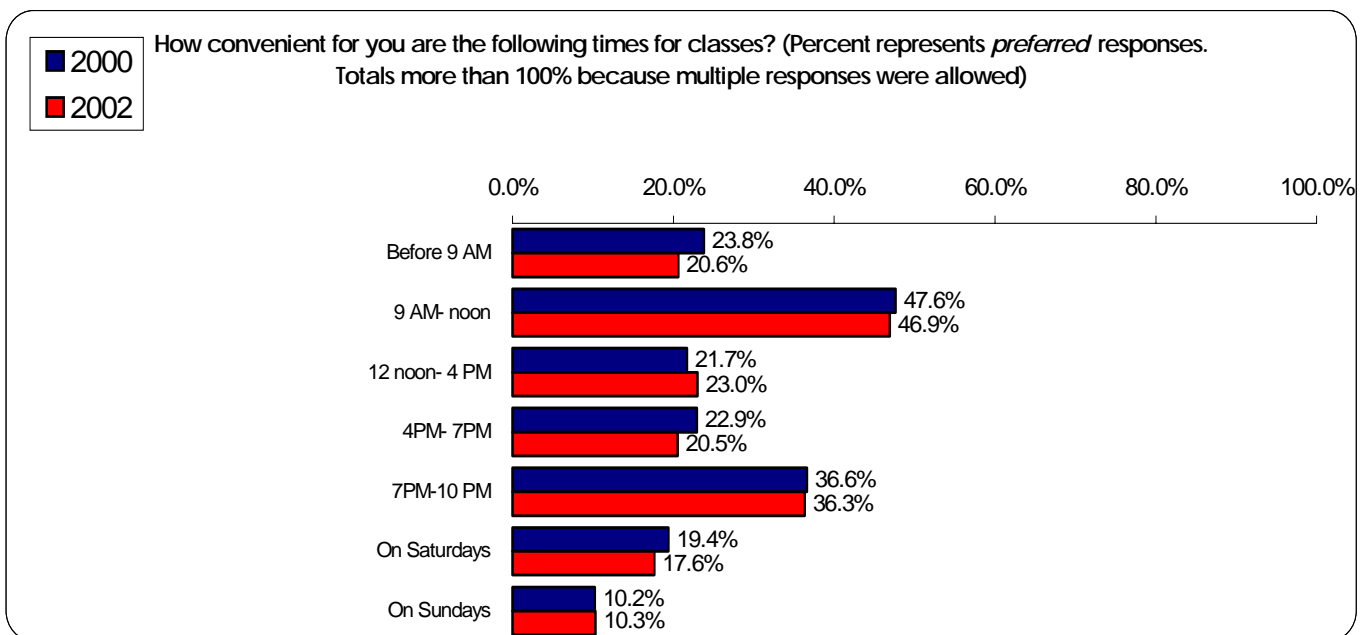


College Attendance

Preference for the 15-week semester has increased almost 10% since 2000. [In 2000 the calendar was 18-week. It changed to 15-week in 2001]

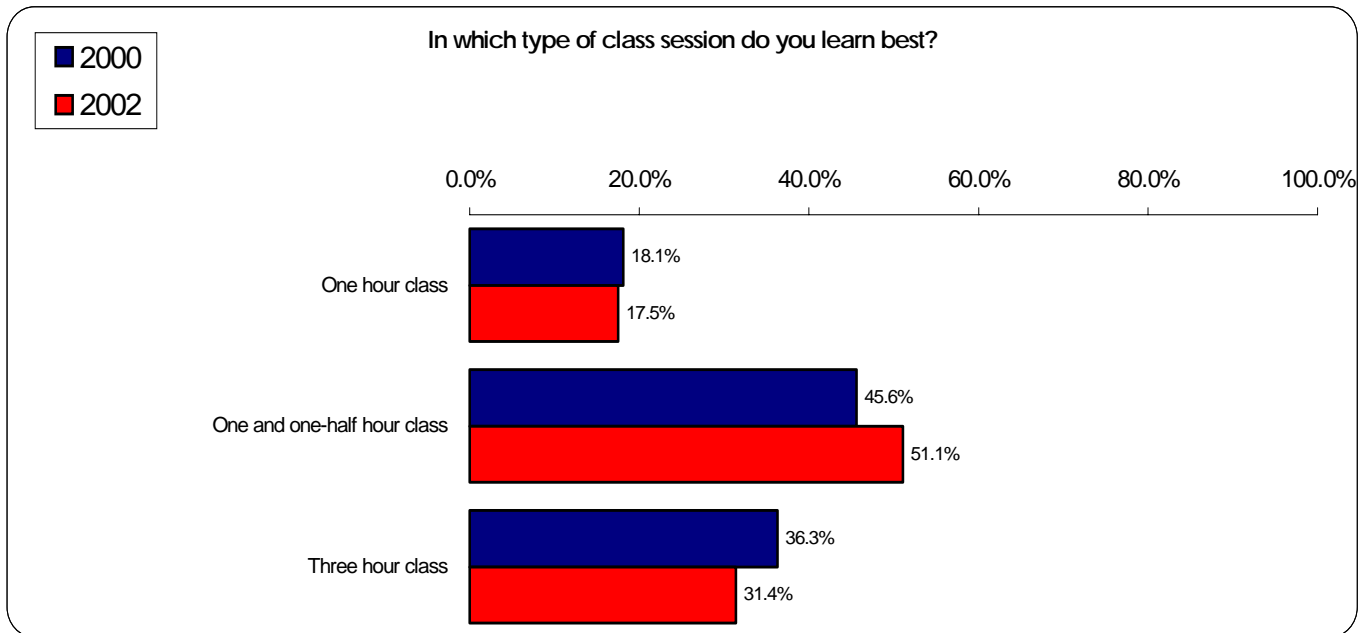


The morning time period (9:00 am—noon) remains the most preferred with evening (7:00 pm—10:00 pm) the next most preferred.

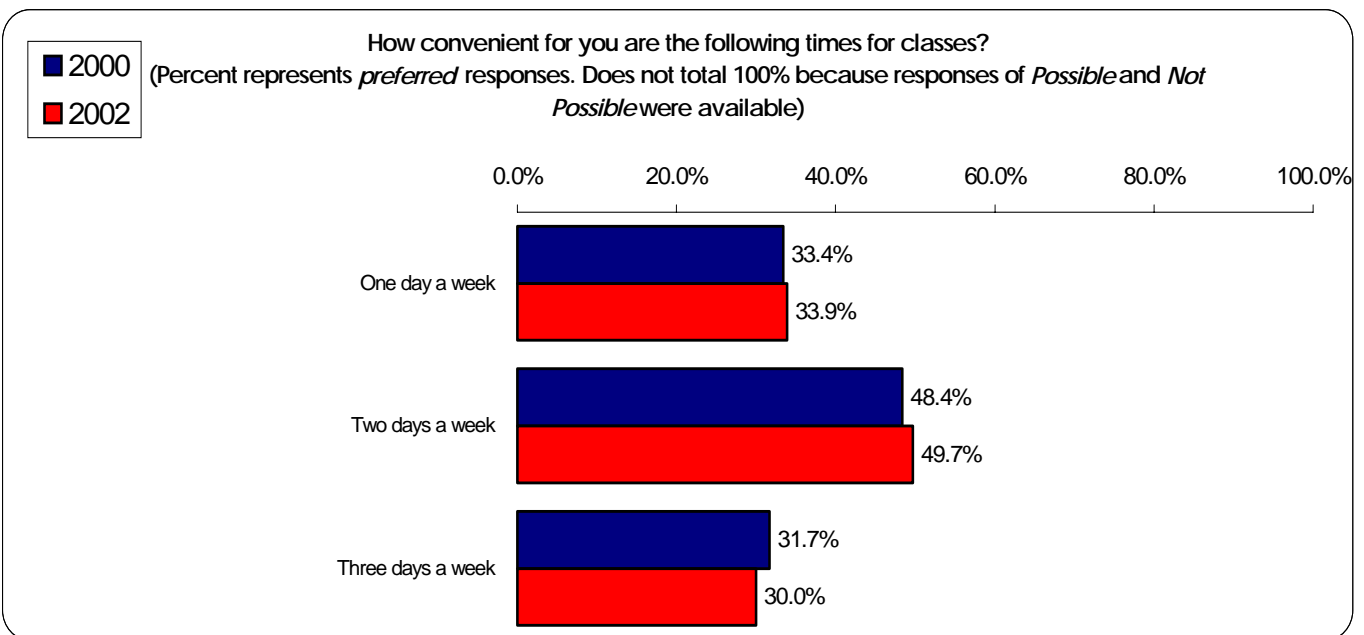


College Attendance

One and one-half hour classes are preferred by most students. This preference has increased by 5% from 2000.

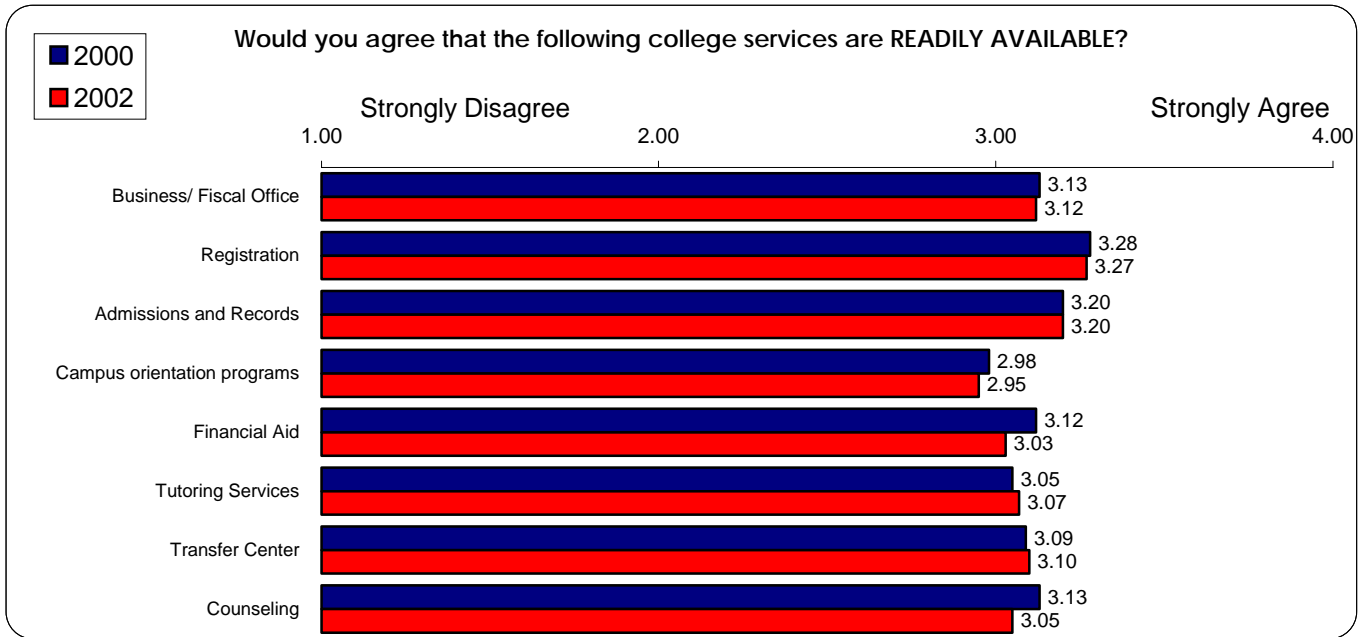


Consistent with the previous preference for 90 minute classes, the most preferred times are twice a week.

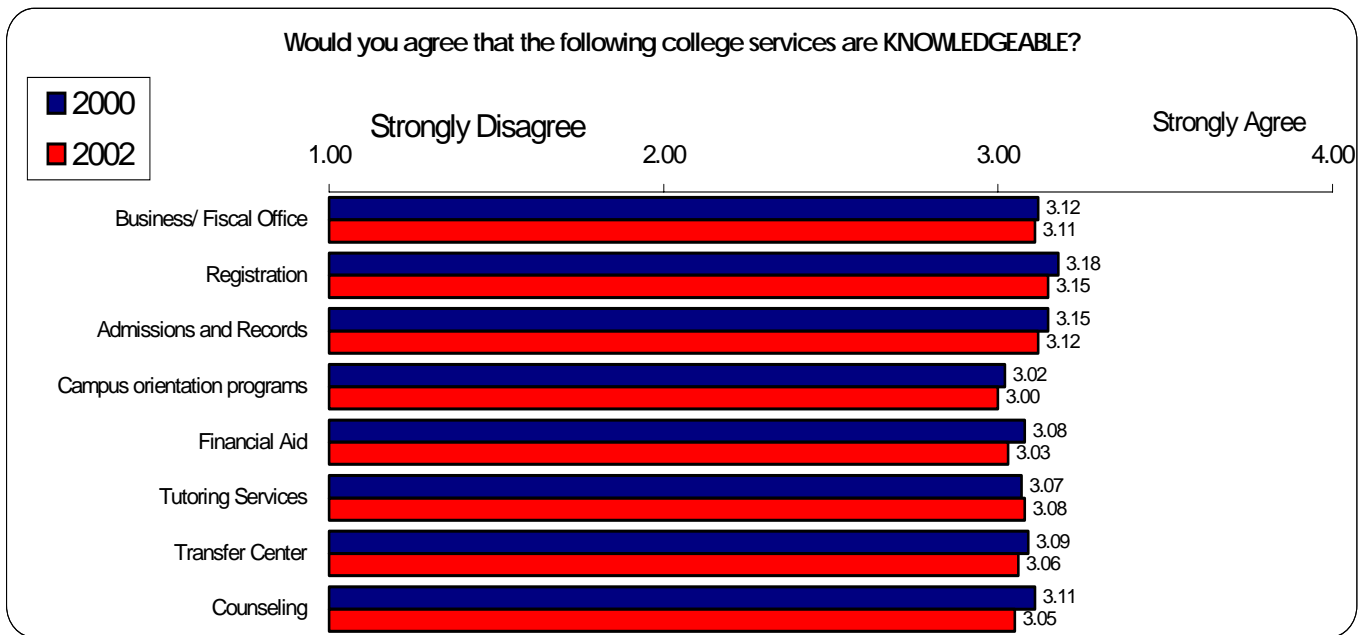


College Services

“Campus orientation services” are rated as the least readily available service. Students have lowered their rating of “financial aid” and “counseling” in this category.

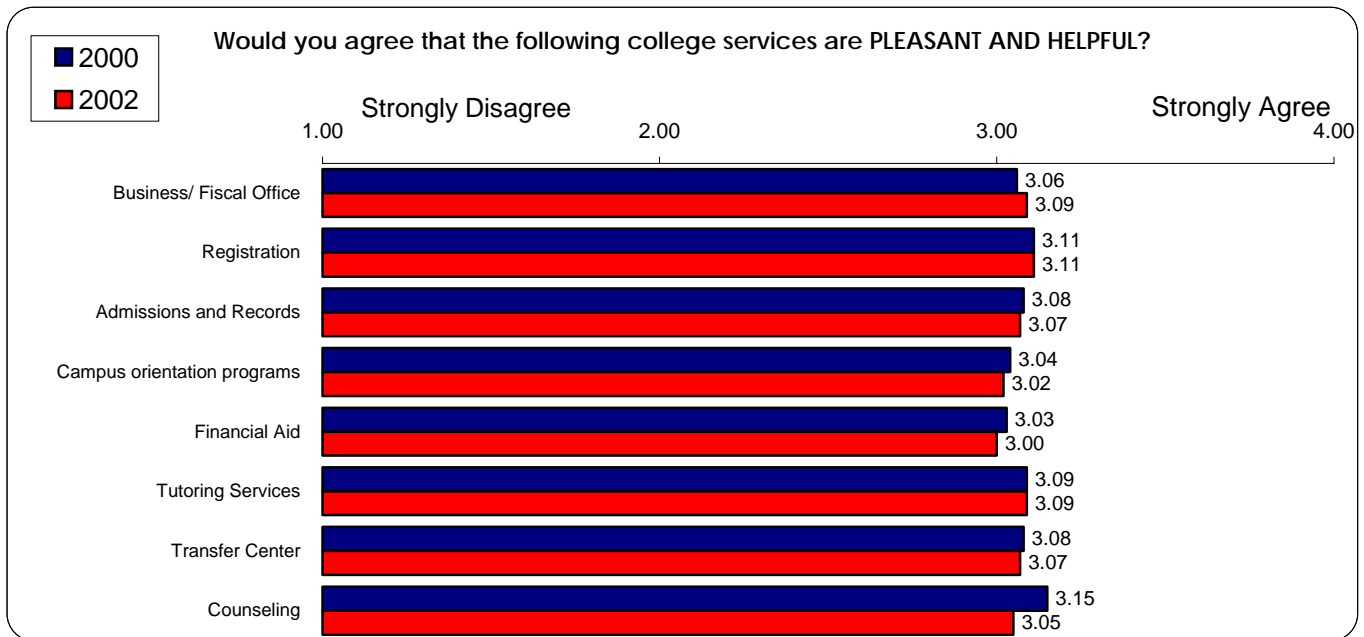


While LACC students “agree” that these services are knowledgeable all have shown a slight decrease from 2000.

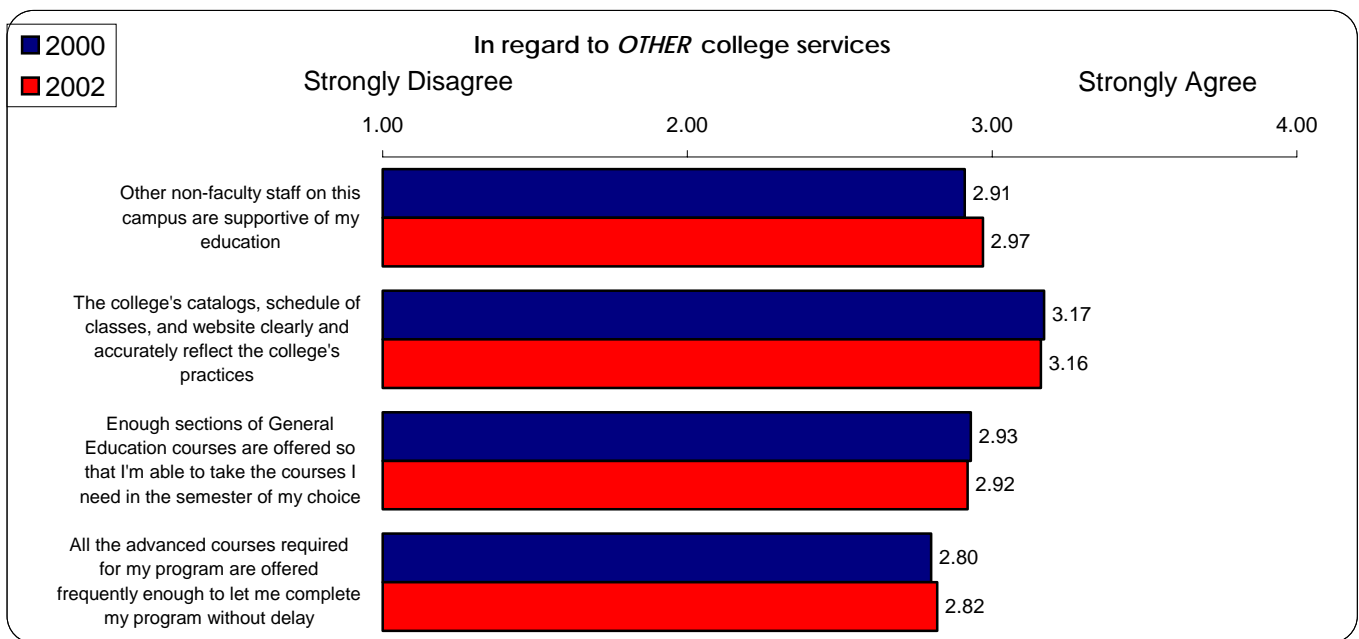


College Services

Again, the across-the-board rating is “agree” with a slight negative trend.

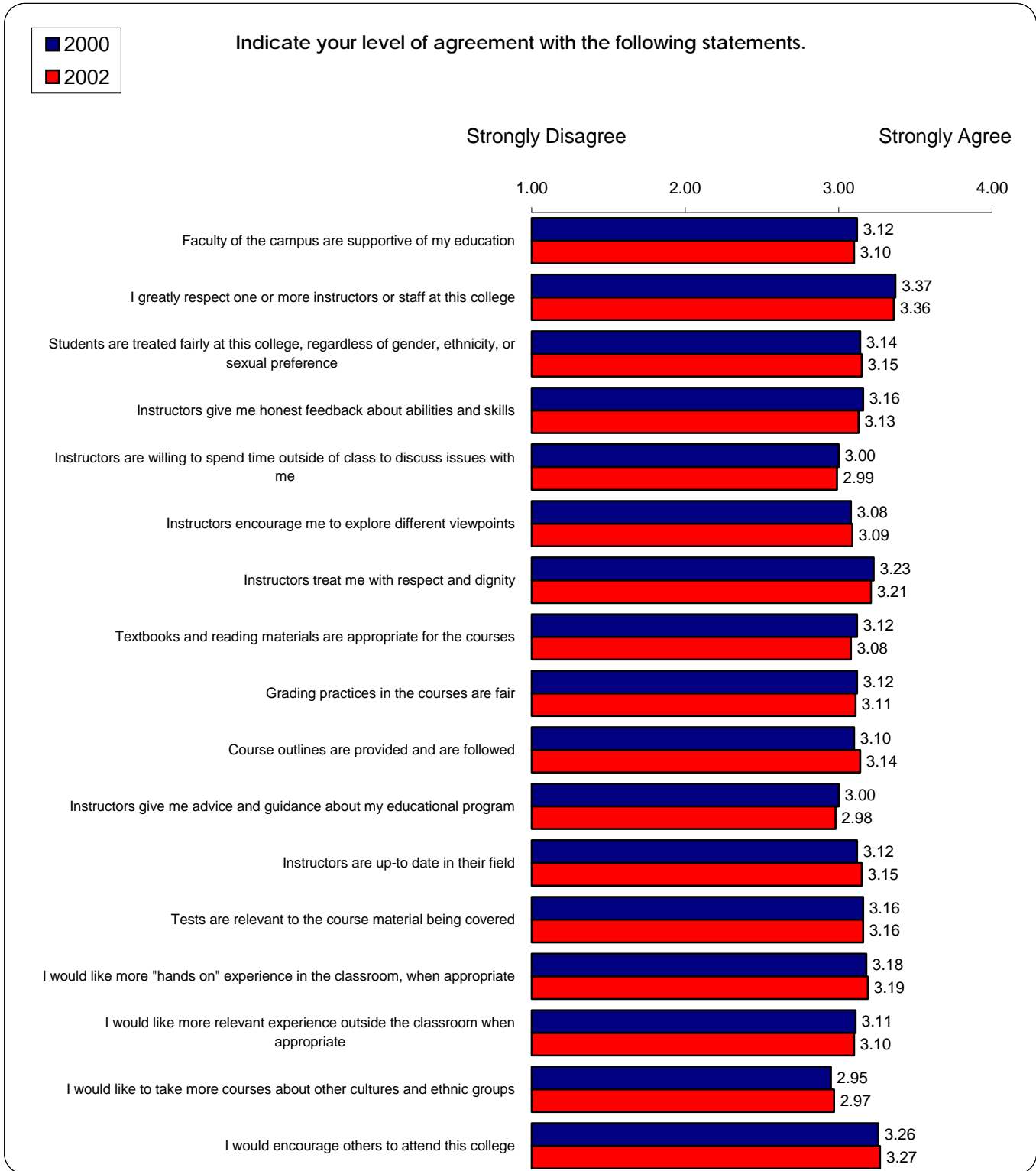


Students agree most strongly with the statement “The college’s catalog, schedule of classes, and web-site clearly and accurately reflect the college’s practices.”



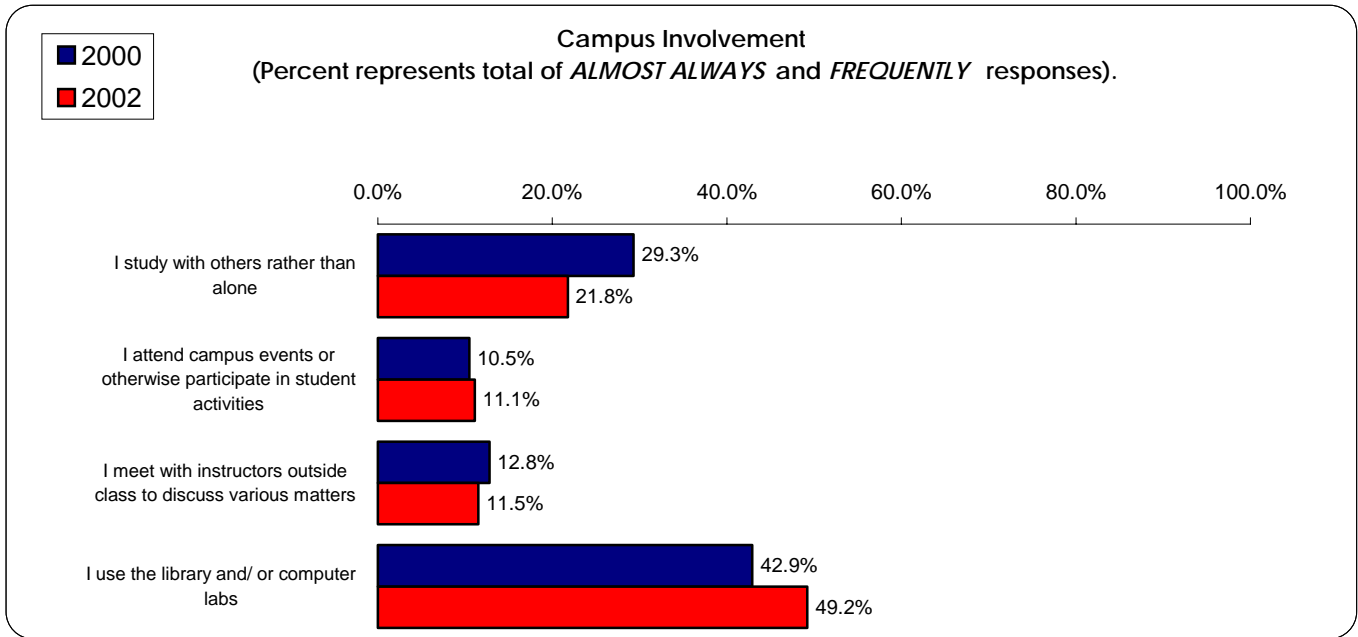
Educational Programs

Students express their strongest agreement with the statements “I greatly respect one or more instructors or staff,” “Instructors treat me with respect and dignity,” and “I would encourage others to attend this college.”

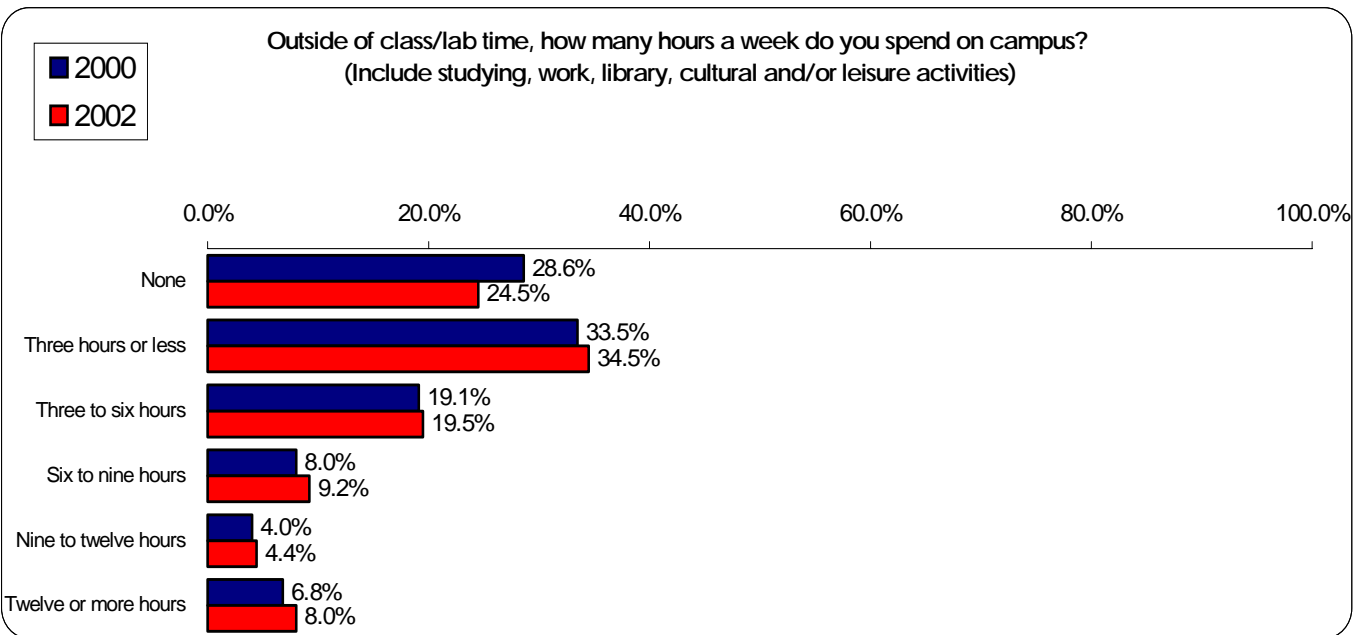


Campus Involvement

The use of the library and computer labs has increased in the last two years.

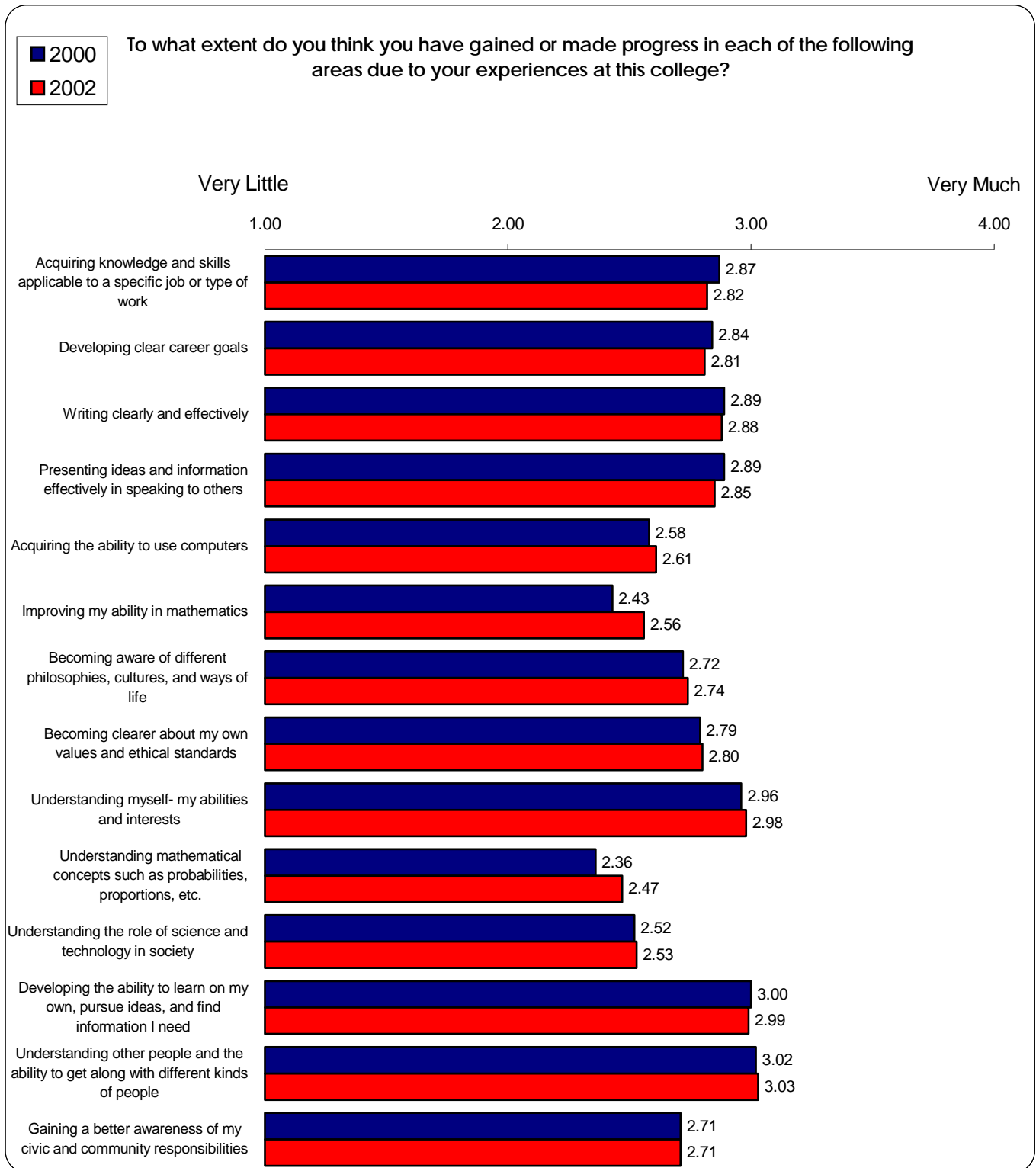


Students are spending more time on campus. Less than 25% of students spend no time on campus outside of their classes or labs.



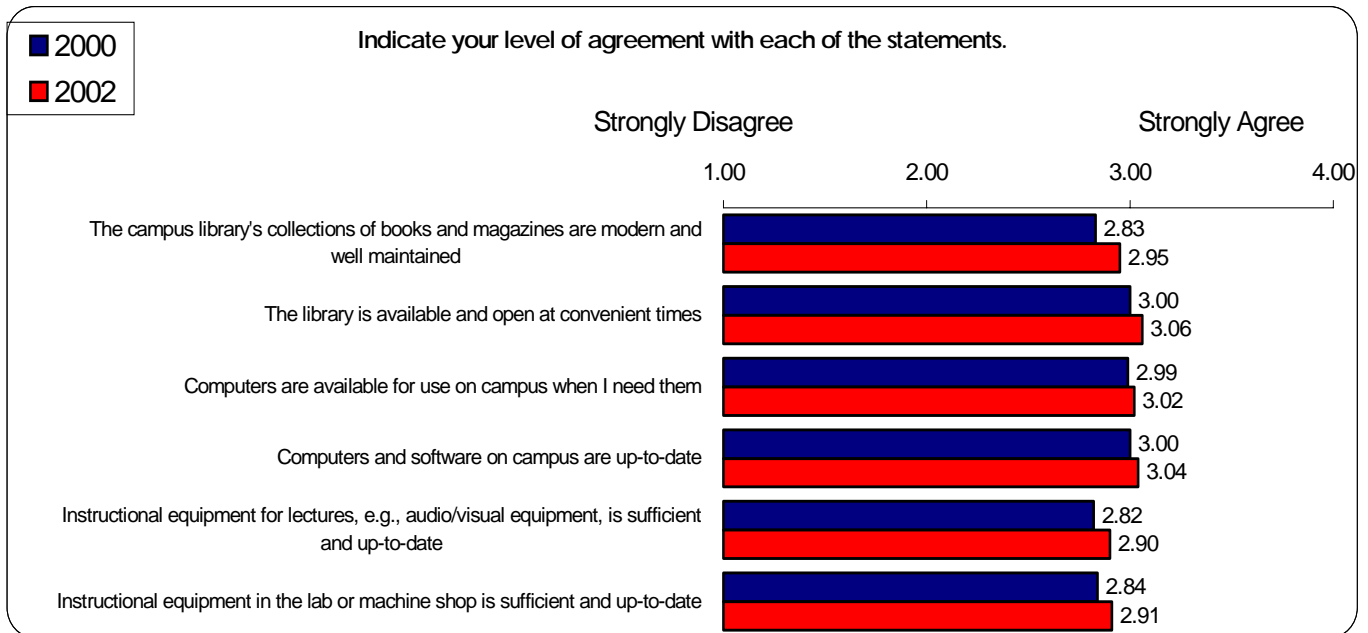
Gains in Skills and Knowledge

“Understanding others,” “developing the ability to learn on my own,” and “understanding my abilities and interests” are the areas in which students believe they have made the most progress. Math and computer skills have made gains from 2000.



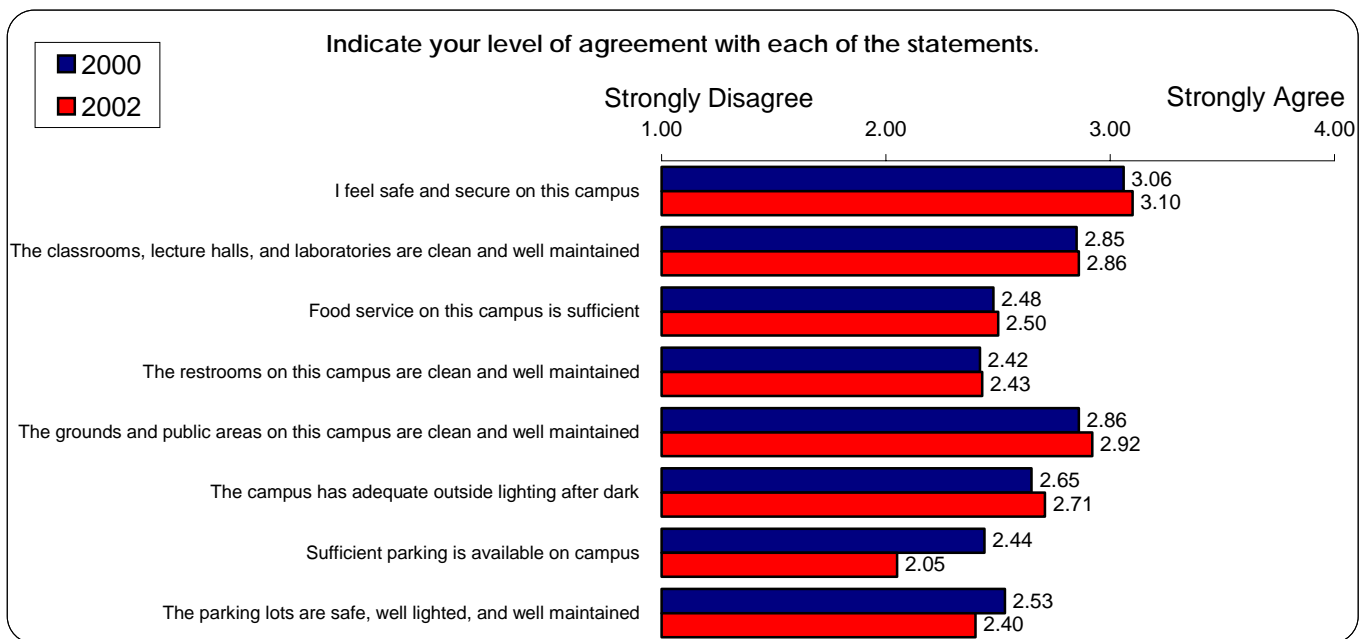
Instructional Support

Students have developed a more positive opinion of instructional support since 2000.



Campus Facilities and Service

Our students “agree” with the statement “ I feel safe and secure.” Parking is the lowest rated service and has gotten significantly worse.

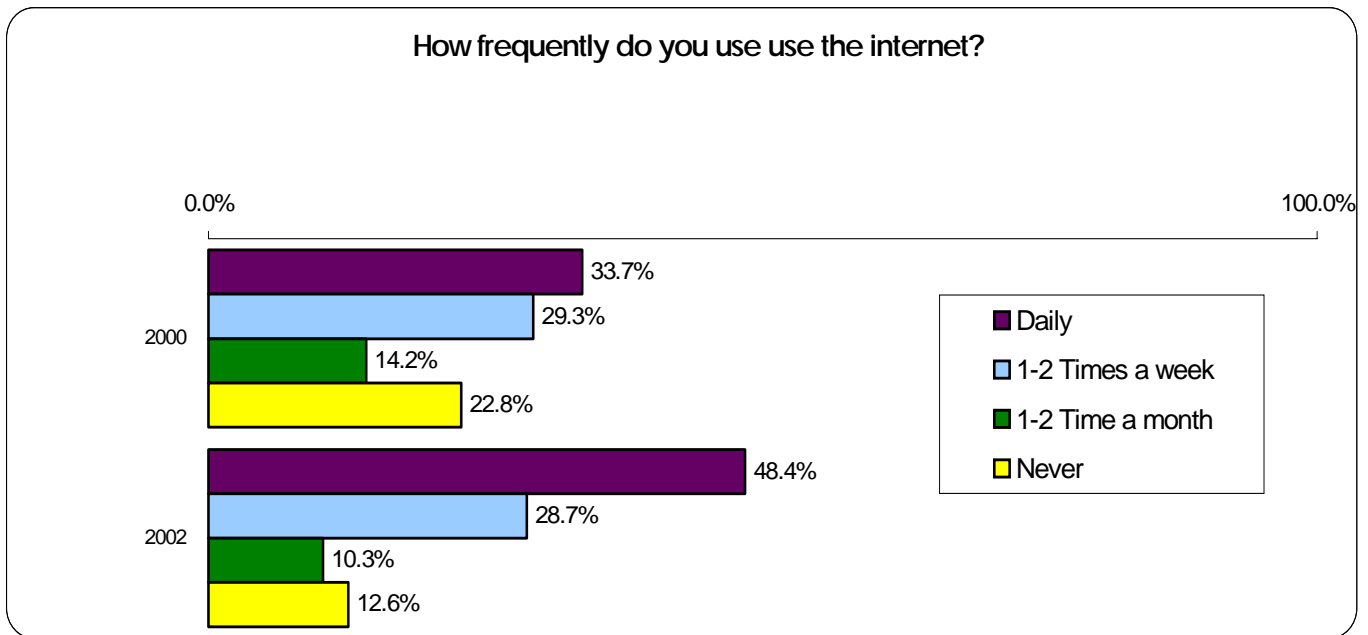


Computer Use

More than 50% of students use a computer daily and less than 10% never use a computer. Since 2000, computer use has increased significantly.

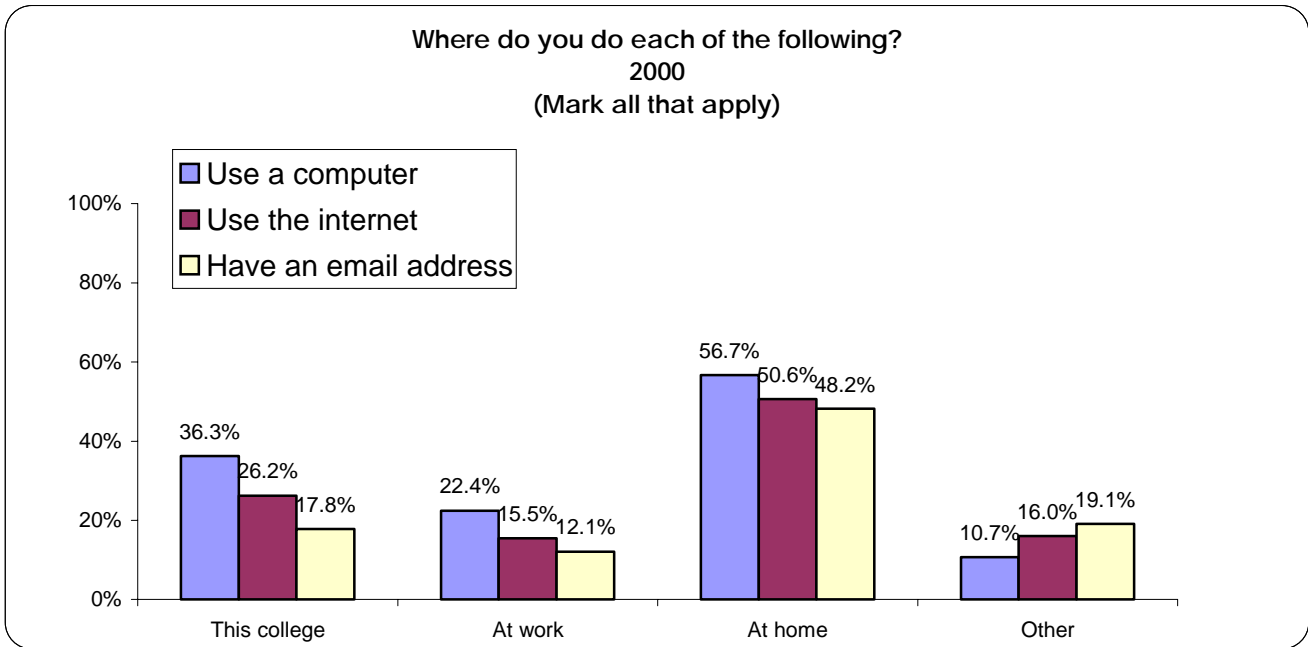


As more students use computers on a regular basis, they are also using the computers to access the internet.

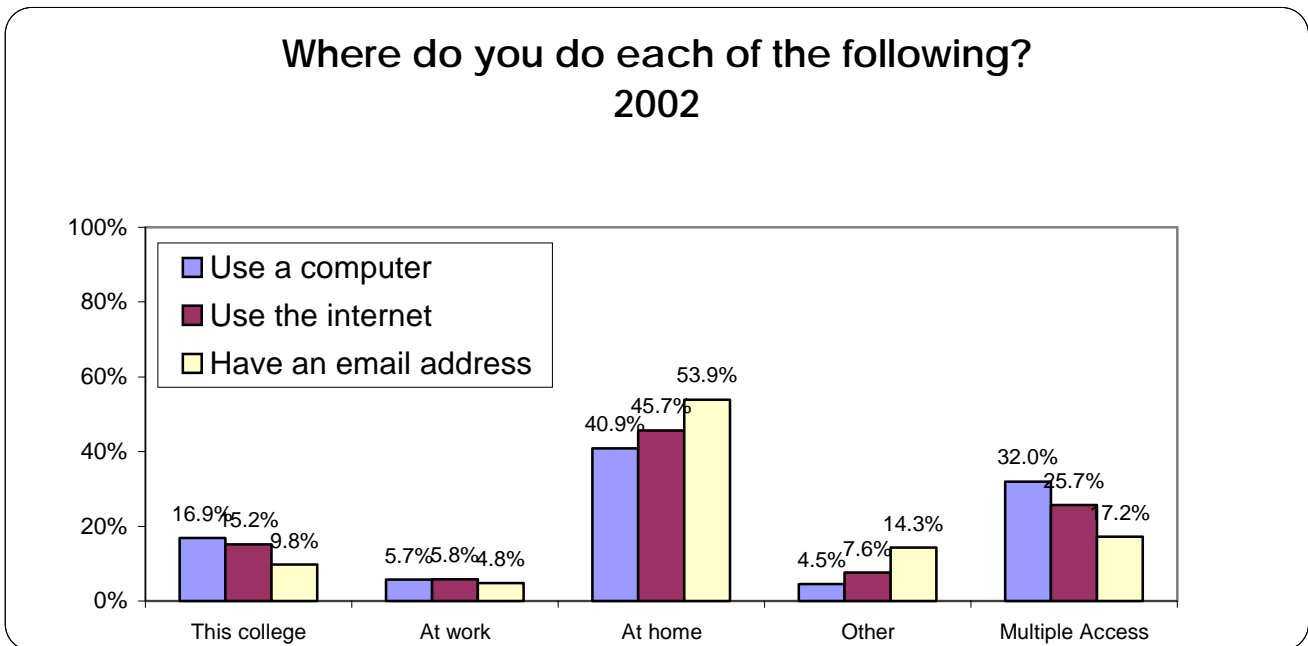


Computer Use

The structure of responses changed between 2000 and 2002. The percents on the first chart below do not total 100% because multiple responses were possible.

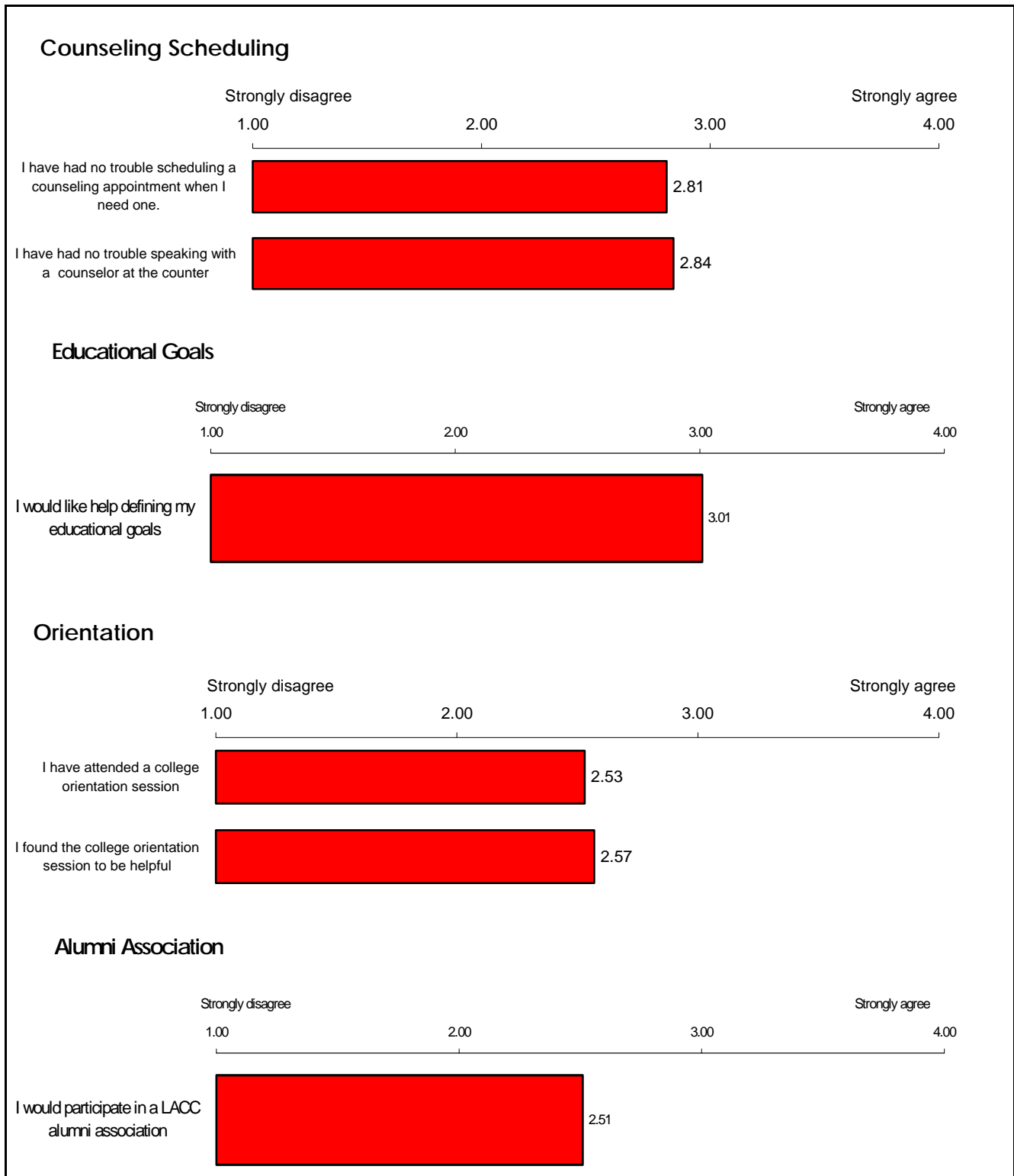


Most students use a computer at home. The second largest group of students use computers at multiple locations.



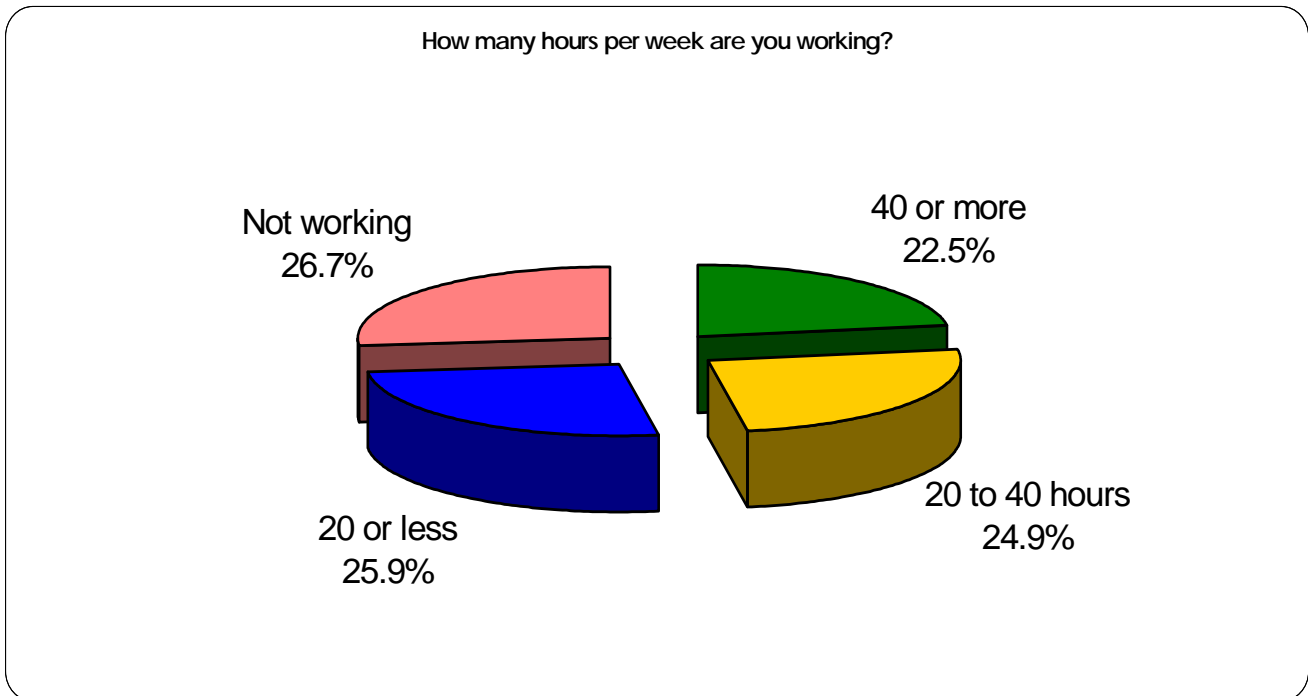
Questions Specific to LACC for 2002

The following questions are new for Fall 2002. More than 1,800 students responded to these questions. The 2.53 score for “I have attended a college orientation” session indicates that many students have not attended college orientation.



Questions Specific to LACC for 2002

The work patterns reflect Los Angeles City College's diverse student population. Approximately 25% of the students fall into each category from "not working" to "40 or more hours."



Summary of Comments

The statement "Please use the space below to make any suggestions that can help the college to improve "its instructional programs or student services" elicited many responses from the students. The top eight topics (*in order of number of responses*) were (1) general academic issues, (2) parking, (3) class scheduling, (4) overall student services, (5) financial aid, (6) restrooms, (7) book prices and (8) counseling.

Academic Programs

Students had a wide range of comments regarding academic issues.

"Some teachers are only teaching to the blackboard and (that) makes it harder to learn."

I think the instruction here is excellent. I have recommended this school to others."

"I think teachers really have to have their heart in teaching, if not most students will become discouraged."

"Due to my experience at this college I think I have gained knowledge and skills that I need to apply at my work. (I am) also becoming aware of different philosophies, cultures, and ways of life. To communicate and ability to get along with different people."

Parking

The comments about the parking situation were overwhelmingly negative mirroring the low ratings students gave in the quantitative section of the survey. It is worth mentioning that this survey was conducted during the first semester in which students were barred from parking in lots on the west side of Vermont.

" The parking situation at LACC is atrocious this semester. I feel it was a travesty to even offer parking permits. I registered by phone automatically and was never informed at that point about the parking situation."

"Parking is a nightmare."

"Parking is a major issue! Fix it before everyone bails!"

"There is not enough parking and at night it is very dangerous walking towards my car parking in the nearby neighborhoods."

Class Scheduling

Class scheduling was a major topic with students expressing the wish for more class offerings or more classes to be scheduled on the particular day or time that met their individual need. There was also a strong desire for more library hours.

“Keep the library open 24 hours a day.”

“More hours, classes, more cultural classes, more science classes and more of everything.”

“I would like more classes offered , for a course, so that a class is not so crowded with students. Too often an instructor cannot add latecomers because the class roster is full. As a result, the student can't graduate fast.”

“Add more variety of classes that meet once a week, between the hours of 7:00 pm and 10:00 pm.”

Student Services

Students had compliments and suggestions for student services.

“Admissions staff are wonderful.”

“EOP&S programs are very helpful. Very good programs.”

“International students are not really helped when looking for a job or a place to live and the fees are too expensive.”

“I think there needs to be more a set place for all counselor and counseling available places. It's weird running to five different spots on campus. Why are Student Activities so far from Registration and the Business Office? I don't want to buy an ASBG membership because when I think about crossing the quad, I change my mind. But I heard the problem will be remedied in a few years. So good luck.”

Financial Aid

The Financial Aid Office was an area of concern. It is clear that financial aid is a critical issue for our students.

"The Financial Aid Office should have two offices. It gets really packed and you have to wait for a long time."

"The school should have more people working at the Financial Aid office."

"Financial Aid services need to be improved and staff needs to be more knowledgeable and helpful. I am very dissatisfied with the Financial Aid office. Help is not being offered to those who really need it."

"Get additional financial aid for single mothers. Get some kind of help with books and supplies for mothers who can't afford it."

Restrooms

Comments about the state of the restrooms were overwhelmingly negative. The students feel that the restrooms are poorly maintained.

"Restrooms are consistently dirty across the campus."

"Please clean the bathrooms!"

"Every women's bathroom I have ever been in is a total disaster."

"LACC needs mirrors in the men's restrooms."

Book Prices

Students complained about book prices.

"Lower book prices. They are very expensive and that keeps me from enrolling in other classes."

"Textbook prices are much too high."

"Please make sure that the textbook and/or packet are not unreasonable in price. The books are more expensive than the class itself. Ridiculous!"

"One thing that will strongly help is if books wouldn't be so expensive. Sometimes we go to class without a book and (that) makes it very difficult for us to learn."

Counseling

Students also had suggestions for the counseling office.

“Make the counseling hours from 9 am to at least 6 pm. Many students work during the day, which makes it difficult to schedule an appointment.”

“Need more supportive counselors. Not ones that don’t believe in you. Support! Not threat.”

“I would like more help in the area of my major. More information from the counselors.”

“Counselors can be more helpful to newcomers.”