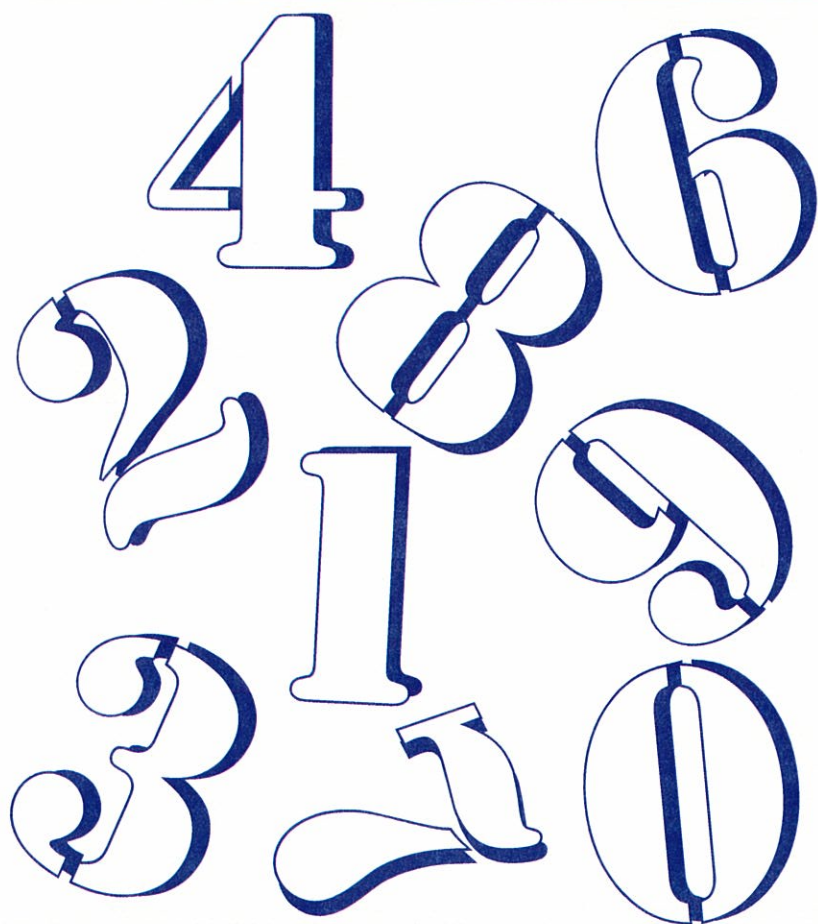


Guam Community College

Fall 2008

STUDENT QUESTIONNAIRE REPORT



Report Date
February 2009



This report was primarily written by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIE staff Vangie Aguon and Priscilla Johns. Special thanks to Patrick Clymer, GCC Registrar for assistance in helping to create the Student Climate Survey in Banner and to Marlena Montague, Systems Programmer (MIS) for extracting survey results from Banner. AIE also wishes to recognize Dr. Clare Camacho, Jo Nita Kerr, Frank Blas and Patricia Terlaje for providing valuable faculty input.



Mission Statement - Board of Trustees Policy 100

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality-learning opportunities in occupational, vocational-technical, technological, academic, and continuing education reflective of our community and industry needs. (Adopted February 9, 2005 – Resolution 3-2005 --Policy last reviewed: January 25, 2007)

FALL 2008 STUDENT QUESTIONNAIRE REPORT

Executive Summary

In its effort to ensure that student needs are met, Guam Community College (GCC) created a questionnaire intended to assess the delivery of instruction of each course offered at the College and to provide formative feedback to faculty. The questionnaire was also intended to provide the College with information about concerns students may have about their classroom learning environment and the time and day classes are offered. This feedback is essential to promoting student retention and improving teaching strategies.

Prior to the 1997-1998 academic year, this survey was known as the *Climate Survey*. During the 1997-1998 academic year, the survey was revised and renamed the *Student Questionnaire*. The same twenty-six questions from the revised survey have been used in subsequent surveys.

The Fall 2008 *Student Questionnaire* was administered on-line and was available to students (postsecondary and adult high) for a period of one month, from November 3, 2008 to December 3, 2008. The overall survey response rate was 12.9%. Survey results were extracted from Banner in the form of raw data and compiled in a table format for distribution to faculty and the Deans. An analysis of the responses to each survey question was also conducted.

The mean response to each survey question pertaining to the instructor reveals a general agreement among respondents. The mean response to the survey question related to the classroom also reveals a general agreement that classrooms provide an appropriate

atmosphere for learning. However, some issues that were raised regarding the classroom environment include the size of the classroom, the need for better tables and more chairs, problems with internet connection, availability of computers, access to working computers, classroom temperature, and classroom lighting. As for when classes are offered, there is also a general agreement that classes are offered at an appropriate time and day.

As with previous *Student Questionnaires*, the process of compiling the results was time-consuming because they were in the form of raw data. In light of the time and resources dedicated to administering and compiling the results of these in-house surveys, it is recommended that the College use an already established student survey that fits its needs and whose results can be processed by the vendor. Additionally, with the Accrediting Commission for Community and Junior Colleges' (ACCJC) requirement that the College assess Student Learning Outcomes (SLOs) for courses, it is recommended that the focus of the student survey should be on learning rather than the delivery of instruction.

It is therefore recommended that the College consider obtaining the services of *The IDEA Center*, a non-profit organization based at Kansas State University. The company developed a *Student Ratings of Instruction* survey which focuses on student learning and is tailored to fit the faculty's teaching objectives. The results of the *IDEA Student Ratings of Instruction* are processed by the vendor and a copy of the survey results is sent to the College for distribution to faculty to help guide improvement efforts. Additionally, this new instrument will analyze student learning with the aim of producing a global report which answers the following questions: *Are students learning, as they*

perceive it? and *What factors facilitate or hinder their learning process?* The College has utilized the services of the IDEA Center for the past three years to administer its *Administrator Assessment Survey* and is pleased with the service it has received from the vendor. If feasible, the College should consider piloting the survey this Spring semester using the paper form.

Additionally, in the future, if a decision is made to utilize an online survey, it is recommended that the College place temporary grade or registration holds on students who have not completed the survey until they do so. The College, however, needs to first ensure that all students have access to computers with internet access on campus so that they can complete the survey. The college should designate a computer lab that students can utilize for this purpose.

It is also recommended that the College solicit feedback from secondary students enrolled in our Career and Technical Education programs at the five public high schools. These students have not been surveyed in the past and secondary faculty could also benefit from the feedback provided by their students.

Furthermore, the College should look at ways to improve the classroom learning environment by addressing the concerns raised by students. If there is a pattern of student concern regarding a particular adjunct faculty, the Deans should continue to bring this up to the attention of the appropriate Department Chair. If there is a pattern of student concern regarding a particular full-time faculty, the Deans should continue to bring this up to the attention of their evaluator. The intent is to initiate dialogue about the concerns raised by students. Additionally, if there is a concern about the classroom itself, the College should ensure that these concerns are addressed.

I. Background and Rationale

In the past, the *Student Questionnaire* was used to compile data needed to evaluate instructors and the courses offered at GCC. However, during academic year 1998-1999, the College implemented a faculty evaluation system known as the Individual Faculty Plan and Self-Appraisal which does not mandate the inclusion of *Student Questionnaire* results. The *Student Questionnaire* now provides instructors with formative feedback. The College also uses the questionnaire to gather information to improve student learning. For example, if there is a pattern of student concern regarding a particular adjunct faculty, the Deans will bring this up to the attention of the appropriate Department Chair. If there is a pattern of student concern regarding a particular full-time faculty, the Deans will bring this up to the attention of their evaluator. The intent is to initiate dialogue about concerns raised by the students. Additionally, if there is a concern about the classroom itself, the College will make the needed improvements.

In 1998, GCC received a Vocational Education Act (VEA) grant for a program entitled *Automated Data Collection and Compilation*. According to the Program Agreement, “Prior to academic year 1997-1998, only students in postsecondary courses were routinely asked to provide an evaluation of course instruction and management—this evaluation used a form called the *Climate Survey*.” Survey results were manually entered into a computer and compiled. The intent of the grant was to design and purchase scannable forms to assess student satisfaction of instruction in all GCC secondary, postsecondary, and adult high school courses during academic year 1998-1999. In the past, the *Student Questionnaire* underwent slow manual processing; the college hoped that scannable forms would accelerate the task.

Due to time and personnel constraints related to manual entry and compilation of data, results were sometimes inaccurate and feedback to faculty was delayed up to several months. These challenges led to the decision to automate the *Student Questionnaire*. In 1997, GCC purchased the ScanTools for *Windows* software and an OpScan printer. Although the scannable forms were useful in expediting the compilation of responses to multiple choice questions, GCC support staff was still responsible for extracting the qualitative comments from the forms and compiling them.

In November 2001, GCC entered into a contract with a vendor to reproduce the scannable *Student Questionnaire* forms in-house. The decision to do this was based on the increased cost of the survey forms directly from the vendor. These in-house forms were used by the College beginning Fall 2001. However, the forms presented several obstacles. The quality of paper used to reproduce the forms caused the paper to tear. It also caused paper jams in the scanner. These problems led to a delay in processing and disseminating the survey results in a timely manner.

With all the challenges encountered with the in-house scannable forms, the College decided to make the survey available on-line in Fall 2005. Students were directed to go to the GCC home page to complete the survey.

In Spring 2006, the College used a survey engine called *freeonlinesurveys.com* to conduct its *Student Questionnaire*. Results of the surveys were available to faculty electronically.

In June 2007, the College implemented a new integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system now known as MyGCC. This new system has a survey feature

that can be accessed by registered students. The questionnaire was available on MyGCC from April 28, 2008 to May 12, 2008. However, since the last day of classes for the Spring semester was May 7, 2008, many students did not have an opportunity to complete the survey. Consequently, the response rate was low.

II. Methodology

The Fall 2008 *Student Questionnaire* was administered to postsecondary and adult high school students. In early October, the Registrar provided the Assessment and Institutional Effectiveness (AIE) Office with a Fall 2008 Master Schedule. The schedule was used to create the *Fall 2008 Student Questionnaire* in Banner, GCC's unified database system where student data resides. The *Student Questionnaire* consists of twenty-six questions. Twenty-four are multiple choice and two are open-ended questions (Attachment A).

On October 24, 2008, AIE distributed a memo to Department Chairpersons (DCs) announcing the administration of the *Fall 2008 Student Questionnaire*. The memo asked DCs to advise the faculty within their department to inform their students to log on to MyGCC to answer the survey. Students could access the survey from any computer with internet access at any time from November 3, 2008 to December 3, 2008.

A similar memo was posted on MyGCC *Campus Announcements* on October 27, 2008. This memo included instructions (with screenshots taken from MyGCC) on how to complete the survey. Additionally, the Communications and Promotions Office sent an email message directly to faculty advising them to log on to MyGCC for instructions on how to complete the *Fall 2008 Student Questionnaire*.

The Communications and Promotions Office also worked with AIE to create a poster announcing the *Fall 2008 Student Questionnaire*. Placed throughout the campus on October 30, 2008 (Attachment B), the poster included instructions on how to complete the questionnaire.

Additionally, DCs were reminded of the *Student Questionnaire* during their meeting held on November 21, 2008. An email reminder was also sent to faculty on November 24, 2008 and a reminder was posted on MyGCC on the same day. Reminders in the form of fliers were also placed in faculty mailboxes.

III. Results and Discussion

For this study, completed surveys were defined as surveys with at least 75% of the questions answered. Results were only compiled from completed surveys.

Of the 290 courses listed in the Fall 2008 Master Schedule provided by the Registrar, responses (partial and complete) were received from students enrolled in 188 of these courses. No responses were received from students enrolled in 102 of the courses listed in the master schedule.

The seat count for Fall 2008 reported by the Registrar as of December 4, 2008 was 5,035. However, only 649 registered students responded to the survey. Of the 649 students who responded, 610 completed at least 75% of the survey. Of the 39 students who partially completed the survey, 25 responded to less than 5 questions. The overall survey response rate was 12.9% (649/5,035).

The low response rate may have been due to the lack of computers with internet access in some classrooms as well as a lack of student access to the internet off campus. Several faculty indicated that students had difficulty accessing computers with internet

capabilities. A number of classes that responded to the survey have internet access in the classroom.

Raw data, extracted from Banner, required arrangement in a comprehensible table format. AIE staff dedicated two weeks to organizing the data before distributing the final results to the faculty and Deans.

Multiple choice questions addressed three categories- instructor, classroom atmosphere, and class time and day. As seen in Table 1 below, respondents agreed with all variables related to the instructor. They agreed that instructors treat students with respect (mean 3.64, s.d. 0.56); seem to like teaching (mean 3.62, s.d. 0.58); use class time well (mean 3.60, s.d. 0.57), are well-prepared and organized for class (mean 3.59, s.d. 0.59); are willing to help with individual problems (mean 3.59, s.d. 0.59); clearly explain course procedures within the syllabus (mean 3.59, s.d. 0.59); are consistent, approachable, and fair in their relationships with students (mean 3.59, s.d. 0.61); grade tests fairly (mean 3.56, s.d. 0.61); clearly explain the goals, objectives, and overall purpose of the course (mean 3.56, s.d. 0.58); allow time for questions and encourage students (mean 3.55, s.d. 0.61); use good examples in class (mean 3.55, s.d. 0.63); ask questions to see if students understand (mean 3.55, s.d. 0.61); relate the subject to the “real world” (mean 3.55, s.d. 0.58); speak clearly and are easy to understand (mean 3.54, s.d. 0.65); answer questions clearly (mean 3.52, s.d. 0.68); effectively use the blackboard, films, pictures, computers, slides, or other aids (mean 3.51, s.d. 0.63); return or provide feedback on exams and assignments in a timely manner (mean 3.48, s.d. 0.70); provide class activities which match the course objectives (mean 3.47, s.d. 0.68); use other resources in addition to the textbook (mean 3.46, s.d. 0.65), keep students informed of

their progress (mean 3.43; s.d. 0.71); are available for help outside of class during office hours and other arranged time (mean 3.43, s.d. 0.65); and make the material interesting (mean 3.43, s.d. 0.72). Of these variables, the three with the least consensus are instructors make the material interesting (mean 3.43, s.d. 0.72), instructors keep students informed of their progress (mean 3.43, s.d. 0.71), and instructors return or provide feedback on exams and assignments in a timely manner (mean 3.48, s.d. 0.70). The high standard deviation reveals a divergence in opinion among respondents.

Table 1.
Respondents' MODAL RESPONSES, MEAN and STANDARD DEVIATION for
multiple choice questions.

	Mode , or most frequently occurring value on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Mean , or the average of the value in all responses on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
The instructor clearly explains course procedures within the syllabus.	4.00	3.59	0.59
The instructor clearly explains the goals, objectives, and overall purpose of the course.	4.00	3.56	0.58
The instructor returns or provides feedback on exams and assignments in a timely manner.	4.00	3.48	0.70
The instructor speaks clearly and is easy to understand.	4.00	3.54	0.65
The instructor answers questions clearly.	4.00	3.52	0.68
The instructor uses good	4.00	3.55	0.63

	Mode , or most frequently occurring value on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Mean , or the average of the value in all responses on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
examples in class.			
The instructor makes the material interesting.	4.00	3.43	0.72
The instructor asks questions to see if the students understand.	4.00	3.55	0.61
The instructor seems to like teaching.	4.00	3.62	0.58
The instructor treats students with respect.	4.00	3.64	0.56
The instructor is willing to help with individual problems.	4.00	3.59	0.59
The instructor is consistent, approachable, and fair in his/her relationships with students.	4.00	3.59	0.61
The instructor keeps students informed of their progress.	4.00	3.43	0.71
The instructor provides class activities which match the course objectives.	4.00	3.47	0.68
The instructor uses other resources in addition to the textbook.	4.00	3.46	0.65
The instructor relates the subject to the “real world”.	4.00	3.55	0.58
The instructor effectively uses the blackboard, films, pictures, computers, slides, or other aids.	4.00	3.51	0.63
The instructor allows time for questions and encourages them.	4.00	3.55	0.61

	Mode , or most frequently occurring value on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Mean , or the average of the value in all responses on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
The instructor grades tests fairly.	4.00	3.56	0.61
The instructor uses class time well.	4.00	3.60	0.57
The instructor is well-prepared and organized for class.	4.00	3.59	0.59
The instructor is available for help outside of class during office hours and other arranged time.	4.00	3.43	0.65
Did the classroom provide the appropriate atmosphere for learning?	4.00	3.94	0.24
Was this class offered at an appropriate time and day?	4.00	3.96	0.20

In terms of “making the material interesting”, several qualitative comments revealed that some students felt that instructors make the material interesting. For instance, one student reported “What I like about this class is how the instructor made learning the materials interesting, fun, and easy.” However, other students felt differently. One student wrote “The learning materials were only from the textbook.”

As for keeping students informed of their progress, opinions amongst respondents differed. For example, one student stated “What I like the most is that this teacher follows up on her students’ progress and checks up on their learning environment.” Another student commented “What I like least about this class was not being able to know what our progress was in class-- i.e. weaknesses and strengths in our papers.”

With respect to providing feedback on exams and assignments in a timely manner, some students felt that their instructors did this but others felt that they did not. For example, according to one student “The instructor made good use of class time and was quick about giving feedback regarding homework and tests.” On the other hand, another student stated “When we turn in our work, test, homework, quiz, we don’t know what we did wrong because it wasn’t shown to us or wasn’t explained.”

In terms of the classroom environment, respondents agreed that classrooms provided the appropriate atmosphere for learning (mean 3.94, s.d. 0.24). The low standard deviation reflects a high consensus among respondents. However, some issues included small classroom size, the need for better tables and more chairs, problems with internet connection, availability of computers, access to working computers, classroom temperature was either too hot or too cold, and poor classroom lighting.

As for when classes are offered, respondents agreed that classes were offered at an appropriate time and day (mean 3.96, s.d. 0.20). Again, the low standard deviation reveals a high consensus among respondents.

IV. Recommendations

Although some improvements have been made in how the *Student Questionnaire* is administered and in how the results are compiled and reported, the issue of the time it takes to compile the results remains.

An important component of the assessment initiative at the College is student feedback. The *Student Questionnaire* used by the College for many years was designed to collect information on student perceptions about instruction rather than learning. With

the ACCJC requirement that the College assess Student Learning Outcomes for courses, the focus of the *Student Questionnaire* should be on learning rather than instruction.

It is therefore recommended that the College consider obtaining the services of *The IDEA Center*, a non-profit organization based at Kansas State University. The IDEA Center developed a *Student Ratings of Instruction* survey which focuses on student learning and is tailored to fit the faculty's teaching objectives. The results of the *IDEA Student Ratings of Instruction* are processed by the vendor and a copy of the survey results is sent to the College for distribution to faculty to help guide improvement efforts. Moreover, this new instrument analyzes student learning with the aim of producing a global report that answers the questions: *Are students learning, as they perceive it?* and *What factors facilitate or hinder their learning process?*

In September 2008, AIE provided DCs and the Deans with documents describing the *Student Ratings of Instruction* as well as a link to the IDEA Center so that they could get additional information about the instrument. Compact discs containing an overview of the survey instrument were also available to DCs for their review. Four DCs and one Dean indicated that they were receptive to piloting the *Student Ratings of Instruction*. It is therefore recommended that the College pilot the instrument this Spring semester.

It is also recommended that the survey be administered to secondary students enrolled in GCC's Career and Technical Education programs at the five public high schools. These students have not been surveyed in the past and secondary faculty could also benefit from the feedback provided by their students.

Since the *Student Ratings of Instruction* survey can be administered using paper forms or online, it is recommended that paper forms be used to pilot the instrument, particularly since the issue of internet access may have contributed to the low response rate to the Fall 2008 *Student Questionnaire*. Additionally, because it is anticipated that the use of the paper forms will result in a higher response rate, the College would be in a better position to determine if it should continue to use the *Student Ratings of Instruction*.

Moreover, should the college administer an online survey, an additional recommendation is placing a temporary grade or registration hold on students who do not complete the survey. The College, however, needs to first ensure that all students have access to computers with internet access on campus so that they can complete the survey. The college should designate a computer lab for this purpose.

Furthermore, the College should look at ways to improve the classroom learning environment by addressing the concerns raised by students. As mentioned earlier, if there is a pattern of student concern regarding a particular adjunct faculty, the Deans should continue to bring this up to the attention of the appropriate Department Chair. If there is a pattern of student concern regarding a particular full-time faculty, the Deans should continue to bring this up to the attention of their evaluator. The intent is to initiate dialogue about the concerns raised by students. Additionally, if there is a concern about the classroom itself, the College should make the needed improvements.

GUAM COMMUNITY COLLEGE

STUDENT QUESTIONNAIRE

Teaching Faculty

Course Title: _____

Instructor Name: _____

Course No.									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
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Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
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U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
0	0	0	0	0	0	0	0	0	0
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6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Section or Period		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Instructor No.					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Semester:
<input type="radio"/> Fall
<input type="radio"/> Spring
<input type="radio"/> Summer

Year			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Please fill in the circle that best describes your opinion.

The Instructor:

- 1 - clearly explains course procedures within the syllabus.
- 2 - clearly explains the goals, objectives, and overall purpose of the course.
- 3 - returns or provides feedback on exams and assignments in a timely manner.
- 4 - speaks clearly and is easy to understand.
- 5 - answers questions clearly.
- 6 - uses good examples in class.
- 7 - makes the material interesting.
- 8 - asks questions to see if the students understand.
- 9 - seems to like teaching.
- 10 - treats students with respect.
- 11 - is willing to help with individual problems.
- 12 - is consistent, approachable, and fair in his/her relationships with students.
- 13 - keeps students informed of their progress.
- 14 - provides class activities which match the course objectives.
- 15 - uses other resources in addition to the textbook.
- 16 - relates the subject to the "real world".
- 17 - effectively uses the blackboard, films, pictures, computers, slides, or other aids.
- 18 - allows time for questions and encourages them.
- 19 - grades tests fairly.
- 20 - uses class time well.
- 21 - is well-prepared and organized for class.
- 22 - is available for help outside of class during office hours and other arranged time.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/don't understand
1	1	2	3	4	
2	1	2	3	4	
3	1	2	3	4	
4	1	2	3	4	
5	1	2	3	4	
6	1	2	3	4	
7	1	2	3	4	
8	1	2	3	4	
9	1	2	3	4	
10	1	2	3	4	
11	1	2	3	4	
12	1	2	3	4	
13	1	2	3	4	
14	1	2	3	4	
15	1	2	3	4	
16	1	2	3	4	
17	1	2	3	4	
18	1	2	3	4	
19	1	2	3	4	
20	1	2	3	4	
21	1	2	3	4	
22	1	2	3	4	

Although the following questions will not affect the faculty appraisal, we would appreciate your answering these questions to assist us in our future planning.

23. What did you like the **MOST** about this class?

24. What did you like the **LEAST** about this class?

25. Did the classroom provide the appropriate atmosphere for learning?

If not, please comment on how it can be improved (lighting, air conditioning, any repair needs)

26 (POST SECONDARY/ADULT HIGH SCHOOL STUDENTS ONLY)

Was this class offered at an appropriate time and day?

If not, please provide suggestions on when it can be offered.

The Fall 2008 Student Questionnaire "Student Climate Survey"

November 3, 2008 to December 3, 2008

ATTENTION STUDENTS

We are conducting our Fall 2008 Student Questionnaire, also known as the "Student Climate Survey", from November 3, 2008 to December 3, 2008.

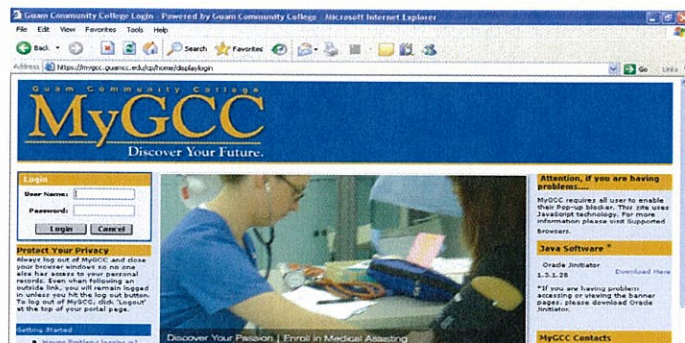
You can log on to MyGCC from any computer with internet access to complete the survey by following the instructions below.

You will also be provided with an opportunity to complete the survey during class time.

Your feedback concerning your classroom/shop experience is a valuable component of our College's assessment and improvement efforts, so please take some time to complete the survey.

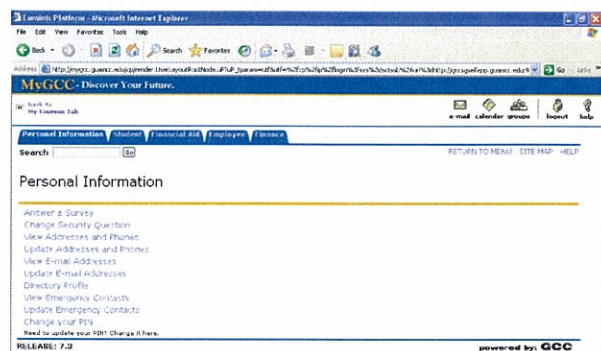
INSTRUCTIONS ON HOW TO COMPLETE THE FALL 2008 STUDENT QUESTIONNAIRE

STEP #1: Log on to MyGCC.

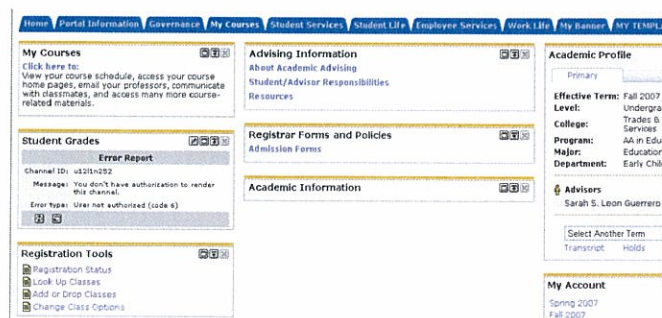


STEP #3:

The following screen will appear after you have completed STEP #2. Under the heading "Personal Information", select "Answer a Survey". Select the survey entitled "Fall 2008 Student Questionnaire". If a student is registered for multiple courses, there is a separate questionnaire that must be completed for each course.



STEP #2: Select the "My Courses" Tab. In the channel, "Registration Tools", select any item



GUAM COMMUNITY COLLEGE

Created by the Community College Act of 1977, the College offers associate degrees, certificates, and industry certification of course series completion in more than 50 fields of study. GCC also offers Adult Basic Education, an Adult High School Diploma program, GED testing and preparation and English-as-a-Second Language courses and apprenticeship support courses.

Location

Mangilao, Guam

Mailing Address

P.O. Box 23069 GMF
Barrigada, Guam 96921

Admission and Registration

Tel: (671) 735-5531-4
Fax: (671) 735-0540

Scholarships & Financial Aid

(671) 735-5544

Accreditation

Accrediting Commission for
Community and Junior Colleges
Western Association of Schools
and Colleges

Degrees Offered

Associate of Science
Associate of Arts
Certificate
Diploma

Website

www.guamcc.edu



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