

College of the Redwoods Website Assessment

*A Different View:
Assessing the Utility of CR's Website from a
High School Perspective*

Provided by the
Institutional Research Department
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Introduction

The CR web site assessment was designed to evaluate the opinions of high school students regarding CR's homepage. The review of the CR homepage included enrollment as well as student services and programs from the perspective of incoming students. The goal was to ensure all new student information was easily accessible and readily available via the CR web site. The results will be utilized to modify the CR homepage and the various web pages of CR's programs and student support services.

The web assessment included three different evaluation tools. The first tool focused on enrollment, admissions and records as well as financial aid. The second tool centered on "pseudo students", in which four mock students with particular needs were designed to have respondents search for key services and programs. The final tool was a standard survey rating and reviewing the CR homepage and its linked pages regarding clarity, ease of use and availability of information. Some key areas all three instruments focused on included:

- ❖ Admissions and Records
- ❖ Student Support Programs and Services
- ❖ Applying, Assessment and Registration
- ❖ Orientation
- ❖ Financial Aid
- ❖ Various Departments and Degrees
- ❖ Transfer Center, Counseling and Advising, and Career Center
- ❖ Evaluation of CR's homepage and linked pages
 - Ease of Use
 - Site layout
 - Site navigation
 - Accessible information

Construction

The CR web site assessment survey/focus group instruments were constructed by the IR Survey Manager in conjunction with the District Webmaster and the Arcata Instructional Site Manager. The instruments went through a number of drafts before satisfactory drafts were completed; the whole construction process took approximately two weeks. The survey was tested by the webmaster and the survey manager and vetted after by the Arcata Instructional Site Manager. Changes were made to the survey based on feedback and the completed survey instrument was printed on March 25, 2009.

Administration

The web assessment surveys were administered on March 26, 2009 at Fortuna High School and March 27, 2009 at McKinleyville High School. The survey population was comprised of a convenience sample of students ranging from sophomores to seniors aged fifteen to eighteen. A total of eighteen (N=18) students were surveyed and interviewed for approximately one hour. Our convenience sample was selected by consulting with counselors from these high schools. Our team requested a mixed sample of males and females, different age ranges and thus class standing, varied ethnic backgrounds and differing goals after completing high school such as planning to attend college and not planning to attend college.

Methods

The research team arrived early prior to the web assessments to prepare the computer rooms and to organize our assessment administration. Both high school assessments were premised with an introduction, our purpose and goals and our expected outcomes. Our introductions included who we were and the positions we held at CR. Our goals and purpose were to gain information from a high school/new student perspective regarding CR web information. Data was obtained by providing respondents worksheets and surveys and allowing them to search for the information on CR's site. They were asked to provide how they searched for data and what information they found. Respondents were also asked to note when they had problems or difficulties searching for information. Our team of researchers was present during the hour respondents searched for the web information to allow for questions and answers as well as impromptu interviews.

Both web assessments began with the admissions and records worksheet, followed by the pseudo student worksheet and finally the CR web site survey.

The surveys were coded, analyzed and entered into Statistical Package for the Social Sciences (SPSS) by Karen Nelson, the Survey Manager for the IR department. Both qualitative and quantitative analyses were conducted. Quantitative data was coded and analyzed by basic frequency distributions using SPSS. Qualitative data was coded by basic frequencies and basic themes. Basic frequencies were quantified by SPSS and basic themes were hand coded by the Survey Manager.

After the data was collated and synthesized the research team met again to review the findings and to create recommendations for the District. The findings and recommendations summarize the outcomes of the web assessment research.

Methods Limitations

The web assessment survey was a non-probability, convenience sample of local high school students. The web assessment utilized a dual mode method which included worksheets/surveys and impromptu interviews. The dual mode method for the web assessment was chosen for ease of instrument use, transferability of data to SPSS, cost, and reliability. Worksheets/surveys are easy to fill out and do not take a lot of time; all data was collected in under an hour. Although paper surveys require data to be coded and entered by hand into SPSS, which takes time, money and employee resources; all of these issues were minimal due to the small sample size. The cost of the worksheets/surveys was very minimal; less than one hundred pieces of paper were used. Finally the reliability of the worksheet/survey ensures no duplicate surveys or manipulated data were collected which provided validity to the survey results. In addition, genuine focus groups were not conducted because of the age of the survey population and a lack of incentives.

The survey instruments were modified and improved from one high school to another. This procedure was necessary to fine tune the instruments and to ask accurate and adequate questions. Due to the varied instruments utilized- not all questions were asked to all respondents.

Since the web assessment was a non-probability sample, tests of statistical significance are impractical and inappropriate. The sample size was small and only so much weight can be applied to the worksheet/survey results.

Due to the juvenile nature of the sample population, some Fortuna respondents were inclined to ask their friends for help or write some of the same answers on their worksheets. The research team stopped this from happening when we saw it occur and asked the respondents to note when they had problems or difficulties finding the information. The research team saw this occur twice during the first exercise and assume it did not bias the results. It should also be noted that

the McKinleyville sample was a technology class filled with many computer savvy youth; this fact may or may not affect the results or what results may be typical from a student not skilled in computers and computer related skills.

Findings

The web assessment tools produced three main findings. First the Admissions and Records web page and supplementary linked pages (such as Services for Students) were confusing to many respondents. These pages and linked pages provide valuable information to prospective students and current students. The presentation of this information should be as simple, clear and current as possible. Second, there is a large distinction between understanding the various processes and information available on the CR website. Current and future students should understand how to navigate through both academic processes and information. The District should revise some of its integral processes such as enrollment, orientation, financial aid and registering for classes to better serve students. All new student information and student support services should be as brief and simple as possible making information easily accessible and comprehensible. Finally, the District should strive to have information presented in the CR catalog and the schedule of classes to be as consistent as possible with the CR homepage and linked web pages. To better serve the expanding DE and online aspects of education, the information available in hard copy should be mimicked online. As well, through the web assessment activities, respondents searched for information regarding enrollment and student processes in a variety of ways. All academic information and processes should be redirected and linked to the same pages and available on as few pages as possible.

Assessment Tool #1

The first assessment tool evaluated CR's web pages based on admissions, enrollment, financial aid and student support services through thirteen questions. Some key findings are as follows:

- ✓ Respondents were asked to identify which link would give them the best information to apply to CR. More than half (55.6%) indicated the admissions link. Respondents also noted the services for students' link and the new student link three times each (16.67%).
- ✓ Respondents were asked to name the three steps to register for courses. More than one half (60%) correctly named the three steps (apply, assessment and register). Other respondents were unsure what steps two and three entailed and others could not find the information.
- ✓ Respondents were asked to indicate how they would apply from the CR homepage. Exactly half (50%) noted they would use the admissions link then click the how do I apply link. Less than one fifth (16.67%) of respondents utilized the new student link and then clicking the button how to become a student.
- ✓ Respondents were asked to indicate the next step after filling out an application. More than one third (38.9%) correctly noted they should take assessment/placement tests after filling out an application. More than one fifth (22.2%) indicated they should register after filling out an application.
- ✓ Respondents were asked how they register for assessment tests. Two respondents indicated they should contact the ASC to make an appointment, two respondents could not find this information and one found the information but stated it was really difficult.

- ✓ Respondents were asked where they take the assessment tests. Half (50%) of the respondents correctly noted the ASC.
- ✓ Respondents were asked what they would need to take the assessment tests. More than half (55.56%) noted they would need a photo ID and their CR ID number.
- ✓ Respondents were requested to provide how they would search/navigate to register for courses online. Half (50%) of the respondents eventually got to WebAdvisor using the following links: how to become a student, admissions then how do I register, admissions and WebAdvisor.
- ✓ Respondents were asked to identify which admissions questions gave them the most difficulty in searching for information and most respondents noted registering for assessment tests and registering for courses. More than three quarters (77.78%) of respondents felt finding information, email addresses and phone numbers was easy; most noted the information was available at the bottom of every page.
- ✓ Respondents were asked to identify the various financial aid programs and services available, how they could help pay for college and how they searched for these programs and services. Less than half (44.4%) noted FAFSA as a source of financial aid to pay for college and more than half (55.56%) noted two or more additional financial aid programs or services such as EOPS, CARE or BOG fee waivers. Four respondents provided detailed information of how these programs could help pay for college and other respondents just provided general data such as “they all give you money”. Students searched for financial aid programs and services in a variety of ways. Three respondents used the services for student link, three respondents used the financial aid menu bar link and two respondents used the financial aid quick link.
- ✓ Respondents were asked to provide recommendations for easier access and support to financial aid information. Half (50%) of the respondents felt the financial aid website and linked pages were “clear”, “good as they are” and “easy to find”. Asking a similar question, respondents were asked how they would reorganize the information and a majority of respondent said they “would not”; that the financial aid pages are “fine”, they do not need reorganizing.
- ✓ Respondents were asked how they would apply for financial aid. Slightly more than one third (38.89%) of respondents utilized the financial aid link, then how to apply for financial aid and then were redirected to the FAFSA website. Five respondents just noted the financial aid tab in the menu bar or through the quick links and four respondents used the services for students’ link and then the financial aid link.
- ✓ Respondents were asked to identify which financial aid programs and student support services questions gave them the most difficulty in searching for information and most respondents noted none. Again respondents also noted it was easy to find a phone number or email address if they needed help.

Assessment Tool #2

The second assessment tool utilized four pseudo students with specific academic programs, student support services and academic needs. Respondent were asked to indicate how they searched for the information and what information they found. Some key findings are as follows:

Pseudo Student # 1:

Ernesto was from Clovis, CA, attending the main Eureka campus and interested in the Police Academy Program. A total of three respondents were asked to search and identify elements of the Police Academy Program and specific needs through Ernesto. Respondents had no difficulties searching and finding information regarding the Eureka main campus driving directions, the Eureka main campus map, the location of the Police Academy, Police Academy program fees, uniform/equipment requirements and the start and end dates of the Police Academy. Some respondents had difficulty locating the Police Academy's operating hours, information on how to apply to the Police Academy, and information on books or course supplies. It also took many respondents extra time to locate the Police Academy webpage because it is listed under Public Safety Center.

Pseudo Student # 2:

Pamela was from Bloomington, MN, attending the main Eureka campus, did not own a car and was interested in the RN Program. A total of four respondents were asked to search and identify elements of the RN Nursing Program and specific needs through Pamela. Respondents had no difficulties searching and finding information regarding the Eureka main campus map, bus schedules and car pooling, general information about the RN Nursing Program, how to apply to the program, on-campus dining services/cafeteria, and on campus housing information and costs. Some respondents had a difficult time finding the location of the Nursing Program, start and end dates of the Nursing Program, program fees, hours of operation for the Nursing Program, out of state college fees and residency, CR orientation, books and uniform requirements. Overall it was noted by respondents too much unorganized information is available on the Nursing Program webpage and connected links.

Pseudo Student # 3

Gunther was from Crescent City, CA, attending both the Del Norte and main Eureka campuses, interested in online courses and obtaining an AS in Digital Media. A total of five respondents were asked to search and identify elements of receiving an AS in Digital Media and specific needs through Gunther. Respondents had no difficulties searching and finding information on Del Norte and Eureka main campus maps, driving direction to Del Norte and the main Eureka campus, and the bookstore. Some respondents had a difficult time finding general information about the Digital Media degree, general CR tuition, college fees, orientation, general information about Distance Education, DSPS, student council and student clubs.

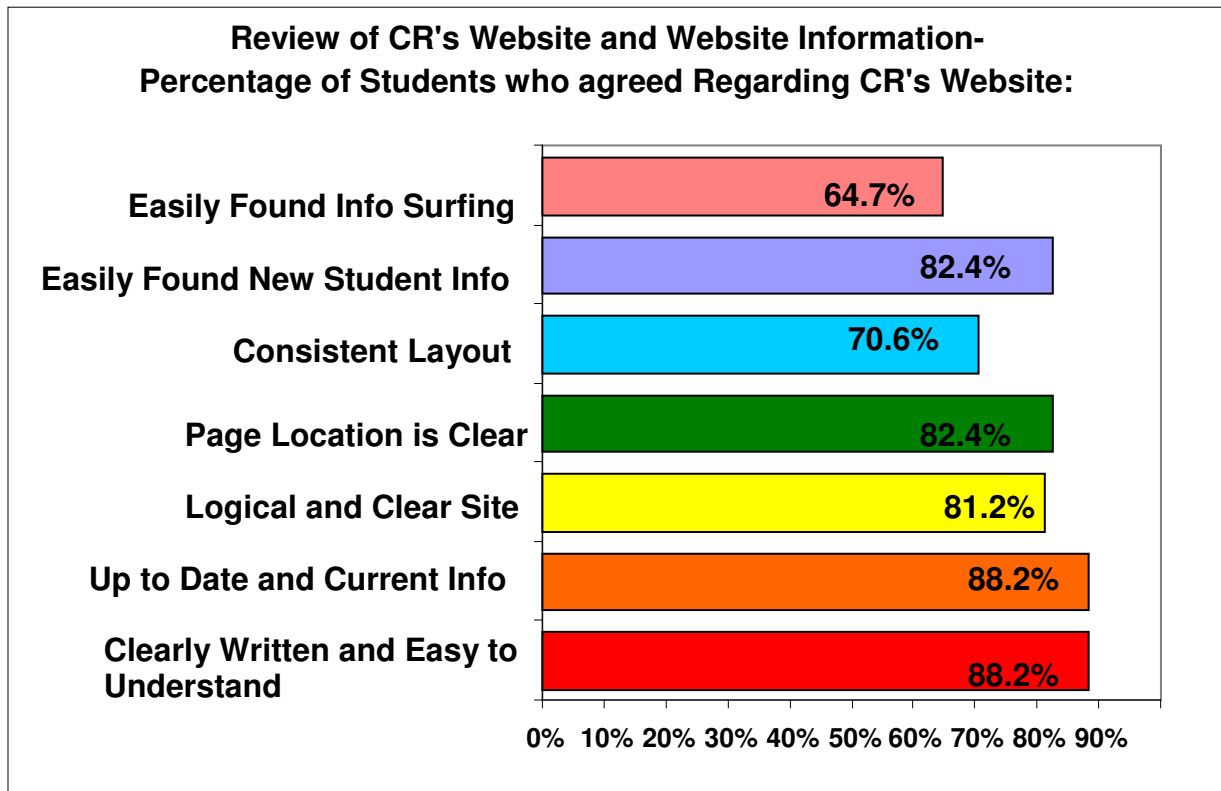
Pseudo Student # 4

Abigail was from Fortuna, CA and attending the main Eureka campus as well as the down town Eureka site, interested in transfer units as well as a liberal arts AA degree. A total of five respondents were asked to search and identify elements of receiving an AA degree and specific needs from Abigail. Respondents had no difficulty searching and finding information about the main Eureka campus and Eureka downtown campus maps, transportation, bus schedules and carpooling, playing sports collegially or intramurally, and scholarships and grants. Some respondents had trouble finding information about the location of the Transfer Center, general information about the Transfer Center, orientation, transfer to a four year college information,

bookstore, work study information, student clubs, counseling, transferable courses, and what an AA degree is.

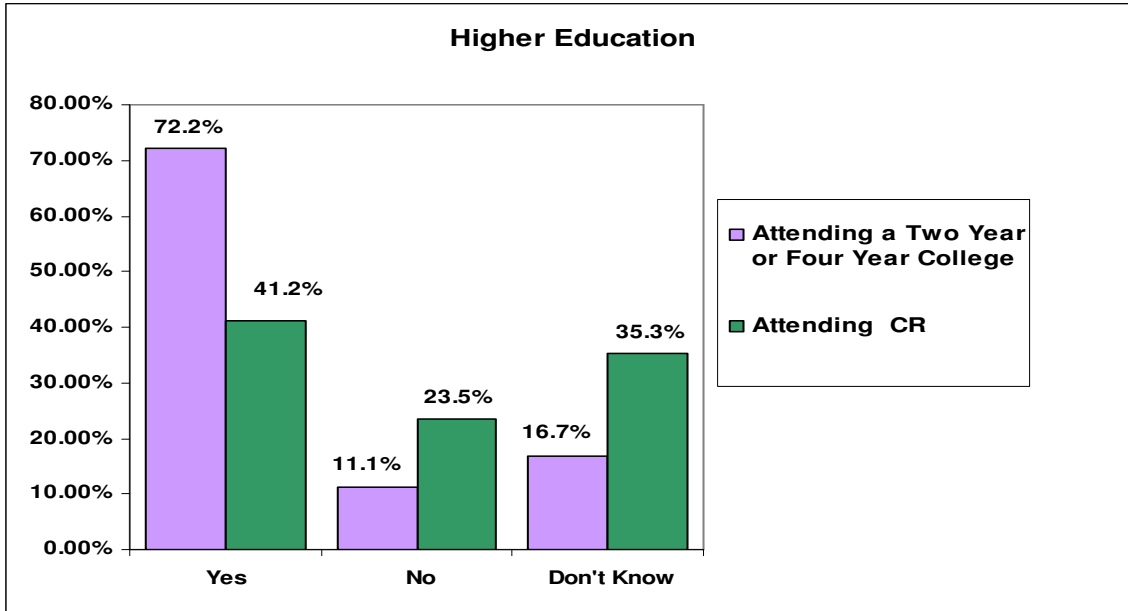
Assessment Tool #3

The third assessment tool is a standard survey instrument evaluating the CR homepage and linked pages. Respondents were asked a variety of questions to assess the website for clarity, ease of use, up-to-date information and understanding of academic information. The survey included Likert scaling (a standard scale varying from strongly agree to strongly disagree) and open ended questions to appraise the CR homepage and linked web pages.



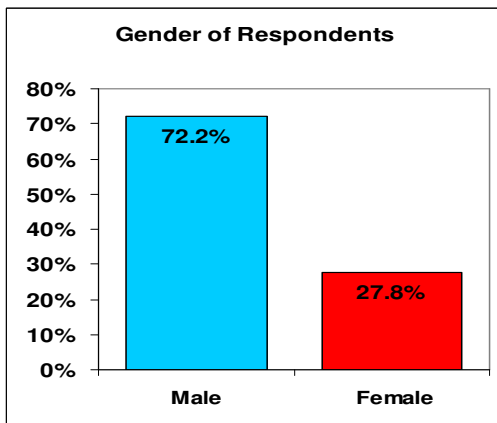
Graph 1

- ✚ More than three quarters (88.2%) of respondents agreed:
 - Information on CR's website was clearly written and easy to understand.
 - Information on CR's website was up-to-date and current.
- ✚ More than three quarters (82.4%) of respondents agreed:
 - The user can clearly see where he/she is on the site.
 - New student information is easy to find from the homepage.
- ✚ More than three quarters (81.2%) of respondents agreed the organization of the site was logical and clear.
- ✚ More than two thirds (70.6%) of respondents agreed the page layout is consistent throughout the site.
- ✚ Slightly less than two thirds (64.7%) of respondents agreed by surfing the CR website they found the information they were looking for.

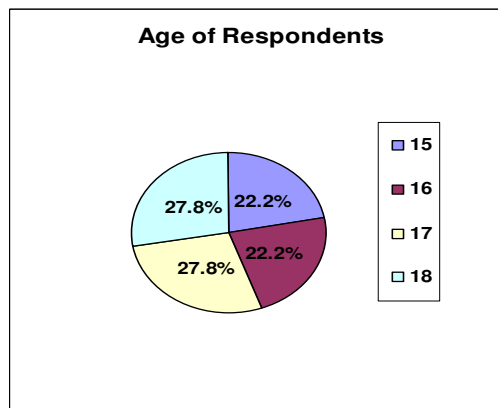


Graph 2

- ✚ More than two thirds (72.2%) of respondents planned on attending a two or four year college after high school.
- ✚ More than one third (41.2%) of respondents planned on attending CR after high school. Of the respondents who planned on attending college after high school more than half (58.3%) planned on attending CR.



Graph 3



Graph 4

- ✚ Almost three quarters (72.2%) of the survey population was male.
- ✚ The age distribution/class standing of the survey population was almost equal; with four or five students in each category ranging from fifteen to eighteen.
- ✚ The survey population was comprised of four sophomores, five juniors and nine seniors.

Respondents were asked to indicate what information they were unable to find on the CR website. Tuition/college fees were noted by three participants, books were mentioned twice by respondents and the remaining topics were each noted once: orientation, when classes start work

study jobs, bus schedule, the location of the transfer center, information on Distance Education, information on the Nursing Program, parking passes, transcripts and DSPTS.

Respondents were asked to make suggestions to improve the CR website. The following suggestions were made:

- Assessment test dates should be more pronounced
- Pictures of the classes
- None
- More information on how to register for classes
- None
- Make it easier to access information like orientation dates and location of transfer center
- Everything about one course should be on one page, not throughout the site
- More quick links
- Offer a site tour
- Larger font for links
- Few broken links such as Police Academy FAQ's and books link
- Improve navigation/menu layout
- Site is boring and monotone. Every page looks the same and some links are buried.
- A consistent layout for each page
- Less paths, there are a lot of links
- Search engine could be improved- using advanced search features like different departments
- Cohesive instructions for financial aid and overall navigation directions
- Times

Respondents were asked to indicate how easy it was to find a phone number or email address if they experienced problems finding information on the website. More than one third (38.89%) of respondents noted it was easy to find phone numbers and email addresses to resolve their problems. The only two problems noted by respondents were registering for courses and information regarding Distance Education.

Respondents were asked to compare CR's website to other college websites. Two thirds (66.67%) of respondents noted CR's website was "easy to use", "good", and "one of the best". Only two negative comments were shared by respondents noting the website was "bad" and "hard to find information".

Respondents were asked to rate CR's website based on ease of use. More than half (55.56%) of respondents expressed CR's website was easy to use. Some respondents answered the question in a different way, providing a numerical evaluation of the ease of use of CR's website. Four respondents ranked the site eight out of ten, one six out of ten, one seven out of ten, and one ten out of ten.

Respondents were also asked to rank CR's website on overall look. Respondents used descriptors, such as "clean", "clear and professional" "very nice" and "pleasing to the eye"

Again, some respondents answered the question in a different way, providing a numerical evaluation of the ease of use of CR's website. Two respondents rated the website a seven out of ten and two rated it a ten out of ten.

Recommendations Completed

The research team had a variety of web page recommendations which are to date complete. During the timeframe between the web assessment and the synthesis of the report these alterations were made. The research team approves of these changes.

- 1) Financial Aid reorganized their page to make it more visually appealing and to provide more clear and concise information. Some respondents indicated the site was confusing and others recommended all financial aid programs and services should be easily accessible on one page. Financial aid has reorganized the information and lists Financial Aid Programs and Additional Programs and Services on two separate links from their homepage.
- 2) The District Webmaster requested photos of classroom pictures from faculty to update the very outdated photos circulating on the homepage. Some respondents indicated more class photos and up-to-date pictures should be on the web site.
- 3) The District Webmaster reweighted the search tool on the homepage in regards to counseling. Counseling (counseling and advising) is now the first link that is listed on the search results page. A few respondents expressed dissatisfaction in searching for counseling and advising information even though the link is available through many CR web pages and links.

Recommendations in Action

The research team also had web recommendations which are, currently underway. These web changes are slated to be complete by the end of summer/before the beginning of the Fall 2009 semester.

- 1) The District Webmaster is revising the following web pages this summer- Health Occupations, Police Academy, and Distance Education. All of these sites were commented on by participants as being confusing, lacking information or a lack of organization. The inconsistencies in these web pages and the difficulty in searching for information regarding these pages was noted many times by respondents. To provide accurate information for future students the District should make information access as simple as possible for all programs and departments. Changes are also being made to Physical Education web pages; adding cross country, track and cheer leading.

Recommendations

The research team had web recommendations after synthesizing the findings from the web assessment. These recommendations came from two sources, directly from the research results or through research team meetings held after the results were discussed. Recommendations made from the research results are noted with respondent comments. The recommendations are listed in no particular order.

- 1) All relevant student support services and programs and/or departments should provide a central home page including a main phone number and email address, office hours, campus location, possible associated costs and a list of staff and their positions, phone numbers and email addresses on their site page. Examples of these type of programs and/or departments are A&R, EOPS, CARE, Upward Bound, Honors, DSPS, LRC, ASC, ASCR, Bookstore, Cafeteria, Housing, DE, Transfer Center, Tutoring, Graduation and the Veteran's Program to name a few. Many respondents had a difficult time finding basic information regarding student support programs and services.
- 2) Clarification of A&R terminology should be included on their web page. This would include a basic glossary of terms and words used at the College of the Redwoods such as articulation, application, assessment, placement, registration, tuition, orientation, matriculation, and advisement to name a few. Providing students with academic jargon could provide a more detailed understanding of the academic process and their educational goals.
- 3) Create an A&R FAQ link to their web page answering some of the most commonly asked questions received in person or through phone calls from the A&R department. Revising the A&R pages could reduce the amount of phone calls and in-person inquiries made to the department and speed up services to all students.
- 4) Clarify the differences between vocational and technical degrees and certificates. The variation between the two achievements was confusing for many programs as well as the total number of units necessary for completion. Many respondents felt reviewing the program degrees and certificates were complicated. Revising these pages to match the catalog would be highly beneficial.
- 5) The main degree link should be revised and clarified. The page should be sorted alphabetically in the following column order: degree, department, campuses. The list is visually confusing and could be streamlined.
- 6) The liberal arts degree should be revised. The link should explain the degree, its total unit requirements and the various areas of emphases. The degree should list the total number of units for the degree not the area of emphasis. Many respondents could not find the degree or information detailing the degree requirements.
- 7) Enrollment steps #1-3 need more basic language and instructions. Respondents had difficulty accessing this information. The website should provide a clear framework of what steps are necessary and what those steps entail. CR should outline these key processes for students and make them as simple as possible.
- 8) List all A&R fees in a new format expressing how much it will cost for a semester of classes full time and part time. It would be helpful if this was located next to the enrollment steps. Some respondents were confused by what tuition costs entailed and

others were unsure what an average semester at CR would cost including all fees such as tuition, books, transportation, course supplies and miscellaneous expenses.

- 9) Create a cashier's web page linked to the A&R site through fees. Possibly provide a web page where students can pay online. There is no data telling students where to pay fees.
- 10) Create a page linked through counseling and advising noting the importance and value of an AA/AS degree. This could be supported with IR data and survey data (our student population is comprised mainly of transfer students).
- 11) Create a site tour promoting the District per campus site. Have a general site tour and specific tours such as housing, student life/activities and local community/environment. The site tour could have multiple functions: outreach, college promotion, community awareness. Some respondents indicated it would be valuable to view the campus through a mediated experience.
- 12) Revise the Graduation web page. Students have no information available via the web site regarding the graduation process.
- 13) Revise the articulation/CAN page to include a list of transferable GE courses/IGETC courses. The page should be linked to counseling and advising. Students should be aware of the courses they are taking and the value they may have at other institutions.
- 14) Explain the term unit cap in regards to financial aid and total academic transcripts. This term also connects to articulation processes.

Recommended Alterations

The recommended alterations were suggested from web assessment comments and impromptu interviews with respondents, high school teachers and high school counselors.

- ❖ Have class schedules available six months prior to the first day of instruction
- ❖ Add a CR homepage link to the WebAdvisor page
- ❖ List all course fees for the course in the catalog and schedule of classes
- ❖ Relabel the Public Safety Center: Public Safety Center (Police Academy and Law Enforcement)
- ❖ Provide an orientation calendar
- ❖ Construct orientation as a mandatory process
- ❖ Label where students pay for parking passes, transcripts, and tuition.
- ❖ Move bus schedules and car pooling link under Services for Students
- ❖ New WebAdvisor tutorials
- ❖ Make map button (click here) larger on campus map link
- ❖ Add more drop down menus
- ❖ Larger font for the whole CR web site
- ❖ Have consistent page layout and navigation

Student CR Website Review Worksheet

Instructions:

Please use the computer to search all of the section questions below. Please answer the questions to the best of your ability and be as detailed as possible. Please list (A) what link you hit or what search tool you used or what search word you used to find the information (B) what page you found the information on and (C) if you had difficulty answering any of the questions, please mark the question with a star and explain why and/or how it was difficult to find the information.

Section 1

Before you can enroll in classes at CR you must apply.

What link do you think will give you the best information? _____

To successfully register for courses you must complete three steps, what are they?

How do you apply from the CR homepage? _____

What is the next step after you fill out an application? _____

Assessment tests are needed to register for classes in two cases. What are the two cases? _____

Where do you take an assessment test? _____

What three things do you need to bring/know to take the assessment test? _____

To register for a course online, where would you begin? _____

*If you experienced problems finding information or web pages for the above questions, how easy was it to find a number to call or an email address to resolve the problem? What questions and/or web pages caused the most problems? _____

Section 2

Assume you cannot afford to pay for college, or that you need help to pay for parts of college. There are a variety of programs that will help you pay for your education, starting from the CR homepage, how many programs and/or services can you find? Please list (A) the names of the programs and/or services you found, (B) how they can help you pay for college, and (C) and how you searched the programs from the homepage.

(A) _____

_____ (B) _____

_____ (C) _____

What would you recommend to make these programs/services easier to find on the website? _____

From the homepage how do you apply for financial aid?

*If you experienced problems finding information or web pages for the above questions, how easy was it to find a number to call or an email address to resolve the problem? What questions and/or web pages caused the most problems? _____

Ernesto

From Clovis, CA

Attending the CR main Eureka campus

Interested in the Police Academy Program

From the CR homepage how do you find the following information?

Driving directions to the Eureka main campus _____

Eureka main campus map _____

Location of Police Academy _____

Start and end dates for the Police Academy _____

Hours of operation for the Police Academy _____

Police Academy Program Fees _____

How will Ernesto apply to the Police Academy Program? _____

Books _____

Uniform and equipment requirements _____

What other information may Ernesto need to know? _____

Gunther

From Crescent City

Attending the Del Norte and Eureka Main campus

Interest in online courses

Associate of Science Degree with emphasis in Digital Media

From the CR homepage how do you find the following information?

Del Norte and Eureka campus map _____

Driving directions to Del Norte and Eureka _____

General information about the Digital Media degree _____

General CR Tuition _____

College Fees _____

Books _____

Distance Education general information _____

Disabled Students Program and Services _____

Interested in serving for student council or joining a club _____

What other information may Gunther need to know? _____

Abigail

From Fortuna, CA

Attending the main Eureka campus and the down town Eureka site

Interested in Transfer units and possibly an Associate of Liberal Arts Degree

From the CR homepage how do you find the following information?

Eureka main campus and Eureka down town site campus map_____

Transfer Center general information and services provided_____

College Fees for Fall 2009 semester _____

Books _____

Find information about a work-study job _____

Bus schedules and carpooling _____

Information about playing basketball for CR_____

Information about scholarships and grants _____

What other information may Abigail need to know? _____

Pamela

From Bloomington, MN

Attending the main Eureka Campus and DOES NOT own a car

Interested in the RN Nursing Program

From the CR homepage how do you find the following information?

Eureka main campus map _____

RN Nursing Program general information _____

How to apply to the RN Nursing Program _____

RN Nursing Program Fees _____

Hours of operation for the RN Nursing Program _____

Out of state college fees and residency _____

Uniform requirements _____

Books _____

On-campus housing information and costs _____

On-campus dining services/cafeteria _____

Bus schedules and car pooling _____

What other information may Pamela need to know? _____

CR Website Assessment

Instructions: After exploring the College of the Redwoods website today, please rate the following statements.

Please use the scale on the right to indicate your responses to the following questions regarding the <u>College of the Redwoods website</u>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
1. Information is clearly written and easy to understand.	1	2	3	4	5	6
2. Information is up to date and current.	1	2	3	4	5	6
3. The organization of the site is logical and clear.	1	2	3	4	5	6
4. The user can clearly see where she/he is on the site.	1	2	3	4	5	6
5. The page layout is consistent throughout the site.	1	2	3	4	5	6
6. New student information is easy to find from the homepage.	1	2	3	4	5	6
7. I found the information I was looking for by surfing the CR website.	1	2	3	4	5	6

Instructions: Please answer the following questions to the best of your ability.

What information were you not able to find on CR's website?

What suggestions do you have for improving CR's website?

*If you experienced problems finding information or web pages, how easy was it to find a number to call or an email address to resolve the problem? What questions and/or web pages caused the most problems?

Overall, how does CR's website compare to similar college websites you have visited?

Please rate CR's website, how easy was it to use.

Please rate CR's website on its overall look.

Current Grade in High School: _____

Gender: _____Male _____Female

How old are you?: _____

Are you planning to attend a two or four year college? ____Yes ____No ____Don't Know

Are planning to attend CR? _____Yes _____No _____ Don't Know

Any other comments you would like to share:

Refined Enrollment and Services

1. How did you find the CR homepage?

- Internet explorer then type College of the Redwoods homepage
- Googled College of the Redwoods: 2
- Missing: 10
- Typed/searched redwoods.edu: 5

2. Before you can enroll at CR you must apply. What link do you think will give you the best information?

- Admissions link (top menu bar and services for students): 10
- New student link: 3
- WebAdvisor
- Services for students link: 3
- Admissions or services for students

2a. To register for courses, what three steps?

- Missing: 8
- Apply, then could not find: 2
- Apply, clear debts to college, review counseling, testing and orientation information
- Could not find
- Apply, assessment and register: 6

3. How do you apply from the CR homepage?

- Admissions link then how do I apply button: 9
- Services for students and then admissions link
- New student link then how to become a student then apply: 3
- Online application form: 2
- Sign up for it
- WebAdvisor tab
- Admissions

4. Are the steps clear?

- Yes: 5
- I think they are pretty clear
- Yes, it tells you the steps
- I applied a few months ago and I remember it being easy and clear
- Missing: 10

5. What are the steps to apply to CR?

- Fill in an application online
- Create a user name and password
- Apply, assessment tests and register
- You are asked to answer questions on the application
- Complete application and send transcripts to office
- To apply click college of the redwoods online application. To register you must get a student ID number
- Admissions then online application form. Then follow the steps on the screen
- Submit application on line or print and mail to CR

- **Application Oriented: 7**
 - Missing: 10
- 6. What is the next step after you fill out an application?**
- Register/apply for classes: 4
 - Apply for BOG
 - Placement/Assessment: 7 (1 ID #, placement then register)
 - Send application to office with transcripts
 - Get your student ID number
 - I don't know- I didn't fill it out so it didn't tell me.
 - Could not find
 - Submit and request official transcripts
 - Click the submit button
- 7. How do you register for assessment tests?**
- You can go to the college and register throughout the year
 - Walk in
 - Contact the academic support center at 476-4106
 - Could not find this information online: 2
 - Go to the links they provide
 - You can just walk in after you apply and take it. This was hard to find.
 - Call the ASC and make an appointment or walk in
 - Missing: 10
- 7a. What two cases for assessment tests?**
- Missing: 8
 - Math and English: 10 (1 how do I register)
- 7b. Where do you take an assessment test?**
- Missing: 8
 - I could not find this
 - Academic Support Center: 5 (1 found under assessment link)
 - They are given at scheduled dates
 - Online link: 2 (1 Online at a set date and time)
 - Offered on a walk-in basis
- 8. What do you need to take the test?**
- Keyboard and mouse skills
 - Nothing, they give us all the materials needed- scrap paper and pen
 - Official transcripts form all the colleges previously attended
 - Photo ID and CR ID: 2
 - Current photo ID
 - CR ID number: 2
 - Missing: 10
- 8a. What three things do you need?**
- Missing: 8
 - Photo ID, SS#, CR ID #: 2
 - Photo ID, CR ID # and no calculators: 3
 - Photo ID, CR ID #, pencil

- Photo ID, CR ID #, application turned in
- How to use mouse and keyboard
- CR enrollment, CR ID # and current photo ID
- Reserve a space and know how to use a mouse and key board

9. How do you register for a course?

- Not specific enough to find
- Log in and click on register for classes
- Web registration so you can search for courses
- Could not find this information online/don't know: 2
- Apply through online registration
- Admissions then how do I register then online registration
- If you are 18 and over you can apply online through blackboard
- Missing: 10

9a. Register for a course online, where to begin?

- Missing: 8
- then how to become a student then WebAdvisor
- See what classes you can take
- CR catalog
- Admissions, how do I register, WebAdvisor or CR campus
- Begin by signing up
- WebAdvisor: 2
- Admissions tab
- Admissions tab to WebAdvisor
- Student services then online classes

10. Admission Problems? How to resolve?

- Was not easy to find a number or email address. Registering for a course gave me the most problems.
- Registering for a course gave me the biggest problem. Easy to find a link if not apparent because of the search bar.
- Easy to find most information. Improve information on assessment tests
- It was easy to find the email and numbers. Could not find how to register for assessment tests and how to register for a course
- None: 2
- Easy to find number or email on homepage. Had hard time with how to register for courses and assessment tests
- Numbers and emails very simple to find- on many pages. Easy to register in person, online is still a little tough
- Easy to find phone numbers
- None but all the text is kinds of small and lumped together. Nothing really stands out.
- All numbers on bottom of pages
- It was very easy to navigate the web pages and support information was easily found
- Email and phone numbers on bottom of page
- Information link on homepage with phone numbers and email is useful but did not find it anywhere else

- I did not have any problems finding key information on the site, the contact numbers were listed at the bottom of the page
- It was moderately easy to find a phone number and email address. Most of the pages were very easy to navigate
- It is easy to find help
- Footer on each page

11. Names of Programs and Services

- Financial aid, EOPS, CARE, BIA, CR scholarships and veteran's services: 2
- BOG, Federal Pell Grants, SEOG, Cal Grants, BIA, Federal Work Study Awards, ACG, Federal Stafford Loans: 3
- Financial aid and counseling and others listed under programs
- Financial aid and FAFSA
- Financial aid, EOPS, BIA, scholarships and veteran services
- BOG, Federal Pell Grants, Cal Grants, BIA, Federal Work Study Awards, ACG, Federal Student Loans
- FAFSA and scholarships
- Financial aid, loan counseling, grants, scholarships, AmeriCorps vouchers, veterans
- FAFSA, free money, financial aid programs, lots of forms for grants/loans
- FAFSA, EOPS, CARE, BIA, CR scholarships, veteran's services, federal loans
- BOG, Federal Pell Grants, SEOG, Cal grants and BIA
- FAFSA, EOPS, CARE, BIA, CR scholarships, Veterans services
- FAFSA, BOG, Federal Pell Grant, SEOG, Cal Grant, FWSA, ACO, Federal Stafford Loans
- FAFSA was the only one I could find
- FAFSA- finaid@redwoods.edu

12. How they can help you pay for college?

- EOPS gives information about program, CARE provides childcare subsidies, BIA tribal federal funding, CR scholarships- amount varies and veteran's services assist eligible veterans
- BOG-enrollment fees, Federal Pell Grants-money, SEOG-money, Cal Grants-money, BIA-awards vary, Federal Work Study Awards-money, ACG-first year money, Federal Stafford Loans-education related expenses
- Financial aid- money for college and counseling- help find programs to help students
- All provide money
- None: 2
- Financial aid is money for college, EOPS is state funded program, CARE child care subsidies, BIA fro native people, scholarships offered by CR and veterans services for those who served
- Difference between loans, grants and waivers
- FAFSA- federal \$\$ for college, scholarships for certain things you did
- They all give you money
- They are easy to fill out and give you free money
- All of these programs can provide money for college through loans or grants. CARE provides money for child care, BIA grants money to Native Americans, CR provides scholarships and assistance for veterans

- They give middle and lower class people money for enrollment, books and materials
- Apply but restrictions apply
- Loans and grants can help you pay for books
- Grants for college
- Give you a loan
- Most seem to pay for \$300-\$1300 for college

13. How you searched for the programs?

- Services for students' then financial aid: 3
- Services for students' then programs
- None: 3
- Financial aid to new student to scholarship
- Quick link financial aid then more on helpful links
- Financial aid button: 3
- Financial aid then financial aid programs: 3
- Financial aid then apply for financial aid then redirected to FAFSA website
- Quick links- financial aid: 2

14. Recommendations for easier access to services and support

- Put it more in your face
- Good as is/easy to find/clear: 8
- Not really. If you put it in plain site everyone would apply, having people search a little is good
- Put them all in one place in one link from homepage
- Seems to have a good layout that everyone can use easily
- Add links to the forms on the additional programs and services pages
- Put the link for (??programs??) above the link for financial aid
- More links towards the top (menu bar???)
- The CR website was easy to navigate but the FAFSA website was difficult
- None
- Frequently used links

15. Reorganize information.

- I would not/ does not need it: 5
- Good as is
- Put all student aid programs in one section, not on different pages
- No suggestions
- Missing: 10

16. How to apply for financial aid.

- Quick link financial aid/financial aid tab: 5
- Services for students' then financial aid then applying for financial aid: 4
- Click financial aid, click apply, then FAFSA website: 7
- Financial aid and additional programs and services
- Complete FAFSA

17. Services and Support Problems? How to resolve?

- None: 9
- Found information pretty easily

- No problems
- Numbers for help are everywhere
- Very easy to find how to resolve the problem, email and phone numbers are on bottom of pages
- Finding a number from the home page was easy. I did not think there were enough links at the top (top menu bar???)
- I did not have any problems
- It was very easy to find a phone number or email address but the FAFSA website was hard to navigate
- It was easy to find email addresses
- All of the pages do not have headers. Some of them do and some of them don't; not a consistent layout.

5 total

Abigail

From Fortuna, CA

Attending the main Eureka campus and the down town Eureka site

Interested in Transfer units and possibly an Associate of Liberal Arts Degree

Eureka main campus and Eureka down town site campus map

Under locations click on Eureka and Eureka downtown

Under locations click on Eureka and then map link

Locations then Eureka then Campus maps

Locations then Eureka then information tabs

Quick links- maps

Location of TC/Transfer Center general information and services provided (3+)

Could not find location of transfer center

Could only find transfer center through search button

Provides academic advising, resource library, video tour library, etc. (no information)

Could not find

Quick links- transfer center

Orientation for Fall 2009/College fees (3 +)

None

Only found information for international student orientation

Could not find, used the search

\$30.00 (no information)

none

*****Information about transferring to a four year college**

None

Could not find

Missing

Missing

Missing

Books

None

All books available at bookstore. Possible discounted books if receiving grants or scholarships

Bookstore link under quick links

Could not find

Bookstore offers books (no information)

Find information about a work-study job

None

None

Could not find until I used search tool

Tutor, test administrator (no information)

None

Transportation/Bus schedules and carpooling (3+)

None

Bus transit and carpooling (no information)

Link through housing and found carpool link with no carpool information

Carpooling system and public busses (no information)

None

Information about playing basketball for CR

Athletics at CR form homepage

None

Homepage to sports

Athletics link

None

Information about scholarships and grants

Financial aid link

Financial aid link

Financial aid then helpful links

Financial aid link

None

What other information may Abigail need to know?

None

How to apply for classes and which classes are transferrable

Clubs and counseling

What is an associate of liberal arts degree?

School schedule

None

4 total

Pamela

From Bloomington, MN

Attending the main Eureka Campus and DOES NOT own a car

Interested in the RN Nursing Program

Eureka main campus map

Under about CR then campus map link then eureka map

About CR then campus maps then Eureka

Click campus maps link under about CR

Locations then campus map then Eureka

Location of nursing program/RN Nursing Program general information (2+)

Quick links then courses of study then nursing then nursing RN

Cannot find

Click departments tab then nursing link then RN nursing link on left

Departments, nursing, nursing RN

Start and end dates/How to apply to the RN Nursing Program (2+)

Could not find, new classes start every fall semester

Begins spring semester, last Monday of January. Can't find end date

File complete application with enrollment services

Departments, nursing, nursing RN, FAQ then how do I apply to the program.

Orientation

Could not find

Can't find

Missing

Missing

RN Nursing Program Fees

Missing

None

Can't find

ADN Program Packet/application and instructions

Hours of operation for the RN Nursing Program

1230-235

None

Can't find

Class schedules under all sites

Out of state college fees and residency

None

None

No later than February 1st every year (no information)

Admissions then fees

Uniform requirements

Scrubs (no information)

None

No uniforms for students (no information)

ADN Program Packet/application and instructions

Books

None

None

Can't find prices (no information)

ADN Program Packet/application and instructions

On-campus housing information and costs

None

None

3921 for spring or fall (no information)

On campus housing

On-campus dining services/cafeteria

Just like a gas station with no alcohol (no information)

None

Food facilities (no information)

On campus housing then meal plans

Bus schedules and car pooling

None

None

Links for Humboldt transit authority at bottom

Student services then bus information

What other information may Pamela need to know?

None

None

None

None

5 total

Gunther

From Crescent City

Attending the Del Norte and Eureka Main campus

Interest in online courses

Associate of Science Degree with emphasis in Digital Media

Del Norte and Eureka campus map

Clicked Del Norte then campus map

Look under locations

Side bar- campus map (about CR????)

Del Norte link then campus map. Same for Eureka

Side bar-locations

Driving directions to Del Norte and Eureka

Clicked driving directions

None

Del Norte and Eureka on side bar then directions to campus

Del Norte link then directions to campus link

Transportation (no information)

General information about the Digital Media degree

Could not find

None

<http://www.redwoods.edu/catalog/0809access/courses/dm.htm>

Degrees link and find tool to find digital media

Degrees link

General CR Tuition

Could not find

None

\$13866 (no information)

Admissions link and then the fees link

Admissions button

College Fees

Missing

Missing

\$8702 (no information)

Admissions link and then the fees link

Fees link

Orientation

None

None

Missing

Missing

Missing

Books

None

None

Extension 4130, \$1566 (no information)

Quick links bookstore

Bookstore (no information)

Distance Education general information

None

None

Alternative method of instruction for students not attending classes (no information)

Departments link then online courses link

Key letter and clicked on "D"

Disabled Students Program and Services

None

None

Could not find

Quick links DSPS

"D" key

Interested in serving for student council or joining a club

None

None

Could not find

Under student services I went to student clubs

Services for students

What other information may Gunther need to know?

None

None

Eligibility. Site is not smooth to look for information.

Eligibility

Who is Gunther?

3 total

Ernesto

From Clovis, CA

Attending the CR main Eureka campus

Interested in the Police Academy Program

Driving directions to the Eureka main campus

Quick links campus maps then directions

Campus maps then eureka campus

Go to eureka then directions

Eureka main campus map

Quick links to campus map

Same link as driving directions

Same as directions

Location of Police Academy

None

Law enforcement training center is located at AJ, #5b, on same page as campus map

Go to eureka campus then campus map

Start and end dates for the Police Academy

None

Search Police Academy, January 5 – June 11, 2009

Through department then police academy

Hours of operation for the Police Academy

None

On aforementioned page under click here for more information

Could not find

Police Academy Program Fees

None

On same page as hours near bottom of the page

Costs on tool bar

How will Ernesto apply to the Police Academy Program?

None

Could not find

Registration on tool bar

Books

None

Could not find

Could not find

Uniform and equipment requirements

None

On same page as fees and hours

Under costs

What other information may Ernesto need to know?

None

Can contact Ken Cleveland for more information

Will cost \$4500 for the program and the FAQ link is broken

cleareasy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	3	16.7	17.6	17.6
	2 Agree	12	66.7	70.6	88.2
	5 Strongly Disagree	2	11.1	11.8	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

current

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	7	38.9	41.2	41.2
	2 Agree	8	44.4	47.1	88.2
	3 Neither agree nor disagree	1	5.6	5.9	94.1
	4 Disagree	1	5.6	5.9	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

siteorg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	3	16.7	18.8	18.8
	2 Agree	10	55.6	62.5	81.2
	3 Neither agree nor disagree	1	5.6	6.2	87.5
	4 Disagree	1	5.6	6.2	93.8
	5 Strongly Disagree	1	5.6	6.2	100.0
	Total	16	88.9	100.0	
Missing	99	2	11.1		
Total		18	100.0		

where

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	9	50.0	52.9	52.9
	2 Agree	5	27.8	29.4	82.4
	4 Disagree	2	11.1	11.8	94.1
	5 Strongly Disagree	1	5.6	5.9	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

layout

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	6	33.3	35.3	35.3
	2 Agree	6	33.3	35.3	70.6
	3 Neither agree nor disagree	2	11.1	11.8	82.4
	4 Disagree	1	5.6	5.9	88.2
	5 Strongly Disagree	1	5.6	5.9	94.1
	6 Don't Know	1	5.6	5.9	100.0
Total		17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	6	33.3	35.3	35.3
	2 Agree	8	44.4	47.1	82.4
	3 Neither agree nor disagree	2	11.1	11.8	94.1
	6 Don't Know	1	5.6	5.9	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

looking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Agree	5	27.8	29.4	29.4
	2 Agree	6	33.3	35.3	64.7
	3 Neither agree nor disagree	4	22.2	23.5	88.2
	4 Disagree	1	5.6	5.9	94.1
	5 Strongly Disagree	1	5.6	5.9	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

noinfo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	able to find all information	1	5.6	5.6	5.6
	all easy to find	1	5.6	5.6	11.1
	college fees, work study jobs, bus schedules and car pooling	1	5.6	5.6	16.7
	distance learning	1	5.6	5.6	22.2

I didn't really have that much trouble using the website	1	5.6	5.6	27.8
information about books	1	5.6	5.6	33.3
It was hard to find some things but I did find them. I think there were two things I could not find.	1	5.6	5.6	38.9
location of transfer center	1	5.6	5.6	44.4
most was easy to find	1	5.6	5.6	50.0
needed books	1	5.6	5.6	55.6
none	2	11.1	11.1	66.7
not a lot	1	5.6	5.6	72.2
nursing program	1	5.6	5.6	77.8
parking passes, tuition, some other stuff	1	5.6	5.6	83.3
transcripts were not easy to find	1	5.6	5.6	88.9
tuition, disability information	1	5.6	5.6	94.4
when classes start, orientation	1	5.6	5.6	100.0
Total	18	100.0	100.0	

suggest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a consistent layout for each page	1	5.6	5.6	5.6
	assessment test dates should be more pronounced	1	5.6	5.6	11.1
	cohesive instructions for financial aid and overall navigation directions	1	5.6	5.6	16.7
	everything about one course should be on one page, not throughout the site	1	5.6	5.6	22.2

few broken links such as Police Academy FAQ's and books link	1	5.6	5.6	27.8
improve navigation/menu layout	1	5.6	5.6	33.3
larger font for links	1	5.6	5.6	38.9
less paths, there are a lot of links	1	5.6	5.6	44.4
make it easier to access information like orientation dates and location of transfer center	1	5.6	5.6	50.0
more information on how to register for classes	1	5.6	5.6	55.6
more quick links	1	5.6	5.6	61.1
none	2	11.1	11.1	72.2
offer a site tour	1	5.6	5.6	77.8
pictures of the classes	1	5.6	5.6	83.3
search engine could be improved- using advanced search features like different departments	1	5.6	5.6	88.9
site is boring and monotone. every page looks the same and some links are buried.	1	5.6	5.6	94.4
times	1	5.6	5.6	100.0
Total	18	100.0	100.0	

problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid easy	2	11.1	11.1	11.1
easy to find email or number.	1	5.6	5.6	16.7
distance learning hard to find	1	5.6	5.6	22.2
easy to find number and email	1	5.6	5.6	

easy, bottom footer provided emails and numbers. had navigation problems	1	5.6	5.6	27.8
easy, numbers and email everywhere	1	5.6	5.6	33.3
email and numbers were on bottom of every page	1	5.6	5.6	38.9
found all, numbers and emails accessible	1	5.6	5.6	44.4
none	7	38.9	38.9	83.3
numbers and email on front page	1	5.6	5.6	88.9
registering for courses	1	5.6	5.6	94.4
very easy, information for contacting at bottom of each page	1	5.6	5.6	100.0
Total	18	100.0	100.0	

compare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	1	5.6	5.6	5.6
	CR's is larger and contains more information than others	1	5.6	5.6	11.1
	easier than other colleges online	1	5.6	5.6	16.7
	easy to find most info	1	5.6	5.6	22.2
	good	1	5.6	5.6	27.8
	good website, easy to use and provides information needed	1	5.6	5.6	33.3
	have been on others, CR's is a really good one	1	5.6	5.6	38.9
	have not visited other sites	1	5.6	5.6	44.4

it is one of the best	1	5.6	5.6	50.0
it is one of the best i have been to	1	5.6	5.6	55.6
looks similar, easy to use	1	5.6	5.6	61.1
most college websites are fairly boring, CR is no different	1	5.6	5.6	66.7
none	1	5.6	5.6	72.2
not creatively made and harder to find information	1	5.6	5.6	77.8
pretty easy to use overall, took some time to search for some things	1	5.6	5.6	83.3
similar to others, mainly clear and concise	1	5.6	5.6	88.9
simple and easy	1	5.6	5.6	94.4
very easy and user friendly	1	5.6	5.6	100.0
Total	18	100.0	100.0	

navigation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid easy	3	16.7	16.7	16.7
easy and simple	1	5.6	5.6	22.2
easy for most information	1	5.6	5.6	27.8
easy to use	1	5.6	5.6	33.3
easy to use and well layed out	1	5.6	5.6	38.9
eight out of ten	2	11.1	11.1	50.0
eight out of ten, really easy but some bugs	1	5.6	5.6	55.6
four out of five	1	5.6	5.6	61.1
okay	1	5.6	5.6	66.7
seven out of ten	1	5.6	5.6	72.2

six out of ten, not as easy to naviagte as others	1	5.6	5.6	77.8
some parts easier than others	1	5.6	5.6	83.3
ten out of ten	1	5.6	5.6	88.9
very easy	2	11.1	11.1	100.0
Total	18	100.0	100.0	

overall

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a majority was easy to find, some were easy to pass over	1	5.6	5.6	5.6
clean	1	5.6	5.6	11.1
clear and professional look	1	5.6	5.6	16.7
four out of five	1	5.6	5.6	22.2
looked decent enough	1	5.6	5.6	27.8
looks great	1	5.6	5.6	33.3
nice, i liked it	1	5.6	5.6	38.9
nine out of ten, good look and layout	1	5.6	5.6	44.4
pleasing to the eye	1	5.6	5.6	50.0
seven out of ten	2	11.1	11.1	61.1
simple but not lame	1	5.6	5.6	66.7
ten out of ten	2	11.1	11.1	77.8
three out of ten	1	5.6	5.6	83.3
very nice look, bigger text in some parts may be nice	1	5.6	5.6	88.9
very nice, very helpful	1	5.6	5.6	94.4
very professional and cool	1	5.6	5.6	100.0
Total	18	100.0	100.0	

grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Sophomore	4	22.2	22.2	22.2
	3 Junior	5	27.8	27.8	50.0
	4 Senior	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	13	72.2	72.2	72.2
	2 Female	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	4	22.2	22.2	22.2
	16	4	22.2	22.2	44.4
	17	5	27.8	27.8	72.2
	18	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	13	72.2	72.2	72.2
	2 No	2	11.1	11.1	83.3
	3 Don't Know	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7	38.9	41.2	41.2
	2 No	4	22.2	23.5	64.7
	3 Don't Know	6	33.3	35.3	100.0
	Total	17	94.4	100.0	
Missing	99	1	5.6		
Total		18	100.0		

comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	already attending CR	1	5.6	5.6	5.6
	great job!	1	5.6	5.6	11.1
	i liked the pictures of the campus throughout the site	1	5.6	5.6	16.7
	none	15	83.3	83.3	100.0
	Total	18	100.0	100.0	