



College of the Redwoods
**Entering Student Survey
Report**

Year Analyzed: 2009

This Report Provided By
The Office of Institutional Research

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Summary

The Entering Student Survey is administered at the beginning of each school year to gather information from entering students concerning their expectations while attending College of the Redwoods (CR), academic goals, and to obtain relevant background information.

The administration of the 2009 Entering Student Survey resulted in information from 511 respondents. Of the total number of 1617 entering students in 2009, 511 respondents represent 32% of the entering student population.

Background Information

The majority of respondents (69%) indicated living with their parents in 2008 and 48% indicated they planned to live in the home of a parent or guardian during their first year at CR. Over half of respondents (56%) plan to work less than 30 hours per week during their first semester at CR.

The majority of respondents (84%) do not have dependent children living in the home. Of the 16% of respondents who do have dependent children, seventy-one percent are not single parents and 62% do not utilize CR childcare which is offered at the Eureka campus.

Respondents were asked to indicate the frequency with which they experienced different emotions in the past year. The largest percentage of respondents (42%) indicated they sometimes felt overwhelmed by the amount of things they needed to accomplish. Respondents indicated they sometimes had trouble focusing or concentrating in 41% of cases. Thirty-five percent of respondents indicated they did not often feel depressed while 30% indicated they did not often feel excessive, ongoing worry or tension. Forty-one percent of respondents indicated they did not fear losing control.

Respondents were asked to indicate how many years of eight subjects were taken in high school. The majority of respondents (84%) indicated they had taken four years of high school English. Four year of high school mathematics and four years of history/government were indicated in 41% and 46% of respondents respectively. The largest percentage of respondents indicated they had taken two years of a high school foreign language (38%) and two years of high school science (40%). High school arts/music was taken for one year in the largest percentage (29%) of respondents. The largest percentage of respondent did not take high school computer science (46%) or high school vocational science (67%).

Respondents were asked to indicate how many hours were spent on five activities during their time in high school. The largest percentage of respondents indicated they had spent 1-5 hours on each activity—school work (46%), socializing/partying (36%), exercise/sports (40%), childcare/family time (36%), and TV/video games/internet (52%).

The largest percentage of respondents (33%) indicated completing high school with a 2.6-3.0 grade point average.

Respondents were asked to indicate the yearly income for their household in 2008. While the largest percentage of respondents (32%) declined to state their household income in 2008, the next largest percentage of 18% indicated their household made less than \$10,000. Respondents were asked to indicate their individual yearly income for 2008. The largest percentage of respondents (33%) reported earning less than \$1,000 in 2008.

The majority of respondents (61%) were eighteen years of age or younger while 39% were nineteen years of age or older. Fifty-three percent of respondents were female and 47% were male. The majority of respondents (66%) were white with 99% of all respondents indicating English as their primary language.

Academic Goals

The majority of respondents (65%) primarily attend the Eureka campus followed by 21% attending Del Norte, nine percent attending Arcata, six percent attending Eureka-Downtown, six percent attending Mendocino, five percent attending online classes and 6% attending multiple campuses.

The majority of respondents (56%) plan to attend CR for four semesters. Respondents were asked to indicate what they planned to accomplish by attending CR. A high number of respondents agreed they would decide a career goal (83%), prepare for a new career (84%), increase skills before transferring (78%), and explore different majors (55%).

Respondents were asked to express their level of agreement with five statements regarding their goals while attending CR. Respondents heavily agreed with having the skills to succeed at CR (94%) and being able to use their education to meet life-long goals (94%). Respondents also agreed that they will receive a well-rounded education at CR (89%), they will have emotional support while attending CR (76%) and that they will have the necessary funding to complete their goals at CR (64%).

The majority of respondents (67%) have applied for financial aid. Sixty-four percent of respondents have completed a Free Application for Federal Student Aid (FAFSA) and 32% of respondents have applied for a Board of Governors (BOG) fee waiver. Respondents were asked to indicate the amount of financial aid they estimated would be necessary for the 2009-2010 school year. The largest percentage of respondents (25%) indicated they would need less than \$1,000 of financial aid for the 2009-2010 school year.

Expectations

Over half of respondents (54%) indicated a preference for taking classes during the day and 90% indicated a preference for taking classes on weekdays. The majority of respondents prefer to be contacted by phone or text messaging.

The majority of respondents (62%) did not have family members who had attended CR. Half of respondents (50%) indicated they felt prepared to attend college and 45% of respondents indicated that CR was their only choice for attending college.

Respondents were asked to indicate which factors affected their choice to attend CR. Many respondents (53%) indicated choosing CR in order to transfer to another college. Other

common reasons affecting respondents' decision to attend CR included the college's proximity to family and friends (45%) and the low cost of attending CR (44%).

Respondents were asked to indicate which factors influenced their decision to attend CR. Respondents were encouraged to mark all factors applicable to their decision. The majority of respondents (75%) indicated influence from family and friends.

Respondents were asked to indicate which CR media sources influenced their decision to attend CR. Respondents were encouraged to mark all factors applicable to their decision. The largest percentage of respondents (48%) indicated they were not influenced to attend CR by CR media. Of those respondents who were influenced by CR media, the largest percentage (24%) indicated that mail influenced their decision to attend CR.

Detailed Report

Introduction

The Entering Student Survey is administered at the beginning of each school year to gather information from entering students concerning their expectations while attending College of the Redwoods (CR), academic goals, and to obtain relevant background information.

Survey Administration

The administration of the 2009 Entering Students Survey resulted in information from 511 respondents. Of the total number of 1617 entering students in 2009, 511 respondents represent 32% of the entering student population.

Special Note: While 511 total responses were received, eight respondents submitted two entries and one respondent submitted three entries. Thus, the survey resulted in information from 501 unique respondents. Data from these respondents was included in survey results in order to preserve the variance in their choices.

The 2009 Entering Student Survey was administered at all campus locations in Del Norte, Humboldt and Mendocino. Surveys were administered through hardcopy and online participation resulting in 422 hardcopy surveys and 89 online surveys.

All campus locations were invited to participate in the survey through the online survey website www.freeonlinesurveys.com resulting in 5 Del Norte respondents, 79 Humboldt respondents and 5 Mendocino respondents.

All campus locations were invited to participate in the survey through hardcopy dispersal of surveys resulting in 100 Del Norte respondents, 298 Humboldt respondents, and 24 Mendocino respondents. Del Norte students were invited to participate through distribution of surveys to entering students at college orientation and in English classes. Humboldt students were invited to participate through distribution of surveys to entering students during college orientation, and at advising and counseling sessions. Mendocino students were invited to participate through distribution of surveys to entering students at the enrollment window, counseling and financial aid office, and the front desk.

Table 1: Surveys By Location

Del Norte	105
Humboldt	377
Mendocino	29
Total Surveys	511

Combining the number of online and hardcopy surveys show 105 surveys received from Del Norte (21%), 377 surveys received from Humboldt (74%), and 29 surveys received from Mendocino (6%) resulting in the final total of 511 surveys (see Table 1).

Findings: Background Information

Respondent Living

Residence

The primary residence of 48% of respondents is in the home of a parent or guardian (see Table 2). Thirty-four percent of respondents live in a rental followed by 6% living in the residence hall, 5% in a home they own, 3% having multiple residences, and 2% having no residence.

Table 2: Primary Residence

Parent/Guardian Home	48%	
Rental	34%	
Residence Hall	6%	
Owned Home	5%	
Multiple Residences	3%	
No Residence	2%	
Other	3%	

The majority of respondents (69%) indicated living with their parents in 2008 while 31% did not live with their parents (see Table 3). When asked how many people lived in their residence in 2009 the majority of respondents (56%) indicated living with 3-4 people. Twenty-five percent of respondents indicated living with 1-2 people in 2009 while 15% lived with 5-6 people and 4% lived with 7 or more people (see Table 4).

Table 3: Lived With Parents In 2008

Yes	69%	
No	31%	

Table 4: Lived In Household In 2009

1-2 people	25%	
3-4 people	56%	
5-6 people	15%	
7 or more people	4%	

Work Hours

Table 5 shows that over half of respondents (56%) plan to work less than 30 hours per week during their first semester at CR. Twenty-eight percent plan to work 31-40 hours and 3% plan to work 41 hours or more during their first semester at CR. Fourteen percent of respondents indicated they do not plan to work during their first semester at CR.

Table 5: Hours Worked Per Week (during first semester)

Less than 30 hours	56%	
31-40 hours	28%	
41 hours or more	3%	
Not working	14%	

Children

The majority of respondents (84%) do not have dependent children living in the home. Of those respondents who do have dependent children living in the home 8% have one child, 5% have two children, 2% have three children and 1% have four or more children (see Table 6).

Table 6: Dependent Children (living with student)

None	84%	
One	8%	
Two	5%	
Three	2%	
Four or more	1%	

Of those respondents who do have dependent children, seventy-one percent are not single parents whereas 29% are single parents (see Table 7). The majority of respondents with dependent children (47%) do not utilize CR Childcare which is only offered on the Eureka campus. Three percent of respondents do plan to utilize CR Childcare, 16% are unsure whether they will utilize CR Childcare, and 34% are not attending the CR campus and thus do not have the option available (see Table 8).

Table 7: Single Parent (of those with children)

No	71%	
Yes	29%	

Table 8: Utilizing CR Childcare (of those with children)

No	47%	
Yes	3%	
Not Sure	16%	
Not Attending Eureka Campus	34%	

Emotions

Respondents were asked to indicate the frequency with which they experienced different emotions in the past year. The largest percentage of respondents (42%) indicated they sometimes felt overwhelmed by the amount of things they needed to accomplish (see Table 9). Respondents indicated they sometimes had trouble focusing or concentrating in 41% of cases. Thirty-five percent of respondents indicated they did not often feel depressed while 30% indicated they did not often feel excessive, ongoing worry or tension. Forty-one percent of respondents indicated they did not fear losing control.

Table 9: Experienced Emotions

	Frequently	Often	Sometimes	Not Often	Not At All	Declined
Felt Overwhelmed	16%	22%	42%	13%	5%	1%
Felt Depressed	7%	9%	24%	35%	23%	2%
Feared Losing Control	4%	6%	18%	29%	41%	2%
Trouble Focusing	10%	13%	41%	23%	12%	1%
Excessive Worry	11%	10%	27%	30%	20%	2%

High School Background

Subjects

Respondents were asked to indicate how many years of eight subjects were taken in high school (see Table 10). The majority of respondents (84%) indicated they had taken four years of high school English. Four years of high school mathematics and four years of history/government were indicated in 41% and 46% of respondents respectively. The largest percentage of respondents indicated they had taken two years of a high school foreign language (38%) and two years of high school science (40%). High school arts/music was taken for one year in the largest percentage of 29% of respondents. The largest percentage of respondents did not take high school computer science (46%) or high school vocational science (67%).

Table 10: Years Taken In High School

	0 years	1 year	2 years	3 years	4 years	5 or more
English	2%	1%	4%	7%	84%	2%
Mathematics	1%	2%	16%	38%	41%	2%
Foreign Language	23%	19%	38%	13%	6%	1%
Sciences	2%	5%	40%	29%	21%	2%
History/Government	2%	3%	11%	37%	46%	1%
Arts/Music	11%	29%	27%	13%	17%	2%
Computer Science	46%	37%	12%	3%	2%	0%
Vocational Science	67%	17%	10%	3%	4%	0%

Activities

Respondents were asked to indicate how many hours were spent on five activities during their time in high school. As Table 11 shows, the largest percentage of respondents indicated they had spent 1-5 hours on each of the activities—school work (46%), socializing/partying (36%), exercise/sports (40%), childcare/family time (36%), and TV/video games/internet (52%).

Table 11: High School Hours Spent On...

	0 hours	1-5 hours	6-10 hours	11-15 hour	16-20 hour	21 or more
School Work	3%	46%	31%	11%	5%	4%
Socializing/Partying	8%	36%	27%	15%	8%	7%
Exercise/Sports	7%	40%	22%	14%	9%	8%
Childcare/Family Time	10%	36%	29%	12%	6%	7%
TV/Video Games/Internet	10%	52%	17%	9%	5%	6%

GPA

The largest percentage of respondents (33%) indicated completing high school with a 2.6-3.0 grade point average (GPA). Twenty-seven percent of respondents completed high school with a 3.1-3.5 GPA, twenty-one percent completed high school with a 2.1-2.5 GPA and 13% completed high school with a 3.6-4.0 GPA. The smallest percentages of respondents

indicated receiving a 2.0 or less GPA in 5% of respondents and 1% of respondents receiving a 4.1 or higher GPA (see Table 12).

Table 12: High School GPA

2.0 or less	5%	
2.1-2.5 GPA	21%	
2.6-3.0 GPA	33%	
3.1-3.5 GPA	27%	
3.6-4.0 GPA	13%	
4.1 GPA or higher	1%	

Financial Background

Household

Respondents were asked to indicate the yearly income for their household in 2008. While the largest percentage of respondents (32%) declined to state their household income in 2008, eighteen percent indicated their household made less than \$10,000 and 12% indicated their household made \$10,001-\$20,000 (see Table 13). Nine percent of respondents indicated their household made \$20,001-\$30,000, eight percent indicated making \$30,001-\$40,000 and 4% indicated a household income of \$40,001-\$50,000. Respondents whose household made \$50,001-\$60,000 made up 3% of cases, four percent indicated a household income of 60,001-\$70,000, two percent made \$70,001-\$80,000 and 4% indicated making \$80,001-\$90,000. Five percent of respondents indicated a household income of \$90,001 or greater.

Table 13: Household Yearly Income For 2008

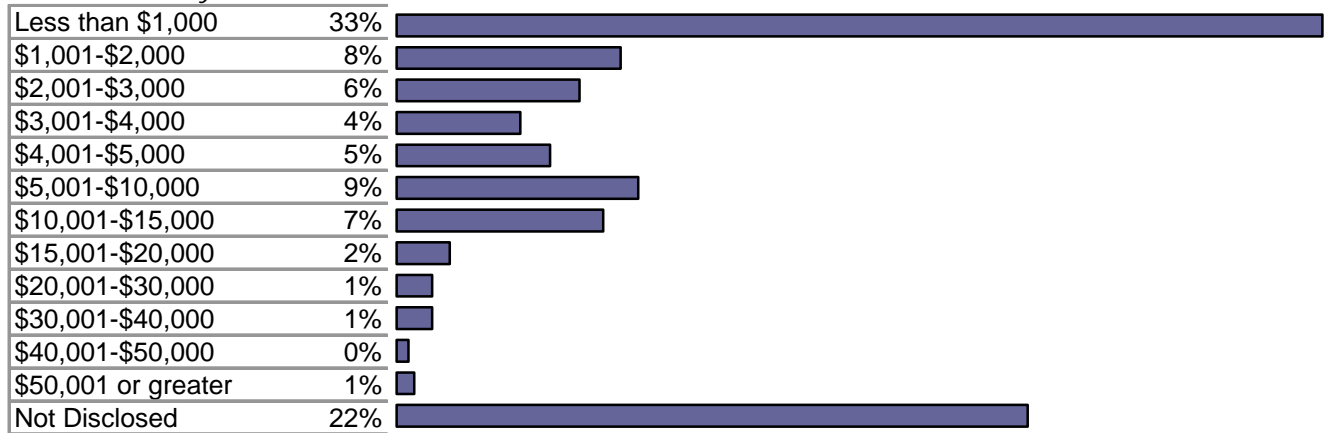
Less than \$10,000	18%	
\$10,001-\$20,000	12%	
\$20,001-\$30,000	9%	
\$30,001-\$40,000	8%	
\$40,001-\$50,000	4%	
\$50,001-\$60,000	3%	
\$60,001-\$70,000	4%	
\$70,001-\$80,000	2%	
\$80,001-\$90,000	4%	
\$90,001 or greater	5%	
Not Disclosed	32%	

Student

Respondents were asked to indicate their individual yearly income for 2008. As Table 14 shows, the largest percentage of respondents reported earning less than \$1,000 in 2008. Eight percent of respondents indicated earning \$1,001-\$2,000 in 2008, six percent earned \$2,001-\$3,000, four percent earned \$3,001-\$4,000, five percent earned \$4,001-\$5,000, and 9% earned \$5,001-\$10,000 in 2008. Respondents who earned \$10,001-\$15,000 in 2008 made up 7% of cases, two percent of respondents indicated earning \$15,001-\$20,000, one percent indicated earning \$20,001-\$30,000, one percent earned \$30,001-\$40,000, and .41% indicated earnings of \$40,001-\$50,000. One percent of respondents indicated an individual income of

\$50,001 or greater. Twenty-two percent of respondents declined to state their individual income.

Table 14: Yearly Student Income For 2008

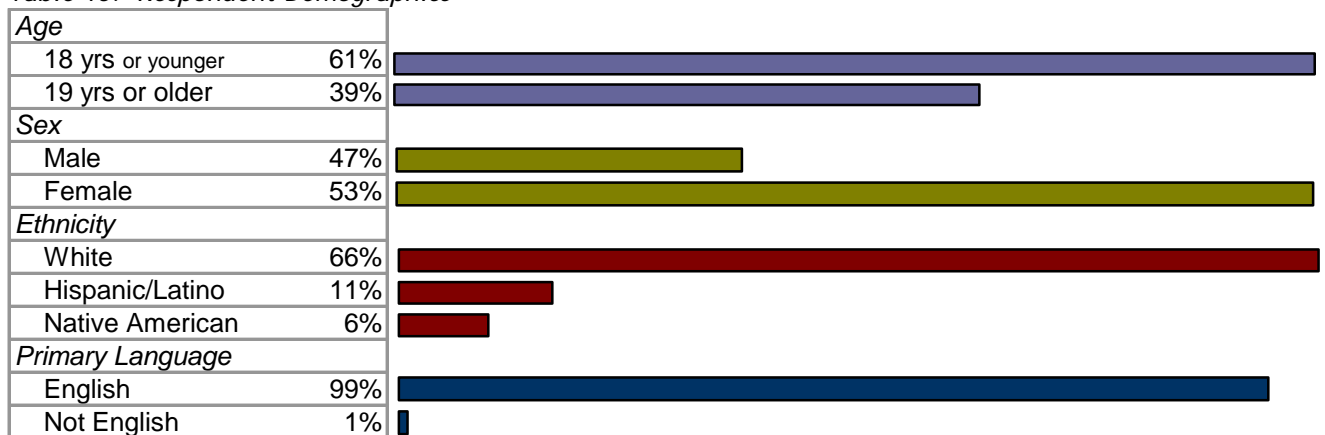


Demographics

The majority of respondents were eighteen years of age or younger while 39% were 19 years of age or older (see Table 15). Fifty-three percent of respondents were female and 47% were male. The majority of respondents (66%) were white while 11% were Hispanic, six percent were Native American, and the remaining respondents made up smaller percentages. The primary language of the vast majority of respondents (99%) is English while 1% of respondents speak a primary language other than English.

Special Note: Due to respondent error when supplying identification numbers, demographics represent only 365 respondents, or 71% of those surveyed.

Table 15: Respondent Demographics



Findings: Academic Goals

Campus

The majority of respondents (65%) primarily attend the Eureka campus followed by 21% attending Del Norte, nine percent attending Arcata, six percent attending Eureka-Downtown, six percent attending Mendocino, five percent attending online classes, and 6% attending multiple campuses (see Table 16).

Table 16: Primary Campus

Eureka	65%	
Del Norte	21%	
Arcata	9%	
Eureka-Downtown	6%	
Mendocino	6%	
Online	5%	
Klamath-Trinity	0%	
Multiple Campuses	6%	

Of those respondents attending multiple campuses, the largest percentage (17%) attend a combination of Eureka and Eureka-Downtown. The second largest percentage (13%) attend a combination of Eureka and online classes followed by 11% attending Arcata and Eureka and 11% attending Arcata, Eureka and online classes. Please see Table 17 for additional combinations.

Table 17: Multiple Campus Breakdown

Eureka/Eureka-Downtown	17%	
Eureka/Online	13%	
Arcata/Eureka	11%	
Arcata/Eureka/Online	11%	
Arcata/Eureka/Eureka-Downtown	9%	
Mendocino/Online	6%	
Eureka/Eureka-Downtown/Online	4%	
Arcata/Eureka/Eureka-Downtown/Online	4%	
Arcata/Eureka-Downtown	2%	
Arcata/Eureka-Downtown/Online	2%	
Mendocino/Eureka-Downtown	2%	
Del Norte/Eureka	2%	
Del Norte/Eureka-Downtown	2%	
Not Specified	17%	

Plan for CR

The majority of respondents (56%) plan to attend CR for four semesters (please see Table 18 on the following page). The next largest percentage of respondents (23%) plan to attend CR for five or more semesters. Eleven percent of respondents plan to attend CR for two semesters while 6% plan to attend three semesters and 5% plan to attend one semester.

Table 18: Semesters At CR

1 Semester	5%	
2 Semesters	11%	
3 Semesters	6%	
4 Semesters	56%	
5 or More Semesters	23%	

Respondents were asked to indicate what they planned to accomplish by attending CR. As Table 19 shows, the majority of respondents agreed they would decide a career goal (83%), prepare for a new career (84%), increase skills before transferring (78%), and explore different majors (55%).

Table 19: Accomplish At CR

	Agree	Neither	Disagree
Decide Career Goal	83%	15%	2%
Prepare For New Career	84%	14%	2%
Increase Skills Before Transferring	78%	17%	5%
Explore Different Majors	55%	32%	13%

Goals

Respondents were asked to express their level of agreement with five statements regarding their goals while attending CR (see Table 20). Respondents heavily agreed with having the skills to succeed at CR (94%) and being able to use their education to meet life-long goals (94%). Respondents also agreed that they will receive a well-rounded education at CR (89%), they will have emotional support while attending CR (76%) and that they will have the necessary funding to complete their goals at CR (64%).

Table 20: Education Goals

	Agree	Neither	Disagree
I have the skills to succeed at CR	94%	6%	1%
I have the funding to complete my goals at CR	64%	26%	10%
I will receive a well-rounded education at CR	89%	10%	1%
I will have emotional support when I attend CR	76%	22%	3%
I will be able to use my education to meet goals	94%	6%	1%

Financial Aid

The majority of respondents (67%) have applied for financial aid while 17% of respondents have not applied for financial aid. Sixteen percent of respondents have not applied for financial but plan to apply (see Table 21).

Table 21: Applied For Financial Aid

Yes	67%	
No	17%	
No, but plan to	16%	

The majority of respondents (64%) have completed a Free Application for Federal Student Aid (FAFSA). Nineteen percent of respondents have not completed a FAFSA while 3% have not but plan to apply. Fourteen percent of respondents were not familiar with FAFSA (see Table 22).

Table 22: Completed The FAFSA





Yes	64%	
No	19%	
No, but plan to	3%	
Don't know of FAFSA	14%	







Table 23 shows that thirty-two percent of respondents had applied for the Board of Governors (BOG) fee waiver. Thirty-three percent of respondents had not applied for the BOG while 26% had not yet applied but planned to apply. Ten percent of respondents were not familiar with the BOG.

Table 23: Applied For The BOG Waiver

Yes	32%	
No	33%	
No, but plan to	26%	
Don't know of BOG	10%	

Respondents were asked to indicate the amount of financial aid they estimated would be necessary for the 2009-2010 school year. A quarter of respondents (25%) indicated they would need less than \$1,000 of financial aid during the 2009-2010 school year (see Table 24). Twenty-one percent of respondents indicated needing \$1,001-\$2,000 of financial aid, sixteen percent indicated needing \$2,001-\$3,000, twelve percent indicated needing \$3,001-\$4,000 and 8% indicated needing \$4,001-\$5,000. Nineteen percent of respondents indicated a need for \$5,001 or more of financial aid for the 2009-2010 school year.

Table 24: Estimation Of Financial Aid Needed (2009-2010)

Less than \$1,000	25%	
\$1,001-\$2,000	21%	
\$2,001-\$3,000	16%	
\$3,001-\$4,000	12%	
\$4,001-\$5,000	8%	
\$5,001 or more	19%	

Findings: Expectations

Respondent Preferences

Course Attendance




Over half of respondents (54%) indicated a preference for taking classes during the day while 39% prefer both day and evening courses, and 7% prefer evening classes (see Table 25).

Table 25: Preferred Course Time

Day	54%	
Both Day/Evening	39%	
Evening	7%	

The majority of respondents (90%) prefer to take classes on weekdays (see Table 26). Ten percent prefer a combination of classes on weekdays and weekends, and only 1% prefer to take classes on weekends only.

Table 26: Preferred Course Day

Weekdays	90%	
Both Weekdays and Weekends	10%	
Weekends	1%	

Contact Method

The majority of respondents (77%) prefer to be contacted by phone or text messaging (see Table 27). Fourteen percent of respondents prefer email/instant messaging followed by 4% who prefer a letter, and 3% preferring face-to-face communication.

Table 27: Preferred Contact Method





Phone/Text	77%	
Email/IM	14%	
Letter	4%	
Face-to-Face	3%	
Other	1%	

College Choices

Family Attendance

The majority of respondents (62%) did not have family members who had attended CR (see Table 28). Eighteen percent of respondents indicated a parent/guardian had attended CR, fifteen percent indicated a sibling had attended CR and 5% indicated they had both a parent/guardian and sibling who had attended CR.

Table 28: Family Attended CR

No	62%	
Yes, parent/guardian	18%	
Yes, sibling	15%	
Yes, both parent and sibling	5%	

College Preparedness

As Table 29 shows, half of respondents (50%) indicated feeling prepared to attend college. Thirty-six percent of respondents indicated feeling neither prepared or unprepared to attend college and 13% indicated feeling unprepared for college attendance.

Table 29: Feelings of College Preparedness

Very Prepared	9%	
Prepared	41%	
Neither Prepared/Unprepared	36%	
Unprepared	10%	
Very Unprepared	3%	

Choosing CR

The largest percentage of respondents (45%) indicated CR as their only choice for attending college (see Table 30). Thirty-four percent of respondents indicated CR as their first choice amongst other colleges they considered attending while 20% indicated that CR was not their first choice amongst other colleges considered.

Table 30: Choice of CR

CR was only choice	45%	
CR was first choice among others	34%	
CR was not first choice among others	20%	

Respondents were asked to indicate which factors affected their choice of attending CR (please refer to Table 31 for a list of factors). Many respondents (53%) indicated choosing CR in order to transfer to another college. Other common reasons affecting respondents' decision to attend CR included the college's proximity to family and friends (45%) and the low cost of attending CR (44%). Twenty-three percent of respondents indicated choosing CR because of the quality of education they would receive, seventeen percent chose CR because they could not afford to attend other colleges, eleven percent indicated choosing CR due to the availability of evening classes, and 10% chose CR because of a local job that could not be vacated. Less cited reasons for choosing CR included opportunities to play sports (9%), family commitments (9%), and due to failing to meet entrance requirements for other colleges (6%).

Table 31: Reason For Choosing CR (checked all that apply)

Transferring	53%	
Proximity to Friends/Family	45%	
Low Cost	44%	
Quality of Education	23%	
Could Not Afford Others	17%	
Availability of Evening Classes	11%	
Local Employment	10%	
Sports Opportunities	9%	
Family Commitments	9%	
Failed Requirement To Others	6%	

Influences

Respondents were asked to indicate which factors influenced their decision to attend CR. Respondents were encouraged to mark all factors applicable to their decision. The majority of respondents (75%) indicated influence from family and friends (see Table 32). Thirty-one percent of respondents indicated their decision was influenced by a high school counselor/advisor. Fourteen percent of respondents indicated being influenced by the CR website while 13% were influenced by a campus visit. Other influences that effected their decision to attend CR included a CR advisor/counselor/recruiter (8%), co-worker/manager/boss (5%) and CR employee/professor (3%). Ten percent of respondents indicated that they were not influenced by any of the above factors when choosing to attend CR.

Table 32: Affected Decision To Attend CR

Family/Friends	75%	
HS Counselor/Teacher	31%	
CR Website	14%	
Campus Visit	13%	
CR Advisor/Counselor/Recruiter	8%	
Co-worker/Manager/Boss	5%	
CR Employee/Professor	3%	
None	10%	

Respondents were asked to indicate which CR media sources influenced their decision to attend CR (as listed in Table 33). Respondents were encouraged to mark all factors applicable to their decision. The largest percentage of respondents (48%) indicated they were not influenced to attend CR by CR media. Twenty-four percent of respondents indicated that mail influenced their decision to attend CR while 12% indicated television played a role in their choice. Less cited reasons for choosing to attend CR included newspapers (6%), radio (5%) and magazines (2%).

Table 33: Media Influenced Decision To Attend CR

Mail	24%	
Television	12%	
Newspapers	6%	
Radio	5%	
Magazines	2%	
None	48%	

Recommendations for Future Surveys

While the 2009 Entering Student Survey (ESS) offered valid and useful information, there is room for improvement that will enhance future surveys.

Administration

The 2009 ESS administered surveys using various means including at student orientation, counseling sessions, admissions desk, and English classes. A survey administration protocol should be established to ensure consistency across all campuses.

Methodology

The 2009 ESS used a combination of electronic and hardcopy submission. Methodology of future surveys should consider electronic submission of all data directly from students. By utilizing this method of data submission, the survey can be set up to verify student identification numbers as each survey is submitted. This will ensure that information from the ESS can be directly linked to student information from Datatel producing more accurate demographics and correlations. This methodology will also prevent respondents from taking the survey multiple times as occurred in nine instances on the 2009 survey.

Survey Design

Survey questions should be examined to ensure the information desired is what the results will produce. Specific questions that could use improvement are 7, 11, 24, 27 and 28.

Question seven focuses on the time of day respondents prefer to take classes. The current options of "day," "evening," "both day and evening" do not allow for distance education respondents to select "online" as a preference. Inclusion of "online" as an option would reduce error from respondents who chose an option despite their preference to take online classes.

Question eleven focuses on respondents who will utilize CR childcare. CR childcare can only accept a maximum number of participants which may lead to a statistic that does not represent the whole picture. An explanation should be produced in the final report or the question should be revised to produce a more accurate depiction.

Question 24 focuses on CR media that has influenced a respondents' decision to attend CR. This question would benefit from a "NA," or not applicable, option that allows respondents who have not received CR media an accurate option. Another option would be to proceed this question with one inquiring whether the respondent has ever received/viewed CR media.

Questions 27 and 28 focus on the respondents' household and individual yearly incomes respectively. Based on the findings of the 2009 ESS, it would seem that a large number of respondents are unaware of their household, and perhaps individual, incomes. These questions would benefit from revision or may even be removed from the survey altogether and later pulled from Datatel for inclusion in the final report.