

Program Area: Community Education

Program Philosophy

Community Education is committed to providing new avenues for personal and professional growth, including cultural enrichment, recreational enjoyment, and skills development. The program promotes and celebrates lifelong learning, and joins the college in its mission to provide educational training opportunities that are adaptable to the changing needs of the service area.

Goals/Objectives

1. Develop the capability to accept Visa payment for all Community Education classes.
2. Develop an online method for students to register for classes, and check their own registration status.
3. Improve our system of feedback from students, so that evaluations are reviewed in a timely manner, and the information collected can be easily reviewed by administrators, teachers and students.
4. Develop a targeted marketing program to increase community participation and student numbers for Community Education.
5. Give back to the college by becoming an ongoing source of revenue and/or through the funding of special projects. Develop a step-by-step procedure for helping departments collect money through Community Ed, and get that money back to the departments
6. Continue to provide excellent customer service and easy access to LPC for students who often have not had any other contact with the College.
7. Expand offerings to include weekday classes as classrooms become available.
8. Begin a summer program when staffing and logistical needs can be met.
9. Grow the program to match the growth of the Tri Valley area. Increase the number of students served.
10. Develop our reputation in the Community that differentiates us from other "recreation" oriented programs in the area...offer more arts and lectures and Community "events" befitting a college as opposed to a "parks and recreation" program.

Program Information

Community Education is a self-supporting, fee-based program administered under the direction of the Dean of Student Services. Community Education serves over 1,000 community members each semester and designs its courses based on requests from LPC faculty, classified, non-faculty instructors, and community members. The program is open to anyone, and does not require prior admission to the college as a regular student. Classes are taught by certified college faculty, or by experts in the field of study. The classes do not involve exams or grades. Community Education classes offer Tri-Valley residents the opportunity to explore interests, achieve personal goals, and learn skills that will help them succeed in the workplace.

Program Area: Community Education

Staffing:

Responsible Dean

Faculty Liaison

75% time Program Manager

Casual clerk, about 10 hours per week

Location: Room 1311

Hours: Tuesday and Wednesday 1 p.m. to 5 p.m.*

Thursday and Friday 1 to 7 p.m.*

**subject to change*

Online Services:

Website, online, PDF of catalog, online skill building classes through Ed2Go, online career courses through Gatlin Education

Hours: 24 hour/day, 7days/week for the online services listed above

Program Components

Hiring of Contractors and district employees to teach classes

Producing a catalog of classes

Scheduling classes and rooms

Registering students for classes

Evaluating community education programs to improve instruction

Ensuring good customer service to Tri Valley residents

Budget analysis, collecting and depositing funds

Responding to and collaborating with requests for classes from the community

Customer service to students

Outreach and marketing for the college

Data:

Number of students: 922 enrollments as of October 3, 2005

Budget: \$150,000 (approximately, has been lower, has been higher)

Technology Needs:

Laptop Computer, web-based Community Education software, color print capabilities for marketing reasons

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Committees and Collaboration

Program coordinator also serves on Student Services Coordinating committee, was a Classified Senator, is currently on the Outreach Committee, has participated in SCM study on several committees, collaboration with Career Center when instructors propose classes, collaboration with all weekend workers (custodians, instructors, instructional technology associates, librarians) to insure good service to weekend students on the campus, collaborates with student services, business service staff, district staff with regard to hiring contractors and instructors, business, regularly collaborates with counterpart in Community Education at Chabot College on Community Education issues within and without the district, member of the ACCE (Professional Organization for community and Continuing Education in California), collaborates with faculty in developing "test" classes before they are written for regular curriculum, collaboration with QUEST program to insure advertising and sharing of information to ease student access to programs and in attempting to solve the repeatability issue, collaboration with the Visual Communications program to produce catalog, interaction with community libraries to provide extra access to the Community Education catalog, working with special populations in the community to get word of classes to them (senior living centers such as Heritage Estates, new military housing at Dublin), limited direct marketing to Community media resources, collaborating with Instructional technology department on campus to make sure that Community Education instructors are kept in the loop regarding campus resources, interacting with the Foundation for the processing of donations.

1. What is the program's relationship to the College's mission?

We are mandated by sections of the college mission that state "The mission of Las Positas College is to provide: educational training and opportunities adaptable to changing needs; and access for all students in our community."

2. How does the program help fulfill the College's mission?

Community Education provides education to community members who have not been accepted for admission to the college. The program allows for the "testing" of classes prior to them being included in the regular curriculum, and can allow for the quick creation of classes and instruction in skills that the community deems necessary for economic health or growth.

3. What is the program's connection/dialogue to other programs?

We currently help support as many on-campus groups and programs as possible through advertising in our catalog (QUEST, FOSTER/KINSHIP CARE/LPC FOUNDATION/ ATHLETICS DEPARTMENT), monetary sponsorship (CLASSIFIED FLEX DAY/TRANSFER CLUB/VISUAL DESIGN), and staff support of such student services activities as Information Tables and Classified Senate service. We also partner to a smaller extent with LapTechs to get our classes some flyer and Craig list advertising.

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- 4. Please describe the status of Student Learning Outcomes (SLO) in your program.**
Students who experience Community Education classes need to feel that their time and money were well spent. In other words, they are fulfilled in their desire for personal growth, or skill acquisition. Students who emerge from learning experiences with LPC Community Education should feel that access to our college and college programs is convenient and easy to understand, and that the college is inviting to all community members. Community Education students need to feel that they are an integral part of the LPC Community, and that they just might consider taking a regular LPC class. We are working continually to achieve these student learning outcomes, and are in an ongoing process to improve our evaluation tool to reflect questions that will better evaluate how well our students are achieving these outcomes.

Program Strengths Identified

We received several B and B+ marks from internal evaluations and many B's in student evaluations. They are addressed below.

- 1. GOAL #3: Improve our system of feedback from students, so that evaluations are reviewed in a timely manner, and the information can be easily reviewed by administrators, teachers, and students.**

We have worked hard to improve our communication with instructors, and reduce the cost of that communication through email. We have offered full copies of evaluations to any instructors who want them, and are in the midst of creating a filing system based on instructor and class for the evaluations.

- 2. Goal #6: Continue to provide excellent customer service and easy access to LPC for students who often have not had any other contact with the college.**

Internal comments included "Great hard-working staff" and the program received a grade of B with a mean rating of 2.89 on this goal from students, and a B grade on the "user-friendly" survey questions. Internal grade was a B+. This means to me that we are providing good service to those who even need to interact with us at all. Many students do not, and so really have no comments to make in this area. Our highest mark on the student survey reflects our customer service in that we received a 3.00 solid B on having our program recommended by word-of-mouth among community members. And I think we can say that the program acts as a good ambassador for the college as a whole.

- 3. Goal #8: Begin a summer program when staffing and logistical needs can be met.**

Internally, we got a solid B rating on this from other staff who know that we are producing our first summer catalog for Summer 2006, despite staffing and logistics. I am happy to report that this goal will be met fully in early May 2006, and the solid B on this goal reflects the cooperation that my coworkers have given the program in achieving this goal.

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Program Weaknesses Identified

We receive our lowest marks, from both students and instructors in our program, in areas such as classroom space, convenience of payment systems, and specifics such having questions answered completely, and use of the available web technologies. These are addressed below.

1. Goal #1: Ability to accept visa payment. We received low marks internally for this goal, because, of course, we cannot accept visa. This has been a problem for the program since its inception. Students are sometimes disappointed, and don't register because of this payment inconvenience. The program will, happily, meet this goal with the inception of our Summer 2006 program, wherein the purchase of Lumens software designed specifically for Community Education programs will be implemented. The implementation of this web-based software will take place in early May 2006.
2. Goal #4: Develop a targeted marketing program to increase community participation and student numbers for classes in Community Education.

We got low marks, a solid C on this item in our reviews. That is a result of fact that we do little marketing for these classes outside the catalog and website. We rely on instructors to advertise themselves, and some do that quite efficiently, while others do not. This year, we have begun, with the help of LapTechs, to advertise via internet bulletin boards and to produce a few flyers. This Goal won't be met until either the program hires a marketing person, or the Program Coordinator is able to "free up" more time to pursue marketing in the Community. The program has high hopes for the implementation of the new software in May 2006 to make some time available for the Coordinator.

3. Goal #7: Expand offerings to include weekday classrooms as classes become available.

This goal is tied in with many of the program's comments from instructors and internal evaluation comments that include such things as "The frequent weakness of my classes is having to use an inappropriate classroom for the class too dark, too hot, not enough tables, lights were shut off with no warning" and "all Community Ed gets is 'leftover rooms.'" We, of course, have high hopes for more available classrooms as the build-out of the campus continues. Also, Community Ed has requested information on how to convert 1311 to a "Community Ed" classroom, so that we can always have what we need in at least one classroom, once the faculty has moved out. This proposal is just in the planning phase, but may help to alleviate many room scheduling problems, and take a great deal of the burden for scheduling rooms away from the Administrative Specialist who does the room scheduling.

4. Student Survey Question #8: Do you use the LPC web site to access information about this service area or program?

We received our lowest mark from students regarding the use of our website. Our website has been strictly information for quite some time. When Lumens software is implemented in May of 2006, the program will have a fully integrated registration site that students and instructors can use to garner any and all relevant information. Students will also be able to pay online for their courses, and receive confirmations of the enrollment. The program is confident that the new web-based services will improve student use.

Program Area: Community Education

Program Implications

In order to address the improvement of the program's defined goals, and Student Learning Outcomes that need to be used as a measure of goal achievement, the following recommendations are suggested:

- Implement dynamic web-based registration system that has been purchased.
- Implement a targeted marketing program to fill current class levels.
- Create more permanent ways of increasing the college's revenue through the program by developing a payment system for covering overhead costs currently provided by the college.

Staffing Needs:

Staff will need to grow with growing facilities and the availability of more classroom space. Community Education should have a dean of Community Education (administrative) in the office of Student Services. Future staffing needs for such an office should include at least 5 persons: an Program Director (classified) to oversee all operations; an accountant (classified) handle budgeting, deposits, and reports regarding these items; a Community Relations staff member (classified) to develop Community Education classes in cooperation with LPC staff and faculty, community members, and statewide community education providers, a Human Resources person (classified) to insure proper hiring, negotiation and payment of all contractors and district employees, a weekend staff person (classified) to make sure courses run smoothly 7 days a week, and a student services coordinator (classified) who can answer phones, provide information, and register students, respond to their questions, deliver confirmations, and generally keep the office in motion

Additionally, the program needs to be sure of custodial and maintenance coverage that is adequate to run the campus on the weekend, and this staffing need is immediate.

Administrative

.25 or lower FTE Dean of Community Education

Classified

1FTE Program Coordinator
.5 FTE Accounting Technician
.5 FTE Community Relations and Marketing
.5 FTE Human Resources Technician
.5 FTE Weekend Staff Assistant

Facilities Needs:

Within the next five years, the program can use another office for additional workers that will allow two people to work for the program at the same time. At minimum, an additional WORKSPACE is needed with a phone, computer, desk, chair and accompanying file cabinets. The Community Education program offices need to be located where they are accessible to students and staff on the weekends, as the bulk of our programming happens during weekend hours.

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The program needs dedicated, protected storage space. Community Education keeps Human Resources documentation and student records documentation. There is also an archive of the program. These documents need appropriate storage space.

Community Education would benefit from a classroom that is designated specifically for its use, year-round. The program could expand into different areas of the target market if this classroom was acquired. It is sometimes difficult to secure classrooms on campus for this program. If college-wide classroom needs change, the program is often the first to be asked to give up a room, as well. Community Education is, for some populations in our community, the first and only interaction they have with LPC, and a dedicated classroom, and some ability to be assured that classrooms will be open and available to the community through this program is key to the mission of the College.

PROGRAM ACTIVITY PLAN

Program Area: Community Education

Targets	Activities	Person(s) Responsible	Timeline	Measurable Objectives
1. Outreach	<ul style="list-style-type: none"> a. Continue to produce catalog that reaches 75,000 households in the area b. Develop/implement more ideas for targeted marketing of specific classes to improve enrollments. c. Continue participation on College Outreach Committee 	Community Ed Program Coordinator	<ul style="list-style-type: none"> a. Throughout 2006-2007 b. Targeted marketing procedures defined by Spring 2007 c. Throughout 2006-2007 	<ul style="list-style-type: none"> a. Catalog is produced 3 x per year. b. Marketing procedures are outlined. c. Attendance at meetings
2. Equity and Diversity	<ul style="list-style-type: none"> a. Continue to find diverse teachers, and programs that provide diverse education to Community Students b. Continue to offer low cost classes that can be accessible to all community members. 	Community Ed Program Coordinator	<ul style="list-style-type: none"> a. Throughout 2006--2007 b. Throughout 2006-2007 	<ul style="list-style-type: none"> a. Catalog contents is diverse, both in instructors and in courses b. Low cost classes appear in every catalog
3. Staff Development	Continue to support staff development activities through Community Education funds	Community Ed Program Coordinator	Spring 2007	<ul style="list-style-type: none"> a. Contribute monetarily to Classified Senate Flex-Days b. Add support for Faculty Flex days where possible, due to the curtailing of Staff Development monies
4. Space Utilization/Give back to the college and become an ongoing source of revenue for the college	Apply for the use of a specific classroom space for Community Ed classes that can be used at any time it is necessary. Perhaps "buy" the classroom from the college for a fee that equals the "excess" that Community Ed brings in each year after program expenses/expansion expenses are met.	Community Ed Program Coordinator	Throughout 2006-2007, hopefully during the process of the redistributing of classrooms with the building of the multidisciplinary building and the new Student Services Building	A classroom is designated for Community Education. In other words, Community Ed always has first choice to fill the classroom, and if not in use, it of course reverts to regular college use.
5. Develop the capability to accept Visa card payment	Purchase and implement software	Community Ed Program Coordinator	by Spring 2006	Done
6. Develop online method for students to register	Purchase and implement software	Community Ed Program Coordinator	by Spring 2006	Done
7. Begin a Summer program when staffing and logistical needs can be met	Create a Summer catalog, schedule Rooms, hire instructors, register students, etc.	Community Ed Program Coordinator	by Summer 2006	Done

PROGRAM ACTIVITY PLAN

Program Area: Community Education

<p>8. Develop our reputation in the Community that differentiates us from the recreation programs in the area/hold Community events sponsored by Community Ed</p>	<p>a. Assess how the program wants to be viewed as different b. Assess how the program is viewed by students c. Create a "PR" personality for the program</p>	<p>Community Ed Program Coordinator</p>	<p>by Summer 2007</p>	<p>Program has a marketing angle that makes it unique in the Tri-Valley that it can "promote" to the public.</p>
<p>9. Establish and assess student learning outcomes</p>	<p>Work collaboratively with other student services programs to align outcomes Participate in learning outcomes workshops Investigate assessment tools</p>	<p>Program Administrator Program Coordinator Staff</p>	<p>2007-2008</p>	<p>Learning outcomes established One cycle of assessment completed</p>

Service Area: COMMUNITY EDUCATION

INTERNAL EVALUATION ANALYSIS: Service Area Goals

Completed: Spring 2006

Sample Size: (n= 5)

	<u>Current Level of Effectiveness</u>		
	<u>Mean Rating</u>	<u>Variance</u>	<u>Grade</u>
	<u>Score</u>	<u>Factor</u>	
<u>Goal #1</u> Develop the capability to accept Visa payment for all Community Education classes.	2.22	2.91	C
<u>Goal #2</u> Develop an online method for students to register for classes, and check their own registration status.	2.20	1.70	C
<u>Goal #3</u> Improve the our system of feedback from students, so that evaluations are reviewed in a timely manner, and the information collected can be easily reviewed by administrators, teachers and students.	3.50	1.00	B+
<u>Goal #4</u> Develop a targeted marketing program to increase community participation and student numbers for Community Education.	2.00	0.00	C
<u>Goal #5</u> Give back to the college by becoming an ongoing source of revenue and/or through the funding of special projects.	2.50	0.33	C+
<u>Goal #6</u> Continue to provide excellent customer service and easy access to LPC for students who often have not had any other contact with the College.	3.40	0.30	B+
<u>Goal #7</u> Expand offerings to include weekday classes as classrooms become available.	2.00	0.50	C
<u>Goal #8</u> Begin a summer program when staffing and logistical needs can be met.	3.25	0.91	B
<u>Goal #9</u> Grow the program to match the growth of the Tri Valley area. Increase the number of students served.	2.00	1.00	C

Comments: Suggested Changes/Improvements

Goal # 1

- software has been purchased that would achieve this, but there are problems with implementation t__ from the district
- I think these are 'in process' and agree they are important for the program's success. I do not think these are in place yet, nor do I know the status – so I put a '2' for improvement

Goal # 2

- this is tied to the above mentioned software
- I think these are 'in process' and agree they are important for the program's success. I do not think these are in place yet, nor do I know the status – so I put a '2' for improvement
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Goal # 4

- This is still in planning stages

Goal # 5

- the campus needs to start charging the program rent. I know the program has been asked to give funds to certain activities on campus this year and think that's a start. But trying to 'give' funds to certain areas is problematic from an acctg. Standpoint, whereas charging for facilities use and adding those revenues to campus income (to then be used where needed for campus activities and to supplement campus budgets) is more feasible and makes more sense. The problem is: the program is probably not bringing in enough to cover all the rental expenses...yet. I think becoming a revenue generating program for the campus should be the absolute highest priority for this service area.
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Goal # 7

- not many rooms have yet become available
- I think day classes would be a good idea so long as the use of the classroom space is the lowest priority in terms of space usage. I don't think daytime classes M-F will 'fill' and be cost-effective. Most people who can attend on Saturday/Sundays will not be able nor interested in attending M-F. I don't see the 'need'.

Goal # 8

- this is in process, depending upon room availability

Goal # 9

- this goal is somewhat dependent upon Goal # 1 and # 2. the outline classes have grown exponentially _____ credit card payment was made possible. Similar results can be expected when this is achieved for all classes

General Comments

- Community Educations tries hard to allocate appropriate classrooms to teachers, but it seems at times they get the "left over" rooms. A summer program would be a wonderful addition to Community Ed – give them a chance to work it. I think more classrooms are needed at night. I really don't know how to match the growth if the program. I put '2' only because my (in frequent) classes are not very full. I could probably do more to get information out about them.
- Community Ed has a great, hard working and dedicated staff. Also, they are extremely supportive of their teachers
- The frequent weakness of my classes is having to use and inappropriate room for class. Either it's too dark, not enough art tables, and once I had the room at the back of the library. The lights were shut off at 9pm without any warning to us and we almost were left in the dark.

STUDENT SERVICES PROGRAM REVIEW: **SATISFACTION/USAGE DATA**

Service Area: DISABLED STUDENTS PROGRAMS AND SERVICES

Point of Service Student Satisfaction Level Ratings

Data Source: Student Services Program Review Student Evaluation Survey (Spring 2006)

Sample Size: (n= 43)

Response Analysis

			<u>Mean Rating Score</u>	<u>Grade</u>
Question #1				
Did the program staff answer you questions adequately and completely?				
Not Answered Adequately/Completely	0 1 2 3 4 <----->	Answered Adequately/Completely	3.67	A -
Question #2				
Do you understand services and resources available to you in this service area?				
Do Not Understand	0 1 2 3 4 <----->	Completely Understand	3.61	A -
Question #3				
Was the service you received was provided in a professional and efficient manner?				
Not Efficiently Provided	0 1 2 3 4 <----->	Service Efficiently Provided	3.73	A -
Question #4				
Was the service you received helpful and responsive to your needs?				
Not Helpful or Responsive	0 1 2 3 4 <----->	Very Helpful and Responsive	3.67	A -
Question #5				
Was the basic service area environment welcoming and "user-friendly?"				
Not User-Friendly	0 1 2 3 4 <----->	Very User-Friendly	3.82	A
Question #6				
Were you satisfied with overall quality of the service you received?				
Not Satisfied	0 1 2 3 4 <----->	Very Satisfied	3.70	A -
Question #7				
Would you recommend this service to other students?				
Not Recommend	0 1 2 3 4 <----->	Highly Recommend	3.70	A -
Question #8				
Do you use the Las Positas College web site to access information about this service area or program?				
Never Use Web Site	0 1 2 3 4 <----->	Frequently Use Web Site	3.24	B

Student Comments:

STUDENT SERVICES SATISFACTION/USAGE DATA

Service Area: DISABLED STUDENTS PROGRAM AND SERVICES

Comparison of Service Area Usage and Satisfaction Level Percentages

Data Source: Student Satisfaction Survey Fall 2005

Sample Size: (n=895)

Operational Definitions

Usage Level= Percentage of students that indicated they had utilized service area.

Satisfaction Level= Percentage of students that indicated they were satisfied with service area utilized.

Quality of Service Evaluation Rating Scale: 4 = Excellent (Satisfied)
 3 = Very Good (Satisfied)
 2 = Satisfactory (Satisfied)
 1 = Poor (Not Satisfied)
 0 = Very Poor (Not Satisfied)

Analysis: All Students

Service Area

DSPS	<u>Evaluation Rating Level (%)</u>	
<u>Usage Level (%) = 17.0</u>	Excellent	30.0
	Very Good	31.0
<u>Overall Level</u>	Satisfactory	35.0
<u>Satisfaction (%) = 96.0</u>	Poor	3.0
<u>Grade= A</u>	Very Poor	1.0

Satisfaction Categories (%)

<u>(Group = All Students)</u>		<u>Grade</u>
Quality of Service	90.0	A-
Knowledge of Staff	87.0	B
Helpful Attitude of Staff	87.0	B
Wait-Time for Service	86.0	B
Location of Service	91.0	A-

Analysis: Enrollment Type

Comparison Groups: New Students and Continuing Students.

Sample Size: New (n=271) Continuing (n=349)

<u>Service Area</u>	<u>Usage Level (%)</u>		<u>Satisfaction Level (%)</u>	
	New	Continuing	New	Continuing
DSPS		17.0	16.0	98.0
				97.0
			<u>Grade= A</u>	<u>A</u>

<u>Evaluation Rating Level (%) - New</u>			<u>Evaluation Rating Level (%) - Continuing</u>		
Excellent	27.0	Students	Excellent	34.0	Students
Very Good	31.0		Very Good	34.0	
Satisfactory	40.0		Satisfactory	29.0	
Poor	2.0		Poor	2.0	
Very Poor	0.0		Very Poor	2.0	

Satisfaction Categories (%)

<u>(Group = New)</u>		<u>Grade</u>
Quality of Service	86.0	B
Knowledge of Staff	88.0	B+
Helpful Attitude of Staff	80.0	B-
Wait-Time for Service	80.0	B-
Location of Service	85.0	B

Satisfaction Categories (%)

<u>(Group = Continuing)</u>		<u>Grade</u>
Quality of Service	90.0	A-
Knowledge of Staff	83.0	B
Helpful Attitude of Staff	90.0	A-
Wait-Time for Service	88.0	B+
Location of Service	94.0	A

Note:

New enrolled group includes new (first term any college), transfer (first term at Las Positas/previously attended another college), and returning (previously attended Las Positas) students responding to survey.

Continuing group includes only students that attended Las Positas during Fall Semester.

Analysis: Enrollment Type

Comparison Groups: Full-Time Students and Part-Time Students

Sample Size: Full-Time (n=517) Part-Time (n=257)

<u>Service Area</u>	<u>Usage Level (%)</u>		<u>Satisfaction Level (%)</u>	
	Full	Part	Full	Part
DSPS	15.0	17.0	97.0	95.0
			Grade= A	A

<u>Evaluation Rating Level (%) - Full-Time Students</u>			<u>Evaluation Rating Level (%) - Part-Time Students</u>		
Excellent	31.0		Excellent	33.0	
Very Good	33.0		Very Good	33.0	
Satisfactory	33.0		Satisfactory	30.0	
Poor	3.0		Poor	5.0	
Very Poor	1.0		Very Poor	0.0	

<u>Satisfaction Categories (%) (Group = Full)</u>			<u>Satisfaction Categories (%) (Group = Part)</u>		
		<u>Grade</u>			<u>Grade</u>
Quality of Service	90.0	A-	Quality of Service	91.0	A-
Knowledge of Staff	86.0	B	Knowledge of Staff	90.0	A-
Helpful Attitude of Staff	91.0	A-	Helpful Attitude of Staff	85.0	B
Wait-Time for Service	85.0	B	Wait-Time for Service	90.0	A-
Location of Service	91.0	A-	Location of Service	96.0	A

Note:

Full-time group includes students enrolled in 12 units or more.

Part-time group includes students enrolled in less than 12 units.

Analysis: Enrollment Type

Comparison Groups: Day Students and Evening Students

Sample Size: Day (n=702) Evening (n=91)

<u>Service Area</u>	<u>Usage Level (%)</u>		<u>Satisfaction Level (%)</u>	
	Day	Evening	Day	Evening
DSPS	16.0	10.0	95.0	99.0
			Grade= A-	A-

<u>Evaluation Rating Level (%) - Day Students</u>			<u>Evaluation Rating Level (%) - Evening Students</u>		
Excellent	31.0		Excellent	43.0	
Very Good	31.0		Very Good	43.0	
Satisfactory	33.0		Satisfactory	14.0	
Poor	4.0		Poor	0.0	
Very Poor	1.0		Very Poor	0.0	

Satisfaction Categories (%)
(Group = Day)

Grade

Quality of Service	90.0	A-	
Knowledge of Staff	88.0	B+	
Helpful Attitude of Staff	87.0	B	
Wait-Time for Service	86.0	B	
Location of Service	92.0	A-	

Satisfaction Categories (%)
(Group = Evening)

Grade

Quality of Service	92.0	A-	
Knowledge of Staff	90.0	A-	
Helpful Attitude of Staff	99.0	A	
Wait-Time for Service	99.0	A	
Location of Service	99.0	A	

Note:

Day group includes students enrolled only in day or combination of day and evening courses.
Evening group includes students enrolled only in evening and/or Saturday courses