

**LABS & LEARNING CENTERS STUDENT SATISFACTION SURVEY
SPRING 2009
QUANTITATIVE DATA**

Accounting Lab

Note: The number of responses for each survey item varies. Students were provided with the option to complete only those survey items in which they had sufficient experience to comment. Narrative comments to open-ended questions are provided in a separate document.

Question #2: "Overall, how would you rate the quality of the lab services you received?"

(n=45 respondents)

	Count	Percent
Excellent	21	46.7%
Very Good	12	26.7%
Good	9	20%
Fair	2	4.4%
Poor	1	2.2%

Question #3: "Overall, was the lab staff helpful?"

(n=45 respondents)

	Count	Percent
Yes	40	88.9%
No	5	11.1%

Question #4: "Were the procedures for using the lab clear and easy to follow?"

(n=45 respondents)

	Count	Percent
Yes	43	95.6%
No	2	4.4%

Question #5: "Did you understand what lab activities were expected of you?"

(n=43 respondents)

	Count	Percent
Yes	40	93%
No	3	7%

Question #6: “Was the lab available when you needed it?”

(n=47 respondents)

	Count	Percent
Always	18	38.3%
Most of the time	20	42.6%
Sometimes	6	12.8%
Rarely	2	4.3%
Never	1	2.1%

Question #7: “Were you able to get help when you needed it in this lab?”

(n=39 respondents)

	Count	Percent
Always	17	43.6%
Most of the time	16	41%
Sometimes	4	10.3%
Rarely	2	5.1%
Never	0	0%
*Does not apply	0	0%

*Note: Percentages reported above exclude students who responded “Does not apply”

Question #8: “Individual meetings with faculty helpful?”

(n=23 respondents)

	Count	Percent
Very helpful	18	78.3%
Somewhat helpful	5	21.7%
Not helpful	0	0%
*I did not have individual meetings	24	51.1%

*Note: Percentages reported above exclude students who did not have individual meetings

Question #9: “Were the learning resources (e.g., workbooks, course materials) you needed to complete your lab activities or classroom assignments readily available?”

(n=34 respondents)

	Count	Percent
Always	22	64.7%
Most of the time	9	26.5%
Sometimes	2	5.9%
Rarely	0	0%
Never	1	2.9%
*Does not apply	13	27.7%

*Note: Percentages reported above exclude students who responded “Does not apply”

Question #10: “Was the equipment (e.g., computers, software, microscopes, etc.) you needed to complete your lab activities and/or classroom assignments readily available and working properly?”

(n=43 respondents)

	Count	Percent
Always	29	67.4%
Most of the time	13	30.2%
Sometimes	0	0%
Rarely	0	0%
Never	1	2.3%
*Does not apply	4	8.5%

*Note: Percentages reported above exclude students who responded “Does not apply”

Question #11: “To what extent did your work in this lab help your academic performance in courses linked to the lab or supported by this lab? (For example, you use the Math Resource Center and are also enrolled in a Math course.)”

(n=39 respondents)

	Count	Percent
Very helpful	28	71.8%
Somewhat helpful	10	25.6%
Not helpful	1	2.6%
*I am not enrolled in a course linked to this lab	7	15.2%

*Note: Percentages reported above exclude students who were not enrolled in a linked course

Question #12: “Based on your overall experience in the Accounting Lab this semester, please indicate the extent to which you have made gains or progress in the following learning objectives identified below:”

I can...

	Major/Moderate Progress	Minor/No Progress
Express ideas and provide supporting evidence effectively in writing (n= 20)	80%	20%
Express ideas and provide supporting evidence effectively orally (n=21)	71.4%	28.6%
Comprehend, interpret, and analyze information I read (n=29)	86.2%	13.8%
Comprehend, interpret, and analyze information I hear (n=27)	85.2%	14.8%
Communicate effectively in a group or team situation (n=21)	76.2%	23.8%
Comprehend, interpret, and analyze numerical and or quantitative calculations (n=28)	85.7%	14.3%
Interpret graphical representations of quantitative information (e.g. graphs) (n=23)	82.6%	17.4%
Effectively identify, develop, and evaluate arguments (n=20)	75%	25%
Effectively assess the legitimacy or adequacy of different types of information (n=24)	75%	25%
Work effectively with others of diverse backgrounds (n=23)	78.3%	21.7%
Identify ethical issues and evaluate their consequences (n=20)	75%	25%
Acknowledge the value of diverse opinions and perspectives (n=22)	72.7%	27.3%

Question #17: “If the Accounting Lab was open in the afternoon and there was a scheduled brief recap on a particular topic of the week, for example, bond valuation, would this be helpful?”

(n=43 respondents)

	Count	Percent
Yes	30	69.8%
No	1	2.3%
Not sure	12	27.9%

Question #18: “If the Accounting Lab was open in the afternoon, would your class and work schedule allow you to attend?”

(n=43 respondents)

	Count	Percent
Yes	30	69.8%
No	5	11.6%
Sometimes	8	18.6%

Question #19: “Would you like the Accounting Lab to be open during evening hours?”

(n=44 respondents)

	Count	Percent
Yes	26	59.1%
No	3	6.8%
Not sure	15	34.1%

Question #20: “Would you like the Accounting Lab to be open all day as opposed to the current hours from 9-1 p.m.?”

(n=43 respondents)

	Count	Percent
Yes	26	60.5%
No	3	7%
Not sure	14	32.6%

Question #21: “To What is your purpose in going to the Accounting Lab? (Check ALL that apply)”

(n=41 respondents)

	Count	Percent
Study	33	80.5%
Collaborate with others	11	26.8%
Do homework	33	80.5%
Use computer	27	65.9%
Get help from tutor	19	46.3%

Question #22: “Would you like the accounting Lab to be staffed with Full-Time faculty as oppose
 (n=38 respondents)

	Count	Percent
Yes	21	55.3%
No	17	44.7%

Question #23: “Would you go to the Accounting Lab if it was part of your grade?””
 (n=38 respondents)

	Count	Percent
Yes	21	55.3%
No	17	44.7%

Question #25: “On average, how much time do you spend in the Accounting Lab each week?””
 (n=33 respondents)

	Count	Percent
15 minutes	10	30.3%
30 minutes	5	15.2%
1 hour	5	15.2%
More than 1 hour	13	39.4%
I don't use the Accounting lab	9	21.4%

*Note: Percentages reported above exclude students who did not use the Accounting Lab