

PALM BEACH COMMUNITY COLLEGE

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Research Report

2001-02 Catalog Survey

Prepared for Dr. Grace Truman

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Introduction

This report presents the results of a survey of Palm Beach Community College faculty and staff members concerning their use of and opinions on the PBCC college catalog. The intent of the study was to determine how employees use the catalog, as well as the importance and satisfaction levels they place on a variety of catalog elements.

Methodology

Subjects

The sample for this study was all full-time faculty members and full-time employees in academic, vocational and student services areas. Approximately 500 questionnaires were sent out. A total of 159 completed surveys were returned for data entry and tabulation, resulting in a response rate of approximately 30%.

Materials

The questionnaire for this study was developed cooperatively by Institutional Effectiveness and College Relations and Marketing. The scope of the questionnaire covered several areas, including frequency of use, how the catalog is used, and satisfaction with and perceived importance of a variety of catalog attributes.

Procedure

The questionnaires were mailed out to faculty and staff via interoffice mail during the Fall 2001 term. Completed surveys were returned directly to the Office of Institutional Effectiveness for data entry, tabulation and analysis. The data were analyzed using SPSS (Statistical Package for the Social Sciences).

Discussion

The Palm Beach Community College Catalog serves a great purpose to both students and staff. Generally speaking, opinions regarding the catalog are good, but there are some areas for improvement.

Frequent users of the catalog, defined as those who use the catalog at least weekly, tend to be more critical than less-frequent users who use the catalog on a monthly basis or less. Frequent users show lower satisfaction, defined by those who answered with a '5' or '4' on a five-point scale, with general characteristics of the catalog (Q. 3, p. 5) than do those who use it less often. For the most part, the same is true for specific elements of the catalog (Q. 4b, pp. 10-11).

However, when we look at the general characteristics and the specific elements together, it appears that frequent users are more satisfied with the elements as a whole (Q. 4b) but are less satisfied with the general package (Q. 3). Four of the five general characteristics rated below 70% satisfaction with frequent users, while only five of fifteen specific elements had a satisfaction level below 70%. Therefore, it is reasonable to believe that one or two specific pieces of the catalog could be affecting a user's opinion of the entire document.

The same appears to hold true for less-frequent users, although their satisfaction levels as a group are significantly higher than more-frequent users.

In order to find potential areas for improvement, one should probably focus more on the frequent-user group. After all, these are the primary users of the catalog, the most critical of all users and are the most likely to need it to perform their job duties. If we were to look at importance and satisfaction together (Q. 4a, 4b, pp. 7, 10) among the frequent users, we find that there are noticeable gaps in users' perceptions of the importance of several elements and their corresponding level of satisfaction with those elements.

The areas that show the greatest gap between satisfaction and importance among frequent catalog users (p. 13) are the index, telephone numbers, areas of study and table of contents, all of which have a performance gap of at least 23%. Furthermore, three of these four elements are perceived as important by at least 96% of frequent users. These would appear to be the greatest areas of need.

As for less-frequent users, their opinions shouldn't necessarily be ignored. However, their gaps are lower than those of the frequent users. In about half the elements, satisfaction actually exceeds importance, probably because not every element is going to be considered important for someone who uses the catalog only on a general basis. While frequent users may not be satisfied with some elements that they use regularly, a less-frequent user may feel that the same element is good enough to meet his or her less-demanding needs.

Results

Question 1

About how often do you usually use the 2001-02 Catalog?

About half (53%) of all respondents use the catalog at least weekly. However, when those who have not used the catalog at all are eliminated, the figure jumps slightly to 57%.

Table 1
Frequency of Use of College Catalog

	All users		Frequent users (daily/weekly)		Less frequent users (monthly/term/less)	
At least daily	28	17.9%	28	34.1%		
At least weekly	54	34.6%	54	65.9%		
At least monthly	37	23.7%			37	60.7%
At least once per term	20	12.8%			20	32.8%
Less often than once per term	4	2.6%			4	6.6%
Have not used at all	13	8.3%				
	<i>n= 156</i>		<i>n= 82</i>		<i>n= 61</i>	

Question 2

What are the primary and secondary ways you use the Catalog?

(Note: Due to respondent confusion, this question captures only a general usage pattern. The total will add to more than 100%. Please see Appendix B, p. 19, for more information.)

More than half (56%) of those who use the catalog use it as a general reference guide, while 50% use it to assist with job functions. About two in five (41%) use it to answer specific student services-related questions.

Frequent users, defined as those who use the catalog at least weekly, appear to be more likely to use the catalog for job-related tasks. About three out of five (61%) use the catalog as a reference guide to perform job functions, compared to just 34% for less-frequent users. Likewise, half (50%) of frequent users use the catalog for student services-related tasks, compared to 30% for those who use it no more than monthly, on average. One-third (34%) of daily and weekly users utilize the catalog to make administrative and supervisory decisions, while only 13% of less-frequent users do so.

Table 2
Ways Catalog is Used

	All users		Frequent users (daily/weekly)		Less frequent users (monthly/term/less)	
As a general reference guide	82	56.2%	44	53.7%	35	57.4%
As a reference guide to help me perform my job functions	73	50.0%	50	61.0%	21	34.4%
To address other students questions or needs related to student services	60	41.1%	41	50.0%	18	29.5%
To assist students with College policies	50	34.2%	32	39.0%	17	27.9%
To assist students with course selection, program selection or career planning	45	30.8%	24	29.3%	20	32.8%
To provide comprehensive academic advising or counseling services to students	38	26.0%	21	25.6%	17	27.9%
As a reference to make administrative decisions or supervise personnel providing direct student services	36	24.7%	28	34.1%	8	13.1%
To assist students with academic support or opportunities	21	14.4%	12	14.6%	9	14.8%
Some other way	8	5.5%	3	3.7%	5	8.2%
	<i>n= 146</i>		<i>n= 82</i>		<i>n= 61</i>	

Question 3

Rate your level of satisfaction with each of the following Catalog characteristics. (5=very satisfied, 1=not at all satisfied)

Most were positive about general characteristics of the catalog. More than nine out of ten (92%) were satisfied with the appearance. Satisfaction levels were somewhat lower (63%-73%) for other characteristics, such as ease of use, organization, completeness and accuracy.

Table 3
Satisfaction with General Catalog Characteristics
(among all users)

ALL USERS	Satisfied		Net satisfied		Dissatisfied		Total n=	Don't know	Mean
	5	4	5/4	3	2	1			
General appearance of catalog	75 52.1%	58 40.3%	133 92.4%	10 6.9%	1 0.7%	0.0%	144	1	4.44
Ease of use	34 23.9%	70 49.3%	104 73.2%	24 16.9%	9 6.3%	5 3.5%	142	1	3.84
Organization of information	30 21.3%	70 49.6%	100 70.9%	29 20.6%	9 6.4%	3 2.1%	141	2	3.82
Completeness of information	27 20.0%	63 46.7%	90 66.7%	35 25.9%	8 5.9%	2 1.5%	135	8	3.78
Accuracy of information	26 19.4%	59 44.0%	85 63.4%	33 24.6%	12 9.0%	4 3.0%	134	9	3.68

When only frequent users are considered, satisfaction levels are slightly lower in four of the five areas covered. Those who use the catalog daily or weekly are most satisfied with the appearance but are least enthusiastic about the accuracy of the information presented in the catalog.

Table 4
Satisfaction with General Catalog Characteristics
(among frequent users)

FREQUENT USERS	Satisfied		Net satisfied		Dissatisfied		Total n=	Don't know	Mean
	5	4	5/4	3	2	1			
General appearance of catalog	45 55.6%	31 38.3%	76 93.8%	5 6.2%	0.0%	0.0%	81		4.49
Ease of use	18 22.0%	38 46.3%	56 68.3%	18 22.0%	5 6.1%	3 3.7%	82		3.77
Organization of information	14 17.3%	39 48.1%	53 65.4%	22 27.2%	5 6.2%	1 1.2%	81		3.74
Completeness of information	14 18.2%	34 44.2%	48 62.3%	23 29.9%	6 7.8%	0.0%	77	4	3.73
Accuracy of information	14 18.2%	28 36.4%	42 54.5%	24 31.2%	10 13.0%	1 1.3%	77	4	3.57

By contrast, less-frequent users are more satisfied than frequent users with general characteristics of the catalog.

Table 5
Satisfaction with General Catalog Characteristics
(among less-frequent users)

LESS FREQUENT USERS	Satisfied		Net satisfied		Dissatisfied		Total n=	Don't know	Mean
	5	4	5/4	3	2	1			
General appearance of catalog	28 46.7%	26 43.3%	54 90.0%	5 8.3%	1 1.7%	0.0%	60	1	4.35
Ease of use	14 24.6%	31 54.4%	45 78.9%	6 10.5%	4 7.0%	2 3.5%	57	1	3.89
Organization of information	14 24.6%	30 52.6%	44 77.2%	7 12.3%	4 7.0%	2 3.5%	57	2	3.88
Accuracy of information	11 20.4%	29 53.7%	40 74.1%	9 16.7%	2 3.7%	3 5.6%	54	5	3.80
Completeness of information	12 21.8%	27 49.1%	39 70.9%	12 21.8%	2 3.6%	2 3.6%	55	4	3.82

Question 3a

If you assigned a 2 or 1 to any of the above characteristics (in Q. 3), please tell us more about your experiences.

Most complaints were related to the accuracy of information in a variety of areas, including the course listings, prerequisites, phone numbers, faculty listing and program information. Some noted that the information may be outdated by the time the catalog is released.

The index also received considerable attention from several respondents. They noted that it is often confusing and needs to be more comprehensive.

(For a complete list of responses, please see Appendix A, p. 16.)

Question 4a

Level of importance of additional catalog features (5=very satisfied, 1= not at all satisfied)

All users

The specific features of the catalog are generally regarded as important. Nearly all (98%) felt that the registration calendar was important. The table of contents, general education requirements, areas of study, course descriptions and the index also had importance levels above 90%.

Administrative and faculty listings and state university program listings had the lowest importance levels, both falling below 70%.

**Table 6
Importance of Catalog Elements
(among all users)**

ALL USERS	Important		Net important		Not important		Total n=	Don't know	Mean
	5	4	5/4	3	2	1			
Registration calendar	124 87.9%	14 9.9%	138 97.9%	3 2.1%	0.0%	0.0%	141	3	4.86
Table of contents	120 84.5%	16 11.3%	136 95.8%	5 3.5%	1 0.7%	0.0%	142	2	4.80
General education requirements	111 79.3%	21 15.0%	132 94.3%	5 3.6%	1 0.7%	2 1.4%	140	2	4.70
Areas of study/program listings	111 78.7%	21 14.9%	132 93.6%	6 4.3%	1 0.7%	2 1.4%	141	3	4.69
Course descriptions	115 79.9%	19 13.2%	134 93.1%	9 6.3%	0.0%	1 0.7%	144	1	4.72
Index	100 73.0%	25 18.2%	125 91.2%	10 7.3%	2 1.5%	0.0%	137		4.63
Admission criteria and procedures	102 74.5%	21 15.3%	123 89.8%	11 8.0%	0.0%	3 2.2%	137	6	4.60
Financial information	79 58.5%	40 29.6%	119 88.1%	9 6.7%	3 2.2%	4 3.0%	135	9	4.39
Location maps	96 67.1%	29 20.3%	125 87.4%	17 11.9%	1 0.7%	0.0%	143		4.54
Telephone numbers for assistance	94 69.6%	22 16.3%	116 85.9%	13 9.6%	3 2.2%	3 2.2%	135	8	4.49
Academic support/opportunities/policies	69 51.5%	46 34.3%	115 85.8%	15 11.2%	2 1.5%	2 1.5%	134	5	4.33
General information about the college	73 52.1%	38 27.1%	111 79.3%	25 17.9%	1 0.7%	3 2.1%	140	1	4.26
Student services/student life	49 37.4%	52 39.7%	101 77.1%	20 15.3%	6 4.6%	4 3.1%	131	11	4.04
Listing of administration/faculty	45 32.8%	47 34.3%	92 67.2%	31 22.6%	9 6.6%	5 3.6%	137	4	3.86
State university program listings	40 31.5%	41 32.3%	81 63.8%	33 26.0%	11 8.7%	2 1.6%	127	14	3.83

Frequent users

Seven of the fifteen catalog elements presented were perceived as important by at least 94% of the more-frequent users. The registration calendar (100%), table of contents (99%), general education requirements (96%), areas of study (96%) and index (96%) received the highest importance ratings. On the other hand, the administration and faculty listing (66%) and state university program listings (57%) were seen as less important.

Frequent users were more likely than the group of users as a whole to rate elements as being important for the catalog. Eleven of the fifteen elements received higher importance scores than for the overall group.

Table 7
Importance of Catalog Elements
(among frequent users)

FREQUENT USERS	Important		Net important 5/4	Not important		Total n=	Don't know	Mean
	5	4		3	2			
Registration calendar	72 88.9%	9 11.1%	81 100.0%	0.0%	0.0%	81		4.89
Table of contents	70 86.4%	10 12.3%	80 98.8%	1 1.2%	0.0%	81		4.85
General education requirements	69 86.3%	8 10.0%	77 96.3%	2 2.5%	1 1.3%	80		4.81
Areas of study/program listings	66 82.5%	11 13.8%	77 96.3%	2 2.5%	0.0%	80	1	4.76
Index	61 78.2%	14 17.9%	75 96.2%	2 2.6%	1 1.3%	78	1	4.73
Course descriptions	66 80.5%	12 14.6%	78 95.1%	4 4.9%	0.0%	82		4.76
Admission criteria and procedures	61 78.2%	13 16.7%	74 94.9%	2 2.6%	0.0%	78	3	4.68
Financial information	46 59.7%	23 29.9%	69 89.6%	4 5.2%	2 2.6%	77	3	4.42
Academic support/opportunities/policies	41 53.2%	28 36.4%	69 89.6%	7 9.1%	1 1.3%	77	1	4.42
Location maps	52 65.0%	16 20.0%	68 85.0%	11 13.8%	1 1.3%	80		4.49
Telephone numbers for assistance	53 67.9%	12 15.4%	65 83.3%	11 14.1%	2 2.6%	78	3	4.49
General information about the college	40 50.6%	25 31.6%	65 82.3%	13 16.5%	1 1.3%	79		4.32
Student services/student life	26 33.8%	34 44.2%	60 77.9%	10 13.0%	5 6.5%	77	3	4.00
Listing of administration/faculty	26 32.9%	26 32.9%	52 65.8%	17 21.5%	8 10.1%	79		3.84
State university program listings	20 26.3%	23 30.3%	43 56.6%	23 30.3%	8 10.5%	76	4	3.67

Less-frequent users

Those who use the catalog on a monthly or less-frequent basis generally felt that the fifteen elements are important, but not with the same enthusiasm as those who use the catalog more frequently. Only four of the fifteen elements were perceived as important by at least 90% of the respondents who use the catalog less frequently.

The registration calendar (96%), table of contents (92%), general education requirements (91%) and location maps (90%) were regarded as the most important elements of the catalog.

Table 8
Importance of Catalog Elements
(among less-frequent users)

LESS FREQUENT USERS	Important		Net important 5/4	3	Not important		Total n=	Don't know	Mean
	5	4			2	1			
Registration calendar	51 89.5%	4 7.0%	55 96.5%	2 3.5%	0.0%	0.0%	57	3	4.86
Table of contents	49 83.1%	5 8.5%	54 91.5%	4 6.8%	1 1.7%	0.0%	59	1	4.73
General education requirements	41 70.7%	12 20.7%	53 91.4%	3 5.2%	0.0%	2 3.4%	58	1	4.55
Location maps	43 71.7%	11 18.3%	54 90.0%	6 10.0%	0.0%	0.0%	60		4.62
Areas of study/program listings	44 74.6%	9 15.3%	53 89.8%	4 6.8%	1 1.7%	1 1.7%	59	1	4.59
Course descriptions	47 79.7%	6 10.2%	53 89.8%	5 8.5%	0.0%	1 1.7%	59	1	4.66
Telephone numbers for assistance	41 73.2%	9 16.1%	50 89.3%	2 3.6%	1 1.8%	3 5.4%	56	3	4.50
Financial information	33 57.9%	16 28.1%	49 86.0%	5 8.8%	1 1.8%	2 3.5%	57	4	4.35
Index	38 67.9%	9 16.1%	47 83.9%	8 14.3%	1 1.8%	0.0%	56	4	4.50
Admission criteria and procedures	41 70.7%	7 12.1%	48 82.8%	9 15.5%	0.0%	1 1.7%	58	1	4.50
Academic support/opportunities/policies	28 50.0%	17 30.4%	45 80.4%	8 14.3%	1 1.8%	2 3.6%	56	2	4.21
Student services/student life	23 43.4%	17 32.1%	40 75.5%	10 18.9%	1 1.9%	2 3.8%	53	6	4.09
General information about the college	32 54.2%	12 20.3%	44 74.6%	12 20.3%	0.0%	3 5.1%	59		4.19
State university program listings	20 39.2%	17 33.3%	37 72.5%	10 19.6%	3 5.9%	1 2.0%	51	8	4.02
Listing of administration/faculty	19 33.3%	20 35.1%	39 68.4%	14 24.6%	1 1.8%	3 5.3%	57	1	3.89

Question 4b

Level of satisfaction with additional catalog features (5=very satisfied, 1= not at all satisfied)

All users

Users of the catalog are generally satisfied with the individual elements of the catalog. Respondents were most satisfied with the registration calendar (92%), admission criteria and procedures (88%), general information (84%) and general education requirements (84%).

However, users as a whole were less satisfied with the listing of administrative staff and faculty (63%), telephone numbers (64%), state university listings (66%) and the index (69%).

**Table 9
Satisfaction with Catalog Elements
(among all users)**

ALL USERS	Satisfied		Net satisfied		Dissatisfied		Total n=	Don't know	Mean
	5	4	5/4	3	2	1			
Registration calendar	78 63.4%	35 28.5%	113 91.9%	9 7.3%	1 0.8%	0.0%	123	4	4.54
Admission criteria and procedures	48 42.9%	50 44.6%	98 87.5%	12 10.7%	2 1.8%	0.0%	112	12	4.29
General information about the college	48 41.4%	50 43.1%	98 84.5%	17 14.7%	1 0.9%	0.0%	116	6	4.25
General education requirements	62 51.2%	40 33.1%	102 84.3%	16 13.2%	2 1.7%	1 0.8%	121	5	4.32
Course descriptions	55 44.7%	46 37.4%	101 82.1%	21 17.1%	1 0.8%	0.0%	123	4	4.26
Table of contents	53 43.1%	46 37.4%	99 80.5%	18 14.6%	5 4.1%	1 0.8%	123	4	4.18
Location maps	50 41.0%	46 37.7%	96 78.7%	15 12.3%	11 9.0%	0.0%	122	4	4.11
Financial information	36 36.0%	42 42.0%	78 78.0%	19 19.0%	2 2.0%	1 1.0%	100	24	4.10
Academic support/opportunities/policies	33 30.8%	50 46.7%	83 77.6%	20 18.7%	4 3.7%	0.0%	107	11	4.05
Student services/student life	29 27.9%	49 47.1%	78 75.0%	24 23.1%	1 1.0%	1 1.0%	104	19	4.00
Areas of study/program listings	44 36.4%	43 35.5%	87 71.9%	22 18.2%	5 4.1%	7 5.8%	121	6	3.93
Index	47 39.8%	34 28.8%	81 68.6%	23 19.5%	10 8.5%	4 3.4%	118	6	3.93
State university program listings	30 32.3%	31 33.3%	61 65.6%	27 29.0%	5 5.4%	0.0%	93	28	3.92
Telephone numbers for assistance	41 38.7%	27 25.5%	68 64.2%	27 25.5%	9 8.5%	2 1.9%	106	16	3.91
Listing of administration/faculty	34 30.6%	36 32.4%	70 63.1%	24 21.6%	14 12.6%	3 2.7%	111	9	3.76

Frequent users

Those who use the catalog at least weekly were somewhat more critical of the catalog's elements. Frequent users were less satisfied with twelve of the fifteen elements than users as a whole.

Frequent users rated the registration calendar (92%) and admission criteria and procedures (88%) highest. However, telephone numbers (56%), listing of administration and faculty (58%) and state university program listings (59%) received satisfaction ratings below 60%.

Table 10
Satisfaction with Catalog Elements
(among frequent users)

FREQUENT USERS	Satisfied		Net satisfied	3	Dissatisfied		Total n=	Don't know	Mean
	5	4			2	1			
Registration calendar	48 63.2%	22 28.9%	70 92.1%	6 7.9%	0.0%	0.0%	76		4.55
Admission criteria and procedures	29 42.6%	31 45.6%	60 88.2%	7 10.3%	1 1.5%	0.0%	68	7	4.29
General education requirements	41 53.9%	23 30.3%	64 84.2%	11 14.5%	1 1.3%	0.0%	76		4.37
General information about the college	31 43.1%	29 40.3%	60 83.3%	11 15.3%	1 1.4%	0.0%	72	2	4.25
Course descriptions	33 43.4%	28 36.8%	61 80.3%	14 18.4%	1 1.3%	0.0%	76	1	4.22
Location maps	29 39.2%	28 37.8%	57 77.0%	7 9.5%	10 13.5%	0.0%	74	2	4.03
Table of contents	31 40.3%	27 35.1%	58 75.3%	14 18.2%	4 5.2%	1 1.3%	77		4.08
Financial information	24 36.9%	23 35.4%	47 72.3%	15 23.1%	2 3.1%	1 1.5%	65	9	4.03
Student services/student life	18 26.5%	31 45.6%	49 72.1%	18 26.5%	1 1.5%	0.0%	68	7	3.97
Academic support/opportunities/policies	23 33.8%	26 38.2%	49 72.1%	16 23.5%	3 4.4%	0.0%	68	3	4.01
Areas of study/program listings	26 34.2%	27 35.5%	53 69.7%	16 21.1%	4 5.3%	3 3.9%	76	1	3.91
Index	28 38.4%	20 27.4%	48 65.8%	14 19.2%	9 12.3%	2 2.7%	73	2	3.86
State university program listings	19 32.2%	16 27.1%	35 59.3%	21 35.6%	3 5.1%	0.0%	59	14	3.86
Listing of administration/faculty	21 29.6%	20 28.2%	41 57.7%	17 23.9%	11 15.5%	2 2.8%	71	4	3.66
Telephone numbers for assistance	24 35.3%	14 20.6%	38 55.9%	22 32.4%	6 8.8%	2 2.9%	68	7	3.76

Less-frequent users

Less-frequent users of the catalog, however, appeared to be somewhat less critical of the elements presented to them in the survey. All fifteen elements showed satisfaction levels above 70%, as opposed to just ten of the fifteen for those who use the catalog more frequently.

Again, users were most satisfied with the registration calendar (91%), followed by the table of contents (89%), financial information (88%) and academic support opportunities and policies (87%).

Table 11
Satisfaction with Catalog Elements
(among less-frequent users)

LESS FREQUENT USERS	Satisfied		Net satisfied	Dissatisfied		Total n=	Don't know	Mean
	5	4		3	2			
Registration calendar	29 65.9%	11 25.0%	40 90.9%	3 6.8%	1 2.3%	44	4	4.55
Table of contents	21 47.7%	18 40.9%	39 88.6%	4 9.1%	1 2.3%	44	3	4.34
Financial information	12 35.3%	18 52.9%	30 88.2%	4 11.8%	0.0%	34	14	4.24
Academic support/ opportunities/policies	10 26.3%	23 60.5%	33 86.8%	4 10.5%	1 2.6%	38	7	4.11
Admission criteria and procedures	19 44.2%	18 41.9%	37 86.0%	5 11.6%	1 2.3%	43	4	4.28
General information about the college	16 38.1%	20 47.6%	36 85.7%	6 14.3%	0.0%	42	3	4.24
Course descriptions	20 45.5%	17 38.6%	37 84.1%	7 15.9%	0.0%	44	3	4.30
General education requirements	20 46.5%	16 37.2%	36 83.7%	5 11.6%	1 2.3%	43	4	4.23
Student services/student life	11 31.4%	17 48.6%	28 80.0%	6 17.1%	0.0%	35	11	4.06
Location maps	20 44.4%	16 35.6%	36 80.0%	8 17.8%	1 2.2%	45	2	4.22
Telephone numbers for assistance	17 45.9%	12 32.4%	29 78.4%	5 13.5%	3 8.1%	37	8	4.16
State university program listings	11 33.3%	14 42.4%	25 75.8%	6 18.2%	2 6.1%	33	13	4.03
Areas of study/program listings	17 39.5%	15 34.9%	32 74.4%	6 14.0%	1 2.3%	43	4	3.93
Listing of administration/ faculty	13 33.3%	15 38.5%	28 71.8%	7 17.9%	3 7.7%	39	5	3.92
Index	17 40.5%	13 31.0%	30 71.4%	9 21.4%	1 2.4%	42	4	4.00

Performance Gap

All users

Among all respondents, the largest gaps between importance and satisfaction are with the index (23%, mean 0.70), areas of study (22%, mean 0.76), telephone numbers for assistance (22%, mean 0.58) and table of contents (15%, mean 0.62).

**Table 12
Performance Gap in Catalog Elements
(among all users)**

ALL USERS	Element is important (5/4, Q. 4a)	Satisfied w/ element (5/4, Q. 4b)	Importance/ satisfaction gap	Mean importance	Mean satisfaction	Mean gap
Index	91.2%	68.6%	22.6%	4.63	3.93	0.70
Areas of study/program listings	93.6%	71.9%	21.7%	4.69	3.93	0.76
Telephone numbers for assistance	85.9%	64.2%	21.7%	4.49	3.91	0.58
Table of contents	95.8%	80.5%	15.3%	4.80	4.18	0.62
Course descriptions	93.1%	82.1%	11.0%	4.72	4.26	0.46
Financial information	88.1%	78.0%	10.1%	4.39	4.10	0.29
General education requirements	94.3%	84.3%	10.0%	4.70	4.32	0.38
Location maps	87.4%	78.7%	8.7%	4.54	4.11	0.43
Academic support/opportunities/policies	85.8%	77.6%	8.2%	4.33	4.05	0.28
Registration calendar	97.9%	91.9%	6.0%	4.86	4.54	0.32
Listing of administration/faculty	67.2%	63.1%	4.1%	3.86	3.76	0.10
Admission criteria and procedures	89.8%	87.5%	2.3%	4.60	4.29	0.31
Student services/student life	77.1%	75.0%	2.1%	4.04	4.00	0.04
State university program listings	63.8%	65.6%	-1.8%	3.83	3.92	-0.09
General information about the College	79.3%	84.5%	-5.2%	4.26	4.25	0.01

Frequent users

Performance gaps among frequent users of the catalog are greater than for users as a whole. The largest gaps are with the index (30%, mean 0.87), telephone numbers (27%, mean 0.73), areas of study (27%, mean 0.85) and table of contents (24%, mean 0.77). In total, eight of the fifteen catalog elements had a double-digit performance gap.

Table 13
Performance Gap in Catalog Elements
(among frequent users)

FREQUENT USERS	Element is important (5/4, Q. 4a)	Satisfied w/ element (5/4, Q. 4b)	Importance/satisfaction gap	Mean importance	Mean satisfaction	Mean gap
Index	96.2%	65.8%	30.4%	4.73	3.86	0.87
Telephone numbers for assistance	83.3%	55.9%	27.4%	4.49	3.76	0.73
Areas of study/program listings	96.3%	69.7%	26.6%	4.76	3.91	0.85
Table of contents	98.8%	75.3%	23.5%	4.85	4.08	0.77
Academic support/opportunities/policies	89.6%	72.1%	17.5%	4.42	4.01	0.41
Financial information	89.6%	72.3%	17.3%	4.42	4.03	0.39
Course descriptions	95.1%	80.3%	14.8%	4.76	4.22	0.54
General education requirements	96.3%	84.2%	12.1%	4.81	4.37	0.44
Listing of administration/faculty	65.8%	57.7%	8.1%	3.84	3.66	0.18
Location maps	85.0%	77.0%	8.0%	4.49	4.03	0.46
Registration calendar	100.0%	92.1%	7.9%	4.89	4.55	0.34
Admission criteria and procedures	94.9%	88.2%	6.7%	4.68	4.29	0.39
Student services/student life	77.9%	72.1%	5.8%	4.00	3.97	0.03
General information about the College	82.3%	83.3%	-1.0%	4.32	4.25	0.07
State university program listings	56.6%	59.3%	-2.7%	3.67	3.86	-0.19

Less-frequent users

The performance gaps are significantly lower overall among those who use the catalog on a monthly or less-often basis. The highest gaps are with the areas of study (15%, mean 0.66), index (13%, mean 0.50), telephone numbers (11%, mean 0.34) and location maps (10%, mean 0.40). Note that seven of the fifteen catalog elements showed a negative gap, meaning that the level of satisfaction was greater than the level of performance.

Table 14
Performance Gap in Catalog Elements
(among less-frequent users)

LESS FREQUENT USERS	Element is important (5/4, Q. 4a)	Satisfied w/ element (5/4, Q. 4b)	Importance/satisfaction gap	Mean importance	Mean satisfaction	Mean gap
Areas of study/program listings	89.8%	74.4%	15.4%	4.59	3.93	0.66
Index	83.9%	71.4%	12.5%	4.50	4.00	0.50
Telephone numbers for assistance	89.3%	78.4%	10.9%	4.50	4.16	0.34
Location maps	90.0%	80.0%	10.0%	4.62	4.22	0.40
General education requirements	91.4%	83.7%	7.7%	4.55	4.23	0.32
Course descriptions	89.8%	84.1%	5.7%	4.66	4.30	0.36
Registration calendar	96.5%	90.9%	5.6%	4.86	4.55	0.31
Table of contents	91.5%	88.6%	2.9%	4.73	4.34	0.39
Financial information	86.0%	88.2%	-2.2%	4.35	4.24	0.11
Admission criteria and procedures	82.8%	86.0%	-3.2%	4.50	4.28	0.22
State university program listings	72.5%	75.8%	-3.3%	4.02	4.03	-0.01
Listing of administration/faculty	68.4%	71.8%	-3.4%	3.89	3.92	-0.03
Student services/student life	75.5%	80.0%	-4.5%	4.09	4.06	0.03
Academic support/opportunities/policies	80.4%	86.8%	-6.4%	4.21	4.11	0.10
General information about the College	74.6%	85.7%	-11.1%	4.19	4.24	-0.05

Question 5

Which of the following best describes your position category?

One-quarter (25%) of all respondents classified themselves as teaching faculty. Interestingly, about three quarters (74%) of faculty members use the catalog monthly or less often or do not use it at all.

Table 15
Position Category

	All users		Frequent users (daily/weekly)		Less frequent users (monthly/term/less)	
Teaching faculty	39	25.2%	10	12.7%	26	43.3%
Dean/associate dean	12	7.7%	9	11.4%	3	5.0%
Counselor advisor	8	5.2%	6	7.6%	2	3.3%
Member of President's Staff	4	2.6%	2	2.5%	2	3.3%
Other	92	59.4%	52	65.8%	27	45.0%
	n= 155		n= 79		n= 60	

Question 6

Have you served as a member of the Catalog Advisory Committee?

Very few (5%) of the respondents to the survey have served on the Catalog Advisory Committee.

Table 16
Membership on Catalog Advisory Committee

	All users		Frequent users (daily/weekly)		Less frequent users (monthly/term/less)	
Yes, have served on committee	8	5.2%	6	7.7%	2	3.3%
No, have not served on committee	146	94.8%	72	92.3%	59	96.7%
	<i>n= 154</i>		<i>n= 78</i>		<i>n= 61</i>	

Question 7

Please provide any additional comments you have about the PBCC Catalog.

Additional commentary provides a wide array of opinions. Some comments are complementary; several users noted that the catalog has improved greatly in the last few editions.

Many respondents, however, merely reiterated complaints mentioned previously. The only new area for improvement uncovered in this question are with the campus maps, which some believe are difficult to understand.

Appendix A

Open-ended Commentary

Q. 3a *If you assigned a 2 or 1 to any of the above characteristics (in Q. 3), please tell us more about your experiences.*

Frequent users

- Can't find ANYTHING easily. Index is woeful. Very user-unfriendly. (ID#013, 1 for ease of use and organization, 2 for completeness)
- Incomplete, ambiguous info. Should really be proofed and edited before final publication. (ID#021, 2 for accuracy and completeness)
- Make sure that if a course number changes that the old number's course description is no longer in the catalog and that the old number is showing at the end of the beginning of the course description. Ex., FFP1500 Fire Prevention (AS) description and old number 1200. (ID#022, all 3's)
- A more comprehensive index would be very helpful. (ID#026, 2 for organization)
- Incorrect telephone listings, many problems. (ID#027, 2 for accuracy)
- There are misprints in phone numbers, and some important policies aren't specified in full. I'm referring to grade policies within a course - i.e., points earned and corresponding grades are determined by instructor - and grade forgiveness policies as they pertain to total credits earned. (A student pointed out that the catalog doesn't specify that a course repeated can't count twice in credits.) (ID#034, 2 for accuracy)
- Frequently, classes required for completion of degrees change. PSAV programs not updated. Credit vs. clock hours incorrect. For example, 1) Criminal justice academies list vocational hours, yet classes are actually credit or clock hours. 2) Medical coder specialist and other PSAV programs' requirements are incorrect. (ID#043, 2 for accuracy)
- Have often found errors or omissions with regard to course prereqs or co-reqs, which can cause a lot of confusion for students. (ID#047, 2 for accuracy and completeness)
- The information is not consistent. (ID#069, 2 for accuracy)
- Too clumsy for the student trying to find academic curricula by major. (ID#093, 1 for ease of use)
- By the time the catalog is distributed, information is outdated. (ID#095, 2 for accuracy)
- Realizing some of [the] information may be outdated by the time [it is] printed (fees), it is still a very useful tool. (ID#098, no 2's or 1's)
- I find this catalog not easy to use. It is more difficult to pinpoint a page or pages that [has?] information on a particular AS degree program or certificate program. (ID#107, 2 for ease of use and organization)
- Index is incomplete. For example, someone looking for "Course Descriptions" would not find even a cross-referenced entry in the index. (ID#124, 2 for ease of use)
- I find it very hard to locate information. (ID#130, 2 for ease of use and organization)
- The process of updating via clusters, associate deans, deans, etc. has been confusing. (ID#138, 2 for accuracy)
- Separating AAS/AS in Allied Health from other similar degrees made the information more difficult to find. (ID#146, 2 for organization)
- Some courses are not listed. AA programs and areas of study need to be listed!! i.e., courses needed for AA in chemistry, drama, etc. (ID#152, 2 for accuracy and completeness)
- Embarrassing - should be plain with our logo on it. Difficult to reference things. (ID#154, 2 for appearance, ease of use and organization)
- Index vs. Table of Contents is confusing. A lot of program info is incorrect. (ID#159, 2 for ease of use and accuracy)

Less frequent users

- Courses should be listed by department and not strictly by prefix. That they are not leads to confusion. (ID#040, 1 for organization)
- Information may change by the time catalog is printed - online/updated version would be better. (ID#056, 3 for accuracy, no 2's or 1's)
- Difficult to find specific information in a timely manner. Indexing or contents page isn't specific enough. (ID#070, 2 for ease of use and organization)
- Do not like the way it is organized. Could not find what I wanted. Was looking for course availability, i.e., what classes are offered in XXX

- area. If not seeking a degree, hard to find one area, i.e., classes on photography or computer graphics. (ID#071, 2 for organization)
- Names of instructors change. (ID#079, 2 for accuracy)
- I find it almost impossible to locate the individual programs and make sense of AS, AA, AAS graduation requirements. But after three years, it is getting easier. (ID #080, 2 for organization, 1 for ease of use)
- By the time the catalog comes out, things are outdated already. The catalog link on the website is also out of date and is very confusing for my students when the updated site says one thing and the catalog says another. (ID#096, 1 for accuracy)
- I have not been listed as part of the faculty since I've been hired (1998). I'd like to be listed. (ID#116, 2 for completeness)
- 1) Community: Earth environmental society omitted from listing of clubs (!!!???!), and this is the most active club on campus!!! 2) The Institute of Environmental Studies (www.pbcc.cc.fl.us/acad/programs/envscience) on the Lake Worth campus is without parallel in the state – but no mention!!!!???! (ID#125, 1 for accuracy and completeness)
- Lack of information regarding CTE. This is a big part of the college and should be included to a greater extent. (ID#136, 2 for completeness)
- The index seems to leave out key words such as “dual enrollment.” Fees and deadline dates are incorrect in some cases. A greater focus is needed on AA programs – more details on course/program selection for AA degrees. (ID#151, 2 for ease of use and completeness)

Q. 7 Please provide any additional comments you have about the PBCC Catalog.

Frequent users

- Improvement noted with each new addition. (ID#002)
- Areas of study/program listings are very difficult to use. Can't find them. (ID#013)
- This survey should be given to the students if it is not already. (ID#015)
- Index needs more information (alphabetical order) – ex., general ed requirements. List all courses and page numbers in/on/just before the course description starts. Separate the credit courses from the non-credit/PSAV course descriptions. Catalog for every two years. (ID#022)
- The applications for admissions are very hard to tear or rip out of the book (ID#024)
- Need all the PSAV info more complete. (ID#029)
- The color on the covers is important. The more colorful, the more attractive. (ID#031)
- Overall, it's a very nice product. (ID#034)
- I realize the catalogue goes to print well in advance of the year it represents; however, perhaps there is a way to assure that the information is accurate. (ID#043)
- List additional information for financial aid, orientation requirements, available subsidized Stafford loan information, appointments needed. (ID#049)
- Maps of PBG location need to be easier to understand. Maybe identify courses that we don't have active for some time. (ID#068)
- The maps are confusing with all the added graphics. They also can be hard to read for people with vision problems. (ID#107)
- The catalog keeps getting better. It is a vast improvement over the catalogs before 1998. (ID#117)
- There are many things which I have had considerable difficulty finding in this catalog because they are not listed in the index. It's really important to have things listed in the index. Otherwise it is a good resource. ☺ (ID#121)
- It would be nice to have the contact people's information under the AS/AAS and PSAV and ATC programs (again). (ID#126)
- A helpful feature to add is a listing of faculty under the areas of study in which they teach. (ID#132)
- The index is very incomplete. (ID#133)
- Great improvements have been made recently, for which I am very grateful. More to come I hope! (ID#138)
- It is much improved but still defies logic in a few ways. (ID#146)
- Keep up the good work!! (ID#156)

Less frequent users

- I think associate deans should be listed. (ID#008)
- The registration calendar should include dual enrollment dates if they are different than College deadlines. (ID#038)
- Associate dean numbers are not listed. Program coordinators should also be listed. (ID#050)
- Do more on foreign students, generally (ID#053)
- We use [?] CTE catalog all day, every day and college catalog for reference (ID#072)
- Overall it meets my needs. (ID#080)
- I think it is a useful tool and should be continued. (ID#097)
- It has improved significantly! I know it is a huge challenge to bring all necessary parts of the college together in a timely fashion to produce a quality catalog (ID#113)
- Update listing of faculty, and new maps are needed. (ID#116)
- The faculty listing does not appear to include administration. I think it should be called Faculty/Administration. Would like to see also what department or area each person is in. (ID#127)
- Images of art pieces made by PBCC students (purchase awards) will enhance the look of the catalog. (ID#147)

Non-users

- Looks very comprehensive, but I have no need to use book for students I see. (ID#018)

Appendix B Survey Instrument

Following is a copy of the questionnaire used in this study.

Please note that, due to respondent confusion, the analysis for Question 2 had to be changed from what was originally intended. The intent of the question was to gather the user's one primary and one secondary use of the catalog. However, as the surveys were returned, it was obvious that many people did not understand the question and listed several primary and secondary uses.

In order to correct this after the fact, the primary and secondary breakdowns were eliminated entirely. If a respondent followed the directions correctly, their primary and secondary mentions were used. However, if they did not follow the directions, we eliminated all secondary and counted only primary responses to try to balance answers.

**PALM BEACH COMMUNITY COLLEGE
2001-02 CATALOG SURVEY**

Please take a few moments to complete this survey. This information will give us a better understanding of your experiences with the 2001-02 College Catalog and will help us continue to make the Catalog a useful document.

When you have completed the survey, **please fold it over and staple so that the return address is shown on the outside** and return to Institutional Effectiveness, MS #19.

1. About how often do you usually use the 2001-02 Catalog? (Please mark only one answer)

- | | |
|---|--|
| <input type="checkbox"/> At least daily | <input type="checkbox"/> At least once per term |
| <input type="checkbox"/> At least weekly | <input type="checkbox"/> Less often than once per term |
| <input type="checkbox"/> At least monthly | <input type="checkbox"/> Have not used at all (SKIP TO QUESTION 5) |

2. What are the primary and secondary ways you use the catalog? (Please mark only one answer for each column)

	Primary (mark one)	Secondary (mark one)
To provide comprehensive academic advising or counseling services to students	<input type="checkbox"/>	<input type="checkbox"/>
To assist students with course selection, program selection or career planning	<input type="checkbox"/>	<input type="checkbox"/>
To assist students with academic support or opportunities	<input type="checkbox"/>	<input type="checkbox"/>
To address other students questions or needs related to student services (such as admissions, financial aid, registration, scheduling, student life, insurance, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
To assist students with College policies	<input type="checkbox"/>	<input type="checkbox"/>
As a reference to make administrative decisions or supervise personnel providing direct student services.....	<input type="checkbox"/>	<input type="checkbox"/>
As a reference guide to help me perform my job functions	<input type="checkbox"/>	<input type="checkbox"/>
As a general reference guide	<input type="checkbox"/>	<input type="checkbox"/>
Some other way (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
NO SECOND WAY		<input type="checkbox"/>

3. Rate your level of satisfaction with each of the following Catalog characteristics. Please circle your answer on a scale from 1 to 5, where 5 means "very satisfied" and 1 means "not at all satisfied." If you are unsure of your level of satisfaction, please circle DK (don't know).

	Very satisfied				Not at all satisfied	
General appearance of catalog	5	4	3	2	1	DK
Ease of use	5	4	3	2	1	DK
Organization of information	5	4	3	2	1	DK
Accuracy of information	5	4	3	2	1	DK
Completeness of information	5	4	3	2	1	DK

3a. If you assigned a 2 or 1 to any of the above characteristics, please tell us more about your experiences. Otherwise, please skip to Question 4.

PLEASE CONTINUE ON THE BACK

