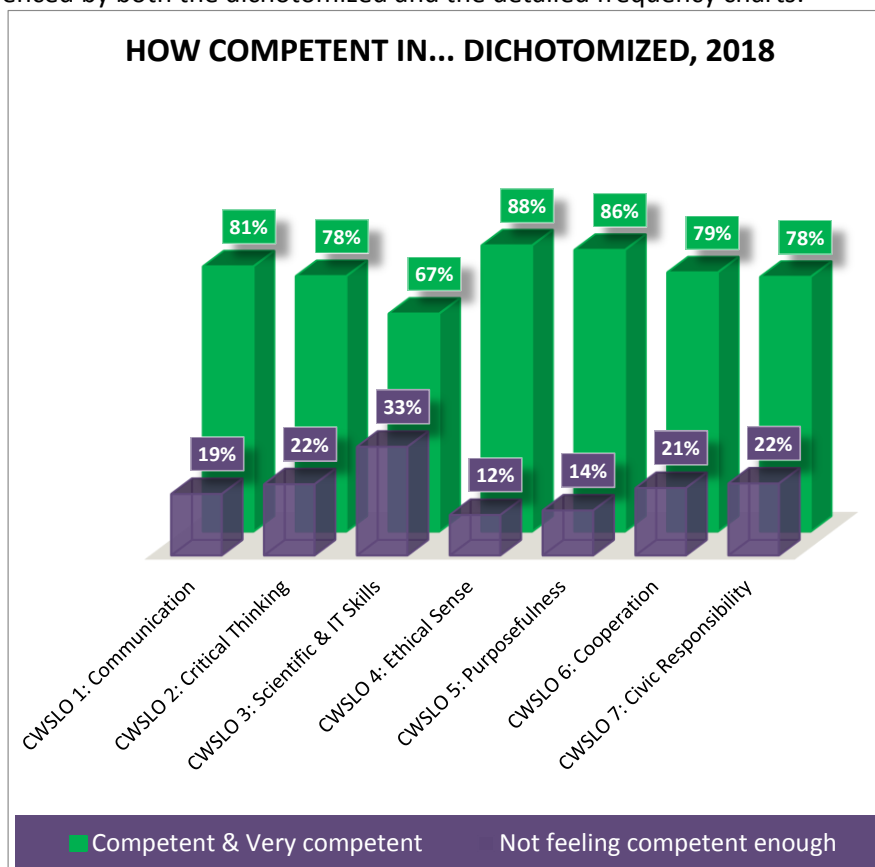# Findings from the 2018 On-campus Year-End Student Survey

This year's YES Survey was taken by 218 respondents, of whom 92 completed hardcopies and 126 completed electronic answers through SurveyMonkey[1]. Some demographic biases experienced in the previous years keep persisting, such as the respondents tend to be younger than the overall campus student population (22 year old on average versus 29 year old). Women are very highly overrepresented among the respondents - surprisingly at the same proportion of 62:25 as in 2017. With regard to the ethnic-racial composition, we have a higher proportion of 'multi-ethnicity' and 'unknown', as in the Banner records.
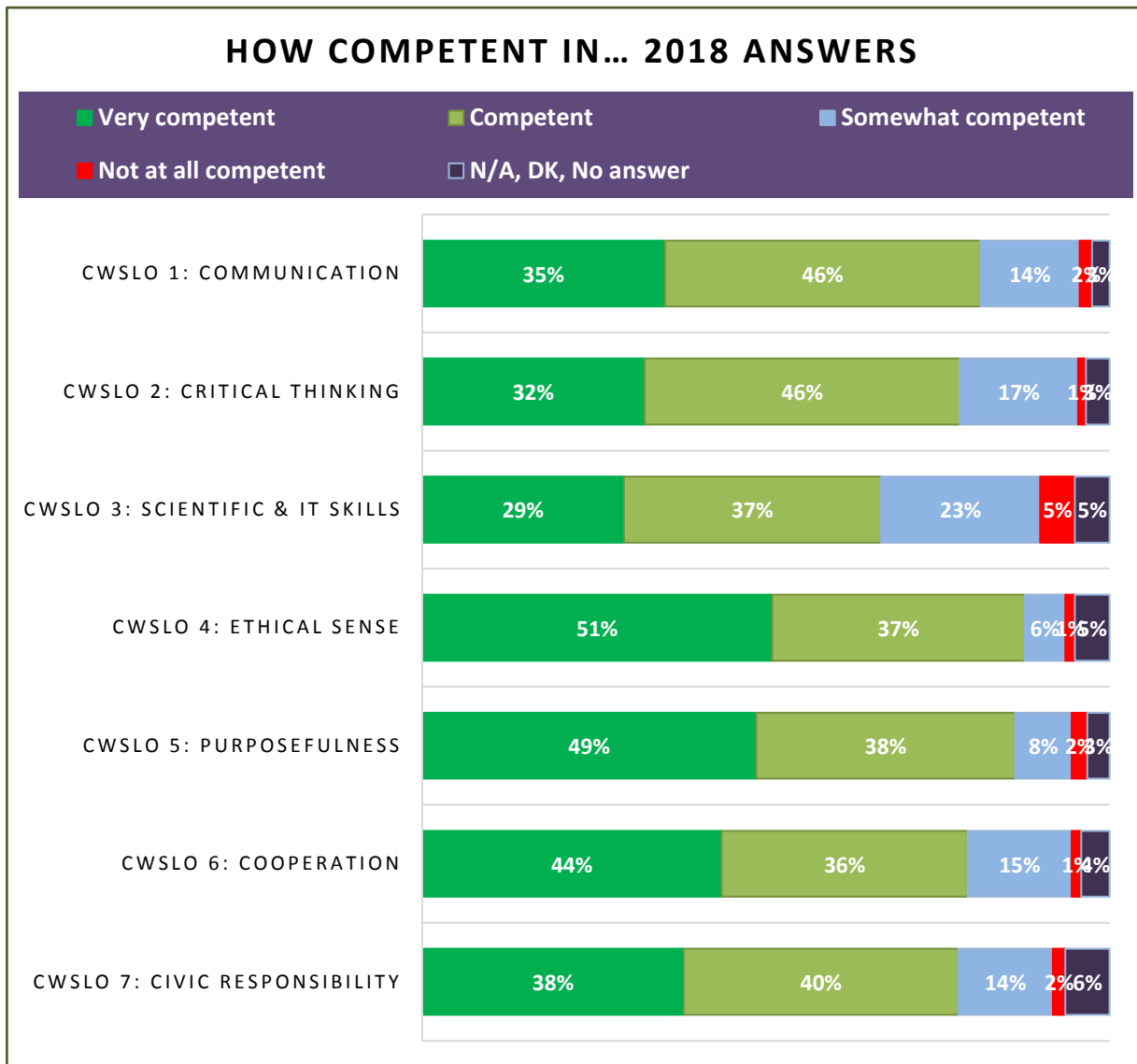
This report is organized into five sections. The first is on the Student Learning Outcomes, followed by two sections on the satisfaction with FRC (more generally, then in more detail), while the fourth is about students' plans for the future, otherwise, about graduation and transfer issues. Finally, the findings from the year-specific question battery on preferred communication methods will be summarized in the fifth section.

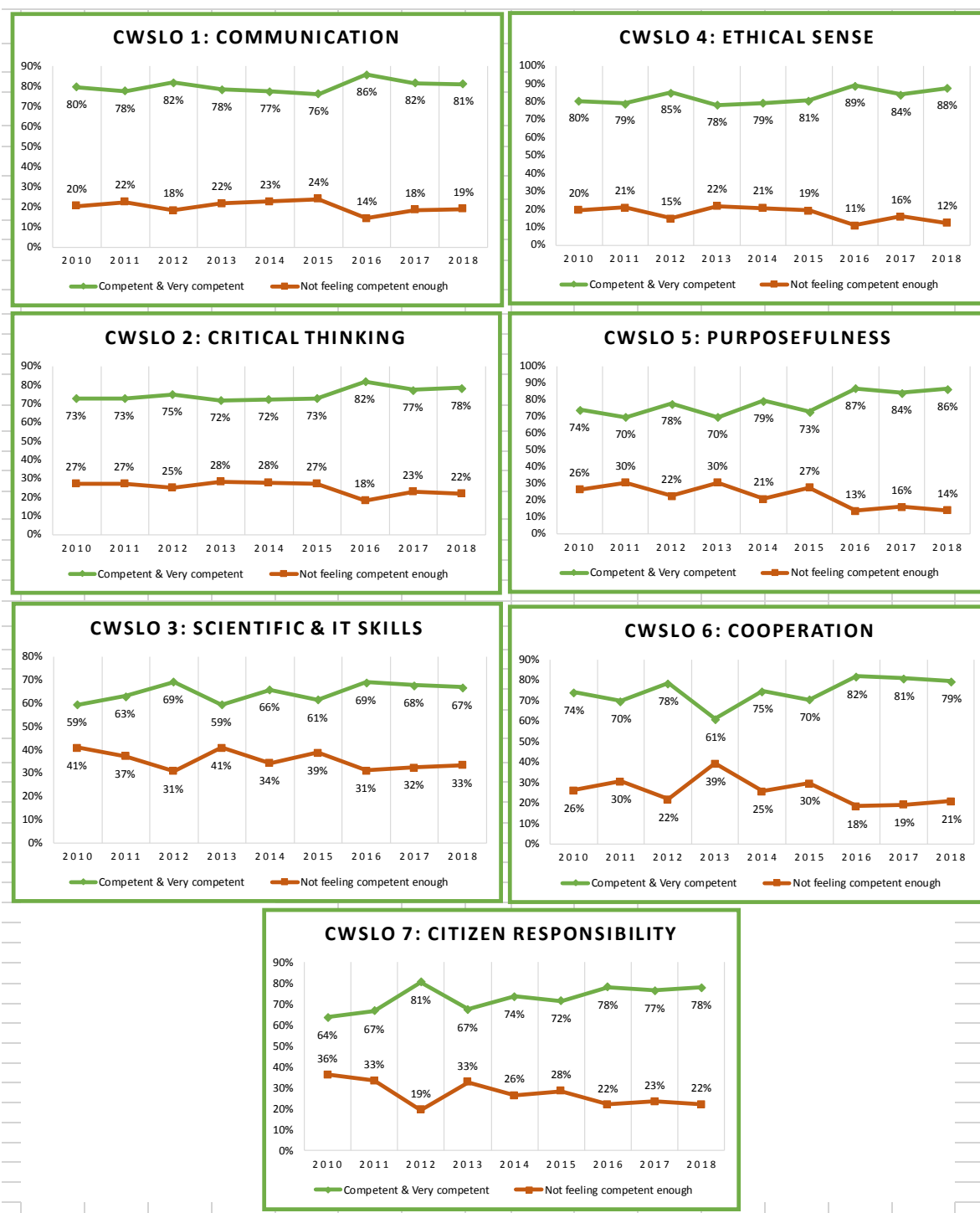1. **Campus-Wide Student Learning Outcomes**

Students' self-evaluation of their competence in the campus-wide SLOs has not changed substantially since the last year. Scientific and IT skills keep being the most challenging SLO for FRC students, as evidenced by both the dichotomized and the detailed frequency charts:

HOW COMPETENT IN... DICHOTOMIZED, 2018

- CWSLO 1: Communication — 81% / 19%
- CWSLO 2: Critical Thinking — 78% / 22%
- CWSLO 3: Scientific & IT Skills — 67% / 33%
- CWSLO 4: Ethical Sense — 88% / 12%
- CWSLO 5: Purposefulness — 86% / 14%
- CWSLO 6: Cooperation — 79% / 21%
- CWSLO 7: Civic Responsibility — 78% / 22%

■ Competent & Very competent   Not feeling competent enough

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[1] The open-ended answers suggest that one student took the survey twice, but the quantitative answers are different in the two 'versions', thus none was eliminated.

HOW COMPETENT IN… 2018 ANSWERS

■ Very competent   ■ Competent   ■ Somewhat competent

■ Not at all competent   □ N/A, DK, No answer

CWSLO	Very competent	Competent	Somewhat competent	Not at all competent	N/A, DK, No answer
CWSLO 1: COMMUNICATION	35%	46%	14%	2%	2%
CWSLO 2: CRITICAL THINKING	32%	46%	17%	1%	2%
CWSLO 3: SCIENTIFIC & IT SKILLS	29%	37%	23%	5%	5%
CWSLO 4: ETHICAL SENSE	51%	37%	6%	1%	5%
CWSLO 5: PURPOSEFULNESS	49%	38%	8%	2%	3%
CWSLO 6: COOPERATION	44%	36%	15%	1%	4%
CWSLO 7: CIVIC RESPONSIBILITY	38%	40%	14%	2%	6%

The historical trend of the individual CWSLOs is captured in the next chart:

CWSLO 1: COMMUNICATION

Competent & Very competent: 80% (2010), 78% (2011), 82% (2012), 78% (2013), 77% (2014), 76% (2015), 86% (2016), 82% (2017), 81% (2018)
Not feeling competent enough: 20%, 22%, 18%, 22%, 23%, 24%, 14%, 18%, 19%

CWSLO 4: ETHICAL SENSE

Competent & Very competent: 80%, 79%, 85%, 78%, 79%, 81%, 89%, 84%, 88%
Not feeling competent enough: 20%, 21%, 15%, 22%, 21%, 19%, 11%, 16%, 12%

CWSLO 2: CRITICAL THINKING

Competent & Very competent: 73%, 73%, 75%, 72%, 72%, 73%, 82%, 77%, 78%
Not feeling competent enough: 27%, 27%, 25%, 28%, 28%, 27%, 18%, 23%, 22%

CWSLO 5: PURPOSEFULNESS

Competent & Very competent: 74%, 70%, 78%, 70%, 79%, 73%, 87%, 84%, 86%
Not feeling competent enough: 26%, 30%, 22%, 30%, 21%, 27%, 13%, 16%, 14%

CWSLO 3: SCIENTIFIC & IT SKILLS

Competent & Very competent: 59%, 63%, 69%, 59%, 66%, 61%, 69%, 68%, 67%
Not feeling competent enough: 41%, 37%, 31%, 41%, 34%, 39%, 31%, 32%, 33%

CWSLO 6: COOPERATION

Competent & Very competent: 74%, 70%, 78%, 61%, 75%, 70%, 82%, 81%, 79%
Not feeling competent enough: 26%, 30%, 22%, 39%, 25%, 30%, 18%, 19%, 21%

CWSLO 7: CITIZEN RESPONSIBILITY

Competent & Very competent: 64%, 67%, 81%, 67%, 74%, 72%, 78%, 77%, 78%
Not feeling competent enough: 36%, 33%, 19%, 33%, 26%, 28%, 22%, 23%, 22%

Frequency distributions are the most accurate way to study the time trends in these data, but in order to be able to compare the answers of students in different programs, I experimented with an ordinal/numeric transformation of the answer set. "Very competent" was allocated 3 points, "Competent" got 2 points, and "Somewhat competent" got 1 point. "Not at all competent" answers show up in these transformed variables with the value of 0, while all "No opinion" and "Not applicable"

answers, as well as the unanswered entries, were declared missing values. Following this transformation, the group mean values were computed for different programs (or majors):

Program	Communication	Critical thinking	Scientific /IT skills	Ethical sense	Purposefulness	Cooperation	Civic responsibility	N
ADMJ	1.83	2.00	1.53	2.44	2.33	2.00	2.22	9
AGR	2.29	2.09	1.85	2.12	2.47	2.00	1.88	17
AGR (BS)	2.29	2.37	2.13	2.58	2.67	2.41	2.24	27 (25)
Biology	2.20	2.10	2.25	2.40	2.40	2.20	2.80	5
BUS	2.26	2.39	1.96	2.47	2.47	2.42	2.39	19 (18)
ECE	2.06	1.83	1.72	2.78	2.44	2.44	2.11	9
ENVR	2.38	2.38	2.63	2.25	2.50	2.75	2.25	4
General Studies (Soc.&Beh.)	2.20	2.16	1.87	2.41	2.46	2.37	2.26	35 (34)
HES	2.05	2.00	2.03	2.37	2.32	2.26	2.16	19
History	2.00	1.75	1.50	2.50	2.50	2.50	2.50	2
Liberal Arts	2.00	1.75	1.75	3.00	1.50	1.50	3.00	2
Mathematics	2.40	2.50	2.70	2.80	1.80	2.20	2.40	5
NCA	1.00	1.00	2.67	3.00	3.00	1.00		1 (0)
Nursing	2.18	2.00	2.09	2.15	2.14	2.36	1.85	14 (13)
ORL	2.70	2.50	2.35	2.80	2.60	2.80	2.40	5
Physical Science	3.00	3.00	2.75	3.00	3.00	2.00	3.00	1
Political Science	2.75	3.00	2.04	3.00	2.50	2.00	2.50	2
Sociology	2.08	2.00	1.63	2.67	2.17	2.00	2.17	6
Studio Arts	1.63	1.00	1.83	2.25	2.00	2.00	2.50	4 (3)
No answer	2.03	2.00	1.76	2.38	2.08	2.08	2.17	30 (24)
Total	**2.17**	**2.12**	**1.95**	**2.44**	**2.37**	**2.27**	**2.22**	215 (204)

The table shows, that for most campus-wide SLOs, except for the scientific & IT skills, the campus-wide mean value comes above 2, the value for "Competent". Yet the purpose has been to capture the inter-program variation, and this is jeopardized by the small numbers of respondents from certain majors. (The last column of the table shows the typical number of respondents, while the number in parentheses indicates cases when some respondents skipped certain questions on the battery, thus reducing the number of valid answers on a certain item.) I proceeded to collapse some programs, and dropped from consideration those with less than 5 respondents. The new mean values were colored green (for those above-average in their category), and red (for those below-average in their category).

The results seem to make sense, e.g., the BS AG students are much more confident than the non-BS AG students, and those in Math and Physical Science are more confident in most academic areas than their peers, but feel a little deficient at cooperation and purposefulness. Overall, it's the ORL students the most confident, but their small number inhibits any far-reaching inference. It's the more substantial AGR(BS) and BUS groups that really support the conclusion that these programs are above-average successful in promoting FRC's campus-wide SLOs.

Collapsed Majors >= 5	Communication	Critical thinking	Scientific /IT skills	Ethical sense	Purposefulness	Cooperation	Civic responsibility	N (min)
ADMJ	1.83	2.00	1.53	2.44	2.33	2.00	2.22	9 (8)
AGR	2.29	2.09	1.85	2.12	2.47	2.00	1.88	17
AGR (BS)	2.29	2.37	2.13	2.58	2.67	2.41	2.24	27 (25)
BUS	2.26	2.39	1.96	2.47	2.47	2.42	2.39	19 (18)
ECE	2.06	1.83	1.72	2.78	2.44	2.44	2.11	9
ENVR_BIO	2.28	2.22	2.42	2.33	2.44	2.44	2.56	9
General Studies (Soc.&Beh.)	2.20	2.16	1.87	2.41	2.46	2.37	2.26	35 (34)
HES	2.05	2.00	2.03	2.37	2.32	2.26	2.16	19
Math_Phys	2.50	2.58	2.71	2.83	2.00	2.17	2.50	6
Nursing	2.18	2.00	2.09	2.15	2.14	2.36	1.85	14 (13)
ORL	2.70	2.50	2.35	2.80	2.60	2.80	2.40	5
Social_sc	2.20	2.15	1.68	2.70	2.30	2.10	2.30	10
No answer	2.03	2.00	1.76	2.38	2.08	2.08	2.17	30 (24)
Total Average	2.17	2.12	1.95	2.44	2.37	2.27	2.22	215 (204)

This year there were 126 students who attached some comments to their SLO answer choices. Like in the previous years, most of them spoke about the domains in which they felt they had improved, and the sources of their improvement. I tried to compile the answers in larger categories involving the campus-wide SLOs, as well.[2]

Improved - What?	Frequency
CWSLO1 - Communication	37
CWSLO2 - Critical thinking	9
CWSLO3 - Scientific/IT skills	13
CWSLO4 - Ethical sense	3
CWSLO5 - Purposefulness	7
CWSLO6 - Cooperation	7
CWSLO7 - Civic responsibility	2
All areas	4
All academically	2
Art skills	2
Courage	1
Discipline	1
Diversity awareness	2
Employee skills	2
Learning skills	4
Life skills, 'new level of maturity'	4
Paying attention	1
Riding/Rodeo skills	2
Self-confidence	4
Time management	6
Work ethic	1

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[2] "Communication", e.g., includes all "writing", 'English", "public speaking" categories encountered in the answers.

Improved - How?	Frequency
Coursework, Instructors	47
FRC, in general	4
FRC's diversity	2
Sports	4
FRC through outside school activites	2
Outside FRC	9

Some instructors and courses received an individualized positive mention from respondents. Several other courses were positively mentioned, but in more general terms, as were some sports.

There were three comments involving criticism of FRC classes, though two were formulated as suggestions. One student believes that instructors should interact more with the students who take online courses; and another thinks that more teamwork/cooperative exercise in the classroom would be beneficial. A third comment complained about a liberal bias of most courses at FRC, seemingly defining liberalism as being overprotective of "certain ethnicities."
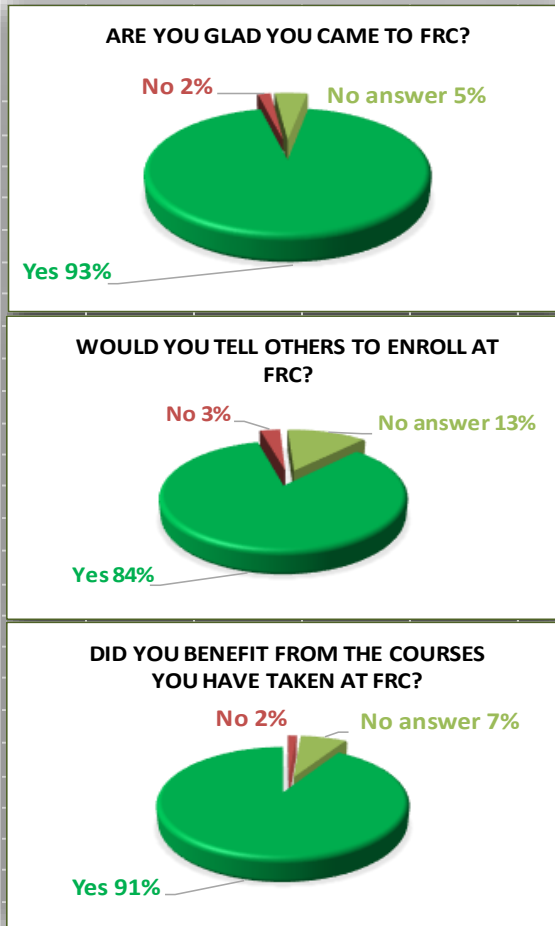
2. **Satisfaction with FRC, in general**

The answer distributions of the basic satisfaction questions are quite similar to those in 2017. The chart on p.7 shows them side-by-side, 2018 on the left, and 2017 on the right. It is fair to repeat last year's survey comment that respondents "returned very little discontent with FRC as a whole". The number and percentage of non-answers went down in two cases, and up in one case; and the opposite happened to the positive answers. Yet all change remained confined under 3%, which does not invite speculations about a trend, since most likely it's statistically insignificant.
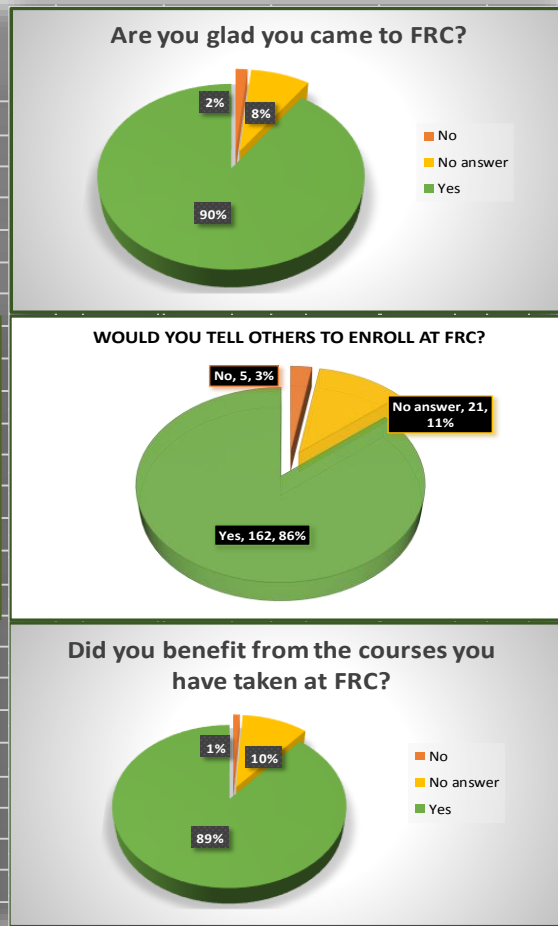
In the open-ended answers, 157 students made favorable comments on FRC, some pointing out several positive features of the college. Yet there were four and half negative answers, as well. The 'half negative' remark expressed contentment with most faculty, except for one instructor. Other critical remarks referred to the dorms, WiFi, and the small town setting, that is, a student believes that s/he would have been better off by going to a large-city college. Two students complained about people not being nice, and one of them also about having been bullied, and their property vandalized. In addition, the same student feels that their program did not benefit them.

Satisfaction with FRC

2018 Responses   **2017 Responses**

ARE YOU GLAD YOU CAME TO FRC?

No 2%   No answer 5%

Yes 93%

Are you glad you came to FRC?

2%   8%

- No
- No answer
- Yes

90%

WOULD YOU TELL OTHERS TO ENROLL AT FRC?

No 3%   No answer 13%

Yes 84%

WOULD YOU TELL OTHERS TO ENROLL AT FRC?

No, 5, 3%

No answer, 21, 11%

Yes, 162, 86%

DID YOU BENEFIT FROM THE COURSES YOU HAVE TAKEN AT FRC?

No 2%   No answer 7%

Yes 91%

Did you benefit from the courses you have taken at FRC?

1%   10%

- No
- No answer
- Yes

89%

I've tried to classify the positive comments so that we get a sense of what do students really like in FRC. It's not a very rigorous content analysis, but may help to understand the strengths of FRC:

Are you glad you came to FRC? Why?	Frequency
people, friends, community (friendly people, welcoming community, making friends)	48
reasonable beginnings/opportunities (close to home, affordable, prepares for next steps)	38
self-development (e.g. academic, personal, social maturity achievements)	34
beautiful/wonderful (nice place, great place to be)	23
great time (enjoyable, great experience)	23
good instructors (caring, approachable, interactive)	22
small (intimate, favors learning)	18
AG/Equine	9
sports	7
ORL	3
courses offered (in general)	2

The same reasons tend to show up in the 117 positive open-ended answers given to Question 15, which asked whether the student would recommend FRC to others. In addition, some programs are positively mentioned, but in this latter context this means that the respondent recommends a specific program and is unsure about the others – it's the AG/Equine (3), ORL (2), and ECE (1) being recommended. On the negative side, one student would not recommend the AG/Equine program, and two would advise others to go to a larger city. It's one enigmatic negative answer, as well: "there are better options."

This year there were 145 students reporting that they took online classes with FRC, which is about the same proportion as in the last year (67% versus 68%). 120 of the online students answered the question about whether they were satisfied with their online class(es). The good news is that the positive answers' proportion went up significantly, from 51% last year to 62% in 2018.

DID YOUR ONLINE COURSES MEET YOUR EXPECTATIONS

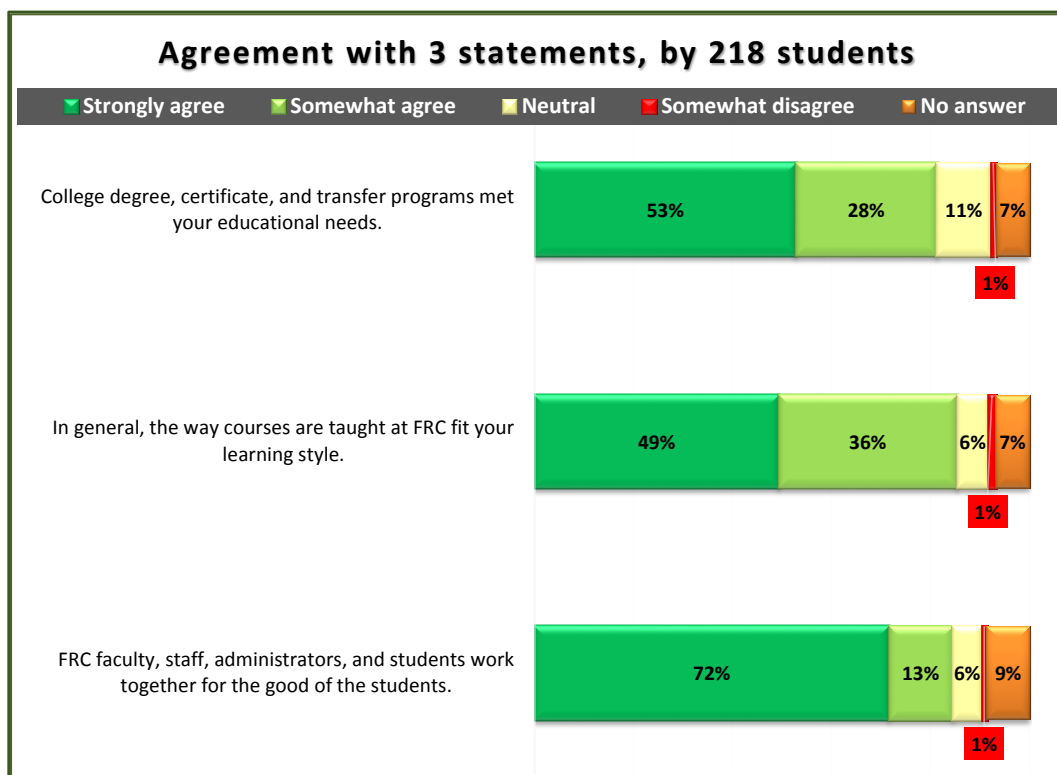no answer 17%
ambivalent 9%
no 12%
yes 62%
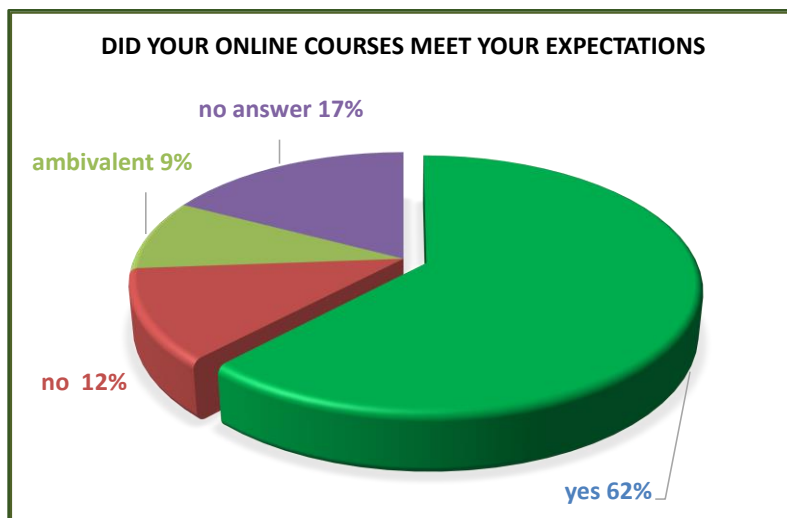
Of those who were not happy with their online classes, some indicated that distance learning doesn't fit their learning style, while others believe that online classes are harder or less comprehensive than the on-campus classes. Four students had issues with the particular online class they took (and/or with the particular instructor teaching them).

When asked about their most useful classes, 161 students gave an answer, and some of them listed several courses. Actually, 18 claimed that they benefitted from all their classes! Fifteen students individually named a specific teacher.

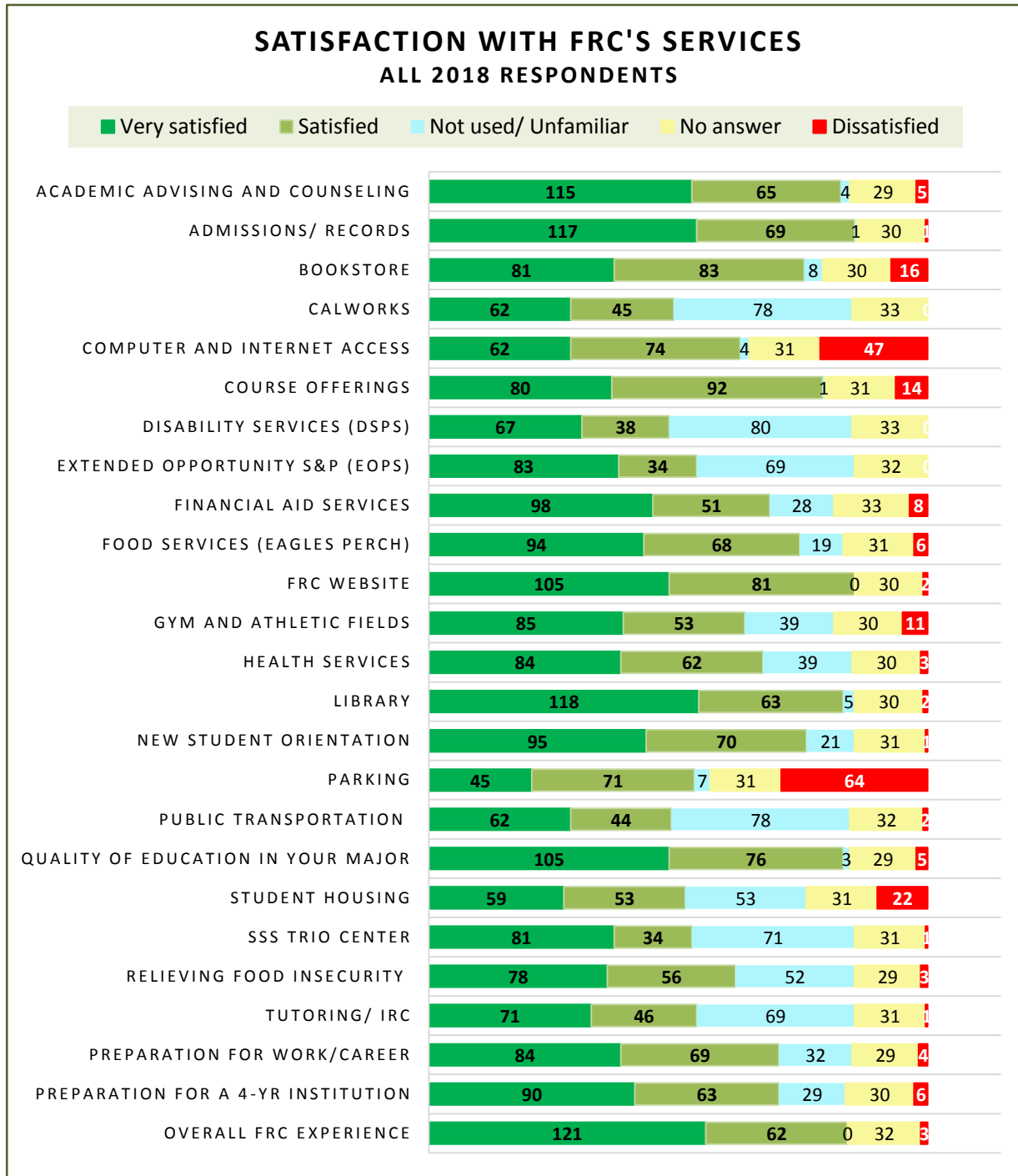| From which courses did you benefit most?	
All	18
ENGL	32
AG	22
POL & SOC	20
BUS	16
MATH	14
BIOL	13
ECE	11
HES	11
HIST	9
ADMJ	6
Science	6
ORL	5
ART	4
NCA	3
NURS	3
CHEM	2
ENVR	2

We've also had a question battery with 3 statements that probe students' general attitudes towards FRC's instructional activity and student support.

The 2018 answers are a little bit more positive than the 2017 answers, most obviously, this year there was only one 'strongly disagree' answer, as compared to 3 last year, and 7 'somewhat disagree' answers as compared to 10 last year, while the overall number of respondents increased by 15%. The number of 'Neutral' answers also went down, while the number of non-answers stagnated – this leaves us with a balance of more positive answers this year.

Agreement with 3 statements, by 218 students

Legend: Strongly agree | Somewhat agree | Neutral | Somewhat disagree | No answer

College degree, certificate, and transfer programs met your educational needs.
Strongly agree 53%, Somewhat agree 28%, Neutral 11%, Somewhat disagree 1%, No answer 7%

In general, the way courses are taught at FRC fit your learning style.
Strongly agree 49%, Somewhat agree 36%, Neutral 6%, Somewhat disagree 1%, No answer 7%

FRC faculty, staff, administrators, and students work together for the good of the students.
Strongly agree 72%, Somewhat agree 13%, Neutral 6%, Somewhat disagree 1%, No answer 9%
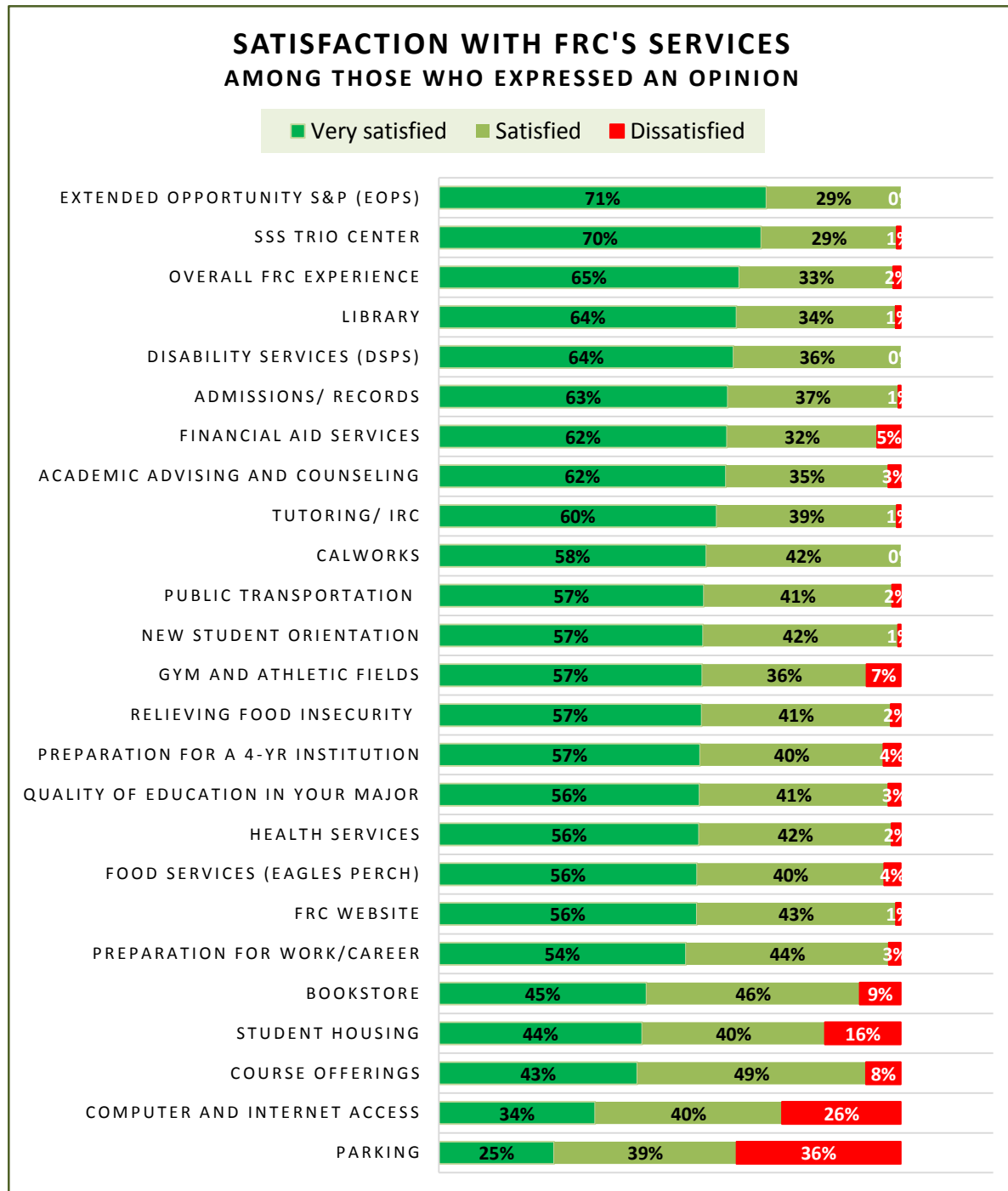
3. Satisfaction with special programs/ services

The questions about FRC's services revealed that parking and internet persist to be the main causes of frustration for students, even if the evaluation of computer and internet access has improved slightly as compared to 2017. There is no sign that students have noticed – or positively reacted to - the disappearing of the FRC vehicles from the main parking lot due to relocation of Facilities Department.

SATISFACTION WITH FRC'S SERVICES
ALL 2018 RESPONDENTS

Legend: ■ Very satisfied ■ Satisfied ■ Not used/ Unfamiliar ■ No answer ■ Dissatisfied

Service	Very satisfied	Satisfied	Not used/ Unfamiliar	No answer	Dissatisfied
ACADEMIC ADVISING AND COUNSELING	115	65	4	29	5
ADMISSIONS/ RECORDS	117	69	1	30	1
BOOKSTORE	81	83	8	30	16
CALWORKS	62	45	78	33	0
COMPUTER AND INTERNET ACCESS	62	74	4	31	47
COURSE OFFERINGS	80	92	1	31	14
DISABILITY SERVICES (DSPS)	67	38	80	33	0
EXTENDED OPPORTUNITY S&P (EOPS)	83	34	69	32	0
FINANCIAL AID SERVICES	98	51	28	33	8
FOOD SERVICES (EAGLES PERCH)	94	68	19	31	6
FRC WEBSITE	105	81	0	30	2
GYM AND ATHLETIC FIELDS	85	53	39	30	11
HEALTH SERVICES	84	62	39	30	3
LIBRARY	118	63	5	30	2
NEW STUDENT ORIENTATION	95	70	21	31	1
PARKING	45	71	7	31	64
PUBLIC TRANSPORTATION	62	44	78	32	2
QUALITY OF EDUCATION IN YOUR MAJOR	105	76	3	29	5
STUDENT HOUSING	59	53	53	31	22
SSS TRIO CENTER	81	34	71	31	1
RELIEVING FOOD INSECURITY	78	56	52	29	3
TUTORING/ IRC	71	46	69	31	1
PREPARATION FOR WORK/CAREER	84	69	32	29	4
PREPARATION FOR A 4-YR INSTITUTION	90	63	29	30	6
OVERALL FRC EXPERIENCE	121	62	0	32	3

Here is a chart with edited answer distributions, from which the not used/unfamiliar and non-answers were dropped. The items were sorted along decreasing 'very satisfied' results. The most notable change is an improvement of the perception of food services: it has gone from 12% disapproval to 4% disapproval.

SATISFACTION WITH FRC'S SERVICES
AMONG THOSE WHO EXPRESSED AN OPINION

Legend: ■ Very satisfied ■ Satisfied ■ Dissatisfied

Service	Very satisfied	Satisfied	Dissatisfied
EXTENDED OPPORTUNITY S&P (EOPS)	71%	29%	0%
SSS TRIO CENTER	70%	29%	1%
OVERALL FRC EXPERIENCE	65%	33%	2%
LIBRARY	64%	34%	1%
DISABILITY SERVICES (DSPS)	64%	36%	0%
ADMISSIONS/ RECORDS	63%	37%	1%
FINANCIAL AID SERVICES	62%	32%	5%
ACADEMIC ADVISING AND COUNSELING	62%	35%	3%
TUTORING/ IRC	60%	39%	1%
CALWORKS	58%	42%	0%
PUBLIC TRANSPORTATION	57%	41%	2%
NEW STUDENT ORIENTATION	57%	42%	1%
GYM AND ATHLETIC FIELDS	57%	36%	7%
RELIEVING FOOD INSECURITY	57%	41%	2%
PREPARATION FOR A 4-YR INSTITUTION	57%	40%	4%
QUALITY OF EDUCATION IN YOUR MAJOR	56%	41%	3%
HEALTH SERVICES	56%	42%	2%
FOOD SERVICES (EAGLES PERCH)	56%	40%	4%
FRC WEBSITE	56%	43%	1%
PREPARATION FOR WORK/CAREER	54%	44%	3%
BOOKSTORE	45%	46%	9%
STUDENT HOUSING	44%	40%	16%
COURSE OFFERINGS	43%	49%	8%
COMPUTER AND INTERNET ACCESS	34%	40%	26%
PARKING	25%	39%	36%

This year there were 69 students who ventured in leaving an open-ended answer to the general assessment/recommendation questions Q20 or Q21. Out of their 105 comments, 56 may be classified as critical/negative, 32 were positive (and many of them very positive!), while 15 expressed ambivalent

attitude or suggestions that do not necessarily involve a critical evaluation of the current state of the affairs. Out of these latter, one student each suggested an LVN to RN bridge program and a counseling program. A comment about increasing student housing was also mentioned. More feasible comments included: 'FRC should be more environmentally friendly' (e.g., by recycling cans); 'cafeteria should have healthier options and be open later', and having tutors for political science. There is also an issue raised by at least 3 students, who would like to have more opportunities to meet others and socialize. (In their own words: "more school events where everyone could mingle", "workshops on how to be social and make new friends", and "have fun events for college students outside and inside the college".) Two suggestions touch on the topic of institutional communication (forthcoming in the 5th part of this Report): a student is sorry they did not learn more about FRC's health service earlier, and one thinks that communication needs to improve between their departmental instructors and student services.

Here is a summary of the open-ended negative and positive answers:

Q20-Q21 Negatrive remarks	56
INSTRUCTION	
course offering	2
course scheduling (transfer classes in parallel, labs & HES)	3
course articulation (science classes difficult to transfer)	1
courses too easy (not challenging, not a good prep for 4-yr)	2
instructors/coaches criticized	7
	15
STUDENT SERVICES	
dorms (cleaning and maintenance issues, even in Pines!)	5
bookstore (longer hours needed, opening not consistent)	4
food	1
buses	1
counseling	1
students (should work on manners & etiquette)	1
	13
FACILITIES	
wifi	16
parking	10
gym (longer hours and weekend schedule needed)	1
Canvas (often freezes)	1
	28

Q20-Q21 Positive remarks	32
all FRC	13
staff (as all people at FRC)	10
instructors	3
DSPS	1
FRC's environment	1
gym	1
library	1
softball	1
student support system	1
	32

Several individual faculty and staff were positively mentioned by students in this section.

4. Graduation and transfer

This year, 79% of the respondents have claimed that they plan on graduating FRC, with either a degree or a certificate, and 55% claimed they are transferring. These numbers show a slightly decreasing tendency over the last years. In 2016, the corresponding numbers were 85% and 64%; in 2017, they were 81% and 60%. The decline affects transfer, rather than graduation, and we may speculate that it is related to a stronger job market, in which students don't want to spend too much time with learning, instead of earning a living.
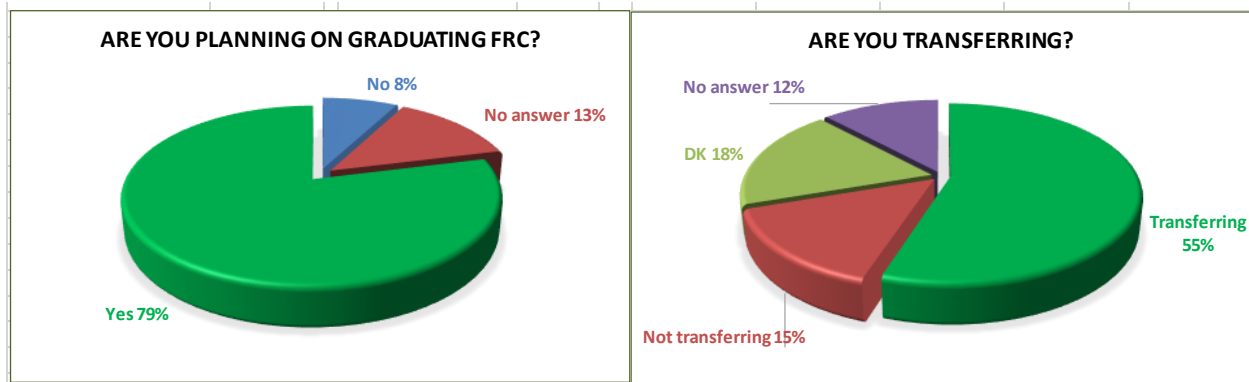
Yet the cross-tabulation of the data does not really support this hypothesis. Last year there were more students who followed the traditional pattern of earning a degree or a certificate from FRC and transferring afterwards. In 2018, the proportion of transferring students is higher among the non-graduating group, than in the group of those who want to earn an award from FRC.

2018	Graduating	Not graduating	No answer	Total
Transferring	106 (62%)	12 (71%)	2	120
Not transferring	31	1	0	32
DK/No answer	35	4	27	66
Total	172	17	29	218

Ahead of the introduction of the new funding formula, which rewards graduation and transfer to 4-year institutions, we should think about how to incentivize students so that they plan on earning at least a certificate from FRC.

As for the transfer destinations of the students, nine target 2-yr institutions, mainly neighboring community colleges running programs that FRC does not have. 27 transfer to California 4-yr institutions, and 40 to out-of-state 4-yr institutions. With this, the proportion of out-of-state transfers outnumbers the California transfers at the rate of 54 to 46.

5. Communication issues

The 2018 on-campus YES survey contained a question about the students' preferred communication method.

The raw answer distribution is displayed in the table below.

	Website	Email	FRC App	Facebook	Twitter	Flyers on boards	Instructor announcements	Outdoor_boards
Frequently used	85	117	61	51	25	36	86	49
Used	59	48	52	31	24	51	64	49
Rarely used	26	17	35	38	28	50	16	42
Not used	9	2	30	57	98	38	9	35
No answer	39	34	40	41	43	43	43	43
Total	218	218	218	218	218	218	218	218

This is a little hard to read, and I proceeded to a numeric transformation in order to make the data more visible. By allocating 3 points for a 'frequently used", 2 for a 'used", and 1 for 'rarely used", we may read the means, medians, and/or sums for the various communication forms. On all accounts, it's email the winner, followed by instructor announcements and the FRC website, at a tie.

	Website	Email	FRC App	Facebook	Twitter	Flyers on boards	Instructor announcements	Outdoor_boards
Mean	2.229	**2.522**	1.809	1.429	.863	1.486	2.297	1.640
Median	2.000	**3.000**	2.000	1.000	0.000	1.000	2.000	2.000
SUM	399	**464**	322	253	151	260	402	287

The chart below intends to make the differences even more palpable:
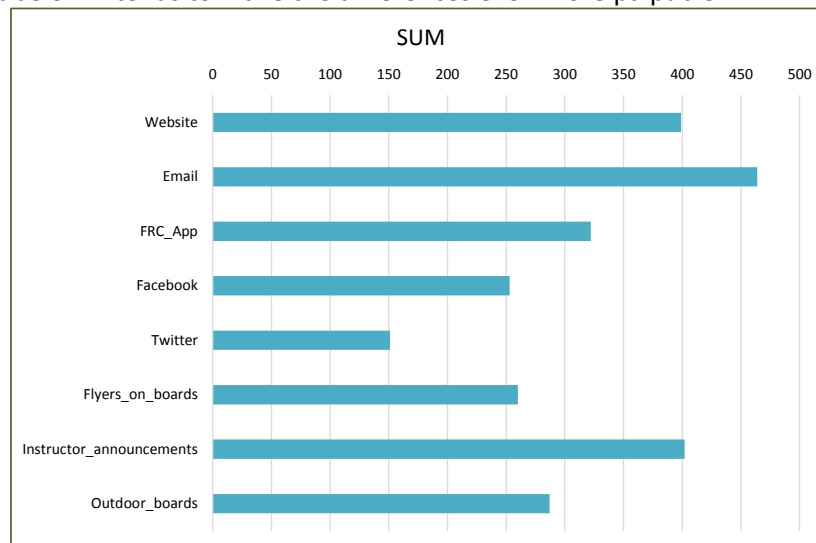
There are no typical relationships or connections among various ways of getting information about campus events. Yet the correlation matrix shows that there is a small cluster of students who tend to eschew electronic communication, and mostly get their information from instructor announcements and indoor/outdoor boards.

In the 'Other (write-in)' category, only texting and other people were mentioned. Groups of 'other people' mentioned were other students, coaches, and student ambassadors.