



COMMUNITY COLLEGE OF
DENVER

STUDENT SATISFACTION SURVEY SUMMARY SPRING 2010

INSTITUTIONAL RESEARCH & PLANNING



"PUTTING THE PIECES TOGETHER"

Community College of Denver Spring 2010 Student Survey Summary

In spring 2010, the Colorado Community College System surveyed students regarding their experience at our colleges. This summary shares the responses of students from Community College of Denver. In total, 609 CCD students responded to one of four surveys: General Satisfaction, Instruction, Student Services, and Assessment and Advising. The same general questions were asked on all four surveys, and the following is a summary of the results of these general questions:

- The primary reason that almost half (49%) of CCD respondents attend Colorado Community Colleges is to gain credit to transfer to a four-year institution. The second highest response indicated that students came to the community colleges to acquire skills for entry level employment (19%), while the next most cited reasons were for personal interest and to improve existing job skills (11% and 10%) (Exhibit 1).
- Consistent with the previous question, 34% of CCD students were enrolled with the goal of obtaining an associate degree for transfer and an additional 25% of the students were enrolled to take one or more classes to transfer. Meanwhile, 20% of the students enrolled to obtain a career and technical education associate (AAS) degree (Exhibit 2).
- In terms of prior education level, 31% of CCD students had some prior college courses, a similar percentage (30%) had a high school diploma upon their entry into community colleges, while 14% had already obtained a four-year college degree (Exhibit 3).
- More than half (59%) of CCD students were employed, with 34% employed in a job not related to their training, and 21% employed in a job related to their education (Exhibit 4). Of those employed, most (38%) were working between 21 and 39 hours a week followed closely (36%) by those who worked 40 or more hours per week (Exhibit 5). Presumably because of their work commitments, 50% of the respondents were attending part-time and enrolled in 5-11 credit hours during the spring 2010 semester (Exhibit 6).
- When asked when they preferred to take courses, and given the option of choosing more than one selection, 49% of students preferred morning classes, with afternoon, or evening courses the next preferred choice. Twenty-seven percent (27%) preferred online courses and 13% chose weekends (Exhibit 7).
- The demographics of CCD student respondents were 62% female; the average age was 25; they were primarily white (47%) or Hispanic (18%), and 7% considered themselves disabled (Exhibit 8 & 9).

Exhibit 1

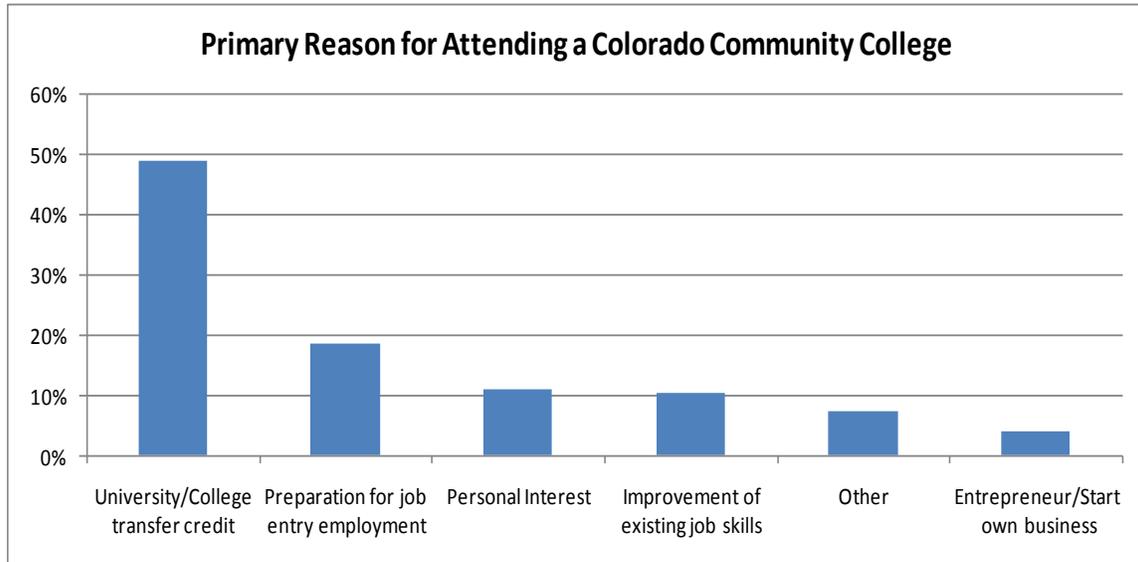


Exhibit 2

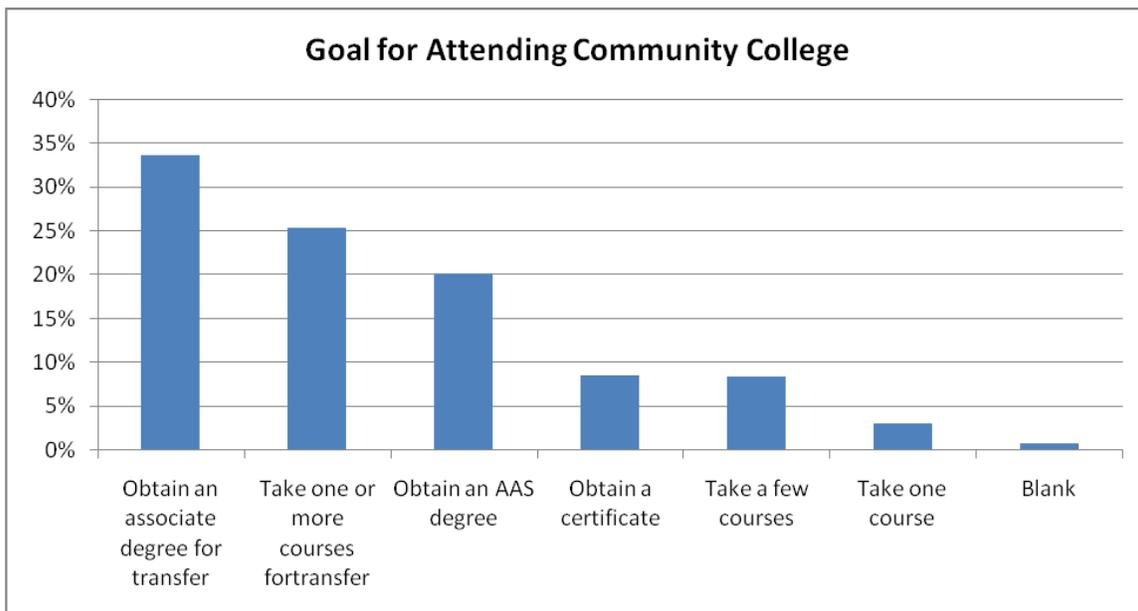


Exhibit 3

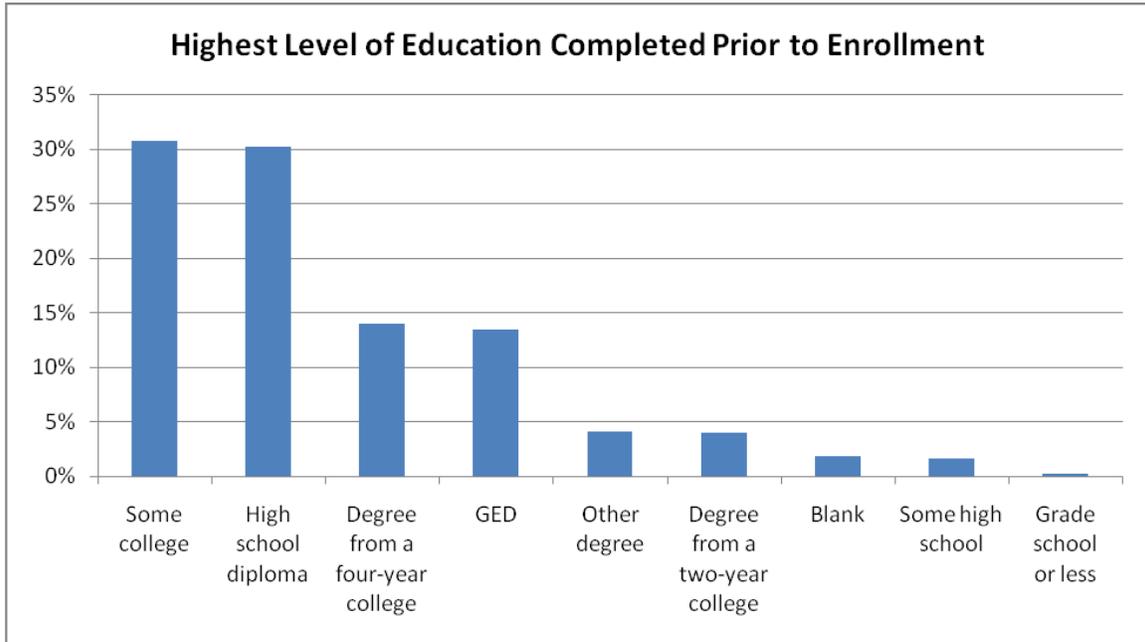


Exhibit 4

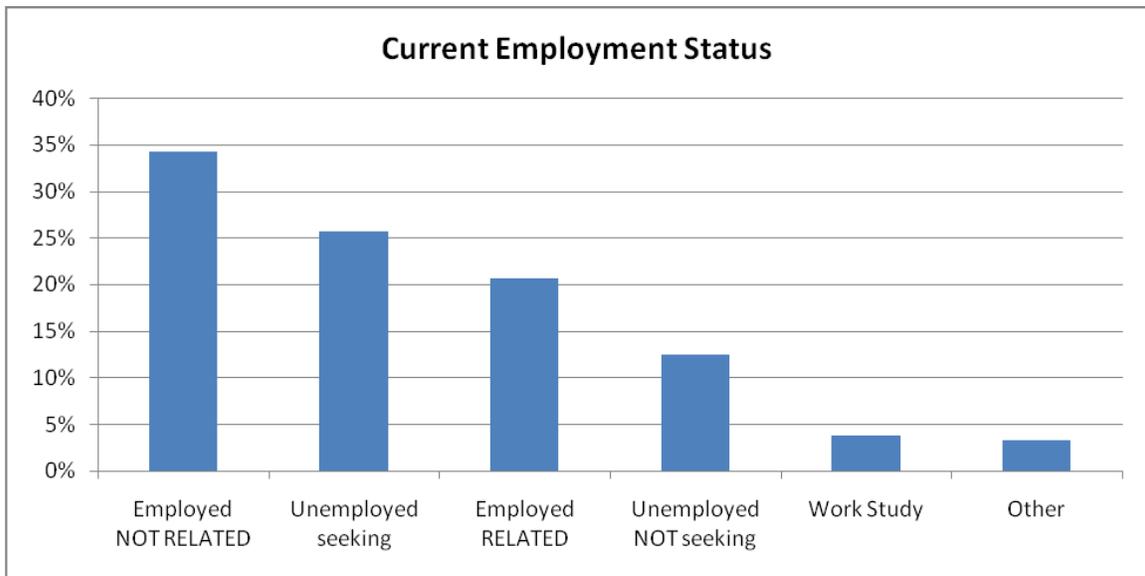


Exhibit 5

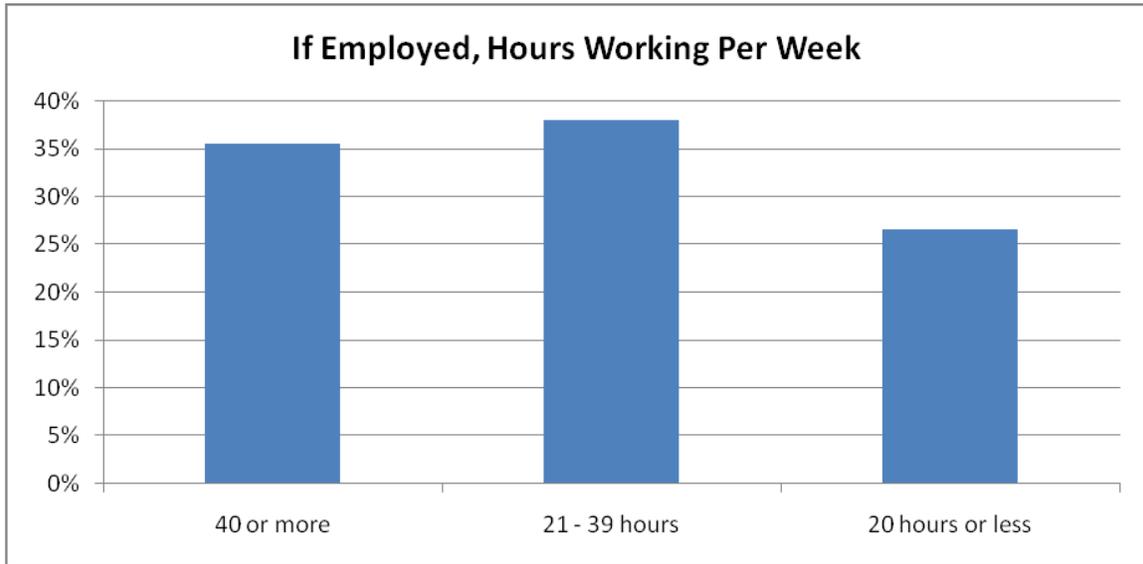


Exhibit 6

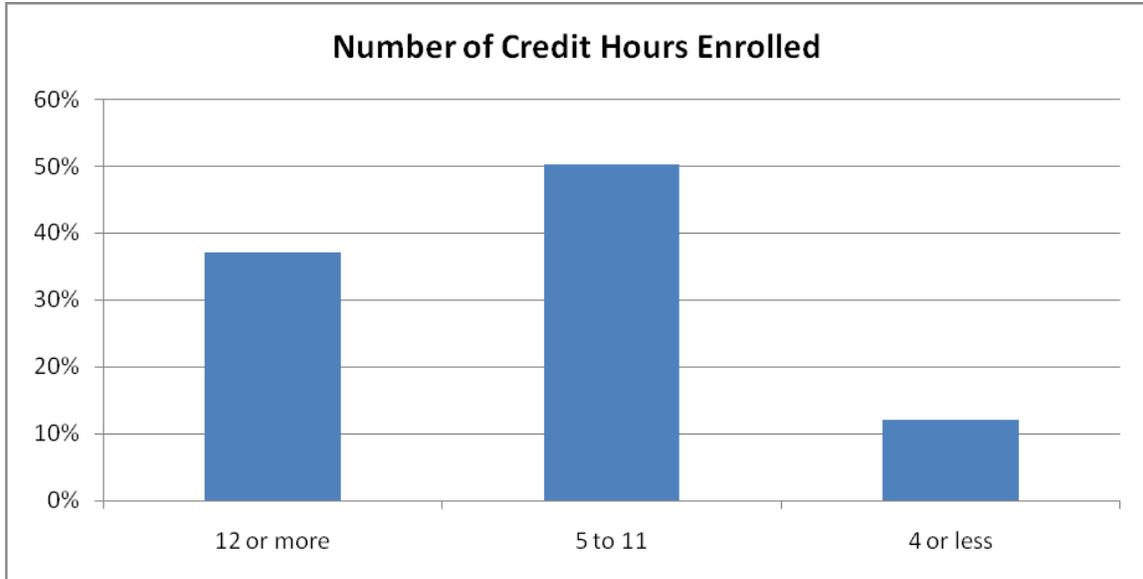


Exhibit 7

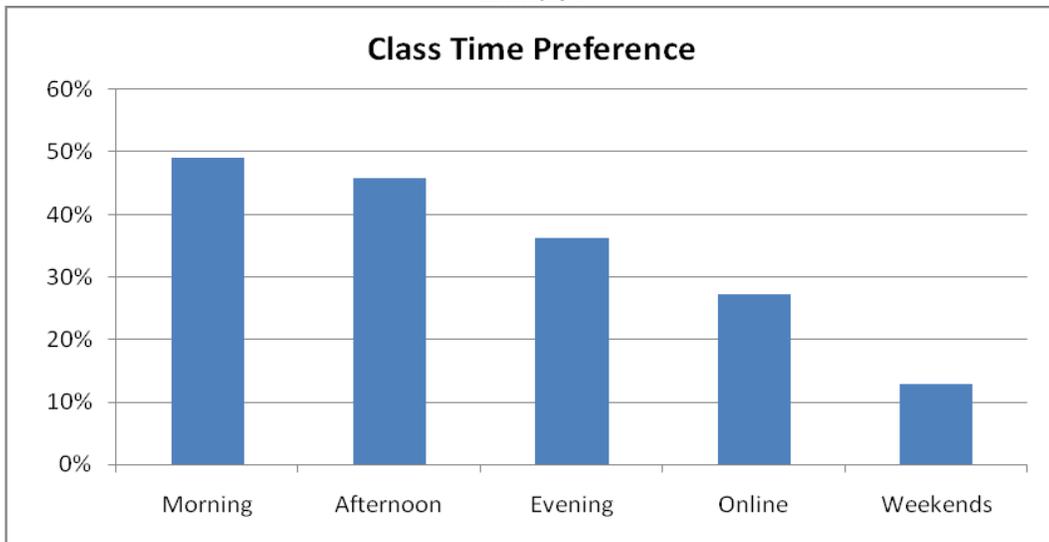


Exhibit 8

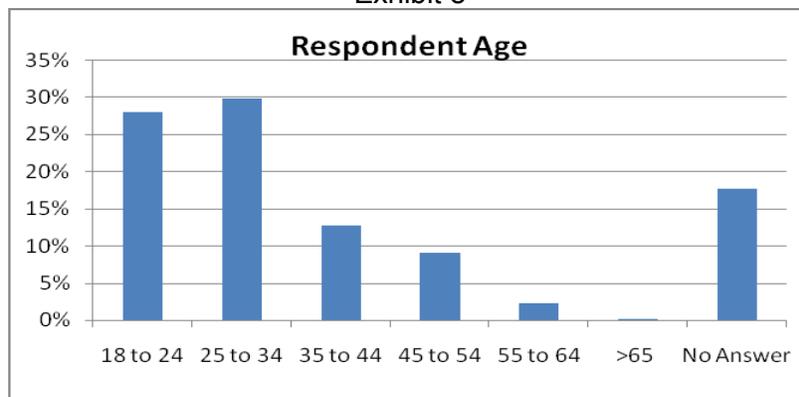
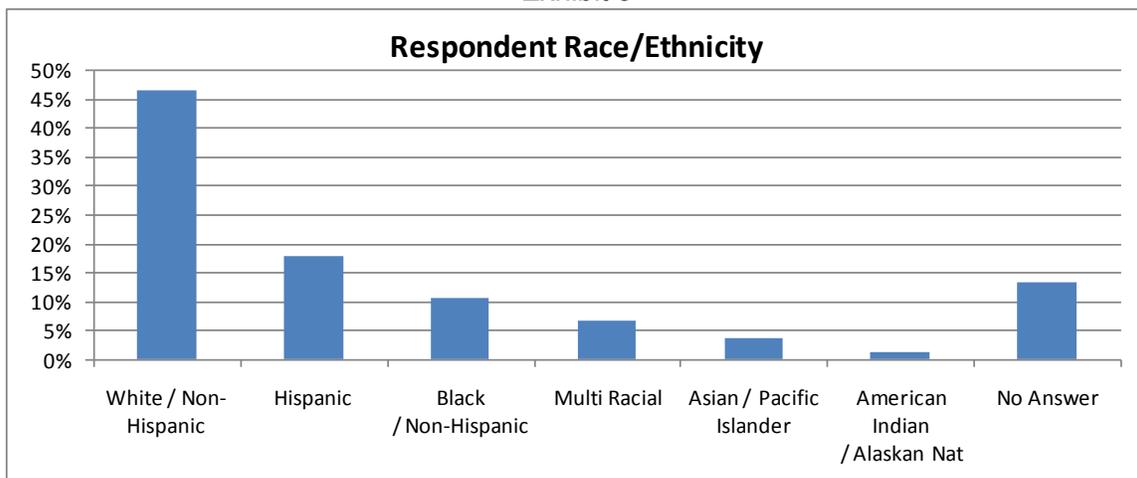


Exhibit 9



General Satisfaction with Community College of Denver

Of the total number of students (n=609) responding to one of four surveys, 171 students took the general satisfaction survey. As the graph below shows, 82% of these CCD students reported that they were “very satisfied” or “satisfied” with Community College of Denver (Exhibit 10). As a result, 59% of students either already have or were very likely to recommend CCD to others (Exhibit 11).

Exhibit 10

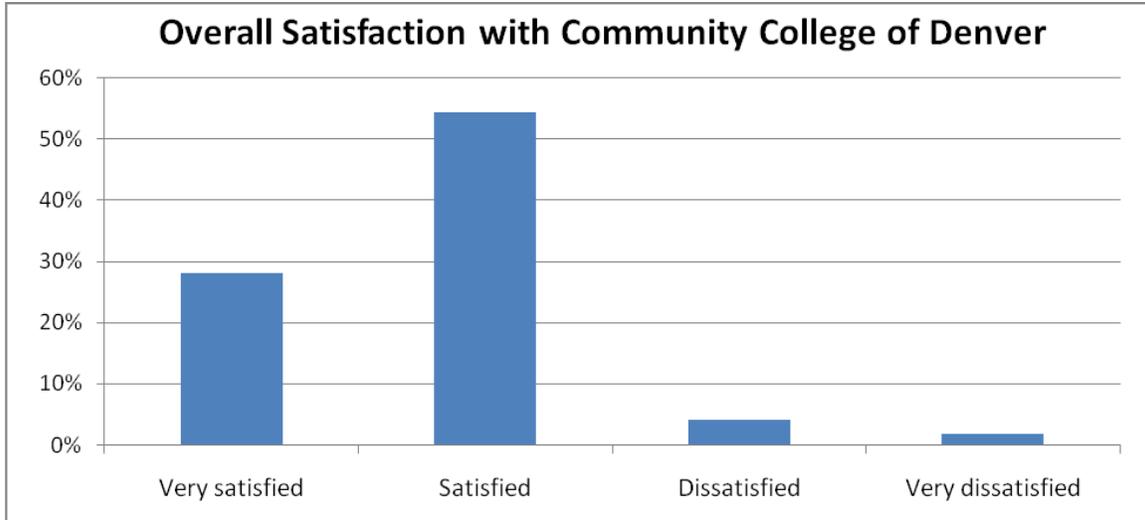
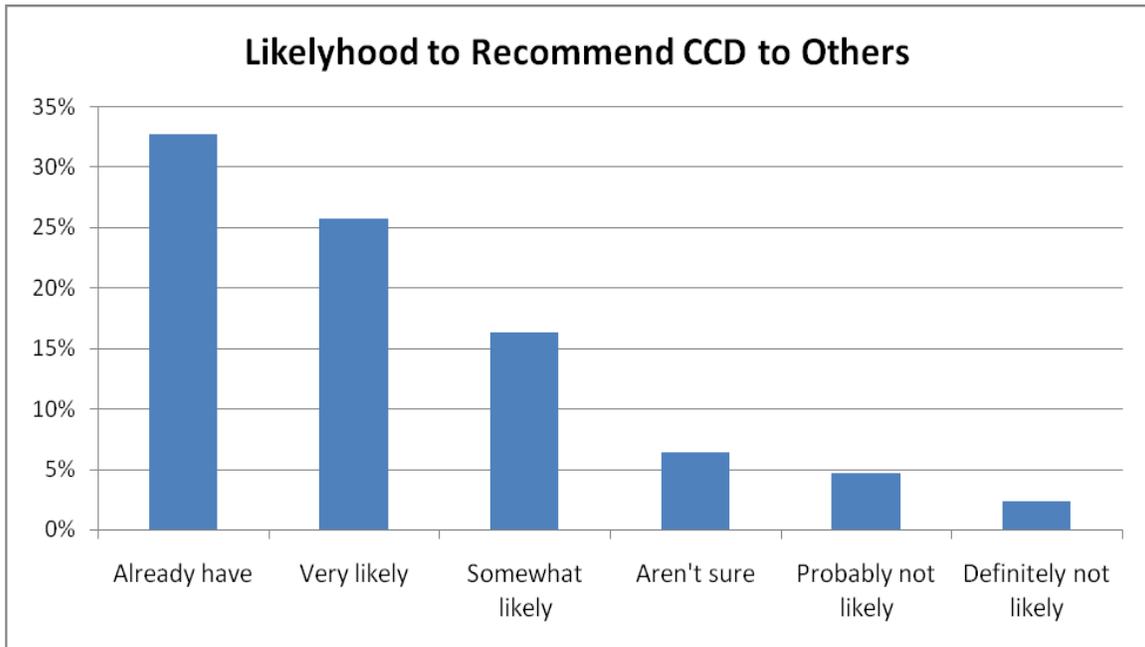
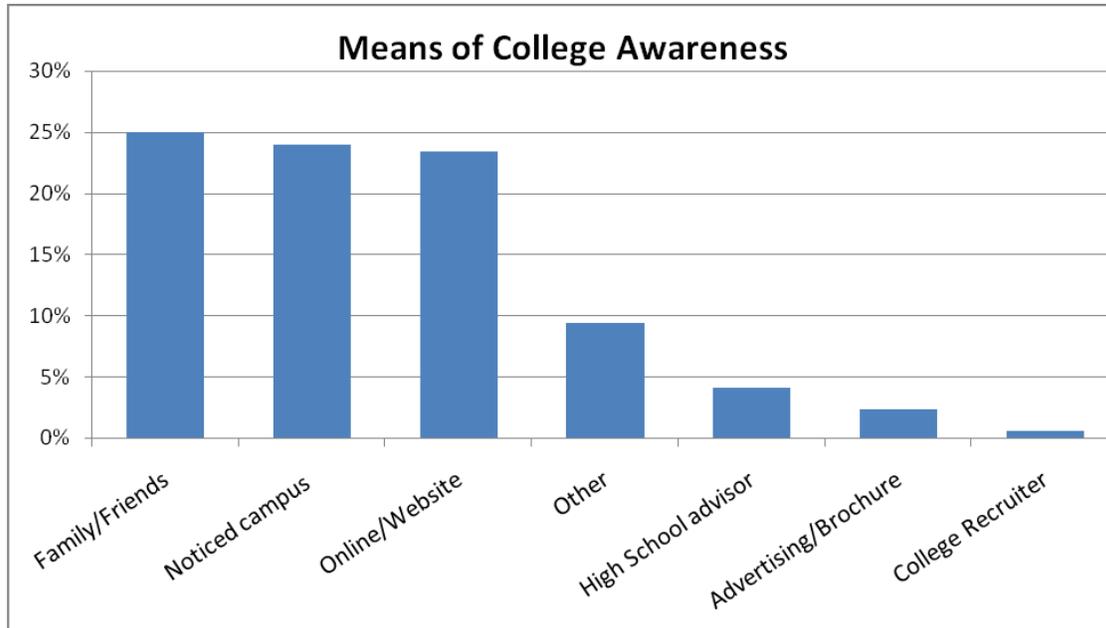


Exhibit 11



Referral by family or friends was the most common response (25%) students gave when asked how they became aware of the college, with 24% saying they previously noticed our campus location, and 23% becoming aware of CCD via our website (Exhibit 12).

Exhibit 12



When asked what factors contributed to their decision to enroll at CCD, 78% “agreed” or “strongly agreed” that our geographic/setting location and the programs/courses offered and low cost of tuition (75%) contributed to their decision to enroll at our college. The next highest factor was the availability of financial aid (67%), with CCD’s transfer agreements with 4 year colleges (59%) and small class size (58%) playing an important role for attending CCD. In addition, 54% of respondents “agreed” or “strongly agreed” that campus appearance and small size of college (50%) contributed to their decision to enroll at CCD (Exhibit 13).

Consistent with the community college mission to provide quality, accessible, affordable education, 79% of students responded that CCD was highly committed to quality of education and 74% indicated the college was committed to current technology. Additionally, respondents felt that CCD offered relevant training and was committed to older, returning learners (73%). CCD believes in meeting the needs of the underserved students, and when asked, 69% of respondents agree the college is highly committed to serving students of color, and 67% recognize its commitment to students with disabilities (Exhibit 14).

Exhibit 13

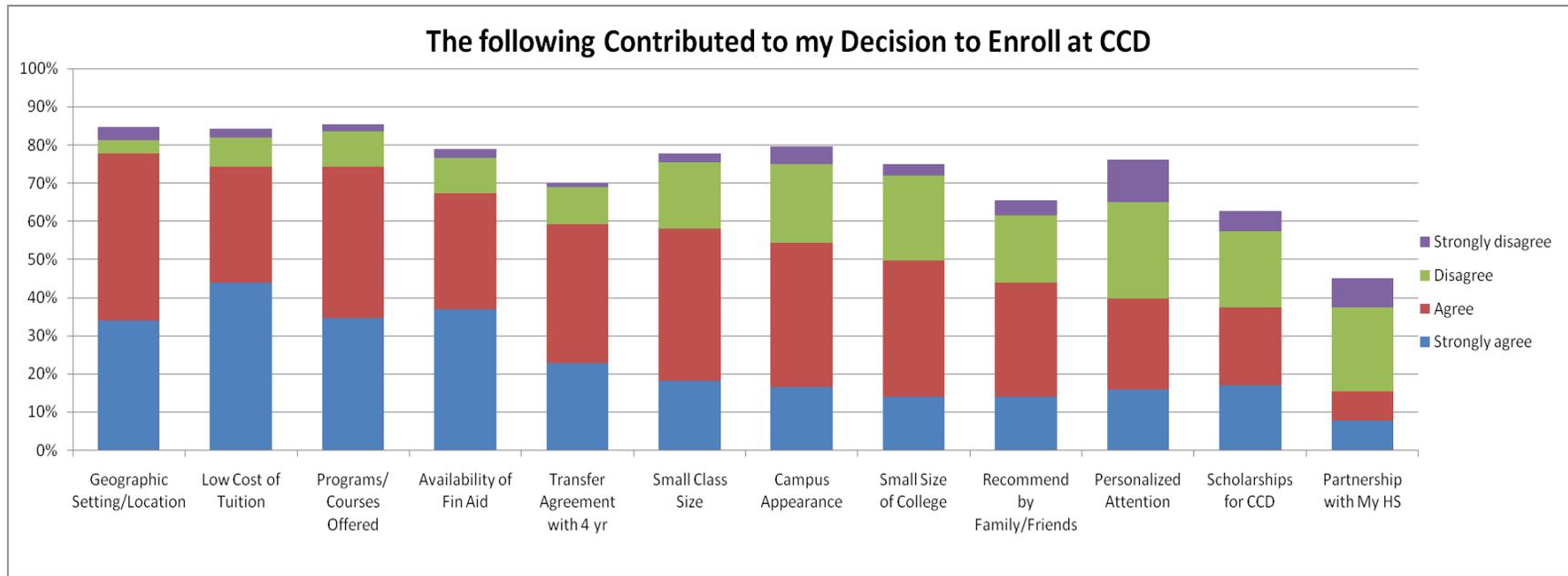
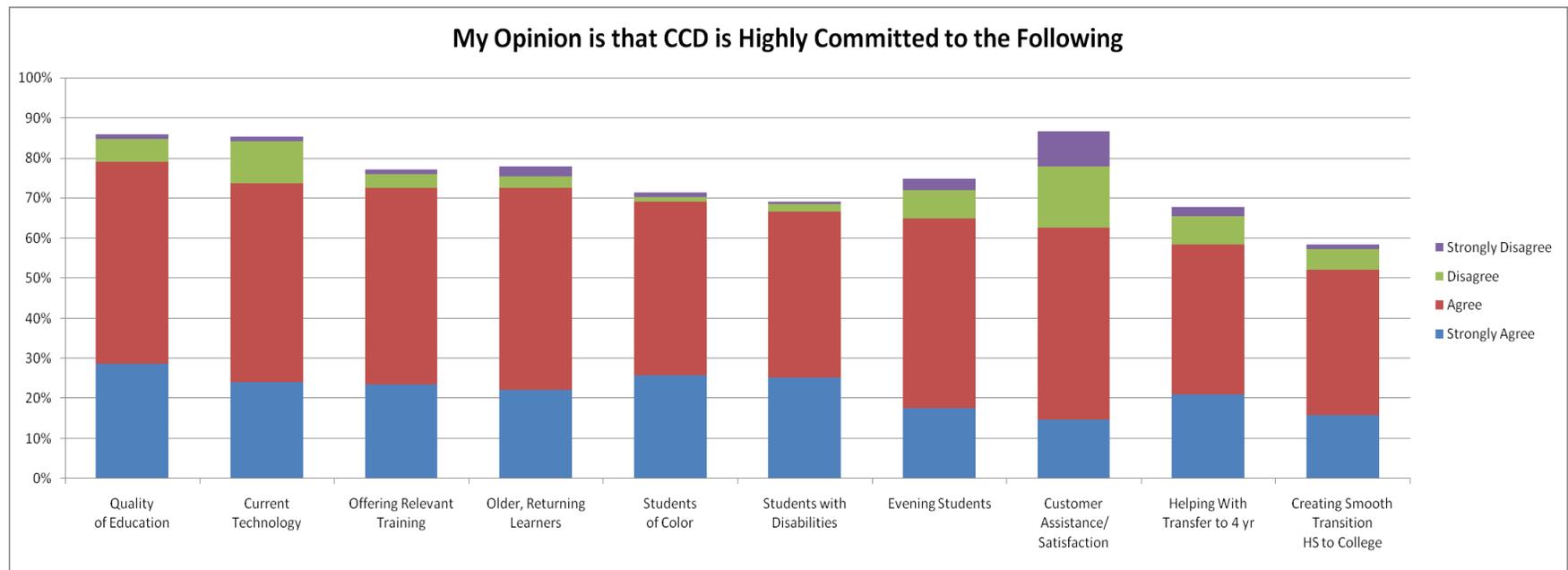


Exhibit 14



Satisfaction with Instruction

Of the total number of students (n=609) responding to one of four surveys, 152 students took the survey on satisfaction with instruction. Students responded favorably concerning their opinion of courses: 80% or more of the student respondents said that the content of courses, class size, testing and grading, and clearly defined course objectives/requirements were “very good” or “good,” followed by variety of courses available (79%), effective use of technology (72%), and availability of study areas on campus (71%). Only 19% of the students rated availability of courses at convenient times “poor” or “very poor,” as did 8% for availability of tutoring services on campus (Exhibit 15).

Students were asked to indicate their opinion if they were enrolled in a D2L course. Between 67 and 74 students either skipped the section or replied “non-applicable” to questions pertaining to online instruction. N/A and missing responses and were excluded from the analysis. Regarding the effectiveness of online course delivery, students generally responded that online courses employed current technology (95%), were convenient (86%), and user-friendly (85%). Between 19 and 24% of students reported that interactions with their instructor and with other students was “poor” or “very poor” (Exhibit 16).

Student opinions of faculty were also favorable. Students responded “very good” or “good” at or above 80% for enthusiasm for the subject matter, faculty knowledge of subject area, encouraging class participation and fair and unbiased treatment of all students. Students also indicated that the faculty were “good” or “very good” at providing timely feedback about student progress (76%), having awareness of student differences as they teach (73%), being available outside of class hours and being understanding of my unique circumstance (68%).(Exhibit 17).

Exhibit 15

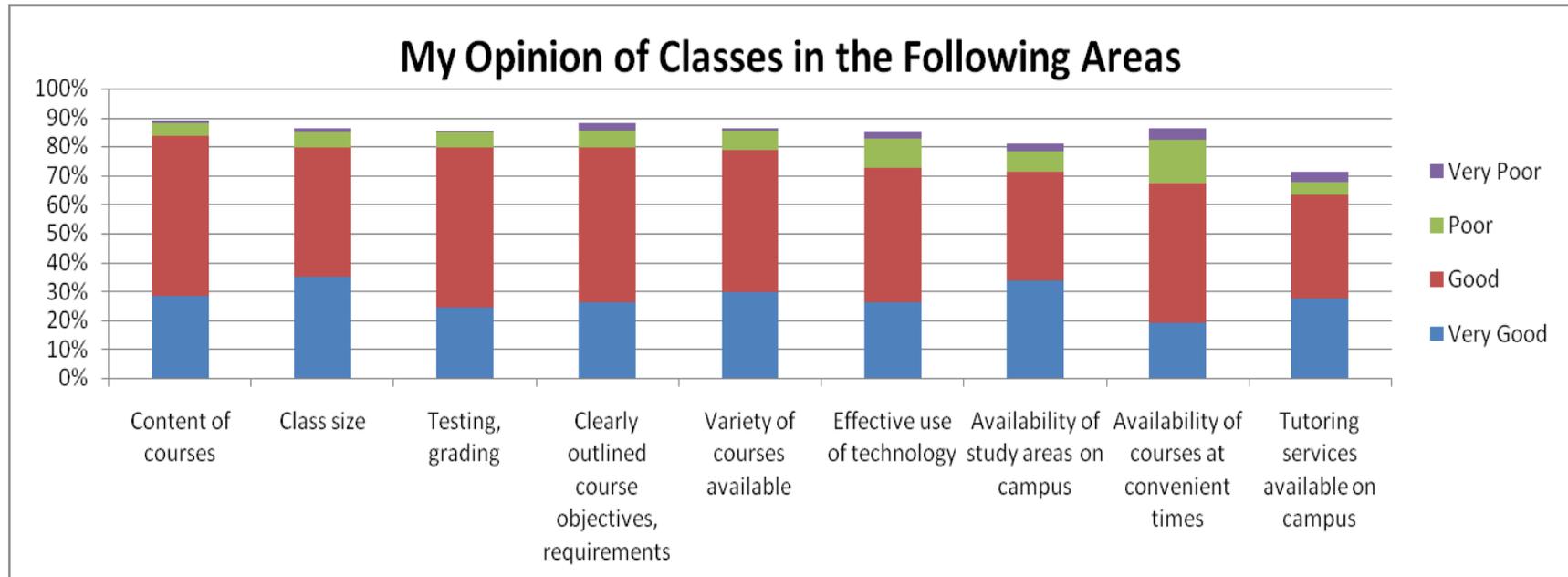


Exhibit 16

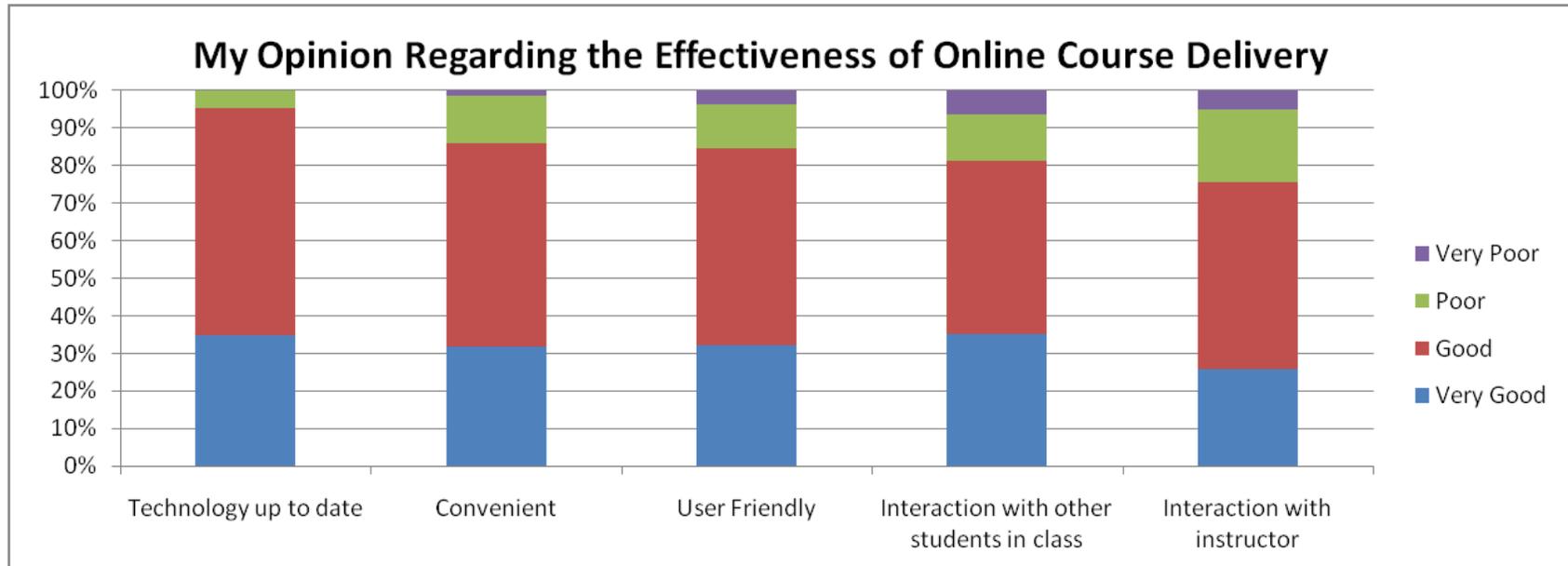
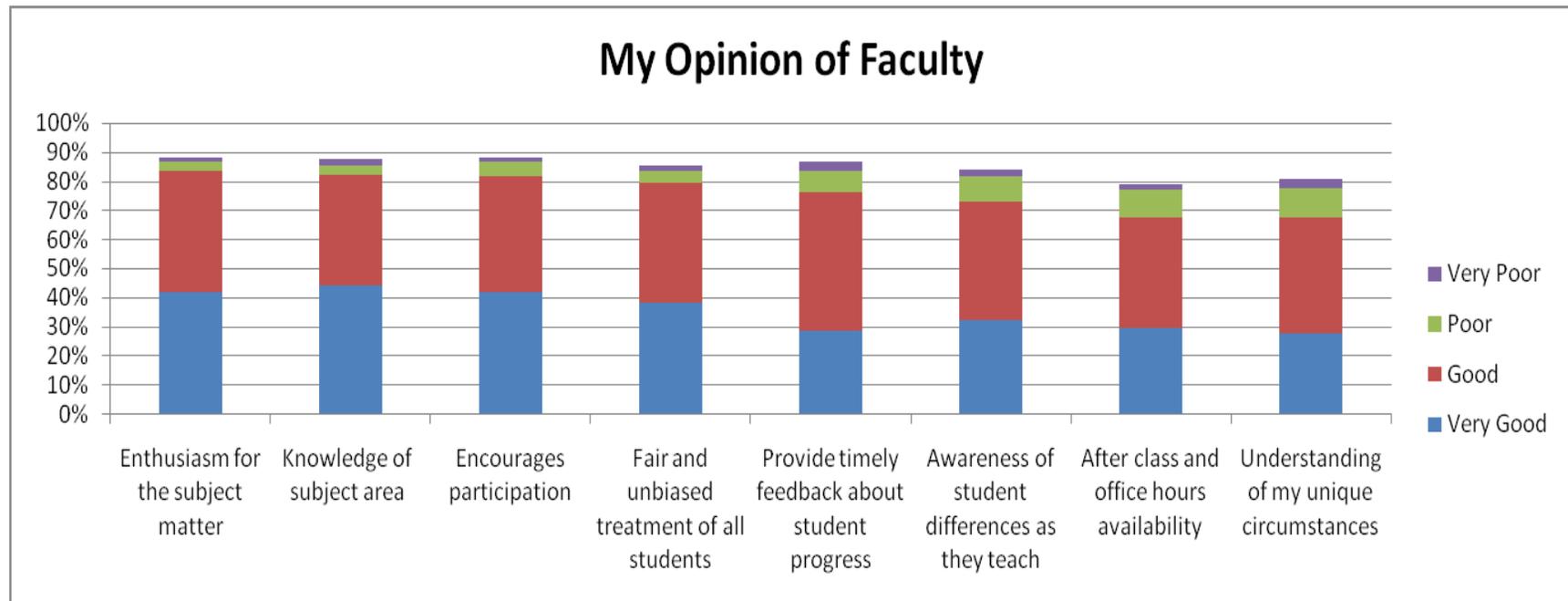


Exhibit 17



Satisfaction with Student Services

Of the total number of students (n=609) responding to one of four surveys, 146 students took the survey about satisfaction with student services. Students reported an overall positive response to the admissions and registration process, with 70% or more responding “strongly agree” or “agree” that registration (add/drop) procedures went smoothly online, office hours are adequate, and registration policies and procedures are clear. While 68% of students responded course selection policies and procedures are clear, 65% reported staff answered my questions and that staff was friendly and knowledgeable. Only 62% indicated they felt the staff responded to my unique needs and requests, and 59% thought that registration (add/drop) procedures went smoothly in person (Exhibit 18).

For the questions about financial aid, between 33 and 49 students replied “non-applicable” to specific questions and were excluded from the analysis. On this section of the survey, the majority of students indicated the financial aid hours were “good” or “very good” (84%), financial aid awards were announced in a timely manner(76%), financial aid counselors are helpful (75%), the financial aid staff is friendly (74%) and more than 70% indicated that financial aid staff answered my questions (Exhibit 19).

For the questions about the billing process, between 14 and 51 students replied “non-applicable” to specific questions and were excluded from the analysis. Students found the cashier office hours were adequate (89%), billing policies are reasonable (88%), that alternative payment systems met their needs (85%) cashiers are friendly (84%), and the cashiers handled their transactions efficiently (80%). However, 65% of respondents did not feel that cashiers explained the deferred payment plan (Exhibit 20).

Exhibit 18

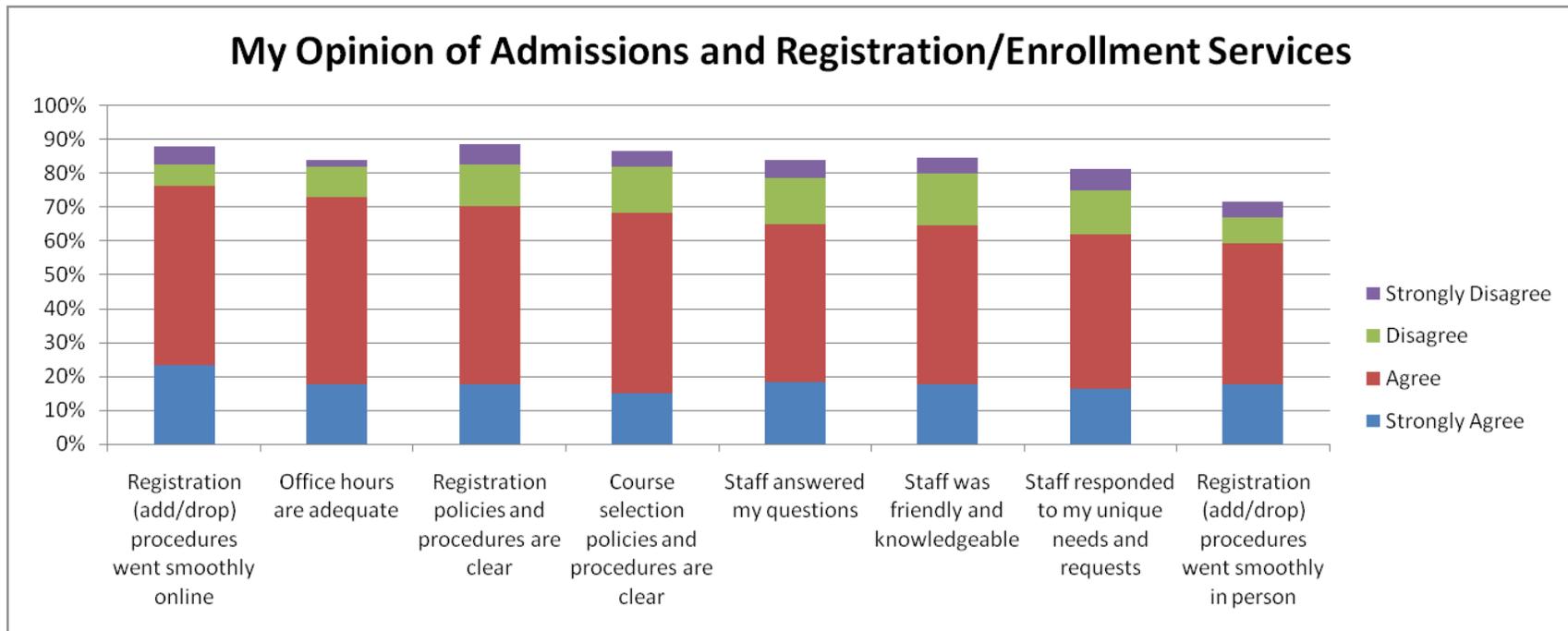


Exhibit 19

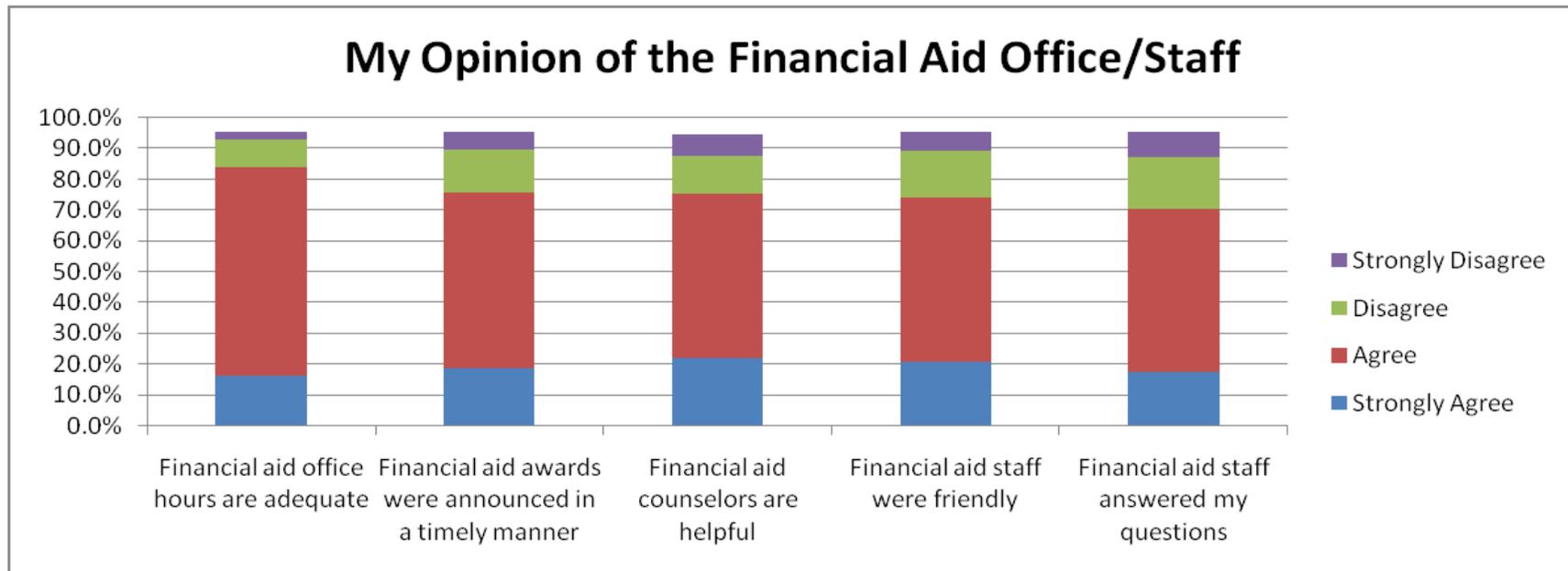
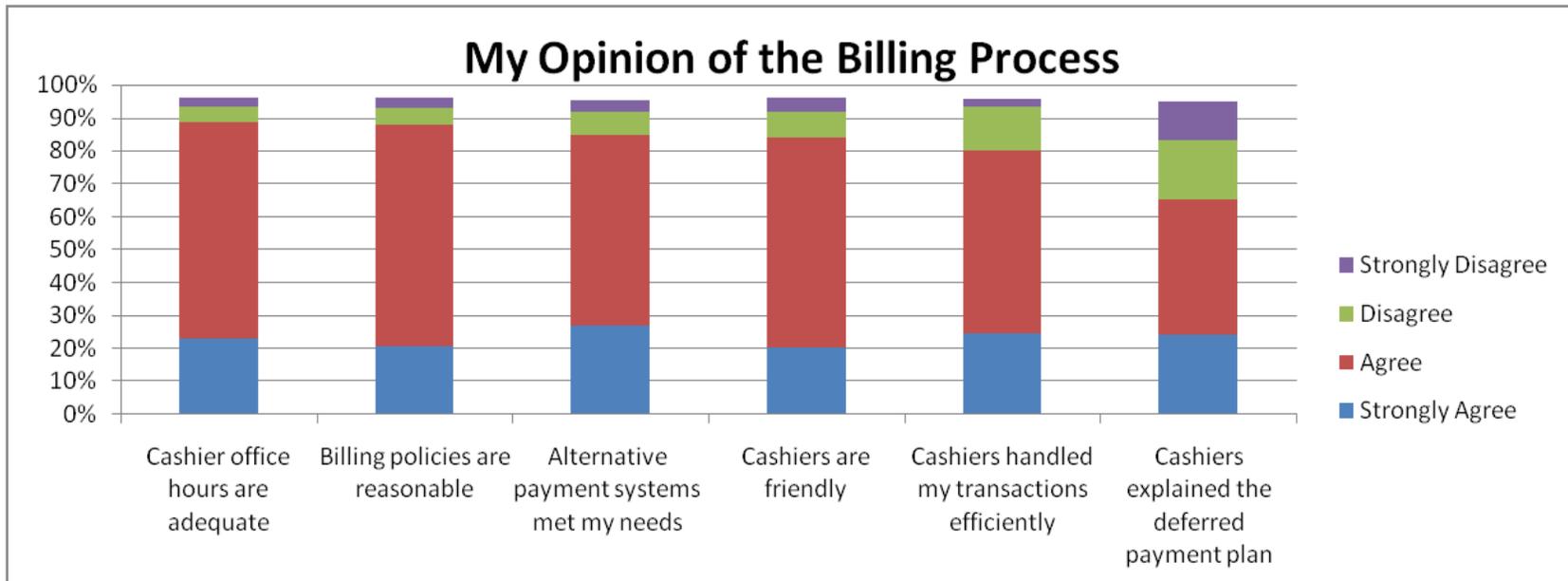


Exhibit 20



Satisfaction with Assessment and Advising

Of the total number of students (n=609) responding to one of four surveys, 140 students took the survey about satisfaction with testing and assessment. In terms of assessment, more than 60% of the students regarded the assessment process favorably, including the staff helping make the assessment process comfortable, reasonable assessment and placement procedures, testing staff being knowledgeable and friendly, having adequate office hours, and adequate explanation of test scores. Meanwhile, 70% agreed the testing environment was appropriate (Exhibit 21).

Student attitudes toward academic advising were also generally positive, with more than 50% of the students indicating that the advising hours were adequate, their advisors helped with entry into college and provided them the information they needed, their advisors were approachable, spent sufficient time answering questions, were knowledgeable about the student program requirements, and their advisors understood the transfer requirements of other schools. There is room for improvement, however; as more than 20% of students “disagreed” or “strongly disagreed” that their advisor was well informed and knowledgeable about their program requirements, available or spent time answering questions and providing information and were “approachable and concerned about their success” (Exhibit 22).

Conclusion

Overall, the survey indicated that students are very pleased with their experience at Community College of Denver, especially in the areas of instruction and learning. Student feedback indicates satisfaction with courses and confidence in faculty and academic quality. These findings are consistent with the positive general satisfaction response, as well as the strong role referrals appear to play in student matriculation. Students were also generally satisfied with student services areas and with assessment and advising; however, there is room for improvement as some questions received low satisfaction ratings related to customer service and staff training issues, which are easily rectifiable. The results are particularly encouraging because this satisfaction survey came during a time when budget shortfalls have impacted our services and there were numerous changes in leadership.

It is interesting to note that the low cost of tuition played a stronger role in the decision to enroll at CCD. In 2008, only 42% of survey respondents indicated that tuition cost contributed to their decision to enroll at CCD compared to 75% in 2010. The positive general satisfaction was also influenced by an increased satisfaction with customer assistance. This factor went up from 50% in 2008 to 63% in 2010. Online registration procedures were rated favorably by 67% of student's responding in 2008. In the 2010, survey 75% of students rated online registration favorably. Students now perceive faculty as being more aware of student differences as they teach (73%) than they did in the 2008 survey (63%).

Exhibit 21

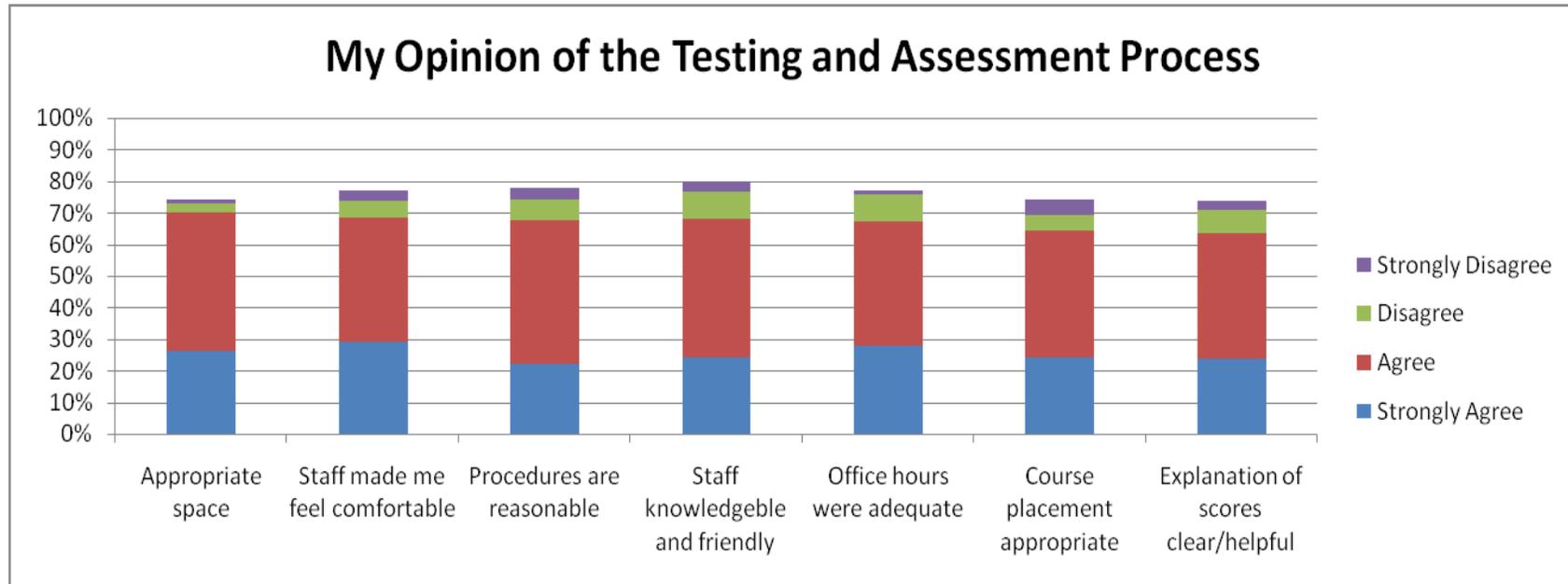


Exhibit 22

