



COMMUNITY COLLEGE OF
DENVER

STUDENT SATISFACTION SURVEY SUMMARY SPRING 2008

INSTITUTIONAL RESEARCH & PLANNING



"PUTTING THE PIECES TOGETHER"

Community College of Denver Spring 2008 Student Survey Summary

In spring 2008, 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, 521 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 (48%) 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 third most cited reason was to improve existing job skills (14%) (Exhibit 1).
- Consistent with the previous question, 33% 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, 33% of CCD students had a high school diploma upon their entry into community colleges, a slightly lower percentage (27%) had some prior college courses, while 14% had already obtained a four-year college degree (Exhibit 3).
- Most CCD students were employed, with nearly 38% employed in a job not related to their training, while 29% were employed in a job related to their education (Exhibit 4). Of those employed, most (32%) were working 40 or more hours per week (Exhibit 5). Presumably because of their work commitments, the bulk of respondents (45%) were attending part-time and enrolled in 5-11 credit hours during the spring 2008 semester (Exhibit 6).
- When asked when they preferred to take courses, and given the option of choosing more than one selection, 47% 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 65% female; the average age was 30; they were primarily white (44%) or Hispanic (18%), and 4% considered themselves physically disabled (Exhibit 8 & 9).

Exhibit 1

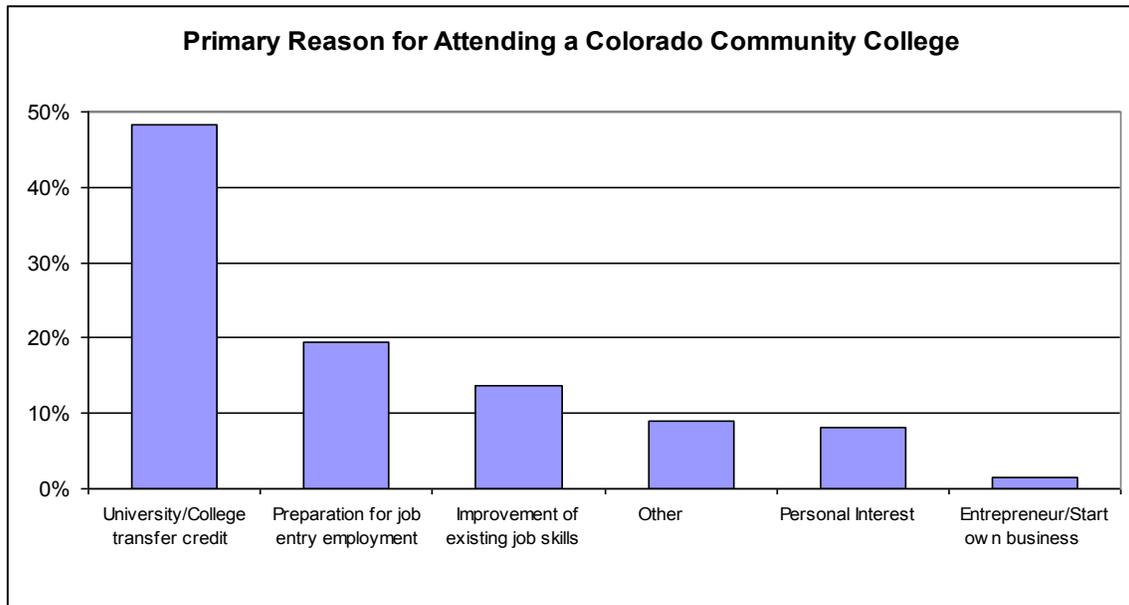


Exhibit 2

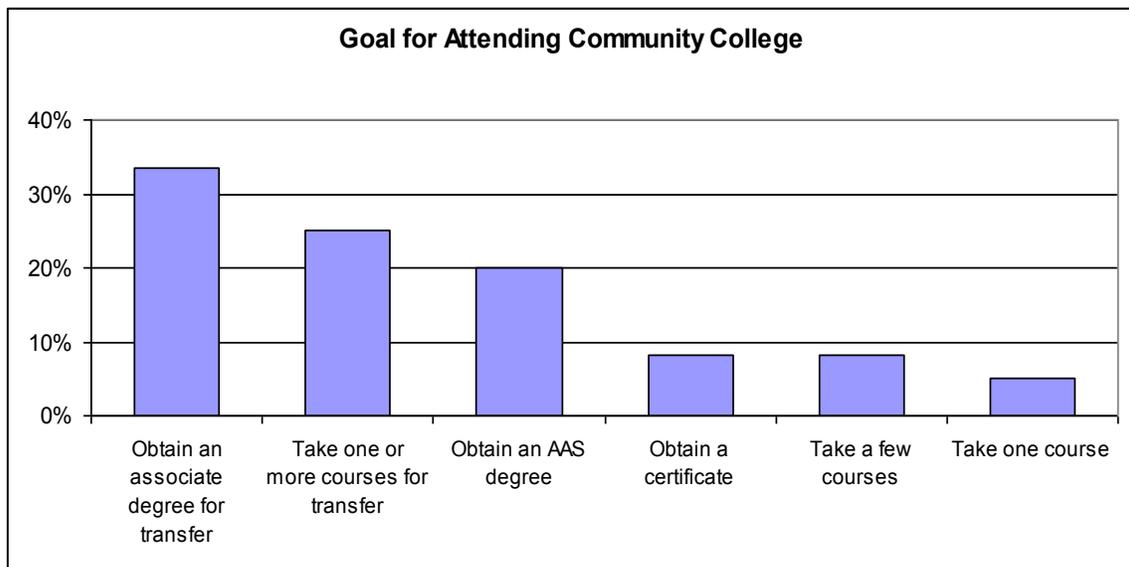


Exhibit 3

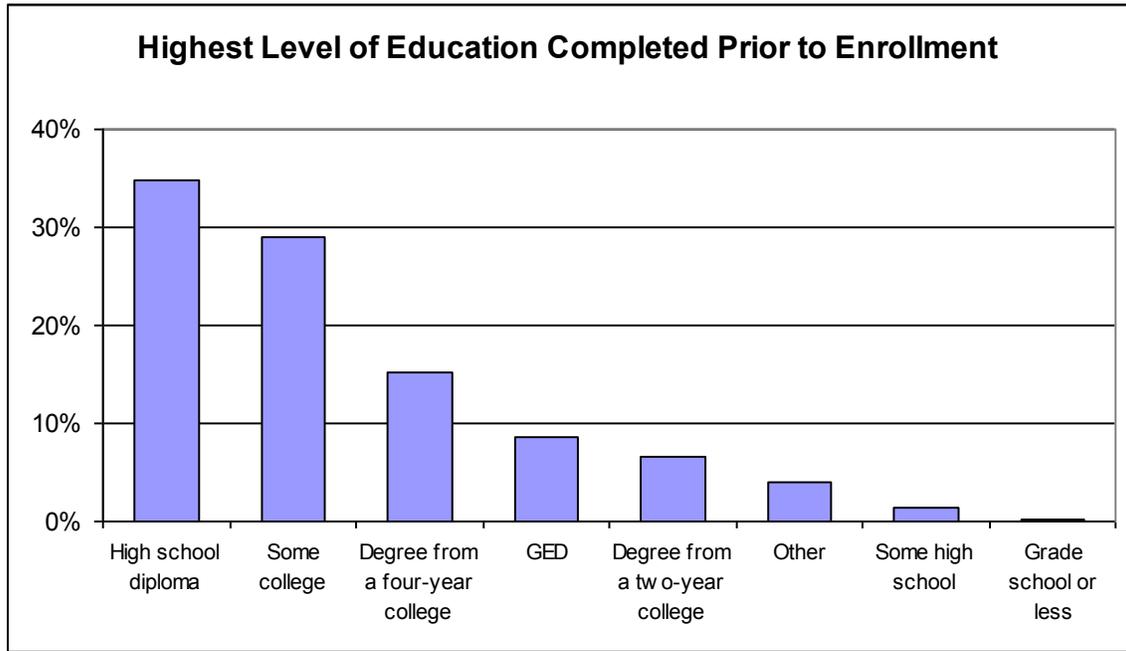


Exhibit 4

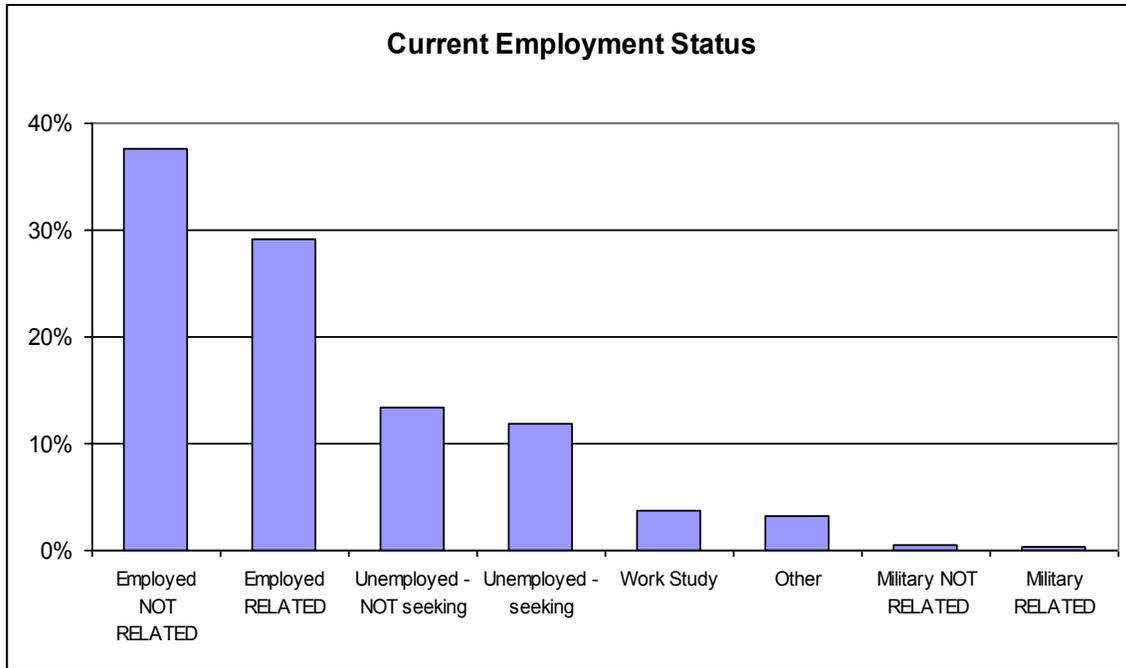


Exhibit 5

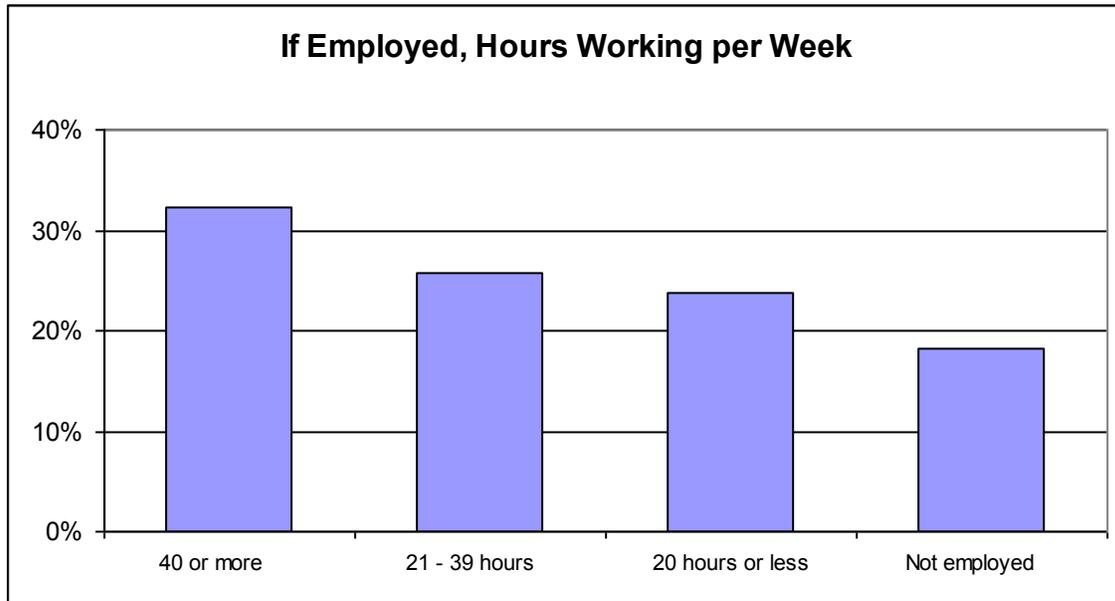


Exhibit 6

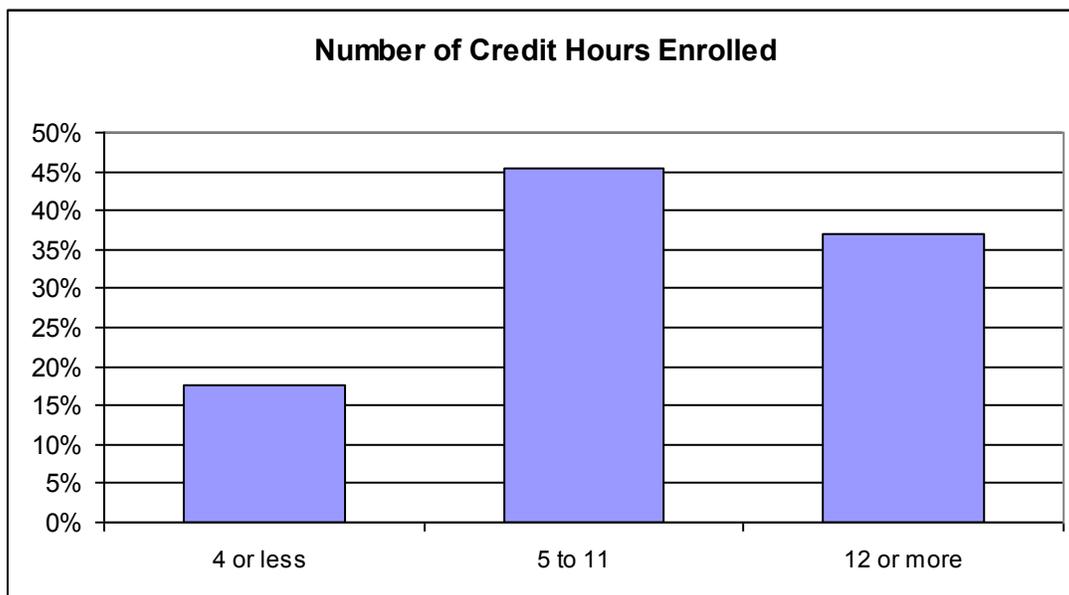


Exhibit 7

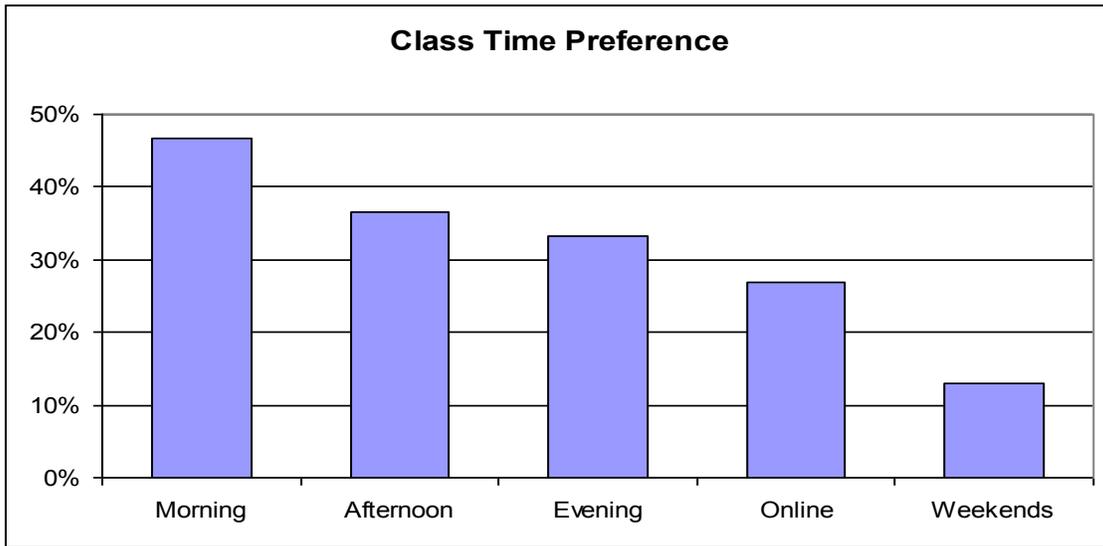


Exhibit 8

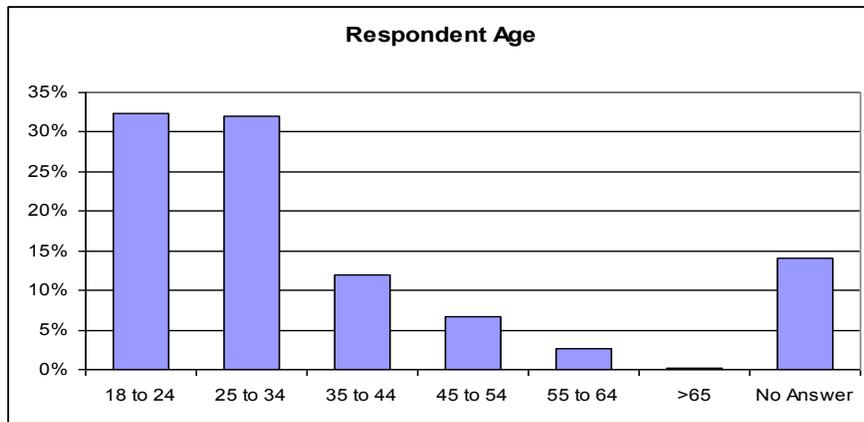
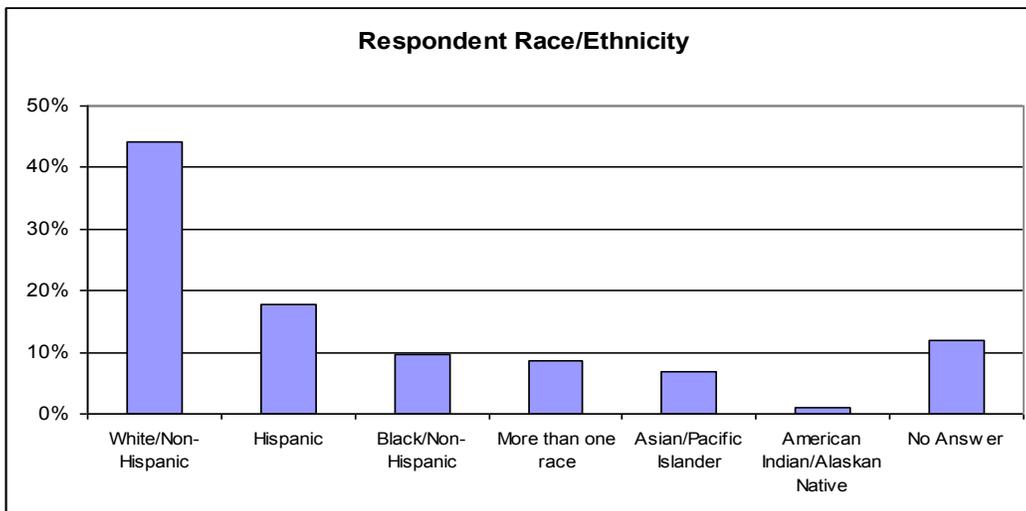


Exhibit 9



General Satisfaction with Community College of Denver

Of the total number of students (n=521) responding to one of four surveys, 122 students took the general satisfaction survey. As the graph below shows, 84% of these CCD students reported that they were “very satisfied” or “satisfied” with Community College of Denver (Exhibit 10). As a result, 54% of students either already have or were very likely to recommend CCD to others (Exhibit 11).

Exhibit 10

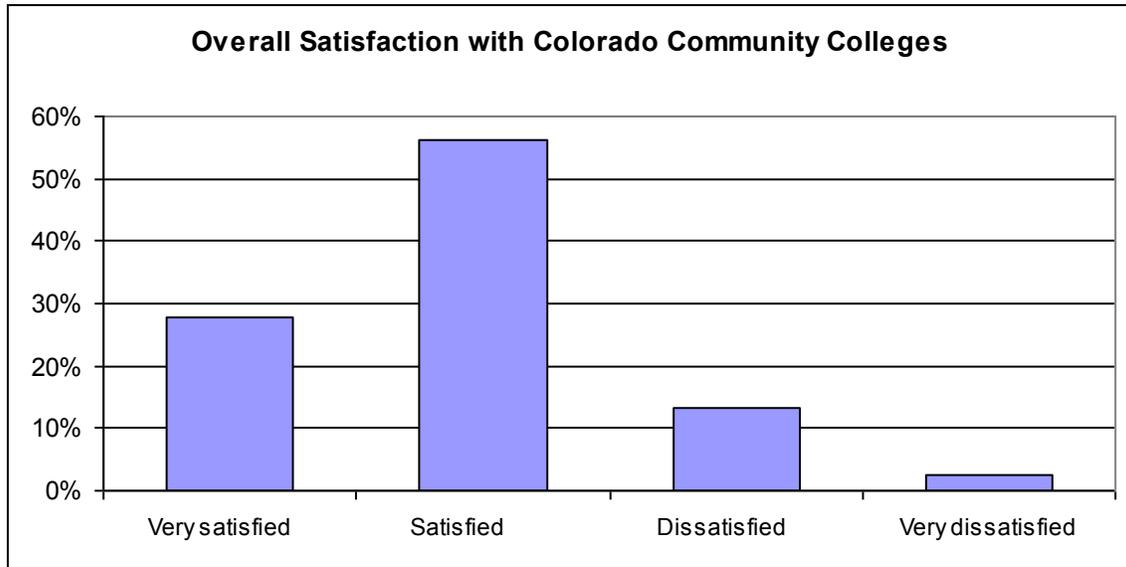
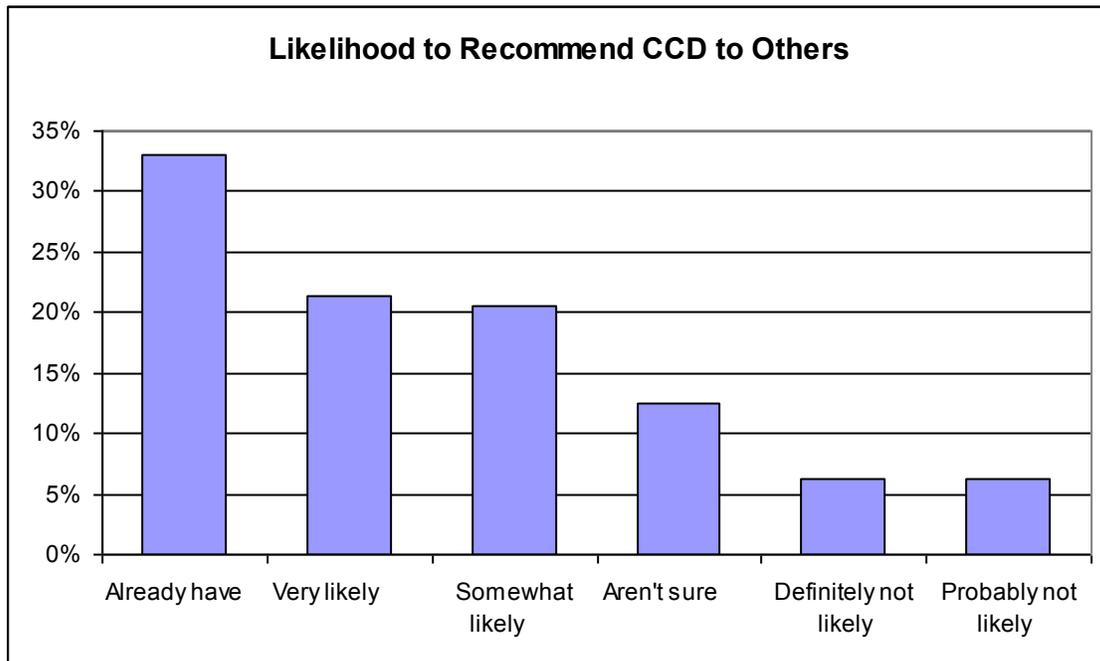
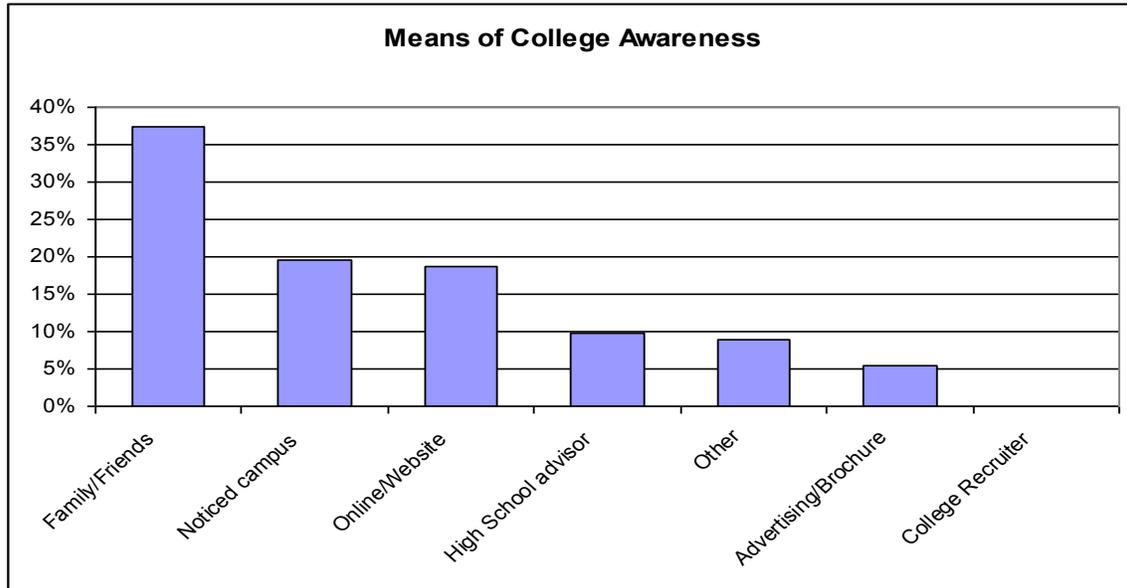


Exhibit 11



Referral by family or friends was the most common response (38%) students gave when asked how they became aware of the college, with 20% saying they previously noticed our campus location, and 19% becoming aware of CCD via our website. For this population, no students became aware of CCD through a college recruiter (Exhibit 12).

Exhibit 12



When asked what factors contributed to their decision to enroll at CCD, 73% “agreed” or “strongly agreed” that our geographic/setting location contributed to their decision to enroll at our college. The next highest factor (58%) was small class sizes, with campus appearance (56%) playing an important role in their decision. Recommendations from family and friends (52%) and low tuition (42%) were also important reasons for attending CCD. Further, 39% “agreed” or “strongly agreed” that personal attention and availability of financial aid (38%) contributed to their decision to enroll at CCD. Academic reputation (33%) also played a role in their deciding to attend CCD (Exhibit 13).

Consistent with the community college mission to provide quality, accessible, affordable education, 75% of students responded that CCD was highly committed to quality of education and 73% indicated the college was committed to older learners. CCD believes in meeting the needs of the underserved students, and when asked, 71% of respondents agree the college is highly committed to serving students of color, and 66% recognize its commitment to students with disabilities (Exhibit 14).

Exhibit 13

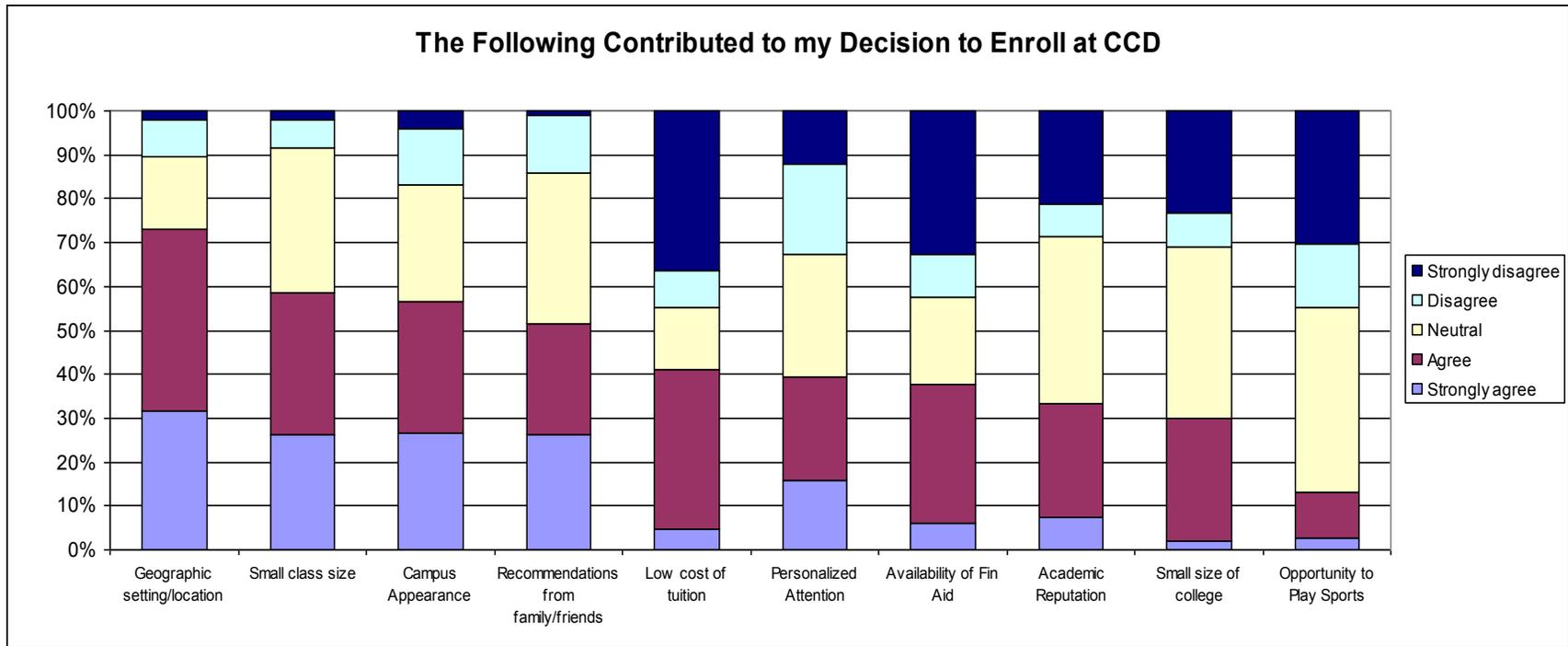
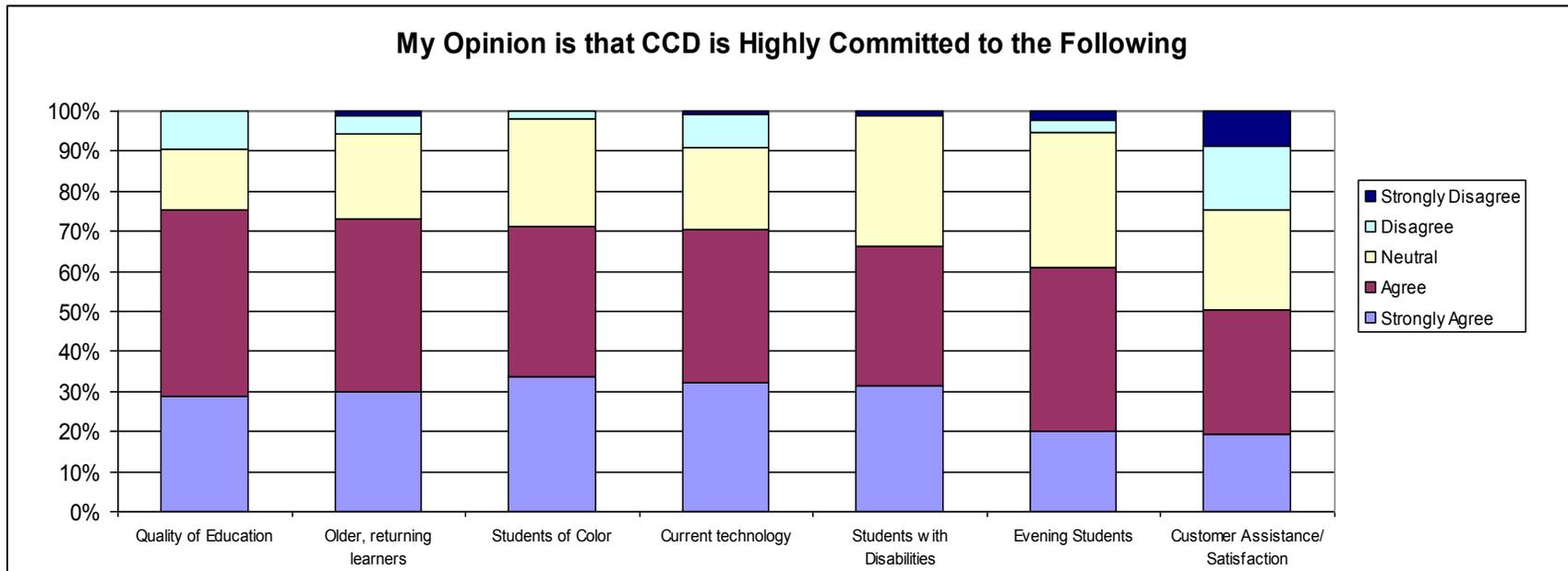


Exhibit 14



Satisfaction with Instruction

Of the total number of students (n=521) responding to one of four surveys, 128 students took the survey on satisfaction with instruction. Students responded favorably concerning their opinion of courses and faculty: 69% or more of the student respondents said that the variety of courses available, class size, testing and grading, clear course objectives, course content, availability of study areas, and effective use of technology were “very good” or “good,” with between 12% and 29% or more reporting “fair” (Exhibit 15). Only 12% of the students rated the availability of courses at convenient times “poor” or “very poor,” as did 16% for availability of tutoring services on campus.

Regarding the effectiveness of online course delivery, students generally responded that online courses were convenient (78%), employed current technology (77%), and user-friendly (74%). Only 8% of students reported that interactions with their instructor and with other students was “poor” or “very poor”, while about two-thirds said that this interaction was “good” or “very good” (Exhibit 16).

Student opinions of faculty were also favorable. Students responded “very good” or “good” at rates around 80% for faculty knowledge of subject area, encouraging class participation and enthusiasm for the subject matter. Students also indicated that the faculty were “good” or “very good” at providing fair and unbiased treatment of all students (73%), providing timely feedback about student progress (72%), understanding of unique student circumstances (64%), being available outside of class hours (63%), and awareness of student differences as they teach (63%) (Exhibit 17).

Exhibit 15

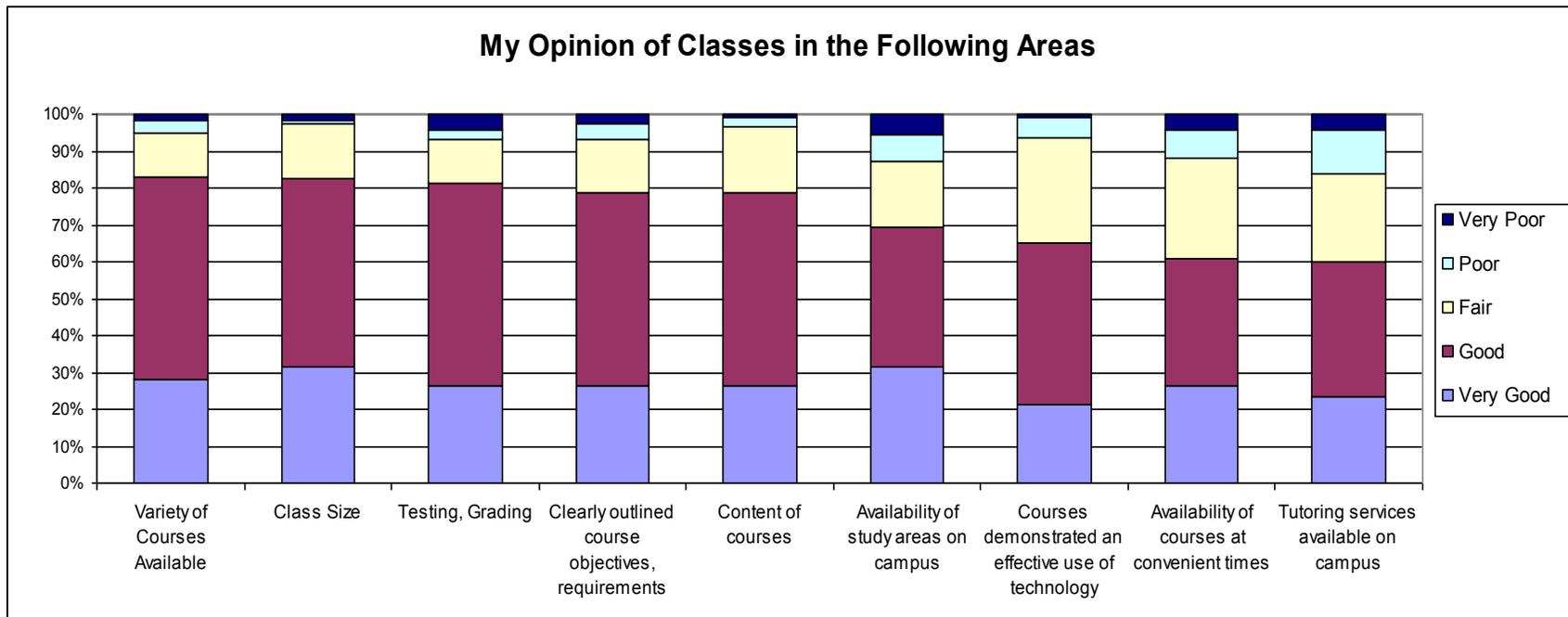


Exhibit 16

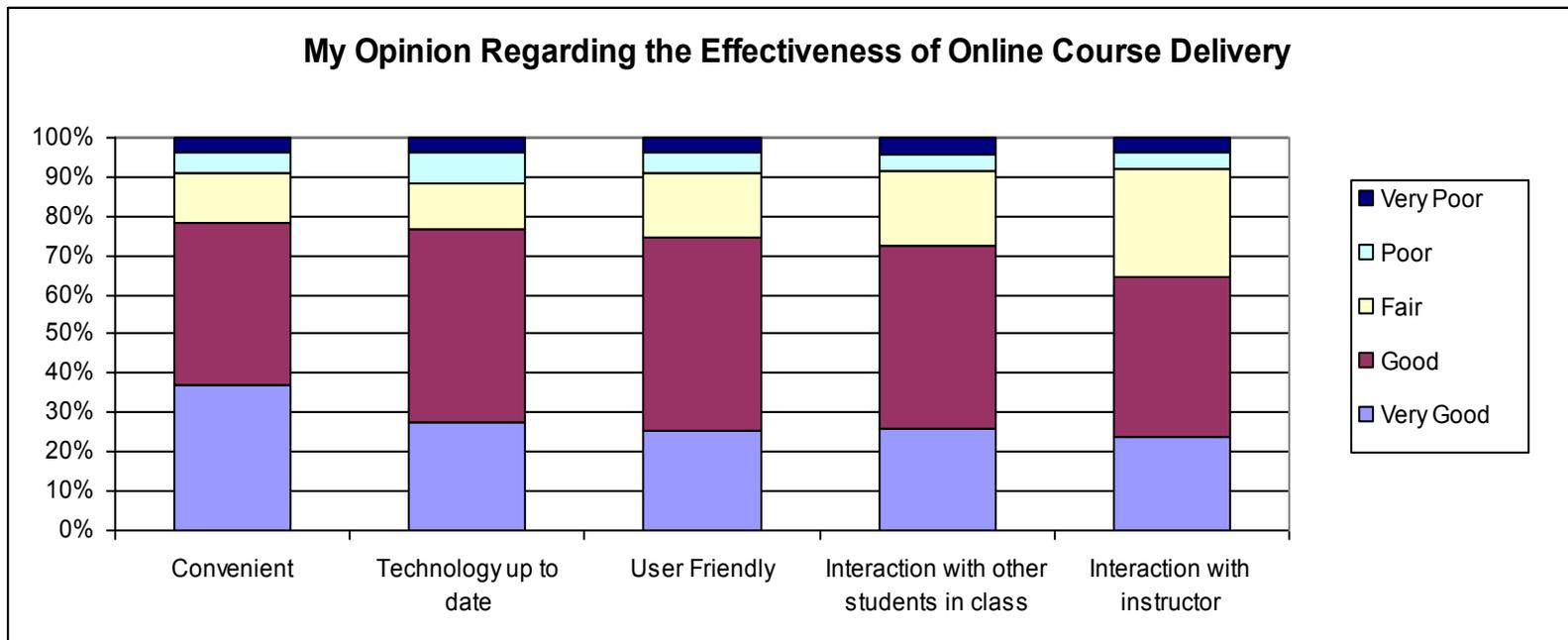
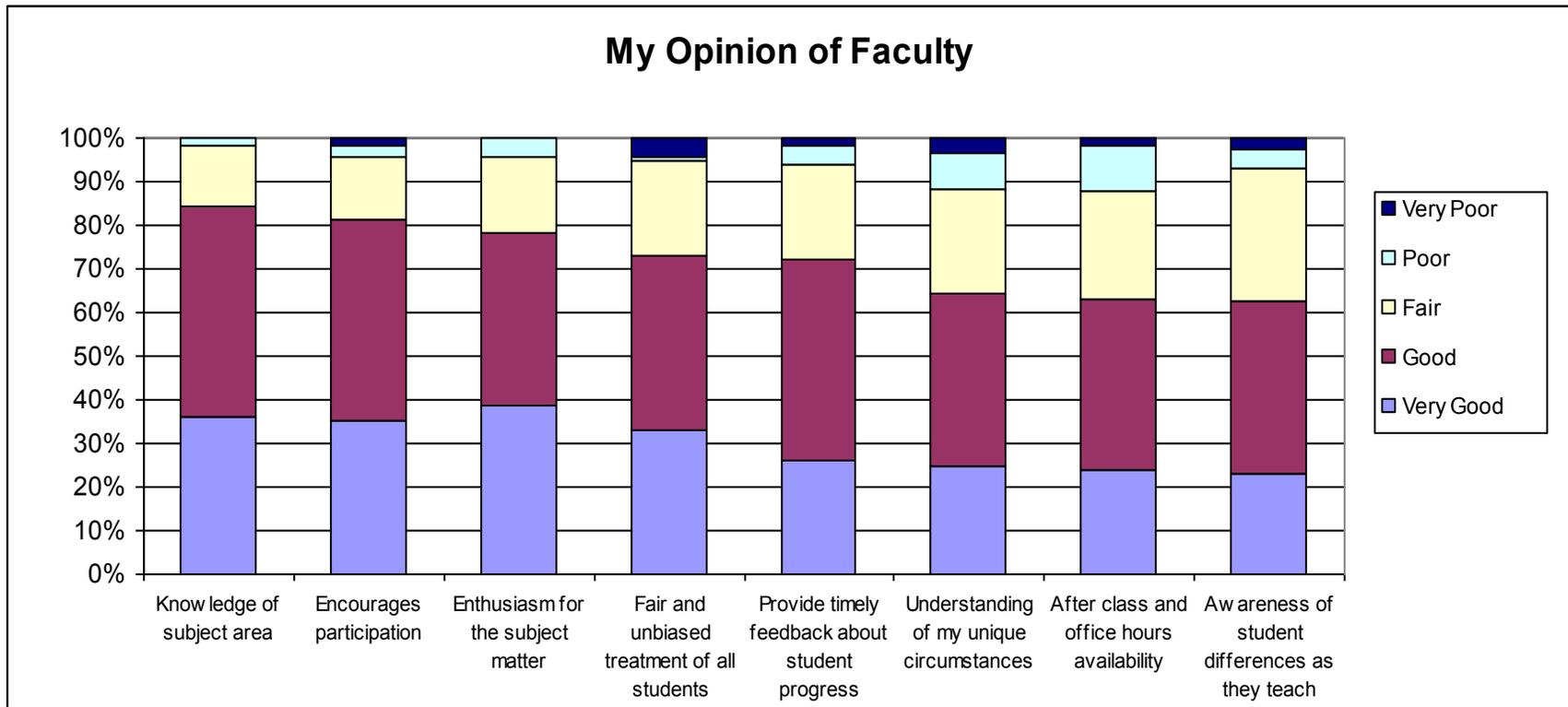


Exhibit 17



Satisfaction with Student Services

Of the total number of students (n=521) responding to one of four surveys, 154 students took the survey about satisfaction with student services. Students reported an overall positive response to the admissions and registration process, with 66% or more responding “strongly agree” or “agree” that staff answered their questions, registration (add/drop) procedures went smoothly, office hours are adequate, and staff is friendly and knowledgeable. However, 21% “disagreed” or “strongly disagreed” that registration policies and procedures are clear, and that course selection policies and procedures are clear. Although 55% of the students feel that admissions and enrollment services staff “responded to my unique needs and requests,” 19% “disagreed” or “strongly disagreed” with this statement (Exhibit 18).

For the questions about financial aid, between 12 and 55 students replied “non-applicable” to specific questions and were excluded from the analysis. On this question of the survey, the majority of students indicated the financial aid office hours were “good” or “very good” (62%) and that the staff was friendly, helpful, and answered questions. The lowest satisfaction rating (49%) was for “financial aid awards were announced in a timely manner” (Exhibit 19).

For the questions about the billing process, between 13 and 44 students replied “non-applicable” to specific questions and were excluded from the analysis. Students found the billing process satisfactory in terms of alternative payment systems (67%), efficient transactions (63%), adequate cashier office hours (62%), and reasonable billing policies (56%). When asked if cashiers are friendly, 51% “strongly agreed” or “agreed,” and 19% “disagreed” or “strongly disagreed”. However, a third (35%) of respondents did not feel that cashiers explained the deferred payment plan (Exhibit 20).

Exhibit 18

My Opinion of Admissions and Registration/Enrollment Services

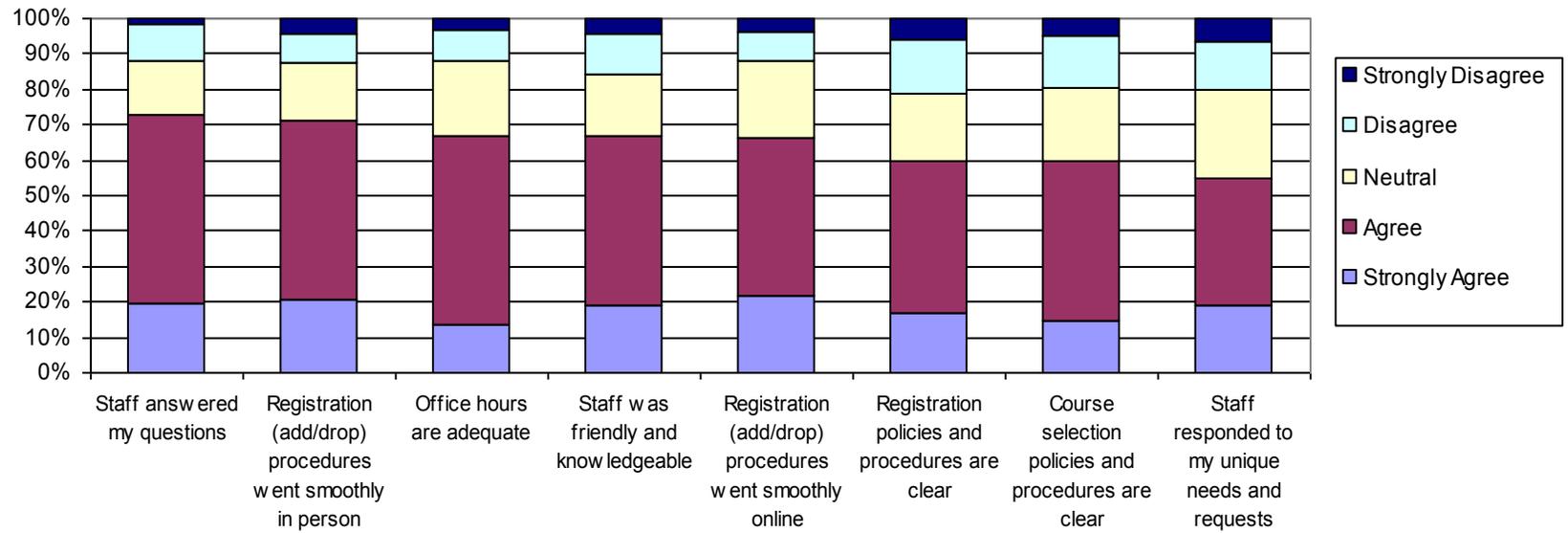


Exhibit 19

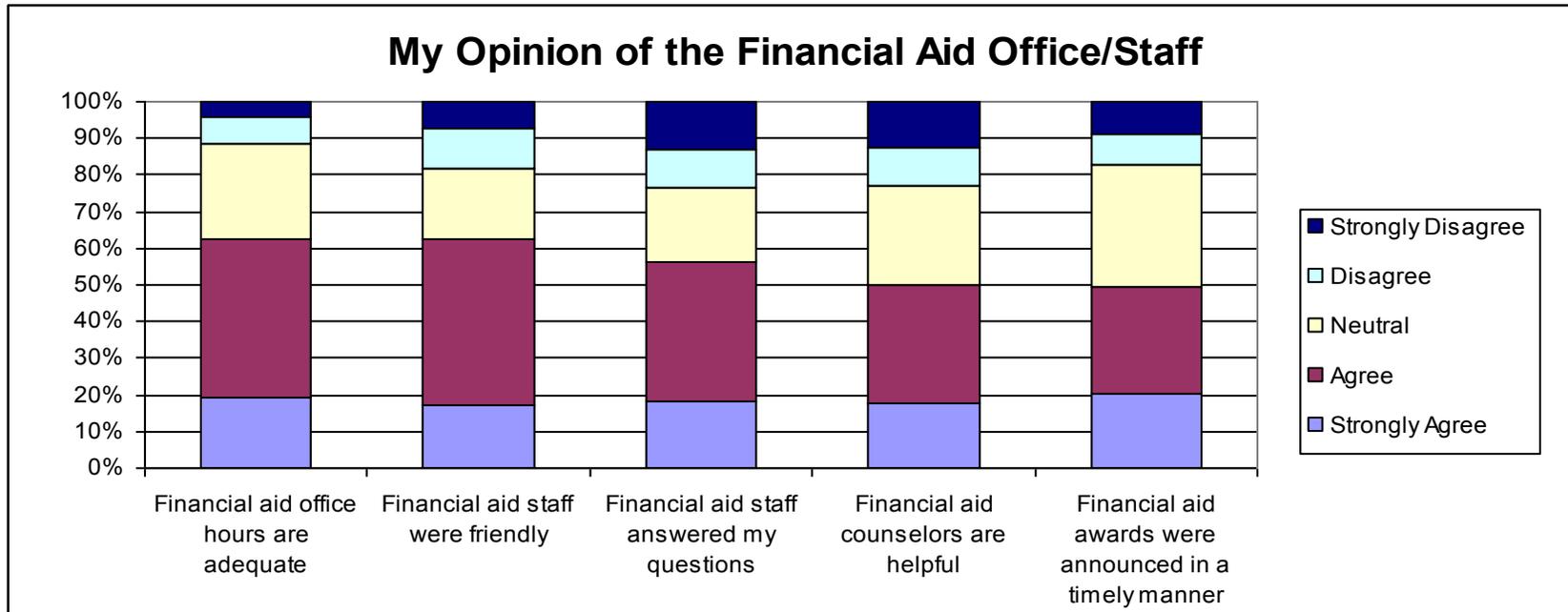
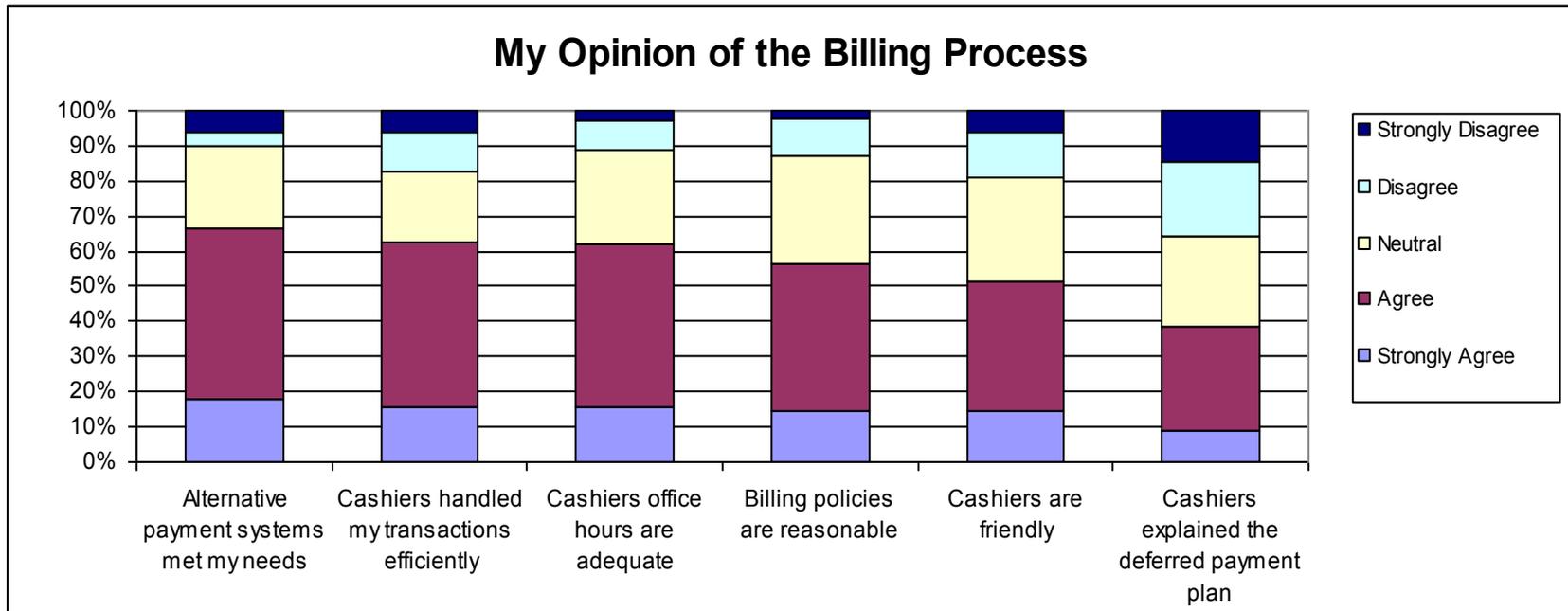


Exhibit 20



Satisfaction with Assessment and Advising

Of the total number of students (n=521) responding to one of four surveys, 122 students took the survey about satisfaction with testing and assessment. In terms of assessment, more than 70% of the students regarded the assessment process favorably, including appropriateness of the testing environment, reasonable assessment and placement procedures, adequate office hours, and appropriateness of the courses they tested into. Meanwhile, 16% reported that they “disagreed” or “strongly disagreed” with testing staff being knowledgeable and friendly and 13% did not feel the explanation of test scores was adequate (Exhibit 21).

Student attitudes toward academic advising were also generally positive, with more than 64% of the students indicating that the advising hours were adequate, their advisors provided them the information they needed, their advisors were knowledgeable about the student program requirements, and their advisors understood the transfer requirements of other schools. There is room for improvement, however; as 26% of the students “disagreed” or “strongly disagreed” that their advisor understands the transfer requirements of other schools. Slightly more than 20% of students “disagreed” or “strongly disagreed” that their advisor was knowledgeable about their program requirements 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, as well as certain of 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.

Exhibit 21

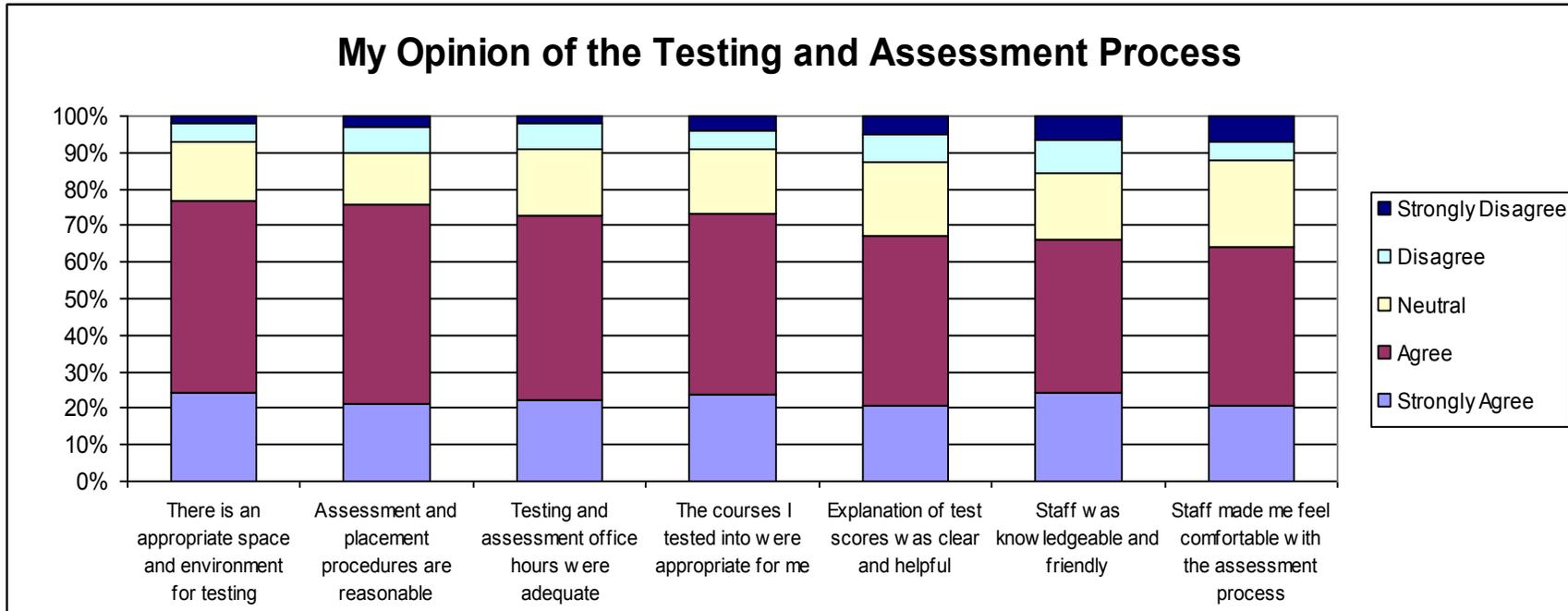


Exhibit 22

