



# Student Satisfaction Survey Summary

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Spring 2014

INSTITUTIONAL RESEARCH & PLANNING

Student Satisfaction Survey Summary -- 2014

**Community College of Denver**  
**Spring 2014**  
**Student Satisfaction Survey**  
**Summary**

In the spring of alternate years, the Colorado Community College System (CCCS) uses an online questionnaire to collect information regarding why a student selects a CCCS college and how satisfied the student is with their college experience. Five different versions of the survey are administered. All versions collect data about the student. Four versions contain questions asking for the student's opinion of either instruction, student services, assessment and advising, or general satisfaction with the college. Each version was administered to 20% of the students. The remaining 20% of students were sent a comprehensive version that combined all questions from the four shorter versions.

The Community College of Denver (CCD) had 10,054 students enrolled (excluding Metro and UCD students) in spring 2014. The survey was sent to 10,031 students. A total of 814 surveys were returned yielding a response rate of 8%. The version containing questions about general satisfaction with the college was completed by 141 students. The questionnaire focused on faculty and instruction was completed by 159 students. The version related to advising and assessment was completed by 191 students. The evaluation of services available to students was completed by 171 students. The comprehensive questionnaire was completed by 152 students.

The results in this report are calculated on total questions answered rather than the total number of surveys returned. It is unclear how to interpret the 'N/A' or a blank response to a question so only intentional choices are counted. This method is consistent with that used in the CCCS report. Please keep in mind that these results represent the opinions of students who chose to answer the question and return the survey.

### **Survey highlights**

Demographics of responders:

58% Female

24% Age group 26-35

25% Hispanic (29% of those that reported ethnicity)

13% Black (15% of those that reported race)

59% Minority

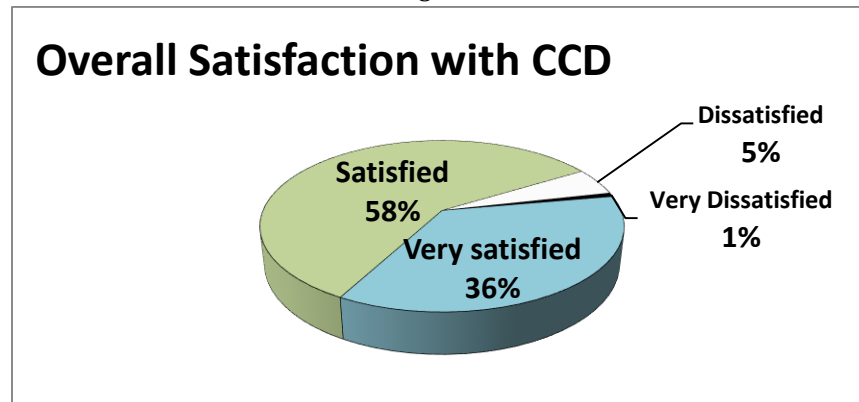
41% First Generation

- The primary reason for attending a Colorado community college is to earn credits for transfer to a university or college.
- Respondents believe the institution is committed to quality of education and current technology.
- The primary reasons influencing the respondent's decision to enroll at CCD include the programs offered, geographic location, and transfer agreements with four-year colleges.
- College location in the community is how respondents first become aware of Community College of Denver.
- Ninety-four percent of survey responses indicate overall satisfaction with CCD; 58% satisfied, 36% very satisfied.
- Respondents have a positive opinion of classes. Class size and the variety of courses available were rated highest.
- Respondents have a positive opinion of faculty. Knowledge of the subject area and enthusiasm for the subject matter were rated highest.
- Respondents have a positive opinion of services provided by the Admissions Office, the Financial Aid Office, the Cashier Office, Testing Center, and Academic Advising Center.

## Overall Satisfaction with Community College of Denver

Ninety-four percent of respondents who answered this question reported being satisfied or very satisfied with Community College of Denver. Seven percent left this question blank. Over half (69%) of the respondents already have or are likely to recommend CCD to others.

Figure 1



Ninety-four percent of those answering the question think that CCD is committed to the quality of education (Figure 2). They also believe that the college is committed to students of color (99%) and students with disabilities (97%). Seven percent did not respond to the question.

## Satisfaction with Instruction

Classes taught at CCD were rated as good or very good by over 80% of the respondents (Figure 3). Nearly all (98%) rated class size and content (95%) as good or very good. Thirteen percent of the students who took the survey responded 'N/A' regarding the use of tutoring services.

Ninety percent of respondents who utilize the online classes consider them convenient and user friendly (Figure 4). The technology and interactions with other students and the instructor were good or very good. Twenty percent of students responded 'N/A' to the question regarding online classes.

The positive classroom experience also extended to the respondent's opinion of faculty. Faculty was rated as good or very good by more than 85% of responders on all factors (Figure 5). Both enthusiasm for, and knowledge of the subject matter received positive ratings by 95% of responders. Factors being evaluated included availability, providing timely feedback to students, encouraging class participation, fair and unbiased treatment, and awareness of student differences and understanding unique circumstances.

## Satisfaction with Student Services

Students were asked their opinions about the procedures and services provided by the Admissions and Registration office, the Cashier's Office, and the Financial Aid Office. In general, responses were positive. Respondents were in agreement that registration hours are adequate (93%), the staff answered questions (92%), online registration went smoothly (91%) and in person registration went smoothly (89%), staff responded to needs (86%), policies about course selection and registration are clear (86%) and staff were friendly and knowledgeable (90%) (Figure 6).

Ninety-three percent of the responses were positive regarding cashier hours (Figure 7). Efficient transactions received positive ratings by 95% of the responses, as did cashiers are friendly (91%), billing policies are reasonable (89%), payment systems meet the student's needs (92%), and the deferred payment plan was explained (84%). Between a quarter and a third of responders answered 'N/A' to questions pertaining to services provided by the cashier's office.

The Financial Aid Office and staff were rated positively by respondents (Figure 8). Respondents agreed that office hours are adequate (88%), staff are friendly (87%), helpful (83%), answered questions (83%), and aid awards were announced in a timely manner (3%).

Students who had experience with the testing/assessment process reported a positive experience when asked about the procedures, the staff, the environment, the tests, scoring and placement. More than 90% of students agreed or strongly agreed with statements about the office, staff, and testing process (Figure 9).

Forty-eight percent of students who responded, prefer to seek advising from an academic advisor (Figure 11). The advising process was rated positively by between 79% and 83% of the students that answered the question (Figure 10).

## Survey Respondents

Over half of the survey respondents (58%) reported the primary reason for attending a Colorado Community College is to earn credits to transfer to a college or university (Figure 12). Twenty percent indicated the primary reason is to prepare for employment. Seven percent want to improve existing job skills.

The main goal of survey respondents is to transfer to a four year college by obtaining an associate degree (47%) or taking courses for college transfer (23%) (Figure 13).

The strongest influences leading to the respondent's decision to enroll at CCD are the location and programs followed by availability of financial aid and transfer agreements with four-year colleges (Figure 14).

Family and friends (36%) and location within the community (22%) were the primary sources making respondents aware of the Community College of Denver (Figure 15). This differs from survey respondents in 2012 who reported the primary sources were location (40%) and the internet (20%).

Over half of survey respondents are employed (Figure 16). Thirty-five percent are employed in a job that is not related to their classes or program of study. Nineteen percent are working at a job in their field of study. Only 14% of the respondents are unemployed and not seeking employment. Of the respondents that are employed, 66% work more than twenty hours per week (Figures 17 and 18).

Respondents prefer traditional morning and afternoon class times. Morning as the only class time was preferred by 173 respondents (Figure 19). An additional 305 respondents indicated morning and one or more other class times listed. When combining more than one class time, morning with afternoon as the second choice is the most preferred combination (Figure 20).

## **DEMOGRAPHICS**

Over 60% of survey respondents were high school graduates or had a GED (Figure 21). Over 20% had taken some college courses. Forty-one percent of the respondents had a parent and/or grandparent that attended college (Figure 22). Fifty-nine percent were the first or a sibling was the first to attend college in the family.

Fifty-eight percent of the respondents are a non-white minority (Figure 24). Twenty-nine percent of the minority respondents were Hispanic/Latino, 15% were Black/African American, 8% were Asia, and 6% were multi-racial. Fifty-five percent of the respondents were age twenty-six or older (Figure 25). The mode age group of the respondents was the age range of 26-35 (Figure 26). Fifty-nine percent of the respondents were female.

Figure 2

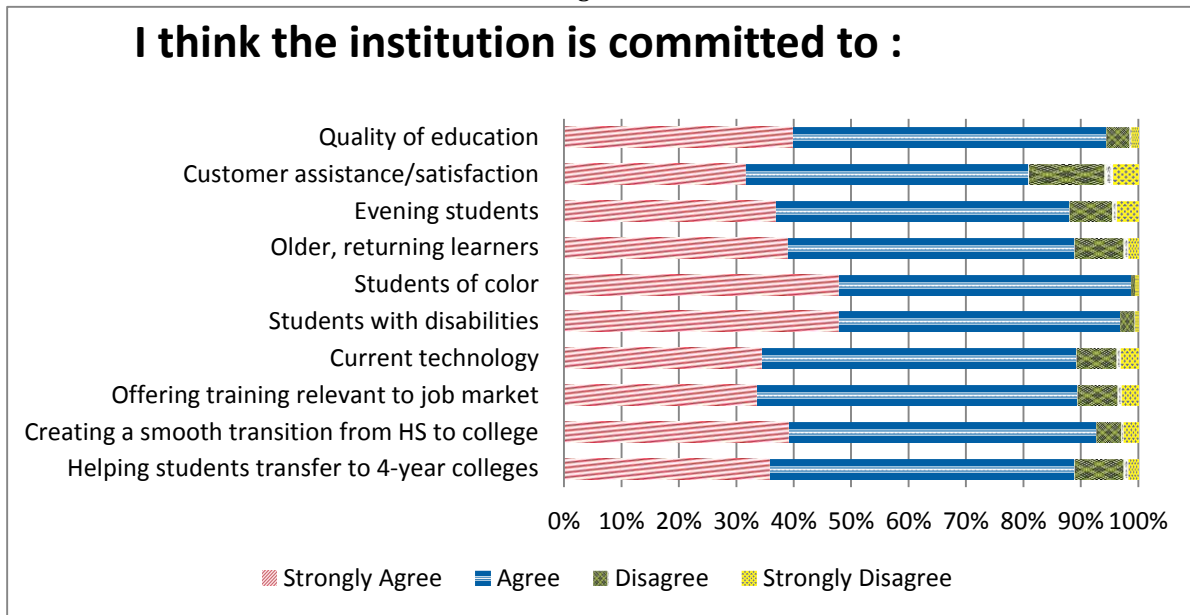


Figure 3

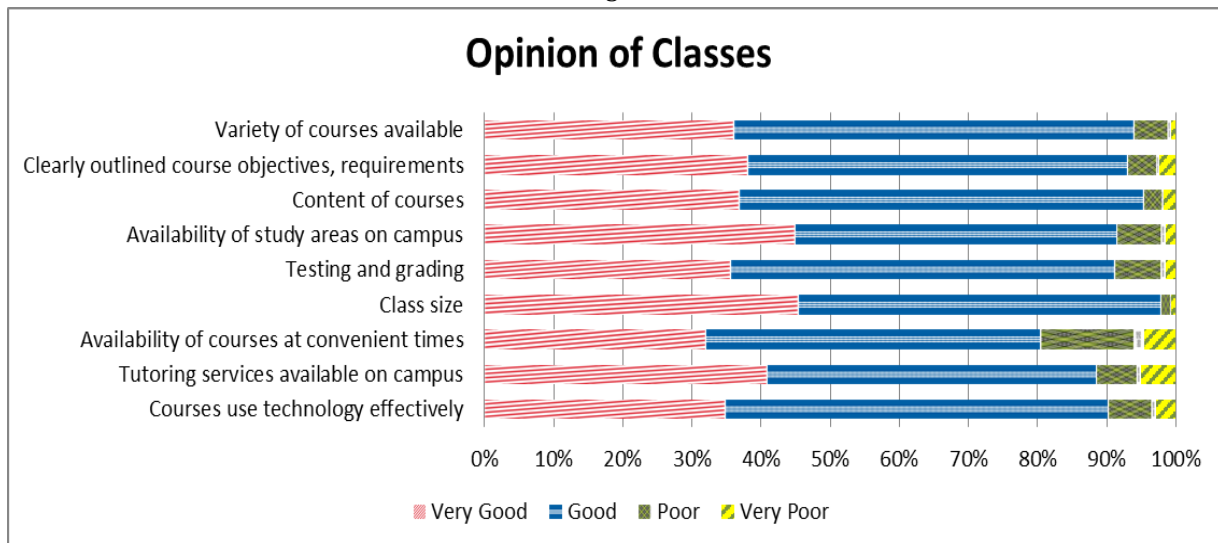


Figure 4

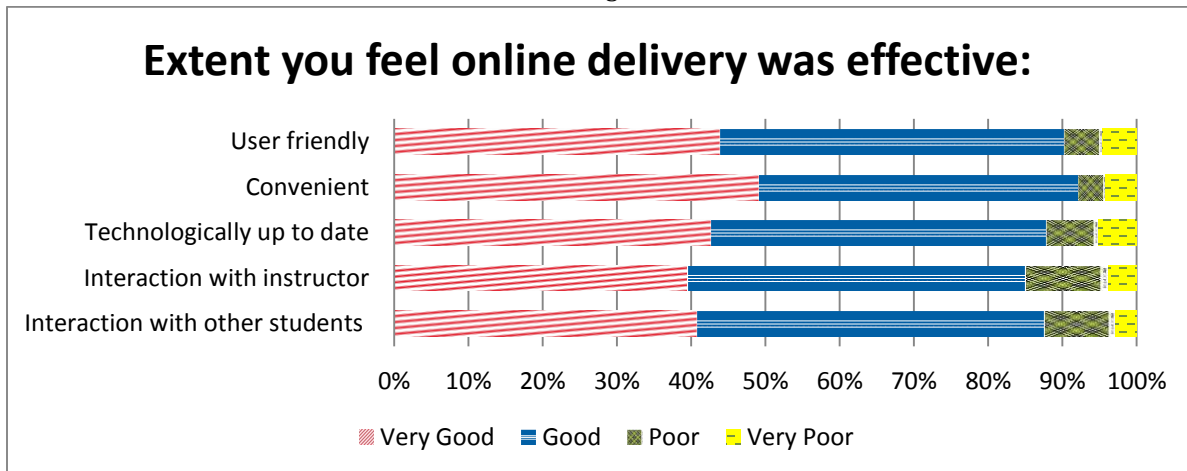


Figure 5

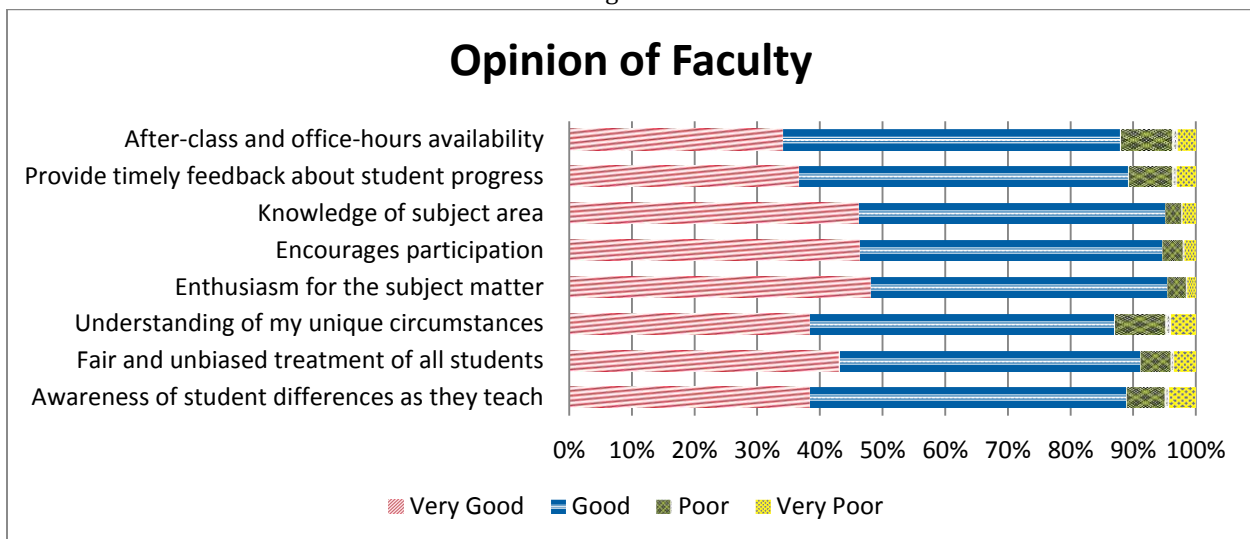


Figure 6

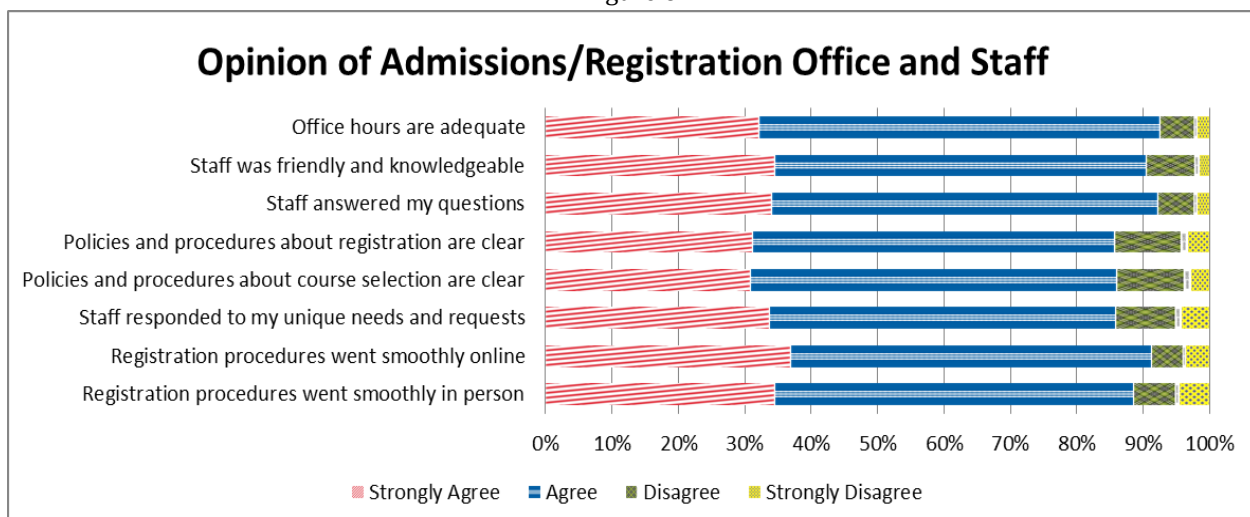




Figure 7

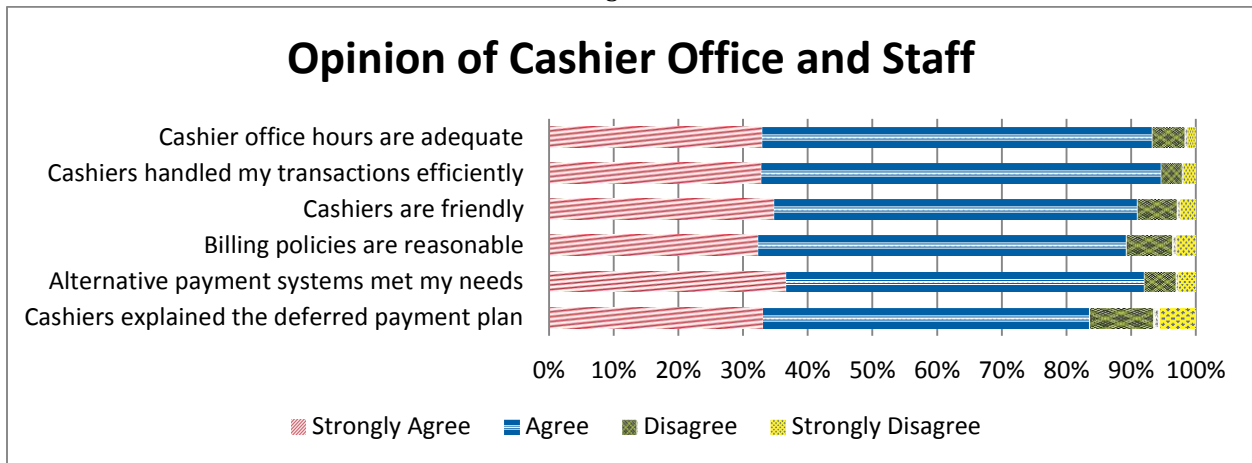


Figure 8

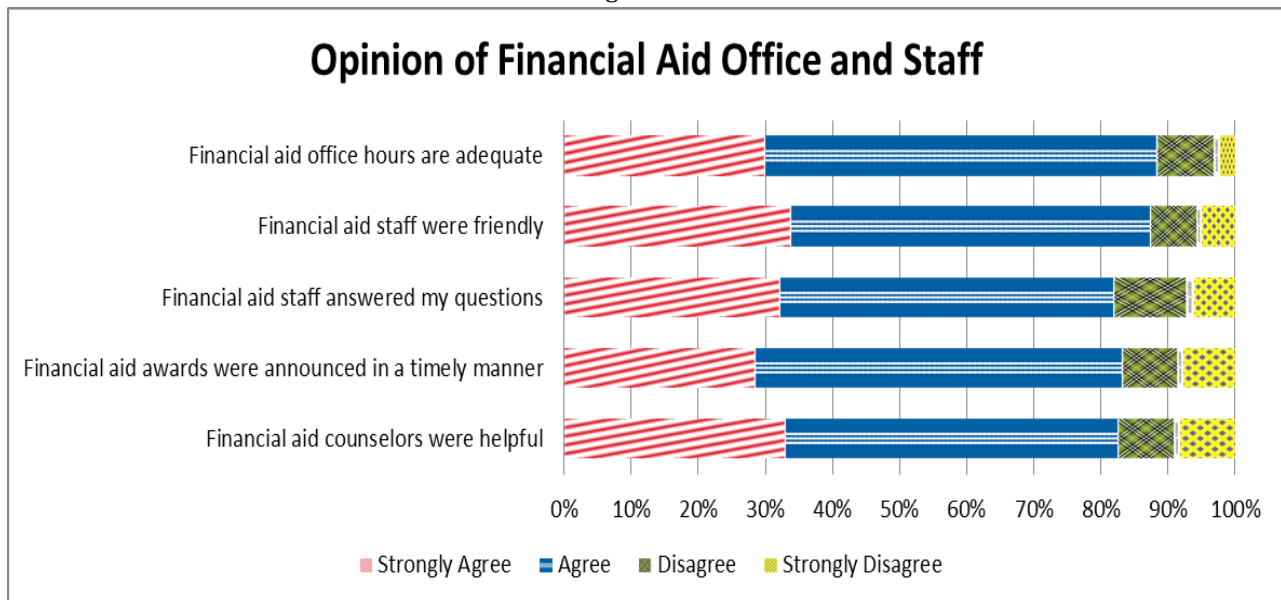


Figure 9

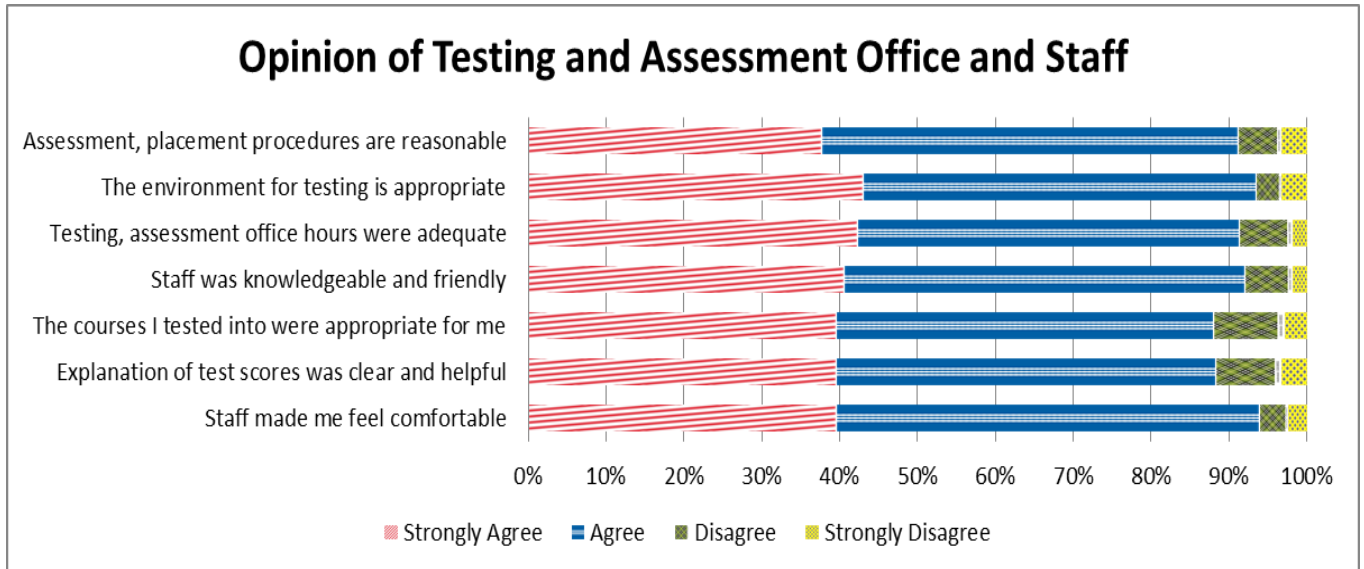


Figure 10

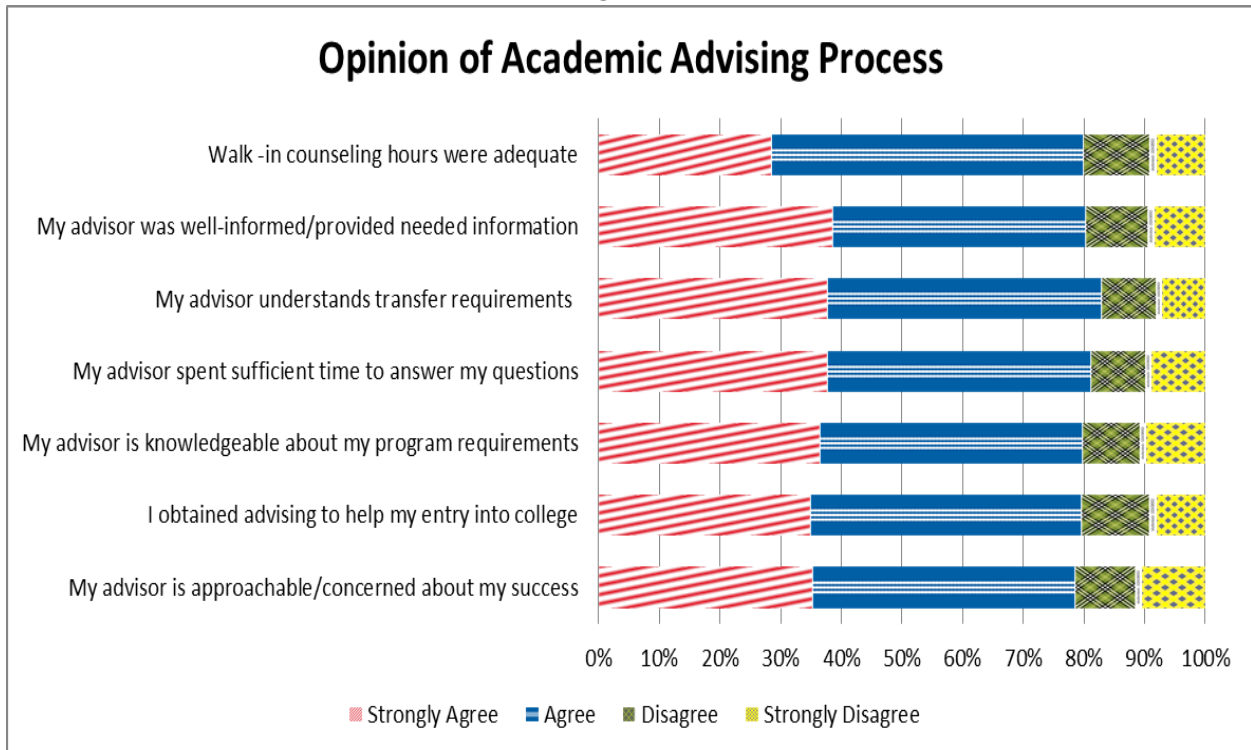


Figure 11

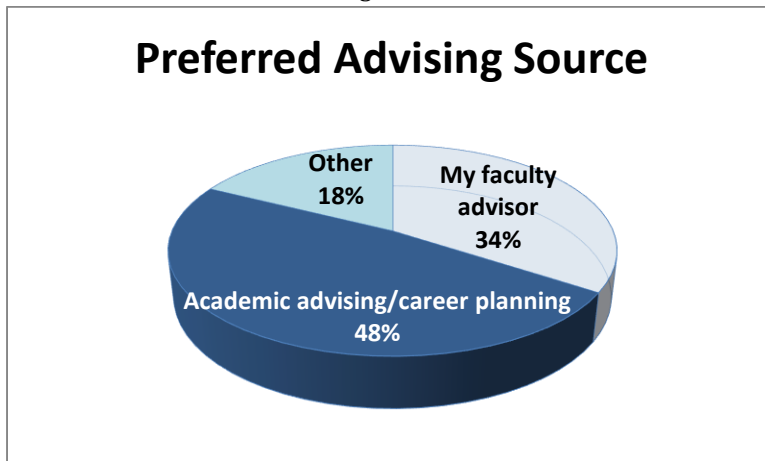


Figure 12

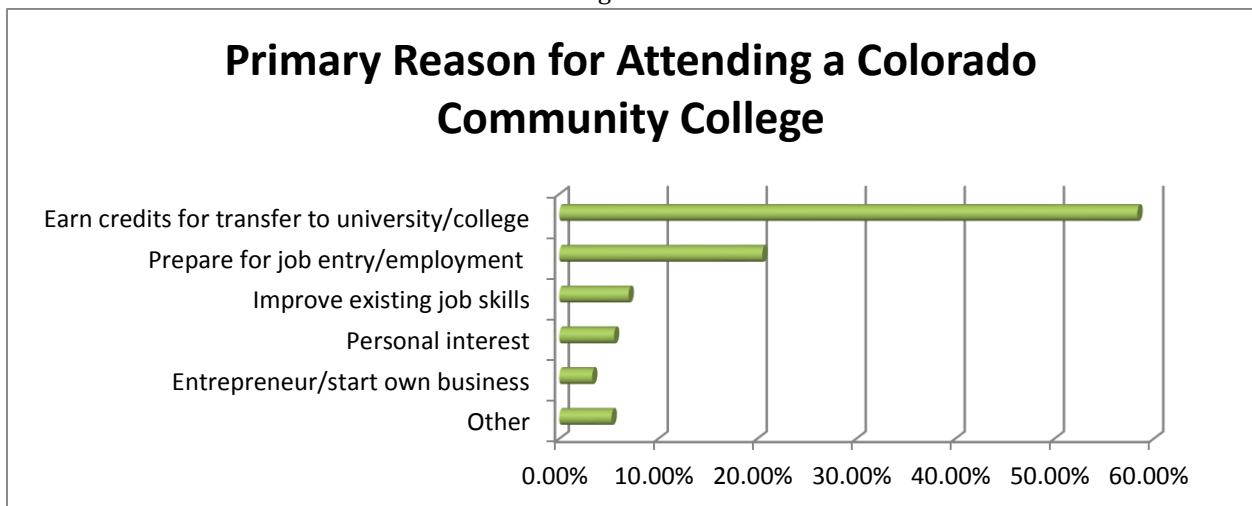


Figure 13

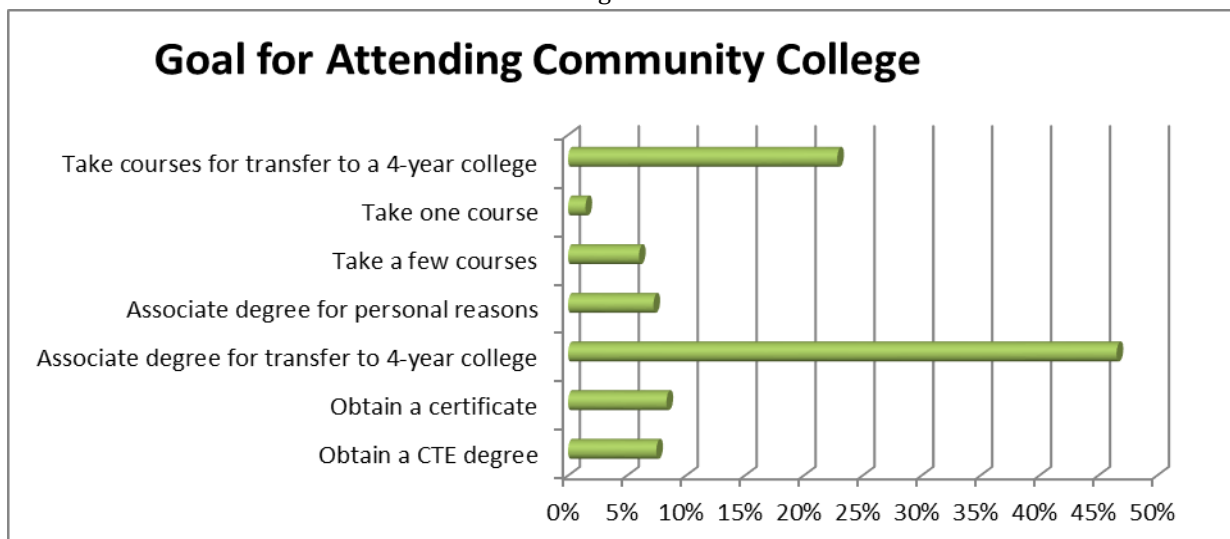


Figure 14

### Contributed to Decision to Enroll at Institution

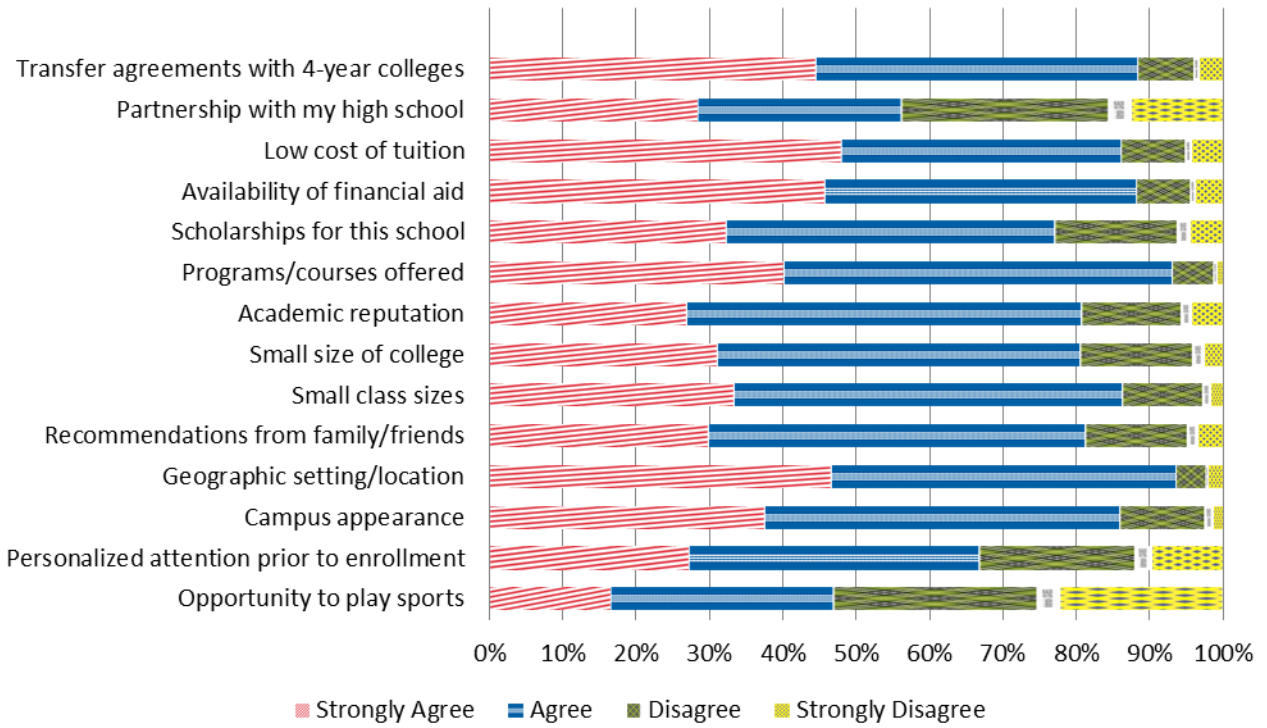


Figure 15

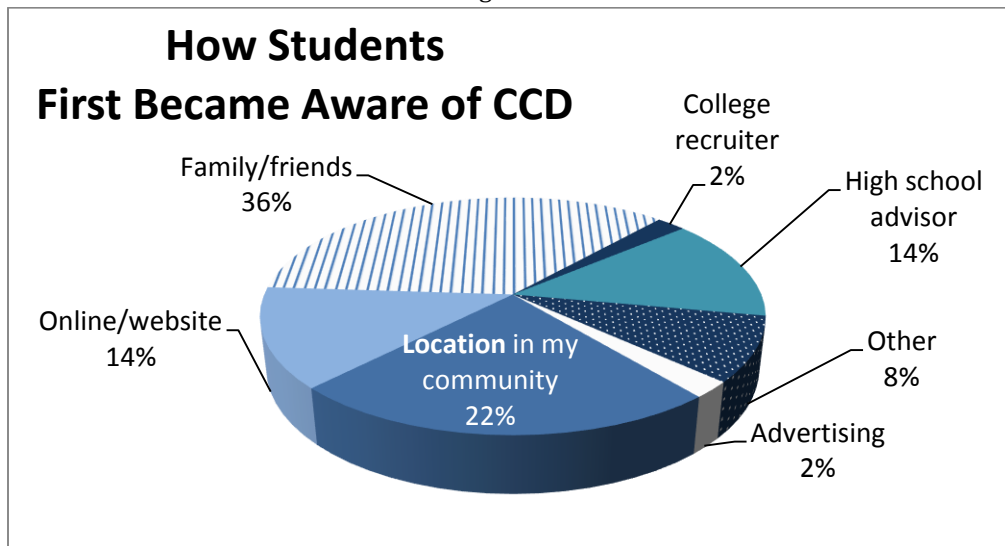


Figure 16

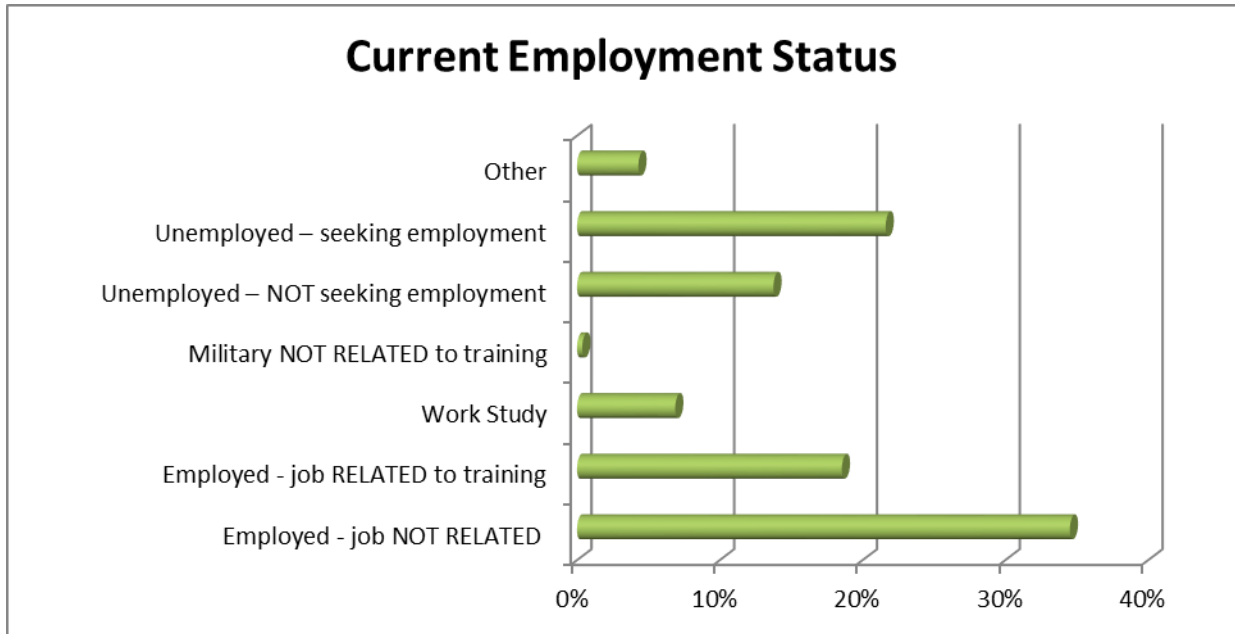


Figure 17

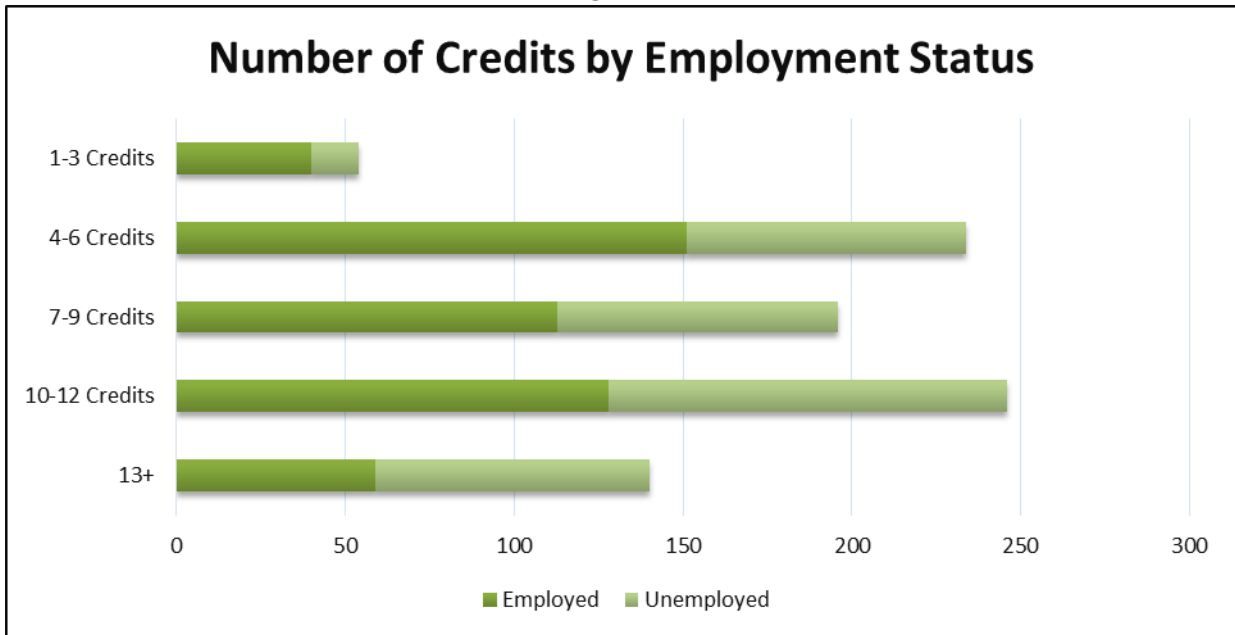


Figure 18

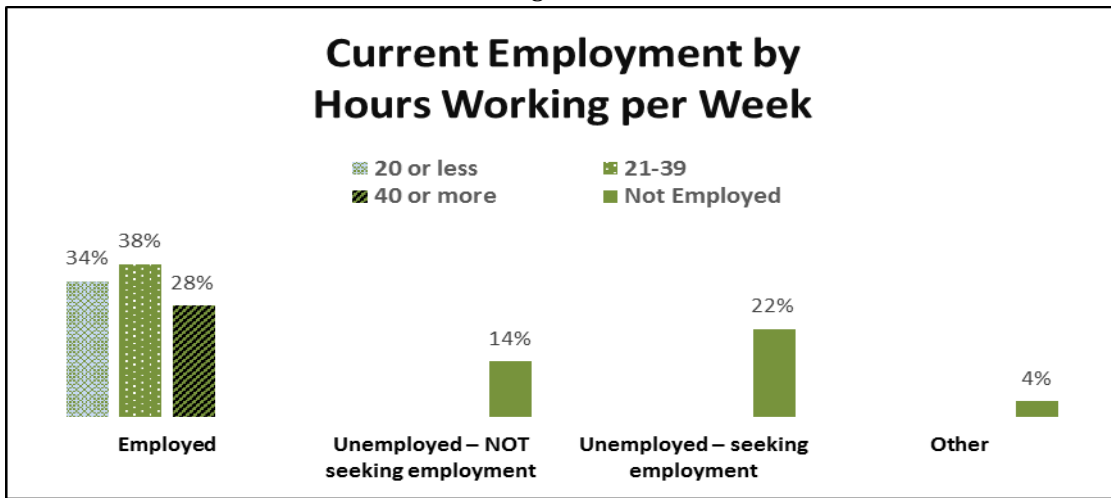


Figure 19

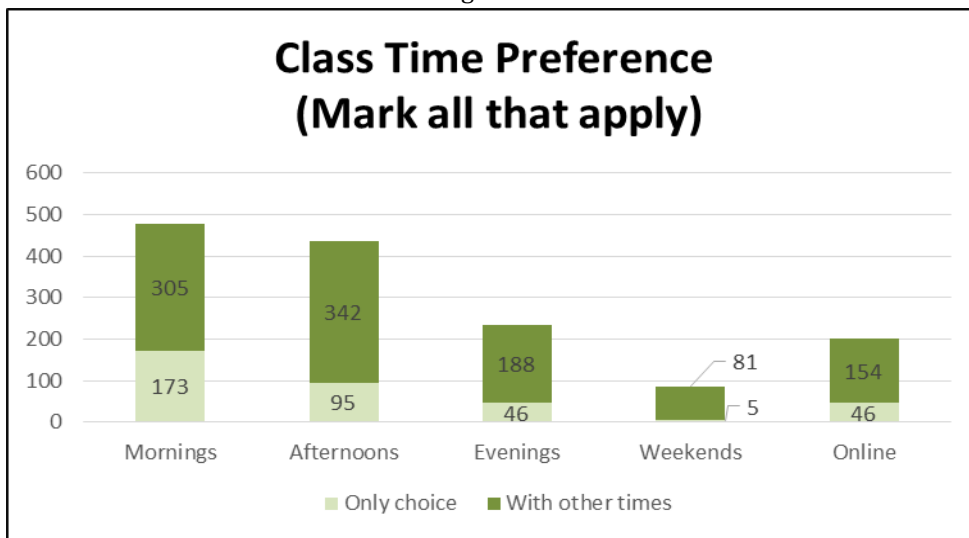


Figure 20

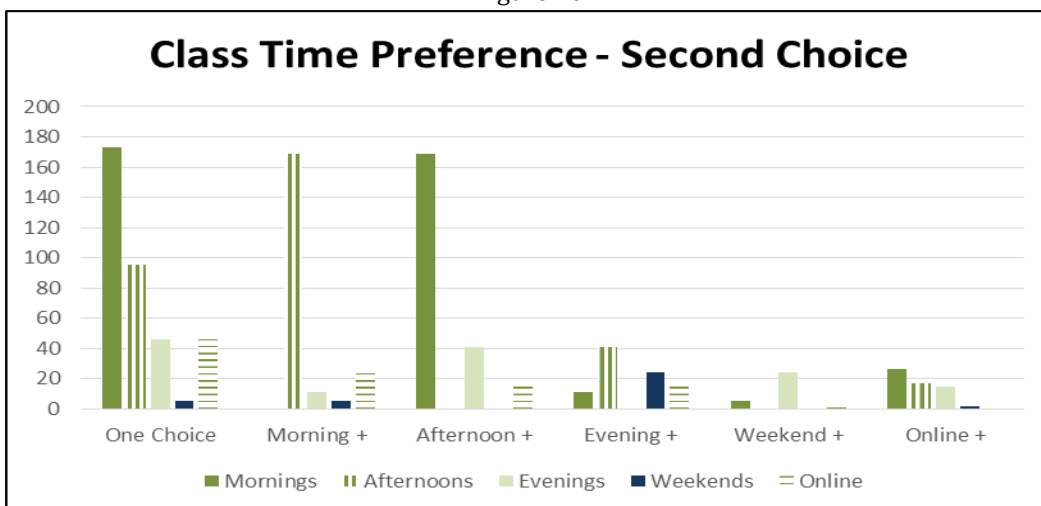


Figure 21

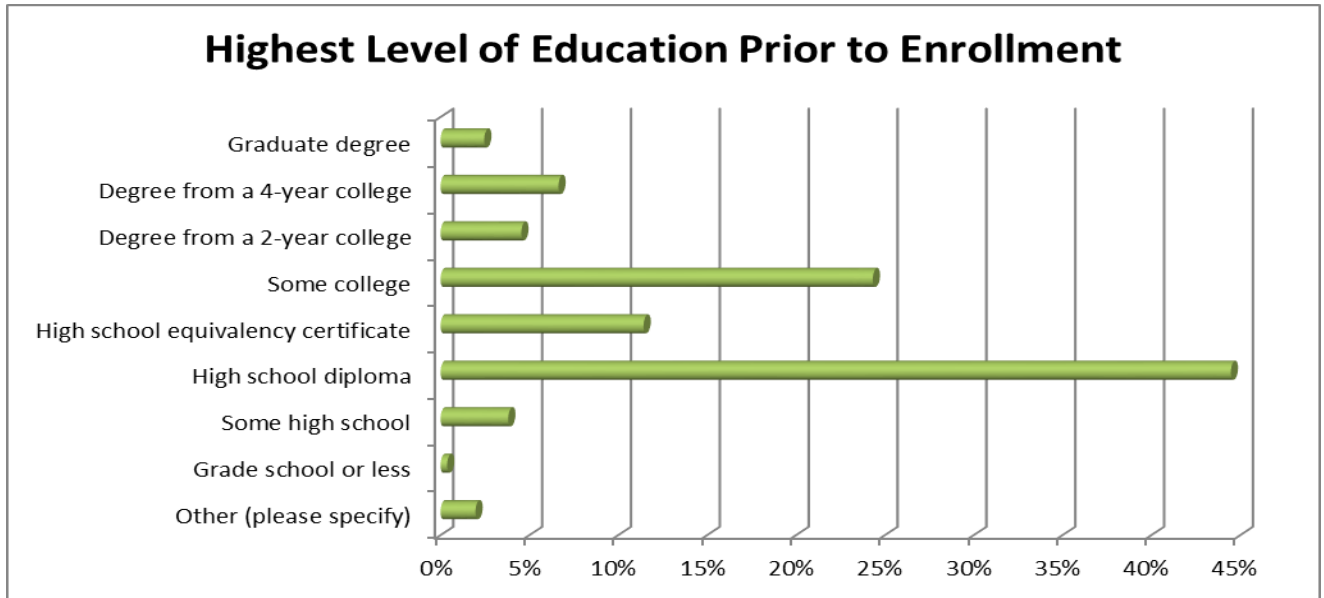


Figure 22

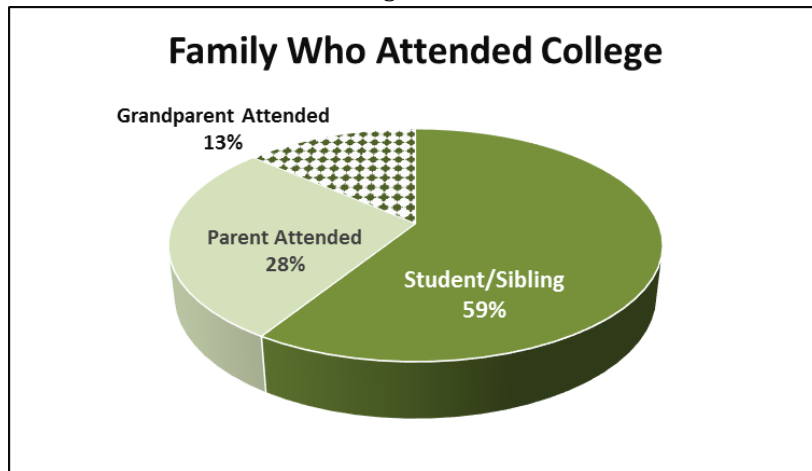


Figure 23

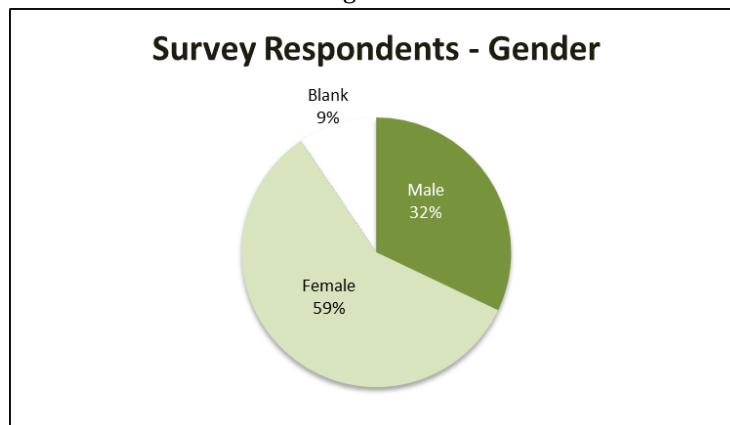


Figure 24

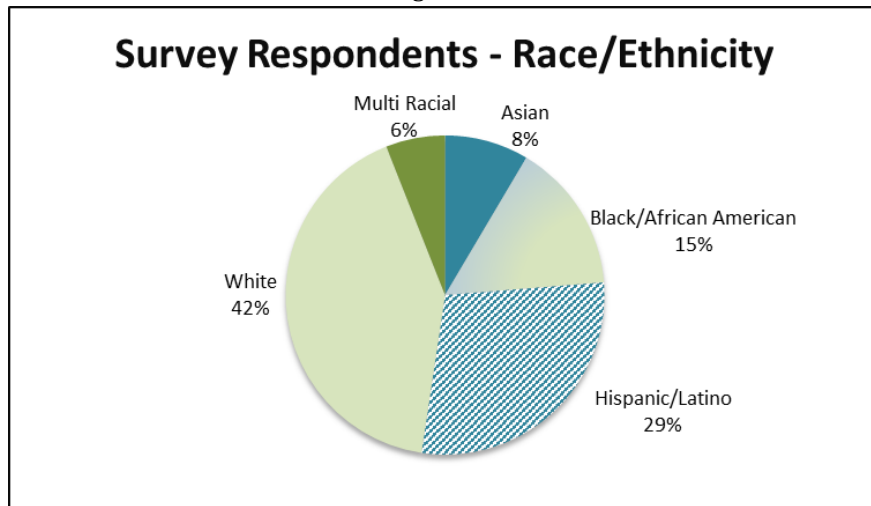


Figure 25

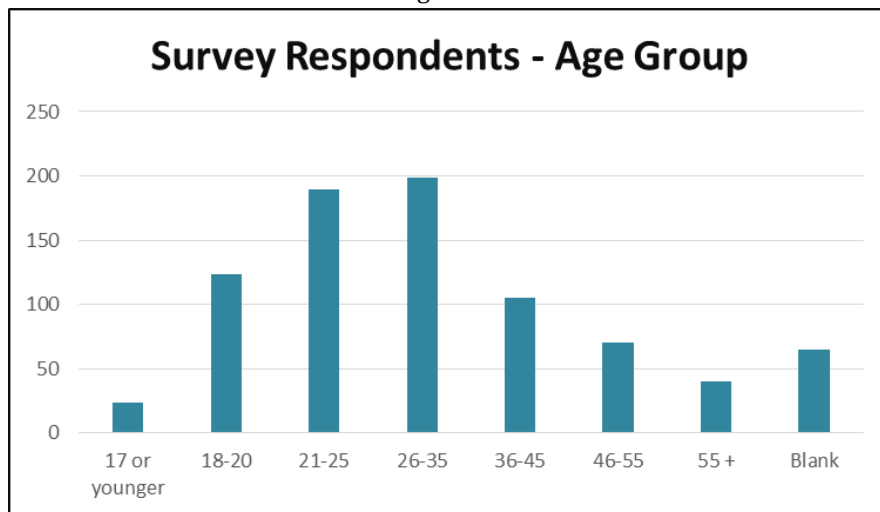


Figure 26

