



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

SPRING 2012 STUDENT SURVEY SUMMARY

AUGUST 2012

Colorado Community College System Spring 2012 Student Survey Summary

In spring 2012, a sample of currently enrolled Colorado Community College System (CCCS) students were surveyed regarding their experiences at CCCS colleges. A similar survey was conducted in the spring of 2008 and the spring of 2010. Overall, 1,555 students responded to the online survey in 2012, down nearly 72% from the 5,500 respondents in 2010. Although the response rate decreased, the overall results are consistent with survey results from previous years. This report summarizes the results of the survey:

- 43% of students attend a Colorado Community College System college in order to gain university or college transfer credit (Exhibit 1). An additional 31% of students responded that they are attending in order to prepare for job entry and employment or to improve their existing job skills. These results are a slight decrease from our 2010 results of 44% and 35% respectively.
- 39% of respondents indicated their goal was to obtain an associate's degree for college transfer, and another 16% intend to take one or more courses for college transfer (Exhibit 2). Additionally, 14% of respondents indicated their goal was to obtain an associate's degree for personal reasons. A large number of students intend to obtain a career and technical education associate (AAS) degree or certificate, at 15% and 9% of respondents, respectively. There was a 6% increase in the number of respondents who indicated their goal was to obtain an associate's degree for transfer, and a 9% overall decrease in the number of respondents who indicated that their goal was to obtain an AAS degree or certificate as compared to 2010 results.



- A large percentage of students come to the Colorado Community College System with previous college experience: 30% of respondents indicated that they had completed some college prior to enrollment, and another 6% said they had a degree from a two-year institution, while 10% indicated that they had a degree from a four-year institution (Exhibit 3).
- 38% indicated that they were unemployed, compared to 35% in 2010 and 23% in 2008 (Exhibit 4). This increase is due to the number of respondents who are unemployed and seeking employment: 22% in 2012 and 2010, vs. 10% in 2008. 16% of respondents were unemployed and not seeking employment as compared to 13% in 2010 and 2008. Of those employed, 31% of respondents indicated that they were employed in a job not related to their education, and 20% were employed in a job related to their training. A large share, 22.5%, of our students work full time, as they are employed 40 or more hours per week (Exhibit 5).
- While there is no consensus among students about what time of day is preferred for scheduling class times, only 11% of respondents indicated that they prefer taking a class on the weekend (Exhibit 6). 36% of students indicated a preference for taking classes online.
- 94% of students surveyed were satisfied or very satisfied with their overall community college experience (Exhibit 7). Satisfaction levels are up 1% as compared to the 2010 results.

Exhibit 1

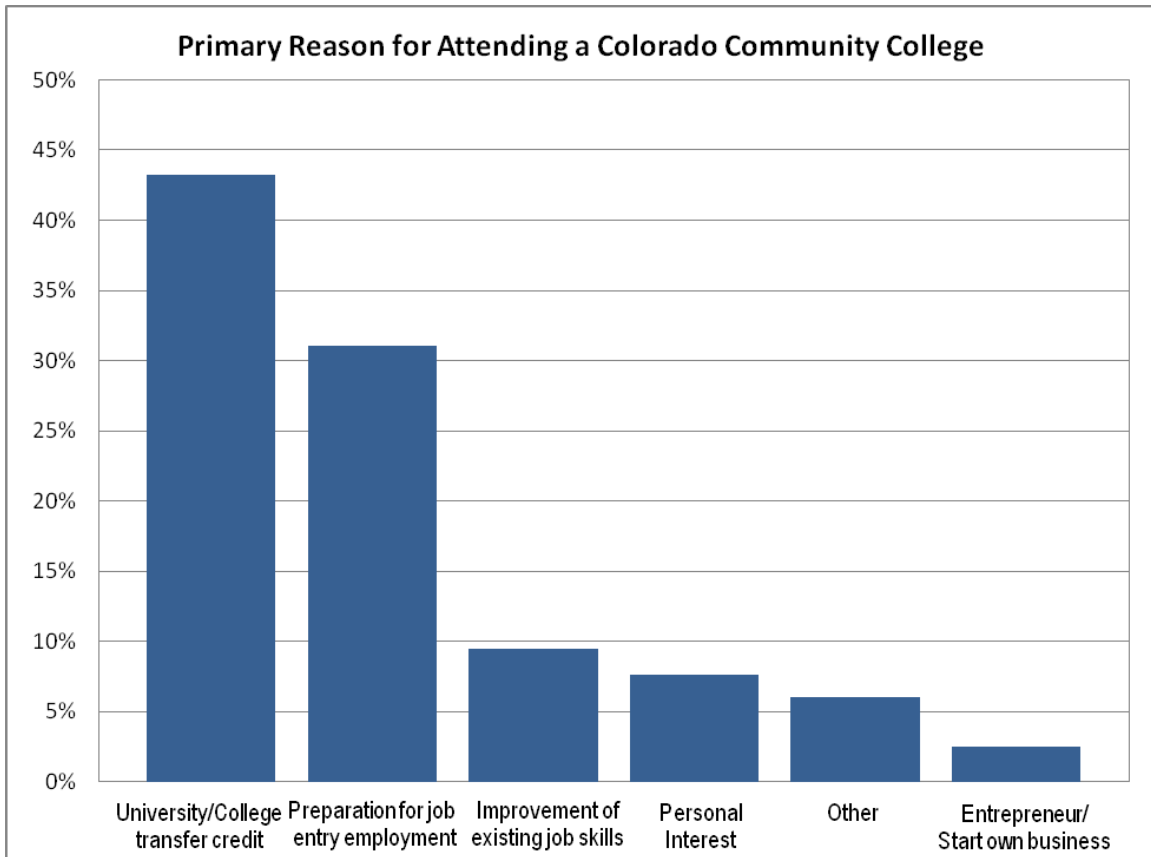


Exhibit 2

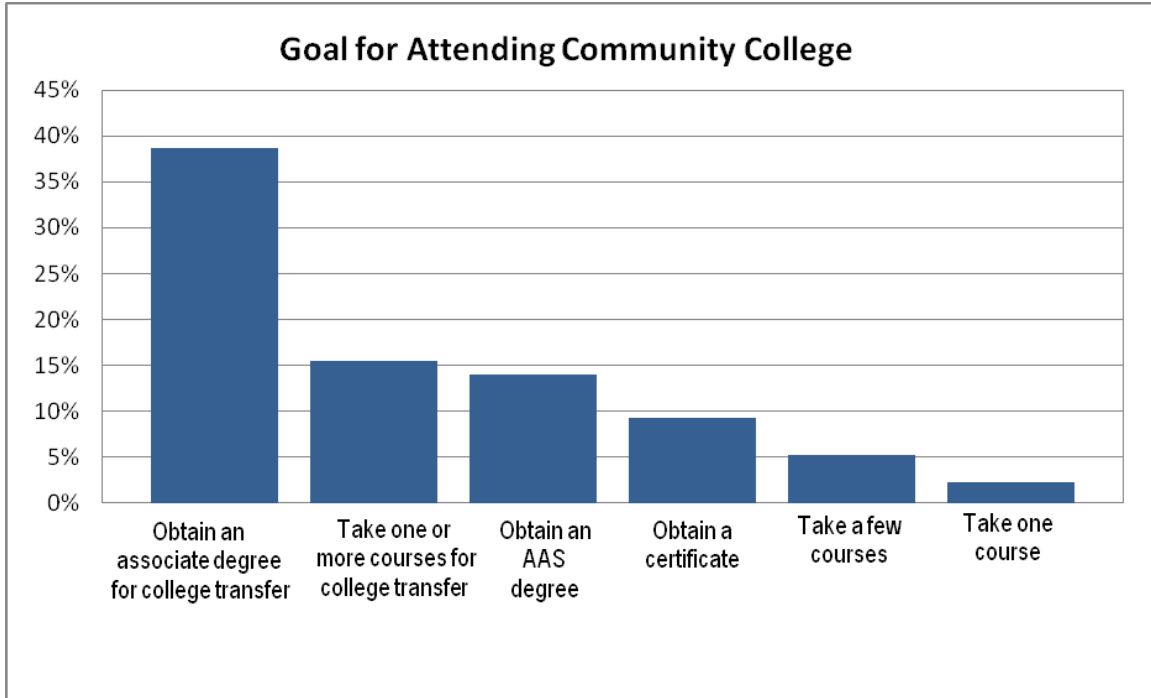


Exhibit 3

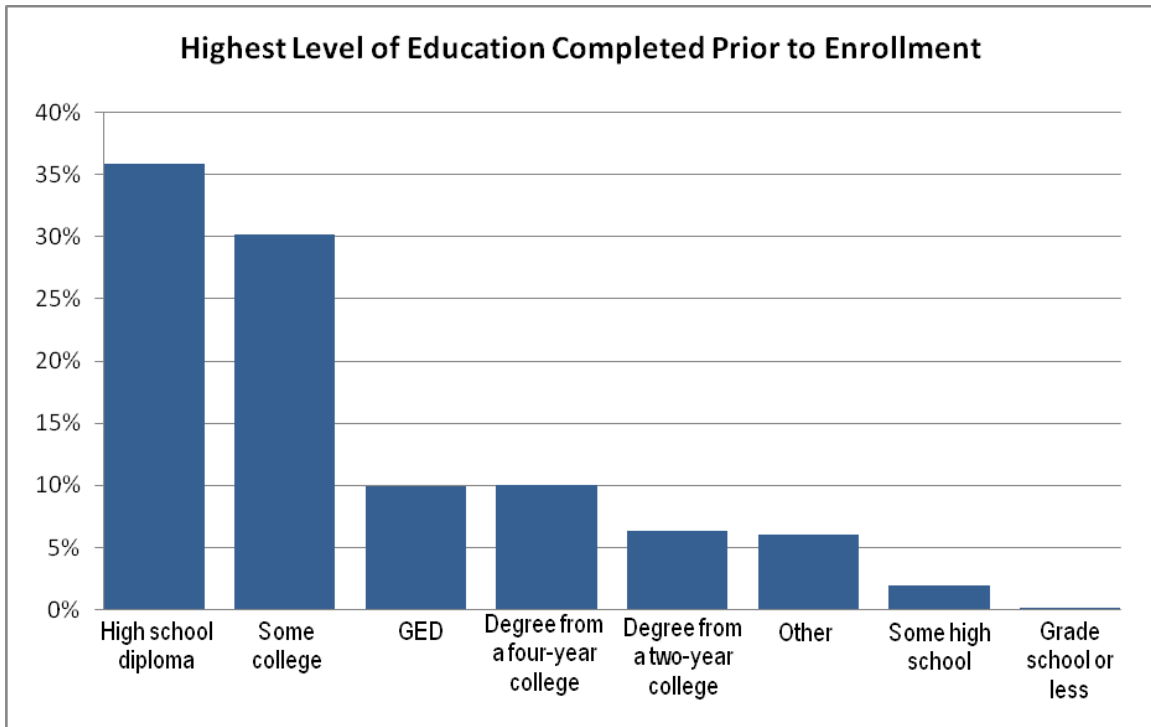


Exhibit 4

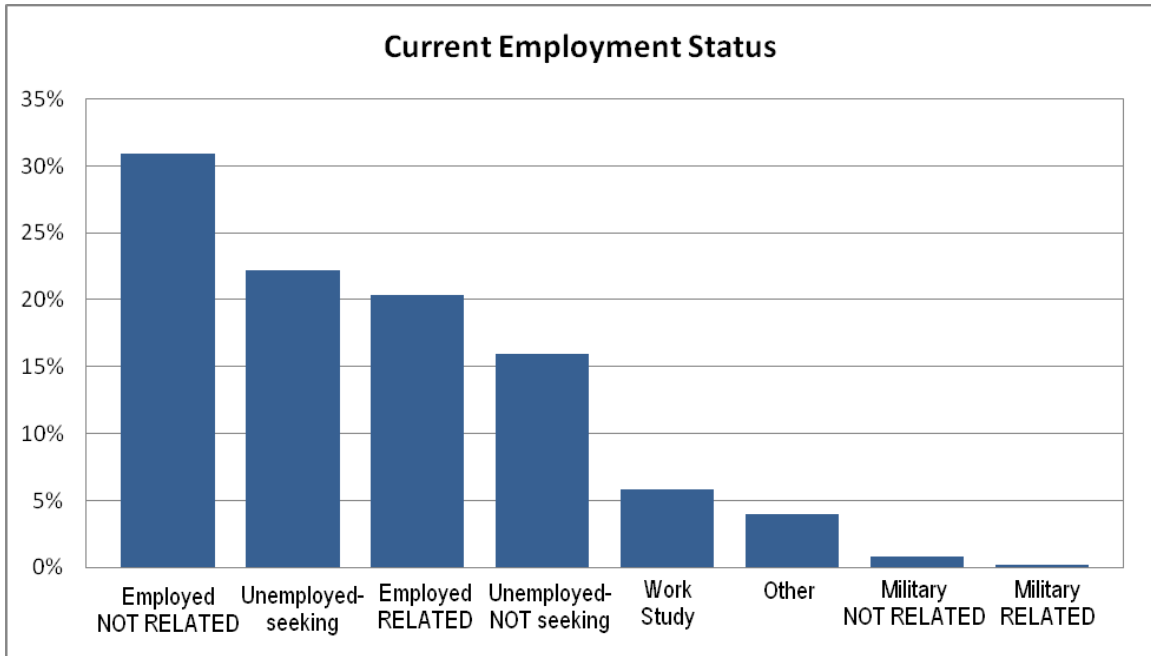


Exhibit 5

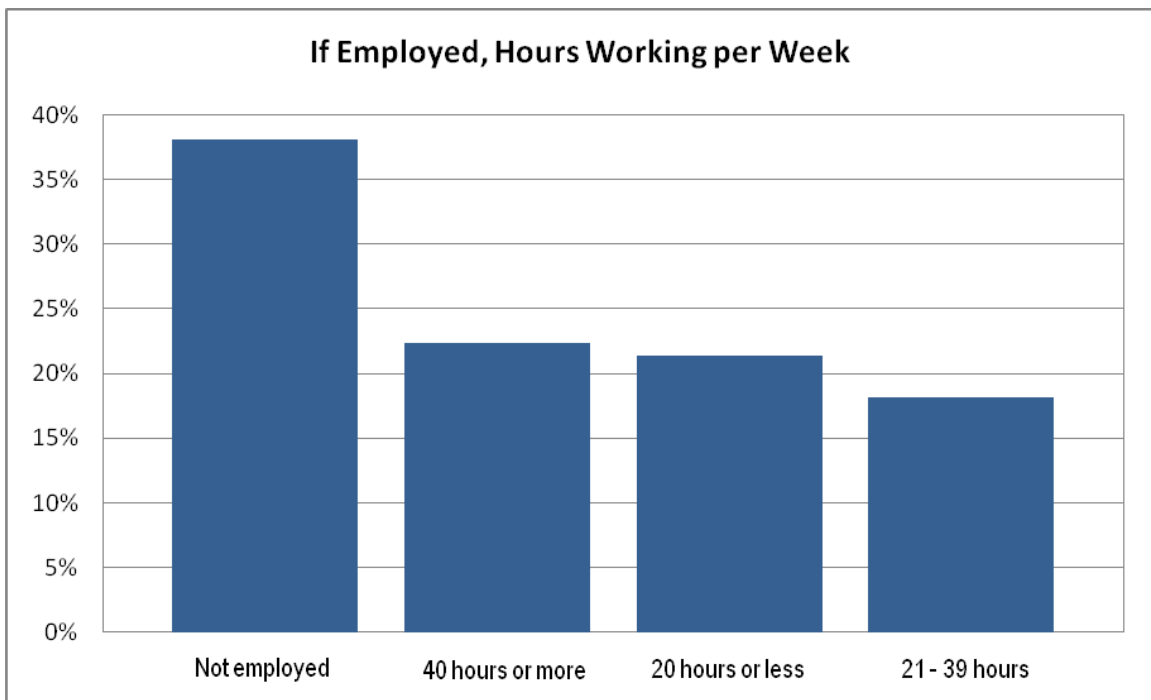
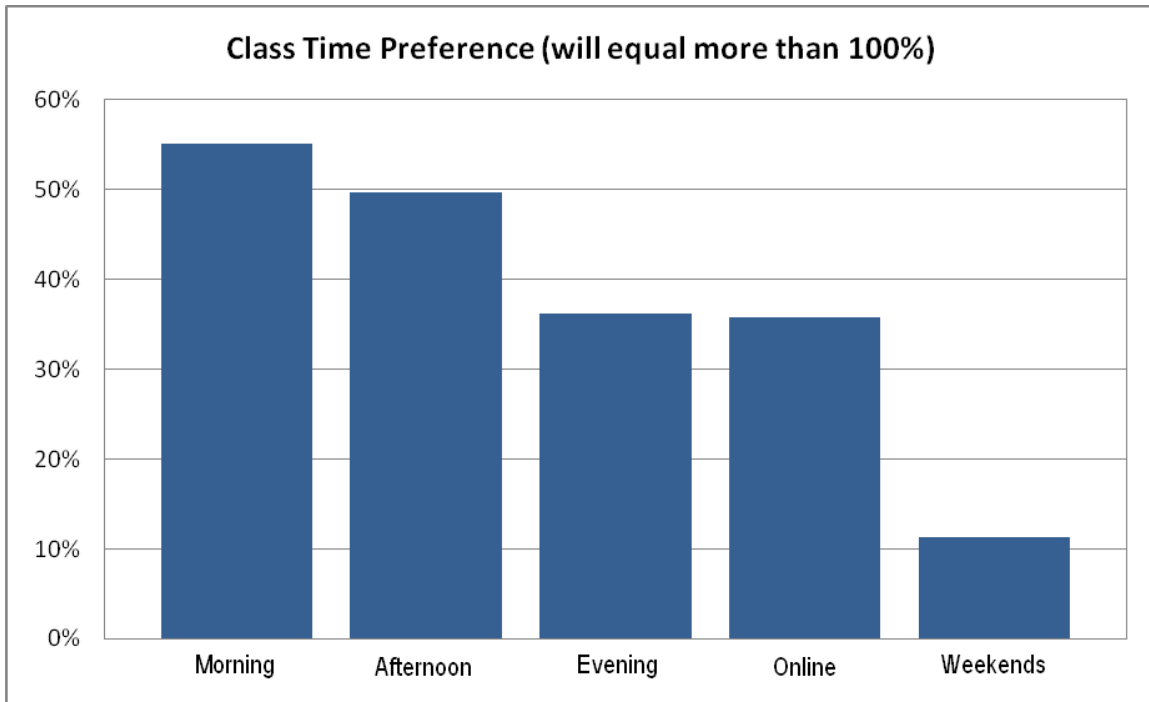


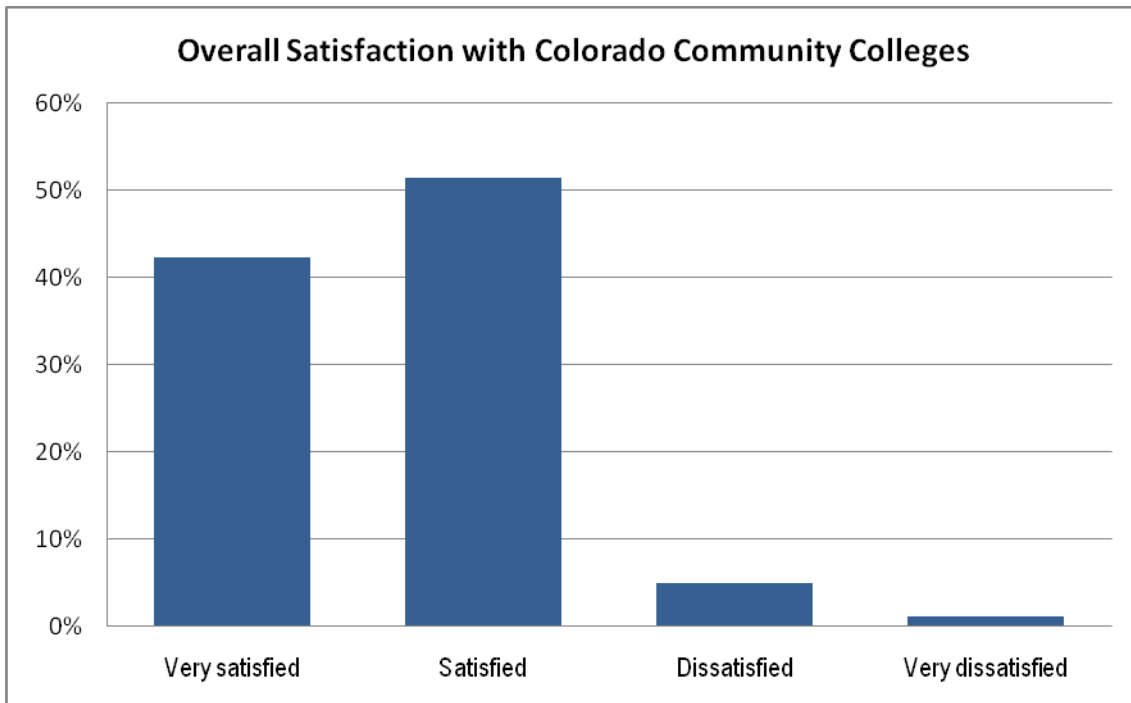
Exhibit 6



General Satisfaction with Community Colleges

Overall, 94% of students responded that they are satisfied with their community college, up 1 percentage point from 2010 (Exhibit 7). Correspondingly, 90% of students indicated that they are likely to or have already recommended their college to others. This is significant, as 25% of respondents indicated that they first became aware of their community college through a family member or friend. 43% of students also answered that they became aware of their school by previously noticing the campus location, which is a 17% increase as compared to 2010 results, while 15% became aware of the college online or at the school’s website.

Exhibit 7





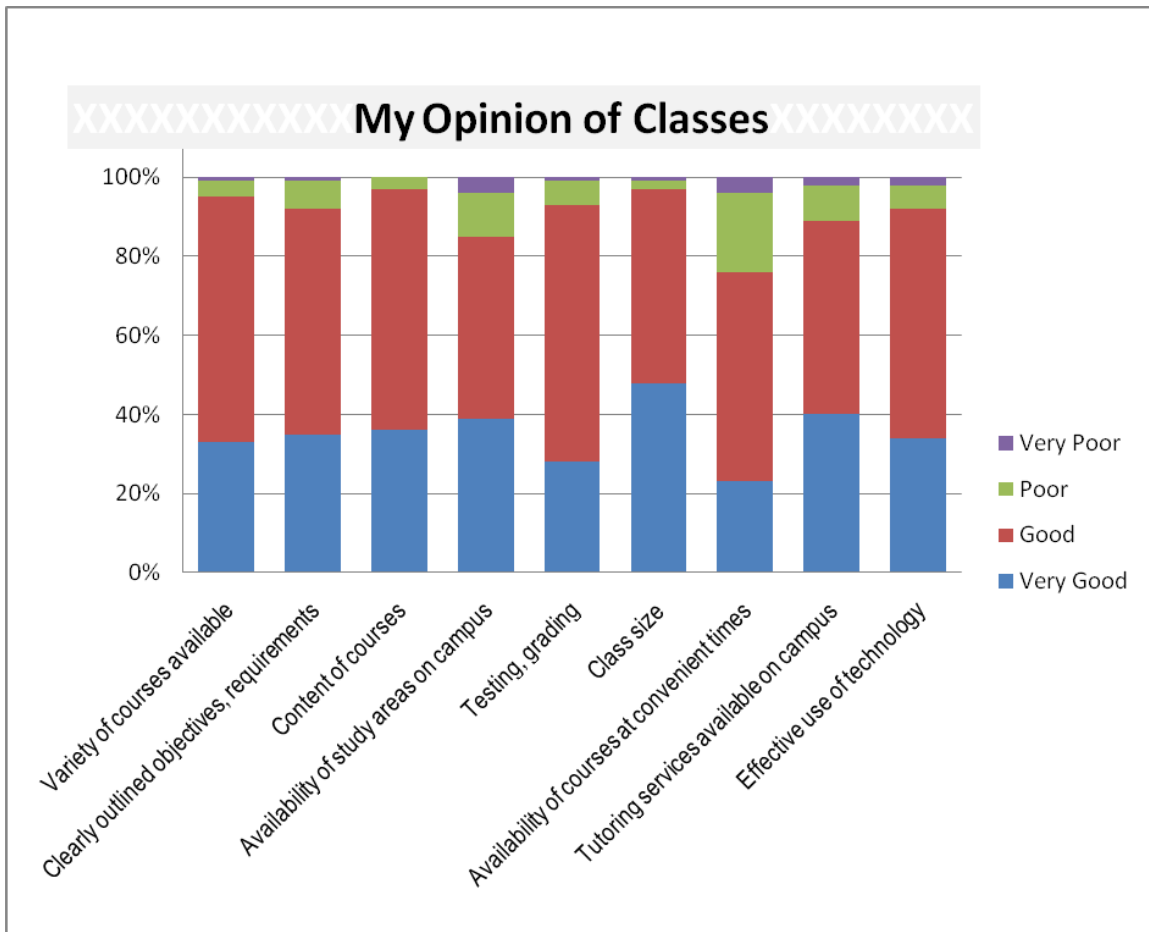
By and large, the programs offered at community colleges are one of the biggest factors influencing a student's decision to enroll, with 94% of students indicating that programs available contributed to their decision. This is an increase from the 2010 survey of 90% where programs available was also the top reason. Additionally, geographic location is also very important (92%), as well as the low cost of tuition (90%). Significant numbers of students also indicated that the academic reputation of their college, small sizes of both courses and the college itself, and transfer agreements with four year colleges were factors contributing to their enrollment. Students identified similar factors in the 2008 and 2010 surveys, though a higher percentage of students now agree that tuition costs and location are a contributing feature.

The mission of the Colorado Community College System is to provide an accessible, responsive environment that embraces academic excellence. 97% of respondents agree that the institution is committed to students of color, 95% agree that the institution is committed to students with disabilities, and 92% agree that the institution is committed to older, returning students. Additionally, 92% of respondents agreed that their college is committed to the quality of their education. Students also overwhelmingly agreed that their institution is committed to offering training relevant to today's job market (91%), current technology (89%), and helping students successfully transfer to four year institutions (89%). All of these percentages have increased over the 2010 survey results, demonstrating our overall commitment to excellence.

Satisfaction with Instruction

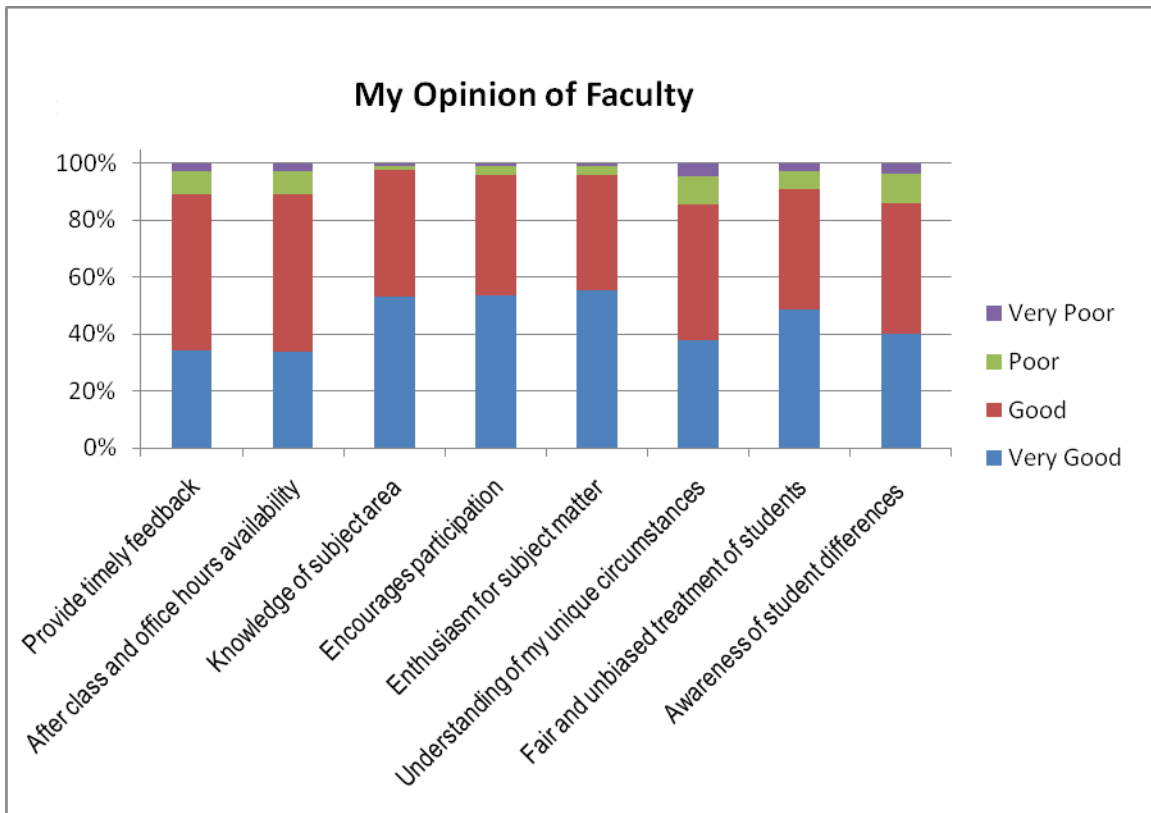
Colorado Community College System students had overwhelmingly positive opinions regarding their classes. When asked their opinion on a number of instruction related issues, at least 85% had good or very good opinions on all but one issue (Exhibit 8). These issues included the variety of courses available, testing and grading, and effective use of technology in classes. While not as highly rated as the other issues, 76% of students had a good or very good opinion regarding the availability of classes at convenient times.

Exhibit 8



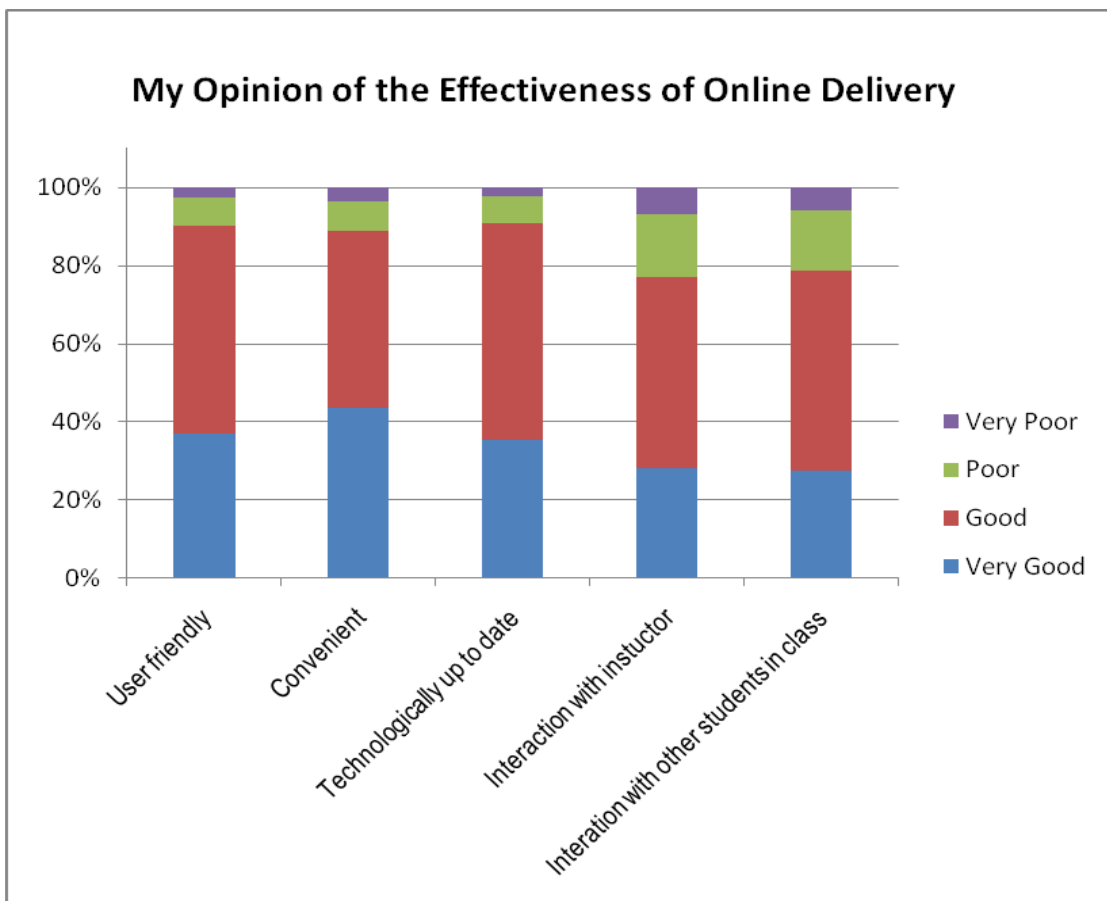
Students also had positive opinions of their college’s faculty. Students were asked for their opinion on subjects including after class and office hours availability, enthusiasm for the subject matter, and fair and unbiased treatment of students, and no area received less than 86% good or very good responses (Exhibit 9). Notably, 97% of respondents had a good or very good opinion of their faculty’s knowledge of their subject area, and 96% had a good or very good opinion that their faculty encourages participating and has an enthusiasm for the subject area.

Exhibit 9



Students generally have positive opinions about the effectiveness of online delivery, especially when asked about user friendliness, convenience and how up to date the technology is (Exhibit 10.) However, over 20% of students had a poor or very poor opinion of the level of interaction with both the instructor and other students in the class.

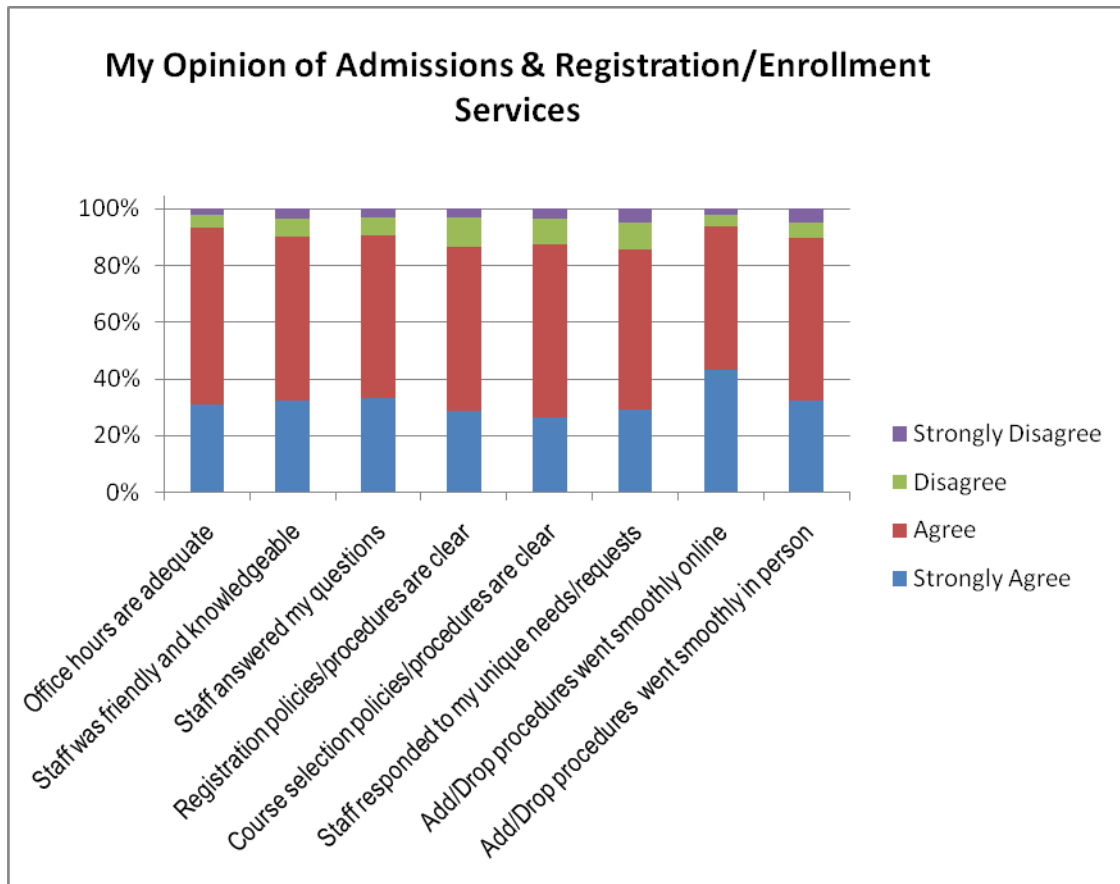
Exhibit 10



Satisfaction with Student Services

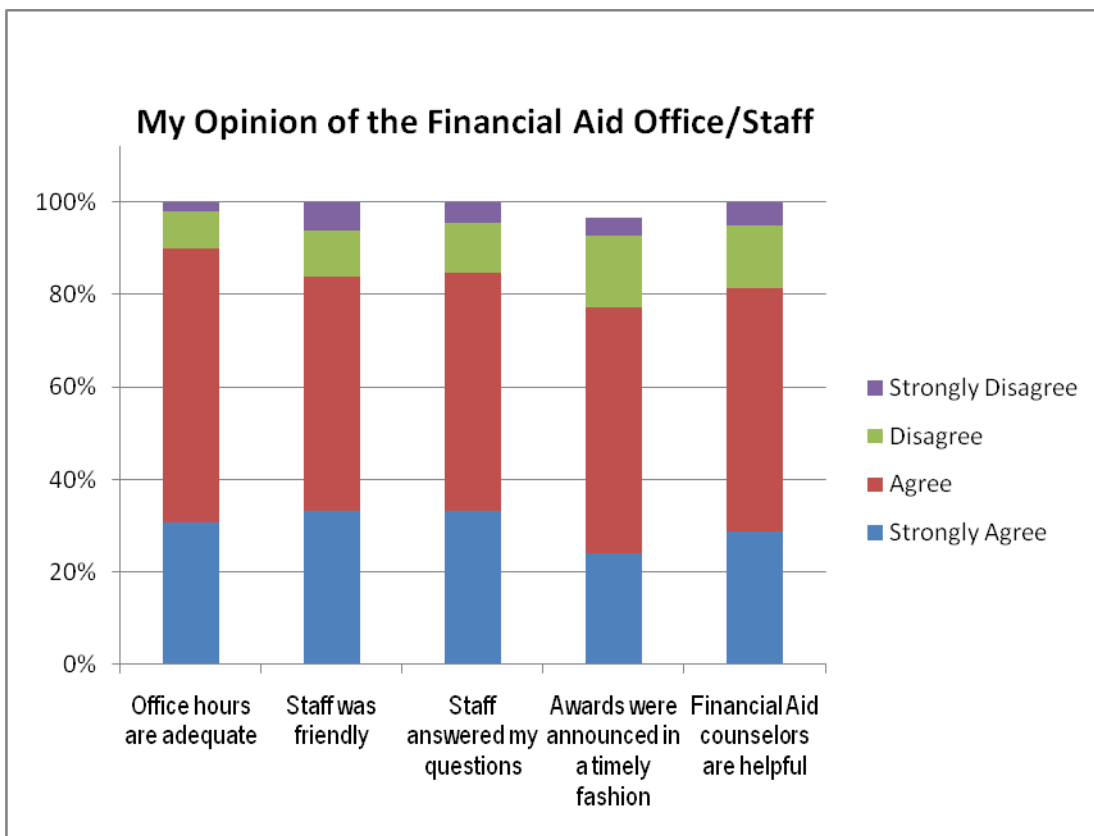
Overall, students have a very positive impression of admissions and registration / enrollment services. When asked their opinions on a variety of subjects in this area, the majority responded that they agreed that office hours are adequate (93%), staff was friendly (90%) and answered questions (91%), policies and procedures were clear (87%), and that registration went smoothly (94%) (Exhibit 11).

Exhibit 11



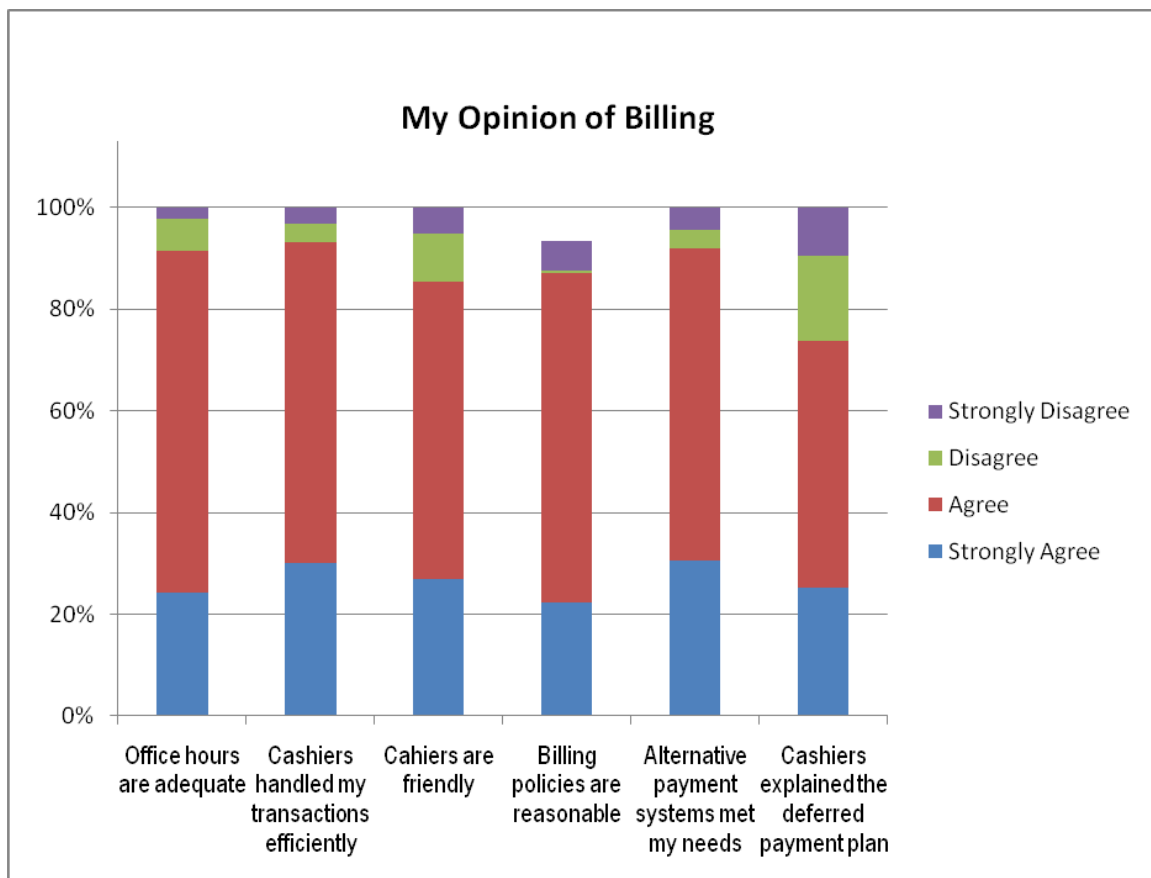
While 90% of students agreed that the financial aid office had adequate hours and 84% agreed that the staff was friendly, 20% of students disagreed that awards were announced in a timely manner (Exhibit 12).

Exhibit 12



Students had a very positive opinion of the billing office and cashiers; however, 26% of respondents disagreed that they had been provided with an explanation of the deferred payment plan (Exhibit 13). A similar percentage responded negatively in 2008 and in 2010.

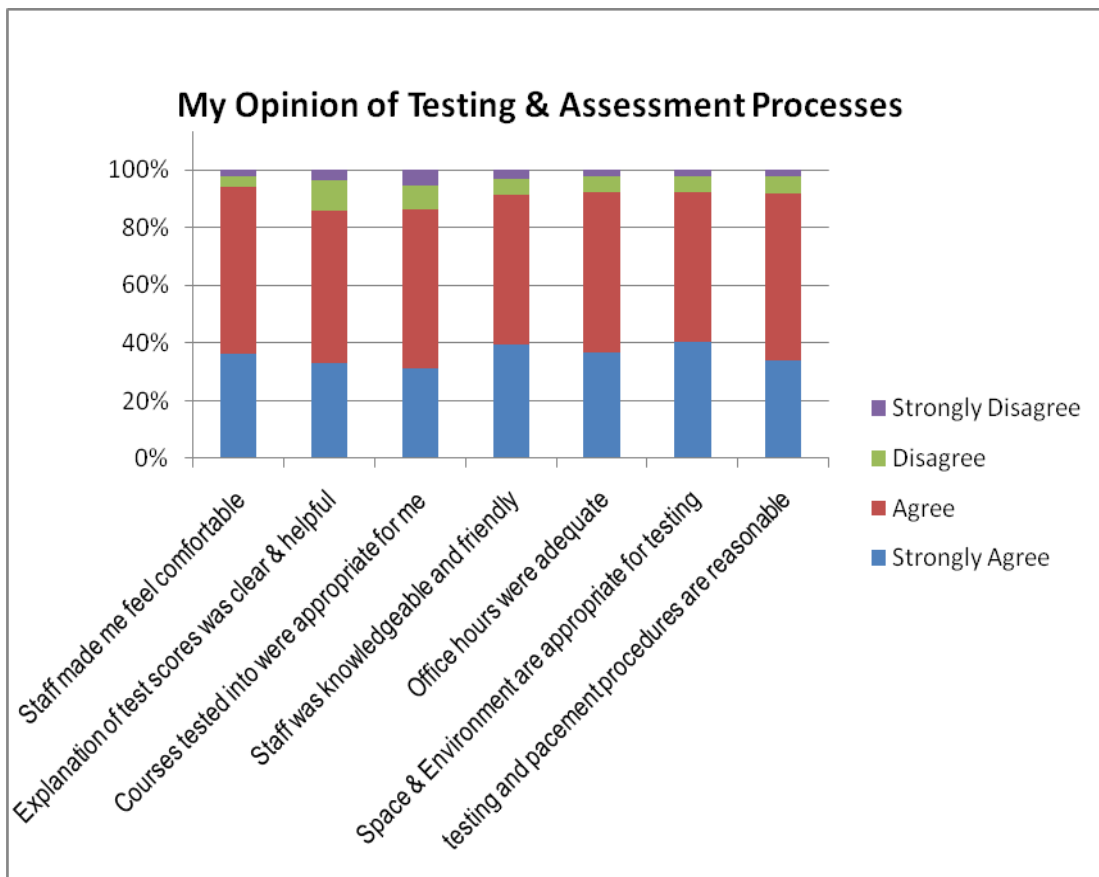
Exhibit 13



Satisfaction with Assessment and Advising

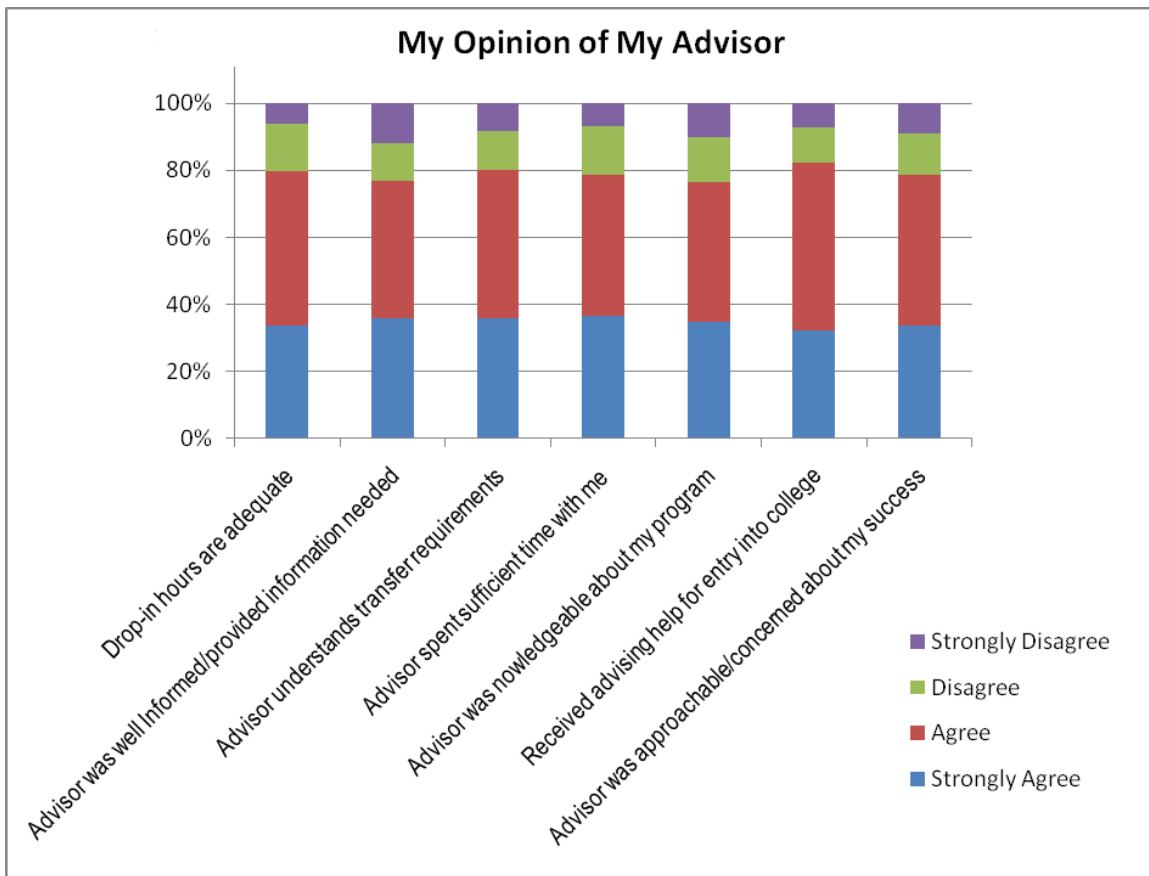
Students generally had positive opinions of the testing and assessment processes, agreeing that staff was knowledgeable and made students feel comfortable, test scores were clearly explained, and processes were reasonable (Exhibit 14). Only 14% of students disagreed that the courses they tested into were appropriate.

Exhibit 14



When asked their attitudes towards academic advising, the majority of students responded positively (Exhibit 15). More than 80% of students agreed that walk-in hours are adequate, that they were able to obtain advising help for entry into college, and that their advisors understood transfer requirements of other schools..

Exhibit 15





Conclusion

Overall, this survey shows that students at Colorado Community College System schools are very satisfied with their college experience. They have very positive attitudes towards instruction, including both courses and faculty. They specifically have high regard for how knowledgeable and enthusiastic faculty members are. Respondents to the survey felt their needs were being met through the student services available, and were satisfied with the availability of assistance and knowledge provided by Admissions, Enrollment Services, Financial Aid, the Cashier, Assessment & Testing, and Academic Advising. Even in times of increased enrollment and limited funding, students find that their college is meeting their needs, and feel strongly enough to recommend their college to family and friends.