



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

**SPRING 2014
STUDENT SURVEY SUMMARY**

OCTOBER 2014

Introduction

In spring 2014, Colorado Community College System (CCCS) students were surveyed regarding their experiences at CCCS colleges. The spring 2014 survey was the fourth in a series of biennial surveys designed to capture information on why students attend CCCS colleges and then, more specifically, to solicit their opinions on their satisfaction with instruction, student services, and assessment and advising at the colleges. In total, 5,276 students responded to the online survey in 2014, an increase of 239 percent from the 1,555 respondents in 2012.¹ Overall, the survey shows that students at CCCS institutions are very satisfied with their college experience, validating the CCCS mission to provide an accessible, responsive environment that embraces academic excellence. Highlights of the survey results include the following.

- Ninety-four percent of survey respondents indicated they are satisfied or very satisfied with community colleges; 90 percent have already recommended or would be likely to recommend their college to others.
- Ninety-six percent of respondents believe that their institution is committed to the quality of their education.
- Obtaining credits for transfer was the primary reason students attend CCCS colleges.
- The top three factors influencing a student's decision to enroll in his or her community college were the programs offered, geographic location, and the low cost of tuition.
- Students have very positive attitudes towards instruction, including both courses and faculty. Class size and faculty knowledge and enthusiasm received the highest marks in the survey.
- About two-thirds of survey respondents were employed; of those, about one-third work full time.
- About one-third of students report being the first in their family to attend college.

¹ The number of 2014 survey respondents reflects the pool of questions asked of all students. Subsets of this number responded to surveys directed at specific areas of college operations. Please see section on survey methodology for further explanation.



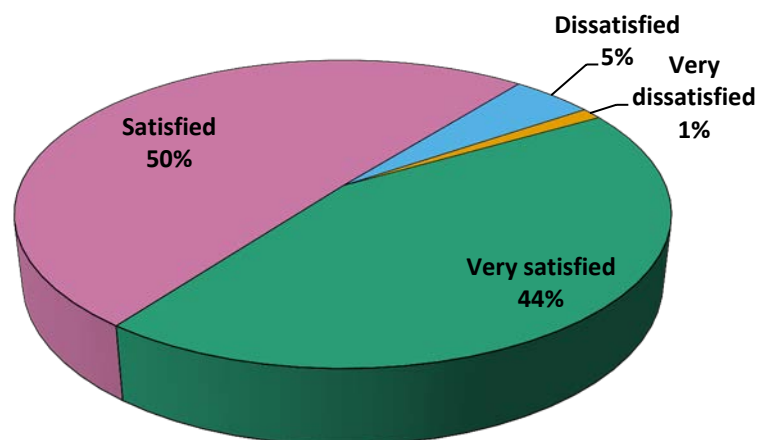
- Students were satisfied with the availability of assistance and knowledge provided in the admissions/registrations, financial aid, billing, testing and assessment, and academic advising processes.
- Female students and older students responded to the survey in larger numbers than their respective proportions of the Spring headcount.

The remainder of this report summarizes the results of the survey in more detail. Appendix A provides weighted average ratings for survey questions that had a qualitative component. For comparative purposes, Appendix B contains historical data on survey results.

How Satisfied Are Students with Their CCCS College?

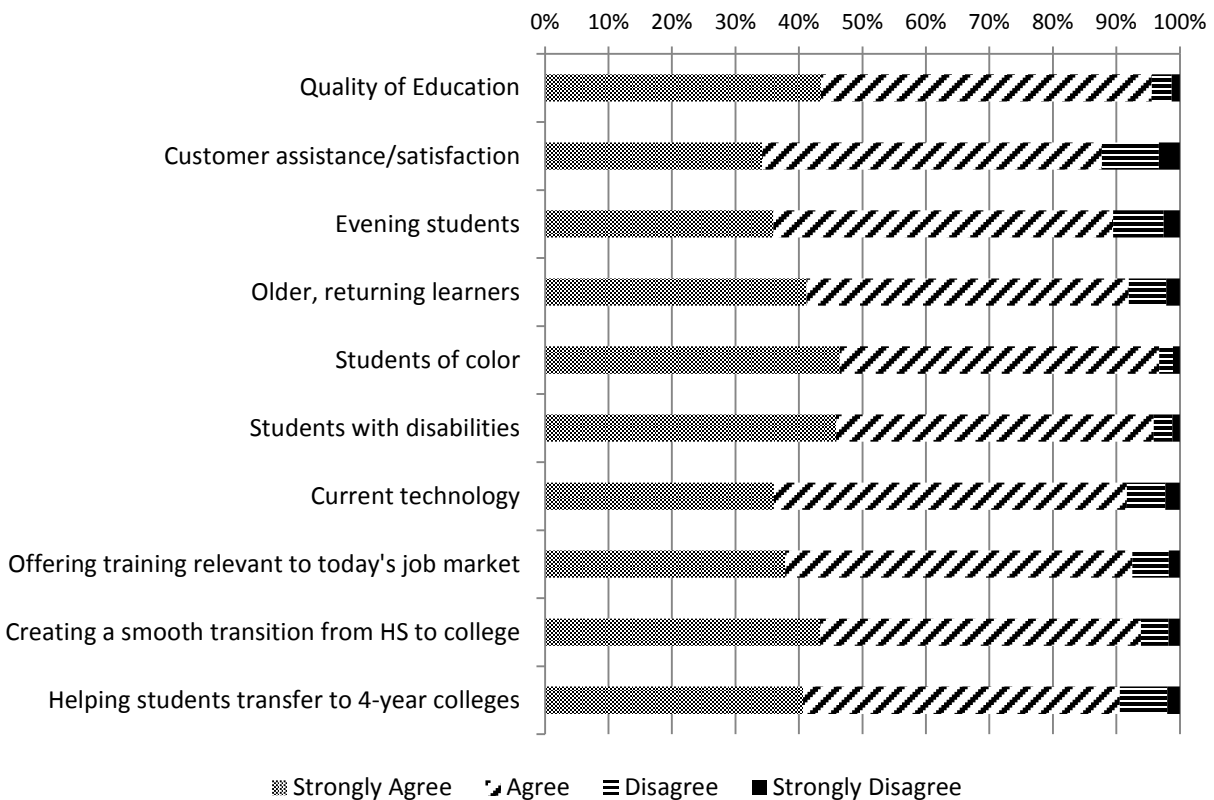
General Satisfaction. Ninety-four percent of respondents reported that they are satisfied or very satisfied with their community college (Exhibit 1). Correspondingly, 90 percent of respondents indicated that they are likely to or have already recommended their college to others. These percentages mirror those from two years ago.

Exhibit 1. Overall Satisfaction with Colorado Community Colleges



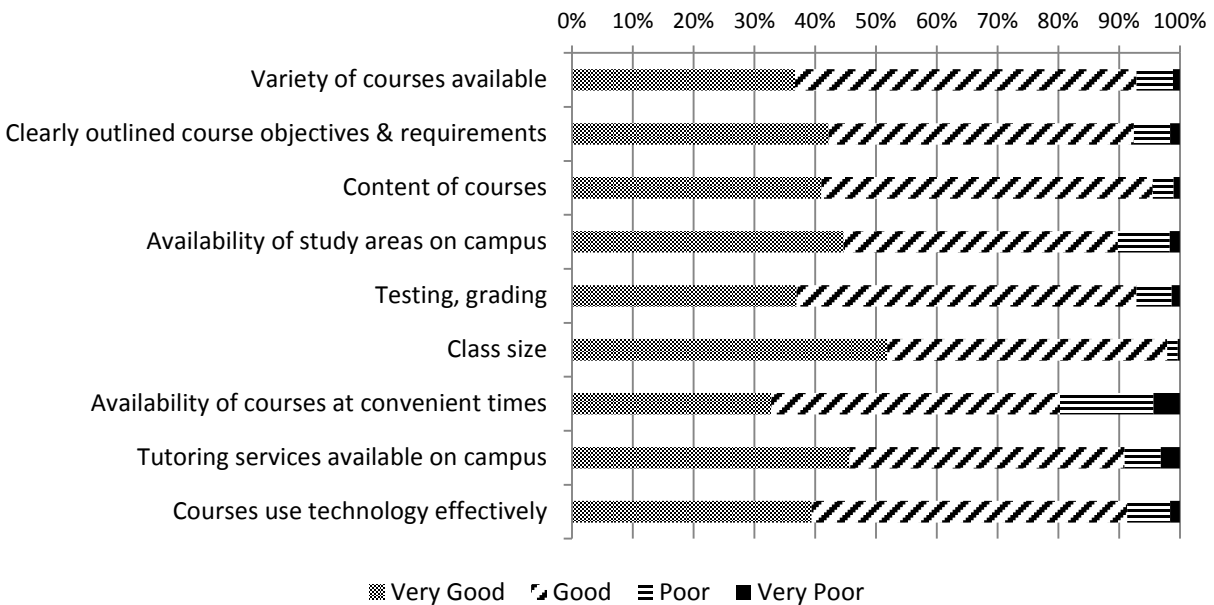
Ninety-six percent of respondents believe that their institution is committed to the quality of their education, an increase of four percentage points from 2012. Additionally, students agreed – in greater proportions than two years ago – that their institution is committed to creating a smooth transition from high school to college (94 percent), offering training relevant to today’s job market (92 percent), and current technology (92 percent). Over the last two years, respondents’ belief that their institution is committed to customer satisfaction increased six percentage points, from 82 percent to 88 percent. Respondents continue to believe that CCCS institutions are committed to students of color (97 percent), to students with disabilities (96 percent), and to older, returning learners (92 percent). Exhibit 2 provides response information related to these issues.

Exhibit 2. Commitment of Institution



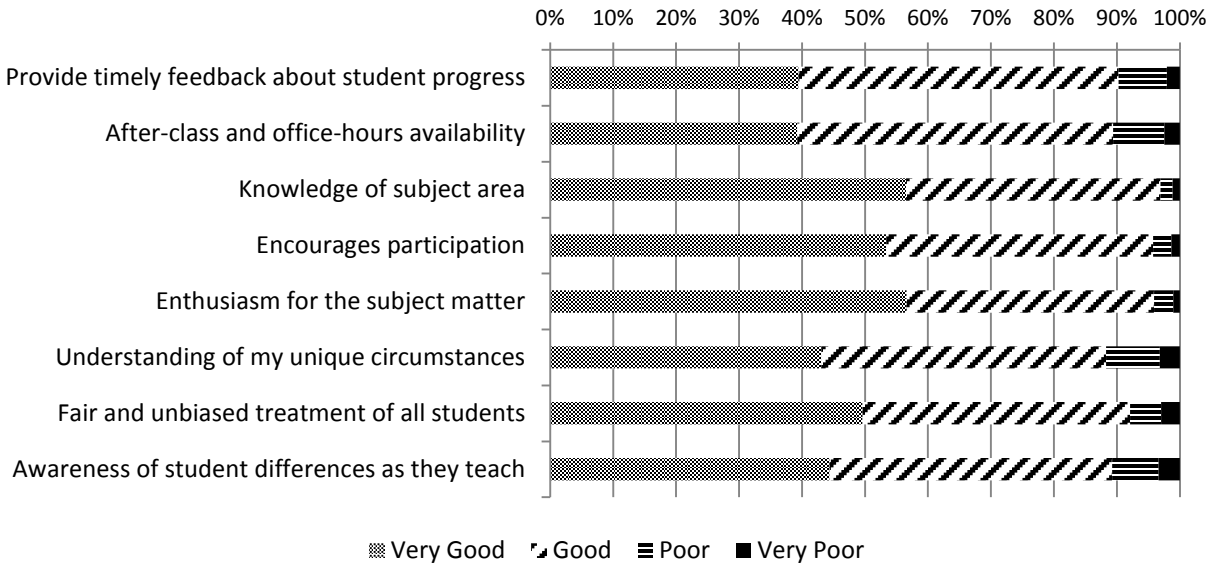
Satisfaction with Instruction. CCCS students had overwhelmingly positive opinions regarding their classes (Exhibit 3). When asked their opinion on a number of instruction-related issues, at least 90 percent had good or very good opinions on all but one issue. These issues included the variety of courses available, testing and grading, and effective use of technology in classes. Class size ranked first among the instruction-related issues. While not as highly rated as other issues, 80 percent of students had a good or very good opinion on the availability of classes at convenient times, an increase of four percentage points from 2012.

Exhibit 3. Students' Opinion of Classes



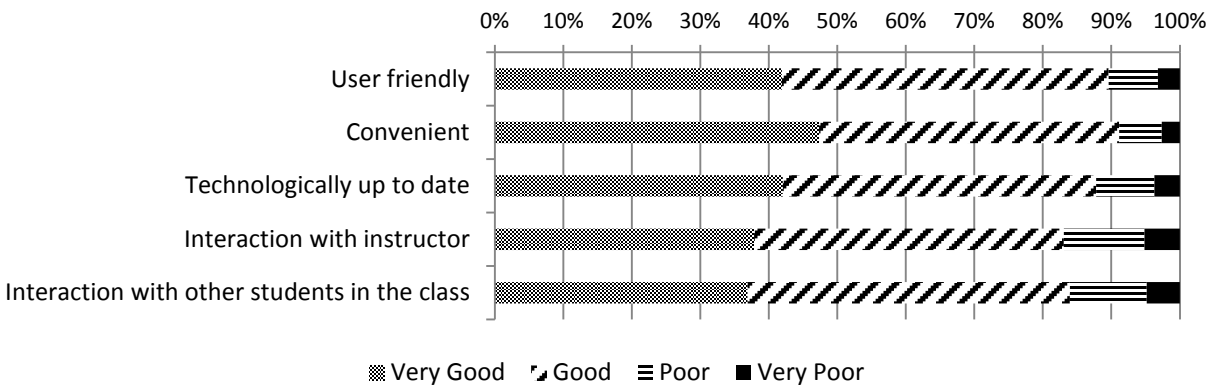
Students also had positive opinions of their college's faculty (Exhibit 4). Students were asked for their opinions on subjects including instructors' after class and office hours availability, enthusiasm for the subject matter, knowledge of subject matter, and fair and unbiased treatment of students. No area received less than 88 percent good or very good responses. Notably, 97 percent of respondents had a good or very good opinion of faculty knowledge of subject area, and 96 percent had a good or very good opinion of faculty enthusiasm for their subject area and efforts to encourage class participation.

Exhibit 4. Students' Opinion of Faculty



Students generally have positive opinions about the effectiveness of online delivery, especially when asked about user friendliness and convenience (Exhibit 5). The two categories with the lowest opinions – interaction with other students in the class (84 percent) and interaction with the instructor (83 percent) – improved five and six percentage points, respectively, from 2012. Students' opinion of how technologically up to date online delivery is fell three percentage points, however.

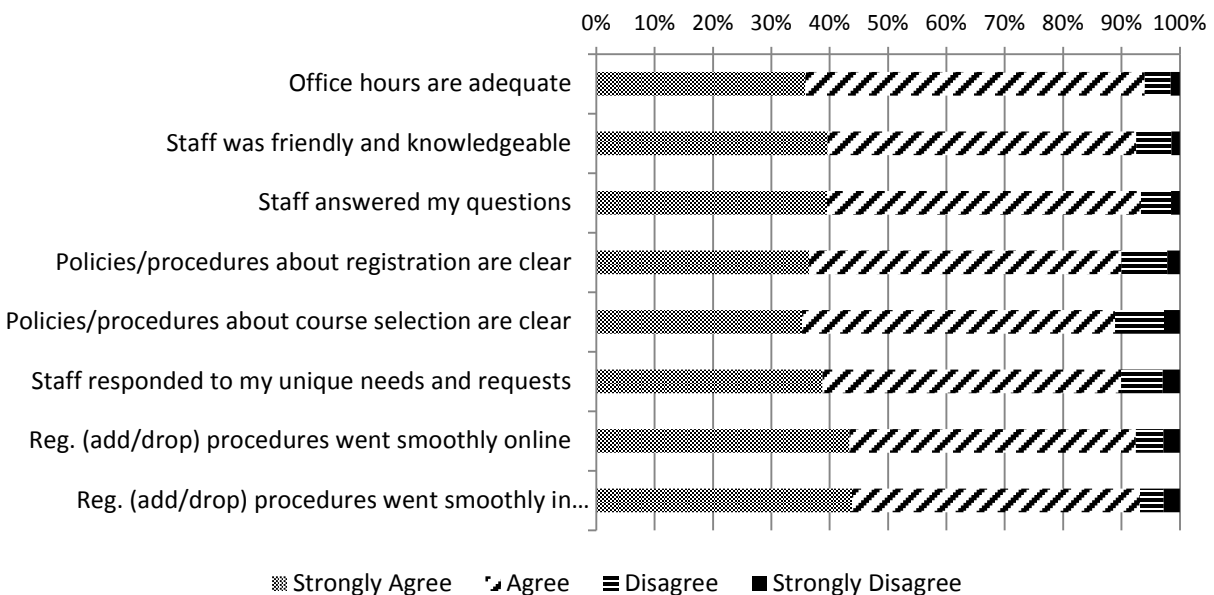
Exhibit 5. Students' Opinion of the Effectiveness of Online Delivery





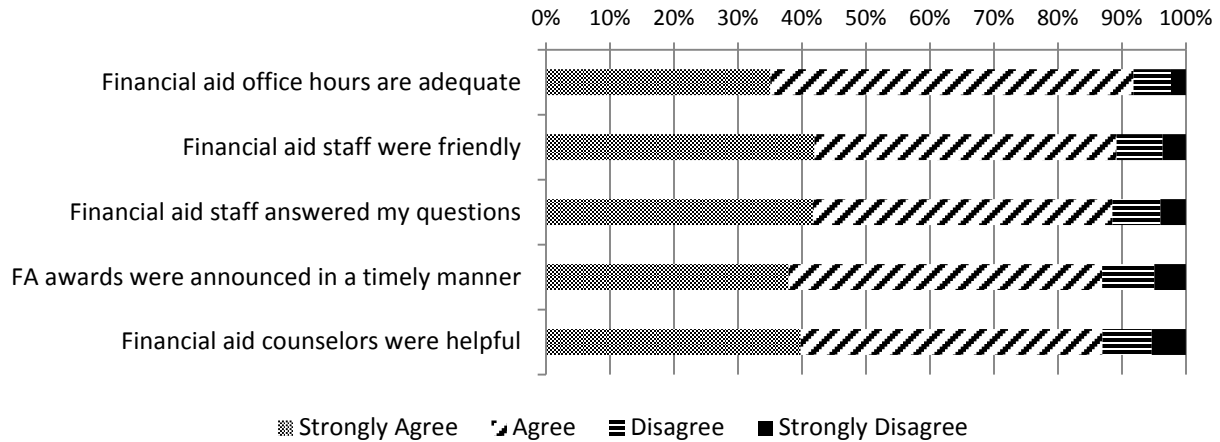
Satisfaction with Student Services. Students were asked their opinion of admissions and registration/enrollment services and billing processes. Students with experience with the financial aid office were asked to respond to questions specific to financial aid as well. Overall, students have a very positive impression of admissions and registration/enrollment services (Exhibit 6). When asked their opinion on a variety of topics in this area, the majority responded that they agreed that office hours are adequate (94 percent), staff answered questions and were friendly and knowledgeable (93 percent), and registration procedures went smoothly both online and in person (93 percent).

Exhibit 6. Students' Opinion of Admissions & Registration/Enrollment Services



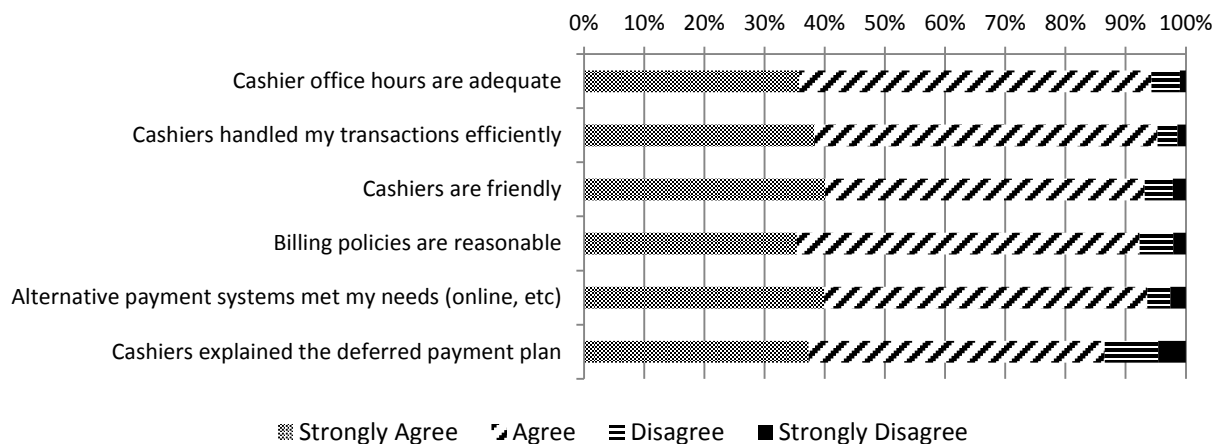
Ninety-two percent of respondents agreed that the financial aid office had adequate hours. Across the board, student opinions of the financial aid office improved from two years ago. Improvements were seen in staff friendliness, helpfulness, and their ability to answer questions and in the timeliness of financial aid award announcements. Exhibit 7 provides student responses relative to financial aid.

Exhibit 7. Students' Opinion of Financial Aid Office/Staff



Finally, with respect to student services, respondents had a very positive opinion of the billing office and cashiers (Exhibit 8). The most improvement was seen in the proportion of students who agree that they had been provided with an explanation of the deferred payment plan: 87 percent compared to 74 percent 2012.

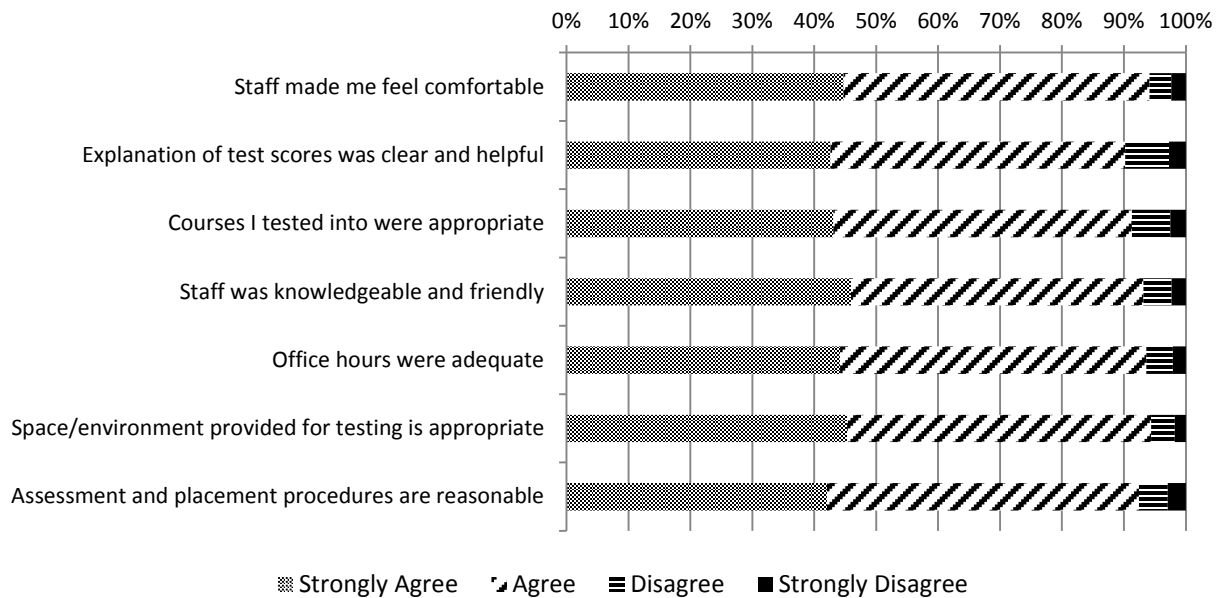
Exhibit 8. Students' Opinion of Billing



Satisfaction with Assessment and Advising. Students who had experience with testing and assessment processes or academic advising were asked their opinion of various topics within these two broad categories. All students were asked about their preferred method of seeking advice.

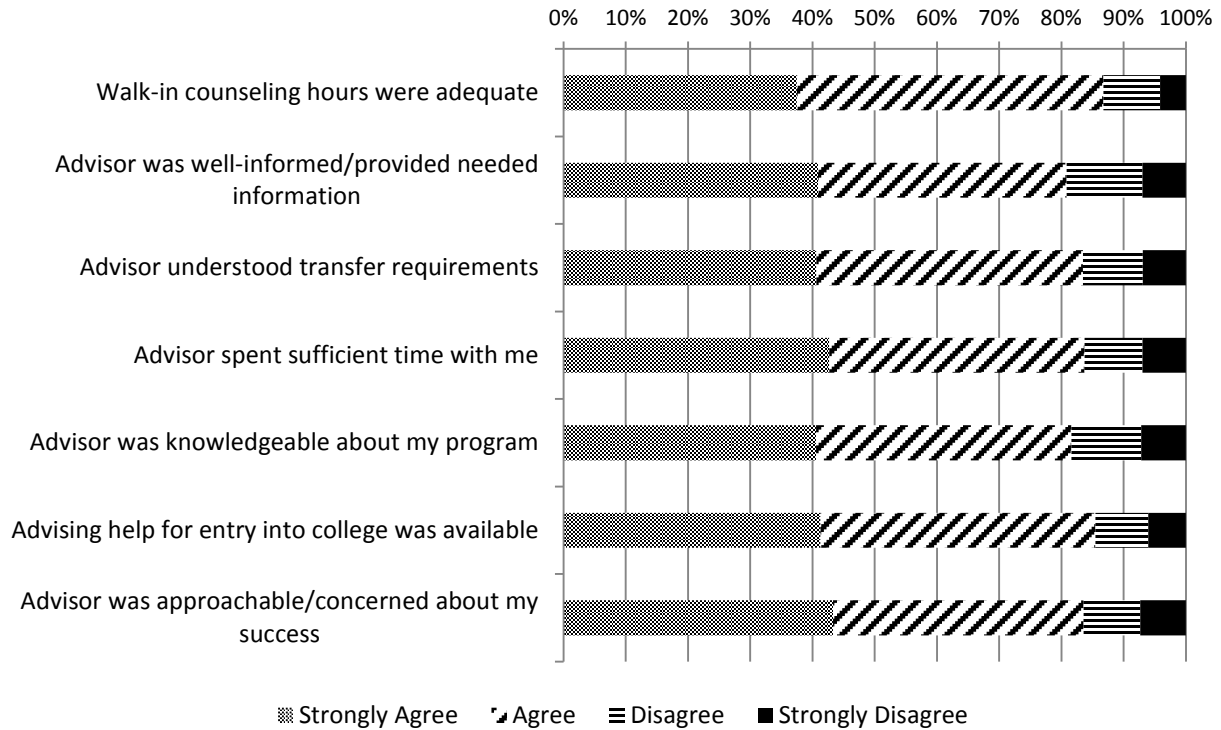
Students had overwhelmingly positive opinions of the testing and assessment processes, as indicated in Exhibit 9. Students were asked several questions about staff, the experience of taking tests, and the appropriateness of the results, and no area received less than 90 percent agree or strongly agree responses.

Exhibit 9. Students' Opinion of Testing & Assessment Processes



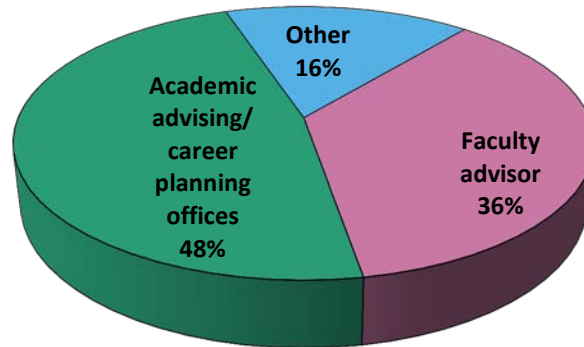
When asked their attitudes towards academic advising, students responded positively (Exhibit 10): Between 80 and 90 percent of students provided positive feedback to the survey questions. Further, student impressions of advising improved across the board since 2012. The adequacy of walk-in counseling hours and the availability of advising help for college entry were the most highly rated issues.

Exhibit 10. Students' Opinion of Academic Advising



Students were more likely to seek advice from college academic advising/career planning offices than from their faculty advisor, but a significant percentage of students indicated they went elsewhere for advice (Exhibit 11). Personal research, other students, department heads or instructors, and advisors at the institution to which students plan on transferring were other sources of advising listed by students. Some students expressed frustration with accessing an advisor – knowing who to turn to for advice or who their advisor is – or with the quality of information that had been provided in the past.

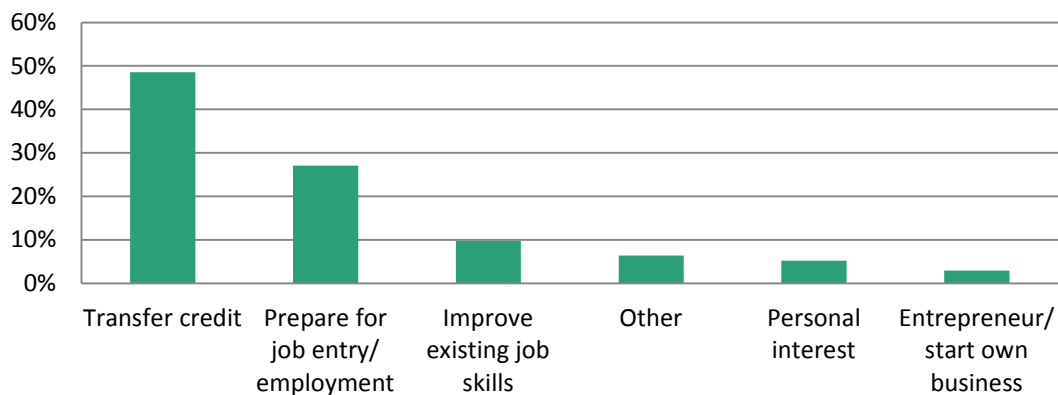
Exhibit 11. Source of Primary Advising



Why Do Students Attend CCCS Colleges?

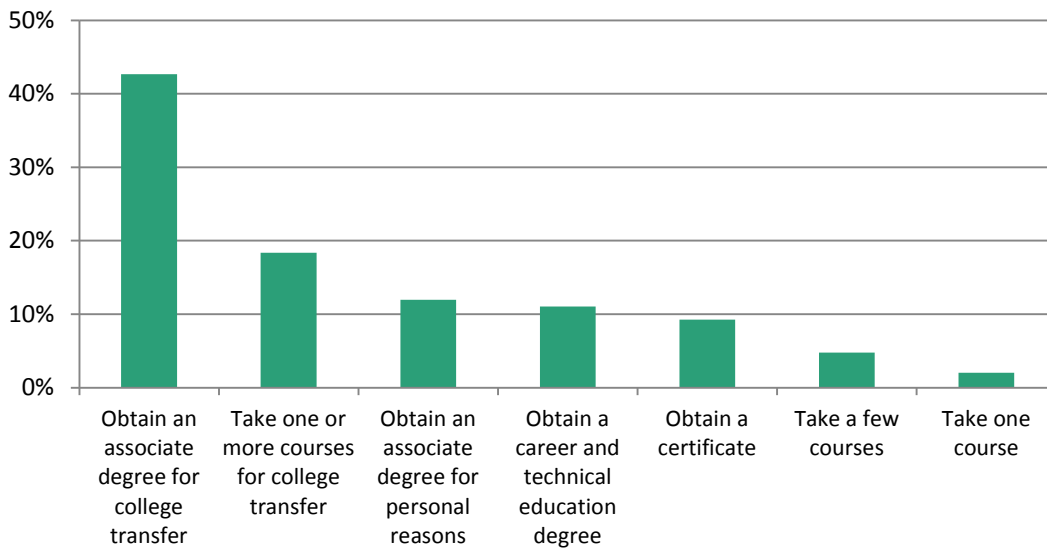
Almost half of survey respondents – 49 percent – indicated that they are attending a CCCS college to earn university or college transfer credit (Exhibit 12). The proportion of students enrolled at a CCCS college for transfer credits increased five percentage points from two years ago. An additional 37 percent of students responded that they are attending in order to prepare for job entry and employment or to improve their existing job skills.

Exhibit 12. Primary Reason for Attending a Colorado Community College



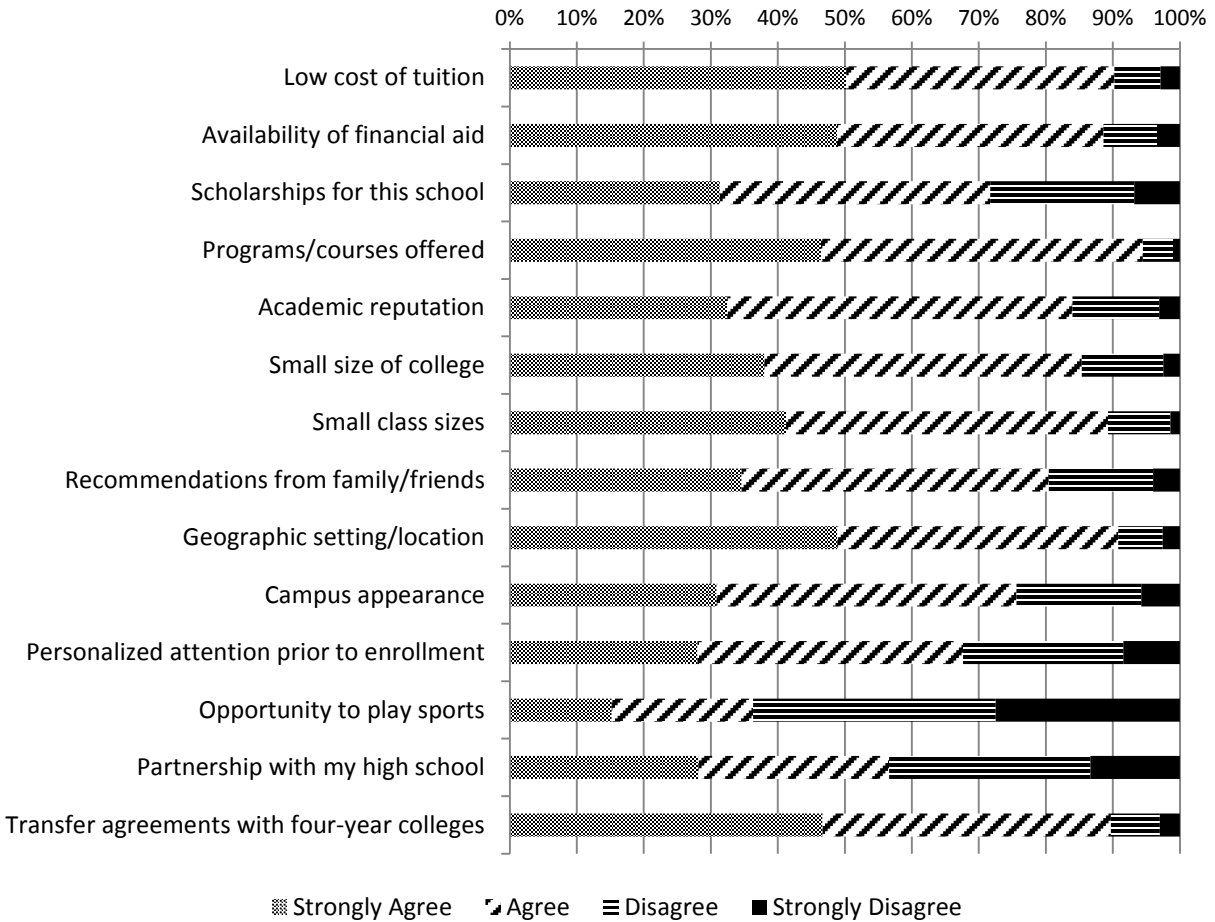
Forty-three percent of respondents indicated their goal in attending community college was to obtain an associate degree for college transfer, and another 18 percent intend to take one or more courses for college transfer (Exhibit 13). Compared to 2012, the proportion of students earning credits for college transfer increased seven percentage points. Additionally, 12 percent of respondents indicated their goal was to obtain an associate degree for personal reasons.

Exhibit 13. Goal for Attending Community College



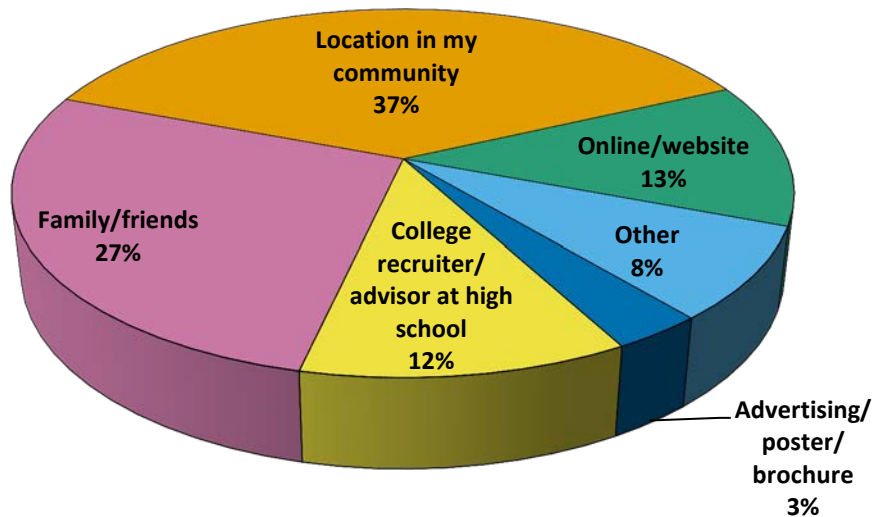
The programs offered is one of the biggest factors influencing a student’s decision to enroll in a community college, with 95 percent of students so indicating. Geographic location is also very important (91 percent), as is the low cost of tuition (90 percent). Opportunity to play sports, partnerships with high schools, and personalized attention prior to enrollment appear to be the least important factors contributing to students’ decisions to enroll in their community college. Exhibit 14 provides information on student responses to a range of potential factors contributing to student decisions to enroll at community college.

Exhibit 14. Factors Contributing to Decision to Enroll at Institution



Consistent with its importance in why students enrolled in a community college, geographic location was also the top response for how students first became aware of their community college. Thirty-seven percent of students listed location in their community as the reason they became aware of their community college, followed by family and friends (27 percent) and online (13 percent). At 3 percent, advertising was least likely to make students aware of their college (Exhibit 15).

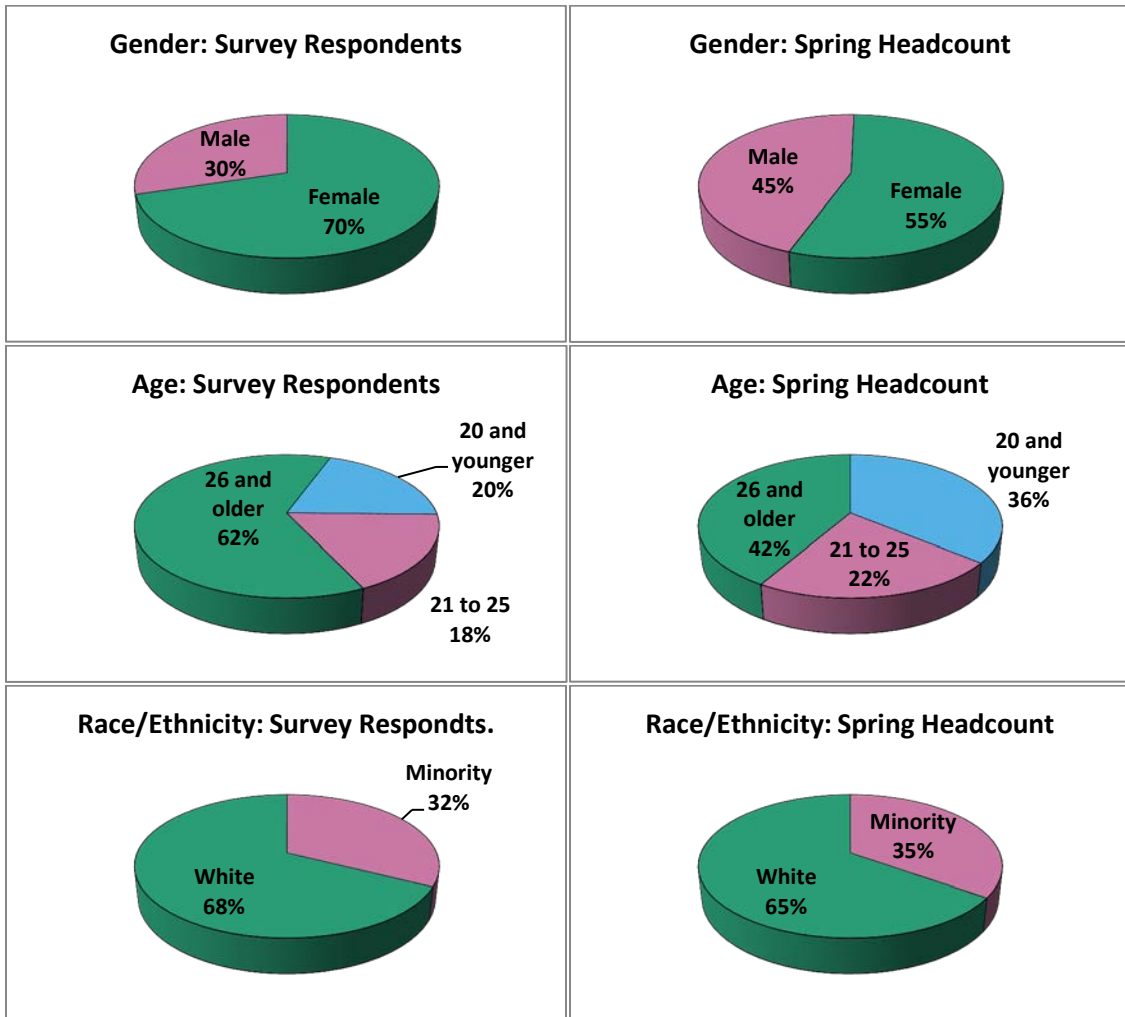
Exhibit 15. How Students First Became Aware of Community College



Demographic Information about Survey Respondents

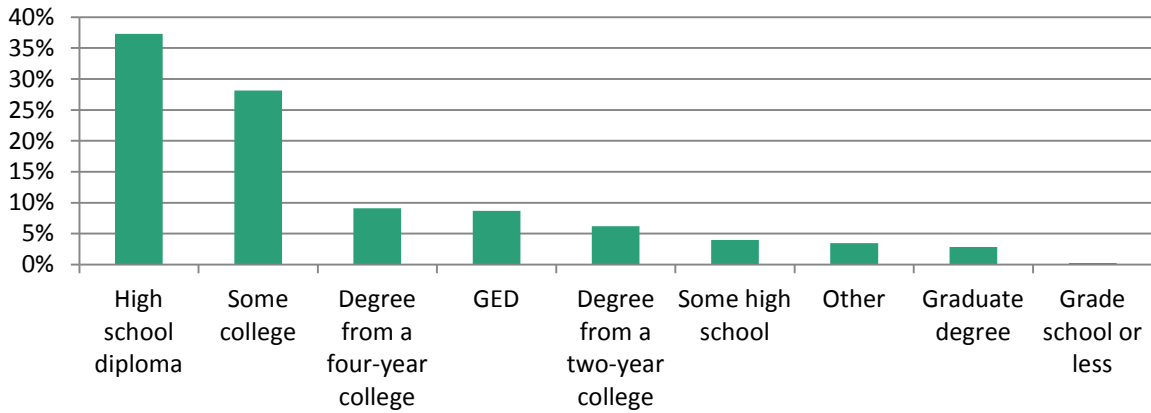
Relative to student enrollment in Spring 2014, students who responded to the survey were disproportionately female and older. Seventy percent of survey respondents were female compared to 55 percent of student enrollment. Sixty-two percent of respondents were 26 years of age or older compared to 42 percent of student enrollment. Fewer survey respondents reported as minority than the overall student population, although the difference was not as significant as gender and age. (See Exhibit 16.) Twelve percent of respondents considered themselves as a person with a disability. Roughly 90 percent of students responding to the survey completed questions relating to gender, age, race/ethnicity, and disability.

Exhibit 16. Comparison of Gender, Age, and Race/Ethnicity for Survey Respondents and Spring Headcount



A large percentage of students come to CCCS with previous college experience: 46 percent reported college experience from some college to a graduate degree. The single largest category of students – at 37 percent – reported having earned a high school diploma (Exhibit 17). When combined with GED students, high school was the highest level of education for 46 percent of students.

Exhibit 17. Highest level of Education Completed Prior to Enrollment



Almost twice as many students reported being employed as unemployed and, compared to 2012, the proportion of employed students increased while the proportion of unemployed students decreased. This shift is likely due to the improving job market since the last survey. Thirty-three percent of students were employed in a job that was not related to their college coursework, while 23 percent were taking courses related to their job (Exhibit 18). About one-third of CCCS students who are employed work full time, while the remaining two-thirds work fewer than 40 hours per week (Exhibit 19).

Exhibit 18. Current Employment Status

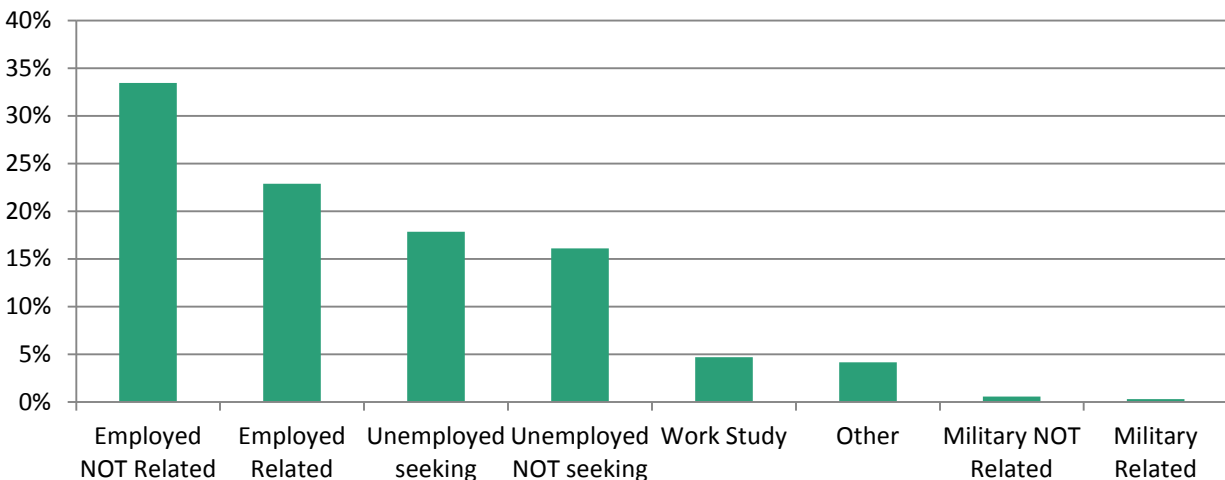
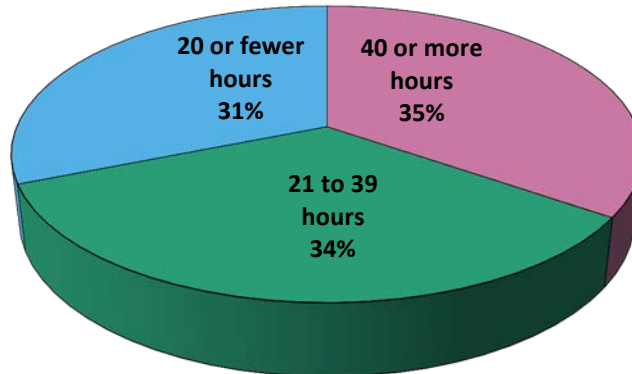
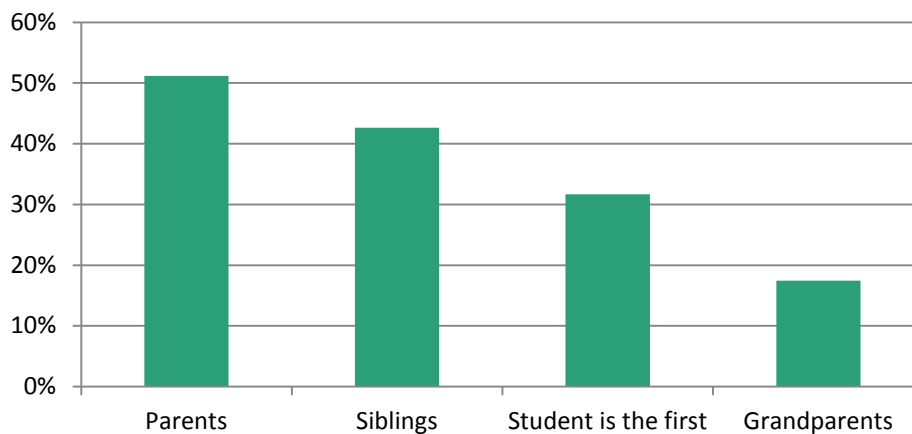


Exhibit 19. Hours Working per Week



Slightly over one-half of students reported that a parent attended college, while about one-third of students are the first in their family to attend college. Exhibit 20 is a graphic illustration of student responses to a question about family members who attended college; please note that the percentages total more than 100 percent because students were asked to indicate all that apply.

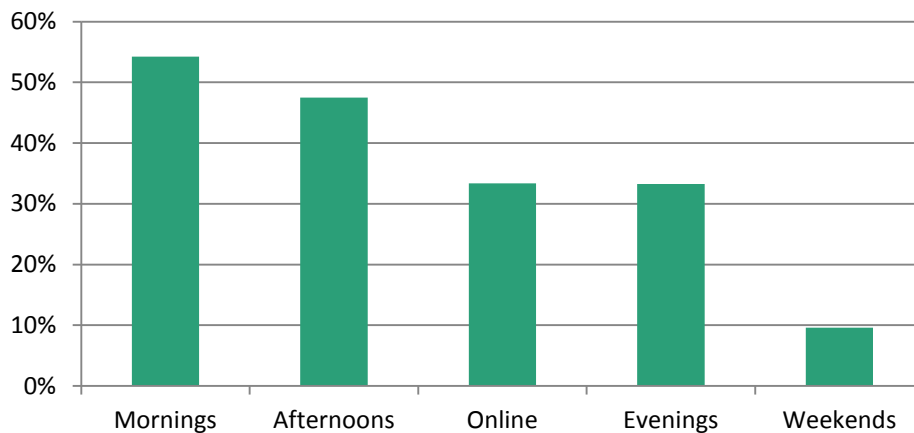
**Exhibit 20. Family Members Who Attended College
(totals more than 100%)**



Fewer students were taking a full-time course load in 2014 compared to 2012: 38 percent in 2014 compared to 41 percent in 2012. At 49 percent, most students were in the five to eleven

credit-hour range. Almost nine out of every ten students reported being a continuing student rather than a new student. As indicated in Exhibit 21, little consensus exists among students about the time of day preferred for scheduling classes, although students' least favorite time for taking classes is the weekend. Again, percentages total more than 100 percent because students were asked to indicate all that apply.

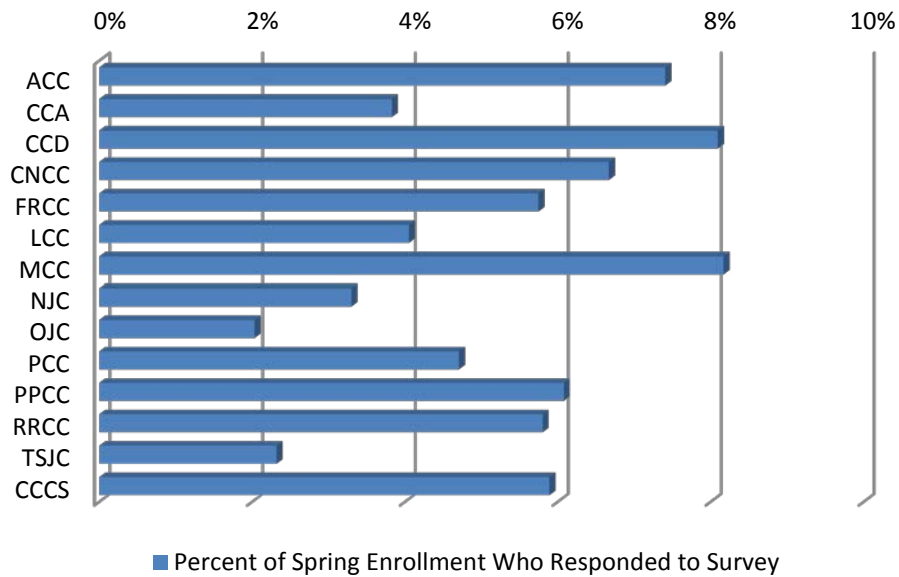
**Exhibit 21. Preferred Time for Taking Classes
(totals more than 100%)**



Survey Methodology

The survey was conducted through an online survey company, SurveyMonkey. All students enrolled in the Spring 2014 semester were asked to participate in the survey via an email to their college account. Emails were sent to 87,350 students. Six percent of students responded on a system-wide basis, although the rate varied among colleges as illustrated in Exhibit 22.

Exhibit 22. Survey Response Rate by Institution²



Four separate survey questionnaires were utilized; each of the four surveys contained a group of common questions. The four surveys were a general satisfaction survey, an instruction survey, a student services survey, and an assessment and advising survey. In addition, a comprehensive survey that included all the questions from the individual surveys was incorporated this year to compare the response rate from a longer survey to the response rates from the traditional, shorter, topic-specific surveys. Thus, 20 percent of the students received any given survey. Students were randomly selected for individual surveys; each college was proportionally reflective by population in each survey. The survey was accessible to students beginning April 22, 2014; the survey closed May 23, 2014.³

² The response rate is measured by the number of students enrolled in Spring 2014, rather than by emails sent by institution. Student response rates reflect responses to the common questions.

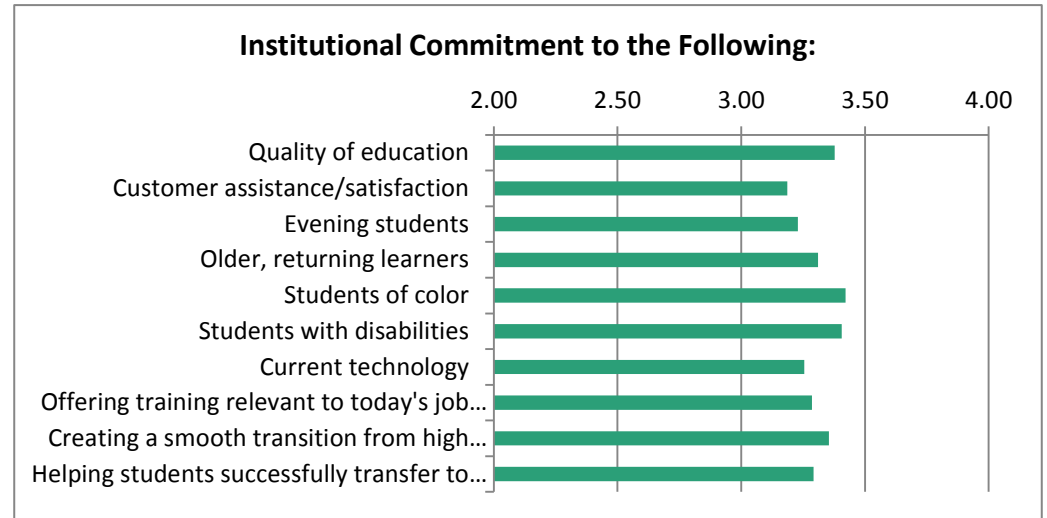
³ Because of the volume of emails, notification of the availability of the survey takes a few days.

Appendix A: Rating Average for Survey Questions with a Range of Quality Responses

(1 = Lowest; 4 = Highest)

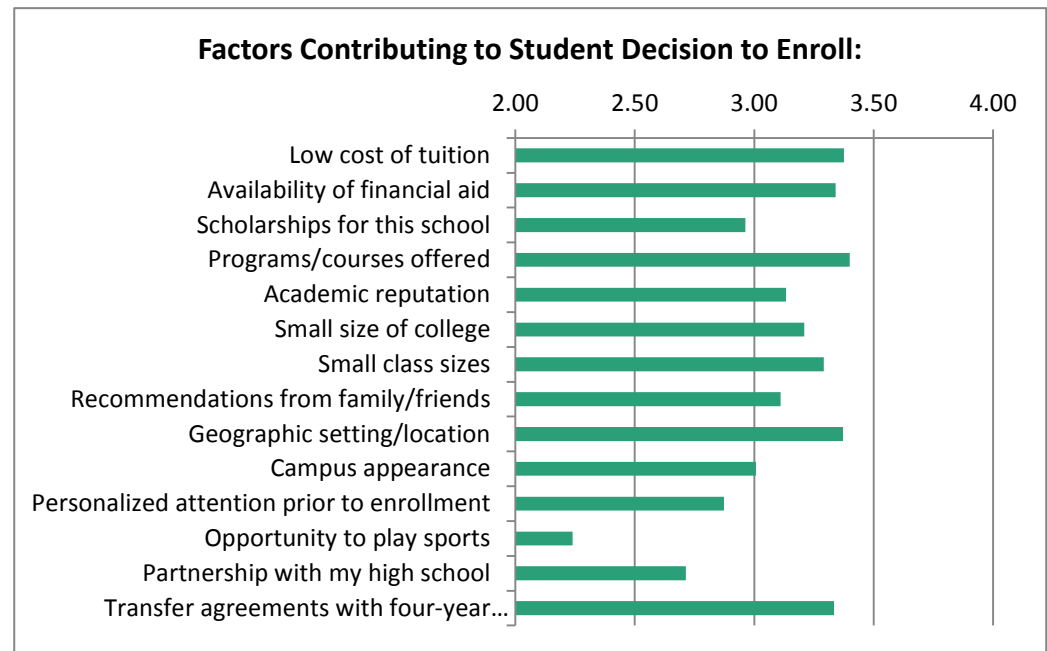
I think this institution is highly committed to the following:

	Rating Avg
Quality of education	3.38
Customer assistance/satisfaction	3.19
Evening students	3.23
Older, returning learners	3.31
Students of color	3.42
Students with disabilities	3.41
Current technology	3.25
Offering training relevant to today's job market	3.29
Creating a smooth transition from high school to college	3.35
Helping students successfully transfer to four-year colleges	3.29



The following contributed to my decision to enroll in classes at this college:

	Rating Avg
Low cost of tuition	3.38
Availability of financial aid	3.34
Scholarships for this school	2.96
Programs/courses offered	3.40
Academic reputation	3.13
Small size of college	3.21
Small class sizes	3.29
Recommendations from family/friends	3.11
Geographic setting/location	3.37
Campus appearance	3.01
Personalized attention prior to enrollment	2.87
Opportunity to play sports	2.24
Partnership with my high school	2.71
Transfer agreements with four-year colleges	3.33



Appendix A: Rating Average for Survey Questions with a Range of Quality Responses

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Please indicate your opinion of CLASSES:

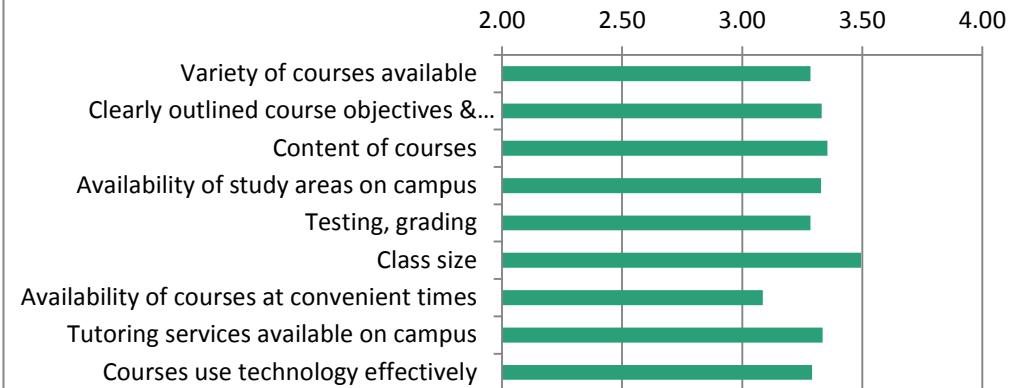
Variety of courses available	3.28
Clearly outlined course objectives & requirements	3.33
Content of courses	3.35
Availability of study areas on campus	3.33
Testing, grading	3.28
Class size	3.49
Availability of courses at convenient times	3.09
Tutoring services available on campus	3.33
Courses use technology effectively	3.29

Rating

Avg

3.28
3.33
3.35
3.33
3.28
3.49
3.09
3.33
3.29

Opinion of Classes:



Please indicate your opinion of FACULTY:

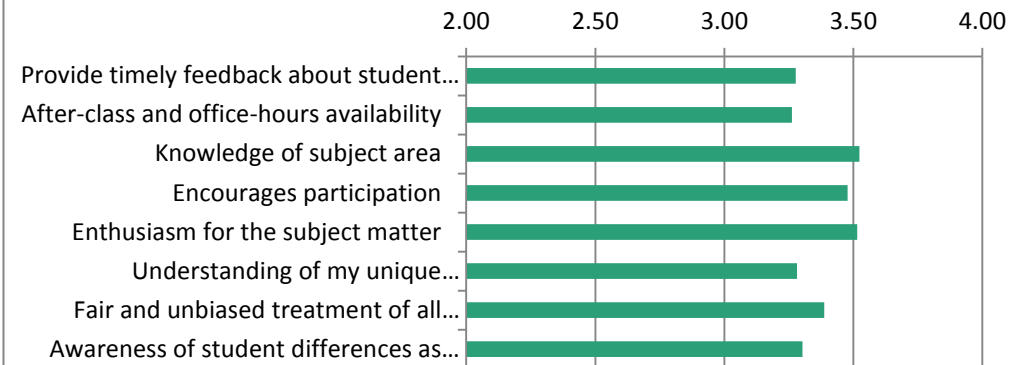
Provide timely feedback about student progress	3.28
After-class and office-hours availability	3.26
Knowledge of subject area	3.52
Encourages participation	3.48
Enthusiasm for the subject matter	3.52
Understanding of my unique circumstances	3.28
Fair and unbiased treatment of all students	3.39
Awareness of student differences as they teach	3.30

Rating

Avg

3.28
3.26
3.52
3.48
3.52
3.28
3.39
3.30

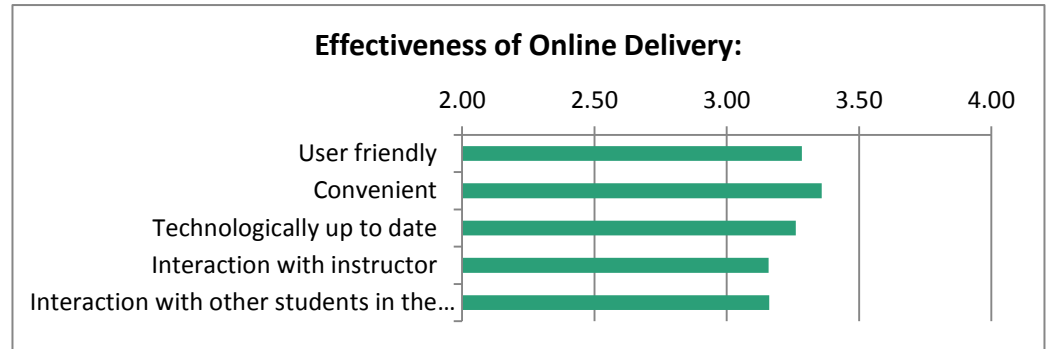
Opinion of Faculty:



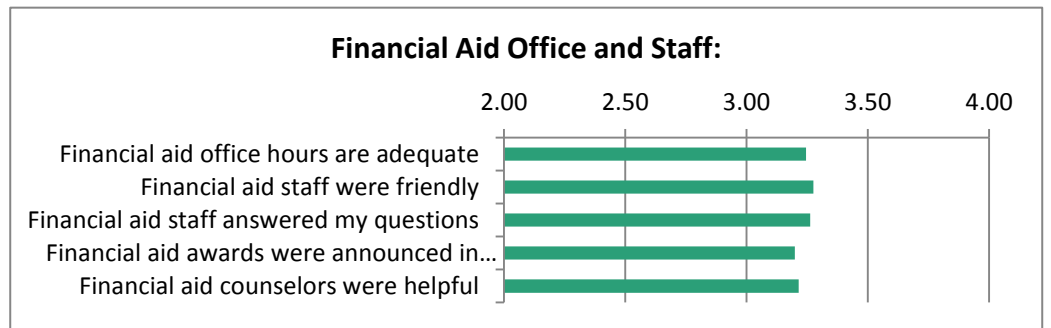
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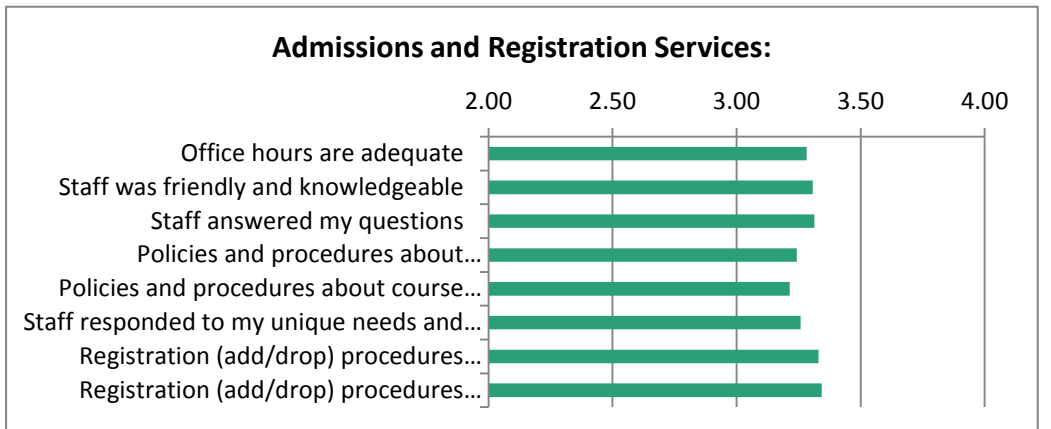
Please indicate the extent you feel the online delivery was effective:	Rating Avg
User friendly	3.28
Convenient	3.36
Technologically up to date	3.26
Interaction with instructor	3.16
Interaction with other students in the class	3.16



Please indicate your opinion of the FINANCIAL AID office/staff:	Rating Avg
Financial aid office hours are adequate	3.25
Financial aid staff were friendly	3.27
Financial aid staff answered my questions	3.26
Financial aid awards were announced in a timely manner	3.20
Financial aid counselors were helpful	3.21



Please indicate your opinion of ADMISSIONS AND REGISTRATION/ENROLLMENT services:	Rating Avg
Office hours are adequate	3.28
Staff was friendly and knowledgeable	3.31
Staff answered my questions	3.31
Policies and procedures about registration are clear	3.24
Policies and procedures about course selection are clear	3.21
Staff responded to my unique needs and requests	3.26
Registration (add/drop) procedures went smoothly online	3.33
Registration (add/drop) procedures went smoothly in person	3.34

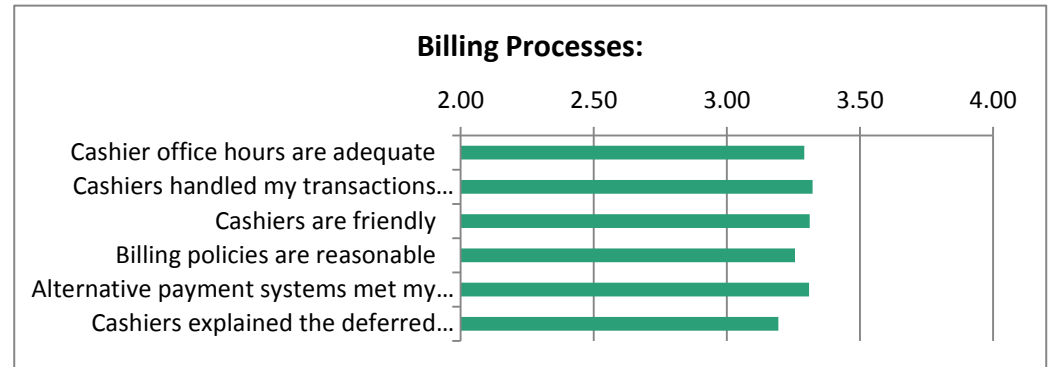


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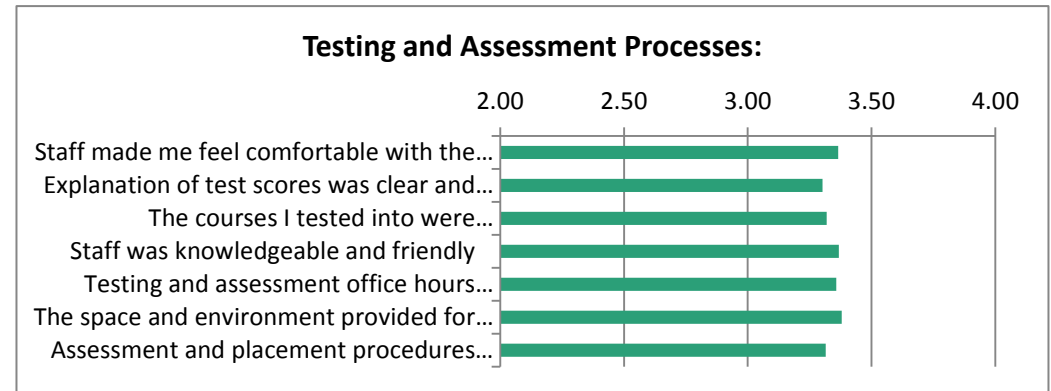
Please indicate your opinion of BILLING processes:

	Rating
Cashier office hours are adequate	3.29
Cashiers handled my transactions efficiently	3.32
Cashiers are friendly	3.31
Billing policies are reasonable	3.26
Alternative payment systems met my needs (online, etc)	3.31
Cashiers explained the deferred payment plan	3.19



Please indicate your opinion of TESTING and ASSESSMENT processes:

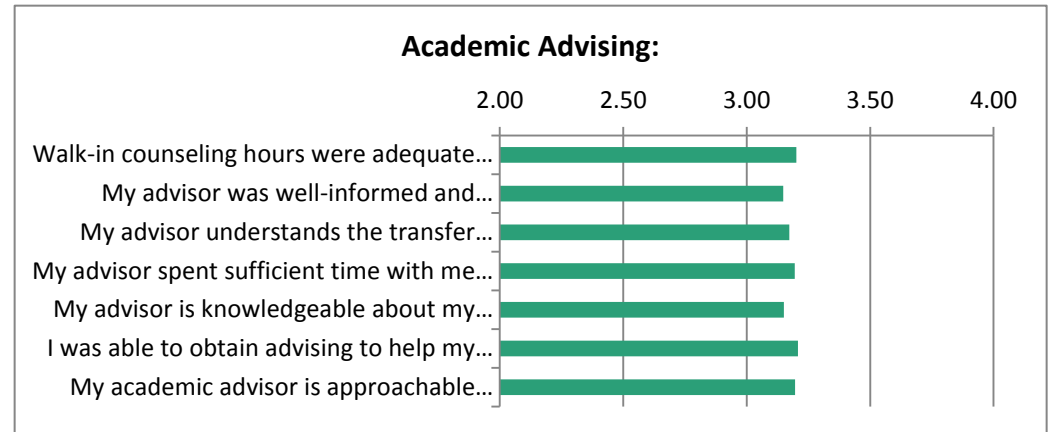
	Rating
Staff made me feel comfortable with the assessment process	3.37
Explanation of test scores was clear and helpful	3.30
The courses I tested into were appropriate for me	3.32
Staff was knowledgeable and friendly	3.37
Testing and assessment office hours were adequate for my needs	3.36
The space and environment provided for testing is appropriate	3.38
Assessment and placement procedures are reasonable	3.32



Appendix A: Rating Average for Survey Questions with a Range of Quality Responses

(1 = Lowest; 4 = Highest)

Please indicate your opinion of ACADEMIC ADVISING processes:	Rating Avg
Walk-in counseling hours were adequate for my needs	3.20
My advisor was well-informed and provided information I needed	3.15
My advisor understands the transfer requirements of other schools	3.17
My advisor spent sufficient time with me to answer my questions	3.19
My advisor is knowledgeable about my program requirements	3.15
I was able to obtain advising to help my entry into college	3.21
My academic advisor is approachable and concerned about my success	3.20



Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
General Satisfaction					
<i>Institution is highly committed to the following:</i>					
	<u>Strongly Agree or Agree¹</u>				
Quality of education	84.7%	94.1%	91.5%	95.6%	4.1%
Customer assistance/satisfaction	64.3%	83.0%	82.1%	87.7%	5.7%
Evening students	64.9%	92.2%	86.7%	89.5%	2.8%
Older, returning learners	72.9%	92.7%	91.9%	92.0%	0.1%
Students of color	60.0%	96.2%	97.0%	96.7%	-0.3%
Students with disabilities	62.1%	95.7%	95.0%	95.9%	0.9%
Current technology	71.9%	91.3%	89.4%	91.7%	2.2%
Offering training relevant to today's job market	N/A	93.0%	91.1%	92.5%	1.4%
Creating a smooth transition from high school to college	N/A	92.6%	92.3%	93.9%	1.6%
Helping students successfully transfer to four-year colleges	N/A	91.1%	88.6%	90.6%	2.0%
<i>Contributing factors to enrolling in classes at this college:</i>					
	<u>Strongly Agree or Agree¹</u>				
Low cost of tuition	71.2%	86.9%	90.3%	90.2%	0.0%
Availability of financial aid	57.4%	81.6%	85.4%	88.6%	3.2%
Scholarships for this school	N/A	58.6%	67.1%	71.7%	4.6%
Programs/ courses offered	N/A	92.4%	93.9%	94.5%	0.5%
Academic reputation	53.8%	78.1%	77.8%	84.0%	6.1%
Small size of college	62.2%	78.4%	81.4%	85.4%	3.9%
Small class sizes	66.5%	81.5%	84.3%	89.3%	5.0%
Recommendations from family/ friends	47.4%	74.3%	74.1%	80.4%	6.3%
Geographic setting/ location	80.3%	91.2%	91.8%	90.8%	-1.0%
Campus appearance	44.1%	66.8%	69.6%	75.6%	6.0%
Personalized attention prior to enrollment	37.1%	60.5%	61.6%	67.7%	6.1%
Opportunity to play sports	8.9%	26.8%	28.3%	36.3%	8.0%
Partnership with my high school	N/A	38.2%	39.0%	56.6%	17.7%
Transfer agreements with four-year colleges	N/A	85.1%	86.4%	89.7%	3.3%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
<i>How did you first become aware of this community college?</i>					
Advertising/poster/brochure	9.5%	6.1%	2.1%	3.2%	1.1%
College recruiter at my high school	0.5%	1.4%	0.9%	1.4%	0.5%
Family/friends	28.8%	33.5%	25.4%	27.2%	1.8%
High school advisor	8.3%	5.5%	7.5%	10.0%	2.5%
Location in my community	26.8%	26.2%	42.6%	37.3%	-5.3%
Online/website	11.4%	16.7%	14.6%	12.7%	-1.9%
Other	14.7%	10.5%	6.8%	8.1%	1.3%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>How likely are you to recommend this school to others?</i>					
Already have	46.8%	43.5%	49.6%	47.1%	-2.6%
Very likely	25.2%	30.8%	24.7%	30.1%	5.4%
Somewhat likely	16.1%	15.7%	15.3%	13.3%	-2.0%
Not sure	5.8%	4.8%	4.7%	5.1%	0.4%
Probably not likely	4.0%	3.4%	3.5%	2.9%	-0.6%
Definitely not likely	2.1%	1.8%	2.1%	1.6%	-0.5%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Overall satisfaction with community colleges in Colorado:</i>					
Very satisfied	39.5%	39.8%	42.4%	43.5%	1.1%
Satisfied	51.9%	53.5%	51.5%	50.5%	-1.0%
Dissatisfied	7.4%	5.3%	4.9%	4.8%	-0.1%
Very dissatisfied	1.2%	1.4%	1.2%	1.2%	0.0%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
Instruction	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Opinion of classes:</i>	<u>Very Good or Good¹</u>				
Variety of courses available	78.9%	94.4%	94.7%	92.8%	-1.8%
Clearly outlined course objectives & requirements	79.1%	93.0%	92.1%	92.4%	0.3%
Content of courses	84.7%	95.8%	96.6%	95.5%	-1.0%
Availability of study areas on campus	75.0%	87.8%	85.2%	89.8%	4.7%
Testing, grading	79.4%	94.2%	92.9%	92.8%	0.0%
Class size	88.2%	93.2%	97.8%	97.9%	0.1%
Availability of courses at convenient times	57.0%	80.6%	76.4%	80.3%	3.9%
Tutoring services available on campus	74.4%	91.3%	89.1%	90.9%	1.9%
Courses use technology effectively	77.7%	92.2%	92.2%	91.3%	-0.9%
<i>Opinion of faculty:</i>	<u>Very Good or Good¹</u>				
Provide timely feedback	78.7%	90.5%	89.1%	90.2%	1.1%
Availability outside of class	72.9%	90.1%	89.2%	89.4%	0.2%
Subject area knowledge	89.7%	97.1%	97.6%	96.9%	-0.7%
Encourages participation	87.7%	95.2%	95.7%	95.8%	0.0%
Enthusiasm for subject matter	88.8%	95.9%	96.0%	95.9%	-0.1%
Understanding of my unique circumstances	70.7%	87.4%	85.4%	88.3%	2.8%
Fair and unbiased treatment	81.0%	93.7%	91.1%	92.1%	1.0%
Awareness of student differences	71.5%	89.3%	86.1%	89.2%	3.2%
<i>Effectiveness of online class delivery:</i>	<u>Very Good or Good¹</u>				
User friendly	71.8%	82.5%	90.2%	89.6%	-0.6%
Convenient	79.1%	87.4%	88.9%	91.1%	2.2%
Technologically up to date	75.7%	88.8%	91.1%	87.8%	-3.3%
Interaction with instructor	65.2%	79.5%	77.0%	83.1%	6.1%
Interaction with other students in the class	69.2%	79.2%	78.8%	83.9%	5.1%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
Student Services					
<i>Opinion of the financial aid office/staff</i> <u>Strongly Agree or Agree¹</u>					
Financial aid office hours are adequate	66.4%	88.9%	90.1%	91.8%	1.8%
Financial aid staff were friendly	67.4%	87.2%	84.0%	89.2%	5.2%
Financial aid staff answered my questions	64.4%	83.4%	84.7%	88.5%	3.8%
Financial aid awards were announced in a timely manner	56.1%	79.3%	80.1%	86.9%	6.8%
Financial aid counselors were helpful	58.2%	83.2%	81.5%	87.0%	5.5%
<i>Opinion of admissions and registration/enrollment services:</i> <u>Strongly Agree or Agree¹</u>					
Office hours are adequate	76.9%	92.0%	93.3%	94.0%	0.7%
Staff was friendly and knowledgeable	77.4%	89.8%	90.2%	92.5%	2.3%
Staff answered my questions	78.4%	89.9%	90.7%	93.4%	2.7%
Policies and procedures about registration are clear	72.5%	86.5%	86.8%	90.0%	3.2%
Policies and procedures about course selection are clear	73.5%	85.9%	87.4%	88.9%	1.5%
Staff responded to my unique needs and requests	66.3%	86.5%	85.8%	89.9%	4.1%
Registration (add/drop) procedures went smoothly online	78.5%	88.2%	93.7%	92.5%	-1.2%
Registration (add/drop) procedures went smoothly in person	73.3%	89.9%	89.9%	93.2%	3.2%
<i>Opinion of billing processes:</i> <u>Strongly Agree or Agree¹</u>					
Cashier office hours are adequate	70.1%	92.7%	91.4%	94.3%	2.8%
Cashiers handled my transactions efficiently	75.5%	94.5%	93.1%	95.3%	2.2%
Cashiers are friendly	72.4%	92.3%	85.5%	93.2%	7.7%
Billing policies are reasonable	70.3%	89.5%	87.0%	92.3%	5.3%
Alternative payment systems met my needs (online, etc)	72.4%	91.6%	92.0%	93.6%	1.6%
Cashiers explained the deferred payment plan	50.7%	76.5%	73.7%	86.5%	12.9%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
Assessment and Advising					
<i>Opinion of testing and assessment processes:</i>					
	<u>Strongly Agree or Agree¹</u>				
Staff made me feel comfortable with the assessment process	77.8%	93.3%	94.0%	94.1%	0.1%
Explanation of test scores was clear and helpful	72.3%	90.6%	85.8%	90.2%	4.4%
The courses I tested into were appropriate for me	73.9%	88.1%	86.5%	91.3%	4.8%
Staff was knowledgeable and friendly	79.0%	91.6%	91.1%	93.2%	2.1%
Testing and assessment office hours were adequate for my needs	78.8%	91.7%	92.2%	93.6%	1.4%
The space and environment provided for testing is appropriate	81.4%	94.4%	92.2%	94.4%	2.2%
Assessment and placement procedures are reasonable	77.4%	93.2%	91.9%	92.4%	0.5%
<i>Opinion of academic advising processes:</i>					
	<u>Strongly Agree or Agree¹</u>				
Walk-in counseling hours were adequate	72.4%	84.5%	79.7%	86.8%	7.1%
Advisor was well-informed/provided needed information	68.6%	80.8%	76.9%	80.9%	4.0%
Advisor understood transfer requirements	64.2%	84.0%	80.1%	83.5%	3.4%
Advisor spent sufficient time with me	67.9%	83.1%	78.6%	83.7%	5.1%
Advisor was knowledgeable about my program	67.8%	82.8%	76.5%	81.6%	5.2%
Advising help for entry into college was available	70.1%	84.5%	82.4%	85.5%	3.0%
Advisor was approachable/concerned about my success	63.4%	81.3%	78.5%	83.6%	5.0%
<i>Preference for primary advising:</i>					
Faculty advisor	N/A	N/A	36.9%	36.2%	-0.7%
Academic advising/career planning offices	N/A	N/A	41.2%	47.5%	6.3%
Other	N/A	N/A	22.0%	16.3%	-5.6%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
Information about Survey Respondents					
<i>Primary reason for attending a Colorado Community College:</i>					
Earn credits for transfer to university/college	44.9%	43.7%	43.2%	48.6%	5.3%
Prepare for job entry/employment (including nursing)	17.5%	20.3%	31.1%	27.1%	-4.0%
Improve existing job skills	14.2%	15.2%	9.5%	9.8%	0.3%
Personal interest	11.1%	10.1%	7.7%	5.2%	-2.5%
Entrepreneur/start own business	2.4%	3.9%	2.5%	3.0%	0.5%
Other	9.9%	6.8%	6.0%	6.4%	0.3%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Current employment status:</i>					
Employed full or part-time in a job RELATED to training	29.5%	23.0%	20.3%	22.9%	2.6%
Employed full or part-time in a job NOT RELATED to training	37.5%	33.2%	30.9%	33.4%	2.6%
Unemployed – seeking employment	10.2%	21.6%	22.1%	17.8%	-4.3%
Unemployed – NOT seeking employment	13.1%	13.4%	15.9%	16.1%	0.2%
Military RELATED to training	0.3%	0.4%	0.2%	0.3%	0.1%
Military NOT RELATED to training	0.9%	0.5%	0.8%	0.6%	-0.3%
Work Study	3.8%	3.4%	5.8%	4.7%	-1.1%
Other	4.7%	4.4%	4.0%	4.2%	0.2%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Hours working per week:</i>					
20 or less	29.8%	26.2%	34.6%	31.1%	-3.5%
21-39	26.4%	31.7%	29.3%	34.3%	5.0%
40 or more	43.8%	42.1%	36.2%	34.6%	-1.5%
	100.0%	100.0%	100.0%	100.0%	0.0%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
<i>Goal in attending community college:</i>					
Take one course	6.0%	5.3%	2.3%	2.0%	-0.2%
Take a few courses	8.6%	8.8%	5.2%	4.8%	-0.4%
Obtain a certificate	8.9%	11.3%	9.3%	9.3%	0.0%
Obtain a career and technical education degree	21.9%	22.6%	15.3%	11.0%	-4.3%
Take one or more courses for college transfer to a 4-year college	19.3%	18.8%	15.9%	18.3%	2.5%
Obtain an associate degree for college transfer to a 4-year college	35.4%	33.2%	38.6%	42.6%	4.0%
Obtain an associate degree for personal reasons	N/A	N/A	13.4%	12.0%	-1.5%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Number of credit hours:</i>					
4 or less	21.9%	18.4%	12.0%	13.8%	1.7%
5 - 11	42.8%	43.6%	46.4%	48.7%	2.3%
12 or more	35.3%	38.0%	41.6%	37.6%	-4.0%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Time preference for taking classes:</i>					
Mornings	43.5%	45.3%	55.1%	54.2%	-0.9%
Afternoons	37.0%	40.2%	49.6%	47.5%	-2.2%
Evenings	42.7%	40.4%	36.3%	33.3%	-3.0%
Weekends	13.2%	12.5%	11.4%	9.6%	-1.8%
Online	34.1%	32.9%	35.8%	33.3%	-2.5%

Appendix B: Responses to Spring Student Surveys, 2008 to 2014

	2008	2010	2012	2014	Pct Point Chg: 2012 to 2014
<i>Highest level of education achieved before enrolling:</i>					
Grade school or less	0.1%	0.2%	0.1%	0.3%	0.1%
Some high school	1.4%	1.6%	2.0%	4.0%	2.0%
High school diploma	34.5%	31.8%	35.9%	37.3%	1.4%
High school equivalency certificate	7.3%	8.5%	9.9%	8.7%	-1.2%
Some college	31.6%	32.1%	30.2%	28.1%	-2.1%
Degree from a 2-year college	7.0%	5.7%	6.4%	6.2%	-0.2%
Degree from a 4-year college	12.2%	14.3%	9.4%	9.1%	-0.3%
Graduate degree	N/A	N/A	3.3%	2.8%	-0.4%
Other	6.1%	5.8%	2.8%	3.5%	0.6%
	100.0%	100.0%	100.0%	100.0%	0.0%
<i>Family members who attended college:</i>					
I am the first in my family to attend	N/A	27.1%	30.4%	31.7%	1.2%
Grandparents	N/A	18.2%	17.4%	17.4%	0.1%
Parents	N/A	52.6%	51.6%	51.2%	-0.4%
Siblings	N/A	47.3%	47.0%	42.6%	-4.4%
<i>Current status:</i>					
New student	N/A	21.7%	15.9%	13.2%	-2.7%
Continuing Student	N/A	78.3%	84.1%	86.8%	2.7%
	N/A	100.0%	100.0%	100.0%	0.0%

Notes:

1 The 2008 survey is not directly comparable to subsequent surveys in the questions with qualitative responses because it had six rather than five potential responses. That is, the 2008 survey had a "neutral" or "fair" option. The percentages in this chart for 2008 represent the two highest rating categories. Thus, the responses tend to be lower than in subsequent years.