



**Annual Student Survey
Program Review Survey Summary
Fall 2007**

Office of Institutional Research and Effectiveness

Survey Summary

As a part of the Del Mar College program review process, the Office of Institutional Research and Effectiveness annually conducts a student survey during the fall semester. Surveys are administered during October to a sample of students currently enrolled in the disciplines undergoing a program review. The faculty commit a portion of their class time to administer the survey, and chairpersons have annually helped to redesign the survey instrument and select an appropriate sample for each discipline. The stratified sample size varies according to the size of the enrollment in the program area, and the sample is checked to ensure appropriate representation of freshman- and sophomore-level courses, day and evening classes, and full-time and part-time instructors. For programs with smaller enrollments (usually fewer than 100), all students are surveyed.

Students in the following programs under review for 2007-08 were surveyed:

- Automotive Applied Technology
- Chemistry
- Child Development/Early Childhood
- Computer-Network Electronic Technology
- Criminal Justice
- Education
- Fire Science
- History
- Legal Professions
- Mathematics
- Nurse Education
- Occupational Therapy Assistant
- Physics & Engineering
- Physical Therapist Assistant
- Reading

Students from 113 on-campus and 39 on-line classes were invited to participate in the survey. Of the 2,645 students surveyed in class, 1,218 (46%) filled out and returned the surveys, while Internet surveys had a much higher response rate of 64%, with 544 students out of 851 participating in the survey. A total of 1,762 surveys were analyzed.

The results of the student surveys were analyzed and distributed to the respective program review committees as a part of the program review data resources prepared by the Office of Institutional Research and Effectiveness.

Many of the questions on this student survey solicit responses of a broad nature that relate to all disciplines. A vast store of survey data has been accumulated in this process, and much of the data can well be used for additional purposes. The tables and graphs included in this report summarize the results from the disciplines surveyed in fall 2007. Analysis of the overall total responses to each of the survey items shows the following results:

Overall Quality of Education

- Overall, 88 percent of the students rate the quality of the education that they receive from Del Mar College as good or excellent.
- If students were to start their education process over, 77 percent would choose Del Mar College again, and 91 percent would recommend the College to a friend.

Quality of Programs

- Concerning the subject of the class in which students were surveyed, 83 percent rated the quality of education as good or excellent, and 91 percent would recommend the class to a friend.
- Eighty-one percent of students rated the amount of knowledge/learning gained in the subject as good or excellent.
- When asked about the instructors in the subject of the class in which they were being surveyed, 84 percent agreed that their teachers were attentive and concerned, and 85 percent of the students surveyed believed that what they were learning would help them to succeed.

Quality of Advising

- Over one half of the students (54%) indicated that they had worked out an educational/degree plan for their major.
- Almost all of the students who required advising were advised, with 98 percent of students in English, 96 percent in math, and 97 percent in their respective majors.
- Fifty-two percent of students rated the quality of advising as good or excellent in English, and 48 percent in math. The majority of students (68%) were satisfied with advising in their major.

Availability of Classes

- Most of the students (83 %) agreed that the classes for the subject they were surveyed in are scheduled at convenient times. Seventy-eight percent agreed that the required courses for that subject are offered when needed and 72 percent of the students agreed that required courses for other academic areas are offered when needed.
- Consistently through the years, students have been most interested in afternoon (1:00 pm–5:00 pm) classes, with 65 percent wanting to take the class at this time. Fall 2007 was the first time this preference shifted towards evening classes, with 65 percent of students interested in taking a class after 7:00 pm, and another 49 percent indicating an interest in taking the class between 5:30 pm and 7:00 pm.
- A significant minority expressed interest in taking early morning and weekend classes, with only 22 percent and 28 percent of students, respectively, who are willing to take a class at these times.
- Distance Learning courses continue to grow in popularity, with 41 percent of students expressing interest in taking the course on-line.

Quality of Services.

Students rated the level of importance of and satisfaction with the quality of services in 21 different areas using a one-to-four scale, with one being lowest and four being highest. A graph on page six shows the mean difference between the respondents' ratings of importance and satisfaction with services.

- Students placed the highest level of importance (3.64) on teaching methods. The next highest importance ratings were Web registration (3.58), Library resources (3.52) and availability of courses when needed in the subject (3.52).
- Areas where the satisfaction mean was within 0.10 of the importance mean were on-campus registration, English Writing Center resources, reading lab resources, math lab resources, job placement services, credit class schedule information, adequacy of space for classes, and the condition of classroom buildings.
- Availability of courses when needed continues its trend of having the largest gap between importance and satisfaction (-0.35). Appropriate and helpful teaching methods in the subject has the second largest gap (-0.34). However, the mean satisfaction ratings for these two areas are 3.17 and 3.30 respectively, indicating that although students are relatively well satisfied, they also place a higher importance on these areas.
- It is important to note that the means for all items were relatively high, the lowest being 3.20 for importance and 3.09 for satisfaction, illustrating general overall student satisfaction with the quality and offerings of programs and services.

Factors Considered when Choosing Del Mar College

- Students listed the following as major reasons for attending Del Mar College: affordable tuition and fees (64%), convenient location (57%), and type of courses offered (57%).
- Relatively large proportions of students stated that the following reasons were not a factor in choosing Del Mar College: the fact that friends attend Del Mar College (66%), the ability to live with parents or relatives (55%), the availability of financial aid (45%), and small classes (43%).

Student Employment Status and Educational Intent

- Over two thirds of the students surveyed (69%) were employed, with 26 percent employed full time and 43 percent employed part time. About one-fifth of students (21%) indicated that they were not employed.
- Sixty-two percent of the students listed a short-range goal of receiving a two-year degree, and 80 percent indicated a long-range goal of receiving a four-year degree.
- The most important reason for attending Del Mar College at this time for 44 percent of students is to prepare to transfer to a four-year college. Seventy-nine percent of the students surveyed planned on graduating from Del Mar College, 72 percent with an associate degree, and seven percent with a certificate.
- Seventy-six percent of the students planned to transfer, with half of the students (50%) listing Texas A&M University-Corpus Christi as their transfer destination, and only 18 percent were undecided as to their transfer destination at the time the survey was administered.

Limitations of Survey

As with any survey, a portion of the sample is expected to return incomplete or inaccurate responses. Students possess varying levels of diligence for the task or may misunderstand a question. Faculty who read the accompanying instructions to their class prior to the survey minimize incomplete responses by emphasizing the importance of the survey. In addition, with an adequate sample size and technique, and proper item construction to reduce misinterpretation, the effects of these phenomena are generally negligible.

All Programs Combined
Difference Between Mean Level of Importance and Mean Level of Satisfaction
Fall 2007 Program Review Survey

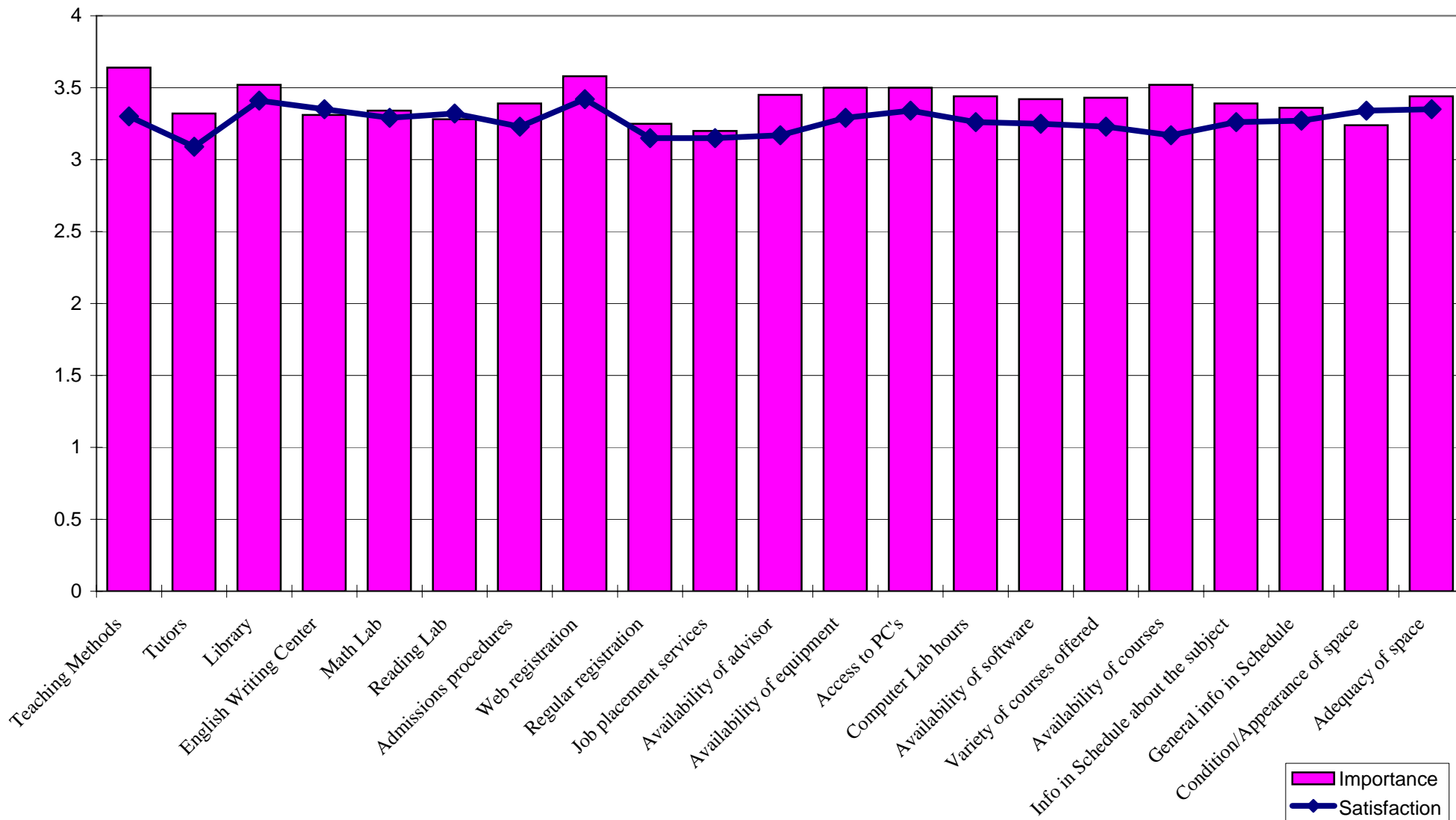
- Availability of courses when needed in this subject
- Appropriate and helpful teaching methods in this subject
- Availability of program adviser
- Availability and helpfulness of tutors in this area
- Availability of current equipment and technology in this subject
- Variety of courses offered in this subject
- Hours computer labs are available in this subject
- Software available for student use in this subject
- Admissions procedures
- Web registration
- Access to PCs and computer labs in this subject
- Information in the semester "Credit Class Schedule" about this subject
- Library facilities, resources and hours
- On-campus registration
- General information in the semester "Credit Class Schedule"
- Adequacy of space and facilities for classes and labs in this subject
- Job placement services
- Math lab facilities, resources and hours
- English Writing Center facilities, resources and hours
- Reading lab facilities, resources and hours
- Condition and appearance of the building this class is in

A negative number = Students' importance levels are higher than satisfaction levels.
 A positive number = Students' satisfaction levels are higher than importance levels.
 0.00 = Students' levels of satisfaction and importance are the same.



All Programs Combined

Fall 2007 Program Review Survey Student Perceptions of Resources and Services Average Ratings



Survey Results from Instructional Program Review 2007-2008

| Program | | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|----|
| Number of students responding to survey | | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| What is your overall impression of the quality of education at this college? | Excellent | 39% | 37% | 52% | 60% | 39% | 55% | 54% | 39% | 50% | 43% | 36% | 49% | 46% | 77% | 47% | 42% | |
| | Good | 51% | 54% | 40% | 32% | 50% | 37% | 44% | 50% | 38% | 48% | 46% | 43% | 44% | 23% | 45% | 46% | |
| | Average | 11% | 7% | 8% | | 10% | 5% | 2% | 11% | 12% | 8% | 14% | 3% | 9% | | 8% | 10% | |
| | Below average | | | | 8% | 1% | | | 0% | | 1% | 4% | 4% | | | | | 1% |
| | Very inadequate | | 2% | | | | 3% | | | | 0% | 1% | 1% | 2% | | | | 1% |
| If you could start college over, would you choose to attend Del Mar College? | Yes | 76% | 80% | 84% | 83% | 84% | 84% | 85% | 70% | 88% | 78% | 74% | 76% | 70% | 90% | 83% | 77% | |
| | No | 12% | 8% | 8% | 13% | 8% | 5% | 7% | 13% | 3% | 12% | 15% | 11% | 16% | 3% | 6% | 11% | |
| | Uncertain | 12% | 12% | 8% | 4% | 8% | 11% | 9% | 17% | 9% | 11% | 11% | 13% | 14% | 7% | 11% | 12% | |
| Would you recommend Del Mar College to a friend? | Yes | 93% | 92% | 93% | 92% | 89% | 97% | 93% | 90% | 97% | 93% | 85% | 96% | 89% | 100% | 91% | 91% | |
| | No | 1% | 7% | 2% | 4% | 3% | 3% | 4% | 2% | 3% | 3% | 7% | 4% | 4% | | 1% | 4% | |
| | Uncertain | 6% | 1% | 5% | 4% | 8% | | 2% | 8% | 3% | 4% | 8% | | 8% | | 7% | 6% | |
| Would you recommend this class to a friend? | Yes | 94% | 78% | 99% | 91% | 90% | 87% | 98% | 91% | 81% | 80% | 76% | 92% | 83% | 96% | 80% | 85% | |
| | No | 1% | 12% | | 4% | 1% | 3% | 2% | 3% | 10% | 12% | 12% | 5% | 9% | | 12% | 8% | |
| | Uncertain | 4% | 10% | 1% | 4% | 9% | 11% | | 6% | 10% | 9% | 11% | 3% | 7% | 4% | 8% | 8% | |
| Classes in this subject are scheduled at times convenient for me. | Agree | 76% | 84% | 86% | 84% | 76% | 87% | 85% | 87% | 73% | 82% | 81% | 93% | 74% | 74% | 93% | 83% | |
| | Disagree | 20% | 11% | 13% | 8% | 19% | 13% | 13% | 5% | 18% | 11% | 10% | 6% | 19% | 10% | 5% | 10% | |
| | No opinion | 4% | 6% | 1% | 8% | 5% | | 2% | 8% | 9% | 7% | 8% | 1% | 8% | 16% | 1% | 6% | |
| Required courses in this subject are offered at times when I need them. | Agree | 72% | 79% | 85% | 68% | 62% | 82% | 72% | 80% | 64% | 77% | 80% | 87% | 66% | 77% | 89% | 78% | |
| | Disagree | 16% | 15% | 13% | 20% | 27% | 18% | 17% | 7% | 33% | 15% | 11% | 6% | 19% | 7% | 6% | 12% | |
| | No opinion | 12% | 6% | 2% | 12% | 11% | | 11% | 13% | 3% | 8% | 9% | 7% | 15% | 16% | 6% | 9% | |
| Required courses in other academic areas are offered at times when I need them. | Agree | 64% | 74% | 72% | 44% | 73% | 79% | 54% | 70% | 76% | 73% | 76% | 77% | 62% | 84% | 81% | 72% | |
| | Disagree | 14% | 21% | 15% | 24% | 15% | 16% | 13% | 14% | 9% | 19% | 7% | 12% | 27% | 3% | 11% | 14% | |
| | No opinion | 23% | 5% | 13% | 32% | 12% | 5% | 33% | 16% | 15% | 8% | 16% | 12% | 12% | 13% | 8% | 14% | |
| I was given accurate information about this subject prior to enrolling. | Agree | 82% | 77% | 77% | 76% | 66% | 66% | 76% | 71% | 82% | 71% | 72% | 93% | 62% | 87% | 73% | 74% | |
| | Disagree | 11% | 11% | 14% | 8% | 24% | 26% | 15% | 14% | 12% | 15% | 21% | 3% | 19% | 7% | 18% | 16% | |
| | No opinion | 7% | 13% | 9% | 16% | 10% | 8% | 9% | 15% | 6% | 14% | 7% | 4% | 19% | 7% | 10% | 11% | |
| Courses in this subject that I was advised to take this semester were appropriate. | Agree | 84% | 78% | 93% | 84% | 78% | 79% | 74% | 77% | 85% | 78% | 85% | 96% | 71% | 97% | 84% | 82% | |
| | Disagree | 3% | 12% | 2% | 4% | 10% | 8% | 7% | 4% | 9% | 8% | 8% | 4% | 6% | | 12% | 7% | |
| | No opinion | 14% | 11% | 5% | 12% | 12% | 13% | 20% | 19% | 6% | 14% | 7% | | 23% | 3% | 4% | 12% | |

AUTO=Automotive Applied Technology, CHEM=Chemistry, CHILD=Child Development/Early Childhood, CNET=Computer-Network Electronic Technology, CRIJ=Criminal Justice, EDUC=Education, FIRE=Fire Science, HIST=History, LEGP=Legal Professions, MATH=Mathematics, RNSG=Nurse Education, OTA=Occupational Therapy Assistant, PHY/ENG=Physics & Engineering, PTA=Physical Therapist Assistant, READ=Reading.

Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|---|---------------------------------|-------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| In general, Del Mar teachers in this subject are attentive and concerned about their students. | Agree Disagree No opinion | 95% 4% 1% | 82% 5% 13% | 98% 1% 1% | 80% 4% 16% | 89% 4% 7% | 95% 3% 3% | 78% 7% 15% | 84% 4% 12% | 91% 3% 6% | 80% 9% 11% | 75% 17% 8% | 99% 1% 19% | 73% 8% 19% | 97% 3% 3% | 93% 5% 1% | 84% 8% 9% |
| In general, what I have learned in my courses at Del Mar in this subject is what I need to learn in order to succeed. | Agree Disagree No opinion | 95% 3% 3% | 83% 12% 6% | 95% 1% 3% | 72% 12% 16% | 89% 4% 7% | 92% 8% 8% | 94% 2% 4% | 81% 6% 13% | 100% 8% 12% | 80% 8% 6% | 85% 9% 6% | 94% 6% 17% | 73% 10% 17% | 97% 3% 3% | 91% 7% 3% | 85% 7% 8% |
| Would you take classes at this time? | | | | | | | | | | | | | | | | | |
| Earlier than 8:00 a.m. | Yes No Not sure | 61% 32% 7% | 18% 77% 5% | 15% 76% 9% | 17% 78% 4% | 23% 66% 11% | 94% 6% 6% | 37% 52% 11% | 18% 75% 7% | 30% 67% 3% | 13% 78% 9% | 27% 62% 12% | 41% 49% 10% | 17% 72% 11% | 17% 70% 13% | 23% 71% 6% | 22% 69% 9% |
| Between 1:00 p.m. and 5:00 p.m. | Yes No Not sure | 59% 30% 11% | 71% 24% 5% | 40% 49% 12% | 52% 44% 4% | 62% 29% 10% | 65% 30% 5% | 64% 32% 5% | 66% 26% 9% | 44% 47% 9% | 63% 26% 11% | 69% 21% 10% | 79% 12% 9% | 59% 28% 13% | 90% 7% 3% | 67% 27% 6% | 65% 26% 9% |
| Between 5:30 p.m. and 6:50 p.m. | Yes No Not sure | 67% 26% 7% | 64% 34% 2% | 70% 24% 6% | 88% 8% 4% | 39% 51% 10% | 41% 51% 8% | 43% 50% 7% | 42% 47% 11% | 53% 41% 6% | 52% 39% 9% | 47% 41% 12% | 37% 47% 16% | 38% 45% 17% | 43% 57% 7% | 38% 55% 7% | 49% 42% 10% |
| Between 7:00 p.m. and 8:20 p.m. | Yes No Not sure | 70% 19% 11% | 55% 43% 2% | 67% 30% 2% | 63% 29% 8% | 38% 51% 11% | 41% 57% 3% | 34% 52% 14% | 33% 58% 10% | 50% 44% 6% | 43% 47% 10% | 38% 51% 11% | 34% 53% 13% | 30% 51% 19% | 39% 58% 3% | 26% 70% 4% | 41% 50% 9% |
| At 8:30 p.m. or later | Yes No Not sure | 49% 41% 10% | 31% 66% 2% | 28% 64% 8% | 22% 74% 4% | 14% 71% 15% | 11% 72% 17% | 25% 61% 14% | 21% 69% 9% | 28% 66% 6% | 19% 70% 11% | 26% 62% 12% | 16% 69% 15% | 15% 64% 21% | 29% 68% 3% | 23% 72% 6% | 24% 66% 11% |
| Weekends | Yes No Not sure | 21% 70% 9% | 33% 61% 6% | 46% 42% 12% | 17% 83% 11% | 37% 52% 14% | 19% 68% 14% | 27% 59% 14% | 23% 62% 15% | 36% 52% 13% | 27% 61% 12% | 32% 55% 13% | 31% 60% 9% | 15% 76% 9% | 42% 42% 16% | 14% 76% 10% | 28% 60% 12% |
| By distance learning | Yes No Not sure | 20% 57% 23% | 36% 58% 6% | 45% 41% 14% | 23% 64% 14% | 40% 39% 21% | 24% 51% 24% | 26% 51% 23% | 42% 40% 17% | 41% 45% 14% | 29% 53% 17% | 62% 26% 13% | 40% 49% 12% | 27% 62% 12% | 29% 65% 7% | 21% 61% 17% | 41% 44% 15% |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|-----|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Quality of Advising | | | | | | | | | | | | | | | | | |
| How would you rate the quality of advising for placement in English and reading? | Excellent | 11% | 13% | 20% | 20% | 18% | 16% | 16% | 21% | 16% | 17% | 17% | 16% | 15% | 29% | 36% | 19% |
| | Good | 43% | 27% | 39% | 48% | 41% | 38% | 31% | 29% | 29% | 38% | 27% | 31% | 29% | 39% | 40% | 33% |
| | Fair | 24% | 21% | 17% | 8% | 15% | 16% | 4% | 15% | 23% | 21% | 11% | 11% | 22% | 3% | 17% | 16% |
| | Poor | 6% | 7% | 1% | 4% | 1% | 3% | 4% | 1% | 3% | 2% | 1% | 4% | 4% | | 4% | 2% |
| | Needed but wasn't advised | 3% | 6% | 4% | | 3% | | 2% | 2% | | 4% | 2% | 3% | 4% | | | 2% |
| | Did not require placement | 13% | 27% | 20% | 20% | 23% | 27% | 42% | 33% | 29% | 18% | 42% | 34% | 27% | 29% | 3% | 29% |
| How would you rate the quality of advising for placement in math? | Excellent | 14% | 14% | 12% | 16% | 12% | 8% | 7% | 13% | 19% | 22% | 16% | 20% | 33% | 29% | 19% | 16% |
| | Good | 51% | 28% | 39% | 40% | 26% | 41% | 22% | 27% | 29% | 40% | 29% | 23% | 27% | 29% | 32% | 32% |
| | Fair | 14% | 21% | 19% | 20% | 20% | 19% | 20% | 17% | 23% | 18% | 11% | 14% | 16% | 7% | 24% | 16% |
| | Poor | 6% | 8% | 6% | 4% | 8% | 11% | 4% | 9% | 13% | 5% | 3% | 4% | 7% | 3% | 4% | 6% |
| | Needed but wasn't advised | 3% | 4% | 5% | | 10% | 3% | | 4% | | 4% | 2% | 6% | | 7% | 9% | 4% |
| | Did not require placement | 11% | 26% | 19% | 20% | 24% | 19% | 47% | 30% | 16% | 10% | 41% | 33% | 16% | 26% | 12% | 26% |
| How would you rate the quality of advising for courses in your major? | Excellent | 30% | 27% | 41% | 56% | 44% | 35% | 47% | 28% | 48% | 31% | 24% | 50% | 36% | 52% | 31% | 32% |
| | Good | 47% | 37% | 36% | 28% | 25% | 32% | 27% | 31% | 32% | 38% | 35% | 24% | 31% | 36% | 35% | 34% |
| | Fair | 19% | 21% | 14% | 4% | 18% | 19% | 7% | 15% | 10% | 17% | 16% | 11% | 15% | 3% | 22% | 16% |
| | Poor | 1% | 6% | 2% | 8% | 7% | 5% | 2% | 4% | 3% | 6% | 7% | 4% | 6% | | | 5% |
| | Needed but wasn't advised | | 5% | 1% | | 4% | 3% | | 5% | 3% | 3% | 3% | | 2% | 3% | 3% | 3% |
| | Did not require placement | 3% | 5% | 6% | 4% | 3% | 5% | 18% | 16% | 3% | 5% | 16% | 10% | 11% | 7% | 9% | 11% |
| Have you and your academic adviser worked out an Education/Degree Plan for your major? | Yes | 33% | 59% | 71% | 79% | 65% | 71% | 36% | 49% | 55% | 58% | 51% | 76% | 56% | 57% | 26% | 54% |
| | No | 48% | 30% | 20% | 13% | 25% | 21% | 43% | 37% | 36% | 28% | 44% | 20% | 29% | 23% | 59% | 35% |
| | Uncertain | 19% | 11% | 9% | 8% | 10% | 8% | 21% | 15% | 9% | 14% | 5% | 4% | 15% | 20% | 16% | 11% |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|-----|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Quality of Instruction | | | | | | | | | | | | | | | | | |
| How would you rate the quality of instruction in this subject? | Excellent | 54% | 35% | 76% | 68% | 58% | 58% | 70% | 65% | 44% | 53% | 37% | 52% | 55% | 77% | 64% | 54% |
| | Good | 37% | 42% | 22% | 16% | 35% | 26% | 24% | 26% | 35% | 26% | 34% | 28% | 22% | 19% | 27% | 29% |
| | Average | 10% | 19% | 2% | 8% | 7% | 11% | 4% | 8% | 9% | 16% | 15% | 13% | 18% | 3% | 8% | 12% |
| | Below average | | 4% | | 4% | | 5% | 2% | 1% | 12% | 3% | 10% | 4% | 4% | | | 4% |
| | Very inadequate | | 1% | | 4% | | | | 1% | | 2% | 3% | 3% | 2% | | | 2% |
| How would you rate the amount of your knowledge/learning gained in this subject? | Excellent | 45% | 21% | 74% | 48% | 57% | 47% | 67% | 54% | 56% | 41% | 41% | 49% | 38% | 84% | 49% | 48% |
| | Good | 47% | 47% | 25% | 36% | 30% | 32% | 28% | 30% | 32% | 32% | 35% | 33% | 30% | 13% | 37% | 33% |
| | Average | 8% | 23% | 1% | 8% | 10% | 18% | 2% | 13% | 6% | 17% | 18% | 10% | 25% | 3% | 10% | 14% |
| | Below average | | 8% | | | 1% | 3% | | 2% | 6% | 7% | 3% | 4% | 4% | | 3% | 3% |
| | Very inadequate | | 1% | | 8% | 3% | | 2% | 1% | | 3% | 3% | 3% | 4% | | 1% | 2% |

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|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 |
| Affordable tuition and fees | | | | | | | | | | | | | | | | |
| Major reason | 39% | 71% | 65% | 54% | 59% | 57% | 41% | 67% | 71% | 66% | 66% | 64% | 76% | 52% | 55% | 64% |
| Minor reason | 39% | 20% | 18% | 33% | 19% | 22% | 21% | 19% | 16% | 20% | 18% | 11% | 13% | 21% | 27% | 20% |
| Not a reason | 21% | 8% | 17% | 13% | 22% | 22% | 39% | 14% | 13% | 14% | 16% | 24% | 11% | 28% | 18% | 16% |
| Convenient location | | | | | | | | | | | | | | | | |
| Major reason | 56% | 57% | 58% | 64% | 60% | 53% | 50% | 56% | 66% | 54% | 57% | 67% | 69% | 62% | 51% | 57% |
| Minor reason | 30% | 27% | 26% | 20% | 28% | 18% | 16% | 22% | 9% | 27% | 22% | 16% | 20% | 21% | 23% | 23% |
| Not a reason | 14% | 16% | 16% | 16% | 12% | 29% | 34% | 23% | 25% | 19% | 21% | 17% | 11% | 17% | 26% | 20% |
| Financial aid available | | | | | | | | | | | | | | | | |
| Major reason | 49% | 43% | 47% | 13% | 42% | 38% | 25% | 37% | 58% | 38% | 33% | 54% | 36% | 46% | 54% | 39% |
| Minor reason | 19% | 7% | 20% | 21% | 18% | 22% | 18% | 14% | 12% | 16% | 16% | 15% | 26% | 11% | 16% | 16% |
| Not a reason | 32% | 49% | 34% | 67% | 40% | 41% | 57% | 49% | 30% | 46% | 51% | 32% | 38% | 43% | 30% | 45% |
| Type of courses offered | | | | | | | | | | | | | | | | |
| Major reason | 80% | 52% | 57% | 71% | 53% | 30% | 91% | 36% | 71% | 45% | 77% | 83% | 40% | 90% | 46% | 57% |
| Minor reason | 14% | 29% | 32% | 25% | 26% | 43% | 4% | 32% | 26% | 33% | 15% | 6% | 33% | 10% | 29% | 25% |
| Not a reason | 7% | 19% | 12% | 4% | 21% | 27% | 4% | 32% | 3% | 22% | 8% | 12% | 27% | | 25% | 18% |
| Academic reputation | | | | | | | | | | | | | | | | |
| Major reason | 42% | 39% | 41% | 42% | 42% | 32% | 34% | 35% | 48% | 36% | 65% | 51% | 35% | 54% | 41% | 45% |
| Minor reason | 31% | 31% | 39% | 33% | 24% | 38% | 30% | 34% | 23% | 38% | 22% | 29% | 30% | 29% | 34% | 31% |
| Not a reason | 27% | 30% | 21% | 25% | 35% | 30% | 36% | 31% | 29% | 26% | 13% | 20% | 35% | 18% | 25% | 25% |
| Credits transfer well | | | | | | | | | | | | | | | | |
| Major reason | 16% | 32% | 46% | 29% | 49% | 54% | 23% | 56% | 29% | 46% | 48% | 41% | 62% | 41% | 34% | 46% |
| Minor reason | 41% | 36% | 39% | 17% | 27% | 27% | 27% | 27% | 42% | 29% | 23% | 21% | 18% | 33% | 30% | 28% |
| Not a reason | 43% | 32% | 14% | 54% | 23% | 19% | 50% | 17% | 29% | 25% | 29% | 37% | 20% | 26% | 36% | 27% |
| Friends attend Del Mar College | | | | | | | | | | | | | | | | |
| Major reason | 15% | 10% | 16% | 8% | 15% | 5% | 11% | 18% | 3% | 13% | 14% | 13% | 15% | 11% | 20% | 14% |
| Minor reason | 42% | 16% | 20% | 21% | 21% | 22% | 27% | 19% | 23% | 20% | 15% | 4% | 30% | 21% | 38% | 20% |
| Not a reason | 44% | 75% | 64% | 71% | 64% | 73% | 61% | 64% | 73% | 67% | 71% | 83% | 56% | 68% | 42% | 66% |
| Can live with parents/relatives | | | | | | | | | | | | | | | | |
| Major reason | 38% | 40% | 23% | 24% | 25% | 27% | 16% | 38% | 26% | 36% | 18% | 34% | 55% | 22% | 28% | 30% |
| Minor reason | 20% | 8% | 18% | 20% | 20% | 14% | 27% | 15% | 3% | 16% | 11% | | 20% | 11% | 27% | 15% |
| Not a reason | 42% | 52% | 59% | 56% | 55% | 60% | 57% | 47% | 71% | 49% | 71% | 66% | 26% | 67% | 46% | 55% |
| Smaller classes | | | | | | | | | | | | | | | | |
| Major reason | 26% | 36% | 37% | 38% | 26% | 35% | 21% | 36% | 40% | 29% | 25% | 26% | 31% | 32% | 25% | 30% |
| Minor reason | 25% | 30% | 28% | 25% | 33% | 22% | 25% | 25% | 20% | 34% | 22% | 21% | 35% | 29% | 32% | 27% |
| Not a reason | 49% | 35% | 35% | 38% | 40% | 43% | 55% | 39% | 40% | 38% | 53% | 53% | 35% | 39% | 43% | 43% |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 |
| What is your short-term educational goal? | | | | | | | | | | | | | | | | |
| Take one class | 1% | 2% | 4% | | 1% | | 7% | 3% | 3% | 1% | 0% | 1% | | | 1% | 2% |
| Take a few classes | 3% | 11% | 6% | | 8% | 3% | 4% | 18% | 3% | 10% | 3% | 3% | 7% | 7% | 14% | 9% |
| Earn a certificate | 53% | 5% | 9% | 21% | 1% | | 39% | 4% | 6% | 5% | 3% | 1% | 2% | | 11% | 7% |
| Earn a 2-year degree | 32% | 50% | 56% | 67% | 58% | 64% | 44% | 44% | 79% | 54% | 87% | 90% | 46% | 94% | 57% | 62% |
| Earn a 4-year degree | 11% | 33% | 26% | 13% | 31% | 33% | 7% | 31% | 9% | 31% | 7% | 4% | 46% | | 17% | 21% |
| What is your long-term educational goal? | | | | | | | | | | | | | | | | |
| Take one class | | 1% | 1% | | | | | 1% | 3% | 0% | | | | | | 0% |
| Take a few classes | 1% | 1% | | 4% | | | 4% | 1% | | 1% | 0% | | | | 1% | 1% |
| Earn a certificate | 29% | 1% | 1% | 9% | 1% | 3% | 13% | 1% | | 1% | 2% | 2% | | 7% | 3% | 3% |
| Earn a 2-year degree | 37% | 12% | 13% | 26% | 7% | 5% | 30% | 6% | 22% | 11% | 22% | 35% | 2% | 43% | 23% | 16% |
| Earn a 4-year degree | 33% | 85% | 85% | 61% | 92% | 92% | 52% | 91% | 75% | 87% | 76% | 63% | 98% | 50% | 73% | 80% |
| What is the most important reason you are attending Del Mar College at this time? | | | | | | | | | | | | | | | | |
| Prepare to transfer to a four-year college | 4% | 52% | 59% | 17% | 66% | 79% | 4% | 74% | 35% | 60% | 13% | 6% | 87% | | 37% | 44% |
| Gain skills necessary to enter a new occupation | 57% | 30% | 14% | 58% | 27% | 11% | 72% | 9% | 32% | 19% | 58% | 70% | 6% | 84% | 22% | 33% |
| Gain skills necessary to retrain remain current or advance | 26% | 10% | 13% | 17% | | | 7% | 8% | 15% | 7% | 14% | | 2% | | 12% | 10% |
| Satisfy a personal interest | 4% | 1% | 5% | 4% | 1% | 5% | 7% | 6% | 12% | 5% | 4% | 3% | 6% | 3% | 7% | 5% |
| Explore a new career direction | 10% | 7% | 9% | 4% | 6% | 5% | 11% | 4% | 6% | 9% | 11% | 21% | | 13% | 22% | 9% |
| Do you plan to graduate from Del Mar College? | | | | | | | | | | | | | | | | |
| Yes with a certificate | 43% | 6% | 6% | 8% | 3% | | 46% | 4% | | 6% | 3% | 4% | 2% | | 12% | 7% |
| Yes with an Associate degree | 56% | 73% | 76% | 92% | 77% | 73% | 46% | 48% | 91% | 65% | 97% | 96% | 56% | 100% | 67% | 72% |
| No plan to transfer before 62 hours | | 16% | 12% | | 16% | 22% | 2% | 24% | 9% | 21% | | | 22% | | 11% | 12% |
| No already have a degree | | 2% | 2% | | 1% | | | 4% | | 2% | | | 6% | | 1% | 2% |
| No | 1% | 4% | 5% | | 3% | 5% | 7% | 20% | | 6% | 0% | | 15% | | 8% | 7% |
| What is your employment status? | | | | | | | | | | | | | | | | |
| Employed more than 35 hours | 27% | 31% | 49% | 32% | 39% | 24% | 30% | 25% | 39% | 28% | 21% | 9% | 27% | 7% | 14% | 26% |
| Employed 26-35 hours | 32% | 15% | 13% | 12% | 16% | 13% | 15% | 18% | 12% | 14% | 12% | 6% | 26% | 3% | 22% | 15% |
| Employed 16-25 hours | 12% | 20% | 21% | 20% | 11% | 18% | 24% | 14% | 18% | 24% | 14% | 26% | 15% | 17% | 12% | 17% |
| Employed 15 or fewer hours | 3% | 11% | 2% | 4% | 5% | 13% | | 7% | | 12% | 20% | 6% | 11% | 21% | 11% | 11% |
| Unemployed seeking employment | 15% | 7% | 5% | 8% | 11% | 11% | 15% | 13% | 12% | 8% | 8% | 16% | 7% | 7% | 12% | 10% |
| Military full time active duty | | | 1% | | 1% | | 2% | 0% | | 0% | 0% | | | | | 0% |
| Not currently seeking employment | 11% | 17% | 9% | 24% | 16% | 21% | 13% | 23% | 18% | 15% | 26% | 38% | 15% | 45% | 29% | 21% |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|---|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|-----|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Do you plan to transfer to another college or university? | Yes | 77% | 79% | 48% | 92% | 100% | 40% | 93% | 81% | 87% | 68% | 59% | 98% | 39% | 53% | 76% | |
| | No | 23% | 21% | 52% | 8% | | 60% | 7% | 19% | 13% | 32% | 41% | 2% | 61% | 47% | 24% | |
| College I plan to transfer to: | Texas A&M-Corpus Christi | 42% | 39% | 79% | 64% | 68% | 84% | 29% | 40% | 41% | 49% | 64% | 24% | 20% | 33% | 46% | 50% |
| | Texas A&M-Kingsville | | 16% | 3% | | 2% | | 5% | 8% | | 12% | 1% | 5% | 41% | 3% | 8% | |
| | Texas A&M-College Station | | 3% | | | | 3% | 5% | 5% | | 2% | 0% | | 4% | 3% | 2% | |
| | University of the Incarnate Word | 5% | 2% | 4% | | | | | 1% | 11% | 1% | 2% | | 2% | | 2% | |
| | University of Texas at Austin | | 5% | | | 5% | | 5% | 7% | 7% | 4% | 2% | | 4% | 8% | 8% | 4% |
| | University of Texas at San Antonio | 11% | 3% | 1% | | 2% | 3% | 10% | 5% | | 3% | 3% | 17% | 4% | | 8% | 4% |
| | University of Houston | | 2% | 1% | | | 3% | | 2% | 4% | 2% | 0% | | | | | 1% |
| | Texas State University | | 2% | 1% | | 2% | | | 4% | | 2% | | | | | 5% | 2% |
| | Another community college | | | | | | | | 1% | | 1% | 0% | | | | 3% | 1% |
| | Undecided | 26% | 18% | 4% | 18% | 12% | 5% | 29% | 18% | 26% | 17% | 19% | 32% | 20% | 25% | 18% | 18% |
| | Other | 16% | 12% | 6% | 18% | 11% | 3% | 19% | 8% | 11% | 8% | 8% | 22% | 6% | 33% | 8% | 9% |

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Survey Results from Instructional Program Review 2007-2008

| Program | | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|----|
| Number of students responding to survey | | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Appropriate and helpful teaching methods in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | | |
| | Very important | 60% | 64% | 76% | 50% | 57% | 55% | 63% | 60% | 65% | 63% | 70% | 86% | 69% | 90% | 64% | 65% | |
| | Important | 38% | 35% | 24% | 46% | 40% | 42% | 33% | 39% | 32% | 31% | 27% | 14% | 27% | 10% | 33% | 32% | |
| | Unimportant | 1% | 1% | | | 3% | | | 0% | 3% | 3% | 2% | | 2% | | 1% | 1% | |
| | Very Unimportant | | | | | | 3% | | | | 2% | 0% | | | | 1% | 1% | |
| | Does not apply | | | | 4% | | | 4% | 1% | | 1% | 1% | | 2% | | | | 1% |
| | <i>Average Rating</i> | 3.59 | 3.63 | 3.76 | 3.52 | 3.54 | 3.50 | 3.66 | 3.60 | 3.61 | 3.57 | 3.68 | 3.86 | 3.69 | 3.90 | 3.60 | 3.64 | |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | | |
| | Very satisfied | 50% | 31% | 62% | 45% | 39% | 50% | 56% | 48% | 35% | 40% | 29% | 56% | 37% | 67% | 51% | 42% | |
| | Satisfied | 50% | 54% | 38% | 40% | 53% | 39% | 40% | 47% | 62% | 46% | 51% | 27% | 47% | 33% | 46% | 47% | |
| Dissatisfied | | 13% | | 10% | 3% | 8% | 2% | 4% | 7% | 14% | 11% | 8% | | | 2% | 7% | | |
| Very dissatisfied | | 2% | | 5% | | 3% | | 1% | 3% | 5% | 5% | 5% | 4% | | 2% | 3% | | |
| Not used/not available | | | | | 5% | | 2% | 0% | | 2% | 2% | 2% | 4% | | | | 1% | |
| <i>Average Rating</i> | 3.50 | 3.13 | 3.62 | 3.25 | 3.38 | 3.36 | 3.55 | 3.41 | 3.28 | 3.24 | 3.04 | 3.35 | 3.22 | 3.67 | 3.46 | 3.30 | | |
| Availability and helpfulness of tutors in this area | <i>Level of Importance</i> | | | | | | | | | | | | | | | | | |
| | Very important | 28% | 45% | 29% | 36% | 29% | 18% | 32% | 30% | 39% | 56% | 48% | 43% | 40% | 62% | 43% | 41% | |
| | Important | 50% | 40% | 41% | 32% | 40% | 24% | 39% | 36% | 36% | 32% | 34% | 32% | 38% | 24% | 47% | 36% | |
| | Unimportant | 11% | 10% | 11% | 20% | 11% | 21% | 7% | 16% | 10% | 6% | 7% | 5% | 13% | 7% | 8% | 10% | |
| | Very Unimportant | | | 1% | 4% | | 5% | 2% | 1% | 3% | 2% | 1% | 2% | 2% | 3% | 1% | 1% | |
| | Does not apply | 11% | 6% | 19% | 8% | 19% | 32% | 21% | 17% | 13% | 4% | 10% | 19% | 7% | 3% | 1% | 12% | |
| | <i>Average Rating</i> | 3.19 | 3.37 | 3.20 | 3.09 | 3.22 | 2.81 | 3.26 | 3.14 | 3.26 | 3.48 | 3.45 | 3.43 | 3.25 | 3.50 | 3.32 | 3.32 | |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | | |
| | Very satisfied | 21% | 22% | 23% | 21% | 13% | 20% | 36% | 23% | 28% | 31% | 19% | 34% | 10% | 36% | 31% | 24% | |
| | Satisfied | 53% | 34% | 40% | 53% | 46% | 11% | 36% | 36% | 28% | 49% | 40% | 31% | 45% | 42% | 58% | 41% | |
| Dissatisfied | 7% | 23% | 4% | 5% | 10% | 11% | | 7% | 10% | 7% | 13% | 10% | 12% | 7% | 3% | 9% | | |
| Very dissatisfied | | 6% | | 5% | 2% | 3% | 5% | 2% | 7% | 2% | 9% | | 10% | 3% | | 4% | | |
| Not used/not available | 19% | 16% | 33% | 16% | 30% | 54% | 24% | 34% | 28% | 11% | 19% | 26% | 24% | 13% | 8% | 23% | | |
| <i>Average Rating</i> | 3.18 | 2.84 | 3.28 | 3.06 | 3.00 | 3.06 | 3.34 | 3.19 | 3.05 | 3.24 | 2.85 | 3.33 | 2.72 | 3.26 | 3.31 | 3.06 | | |

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| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Library facilities, resources and hours | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 46% | 49% | 61% | 33% | 50% | 53% | 36% | 57% | 71% | 51% | 63% | 52% | 55% | 77% | 52% | 55% |
| | Important | 47% | 38% | 32% | 54% | 35% | 34% | 31% | 33% | 26% | 36% | 31% | 38% | 29% | 19% | 39% | 34% |
| | Unimportant | 1% | 7% | 2% | 4% | 8% | 11% | 16% | 4% | 3% | 6% | 4% | 8% | 11% | 3% | 7% | 5% |
| | Very Unimportant | | | | | | | 2% | | | 1% | | | | | | 0% |
| | Does not apply | 6% | 6% | 5% | 8% | 7% | 3% | 16% | 7% | | 7% | 3% | 2% | 6% | | 1% | 5% |
| | <i>Average Rating</i> | 3.47 | 3.44 | 3.61 | 3.32 | 3.45 | 3.43 | 3.18 | 3.57 | 3.68 | 3.46 | 3.61 | 3.45 | 3.46 | 3.74 | 3.46 | 3.52 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 34% | 40% | 38% | 45% | 33% | 50% | 43% | 45% | 45% | 47% | 39% | 49% | 47% | 63% | 45% | 43% |
| | Satisfied | 58% | 43% | 53% | 55% | 49% | 36% | 30% | 41% | 41% | 42% | 47% | 46% | 39% | 27% | 52% | 44% |
| Dissatisfied | | 6% | 4% | | 8% | 3% | | 3% | 3% | 2% | 8% | 3% | | 10% | | 4% | |
| Very dissatisfied | | 1% | 1% | | 2% | | 2% | 1% | 3% | | 1% | | 2% | | | 1% | |
| Not used/not available | 8% | 10% | 4% | | 8% | 11% | 25% | 11% | 7% | 9% | 5% | 2% | 12% | | 3% | 8% | |
| <i>Average Rating</i> | 3.37 | 3.35 | 3.32 | 3.45 | 3.24 | 3.53 | 3.52 | 3.46 | 3.37 | 3.49 | 3.30 | 3.47 | 3.49 | 3.53 | 3.47 | 3.41 | |
| English Writing Center facilities, resources and hours | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 27% | 24% | 46% | 21% | 47% | 50% | 22% | 41% | 39% | 41% | 30% | 34% | 36% | 39% | 52% | 37% |
| | Important | 39% | 36% | 29% | 21% | 27% | 29% | 16% | 35% | 29% | 30% | 30% | 38% | 31% | 32% | 37% | 32% |
| | Unimportant | 14% | 13% | 6% | 13% | 7% | 3% | 13% | 7% | 13% | 10% | 12% | 8% | 16% | 10% | 7% | 10% |
| | Very Unimportant | 1% | | | 4% | | | | 1% | | 2% | 2% | | 4% | 3% | | 1% |
| | Does not apply | 18% | 27% | 19% | 42% | 19% | 18% | 49% | 17% | 19% | 17% | 25% | 20% | 13% | 16% | 4% | 20% |
| | <i>Average Rating</i> | 3.12 | 3.15 | 3.49 | 3.00 | 3.49 | 3.58 | 3.17 | 3.40 | 3.32 | 3.32 | 3.18 | 3.33 | 3.15 | 3.27 | 3.47 | 3.31 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 21% | 23% | 29% | 15% | 28% | 49% | 23% | 35% | 31% | 30% | 20% | 38% | 31% | 35% | 40% | 29% |
| | Satisfied | 44% | 43% | 49% | 30% | 41% | 23% | 28% | 36% | 28% | 43% | 37% | 33% | 35% | 31% | 43% | 38% |
| Dissatisfied | 5% | 2% | 3% | | 5% | | 2% | 4% | | 1% | 2% | 2% | 6% | | 5% | 3% | |
| Very dissatisfied | 2% | 1% | | | 2% | 3% | 2% | 1% | 3% | 1% | 0% | 2% | 2% | | | 1% | |
| Not used/not available | 28% | 31% | 20% | 55% | 25% | 26% | 44% | 25% | 38% | 25% | 41% | 25% | 26% | 35% | 13% | 29% | |
| <i>Average Rating</i> | 3.18 | 3.26 | 3.32 | 3.33 | 3.26 | 3.58 | 3.29 | 3.39 | 3.39 | 3.37 | 3.29 | 3.45 | 3.29 | 3.53 | 3.40 | 3.35 | |

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| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Math lab facilities, resources and hours | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 25% | 33% | 45% | 17% | 38% | 25% | 18% | 36% | 42% | 54% | 29% | 28% | 58% | 47% | 40% | 37% |
| | Important | 45% | 23% | 25% | 25% | 23% | 28% | 18% | 28% | 23% | 33% | 28% | 17% | 26% | 27% | 35% | 28% |
| | Unimportant | 10% | 13% | 4% | 17% | 7% | 3% | 9% | 8% | 7% | 6% | 10% | 16% | 9% | 7% | 7% | 9% |
| | Very Unimportant | | | 2% | 4% | 1% | | 2% | 1% | 3% | 1% | 3% | | | 3% | 2% | 1% |
| | Does not apply | 20% | 31% | 24% | 38% | 30% | 44% | 53% | 27% | 26% | 5% | 30% | 39% | 7% | 17% | 16% | 24% |
| | <i>Average Rating</i> | 3.19 | 3.28 | 3.48 | 2.87 | 3.41 | 3.40 | 3.10 | 3.36 | 3.39 | 3.48 | 3.19 | 3.21 | 3.53 | 3.40 | 3.35 | 3.34 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 23% | 25% | 19% | 25% | 18% | 27% | 14% | 25% | 25% | 34% | 17% | 24% | 39% | 42% | 30% | 25% |
| | Satisfied | 48% | 33% | 40% | 25% | 41% | 18% | 30% | 33% | 29% | 53% | 36% | 29% | 35% | 23% | 41% | 38% |
| | Dissatisfied | 3% | 5% | 4% | | 3% | 6% | 5% | 3% | | 4% | 1% | 5% | 4% | | 3% | 3% |
| | Very dissatisfied | | 1% | 1% | | 2% | 3% | 2% | 2% | 4% | 1% | 0% | | 2% | 3% | 3% | 1% |
| Not used/not available | 26% | 36% | 35% | 50% | 37% | 46% | 49% | 38% | 43% | 9% | 45% | 43% | 20% | 32% | 22% | 33% | |
| <i>Average Rating</i> | 3.27 | 3.28 | 3.19 | 3.50 | 3.18 | 3.28 | 3.09 | 3.30 | 3.31 | 3.31 | 3.28 | 3.33 | 3.39 | 3.52 | 3.27 | 3.29 | |
| Reading lab facilities, resources and hours | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 26% | 21% | 39% | 13% | 29% | 26% | 21% | 32% | 31% | 31% | 31% | 24% | 33% | 33% | 61% | 31% |
| | Important | 44% | 28% | 25% | 17% | 36% | 24% | 23% | 31% | 21% | 30% | 25% | 22% | 22% | 23% | 34% | 28% |
| | Unimportant | 6% | 15% | 7% | 13% | 8% | 8% | 7% | 8% | 14% | 9% | 10% | 11% | 20% | 10% | 6% | 9% |
| | Very Unimportant | | | 1% | 4% | | 3% | | 0% | 7% | 2% | 2% | | 2% | 3% | | 1% |
| | Does not apply | 24% | 37% | 28% | 54% | 26% | 40% | 49% | 29% | 28% | 28% | 33% | 43% | 24% | 30% | | 30% |
| | <i>Average Rating</i> | 3.26 | 3.10 | 3.40 | 2.82 | 3.28 | 3.22 | 3.27 | 3.33 | 3.05 | 3.25 | 3.26 | 3.22 | 3.12 | 3.24 | 3.55 | 3.28 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 27% | 17% | 20% | 20% | 16% | 20% | 17% | 22% | 21% | 25% | 17% | 21% | 25% | 29% | 49% | 22% |
| | Satisfied | 43% | 40% | 32% | 15% | 42% | 29% | 29% | 31% | 25% | 38% | 34% | 31% | 37% | 23% | 43% | 35% |
| | Dissatisfied | | 3% | 7% | | 5% | 3% | 2% | 3% | 4% | 2% | 2% | 3% | 2% | | 5% | 3% |
| | Very dissatisfied | | | 1% | | | | 2% | 0% | | | 0% | | | | | 0% |
| Not used/not available | 30% | 41% | 39% | 65% | 37% | 49% | 49% | 43% | 50% | 36% | 46% | 45% | 37% | 48% | 3% | 40% | |
| <i>Average Rating</i> | 3.38 | 3.25 | 3.16 | 3.57 | 3.18 | 3.33 | 3.19 | 3.32 | 3.36 | 3.36 | 3.26 | 3.32 | 3.35 | 3.56 | 3.46 | 3.32 | |

AUTO=Automotive Applied Technology, CHEM=Chemistry, CHILD=Child Development/Early Childhood, CNET=Computer-Network Electronic Technology, CRIJ=Criminal Justice, EDUC=Education, FIRE=Fire Science, HIST=History, LEGP=Legal Professions, MATH=Mathematics, RNSG=Nurse Education, OTA=Occupational Therapy Assistant, PHY/ENG=Physics & Engineering, PTA=Physical Therapist Assistant, READ=Reading.

Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Admissions procedures | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 32% | 42% | 56% | 24% | 50% | 42% | 38% | 48% | 36% | 40% | 50% | 54% | 55% | 55% | 43% | 46% |
| | Important | 60% | 40% | 37% | 44% | 44% | 42% | 24% | 39% | 55% | 43% | 41% | 43% | 24% | 36% | 47% | 41% |
| | Unimportant | 7% | 10% | 3% | 16% | 4% | 13% | 20% | 6% | | 10% | 4% | 3% | 11% | 7% | 6% | 7% |
| | Very Unimportant | | 1% | | | 1% | | | 1% | 7% | 2% | 1% | | 2% | 3% | 1% | 1% |
| | Does not apply | 1% | 7% | 5% | 16% | | 3% | 18% | 7% | 3% | 6% | 5% | | 9% | | 3% | 6% |
| | <i>Average Rating</i> | 3.25 | 3.32 | 3.56 | 3.10 | 3.43 | 3.30 | 3.22 | 3.43 | 3.23 | 3.29 | 3.47 | 3.51 | 3.44 | 3.42 | 3.35 | 3.39 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 28% | 31% | 32% | 17% | 30% | 42% | 30% | 30% | 48% | 29% | 29% | 40% | 29% | 50% | 29% | 31% |
| | Satisfied | 62% | 48% | 48% | 67% | 53% | 47% | 43% | 52% | 41% | 57% | 57% | 55% | 55% | 40% | 55% | 54% |
| | Dissatisfied | 5% | 12% | 11% | 6% | 9% | 11% | 7% | 8% | | 5% | 5% | 3% | 2% | 3% | 8% | 7% |
| Very dissatisfied | 2% | 1% | 4% | | 2% | | | 2% | | 1% | 1% | 2% | 6% | | 3% | 2% | |
| Not used/not available | 3% | 7% | 5% | 11% | 6% | | 21% | 9% | 10% | 9% | 7% | | 8% | 7% | 5% | 7% | |
| <i>Average Rating</i> | 3.20 | 3.18 | 3.14 | 3.13 | 3.18 | 3.31 | 3.29 | 3.20 | 3.54 | 3.24 | 3.23 | 3.34 | 3.16 | 3.50 | 3.16 | 3.23 | |
| Web registration | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 41% | 61% | 71% | 25% | 72% | 74% | 27% | 63% | 57% | 59% | 68% | 73% | 55% | 81% | 41% | 62% |
| | Important | 44% | 35% | 24% | 54% | 21% | 21% | 34% | 28% | 33% | 28% | 27% | 23% | 27% | 16% | 46% | 29% |
| | Unimportant | 13% | 4% | 3% | | 4% | 3% | 14% | 4% | 3% | 5% | 3% | 3% | 7% | | 6% | 4% |
| | Very Unimportant | | | 1% | 4% | 1% | | | 1% | | 1% | 0% | | | 3% | 1% | 1% |
| | Does not apply | 3% | | 1% | 17% | 1% | 3% | 25% | 5% | 7% | 7% | 2% | | 11% | | 6% | 5% |
| | <i>Average Rating</i> | 3.29 | 3.58 | 3.67 | 3.20 | 3.66 | 3.73 | 3.18 | 3.60 | 3.57 | 3.57 | 3.66 | 3.70 | 3.53 | 3.74 | 3.35 | 3.58 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 39% | 44% | 46% | 35% | 48% | 63% | 28% | 50% | 50% | 43% | 47% | 56% | 44% | 80% | 33% | 46% |
| | Satisfied | 46% | 39% | 36% | 50% | 35% | 29% | 40% | 38% | 27% | 41% | 48% | 41% | 31% | 17% | 49% | 40% |
| | Dissatisfied | 7% | 14% | 7% | 5% | 8% | 6% | 7% | 3% | | 5% | 3% | 3% | 10% | | 8% | 5% |
| Very dissatisfied | 2% | 2% | 7% | | 2% | | | 1% | | 2% | 0% | | | 3% | 2% | 1% | |
| Not used/not available | 7% | | 5% | 10% | 8% | 3% | 26% | 8% | 23% | 11% | 2% | | 15% | | 9% | 7% | |
| <i>Average Rating</i> | 3.32 | 3.25 | 3.28 | 3.33 | 3.40 | 3.59 | 3.28 | 3.48 | 3.65 | 3.39 | 3.44 | 3.52 | 3.39 | 3.73 | 3.25 | 3.42 | |

AUTO=Automotive Applied Technology, CHEM=Chemistry, CHILD=Child Development/Early Childhood, CNET=Computer-Network Electronic Technology, CRIJ=Criminal Justice, EDUC=Education, FIRE=Fire Science, HIST=History, LEGP=Legal Professions, MATH=Mathematics, RNSG=Nurse Education, OTA=Occupational Therapy Assistant, PHY/ENG=Physics & Engineering, PTA=Physical Therapist Assistant, READ=Reading.

Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| On-campus registration | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 49% | 41% | 47% | 28% | 46% | 24% | 44% | 38% | 40% | 38% | 32% | 44% | 41% | 48% | 50% | 39% |
| | Important | 44% | 33% | 27% | 56% | 39% | 47% | 30% | 36% | 27% | 39% | 34% | 25% | 35% | 32% | 42% | 36% |
| | Unimportant | 4% | 10% | 9% | 4% | 8% | 18% | 12% | 9% | 13% | 13% | 15% | 16% | 9% | 10% | 4% | 11% |
| | Very Unimportant | | 2% | 1% | | 1% | | 5% | 2% | 10% | 2% | 4% | 3% | 7% | 7% | 1% | 3% |
| | Does not apply | 3% | 15% | 17% | 12% | 6% | 11% | 9% | 15% | 10% | 8% | 16% | 13% | 7% | 3% | 3% | 12% |
| | <i>Average Rating</i> | 3.46 | 3.31 | 3.42 | 3.27 | 3.37 | 3.06 | 3.26 | 3.29 | 3.07 | 3.23 | 3.12 | 3.25 | 3.18 | 3.27 | 3.44 | 3.25 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 31% | 27% | 28% | 16% | 22% | 21% | 40% | 27% | 27% | 25% | 19% | 30% | 17% | 43% | 41% | 26% |
| | Satisfied | 60% | 41% | 32% | 68% | 43% | 44% | 40% | 41% | 40% | 51% | 43% | 32% | 55% | 30% | 48% | 44% |
| | Dissatisfied | 2% | 12% | 9% | 5% | 11% | 9% | 4% | 7% | 3% | 9% | 7% | 10% | 13% | | 8% | 8% |
| | Very dissatisfied | 2% | 4% | 9% | | 9% | 3% | | 3% | | 2% | 2% | 10% | 6% | 10% | | 3% |
| Not used/not available | 7% | 17% | 21% | 11% | 15% | 24% | 16% | 22% | 30% | 14% | 30% | 19% | 9% | 17% | 3% | 20% | |
| <i>Average Rating</i> | 3.28 | 3.10 | 3.00 | 3.12 | 2.91 | 3.08 | 3.42 | 3.19 | 3.33 | 3.15 | 3.12 | 3.02 | 2.91 | 3.28 | 3.34 | 3.15 | |
| Job placement services | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 35% | 20% | 30% | 44% | 38% | 16% | 44% | 26% | 27% | 24% | 26% | 40% | 30% | 58% | 31% | 29% |
| | Important | 46% | 23% | 21% | 24% | 30% | 30% | 24% | 21% | 30% | 25% | 29% | 20% | 30% | 26% | 39% | 26% |
| | Unimportant | 10% | 10% | 11% | 4% | 6% | 11% | 11% | 12% | 17% | 13% | 12% | 12% | 7% | 3% | 11% | 11% |
| | Very Unimportant | | 1% | 1% | | 1% | | 2% | 1% | 3% | 2% | 3% | | 4% | 3% | 4% | 2% |
| | Does not apply | 10% | 46% | 37% | 28% | 25% | 43% | 20% | 40% | 23% | 37% | 30% | 28% | 30% | 10% | 14% | 32% |
| | <i>Average Rating</i> | 3.28 | 3.16 | 3.27 | 3.56 | 3.40 | 3.10 | 3.35 | 3.20 | 3.04 | 3.13 | 3.11 | 3.38 | 3.21 | 3.54 | 3.13 | 3.20 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 21% | 16% | 11% | 21% | 18% | 17% | 28% | 10% | 17% | 14% | 16% | 23% | 10% | 33% | 21% | 16% |
| | Satisfied | 43% | 24% | 31% | 32% | 27% | 25% | 37% | 29% | 27% | 31% | 31% | 31% | 29% | 27% | 42% | 31% |
| | Dissatisfied | 12% | 1% | 3% | 16% | 6% | 6% | 2% | 6% | 10% | 3% | 2% | 2% | 12% | 3% | 11% | 5% |
| | Very dissatisfied | 2% | 2% | 1% | | 6% | | | 1% | | | 1% | 3% | 6% | | 2% | 1% |
| Not used/not available | 23% | 56% | 54% | 32% | 43% | 53% | 33% | 54% | 47% | 52% | 51% | 42% | 43% | 37% | 24% | 48% | |
| <i>Average Rating</i> | 3.09 | 3.22 | 3.12 | 3.08 | 2.97 | 3.24 | 3.38 | 3.05 | 3.13 | 3.23 | 3.23 | 3.25 | 2.75 | 3.47 | 3.10 | 3.15 | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Availability of program adviser | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 33% | 55% | 58% | 48% | 56% | 43% | 48% | 41% | 59% | 43% | 49% | 77% | 50% | 74% | 41% | 48% |
| | Important | 56% | 31% | 25% | 36% | 35% | 38% | 27% | 38% | 31% | 40% | 42% | 20% | 37% | 23% | 42% | 38% |
| | Unimportant | 8% | 5% | 4% | 8% | 6% | 3% | 9% | 4% | 3% | 7% | 5% | 3% | 7% | 3% | 10% | 5% |
| | Very Unimportant | | 1% | 1% | | 1% | 3% | | 1% | 3% | 1% | 1% | | | | 1% | 1% |
| | Does not apply | 3% | 7% | 12% | 8% | 3% | 14% | 16% | 15% | 3% | 10% | 5% | | 6% | | 6% | 9% |
| | <i>Average Rating</i> | 3.26 | 3.52 | 3.59 | 3.43 | 3.49 | 3.41 | 3.46 | 3.42 | 3.50 | 3.38 | 3.45 | 3.73 | 3.45 | 3.71 | 3.30 | 3.45 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 21% | 37% | 41% | 26% | 31% | 31% | 41% | 24% | 38% | 26% | 25% | 54% | 32% | 67% | 27% | 30% |
| | Satisfied | 57% | 41% | 33% | 53% | 46% | 37% | 36% | 42% | 41% | 45% | 51% | 38% | 44% | 33% | 50% | 45% |
| | Dissatisfied | 12% | 8% | 11% | 11% | 9% | 17% | | 9% | 10% | 10% | 13% | 6% | 8% | | 8% | 10% |
| Very dissatisfied | | 1% | 4% | 5% | 5% | 3% | 2% | 3% | 3% | 3% | 2% | 2% | 6% | | 2% | 3% | |
| Not used/not available | 10% | 13% | 11% | 5% | 9% | 11% | 21% | 23% | 7% | 16% | 10% | | 10% | | 14% | 14% | |
| <i>Average Rating</i> | 3.11 | 3.30 | 3.25 | 3.06 | 3.14 | 3.10 | 3.45 | 3.12 | 3.22 | 3.11 | 3.08 | 3.44 | 3.13 | 3.67 | 3.18 | 3.17 | |
| Availability of current equipment and technology in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 58% | 51% | 43% | 67% | 57% | 40% | 61% | 37% | 60% | 38% | 63% | 73% | 56% | 87% | 47% | 51% |
| | Important | 41% | 45% | 34% | 29% | 32% | 26% | 26% | 34% | 33% | 30% | 32% | 22% | 26% | 13% | 41% | 32% |
| | Unimportant | 1% | 1% | 7% | | 4% | 5% | 2% | 7% | 3% | 11% | 2% | 2% | 11% | | 7% | 5% |
| | Very Unimportant | | | | | 1% | | | 1% | | 2% | | | | | | 1% |
| | Does not apply | | 4% | 16% | 4% | 6% | 29% | 11% | 22% | 3% | 19% | 3% | 3% | 7% | | 6% | 11% |
| | <i>Average Rating</i> | 3.56 | 3.51 | 3.42 | 3.70 | 3.53 | 3.48 | 3.66 | 3.37 | 3.59 | 3.30 | 3.63 | 3.74 | 3.49 | 3.87 | 3.42 | 3.50 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 38% | 37% | 26% | 35% | 26% | 31% | 48% | 25% | 38% | 25% | 40% | 49% | 18% | 83% | 39% | 33% |
| | Satisfied | 61% | 55% | 46% | 45% | 37% | 31% | 38% | 41% | 48% | 42% | 49% | 38% | 52% | 17% | 45% | 44% |
| | Dissatisfied | | 2% | 3% | 15% | 17% | 6% | 2% | 5% | 3% | 6% | 5% | 5% | 10% | | 5% | 5% |
| Very dissatisfied | | 1% | 3% | 5% | 8% | 3% | | 1% | | 2% | 2% | 3% | 4% | | | 2% | |
| Not used/not available | 2% | 5% | 23% | | 12% | 29% | 12% | 28% | 10% | 26% | 5% | 5% | 16% | | 11% | 16% | |
| <i>Average Rating</i> | 3.38 | 3.34 | 3.23 | 3.10 | 2.93 | 3.28 | 3.51 | 3.25 | 3.38 | 3.20 | 3.33 | 3.40 | 3.00 | 3.83 | 3.39 | 3.29 | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|---|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Access to PCs and computer labs in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 49% | 49% | 36% | 67% | 44% | 34% | 31% | 42% | 60% | 44% | 66% | 69% | 51% | 90% | 56% | 51% |
| | Important | 49% | 29% | 31% | 29% | 29% | 37% | 16% | 30% | 30% | 27% | 27% | 27% | 31% | 10% | 32% | 29% |
| | Unimportant | 3% | 7% | 2% | | 11% | | 11% | 7% | 7% | 12% | 3% | 2% | 6% | | 6% | 6% |
| | Very Unimportant | | | | | 1% | 3% | 4% | 0% | | 3% | 1% | | | | 1% | 1% |
| | Does not apply | | 15% | 30% | 4% | 15% | 26% | 38% | 21% | 3% | 15% | 3% | 3% | 13% | | 6% | 13% |
| | <i>Average Rating</i> | 3.46 | 3.49 | 3.48 | 3.70 | 3.35 | 3.39 | 3.18 | 3.43 | 3.55 | 3.32 | 3.65 | 3.69 | 3.52 | 3.90 | 3.51 | 3.50 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 31% | 43% | 20% | 50% | 22% | 29% | 24% | 30% | 40% | 33% | 45% | 51% | 28% | 70% | 52% | 37% |
| | Satisfied | 64% | 37% | 45% | 35% | 27% | 38% | 34% | 36% | 40% | 40% | 45% | 40% | 36% | 30% | 39% | 40% |
| | Dissatisfied | 2% | 5% | 1% | 10% | 16% | 6% | 2% | 5% | 7% | 5% | 5% | 3% | 12% | | 3% | 5% |
| | Very dissatisfied | | | 1% | 5% | 9% | | 2% | 0% | 10% | 1% | 2% | 3% | 4% | | 2% | 2% |
| Not used/not available | 3% | 16% | 32% | | 27% | 27% | 37% | 29% | 3% | 21% | 5% | 3% | 20% | | 5% | 17% | |
| <i>Average Rating</i> | 3.31 | 3.45 | 3.24 | 3.30 | 2.83 | 3.32 | 3.27 | 3.35 | 3.14 | 3.32 | 3.38 | 3.43 | 3.10 | 3.70 | 3.48 | 3.34 | |
| Hours computer labs are available in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 37% | 42% | 31% | 42% | 38% | 32% | 23% | 33% | 60% | 40% | 63% | 63% | 49% | 74% | 56% | 46% |
| | Important | 49% | 33% | 30% | 42% | 23% | 26% | 25% | 29% | 30% | 29% | 29% | 22% | 29% | 23% | 37% | 30% |
| | Unimportant | 9% | 6% | 2% | 13% | 11% | 8% | 7% | 10% | 3% | 11% | 5% | 8% | 6% | 3% | 1% | 7% |
| | Very Unimportant | | | 2% | | | | 5% | 0% | | 2% | | | 2% | | 1% | 1% |
| | Does not apply | 6% | 20% | 34% | 4% | 27% | 34% | 41% | 28% | 7% | 18% | 3% | 8% | 15% | | 4% | 17% |
| | <i>Average Rating</i> | 3.30 | 3.44 | 3.36 | 3.30 | 3.38 | 3.36 | 3.12 | 3.32 | 3.61 | 3.29 | 3.61 | 3.59 | 3.47 | 3.71 | 3.54 | 3.44 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 31% | 33% | 18% | 30% | 19% | 21% | 29% | 24% | 37% | 30% | 33% | 53% | 22% | 47% | 48% | 30% |
| | Satisfied | 53% | 43% | 43% | 55% | 22% | 35% | 31% | 35% | 40% | 42% | 46% | 29% | 40% | 40% | 44% | 40% |
| | Dissatisfied | 3% | 2% | | 10% | 9% | 9% | 7% | 2% | 13% | 4% | 11% | 5% | 8% | 7% | 2% | 6% |
| | Very dissatisfied | | | 1% | | 11% | | | 1% | 7% | 2% | 4% | 2% | 4% | 3% | 2% | 2% |
| Not used/not available | 13% | 22% | 38% | 5% | 39% | 35% | 33% | 39% | 3% | 23% | 7% | 11% | 26% | 3% | 5% | 22% | |
| <i>Average Rating</i> | 3.31 | 3.38 | 3.24 | 3.21 | 2.79 | 3.18 | 3.32 | 3.33 | 3.10 | 3.29 | 3.16 | 3.51 | 3.08 | 3.34 | 3.46 | 3.26 | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Software available for student use in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 49% | 38% | 31% | 58% | 41% | 26% | 31% | 31% | 63% | 34% | 62% | 64% | 44% | 77% | 44% | 44% |
| | Important | 47% | 26% | 24% | 38% | 30% | 21% | 27% | 30% | 30% | 27% | 32% | 23% | 31% | 23% | 44% | 30% |
| | Unimportant | 4% | 12% | 7% | | 7% | 5% | 4% | 10% | | 14% | 3% | 5% | 9% | | 3% | 7% |
| | Very Unimportant | | 3% | 1% | | | | 2% | 1% | 3% | 3% | 0% | | | | 1% | 1% |
| | Does not apply | | 21% | 37% | 4% | 22% | 47% | 36% | 28% | 3% | 22% | 3% | 8% | 16% | | 8% | 17% |
| | <i>Average Rating</i> | <i>3.44</i> | <i>3.27</i> | <i>3.33</i> | <i>3.61</i> | <i>3.44</i> | <i>3.40</i> | <i>3.34</i> | <i>3.27</i> | <i>3.59</i> | <i>3.20</i> | <i>3.61</i> | <i>3.64</i> | <i>3.41</i> | <i>3.77</i> | <i>3.42</i> | <i>3.42</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 32% | 26% | 20% | 30% | 20% | 15% | 30% | 21% | 40% | 25% | 33% | 44% | 20% | 57% | 42% | 28% |
| | Satisfied | 61% | 36% | 35% | 65% | 33% | 29% | 33% | 34% | 53% | 40% | 53% | 35% | 42% | 40% | 42% | 42% |
| Dissatisfied | 5% | 12% | 3% | 5% | 3% | 6% | 2% | 4% | | 5% | 8% | 6% | 14% | | 5% | 6% | |
| Very dissatisfied | | | | | | 14% | | 1% | | 1% | 2% | 3% | 2% | 3% | 2% | 2% | |
| Not used/not available | 2% | 26% | 42% | | 30% | 50% | 35% | 40% | 7% | 29% | 6% | 11% | 22% | | 9% | 23% | |
| <i>Average Rating</i> | <i>3.28</i> | <i>3.18</i> | <i>3.30</i> | <i>3.25</i> | <i>2.84</i> | <i>3.18</i> | <i>3.43</i> | <i>3.26</i> | <i>3.43</i> | <i>3.26</i> | <i>3.23</i> | <i>3.36</i> | <i>3.03</i> | <i>3.50</i> | <i>3.38</i> | <i>3.25</i> | |
| Variety of courses offered in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 54% | 42% | 58% | 50% | 66% | 43% | 35% | 41% | 62% | 42% | 52% | 66% | 43% | 74% | 35% | 48% |
| | Important | 42% | 37% | 36% | 46% | 25% | 35% | 28% | 36% | 35% | 38% | 34% | 28% | 33% | 26% | 50% | 35% |
| | Unimportant | 3% | 5% | 1% | | 6% | 11% | 13% | 10% | 3% | 11% | 4% | 2% | 7% | | 11% | 7% |
| | Very Unimportant | | 4% | | | | | 2% | 1% | | 2% | 0% | | 4% | | | 1% |
| | Does not apply | 1% | 12% | 5% | 4% | 4% | 11% | 22% | 12% | | 9% | 10% | 5% | 13% | | 4% | 9% |
| | <i>Average Rating</i> | <i>3.51</i> | <i>3.34</i> | <i>3.59</i> | <i>3.52</i> | <i>3.63</i> | <i>3.36</i> | <i>3.22</i> | <i>3.33</i> | <i>3.59</i> | <i>3.30</i> | <i>3.53</i> | <i>3.67</i> | <i>3.32</i> | <i>3.74</i> | <i>3.25</i> | <i>3.43</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 32% | 25% | 37% | 30% | 31% | 32% | 37% | 27% | 24% | 23% | 30% | 52% | 22% | 67% | 32% | 30% |
| | Satisfied | 63% | 50% | 53% | 65% | 43% | 41% | 35% | 47% | 55% | 53% | 52% | 39% | 39% | 30% | 56% | 49% |
| Dissatisfied | | 7% | 4% | 5% | 14% | 9% | 5% | 7% | 14% | 7% | 6% | 2% | 12% | | 5% | 6% | |
| Very dissatisfied | 2% | 1% | | | 5% | 3% | | 1% | 7% | 4% | | 3% | 6% | 3% | | 2% | |
| Not used/not available | 3% | 17% | 5% | | 8% | 15% | 23% | 19% | | 13% | 13% | 5% | 20% | | 8% | 13% | |
| <i>Average Rating</i> | <i>3.30</i> | <i>3.19</i> | <i>3.35</i> | <i>3.25</i> | <i>3.08</i> | <i>3.21</i> | <i>3.42</i> | <i>3.24</i> | <i>2.97</i> | <i>3.09</i> | <i>3.28</i> | <i>3.46</i> | <i>2.97</i> | <i>3.60</i> | <i>3.29</i> | <i>3.23</i> | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|--|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Availability of courses when needed in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 49% | 55% | 64% | 46% | 67% | 45% | 44% | 47% | 61% | 53% | 56% | 69% | 47% | 74% | 46% | 54% |
| | Important | 45% | 29% | 28% | 46% | 27% | 53% | 27% | 38% | 36% | 36% | 31% | 27% | 32% | 19% | 43% | 34% |
| | Unimportant | 6% | 10% | 1% | | 3% | 3% | 9% | 6% | | 5% | 3% | 3% | 9% | | 7% | 5% |
| | Very Unimportant | | 1% | | | | | | 0% | | 2% | 0% | | | | 1% | 1% |
| | Does not apply | | 5% | 8% | 8% | 3% | | 20% | 8% | 3% | 5% | 10% | 2% | 11% | 7% | 3% | 7% |
| | <i>Average Rating</i> | <i>3.44</i> | <i>3.46</i> | <i>3.68</i> | <i>3.50</i> | <i>3.66</i> | <i>3.42</i> | <i>3.44</i> | <i>3.44</i> | <i>3.63</i> | <i>3.47</i> | <i>3.59</i> | <i>3.67</i> | <i>3.43</i> | <i>3.79</i> | <i>3.38</i> | <i>3.52</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 30% | 24% | 32% | 20% | 26% | 31% | 43% | 31% | 24% | 27% | 32% | 58% | 29% | 70% | 37% | 32% |
| | Satisfied | 56% | 44% | 51% | 50% | 37% | 44% | 23% | 50% | 41% | 49% | 46% | 36% | 35% | 17% | 51% | 46% |
| | Dissatisfied | 10% | 17% | 8% | 20% | 22% | 19% | 7% | 5% | 24% | 12% | 8% | 3% | 15% | 3% | 5% | 10% |
| | Very dissatisfied | 3% | 7% | 1% | 5% | 8% | 6% | 2% | 2% | 10% | 6% | 2% | 3% | 6% | | | 4% |
| Not used/not available | 2% | 8% | 8% | 5% | 8% | | 25% | 12% | | 6% | 12% | | 15% | 10% | 8% | 9% | |
| <i>Average Rating</i> | <i>3.13</i> | <i>2.92</i> | <i>3.23</i> | <i>2.89</i> | <i>2.88</i> | <i>3.00</i> | <i>3.42</i> | <i>3.25</i> | <i>2.79</i> | <i>3.04</i> | <i>3.21</i> | <i>3.48</i> | <i>3.02</i> | <i>3.74</i> | <i>3.34</i> | <i>3.17</i> | |
| Information in the semester "Credit Class Schedule" about this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 35% | 42% | 52% | 25% | 45% | 37% | 42% | 38% | 52% | 39% | 47% | 65% | 41% | 68% | 39% | 43% |
| | Important | 57% | 35% | 39% | 46% | 40% | 50% | 31% | 40% | 36% | 42% | 37% | 27% | 39% | 26% | 48% | 40% |
| | Unimportant | 7% | 10% | 1% | 13% | 10% | 3% | 7% | 7% | 7% | 8% | 4% | 3% | 7% | | 9% | 6% |
| | Very Unimportant | | | | 4% | | | 4% | 1% | 3% | 2% | 1% | | | | 1% | 1% |
| | Does not apply | 1% | 13% | 8% | 13% | 6% | 11% | 16% | 14% | 3% | 10% | 12% | 5% | 13% | 7% | 3% | 10% |
| | <i>Average Rating</i> | <i>3.28</i> | <i>3.38</i> | <i>3.55</i> | <i>3.05</i> | <i>3.38</i> | <i>3.38</i> | <i>3.32</i> | <i>3.35</i> | <i>3.40</i> | <i>3.31</i> | <i>3.47</i> | <i>3.65</i> | <i>3.38</i> | <i>3.72</i> | <i>3.29</i> | <i>3.39</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 24% | 27% | 30% | 20% | 25% | 29% | 43% | 26% | 31% | 27% | 29% | 50% | 31% | 53% | 31% | 29% |
| | Satisfied | 63% | 52% | 55% | 40% | 48% | 53% | 27% | 49% | 55% | 54% | 49% | 42% | 45% | 37% | 57% | 50% |
| | Dissatisfied | 8% | 5% | 4% | 15% | 6% | 6% | 5% | 4% | 3% | 4% | 6% | 3% | 10% | | 3% | 5% |
| | Very dissatisfied | | | 1% | | 6% | | 2% | 1% | | 1% | 1% | | | | 2% | 1% |
| Not used/not available | 5% | 17% | 10% | 25% | 15% | 12% | 23% | 21% | 10% | 15% | 15% | 5% | 14% | 10% | 8% | 15% | |
| <i>Average Rating</i> | <i>3.17</i> | <i>3.26</i> | <i>3.26</i> | <i>3.07</i> | <i>3.07</i> | <i>3.27</i> | <i>3.44</i> | <i>3.25</i> | <i>3.31</i> | <i>3.26</i> | <i>3.25</i> | <i>3.49</i> | <i>3.24</i> | <i>3.59</i> | <i>3.26</i> | <i>3.26</i> | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|---|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| General information in the semester "Credit Class Schedule" | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 29% | 43% | 46% | 21% | 44% | 45% | 47% | 36% | 48% | 36% | 47% | 61% | 37% | 61% | 39% | 41% |
| | Important | 61% | 36% | 43% | 46% | 39% | 45% | 27% | 42% | 39% | 41% | 36% | 30% | 41% | 36% | 55% | 40% |
| | Unimportant | 9% | 8% | 4% | 17% | 10% | 3% | 9% | 7% | 10% | 11% | 7% | 5% | 7% | | 3% | 7% |
| | Very Unimportant | | 3% | | 4% | | | | 1% | | 2% | 1% | | | | 1% | 1% |
| | Does not apply | 1% | 11% | 8% | 13% | 7% | 8% | 18% | 14% | 3% | 10% | 11% | 5% | 15% | 3% | 1% | 10% |
| | <i>Average Rating</i> | <i>3.20</i> | <i>3.34</i> | <i>3.46</i> | <i>2.95</i> | <i>3.37</i> | <i>3.46</i> | <i>3.46</i> | <i>3.32</i> | <i>3.40</i> | <i>3.24</i> | <i>3.43</i> | <i>3.59</i> | <i>3.35</i> | <i>3.63</i> | <i>3.34</i> | <i>3.36</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 18% | 33% | 31% | 20% | 23% | 30% | 43% | 26% | 28% | 27% | 29% | 52% | 20% | 50% | 34% | 29% |
| | Satisfied | 68% | 50% | 55% | 50% | 55% | 52% | 30% | 51% | 62% | 52% | 51% | 44% | 55% | 43% | 58% | 52% |
| | Dissatisfied | 10% | 4% | 3% | 10% | 5% | 6% | 7% | 4% | | 5% | 6% | 2% | 6% | | 3% | 5% |
| | Very dissatisfied | | | 1% | | 5% | | | 0% | | 0% | 1% | | | | 2% | 1% |
| | Not used/not available | 5% | 13% | 10% | 20% | 13% | 12% | 21% | 19% | 10% | 16% | 14% | 3% | 18% | 7% | 3% | 14% |
| <i>Average Rating</i> | <i>3.08</i> | <i>3.34</i> | <i>3.29</i> | <i>3.13</i> | <i>3.11</i> | <i>3.28</i> | <i>3.46</i> | <i>3.27</i> | <i>3.31</i> | <i>3.25</i> | <i>3.25</i> | <i>3.52</i> | <i>3.18</i> | <i>3.54</i> | <i>3.28</i> | <i>3.27</i> | |
| Condition and appearance of the building this class is in | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 33% | 28% | 59% | 25% | 49% | 45% | 52% | 30% | 45% | 34% | 46% | 70% | 33% | 77% | 43% | 41% |
| | Important | 50% | 42% | 36% | 42% | 29% | 26% | 28% | 39% | 39% | 36% | 33% | 22% | 39% | 19% | 36% | 36% |
| | Unimportant | 16% | 23% | 4% | 13% | 18% | 16% | 15% | 14% | 13% | 23% | 9% | 5% | 17% | 3% | 14% | 14% |
| | Very Unimportant | | 4% | 1% | 13% | 1% | 5% | | 2% | | 4% | 1% | | 7% | | 1% | 2% |
| | Does not apply | 1% | 4% | | 8% | 3% | 8% | 4% | 15% | 3% | 4% | 10% | 3% | 4% | | 6% | 8% |
| | <i>Average Rating</i> | <i>3.17</i> | <i>2.97</i> | <i>3.53</i> | <i>2.86</i> | <i>3.30</i> | <i>3.20</i> | <i>3.39</i> | <i>3.13</i> | <i>3.33</i> | <i>3.04</i> | <i>3.39</i> | <i>3.68</i> | <i>3.02</i> | <i>3.74</i> | <i>3.28</i> | <i>3.24</i> |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 42% | 31% | 60% | 45% | 46% | 43% | 61% | 23% | 52% | 26% | 42% | 70% | 35% | 90% | 44% | 39% |
| | Satisfied | 48% | 47% | 39% | 40% | 45% | 46% | 28% | 47% | 45% | 55% | 43% | 27% | 53% | 10% | 44% | 45% |
| | Dissatisfied | 7% | 15% | | | 3% | 9% | 5% | 9% | | 10% | 2% | | 8% | | 3% | 6% |
| | Very dissatisfied | | 1% | | | 2% | | | 3% | | 2% | | | 2% | | 3% | 1% |
| | Not used/not available | 3% | 6% | 1% | 15% | 5% | 3% | 7% | 18% | 3% | 8% | 13% | 3% | 2% | | 5% | 10% |
| <i>Average Rating</i> | <i>3.37</i> | <i>3.15</i> | <i>3.61</i> | <i>3.53</i> | <i>3.42</i> | <i>3.35</i> | <i>3.60</i> | <i>3.11</i> | <i>3.54</i> | <i>3.14</i> | <i>3.46</i> | <i>3.72</i> | <i>3.23</i> | <i>3.90</i> | <i>3.37</i> | <i>3.34</i> | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total | |
|---|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|--------------|------|
| Number of students responding to survey | 75 | 86 | 87 | 25 | 74 | 38 | 46 | 362 | 34 | 287 | 417 | 70 | 56 | 31 | 74 | 1,762 | |
| Adequacy of space and facilities for classes and labs in this subject | <i>Level of Importance</i> | | | | | | | | | | | | | | | | |
| | Very important | 41% | 43% | 61% | 40% | 47% | 47% | 59% | 36% | 58% | 45% | 57% | 73% | 49% | 87% | 47% | 49% |
| | Important | 51% | 48% | 35% | 44% | 37% | 34% | 26% | 37% | 42% | 39% | 32% | 22% | 32% | 13% | 39% | 36% |
| | Unimportant | 6% | 7% | 3% | | 10% | 5% | 11% | 9% | | 10% | 3% | 3% | 11% | | 5% | 7% |
| | Very Unimportant | 1% | | | | | 3% | | 1% | | 2% | | | 6% | | 1% | 1% |
| | Does not apply | 1% | 2% | 3% | 16% | 7% | 11% | 4% | 17% | | 4% | 8% | 2% | 2% | | 7% | 8% |
| | <i>Average Rating</i> | 3.33 | 3.36 | 3.59 | 3.48 | 3.40 | 3.41 | 3.50 | 3.30 | 3.58 | 3.33 | 3.59 | 3.71 | 3.27 | 3.87 | 3.42 | 3.44 |
| | <i>Level of Satisfaction</i> | | | | | | | | | | | | | | | | |
| | Very satisfied | 33% | 36% | 50% | 16% | 39% | 46% | 65% | 26% | 52% | 31% | 40% | 61% | 29% | 90% | 43% | 38% |
| | Satisfied | 59% | 52% | 45% | 47% | 43% | 43% | 26% | 50% | 48% | 56% | 46% | 27% | 58% | 10% | 48% | 48% |
| | Dissatisfied | 3% | 8% | 3% | 21% | 8% | 6% | 5% | 3% | | 5% | 3% | 3% | 4% | | 3% | 4% |
| | Very dissatisfied | 2% | 1% | | | 2% | | | | | 1% | 2% | 7% | 2% | | 2% | 1% |
| | Not used/not available | 3% | 2% | 3% | 16% | 9% | 6% | 5% | 21% | | 7% | 10% | 2% | 6% | | 5% | 9% |
| <i>Average Rating</i> | 3.28 | 3.26 | 3.49 | 2.94 | 3.31 | 3.42 | 3.63 | 3.30 | 3.52 | 3.25 | 3.37 | 3.46 | 3.22 | 3.90 | 3.38 | 3.35 | |

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Survey Results from Instructional Program Review 2007-2008

| Program | AUTO | CHEM | CHILD | CNET | CRIJ | EDUC | FIRE | HIST | LEGP | MATH | RNSG | OTA | PHY/ENG | PTA | READ | Total |
|--|------|------|-------|------|------|------|------|------|------|------|------|-----|---------|-----|------|-------|
| Number of students responding to survey | 70 | 84 | 87 | 25 | 62 | 38 | 45 | 256 | 32 | 257 | 288 | 70 | 53 | 31 | 74 | 1,475 |
| My abilities in the following areas have improved as a result of taking this class: | | | | | | | | | | | | | | | | |
| Reading comprehension | | | | | | | | | | | | | | | | |
| Agree | 50% | 46% | 64% | 64% | 56% | 61% | 42% | 61% | 59% | 35% | 65% | 76% | 34% | 71% | 92% | 57% |
| Disagree | 20% | 19% | 5% | 12% | 13% | 13% | 16% | 12% | 16% | 19% | 17% | 7% | 25% | 6% | 4% | 14% |
| No opinion | 30% | 35% | 31% | 24% | 31% | 26% | 42% | 27% | 25% | 45% | 18% | 17% | 42% | 23% | 4% | 29% |
| Writing skills | | | | | | | | | | | | | | | | |
| Agree | 43% | 30% | 74% | 48% | 47% | 76% | 33% | 55% | 63% | 32% | 57% | 80% | 43% | 68% | 76% | 52% |
| Disagree | 26% | 23% | 3% | 20% | 19% | 5% | 27% | 19% | 13% | 24% | 21% | 6% | 23% | 13% | 15% | 19% |
| No opinion | 31% | 48% | 23% | 32% | 34% | 18% | 40% | 26% | 25% | 44% | 22% | 14% | 34% | 19% | 9% | 29% |
| Oral communications | | | | | | | | | | | | | | | | |
| Agree | 59% | 44% | 84% | 72% | 50% | 76% | 58% | 49% | 68% | 40% | 77% | 81% | 38% | 87% | 77% | 60% |
| Disagree | 17% | 20% | 1% | 12% | 21% | 5% | 13% | 19% | 10% | 22% | 10% | 6% | 25% | 6% | 11% | 15% |
| No opinion | 24% | 36% | 15% | 16% | 29% | 18% | 29% | 32% | 23% | 38% | 12% | 13% | 38% | 6% | 12% | 25% |
| Critical thinking/problem solving/reasoning skills | | | | | | | | | | | | | | | | |
| Agree | 86% | 82% | 83% | 88% | 69% | 76% | 69% | 67% | 81% | 77% | 88% | 87% | 83% | 84% | 80% | 79% |
| Disagree | 4% | 10% | 3% | 12% | 13% | 5% | 20% | 13% | 10% | 10% | 8% | 7% | 4% | 3% | 12% | 9% |
| No opinion | 10% | 8% | 14% | 0% | 18% | 18% | 11% | 20% | 10% | 13% | 4% | 6% | 13% | 13% | 8% | 12% |
| Listening skills | | | | | | | | | | | | | | | | |
| Agree | 80% | 73% | 91% | 80% | 81% | 79% | 71% | 83% | 75% | 73% | 80% | 90% | 75% | 87% | 85% | 80% |
| Disagree | 8% | 10% | 1% | 12% | 6% | 5% | 13% | 6% | 6% | 9% | 12% | 4% | 9% | 3% | 7% | 8% |
| No opinion | 11% | 18% | 8% | 8% | 13% | 16% | 16% | 10% | 19% | 18% | 8% | 6% | 15% | 10% | 8% | 12% |
| Use of technology | | | | | | | | | | | | | | | | |
| Agree | 93% | 67% | 69% | 96% | 47% | 42% | 60% | 34% | 81% | 41% | 75% | 73% | 66% | 87% | 66% | 59% |
| Disagree | 4% | 12% | 6% | 4% | 23% | 18% | 16% | 28% | 19% | 23% | 14% | 11% | 19% | 3% | 15% | 17% |
| No opinion | 3% | 21% | 25% | 0% | 31% | 39% | 24% | 38% | 0% | 36% | 12% | 16% | 15% | 10% | 19% | 24% |

AUTO=Automotive Applied Technology, CHEM=Chemistry, CHILD=Child Development/Early Childhood, CNET=Computer-Network Electronic Technology, CRIJ=Criminal Justice, EDUC=Education, FIRE=Fire Science, HIST=History, LEGP=Legal Professions, MATH=Mathematics, RNSG=Nurse Education, OTA=Occupational Therapy Assistant, PHY/ENG=Physics & Engineering, PTA=Physical Therapist Assistant, READ=Reading.

Student Comments for Automotive Applied Technology
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

WYO-TECH
Universal Technical Institute
WACO

Your comments:

I Love this school.

Student Comments for Computer Networking/Electronic Technology
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Your comments:

Most teachers in this subject know their stuff well and are more than adequate at relaying the info.

Student Comments for Fire Science
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Texas Tech
N Texas
A.I. Houston

Your comments:

Great Fire Science & EMT program

Student Comments for Legal Professions
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

UT @ Brownsville

Student Comments for Occupational Therapy Assistant
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Due to OT program being offered not available at Del Mar

Not Sure yet

Unknown

Pan Am or Texas Women's in Denton

Del Mar does not have OT program

Not Sure Yet

Unknown

Your comments:

Good School for associate's degree in allied health science.

Student Comments for Reading
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

SAN U

Your comments:

I like my class at 9:30

Web Online Courses

Delmar's a great school to start your degree

(Instructor) is a very good teacher compared with my English teacher (Instructor)

I think some classes are unimportant for some majors. Some pre-requisite classes are unnecessary. Other colleges don't require to take such ridiculous courses. It's all about money though.

By 8:00 AM (only mornings)

Enjoy Del Mar. Fun, inexpensive school! What else can you ask for?

Student Comments for Child Development/Early Childhood
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

University of Texas, Pan American
Texas A & M International
Georgia

Your comments:

Would like more weekend classes

I couldn't graduate this semester because of time conflict

Need more parking spaces. Students use the learning center parking and leaves us with none.

Student Comments for Criminal Justice
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

UT Dallas
Sam Houston State University
University of North Dakota
Stephen F Austin
Texas Lutheran
Radford University
University of North Dakota

Your comments:

There are no 8 AM or 1:00 PM classes. CRIJ classes are more 1 and half vs. 50 min classes. Mainly 9:30 or 11:00 o clock classes.

Give (Instructor) a raise he deserves it.

Del Mar should have a death investigation degree.

(Instructor) is the best teacher I ever had. Don't let this guy leave

You wouldn't ever find a teacher like (Instructor) in the CJ Dept

Create better schedule as to let one take CRIJ classes one day and other classes the next

Criminal Justice instructors are the best, especially (Instructor), he is very experienced and wise and funny.

CRIJ instructors are great. Very experienced and knowledgeable.

(Instructor) and (Instructor) are the most attentive teachers I have ever had. They go beyond teaching to ensure that you are receiving the skills and knowledge you need. Thank you to them both. You have made going to college a rewarding experience.

(Instructor) is the best professor I have ever had and I am thankful for how much he works with his students.

Student Comments for Criminal Justice (continued)
Program Review 2007

(Instructor) is an awesome teacher. Really understands where his students come from and is great in working with the different situations that arise in his student's life. Really wants us to do the best we can in our career and goes beyond his duties to help us understand the seriousness of this job. All in all he's one of the greatest teachers I've ever had in all my schooling.

I do like this class a lot but my feelings about Del Mar are different. The truth is, maybe it's not with Del Mar but with the FAFSA situation. I don't understand who exactly they help. It's only people with children or divorced parents. I guess it's my fault that both my parents work, have 4 children, and have to come up with paying my school expense as well. I have to work 2 jobs in order to pay for college and I have no time to study. What a great way FAFSA works out.

Excellent course with an excellent instructor

The Criminal Justice Program doesn't offer a variety of classes with time/day schedules that are appropriate for most of us that have most classes in the East campus. We need enough time to commute to the West campus to take these courses or offer some CRIJ in the East campus. All of my peers in the CJ program resent the fact that we don't have the flexibility to schedule these classes with our core academic classes.

Student Comments for Mathematics
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Angelo State University
Howard College
UT Pan Am
University of Phoenix Online
Sam Houston State University
St Loe (Navy Base)
University of Texas at Arlington
Nova Southeastern University
Oxford
GIA / ACC
Our Lady of the Lake University
U.T Dallas
Antonio
University of Texas at el paso
University of Texas Arlington

Your comments:

I have never taken a class with (Instructor), nor will I ever want to.

Need more PhD Teachers

I wish some of the upper level math were offered with competent staff. A pity the Math department lacks any upper level classes.

(Instructor) is an excellent teacher, I have really benefited from taking this class. Also, (Instructor) is the most amazing advisor here at Del Mar.

Would like better seats. A lot of the classes have too small of desks

Personally it's a challenging subject

Overall the teachers teach well and they help out a lot. Classes are perfect size.

Del Mar has made my academic career pleasant.

My problem isn't with this class, but when my advisor picked this class for me, I wasn't ready for this level of class. The instructor is amazing I just don't understand half of the things he expects us to already know to be in this class

Student Comments for Mathematics (continued)
Program Review 2007

Very cool very cool

Less Survey Questions

(Instructor) is an exceptional calculus professor

Need Large Desktops to accommodate our books

Usually 8-3 or something is similar. I really think (Instructor) did a good job at teaching math.

My Advising came from Teas A & M University - cc because advising from Del mar didn't fulfill needs and requirements!!

(Instructor) is very thorough in his teaching. Unfortunately (Instructor) did not have any success in teaching me algebra the (Instructor) has.

It is hard to enroll full time in aviation since classes are scheduled at the same time as others. There should be more variety in class schedule.

Make sure classrooms are open in time to start classes.

I love the flexibility of this course due to it being available online!

I know that many students have difficulties with math and the pressure and anxiety one might feel taking exams in a classroom setting. If it was not for the online Math course I don't know that I would be this successful. I am happy to have taken online courses because I was able to learn at my own pace. THANK YOU!!!!!!!!!!!!!!

I think that the additional help from the instructor and math lab have helped me in my many questions.

I like that we can ask for help in the math center.

I am starting to prefer on line classes, but the computer program needs to have a little more variation in it's answers , the some times don't agree with the actual answers.

This has nothing to do with Del Mar policy, but I think it is ludicrous that the State of Texas, and probably many other states, has deemed it necessary for a liberal arts majors to require 2 math's and 2 sciences. I obviously have a grasp of these subjects as witnessed on ACT and state required standardized tests. Why are these courses relevant? They are not. Not only that, but the text book prices, especially for classes like these are ridiculous. Distance learners are required to buy new textbooks for the passwords that come with them, and I've paid as much for books for these types of classes as I have for the classes themselves. Insane!!!!

Student Comments for Physics/Engineering
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Texas Tech

Your comments:

I think weekend classes would really help those working on a full time job.

Need more night classes across the board

I would take classes at the above times if they were the only classes available.

Awesome Teacher

Student Comments for Chemistry
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

UT Health Science Center

NCU

Baylor

Del Mar Hygiene

Texas Tech University

Prairie View A & M

Utah Valley State College

Student Comments for Education
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

UHV

Your comments:

I wish Del Mar offered more education classes to transfer.

I really enjoy this class Educ 1301 and have learned a lot. I especially love the shadowing.

I am overall pleased with Del Mar

Need to be between 9AM TO 12 PM, convenient hours, not so late in day because of work schedules

Student Comments for History
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Barnard

Kansas State

Grand Canyon University

ITT-Tech Arlington

Western Kentucky University

UNT

BYU

Full San Real World education

Southwestern Seminary

Dallas Baptist

U of H

BYU

Notre Dame

American Musical and Dramatic Academy

Brown University

University of Texas at the Permian Basin

University of North Texas

Boston University

Texas A&M-Galveston

Columbia Southern University

Oklahoma University

Brown University

University of Arizona

I am already a student at UIW; I am just trying to raise my GPA by taking classes I originally did not do well in.

Regis University

Your comments:

Great School and great teacher

Teacher need a raise

I have yet to face a challenge here

Would prefer more quizzes and less note taking - powerpoints

History was always boring to me but this class is not. This class is very interesting.

Student Comments for History (continued)
Program Review 2007

Del Mar needs to transfer to a lot more schools besides cc-tamu

I believe the classes involve too much reading.

Need more web-classes in all subjects

(Instructor) is the best great teacher.

The professor makes this class worth coming to.

I like class starting from 9-12 etc

I love Del Mar. Great Teachers and great classes. (Instructor) is wonderful. We will need addition to the history department.

Need Better Site

Online registration needs to be longer duration; advisor at inconvenient campus.

Kinesiology classes overlap each other too much; we need more classes and times.

I think labs for students who do not need/want are a ridiculous waste of time.

The parking situation makes it difficult to continually get to class on time

Del Mar conducts a great level of education

Classes would be great if offered M/W and T/TH

I enjoy Del Mar College & Teachers. Thanks

Bookstore closes too early for students who work and attend night classes

It was not as challenging as I would have preferred but I enjoyed it and I learned quite a bit

I think this course helps me to better my writing in paragraphs and in essays. (Instructor) points out to me how to better myself in writing and to better proof myself. Plus I really understand where she comes from.

Student Comments for History (continued) Program Review 2007

I enjoy this course because I am given the materials to learn at my own comprehension rate, and I have the tools to do the work with ease. I am to use to this kind of work but I know that my continuation with this class will improve my writing and reading comprehension skills and will broaden my out look on history.

This course is very difficult if you do not read. In any course if you do not read you will not pass this course is cool, I like history now, but then I don't

This course has helped me improve my reading comprehension. The critical thinking really opened my mind to think and go beyond my expectations. I also realized how it is to have friends with someone you only know on the internet. I got to meet new friends and have a new experience. I'm glad I had this chance to take a Dual Credit course.

I would have definitely like to have more discussions. Maybe everyone log on at the same time and chat about the chapter we read or something. But that's the only thing.

The course that I was enrolled in improved many of my critical thinking skills. As we had to actually do thinking and apply ourselves to this course rather than just slid on by. The course offered here has greatly satisfied my needs to learn. I would highly suggest this course to other students infested in this course

I enjoyed the course. The weekly quizzes were helpful and the discussions fun and informative. The short video clips were very informative and did a good job at keeping my interests.

In the beginning I was very worried on how I would do in this course, but now I am very pleased with my work. With the short video clips and easy to read information I have been able to understand the subject better. I have enjoyed this class and I hope to keep doing well and find success.

I thought this course was very excellent in the software and easiness of the web access and availability of help when needed

This class is excellent.

Excellent course! Instructor is willing to help if students have any problems or issues. The course is laid out in an easy to follow foolproof way.

(Instructor) is a great mentor and even though I can beat his daughter in tennis I bet she is a great player...YOUR AWESOME (Instructor)!

Tacos rule! Your pain is the breaking of the shell that encloses your understanding. It is the bitter potion by which the physician within you heals your sick self. Therefore, trust the physician, and drink his remedy in silence and tranquility.

Student Comments for History (continued) Program Review 2007

THIS SURVEY WAS INSANELY LONG! GOOD LORD! Besides, what kind of imbecile goes to a community college AS their college? I'm just here to get transferable credits during high school while I have nothing better to do. I do have to say, though, the class is satisfactory.

Much more writing intensive than I expected. It would have been difficult to accomplish if I was taking additional classes

(Instructor) is a very good professor!!

This course is really good and educational...it's a little difficult at times but in discussions it helps to build thinking skills.

I like the Dual Credit courses that are offered by Del Mar College.
It was educational and enjoyable. I found I have learned to pace myself.

I wish that I could take all my classes on line it is very hard to find care for my children at night. And after they have been at school and day care all day because I work I really don't want to dump them off somewhere else

I enjoyed online classes, mostly because of the freedom, and how they worked around my schedule. ;)

I love the availability of the course material, the timelines, the grading is very fair, and that the instructor allows a private response to ask a question.

I believe that this course has improved many skills that are relevant to passing a college course. I applaud (Instructor) for providing me with helpful tips and hints on how to survive this course.

I think this course has helped me improve my communication skills not just in Dual-Credit but also high school!
It's been fun....

I really like the way the course content was set up. The instructor organized the information in a way that we would only need to click on one icon for each lesson, which cut down the possibility of getting lost on the homepage. However, I think she limited our resources by disallowing certain internet sources, and also by giving short, unexpanded answers to help questions I asked regarding a lesson. If our resources are limited, then the instructor needs to be available to "fill in" as a resource in situations where the student requires additional assistance.

Excellent coursework! Instructor was very helpful.

Student Comments for History (continued) Program Review 2007

The outline method that the professor used was great. The way she ran this course with weekly quizzes and discussions was so much easier than having to worry about a test after every two or three chapters. I really enjoyed the way she laid everything out for the students and the fact that she responds to our discussion posting.

This was my first on-line class. I was a little hesitant about enrolling in this class, but it was very fun and easy to work around my schedule. I enjoyed it very much!
I have learned a great deal taking this class and the communication with the professor has been one of the best since taking online courses. I would recommend this class and professor to other students

I enjoyed having (Instructor). She is a wonderful professor that makes the student explore history on an independent level and I think that is great!!

Good teacher

I enjoy so much having classes on line. They are easier and more comfortable for me. My teacher is an understanding individual that teaches the class but makes it interesting as well.

I thought this course was planned out very well. I learned a lot, and enjoyed myself while doing so.

(Instructor) was a great teacher I would recommend her to anyone.

(Instructor) was very well prepared and organized. She was always willing to help when needed, very approachable and enjoyable.

I really enjoyed the added links on the website for browsing as the information related to text information I had learned. I also really liked the learn at your own pace aspect of this course. It may not be helpful to some but this is how I like my courses to go. I didn't understand the purpose of the weekly discussions and using a cited fact for them. Unless it was to practice searching the internet for sources? I feel like I have learned a lot this semester. Much more than I did in the 7th grade!

My instructor is great!

Very well composed informative material, easily accessible.

(Instructor) is attentive to our discussion postings and provides adequate feedback.

She is quick to respond to e-mail questions or comments about the course. She brings a cultural aspect to this course that I was not expecting but of which I am completely appreciative. Her links to various websites enhance our ability to learn this subject.

Student Comments for History (concluded)
Program Review 2007

This course is very good and my instructor is great! (Instructor) has a very clear, understandable website. It's very easy for me to find what I need quickly, and I love the topics that she discusses in her history 1302 class!

I really like working with this professor.

Instructor is very organized and direct about how the assignments are to be done. This is very helpful to me since I am a very organized person as well. Learned a lot from this course.

Saying this is an online History class you would think that it would be hard to stay interested (at least I thought so). But (Instructor) makes this class very interesting and bring up issues that are happening today as well as history. She is a great online teacher and would recommend this online class to other students. I'm taking 4 classes and this class doesn't put on stress to me. (Instructor) is a great teacher.

Student Comments for Nurse Education
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

University of Central Florida
Penn State University
Saint Peter College
UT-Tyler
UT Health SA
Tarkton State
Victoria
San Diego State University
SDSU
University Of Washington
Community college in Dallas/Ft Worth area
Texas Tech University or Angelo State University for BSN
UNM
NAU

Your comments:

RN programs need large classrooms (multiple rooms)

The program is best but teaching method is unrealistic

These surveys are waste of time! No improvements are ever made.

This course needed a little more organization than it had

It doesn't matter what we want, they set our schedule however they want it.

I love Del Mar College

Need new nursing videos

I recommend that the instructors learn to use the technology available to the RN Program

The library & computer labs should be made more available to students staying open later.

My class schedule is fine - I live around it.

2 Hr Monday class was not enough time to cover half of material. Barely self teaching class to ourselves

Student Comments for Nurse Education (continued) Program Review 2007

This course has definitely taught how to apply the different software and information based on computer usage. I just think it should not be part of the nursing degree plan because the nursing program requires so much of your time already and just adding a computer class makes more overwhelming but I can understand how it ties in to the classes.

I am excited that I was able to take this class online. It is a great help when you are a working student.

I wish that our test on line that had to do with labs were more geared toward the videos that we use for labs in the online classes...the test grade I believe would be a lot better if someone watched the videos and then re did the lab quizzes.

I love the fact that I can take the whole program online. That has been a tremendous life saver for me.

I am very satisfied with the online classes I am taking. They are organized well and the teachers are very supportive and responsive.

WebCt is a great program for eline nursing students. HOWEVER, do to mismanagement of enrollment and changes in core curriculum the eline nursing program has failed the students miserably recently with availability of clinical time for eliners. Although we pay the same amount as the in class nursing students we are "shafted" when it comes to clinicals because there is not enough available for both in class and eliners and eliners are last in priority. Eline started out as a smaller program but has turned into a huge undertaking with significantly more students enrolled BUT the same amount of teachers available. We are losing precious time and money waiting for clinical classes because our teachers are taking the traditional in class classes as their priority because "the boss is watching". I think if Del Mar is taking on the challenge of creating an online nursing program and has the money that we pay to make a beautiful fancy health science facility they could at least prioritize the cash flow and hire teachers dedicated to eliners.

I love e-line!!!

I am actually very disappointed in the quality of instructors for the first semester nursing program. During boot camp/orientation they stood there telling us they were so helpful and would answer any questions, and then when you walk through the door, they can't even answer questions related to differences in material from what they've lectured and what our book tells us. The computer programs they utilize do not work, and they have no answers, but we are still required to do it for credit. All courses for this 1st semester of nursing are like this; overall poor teaching & poor computer programs.

The nursing instructors in the e-line program are very good at their job, and care very much about their students.

Student Comments for Nurse Education (continued) Program Review 2007

Teachers are great nurses, I can tell this by just listening...would just say that they are not very good at teaching. Never retain any information because they go so fast in class. Plus the new online programs such as meds pub and my nursing lab have so many problems with them and we have to pay for it with our grades. Not very fair...

Having the E-LINE (electronic learning in nursing education) program is a great for students who can't make it to class on a day to day basis, along with students that don't like to go into class. I like being able to go to school through the computer, because I can still work and do my other hobbies without any problems of missing school. The program also has the option that if something happens to a person or in there family, they can stop school for a little bit and pick right up where they left it and have no problems.

The eline courses that I am taking are great.

eline is an amazing tool for Del Mar to have

Courses offered on-line works perfect for me in my situation because I am still able to work full time with my current job. This is a good opportunity for students currently working who wants to go further with their education for whatever reasons. Hopefully these on-line courses can help the community fill up the shortages of nursing services and help students bridge to more advance courses.

All of the content of this course is what I will use on a daily basis working as a nurse in the hospital, I am very happy that e-line was created and find that it is actually a much better RN program than my local traditional RN programs available. My experience in this course has been a good one.

The course material was accurate with the lesson plan within the modules assigned. There were other modules in different subjects that did not apply to the given material. However, this course seems more accurate than others.

I have enjoyed learning new computer skills.

I am a working student and I like the option of having the choice of being online or in a class room. I chose to do online and I do not regret it.

This is an important class however I feel that this class could have been used as a prerequisite to the nursing program rather than a class needed as attending the nursing program.

Student Comments for Nurse Education (concluded) Program Review 2007

I don't feel like I learned anything new at all from this course, nor do I feel as if it had you anything to do with nursing. It should be a pre-req. and you should be able to test out of the course. I had already taken an intro to computer course many semesters ago. This was a waste of my time!

This WebCT course has given me a lot of problems. Basically, they thought I was someone else who had my same name. I got dropped out of my class even though I was enrolled. Nobody had contacted regarding the issue. Thankfully, my work was saved. Despite all the problems, I like this class. The teacher is very nice and helps with any question.

This course in particular seems a waste of time and money. It is a requirement for the RN program and while it did not take a lot of time, was something else in a long list of busy work. In the year 2007 most of us have had experience with computers and understand how they work. Especially those who work in a sort of office setting. I think a placement exam in proficiency would be a nice option for those who think their computer skills are acceptable rather than forcing everyone regardless of their skill level to take such and elementary introduction to computers course.

The teacher was very helpful and professional. Thanks and may God bless

Student Comments for Physical Therapist Assistant
Program Review 2007

Do you plan to transfer to another college or university? If yes, where?

Due to OT program being offered not available at Del Mar

Not Sure yet

Unknown

Pan Am or Texas Women's in Denton

Del Mar does not have OT program

Not Sure Yet

Unknown

Your comments:

Good School for associate's degree in allied health science.



Student Survey: Fall 2007

Like this: ● Not like this: ✓ ✗ /



What is your short-term educational goal?

- Take one class
- Take a few classes
- Earn a certificate
- Earn a 2-year degree
- Earn a 4-year degree

What is your long-term educational goal?

- Take one class
- Take a few classes
- Earn a certificate
- Earn a 2-year degree
- Earn a 4-year degree

Do you plan to transfer to another college or university?

- Yes
- No

Have you and your academic advisor worked out an Education/Degree Plan for your major?

- Yes
- No
- Uncertain

What is the most important reason that you are attending Del Mar College at this time?

- Prepare for transfer to a four-year college
- Gain skills necessary to enter a new occupation
- Gain skills necessary to retrain, remain current, or advance
- Satisfy a personal interest
- Explore a new career direction

If yes, where?

- Texas A&M-Corpus Christi
- Texas A&M-Kingsville
- Texas A&M-College Station
- University of the Incarnate Word
- University of Texas at Austin
- University of Texas at San Antonio
- University of Houston
- Texas State University (San Marcos)
- Another community college
- Undecided
- Other _____

Would you recommend Del Mar College to a friend?

- Yes
- No
- Uncertain

Do you plan to graduate from Del Mar College?

- Yes, with a certificate
- Yes, with an Associate degree
- No, plan to transfer before 62 hours
- No, already have a degree
- No

Would you recommend this class to a friend?

- Yes
- No
- Uncertain

Please rate the following questions:

| Excellent | Good | Fair | Poor | Needed, but wasn't advised | Did not require placement |
|-----------|------|------|------|----------------------------|---------------------------|
|-----------|------|------|------|----------------------------|---------------------------|

- How would you rate the quality of advising for placement in English and reading? -----
- How would you rate the quality of advising for placement in math?-----
- How would you rate the quality of advising for courses required in your major?-----

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is your employment status?

- Employed, more than 35 hours per week
- Employed, 26-35 hours per week
- Employed, 16-25 hours per week
- Employed, 15 or fewer hours per week
- Unemployed, seeking employment
- Military full-time, active duty
- Not currently seeking employment

Why did you choose this college?

- Affordable tuition and fees-----
- Convenient location-----
- Financial aid available-----
- Type of courses offered-----
- Academic reputation-----
- Credits transfer well-----
- Friends attend Del Mar College----
- Can live with parents/relatives-----
- Smaller classes-----

| Major Reason | Minor Reason | Not a Reason |
|--------------|--------------|--------------|
|--------------|--------------|--------------|

| | | |
|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is your overall impression of the quality of education at this college?

- Excellent
- Good
- Average
- Below Average
- Very Inadequate

If you could start college over, would you choose to attend Del Mar College?

- Yes
- No
- Uncertain

Please rate the following questions:

- How would you rate the quality of instruction in this subject?----
- How would you rate the amount of your knowledge/learning ----- gained in this subject?

| Excellent | Good | Average | Below Average | Very Inadequate |
|-----------|------|---------|---------------|-----------------|
|-----------|------|---------|---------------|-----------------|

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate the importance to you of each area below, and your level of satisfaction.

1. Appropriate and helpful teaching methods in this subject -----
2. Availability and helpfulness of tutors in this subject -----
3. Library facilities, resources, and hours -----
4. English Writing Center facilities, resources, and hours -----
5. Math lab facilities, resources, and hours -----
6. Reading lab facilities, resources, and hours -----
7. Admissions procedures -----
8. Web registration -----
9. On-campus registration -----
10. Job placement services -----
11. Availability of a program advisor -----
12. Availability of current equipment and technology in this subject ----
13. Access to PCs and computer labs in this subject -----
14. Hours computer labs are available in this subject -----
15. Software available for student use in this subject -----
16. Variety of courses offered in this subject -----
17. Availability of courses when needed in this subject -----
18. Info in the semester "Credit Class Schedule" about this subject ----
19. General information in the semester "Credit Class Schedule" -----
20. Condition and appearance of the building this class is in -----
21. Adequacy of space and facilities for classes and labs in this subject -

| | IMPORTANCE | | | | | SATISFACTION | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Important | Important | Unimportant | Very Unimportant | Does Not Apply | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied | Not Applicable |
| 1. Appropriate and helpful teaching methods in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Availability and helpfulness of tutors in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Library facilities, resources, and hours ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. English Writing Center facilities, resources, and hours ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Math lab facilities, resources, and hours ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Reading lab facilities, resources, and hours ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Admissions procedures ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Web registration ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. On-campus registration ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Job placement services ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Availability of a program advisor ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Availability of current equipment and technology in this subject ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Access to PCs and computer labs in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Hours computer labs are available in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Software available for student use in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Variety of courses offered in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Availability of courses when needed in this subject ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Info in the semester "Credit Class Schedule" about this subject ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. General information in the semester "Credit Class Schedule" ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Condition and appearance of the building this class is in ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Adequacy of space and facilities for classes and labs in this subject - | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you agree or disagree with each statement below?

- Classes in this subject are scheduled at time convenient for me. -----
- Required courses in this subject are offered at times when I need them. -----
- Required courses in other academic areas are offered at times when I need them. -----
- I was given accurate information about this subject prior to enrolling. -----
- Courses in this subject that I was advised to take this semester were appropriate. -----
- In general, Del Mar teachers in this subject are attentive and concerned about their students. -----
- In general, what I have learned in my courses at Del Mar in this subject is what I need to learn -in order to succeed.

| | Agree | Disagree | No Opinion |
|--|-----------------------|-----------------------|-----------------------|
| Classes in this subject are scheduled at time convenient for me. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Required courses in this subject are offered at times when I need them. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Required courses in other academic areas are offered at times when I need them. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was given accurate information about this subject prior to enrolling. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Courses in this subject that I was advised to take this semester were appropriate. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general, Del Mar teachers in this subject are attentive and concerned about their students. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general, what I have learned in my courses at Del Mar in this subject is what I need to learn -in order to succeed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Would you take classes in this subject at the following times?

| | Yes | No | Not Sure |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| Earlier than 8:00 a.m. ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Between 1:00 p.m. and 5:00 p.m. ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Between 5:30 p.m. and 6:50 p.m.----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Between 7:00 p.m. and 8:20 p.m. ---- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At 8:30 p.m. or later ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Weekends ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| By distance learning ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

My abilities in the following areas have improved as a result of taking this class:

| | Agree | Dis-agree | No Opinion |
|---|-----------------------|-----------------------|-----------------------|
| Reading comprehension ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing skills ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oral communications ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critical thinking/problem solving /reasoning skills ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listening skills ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use of technology ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Your comments:
