



**Annual Student Survey  
Program Review Survey Summary  
Fall 2008**

**Office of Institutional Research and Effectiveness**



## Annual Student Survey Fall 2008 Program Review

### Survey Summary

---

As a part of the Del Mar College instructional 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 2008-09 were surveyed:

- Accounting, Banking and Finance
- Arts
- Business and Economics
- Chemical Laboratory Technology
- Cosmetology
- Diesel Applied Technology
- Dental Assisting
- Hospitality Management
- Industrial Education
- Languages
- Music
- Process Technology
- Political Science
- Welding Applied Technology

Students from 105 on-campus and 17 on-line classes were invited to participate in the survey. Of the 1,660 students surveyed in class, 981 (59%) filled out and returned the surveys, while Internet surveys had a much lower response rate of 27%, with only 137 students out of 507 participating in the survey. A total of 1,118 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 2008. Analysis of the overall total responses to each of the survey items shows the following results:

### **Overall Quality of Education**

- Overall, 93 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, 80 percent would choose Del Mar College again, and 95 percent would recommend the College to a friend.

### **Quality of Programs**

- Concerning the subject of the class in which students were surveyed, 90 percent rated the quality of education as good or excellent, and 89 percent would recommend the class to a friend.
- Eighty-eight 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, 92 percent agreed that their teachers were attentive and concerned, and 87 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 (57 %) indicated that they had worked out an educational/degree plan for their major.

- Almost all of the students who required advising were advised, with 97 percent of students in English, 96 percent in math, and 97 percent in their respective majors.
- Of the students who required placement, 73 percent rated the quality of advising as good or excellent in English, and 63 percent in math. The majority of students (72 %) were satisfied with advising in their major.

### **Availability of Classes**

- Most of the students (87 %) agreed that the classes for the subject they were surveyed in are scheduled at convenient times. Eighty-one percent agreed that the required courses for that subject are offered when needed and 75 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 63 percent agreeable to taking a class at this time. A trend that started in fall 2007 continued in fall 2008, with more students interested in evening classes—with 47 percent indicating an interest in taking the class between 5:30 pm and 6:50 pm and another 40 percent interested in taking a class between 7:00 pm and 8:20 pm.
- A minority expressed interest in taking early morning, late evening and weekend classes, with only 23 percent, 25 percent, and 24 percent of students, respectively, who are willing to take a class at these times.
- Though distance learning courses continue to grow in popularity College-wide, fewer students who answered the survey expressed interest in taking the course on-line in fall 2008 (35 %) than in fall 2007 (41%). This might be explained partly by the fact that specific lab components of some of the programs surveyed—such as cosmetology, dental assisting, and welding—are not designed to take advantage of distance learning.

### **Abilities Improvement**

Students were asked if and how their abilities have improved as a result of taking a class in their program area.

- Three out of four students believe they had great or good improvement in their listening skills (77%) and critical thinking/problem solving/reasoning skills (72%). Another two-thirds believe their use of technology (68%) and oral communications (66%) showed

great or good improvement. Reading comprehension and writing skills improvement were indicated by 62 percent and 64 percent, respectively.

- Though over half (57%) of the students believe that their mathematical skills had great or good improvement, almost a quarter (23%) of students indicate they experienced little or no improvement in math skills as a result of taking a class in their program area.

## **Quality of Services.**

Students rated the level of importance of and satisfaction with the quality of services in 20 different areas using a one-to-four scale, with one being lowest and four being highest. A graph on page 6 shows the mean difference between the respondents' ratings of importance and satisfaction with services.

- Students placed the highest level of importance (3.60) on the development of skills and knowledge needed to succeed in their careers. The next highest importance ratings were teaching methods (3.56), up-to-date equipment and technology (3.50), and availability of equipment and technology (3.47).
- Areas where the satisfaction mean was within 0.10 of the importance mean were variety of courses, math lab resources, credit class schedule information, availability of software, access to PCs, computer lab hours, and adequacy of space for classes and labs.
- The availability of courses when needed continues its trend of having the largest gap between importance and satisfaction (-0.26). Up-to-date equipment (-0.19) and development of career skills (-0.19) have the second-largest gap. However, the mean satisfaction ratings for these three areas are 3.19, 3.31 and 3.42 respectively, indicating that although students are relatively well satisfied, they also place a higher importance on these areas.
- Areas in which students' level of satisfaction was greater than their level of importance were Stone Writing Center resources, reading lab resources, library resources, availability and helpfulness of tutors, and the condition of classroom buildings.
- It is important to note that the means for all items were relatively high, the lowest being 3.17 for importance and 3.18 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 (67%), convenient location (60%), and type of courses offered (59%).
- 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 (63%), the ability to live with parents or relatives (51%), the availability of financial aid (41%), and small classes (41%).

## **Student Employment Status and Educational Intent**

- Over two thirds of the students surveyed (68%) indicated that they are employed, with 32 percent employed full time and 46 percent employed part time. Students who were not employed roughly divided in half between seeking and not seeking employment.
- Forty-three percent of the students listed a short-range goal of receiving a two-year degree, and 44 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 43 percent of students is to prepare to transfer to a four-year college. Gaining skills to enter a new occupation is the most important reason for attending the College for 31 percent of students. Seventy-eight percent of the students surveyed planned on graduating from Del Mar College, 59 percent with an associate degree, and nineteen percent with a certificate.
- Sixty-seven percent of the students planned to transfer, with 44 percent listing Texas A&M University-Corpus Christi as their transfer destination, and 20 percent 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.