



**Annual Student Survey
Program Review Survey Summary
Fall 2004**

Office of Institutional Research and Effectiveness



Annual Student Survey Fall 2004 Program Review

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 2004-2005 were surveyed:

- Court Reporting
- Emergency Medical Services
- English
- Geography
- Hotel/Motel Management
- Law Enforcement
- Airframe Applied Technology
- Auto Body Applied Technology
- Diagnostic Medical Sonography
- Industrial Machining Technology
- Medical Laboratory Technology
- Philosophy and Religion
- Customized Training Services
- Health Care Services
- GED/ESOL
- Workforce Personal Enrichment
- Transportation Services

A total of 1,595 surveys in 120 different classes were distributed to students during class. Of those, 888 (56%) were returned and analyzed. The results of the student surveys were distributed to the respective program review committees as a part of the program review data packet 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 table and graph included in this report summarize the results from the disciplines surveyed in fall 2004. Analysis of the overall total responses to each of the items of the survey shows the following results:

Overall Quality of Education

- Overall, 89 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, 78 percent would choose Del Mar College again, and 90 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 85 percent would recommend the class to a friend.
- Some students expressed doubt about the appropriateness of their course enrollment and the advising they received. Only 70 percent agreed that they were given accurate information about the subject of the class being surveyed prior to enrollment. Eighty percent agreed that the courses they were advised to take were appropriate. Overall, only 70 percent of students rated the quality of advising for courses required in their major as good or excellent.
- When asked about the teachers in the subject of the class in which they were being surveyed, 86 percent agreed that their teachers were attentive and concerned, and 84 percent of the students surveyed believed that what they were learning would help them to succeed.

Availability of Classes

- A majority of the students (88%) agreed that the classes for the subject they were surveyed in are scheduled at convenient times. Eighty percent agreed that the required courses for that subject are offered when needed and 68 percent of the students agreed that required courses for other academic areas are offered when needed.
- Over half of the students expressed an interest in taking the classes in the subject being surveyed during the afternoon.
- Nineteen percent of respondents were interested in taking classes earlier than 8:00 a.m.; 26 percent were interested in taking courses after 8:30 p.m.
- About a third of the students would like to take classes in the subjects being surveyed during the weekend (31%) or by distance learning (37%).

Quality of Services. Students rated the level of importance of and satisfaction with the quality of services in 22 different areas using a one-to-four scale, with one being lowest and four being highest. A graph on page seven shows the the mean difference between the respondents' ratings of importance and satisfaction with services.

- Students placed the highest level of importance (3.61) on teaching methods. The second and third highest importance ratings were Web registration (3.57) and both library and access to personal computers (3.52).
- Areas where the satisfaction mean was within 0.10 of the importance mean were availability of software, general information in the course schedule, English Writing Center resources, telephone registration, Reading Laboratory resources, availability and helpfulness of tutors, and buildings and grounds condition.
- The greatest differences between satisfaction and importance where mean satisfaction was more than 0.25 lower than mean importance were with regular registration, admissions procedures, and availability of courses needed in subject area. Note, however, that 0.39, the largest difference, is only slightly over one-third of a point, and all of the means indicated satisfaction (3.00 or higher).

- The level of satisfaction with the condition of campus buildings and grounds slightly exceeded the level of importance with students completing the survey.
- Note that all means were relatively high, the lowest being 3.00 for both importance and satisfaction.

Factors Considered when Choosing Del Mar College

- Students listed the following as major reasons for attending Del Mar College: low tuition and fees (62%), convenient location (51%), and type of courses offered (56%).
- Relatively large proportions of students stated that the following reasons were not a factor in choosing Del Mar College: having friends attending Del Mar College (70%), the ability to live with parents or relatives (60%), the availability of financial aid (48%), and the possibility of small classes (43%).

Student Employment Status and Educational Intent

- A majority of the students surveyed (71%) were employed, 29 percent were unemployed, and less than one percent were in the military.
- Over half of the students had the short-range goal of receiving a two-year degree, and 76 percent had a long range goal of receiving a four-year degree.
- Seventy-seven percent of the students surveyed planned on graduating from Del Mar College, 66 percent with an associate degree and 11 percent with a certificate.
- Seventy-two percent of the students planned to transfer, with one-third listing Texas A&M University-Corpus Christi as their transfer destination, while 15 percent were undecided as to their transfer destination at the time the survey was given.

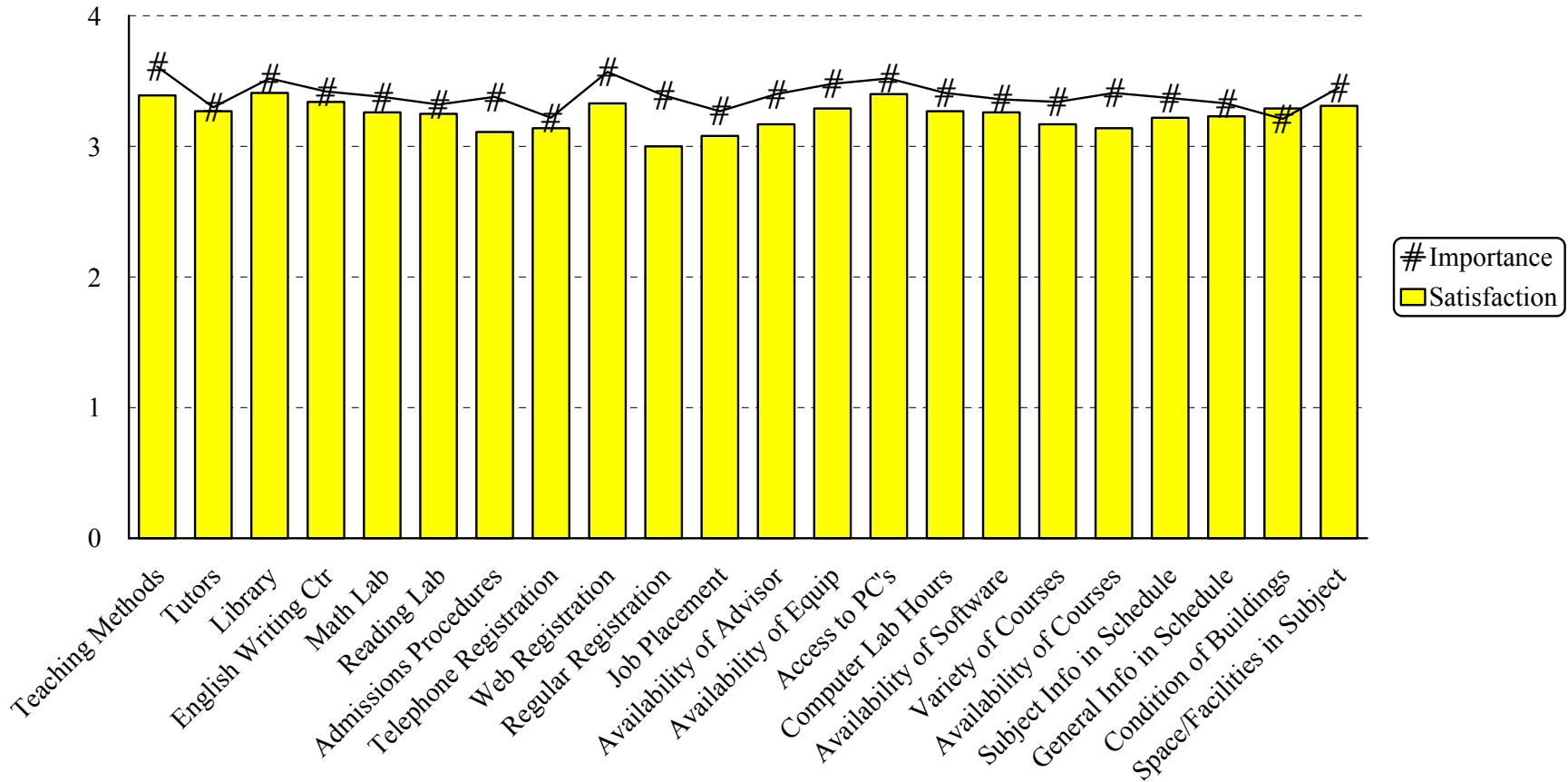
Limitations of Survey

By their nature, occupational programs tend to have a cohort of students taking several classes simultaneously. This was not accounted for in the sampling of classes. Therefore, the same students were sampled repeatedly in these programs. When the faculty involved in administering these surveys indicated this on their returned survey packets and did not administer the survey more than once to the same students, the original sampling frame was adjusted. However, not all faculty may have recognized this problem. Thus, a small portion (estimated at less than 2%) of the sample may be non-independent, or, have more than one survey from the same student. We are improving our methods to avoid this problem in the future, and our thanks to the astute faculty who recognized the problem.

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 Classes for Programs Under Review

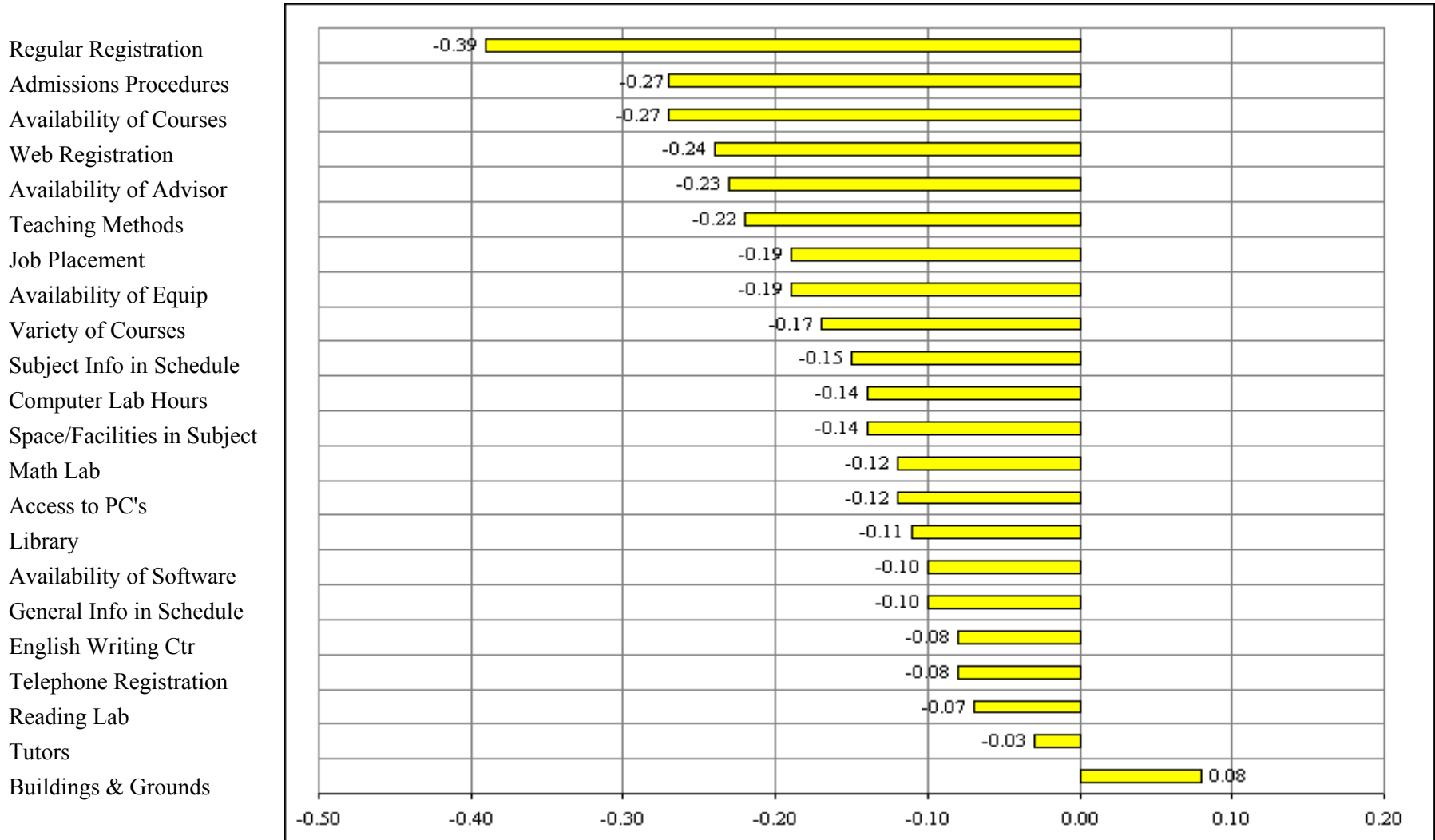
Fall 2004 Student Survey
 Student Perceptions of Resources and Services
 Average Ratings



Level of importance is based on a ratings scale where:
 4 = Very Important, 3 = Important, 2 = Unimportant, 1 = Very Unimportant
 Level of satisfaction is based on a ratings scale where:
 4 = Very satisfied, 3 = Satisfied, 2 = Dissatisfied, 1 = Very dissatisfied

Student Perceptions of Resources and Services

Mean Differences in Levels of Importance and Levels of Satisfaction All Instructional Programs Under Review - Fall 2004



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.

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

														Total
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
Del Mar College Quality														
Overall impression of education at Del Mar College	Excellent	61%	36%	62%	37%	37%	40%	48%	53%	45%	60%	22%	53%	42%
	Good	30%	42%	33%	53%	45%	49%	44%	40%	43%	36%	70%	47%	47%
	Average	9%	22%	5%	8%	17%	10%	6%	7%	12%	4%	9%	0%	10%
	Below Average	0%	0%	0%	3%	2%	0%	2%	0%	0%	0%	0%	0%	1%
	Very Inadequate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
If starting over, I would choose DMC again	Yes	87%	73%	86%	78%	68%	75%	84%	73%	89%	84%	70%	82%	77%
	No	0%	9%	2%	10%	23%	10%	5%	13%	6%	4%	17%	12%	10%
	Uncertain	13%	17%	12%	13%	8%	14%	11%	13%	6%	12%	13%	6%	13%
Would recommend DMC to a friend	Yes	91%	83%	100%	90%	82%	90%	94%	100%	91%	92%	91%	100%	90%
	No	4%	5%	0%	2%	5%	3%	0%	0%	4%	4%	9%	0%	3%
	Uncertain	4%	13%	0%	9%	13%	7%	6%	0%	5%	4%	0%	0%	7%
Program Quality														
Quality of instruction in this subject	Excellent	75%	63%	84%	60%	64%	58%	58%	64%	62%	84%	68%	69%	62%
	Good	25%	23%	16%	31%	26%	29%	39%	36%	26%	12%	21%	23%	28%
	Average	0%	9%	0%	9%	9%	9%	4%	0%	13%	4%	5%	8%	8%
	Below Average	0%	2%	0%	0%	2%	2%	0%	0%	0%	0%	5%	0%	1%
	Very Inadequate	0%	2%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	1%
Would recommend class to friend	Yes	100%	86%	95%	83%	81%	84%	87%	87%	80%	84%	83%	94%	85%
	No	0%	3%	2%	4%	7%	10%	3%	0%	6%	0%	13%	6%	7%
	Uncertain	0%	11%	2%	13%	12%	6%	10%	13%	15%	16%	4%	0%	8%
Classes scheduled at times convenient for me	Agree	89%	79%	81%	94%	82%	88%	88%	100%	93%	88%	95%	93%	88%
	Disagree	11%	6%	14%	4%	16%	4%	3%	0%	2%	0%	0%	0%	5%
	No opinion	0%	15%	6%	3%	2%	8%	9%	0%	5%	13%	5%	7%	7%
Required courses in this subject offered when needed	Agree	75%	73%	74%	81%	71%	82%	82%	71%	79%	88%	67%	80%	79%
	Disagree	25%	3%	21%	16%	27%	8%	6%	14%	19%	6%	7%	7%	12%
	No opinion	0%	23%	5%	4%	2%	10%	12%	14%	2%	6%	27%	13%	9%
Required courses for other academic areas offered when needed	Agree	44%	57%	68%	80%	71%	65%	68%	78%	72%	65%	69%	64%	67%
	Disagree	11%	4%	12%	12%	27%	19%	22%	0%	7%	12%	15%	7%	16%
	No opinion	44%	39%	21%	8%	2%	16%	10%	22%	22%	24%	15%	29%	17%

The abbreviations used in this table are: ABD=Auto Body Applied Technology, AER=Airframe Applied Technology, CRT=Court Reporting, DENG=Developmental English, EMS=Emergency Medical Technology, ENG=English, GEO=Geography, HAM=Hotel/Motel Management, MCH=Industrial Machining Technology, MED=Medical Laboratory Technology, PHI=Philosophy, SON=Diagnostic Medical Sonography. All percents are rounded to the nearest whole number; percent totals will closely approximate 100%.T.

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
Was given accurate information about this subject	Agree	78%	77%	89%	63%	67%	68%	63%	50%	90%	79%	64%	100%	71%
	Disagree	11%	19%	9%	30%	22%	20%	24%	50%	5%	14%	36%	0%	20%
	No opinion	11%	4%	3%	7%	10%	13%	14%	0%	5%	7%	0%	0%	9%
Courses I was advised to take were appropriate	Agree	33%	89%	87%	80%	80%	75%	83%	100%	91%	92%	75%	92%	79%
	Disagree	0%	0%	0%	11%	7%	6%	4%	0%	5%	0%	6%	0%	5%
	No opinion	67%	11%	13%	10%	13%	19%	15%	0%	5%	8%	19%	8%	16%
Del Mar teachers in this subject are attentive and concerned	Agree	88%	71%	100%	85%	89%	84%	92%	100%	80%	100%	95%	100%	86%
	Disagree	13%	13%	0%	9%	6%	7%	2%	0%	18%	0%	0%	0%	7%
	No opinion	0%	17%	0%	6%	4%	9%	6%	0%	3%	0%	5%	0%	7%
What I learned in this subject is what I need to learn to succeed	Agree	100%	81%	100%	90%	89%	78%	81%	78%	96%	93%	82%	100%	84%
	Disagree	0%	6%	0%	3%	4%	9%	15%	11%	2%	0%	18%	0%	7%
	No opinion	0%	13%	0%	8%	6%	13%	5%	11%	2%	7%	0%	0%	9%
Would you take this class at this time?														
Earlier than 8:00 a.m.	Yes	60%	40%	19%	17%	11%	14%	13%	14%	56%	31%	17%	36%	21%
	No	40%	45%	69%	72%	81%	79%	85%	57%	44%	63%	83%	57%	71%
	Not sure	0%	15%	13%	11%	9%	8%	3%	29%	0%	6%	0%	7%	8%
Between 1:00 p.m. and 5:00 p.m.	Yes	75%	52%	72%	59%	68%	58%	49%	88%	17%	100%	95%	55%	59%
	No	25%	29%	23%	26%	24%	33%	46%	13%	74%	0%	0%	46%	32%
	Not sure	0%	19%	3%	15%	7%	9%	5%	0%	9%	0%	5%	0%	9%
Between 5:30 p.m. and 6:50 p.m.	Yes	75%	73%	35%	36%	82%	53%	62%	50%	54%	64%	71%	70%	56%
	No	25%	13%	50%	51%	6%	38%	31%	50%	40%	36%	19%	30%	35%
	Not sure	0%	13%	15%	13%	12%	9%	7%	0%	6%	0%	10%	0%	9%
Between 7:00 p.m. and 8:20 p.m.	Yes	71%	53%	36%	25%	85%	49%	53%	29%	73%	54%	33%	58%	50%
	No	14%	29%	39%	65%	3%	42%	41%	57%	24%	31%	60%	33%	40%
	Not sure	14%	18%	25%	11%	13%	9%	6%	14%	3%	15%	7%	8%	11%
At 8:30 p.m. or later	Yes	67%	32%	19%	15%	61%	25%	19%	29%	37%	7%	24%	46%	28%
	No	33%	47%	69%	74%	30%	63%	72%	71%	50%	80%	67%	46%	61%
	Not sure	0%	21%	13%	12%	9%	11%	8%	0%	13%	13%	10%	9%	11%
Weekends	Yes	14%	25%	32%	22%	34%	33%	32%	50%	35%	19%	20%	36%	30%
	No	86%	50%	50%	67%	47%	54%	55%	25%	53%	69%	75%	55%	56%

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

														Total
														2004/05
Number of students responding to survey		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Not sure		14%	25%	18%	12%	18%	13%	13%	25%	12%	13%	58%	9%	16%
By Distance Learning	Yes	0%	35%	22%	17%	27%	48%	47%	25%	20%	24%	35%	25%	35%
	No	86%	39%	50%	63%	56%	37%	45%	63%	63%	62%	41%	58%	48%
	Not sure	14%	26%	28%	20%	18%	15%	8%	13%	17%	14%	24%	17%	17%
Quality of Advising														
You and advisor have worked out a degree plan	Yes	30%	52%	57%	38%	57%	44%	71%	79%	64%	48%	36%	59%	49%
	No	48%	31%	26%	43%	38%	41%	24%	21%	29%	36%	36%	35%	37%
	Uncertain	22%	17%	17%	20%	5%	15%	5%	0%	7%	16%	27%	6%	14%
Quality of advising for English and reading	Excellent	13%	23%	12%	32%	10%	19%	18%	20%	11%	17%	13%	12%	19%
	Good	44%	23%	24%	35%	22%	34%	25%	33%	30%	42%	36%	12%	31%
	Fair	22%	17%	7%	21%	20%	14%	21%	7%	9%	0%	14%	0%	15%
	Poor	4%	2%	0%	6%	2%	4%	2%	7%	5%	0%	5%	6%	4%
	Needed but was not advised	0%	0%	2%	4%	2%	4%	3%	0%	7%	4%	0%	0%	3%
Did not require advising	17%	35%	54%	2%	44%	25%	32%	33%	38%	38%	32%	71%	28%	
Quality of advising for math	Excellent	14%	17%	12%	12%	10%	15%	11%	20%	20%	13%	5%	6%	14%
	Good	32%	25%	22%	35%	17%	28%	32%	20%	25%	46%	32%	18%	28%
	Fair	27%	19%	12%	26%	22%	16%	19%	13%	13%	4%	27%	6%	18%
	Poor	5%	4%	2%	10%	9%	7%	11%	7%	9%	8%	5%	6%	7%
	Needed but was not advised	5%	0%	2%	8%	2%	8%	3%	7%	4%	0%	5%	0%	6%
Did not require advising	18%	35%	49%	9%	41%	27%	24%	33%	30%	29%	27%	65%	28%	
Quality of advising for courses required in your major	Excellent	52%	44%	64%	31%	25%	25%	33%	40%	34%	42%	32%	41%	32%
	Good	29%	30%	19%	36%	48%	34%	29%	53%	39%	46%	27%	24%	34%
	Fair	10%	20%	5%	17%	14%	16%	25%	0%	18%	4%	27%	24%	16%
	Poor	5%	0%	0%	5%	9%	6%	6%	7%	5%	0%	14%	0%	5%
	Needed but was not advised	5%	7%	5%	12%	5%	7%	2%	0%	4%	8%	0%	12%	7%
Did not require advising	0%	0%	7%	0%	0%	11%	5%	0%	0%	0%	0%	0%	5%	
Quality of Services														
Appropriate and helpful teaching methods in this subject	<i>Level of importance</i>													
	Very important	67%	40%	89%	69%	65%	62%	49%	33%	70%	50%	58%	88%	62%
	Important	33%	56%	8%	29%	33%	34%	51%	67%	27%	50%	32%	13%	35%
	Unimportant	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	5%	0%	1%
	Very unimportant	0%	0%	3%	1%	2%	1%	0%	0%	0%	0%	5%	0%	1%
	Does not apply	0%	4%	0%	0%	0%	2%	0%	0%	0%	3%	0%	0%	1%
<i>Average rating</i>		3.67	3.42	3.84	3.66	3.61	3.60	3.49	3.33	3.72	3.50	3.42	3.87	3.60

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
<i>Level of satisfaction</i>														
	Very satisfied	100%	15%	65%	45%	42%	41%	35%	25%	57%	50%	53%	88%	44%
	Satisfied	0%	70%	35%	53%	58%	49%	63%	75%	40%	50%	40%	13%	50%
	Dissatisfied	0%	0%	0%	2%	0%	6%	2%	0%	0%	0%	7%	0%	3%
	Very dissatisfied	0%	0%	0%	0%	0%	2%	0%	0%	3%	0%	0%	0%	1%
	Not used/not available	0%	15%	0%	1%	0%	2%	0%	0%	0%	0%	0%	0%	2%
	<i>Average rating</i>	4.00	3.18	3.65	3.43	3.42	3.33	3.33	3.25	3.50	3.50	3.47	3.87	3.40
<i>Availability and helpfulness of tutors in this subject</i>														
<i>Level of importance</i>														
	Very important	67%	19%	49%	54%	51%	38%	20%	0%	46%	38%	33%	0%	39%
	Important	30%	47%	30%	39%	18%	39%	41%	33%	32%	25%	28%	30%	36%
	Unimportant	0%	14%	3%	1%	8%	10%	16%	33%	14%	0%	22%	10%	9%
	Very unimportant	0%	5%	6%	0%	0%	2%	6%	33%	0%	0%	11%	0%	3%
	Does not apply	0%	4%	12%	6%	23%	10%	18%	0%	7%	38%	6%	60%	12%
	<i>Average rating</i>	3.67	2.94	3.88	3.56	3.57	3.27	2.90	2.00	3.35	3.60	2.88	2.75	3.29
<i>Level of satisfaction</i>														
	Very satisfied	40%	5%	50%	41%	13%	29%	9%	33%	35%	60%	33%	14%	29%
	Satisfied	60%	47%	32%	44%	47%	42%	50%	67%	39%	20%	27%	29%	42%
	Dissatisfied	0%	11%	7%	3%	3%	4%	7%	0%	9%	0%	7%	14%	5%
	Very dissatisfied	0%	0%	0%	1%	10%	1%	0%	0%	9%	0%	7%	0%	2%
	Not used/not available	0%	37%	11%	11%	27%	24%	33%	0%	9%	20%	27%	43%	22%
	<i>Average rating</i>	3.40	2.92	3.48	3.41	2.86	3.29	3.03	3.33	3.10	3.75	3.18	3.00	3.24
<i>Library facilities, resources, and hours</i>														
<i>Level of importance</i>														
	Very important	100%	39%	31%	65%	42%	56%	55%	25%	45%	100%	58%	33%	54%
	Important	0%	26%	34%	29%	47%	31%	35%	75%	17%	0%	25%	33%	30%
	Unimportant	0%	9%	13%	5%	7%	5%	2%	0%	10%	0%	17%	0%	6%
	Very unimportant	0%	4%	6%	0%	0%	1%	0%	0%	3%	0%	0%	0%	1%
	Does not apply	0%	22%	16%	1%	5%	8%	8%	0%	24%	0%	0%	33%	9%
	<i>Average rating</i>	4.00	3.28	3.07	3.61	3.37	3.54	3.58	3.25	3.36	4.00	3.42	3.50	3.50
<i>Level of satisfaction</i>														
	Very satisfied	40%	13%	25%	46%	27%	43%	43%	0%	42%	44%	25%	31%	38%
	Satisfied	60%	52%	44%	45%	57%	41%	43%	100%	31%	56%	69%	39%	46%
	Dissatisfied	0%	9%	3%	5%	3%	3%	8%	0%	4%	0%	0%	0%	4%
	Very dissatisfied	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Not used/not available	0%	26%	28%	3%	14%	14%	6%	0%	23%	0%	6%	31%	13%
	<i>Average rating</i>	3.40	3.06	3.56	3.41	3.28	3.47	3.38	3.00	3.50	3.44	3.27	3.44	3.40
English writing center	<i>Level of importance</i>													

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total		
													2004/05		
Number of students responding to survey		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	888	
facilities, resources, and hours	Very important	100%	11%	19%	57%	27%	44%	34%	33%	39%	36%	59%	8%	41%	
	Important	0%	33%	26%	38%	32%	35%	28%	33%	15%	46%	29%	25%	32%	
	Unimportant	0%	11%	7%	0%	15%	6%	13%	33%	15%	0%	6%	0%	7%	
	Very unimportant	0%	0%	3%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	
	Does not apply	0%	44%	45%	5%	27%	15%	26%	0%	30%	18%	6%	67%	20%	
	<i>Average rating</i>	<i>4.00</i>	<i>3.00</i>	<i>3.12</i>	<i>3.60</i>	<i>3.16</i>	<i>3.43</i>	<i>3.29</i>	<i>3.00</i>	<i>3.35</i>	<i>3.44</i>	<i>3.56</i>	<i>3.25</i>	<i>3.38</i>	
	<i>Level of satisfaction</i>														
	Very satisfied	60%	13%	17%	43%	18%	32%	31%	0%	28%	33%	39%	14%	30%	
	Satisfied	20%	31%	14%	49%	50%	43%	27%	0%	16%	33%	39%	0%	37%	
	Dissatisfied	0%	6%	0%	3%	3%	5%	6%	100%	4%	11%	6%	0%	6%	
Very dissatisfied	0%	0%	0%	2%	0%	0%	2%	0%	4%	0%	0%	0%	1%		
Not used/not available	20%	50%	69%	3%	29%	21%	35%	0%	48%	22%	17%	86%	27%		
<i>Average rating</i>	<i>3.75</i>	<i>3.13</i>	<i>3.25</i>	<i>3.38</i>	<i>3.22</i>	<i>3.33</i>	<i>3.32</i>	<i>2.00</i>	<i>3.31</i>	<i>3.29</i>	<i>3.40</i>	<i>4.00</i>	<i>3.31</i>		
<hr/>															
Math lab facilities, resources, and hours	<i>Level of importance</i>														
	Very important	60%	50%	17%	41%	23%	35%	25%	33%	43%	33%	50%	0%	35%	
	Important	20%	28%	8%	38%	23%	22%	25%	0%	31%	22%	28%	12%	24%	
	Unimportant	20%	0%	14%	4%	0%	6%	10%	0%	9%	0%	6%	0%	6%	
	Very unimportant	0%	0%	6%	2%	0%	1%	2%	33%	0%	11%	6%	0%	2%	
	Does not apply	0%	22%	56%	15%	46%	15%	38%	33%	17%	33%	11%	88%	23%	
	<i>Average rating</i>	<i>3.40</i>	<i>3.64</i>	<i>2.81</i>	<i>3.40</i>	<i>3.26</i>	<i>3.46</i>	<i>3.17</i>	<i>2.50</i>	<i>3.41</i>	<i>3.17</i>	<i>3.38</i>	<i>3.00</i>	<i>3.36</i>	
	<i>Level of satisfaction</i>														
	Very satisfied	25%	30%	7%	29%	9%	21%	17%	50%	34%	17%	39%	13%	23%	
	Satisfied	50%	41%	21%	44%	41%	28%	28%	50%	41%	50%	22%	0%	33%	
Dissatisfied	0%	7%	0%	4%	3%	6%	6%	0%	3%	8%	17%	0%	5%		
Very dissatisfied	0%	0%	0%	1%	0%	1%	0%	0%	3%	0%	0%	0%	1%		
Not used/not available	25%	22%	71%	23%	47%	44%	49%	0%	19%	25%	22%	88%	39%		
<i>Average rating</i>	<i>3.33</i>	<i>3.29</i>	<i>3.25</i>	<i>3.30</i>	<i>3.11</i>	<i>3.24</i>	<i>3.22</i>	<i>3.50</i>	<i>3.31</i>	<i>3.11</i>	<i>3.29</i>	<i>4.00</i>	<i>3.26</i>		
<hr/>															
Reading lab facilities, resources, and hours	<i>Level of importance</i>														
	Very important	100%	17%	22%	41%	28%	26%	17%	50%	38%	20%	36%	0%	29%	
	Important	0%	22%	19%	36%	30%	28%	31%	25%	19%	50%	29%	22%	28%	
	Unimportant	0%	6%	16%	7%	8%	5%	10%	0%	9%	10%	0%	0%	6%	
	Very unimportant	0%	6%	0%	0%	3%	1%	0%	0%	3%	0%	7%	0%	1%	
	Does not apply	0%	50%	44%	16%	33%	40%	43%	25%	31%	20%	29%	78%	36%	
	<i>Average rating</i>	<i>4.00</i>	<i>3.00</i>	<i>3.11</i>	<i>3.41</i>	<i>3.22</i>	<i>3.34</i>	<i>3.12</i>	<i>3.67</i>	<i>3.32</i>	<i>3.12</i>	<i>3.30</i>	<i>3.00</i>	<i>3.30</i>	
	<i>Level of satisfaction</i>														
	Very satisfied	40%	17%	10%	31%	9%	13%	15%	0%	16%	22%	36%	14%	17%	
	Satisfied	60%	63%	17%	47%	41%	30%	30%	100%	45%	56%	29%	0%	38%	

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
Dissatisfied		0%	8%	0%	2%	3%	4%	6%	0%	0%	11%	0%	0%	4%
Very dissatisfied		0%	4%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not used/not available		0%	8%	72%	20%	47%	53%	50%	0%	39%	11%	36%	86%	42%
Average rating		3.40	3.22	3.38	3.34	3.11	3.19	3.19	3.00	3.26	3.15	3.56	4.00	3.25
Admissions procedures														
Level of importance														
Very important		50%	41%	42%	44%	47%	45%	34%	33%	62%	67%	44%	42%	45%
Important		50%	36%	47%	45%	32%	41%	59%	33%	22%	17%	44%	50%	41%
Unimportant		0%	5%	6%	6%	13%	7%	0%	33%	8%	0%	6%	0%	7%
Very unimportant		0%	14%	3%	1%	3%	1%	0%	0%	5%	0%	0%	0%	2%
Does not apply		0%	5%	3%	4%	5%	7%	7%	0%	3%	17%	6%	8%	6%
Average rating		3.50	3.10	3.31	3.38	3.31	3.41	3.37	3.00	3.44	3.80	3.40	3.45	3.38
Level of satisfaction														
Very satisfied		57%	17%	17%	28%	13%	28%	27%	20%	33%	17%	47%	33%	27%
Satisfied		29%	63%	67%	48%	72%	54%	58%	60%	58%	58%	26%	58%	55%
Dissatisfied		14%	8%	11%	18%	10%	7%	6%	20%	3%	25%	21%	0%	10%
Very dissatisfied		0%	4%	0%	4%	0%	4%	2%	0%	3%	0%	5%	0%	3%
Not used/not available		0%	8%	6%	3%	5%	6%	7%	0%	3%	0%	0%	8%	5%
Average rating		3.43	3.00	3.06	3.03	3.03	3.13	3.20	3.00	3.25	2.92	3.16	3.36	3.12
Telephone registration														
Level of importance														
Very important		50%	18%	43%	22%	31%	30%	31%	50%	34%	50%	31%	30%	31%
Important		33%	41%	32%	32%	26%	31%	21%	0%	9%	25%	25%	30%	29%
Unimportant		17%	5%	3%	12%	26%	8%	7%	0%	22%	0%	6%	10%	10%
Very unimportant		0%	5%	5%	1%	2%	1%	2%	17%	6%	0%	13%	0%	2%
Does not apply		0%	32%	16%	34%	14%	40%	38%	33%	28%	25%	25%	30%	33%
Average rating		3.33	3.07	3.35	3.13	3.00	3.29	3.31	3.25	3.00	3.67	3.00	3.29	3.22
Level of satisfaction														
Very satisfied		43%	26%	19%	18%	19%	19%	19%	0%	19%	10%	23%	36%	20%
Satisfied		43%	35%	41%	31%	41%	31%	32%	0%	45%	50%	15%	18%	33%
Dissatisfied		0%	0%	9%	9%	11%	4%	4%	0%	3%	10%	0%	0%	5%
Very dissatisfied		0%	4%	3%	1%	5%	4%	6%	0%	0%	10%	0%	0%	3%
Not used/not available		14%	35%	28%	41%	24%	43%	41%	100%	32%	20%	62%	46%	39%
Average rating		3.50	3.27	3.04	3.13	2.96	3.14	3.06	0.00	3.24	2.75	3.60	3.67	3.10
Web registration														
Level of importance														
Very important		43%	33%	71%	54%	39%	57%	64%	75%	35%	50%	71%	50%	53%
Important		43%	22%	21%	32%	32%	25%	21%	0%	21%	40%	7%	50%	26%
Unimportant		0%	6%	3%	1%	12%	2%	2%	0%	17%	0%	14%	0%	4%
Very unimportant		0%	17%	3%	1%	0%	1%	0%	0%	7%	0%	0%	0%	2%

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
	Does not apply	14%	22%	3%	13%	17%	16%	12%	25%	21%	10%	7%	0%	15%
	<i>Average rating</i>	<i>3.50</i>	<i>2.93</i>	<i>3.64</i>	<i>3.58</i>	<i>3.32</i>	<i>3.64</i>	<i>3.70</i>	<i>4.00</i>	<i>3.04</i>	<i>3.56</i>	<i>3.62</i>	<i>3.50</i>	<i>3.52</i>
	<i>Level of satisfaction</i>													
	Very satisfied	43%	35%	51%	40%	23%	41%	48%	60%	21%	20%	33%	54%	39%
	Satisfied	57%	39%	34%	30%	46%	31%	32%	20%	49%	60%	40%	23%	35%
	Dissatisfied	0%	4%	6%	7%	5%	5%	7%	0%	3%	10%	7%	15%	5%
	Very dissatisfied	0%	0%	3%	6%	3%	3%	2%	0%	3%	10%	0%	8%	3%
	Not used/not available	0%	23%	6%	17%	23%	20%	11%	20%	24%	0%	20%	0%	18%
	<i>Average rating</i>	<i>3.43</i>	<i>3.40</i>	<i>3.42</i>	<i>3.27</i>	<i>3.17</i>	<i>3.37</i>	<i>3.42</i>	<i>3.75</i>	<i>3.16</i>	<i>2.90</i>	<i>3.33</i>	<i>3.23</i>	<i>3.33</i>
Regular registration process	<i>Level of importance</i>													
	Very important	80%	10%	41%	54%	40%	38%	28%	33%	67%	50%	63%	33%	41%
	Important	20%	48%	32%	37%	48%	40%	53%	33%	27%	38%	31%	22%	39%
	Unimportant	0%	0%	9%	5%	5%	5%	10%	17%	0%	0%	0%	11%	5%
	Very unimportant	0%	10%	3%	0%	3%	1%	0%	0%	3%	0%	0%	0%	2%
	Does not apply	3%	33%	15%	5%	5%	17%	10%	17%	3%	13%	6%	33%	14%
	<i>Average rating</i>	<i>3.80</i>	<i>2.86</i>	<i>3.31</i>	<i>3.51</i>	<i>3.32</i>	<i>3.38</i>	<i>3.19</i>	<i>3.20</i>	<i>3.62</i>	<i>3.57</i>	<i>3.67</i>	<i>3.33</i>	<i>3.37</i>
	<i>Level of satisfaction</i>													
	Very satisfied	50%	21%	17%	30%	24%	17%	27%	25%	38%	0%	40%	18%	23%
	Satisfied	50%	47%	39%	47%	50%	44%	34%	50%	47%	73%	27%	36%	45%
	Dissatisfied	0%	0%	17%	11%	16%	15%	20%	25%	6%	9%	7%	0%	12%
	Very dissatisfied	0%	11%	3%	7%	5%	4%	2%	0%	6%	18%	7%	0%	5%
	Not used/not available	0%	21%	25%	5%	5%	21%	18%	0%	3%	0%	20%	46%	16%
	<i>Average rating</i>	<i>3.50</i>	<i>3.00</i>	<i>2.93</i>	<i>3.06</i>	<i>2.97</i>	<i>2.93</i>	<i>3.04</i>	<i>3.00</i>	<i>3.19</i>	<i>2.55</i>	<i>3.25</i>	<i>3.33</i>	<i>3.00</i>
Job placement services	<i>Level of importance</i>													
	Very important	83%	42%	34%	25%	35%	21%	17%	20%	58%	38%	33%	20%	29%
	Important	17%	27%	22%	32%	27%	22%	36%	40%	12%	13%	20%	10%	24%
	Unimportant	0%	4%	3%	9%	3%	9%	10%	0%	9%	0%	13%	0%	7%
	Very unimportant	0%	4%	3%	1%	6%	1%	0%	0%	0%	0%	0%	0%	1%
	Does not apply	0%	23%	38%	34%	29%	48%	38%	40%	21%	50%	33%	70%	39%
	<i>Average rating</i>	<i>3.83</i>	<i>3.40</i>	<i>3.40</i>	<i>3.20</i>	<i>3.29</i>	<i>3.19</i>	<i>3.12</i>	<i>3.33</i>	<i>3.62</i>	<i>3.75</i>	<i>3.30</i>	<i>3.67</i>	<i>3.29</i>
	<i>Level of satisfaction</i>													
	Very satisfied	43%	46%	7%	15%	9%	9%	9%	0%	32%	10%	46%	9%	16%
	Satisfied	57%	29%	29%	37%	37%	21%	25%	50%	27%	20%	8%	9%	27%
	Dissatisfied	0%	13%	0%	5%	6%	5%	9%	0%	12%	40%	0%	9%	7%
	Very dissatisfied	0%	0%	3%	1%	3%	2%	4%	0%	6%	10%	0%	0%	2%
	Not used/not available	0%	13%	61%	42%	46%	63%	53%	50%	24%	50%	46%	73%	50%
	<i>Average rating</i>	<i>3.43</i>	<i>3.38</i>	<i>3.00</i>	<i>3.15</i>	<i>2.95</i>	<i>3.00</i>	<i>2.84</i>	<i>3.00</i>	<i>3.12</i>	<i>2.60</i>	<i>3.86</i>	<i>3.00</i>	<i>3.06</i>

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
Availability of your program advisor		<i>Level of importance</i>												
	Very important	67%	31%	61%	44%	35%	39%	49%	17%	44%	57%	41%	71%	42%
	Important	17%	56%	29%	39%	49%	40%	49%	67%	41%	43%	50%	29%	42%
	Unimportant	17%	0%	0%	4%	8%	4%	0%	0%	3%	0%	0%	0%	3%
	Very unimportant	0%	6%	3%	1%	0%	2%	0%	0%	3%	0%	0%	0%	2%
	Does not apply	0%	6%	7%	12%	8%	16%	2%	17%	9%	0%	8%	0%	11%
	<i>Average rating</i>	3.50	3.20	3.59	3.43	3.29	3.38	3.50	3.20	3.39	3.57	3.45	3.71	3.40
		<i>Level of satisfaction</i>												
	Very satisfied	75%	25%	45%	26%	21%	21%	28%	25%	38%	18%	38%	81%	28%
	Satisfied	25%	50%	40%	47%	51%	45%	56%	75%	35%	71%	31%	19%	46%
	Dissatisfied	50%	6%	5%	9%	9%	8%	7%	0%	11%	12%	13%	0%	9%
	Very dissatisfied	0%	9%	0%	2%	2%	3%	2%	0%	8%	0%	0%	0%	3%
	Not used/not available	0%	9%	11%	15%	16%	23%	7%	0%	8%	0%	19%	0%	16%
	<i>Average rating</i>	3.75	3.00	3.44	3.16	3.08	3.11	3.18	3.25	3.12	3.06	3.31	3.81	3.16
Availability of current equipment and technology in this subject		<i>Level of importance</i>												
	Very important	80%	35%	74%	45%	47%	41%	43%	25%	72%	50%	57%	78%	47%
	Important	20%	41%	12%	40%	41%	36%	43%	50%	22%	50%	21%	11%	35%
	Unimportant	0%	12%	0%	4%	3%	3%	3%	0%	0%	0%	0%	0%	3%
	Very unimportant	0%	0%	6%	0%	3%	1%	0%	0%	0%	0%	0%	0%	1%
	Does not apply	0%	12%	9%	10%	6%	18%	11%	25%	6%	0%	21%	11%	13%
	<i>Average rating</i>	3.80	3.27	3.68	3.46	3.40	3.43	3.45	3.33	3.77	3.50	3.73	3.87	3.48
		<i>Level of satisfaction</i>												
	Very satisfied	60%	32%	47%	35%	24%	30%	20%	25%	46%	26%	33%	69%	33%
	Satisfied	40%	52%	40%	47%	56%	44%	47%	50%	43%	63%	47%	31%	46%
	Dissatisfied	0%	8%	5%	3%	2%	4%	11%	25%	9%	11%	0%	0%	5%
	Very dissatisfied	0%	4%	0%	1%	10%	1%	2%	0%	0%	0%	0%	0%	2%
	Not used/not available	0%	4%	8%	15%	7%	20%	20%	0%	3%	0%	20%	0%	14%
	<i>Average rating</i>	3.60	3.17	3.46	3.35	3.03	3.29	3.07	3.00	3.38	3.16	3.42	3.69	3.28
Access to PCs and computer labs in this subject		<i>Level of importance</i>												
	Very important	50%	18%	77%	60%	35%	52%	44%	50%	41%	57%	67%	80%	50%
	Important	17%	59%	9%	33%	23%	28%	37%	0%	21%	29%	13%	20%	29%
	Unimportant	17%	0%	3%	3%	12%	4%	7%	0%	21%	0%	7%	0%	6%
	Very unimportant	0%	12%	3%	1%	0%	1%	0%	25%	3%	0%	0%	0%	2%
	Does not apply	17%	12%	9%	2%	1%	16%	12%	25%	14%	14%	13%	0%	12%
	<i>Average rating</i>	3.40	2.93	3.75	3.56	3.33	3.56	3.42	3.00	3.16	3.67	3.69	3.80	3.47
		<i>Level of satisfaction</i>												

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	Total 2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
	Very satisfied	38%	29%	51%	47%	16%	39%	33%	25%	36%	36%	43%	62%	38%
	Satisfied	38%	50%	31%	46%	40%	38%	38%	50%	39%	50%	29%	39%	40%
	Dissatisfied	0%	7%	6%	5%	5%	2%	7%	25%	9%	0%	0%	0%	4%
	Very dissatisfied	0%	4%	0%	1%	5%	1%	0%	0%	0%	0%	0%	0%	1%
	Not used/not available	25%	11%	11%	2%	34%	21%	22%	0%	15%	14%	29%	0%	17%
	<i>Average rating</i>	3.50	3.16	3.52	3.41	3.00	3.46	3.33	3.00	3.32	3.42	3.60	3.62	3.38
Hours computer labs are available in this subject														
	<i>Level of importance</i>													
	Very important	50%	15%	71%	51%	23%	40%	33%	25%	18%	40%	46%	67%	39%
	Important	50%	40%	13%	42%	34%	33%	33%	50%	29%	30%	31%	17%	34%
	Unimportant	0%	5%	3%	5%	9%	6%	5%	0%	9%	0%	8%	0%	5%
	Very unimportant	0%	5%	3%	0%	3%	0%	0%	0%	3%	0%	0%	0%	1%
	Does not apply	0%	35%	10%	2%	31%	21%	28%	25%	41%	30%	15%	17%	21%
	<i>Average rating</i>	3.50	3.00	3.68	3.47	3.13	3.42	3.39	3.33	3.05	3.57	3.45	3.80	3.38
	<i>Level of satisfaction</i>													
	Very satisfied	40%	17%	29%	37%	11%	26%	25%	20%	36%	15%	22%	64%	27%
	Satisfied	60%	54%	40%	55%	45%	42%	37%	20%	22%	62%	28%	29%	43%
	Dissatisfied	0%	4%	13%	5%	8%	5%	7%	20%	6%	0%	6%	0%	6%
	Very dissatisfied	0%	0%	3%	1%	3%	1%	0%	0%	0%	0%	0%	0%	1%
	Not used/not available	0%	25%	16%	3%	34%	27%	32%	40%	36%	23%	44%	7%	24%
	<i>Average rating</i>	3.40	3.17	3.13	3.31	2.96	3.26	3.26	3.00	3.48	3.20	3.30	3.69	3.25
Software available for student use in this subject														
	<i>Level of importance</i>													
	Very important	40%	19%	74%	50%	23%	32%	38%	50%	34%	50%	43%	88%	38%
	Important	20%	33%	12%	42%	35%	36%	35%	17%	22%	38%	7%	13%	33%
	Unimportant	40%	10%	0%	2%	12%	6%	13%	17%	9%	0%	7%	0%	7%
	Very unimportant	0%	14%	3%	1%	0%	1%	3%	0%	3%	0%	7%	0%	2%
	Does not apply	0%	24%	12%	4%	31%	24%	13%	17%	31%	13%	36%	0%	20%
	<i>Average rating</i>	3.00	2.75	3.77	3.48	3.17	3.33	3.23	3.40	3.27	3.57	3.33	3.87	3.32
	<i>Level of satisfaction</i>													
	Very satisfied	38%	26%	51%	35%	16%	23%	18%	0%	26%	42%	25%	67%	27%
	Satisfied	38%	39%	35%	56%	37%	44%	33%	25%	32%	58%	17%	33%	42%
	Dissatisfied	0%	13%	3%	1%	14%	3%	22%	25%	5%	0%	8%	0%	6%
	Very dissatisfied	0%	0%	0%	1%	5%	0%	7%	0%	0%	0%	0%	0%	1%
	Not used/not available	25%	22%	8%	8%	28%	30%	19%	50%	37%	0%	50%	0%	24%
	<i>Average rating</i>	3.50	3.17	3.56	3.35	2.90	3.28	2.77	2.50	3.33	3.42	3.33	3.67	3.24
Variety of courses offered in this subject														
	<i>Level of importance</i>													
	Very important	50%	25%	58%	46%	30%	34%	26%	20%	66%	44%	36%	67%	38%
	Important	33%	40%	28%	44%	46%	44%	46%	60%	28%	22%	55%	33%	42%

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total												
													2004/05												
													ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	888
Number of students responding to survey													23	64	43	114	60	385	63	15	56	25	23	17	888
Unimportant													0%	5%	3%	3%	12%	5%	15%	20%	3%	0%	9%	0%	6%
Very unimportant													17%	15%	6%	0%	0%	1%	3%	0%	0%	0%	0%	0%	2%
Does not apply													0%	15%	6%	6%	12%	16%	10%	0%	3%	33%	0%	0%	12%
Average rating													3.17	2.88	3.47	3.46	3.21	3.32	3.06	3.00	3.65	3.67	3.27	3.67	3.31
<i>Level of satisfaction</i>																									
Very satisfied													33%	27%	30%	33%	21%	22%	16%	43%	31%	21%	25%	46%	25%
Satisfied													50%	57%	51%	55%	65%	51%	48%	43%	54%	64%	38%	46%	53%
Dissatisfied													0%	10%	8%	2%	0%	6%	14%	14%	10%	7%	19%	0%	7%
Very dissatisfied													0%	3%	3%	1%	5%	2%	4%	1%	3%	0%	6%	0%	2%
Not used/not available													17%	3%	8%	9%	9%	20%	18%	0%	3%	7%	13%	8%	14%
Average rating													3.40	3.10	3.18	3.32	3.13	3.17	2.93	3.29	3.16	3.15	2.93	3.50	3.17
<i>Level of importance</i>																									
Availability of courses when needed																									
Very important													57%	26%	61%	45%	37%	43%	35%	50%	58%	56%	42%	63%	44%
Important													29%	36%	27%	44%	51%	40%	53%	33%	33%	33%	50%	25%	40%
Unimportant													14%	3%	3%	1%	6%	5%	3%	0%	3%	11%	0%	0%	4%
Very unimportant													0%	13%	3%	1%	0%	1%	3%	17%	0%	0%	0%	0%	2%
Does not apply													0%	23%	6%	9%	6%	11%	6%	0%	6%	0%	8%	13%	10%
Average rating													3.43	2.96	3.55	3.46	3.33	3.41	3.28	3.17	3.58	3.44	3.45	3.71	3.39
<i>Level of satisfaction</i>																									
Very satisfied													44%	41%	24%	29%	23%	25%	28%	33%	31%	35%	28%	42%	28%
Satisfied													56%	47%	45%	54%	57%	53%	57%	50%	39%	53%	56%	50%	52%
Dissatisfied													0%	6%	21%	5%	9%	8%	6%	0%	18%	6%	17%	0%	8%
Very dissatisfied													0%	3%	3%	11%	2%	2%	8%	17%	3%	6%	0%	8%	4%
Not used/not available													0%	3%	8%	11%	2%	12%	8%	0%	3%	6%	0%	8%	8%
Average rating													3.44	3.29	2.97	3.25	2.95	3.13	3.19	3.00	2.92	3.31	3.11	3.45	3.14
<i>Level of importance</i>																									
Information in the credit course schedule about this subject																									
Very important													67%	26%	50%	48%	31%	37%	39%	20%	52%	14%	35%	33%	39%
Important													33%	48%	36%	43%	50%	43%	50%	80%	35%	57%	53%	33%	44%
Unimportant													0%	4%	3%	2%	3%	6%	6%	0%	7%	0%	0%	11%	5%
Very unimportant													0%	0%	3%	0%	0%	1%	3%	0%	0%	0%	6%	0%	1%
Does not apply													0%	22%	8%	7%	16%	13%	3%	0%	7%	29%	6%	22%	12%
Average rating													3.67	3.28	3.45	3.49	3.33	3.34	3.29	3.20	3.48	3.20	3.25	3.29	3.36
<i>Level of satisfaction</i>																									
Very satisfied													60%	25%	34%	34%	26%	26%	23%	33%	31%	5%	28%	31%	28%
Satisfied													40%	59%	51%	51%	60%	52%	62%	67%	52%	79%	56%	39%	54%
Dissatisfied													0%	0%	9%	5%	2%	6%	8%	0%	7%	0%	6%	15%	5%
Very dissatisfied													0%	0%	0%	1%	2%	2%	2%	0%	5%	0%	0%	0%	2%
Not used/not available													0%	16%	6%	9%	10%	15%	6%	0%	5%	16%	11%	5%	11%

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
<i>Average rating</i>		3.60	3.30	3.27	3.30	3.21	3.19	3.12	3.33	3.15	3.06	3.25	3.18	3.22
General information in the credit class schedule														
<i>Level of importance</i>														
Very important		67%	17%	40%	42%	42%	34%	42%	33%	54%	18%	23%	33%	37%
Important		33%	48%	42%	45%	47%	47%	50%	67%	25%	55%	62%	33%	46%
Unimportant		0%	7%	5%	4%	3%	5%	5%	0%	4%	0%	0%	11%	4%
Very unimportant		0%	3%	3%	1%	0%	0%	3%	0%	7%	0%	8%	0%	1%
Does not apply		0%	24%	11%	8%	8%	13%	0%	0%	11%	27%	8%	22%	12%
<i>Average rating</i>		3.67	3.05	3.32	3.39	3.42	3.33	3.32	3.33	3.40	3.25	3.08	3.29	3.33
<i>Level of satisfaction</i>														
Very satisfied		50%	28%	29%	34%	32%	26%	26%	17%	30%	5%	20%	23%	28%
Satisfied		50%	48%	54%	53%	58%	54%	66%	83%	58%	70%	55%	54%	56%
Dissatisfied		0%	3%	6%	6%	3%	5%	2%	0%	8%	5%	10%	0%	5%
Very dissatisfied		0%	0%	0%	0%	3%	2%	0%	0%	0%	5%	0%	0%	1%
Not used/not available		0%	21%	11%	7%	5%	14%	6%	0%	5%	15%	15%	23%	11%
<i>Average rating</i>		3.50	3.30	3.26	3.31	3.25	3.19	3.26	3.17	3.24	2.88	3.12	3.30	3.23
Condition and appearance of building/grounds this class is in														
<i>Level of importance</i>														
Very important		67%	27%	41%	52%	32%	26%	27%	20%	38%	17%	47%	57%	33%
Important		30%	35%	27%	38%	51%	32%	49%	40%	47%	50%	40%	43%	37%
Unimportant		0%	8%	18%	6%	11%	11%	5%	20%	6%	17%	13%	0%	10%
Very unimportant		0%	12%	6%	2%	3%	2%	5%	0%	0%	8%	0%	0%	3%
Does not apply		0%	19%	9%	3%	3%	30%	14%	20%	9%	8%	0%	0%	18%
<i>Average rating</i>		3.67	2.95	3.13	3.43	3.17	3.15	3.13	3.00	3.34	2.82	3.33	3.57	3.20
<i>Level of satisfaction</i>														
Very satisfied		33%	29%	40%	42%	20%	29%	29%	50%	18%	24%	47%	57%	31%
Satisfied		67%	39%	50%	54%	62%	42%	56%	33%	58%	67%	47%	43%	48%
Dissatisfied		0%	14%	0%	0%	11%	2%	4%	17%	13%	0%	5%	0%	4%
Very dissatisfied		0%	4%	0%	1%	4%	1%	0%	0%	10%	5%	0%	0%	2%
Not used/not available		0%	14%	11%	3%	2%	26%	11%	0%	3%	5%	0%	0%	14%
<i>Average rating</i>		3.33	3.08	3.44	3.42	3.00	3.34	3.29	3.33	2.85	3.15	3.42	3.57	3.28
Adequacy of space and other facilities for classes and labs in this subject														
<i>Level of importance</i>														
Very important		80%	29%	58%	55%	53%	33%	34%	40%	59%	75%	53%	67%	43%
Important		0%	43%	17%	40%	39%	37%	40%	60%	31%	25%	40%	22%	36%
Unimportant		20%	4%	14%	2%	6%	4%	3%	0%	3%	0%	7%	0%	4%
Very unimportant		0%	4%	3%	0%	0%	0%	0%	0%	3%	0%	0%	0%	1%
Does not apply		0%	21%	8%	3%	3%	26%	23%	0%	3%	0%	0%	0%	16%
<i>Average rating</i>		3.60	3.23	3.42	3.54	3.49	3.39	3.41	3.40	3.52	3.75	3.47	3.75	3.44

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total	
													2004/05	
		ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey		23	64	43	114	60	385	63	15	56	25	23	17	888
<i>Level of satisfaction</i>														
Very satisfied		44%	21%	49%	45%	26%	26%	35%	33%	37%	35%	40%	53%	32%
Satisfied		56%	41%	36%	50%	57%	45%	51%	67%	47%	50%	50%	40%	47%
Dissatisfied		0%	14%	5%	4%	9%	4%	2%	0%	12%	10%	10%	0%	6%
Very dissatisfied		0%	7%	0%	0%	2%	0%	0%	0%	2%	5%	0%	0%	1%
Not used/not available		0%	17%	10%	2%	6%	25%	13%	0%	2%	0%	0%	7%	14%
<i>Average rating</i>		<i>3.44</i>	<i>2.92</i>	<i>3.49</i>	<i>3.42</i>	<i>3.14</i>	<i>3.30</i>	<i>3.38</i>	<i>3.33</i>	<i>3.21</i>	<i>3.15</i>	<i>3.30</i>	<i>3.57</i>	<i>3.29</i>
Why You Chose DMC														
Low tuition and fees		50%	46%	50%	58%	56%	67%	77%	92%	39%	84%	59%	71%	62%
Major reason		27%	29%	29%	25%	19%	18%	18%	8%	37%	12%	32%	6%	22%
Minor reason		23%	25%	21%	18%	29%	16%	5%	0%	25%	4%	9%	24%	17%
Not a reason														
Convenient location		48%	32%	51%	52%	58%	52%	68%	73%	45%	42%	43%	27%	51%
Major reason		39%	40%	36%	30%	18%	26%	15%	18%	30%	33%	33%	60%	28%
Minor reason		13%	27%	13%	19%	24%	22%	17%	9%	25%	25%	24%	13%	21%
Not a reason														
Financial aid available		44%	26%	24%	48%	41%	38%	40%	27%	39%	57%	24%	20%	38%
Major reason		17%	23%	11%	19%	18%	10%	13%	9%	26%	9%	24%	13%	14%
Minor reason		39%	51%	65%	32%	41%	52%	47%	64%	35%	35%	52%	67%	47%
Not a reason														
Type of courses offered		70%	69%	98%	40%	83%	45%	38%	83%	78%	54%	55%	100%	56%
Major reason		26%	23%	0%	38%	12%	27%	40%	8%	13%	38%	32%	0%	25%
Minor reason		4%	8%	2%	22%	5%	28%	22%	8%	9%	8%	14%	0%	19%
Not a reason														
Academic reputation		22%	25%	36%	40%	36%	36%	35%	50%	32%	36%	24%	40%	35%
Major reason		52%	43%	33%	30%	32%	33%	37%	21%	40%	40%	48%	40%	35%
Minor reason		26%	32%	31%	31%	32%	31%	28%	29%	28%	24%	29%	20%	30%
Not a reason														
Credits transfer well		22%	26%	21%	41%	30%	46%	54%	46%	25%	17%	15%	13%	38%
Major reason		35%	33%	19%	31%	24%	26%	33%	36%	23%	63%	40%	40%	29%
Minor reason		44%	41%	61%	28%	46%	27%	13%	18%	52%	21%	45%	47%	33%
Not a reason														
Friends attend Del Mar College		22%	17%	0%	16%	14%	8%	3%	27%	8%	0%	5%	0%	10%
Major reason		13%	27%	8%	30%	20%	16%	20%	18%	29%	28%	19%	7%	20%
Minor reason		65%	57%	92%	54%	66%	75%	76%	55%	64%	72%	76%	93%	70%
Not a reason														
Can live with parents or relatives		17%	23%	10%	29%	30%	27%	32%	36%	15%	21%	27%	31%	26%
Major reason		26%	20%	8%	20%	10%	12%	10%	0%	15%	29%	27%	19%	14%
Minor reason		57%	57%	82%	51%	60%	61%	58%	64%	69%	50%	46%	50%	60%
Not a reason														

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

													Total												
													2004/05												
													ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	2004/05
Number of students responding to survey													23	64	43	114	60	385	63	15	56	25	23	17	888
Small classes													30%	33%	21%	43%	26%	29%	22%	27%	17%	26%	19%	20%	29%
Major reason													26%	25%	11%	23%	24%	31%	31%	36%	25%	30%	38%	33%	28%
Minor reason													44%	43%	68%	34%	50%	41%	48%	36%	58%	44%	43%	47%	44%
Not a reason																									
Employment Status																									
Employed more that 35 hours													26%	2%	7%	24%	42%	35%	37%	53%	43%	16%	35%	41%	31%
Employed 26-35 hours													13%	61%	19%	18%	19%	14%	18%	13%	29%	12%	9%	24%	20%
Employed 16-25 hours													13%	0%	17%	13%	10%	14%	11%	0%	2%	12%	22%	6%	12%
Employed 15 or fewer hours													0%	38%	17%	8%	3%	6%	13%	0%	0%	12%	4%	12%	9%
Military													0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Unemployed, seeking work													22%	0%	21%	16%	17%	12%	8%	7%	18%	20%	17%	12%	13%
Unemployed, not seeking work													26%	0%	19%	19%	9%	18%	13%	27%	9%	28%	13%	6%	16%
Student Intent																									
Most important reason for attending DMC																									
Transfer to a 4-year college													4%	8%	2%	43%	14%	58%	81%	20%	2%	24%	46%	0%	40%
Gain skills for a new occupation													57%	57%	76%	25%	61%	17%	5%	33%	57%	68%	41%	71%	33%
Gain skills to retrain or advance													0%	13%	5%	12%	16%	9%	3%	13%	30%	4%	0%	24%	11%
Personal interest													9%	2%	5%	3%	0%	3%	2%	0%	2%	0%	5%	0%	3%
Explore a new career direction													30%	21%	12%	18%	9%	13%	10%	33%	9%	4%	9%	6%	14%
Short range educational goal																									
Take one class													4%	0%	5%	0%	3%	3%	0%	0%	5%	0%	0%	0%	2%
Take a few classes													9%	0%	2%	10%	5%	16%	13%	0%	7%	8%	9%	0%	11%
Earn a certificate													57%	8%	43%	8%	31%	7%	2%	13%	55%	0%	4%	0%	14%
Earn a 2-year degree													26%	81%	45%	60%	51%	47%	50%	87%	27%	92%	74%	82%	53%
Earn a 4-year degree													4%	11%	5%	23%	10%	28%	36%	0%	5%	0%	13%	18%	20%
Long range educational goal																									
Take one class													5%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Take a few classes													5%	0%	2%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%
Earn a certificate													27%	0%	19%	1%	11%	1%	0%	0%	15%	8%	0%	0%	4%
Earn a 2-year degree													41%	25%	50%	15%	32%	11%	7%	20%	41%	21%	18%	47%	20%
Earn a 4-year degree													23%	75%	26%	84%	56%	87%	94%	80%	44%	71%	82%	53%	75%
Plan to graduate from DMC?																									
Yes, certificate													57%	9%	26%	12%	27%	4%	2%	7%	38%	0%	4%	0%	11%
Yes, associate's													30%	86%	64%	68%	65%	61%	65%	93%	61%	96%	74%	100%	66%
No													0%	3%	5%	11%	5%	12%	0%	0%	0%	0%	0%	0%	7%

Survey Results From Instructional Credit Programs Being Reviewed 2004-2005

	ABD	AER	CRT	DENG	EMS	ENG	GEO	HAM	MCH	MED	PHI	SON	Total 2004/05
Number of students responding to survey	23	64	43	114	60	385	63	15	56	25	23	17	888
No, plan to transfer before 62 hours	4%	2%	0%	10%	3%	20%	22%	0%	2%	0%	17%	0%	13%
No, already have a degree	9%	0%	5%	0%	0%	3%	2%	0%	0%	4%	4%	0%	2%
Plan to transfer?													
Yes	26%	73%	18%	80%	44%	86%	95%	67%	38%	71%	70%	35%	72%
No	74%	27%	83%	20%	56%	14%	5%	33%	62%	29%	30%	65%	28%
Where do you plan to transfer?													
Texas A & M College-Corpus Christi	17%	23%	5%	38%	15%	38%	68%	13%	9%	48%	39%	24%	33%
Texas A & M College-Kingsville	0%	2%	0%	4%	0%	5%	7%	0%	13%	0%	4%	6%	4%
Texas A & M College-College Station	0%	2%	0%	0%	0%	3%	0%	0%	0%	0%	4%	0%	2%
University of Texas-Austin	0%	8%	0%	3%	7%	4%	2%	7%	0%	4%	0%	0%	4%
University of Texas at San Antonio	0%	3%	2%	4%	0%	6%	2%	0%	0%	4%	0%	0%	4%
University of Houston	0%	0%	2%	3%	3%	1%	0%	7%	0%	0%	4%	0%	1%
University of the Incarnate Word	0%	0%	0%	3%	0%	3%	0%	0%	0%	0%	0%	0%	2%
Another community college	4%	0%	0%	1%	2%	1%	0%	0%	0%	0%	0%	0%	1%
Undecided	0%	19%	12%	13%	13%	18%	8%	33%	11%	8%	17%	6%	15%
Other	4%	13%	5%	11%	5%	10%	7%	13%	5%	4%	0%	0%	9%

English
Program Review Online Survey—Student Comments
Fall 2004

All comments are verbatim, excepting the removal of names.

<Name omitted> is awesome/if any problems arise they are dealt with ease. There is no stress-because the assignments are set forth and up to us to take care of them as needed. Thanks for such a wonderful teacher and class. She takes the time to critique each individual paper and tell us where we can improve for the next essay.

I am currently taking two online courses and the feedback and instruction in this class in comparison to my other class is not comparable.

<Name omitted> does an excellent job in making our virtual class much like an on campus class.

I can understand how English 1302 may be helpful to other students who may not be proficient in their writing skills. However, there should be a way to test out of this course for students that do not need the extra writing experience. I am not gaining any more knowledge about writing in this course, I am simply using skills I have learned from previous English courses.

This is the best English course I have ever had.

I like online courses because I have a child and sometimes it is difficult to attend school with all the problems that arise from children. The problems that arise from the online class is that you cannot learn directly from a teacher and sometimes this can affect how much you can really learn.

I think that my English 1302 teacher is great

It is very hard to maintain focus in a distance learning course when the professor seldom responds to emails or discussion boards. The necessity for group interaction within an online course is also unsavory. I took this course so I could rapidly do the assignments individually not wait for a response from another person who is most likely in the same mindframe and ultimately not completing the assignment on time.

I have really enjoyed the readings in this class.

Great course. A little demanding compared to past courses I have taken.

I like how Del Mar offers a wide variety of Distance Learning courses. I work full time and have a baby with no day care, so this option helps me be able to attend college every semester. It really makes it easier.

<Name omitted> is an excellent and very understanding teacher, thanks to her I can finally say that I think I will pass english 1301 this semester. The tutor <name omitted> is also excellent and very concerned about his students and their writing ability. Thanks to both of them for helping me through this course. <Name omitted>

This is an awesome course. It is very convent it is an online course. The teacher is wonderful and is always communicating very well with everyone. Questions are quickly answered. We always know are assignments. They are clear and have due dates. I would totally tell a friend to sign up for this class and this teacher, <name omitted>.

<Name omitted> is a very attentive and responsive online instructor...I have taken 7 web courses and she is one of the best! At the beginning of this course I was very confused because it was somewhat different that the other online classes I had taken but my professor was very helpful and would assist me whenever I had problems.

the teacher is really good about working with our schedules especially since it is an online class .she also gives us resourses to help us with the assignments

Overall I have been very pleased with my Del Mar experience. I only have one semester to go and am dual enrolled at Incarnate Word. I hope to graduate with a BA in August. The only class I have had difficulty getting in my time schedule is a Phylosophy class and I had to do that through VCT. It has not been a good experience. The instructor has not been helpful and I will just be glad when the class is over. I always recommend DelMar to friends and colleagues.

This is the first "on-line" course I have ever taken. It is set up very well through Web-CT and actually works a little better than TAMU where I am a student. This course I needed because of time crunch and it was neat it is offered on line and will transfer. The professor, <name omitted>, although I haven't met her personally...I think she is terrific in running this on-line course. Thank You

She is unclear about what she wants and criticizes our opinions after she asks for our opinions. plus almost all of our readings have been religious and she gets mad for not being religious and seeing the story from a non religious stand point. It also seems that a different religious opinions have been criticized. Then she forbids us to look at things from any other opinion except her own. like with Shkespears sonnets we can not look at it as if he was talking about himself being in love with a man, but as if he was writting as a story about a women in love with a man. But that is just her opinion. Mine is different yet i have to look at it in her opinion when she asked for ours to begin with.

Good class, great teacher

It is an excellent course in which I have learned tremendously about writing but it is just a little to difficult for me.

Lecture is eliminated in English online classes and is essential if students are to do well in this class. The majority of the grade comes from posting discussions, and if nothing is taught how fair is it to give a grade based on just posting discussions on information you may or may not fully understand.

This course has been extremely informative and interesting. My mind has been opened with the broad spectrum of topics studied and I would recommend this course to anyone. I think that online classes have a reputation for being less personal or perhaps even "dry," but this class was quite the exception. I have been pleasantly surprised.

The labs are not clear and the lab teacher does not explain them well. the instructor of this course however is excellent!

Very good, especially considering the professor managed to teach us without seeing us

<Name omitted> is an excellent instructor who genuinly care about her students.

This is extremely time consuming. I wish I had more time. It's not Delmars fault, it's just extremely time consuming especially when I have other things just as important to do.

My teacher <Name omitted> is a great teacher and has taught me so much already. I love taking this class online and it's environment.

There is a need for more feedback fromt the instructor.

This course has helped me to express what I think without being ridiculed. This assists in both self-esteem and forming informed ideas.

I enjoy the WEBCT very much

This course was somewhat challenging for me because English isn't my best subject, but I did learn some and I did get better at writing, so I'm happy with that.

I really enjoyed the course. The teacher made herself available to answer question that the students had and didn't just make us figure them out on our own.

I have been told by others, that my writing has improved significantly since beginning this course. <Name omitted> encourages us to think outside the box and this allows us to expand our critical thinking skills by having us read various text on a level that many are not use too. Since this class is done online it has also requires us to improve in our written communication skills, since there is no verbal interaction with the instruction or other students.

I am quite pleased about this online class. <Name omitted> is very concerned about her students and strives hard to aid us in any way she can.

n/a

<Name omitted> is Amazing!!!

i am enjoying the class i just need to work even harder on the essary's.

I have had to totally reconstruct my way of analyzing documents. My papers have much more structure to them already from this course.

I would like to say that prospective Dual Credit English 1301 students might be a little more prepared for the class than I was. The transition from a regular English class to a college level class was difficult. Maybe if students were reccomended to take an AP English class before entering the Distance Learning, students would do better. I'm not sure if the professor has anything to do with it, but I feel this is a hard class that students can deffinitely benefit from if they choose to take it before actually entering several college courses at one time.

i am very surprised by this online coure. (english 1301) <Name omitted> is very good at given input on our assignments. I fell very confident is this class.

This is a fun class!!!!

I am in English 1301 with <Name omitted>, and he is a good teacher who doesn't mind getting on the computer alot. I have notice that some teacher don't get on line on the weekends <Name omitted> does. -<Name omitted>
<Name omitted> is a fantastic instructor. I am taking his online class. He is attentive and always there for information and guidance. The lab instructor was not available or helpful at first. After almost wanting to quit the class and e-mailing everyone I could think of for help - she finally came through. I am disappointed in the lab portion of English Com I. Again kudos for <Name omitted> - he is an incredible instructor!!!

<Name omitted> has been a very attentive leader. This is not the first time I have taken an online class, but I have been most satisfied with this class. He is very prompt at answering our questions & very helpful. He also makes us think deeper into the subjects in order to see things we would not normally have seen.

I have enjoyed taking on-line courses, they are perfect for me.

If other college, please specify:

Military family, new duty station not yet known

Baylor College Of Medicine Houston, Tx

don't plan to transfer

Valdosta State University

Texas A&M - Corpus Christi

austin community

Northwestern Michigan College

University of North Texas

University of North Texas

Johnson and Wales

United States Naval Academy

Trinity

Stephen F. Austin

at del mar college

I am going to A&M for a year and then UCLA

English
Program Review On Campus Survey—Student Comment
Fall 2004

DON'T HAVE ANY

This is the most twisted class I have ever had! The teacher needs to be released of her duties so a good teacher who is adequate can now teach, PLEASE HELP!!!

When you send out the schedule for class, list the teachers, not "STAFF". I found out that there were other classes I would have enrolled in if I knew who the teacher was.

This teacher makes it seem that she is not here to help us. There has (sic) been many times where she has answered or questioned our concerns as a class in whole.

An evening nursing program would be wonderful.

Ms <name omitted> is a very good teacher, but need to clarify subjects more.

Should evaluate teachers frequently and make out of date teachers retire.

This school needs better teachers.

I wish I only had more time in the day to put more effort in learning more. My teacher does not give up on her students.

Mrs. <name omitted> is an excellent professor.

I have had a great learning experience, and I have great admiration for Mrs. <name omitted>. Thank you.

How would you rate the quality of this survey? Below average.

Mr. <name omitted> is an excellent instructor who has wonderful tastes in stories.

Great job!!

Excellent professor, great class. A lot of fun.

NEED A PELL GRANT, FOR I BELIEVE TAXES SHOULD PAY FOR COLLEGE. (sic)

This is an interesting class to take.

Relax.

<Name omitted> is a great teacher!

Professor <name omitted> makes the subject very interesting. I enjoy learning about British literature in this class.

I have learned more and am a better person-education wise (sic) than I had learned in the other college I attended.

Consider not overwhelming students with classes to obtain an Associates Degree.

Attending Del Mar College has been a good experience for me. I'm learning as I go and am able to ask for assistance for help.

Start a Pre-Optometry program! Or at least have a professional (sic) advisor.

English instructor could have a better more personal student/teacher relationship.

I enrolled at the end of registration and did not have time to see any advisors, however my experiences at Del Mar have all been excellent.

No comments.

I don't think we need class or test restrictions to hold student's potential (sic) back.

English 307, 1301 and reading courses have been very educational and I've learned a lot from them. Intermediate Algebra was a disappointment and not taught well.

I believe my instructor is always at her best in producing quality (sic) teaching.

I think the education depend each person and not the school (sic).

Ms. <name omitted> is an excellent, enthusiastic instructor; But (sic) since this is not remedial, I think a little less repetition would be good. I have enjoyed her and her teaching.

Parking sux (sic) & counselors

This class is excellent, the teacher <name omitted> is an excellent teacher as well.

Overall, I am satisfied with Mel Mar's performance. I only wish I had more time to truly absorb the material rather than just focus on what I need to know in order to pass.

Parking sux (sic) for early classes, counselors are not well rounded.

I think the desks in this classroom are very uncomfortable and awkward and thus make it hard for on to pay attention as they are trying to find a comfortable position in an impossible desk/chair. Also the surface area is too small for 2 books.

If teachers/Professors see more than half of their class failing, they should rethink their method of lecturing.

My name is Bones on the microphones, I like to smell nice so I wear cologne, let me clear my throat aha, aha

Most teachers here, I have noticed, are not willing to take the time needed to help and explain the student. (sic) I thought teachers were here to help us. They don't think so.

My instructor, Ms <name omitted>, has a fever for teaching and instructing literature that could be described as contagious.

Del Mar has many great teachers that helped me to understand & improve my skills in many subject areas.

This class is very exciting and Mrs. <name omitted> is very excellent and stresses her love to literature & English to all her students.

My professor has been great.

I am very pleased with the advisors & workers in the Venture (sic) Building. They are very helpful & kind to me at all times. Especially in the legal professions & the Dean's office.

Yes!

Court Reporting
Program Review Online Survey—Student Comments
Fall 2004

I enrolled in this class to both satisfy continuing education credits in my field and also to prepare for advanced certification. I must say that the entire experience was a pure joy. Enrollment was fast and easy, the instructor was incredible, and I have thoroughly enjoyed this experience. I am confident my skills are sharpened and I have gained tremendously from participating in this course. If I do not pass my certification exam in November, I will certainly enroll next year in preparation for the exam in May. Many thanks to everyone for such a great course. Keep up the good work.

**Court Reporting
Program Review On Campus Survey—Student Comment
Fall 2004**

Only wish that there were not classes going on while you have to type up tests & also that there would be less distractions in class due to people getting up & down. Otherwise perfect!

The teacher in this class does a wonderful job and is always concerned about her students.

The nature of the court reporting program often requires classes to be repeated. The Financial aid office refuses to consider this when granting or refusing aid. Getting financial aid has been a struggle every semester.

Need an upgraded computer lab-all computers need to be working. Need new computers.

I didn't like the fact that there was not enough funding to put us at our appropriate speed, therefore forcing to be grouped with higher speeds!!

Need new equipment.

It shouldn't mater how late classes can be offered, as lon as a "person" is involved in the class.

CRTR-Great course! Ms. <name omitted> rocks!!

I have been very impressed with the standards of excellence set by this faculty. Everyone is extremely helpful, supportive and professional. Well done!

There is a short lab time for Law and Legal terminology class, I wish they had another lab so to not disturb a class.

Court reporting classes are great.

The court reporting faculty is very professional and very motivating. The instructors provide every resource they can in order to help us succeed.

Geography
Program Review Online Survey—Student Comments
Fall 2004

Yes, I am taking an internet geography course and it is my responsibility to learn, but for some odd reason, I have not learned a whole lot. The things I think I should know are not on the tests and the things I look over thinking that they are not that important to the subject, are on the test. The only reason I am passing the course is due to all the extra credit assignments given. I really like the instructor and I know he tries very hard to make everyone happy, but I think the tests should have to do with a lot more geography such as maps and other information about geography.

My professor is great. We have ran into a problem this semester because of the publisher but the professor has tried his best to help us out in anyway possible. He is always available to see us and his response time to our emails are great!

At the beginning of this course I was very confused because it was somewhat different that the other online classes I had taken but my professor was very helpful and would assist me whenever I had problems.

the teacher is really good about working with our schedules especially since it is an online class .she also gives us resourses to help us with the assignments

<Name omitted> is very fair, she's great!

I have a great instructor. He helps out in whatever way he can. I don't agree with the hours of the testing center but that is not the instructor's fault

The professor is absolutely wonderful! I gained a great deal of knowledge and other appropriate skills due to his teaching methods!

Although I am not good in this particular area of study, I am learning things as I try to make my way to finals. I find that my professor offers the help that I need and is avaiable to answer any questions that I have.

Geography
Program Review On Campus Survey—Student Comment
Fall 2004

All in all this is a normal college course with normal procedures.

This instructor cares about his students. He is a very good instructor. I hope to have moer instructors like him.

Mr. <name omitted> is a great teacher. Make sure he comes back next semester.

I am enjoying this class and feel that I have learned a lot about Geography.

Need 4 (nights) (sic) water arobics (sic)—(a diff class) not 2 per wk. (sic)

Our professor makes this course very interesting and is very knowledgeable.

Need to have a better review for tests.

I hate that you can't register by phone any more. Bring it back!

To have more fun in class. Class interaction is needed.

**Philosophy and Religion
Program Review Online Survey—Student Comments
Fall 2004**

<Name omitted> is an excellent instructor. He has done a great job.

Philosophy and Religion
Program Review On Campus Survey—Student Comment
Fall 2004

Delmar (sic) is remodelig (sic) and growing into a large, exellent (sic) facility.

I am a transfer student, unable to web register and found reg registration EXTREMLY (sic) Disorganized and a over all (sic) horrible experience and extremely discouraging.

Instruction in math classes need help. When a teacher constantly makes mistakes but becomes upset when asked a question about his methodly (sic) is a problem. This Intro to Ethics needs more substance. How is a future nurse to learn if he just sits there?

NONE

This form sucks!!

I hate surveys!

**Emergency Medical Services
Program Review On Campus Survey—Student Comments
Fall 2004**

I love pizza!

N/A

All financial aid staff need to be replaced they all have attitudes (sic) problem. This what (sic) this school needs.

I do not like the fact that we have to maintain an 75 (sic) or higher average in the EMT Basic Course or we have to pass ever (sic) test with a 75.

West Campus EMT class

The west campus has nothing for its student, no PM meal, no ATM, only vending machines that rip you off.

I love pizza!!

I am satisfied with Del Mar College.

Appreciate having a technical college in town. Classes are appropriate to professions. Would like more advising, counseling.

This survey is stupid.

Classes required for graduation are not offered by Del Mar. Such as ACIS, PhTIS, PAIS, wich (sic) are required for Paramedic Ass. Degree. How are we supposed (sic) to graduate?!

**Medical Laboratory Technology
Program Review On Campus Survey—Student Comment
Fall 2004**

NEED longer library hours! More tutoring times.

Longer library hours!!

Umm...Yeah?

The MMLT program NEEDS a bigger budget. There are instruments we need but cannot buy because of lack of funds.

Phone registration was very beneficial, regular registration could be improved.

**Diagnostic Medical Sonography
Program Review On Campus Survey—Student Comment
Fall 2004**

This program is wonderful. I am fully enjoying it at the current time and I know when I graduate my job opportunities will be priceless.

Each subject is very informative, however I believe the exams should be spread out. Also class interaction more involvement in different (sic) teaching tools may be helpful to keep class interesting.

The Diagnostic Medical Sonography Program has instructors that are helpful and want you to succeed. I have learned a lot of skills within a few months and I am extremely (sic) satisfied.

Serious problem in student services administration (<name omitted>'s office) inarticulate publication(s) poor accounting process(s) (sic) (essence of this service) un-personable staff reflects poorly on quality of Del Mar

**Developmental English
Program Review On Campus Survey—Student Comment
Fall 2004**

The advising and Financial Aid offices re the areas that need to be better organized, and a lot more helpful for “us” as students. Not so complicated.

I do have one problem, I tried to get a tutor for my classes, and the gentleman in the office was always busy. I did not have much time to wait.

Mr. <name omitted> is an excellent instructor!

Need to hire new financial aid staff that have good attitude.

West Campus needs more improvement

Mr. <name omitted> is a very good teacher I recommend him to everybody

Web Registration should not begin untill (sic) all grades are out. I can not register because of this, now I may not get to take the class I want because of them being filled up!

We need some to have more times available because classes are over stock with students and get rid of the 50 min. class

N/A

Instructor is very communicative toward students. Open/, (sic) we are placed into different groups so we as students can be open to new ideas, and be open with one another.

I really enjoy this class. I enjoy attending Delmar (sic) overall.

None

Parking needs major attention por-fore! (sic)

Parking needs major attention

Ms. <name omitted> is a wonderful teacher, strict but concerned and very good at making me understand.

I would recomind (sic) Del Mar College to my friends.

Mrs. <name omitted> is the best teacher that I have had in this subject.

**Airframe Applied Technology
Program Review On Campus Survey—Student Comment
Fall 2004**

Need to update computers @ West campus, at current time our class does not have a permanent room. The room given to us at beginning of semester was also given to GED students, so we are constantly having to move.

Too long!

This is a grate (sic) class for me to further my education!!

I have no comment.

This survey is only appropriate for regular classes at Del Mar. This course is specifically tied to current job. Educational goals don't take into consideration if student already has one or more degrees.

I love this class and I am thankful that I was chosen for this program.

Very satisfied with the teacher teaching and explaining the subject.

I like school!

My professors are excellent teachers.

**Industrial Machining Technology
Program Review On Campus Survey—Student Comment
Fall 2004**

Keep up the good work!

Teachers are very good and definitely (sic) know their subjects, but some don't know HOW to teach what they know. Does not mean they are bad teacher. They just need help in teaching skills.

None

It would be appropriate to end classes at 8:30pm for me.

No comments.

The teacher teaches in the way it has to get done and how to keep the boss happy when in the work world.

I strongly advice (sic) this institution to hire more instructors for this program, so that students can have more availability of courses needed in this subjects (sic). So that all courses can be offered every semester.

**Auto Body Applied Technology
Program Review On Campus Survey—Student Comment
Fall 2004**

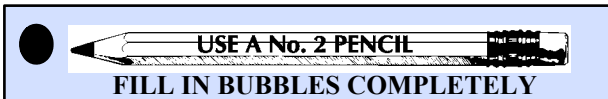
In just 2 months I have learned a great deal about the autobody field. The instructor has helped in every way to make my time here worth it. I will recommend this program to friends.

Exceptional and comprehensive instructor very considerate of all his students. Auto body & repair.

More space needed in auto tech class.

Hotel and Motel Management
Program Review On Campus Survey—Student Comment
Fall 2004

I was very dissapointed (sic) the Travel & Tourism classes were cancelled. The school's excuse is that after 9/11 travel was diminished which is completely untrue.



Student Survey

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

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 _____

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 career direction

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

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

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?

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

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

- Yes
- No
- Uncertain

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

Why did you choose this college?	Reason		
	Major	Minor	Not a
Affordable tuition and fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenient location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Type of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credits transfer well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends attend Del Mar College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can live with parents/relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smaller classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend Del Mar College to a friend?

- Yes
- No
- Uncertain

Would you recommend this class to a friend?

- Yes
- No
- Uncertain

Please rate the level of importance and indicate your level of satisfaction by filling in the appropriate spaces.

	IMPORTANCE					SATISFACTION				
	Very Important	Important	Unimportant	Very Unimportant	Does Not Apply	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Used/Not Applicable
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Telephone 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"/>
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"/>
Regular 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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Information 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"/>
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"/>
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"/>
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?

	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"/>

My abilities in the following areas have improved as a result of

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"/>

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"/>

How would you rate the quality of instruction in this subject? Excellent Good Average Below Average Very Inadequate

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

Your comments:
