FALL 2010
NEW STUDENT SURVEY
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Executive Summary

The Fall 2010 New Student Survey was administered beginning on October 18th, and remained open until November 30th, 2010. Rather than sending out a survey to the entire student population, it was decided to focus on the needs and satisfaction of our first-time, full-time student cohort of Fall 2010. This cohort consisted of 390 students, all of whom are degree or certificate-seeking. We received 89 completed surveys, translating into a response rate of 22.8%.

A comparison of demographic data from our survey respondents to our entire cohort population demonstrated that our results are largely representative of the cohort as a whole on factors such as age, gender, and ethnicity. The one exception is a finding based on success rates from Fall 2010. Students who participated in this survey had a higher course pass rate when compared to the cohort population as a whole. This response bias is an indication that students who are more motivated and invested in their education are also the ones most likely to respond to elective surveys such as the 2010 New Student Survey.

Students were asked about their intentions to enroll at ACC for the Spring 2011 semester. An overwhelming 93.3% of students indicated that they did intend to enroll the following semester. Spring course enrollment data was pulled on January 27, and the results showed that 92.1% of our survey respondents had in fact already registered for classes for the Spring semester.

Students were asked various questions related to their experiences with orientation, registration, advising, financial aid, tuition payment, and their instructors. We also asked students a number of questions relating to the services offered here at ACC. We wanted to know which services our students were aware of, and which we may need to advertise better to our new students. We also wanted to see how often our students are utilizing these services and what their experiences have been thus far.

Finally, we asked students if they would give us their opinions on what ACC has been doing well, as well as places where they would like to see some improvement. We received 77 individual comments on the first question, and 69 responses to the second question. Once broken out into categories, we received 128 positive comments, and 106 calls for improvement for a total of 234 comments.
**Introduction:**

**Survey Development Process/ Methodology**
The 2010 New Student Survey (NSS) is a focused survey, which looks at our first-time, full-time, degree-seeking students and their experiences in the first few months here at Arapahoe Community College. The questions on the 2010 NSS are geared to understand the experiences and needs of new students who are trying to navigate college for the first time. Students were also given the opportunity for open commentary at the end of the survey.

In Spring 2011, we plan to conduct a focus group with some of our cohort members. This will be a short discussion essentially taking the “pulse” of our students. We want to share with them some of the results from the first survey, and let them know we are listening to their concerns.

In Fall 2011, we will also be administering a full scale follow-up survey to our 2010 new student cohort. The goal is to track these students longitudinally, and determine their satisfaction with the college as a whole, after they have had a chance to adjust to, and further experience, college life. This survey will focus on instruction and instructors, as well as a continuing look at student services. Also in Fall 2011, we will survey the new entering cohort of first-time, full-time students for comparison, and to monitor any areas where improvement can be made. We plan on continuing with the three stage cycle for each subsequent new student cohort.

This year, the final cohort population consisted of 390 students. Students who have previously attended another college, or who are not degree or certificate-seeking, were removed from the cohort list. The survey was sent to all 390 students in an email through their student email account. A total of two reminder emails were sent to students in hopes of achieving at least a 20% response rate. The survey opened for responses on October 18, 2010 and closed on November 30, 2010. As an incentive to take the survey, two IPOD touch nanos, and one full-size IPOD touch were given away to participants using a random number generator.

**Response Rate**
We had a survey response of 94 students out of the 390 cohort members. Only 89 of those were complete surveys, the remaining 5 responses were thrown out so as to not skew the results. This gave us a response rate of 22.8% of the Fall 2010 first-time, full-time, degree-seeking student cohort.
Survey Results:

The Fall 2010 NSS was broken down into 9 sections, each covering a different topic from demographic information to financial aid, and student services. The survey results will be separated in a similar fashion, and will appear roughly in the same order as they did on the survey.

Demographics
The first question on the survey asked for the Student ID number (S Number) of the student. The purpose of this question was twofold: First we used this number to identify the winners of the IPOD drawing. Second, we used the ID number to gather demographic data (age, gender, ethnicity, etc.) about the student without having to lengthen the survey unnecessarily. Using this method, we also gathered the demographic data from all students in the cohort to use as a comparison. The goal was to ensure that the survey respondents form a representative sample of the cohort as a whole.

Age
The median age of our cohort was 18, while the median age of the survey respondents was 19. While the difference is very small, this demonstrates that older students were more likely to participate in the survey than their younger counterparts. Using the IPEDS age categories, students were grouped together in the chart below to provide a more detailed picture of the makeup of both the cohort as a whole, and all student respondents. While the lines follow the same overall trends, you can clearly see where the survey respondent group is slightly over representative of those ages 35 and up, and slightly under representative of those in the 18-19 year category.

![Age: Using IPEDS Categories](chart.png)

Chart 1: Age of survey respondents as compared to the entire first-time, full-time cohort.
Gender
There was a slight over representation of female students (54%) in the survey as compared to the cohort population (49.5%). Conversely, males made up only 46% of survey respondents, compared to 50.5% of the total cohort population.

![Chart 2: Gender of survey respondents compared to the cohort group.](chart2)

Ethnicity
The ethnic composition of survey respondents closely matched that of the cohort population as a whole. The two areas with the greatest differences are the numbers of Asian/Pacific Islander students and the number of Unknown students. The survey population was made up of 7.9% Asian/Pacific Islander students, as compared to 5.1% in the entire cohort, making the survey group slightly over representative in this area. In addition, there were fewer Unknown students in the survey group (5.6%), than there were in the whole cohort population (11%).

![Chart 3: Ethnicity of survey respondents compared to the cohort group.](chart3)
Employment
Currently there is no reliable employment data for the cohort as a whole. A question asking the employment status of the students was included in the NSS to capture this information. The results show that a total of 56.2% of respondents held some type of employment, while 43.8% were not working at all. Of those students who are employed the majority (41.6%) are working part-time, while only 14.6% are working full-time.

First Generation
On the student application for ACC, one of the questions asked is whether either of the student’s parents has earned a 4-year degree. This information is used to determine which of our students are considered first generation college students. The first chart below compares the survey group with the entire cohort. According to this data, 32.5% of students in the survey group have had at least one parent earn a 4-year degree. A total of 53.9% of students reported that neither parent has earned such a degree, making them first generation students. Additionally, 13.5% of students either had missing information or indicated that they were unaware of their parent’s degree status.

The second chart below reflects the responses to the question on the 2010 NSS; have either your mother or father attended at least some college? A student may have one or more parent with an Associate’s Degree, but they will still be considered first generation according to the application question. By asking if their parents have even attended some college, we can determine if there are any differences in patterns, and explore what this may mean for our students. By asking the
question in this way, we see that 59.5\% of respondents had at least one parent attend some college, while 40.4\% still had no parental college attendance.

![First Generation](image)

Chart 5: Parent Degree Attainment of survey respondents as compared to the entire cohort.

![Have either your mother or father attended at least some college?](image)

Chart 6: Parental College Attendance of survey respondents.

**Student Intent**

During the student application process, students are asked about their intentions here at ACC. The majority of survey respondents (32.6\%) listed earning an academic degree (AA, AS, AGS) as their primary intent, compared to 31.8\% of the entire cohort. The second most common response was to earn a technical degree (AAS) with 28.1\% of the survey respondents falling in this category, and 21.5\% of all cohort members falling in the category. While this data gives us an important piece of information about our cohort members, it also tells us that our survey
respondents slightly over represent the true population of those seeking a technical degree, while underrepresenting those students who intend to take some courses and transfer out of ACC.

![Student Intent:]

As listed in the demographic file

<table>
<thead>
<tr>
<th>% of Population</th>
<th>Attend for personal interest</th>
<th>Some courses for job/career</th>
<th>Take CondEnroll/college credits</th>
<th>Take some courses and transfer</th>
<th>Earn a certificate</th>
<th>Earn technical degree - AAS</th>
<th>Earn academic degree - AA/AS/AGS</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey (%)</td>
<td>3.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.2%</td>
<td>9.0%</td>
<td>28.1%</td>
<td>32.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Cohort (%)</td>
<td>2.1%</td>
<td>1.8%</td>
<td>0.3%</td>
<td>28.2%</td>
<td>7.9%</td>
<td>21.5%</td>
<td>31.8%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

Chart 7: Student intent while attending ACC – survey population compared to entire cohort.

**Future Enrollment**

One of the last questions on the 2010 SOS was “Do you plan to enroll at ACC next semester (Spring 2011)?” An overwhelming 93.3% of students responded that they plan on enrolling here for Spring 2011. Only 3.4% of students said they would not be returning, and an additional 3.4% of students said that they were undecided on their plans for Spring.

![Do you plan to enroll at ACC next semester (Spring 2011)?]

<table>
<thead>
<tr>
<th>% of Population</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Population</td>
<td>93.3%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Chart 8: Future enrollment plans of survey respondents.
We asked those students who indicated they would not be returning, and those who were undecided, what their reasons for not returning are. There were only 6 students in this question pool, with 2 (or 33.3%) who plan to transfer to another 2-year college, 2 (33.3%) who are still undecided all around, 1 (16.6%) who plans to leave for financial reasons, and 1 (16.6%) who felt that the question was not applicable to their situation.

On January 27, enrollment records were pulled for all cohort members for the Spring 2011 semester. Of all students who participated in the survey (89), 92.1% had enrolled in classes for the Spring semester. This number closely resembles the number of students who indicated that they planned to return the following semester. Of all students in our cohort (390), 78.5% had enrolled in classes for the Spring semester. These numbers are still considered preliminary as many of our late start classes are still registering students.

**Student Self Evaluation**

Two questions on the 2010 NSS asked students to reflect on their own preparation and motivation when it comes to college courses. Given the statement “I have the motivation to do what it takes to succeed in college,” 65% of students strongly agreed, 33% agreed, and only 2% responded that they disagreed.

![Chart 9: Motivation of survey respondents.](image)

Similarly, students were given the statement, “I am prepared academically to succeed in college.” Here 57% of students strongly agreed, 37% agreed, and 5% disagreed. The students are very motivated, but a few are not quite as sure about their level of academic preparedness.
As a means of comparing student motivation and their subsequent action, student grades were pulled for the Fall 2010 semester. For the entire cohort, 66% of all courses taken were passed with a ‘C’ or better. For the survey respondents, 85.4% of all courses taken were passed with a ‘C’ or better. The high passage rate of our survey population is reflective of their motivations and intentions to do well while enrolled in college. This data also tells us another story, where the difference between the pass rate of the survey population and the cohort as a whole, is indicative of the response bias in our survey. Students who are more motivated and invested in their education are also the ones most likely to respond to a survey such as the 2010 New Student Survey. The students who are having difficulties, and therefore may need the most help, are the ones least likely to respond to elective surveys.

**Orientation**

The first question about orientation was geared towards determining what percentage of students came in person, and what percentage took part in virtual orientation. A hefty 76.4% of our survey respondents took part in the orientation offered online, while only 23.6% came for the in-person orientation.

The objective of orientation is to give students the information they need so that they feel prepared to begin their life as a college student. We asked students if orientation helped them feel prepared to begin their classes and 71.9% of respondents fell into the strongly agree/agree categories, while 16.9% fell into the strongly disagree/disagree categories. There were also an additional 11.2% of students who had no particular opinion on the matter.

1 These figures are accurate as of January 17, 2011.
We also asked students if orientation helped prepare them to finish the registration process. Here, 82% of respondents replied that they strongly agreed/agreed, while 11.3% of students strongly disagreed/disagreed with the statement. There were also 6.7% of respondents who had no opinion on the matter. Students seemed to feel better prepared to finish registration than they did to begin their classes after completing orientation.

Chart 11: Orientation as class preparation.

Chart 12: Orientation as registration preparation.
Academic Planning
Students were asked a number of questions about academic planning and advising help they have received while here at ACC. The table below shows the four questions according to the student response. Roughly 85% of survey respondents had a staff member assist them with identifying the courses they needed to take during their first semester here. Another 67.5% of students had help from a staff member selecting a major or course of study. Just over half (52.8%) of students had help with setting academic goals and creating a plan to achieve those goals. Finally, only 42% of respondents said a staff member spoke to them about their outside commitments as they relate to academic planning and the number of courses to take.

<table>
<thead>
<tr>
<th>Academic Planning</th>
<th>Strongly Agree/Agree</th>
<th>Strongly Disagree/Disagree</th>
<th>Total Responses (n)</th>
<th>No opinion/Not Applicable (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A college staff member helped me to identify the courses I needed to take during my first semester.</td>
<td>85.4%</td>
<td>14.6%</td>
<td>82</td>
<td>7</td>
</tr>
<tr>
<td>A college staff member helped me to select a course of study, program, or major.</td>
<td>67.5%</td>
<td>32.5%</td>
<td>77</td>
<td>12</td>
</tr>
<tr>
<td>A college staff member helped me to set academic goals and to create a plan for achieving them.</td>
<td>52.8%</td>
<td>47.2%</td>
<td>72</td>
<td>17</td>
</tr>
<tr>
<td>A college staff member talked with me about my commitments outside of school (work, children, etc.) to help me figure out how many courses to take.</td>
<td>42.0%</td>
<td>58.0%</td>
<td>69</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 1: Academic planning assistance from college staff.

Students were also asked what their top three sources for academic advising have been for their first couple of months at ACC (see chart 13 on the next page). The majority of students (50 out of 89) listed friends, family and other students as their primary source for academic advising. The Advising Office came in second with 43 student responses, meaning that over half of all survey respondents did not list the Advising Office in their top three. Finally, the college website came in third with 27 responses (though the Course Catalog and Instructors followed closely behind with 26 and 25 responses respectively). Only one student indicated that they used Degree Check as a means of academic advising. After students become more familiar with the online system, and as they have taken more classes (thus producing more records), we would anticipate a large increase in the use of Degree Check.
Chart 13: Main source of academic advising help (top three choices of survey respondents).

**Registration**
The first registration question asked students when they initially registered for their courses. The majority (84.3%) of students said they registered more than one week before classes began. A smaller percentage (14.6%) said they registered during the week classes began. Finally only one student (1.1% of survey population), said they first registered after the first week of classes had passed.
Students were also asked if they changed their course schedule after the beginning of the semester. Most students (66.3%) responded that they did not change their schedule at all after the beginning of the semester. Of the remaining students, 21.3% said they changed their schedule, but only after discussing the decision with staff or an instructor. The final 12.4% of students changed their schedule without seeking advice for their decision.

The final registration question was in regards to the printed Schedule of Classes. As our campus moves away from print material and towards electronic copies, we wanted to see what our current students are finding most helpful. At the moment, the majority of students 52.8% are utilizing both the printed and online schedules. There are 30.3% of students who use only the printed schedule, and a smaller 16.9% of students who only use the online version of the schedule.

**Financial Aid**

There were only three questions in the financial aid section of the survey, which are all displayed in the chart below. The first question asks whether the students understand the steps they need to take in order to receive financial aid. The majority of respondents (82.8%) replied that they did, while 17.2% of respondents are unclear as to the necessary steps to receive aid.

Students were also asked whether they felt they were provided with adequate information about financial assistance. About 70.6% of respondents agreed that enough information was provided, with 29.4% of respondents disagreeing with the statement.

Finally, we asked if a college staff member helped the student to determine whether they qualified for financial aid. There were 66.3% of respondents who said they did receive help, while 33.7% did not receive help from a staff member.

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Strongly Agree/ Agree</th>
<th>Strongly Disagree/ Disagree</th>
<th>Total Responses (n)</th>
<th>No opinion/ Not Applicable (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the steps necessary to receive financial assistance (scholarships, grants, loans, etc.).</td>
<td>82.8%</td>
<td>17.2%</td>
<td>87</td>
<td>2</td>
</tr>
<tr>
<td>The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.).</td>
<td>70.6%</td>
<td>29.4%</td>
<td>85</td>
<td>4</td>
</tr>
<tr>
<td>A college staff member helped me determine whether I qualified for financial assistance.</td>
<td>66.3%</td>
<td>33.7%</td>
<td>83</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 2: Financial Aid assistance from staff.
**Tuition Payment**

Students were asked how they pay their tuition bill each semester. The majority (62%) said that their entire bill is paid through Financial Aid. Another 20% of students pay their bill online, 13% utilize the Cashier’s Office (either in person or over the phone), and a small 5% have their bills paid through a third party source.

![Chart 14: How respondents paid their tuition bill for Fall 2010.](chart)

Students were also asked the question, “If you were eligible for a refund, did you understand the refund process?” Most students (76.3%) agreed that they did understand the process, while 23.7% indicated that they did not understand the process.

There were a couple of questions which are specific to certain subgroups of students. One such question is “Did the Cashier's Office provide options for paying your balance before the College Opportunity Fund (COF) stipend was applied?” This question only applies to those students who had direct interaction with the Cashier’s Office. Those students who indicated that they paid their bill through the Cashier’s Office were given this question as a follow-up (n=12). Of those students who had an opinion (9 out of 12), 56% indicated they were informed of their options, while 44% indicated they were not made aware of this option. It should be noted that the option to pay your balance before the College Opportunity Fund is applied is not a valid option at all times during the semester. This option is open for a small window of time before the first census date of the current semester.

The students who indicated that their bill was paid by a Third Party were also given a follow-up question. These students (n = 4), were asked, “If your account was paid by a Third Party Sponsor (ex. your workplace), did the Cashier's Office inform you of the documents required to hold you in your classes?” There were 2 students (66.7%) who agreed that they were given the necessary
information, while 1 student (33.3%), said they were not informed. The fourth student in this group indicated they had no opinion on the question.

**Instructors**
Questions about instructors were kept to a minimum for this survey. We are interested in the initial contact between the students and the instructors and how information was passed on during this time. Further opinions on instructors and instruction in general will be asked on a follow-up survey to these same students.

The first question asked students whether the instructor clearly explained their course syllabi to the class. About 95.5% of students indicated the instructor had done this, while 4.5% indicated that the instructor had not.

The second question asked if the students know how to get in touch with their instructor outside of class. The vast majority (97.8%) said they know how to contact their instructor, while 2.2% of respondents indicated they did not know how to contact their instructors.

Finally, we asked if all instructors had activities in class introduce students to one another. While still receiving a large majority agreement, this question did not have the same strength of response as the other two instructor questions. About 77% of respondents said their instructors had these activities, while 23% said they did not.

| Chart 15: Student introduction activities. |
ACC Services
For this section of the survey, students were given a chart which asked them to answer three questions about the major services on campus. First, we wanted to find out if the student was aware of the various services. Then, if and only if they indicated they were aware of the service, we asked how often they used the service. Finally, if the respondent indicated they have used the services at least once, we asked them how satisfied they were with their experience. The chart below displays the percentage response for each category of each question. Keep in mind that the last question may have only had a few people respond which might skew the percentages in either direction (for example, Disability services only had two people eligible to answer the last question and both were pleased with the service). If you are interested in the raw numbers, please contact the office of Institutional Research.

Services such as the Advising office, the Library, Financial Aid, and MyACC were all familiar to students (responses in the 90% range). Roughly 97.8% of respondents were familiar with the Advising Office, and of those students 91.7% has utilized the service at least once. Of those students who visited the office, 89.6% were satisfied with their experience. The Financial Aid office received results very similar to those of Advising, where 94.4% of students knew about the service, 89.9% of those students used the service at least once, and 91.5% of those who utilized the Financial Aid Office were satisfied with their experience.

Less than half of the survey respondents knew about Disability Services (42.7%), and of those who knew about the service only 2 students (6.9%) actually used it. Similarly, only 52.8% of respondents knew about the Career Services Center on campus. Of those who knew about it, only 28.9% had used the service.

<table>
<thead>
<tr>
<th>Did you know about the service?</th>
<th>Of those who knew about the service, how often have they used it?</th>
<th>Of those who used the service, how satisfied were they with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Advising Office</td>
<td>97.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Career Services Center</td>
<td>52.8%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>88.8%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Disability Services</td>
<td>42.7%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>94.4%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>59.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Library</td>
<td>96.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>MyACC</td>
<td>98.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Student Events/Activities</td>
<td>69.7%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>74.2%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

Table 3: Respondents experiences with services available at ACC.
Student Comments
The final portion of the 2010 NSS gave students an opportunity to give us their opinions about what matters to them. We asked two open-ended questions, “Please provide information about one or two things that ACC is doing particularly well,” and conversely, “Please provide information about one or two areas where ACC could improve.”

The table below gives an overview of the types of comments we received from students. We received 77 individual responses to the first question, and 69 individual responses to the second question. It should be noted that the categories for specific student comments are not mutually exclusive. Due to the nature of the questions asked, the total categorical number of student comments will be greater than the total number of individual student responses. Specific comments are available from the office of Institutional Research or the college Deans.

Instructors received a total of 27 comments, with 20 of those being positive. Campus services as an umbrella term received a total of 46 comments, with 20 of those coming from positive feedback. The category “Information Management” was created to represent comments from students regarding our ability to disseminate information in a way that was helpful and meaningful to them.

<table>
<thead>
<tr>
<th>Category</th>
<th>Positive</th>
<th>Negative &amp; Needs Improvement</th>
<th>Total Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Books</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Campus Services (All)</td>
<td>20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>- Advising</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>- Disability Services</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
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<td>- Financial Aid</td>
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<td>13</td>
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<tr>
<td>- Fitness Center</td>
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<td>- Info Central</td>
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<td>- Library</td>
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<tr>
<td>- Student Services</td>
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<td>- Student Success Center</td>
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<td>- Testing Center</td>
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<tr>
<td>Cost</td>
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<td>General</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Information Management</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Instruction</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Instructors</td>
<td>20</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Staff</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Technology</td>
<td>12</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>128</td>
<td>106</td>
<td>234</td>
</tr>
</tbody>
</table>

Table 4: Student comments on areas ACC is doing well, and areas that are in need of improvement.
Summary

The median age of our survey respondents is 19, with an age range of 16 to 60 years. We had slightly more females (54%) respond to the survey than males (46%). The ethnicity of our survey respondents closely mirrored that of our cohort population, with a slight overrepresentation of Asian students, and a slight underrepresentation of students who chose to not report their ethnicity.

More than half of our survey population is working at least part-time (56.2%), while 43.8% of the survey respondents are not currently working at all. It was also discovered that 40.4% of survey respondents have not had either parent attend any college. The vast majority of students (93.3%) intend to enroll at ACC for the Spring semester, and as of January 27th, approximately 92.1% had in fact registered for classes.

Students were asked a series of questions about the services available to them, such as whether they knew about the service, how often they utilized it, and whether they were satisfied with their experience. Services such as the Advising office, the Library, Financial Aid, and MyACC were all familiar to students (responses in the 90% range). Disability Services was the service least known to students, with only 42.7% who were aware of it. The Career Services Center and the Fitness center were also less known among students, with 52.8% and 59.6% awareness respectively. The computer labs are relatively well known among students, with 88.8% awareness, but 42.7% of those students have never used them. See page 18 for the full chart.

Finally, we asked students for their opinions on the areas where ACC is doing well, and the areas they feel could use some improvement. We received the majority of comments in the area of Campus Services (with 46 total), followed by our instructors (27 total comments) and the atmosphere of the campus (26 total comments). We received a grand total of 234 comments, which include both positive comments and those focused on areas for improvement.

Overall we see that our survey respondents are both engaged and satisfied with their experiences at ACC. These 89 students make up only 22.8% of the entire first-time, full-time, degree-seeking cohort of 390 students. For Fall 2010, ACC served in excess of 9,000 countable students. It is important to keep in mind that this survey represents a small but dedicated portion of our student body.