December 5, 2014

Spring 2014 Student Experience Survey Summary of QCC Results

Internal Report to VP Karen Steele

This report summarizes the feedback provided by QCC students in the Spring 2014 CUNY-wide Student Experience Survey administered online by the Central OIRA office. 1,470 QCC students participated in the survey. The report highlights self-reported demographic factors, satisfaction rates with a variety of resources and services including class room space, use of technology, academic and student services, and overall experiences and expectations of students. The report also provides trend data based on responses from prior years.

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Administration of the Survey

The 2014 CUNY Student Experience Survey was administered on-line. The initial invitation letter was e-mailed to students on April 7, 2014. Over the next three weeks, two e-mails and a postcard reminder were sent to non-responders. A total of 1,470 QCC students participated in the survey, representing 9.4 percent of the total QCC enrollment in spring 2014 of 15,655 undergraduate students.

Response Validity

To make the results representative of the general CUNY undergraduate population at each college and university-wide, responses were weighted to compensate for non-response bias – the under-representation or over-representation of discrete groups in the pool of respondents. A logistic regression model was used to predict the probability of responding to the survey for each student in the population. College of attendance, admission type, class standing, degree level, full-time/part-time status, gender, race/ethnicity, age, language spoken in the home, and cumulative GPA were significant predictors. The predicted probability of responding to the survey was computed for each student in the sample based on the logistic model. To compensate for the over-representation of those who are more likely to respond, and the under-representation of those who are less likely to respond, each respondent was weighted by the inverse of his/her predicted probability of response. (2014 Student Experience Survey, Page 67)

QCC Trends

Responses from surveys in prior years were collected via paper surveys and from a pre-selected representative sample of one thousand students. Even though the number of responses was lower in prior years, the response rates were not due to this pre-selection process. In addition, the responses from all years were weighted by the same logic to compensate for non-response bias. This allowed us to compare the responses across the survey years (from Spring 2008 to Spring 2014). Trends are provided in the appropriate chapters in this report. Any questions that had been altered in wording or had been removed over the years on the questionnaires were excluded from the trend tables.

How to read this document

The summary of findings is structured to follow the sequence of tables in the CUNY report attached to this document. Each chapter heading highlights the table and page numbers of the CUNY report and provides a summary of the spring 2014 QCC results and the QCC trends of survey feedback throughout the years on the specific subject matter.

Self-reported demographic factors

A number of demographic factors are requested from students in this survey such as commuting time and marital status. These factors are generally not captured in the institutional databases at CUNY.

Of all QCC survey respondents in spring 2014,

- 39% live in a household with an household income of less than $20,000 per year
- 45% are first generation in college
- 88% are single
- 72% live with parent(s) or guardian(s)
- 53% worked for pay in spring 2014
- 65% provided care for other people (1 hour per week or more)

(Tables 2, 3, and 10 on pages 8, 9, 12, and 60 of the CUNY report)

Summary of Findings

Table 4: Resource Management (page 15 of the CUNY report)

Spring 2014 QCC Results:

Over 70 percent of the survey respondents felt that class room space and average class size were adequate at QCC. Seventy-three percent agreed or strongly agreed that QCC *"provides classrooms large enough to handle the number of students enrolled in the classes"*. Seventy-one percent felt that QCC offers "*classes that are about the right size*." The CUNY community college averages were 65 percent and 68 percent respectively. Thirty-nine percent of students however would like QCC to offer courses with fewer students. This percentage is slightly higher at other CUNY community colleges with the exception of KCC and Guttman. Many QCC students felt 'neutral' about these items and only 4 to 8 percent disagreed.

Fewer QCC students agreed with the space available for studying and to relax on campus. Sixty percent agreed or strongly agreed that QCC *"provides sufficient space to study on campus"* and 59 percent agreed or strongly agreed that there is *"sufficient space to relax on campus"*. These items scored higher at other CUNY community colleges with an average percent of 70 and 63 percent respectively agreeing or strongly agreeing that these spaces were adequate.

QCC Trend:

Satisfaction (as measured by the percent of students who agreed or strongly agreed with the statements) with the classroom space has increased since spring 2010, when these questions were first surveyed (see Table 1).

Table 1: Percent of Agreement (*Agree & Strongly Agree*) with Class Size and Classroom Space

Survey Years:	2010	2012	2014
My college provides classrooms that are large enough to handle the number of students enrolled in my class.	69%	73%	73%
My college offers classes that are about the right size.	68%	75%	71%

The percent of students who confirmed that the space on campus for studying and relaxing was adequate declined since spring 2010 when these questions were first surveyed (see Table 2).

Table 2: Percent of Agreement (*Agree & Strongly Agree*) with Study Space and Space to Relax

Survey Years:	2010	2012	2014
QCC provides sufficient space for me to study on campus.	65%	60%	60%
QCC provides sufficient space for me to relax on campus.	65%	60%	59%

Table 5: Use of Time (page 20 of the CUNY report):

How much time do QCC students spend studying?

Spring 2014 QCC Results:

Forty-three percent of survey participants said that they study between one and five hours per week only. Six percent said that they don't study at all and another six percent said that they study over 20 hours per week. QCC students were very similar in their responses to all CUNY community college students.

QCC Trend:

Table 3: Hours per week spend Studying in percent and over time

Survey Years:	2010	2012	2014
0 hours per week	1%	7%	6%
1-5 hours per week	42%	39%	43%
6-10 hours per week	27%	38%	32%
11-20 hours per week	19%	12%	13%
Over 20 hours per week	11%	4%	6%

Participating in student activities

Spring 2014 QCC Results:

Only 25 percent of students reported to spend one or more hours per week participating in any type of student activities at QCC. This percent is lower than the CUNY community college average of 27 percent.

QCC Trend:

The percent of students who regularly participate in student activities (at least for one hour per week) declined since spring 2010.

Table 4: Percent of Students Participating in Student Activities over Time

Survey Years:	2010	2012	2014
Student spends at least one hour per week "*participating in student activities*".	33%	27%	25%

Table 6A Use of Technology (pages 26 and 27 of the CUNY report)

Spring 2014 QCC Results:

Many of the questions in the CUNY Student Experience Survey address the use of technology and the general attitude towards technology offerings. The following feedback addresses the areas that are of particular interest to Queensborough.

- Seventy-two percent of the students said that they use Blackboard at least once a week (44 percent *"once or twice a week"* and 28 percent *"every day"*).
- When asked how often students use the campus computer labs, 49 percent said at least once a week and 32 percent said hardly ever (19 percent said "never" and 13 percent said "once or twice a year").
- Twenty-five percent of students were in courses with online instruction/discussion/interaction at least once a week.
- Thirty-seven percent used the Library's online services at least once a month
- Thirty-two percent collaborated online with a classmate at least once a month.
- Fifty-two percent never collaborated with a classmate online or took a course with an online component and 43 percent never used the Library's online services.

QCC Trend:

Table 5 shows an upward trend in the use of online resources. The regular use of Backboard seems to have increased by spring 2014 when 72 percent of students said that they use it at least once a week

compared to 58 and 55 percent in spring 2012 and 2010 respectively. Students were also more likely to be enrolled in a course that had an online form of interaction build in in spring 2014 than in prior years. Library online services are not used as frequently but are seeing a slight increase as well in the years they were surveyed. Finally, the percent of students who collaborate with a classmate online is going up as well.

Table 5: Use of Technology Changes over Time

Survey years:	2010	2012	2014
Uses Blackboard every day or once/twice a week	55%	58%	72%
Uses a Computer Lab every day or once/twice a week	50%	51%	49%
Student is enrolled in a courses with online instruction/discussion/interaction: every day or once/twice a week	11%	15%	25%
Student uses Library's online services at least once a month	32%	31%	37%
Student collaborates online with a classmate at least once a month	26%	26%	32%

Table 6B: Preferred Means of Communication (pages 34, 35, and 36 of the CUNY report)

Spring 2014 QCC Results:

Over 70 percent of students prefer Email to receive information about financial aid (76 percent), information about courses, lectures, and conferences (73 percent), and information about social events, student services, clubs, and athletics (73 percent). Only 4 to 6 percent of students would like to receive such information via text messages. More students are receptive to text messages when it comes to CUNY Alert (48 percent), communicating with classmates and fellow students (47 percent) and IT alerts & updates (25 percent). Communicating with faculty is preferred via Email (64 percent) followed by in-person interaction (26 percent). Forty-eight percent prefer to interact with administrative staff via Email and 34 percent prefer an in-person interaction with staff.

Seventy-two percent agreed or strongly agreed that QCC *"offers adequate wireless access on campus"* and 56 percent agreed or strongly agreed that QCC *"offers adequate access to lab software for home use."* Ten percent disagreed with this statement and 34 percent felt neutral about it. Additional feedback on technology offerings such as access to lab software on campus, access to printing, help desk services,

and online storage space for course work can be found on page 36 of the CUNY report. The levels of satisfaction were very close to CUNY community college averages with the exception of *"My College offers adequate meeting space with multimedia access"*. Only 57 percent of students agreed or strongly agreed that this was the case at QCC while 63 percent of all CUNY community college students participating in this survey agreed or strongly agreed that this was the case on their campuses.

QCC Trend:

Tables 6 and 7 show that students prefer Email over text messages in all three survey years for information on financial aid, courses, and events. The percentage of students who prefer text messages for alerts has increased between spring 2010 and 2014 (see Table 7).

Table 6: Percent of students who prefer to receive the following information via **Email**

Survey years:	2010	2012	2014
Information about financial aid	61%	60%	76%
Information about courses, lectures, conferences	64%	60%	73%
Information about social events, student services, clubs, athletics, etc.	63%	66%	73%
IT alerts and updates	58%	51%	57%
CUNY Alert	34%	38%	39%

Table 7: Percent of students who prefer to receive the following information via **text messages**

Survey years:	2010	2012	2014
Information about financial aid	9%	6%	4%
Information about courses, lectures, conferences	5%	7%	6%
Information about social events, student services, clubs, athletics, etc.	7%	4%	6%
IT alerts and updates	15%	21%	25%
CUNY Alert	44%	36%	48%

When communicating with their peers, students prefer text messages more often in 2014 than in years prior (Table 8).

Table 8: Preferred means for communication with classmates or fellow students

Survey years:	2010	2012	2014
Email	15%	13%	17%
Text messages	38%	28%	47%
In-person	31%	38%	27%

Email has become an even more preferred means for communication with faculty in 2014 than in years prior. More students preferred to talk in-person (41 percent) to an administrative staff than via Email (39 percent) or phone (11 percent) in 2010. This has shifted by 2014 when 48 percent prefer to communicate with staff via Email, followed by 34 percent in-person, and 13 percent over the phone. Text messages are not a likely choice for students communicating to administrative personnel.

Table 9: Preferred means for communication with faculty

Survey years:	2010	2012	2014
Email	50%	53%	64%
Text messages	5%	2%	2%
In-person	37%	37%	26%

Table 10: Preferred means for communication with administrative personnel

Survey years:	2010	2012	2014
Email	39%	42%	48%
Text messages	3%	1%	1%
In-person	41%	37%	34%
Phone	11%	13%	13%

Table 11 shows the percentages of students who agree or strongly agree with the adequateness of technology offerings over time. They are fairly stable with lower rates in the spring 2012 across all areas surveyed.

Table 11: Percent of Students who Agree or Strongly Agree with Technology Offerings

Survey years:	2010	2012	2014
My college offers adequate wireless access on campus	78%	71%	72%
My college offers adequate access to lab software on campus	76%	66%	77%
My college offers adequate meeting space with multimedia access	62%	54%	57%
My college offers adequate access to printing	83%	77%	79%
My college offers help desk service during the hours I need	63%	59%	67%

Table 7: Availability of Courses (pages 41 and 42 of the CUNY report)

Spring 2014 QCC Results:

A number of students would like QCC to offer more courses in the evening (44 percent) or the weekend (32 percent). Forty percent would like to see more fully online courses and 44 percent more hybrid courses offered in the future.

Seventy-three percent of students were able to register for every course they wanted to take.

Forty-six percent of students, who were not able to register for every course they wanted, reported that registration was not available for a course required for the major, 33 percent could not register for a course required to enter a major, and 29 percent could not register for a course required to graduate.

Fifty percent of these students could not register for a course because there was no seat available in the course. An additional 16 percent could not register because there was no seat available for the time they could take the course. Fifteen percent did not get the necessary permission to take the course and 10 percent could not register because the course was not offered at all in the semester.

QCC Trend:

The percentages of students who would like evening or weekend courses have been fairly stable since 2010. The number of students who would like fully online courses or hybrid courses has gone up slightly since then.

Table 12: Percent of students agree or strongly agree with "I would like my college to offer more …"

Survey years:	2008	2010	2012	2014
… Courses in the evening.	53%	40%	43%	44%
… Courses on the weekend.	40%	30%	33%	32%
… Fully online courses.	34%	39%	41%	40%
… Hybrid courses.	-	42%	48%	44%

The percentage of students who could not register for every course they wanted because no seat was available at the time they registered was up in spring 2014 from prior years. In addition, more students in recent terms have been placed out of courses needed for graduation.

Table 13: Trends in registration processes

Survey years:	2008	2010	2012	2014
I was able to register for every course I wanted to take.	71%	75%	66%	73%
Percentages of students who could not register for every course				
I could not register for a course required for my major, itself.	15%	14%	57%	46%
I could not register for a course required to graduate.	-	7%	27%	29%
I could not register for the course because no seats were available when I registered.	29%	34%	33%	50%

Table 8: College Expectations and Experiences at CUNY (pages 47 and 48 of the CUNY report)

General Satisfaction with QCC (page 47 of the CUNY report)

Spring 2014 QCC Results:

QCC students' satisfaction rates with overall college experience were comparable to the CUNY community college averages in spring 2014. Sixty-eight percent of QCC students were satisfied or very satisfied with their overall academic experience at QCC (three percentage points higher than in 2012), 62 percent were satisfied or very satisfied with their overall social experience at QCC (four percentage points lower than in 2012). Fifty-eight percent were satisfied or very satisfied with the "*value of education for the price they pay*" (was the same in 2012). Sixty percent "would choose to attend QCC if to start over" (six percentage points lower than in 2012).

QCC Trend:

Generally, students were more satisfied with their experience at QCC in 2010 than in 2012 and 2014. The graphs below visualize the relatively large percentages of students that had neutral feeling about their experiences.

Overall Social Experience

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	62%	31%	6%
2012	66%	28%	7%
2010	70%	27%	3%

Overall Academic Experience

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	68%	25%	7%
2012	65%	25%	10%
2010	74%	22%	4%

Value of education for the price I am paying

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	58%	29%	13%
2012	58%	20%	21%
2010	64%	25%	12%

■ satisfied or very satisfied   ■ neutral   ■ dissatisfied or very dissatisfied

Table 14: Student would choose QCC again

Survey years:	2010	2012	2014
Student would probably or most definitely choose to attend QCC if to start over.	75%	66%	60%

Fewer students in spring 2014 *"would probably or most definitely choose QCC if to start over"* than in prior survey years.

Expectations (page 48 of the CUNY report)

Spring 2014 QCC Results:

QCC students' expectation of academic support was met more often according to the survey feedback than the expectations of students in the other CUNY community colleges with the exception of Guttman Community College. Fifty-nine percent agreed or strongly agreed that QCC "*provides adequate advisement in choosing a major*"(four percentage points higher than in 2012) and sixty percent agreed or strongly agreed that QCC "*clearly communicates degree requirements*" (five percentage points higher than in 2012). Sixty-five percent agreed or strongly agreed that QCC "*encourages [students] to attend full-time*" (six percentage points higher than in 2012). Many students had neutral feelings about these statements. This is visualized in the trend graphs below.

QCC Trend:

My college provides adequate advisement in choosing a major.
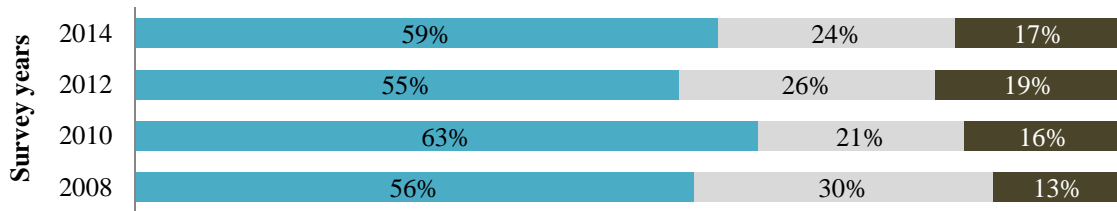
My college encourages me to attend full-time.
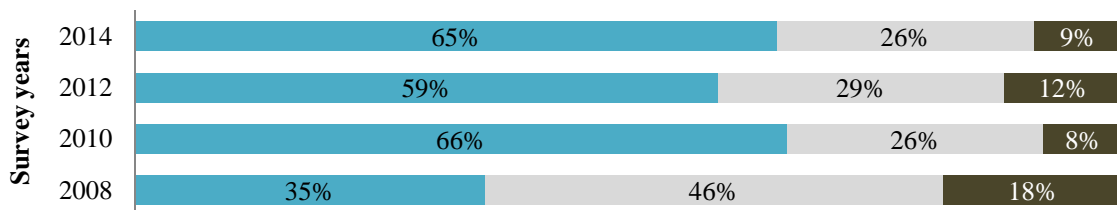
My college clearly communicates degree requirements.

■ satisfied or very satisfied   ■ neutral   ■ dissatisfied or very dissatisfied
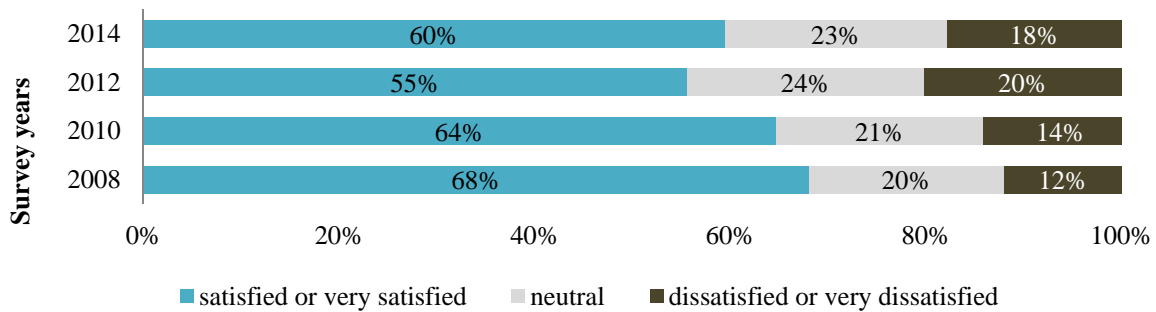
Table 9A Satisfaction with Academic Support Services (page 51 of the CUNY report)

Spring 2014 QCC Results:

Sixty-seven percent were satisfied or very satisfied with academic advising; sixty-four percent were satisfied or very satisfied with tutoring services and with the learning labs. Satisfaction rates were higher than in most CUNY community colleges in spring 2014.

QCC Trends:

Satisfaction with academic support services was higher in spring 2014 than in spring 2012 at Queensborough but lower than in spring 2010. The graphs below visualize these trends and highlight the relatively large percentages of students with neutral feeling about the quality of Tutoring Services and Learning Labs at QCC throughout the terms, indicating that many students may not have used these services.

Academic Advising

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	67%	19%	14%
2012	61%	21%	18%
2010	66%	21%	14%
2008	64%	18%	17%

Tutoring Services

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	64%	29%	7%
2012	59%	33%	8%
2010	73%	20%	6%
2008	54%	39%	6%

Learning Labs

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	64%	30%	6%
2012	60%	31%	8%
2010	69%	27%	4%
2008	60%	37%	3%

■ satisfied or very satisfied   ■ neutral   ■ dissatisfied or very dissatisfied
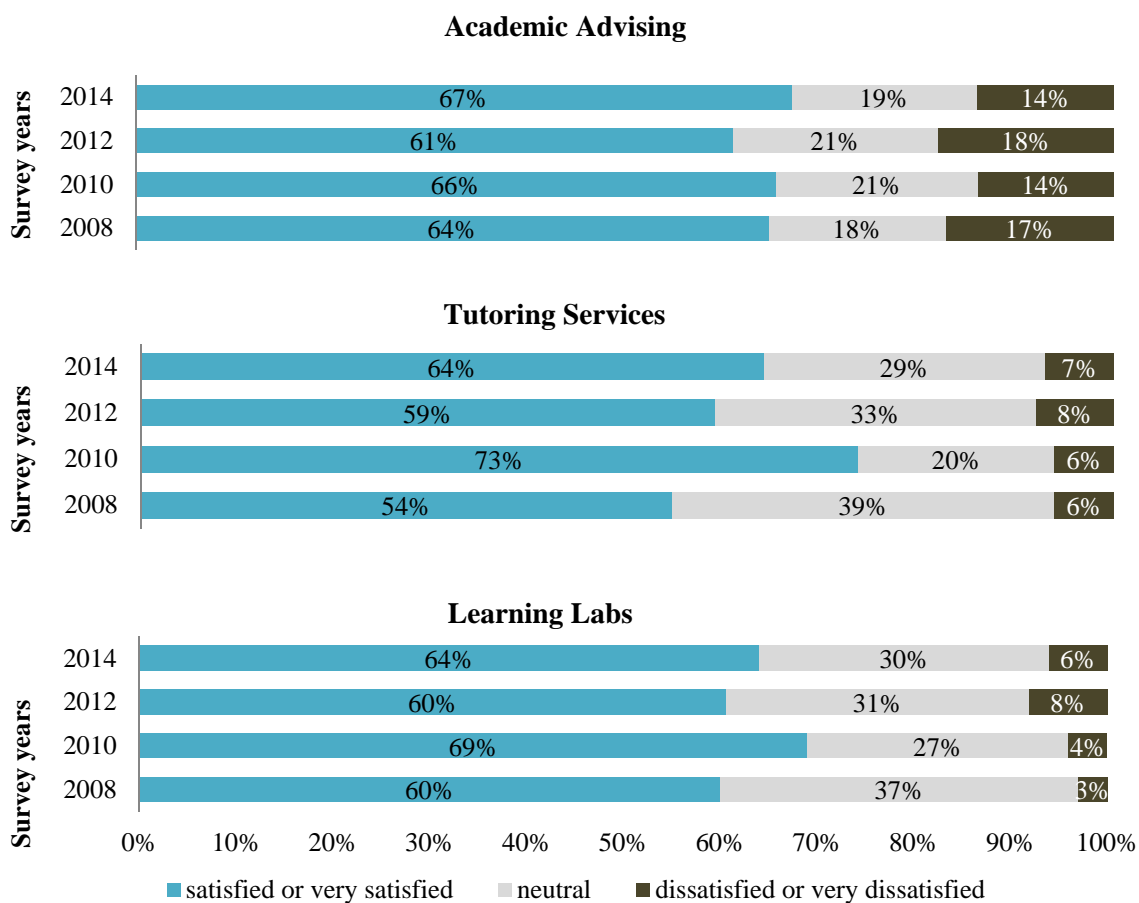
Table 9B: Satisfaction with Student Services (pages 56 and 57 of the CUNY report)

Spring 2014 QCC Results:

Satisfaction rates with the Athletic facilities, Career Planning & Placement, and Student Health Services were all higher at QCC than in most other CUNY community colleges. A large percentage of the survey respondents issued neutral ratings for these services, indicating that many students have not utilized them. Fifty-one percent were satisfied or very satisfied with the Athletic facilities at QCC; forty-eight percent were satisfied or very satisfied with Career Planning & Placement and 54 percent with the student health services at QCC.

QCC Trends:

Satisfaction with these services was also higher in spring 2014 than in spring 2012 and lower than in spring 2010 at Queensborough. The graphs below visualize these trends and highlight the relatively large percentages of "neutral" responses. Neutral responses were similarly high in the other CUNY colleges.

Athletic Facilities

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	51%	41%	8%
2012	45%	47%	8%
2010	60%	31%	9%
2008	41%	50%	9%

Career Planning and Placement

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	48%	41%	11%
2012	45%	43%	12%
2010	49%	39%	11%
2008	36%	52%	12%

Student Health Services

Survey years	satisfied or very satisfied	neutral	dissatisfied or very dissatisfied
2014	54%	41%	5%
2012	54%	40%	6%
2010	56%	42%	2%
2008	46%	46%	8%

■ satisfied or very satisfied   ■ neutral   ■ dissatisfied or very dissatisfied