

2012-2013 Student Satisfaction Survey: Analysis of Results

Prepared for City University of Seattle

April 2013



In the following report, Hanover Research analyzes the results of City University of Seattle's 2012-2013 Student Satisfaction Survey.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research analyzes the results from the 2012-2013 Student Satisfaction Survey administered on behalf of City University of Seattle (CityU). This survey was administered to gauge overall student satisfaction with the quality of learning experiences, quality of studies, quality of campus facilities, and availability of Library and Learning Resource Center resources. It also assesses students' overall levels of satisfaction with their experiences at CityU. For select questions, responses from the 2012-2013 survey were compared to previous survey administrations (2011-2012 and/or 2010-2011).

KEY FINDINGS: *EXPERIENCES AT CITY UNIVERSITY*

- **Overall, students highly rate the quality of all learning experiences at CityU.** Over 96 percent of students selected either “strongly agree” or “agree” for the following statement: “I am encouraged to take an active role in my own learning.” This was also the highest rated statement in academic years 2011-2012 and 2010-2011.
- **The vast majority of students—nearly 80 percent—say CityU courses challenge them to do their best work most of the time.** The majority of students also highly rate the quality of instructors, particularly in terms of their ability to explain the course goals and objectives, teach course content clearly, provide prompt feedback, and use a variety of teaching strategies effectively.
- **Only a small percentage of students report that instructors frequently enrich courses with interactive tools.** Half of respondents report that instructors rarely or never use interactive tools to enrich course sessions.
- **Overall, the majority of students also highly rate the quality of all areas of study at CityU.** Over 94 percent of students said they either “strongly agree” or “agree” with the following statements: “My studies help me develop professional competency in my field” and “My studies improve my ability to think critically about information and problems.”
- **A plurality of students say they would be more likely to complete end of year course evaluations if they knew CityU were responding to student comments and taking action (47 percent) and if they could be assured of the confidentiality of their comments and statements (21 percent).** Few students indicated that eligibility for incentives, knowing instructors read reviews, and reminders from instructors would affect their completion of end of year course evaluations.
- **Overall, the vast majority of students—81 percent—are highly satisfied with their CityU educational experience.** This same percentage of students—81 percent—is also highly likely to recommend CityU to family, friends, or colleagues. In fact, 57 percent of respondents reported having recommended CityU to others within the last 12 months.

KEY FINDINGS: USAGE OF CITY UNIVERSITY RESOURCES

- **Library and Learning Resource Center resources remain underutilized at City University.** While nearly half—47 percent—of students indicated they use the online library catalog or databases four or more times a quarter, fewer than 20 percent of students indicated they use Online Library and Learning Resource Tutorials, Library and Learning Resource Center resources (e.g., Ask a Librarian), or Interlibrary Loan four or more times a quarter. These results are comparable to previous years, where the online library catalog or databases were the most commonly used library resources and where, overall, other resources were comparatively underutilized.
- **A plurality of students access Library and Learning Resource Center resources through either My.CityU (37 percent) or a BlackBoard course (31 percent).** The primary source of access to library resources has not changed dramatically since the 2011-2012 and 2010-2011 academic years.
- **A plurality of students—43 percent—reported they learned about the Library and Learning Resource Center resources through an instructor.** Very few students reported learning of these resources through classmates (3 percent) or librarians (5 percent). These results are consistent with previous years, which saw instructors indicated as the major source of information regarding library resources.
- **Overall, students taking courses at physical campus locations are highly satisfied with the facilities at CityU.** In fact, roughly 87 percent of students indicated that they either “strongly agree” or “agree” that campus facilities are conducive to learning, well-equipped, and safe. This is similar to the ratings from 2011-2012 (89 percent) and higher than the ratings from 2010-2011 (78 percent).
- **When asked to rate the quality of interactions with administrative staff and departments, the highest rated group was CityU faculty—over 84 percent of students rated faculty as either “excellent” or “good.”** The lowest rated groups were the Help Desk and the Financial Aid Office; however, these were still highly rated by the majority of student respondents.

KEY FINDINGS: ENROLLMENT TRENDS

- **Unlike previous years, in which friends were the most common referral source, most students in 2012-2013 indicated that they heard about CityU through a CityU Alum.** Other major referral sources in 2012-2013 include friends, web searches, employers, and CityU’s website. Few students learned of CityU through student fairs, recruiting agents, or internet and radio advertisements.
- **The top three factors influencing a student’s decision to enroll at CityU include: 1) CityU had the program students wanted; 2) CityU had convenient course schedules; and 3) CityU offers the opportunity to take courses online.** Few students rated the prospects of employment, the opportunity to study in English, the quality of CityU’s faculty, or recommendations from employers as significant factors.

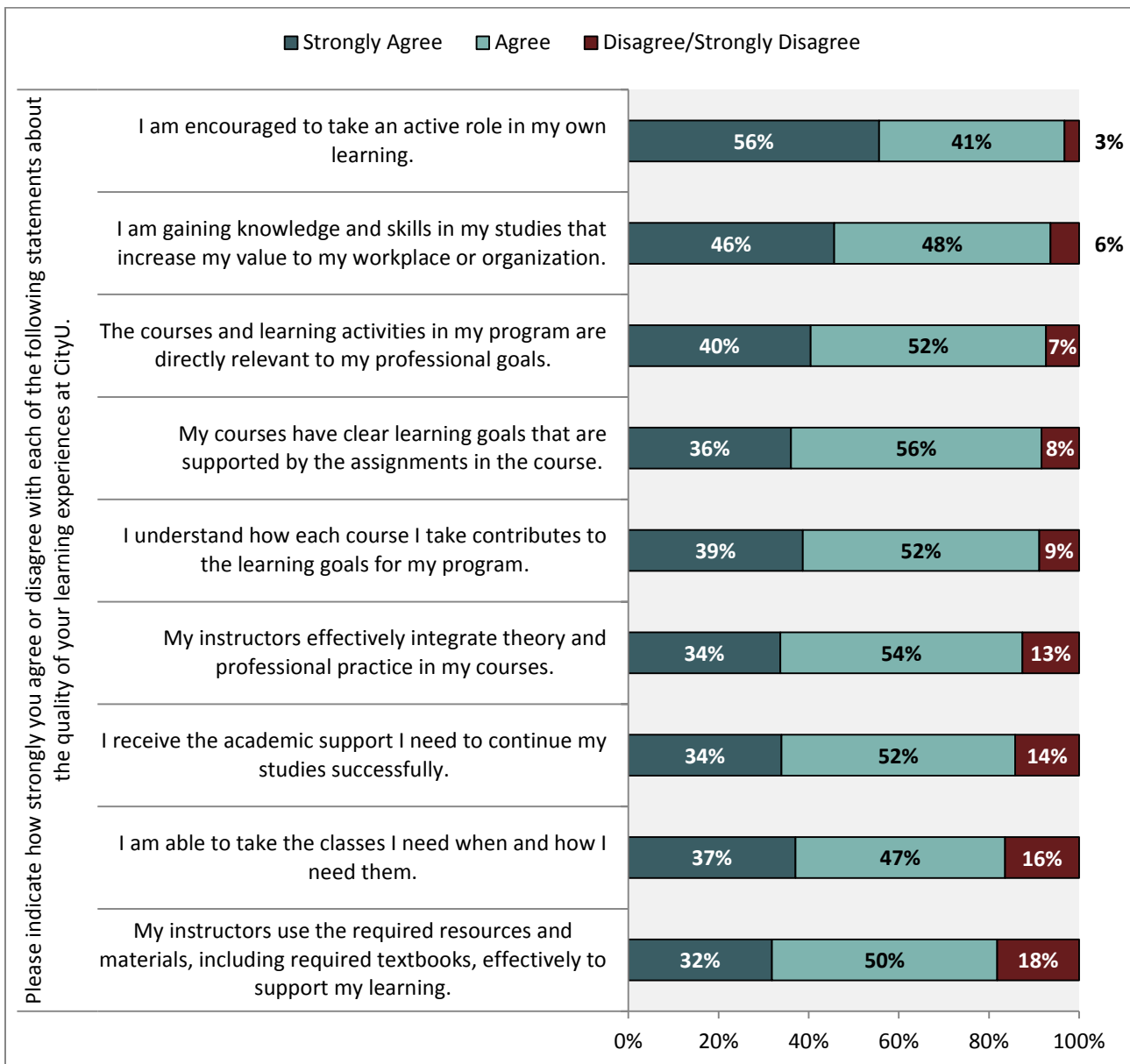
- **A plurality of students—40 percent—indicated they take most of their classes entirely online.** This is slightly higher than students in 2011-2012, in which only 32 percent indicated they took most of their classes entirely online. Of students who take courses at campus locations, a plurality—nearly 20 percent—are enrolled at the Bellevue, WA location.
- **The majority of students—nearly 90 percent—reported that they plan to continue to take courses next quarter.** Of those who did not plan to continue to take courses, the most commonly cited reason was that they will have completed their program and/or met all educational goals during the current quarter. Approximately 15 percent of students indicated they will be taking time off for personal reasons, and an additional 15 percent said they will be taking time off for financial reasons.

SECTION I: EXPERIENCES AT CITY UNIVERSITY

In this section, information is presented regarding the quality of learning experiences, services and facilities, library resources, and overall satisfaction with studies at City University of Seattle. Where appropriate, results are compared to the 2011-2012 and 2010-2011 Student Satisfaction surveys.

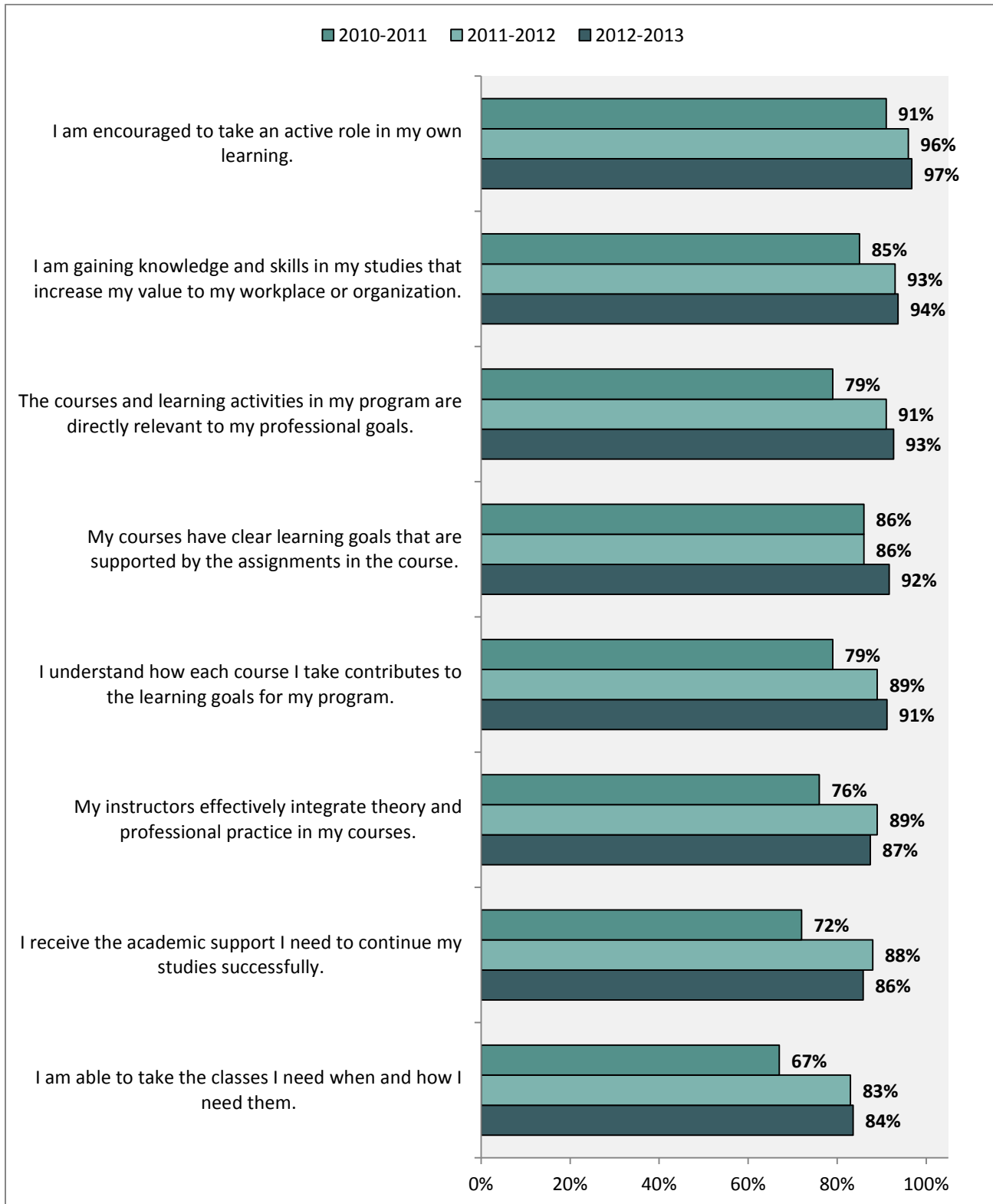
QUALITY OF LEARNING EXPERIENCES

Figure 1.1: Ratings of Quality of Learning Experiences at CityU



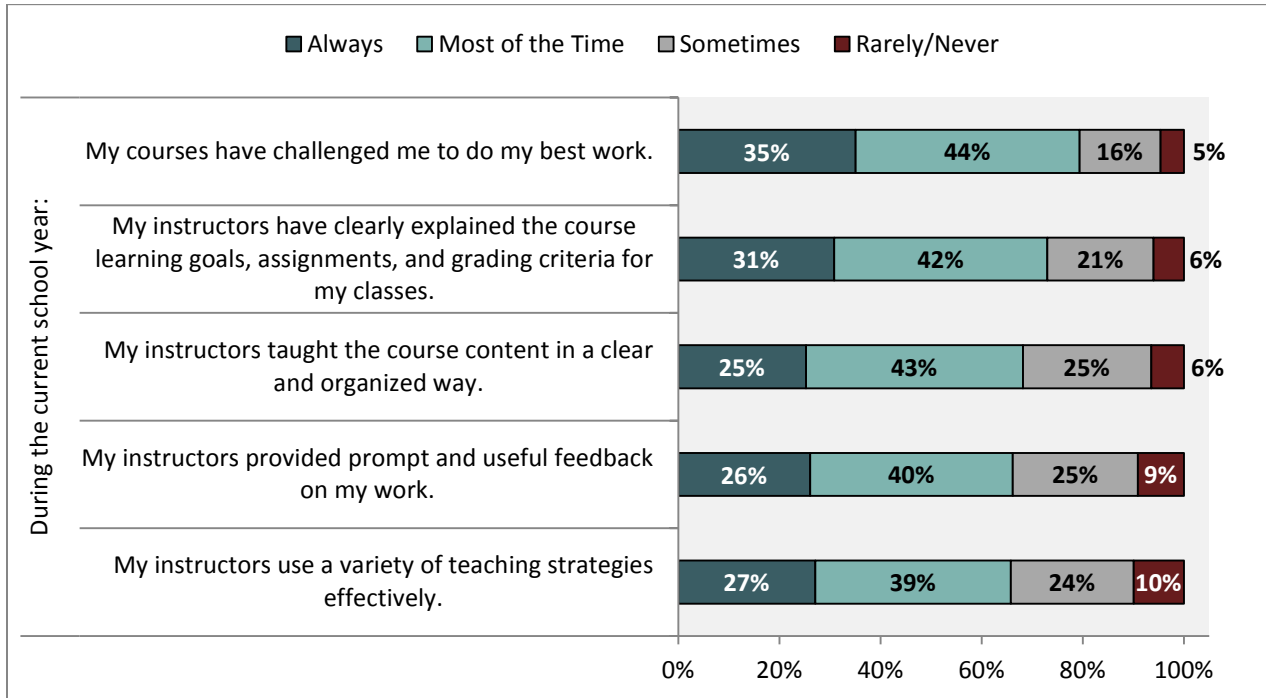
* N = 804

Figure 1.2: Ratings of Quality of Learning Experiences – Yearly Comparisons of Percent of Students Selecting “Strongly Agree” or “Agree”



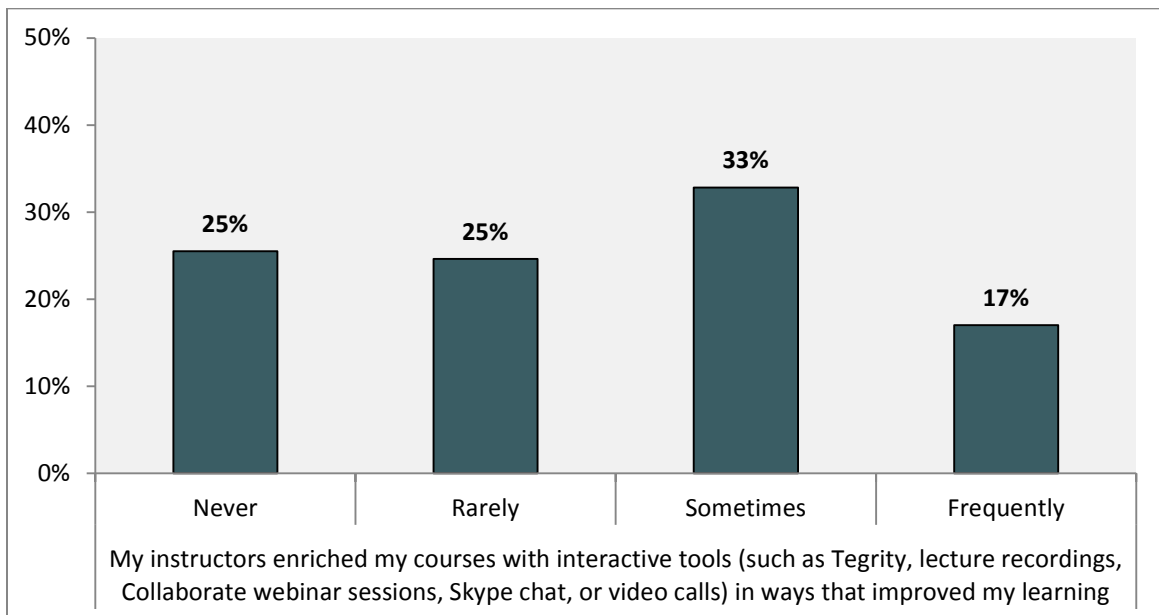
Figures 1.3 and 1.4 ask student respondents to rate the frequency of occurrence of each of the listed learning experiences. This question was a new addition to the 2012-2013 Student Satisfaction Survey.

Figure 1.3: Ratings of Learning Experiences during the School Year



* N = 804

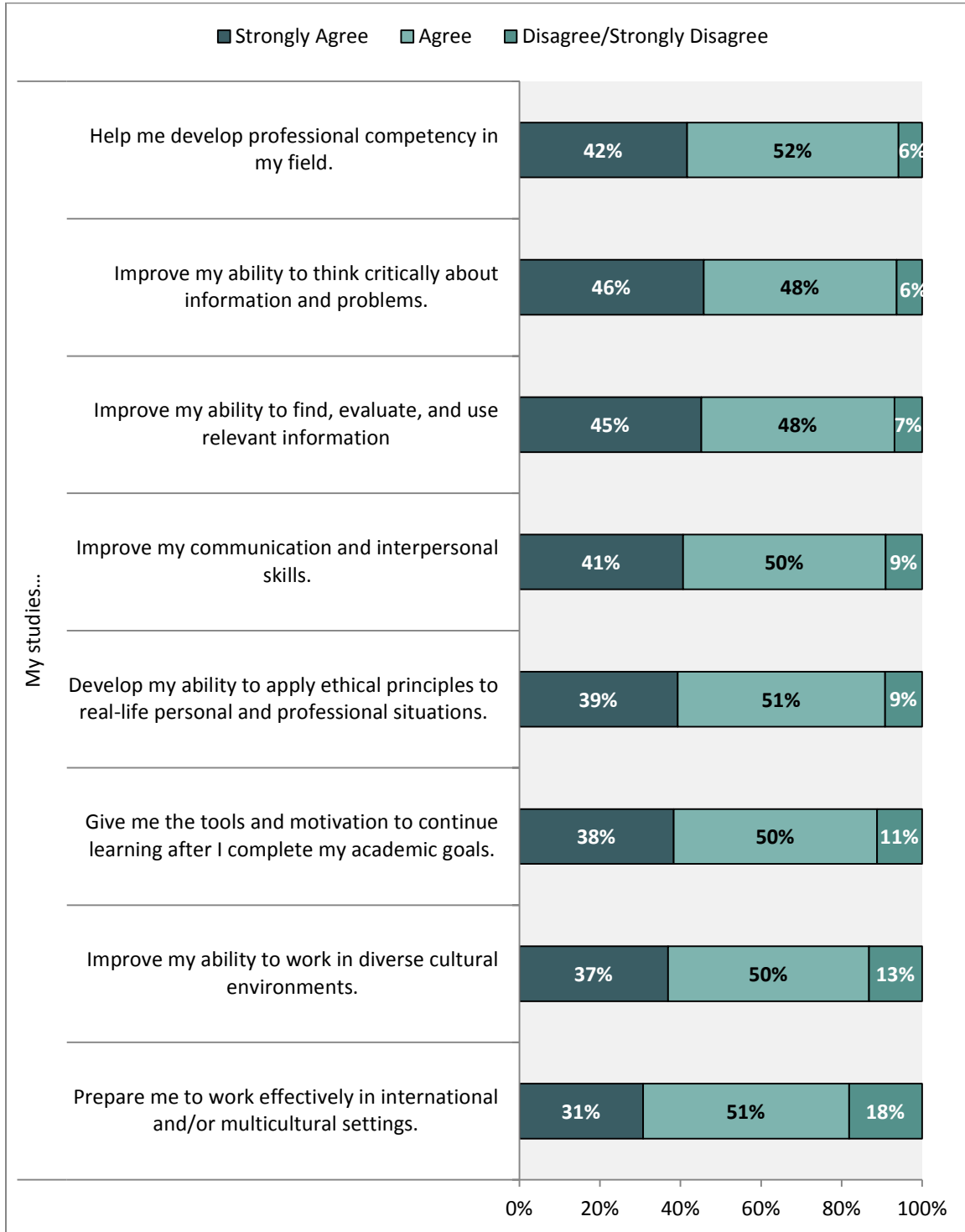
Figure 1.4: Ratings of Usage of Interactive Tools for Enrichment/Learning Improvement



* N = 804

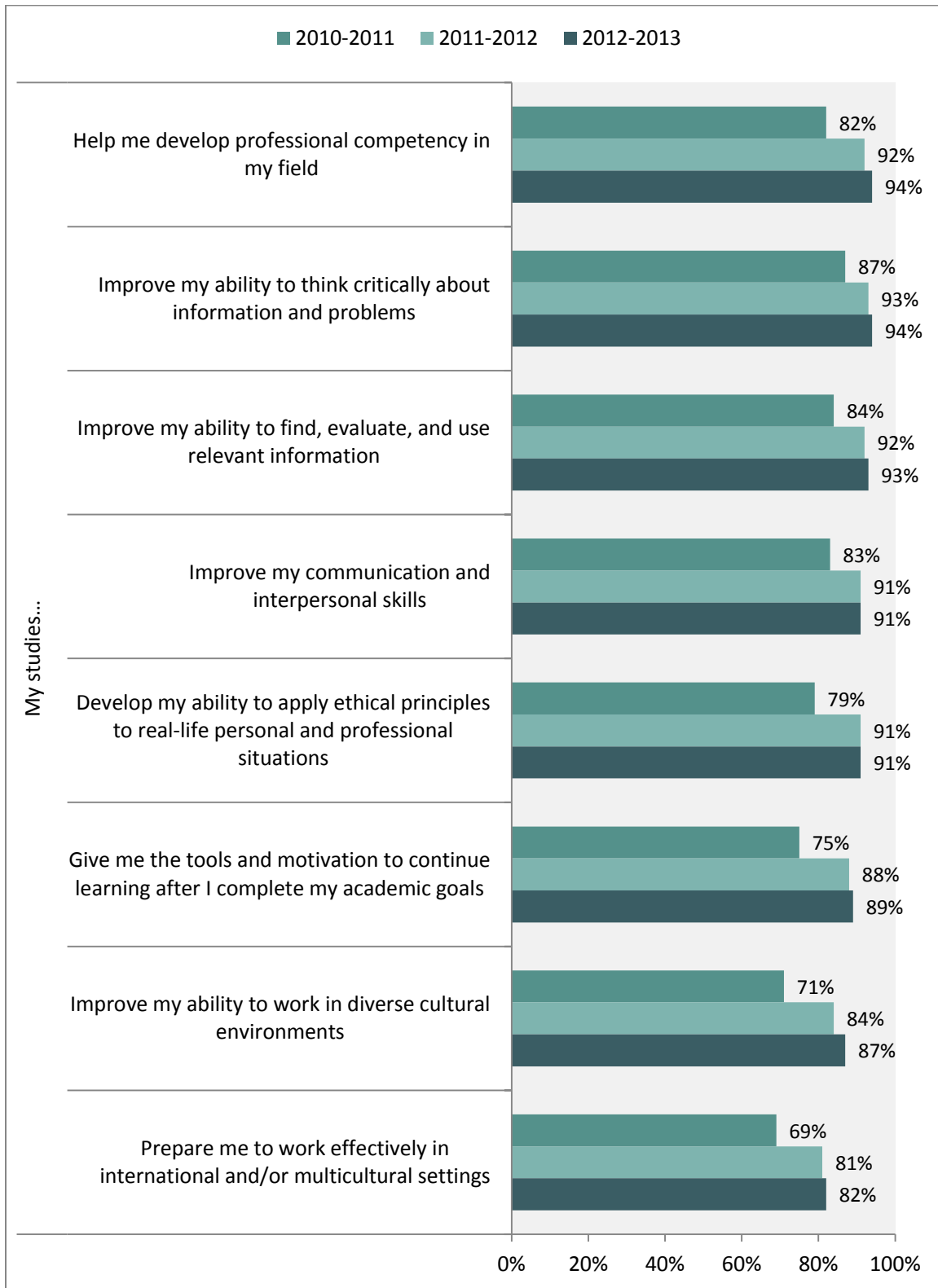
QUALITY OF STUDIES

Figure 1.5: Ratings of Quality of Studies at CityU



* N = 804

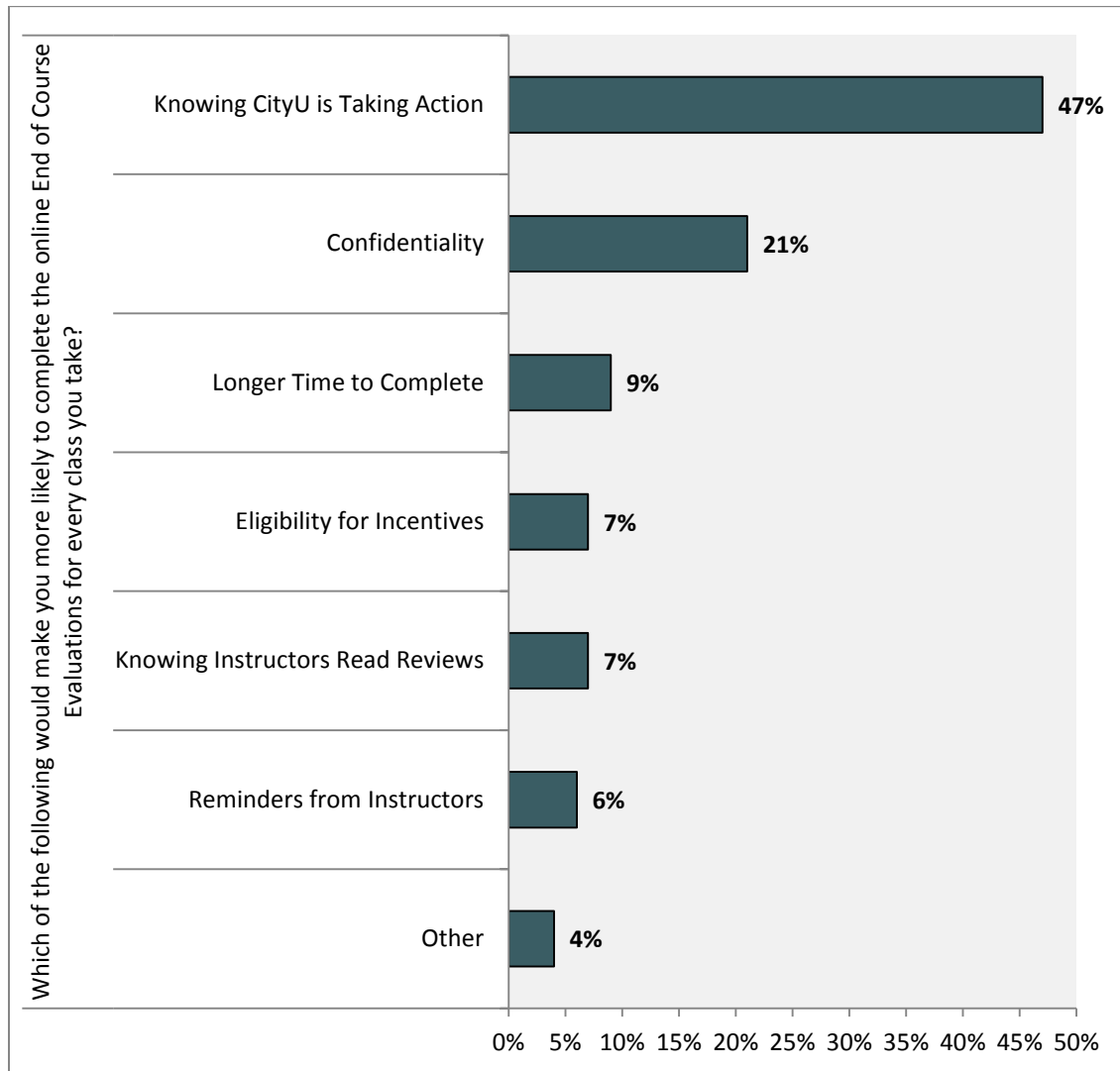
Figure 1.6: Ratings of Quality of Studies at CityU – Yearly Comparisons



END OF COURSE EVALUATIONS

Figure 1.7 asks student respondents to select the factor *most likely* to motivate them to complete the end of course evaluations for every course they complete. This question was a new addition to the 2012-2013 Student Satisfaction Survey. As such, comparisons cannot be made to previous iterations.

Figure 1.7: Motivations for Completing End of Course Evaluations



* N = 804

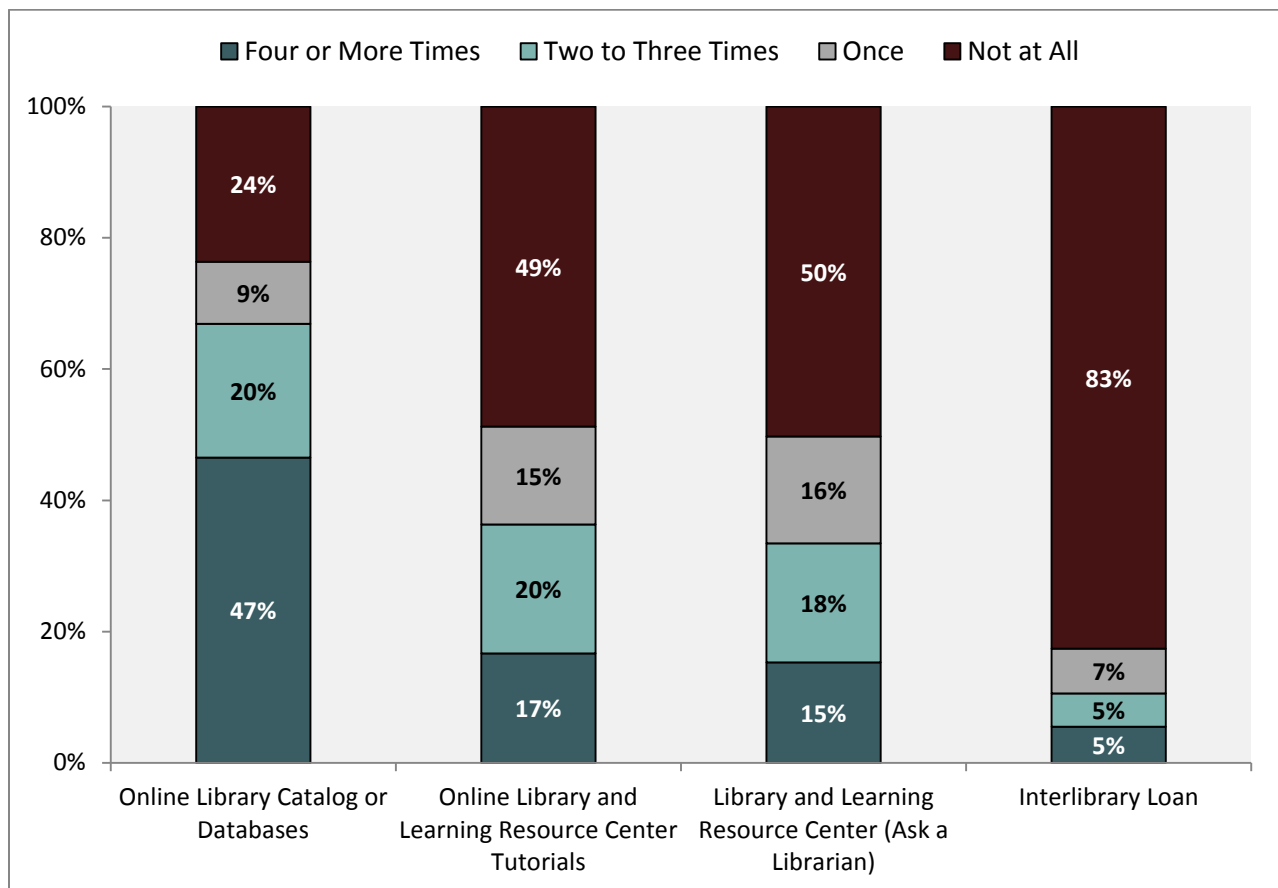
SECTION II: USAGE OF CITY UNIVERSITY RESOURCES

This section presents responses regarding the use of resources at the City University of Seattle Library and Learning Resource Center and other facilities and services. Specifically, information presented below includes the frequency of usage of library resources, the primary source of access of library resources, the referral source for the utilization of library resources, and overall satisfaction with facilities and services.

LIBRARY & LEARNING RESOURCE CENTER

Figure 2.1 asks student respondents to indicate their frequency of usage of library resources and materials in the most recent quarter in which they were enrolled. This question varies slightly from previous iterations of the Student Satisfaction Survey. For the 2012-2013 administration, the answer choice “A library other than CityU’s to do most of my research” was not included. Therefore, yearly comparisons (Figure 2.2) are shown only for the four answer choices that are consistent with the 2011-2012 and 2010-2011 surveys.

Figure 2.1: Frequency of Usage of Library Resources in Most Recent Quarter



* N = 804

Figure 2.2: Percentage of Students Using Resources More Than Once – Year Comparisons

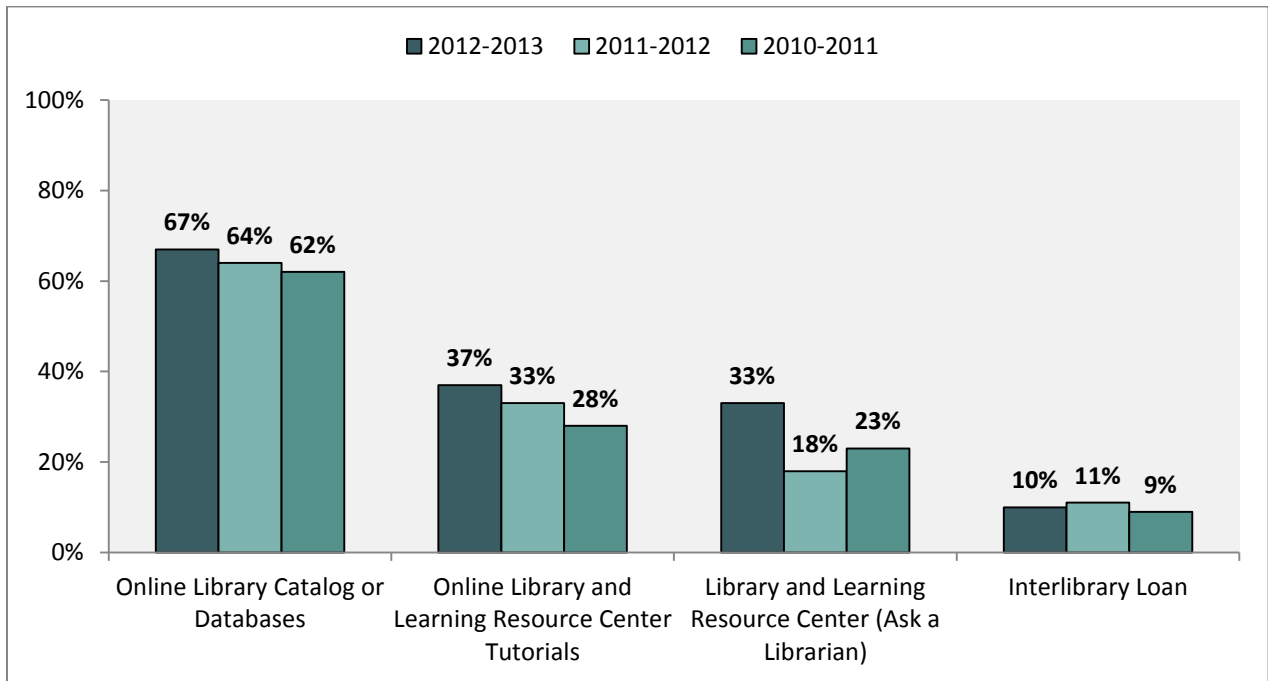
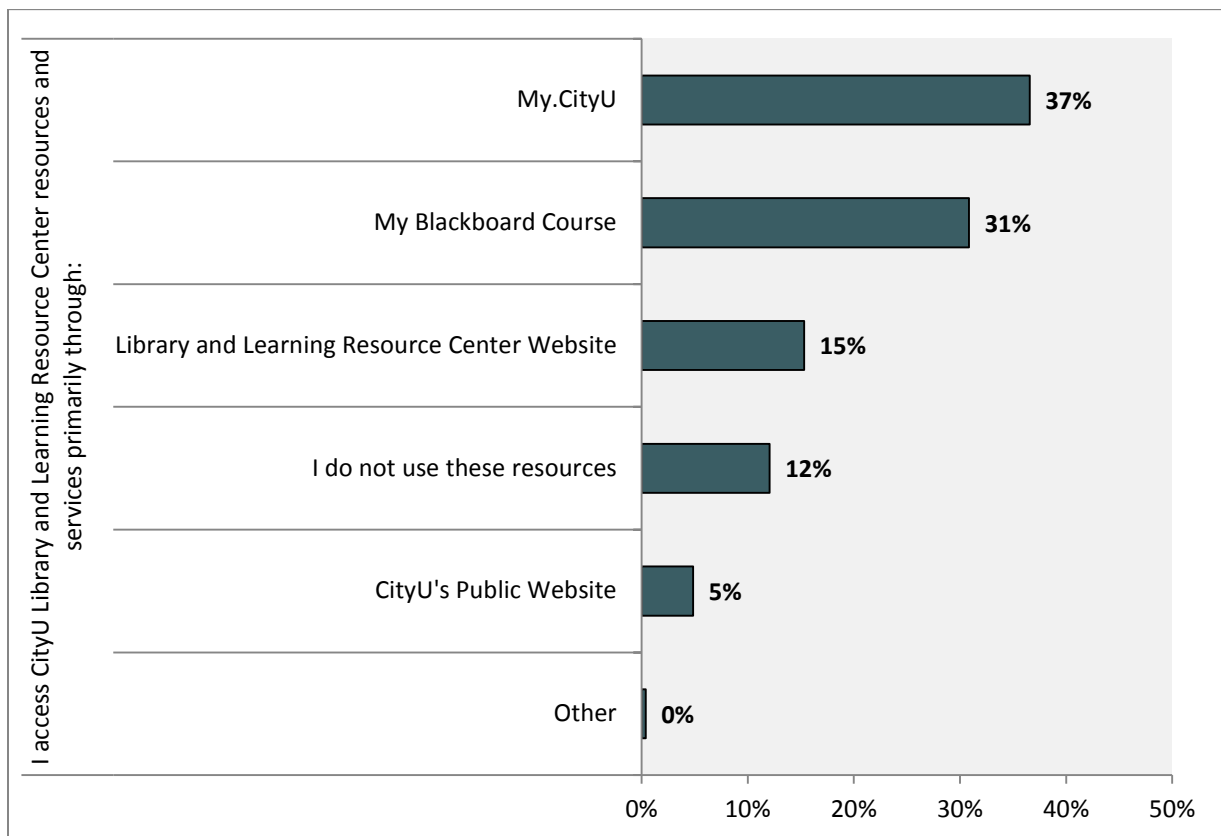


Figure 2.3: Primary Source of Access to Library and Learning Resource Center



* N = 804

Figure 2.4: Primary Source of Library Resource Access – Yearly Comparisons

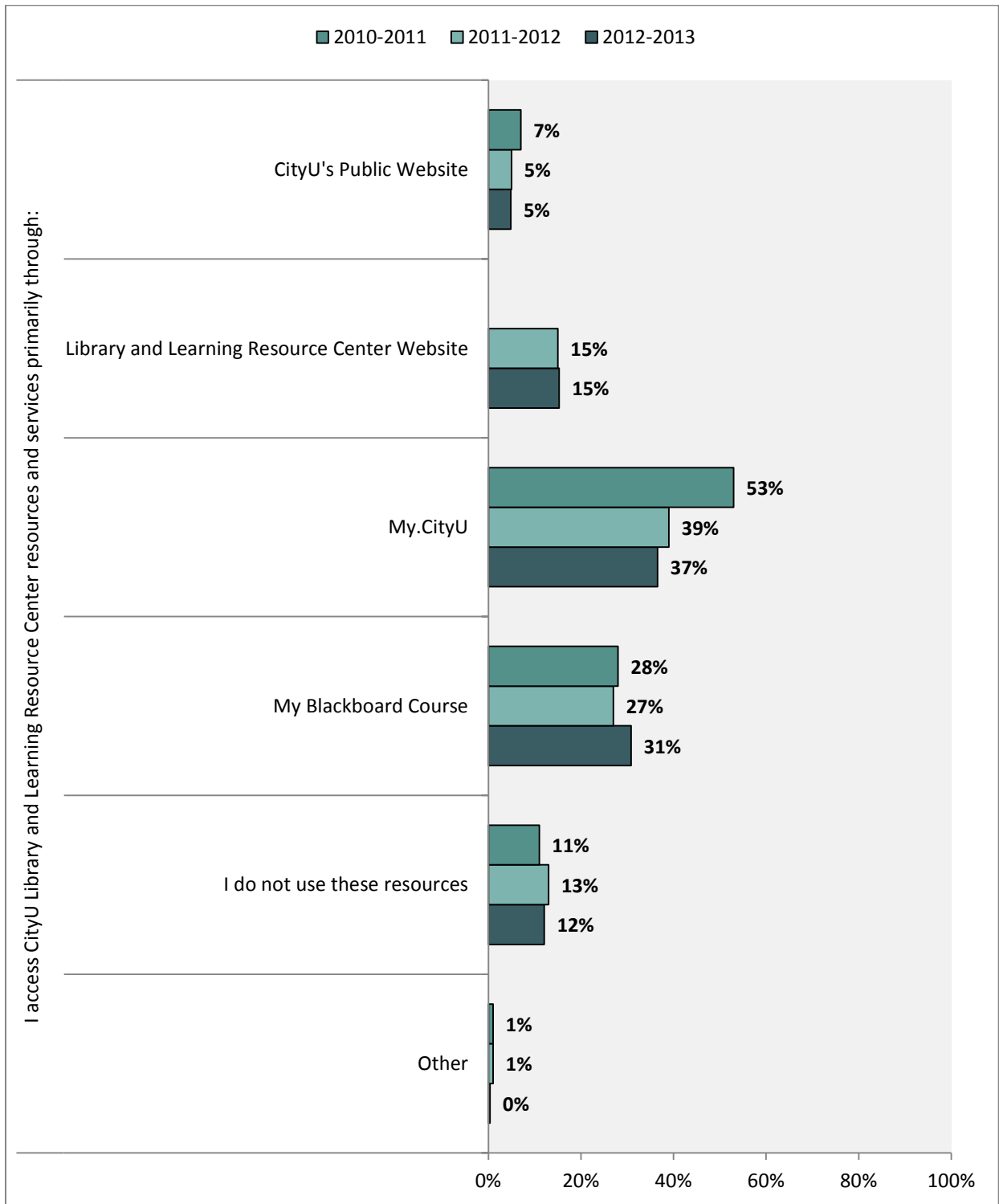
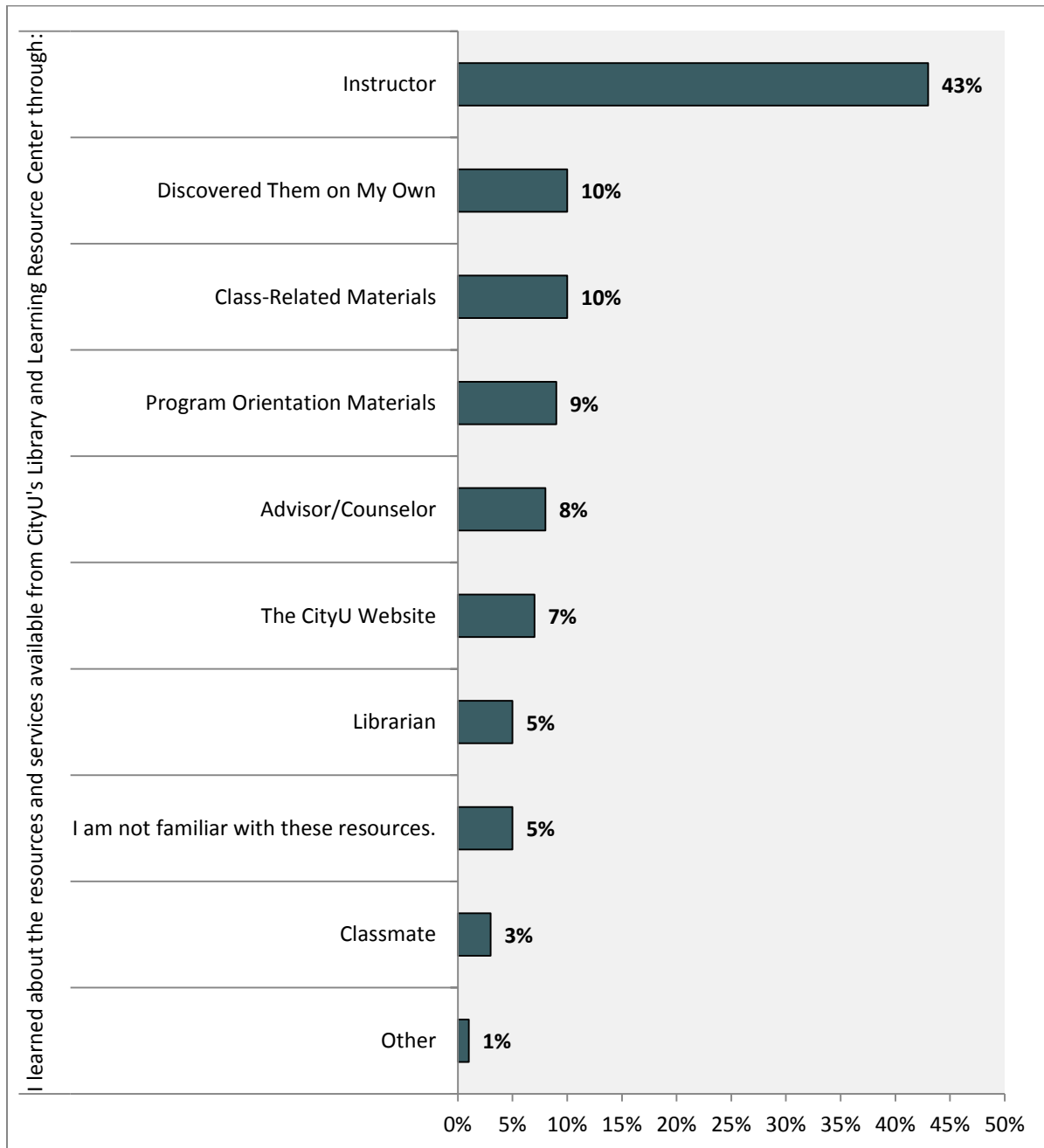
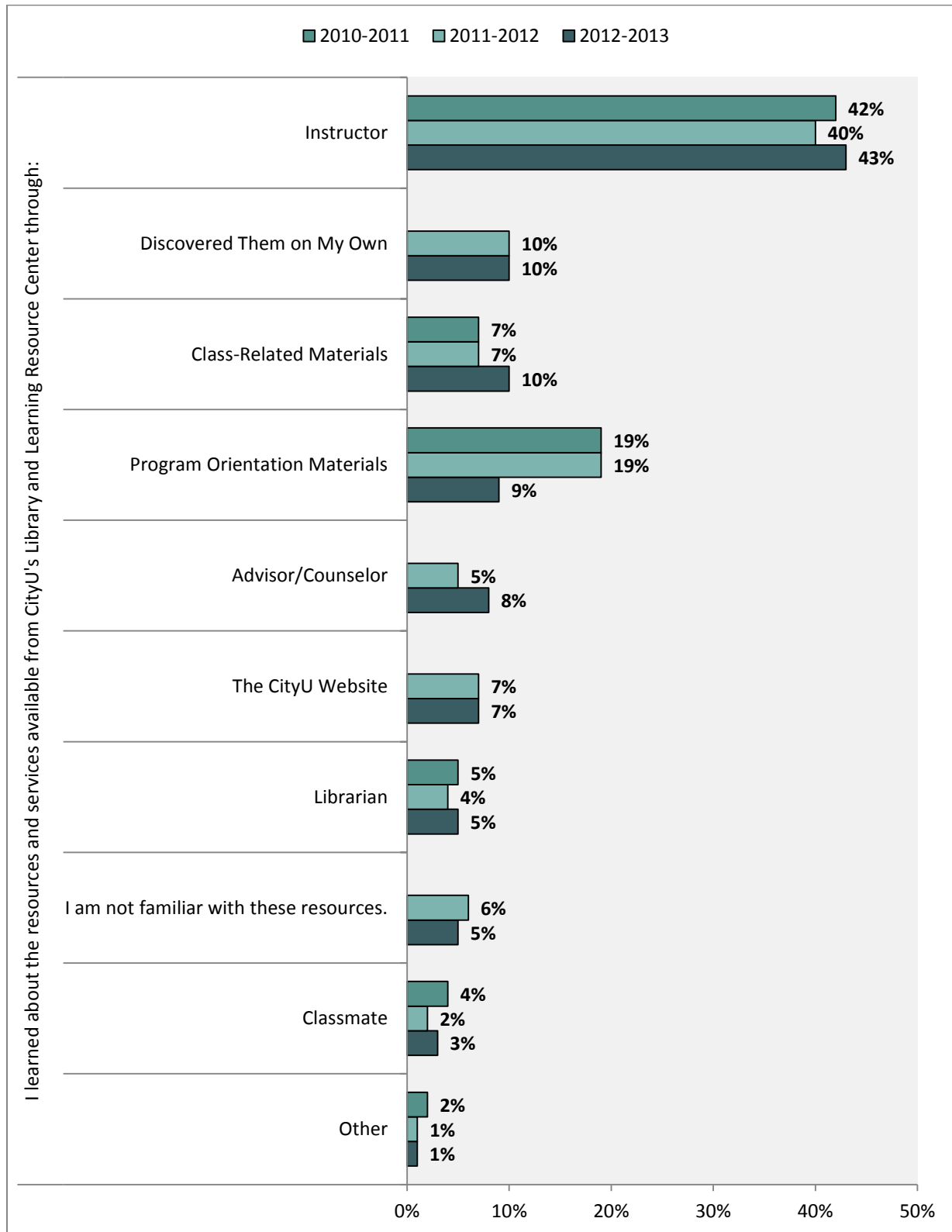


Figure 2.5: Library & Learning Resource Center Referral Source



* N = 804

Figure 2.6: Library & Learning Resource Center Referral Source – Yearly Comparisons



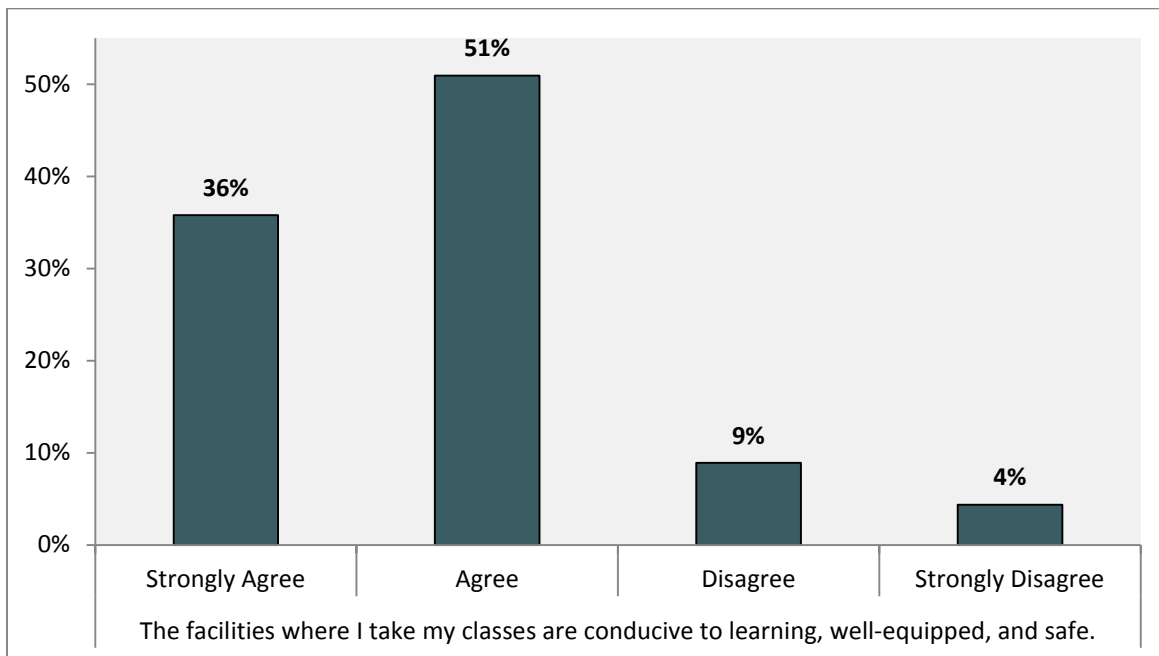
SATISFACTION WITH FACILITIES AND SERVICES

Figures 2.7, below, asks student respondents who take courses at physical campus locations to rate their overall satisfaction with educational facilities at CityU. This question was condensed from prior administrations (2011-2012 and 2010-2011) of the Student Satisfaction Survey. Ten answer choices were deleted from prior years:

- 1) *I can access my online courses easily and reliably.*
- 2) *The person I talked to when I was thinking about CityU provided me useful, timely, and accurate information that helped me decide to enroll.*
- 3) *The student services advisor I talked to about registration and my progress toward completing my program provides me with sufficient information to help me plan for classes.*
- 4) *The faculty members assigned to mentor me or my cohort provides me with good advice and support for completing my program.*
- 5) *The self-services features on My.CityU portal (for example, payment, registration, checking grades) are easy to use and reliable.*
- 6) *My student financial account is accurate and easy to understand.*
- 7) *The Financial Aid process is timely and accurate.*
- 8) *The 24/7 Help Desk personnel are helpful and polite.*
- 9) *The 24/7 Help Desk responds quickly to requests for help.*
- 10) *The 24/7 Help Desk online Live Support Center is useful for solving my technical problems.*

A new question (see Figure 2.9) was added to the 2012-2013 Student Satisfaction Survey that more concisely asks students to rate their experiences with various administrative staff and departments at CityU.

Figure 2.7: Satisfaction with Educational Facilities



* N = 595

Figure 2.8: Satisfaction with Educational Facilities – Yearly Comparisons

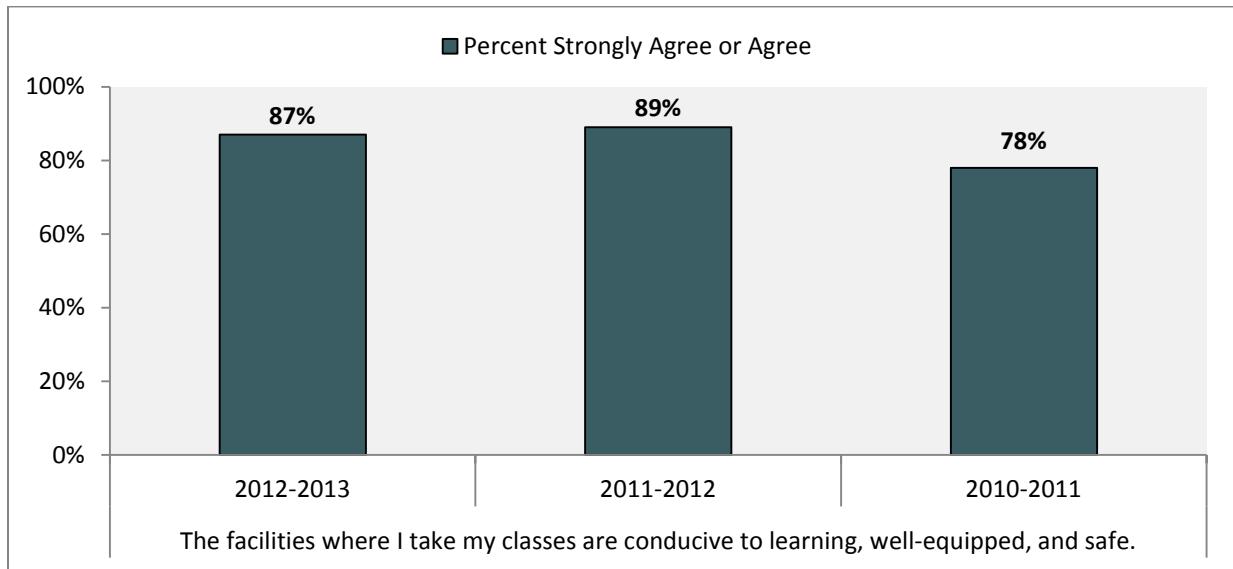
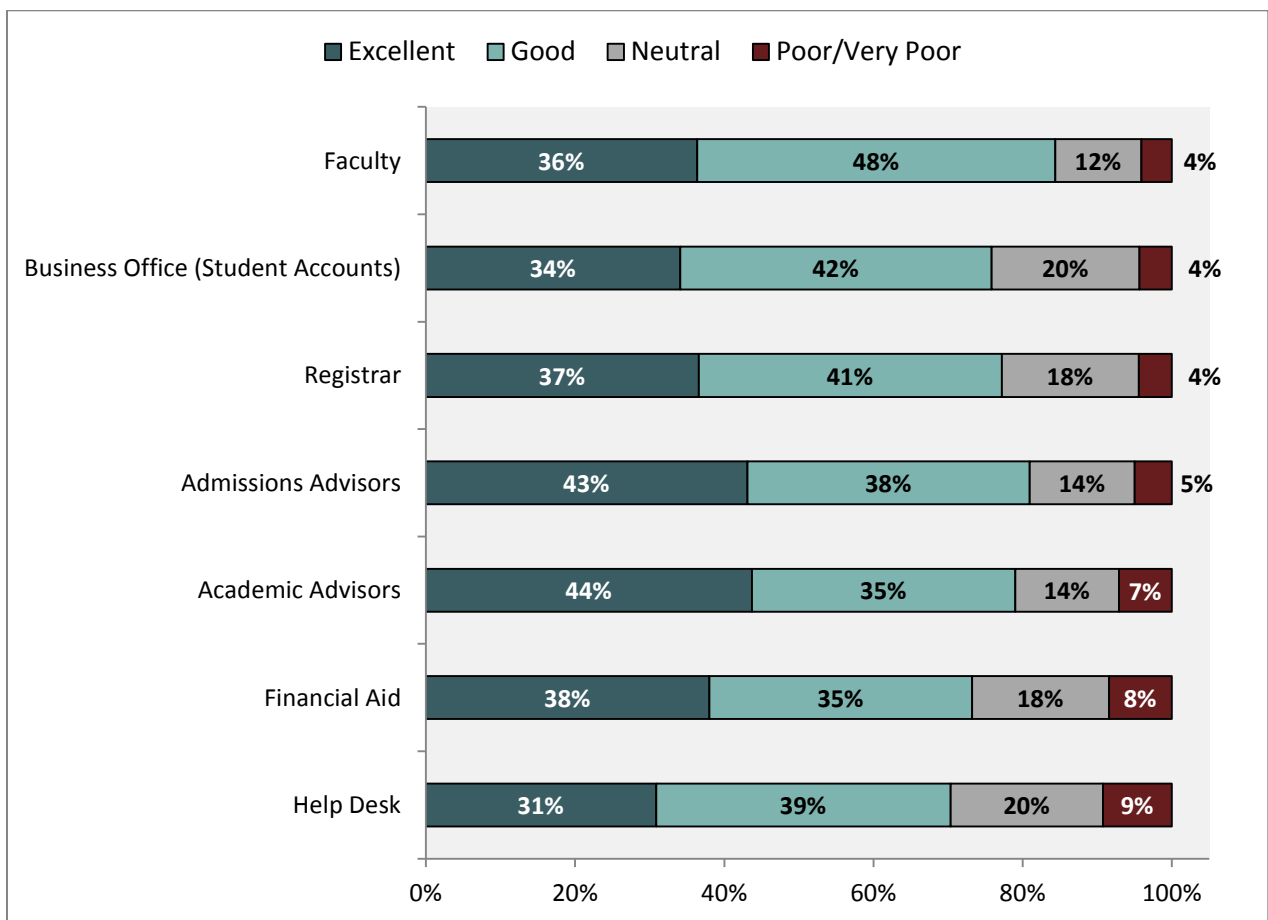


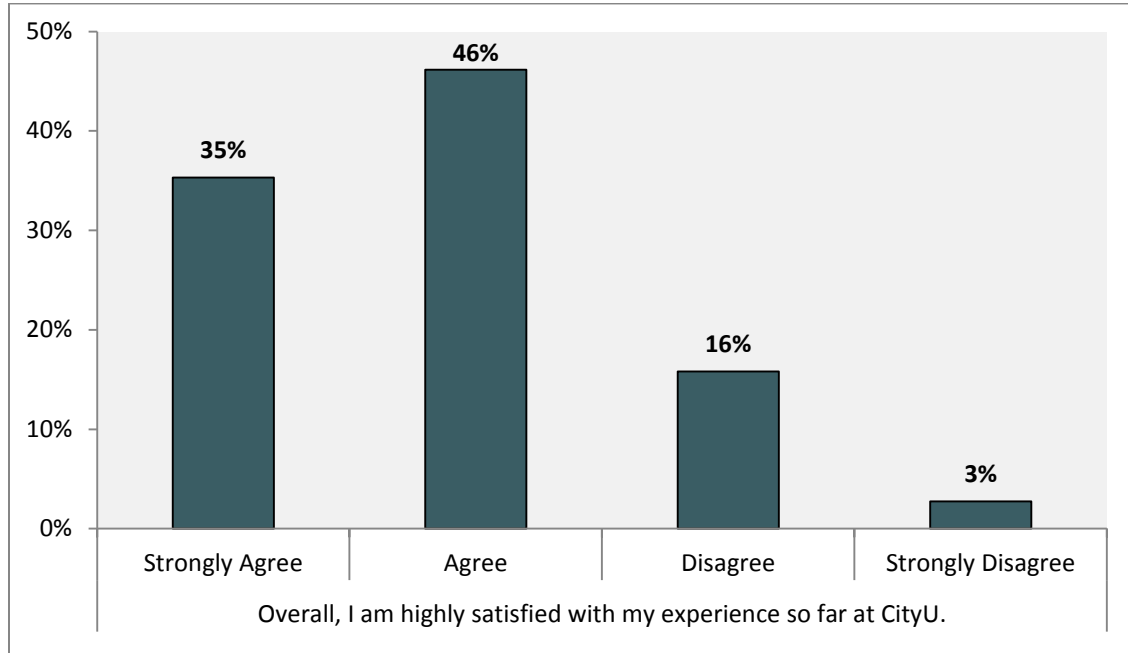
Figure 2.9: Ratings of Quality of Interactions with People/Departments



* N = 703 (Admissions Advisors); N = 756 (Faculty); N = 748 (Academic Advisors); N = 544 (Registrar); N = 484 (Business Office); N = 463 (Financial Aid); N = 499 (Help Desk)

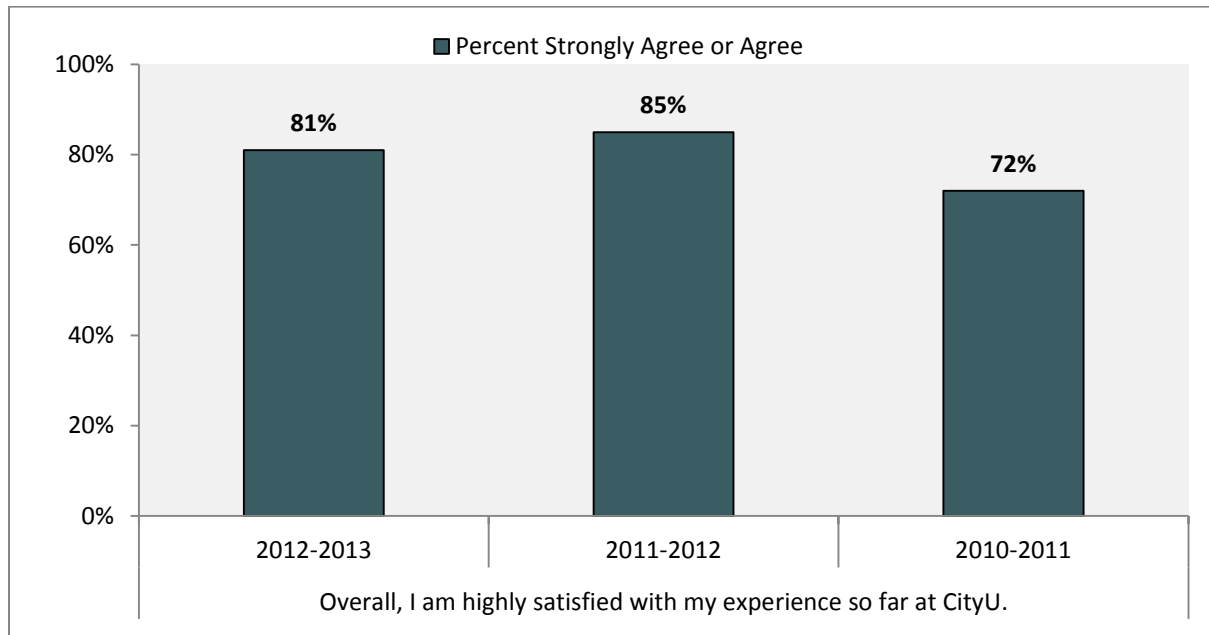
OVERALL SATISFACTION

Figure 2.10: Overall Satisfaction with CityU Educational Experience



* N = 804

Figure 2.11: Overall Satisfaction with CityU Educational Experience – Yearly Comparisons

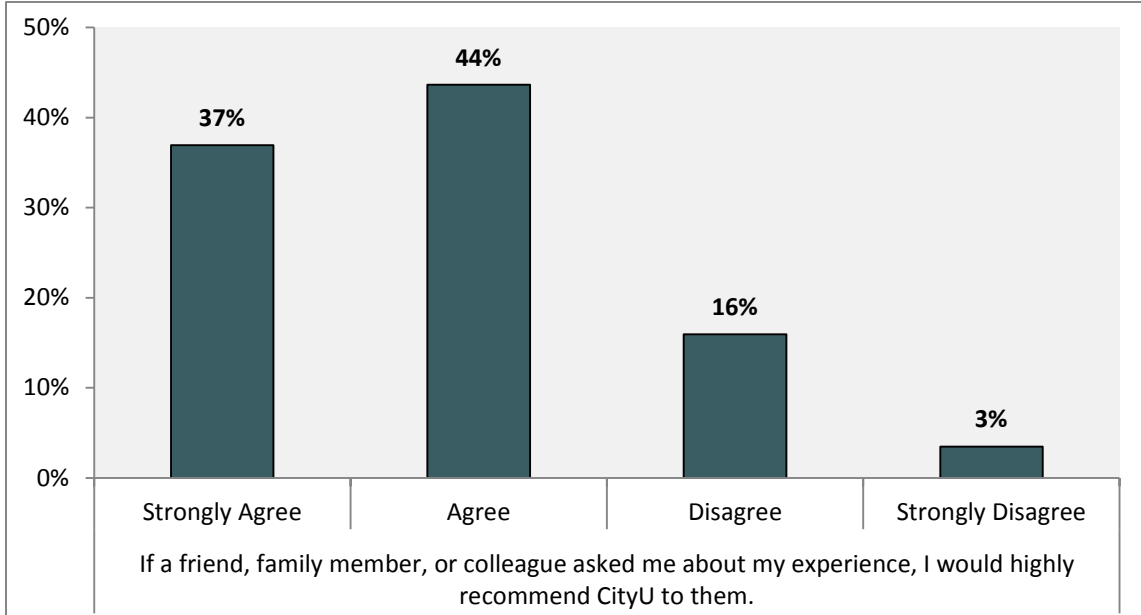


Note that over the past three years, the wording of the satisfaction question has evolved, affecting comparisons among historical response distributions:

Year	Phrasing
2013	“Overall I am highly satisfied with my experience so far at CityU.” 4-point scale
2012	“Overall I am highly satisfied with my experience so far at CityU.” 4-point scale
2011	“Overall, I am highly satisfied with my experience so far at CityU.” 5-point scale

RECOMMENDATION OF CITYU

Figure 2.12: Inclination to Recommend CityU to Others



* N = 804

Figure 2.13: Inclination to Recommend CityU to Others – Yearly Comparisons

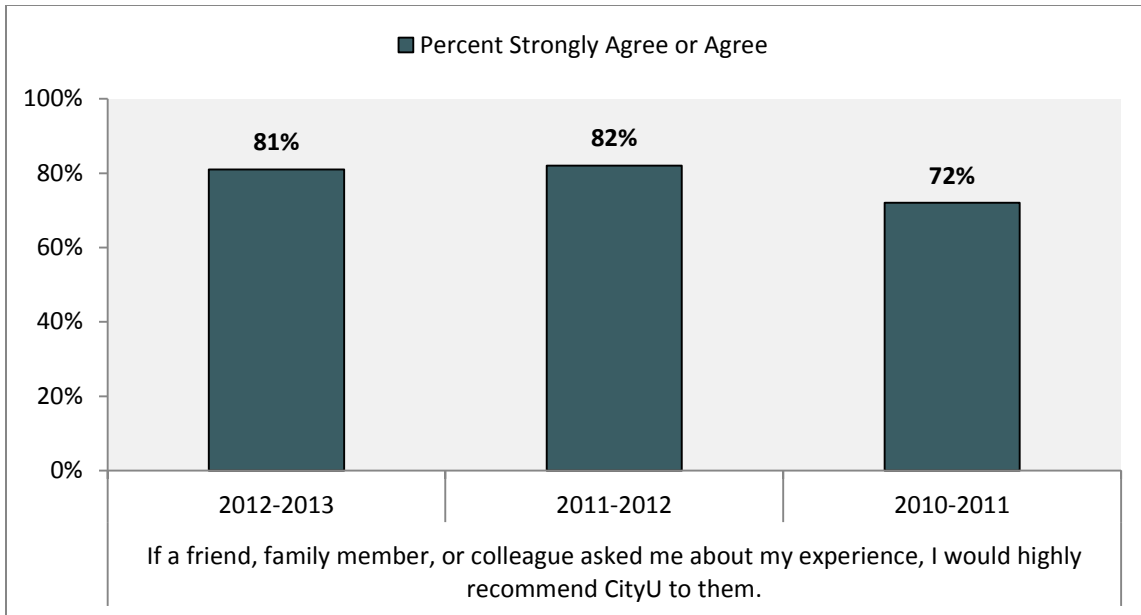
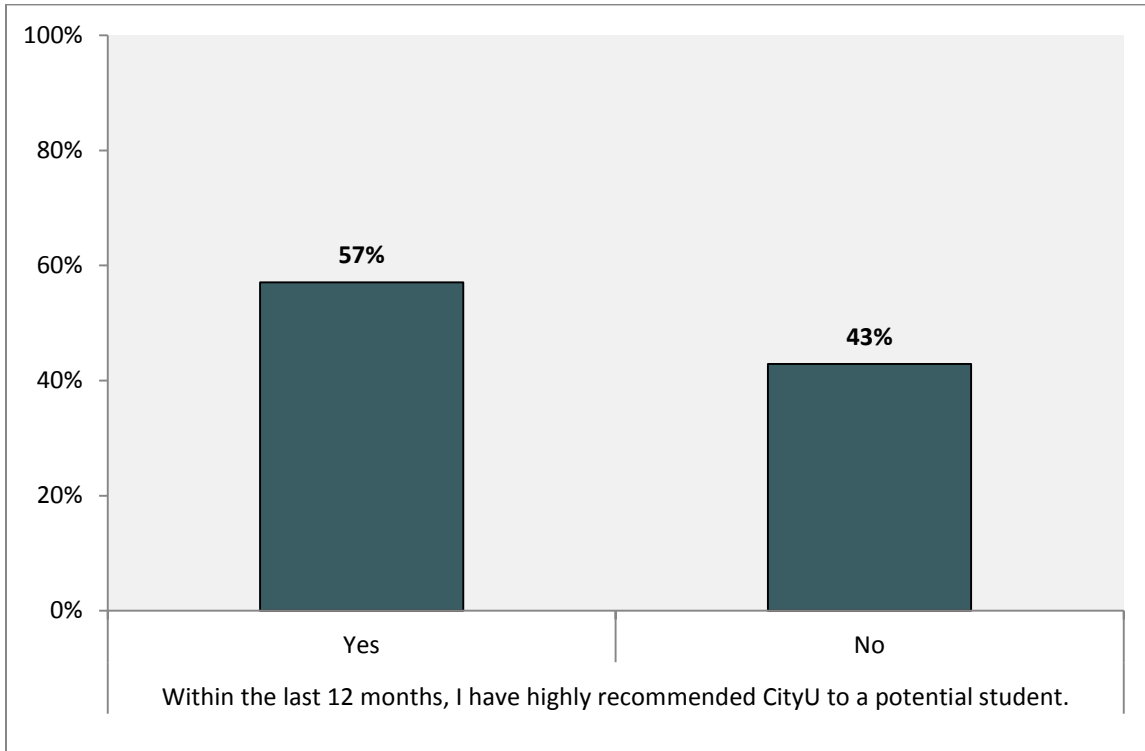


Figure 2.14: Recommendation of CityU to Potential Student within the Last 12 Months



* N = 804

* No change in percentages since previous year (2011-2012 Student Satisfaction Survey)

ADDITIONAL COMMENTS

Figure 2.15 summarizes major themes arising from student respondents' open-ended comments. See the Excel addendum for a complete list of open-ended comments.

Figure 2.15: Additional Open-Ended Comments

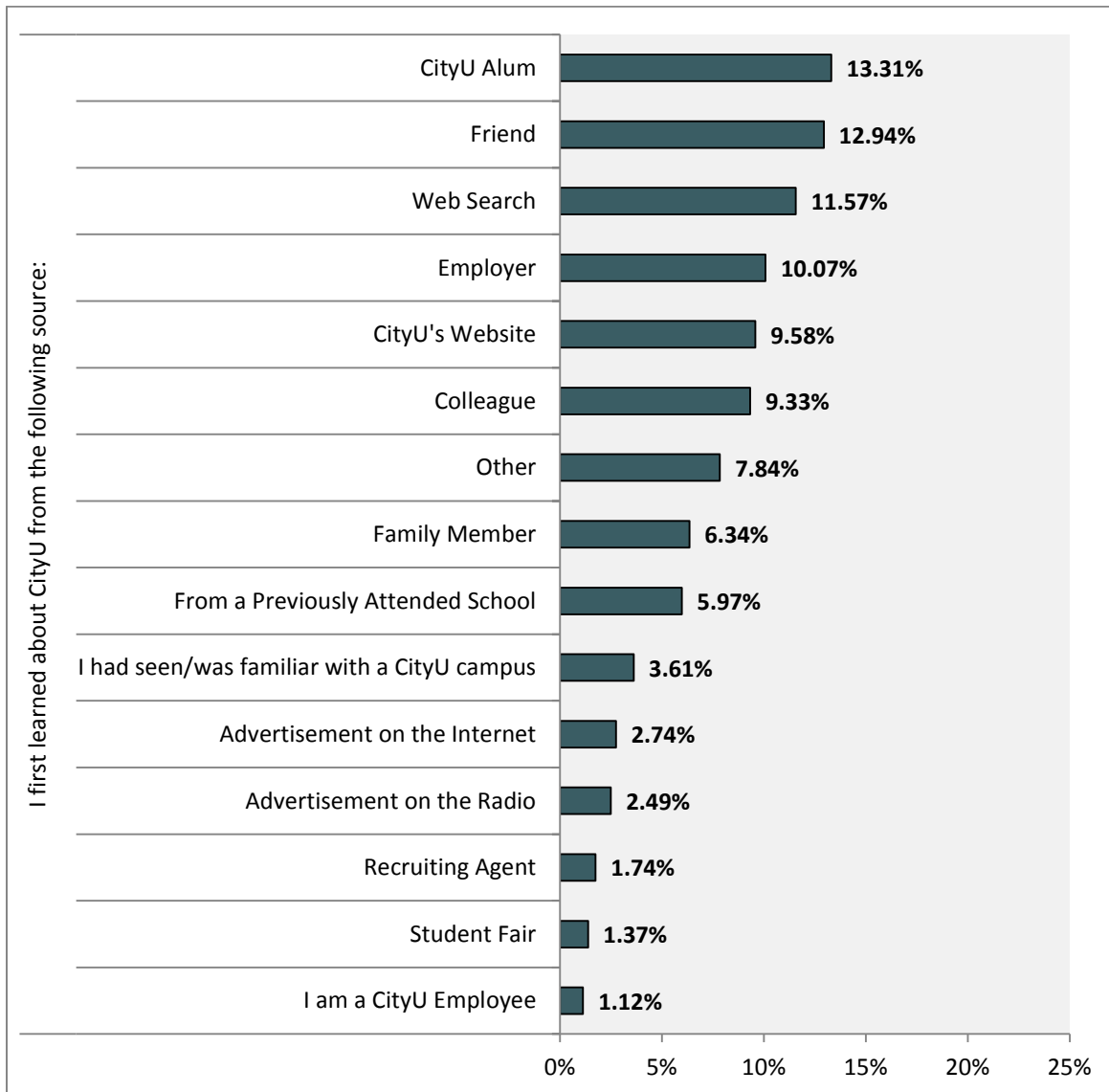
THEME	EXAMPLE RESPONDENT COMMENT
BlackBoard Functionality	<p>“The new Dashboard has been problematic for me. I don’t understand why we have to select BlackBoard classes twice? Also, when we are working on BlackBoard, Dashboard times out and requires you to sign back in multiple times.”</p> <p>“BlackBoard is a mess and could use some upgrading please.”</p>
Quality of Academic Advising	<p>“...Although I understand why there was a change in advisors, I would have appreciated having the same advisor from start to finish.”</p> <p>“My advisors changed often and had different information; [they] were difficult to contact.”</p>
Email System Functionality	<p>“The Email (Microsoft Outlook) is absolutely atrocious...You can’t have email forwarded to an email address that actually works. You can’t clean out your inbox. You can’t see messages you sent. It takes over 24 hours for email to be delivered to the intended party. I am very disappointed in the email system.”</p>
Textbook Usage	<p>“[I would like the opportunity] to consult with the instructors before requesting textbooks. The required textbooks are very expensive and many times we learn from other sources.”</p>
Group Assignments	<p>“The focus on ‘group assignments’ in so many online courses is a joke. I’ve found that uniformly, I (or me and one or two others) end up doing all the work. We get good grads but so do the laggards we carry on our backs.”</p> <p>“I am not a fan of pre-assigned groups for projects. At one time, I was assigned a group of four with me being in Virginia, one member in the Middle East, one in Washington State, and another in Mexico. That makes no sense. Coordinating efforts via email was the only option available to us – finding an online meeting time (i.e., Skype) or a group TELCON was impossible. My proposal – if group assignments are to be required, assign the members based on their geographic location.”</p>
Lack of Instructor Feedback	<p>“Feedback is the greatest aspect in teaching and learning processes...Only few instructors/professors are giving feedback for discussion threads, papers and other assignments.”</p>
Communication with Instructors	<p>“I have had difficulty communicating with professors who don’t respond in a timely or professional manner, fail to answer my questions in their responses, or don’t respond at all.”</p>
Repetition of Course Structure	<p>“I am starting to feel as if every single time I am in class, every class is the same. In each class we do the exact same things, and have the exact same assignments with the same professors and students...Perhaps professors should have more permission to add their own means of teaching instead of everyone doing the same thing.”</p>

SECTION III: ENROLLMENT AT CITY UNIVERSITY

In this section, we present information regarding a student’s current enrollment at City University of Seattle. Information presented in this section includes a student’s current degree progress, referral source, influences on enrollment decisions, format of CityU courses, enrollment location for face-to-face courses, intended degree program, and future CityU enrollment plans. Where appropriate, results are compared to the 2011-2012 and 2010-2011 Student Satisfaction Surveys.

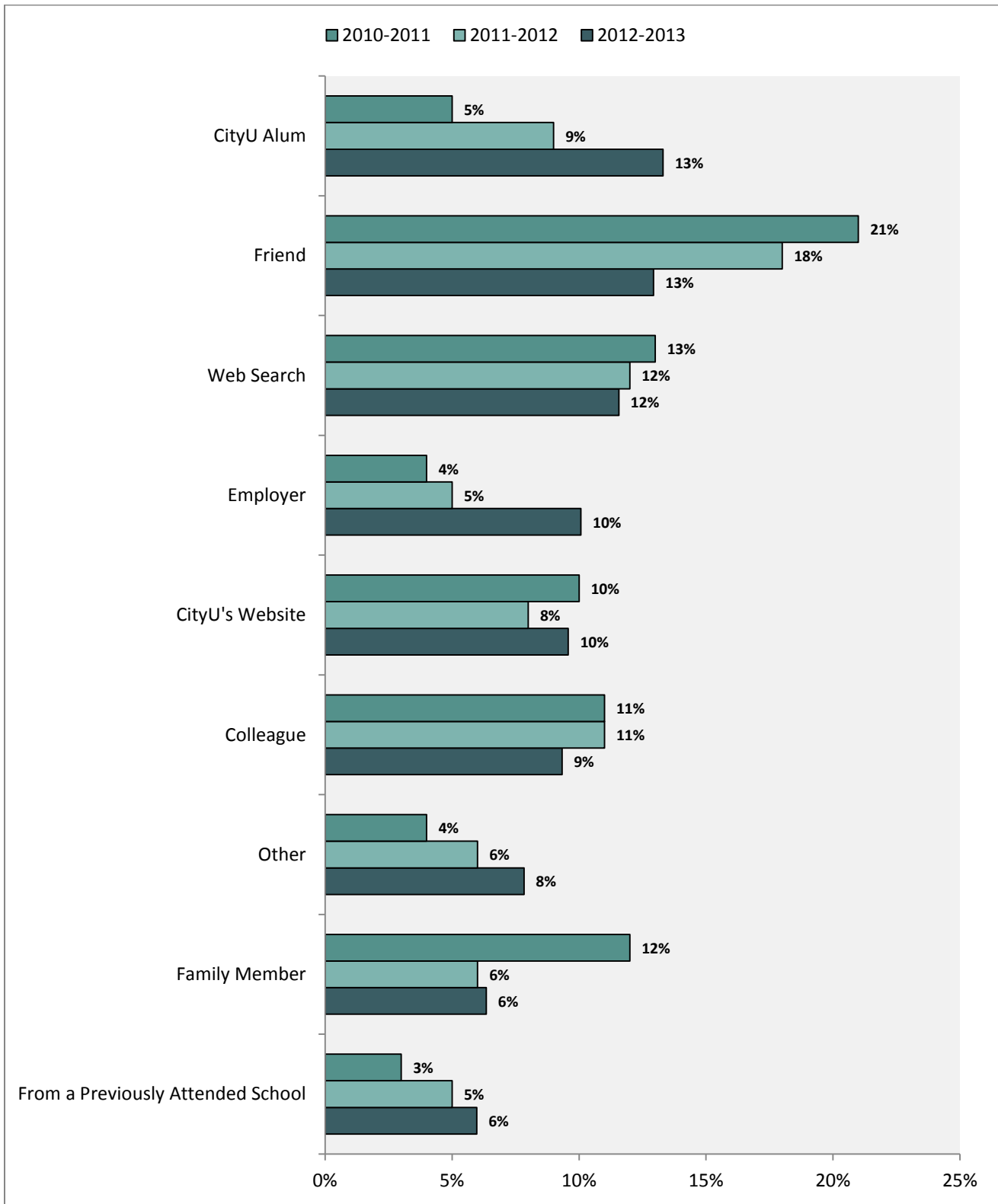
ENROLLMENT REFERRAL SOURCES

Figure 3.1: Respondents’ Referral Source



* N = 804

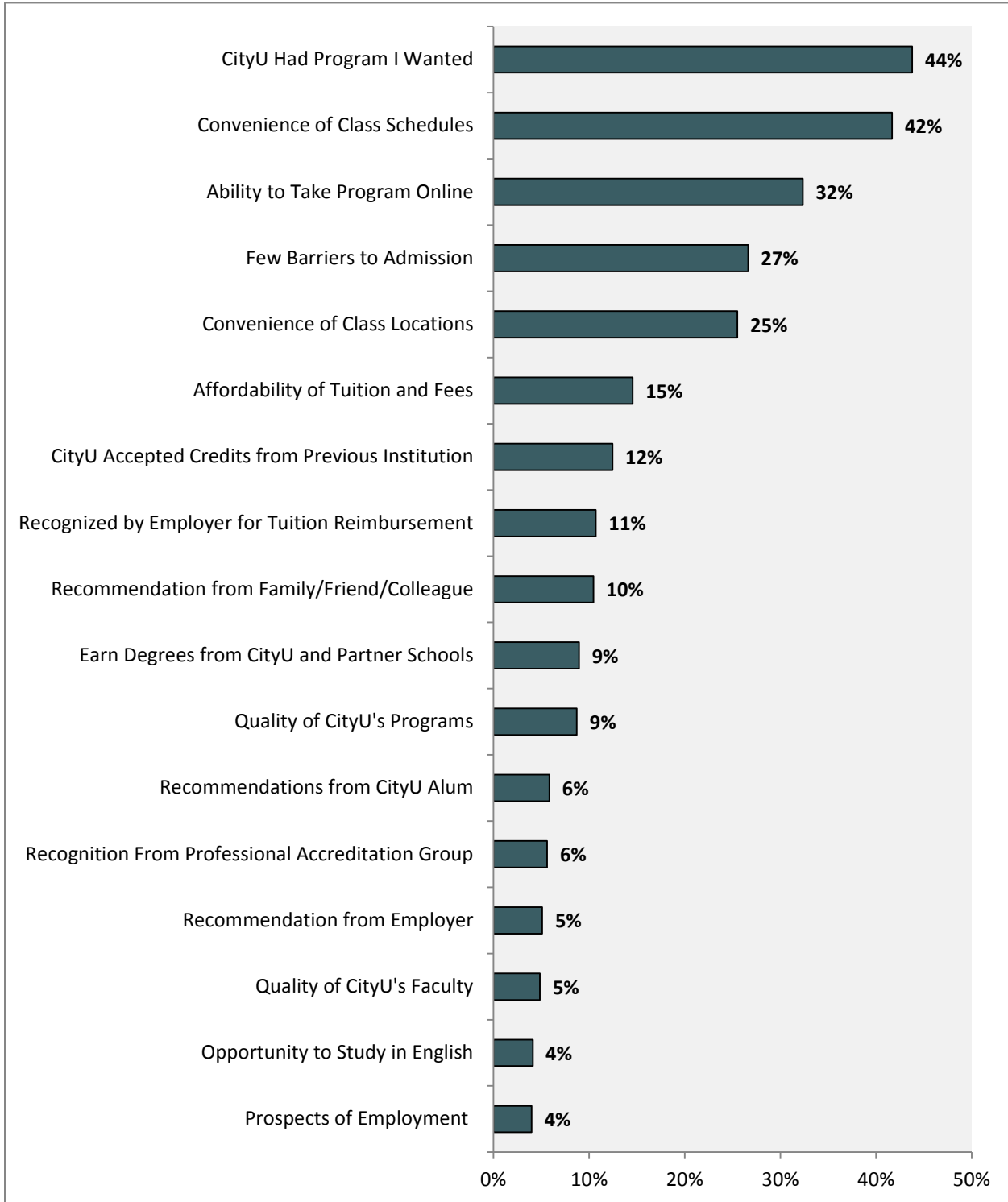
Figure 3.2: Respondents' Referral Source – Yearly Comparisons



* Note that only referral sources in which more than 5 percent of students selected in 2012-2013 are shown in the above comparison.

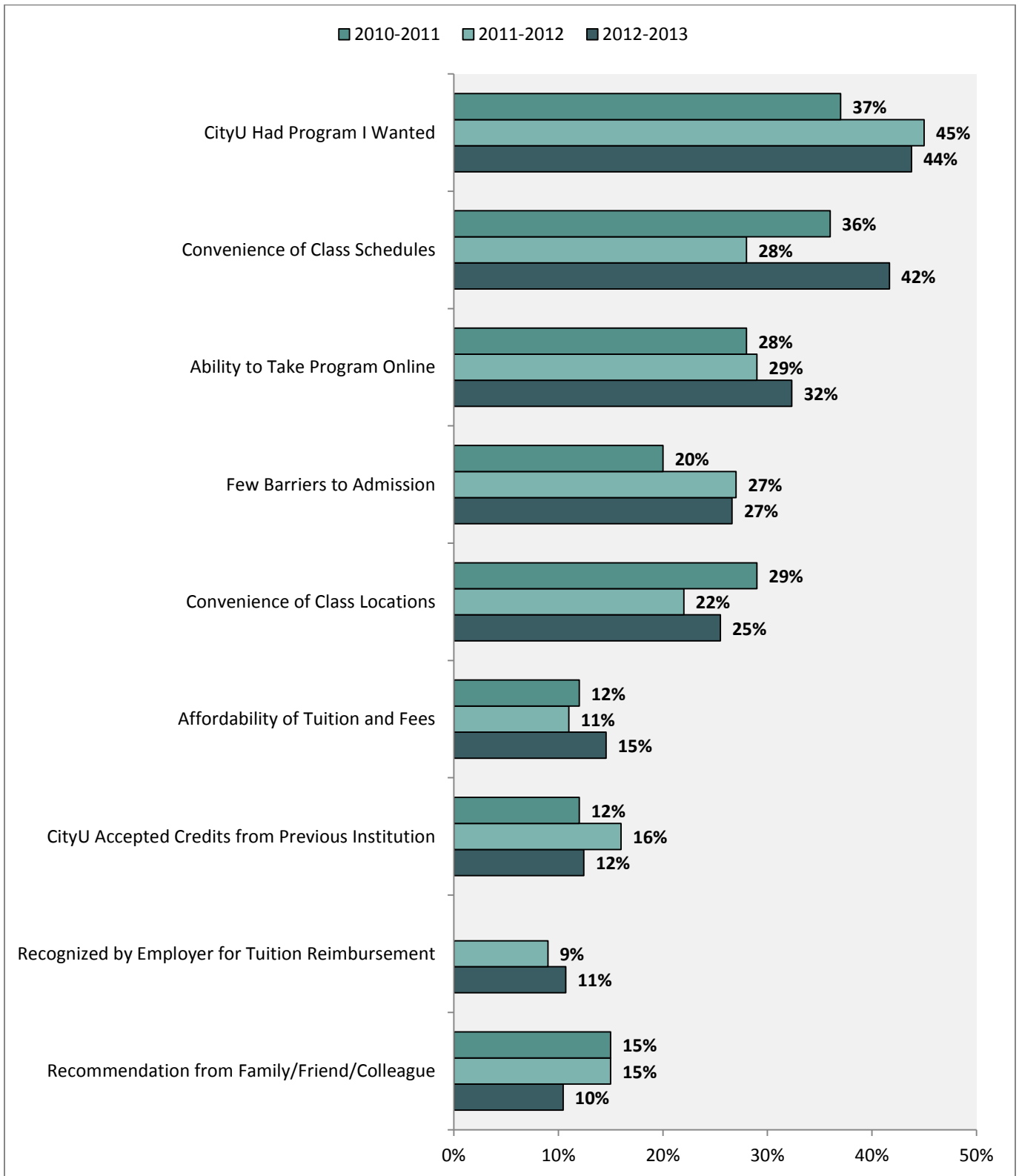
INFLUENCES ON ENROLLMENT

Figure 3.3: Top Three Factors Influencing Enrollment Decision



* N = 804

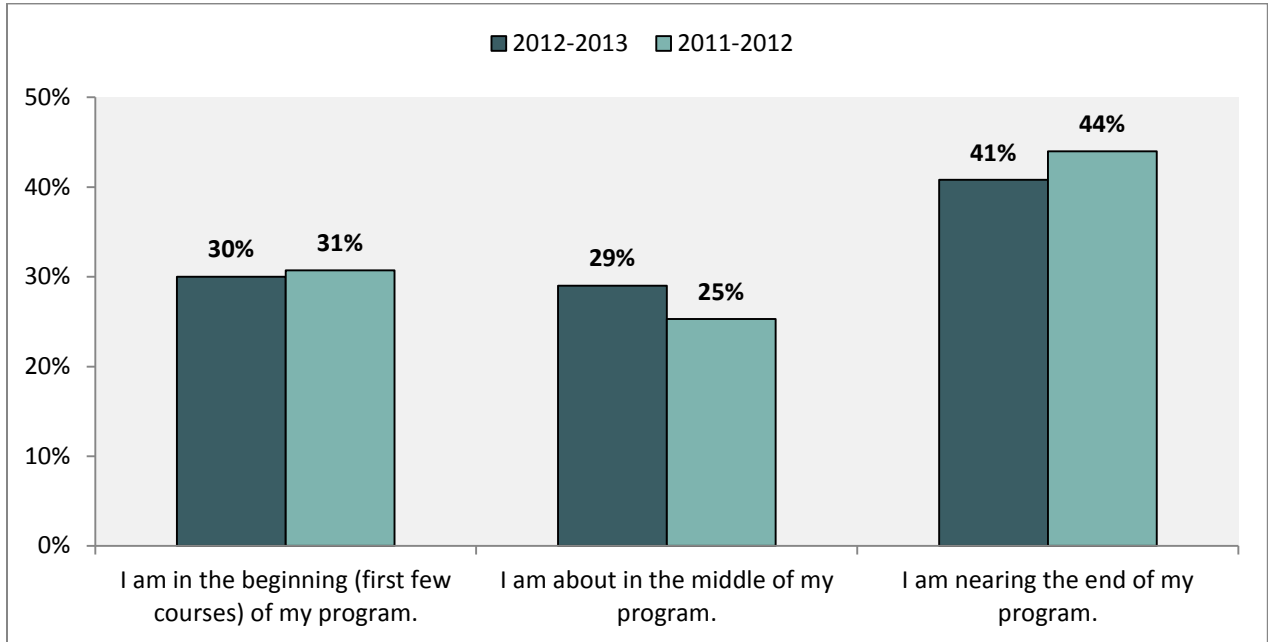
Figure 3.4: Top Three Factors Influencing Enrollment Decision – Yearly Comparisons



* Note that only enrollment influences in which more than 10 percent of students selected in 2012-2013 are shown.

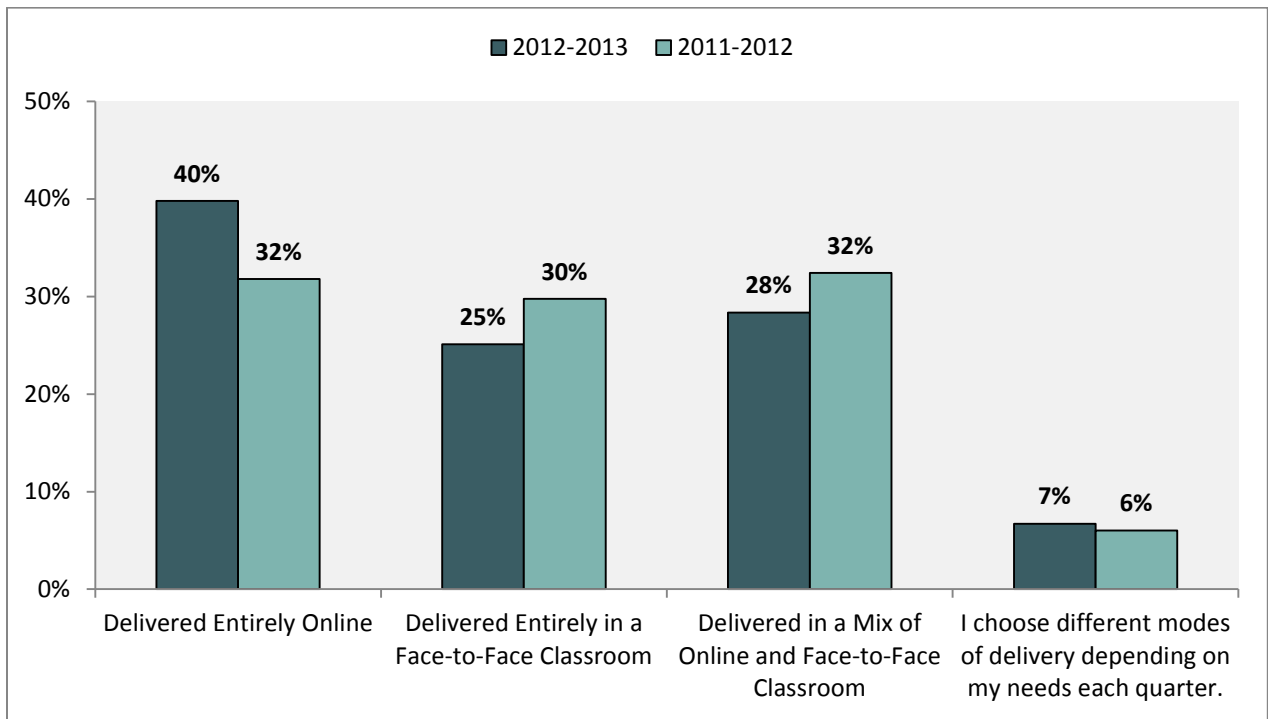
CURRENT DEGREE PROGRAM

Figure 3.5: Respondents' Program Phase



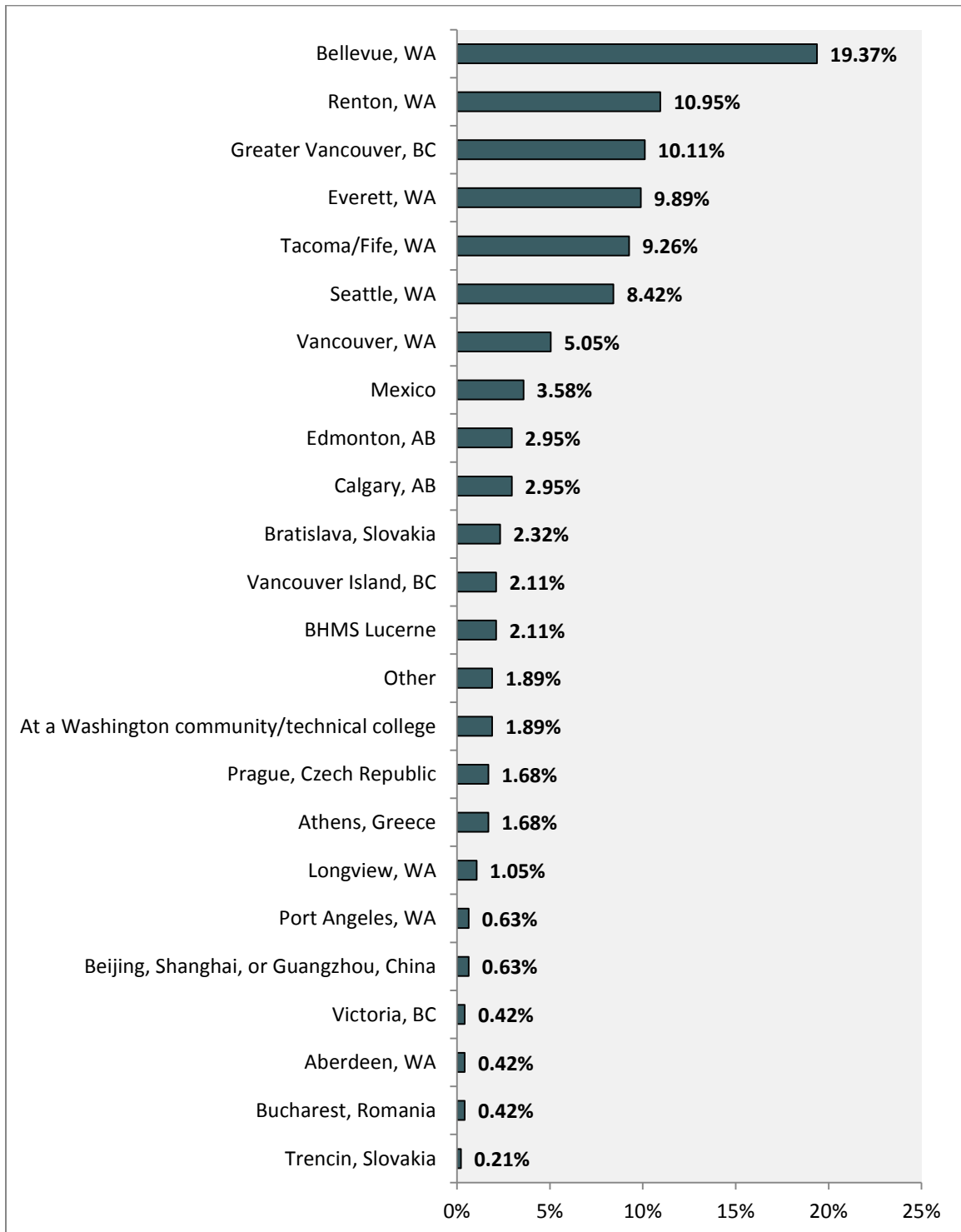
* N = 804 (2012-2013); N = 830 (2011-2012)

Figure 3.6: Format of CityU Classes



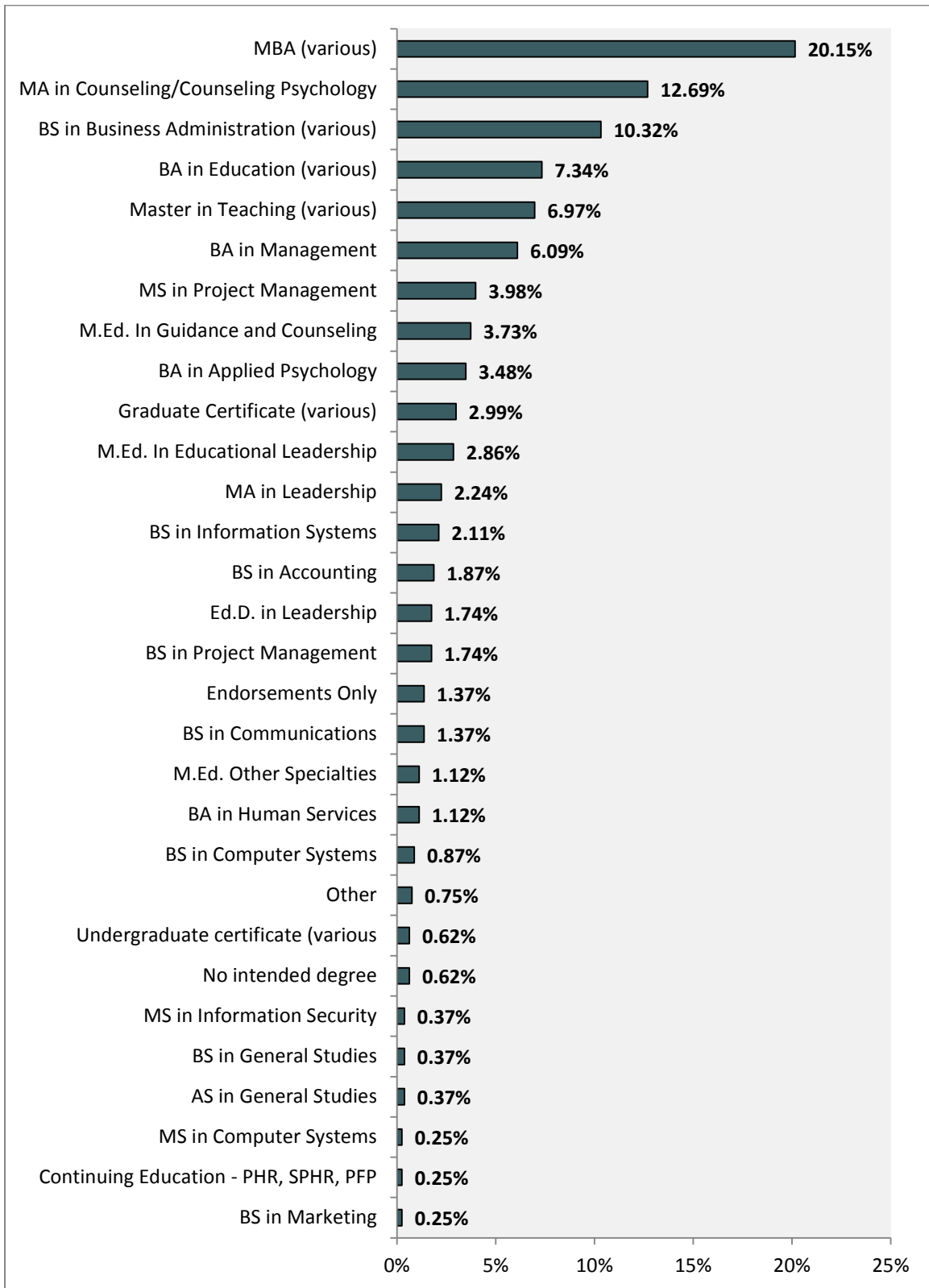
* N = 804 (2012-2013); N = 830 (2011-2012)

Figure 3.7: Program Location of Face-to-Face Classroom Courses



* N = 475

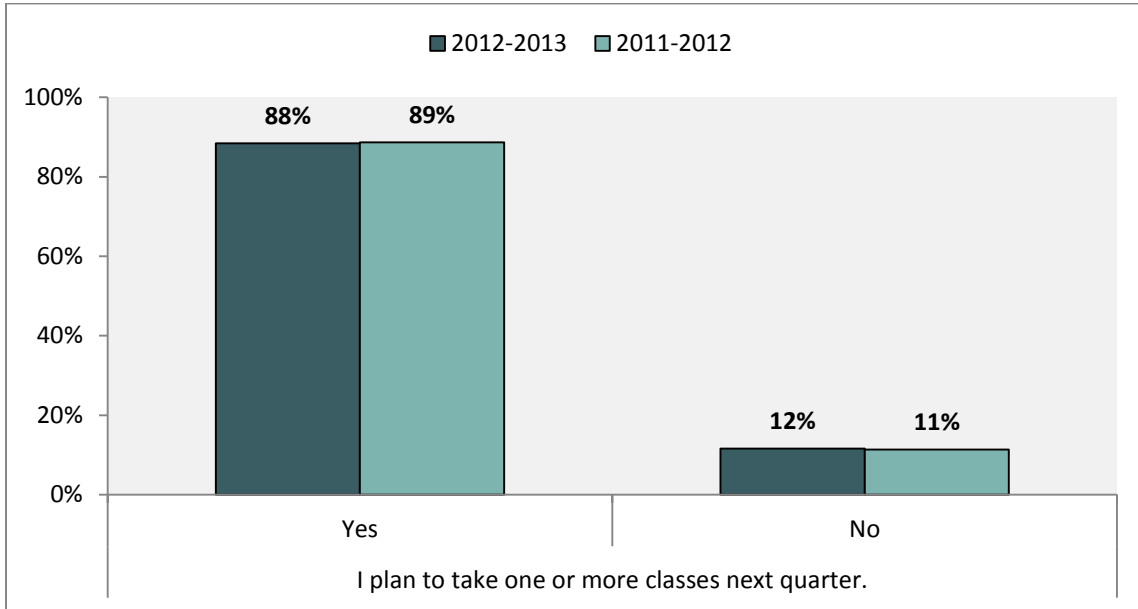
Figure 3.8: Primary Academic Goal



* N = 804

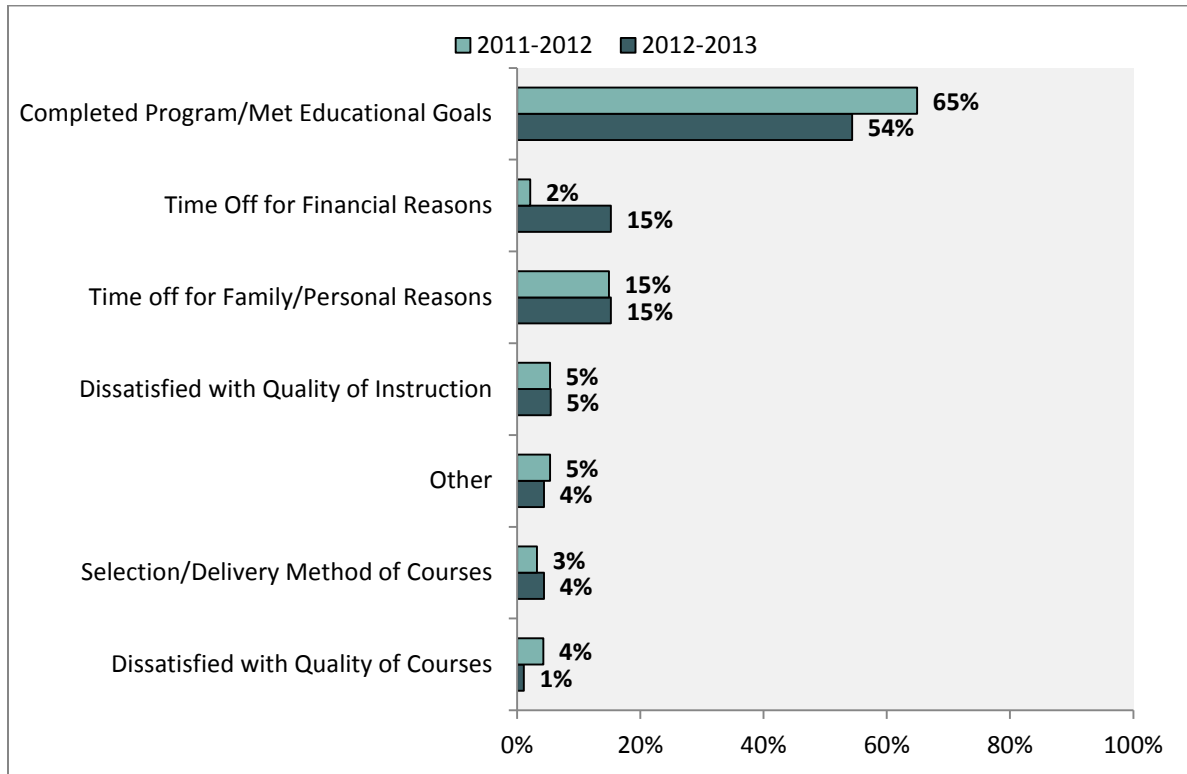
ENROLLMENT NEXT QUARTER

Figure 3.9: Respondents with Plans to Take Courses Next Quarter



* N = 804 (2012-2013); N = 830 (2011-2012)

Figure 3.10: Primary Reason for Not Taking Courses Next Quarter

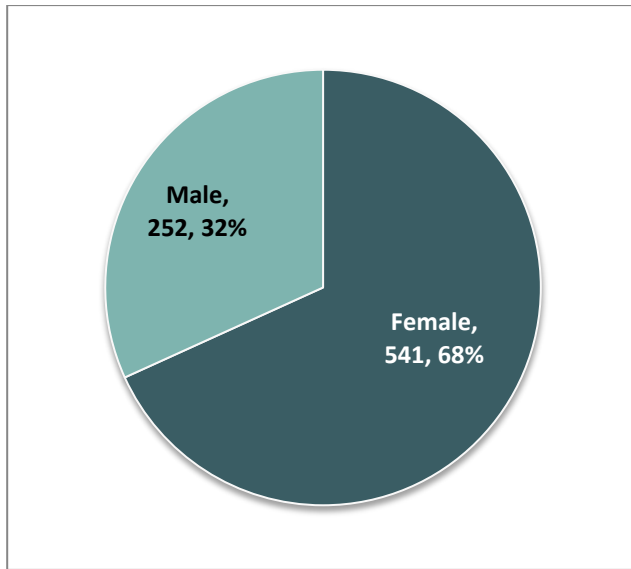


* N = 92

SECTION IV: DEMOGRAPHIC INFORMATION

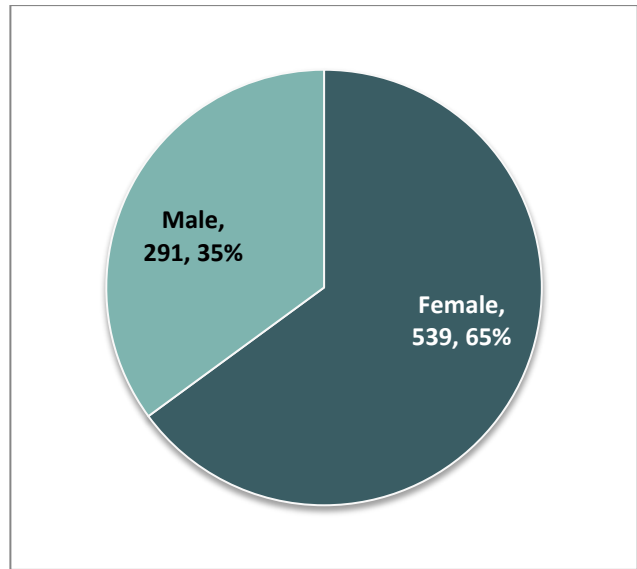
In this section, we present information regarding the demographics of the student respondent sample from the 2013 Student Satisfaction Survey. Information presented in this section includes respondent gender, age, employment status, international student status, and primary source of tuition payment. Where appropriate, demographic breakdowns are compared to those from the 2011-2012 Student Satisfaction Survey.

Figure 4.1: Respondent Gender, 2012-2013



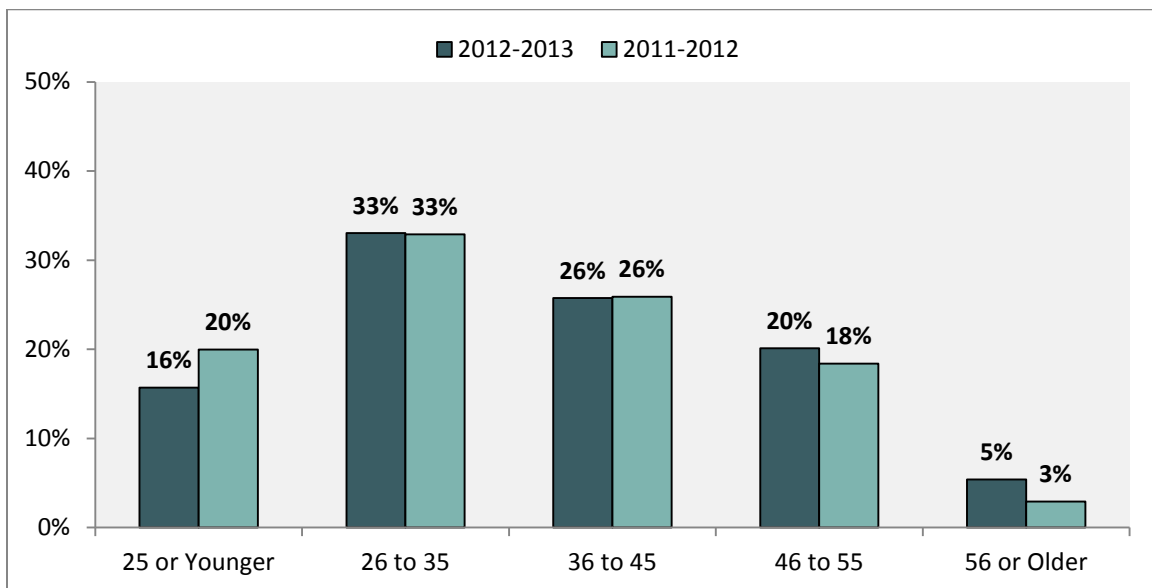
* N = 793

Figure 4.2: Respondent Gender, 2011-2012



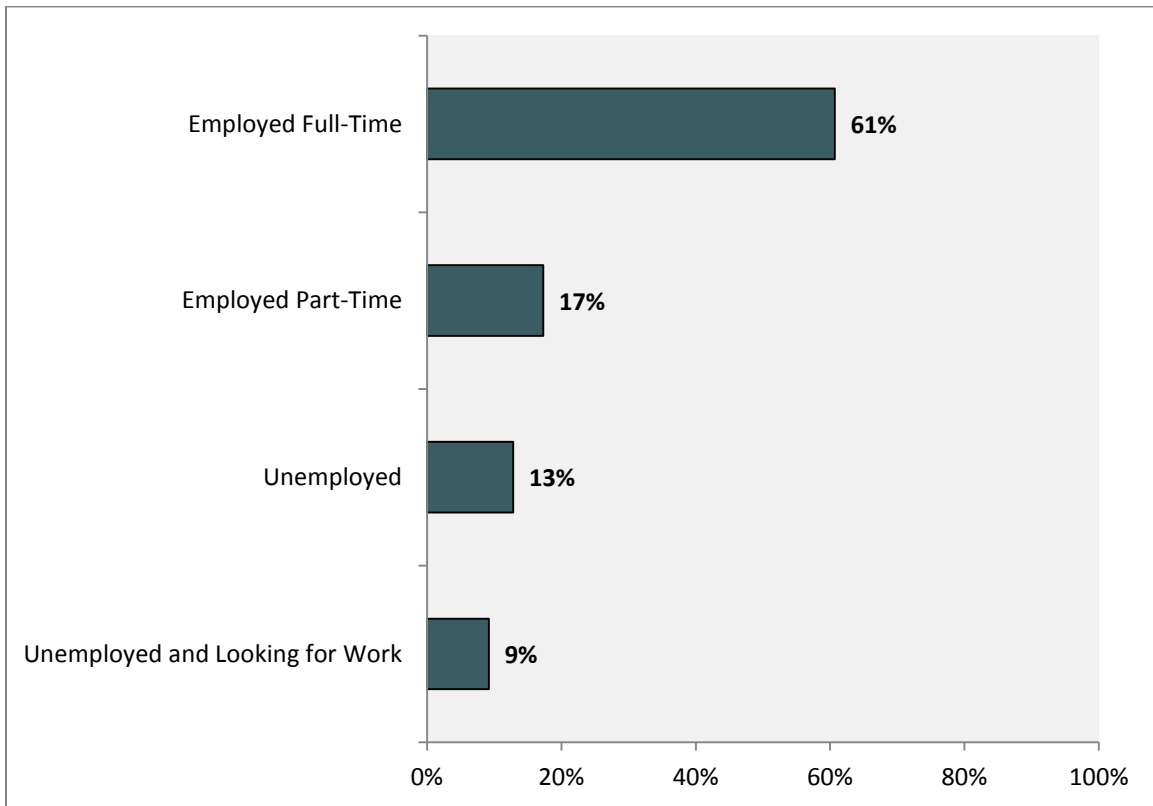
* N = 830

Figure 4.3: Respondent Age



* N = 796 (2012-2013); N = 827 (2011-2012)

Figure 4.4: Respondent Employment Status



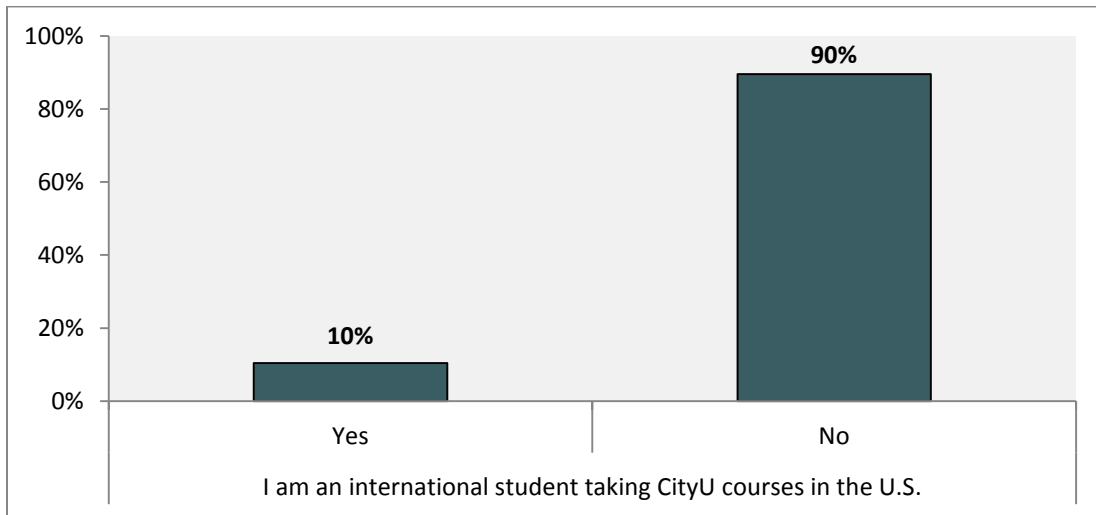
* N = 804

Figure 4.5: Respondents' Current Place of Employment

COMPANY/ORGANIZATION			
Boeing (70)	Starbucks (24)	Self-Employed (13)	U.S. Navy (7)
AT&T (5)	City University of Seattle (7)	U.S. Coast Guard (3)	Seattle Public Schools (3)
Bethel School District (3)	Federal Way Public Schools (4)	Edmonds School District (3)	Olympia School District (3)
Vancouver Public Schools (3)	Swedish (3)	Kent School District (2)	Easy Access LLC (2)
Private Nanny (4)	Battle Ground Public Schools (2)	Bremerton School District (2)	Institute for Family Development (2)
Evergreen School District (2)	Lake Stevens School District (3)	RealNetworks (2)	Family Services of Greater Vancouver (2)
DOD (2)	Macy's (2)	Microsoft (2)	The Woodinville Weekly Newspaper (2)

* Responses are only shown in this table if *more than one student* indicated being employed at a particular company.

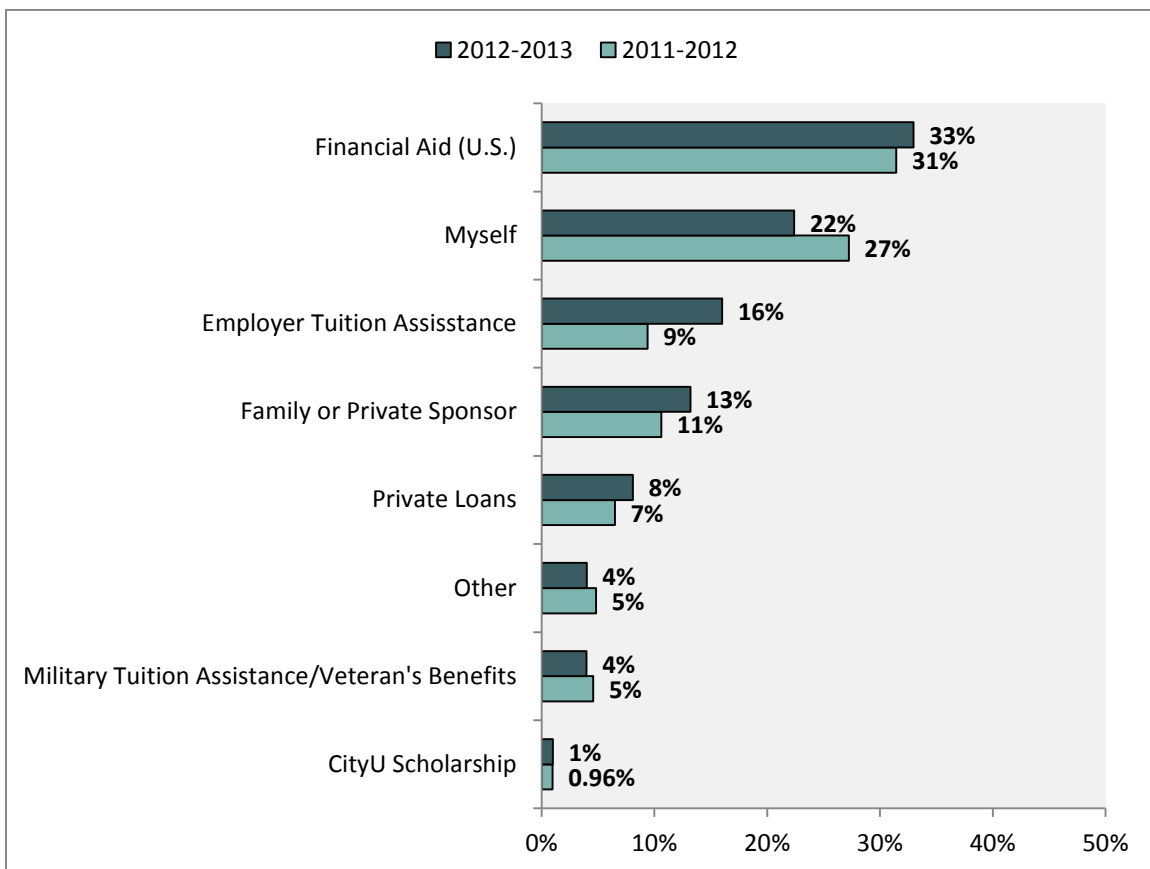
Figure 4.6: International Student Status



* N = 334

* Includes *only* International Students taking courses at physical campus locations in the U.S.

Figure 4.7: Respondents' Primary Source of Tuition Payment



* N = 804 (2012-2013); N = 830 (2011-2012); May not total 100% due to rounding

* "Other" responses include: 1) Trade Adjustment Assistance (3); 2) Life Long Learning Plan (RRSP); 3) AmeriCorps Education Awards; 4) First Nations; 5) Canada Student Loan; 6) Registered Retirement Savings Plan

PROJECT EVALUATION FORM

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CAVEAT

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