



MHCC

Student Satisfaction Survey – ABE-GED Version

Results of Mt. Hood Community
College's 2012-13 Administration of the
Student Satisfaction Survey for
ABE-GED Students

Survey Items based on ACT's Student Opinion Survey
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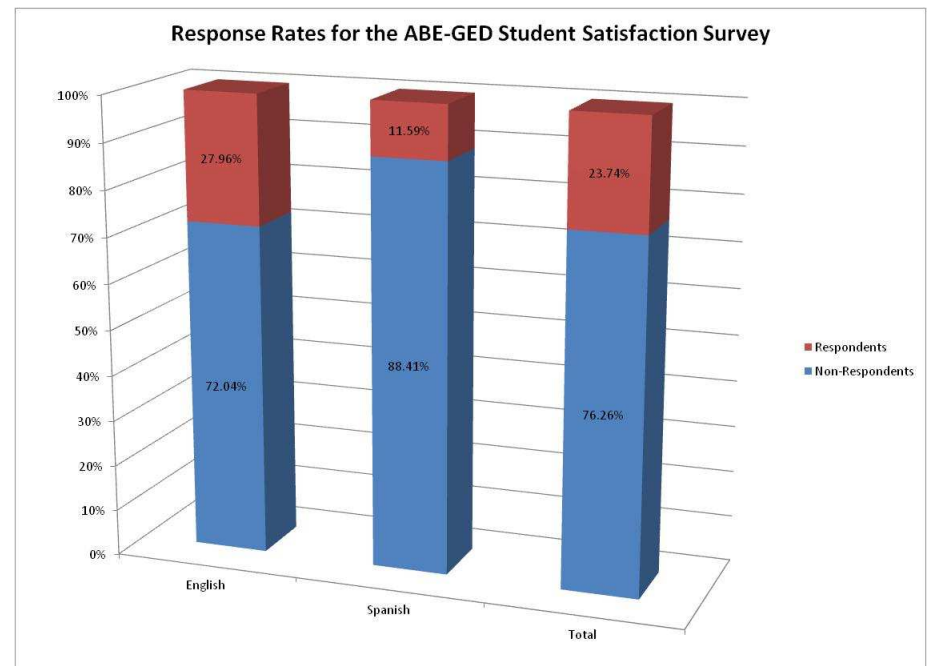
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Introduction

- This report provides results of MHCC's 2012-13 administration of MHCC's Students Satisfaction Survey – ABE-GED Version. The survey is based on ACT's Student Opinion Survey ©1996 ACT, Inc.; Used with permission of ACT, Inc. ACT, Inc. is no longer supporting the instrument but has given MHCC permission to use the survey items.
- This survey was conducted in conjunction with MHCC's Student Satisfaction Survey and was designed to capture ABE-GED student satisfaction with their MHCC experience. The full student satisfaction survey was modified to address elements of the MHCC experience specific to ABE-GED Students. For the first time, MHCC conducted the survey on-line; this format provided the flexibility to target specific student groups with a modified survey that focuses on their specific experience.
- This is the first year that MHCC has conducted the survey specifically for ABE-GED students. No trends data are provided in the report.
- This report is divided into four sections:
 - (1) Demographics
 - (2) Student Intent
 - (3) Satisfaction
 - (4) Summary/Conclusions
- A copy of the survey is provided in the Appendix.

Methods and Sampling

- During Spring Term 2013, MHCC conducted the tenth administration of the MHCC Student Satisfaction survey. Changing the format of the survey to on-line gave MHCC the flexibility to modify the instrument and focus on elements of the student experience that are relevant to the ABE-GED student body. The survey was created and administered parallel to the MHCC Student Satisfaction Survey (Results of that study are available at: <http://www.mhcc.edu/docs/research/StudentSatisfactionSurvey.pdf>).
- The MHCC Student Satisfaction Survey was used as a draft for the ABE-GED Version. ABE-GED faculty were asked to review the instrument and make modifications / delete items they felt were not relevant to the ABE-GED students. A number of satisfaction items were removed or modified to better address the ABE-GED student experience. ABE-GED faculty also added a number of questions to better understand services used and reasons for attending MHCC.
- After the survey was developed, the Analytics & Institutional Research (AIR) Team worked with faculty to translate the survey to Spanish. The ABE-GED faculty felt that a Spanish version was needed to address the needs of this sub-group within the ABE-GED student body. The survey was set-up (and instructions provided in the email invitations) so that students could select either the English or Spanish Version of the survey.
- After reviewing the ABE-GED student body enrolled Spring Term 2013, it was determined that the entire group would be invited to participate in the study. All spring 2013 ABE-GED students were invited to participate in the study. Along with the survey, email content was translated to Spanish. Students enrolled in ABE-GED Course sections taught in Spanish received email invitations and reminders in the translated version.
- There were a total of 535 ABE-GED students enrolled in Spring Term 2013. Of those, 127 responded to the email invitations (and/or three follow-up reminders mailed one, two, and three weeks after the initial invitation). The response rate was 23.74%.
- The Spanish version of the survey had a dramatically lower response rate; future administrations of the survey may require additional help from instructors teaching the Spanish ABE-GED Courses to encourage their participation.

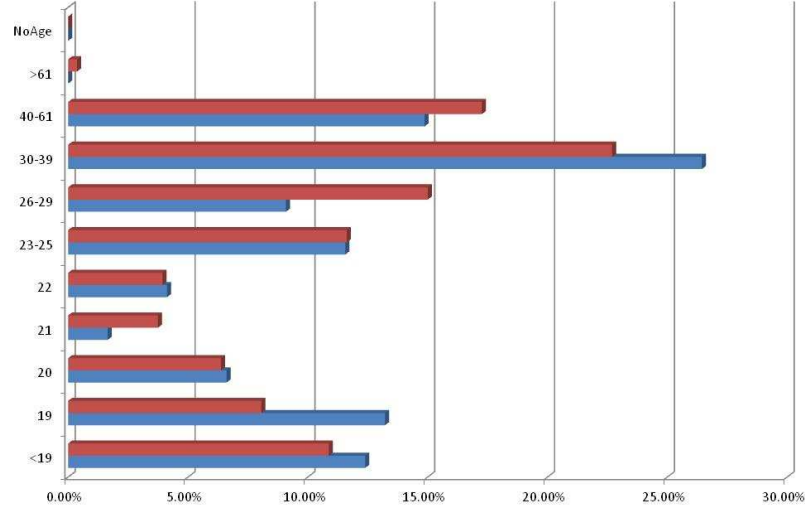




Demographics

**MHCC Student Satisfaction Survey
– ABE-GED Version**

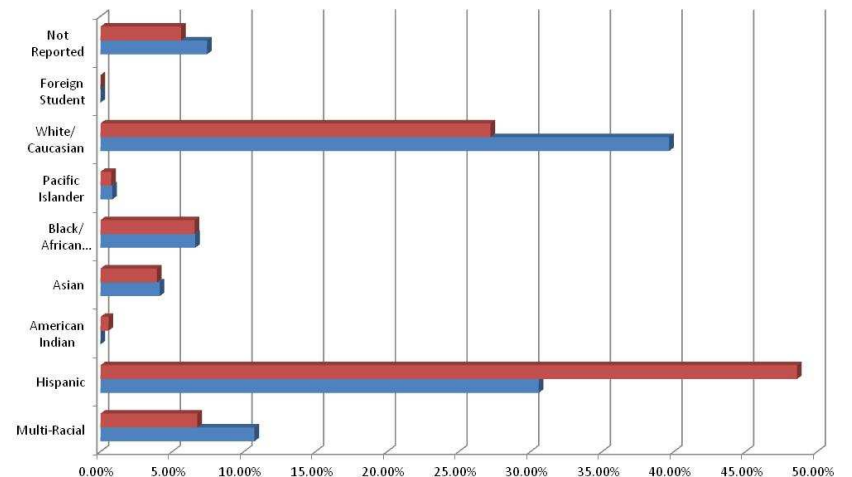
Distribution of Respondents by Age Compared to ABE-GED Student Body Spring 2013



- The majority (26.45%) of students reported being 30-39 Years Old.
- Younger students – in the younger than 19 and 19 year old – age brackets were also more likely to respond to the survey.
- Twenty six to twenty nine year olds were least likely to respond to the survey. Forty to sixty one year olds were also less like to respond.

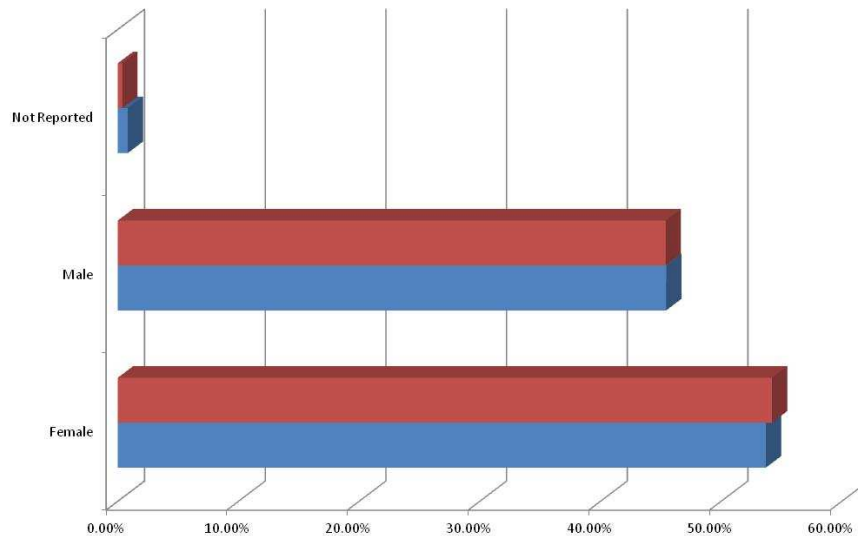
- The majority (39.67%) of respondents were Caucasian/White.
- For the responses, both the Caucasian/White and Multi-racial groups are over-represented.
- The Hispanic group was least likely to respond to the survey. Only 30.58% of the respondents were Hispanic while this ethnic group makes up 48.59% of the ABE-GED student body.
- The distribution of respondents in other ethnic groups closely matched the ABE-GED student body.

Distribution of Respondents by Race/Ethnicity Compared to ABE-GED Student Body Spring 2013



	Multi-Racial	Hispanic	American Indian	Asian	Black/ African American	Pacific Islander	White/ Caucasian	Foreign Student	Not Reported
ABE-GED Student Body	6.75%	48.59%	0.56%	3.94%	6.57%	0.75%	27.20%	0.00%	5.63%
Respondents	10.74%	30.58%	0.00%	4.13%	6.61%	0.83%	39.67%	0.00%	7.44%

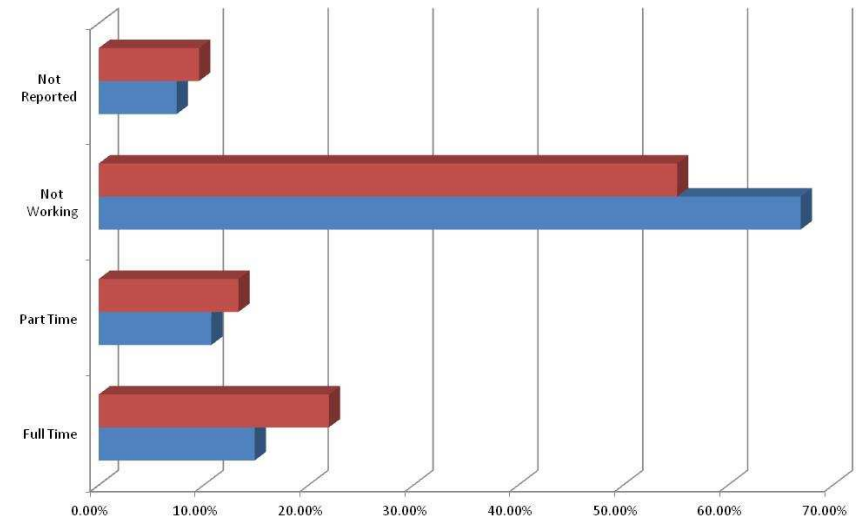
Distribution of Respondents by Gender Compared to ABE-GED Student Body Spring 2013



- The distribution of respondents by gender very closely matched the distribution within the ABE-GED student body.

- Employment patterns among respondents were fairly similar to the ABE-GED student body distribution.
- Students not currently employed were more likely to complete the survey.
- Employed students (both part and full time) were less likely to respond.

Distribution of Respondents by Employment Status Compared to ABE-GED Student Body Spring 2013

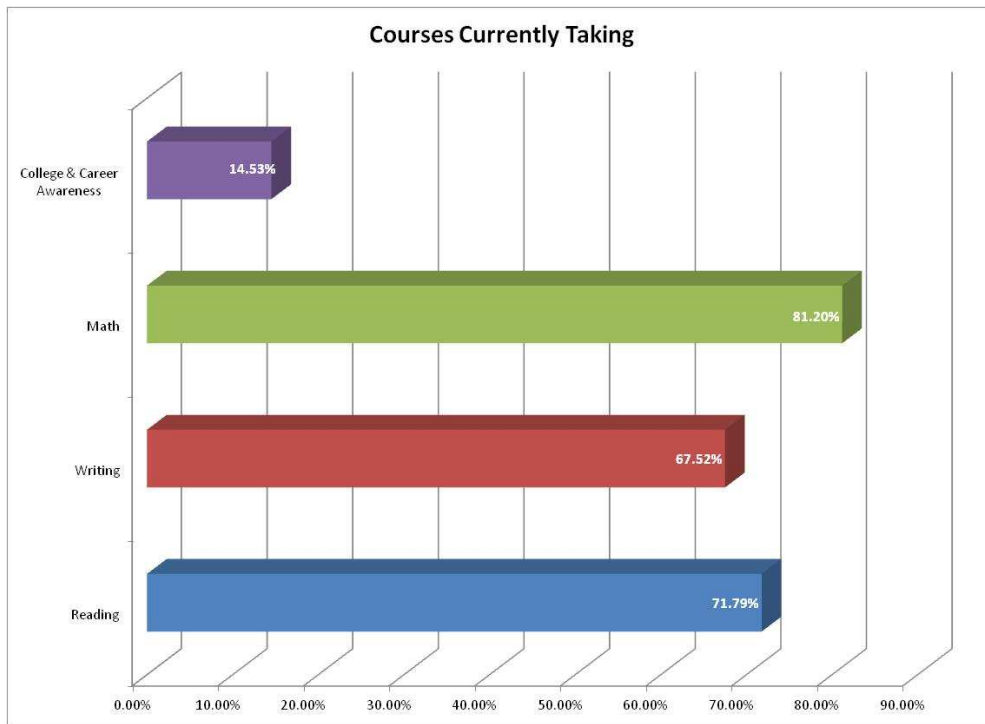


	Full Time	Part Time	Not Working	Not Reported
ABE-GED Student Body	21.95%	13.32%	55.16%	9.57%
Respondents	14.88%	10.74%	66.94%	7.44%



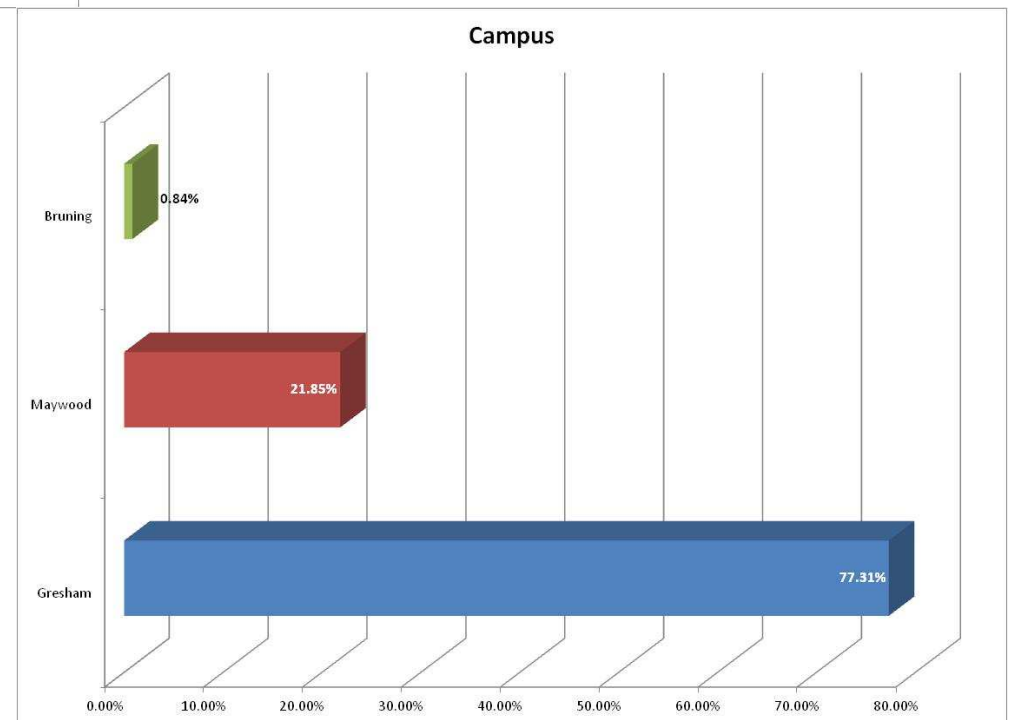
Survey Descriptive Questions

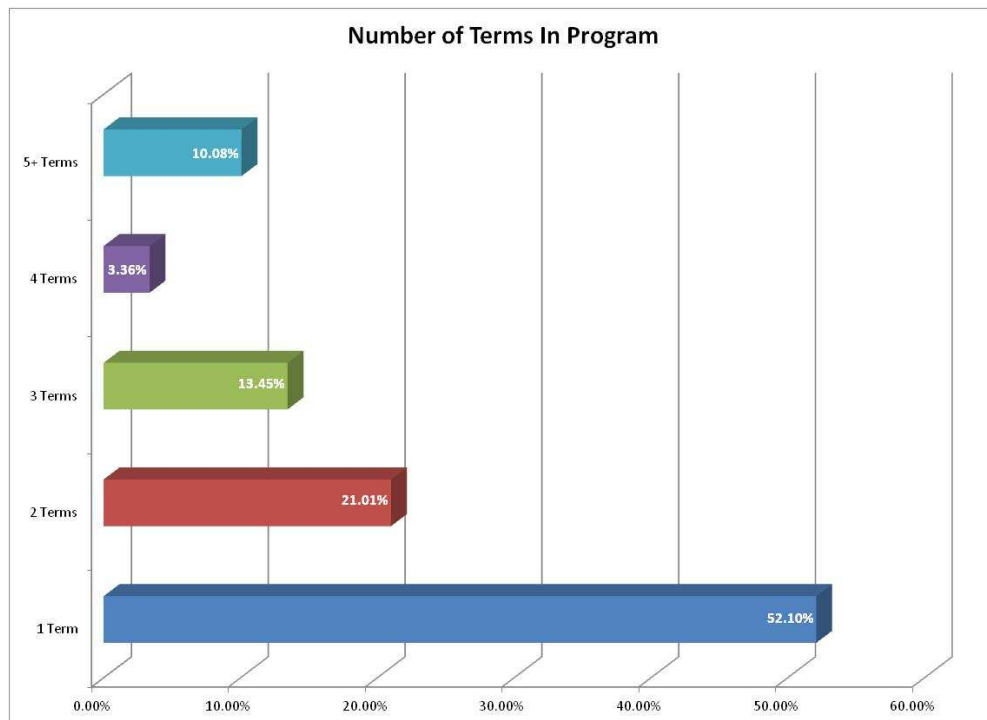
**MHCC Student Satisfaction Survey
– ABE-GED Version**



- Students were asked what type of ABE-GED Courses they were taking; respondents could check one or more of the subject areas depending on the number of courses they were taking.
- Math was the most common subject area for respondents. Over eighty percent (81.20%) indicated they were taking Math Courses.

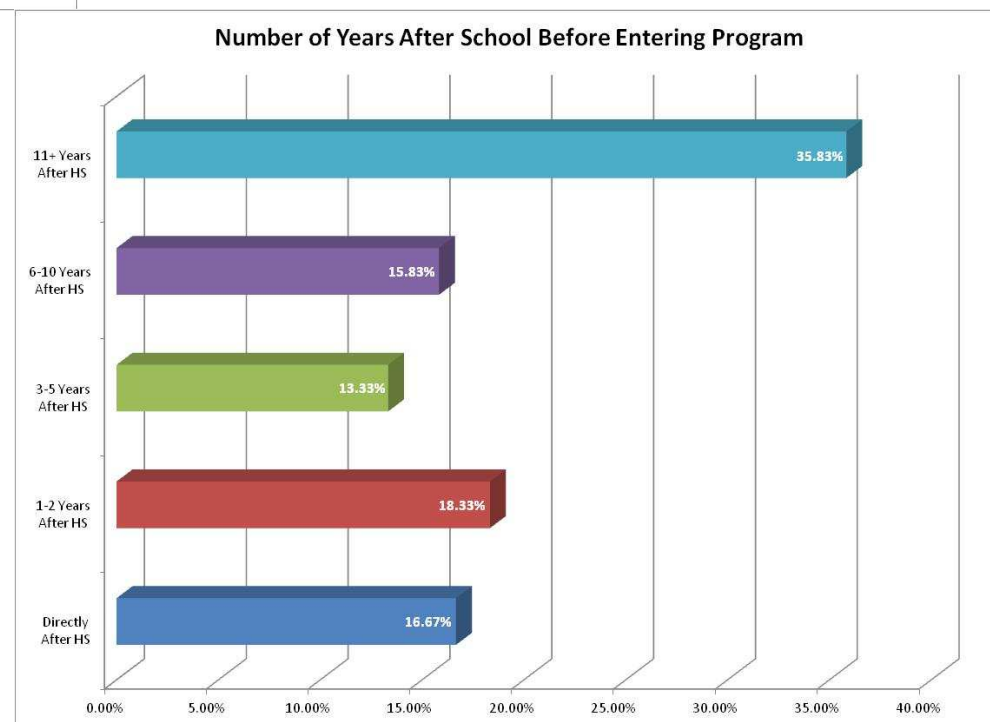
- Students were asked to indicate their primary campus.
- The majority of respondents (77.31%) indicated they were taking ABE-GED Courses at the Gresham Campus.

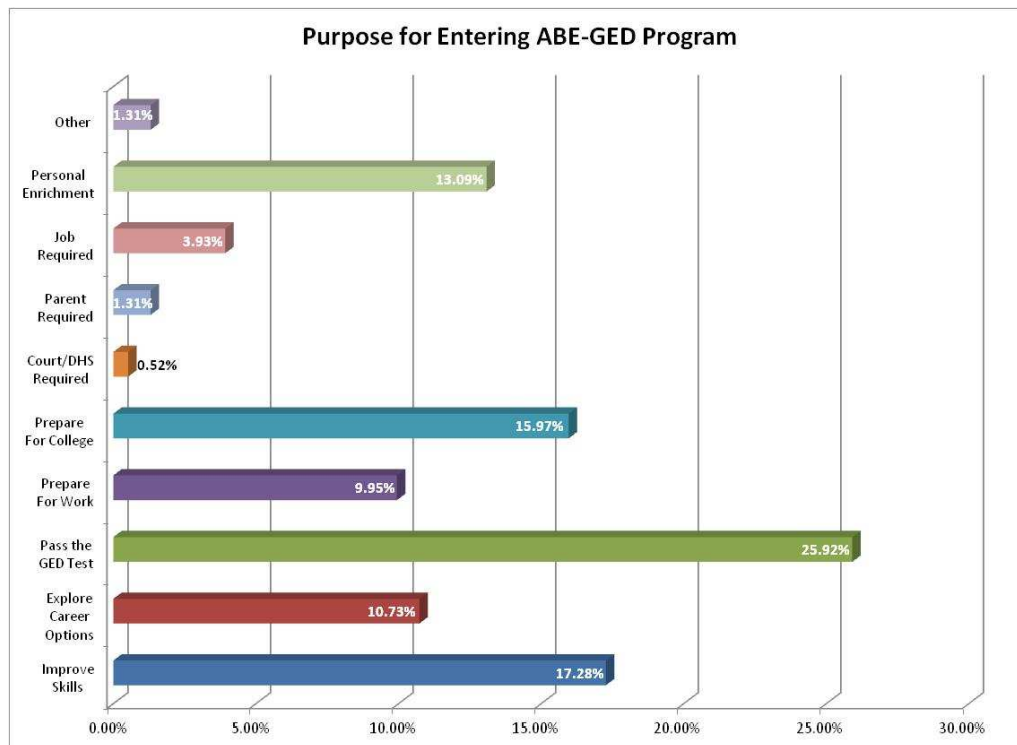




- Students were asked how many terms they had been attending MHCC.
- The majority (52.10%) indicated that this was their first term taking an ABE-GED Course at MHCC. Another 21.01% indicated this was their second term.
- Almost three quarters (73.11%) of respondents indicated they had been here one or two terms.

- Students were asked to how long after they left High School before entering the ABE-GED program
- An overwhelming majority (35.83%) of respondents indicated that it had been eleven or more years since they left High School.
- For the other four categories, the distribution was fairly even – ranging from a low of 13.33% (3-5 Years after High School) to a high of 18.33% (1-2 Years After High School).

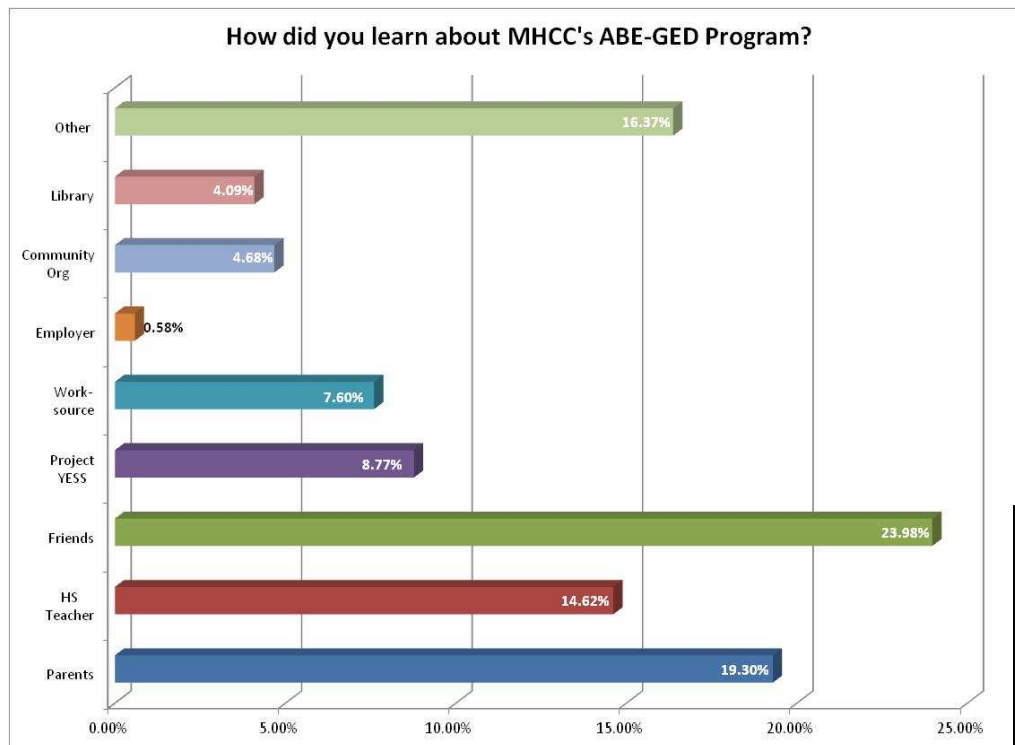




- The most often cited purpose for entering the ABE-GED Program was to pass the GED Test. Over twenty five percent (25.92%) of respondents indicated this was a main reason for attending.
- To improve skills and prepare for college were the second and third (respectively) most often cited reasons for attending.

- Students who indicated some other reason were asked to describe the other reason for entering the ABE-GED Program. Answers to the follow-up question are provided in the table to the right.
- Most of the other responses referenced the GED Test as well.

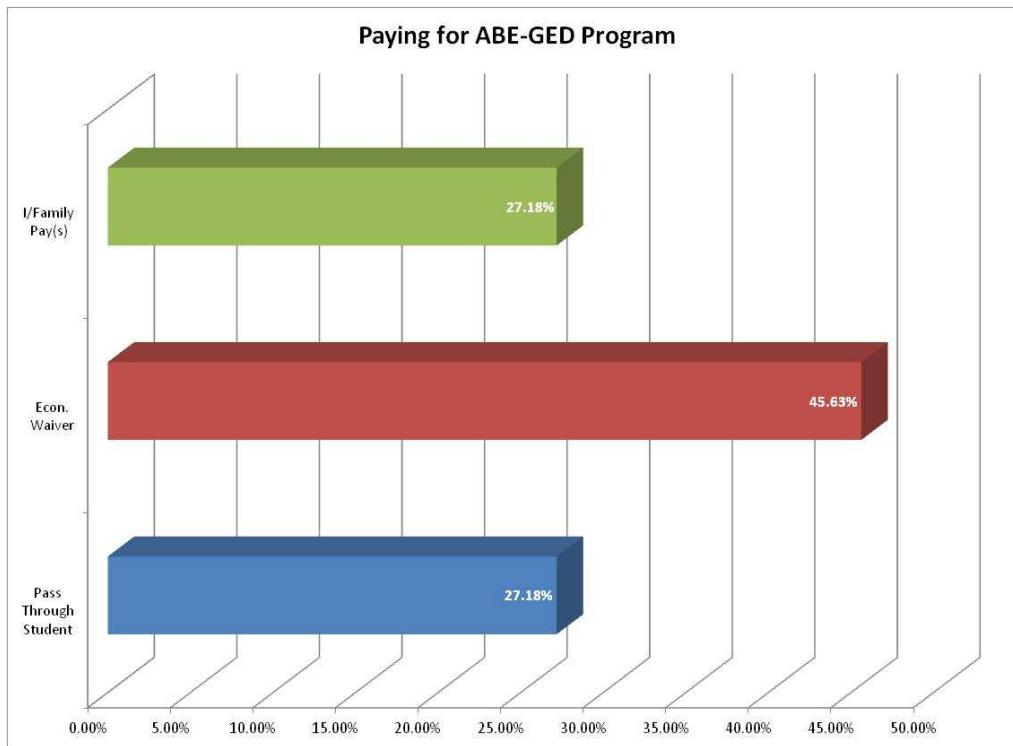
Other Purpose for Attending
I need my GED to be able to go on with college. I want to take a LPN course, and eventually enroll in the nursing program.
It's something i need to prove to my self, and my family i can still do it, despite having a hard time in high school.
Pass the GED test
To get my GED and make my parents proud.
To prepare for a career and have a better future and provide better life style to my family



- Friends and Parents were the most often cited information sources for learning about the ABE-GED program. High school teachers were also often cited. This would indicate that positive word-of-mouth recommendations are very important to the program.

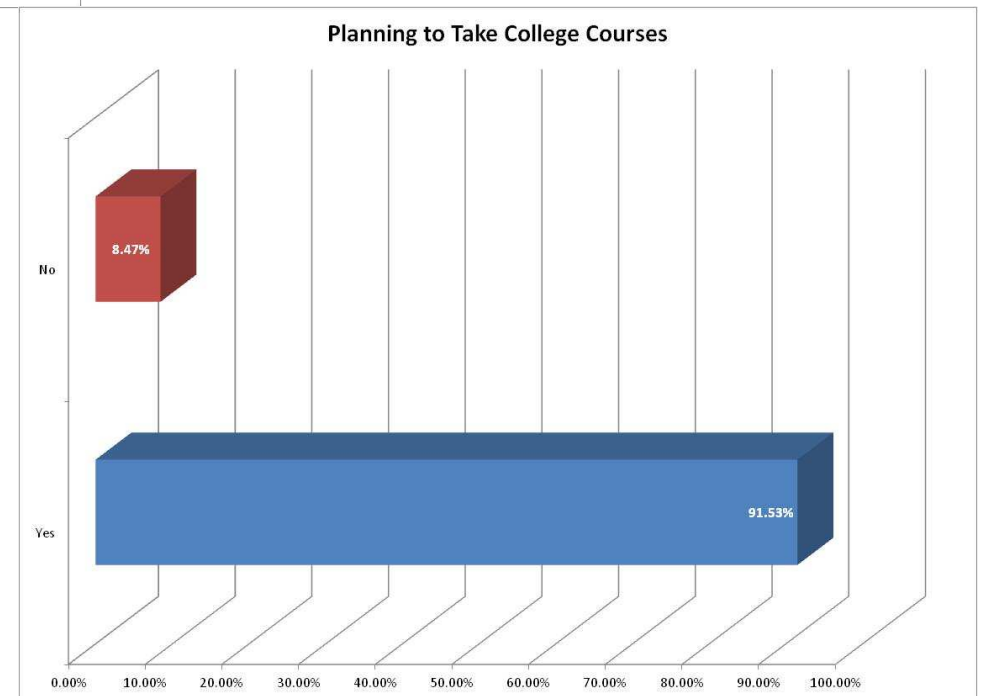
- Students who indicated some other method of hearing about the program were asked to describe the other method. Answers to the follow-up question are provided in the table to the right.
- Most of the other responses were related to research via the internet, walk-ins, and recommendations from other sources.
- Testimonials from successful students should be added to the web site content and any other promotional materials used.

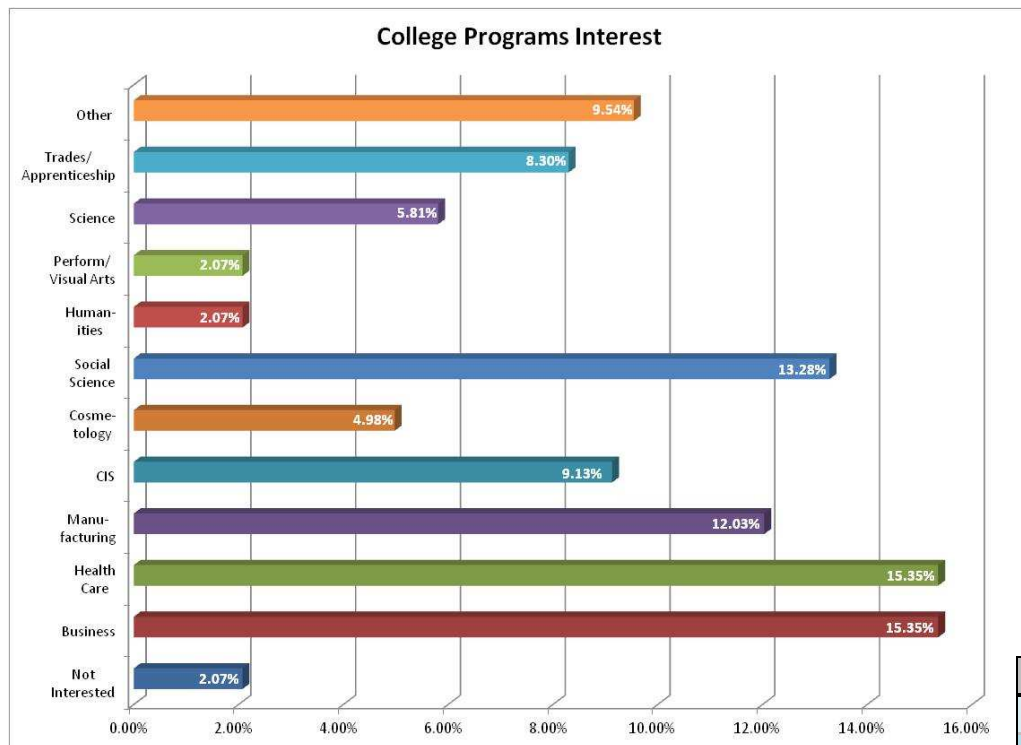
Other Way Of Hearing About MHCC's ABE-GED Program	
Already knew of the course from years ago when i visited mhcc	
Asked college when GED class would begin	
dhs	
El programa hispano	
Flyer	
i came to maywood	
I went to the Mthood webpage.	
Job corps seminar	
Looked it up online	
MHCC Website	
My child	
my old community health nurse	
online	
PO	
por que ase anos savia que daban clases de ged en el colegio	
Previously attended the program	
Research	
school	
self enrichment	
sister	
through a Mt Hood Community College booklet	
walk in	
walked in	
web site	



- Survey respondents were asked how they were paying for the ABE-GED Program. Almost half of respondents (45.63%) indicated they had received and economic waiver to pay for the ABE-GED education.
- An equal portion of respondents indicated either they / their family was paying for the program or they were a Pass Through Student.

- When asked if they were planning on taking college-level courses when they completed the ABE-GED Courses, an overwhelming majority of respondents (91.53%) indicated they were planning to continue.



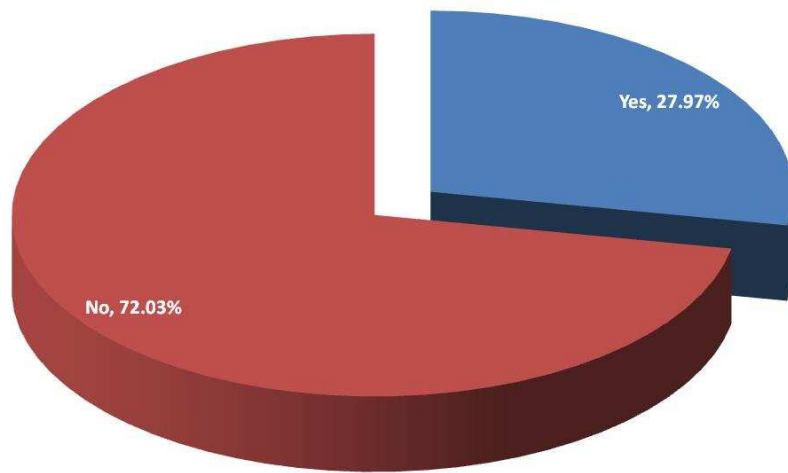


- Students who indicated some other college program were asked to identify that program. Answers to the follow-up question are provided in the table to the right.
- Early Childhood Education was the most often cited program in the open-ended question. Hospitality and Engineering were also cited by multiple respondents.

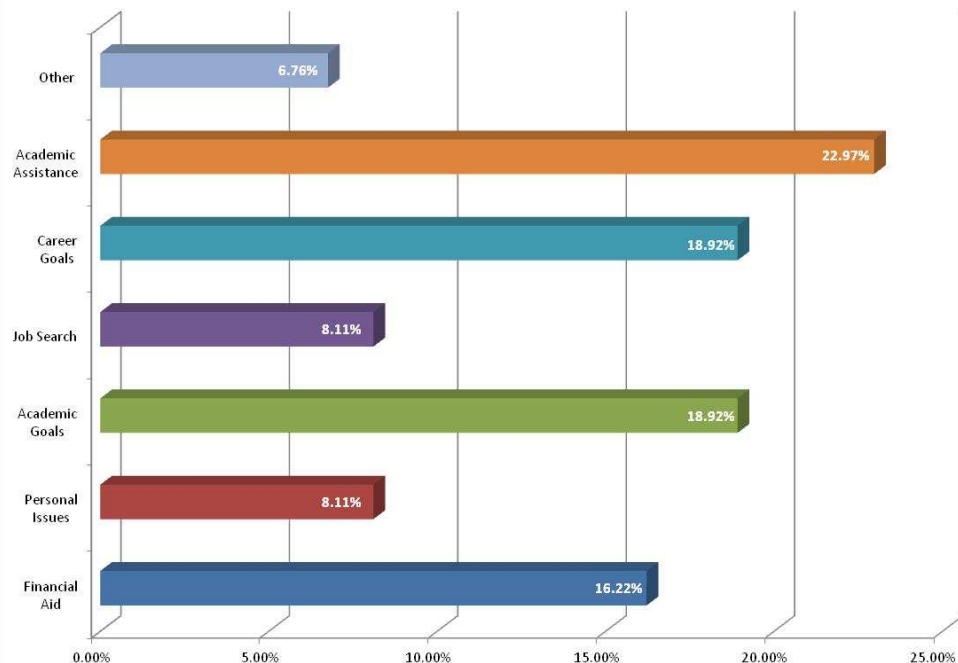
- For students that indicated they were planning on continuing with College Courses after completing the ABE-GED Program, they were asked to identify programs they were interested in.
- Business and Health Care were the two most often cited college programs that ABE-GED Students were interested in.
- Social Sciences and Manufacturing were the third and fourth most often cited programs (respectively).

Other Career/Academic Areas of Interest
artitec
catering
civil engineering
contabilidad oh secretaria
Culinary arts
Early Childhood Education
early childhood education
early childhood education
Engenieria en computacion.
fashion/art
Food
Forest department
Hospitality and Tourism Manegment
Hospitality Management
i don't know yet
pysical education
small business, accounting
to work at a story
translator
Vet. Tech

Did you Recieve Support from the ABS Student Resource Specialist?



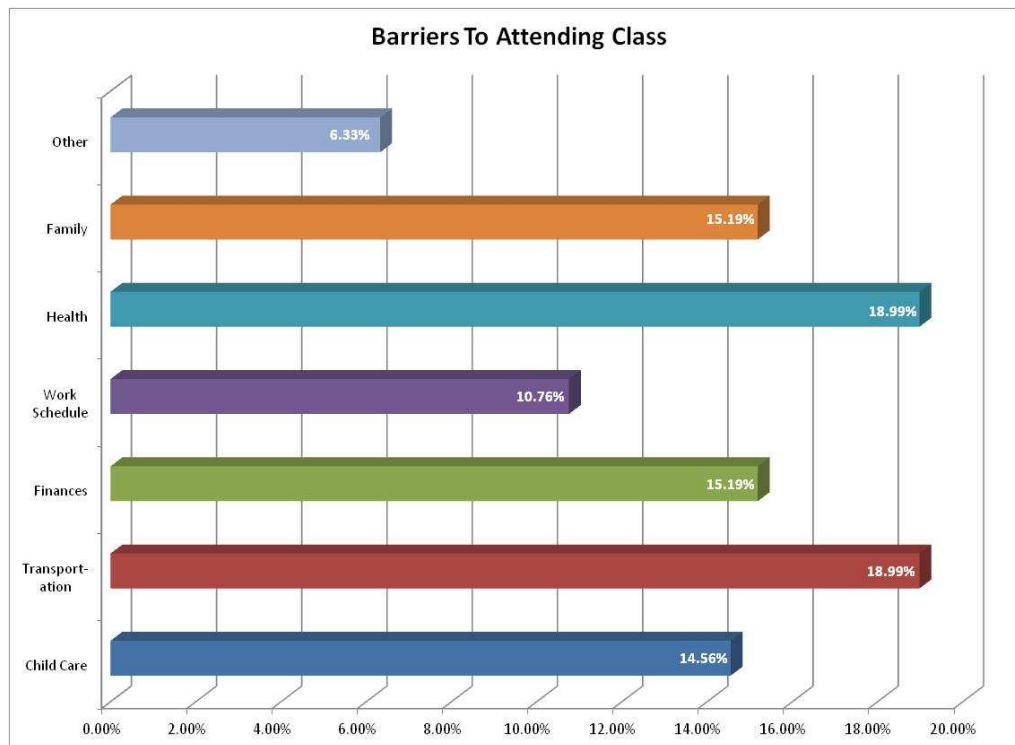
Reasons for Visiting the ABS Student Resource Specialist



- Over a quarter (27.97%) of respondents indicated they had received support from the ABS Student Resource Specialist.
- The most common reason for visiting the ABS Student Resource Specialist was for Academic Assistance; 22.97% of respondents identified Academic Assistance as the reason for visiting.
- Goals (both Career and Academic) had an equal proportion of respondents (18.92%) indicating this was the reason for their visit and were the second most often cited reasons for visiting the specialist.
- Assistance with Financial Aid was also a common reason for visiting; 16.22% identified Financial Aid as a reason for visiting.
- The table below provides responses to the follow-up question for respondents indicating the visited the ABS Student Resource Specialist for some other reason.

Other Reason For Visiting the ABS Student Resource Specialist

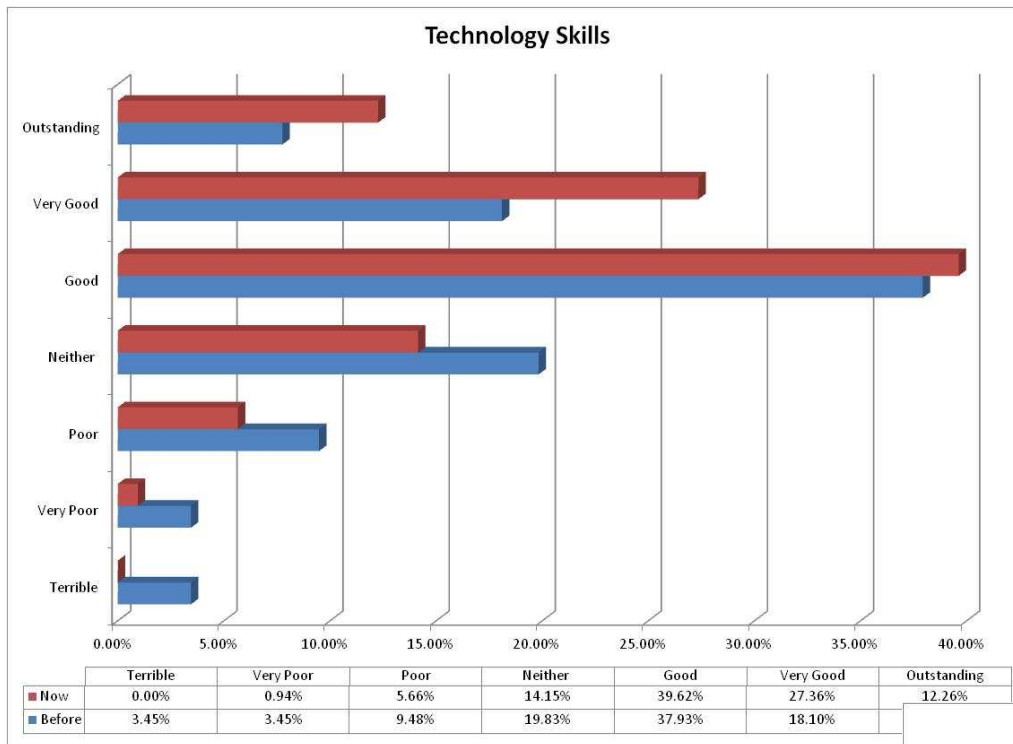
Bus pass
ged test
I need help finding work that i can have a set schedule, with good pay, so i can pay my bills while still going too school. With the job i have now, its too hard. Im afraid too get fired.
transportation
want to get it over before the end of this year



- Transportation and Health were the most commonly cited barriers ABE-GED students face when it comes to Attending Class. Almost nineteen percent (18.99%) identified these two barriers.
- Family and Finances were the next two most often cited barriers. Over fifteen percent (15.19%) identified these two barriers.
- Child care was close behind the Family and Finances barriers. Over fourteen percent (14.56%) identified Childcare as a barrier.

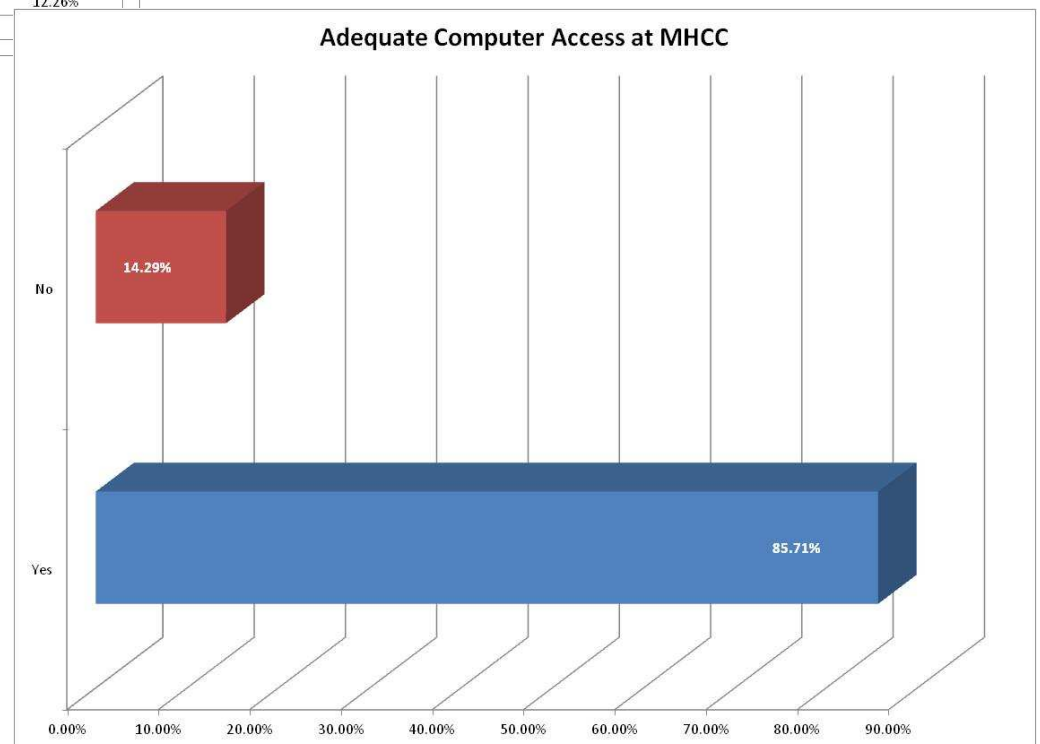
- Students who indicated some other barrier to attending class were asked to identify that barrier. Answers to the follow-up question are provided in the table to the right.
- It appears that work related issues (schedule and pay) were the most commonly cited other barriers to attending class.

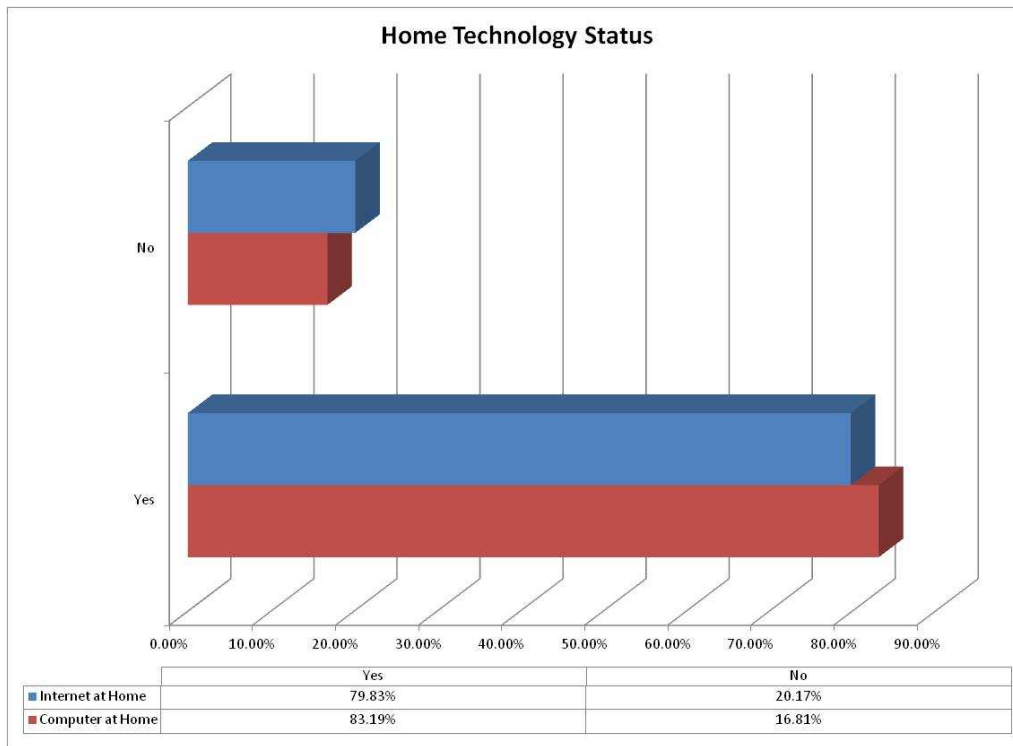
Other Barriers to Attending Class	
I have a family, and sometimes i need to be with them for various reasons.	
I started to fall behind in a class of mines, so i got alittle discouraged. I miss some days, but then i realized this wasnt the way to go about this situation, i really need some help. so the next day i sat down and had a talk with my teacher the next da	
I work over 48 hours a week. i have a hard time making ends meet with my low income even though i work so much, i dont get much time to do home work . pluse my boss dosnt want me too go to school.	
Iv made it to GED classs I'm worried about continuing as single mom no money none	
Que estoy en busca de un trabajo fultime para sovrevir, porque solamente estoy trabajando 11 horas por semana. y no es suficiente.	
wages	
weather	
work but only on monday and wednsdays	



- Students were asked to rate their technology skills before starting the ABE-GED program and to rate their skills at the present time.
- All data indicate the ABE-GED program has a positive impact on technology skills.
- Both the Very Good and Outstanding categories saw substantial increases between before starting the program and now.

- An overwhelming majority (85.71%) of ABE-GED respondents indicated that MHCC provided adequate computer access.
- However, almost fifteen percent (14.29%) indicated they did not have adequate access to computers.



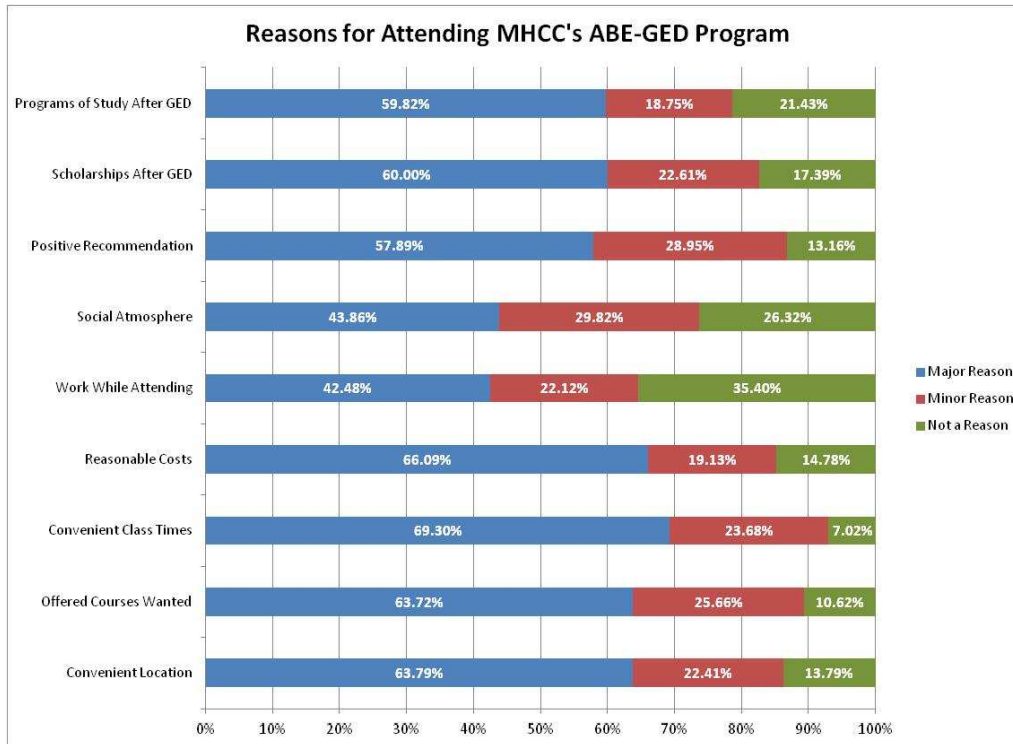


- ABE-GED students were asked if they had access to a computer at home and whether they had Internet available at home.
- Over eighty percent (83.19%) of respondents indicated they had access to a computer in their home.
- Almost eighty percent (79.83%) indicated they had Internet access at home.



Reasons for Attending

**MHCC Student Satisfaction Survey
– ABE-GED Version**



- Students were asked to rate nine different reasons for attending MHCC's ABE-GED Program by indicated whether each was a Major, Minor, or Not a Reason for attending.
- Convenient Class Times had more students rate it as a major reason than any other in the list; 69.30% of respondents indicated this was a major reason for attending.
- Reasonable Costs, Convenient Location, and Offered Courses Wanted were the next most often cited reasons for attending MHCC's ABE-GED Program. Each of these reasons had over sixty percent of respondents indicating it was a major reason

- The formula to the right was used to calculate rank scores for each of the reasons for attending.
- The top four highest ranked reasons were the same as the chart analysis above.
- Interestingly, the Positive Recommendation reason was ranked fifth. This reinforces earlier analysis related to how students heard about the program (Page 11 of the report). Positive word-of-mouth is an inexpensive and influential factor in getting potential students to consider the program.

Formula for Calculating Rank Scores

$$\text{Score} = ((\% \text{ Major Reason} * 1) + (\% \text{ Minor Reason} * .5) + (\% \text{ Not A Reason} * 0)) * 100$$

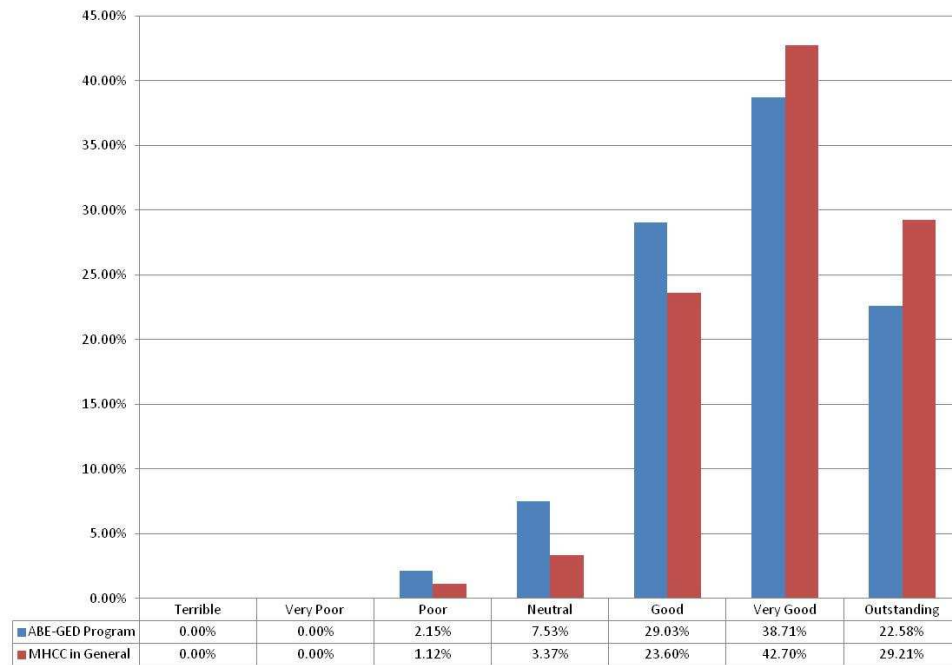
Reason for Attending	Score	Rank
Convenient Class Times	81.14	1
Offered Courses Wanted	76.55	2
Reasonable Costs	75.65	3
Convenient Location	75.00	4
Positive Recommendation	72.37	5
Scholarships After GED	71.30	6
Programs of Study After GED	69.20	7
Social Atmosphere	58.77	8
Work While Attending	53.54	9



ABE-GED Overall Student Satisfaction

MHCC Student Satisfaction Survey – ABE-GED Version

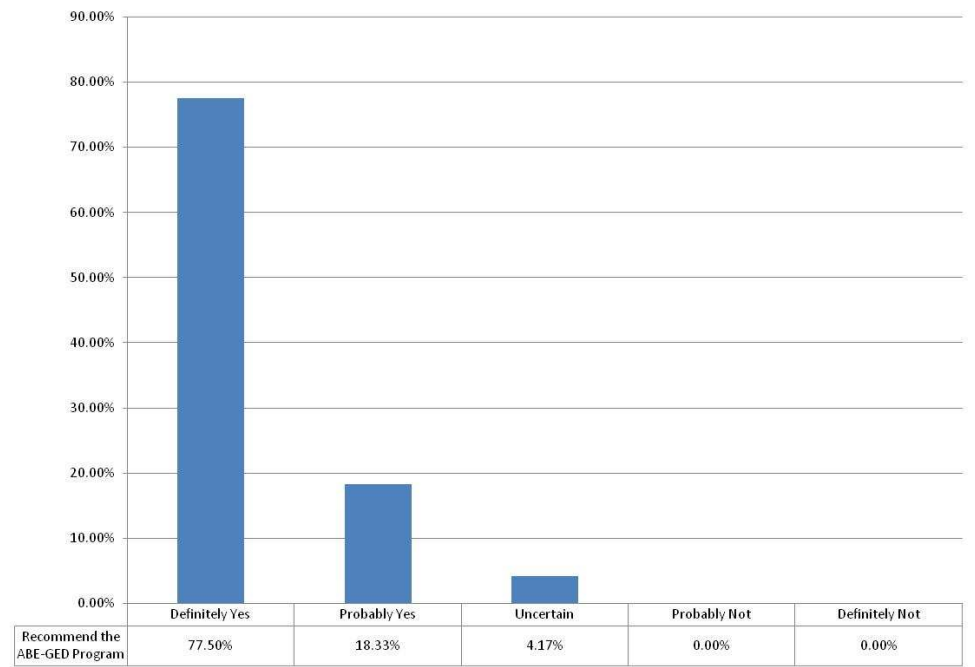
Overall Satisfaction with the ABE-GED Program and MHCC in General



- Students were asked to rate their overall satisfaction with the ABE-GED Program and MHCC in general on a seven-point scale ranging from “Terrible” to “Outstanding.”
- MHCC in general was rated higher than the ABE-GED Program specifically.
- Both the ABE-GED Program and MHCC in general were rated very positively. Over ninety percent (90.32%) of students marked the ABE-GED Program as “Good” to “Outstanding”; MHCC in general was rated “Good” to “Outstanding” by 95.51% of respondents.

- Students were asked how likely they were to Recommend the ABE-GED Program to others on a five-point scale from “Definitely Yes” to Definitely Not.”
- Over three quarters (77.50%) of respondents indicated they would definitely recommend the program.
- No respondents indicated they would not recommend the program.

Recommend the ABE-GED Program





ABE-GED 2012-13 Student Satisfaction

MHCC Student Satisfaction Survey – ABE-GED Version

20 Items Fall Into 4 Themes

1) Registration/Getting Started

Four Items

2) Learning Support

Seven Items

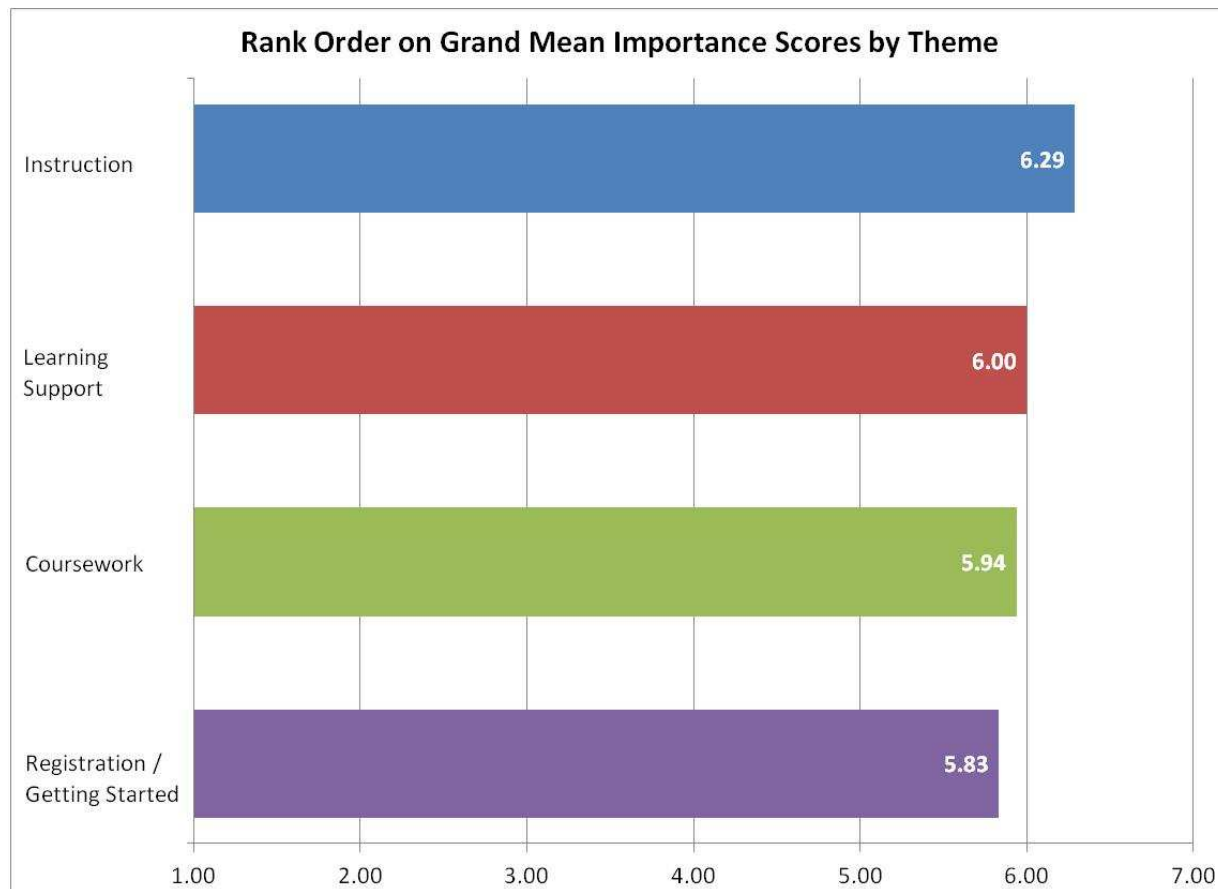
3) Instruction

Five Items

4) Coursework

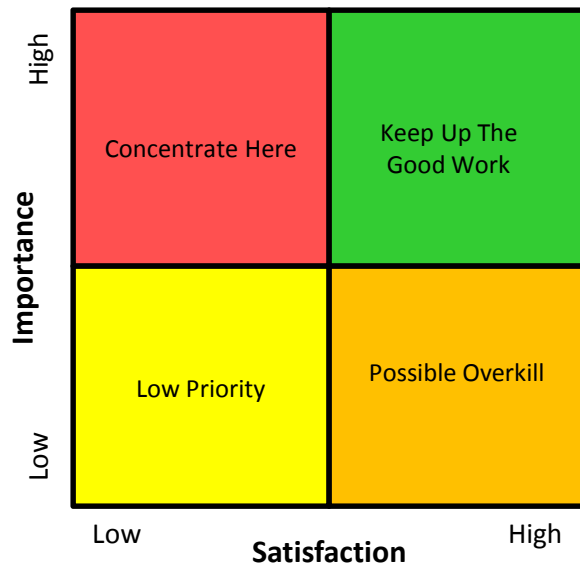
Four Items

Importance of Thematic Areas



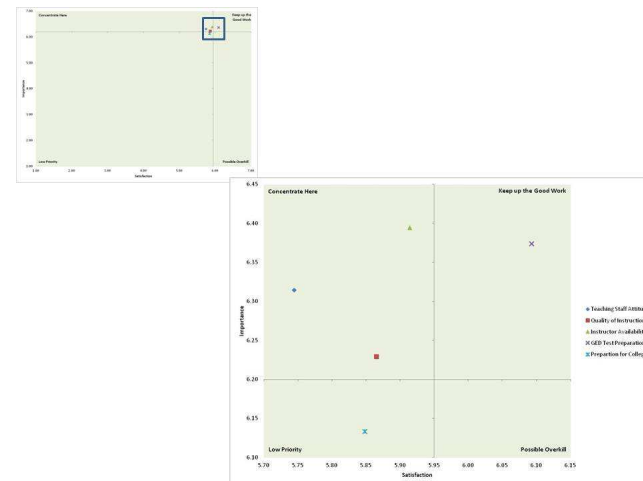
- Asking respondents to rate the importance of each of the items within the thematic areas allows for rank comparisons of the themes. A grand mean importance score was calculated using all the items within each theme.
- The chart to the right provides the rank order on Mean Importance Scores for the themes. Items in “Instruction” were ranked the most important theme to student satisfaction. The “Registration / Getting Started” theme was the least important.
- The mean score for the Instruction theme was substantially higher (almost 0.30) than the next highest rated them.

Importance/Satisfaction



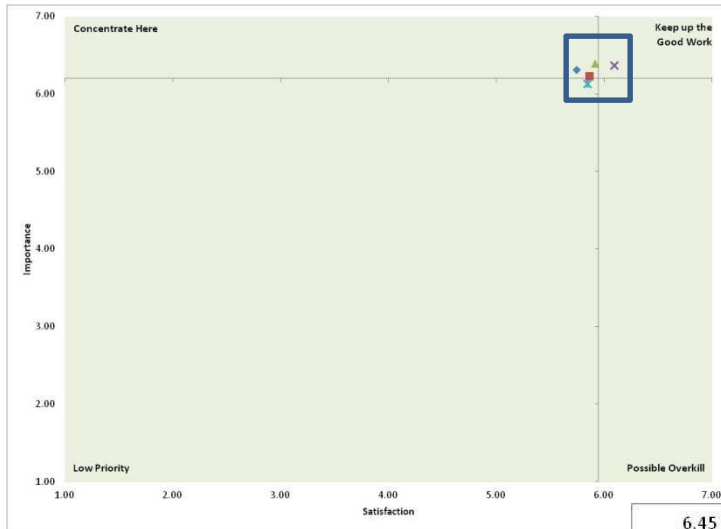
- ABE-GED student satisfaction was assessed using a two question format. Respondents were asked how important each item was then how satisfied they were with the item. This allows for an Importance/Satisfaction Plot. Importance is plotted on the vertical (Y) axis and Satisfaction is plotted on the horizontal (X) axis. The plot area is divided into four quadrants. Items identified as high importance and high satisfaction fall into the “Keep Up The Good Work” quadrant. Items with high importance and low satisfaction scores fall into the “Concentrate Here” quadrant. Low importance and high satisfaction items fall into the “Possible Overkill” quadrant. Finally, low importance and low satisfaction items fall into the “Low Priority” quadrant.
- For each of the four themes, an Importance/Satisfaction Plot was created. Grand Mean Importance and Satisfaction scores were calculated for each of the four themes (the mean importance/satisfaction score for all items associated with that theme) to determine where the X and Y Axes should intersect. The placement of the intersect point is an arbitrary decision. Once the scores were plotted for each item in a theme, the results were reviewed and the axes were adjusted for items that fell on or close to one or both of the Importance and Satisfaction Axes.

- For each theme, two Importance/Satisfaction Plots are presented. The first – smaller chart – provides the entire plot area (presents where the points fall on the entire seven point scale). This plot provides the relative size of each of the quadrants. The second – larger chart – provides a blowout of the smaller focusing on the level of detail required to capture all the points within the theme. It should be noted that scales on the larger Importance/Satisfaction Plots vary from theme to theme.
- These plots allow for a review of items relative to others within the theme. Comparisons of items individually are provided in the Gap Analysis later in this report.

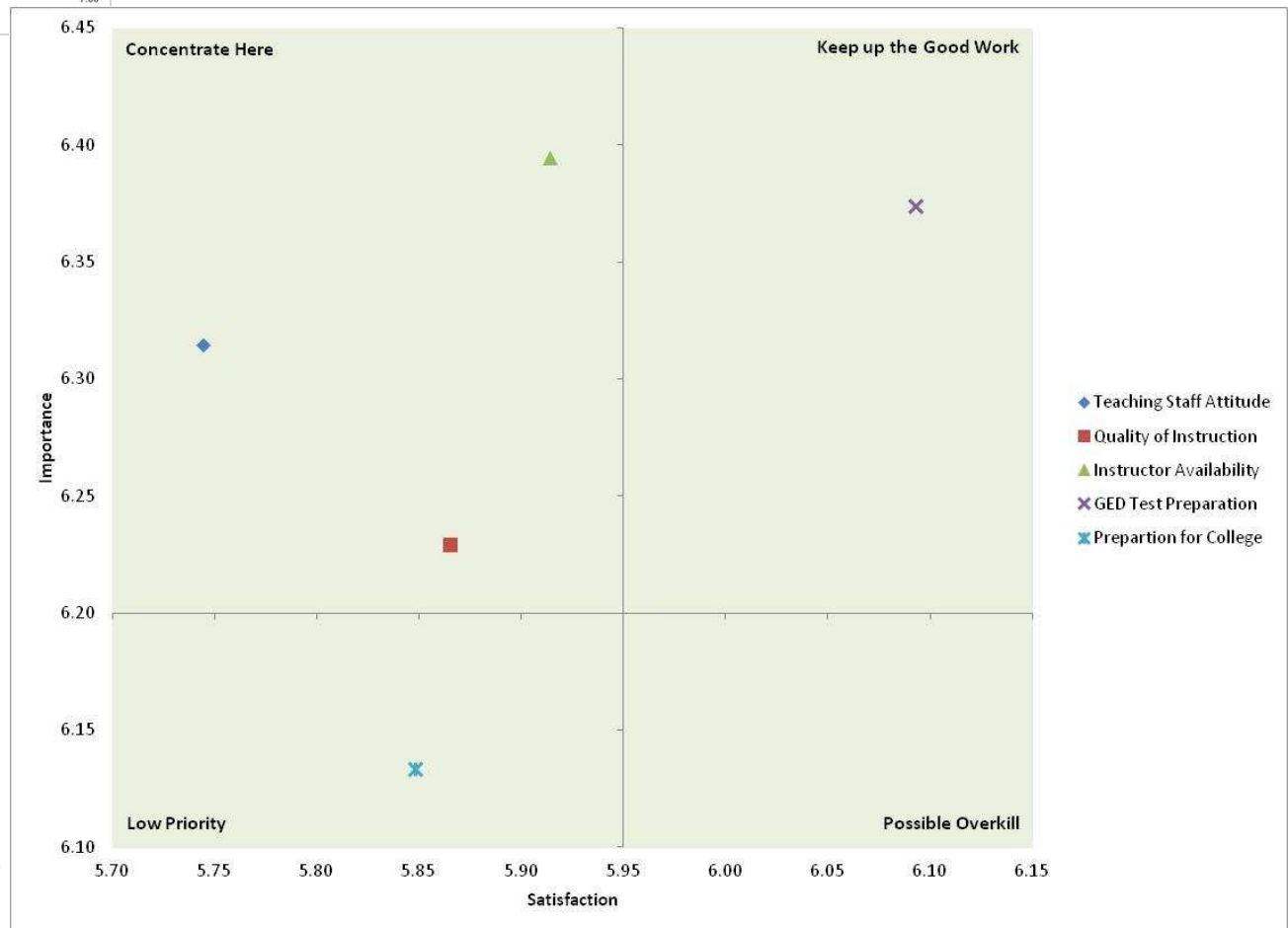


Instruction

- 5 Items:
 - Quality of instruction
 - Availability of your instructors
 - Attitude of the teaching staff toward students
 - Preparation you are receiving for the GED Test
 - Preparation you are receiving to enter college courses

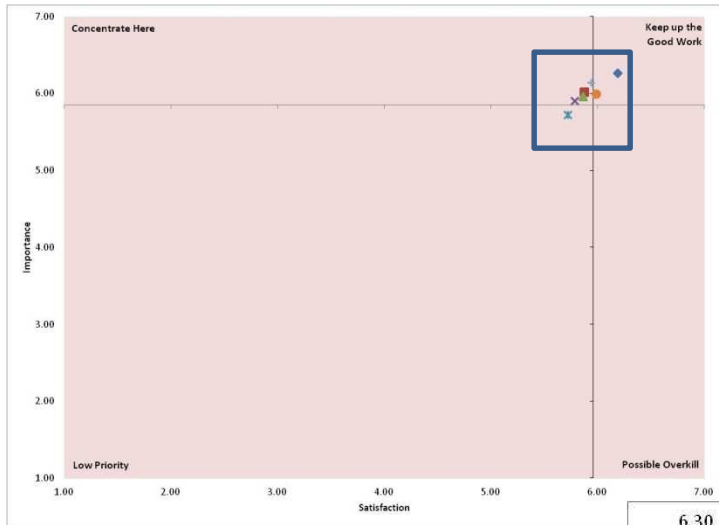


- **Concentrate Here:** (3 Items)
 - Teaching Staff Attitude
 - Quality of Instruction
 - Instructor Availability
- **Keep up the Good Work:** (1 Items)
 - GED Test Preparation
- **Low Priority:** (1 Item)
 - Preparation for College
- **Possible Overkill:** (0 Items)
- All items in the Concentrate Here Quadrant relate directly to faculty. It appears students are not satisfied with ABE-GED instructors. Instructor availability was the most important item in this theme. Focus on instructor service delivery and availability would improve satisfaction within the theme.
- Students are happy with the preparation they are receiving for the GED test.
- Preparation for college is a low priority for respondents. This may indicate that they are not thinking about it as the work towards their GED.

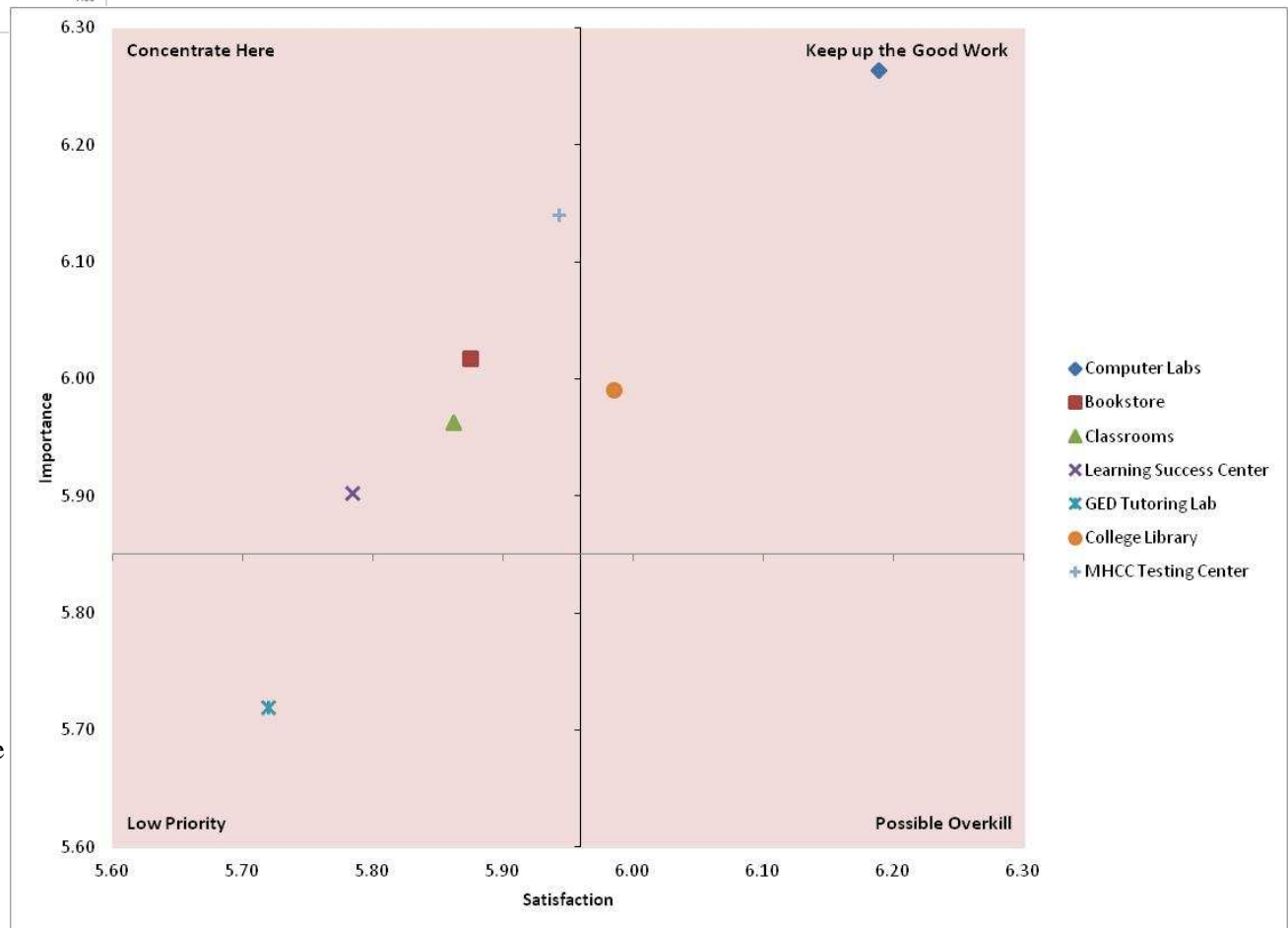


Learning Support

- 7 Items:
 - Computer Labs
 - Bookstore
 - Classroom facilities
 - Learning Success Center (College Tutoring Center)
 - GED Tutoring Lab
 - College Library
 - MHCC Testing Center

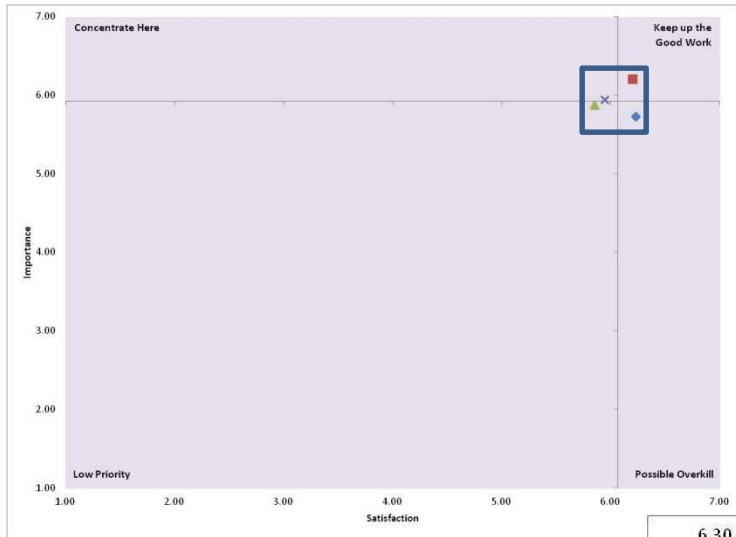


- **Concentrate Here:** (4 Items)
 - MHCC Testing Center
 - Bookstore
 - Classroom Facilities
 - Learning Success Center
- **Keep up the Good Work:** (2 Items)
 - College Library
 - Computer Labs
- **Low Priority:** (1 Item)
 - GED Tutoring Lab
- **Possible Overkill:** (0 Items)
- The MHCC Testing Center, The Bookstore, Learning Success Center, and Classrooms are areas to focus on within the Learning Support Theme.
- Interestingly the GED Tutoring Lab fell into the Low Priority quadrant. Students rated the Learning Success Center higher in importance (and satisfaction).

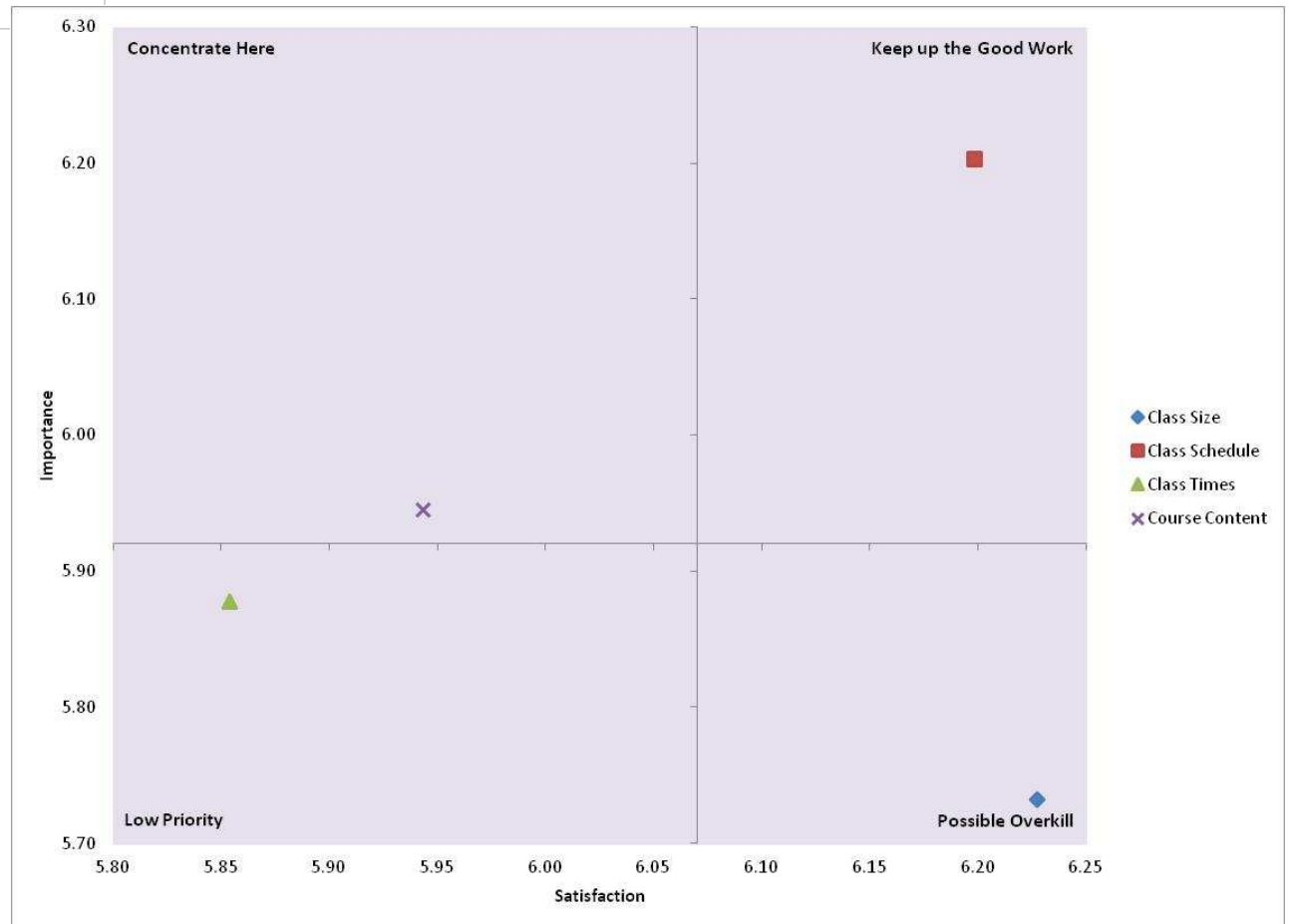


Coursework

- 4 Items:
 - Class Size
 - Availability of the courses you want at the times you can take them
 - Content of your courses
 - Class Schedule

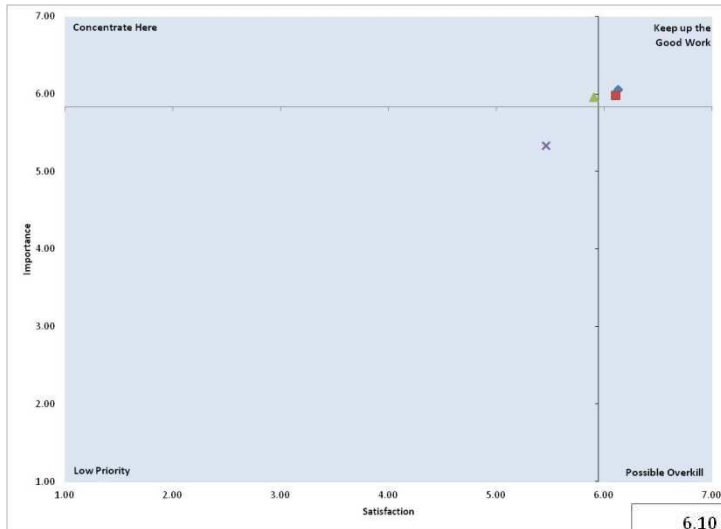


- **Concentrate Here:** (1 Item)
-Course Content
- **Keep up the Good Work:** (1 Item)
-Class Schedule
- **Low Priority:** (1 Item)
-Class Times
- **Possible Overkill:** (1 Item)
-Class size
- Course content was the only item in the Coursework theme to fall in the Concentrate Here quadrant.
- ABE-GED students appear to be very satisfied with the Class Schedule and class size (although it's the least important of the items in this theme).

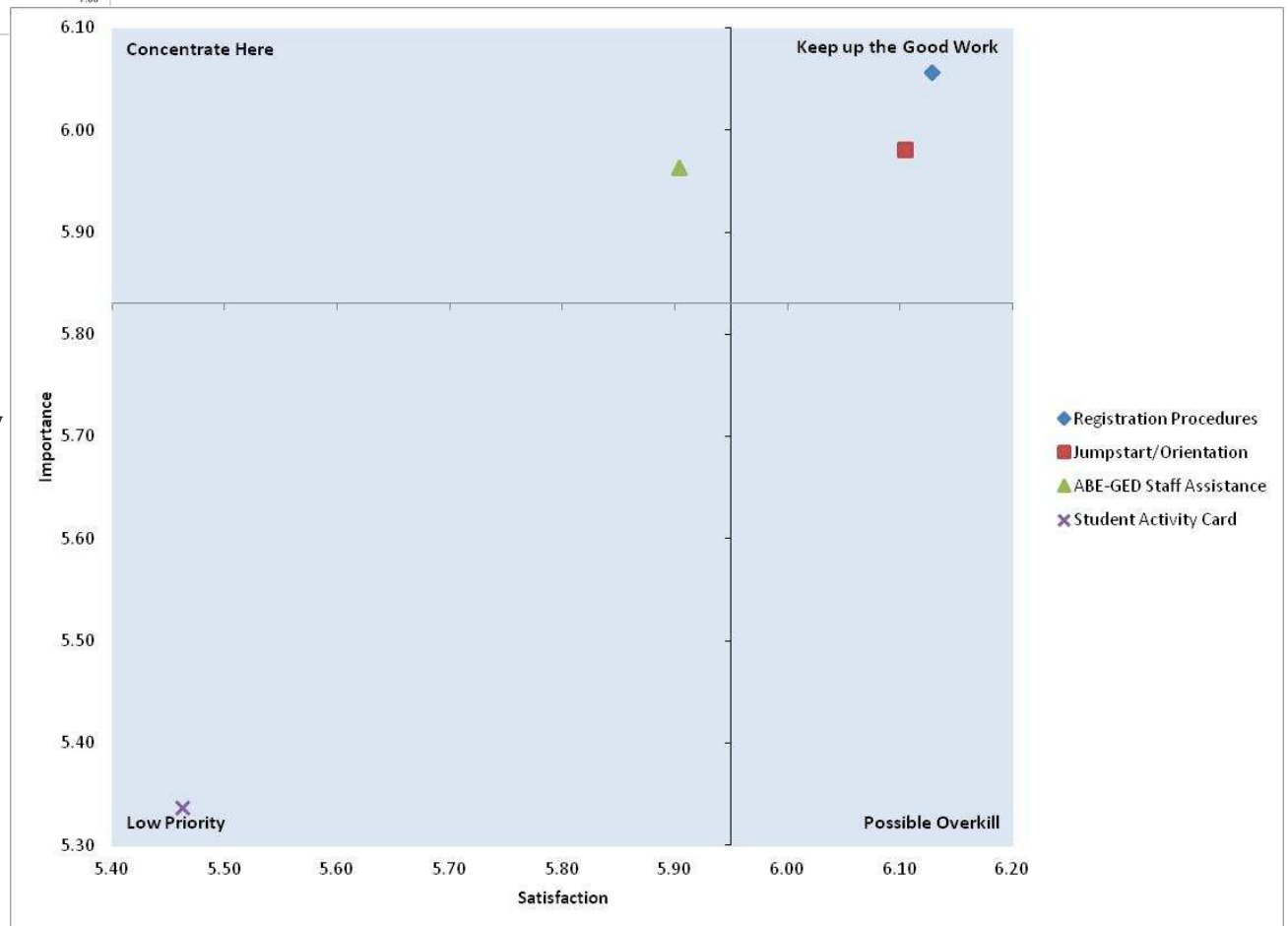


Registration / Getting Started

- 4 Items:
 - Registration Procedures
 - Jumpstart/Orientation Procedures
 - Assistance provided by ABE-GED Office Staff
 - Student Activity Card (getting it & using it)



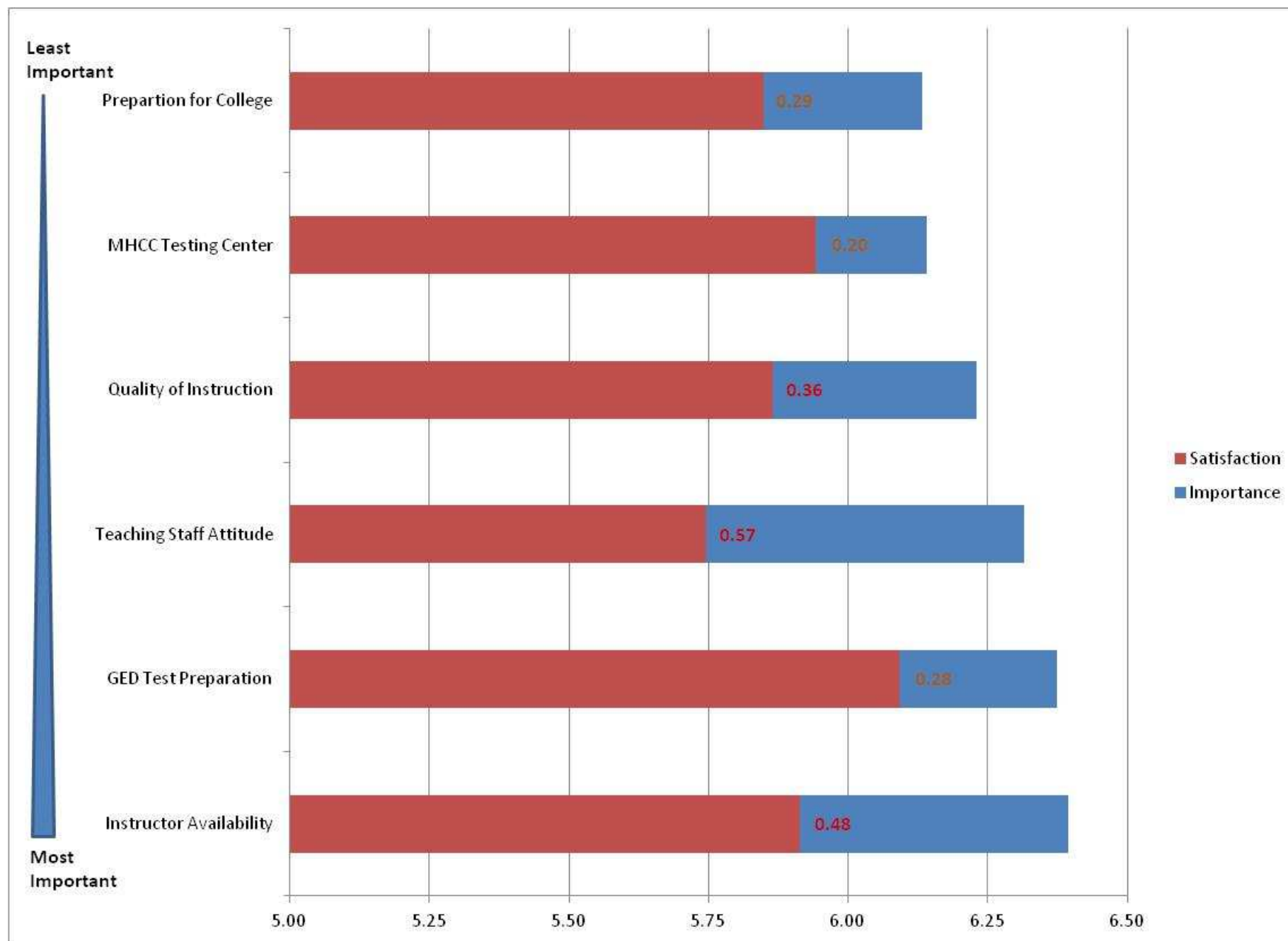
- **Concentrate Here:** (1 Item)
-ABE-GED Staff Assistance
- **Keep up the Good Work:** (2 Items)
-Registration Procedures
-Jumpstart/Orientation
- **Low Priority:** (1 Item)
-Student Activity Card
- **Possible Overkill:** (0 Items)
- Assistance from ABE-GED Staff was the only item in this theme to fall into the Concentrate Here quadrant.
- Students are satisfied with the Registration Procedures and Orientation.
- The Student Activity Card obtained a very low importance and satisfaction scores relative to the other items in this theme.



Importance/Satisfaction Gap Analysis

Item	Importance	Satisfaction	Gap
Instructor Availability	6.39	5.91	0.48
GED Test Preparation	6.37	6.09	0.28
Teaching Staff Attitude	6.31	5.74	0.57
Computer Labs	6.26	6.19	0.08
Quality of Instruction	6.23	5.87	0.36
Class Schedule	6.20	6.20	0.01
MHCC Testing Center	6.14	5.94	0.20
Preparation for College	6.13	5.85	0.29
Registration Procedures	6.06	6.13	-0.07
Bookstore	6.02	5.88	0.14
College Library	5.99	5.99	0.01
Jumpstart/Orientation	5.98	6.10	-0.12
Classrooms	5.96	5.86	0.10
ABE-GED Staff Assistance	5.96	5.90	0.06
Course Content	5.95	5.94	0.00
Learning Success Center	5.90	5.78	0.12
Class Times	5.88	5.85	0.02
Class Size	5.73	6.23	-0.50
GED Tutoring Lab	5.72	5.72	0.00
Student Activity Card	5.34	5.46	-0.13

- An alternative method of examining the Importance / Satisfaction data is to look at the gaps between mean importance and mean satisfaction. The table to the left lists the twenty items ordered by their mean importance scores. Differences between mean importance scores and mean satisfaction scores that exceed .30 are highlighted in red. Gaps between .20 and .29 are highlighted in orange.
- All six of the items with excessive gaps are among the top eight most important items (highlighted in red / orange).
- All items in the Instruction Theme were identified as having excessive gaps.
- The three items with gaps that exceed .30 (highlighted in red) are associated with ABE-GED Teaching Staff.
- The chart on the following page provides the six items with gaps of .20 or greater.





Conclusions / Recommendations

MHCC Student Satisfaction Survey – ABE-GED Version

Conclusions / Recommendations

- This survey was the first administration of a satisfaction assessment designed specifically for ABE-GED students. In order to get the survey administered in the same timeframe as the credit student satisfaction survey, the department was somewhat rushed in putting it together. As a result, there were a lot of questions asked that may have been more appropriate in another setting. Additionally, a large portion of the satisfaction items were omitted (the sixty seven items in the credit student version were paired down to twenty). A review of the current survey with ABE-GED Department representatives is warranted to assure that it is capturing all components of the ABE-GED student experience.

Survey Descriptive Questions

- A number of the questions asked in this portion of the survey were available from other sources or may have been more appropriate to capture in a different survey activity. There were two questions that shed light on the ABE-GED student experience and worth mentioning.
 1. “How did you hear about MHCC’s ABE-GED Program?”

This question provided valuable insight into how students learn about the program and, perhaps, why they decided to pursue the ABE-GED program. The majority of respondents indicate Friends and/or Family information sources. High school teachers was also mentioned often. This would indicate that positive word of mouth is extremely influential in getting potential students to enroll in the program.
 2. “Have you faced any of the following barriers that have made it difficult for you to attend class regularly?”

Primary barriers to attending class for ABE-GED students are transportation and health related. Financial issues, Family Situations, and Child Care were also often cited barriers. Strategies to address these issues should be examined to help reduce or eliminate them for students.

Reasons for Attending Data

- ABE-GED students main reasons for attending were similar to credit students.
 - Convenience (both course times and location), course content (offered courses desired), and costs were the top for main reasons for attending MHCC’s ABE-GED program.
 - Positive recommendations about the program and/or instructors was more influential to the ABE-GED students than their credit student counterparts. It appears these students are more likely to need to hear that they can obtain their GED. Positive word of mouth about the program may be the most influential strategy for increasing ABE-GED enrollment. Communication strategies should focus on getting current (and former) ABE-GED Students to promote the program. Additionally, testimonials from ABE-GED students should be obtained and used both in web content and other promotions materials.

Conclusions / Recommendations

Overall Satisfaction

- Overall, ABE-GED Students were very satisfied with the program. Over ninety percent (90.32%) indicated the ABE-GED program was “Good,” “Very Good,” or “Outstanding.” Over ninety five percent (95.51%) indicated MHCC in general was “Good,” “Very Good,” or “Outstanding.”
- When asked if they would recommend MHCC’s ABE-GED program, over three quarters indicated they would “Definitely Recommend” the program. An additional eighteen percent (18.33%) indicated they would “Probably Recommend” the program. As indicated positive word of mouth is influential for increasing enrollment. Increasing these percentages is worthwhile.
- None of the respondents indicated they would not recommend the program.

Satisfaction 2012-13

- The satisfaction assessment has twenty items that address four themes related to the college experience. Asking students to rate the importance of each item allowed for a rank of the themes based on overall importance scores. Instruction was rated the most important theme by ABE-GED students. Learning Support was ranked second most important. Coursework was ranked third. Registration/Getting Started was the least important of the four themes.
- Two methods were used to assess satisfaction with the twenty items: (1) Importance/Satisfaction Plots and (2) Gap Analysis. The Importance/Satisfaction Plots look at items within themes and provides an analysis of items relative to the others within that theme. Gap Analysis looks at the items individually and simply calculates a gap by subtracting the mean satisfaction score from the mean importance score.

Conclusions / Recommendations

Satisfaction 2012-13 Continued

Importance/Satisfaction Plots

(Items with high importance low satisfaction scores)

- *Instruction*
 - Instructor Availability*
 - Teaching Staff Attitude*
 - Quality of Instruction*
- *Coursework*
 - Course Content
- *Learning Support*
 - Bookstore
 - Classrooms
 - Learning Success Center
- *Registration/Getting Started*
 - ABE/GED Staff Assistance

Gap Analysis

(Items where Importance Exceeded Satisfaction by .80 or more)

- *Instruction*
 - Instructor Availability* (Imp = 6.39 / Sat = 5.91 / Gap = 0.48)
 - GED Test Preparation (Imp = 6.37 / Sat = 6.09 / Gap = 0.28)
 - Teaching Staff Attitude* (Imp = 6.31 / Sat = 5.74 / Gap = 0.57)
 - Quality of Instruction* (Imp = 6.23 / Sat = 5.87 / Gap = 0.36)
 - Preparation for College (Imp = 6.13 / Sat = 5.85 / Gap = 0.29)
- *Learning Support*
 - MHCC Testing Center (Imp = 6.14 / Sat = 5.94 / Gap = 0.20)

* Indicates items that appeared in both analyses.

- The Importance/Satisfaction Charts revealed a number of items that individual areas can focused on to improve overall satisfaction with MHCC and the ABE-GED Program.
- Looking at both the Importance/Satisfaction Charts in conjunction with the Gap Analysis reveals the improvements with the Instruction theme would have the greatest impact on overall satisfaction. All items in this theme appeared in one or both the Importance/Satisfaction and Gap Analyses. In particular the items associated with teaching staff appeared in both analyses and are among the most important items contributing to overall satisfaction.



Appendix A: Survey Screenshots

MHCC Student Satisfaction Survey – ABE-GED Version

Qualtrics Survey Software x ABE-GED Student Satisfac x

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MT HOOD
COMMUNITY COLLEGE

Welcome to the Mt. Hood Community College (MHCC) Adult Basic Skills Program Student Satisfaction Survey!

The Adult Basic Skills Program conducts this satisfaction assessment every year. The information we learn from the survey is very important to help us:

- Determine how well we are offering services to our current students.
- Determine areas for improvement.
- Use our existing resources to address the needs and concerns of our students.

Your honest responses are invaluable for our planning and improvement efforts. Your answers to the survey are strictly confidential. Results of the survey are only reported in combination with all other responses, your responses will never be directly associated to you.

The survey takes about 10 minutes to complete. When you are done, you will be entered into a drawing for prizes from the MHCC Bookstore, 1 of 4 \$25 Prepaid Visa Cards, and the Grand Prize, a Wii Game Console!

Thank you in advance for taking the time to complete this vital survey!

Portions of this survey have been adapted from The American College Testing Program's (ACT) Student Opinion Survey (Northwest Edition). Copyright ACT, Inc. (© 1996). Used with permission.

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MT HOOD
COMMUNITY COLLEGE

English

What ABE-GED classes are you enrolled in this term?
(Please check all that apply)

☐ Reading

☐ Writing

☐ Math

☐ College & Career Awareness

Which campus are you currently taking ABE-GED classes?
(If taking classes at more than one campus, please indicate your primary campus)

☐ Gresham

☐ Maywood

☐ Bruning Center

Including this term, how many terms have you been enrolled in the ABE-GED Program?

☐ 1 Term

☐ 2 Terms

☐ 3 Terms

☐ 4 Terms

☐ 5 or More Terms

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English ▾

For what purpose did you enter the ABE-GED Program?
(Please check all that apply)

☐ Improve skills in general

☐ Explore career options

☐ Pass the GED test

☐ Prepare for work

☐ Prepare to go to college

☐ Fulfill court or social services (DHS) requirements

☐ Fulfill parental/guardian requirements

☐ Fulfill job requirements

☐ Personal Enrichment

☐ Other

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MT. HOOD
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English ▾

Which of the following was true for you at the time you first entered the ABE-GED Program?

☐ I entered the program directly after leaving high school

☐ I entered the program after being out of school for 1-2 years

☐ I entered the program after being out of school for 3-5 years

☐ I entered the program after being of school for 6-10 years

☐ I entered the program after being of school for 11 or more years

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English ▾

How did you hear about the ABE-GED Program at MHCC?
(Please check all that apply)

☐ Parents or relative

☐ High school teacher or counselor

☐ Friends

☐ Project YESS

☐ Worksource

☐ Employer

☐ Community-based organization (i.e. Human Solutions, IRCO, etc.)

☐ Multnomah County Library

☐ Other

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English

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Which of the following is true for you at the current time?

☐ I am a pass-through student (my high school is paying for my classes and my GED Test)

☐ I have gotten an economic waiver to pay for my classes

☐ I/my family is paying for my classes

Do you plan to take any courses at MHCC after you finish your ABE-GED classes?

☐ Yes

☐ No

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English

What career/academic areas are you interested in?
(Please select all that apply)

☐ Not interested

☐ Business

☐ Health Care (i.e. Nursing, Counseling, Dental Hygiene, etc.)

☐ Manufacturing (i.e. Welding, Machine Tool, Automotive Technology, etc.)

☐ Computer Information Systems (i.e. Web Design, Information Technology, Cyber Security, Game Development, etc.)

☐ Cosmetology

☐ Social Sciences (i.e. Criminal Justice, Psychology, History, etc.)

☐ Humanities (i.e. Writing, Literature, etc.)

☐ Performing & Visual Arts

☐ Science (i.e. Chemistry, Biology, Natural Resources Technology, etc.)

☐ Trades/Apprenticeships (i.e. Electrician, Carpenter, Sheet Metal Worker, Glass Worker, etc.)

☐ Other

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COMMUNITY COLLEGE

English

Listed below are a number of reasons for choosing the MHCC ABE-GED Program. For each reason, please indicate whether it was a Major Reason, Minor Reason, or Not a Reason for choosing MHCC.

	Major Reason	Minor Reason	Not a Reason
Convenient location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offered the courses I wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenient class times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasonable cost of classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could work while attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked the social atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heard positive recommendation about program and/or instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of scholarships for attending MHCC after finishing my GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MHCC offers a specific program of study that I am interested in after I complete my ABE-GED courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Have you received support from the ABS Student Resource Specialist?

☐ Yes

☐ No

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English ▾

Have you faced any of the following barriers that have made it difficult for you to attend class regularly?
(Please select all that apply)

☐ Child care

☐ Transportation

☐ Finances

☐ Work schedule

☐ Health (personal or that of a family member)

☐ Family situation

☐ Other

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English

Please click the response that most closely matches your impressions.

	Terrible	Very Poor	Poor	Neutral	Good	Very Good	Outstanding
What is your overall impression of the quality of education in the ABE-GED Program at MHCC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is your overall impression of MHCC in general?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you knew someone who needed to take ABE-GED classes, would you recommend the ABE-GED Program at MHCC?

☐ Definitely Yes

☐ Probably Yes

☐ Uncertain

☐ Probably not

☐ Definitely not

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English

Listed below are Advising and Registration services available to MHCC ABE-GED students. For each service, first indicate how **important** it is by clicking the choice that most closely matches your impressions. Then click your level of **satisfaction** with the service by clicking the choice in the second column. If you have not used the service, please rate its importance then click the "Not Used" option in the satisfaction column.

	Importance							Satisfaction							
	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Totally Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Satisfied	Totally Satisfied	Not Used
Registration 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jumpstart/Orientation 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance provided by ABE-GED office staff	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activity Card (getting it & using it)	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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MT HOOD
COMMUNITY COLLEGE

English

Listed below are Learning Support services available to MHCC ABE-GED students. For each service, first indicate how **important** it is by clicking the choice that most closely matches your impressions. Then click your level of **satisfaction** with the service by clicking the choice in the second column. If you have not used the service, please rate its importance then click the "Not Used" option in the satisfaction column.

	Importance							Satisfaction							
	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Totally Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Satisfied	Totally Satisfied	Not Used
Computer labs	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Success Center (College tutoring center)	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED Tutoring Lab	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Library	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MHCC Testing Center	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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English

Listed below are Faculty-related elements of your experience in the MHCC ABE-GED Program. For each element, first indicate how **important** it is by clicking the choice that most closely matches your impressions. Then click your level of **satisfaction** with the service by clicking the choice in the second column. If you have not used the service, please rate its importance then click the "Not Used" option in the satisfaction column.

	Importance							Satisfaction							
	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Totally Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Satisfied	Totally Satisfied	Not Used
Attitude of teaching staff toward students	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of your instructors	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation you are receiving for the GED Test	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation you are receiving to enter college courses	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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English

Listed below are Course-related elements of your experience in the MHCC ABE-GED Program. For each element, first indicate how **important** it is by clicking the choice that most closely matches your impressions. Then click your level of **satisfaction** with the service by clicking the choice in the second column. If you have not used the service, please rate its importance then click the "Not Used" option in the satisfaction column.

	Importance							Satisfaction							
	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Totally Unsatisfied	Unsatisfied	Somewhat Unsatisfied	Neutral	Somewhat Satisfied	Satisfied	Totally Satisfied	Not Used
Class size	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses you want at the times you can take them	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of your courses	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please rate your technology/computer skills by clicking the response that most closely matches your perceptions.

	Technology/Computer Skills							
	Terrible	Very Poor	Poor	Neither Poor Nor Good	Good	Very Good	Outstanding	Not Sure
How would you rate your technology/computer skills <u>before taking</u> MHCC ABE-GED classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate your technology/computer skills <u>now</u> (after taking MHCC ABE-GED classes)?	<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 have adequate access to technology/computers while in ABE-GED classes at MHCC?

☐ Yes

☐ No

Do you have a computer at home?

☐ Yes

☐ No

Do you have access to the internet at home?

☐ Yes

☐ No

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Thank you for completing MHCC's ABE-GED Student Satisfaction Survey. Your responses have been recorded and you have been entered into our drawing!

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