

Analysis of the 2010 and 2013 Student Satisfaction Surveys

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Noel-Levitz Student Satisfaction Inventory (SSI)

The SSI was a survey administered to 309 SVCC students in 2010 and 404 SVCC students in 2013. In 2010, the SSI survey was administered by faculty during the late spring semester to students found in their classrooms. In 2013, in an effort to simplify implementation of the survey, the survey was sent to all students using their student email. After 404 students completed the survey, the survey was halted.

In both 2010 and 2013, the students taking the survey were not an exact demographic match of our student population (see Table 1). Therefore, in order to better represent our student population, both data sets were mathematically adjusted to better represent SVCC's student population. As confirmed by other surveys, this analysis confirms that female students and full-time students are more likely to participate in online surveys. A copy of the questions and unadjusted averages for 2013 is included in the appendix.

Table 1. This table indicates the actual student population at SVCC in 2010 and 2013 compared to the SSI student sample. Green highlighting indicates that mathematical weighting was used to adjust the sample as suggested by Noel-Levitz.

| Category | Actual Student SVCC Population 2013 | SSI Student Sample 2013 | Actual Student SVCC Population 2010 | SSI Student Sample 2010 |
|----------------|-------------------------------------|-------------------------|-------------------------------------|-------------------------|
| Gender | 61% Female | 71% Female | 59% Female | 62% Female |
| | 39% Male | 29% Male | 41% Male | 38% Male |
| Age | 54% Traditional | 55% Traditional | 50% Traditional | 78% Traditional |
| | 46% Nontraditional | 45% Nontraditional | 50% Nontraditional | 22% Nontraditional |
| Ethnicity/Race | 85% White | 85% White | 82% White | 83% White |
| | 9% Hispanic | 7% Hispanic | 12% Hispanic | 9% Hispanic |
| | 3% African American | 3% African American | 3% African American | 2% African American |
| Class Load | 45% Full-time | 67% Full-time | 42% Full-time | 77% Full-time |
| | 55% Part-time | 33% Part-time | 58% Part-time | 23% Part-time |

Performance Gap

Students taking the SSI ranked each survey question on a scale from 1-7 on both their importance and their satisfaction. If a student ranks an item a “5” in importance and a “5” in satisfaction, then the performance gap is zero. The larger the gap between a student’s importance rating and a student’s satisfaction rating, the more dissatisfied a student is with that item. From 2010 to 2013, the performance gap decreased nearly by half indicating that SVCC students are, in general, more satisfied with services provided by the college (Table 2).

Table 2. This table indicates the overall mean ranking for importance for items 1-80 on the SSI survey. While item importance grew for students, student satisfaction grew at a faster pace.

| | Importance | Satisfaction | Performance Gap |
|------|------------|--------------|-----------------|
| 2010 | 5.90 | 5.30 | -0.60 |
| 2013 | 6.17 | 5.82 | -0.35 |

SVCC vs. National Community Colleges

This comparison was conducted by Noel-Levitz and compares SVCC data against data obtained from other community colleges across the nation. Data was not adjusted; original data was used for this comparison.

This national comparison compares only the student satisfaction averages (importance was not analyzed). SVCC did exceptionally well in all 12 main categories (see appendix). According to the data, SVCC students are significantly more satisfied on average than other community college students across the nation.

SVCC vs. Selected Community Colleges

This comparison was conducted by Noel-Levitz and compares SVCC data against data obtained from selected community colleges (see Table 3). Selected colleges were determined by availability and geographic location. Data was not adjusted; original data was used for this comparison.

Table 3. This table indicates the community colleges selected for comparison by the administration of SVCC.

| Comparison Colleges | |
|---------------------|------------------|
| Carl Sandburg CC | Danville Area CC |
| Easter Iowa CC | Highland CC |
| Illinois Central CC | Johnson City CC |
| Richland CC | |

This national comparison compares only the student satisfaction averages (importance was not analyzed). SVCC did exceptionally well in all 12 main categories (see appendix). According to the data,

SVCC students are significantly more satisfied on average than other community college students from these selected community colleges.

Scale Report (2010 & 2013)

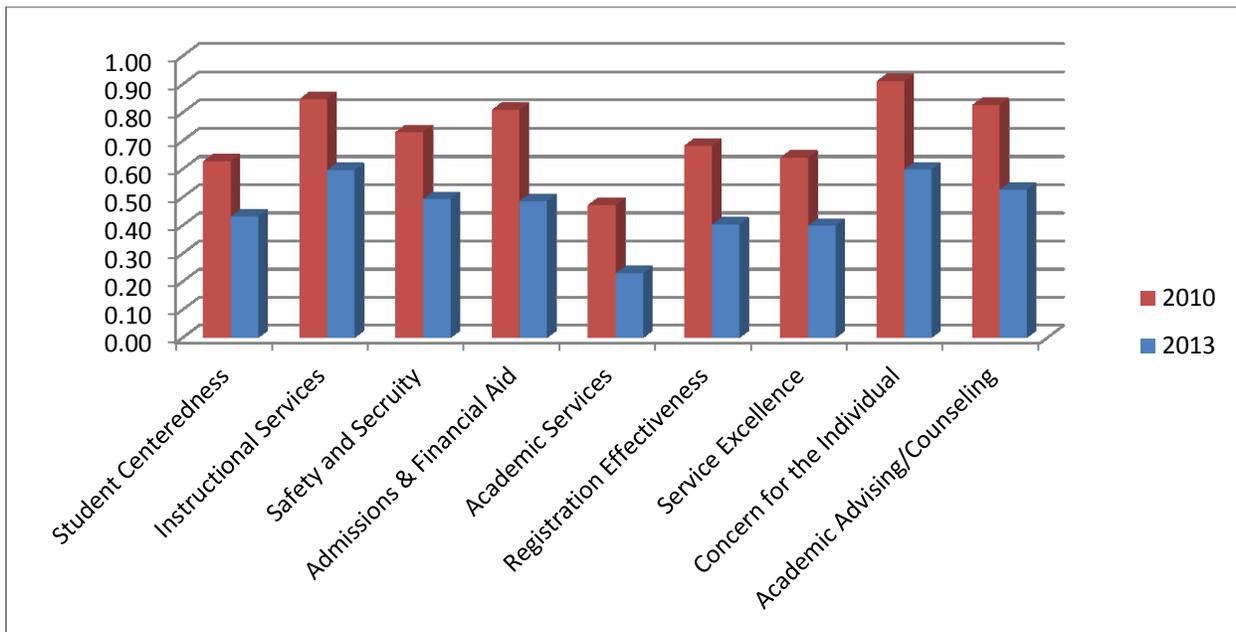
Noel-Levitz aggregates questions into groups called “scales.” The scales and their values are displayed in Table 4 below. The larger the gap between a student’s importance rating and a student’s satisfaction rating, the more dissatisfied a student is. Fortunately, the gap between importance and satisfaction is small for all categories presented below with the smallest gap in services being “academic services” at 0.23 units (indicating that students are satisfied). The largest gaps are from “instructional services” and “concern for the individual” at 0.6 units (students are less satisfied).

Table 4 also indicates that students are significantly more satisfied in 2013 than 2010 with all of the scales listed below. The gap in satisfaction closed most significantly in the scales “concern for the individual” and “admissions and financial aid.”

Table 4. This table indicates the importance, satisfaction, and gap scores for 2010 and 2013. The far right column indicates that students are significantly more satisfied with SVCC services in 2013 than in 2010 (the negative numbers are a good thing).

| Scale | 2013-Importance | 2013-Satisfaction | 2013-Gap | 2010-Importance | 2010-Satisfaction | 2010-Gap | 2013-2010 gaps |
|------------------------------|-----------------|-------------------|----------|-----------------|-------------------|----------|----------------|
| Student Centeredness | 6.27 | 5.84 | 0.43 | 5.96 | 5.34 | 0.63 | -0.20 |
| Instructional Services | 6.42 | 5.82 | 0.60 | 6.15 | 5.30 | 0.85 | -0.25 |
| Safety and Security | 6.33 | 5.83 | 0.49 | 6.00 | 5.27 | 0.73 | -0.24 |
| Admissions & Financial Aid | 6.34 | 5.85 | 0.49 | 6.08 | 5.27 | 0.81 | -0.32 |
| Academic Services | 6.33 | 6.11 | 0.23 | 6.11 | 5.63 | 0.47 | -0.24 |
| Registration Effectiveness | 6.39 | 5.99 | 0.40 | 6.17 | 5.49 | 0.68 | -0.28 |
| Service Excellence | 6.24 | 5.84 | 0.40 | 5.96 | 5.32 | 0.64 | -0.24 |
| Concern for the Individual | 6.36 | 5.76 | 0.60 | 6.05 | 5.14 | 0.91 | -0.31 |
| Academic Advising Counseling | 6.31 | 5.79 | 0.53 | 5.99 | 5.16 | 0.83 | -0.30 |

This graph shows the gaps in the scale values (importance – satisfaction). All gaps have significantly closed from 2010 to 2013.



Male vs. Female importance and satisfaction differences

Using 2013 data, female students were 0.48 higher on average on the importance score and 0.26 higher on the satisfaction score than males. Using the raw data, it is possible to determine which items females found to be much more important (>1SD from the mean) and which items females found to be much more satisfied with than average (Table 5).

Table 5. This table indicates the items that females find much more important (>1SD) or are more satisfied with compared to males. Items in **red** indicate that **males** are actually significantly more satisfied with the item than female (which was rare).

| # | Females find these items to be much more important than males | Females were satisfied with these items much more than males | # |
|----|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----|
| | | Security staff is helpful. | 4 |
| 9 | Internships or practical experiences are provided in my degree/certificate program. | Internships or practical experiences are provided in my degree/certificate program. | 9 |
| 11 | Security staff responds quickly in emergencies. | Security staff responds quickly to emergencies. | 11 |
| | | Personnel in the Veterans' Services program are helpful. | 17 |
| 19 | This campus provides effective support services for displaced homemakers. | This campus provides effective support services for displaced homemakers. | 19 |
| 24 | Parking lots are well-lighted and secure. | Parking lots are well-lighted and secure. (males find the parking lot lights to be very adequate as compared to females) | 24 |
| 26 | Library staff is helpful and approachable. | | |

| | | | |
|----|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----|
| 30 | The career services office provides students with the help they need to get a job. | | |
| 37 | Faculty takes into consideration student differences as they teach a course. | | |
| | | The amount of student parking space on campus is adequate. (males find the parking very adequate as compared to females) | 39 |
| 67 | Channels for expressing student complaints are readily available. | | |
| | | I found the PSY 100 college orientation course to be informative and valuable. | 75 |
| 76 | I have used the class registration preapproval process and I found it helpful. | I have used the class registration preapproval process and I found it helpful. | 76 |

Full-time vs. part-time importance and satisfaction differences

Using 2013 data, part-time students were 0.16 higher on average on the importance score and 0.14 higher on the satisfaction score than full-time students. Using the data, it is possible to determine which items were much more important (>1SD from the mean) and which items the students were much more satisfied with (Table 6).

Table 6. This table indicates the items that part-time students find more important or are more satisfied when compared to full-time students. Items in **red** indicate that **full-time students** were actually significantly more satisfied with the item or found the item more important than part-time students (which was rare).

| # | Part-time students find these items to be much more <u>important</u> than full-time students | Part-time students were <u>satisfied</u> with these items much more than full-time students | # |
|----|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---|
| 1 | Most students feel a sense of belonging here. | Most students feel a sense of belonging here. | 1 |
| 2 | Faculty care about me as an individual. | | |
| 3. | The quality of instruction in the vocational/technical programs is excellent. | The quality of instruction in the vocational/technical programs is excellent. | 3 |
| 5. | The personnel involved in registration are helpful. | | |
| 6. | My academic advisor is approachable. | My academic advisor is approachable. | 6 |

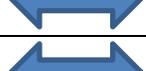
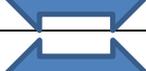
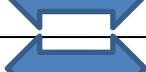
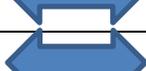
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|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9. | Internships or practical experiences are provided in my degree/certificate program. | | |
| | | Security staff responds quickly in emergencies. (Full-time students are more satisfied with security). | 11 |
| 12. | My academic advisor helps me set goals to work toward. | My academic advisor helps me set goals to work toward. (Full-time students are more satisfied with the academic advising.) | |
| 14. | Library resources and service are adequate. | | |
| 16. | The college shows concern for students as individuals. | | |
| 17. | Personnel in the Veterans' Services program are helpful. | | |
| | | The quality of instruction I receive in most of my classes is excellent. | 18 |
| 24. | Parking lots are well-lighted and secure. | Parking lots are well-lighted and secure. | 24 |
| | | My academic advisor is concerned about my success as an individual. (Full-time students are more satisfied.) | 25 |
| 28. | It is an enjoyable experience to be a student on this campus. | | |
| | | The career services office provides students with the help they need to get a job. (Full-time students are more satisfied with career services.) | 30 |
| | | Admissions counselors accurately portray the campus in their recruiting practices. (Full-time students are more satisfied with counseling.) | 33 |
| | | My academic advisor is knowledgeable about the transfer requirements of other schools. (Full-time students are more satisfied with academic advising.) | 40 |
| 44. | This institution has a good reputation within the community. (Full-time students find the reputation of the college to be more important than part-time.) | | |
| | | This institution has a good reputation within the community. | 45 |

| | | | |
|-----|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| | | There are adequate services to help me decide upon a career. | 47 |
| | | Counseling staff care about students as individuals. (Full-time students feel as if counselors care more about them.) | 48 |
| | | Tutoring services are readily available. (Full-time students are more satisfied with tutoring services). | 50 |
| | | The business office is open during hours which are convenient for most students. (Full-time students are more satisfied with the business office hours.) | 56 |
| | | Bookstore staff is helpful. | 62 |
| 67. | Channels for expressing student complaints are readily available. | | |
| | | I am aware the college provides resources and assistance with career exploration in the Counseling Office. (Full-time students are more satisfied with Counseling Office career services.) | 71 |
| | | I am aware of the services provided at the Career Center. | 74 |
| | | I have used the class registration preapproval process and I found it helpful. | 76 |
| | | I have used the university transfer information and found it accurate and accessible. | 77 |
| 94. | Geographic setting as factor in decision to enroll. | | |

Evaluation of Strengths and Weaknesses

It is possible to qualify the SVCC SSI data into institution strengths and weaknesses. Table 7 has a summary of the strengths and weaknesses for the items presented to SVCC students. Using the method defined by Noel-Levitz, SVCC, in 2013, has 15 strengths and just five weaknesses.

Table 7. This table rates the strengths and weaknesses of SVCC as determined by the method utilized by Noel-Levitz. It also determines if the item is showing improvement, declining, or remaining the same from 2010-2013.

| Question # | Item | 2010 | 2013 | Direction from 2010 to 2013 |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------------------------------------------------------------------------------------|
| | <p>Strengths are determined by questions having high importance (ranked in the upper 50% of items) and high satisfaction (ranked in the upper 25% of items).</p> <p>Weaknesses are determined by questions having high importance (items ranked in upper 50%) and lower satisfaction (items ranked in lower 25%) or a large performance gap (> 1 SD from the mean).</p> | | | |
| 31 | The campus is safe and secure for all students. | S | S |  |
| 70 | I am able to experience intellectual growth here. | S | S |  |
| 58 | Nearly all the faculty is knowledgeable in their fields. | S | S |  |
| 61 | Faculty is usually available after class and during office hours. | S | S |  |
| 14 | Library resources and services are adequate. | S | S |  |
| 34 | Computer labs are adequate and accessible. | S | S |  |
| 20 | Financial aid counselors are helpful. | S | S |  |
| 68 | On the whole, the campus is well-maintained. | S | S |  |
| 66 | Program requirements are clear and reasonable. | S | S |  |
| 73 | I found the class registration process can be completed in a reasonable amount of time. | S | S |  |
| 35 | Policies and procedures regarding registration and course selection are clear and well-publicized. | S | S |  |
| 27 | The campus staff is caring and helpful. | S | S |  |
| 43 | Class change (drop/add) policies are reasonable. | S | S |  |
| 51 | There are convenient ways of paying my school bill. | N | S |  |

| | | | | |
|----|-----------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------|
| 41 | Admissions staff is knowledgeable. | N | S |  |
| 36 | Students are made to feel welcome on this campus. | S | N |  |
| 50 | Tutoring services are readily available. | S | N |  |
| 69 | There is a good variety of courses provided on this campus. | S | N |  |
| 15 | I am able to register for classes I need with few conflicts. | S | N |  |
| 21 | There are a sufficient number of study areas on campus. | S | N |  |
| 40 | My academic advisor is knowledgeable about the transfer requirements of other schools. | W | N |  |
| 46 | Faculty provide timely feedback about student progress in a course. | W | N |  |
| 52 | This school does whatever it can to help me reach my educational goals. | W | N |  |
| 71 | I am aware the college provides resources and assistance with career exploration I the Counseling office. | W | N |  |
| 25 | My academic advisor is concerned about my success as an individual. | W | N |  |
| 16 | The college shows concern for students as individuals. | W | N |  |
| 65 | Students are notified early in the term if they are doing poorly in a class. | W | W |  |
| 18 | The quality of instruction I receive in most of my classes is excellent. | W | W |  |
| 7 | Adequate financial aid is available for most students. | W | W |  |
| 54 | Faculty is interested in my academic problems. | N | W |  |
| 8 | Classes are scheduled at times that are convenient for me. | S | W |  |

Comparison of 2010 and 2013 SSI Data

Students rank importance and satisfaction on a scale of 1-7. In 2013, students were more satisfied with SVCC services compared to 2010. However, students also deemed those services more important. In a sense, the SSI survey of 2013 carries some “grade inflation” when compared to 2010 (Table 8). However, it is possible to determine some trends in the data.

Table 8. This table indicates the average importance and satisfaction for years 2010 and 2013. Average importance and satisfaction increased over three years.

| | Importance | Satisfaction |
|-------------------|------------|--------------|
| 2010 | 5.90 | 5.30 |
| 2013 | 6.17 | 5.82 |
| Difference | +0.27 | +0.53 |

In order to get a better grasp of how student ratings of satisfaction and importance are changing, items were identified that grew much faster than average (> 1 SD) and those items that grew much more slowly than average (< 1 SD). This will give a better indication of significant changes that SVCC has experienced in student perceptions from 2010-2013. This analysis accounts for only 32% of the items that students rated.



Rapid growth in student satisfaction

While in general student satisfaction increased from 2010 to 2013, some factors grew much faster than the mean scores (> 1 SD) in satisfaction. Looking at the data, there are three trends.

The student services area substantially grew in student satisfaction from 2010-2013.

| # | Question |
|----|------------------------------------------------------------------------------------------------------------|
| 12 | My academic advisor helps me set goals to work toward. |
| 25 | My academic advisor is concerned about my success as an individual. |
| 17 | Personnel in the Veteran’s Services program are helpful. |
| 71 | I am aware the college provides resources and assistance with career exploration in the counseling office. |

The security area substantially grew in student satisfaction from 2010-2013.

| # | Question |
|----|-------------------------------------------------|
| 11 | Security staff responds quickly in emergencies. |
| 4 | Security staff is helpful. |

Marketing and student activities substantially grew in student satisfaction from 2010-2013.

| # | Question |
|----|---------------------------------------------------------------------------------------------|
| 44 | I generally know what's happening on campus. |
| 79 | I am aware of leadership opportunities afforded to me through student clubs/organizations.* |

*The largest increase in satisfaction of all questions.

Slow growth in student satisfaction

All areas of the college increased in student satisfaction from 2010 to 2013, but some areas grew much more slowly than the average level of satisfaction.

The bookstore services may need to be examined.

| # | Question |
|----|------------------------------|
| 62 | Bookstore staff is helpful.* |

*This item experienced the slowest rate of growth of any item from 2010-2013.

Class scheduling and class variety may need to be investigated.

| # | Question |
|----|--------------------------------------------------------------|
| 8 | Classes are scheduled at times that are convenient. |
| 15 | I am able to register for classes I need with few conflicts. |
| 69 | There is a good variety of courses provided on this campus. |

Library services may need to be examined.

| # | Question |
|----|--------------------------------------------|
| 26 | Library staff is helpful and approachable. |
| 14 | Library services are adequate. |

To be fair, students are generally satisfied with the services above, and in some cases, it is not a realistic goal for the satisfaction score to increase significantly. For example, if a service was rated a five in satisfaction in 2010 and a six in satisfaction in 2013, then the overall score increased by 1 unit. However, if a service was rated a 6.2 in 2010 and a 6.3 in 2013, satisfaction grew only by 0.1, but the overall level of satisfaction was still very good.

Rapid growth in student importance

While average importance grew from 2010 to 2013, some items grew much more quickly than others. Many of the items refer to “customer service” expectations. As suggested in the academic literature, students are expecting a greater level of customer service than ever before. I believe that the SVCC SSI data also indicates this.

Many items that concerned customer service grew very quickly in importance from 2010-2013.

| # | Question |
|----|------------------------------------------------------------------------------------|
| 17 | Personnel in the Veterans’ Services program are helpful.* |
| 4 | Security staff is helpful. |
| 33 | Administrators are approachable to students. |
| 2 | Faculty care about me as an individual. |
| 1 | Most students feel a sense of belonging here. |
| 30 | The career services office provides students with the help they need to get a job. |
| 56 | The business office is open during hours which are convenient for most students. |

*This item experienced the fastest rate of growth of any item from 2010-2013.

Some academic items grew quickly in importance from 2010 to 2013.

| # | Question |
|----|-----------------------------------------------------------------------------------|
| 3 | The quality of instruction in the vocational and technical programs is excellent. |
| 53 | The assessment and course placement procedures are reasonable. |

Summary

The data analysis above was conducted using the “raw” data supplied by Noel-Levitz to us from our 2010 and 2013 SSI surveys. SVCC data was weighted appropriately to reflect our student population. Students were asked to rate each item (question) on a scale of 1-7 on importance and satisfaction. If students consider an item important, but are not entirely satisfied with the service the College is providing, then a “gap” will exist. Smaller gaps are therefore more favorable than larger gaps; small gaps indicate that students are generally more satisfied with college services.

The SSI survey results indicate that students are generally happy with the services that are provided by SVCC. From 2010 to 2013, the performance gap shrunk by nearly half from 0.60 to 0.35; student satisfaction is improving. Also, when compared to other community colleges nationally, SVCC students are significantly more satisfied than the average community college student. Admissions and Financial Aid, Academic Advising, and Concern for the Individual grew the fastest in student satisfaction from 2010 to 2013.

While significant improvement has been shown since the 2010 SSI survey, every institution has challenges. The data has been sorted to show the strengths and weaknesses of SVCC services. Each individual department should determine their challenges (using this report as a guide) and address them as they feel are necessary. Further, the data was also analyzed to look for any significant differences in male and female satisfaction and full-time and part-time satisfaction.

It is my hope this report can give a few “nuggets” of useful information that may help your department recognize the strengths and address the department’s weaknesses. But, according to our students we have a lot to be proud of. If further analysis is necessary, please drop in and see me or send me an email. I would be happy to look into it for you.

Appendix

This table includes the raw, unadjusted scores for each question on the 2013 SSI.

| Item | Import | Satis / SD | Gap | Import | Satis / SD | Gap | Mean Difference |
|----------------------------------------------------------------------------------------|--------|-------------|------|--------|-------------|------|-----------------|
| 1. Most students feel a sense of belonging here. | 5.85 | 5.52 / 1.32 | 0.33 | 5.53 | 5.33 / 1.38 | 0.20 | 0.19 |
| 2. Faculty care about me as an individual. | 6.27 | 5.70 / 1.29 | 0.57 | 6.00 | 5.39 / 1.42 | 0.61 | 0.31 |
| 3. The quality of instruction in the vocational/technical programs is excellent. | 6.23 | 5.55 / 1.26 | 0.68 | 6.08 | 5.42 / 1.35 | 0.66 | 0.13 |
| 4. Security staff are helpful. | 6.07 | 5.76 / 1.40 | 0.31 | 5.59 | 5.03 / 1.57 | 0.56 | 0.73 |
| 5. The personnel involved in registration are helpful. | 6.43 | 5.93 / 1.26 | 0.50 | 6.21 | 5.35 / 1.58 | 0.86 | 0.58 |
| 6. My academic advisor is approachable. | 6.44 | 5.98 / 1.28 | 0.46 | 6.26 | 5.42 / 1.64 | 0.84 | 0.56 |
| 7. Adequate financial aid is available for most students. | 6.44 | 5.69 / 1.69 | 0.75 | 6.27 | 5.28 / 1.68 | 0.99 | 0.41 |
| 8. Classes are scheduled at times that are convenient for me. | 6.49 | 5.75 / 1.44 | 0.74 | 6.45 | 5.49 / 1.51 | 0.96 | 0.26 |
| 9. Internships or practical experiences are provided in my degree/certificate program. | 6.15 | 5.37 / 1.61 | 0.78 | 5.93 | 5.00 / 1.59 | 0.93 | 0.37 |

| | | | | | | | |
|-----------------------------------------------------------------------------------------------|------|-------------|------|------|-------------|------|-------|
| 10. Child care facilities are available on campus. | 4.73 | 3.63 / 2.09 | 1.10 | 4.52 | 4.44 / 1.67 | 0.08 | -0.81 |
| 11. Security staff respond quickly in emergencies. | 6.42 | 5.86 / 1.27 | 0.56 | 5.95 | 5.01 / 1.47 | 0.94 | 0.85 |
| 12. My academic advisor helps me set goals to work toward. | 6.25 | 5.71 / 1.36 | 0.54 | 6.04 | 5.04 / 1.73 | 1.00 | 0.67 |
| 13. Financial aid awards are announced to students in time to be helpful in college planning. | 6.25 | 5.66 / 1.46 | 0.59 | 6.13 | 4.98 / 1.70 | 1.15 | 0.68 |
| 14. Library resources and services are adequate. | 6.35 | 6.26 / 0.99 | 0.09 | 6.15 | 5.66 / 1.35 | 0.49 | 0.60 |
| 15. I am able to register for classes I need with few conflicts. | 6.53 | 5.92 / 1.39 | 0.61 | 6.38 | 5.39 / 1.56 | 0.99 | 0.53 |
| 16. The college shows concern for students as individuals. | 6.31 | 5.62 / 1.35 | 0.69 | 6.12 | 5.13 / 1.56 | 0.99 | 0.49 |
| 17. Personnel in the Veterans' Services program are helpful. | 5.76 | 5.57 / 1.49 | 0.19 | 4.80 | 4.65 / 1.40 | 0.15 | 0.92 |
| 18. The quality of instruction I receive in most of my classes is excellent. | 6.58 | 5.85 / 1.20 | 0.73 | 6.44 | 5.60 / 1.35 | 0.84 | 0.25 |
| 19. This campus provides effective support services for displaced homemakers. | 5.70 | 5.44 / 1.45 | 0.26 | 5.18 | 4.79 / 1.40 | 0.39 | 0.65 |
| 20. Financial aid counselors are helpful. | 6.51 | 6.03 / 1.31 | 0.48 | 6.13 | 5.08 / 1.70 | 1.05 | 0.95 |

| | | | | | | | |
|----------------------------------------------------------------------------------------|------|-------------|------|------|-------------|------|------|
| 21. There are a sufficient number of study areas on campus. | 6.31 | 6.09 / 1.21 | 0.22 | 6.03 | 5.44 / 1.51 | 0.59 | 0.65 |
| 22. People on this campus respect and are supportive of each other. | 6.30 | 5.68 / 1.30 | 0.62 | 6.00 | 5.32 / 1.41 | 0.68 | 0.36 |
| 23. Faculty are understanding of students' unique life circumstances. | 6.37 | 5.66 / 1.40 | 0.71 | 6.16 | 5.26 / 1.53 | 0.90 | 0.40 |
| 24. Parking lots are well-lighted and secure. | 6.29 | 5.78 / 1.31 | 0.51 | 6.13 | 5.18 / 1.63 | 0.95 | 0.60 |
| 25. My academic advisor is concerned about my success as an individual. | 6.30 | 5.73 / 1.37 | 0.57 | 6.15 | 5.07 / 1.72 | 1.08 | 0.66 |
| 26. Library staff are helpful and approachable. | 6.24 | 6.15 / 1.09 | 0.09 | 5.98 | 5.59 / 1.39 | 0.39 | 0.56 |
| 27. The campus staff are caring and helpful. | 6.34 | 6.01 / 1.13 | 0.33 | 6.09 | 5.49 / 1.34 | 0.60 | 0.52 |
| 28. It is an enjoyable experience to be a student on this campus. | 6.40 | 5.87 / 1.28 | 0.53 | 6.17 | 5.54 / 1.43 | 0.63 | 0.33 |
| 29. Faculty are fair and unbiased in their treatment of individual students. | 6.51 | 5.83 / 1.35 | 0.68 | 6.27 | 5.42 / 1.49 | 0.85 | 0.41 |
| 30. The career services office provides students with the help they need to get a job. | 6.26 | 5.51 / 1.49 | 0.75 | 5.93 | 4.96 / 1.49 | 0.97 | 0.55 |
| 31. The campus is safe and secure for all students. | 6.61 | 6.19 / 1.00 | 0.42 | 6.33 | 5.63 / 1.34 | 0.70 | 0.56 |
| 32. My academic advisor is knowledgeable about my program | 6.52 | 5.94 / 1.33 | 0.58 | 6.33 | 5.40 / 1.65 | 0.93 | 0.54 |

| | | | | | | | |
|--------------------------------------------------------------------------------------------------------|------|-------------|------|------|-------------|------|------|
| requirements. | | | | | | | |
| 33. Admissions counselors accurately portray the campus in their recruiting practices. | 6.21 | 5.83 / 1.25 | 0.38 | 5.82 | 5.17 / 1.45 | 0.65 | 0.66 |
| 34. Computer labs are adequate and accessible. | 6.46 | 6.25 / 1.00 | 0.21 | 6.21 | 5.57 / 1.46 | 0.64 | 0.68 |
| 35. Policies and procedures regarding registration and course selection are clear and well-publicized. | 6.37 | 6.03 / 1.11 | 0.34 | 6.19 | 5.44 / 1.45 | 0.75 | 0.59 |
| 36. Students are made to feel welcome on this campus. | 6.43 | 6.00 / 1.19 | 0.43 | 6.18 | 5.62 / 1.36 | 0.56 | 0.38 |
| 37. Faculty take into consideration student differences as they teach a course. | 6.27 | 5.54 / 1.36 | 0.73 | 6.09 | 5.25 / 1.47 | 0.84 | 0.29 |
| 38. The student center is a comfortable place for students to spend their leisure time. | 5.91 | 5.60 / 1.35 | 0.31 | 5.72 | 5.28 / 1.47 | 0.44 | 0.32 |
| 39. The amount of student parking space on campus is adequate. | 6.30 | 5.46 / 1.62 | 0.84 | 6.20 | 4.42 / 2.02 | 1.78 | 1.04 |
| 40. My academic advisor is knowledgeable about the transfer requirements of other schools. | 6.42 | 5.78 / 1.41 | 0.64 | 6.19 | 5.15 / 1.66 | 1.04 | 0.63 |
| 41. Admissions staff are knowledgeable. | 6.46 | 6.05 / 1.17 | 0.41 | 6.19 | 5.43 / 1.44 | 0.76 | 0.62 |
| 42. The equipment in the lab facilities is kept up to date. | 6.37 | 5.90 / 1.25 | 0.47 | 6.16 | 5.48 / 1.42 | 0.68 | 0.42 |

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| 43. Class change (drop/add) policies are reasonable. | 6.35 | 6.11 / 1.17 | 0.24 | 6.13 | 5.50 / 1.46 | 0.63 | 0.61 |
| 44. I generally know what's happening on campus. | 5.85 | 5.78 / 1.35 | 0.07 | 5.57 | 5.04 / 1.53 | 0.53 | 0.74 |
| 45. This institution has a good reputation within the community. | 6.26 | 5.93 / 1.30 | 0.33 | 6.07 | 5.66 / 1.37 | 0.41 | 0.27 |
| 46. Faculty provide timely feedback about student progress in a course. | 6.44 | 5.67 / 1.37 | 0.77 | 6.22 | 5.29 / 1.50 | 0.93 | 0.38 |
| 47. There are adequate services to help me decide upon a career. | 6.31 | 5.58 / 1.42 | 0.73 | 6.08 | 5.22 / 1.49 | 0.86 | 0.36 |
| 48. Counseling staff care about students as individuals. | 6.43 | 5.85 / 1.29 | 0.58 | 6.07 | 5.22 / 1.54 | 0.85 | 0.63 |
| 49. Admissions counselors respond to prospective students' unique needs and requests. | 6.24 | 5.83 / 1.29 | 0.41 | 6.00 | 5.21 / 1.47 | 0.79 | 0.62 |
| 50. Tutoring services are readily available. | 6.36 | 6.14 / 1.28 | 0.22 | 6.04 | 5.50 / 1.45 | 0.54 | 0.64 |
| 51. There are convenient ways of paying my school bill. | 6.42 | 6.03 / 1.21 | 0.39 | 6.18 | 5.52 / 1.47 | 0.66 | 0.51 |
| 52. This school does whatever it can to help me reach my educational goals. | 6.47 | 5.73 / 1.31 | 0.74 | 6.24 | 5.27 / 1.50 | 0.97 | 0.46 |
| 53. The assessment and course placement procedures are reasonable. | 6.35 | 6.02 / 1.09 | 0.33 | 6.06 | 5.37 / 1.43 | 0.69 | 0.65 |
| 54. Faculty are interested in my academic problems. | 6.34 | 5.63 / 1.36 | 0.71 | 6.05 | 5.21 / 1.49 | 0.84 | 0.42 |

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| 55. Academic support services adequately meet the needs of students. | 6.36 | 5.95 / 1.14 | 0.41 | 6.04 | 5.31 / 1.39 | 0.73 | 0.64 |
| 56. The business office is open during hours which are convenient for most students. | 6.26 | 6.13 / 1.07 | 0.13 | 6.05 | 5.43 / 1.43 | 0.62 | 0.70 |
| 57. Administrators are approachable to students. | 6.31 | 5.89 / 1.29 | 0.42 | 6.05 | 5.33 / 1.48 | 0.72 | 0.56 |
| 58. Nearly all of the faculty are knowledgeable in their fields. | 6.64 | 6.20 / 1.06 | 0.44 | 6.36 | 5.71 / 1.33 | 0.65 | 0.49 |
| 59. New student orientation services help students adjust to college. | 6.21 | 5.83 / 1.28 | 0.38 | 5.84 | 5.29 / 1.49 | 0.55 | 0.54 |
| 60. Billing policies are reasonable. | 6.38 | 6.02 / 1.14 | 0.36 | 6.09 | 5.38 / 1.46 | 0.71 | 0.64 |
| 61. Faculty are usually available after class and during office hours. | 6.43 | 6.04 / 1.17 | 0.39 | 6.23 | 5.64 / 1.37 | 0.59 | 0.40 |
| 62. Bookstore staff are helpful. | 6.25 | 5.67 / 1.66 | 0.58 | 6.06 | 5.60 / 1.47 | 0.46 | 0.07 |
| 63. I seldom get the "run-around" when seeking information on this campus. | 6.33 | 5.66 / 1.47 | 0.67 | 6.07 | 5.10 / 1.67 | 0.97 | 0.56 |
| 64. Nearly all classes deal with practical experiences and applications. | 6.28 | 5.76 / 1.24 | 0.52 | 6.10 | 5.44 / 1.37 | 0.66 | 0.32 |
| 65. Students are notified early in the term if they are doing poorly in a class. | 6.35 | 5.30 / 1.66 | 1.05 | 6.19 | 4.91 / 1.74 | 1.28 | 0.39 |
| 66. Program requirements are clear and reasonable. | 6.52 | 6.08 / 1.12 | 0.44 | 6.29 | 5.55 / 1.39 | 0.74 | 0.53 |

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| 67. Channels for expressing student complaints are readily available. | 6.17 | 5.48 / 1.54 | 0.69 | 5.95 | 4.91 / 1.64 | 1.04 | 0.57 |
| 68. On the whole, the campus is well-maintained. | 6.46 | 6.35 / 0.90 | 0.11 | 6.20 | 5.83 / 1.30 | 0.37 | 0.52 |
| 69. There is a good variety of courses provided on this campus. | 6.47 | 5.95 / 1.20 | 0.52 | 6.33 | 5.65 / 1.41 | 0.68 | 0.30 |
| 70. I am able to experience intellectual growth here. | 6.55 | 6.09 / 1.17 | 0.46 | 6.35 | 5.76 / 1.32 | 0.59 | 0.33 |
| 71. Campus item: I am aware the college provides resources and assistance with career exploration in the Counseling Office. | 6.33 | 5.81 / 1.39 | 0.52 | | | | |
| 72. Campus item: I have found the forms in the Office of Admissions and Records easy to understand and complete. | 6.29 | 6.03 / 1.14 | 0.26 | | | | |
| 73. Campus item: I found the class registration process can be completed in a reasonable amount of time. | 6.42 | 6.28 / 0.95 | 0.14 | | | | |
| 74. Campus item: I am aware of the services provided at the Career Center. | 5.95 | 5.14 / 1.78 | 0.81 | | | | |
| 75. Campus item: I found the PSY 100 college orientation course to be informative and valuable. | 5.80 | 5.62 / 1.59 | 0.18 | | | | |

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| 76. Campus item: I have used the class registration preapproval process and I found it helpful. | 6.19 | 5.95 / 1.21 | 0.24 | | | | |
| 77. Campus item: I have used the university transfer information (online or in the counseling office) and found it accurate and accessible. | 6.12 | 5.70 / 1.47 | 0.42 | | | | |
| 78. Campus item: I find the customer service on campus to be exceptional. | 6.19 | 5.77 / 1.32 | 0.42 | | | | |
| 79. Campus item: I am aware of leadership opportunities afforded to me through student clubs/organizations such as student government, PTK, etc | 5.84 | 5.67 / 1.54 | 0.17 | | | | |
| 80. Campus item: I have the opportunity to participate in extra-curricular activities on campus (i.e., college performances, intramurals). | 5.64 | 5.60 / 1.53 | 0.04 | | | | |
| 81. Institution's commitment to part-time students? | | 6.06 / 1.13 | | | 5.63 / 1.36 | | 0.43 |
| 82. Institution's commitment to evening students? | | 5.87 / 1.31 | | | 5.53 / 1.43 | | 0.34 |
| 83. Institution's commitment to older, returning learners? | | 6.04 / 1.30 | | | 5.60 / 1.40 | | 0.44 |

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| 84. Institution's commitment to under-represented populations? | | 5.95 / 1.17 | | | 5.42 / 1.39 | | 0.53 |
| 85. Institution's commitment to commuters? | | 5.89 / 1.21 | | | 5.41 / 1.47 | | 0.48 |
| 86. Institution's commitment to students with disabilities? | | 6.10 / 1.17 | | | 5.54 / 1.41 | | 0.56 |
| 87. Cost as factor in decision to enroll. | 6.33 | | | 6.31 | | | |
| 88. Financial aid as factor in decision to enroll. | 6.22 | | | 6.03 | | | |
| 89. Academic reputation as factor in decision to enroll. | 5.87 | | | 5.85 | | | |
| 90. Size of institution as factor in decision to enroll. | 5.16 | | | 5.19 | | | |
| 91. Opportunity to play sports as factor in decision to enroll. | 3.47 | | | 3.53 | | | |
| 92. Recommendations from family/friends as factor in decision to enroll. | 5.20 | | | 4.91 | | | |
| 93. Geographic setting as factor in decision to enroll. | 5.74 | | | 5.48 | | | |
| 94. Campus appearance as factor in decision to enroll. | 5.02 | | | 5.22 | | | |
| 95. Personalized attention prior to enrollment as factor in decision to enroll. | 5.41 | | | 5.38 | | | |

This table reflects Noel-Levitz generated scales (categories) for 2013. The categories have been bolded. Questions that make-up the scales are found directly underneath each category.

| Scale | Import | Satis / SD | Gap | Import | Satis / SD | Gap | Mean Difference |
|------------------------------------------------------------------------------|-------------|--------------------|-------------|-------------|--------------------|-------------|-----------------|
| Student Centeredness | 6.27 | 5.82 / 1.04 | 0.45 | 6.02 | 5.41 / 1.16 | 0.61 | 0.41 |
| 1. Most students feel a sense of belonging here. | 5.85 | 5.52 / 1.32 | 0.33 | 5.53 | 5.33 / 1.38 | 0.20 | 0.19 |
| 16. The college shows concern for students as individuals. | 6.31 | 5.62 / 1.35 | 0.69 | 6.12 | 5.13 / 1.56 | 0.99 | 0.49 |
| 27. The campus staff are caring and helpful. | 6.34 | 6.01 / 1.13 | 0.33 | 6.09 | 5.49 / 1.34 | 0.60 | 0.52 |
| 28. It is an enjoyable experience to be a student on this campus. | 6.40 | 5.87 / 1.28 | 0.53 | 6.17 | 5.54 / 1.43 | 0.63 | 0.33 |
| 36. Students are made to feel welcome on this campus. | 6.43 | 6.00 / 1.19 | 0.43 | 6.18 | 5.62 / 1.36 | 0.56 | 0.38 |
| 57. Administrators are approachable to students. | 6.31 | 5.89 / 1.29 | 0.42 | 6.05 | 5.33 / 1.48 | 0.72 | 0.56 |
| Instructional Effectiveness | 6.43 | 5.81 / 0.95 | 0.62 | 6.22 | 5.44 / 1.08 | 0.78 | 0.37 |
| 2. Faculty care about me as an individual. | 6.27 | 5.70 / 1.29 | 0.57 | 6.00 | 5.39 / 1.42 | 0.61 | 0.31 |
| 18. The quality of instruction I receive in most of my classes is excellent. | 6.58 | 5.85 / 1.20 | 0.73 | 6.44 | 5.60 / 1.35 | 0.84 | 0.25 |
| 23. Faculty are understanding of students' unique life circumstances. | 6.37 | 5.66 / 1.40 | 0.71 | 6.16 | 5.26 / 1.53 | 0.90 | 0.40 |
| 29. Faculty are fair and unbiased in their treatment of individual students. | 6.51 | 5.83 / 1.35 | 0.68 | 6.27 | 5.42 / 1.49 | 0.85 | 0.41 |

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| 37. Faculty take into consideration student differences as they teach a course. | 6.27 | 5.54 / 1.36 | 0.73 | 6.09 | 5.25 / 1.47 | 0.84 | 0.29 |
| 46. Faculty provide timely feedback about student progress in a course. | 6.44 | 5.67 / 1.37 | 0.77 | 6.22 | 5.29 / 1.50 | 0.93 | 0.38 |
| 54. Faculty are interested in my academic problems. | 6.34 | 5.63 / 1.36 | 0.71 | 6.05 | 5.21 / 1.49 | 0.84 | 0.42 |
| 58. Nearly all of the faculty are knowledgeable in their fields. | 6.64 | 6.20 / 1.06 | 0.44 | 6.36 | 5.71 / 1.33 | 0.65 | 0.49 |
| 61. Faculty are usually available after class and during office hours. | 6.43 | 6.04 / 1.17 | 0.39 | 6.23 | 5.64 / 1.37 | 0.59 | 0.40 |
| 64. Nearly all classes deal with practical experiences and applications. | 6.28 | 5.76 / 1.24 | 0.52 | 6.10 | 5.44 / 1.37 | 0.66 | 0.32 |
| 65. Students are notified early in the term if they are doing poorly in a class. | 6.35 | 5.30 / 1.66 | 1.05 | 6.19 | 4.91 / 1.74 | 1.28 | 0.39 |
| 66. Program requirements are clear and reasonable. | 6.52 | 6.08 / 1.12 | 0.44 | 6.29 | 5.55 / 1.39 | 0.74 | 0.53 |
| 69. There is a good variety of courses provided on this campus. | 6.47 | 5.95 / 1.20 | 0.52 | 6.33 | 5.65 / 1.41 | 0.68 | 0.30 |
| 70. I am able to experience intellectual growth here. | 6.55 | 6.09 / 1.17 | 0.46 | 6.35 | 5.76 / 1.32 | 0.59 | 0.33 |

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| Responsiveness to Diverse Populations | | 5.98 / 1.14 | | | 5.52 / 1.25 | | 0.46 |
| 81. Institution's commitment to part-time students? | | 6.06 / 1.13 | | | 5.63 / 1.36 | | 0.43 |
| 82. Institution's commitment to evening students? | | 5.87 / 1.31 | | | 5.53 / 1.43 | | 0.34 |
| 83. Institution's commitment to older, returning learners? | | 6.04 / 1.30 | | | 5.60 / 1.40 | | 0.44 |
| 84. Institution's commitment to under-represented populations? | | 5.95 / 1.17 | | | 5.42 / 1.39 | | 0.53 |
| 85. Institution's commitment to commuters? | | 5.89 / 1.21 | | | 5.41 / 1.47 | | 0.48 |
| 86. Institution's commitment to students with disabilities? | | 6.10 / 1.17 | | | 5.54 / 1.41 | | 0.56 |
| Campus Support Services | 5.91 | 5.40 / 1.24 | 0.51 | 5.51 | 5.00 / 1.19 | 0.51 | 0.40 |
| 10. Child care facilities are available on campus. | 4.73 | 3.63 / 2.09 | 1.10 | 4.52 | 4.44 / 1.67 | 0.08 | -0.81 |
| 17. Personnel in the Veterans' Services program are helpful. | 5.76 | 5.57 / 1.49 | 0.19 | 4.80 | 4.65 / 1.40 | 0.15 | 0.92 |
| 19. This campus provides effective support services for displaced homemakers. | 5.70 | 5.44 / 1.45 | 0.26 | 5.18 | 4.79 / 1.40 | 0.39 | 0.65 |
| 30. The career services office provides students with the help they need to get a job. | 6.26 | 5.51 / 1.49 | 0.75 | 5.93 | 4.96 / 1.49 | 0.97 | 0.55 |
| 38. The student center is a comfortable place for students to spend their leisure | 5.91 | 5.60 / 1.35 | 0.31 | 5.72 | 5.28 / 1.47 | 0.44 | 0.32 |

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|-------------------------------------------------------------------------|-------------|--------------------|-------------|-------------|--------------------|-------------|-------------|
| time. | | | | | | | |
| 47. There are adequate services to help me decide upon a career. | 6.31 | 5.58 / 1.42 | 0.73 | 6.08 | 5.22 / 1.49 | 0.86 | 0.36 |
| 59. New student orientation services help students adjust to college. | 6.21 | 5.83 / 1.28 | 0.38 | 5.84 | 5.29 / 1.49 | 0.55 | 0.54 |
| Safety and Security | 6.34 | 5.81 / 1.00 | 0.53 | 6.05 | 5.06 / 1.20 | 0.99 | 0.75 |
| 4. Security staff are helpful. | 6.07 | 5.76 / 1.40 | 0.31 | 5.59 | 5.03 / 1.57 | 0.56 | 0.73 |
| 11. Security staff respond quickly in emergencies. | 6.42 | 5.86 / 1.27 | 0.56 | 5.95 | 5.01 / 1.47 | 0.94 | 0.85 |
| 24. Parking lots are well-lighted and secure. | 6.29 | 5.78 / 1.31 | 0.51 | 6.13 | 5.18 / 1.63 | 0.95 | 0.60 |
| 31. The campus is safe and secure for all students. | 6.61 | 6.19 / 1.00 | 0.42 | 6.33 | 5.63 / 1.34 | 0.70 | 0.56 |
| 39. The amount of student parking space on campus is adequate. | 6.30 | 5.46 / 1.62 | 0.84 | 6.20 | 4.42 / 2.02 | 1.78 | 1.04 |
| Academic Advising/Counseling | 6.40 | 5.82 / 1.08 | 0.58 | 6.18 | 5.23 / 1.34 | 0.95 | 0.59 |
| 6. My academic advisor is approachable. | 6.44 | 5.98 / 1.28 | 0.46 | 6.26 | 5.42 / 1.64 | 0.84 | 0.56 |
| 12. My academic advisor helps me set goals to work toward. | 6.25 | 5.71 / 1.36 | 0.54 | 6.04 | 5.04 / 1.73 | 1.00 | 0.67 |
| 25. My academic advisor is concerned about my success as an individual. | 6.30 | 5.73 / 1.37 | 0.57 | 6.15 | 5.07 / 1.72 | 1.08 | 0.66 |
| 32. My academic advisor is knowledgeable about my program requirements. | 6.52 | 5.94 / 1.33 | 0.58 | 6.33 | 5.40 / 1.65 | 0.93 | 0.54 |

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| 40. My academic advisor is knowledgeable about the transfer requirements of other schools. | 6.42 | 5.78 / 1.41 | 0.64 | 6.19 | 5.15 / 1.66 | 1.04 | 0.63 |
| 48. Counseling staff care about students as individuals. | 6.43 | 5.85 / 1.29 | 0.58 | 6.07 | 5.22 / 1.54 | 0.85 | 0.63 |
| 52. This school does whatever it can to help me reach my educational goals. | 6.47 | 5.73 / 1.31 | 0.74 | 6.24 | 5.27 / 1.50 | 0.97 | 0.46 |
| Admissions and Financial Aid | 6.36 | 5.85 / 1.04 | 0.51 | 6.09 | 5.19 / 1.24 | 0.90 | 0.66 |
| 7. Adequate financial aid is available for most students. | 6.44 | 5.69 / 1.69 | 0.75 | 6.27 | 5.28 / 1.68 | 0.99 | 0.41 |
| 13. Financial aid awards are announced to students in time to be helpful in college planning. | 6.25 | 5.66 / 1.46 | 0.59 | 6.13 | 4.98 / 1.70 | 1.15 | 0.68 |
| 20. Financial aid counselors are helpful. | 6.51 | 6.03 / 1.31 | 0.48 | 6.13 | 5.08 / 1.70 | 1.05 | 0.95 |
| 33. Admissions counselors accurately portray the campus in their recruiting practices. | 6.21 | 5.83 / 1.25 | 0.38 | 5.82 | 5.17 / 1.45 | 0.65 | 0.66 |
| 41. Admissions staff are knowledgeable. | 6.46 | 6.05 / 1.17 | 0.41 | 6.19 | 5.43 / 1.44 | 0.76 | 0.62 |
| 49. Admissions counselors respond to prospective students' unique needs and requests. | 6.24 | 5.83 / 1.29 | 0.41 | 6.00 | 5.21 / 1.47 | 0.79 | 0.62 |
| Academic Services | 6.35 | 6.11 / 0.81 | 0.24 | 6.09 | 5.51 / 1.06 | 0.58 | 0.60 |
| 14. Library resources and services are adequate. | 6.35 | 6.26 / 0.99 | 0.09 | 6.15 | 5.66 / 1.35 | 0.49 | 0.60 |

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| 21. There are a sufficient number of study areas on campus. | 6.31 | 6.09 / 1.21 | 0.22 | 6.03 | 5.44 / 1.51 | 0.59 | 0.65 |
| 26. Library staff are helpful and approachable. | 6.24 | 6.15 / 1.09 | 0.09 | 5.98 | 5.59 / 1.39 | 0.39 | 0.56 |
| 34. Computer labs are adequate and accessible. | 6.46 | 6.25 / 1.00 | 0.21 | 6.21 | 5.57 / 1.46 | 0.64 | 0.68 |
| 42. The equipment in the lab facilities is kept up to date. | 6.37 | 5.90 / 1.25 | 0.47 | 6.16 | 5.48 / 1.42 | 0.68 | 0.42 |
| 50. Tutoring services are readily available. | 6.36 | 6.14 / 1.28 | 0.22 | 6.04 | 5.50 / 1.45 | 0.54 | 0.64 |
| 55. Academic support services adequately meet the needs of students. | 6.36 | 5.95 / 1.14 | 0.41 | 6.04 | 5.31 / 1.39 | 0.73 | 0.64 |
| Registration Effectiveness | 6.39 | 5.95 / 0.87 | 0.44 | 6.20 | 5.46 / 1.05 | 0.74 | 0.49 |
| 5. The personnel involved in registration are helpful. | 6.43 | 5.93 / 1.26 | 0.50 | 6.21 | 5.35 / 1.58 | 0.86 | 0.58 |
| 8. Classes are scheduled at times that are convenient for me. | 6.49 | 5.75 / 1.44 | 0.74 | 6.45 | 5.49 / 1.51 | 0.96 | 0.26 |
| 15. I am able to register for classes I need with few conflicts. | 6.53 | 5.92 / 1.39 | 0.61 | 6.38 | 5.39 / 1.56 | 0.99 | 0.53 |
| 35. Policies and procedures regarding registration and course selection are clear and well-publicized. | 6.37 | 6.03 / 1.11 | 0.34 | 6.19 | 5.44 / 1.45 | 0.75 | 0.59 |
| 43. Class change (drop/add) policies are reasonable. | 6.35 | 6.11 / 1.17 | 0.24 | 6.13 | 5.50 / 1.46 | 0.63 | 0.61 |
| 51. There are convenient ways of paying my school | 6.42 | 6.03 / 1.21 | 0.39 | 6.18 | 5.52 / 1.47 | 0.66 | 0.51 |

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| bill. | | | | | | | |
| 56. The business office is open during hours which are convenient for most students. | 6.26 | 6.13 / 1.07 | 0.13 | 6.05 | 5.43 / 1.43 | 0.62 | 0.70 |
| 60. Billing policies are reasonable. | 6.38 | 6.02 / 1.14 | 0.36 | 6.09 | 5.38 / 1.46 | 0.71 | 0.64 |
| 62. Bookstore staff are helpful. | 6.25 | 5.67 / 1.66 | 0.58 | 6.06 | 5.60 / 1.47 | 0.46 | 0.07 |
| Service Excellence | 6.25 | 5.81 / 0.96 | 0.44 | 6.00 | 5.31 / 1.09 | 0.69 | 0.50 |
| 5. The personnel involved in registration are helpful. | 6.43 | 5.93 / 1.26 | 0.50 | 6.21 | 5.35 / 1.58 | 0.86 | 0.58 |
| 22. People on this campus respect and are supportive of each other. | 6.30 | 5.68 / 1.30 | 0.62 | 6.00 | 5.32 / 1.41 | 0.68 | 0.36 |
| 26. Library staff are helpful and approachable. | 6.24 | 6.15 / 1.09 | 0.09 | 5.98 | 5.59 / 1.39 | 0.39 | 0.56 |
| 27. The campus staff are caring and helpful. | 6.34 | 6.01 / 1.13 | 0.33 | 6.09 | 5.49 / 1.34 | 0.60 | 0.52 |
| 44. I generally know what's happening on campus. | 5.85 | 5.78 / 1.35 | 0.07 | 5.57 | 5.04 / 1.53 | 0.53 | 0.74 |
| 57. Administrators are approachable to students. | 6.31 | 5.89 / 1.29 | 0.42 | 6.05 | 5.33 / 1.48 | 0.72 | 0.56 |
| 62. Bookstore staff are helpful. | 6.25 | 5.67 / 1.66 | 0.58 | 6.06 | 5.60 / 1.47 | 0.46 | 0.07 |
| 63. I seldom get the "run-around" when seeking information on this campus. | 6.33 | 5.66 / 1.47 | 0.67 | 6.07 | 5.10 / 1.67 | 0.97 | 0.56 |
| 67. Channels for expressing student complaints are readily available. | 6.17 | 5.48 / 1.54 | 0.69 | 5.95 | 4.91 / 1.64 | 1.04 | 0.57 |
| Concern for the Individual | 6.36 | 5.75 / 1.07 | 0.61 | 6.12 | 5.25 / 1.23 | 0.87 | 0.50 |
| 2. Faculty care about me as an individual. | 6.27 | 5.70 / 1.29 | 0.57 | 6.00 | 5.39 / 1.42 | 0.61 | 0.31 |

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| 16. The college shows concern for students as individuals. | 6.31 | 5.62 / 1.35 | 0.69 | 6.12 | 5.13 / 1.56 | 0.99 | 0.49 |
| 25. My academic advisor is concerned about my success as an individual. | 6.30 | 5.73 / 1.37 | 0.57 | 6.15 | 5.07 / 1.72 | 1.08 | 0.66 |
| 29. Faculty are fair and unbiased in their treatment of individual students. | 6.51 | 5.83 / 1.35 | 0.68 | 6.27 | 5.42 / 1.49 | 0.85 | 0.41 |
| 48. Counseling staff care about students as individuals. | 6.43 | 5.85 / 1.29 | 0.58 | 6.07 | 5.22 / 1.54 | 0.85 | 0.63 |
| Campus Climate | 6.27 | 5.80 / 0.96 | 0.47 | 6.01 | 5.34 / 1.09 | 0.67 | 0.46 |
| 1. Most students feel a sense of belonging here. | 5.85 | 5.52 / 1.32 | 0.33 | 5.53 | 5.33 / 1.38 | 0.20 | 0.19 |
| 2. Faculty care about me as an individual. | 6.27 | 5.70 / 1.29 | 0.57 | 6.00 | 5.39 / 1.42 | 0.61 | 0.31 |
| 16. The college shows concern for students as individuals. | 6.31 | 5.62 / 1.35 | 0.69 | 6.12 | 5.13 / 1.56 | 0.99 | 0.49 |
| 22. People on this campus respect and are supportive of each other. | 6.30 | 5.68 / 1.30 | 0.62 | 6.00 | 5.32 / 1.41 | 0.68 | 0.36 |
| 27. The campus staff are caring and helpful. | 6.34 | 6.01 / 1.13 | 0.33 | 6.09 | 5.49 / 1.34 | 0.60 | 0.52 |
| 28. It is an enjoyable experience to be a student on this campus. | 6.40 | 5.87 / 1.28 | 0.53 | 6.17 | 5.54 / 1.43 | 0.63 | 0.33 |