



# ACCREDITATION EVIDENCE

**Title:** CCSSE (Community College Survey of Student Engagement) and SSI (Student Satisfaction Inventory) Ruffalo Noel Levitz, survey results.

**Evidence Type:** Clear

**Date:** 2017-2022

**WAN:** 22-0440

**Classification:** Data

**PII:** No

**Redacted:** No

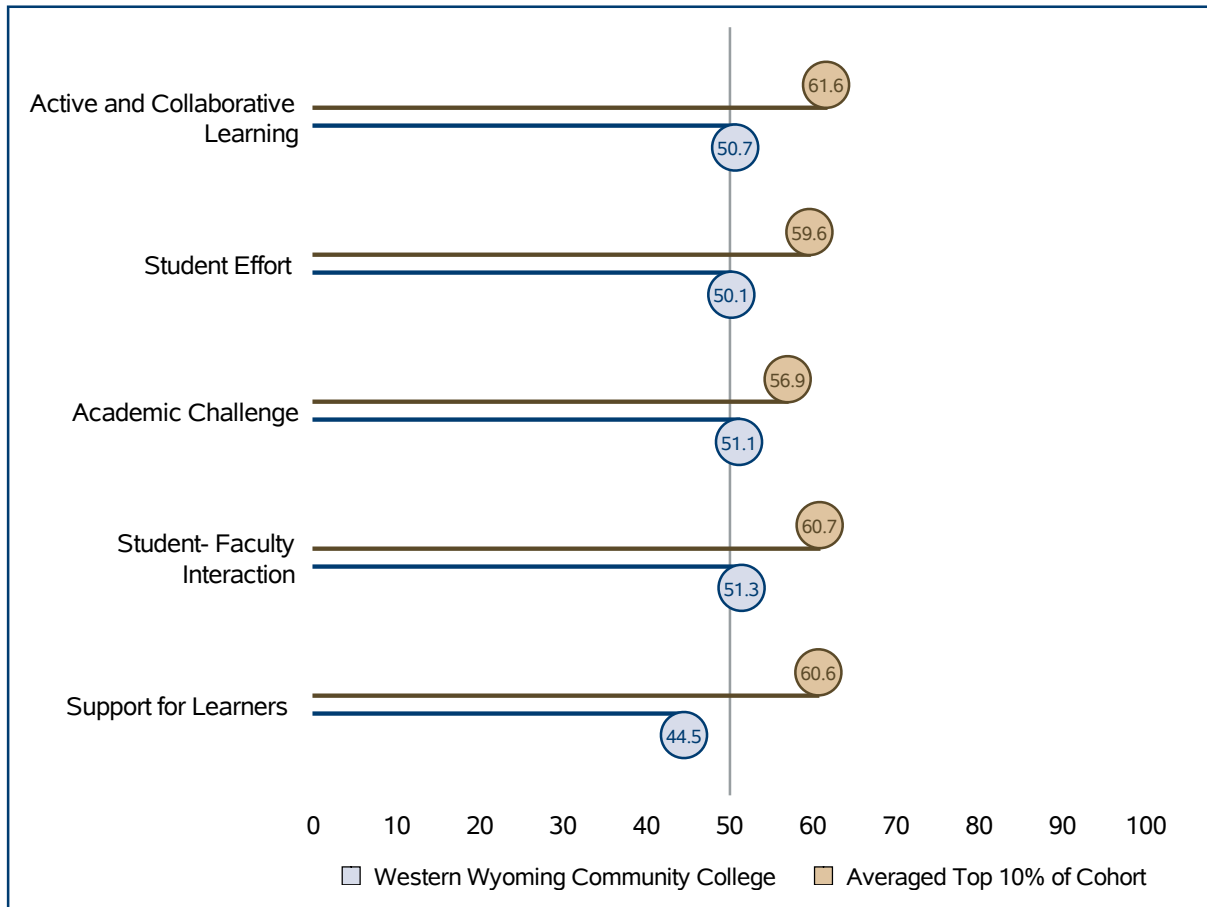


**Western Wyoming Community College**

**CCSSE 2021 Executive Summary of Results**



*Center for  
Community College  
Student Engagement*



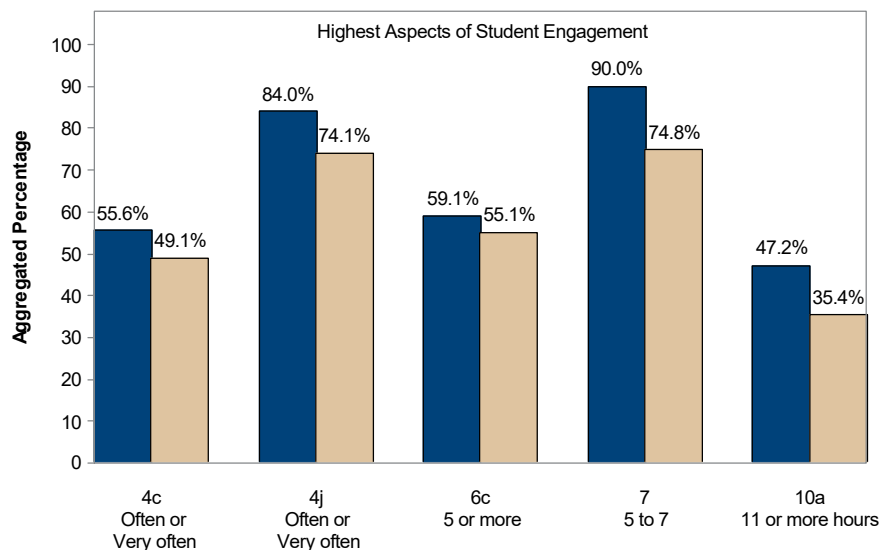
The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

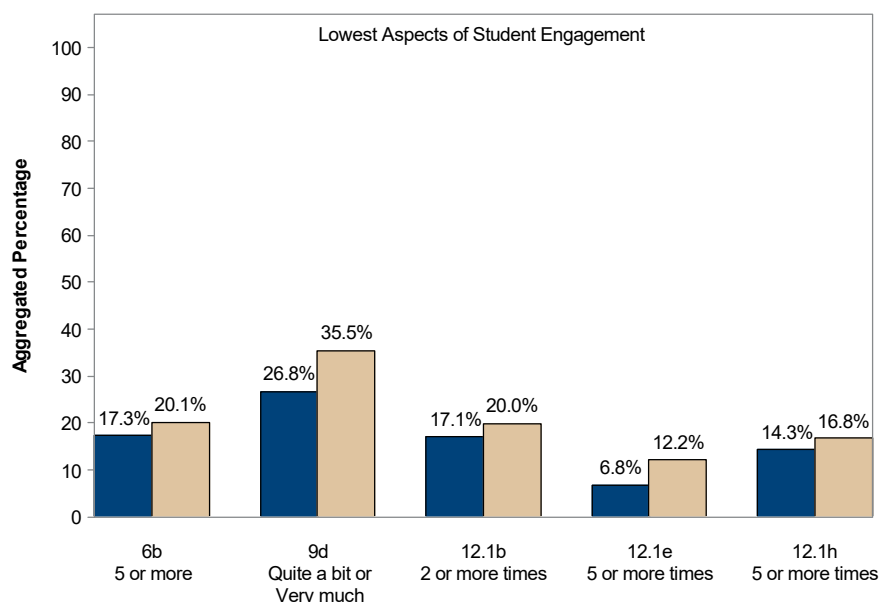
For further information about *CCSSE* benchmarks and how they are computed, please visit [www.ccsse.org](http://www.ccsse.org).

# Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4c. Prepared two or more drafts of a paper or assignment before turning it in	Student Effort
4j. Used email to communicate with an instructor	Student-Faculty Interaction
6c. Number of written papers or reports of any length	Academic Challenge
7. Extent: examinations challenged you to do your best work	Academic Challenge
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort

Western Wyoming Community College (dark blue) 2021 CCSSE Cohort (tan)



Item	Benchmark
6b. Number of books read on your own (not assigned)	Student Effort
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Support for Learners
12.1b. Frequency: Career counseling	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort
12.1h. Frequency: Computer lab	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2021 CCSSE Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at [www.ccsse.org](http://www.ccsse.org).

**Notes:**

- For Item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.
- For Item 7, 5, 6, and 7 responses on the 1–7 challenge scale are combined.
- For Item(s) 9, *quite a bit* and *very much* responses are combined.
- For Item 10a, 11–20, 21–30, and *more than 30* responses are combined.
- For Item(s) 12.1a and 12.1b, 2–4 *times* and 5 or more *times* responses are combined because these services are typically used less frequently.





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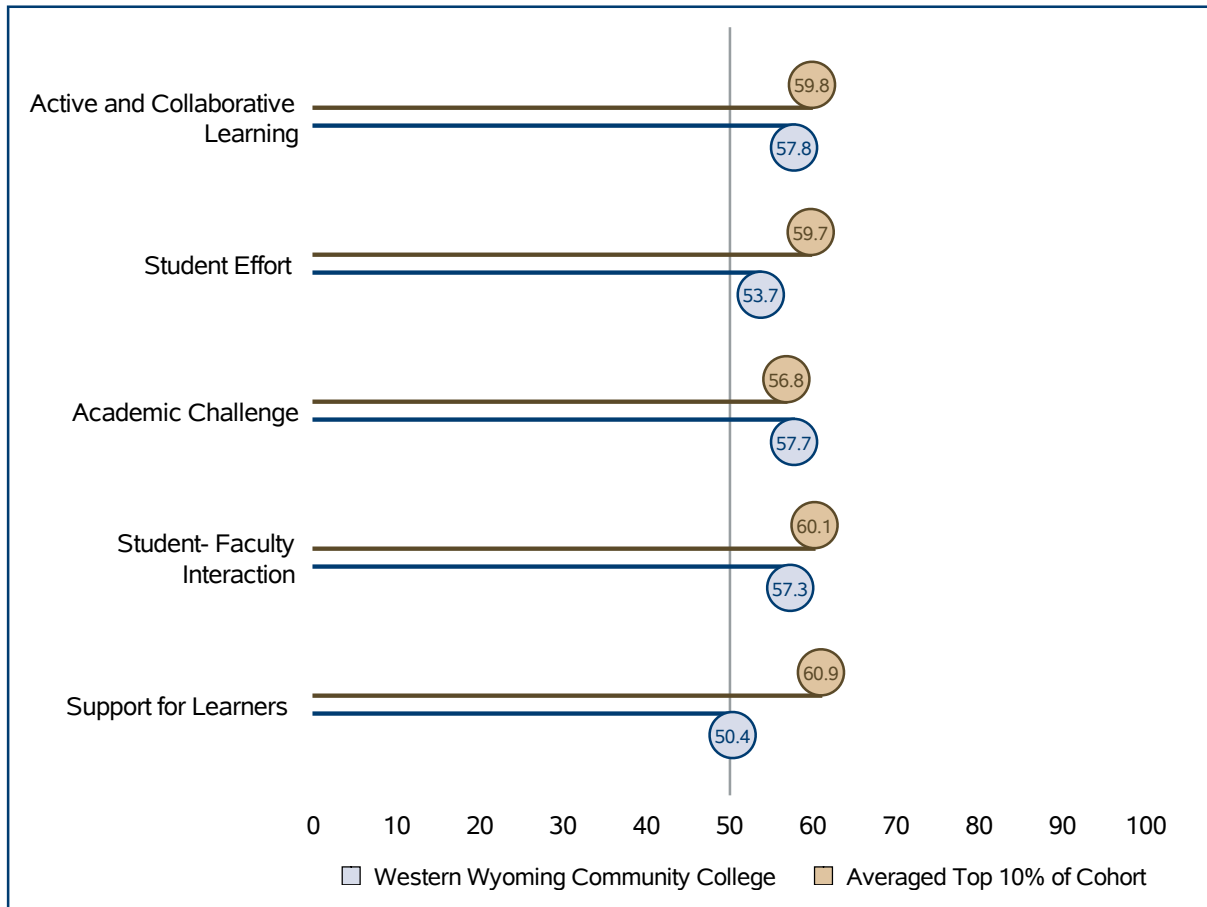
**Western Wyoming Community College**

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# Standardized Benchmark Scores



The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

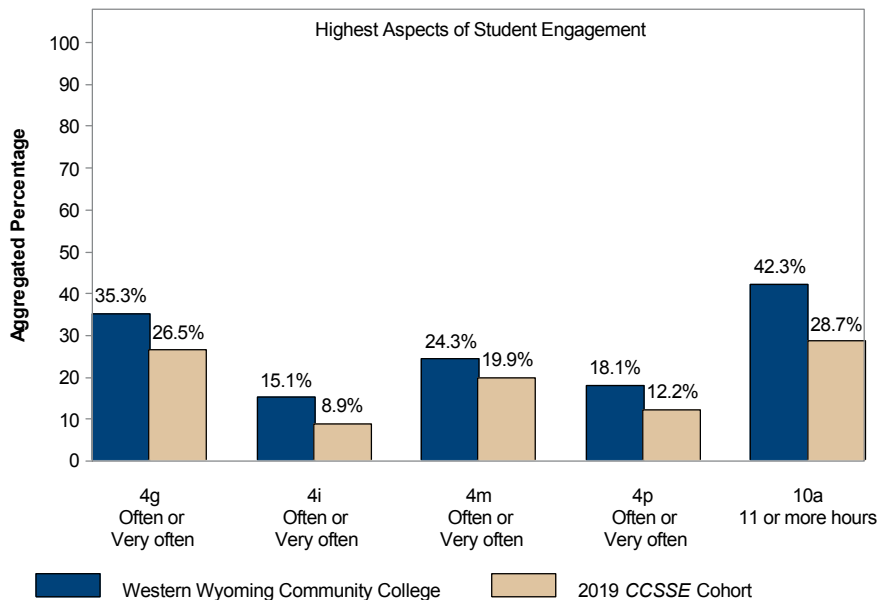
Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

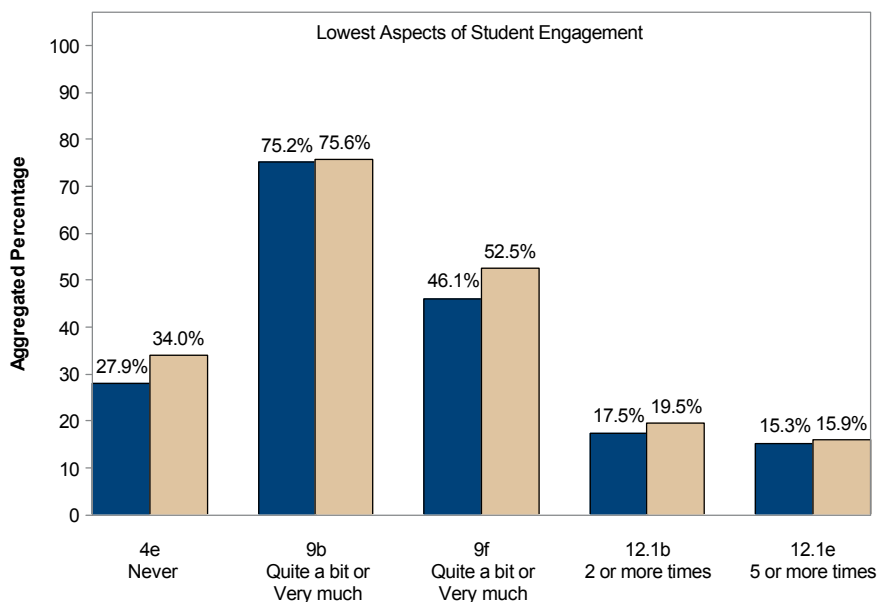
For further information about *CCSSE* benchmarks and how they are computed, please visit [www.cccse.org](http://www.cccse.org).



# Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
4i. Participated in a community-based project as part of a regular course	Active and Collaborative Learning
4m. Discussed ideas from your readings or classes with instructors outside of class	Student-Faculty Interaction
4p. Worked with instructors on activities other than coursework	Student-Faculty Interaction
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort



Item	Benchmark
4e. Came to class without completing readings or assignments	Student Effort
9b. Providing the support you need to help you succeed at this college	Support for Learners
9f. Providing the financial support you need to afford your education	Support for Learners
12.1b. Frequency: Career counseling	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2019 *CCSSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at [www.ccsse.org](http://www.ccsse.org).

**Notes:**

- For Item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.
- For Item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For Item(s) 9, *quite a bit* and *very much* responses are combined.
- For Item 10a, *11–20*, *21–30*, and *more than 30* responses are combined.
- For Item(s) 12.1a and 12.1b, *2–4 times* and *5 or more times* responses are combined because these services are typically used less frequently.





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# Community College Survey of Student Engagement

Western Wyoming Community College

**2017 Key Findings**

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## Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2017 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. Select faculty survey data are also highlighted.

Colleges participating in CCSSE 2017 received a refreshed survey instrument. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core survey. The refreshed survey also includes items about library and active military/veteran services, as well as new demographic items about active military/veteran and college athlete status.

This year, reporting will be based on a one-year cohort; 2018 reporting will use a two-year cohort and 2019 reporting will use a three-year cohort of participating colleges in survey analyses.

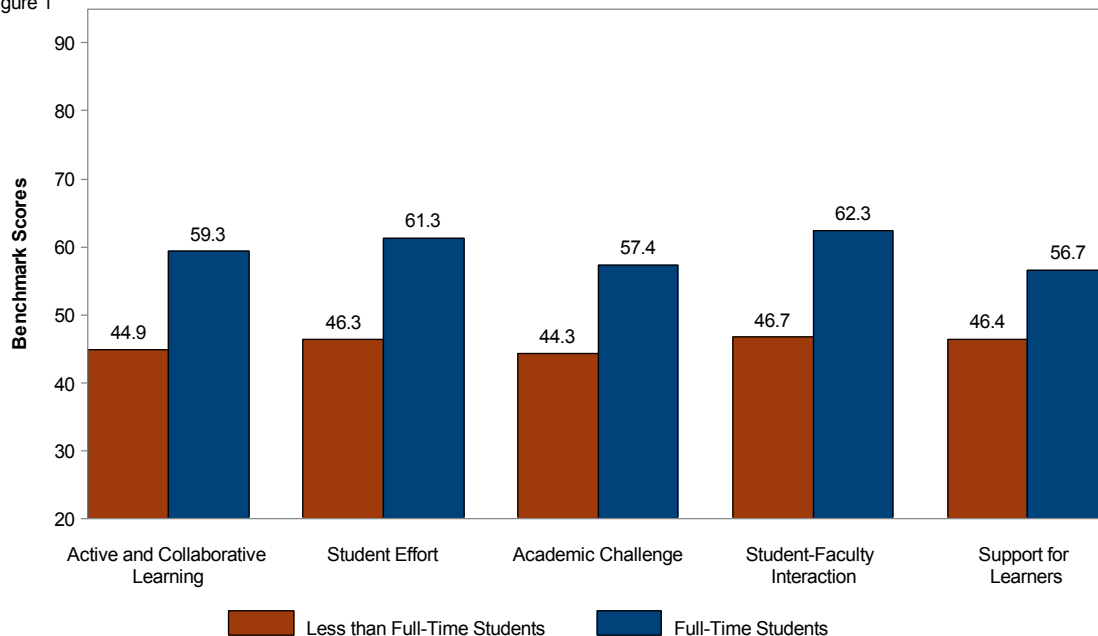
### Academic Advising and Planning

In each annual administration, the Center for Community College Student Engagement has included special-focus items on CCSSE to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about Academic Advising & Planning among community college students were added to the 2017 CCSSE administration. The results of these findings are on pages 6–7 of this report.

### Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by student enrollment status.

Figure 1



## Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.cccse.org](http://www.cccse.org).

The current one-year cohort for the refreshed *CCSSE* is referred to as the 2017 *CCSSE* Cohort throughout all reports.

### CCSSE Benchmarks

#### ★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

#### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

#### ★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

#### ★ Student-Faculty Interaction

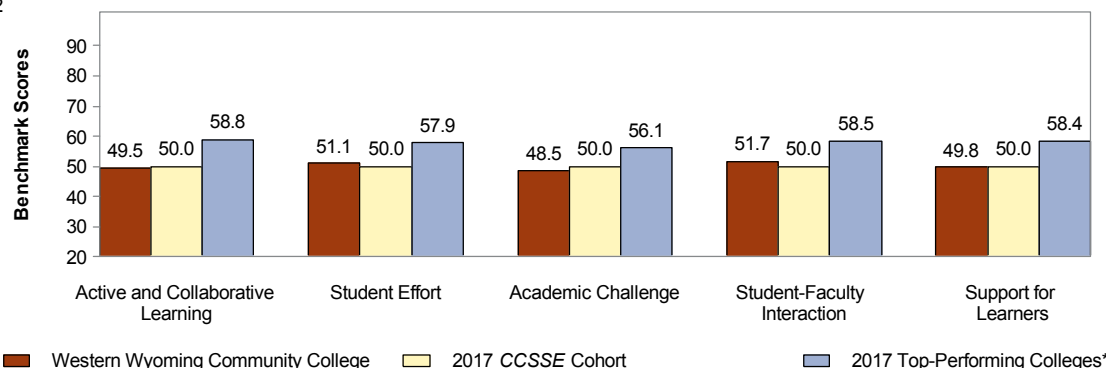
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).



# Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2017 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at [www.ccse.org](http://www.ccse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *CCSSE* Cohort. For instance, 21.9% of Western Wyoming Community College students, compared with 19.2% of other students in the cohort, responded *often* or *very often* on item 4m. It is important to note that some colleges’ highest mean scores might be lower than the cohort mean.

Figure 3

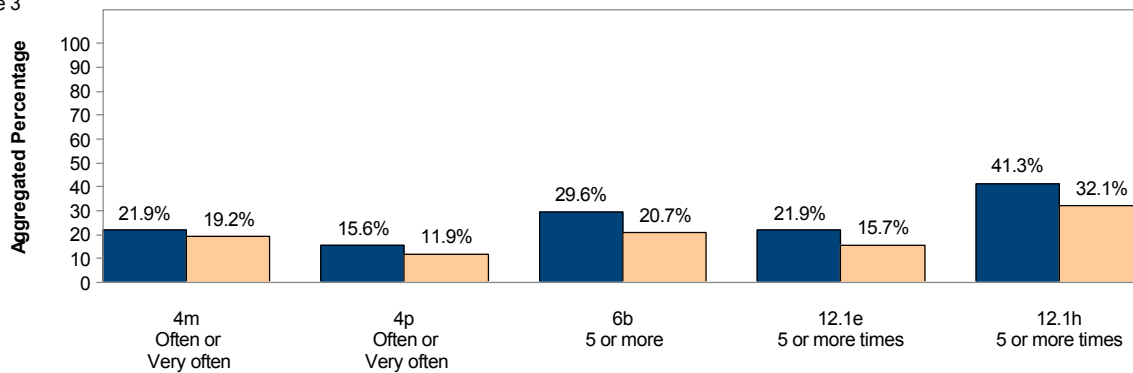


Table 1

Benchmark	Item Number	Item
Student-Faculty Interaction	4m	Discussed ideas from your readings or classes with instructors outside of class
Student-Faculty Interaction	4p	Worked with instructors on activities other than coursework
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Student Effort	12.1e	Skill labs (writing, math, etc.)
Student Effort	12.1h	Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.

## Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort. For instance, 28.9% of Western Wyoming Community College students, compared with 34.4% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges' lowest mean scores might be higher than the cohort mean.

Figure 4

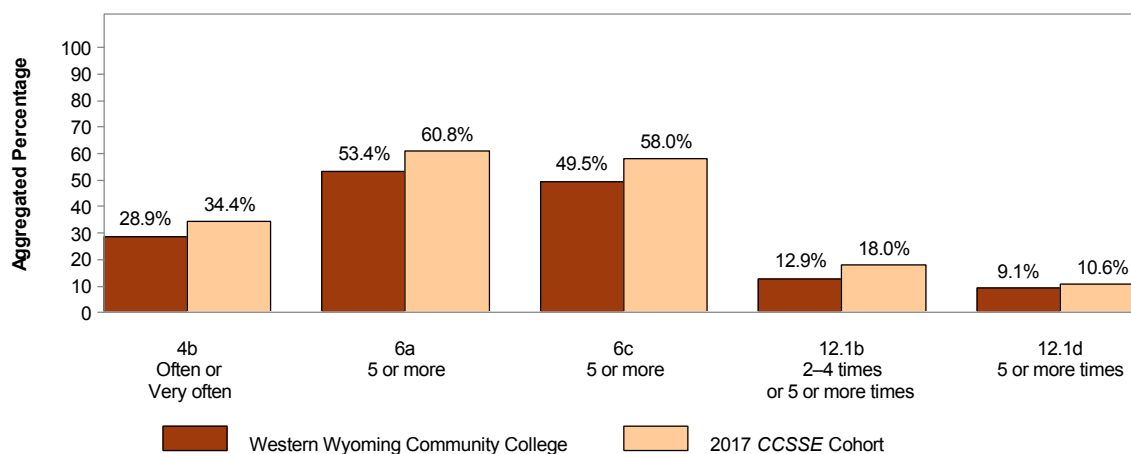


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or packets of course readings
Academic Challenge	6c	Number of written papers or reports of any length
Support For Learners	12.1b	Career counseling
Student Effort	12.1d	Peer or other tutoring

**Notes:**

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.

For Item(s) 12.1a and 12.1b, 2–4 *times* and 5 or *more times* responses are combined.

## 2017 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2017 special-focus items elicit new information about students' experiences associated with academic advising and planning such as whether students were required to meet with an advisor before registering for classes, how many times they met with an advisor over the course of one academic term, and whether they met with the same person each time. Frequency results from the first five special-focus items for your college and the 2017 *CCSSE* Academic Advising and Planning item-set respondents are displayed across pages 6 and 7.

Figure 5: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

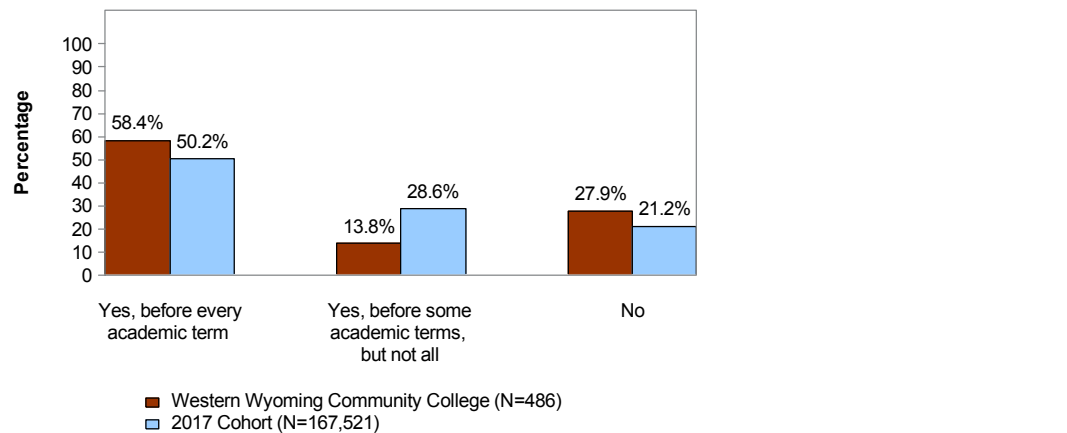


Figure 6: Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?

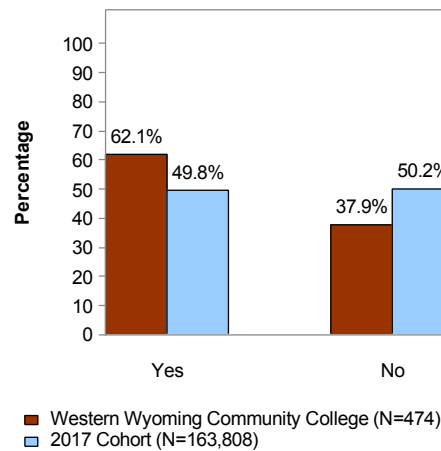


Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

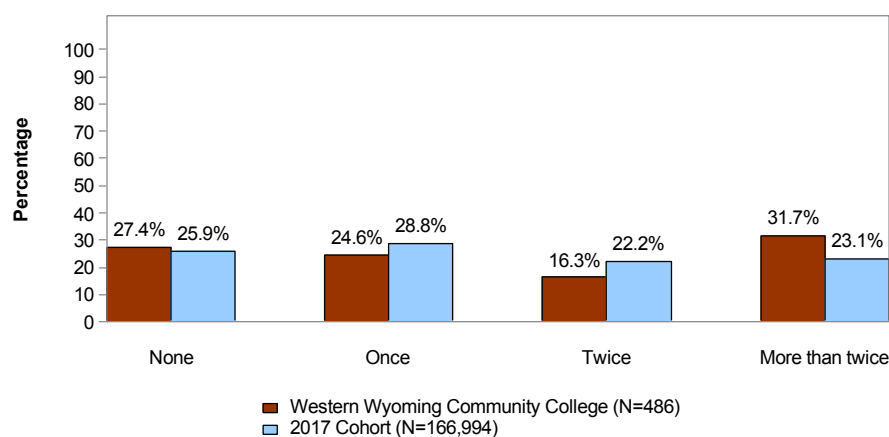


Figure 8: During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?

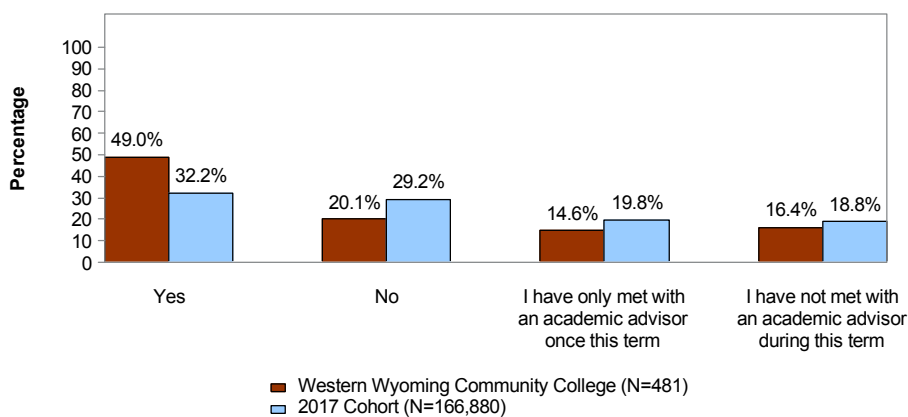
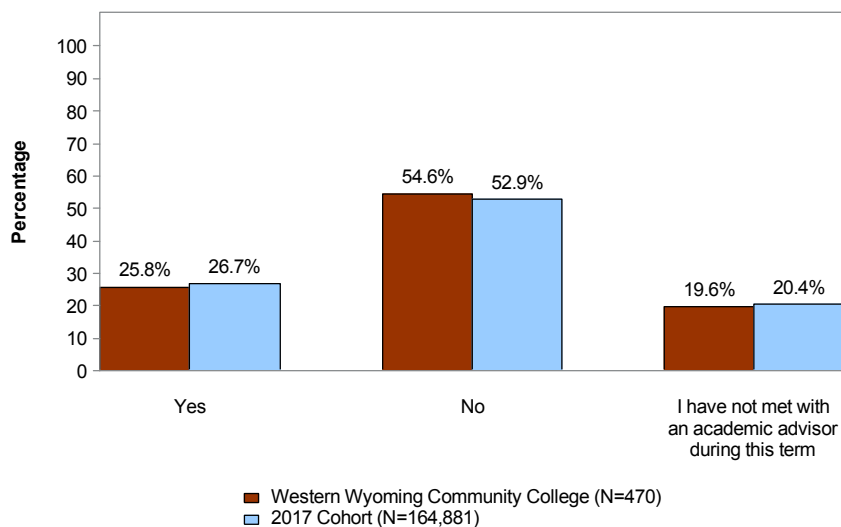


Figure 9: During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.





# CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom.

*CCFSSE* data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to serve as academic advisors for students. Below you will find frequency results for part- and full-time faculty at your college describing whether advising is part of the teaching role and how many hours faculty spend in a typical week advising students. *CCFSSE cohort respondent data are provided.*

Figure 10: About how many hours do you spend in a typical 7-day week advising students?

Response	Part-Time N	Part-Time Percentage	Full-Time N	Full-Time Percentage
None	1169	32.8%	622	11.2%
1-4	2052	57.5%	3432	61.9%
5-8	230	6.4%	953	17.2%
9-12	63	1.8%	295	5.3%
13-16	18	0.5%	104	1.9%
17-20	9	0.3%	63	1.1%
21-30	9	0.3%	37	0.7%
More than 30	16	0.4%	40	0.7%

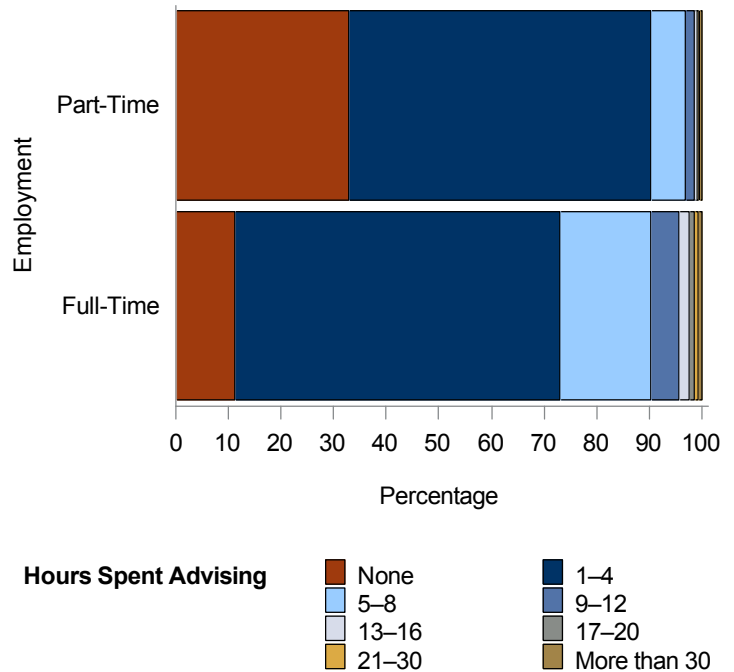
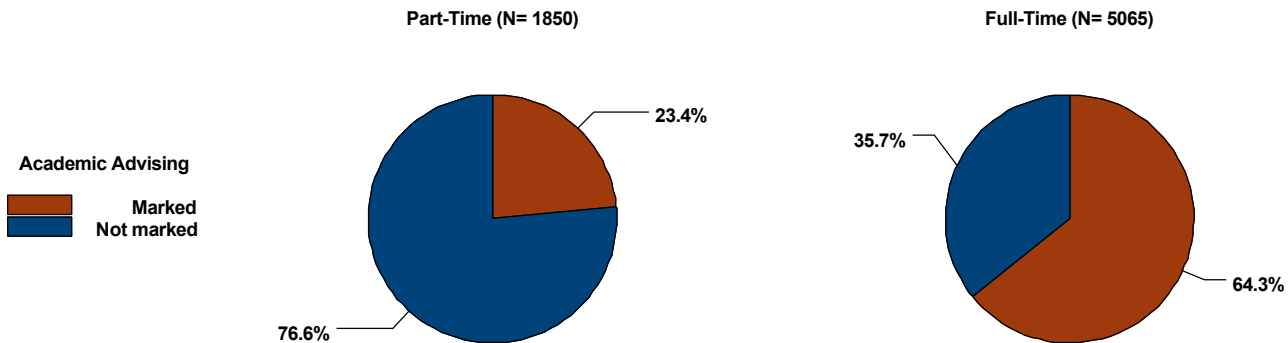


Figure 11: During the current academic year, which of the following are part of your teaching role at this college? (Mark all that apply)



# Main Report

## Western Wyoming Community College - SSI 03/2022



<b>Western Wyoming Community College - SSI</b>	<b>National Community Colleges - Western Region 2018-2021</b>
------------------------------------------------	---------------------------------------------------------------

Summary	Institution	National Norms	Difference	SS
<b>So far, how has your college experience met your expectations?</b>	<b>4.87</b>	<b>5.04</b>	<b>-0.17</b>	<b>★</b>
1= Much worse than I expected	2%	1%		
2= Quite a bit worse than I expected	0%	1%		
3= Worse than I expected	8%	5%		
4= About what I expected	32%	30%		
5= Better than I expected	24%	24%		
6= Quite a bit better than I expected	17%	14%		
7= Much better than I expected	14%	20%		
<b>Rate your overall satisfaction with your experience here thus far.</b>	<b>5.52</b>	<b>5.65</b>	<b>-0.13</b>	
1= Not satisfied at all	1%	0%		
2= Not very satisfied	2%	1%		
3= Somewhat dissatisfied	7%	4%		
4= Neutral	8%	11%		
5= Somewhat satisfied	14%	15%		
6= Satisfied	44%	39%		
7= Very satisfied	21%	27%		
<b>All in all, if you had it to do over again, would you enroll here?</b>	<b>5.88</b>	<b>5.95</b>	<b>-0.07</b>	
1= Definitely not	0%	1%		
2= Probably not	5%	2%		
Total	5.42		5.42	

- ★ Difference statistically significant at the .05 level
- ★★ Difference statistically significant at the .01 level
- ★★★ Difference statistically significant at the .001 level

National Group Means are based on 15,734 records

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## May 2020 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	121	68.36%	1 year or less	78	41.27%
Male	56	31.64%	2 years	80	42.33%
Total	177	100.00%	3 years	17	8.99%
No Response	19		4 or more years	14	7.41%
			Total	189	100.00%
			No Response	7	

<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	26	14.69%	No credits earned	3	1.60%
19 to 24	83	46.89%	1.99 or below	4	2.13%
25 to 34	30	16.95%	2.0 - 2.49	9	4.79%
35 to 44	19	10.73%	2.5 - 2.99	22	11.70%
45 and over	19	10.73%	3.0 - 3.49	73	38.83%
Total	177	100.00%	3.5 or above	77	40.96%
No Response	19		Total	188	100.00%
			No Response	8	

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	3	1.55%	Associate degree	111	59.04%
American Indian or Alaskan Native	2	1.04%	Vocational/technical program	7	3.72%
Asian or Pacific Islander	16	8.29%	Transfer to another institution	53	28.19%
Caucasian/White	145	75.13%	Certification (initial / renewal)	6	3.19%
Hispanic	19	9.84%	Self-improvement/pleasure	1	0.53%
Other race	4	2.07%	Job-related training	1	0.53%
Race - Prefer not to respond	4	2.07%	Other educational goal	9	4.79%
Total	193	100.00%	Total	188	100.00%
No Response	3		No Response	8	

<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Day	168	89.36%	Full-time off campus	41	21.93%
Evening	18	9.57%	Part-time off campus	37	19.79%
Weekend	2	1.06%	Full-time on campus	19	10.16%
Total	188	100.00%	Part-time on campus	27	14.44%
No Response	8		Not employed	63	33.69%
			Total	187	100.00%
			No Response	9	

<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Full-time	137	72.11%
Part-time	53	27.89%
Total	190	100.00%
No Response	6	



## May 2020 Demographics

<b>Current Residence</b>	<b>N</b>	<b>%</b>	<b>Institution Question 2</b>	<b>N</b>	<b>%</b>
Residence hall	57	30.48%	Campus item 2 - Answer 1	0	0%
Own house	63	33.69%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	22	11.76%	Campus item 2 - Answer 3	0	0%
Parent's home	32	17.11%	Campus item 2 - Answer 4	0	0%
Other residence	13	6.95%	Campus item 2 - Answer 5	0	0%
Total	187	100.00%	Campus item 2 - Answer 6	0	0%
No Response	9		Total	0	100.00%
			No Response	196	

<b>Residence Classification</b>	<b>N</b>	<b>%</b>
In-state	147	78.61%
Out-of-state	27	14.44%
International (not U.S. citizen)	13	6.95%
Total	187	100.00%
No Response	9	

<b>Disabilities</b>	<b>N</b>	<b>%</b>
Yes - Disability	21	11.23%
No - Disability	166	88.77%
Total	187	100.00%
No Response	9	

<b>Institution Was My</b>	<b>N</b>	<b>%</b>
1st choice	129	71.27%
2nd choice	39	21.55%
3rd choice or lower	13	7.18%
Total	181	100.00%
No Response	15	

<b>Institution Question</b>	<b>N</b>	<b>%</b>
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	196	

## May 2018 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	114	75.00%	1 year or less	69	46.00%
Male	38	25.00%	2 years	58	38.67%
Total	152	100.00%	3 years	9	6.00%
No Response	10		4 or more years	14	9.33%
			Total	150	100.00%
			No Response	12	
<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	27	18.00%	No credits earned	5	3.21%
19 to 24	57	38.00%	1.99 or below	2	1.28%
25 to 34	29	19.33%	2.0 - 2.49	3	1.92%
35 to 44	19	12.67%	2.5 - 2.99	16	10.26%
45 and over	18	12.00%	3.0 - 3.49	54	34.62%
Total	150	100.00%	3.5 or above	76	48.72%
No Response	12		Total	156	100.00%
			No Response	6	
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	6	3.95%	Associate degree	94	61.04%
American Indian or Alaskan Native	3	1.97%	Vocational/technical program	4	2.60%
Asian or Pacific Islander	9	5.92%	Transfer to another institution	42	27.27%
Caucasian/White	111	73.03%	Certification (initial / renewal)	4	2.60%
Hispanic	11	7.24%	Self-improvement/pleasure	1	0.65%
Other race	3	1.97%	Job-related training	3	1.95%
Race - Prefer not to respond	9	5.92%	Other educational goal	6	3.90%
Total	152	100.00%	Total	154	100.00%
No Response	10		No Response	8	
<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Day	130	87.25%	Full-time off campus	41	26.28%
Evening	18	12.08%	Part-time off campus	40	25.64%
Weekend	1	0.67%	Full-time on campus	6	3.85%
Total	149	100.00%	Part-time on campus	17	10.90%
No Response	13		Not employed	52	33.33%
			Total	156	100.00%
<b>Current Class Load</b>	<b>N</b>	<b>%</b>	No Response	6	
Full-time	95	63.33%			
Part-time	55	36.67%			
Total	150	100.00%			
No Response	12				

## May 2018 Demographics

<b>Current Residence</b>	<b>N</b>	<b>%</b>	<b>Institution Question 2</b>	<b>N</b>	<b>%</b>
Residence hall	40	26.49%	Campus item 2 - Answer 1	0	0%
Own house	52	34.44%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	15	9.93%	Campus item 2 - Answer 3	0	0%
Parent's home	32	21.19%	Campus item 2 - Answer 4	0	0%
Other residence	12	7.95%	Campus item 2 - Answer 5	0	0%
Total	151	100.00%	Campus item 2 - Answer 6	0	0%
No Response	11		Total	0	100.00%
			No Response	162	

<b>Residence Classification</b>	<b>N</b>	<b>%</b>
In-state	133	88.08%
Out-of-state	11	7.28%
International (not U.S. citizen)	7	4.64%
Total	151	100.00%
No Response	11	

<b>Disabilities</b>	<b>N</b>	<b>%</b>
Yes - Disability	23	15.33%
No - Disability	127	84.67%
Total	150	100.00%
No Response	12	

<b>Institution Was My</b>	<b>N</b>	<b>%</b>
1st choice	102	75.00%
2nd choice	21	15.44%
3rd choice or lower	13	9.56%
Total	136	100.00%
No Response	26	

<b>Institution Question</b>	<b>N</b>	<b>%</b>
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	162	

## Strategic Planning Overview

### Strengths and Challenges

#### Strengths

- 31. The campus is safe and secure for all students.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 70. I am able to experience intellectual growth here.
- 34. Computer labs are adequate and accessible.
- 32. My academic advisor is knowledgeable about my program requirements.
- 48. Counseling staff care about students as individuals.
- 6. My academic advisor is approachable.
- 14. Library resources and services are adequate.
- 68. On the whole, the campus is well-maintained.
- 56. The business office is open during hours which are convenient for most students.
- 36. Students are made to feel welcome on this campus.
- 21. There are a sufficient number of study areas on campus.
- 27. The campus staff are caring and helpful.
- 50. Tutoring services are readily available.

#### Challenges

- 69. There is a good variety of courses provided on this campus.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 57. Administrators are approachable to students.
- 52. This school does whatever it can to help me reach my educational goals.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 20. Financial aid counselors are helpful.
- 46. Faculty provide timely feedback about student progress in a course.
- 30. The career services office provides students with the help they need to get a job.

## **Strategic Planning Overview Trends**

**Institutional Summary**  
**Scales: In Order of Importance**

Scale	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising/Counseling	6.42	5.83 / 1.32	0.59	6.56	6.01 / 1.15	0.55	-0.18
Academic Services	6.41	6.14 / 0.87	0.27	6.42	6.17 / 0.98	0.25	-0.03
Instructional Effectiveness	6.41	5.72 / 1.06	0.69	6.51	5.80 / 0.99	0.71	-0.08
Registration Effectiveness	6.37	5.90 / 0.98	0.47	6.46	5.81 / 1.01	0.65	0.09
Admissions and Financial Aid	6.35	5.70 / 1.20	0.65	6.45	5.68 / 1.20	0.77	0.02
Safety and Security	6.35	5.93 / 1.07	0.42	6.47	5.97 / 1.00	0.50	-0.04
Concern for the Individual	6.34	5.72 / 1.20	0.62	6.49	5.74 / 1.12	0.75	-0.02
Service Excellence	6.30	5.82 / 1.05	0.48	6.36	5.84 / 1.06	0.52	-0.02
Campus Climate	6.28	5.73 / 1.14	0.55	6.34	5.75 / 1.11	0.59	-0.02
Student Centeredness	6.28	5.80 / 1.17	0.48	6.39	5.82 / 1.13	0.57	-0.02
Campus Support Services	6.16	5.72 / 1.34	0.44	6.11	5.74 / 1.31	0.37	-0.02
Responsiveness to Diverse Populations		6.05 / 1.22			5.75 / 1.31		0.30 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
31. The campus is safe and secure for all students.	6.61	6.06 / 1.18	0.55	6.68	6.12 / 1.21	0.56	-0.06
66. Program requirements are clear and reasonable.	6.60	5.98 / 1.17	0.62	6.64	5.90 / 1.31	0.74	0.08
69. There is a good variety of courses provided on this campus.	6.59	5.90 / 1.29	0.69	6.61	5.94 / 1.30	0.67	-0.04
58. Nearly all of the faculty are knowledgeable in their fields.	6.58	6.08 / 1.15	0.50	6.59	6.14 / 1.19	0.45	-0.06
70. I am able to experience intellectual growth here.	6.58	6.11 / 1.15	0.47	6.63	6.28 / 1.06	0.35	-0.17
18. The quality of instruction I receive in most of my classes is excellent.	6.55	5.72 / 1.41	0.83	6.72	5.91 / 1.12	0.81	-0.19
34. Computer labs are adequate and accessible.	6.53	6.34 / 1.00	0.19	6.47	6.30 / 1.25	0.17	0.04
6. My academic advisor is approachable.	6.51	6.09 / 1.55	0.42	6.65	6.31 / 1.19	0.34	-0.22
32. My academic advisor is knowledgeable about my program requirements.	6.51	6.04 / 1.43	0.47	6.67	6.24 / 1.29	0.43	-0.20
48. Counseling staff care about students as individuals.	6.51	6.13 / 1.22	0.38	6.57	6.09 / 1.32	0.48	0.04
11. Security staff respond quickly in emergencies.	6.47	5.93 / 1.33	0.54	6.67	5.94 / 1.39	0.73	-0.01
14. Library resources and services are adequate.	6.47	6.36 / 0.94	0.11	6.47	6.36 / 1.05	0.11	0.00
55. Academic support services adequately meet the needs of students.	6.47	5.87 / 1.25	0.60	6.46	5.89 / 1.15	0.57	-0.02
61. Faculty are usually available after class and during office hours.	6.47	6.00 / 1.30	0.47	6.52	6.14 / 1.17	0.38	-0.14
29. Faculty are fair and unbiased in their treatment of individual students.	6.45	5.71 / 1.42	0.74	6.61	5.62 / 1.53	0.99	0.09

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
57. Administrators are approachable to students.	6.45	5.76 / 1.38	0.69	6.33	5.84 / 1.42	0.49	-0.08
68. On the whole, the campus is well-maintained.	6.45	6.31 / 0.94	0.14	6.51	6.32 / 1.12	0.19	-0.01
5. The personnel involved in registration are helpful.	6.44	5.93 / 1.46	0.51	6.56	6.02 / 1.43	0.54	-0.09
52. This school does whatever it can to help me reach my educational goals.	6.44	5.64 / 1.54	0.80	6.46	5.68 / 1.45	0.78	-0.04
56. The business office is open during hours which are convenient for most students.	6.44	6.13 / 1.17	0.31	6.37	5.86 / 1.33	0.51	0.27
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.42	5.67 / 1.54	0.75	6.64	5.89 / 1.42	0.75	-0.22
41. Admissions staff are knowledgeable.	6.42	6.00 / 1.34	0.42	6.58	6.04 / 1.35	0.54	-0.04
60. Billing policies are reasonable.	6.42	5.99 / 1.17	0.43	6.39	5.74 / 1.44	0.65	0.25
15. I am able to register for classes I need with few conflicts.	6.41	5.74 / 1.42	0.67	6.52	5.59 / 1.52	0.93	0.15
36. Students are made to feel welcome on this campus.	6.41	6.05 / 1.25	0.36	6.45	6.06 / 1.25	0.39	-0.01
20. Financial aid counselors are helpful.	6.40	5.63 / 1.54	0.77	6.35	5.49 / 1.83	0.86	0.14
21. There are a sufficient number of study areas on campus.	6.40	6.12 / 1.22	0.28	6.32	6.18 / 1.20	0.14	-0.06
25. My academic advisor is concerned about my success as an individual.	6.38	5.73 / 1.62	0.65	6.53	5.97 / 1.45	0.56	-0.24
27. The campus staff are caring and helpful.	6.38	6.12 / 1.15	0.26	6.48	6.04 / 1.23	0.44	0.08
46. Faculty provide timely feedback about student progress in a course.	6.38	5.60 / 1.43	0.78	6.46	5.75 / 1.43	0.71	-0.15

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
50. Tutoring services are readily available.	6.38	6.09 / 1.25	0.29	6.40	6.01 / 1.31	0.39	0.08
51. There are convenient ways of paying my school bill.	6.38	5.93 / 1.30	0.45	6.55	5.92 / 1.49	0.63	0.01
49. Admissions counselors respond to prospective students' unique needs and requests.	6.37	5.92 / 1.15	0.45	6.44	5.93 / 1.47	0.51	-0.01
28. It is an enjoyable experience to be a student on this campus.	6.36	5.84 / 1.41	0.52	6.49	5.97 / 1.33	0.52	-0.13
30. The career services office provides students with the help they need to get a job.	6.36	5.64 / 1.53	0.72	6.33	5.67 / 1.43	0.66	-0.03
53. The assessment and course placement procedures are reasonable.	6.36	5.70 / 1.47	0.66	6.34	5.73 / 1.34	0.61	-0.03
23. Faculty are understanding of students' unique life circumstances.	6.35	5.44 / 1.53	0.91	6.37	5.57 / 1.38	0.80	-0.13
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.43	5.71 / 1.42	0.72	-0.05
62. Bookstore staff are helpful.	6.35	6.17 / 1.24	0.18	6.45	6.07 / 1.40	0.38	0.10
7. Adequate financial aid is available for most students.	6.33	5.56 / 1.50	0.77	6.43	5.40 / 1.78	1.03	0.16
47. There are adequate services to help me decide upon a career.	6.33	5.71 / 1.42	0.62	6.34	5.63 / 1.59	0.71	0.08
42. The equipment in the lab facilities is kept up to date.	6.32	5.87 / 1.22	0.45	6.39	5.99 / 1.40	0.40	-0.12
45. This institution has a good reputation within the community.	6.31	6.06 / 1.26	0.25	6.28	6.14 / 1.19	0.14	-0.08
67. Channels for expressing student complaints are readily available.	6.31	5.19 / 1.70	1.12	6.34	5.40 / 1.58	0.94	-0.21
87. Cost as factor in decision to enroll.	6.31			6.31			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
39. The amount of student parking space on campus is adequate.	6.30	5.92 / 1.45	0.38	6.40	6.05 / 1.42	0.35	-0.13
22. People on this campus respect and are supportive of each other.	6.29	5.80 / 1.33	0.49	6.31	5.67 / 1.32	0.64	0.13
26. Library staff are helpful and approachable.	6.29	6.29 / 1.11	0.00	6.41	6.43 / 0.93	-0.02	-0.14
43. Class change (drop/add) policies are reasonable.	6.29	5.87 / 1.35	0.42	6.44	5.75 / 1.59	0.69	0.12
54. Faculty are interested in my academic problems.	6.29	5.61 / 1.40	0.68	6.28	5.59 / 1.48	0.69	0.02
63. I seldom get the "run-around" when seeking information on this campus.	6.29	5.44 / 1.73	0.85	6.44	5.46 / 1.68	0.98	-0.02
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.72 / 1.44	0.56	6.44	5.97 / 1.40	0.47	-0.25
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.27	5.34 / 1.62	0.93	6.45	5.32 / 1.63	1.13	0.02
59. New student orientation services help students adjust to college.	6.27	5.54 / 1.62	0.73	5.98	5.53 / 1.74	0.45	0.01
64. Nearly all classes deal with practical experiences and applications.	6.27	5.63 / 1.30	0.64	6.42	5.79 / 1.31	0.63	-0.16
3. The quality of instruction in the vocational/technical programs is excellent.	6.26	5.67 / 1.29	0.59	6.27	5.67 / 1.31	0.60	0.00
65. Students are notified early in the term if they are doing poorly in a class.	6.24	5.09 / 1.71	1.15	6.48	5.30 / 1.67	1.18	-0.21
88. Financial aid as factor in decision to enroll.	6.24			6.15			
8. Classes are scheduled at times that are convenient for me.	6.23	5.70 / 1.43	0.53	6.44	5.68 / 1.43	0.76	0.02
16. The college shows concern for students as individuals.	6.23	5.52 / 1.63	0.71	6.40	5.52 / 1.50	0.88	0.00

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
12. My academic advisor helps me set goals to work toward.	6.20	5.60 / 1.75	0.60	6.41	5.91 / 1.52	0.50	-0.31
37. Faculty take into consideration student differences as they teach a course.	6.20	5.40 / 1.54	0.80	6.45	5.56 / 1.49	0.89	-0.16
2. Faculty care about me as an individual.	6.18	5.62 / 1.43	0.56	6.37	5.66 / 1.33	0.71	-0.04
4. Security staff are helpful.	6.17	5.93 / 1.46	0.24	6.18	5.63 / 1.49	0.55	0.30
24. Parking lots are well-lighted and secure.	6.17	5.80 / 1.48	0.37	6.45	6.07 / 1.25	0.38	-0.27
9. Internships or practical experiences are provided in my degree/certificate program.	6.13	5.27 / 1.64	0.86	6.29	5.41 / 1.52	0.88	-0.14
19. This campus provides effective support services for displaced homemakers.	6.07	5.55 / 1.50	0.52	6.17	5.39 / 1.70	0.78	0.16
38. The student center is a comfortable place for students to spend their leisure time.	6.05	5.95 / 1.16	0.10	6.19	6.04 / 1.23	0.15	-0.09
17. Personnel in the Veterans' Services program are helpful.	5.94	5.44 / 1.56	0.50	5.84	5.73 / 1.42	0.11	-0.29
10. Child care facilities are available on campus.	5.92	6.08 / 1.31	-0.16	5.79	6.30 / 1.06	-0.51	-0.22
1. Most students feel a sense of belonging here.	5.88	5.57 / 1.28	0.31	6.18	5.56 / 1.26	0.62	0.01
44. I generally know what's happening on campus.	5.87	5.60 / 1.39	0.27	5.91	5.52 / 1.61	0.39	0.08
89. Academic reputation as factor in decision to enroll.	5.84			5.89			
93. Geographic setting as factor in decision to enroll.	5.52			5.83			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.44			5.40			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
90. Size of institution as factor in decision to enroll.	5.25			5.05			
92. Recommendations from family/friends as factor in decision to enroll.	4.99			4.73			
94. Campus appearance as factor in decision to enroll.	4.97			5.08			
91. Opportunity to play sports as factor in decision to enroll.	4.21			3.70			
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		6.10 / 1.16			5.57 / 1.50		0.53 **
82. Institution's commitment to evening students?		5.98 / 1.32			5.72 / 1.43		0.26
83. Institution's commitment to older, returning learners?		6.06 / 1.40			5.86 / 1.56		0.20
84. Institution's commitment to under-represented populations?		6.11 / 1.23			5.71 / 1.49		0.40 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to commuters?		5.80 / 1.46			5.79 / 1.52		0.01
86. Institution's commitment to students with disabilities?		6.25 / 1.05			5.88 / 1.48		0.37 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC ADVISING/COUNSELING</b>	6.42	5.83 / 1.32	0.59	6.56	6.01 / 1.15	0.55	-0.18
6. My academic advisor is approachable.	6.51	6.09 / 1.55	0.42	6.65	6.31 / 1.19	0.34	-0.22
12. My academic advisor helps me set goals to work toward.	6.20	5.60 / 1.75	0.60	6.41	5.91 / 1.52	0.50	-0.31
25. My academic advisor is concerned about my success as an individual.	6.38	5.73 / 1.62	0.65	6.53	5.97 / 1.45	0.56	-0.24
32. My academic advisor is knowledgeable about my program requirements.	6.51	6.04 / 1.43	0.47	6.67	6.24 / 1.29	0.43	-0.20
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.42	5.67 / 1.54	0.75	6.64	5.89 / 1.42	0.75	-0.22
48. Counseling staff care about students as individuals.	6.51	6.13 / 1.22	0.38	6.57	6.09 / 1.32	0.48	0.04
52. This school does whatever it can to help me reach my educational goals.	6.44	5.64 / 1.54	0.80	6.46	5.68 / 1.45	0.78	-0.04

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC SERVICES</b>	6.41	6.14 / 0.87	0.27	6.42	6.17 / 0.98	0.25	-0.03
14. Library resources and services are adequate.	6.47	6.36 / 0.94	0.11	6.47	6.36 / 1.05	0.11	0.00
21. There are a sufficient number of study areas on campus.	6.40	6.12 / 1.22	0.28	6.32	6.18 / 1.20	0.14	-0.06
26. Library staff are helpful and approachable.	6.29	6.29 / 1.11	0.00	6.41	6.43 / 0.93	-0.02	-0.14
34. Computer labs are adequate and accessible.	6.53	6.34 / 1.00	0.19	6.47	6.30 / 1.25	0.17	0.04
42. The equipment in the lab facilities is kept up to date.	6.32	5.87 / 1.22	0.45	6.39	5.99 / 1.40	0.40	-0.12
50. Tutoring services are readily available.	6.38	6.09 / 1.25	0.29	6.40	6.01 / 1.31	0.39	0.08
55. Academic support services adequately meet the needs of students.	6.47	5.87 / 1.25	0.60	6.46	5.89 / 1.15	0.57	-0.02

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ADMISSIONS AND FINANCIAL AID</b>	6.35	5.70 / 1.20	0.65	6.45	5.68 / 1.20	0.77	0.02
7. Adequate financial aid is available for most students.	6.33	5.56 / 1.50	0.77	6.43	5.40 / 1.78	1.03	0.16
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.27	5.34 / 1.62	0.93	6.45	5.32 / 1.63	1.13	0.02
20. Financial aid counselors are helpful.	6.40	5.63 / 1.54	0.77	6.35	5.49 / 1.83	0.86	0.14
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.72 / 1.44	0.56	6.44	5.97 / 1.40	0.47	-0.25
41. Admissions staff are knowledgeable.	6.42	6.00 / 1.34	0.42	6.58	6.04 / 1.35	0.54	-0.04
49. Admissions counselors respond to prospective students' unique needs and requests.	6.37	5.92 / 1.15	0.45	6.44	5.93 / 1.47	0.51	-0.01

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS CLIMATE</b>	6.28	5.73 / 1.14	0.55	6.34	5.75 / 1.11	0.59	-0.02
1. Most students feel a sense of belonging here.	5.88	5.57 / 1.28	0.31	6.18	5.56 / 1.26	0.62	0.01
2. Faculty care about me as an individual.	6.18	5.62 / 1.43	0.56	6.37	5.66 / 1.33	0.71	-0.04
16. The college shows concern for students as individuals.	6.23	5.52 / 1.63	0.71	6.40	5.52 / 1.50	0.88	0.00
22. People on this campus respect and are supportive of each other.	6.29	5.80 / 1.33	0.49	6.31	5.67 / 1.32	0.64	0.13
27. The campus staff are caring and helpful.	6.38	6.12 / 1.15	0.26	6.48	6.04 / 1.23	0.44	0.08
28. It is an enjoyable experience to be a student on this campus.	6.36	5.84 / 1.41	0.52	6.49	5.97 / 1.33	0.52	-0.13
31. The campus is safe and secure for all students.	6.61	6.06 / 1.18	0.55	6.68	6.12 / 1.21	0.56	-0.06
36. Students are made to feel welcome on this campus.	6.41	6.05 / 1.25	0.36	6.45	6.06 / 1.25	0.39	-0.01
44. I generally know what's happening on campus.	5.87	5.60 / 1.39	0.27	5.91	5.52 / 1.61	0.39	0.08
45. This institution has a good reputation within the community.	6.31	6.06 / 1.26	0.25	6.28	6.14 / 1.19	0.14	-0.08
52. This school does whatever it can to help me reach my educational goals.	6.44	5.64 / 1.54	0.80	6.46	5.68 / 1.45	0.78	-0.04
57. Administrators are approachable to students.	6.45	5.76 / 1.38	0.69	6.33	5.84 / 1.42	0.49	-0.08
59. New student orientation services help students adjust to college.	6.27	5.54 / 1.62	0.73	5.98	5.53 / 1.74	0.45	0.01
63. I seldom get the "run-around" when seeking information on this campus.	6.29	5.44 / 1.73	0.85	6.44	5.46 / 1.68	0.98	-0.02
67. Channels for expressing student complaints are readily available.	6.31	5.19 / 1.70	1.12	6.34	5.40 / 1.58	0.94	-0.21

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Support Services

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS SUPPORT SERVICES</b>	6.16	5.72 / 1.34	0.44	6.11	5.74 / 1.31	0.37	-0.02
10. Child care facilities are available on campus.	5.92	6.08 / 1.31	-0.16	5.79	6.30 / 1.06	-0.51	-0.22
17. Personnel in the Veterans' Services program are helpful.	5.94	5.44 / 1.56	0.50	5.84	5.73 / 1.42	0.11	-0.29
19. This campus provides effective support services for displaced homemakers.	6.07	5.55 / 1.50	0.52	6.17	5.39 / 1.70	0.78	0.16
30. The career services office provides students with the help they need to get a job.	6.36	5.64 / 1.53	0.72	6.33	5.67 / 1.43	0.66	-0.03
38. The student center is a comfortable place for students to spend their leisure time.	6.05	5.95 / 1.16	0.10	6.19	6.04 / 1.23	0.15	-0.09
47. There are adequate services to help me decide upon a career.	6.33	5.71 / 1.42	0.62	6.34	5.63 / 1.59	0.71	0.08
59. New student orientation services help students adjust to college.	6.27	5.54 / 1.62	0.73	5.98	5.53 / 1.74	0.45	0.01

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Concern for the Individual**

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CONCERN FOR THE INDIVIDUAL</b>	6.34	5.72 / 1.20	0.62	6.49	5.74 / 1.12	0.75	-0.02
2. Faculty care about me as an individual.	6.18	5.62 / 1.43	0.56	6.37	5.66 / 1.33	0.71	-0.04
16. The college shows concern for students as individuals.	6.23	5.52 / 1.63	0.71	6.40	5.52 / 1.50	0.88	0.00
25. My academic advisor is concerned about my success as an individual.	6.38	5.73 / 1.62	0.65	6.53	5.97 / 1.45	0.56	-0.24
29. Faculty are fair and unbiased in their treatment of individual students.	6.45	5.71 / 1.42	0.74	6.61	5.62 / 1.53	0.99	0.09
48. Counseling staff care about students as individuals.	6.51	6.13 / 1.22	0.38	6.57	6.09 / 1.32	0.48	0.04

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>INSTRUCTIONAL EFFECTIVENESS</b>	6.41	5.72 / 1.06	0.69	6.51	5.80 / 0.99	0.71	-0.08
2. Faculty care about me as an individual.	6.18	5.62 / 1.43	0.56	6.37	5.66 / 1.33	0.71	-0.04
18. The quality of instruction I receive in most of my classes is excellent.	6.55	5.72 / 1.41	0.83	6.72	5.91 / 1.12	0.81	-0.19
23. Faculty are understanding of students' unique life circumstances.	6.35	5.44 / 1.53	0.91	6.37	5.57 / 1.38	0.80	-0.13
29. Faculty are fair and unbiased in their treatment of individual students.	6.45	5.71 / 1.42	0.74	6.61	5.62 / 1.53	0.99	0.09
37. Faculty take into consideration student differences as they teach a course.	6.20	5.40 / 1.54	0.80	6.45	5.56 / 1.49	0.89	-0.16
46. Faculty provide timely feedback about student progress in a course.	6.38	5.60 / 1.43	0.78	6.46	5.75 / 1.43	0.71	-0.15
54. Faculty are interested in my academic problems.	6.29	5.61 / 1.40	0.68	6.28	5.59 / 1.48	0.69	0.02
58. Nearly all of the faculty are knowledgeable in their fields.	6.58	6.08 / 1.15	0.50	6.59	6.14 / 1.19	0.45	-0.06
61. Faculty are usually available after class and during office hours.	6.47	6.00 / 1.30	0.47	6.52	6.14 / 1.17	0.38	-0.14
64. Nearly all classes deal with practical experiences and applications.	6.27	5.63 / 1.30	0.64	6.42	5.79 / 1.31	0.63	-0.16
65. Students are notified early in the term if they are doing poorly in a class.	6.24	5.09 / 1.71	1.15	6.48	5.30 / 1.67	1.18	-0.21
66. Program requirements are clear and reasonable.	6.60	5.98 / 1.17	0.62	6.64	5.90 / 1.31	0.74	0.08

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



**Institutional Summary**

**Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness**

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69. There is a good variety of courses provided on this campus.	6.59	5.90 / 1.29	0.69	6.61	5.94 / 1.30	0.67	-0.04
70. I am able to experience intellectual growth here.	6.58	6.11 / 1.15	0.47	6.63	6.28 / 1.06	0.35	-0.17

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>REGISTRATION EFFECTIVENESS</b>	6.37	5.90 / 0.98	0.47	6.46	5.81 / 1.01	0.65	0.09
5. The personnel involved in registration are helpful.	6.44	5.93 / 1.46	0.51	6.56	6.02 / 1.43	0.54	-0.09
8. Classes are scheduled at times that are convenient for me.	6.23	5.70 / 1.43	0.53	6.44	5.68 / 1.43	0.76	0.02
15. I am able to register for classes I need with few conflicts.	6.41	5.74 / 1.42	0.67	6.52	5.59 / 1.52	0.93	0.15
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.43	5.71 / 1.42	0.72	-0.05
43. Class change (drop/add) policies are reasonable.	6.29	5.87 / 1.35	0.42	6.44	5.75 / 1.59	0.69	0.12
51. There are convenient ways of paying my school bill.	6.38	5.93 / 1.30	0.45	6.55	5.92 / 1.49	0.63	0.01
56. The business office is open during hours which are convenient for most students.	6.44	6.13 / 1.17	0.31	6.37	5.86 / 1.33	0.51	0.27
60. Billing policies are reasonable.	6.42	5.99 / 1.17	0.43	6.39	5.74 / 1.44	0.65	0.25
62. Bookstore staff are helpful.	6.35	6.17 / 1.24	0.18	6.45	6.07 / 1.40	0.38	0.10

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>RESPONSIVENESS TO DIVERSE POPULATIONS</b>		6.05 / 1.22			5.75 / 1.31		0.30 *
81. Institution's commitment to part-time students?		6.10 / 1.16			5.57 / 1.50		0.53 **
82. Institution's commitment to evening students?		5.98 / 1.32			5.72 / 1.43		0.26
83. Institution's commitment to older, returning learners?		6.06 / 1.40			5.86 / 1.56		0.20
84. Institution's commitment to under-represented populations?		6.11 / 1.23			5.71 / 1.49		0.40 *
85. Institution's commitment to commuters?		5.80 / 1.46			5.79 / 1.52		0.01
86. Institution's commitment to students with disabilities?		6.25 / 1.05			5.88 / 1.48		0.37 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SAFETY AND SECURITY</b>	6.35	5.93 / 1.07	0.42	6.47	5.97 / 1.00	0.50	-0.04
4. Security staff are helpful.	6.17	5.93 / 1.46	0.24	6.18	5.63 / 1.49	0.55	0.30
11. Security staff respond quickly in emergencies.	6.47	5.93 / 1.33	0.54	6.67	5.94 / 1.39	0.73	-0.01
24. Parking lots are well-lighted and secure.	6.17	5.80 / 1.48	0.37	6.45	6.07 / 1.25	0.38	-0.27
31. The campus is safe and secure for all students.	6.61	6.06 / 1.18	0.55	6.68	6.12 / 1.21	0.56	-0.06
39. The amount of student parking space on campus is adequate.	6.30	5.92 / 1.45	0.38	6.40	6.05 / 1.42	0.35	-0.13

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SERVICE EXCELLENCE</b>	6.30	5.82 / 1.05	0.48	6.36	5.84 / 1.06	0.52	-0.02
5. The personnel involved in registration are helpful.	6.44	5.93 / 1.46	0.51	6.56	6.02 / 1.43	0.54	-0.09
22. People on this campus respect and are supportive of each other.	6.29	5.80 / 1.33	0.49	6.31	5.67 / 1.32	0.64	0.13
26. Library staff are helpful and approachable.	6.29	6.29 / 1.11	0.00	6.41	6.43 / 0.93	-0.02	-0.14
27. The campus staff are caring and helpful.	6.38	6.12 / 1.15	0.26	6.48	6.04 / 1.23	0.44	0.08
44. I generally know what's happening on campus.	5.87	5.60 / 1.39	0.27	5.91	5.52 / 1.61	0.39	0.08
57. Administrators are approachable to students.	6.45	5.76 / 1.38	0.69	6.33	5.84 / 1.42	0.49	-0.08
62. Bookstore staff are helpful.	6.35	6.17 / 1.24	0.18	6.45	6.07 / 1.40	0.38	0.10
63. I seldom get the "run-around" when seeking information on this campus.	6.29	5.44 / 1.73	0.85	6.44	5.46 / 1.68	0.98	-0.02
67. Channels for expressing student complaints are readily available.	6.31	5.19 / 1.70	1.12	6.34	5.40 / 1.58	0.94	-0.21

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>STUDENT CENTEREDNESS</b>	6.28	5.80 / 1.17	0.48	6.39	5.82 / 1.13	0.57	-0.02
1. Most students feel a sense of belonging here.	5.88	5.57 / 1.28	0.31	6.18	5.56 / 1.26	0.62	0.01
16. The college shows concern for students as individuals.	6.23	5.52 / 1.63	0.71	6.40	5.52 / 1.50	0.88	0.00
27. The campus staff are caring and helpful.	6.38	6.12 / 1.15	0.26	6.48	6.04 / 1.23	0.44	0.08
28. It is an enjoyable experience to be a student on this campus.	6.36	5.84 / 1.41	0.52	6.49	5.97 / 1.33	0.52	-0.13
36. Students are made to feel welcome on this campus.	6.41	6.05 / 1.25	0.36	6.45	6.06 / 1.25	0.39	-0.01
57. Administrators are approachable to students.	6.45	5.76 / 1.38	0.69	6.33	5.84 / 1.42	0.49	-0.08

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.88	5.57 / 1.28	0.31	6.18	5.56 / 1.26	0.62	0.01
2. Faculty care about me as an individual.	6.18	5.62 / 1.43	0.56	6.37	5.66 / 1.33	0.71	-0.04
3. The quality of instruction in the vocational/technical programs is excellent.	6.26	5.67 / 1.29	0.59	6.27	5.67 / 1.31	0.60	0.00
4. Security staff are helpful.	6.17	5.93 / 1.46	0.24	6.18	5.63 / 1.49	0.55	0.30
5. The personnel involved in registration are helpful.	6.44	5.93 / 1.46	0.51	6.56	6.02 / 1.43	0.54	-0.09
6. My academic advisor is approachable.	6.51	6.09 / 1.55	0.42	6.65	6.31 / 1.19	0.34	-0.22
7. Adequate financial aid is available for most students.	6.33	5.56 / 1.50	0.77	6.43	5.40 / 1.78	1.03	0.16
8. Classes are scheduled at times that are convenient for me.	6.23	5.70 / 1.43	0.53	6.44	5.68 / 1.43	0.76	0.02
9. Internships or practical experiences are provided in my degree/certificate program.	6.13	5.27 / 1.64	0.86	6.29	5.41 / 1.52	0.88	-0.14
10. Child care facilities are available on campus.	5.92	6.08 / 1.31	-0.16	5.79	6.30 / 1.06	-0.51	-0.22
11. Security staff respond quickly in emergencies.	6.47	5.93 / 1.33	0.54	6.67	5.94 / 1.39	0.73	-0.01
12. My academic advisor helps me set goals to work toward.	6.20	5.60 / 1.75	0.60	6.41	5.91 / 1.52	0.50	-0.31
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.27	5.34 / 1.62	0.93	6.45	5.32 / 1.63	1.13	0.02
14. Library resources and services are adequate.	6.47	6.36 / 0.94	0.11	6.47	6.36 / 1.05	0.11	0.00
15. I am able to register for classes I need with few conflicts.	6.41	5.74 / 1.42	0.67	6.52	5.59 / 1.52	0.93	0.15
16. The college shows concern for students as individuals.	6.23	5.52 / 1.63	0.71	6.40	5.52 / 1.50	0.88	0.00

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful.	5.94	5.44 / 1.56	0.50	5.84	5.73 / 1.42	0.11	-0.29
18. The quality of instruction I receive in most of my classes is excellent.	6.55	5.72 / 1.41	0.83	6.72	5.91 / 1.12	0.81	-0.19
19. This campus provides effective support services for displaced homemakers.	6.07	5.55 / 1.50	0.52	6.17	5.39 / 1.70	0.78	0.16
20. Financial aid counselors are helpful.	6.40	5.63 / 1.54	0.77	6.35	5.49 / 1.83	0.86	0.14
21. There are a sufficient number of study areas on campus.	6.40	6.12 / 1.22	0.28	6.32	6.18 / 1.20	0.14	-0.06
22. People on this campus respect and are supportive of each other.	6.29	5.80 / 1.33	0.49	6.31	5.67 / 1.32	0.64	0.13
23. Faculty are understanding of students' unique life circumstances.	6.35	5.44 / 1.53	0.91	6.37	5.57 / 1.38	0.80	-0.13
24. Parking lots are well-lighted and secure.	6.17	5.80 / 1.48	0.37	6.45	6.07 / 1.25	0.38	-0.27
25. My academic advisor is concerned about my success as an individual.	6.38	5.73 / 1.62	0.65	6.53	5.97 / 1.45	0.56	-0.24
26. Library staff are helpful and approachable.	6.29	6.29 / 1.11	0.00	6.41	6.43 / 0.93	-0.02	-0.14
27. The campus staff are caring and helpful.	6.38	6.12 / 1.15	0.26	6.48	6.04 / 1.23	0.44	0.08
28. It is an enjoyable experience to be a student on this campus.	6.36	5.84 / 1.41	0.52	6.49	5.97 / 1.33	0.52	-0.13
29. Faculty are fair and unbiased in their treatment of individual students.	6.45	5.71 / 1.42	0.74	6.61	5.62 / 1.53	0.99	0.09
30. The career services office provides students with the help they need to get a job.	6.36	5.64 / 1.53	0.72	6.33	5.67 / 1.43	0.66	-0.03
31. The campus is safe and secure for all students.	6.61	6.06 / 1.18	0.55	6.68	6.12 / 1.21	0.56	-0.06

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	6.51	6.04 / 1.43	0.47	6.67	6.24 / 1.29	0.43	-0.20
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.72 / 1.44	0.56	6.44	5.97 / 1.40	0.47	-0.25
34. Computer labs are adequate and accessible.	6.53	6.34 / 1.00	0.19	6.47	6.30 / 1.25	0.17	0.04
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.43	5.71 / 1.42	0.72	-0.05
36. Students are made to feel welcome on this campus.	6.41	6.05 / 1.25	0.36	6.45	6.06 / 1.25	0.39	-0.01
37. Faculty take into consideration student differences as they teach a course.	6.20	5.40 / 1.54	0.80	6.45	5.56 / 1.49	0.89	-0.16
38. The student center is a comfortable place for students to spend their leisure time.	6.05	5.95 / 1.16	0.10	6.19	6.04 / 1.23	0.15	-0.09
39. The amount of student parking space on campus is adequate.	6.30	5.92 / 1.45	0.38	6.40	6.05 / 1.42	0.35	-0.13
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.42	5.67 / 1.54	0.75	6.64	5.89 / 1.42	0.75	-0.22
41. Admissions staff are knowledgeable.	6.42	6.00 / 1.34	0.42	6.58	6.04 / 1.35	0.54	-0.04
42. The equipment in the lab facilities is kept up to date.	6.32	5.87 / 1.22	0.45	6.39	5.99 / 1.40	0.40	-0.12
43. Class change (drop/add) policies are reasonable.	6.29	5.87 / 1.35	0.42	6.44	5.75 / 1.59	0.69	0.12
44. I generally know what's happening on campus.	5.87	5.60 / 1.39	0.27	5.91	5.52 / 1.61	0.39	0.08
45. This institution has a good reputation within the community.	6.31	6.06 / 1.26	0.25	6.28	6.14 / 1.19	0.14	-0.08
46. Faculty provide timely feedback about student progress in a course.	6.38	5.60 / 1.43	0.78	6.46	5.75 / 1.43	0.71	-0.15

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	6.33	5.71 / 1.42	0.62	6.34	5.63 / 1.59	0.71	0.08
48. Counseling staff care about students as individuals.	6.51	6.13 / 1.22	0.38	6.57	6.09 / 1.32	0.48	0.04
49. Admissions counselors respond to prospective students' unique needs and requests.	6.37	5.92 / 1.15	0.45	6.44	5.93 / 1.47	0.51	-0.01
50. Tutoring services are readily available.	6.38	6.09 / 1.25	0.29	6.40	6.01 / 1.31	0.39	0.08
51. There are convenient ways of paying my school bill.	6.38	5.93 / 1.30	0.45	6.55	5.92 / 1.49	0.63	0.01
52. This school does whatever it can to help me reach my educational goals.	6.44	5.64 / 1.54	0.80	6.46	5.68 / 1.45	0.78	-0.04
53. The assessment and course placement procedures are reasonable.	6.36	5.70 / 1.47	0.66	6.34	5.73 / 1.34	0.61	-0.03
54. Faculty are interested in my academic problems.	6.29	5.61 / 1.40	0.68	6.28	5.59 / 1.48	0.69	0.02
55. Academic support services adequately meet the needs of students.	6.47	5.87 / 1.25	0.60	6.46	5.89 / 1.15	0.57	-0.02
56. The business office is open during hours which are convenient for most students.	6.44	6.13 / 1.17	0.31	6.37	5.86 / 1.33	0.51	0.27
57. Administrators are approachable to students.	6.45	5.76 / 1.38	0.69	6.33	5.84 / 1.42	0.49	-0.08
58. Nearly all of the faculty are knowledgeable in their fields.	6.58	6.08 / 1.15	0.50	6.59	6.14 / 1.19	0.45	-0.06
59. New student orientation services help students adjust to college.	6.27	5.54 / 1.62	0.73	5.98	5.53 / 1.74	0.45	0.01
60. Billing policies are reasonable.	6.42	5.99 / 1.17	0.43	6.39	5.74 / 1.44	0.65	0.25
61. Faculty are usually available after class and during office hours.	6.47	6.00 / 1.30	0.47	6.52	6.14 / 1.17	0.38	-0.14

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	6.35	6.17 / 1.24	0.18	6.45	6.07 / 1.40	0.38	0.10
63. I seldom get the "run-around" when seeking information on this campus.	6.29	5.44 / 1.73	0.85	6.44	5.46 / 1.68	0.98	-0.02
64. Nearly all classes deal with practical experiences and applications.	6.27	5.63 / 1.30	0.64	6.42	5.79 / 1.31	0.63	-0.16
65. Students are notified early in the term if they are doing poorly in a class.	6.24	5.09 / 1.71	1.15	6.48	5.30 / 1.67	1.18	-0.21
66. Program requirements are clear and reasonable.	6.60	5.98 / 1.17	0.62	6.64	5.90 / 1.31	0.74	0.08
67. Channels for expressing student complaints are readily available.	6.31	5.19 / 1.70	1.12	6.34	5.40 / 1.58	0.94	-0.21
68. On the whole, the campus is well-maintained.	6.45	6.31 / 0.94	0.14	6.51	6.32 / 1.12	0.19	-0.01
69. There is a good variety of courses provided on this campus.	6.59	5.90 / 1.29	0.69	6.61	5.94 / 1.30	0.67	-0.04
70. I am able to experience intellectual growth here.	6.58	6.11 / 1.15	0.47	6.63	6.28 / 1.06	0.35	-0.17
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2020			May 2018			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		6.10 / 1.16			5.57 / 1.50		0.53 **
82. Institution's commitment to evening students?		5.98 / 1.32			5.72 / 1.43		0.26
83. Institution's commitment to older, returning learners?		6.06 / 1.40			5.86 / 1.56		0.20
84. Institution's commitment to under-represented populations?		6.11 / 1.23			5.71 / 1.49		0.40 *
85. Institution's commitment to commuters?		5.80 / 1.46			5.79 / 1.52		0.01
86. Institution's commitment to students with disabilities?		6.25 / 1.05			5.88 / 1.48		0.37 *
87. Cost as factor in decision to enroll.	6.31			6.31			
88. Financial aid as factor in decision to enroll.	6.24			6.15			
89. Academic reputation as factor in decision to enroll.	5.84			5.89			
90. Size of institution as factor in decision to enroll.	5.25			5.05			
91. Opportunity to play sports as factor in decision to enroll.	4.21			3.70			
92. Recommendations from family/friends as factor in decision to enroll.	4.99			4.73			
93. Geographic setting as factor in decision to enroll.	5.52			5.83			
94. Campus appearance as factor in decision to enroll.	4.97			5.08			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.44			5.40			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Summary Items

Summary Item	May 2020	May 2018	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 4.93 2% 0% 10% 27% 25% 13% 20%	Average: 4.98 1% 0% 6% 33% 25% 10% 21%	-0.05
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 5.50 1% 1% 7% 11% 13% 42% 22%	Average: 5.65 2% 0% 4% 9% 14% 42% 26%	-0.15
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 5.88 1% 4% 2% 6% 7% 31% 44%	Average: 5.79 3% 5% 4% 3% 11% 24% 48%	0.09

## May 2018 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	114	75.00%	1 year or less	69	46.00%
Male	38	25.00%	2 years	58	38.67%
Total	152	100.00%	3 years	9	6.00%
No Response	10		4 or more years	14	9.33%
			Total	150	100.00%
			No Response	12	
<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	27	18.00%	No credits earned	5	3.21%
19 to 24	57	38.00%	1.99 or below	2	1.28%
25 to 34	29	19.33%	2.0 - 2.49	3	1.92%
35 to 44	19	12.67%	2.5 - 2.99	16	10.26%
45 and over	18	12.00%	3.0 - 3.49	54	34.62%
Total	150	100.00%	3.5 or above	76	48.72%
No Response	12		Total	156	100.00%
			No Response	6	
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	6	3.95%	Associate degree	94	61.04%
American Indian or Alaskan Native	3	1.97%	Vocational/technical program	4	2.60%
Asian or Pacific Islander	9	5.92%	Transfer to another institution	42	27.27%
Caucasian/White	111	73.03%	Certification (initial / renewal)	4	2.60%
Hispanic	11	7.24%	Self-improvement/pleasure	1	0.65%
Other race	3	1.97%	Job-related training	3	1.95%
Race - Prefer not to respond	9	5.92%	Other educational goal	6	3.90%
Total	152	100.00%	Total	154	100.00%
No Response	10		No Response	8	
<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Day	130	87.25%	Full-time off campus	41	26.28%
Evening	18	12.08%	Part-time off campus	40	25.64%
Weekend	1	0.67%	Full-time on campus	6	3.85%
Total	149	100.00%	Part-time on campus	17	10.90%
No Response	13		Not employed	52	33.33%
			Total	156	100.00%
			No Response	6	
<b>Current Class Load</b>	<b>N</b>	<b>%</b>			
Full-time	95	63.33%			
Part-time	55	36.67%			
Total	150	100.00%			
No Response	12				

## May 2018 Demographics

<b>Current Residence</b>	<b>N</b>	<b>%</b>	<b>Institution Question 2</b>	<b>N</b>	<b>%</b>
Residence hall	40	26.49%	Campus item 2 - Answer 1	0	0%
Own house	52	34.44%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	15	9.93%	Campus item 2 - Answer 3	0	0%
Parent's home	32	21.19%	Campus item 2 - Answer 4	0	0%
Other residence	12	7.95%	Campus item 2 - Answer 5	0	0%
Total	151	100.00%	Campus item 2 - Answer 6	0	0%
No Response	11		Total	0	100.00%
			No Response	162	

<b>Residence Classification</b>	<b>N</b>	<b>%</b>
In-state	133	88.08%
Out-of-state	11	7.28%
International (not U.S. citizen)	7	4.64%
Total	151	100.00%
No Response	11	

<b>Disabilities</b>	<b>N</b>	<b>%</b>
Yes - Disability	23	15.33%
No - Disability	127	84.67%
Total	150	100.00%
No Response	12	

<b>Institution Was My</b>	<b>N</b>	<b>%</b>
1st choice	102	75.00%
2nd choice	21	15.44%
3rd choice or lower	13	9.56%
Total	136	100.00%
No Response	26	

<b>Institution Question</b>	<b>N</b>	<b>%</b>
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	162	

## April 2016 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	217	56.51%	1 year or less	222	57.66%
Male	167	43.49%	2 years	125	32.47%
Total	384	100.00%	3 years	23	5.97%
No Response	6		4 or more years	15	3.90%
			Total	385	100.00%
			No Response	5	

<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	58	15.10%	No credits earned	21	5.51%
19 to 24	234	60.94%	1.99 or below	13	3.41%
25 to 34	53	13.80%	2.0 - 2.49	32	8.40%
35 to 44	27	7.03%	2.5 - 2.99	77	20.21%
45 and over	12	3.13%	3.0 - 3.49	109	28.61%
Total	384	100.00%	3.5 or above	129	33.86%
No Response	6		Total	381	100.00%
			No Response	9	

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	10	2.66%	Associate degree	231	61.44%
American Indian or Alaskan Native	7	1.86%	Vocational/technical program	5	1.33%
Asian or Pacific Islander	12	3.19%	Transfer to another institution	93	24.73%
Caucasian/White	269	71.54%	Certification (initial / renewal)	11	2.93%
Hispanic	48	12.77%	Self-improvement/pleasure	6	1.60%
Other race	15	3.99%	Job-related training	13	3.46%
Race - Prefer not to respond	15	3.99%	Other educational goal	17	4.52%
Total	376	100.00%	Total	376	100.00%
No Response	14		No Response	14	

<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Day	313	85.75%	Full-time off campus	70	18.28%
Evening	51	13.97%	Part-time off campus	125	32.64%
Weekend	1	0.27%	Full-time on campus	10	2.61%
Total	365	100.00%	Part-time on campus	41	10.70%
No Response	25		Not employed	137	35.77%
			Total	383	100.00%
			No Response	7	

<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Full-time	318	83.03%
Part-time	65	16.97%
Total	383	100.00%
No Response	7	



## April 2016 Demographics

<b>Current Residence</b>			<b>Institution Question 2</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Residence hall	149	38.70%	Campus item 2 - Answer 1	0	0%
Own house	77	20.00%	Campus item 2 - Answer 2	0	0%
Rent room or apt off campus	56	14.55%	Campus item 2 - Answer 3	0	0%
Parent's home	98	25.45%	Campus item 2 - Answer 4	0	0%
Other residence	5	1.30%	Campus item 2 - Answer 5	0	0%
Total	385	100.00%	Campus item 2 - Answer 6	0	0%
No Response	5		Total	0	100.00%
			No Response	390	

<b>Residence Classification</b>			<b>Group Code</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
In-state	315	82.03%	0001	1	100.00%
Out-of-state	46	11.98%	Total	1	100.00%
International (not U.S. citizen)	23	5.99%	No Response	389	
Total	384	100.00%			
No Response	6				

<b>Disabilities</b>		
	<b>N</b>	<b>%</b>
Yes - Disability	25	6.54%
No - Disability	357	93.46%
Total	382	100.00%
No Response	8	

<b>Institution Was My</b>		
	<b>N</b>	<b>%</b>
1st choice	283	73.70%
2nd choice	80	20.83%
3rd choice or lower	21	5.47%
Total	384	100.00%
No Response	6	

<b>Institution Question</b>		
	<b>N</b>	<b>%</b>
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	390	

## **Strategic Planning Overview**

### **Strengths and Challenges**

#### **Strengths**

- 31. The campus is safe and secure for all students.
- 32. My academic advisor is knowledgeable about my program requirements.
- 6. My academic advisor is approachable.
- 70. I am able to experience intellectual growth here.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 48. Counseling staff care about students as individuals.
- 61. Faculty are usually available after class and during office hours.
- 68. On the whole, the campus is well-maintained.
- 14. Library resources and services are adequate.
- 34. Computer labs are adequate and accessible.
- 24. Parking lots are well-lighted and secure.
- 36. Students are made to feel welcome on this campus.
- 62. Bookstore staff are helpful.

#### **Challenges**

- 18. The quality of instruction I receive in most of my classes is excellent.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 66. Program requirements are clear and reasonable.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 15. I am able to register for classes I need with few conflicts.
- 65. Students are notified early in the term if they are doing poorly in a class.
- 52. This school does whatever it can to help me reach my educational goals.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 37. Faculty take into consideration student differences as they teach a course.
- 63. I seldom get the "run-around" when seeking information on this campus.
- 8. Classes are scheduled at times that are convenient for me.

## Strategic Planning Overview Trends

### Higher Satisfaction vs. April 2016

- 11. Security staff respond quickly in emergencies.
- 32. My academic advisor is knowledgeable about my program requirements.
- 6. My academic advisor is approachable.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 70. I am able to experience intellectual growth here.
- 41. Admissions staff are knowledgeable.
- 48. Counseling staff care about students as individuals.
- 51. There are convenient ways of paying my school bill.
- 25. My academic advisor is concerned about my success as an individual.
- 61. Faculty are usually available after class and during office hours.
- 65. Students are notified early in the term if they are doing poorly in a class.
- 14. Library resources and services are adequate.
- 46. Faculty provide timely feedback about student progress in a course.
- 55. Academic support services adequately meet the needs of students.
- 24. Parking lots are well-lighted and secure.

### Higher Importance vs. April 2016

- 18. The quality of instruction I receive in most of my classes is excellent.
- 31. The campus is safe and secure for all students.
- 11. Security staff respond quickly in emergencies.
- 6. My academic advisor is approachable.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 66. Program requirements are clear and reasonable.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 69. There is a good variety of courses provided on this campus.
- 41. Admissions staff are knowledgeable.
- 48. Counseling staff care about students as individuals.
- 51. There are convenient ways of paying my school bill.
- 25. My academic advisor is concerned about my success as an individual.
- 61. Faculty are usually available after class and during office hours.
- 68. On the whole, the campus is well-maintained.
- 28. It is an enjoyable experience to be a student on this campus.
- 27. The campus staff are caring and helpful.
- 65. Students are notified early in the term if they are doing poorly in a class.
- 14. Library resources and services are adequate.

## **Strategic Planning Overview**

- 34. Computer labs are adequate and accessible.
- 46. Faculty provide timely feedback about student progress in a course.
- 55. Academic support services adequately meet the needs of students.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 24. Parking lots are well-lighted and secure.
- 36. Students are made to feel welcome on this campus.
- 37. Faculty take into consideration student differences as they teach a course.
- 62. Bookstore staff are helpful.

**Institutional Summary**  
**Scales: In Order of Importance**

Scale	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Advising/Counseling	6.56	6.01 / 1.15	0.55	6.31	5.64 / 1.13	0.67	0.37 ***
Instructional Effectiveness	6.51	5.80 / 0.99	0.71	6.29	5.62 / 0.89	0.67	0.18 *
Concern for the Individual	6.49	5.74 / 1.12	0.75	6.18	5.56 / 1.01	0.62	0.18
Safety and Security	6.47	5.97 / 1.00	0.50	6.04	5.49 / 1.00	0.55	0.48 ***
Registration Effectiveness	6.46	5.81 / 1.01	0.65	6.21	5.68 / 0.88	0.53	0.13
Admissions and Financial Aid	6.45	5.68 / 1.20	0.77	6.11	5.39 / 1.06	0.72	0.29 **
Academic Services	6.42	6.17 / 0.98	0.25	6.09	5.83 / 0.86	0.26	0.34 ***
Student Centeredness	6.39	5.82 / 1.13	0.57	6.12	5.71 / 0.95	0.41	0.11
Service Excellence	6.36	5.84 / 1.06	0.52	6.05	5.61 / 0.87	0.44	0.23 **
Campus Climate	6.34	5.75 / 1.11	0.59	6.08	5.62 / 0.88	0.46	0.13
Campus Support Services	6.11	5.74 / 1.31	0.37	5.50	5.11 / 1.00	0.39	0.63 ***
Responsiveness to Diverse Populations		5.75 / 1.31			5.66 / 1.08		0.09

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
18. The quality of instruction I receive in most of my classes is excellent.	6.72	5.91 / 1.12	0.81	6.51	5.82 / 1.12	0.69	0.09
31. The campus is safe and secure for all students.	6.68	6.12 / 1.21	0.56	6.44	5.97 / 1.05	0.47	0.15
11. Security staff respond quickly in emergencies.	6.67	5.94 / 1.39	0.73	6.10	5.27 / 1.44	0.83	0.67 ***
32. My academic advisor is knowledgeable about my program requirements.	6.67	6.24 / 1.29	0.43	6.53	5.87 / 1.48	0.66	0.37 **
6. My academic advisor is approachable.	6.65	6.31 / 1.19	0.34	6.43	5.96 / 1.36	0.47	0.35 **
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.64	5.89 / 1.42	0.75	6.26	5.54 / 1.43	0.72	0.35 *
66. Program requirements are clear and reasonable.	6.64	5.90 / 1.31	0.74	6.43	5.67 / 1.31	0.76	0.23
70. I am able to experience intellectual growth here.	6.63	6.28 / 1.06	0.35	6.50	6.05 / 1.09	0.45	0.23 *
29. Faculty are fair and unbiased in their treatment of individual students.	6.61	5.62 / 1.53	0.99	6.34	5.55 / 1.28	0.79	0.07
69. There is a good variety of courses provided on this campus.	6.61	5.94 / 1.30	0.67	6.43	5.88 / 1.26	0.55	0.06
58. Nearly all of the faculty are knowledgeable in their fields.	6.59	6.14 / 1.19	0.45	6.55	6.04 / 1.09	0.51	0.10
41. Admissions staff are knowledgeable.	6.58	6.04 / 1.35	0.54	6.27	5.75 / 1.18	0.52	0.29 *
48. Counseling staff care about students as individuals.	6.57	6.09 / 1.32	0.48	6.13	5.55 / 1.40	0.58	0.54 ***
5. The personnel involved in registration are helpful.	6.56	6.02 / 1.43	0.54	6.42	5.93 / 1.25	0.49	0.09
51. There are convenient ways of paying my school bill.	6.55	5.92 / 1.49	0.63	6.20	5.61 / 1.29	0.59	0.31 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Order of Importance

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
25. My academic advisor is concerned about my success as an individual.	6.53	5.97 / 1.45	0.56	6.30	5.60 / 1.47	0.70	0.37 *
15. I am able to register for classes I need with few conflicts.	6.52	5.59 / 1.52	0.93	6.38	5.63 / 1.35	0.75	-0.04
61. Faculty are usually available after class and during office hours.	6.52	6.14 / 1.17	0.38	6.30	5.79 / 1.24	0.51	0.35 **
68. On the whole, the campus is well-maintained.	6.51	6.32 / 1.12	0.19	6.35	6.22 / 0.97	0.13	0.10
28. It is an enjoyable experience to be a student on this campus.	6.49	5.97 / 1.33	0.52	6.23	5.78 / 1.22	0.45	0.19
27. The campus staff are caring and helpful.	6.48	6.04 / 1.23	0.44	6.18	5.85 / 1.09	0.33	0.19
65. Students are notified early in the term if they are doing poorly in a class.	6.48	5.30 / 1.67	1.18	6.20	4.83 / 1.61	1.37	0.47 **
14. Library resources and services are adequate.	6.47	6.36 / 1.05	0.11	6.18	6.03 / 1.15	0.15	0.33 **
34. Computer labs are adequate and accessible.	6.47	6.30 / 1.25	0.17	6.26	6.11 / 1.07	0.15	0.19
46. Faculty provide timely feedback about student progress in a course.	6.46	5.75 / 1.43	0.71	6.19	5.43 / 1.33	0.76	0.32 *
52. This school does whatever it can to help me reach my educational goals.	6.46	5.68 / 1.45	0.78	6.33	5.56 / 1.32	0.77	0.12
55. Academic support services adequately meet the needs of students.	6.46	5.89 / 1.15	0.57	6.04	5.49 / 1.24	0.55	0.40 **
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.32 / 1.63	1.13	6.18	5.06 / 1.47	1.12	0.26
24. Parking lots are well-lighted and secure.	6.45	6.07 / 1.25	0.38	5.97	5.39 / 1.37	0.58	0.68 ***
36. Students are made to feel welcome on this campus.	6.45	6.06 / 1.25	0.39	6.28	6.00 / 1.11	0.28	0.06

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Faculty take into consideration student differences as they teach a course.	6.45	5.56 / 1.49	0.89	6.18	5.46 / 1.29	0.72	0.10
62. Bookstore staff are helpful.	6.45	6.07 / 1.40	0.38	6.18	5.92 / 1.30	0.26	0.15
8. Classes are scheduled at times that are convenient for me.	6.44	5.68 / 1.43	0.76	6.31	5.64 / 1.34	0.67	0.04
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.44	5.97 / 1.40	0.47	5.78	5.32 / 1.27	0.46	0.65 ***
43. Class change (drop/add) policies are reasonable.	6.44	5.75 / 1.59	0.69	6.17	5.81 / 1.25	0.36	-0.06
49. Admissions counselors respond to prospective students' unique needs and requests.	6.44	5.93 / 1.47	0.51	5.99	5.42 / 1.30	0.57	0.51 ***
63. I seldom get the "run-around" when seeking information on this campus.	6.44	5.46 / 1.68	0.98	6.11	5.43 / 1.43	0.68	0.03
7. Adequate financial aid is available for most students.	6.43	5.40 / 1.78	1.03	6.23	5.43 / 1.46	0.80	-0.03
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.43	5.71 / 1.42	0.72	6.14	5.55 / 1.27	0.59	0.16
64. Nearly all classes deal with practical experiences and applications.	6.42	5.79 / 1.31	0.63	6.18	5.48 / 1.28	0.70	0.31 *
12. My academic advisor helps me set goals to work toward.	6.41	5.91 / 1.52	0.50	6.16	5.42 / 1.56	0.74	0.49 **
26. Library staff are helpful and approachable.	6.41	6.43 / 0.93	-0.02	5.89	5.80 / 1.16	0.09	0.63 ***
16. The college shows concern for students as individuals.	6.40	5.52 / 1.50	0.88	6.15	5.41 / 1.38	0.74	0.11
39. The amount of student parking space on campus is adequate.	6.40	6.05 / 1.42	0.35	6.04	5.49 / 1.46	0.55	0.56 ***
50. Tutoring services are readily available.	6.40	6.01 / 1.31	0.39	5.97	5.68 / 1.26	0.29	0.33 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
42. The equipment in the lab facilities is kept up to date.	6.39	5.99 / 1.40	0.40	6.24	5.77 / 1.29	0.47	0.22
60. Billing policies are reasonable.	6.39	5.74 / 1.44	0.65	6.08	5.41 / 1.39	0.67	0.33 *
2. Faculty care about me as an individual.	6.37	5.66 / 1.33	0.71	5.96	5.70 / 1.22	0.26	-0.04
23. Faculty are understanding of students' unique life circumstances.	6.37	5.57 / 1.38	0.80	6.21	5.43 / 1.43	0.78	0.14
56. The business office is open during hours which are convenient for most students.	6.37	5.86 / 1.33	0.51	5.94	5.55 / 1.31	0.39	0.31 *
20. Financial aid counselors are helpful.	6.35	5.49 / 1.83	0.86	6.14	5.35 / 1.41	0.79	0.14
47. There are adequate services to help me decide upon a career.	6.34	5.63 / 1.59	0.71	6.06	5.25 / 1.39	0.81	0.38 *
53. The assessment and course placement procedures are reasonable.	6.34	5.73 / 1.34	0.61	6.10	5.43 / 1.37	0.67	0.30 *
67. Channels for expressing student complaints are readily available.	6.34	5.40 / 1.58	0.94	5.87	5.12 / 1.43	0.75	0.28
30. The career services office provides students with the help they need to get a job.	6.33	5.67 / 1.43	0.66	5.80	4.96 / 1.31	0.84	0.71 ***
57. Administrators are approachable to students.	6.33	5.84 / 1.42	0.49	6.14	5.64 / 1.27	0.50	0.20
21. There are a sufficient number of study areas on campus.	6.32	6.18 / 1.20	0.14	6.03	5.88 / 1.22	0.15	0.30 *
22. People on this campus respect and are supportive of each other.	6.31	5.67 / 1.32	0.64	6.14	5.62 / 1.28	0.52	0.05
87. Cost as factor in decision to enroll.	6.31			6.29			
9. Internships or practical experiences are provided in my degree/certificate program.	6.29	5.41 / 1.52	0.88	5.85	4.98 / 1.46	0.87	0.43 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
45. This institution has a good reputation within the community.	6.28	6.14 / 1.19	0.14	6.18	5.98 / 1.16	0.20	0.16
54. Faculty are interested in my academic problems.	6.28	5.59 / 1.48	0.69	6.05	5.48 / 1.29	0.57	0.11
3. The quality of instruction in the vocational/technical programs is excellent.	6.27	5.67 / 1.31	0.60	5.98	5.44 / 1.20	0.54	0.23
38. The student center is a comfortable place for students to spend their leisure time.	6.19	6.04 / 1.23	0.15	5.51	5.33 / 1.25	0.18	0.71 ***
1. Most students feel a sense of belonging here.	6.18	5.56 / 1.26	0.62	5.75	5.57 / 1.18	0.18	-0.01
4. Security staff are helpful.	6.18	5.63 / 1.49	0.55	5.65	5.28 / 1.47	0.37	0.35 *
19. This campus provides effective support services for displaced homemakers.	6.17	5.39 / 1.70	0.78	5.13	4.90 / 1.23	0.23	0.49 **
88. Financial aid as factor in decision to enroll.	6.15			6.13			
59. New student orientation services help students adjust to college.	5.98	5.53 / 1.74	0.45	5.93	5.31 / 1.38	0.62	0.22
44. I generally know what's happening on campus.	5.91	5.52 / 1.61	0.39	5.47	5.17 / 1.49	0.30	0.35 *
89. Academic reputation as factor in decision to enroll.	5.89			5.72			
17. Personnel in the Veterans' Services program are helpful.	5.84	5.73 / 1.42	0.11	4.92	4.64 / 1.21	0.28	1.09 ***
93. Geographic setting as factor in decision to enroll.	5.83			4.81			
10. Child care facilities are available on campus.	5.79	6.30 / 1.06	-0.51	4.86	5.25 / 1.36	-0.39	1.05 ***
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.40			5.25			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
94. Campus appearance as factor in decision to enroll.	5.08			4.80			
90. Size of institution as factor in decision to enroll.	5.05			5.06			
92. Recommendations from family/friends as factor in decision to enroll.	4.73			4.70			
91. Opportunity to play sports as factor in decision to enroll.	3.70			3.72			
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		5.57 / 1.50			5.68 / 1.28		-0.11
82. Institution's commitment to evening students?		5.72 / 1.43			5.69 / 1.26		0.03
83. Institution's commitment to older, returning learners?		5.86 / 1.56			5.78 / 1.21		0.08
84. Institution's commitment to under-represented populations?		5.71 / 1.49			5.63 / 1.28		0.08

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
85. Institution's commitment to commuters?		5.79 / 1.52			5.54 / 1.25		0.25
86. Institution's commitment to students with disabilities?		5.88 / 1.48			5.61 / 1.36		0.27

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC ADVISING/COUNSELING</b>	6.56	6.01 / 1.15	0.55	6.31	5.64 / 1.13	0.67	0.37 ***
6. My academic advisor is approachable.	6.65	6.31 / 1.19	0.34	6.43	5.96 / 1.36	0.47	0.35 **
12. My academic advisor helps me set goals to work toward.	6.41	5.91 / 1.52	0.50	6.16	5.42 / 1.56	0.74	0.49 **
25. My academic advisor is concerned about my success as an individual.	6.53	5.97 / 1.45	0.56	6.30	5.60 / 1.47	0.70	0.37 *
32. My academic advisor is knowledgeable about my program requirements.	6.67	6.24 / 1.29	0.43	6.53	5.87 / 1.48	0.66	0.37 **
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.64	5.89 / 1.42	0.75	6.26	5.54 / 1.43	0.72	0.35 *
48. Counseling staff care about students as individuals.	6.57	6.09 / 1.32	0.48	6.13	5.55 / 1.40	0.58	0.54 ***
52. This school does whatever it can to help me reach my educational goals.	6.46	5.68 / 1.45	0.78	6.33	5.56 / 1.32	0.77	0.12

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC SERVICES</b>	6.42	6.17 / 0.98	0.25	6.09	5.83 / 0.86	0.26	0.34 ***
14. Library resources and services are adequate.	6.47	6.36 / 1.05	0.11	6.18	6.03 / 1.15	0.15	0.33 **
21. There are a sufficient number of study areas on campus.	6.32	6.18 / 1.20	0.14	6.03	5.88 / 1.22	0.15	0.30 *
26. Library staff are helpful and approachable.	6.41	6.43 / 0.93	-0.02	5.89	5.80 / 1.16	0.09	0.63 ***
34. Computer labs are adequate and accessible.	6.47	6.30 / 1.25	0.17	6.26	6.11 / 1.07	0.15	0.19
42. The equipment in the lab facilities is kept up to date.	6.39	5.99 / 1.40	0.40	6.24	5.77 / 1.29	0.47	0.22
50. Tutoring services are readily available.	6.40	6.01 / 1.31	0.39	5.97	5.68 / 1.26	0.29	0.33 *
55. Academic support services adequately meet the needs of students.	6.46	5.89 / 1.15	0.57	6.04	5.49 / 1.24	0.55	0.40 **

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid**

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ADMISSIONS AND FINANCIAL AID</b>	6.45	5.68 / 1.20	0.77	6.11	5.39 / 1.06	0.72	0.29 **
7. Adequate financial aid is available for most students.	6.43	5.40 / 1.78	1.03	6.23	5.43 / 1.46	0.80	-0.03
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.32 / 1.63	1.13	6.18	5.06 / 1.47	1.12	0.26
20. Financial aid counselors are helpful.	6.35	5.49 / 1.83	0.86	6.14	5.35 / 1.41	0.79	0.14
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.44	5.97 / 1.40	0.47	5.78	5.32 / 1.27	0.46	0.65 ***
41. Admissions staff are knowledgeable.	6.58	6.04 / 1.35	0.54	6.27	5.75 / 1.18	0.52	0.29 *
49. Admissions counselors respond to prospective students' unique needs and requests.	6.44	5.93 / 1.47	0.51	5.99	5.42 / 1.30	0.57	0.51 ***

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS CLIMATE</b>	6.34	5.75 / 1.11	0.59	6.08	5.62 / 0.88	0.46	0.13
1. Most students feel a sense of belonging here.	6.18	5.56 / 1.26	0.62	5.75	5.57 / 1.18	0.18	-0.01
2. Faculty care about me as an individual.	6.37	5.66 / 1.33	0.71	5.96	5.70 / 1.22	0.26	-0.04
16. The college shows concern for students as individuals.	6.40	5.52 / 1.50	0.88	6.15	5.41 / 1.38	0.74	0.11
22. People on this campus respect and are supportive of each other.	6.31	5.67 / 1.32	0.64	6.14	5.62 / 1.28	0.52	0.05
27. The campus staff are caring and helpful.	6.48	6.04 / 1.23	0.44	6.18	5.85 / 1.09	0.33	0.19
28. It is an enjoyable experience to be a student on this campus.	6.49	5.97 / 1.33	0.52	6.23	5.78 / 1.22	0.45	0.19
31. The campus is safe and secure for all students.	6.68	6.12 / 1.21	0.56	6.44	5.97 / 1.05	0.47	0.15
36. Students are made to feel welcome on this campus.	6.45	6.06 / 1.25	0.39	6.28	6.00 / 1.11	0.28	0.06
44. I generally know what's happening on campus.	5.91	5.52 / 1.61	0.39	5.47	5.17 / 1.49	0.30	0.35 *
45. This institution has a good reputation within the community.	6.28	6.14 / 1.19	0.14	6.18	5.98 / 1.16	0.20	0.16
52. This school does whatever it can to help me reach my educational goals.	6.46	5.68 / 1.45	0.78	6.33	5.56 / 1.32	0.77	0.12
57. Administrators are approachable to students.	6.33	5.84 / 1.42	0.49	6.14	5.64 / 1.27	0.50	0.20
59. New student orientation services help students adjust to college.	5.98	5.53 / 1.74	0.45	5.93	5.31 / 1.38	0.62	0.22
63. I seldom get the "run-around" when seeking information on this campus.	6.44	5.46 / 1.68	0.98	6.11	5.43 / 1.43	0.68	0.03
67. Channels for expressing student complaints are readily available.	6.34	5.40 / 1.58	0.94	5.87	5.12 / 1.43	0.75	0.28

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Support Services

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS SUPPORT SERVICES</b>	6.11	5.74 / 1.31	0.37	5.50	5.11 / 1.00	0.39	0.63 ***
10. Child care facilities are available on campus.	5.79	6.30 / 1.06	-0.51	4.86	5.25 / 1.36	-0.39	1.05 ***
17. Personnel in the Veterans' Services program are helpful.	5.84	5.73 / 1.42	0.11	4.92	4.64 / 1.21	0.28	1.09 ***
19. This campus provides effective support services for displaced homemakers.	6.17	5.39 / 1.70	0.78	5.13	4.90 / 1.23	0.23	0.49 **
30. The career services office provides students with the help they need to get a job.	6.33	5.67 / 1.43	0.66	5.80	4.96 / 1.31	0.84	0.71 ***
38. The student center is a comfortable place for students to spend their leisure time.	6.19	6.04 / 1.23	0.15	5.51	5.33 / 1.25	0.18	0.71 ***
47. There are adequate services to help me decide upon a career.	6.34	5.63 / 1.59	0.71	6.06	5.25 / 1.39	0.81	0.38 *
59. New student orientation services help students adjust to college.	5.98	5.53 / 1.74	0.45	5.93	5.31 / 1.38	0.62	0.22

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Concern for the Individual**

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CONCERN FOR THE INDIVIDUAL</b>	6.49	5.74 / 1.12	0.75	6.18	5.56 / 1.01	0.62	0.18
2. Faculty care about me as an individual.	6.37	5.66 / 1.33	0.71	5.96	5.70 / 1.22	0.26	-0.04
16. The college shows concern for students as individuals.	6.40	5.52 / 1.50	0.88	6.15	5.41 / 1.38	0.74	0.11
25. My academic advisor is concerned about my success as an individual.	6.53	5.97 / 1.45	0.56	6.30	5.60 / 1.47	0.70	0.37 *
29. Faculty are fair and unbiased in their treatment of individual students.	6.61	5.62 / 1.53	0.99	6.34	5.55 / 1.28	0.79	0.07
48. Counseling staff care about students as individuals.	6.57	6.09 / 1.32	0.48	6.13	5.55 / 1.40	0.58	0.54 ***

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>INSTRUCTIONAL EFFECTIVENESS</b>	6.51	5.80 / 0.99	0.71	6.29	5.62 / 0.89	0.67	0.18 *
2. Faculty care about me as an individual.	6.37	5.66 / 1.33	0.71	5.96	5.70 / 1.22	0.26	-0.04
18. The quality of instruction I receive in most of my classes is excellent.	6.72	5.91 / 1.12	0.81	6.51	5.82 / 1.12	0.69	0.09
23. Faculty are understanding of students' unique life circumstances.	6.37	5.57 / 1.38	0.80	6.21	5.43 / 1.43	0.78	0.14
29. Faculty are fair and unbiased in their treatment of individual students.	6.61	5.62 / 1.53	0.99	6.34	5.55 / 1.28	0.79	0.07
37. Faculty take into consideration student differences as they teach a course.	6.45	5.56 / 1.49	0.89	6.18	5.46 / 1.29	0.72	0.10
46. Faculty provide timely feedback about student progress in a course.	6.46	5.75 / 1.43	0.71	6.19	5.43 / 1.33	0.76	0.32 *
54. Faculty are interested in my academic problems.	6.28	5.59 / 1.48	0.69	6.05	5.48 / 1.29	0.57	0.11
58. Nearly all of the faculty are knowledgeable in their fields.	6.59	6.14 / 1.19	0.45	6.55	6.04 / 1.09	0.51	0.10
61. Faculty are usually available after class and during office hours.	6.52	6.14 / 1.17	0.38	6.30	5.79 / 1.24	0.51	0.35 **
64. Nearly all classes deal with practical experiences and applications.	6.42	5.79 / 1.31	0.63	6.18	5.48 / 1.28	0.70	0.31 *
65. Students are notified early in the term if they are doing poorly in a class.	6.48	5.30 / 1.67	1.18	6.20	4.83 / 1.61	1.37	0.47 **
66. Program requirements are clear and reasonable.	6.64	5.90 / 1.31	0.74	6.43	5.67 / 1.31	0.76	0.23

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**

**Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness**

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69. There is a good variety of courses provided on this campus.	6.61	5.94 / 1.30	0.67	6.43	5.88 / 1.26	0.55	0.06
70. I am able to experience intellectual growth here.	6.63	6.28 / 1.06	0.35	6.50	6.05 / 1.09	0.45	0.23 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>REGISTRATION EFFECTIVENESS</b>	6.46	5.81 / 1.01	0.65	6.21	5.68 / 0.88	0.53	0.13
5. The personnel involved in registration are helpful.	6.56	6.02 / 1.43	0.54	6.42	5.93 / 1.25	0.49	0.09
8. Classes are scheduled at times that are convenient for me.	6.44	5.68 / 1.43	0.76	6.31	5.64 / 1.34	0.67	0.04
15. I am able to register for classes I need with few conflicts.	6.52	5.59 / 1.52	0.93	6.38	5.63 / 1.35	0.75	-0.04
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.43	5.71 / 1.42	0.72	6.14	5.55 / 1.27	0.59	0.16
43. Class change (drop/add) policies are reasonable.	6.44	5.75 / 1.59	0.69	6.17	5.81 / 1.25	0.36	-0.06
51. There are convenient ways of paying my school bill.	6.55	5.92 / 1.49	0.63	6.20	5.61 / 1.29	0.59	0.31 *
56. The business office is open during hours which are convenient for most students.	6.37	5.86 / 1.33	0.51	5.94	5.55 / 1.31	0.39	0.31 *
60. Billing policies are reasonable.	6.39	5.74 / 1.44	0.65	6.08	5.41 / 1.39	0.67	0.33 *
62. Bookstore staff are helpful.	6.45	6.07 / 1.40	0.38	6.18	5.92 / 1.30	0.26	0.15

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations**

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>RESPONSIVENESS TO DIVERSE POPULATIONS</b>		5.75 / 1.31			5.66 / 1.08		0.09
81. Institution's commitment to part-time students?		5.57 / 1.50			5.68 / 1.28		-0.11
82. Institution's commitment to evening students?		5.72 / 1.43			5.69 / 1.26		0.03
83. Institution's commitment to older, returning learners?		5.86 / 1.56			5.78 / 1.21		0.08
84. Institution's commitment to under-represented populations?		5.71 / 1.49			5.63 / 1.28		0.08
85. Institution's commitment to commuters?		5.79 / 1.52			5.54 / 1.25		0.25
86. Institution's commitment to students with disabilities?		5.88 / 1.48			5.61 / 1.36		0.27

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SAFETY AND SECURITY</b>	6.47	5.97 / 1.00	0.50	6.04	5.49 / 1.00	0.55	0.48 ***
4. Security staff are helpful.	6.18	5.63 / 1.49	0.55	5.65	5.28 / 1.47	0.37	0.35 *
11. Security staff respond quickly in emergencies.	6.67	5.94 / 1.39	0.73	6.10	5.27 / 1.44	0.83	0.67 ***
24. Parking lots are well-lighted and secure.	6.45	6.07 / 1.25	0.38	5.97	5.39 / 1.37	0.58	0.68 ***
31. The campus is safe and secure for all students.	6.68	6.12 / 1.21	0.56	6.44	5.97 / 1.05	0.47	0.15
39. The amount of student parking space on campus is adequate.	6.40	6.05 / 1.42	0.35	6.04	5.49 / 1.46	0.55	0.56 ***

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SERVICE EXCELLENCE</b>	6.36	5.84 / 1.06	0.52	6.05	5.61 / 0.87	0.44	0.23 **
5. The personnel involved in registration are helpful.	6.56	6.02 / 1.43	0.54	6.42	5.93 / 1.25	0.49	0.09
22. People on this campus respect and are supportive of each other.	6.31	5.67 / 1.32	0.64	6.14	5.62 / 1.28	0.52	0.05
26. Library staff are helpful and approachable.	6.41	6.43 / 0.93	-0.02	5.89	5.80 / 1.16	0.09	0.63 ***
27. The campus staff are caring and helpful.	6.48	6.04 / 1.23	0.44	6.18	5.85 / 1.09	0.33	0.19
44. I generally know what's happening on campus.	5.91	5.52 / 1.61	0.39	5.47	5.17 / 1.49	0.30	0.35 *
57. Administrators are approachable to students.	6.33	5.84 / 1.42	0.49	6.14	5.64 / 1.27	0.50	0.20
62. Bookstore staff are helpful.	6.45	6.07 / 1.40	0.38	6.18	5.92 / 1.30	0.26	0.15
63. I seldom get the "run-around" when seeking information on this campus.	6.44	5.46 / 1.68	0.98	6.11	5.43 / 1.43	0.68	0.03
67. Channels for expressing student complaints are readily available.	6.34	5.40 / 1.58	0.94	5.87	5.12 / 1.43	0.75	0.28

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level



## Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

Scale/Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>STUDENT CENTEREDNESS</b>	6.39	5.82 / 1.13	0.57	6.12	5.71 / 0.95	0.41	0.11
1. Most students feel a sense of belonging here.	6.18	5.56 / 1.26	0.62	5.75	5.57 / 1.18	0.18	-0.01
16. The college shows concern for students as individuals.	6.40	5.52 / 1.50	0.88	6.15	5.41 / 1.38	0.74	0.11
27. The campus staff are caring and helpful.	6.48	6.04 / 1.23	0.44	6.18	5.85 / 1.09	0.33	0.19
28. It is an enjoyable experience to be a student on this campus.	6.49	5.97 / 1.33	0.52	6.23	5.78 / 1.22	0.45	0.19
36. Students are made to feel welcome on this campus.	6.45	6.06 / 1.25	0.39	6.28	6.00 / 1.11	0.28	0.06
57. Administrators are approachable to students.	6.33	5.84 / 1.42	0.49	6.14	5.64 / 1.27	0.50	0.20

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	6.18	5.56 / 1.26	0.62	5.75	5.57 / 1.18	0.18	-0.01
2. Faculty care about me as an individual.	6.37	5.66 / 1.33	0.71	5.96	5.70 / 1.22	0.26	-0.04
3. The quality of instruction in the vocational/technical programs is excellent.	6.27	5.67 / 1.31	0.60	5.98	5.44 / 1.20	0.54	0.23
4. Security staff are helpful.	6.18	5.63 / 1.49	0.55	5.65	5.28 / 1.47	0.37	0.35 *
5. The personnel involved in registration are helpful.	6.56	6.02 / 1.43	0.54	6.42	5.93 / 1.25	0.49	0.09
6. My academic advisor is approachable.	6.65	6.31 / 1.19	0.34	6.43	5.96 / 1.36	0.47	0.35 **
7. Adequate financial aid is available for most students.	6.43	5.40 / 1.78	1.03	6.23	5.43 / 1.46	0.80	-0.03
8. Classes are scheduled at times that are convenient for me.	6.44	5.68 / 1.43	0.76	6.31	5.64 / 1.34	0.67	0.04
9. Internships or practical experiences are provided in my degree/certificate program.	6.29	5.41 / 1.52	0.88	5.85	4.98 / 1.46	0.87	0.43 *
10. Child care facilities are available on campus.	5.79	6.30 / 1.06	-0.51	4.86	5.25 / 1.36	-0.39	1.05 ***
11. Security staff respond quickly in emergencies.	6.67	5.94 / 1.39	0.73	6.10	5.27 / 1.44	0.83	0.67 ***
12. My academic advisor helps me set goals to work toward.	6.41	5.91 / 1.52	0.50	6.16	5.42 / 1.56	0.74	0.49 **
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.32 / 1.63	1.13	6.18	5.06 / 1.47	1.12	0.26
14. Library resources and services are adequate.	6.47	6.36 / 1.05	0.11	6.18	6.03 / 1.15	0.15	0.33 **
15. I am able to register for classes I need with few conflicts.	6.52	5.59 / 1.52	0.93	6.38	5.63 / 1.35	0.75	-0.04
16. The college shows concern for students as individuals.	6.40	5.52 / 1.50	0.88	6.15	5.41 / 1.38	0.74	0.11

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful.	5.84	5.73 / 1.42	0.11	4.92	4.64 / 1.21	0.28	1.09 ***
18. The quality of instruction I receive in most of my classes is excellent.	6.72	5.91 / 1.12	0.81	6.51	5.82 / 1.12	0.69	0.09
19. This campus provides effective support services for displaced homemakers.	6.17	5.39 / 1.70	0.78	5.13	4.90 / 1.23	0.23	0.49 **
20. Financial aid counselors are helpful.	6.35	5.49 / 1.83	0.86	6.14	5.35 / 1.41	0.79	0.14
21. There are a sufficient number of study areas on campus.	6.32	6.18 / 1.20	0.14	6.03	5.88 / 1.22	0.15	0.30 *
22. People on this campus respect and are supportive of each other.	6.31	5.67 / 1.32	0.64	6.14	5.62 / 1.28	0.52	0.05
23. Faculty are understanding of students' unique life circumstances.	6.37	5.57 / 1.38	0.80	6.21	5.43 / 1.43	0.78	0.14
24. Parking lots are well-lighted and secure.	6.45	6.07 / 1.25	0.38	5.97	5.39 / 1.37	0.58	0.68 ***
25. My academic advisor is concerned about my success as an individual.	6.53	5.97 / 1.45	0.56	6.30	5.60 / 1.47	0.70	0.37 *
26. Library staff are helpful and approachable.	6.41	6.43 / 0.93	-0.02	5.89	5.80 / 1.16	0.09	0.63 ***
27. The campus staff are caring and helpful.	6.48	6.04 / 1.23	0.44	6.18	5.85 / 1.09	0.33	0.19
28. It is an enjoyable experience to be a student on this campus.	6.49	5.97 / 1.33	0.52	6.23	5.78 / 1.22	0.45	0.19
29. Faculty are fair and unbiased in their treatment of individual students.	6.61	5.62 / 1.53	0.99	6.34	5.55 / 1.28	0.79	0.07
30. The career services office provides students with the help they need to get a job.	6.33	5.67 / 1.43	0.66	5.80	4.96 / 1.31	0.84	0.71 ***
31. The campus is safe and secure for all students.	6.68	6.12 / 1.21	0.56	6.44	5.97 / 1.05	0.47	0.15

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	6.67	6.24 / 1.29	0.43	6.53	5.87 / 1.48	0.66	0.37 **
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.44	5.97 / 1.40	0.47	5.78	5.32 / 1.27	0.46	0.65 ***
34. Computer labs are adequate and accessible.	6.47	6.30 / 1.25	0.17	6.26	6.11 / 1.07	0.15	0.19
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.43	5.71 / 1.42	0.72	6.14	5.55 / 1.27	0.59	0.16
36. Students are made to feel welcome on this campus.	6.45	6.06 / 1.25	0.39	6.28	6.00 / 1.11	0.28	0.06
37. Faculty take into consideration student differences as they teach a course.	6.45	5.56 / 1.49	0.89	6.18	5.46 / 1.29	0.72	0.10
38. The student center is a comfortable place for students to spend their leisure time.	6.19	6.04 / 1.23	0.15	5.51	5.33 / 1.25	0.18	0.71 ***
39. The amount of student parking space on campus is adequate.	6.40	6.05 / 1.42	0.35	6.04	5.49 / 1.46	0.55	0.56 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.64	5.89 / 1.42	0.75	6.26	5.54 / 1.43	0.72	0.35 *
41. Admissions staff are knowledgeable.	6.58	6.04 / 1.35	0.54	6.27	5.75 / 1.18	0.52	0.29 *
42. The equipment in the lab facilities is kept up to date.	6.39	5.99 / 1.40	0.40	6.24	5.77 / 1.29	0.47	0.22
43. Class change (drop/add) policies are reasonable.	6.44	5.75 / 1.59	0.69	6.17	5.81 / 1.25	0.36	-0.06
44. I generally know what's happening on campus.	5.91	5.52 / 1.61	0.39	5.47	5.17 / 1.49	0.30	0.35 *
45. This institution has a good reputation within the community.	6.28	6.14 / 1.19	0.14	6.18	5.98 / 1.16	0.20	0.16
46. Faculty provide timely feedback about student progress in a course.	6.46	5.75 / 1.43	0.71	6.19	5.43 / 1.33	0.76	0.32 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	6.34	5.63 / 1.59	0.71	6.06	5.25 / 1.39	0.81	0.38 *
48. Counseling staff care about students as individuals.	6.57	6.09 / 1.32	0.48	6.13	5.55 / 1.40	0.58	0.54 ***
49. Admissions counselors respond to prospective students' unique needs and requests.	6.44	5.93 / 1.47	0.51	5.99	5.42 / 1.30	0.57	0.51 ***
50. Tutoring services are readily available.	6.40	6.01 / 1.31	0.39	5.97	5.68 / 1.26	0.29	0.33 *
51. There are convenient ways of paying my school bill.	6.55	5.92 / 1.49	0.63	6.20	5.61 / 1.29	0.59	0.31 *
52. This school does whatever it can to help me reach my educational goals.	6.46	5.68 / 1.45	0.78	6.33	5.56 / 1.32	0.77	0.12
53. The assessment and course placement procedures are reasonable.	6.34	5.73 / 1.34	0.61	6.10	5.43 / 1.37	0.67	0.30 *
54. Faculty are interested in my academic problems.	6.28	5.59 / 1.48	0.69	6.05	5.48 / 1.29	0.57	0.11
55. Academic support services adequately meet the needs of students.	6.46	5.89 / 1.15	0.57	6.04	5.49 / 1.24	0.55	0.40 **
56. The business office is open during hours which are convenient for most students.	6.37	5.86 / 1.33	0.51	5.94	5.55 / 1.31	0.39	0.31 *
57. Administrators are approachable to students.	6.33	5.84 / 1.42	0.49	6.14	5.64 / 1.27	0.50	0.20
58. Nearly all of the faculty are knowledgeable in their fields.	6.59	6.14 / 1.19	0.45	6.55	6.04 / 1.09	0.51	0.10
59. New student orientation services help students adjust to college.	5.98	5.53 / 1.74	0.45	5.93	5.31 / 1.38	0.62	0.22
60. Billing policies are reasonable.	6.39	5.74 / 1.44	0.65	6.08	5.41 / 1.39	0.67	0.33 *
61. Faculty are usually available after class and during office hours.	6.52	6.14 / 1.17	0.38	6.30	5.79 / 1.24	0.51	0.35 **

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	6.45	6.07 / 1.40	0.38	6.18	5.92 / 1.30	0.26	0.15
63. I seldom get the "run-around" when seeking information on this campus.	6.44	5.46 / 1.68	0.98	6.11	5.43 / 1.43	0.68	0.03
64. Nearly all classes deal with practical experiences and applications.	6.42	5.79 / 1.31	0.63	6.18	5.48 / 1.28	0.70	0.31 *
65. Students are notified early in the term if they are doing poorly in a class.	6.48	5.30 / 1.67	1.18	6.20	4.83 / 1.61	1.37	0.47 **
66. Program requirements are clear and reasonable.	6.64	5.90 / 1.31	0.74	6.43	5.67 / 1.31	0.76	0.23
67. Channels for expressing student complaints are readily available.	6.34	5.40 / 1.58	0.94	5.87	5.12 / 1.43	0.75	0.28
68. On the whole, the campus is well-maintained.	6.51	6.32 / 1.12	0.19	6.35	6.22 / 0.97	0.13	0.10
69. There is a good variety of courses provided on this campus.	6.61	5.94 / 1.30	0.67	6.43	5.88 / 1.26	0.55	0.06
70. I am able to experience intellectual growth here.	6.63	6.28 / 1.06	0.35	6.50	6.05 / 1.09	0.45	0.23 *
71. Campus item 1							
72. Campus item 2							
73. Campus item 3							
74. Campus item 4							
75. Campus item 5							
76. Campus item 6							
77. Campus item 7							
78. Campus item 8							

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	May 2018			April 2016			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus item 9							
80. Campus item 10							
81. Institution's commitment to part-time students?		5.57 / 1.50			5.68 / 1.28		-0.11
82. Institution's commitment to evening students?		5.72 / 1.43			5.69 / 1.26		0.03
83. Institution's commitment to older, returning learners?		5.86 / 1.56			5.78 / 1.21		0.08
84. Institution's commitment to under-represented populations?		5.71 / 1.49			5.63 / 1.28		0.08
85. Institution's commitment to commuters?		5.79 / 1.52			5.54 / 1.25		0.25
86. Institution's commitment to students with disabilities?		5.88 / 1.48			5.61 / 1.36		0.27
87. Cost as factor in decision to enroll.	6.31			6.29			
88. Financial aid as factor in decision to enroll.	6.15			6.13			
89. Academic reputation as factor in decision to enroll.	5.89			5.72			
90. Size of institution as factor in decision to enroll.	5.05			5.06			
91. Opportunity to play sports as factor in decision to enroll.	3.70			3.72			
92. Recommendations from family/friends as factor in decision to enroll.	4.73			4.70			
93. Geographic setting as factor in decision to enroll.	5.83			4.81			
94. Campus appearance as factor in decision to enroll.	5.08			4.80			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.40			5.25			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Summary Items

Summary Item	May 2018	April 2016	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 4.98 1% 0% 6% 33% 25% 10% 21%	Average: 4.89 0% 1% 6% 31% 32% 16% 10%	0.09
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 5.65 2% 0% 4% 9% 14% 42% 26%	Average: 5.62 0% 1% 4% 11% 14% 47% 20%	0.03
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 5.79 3% 5% 4% 3% 11% 24% 48%	Average: 5.76 1% 3% 2% 7% 11% 39% 34%	0.03