

# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012  
Research, Planning and Information Technology  
Kayleigh Carabajal Ph.D

# Noel-Levitz Student Satisfaction Inventory Report

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Spring 2012

## Executive Summary

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered during the Spring 2012 term to students enrolled in a randomly selected sample of courses. We designed the sample to ensure representation of students from each department within the college. This is the first administration of the SSI to Lassen Community College (LCC) students. The use of the SSI presents two distinct benefits to decision-makers; first, we can compare the responses of our students to a large national comparison group, and second, we can now identify those areas most important to our students and focus our resources on strengthening those areas.

While LCC students' level of satisfaction is lower than that of students at similar institutions nationally the results show that in multiple areas, the college is performing well with regard to items that are important to our students. Students feel welcome at LCC and are well-satisfied with:

- The high quality of instruction
- Our qualified and knowledgeable faculty
- Our academic advisors who are knowledgeable and approachable
- A well-maintained, safe and secure campus
- Adequate library resources
- Ability to gain critical thinking and communication skills

These are areas of strength for LCC. We have reason to be proud of the high level of satisfaction our students feel about these aspects of their college experience that are at the very core of our educational mission. LCC maintains a good reputation within our community and students generally enjoy their experiences at the college.

On the other hand, responses of the student sample indicate a number of areas that represent opportunities for improvement. In these areas students' generally good experiences are marked by some aspects of the college experience that do not meet their expectations including:

- Financial aid processes
- Course scheduling
- Lack of timely feedback from faculty

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Student satisfaction in these areas was low both among our student population and relative to other comparable institutions. Specific areas include difficulty in obtaining desired classes, poor timing of financial aid award announcements, lack of early notification of poor class performance, and lack of adequate resources to help students clarify career goals.

It is noteworthy that most students experience LCC similarly. Careful analysis revealed relatively few differences among demographic subgroups of students although those who are most satisfied include:

- full-time students
- freshmen
- career technical (vocational) students

These findings are critically important in light of the diverse population that we serve.

The results of the SSI provide useful and comprehensive information to guide our decision-making efforts and action planning here at LCC. From these results we can identify our overall strengths, which provide a foundation from which to build as we seek to continually improve. Further, we gain important information regarding where we need to focus our resources in order to improve our programs and services. The ratings of our students reaffirm that the most important components of a successful educational experience are currently in place: an effective instructional program, quality support services, and a sense of community that truly mirrors “maximizing the student experience”. Improvement in identified areas will serve to enhance what is clearly a positive educational environment.

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## Introduction

The Student Satisfaction Inventory (SSI) is a nationally referenced survey instrument purchased from USA Group Noel-Levitz. The office of Research, Planning and Information Technology (RPIT) supervised the administration of the SSI during Spring 2012. We also compare the responses of LCC students to a national group of 186,038 students from other Community, Junior, and Technical colleges nationwide. This document reports these results. Recently Governing Board members, faculty, staff and administrators completed another Noel-Levitz instrument, the Institutional Priorities Survey (IPS) with items similar to those on the SSI. A separate report is forthcoming. This report addresses the IPS and relates the results of the IPS and the SSI.

## Survey Administration

We administered the inventory to a random sample of classes in Spring 2012 during the 11<sup>th</sup> week of the term. The sample was designed to ensure proportional representation of students from each department, delivery modality and day or evening sections. We identified the total number of sections offered at the campus<sup>1</sup> and then randomly selected a total of 23 sections.

Of the 1,881 students enrolled (non-incarcerated), 385 students completed the survey<sup>2</sup>. The Academic Senate President sent out an advance email to faculty members teaching the selected sections. In this letter, she explained the purpose of the survey and the importance of the results. We asked the faculty members to contact RPIT if they were unable to allow us to administer the survey during regularly scheduled class times. None of the faculty members indicated they would prefer not to administer the survey during the Spring 2012 term.

## Results for the Individual Items

The SSI measures student satisfaction with a wide range of college experiences. The survey assumes that students have definite expectations about their experiences, and are satisfied when those expectations are met by their college. In addition to assessing satisfaction, the survey also asks students what is important to them. For 80 of the items students are asked to rate both satisfaction and importance. Students respond to these items on the SSI by rating expectation statements for how *satisfied* they are that “your

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<sup>1</sup> We excluded incarcerated students from this sample. These students experience differing sets of incidents critical to their educational experience and thus need separate inventories to assess their satisfaction with LCC programs and services.

<sup>2</sup> A sample size of 385 at a 95% confidence level provides a maximum margin of error of plus or minus 4.46%. In theory in 95 out of 100 administrations of this survey results would not differ more than 4.46% in either direction than they would if all students enrolled at the LCC campus in Spring 2012 (N=1,881) had been surveyed.

institution has met this expectation.” Similarly, students are asked to rate these items for how *important* it is to them “for your institution to meet this expectation.” By obtaining student feedback on both satisfaction and importance we can better identify areas of excellence and performance gaps that may be the basis for opportunities for improvement<sup>3</sup>. For a few of the statements students rate only satisfaction (9 items) or importance (6 items) but not both.

The reader is cautioned the use of a nationally standardized instrument does present one problem. In some instances the SSI uses terminology that does not exactly correspond to the vocabulary used at LCC. This makes it difficult to interpret the results. Instances where unclear terms occur are highlighted in the report. Following the administration of the SSI, RPIT recommends conducting a student focus group study specifically designed for the purpose of clarifying how students typically understand certain words used in the SSI<sup>4</sup>.

The SSI items fell into the following categories:

- 3 overall summary questions asked students to respond on a phased scale. The overall results for the three summary items are discussed in the following Results section in the body of this report.
- 70 standard items were stated as an expectation students may have of their experiences with the college. Students were asked to rate their level of satisfaction<sup>5</sup> and also to indicate the level of importance<sup>6</sup> of each of these expectations. These items are grouped by Noel-Levitz into 11 scales. Noel-Levitz organizes these items into scales by using a norming sample. Because the results for 4 of the items of the norming sample did not strongly correlate with any of the scales, these items are not included on any scale and are charted separately. Some of the items appear on more than one scale. In this manner, it is possible to compute the difference between our students' level of satisfaction and that of students at similar institutions.<sup>7</sup>

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<sup>3</sup> See Appendix A for a copy of the survey form.

<sup>4</sup> Reviewing the *Student Forums Report* might assist the reader in a fuller comprehension of the current results. Contact PBIR if you would like a copy of that report.

<sup>5</sup> Level of satisfaction: 7=Very Satisfied; 6=Satisfied; 5=Somewhat Satisfied; 4=Neutral; 3=Somewhat Dissatisfied; 2=Dissatisfied; 1=Very Dissatisfied.

<sup>6</sup> Level of importance: 7=Very Important; 6=Important; 3=Somewhat Important; 4=Neutral; 3=Somewhat Unimportant; 2=Unimportant; 1=Very Unimportant.

<sup>7</sup> Based on a national sample of 186,038 students at community, junior and technical institutions.



- 10 more expectation statements were added to the survey by LCC. As with the 70 standard items, students rated the added items for both importance and satisfaction. These items comprise the “Campus Scale.” Comparison to the national group is not possible since these items do not appear on the surveys used by other schools. Each of these 10 items assesses one of the 4 Institutional Learning Outcomes.
  - Communication (Items 71 and 76)
  - Critical Thinking (Items 72 and 73)
  - Life Long Learning (Items 74, 77 and 78)
  - Personal/Interpersonal Responsibility (Items 75, 79 and 80)
- 6 items asked students to rate their satisfaction with LCC’s commitment toward special groups (e.g., part-time students, older students, commuters, etc). Noel-Levitz refers to these items collectively as “Responsiveness to diverse populations.”
- 9 items asked students to rate enrollment decision factors (e.g., cost, geographic setting, opportunity to play sports, etc.) for importance.

## Format of the Report

The results appear in 5 sections. The first section presents the responses to the 3 summary questions on the survey. Section 2 focuses on areas of excellence by identifying the 10 items with the highest levels of student satisfaction. The items with the 10 lowest levels of satisfaction make up section 3. Section 4 reports the results on the 11 institutional “scales” computed by Noel-Levitz. These scales are presented in alphabetical order. Lastly, section 5 contains information important for interpreting the extensive results provided by the SSI. The tables provide information on mean satisfaction, importance, and a performance gap for each item by institutional scale. The graphs present a visual representation of each scale item and how well we are meeting our students’ expectations. Where statistically significant differences exist, that is, where satisfaction is considerably higher or lower for that scale or item, these differences are indicated with an asterisk or sets of asterisks. “\*”.<sup>8</sup> Included in the Appendices are detailed demographic information, responses to the individual items, and an analysis of student responses across various subgroups (age, gender, and enrollment status).

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<sup>8</sup> \*=Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

## Section 1. Summary Items

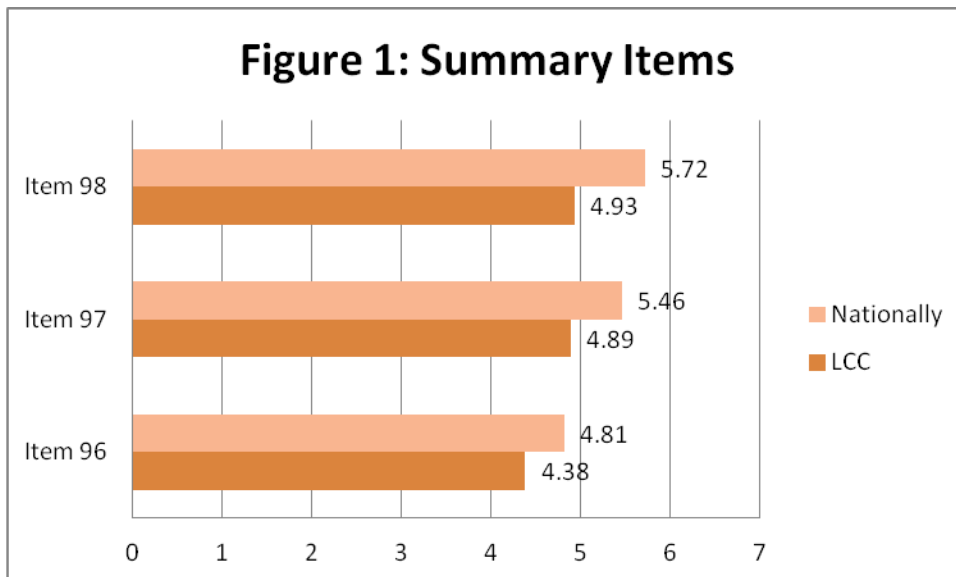
The summary items differed slightly from the other items on the survey. Rather than being expectation statements rated for importance and satisfaction, these items asked students to respond on a phased scale to specific questions. Each scale is worded differently, but on each a higher mean indicates higher agreement or satisfaction.

Students indicate that “all in all, if (they) had to do it over again,” they would enroll at LCC (Item 98). They also indicate that, overall, they are satisfied with their experience at LCC thus far (Item 97) and that their experience at LCC has been better than they expected (Item 96). However, as can be seen from the means for each of these questions in **Figure 1**, LCC students rate their overall satisfaction and whether they would reenroll if given the choice again lower than the national comparison group<sup>9</sup>.

**Item 96:** So far, how has your college experience met your expectations? (where 1=*much worse than expected* and 7=*much better than expected*)

**Item 97:** Rate your overall satisfaction with your experience here thus far. (where 1=*not satisfied at all* and 7=*very satisfied*)

**Item 98:** All in all, if you had it to do over again, would you enroll here? (where 1=*definitely not* and 7=*definitely yes*)



<sup>9</sup> Results supplied by USA Group Noel-Levitz Campus Report 2012

## Section 2. Areas of Highest Satisfaction

Selecting the 10 items for which LCC students indicate the highest level of satisfaction is one method of reporting student satisfaction. Examining these items relative to the other items on the survey provides a snapshot of the best experiences for students currently. **Figure 2** lists the 10 items for which LCC students indicate the highest level of satisfaction. Items are listed in descending order with the highest satisfaction item at the top of the list<sup>10</sup>.

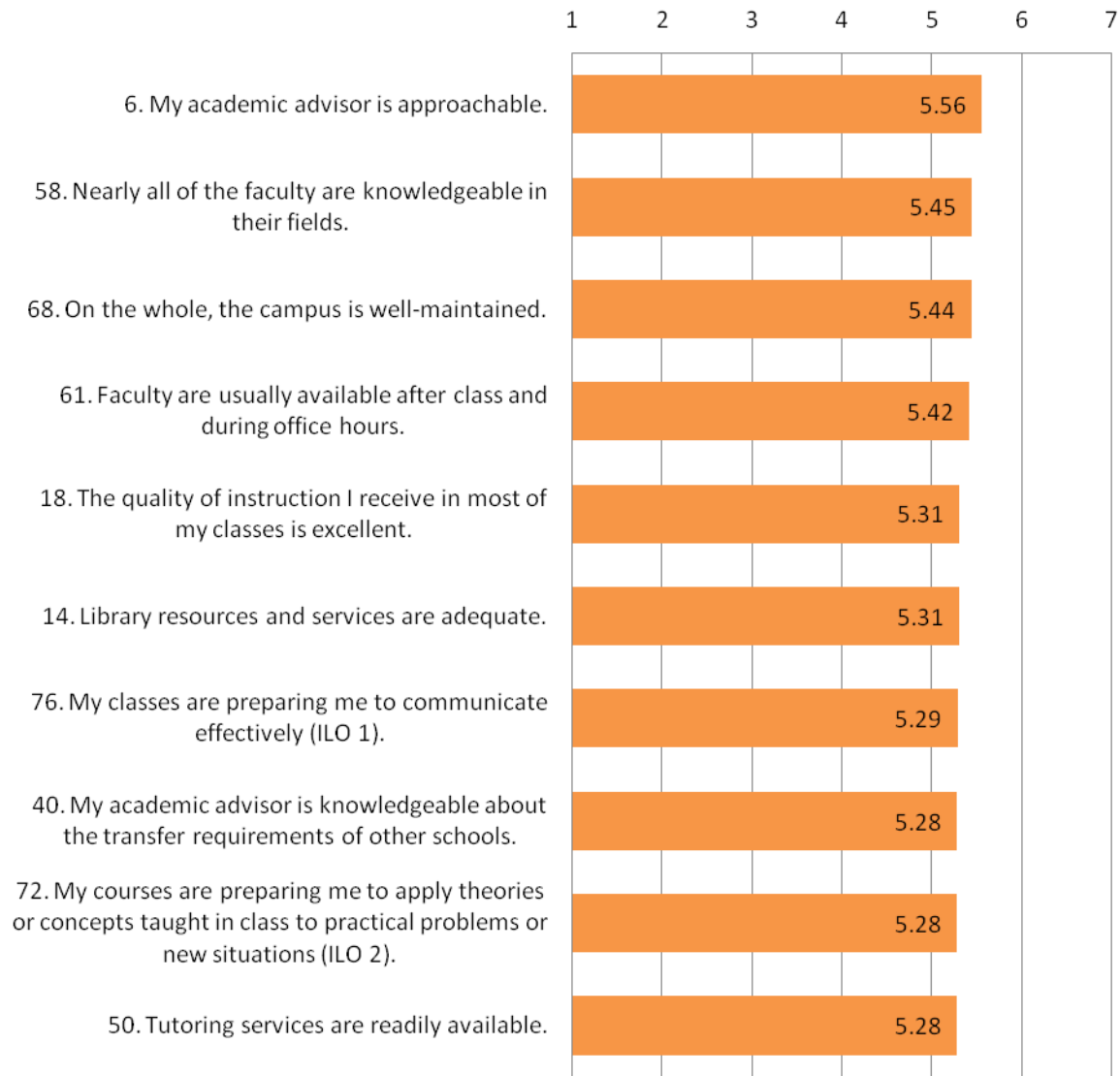
LCC students feel welcomed to their experiences at a well-maintained campus. Our students are well-satisfied with the excellent quality of instruction across all departments, supported by knowledgeable faculty. Students indicate they are experiencing intellectual growth in such a positive and welcoming environment; students enjoy being here and affirm the positive reputation that LCC maintains within our community.

Perhaps most importantly, students express satisfaction in having achieved two of the college's institutional learning outcomes: *Communication* (ILO 1/Item 76) and *Critical Thinking* (ILO 2/Item 72).

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<sup>10</sup> A complete item-by-item analysis can be found in Appendix C of this document.

**Figure 2: The ten highest satisfaction items Spring 2012**



### Section 3. Areas of Lowest Satisfaction

By contrast, **Figure 3** lists the 10 items on the survey with the lowest mean satisfaction levels. Students indicate these are the areas in which they are least satisfied. The items on this chart are listed in descending order with the lowest satisfaction item at the bottom of the list<sup>11</sup>.

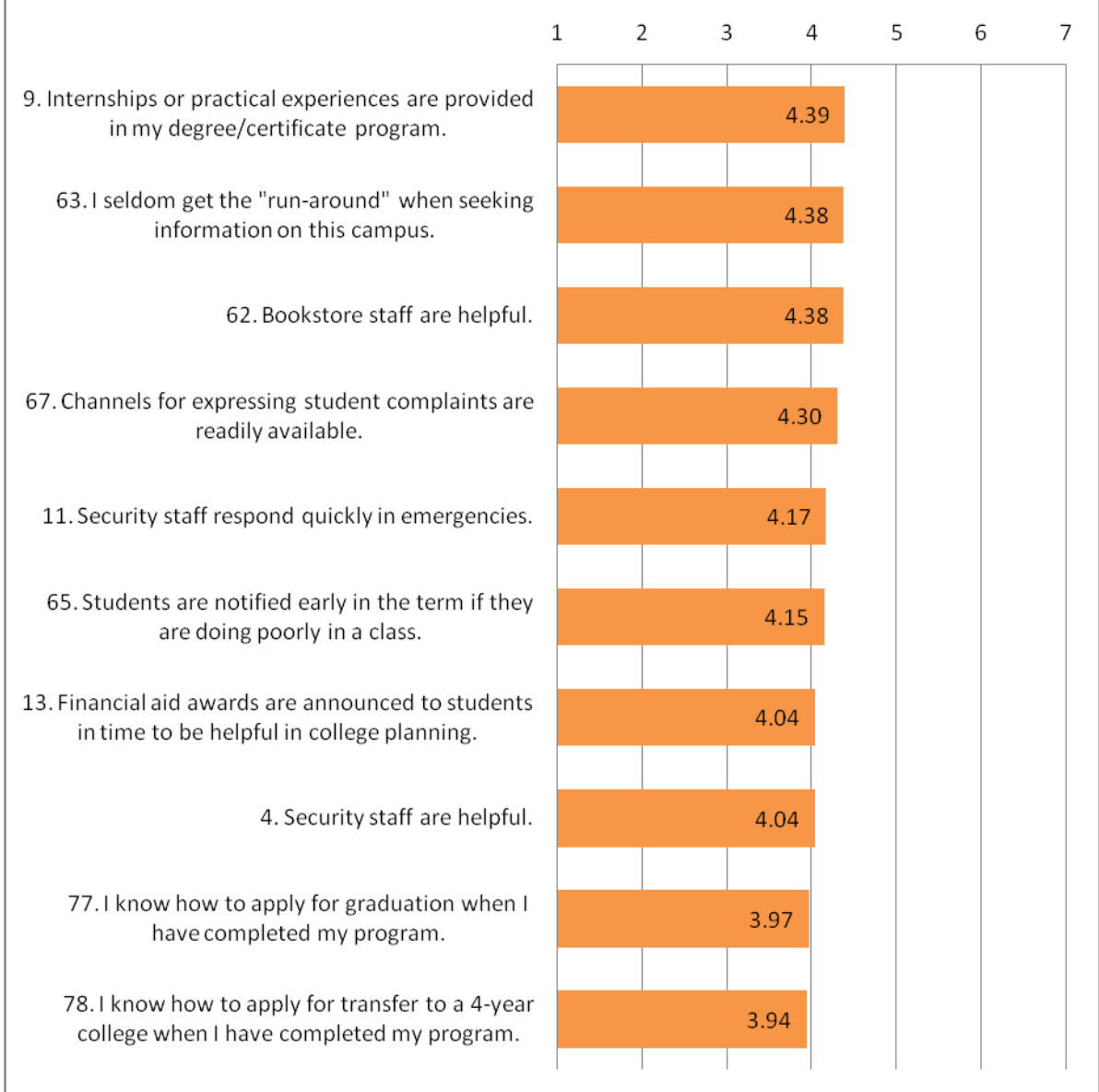
Nearly half (48.05%) of the survey respondents have one year or less experience at the college. As might be expected, these freshmen level students rate low levels of satisfaction with their knowledge of how to apply for transfer or for graduation. On the other hand, these findings may prove informative for curricular changes (Item 9) and process improvement in communication channels across departments (Items 63 and 67). Significant changes occurred in the college bookstore in 2011-12. The impact of these changes will likely result in a more positive level of satisfaction in the future.

The results for items 4 and 11 bear further investigation. LCC currently has no security staff as these services are provided by local law enforcement. In addition, the campus historically maintains a safe, secure environment, as reported in *Consumer Information* available at: [\(http://www.lassencollege.edu/admissions/financial-aid/\)](http://www.lassencollege.edu/admissions/financial-aid/).

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<sup>11</sup> See Appendix C for the results on all individual items.

**Figure 3: The ten lowest satisfaction items Spring 2012**



## Section 4. Institutional Scales

In one method of reporting the results Noel-Levitz combines several different combinations of items to form 11 composite scales related to general institutional processes and services. Some items on the inventory contribute to more than one scale. Four items (3,9,53 and 68) are not included in any of the scales.<sup>12</sup> **Figure 4** presents the scale results<sup>13</sup> for Spring 2012 along with the national comparison group averages. As can be seen from **Figure 4**, LCC students report lower levels of satisfaction on the institutional scales as compared to the national comparison group. *Academic Advising and Counseling* is the one scale for which the levels of satisfaction are similar.

The institutional scales are defined as follows:<sup>14</sup>

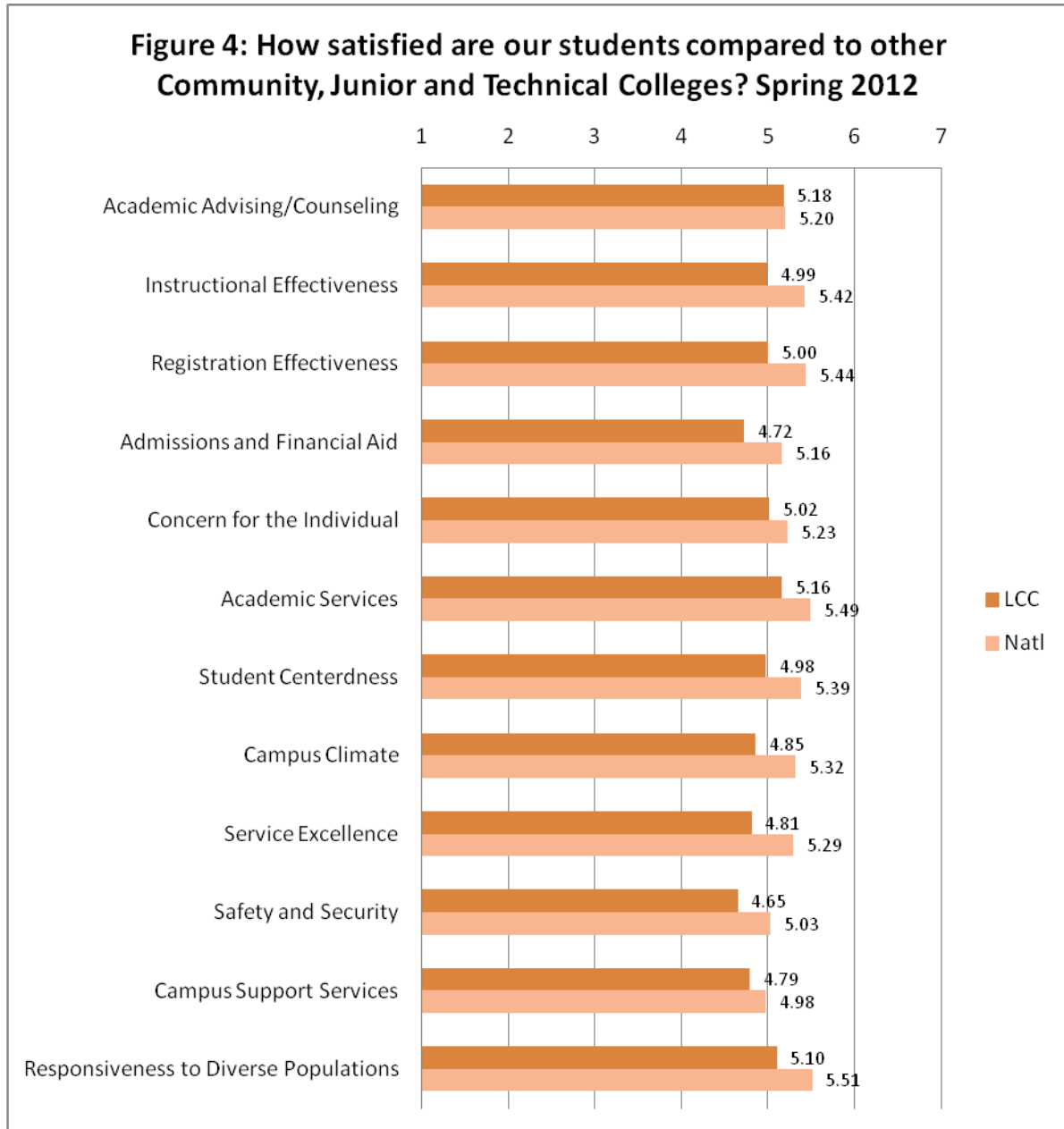
- **Academic Advising and Counseling Effectiveness:** assesses the comprehensiveness of LCC's academic advising program.
- **Academic Services:** assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.
- **Admissions and Financial Aid Effectiveness:** assesses LCC's ability to enroll students in an effective manner.
- **Campus Climate:** assesses the extent to which LCC provides experiences that promote a sense of campus pride and feelings of belonging.
- **Campus Support Services:** assesses the quality of LCC's support programs and services which students utilize to make their educational experiences more meaningful and productive.
- **Concern for the Individual:** assesses LCC's commitment to treating each student as an individual.
- **Instructional Effectiveness:** assesses LCC's students' academic experiences, the curriculum, and the campus's overriding commitment to academic excellence.
- **Registration Effectiveness:** assesses issues associated with registration and billing.
- **Safety and Security:** assesses LCC's responsiveness to students' personal safety and security on campus.
- **Service Excellence:** assesses the attitude of staff toward students, especially front-line staff.
- **Student Centeredness:** assesses LCC's efforts to convey to students that they are important to the institution. This scale measures LCC's attitude toward students and the extent to which they feel welcome and valued.

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<sup>12</sup> USA Group Noel-Levitz 2012 Campus Report

<sup>13</sup> Scale results in sections 4 and 5 are presented in alphabetical order.

<sup>14</sup> All definitions are from USA Group Noel-Levitz



Noel-Levitz provides a number of ways for us to examine the scales. One method is to sort the scales by overall importance rank for LCC students. These scales are listed in rank order of importance for our students in **Figure 4** above.



In addition, we can also compare LCC students' means for importance with their level of satisfaction in that area (See **Figure 5**). By subtracting the mean for satisfaction from the mean for importance, we can determine a performance gap (PG). The smaller the PG, the more likely students' expectations are being met. Typically, a result less than zero (a negative number) indicates student *expectations are being exceeded*. In this fashion, a PG of 0 to .50 indicates *expectations are being met*; a PG that falls between .51 and 1.49 indicates *expectations met somewhat*, and finally, a PG greater than 1.50 represents an item on which students' *expectations are not being met*. While the performance gap measure is most useful for examining individual items, the following figure illustrates the gap between importance and satisfaction for LCC students for each of the institutional scales<sup>15</sup>.

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<sup>15</sup> See Appendix C for the results on all individual items.



## Section 5: Interpreting our Results

The extensive results of the SSI can be interpreted in a variety of ways. Again, three areas of measurement are provided by Noel-Levitz: importance, satisfaction, and performance gap<sup>16</sup>. It is important for decision-makers to consider all of the information provided. Focusing on only one area of measurement (such as the performance gap) likely will result in our overlooking areas of students' experiences that they value most. The following section presents tables containing data on each area of measurement and a matrix chart useful for prioritizing action for each of the 11 composite scales, the "Campus Items" scale and the "Items not on Scales."

### Tables

The tables for Spring 2012 are constructed in the following manner:

- The first column contains the item number and item. Items are presented sequentially.
- The second column presents the mean level of importance for LCC students.
- The third column presents the mean level of satisfaction for LCC students.
- The fourth column presents the performance gap for LCC students.

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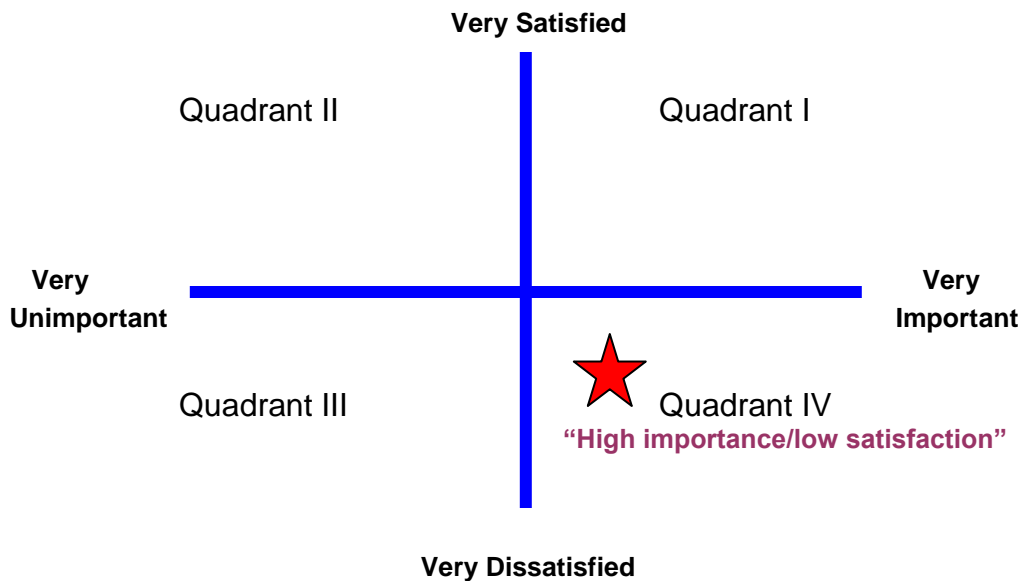
<sup>16</sup> An item by item analysis including all three measurements is found in Appendix C.

## Matrix Charts

A matrix featuring a combination of importance and satisfaction scores is one useful way of providing LCC with dynamic information as a basis for an action agenda. This matrix is divided into 4 quadrants:

- **Quadrant I: High importance/high satisfaction** showcases LCC's areas of strength and provide marketing opportunities.
- **Quadrant II: Low importance/high satisfaction** suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.
- **Quadrant III: Low importance/low satisfaction** presents an opportunity for LCC to examine areas that appear to have low status with our students. This is an area LCC may pinpoint and examine why these items have low status with our students.
- **Quadrant IV: High importance/low satisfaction** pinpoints areas in need of LCC's immediate attention.

Matrix for Prioritizing Action<sup>17</sup>



- Noel-Levitz recommends targeting efforts to improve processes and services to students on items that appear in Quadrant IV (lower right hand corner of the graph). [Items of **High Importance** and **Low Satisfaction** (Quadrant IV) are highlighted in the *tables* in *plum*.]

<sup>17</sup> Based upon USA Group Noel-Levitz, Inc. 2012 report.

On the charts for each scale we have plotted the *rank order of importance* students assigned to the item against the assigned *rank order of satisfaction*. For example, in the first chart (p. 25) the importance rank of item 40 (*Counseling staff care about students as individuals.*) is 28 (out of 80 items); the satisfaction rank is 25 (out of 80 items). This ranking indicates **High Importance** and **High Satisfaction** and highlights an area of strength for the college.

Similarly, in the first chart (p. 22) the importance rank of item 52 (*This school does whatever it can to help me reach my educational goals.*) is 15 (out of 80 items); the satisfaction rank is 55 (out of 80 items). This ranking indicates **High Importance** and **Low Satisfaction** and highlights an opportunity for improvement for the college.

An important note to readers is that these graphs chart rank order and not mean values. This essentially means that an item, which is relatively low in rank order of importance, may actually have a fairly high mean score. The result, an item that is of lesser importance to students *relative* to all the other items may still be very important to students in its own right. Therefore, readers are cautioned to interpret results with care taking the information from both the tables and charts into consideration. For this reason, tables are presented on the right hand side and charts on the left.

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## Academic Advising and Counseling Effectiveness:

This scale “assesses the comprehensiveness of LCC’s academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as their approachability.”

Table 1: Academic Advising and Counseling

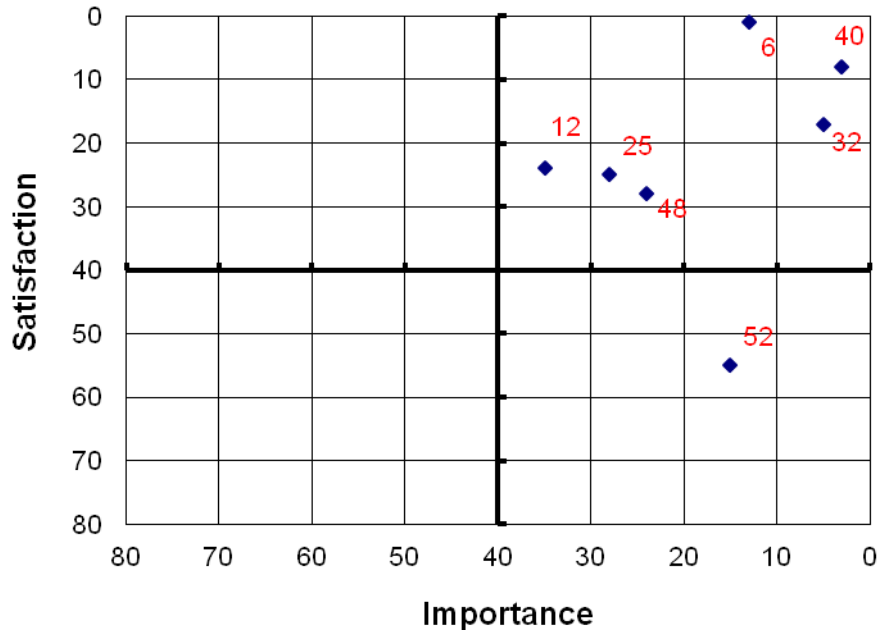
Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>ACADEMIC ADVISING/COUNSELING =</b>	6.19	5.18	1.01	-0.02
6. My academic advisor is approachable.	6.22	5.56	0.66	0.16
12. My academic advisor helps me set goals to work toward.	6.04	5.16	0.88	0.13
25. My academic advisor is concerned about my success as an individual.	6.11	5.11	1.00	0.06
32. My academic advisor is knowledgeable about my program requirements.	6.33	5.22	1.11	-0.14
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.36	5.28	1.08	0.15
48. Counseling staff care about students as individuals.	6.07	5.13	0.94	-0.06
<b>52. <i>This school does whatever it can to help me reach my educational goals.</i></b>	<b>6.21</b>	<b>4.82</b>	<b>1.39</b>	<b>-0.43 ***</b>

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

= Our students’ responses indicate similar satisfaction as compared to the national comparison group for this scale

LCC satisfaction scores on this scale are the highest of any of the eleven scales and are similar to those of the national comparison group. On only one item is the difference statistically significant. It is noteworthy that female students’ expectations that the *school does whatever it can to help me reach my educational goals* are clearly not being met.

Academic Advising/Counseling



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## Academic Services:

This scale “assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.”

Table 2: Academic Services

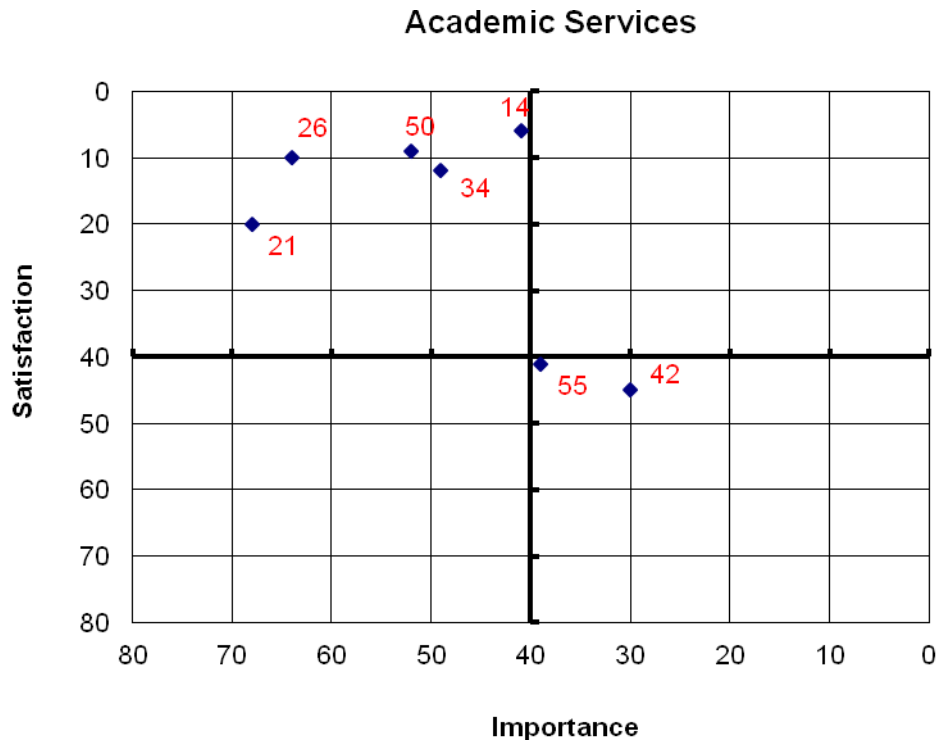
Scale/Item	Fall 2001			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	2001-1997
<b>ACADEMIC SERVICES</b> $\neq$	5.92	5.16	0.76	-0.33***
14. Library resources and services are adequate.	6.01	5.31	0.70	-0.33***
21. There are a sufficient number of study areas on campus.	5.73	5.18	0.55	-0.23**
26. Library staff are helpful and approachable.	5.82	5.28	0.54	-0.29***
34. Computer labs are adequate and accessible.	5.96	5.27	0.69	-0.29***
<b>42. The equipment in the lab facilities is kept up to date.</b>	<b>6.05</b>	<b>4.87</b>	<b>1.18</b>	<b>-0.58***</b>
50. Tutoring services are readily available.	5.94	5.28	0.66	-0.19*
<b>55. Academic support services adequately meet the needs of students.</b>	<b>5.98</b>	<b>4.90</b>	<b>1.08</b>	<b>-0.39***</b>

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

$\neq$  Our students' responses indicate lower satisfaction than the national comparison group for this scale

These results indicate LCC students are somewhat less satisfied than students at similar institutions with our libraries and labs. The performance gaps indicate that while we are close to meeting our student expectations, expanding these services are important in supporting student success. This is a key finding for the institution and essential to our educational planning processes given that we are placing a great deal of emphasis and resources into incorporating advanced technology into academic services on the whole. In addition, these results are difficult to interpret at LCC due to the differing terminology used in the SSI. Students may not have a clear idea of exactly what functions and positions at the college represent “academic support services.” These results point to a need to clearly define the different functions and departments which provide academic support services so that students may clearly understand where to go for different types of support. Students declaring a vocational/technical program educational goal are far more likely to be satisfied with the equipment in the labs as compared to students reporting other educational goals.





**Admissions and Financial Aid Effectiveness:**

This scale “ assesses LCC’s ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.”

Table 3: Admissions and Financial Aid Effectiveness

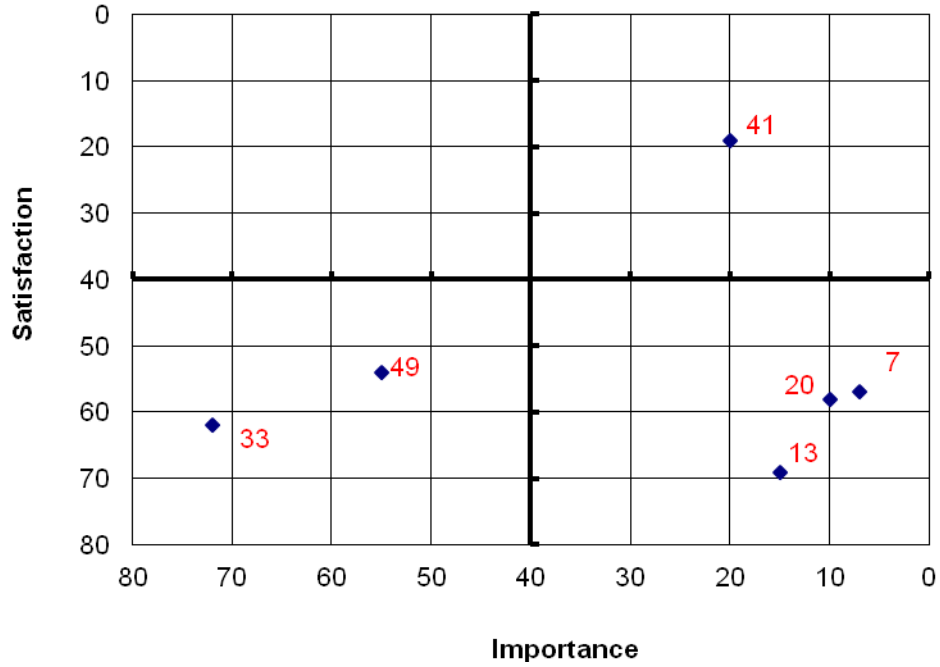
Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>ADMISSIONS AND FINANCIAL AID</b> ∇	<b>6.10</b>	<b>4.72</b>	<b>1.38</b>	<b>-0.44***</b>
<i>7. Adequate financial aid is available for most students.</i>	<i>6.31</i>	<i>4.75</i>	<i>1.56</i>	<i>-0.46***</i>
<i>13. Financial aid awards are announced to students in time to be helpful in college planning.</i>	<i>6.20</i>	<i>4.04</i>	<i>2.16</i>	<i>-0.89***</i>
<i>20. Financial aid counselors are helpful.</i>	<i>6.26</i>	<i>4.75</i>	<i>1.51</i>	<i>-0.31***</i>
33. Admissions counselors accurately portray the campus in their recruiting process.	5.67	4.71	0.96	-0.43***
41. Admissions staff are knowledgeable.	6.18	5.19	0.99	-0.21**
49. Admissions counselors respond to prospective students’ unique needs and requests.	5.93	4.83	1.10	-0.35***

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

∇ Our students’ responses indicate lower satisfaction than the national comparison group for this scale

Students’ responses to the 6 items on this scale reflect an increasing level of satisfaction with these services over time. This is encouraging based upon the changes that have been implemented in these student services based on the results of the earlier SSIs. Conversely, female students, those in the 19-24 year age group, and full-time students are most unhappy with the adequacy of financial aid and the timeliness of the financial aid award announcements.

### Admissions and Financial Aid



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Campus Climate:

This scale “assesses the extent to which LCC provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of LCC’s channels of communication for students.”

Table 4: Campus Climate

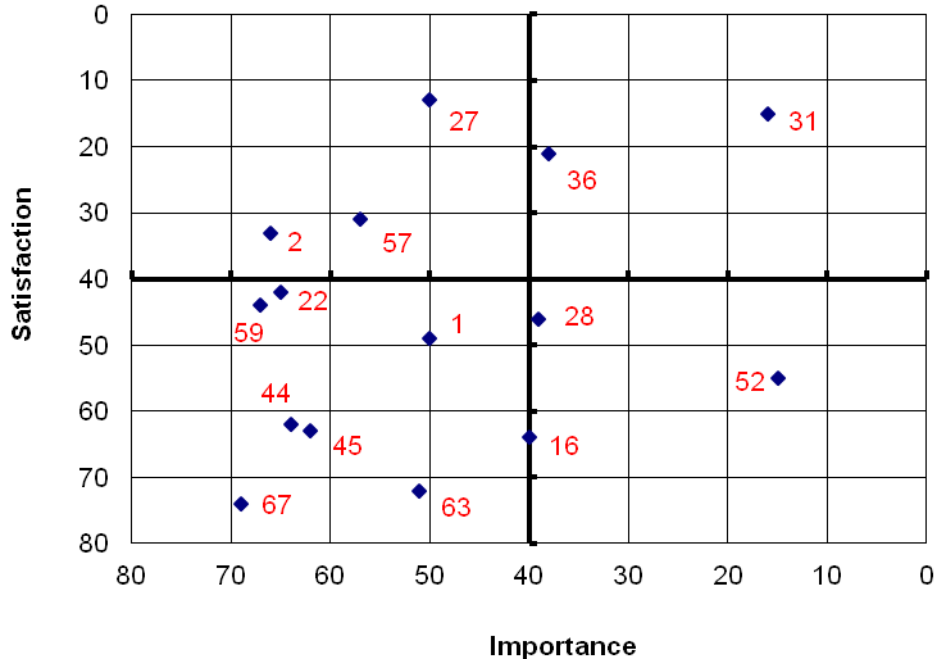
Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance Gap	
<b>CAMPUS CLIMATE</b> $\nabla$	<b>5.85</b>	<b>4.85</b>	<b>1.00</b>	<b>-0.47***</b>
1. Most students feel a sense of belonging here.	5.24	4.76	0.48	-0.55***
2. Faculty care about me as an individual.	5.78	5.09	0.69	-0.28***
<b>16. The college shows concern for students as individuals.</b>	<b>6.01</b>	<b>4.67</b>	<b>1.34</b>	<b>-0.45***</b>
22. People on this campus respect and are supportive of each other.	5.79	4.97	0.82	-0.33***
27. The campus staff are caring and helpful.	5.96	5.26	0.70	-0.20***
<b>28. It is an enjoyable experience to be a student on this campus.</b>	<b>6.02</b>	<b>4.91</b>	<b>1.11</b>	<b>-0.61***</b>
31. The campus is safe and secure for all students.	6.20	5.23	0.97	-0.36***
36. Students are made to feel welcome on this campus.	6.02	5.18	0.84	-0.41***
44. I generally know what's happening on campus.	5.31	4.40	0.91	-0.60***
45. This institution has a good reputation within the community.	5.83	4.68	1.15	-0.96***
<b>52. This school does whatever it can to help me reach my educational goals.</b>	<b>6.21</b>	<b>4.82</b>	<b>1.39</b>	<b>-0.43***</b>
57. Administrators are approachable to students	5.91	5.10	0.81	-0.20***
59. New students orientation services help students adjust to college.	5.74	4.89	0.85	-0.38***
63. I seldom get the "run- around" when seeking information on this campus	5.96	4.38	1.58	-0.71***
67. Channels for expressing student complaints are readily available.	5.72	4.30	1.42	-0.60***

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

$\nabla$  Our students' responses indicate lower satisfaction than the national comparison group for this scale

These results show our students generally feel a sense of belonging at the college, feel welcome here, are satisfied that our campus is safe and rate campus staff as caring and helpful. Our research and experience has shown that students feeling part of our community is a critical component of student success. Further research needs to be done to determine what types of help students need in achieving their educational goals and how communication can be improved so that students feel we are showing concern for them as individuals in an effort to improve their level of enjoyment at LCC.

Campus Climate



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Campus Support Services:

This scale “assesses the quality of LCC’s support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers career services, orientation, child care, and special programs.”

Table 5: Campus Support Services

Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>CAMPUS SUPPORT SERVICES</b> $\nabla$	<b>5.51</b>	<b>4.79</b>	<b>0.72</b>	<b>-0.19**</b>
10. Child care facilities are available on campus	4.87	5.03	-0.16	0.57***
17. Personnel in the Veterans' Service program are helpful	4.85	4.52	0.33	-0.10
19. This campus provides effective support services for displaced homemakers.	5.05	4.60	0.45	-0.18
30. The career services office provides students with the help they need to get a job.	5.85	4.46	1.39	-0.50***
38. The student center is a comfortable place for students to spend their leisure time.	5.63	5.12	0.51	-0.13
<i>47. There are adequate services to help me decide upon a career.</i>	<i>6.02</i>	<i>4.73</i>	<i>1.29</i>	<i>-0.47***</i>
59. New student orientation services help students adjust to college.	5.74	4.89	0.85	-0.38***

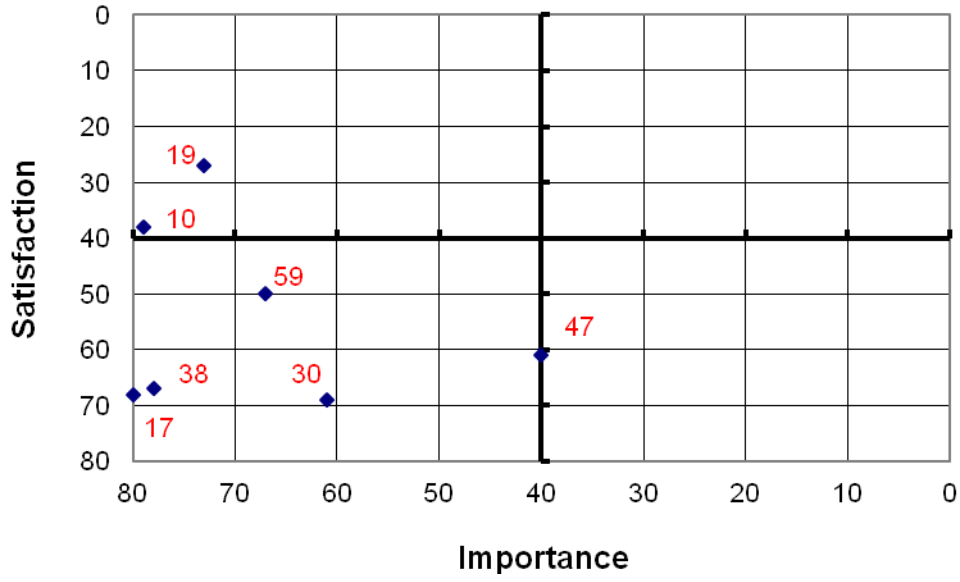
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

$\nabla$  Our students' responses indicate lower satisfaction than the national comparison group for this scale with the exception of item 10 which is significantly higher

These results point to the quality of LCC’s campus support services. However, students are not as satisfied as students at similar institutions with new student orientation and career services. Students are more satisfied with child care facilities when compared to the national comparison group, however, the item is the second least important item for students as a whole (rank 79 out of 80).

It is somewhat surprising to find 4 of the items on this scale clustered in Quadrant 3. As previously mentioned, this is the quadrant that indicates these are low status items for students. This may represent an opportunity for LCC to examine the reasons why our students are dissatisfied with these experiences, yet deem them to be very low in importance.

### Campus Support Services



**Concern for the Individual:**

This scale “assesses LCC’s commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors) are included in this assessment.”

Table 6: Concern for the Individual

Scale/Item	Spring 2012			Mean Difference (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>CONCERN FOR THE INDIVIDUAL</b> <sup>∓</sup>	<b>6.03</b>	<b>5.02</b>	<b>1.01</b>	<b>-0.21***</b>
2. Faculty care about me as an individual.	5.78	5.09	0.69	-0.28***
<i>16. The college shows concern for the students as individuals.</i>	<i>6.01</i>	<i>4.67</i>	<i>1.34</i>	<i>-0.45***</i>
25. My academic advisor is concerned about my success as an individual.	6.11	5.11	1.00	0.06
29. Faculty are fair and unbiased in their treatment of individual students.	6.19	5.11	1.08	-0.28***
48. Counseling staff care about students as individuals.	6.07	5.13	0.94	-0.06

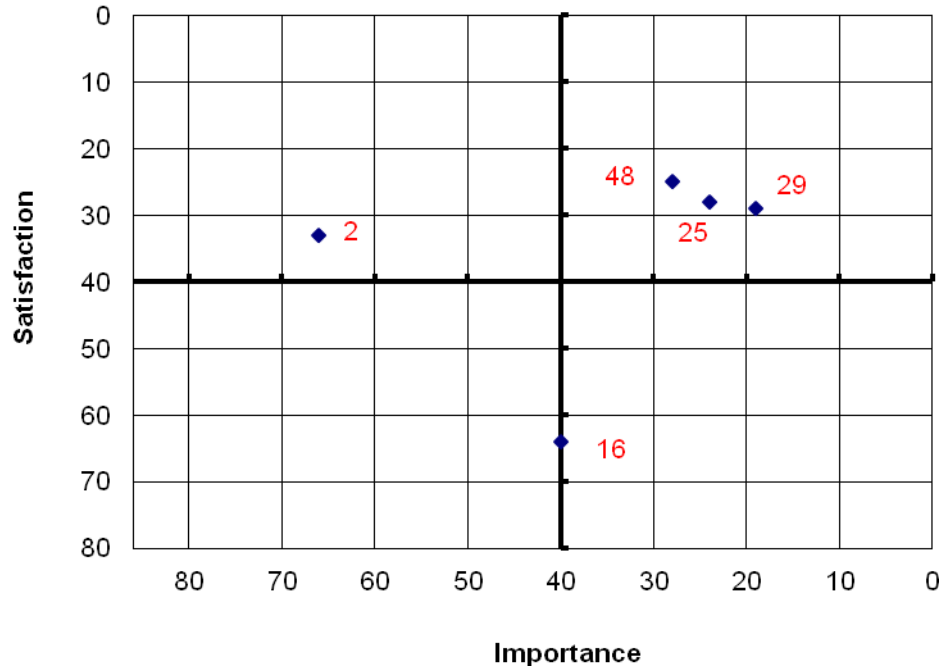
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

<sup>∓</sup> Our students’ responses indicate lower satisfaction than the national comparison group for this scale with the exception of items 25 and 48 which are similar

The results of this scale indicate that while our results are lower as compared to national comparison groups, LCC students are as satisfied as students at similar institutions with the care and concern offered by academic advisors and counselors. This is a very important finding due to the diversity of our student population. As mentioned previously, further research is called for in order to determine to whom students are referring when rating the performance of “academic advisors.”



Concern for the Individual



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Instructional Effectiveness:

This scale “assesses LCC’s students’ academic experiences, the curriculum, and the campus’s overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, and the effectiveness of LCC’s faculty in and out of the classroom.”

Table 7: Instructional Effectiveness

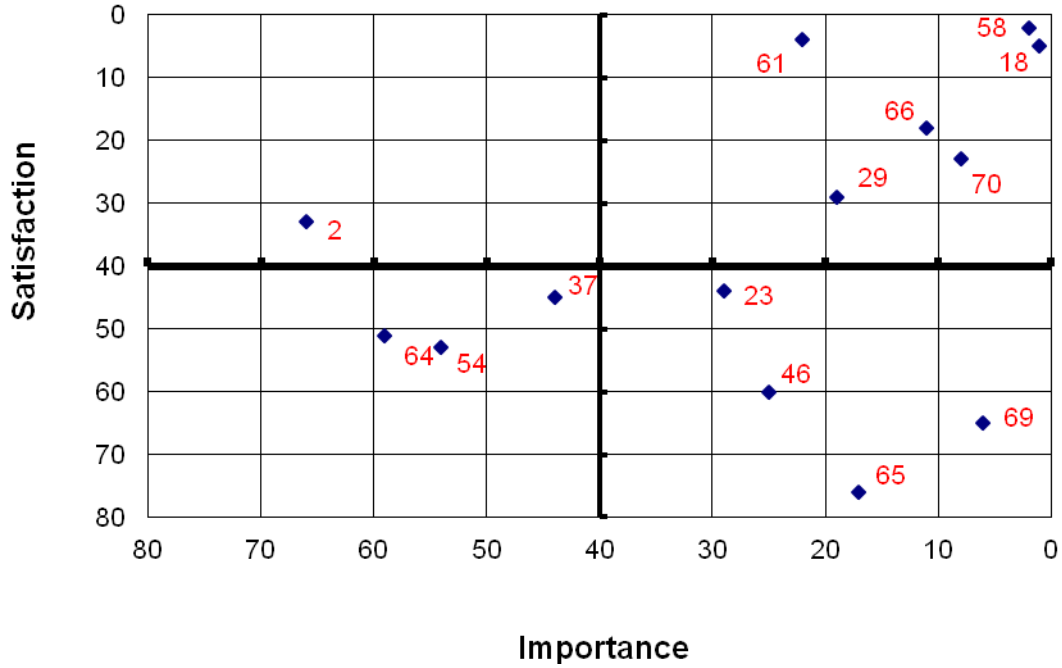
Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>INSTRUCTIONAL EFFECTIVENESS</b> $\preceq$	<b>6.14</b>	<b>4.99</b>	<b>1.15</b>	<b>-0.43***</b>
2. Faculty care about me as an individual.	5.78	5.09	0.69	-0.28***
18. The quality of instruction I receive in most of my classes is excellent	6.48	5.31	1.17	-0.28***
<i>23. Faculty are understanding of students' unique life circumstances.</i>	<i>6.07</i>	<i>4.92</i>	<i>1.15</i>	<i>-0.32***</i>
29. Faculty are fair and unbiased in their treatment of individual students	6.19	5.11	0.94	-0.28***
37. Faculty take into consideration student differences as they teach a course.	6.00	4.92	1.08	-0.31***
<i>46. Faculty provide timely feedback about student progress in a course.</i>	<i>6.11</i>	<i>4.74</i>	<i>1.37</i>	<i>-0.55***</i>
54. Faculty are interested in my academic problems.	5.93	4.86	1.07	-0.33***
58. Nearly all of the faculty are knowledgeable in their fields.	6.38	5.45	0.93	-0.23***
61. Faculty are usually available after class and during	6.14	5.42	0.72	-0.20**
64. Nearly all classes deal with practical experiences and applications.	5.86	4.89	0.97	-0.53***
<i>65. Students are notified early in the term if they are doing poorly in a class.</i>	<i>6.20</i>	<i>4.15</i>	<i>2.05</i>	<i>-0.75***</i>
66. Program requirements are clear and reasonable.	6.25	5.22	1.03	-0.31***
<i>69. There is a good variety of courses provided on this campus.</i>	<i>6.32</i>	<i>4.62</i>	<i>1.70</i>	<i>-1.00***</i>
70. I am able to experience intellectual growth here.	6.30	5.17	1.13	-0.57***

\*Difference statistically significant at the .05 level; \*\*\*=.001 level

$\preceq$  Our students’ responses indicate lower satisfaction than the national comparison group for this scale

Our students are clearly satisfied with the overall quality of instruction at the college. They feel academically challenged in an environment that promotes intellectual growth. However, our students’ expectations that they will be notified early in the term if they are doing poorly is not being met, especially for female students and full-time students. This is one of the items on the SSI that exhibited a larger performance gap (indicating lower satisfaction) for our students. Course variety is in the top ten items of importance to our students (rank 6). Further research could reveal which courses students are seeking that LCC is currently not providing.

### Instructional Effectiveness



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Registration Effectiveness:

This scale “assesses issues associated with registration and billing. This scale also measures LCC’s commitment to making this process as smooth and effective as possible.”

Table 8: Registration Effectiveness

Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>REGISTRATION EFFECTIVENESS</b> $\nabla$	<b>6.12</b>	<b>5.00</b>	<b>1.12</b>	<b>-0.44***</b>
5. The personnel involved in registration are helpful.	6.25	5.17	1.08	-0.17*
8. Classes are scheduled at times that are convenient for me.	6.30	5.03	1.27	-0.45***
<i>15. I am able to register for classes I need with few conflicts.</i>	<i>6.36</i>	<i>4.99</i>	<i>1.37</i>	<i>-0.41*</i>
<i>35. Policies and procedures regarding registration and course selection are clear and well-publicized.</i>	<i>6.14</i>	<i>5.01</i>	<i>1.13</i>	<i>-0.43***</i>
43. Class change (drop/add) policies are reasonable.	6.06	5.13	0.93	-0.34***
51. There are convenient ways of paying my school bill.	6.08	5.07	1.01	-0.44***
56. The business office is open during hours which are convenient for most students.	6.02	5.25	0.77	-0.15
60. Billing policies are reasonable.	5.98	4.90	1.08	-0.47***
62. Bookstore staff are helpful.	5.88	4.38	1.50	-1.21***

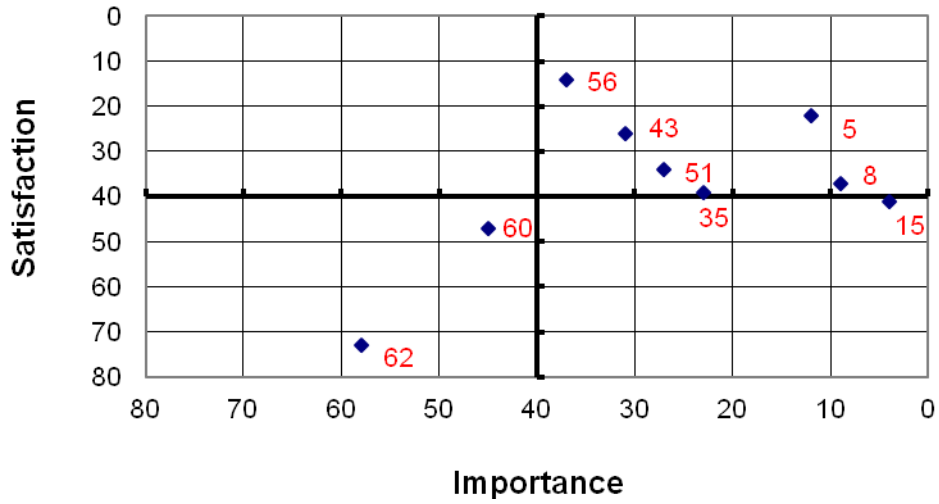
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

$\nabla$  Our students’ responses indicate lower satisfaction than the national comparison group for this scale with the exception of item 56 which is similar

LCC is expending a great deal of time and effort in addressing course scheduling. We published a year-long class schedule for the first time in 2012 and developed the “abbreviated 8”, alternatively scheduled short-term courses. These short-term courses allow students to complete coursework in eight weeks thus enhancing their ability to achieve additional credits during the term. The “abbreviated 8” also offers opportunities for students who may have work obligations for part of a semester (e.g., Fire Technology students) to still complete degree applicable courses and stay on track for degree completion.

The “9 to 90” initiative is aimed at increasing distance learning opportunities for students who may be constrained by time, work/family obligations and/or geographical location. It is likely these efforts will result in positive gains in student satisfaction in this area. The website and WebAdvisor Relaunch are both aimed at enhancing student access to course registration.

## Registration Effectiveness



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Safety and Security:

This scale “assesses LCC’s responsiveness to students’ personal safety and security on campus. This scale measures the effectiveness of both security personnel and campus facilities.”

Table 9: Safety and Security

Scale/Item	Spring 2012			Mean Difference (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>SAFETY AND SECURITY</b> $\preceq$	<b>5.79</b>	<b>4.65</b>	<b>1.14</b>	<b>-0.38***</b>
4. Security staff are helpful.	5.10	4.04	1.06	-0.97***
11. Security staff respond quickly in emergencies.	5.59	4.17	1.42	-0.82***
24. Parking lots are well-lighted and secure.	5.93	4.60	1.33	-0.54***
31. The campus is safe and secure for all students.	6.20	5.23	0.97	-0.36***
39. The amount of student parking space on campus is adequate.	6.05	4.99	1.06	0.59***

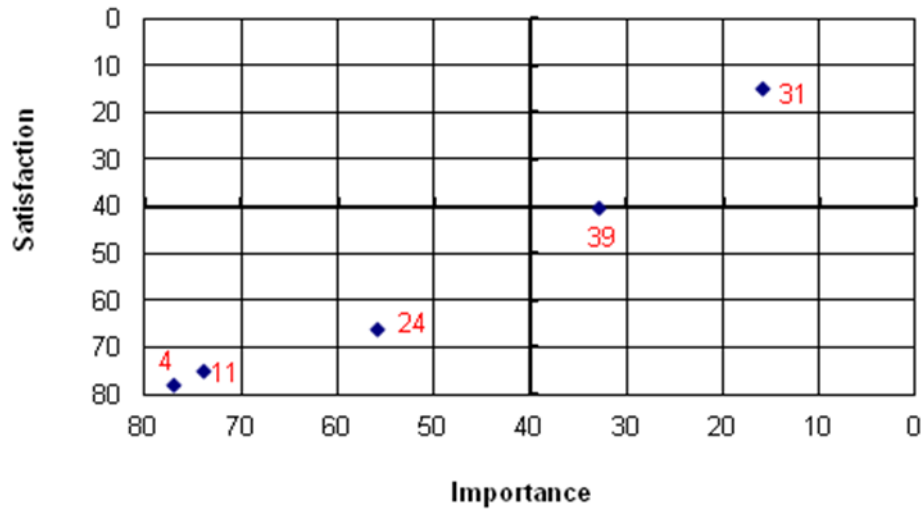
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

$\preceq$  Our students’ responses indicate lower satisfaction than the national comparison group for this scale with the exception of item 39 which is significantly higher

Students feel an overall sense of security at the college. Performance gaps for each of the items included on this scale reflect that student expectations are being *met somewhat*. Yet, it is noteworthy that our students are still not as satisfied on this scale as students at similar institutions, with the exception of the amount of available parking space where we far exceed our national comparison group.

LCC relies on local law enforcement agencies for security functions and does not employ “security staff”. Further research is indicated to determine students’ frame of reference as they rated these questions.

### Safety and Security



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Service Excellence:

This scale “assesses the attitude of staff toward students, especially front-line staff. The scale pinpoints the areas of our campus where quality service and personal concern for students are rated most and least favorably.”

Table 10: Service Excellence

Scale/Item	Spring 2012			Mean Difference (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>SERVICE EXCELLENCE</b> ☹	<b>5.85</b>	<b>4.81</b>	<b>1.04</b>	<b>-0.48***</b>
5. The personnel involved in registration are helpful.	6.25	5.17	1.08	-0.17*
22. People on this campus respect and are supportive of each other.	5.79	4.97	0.82	-0.33***
26. Library staff are helpful and approachable.	5.82	5.28	0.54	-0.29***
27. The campus staff are caring and helpful.	5.96	5.26	0.70	-0.20**
44. I generally know what's happening on campus.	5.31	4.40	0.91	-0.60***
57. Administrators are approachable to students.	5.91	5.10	0.81	-0.20**
62. Bookstore staff are helpful.	5.88	4.38	1.50	-1.21***
63. I seldom get the "run-around" when seeking information on this campus.	5.96	4.38	1.58	-0.71***
67. Channels for expressing student complaints are readily available.	5.72	4.30	1.42	-0.60***

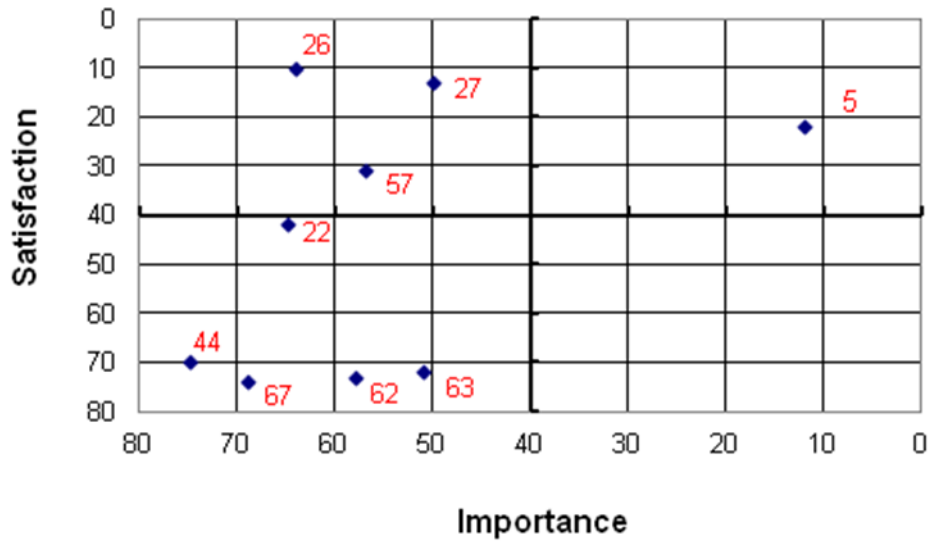
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

☹ Our students' responses indicate lower satisfaction than the national comparison group for this scale

On the whole our students are positive about their interactions with staff members at the college thus indicating we are a supporting and caring community. On the other hand, these results point to a need for improved communication in some areas as students report getting the “run-around” when seeking information (Large performance gap for item #63). Additional research will help us better understand where this improved communication will best benefit our students.



### Service Excellence



**Student Centeredness:**

This scale “assesses LCC’s efforts to convey to students that they are important to the institution. This scale measures LCC’s attitude toward students and the extent to which they feel welcome and valued.”

Table 11: Student Centeredness

Scale/Item	Spring 2012			Mean Difference (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>STUDENT CENTEREDNESS</b> $\nabla$	<b>5.86</b>	<b>4.98</b>	<b>0.88</b>	<b>-0.41***</b>
1. Most students feel a sense of belonging here.	5.24	4.76	0.48	-0.55***
<i>16. The college shows concern for students as individuals.</i>	<i>6.01</i>	<i>4.67</i>	<i>1.34</i>	<i>-0.45***</i>
27. The campus staff are caring and helpful.	5.96	5.26	0.70	-0.20**
<i>28. It is an enjoyable experience to be a student on this campus.</i>	<i>6.02</i>	<i>4.91</i>	<i>1.11</i>	<i>-0.61***</i>
36. Students are made to feel welcome on this campus.	6.02	5.18	0.84	-0.41***
57. Administrators are approachable to students.	5.91	5.10	0.81	-0.20**

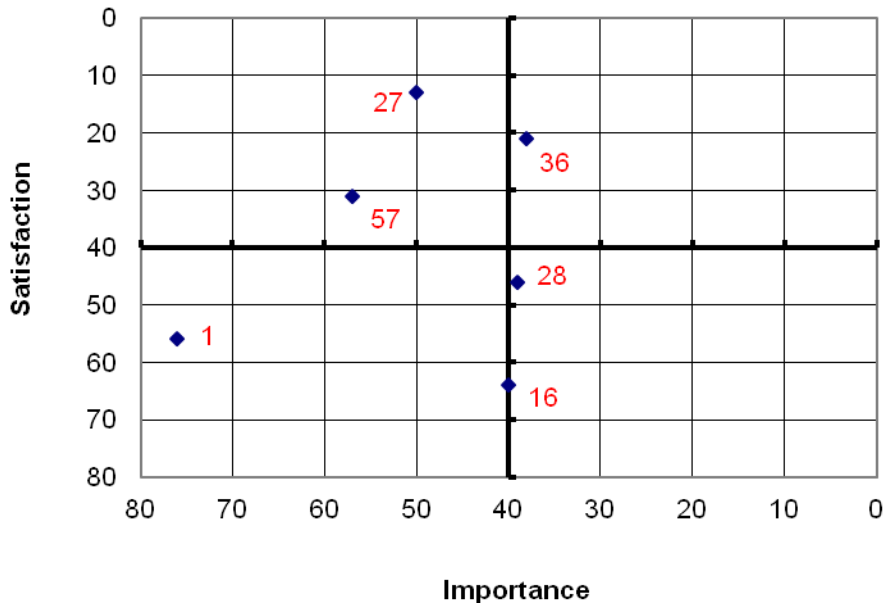
\*Difference statistically significant at the .05 level; \*\*=.01 level; \*\*\*=.001 level

$\nabla$  Our students’ responses indicate lower satisfaction than the national comparison group for this scale

These results indicate we are *meeting student expectations* in creating a sense of belonging at LCC. On the other hand, these results emphasize our need to support an environment that shows concern for students as individuals and maximizes the student experience.

It is also important to note, that the survey was administered prior to the completion of many renovations aimed at fostering a more cohesive and connected student experience (e.g., Student Union enhancements, the expansion of the Collaboratory, etc.). It will be important to trend student responses over time to gauge if these efforts increase student perceptions of an enjoyable campus experience.

Student Centeredness



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Campus Items:

This scale includes items that were added to the SSI by LCC. Results for these items cannot be compared to the results of similar institutions. The intent of these items is to assess student perceptions regarding the achievement of Institutional Student Learning Outcomes.

Table 12: Campus Items

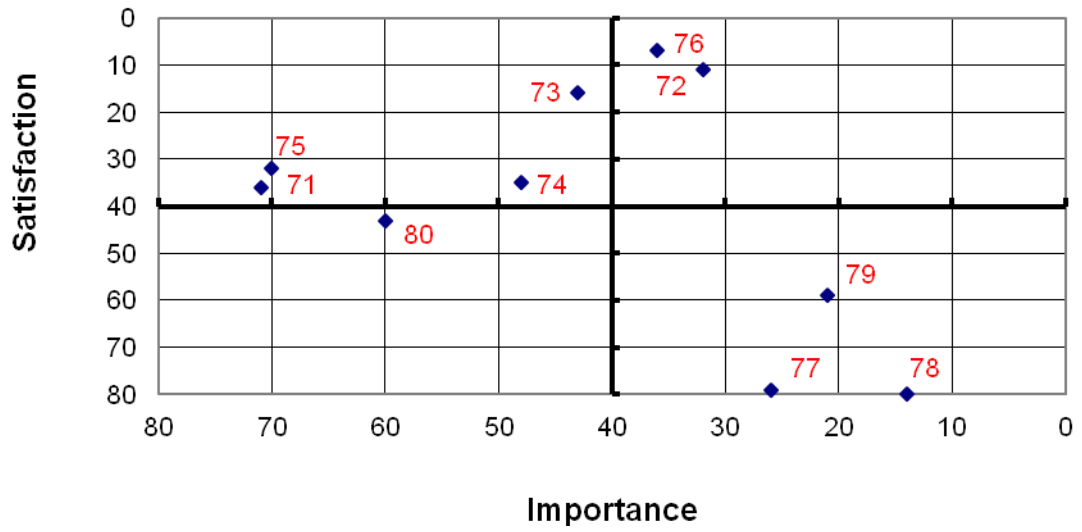
Scale/Item	Spring 2012		
	Importance	Satisfaction	Performance gap
<b>CAMPUS ITEMS</b>			
71. My courses are preparing me to discuss and debate ideas taken from readings or class lectures. (ILO 1)	5.67	5.04	0.63
72. My courses are preparing me apply theories or concepts taught in class to practical problems or new situations. (ILO 2)	6.05	5.28	0.77
73. My courses are preparing me to research a problem and propose a solution or desired outcome. (ILO 2)	6.00	5.23	0.77
74. My classes are preparing me to use current technology to access information and analyze that information to assure it is relevant and accurate. (ILO 3)	5.97	5.04	0.93
75. My classes are preparing me to work effectively in teams. (ILO 4)	5.97	5.04	0.93
76. My classes are preparing me to communicate effectively. (ILO 1)	6.02	5.29	0.73
<i>77. I know how to apply for graduation when I have completed my program. (ILO 3)</i>	<i>6.10</i>	<i>3.97</i>	<i>2.13</i>
<i>78. I know how to apply for transfer to a 4-year college when I have completed my program. (ILO 3)</i>	<i>6.22</i>	<i>3.94</i>	<i>2.28</i>
<i>79. My experiences at LCC have helped me clarify my career goals. (ILO 4)</i>	<i>6.15</i>	<i>4.75</i>	<i>1.40</i>
80. My experiences here have contributed to my personal growth in understanding different philosophies and interacting successfully with other cultures. (ILO 4)	5.85	4.95	0.90

These results point to a number of opportunities for improvement for LCC. It is important to note that items 77 and 78 are among the ten lowest satisfaction items for students. Interventions aimed at increasing student satisfaction in these areas will better prepare students for the future as they gain the capacity to navigate the higher education system and further assure the achievement of the four institutional ILOs.

### Institutional Student Learning Outcomes

- 1. Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
- 2. Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- 3. Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- 4. Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

### Campus Items



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Items Not on Scales:

There are four items included in the SSI that do not show up on any of the composite institutional scales. As previously mentioned, they are not included because the results for these items did not correlate strongly with the items on any of the 11 scales.

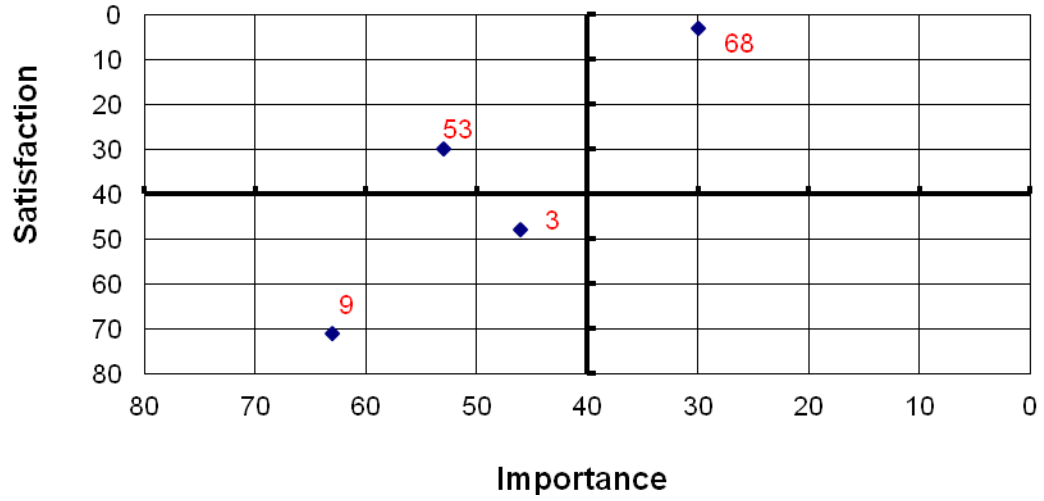
Table 13: Items Not on Scales

Scale/Item	Spring 2012			Mean Difference Nationally (Satisfaction)
	Importance	Satisfaction	Performance gap	
<b>ITEMS NOT ON SCALES</b>				
3. The quality of instruction in the vocational/technical programs is excellent.	5.98	4.90	1.08	-0.49***
9. Internships or practical experiences are provided in my degree/certificate program.	5.83	4.39	1.44	-0.59***
53. The assessment and course placement procedures are reasonable.	5.93	5.11	0.82	-0.23**
68. On the whole, the campus is well-maintained.	6.06	5.44	0.62	-0.35***

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

Although as with other scales, our results are lower than comparable institutions, LCC students' expectations of campus maintenance are clearly being met. Students enrolled in vocational/technical programs report the highest overall satisfaction ratings and for these students item #3 is rated very highly. This are both areas of strength for the college.

### Items Not on Scales



**Responsiveness to Diverse Populations:**

This scale “assesses (LCC’s) commitment to specific groups of students” enrolled at the college. These results demonstrate LCC’s strengths in working with a diverse student population. Based upon students’ extremely high rating of parking space availability at the college, the lower results on item 85 are somewhat surprising and bear further investigation as to how the college can better respond to the needs of commuter students.

Table 14: Responsiveness to Diverse Populations

	Satisfaction LCC	Mean Difference Nationally (Satisfaction)
<b>Scale/Item In Sequential Order</b>		<b>-0.41***</b>
<b>RESPONSIVENESS TO DIVERSE POPULATIONS</b>	<b>5.10</b>	<b>5.51</b>
81. LCC’s commitment to part-time students?	5.13	5.62
82. LCC’s commitment to evening students?	5.01	5.52
83. LCC’s commitment to older, returning students?	5.26	5.58
84. LCC’s commitment to under-represented students?	5.02	5.40
85. LCC’s commitment to commuters?	4.99	5.40
86. LCC’s commitment to students with disabilities?	5.19	5.53

Difference statistically significant at the \*\*\*=.001 level

**Enrollment Decision Factors:**

Not unexpectedly, cost remains the largest factor in students’ enrollment decision at the college, followed by financial aid availability and academic reputation. The opportunity to play sports ranks much higher as a factor impacting LCC students’ decision to enroll at the college as compared to national comparison group. The results of items 92, 93 and 94 may provide a basis for marketing efforts in the future. Although lower than national comparison, personalized attention prior to enrollment remains an important factor in the students’ decision to enroll.

Table 15: Enrollment Decision Factors

Items In Sequential Order Factor in decision to enroll	Importance LCC	Importance Natl.
87. Cost	6.30	6.32
88. Financial aid	6.04	5.99
89. Academic reputation	5.41	5.85
90. Size of institution	4.66	5.19
91. Opportunity to play sports	4.17	3.58
92. Recommendations from family/friends	4.45	4.92
93. Geographic setting	4.90	5.47
94. Campus appearance	4.83	5.23
95. Personalized attention prior to enrollment	5.10	5.39



# Noel-Levitz Student Satisfaction Inventory Report

Spring 2012

## Appendix A. Demographic Information

<b>Gender</b>	<b>#</b>	<b>%</b>
Female	211	54.66%
Male	175	45.34%
<b>Total</b>	<b>386</b>	<b>100.00%</b>
No Answer	4	

<b>Age</b>	<b>#</b>	<b>%</b>
18 and under	55	14.29%
19 to 24	213	55.32%
25 to 34	54	14.03%
35 to 44	30	7.79%
45 and over	33	8.57%
<b>Total</b>	<b>385</b>	<b>100.00%</b>
No Answer	5	

<b>Ethnicity/Race</b>	<b>#</b>	<b>%</b>
African-American	15	3.95%
American Indian or Alaskan Native	21	5.53%
Asian or Pacific Islander	11	2.89%
Caucasian/White	267	70.26%
Hispanic	31	8.16%
Other race	10	2.63%
Race - Prefer not to respond	25	6.58%
<b>Total</b>	<b>380</b>	<b>100.00%</b>
No Answer	10	

<b>Class Time</b>	<b>#</b>	<b>%</b>
Day	316	88.02%
Evening	43	11.98%
Weekend	0	0.00%
<b>Total</b>	<b>359</b>	<b>100.00%</b>
No Answer	31	

<b>Enrollment Status</b>	<b>#</b>	<b>%</b>
Full-time	307	79.33%
Part-time	80	20.67%
<b>Total</b>	<b>387</b>	<b>100.00%</b>
No Answer	3	

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<b>Class level</b>	<b>#</b>	<b>%</b>
1 year or less	185	48.05%
2 years	129	33.51%
3 years	43	11.17%
4 or more years	28	7.27%
<b>Total</b>	<b>385</b>	<b>100.00%</b>
No Answer	5	

<b>Current GPA</b>	<b>#</b>	<b>%</b>
No credits earned	29	7.65%
1.99 or below	14	3.69%
2.0 - 2.49	46	12.14%
2.5 - 2.99	71	18.73%
3.0 - 3.49	121	31.93%
3.5 or above	98	25.86%
<b>Total</b>	<b>379</b>	<b>100.00%</b>
No Answer	11	

<b>Employment Status</b>	<b>#</b>	<b>%</b>
Full-time off campus	48	12.40%
Part-time off campus	78	20.16%
Full-time on campus	11	2.84%
Part-time on campus	59	15.25%
Not employed	191	49.35%
<b>Total</b>	<b>387</b>	<b>100.00%</b>
No Answer	3	

<b>Current Residence</b>	<b>#</b>	<b>%</b>
Residence hall	22	5.70%
Own house	66	17.10%
Rent room or apt off campus	122	31.61%
Parent's home	134	34.72%
Other residence	42	10.88%
<b>Total</b>	<b>386</b>	<b>100.00%</b>
No Answer	4	

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<b>Residence classification</b>	<b>#</b>	<b>%</b>
In-state	335	86.79%
Out-of-state	44	11.40%
International (not U.S. citizen)	7	1.81%
<b>Total</b>	<b>386</b>	<b>100.00%</b>
No Answer	4	

<b>Institution was my</b>	<b>#</b>	<b>%</b>
1st choice	233	61.15%
2nd choice	85	22.31%
3rd choice or lower	63	16.54%
<b>Total</b>	<b>381</b>	<b>100.00%</b>
No Answer	9	

<b>Modality</b>	<b>#</b>	<b>%</b>
Enroll only in face-to-face classes	156	45.35%
Enroll only in correspondence classes	2	0.58%
Enroll only in online classes	3	0.87%
Enroll in both face-to-face and correspondence classes	109	31.69%
Enroll in both face-to-face and online classes	13	3.78%
Enroll in all three modalities	61	17.73%
<b>Total</b>	<b>344</b>	<b>100.00%</b>
No Answer	46	

## Appendix B. Differences by Demographic Subgroup

A careful analysis examined differences in performance gaps (PG) between various demographic subgroups of students to determine whether or not they experience aspects of LCC differently. The demographic target groups included:

- Class level – one to four years at LCC
- Educational goal – Associate Degree, Vocational/Technical or Other
- Enrollment status – full-time or part-time
- Gender

The analysis focused on Performance Gaps which are categorized using the following key:

Expectations met	$0 \leq PG < .50$
Expectations met somewhat	$.51 \leq PG \leq 1.50$
Expectations not met	$PG \geq 1.51$

In this manner, the larger the PG, the farther the college is from meeting student expectations for these items. This analysis targeted items where students' expectations for one subgroup are clearly not being met (for which the PG was equal to or more than 1.50) yet for another subgroup the item is being met or met somewhat.

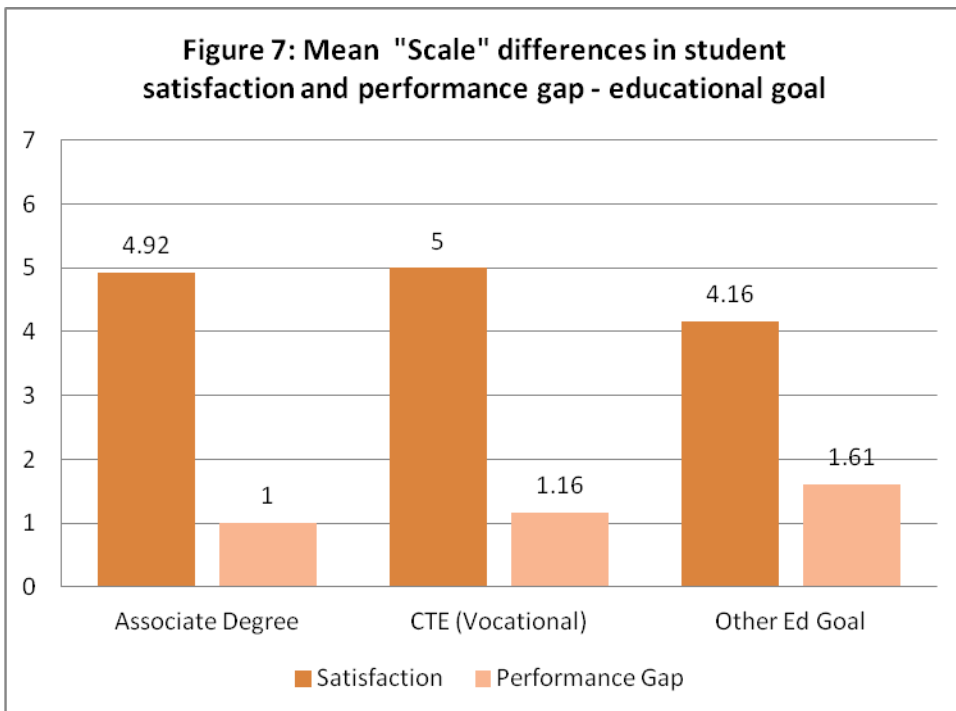
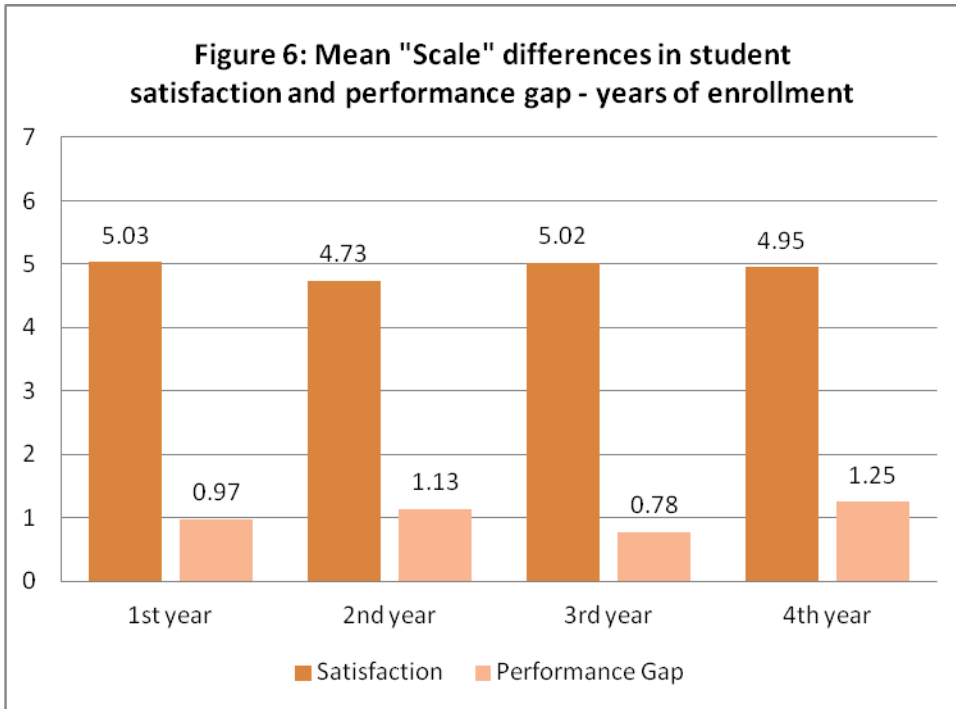
**Figures 6-9** below illustrate some differences in the experiences of our students by subgroup. As can be seen from these figures:

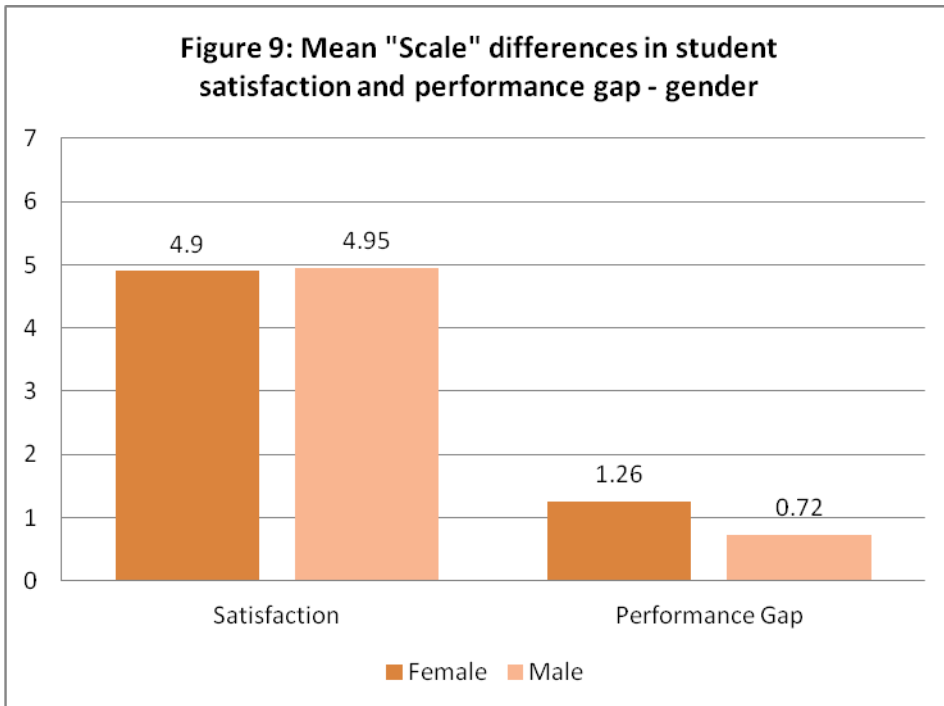
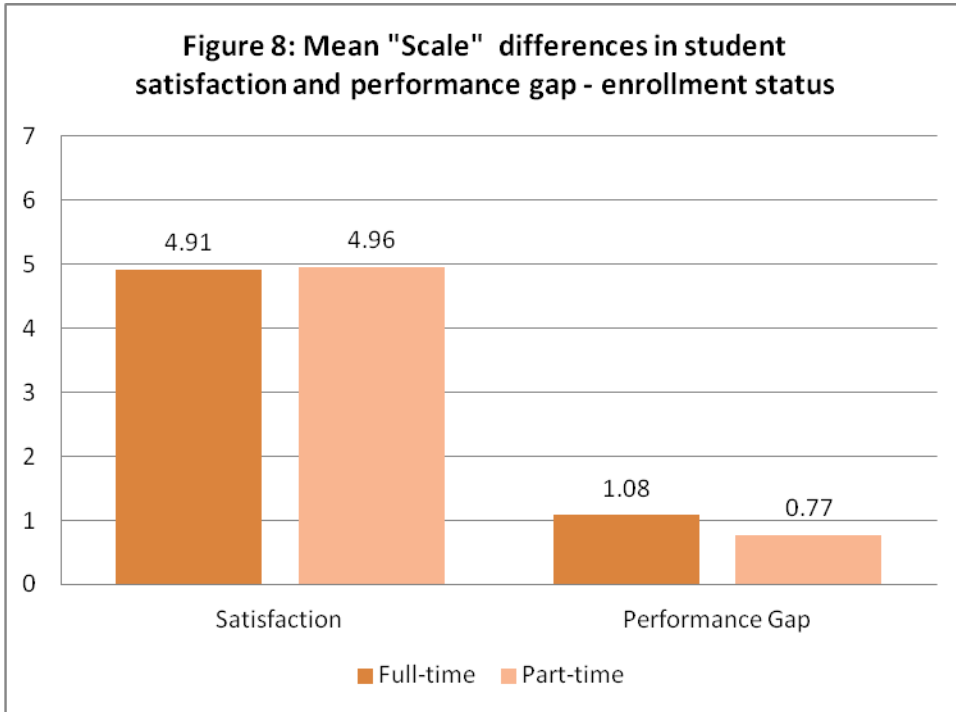
- Perceptions of student experiences change based upon years of enrollment at LCC. After experiencing a “halo” effect in the first year, overall satisfaction is lowest for students enrolled in their second year. Performance gaps are largest for students in year 2 and in year 4.
- A key finding of the study indicates the largest differences in student experiences are found based upon educational goals. Those students with educational goals aimed at a degree or certificate are far more likely to be satisfied than students with other educational goals. In addition, students with other educational goals are more likely to rate LCC as not meeting their performance expectations (PG=1.61).
- Interestingly, students enrolled part-time (11 or fewer units) are slightly more satisfied with their experiences and more likely to respond their expectations are met at a higher level than students enrolled full-time at the college.

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- Female and male students report similar levels of satisfaction on the eleven scales. However, female students are more likely to rate items as being more important thus resulting in higher performance gaps.





**Appendix C. Table 16: Individual Items in Sequential Order**

Opportunities for institutional improvement (High Importance/Low Satisfaction items) are marked in *plum italic*.

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Items	Imp Rank	Sat Rank	PG Rank	2012 Imp	2012 Sat	2012 Gap	Natl. Sat	Natl. Imp	Natl. P Gap	LCC-National
1. Most students feel a sense of belonging here.	76	56	76	5.24	4.76	0.48	5.31	5.51	-0.20	-0.75
2. Faculty care about me as an individual.	66	33	67	5.78	5.09	0.69	5.37	5.98	-0.61	-0.89
3. The quality of instruction in the vocational/technical programs is excellent.	46	48	34	5.98	4.90	1.08	5.39	6.05	-0.66	-1.15
4. Security staff are helpful.	77	78	39	5.10	4.04	1.06	5.01	5.61	-0.60	-1.57
5. The personnel involved in registration are helpful.	12	22	31	6.25	5.17	1.08	5.34	6.20	-0.86	-1.03
6. My academic advisor is approachable.	13	1	68	6.22	5.56	0.66	5.40	6.24	-0.84	-0.68
<b>7. Adequate financial aid is available for most students.</b>	<b>7</b>	<b>57</b>	<b>8</b>	<b>6.31</b>	<b>4.75</b>	<b>1.56</b>	<b>5.21</b>	<b>6.25</b>	<b>-1.04</b>	<b>-1.50</b>
8. Classes are scheduled at times that are convenient for me.	9	37	20	6.30	5.03	1.27	5.48	6.45	-0.97	-1.42
9. Internships or practical experiences are provided in my degree/certificate program.	63	71	11	5.83	4.39	1.44	4.98	5.92	-0.94	-1.53
10. Child care facilities are available on campus.	79	38	80	4.87	5.03	-0.16	4.46	4.56	-0.10	0.47
11. Security staff respond quickly in emergencies.	74	75	13	5.59	4.17	1.42	4.99	5.96	-0.97	-1.79
12. My academic advisor helps me set goals to work toward.	35	24	53	6.04	5.16	0.88	5.03	6.04	-1.01	-0.88
<b>13. Financial aid awards are announced to students in time to be helpful in college planning.</b>	<b>18</b>	<b>77</b>	<b>2</b>	<b>6.20</b>	<b>4.04</b>	<b>2.16</b>	<b>4.93</b>	<b>6.10</b>	<b>-1.17</b>	<b>-2.06</b>
14. Library resources and services are adequate.	41	6	64	6.01	5.31	0.70	5.64	6.16	-0.52	-0.85
<b>15. I am able to register for classes I need with few conflicts.</b>	<b>4</b>	<b>41</b>	<b>79</b>	<b>6.36</b>	<b>4.99</b>	<b>1.37</b>	<b>5.40</b>	<b>6.37</b>	<b>-0.97</b>	<b>-1.38</b>
<b>16. The college shows concern for students as individuals.</b>	<b>40</b>	<b>64</b>	<b>5</b>	<b>6.48</b>	<b>4.67</b>	<b>1.81</b>	<b>5.12</b>	<b>6.11</b>	<b>-0.99</b>	<b>-1.44</b>
17. Personnel in the Veterans' Services program are helpful.	80	68	78	4.85	4.52	0.33	4.62	4.77	-0.15	-0.25
18. The quality of instruction I receive in most of my classes is excellent.	1	5	22	6.48	5.31	1.17	5.59	6.43	-0.84	-1.12
19. This campus provides effective support services for displaced homemakers.	78	67	77	5.05	4.60	0.45	4.78	5.17	-0.39	-0.57
<b>20. Financial aid counselors are helpful.</b>	<b>10</b>	<b>58</b>	<b>9</b>	<b>6.26</b>	<b>4.75</b>	<b>1.51</b>	<b>5.06</b>	<b>6.12</b>	<b>-1.06</b>	<b>-1.37</b>
21. There are a sufficient number of study areas on campus.	68	20	73	5.73	5.18	0.55	5.41	6.02	-0.61	-0.84
22. People on this campus respect and are supportive of each other.	65	42	56	5.79	4.97	0.82	5.30	5.98	-0.68	-1.01
<b>23. Faculty are understanding of students' unique life circumstances.</b>	<b>29</b>	<b>44</b>	<b>23</b>	<b>6.07</b>	<b>4.92</b>	<b>1.15</b>	<b>5.24</b>	<b>6.15</b>	<b>-0.91</b>	<b>-1.23</b>
24. Parking lots are well lighted and secure.	56	66	18	5.93	4.60	1.33	5.14	6.14	-1.00	-1.54
25. My academic advisor is concerned about my success as an individual.	24	28	42	6.11	5.11	1.00	5.05	6.13	-1.08	-1.02
26. Library staff are helpful and approachable.	64	10	74	5.82	5.28	0.54	5.57	5.98	-0.41	-0.70
27. The campus staff are caring and helpful.	50	13	65	5.96	5.26	0.70	5.46	6.08	-0.62	-0.82
<b>28. It is an enjoyable experience to be a student on this campus.</b>	<b>39</b>	<b>46</b>	<b>28</b>	<b>6.02</b>	<b>4.91</b>	<b>1.11</b>	<b>5.52</b>	<b>6.16</b>	<b>-0.64</b>	<b>-1.25</b>
29. Faculty are fair and unbiased in their treatment of individual students.	19	29	32	6.19	5.11	1.08	5.39	6.26	-0.87	-1.15
30. The career services office provides students with the help they need to get a job.	61	69	16	5.85	4.46	1.39	4.96	5.91	-0.95	-1.45



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Items	Imp Rank	Sat Rank	PG Rank	2012 Imp	2012 Sat	2012 Gap	Natl. Sat	Natl. Imp	Natl. P Gap	LCC-National
31. The campus is safe and secure for all students.	16	15	45	6.20	5.23	0.97	5.59	6.32	-0.73	-1.09
32. My academic advisor is knowledgeable about my program requirements.	5	17	27	6.33	5.22	1.11	5.36	6.31	-0.95	-1.09
33. Admissions counselors accurately portray the campus in their recruiting practices.	72	62	46	5.67	4.71	0.96	5.14	5.80	-0.66	-1.09
34. Computer labs are adequate and accessible.	49	12	66	5.96	5.27	0.69	5.56	6.20	-0.64	-0.93
<b>35. Policies and procedures regarding registration and course selection are clear and well-publicized.</b>	<b>23</b>	<b>39</b>	<b>26</b>	<b>6.14</b>	<b>5.01</b>	<b>1.13</b>	<b>5.44</b>	<b>6.18</b>	<b>-0.74</b>	<b>-1.17</b>
36. Students are made to feel welcome on this campus.	38	21	55	6.02	5.18	0.84	5.59	6.17	-0.58	-0.99
37. Faculty take into consideration student differences.	44	45	33	6.00	4.92	1.08	5.23	6.08	-0.85	-1.16
38. The student center is a comfortable place for students to spend their leisure time.	73	27	75	5.63	5.12	0.51	5.25	5.72	-0.47	-0.60
39. The amount of student parking space on campus is adequate.	33	40	38	6.05	4.99	1.06	4.40	6.20	-1.80	-1.21
40. My academic advisor is knowledgeable about the transfer requirements for other schools.	3	8	30	6.36	5.28	1.08	5.13	6.18	-1.05	-0.90
41. Admissions staff are knowledgeable.	20	19	43	6.18	5.19	0.99	5.40	6.18	-0.78	-0.99
<b>42. The equipment in the lab facilities is kept up to date.</b>	<b>34</b>	<b>52</b>	<b>21</b>	<b>6.05</b>	<b>4.87</b>	<b>1.18</b>	<b>5.45</b>	<b>6.14</b>	<b>-0.69</b>	<b>-1.27</b>
43. Class change (drop/add) policies are reasonable.	31	26	49	6.06	5.13	0.93	5.47	6.13	-0.66	-1.00
44. I generally know what's happening on campus.	75	70	51	5.31	4.40	0.91	5.00	5.56	-0.56	-1.16
45. This institution has a good reputation within the community.	62	63	24	5.83	4.68	1.15	5.64	6.06	-0.42	-1.38
<b>46. Faculty provide timely feedback about student progress in a course.</b>	<b>25</b>	<b>60</b>	<b>17</b>	<b>6.11</b>	<b>4.74</b>	<b>1.37</b>	<b>5.29</b>	<b>6.21</b>	<b>-0.92</b>	<b>-1.47</b>
<b>47. There are adequate services to help me decide upon a career.</b>	<b>40</b>	<b>61</b>	<b>19</b>	<b>6.02</b>	<b>4.73</b>	<b>1.29</b>	<b>5.20</b>	<b>6.07</b>	<b>-0.87</b>	<b>-1.34</b>
48. Counseling staff care about students as individuals.	28	25	47	6.07	5.13	0.94	5.19	6.06	-0.87	-0.93
49. Admissions counselors respond to prospective students' unique needs and requests.	55	54	29	5.93	4.83	1.10	5.18	5.99	-0.81	-1.16
50. Tutoring services are readily available.	52	9	69	5.94	5.28	0.66	5.47	6.04	-0.57	-0.76
51. There are convenient ways of paying my school bill.	27	34	41	6.08	5.07	1.01	5.51	6.18	-0.67	-1.11
<b>52. This school does whatever it can to help me reach my educational goals.</b>	<b>15</b>	<b>55</b>	<b>15</b>	<b>6.21</b>	<b>4.82</b>	<b>1.39</b>	<b>5.25</b>	<b>6.23</b>	<b>-0.98</b>	<b>-1.41</b>
53. The assessment and course placement procedures are reasonable.	53	30	57	5.93	5.11	0.82	5.34	6.05	-0.71	-0.94
54. Faculty are interested in my academic progress.	54	53	37	5.93	4.86	1.07	5.19	6.04	-0.85	-1.18
<b>55. Academic support services adequately meet the needs of students.</b>	<b>47</b>	<b>49</b>	<b>35</b>	<b>5.98</b>	<b>4.90</b>	<b>1.08</b>	<b>5.29</b>	<b>6.03</b>	<b>-0.74</b>	<b>-1.13</b>
56. The business office is open during hours which are convenient for most students.	37	14	60	6.02	5.25	0.77	5.40	6.05	-0.65	-0.80
57. Administrators are approachable to students.	57	31	58	5.91	5.10	0.81	5.30	6.04	-0.74	-0.94
58. Nearly all of the faculty are knowledgeable in their fields.	2	2	48	6.38	5.45	0.93	5.68	6.34	-0.66	-0.89
59. New student orientation services help students adjust to college.	67	50	54	5.74	4.89	0.85	5.27	5.84	-0.57	-0.95
60. Billing policies are reasonable.	45	47	36	5.98	4.90	1.08	5.37	6.09	-0.72	-1.19
61. Faculty are usually available after class and during office hours.	22	4	63	6.14	5.42	0.72	5.62	6.22	-0.60	-0.80

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Items	Imp Rank	Sat Rank	PG Rank	2012 Imp	2012 Sat	2012 Gap	Natl. Sat	Natl. Imp	Natl. P Gap	LCC-National
62. Bookstore staff are helpful.	58	73	10	5.88	4.38	1.50	5.59	6.05	-0.46	-1.67
63. I seldom get the "run-around" when seeking information on this campus.	51	72	7	5.96	4.38	1.58	5.09	6.06	-0.97	-1.68
64. Nearly all classes deal with practical experiences and applications.	59	51	44	5.86	4.89	0.97	5.42	6.09	-0.67	-1.20
<b>65. Students are notified early in the term if they are doing poorly in a class.</b>	<b>17</b>	<b>76</b>	<b>4</b>	<b>6.20</b>	<b>4.15</b>	<b>2.05</b>	<b>4.90</b>	<b>6.18</b>	<b>-1.28</b>	<b>-2.03</b>
66. Program requirements are clear and reasonable.	11	18	40	6.25	5.22	1.03	5.53	6.28	-0.75	-1.06
67. Channels for expressing student complaints are readily available.	69	74	12	5.72	4.30	1.42	4.90	5.94	-1.04	-1.64
68. On the whole, the campus is well-maintained.	30	3	71	6.06	5.44	0.62	5.79	6.20	-0.41	-0.76
<b>69. There is a good variety of courses provided on this campus.</b>	<b>6</b>	<b>65</b>	<b>6</b>	<b>6.32</b>	<b>4.62</b>	<b>1.70</b>	<b>5.62</b>	<b>6.32</b>	<b>-0.70</b>	<b>-1.70</b>
70. I am able to experience intellectual growth here.	8	23	25	6.30	5.17	1.13	5.74	6.34	-0.60	-1.17
71. My courses are preparing me to discuss and debate ideas taken from readings or class lectures.	71	36	70	5.67	5.04	0.63				
72. My courses are preparing me apply theories or concepts taught in class to practical problems or new situations.	32	11	59	6.05	5.28	0.77				
73. My courses are preparing me to research a problem and propose a solution or desired outcome.	43	16	61	6.00	5.23	0.77				
74. My classes are preparing me to use current technology to access information and analyze that information to assure it is relevant and accurate.	48	35	50	5.97	5.04	0.93				
75. My classes are preparing me to work effectively in teams.	70	32	72	5.69	5.10	0.59				
76. My classes are preparing me to communicate effectively.	36	7	62	6.02	5.29	0.73				
<b>77. I know how to apply for graduation when I have completed my program.</b>	<b>26</b>	<b>79</b>	<b>3</b>	<b>6.10</b>	<b>3.97</b>	<b>2.13</b>				
<b>78. I know how to apply for transfer to a 4-year college when I have completed my program.</b>	<b>14</b>	<b>80</b>	<b>1</b>	<b>6.22</b>	<b>3.94</b>	<b>2.28</b>				
<b>79. My experiences at LCC have helped me clarify my career goals.</b>	<b>21</b>	<b>59</b>	<b>14</b>	<b>6.15</b>	<b>4.75</b>	<b>1.40</b>				
80. My experiences here have contributed to my personal growth in understanding different philosophies and interacting successfully with other cultures.	60	43	52	5.85	4.95	0.90				

National group means are based upon 186,038 records.