

Institutional Priorities Survey Report

Spring 2012
Research, Planning and Information Technology
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Executive Summary

The Institutional Priorities Survey (IPS) was administered during Spring 2012 term to all faculty, administrators, and staff across the college. The items on this nationally referenced instrument parallel those on the Student Satisfaction Inventory (SSI) completed in the same term by a large sample of students. By comparing the responses of students with those of faculty, administrators, and staff, we can address the questions of how well we understand what it is like to be a student at Lassen Community College (LCC) and how well our priorities align with student expectations. In general, the results were clear: we understand somewhat what is satisfying to our students; on the other hand, we understand less about what is important to our students. These outcomes emerged from several types of analysis.

- The satisfaction/agreement ratings for LCC personnel and LCC students are only moderately correlated; importance ratings are not correlated. LCC personnel predict much higher importance ratings as compared to student responses.
- LCC personnel rate satisfaction/agreement higher than do students; these responses result in significantly higher performance gaps.
- While little “campus consensus” is found in describing our institutional strengths, LCC can be proud that our campus consensus represents two areas closest to our core mission: high quality instruction delivered by qualified and knowledgeable faculty.
- Areas for improvement identified by “campus consensus” include financial aid announcements and timely feedback for students on progress in their courses.
- On the whole, we underestimated the importance to students that classes deal with practical experiences and applications.
- The IPS groups overestimated the satisfaction of students with their knowledge of how to apply for graduation and transfer, channels for expressing student complaints, the reasonableness of drop/add policies, the college’s concern for students as individuals and the presence of helpful and caring staff.
- The IPS groups overestimated the importance of recommendations by friends/family, geographic setting and the opportunity to play sports as factors influencing students' decisions to enroll here. Conversely, the importance of the academic reputation of the college in students' decision to enroll was significantly underestimated.

It is noteworthy that the results indicate a “silo-effect” as a recognizable pattern. Faculty, administrator, and staff groups each rate student satisfaction as higher for the items that are most relevant to the work of their own group. The pattern is most pronounced for the faculty group. Finally, the responses to most of the IPS items were significantly lower when compared to those of personnel at other community, junior, and technical colleges across the nation.

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Introduction

The Institutional Priorities Survey (IPS) is a nationally referenced survey purchased from USA Group Noel-Levitz. The IPS closely parallels the Student Satisfaction Inventory (SSI). The items are worded in such a way as to mirror the items on the SSI although fewer items are included in the IPS. The SSI measures students' satisfaction with a wide range of college experiences. On the other hand, the IPS assesses the priority that faculty, staff, and administrators believe the institution should place on the same range of college experiences. We asked all Governing Board members, faculty, staff, and administrators to complete the IPS in April, 2012. During the same spring term a sample of LCC (N=385) students completed the SSI.

Comparing the results of the two surveys reveals how our priorities align with their expectations. From this comparison, we can better determine whatever commonalities and discrepancies exist between student expectations and what LCC personnel believe the focus of the college should be. In this way we can target areas for intervention initiatives with greater confidence and at the same time be alerted to areas in need of further examination.

The respondents to the IPS survey consisted of Governing Board members (n=2), administrators (n=10), faculty members across departments (n=61), and staff (n=38). A sample of 385 students responded to the SSI, and the report entitled *Noel-Levitz Student Satisfaction Inventory 2012* presents the complete results for that survey. A copy of that report is available on the Institutional Research website.

Of the 175 IPS surveys sent out, 114 returned completed instruments resulting in a response rate of 65.1%¹.

Results

The Institutional Priorities Survey is comprised of four types of items:

- Three summary items each with their own unique response scale
- Sixty expectation statements rated for both importance and satisfaction/agreement
- Nine enrollment decision factors items rated only for importance, and

¹ A sample size/response of 114 at a 95% confidence level provides a maximum margin of error of $\pm 5.4\%$. In theory in 95 out of 100 administrations of this survey results would not differ more than 5.4% in either direction than they would if all LCC employees (N=176) had completed the survey.

- Six “responsiveness to diverse populations” items rated for agreement only.

The sixty expectation statements on the IPS received two ratings. The response alternatives for both types of ratings consisted of the numbers 1 (low) through 7 (high). Fifty of the expectation statements paralleled items on the SSI and were selected by Noel-Levitz from the 70 standard items on the SSI. Ten items were added by LCC and mirrored the locally added items on the SSI.

Both surveys are designed based on the assumption that students enroll with definite expectations about their college experiences, and that they are satisfied when those expectations are clearly met by their institution. Items on both instruments consist primarily of expectation statements (e.g., "Faculty care about students as individuals"). The surveys differ in the two questions respondents are asked to answer concerning these statements. The first question IPS respondents answered was how "...important is it that your institution meet this expectation?" The second question was what is "...your level of agreement that your institution is meeting this expectation?" Students are asked how "...important is it for your institution to meet this expectation?" and how "...satisfied are you that your institution has met this expectation?"

Responses to the IPS items from administrators, faculty, and staff often differed markedly from each other². Consequently, we decided to treat the three IPS groups separately and incorporated students as a fourth group. This process allowed us to see whatever similarities and differences existed among all four groups. Unfortunately, since three IPS respondents did not indicate their position, their data did not figure into these results. Readers are cautioned that the IPS and SSI items are numbered differently. Comparison across the reports must take this into account.

The report presents the results in the following four sections:

- Section 1. Three summary items
- Section 2. Agreement with the national comparison group on the Noel-Levitz composite scales
- Section 3. Agreement with LCC student ratings from the SSI including institutional strengths, institutional priorities, and mean differences on sixty expectation statements rated for both importance and satisfaction/agreement, and nine enrollment decision factor items rated only for importance
- Section 4. IPS employee group comparisons.

² Noel-Levitz Institutional Priorities Survey 2012 Report

Section 1. Summary Items

The summary items differed slightly from the other items in the survey. Rather than being expectation statements rated for importance and satisfaction, these items asked LCC personnel to respond on a phased scale to specific questions. Exactly the same items and alternatives appeared for students completing the SSI, so direct comparisons are possible. The mean responses of all four groups to all three items differed not only across the campus personnel respondent groups but failed to accurately predict student responses with great accuracy.

For the most part campus personnel predicted higher levels than those reported by students on the SSI in response to each of the three items.

Table 1: Summary Items

Summary Item	Students	Faculty	Staff	Administrators
So far, how has your college experience met your expectations? (where 1= <i>much worse than expected</i> and 7= <i>much better than expected</i>)	4.38	4.51	4.35	4.30
Rate your overall satisfaction with your experience here thus far. (where 1= <i>not satisfied at all</i> and 7= <i>very satisfied</i>)	4.89	5.15	5.08	4.80
All in all, if you had it to do over again, would you enroll here? (where 1= <i>definitely not</i> and 7= <i>definitely yes</i>)	4.93	5.49	5.14	5.30

Section 2. Agreement with National Comparison Group

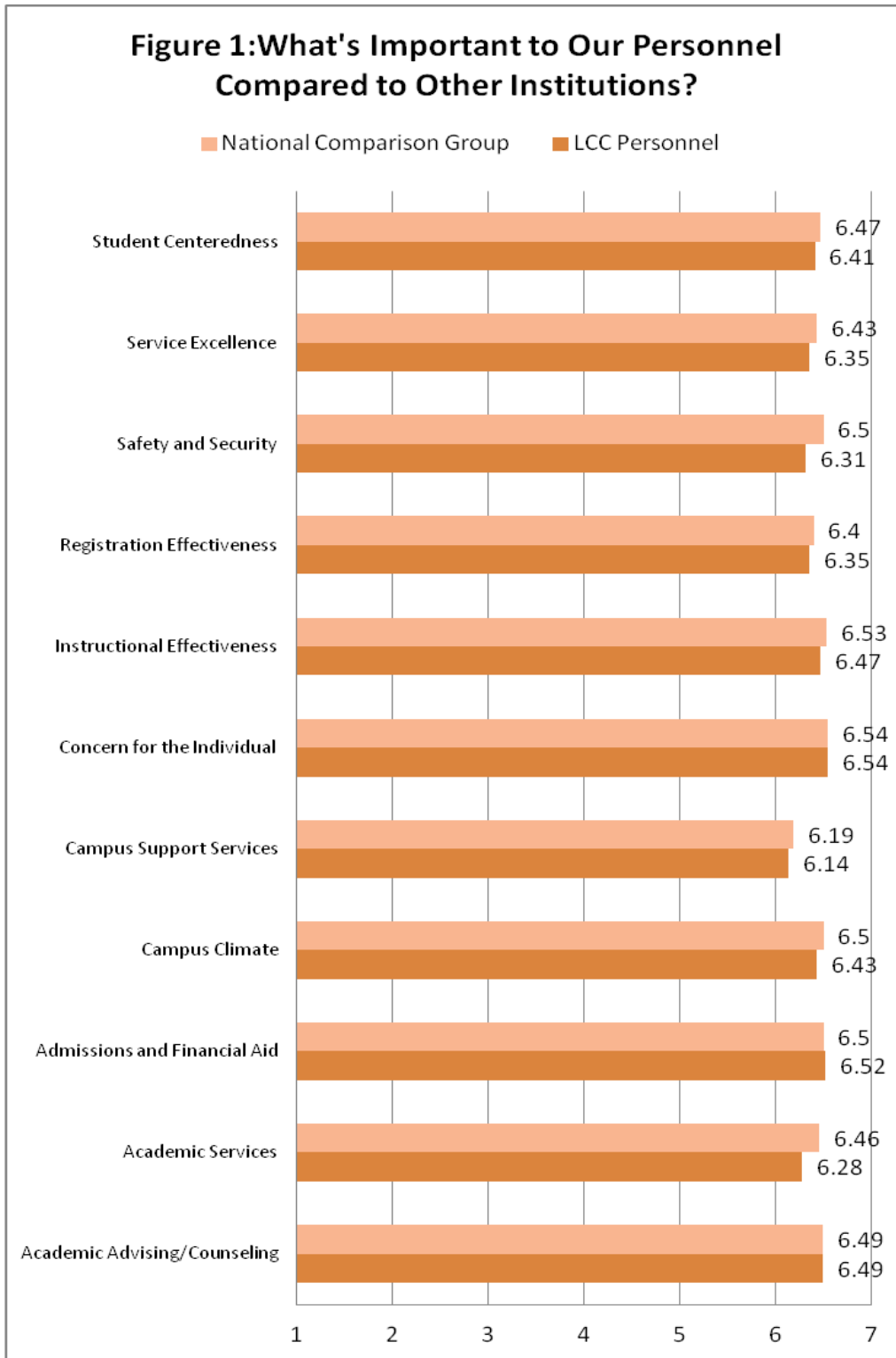
In one method of reporting the results Noel-Levitz combines several different combinations of items to form 11 composite scales related to general institutional processes and services. Some items on the inventory contribute to more than one scale.³ **Figure 1** presents the scale results for Spring 2012 along with the national comparison group averages⁴. As can be seen from **Figure 1**, LCC personnel report similar levels of importance as compared to the national comparison group. The institutional scales are defined as follows:⁵

- **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.

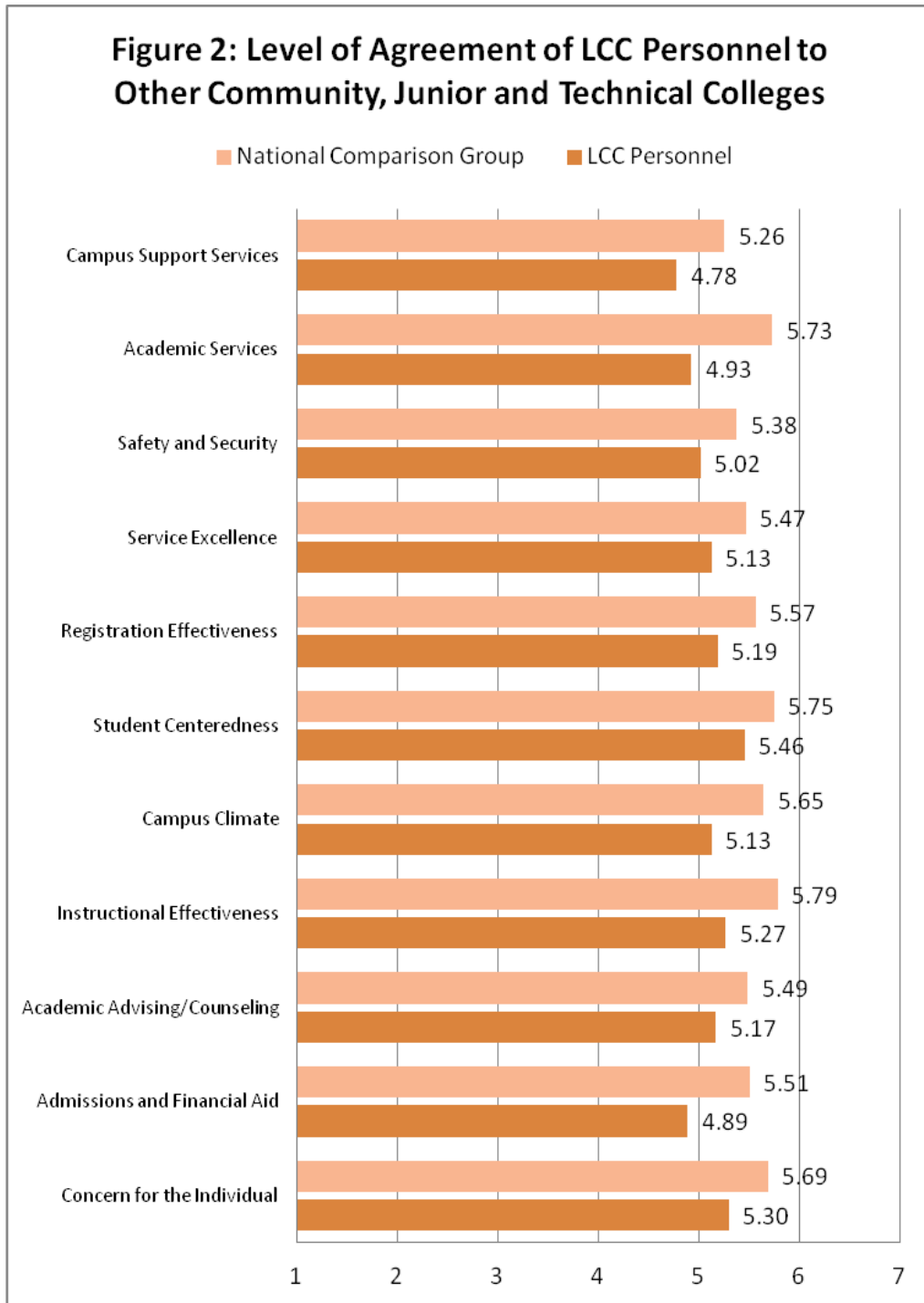
³ Student Satisfaction Inventory 2012 Report

⁴ National Group Means are based on 7,299 personnel records.

⁵ All definitions are from USA Group Noel-Levitz.



On the other hand, **Figure 2** clearly indicates that the IPS agreement ratings provided by LCC personnel are consistently lower than those of personnel from other schools in the national comparison group. Of importance here is that our agreement ratings were somewhat similar to our students' satisfaction ratings as reported in the SSI. These results suggest that personnel at other schools typically overestimate the satisfaction of students enrolled at their schools. Our personnel, while less optimistic, are more realistic and closely attuned to the satisfaction of our students with programs and services across the college.



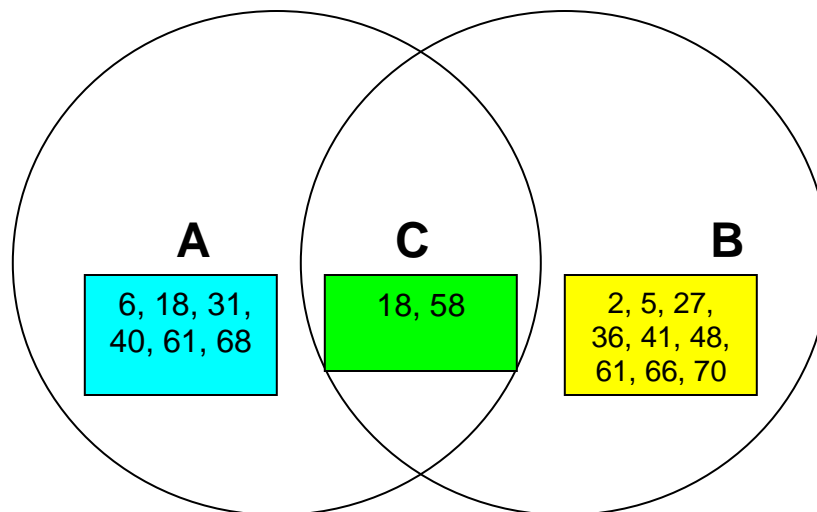
Section 3. Agreement with LCC Students

Institutional Strengths

In a second method of reporting our results, we can combine items from both the Student Satisfaction Inventory data and the Institutional Priorities Survey data. First, we sort each of the items for importance and assign an importance ranking where a ranking of 1 means this is the most important item and a ranking of 60 indicates this is the least important item. We repeat this procedure for satisfaction/agreement⁶. The following diagrams visually present how combining these numbers can allow us to identify or contrast common strengths and common priorities for interventions.

In **Figure 3** for example, we plotted students' perceptions of institutional strengths [i.e. those items identified in the SSI data with importance scores above the median (1-30) and satisfaction scores in the upper quartile (1-15)]. These items appear in Area A. In a similar way, we identified campus personnel's perceptions of institutional strengths (i.e. those items identified in the IPS data with importance scores above the median and agreement scores in the upper quartile). These items appear in Area B. Items in Area C are those items that are identified in this manner by both groups. These represent *campus consensus* regarding LCC's institutional strengths.

Figure 3:



⁶ The importance/satisfaction rankings are different than those in the SSI due to the smaller number of items included in the IPS. For this reason, comparisons across the instruments cannot be made.

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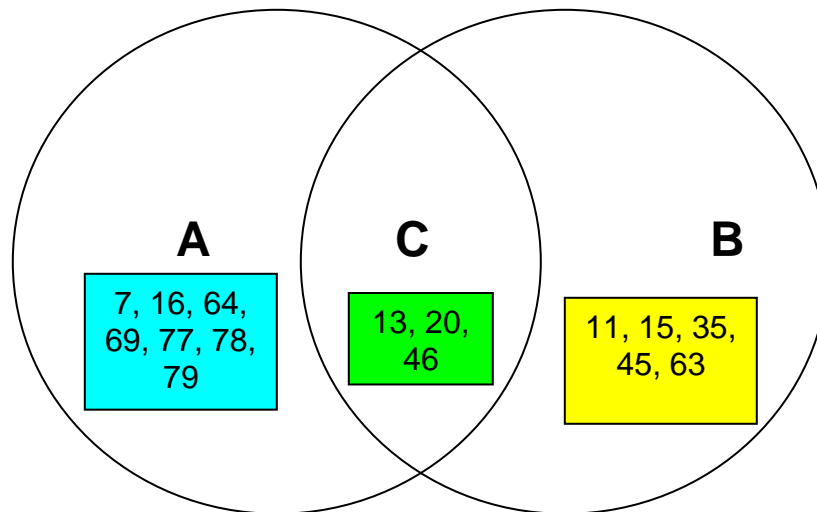
LCC can be proud that our campus consensus represents two areas closest to our core mission: high quality of instruction delivered by qualified and knowledgeable faculty.

Table 2: Institutional Strengths	SSI Importance Rank	SSI Satisfaction Rank	IPS Importance Rank	IPS Agreement Rank
Students:				
6. Academic advisors are approachable.	14	1	18	27
18. The quality of instruction students receive in most classes is excellent.	1	5	5	17
31. The campus is safe and secure for all students.	17	14	6	25
40. Academic advisors are knowledgeable about the transfer requirements of other schools.	4	8	7	28
61. Faculty are usually available after class and during office hours.	23	4	22	10
68. On the whole, the campus is well-maintained.	30	3	42	5
Campus Consensus:				
18. The quality of instruction students receive in most classes is excellent.	1	5	5	17
58. Nearly all of the faculty are knowledgeable in their fields.	3	2	1	7
LCC Personnel:				
2. Faculty care about students as individuals.	54	31	2	9
27. The campus staff are caring and helpful.	43	12	12	2
36. Students are made to feel welcome on this campus.	36	19	11	8
41. Admissions staff are knowledgeable.	21	18	8	13
48. Counseling staff care about students as individuals.	28	23	17	15
61. Faculty are usually available after class and during office hours.	23	4	22	10
66. Program requirements are clear and reasonable.	12	17	27	11
70. Students are able to experience intellectual growth here.	9	20	14	12

Institutional Priorities

On the other hand, applying a similar methodology to determine areas of highest institutional priority enabled us to identify three items. We plotted students’ perceptions of institutional priorities [(i.e. those items identified in the SSI data with importance scores above the median (1-30) and satisfaction scores in the lowest quartile (46-60)]. These items appear in Area A. In a similar way, we identified campus personnel’s perceptions of institutional priorities for intervention (i.e. those items identified in the IPS data with importance scores above the median and agreement scores in the lowest quartile). These items appear in Area B. As can be seen from **Figure 4**, both groups identified three items in this manner. Area C represents “campus consensus” for interventions.

Figure 4:



It is illuminating to contrast those areas that students perceive to be institutional priorities with areas that LCC personnel perceive to be highest priorities for intervention.

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Table 3: Institutional Priorities	SSI Importance Rank	SSI Satisfaction Rank	IPS Importance Rank	IPS Agreement Rank
Students				
7. Adequate financial aid is available for most students.	8	43	19	38
16. The college shows concern for students as individuals.	2	49	15	26
64. Nearly all classes deal with practical experiences and applications.	18	57	58	48
69. There is a good variety of courses provided on this campus.	7	50	28	45
77. I know how to apply for graduation when I have completed my program.	27	59	44	39
78. I know how to apply for transfer to a 4-year college when I have completed my program.	15	60	33	32
79. My experiences at LCC have helped me clarify my career goals.	22	45	43	29
Campus Consensus				
13. Financial aid awards are announced to students in time to be helpful in college planning.	19	58	10	56
20. Financial aid counselors are helpful.	11	44	16	46
46. Faculty provide timely feedback about student progress in their courses.	26	46	31	49
LCC Personnel				
11. Security staff respond quickly in emergencies.	60	56	26	59
15. Students are able to register for classes they need with few conflicts.	5	36	24	51
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	24	35	25	47
45. This institution has a good reputation within the community.	52	48	9	53
63. Students seldom get the "run-around" when seeking information on this campus.	45	54	29	57

Overall Mean Ratings

For the first type of analysis we generated the mean importance rating and the mean satisfaction/agreement rating across all 60 expectation items for each IPS and SSI respondent (see **Appendix** for a complete list of means by item.) We then contrasted these overall ratings, and found substantial differences among the four groups. This indicated that all four groups used the response scales differently.

The overall mean importance rating for each group was as follows: Students (5.94), faculty (6.32), administrators (6.35), and staff (6.51). The higher average importance ratings for the IPS respondents were consistent with what Noel-Levitz reports as the common pattern at other institutions although to a lesser degree.

The groups showed more similarity in their satisfaction ratings. On the satisfaction/agreement ratings the overall means for students, faculty, administrators, and staff were 4.92, 5.14, 4.75, and 5.21, respectively.

Item Correlations

Next, we examined the correlations among the groups for the importance ratings and for the satisfaction/agreement ratings. The overall Pearson correlation coefficient between student ratings and IPS ratings was 0.12 representing little correlation between satisfaction levels of LCC personnel and LCC students. Similarly, importance ratings were not correlated among the groups.

According to these outcomes, personnel at LCC were more in accord with the students on which survey items were relatively more or less satisfying, but far less so with those items which were more or less important. This may be related to the lack of consensus on items that represent highest institutional priorities discussed in the previous section.

Item by Item Analyses

Now we turn to a more detailed analysis and look for similarities and differences item by item. We concentrated particularly on those survey items on which we underestimated the importance to students or overestimated our students' satisfaction.

Substantial mean differences in importance ratings were evident on one item. On this item, LCC employee groups underestimated the value/importance that students reported.

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Nine items showed meaningful differences in satisfaction ratings in which LCC personnel estimated student satisfaction as being higher than the satisfaction levels reported by the students.

Table 4: Item on which LCC personnel underestimated the importance to students	Mean Difference (amount underestimated)
64. Nearly all classes deal with practical experiences and applications.	.29

Table 5: Items on which LCC personnel overestimated students' satisfaction (for items with $\geq .50$ difference)	Mean Difference (amount overestimated)
39. The amount of student parking space on campus is adequate.	1.28
78. I know how to apply for transfer to a 4-year college when I have completed my program.	1.16
77. I know how to apply for graduation when I have completed my program.	1.03
67. Channels for expressing student complaints are readily available.	.80
64. Nearly all classes deal with practical experiences and applications.	.68
43. Class change (drop/add) policies are reasonable.	.53
16. The college shows concern for students as individuals.	.53
27. The campus staff are caring and helpful.	.51
38. The student center is a comfortable place for students to spend their leisure time.	.50

Enrollment Decision Factor Items

Nine items on the SSI came after the question "How important were each of the following factors in your decision to enroll here?" On the IPS the same items appear but the respondents were asked how important they *believed* each of the factors was to students. The same 1 to 7 scale was used, and no satisfaction judgments pertained to this set of items.

As can be seen from **Table 5**, the IPS groups accurately predicted the importance of cost, financial aid and campus appearance as factors influencing students' decision to enroll at LCC.

The IPS groups overestimated the importance of recommendations by friends/family, geographic setting and the opportunity to play sports as factors influencing students' decisions to enroll here. Conversely, the importance of the academic reputation of the college was significantly underestimated.

Table 6: Enrollment decision factor (by student importance)	Student Importance	Faculty Importance	Administrator Importance	Staff Importance	Overall IPS Importance
Cost	6.30	6.35	6.00	6.59	6.30
Financial aid	6.04	6.24	6.13	6.39	6.00
Academic reputation	5.41	4.81	4.13	5.03	4.82
Personalized attention prior to enrollment	5.10	5.31	4.63	5.25	5.24
Geographic setting	4.90	5.22	5.13	5.00	5.10
Campus appearance	4.83	4.88	4.38	5.03	4.84
Size of institution	4.66	4.80	5.29	5.09	4.87
Recommendations from family/ friends	4.45	5.33	5.50	5.29	5.33
Opportunity to play sports	4.17	5.52	5.50	5.27	5.41

Section 4. IPS Group Differences

We noted an interesting pattern of differences among the three personnel groups. The items on the IPS cover many campus activities; therefore, items vary in how relevant they are to members of each of the three groups. For example, "Nearly all the faculty are knowledgeable in their fields," is directly pertinent to faculty members, but less so to administrators or staff. "The campus staff are caring and helpful," on the other hand, is directly pertinent to staff, but less so to faculty and administrators. "Administrators are approachable to students," is directly pertinent to administrators, but less so to faculty and staff. Most of the items have this quality of varied relevance to members of the different groups.

A careful analysis of the IPS⁷ indicates a pattern in the data that we have named the "silo effect." This effect is based upon a response bias in which members of each group respond more favorably in their agreement ratings to items that are more relevant to the work of their own group.

In order to test the response bias hypothesis, we used 50 of the main survey items (the 10 LCC-specific items were omitted). First, using a methodology employed and validated by the researcher in four previous survey administrations, we went through the items and assigned each one to the employee group we thought was most directly responsible for the fulfillment of that expectation for students. We assigned 11 items to the faculty's domain, 19 items to administrators' domain, and 20 items to staff's domain. Third, we identified for each of the 50 items which of the employee groups had the highest mean score for each item. Each group should have top scores on about equal numbers of items and, indeed, each group scored highest on about a third of the items.

If no response bias was present, then the same pattern should hold within each *subset* of items corresponding to the domains of the three groups. For the importance ratings we found the same pattern as before: each group scored highest on about a third of the items in each domain. Thus, we found no evidence for response bias in any group on their importance ratings.

On the agreement ratings, however, the pattern was consistent with the response bias hypothesis. The faculty group produced the highest mean rating on 80% of the items within their domain, the group of administrators produced the top rating on 43% of the items in their domain, and staff members produced the high rating on 60% of the items in their domain. The

⁷ Noel-Levitz Institutional Priorities Survey 2012 Report

faculty group showed the largest bias, followed by staff and then administrators. Based upon these results, we suggest examining these differences in a subsequent survey administration to determine whether the absolute mean differences by item appear to widen or shorten over time.

Appendix

Table 7: IPS Items by SSI Satisfaction Rank (1-60)

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SSI Item #	IPS Item # and Item	IPS Imp	IPS Imp Rank	IPS Sat	IPS Sat Rank	SSI Imp	SSI Imp Rank	SSI Sat	SSI Sat Rank
6	3. Academic advisors are approachable.	6.45	18	5.19	27	6.22	14	5.56	1
58	40. Nearly all of the faculty are knowledgeable in their fields.	6.75	1	5.57	7	6.38	3	5.45	2
68	48. On the whole, the campus is well-maintained.	6.28	42	5.61	5	6.06	30	5.44	3
61	43. Faculty are usually available after class and during office hours.	6.42	22	5.51	10	6.14	23	5.42	4
18	13. The quality of instruction students receive in most classes is excellent.	6.64	5	5.30	17	6.48	1	5.31	5
14	10. Library resources and services are adequate.	6.11	52	4.93	43	6.01	39	5.31	6
76	56. My classes are preparing me to communicate effectively.	6.36	30	5.05	36	6.02	37	5.29	7
40	27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.60	7	5.18	28	6.36	4	5.28	8
72	52. My courses are preparing me apply theories or concepts taught in class to practical problems or new situations.	6.32	37	5.28	18	6.05	32	5.28	9
50	35. Tutoring services are readily available.	6.35	32	5.32	16	5.94	46	5.28	10
34	22. Computer labs are adequate and accessible.	6.34	35	4.95	42	5.96	44	5.27	11
27	17. The campus staff are caring and helpful.	6.52	12	5.77	2	5.96	43	5.26	12
56	38. The business office is open during hours which are convenient for most students.	6.22	46	5.59	6	6.02	35	5.25	13
31	20. The campus is safe and secure for all students.	6.61	6	5.20	25	6.2	17	5.23	14
73	53. My courses are preparing me to research a problem and propose a solution or desired outcome.	6.30	39	5.23	22	6	40	5.23	15
32	21. Academic advisors are knowledgeable about program requirements.	6.65	4	5.06	34	6.33	6	5.22	16
66	46. Program requirements are clear and reasonable.	6.38	27	5.51	11	6.25	12	5.22	17

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SSI Item #	IPS Item # and Item	IPS Imp	IPS Imp Rank	IPS Sat	IPS Sat Rank	SSI Imp	SSI Imp Rank	SSI Sat	SSI Sat Rank
41	28. Admissions staff are knowledgeable.	6.59	8	5.46	13	6.18	21	5.19	18
36	24. Students are made to feel welcome on this campus.	6.55	11	5.55	8	6.02	36	5.18	19
70	50. Students are able to experience intellectual growth here.	6.49	14	5.48	12	6.3	9	5.17	20
12	8. Academic advisors help students set goals to work toward.	6.41	23	4.96	41	6.04	34	5.16	22
48	34. Counseling staff care about students as individuals.	6.45	17	5.33	15	6.07	28	5.13	23
43	30. Class change (drop/add) policies are reasonable.	6.32	36	5.66	3	6.06	29	5.13	24
38	25. The student center is a comfortable place for students to spend their leisure time.	6.02	57	5.62	4	5.63	59	5.12	25
29	18. Faculty are fair and unbiased in their treatment of individual students.	6.66	3	5.15	30	6.19	20	5.11	26
25	16. Academic advisors are concerned about students' success as individuals.	6.43	20	5.27	21	6.11	25	5.11	27
53	37. The assessment and course placement procedures are reasonable.	6.22	47	5.21	24	5.93	47	5.11	28
57	39. Administrators are approachable to students.	6.08	54	5.28	20	5.91	49	5.1	29
75	55. My classes are preparing me to work effectively in teams.	5.90	59	4.99	40	5.69	57	5.1	30
2	1. Faculty care about students as individuals.	6.67	2	5.54	9	5.78	54	5.09	31
74	54. My classes are preparing me to use current technology to access information and analyze that information to assure it is relevant and accurate.	6.35	34	4.92	44	5.97	42	5.04	32
71	51. My courses are preparing me to discuss and debate ideas taken from readings or class lectures.	6.19	49	5.28	19	5.67	58	5.04	33
8	5. Classes are scheduled at times that are convenient for students.	6.29	41	5.04	37	6.3	10	5.03	34
35	23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.40	25	4.89	47	6.14	24	5.01	35
15	11. Students are able to register for classes they need with few conflicts.	6.41	24	4.59	51	6.36	5	4.99	36

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SSI Item #	IPS Item # and Item	IPS Imp	IPS Imp Rank	IPS Sat	IPS Sat Rank	SSI Imp	SSI Imp Rank	SSI Sat	SSI Sat Rank
39	26. The amount of student parking space on campus is adequate.	6.07	55	6.27	1	6.05	31	4.99	37
80	60. My experiences here have contributed to my personal growth in understanding different philosophies and interacting successfully with other cultures.	6.09	53	4.94	60	5.85	51	4.95	38
60	42. Billing policies are reasonable.	6.26	45	5.10	31	5.98	41	4.9	39
59	41. New student orientation services help students adjust to college.	6.19	50	5.05	35	5.74	55	4.89	40
42	29. The equipment in the lab facilities is kept up to date.	6.30	40	4.49	52	6.05	33	4.87	41
7	4. Adequate financial aid is available for most students.	6.44	19	5.00	38	6.31	8	4.75	43
20	14. Financial aid counselors are helpful.	6.47	16	4.90	46	6.26	11	4.75	44
79	59. My experiences at LCC have helped me clarify my career goals.	6.28	43	5.16	29	6.15	22	4.75	45
46	32. Faculty provide timely feedback about student progress in their courses.	6.36	31	4.82	49	6.11	26	4.74	46
47	33. There are adequate services to help students decide upon a career.	6.31	38	4.29	55	6.02	38	4.73	47
45	31. This institution has a good reputation within the community.	6.57	9	4.45	53	5.83	52	4.68	48
16	12. The college shows concern for students as individuals.	6.49	15	5.20	26	6.48	2	4.67	49
69	49. There is a good variety of courses provided on this campus.	6.37	28	4.92	45	6.32	7	4.62	50
24	15. Parking lots are well-lighted and secure.	6.19	51	4.64	50	5.93	48	4.6	51
30	19. The career services office provides students with the help they need to get a job.	6.04	56	3.97	58	5.85	50	4.46	52
9	6. Internships or practical experiences are provided in each degree/certificate program.	5.78	60	4.32	54	5.83	53	4.39	53
63	44. Students seldom get the "run-around" when seeking information on this campus.	6.37	29	4.03	57	5.96	45	4.38	54
67	47. Channels for expressing student complaints are readily available.	6.22	48	5.10	33	5.72	56	4.3	55

Institutional Priorities Survey Report

Spring, 2012

SSI Item #	IPS Item # and Item	IPS Imp	IPS Imp Rank	IPS Sat	IPS Sat Rank	SSI Imp	SSI Imp Rank	SSI Sat	SSI Sat Rank
11	7. Security staff respond quickly in emergencies.	6.39	26	3.73	59	5.59	60	4.17	56
64	45. Nearly all classes deal with practical experiences and applications.	5.91	58	4.83	48	6.2	18	4.15	57
13	9. Financial aid awards are announced to students in time to be helpful in college planning.	6.56	10	4.20	56	6.2	19	4.04	58
77	57. I know how to apply for graduation when I have completed my program.	6.27	44	5.00	39	6.1	27	3.97	59
78	58. I know how to apply for transfer to a 4-year college when I have completed my program.	6.35	33	5.10	32	6.22	15	3.94	60