

April 2016 Demographics

Position	N	%	Employment	N	%
Faculty	52	33.99%	Full-time	151	98.69%
Administration	21	13.73%	Part-time	0	0.00%
Staff	80	52.29%	Temporary	2	1.31%
Board member/trustee	0	0.00%	Total	153	100.00%
Total	153	100.00%	No Response	6	
No Response	6				

Gender	N	%	Tenure Status	N	%
Female	92	59.74%	Tenured	30	39.47%
Male	51	33.12%	Tenure-track	16	21.05%
Prefer not to respond	11	7.14%	Non-tenure track	27	35.53%
Total	154	100.00%	Other tenure status	3	3.95%
No Response	5		Total	76	100.00%
			No Response	83	

Ethnicity/Race	N	%	Teaching Assignment	N	%
African-American	15	9.80%	Credit courses	50	80.65%
American Indian or Alaskan Native	0	0.00%	Non-credit courses	5	8.06%
Asian or Pacific Islander	2	1.31%	Both credit and non-credit courses	6	9.68%
Caucasian/White	92	60.13%	Other teaching assignment	1	1.61%
Hispanic	18	11.76%	Total	62	100.00%
Other race	2	1.31%	No Response	97	
Race - Prefer not to respond	24	15.69%			
Total	153	100.00%			
No Response	6				

Years Employed	N	%	Rank	N	%
Less than 1 year	15	9.87%	Professor	13	21.67%
1-5 years	55	36.18%	Associate professor	20	33.33%
6-10 years	34	22.37%	Assistant professor	21	35.00%
11-20 years	38	25.00%	Instructor/lecturer	2	3.33%
More than 20 years	10	6.58%	Adjunct	4	6.67%
Total	152	100.00%	Total	60	100.00%
No Response	7		No Response	99	

April 2016 Demographics

Institution Question	N	%
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	159	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	159	

May 2014 Demographics

Position	N	%	Employment	N	%
Faculty	68	40.48%	Full-time	164	98.20%
Administration	26	15.48%	Part-time	3	1.80%
Staff	72	42.86%	Temporary	0	0.00%
Board member/trustee	2	1.19%	Total	167	100.00%
Total	168	100.00%	No Response	7	
No Response	6				
			Tenure Status	N	%
Gender	N	%	Tenured	37	43.02%
Female	106	62.35%	Tenure-track	27	31.40%
Male	54	31.76%	Non-tenure track	12	13.95%
Prefer not to respond	10	5.88%	Other tenure status	10	11.63%
Total	170	100.00%	Total	86	100.00%
No Response	4		No Response	88	
			Teaching Assignment	N	%
Ethnicity/Race	N	%	Credit courses	56	74.67%
African-American	15	8.82%	Non-credit courses	5	6.67%
American Indian or Alaskan Native	1	0.59%	Both credit and non-credit courses	8	10.67%
Asian or Pacific Islander	3	1.76%	Other teaching assignment	6	8.00%
Caucasian/White	106	62.35%	Total	75	100.00%
Hispanic	23	13.53%	No Response	99	
Other race	2	1.18%			
Race - Prefer not to respond	20	11.76%	Rank	N	%
Total	170	100.00%	Professor	17	24.29%
No Response	4		Associate professor	19	27.14%
			Assistant professor	30	42.86%
Years Employed	N	%	Instructor/lecturer	2	2.86%
Less than 1 year	15	8.98%	Adjunct	2	2.86%
1-5 years	48	28.74%	Total	70	100.00%
6-10 years	50	29.94%	No Response	104	
11-20 years	36	21.56%			
More than 20 years	18	10.78%			
Total	167	100.00%			
No Response	7				

May 2014 Demographics

Institution Question	N	%
Campus item - Answer 1	0	0%
Campus item - Answer 2	0	0%
Campus item - Answer 3	0	0%
Campus item - Answer 4	0	0%
Campus item - Answer 5	0	0%
Campus item - Answer 6	0	0%
Total	0	100.00%
No Response	174	

Institution Question 2	N	%
Campus item 2 - Answer 1	0	0%
Campus item 2 - Answer 2	0	0%
Campus item 2 - Answer 3	0	0%
Campus item 2 - Answer 4	0	0%
Campus item 2 - Answer 5	0	0%
Campus item 2 - Answer 6	0	0%
Total	0	100.00%
No Response	174	

Group Code	N	%
0004	1	33.33%
0008	1	33.33%
5123	1	33.33%
Total	3	100.00%
No Response	171	

Strategic Planning Overview

Strengths and Challenges

Strengths

- 50. Students are able to experience intellectual growth here.
- 40. Nearly all of the faculty are knowledgeable in their fields.
- 1. Faculty care about students as individuals.
- 13. The quality of instruction students receive in most classes is excellent.
- 46. Program requirements are clear and reasonable.
- 7. Security staff respond quickly in emergencies.
- 35. Tutoring services are readily available.
- 18. Faculty are fair and unbiased in their treatment of individual students.
- 22. Computer labs are adequate and accessible.
- 43. Faculty are usually available after class and during office hours.

Challenges

- 21. Academic advisors are knowledgeable about program requirements.
- 31. This institution has a good reputation within the community.
- 27. Academic advisors are knowledgeable about the transfer requirements of other schools.
- 44. Students seldom get the "run-around" when seeking information on this campus.
- 48. On the whole, the campus is well-maintained.

Strategic Planning Overview Trends

Higher Satisfaction vs. May 2014

- 20. The campus is safe and secure for all students.
- 3. Academic advisors are approachable.
- 32. Faculty provide timely feedback about student progress in their courses.
- 16. Academic advisors are concerned about students' success as individuals.
- 14. Financial aid counselors are helpful.

Higher Importance vs. May 2014

- 50. Students are able to experience intellectual growth here.
- 35. Tutoring services are readily available.

Institutional Summary
Scales: In Order of Importance

Scale	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
Instructional Effectiveness	6.59	5.76 / 0.90	0.83	6.57	5.60 / 0.83	0.97	0.16
Academic Advising/Counseling	6.58	5.32 / 1.24	1.26	6.59	4.95 / 1.25	1.64	0.37 **
Admissions and Financial Aid	6.57	5.40 / 1.18	1.17	6.58	5.06 / 1.06	1.52	0.34 **
Concern for the Individual	6.57	5.62 / 1.00	0.95	6.60	5.39 / 1.02	1.21	0.23 *
Academic Services	6.54	5.63 / 1.05	0.91	6.46	5.42 / 1.08	1.04	0.21
Campus Climate	6.53	5.28 / 1.12	1.25	6.56	5.19 / 0.97	1.37	0.09
Safety and Security	6.51	5.50 / 1.09	1.01	6.61	5.27 / 1.06	1.34	0.23
Service Excellence	6.48	5.22 / 1.23	1.26	6.48	5.07 / 1.07	1.41	0.15
Registration Effectiveness	6.46	5.34 / 1.05	1.12	6.49	5.29 / 1.02	1.20	0.05
Student Centeredness	6.46	5.49 / 1.25	0.97	6.52	5.38 / 1.16	1.14	0.11
Campus Support Services	6.26	5.00 / 1.24	1.26	6.28	5.05 / 1.10	1.23	-0.05
Responsiveness to Diverse Populations		5.68 / 1.16			5.62 / 1.07		0.06

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

Institutional Summary

Items: In Order of Importance

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
50. Students are able to experience intellectual growth here.	6.75	5.87 / 1.21	0.88	6.58	5.68 / 1.15	0.90	0.19
40. Nearly all of the faculty are knowledgeable in their fields.	6.73	6.19 / 0.90	0.54	6.84	5.99 / 1.11	0.85	0.20
20. The campus is safe and secure for all students.	6.70	5.65 / 1.30	1.05	6.79	5.31 / 1.47	1.48	0.34 *
1. Faculty care about students as individuals.	6.69	5.91 / 1.12	0.78	6.67	5.88 / 1.04	0.79	0.03
13. The quality of instruction students receive in most classes is excellent.	6.67	5.76 / 1.11	0.91	6.82	5.63 / 1.08	1.19	0.13
21. Academic advisors are knowledgeable about program requirements.	6.66	4.95 / 1.81	1.71	6.80	4.53 / 1.86	2.27	0.42
3. Academic advisors are approachable.	6.63	5.62 / 1.26	1.01	6.67	4.91 / 1.62	1.76	0.71 ***
32. Faculty provide timely feedback about student progress in their courses.	6.63	5.66 / 1.16	0.97	6.62	5.26 / 1.37	1.36	0.40 *
46. Program requirements are clear and reasonable.	6.63	5.67 / 1.20	0.96	6.53	5.66 / 0.99	0.87	0.01
7. Security staff respond quickly in emergencies.	6.62	5.93 / 1.20	0.69	6.80	6.12 / 1.00	0.68	-0.19
28. Admissions staff are knowledgeable.	6.61	5.38 / 1.41	1.23	6.67	5.22 / 1.33	1.45	0.16
31. This institution has a good reputation within the community.	6.61	3.87 / 1.83	2.74	6.73	4.00 / 1.73	2.73	-0.13
35. Tutoring services are readily available.	6.61	5.85 / 1.31	0.76	6.44	5.60 / 1.27	0.84	0.25
18. Faculty are fair and unbiased in their treatment of individual students.	6.59	5.81 / 1.07	0.78	6.70	5.56 / 1.18	1.14	0.25
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.59	5.04 / 1.55	1.55	6.57	4.79 / 1.47	1.78	0.25

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

Institutional Summary

Items: In Order of Importance

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
36. This school does whatever it can to help students reach their educational goals.	6.59	5.46 / 1.40	1.13	6.59	5.29 / 1.27	1.30	0.17
16. Academic advisors are concerned about students' success as individuals.	6.58	5.50 / 1.24	1.08	6.54	4.93 / 1.56	1.61	0.57 **
2. The personnel involved in registration are helpful.	6.57	5.27 / 1.36	1.30	6.70	4.96 / 1.51	1.74	0.31
4. Adequate financial aid is available for most students.	6.57	5.58 / 1.28	0.99	6.58	5.33 / 1.26	1.25	0.25
22. Computer labs are adequate and accessible.	6.57	5.80 / 1.35	0.77	6.49	5.52 / 1.37	0.97	0.28
44. Students seldom get the "run-around" when seeking information on this campus.	6.57	4.35 / 1.71	2.22	6.53	4.13 / 1.72	2.40	0.22
24. Students are made to feel welcome on this campus.	6.56	5.62 / 1.33	0.94	6.71	5.44 / 1.34	1.27	0.18
14. Financial aid counselors are helpful.	6.55	5.45 / 1.42	1.10	6.47	4.80 / 1.41	1.67	0.65 ***
43. Faculty are usually available after class and during office hours.	6.55	5.92 / 1.07	0.63	6.50	5.69 / 1.20	0.81	0.23
17. The campus staff are caring and helpful.	6.54	5.55 / 1.35	0.99	6.56	5.50 / 1.21	1.06	0.05
48. On the whole, the campus is well-maintained.	6.54	4.72 / 1.83	1.82	6.45	4.52 / 1.65	1.93	0.20
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.53	5.18 / 1.35	1.35	6.57	4.81 / 1.46	1.76	0.37 *
29. The equipment in the lab facilities is kept up to date.	6.53	4.84 / 1.68	1.69	6.56	4.70 / 1.54	1.86	0.14
34. Counseling staff care about students as individuals.	6.52	5.50 / 1.34	1.02	6.54	5.31 / 1.19	1.23	0.19
49. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.48	1.17	6.44	5.44 / 1.27	1.00	-0.10

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

Institutional Summary

Items: In Order of Importance

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
5. Classes are scheduled at times that are convenient for students.	6.49	5.18 / 1.41	1.31	6.51	5.48 / 1.33	1.03	-0.30
8. Academic advisors help students set goals to work toward.	6.48	5.16 / 1.40	1.32	6.43	4.85 / 1.50	1.58	0.31
12. The college shows concern for students as individuals.	6.47	5.38 / 1.49	1.09	6.54	5.23 / 1.46	1.31	0.15
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.47	5.20 / 1.47	1.27	6.54	5.20 / 1.47	1.34	0.00
11. Students are able to register for classes they need with few conflicts.	6.46	4.87 / 1.52	1.59	6.58	4.81 / 1.60	1.77	0.06
47. Channels for expressing student complaints are readily available.	6.46	5.50 / 1.49	0.96	6.32	5.37 / 1.32	0.95	0.13
38. The business office is open during hours which are convenient for most students.	6.44	5.76 / 1.21	0.68	6.43	5.51 / 1.26	0.92	0.25
10. Library resources and services are adequate.	6.43	5.98 / 1.09	0.45	6.35	5.76 / 1.17	0.59	0.22
30. Class change (drop/add) policies are reasonable.	6.43	5.57 / 1.39	0.86	6.35	5.64 / 1.12	0.71	-0.07
15. Parking lots are well-lighted and secure.	6.40	4.80 / 1.65	1.60	6.55	4.24 / 1.85	2.31	0.56 **
33. There are adequate services to help students decide upon a career.	6.40	4.56 / 1.68	1.84	6.34	4.81 / 1.37	1.53	-0.25
37. The assessment and course placement procedures are reasonable.	6.39	5.53 / 1.11	0.86	6.41	5.30 / 1.28	1.11	0.23
42. Billing policies are reasonable.	6.39	5.59 / 1.16	0.80	6.31	5.41 / 1.09	0.90	0.18
41. New student orientation services help students adjust to college.	6.38	5.40 / 1.34	0.98	6.42	5.63 / 1.16	0.79	-0.23
67. Cost as factor in decision to enroll.	6.36			6.59			

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Institutional Summary

Items: In Order of Importance

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
26. The amount of student parking space on campus is adequate.	6.34	5.68 / 1.39	0.66	6.29	5.44 / 1.59	0.85	0.24
19. The career services office provides students with the help they need to get a job.	6.27	4.33 / 1.64	1.94	6.33	4.55 / 1.56	1.78	-0.22
39. Administrators are approachable to students.	6.25	5.39 / 1.50	0.86	6.28	5.36 / 1.34	0.92	0.03
68. Financial aid as factor in decision to enroll.	6.25			6.32			
45. Nearly all classes deal with practical experiences and applications.	6.11	5.35 / 1.31	0.76	6.01	5.16 / 1.11	0.85	0.19
73. Geographic setting as factor in decision to enroll.	6.08			5.96			
25. The student center is a comfortable place for students to spend their leisure time.	6.01	5.47 / 1.28	0.54	6.02	5.07 / 1.37	0.95	0.40 **
75. Personalized attention prior to enrollment as factor in decision to enroll.	5.95			5.46			
69. Academic reputation as factor in decision to enroll.	5.83			5.26			
6. Internships or practical experiences are provided in each degree/certificate program.	5.78	4.67 / 1.54	1.11	5.83	4.76 / 1.43	1.07	-0.09
72. Recommendations from family/friends as factor in decision to enroll.	5.71			5.35			
70. Size of institution as factor in decision to enroll.	5.23			4.86			
74. Campus appearance as factor in decision to enroll.	5.06			4.65			
71. Opportunity to play sports as factor in decision to enroll.	3.65			3.19			
51. Campus item 1				6.33	5.47 / 1.34	0.86	

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 *** Difference statistically significant at the .001 level

Institutional Summary

Items: In Order of Importance

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
52. Campus item 2				6.42	5.13 / 1.41	1.29	
53. Campus item 3				6.08	5.52 / 1.34	0.56	
54. Campus item 4				6.63	5.57 / 1.33	1.06	
55. Campus item 5				5.48	5.30 / 1.14	0.18	
56. Campus item 6				6.25	4.75 / 1.54	1.50	
57. Campus item 7				6.35	5.19 / 1.44	1.16	
58. Campus item 8				6.28	5.50 / 1.33	0.78	
59. Campus item 9				5.64	4.08 / 1.69	1.56	
60. Campus item 10				5.86	3.58 / 1.82	2.28	
61. Institution's commitment to part-time students?		5.73 / 1.29			5.78 / 1.17		-0.05
62. Institution's commitment to evening students?		5.36 / 1.49			5.36 / 1.42		0.00
63. Institution's commitment to older, returning learners?		5.69 / 1.28			5.60 / 1.26		0.09
64. Institution's commitment to under-represented populations?		5.92 / 1.35			5.77 / 1.28		0.15
65. Institution's commitment to commuters?		5.60 / 1.32			5.62 / 1.23		-0.02
66. Institution's commitment to students with disabilities?		5.76 / 1.26			5.62 / 1.27		0.14

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	6.58	5.32 / 1.24	1.26	6.59	4.95 / 1.25	1.64	0.37 **
3. Academic advisors are approachable.	6.63	5.62 / 1.26	1.01	6.67	4.91 / 1.62	1.76	0.71 ***
8. Academic advisors help students set goals to work toward.	6.48	5.16 / 1.40	1.32	6.43	4.85 / 1.50	1.58	0.31
16. Academic advisors are concerned about students' success as individuals.	6.58	5.50 / 1.24	1.08	6.54	4.93 / 1.56	1.61	0.57 **
21. Academic advisors are knowledgeable about program requirements.	6.66	4.95 / 1.81	1.71	6.80	4.53 / 1.86	2.27	0.42
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.59	5.04 / 1.55	1.55	6.57	4.79 / 1.47	1.78	0.25
34. Counseling staff care about students as individuals.	6.52	5.50 / 1.34	1.02	6.54	5.31 / 1.19	1.23	0.19
36. This school does whatever it can to help students reach their educational goals.	6.59	5.46 / 1.40	1.13	6.59	5.29 / 1.27	1.30	0.17

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 *** Difference statistically significant at the .001 level

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
ACADEMIC SERVICES	6.54	5.63 / 1.05	0.91	6.46	5.42 / 1.08	1.04	0.21
10. Library resources and services are adequate.	6.43	5.98 / 1.09	0.45	6.35	5.76 / 1.17	0.59	0.22
22. Computer labs are adequate and accessible.	6.57	5.80 / 1.35	0.77	6.49	5.52 / 1.37	0.97	0.28
29. The equipment in the lab facilities is kept up to date.	6.53	4.84 / 1.68	1.69	6.56	4.70 / 1.54	1.86	0.14
35. Tutoring services are readily available.	6.61	5.85 / 1.31	0.76	6.44	5.60 / 1.27	0.84	0.25

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	6.57	5.40 / 1.18	1.17	6.58	5.06 / 1.06	1.52	0.34 **
4. Adequate financial aid is available for most students.	6.57	5.58 / 1.28	0.99	6.58	5.33 / 1.26	1.25	0.25
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.53	5.18 / 1.35	1.35	6.57	4.81 / 1.46	1.76	0.37 *
14. Financial aid counselors are helpful.	6.55	5.45 / 1.42	1.10	6.47	4.80 / 1.41	1.67	0.65 ***
28. Admissions staff are knowledgeable.	6.61	5.38 / 1.41	1.23	6.67	5.22 / 1.33	1.45	0.16

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 *** Difference statistically significant at the .001 level

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
CAMPUS CLIMATE	6.53	5.28 / 1.12	1.25	6.56	5.19 / 0.97	1.37	0.09
1. Faculty care about students as individuals.	6.69	5.91 / 1.12	0.78	6.67	5.88 / 1.04	0.79	0.03
12. The college shows concern for students as individuals.	6.47	5.38 / 1.49	1.09	6.54	5.23 / 1.46	1.31	0.15
17. The campus staff are caring and helpful.	6.54	5.55 / 1.35	0.99	6.56	5.50 / 1.21	1.06	0.05
20. The campus is safe and secure for all students.	6.70	5.65 / 1.30	1.05	6.79	5.31 / 1.47	1.48	0.34 *
24. Students are made to feel welcome on this campus.	6.56	5.62 / 1.33	0.94	6.71	5.44 / 1.34	1.27	0.18
31. This institution has a good reputation within the community.	6.61	3.87 / 1.83	2.74	6.73	4.00 / 1.73	2.73	-0.13
36. This school does whatever it can to help students reach their educational goals.	6.59	5.46 / 1.40	1.13	6.59	5.29 / 1.27	1.30	0.17
39. Administrators are approachable to students.	6.25	5.39 / 1.50	0.86	6.28	5.36 / 1.34	0.92	0.03
41. New student orientation services help students adjust to college.	6.38	5.40 / 1.34	0.98	6.42	5.63 / 1.16	0.79	-0.23
44. Students seldom get the "run-around" when seeking information on this campus.	6.57	4.35 / 1.71	2.22	6.53	4.13 / 1.72	2.40	0.22
47. Channels for expressing student complaints are readily available.	6.46	5.50 / 1.49	0.96	6.32	5.37 / 1.32	0.95	0.13

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	6.26	5.00 / 1.24	1.26	6.28	5.05 / 1.10	1.23	-0.05
19. The career services office provides students with the help they need to get a job.	6.27	4.33 / 1.64	1.94	6.33	4.55 / 1.56	1.78	-0.22
25. The student center is a comfortable place for students to spend their leisure time.	6.01	5.47 / 1.28	0.54	6.02	5.07 / 1.37	0.95	0.40 **
33. There are adequate services to help students decide upon a career.	6.40	4.56 / 1.68	1.84	6.34	4.81 / 1.37	1.53	-0.25
41. New student orientation services help students adjust to college.	6.38	5.40 / 1.34	0.98	6.42	5.63 / 1.16	0.79	-0.23

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	6.57	5.62 / 1.00	0.95	6.60	5.39 / 1.02	1.21	0.23 *
1. Faculty care about students as individuals.	6.69	5.91 / 1.12	0.78	6.67	5.88 / 1.04	0.79	0.03
12. The college shows concern for students as individuals.	6.47	5.38 / 1.49	1.09	6.54	5.23 / 1.46	1.31	0.15
16. Academic advisors are concerned about students' success as individuals.	6.58	5.50 / 1.24	1.08	6.54	4.93 / 1.56	1.61	0.57 **
18. Faculty are fair and unbiased in their treatment of individual students.	6.59	5.81 / 1.07	0.78	6.70	5.56 / 1.18	1.14	0.25
34. Counseling staff care about students as individuals.	6.52	5.50 / 1.34	1.02	6.54	5.31 / 1.19	1.23	0.19

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	6.59	5.76 / 0.90	0.83	6.57	5.60 / 0.83	0.97	0.16
1. Faculty care about students as individuals.	6.69	5.91 / 1.12	0.78	6.67	5.88 / 1.04	0.79	0.03
13. The quality of instruction students receive in most classes is excellent.	6.67	5.76 / 1.11	0.91	6.82	5.63 / 1.08	1.19	0.13
18. Faculty are fair and unbiased in their treatment of individual students.	6.59	5.81 / 1.07	0.78	6.70	5.56 / 1.18	1.14	0.25
32. Faculty provide timely feedback about student progress in their courses.	6.63	5.66 / 1.16	0.97	6.62	5.26 / 1.37	1.36	0.40 *
40. Nearly all of the faculty are knowledgeable in their fields.	6.73	6.19 / 0.90	0.54	6.84	5.99 / 1.11	0.85	0.20
43. Faculty are usually available after class and during office hours.	6.55	5.92 / 1.07	0.63	6.50	5.69 / 1.20	0.81	0.23
45. Nearly all classes deal with practical experiences and applications.	6.11	5.35 / 1.31	0.76	6.01	5.16 / 1.11	0.85	0.19
46. Program requirements are clear and reasonable.	6.63	5.67 / 1.20	0.96	6.53	5.66 / 0.99	0.87	0.01
49. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.48	1.17	6.44	5.44 / 1.27	1.00	-0.10
50. Students are able to experience intellectual growth here.	6.75	5.87 / 1.21	0.88	6.58	5.68 / 1.15	0.90	0.19

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	6.46	5.34 / 1.05	1.12	6.49	5.29 / 1.02	1.20	0.05
2. The personnel involved in registration are helpful.	6.57	5.27 / 1.36	1.30	6.70	4.96 / 1.51	1.74	0.31
5. Classes are scheduled at times that are convenient for students.	6.49	5.18 / 1.41	1.31	6.51	5.48 / 1.33	1.03	-0.30
11. Students are able to register for classes they need with few conflicts.	6.46	4.87 / 1.52	1.59	6.58	4.81 / 1.60	1.77	0.06
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.47	5.20 / 1.47	1.27	6.54	5.20 / 1.47	1.34	0.00
30. Class change (drop/add) policies are reasonable.	6.43	5.57 / 1.39	0.86	6.35	5.64 / 1.12	0.71	-0.07
38. The business office is open during hours which are convenient for most students.	6.44	5.76 / 1.21	0.68	6.43	5.51 / 1.26	0.92	0.25
42. Billing policies are reasonable.	6.39	5.59 / 1.16	0.80	6.31	5.41 / 1.09	0.90	0.18

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		5.68 / 1.16			5.62 / 1.07		0.06
61. Institution's commitment to part-time students?		5.73 / 1.29			5.78 / 1.17		-0.05
62. Institution's commitment to evening students?		5.36 / 1.49			5.36 / 1.42		0.00
63. Institution's commitment to older, returning learners?		5.69 / 1.28			5.60 / 1.26		0.09
64. Institution's commitment to under-represented populations?		5.92 / 1.35			5.77 / 1.28		0.15
65. Institution's commitment to commuters?		5.60 / 1.32			5.62 / 1.23		-0.02
66. Institution's commitment to students with disabilities?		5.76 / 1.26			5.62 / 1.27		0.14

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
SAFETY AND SECURITY	6.51	5.50 / 1.09	1.01	6.61	5.27 / 1.06	1.34	0.23
7. Security staff respond quickly in emergencies.	6.62	5.93 / 1.20	0.69	6.80	6.12 / 1.00	0.68	-0.19
15. Parking lots are well-lighted and secure.	6.40	4.80 / 1.65	1.60	6.55	4.24 / 1.85	2.31	0.56 **
20. The campus is safe and secure for all students.	6.70	5.65 / 1.30	1.05	6.79	5.31 / 1.47	1.48	0.34 *
26. The amount of student parking space on campus is adequate.	6.34	5.68 / 1.39	0.66	6.29	5.44 / 1.59	0.85	0.24

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
SERVICE EXCELLENCE	6.48	5.22 / 1.23	1.26	6.48	5.07 / 1.07	1.41	0.15
2. The personnel involved in registration are helpful.	6.57	5.27 / 1.36	1.30	6.70	4.96 / 1.51	1.74	0.31
17. The campus staff are caring and helpful.	6.54	5.55 / 1.35	0.99	6.56	5.50 / 1.21	1.06	0.05
39. Administrators are approachable to students.	6.25	5.39 / 1.50	0.86	6.28	5.36 / 1.34	0.92	0.03
44. Students seldom get the "run-around" when seeking information on this campus.	6.57	4.35 / 1.71	2.22	6.53	4.13 / 1.72	2.40	0.22
47. Channels for expressing student complaints are readily available.	6.46	5.50 / 1.49	0.96	6.32	5.37 / 1.32	0.95	0.13

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

Institutional Summary

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

Scale/Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
STUDENT CENTEREDNESS	6.46	5.49 / 1.25	0.97	6.52	5.38 / 1.16	1.14	0.11
12. The college shows concern for students as individuals.	6.47	5.38 / 1.49	1.09	6.54	5.23 / 1.46	1.31	0.15
17. The campus staff are caring and helpful.	6.54	5.55 / 1.35	0.99	6.56	5.50 / 1.21	1.06	0.05
24. Students are made to feel welcome on this campus.	6.56	5.62 / 1.33	0.94	6.71	5.44 / 1.34	1.27	0.18
39. Administrators are approachable to students.	6.25	5.39 / 1.50	0.86	6.28	5.36 / 1.34	0.92	0.03

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

Institutional Summary

Items: In Sequential Order

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
1. Faculty care about students as individuals.	6.69	5.91 / 1.12	0.78	6.67	5.88 / 1.04	0.79	0.03
2. The personnel involved in registration are helpful.	6.57	5.27 / 1.36	1.30	6.70	4.96 / 1.51	1.74	0.31
3. Academic advisors are approachable.	6.63	5.62 / 1.26	1.01	6.67	4.91 / 1.62	1.76	0.71 ***
4. Adequate financial aid is available for most students.	6.57	5.58 / 1.28	0.99	6.58	5.33 / 1.26	1.25	0.25
5. Classes are scheduled at times that are convenient for students.	6.49	5.18 / 1.41	1.31	6.51	5.48 / 1.33	1.03	-0.30
6. Internships or practical experiences are provided in each degree/certificate program.	5.78	4.67 / 1.54	1.11	5.83	4.76 / 1.43	1.07	-0.09
7. Security staff respond quickly in emergencies.	6.62	5.93 / 1.20	0.69	6.80	6.12 / 1.00	0.68	-0.19
8. Academic advisors help students set goals to work toward.	6.48	5.16 / 1.40	1.32	6.43	4.85 / 1.50	1.58	0.31
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.53	5.18 / 1.35	1.35	6.57	4.81 / 1.46	1.76	0.37 *
10. Library resources and services are adequate.	6.43	5.98 / 1.09	0.45	6.35	5.76 / 1.17	0.59	0.22
11. Students are able to register for classes they need with few conflicts.	6.46	4.87 / 1.52	1.59	6.58	4.81 / 1.60	1.77	0.06
12. The college shows concern for students as individuals.	6.47	5.38 / 1.49	1.09	6.54	5.23 / 1.46	1.31	0.15
13. The quality of instruction students receive in most classes is excellent.	6.67	5.76 / 1.11	0.91	6.82	5.63 / 1.08	1.19	0.13
14. Financial aid counselors are helpful.	6.55	5.45 / 1.42	1.10	6.47	4.80 / 1.41	1.67	0.65 ***
15. Parking lots are well-lighted and secure.	6.40	4.80 / 1.65	1.60	6.55	4.24 / 1.85	2.31	0.56 **

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

Institutional Summary**Items: In Sequential Order**

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
16. Academic advisors are concerned about students' success as individuals.	6.58	5.50 / 1.24	1.08	6.54	4.93 / 1.56	1.61	0.57 **
17. The campus staff are caring and helpful.	6.54	5.55 / 1.35	0.99	6.56	5.50 / 1.21	1.06	0.05
18. Faculty are fair and unbiased in their treatment of individual students.	6.59	5.81 / 1.07	0.78	6.70	5.56 / 1.18	1.14	0.25
19. The career services office provides students with the help they need to get a job.	6.27	4.33 / 1.64	1.94	6.33	4.55 / 1.56	1.78	-0.22
20. The campus is safe and secure for all students.	6.70	5.65 / 1.30	1.05	6.79	5.31 / 1.47	1.48	0.34 *
21. Academic advisors are knowledgeable about program requirements.	6.66	4.95 / 1.81	1.71	6.80	4.53 / 1.86	2.27	0.42
22. Computer labs are adequate and accessible.	6.57	5.80 / 1.35	0.77	6.49	5.52 / 1.37	0.97	0.28
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.47	5.20 / 1.47	1.27	6.54	5.20 / 1.47	1.34	0.00
24. Students are made to feel welcome on this campus.	6.56	5.62 / 1.33	0.94	6.71	5.44 / 1.34	1.27	0.18
25. The student center is a comfortable place for students to spend their leisure time.	6.01	5.47 / 1.28	0.54	6.02	5.07 / 1.37	0.95	0.40 **
26. The amount of student parking space on campus is adequate.	6.34	5.68 / 1.39	0.66	6.29	5.44 / 1.59	0.85	0.24
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.59	5.04 / 1.55	1.55	6.57	4.79 / 1.47	1.78	0.25
28. Admissions staff are knowledgeable.	6.61	5.38 / 1.41	1.23	6.67	5.22 / 1.33	1.45	0.16
29. The equipment in the lab facilities is kept up to date.	6.53	4.84 / 1.68	1.69	6.56	4.70 / 1.54	1.86	0.14
30. Class change (drop/add) policies are reasonable.	6.43	5.57 / 1.39	0.86	6.35	5.64 / 1.12	0.71	-0.07

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Items: In Sequential Order

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
31. This institution has a good reputation within the community.	6.61	3.87 / 1.83	2.74	6.73	4.00 / 1.73	2.73	-0.13
32. Faculty provide timely feedback about student progress in their courses.	6.63	5.66 / 1.16	0.97	6.62	5.26 / 1.37	1.36	0.40 *
33. There are adequate services to help students decide upon a career.	6.40	4.56 / 1.68	1.84	6.34	4.81 / 1.37	1.53	-0.25
34. Counseling staff care about students as individuals.	6.52	5.50 / 1.34	1.02	6.54	5.31 / 1.19	1.23	0.19
35. Tutoring services are readily available.	6.61	5.85 / 1.31	0.76	6.44	5.60 / 1.27	0.84	0.25
36. This school does whatever it can to help students reach their educational goals.	6.59	5.46 / 1.40	1.13	6.59	5.29 / 1.27	1.30	0.17
37. The assessment and course placement procedures are reasonable.	6.39	5.53 / 1.11	0.86	6.41	5.30 / 1.28	1.11	0.23
38. The business office is open during hours which are convenient for most students.	6.44	5.76 / 1.21	0.68	6.43	5.51 / 1.26	0.92	0.25
39. Administrators are approachable to students.	6.25	5.39 / 1.50	0.86	6.28	5.36 / 1.34	0.92	0.03
40. Nearly all of the faculty are knowledgeable in their fields.	6.73	6.19 / 0.90	0.54	6.84	5.99 / 1.11	0.85	0.20
41. New student orientation services help students adjust to college.	6.38	5.40 / 1.34	0.98	6.42	5.63 / 1.16	0.79	-0.23
42. Billing policies are reasonable.	6.39	5.59 / 1.16	0.80	6.31	5.41 / 1.09	0.90	0.18
43. Faculty are usually available after class and during office hours.	6.55	5.92 / 1.07	0.63	6.50	5.69 / 1.20	0.81	0.23
44. Students seldom get the "run-around" when seeking information on this campus.	6.57	4.35 / 1.71	2.22	6.53	4.13 / 1.72	2.40	0.22

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

Institutional Summary

Items: In Sequential Order

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
45. Nearly all classes deal with practical experiences and applications.	6.11	5.35 / 1.31	0.76	6.01	5.16 / 1.11	0.85	0.19
46. Program requirements are clear and reasonable.	6.63	5.67 / 1.20	0.96	6.53	5.66 / 0.99	0.87	0.01
47. Channels for expressing student complaints are readily available.	6.46	5.50 / 1.49	0.96	6.32	5.37 / 1.32	0.95	0.13
48. On the whole, the campus is well-maintained.	6.54	4.72 / 1.83	1.82	6.45	4.52 / 1.65	1.93	0.20
49. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.48	1.17	6.44	5.44 / 1.27	1.00	-0.10
50. Students are able to experience intellectual growth here.	6.75	5.87 / 1.21	0.88	6.58	5.68 / 1.15	0.90	0.19
51. Campus item 1				6.33	5.47 / 1.34	0.86	
52. Campus item 2				6.42	5.13 / 1.41	1.29	
53. Campus item 3				6.08	5.52 / 1.34	0.56	
54. Campus item 4				6.63	5.57 / 1.33	1.06	
55. Campus item 5				5.48	5.30 / 1.14	0.18	
56. Campus item 6				6.25	4.75 / 1.54	1.50	
57. Campus item 7				6.35	5.19 / 1.44	1.16	
58. Campus item 8				6.28	5.50 / 1.33	0.78	
59. Campus item 9				5.64	4.08 / 1.69	1.56	
60. Campus item 10				5.86	3.58 / 1.82	2.28	

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

Institutional Summary

Items: In Sequential Order

Item	April 2016			May 2014			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
61. Institution's commitment to part-time students?		5.73 / 1.29			5.78 / 1.17		-0.05
62. Institution's commitment to evening students?		5.36 / 1.49			5.36 / 1.42		0.00
63. Institution's commitment to older, returning learners?		5.69 / 1.28			5.60 / 1.26		0.09
64. Institution's commitment to under-represented populations?		5.92 / 1.35			5.77 / 1.28		0.15
65. Institution's commitment to commuters?		5.60 / 1.32			5.62 / 1.23		-0.02
66. Institution's commitment to students with disabilities?		5.76 / 1.26			5.62 / 1.27		0.14
67. Cost as factor in decision to enroll.	6.36			6.59			
68. Financial aid as factor in decision to enroll.	6.25			6.32			
69. Academic reputation as factor in decision to enroll.	5.83			5.26			
70. Size of institution as factor in decision to enroll.	5.23			4.86			
71. Opportunity to play sports as factor in decision to enroll.	3.65			3.19			
72. Recommendations from family/friends as factor in decision to enroll.	5.71			5.35			
73. Geographic setting as factor in decision to enroll.	6.08			5.96			
74. Campus appearance as factor in decision to enroll.	5.06			4.65			
75. Personalized attention prior to enrollment as factor in decision to enroll.	5.95			5.46			

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

Institutional Summary

Summary Items

Summary Item	April 2016	May 2014	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 4.63 1% 0% 4% 43% 32% 12% 5%	Average: 4.49 0% 0% 9% 47% 27% 11% 3%	0.14
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 5.37 1% 1% 5% 9% 24% 45% 11%	Average: 5.15 0% 0% 9% 11% 34% 38% 5%	0.22
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 5.69 1% 1% 1% 9% 14% 44% 25%	Average: 5.45 0% 2% 4% 12% 19% 45% 15%	0.24