

## April 2018 Demographics

<b>Position</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Faculty	62	36.05%	Full-time	146	84.88%
Administration	17	9.88%	Part-time	22	12.79%
Staff	93	54.07%	Temporary	4	2.33%
Board member/trustee	0	0.00%	Total	172	100.00%
Total	172	100.00%	No Response	2	
No Response	2				

  

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Tenure Status</b>	<b>N</b>	<b>%</b>
Female	108	63.16%	Tenured	30	34.48%
Male	45	26.32%	Tenure-track	6	6.90%
Prefer not to respond	18	10.53%	Non-tenure track	43	49.43%
Total	171	100.00%	Other tenure status	8	9.20%
No Response	3		Total	87	100.00%
			No Response	87	

  

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Teaching Assignment</b>	<b>N</b>	<b>%</b>
African-American	18	10.59%	Credit courses	54	75.00%
American Indian or Alaskan Native	1	0.59%	Non-credit courses	6	8.33%
Asian or Pacific Islander	3	1.76%	Both credit and non-credit courses	7	9.72%
Caucasian/White	91	53.53%	Other teaching assignment	5	6.94%
Hispanic	20	11.76%	Total	72	100.00%
Other race	1	0.59%	No Response	102	
Race - Prefer not to respond	36	21.18%			
Total	170	100.00%			
No Response	4				

  

<b>Years Employed</b>	<b>N</b>	<b>%</b>	<b>Rank</b>	<b>N</b>	<b>%</b>
Less than 1 year	17	10.00%	Professor	11	15.71%
1-5 years	57	33.53%	Associate professor	21	30.00%
6-10 years	40	23.53%	Assistant professor	16	22.86%
11-20 years	42	24.71%	Instructor/lecturer	10	14.29%
More than 20 years	14	8.24%	Adjunct	12	17.14%
Total	170	100.00%	Total	70	100.00%
No Response	4		No Response	104	

## April 2018 Demographics

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

<b>Institution Question 2</b>	<b>N</b>	<b>%</b>
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	

## April 2016 Demographics

<b>Position</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
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				

  

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Tenure Status</b>	<b>N</b>	<b>%</b>
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	

  

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Teaching Assignment</b>	<b>N</b>	<b>%</b>
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				

  

<b>Years Employed</b>	<b>N</b>	<b>%</b>	<b>Rank</b>	<b>N</b>	<b>%</b>
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

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

<b>Institution Question 2</b>	<b>N</b>	<b>%</b>
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	

## **Strategic Planning Overview**

### **Strengths and Challenges**

#### **Strengths**

- 20. The campus is safe and secure for all students.
- 40. Nearly all of the faculty are knowledgeable in their fields.
- 13. The quality of instruction students receive in most classes is excellent.
- 1. Faculty care about students as individuals.
- 50. Students are able to experience intellectual growth here.
- 24. Students are made to feel welcome on this campus.
- 4. Adequate financial aid is available for most students.
- 43. Faculty are usually available after class and during office hours.
- 7. Security staff respond quickly in emergencies.
- 22. Computer labs are adequate and accessible.

#### **Challenges**

- 21. Academic advisors are knowledgeable about program requirements.
- 2. The personnel involved in registration are helpful.
- 3. Academic advisors are approachable.
- 44. Students seldom get the "run-around" when seeking information on this campus.
- 11. Students are able to register for classes they need with few conflicts.
- 27. Academic advisors are knowledgeable about the transfer requirements of other schools.
- 31. This institution has a good reputation within the community.

## **Strategic Planning Overview Trends**

### **Higher Satisfaction vs. April 2016**

31. This institution has a good reputation within the community.

### **Lower Satisfaction vs. April 2016**

3. Academic advisors are approachable.

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

Scale	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
Concern for the Individual	6.57	5.54 / 1.07	1.03	6.57	5.62 / 1.00	0.95	-0.08
Instructional Effectiveness	6.56	5.74 / 1.00	0.82	6.59	5.76 / 0.90	0.83	-0.02
Academic Advising/Counseling	6.54	5.15 / 1.28	1.39	6.58	5.32 / 1.24	1.26	-0.17
Admissions and Financial Aid	6.52	5.50 / 1.14	1.02	6.57	5.40 / 1.18	1.17	0.10
Campus Climate	6.52	5.41 / 1.07	1.11	6.53	5.28 / 1.12	1.25	0.13
Safety and Security	6.52	5.53 / 1.07	0.99	6.51	5.50 / 1.09	1.01	0.03
Student Centeredness	6.51	5.59 / 1.19	0.92	6.46	5.49 / 1.25	0.97	0.10
Registration Effectiveness	6.49	5.48 / 1.02	1.01	6.46	5.34 / 1.05	1.12	0.14
Service Excellence	6.49	5.21 / 1.27	1.28	6.48	5.22 / 1.23	1.26	-0.01
Academic Services	6.47	5.61 / 1.12	0.86	6.54	5.63 / 1.05	0.91	-0.02
Campus Support Services	6.29	4.74 / 1.43	1.55	6.26	5.00 / 1.24	1.26	-0.26
Responsiveness to Diverse Populations		5.67 / 1.18			5.68 / 1.16		-0.01

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

## Institutional Summary

### Items: In Order of Importance

Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
20. The campus is safe and secure for all students.	6.68	5.76 / 1.27	0.92	6.70	5.65 / 1.30	1.05	0.11
40. Nearly all of the faculty are knowledgeable in their fields.	6.68	6.24 / 1.00	0.44	6.73	6.19 / 0.90	0.54	0.05
13. The quality of instruction students receive in most classes is excellent.	6.66	5.73 / 1.17	0.93	6.67	5.76 / 1.11	0.91	-0.03
1. Faculty care about students as individuals.	6.65	5.87 / 1.10	0.78	6.69	5.91 / 1.12	0.78	-0.04
18. Faculty are fair and unbiased in their treatment of individual students.	6.64	5.69 / 1.24	0.95	6.59	5.81 / 1.07	0.78	-0.12
21. Academic advisors are knowledgeable about program requirements.	6.64	4.93 / 1.62	1.71	6.66	4.95 / 1.81	1.71	-0.02
50. Students are able to experience intellectual growth here.	6.63	5.93 / 1.21	0.70	6.75	5.87 / 1.21	0.88	0.06
2. The personnel involved in registration are helpful.	6.62	5.21 / 1.53	1.41	6.57	5.27 / 1.36	1.30	-0.06
3. Academic advisors are approachable.	6.62	5.24 / 1.54	1.38	6.63	5.62 / 1.26	1.01	-0.38 *
24. Students are made to feel welcome on this campus.	6.62	5.73 / 1.31	0.89	6.56	5.62 / 1.33	0.94	0.11
12. The college shows concern for students as individuals.	6.59	5.50 / 1.48	1.09	6.47	5.38 / 1.49	1.09	0.12
4. Adequate financial aid is available for most students.	6.58	5.73 / 1.24	0.85	6.57	5.58 / 1.28	0.99	0.15
46. Program requirements are clear and reasonable.	6.58	5.68 / 1.34	0.90	6.63	5.67 / 1.20	0.96	0.01
7. Security staff respond quickly in emergencies.	6.57	5.84 / 1.30	0.73	6.62	5.93 / 1.20	0.69	-0.09
17. The campus staff are caring and helpful.	6.57	5.66 / 1.30	0.91	6.54	5.55 / 1.35	0.99	0.11
43. Faculty are usually available after class and during office hours.	6.57	6.02 / 1.18	0.55	6.55	5.92 / 1.07	0.63	0.10

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



## Institutional Summary

### Items: In Order of Importance

Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
5. Classes are scheduled at times that are convenient for students.	6.56	5.40 / 1.44	1.16	6.49	5.18 / 1.41	1.31	0.22
22. Computer labs are adequate and accessible.	6.56	5.80 / 1.32	0.76	6.57	5.80 / 1.35	0.77	0.00
44. Students seldom get the "run-around" when seeking information on this campus.	6.56	4.38 / 1.74	2.18	6.57	4.35 / 1.71	2.22	0.03
11. Students are able to register for classes they need with few conflicts.	6.54	4.96 / 1.52	1.58	6.46	4.87 / 1.52	1.59	0.09
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.54	4.87 / 1.70	1.67	6.59	5.04 / 1.55	1.55	-0.17
28. Admissions staff are knowledgeable.	6.54	5.48 / 1.48	1.06	6.61	5.38 / 1.41	1.23	0.10
31. This institution has a good reputation within the community.	6.54	4.87 / 1.53	1.67	6.61	3.87 / 1.83	2.74	1.00 ***
36. This school does whatever it can to help students reach their educational goals.	6.54	5.40 / 1.41	1.14	6.59	5.46 / 1.40	1.13	-0.06
35. Tutoring services are readily available.	6.52	5.71 / 1.45	0.81	6.61	5.85 / 1.31	0.76	-0.14
49. There is a good variety of courses provided on this campus.	6.52	5.36 / 1.53	1.16	6.51	5.34 / 1.48	1.17	0.02
14. Financial aid counselors are helpful.	6.51	5.42 / 1.33	1.09	6.55	5.45 / 1.42	1.10	-0.03
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.51	5.23 / 1.44	1.28	6.47	5.20 / 1.47	1.27	0.03
32. Faculty provide timely feedback about student progress in their courses.	6.50	5.48 / 1.46	1.02	6.63	5.66 / 1.16	0.97	-0.18
16. Academic advisors are concerned about students' success as individuals.	6.48	5.23 / 1.53	1.25	6.58	5.50 / 1.24	1.08	-0.27
34. Counseling staff care about students as individuals.	6.48	5.39 / 1.49	1.09	6.52	5.50 / 1.34	1.02	-0.11

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

## Institutional Summary

### Items: In Order of Importance

Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.47	5.37 / 1.38	1.10	6.53	5.18 / 1.35	1.35	0.19
8. Academic advisors help students set goals to work toward.	6.46	4.93 / 1.62	1.53	6.48	5.16 / 1.40	1.32	-0.23
15. Parking lots are well-lighted and secure.	6.46	4.85 / 1.71	1.61	6.40	4.80 / 1.65	1.60	0.05
48. On the whole, the campus is well-maintained.	6.44	4.89 / 1.73	1.55	6.54	4.72 / 1.83	1.82	0.17
19. The career services office provides students with the help they need to get a job.	6.43	4.00 / 2.09	2.43	6.27	4.33 / 1.64	1.94	-0.33
38. The business office is open during hours which are convenient for most students.	6.43	5.92 / 1.32	0.51	6.44	5.76 / 1.21	0.68	0.16
29. The equipment in the lab facilities is kept up to date.	6.42	4.74 / 1.80	1.68	6.53	4.84 / 1.68	1.69	-0.10
47. Channels for expressing student complaints are readily available.	6.41	5.29 / 1.80	1.12	6.46	5.50 / 1.49	0.96	-0.21
42. Billing policies are reasonable.	6.39	5.87 / 1.13	0.52	6.39	5.59 / 1.16	0.80	0.28
10. Library resources and services are adequate.	6.38	6.11 / 1.19	0.27	6.43	5.98 / 1.09	0.45	0.13
33. There are adequate services to help students decide upon a career.	6.38	4.26 / 1.97	2.12	6.40	4.56 / 1.68	1.84	-0.30
30. Class change (drop/add) policies are reasonable.	6.37	5.91 / 1.20	0.46	6.43	5.57 / 1.39	0.86	0.34 *
26. The amount of student parking space on campus is adequate.	6.36	5.70 / 1.46	0.66	6.34	5.68 / 1.39	0.66	0.02
67. Cost as factor in decision to enroll.	6.34			6.36			
37. The assessment and course placement procedures are reasonable.	6.31	5.57 / 1.35	0.74	6.39	5.53 / 1.11	0.86	0.04

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

## Institutional Summary

### Items: In Order of Importance

Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
68. Financial aid as factor in decision to enroll.	6.27			6.25			
39. Administrators are approachable to students.	6.26	5.44 / 1.50	0.82	6.25	5.39 / 1.50	0.86	0.05
41. New student orientation services help students adjust to college.	6.24	5.47 / 1.50	0.77	6.38	5.40 / 1.34	0.98	0.07
45. Nearly all classes deal with practical experiences and applications.	6.14	5.36 / 1.38	0.78	6.11	5.35 / 1.31	0.76	0.01
25. The student center is a comfortable place for students to spend their leisure time.	6.11	4.89 / 1.67	1.22	6.01	5.47 / 1.28	0.54	-0.58 ***
69. Academic reputation as factor in decision to enroll.	6.06			5.83			
6. Internships or practical experiences are provided in each degree/certificate program.	6.01	4.68 / 1.67	1.33	5.78	4.67 / 1.54	1.11	0.01
73. Geographic setting as factor in decision to enroll.	5.99			6.08			
75. Personalized attention prior to enrollment as factor in decision to enroll.	5.89			5.95			
72. Recommendations from family/friends as factor in decision to enroll.	5.72			5.71			
74. Campus appearance as factor in decision to enroll.	5.38			5.06			
70. Size of institution as factor in decision to enroll.	5.05			5.23			
71. Opportunity to play sports as factor in decision to enroll.	3.47			3.65			
51. Campus item 1							
52. Campus item 2							

\* 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 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
53. Campus item 3							
54. Campus item 4							
55. Campus item 5							
56. Campus item 6							
57. Campus item 7							
58. Campus item 8							
59. Campus item 9							
60. Campus item 10							
61. Institution's commitment to part-time students?		5.69 / 1.28			5.73 / 1.29		-0.04
62. Institution's commitment to evening students?		5.35 / 1.50			5.36 / 1.49		-0.01
63. Institution's commitment to older, returning learners?		5.65 / 1.29			5.69 / 1.28		-0.04
64. Institution's commitment to under-represented populations?		5.93 / 1.28			5.92 / 1.35		0.01
65. Institution's commitment to commuters?		5.68 / 1.30			5.60 / 1.32		0.08
66. Institution's commitment to students with disabilities?		5.76 / 1.28			5.76 / 1.26		0.00

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>ACADEMIC ADVISING/COUNSELING</b>	6.54	5.15 / 1.28	1.39	6.58	5.32 / 1.24	1.26	-0.17
3. Academic advisors are approachable.	6.62	5.24 / 1.54	1.38	6.63	5.62 / 1.26	1.01	-0.38 *
8. Academic advisors help students set goals to work toward.	6.46	4.93 / 1.62	1.53	6.48	5.16 / 1.40	1.32	-0.23
16. Academic advisors are concerned about students' success as individuals.	6.48	5.23 / 1.53	1.25	6.58	5.50 / 1.24	1.08	-0.27
21. Academic advisors are knowledgeable about program requirements.	6.64	4.93 / 1.62	1.71	6.66	4.95 / 1.81	1.71	-0.02
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.54	4.87 / 1.70	1.67	6.59	5.04 / 1.55	1.55	-0.17
34. Counseling staff care about students as individuals.	6.48	5.39 / 1.49	1.09	6.52	5.50 / 1.34	1.02	-0.11
36. This school does whatever it can to help students reach their educational goals.	6.54	5.40 / 1.41	1.14	6.59	5.46 / 1.40	1.13	-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

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>ACADEMIC SERVICES</b>	6.47	5.61 / 1.12	0.86	6.54	5.63 / 1.05	0.91	-0.02
10. Library resources and services are adequate.	6.38	6.11 / 1.19	0.27	6.43	5.98 / 1.09	0.45	0.13
22. Computer labs are adequate and accessible.	6.56	5.80 / 1.32	0.76	6.57	5.80 / 1.35	0.77	0.00
29. The equipment in the lab facilities is kept up to date.	6.42	4.74 / 1.80	1.68	6.53	4.84 / 1.68	1.69	-0.10
35. Tutoring services are readily available.	6.52	5.71 / 1.45	0.81	6.61	5.85 / 1.31	0.76	-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 - Admissions and Financial Aid**

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>ADMISSIONS AND FINANCIAL AID</b>	6.52	5.50 / 1.14	1.02	6.57	5.40 / 1.18	1.17	0.10
4. Adequate financial aid is available for most students.	6.58	5.73 / 1.24	0.85	6.57	5.58 / 1.28	0.99	0.15
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.47	5.37 / 1.38	1.10	6.53	5.18 / 1.35	1.35	0.19
14. Financial aid counselors are helpful.	6.51	5.42 / 1.33	1.09	6.55	5.45 / 1.42	1.10	-0.03
28. Admissions staff are knowledgeable.	6.54	5.48 / 1.48	1.06	6.61	5.38 / 1.41	1.23	0.10

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>CAMPUS CLIMATE</b>	6.52	5.41 / 1.07	1.11	6.53	5.28 / 1.12	1.25	0.13
1. Faculty care about students as individuals.	6.65	5.87 / 1.10	0.78	6.69	5.91 / 1.12	0.78	-0.04
12. The college shows concern for students as individuals.	6.59	5.50 / 1.48	1.09	6.47	5.38 / 1.49	1.09	0.12
17. The campus staff are caring and helpful.	6.57	5.66 / 1.30	0.91	6.54	5.55 / 1.35	0.99	0.11
20. The campus is safe and secure for all students.	6.68	5.76 / 1.27	0.92	6.70	5.65 / 1.30	1.05	0.11
24. Students are made to feel welcome on this campus.	6.62	5.73 / 1.31	0.89	6.56	5.62 / 1.33	0.94	0.11
31. This institution has a good reputation within the community.	6.54	4.87 / 1.53	1.67	6.61	3.87 / 1.83	2.74	1.00 ***
36. This school does whatever it can to help students reach their educational goals.	6.54	5.40 / 1.41	1.14	6.59	5.46 / 1.40	1.13	-0.06
39. Administrators are approachable to students.	6.26	5.44 / 1.50	0.82	6.25	5.39 / 1.50	0.86	0.05
41. New student orientation services help students adjust to college.	6.24	5.47 / 1.50	0.77	6.38	5.40 / 1.34	0.98	0.07
44. Students seldom get the "run-around" when seeking information on this campus.	6.56	4.38 / 1.74	2.18	6.57	4.35 / 1.71	2.22	0.03
47. Channels for expressing student complaints are readily available.	6.41	5.29 / 1.80	1.12	6.46	5.50 / 1.49	0.96	-0.21

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



### Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>CAMPUS SUPPORT SERVICES</b>	6.29	4.74 / 1.43	1.55	6.26	5.00 / 1.24	1.26	-0.26
19. The career services office provides students with the help they need to get a job.	6.43	4.00 / 2.09	2.43	6.27	4.33 / 1.64	1.94	-0.33
25. The student center is a comfortable place for students to spend their leisure time.	6.11	4.89 / 1.67	1.22	6.01	5.47 / 1.28	0.54	-0.58 ***
33. There are adequate services to help students decide upon a career.	6.38	4.26 / 1.97	2.12	6.40	4.56 / 1.68	1.84	-0.30
41. New student orientation services help students adjust to college.	6.24	5.47 / 1.50	0.77	6.38	5.40 / 1.34	0.98	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

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>CONCERN FOR THE INDIVIDUAL</b>	6.57	5.54 / 1.07	1.03	6.57	5.62 / 1.00	0.95	-0.08
1. Faculty care about students as individuals.	6.65	5.87 / 1.10	0.78	6.69	5.91 / 1.12	0.78	-0.04
12. The college shows concern for students as individuals.	6.59	5.50 / 1.48	1.09	6.47	5.38 / 1.49	1.09	0.12
16. Academic advisors are concerned about students' success as individuals.	6.48	5.23 / 1.53	1.25	6.58	5.50 / 1.24	1.08	-0.27
18. Faculty are fair and unbiased in their treatment of individual students.	6.64	5.69 / 1.24	0.95	6.59	5.81 / 1.07	0.78	-0.12
34. Counseling staff care about students as individuals.	6.48	5.39 / 1.49	1.09	6.52	5.50 / 1.34	1.02	-0.11

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>INSTRUCTIONAL EFFECTIVENESS</b>	6.56	5.74 / 1.00	0.82	6.59	5.76 / 0.90	0.83	-0.02
1. Faculty care about students as individuals.	6.65	5.87 / 1.10	0.78	6.69	5.91 / 1.12	0.78	-0.04
13. The quality of instruction students receive in most classes is excellent.	6.66	5.73 / 1.17	0.93	6.67	5.76 / 1.11	0.91	-0.03
18. Faculty are fair and unbiased in their treatment of individual students.	6.64	5.69 / 1.24	0.95	6.59	5.81 / 1.07	0.78	-0.12
32. Faculty provide timely feedback about student progress in their courses.	6.50	5.48 / 1.46	1.02	6.63	5.66 / 1.16	0.97	-0.18
40. Nearly all of the faculty are knowledgeable in their fields.	6.68	6.24 / 1.00	0.44	6.73	6.19 / 0.90	0.54	0.05
43. Faculty are usually available after class and during office hours.	6.57	6.02 / 1.18	0.55	6.55	5.92 / 1.07	0.63	0.10
45. Nearly all classes deal with practical experiences and applications.	6.14	5.36 / 1.38	0.78	6.11	5.35 / 1.31	0.76	0.01
46. Program requirements are clear and reasonable.	6.58	5.68 / 1.34	0.90	6.63	5.67 / 1.20	0.96	0.01
49. There is a good variety of courses provided on this campus.	6.52	5.36 / 1.53	1.16	6.51	5.34 / 1.48	1.17	0.02
50. Students are able to experience intellectual growth here.	6.63	5.93 / 1.21	0.70	6.75	5.87 / 1.21	0.88	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

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>REGISTRATION EFFECTIVENESS</b>	6.49	5.48 / 1.02	1.01	6.46	5.34 / 1.05	1.12	0.14
2. The personnel involved in registration are helpful.	6.62	5.21 / 1.53	1.41	6.57	5.27 / 1.36	1.30	-0.06
5. Classes are scheduled at times that are convenient for students.	6.56	5.40 / 1.44	1.16	6.49	5.18 / 1.41	1.31	0.22
11. Students are able to register for classes they need with few conflicts.	6.54	4.96 / 1.52	1.58	6.46	4.87 / 1.52	1.59	0.09
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.51	5.23 / 1.44	1.28	6.47	5.20 / 1.47	1.27	0.03
30. Class change (drop/add) policies are reasonable.	6.37	5.91 / 1.20	0.46	6.43	5.57 / 1.39	0.86	0.34 *
38. The business office is open during hours which are convenient for most students.	6.43	5.92 / 1.32	0.51	6.44	5.76 / 1.21	0.68	0.16
42. Billing policies are reasonable.	6.39	5.87 / 1.13	0.52	6.39	5.59 / 1.16	0.80	0.28

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>RESPONSIVENESS TO DIVERSE POPULATIONS</b>		5.67 / 1.18			5.68 / 1.16		-0.01
61. Institution's commitment to part-time students?		5.69 / 1.28			5.73 / 1.29		-0.04
62. Institution's commitment to evening students?		5.35 / 1.50			5.36 / 1.49		-0.01
63. Institution's commitment to older, returning learners?		5.65 / 1.29			5.69 / 1.28		-0.04
64. Institution's commitment to under-represented populations?		5.93 / 1.28			5.92 / 1.35		0.01
65. Institution's commitment to commuters?		5.68 / 1.30			5.60 / 1.32		0.08
66. Institution's commitment to students with disabilities?		5.76 / 1.28			5.76 / 1.26		0.00

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

### Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>SAFETY AND SECURITY</b>	6.52	5.53 / 1.07	0.99	6.51	5.50 / 1.09	1.01	0.03
7. Security staff respond quickly in emergencies.	6.57	5.84 / 1.30	0.73	6.62	5.93 / 1.20	0.69	-0.09
15. Parking lots are well-lighted and secure.	6.46	4.85 / 1.71	1.61	6.40	4.80 / 1.65	1.60	0.05
20. The campus is safe and secure for all students.	6.68	5.76 / 1.27	0.92	6.70	5.65 / 1.30	1.05	0.11
26. The amount of student parking space on campus is adequate.	6.36	5.70 / 1.46	0.66	6.34	5.68 / 1.39	0.66	0.02

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>SERVICE EXCELLENCE</b>	6.49	5.21 / 1.27	1.28	6.48	5.22 / 1.23	1.26	-0.01
2. The personnel involved in registration are helpful.	6.62	5.21 / 1.53	1.41	6.57	5.27 / 1.36	1.30	-0.06
17. The campus staff are caring and helpful.	6.57	5.66 / 1.30	0.91	6.54	5.55 / 1.35	0.99	0.11
39. Administrators are approachable to students.	6.26	5.44 / 1.50	0.82	6.25	5.39 / 1.50	0.86	0.05
44. Students seldom get the "run-around" when seeking information on this campus.	6.56	4.38 / 1.74	2.18	6.57	4.35 / 1.71	2.22	0.03
47. Channels for expressing student complaints are readily available.	6.41	5.29 / 1.80	1.12	6.46	5.50 / 1.49	0.96	-0.21

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

## Institutional Summary

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

Scale/Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
<b>STUDENT CENTEREDNESS</b>	6.51	5.59 / 1.19	0.92	6.46	5.49 / 1.25	0.97	0.10
12. The college shows concern for students as individuals.	6.59	5.50 / 1.48	1.09	6.47	5.38 / 1.49	1.09	0.12
17. The campus staff are caring and helpful.	6.57	5.66 / 1.30	0.91	6.54	5.55 / 1.35	0.99	0.11
24. Students are made to feel welcome on this campus.	6.62	5.73 / 1.31	0.89	6.56	5.62 / 1.33	0.94	0.11
39. Administrators are approachable to students.	6.26	5.44 / 1.50	0.82	6.25	5.39 / 1.50	0.86	0.05

\* 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 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
1. Faculty care about students as individuals.	6.65	5.87 / 1.10	0.78	6.69	5.91 / 1.12	0.78	-0.04
2. The personnel involved in registration are helpful.	6.62	5.21 / 1.53	1.41	6.57	5.27 / 1.36	1.30	-0.06
3. Academic advisors are approachable.	6.62	5.24 / 1.54	1.38	6.63	5.62 / 1.26	1.01	-0.38 *
4. Adequate financial aid is available for most students.	6.58	5.73 / 1.24	0.85	6.57	5.58 / 1.28	0.99	0.15
5. Classes are scheduled at times that are convenient for students.	6.56	5.40 / 1.44	1.16	6.49	5.18 / 1.41	1.31	0.22
6. Internships or practical experiences are provided in each degree/certificate program.	6.01	4.68 / 1.67	1.33	5.78	4.67 / 1.54	1.11	0.01
7. Security staff respond quickly in emergencies.	6.57	5.84 / 1.30	0.73	6.62	5.93 / 1.20	0.69	-0.09
8. Academic advisors help students set goals to work toward.	6.46	4.93 / 1.62	1.53	6.48	5.16 / 1.40	1.32	-0.23
9. Financial aid awards are announced to students in time to be helpful in college planning.	6.47	5.37 / 1.38	1.10	6.53	5.18 / 1.35	1.35	0.19
10. Library resources and services are adequate.	6.38	6.11 / 1.19	0.27	6.43	5.98 / 1.09	0.45	0.13
11. Students are able to register for classes they need with few conflicts.	6.54	4.96 / 1.52	1.58	6.46	4.87 / 1.52	1.59	0.09
12. The college shows concern for students as individuals.	6.59	5.50 / 1.48	1.09	6.47	5.38 / 1.49	1.09	0.12
13. The quality of instruction students receive in most classes is excellent.	6.66	5.73 / 1.17	0.93	6.67	5.76 / 1.11	0.91	-0.03
14. Financial aid counselors are helpful.	6.51	5.42 / 1.33	1.09	6.55	5.45 / 1.42	1.10	-0.03
15. Parking lots are well-lighted and secure.	6.46	4.85 / 1.71	1.61	6.40	4.80 / 1.65	1.60	0.05

\* 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 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
16. Academic advisors are concerned about students' success as individuals.	6.48	5.23 / 1.53	1.25	6.58	5.50 / 1.24	1.08	-0.27
17. The campus staff are caring and helpful.	6.57	5.66 / 1.30	0.91	6.54	5.55 / 1.35	0.99	0.11
18. Faculty are fair and unbiased in their treatment of individual students.	6.64	5.69 / 1.24	0.95	6.59	5.81 / 1.07	0.78	-0.12
19. The career services office provides students with the help they need to get a job.	6.43	4.00 / 2.09	2.43	6.27	4.33 / 1.64	1.94	-0.33
20. The campus is safe and secure for all students.	6.68	5.76 / 1.27	0.92	6.70	5.65 / 1.30	1.05	0.11
21. Academic advisors are knowledgeable about program requirements.	6.64	4.93 / 1.62	1.71	6.66	4.95 / 1.81	1.71	-0.02
22. Computer labs are adequate and accessible.	6.56	5.80 / 1.32	0.76	6.57	5.80 / 1.35	0.77	0.00
23. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.51	5.23 / 1.44	1.28	6.47	5.20 / 1.47	1.27	0.03
24. Students are made to feel welcome on this campus.	6.62	5.73 / 1.31	0.89	6.56	5.62 / 1.33	0.94	0.11
25. The student center is a comfortable place for students to spend their leisure time.	6.11	4.89 / 1.67	1.22	6.01	5.47 / 1.28	0.54	-0.58 ***
26. The amount of student parking space on campus is adequate.	6.36	5.70 / 1.46	0.66	6.34	5.68 / 1.39	0.66	0.02
27. Academic advisors are knowledgeable about the transfer requirements of other schools.	6.54	4.87 / 1.70	1.67	6.59	5.04 / 1.55	1.55	-0.17
28. Admissions staff are knowledgeable.	6.54	5.48 / 1.48	1.06	6.61	5.38 / 1.41	1.23	0.10
29. The equipment in the lab facilities is kept up to date.	6.42	4.74 / 1.80	1.68	6.53	4.84 / 1.68	1.69	-0.10
30. Class change (drop/add) policies are reasonable.	6.37	5.91 / 1.20	0.46	6.43	5.57 / 1.39	0.86	0.34 *

\* 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 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
31. This institution has a good reputation within the community.	6.54	4.87 / 1.53	1.67	6.61	3.87 / 1.83	2.74	1.00 ***
32. Faculty provide timely feedback about student progress in their courses.	6.50	5.48 / 1.46	1.02	6.63	5.66 / 1.16	0.97	-0.18
33. There are adequate services to help students decide upon a career.	6.38	4.26 / 1.97	2.12	6.40	4.56 / 1.68	1.84	-0.30
34. Counseling staff care about students as individuals.	6.48	5.39 / 1.49	1.09	6.52	5.50 / 1.34	1.02	-0.11
35. Tutoring services are readily available.	6.52	5.71 / 1.45	0.81	6.61	5.85 / 1.31	0.76	-0.14
36. This school does whatever it can to help students reach their educational goals.	6.54	5.40 / 1.41	1.14	6.59	5.46 / 1.40	1.13	-0.06
37. The assessment and course placement procedures are reasonable.	6.31	5.57 / 1.35	0.74	6.39	5.53 / 1.11	0.86	0.04
38. The business office is open during hours which are convenient for most students.	6.43	5.92 / 1.32	0.51	6.44	5.76 / 1.21	0.68	0.16
39. Administrators are approachable to students.	6.26	5.44 / 1.50	0.82	6.25	5.39 / 1.50	0.86	0.05
40. Nearly all of the faculty are knowledgeable in their fields.	6.68	6.24 / 1.00	0.44	6.73	6.19 / 0.90	0.54	0.05
41. New student orientation services help students adjust to college.	6.24	5.47 / 1.50	0.77	6.38	5.40 / 1.34	0.98	0.07
42. Billing policies are reasonable.	6.39	5.87 / 1.13	0.52	6.39	5.59 / 1.16	0.80	0.28
43. Faculty are usually available after class and during office hours.	6.57	6.02 / 1.18	0.55	6.55	5.92 / 1.07	0.63	0.10
44. Students seldom get the "run-around" when seeking information on this campus.	6.56	4.38 / 1.74	2.18	6.57	4.35 / 1.71	2.22	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 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
45. Nearly all classes deal with practical experiences and applications.	6.14	5.36 / 1.38	0.78	6.11	5.35 / 1.31	0.76	0.01
46. Program requirements are clear and reasonable.	6.58	5.68 / 1.34	0.90	6.63	5.67 / 1.20	0.96	0.01
47. Channels for expressing student complaints are readily available.	6.41	5.29 / 1.80	1.12	6.46	5.50 / 1.49	0.96	-0.21
48. On the whole, the campus is well-maintained.	6.44	4.89 / 1.73	1.55	6.54	4.72 / 1.83	1.82	0.17
49. There is a good variety of courses provided on this campus.	6.52	5.36 / 1.53	1.16	6.51	5.34 / 1.48	1.17	0.02
50. Students are able to experience intellectual growth here.	6.63	5.93 / 1.21	0.70	6.75	5.87 / 1.21	0.88	0.06
51. Campus item 1							
52. Campus item 2							
53. Campus item 3							
54. Campus item 4							
55. Campus item 5							
56. Campus item 6							
57. Campus item 7							
58. Campus item 8							
59. Campus item 9							
60. Campus item 10							
61. Institution's commitment to part-time students?		5.69 / 1.28			5.73 / 1.29		-0.04
62. Institution's commitment to evening students?		5.35 / 1.50			5.36 / 1.49		-0.01

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

## Institutional Summary

### Items: In Sequential Order

Item	April 2018			April 2016			Mean Difference
	Importance	Agreement / SD	Performance Gap	Importance	Agreement / SD	Performance Gap	
63. Institution's commitment to older, returning learners?		5.65 / 1.29			5.69 / 1.28		-0.04
64. Institution's commitment to under-represented populations?		5.93 / 1.28			5.92 / 1.35		0.01
65. Institution's commitment to commuters?		5.68 / 1.30			5.60 / 1.32		0.08
66. Institution's commitment to students with disabilities?		5.76 / 1.28			5.76 / 1.26		0.00
67. Cost as factor in decision to enroll.	6.34			6.36			
68. Financial aid as factor in decision to enroll.	6.27			6.25			
69. Academic reputation as factor in decision to enroll.	6.06			5.83			
70. Size of institution as factor in decision to enroll.	5.05			5.23			
71. Opportunity to play sports as factor in decision to enroll.	3.47			3.65			
72. Recommendations from family/friends as factor in decision to enroll.	5.72			5.71			
73. Geographic setting as factor in decision to enroll.	5.99			6.08			
74. Campus appearance as factor in decision to enroll.	5.38			5.06			
75. Personalized attention prior to enrollment as factor in decision to enroll.	5.89			5.95			

\* 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 2018	April 2016	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.55	Average: 4.63	-0.08
1=Much worse than expected	1%	1%	
2=Quite a bit worse than I expected	0%	0%	
3=Worse than I expected	7%	4%	
4=About what I expected	48%	43%	
5=Better than I expected	24%	32%	
6=Quite a bit better than I expected	8%	12%	
7=Much better than expected	8%	5%	
Rate your overall satisfaction with your experience here thus far.	Average: 5.28	Average: 5.37	-0.09
1=Not satisfied at all	0%	1%	
2=Not very satisfied	1%	1%	
3=Somewhat dissatisfied	9%	5%	
4=Neutral	8%	9%	
5=Somewhat satisfied	28%	24%	
6=Satisfied	40%	45%	
7=Very satisfied	11%	11%	
All in all, if you had to do it over, would you enroll here again?	Average: 5.73	Average: 5.69	0.04
1=Definitely not	2%	1%	
2=Probably not	0%	1%	
3=Maybe not	1%	1%	
4=I don't know	10%	9%	
5=Maybe yes	14%	14%	
6=Probably yes	42%	44%	
7=Definitely yes	28%	25%	