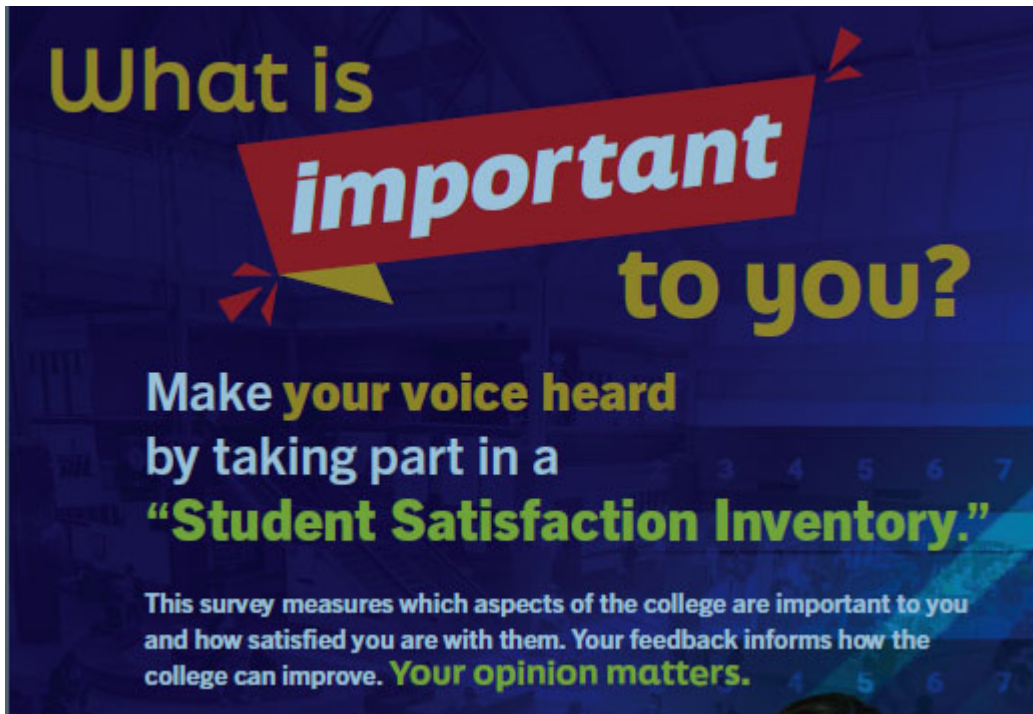


Executive Summary

Ruffalo Noel Levitz Student Satisfaction Inventory: 2022
Collin College

An advertisement for a student satisfaction survey. The background is dark blue with faint grid lines and numbers. A red banner with white text says 'important'. The text 'What is' and 'to you?' is in yellow. The main text 'Make your voice heard by taking part in a "Student Satisfaction Inventory."' is in white and yellow. A smaller text block at the bottom explains the survey's purpose in white and yellow.

What is
important
to you?

Make **your voice heard**
by taking part in a
"Student Satisfaction Inventory."

This survey measures which aspects of the college are important to you and how satisfied you are with them. Your feedback informs how the college can improve. **Your opinion matters.**

Advertisement developed by Collin's Communications Office

Prepared by
Nasreen Ahmad
Director, Institutional Research

January 4, 2023

Executive Summary

Ruffalo Noel Levitz Student Satisfaction Inventory: 2022

Collin College

ABOUT THE SURVEY

To understand and monitor what matters most to its students and how satisfied they are with various aspects of their educational experience, Collin College administers the Ruffalo Noel Levitz's (RNL) Student Satisfaction Inventory (SSI) to a representative sample of students every other spring semester. In February 2022, utilizing the Ruffalo Noel Levitz online services, an electronic survey was administered to 12,000 randomly sampled students enrolled in spring 2022 using their Collin email addresses; the sample excluded the first-time freshman, first-time transfers-in, dual credit students, and home-schooled students. In an effort to improve the response rate, the survey was advertised via Collin's TV monitors, flyers, and Cougar Connect with the collaboration of Collin's Public Relations department¹. The Student and Enrollment Services Division placed posters/flyers on all Collin campuses. A total of 939 completed responses were obtained in 2022² yielding a response rate of 7.8% exceeding the roughly 600 responses that were required to generalize to the student body as a whole. Assuming that responding students were representative of all students, the completed sample size of 939 allows generalization to the overall student population with a 95 percent confidence and a margin of error of plus or minus 3.5 percent.

Using over 100 items, the SSI asks students to indicate the levels of importance they placed on specific educational experiences, activities, and services along with the degree of satisfaction they associated with each. Students rated each item on a



Figure 1. Performance gap.

7-point Likert-type scale, where “7” represented the most positive rating. The use of dual importance-satisfaction scales allows institutions to rate satisfaction within the context of importance. The difference between the importance and the satisfaction scores produces what Ruffalo Noel Levitz refers to as the “**performance gap**.” The smaller the gap—i.e., the smaller the difference between how important students rate an item and their

¹ The image on the title page was developed by the Communications Office for the TV monitors across the District.

² To ensure adequate number of responses, an announcement email blast was sent via the Communications Office to all students informing them about the upcoming survey, its importance to the College, and requesting them to respond while assuring them that this survey was not spam. Besides the announcement email, eight timed reminders were sent to elicit responses.

satisfaction level—the better the institution presumably is doing in meeting students’ expectations. Larger gaps suggest areas where institutions can focus their improvement efforts, especially when larger gaps are associated with areas that students deem relatively important.

DEMOGRAPHICS

Sixty-two percent of the respondents were females. Compared to 2020, a lower percentage of males responded in 2022 (38 vs. 32). Four new gender options were introduced in 2022 and two percent of respondents identified themselves as nonbinary. More than half of the respondents (57 percent) were 19 to 24 years of age. In terms of respondents’ educational goals, 52 percent were interested in obtaining an associate’s degree, and another 29 percent intended to transfer to a university. In 2022, the intention to transfer was five percentage points lower than in 2020. Without implying causality, this could be a reflection of Collin’s focus on program completion. Twenty-nine and 30 percent respectively were employed full and part-time off-campus. Over 37 percent were unemployed. An overwhelming majority of respondents were classified as in-state students (91%). One-third of the respondents were from Plano Campus and one-fourth were from the Frisco Campus. Twelve percent were online only; an increase of 10 percentage points from 2020³.

FACTORS IN THE DECISION TO ENROLL AT COLLIN

Table 1 compares the factors in the decision to enroll at Collin with the national peer group and with the regional peer group. In 2022, besides the usual national comparison group, RNL added a regional comparison group, the Southern region peer group⁴. The top three deciding enrollment factors for Collin as well as the two peer groups were cost, financial

Table 1. *Factors in Decision to Enroll in 2022: Collin Vs. National & Southern Peers*

Factors in Decision to Enroll	Collin	National Peers ^a	Southern Peers ^b
87. Cost	87%	85%	85%
88. Financial Aid	79%	81%	83%
89. Academic Reputation	77%	74%	77%
93. Geographic Setting	76%	67%	69%
95. Personalized Attention Prior to Enrollment	65%	64%	67%
94. Campus Appearance	59%	59%	62%
90. Size Of Institution	58%	57%	59%
92. Recommendations From Friends	56%	55%	59%
91. Opportunity To Play Sports	40%	36%	40%

Note.

Green fill indicates the highest percentage.

Pink fill indicates the lowest percentage.

^a National Peer Means are based on 100,104 records.

^b Southern Peer Means are based on 37,943 records.

³ The 2020 survey administration started in middle of February 2020 before the declaration of the COVID-19 as a pandemic.

⁴ The National peers comprise of 131 institutions including Collin, whereas, the Southern Peers comprises of 41 institutions including Collin College. The data for the peer groups includes three academic years of data for students who completed the RNL.

aid, and academic reputation. As opposed to both peers, the highest percentage (87%) of students decided to enroll at Collin because of tuition costs. A comparison of 2020 and 2022 data indicates that not only does cost continue to be the key factor in the decision to enroll but a higher percentage of students (85 vs. 87 percent) were motivated by tuition costs to enroll at Collin in 2022 (Table 1). Financial Aid is the second most important factor in the decision to enroll at Collin as well as at the two peers but compared to the National (81 percent) and Southern peers (83 percent) lowest percentage (79) of students enrolled at Collin because of financial aid. The next two deciding factors to enroll were Academic Reputation and Geographic Setting.

It is noteworthy that the opportunity to play sports at Collin as a deciding factor in enrollment increased by five percentage points between 2020 and 2022 (from 35 percent to 40 percent). This increase may reflect some degree of success stemming from Collin’s decision to initiate an intramural sports program. Students who decided to enroll at the National peer institutions to avail the opportunity to play sports were below Collin and Southern peers by four percentage points. Figure 2 presents the importance scores for the factors in the decision to enroll at Collin over the last five years.

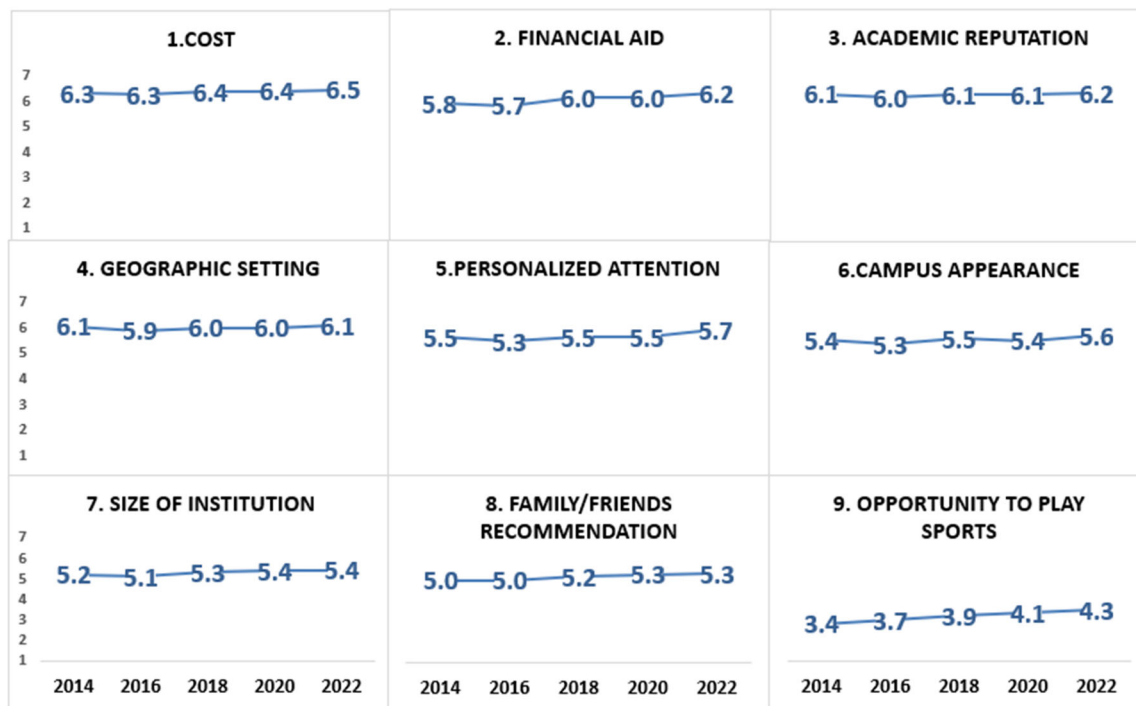


Figure 2. Factors in decision to enroll at Collin (mean importance scores on 7-point scale) 2014- 2022.

Note. Factors in the decision to enroll in 2022 are presented sequentially in descending order of importance in charts from 1 till 9.

WHETHER COLLIN WAS THE FIRST CHOICE?

Almost three-fourths of the students identified Collin as their first-choice institution in 2022. Data from the past five RNL administrations indicate that respondents selecting Collin as their first choice declined from 79 percent in 2014 to 74 percent in 2018 and increased to 78 percent during the COVID-19 pandemic in 2020 dipping again to 74 percent in 2022. The decline of 4 percentage points between 2020 and 2022 could be associated with the ebbing of COVID-19 encouraging students/families to attend more preferred institutions. Considering the numerous college options in the area, the fact that 74 percent selected Collin as their first choice in 2022 is still positive; and it is 3 percentage points higher than that for National Peers⁵ (71 percent).



Figure 3. Respondents saying Collin was their first choice (in percent): 2014 through 2022.

STUDENTS' OVERALL COLLEGE EXPERIENCE: COLLIN VS. PEERS

Figure 4 presents results for the three SSI summary items (96, 97 & 98) that gauge the bottom line overview of how students felt about their overall college experience. It is noteworthy that, except for items 96 and 97 in 2016, Collin's average response scores for the three summary items were higher, and in most cases significantly higher (dark green cells in Figure 4) than those for peer institutions. These results are reassuring in view of the fact that the SSI was administered in

	2014		2016		2018		2020		2022		Southern Peers
	Collin	Peers	Collin	Peers	Collin	Peers	Collin	Peers	Collin	Peers	
96. So far, how has your college experience met your expectations?	4.98	4.86	4.83	4.87	5.05	4.92	5.14	4.98	5.14	5.04	5.08
97. Rate your overall satisfaction with your experience here thus far.	5.64	5.51	5.47	5.52	5.67	5.55	5.66	5.58	5.66	5.62	5.64
98. All in all, if you had to do it over, would you enroll here again?	6.05	5.74	5.83	5.75	6.09	5.78	6.09	5.83	6.07	5.90	5.92

Dark green fill indicates significantly higher than peers.
 Light green fill indicates higher than peers but not significant.
 Pink fill indicates lower than peers but not significant.

Figure 4. Students' Overall College Experience: Collin Vs. Peers — 2014 through 2022 (gauged by average scores for responses to RNL items 96, 97, and 98)

the wake of unprecedented disruptive circumstances in which the College was forced to undertake a rapid conversion of all classes to an online format in response to the COVID-19 crisis, and in 2022 the educational environment was adjusting to a new post-COVID normal. The results suggest that Collin, by and large, continues to meet the expectations of its students.

⁵ Data about institutional choice was not computed by RNL for the Southern Peers prior to 2022.

COMPARISON OF SATISFACTION SCORES: COLLIN VS. PEERS

The items on the SSI are grouped to form 12 scales⁶. A big picture emerges by comparing the mean satisfaction for Collin to those of **national** and **regional** peers (Figure 4). The 2022 data, indicates that Collin students were more satisfied with their College experiences, activities, and services as measured by these 12 scales than were students at the **national** peer institutions (red). Not only were satisfaction ratings higher for every scale, but the differences were also statistically significant for 10 out of 12 scales. Comparison with **regional southern** peers (green bars) indicates a similar pattern; the students' at Collin had higher satisfaction ratings for 10 scales, equal for one scale, and the differences were statistically significantly higher for eight out of 12 scales. Academic Advising/Counseling was the only scale where regional peers had a higher satisfaction rating. A **comparison of 2022 and 2020** data indicates that students were more satisfied in 2022 as expressed by all 12 scales. "Safety and Security", and "Admissions and Financial Aid" had statistically significant increases (Appendix Table I).

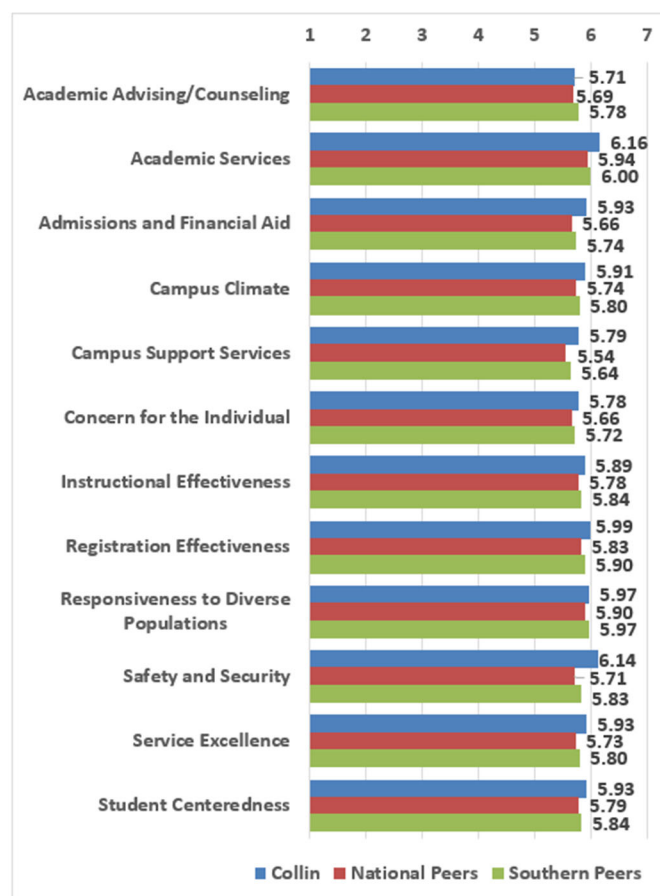


Figure 4. Comparison of 2022 mean satisfaction scores for 12 scales for Collin vs. National and Regional peers

⁶ 1. **Academic Advising/Counseling**: assesses the comprehensiveness of academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.
 2. **Academic Services**: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas etc.
 3. **Admissions and Financial Aid**: assesses the ability to enroll students in an effective manner. It includes competence and knowledge of admissions staff as well as effectiveness and availability of financial aid programs.
 4. **Campus Climate**: assesses the extent to which the College provides experiences that promote a sense of campus pride and feelings of belonging.
 5. **Campus Support Services**: assess the quality of support programs and services which students utilize to make their educational experiences more meaningful and productive.
 6. **Concern for the Individual**: assesses commitment to treating each student as an individual.
 7. **Instructional Effectiveness**: assesses students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence
 8. **Registration Effectiveness**: assesses issues associated with registration and billing.
 9. **Responsiveness to Diverse Populations**: assesses commitment to specific groups of students enrolled at the College; e.g., under-represented populations; students with disabilities; etc.
 10. **Safety and Security**: assesses the College's responsiveness to students' personal safety and security on campus.
 11. **Service Excellence**: assesses the perceived attitude of the College's staff, especially front-line staff, toward students.
 12. **Student Centeredness**: assesses the College's efforts to convey to students that they are important to the College. This scale measures the extent to which students feel welcome and valued.

IMPORTANCE AND SATISFACTION SCALES RANKINGS: COLLIN 2022

Figure 5 visualizes the relationships between perceived importance and satisfaction for each scale for the 2022 administration. The left side of the diagram ranks the importance scores for 11 scales⁷ in descending order of importance whereas the right side of the diagram ranks the satisfaction scores for the 11 scales in descending order of satisfaction. The thickness of the lines linking the two columns illustrates the magnitudes of the differences in rank. For instance, the widest line is for “Academic Advising/Counseling” which ranked 5th on importance but 11th on satisfaction. “Safety and Security” and “Registration Effectiveness” have the thinnest lines; they were respectively ranked 2nd and 3rd on importance and 1st and 2nd on satisfaction.

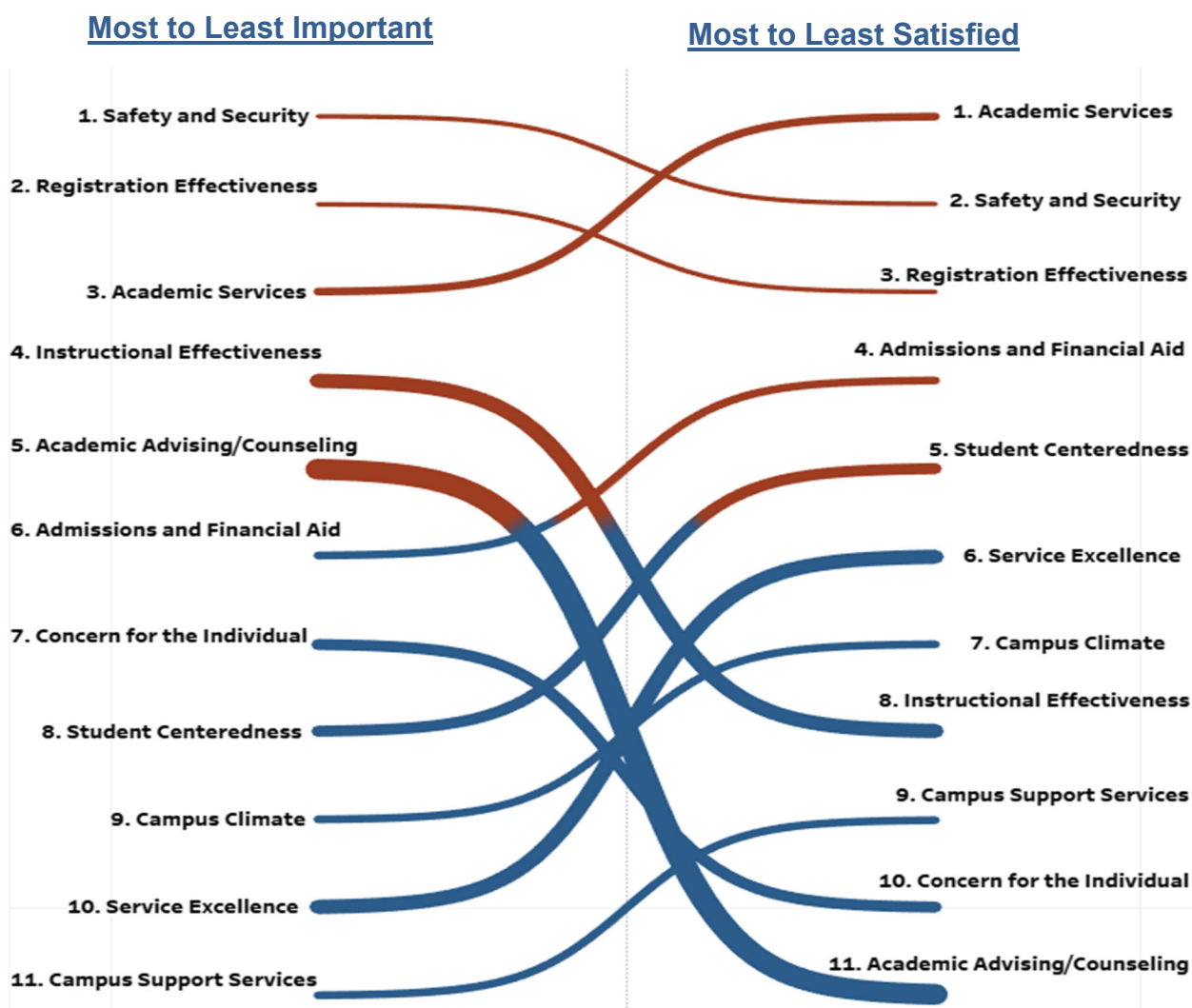


Figure 5. Collin’s Importance (left) and Satisfaction scales (right) in descending order of students’ perceived importance and satisfaction: 2022

⁷ Only 11 scales are visualized because the “Responsiveness to Diverse Populations” scale captures data only on one dimension (Satisfaction). Therefore, this scale is not included in the above visualization.

SCALE WITH THE HIGHEST IMPORTANCE: SAFETY AND SECURITY

“Safety and Security” was deemed most important by Collin students in 2022 (6.48) as was in 2020 (6.44). Collin’s emphasis on “Safety and Security” in its current master plan suggests that Collin’s administration shares its students’ commitment. There was a statistically significant jump in satisfaction with “Safety and Security” between 2020 (5.77) and 2022 (6.14). Satisfaction with Collin’s “Safety and Security” climbed to 2nd position in 2022 from 7th position in 2020 (Fig. 5).

- Out of the five items listed under the “Safety and Security” scale, four had statistically significant increases in 2022 compared to 2020 at varying levels of significance. Two items, “Campuses were safe and secure for all students” and “Security staff respond quickly in emergencies,” were underscored as strengths for Collin both in 2022 and 2020.
- Compared to **National Peers**, not only do Collin students place higher importance on Safety and Security (6.48 vs. 6.32 for peers) but they also expressed higher levels of satisfaction with “Safety and Security” (6.14 vs. 5.71); a difference that was significantly higher for Collin⁸. All items under the “Safety and Security” scale had statistically higher satisfaction compared to national peers.
- A similar pattern was observed when Collin was compared to **Regional Southern Peers**. Not only did Collin students place higher importance on Safety and Security (6.48 vs. 6.38) they also expressed significantly⁹ higher levels of satisfaction with “Safety and Security” (6.14 vs. 5.83). All items under “Safety and Security” had statistically higher satisfaction compared to the Regional Southern Peers.

SCALE WITH LOWEST SATISFACTION: ACADEMIC ADVISING

Of the 12 scales, Collin’s Academic Advising had the lowest mean satisfaction score. Historically, students at peer institutions were significantly more satisfied with their Academic Advising than were Collin students. Figure 6 plots the differences between the

⁸ Significance was at 0.001 level.

⁹ Significance was at 0.001 level.

mean satisfaction scores for Collin and National Peers for the Advising Scale, and, it is encouraging to note that the gap in satisfaction scores between Collin and national peer institutions has been narrowing over time.¹⁰ A negative value (below the red line) indicates that the peer’s satisfaction with Advising was higher than that of Collin students and a positive value (above the red line) indicates that Collin students were more satisfied. In 2018, for the first time, Collin students were significantly more satisfied with their Academic Advising compared to National Peers and the positive trend continues though the difference seems to be narrowing. The overall improvement in satisfaction with Advising could be a manifestation of numerous initiatives under the umbrella of Collin’s Quality Enhancement Plan (QEP). Collin needs to ensure that the positive measures undertaken under the QEP do not fade and that Collin continues to exceed the mean satisfaction scores of its National Peers for Advising.

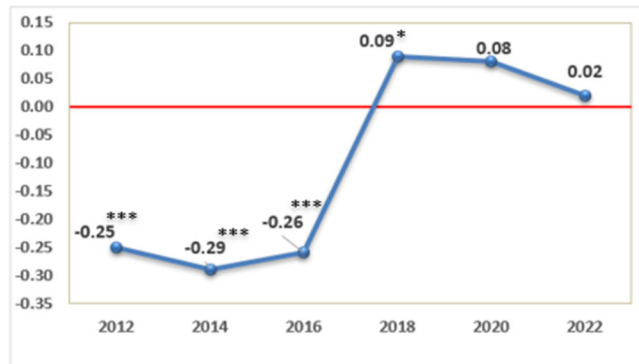


Figure 6. Differences between Collin and peer’s mean satisfaction scores by year of SSI administration.

Note. Three asterisks indicate that differences were statistically significant at .001 level, two asterisks indicate the .01 level, one asterisk indicates the .05 level and no asterisks indicates no significant difference.

STRENGTHS AND CHALLENGES

Collin’s **strengths** are reflected in those SSI items which were rated by students as having both high importance and high levels of satisfaction. In other words, these are the areas that matter most to Collin's students and where Collin is meeting their expectations. The **challenges** are posed by those SSI items which were rated by students as having high importance but low satisfaction scores, i.e., those items with large performance gaps. In other words, these are the areas where Collin can make improvements. Overall, 16 items were identified as strengths for Collin (green star) and 11 as challenges (red flag). Table 2 lists strengths¹¹ and challenges¹² in descending order of importance. For details of strengths and challenges at the scale level, see Appendix Table II.

¹⁰ Because the area of Advising has consistently been viewed relatively negatively by students over the years that SSI has been administered, the College chose to focus its SACSCOC Quality Enhancement Plan (QEP) on improving the quality of its advising.

¹¹ “**Strengths** are items with high importance and high satisfaction. They are specifically identified as items above the mid-point in importance (top half) and upper quartile (25 percent) of the satisfaction score.” (Ruffalo Noel-Levitz)

¹² “**Challenges** are items with high importance and low satisfaction or a large performance gap. Challenges are identified as items above the midpoint in importance (top half) and in the lower quartile (25%) of satisfaction scores or items above the midpoint in importance (top half) and in the top quartile (25%) of the performance gap scores. (Ruffalo Noel-Levitz)

“**The performance gap** score is the discrepancy between what students expect and their level of satisfaction with the current situation.” (Ruffalo Noel-Levitz)

Table 2. *Items Identified as Strengths and Challenges for Collin in 2022*

★ STRENGTHS	🔴 CHALLENGES
The campus is safe and secure for all students. (Item 31)	Faculty provide timely feedback about student progress in a course. (Item 46)
Nearly all of the faculty are knowledgeable in their fields. (Item 58)	Academic support services adequately meet the needs of students. (Item 55)
I am able to experience intellectual growth here. (Item 70)	I am able to select necessary courses for my degree/certificate without assistance from an advisor. (Campus Item 75)
There is a good variety of courses provided on this campus. (Item 69)	My academic advisor is knowledgeable about the transfer requirements of other schools. (Item 40)
Security staff respond quickly in emergencies. (Item 11)	My academic advisor is knowledgeable about my program requirements. (Item 32)
I can easily find information about my tuition charges each semester. (Campus Item 71)	Classes are scheduled at times that are convenient for me. (Item 8)
Students are made to feel welcome on this campus. (Item 36)	This school does whatever it can to help me reach my educational goals. (Item 52)
There are convenient ways of paying my school bill. (Item 51)	I can easily find information I need at the Collin College website. (Campus Item 73)
Admissions staff are knowledgeable. (Item 41)	The quality of instruction I receive in most of my classes is excellent. (Item 18)
Library resources and services are adequate. (Item 14)	I am able to register for classes I need with few conflicts. (Item 15)
On the whole, the campus is well-maintained. (Item 68)	I am clear about the next steps for completing my degree/certificate requirements. (Campus Item 76)
The equipment in the lab facilities is kept up to date. (Item 42)	
People on this campus respect and are supportive of each other. (Item 22)	
The campus staff are caring and helpful. (Item 27)	
Faculty are usually available after class and during office hours. (Item 61)	
Computer labs are adequate and accessible. (Item 34)	

Note. Institutional items are bolded.

INSTITUTIONAL ITEMS

Out of the 10 institutional items added to Ruffalo Noel Levitz’s SSI by Collin administrators, there was an improvement in the satisfaction scores for seven items between 2020 and 2022. Satisfaction with, “I know about the academic and career planning resources available on the Collin website” was statistically significantly higher than in 2020. The item, “Veteran services at Collin meet my needs” experienced a decline in satisfaction. In 2022, the highest satisfaction was expressed with the ease of finding information about tuition charges (6.22); availability of appropriate technical assistance to support virtual learning (5.99), consulting a faculty advisor as part of the academic advising process (5.85), and veteran services (5.85). While comparing the results of 2020 with the 2022 administration, it should be kept in mind that the 2020 survey was

administered amid a pandemic when College transitioned to an online learning environment. Moreover, items 72 and 80 were replaced with new items in 2022¹³. No change was computed for the new items. One campus item was identified as a strength and three items as challenges and are bolded in Table 2. A total of 536 open-ended comments¹⁴ were obtained which are presented in a separate report.

HOW LIKELY STUDENTS WOULD RECOMMEND COLLIN?

One way to assess how students view Collin is by gauging their “loyalty” to the College. This is akin to customer loyalty in marketing research and can be measured via a Net Promoter Score¹⁵ (NPS). NPS was estimated using responses to the question, “How likely is it that you would recommend our institution to a friend or colleague,” where 0 represented “not at all likely” and 10 represented “extremely likely.” An NPS was obtained by subtracting the 0 to 6 responses (detractors) from 9 or 10 response scores (promoters). The NPS score for Collin declined from 38 in 2020 to 30 in 2022. Even though Collin students are more satisfied in 2022 than they were in 2020, the percentage of promoters who are likely to make positive referrals declined by four percentage points between 2020 and 2022 (55 to 51 percent). Since the 2020 RNL administration was in the spring of 2020 during COVID, the comparison may be impacted by the prevailing environment. Still, Collin may want to monitor NPS as positive referrals are likely to drive future enrollments. Collin may also wish to monitor the enrollment factor, “recommendations from family/friends” as that can impact students' decisions to enroll. In 2022, 56% of the respondents considered recommendations from family and friends in their decision to enroll. Hence the promoters can have a substantial influence on the decision to enroll at Collin.

¹³ The item 72, “Appropriate technical assistance is available to support virtual learning,” replaced the 2020 item, “Collin College provides adequate resources to support students who face academic challenges. The item 80, “I know someone at Collin College who can help me if I run into any academic problems” replaced the 2020 item, “The space where academic advisors meet with students is adequate.”

¹⁴ A total of 536 comments were received. Due to staff turn around, thematic analysis could not be undertaken.

¹⁵ A Net Promoter Score (NPS) is a metric widely used in marketing for measuring customer satisfaction and loyalty. NPS can range from -100 to +100. According to the creators of NPS metric, anything above 0 is good, above 20 is great, above 50 is amazing. Ruffalo Noel Levitz started collecting NPS data at the end of 2017-2018 academic year.

APPENDICES

APPENDIX TABLE I

Comparison of Collin's Mean Satisfaction Scores for 12 Scales: 2022 vs 2020

Scale	2022	2020	Difference	Significance
Academic Advising/Counseling	5.71	5.66	0.05	
Academic Services	6.16	6.08	0.08	
Admissions and Financial Aid	5.93	5.76	0.17	**
Campus Climate	5.91	5.82	0.09	
Campus Support Services	5.79	5.72	0.07	
Concern for the Individual	5.78	5.69	0.09	
Instructional Effectiveness	5.89	5.82	0.07	
Registration Effectiveness	5.99	5.93	0.06	
Responsiveness to Diverse Populations	5.97	5.94	0.03	
Safety and Security	6.14	5.77	0.37	***
Service Excellence	5.93	5.83	0.1	
Student Centeredness	5.93	5.84	0.09	

** Difference statistically significant at .01 level

*** Difference statistically significant at .001 level

APPENDIX TABLE II

The individual items which were identified as Collin's strengths or challenges for each scale are listed in descending order of each scales' importance. Collin's **strengths** are reflected in those items which were rated by students as having both high importance and high levels of satisfaction. These are assigned a green star below. The **challenges** are posed by items with high importance and low satisfaction scores; i.e., those with large performance gaps. These are flagged in red and represent challenges that Collin may wish to address in some fashion. The percentage of respondents who gave ratings of 6 or 7 to an item on the dual importance-satisfaction scale where 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied" are presented in the parenthesis to give a sense of what percentage of students considered the item important and what percentage expressed satisfaction with the item. Because some items represent more than one scale, they appear under more than one scale.

Academic Advising/Counseling

- 🚩 32. My academic advisor is knowledgeable about my program requirements. (87% importance vs. 68% satisfaction)
- 🚩 40. My academic advisor is knowledgeable about the transfer requirements of other schools. (87% importance vs. 66% satisfaction)
- 🚩 52. This school does whatever it can to help me reach my educational goals. (88% importance vs. 71% satisfaction)

The number of items classified as challenges increased from two to three in 2022.

The following was not a challenge in 2020.

- 52. This school does whatever it can to help me reach my educational goals.

Academic Services

- ★ 14. Library resources and services are adequate. (87% importance vs. 83% satisfaction)
- ★ 34. Computer labs are adequate and accessible. (86% importance vs. 81% satisfaction)
- ★ 42. The equipment in the lab facilities is kept up to date. (87% importance vs. 80% satisfaction)
- 🚩 55. Academic support services adequately meet the needs of students (87% importance vs. 70% satisfaction)

The number of items classified as strengths declined from five to three in 2022. *The following were not a strength in 2022:*

- 14. Library staff are helpful and approachable
- 21. There are a sufficient number of study areas on campus.
- 50. Tutoring services are readily available.

Admissions and Financial Aid

- ★ 41. Admissions staff are knowledgeable. (88% importance vs. 78% satisfaction)

The items below were challenges in 2020 but not in 2022.

- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 20. Financial aid counselors are helpful.

Campus Climate

- ★ 22. People on this campus respect and are supportive of each other. (86% importance vs. 77% satisfaction)
- ★ 27. The campus staff is caring and helpful. (88% importance vs. 78% satisfaction)
- ★ 31. The campus is safe and secure for all students. (92% importance vs. 84% satisfaction)
- ★ 36. Students are made to feel welcome on this campus. (87% importance vs. 79% satisfaction)
- 🚩 52. This school does whatever it can to help me reach my educational goals. (88% importance vs. 71% satisfaction)

The following item was not a challenge in 2020 but it is in 2022.

- 52. This school does whatever it can to help me reach my educational goals.

The following item was a strength in 2020 but not in 2022.

- 45. This institution has a good reputation within the community.

Campus Support Services

No items were classified as strengths or challenges.

Concern for the Individual

No items were classified as strengths or challenges.

Instructional Effectiveness

- ★ 70. I am able to experience intellectual growth here. (90% importance vs. 81% satisfaction)
- ★ 58. Nearly all the faculty are knowledgeable in their fields. (91% importance vs. 78% satisfaction)
- ★ 69. There is a good variety of courses provided on this campus. (90% importance vs. 79% satisfaction)
- ★ 61. Faculty are usually available after class and during office hours. (86% importance vs. 80% satisfaction)
- 🚩 18. The quality of instruction I receive in most classes is excellent. (90% importance vs. 65% satisfaction)
- 🚩 46. Faculty provide timely feedback about student progress in a course. (86% importance vs. 68% satisfaction)

The number of items classified as challenges declined from three to two in 2022. *The following was not a challenge in 2022:*

- 23. Faculty are understanding of students' unique life circumstances.

Registration Effectiveness

- 🚩 8. Classes are scheduled at times that are convenient for me. (87% importance vs. 68% satisfaction)
- 🚩 15. I am able to register for classes I need with few conflicts. (90% importance vs. 69% satisfaction)
- ★ 51. There are convenient ways of paying my school bill. (88% importance vs. 80% satisfaction)

The following was a strength in 2020 but not in 2022.

60. Billing policies are reasonable.

Safety and Security

- ★ 11. Security staff respond quickly in emergencies. (88% importance vs. 79% satisfaction)
- ★ 31. The campus is safe and secure for all students. (92% importance vs. 84% satisfaction)

Service Excellence

- ★ 22. People on this campus respect and are supportive of each other. (86% importance vs. 77% satisfaction)
- ★ 27. The campus staff are caring and helpful. (88% importance vs. 78% satisfaction)

The following was a strength in 2020 but not in 2022.

26. Library staff are helpful and approachable.

Student Centeredness

- ★ 27. The campus staff are caring and helpful. (88% importance vs. 78% satisfaction)
- ★ 36. Students are made to feel welcome on this campus. (87% importance vs. 79% satisfaction)

The number of items classified as strengths increased from one to two in 2022

The following was not a strength in 2020.

27. The campus staff are caring and helpful