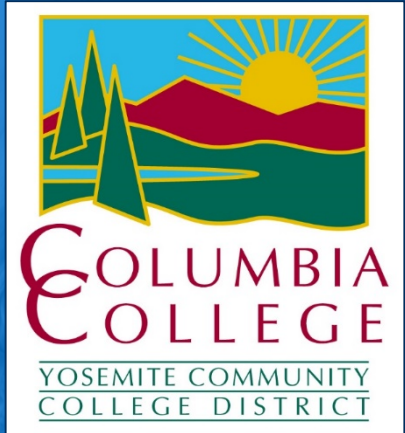


# Spring 2021 Pilot Student Satisfaction Inventory

## Survey Administration at Columbia College

### Summary Report July 1, 2021 (Final)



#### Survey Administrator

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# 1

## **Columbia College and the Student Satisfaction Inventory**

# Purpose

- Columbia College periodically surveys its students to gather feedback that supports continuous improvement and contributes to college planning
- While Columbia College researchers often write custom surveys for targeted segments of its student population, pre-written comprehensive survey products like the SSI offer standardized and pre-validated insights that are more efficient for surveying across all student segments at different cross sections of time

# Purpose

- The *Student Satisfaction Inventory* (SSI) is a theory-supported survey-based college planning tool available from Ruffalo Noel Levitz (RNL)
- Information about the *Student Satisfaction Inventory* (SSI), including copies of the survey instrument, can be found: <https://www.ruffalonl.com/complete-enrollment-management/student-success/student-satisfaction-assessment/student-satisfaction-inventory/>
- This summary slide-deck was adapted from a template provided by RNL, which is found <https://www.ruffalonl.com/enrollment-management-solutions/student-success/student-satisfaction-assessment/infographics/>



# Purpose

- Columbia College initially planned to begin administering the SSI to for-credit students starting in Spring 2020, but the first administration was postponed due to the increasing impacts of COVID-19 and California's consequent stay-at-home order
- While remote operations continued in Spring 2021, the college determined to administer the SSI regardless, using the opportunity to learn about its performance during the pandemic
- It was also an opportunity to explore the SSI's potential while using online-only convenience sampling (e.g., as opposed to asking instructors to volunteer class sessions for in-person data collection, which was precluded by the pandemic conditions)



# Purpose

- Because of the unusual circumstances in which the first SSI was conducted, Columbia College views the Spring 2021 survey administration as an instructive pilot, but will not necessarily rely on the outcomes as a formal baseline
- Columbia plans to repeat the SSI in Spring 2022, anticipating more normal conditions on campus as society moves past COVID-19, and the Spring 2022 implementation is intended to serve as a more formal baseline for strategic planning
- It will then repeat the implementation every second or third spring semester to track outcomes over time





# 2

## About the Student Satisfaction Inventory



# Student Satisfaction and Priorities

## Student Satisfaction Inventory™ (SSI)



## Definition of Satisfaction:

“

When expectations are met or exceeded by the student's perception of the campus reality.

*Schreiner & Juillerat, 1994*

# Why measure student satisfaction and priorities?

**Evidence-based research** has documented strong links between students' scores on RNL Satisfaction-Priorities Surveys with several areas, including...



**Individual  
student retention**



**College  
completion rates**



**Alumni  
giving**

# Four primary ways to use satisfaction data

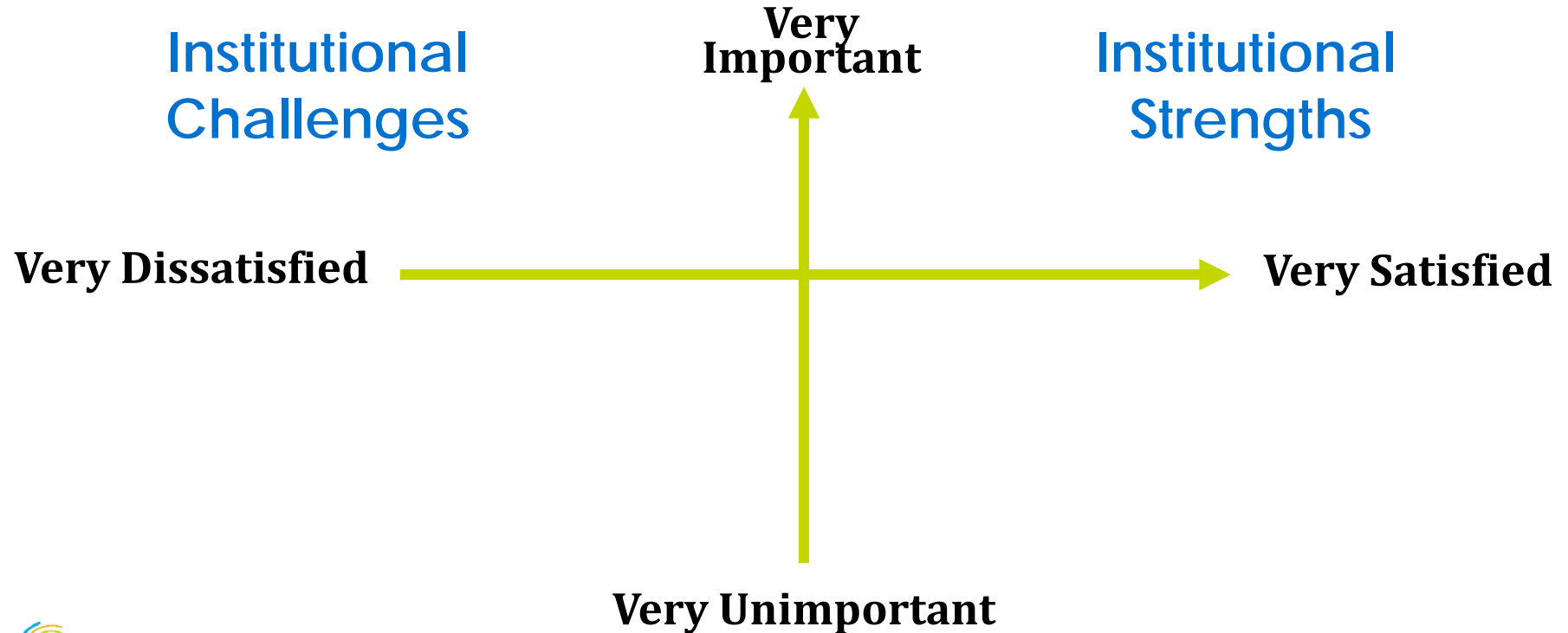




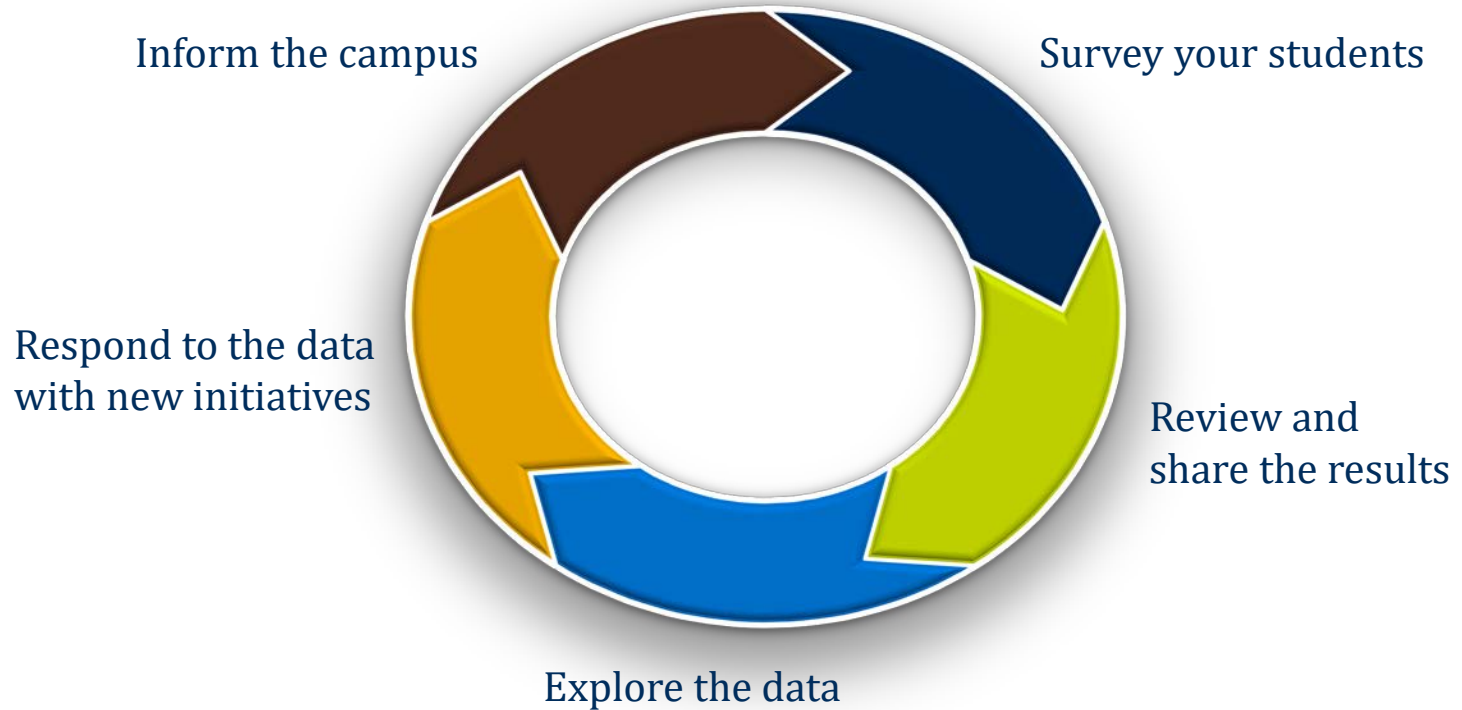
# Definitions

- **Strengths:** Survey items that students rated in the top half of importance and in the top quartile of satisfaction, relative to the other survey items.
- **Challenges:** Survey items in the top half of importance and the bottom quartile of satisfaction or in the top half of importance and the top quartile of the performance gaps for the data set.
- **Performance gap:** The difference between the importance score and the satisfaction score.

# Matrix for prioritizing action



# Systematic Assessment Cycle





# For a series of short tutorials, visit: [www.RuffaloNL.com/SatisfactionSurveyTutorials](http://www.RuffaloNL.com/SatisfactionSurveyTutorials)



Home › Enrollment › Student Success › RNL Satisfaction-Priorities Assessments™ › Satisfaction-Priorities Surveys Recorded Tutorial Presentations

This series of recorded presentations offers short tutorials on topics that are relevant for the implementation of the [Satisfaction-Priorities Survey instruments](#). Many of the sessions are five minutes or less.

You can listen to the whole series or select the sessions that are most relevant to your institution based on the information you need, depending on where you are in the process. You can listen at your own desk or you can share the information with a committee that is working on a satisfaction surveying project.

Each presentation stands on its own but also fits into the larger series of presentations.

## Introduction

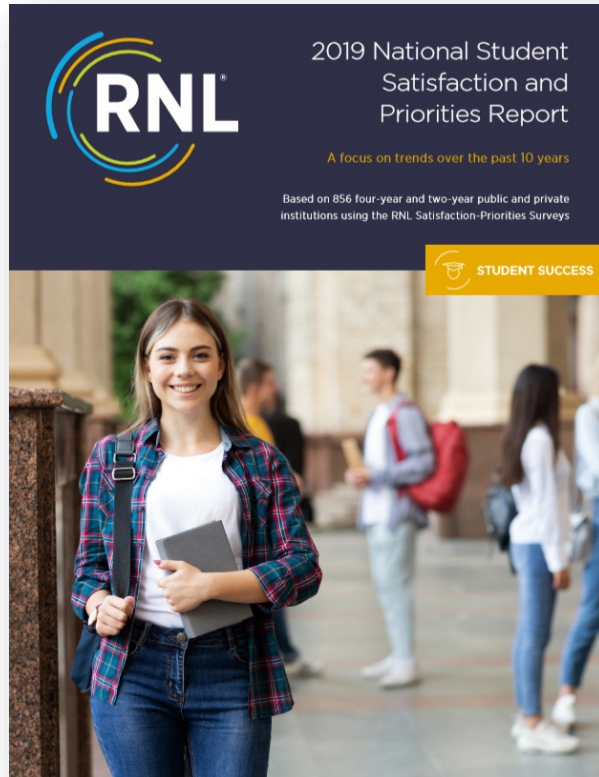
- [Six critical steps in satisfaction assessment – 3 minutes](#)
- [Introduction to the Satisfaction-Priorities Surveys – 5 minutes](#)
- [Three metrics satisfaction data helps support – 10 minutes](#)
- [Seven questions satisfaction data helps you answer – 10 minutes](#)
- [Introduction to the reports – Coming soon](#)

## Survey Introductions



Download the report from here:

[www.RuffaloNL.com/Benchmark](http://www.RuffaloNL.com/Benchmark)



Results from the RNL Student Satisfaction Inventory™ (SSI), RNL Adult Student Priorities Survey™ (ASPS) or the RNL Priorities Survey for Online Learners™ (PSOL)

# Learn more about the RNL Satisfaction-Priorities Surveys:

*[www.RuffaloNL.com/SatisfactionSurveys](http://www.RuffaloNL.com/SatisfactionSurveys)*



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# 3

## Spring 2021 Data Collection Outcomes

# Generalizability

## *Did survey respondents reflect the Spring 2021 for-credit student body?*

- Before drawing any inferences from the survey results, it was important to consider whether they reflected a true cross-section of the college's for-credit student population, or instead reflected some sub-population that did not accurately reflect all students
- College researchers examined four points when making these considerations: response rate; sample precision; demographic consistency; and context



# Response Rate

- The Student Satisfaction Inventory was administered in Spring 2021
- A total of 272 of students completed the survey.
- 2,044 students were invited to complete the survey online.

This equals  
13%  
response  
rate





# Sample Precision (Standard Error and Margin of Error)

- 272 responses to any given yes/no survey question, standardized against the for-credit population of 2,044 students, achieves a *Standard Error* (SE) of about .06
- The SE corresponds to a 95% confidence interval of +/- 12%, or a margin of error of about 24%

*Standard Error = .06*

*Margin of Error = 24%*



# Demographic Consistency - Gender

- About 71% of survey respondents identified as female compared to about 54% enrolled
- About 27% of survey respondents identified as male compared to about 45% enrolled

Women were  
overrepresented  
and men were  
underrepresented



# Demographic Consistency - Age

- About 19% of survey respondents identified as 18 or younger versus about 24% enrolled
- Respondents aged 25 to 34 were slightly overrepresented in the survey response compared to the enrolled population (26% vs. 22%)
- The plurality of age in both survey responses and the overall enrolled population were students aged 19 to 24 (about 33% of each)

The youngest students were slightly underrepresented, but the age distribution more or less resembled college enrollment



# Demographic Consistency – Ethnicity/Race

- African-American student survey respondents comprised less than 1%, but were about 4% of all enrolled students
- Hispanic students were slightly overrepresented in the survey response (25%) compared to all enrolled for-credit students (22%)
- Caucasian/White students comprised the plurality of survey respondents (68%) as well as the enrolled population (67%)
- Survey response proportions from other ethnicity/race groups, including American Indian or Alaskan Native, Asian or Pacific Islander, Other Race, and students who preferred not to respond (i.e., unknown), all differed 1% or less from all enrolled students

African-American  
students were  
underrepresented



# Demographic Consistency – Enrollment Characteristics

- Survey respondents were much more likely to estimate their GPA at 3.5 or better (53%) versus what was observed in the population of enrolled students (36%)
- At the same time, fewer respondents reported lack of a GPA because they had not earned credits (13%) compared to the observable enrolled population who had not yet earned any credits (20%)
- A greater proportion of survey respondents indicated they had been enrolled for 4 or more years (28%) compared to the enrolled population (23%)
- At the same time, fewer survey respondents indicated that they had been enrolled for 1 year or less (34%) compared to the enrolled population (41%)
- Survey respondents were slightly more likely to be full-time students compared to the enrolled population (29% vs. 23%), and less likely to be part-time students (71% vs. 76%)

Combined, the indicators to the left suggested that the survey responses might be weighted towards more successful students and students with more investment of time



# Contextual Factors – Convenience Sampling

- Surveys like the SSI can be administered in a number of ways, one of the most common and effective being to collect responses directly from students on campus, but Columbia College was on fully-remote operations in Spring 2021 due to the COVID-19 pandemic, precluding such options
- Instead, the college opted for a self-selected *convenience sample* using a fully online data collection medium with invitations sent by email, and while this method suited the time and purpose, it also ceded researchers' ability to control for biases associated with self-selection
- Impacts of a self-selection bias could include collecting responses from larger concentrations of students who have more extremely negative or positive perceptions about their campus experience than an average student, and larger concentrations of students who default to positive feedback or withhold negative feedback – it is still important to hear from such students but their attitudes alone would not necessarily mirror Columbia's overall for-credit population
- The concern would have been ameliorated by increased response because sample sizes approaching the population size are more likely to generalize to population characteristics

The presence of self-selection bias cannot be excluded as a limitation on how well the attitudes demonstrated by the survey respondents reflect the attitudes of the greater enrolled population





# Generalizability

## *Did survey respondents reflect the Spring 2021 for-credit student body?*

- The response rate was only about 13%, and the sample precision for any given yes/no item could only be expected to achieve about  $SE = .06$ , or a 24% margin of error
- Women students were overrepresented in the sample and African American students were underrepresented
- Enrollment indicators suggested that the survey responses might be somewhat biased towards the attitudes of more successful and students with greater investment of time
- Self-selection bias cannot be excluded as a limitation on how well the attitudes demonstrated by the survey respondents reflect the attitudes of the greater enrolled population

# Generalizability

## *Did survey respondents reflect the Spring 2021 for-credit student body?*

- Given these factors, Columbia College researchers maintain that the results do not support an expectation of a consistency of attitudes between survey respondents and the overall population of Spring 2021 students enrolled
- That does not mean that the results should be overlooked
- Rather, they should be viewed as informative, but should be considered tentatively in anticipation of a more rigorous baseline scheduled for collection in Spring 2022

# 4

## Spring 2021 Collegewide Planning Overview

# Our institutional strengths

*These are the top 10 areas our students care about, where we are meeting their expectations (items with higher importance and higher satisfaction ranked from most to least important):*

1. *Nearly all of the faculty are knowledgeable in their fields \**
2. *I am able to experience intellectual growth here \**
3. *My academic advisor is knowledgeable about the transfer requirements of other schools \**
4. *Students are made to feel welcome on this campus \**
5. *Admissions staff are knowledgeable \**
6. *Counseling staff care about students as individuals \**
7. *There are convenient ways of paying my school bill \**
8. *I feel comfortable being myself at this college (Columbia College custom item)*
9. *My academic advisor is approachable \**
10. *Tutoring services are readily available \**



\* Satisfaction exceeded a comparison sample of Western U.S. community colleges at statistically significant levels ( $p < .05$ )

# Our institutional challenges

*These are all of the key areas to improve, based on the priorities of our students (items with higher importance and lower satisfaction ranked from most to least important):*

1. *Online learning at the college is effective (Columbia College custom item)*
2. *The quality of instruction I receive in most of my classes is excellent \**
3. *Program requirements are clear and reasonable \**
4. *This school does whatever it can to help me reach my educational goals \**
5. *Students from different backgrounds feel comfortable here (Columbia College custom item)*
6. *There is a good variety of courses provided on this campus*
7. *Appropriate technical assistance is available to support virtual learning (Columbia College custom item)*
8. *Security staff respond quickly in emergencies \**
9. *Parking lots are well-lighted and secure*

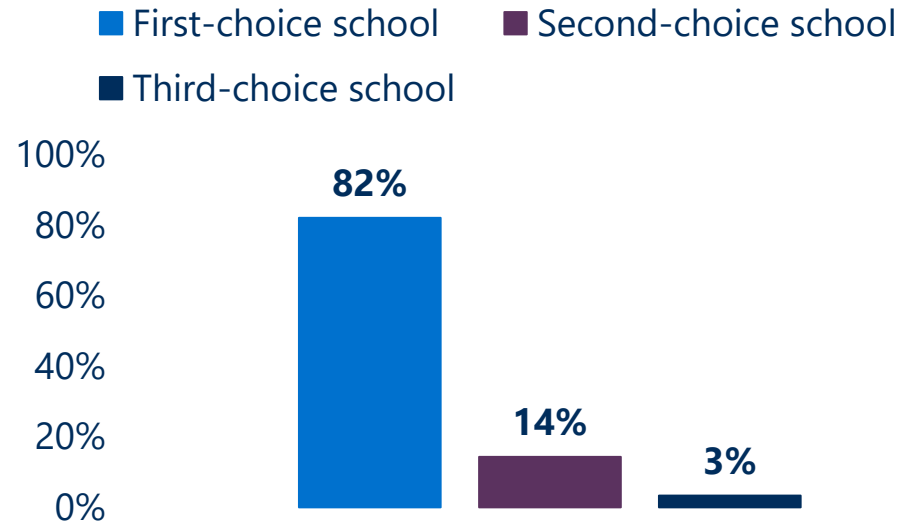


\* Satisfaction exceeded a comparison sample of Western U.S. community colleges at statistically significant levels ( $p < .05$ )

# The importance of institutional choice

Students attending their first choice institution are more likely to have higher satisfaction levels overall.

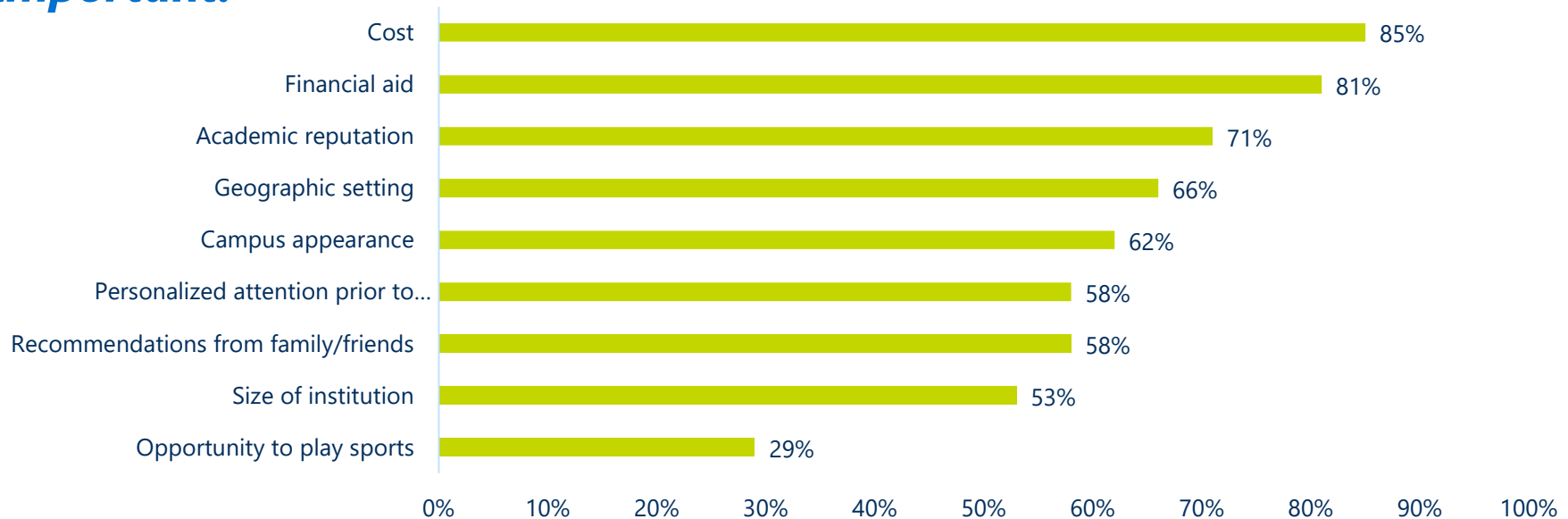
## Columbia College Institution of Choice Rank





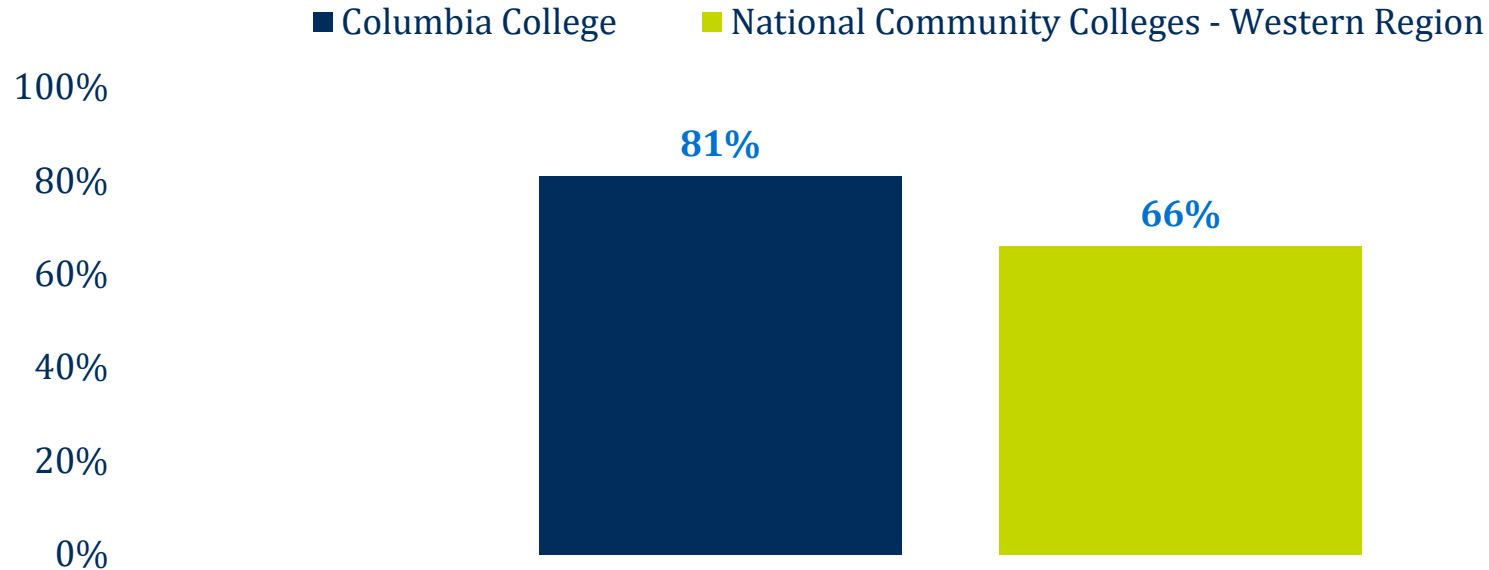
# What factors influence our students to enroll?

*It is important to understand why students enroll here. The percentage of student saying the following factors were important or very important:*



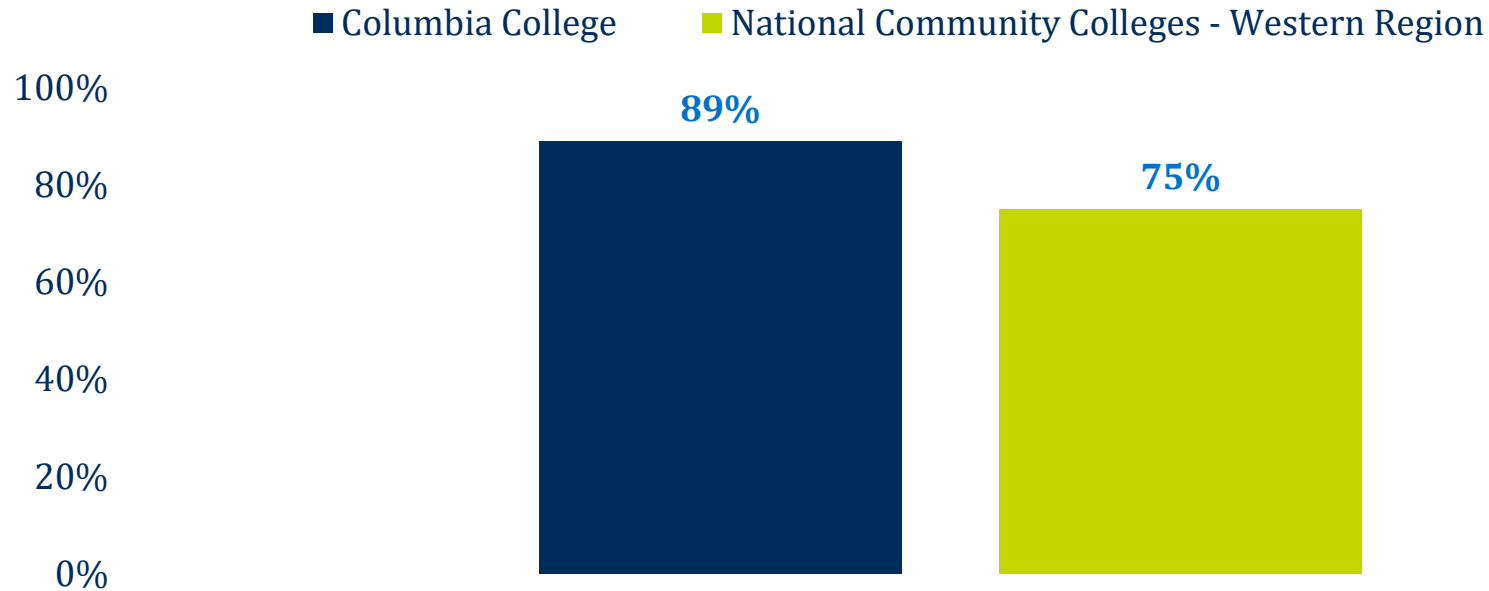
# Bottom line indicator: Satisfaction

*How satisfied are our students compared with students nationally?*



# Bottom line indicator: Re-enrollment

*How likely are our students to enroll again if they had it to do over, compared with students nationally?*



# 5

## Spring 2021 SSI Student Priorities Grouped by Topic

# Strengths, Gaps, and Challenges

- *Strengths* are response items ranked in the top 50% for mean level of students' perceived importance, and the top 25% for mean level of students' perceived satisfaction
- *Gaps* are the difference between mean level of importance and mean level satisfaction
- *Challenges* are response items ranked in the top 50% for mean level of importance but either the lower 25% for mean level of satisfaction or the top 25% of gap distance

# Scales

- The SSI scales are the mean-average item response from sets of response items grouped by topic
- Like the individual importance and satisfaction items, the scales for levels of student-importance were range from 1 (least important) to 7 (most important), and the scales for levels of student-satisfaction with the same items range from 1 (least satisfied) to 7 (most satisfied)
- The results also examined whether levels of satisfaction for each scale differs from what was found in a meaningful comparison group of community colleges in the western U.S. compiled by RNL

# Academic Advising/Counseling

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Academic Advising/Counseling Scale</b>	<b>6.60</b>	<b>6.16</b>	<b>0.44</b>	<b>5.52***</b>
<i>My academic advisor is knowledgeable about the transfer requirements of other schools</i>	6.70	6.24 <sup>++</sup>	0.46	5.49***
<i>My academic advisor is knowledgeable about my program requirements</i>	6.64	6.21	0.43	5.60***
<i>This school does whatever it can to help me reach my educational goals</i>	6.62	6.03 <sup>--</sup>	0.59	5.53***
<i>Counseling staff care about students as individuals</i>	6.60	6.28 <sup>++</sup>	0.32	5.58***
<i>My academic advisor is approachable</i>	6.59	6.11 <sup>++</sup>	0.42	5.39***
<i>My academic advisor helps me set goals to work toward</i>	6.53	6.11	0.42	5.39***
<i>My academic advisor is concerned about my success as an individual</i>	6.52	6.05	0.47	5.37***

Notes. <sup>a</sup> All scales ranged from 1 (least important/satisfied) to 7 (most important/satisfied). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Academic Services

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Academic Services Scale</b>	<b>6.49</b>	<b>6.20</b>	<b>0.29</b>	<b>5.88***</b>
<i>Tutoring services are readily available</i>	6.59	6.42 <sup>++</sup>	0.17	5.87***
<i>Academic support services adequately meet the needs of students</i>	6.59	6.21	0.38	5.61***
<i>The equipment in the lab facilities is kept up to date</i>	6.57	6.31 <sup>++</sup>	0.26	5.75***
<i>Computer labs are adequate and accessible</i>	6.47	5.94	0.53	5.99
<i>Library resources and services are adequate</i>	6.46	6.16	0.30	6.00
<i>There are a sufficient number of student areas on campus</i>	6.39	6.02	0.37	5.93
<i>Library staff are helpful and approachable</i>	6.36	6.29	0.07	5.97***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$





# Admissions and Financial Aid

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Admissions and Financial Aid Scale</b>	<b>6.55</b>	<b>6.12</b>	<b>0.43</b>	<b>5.46***</b>
<i>Admissions staff are knowledgeable</i>	6.64	6.25 <sup>++</sup>	0.39	5.72***
<i>Financial aid counselors are helpful</i>	6.61	6.22	0.39	5.35***
<i>Admissions counselors respond to prospective students' unique needs and requests</i>	6.57	6.09	0.48	5.54***
<i>Adequate financial aid is available for most students</i>	6.53	6.11	0.42	5.42***
<i>Admissions counselors accurately portray the campus in their recruiting practices</i>	6.48	6.08	0.40	5.49***
<i>Financial aid awards are announced to students in time to be helpful in college planning</i>	6.48	5.95	0.53	5.20***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Campus Climate

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Campus Climate Scale</b>	<b>6.44</b>	<b>6.07</b>	<b>0.37</b>	<b>5.62***</b>
<i>The campus is safe and secure for all students</i>	6.69	6.21	0.48	5.87***
<i>Students are made to feel welcome on this campus</i>	6.65	6.37 <sup>++</sup>	0.28	5.92***
<i>This school does whatever it can to help me reach my educational goals</i>	6.62	6.03 <sup>--</sup>	0.59	5.53***
<i>The campus staff are caring and helpful</i>	6.56	6.34 <sup>++</sup>	0.22	5.85***
<i>It is an enjoyable experience to be a student on this campus</i>	6.54	6.32 <sup>++</sup>	0.22	5.84***
<i>The college shows concern for students as individuals</i>	6.47	5.95	0.52	5.40***
<i>People on this campus respect and are supportive of each other</i>	6.47	6.21	0.26	5.78***

Notes. <sup>a</sup> All scales ranged from 1 (least important/satisfied) to 7 (most important/satisfied). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Campus Climate (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>Administrators are approachable to students</i>	6.46	6.11	0.35	5.61***
<i>The institution has a good reputation within the community</i>	6.45	6.44	0.01	5.91***
<i>I seldom get the “run-around” when seeking information on this campus</i>	6.42	5.80	0.62	5.36***
<i>Faculty care about me as an individual</i>	6.36	6.10	0.26	5.63***
<i>Channels for expressing student complaints are readily available</i>	6.35	5.44	0.91	5.19*
<i>New student orientation services help students adjust to college</i>	6.31	6.05	0.26	5.54***
<i>Most students feel a sense of belonging here</i>	6.22	5.77	0.45	5.59*
<i>I generally know what’s happening on campus</i>	6.00	5.79	0.21	5.21***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A \*\* indicates that an item reflects one of Columbia College’s strengths, while a -- indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Campus Support Services

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Campus Support Services Scale</b>	<b>6.34</b>	<b>6.07</b>	<b>0.27</b>	<b>5.34***</b>
<i>The career services office provides students with the help they need to get a job</i>	6.55	6.48 <sup>++</sup>	0.07	5.36***
<i>There are adequate services to help me decide upon a career</i>	6.46	5.99	0.47	5.47***
<i>Personnel in the Veteran's Services program are helpful</i>	6.37	5.81	0.56	5.14***
<i>New student orientation services help students adjust to college</i>	6.31	6.05	0.26	5.54***
<i>The student center is a comfortable place for students to spend their leisure time</i>	6.29	6.14	0.15	5.74***
<i>This campus provides effective support services for displaced homemakers</i>	6.25	5.81	0.44	5.15***
<i>Child care facilities are available on campus</i>	6.09	5.97	0.12	4.67***

Notes. <sup>a</sup> All scales ranged from 1 (least important/satisfied) to 7 (most important/satisfied). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Concern for the Individual

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Concern for the Individual Scale</b>	<b>6.51</b>	<b>6.10</b>	<b>0.41</b>	<b>5.54***</b>
<i>Faculty are fair and unbiased in their treatment of individual students</i>	6.65	6.14	0.51	5.71***
<i>Counseling staff care about students as individuals</i>	6.60	6.28 <sup>++</sup>	0.32	5.58***
<i>My academic advisor is concerned about my success as an individual</i>	6.52	6.05	0.47	5.37***
<i>The college shows concern for students as individuals</i>	6.47	5.95	0.52	5.40***
<i>Faculty care about me as an individual</i>	6.36	6.10	0.26	5.56***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Instructional Effectiveness

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Instructional Effectiveness Scale</b>	<b>6.55</b>	<b>6.11</b>	<b>0.44</b>	<b>5.68***</b>
<i>Nearly all of the faculty are knowledgeable in their fields</i>	6.75	6.39 <sup>++</sup>	0.36	5.91***
<i>I am able to experience intellectual growth here</i>	6.73	6.43 <sup>++</sup>	0.30	6.03***
<i>The quality of instruction I receive in most of my classes is excellent</i>	6.65	6.01 <sup>--</sup>	0.64	5.74 <sup>**</sup>
<i>Faculty are fair and unbiased in their treatment of individual students</i>	6.65	6.14	0.51	5.71***
<i>Program requirements are made clear and reasonable</i>	6.65	6.11 <sup>--</sup>	0.54	5.77***
<i>Faculty provide timely feedback about student progress in a course</i>	6.63	6.11	0.52	5.56***
<i>There is a good variety of courses provided on this campus</i>	6.58	5.87 <sup>--</sup>	0.71	5.85

Notes. <sup>a</sup> All scales ranged from 1 (least important/satisfied) to 7 (most important/satisfied). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Instructional Effectiveness (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>Faculty are understanding of students' unique life circumstances</i>	6.51	6.15	0.36	5.58***
<i>Faculty are usually available after class and during office hours</i>	6.51	6.30	0.21	5.88***
<i>Faculty are interested in my academic problems</i>	6.50	6.16	0.34	5.45***
<i>Students are notified early in the term if they are doing poorly in a class</i>	6.44	5.73	0.71	5.17***
<i>Nearly all classes deal with practical experiences and applications</i>	6.37	5.93	0.44	5.63**
<i>Faculty care about me as an individual</i>	6.36	6.10	0.26	5.63***
<i>Faculty take into consideration student differences as they teach a course</i>	6.36	5.97	0.39	5.50***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Registration Effectiveness

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Registration Effectiveness Scale</b>	<b>6.51</b>	<b>6.10</b>	<b>0.41</b>	<b>5.69***</b>
<i>I am able to register for classes with few conflicts</i>	6.63	6.11	0.52	5.66***
<i>There are convenient ways of paying my school bill</i>	6.60	6.30 <sup>++</sup>	0.30	5.76***
<i>Policies and procedures regarding registration and course selection are well-publicized</i>	6.57	6.06	0.51	5.63***
<i>Billing policies are reasonable</i>	6.56	6.29 <sup>++</sup>	0.27	5.60***
<i>Class change (drop/add) policies are reasonable</i>	6.53	6.31 <sup>++</sup>	0.22	5.75***
<i>The personnel involved in registration are helpful</i>	6.51	6.10	0.41	5.67***
<i>The business office is open during hours which are convenient for most students</i>	6.46	5.96	0.50	5.66**

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$





# Registration Effectiveness (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>Classes are scheduled at times that are convenient for me</i>	6.40	5.78	0.62	5.62
<i>Bookstore staff are helpful</i>	6.34	6.05	0.29	5.83*

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Responsiveness to Diverse Populations

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Responsiveness to Diverse Populations Scale</b>	<b>Not Measured</b>	<b>6.15</b>	<b>NA</b>	<b>5.76***</b>
<i>Institutions commitment to part time students</i>		6.14		5.84**
<i>Institutions commitment to evening students</i>		5.90		5.70
<i>Institutions commitment to older, returning learners</i>		6.33		5.81***
<i>Institutions commitment to under-represented populations</i>		6.03		5.71**
<i>Institutions commitment to commuters</i>		6.10		5.62***
<i>Institutions commitment to students with disabilities</i>		6.41		5.86***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Safety and Security

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Safety and Security Scale</b>	<b>6.48</b>	<b>5.76</b>	<b>0.72</b>	<b>5.51***</b>
<i>The campus is safe and secure for all students</i>	6.69	6.21	0.48	5.87***
<i>Security staff respond quickly in emergencies</i>	6.52	5.73 <sup>--</sup>	0.79	5.46*
<i>Parking lots are well lighted and secure</i>	6.52	5.66 <sup>--</sup>	0.86	5.50
<i>The amount of student parking space on campus is adequate</i>	6.51	5.50	1.01	5.20*
<i>Security staff are helpful</i>	6.13	5.62	0.51	5.48

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Service Excellence

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Service Excellence Scale</b>	<b>6.39</b>	<b>6.02</b>	<b>0.37</b>	<b>5.62***</b>
<i>The campus staff are caring and helpful</i>	6.56	6.34 <sup>++</sup>	0.22	5.85***
<i>The personnel involved in registration are helpful</i>	6.51	6.10	0.41	5.67***
<i>People on this campus respect and are supportive of each other</i>	6.47	6.21	0.26	5.78***
<i>Administrators are approachable to students</i>	6.46	6.11	0.35	5.61***
<i>I seldom get the “run-around” when seeking information on this campus</i>	6.42	5.80	0.62	5.36***
<i>Library staff are helpful and approachable</i>	6.36	6.29	0.07	5.97***
<i>Channels for expressing student complaints are readily available</i>	6.35	5.44	0.91	5.19*

Notes. <sup>a</sup> All scales ranged from 1 (least important/satisfied) to 7 (most important/satisfied). A <sup>++</sup> indicates that an item reflects one of Columbia College’s strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Service Excellence (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>Bookstore staff are helpful</i>	6.34	6.05	0.29	5.83*
<i>I generally know what's happening on campus</i>	6.00	5.79	0.21	5.21***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Student Centeredness

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<b>Student Centeredness Scale</b>	<b>6.48</b>	<b>6.13</b>	<b>0.35</b>	<b>5.70***</b>
<i>Students are made to feel welcome on this campus</i>	6.65	6.37 <sup>++</sup>	0.28	5.92***
<i>The campus staff are caring and helpful</i>	6.56	6.34 <sup>++</sup>	0.22	5.85***
<i>It is an enjoyable experience to be a student on this campus</i>	6.54	6.32 <sup>++</sup>	0.22	5.84***
<i>The college shows concern for students as individuals</i>	6.47	5.95	0.52	5.40***
<i>Administrators are approachable to students</i>	6.46	6.11	0.35	5.61***
<i>Most students feel a sense of belonging here</i>	6.22	5.77	0.45	5.59*

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Summary of Scales

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
Academic Advising/Counseling Scale	6.60	6.16	0.44	5.52***
Academic Services Scale	6.49	6.20	0.29	5.88***
Admissions and Financial Aid Scale	6.55	6.12	0.43	5.46***
Campus Climate Scale	6.44	6.07	0.37	5.62***
Campus Support Services Scale	6.34	6.07	0.27	5.34***
Concern for the Individual Scale	6.51	6.10	0.41	5.54***
Instructional Effectiveness Scale	6.55	6.11	0.44	5.68***
Registration Effectiveness Scale	6.51	6.10	0.41	5.69***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Summary of Scales (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
Responsiveness to Diverse Populations Scale	Not Measured	6.15	NA	5.76***
Safety and Security Scale	6.48	5.76	0.72	5.51***
Service Excellence Scale	6.39	6.02	0.37	5.62***
Student Centeredness Scale	6.48	6.13	0.35	5.70***

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$





# Columbia College Custom Items

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>Online learning at the college is effective</i>	6.66	5.73 <sup>-</sup>	0.93	Not measured
<i>Students from different backgrounds feel comfortable here</i>	6.61	6.04 <sup>-</sup>	0.57	
<i>I feel comfortable being myself at this college</i>	6.60	6.26 <sup>++</sup>	0.34	
<i>Information provided by the college is timely and effective</i>	6.59	6.22	0.37	
<i>Appropriate technical assistance is available to support virtual learning</i>	6.58	6.03 <sup>-</sup>	0.55	
<i>College services are available when I need them</i>	6.54	6.13	0.41	
<i>College personnel and students show respect for different perspectives</i>	6.54	6.12	0.42	
<i>Efforts for diversity, equity, and inclusion match my expectations</i>	6.41	6.07	0.34	

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>-</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$



# Columbia College Custom Items (Continued)

Scale/Item	Mean Importance <sup>a</sup>	Mean Satisfaction <sup>a</sup>	Gap Distance	Mean Satisfaction (Western Colleges) <sup>a, b</sup>
<i>The college offers enough options to develop my leadership skills</i>	6.16	5.68	0.48	
<i>There are adequate opportunities for extracurricular college activities</i>	6.15	5.40	0.75	

Notes. <sup>a</sup> All scales ranged from 1 (*least important/satisfied*) to 7 (*most important/satisfied*). A <sup>++</sup> indicates that an item reflects one of Columbia College's strengths, while a <sup>--</sup> indicates that an item reflects a challenge for the college. <sup>b</sup> Columbia College mean satisfaction differed from National Community Colleges mean satisfaction at statistically significant levels where <sup>\*\*\*</sup>  $p < .001$ , <sup>\*\*</sup>  $p < .01$ , <sup>\*</sup>  $p < .05$



A group of five people (three men and two women) are seated around a table in a meeting room, engaged in a discussion. They are looking at documents and laptops. The entire image is overlaid with a semi-transparent blue filter. The text "Thank you!" is centered in the middle of the image in a white, bold, sans-serif font.

**Thank you!**