#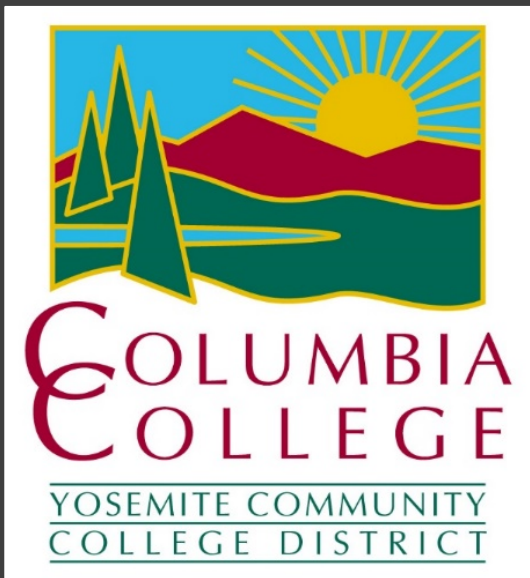 Spring 2022 Baseline Student Satisfaction Inventory Survey Administration at Columbia College Summary Report June 13, 2022

COLUMBIA COLLEGE

YOSEMITE COMMUNITY COLLEGE DISTRICT

Columbia College Research and Planning

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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

The *Student Satisfaction Inventory* (SSI) is a theory-supported survey-based college planning tool available from Ruffalo Noel Levitz (RNL)

Columbia initially piloted the SSI in Spring 2021, during the height of the Covid-19 pandemic (July 2021: Spring 2021 RNL Student Satisfaction [Summary Master Slide Deck])

Although the results were informative, the college resolved to collect a fresh baseline in Spring 2022, one year subsequent, which would reflect more normal conditions at the college (for example a return to some on-campus instruction)

The Spring 2022 baseline was conducted in February 2022

The college will continue collecting the survey every-other spring moving forward

2) About the Student Satisfaction Inventory

Learn more about the RNL Satisfaction-Priorities Surveys:

www.RuffaloNL.com/SatisfactionSurveys

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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

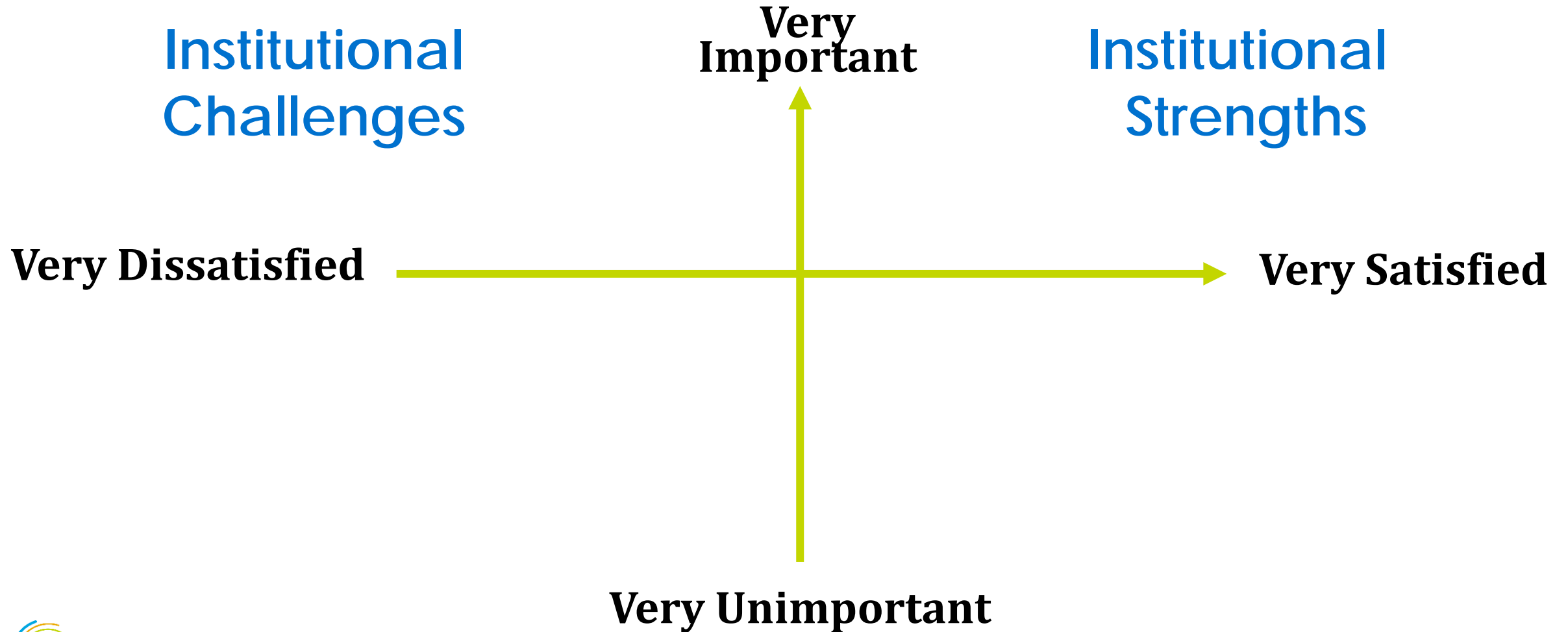To review the research: www.RuffaloNL.com/Benchmark

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.

RNL

Matrix for prioritizing action

Institutional Challenges

Institutional Strengths

Very Important

Very Dissatisfied ——————→ **Very Satisfied**

Very Unimportant

Systematic Assessment Cycle

Inform the campus

Survey your students

Respond to the data with new initiatives

Review and share the results

Explore the data

RNL
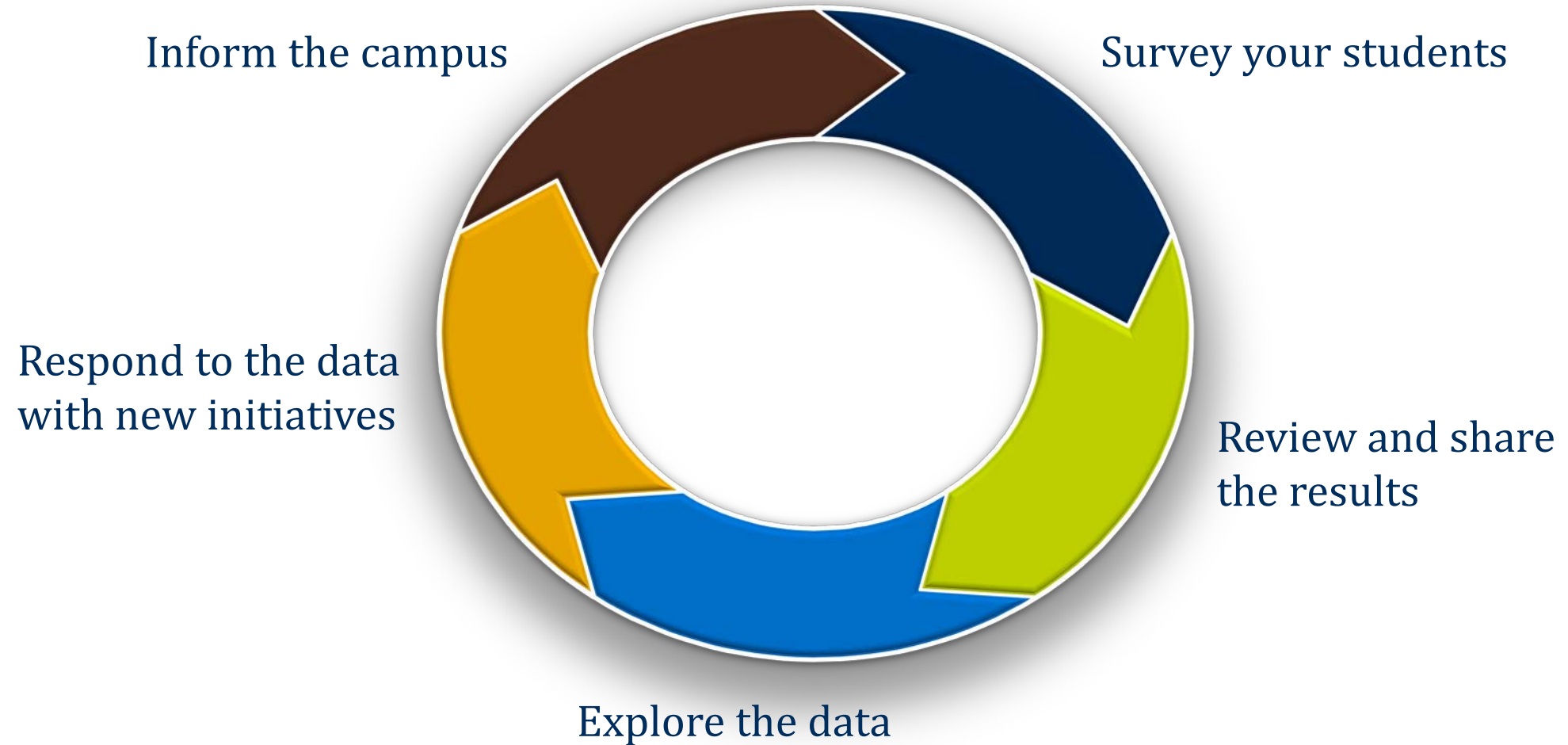
3) Response Rate and Demographics

Sample Frame, Sample Size, and Response Rate

The sample frame comprised the population of <u>all</u> Columbia College Students...

- Who were enrolled with a non-deleted term record in Spring 2022
- Who were either for-credit or noncredit (the previous Spring 2021 pilot was limited to for-credit students)
- Who did have identifiable email addresses
- Who were not enrolled through the *Incarcerated Students Program*

Of 2,223 students on the sample frame, 268 entered the survey and provided complete responses

The response rate was 12.1%

Demographics

Student Satisfaction Inventory respondents provided self-report demographic responses using a form-template included in the survey

However, because of questions about whether the respondent-groups were overrepresented or underrepresented compared to the college population, **college researchers opted to use internally available demographic data**

This decision provided a more apples-to-apples comparison between the sample-frame (i.e., population) demographics and the response-sample demographics

Demographics

Age Grouping	Frame	Percent	Responses	Percent	Percentage Gap
18 Years Old or Younger	384	17.3%	20	7.5%	**-9.8**
19 to 24 Years Old	863	38.8%	99	36.9%	**-1.9**
25 to 34 Years Old	424	19.1%	62	23.1%	**4.1**
35 to 44 Years Old	230	10.3%	47	17.5%	**7.2**
45 Years Old or Older	322	14.5%	40	14.9%	0.4

Gender Grouping	Frame	Percent	Responses	Percent	Percentage Gap
Female	1,298	58.4%	182	67.9%	**9.5**
Male	864	38.9%	80	29.9%	**-9.0**
Non-binary	18	0.8%	1	0.4%	-0.4
Other or Unreported	43	1.9%	5	1.9%	-0.1

Ethnicity Grouping	Frame	Percent	Responses	Percent	Percentage Gap
American Indian or Alaska Native	43	1.9%	3	1.1%	-0.8
Asian or Asian American	41	1.8%	6	2.2%	0.4
Black or African American	36	1.6%	5	1.9%	0.2
Filipino	22	1.0%	2	0.7%	-0.2
Hispanic	157	7.1%	13	4.9%	**-2.2**
Native Hawaiian and Pacific Islander	12	0.5%	3	1.1%	0.6
White	1,867	84.0%	228	85.1%	**1.1**
Unknown	45	2.0%	3	1.1%	-0.9

- Younger students (24 years old or younger) were underrepresented in the responses compared to the population, while older students were overrepresented

- Females were overrepresented in the responses, while males were underrepresented

- Hispanic respondents were slightly underrepresented, while White respondents were slightly overrepresented.

Demographics

GPA Band	Frame	Percent	Responses	Percent	Percentage Gap
1.99 or Lower	208	9.4%	18	6.7%	**-2.6**
2.00 to 2.49	220	9.9%	16	6.0%	**-3.9**
2.50 to 2.99	291	13.1%	43	16.0%	**3.0**
3.00 to 3.49	421	18.9%	58	21.6%	**2.7**
3.50 or Higher	839	37.7%	124	46.3%	**8.5**
No Credits Earned	244	11.0%	9	3.4%	**-7.6**

Enrollment Status	Frame	Percent	Responses	Percent	Percentage Gap
Full-Time	487	21.9%	102	38.1%	**16.2**
Part-Time	1,736	78.1%	166	61.9%	**-16.2**

Educational Goal	Frame	Percent	Responses	Percent	Percentage Gap
Associate degree	259	11.7%	40	14.9%	**3.3**
Vocational/technical program	72	3.2%	12	4.5%	**1.2**
Transfer to another institution	1,018	45.8%	137	51.1%	**5.3**
Certification (initial/renewal)	15	0.7%	1	0.4%	-0.3
Self-improvement/pleasure	253	11.4%	23	8.6%	**-2.8**
Job-related training	211	9.5%	32	11.9%	**2.4**
Other educational goal	395	17.8%	23	8.6%	**-9.2**

- Students with lower GPAs or who had not earned GPAs were underrepresented compared to the overall population, while students with more successful GPAs were overrepresented

- Full-time students (at least 12 credits) were overrepresented, while part-time students were underrepresented

- Students with clear degree, transfer, or training intent were overrepresented in the responses, while students with less clear goals were underrepresented

4) Metrification

Metrification

The SSI comprises 70 core items in addition to demographic indicators and several global measures. Each item is rated twice, first with a rating scale ranging from 1 (*not at all important*) to 7 (*very important*), and then with a scale ranging from 1 (*not at all satisfied*) to 7 (*very satisfied*)

The responses can be prioritized to show where students perceive the college's *strengths* and *challenges*

◦ *Strengths* are individual 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

The individual item responses can also be aggregated by conceptual groupings to show outcomes related to *academic advising/counseling, academic services, admissions and financial aid, campus climate, campus support services, concern for the individual, instructional effectiveness, registration effectiveness, safety and security*, and *student centeredness*
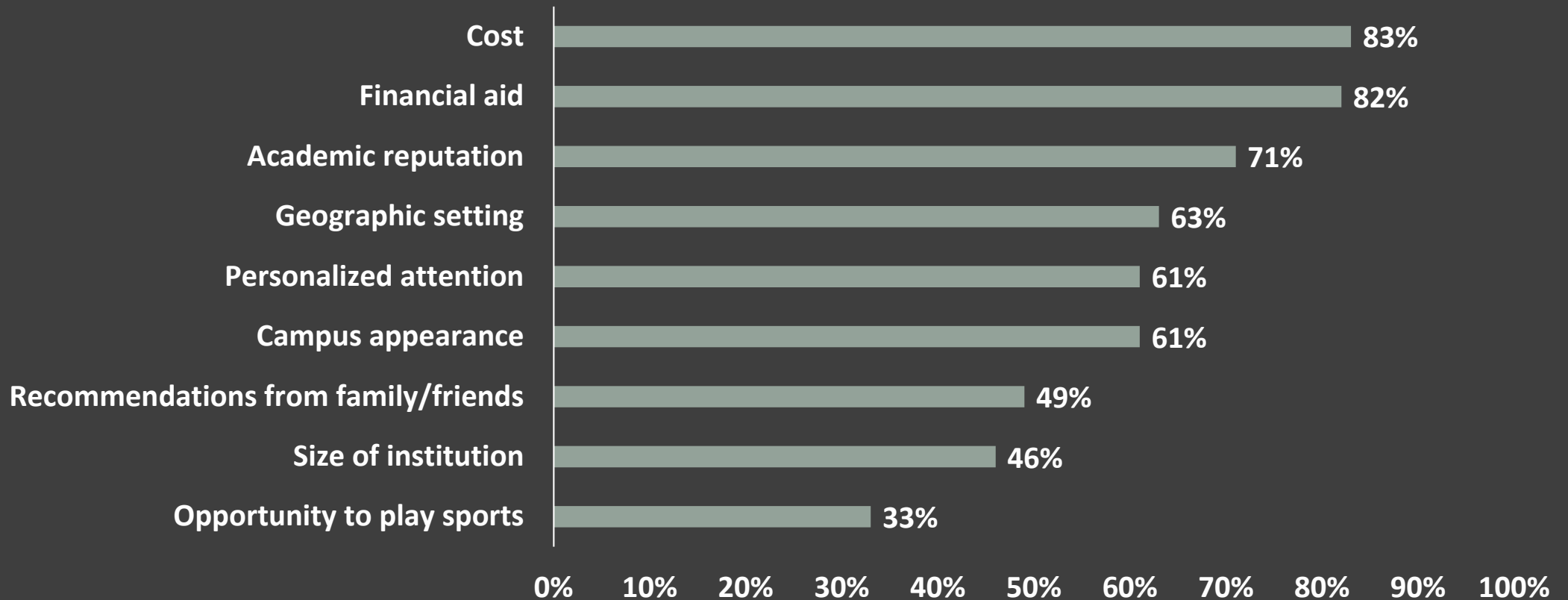
Metrification

In addition to the core response items, the SSI includes

◦ 6 items gauging satisfaction with commitment to diverse populations

◦ 9 items gauging importance of decision factors for enrollment (e.g., cost; financial aid; geographic setting)

◦ 3 global satisfaction items (e.g., rate your overall satisfaction with college)

◦ 10 campus-defined items using same dual 7-point response scales as core items

◦ 2 custom categorical items (which this year were used to examine preference for online coursework)

◦ 1 custom list allowing students to select program areas they perceive as their major

5) Collegewide Planning Overview

What factors influence enrollment?

Percent of students indicating a factor was important or very important

Factor	Percent
Cost	83%
Financial aid	82%
Academic reputation	71%
Geographic setting	63%
Personalized attention	61%
Campus appearance	61%
Recommendations from family/friends	49%
Size of institution	46%
Opportunity to play sports	33%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Global satisfaction versus other Western U.S. community colleges

So far, how has your college experience met your expectations?

Rate your satisfaction with your experience here thus far.
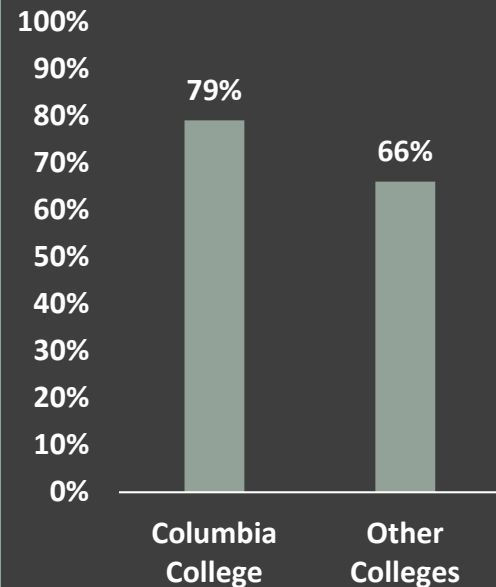
All in all, if you had to do it again, would you enroll here?

Quite a bit or much better than I expected

	Columbia College	Other Colleges
	45%	34%

Satisfied or very satisfied

	Columbia College	Other Colleges
	79%	66%

Probably or definitely yes

	Columbia College	Other Colleges
	91%	75%
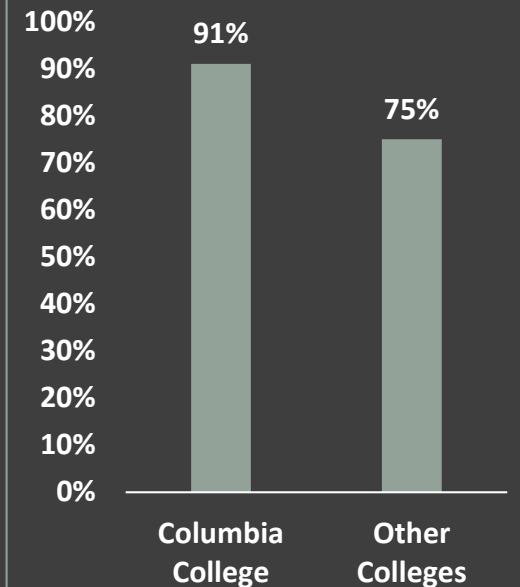
Institutional Strengths

These are the top 10 areas students care about the most where Columbia College is meeting their expectations. The items are ranked from most to least important. Note that mean satisfaction for all of the items also exceeded a comparison sample of other community colleges.

1. *The campus is safe and secure for all students **
2. *Nearly all of the faculty are knowledgeable in their fields **
3. *I am able to experience intellectual growth here **
4. *Financial aid counselors are helpful **
5. *Faculty are fair and unbiased in their treatment of individual students **
6. *Admissions staff are knowledgeable **
7. *Students are made to feel welcome on this campus **
8. *On the whole, the campus is well maintained **
9. *Tutoring services are readily available **
10. *It is an enjoyable experience to be a student on this campus **

* Satisfaction exceeded a comparison sample of Western U.S. community colleges at p < .05

Institutional Challenges

These are the top 10 areas students care about the most where Columbia College is not meeting students' expectations as well. The items are ranked from most to least important. Note that challenges are important to address, but also that they are identified as challenges relative to the college's own strengths. Mean satisfaction for many of these challenges still exceeded a comparison sample of other community colleges.

1. *The quality of instruction I receive in most of my classes is excellent **

2. *My academic advisor is knowledgeable about my program requirements **

3. *CUSTOM CAMPUS ITEM: College services are available when I need them*

4. *CUSTOM CAMPUS ITEM: My instructors have the skills and knowledge to support my success in online learning*

5. *I am able to register for classes I need with few conflicts **

6. *Faculty provide timely feedback about student progress in a course **

7. *There is a good variety of courses provided on this campus*

8. *Policies and procedures regarding registration and course selection are clear and well-publicized **

9. *Library resources and services are adequate*

10. *The quality of instruction in the vocational/technical programs is excellent **

* Satisfaction exceeded a comparison sample of Western U.S. community colleges at p < .05

6) Topical Scale Summaries

Subscale Aggregate Summary

Subscale	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Academic Advising/Counseling Subscale	6.54	6.23	0.31	5.55 *
Academic Services Subscale	6.49	6.28	0.21	5.89 *
Admissions and Financial Aid Subscale	6.54	6.30	0.24	5.48 *
Campus Climate Subscale	6.41	6.18	0.23	5.65 *
Campus Support Services Subscale	6.32	6.12	0.20	5.37 *
Concern for the Individual Subscale	6.48	6.22	0.26	5.56 *
Instructional Effectiveness Subscale	6.50	6.19	0.31	5.70 *
Registration Effectiveness Subscale	6.47	6.07	0.40	5.71 *
Safety and Security Subscale	6.49	6.11	0.38	5.54 *
Service Excellence Subscale	6.40	6.08	0.32	5.63 *
Student Centeredness Subscale	6.44	6.28	0.16	5.72 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Academic Advising/Counseling

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Academic Advising/Counseling Subscale	**6.54**	**6.23**	**0.31**	**5.55 ***
My academic advisor is knowledgeable about my program requirements	6.66	6.22 --	0.44	5.62 *
My academic advisor is knowledgeable about the transfer requirements of other schools	6.59	6.31	0.28	5.54 *
My academic advisor is approachable	6.59	6.29	0.30	5.71 *
Counseling staff care about students as individuals	6.52	6.34 ++	0.18	5.62 *
This school does whatever it can to help me reach my educational goals	6.49	6.16	0.33	5.56 *
My academic advisor helps me set goals to work toward	6.48	6.17	0.31	5.42 *
My academic advisor is concerned about my success as an individual	6.48	6.14	0.34	5.38 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Academic Services

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Academic Services Subscale	**6.49**	**6.28**	**0.21**	**5.89 ***
Tutoring services are readily available	6.56	6.48 [++]	0.08	5.92 *
Academic support services adequately meet the needs of students	6.54	6.23	0.31	5.64 *
Library resources and services are adequate	6.52	6.11 [--]	0.41	5.99
Library staff are helpful and approachable	6.50	6.35 [++]	0.15	5.95 *
The equipment in the lab facilities is kept up to date	6.49	6.24	0.25	5.77 *
Computer labs are adequate and accessible	6.43	6.27	0.16	5.99 *
There are a sufficient number of student areas on campus	6.38	6.30	0.08	5.94 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Admissions and Financial Aid

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Admissions and Financial Aid Subscale	**6.54**	**6.30**	**0.24**	**5.48 ***
Financial aid counselors are helpful	6.60	6.43 [++]	0.17	5.37 *
Admissions staff are knowledgeable	6.60	6.35 [++]	0.25	5.74 *
Admissions counselors accurately portray the campus in their recruiting practices	6.53	6.41 [++]	0.12	5.52 *
Admissions counselors respond to prospective students' unique needs and requests	6.53	6.27	0.26	5.56 *
Adequate financial aid is available for most students	6.51	6.40 [++]	0.11	5.44 *
Financial aid awards are announced to students in time to be helpful in college planning	6.45	5.99	0.46	5.23 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Campus Climate

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Campus Climate Subscale	**6.41**	**6.18**	**0.23**	**5.65 ***
The campus is safe and secure for all students	6.64	6.32 [++]	0.32	5.89 *
Students are made to feel welcome on this campus	6.57	6.52 [++]	0.05	5.94 *
It is an enjoyable experience to be a student on this campus	6.55	6.46 [++]	0.09	5.86 *
The campus staff are caring and helpful	6.54	6.46 [++]	0.08	5.87 *
People on this campus respect and are supportive of each other	6.50	6.36 [++]	0.14	5.82 *
The school does whatever it can to help me reach my educational goals	6.49	6.16	0.33	5.56 *
The college shows concern for students as individuals	6.44	6.12	0.32	5.41 *
The institution has a good reputation within the community	6.43	6.36	0.07	5.93 *
Continued below…				

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Campus Climate (Continued)

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Continued from above…				
Administrators are approachable to students	6.36	6.19	0.17	5.63 *
Faculty care about me as an individual	6.36	6.18	0.18	5.64 *
New student orientation services help students adjust to college	6.33	6.03	0.30	5.56 *
I seldom get the "run-around" when seeking information on this campus	6.33	5.90	0.43	5.39 *
Channels for expressing student complaints are readily available	6.30	5.73	0.57	5.22 *
Most students feel a sense of belonging here	6.21	5.96	0.25	5.56 *
I generally know what's happening on campus	6.09	5.75	0.34	5.24 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Campus Support Services

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Campus Support Services Subscale	**6.32**	**6.12**	**0.20**	**5.37 ***
The career services office provides students with the help they need to get a job	6.46	6.39	0.07	5.41 *
There are adequate services to help me decide upon a career	6.45	6.13	0.32	5.51 *
New student orientation services help students adjust to college	6.33	6.03	0.30	5.56 *
Personnel in the Veteran's Services program are helpful	6.30	5.93	0.37	5.13 *
Child care facilities are available on campus	6.23	6.21	0.02	4.69 *
The student center is a comfortable place for students to spend their leisure time	6.22	6.11	0.11	5.76 *
This campus provides effective support services for displaced homemakers	6.18	5.96	0.22	5.18 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Concern for the Individual

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Concern for the Individual Subscale	**6.48**	**6.22**	**0.26**	**5.56 ***
Faculty are fair and unbiased in their treatment of individual students	6.60	6.35	0.25	5.75 *
Counseling staff care about students as individuals	6.52	6.34	0.18	5.62 *
My academic advisor is concerned about my success as an individual	6.48	6.14	0.34	5.38 *
The college shows concern for students as individuals	6.44	6.12	0.32	5.41 *
Faculty care about me as an individual	6.36	6.18	0.18	5.64 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Instructional Effectiveness

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Instructional Effectiveness Subscale	**6.50**	**6.19**	**0.31**	**5.70 ***
The quality of instruction I receive in most of my classes is excellent	6.68	6.19 --	0.49	5.73 *
I am able to experience intellectual growth here	6.63	6.43 ++	0.20	6.06 *
Nearly all of the faculty are knowledgeable in their fields	6.63	6.39 ++	0.24	5.94 *
Faculty are fair and unbiased in their treatment of individual students	6.60	6.35 ++	0.25	5.75 *
Program requirements are made clear and reasonable	6.55	6.20	0.35	5.78 *
Faculty provide timely feedback about student progress in a course	6.54	6.15 --	0.39	5.60 *
There is a good variety of courses provided on this campus	6.54	6.01 --	0.53	5.89
Continued below…				

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Instructional Effectiveness (Continued)

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Continued from above…				
Faculty are understanding of students' unique life circumstances	6.52	6.28	0.24	5.60 *
Faculty are usually available after class and during office hours	6.48	6.32	0.16	5.91 *
Students are notified early in the term if they are doing poorly in a class	6.43	5.96	0.47	5.21 *
Faculty care about me as an individual	6.36	6.18	0.18	5.64 *
Faculty are interested in my academic problems	6.35	6.03	0.32	5.48 *
Faculty take into consideration student differences as they teach a course	6.34	6.04	0.30	5.52 *
Nearly all classes deal with practical experiences and applications	6.29	6.08	0.21	5.65 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Registration Effectiveness

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Registration Effectiveness Subscale	**6.47**	**6.07**	**0.40**	**5.71 ***
The personnel involved in registration are helpful	6.58	6.30	0.28	5.68 *
I am able to register for classes with few conflicts	6.55	6.02 --	0.53	5.69 *
Policies and procedures regarding registration and course selection are clear and well-publicized	6.53	6.09 --	0.44	5.66 *
The business office is open during hours which are convenient for most students	6.49	6.04 --	0.45	5.65 *
Class change (drop/add) policies are reasonable	6.46	6.25	0.21	5.75 *
There are convenient ways of paying my school bill	6.45	6.30	0.15	5.79 *
Billing policies are reasonable	6.41	6.25	0.16	5.62 *
Classes are scheduled at times that are convenient for me	6.38	5.81	0.57	5.67
Bookstore staff are helpful	6.35	5.39	0.96	5.85 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * p < .05.

Subscale – Safety and Security

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Safety and Security Subscale	**6.49**	**6.11**	**0.38**	**5.54 ***
The campus is safe and secure for all students	6.64	6.32 [++]	0.32	5.89 *
Security staff respond quickly in emergencies	6.58	6.20	0.38	5.50 *
Parking lots are well lighted and secure	6.48	5.98	0.50	5.51 *
The amount of student parking space on campus is adequate	6.42	5.96	0.46	5.24 *
Security staff are helpful	6.28	6.05	0.23	5.53 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Service Excellence

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Service Excellence Subscale	**6.40**	**6.08**	**0.32**	**5.63 ***
The personnel involved in registration are helpful	6.58	6.30	0.28	5.68 *
The campus staff are caring and helpful	6.54	6.46 [++]	0.08	5.87 *
People on this campus respect and are supportive of each other	6.50	6.36 [++]	0.14	5.82 *
Library staff are helpful and approachable	6.50	6.35 [++]	0.15	5.95 *
Administrators are approachable to students	6.36	6.19	0.17	5.63 *
Bookstore staff are helpful	6.35	5.39	0.96	5.85 *
I seldom get the "run-around" when seeking information on this campus	6.33	5.90	0.43	5.39 *
Channels for expressing student complaints are readily available	6.30	5.73	0.57	5.22 *
I generally know what's happening on campus	6.09	5.75	0.34	5.24 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Subscale – Student Centeredness

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
Student Centeredness Subscale	**6.44**	**6.28**	**0.16**	**5.72 ***
Students are made to feel welcome on this campus	6.57	6.52 [++]	0.05	5.94 *
It is an enjoyable experience to be a student on this campus	6.55	6.46 [++]	0.09	5.86 *
The campus staff are caring and helpful	6.54	6.46 [++]	0.08	5.87 *
The college shows concern for students as individuals	6.44	6.12	0.32	5.41 *
Administrators are approachable to students	6.36	6.19	0.17	5.63 *
Most students feel a sense of belonging here	6.21	5.96	0.25	5.61 *

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

7) Columbia College Custom Items - Responsivity

Custom Items - Responsivity

Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
College services are available when I need them	6.57	6.15 --	0.42	N/A
College personnel and students show respect for different perspectives	6.56	6.22	0.34	N/A
Students from different backgrounds feel comfortable here	6.56	6.19	0.37	N/A
I feel comfortable being myself at this college	6.50	6.23	0.27	N/A
Information provided by the college is timely and effective	6.47	6.08	0.39	N/A

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

# 8) Columbia College Custom Items – Online Learning

Custom Items – Online Learning

| Scale/Item	Mean Importance [a]	Mean Satisfaction [a]	Gap Distance	Mean Satisfaction (Other Colleges) [a, b]
My instructors have the skills and knowledge to support my success in online learning	6.56	6.13 ⁻⁻	0.43	N/A
When I have questions about an online course, I get support from my course instructors	6.54	6.21	0.33	N/A
The college provides computer equipment for successful online learning	6.43	6.45	-.002	N/A
I find answers about online learning through the college's technical support and help-desk	6.34	6.03	0.28	N/A
I find answers about Canvas using the self-service guides and 24/7 Canvas chat support	6.26	6.07	0.19	N/A

Notes. [a] 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. [b] Columbia College mean satisfaction differed from National Community Colleges (Western U.S.) mean satisfaction at statistically significant levels where * $p < .05$.

Custom Items – Online Learning

How is your primary internet for online learning?
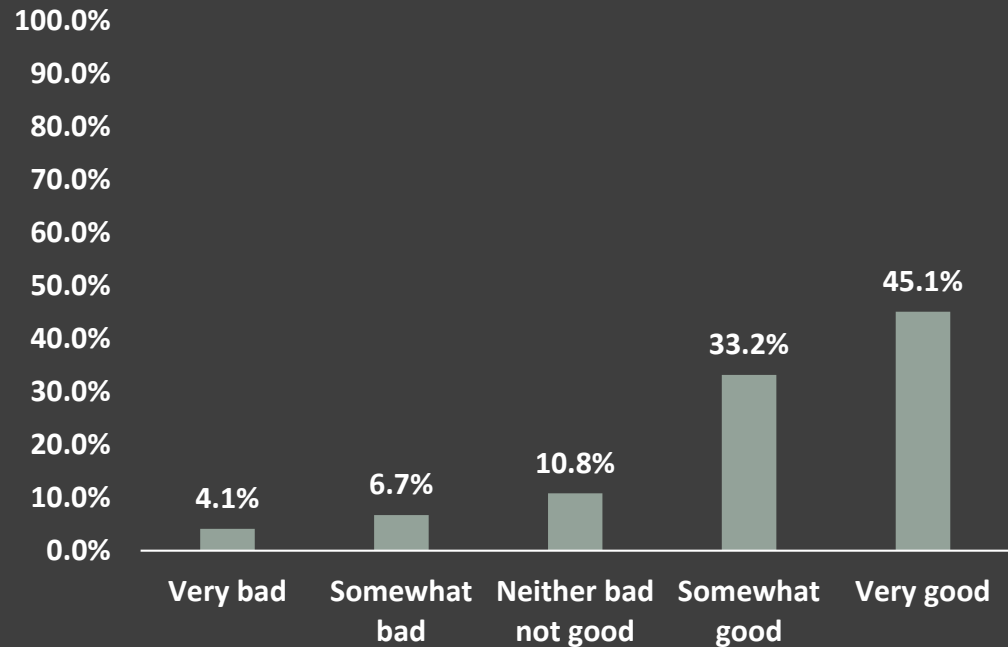
What is your preference for online versus on-campus (or in-person) coursework?
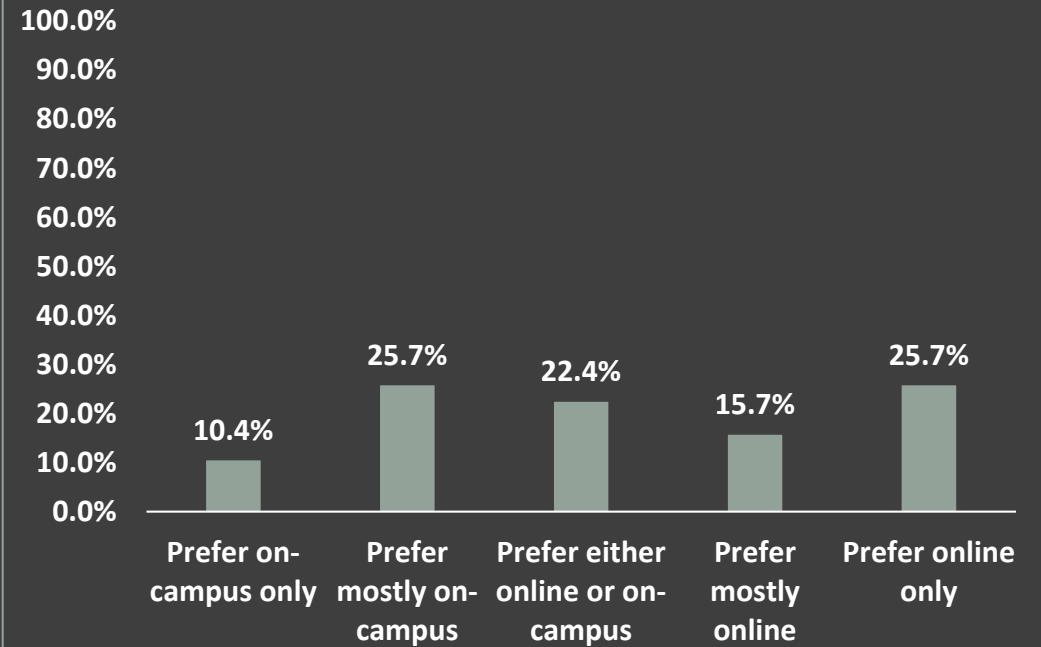
Custom Items – Online Learning

What is your preference for online versus on-campus coursework?

Reference Group Indicator [b]	Not in Reference Group			In Reference Group			Group Mean Difference [a]
	Response Mean	Standard Deviation	Response Count	Response Mean	Standard Deviation	Response Count	
Satisfied or Very Satisfied	2.77	1.33	70	2.80	1.36	198	0.03
Very Good Internet	3.05	1.30	147	2.48	1.35	121	-0.58 *
Nontraditional Age (GTE 25)	3.05	1.36	119	2.59	1.31	149	-0.46 *
Female	3.23	1.30	86	2.59	1.33	182	-0.65 *
Male	2.59	1.31	188	3.28	1.33	80	0.69 *
Nonwhite	2.78	1.36	228	2.88	1.32	40	0.09
Hispanic or Latino	2.79	1.35	255	2.92	1.38	13	0.14
Successful as Min 2.5 GPA	2.70	1.47	43	2.81	1.33	225	0.12
Fulltime as Min 12 Credits	2.63	1.31	166	3.07	1.39	102	0.44 *
Degree or Transfer Goal	2.78	1.29	91	2.80	1.39	177	0.02
Workforce/Training Goal	2.80	1.37	223	2.78	1.26	45	-0.02
Another Ed-Goal	2.80	1.36	222	2.78	1.33	46	-0.02
Any Active ASHP Declaration	2.80	1.38	127	2.79	1.34	141	-0.02
Any Active CTE Declaration	2.80	1.34	165	2.79	1.38	103	-0.01

Notes. [a] Compares mean responses to a scale ranging from 1 (*prefer online only*) to 5 (*prefer on-campus only*). Mean comparisons tested using *independent samples t test* where * = $p < 0.05$. Positive mean differences indicate that the reference group has a stronger preference for on-campus coursework, while negative mean differences indicate that the reference group has a stronger preference for online coursework. [b] All reference indicators are binary (no or yes). Mean preferences for the indicated reference group are to the right. Mean preferences for the counter-group are to the left. The reference group *Satisfied or Very Satisfied* comprises the group of respondents who selected the top two ratings of a global satisfaction indicator included within the SSI. The reference group *Very Good Internet* includes all students who selected the best rating to a five-point scale of internet quality. All other reference groups were derived from indicators tracked in the college's student management system databases.

- A closer examination of responses to *what is your preference for online versus on-campus coursework?* highlighted student characteristics that could affect preference.

- Analyses suggested that students who had very good internet, who were at least 25 years old, and females tended to prefer online coursework verses other students at levels that were less likely due to chance ($p < 05$).

- On the other hand, males and fulltime students tended to prefer on-campus coursework ($p < .05$).

Custom Items – Online Learning

What is your preference for online versus on-campus coursework?

	Prefers Online Only	Prefers On-Campus Only	
Count of students	69	28	
Reference Group Indicator [b]	Prefers Online Only	Prefers On-Campus Only	Preference Gap [a]
Satisfied or Very Satisfied	78.3%	71.4%	-6.9
Very Good Internet	60.9%	35.7%	-25.2
Nontraditional Age (GTE 25)	63.8%	39.3%	-24.5
Female	81.2%	50.0%	-31.2
Male	18.8%	50.0%	31.2
Nonwhite	10.1%	17.9%	7.8
Hispanic or Latino	4.3%	3.6%	-0.7
Successful as Min 2.5 GPA	82.6%	75.0%	-7.6
Fulltime as Min 12 Credits	33.3%	50.0%	16.7
Degree or Transfer Goal	69.6%	78.6%	9.0
Workforce/Training Goal	14.5%	10.7%	-3.8
Another Ed-Goal	15.9%	10.7%	-5.2
Any Active ASHP Declaration	55.1%	42.9%	-12.2
Any Active CTE Declaration	37.7%	50.0%	12.3

Notes. [a] Compares differences in the percentage of respondents who prefer on-campus-only coursework and the percentage of respondents who prefer online-only coursework. Positive preference gaps indicate that the reference group has a stronger preference for on-campus coursework. Negative preference gaps indicate that the reference group has a stronger preference for online coursework. [b] The reference group *Satisfied or Very Satisfied* comprises the group of respondents who selected the top two ratings of a global satisfaction indicator included within the SSI. The reference group *Very Good Internet* includes all students who selected the best rating to a five-point scale of internet quality. All other reference groups were derived from indicators tracked in the college's student management system databases.

- Analyses compared characteristics of SSI respondents who indicated that they preferred on-campus learning only versus students who indicated that they preferred online learning only.

- Students who preferred **on-campus learning only** were much more likely (gap >= 10 points) to be males, to be fulltime students, and to carry any *Career Technical Education* (CTE) program declaration. They were also somewhat more likely to have a degree or transfer ed-goal, and to be nonwhite students.

- Students who preferred **on-campus learning only** were much less likely (gap >= 10 points) to be female than students who preferred online learning only, to have good internet, to be nontraditional age students, and to carry any *Arts, Sciences, and Human Performance* (ASHP) program declaration. They were also somewhat less likely to have higher GPAs, non-degree or transfer ed-goals, and to be satisfied with their college experience.

Custom Items – Online Learning

What is your preference for online versus on-campus coursework?

	Prefers Online Only	Prefers On-Campus Only	
Count of students	69	28	
Reference Group Indicator [b]	Prefers Online Only	Prefers On-Campus Only	Preference Gap [a]
Satisfied or Very Satisfied	78.3%	71.4%	-6.9
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Any Active ASHP Declaration	55.1%	42.9%	-12.2
Any Active CTE Declaration	37.7%	50.0%	12.3

Notes. [a] Compares differences in the percentage of respondents who prefer on-campus-only coursework and the percentage of respondents who prefer online-only coursework. Positive preference gaps indicate that the reference group has a stronger preference for on-campus coursework. Negative preference gaps indicate that the reference group has a stronger preference for online coursework. [b] The reference group *Satisfied or Very Satisfied* comprises the group of respondents who selected the top two ratings of a global satisfaction indicator included within the SSI. The reference group *Very Good Internet* includes all students who selected the best rating to a five-point scale of internet quality. All other reference groups were derived from indicators tracked in the college's student management system databases.

- Analyses compared characteristics of SSI respondents who indicated that they preferred on-campus learning only versus students who indicated that they preferred online learning only.

- Students who preferred **online learning only** were much more likely (gap >= 10 points) to be females, to indicate that they had very good internet, to be nontraditional age students, and to carry any active ASHP declaration. They were also somewhat more likely to have higher GPAs, to have non-degree or transfer ed-goals, and to be satisfied with their college experience.

- Students who preferred **online learning only** were much less likely (gap >= 10 points) to be male, to be fulltime students, and to carry any active CTE declaration. They were also somewhat less likely to carry degree or transfer ed-goals, and to be nonwhite.