

Noel-Levitz Student Satisfaction Inventory (SSI)

Report on the Results of the Spring 2010 Administration
of the SSI at Mesa Community College



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OFFICE OF RESEARCH AND PLANNING
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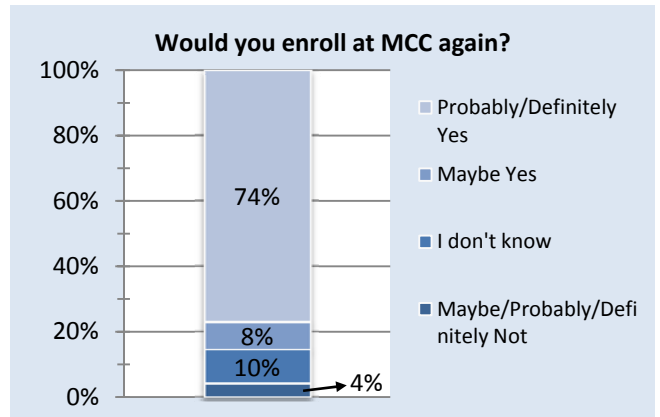
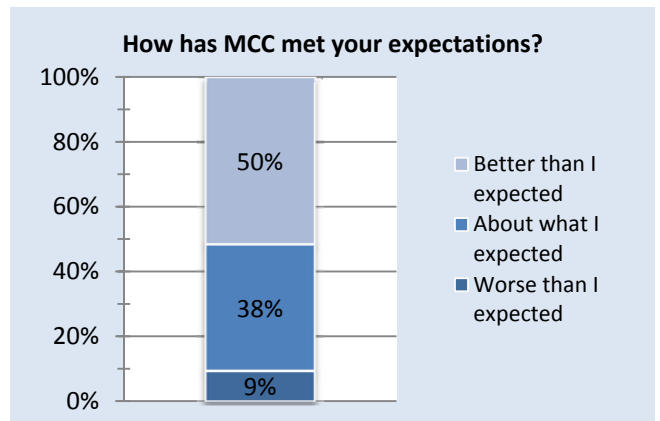
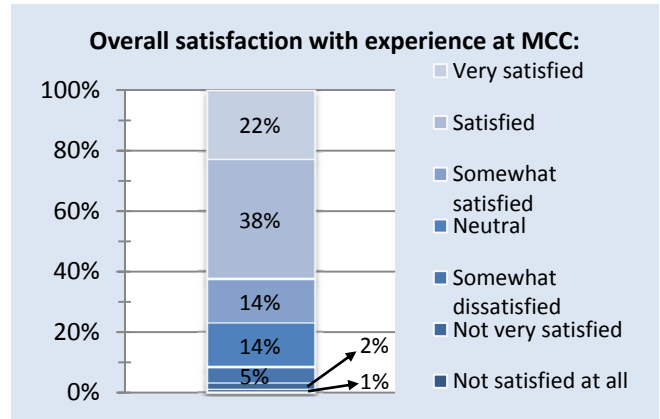
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1 Executive Summary

Key Highlights

- Overall, MCC mean scores were similar to those of MCCCDC, but generally lower than those of national, western, and large community college cohorts.
- Out of 70 items, MCC mean satisfaction scores were lower by a statistically significant margin for:
 - 37 items (53%) compared to the national cohort
 - 34 items (49%) compared to the large cohort
 - 20 items (29%) compared to the western cohort
 - 8 items (11%) compared to the MCCCDC cohort
- MCC did score higher with statistical significance in 2 items (3%) compared to the western cohort.
- MCC students were most satisfied with being able to experience intellectual growth on campus, faculty knowledge, instructional quality, course variety and scheduling, library services, campus maintenance, and lab facilities. (See page 5 for a ranking of items by satisfaction score.)
- MCC students were least satisfied with the availability of student parking, communication between the college and students, knowledge and helpfulness of personnel in academic advising and financial aid, and getting the “run-around” on campus. (See page 5 for a ranking of items by satisfaction score.)
- The composite areas of Academic Advising/Counseling, Admissions and Financial Aid, and Safety and Security had the largest performance gap. The performance gap is the difference between the importance and satisfaction score; a large gap indicates the college may not be meeting student expectations for a given item.
- 69% of respondents said MCC was their first choice of colleges to attend; 23% said it was their second choice; 8% said it was their third or lower choice.
- Day and evening students were similarly satisfied with their overall experiences at the college. The areas with largest performance gaps were similar for both day and evening students, indicating the college is not meeting student expectations across both student types. (See page 18 for detailed scores of day and evening students.)

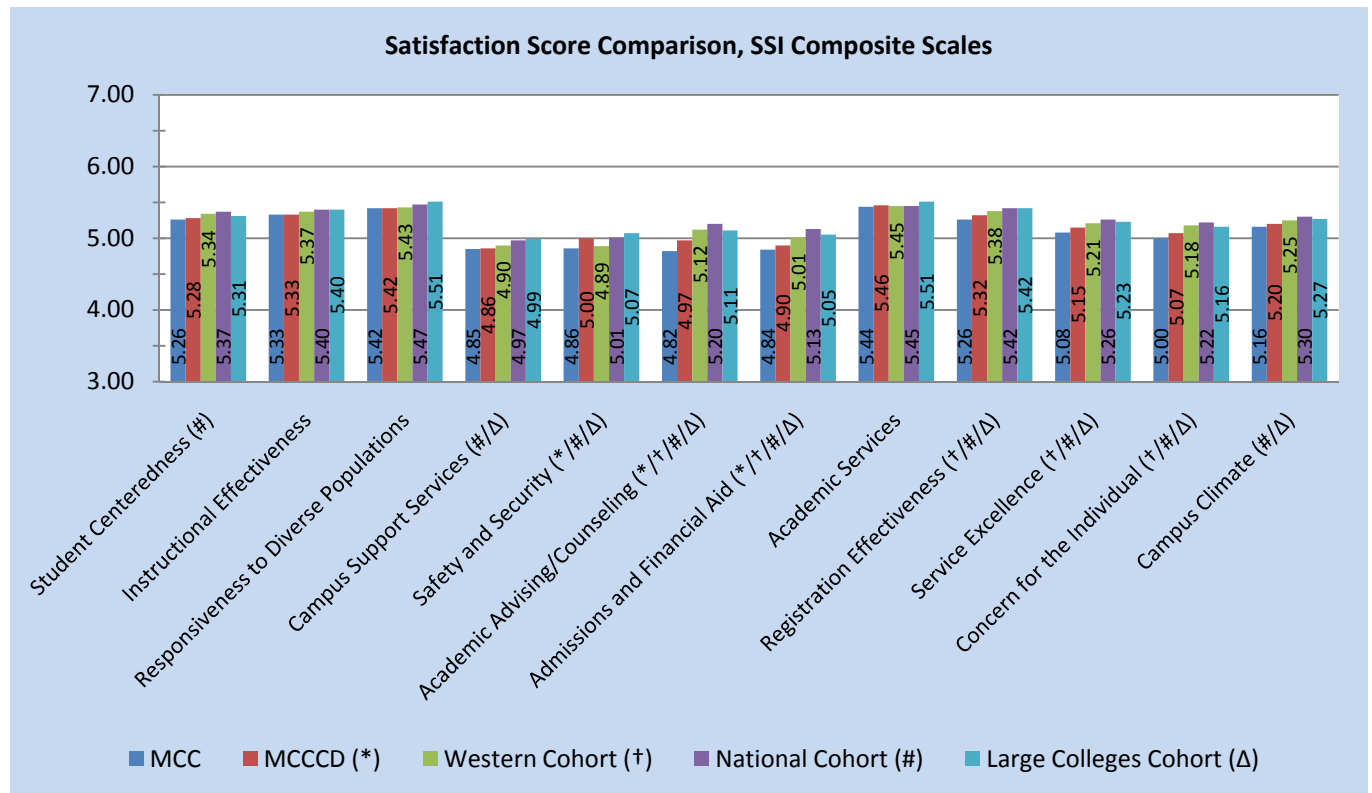
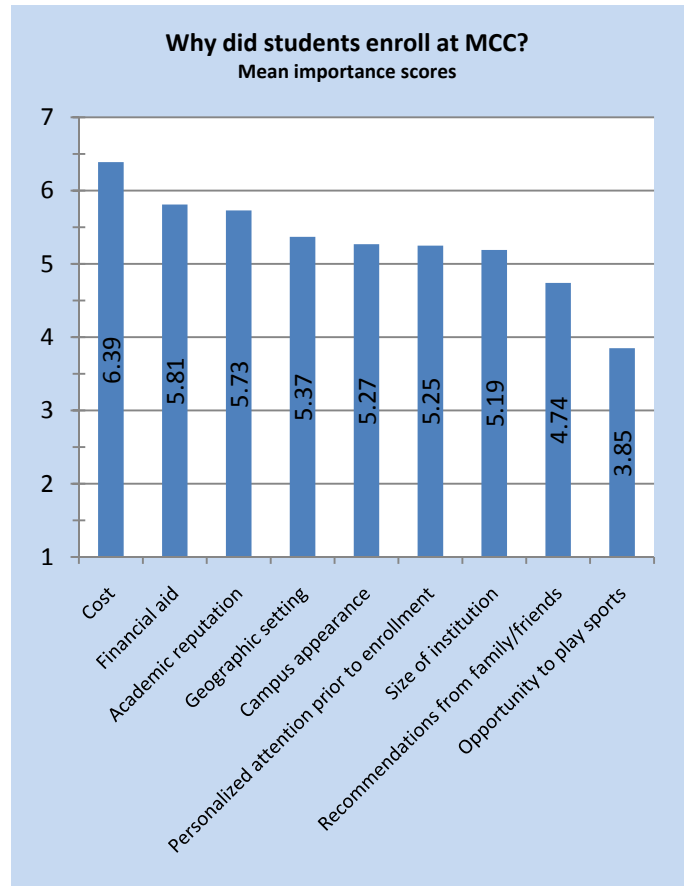


What's Important to MCC Students?
Composite Areas Ranked by Importance Score

1	Instructional Effectiveness
2	Registration Effectiveness
3	Academic Advising / Counseling
4	Academic Services
5	Concern for the Individual
6	Admissions and Financial Aid
7	Safety and Security
8	Student Centeredness
9	Service Excellence
10	Campus Climate
11	Campus Support Services

Key Highlights Continued

- Over two-thirds (70%) of Red Mountain students were either satisfied or very satisfied with their overall experience at the college. (See page 27 for detailed scores of Red Mountain students.)
- Cost, financial aid, and academic reputation were rated as the three most important reasons why students choose to enroll at MCC. (See chart to the right.)
- The chart below shows the overall mean satisfaction scores for each composite area. Scores higher than MCC by a statistically significant margin of at least .05 are indicated by symbols in parenthesis following the composite scale name.
 - MCC is on par with all other cohorts in areas of Instructional Effectiveness, Responsiveness to Diverse Populations, and Academic Services.
 - MCC scores are lower when compared to all four cohorts in areas of Academic Advising/Counseling and Admissions and Financial Aid.



Note: Symbols indicate statistically significant higher composite score when compared to MCC.

Introduction

The Noel-Levitz Student Satisfaction Inventory (SSI) aims to “take the pulse of the student body” by asking students to rate their level of satisfaction and their perceived level of importance with specific experiences, departments, and interactions at the college. Additional survey questions asked about students’ overall experience at Mesa Community College (MCC) as well as demographic information. Items are grouped into composite scales to provide a broad overview of big-picture areas such as Instructional Effectiveness or Registration Effectiveness.

The spring 2010 semester marks the first administration of the SSI at MCC; it was completed by 466 of 680 students in 30 randomly selected classes at both the Southern and Dobson and Red Mountain campuses. The survey was also administered at all Maricopa County Community College District (MCCCD) colleges except Rio Salado and will be repeated on a three-year cycle. In addition to comparing MCC to MCCCD, results will be compared to three cohorts: national community colleges, western community colleges, and large community colleges¹.

The SSI is one of two surveys administered on a regular cycle to a sample of MCC students. The Community College Survey of Student Engagement (CCSSE) was previously administered for the first time in 2008 and will be administered again in spring 2011. While the SSI directly questions students about their satisfaction with the college, CCSSE asks questions about student engagement, student behaviors, and institutional practices that are indicators of positive student success and retention. Further information about each survey is available from the MCC Office of Research and Planning.

Students used a Likert scale to rate items in two ways: “importance to me” and “my level of satisfaction.” Scales ranged from 1-7, with 7 as the highest (very important or very satisfied) and 1 as the lowest (not important at all or not satisfied at all). Mean scores are presented using this 1-7 scale format.

This report presents detailed SSI results:

- Overall MCC results by composite scale²
- MCC satisfaction scores compared to other cohorts
- MCC results for day and evening students
- MCC results by campus

Methods

In-person credit classes were randomly selected from institutional class data files to participate in the survey. Excel was used to randomly generate and order numbers for each section. This list was followed in order until the target distribution goal was met. The overall student response rate was 68.5%. Based on the spring 2010 credit student headcount, results for the overall MCC cohort have a 95% confidence level with a $\pm 4.5\%$ confidence interval (margin of error). Out of the entire MCC cohort, 267 students indicated primarily attending the Southern and Dobson campus, 127 indicated attending the Red Mountain campus, and 72 did not indicate a primary campus. This equates to a $\pm 5.95\%$ and $\pm 8.54\%$ margin of error for the respective campus cohorts with a 95% confidence level.

Faculty members were notified prior to administration of the survey of their random selection to participate. Course and section information was provided in this notice for verification purposes. Upon verification, survey

What's Important to MCC Students?	
1	Classes scheduled at convenient times.
2	Cost as a factor to enroll.
3	Able to experience intellectual growth here.
4	Quality of instruction in classes excellent.
5	Good variety of courses provided on campus.
6	I am able to register for classes with few conflicts.
7	Nearly all faculty are knowledgeable in their fields.
8	The campus is safe and secure for all students.
9	Student parking space on campus is adequate.
10	Registration personnel are helpful.

¹ The national and western community college cohorts are defined by Noel-Levitz. The MCC Office of Research and Planning requested additional comparisons to a cohort of large community colleges of a similar size to MCC. For cohort descriptions, see Appendix A.

² Noel-Levitz groups most items into composite scales. For a detailed description of scales, see Appendix B.

materials were distributed the week prior to administration, and faculty were asked to administer the survey during MCC's Assessment Week. Department chairs promoted participation of faculty and disseminated survey notices, letters, and materials. Upon return of the surveys, they were prepared for scanning and shipped to Noel-Levitz for processing and analysis.

Highlighted Results

Strengths and Challenges

Items ranking above the median in the importance rating and in the top 25% of satisfaction ratings are defined as strengths. Items above the median score in the importance rating and either in the bottom 25% of satisfaction scores OR in the top 25 % of the performance gap rating are defined as challenges. The performance gap score is the difference between the overall importance and satisfaction rating for each item.

Composite Area	Strengths	Challenges
Instructional Effectiveness	<ul style="list-style-type: none"> I am able to experience intellectual growth here. The quality of instruction I receive in most of my classes is excellent. There is a good variety of courses provided on this campus. Nearly all of the faculty are knowledgeable in their fields. Faculty are usually available after class and during office hours. 	<ul style="list-style-type: none"> Students are notified early in the term if they are doing poorly in a class.
Academic Services	<ul style="list-style-type: none"> Library resources and services are adequate. Computer labs are adequate and accessible. The equipment in lab facilities is kept up to date. 	
Campus Climate	<ul style="list-style-type: none"> Students are made to feel welcome on this campus. The institution has a good reputation within the community. 	
Registration Effectiveness	<ul style="list-style-type: none"> Classes are scheduled at times that are convenient for me. There are convenient ways of paying my school bill. 	<ul style="list-style-type: none"> The personnel involved in registration are helpful.
Student Centeredness	<ul style="list-style-type: none"> It is an enjoyable experience to be a student on this campus. 	
Safety and Security	<ul style="list-style-type: none"> The campus is safe and secure for all students. 	<ul style="list-style-type: none"> The amount of student parking space on campus is adequate. Parking lots are well-lighted and secure.
Admissions and Financial Aid		<ul style="list-style-type: none"> Admissions staff is knowledgeable. Adequate financial aid is available for most students. Financial aid awards are announced to students in time to be helpful in college planning. Financial aid counselors are helpful.
Academic Advising / Counseling		<ul style="list-style-type: none"> My academic advisor is knowledgeable about my program requirements. My academic advisor is knowledgeable about the transfer requirements of other schools. My academic advisor is approachable.

Item Rankings

The following tables list the top and bottom ten items by the mean satisfaction, importance, and performance gap scores. The gap score gives an indication of whether the college is meeting students' expectations for each item. The higher the gap, the more distance between how important students feel an item is and their satisfaction with that item. Overall, MCC students were most satisfied with items in the composite areas of Academic Services, Responsiveness to Diverse Populations, Instructional Effectiveness, and Student Centeredness.

Satisfaction

Scale: 1 (not important/satisfied at all) – 4 (neutral) – 7 (very important/satisfied)

	Item	Satisfaction	Importance	Gap
↑ Top 10	70. I am able to experience intellectual growth here.	5.76	6.32	0.56
	68. On the whole, the campus is well-maintained.	5.66	6.08	0.42
	69. There is a good variety of courses provided on this campus.	5.65	6.31	0.66
	14. Library resources and services are adequate.	5.64	6.15	0.51
	58. Nearly all of the faculty are knowledgeable in their fields.	5.64	6.25	0.61
	18. The quality of instruction I receive in most of my classes is excellent.	5.57	6.31	0.74
	8. Classes are scheduled at times that are convenient for me.	5.55	6.43	0.88
	45. This institution has a good reputation within the community.	5.55	5.97	0.42
	26. Library staff are helpful and approachable.	5.54	5.94	0.40
	42. The equipment in the lab facilities is kept up to date.	5.53	6.05	0.52
↓ Bottom 10	39. The amount of student parking space on campus is adequate.	4.27	6.21	1.94
	13. Financial aid awards are announced to students in time to be helpful in college planning.	4.49	5.97	1.48
	25. My academic advisor is concerned about my success as an individual.	4.56	5.92	1.36
	17. Personnel in the Veterans' Services program are helpful.	4.58	4.59	0.01 ³
	10. Child care facilities are available on campus.	4.59	4.33	-.26 ³
	12. My academic advisor helps me set goals to work toward.	4.66	5.89	1.23
	65. Students are notified early in the term if they are doing poorly in a class.	4.67	6.11	1.44
	19. This campus provides effective support services for displaced homemakers.	4.70	4.85	0.15 ³
	63. I seldom get the "run-around" when seeking information on this campus.	4.71	5.95	1.24
	44. I generally know what's happening on campus.	4.71	5.36	0.65
9. Internships or practical experiences are provided in my degree/certificate program.	4.71	5.75	1.04	

Importance

Scale: 1 (not important/satisfied at all) – 4 (neutral) – 7 (very important/satisfied)

	Item	Importance	Satisfaction	Gap
↑ Top 10	8. Classes are scheduled at times that are convenient for me.	6.43	5.55	0.88
	70. I am able to experience intellectual growth here.	6.32	5.76	0.56
	69. There is a good variety of courses provided on this campus.	6.31	5.65	0.66
	18. The quality of instruction I receive in most of my classes is excellent.	6.31	5.57	0.74
	15. I am able to register for classes I need with few conflicts.	6.30	5.31	0.99
	58. Nearly all of the faculty are knowledgeable in their fields.	6.25	5.64	0.61
	31. The campus is safe and secure for all students.	6.24	5.50	0.74
	39. The amount of student parking space on campus is adequate.	6.21	4.27	1.94
	5. The personnel involved in registration are helpful.	6.17	5.03	1.14
	14. Library resources and services are adequate.	6.15	5.64	0.51

³ An item may have lower mean scores in both importance and satisfaction while also having a low gap score. This likely indicates that while the item is not as important to the student body as a whole, it seems to be meeting the needs of students who do feel that the item is important. Items 17, 10 and 19 are examples of this.

Importance continued

	Item	Importance	Satisfaction	Gap
Bottom 10	10. Child care facilities are available on campus.	4.33	4.59	-0.26
	17. Personnel in the Veterans' Services program are helpful.	4.59	4.58	0.01
	19. This campus provides effective support services for displaced homemakers.	4.85	4.70	0.15
	4. Security staff are helpful.	5.25	4.79	0.46
	1. Most students feel a sense of belonging here.	5.28	5.25	0.03
	44. I generally know what's happening on campus.	5.36	4.71	0.65
	59. New student orientation services help students adjust to college.	5.59	4.97	0.62
	33. Admissions counselors accurately portray the campus in their recruiting practices.	5.65	4.93	0.72
	30. The career services office provides students with the help they need to get a job.	5.69	4.75	0.94
	38. The student center is a comfortable place for students to spend their leisure time.	5.74	5.24	0.50

Performance Gap

Scale: 1 (not important/satisfied at all) – 4 (neutral) – 7 (very important/satisfied)

	Item	Gap	Importance	Satisfaction
Top 10	10. Child care facilities are available on campus.	-0.26	4.33	4.59
	17. Personnel in the Veterans' Services program are helpful.	0.01	4.59	4.58
	1. Most students feel a sense of belonging here.	0.03	5.28	5.25
	19. This campus provides effective support services for displaced homemakers.	0.15	4.85	4.70
	26. Library staff are helpful and approachable.	0.40	5.94	5.54
	3. The quality of instruction in the vocational/technical programs is excellent.	0.42	5.75	5.35
	68. On the whole, the campus is well-maintained.	0.42	6.08	5.66
	45. This institution has a good reputation within the community.	0.44	5.97	5.55
	21. There are a sufficient number of study areas on campus.	0.46	5.93	5.49
	4. Security staff are helpful.	0.50	5.25	4.79
38. The student center is a comfortable place for students to spend their leisure time.	0.51	5.74	5.24	
Bottom 10	39. The amount of student parking space on campus is adequate.	1.94	6.21	4.27
	13. Financial aid awards are announced to students in time to be helpful in college planning.	1.48	5.97	4.49
	65. Students are notified early in the term if they are doing poorly in a class.	1.44	6.11	4.67
	25. My academic advisor is concerned about my success as an individual.	1.36	5.92	4.56
	40. My academic advisor is knowledgeable about the transfer requirements of other schools.	1.24	6.12	4.78
	63. I seldom get the "run-around" when seeking information on this campus.	1.24	5.95	4.71
	12. My academic advisor helps me set goals to work toward.	1.23	5.86	4.66
	7. Adequate financial aid is available for most students.	1.22	6.06	4.83
	32. My academic advisor is knowledgeable about my program requirements.	1.14	6.13	4.91
	5. The personnel involved in registration are helpful.	1.13	6.17	5.03
6. My academic advisor is approachable.	1.10	6.08	4.95	

2 Respondent Profile

The figures to the right compare the respondent profiles for the MCC, MCCC, and Large College cohort samples, along with the actual MCC student population from spring 2010. Demographic data for the National and Western SSI cohorts was not available.

MCC Respondent Profile

MCC respondents to the SSI were younger and more full-time than the actual student body. The 19-24 age range included 58% of SSI respondents but only comprises 48% of the total MCC student body. Also, 7% of MCC students are over 45, while only 3% of SSI respondents were in that range.

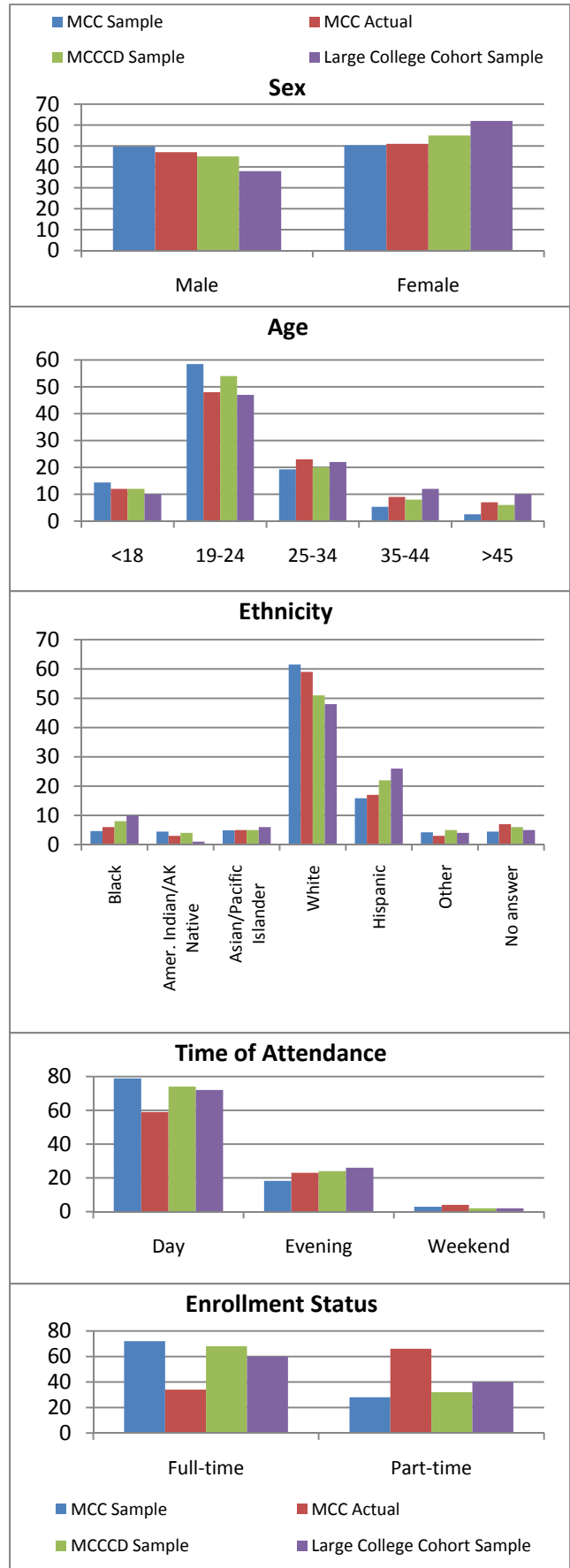
Next, the nearly inverse difference between the actual and sample enrollment status is a result of sampling technique and the in-class administration process. Unlike the CCSSE survey, SSI results are not weighted by full-time/part-time in an attempt to correct for this phenomenon.

Just over half of respondents (54%) indicated they were in their first year at MCC, while 29% were in their second year. The most popular educational goals chosen by respondents were obtaining an associate degree (43%) and transferring to another institution (38%). About one in four students reported working full-time, 39% worked part-time and 32% were not employed.

Nearly half of students reported living with a parent; 29% rent a room or apartment, and 15% said they own a house.

Comparison Cohorts' Respondent Profiles

Both the MCCC and large college cohorts were slightly more diverse and older than the MCC sample. The large college cohort had a larger share of female respondents, as well as more respondents in who were past their second year of study. Other respondent characteristics between the three groups were similar. The inverse relationship between actual population and respondent group full-time/part-time status also appears to exist in the other cohorts.



3 MCC Results by Composite Scale

Noel-Levitz has grouped most SSI items into composite scales based on statistical and conceptual analyses. These scale scores provide an overall big-picture view of student satisfaction with different areas of the college. While overall composite scale scores provide an indicator of general student satisfaction for each area, individual items within each scale must be evaluated to determine if any particular item within the scale is an outlier. For example, strong dissatisfaction with campus parking may pull down the overall Safety and Security scale score. Finally, some items appear in multiple scales.

The following table ranks the composite areas by their overall mean satisfaction, importance, and gap scores. This ranking will give a rough overview of areas students feel are important, areas students are satisfied with, and areas where student expectations are not met. This table is useful to see the gaps between satisfaction and importance in some areas. For example, Academic Advising/Counseling ranks third highest in importance but ranks last in satisfaction, with a performance gap score of 1.20.

Ranking of Composite Scales by Overall MCC Mean Scores						
Rank	Satisfaction		Importance		Gap	
1	Academic Services	5.44	Instructional Effectiveness	6.11	Campus Support Services	0.44
2	Responsiveness to Diverse Populations*	5.42	Registration Effectiveness	6.08	Academic Services	0.54
3	Instructional Effectiveness	5.33	Academic Advising/Counseling	6.02	Student Centeredness	0.62
4	Student Centeredness	5.26	Academic Services	5.98	Campus Climate	0.70
5	Registration Effectiveness	5.26	Concern for the Individual	5.96	Instructional Effectiveness	0.78
6	Campus Climate	5.16	Admissions and Financial Aid	5.93	Service Excellence	0.79
7	Service Excellence	5.08	Safety and Security	5.91	Registration Effectiveness	0.82
8	Concern for the Individual	5.00	Student Centeredness	5.88	Concern for the Individual	0.96
9	Safety and Security	4.86	Service Excellence	5.87	Safety and Security	1.05
10	Campus Support Services	4.85	Campus Climate	5.86	Admissions and Financial Aid	1.09
11	Admissions and Financial Aid	4.84	Campus Support Services	5.29	Academic Advising/Counseling	1.20
12	Academic Advising/Counseling	4.82				

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

*Students were only asked their satisfaction with items in this scale; therefore, no scores for importance or gap are available.

Academic Advising / Counseling

These seven items in this scale assess the “comprehensiveness” of the academic advising program by evaluating academic advisors “on the basis of their knowledge, competence, and personal concern for students.” The large gaps between the satisfaction and importance scores in this area are relatively high compared to other composite areas. In fact, five of the seven items are in the top ten highest performance gap scores out of all items. These large gaps may indicate the college is not meeting students’ expectations in this area. The mean satisfaction score for this scale (4.82) is the lowest among the 12 composite areas, and three items are identified as one of the 11 challenges for the college (see table on next page).

Academic Advising / Counseling, Continued

Item	Satisfaction	Importance	Gap	Strength/Challenge
This school does whatever it can to help me reach my educational goals.	5.07	6.06	0.99	-
My academic advisor is approachable.	4.95	6.08	1.13	Challenge
My academic advisor is knowledgeable about my program requirements.	4.91	6.13	1.22	Challenge
Counseling staff care about students as individuals.	4.84	5.91	1.07	-
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.78	6.12	1.34	Challenge
My academic advisor helps me set goals to work toward.	4.66	5.89	1.23	-
My academic advisor is concerned about my success as an individual.	4.56	5.92	1.36	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

MCC students appear to be satisfied with campus services such as the library and computer labs; this composite scale ranked the highest in mean satisfaction (5.44) of all scales. Three of items in this scale are identified as one of the 14 strengths for the college.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library resources and services are adequate.	5.64	6.15	0.51	Strength
Library staff are helpful and approachable.	5.54	5.94	0.40	-
Computer labs are adequate and accessible.	5.54	6.07	0.53	Strength
The equipment in the lab facilities is kept up to date.	5.53	6.05	0.52	Strength
There are a sufficient number of study areas on campus.	5.49	5.93	0.44	-
Tutoring services are readily available.	5.22	5.93	0.71	-
Academic support services adequately meet the needs of students.	5.10	5.82	0.72	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Used to measure the effectiveness of college admissions and financial aid, this composite scale ranks near the bottom in overall satisfaction. Similarly to the Academic Advising/Counseling composite scale, most items in this scale have a high performance gap score; students appear to want a greater availability of financial aid, earlier notifications of financial aid awards, and more helpful/knowledgeable financial aid and admissions staff. Further, four of the six items are classified as challenges.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Admissions staff are knowledgeable.	5.07	6.11	1.04	Challenge
Admissions counselors accurately portray the campus in their recruiting practices.	4.93	5.65	0.72	-
Financial aid counselors are helpful.	4.87	5.97	1.10	Challenge
Adequate financial aid is available for most students.	4.83	6.06	1.23	Challenge
Admissions counselors respond to prospective students' unique needs and requests.	4.83	5.78	0.95	-
Financial aid awards are announced to students in time to be helpful in college planning.	4.49	5.97	1.48	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

This broad composite scale assesses the “extent to which [the] institution provides experiences that promote a sense of campus pride and feelings of belonging.” Two items are campus strengths, and students were most satisfied with the reputation of MCC within the community, their experience as an MCC student, campus safety, and that they feel welcome on campus. Lower satisfaction is seen in getting the “run-around” on campus, as well as is in communication with students to inform them of what’s happening on campus or to provide an outlet for complaints.

Item	Satisfaction	Importance	Gap	Strength/Challenge
This institution has a good reputation within the community.	5.55	5.97	0.42	Strength
It is an enjoyable experience to be a student on this campus.	5.51	6.13	0.62	-
The campus is safe and secure for all students.	5.50	6.24	0.74	-
Students are made to feel welcome on this campus.	5.46	6.00	0.54	Strength
Faculty care about me as an individual.	5.33	5.88	0.55	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
Most students feel a sense of belonging here.	5.25	5.28	0.03	-
People on this campus respect and are supportive of each other.	5.22	5.78	0.56	-
Students are made to feel welcome on this campus.	5.15	5.96	0.81	-
This school does whatever it can to help me reach my educational goals.	5.07	6.06	0.99	-
New student orientation services help students adjust to college.	4.97	5.59	0.62	-
The college shows concern for students as individuals.	4.87	5.93	1.06	-
Channels for expressing student complaints are readily available.	4.76	5.75	0.99	-
I generally know what's happening on campus.	4.71	5.36	0.65	-
I seldom get the "run-around" when seeking information on this campus.	4.71	5.95	1.24	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

The campus support services composite scale examines a variety of campus services such as career services, child care, veterans’ services, new student orientation, and the student center. Overall, this scale was the least important to students. While some satisfaction scores are lower when compared to other scales, their gap score is also lower. This combination of low satisfaction and low gap score likely indicates that fewer students use these services, and the college is meeting the expectations of the students who do. This may be attributed to students selecting “neutral” on the satisfaction scale, moving the mean score closer to four.

Item	Satisfaction	Importance	Gap	Strength/Challenge
The student center is a comfortable place for students to spend their leisure time.	5.24	5.74	0.50	-
There are adequate services to help me decide upon a career.	4.99	5.98	0.99	-
New student orientation services help students adjust to college.	4.97	5.59	0.62	-
The career services office provides students with the help they need to get a job.	4.75	5.69	0.94	-
This campus provides effective support services for displaced homemakers.	4.70	4.85	0.15	-
Child care facilities are available on campus.	4.59	4.33	-.26	-
Personnel in the Veterans' Services program are helpful.	4.58	4.59	0.01	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

This composite scale measures the extent to which the college treats each student as an individual. Once again, students are more satisfied with their interactions with faculty than interactions with support staff such as advisors and counselors. It is interesting to note that while students seem generally satisfied with faculty interactions, their satisfaction with “the college” as an entire institution is noticeably lower.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty are fair and unbiased in their treatment of individual students.	5.33	6.15	0.82	-
Faculty care about me as an individual.	5.33	5.88	0.55	-
The college shows concern for students as individuals.	4.87	5.93	1.06	-
Counseling staff care about students as individuals.	4.84	5.91	1.07	-
My academic advisor is concerned about my success as an individual.	4.56	5.92	1.36	-

Scale: **1** (not important / not satisfied at all) – **4** (neutral) – **7** (very important / very satisfied)

Instructional Effectiveness

The instructional effectiveness composite scale looks at 14 items to assess students’ academic experience at the college. This area as a whole was rated as most important by respondents and was third highest in satisfaction. In addition to the level of intellectual growth they experience at MCC, students were most satisfied with the variety of courses offered and the overall quality of faculty. Students were least satisfied about being notified early in the semester of poor performance in a class; this item had the third highest gap score of any item.

Item	Satisfaction	Importance	Gap	Strength/Challenge
I am able to experience intellectual growth here.	5.76	6.32	0.56	Strength
There is a good variety of courses provided on this campus.	5.65	6.31	0.66	Strength
Nearly all of the faculty are knowledgeable in their fields.	5.64	6.25	0.61	Strength
The quality of instruction I receive in most of my classes is excellent.	5.57	6.31	0.74	Strength
Faculty are usually available after class and during office hours.	5.45	6.10	0.65	Strength
Faculty are fair and unbiased in their treatment of individual students.	5.33	6.15	0.82	-
Faculty care about me as an individual.	5.33	5.88	0.55	-
Nearly all classes deal with practical experiences and applications.	5.29	6.07	0.78	-
Faculty are understanding of students' unique life circumstances.	5.24	6.1	0.86	-
Program requirements are clear and reasonable.	5.24	6.06	0.82	-
Faculty provide timely feedback about student progress in a course.	5.21	6.05	0.84	-
Faculty take into consideration student differences as they teach a course.	5.16	5.97	0.81	-
Faculty are interested in my academic problems.	5.02	5.89	0.87	-
Students are notified early in the term if they are doing poorly in a class.	4.67	6.11	1.44	-

Scale: **1** (not important / not satisfied at all) – **4** (neutral) – **7** (very important / very satisfied)

Registration Effectiveness

This composite scale looks at the effectiveness of registration/billing policies and personnel. Students were most satisfied with the convenience of both class times and paying their bills. As with several other items pertaining to student-staff interaction, students were least satisfied with the helpfulness of registration staff, contributing to a large performance gap score for that item (1.14).

Item	Satisfaction	Importance	Gap	Strength/Challenge
Classes are scheduled at times that are convenient for me.	5.55	6.43	0.88	Strength
There are convenient ways of paying my school bill.	5.43	6.02	0.59	Strength
I am able to register for classes I need with few conflicts.	5.31	6.30	0.99	-
Bookstore staff are helpful.	5.31	5.88	0.57	-
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.20	5.96	0.76	-
Class change (drop/add) policies are reasonable.	5.20	6.07	0.87	-
The business office is open during hours which are convenient for most students.	5.14	5.89	0.75	-
Billing policies are reasonable.	5.12	5.97	0.85	-
The personnel involved in registration are helpful.	5.03	6.17	1.14	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

This scale asks students to rate only their satisfaction with the college's commitment to different groups of students. Mean satisfaction scores were similar across all items.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Institution's commitment to part-time students?	5.59	-	-	-
Institution's commitment to older, returning learners?	5.43	-	-	-
Institution's commitment to students with disabilities?	5.43	-	-	-
Institution's commitment to evening students?	5.36	-	-	-
Institution's commitment to commuters?	5.36	-	-	-
Institution's commitment to under-represented populations?	5.32	-	-	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

This small composite scale attempts to measure the effectiveness of campus security personnel and campus facilities. The overall low satisfaction score for this area is likely due to student dissatisfaction with campus parking. Students seem satisfied that the campus as a whole is safe and secure for all students.

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus is safe and secure for all students.	5.50	6.24	0.74	Strength
Parking lots are well-lighted and secure.	4.96	6.05	1.09	Challenge
Security staff are helpful.	4.79	5.25	0.46	-
Security staff respond quickly in emergencies.	4.76	5.80	1.04	-
The amount of student parking space on campus is adequate.	4.27	6.21	1.94	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

The service excellence mean scores rank at or near the median in all three measures. This scale attempts to judge student perceptions of staff attitudes. While students were most satisfied with bookstore staff and general “campus staff,” students were less satisfied that they “get the run-around” while navigating the campus.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library staff are helpful and approachable.	5.54	5.94	0.40	-
Bookstore staff are helpful.	5.31	5.88	0.57	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
People on this campus respect and are supportive of each other.	5.22	5.78	0.56	-
Students are made to feel welcome on this campus.	5.15	5.96	0.81	-
The personnel involved in registration are helpful.	5.03	6.17	1.14	-
Channels for expressing student complaints are readily available.	4.76	5.75	0.99	-
I generally know what's happening on campus.	4.71	5.36	0.65	-
I seldom get the "run-around" when seeking information on this campus.	4.71	5.95	1.24	

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

The student centeredness composite scale measures whether students feel welcomed and valued on campus. Students seemed to be mostly satisfied with their overall experience at MCC, as this scale ranked fourth highest in overall satisfaction.

Item	Satisfaction	Importance	Gap	Strength/Challenge
It is an enjoyable experience to be a student on this campus.	5.51	6.13	0.62	-
Students are made to feel welcome on this campus.	5.46	6.00	0.54	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
Most students feel a sense of belonging here.	5.25	5.28	0.03	-
Students are made to feel welcome on this campus.	5.15	5.96	0.81	-
The college shows concern for students as individuals.	4.87	5.93	1.06	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

MCC Satisfaction Scores Compared to Other Cohorts

This section compares MCC mean satisfaction scores with those of each comparison cohort: MCCCCD, large community colleges, western community colleges, and national community colleges. A statistically significant difference in scores is indicated with asterisks or plus signs next to the score using the following scale. An asterisk indicates that the comparison group's score is higher than MCC's score. A plus sign indicates that MCC's score was higher than the comparison group score. For example, a score that is statistically significant at a level of 0.01 means that there is only a 1% probability that the difference between the scores occurred by chance.

Other cohort higher than MCC	MCC higher than other cohort	Significance Level
*	+	statistically significant at the 0.05 level
**	++	statistically significant at the 0.01 level
***	+++	statistically significant at the 0.001 level

Overall, MCC mean scores were similar to those of MCCCCD, but generally lower than those in the other three comparison cohorts. Out of the 70 items, MCC's mean satisfaction scores were lower by a statistically significant margin for 37 items (53%) compared to the national college cohort, 34 items (49%) compared to the large college cohort, 20 items (29%) compared to the western college cohort, and 8 items (11%) compared to the MCCCCD cohort. MCC did score higher with statistical significance in 2 items (3%) compared to the western colleges cohort.

Academic Advising / Counseling

Item	MCC	MCCCCD	Large Colleges	Western Colleges	National Colleges
This school does whatever it can to help me reach my educational goals.	5.07	5.12	5.23*	5.18	5.24*
My academic advisor is approachable.	4.95	5.08	5.26***	5.30***	5.39***
My academic advisor is knowledgeable about my program requirements.	4.91	5.08	5.18**	5.22***	5.35***
Counseling staff care about students as individuals.	4.84	5.00*	5.13***	5.13***	5.18***
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.78	4.96*	5.05**	5.06***	5.12***
My academic advisor helps me set goals to work toward.	4.66	4.79	4.97***	4.95***	5.01***
My academic advisor is concerned about my success as an individual.	4.56	4.72	4.93***	4.95***	5.06***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

Item	MCC	MCCCCD	Large Colleges	Western Colleges	National Colleges
Library resources and services are adequate.	5.64	5.61	5.72	5.58	5.59
Library staff are helpful and approachable.	5.54	5.54	5.62	5.54	5.51
Computer labs are adequate and accessible.	5.54	5.60	5.62	5.60	5.57
The equipment in the lab facilities is kept up to date.	5.53	5.42	5.42	5.42	5.43
There are a sufficient number of study areas on campus.	5.49	5.49	5.46	5.39	5.38
Tutoring services are readily available.	5.22	5.40*	5.46***	5.41**	5.41**
Academic support services adequately meet the needs of students.	5.10	5.14	5.23	5.20	5.26*

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
Admissions staff are knowledgeable.	5.07	5.20	5.29**	5.33***	5.37***
Admissions counselors accurately portray the campus in their recruiting practices.	4.93	4.92	5.05	5.04	5.12**
Financial aid counselors are helpful.	4.87	4.78	4.93	4.92	5.04*
Adequate financial aid is available for most students.	4.83	4.93	5.01*	4.94	5.12***
Admissions counselors respond to prospective students' unique needs and requests.	4.83	4.98	5.12***	5.10***	5.17***
Financial aid awards are announced to students in time to be helpful in college planning.	4.49	4.56	4.84***	4.70*	4.90***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
This institution has a good reputation within the community.	5.55	5.49	5.70*	5.62	5.63
It is an enjoyable experience to be a student on this campus.	5.51	5.55	5.52	5.55	5.51
The campus is safe and secure for all students.	5.50	5.54	5.56	5.45	5.53
Students are made to feel welcome on this campus.	5.46	5.49	5.52	5.54	5.56
Faculty care about me as an individual.	5.33	5.27	5.30	5.34	5.37
The campus staff are caring and helpful.	5.29	5.35	5.37	5.40	5.45*
Most students feel a sense of belonging here.	5.25	5.22	5.24	5.26	5.30
People on this campus respect and are supportive of each other.	5.22	5.23	5.27	5.29	5.27
Students are made to feel welcome on this campus.	5.15	5.13	5.18	5.17	5.25
This school does whatever it can to help me reach my educational goals.	5.07	5.12	5.23*	5.18	5.24*
New student orientation services help students adjust to college.	4.97	5.05	5.20**	5.15*	5.24***
The college shows concern for students as individuals.	4.87	4.95	5.03*	5.07**	5.13***
Channels for expressing student complaints are readily available.	4.76	4.80	4.85	4.77	4.91
I generally know what's happening on campus.	4.71	4.67	4.87*	4.76	4.94**
I seldom get the "run-around" when seeking information on this campus.	4.71	4.98**	5.06***	5.07***	5.10***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
The student center is a comfortable place for students to spend their leisure time.	5.24	5.26	5.26**	5.17	5.22**
There are adequate services to help me decide upon a career.	4.99	5.05	5.20	5.08	5.21
New student orientation services help students adjust to college.	4.97	5.05	5.20**	5.15*	5.24***
The career services office provides students with the help they need to get a job.	4.75	4.80	4.98**	4.91*	5.00**
This campus provides effective support services for displaced homemakers.	4.70	4.64	4.80	4.70	4.77
Child care facilities are available on campus.	4.59	4.48	4.52	4.47	4.46
Personnel in the Veterans' Services program are helpful.	4.58	4.53	4.66	4.55	4.60

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
Faculty are fair and unbiased in their treatment of individual students.	5.33	5.35	5.38	5.38	5.36
Faculty care about me as an individual.	5.33	5.27	5.30	5.34	5.37
The college shows concern for students as individuals.	4.87	4.95	5.03*	5.07**	5.13***
Counseling staff care about students as individuals.	4.84	5.00*	5.13***	5.13***	5.18***
My academic advisor is concerned about my success as an individual.	4.56	4.72	4.93***	4.95***	5.06***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Instructional Effectiveness

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
I am able to experience intellectual growth here.	5.76	5.71	5.78	5.72	5.70
There is a good variety of courses provided on this campus.	5.65	5.57	5.75	5.48+	5.59
Nearly all of the faculty are knowledgeable in their fields.	5.64	5.57	5.63	5.65	5.66
The quality of instruction I receive in most of my classes is excellent.	5.57	5.54	5.58	5.62	5.59
Faculty are usually available after class and during office hours.	5.45	5.49	5.61*	5.57	5.60*
Faculty are fair and unbiased in their treatment of individual students.	5.33	5.35	5.38	5.38	5.36
Faculty care about me as an individual.	5.33	5.27	5.30	5.34	5.37
Nearly all classes deal with practical experiences and applications.	5.29	5.32	5.36	5.35	5.42*
Faculty are understanding of students' unique life circumstances.	5.24	5.18	5.21	5.22	5.22
Program requirements are clear and reasonable.	5.24	5.40*	5.48***	5.45**	5.51***
Faculty provide timely feedback about student progress in a course.	5.21	5.22	5.29	5.24	5.30
Faculty take into consideration student differences as they teach a course.	5.16	5.16	5.21	5.22	5.22
Faculty are interested in my academic problems.	5.02	5.06	5.11	5.11	5.18*
Students are notified early in the term if they are doing poorly in a class.	4.67	4.73	4.85*	4.72	4.91**

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Registration Effectiveness

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
Classes are scheduled at times that are convenient for me.	5.55	5.42	5.41	5.26+++	5.44
There are convenient ways of paying my school bill.	5.43	5.46	5.59*	5.47	5.46
I am able to register for classes I need with few conflicts.	5.31	5.33	5.36	5.37	5.43
Bookstore staff are helpful.	5.31	5.51	5.58***	5.53**	5.53**
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.20	5.33	5.47***	5.43***	5.44***
Class change (drop/add) policies are reasonable.	5.20	5.25	5.37*	5.47***	5.44***
The business office is open during hours which are convenient for most students.	5.14	5.27	5.33**	5.27	5.37**
Billing policies are reasonable.	5.12	5.21**	5.39***	5.31**	5.34**
The personnel involved in registration are helpful.	5.03	5.12	5.24**	5.33***	5.35***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
Institution's commitment to part-time students?	5.59	5.63	5.66	5.55	5.59
Institution's commitment to older, returning learners?	5.43	5.44	5.55	5.52	5.54
Institution's commitment to students with disabilities?	5.43	5.39	5.50	5.48	5.49
Institution's commitment to evening students?	5.36	5.48	5.53	5.41	5.49
Institution's commitment to commuters?	5.36	5.29	5.39	5.28	5.38
Institution's commitment to under-represented populations?	5.32	5.27	5.37	5.33	5.36

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
The campus is safe and secure for all students.	5.50	5.54	5.56	5.45	5.53
Parking lots are well-lighted and secure.	4.96	5.17**	5.21**	4.94	5.10
Security staff are helpful.	4.79	4.98*	5.03**	4.85	4.92
Security staff respond quickly in emergencies.	4.76	4.88	5.04***	4.82	4.91*
The amount of student parking space on campus is adequate.	4.27	4.42	4.49*	4.37	4.56**

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
Library staff are helpful and approachable.	5.54	5.54	5.62	5.54	5.51
Bookstore staff are helpful.	5.31	5.51**	5.58***	5.53**	5.53**
The campus staff are caring and helpful.	5.29	5.35	5.37	5.40	5.45*
People on this campus respect and are supportive of each other.	5.22	5.23	5.27	5.29	5.27
Students are made to feel welcome on this campus.	5.15	5.13	5.18	5.17	5.25
The personnel involved in registration are helpful.	5.03	5.12	5.24**	5.33***	5.35
Channels for expressing student complaints are readily available.	4.76	4.80	4.85	4.77	4.91
I generally know what's happening on campus.	4.71	4.67	4.87*	4.76	4.94**
I seldom get the "run-around" when seeking information on this campus.	4.71	4.98**	5.06***	5.07***	5.10***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

Item	MCC	MCCCD	Large Colleges	Western Colleges	National Colleges
It is an enjoyable experience to be a student on this campus.	5.51	5.55	5.52	5.55	5.51
Students are made to feel welcome on this campus.	5.46	5.49	5.52	5.54	5.56
The campus staff are caring and helpful.	5.29	5.35	5.37	5.40	5.45*
Most students feel a sense of belonging here.	5.25	5.22	5.24	5.26	5.30
Students are made to feel welcome on this campus.	5.15	5.13	5.18	5.17	5.25
The college shows concern for students as individuals.	4.87	4.95	5.03*	5.07**	5.13***

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

5

MCC Day and Evening Student Results

Respondents were asked to indicate if their current enrollment status was day, evening, or weekend: 328 indicated day, 76 indicated evening, and 19 indicated weekend. This section presents mean satisfaction scores by composite area for day and evening students. Unfortunately, due to the small size of the cohorts, statistical significance between the cohorts for each item was not calculated. Thus, scores for each cohort should be evaluated individually and not compared directly. Mean scores for weekend students are not included due to the limited number of respondents.

Day and evening students are similarly satisfied with their overall experiences at the college: 60% of day students were either satisfied or very satisfied compared to 58% of evening students. When asked if the college has met their expectations, 51% of day students and 44% of evening students said their experience was either better than, quite a bit better than, or much better than they expected. Finally, when asked if they would enroll at MCC again “if they had to do it over,” 76% of day students and 70% of evening students said probably or definitely yes.

The highest performance gaps for day and evening students were similar, indicating that the college is not meeting student expectations in the same areas across both student groups. As with the entire MCC cohort, items dealing with parking, academic advising, registration, and financial aid all have high performance gaps for both day and evening students.

It should be noted that this is the third student survey in which the scores of day and evening students were compared. The 2003 Student Assessment of the College Environment (SACE) found that day students were generally more positive about their experience at the college. The 2008 CCSSE also found slight difference between the responses of day and evening students: evening students indicated being less academically challenged and less impacted by their time at the college than day students.

What's Important to MCC Students?		
Rank	Day	Evening
1	Classes scheduled at convenient times.	Factor in decision to enroll: Cost
2	Factor in decision to enroll: Cost	Able register for classes with few conflicts.
3	Able register for classes with few conflicts.	Quality of instruction in classes excellent.
4	Good variety of courses provided on campus.	Faculty knowledgeable in their fields.
5	Able to experience intellectual growth here.	Good variety of courses provided on campus.
6	Quality of instruction in classes excellent.	Student parking space on campus is adequate.
7	Campus is safe and secure for all students.	Classes scheduled at convenient times.
8	Faculty knowledgeable in their fields.	Convenient ways of paying school bill.
9	Student parking space on campus is adequate.	Faculty fair/unbiased in treatment students.
10	Library resources and services are adequate.	Able to experience intellectual growth here.

Academic Advising / Counseling

Item	MCC Overall	Day	Evening
This school does whatever it can to help me reach my educational goals.	5.07	5.09	4.87
My academic advisor is approachable.	4.95	4.95	4.93
My academic advisor is knowledgeable about my program requirements.	4.91	4.89	5.07
Counseling staff care about students as individuals.	4.84	4.84	4.8
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.78	4.84	4.63
My academic advisor helps me set goals to work toward.	4.66	4.66	4.61
My academic advisor is concerned about my success as an individual.	4.56	4.55	4.65

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

Item	MCC Overall	Day	Evening
Library resources and services are adequate.	5.64	5.65	5.52
Library staff are helpful and approachable.	5.54	5.55	5.37
Computer labs are adequate and accessible.	5.54	5.53	5.44
The equipment in the lab facilities is kept up to date.	5.53	5.52	5.31
There are a sufficient number of study areas on campus.	5.49	5.50	5.46
Tutoring services are readily available.	5.22	5.23	5.18
Academic support services adequately meet the needs of students.	5.10	5.11	4.94

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Item	MCC Overall	Day	Evening
Admissions staff are knowledgeable.	5.07	5.1	5.07
Admissions counselors accurately portray the campus in their recruiting practices.	4.93	4.96	4.93
Financial aid counselors are helpful.	4.87	4.86	4.92
Adequate financial aid is available for most students.	4.83	4.82	4.97
Admissions counselors respond to prospective students' unique needs and requests.	4.83	4.79	4.89
Financial aid awards are announced to students in time to be helpful in college planning.	4.49	4.49	4.38

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

Item	MCC Overall	Day	Evening
This institution has a good reputation within the community.	5.55	5.51	5.69
It is an enjoyable experience to be a student on this campus.	5.51	5.53	5.36
The campus is safe and secure for all students.	5.50	5.46	5.42
Students are made to feel welcome on this campus.	5.46	5.42	5.54
Faculty care about me as an individual.	5.33	5.28	5.41
The campus staff are caring and helpful.	5.29	5.28	5.12
Most students feel a sense of belonging here.	5.25	5.15	5.49
People on this campus respect and are supportive of each other.	5.22	5.18	5.34
Students are made to feel welcome on this campus.	5.15	5.15	5.16
This school does whatever it can to help me reach my educational goals.	5.07	5.09	4.87
New student orientation services help students adjust to college.	4.97	5.01	4.87
The college shows concern for students as individuals.	4.87	4.85	4.88
Channels for expressing student complaints are readily available.	4.76	4.74	4.86
I generally know what's happening on campus.	4.71	4.77	4.76
I seldom get the "run-around" when seeking information on this campus.	4.71	4.70	4.76

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

Item	MCC Overall	Day	Evening
The student center is a comfortable place for students to spend their leisure time.	5.24	5.21	5.17
There are adequate services to help me decide upon a career.	4.99	4.97	5.19
New student orientation services help students adjust to college.	4.97	5.01	4.84
The career services office provides students with the help they need to get a job.	4.75	4.75	4.96
This campus provides effective support services for displaced homemakers.	4.70	4.69	4.65
Child care facilities are available on campus.	4.59	4.64	4.71
Personnel in the Veterans' Services program are helpful.	4.58	4.60	4.78

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

Item	MCC Overall	Day	Evening
Faculty are fair and unbiased in their treatment of individual students.	5.33	5.38	5.24
Faculty care about me as an individual.	5.33	5.28	5.41
The college shows concern for students as individuals.	4.87	4.85	4.88
Counseling staff care about students as individuals.	4.84	4.84	4.80
My academic advisor is concerned about my success as an individual.	4.56	4.55	4.65

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Instructional Effectiveness

Item	MCC Overall	Day	Evening
I am able to experience intellectual growth here.	5.76	5.70	5.93
There is a good variety of courses provided on this campus.	5.65	5.60	5.77
Nearly all of the faculty are knowledgeable in their fields.	5.64	5.66	5.61
The quality of instruction I receive in most of my classes is excellent.	5.57	5.57	5.49
Faculty are usually available after class and during office hours.	5.45	5.44	5.44
Faculty are fair and unbiased in their treatment of individual students.	5.33	5.38	5.24
Faculty care about me as an individual.	5.33	5.28	5.41
Nearly all classes deal with practical experiences and applications.	5.29	5.30	5.39
Faculty are understanding of students' unique life circumstances.	5.24	5.24	5.32
Program requirements are clear and reasonable.	5.24	5.22	5.37
Faculty provide timely feedback about student progress in a course.	5.21	5.25	5.36
Faculty take into consideration student differences as they teach a course.	5.16	5.16	5.38
Faculty are interested in my academic problems.	5.02	5.00	5.01
Students are notified early in the term if they are doing poorly in a class.	4.67	4.76	4.69

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Registration Effectiveness

Item	MCC Overall	Day	Evening
Classes are scheduled at times that are convenient for me.	5.55	5.62	5.27
There are convenient ways of paying my school bill.	5.43	5.39	5.68
I am able to register for classes I need with few conflicts.	5.31	5.34	5.24
Bookstore staff are helpful.	5.31	5.33	5.37
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.20	5.26	5.04
Class change (drop/add) policies are reasonable.	5.20	5.16	5.44
The business office is open during hours which are convenient for most students.	5.14	5.16	5.03
Billing policies are reasonable.	5.12	5.11	5.27
The personnel involved in registration are helpful.	5.03	4.99	5.22

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

Item	MCC Overall	Day	Evening
Institution's commitment to part-time students?	5.59	5.65	5.47
Institution's commitment to older, returning learners?	5.43	5.45	5.40
Institution's commitment to students with disabilities?	5.43	5.44	5.40
Institution's commitment to evening students?	5.36	5.42	5.28
Institution's commitment to commuters?	5.36	5.31	5.43
Institution's commitment to under-represented populations?	5.32	5.28	5.49

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

Item	MCC Overall	Day	Evening
The campus is safe and secure for all students.	5.50	5.46	5.42
Parking lots are well-lighted and secure.	4.96	5.00	4.77
Security staff are helpful.	4.79	4.69	5.23
Security staff respond quickly in emergencies.	4.76	4.71	4.92
The amount of student parking space on campus is adequate.	4.27	4.23	4.61

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

Item	MCC Overall	Day	Evening
Library staff are helpful and approachable.	5.54	5.15	5.16
Bookstore staff are helpful.	5.31	5.34	5.24
The campus staff are caring and helpful.	5.29	5.28	5.12
People on this campus respect and are supportive of each other.	5.22	5.18	5.34
Students are made to feel welcome on this campus.	5.15	5.15	5.16
The personnel involved in registration are helpful.	5.03	4.99	5.22
Channels for expressing student complaints are readily available.	4.76	4.74	4.86
I generally know what's happening on campus.	4.71	4.77	4.76
I seldom get the "run-around" when seeking information on this campus.	4.71	4.70	4.76

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

Item	MCC Overall	Day	Evening
It is an enjoyable experience to be a student on this campus.	5.51	5.53	5.36
Students are made to feel welcome on this campus.	5.46	5.42	5.54
The campus staff are caring and helpful.	5.29	5.28	5.15
Most students feel a sense of belonging here.	5.25	5.15	5.49
Students are made to feel welcome on this campus.	5.15	5.15	5.16
The college shows concern for students as individuals.	4.87	4.85	4.88

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

6 MCC Results by Campus

Respondents were asked to indicate if they primarily attended the Southern and Dobson or Red Mountain campus; 267 students indicated primarily attending the Southern and Dobson campus, 127 indicated attending the Red Mountain campus, and 72 did not indicate a primary campus. This section provides results from each campus individually. Comparisons between the scores of students from each campus are not made due to differences in campus size, location, and student population. In general, Noel-Levitz has documented that larger colleges and urban colleges have lower satisfaction scores than smaller and suburban or rural colleges.

Southern and Dobson Campus

A majority (57%) of Southern and Dobson students were wither satisfied or very satisfied with their experience at MCC, with another 16% indicating somewhat satisfied. When asked if the college has met their expectations, 50% of Southern and Dobson students said their experience was either better than, quite a bit better than, or much better than they expected. Another 38% said their experience was about what they expected. Finally, when asked if they would enroll at MCC again "if they had to do it over," 75% of said probably or definitely yes.

As with the college as a whole, Southern and Dobson students were most satisfied with areas of Academic Services, Instructional Effectiveness, and Registration Effectiveness. Areas with the lowest satisfaction are Admissions and Financial Aid, Safety and Security, and Academic Advising/Counseling.

Southern and Dobson students were most dissatisfied with the availability of parking on campus; the performance gap for this item was extremely high (2.20). Other items with low satisfaction and high gap scores deal with communication between the college and students: the time it takes to notify students of financial aid awards and whether or not students are notified early in the semester if they are doing poorly in a class.

Southern and Dobson Students Top 10 Items by Mean Score		
Rank	Satisfaction	Importance
1	Able to experience intellectual growth here.	Classes scheduled at convenient times.
2	Library resources and services are adequate.	Good variety of courses provided on campus.
3	Good variety of courses provided on campus.	Able to experience intellectual growth here.
4	Faculty knowledgeable in their fields.	Factor in decision to enroll: Cost
5	Institution's commit to part-time students?	Quality of instruction in classes excellent.
6	The campus is well maintained.	Faculty knowledgeable in their fields.
7	Quality of instruction in classes excellent.	Able register for classes with few conflicts.
8	Institution has good reputation in community.	Library resources and services are adequate.
9	Classes scheduled at convenient times.	Campus is safe and secure for all students.
10	Faculty available after class / during office hours.	Registration personnel are helpful.

Academic Advising / Counseling

Item	Satisfaction	Importance	Gap
This school does whatever it can to help me reach my educational goals.	5.04	6.10	1.06
My academic advisor is approachable.	5.00	6.20	1.20
My academic advisor is knowledgeable about my program requirements.	4.88	6.18	1.30
Counseling staff care about students as individuals.	4.79	5.95	1.16
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.61	6.15	1.54
My academic advisor helps me set goals to work toward.	4.63	5.93	1.30
My academic advisor is concerned about my success as an individual.	4.52	6.00	1.48

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

Item	Satisfaction	Importance	Gap
Library resources and services are adequate.	5.74	6.27	0.53
Library staff are helpful and approachable.	5.46	5.94	0.48
Computer labs are adequate and accessible.	5.46	6.04	0.58
The equipment in the lab facilities is kept up to date.	5.44	6.09	0.65
There are a sufficient number of study areas on campus.	5.44	6.04	0.60
Tutoring services are readily available.	5.16	6.00	0.84
Academic support services adequately meet the needs of students.	5.00	5.85	0.85

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Item	Satisfaction	Importance	Gap
Admissions staff are knowledgeable.	5.09	6.10	1.01
Admissions counselors accurately portray the campus in their recruiting practices.	4.84	5.67	0.83
Financial aid counselors are helpful.	4.75	6.01	1.26
Adequate financial aid is available for most students.	4.70	5.76	1.06
Admissions counselors respond to prospective students' unique needs and requests.	4.80	6.06	1.26
Financial aid awards are announced to students in time to be helpful in college planning.	4.42	6.00	1.58

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

Item	Satisfaction	Importance	Gap
This institution has a good reputation within the community.	5.54	6.04	0.50
It is an enjoyable experience to be a student on this campus.	5.45	6.14	0.69
The campus is safe and secure for all students.	5.44	6.23	0.79
Students are made to feel welcome on this campus.	5.42	5.96	0.54
Faculty care about me as an individual.	5.33	5.86	0.53
The campus staff are caring and helpful.	5.27	6.04	0.77
Most students feel a sense of belonging here.	5.20	5.28	0.08
People on this campus respect and are supportive of each other.	5.18	5.79	0.61
Students are made to feel welcome on this campus.	5.15	6.02	0.87
This school does whatever it can to help me reach my educational goals.	5.04	6.10	1.06
New student orientation services help students adjust to college.	4.96	5.59	0.63
The college shows concern for students as individuals.	4.85	5.96	1.11
Channels for expressing student complaints are readily available.	4.61	5.74	1.13
I generally know what's happening on campus.	4.60	6.01	1.41
I seldom get the "run-around" when seeking information on this campus.	4.66	5.31	0.65

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

Item	Satisfaction	Importance	Gap
The student center is a comfortable place for students to spend their leisure time.	5.21	5.73	0.52
There are adequate services to help me decide upon a career.	4.87	6.03	1.16
New student orientation services help students adjust to college.	4.96	5.59	0.63
The career services office provides students with the help they need to get a job.	4.63	5.71	1.08
This campus provides effective support services for displaced homemakers.	4.62	4.85	0.23
Child care facilities are available on campus.	4.62	4.20	-0.41
Personnel in the Veterans' Services program are helpful.	4.48	4.48	0.00

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

Item	Satisfaction	Importance	Gap
Faculty are fair and unbiased in their treatment of individual students.	5.29	6.2	0.91
Faculty care about me as an individual.	5.33	5.86	0.53
The college shows concern for students as individuals.	4.85	5.96	1.11
Counseling staff care about students as individuals.	4.79	5.95	1.16
My academic advisor is concerned about my success as an individual.	4.52	6.00	1.48

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Instructional Effectiveness

Item	Satisfaction	Importance	Gap
I am able to experience intellectual growth here.	5.76	6.42	0.66
There is a good variety of courses provided on this campus.	5.71	6.43	0.72
Nearly all of the faculty are knowledgeable in their fields.	5.68	6.35	0.67
The quality of instruction I receive in most of my classes is excellent.	5.54	6.38	0.84
Faculty are usually available after class and during office hours.	5.48	6.18	0.70
Faculty are fair and unbiased in their treatment of individual students.	5.29	6.20	0.91
Faculty care about me as an individual.	5.33	5.86	0.53
Nearly all classes deal with practical experiences and applications.	5.18	6.10	0.92
Faculty are understanding of students' unique life circumstances.	5.16	6.13	0.97
Program requirements are clear and reasonable.	5.19	6.10	0.91
Faculty provide timely feedback about student progress in a course.	5.17	6.08	0.91
Faculty take into consideration student differences as they teach a course.	5.07	5.94	0.87
Faculty are interested in my academic problems.	4.86	5.85	0.99
Students are notified early in the term if they are doing poorly in a class.	4.47	6.15	1.68

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Registration Effectiveness

Item	Satisfaction	Importance	Gap
Classes are scheduled at times that are convenient for me.	5.48	6.50	1.02
There are convenient ways of paying my school bill.	5.40	6.05	0.65
I am able to register for classes I need with few conflicts.	5.26	6.35	1.09
Bookstore staff are helpful.	5.41	5.88	0.47
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.22	5.98	0.76
Class change (drop/add) policies are reasonable.	5.23	6.10	0.87
The business office is open during hours which are convenient for most students.	5.07	5.90	0.83
Billing policies are reasonable.	5.11	5.99	0.88
The personnel involved in registration are helpful.	5.14	6.23	1.09

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

Item	Satisfaction	Importance	Gap
Institution's commitment to part-time students?	5.59		
Institution's commitment to older, returning learners?	5.43		
Institution's commitment to students with disabilities?	5.43		
Institution's commitment to evening students?	5.31		
Institution's commitment to commuters?	5.25		
Institution's commitment to under-represented populations?	5.29		

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

Item	Satisfaction	Importance	Gap
The campus is safe and secure for all students.	5.44	6.23	0.79
Parking lots are well-lighted and secure.	4.93	5.93	1.00
Security staff are helpful.	4.75	5.25	0.50
Security staff respond quickly in emergencies.	4.71	5.79	1.08
The amount of student parking space on campus is adequate.	4.02	6.22	2.20

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

Item	Satisfaction	Importance	Gap
Library staff are helpful and approachable.	5.46	5.94	0.48
Bookstore staff are helpful.	5.41	5.88	0.47
The campus staff are caring and helpful.	5.27	6.04	0.77
People on this campus respect and are supportive of each other.	5.18	5.79	0.61
Students are made to feel welcome on this campus.	5.15	6.02	0.87
The personnel involved in registration are helpful.	5.14	6.23	1.09
Channels for expressing student complaints are readily available.	4.61	5.74	1.13
I generally know what's happening on campus.	4.60	6.01	1.41
I seldom get the "run-around" when seeking information on this campus.	4.66	5.31	0.65

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

Item	Satisfaction	Importance	Gap
It is an enjoyable experience to be a student on this campus.	5.45	6.14	0.69
Students are made to feel welcome on this campus.	5.42	5.96	0.54
The campus staff are caring and helpful.	5.27	6.04	0.77
Most students feel a sense of belonging here.	5.20	5.28	0.08
Students are made to feel welcome on this campus.	5.15	6.02	0.87
The college shows concern for students as individuals.	4.85	5.96	1.11

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Red Mountain Campus

Over two-thirds (70%) of Red Mountain students were either satisfied or very satisfied with their experience at MCC, with another 10% indicating somewhat satisfied. When asked if the college has met their expectations, 52% of Red Mountain students said their experience was either better than, quite a bit better than, or much better than they expected. Another 37% said their experience was about what they expected. Finally, when asked if they would enroll at MCC again “if they had to do it over,” 78% of said probably or definitely yes.

Red Mountain students were most satisfied with areas of Academic Services, Instructional Effectiveness, and Student Centeredness. Areas with the lowest satisfaction are Campus Support Services, Admissions and Financial Aid, and Academic Advising/Counseling.

Red Mountain students were most dissatisfied with the availability childcare facilities on campus; however, a low performance gap score on this item indicates that expectations for child care facilities are met. The likely cause of this difference is students who don't need or use childcare facilities indicating a satisfaction rating of neutral, resulting in the mean satisfaction score moving toward the score of four.

Red Mountain Students Top 10 Items by Mean Score		
Rank	Satisfaction	Importance
1	The campus is well-maintained.	Factor in decision to enroll: Cost
2	Able to experience intellectual growth here.	Classes scheduled at convenient times.
3	Quality of instruction in classes excellent.	Campus is safe and secure for all students.
4	Computer labs are adequate and accessible.	Quality of instruction in classes excellent.
5	Equipment in lab facilities kept up to date.	Able register for classes with few conflicts.
6	Institution's commit to part-time students.	Faculty fair/unbiased in treatment students.
7	Enjoyable experience to be student on campus.	Able to experience intellectual growth here.
8	Faculty knowledgeable in their fields.	Registration personnel are helpful.
9	Sufficient number of study areas on campus.	Financial aid available for most students.
10	Classes scheduled at convenient times.	Student parking space on campus is adequate.

Academic Advising / Counseling

Item	Satisfaction	Importance	Gap
This school does whatever it can to help me reach my educational goals.	5.40	6.07	0.67
My academic advisor is approachable.	5.11	6.05	0.94
My academic advisor is knowledgeable about my program requirements.	5.11	6.07	0.96
Counseling staff care about students as individuals.	5.09	5.84	0.75
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.08	6.08	1.00
My academic advisor helps me set goals to work toward.	4.97	5.87	0.90
My academic advisor is concerned about my success as an individual.	4.92	5.90	0.98

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

Item	Satisfaction	Importance	Gap
Library resources and services are adequate.	5.60	6.01	0.41
Library staff are helpful and approachable.	5.80	5.87	0.21
Computer labs are adequate and accessible.	5.66	6.07	0.27
The equipment in the lab facilities is kept up to date.	5.79	6.02	0.23
There are a sufficient number of study areas on campus.	5.74	5.87	0.13
Tutoring services are readily available.	5.51	5.96	0.45
Academic support services adequately meet the needs of students.	5.40	5.77	0.37

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Item	Satisfaction	Importance	Gap
Admissions staff are knowledgeable.	5.20	6.13	0.93
Admissions counselors accurately portray the campus in their recruiting practices.	5.14	5.56	0.42
Financial aid counselors are helpful.	5.18	6.08	0.90
Adequate financial aid is available for most students.	5.21	5.89	0.68
Admissions counselors respond to prospective students' unique needs and requests.	4.97	6.17	1.20
Financial aid awards are announced to students in time to be helpful in college planning.	4.67	6.08	1.41

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

Item	Satisfaction	Importance	Gap
This institution has a good reputation within the community.	5.63	5.87	0.24
It is an enjoyable experience to be a student on this campus.	5.78	6.14	0.36
The campus is safe and secure for all students.	5.64	6.34	0.70
Students are made to feel welcome on this campus.	5.57	5.99	0.42
Faculty care about me as an individual.	5.47	5.93	0.46
The campus staff are caring and helpful.	5.45	5.98	0.53
Most students feel a sense of belonging here.	5.44	5.49	0.05
People on this campus respect and are supportive of each other.	5.39	5.83	0.44
Students are made to feel welcome on this campus.	5.35	5.83	0.48
This school does whatever it can to help me reach my educational goals.	5.40	6.07	0.67
New student orientation services help students adjust to college.	5.11	5.61	0.50
The college shows concern for students as individuals.	4.94	5.97	1.03
Channels for expressing student complaints are readily available.	5.10	5.67	0.57
I generally know what's happening on campus.	5.04	5.89	0.85
I seldom get the "run-around" when seeking information on this campus.	4.87	5.34	0.47

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

Item	Satisfaction	Importance	Gap
The student center is a comfortable place for students to spend their leisure time.	5.29	5.76	0.47
There are adequate services to help me decide upon a career.	5.21	5.92	0.71
New student orientation services help students adjust to college.	5.11	5.61	0.50
The career services office provides students with the help they need to get a job.	5.03	5.68	0.65
This campus provides effective support services for displaced homemakers.	4.93	5.01	0.08
Child care facilities are available on campus.	4.52	4.70	0.18
Personnel in the Veterans' Services program are helpful.	4.93	4.93	0.00

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

Item	Satisfaction	Importance	Gap
Faculty are fair and unbiased in their treatment of individual students.	5.53	6.19	0.66
Faculty care about me as an individual.	5.47	5.93	0.46
The college shows concern for students as individuals.	4.94	5.97	1.03
Counseling staff care about students as individuals.	5.09	5.84	0.75
My academic advisor is concerned about my success as an individual.	4.92	5.90	0.98

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Instructional Effectiveness

Item	Satisfaction	Importance	Gap
I am able to experience intellectual growth here.	5.83	6.18	0.35
There is a good variety of courses provided on this campus.	5.58	6.08	0.50
Nearly all of the faculty are knowledgeable in their fields.	5.76	6.16	0.40
The quality of instruction I receive in most of my classes is excellent.	5.80	6.32	0.52
Faculty are usually available after class and during office hours.	5.55	6.01	0.46
Faculty are fair and unbiased in their treatment of individual students.	5.53	6.19	0.66
Faculty care about me as an individual.	5.47	5.93	0.46
Nearly all classes deal with practical experiences and applications.	5.55	6.08	0.53
Faculty are understanding of students' unique life circumstances.	5.48	6.12	0.64
Program requirements are clear and reasonable.	5.41	5.99	0.58
Faculty provide timely feedback about student progress in a course.	5.40	6.01	0.61
Faculty take into consideration student differences as they teach a course.	5.43	6.05	0.62
Faculty are interested in my academic problems.	5.55	6.00	0.45
Students are notified early in the term if they are doing poorly in a class.	5.17	6.01	0.84

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Registration Effectiveness

Item	Satisfaction	Importance	Gap
Classes are scheduled at times that are convenient for me.	5.72	6.35	0.63
There are convenient ways of paying my school bill.	5.51	6.00	0.49
I am able to register for classes I need with few conflicts.	5.45	6.32	0.87
Bookstore staff are helpful.	5.35	5.88	0.53
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.25	5.92	0.67
Class change (drop/add) policies are reasonable.	5.23	5.97	0.74
The business office is open during hours which are convenient for most students.	5.26	5.97	0.71
Billing policies are reasonable.	5.16	5.95	0.79
The personnel involved in registration are helpful.	5.01	6.18	1.17

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

Item	Satisfaction	Importance	Gap
Institution's commitment to part-time students?	5.79		
Institution's commitment to older, returning learners?	5.65		
Institution's commitment to students with disabilities?	5.60		
Institution's commitment to evening students?	5.58		
Institution's commitment to commuters?	5.63		
Institution's commitment to under-represented populations?	5.52		

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

Item	Satisfaction	Importance	Gap
The campus is safe and secure for all students.	5.64	6.34	0.70
Parking lots are well-lighted and secure.	5.20	6.15	0.95
Security staff are helpful.	5.03	5.27	0.24
Security staff respond quickly in emergencies.	4.87	5.91	1.04
The amount of student parking space on campus is adequate.	4.96	6.17	1.21

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

Item	Satisfaction	Importance	Gap
Library staff are helpful and approachable.	5.66	5.87	0.21
Bookstore staff are helpful.	5.35	5.88	0.53
The campus staff are caring and helpful.	5.45	5.98	0.53
People on this campus respect and are supportive of each other.	5.39	5.83	0.44
Students are made to feel welcome on this campus.	5.35	5.83	0.48
The personnel involved in registration are helpful.	5.01	6.18	1.17
Channels for expressing student complaints are readily available.	5.10	5.67	0.57
I generally know what's happening on campus.	5.04	5.89	0.85
I seldom get the "run-around" when seeking information on this campus.	4.87	5.34	0.47

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

Item	Satisfaction	Importance	Gap
It is an enjoyable experience to be a student on this campus.	5.78	6.14	0.36
Students are made to feel welcome on this campus.	5.57	5.99	0.42
The campus staff are caring and helpful.	5.45	5.98	0.53
Most students feel a sense of belonging here.	5.44	5.49	0.05
Students are made to feel welcome on this campus.	5.35	5.83	0.47
The college shows concern for students as individuals.	4.94	5.97	1.03

Scale: **1** (not important / not satisfied at all) – **4** (neutral) – **7** (very important / very satisfied)



Appendix A: Description of Cohorts

National Community College Comparison Cohort

Fall 2006 – Spring 2009

Total Institutions: 222 | Total Student Records: 181,145

AIB College of Business, IA
Adirondack Community College, NY
Alexandria Technical College, MN
Allen County Community College, KS
Anne Arundel Community College, MD
Appalachian Technical College, GA
Augusta Technical College, GA
Barton County Community College, KS
Bay Noc Community College, MI
Bismarck State College, ND
Blackhawk Technical College, WI
Brazosport College, TX
Brevard Community College, FL
Bristol Community College, MA
Brookdale Community College, NJ
Brookhaven College (DCCCD), TX
Bucks County Community College, PA
Burlington County College, NJ
Butler Community College, KS
Butler County Community College, PA
Calhoun Community College, AL
Canada College, CA
Cape Cod Community College, MA
Carl Sandburg College, IL
Carteret Community College, NC
Cascadia Community College, WA
Catawba Valley Community College, NC
Cedar Valley College (DCCCD), TX
Central Georgia Technical College, GA
Central Maine Community College, ME
Central New Mexico Community College, NM
Centralia College, WA
Century College, MN
Cerritos College, CA
Chandler-Gilbert Community College, AZ
Chippewa Valley Technical College, WI
Cincinnati State Technical and Community College, OH
Clark College, WA
Clark State Community College, OH
Clatsop Community College, OR
Cleveland State Community College, TN
Clinton Community College, IA
Cloud County Community College, KS
Coconino Community College, AZ
Coffeyville Community College, KS
Colby Community College, KS
College of Du Page, IL
College of Southern Nevada, NV
College of the Mainland, TX
Collin County Community College District, TX
Community College of Denver, CO
County College of Morris, NJ
Cuesta College, CA
Cuyahoga Community College, OH
Cypress College, CA
DeVry Institute of Technology Calgary, AB
Delgado Community College, LA
Delta College, MI
Eastern Arizona College, AZ
Eastern Iowa Community College District, IA
Eastern Maine Community College, ME
Eastern New Mexico University-Roswell, NM
Edison Community College, OH
El Centro College (DCCCD), TX
El Paso Community College, TX
Elgin Community College, IL
Estrella Mountain Community College, AZ
Flathead Valley Community College, MT
Flint Hills Technical College, KS
Florence-Darlington Technical College, SC
Florida Community College at Jacksonville, FL
Fort Scott Community College, KS
Fox Valley Technical College, WI
Galveston College, TX
Gateway Community College, AZ
Gateway Technical College, WI
Georgia Military College, GA
Glen Oaks Community College, MI
Glendale Community College, AZ
Gloucester County College, NJ
Griffin Technical College, GA
Gwinnett Technical College, GA
Harford Community College, MD
Heart of Georgia Technical College, GA
Heartland Community College, IL
Highland Community College, KS
Hinds Community College, MS
Horry-Georgetown Technical College, SC
Houston Community College, TX
Illinois Central College, IL
Illinois Valley Community College, IL
Independence Community College, KS

Jackson Community College, MI
Jefferson Community College, OH
Johnson County Community College, KS
Kansas City Kansas Community
College, KS
Kaskaskia College, IL
Kennebec Valley Technical College, ME
Kilian Community College, SD
Lake Land College, IL
Lake Region State College, ND
Lake Superior College, MN
Lakeland College - Canada, AB
Lanier Technical College, GA
Laredo Community College, TX
Latter-Day Saints Business College, UT
Lincoln College-Normal (Midwest College
of Cosmetology), IL
Lincoln Land Community College, IL
Little Priest Tribal College, NE
Lord Fairfax Community College, VA
Los Rios Community College, CA
Montana State University - Great Falls
College of Technology, MT
Madison Area Technical College, WI
Madisonville Community College, KY
Manatee Community College, FL
Merritt College, CA
Mid Michigan Community College, MI
Mid-State Technical College, WI
Minot State University - Bottineau, ND
Mission College, CA
Mitchell Technical Institute, SD
Montana State University - Billings, College
of Technology, MT
Montana Tech of The University of
Montana - South, MT
Montcalm Community College, MI
Monterey Peninsula College, CA
Montgomery County Community
College, PA
Moraine Park Technical College, WI
Morton College, IL
Mountain View College (DCCCD), TX
Muscatine Community College, IA
Muskegon Community College, MI
New Mexico State University at
Alamogordo, NM
Navarro College, TX
New Mexico Junior College, NM
North Dakota State College of Science, ND
North Lake College (DCCCD), TX
North Metro Technical College, GA
Northeast Community College, NE
Northeast Kansas Technical Center, KS
Northeast Texas Community College, TX

Northeast Wisconsin Technical College, WI
Northeastern Junior College, CO
Northern Maine Community College, ME
Northland Community and Technical
College, MN
Northwest Technical College, MN
Northwestern Technical College, GA
Odessa College, TX
The Ohio State University Agricultural
Technical Institute, OH
Okefenokee Technical College, GA
Oklahoma State University - Okmulgee, OK
Palo Alto College, TX
Pensacola Junior College, FL
Phoenix College, AZ
Piedmont Community College, NC
Pitt Community College, NC
Portland Community College, OR
Pratt Community College, KS
Pulaski Technical College, AR
Richland College (DCCCD), TX
Richland Community College, IL
Rio Hondo College, CA
Rochester Community and Technical
College, MN
Rogue Community College, OR
San Antonio College, TX
San Juan College, NM
Sandersville Technical College, GA
Santa Fe Community College, NM
Savannah Technical College, GA
Schoolcraft College, MI
Scott Community College, IA
Scottsdale Community College, AZ
Seminole Community College, FL
Seward County Community College, KS
Sitting Bull College, ND
South Arkansas Community College, AR
South Central College, MN
Southeast Technical Institute, SD
Southern Maine Community College, ME
Southwest Kansas Technical School, KS
Southwestern Indian Polytechnic
Institute, NM
Spartanburg Community College, SC
Spokane Falls Community College, WA
St. Luke's College, MO
Surry Community College, NC
Terra Community College, OH
Texas State Technical College –
Harlingen, TX
Texas State Technical College –
Sweetwater, TX
The Restaurant School at Walnut Hill
College, PA

The University of Montana - Helena College
of Technology, MT
Tri-County Technical College, SC
Trident Technical College, SC
University of Hawaii Kauai Community College, HI
University of Alaska - Bristol Bay, AK
University of Alaska - Chukchi, AK
University of Alaska - Interior/Aleutians, AK
University of Alaska – Kenai
Peninsula/Kachemak Bay, AK
University of Alaska - Ketchikan, AK
University of Alaska - Kodiak, AK
University of Alaska - Kuskokwim, AK
University of Alaska - Mat-Su, AK
University of Alaska - Northwest, AK
University of Alaska - Rural College, AK
University of Alaska - Sitka, AK
University of Alaska - Tanana Valley, AK
University of Akron - Wayne College, OH
Washington County Community
College, ME

Waubensee Community College, IL
Waukesha County Technical College, WI
Wayne County Community College
District, MI
West Georgia Technical College, GA
West Virginia University at
Parkersburg, WV
Western Dakota Technical Institute, SD
Western Iowa Tech Community College, IA
Western Nevada College, NV
Western Technical College, WI
Western Wyoming Community
College, WY
White Earth Tribal and Community
College, MN
Wichita Area Technical College, KS
Williston State College, ND
Wisconsin Indianhead Technical
College, WI
Wright State University - Main Campus, OH
York County Community College, ME

Western Community College Comparison Cohort

Fall 2006 – Spring 2009

Total Institutions: 55 | Total Student Records: 33,900

Canada College, CA
Cascadia Community College, WA
Central New Mexico Community College, NM
Centralia College, WA
Cerritos College, CA
Chandler-Gilbert CC, AZ
Clark College, WA
Clatsop Community College, OR
Coconino Community College, AZ
College of Southern Nevada, NV
Community College of Denver, CO
Cuesta College, CA
Cypress College, CA
Eastern Arizona College, AZ
Eastern New Mexico University Roswell, NM
Estrella Mountain Community College, AZ
Flathead Valley Community College, MT
Gateway Community College, AZ
Glendale Community College, AZ
Latter-Day Saints Business, UT
Los Rios Community College, CA
Merritt College, CA
Mission College, CA
Montana State University - Billings, MT
Montana Technical College - South, MT
Montana State University - Great Falls
College of Technology, MT

Monterey Peninsula College, CA
New Mexico Junior College, NM
New Mexico State University Alamogordo, NM
Northeastern Junior College, CO
Phoenix College, AZ
Portland Community College, OR
Rio Hondo College, CA
Rogue Community College, OR
San Juan College, NM
Santa Fe Community College, NM
Scottsdale Community College, AZ
Southwestern Indian Polytechnic Institute, NM
Spokane Falls Comm. College, WA
University of Hawaii Kauai Community College, HI
University of Alaska - Bristol Bay, AK
University of Alaska - Chukchi, AK
University of Alaska - Interior/Aleutians, AK
University of Alaska - Kenai/Kachemak, AK
University of Alaska - Ketchikan, AK
University of Alaska - Kuskokwim, AK
University of Alaska - Kodiak, AK
University of Alaska - Mat-Su, AK
University of Alaska - Northwest, AK
University of Alaska - Rural, AK
University of Alaska - Sitka, AK
University of Alaska - Tanana, AK
University of Montana - Helena College, MT

Western Nevada College, NV

Western Wyoming Community College, WY

Large Community College Comparison Cohort
 Total Institutions: 9 | Total Student Records: 12,735

The cohort was selected by the MCC Office of Research and Planning (ORP) in order to compare MCC to a group of colleges with like-sized enrollments. IPEDS enrollments were matched with a list of college from the national Noel-Levitz community college cohort; colleges were selected based on enrollment size and geographic location. Noel-Levitz then created the cohort, and sent ORP a report comparing MCC and the newly created cohort.

College	Fall 2008 Enrollment
Anne Arundel Community College, MD	15,149
College of Du Page, IL	25,668
Cuyahoga Community College, OH	23,234
El Paso Community College, TX	25,818
Florida Community College at Jacksonville, FL	25,903
Glendale Community College, AZ	18,278
Johnson County Community College, KS	19,055
Portland Community College, OR	26,278
San Antonio College, TX	22,739
Average enrollment	22,458
Mesa Community College, AZ	23,825

Maricopa County Community College Cohort
 Total Institutions: 10 | Total Student Records: 5,098

- Chandler-Gilbert Community College
- Estrella Mountain Community College
- Gateway Community College
- Glendale Community College
- Mesa Community College
- Paradise Valley Community College
- Phoenix College
- Scottsdale Community College
- South Mountain Community College

B

Appendix B: Description of Composite Scales

Academic Advising/Counseling Effectiveness: assesses the comprehensiveness of your 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.

Academic Services: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Climate: assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

Campus Support Services: assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, contact of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Safety and Security: assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence: assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 71 - 80 is provided as a response area for those additional questions. Continue on to item 81 when you have completed this section.

Importance to me My level of satisfaction	
1 - not important at all		not available/not used	
2 - not very important		very satisfied - 7	
3 - somewhat unimportant		satisfied - 6	
4 - neutral		somewhat satisfied - 5	
5 - somewhat important		neutral - 4	
6 - important		somewhat dissatisfied - 3	
7 - very important		not very satisfied - 2	
does not apply		not satisfied at all - 1	

(If items 71-80 not available, skip to item 81.)			
71.		71.	
72.		72.	
73.		73.	
74.		74.	
75.		75.	
76.		76.	
77.		77.	
78.		78.	
79.		79.	
80.		80.	

How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

81. Part-time students?	81.	
82. Evening students?	82.	
83. Older, returning learners?	83.	
84. Under-represented populations?	84.	
85. Commuters?	85.	
86. Students with disabilities?	86.	

How important were each of the following factors in your decision to enroll here?

87. Cost	
88. Financial aid	
89. Academic reputation	
90. Size of institution	
91. Opportunity to play sports	
92. Recommendations from family/friends	
93. Geographic setting	
94. Campus appearance	
95. Personalized attention prior to enrollment	

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

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

- Ⓐ Much worse than I expected
- Ⓑ Quite a bit worse than I expected
- Ⓒ Worse than I expected
- Ⓓ About what I expected
- Ⓔ Better than I expected
- Ⓕ Quite a bit better than I expected
- Ⓖ Much better than I expected

97. Rate your overall satisfaction with your experience here thus far.

- Ⓐ Not satisfied at all
- Ⓑ Not very satisfied
- Ⓒ Somewhat dissatisfied
- Ⓓ Neutral
- Ⓔ Somewhat satisfied
- Ⓕ Satisfied
- Ⓖ Very satisfied

98. All in all, if you had it to do over again, would you enroll here?

- Ⓐ Definitely not
- Ⓑ Probably not
- Ⓒ Maybe not
- Ⓓ I don't know
- Ⓔ Maybe yes
- Ⓕ Probably yes
- Ⓖ Definitely yes

CONTINUE TO THE NEXT PAGE

