

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)