



OCCC
Noel Levitz Student Satisfaction Inventory
Spring 2021

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Executive Summary

As in 2013, 2015, 2017, and 2019, OCCC administered the Noel Levitz student satisfaction inventory. Eligible students were older than 18 and enrolled at least one Spring 2021 16-week course, late 8-week course, or fast track 2 course. The survey was open from April 29 through June 30. There were 787 completed surveys, a response rate of 11.7% that is less than optimal but in line with previous survey administrations. Compared to the entire OCCC student population, respondents were more likely to be female and full-time students.

The survey used a 7-point scale for importance of factors, and a separate 7-point scale for satisfaction. Students answered 70 questions about aspects of college experience, rating both importance and satisfaction; 6 questions about satisfaction of commitment to diverse populations; 9 questions about importance of factors in enrollment decisions; and 3 questions about overall college experience. Results from these questions could be compared to previous OCCC results and a national sample of about 100,000 community college students. There were also 9 questions added by OCCC, which could be compared only to previous OCCC results.

Cost, financial aid, and academic reputation were the most important factors in the decision to enroll at OCCC. Responding students were generally satisfied with the OCCC experience; every satisfaction question had a mean response of at least 5 (satisfied) on the 7-point scale. When looking at grouped results, respondents felt most satisfied about safety and security, then academic services. Respondents felt least satisfied about campus support services, instructional effectiveness, and concern for each respondent as an individual.

About 58% of written comments were positive, with general comments about OCCC almost uniformly so. Faculty and the online course-taking experience received more positive comments than negative ones. COVID response, advising, and other campus services had more suggestions and concerns. Monetary issues and the switch to primarily 8-week terms had predominantly non-positive reactions.

When compared to 2019 OCCC results, there was a decline in overall satisfaction from 5.96 in 2019 to 5.80 in 2021, but overall satisfaction remained above the 5.73 recorded in 2017. The academic advising area had the greatest increase in satisfaction, improving from the lowest-rated scale to the middle of the pack. The areas of instructional effectiveness and responsiveness to diverse populations had decreases in satisfaction.

In previous surveys, OCCC has never had any satisfaction question with a lower score than the national comparison group. That pattern continued in 2021; although the average OCCC advantage decreased slightly, OCCC students reported higher satisfaction on every question when compared to other community colleges. The OCCC satisfaction advantage was greatest about safety, security, and campus support services. On the other hand, instructional effectiveness had the lowest OCCC advantage. Considering this comparative result and the decrease from 2019, instructional issues could become an area of focus.

Noel Levitz Student Satisfaction Inventory

Introduction

This is the fifth time the Noel Levitz Student Satisfaction Inventory was administered, after previous administrations in the spring of 2013, 2015, 2017, and 2019. Oklahoma City Community College (OCCC) contracted with Ruffalo Noel Levitz, Inc. (rnl.com) to use the Noel Levitz Community/Junior/Technical College Form A survey instrument. There were 131 Colleges within the national survey pool with 100,104 total student records. See Appendix A for the list of schools. The results of this survey will be used to denote OCCC accomplishments, identify potential areas of improvement, conduct further research, and if necessary, make changes to campus services.

Methodology

The spring 2021 survey was administered to students between April 29 and June 30. The original survey closing date was May 16 but a decision was made to extend the survey window. The eligible student population consisted of all students aged 19 years or older enrolled in a Spring 2021 16 week class, a Late 8 week class, and/or a Fast Track 2 course. Setting minimum age at 19 prevented minor and concurrent high school students from participating.

Eligible students received an email invitation, with up to three follow-up emails if they did not respond. A link to the survey instrument was embedded in each message. Information about the survey was also published in the weekly happenings email to students and distributed to staff. As an incentive, students that completed the survey were entered into a drawing for a \$100 Walmart gift card.

Survey Instrument

Most questions – 70 questions from the standard inventory plus nine OCCC-provided questions about the college experience – were rated on both importance and satisfaction. Importance and satisfaction had a 7-point scale with 1 being the lowest and 7 the highest, as shown in Table 1 below. There were six questions about satisfaction (not importance) with the college's commitment to various subpopulations and nine questions about importance (not satisfaction) of factors in the decision to enroll at OCCC. Also, respondents answered 16 demographic questions and three questions about their overall experience. The full survey instrument appears in Appendix B.

Table 1: Importance and Satisfaction Rating Scales

Importance		Satisfaction	
1	Not important at all	1	Not satisfied at all
2	Not very important	2	Not very satisfied
3	Somewhat important	3	Somewhat dissatisfied
4	Neutral	4	Neutral
5	Somewhat important	5	Somewhat satisfied
6	Important	6	Satisfied
7	Very important	7	Very satisfied

Responses

There were 787 students who responded to the survey. This represents 11.7% of the potential sampling frame of enrolled students. Prior OCCC administrations had response rates of 16% in 2019, 15% in 2017, 13% in 2015, and 10% in 2013, placing this completion rate in line with previous surveys.

Demographics

The majority of respondents (76%) were female, more than the 66% in the OCCC student population. Additionally, 62% of respondents were full-time students, a much higher proportion than the full student population rate of 35%. The proportion of respondents under the age of 25 was 37%, likely lower than the 44% rate in the OCCC population because of the exclusion of younger students. For ethnicity, respondents could choose only one (or make no choice). 48% chose White, 14% Hispanic, 13% African-American/Black, 8% American Indian or Alaskan Native, and 7% Asian or Pacific Islander. Survey respondents were asked to include their major. Majors sorted by division appear in Table 2. Health Professions was most popular, with 38% of respondents reporting a Health Professions major.

Table 2: 2021 OCCC Majors of Respondents by Division

Division	Number	Percent
Arts, English, and Humanities	122	16%
Business and Information Technology	129	16%
Health Professions	298	38%
Science, Engineering, and Mathematics	99	13%
Social Sciences	88	11%
No Response	51	6%

Looking beyond gender, age, race, and enrollment level, other factors and some shifts are found in demographic responses. For these questions, 2021 and comparable 2019 results are shown in Table 3. Almost all respondents (93%) reported having reliable transportation.

OCCC was the first-choice institution of 78% of respondents, an increase from 72% in 2019. While at OCCC, 67% of respondents had an associate's degree as their educational goal, while 21% had a goal to transfer to another institution.

Slightly over half of respondents reported that they were currently responsible for taking care of someone else – child, parent, spouse, or other. The 52% result in 2021 was a 14-percentage point increase from 2019. Most students were employed, 44% full-time and 25% part-time.

Table 3: 2021 OCCC Additional Demographic Questions Compared to 2019 Results

Item	2021	2019
Had reliable transportation	93%	95%
Identified OCCC as their first choice	78%	72%
Took day classes	74%	69%
Had an associate degree as their educational goal	67%	61%
Currently responsible for taking care of someone else	52%	38%
Employed full-time (on or off campus)	44%	38%
Employed part-time (on or off campus)	25%	34%
At the College one year or less	27%	31%
Rent a room off campus	28%	31%
Identified themselves as disabled	13%	10%

OCCC 2021 Results

This section presents results from 2021 OCCC participants, including how students ranked the importance of items, satisfaction on these items, and gaps between importance and satisfaction. Strengths and challenges, as defined by the Ruffalo Noel Levitz organization, are also included.

Importance

Students rated the importance of the 70 aspects of college life, nine OCCC-provided items, and factors about the decision to enroll on a 7-point scale. Students tended to rate almost all items as very important; only one survey item had a mean rating below 6.00 – on-campus child care. Table 4 contains the highest five and lowest five importance scores from the standard survey, while Table 5 provides mean scores for all nine campus items. Results for all items appear in Appendix C.

Table 4: 2021 OCCC Highest and Lowest Importance Items

Highest Five Importance Items	OCCC
My academic advisor is knowledgeable about my program requirements.	6.66
The campus is safe and secure for all students.	6.65
I am able to experience intellectual growth here.	6.61
I am able to register for classes I need with few conflicts.	6.61
Library resources and services are adequate.	6.60
Lowest Five Importance Items	OCCC
Security staff are helpful.	6.28
Faculty care about me as an individual.	6.25
Most students feel a sense of belonging here.	6.08
I generally know what's happening on campus.	6.05
Child care facilities are available on campus.	5.79

Table 5: 2021 OCCC Importance of Campus Items

Campus Item	OCCC
My advisor provided me with adequate information to select an academic program that fits my interests and career goals.	6.58
The online admission process was easy to use.	6.56
Technical Support services are available when I need them.	6.56
I am satisfied with the available course components on Moodle.	6.55
The Student Planning System (SPS) software was helpful in planning my course schedule.	6.48
My advisor gave me time to share personal information when we discussed my major, schedule, and enrollment status.	6.44
Based on my needs, I received information on support services such as tutoring, disability services, transportation, etc.	6.43
Staff explained the steps to apply for and receive federal financial aid.	6.40
There are adequate opportunities to participate in non-classroom activities (student clubs, fitness, theater, etc.).	6.16

When asked about importance of factors related to the decision to enroll, students considered cost and financial aid most important, with opportunity to play sports least important. The ranked list of factors appears in Table 6, with OCCC average responses on the 7-point importance scale.

Table 6: 2021 OCCC Importance of Decision to Enroll

Importance of Factors in Decision to Enroll	OCCC
Cost as factor in decision to enroll.	6.49
Financial aid as factor in decision to enroll.	6.34
Academic reputation as factor in decision to enroll.	6.20
Geographic setting as factor in decision to enroll.	5.84
Personalized attention prior to enrollment as factor in decision to enroll.	5.76
Recommendations from family/friends as factor in decision to enroll.	5.55
Size of institution as factor in decision to enroll.	5.51
Campus appearance as factor in decision to enroll.	5.50
Opportunity to play sports as factor in decision to enroll.	4.13

Satisfaction

Students rated their satisfaction about the 70 aspects of college life, nine OCCC-provided items, and OCCC's commitment to six subpopulations on a 7-point scale. Satisfaction scores were consistently high; no question had students unsatisfied with an average below 5.00, even the lowest-rated question about child care when there are currently no facilities on campus. Median satisfaction was 6.13 out of 7, with half the averages above 6.13 and the other half 6.13 or lower.

Table 7 contains the highest five and lowest five items from the standard list of 70. In the highest five items, facilities issues are frequently mentioned – well-maintained campus, safety, computer labs, and parking. The lowest five satisfaction items span a range of issues, including counseling, internships, student complaints, grading, and child care. Results for all items appear in Appendix C.

Table 7: 2021 OCCC Highest and Lowest Satisfaction Items

Highest Five Satisfaction Items	OCCC
On the whole, the campus is well-maintained.	6.48
The campus is safe and secure for all students.	6.44
Computer labs are adequate and accessible.	6.37
The amount of student parking space on campus is adequate.	6.35
There is a good variety of courses provided on this campus.	6.34
Lowest Five Satisfaction Items	OCCC
Financial aid counselors are helpful.	5.73
Internships or practical experiences are provided in my degree/certificate program.	5.60
Channels for expressing student complaints are readily available.	5.52
Students are notified early in the term if they are doing poorly in a class.	5.46
Child care facilities are available on campus.	5.08

Table 8 contains ranked mean satisfaction ratings for the campus items added by OCCC. Items related to technical factors – online admission, technical support, Moodle, planning software – had relatively high satisfaction levels. The lowest ratings were given to advising time and staff assistance about federal financial aid.

Table 8: 2021 OCCC Satisfaction of Campus Items

Campus Item	OCCC
The online admission process was easy to use.	6.32
Technical Support services are available when I need them.	6.26
I am satisfied with the available course components on Moodle.	6.21
The Student Planning System (SPS) software was helpful in planning my course schedule.	6.20
My advisor provided me with adequate information to select an academic program that fits my interests and career goals.	6.16
There are adequate opportunities to participate in non-classroom activities (student clubs, fitness, theater, etc.).	6.09
Based on my needs, I received information on support services such as tutoring, disability services, transportation, etc.	6.08
My advisor gave me time to share personal information when we discussed my major, schedule, and enrollment status.	6.03
Staff explained the steps to apply for and receive federal financial aid.	5.75

Six questions asked students how satisfied they were that the campus demonstrated a commitment to meeting the needs of various student populations. All six items in Table 9 showed satisfaction, with average ratings of 6.00 or higher on the 7-point scale. Most averages were very close to the median level of satisfaction. Respondents were more satisfied with OCCC's commitment to students with disabilities, while the commitment to evening students had less-than-median satisfaction.

Table 9: 2021 OCCC Satisfaction of Commitment to Various Populations

Population	OCCC
Students with disabilities	6.24
Part-time students	6.14
Commuters	6.13
Under-represented populations	6.12
Older, returning learners	6.10
Evening students	6.01

Scale Summaries

The Noel Levitz organization created 12 scales from the 70 standard survey items plus the six items on commitment to various populations. These scales represent various parts of the college experience, such as Academic Advising/Counseling, Instructional Effectiveness, and Service Excellence. Appendix D contains the list of which items are associated with each scale. Importance results for each scale appear in rank order in Table 10, except that Responsiveness to Diverse Populations was not scored for importance. There is little differentiation in importance, with all scales between 6.32 and 6.53.

Table 10: 2021 OCCC Scale Importance Results

Importance of Scale	OCCC
Academic Advising/Counseling	6.53
Academic Services	6.52
Safety and Security	6.51
Admissions and Financial Aid	6.49
Registration Effectiveness	6.49
Instructional Effectiveness	6.47
Concern for the Individual	6.46
Student Centeredness	6.40
Campus Climate	6.39
Service Excellence	6.39
Campus Support Services	6.32
Responsiveness to Diverse Populations	NA

Table 11 presents mean satisfaction results for each scale. Respondents felt most satisfied about safety and security, then academic services. Respondents felt least satisfied about campus support services, instructional effectiveness, and concern for each respondent as an individual.

Table 11: 2021 OCCC Scale Satisfaction Results

Satisfaction of Scale	OCCC
Safety and Security	6.30
Academic Services	6.27
Registration Effectiveness	6.14
Responsiveness to Diverse Populations	6.12
Academic Advising/Counseling	6.06
Service Excellence	6.06
Student Centeredness	6.03
Campus Climate	6.02
Admissions and Financial Aid	6.00
Campus Support Services	5.97
Instructional Effectiveness	5.96
Concern for the Individual	5.95

Gaps, Strengths, and Challenges

The Noel Levitz organization also provides information on gaps, the importance score minus the satisfaction score. A large performance gap indicates a large discrepancy between what students value and their satisfaction with the current situation. Table 12 lists the five items with the highest gap, and five items with the lowest gap. The highest gaps are found with low-satisfaction items such as early notification of grades and channels for expressing student complaints. There are very small gaps about non-classroom activities, knowing about campus happenings, and campus maintenance.

Table 12: 2021 Highest and Lowest Gap Items

Highest Five Gap Items	Importance	Satisfaction	Gap
Students are notified early in the term if they are doing poorly in a class.	6.35	5.46	0.89
Channels for expressing student complaints are readily available.	6.35	5.52	0.83
The quality of instruction I receive in most of my classes is excellent.	6.52	5.78	0.74
Financial aid counselors are helpful.	6.46	5.73	0.73
Child care facilities are available on campus.	5.79	5.08	0.71
Lowest Five Gap Items	Importance	Satisfaction	Gap
The student center is a comfortable place for students to spend their leisure time.	6.34	6.20	0.14
The amount of student parking space on campus is adequate.	6.49	6.35	0.14
There are adequate opportunities to participate in non-classroom activities (student clubs, fitness, theater, etc.).	6.16	6.07	0.09
On the whole, the campus is well-maintained.	6.52	6.48	0.04
I generally know what's happening on campus.	6.05	6.05	0.00

Table 13 lists the gap for each scale, except responsiveness to populations which was not measured on importance. Gaps were largest about individual concern and instructional effectiveness, with smaller gaps for high-satisfaction items about academic services and safety and security.

Table 13: 2021 OCCC Difference Scale Results Compared to 2019 Results

Scale	Importance	Satisfaction	Gap
Concern for the Individual	6.46	5.95	0.51
Instructional Effectiveness	6.47	5.96	0.51
Admissions and Financial Aid	6.49	6.00	0.49
Academic Advising/Counseling	6.53	6.06	0.47
Campus Climate	6.39	6.02	0.37
Student Centeredness	6.40	6.03	0.37
Campus Support Services	6.32	5.97	0.35
Registration Effectiveness	6.49	6.14	0.35
Service Excellence	6.39	6.06	0.33
Academic Services	6.52	6.27	0.25
Safety and Security	6.51	6.30	0.21

Certain items have been identified as strengths or challenges. Strengths are items with higher-than-median importance and a top quartile rating in satisfaction. These are important items that students feel satisfied about – good aspects of OCCC. On the other side, challenges are items with higher-than-average importance to students, but low satisfaction and/or high gap.

Seventeen items were identified as strengths, as shown in Table 14. Ten of these items were also strengths in the 2019 survey, showing consistency over time. Consistent strengths included campus security, parking security, campus maintenance, intellectual growth, course variety, welcoming atmosphere, online admission, tutoring, computer labs, and the library.

Table 14: 2021 OCCC Strengths

Strength	In 2019?
The campus is safe and secure for all students.	*
I am able to experience intellectual growth here.	*
Library resources and services are adequate.	*
Counseling staff care about students as individuals.	
Students are made to feel welcome on this campus.	*
Computer labs are adequate and accessible.	*
There is a good variety of courses provided on this campus.	*
Parking lots are well-lighted and secure.	*
The online admission process was easy to use.	*
Technical Support services are available when I need them.	
Admissions counselors accurately portray the campus in their recruiting practices.	
Admissions staff are knowledgeable.	
On the whole, the campus is well-maintained.	*
Tutoring services are readily available.	*
Library staff are helpful and approachable.	
The amount of student parking space on campus is adequate.	
Bookstore staff are helpful.	

The survey also identified the five challenges shown in Table 15. Four of them persisted from 2019: academic advisor knowledge about program requirements, instructional quality, timely feedback from faculty, and doing whatever OCCC can to help students reach educational goals.

Table 15: 2021 OCCC Challenges

Challenge	In 2019?
My academic advisor is knowledgeable about my program requirements.	*
The quality of instruction I receive in most of my classes is excellent.	*
Faculty provide timely feedback about student progress in a course.	*
This school does whatever it can to help me reach my educational goals.	*
My academic advisor is concerned about my success as an individual.	

Overall Satisfaction

The first overall satisfaction question asked “so far, how has your college experience met your expectations?” on a 7-point scale, with 1 being much worse than expected, 4 about what was expected, and 7 much better than expected. The mean of the responses was 5.30. The majority of respondents (68%) chose a “better than expected” response of 5, 6, or 7, with another 20% selecting 4 for “about what I expected.”

The second question asked students to “rate your overall satisfaction with your experience here thus far” on a 7-point scale with 1 not satisfied at all, 4 neutral, and 7 very satisfied. 37% of respondents were very satisfied and another 35% were satisfied. The mean of the responses was 5.80.

The third question asked students “all in all, if you had it to do over again, would you enroll here?” with 1 representing definitely not, 4 I don’t know, and 7 definitely yes on a 7-point scale. OCCC students answered positively, with 81% of respondents saying 6 (probably yes) or 7 (definitely yes). The mean of the responses was 6.10.

Summary of Comments

Of the 787 respondents, 435 (55.3%) provided a written comment about at least one aspect of their OCCC experience. Thematic coding identified seven repeated themes, plus general comments not associated with a specific theme. Specific themes included Advising, COVID response, Faculty and curriculum, Financial aid and money issues, Online teaching not directly related to COVID, Services besides advising and money issues, and Shifting to 8-week terms. Some respondents provided feedback on more than one area.

The word cloud in Figure 1, created through TagCrowd (tagcrowd.com), shows the 40 most frequently used words. Responses about classes, courses, professors, and experiences were common.

Figure 1: Word Cloud of Student Comments



Within each theme, feedback was categorized as positive or non-positive such as complaints or suggestions for improvement. Some comments had both positive and non-positive parts, such as a response that praised some faculty members while critiquing others. Table 16 includes the number of positive and non-positive comments in each area. Mixed positive and non-positive comments are counted in both columns. The total count exceeds 435 due to multi-thematic responses and mixed comments.

Overall, about 58% of expressed comments were positive. General comments about OCCC were almost always positive. Faculty received more positive than negative comments, as did OCCC's commitment to online teaching. Advising, the COVID response, and other campus services had more suggestions and concerns than positive notes. Survey participants had few positive comments about monetary issues and the switch to primarily 8-week terms.

Table 16: Positive and Non-positive Comments within Themes

Theme	Positive	Non-positive
Advising	13	20
COVID response	11	23
Faculty and curriculum	84	68
Financial aid and money	4	23
General	162	9
Online teaching, non-COVID	20	17
Services besides advising and financials	16	24
Shifting to 8-week terms	1	39

A sample of comments from each area appears below. Comments appear as written, except that specific names have been removed and replaced by <N> or a description of the program involved.

Advising

The academic advising staff were, most of the time, very helpful and the advisor I ended up with the last few semesters was amazing in trying to make sure I got all of the help I needed and tools to make sure I succeeded.

I wish my counselor knew more about the classes she recommends to me. She put me into a 200 level class for majors (of which I am not) when I had no prior experience in the subject. She claimed it should be simple for me, it wasn't and that class could mess up my 4.0 GPA. She has recommended other classes to me that fellow students tell me are very hard. I feel like academic counselors need to know more about the classes they recommend.

My advisor never responded to several of my emails, even when I would follow up with more questions. I asked about opportunities to transfer and what scholarships I can apply for. To which I never received a response back.

COVID Response

During this Covid era this school stepped up more than I can imagine and was proud how attentive instructors became.

COVID has really messed with learning especially nursing because that's a hands on degree. Not being in class and having limited class time has had me struggling to finish and not much help from professors.

My experience here at OCCC would have been much better had it not been during a world wide pandemic. I expected to come to college, be in a classroom with teachers, and learn. That is how I learn and that is how I succeed the best in a class. Sadly, I struggled in some classes, and at times felt like a failure, knowing that if I had a teacher in front of me, I could be doing a much better job and not having to feel this way. It's definitely not the colleges fault, but no other college closed down during the pandemic like OCCC did. You asked for my comment, so there it is.

Faculty and Curriculum

Friendly faculty, caring and supportive of new students.

I am enjoying my time at OCCC. I am glad that I picked computer science. My Professors have all been incredible so far.

I would absolutely recommend the SLPA program to anyone interested. <N> and all the instructors have been amazing.

I think a majority of my professors to this point have been good to very good, and I have enjoyed taking the classes even more due to that. Good professors who genuinely care about their students is a big deal.

Implementing a requirement for faculty to check their email would be super beneficial for students. I feel like one of my professors is very poor at responding to emails; I probably have emails from early April that still haven't been responded to. I would like more feedback from my professor(s) when I ask them for certain things I am doing wrong that could help further my knowledge.

The <certain nursing> instructors were amazing! They truly should be recognized for their outstanding ability to teach, support, and encourage their students. However, the <other nursing> professors were sorely lacking. They were disorganized, lacked the ability to teach an online format of any kind, and unfortunately left our entire cohort with an incredibly different feeling toward the program that we all had before.

Some professors have been absolutely phenomenal, (<N> for example), some others have been pretty lazy. Am still waiting on my exam to be graded from 2 weeks ago for one class.

Financial Aid and Money

OCCC is a very cost-efficient school to attend, as it is affordable with or without aid, and does not seem to charge too much, in my opinion.

It was really hard to get any help with financial aid, and I had to reach out over and over to get answers.

One error is that there is no real financial aid counseling for student loans. The little thing that the government gives you is not good enough, Students need to know the true impact of accruing student loan debt no matter what the degree is.

General Comments

A good school with plenty of degree plans and practical education for those who want to learn how to use their education in the workforce as soon as possible.

As a 49 year-old single mother, I didn't think I would be able to handle my home responsibilities and school. This college has made it possible for me to do both.

I am only taking one course here and I have enjoyed any and all interactions I have had with various staff. Everyone has been helpful.

I have enjoyed my time at OCCC so far, I have one year left here!

I was using OCCC to get my pre reqs out the way before transferring. The 4 year school I chose was so rude and distasteful. I changed my career path because of it and came back to OCCC.

Thank you for doing a great job of offering educational opportunities to students from a variety of backgrounds, including nontraditional students, those returning for a career change, and many others. I appreciate the flexibility of classes with both online and on campus options for many courses.

I don't know if it was COVID or what, but there was a change. The employees in the library were rude. One of my teachers was unbelievably erratic in his teaching. The campus kept having random closures for traffic that made no sense. It was a frustrating experience trying to complete some of my classes this year.

Ya done real good.

Online Teaching

It would be helpful if the nursing program continues to offer online lectures as this has greatly benefited me. I am able to rewatch the lectures multiple times and it really has helped the information stick for me.

This was my first time going to school online. At first, I was scared and nervous because I am so used to the traditional setting. After the 2nd quarter, I began to enjoy the flexibility. I have three kids, 2 in elementary and 1 in middle school and I work a full-time job that demands a lot of my time. I love this school.

Teachers need to understand we are learning all online and basically teaching ourselves.

Services other than advising and monetary issues

I have just completed my associates at OCCC and will very much miss the personal touch and care offered by all staff. Student success is an obvious priority.

I would like to get better help when I have a question. I was unable to log in to my Connect this first day. The bookstore was very rude and gave me the run around. Connect services were kind and helped with my problem.

The amount of times I have asked the same question over and over because I always got something different was baffling. So many people are only concerned with one aspect of their job at a time to realize that there are in fact, other duties, that are required of you and are detrimental to the success of students.

Shifting to 8-week terms

I am taking 6 hours/8 weeks. I like the 8 week classes overall, but with a full time job, I find the pace hard to keep up with at times. Of course some classes are easier to keep up with than others.

I find 8 week courses do not give you adequate time to absorb and retain all the information need to succeed in a class/course.

The choice to switch to all 8 week classes makes it a really rough time for those of us who also have to work full time. There is never a chance to breathe and the classes end up feeling over loaded. I end up rushing through all of my work to get it done in time and do not really get to enjoy the subjects that I normally would due to time constraints. I don't have the time to really think out well written papers either, I feel as though the quality of my work has decreased since the switch to the shorter semesters.

OCCC Results for 2021 Compared to 2019

This section compares OCCC results from Spring 2021 with results from the survey administered during Spring 2019. Aggregated summaries of the scales described in the previous section are followed by a disaggregated dive into individual item responses.

Importance

The importance of each scale changed little between 2019 and 2021. The largest upward shift in importance was about campus support services, 0.08 points on the 7-point scale. Five scales had zero shift. As shown in Table 17, the only scale to decrease in importance was instructional effectiveness.

Table 17: 2021 OCCC Scale Importance Results Compared to 2019 Results

Importance of Scale	2021 Results	2019 Results	Change
Campus Support Services	6.32	6.24	0.08
Academic Advising/Counseling	6.53	6.47	0.06
Admissions and Financial Aid	6.49	6.45	0.04
Concern for the Individual	6.46	6.42	0.04
Student Centeredness	6.40	6.39	0.01
Academic Services	6.52	6.52	0
Campus Climate	6.39	6.39	0
Registration Effectiveness	6.49	6.49	0
Safety and Security	6.51	6.51	0
Service Excellence	6.39	6.39	0
Instructional Effectiveness	6.47	6.51	-0.04

As shown in Table 18, the importance of factors in the decision to enroll had mostly minor shifts between 2019 and 2021. Personalized attention in recruitment, financial aid, and cost became more important; size of institution became notably less important.

Table 18: 2021 OCCC Importance of Decision to Enroll Compared to 2019 Results

Importance of Factors in Decision to Enroll	2021 Results	2019 Results	Change
Cost as factor in decision to enroll.	6.49	6.44	0.05
Financial aid as factor in decision to enroll.	6.34	6.27	0.07
Academic reputation as factor in decision to enroll.	6.20	6.22	-0.02
Geographic setting as factor in decision to enroll.	5.84	5.81	0.03
Personalized attention prior to enrollment as factor in decision to enroll.	5.76	5.67	0.09
Recommendations from family/friends as factor in decision to enroll.	5.55	5.52	0.03
Size of institution as factor in decision to enroll.	5.51	5.66	-0.15
Campus appearance as factor in decision to enroll.	5.50	5.50	0
Opportunity to play sports as factor in decision to enroll.	4.13	4.12	0.01

Satisfaction

Improved satisfaction is seen in seven of the twelve scales listed in Table 19. The largest increase was in academic advising and counseling. Advising and counseling had been the lowest rated scale in all prior surveys; it improved to the median in 2021. The areas of safety and security, along with admissions and financial aid, also showed substantial improvement in satisfaction. On the other hand, 2021 students were less satisfied with instructional effectiveness and OCCC's responsiveness to diverse populations.

Table 19: 2021 OCCC Scale Satisfaction Results Compared to 2019 Results

Satisfaction of Scale	2021 Results	2019 Results	Change
Academic Advising/Counseling	6.06	5.85	0.21
Safety and Security	6.30	6.18	0.12
Admissions and Financial Aid	6.00	5.90	0.10
Campus Support Services	5.97	5.89	0.08
Concern for the Individual	5.95	5.90	0.05
Registration Effectiveness	6.14	6.11	0.03
Service Excellence	6.06	6.03	0.03
Campus Climate	6.02	6.03	-0.01
Academic Services	6.27	6.29	-0.02
Student Centeredness	6.03	6.05	-0.02
Instructional Effectiveness	5.96	6.02	-0.06
Responsiveness to Diverse Populations	6.12	6.21	-0.09

Looking at individual items shows elements that led to the scale increase and decrease. The ten individual items with the greatest increase in satisfaction are shown in Table 20. Seven of the ten items related to advising, with others about parking, campus happenings, and admissions.

Table 20: Largest Item Increases in Satisfaction between 2021 and 2019

Item	2021	2019	Change
My academic advisor helps me set goals to work toward.	5.94	5.58	0.36
My advisor gave me time to share personal information when we discussed my major, schedule, and enrollment status.	6.03	5.71	0.32
The amount of student parking space on campus is adequate.	6.35	6.04	0.31
My advisor provided me with adequate information to select an academic program that fits my interests and career goals.	6.16	5.87	0.29
My academic advisor is approachable.	6.18	5.90	0.28
My academic advisor is concerned about my success as an individual.	5.93	5.68	0.25
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.12	5.89	0.23
My academic advisor is knowledgeable about my program requirements.	6.16	5.94	0.22
I generally know what's happening on campus.	6.05	5.86	0.19
Admissions counselors accurately portray the campus in their recruiting practices.	6.26	6.08	0.18

In Table 21, the ten individual items with the greatest decrease in satisfaction are shown (except the commitments to diverse populations, which appear in Table 22). Four mention faculty and two others mention quality of instruction, contributing to the decrease in satisfaction about instructional effectiveness.

Table 21: Largest Item Decreases in Satisfaction between 2021 and 2019

Item	2021	2019	Change
Faculty care about me as an individual.	5.76	5.84	−0.08
Library resources and services are adequate.	6.31	6.39	−0.08
Faculty take into consideration student differences as they teach a course.	5.74	5.82	−0.08
Faculty are understanding of students' unique life circumstances.	5.86	6.00	−0.14
Most students feel a sense of belonging here.	5.80	5.94	−0.14
There are a sufficient number of study areas on campus.	6.28	6.43	−0.15
The quality of instruction in the vocational/technical programs is excellent.	5.79	5.97	−0.18
Faculty are usually available after class and during office hours.	5.98	6.18	−0.20
The quality of instruction I receive in most of my classes is excellent.	5.78	5.99	−0.21
Channels for expressing student complaints are readily available.	5.52	5.73	−0.21

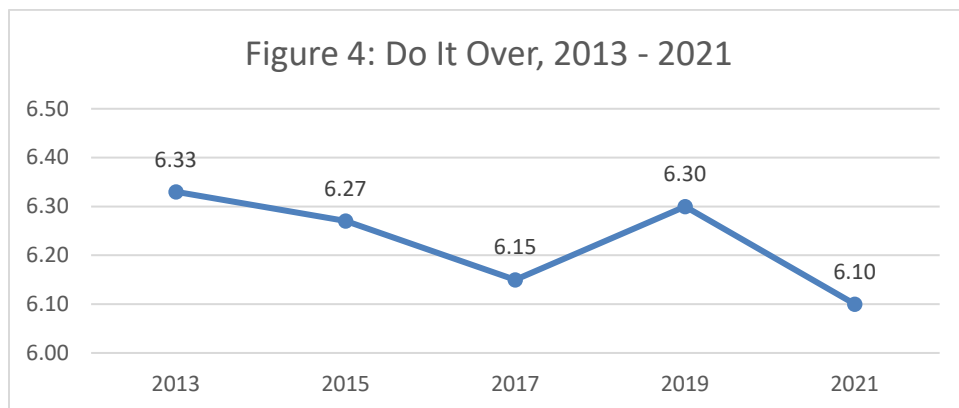
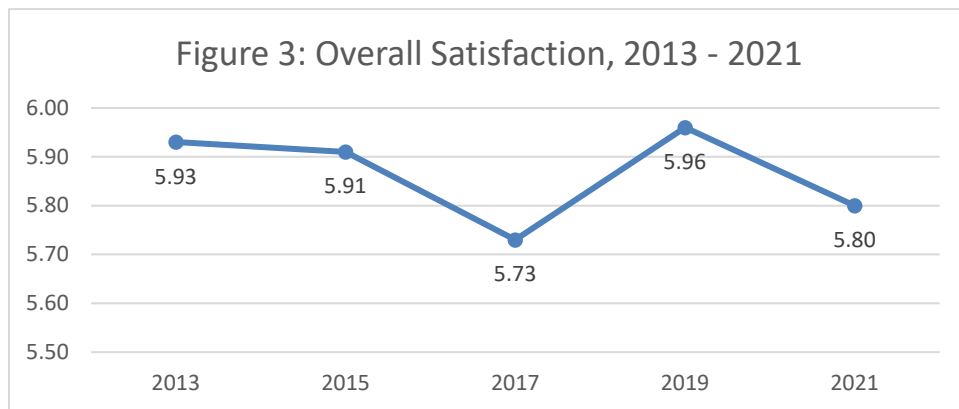
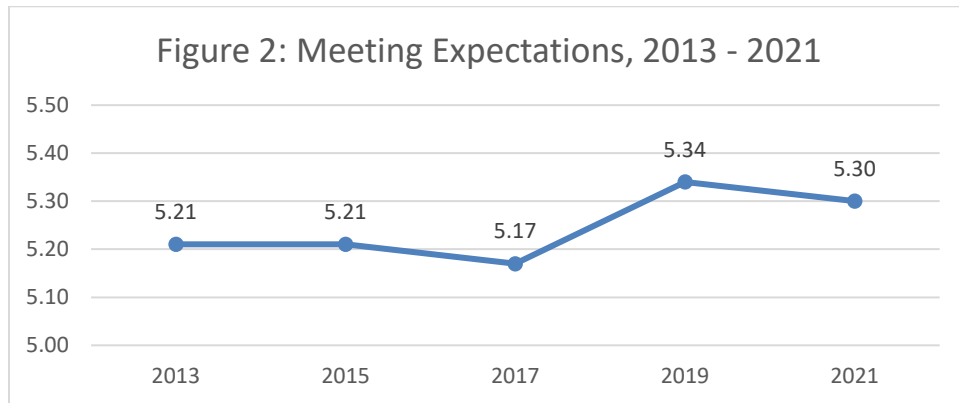
Survey respondents had greater satisfaction about none of the six commitment items. Satisfaction about commuters had the same level of satisfaction, but the other five subgroups had declines ranging from 0.08 to 0.18 points. Although satisfaction levels remain high – a 6 on the 7-point scale indicates being satisfied – this could be an area of concern.

Table 22: Changes in Satisfaction About Commitment to Various Populations

Population	2021	2019	Change
Commuters	6.13	6.13	0
Students with disabilities	6.24	6.32	−0.08
Part-time students	6.14	6.22	−0.08
Under-represented populations	6.12	6.22	−0.10
Older, returning learners	6.10	6.22	−0.12
Evening students	6.01	6.19	−0.18

Overall Satisfaction

The three questions related to overall satisfaction have been asked consistently since 2013, allowing for tracking over time. All three questions had lower means in 2021 than in 2019, although the trend differs. Figure 2 shows that level of meeting expectations has improved since 2013, with a small downturn between 2019 and 2021. Overall satisfaction in 2021 decreased from 2019, but remains above 2017 levels, as shown in Figure 3. The likelihood of choosing OCCC again when doing it over decreased in 2021 to an OCCC low, as shown in Figure 4. The mean of 6.10 still stands for “probably yes”, however.



OCCC Results Compared to National Results

The Ruffalo Noel Levitz organization provided average results for a national comparison group of 100,104 community college students who participated in the survey between 2018 and 2021. The list of included colleges appears in Appendix A. Unlike the 2019 survey, no smaller selected comparison group was included.

This section presents results comparing OCCC participants against national norms on the 70 importance/satisfaction questions, items about commitment to diverse populations, factors to enroll, and overall satisfaction.

Satisfaction

Compared to national norms, OCCC respondents reported higher average satisfaction on all 70 of the 70 importance/satisfaction items. This is a very strong result for OCCC and continues the pattern from prior surveys. OCCC has never had lower satisfaction than the national mean on any importance/satisfaction item, across the five administrations of this survey.

Table 23 below includes the five items with the highest difference in satisfaction, and the five items with the lowest difference in satisfaction. At the top, the items with the greatest difference included two on parking, services for veterans, services for displaced homemakers, and knowledge of campus happenings. Parking is highly regarded at OCCC, as both parking questions appeared in the top 10 satisfaction results for OCCC.

Towards the bottom, the items with the least difference for OCCC were all about classroom experience – two on quality of instruction, two on faculty interaction, and progress reports. None of these items show markedly low satisfaction – all have mean above 5.40 on the 7 point scale – although all of them appeared in the lowest third of the OCCC satisfaction ranking.

Table 23: 2021 Satisfaction Differences - OCCC vs National

Highest Five Satisfaction Differences	OCCC	National	Difference
The amount of student parking space on campus is adequate.	6.35	5.18	1.17
Personnel in the Veterans' Services program are helpful.	6.16	5.29	0.87
Parking lots are well-lighted and secure.	6.32	5.58	0.74
I generally know what's happening on campus.	6.05	5.37	0.68
This campus provides effective support services for displaced homemakers.	5.95	5.30	0.65
Lowest Five Satisfaction Differences			
The quality of instruction in the vocational/technical programs is excellent.	5.79	5.64	0.15
Students are notified early in the term if they are doing poorly in a class.	5.46	5.31	0.15
Faculty care about me as an individual.	5.76	5.63	0.13
Faculty are usually available after class and during office hours.	5.98	5.92	0.06
The quality of instruction I receive in most of my classes is excellent.	5.78	5.72	0.06

Six questions asked students how satisfied they were about the campus commitment to meeting the needs of various student populations. As with the 70 importance/satisfaction items, OCCC students had a higher level of satisfaction on every item. Differences were sizable, with none under 0.23 points, as shown in Table 24. OCCC's commitments to commuters, under-represented populations, and students with disabilities had a slightly greater advantage over national norms than the other groups.

Table 24: 2021 Commitment Satisfaction - OCCC vs National

Population	OCCC	National	Difference
Commuters	6.13	5.76	0.37
Under-represented populations	6.12	5.80	0.32
Students with disabilities	6.24	5.93	0.31
Evening students	6.01	5.76	0.25
Part-time students	6.14	5.90	0.24
Older, returning learners	6.10	5.87	0.23

The institutional summary provides twelve composite scales that summarize results of the 70 importance/satisfaction questions and responsiveness to diverse populations. When comparing OCCC student level of satisfaction to the national student level of satisfaction, all twelve composite scales had better results for OCCC. Table 25 contains the results in alphabetical order.

The largest gap between OCCC and national averages is found at safety and security, with the second largest gap in campus support services. These results imply a relatively strong commitment to structural items related to the student experience. On the other side, the smallest gap between OCCC and national averages is found in instructional effectiveness; this is consistent with individual item results and the relatively low ranking about satisfaction with instruction seen earlier.

Table 25: 2021 Satisfaction by Scale - OCCC vs National

Scale	OCCC	National	Difference
Academic Advising/Counseling	6.06	5.62	0.44
Academic Services	6.27	5.90	0.37
Admissions and Financial Aid	6.00	5.58	0.42
Campus Climate	6.02	5.68	0.34
Campus Support Services	5.97	5.46	0.51
Concern for the Individual	5.95	5.61	0.34
Instructional Effectiveness	5.96	5.73	0.23
Registration Effectiveness	6.14	5.77	0.37
Responsiveness to Diverse Populations	6.12	5.84	0.28
Safety and Security	6.30	5.59	0.71
Service Excellence	6.06	5.67	0.39
Student Centeredness	6.03	5.74	0.29

Importance of Factors in Deciding to Enroll

Students identified how important certain factors were in their decision to enroll at the College. Unlike other questions in this section, these results are about importance, not satisfaction.

Table 26 provides OCCC and national results, ordered from most important to least important in the minds of OCCC students. Cost and financial aid are most important. Perhaps unsurprisingly, opportunity to play sports is least important.

OCCC relative ordering is almost the same as national ordering, except that recommendations from family and friends were relatively more important, and campus appearance relatively less important. The differences indicate this shift, with the greatest difference in importance of recommendations from family and friends (0.37) and the smallest difference in campus appearance (0.09).

Table 26: 2021 Importance in Enrollment Decision - OCCC vs National

Factor	OCCC	National	Difference
Cost	6.49	6.38	0.11
Financial Aid	6.32	6.16	0.18
Academic Reputation	6.20	6.01	0.19
Geographic Setting	5.84	5.68	0.16
Personalized Attention Prior to Enrollment	5.76	5.57	0.19
Recommendations from Family/Friends	5.55	5.18	0.37
Size of Institution	5.51	5.33	0.18
Campus Appearance	5.50	5.41	0.09
Opportunity to Play Sports	4.13	3.93	0.20

Overall Satisfaction

The final three questions asked about overall satisfaction. As with the individual aspect questions and scales, OCCC respondent means were higher than the national community college student averages. These questions have been asked consistently since 2013, so historical results are included.

The first question asked “so far, how has your college experience met your expectations?” on a 7-point scale, with 1 being much worse than expected, 4 about what was expected, and 7 much better than expected. As shown in Table 27, the OCCC mean response of 5.30 dropped slightly from 2019, but remained above the averages for 2013, 2015, and 2017. The difference in means of 0.28 points also dipped from 2019 but remained positive.

Table 27: Student Expectations – OCCC vs National

Year	OCCC	National	Difference
2013	5.21	4.82	0.39
2015	5.21	4.86	0.35
2017	5.17	4.90	0.27
2019	5.34	4.95	0.39
2021	5.30	5.02	0.28

The second question asked students to “rate your overall satisfaction with your experience here thus far” on a 7-point scale with 1 not satisfied at all, 4 neutral, and 7 very satisfied. OCCC average satisfaction of 5.80 was 0.20 points higher than the national level of satisfaction. This difference decreased from 2019, returning roughly to 2017 levels, as shown in Table 28.

Table 28: Overall Satisfaction – OCCC vs National

Years	OCCC	National	Difference
2013	5.93	5.46	0.47
2015	5.91	5.51	0.40
2017	5.73	5.55	0.18
2019	5.96	5.58	0.38
2021	5.80	5.60	0.20

The final question asked students “all in all, if you had it to do over again, would you enroll here?” with 1 representing definitely not, 4 I don’t know, and 7 definitely yes on a 7-point scale. OCCC students answered positively, with 81% of respondents saying 6 (probably yes) or 7 (definitely yes), although this percentage is a decline from the 85% that said probably or definitely yes in 2019. In Table 29, the gap between OCCC and the national average decreased, but remained sizably positive at 0.23 points.

Table 29: Do Over Again – OCCC vs National

Year	OCCC	National	Difference
2013	6.33	5.72	0.61
2015	6.27	5.74	0.53
2017	6.15	5.78	0.37
2019	6.30	5.82	0.48
2021	6.10	5.87	0.23

Summary and Conclusions

OCCC students who responded had a high level of satisfaction with their OCCC experience. Every question about satisfaction – standard questions, campus items, responsiveness to various populations – had a mean rating of at least 5 out of 7, indicating positive satisfaction. Compared to the national sample of community college students, OCCC respondents reported higher satisfaction on every question. This continues a very positive pattern; across five administrations of the survey, OCCC has never had any items with lower average satisfaction than the national sample.

Cost, financial aid, and academic reputation were the most important factors in the decision to enroll at OCCC. Recommendations from family and friends had the greatest relative importance, compared to the national sample. Turning to satisfaction, OCCC respondents were most satisfied about safety, security, parking, and academic services. The lowest levels of satisfaction were about support for individuals and academic matters.

A majority of written comments were positive, with general comments about OCCC almost uniformly so. Faculty and the online course-taking experience received more positive comments than negative ones. COVID response, advising, and other campus services had more suggestions and concerns. Monetary issues and the switch to primarily 8-week terms had very few positive reactions.

Compared to 2019 and earlier results, the area with greatest satisfaction increase was advising. In all previous surveys, advising was the lowest-rated scale and items related to advisors were in the bottom five. That is no longer the case. Advising has improved from the lowest-rated scale in 2019 to the middle of the pack. On the downside, quality of instruction is a potential concern. OCCC's advantage over national norms is smallest in this area, and over half of the largest item decreases in satisfaction were related to instruction. Timely notification about grades has always been one of the three lowest-rated items, a pattern that continued in 2021.

In questions about overall satisfaction, OCCC results remained very good and comfortably above national averages. For example, 81% of respondents said that if they had to do it over, OCCC would probably or definitely be their choice. On the other hand, the size of the OCCC advantage decreased from 2019, as did OCCC absolute numbers, while national averages increased.

In future surveys, increased response rate would be useful. OCCC has never had a strong completion rate; the Ruffalo Noel Levitz team notes that the national average completion rate is 20%, while OCCC has never been above 16%. Better marketing and incentives would increase responses and data, making these strong results even more valuable.

APPENDICES

Appendix A

List of All Colleges Completing the Survey

Noel Levitz Community, Junior and Technical Colleges (Form A)
 Years 2018-2019, 2019-2020, and 2020-2021
 131 Institutions, 100,104 Students Completed Surveys

- Aims Community College, CO
- Asheville - Buncombe Technical Community College, NC
- Augusta Technical College, GA
- Brookdale Community College, NJ
- Bucks County Community College, PA
- Butler County Community College, PA
- Camden County College, NJ
- Carl Albert State College, OK
- Cedar Valley College (DCCCD), TX
- Central New Mexico Community College, NM
- Chandler-Gilbert Community College, AZ
- Chatfield College, OH
- Chattahoochee Technical College, GA
- Cincinnati State Technical and Community College, OH
- City Colleges of Chicago-Harold Washington College, IL
- City Colleges of Chicago-Harry S Truman College, IL
- City Colleges of Chicago-Wilbur Wright College, IL
- Coffeyville Community College, KS
- College of Dupage, IL
- College of the Redwoods, CA
- Collin College, TX
- Colorado Northwestern Community College, CO
- Columbia College, CA
- Columbus State Community College, OH
- Community College of Allegheny County, PA
- Crowder College, MO
- Cuyahoga Community College, OH
- Dakota County Technical College, MN
- Danville Area Community College, IL
- Daytona State College, FL
- Eastern Arizona College, AZ
- Eastern New Mexico University-Roswell, NM
- El Paso Community College, TX
- Elgin Community College, IL
- Estrella Mountain Community College, AZ
- Fletcher Technical Community College, LA
- Fox Valley Technical College, WI
- Galveston College, TX
- Gateway Community College, AZ
- Gateway Technical College, WI
- Glendale Community College, AZ
- Great Basin College, NV
- Greenville Technical College, SC
- Gwinnett Technical College, GA
- Hagerstown Community College, MD
- Highland Community College, KS
- Highlands College, AL
- Hinds Community College, MS
- Illinois Valley Community College, IL
- J.F. Drake State Community and Technical College, AL
- Johnson County Community College, KS
- Kankakee Community College, IL
- Kansas City Kansas Community College, KS
- Kaskaskia College, IL
- Kenai Peninsula College, AK
- Lake Michigan College, MI
- Lake Superior College, MN
- Lake-Sumter State College, FL
- Lincoln Land Community College, IL
- Madison Area Technical College, WI
- Massasoit Community College, MA
- Mendocino College, CA
- Merritt College, CA
- Mesa Community College, AZ
- Metropolitan Community College - Kansas City, MO
- Mid Michigan College, MI

- Midlands Technical College, SC
- Minnesota State College-Southeast Technical, MN
- Minnesota State Community and Technical College-Detroit Lakes, MN
- Mitchell Technical College, SD
- Montana State University - Billings, MT
- Montana Technological University, MT
- Montcalm Community College, MI
- Montgomery County Community College, PA
- Murray State College, OK
- Muskegon Community College, MI
- Navarro College, TX
- New Mexico Jr College, NM
- New Mexico State University - Dona Ana Community College, NM
- Nicolet College, WI
- North Dakota State College of Science, ND
- Northeast Lakeview College, TX
- Northeast Mississippi Community College, MS
- Northern Marianas College, MP
- Northwest Kansas Technical College, KS
- Northwest Vista College, TX
- Ocean County College, NJ
- Oklahoma City Community College, OK
- Ozarks Technical Community College, MO
- Palo Alto College, TX
- Paradise Valley Community College, AZ
- Pearl River Community College, MS
- Phoenix College, AZ
- Pitt Community College, NC
- Pulaski Technical College, AR
- Reading Area Community College, PA
- Richland College, TX
- Rockingham Community College, NC
- Rowan College at Burlington County, NJ
- Saint Louis Community College, MO
- Santa Fe Community College, NM
- Sauk Valley Community College, IL
- Scottsdale Community College, AZ
- Sitting Bull College, ND
- South Central College, MN
- South Louisiana Community College, LA
- South Mountain Community College, AZ
- Southeast Technical College, SD
- Southwestern Illinois College, IL
- Spartanburg Community College, SC
- St. Luke's College, IA
- St. Philip's College, TX
- Stark State College, OH
- Surry Community College, NC
- Tacoma Community College, WA
- Texas State Technical College - Harlingen, TX
- Texas State Technical College - Marshall, TX
- Texas State Technical College - Waco, TX
- Texas State Technical College - West Texas, TX
- Three Rivers College, MO
- Trident Technical College, SC
- UC Blue Ash College, OH
- Virginia Highlands Community College, VA
- Volunteer State Community College, TN
- West Georgia Technical College, GA
- Western Dakota Technical College, SD
- Western Wyoming Community College, WY
- Wharton County Junior College, TX
- Wilkes Community College, NC
- WSU Tech, KS

Appendix B

Noel Levitz Survey Instrument

The questions are as follows: (Importance and Satisfaction)

1. Most students feel a sense of belonging here.
2. Faculty care about me as an individual.
3. The quality of instruction in the vocational/technical programs is excellent.
4. Security staff are helpful.
5. The personnel involved in registration are helpful.
6. My academic advisor is approachable.
7. Adequate financial aid is available for most students.
8. Classes are scheduled at times that are convenient for me.
9. Internships or practical experiences are provided in my degree/certificate program.
10. Child care facilities are available on campus.
11. Security staff respond quickly in emergencies.
12. My academic advisor helps me set goals to work toward.
13. Financial aid awards are announced to students in time to be helpful in college planning.
14. Library resources and services are adequate.
15. I am able to register for classes I need with few conflicts.
16. The college shows concern for students as individuals.
17. Personnel in the Veterans' Services program are helpful.
18. The quality of instruction I receive in most of my classes is excellent.
19. This campus provides effective support services for displaced homemakers.
20. Financial aid counselors are helpful.
21. There are a sufficient number of study areas on campus.
22. People on this campus respect and are supportive of each other.
23. Faculty are understanding of students' unique life circumstances.
24. Parking lots are well-lighted and secure.
25. My academic advisor is concerned about my success as an individual.
26. Library staff are helpful and approachable.
27. The campus staff are caring and helpful.
28. It is an enjoyable experience to be a student on this campus.
29. Faculty are fair and unbiased in their treatment of individual students.
30. The career services office provides students with the help they need to get a job.
31. The campus is safe and secure for all students.
32. My academic advisor is knowledgeable about my program requirements.
33. Admissions counselors accurately portray the campus in their recruiting practices.
34. Computer labs are adequate and accessible.
35. Policies and procedures regarding registration and course selection are clear and well-publicized.
36. Students are made to feel welcome on this campus.
37. Faculty take into consideration student differences as they teach a course.
38. The student center is a comfortable place for students to spend their leisure time.
39. The amount of student parking space on campus is adequate.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
41. Admissions staff are knowledgeable.
42. The equipment in the lab facilities is kept up to date.
43. Class change (drop/add) policies are reasonable.

44. I generally know what's happening on campus.
45. This institution has a good reputation within the community.
46. Faculty provide timely feedback about student progress in a course.
47. There are adequate services to help me decide upon a career.
48. Counseling staff care about students as individuals.
49. Admissions counselors respond to prospective students' unique needs and requests.
50. Tutoring services are readily available.
51. There are convenient ways of paying my school bill.
52. This school does whatever it can to help me reach my educational goals.
53. The assessment and course placement procedures are reasonable.
54. Faculty are interested in my academic problems.
55. Academic support services adequately meet the needs of students.
56. The business office is open during hours which are convenient for most students.
57. Administrators are approachable to students.
58. Nearly all of the faculty are knowledgeable in their fields.
59. New student orientation services help students adjust to college.
60. Billing policies are reasonable.
61. Faculty are usually available after class and during office hours.
62. Bookstore staff are helpful.
63. I seldom get the "run-around" when seeking information on this campus.
64. Nearly all classes deal with practical experiences and applications.
65. Students are notified early in the term if they are doing poorly in a class.
66. Program requirements are clear and reasonable.
67. Channels for expressing student complaints are readily available.
68. On the whole, the campus is well-maintained.
69. There is a good variety of courses provided on this campus.
70. I am able to experience intellectual growth here.

Questions 71 through 80 are campus items just for OCCC (with number 80 blank in 2021).

71. Staff explained the steps to apply for and receive federal financial aid.
72. My advisor provided me with adequate information to select an academic program that fits my interests and career goals.
73. My advisor gave me time to share personal information when we discussed my major, schedule, and enrollment status.
74. The online admission process was easy to use.
75. There are adequate opportunities to participate in non-classroom activities (student clubs, fitness, theater, etc.).
76. The Student Planning System (SPS) software was helpful in planning my course schedule.
77. Based on my needs, I received information on support services such as tutoring, disability services, transportation, etc.
78. Technical Support services are available when I need them.
79. I am satisfied with the available course components on Moodle.
80. Campus item – left blank in 2021.

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

- 81. Institution's commitment to part-time students?
- 82. Institution's commitment to evening students?
- 83. Institution's commitment to older, returning learners?
- 84. Institution's commitment to under-represented populations?
- 85. Institution's commitment to commuters?
- 86. Institution's commitment to student with disabilities?

How important were each of the following factors in your decision to enroll at this institution?

- 87. Cost as a factor in decision to enroll.
- 88. Financial aid as a factor in decision to enroll.
- 89. Academic reputation as a factor in decision to enroll.
- 90. Size of institution as a factor in decision to enroll.
- 91. Opportunity to play sports as a factor in decision to enroll.
- 92. Recommendations from family/friends as a factor in decision to enroll.
- 93. Geographic setting as a factor in decision to enroll.
- 94. Campus appearance as a factor in decision to enroll.
- 95. Personalized attention prior to enrollment as a factor in decision to enroll.
- 96. So far, how has the college experience met your expectations?
- 97. Rate your overall satisfaction with your experience here thus far.
- 98. All in all, if you had it to do over again, would you enroll here?

Choose the one response that best describes you.

- 99. Gender – Female; Male
- 100. Age – 18 and under; 19 to 24; 25 to 34; 35 to 44; 45 and over
- 101. Ethnicity/Race: African-American; American Indian or Alaskan Native; Asian or Pacific Islander; Caucasian/White; Hispanic; Other; Prefer not to respond
- 102. Current Enrollment Status: Day; Evening; Weekend
- 103. Current Class Load: Full-time; Part-time
- 104. Class Level (Years in attendance at this college): 1 or less; 2; 3; 4 or more
- 105. Current GPA: No credits earned; 1.99 or below; 2.0 – 2.49; 2.5 – 2.99; 3.0 – 3.49; 3.5 or above
- 106. Educational Goal: Associate degree; Vocational/technical program; Transfer to another institution; Certification (initial or renewal); Self-improvement/pleasure; Job-related training; Other
- 107. Employment: Full-time off campus; Part-time off campus; Full-time on campus; Part-time on campus; Not employed
- 108. Current Residence: Residence hall; Own house; Rent room or apartment off campus; Parent's home; Other
- 109. Residence Classification: In-state; Out-of-state; International (not U.S. citizen)
- 110. Disabilities: Physical disability or a diagnosed learning disability? Yes; No
- 111. When I entered this institution, it was my: 1st choice; 2nd choice; 3rd choice or lower
- 112. Major
- 113. Campus Item: I am currently responsible for taking care of my children, spouse, parent, or someone else that requires me to be at home. Yes; No
- 114. Campus Item: Do you have reliable transportation? Yes; No

Appendix C

2021 Importance and Satisfaction Mean Responses

This section includes results for all items that receive importance and satisfaction scores, the 70 standard items plus the 9 OCCC campus items. Satisfaction scores for commitment to various populations appear in Table 9. Importance ratings for factors related to enrollment appear in Table 6. Demographic results are summarized in Tables 2 and 3. Results about overall experience questions appear in Tables 27, 28, and 29.

No	Item	Importance	Satisfaction
1	Most students feel a sense of belonging here.	6.08	5.80
2	Faculty care about me as an individual.	6.25	5.76
3	The quality of instruction in the vocational/technical programs is excellent.	6.37	5.79
4	Security staff are helpful.	6.28	6.11
5	The personnel involved in registration are helpful.	6.47	6.10
6	My academic advisor is approachable.	6.51	6.18
7	Adequate financial aid is available for most students.	6.45	5.79
8	Classes are scheduled at times that are convenient for me.	6.48	6.08
9	Internships or practical experiences are provided in my degree/certificate program.	6.29	5.60
10	Child care facilities are available on campus.	5.79	5.08
11	Security staff respond quickly in emergencies.	6.54	6.19
12	My academic advisor helps me set goals to work toward.	6.41	5.94
13	Financial aid awards are announced to students in time to be helpful in college planning.	6.44	5.77
14	Library resources and services are adequate.	6.60	6.31
15	I am able to register for classes I need with few conflicts.	6.61	6.15
16	The college shows concern for students as individuals.	6.43	5.77
17	Personnel in the Veterans' Services program are helpful.	6.31	6.16
18	The quality of instruction I receive in most of my classes is excellent.	6.52	5.78
19	This campus provides effective support services for displaced homemakers.	6.34	5.95
20	Financial aid counselors are helpful.	6.46	5.73
21	There are a sufficient number of study areas on campus.	6.43	6.28
22	People on this campus respect and are supportive of each other.	6.45	6.25
23	Faculty are understanding of students' unique life circumstances.	6.47	5.86
24	Parking lots are well-lighted and secure.	6.56	6.32
25	My academic advisor is concerned about my success as an individual.	6.48	5.93
26	Library staff are helpful and approachable.	6.50	6.33
27	The campus staff are caring and helpful.	6.47	6.17
28	It is an enjoyable experience to be a student on this campus.	6.46	6.13

No	Item	Importance	Satisfaction
29	Faculty are fair and unbiased in their treatment of individual students.	6.57	6.16
30	The career services office provides students with the help they need to get a job.	6.46	6.12
31	The campus is safe and secure for all students.	6.65	6.44
32	My academic advisor is knowledgeable about my program requirements.	6.66	6.16
33	Admissions counselors accurately portray the campus in their recruiting practices.	6.54	6.26
34	Computer labs are adequate and accessible.	6.57	6.37
35	Policies and procedures regarding registration and course selection are clear and well-publicized.	6.54	6.18
36	Students are made to feel welcome on this campus.	6.58	6.33
37	Faculty take into consideration student differences as they teach a course.	6.40	5.74
38	The student center is a comfortable place for students to spend their leisure time.	6.34	6.20
39	The amount of student parking space on campus is adequate.	6.49	6.35
40	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.57	6.12
41	Admissions staff are knowledgeable.	6.54	6.24
42	The equipment in the lab facilities is kept up to date.	6.52	6.17
43	Class change (drop/add) policies are reasonable.	6.46	6.16
44	I generally know what's happening on campus.	6.05	6.05
45	This institution has a good reputation within the community.	6.47	6.28
46	Faculty provide timely feedback about student progress in a course.	6.52	5.83
47	There are adequate services to help me decide upon a career.	6.49	6.01
48	Counseling staff care about students as individuals.	6.59	6.23
49	Admissions counselors respond to prospective students' unique needs and requests.	6.50	6.20
50	Tutoring services are readily available.	6.51	6.23
51	There are convenient ways of paying my school bill.	6.48	6.11
52	This school does whatever it can to help me reach my educational goals.	6.51	5.92
53	The assessment and course placement procedures are reasonable.	6.49	6.22
54	Faculty are interested in my academic problems.	6.38	5.81
55	Academic support services adequately meet the needs of students.	6.53	6.17
56	The business office is open during hours which are convenient for most students.	6.44	6.12
57	Administrators are approachable to students.	6.41	6.04
58	Nearly all of the faculty are knowledgeable in their fields.	6.58	6.21

No	Item	Importance	Satisfaction
59	New student orientation services help students adjust to college.	6.37	6.06
60	Billing policies are reasonable.	6.47	6.10
61	Faculty are usually available after class and during office hours.	6.43	5.98
62	Bookstore staff are helpful.	6.49	6.32
63	I seldom get the "run-around" when seeking information on this campus.	6.36	5.76
64	Nearly all classes deal with practical experiences and applications.	6.36	5.96
65	Students are notified early in the term if they are doing poorly in a class.	6.35	5.46
66	Program requirements are clear and reasonable.	6.56	6.16
67	Channels for expressing student complaints are readily available.	6.35	5.52
68	On the whole, the campus is well-maintained.	6.52	6.48
69	There is a good variety of courses provided on this campus.	6.57	6.34
70	I am able to experience intellectual growth here.	6.61	6.31
71	Campus item: Staff explained the steps to apply for and receive federal financial aid.	6.40	5.75
72	Campus item: My advisor provided me with adequate information to select an academic program that fits my interests and career goals.	6.58	6.16
73	Campus item: My advisor gave me time to share personal information when we discussed my major, schedule, and enrollment status.	6.44	6.03
74	Campus item: The online admission process was easy to use.	6.56	6.32
75	Campus item: There are adequate opportunities to participate in non-classroom activities (student clubs, fitness, theater, etc.).	6.16	6.09
76	Campus item: The Student Planning System (SPS) software was helpful in planning my course schedule.	6.48	6.20
77	Campus item: Based on my needs, I received information on support services such as tutoring, disability services, transportation, etc.	6.43	6.08
78	Campus item: Technical Support services are available when I need them.	6.56	6.26
79	Campus item: I am satisfied with the available course components on Moodle.	6.55	6.21

Appendix D

Items Comprising Scales

Scale 1: Student Centeredness

- 36 Students are made to feel welcome here.
- 28 It is an enjoyable experience to be a student on this campus.
- 57 Administrators are approachable to students.
- 27 The campus staff are caring and helpful.
- 16 The college shows concern for students as individuals.
- 1 Most students feel a sense of belonging here.

Scale 2: Instructional Effectiveness

- 58 Nearly all the faculty are knowledgeable in their fields.
- 18 The quality of instruction I receive in most of my classes is excellent.
- 46 Faculty provide timely feedback about student progress in a course.
- 23 Faculty are understanding of students' unique life circumstances.
- 29 Faculty are fair and unbiased in their treatment of individual students.
- 37 Faculty take into consideration student differences as they teach a course.
- 2 Faculty care about me as an individual.
- 61 Faculty are usually available after class and during office hours.
- 54 Faculty are interested in my academic problems.
- 65 Students are notified early in the term if they are doing poorly in a class.
- 66 Program requirements are clear and reasonable.
- 64 Nearly all classes deal with practical experiences and applications.
- 70 I am able to experience intellectual growth here.
- 69 There is a good variety of courses provided on this campus.

Scale 3: Responsiveness to Diverse Populations

- 81 How satisfied are you that this campus demonstrates a commitment to meeting the needs of part-time students?
- 83 How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?
- 82 How satisfied are you that this campus demonstrates a commitment to meeting the needs of evening students?
- 85 How satisfied are you that this campus demonstrates a commitment to meeting the needs of commuters?
- 84 How satisfied are you that this campus demonstrates a commitment to meeting the needs of under-represented populations?
- 86 How satisfied are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?

Scale 4: Campus Support Services

- 30 The career services office provides students with the help they need to get a job.
- 17 Personnel in the Veteran's Services program are helpful.
- 19 The campus provides effective support services for displaced homemakers.
- 38 The student center is a comfortable place for students to spend their leisure time.
- 10 Child care facilities are available on campus.
- 47 There are adequate services to help me decide upon a career.
- 59 New student orientation services help students adjust to college.

Scale 5: Safety and Security

- 4 Security staff are helpful.
- 11 Security staff respond quickly in emergencies.
- 31 The campus is safe and secure for all students.
- 24 Parking lots are well-lighted and secure.
- 39 The amount of student parking space on campus is adequate.

Scale 6: Academic Advising/Counseling Effectiveness

- 32 My academic advisor is knowledgeable about my program requirements.
- 6 My academic advisor is approachable.
- 40 My academic advisor is knowledgeable about the transfer requirements of other schools.
- 12 My academic advisor helps me to set goals to work toward.
- 25 My academic advisor is concerned about my success as an individual.
- 48 Counseling staff care about students as individuals.
- 52 This school does whatever it can to help me reach my educational goals.

Scale 7: Admissions and Financial Aid Effectiveness

- 7 Adequate financial aid is available for most students.
- 13 Financial aid awards are announced to students in time to be helpful in college planning.
- 20 Financial aid counselors are helpful.
- 33 Admissions counselors accurately portray the campus in their recruiting practices.
- 41 Admissions staff are knowledgeable.
- 49 Admissions counselors respond to prospective students' unique needs and requests.

Scale 8: Academic Services

- 21 There are a sufficient number of study areas on campus.
- 14 Library resources and services are adequate.
- 26 Library staff are helpful and approachable.
- 34 Computer labs are adequate and accessible.
- 42 The equipment in the lab facilities is kept up to date.
- 50 Tutoring services are readily available.
- 55 Academic support services adequately meet the needs of students.

Scale 9: Registration Effectiveness

- 5 The personnel involved in registration are helpful.
- 15 I am able to register for the classes I need with few conflicts.
- 43 Class change (drop/add) policies are reasonable.
- 8 Classes are scheduled at times that are convenient for me.
- 35 Policies and procedures regarding registration and course selection are clear and well-publicized.
- 60 Billing policies are reasonable.
- 51 There are convenient ways of paying my school bill.
- 56 The business office is open during hours which are convenient for most students.
- 62 Bookstore staff are helpful.

Scale 10: Service Excellence

- 62 Bookstore staff are helpful.
- 67 Channels for expressing student complaints are readily available.
- 57 Administrators are approachable to students.
- 63 I seldom get the "run-around" when seeking information on this campus.
- 22 People on this campus respect and are supportive of each other.
- 5 The personnel involved in registration are helpful.
- 26 Library staff are helpful and approachable.
- 44 I generally know what's happening on campus.
- 27 The campus staff are caring and helpful.

Scale 11: Concern for the Individual

- 16 The college shows concern for students as individuals.
- 29 Faculty are fair and unbiased in their treatment of individual students.
- 2 Faculty care about me as an individual.
- 48 Counseling staff care about students as individuals.
- 25 My academic advisor is concerned about my success as an individual.

Scale 12: Campus Climate

- 36 Students are made to feel welcome here.
- 59 New student orientation services help students adjust to college.
- 28 It is an enjoyable experience to be a student on this campus.
- 57 Administrators are approachable to students.
- 27 The campus staff are caring and helpful.
- 16 The college shows concern for students as individuals.
- 52 This school does whatever it can to help me reach my educational goals.
- 1 Most students feel a sense of belonging here.
- 44 I generally know what's happening on campus.
- 22 People on this campus respect and are supportive of each other.
- 45 This institution has a good reputation within the community.
- 2 Faculty care about me as an individual.
- 31 The campus is safe and secure for all students.
- 67 Channels for expressing student complaints are readily available.
- 63 I seldom get the "run around" when seeking information on this campus.

Stand-Alone Items (Not in Any Scale)

- 9 Internships or practical experiences are provided in my degree/certificate program.
- 3 The quality of instruction in the vocational/technical programs is excellent.
- 68 On the whole, the campus is well-maintained.
- 53 The assessment and course placement procedures are reasonable.