



# **Student Campus Climate Survey**

## **Executive Summary**

**Spring 2010**

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Skyline College

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# Introduction

## Overview

Skyline College administered a student climate survey to a representative sample of students during the first part of the spring 2010 semester. The survey provides information for the accreditation self-study process (site visit scheduled for Fall 2013) as well as other college-wide planning initiatives including the Education Master Plan. The self-study process requires an assessment of institutional performance in terms of student learning outcomes, quality of services and programs and effectiveness of operations with supporting evidence in each of these areas. One source of evidence is a campus climate study in which students provide feedback on programs, services and the learning environment.

## Purpose

The purpose of this survey study was to measure current student attitudes and perceptions toward Skyline College's programs, services and learning environment. The results from the survey will be used to inform responses to the accreditation standards and for planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the college's Mission – Vision –Values and goals.

## Instrumentation

In order to benchmark performance, the Noel-Levitz *Student Satisfaction Inventory* was used. This instrument measured students' levels of satisfaction and importance and contained the following eleven scales:

Academic Advising and Counseling, Academic Services, Admissions and Financial Aid, Campus Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Safety and Security, Service Excellence, and Student Centeredness. Additionally, the survey measured overall student satisfaction, the college's responsiveness to the diversity of its students, factors that influenced student enrollment, ten customized items which the college created, and open-ended comments.

## Methodology

In order to achieve representative and timely information on the entire population of students, the data collection methodology selected for this survey study was a scannable (paper and pencil) survey that was distributed during one class period.

## Implementation

Administration: The office of Planning, Research and Institutional Effectiveness (PRIE) bundled and distributed the surveys along with instructions and return envelopes to the randomly selected instructors, who administered the survey during one class period. The instructor returned the completed surveys in a sealed envelope to the division, from whom PRIE collected them for processing.

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## Respondent Profile

The survey respondents were fairly representative of Skyline College's student body. The majority of survey respondents were female (58 percent) and between 19 to 24 years of age (64 percent). The survey respondents were Asian/Pacific Islander (45 percent), Caucasian/White (21 percent), Hispanic (17 percent), Black (2 percent) and other (9 percent). Thirty-seven percent of respondents were first year students, and 33 percent were second year students. More than half were transfer-seeking (62 percent), and approximately a quarter of the respondents were pursuing an associate's degree (22 percent). Most of the respondents were employed either full-time (19 percent) or part-time (47 percent). The number of day classes (83 percent) and full-time students (66 percent) that were surveyed were more than the college-wide average.

## Interpreting the Results

The results from the survey yielded three different scores: 1) Importance, 2) Satisfaction, and 3) Performance gap (importance score minus satisfaction score). The importance score reflects student perception on the significance of an item, while the satisfaction score reflects student opinion about the quality of service of a given item. Using a seven-point Likert scale, a higher score on importance indicates greater significance to the student, and therefore a stronger expectation. Similarly, a higher score on satisfaction indicates a more favorable opinion on the particular item. The performance gap reflects how well the college met students' expectations. For example, a positive performance gap that is *less than* the benchmark value (1.01 for scale, .92 for item) indicates that the college met students' expectations. A positive performance gap that is *greater than* the benchmark value indicates that the college did not meet students' expectations. A negative performance gap indicates that the college exceeded students' expectations.

For the purpose of discussion and tracking trends, the internal benchmarks below were suggested for scale and item satisfaction and performance gap ratings. For example, if a scale performance gap score is less than or equal to 1.01, Skyline College has met the performance gap benchmark for that scale. Similarly, if the scale satisfaction score is greater than or equal to 5.03, Skyline College has met the satisfaction benchmark for that scale.

- Scale Satisfaction:  $\geq 5.03$
- Item Satisfaction:  $\geq 5.06$
- Scale Performance Gap:  $\leq 1.01$
- Item Performance Gap:  $\leq .92$

In addition to the internal benchmarks found in the survey, comparisons and competitive benchmarking were performed between Skyline College's student responses and responses of students from other community colleges in California who took the Noel-Levitz Student Satisfaction Inventory within the previous five years. Those colleges were: Antelope Valley College, Bakersfield College, Cerritos College, Cerro Coso Community College, College of the Siskiyous, Cuesta College, Cypress College, El Camino College, Feather River Community College District, Long Beach City College, Los Angeles Valley College, Los Rios Community College, Palo Verde College, Palomar College, Rio Hondo College, Saddleback College, San Bernardino Valley College, Southwestern College, Taft College, and Victor Valley College.

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# The Findings

## How well are we meeting student expectations?

The survey items were grouped into eleven scales. Importance scores for the scales ranged from 6.23 (Academic Advising and Counseling) to 5.51 (Campus Support Services). Satisfaction scores for the scales ranged from 5.34 (Academic Services) to 4.66 (Safety and Security). Performance gaps for the scales ranged from 1.42 (Safety and Security) to .61 (Campus Support Services).

Academic Advising and Counseling ranked highest on importance (6.23), but ranked fifth in overall satisfaction (5.13). Second highest in overall importance with an average score of 6.19 was Instructional Effectiveness, which ranked third on satisfaction (5.18). Campus Support Services ranked lowest on importance (5.51) and second to lowest on satisfaction (4.90).

Registration Effectiveness ranked second highest in overall satisfaction (5.25) and ranked third on importance (6.17). Safety and Security ranked lowest in overall satisfaction (4.66) and came in fifth on importance (6.08).

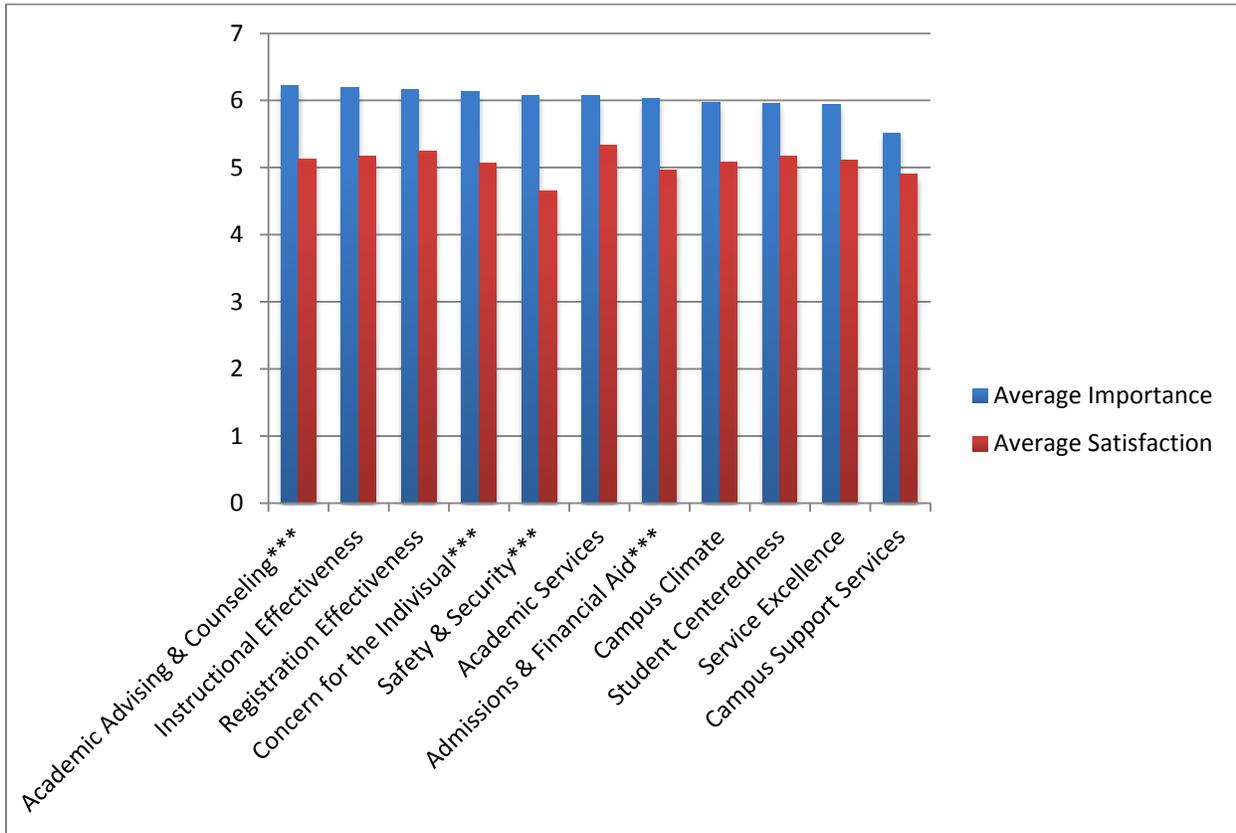
Overall, Skyline College met internal benchmarks set for both satisfaction and performance gap on six of eleven scales. Concern for the Individual and Academic Advising and Counseling did not meet the benchmark for performance gap and Campus Support Services did not meet the benchmark for satisfaction. Safety and Security and Admissions and Financial Aid did not meet benchmarks for either satisfaction or performance gap.

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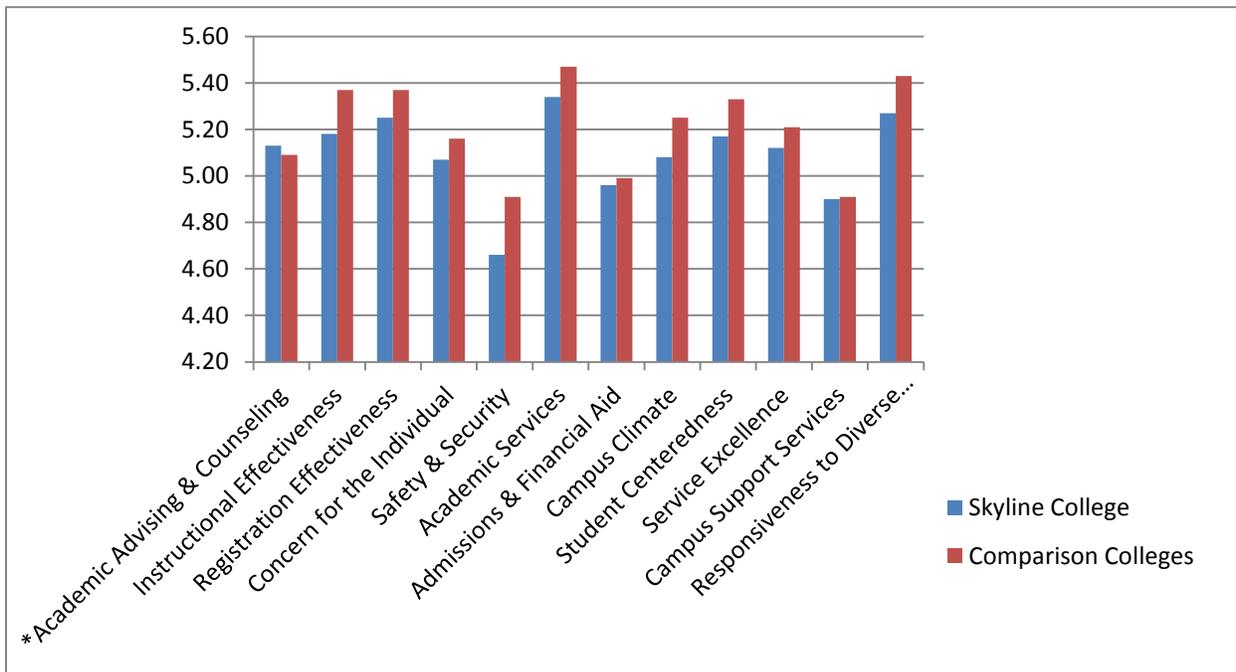
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**Figure 1: Skyline College - Performance Gaps 2010**

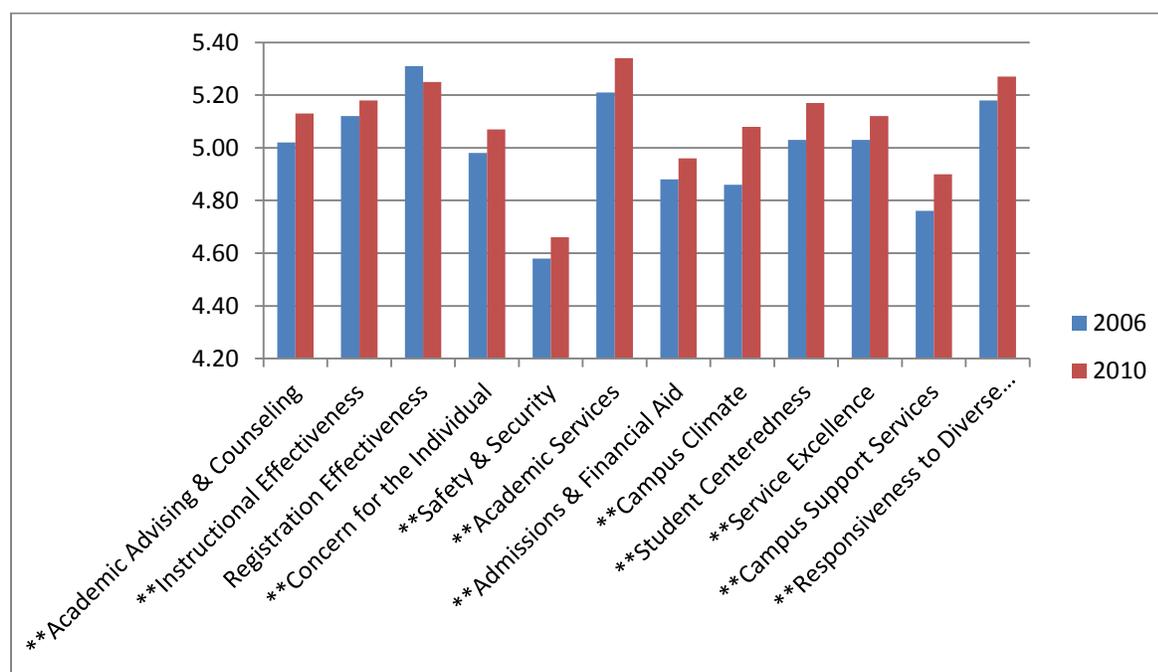


**Figure 2: Skyline College & Comparison Colleges – Satisfaction 2010**



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**Figure 3: Skyline College 2006 & 2010 - Satisfaction**



### Academic Advising & Counseling

The survey items that comprised the Academic Advising and Counseling scale assessed the comprehensiveness of the academic advising program. Questions about academic advisors and counselors included their level of knowledge, approachability, competence, and personal concern for student success.

**Results:** This scale was ranked as the most important overall (6.23) and the fifth highest on satisfaction (5.13), creating a performance gap between importance and satisfaction of 1.10. This does not meet the benchmark for this scale. The college improved on this scale by 2.2 percent over the 2006 survey results. Below is the item on this scale where there was a significant change between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
<b>Academic advisor is knowledgeable about my program requirements</b>	5.01	5.22**	4%

Skyline College ranked higher (5.13) on this scale than the comparison colleges (5.09). Specifically, Skyline College scored significantly higher than the comparison colleges on the following items:

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Item	Skyline College	Comparison Colleges	% Difference
Academic advisor helps me set goals to work toward	5.11*	4.93	3.7%
Academic advisor is knowledgeable about the transfer requirements of other schools	5.23*	5.03	4%
Concerned about my success as an individual	5.01*	4.90	2.2%

### Instructional Effectiveness

The survey items that comprised the Instructional Effectiveness scale assessed the students' academic experience and the campus' overriding commitment to academic excellence. This comprehensive scale covered areas such as the variety of courses offered, the curriculum, and the effectiveness of the faculty inside and outside of the classroom.

Results: This scale was second most important overall (6.19) and ranked as the third highest on satisfaction (5.18), with a performance gap of 1.01. This does meet the benchmark for this scale. The college improved on this scale by .02 percent over the 2006 survey results. There were no items on this scale for which results changed significantly between the 2006 and 2010 survey.

Skyline College (5.18) ranked below the comparison colleges (5.37) on this scale. Specifically, Skyline College scored significantly below the comparison colleges on the following items:

Item	Skyline College	Comparison Colleges	% Difference
Good variety of courses	5.13	5.54	-2.3%
Able to experience intellectual growth	5.49	5.75	-4.7%

### Registration Effectiveness

The survey items that comprised the Registration Effectiveness scale assessed issues associated with registration and billing. This scale also measured the college's commitment to making this process as smooth and effective as possible.

Results: This scale was the third most important overall (6.17) and ranked second on satisfaction (5.25), with a performance gap of .92. This does meet the benchmark for this scale. The college did poorer on this scale by 1.1 percent as compared with the 2006 survey results. Following are the items on this scale where there were significant changes between the 2006 and the 2010 survey results.

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Item	2006 Results	2010 Results	% Change
The personnel involved in registration are helpful	5.25	5.19	-1.2%
Classes are scheduled at times that are convenient for me	5.20	4.99	-4.2%
I am able to register for classes I need with few conflicts	5.40	5.06	-6.7%
The business office is open during hours which are convenient for most students	5.22	5.10	-2.2%
Bookstore staff are helpful	5.56	5.43	-2.4%

Skyline College (5.25) ranked below the comparison colleges (5.37). Below are items on this scale for which there were significant differences between Skyline College and the comparison colleges:

Item	Skyline College	Comparison Colleges	% Difference
Classes are scheduled at convenient times	4.99	5.26	-5.4%
There are convenient ways of paying my school bill	5.57*	5.47	1.8%

### Concern for the Individual

The survey items that comprised the Concern for the Individual scale assessed the college's commitment to treating each student as an individual. Those groups who frequently dealt with students on a person level (e.g. faculty, advisors, and counselors) were included in this assessment.

**Results:** This scale was the fourth most important overall (6.13) and ranked as the eighth highest on satisfaction (5.07), with a performance gap of 1.06. This does not meet the benchmark for this scale. The college improved on this scale by 1.8 percent over the 2006 survey results. There were no items on this scale for which results changed significantly between the 2006 and 2010 survey.

Skyline College (5.07) ranked below the comparison colleges (5.16) on this scale. Following are two items for which there were significant differences between Skyline College and the comparison colleges:

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Item	Skyline College	Comparison Colleges	% Difference
<b>Academic advisor is concerned about my success as an individual</b>	5.01*	4.90	2.2%
<b>Faculty are fair and unbiased in their treatment of individual students</b>	5.14	5.39	-4.9%

## Safety & Security

The survey items that comprised the Safety and Security scale assessed the college's responsiveness to students' personal safety and security on campus. This scale measured the effectiveness of both personnel and campus facilities.

Results: This scale was the fifth most important overall (6.06) and lowest on satisfaction (4.66), creating a performance gap of 1.42. This does not meet the benchmark for this scale. The college improved on this scale by 1.7 percent over the 2006 survey results. Below are the items on this scale where there were significant changes between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
<b>Parking lots are well-lighted and secure</b>	4.44	4.79**	8.3%
<b>The amount of student parking space on campus is adequate</b>	4.19	3.80	-12.4%

Skyline College (4.66) ranked below the comparison colleges (4.91) on this scale. Below is the item for which there was a significant difference between Skyline College and the comparison colleges:

Item	Skyline College	Comparison Colleges	% Difference
<b>Amount of student parking space on campus is adequate</b>	3.80	4.21	-10.8%

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## Academic Services

The survey items that comprised the Academic Services scale assessed the adequacy of the services students utilized to achieve their academic goals. These services included the library, computer labs, tutoring and study areas.

Results: This scale was the sixth most important overall (6.07) and ranked highest on satisfaction (5.34), with a performance gap of .73. This does meet the benchmark for this scale. The college improved on this scale by 2.5 percent over the 2006 survey results. Following are the items on this scale where there were significant changes between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
<b>Library staff are helpful and approachable</b>	5.36	5.68**	6%
<b>Equipment in the lab facilities is kept up to date</b>	4.90	5.32**	8.6%
<b>Tutoring services are readily available</b>	5.24	5.20	-.8%

Skyline College ranked lower (5.34) on this scale than the comparison colleges (5.47). However, Skyline College scored significantly better than the comparison colleges on one item on this scale (library staff are helpful and approachable). Below are the two items on this scale for which there were significant differences between Skyline College and the comparison colleges:

Item	Skyline College	Comparison Colleges	% Difference
<b>Library staff are helpful and approachable</b>	5.68*	5.56	2.2%
<b>Sufficient number of study areas on campus</b>	5.15	5.43	-5.4%

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## Admissions & Financial Aid

The survey items that comprised the Admissions and Financial Aid scale assessed the college's ability to enroll students in an effective manner. This scale covered issues such as the competence and knowledge of admissions counselors as well as the effectiveness and availability of financial aid programs.

Results: This scale was ranked as the seventh most important overall (6.03) and the ninth highest on satisfaction (4.96), with a performance gap of 1.07. This does not meet the benchmark for this scale. The college improved on this scale by 1.6 percent over the 2006 survey results. There were no items on this scale for which results changed significantly between the 2006 and 2010 survey.

Overall, Skyline College (4.96) ranked just below the comparison colleges (4.99) on this scale and scored significantly higher than the comparison colleges on one item (financial aid counselors are helpful):

Item	Skyline College	Comparison Colleges	% Difference
<b>Financial aid counselors are helpful</b>	4.95*	4.88	1.4%

## Campus Climate

The survey items that comprised the Campus Climate scale assessed the extent to which the college provided experiences that promoted a sense of campus pride and feelings of belonging. This scale also assessed the effectiveness of the college's channels of communication for students.

Results: This scale was eighth highest on importance (5.97) and ranked as the seventh highest on satisfaction (5.08), with a performance gap of .89. This does meet the benchmark for this scale. The college improved on this scale by 4.9 percent over the 2006 survey results. Below are the items on this scale where there were significant changes between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
<b>People on this campus respect and are supportive of each other</b>	4.81	5.04**	4.8%
<b>It is an enjoyable experience to be a student on this campus</b>	5.13	5.34**	4.1%
<b>New student orientation services help students adjust to college</b>	4.93	5.20**	5.5%
<b>I seldom get the "run-around" when seeking information on this campus</b>	5.06	4.97	-1.8%

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Skyline College (5.08) ranked lower than the comparison colleges (5.25) on this scale. Below are items on this scale for which there were significant differences between Skyline College and the comparison colleges:

Item	Skyline College	Comparison Colleges	% Difference
<b>People on this campus are respectful and supportive of each other</b>	5.04	5.30	-5.2%
<b>Campus is safe and secure for all students</b>	5.12	5.50	-7.4%
<b>Institution has a good reputation within the community</b>	5.28	5.62	-6.4%
<b>New student orientation services help students adjust to college</b>	5.20*	5.16	.8%

### Student Centeredness

The survey items that comprised the Student Centeredness scale assessed the college's effort to convey to students that they were important to the college. This scale measured the college's attitude toward students and the extent to which they felt welcomed and valued.

Results: This scale was ranked ninth on importance (5.96) and was fourth highest on satisfaction (5.17), with a performance gap of .79. This does meet the benchmark for this scale. The college improved on this scale by 2.8 percent over the 2006 survey results. Below is the item on this scale that changed significantly between the 2006 and 2010 survey results:

Item	2006 Results	2010 Results	% Change
<b>It is an enjoyable experience to be a student on this campus</b>	5.13	5.34**	4.1%

Skyline College (5.17) ranked below the comparison colleges (5.33) on this scale. There were not items on this scale for which there were significant differences between Skyline College and the comparison colleges.

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## Service Excellence

The survey items that comprised the Service Excellence scale assessed the attitude of staff toward students, particularly front-line staff. This scale pinpointed the areas of the campus where quality service and personal concern for students were rated most and least favorably.

Results: This scale was tenth highest on importance (5.95) and sixth highest on satisfaction (5.12), with a performance gap of .83. This does meet the benchmark for this scale. The college improved on this scale by 1.8 percent over the 2006 survey results. Below are the items on this scale where there were significant changes between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
The personnel involved in registration are helpful	5.25	5.19	-1.2%
People on this campus respect and are supportive of each other	4.81	5.04**	4.8%
Library staff are helpful and approachable	5.36	5.68**	6%
Bookstore staff are helpful	5.56	5.43	-2.4%
I seldom get the “run-around” when seeking information on this campus	5.06	4.97	-1.8%

Skyline College (5.12) ranked below the comparison colleges (5.21) on this scale. Below are the items for which there were significant differences between Skyline College and the comparison colleges:

Item	Skyline College	Comparison Colleges	% Difference
People on this campus are respectful and supportive of each other	5.04	5.30	-5.2%
Library staff are helpful and approachable	5.68*	5.56	2.2%

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## Campus Support Services

The survey items that comprised the Campus Support Services scale assessed the quality of the college's support programs and services which students utilized to make their educational experiences more meaningful and productive. This scale covered career services, orientation, child care, and special programs for veterans and displaced homemakers.

**Results:** This scale was ranked as the least important overall (5.51) and the second to lowest on satisfaction (4.90), with a performance gap of .61. This does meet the benchmark for this scale. The college improved on this scale by 2.9 percent over the 2006 survey results. Below are the items on this scale where there were significant changes between the 2006 and the 2010 survey results:

Item	2006 Results	2010 Results	% Change
The career services office provides students with the help they need to get a job	4.76	4.71	-1.1%
The student center is a comfortable place for students to spend their leisure time	4.88	5.25**	7.7%
New student orientation services help students adjust to college	4.93	5.20**	5.5%

Skyline College (4.90) ranked just below the comparison colleges (4.91) on this scale. However, Skyline College scored significantly higher than the comparison colleges on two items:

Item	Skyline College	Comparison Colleges	% Difference
Child care facilities are available on campus	4.79*	4.49	6.7%
New student orientation services help students adjust to college	5.20*	5.16	.8%

## Responsiveness to Diverse Populations

The survey items that comprised the Responsiveness to Diverse Populations scale assessed the college's commitment to specific groups of students enrolled, such as under-represented populations, students with disabilities, commuters, part-time students, and older returning learners. Students rated these items on the scale of satisfaction.

This scale received an average satisfaction score of 5.27, a 1.7 percent improvement over the 2006 survey results. The comparison colleges scored 5.43 in this area.

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## Campus- Specific Items

Ten customized items on the survey were developed by the college to assess topics specific to the campus. These topics included access to information and services, and policies to control cheating and smoking.

Importance scores ranged from 6.51 (WebSMART's ease of use) to 5.92 (college's efforts to support a healthy lifestyle). Satisfaction scores all met internal benchmarks and ranged from 6.02 (WebSMART's ease of use) to 5.15 (college's efforts to support a healthy lifestyle).

Performance gaps also all met internal benchmarks and ranged from .87 (information on the college's website is useful) to .35 (college's student email system is useful).

The item that received the highest score on importance was regarding WebSMART's ease of use (6.51), which also received the highest score on satisfaction (6.02), leaving a performance gap of .49. The item with the second highest score on importance was regarding the usefulness of the class schedule (6.48), which also received the second highest score on satisfaction (5.91), leaving a performance gap of .57.

## Overall Satisfaction

Three items on the survey addressed the students' overall satisfaction with their experience at Skyline College. These items provided a bottom-line summary of student perceptions.

The first item assessed how well the students' experience at Skyline College met their expectation. Forty-six percent of respondents said that their experience was better, quite a bit better, or much better than expected. The second item assessed the students' overall satisfaction with their experience thus far. Seventy-four percent of respondents said that they were somewhat satisfied to very satisfied. The third item assessed whether the students would enroll at the college if they could do it over again. Sixty-seven percent said they probably or definitely would enroll again.

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# Conclusions

1. While Skyline College ranks below the comparison colleges on 10 of 11 scales (Skyline College ranks higher on Academic Advising and Counseling), the college has made excellent strides forward on 10 of 11 survey scales between 2006 and 2010. The percentage of improvement ranges from .02 percent (Instructional Effectiveness) to 4.9 percent (Campus Climate), with Registration Effectiveness being the only scale for which there was not improvement (-1.1 percent).
2. Academic Advising and Counseling is one of Skyline College's strongest areas by comparison to itself in 2006 and also by comparison to the comparison colleges. However, it is also an area with one of the highest performance gaps (1.10), reflecting both the high value and the high expectations that students place on Academic Advising and Counseling.
3. Taking into account the comparison colleges, Skyline College's 2006 survey results, and overall importance and satisfaction scores, Skyline College did particularly well on the following items:
  - a. Library staff are helpful and approachable
  - b. On the whole, the campus is well-maintained
  - c. There are convenient ways of paying my school bill
  - d. Library resources and services are adequate
  - e. Faculty are usually available after class and during office hours
  - f. New student orientation services help students adjust to college
  - g. The student center is a comfortable place for the students to spend their leisure time
  - h. Child care facilities are available on campus
  - i. The equipment in the lab facilities is kept up to date
4. Registration Effectiveness is the only scale that Skyline College did not improve upon between 2006 and 2010. There were multiple items on this scale for which students thought Skyline College performed poorer than it did in 2006. In particular, classes being scheduled at convenient times (item #8) and being able to register for classes with few conflicts (item #15) received low scores.

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5. Safety and Security is the scale that had the largest performance gap (1.42) between how important students consider it and how satisfied they are with it. One of the items on this scale (amount of student parking space available on campus being adequate – item #39) was the lowest rated item in terms of student satisfaction as well as by comparison to how students rated this item in 2006 and as compared to the comparison colleges.
  
6. Taking into account the comparison colleges, Skyline College's 2006 survey results, and overall importance and satisfaction scores, the following are possible areas for improvement at Skyline College:
  - a. The amount of student parking space on campus is adequate
  - b. Students are notified early in the term if they are doing poorly in class
  - c. Internships or practical experiences are provided in my degree/certificate program
  - d. Classes are scheduled at times that are convenient for me
  - e. Adequate financial aid is available for most students
  - f. Parking lots are well-lighted and secure
  - g. I am able to register for classes I need with few conflicts
  - h. This school does whatever it can to help me reach my educational goals
  - i. Financial aid awards are announced to students in time to be helpful in college planning
  - j. There is a good variety of courses provided on this campus

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\*\*\*Indicates a scale on which Skyline College did not meet the benchmark set for performance gap