

Student Satisfaction Inventory (SSI)[™] at Hagerstown Community College

Fall 2020 Report



Prepared by the Office of Planning and Institutional Effectiveness

Hagerstown Community College

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Executive Summary

In Fall 2020, the Student Satisfaction Inventory (SSI)[™], a product from Ruffalo Noel Levitz (RNL), was administered at Hagerstown Community College to current students. 3651 students were invited to participate, and 402 students completed the survey for a response rate of 11%. The SSI is a set of items designed to determine what is of importance to the student body and how satisfied students are with a variety of aspects of the college, including administrative, instructional, campus life, and other facets of the college experience. Items are rated on two separate scales, one each for importance and satisfaction. The scores on these items are an indicator of how important the students perceive an item to be and how satisfied the students are with the item. The difference score, or gap, between the importance and satisfaction scores give an indication of the gap between students' expectations and experiences.

The majority of the items are sorted into twelve broader categories, or scales. Of these twelve categories, the three with the smallest gap score, indicating that importance and satisfaction are closely aligned, are Academic Services, Safety and Security, and Service Excellence. The three with the largest gap scores, indicating a greater disparity between importance and satisfaction, are Academic Advising/Counseling, Concern for the Individual, and Instructional Effectiveness.

Students also responded to select groups of items on just one scale (importance or satisfaction) or a different scale entirely. The Institutional Commitment items measure students' perceptions of the institution's commitment to serve various student subgroups, such as part-time students and under-represented populations. HCC had significantly higher mean satisfaction scores on all six items compared to the eastern group and on four items compared to the national group. The Enrollment Decision group of items asked students to rate the importance of a variety of factors in their decision to attend HCC. The most important factors for enrollment were cost, financial aid, and academic reputation. The Summary Statement group of items asked about the students' overall experience at HCC. HCC students responded more favorably to whether or not they would enroll again compared to the eastern regional group and less favorably about their college experience expectations and overall satisfaction compared to the national group. Finally, students were asked to rate their likelihood of recommending HCC to a friend or colleague. Recommendations are an indicator of general satisfaction with the overall experience. The great majority of students were likely to recommend HCC to others, with the average score being 7.83 out of 10 and a median score of 8 (on a scale of 0 to 10, with 0 being not at all likely and 10 being extremely likely).

Students were also given the opportunity to leave comments (Appendix A, available upon request) to share with the institution. The SSI's wide range of items and the comments together provide an overall picture of student satisfaction at HCC.

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About the SSI

The Student Satisfaction Inventory (SSI) is a survey instrument designed and administered by Ruffalo Noel Levitz (RNL). The items included in the survey determine what is of importance to the student body and how satisfied students are with a variety of aspects of the college, including administrative, instructional, campus life, and other facets of the college experience.

Hagerstown Community College typically administers a survey of student satisfaction every other year. In the Fall 2020 administration, 3651 students were invited to participate. 402 students completed the survey for a response rate of 11%.

The SSI is administered nationwide at institutions which decide to use the tool. The national data is aggregated and provided for comparison use to individual institutions on both a regional and national level. HCC received comparison data for select sections of the survey for eastern region community colleges and National community colleges. This provides some measure of how each individual institution compares to a relatively local regional group and the nation as a whole.

The majority of items on the SSI are rated twice by each respondent on scales from 1 to 7. These scales are the importance scale and the satisfaction scale (see below). Where noted throughout this report, items were rated on only one of the two scales or on a different scale. Demographic items were presented as multiple-choice items.

<i>Importance Scale</i>		<i>Satisfaction Scale</i>	
1	Not important at all	1	Not satisfied at all
2	Not very important	2	Not very satisfied
3	Somewhat important	3	Somewhat satisfied
4	Neutral	4	Neutral
5	Somewhat important	5	Somewhat satisfied
6	Important	6	Satisfied
7	Very important	7	Very satisfied
N/A	Not applicable/not used	N/A	Not applicable/not used

Demographics

A total of 402 students completed the SSI in Fall 2020. Table 1 describes the demographic information of the respondents and Table 2 describes the education-related characteristics of the respondents.

Table 1. Respondent demographic information

	<i>n</i>	Valid %
<i>Gender</i>		
Male	96	28%
Female	250	72%
No answer	56	
<i>Ethnicity/Race</i>		
Caucasian/White	207	60%
African-American	56	16%
Asian or Pacific Islander	24	7%
Hispanic	23	7%
Prefer not to respond	23	7%
American Indian or Alaskan Native	1	0%
Other race	10	3%
No answer	58	
<i>Age</i>		
18 and under	79	23%
19 to 24	115	34%
25 to 34	69	20%
35 to 44	50	15%
45 and over	30	9%
No answer	59	
<i>Disabilities</i>		
Yes- Disability	55	14%
No- Disability	326	86%
No answer	21	
<i>Current Residence</i>		
Rent room or apt off campus	66	17%
Own house	104	27%
Parent's home	188	50%
Residence Hall	0	0%
Other residence	21	6%
No answer	23	
<i>Employment</i>		
Part-time on campus	4	1%
Full-time on campus	6	2%
Full-time off campus	122	32%
Part-time off campus	131	35%
Not employed	115	30%
No answer	24	

Table 2. Respondent characteristics related to education at HCC

	<i>n</i>	Valid %
<i>Class Level</i>		
1 year or less	130	33%
2 years	180	46%
3 years	46	12%
4 or more years	33	8%
No answer	13	
<i>Current Class Load</i>		
Part-time	148	43%
Full-time	196	57%
No answer	58	
<i>Current Enrollment Status</i>		
Day	292	86%
Evening	47	14%
Weekend	2	1%
No Answer	61	
<i>Current GPA</i>		
No credits earned	42	11%
1.99 or below	10	3%
2.0-2.49	39	10%
2.5-2.99	70	18%
3.0-3.49	107	28%
3.5 or above	118	31%
No answer	16	
<i>Educational Goal</i>		
Self-improvement/pleasure	3	1%
Vocational/technical program	7	2%
Job-related training	7	2%
Certification (initial/renewal)	20	5%
Transfer to another institution	93	24%
Associate degree	239	63%
Other educational goal	12	3%
No answer	21	
<i>Institution was my...</i>		
1st choice	276	34%
2nd choice	58	7%
3rd choice or lower	25	3%
No answer	43	5%
<i>Residence Classification</i>		
In-state	303	80%
Out-of-state	75	20%
International (not U.S. Citizen)	2	1%
No answer	22	

Item Scales

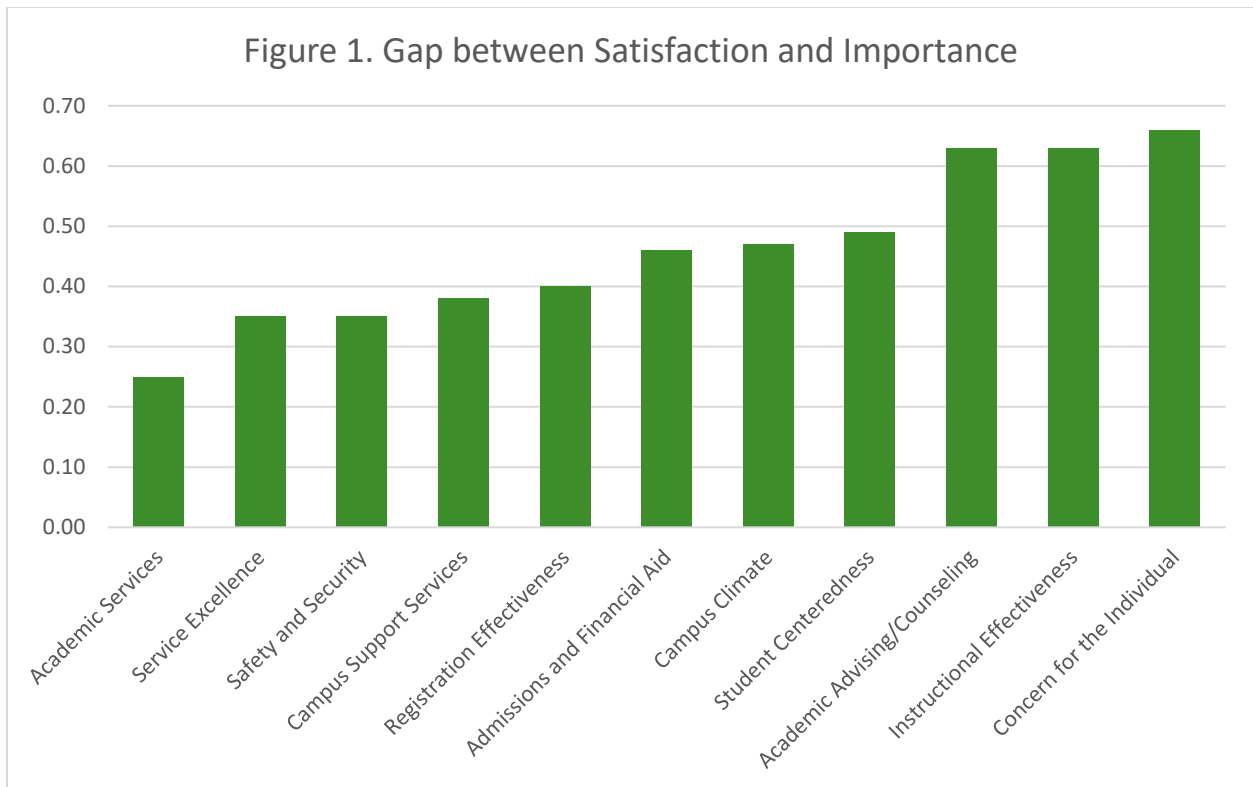
The SSI consists of 70 universal items rated on both the importance (1-least important, 7-most important) and the satisfaction scale (1-not satisfied at all, 7-very satisfied). Sixty-six of these items (all but 3, 9, 53, and 68) are grouped into eleven categories, or scales. Each scale has a mean importance and satisfaction score, as listed in table 3. The twelfth scale, Responsiveness to Diverse Populations, contains information from six items that were only rated on the satisfaction scale (See Institutional Commitment section for these specific items) and is also included in the table for reference. The differences between the importance and satisfaction scores were calculated in the “Gap” column. A positive value for the gap indicates that students rated the importance higher than they rated the satisfaction. A negative value for the gap indicates that students rated the satisfaction higher than the importance.

Table 3. Importance and Satisfaction means by scale for comparison groups.

Scale	HCC			Eastern			National		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Academic Advising/Counseling	6.43	5.8	0.63	6.24	5.4	0.84	6.33	5.62	0.71
Academic Services	6.41	6.16	0.25	6.17	5.76	0.41	6.28	5.9	0.38
Admissions and Financial Aid	6.48	6.02	0.46	6.16	5.4	0.76	6.27	5.58	0.69
Campus Climate	6.32	5.85	0.47	6.12	5.55	0.57	6.2	5.68	0.52
Campus Support Services	6.24	5.86	0.38	5.79	5.34	0.45	5.9	5.46	0.44
Concern for the Individual	6.35	5.69	0.66	6.18	5.44	0.74	6.27	5.61	0.66
Instructional Effectiveness	6.44	5.81	0.63	6.26	5.59	0.67	6.34	5.73	0.61
Registration Effectiveness	6.46	6.06	0.40	6.26	5.64	0.62	6.33	5.77	0.56
Responsiveness to Diverse Populations		6.04			5.75			5.84	
Safety and Security	6.48	6.13	0.35	6.22	5.46	0.76	6.28	5.59	0.69
Service Excellence	6.33	5.98	0.35	6.1	5.54	0.56	6.18	5.67	0.51
Student Centeredness	6.32	5.83	0.49	6.13	5.6	0.53	6.22	5.74	0.48

Gap Sizes by Scale

Examining the gap size provides insight into the differences between student expectations and experiences. Items with the largest positive gap between importance and satisfaction indicate that students' satisfaction with the item is not measuring up to how important they consider the item to be. Items with a negative or small gap between importance and satisfaction indicate that students' satisfaction with the item meets or exceeds their perspective of the importance of the item. The values for the gap sizes can be found in Table 3.



Items by Scale

The tables below contain the responses to each individual item, grouped by scale. Please note that some items exist in more than one scale. ***There are 15 items with a gap of 0.70 or greater (10% of the scale), and these items are italicized in the tables.*** Items with large positive gaps indicate that the students rated the importance much higher than the satisfaction, indicating that the college isn't performing to their expectations on those items.

Table 4. Academic Advising/Counseling Effectiveness

Item	Importance	Satisfaction	Gap
Academic Advising/Counseling	6.43	5.8	0.63
06. My academic advisor is approachable.	6.50	6.03	0.47
12. My academic advisor helps me set goals to work toward.	6.31	5.66	0.65
<i>25. My academic advisor is concerned about my success as an individual.</i>	<i>6.34</i>	<i>5.58</i>	<i>0.76</i>
32. My academic advisor is knowledgeable about my program requirements.	6.63	6.01	0.62
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.39	5.78	0.61
48. Counseling staff care about students as individuals.	6.46	5.92	0.54
<i>52. This school does whatever it can to help me reach my educational goals.</i>	<i>6.41</i>	<i>5.64</i>	<i>0.77</i>

Table 5. Academic Services

Item	Importance	Satisfaction	Gap
Academic Services	6.41	6.16	0.25
14. Library resources and services are adequate.	6.40	6.26	0.14
21. There are a sufficient number of study areas on campus.	6.38	6.18	0.20
26. Library staff are helpful and approachable.	6.35	6.28	0.07
34. Computer labs are adequate and accessible.	6.43	6.14	0.29
42. The equipment in the lab facilities is kept up to date.	6.42	6.08	0.34
50. Tutoring services are readily available.	6.48	6.2	0.28
55. Academic support services adequately meet the needs of students.	6.41	5.99	0.42

Table 6. Admissions and Financial Aid Effectiveness

Item	Importance	Satisfaction	Gap
Admissions and Financial Aid	6.48	6.02	0.46
07. Adequate financial aid is available for most students.	6.56	6.01	0.55
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.49	5.99	0.50
20. Financial aid counselors are helpful.	6.50	5.94	0.56
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.41	6.07	0.34
41. Admissions staff are knowledgeable.	6.47	6.10	0.37
49. Admissions counselors respond to prospective students' unique needs and requests.	6.41	6.00	0.41

Table 7. Campus Climate

Item	Importance	Satisfaction	Gap
Campus Climate	6.32	5.85	0.47
01. Most students feel a sense of belonging here.	5.99	5.56	0.43
02. Faculty care about me as an individual.	6.16	5.5	0.66
16. <i>The college shows concern for students as individuals.</i>	6.35	5.59	0.76
22. People on this campus respect and are supportive of each other.	6.44	6.16	0.28
27. The campus staff are caring and helpful.	6.40	6.04	0.36
28. It is an enjoyable experience to be a student on this campus.	6.35	5.84	0.51
31. The campus is safe and secure for all students.	6.67	6.36	0.31
36. Students are made to feel welcome on this campus.	6.50	6.11	0.39
44. I generally know what's happening on campus.	5.94	5.9	0.04
45. This institution has a good reputation within the community.	6.34	6.11	0.23
52. <i>This school does whatever it can to help me reach my educational goals.</i>	6.41	5.64	0.77
57. Administrators are approachable to students.	6.37	5.96	0.41
59. New student orientation services help students adjust to college.	6.39	5.92	0.47
63. I seldom get the "run-around" when seeking information on this campus.	6.30	5.75	0.55
67. <i>Channels for expressing student complaints are readily available.</i>	6.33	5.38	0.95

Table 8. Campus Support Services

Item	Importance	Satisfaction	Gap
Campus Support Services	6.24	5.86	0.38
10. Child care facilities are available on campus.	5.93	5.47	0.46
17. Personnel in the Veterans' Services program are helpful.	6.18	5.72	0.46
19. This campus provides effective support services for displaced homemakers.	6.17	5.7	0.47
30. The career services office provides students with the help they need to get a job.	6.39	5.88	0.51
38. The student center is a comfortable place for students to spend their leisure time.	6.15	6.17	-0.02
47. There are adequate services to help me decide upon a career.	6.33	5.88	0.45
59. New student orientation services help students adjust to college.	6.39	5.92	0.47

Table 9. Concern for the Individual

Item	Importance	Satisfaction	Gap
Concern for the Individual	6.35	5.69	0.66
02. Faculty care about me as an individual.	6.16	5.5	0.66
16. <i>The college shows concern for students as individuals.</i>	6.35	5.59	0.76
25. <i>My academic advisor is concerned about my success as an individual.</i>	6.34	5.58	0.76
29. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.95	0.55
48. Counseling staff care about students as individuals.	6.46	5.92	0.54

Table 10. Instructional Effectiveness

Item	Importance	Satisfaction	Gap
Instructional Effectiveness	6.44	5.81	0.63
02. Faculty care about me as an individual.	6.16	5.5	0.66
18. <i>The quality of instruction I receive in most of my classes is excellent.</i>	6.51	5.54	0.97
23. <i>Faculty are understanding of students' unique life circumstances.</i>	6.36	5.65	0.71
29. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.95	0.55
37. <i>Faculty take into consideration student differences as they teach a course.</i>	6.35	5.56	0.79
46. <i>Faculty provide timely feedback about student progress in a course.</i>	6.50	5.62	0.88
54. <i>Faculty are interested in my academic problems.</i>	6.34	5.64	0.70
58. Nearly all of the faculty are knowledgeable in their fields.	6.60	6.15	0.45
61. Faculty are usually available after class and during office hours.	6.48	6.07	0.41
64. Nearly all classes deal with practical experiences and applications.	6.33	5.81	0.52
65. <i>Students are notified early in the term if they are doing poorly in a class.</i>	6.33	5.46	0.87
66. Program requirements are clear and reasonable.	6.54	5.95	0.59
69. There is a good variety of courses provided on this campus.	6.49	6.25	0.24
70. I am able to experience intellectual growth here.	6.63	6.12	0.51

Table 11. Institution-Specific Items

Item	Importance	Satisfaction	Gap
Institution-Specific Items			
71. <i>Campus item: The quality of online instruction is excellent.</i>	6.38	5.15	1.23
72. <i>Campus item: My online courses meet my expectations.</i>	6.44	5.28	1.16
73. <i>Campus item: Appropriate technical assistance is available to support my virtual learning.</i>	6.50	5.65	0.85
74. Campus item: I feel confident in my ability to use technology to solve problems.	6.49	5.94	0.55
75. <i>Campus item: The price of textbooks is fair.</i>	6.23	4.52	1.71
76. Campus item: My program advisor was accessible by telephone, e-mail and/or virtually while I was off campus.	6.47	5.89	0.58
77. Campus item: Hagerstown Community College responds quickly when I request information.	6.45	5.84	0.61

Table 12. Registration Effectiveness

Item	Importance	Satisfaction	Gap
Registration Effectiveness	6.46	6.06	0.40
05. The personnel involved in registration are helpful.	6.40	5.98	0.42
08. Classes are scheduled at times that are convenient for me.	6.39	5.86	0.53
15. I am able to register for classes I need with few conflicts.	6.57	6.04	0.53
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.53	6.09	0.44
43. Class change (drop/add) policies are reasonable.	6.40	6.11	0.29
51. There are convenient ways of paying my school bill.	6.51	6.18	0.33
56. The business office is open during hours which are convenient for most students.	6.38	6.02	0.36
60. Billing policies are reasonable.	6.50	6.03	0.47
62. Bookstore staff are helpful.	6.42	6.28	0.14

Table 13. Safety and Security

Item	Importance	Satisfaction	Gap
Safety and Security	6.48	6.13	0.35
04. Security staff are helpful.	6.34	6	0.34
11. Security staff respond quickly in emergencies.	6.56	6.2	0.36
24. Parking lots are well-lighted and secure.	6.48	6.25	0.23
31. The campus is safe and secure for all students.	6.67	6.36	0.31
39. The amount of student parking space on campus is adequate.	6.34	5.81	0.53

Table 14. Service Excellence

Item	Importance	Satisfaction	Gap
Service Excellence	6.33	5.98	0.35
05. The personnel involved in registration are helpful.	6.40	5.98	0.42
22. People on this campus respect and are supportive of each other.	6.44	6.16	0.28
44. I generally know what's happening on campus.	5.94	5.9	0.04
63. I seldom get the "run-around" when seeking information on this campus.	6.30	5.75	0.55
67. Channels for expressing student complaints are readily available.	6.33	5.38	0.95
26. Library staff are helpful and approachable.	6.35	6.28	0.07
27. The campus staff are caring and helpful.	6.40	6.04	0.36
57. Administrators are approachable to students.	6.37	5.96	0.41
62. Bookstore staff are helpful.	6.42	6.28	0.14

Table 15. Student Centeredness

Item	Importance	Satisfaction	Gap
Student Centeredness	6.32	5.83	0.49
01. Most students feel a sense of belonging here.	5.99	5.56	0.43
16. The college shows concern for students as individuals.	6.35	5.59	0.76
27. The campus staff are caring and helpful.	6.40	6.04	0.36
28. It is an enjoyable experience to be a student on this campus.	6.35	5.84	0.51
36. Students are made to feel welcome on this campus.	6.50	6.11	0.39
57. Administrators are approachable to students.	6.37	5.96	0.41

Table 16. Ungrouped

Item	Importance	Satisfaction	Gap
<i>03. The quality of instruction in the vocational/technical programs is excellent.</i>	6.33	5.49	0.84
09. Internships or practical experiences are provided in my degree/certificate program.	6.22	5.59	0.63
53. The assessment and course placement procedures are reasonable.	6.37	5.89	0.48
68. On the whole, the campus is well-maintained.	6.50	6.49	0.01

Institutional Strengths and Challenges

Examining the gap size provides insight into the strengths and challenges facing the institution, but it is not necessarily the only factor to take into consideration when determining an institutions overall strengths and challenges. The SSI reporting system uses a formula which combines overall means, gap scores, and other item characteristics to determine items which represent strengths and challenges for the institution. Table 17 contains sixteen items which would be considered HCC's biggest strengths and Table 18 contains seven items which would be considered HCC's biggest challenges.

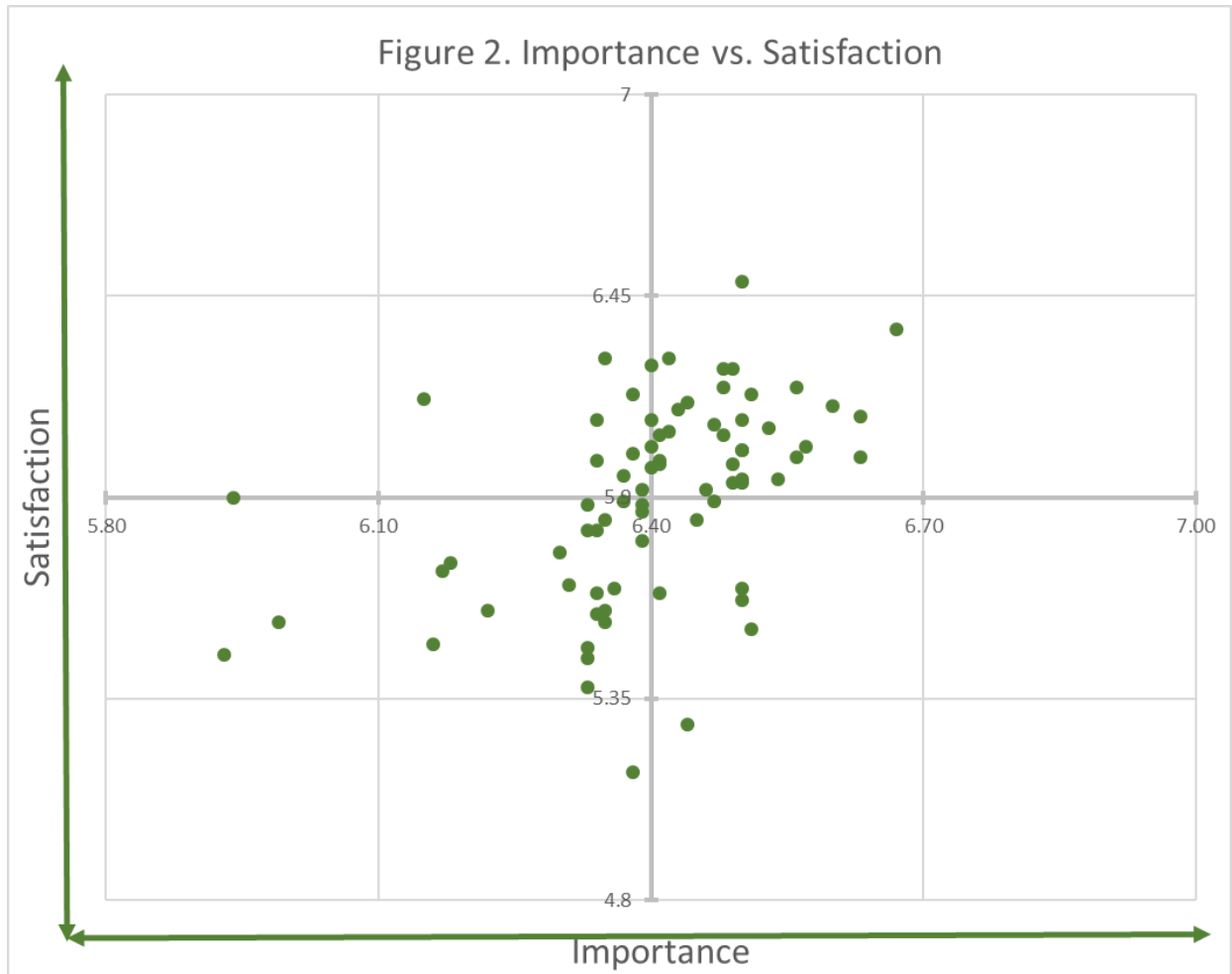
Table 17. Institutional Strengths

Item	Importance	Satisfaction	Gap
11. Security staff respond quickly in emergencies.	6.56	6.20	0.36
14. Library resources and services are adequate.	6.40	6.26	0.14
22. People on this campus respect and are supportive of each other.	6.44	6.16	0.28
24. Parking lots are well-lighted and secure.	6.48	6.25	0.23
31. The campus is safe and secure for all students.	6.67	6.36	0.31
34. Computer labs are adequate and accessible.	6.43	6.14	0.29
36. Students are made to feel welcome on this campus.	6.50	6.11	0.39
41. Admissions staff are knowledgeable.	6.47	6.10	0.37
43. Class change (drop/add) policies are reasonable.	6.40	6.11	0.29
50. Tutoring services are readily available.	6.48	6.20	0.28
51. There are convenient ways of paying my school bill.	6.51	6.18	0.33
58. Nearly all of the faculty are knowledgeable in their fields.	6.60	6.15	0.45
62. Bookstore staff are helpful.	6.42	6.28	0.14
68. On the whole, the campus is well-maintained.	6.50	6.49	0.01
69. There is a good variety of courses provided on this campus.	6.49	6.25	0.24
70. I am able to experience intellectual growth here.	6.63	6.12	0.51

Table 18. Institutional Challenges

Item	Importance	Satisfaction	Gap
18. The quality of instruction I receive in most of my classes is excellent.	6.51	5.54	0.97
32. My academic advisor is knowledgeable about my program requirements.	6.63	6.01	0.62
46. Faculty provide timely feedback about student progress in a course.	6.50	5.62	0.88
52. This school does whatever it can to help me reach my educational goals.	6.41	5.64	0.77
72. Campus item: My online courses meet my expectations.	6.44	5.28	1.16
73. Campus item: Appropriate technical assistance is available to support my virtual learning.	6.50	5.65	0.85
77. Campus item: Hagerstown Community College responds quickly when I request information.	6.45	5.84	0.61

One way to visualize the institution’s strengths and weaknesses is to plot them in a scatterplot using the importance score on the horizontal axes and the satisfaction score on the vertical axis, with the axes intersecting at the means.



Each quadrant can be interpreted as below:

II. Low importance, high satisfaction	I. High importance, high satisfaction
III. Low importance, low satisfaction	IV. High importance, low satisfaction

Items in Quadrant I are highly important to students and have the highest satisfaction, so they may be considered institutional strengths. The sixteen items furthest from the intersection of the axes in Quadrant I are found in Table 17. Items in Quadrant IV are highly important to students but have the lowest satisfaction, so they may be considered institutional challenges. The seven items furthest away from the intersection of the axes in Quadrant IV are found in Table 18.

Institutional Commitment

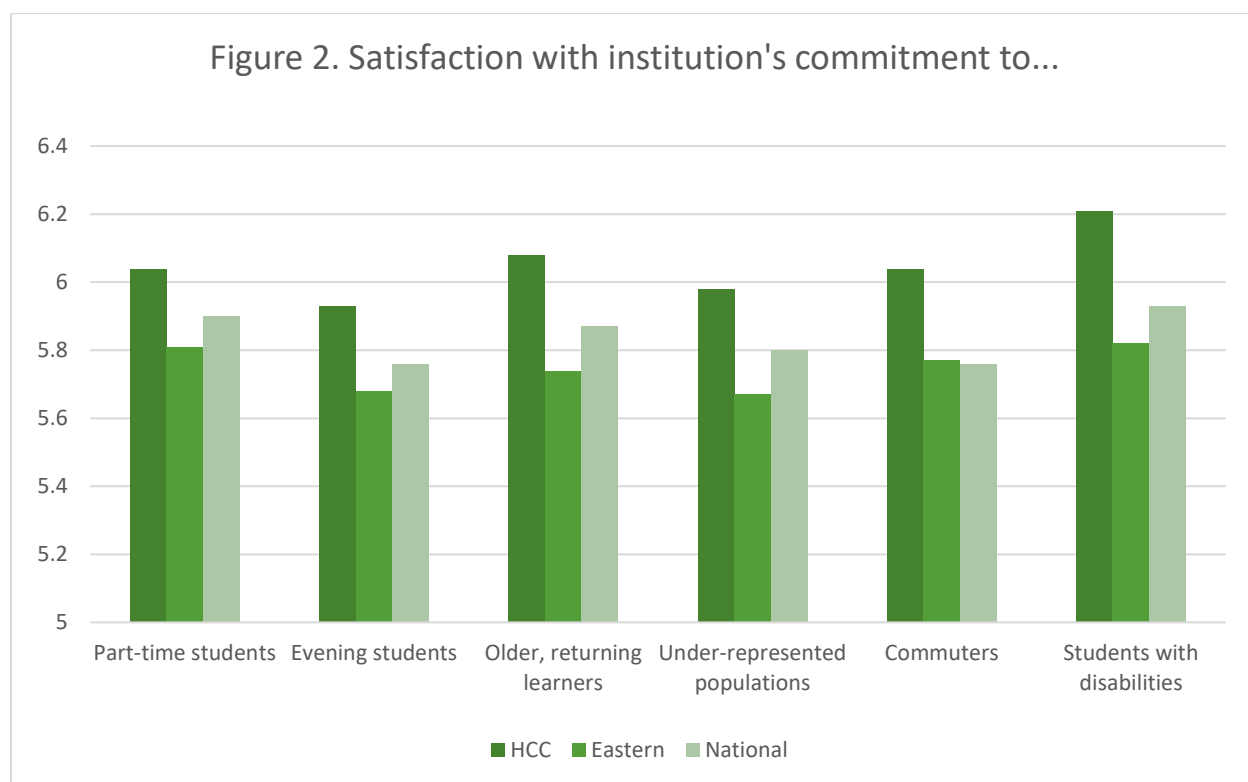
This group of six items (Table 19) asked about the institution's commitment to various groups: part-time students, evening students, older, returning learners; under-represented populations, commuters, and students with disabilities. Responses were scaled on the 1 to 7 scale of satisfaction.

HCC's mean institutional commitment to these groups ranged from 5.93-6.21. HCC had significantly higher mean scores on all six items compared to the eastern group and on four items compared to the national group.

Table 19. Institutional commitments mean, standard deviation, and differences for HCC and comparison groups

<i>Institution's commitment to...</i>	HCC Mean(SD)	Eastern Mean(SD)	HCC-Eastern Difference	National Mean(SD)	HCC-National Difference
Part-time students	6.04 (1.28)	5.81 (1.41)	0.23**	5.90 (1.35)	0.14
Evening students	5.93 (1.44)	5.68 (1.48)	0.25*	5.76 (1.45)	0.17
Older, returning learners	6.08 (1.37)	5.74 (1.48)	0.34***	5.87 (1.41)	0.21*
Under-represented populations	5.98 (1.47)	5.67 (1.45)	0.31***	5.80 (1.40)	0.18*
Commuters	6.04 (1.30)	5.77 (1.44)	0.27**	5.76 (1.44)	0.28**
Students with disabilities	6.21 (1.32)	5.82 (0.39)	0.39***	5.93 (1.36)	0.28**

* $p < .05$; ** $p < .01$; *** $p < .001$

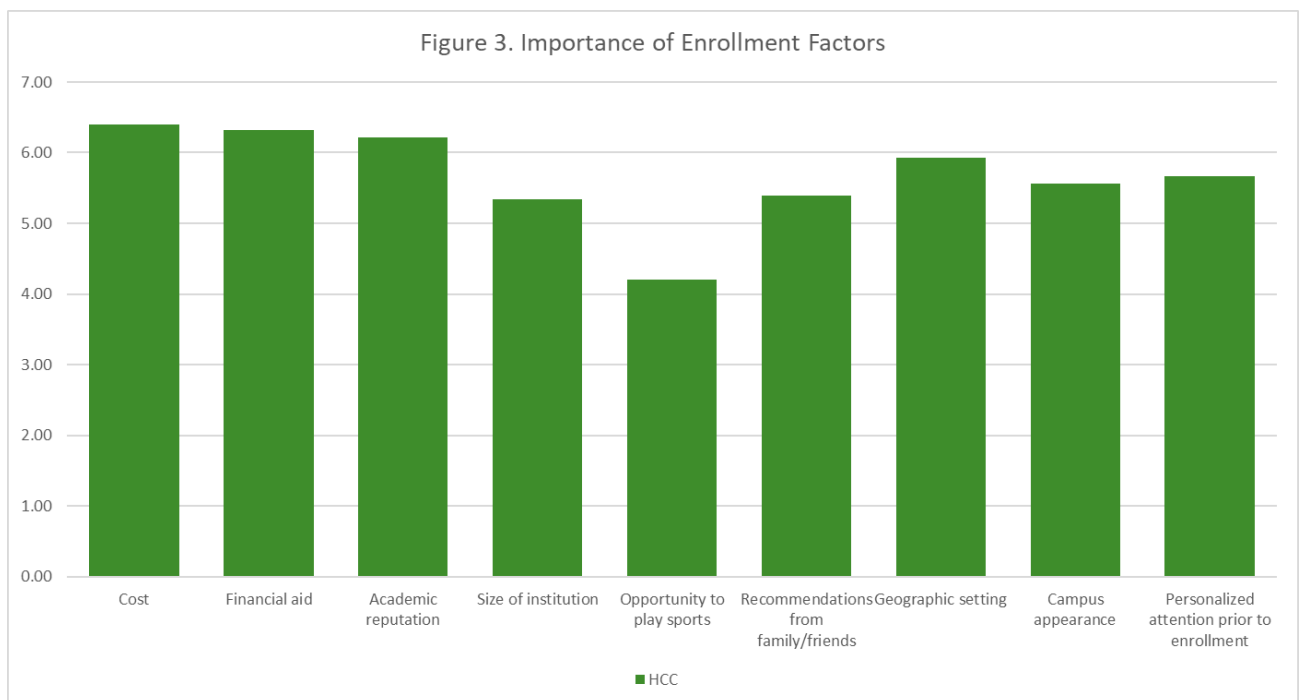


Enrollment Decision

This group of nine items asked about the importance of a variety of factors in the student’s decision to enroll at this institution. Table 20 contains the average importance of each factor for HCC and the comparison groups. At HCC, the most important factors for enrollment were cost, financial aid, and academic reputation. The eastern and national comparison groups also ranked those three items as the most important.

Table 20. Mean importance for enrollment factors by comparison groups

<i>Importance of...</i>	HCC	National	Eastern
Cost	6.40	6.38	6.4
Financial aid	6.32	6.16	6.05
Academic reputation	6.22	6.01	5.91
Size of institution	5.34	5.33	5.25
Opportunity to play sports	4.20	3.93	3.97
Recommendations from family/friends	5.39	5.18	5.16
Geographic setting	5.93	5.68	5.61
Campus appearance	5.56	5.41	5.37
Personalized attention prior to enrollment	5.66	5.57	5.52



Summary Statements

Students were asked to respond to three statements regarding their overall experience at HCC. Response options were on a seven-point scale, with seven being the most positive score. The mean responses for HCC and the eastern regional comparison group are in Table 21 and the mean responses for HCC and the national comparison group are in Table 22. HCC students responded more favorably to whether or not they would enroll again compared to the eastern regional group. HCC students responded less favorably about their college experience expectations and overall satisfaction compared to the national group. Charts illustrating the distribution of the HCC and comparison group responses by question follow the tables.

Table 21. Summary statement responses, HCC and Eastern

	HCC	Eastern	Difference
So far, how has your college experience met your expectations?	4.79	4.91	-0.12
Rate your overall satisfaction with your experience here thus far.	5.38	5.46	-0.08
All in all, if you had it to do over again, would you enroll here?	5.91	5.67	0.24**

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 22. Summary statement responses, HCC and National

	HCC	National	Difference
So far, how has your college experience met your expectations?	4.79	5.02	-0.23**
Rate your overall satisfaction with your experience here thus far.	5.38	5.60	-0.22**
All in all, if you had it to do over again, would you enroll here?	5.91	5.87	0.04

* $p < .05$; ** $p < .01$; *** $p < .001$

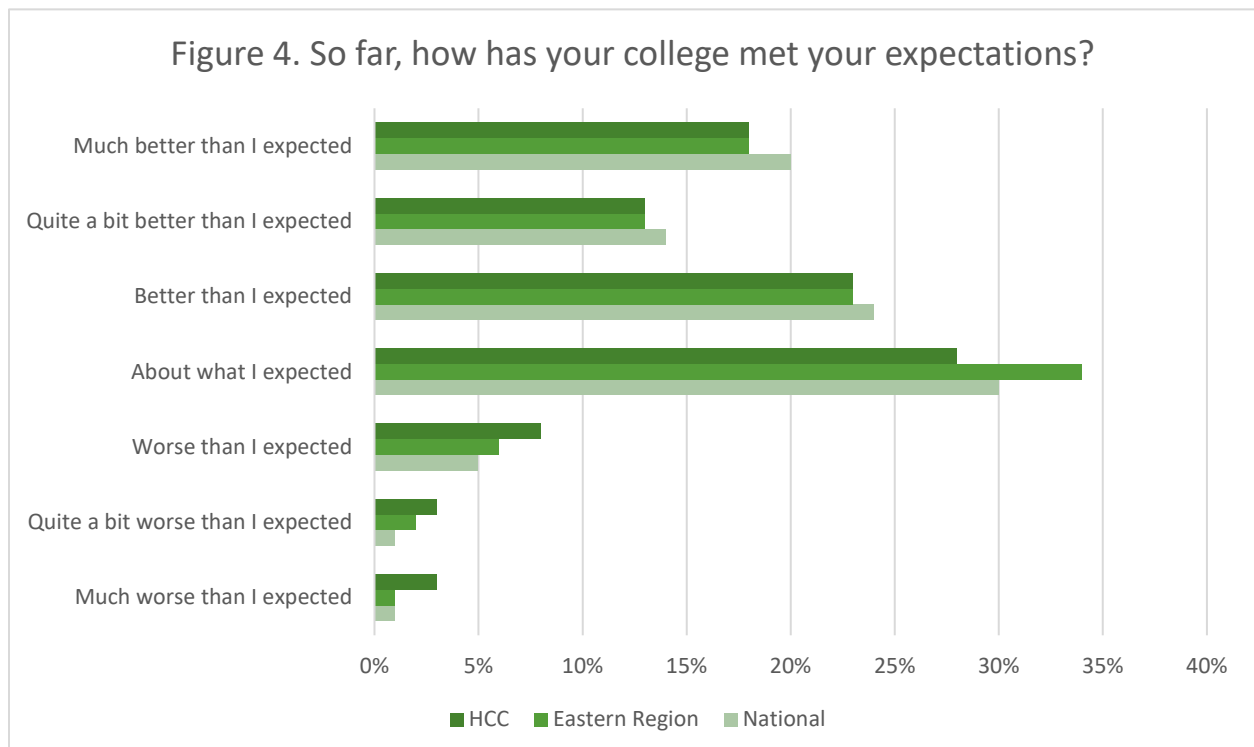


Figure 5. Rate your overall satisfaction with your experience here thus far.

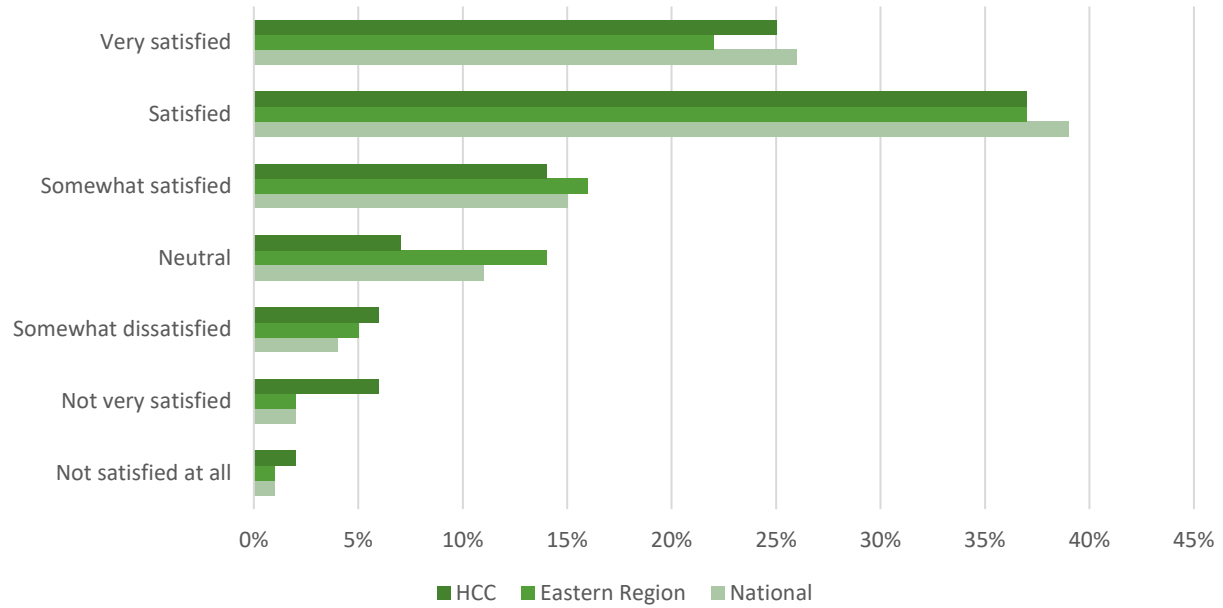
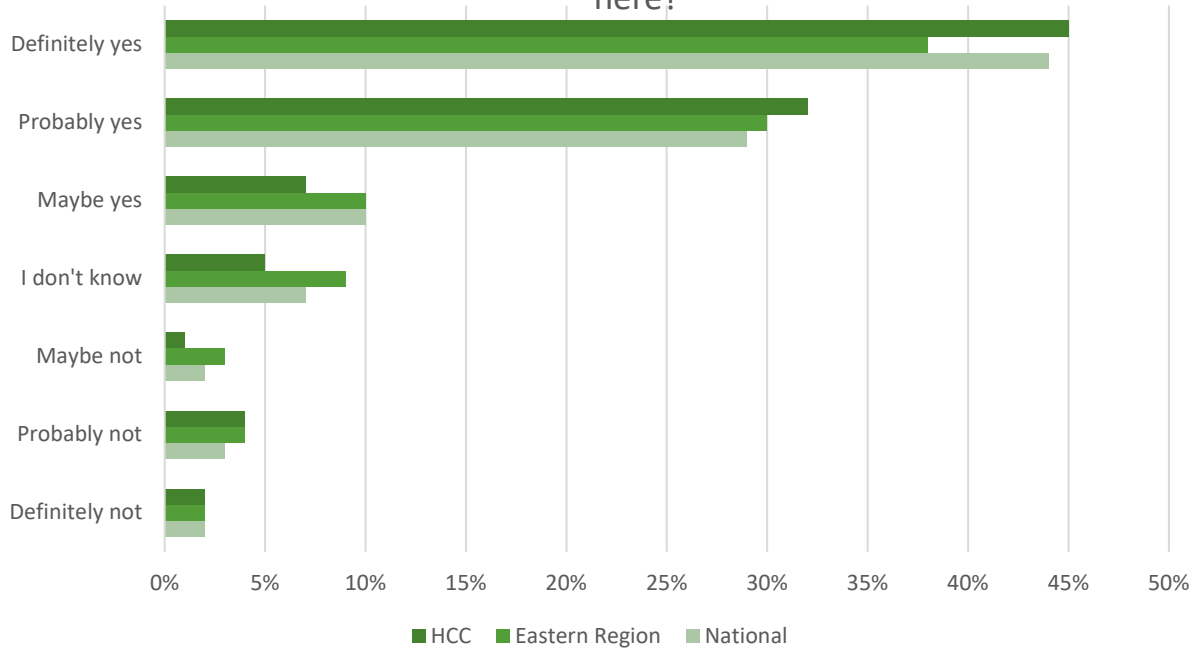


Figure 6. All in all, if you had it to do over again, would you enroll here?



Likelihood of Recommendation

Whether or not students recommend their institution to other people is an indicator of a students' general satisfaction with their overall experience there. On the SSI, students were asked to answer the question "How likely is it that you would recommend HCC to a friend or colleague?" on a scale from 0 to 10, with 0 being "not at all likely", 5 being "neutral", and 10 being "extremely likely."

Table 23 contains the distribution of responses. The mean of student responses was 7.83 ($SD=2.51$), and the median response was 8.

Table 23. Distribution of responses

Response	<i>n</i>	%
0- Not at all likely	10	3%
1-2	13	3%
3-4	7	2%
5- Neutral	46	12%
6-7	46	12%
8-9	121	32%
10- Extremely likely	139	36%

