

## April 2013 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	144	71.64%	Freshman	25	12.32%
Male	57	28.36%	Sophomore	21	10.34%
Total	201	100.00%	Junior	41	20.20%
No Response	4		Senior	31	15.27%
			Special student	3	1.48%
			Graduate/Professional	71	34.98%
			Other class level	11	5.42%
			Total	203	100.00%
			No Response	2	
<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	20	9.85%	No credits earned	7	3.50%
19 to 24	68	33.50%	1.99 or below	1	0.50%
25 to 34	56	27.59%	2.0 - 2.49	8	4.00%
35 to 44	33	16.26%	2.5 - 2.99	17	8.50%
45 and over	26	12.81%	3.0 - 3.49	68	34.00%
Total	203	100.00%	3.5 or above	99	49.50%
No Response	2		Total	200	100.00%
			No Response	5	
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	5	2.49%	Associate degree	5	2.48%
American Indian or Alaskan Native	31	15.42%	Bachelor's degree	82	40.59%
Asian or Pacific Islander	8	3.98%	Master's degree	77	38.12%
Caucasian/White	136	67.66%	Doctorate or professional degree	28	13.86%
Hispanic	8	3.98%	Certification (initial/renewal)	3	1.49%
Other race	4	1.99%	Self-improvement/pleasure	0	0.00%
Race - Prefer not to respond	9	4.48%	Job-related training	1	0.50%
Total	201	100.00%	Other educational goal	6	2.97%
No Response	4		Total	202	100.00%
			No Response	3	
<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>			
Day	106	52.48%			
Evening	92	45.54%			
Weekend	4	1.98%			
Total	202	100.00%			
No Response	3				
<b>Current Class Load</b>	<b>N</b>	<b>%</b>			
Full-time	148	73.27%			
Part-time	54	26.73%			
Total	202	100.00%			
No Response	3				



## April 2013 Demographics

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0030: BA Marine Biology	2	1.08%
Total	186	100.00%
No Response	19	

## April 2011 Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
Female	159	70.35%	Freshman	20	8.85%
Male	67	29.65%	Sophomore	39	17.26%
Total	226	100.00%	Junior	54	23.89%
No Response	2		Senior	48	21.24%
			Special student	2	0.88%
			Graduate/Professional	54	23.89%
			Other class level	9	3.98%
			Total	226	100.00%
			No Response	2	
<b>Age</b>	<b>N</b>	<b>%</b>	<b>Current GPA</b>	<b>N</b>	<b>%</b>
18 and under	14	6.28%	No credits earned	9	4.07%
19 to 24	89	39.91%	1.99 or below	0	0.00%
25 to 34	59	26.46%	2.0 - 2.49	3	1.36%
35 to 44	30	13.45%	2.5 - 2.99	25	11.31%
45 and over	31	13.90%	3.0 - 3.49	65	29.41%
Total	223	100.00%	3.5 or above	119	53.85%
No Response	5		Total	221	100.00%
			No Response	7	
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	6	3.31%	Associate degree	12	5.33%
American Indian or Alaskan Native	0	0.00%	Bachelor's degree	138	61.33%
Asian or Pacific Islander	8	4.42%	Master's degree	64	28.44%
Caucasian/White	151	83.43%	Doctorate or professional degree	2	0.89%
Hispanic	12	6.63%	Certification (initial/renewal)	4	1.78%
Other race	4	2.21%	Self-improvement/pleasure	0	0.00%
Race - Prefer not to respond	0	0.00%	Job-related training	1	0.44%
Total	181	100.00%	Other educational goal	4	1.78%
No Response	5		Total	225	100.00%
			No Response	3	
<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>			
Day	112	50.68%			
Evening	107	48.42%			
Weekend	2	0.90%			
Total	221	100.00%			
No Response	7				
<b>Current Class Load</b>	<b>N</b>	<b>%</b>			
Full-time	164	73.54%			
Part-time	59	26.46%			
Total	223	100.00%			
No Response	5				

## April 2011 Demographics

<b>Employment</b>	<b>N</b>	<b>%</b>	<b>Institution Question</b>	<b>N</b>	<b>%</b>
Full-time off campus	77	34.07%	Campus item - Answer 1	16	7.08%
Part-time off campus	53	23.45%	Campus item - Answer 2	199	88.05%
Full-time on campus	14	6.19%	Campus item - Answer 3	6	2.65%
Part-time on campus	39	17.26%	Campus item - Answer 4	1	0.44%
Not employed	43	19.03%	Campus item - Answer 5	4	1.77%
Total	226	100.00%	Campus item - Answer 6	0	0.00%
No Response	2		Total	226	100.00%
			No Response	2	
<b>Current Residence</b>	<b>N</b>	<b>%</b>			
Residence hall	66	29.20%			
Fraternity / Sorority	0	0.00%			
Own house	87	38.50%			
Rent room or apt off campus	51	22.57%			
Parent's home	16	7.08%			
Other residence	6	2.65%			
Total	226	100.00%			
No Response	2				
<b>Residence Classification</b>	<b>N</b>	<b>%</b>			
In-state	156	69.03%			
Out-of-state	70	30.97%			
International (not U.S. citizen)	0	0.00%			
Total	226	100.00%			
No Response	2				
<b>Disabilities</b>	<b>N</b>	<b>%</b>			
Yes - Disability	0	0%			
No - Disability	0	0%			
Total	0	100.00%			
No Response	0				
<b>Institution Was My</b>	<b>N</b>	<b>%</b>			
1st choice	176	78.92%			
2nd choice	41	18.39%			
3rd choice or lower	6	2.69%			
Total	223	100.00%			
No Response	5				

## **Strategic Planning Overview**

### **Strengths and Challenges**

#### **Strengths**

- 58. The quality of instruction I receive in most of my classes is excellent.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 33. My academic advisor is knowledgeable about requirements in my major.
- 39. I am able to experience intellectual growth here.
- 6. My academic advisor is approachable.
- 55. Major requirements are clear and reasonable.
- 14. My academic advisor is concerned about my success as an individual.
- 7. The campus is safe and secure for all students.
- 59. This institution shows concern for students as individuals.
- 45. Students are made to feel welcome on this campus.
- 61. Adjunct faculty are competent as classroom instructors.
- 2. The campus staff are caring and helpful.
- 65. Faculty are usually available after class and during office hours.
- 3. Faculty care about me as an individual.
- 76. Campus item: APU classes provide "active learning" experiences.
- 27. The personnel involved in registration are helpful.
- 26. Computer labs are adequate and accessible.
- 35. The assessment and course placement procedures are reasonable.
- 18. Library resources and services are adequate.

#### **Challenges**

- 8. The content of the courses within my major is valuable.
- 16. The instruction in my major field is excellent.
- 34. I am able to register for classes I need with few conflicts.
- 66. Tuition paid is a worthwhile investment.
- 69. There is a good variety of courses provided on this campus.
- 41. There is a commitment to academic excellence on this campus.
- 47. Faculty provide timely feedback about student progress in a course.
- 17. Adequate financial aid is available for most students.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 12. Financial aid awards are announced to students in time to be helpful in college planning.
- 5. Financial aid counselors are helpful.
- 11. Billing policies are reasonable.
- 49. There are adequate services to help me decide upon a career.
- 82. Campus item: APU leaders listen to the concerns of students and make changes based on student needs.

## **Strategic Planning Overview**

## **Strategic Planning Overview Trends**

### **Lower Satisfaction vs. April 2011**

- 12. Financial aid awards are announced to students in time to be helpful in college planning.
- 45. Students are made to feel welcome on this campus.
- 67. Freedom of expression is protected on campus.
- 80. Campus item: The University website serves as an effective communication medium for information about APU.
- 11. Billing policies are reasonable.
- 49. There are adequate services to help me decide upon a career.

### **Higher Importance vs. April 2011**

- 82. Campus item: APU leaders listen to the concerns of students and make changes based on student needs.

**Institutional Summary**  
**Scales: In Order of Importance**

Scale	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Instructional Effectiveness	6.45	5.69 / 0.95	0.76	6.58	5.79 / 1.06	0.79	-0.10
Academic Advising	6.43	5.79 / 1.27	0.64	6.52	5.92 / 1.21	0.60	-0.13
Concern for the Individual	6.19	5.62 / 1.12	0.57	6.10	5.51 / 0.95	0.59	0.11
Student Centeredness	6.19	5.62 / 1.13	0.57	6.38	5.88 / 0.99	0.50	-0.26 *
Recruitment and Financial Aid	6.17	5.40 / 1.18	0.77	6.24	5.50 / 0.98	0.74	-0.10
Campus Climate	6.16	5.53 / 1.04	0.63	6.32	5.70 / 0.88	0.62	-0.17
Registration Effectiveness	6.14	5.53 / 0.97	0.61	6.32	5.59 / 1.19	0.73	-0.06
Safety and Security	6.01	5.68 / 1.08	0.33	5.96	5.81 / 0.89	0.15	-0.13
Campus Support Services	5.95	5.68 / 0.88	0.27	6.00	5.61 / 0.93	0.39	0.07
Service Excellence	5.94	5.45 / 1.00	0.49	6.42	5.63 / 1.02	0.79	-0.18
Campus Life	5.58	5.19 / 1.14	0.39	5.96	5.11 / 1.05	0.85	0.08
Responsiveness to Diverse Populations		5.58 / 1.26					

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
8. The content of the courses within my major is valuable.	6.74	5.67 / 1.29	1.07	6.74	5.70 / 1.23	1.04	-0.03
16. The instruction in my major field is excellent.	6.70	5.68 / 1.35	1.02				
58. The quality of instruction I receive in most of my classes is excellent.	6.67	5.75 / 1.36	0.92	6.74	5.87 / 1.30	0.87	-0.12
68. Nearly all of the faculty are knowledgeable in their field.	6.65	6.22 / 1.03	0.43				
33. My academic advisor is knowledgeable about requirements in my major.	6.56	6.03 / 1.46	0.53	6.61	6.16 / 1.25	0.45	-0.13
34. I am able to register for classes I need with few conflicts.	6.55	5.56 / 1.57	0.99	6.60	5.55 / 1.50	1.05	0.01
39. I am able to experience intellectual growth here.	6.55	5.96 / 1.20	0.59				
66. Tuition paid is a worthwhile investment.	6.55	5.03 / 1.67	1.52	6.69	5.29 / 1.55	1.40	-0.26
6. My academic advisor is approachable.	6.53	5.96 / 1.57	0.57				
69. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.54	1.17				
55. Major requirements are clear and reasonable.	6.46	5.79 / 1.40	0.67				
29. It is an enjoyable experience to be a student on this campus.	6.45	5.66 / 1.44	0.79				
41. There is a commitment to academic excellence on this campus.	6.43	5.42 / 1.47	1.01				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Order of Importance

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
14. My academic advisor is concerned about my success as an individual.	6.41	5.77 / 1.52	0.64				
47. Faculty provide timely feedback about student progress in a course.	6.40	5.40 / 1.46	1.00	6.50	5.57 / 1.30	0.93	-0.17
7. The campus is safe and secure for all students.	6.39	5.92 / 1.27	0.47	6.41	6.05 / 1.11	0.36	-0.13
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	5.52 / 1.52	0.87	6.52	5.65 / 1.41	0.87	-0.13
17. Adequate financial aid is available for most students.	6.39	5.18 / 1.67	1.21				
59. This institution shows concern for students as individuals.	6.37	5.76 / 1.33	0.61				
57. I seldom get the "run-around" when seeking information on this campus.	6.34	5.30 / 1.78	1.04	6.39	5.25 / 1.78	1.14	0.05
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.33	5.23 / 1.71	1.10	6.31	5.61 / 1.52	0.70	-0.38 *
45. Students are made to feel welcome on this campus.	6.32	5.77 / 1.44	0.55	6.51	6.06 / 1.27	0.45	-0.29 *
61. Adjunct faculty are competent as classroom instructors.	6.32	5.80 / 1.22	0.52				
65. Faculty are usually available after class and during office hours.	6.30	5.94 / 1.23	0.36	6.41	6.14 / 1.05	0.27	-0.20
2. The campus staff are caring and helpful.	6.30	5.75 / 1.25	0.55	6.46	5.97 / 1.11	0.49	-0.22

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

\*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
3. Faculty care about me as an individual.	6.28	5.79 / 1.36	0.49				
67. Freedom of expression is protected on campus.	6.28	5.70 / 1.45	0.58	6.36	6.03 / 1.22	0.33	-0.33 *
76. Campus item: APU classes provide "active learning" experiences.	6.28	5.96 / 1.11	0.32	6.48	6.06 / 1.20	0.42	-0.10
51. This institution has a good reputation within the community.	6.27	5.73 / 1.41	0.54				
80. Campus item: The University website serves as an effective communication medium for information about APU.	6.24	5.35 / 1.58	0.89	6.15	5.73 / 1.34	0.42	-0.38 **
5. Financial aid counselors are helpful.	6.24	5.14 / 1.80	1.10				
72. On the whole, the campus is well-maintained.	6.23	5.74 / 1.35	0.49	6.10	5.72 / 1.27	0.38	0.02
53. Faculty take into consideration student differences as they teach a course.	6.21	5.57 / 1.37	0.64				
36. Security staff respond quickly in emergencies.	6.20	5.34 / 1.71	0.86	6.07	5.36 / 1.47	0.71	-0.02
11. Billing policies are reasonable.	6.20	5.09 / 1.55	1.11	6.09	5.57 / 1.39	0.52	-0.48 ***
49. There are adequate services to help me decide upon a career.	6.19	4.90 / 1.57	1.29	6.11	5.35 / 1.48	0.76	-0.45 **
82. Campus item: APU leaders listen to the concerns of students and make changes based on student needs.	6.17	5.04 / 1.71	1.13	5.88	5.12 / 1.71	0.76	-0.08
19. My academic advisor helps me set goals to work toward.	6.17	5.39 / 1.76	0.78	6.43	5.69 / 1.39	0.74	-0.30

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 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
27. The personnel involved in registration are helpful.	6.16	5.80 / 1.27	0.36				
26. Computer labs are adequate and accessible.	6.14	5.92 / 1.24	0.22	6.11	5.77 / 1.25	0.34	0.15
35. The assessment and course placement procedures are reasonable.	6.13	5.75 / 1.21	0.38				
18. Library resources and services are adequate.	6.11	5.95 / 1.27	0.16	6.16	5.84 / 1.38	0.32	0.11
44. Academic support services adequately meet the needs of students.	6.09	5.66 / 1.20	0.43				
50. Class change (drop/add) policies are reasonable.	6.07	5.57 / 1.35	0.50				
70. Graduate teaching assistants are competent as classroom instructors.	6.05	5.50 / 1.35	0.55				
78. Campus item: Most students who want jobs on campus can find student employment.	6.04	4.83 / 1.70	1.21	5.88	5.12 / 1.60	0.76	-0.29
92. Academic reputation as factor in decision to enroll.	6.03			5.92			
4. Admissions staff are knowledgeable.	6.03	5.76 / 1.23	0.27				
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.02	5.32 / 1.53	0.70	6.16	5.36 / 1.61	0.80	-0.04
79. Campus item: The university is environmentally friendly.	6.01	5.41 / 1.55	0.60	5.90	5.36 / 1.60	0.54	0.05
74. Campus item: My health insurance is adequate to meet my needs.	6.00	4.68 / 2.03	1.32	6.13	5.41 / 1.51	0.72	-0.73 **

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 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
71. Channels for expressing student complaints are readily available.	5.99	5.02 / 1.60	0.97				
63. Student disciplinary procedures are fair.	5.97	5.25 / 1.59	0.72	6.14	5.11 / 1.68	1.03	0.14
83. Campus item: Recreation rentals and facilities meet my needs.	5.97	5.71 / 1.35	0.26	5.63	5.38 / 1.56	0.25	0.33
91. Financial aid as factor in decision to enroll.	5.97			6.16			
43. Admissions counselors respond to prospective students' unique needs and requests.	5.96	5.80 / 1.30	0.16				
73. Student activities fees are put to good use.	5.96	4.75 / 1.75	1.21	6.08	4.99 / 1.73	1.09	-0.24
77. Campus item: Student Activities, Recreation Programs and Outdoor Programs offer a good variety of activities and programs.	5.89	5.96 / 1.16	-0.07	5.87	5.87 / 1.38	0.00	0.09
90. Cost as factor in decision to enroll.	5.88			5.73			
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	5.88	5.22 / 1.44	0.66	5.90	5.08 / 1.55	0.82	0.14
10. Administrators are approachable to students.	5.85	5.40 / 1.46	0.45	6.16	5.60 / 1.28	0.56	-0.20
62. There is a strong commitment to racial harmony on this campus.	5.85	5.63 / 1.36	0.22	5.57	5.34 / 1.55	0.23	0.29
96. Geographic setting as factor in decision to enroll.	5.84						
1. Most students feel a sense of belonging here.	5.82	5.36 / 1.39	0.46				

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 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
38. There is an adequate selection of food available in the cafeteria.	5.80	5.11 / 1.88	0.69	5.62	3.95 / 1.83	1.67	1.16 ***
28. Parking lots are well-lighted and secure.	5.80	5.58 / 1.40	0.22	5.80	5.70 / 1.35	0.10	-0.12
40. Residence hall regulations are reasonable.	5.79	4.80 / 1.73	0.99				
81. Campus item: The Associated Students of Alaska Pacific University (ASAPU) does a good job representing my interests.	5.79	4.62 / 1.79	1.17	5.70	4.92 / 1.66	0.78	-0.30
54. Bookstore staff are helpful.	5.79	6.10 / 1.24	-0.31				
32. Tutoring services are readily available.	5.73	5.56 / 1.27	0.17	5.55	5.37 / 1.55	0.18	0.19
52. The student center is a comfortable place for students to spend their leisure time.	5.73	5.41 / 1.54	0.32				
21. The amount of student parking space on campus is adequate.	5.70	5.74 / 1.47	-0.04	5.53	5.90 / 1.43	-0.37	-0.16
20. The business office is open during hours which are convenient for most students.	5.68	5.61 / 1.23	0.07	6.26	5.65 / 1.34	0.61	-0.04
22. Counseling staff care about students as individuals.	5.67	5.57 / 1.44	0.10				
60. I generally know what's happening on campus.	5.64	5.47 / 1.49	0.17				
64. New student orientation services help students adjust to college.	5.63	5.38 / 1.52	0.25				
93. Size of institution as factor in decision to enroll.	5.60						

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 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.58	5.39 / 1.70	0.19				
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.57						
13. Library staff are helpful and approachable.	5.56	5.53 / 1.33	0.03				
37. I feel a sense of pride about my campus.	5.55	5.32 / 1.50	0.23				
30. Residence hall staff are concerned about me as an individual.	5.55	4.83 / 1.73	0.72	5.27	5.19 / 1.60	0.08	-0.36
46. I can easily get involved in campus organizations.	5.54	5.62 / 1.42	-0.08				
15. The staff in the health services area are competent.	5.51	4.57 / 1.72	0.94				
75. Campus item: Most students feel the alcohol policy works well at APU.	5.50	3.72 / 2.15	1.78	5.68	3.77 / 2.11	1.91	-0.05
56. The student handbook provides helpful information about campus life.	5.45	5.50 / 1.38	-0.05				
42. There are a sufficient number of weekend activities for students.	5.35	5.43 / 1.40	-0.08				
97. Campus appearance as factor in decision to enroll.	4.84						
9. A variety of intramural activities are offered.	4.80	5.03 / 1.55	-0.23				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
**Items: In Order of Importance**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.36	3.75 / 2.06	0.61				
95. Recommendations from family/friends as factor in decision to enroll.	4.20			5.62			
94. Opportunity to play sports as factor in decision to enroll.	2.66						
85. Institution's commitment to evening students?		5.79 / 1.36					
86. Institution's commitment to older, returning learners?		5.99 / 1.22					
87. Institution's commitment to under-represented populations?		5.22 / 1.49					
88. Institution's commitment to commuters?		5.41 / 1.50					
89. Institution's commitment to students with disabilities?		5.19 / 1.60					
84. Institution's commitment to part-time students?		5.71 / 1.31					

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Advising

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC ADVISING</b>	6.43	5.79 / 1.27	0.64	6.52	5.92 / 1.21	0.60	-0.13
6. My academic advisor is approachable.	6.53	5.96 / 1.57	0.57				
14. My academic advisor is concerned about my success as an individual.	6.41	5.77 / 1.52	0.64				
19. My academic advisor helps me set goals to work toward.	6.17	5.39 / 1.76	0.78	6.43	5.69 / 1.39	0.74	-0.30
33. My academic advisor is knowledgeable about requirements in my major.	6.56	6.03 / 1.46	0.53	6.61	6.16 / 1.25	0.45	-0.13
55. Major requirements are clear and reasonable.	6.46	5.79 / 1.40	0.67				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS CLIMATE</b>	6.16	5.53 / 1.04	0.63	6.32	5.70 / 0.88	0.62	-0.17
1. Most students feel a sense of belonging here.	5.82	5.36 / 1.39	0.46				
2. The campus staff are caring and helpful.	6.30	5.75 / 1.25	0.55	6.46	5.97 / 1.11	0.49	-0.22
3. Faculty care about me as an individual.	6.28	5.79 / 1.36	0.49				
7. The campus is safe and secure for all students.	6.39	5.92 / 1.27	0.47	6.41	6.05 / 1.11	0.36	-0.13
10. Administrators are approachable to students.	5.85	5.40 / 1.46	0.45	6.16	5.60 / 1.28	0.56	-0.20
29. It is an enjoyable experience to be a student on this campus.	6.45	5.66 / 1.44	0.79				
37. I feel a sense of pride about my campus.	5.55	5.32 / 1.50	0.23				
41. There is a commitment to academic excellence on this campus.	6.43	5.42 / 1.47	1.01				
45. Students are made to feel welcome on this campus.	6.32	5.77 / 1.44	0.55	6.51	6.06 / 1.27	0.45	-0.29 *
51. This institution has a good reputation within the community.	6.27	5.73 / 1.41	0.54				
57. I seldom get the "run-around" when seeking information on this campus.	6.34	5.30 / 1.78	1.04	6.39	5.25 / 1.78	1.14	0.05
59. This institution shows concern for students as individuals.	6.37	5.76 / 1.33	0.61				
60. I generally know what's happening on campus.	5.64	5.47 / 1.49	0.17				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. There is a strong commitment to racial harmony on this campus.	5.85	5.63 / 1.36	0.22	5.57	5.34 / 1.55	0.23	0.29
66. Tuition paid is a worthwhile investment.	6.55	5.03 / 1.67	1.52	6.69	5.29 / 1.55	1.40	-0.26
67. Freedom of expression is protected on campus.	6.28	5.70 / 1.45	0.58	6.36	6.03 / 1.22	0.33	-0.33 *
71. Channels for expressing student complaints are readily available.	5.99	5.02 / 1.60	0.97				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

### Institutional Summary

#### Scales: In Order With Items That Make Up the Scale - Campus Life

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS LIFE</b>	5.58	5.19 / 1.14	0.39	5.96	5.11 / 1.05	0.85	0.08
9. A variety of intramural activities are offered.	4.80	5.03 / 1.55	-0.23				
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	5.88	5.22 / 1.44	0.66	5.90	5.08 / 1.55	0.82	0.14
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.36	3.75 / 2.06	0.61				
30. Residence hall staff are concerned about me as an individual.	5.55	4.83 / 1.73	0.72	5.27	5.19 / 1.60	0.08	-0.36
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.58	5.39 / 1.70	0.19				
38. There is an adequate selection of food available in the cafeteria.	5.80	5.11 / 1.88	0.69	5.62	3.95 / 1.83	1.67	1.16 ***
40. Residence hall regulations are reasonable.	5.79	4.80 / 1.73	0.99				
42. There are a sufficient number of weekend activities for students.	5.35	5.43 / 1.40	-0.08				
46. I can easily get involved in campus organizations.	5.54	5.62 / 1.42	-0.08				
52. The student center is a comfortable place for students to spend their leisure time.	5.73	5.41 / 1.54	0.32				
56. The student handbook provides helpful information about campus life.	5.45	5.50 / 1.38	-0.05				
63. Student disciplinary procedures are fair.	5.97	5.25 / 1.59	0.72	6.14	5.11 / 1.68	1.03	0.14

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**

**Scales: In Order With Items That Make Up the Scale - Campus Life**

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
64. New student orientation services help students adjust to college.	5.63	5.38 / 1.52	0.25				
67. Freedom of expression is protected on campus.	6.28	5.70 / 1.45	0.58	6.36	6.03 / 1.22	0.33	-0.33 *
73. Student activities fees are put to good use.	5.96	4.75 / 1.75	1.21	6.08	4.99 / 1.73	1.09	-0.24

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Campus Support Services

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CAMPUS SUPPORT SERVICES</b>	5.95	5.68 / 0.88	0.27	6.00	5.61 / 0.93	0.39	0.07
13. Library staff are helpful and approachable.	5.56	5.53 / 1.33	0.03				
18. Library resources and services are adequate.	6.11	5.95 / 1.27	0.16	6.16	5.84 / 1.38	0.32	0.11
26. Computer labs are adequate and accessible.	6.14	5.92 / 1.24	0.22	6.11	5.77 / 1.25	0.34	0.15
32. Tutoring services are readily available.	5.73	5.56 / 1.27	0.17	5.55	5.37 / 1.55	0.18	0.19
44. Academic support services adequately meet the needs of students.	6.09	5.66 / 1.20	0.43				
49. There are adequate services to help me decide upon a career.	6.19	4.90 / 1.57	1.29	6.11	5.35 / 1.48	0.76	-0.45 **
54. Bookstore staff are helpful.	5.79	6.10 / 1.24	-0.31				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Concern for the Individual**

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>CONCERN FOR THE INDIVIDUAL</b>	6.19	5.62 / 1.12	0.57	6.10	5.51 / 0.95	0.59	0.11
3. Faculty care about me as an individual.	6.28	5.79 / 1.36	0.49				
14. My academic advisor is concerned about my success as an individual.	6.41	5.77 / 1.52	0.64				
22. Counseling staff care about students as individuals.	5.67	5.57 / 1.44	0.10				
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	5.52 / 1.52	0.87	6.52	5.65 / 1.41	0.87	-0.13
30. Residence hall staff are concerned about me as an individual.	5.55	4.83 / 1.73	0.72	5.27	5.19 / 1.60	0.08	-0.36
59. This institution shows concern for students as individuals.	6.37	5.76 / 1.33	0.61				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>INSTRUCTIONAL EFFECTIVENESS</b>	6.45	5.69 / 0.95	0.76	6.58	5.79 / 1.06	0.79	-0.10
3. Faculty care about me as an individual.	6.28	5.79 / 1.36	0.49				
8. The content of the courses within my major is valuable.	6.74	5.67 / 1.29	1.07	6.74	5.70 / 1.23	1.04	-0.03
16. The instruction in my major field is excellent.	6.70	5.68 / 1.35	1.02				
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	5.52 / 1.52	0.87	6.52	5.65 / 1.41	0.87	-0.13
39. I am able to experience intellectual growth here.	6.55	5.96 / 1.20	0.59				
41. There is a commitment to academic excellence on this campus.	6.43	5.42 / 1.47	1.01				
47. Faculty provide timely feedback about student progress in a course.	6.40	5.40 / 1.46	1.00	6.50	5.57 / 1.30	0.93	-0.17
53. Faculty take into consideration student differences as they teach a course.	6.21	5.57 / 1.37	0.64				
58. The quality of instruction I receive in most of my classes is excellent.	6.67	5.75 / 1.36	0.92	6.74	5.87 / 1.30	0.87	-0.12
61. Adjunct faculty are competent as classroom instructors.	6.32	5.80 / 1.22	0.52				
65. Faculty are usually available after class and during office hours.	6.30	5.94 / 1.23	0.36	6.41	6.14 / 1.05	0.27	-0.20

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**

**Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness**

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
68. Nearly all of the faculty are knowledgeable in their field.	6.65	6.22 / 1.03	0.43				
69. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.54	1.17				
70. Graduate teaching assistants are competent as classroom instructors.	6.05	5.50 / 1.35	0.55				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Recruitment and Financial Aid

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>RECRUITMENT AND FINANCIAL AID</b>	6.17	5.40 / 1.18	0.77	6.24	5.50 / 0.98	0.74	-0.10
4. Admissions staff are knowledgeable.	6.03	5.76 / 1.23	0.27				
5. Financial aid counselors are helpful.	6.24	5.14 / 1.80	1.10				
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.33	5.23 / 1.71	1.10	6.31	5.61 / 1.52	0.70	-0.38 *
17. Adequate financial aid is available for most students.	6.39	5.18 / 1.67	1.21				
43. Admissions counselors respond to prospective students' unique needs and requests.	5.96	5.80 / 1.30	0.16				
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.02	5.32 / 1.53	0.70	6.16	5.36 / 1.61	0.80	-0.04

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>REGISTRATION EFFECTIVENESS</b>	6.14	5.53 / 0.97	0.61	6.32	5.59 / 1.19	0.73	-0.06
11. Billing policies are reasonable.	6.20	5.09 / 1.55	1.11	6.09	5.57 / 1.39	0.52	-0.48 ***
20. The business office is open during hours which are convenient for most students.	5.68	5.61 / 1.23	0.07	6.26	5.65 / 1.34	0.61	-0.04
27. The personnel involved in registration are helpful.	6.16	5.80 / 1.27	0.36				
34. I am able to register for classes I need with few conflicts.	6.55	5.56 / 1.57	0.99	6.60	5.55 / 1.50	1.05	0.01
50. Class change (drop/add) policies are reasonable.	6.07	5.57 / 1.35	0.50				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

### Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations**

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>RESPONSIVENESS TO DIVERSE POPULATIONS</b>		5.58 / 1.26					
84. Institution's commitment to part-time students?		5.71 / 1.31					
85. Institution's commitment to evening students?		5.79 / 1.36					
86. Institution's commitment to older, returning learners?		5.99 / 1.22					
87. Institution's commitment to under-represented populations?		5.22 / 1.49					
88. Institution's commitment to commuters?		5.41 / 1.50					
89. Institution's commitment to students with disabilities?		5.19 / 1.60					

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

### Institutional Summary

#### Scales: In Order With Items That Make Up the Scale - Safety and Security

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SAFETY AND SECURITY</b>	6.01	5.68 / 1.08	0.33	5.96	5.81 / 0.89	0.15	-0.13
7. The campus is safe and secure for all students.	6.39	5.92 / 1.27	0.47	6.41	6.05 / 1.11	0.36	-0.13
21. The amount of student parking space on campus is adequate.	5.70	5.74 / 1.47	-0.04	5.53	5.90 / 1.43	-0.37	-0.16
28. Parking lots are well-lighted and secure.	5.80	5.58 / 1.40	0.22	5.80	5.70 / 1.35	0.10	-0.12
36. Security staff respond quickly in emergencies.	6.20	5.34 / 1.71	0.86	6.07	5.36 / 1.47	0.71	-0.02

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

### Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>SERVICE EXCELLENCE</b>	5.94	5.45 / 1.00	0.49	6.42	5.63 / 1.02	0.79	-0.18
2. The campus staff are caring and helpful.	6.30	5.75 / 1.25	0.55	6.46	5.97 / 1.11	0.49	-0.22
13. Library staff are helpful and approachable.	5.56	5.53 / 1.33	0.03				
15. The staff in the health services area are competent.	5.51	4.57 / 1.72	0.94				
22. Counseling staff care about students as individuals.	5.67	5.57 / 1.44	0.10				
27. The personnel involved in registration are helpful.	6.16	5.80 / 1.27	0.36				
57. I seldom get the "run-around" when seeking information on this campus.	6.34	5.30 / 1.78	1.04	6.39	5.25 / 1.78	1.14	0.05
60. I generally know what's happening on campus.	5.64	5.47 / 1.49	0.17				
71. Channels for expressing student complaints are readily available.	5.99	5.02 / 1.60	0.97				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

**Scales: In Order With Items That Make Up the Scale - Student Centeredness**

Scale/Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>STUDENT CENTEREDNESS</b>	6.19	5.62 / 1.13	0.57	6.38	5.88 / 0.99	0.50	-0.26 *
1. Most students feel a sense of belonging here.	5.82	5.36 / 1.39	0.46				
2. The campus staff are caring and helpful.	6.30	5.75 / 1.25	0.55	6.46	5.97 / 1.11	0.49	-0.22
10. Administrators are approachable to students.	5.85	5.40 / 1.46	0.45	6.16	5.60 / 1.28	0.56	-0.20
29. It is an enjoyable experience to be a student on this campus.	6.45	5.66 / 1.44	0.79				
45. Students are made to feel welcome on this campus.	6.32	5.77 / 1.44	0.55	6.51	6.06 / 1.27	0.45	-0.29 *
59. This institution shows concern for students as individuals.	6.37	5.76 / 1.33	0.61				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.82	5.36 / 1.39	0.46				
2. The campus staff are caring and helpful.	6.30	5.75 / 1.25	0.55	6.46	5.97 / 1.11	0.49	-0.22
3. Faculty care about me as an individual.	6.28	5.79 / 1.36	0.49				
4. Admissions staff are knowledgeable.	6.03	5.76 / 1.23	0.27				
5. Financial aid counselors are helpful.	6.24	5.14 / 1.80	1.10				
6. My academic advisor is approachable.	6.53	5.96 / 1.57	0.57				
7. The campus is safe and secure for all students.	6.39	5.92 / 1.27	0.47	6.41	6.05 / 1.11	0.36	-0.13
8. The content of the courses within my major is valuable.	6.74	5.67 / 1.29	1.07	6.74	5.70 / 1.23	1.04	-0.03
9. A variety of intramural activities are offered.	4.80	5.03 / 1.55	-0.23				
10. Administrators are approachable to students.	5.85	5.40 / 1.46	0.45	6.16	5.60 / 1.28	0.56	-0.20
11. Billing policies are reasonable.	6.20	5.09 / 1.55	1.11	6.09	5.57 / 1.39	0.52	-0.48 ***
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.33	5.23 / 1.71	1.10	6.31	5.61 / 1.52	0.70	-0.38 *
13. Library staff are helpful and approachable.	5.56	5.53 / 1.33	0.03				
14. My academic advisor is concerned about my success as an individual.	6.41	5.77 / 1.52	0.64				
15. The staff in the health services area are competent.	5.51	4.57 / 1.72	0.94				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
16. The instruction in my major field is excellent.	6.70	5.68 / 1.35	1.02				
17. Adequate financial aid is available for most students.	6.39	5.18 / 1.67	1.21				
18. Library resources and services are adequate.	6.11	5.95 / 1.27	0.16	6.16	5.84 / 1.38	0.32	0.11
19. My academic advisor helps me set goals to work toward.	6.17	5.39 / 1.76	0.78	6.43	5.69 / 1.39	0.74	-0.30
20. The business office is open during hours which are convenient for most students.	5.68	5.61 / 1.23	0.07	6.26	5.65 / 1.34	0.61	-0.04
21. The amount of student parking space on campus is adequate.	5.70	5.74 / 1.47	-0.04	5.53	5.90 / 1.43	-0.37	-0.16
22. Counseling staff care about students as individuals.	5.67	5.57 / 1.44	0.10				
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	5.88	5.22 / 1.44	0.66	5.90	5.08 / 1.55	0.82	0.14
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.36	3.75 / 2.06	0.61				
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	5.52 / 1.52	0.87	6.52	5.65 / 1.41	0.87	-0.13
26. Computer labs are adequate and accessible.	6.14	5.92 / 1.24	0.22	6.11	5.77 / 1.25	0.34	0.15
27. The personnel involved in registration are helpful.	6.16	5.80 / 1.27	0.36				
28. Parking lots are well-lighted and secure.	5.80	5.58 / 1.40	0.22	5.80	5.70 / 1.35	0.10	-0.12

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
29. It is an enjoyable experience to be a student on this campus.	6.45	5.66 / 1.44	0.79				
30. Residence hall staff are concerned about me as an individual.	5.55	4.83 / 1.73	0.72	5.27	5.19 / 1.60	0.08	-0.36
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.58	5.39 / 1.70	0.19				
32. Tutoring services are readily available.	5.73	5.56 / 1.27	0.17	5.55	5.37 / 1.55	0.18	0.19
33. My academic advisor is knowledgeable about requirements in my major.	6.56	6.03 / 1.46	0.53	6.61	6.16 / 1.25	0.45	-0.13
34. I am able to register for classes I need with few conflicts.	6.55	5.56 / 1.57	0.99	6.60	5.55 / 1.50	1.05	0.01
35. The assessment and course placement procedures are reasonable.	6.13	5.75 / 1.21	0.38				
36. Security staff respond quickly in emergencies.	6.20	5.34 / 1.71	0.86	6.07	5.36 / 1.47	0.71	-0.02
37. I feel a sense of pride about my campus.	5.55	5.32 / 1.50	0.23				
38. There is an adequate selection of food available in the cafeteria.	5.80	5.11 / 1.88	0.69	5.62	3.95 / 1.83	1.67	1.16 ***
39. I am able to experience intellectual growth here.	6.55	5.96 / 1.20	0.59				
40. Residence hall regulations are reasonable.	5.79	4.80 / 1.73	0.99				
41. There is a commitment to academic excellence on this campus.	6.43	5.42 / 1.47	1.01				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
42. There are a sufficient number of weekend activities for students.	5.35	5.43 / 1.40	-0.08				
43. Admissions counselors respond to prospective students' unique needs and requests.	5.96	5.80 / 1.30	0.16				
44. Academic support services adequately meet the needs of students.	6.09	5.66 / 1.20	0.43				
45. Students are made to feel welcome on this campus.	6.32	5.77 / 1.44	0.55	6.51	6.06 / 1.27	0.45	-0.29 *
46. I can easily get involved in campus organizations.	5.54	5.62 / 1.42	-0.08				
47. Faculty provide timely feedback about student progress in a course.	6.40	5.40 / 1.46	1.00	6.50	5.57 / 1.30	0.93	-0.17
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.02	5.32 / 1.53	0.70	6.16	5.36 / 1.61	0.80	-0.04
49. There are adequate services to help me decide upon a career.	6.19	4.90 / 1.57	1.29	6.11	5.35 / 1.48	0.76	-0.45 **
50. Class change (drop/add) policies are reasonable.	6.07	5.57 / 1.35	0.50				
51. This institution has a good reputation within the community.	6.27	5.73 / 1.41	0.54				
52. The student center is a comfortable place for students to spend their leisure time.	5.73	5.41 / 1.54	0.32				
53. Faculty take into consideration student differences as they teach a course.	6.21	5.57 / 1.37	0.64				

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**Institutional Summary****Items: In Sequential Order**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
54. Bookstore staff are helpful.	5.79	6.10 / 1.24	-0.31				
55. Major requirements are clear and reasonable.	6.46	5.79 / 1.40	0.67				
56. The student handbook provides helpful information about campus life.	5.45	5.50 / 1.38	-0.05				
57. I seldom get the "run-around" when seeking information on this campus.	6.34	5.30 / 1.78	1.04	6.39	5.25 / 1.78	1.14	0.05
58. The quality of instruction I receive in most of my classes is excellent.	6.67	5.75 / 1.36	0.92	6.74	5.87 / 1.30	0.87	-0.12
59. This institution shows concern for students as individuals.	6.37	5.76 / 1.33	0.61				
60. I generally know what's happening on campus.	5.64	5.47 / 1.49	0.17				
61. Adjunct faculty are competent as classroom instructors.	6.32	5.80 / 1.22	0.52				
62. There is a strong commitment to racial harmony on this campus.	5.85	5.63 / 1.36	0.22	5.57	5.34 / 1.55	0.23	0.29
63. Student disciplinary procedures are fair.	5.97	5.25 / 1.59	0.72	6.14	5.11 / 1.68	1.03	0.14
64. New student orientation services help students adjust to college.	5.63	5.38 / 1.52	0.25				
65. Faculty are usually available after class and during office hours.	6.30	5.94 / 1.23	0.36	6.41	6.14 / 1.05	0.27	-0.20
66. Tuition paid is a worthwhile investment.	6.55	5.03 / 1.67	1.52	6.69	5.29 / 1.55	1.40	-0.26

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## Institutional Summary

### Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
67. Freedom of expression is protected on campus.	6.28	5.70 / 1.45	0.58	6.36	6.03 / 1.22	0.33	-0.33 *
68. Nearly all of the faculty are knowledgeable in their field.	6.65	6.22 / 1.03	0.43				
69. There is a good variety of courses provided on this campus.	6.51	5.34 / 1.54	1.17				
70. Graduate teaching assistants are competent as classroom instructors.	6.05	5.50 / 1.35	0.55				
71. Channels for expressing student complaints are readily available.	5.99	5.02 / 1.60	0.97				
72. On the whole, the campus is well-maintained.	6.23	5.74 / 1.35	0.49	6.10	5.72 / 1.27	0.38	0.02
73. Student activities fees are put to good use.	5.96	4.75 / 1.75	1.21	6.08	4.99 / 1.73	1.09	-0.24
74. Campus item: My health insurance is adequate to meet my needs.	6.00	4.68 / 2.03	1.32	6.13	5.41 / 1.51	0.72	-0.73 **
75. Campus item: Most students feel the alcohol policy works well at APU.	5.50	3.72 / 2.15	1.78	5.68	3.77 / 2.11	1.91	-0.05
76. Campus item: APU classes provide "active learning" experiences.	6.28	5.96 / 1.11	0.32	6.48	6.06 / 1.20	0.42	-0.10
77. Campus item: Student Activities, Recreation Programs and Outdoor Programs offer a good variety of activities and programs.	5.89	5.96 / 1.16	-0.07	5.87	5.87 / 1.38	0.00	0.09
78. Campus item: Most students who want jobs on campus can find student employment.	6.04	4.83 / 1.70	1.21	5.88	5.12 / 1.60	0.76	-0.29

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## Institutional Summary

Items: In Sequential Order

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
79. Campus item: The university is environmentally friendly.	6.01	5.41 / 1.55	0.60	5.90	5.36 / 1.60	0.54	0.05
80. Campus item: The University website serves as an effective communication medium for information about APU.	6.24	5.35 / 1.58	0.89	6.15	5.73 / 1.34	0.42	-0.38 **
81. Campus item: The Associated Students of Alaska Pacific University (ASAPU) does a good job representing my interests.	5.79	4.62 / 1.79	1.17	5.70	4.92 / 1.66	0.78	-0.30
82. Campus item: APU leaders listen to the concerns of students and make changes based on student needs.	6.17	5.04 / 1.71	1.13	5.88	5.12 / 1.71	0.76	-0.08
83. Campus item: Recreation rentals and facilities meet my needs.	5.97	5.71 / 1.35	0.26	5.63	5.38 / 1.56	0.25	0.33
84. Institution's commitment to part-time students?		5.71 / 1.31					
85. Institution's commitment to evening students?		5.79 / 1.36					
86. Institution's commitment to older, returning learners?		5.99 / 1.22					
87. Institution's commitment to under-represented populations?		5.22 / 1.49					
88. Institution's commitment to commuters?		5.41 / 1.50					
89. Institution's commitment to students with disabilities?		5.19 / 1.60					
90. Cost as factor in decision to enroll.	5.88			5.73			

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## Institutional Summary

**Items: In Sequential Order**

Item	April 2013			April 2011			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
91. Financial aid as factor in decision to enroll.	5.97			6.16			
92. Academic reputation as factor in decision to enroll.	6.03			5.92			
93. Size of institution as factor in decision to enroll.	5.60						
94. Opportunity to play sports as factor in decision to enroll.	2.66						
95. Recommendations from family/friends as factor in decision to enroll.	4.20			5.62			
96. Geographic setting as factor in decision to enroll.	5.84						
97. Campus appearance as factor in decision to enroll.	4.84						
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.57						

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## Institutional Summary

### Summary Items

Summary Item	April 2013	April 2011	Mean Difference
<p>So far, how has your college experience met your expectations?</p> <p>1=Much worse than expected</p> <p>2=Quite a bit worse than I expected</p> <p>3=Worse than I expected</p> <p>4=About what I expected</p> <p>5=Better than I expected</p> <p>6=Quite a bit better than I expected</p> <p>7=Much better than expected</p>	<p>Average: 4.80</p> <p>1%</p> <p>1%</p> <p>8%</p> <p>31%</p> <p>28%</p> <p>14%</p> <p>13%</p>	<p>Average: 4.91</p> <p>1%</p> <p>0%</p> <p>6%</p> <p>30%</p> <p>30%</p> <p>16%</p> <p>13%</p>	<p>-0.11</p>
<p>Rate your overall satisfaction with your experience here thus far.</p> <p>1=Not satisfied at all</p> <p>2=Not very satisfied</p> <p>3=Somewhat dissatisfied</p> <p>4=Neutral</p> <p>5=Somewhat satisfied</p> <p>6=Satisfied</p> <p>7=Very satisfied</p>	<p>Average: 5.57</p> <p>0%</p> <p>3%</p> <p>7%</p> <p>8%</p> <p>10%</p> <p>43%</p> <p>25%</p>	<p>Average: 5.76</p> <p>0%</p> <p>1%</p> <p>4%</p> <p>6%</p> <p>15%</p> <p>44%</p> <p>26%</p>	<p>-0.19</p>
<p>All in all, if you had to do it over, would you enroll here again?</p> <p>1=Definitely not</p> <p>2=Probably not</p> <p>3=Maybe not</p> <p>4=I don't know</p> <p>5=Maybe yes</p> <p>6=Probably yes</p> <p>7=Definitely yes</p>	<p>Average: 5.59</p> <p>3%</p> <p>6%</p> <p>4%</p> <p>4%</p> <p>9%</p> <p>30%</p> <p>39%</p>	<p>Average: 5.96</p> <p>0%</p> <p>3%</p> <p>5%</p> <p>6%</p> <p>7%</p> <p>28%</p> <p>48%</p>	<p>-0.37</p>