



Office of Institutional Research

To: President's Council

From: Director of Institutional Research

Date: January 2, 2007

Subject: Service Effectiveness Survey 2006 - Highlights

Introduction

In November 2006, the Service Effectiveness Survey was administered to a random sample of 358 currently enrolled academic students. The purpose of the survey was to obtain information on student opinions regarding the importance of and satisfaction with NMC student services. The results are used to measure institutional effectiveness and to help individual NMC services measure their self-assessment outcomes.

Highlights

- Top three most important service expectations:
 1. NMC is a good value for the money – previous rankings: #3 in 2005, not asked in 2004
 2. Overall, NMC is a good place to meet one's educational goals or learning objectives – previous rankings: #1 in 2005, #1 in 2004
 3. The tuition I pay is a worthwhile investment – previous rankings: #5 in 2005, #6 in 2004
- Top three service expectations with the highest level of student satisfaction:
 1. Overall, NMC is a good place to meet one's educational goals or learning objectives – previous rankings: #3 in 2005, #4 in 2004
 2. Health Services offerings are available if I need them.
 3. NMC is a good value for the money
- Top three marketing opportunities based on performance gap:
 1. I am able to access and make changes to my personal information online.
 2. I am able to make decisions about courses using the printed version of the schedule of classes.
 3. I am able to apply for admission online.
- Top three retention priorities based on performance gap:
 1. The Residence halls provide a positive learning and living environment
 2. Avenues for expressing student complaints are available if needed
 3. The Financial Aid staff is conscientious about my situation when guiding me through the financial aid process.
- Most important factor in student decision to attend NMC was that it was close to home, followed closely by affordability

- Students most frequently said they found out about NMC because they've lived here and they just know about it

The Methodology

The population for this survey includes all currently enrolled academic students regardless of the number of credits for which they may be enrolled. The population included 4162 students enrolled in fall 2006. The 358 random selected respondents allows for a statistically representative sample with a margin of error of +/- 4.95%.

The format of the survey followed previous years' formats with the statements focused on student services. Students were given a list of 33 statements that described a service expectation about NMC. They were asked to rate how important each service expectation was on a scale from 1-5, with 1 meaning "not important" and 5 meaning "very important." Secondly, they were asked to rate their level of satisfaction with how NMC was meeting the service expectation on a scale from 1-5, with 1 meaning "very dissatisfied" and 5 meaning "very satisfied" or 0 for "don't know/not used." Accordingly, the two pieces of information regarding students' opinions about NMC services were used in a gap analysis to facilitate comparisons among the service expectations.

Combining the data in such a way helps us to identify strengths (high importance and high satisfaction) and challenges (high importance and low satisfaction). At least two nationally recognized standardized surveys, the Community College Survey of Student Engagement and the Noel-Levitz's Student Satisfaction Inventory, also use this format for a portion of their questions. The survey also asked general demographic questions, including educational goal and employment status. One question asked students to rate the level of importance a set of factors may have had in their decision to attend NMC, and lastly, it asked the means by which respondents may have found out about NMC. ([See the 2006 instrument](#))

The Findings

Importance. Every service expectation statement had a mean score of 4.0 or above on the importance rating, indicating that the respondents on average believed that the services identified were at minimum somewhat important. These results are consistent with 2005 importance ratings. The overall importance mean for all the statements combined was 4.54 (Table 1).

The top ten most important service expectations are presented in Table 1. Students reported that the most important expectation they had was that "NMC is a good value for the money." The second most important service expectation was that "[o]verall, NMC is a good place to meet one's educational goals or learning objectives." The third most important service expectation was that "[t]he tuition I pay is a worthwhile investment." Interestingly, two of the top three most important service expectations deal with financial aspects of students attending college at NMC. As mentioned in the highlights, one of the most important influencing factors for why a student elected to come to NMC was because of affordability.

Satisfaction. The mean satisfaction for all 33 service expectations combined was 4.33 (somewhat satisfied). Students were given a response option of don't know or did not use when assessing satisfaction. The average "response rate" of the services was 74.2%. For instance,

most all the students rated the importance of the following statement: “I am able to register for classes online.” However, only 89.3% rated their satisfaction with that service expectation. The top ten service expectations with the highest satisfaction means are presented in Table 2.

Students were most satisfied with the expectation that “[o]verall, NMC is a good place to meet one’s educational goals or learning objectives” (mean = 4.7). The service expectation with the second highest satisfaction rating was that “[h]ealth services offerings are available if I need them.” However, the response rate was only 44%, meaning that less than half of the respondents felt like they could comment on their satisfaction with health services. The third highest satisfaction rating was on the statement that “NMC is a good value for the money” (mean = 4.6), followed closely by the statement “I am able to register for classes online.” ([See the entire list of statements](#) in an Excel file under Reports: 2006-2007.)

There were a number of service statements that specifically dealt with the ability of students to conduct college business on-line (such as registration and changing personal information). According to the performance gap analysis NMC exceeded student expectations on four of these seven statements, meaning the satisfaction with the service expectations exceeded the students’ assessment of their level of importance (Table 3). Students were mostly very satisfied with being able to: access and make changes to personal information online, applying for admission online, registering for classes online, and checking grades online. It was slightly more important for students to be able to use an online version of the schedule of classes than the printed version to make decisions about courses, but they were very slightly more satisfied with the printed version of the schedule of classes. Of all seven statements, students rated the importance of clear and easy to follow instructions for completing online registration the highest but their level of satisfaction was lower, giving that service expectation a higher performance gap.

While the means provide an aggregate level of comparison, a gap analysis between importance and satisfaction makes comparisons among the statements plausible and relevant. The gap analysis shows where NMC can focus improvement efforts or identify areas for further research.

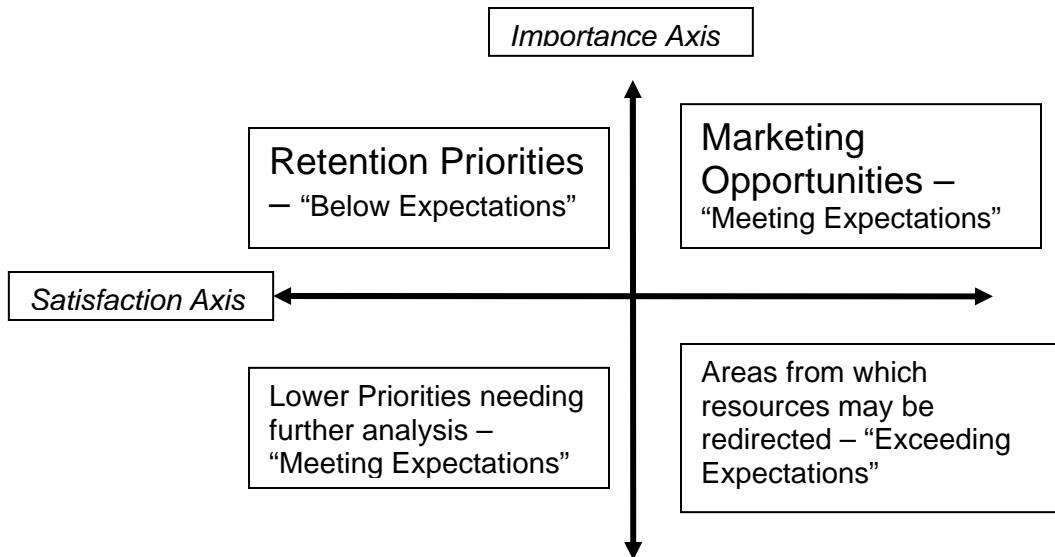
Gap Analysis

Market Opportunities and Retention Priorities. Noel-Levitz defines those expectations with high importance and high satisfaction as marketing opportunities. These items are above the overall importance mean and satisfaction mean. Retention priorities (challenges) are those service expectations with high importance and low satisfaction. These challenges are above the mean for importance but below the mean for satisfaction.

Service expectations with low importance and low satisfaction present opportunities for further analysis but can be considered less of a priority. Service expectations with low importance and high satisfaction might suggest areas from which to redirect resources to other more challenging areas. The gap analysis can be represented by a four quadrant figure with two axes, importance on the y-axis and satisfaction on the x-axis (Figure 1).

The performance gap for each NMC service expectation was calculated by subtracting the satisfaction score from the importance score. A large gap indicates NMC is not meeting expectations; a small gap score indicates NMC is close to meeting expectations; and a negative gap score indicates NMC is exceeding expectations.

Figure 1 Importance/Satisfaction Categories



Marketing Opportunities. In 2005, there were only four service expectation statements in which NMC was exceeding expectations. The gap analysis from the 2005 Service Effectiveness data showed that the top marketing opportunity for NMC was that the campus grounds are maintained at a high level of aesthetic appeal. In 2006, there were eight service expectations in which the performance gap was negative, meaning NMC exceeded student expectations (Table 4). Note that the 2006 service expectations all dealt with student services.

NMC exceeded student expectations in the area of NMC Self-Service primarily. Students are highly satisfied with their ability to access and make changes to personal information online, use both the printed and online versions of the schedule of courses to make course decisions, and to apply for admission online. Other areas in which NMC exceeded student expectations include being able to use the Center for Learning to take quizzes and exams outside the classroom (response rate 56%), the Center for Learning staff's ability to answer technology questions (response rate 59%), and new student orientation (response rate 78%).

Retention Priorities. The top ten challenges or retention priorities for student services are characterized by low response rates (Table 5). The areas in which NMC's performance falls short of student expectations were with the residence halls providing a positive learning and living environment (only 26% response rate, though), and in the availability of avenues for expressing student complaints (response rate = 53%).

The top challenges on which a large majority of students gave their satisfaction opinion include services provided by the Financial Aid office and the Counseling office. An important caveat to note is that all of the satisfaction means for the top ten retention priorities were at the "somewhat satisfied" level. The performance gap analysis simply demonstrates where NMC could focus possible improvement efforts first.

Decision to Attend NMC

The most important reason for our students' decision to come to NMC was because of location. NMC is close to their home (Table 6a). About 84% said that location was important to their decision with 38% saying it was the most important factor. This is a sharp decrease over last year when over 94% said that it was important that NMC was close to home and 54% saying it was the most important factor in their decision to attend NMC. The importance of affordability and program offerings in students' decision to attend NMC rose dramatically in 2006. About 82% said affordability was important to their decision with 25% saying it was the most important factor, contrasted with 18% saying it was most important in 2005. While campus appearance plays a role in students' decision-making it was not mentioned at the most important reason for anyone this year.

Finding Out About NMC

Students were asked how they found out about NMC and could select all that applied from a list of sources (Table 7). The most frequently cited source was that the student had lived here all their lives and just knew about NMC (40%). The second most frequently cited source was "peers or friends" (34%), which was the top source in 2005.

Educational Goal

As in recent past surveys, a majority of students reported that their primary educational goal for attending NMC was to transfer to a 4-year college or university (52%) (Table 8). Of those 187 students, 78 (44%) said they planned to transfer to the University Center. About 41% were primarily at NMC to earn a degree or certificate. Over 96% said they were on track for accomplishing their goal. Of the 13 students who said they were not on track for achieving their goal, 7 had the goal of transfer, 2 had the goal to earn a degree, and 4 had the goal of learning skills for a job (Table 9). Most of the students in the sample (62%) were in a liberal arts program (Table 10).

Demographics

Nearly half the respondents (48%) reported living at home with parents, relatives, or friends (Table 11). A near equal number reported living on their own in a home or apartment (45%). The remaining respondents (7%) reported living on campus in the residence halls or the apartments, or even in the GLMA State of Michigan.

A little over half the respondents (52%) were enrolled part-time for less than 12 credit hours. This distribution matched the fall enrollment (Table 12). Not surprisingly, NMC students have multiple demands on their time besides engaging in taking classes and doing school work. About 40% reported they were employed part time and 28% were employed full-time (Table 13a). About 12% said they cared for family. Respondents were allowed to select all the situations that applied to them from the list of statements that could describe an employment status. Therefore, the categories are not mutually exclusive and the percent responding does not sum to 100. There were 67 respondents that indicated they had multiple employment situations

(Table 13b). Of those 67, 10 selected three different employment situations. All of those 10 reported that they held more than one job. Two of them were also enrolled at NMC full-time.

Students varied proportionally on when they were most likely to take classes (Table 14). About 19% said they take classes before 10 a.m., another 31% take classes between 10 a.m. and noon, another 21% take classes between noon and 5 p.m., and finally about 23% take classes in the evening (between 5 p.m. and 10 p.m.). Not quite 7% said they were most likely to take courses in a flexible format, which is slightly lower than the FLO contact hours offered as a percentage of all contact hours.

Slightly more females were represented in the sample (64%) than were enrolled in fall 2006 (58%), which is an artifact of random sampling and does not significantly impact the generalizability of the results (Table 15).

The median age of the respondent was 22, with about 89% of white, non-Hispanic, ethnicity (Tables 16 and 17).

Summary

For a comparison of all the service expectation statements by percent satisfied/dissatisfied see Table 18 below. The table provides the satisfaction distribution of those respondents who said the service expectation was important and had used it. This information is provided for student services units to measure their self-assessment outcomes. Statements in which over half of those who believed the service to be important indicated they were not familiar enough with the service to rate their level of satisfaction, included statements about the residence halls, Career Services, Health Services, and avenues for expressing student complaints (Table 19).

These results are descriptive in nature and will most likely inspire further questions. If you have further research questions please contact the Office of Institutional Research. All data are available in the Office of Institutional Research. [Interactive pieces of this report](#) can be accessed on the IR website.

Tables

IMPORTANCE

Table 1. Top Ten most important service expectations:				
Order 2006	Order: 2005, 2004	Statement	Mean (N=358)	Std. Dev.
1	3, NA	40. NMC is a good value for the money.	4.89	0.407
2	1, 1	41. Overall, NMC is a good place to meet one's educational goals or learning objectives.	4.88	0.385
3	5, 7	39. The tuition I pay is a worthwhile investment.	4.84	0.506
4	New	38. Students are made to feel welcome and have a sense of belonging at NMC.	4.82	0.491
5	*	23. Counselors and academic advisors help me choose classes to meet my learning goals.	4.79	0.582
5	New	24. Counselors and academic advisors provide useful information about my program requirements.	4.79	0.573
7	*	19. Records and Registration staff provides helpful assistance with my questions.	4.75	0.529
8	*	35. There are enough study areas on campus accessible to me when I need them.	4.74	0.657
9	*	12. Instructions for completing on-line registration are clear and easy to follow.	4.73	0.7
10	*	16. Admissions staff provides helpful assistance during the application process.	4.72	0.641
NA=not asked		Overall Importance Mean of the 33 statements	4.54	
* Providing previous years' ranking for these statements would be meaningless because of the inclusion of many more service expectations outside student services in previous years' surveys.				

SATISFACTION

Order 2006	Order: 2005, 2004	Statement	Mean (N=358)	Std. Dev.	Response Rate%
1	3, 4	41. Overall, NMC is a good place to meet one's educational goals or learning objectives.	4.69	0.591	99.2%
2	*	29. Health Services offerings are available if I need them.	4.62	0.718	43.9%
3	9, NA	40. NMC is a good value for the money.	4.60	0.709	99.2%
4	New	13. I am able to register for classes online.	4.58	0.847	89.3%
5	10, 12	20. Students are notified mid-semester if they are doing poorly in a class.	4.57	0.858	91.3%
6	New	26. The test proctoring service offered in the Center for Learning is a convenient way to take quizzes and exams outside the classroom.	4.56	0.771	56.6%
7	New	38. Students are made to feel welcome and have a sense of belonging at NMC.	4.54	0.752	99.4%
8	*	16. Admissions staff provides helpful assistance during the application process.	4.48	0.732	93.0%
8	New	11. I am able to make decisions about courses using the printed version of the schedule of classes.	4.48	0.818	92.6%
8	New	15. I am able to access and make changes to my personal information online.	4.48	0.751	72.3%
NA=Not asked		Overall Satisfaction Mean of the 33 statements	4.33		74.2%
* Providing previous years' ranking for these statements would be meaningless because of the inclusion of many more service expectations outside student services in previous years' surveys					

Order 2006	Statement	Satisfaction	Importance	Gap	Response Rate
1	15. I am able to access and make changes to my personal information online.	4.48	4.15	-0.33	72.3%
2	11. I am able to make decisions about courses using the printed version of the schedule of classes.	4.48	4.26	-0.22	92.6%
3	9. I am able to apply for admission online.	4.45	4.28	-0.17	83.5%
4	10. I am able to make decisions about courses using the online version of the schedule of classes.	4.44	4.37	-0.07	87.7%
5	13. I am able to register for classes online.	4.58	4.68	0.10	89.3%
6	14. I am able to check grades online.	4.41	4.61	0.20	87.1%
7	12. Instructions for completing on-line registration are clear and easy to follow.	4.44	4.73	0.29	91.5%

MARKET OPPORTUNITIES AND RETENTION PRIORITIES

Table 4. The top ten marketing opportunities in Student Services:					
Order 2006 (Order 2005)	Statement	Sat. Mean	Imp. Mean	Performance Gap	Response rate%
1	15. I am able to access and make changes to my personal information online.	4.48	4.15	-0.33	72.3%
2	11. I am able to make decisions about courses using the printed version of the schedule of classes.	4.48	4.26	-0.22	92.6%
3	9. I am able to apply for admission online.	4.45	4.28	-0.17	83.5%
4	26. The test proctoring service offered in the Center for Learning is a convenient way to take quizzes and exams outside the classroom.	4.56	4.41	-0.15	56.6%
5 (5)	20. Students are notified mid-semester if they are doing poorly in a class.	4.57	4.45	-0.12	91.3%
6 (4)	36. Student common areas are desirable places to spend free time.	4.22	4.11	-0.11	81.0%
7	10. I am able to make decisions about courses using the online version of the schedule of classes.	4.44	4.37	-0.07	87.7%
8 (6)	29. Health Services offerings are available if I need them.	4.62	4.61	-0.01	43.9%
9 (8)	25. The Center for Learning staff helps answer my technology questions.	4.37	4.42	0.05	59.1%
10	21. New student orientation helps students get ready for college.	4.23	4.29	0.06	77.6%

Service Effectiveness Survey – 2006 Results
Office of Institutional Research

Table 5. The top ten retention priorities in Student Services:					
Order 2006 (Order 2005)	Statement	Sat. Mean	Imp. Mean	Performance Gap	Response rate%
1 (2)	32. The Residence halls provide a positive learning and living environment.	3.63	4.34	0.71	26.3%
2 (NA)	37. Avenues for expressing student complaints are available if needed.	3.91	4.58	0.67	53.4%
3 (NA)	18. The Financial Aid staff is conscientious about my situation when guiding me through the financial aid process.	4.10	4.71	0.61	72.1%
4 (3)	17. The Financial Aid Office provides comprehensive information that allows me to make informed decisions.	4.07	4.64	0.57	75.1%
5	22. The results of the COMPASS Placement Test reflect my math and English abilities.	3.74	4.27	0.53	87.7%
6 (9)	39. The tuition I pay is a worthwhile investment.	4.38	4.84	0.46	96.3%
7	27. The Tutoring Office helps contribute to my academic success when needed.	4.11	4.53	0.42	42.9%
8	23. Counselors and academic advisors help me choose classes to meet my learning goals.	4.38	4.79	0.41	90.2%
9	19. Records and Registration staff provides helpful assistance with my questions.	4.36	4.75	0.39	88.2%
10	24. Counselors and academic advisors provide useful information about my program requirements.	4.44	4.79	0.35	90.0%

DECISION TO ATTEND NMC

Table 6a. How important were each of the following factors in your decision to attend NMC?

Order 2006 (Order 2005)	Statement	Mean (N=358)	% Saying Most Important	Order 2004 (N=361)
1 (1)	Close to home	4.40	38.3%	1
2 (NA)	Program offerings	4.36	19.3%	NA
3 (2)	Affordability	4.32	25.4%	2
4 (3)	Academic reputation	3.98	3.9%	3
5 (5)	Availability of financial aid	3.72	4.5%	4
6 (4)	Personalized attention prior to enrollment	3.61	3.4%	5
7 (6)	Campus appearance	3.61	0%	6
8 (7)	Size of institution	3.41	1.4%	7
(8)	Recommendation from family or friends	3.28	2.5%	8
	Other		1.4%	

5=Very important, 4=Somewhat important, 3=Neutral, 2=Somewhat unimportant 1=Very unimportant

Table 6b. Other responses to the decision factor for attending NMC

	Frequency
area location	2
a good place to start for International Student	1
able to attend NMC and attend Ferris at UC at the same time	1
also an employee at NMC, fits into my lifestyle	1

Table 7. How did you find out about NMC?

Statement (N=358)	Frequency	% of Total
I've lived here all my life/Just knew about it	144	40.22%
Peers or friends	120	33.52%
Family member	108	30.17%
High School counselor	104	29.05%
Advertising (i.e. radio, newspaper, TV)	54	15.08%
Special events (i.e. BBQ, open house, speaker)	51	14.25%
NMC Website	34	9.50%
College catalog or schedule of courses	33	9.22%
Admissions Counselor	20	5.59%
Attended previously	5	1.40%
Work connections	5	1.40%
Recommendation from NMC faculty/staff	4	1.12%
Recommendation from UC partner	2	0.56%
Drove by or visited	2	0.56%

EDUCATIONAL GOAL

Table 8. Primary Educational Goal	Frequency	Percent	Plan to transfer to UC
Transfer to a 4-yr college or university	187	52.2	78 (43.8%)
Earn an NMC degree	133	37.2	
Earn an NMC certificate	13	3.6	
Learn skills for a new job or to advance in a job	15	4.2	
Personal interest only	10	2.8	
Total	358	100.0	

Table 9. Are you on track for accomplishing your goal?	Frequency	Percent	Educational goal
Yes	343	96.3	
No	13	3.7	7=transfer; 2=earn certificate; 4=learn job skills
Total	356	100.0	

Table 10. Major Field of Study	Frequency	Percent
Occupational	138	38.5
Liberal Arts	220	61.5
Total	358	100

DEMOGRAPHICS

Table 11. Where do you currently live? (N=357)	Frequency	Percent
Home of parents or relatives	169	47.3%
Your own home	111	31.1%
Off campus room or apartment	50	14.0%
Residence halls	15	4.2%
On campus apartment	6	1.7%
Home of friends/host family	4	1.1%
Military housing/on the GLMA State of Michigan	2	0.6%

Table 12. Enrollment Status	Fall 03	Fall 04	Fall 05	Fall 06	Respondents (N=340)
Part-time (less than 12 credit hours)	55.64%	54.58%	54.58%	52.93%	52.1%
Full-time (12 or more credit hours)	44.36%	45.42%	45.42%	47.07%	47.9%

Table 13a. What is your employment status? (N=354)	Frequency	Percent
Employed part-time off-campus	141	39.4
Employed full-time off-campus	101	28.2
Not employed and not seeking employment	50	14
Caring for family	43	12
Not employed but seeking employment	32	8.9
Hold more than one job	30	8.4
Employed part-time on-campus	28	7.8
Employed full-time on-campus	6	1.7

Table 13b. Multiple Demands - Employment/Family		
	Frequency	Percent
1	287	81.07%
2	57	16.10%
3	10	2.82%
N	354	

Table 14. When are you most likely to take classes?	Frequency	Percent	Valid Percent	Cumulative Percent
Early Morning 7am - to before 10am	67	18.7	18.8	18.8
Mid-Morning 10am - to before 12pm	109	30.4	30.6	49.4
Afternoon 12pm - to before 5pm	73	20.4	20.5	69.9
Evening 5pm - 10pm	81	22.6	22.8	92.7
Weekends	2	0.6	0.6	93.3
Flexible format (on-line, self-paced, telecourse)	24	6.7	6.7	100
Total	356	99.4	100	
Missing	2	0.6		
Total	358	100		

Table 15. Gender	Frequency	Percent	Valid Percent
Female	230	64.2	64.6
Male	126	35.2	35.4
Total	356	99.4	100
Missing	2	0.6	
Total	358	100	

Table 16. Age	N	Min	Max	Mean	Median
Age 2006 survey	356	16	65	26	22
Age 2005 survey	363	14	58	26	21

Table 17. Ethnicity	Frequency	Percent
White	316	88.8%
Undeclared	18	5.1%
Mixed Race	7	2.0%
Asian or Pacific Islander	5	1.4%
Hispanic	5	1.4%
Native American	3	0.8%
Black	2	0.6%
Total	356	

SERVICE UNIT RESULTS

Table 18. Satisfaction/Dissatisfaction of those saying the service expectation was important	q	N	Don't Know/ Used	Users	% Dissatisfied of users	% Neutral of users	% Satisfied of users
9. I am able to apply for admission online.	9	280	9.6%	253	3.2%	5.5%	91.3%
10. I am able to make decisions about courses using the online version of the schedule of classes.	10	293	8.9%	267	2.6%	4.5%	92.9%
11. I am able to make decisions about courses using the printed version of the schedule of classes.	11	287	3.1%	278	1.1%	4.0%	95.0%
12. Instructions for completing on-line registration are clear and easy to follow.	12	331	7.6%	306	2.0%	6.9%	91.2%
13. I am able to register for classes online.	13	328	8.5%	300	2.3%	4.0%	93.7%
14. I am able to check grades online.	14	309	9.1%	281	7.1%	6.4%	86.5%
15. I am able to access and make changes to my personal information online.	15	263	20.5%	209	0.5%	2.9%	96.7%
16. Admissions staff provides helpful assistance during the application process.	16	337	5.9%	317	1.9%	6.6%	91.5%
17. The Financial Aid Office provides comprehensive information that allows me to make informed decisions.	17	314	24.2%	238	5.5%	17.2%	77.3%
18. The Financial Aid staff is conscientious about my situation when guiding me through the financial aid process.	18	313	26.8%	229	7.0%	15.7%	77.3%
19. Records and Registration staff provides helpful assistance with my questions.	19	341	11.4%	302	4.0%	7.6%	88.4%
20. Students are notified mid-semester if they are doing poorly in a class.	20	302	7.9%	278	3.6%	3.6%	92.8%
21. New student orientation helps students get ready for college.	21	281	21.7%	220	1.8%	12.3%	85.9%
22. The results of the COMPASS Placement Test reflect my math and English abilities.	22	272	11.0%	242	14.9%	14.5%	70.7%
23. Counselors and academic advisors help me choose classes to meet my learning goals.	23	335	8.7%	306	7.2%	5.6%	87.3%
24. Counselors and academic advisors provide useful information about my program requirements.	24	338	9.2%	307	5.5%	6.5%	87.9%
25. The Center for Learning staff helps answer my technology	25	275	39.3%	167	3.0%	7.8%	89.2%

Service Effectiveness Survey – 2006 Results
Office of Institutional Research

questions.							
26. The test proctoring service offered in the Center for Learning is a convenient way to take quizzes and exams outside the classroom.	26	260	38.8%	159	0.6%	3.1%	96.2%
27. The Tutoring Office helps contribute to my academic success when needed.	27	267	57.3%	114	7.0%	9.6%	83.3%
28. Support Services meets the needs of students with disabilities.	28	282	70.9%	82	3.7%	4.9%	91.5%
29. Health Services offerings are available if I need them.	29	300	53.7%	139	1.4%	2.9%	95.7%
30. The Career Services Office is helpful in guiding me in a career direction.	30	287	51.6%	139	2.2%	4.3%	93.5%
31. The Career Services Office provides me with resources for my employment search.	31	285	61.4%	110	1.8%	3.6%	94.5%
32. The Residence halls provide a positive learning and living environment.	32	240	73.8%	63	12.7%	22.2%	65.1%
33. College organized student activities encourage student involvement.	33	263	88.6%	295	6.1%	13.9%	80.0%
34. College recreational activities are sufficient.	34	239	40.2%	143	7.7%	13.3%	79.0%
35. There are enough study areas on campus accessible to me when I need them.	35	336	3.9%	323	5.9%	7.7%	86.4%
36. Student common areas are desirable places to spend free time.	36	262	15.6%	221	3.6%	6.3%	90.0%
37. Avenues for expressing student complaints are available if needed.	37	305	47.9%	159	11.3%	15.7%	73.0%
38. Students are made to feel welcome and have a sense of belonging at NMC.	38	348	0.6%	346	1.4%	7.2%	91.3%

Table 19. Service Expectations in which half of those saying the service was important could not rate their level of Satisfaction/Dissatisfaction	q	N	Don't Know/ Used
33. College organized student activities encourage student involvement.	33	263	88.6%
32. The Residence halls provide a positive learning and living environment.	32	240	73.8%
28. Support Services meets the needs of students with disabilities.	28	282	70.9%
31. The Career Services Office provides me with resources for my employment search.	31	285	61.4%
27. The Tutoring Office helps contribute to my academic success when needed.	27	267	57.3%
29. Health Services offerings are available if I need them.	29	300	53.7%
30. The Career Services Office is helpful in guiding me in a career direction.	30	287	51.6%
37. Avenues for expressing student complaints are available if needed.	37	305	47.9%