



Lake Land College

2010 Community College Survey of Student Engagement

2010 CCSSE Survey Results

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Introduction

Between 2002 and 2009, Lake Land College measured student satisfaction on an annual basis using the Noel-Levitz Student Satisfaction Inventory (SSI). This nationally standardized inventory, composed of 95 questions, measures how well students are satisfied with college services as well as identifies which issues and services are most important to students. During spring semester Lake Land administered the SSI to a sample of students asking them to report their satisfaction with a wide range of college experiences. The results were compared year to year and used to assess trends and changes in satisfaction for students at Lake Land College. In addition, the results were compared to a national group of students attending similar community, junior, and technical colleges. Lake Land College benchmarked its students' satisfaction against the national comparison group and reported where it fell below (not as satisfied), met (equally satisfied), or exceeded (more satisfied) the national norm. While the Noel-Levitz SSI results have proven useful to Lake Land College, the findings are also fairly limited since it focuses solely on student satisfaction.

In the spring of 2010, Lake Land College decided to administer the Community College Survey of Student Engagement (CCSSE) instead of the Noel-Levitz SSI. This decision was made because the CCSSE takes a much broader perspective on students. The CCSSE examines student engagement, or the amount of time and energy students invest in meaningful educational practices, as well as student satisfaction. The CCSSE provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. CCSSE's survey instrument is designed to capture student engagement as a measure of institutional quality.

The purpose of the following report is to provide information to the leadership of Lake Land College. It is recommended that the leadership of Lake Land College review and assess the findings in this report to determine the next steps for analyzing the data.

This report provides a summary of the following information:

- A description of the CCSSE member colleges and the 3-year student cohort that serves as a comparison group
- A demographic summary of Lake Land College participants
- A summary of the responses to survey questions by Lake Land students and their national or Illinois counterparts as appropriate in relation to
 - Institutional Learning Goals
 - General Academic Engagement
 - Student Support Services
 - How Students Perceive and Pay College Costs
 - Support from Family and Friends
 - Student Persistence
 - Student Satisfaction

CCSSE Member Colleges

CCSSE utilizes a 3-year cohort of participating colleges in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2010 CCSSE Cohort** (2008 through 2010). This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2010 CCSSE Cohort is composed of a total of 658 institutions across 47 states, four Canadian provinces, plus Bermuda, the Marshall Islands, and the Mariana Islands. College size classification is based on the fall term headcount the semester before survey administration. Three hundred twenty-two of these member colleges are classified as small (< 4,500), 163 as medium (4,500-7,999), 110 as large (8,000-14,999), and 63 as extra-large institutions (15,000 + credit students).² One hundred twenty-six of the Cohort member colleges are classified as urban-serving, 139 as suburban-serving, and 393 as rural-serving.³ Lake Land falls into the medium size category and is classified as a rural-serving area.

Student Respondents

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 842 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 105% (the target number of surveys was 800). Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.)

Excluded Respondents

The total counts of respondents in an institution’s raw data file will differ from the numbers reported in the institutional reports due to the intentional exclusion of certain surveys. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.
- Invalid surveys are excluded from the analyses. Invalid surveys include surveys where students did not respond to any sub-items under a question (i.e., If a student does not answer any of the 21 sub-items in item 4) or if a student answers “Very Often” or “Never” to all 21 sub-items.
- The student reported his or her age as less than 18.

¹ For returning participants, the college’s most recent year of participation is included in data analyses. For example, if a college participated in 2008 and 2009, only the 2009 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

³ These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

- The student indicated that he or she had taken the survey in a previous class (item 3) or did not respond to the item.

2010 Student Respondent Profile

To understand the student population, the *CCSSE* asks a number of demographic and descriptive questions. A summary of these data is presented below.

Gender

Of the 837 student respondents at Lake Land who answered this item, 46% are male and 54% are female. This mirrors the full population of *CCSSE* Cohort community college students, comprised of 42% males and 58% females.

Age

2010 *CCSSE* student respondents at Lake Land range in age from 18 to 65 years old. Approximately 92% are between 18 to 39 years old; 71% are 18 to 24 years old while 21% are 25 to 39 years old.

Racial Identification

The normal racial breakdown of all Lake Land College students includes a lower percentage of Whites and a much higher percentage of African Americans, which is due to the inclusion of the Department of Correction (DOC) students. The DOC students were not included in the *CCSSE* student population. As a result, the racial breakdown of the students participating in the *CCSSE* survey is as follows:

- 90% White/non-Hispanic
- 2% Hispanic/Latino/Spanish
- 2% as Black or African American
- 1% Native American
- 1% Other
- 0% Asian
- 4% non-responders to this question

International Students

Three percent of Lake Land students responded yes to the question, "Are you an international student or foreign national?"

Enrollment Status

The percent of full time college students at Lake Land (82%) is twice the percent of full time students of the 2010 *CCSSE* Cohort colleges' total student population (41%). Only 18% of surveyed Lake Land students report being part-time compared to 59% of the 2010 *CCSSE* Cohort colleges' total student population. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise 3% of Lake Land's respondents compared to 2% of the 2010 *CCSSE* Cohort colleges' total student population.

Educational Attainment

The majority of Lake Land respondents (70%) report starting their college careers at Lake Land. Approximately 74% of students indicate that their highest level of educational attainment is a high school diploma or GED; 67% have completed fewer than 30 credit hours of college-level work; 17%

report either a certificate or an associate degree; 7% have earned a bachelor's degree; and less than 1% have earned an advanced degree. Almost 30% of Lake Land respondents report having attended a 4 year college or university since high school graduation in addition to Lake Land. Furthermore, 18% of respondents indicate having attended another community or technical college since high school graduation as well.

Credit Hours Earned

According to respondents 44% have completed fewer than 15 credit hours; 24% have completed 15-29 credit hours; and 33% have completed more than 30 credit hours.

Grades

Almost 37% of students report that they earned college grades of *B+* or higher, while less than 3% of students report that they earned grades of *C-* or lower.

External Commitments

Almost 50% of students work 21 or more hours per week; 31% of students care for dependents at least 11 hours per week; and 29% of students spend at least six hours per week commuting to class.

First-Generation Status

The majority of Lake Land's student respondents (70%) indicate that they are first generation college students. First generation students consist of students whose parents (i.e., both mother and father) have not earned a bachelor degree. Some of the parents of these students may have earned an associate's degree or have had some college coursework but they do not have a four year degree. Over one-third of students (36%) indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 44% indicate the same level for their fathers.

Coursework at Other Institutions

While the majority of Lake Land students (81%) report taking courses only at Lake Land, a small percentage (14%) indicate that they are taking courses at a four year college/university. Only 1% reveals taking courses at a high school and an additional 1% report taking classes at another community or technical college.

Coursework at Lake Land College

Close to three fourths of student respondents (73%) report taking day classes most frequently at Lake Land College and a little more than one fourth (27%) report taking mostly evening classes. In regards to future plans for taking courses at Lake Land, 59% of student respondents indicate they plan to take additional courses at Lake Land within the next 12 months, while 13% report that they will not be returning because they plan to accomplish their educational goal in the current term. Almost 11% reveal they have no plans to return, and the remaining 17% of respondents are uncertain of then they will take courses at Lake Land again.

Educational Goals

The primary goal for attending Lake Land College is to attain a certificate or Associate's Degree for 91% of respondents. In addition, almost 40% indicate that a primary goal is to transfer to a 4 year university or college, and 46% report that obtaining or updating job related skills is a primary goal. Only 33% report taking courses for self-improvement is a primary goal.

CCSSE Survey Findings

The following sections of the report highlight key findings from the CCSSE survey for Lake Land College. The first section addresses student engagement according to Lake Land College's Institutional Learning Goals. This is followed by additional sections that summarize key findings as they relate to student support services, general academic engagement, how students perceive and pay college costs, support from family and friends, student persistence, and overall student satisfaction. In addition to the summary of responses from Lake Land College students, these results compare Lake Land College's results to findings from a comparison group of students from other medium sized community colleges across the country. These results are displayed in graphs in each of the sections. Lake Land College results are indicted by LLC and the comparison community colleges of medium size are identified by CCC.

Lake Land also participated in an Illinois Consortium of community colleges. This consortium consists of a group of thirteen community colleges in Illinois. These colleges include the following: College of Lake County, Illinois Central College, Joliet Junior College, Kaskaskia College, Lake Land College, McHenry County College, Parkland College, Prairie State College, Richard J. Daley College, Rock Valley College, Southwestern Illinois College, Spoon River College, and Waubensee Community College. By participating in the consortium, Lake Land received a discount on the cost of participating in CCSSE as well as an opportunity to ask an additional fifteen questions developed by the participating colleges in the consortium. Lake Land College results are indicted by LLC and the Illinois consortium of colleges is identified by ILC. These additional questions are integrated into the appropriate sections below.

Institutional Learning Goals

Lake Land College strives to accomplish its mission of providing an affordable, accessible, and effective learning environment for the lifelong educational needs of its diverse communities. In support of this effort, the College established common institutional learning goals for its students. These common learning goals consist of the following:

- Communication
- Critical Thinking
- Problem Solving
- Diversity
- Citizenship
- Foundational Knowledge

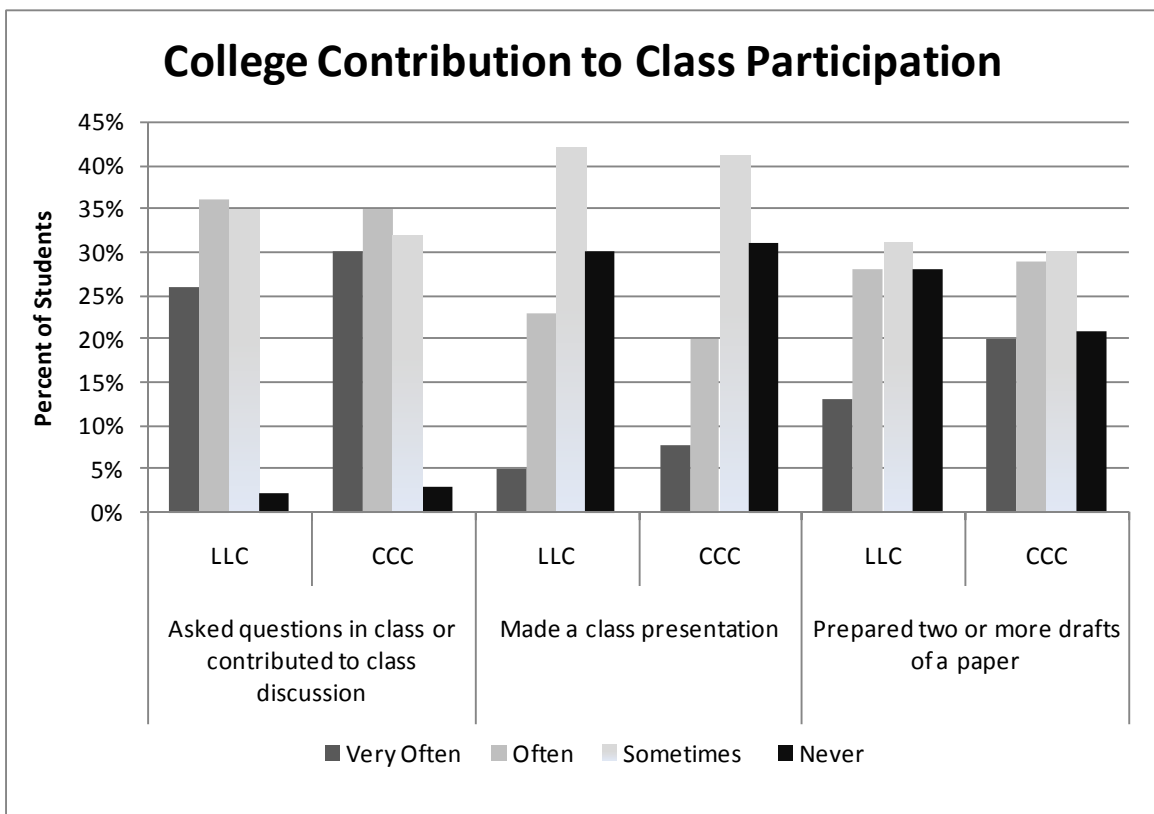
The CCSSE addresses all six of these institutional learning goals through its survey questions, and some of the goals receive more survey attention than others. The following section provides a summary of the survey findings as they relate to Lake Land College's six institutional learning goals. Even through some of the results summarized address more than one goal, the findings are only presented once.

Communication

Communication is an essential ingredient of education. A positive student communication experience depends on the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several survey items in order to gauge how actively they are involved in enhancing their communication skills. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or

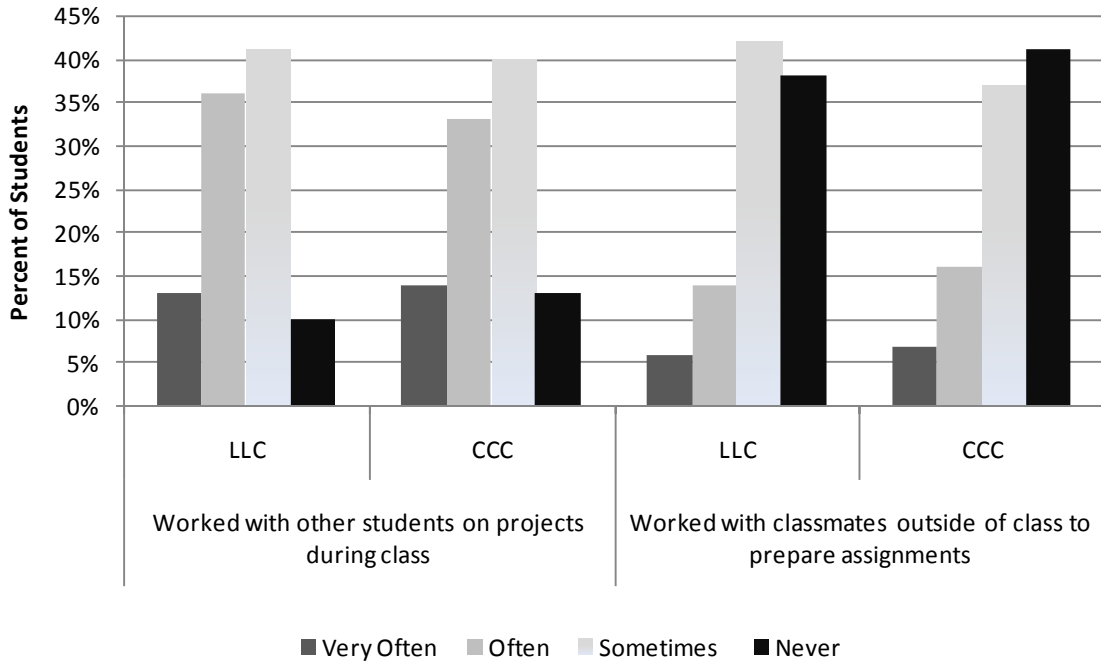
Never in response to the following question:⁴ In your experiences at this college during the current school year, about how often have you done each of the following?

- “Asked questions in class or contributed to class discussions”
- “Made a class presentation”
- “Prepared two or more drafts of a paper or assignment”
- “Worked with other students on projects during class”
- “Worked with classmates outside of class to prepare assignments”
- “Discussed grades or assignments with an instructor”
- “Discussed ideas from your readings or classes with instructors outside of class”
- “Discussed ideas from your readings or classes with others outside of class”

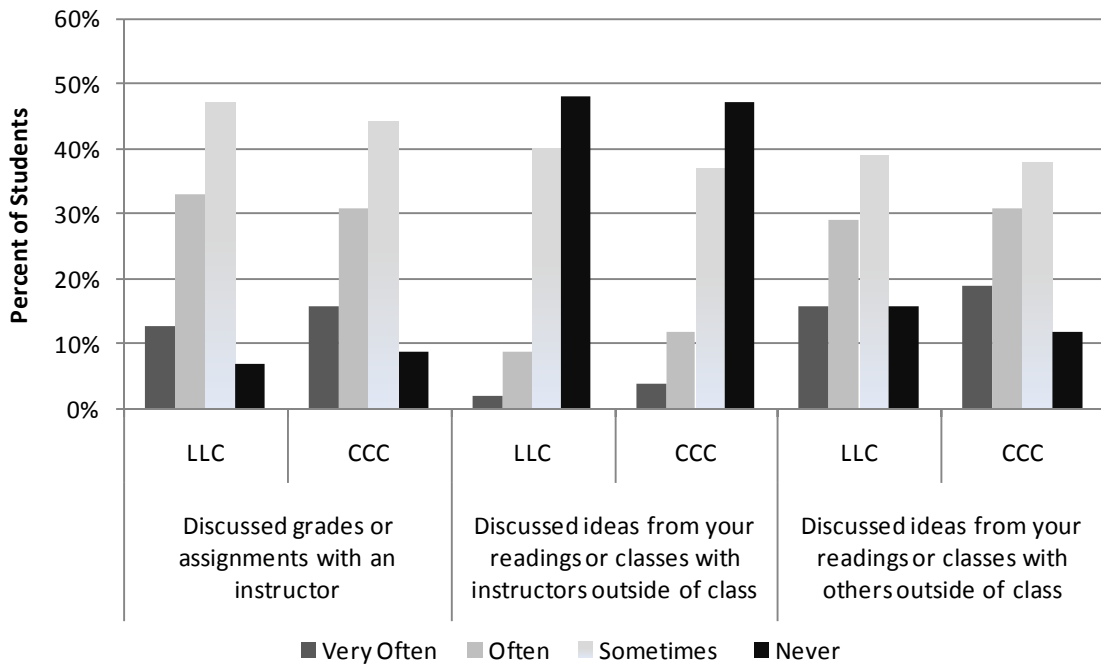


⁴In all of the following graphs, LLC represents findings from Lake Land College, CCC represents results from the comparison community colleges, and ILC represents findings from the Illinois consortium of colleges.

College Contribution to Class Collaboration

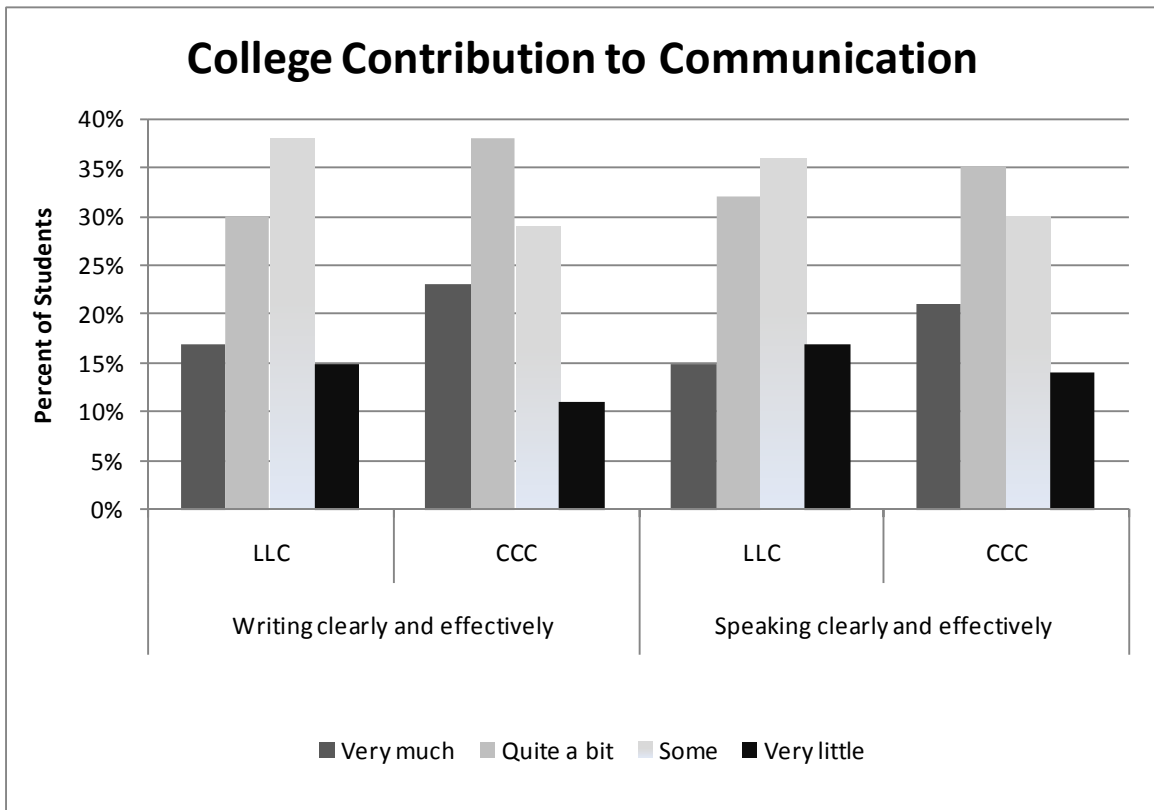


College Contribution to Discussions



In addition students are asked to determine how much their experiences at Lake Land have contributed to their knowledge, skills, and personal development in a number of areas including communication. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

- “Writing clearly and effectively”
- “Speaking clearly and effectively”

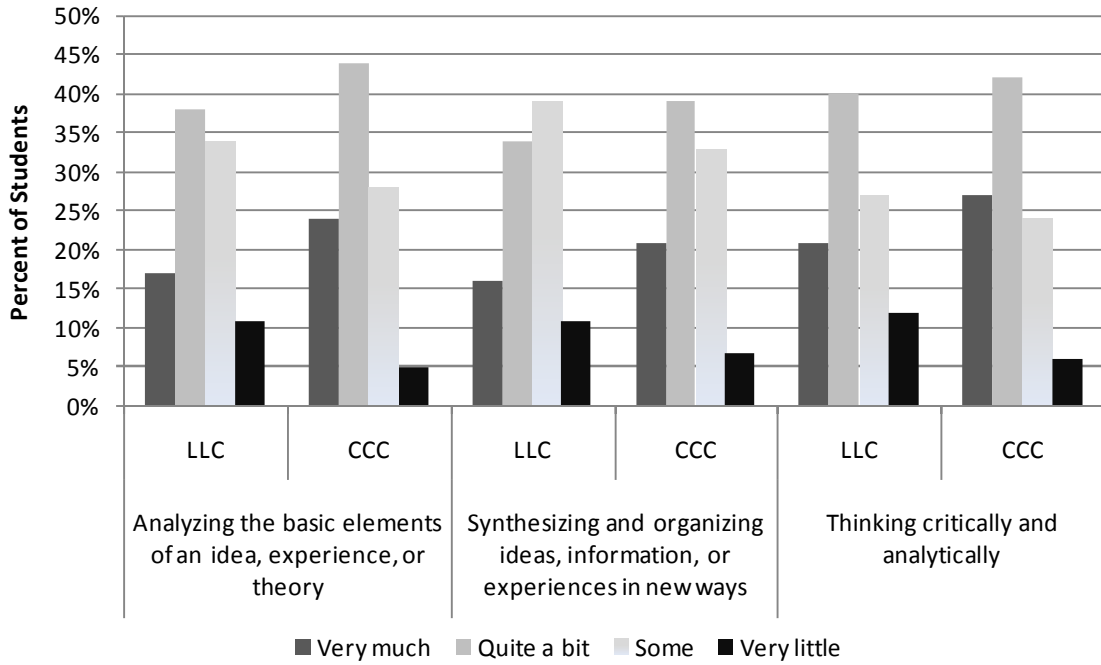


Critical Thinking

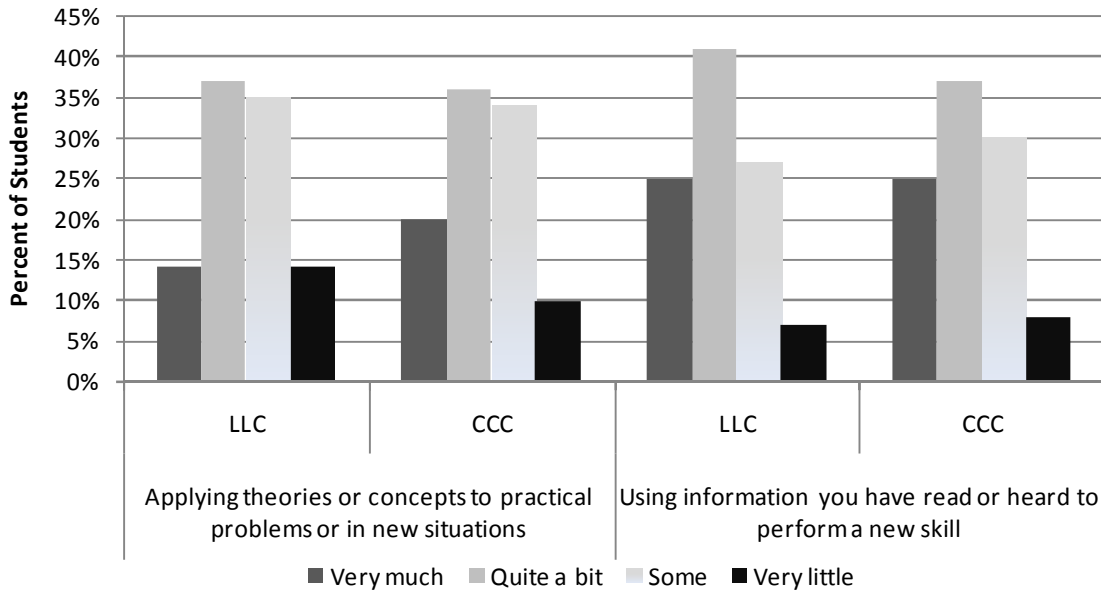
Critical thinking utilizes skills related to locating information, evaluating sources, analyzing data and arguments, interpreting initial results, and transferring insights to new contexts. *CCSSE* asks students to respond to several survey items in order to gauge how much their coursework at Lake Land has emphasized critical thinking activities or contributed to their skills, knowledge, and personal development in critical thinking areas. Students are given the opportunity to mark *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: During the current school year, how much has your coursework emphasized the following mental activities?

- “Analyzing the basic elements of an idea, experience, or theory”
- “Synthesizing and organizing ideas, information, or experiences in new ways”
- “Applying theories or concepts to practical problems or in new situations”
- “Using information you have read or heard to perform a new skill”
- “Thinking critically and analytically”

College Contribution to Critical Thinking

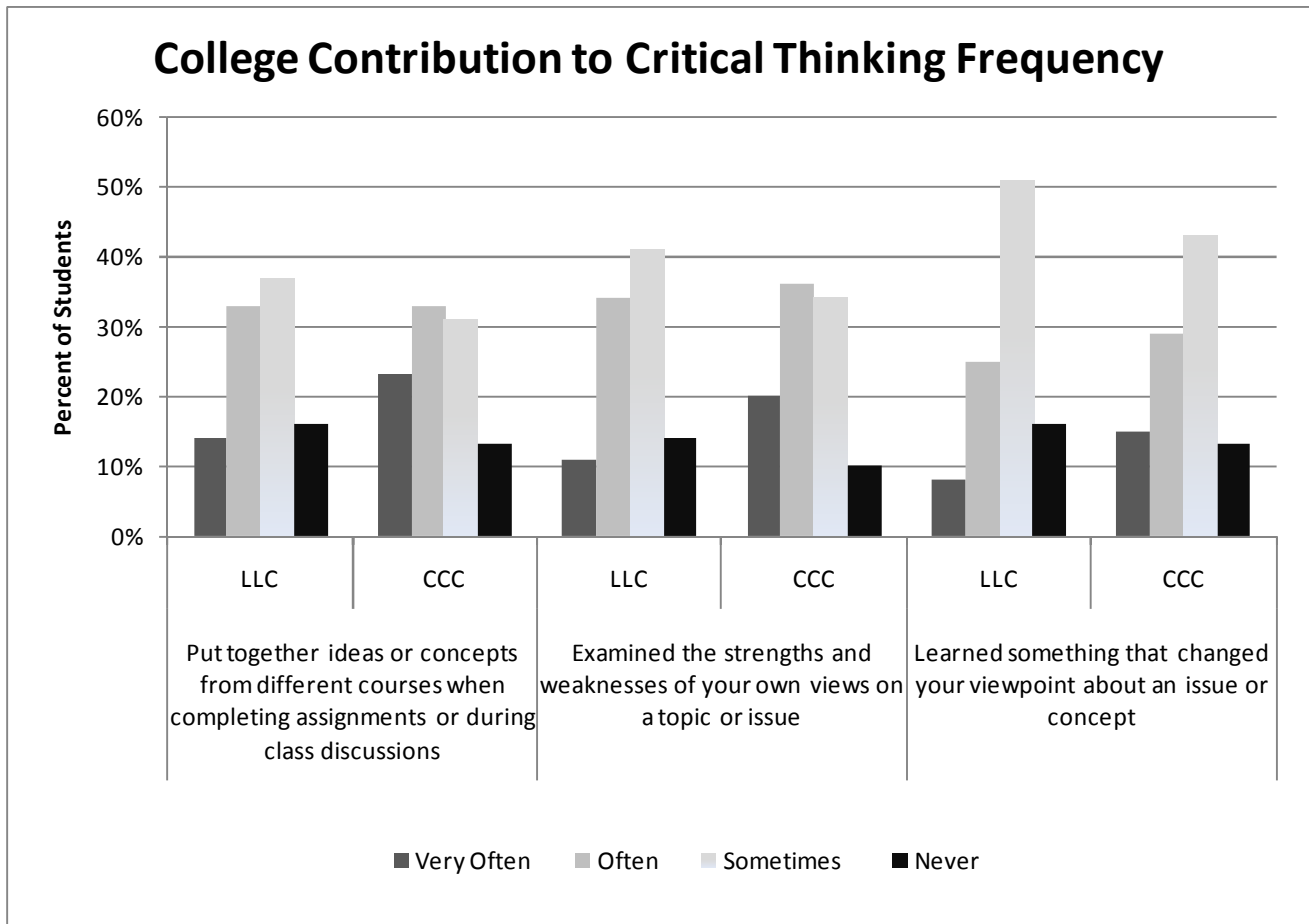


College Contribution to Critical Thinking



Three additional questions address applied critical thinking skills. Students are given the opportunity to respond Very often, Often, Sometimes, and Never to the following question: How often have you

- “Put together ideas or concepts from different courses when completing assignments or during class discussions”
- “Examined the strengths and weaknesses of your own views on a topic or issue”
- “Learned something that changed your viewpoint about an issue or concept”

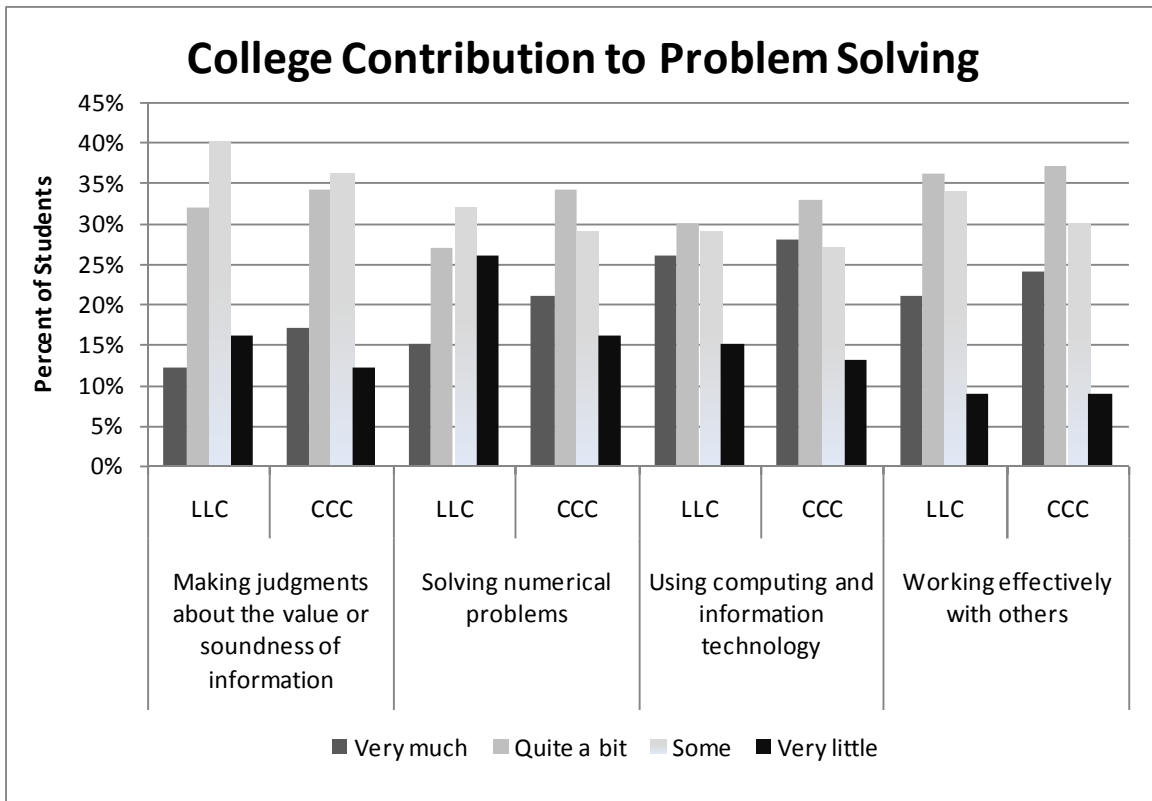


Problem Solving

Problem solving skills require students to apply scientific methods to problems, perform mathematical operations, interpret tables and graphs, and apply percentages, ratios and averages. CCSSE asks students to respond to several survey items in order to gauge how much their coursework at Lake Land has emphasized problem solving or contributed to their problem solving skills, knowledge, and personal development. Students are given the opportunity to mark *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

- “Making judgments about the value or soundness of information, arguments, or methods”

- “Solving numerical problems”
- “Using computing and information technology”
- “Working effectively with others”

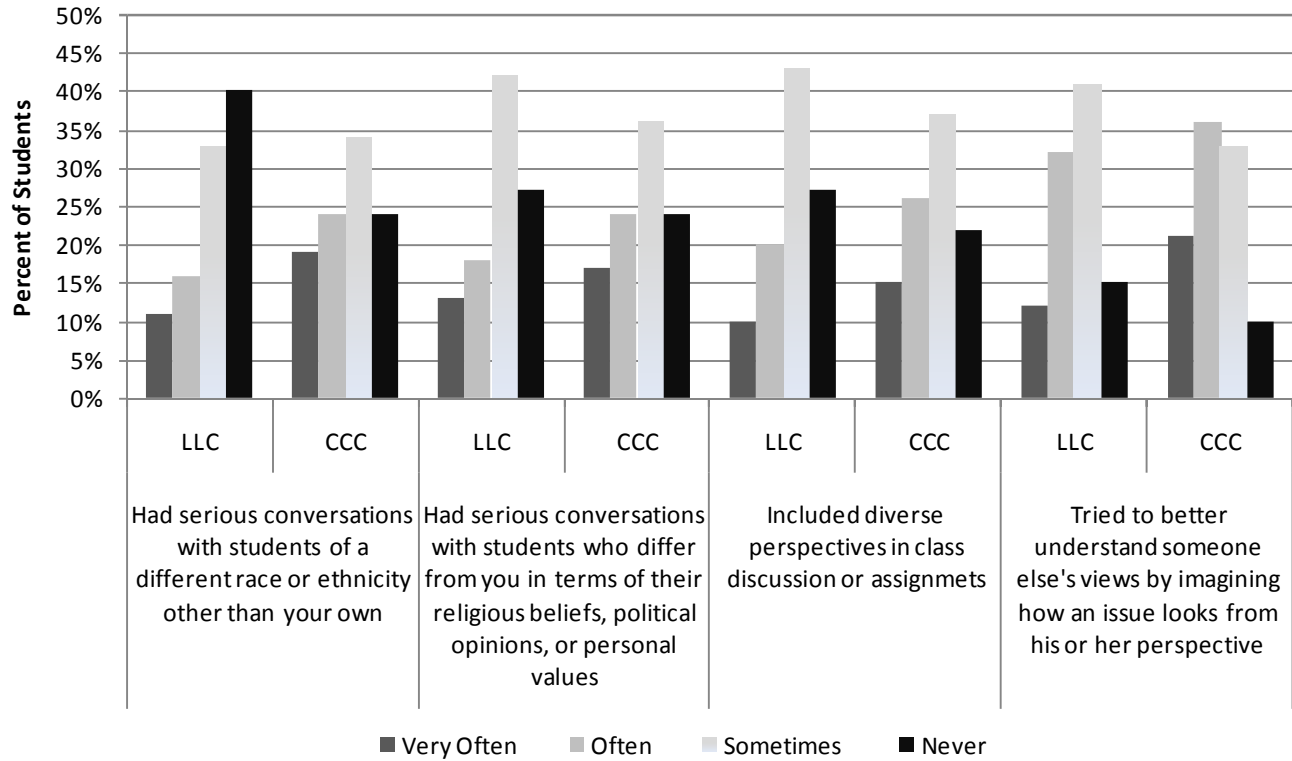


Diversity

Diversity is yet another ingredient to success in education. As the world becomes a smaller place and the segregation of cultures diminishes, the ability to understand others becomes more integral to success. *CCSSE* asks students to respond to several survey items in order to determine how actively they are involved in understanding others that are different from them. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to the following question: How often have you

- “Had serious conversations with students of a different race or ethnicity other than your own”
- “Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values”
- “Have you included diverse perspectives in class discussion or assignments”
- “Have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective”

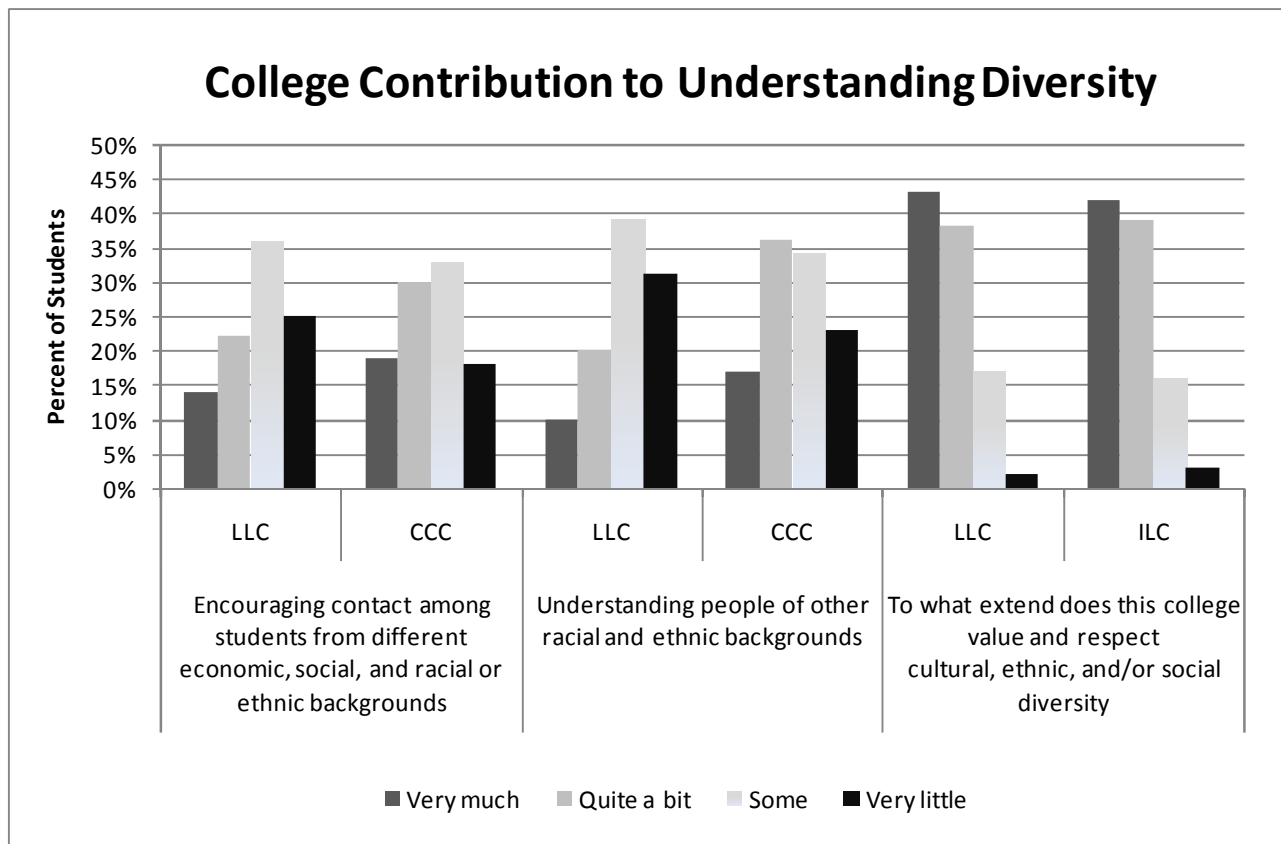
College Contribution to Frequency of Diversity Interactions



In addition students are asked to determine how much Lake Land emphasizes diversity as well as how much their experience at Lake Land has contributes to knowledge, skills, and personal development related to diversity. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following question: How much does this college emphasize or contribute to your knowledge, skills, and personal development in the following areas?

- “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds”
- “Understanding people of other racial and ethnic backgrounds”
- “To what extent does this college value and respect cultural, ethnic, and/or social diversity”⁵

⁵ This question is an Illinois consortium question. As a result, the comparison group for this question consists of the students from the community colleges in Illinois that participated in the consortium.



Citizenship

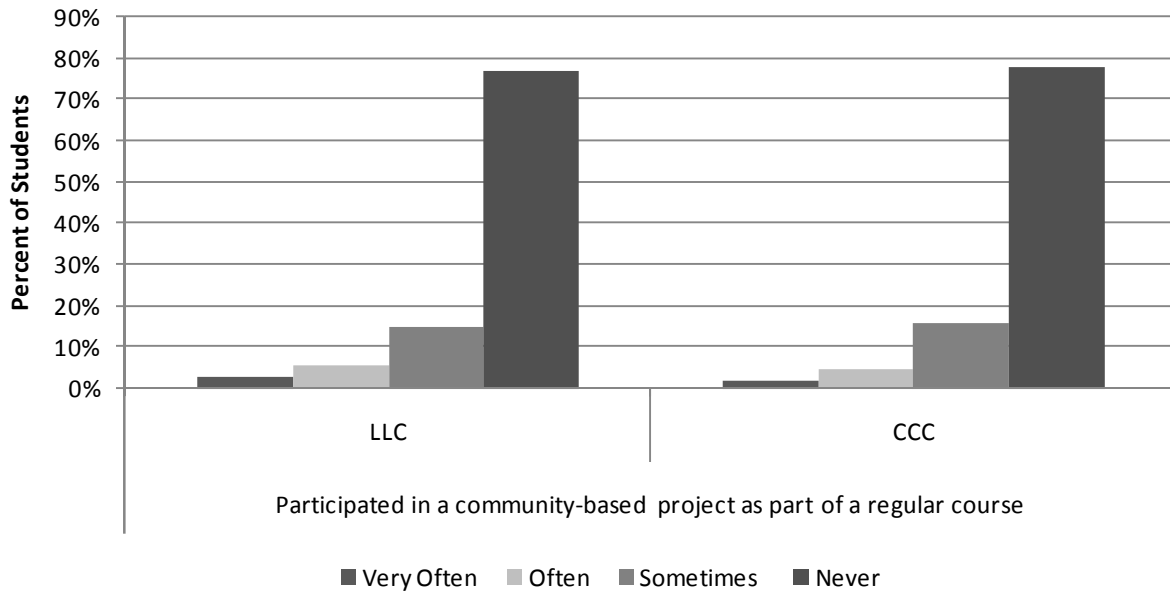
Citizenship requires students to demonstrate civic responsibility by understanding the impact of human actions on society and understanding their role in a global society. *CCSSE* asks students to respond to one survey item which LLC can use to understand how actively they are involved citizenship. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to the following question: In your experience at this college during the current school year, about how often have you

- “Participated in a community-based project as part of a regular course”

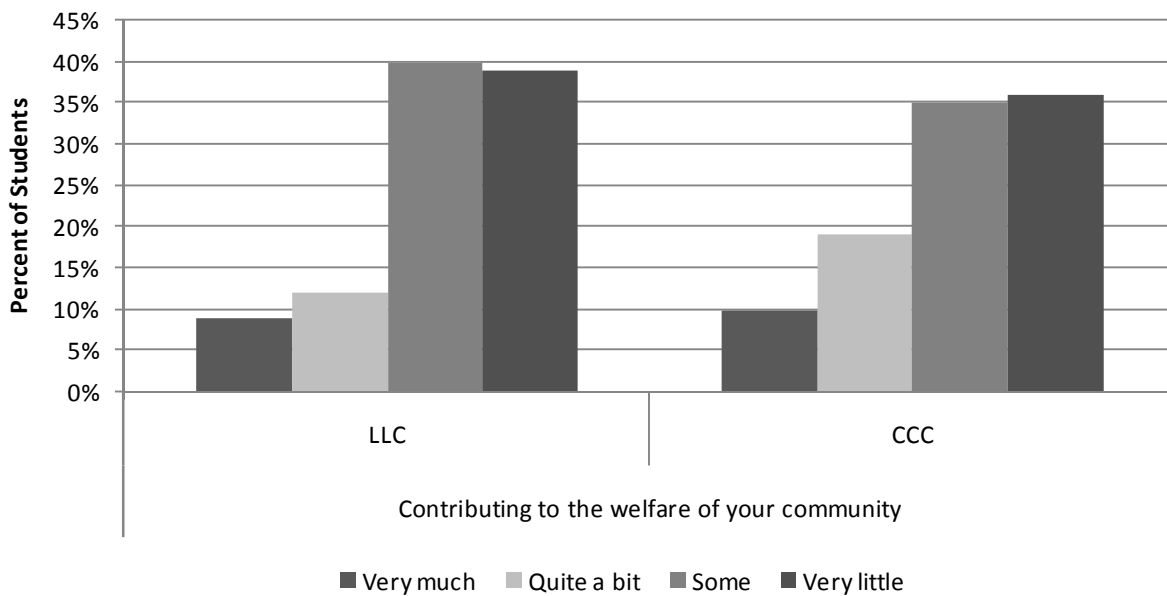
In addition students are asked to determine how much their experience at Lake Land contributed to their knowledge, skills, and personal development. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following area?

- “Contributing to the welfare of your community”

College Contribution to Community Participation



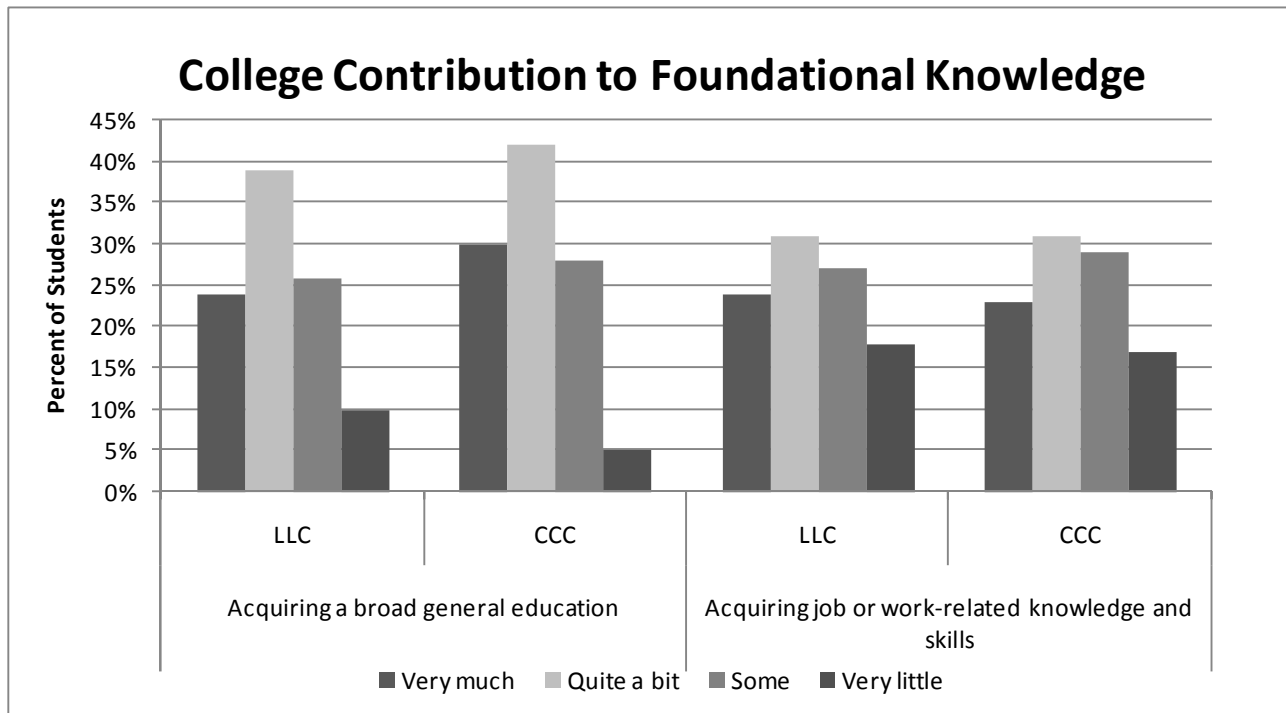
College Contribution to Community Welfare



Foundational Knowledge

Lake Land’s final institutional learning goal strives to have students demonstrate foundational knowledge in the liberal arts and sciences. *CCSSE* asks students to respond to several questions related to how much their experience at Lake Land contributes to knowledge, skills, and personal development related to foundational knowledge. Students are given the opportunity to indicate *Very Much, Quite a Bit, Some, and Very Little* in response to the question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

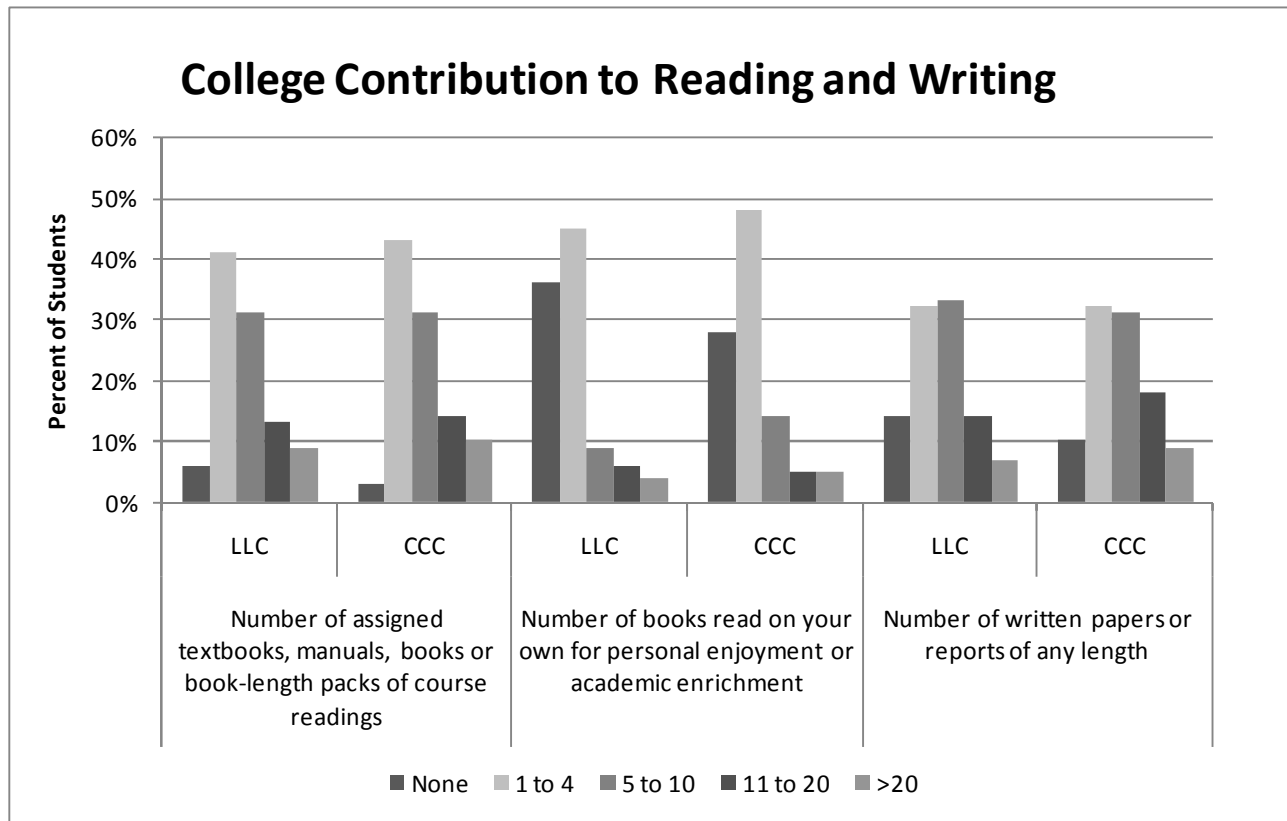
- “Acquiring a broad general education”
- “Acquiring job or work-related knowledge and skills”



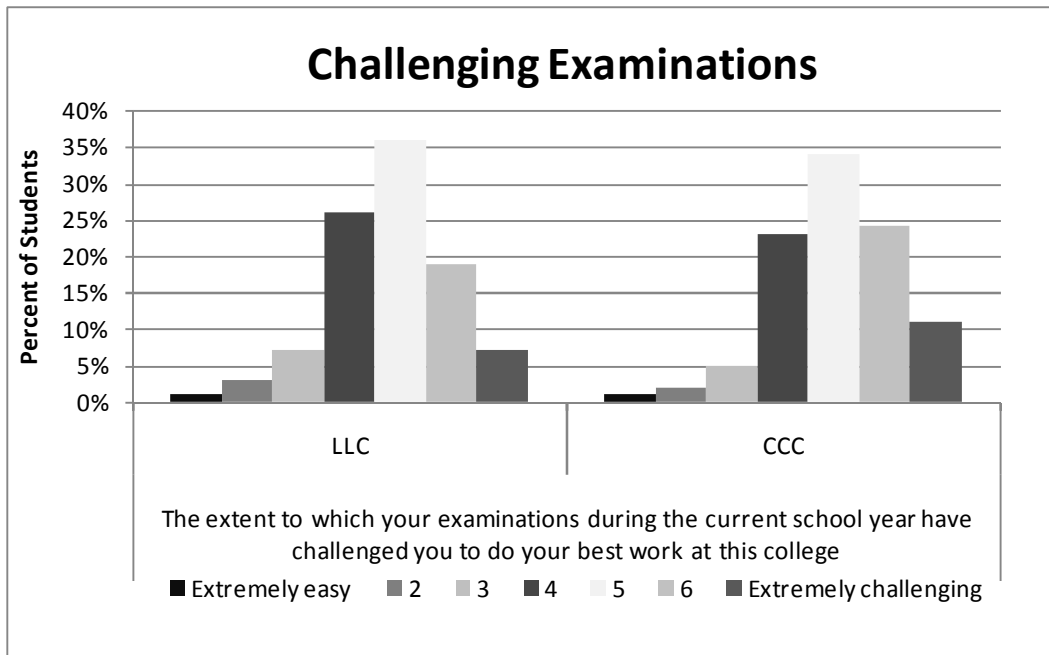
General Academic Engagement

The CCSSE survey contains several questions related to general academic engagement. These questions focus on how the college attended by the student engages them in academic activities such as reading and writing and challenging examinations. In addition, the survey asks students to identify activities and coursework in which the student may participate (i.e., internships, developmental education, etc.), as well as the number of hours per week the student spends on activities that may impact their educational goals.

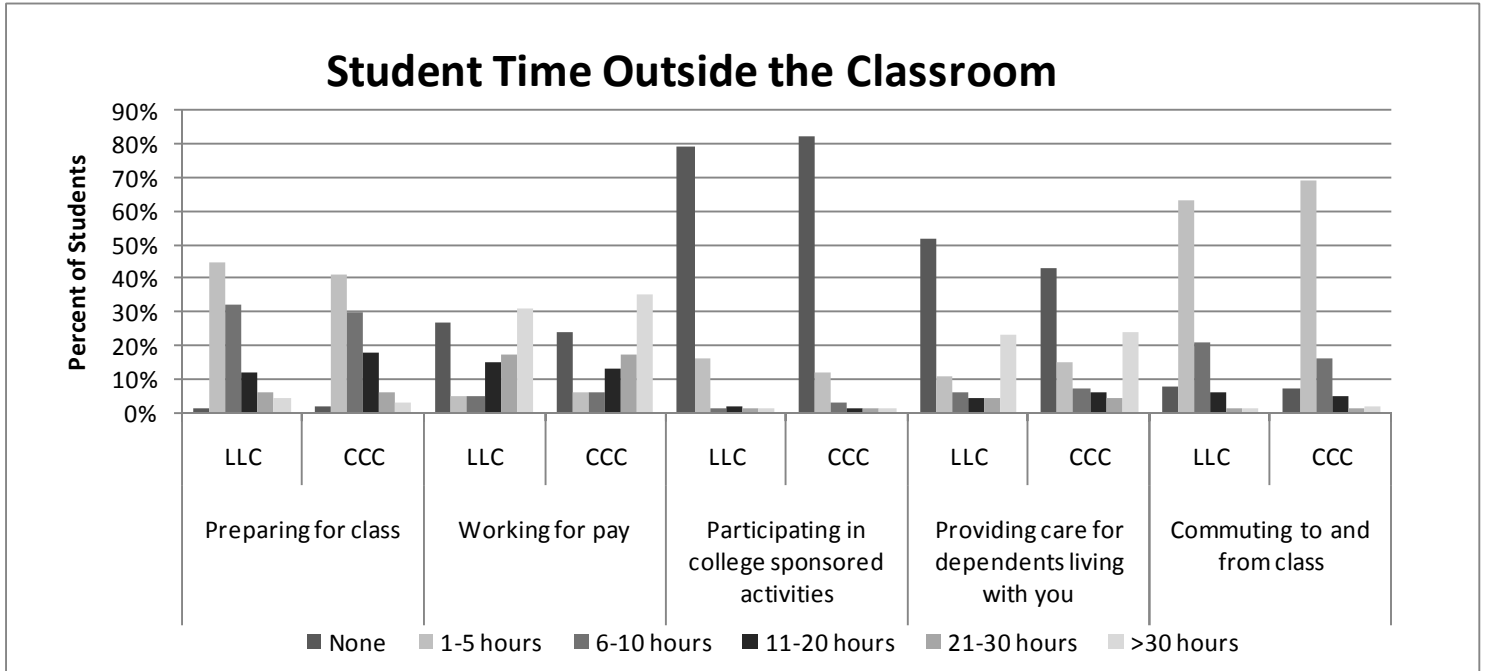
Students are given the opportunity to respond (*None, 1 to 4, 5 to 10, 11 to 20, or More than 20*) to the following question: During the current school year, about how much reading and writing have you done at this college?



Students are given the opportunity to respond on a seven point likert scale where one equals extremely easy and seven equals extremely challenging to the following question: Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

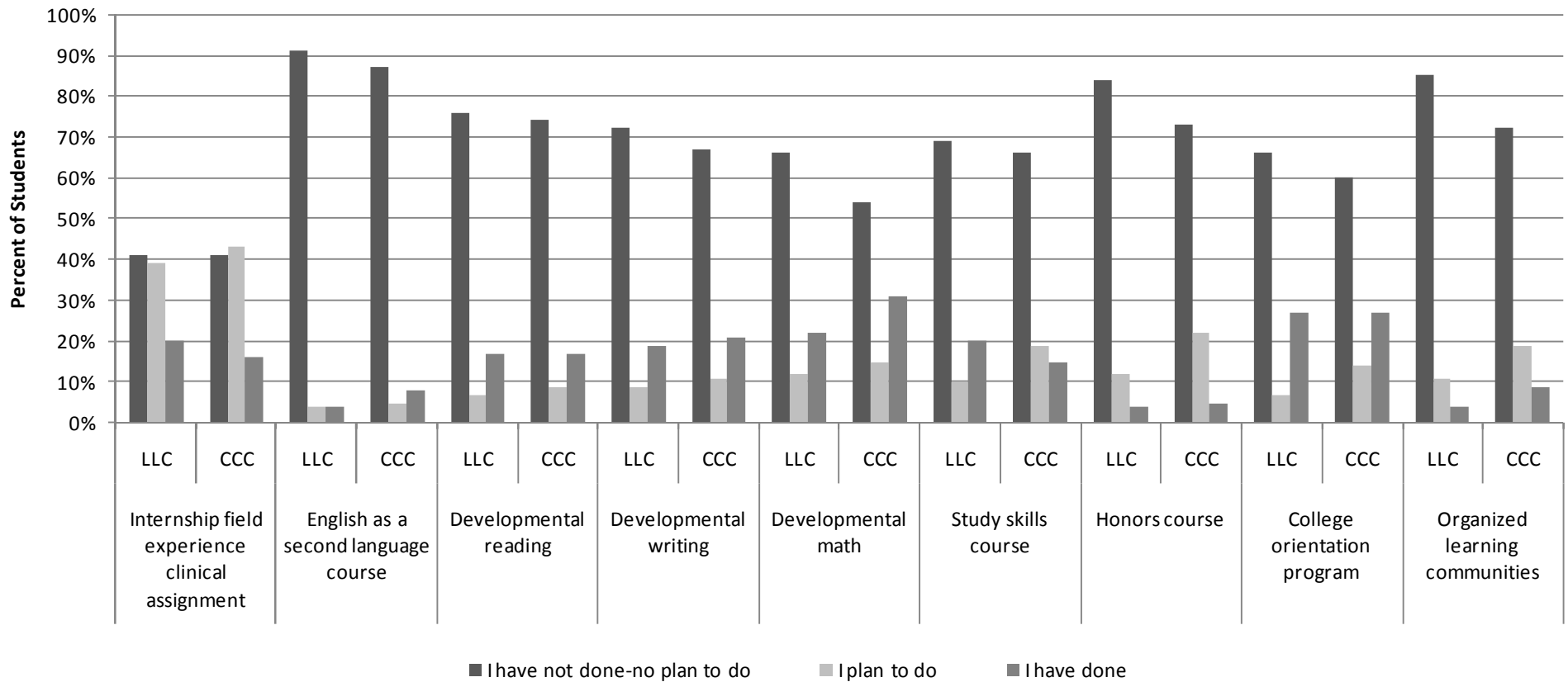


Students are given the opportunity to respond (*None, 1 to 5, 6 to 10, 11 to 20, 21 to 30, or More than 30 hours*) to the following question: About how many hours do you spend in a typical 7-day week doing each of the following?



Students are given the opportunity to respond (I have done, I plan to do, or I have not done nor plan to do) to the following question: Which of the following have you done, are you doing or do you plan to do while at this college?

Academic Plans



Student Support Services

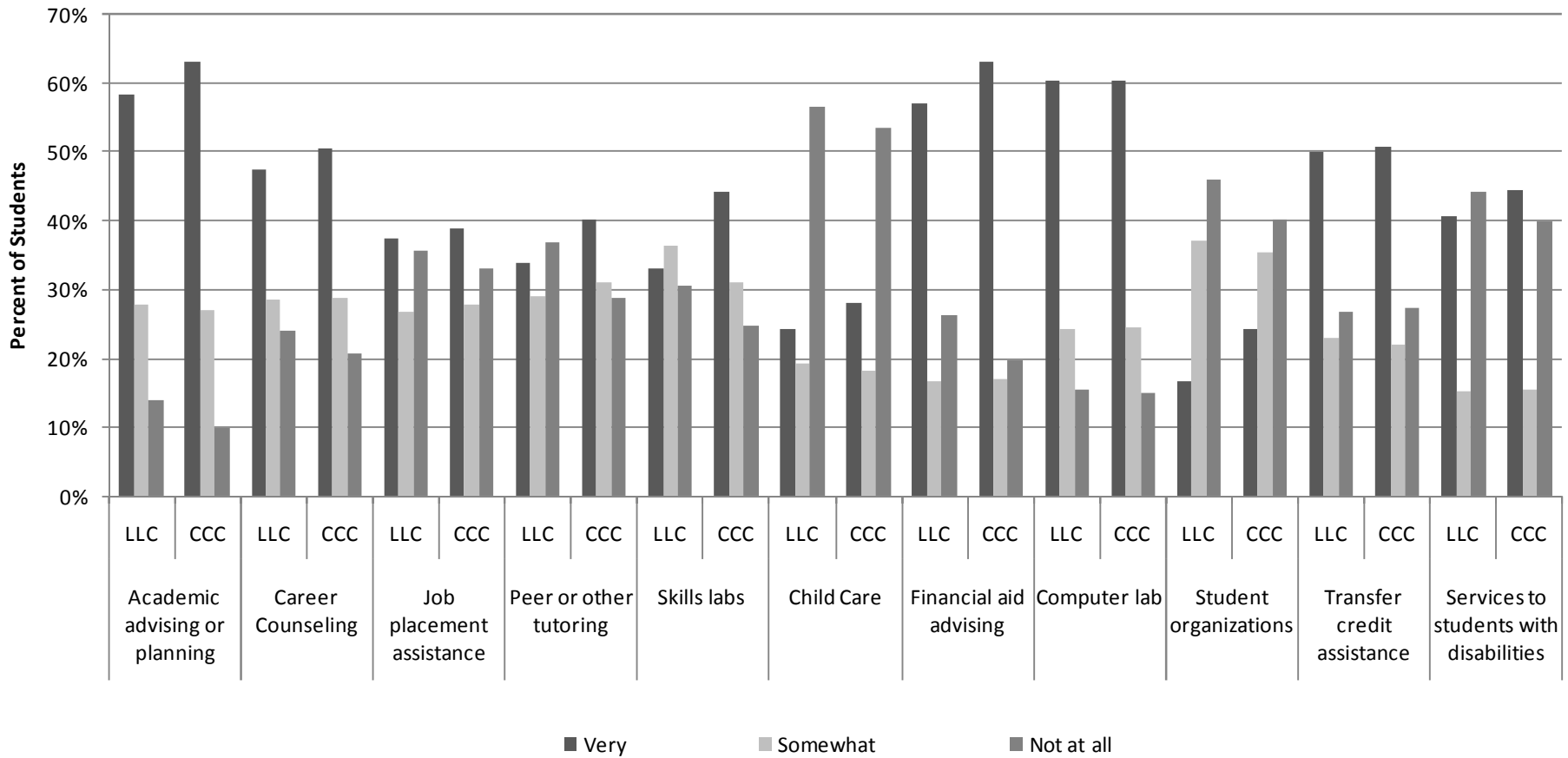
While Lake Land College strives to reach the common institutional learning goals for all of its students, the College also seeks to provide the support students need to be successful in accomplishing their educational goals. This section summarizes how students rate the importance of student support services, how frequently they use these services, and how satisfied they are with these services.

CCSSE addresses eleven student support services in the survey in three ways. First, students are asked to indicate how important the services are to them (*Very, Somewhat, Not at All*). Then they are asked to indicate how frequently they use services (*Often, Sometimes, Rarely/Never, or Don't Know/N.A.*). Finally, students are given the opportunity to share how satisfied they are with the services (*Very, Somewhat, Not at All, N.A.*). Students answer these three questions about the following eleven services:

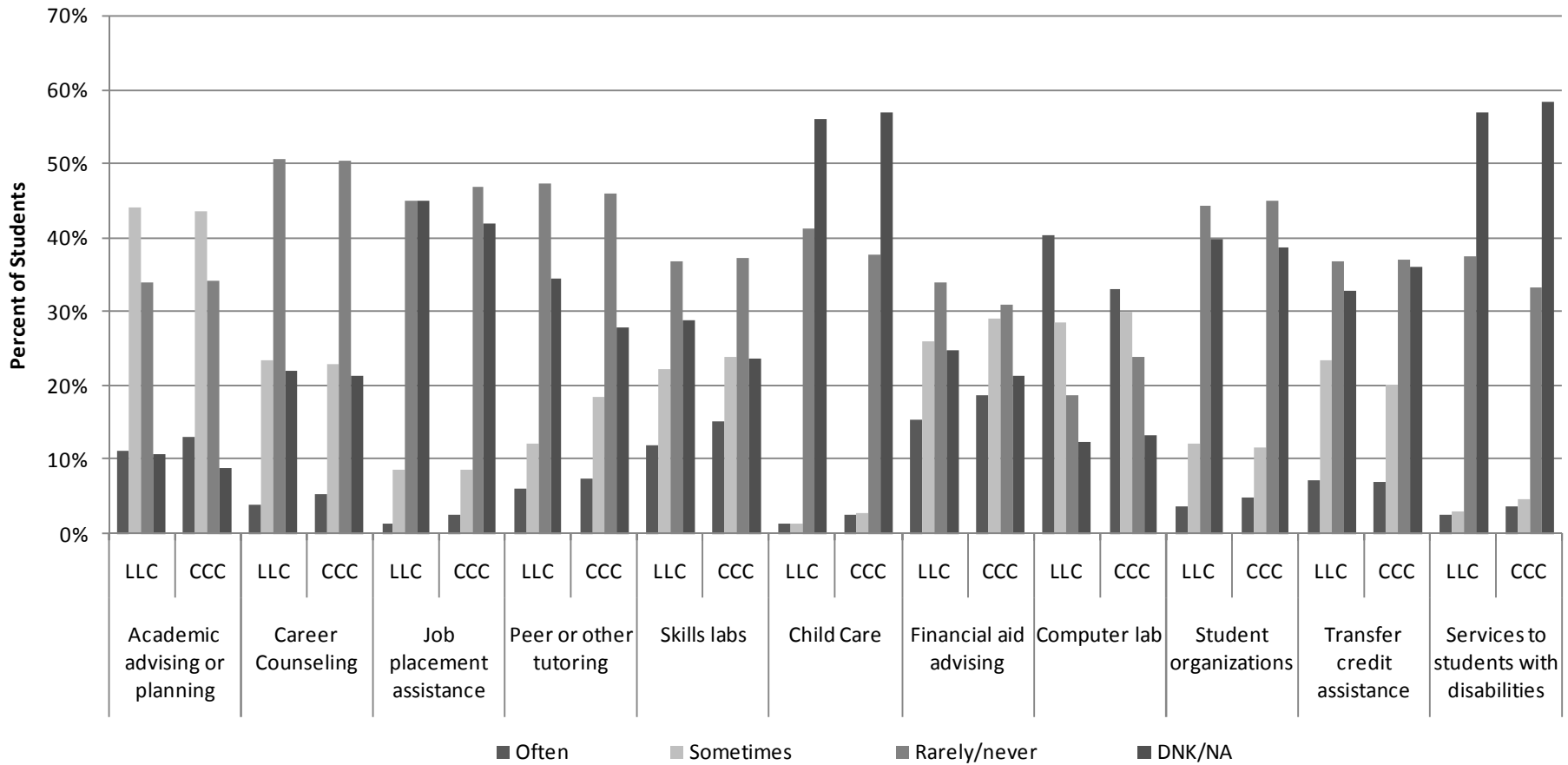
- “Academic advising/planning”
- “Career Counseling”
- “Job placement assistance”
- “Peer or other tutoring”
- “Skills labs (writing, math, etc.)”
- “Child care”
- “Financial aid advising”
- “Computer lab”
- “Student organizations”
- “Transfer credit assistance”
- “Services to students with disabilities”

The total responses for frequency of use and satisfaction with will not add up to 100 percent because don't know/not applicable responses are not included in the graphs below. For example, only 89% of respondents indicated how often they use academic advising/planning, which is represented in the graph. The remaining 11 percent of students replied that they did not know if they used (i.e., not applicable) this service while at Lake Land. This 11 percent of students are not included in the graphs. A not applicable response is not available for rating importance. As a result, the responses to the importance questions will add up to 100 percent.

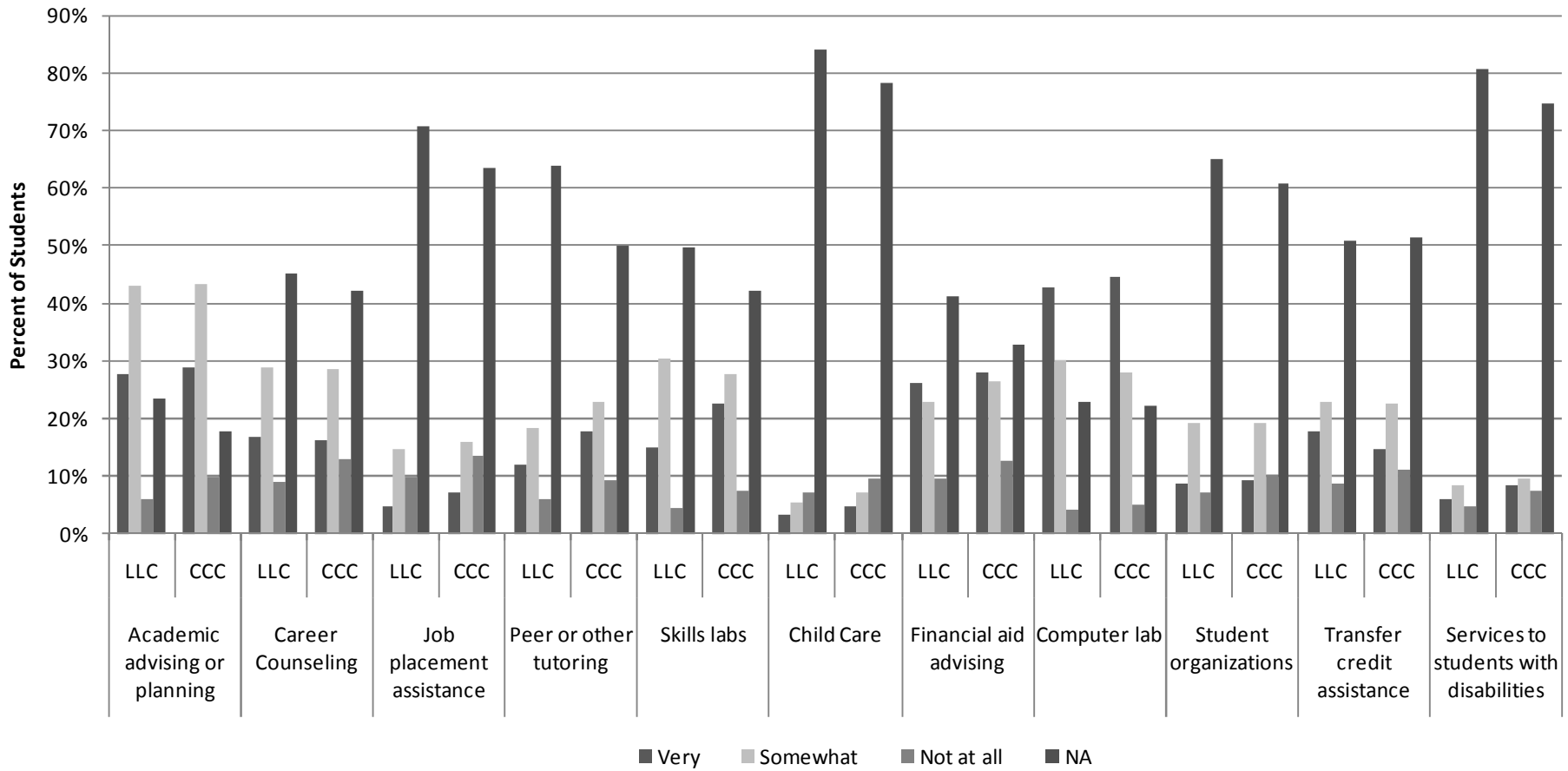
Importance of Student Support Services



Use of Student Support Services



Satisfaction with Student Support Services



Satisfaction with Support Services by Use and Importance

To examine satisfaction a little further, additional analyses look at satisfaction by use of services and importance of services. The following tables summarize these analyses.

Satisfaction with Academic Advising/Planning by Frequency of Use and Importance						
N=707 Use; N=702 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
<i>Use</i>						
Don't Know/ not applicable	3	0.4%	5	0.3%	0	0.0%
Rarely/never	32	4.5%	115	16.3%	29	4.1%
Sometimes	12	1.7%	241	34.1%	168	23.8%
Often	6	0.8%	25	3.5%	74	10.5%
<i>Importance</i>						
Not at all important	3	0.4%	5	0.7%	2	0.3%
Somewhat important	15	2.1%	131	18.7%	24	3.4%
Very important	34	4.8%	243	34.6%	245	34.9%

Satisfaction Career Counseling by Frequency of Use and Importance						
N=515 Use; N=510 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
<i>Use</i>						
Don't Know/ not applicable	12	2.3%	4	0.8%	0	0%
Rarely/never	75	14.6%	129	25%	43	8.3%
Sometimes	11	2.1%	116	22.5%	83	16.1%
Often	2	0.4%	9	1.7%	31	6%
<i>Importance</i>						
Not at all important	22	4.3%	4	0.8%	1	0.2%
Somewhat important	19	3.7%	102	20%	21	4.1%
Very important	58	19.4%	148	29%	135	26.5%

Satisfaction with Job Placement Assistance by Frequency of Use and Importance						
N=274 Use; N=272 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
<i>Use</i>						
Don't Know/ not applicable	16	5.8%	8	2.9%	0	0%
Rarely/never	63	23%	71	25.9%	14	5.1%
Sometimes	4	1.5%	57	20.8%	22	8%
Often	1	0.4%	6	2.2%	12	4.4%
<i>Importance</i>						
Not at all important	18	6.6%	3	1.1%	0	0%
Somewhat important	21	7.7%	61	22.4%	6	2.2%
Very important	45	16.5%	78	28.7%	40	14.7%

Satisfaction with Peer or Other Tutoring by Frequency of Use and Importance						
N=357 Use; N=354 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	9	2.5%	8	2.2%	1	0.3%
Rarely/never	38	10.6%	101	28.3%	27	7.6%
Sometimes	6	1.7%	58	16.2%	48	13.4%
Often	0	0%	9	2.5%	52	14.6%
Importance						
Not at all important	18	5.1%	7	2%	1	0.3%
Somewhat important	21	5.9%	95	26.8%	14	4%
Very important	15	4.2%	71	20.1%	112	31.6%

Satisfaction with Skills Lab by Frequency of Use and Importance						
N=447 Use; N=442 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	8	1.8%	7	1.6%	0	0%
Rarely/never	26	5.8%	76	17%	16	3.6%
Sometimes	5	1.1%	145	32.4%	51	11.4%
Often	7	0.2%	34	7.6%	78	17.4%
Importance						
Not at all important	14	3.2%	6	1.4%	1	0.2%
Somewhat important	14	3.2%	159	36%	15	3.4%
Very important	11	2.5%	94	21.3%	128	29%

Satisfaction with Child Care by Frequency of Use and Importance						
N=126 Use; N=124 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	14	11.1%	6	4.8%	4	3.2%
Rarely/never	35	27.8%	35	27.8%	12	9.5%
Sometimes	1	0.8%	9	7.1%	4	3.2%
Often	0	0%	0	0%	6	4.8%
Importance						
Not at all important	26	21%	6	4.8%	2	1.6%
Somewhat important	9	7.3%	26	21%	1	0.8%
Very important	15	12.1%	16	12.9%	1	0.8%

Satisfaction with Financial Aid Advising by Frequency of Use and Importance						
N=546 Use; N=542 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	5	0.9%	2	0.4%	2	0.4%
Rarely/never	45	8.2%	92	16.8%	18	3.3%
Sometimes	23	4.2%	116	21.2%	107	19.6%
Often	7	1.3%	17	3.1%	112	20.5%
Importance						
Not at all important	9	1.7%	0	0%	0	0%
Somewhat important	11	2%	69	12.7%	10	1.8%
Very important	60	11.1%	154	28.4%	229	42.3%

Satisfaction with Computer Lab by Frequency of Use and Importance						
N=713 Use; N=702 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	4	0.6%	1	0.1%	0	0%
Rarely/never	5	0.7%	30	4.2%	18	2.5%
Sometimes	9	1.3%	128	18%	111	15.6%
Often	9	1.3%	112	15.7%	286	40.1%
Importance						
Not at all important	3	0.4%	2	0.3%	1	0.1%
Somewhat important	5	0.7%	110	15.7%	39	5.6%
Very important	19	2.7%	155	22.1%	368	52.4%

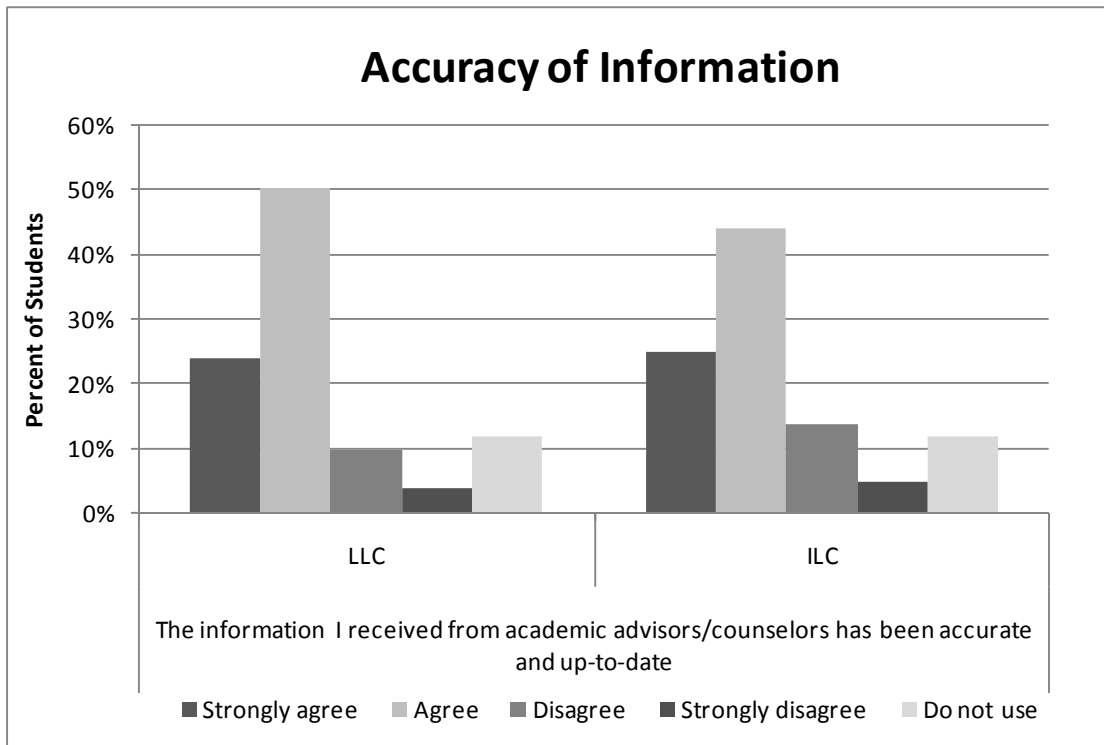
Satisfaction with Student Organizations by Frequency of Use and Importance						
N=348 Use; N=346 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	11	3.2%	6	1.7%	1	0.3%
Rarely/never	46	13.2%	106	30.5%	22	6.3%
Sometimes	6	1.7%	71	20.4%	40	11.5%
Often	0	0%	7	2%	32	9.2%
Importance						
Not at all important	27	7.8%	12	3.5%	5	1.4%
Somewhat important	27	7.8%	132	38.2%	27	7.8%
Very important	9	2.6%	43	12.4%	64	18.5%

Satisfaction with Transfer Credit Assistance by Frequency of Use and Importance N=417 Use; N=409 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	10	2.4%	4	1%	3	0.7%
Rarely/never	42	10.1%	81	19.4%	21	5%
Sometimes	7	1.7%	110	26.4%	68	16.3%
Often	3	0.7%	12	2.9%	56	13.4%
Importance						
Not at all important	15	3.7%	5	1.2%	0	0%
Somewhat important	14	3.4%	76	18.6%	6	1.5%
Very important	33	8.1%	120	29.3%	140	34.2%

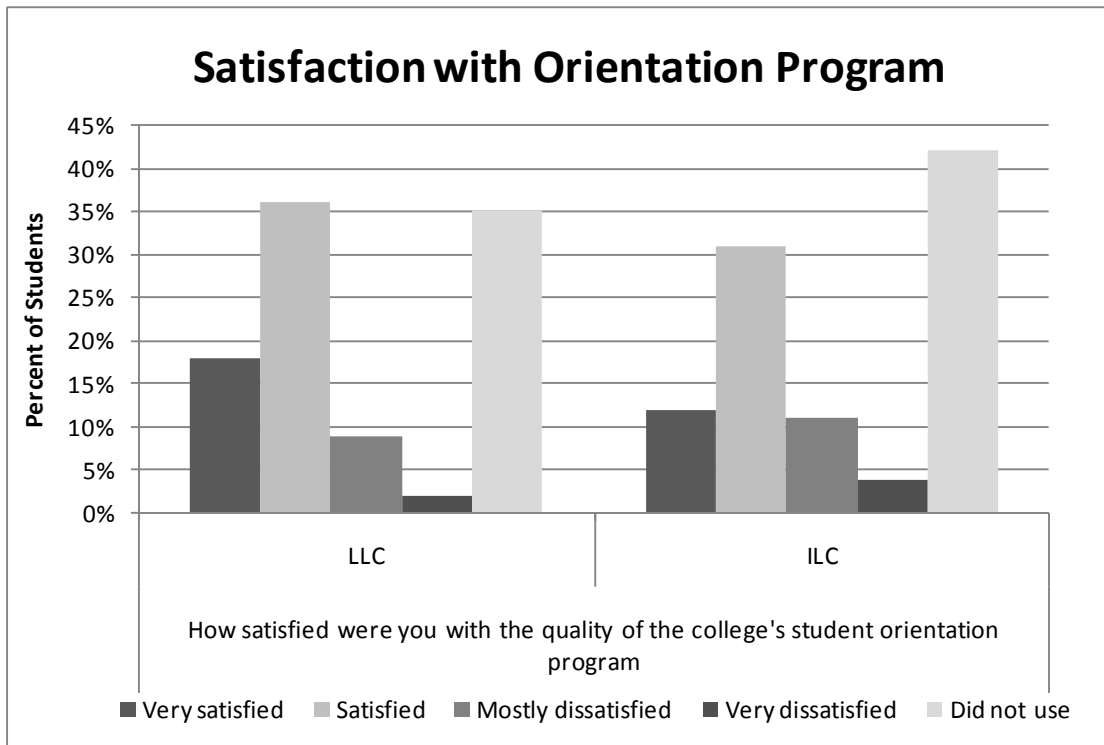
Satisfaction with Services to Students with Disabilities by Frequency of Use and Importance N=178 Use; N=177 Importance						
	Not at all Satisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%
Use						
Don't Know/ not applicable	16	9%	7	3.9%	4	2.2%
Rarely/never	24	13.5%	40	22.5%	27	15.2%
Sometimes	2	1.1%	20	11.2%	9	5.1%
Often	0	0%	7	3.9%	22	12.4%
Importance						
Not at all important	21	11.9%	3	1.7%	1	0.6%
Somewhat important	9	5.1%	29	16.4%	4	2.3%
Very important	12	6.8%	41	23.2%	57	32.2%

Additional Support Services Questions

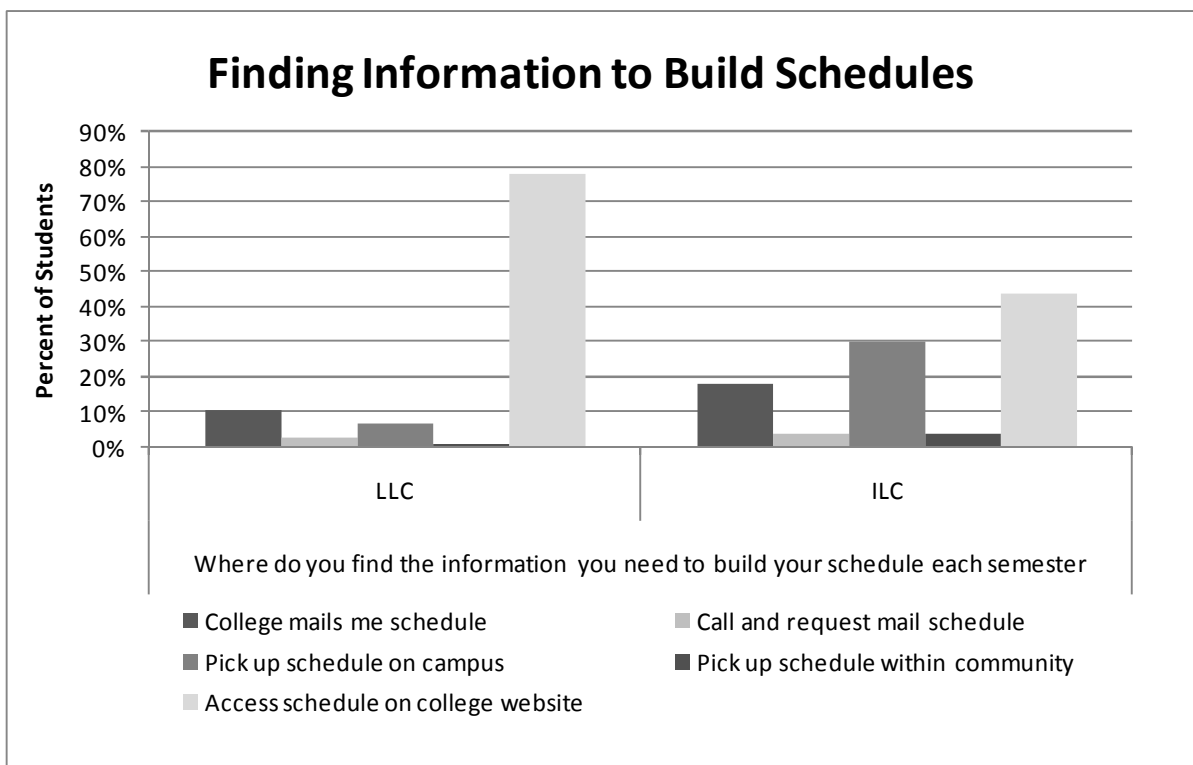
The Illinois Consortium of community colleges additional questions include three questions related to student support services. The first question addresses the accuracy of information students receive from academic counselors or advisors. Students are given the opportunity to respond (*Strongly agree, Agree, Disagree, Strongly disagree, or Do not use*) to the following question: The information I received from academic advisors/counselors has been accurate and up-to-date.



The second question involves student satisfaction with the College's orientation program. Students are given the opportunity to respond (Very satisfied, Satisfied, Mostly dissatisfied, Very dissatisfied, and Did not use) to the following question: How satisfied were you with the quality of the college's student orientation program?



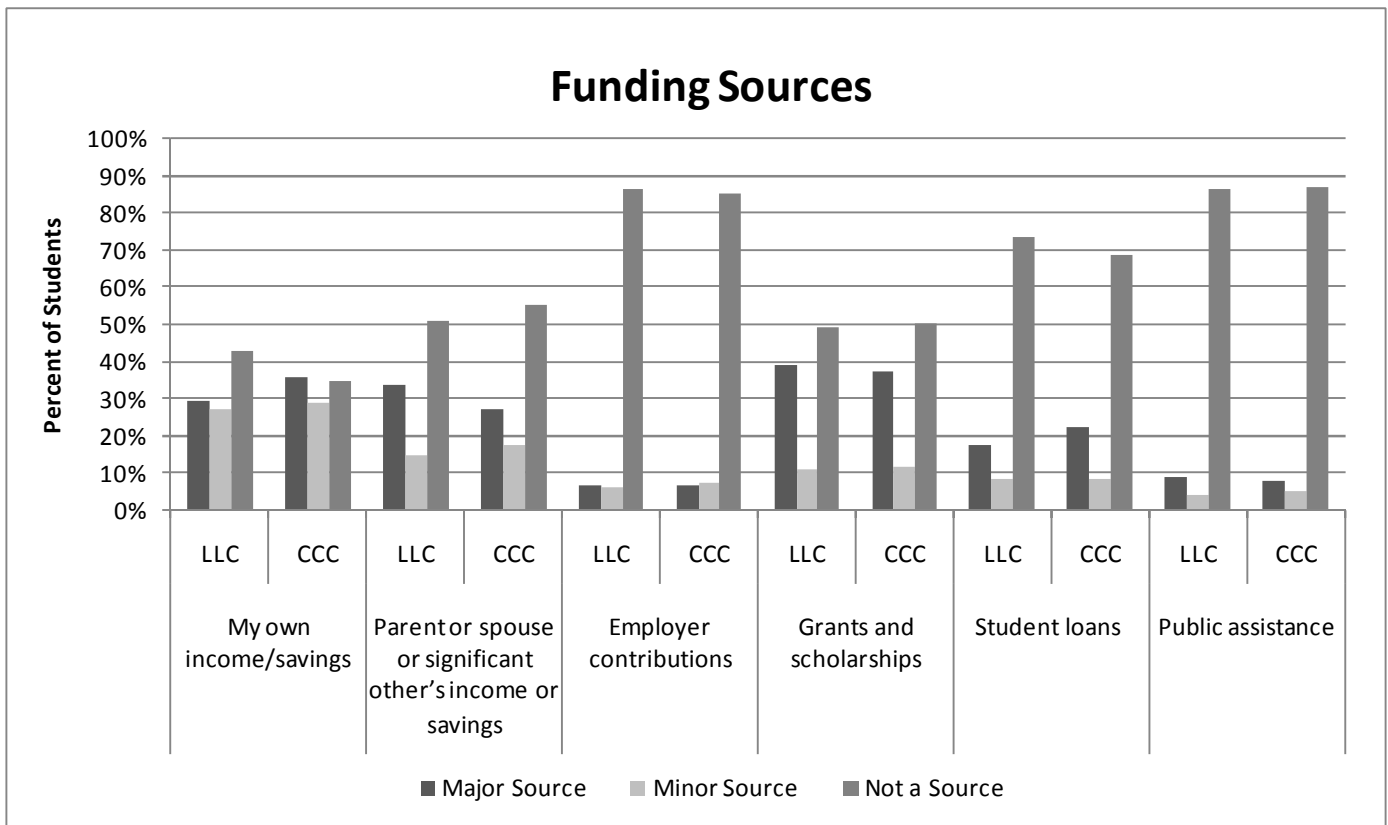
The third Illinois Consortium question asks students to identify where they find information to create their course schedules. The response options for locating schedule information are included in the graph below.



How Students Perceive and Pay College Costs

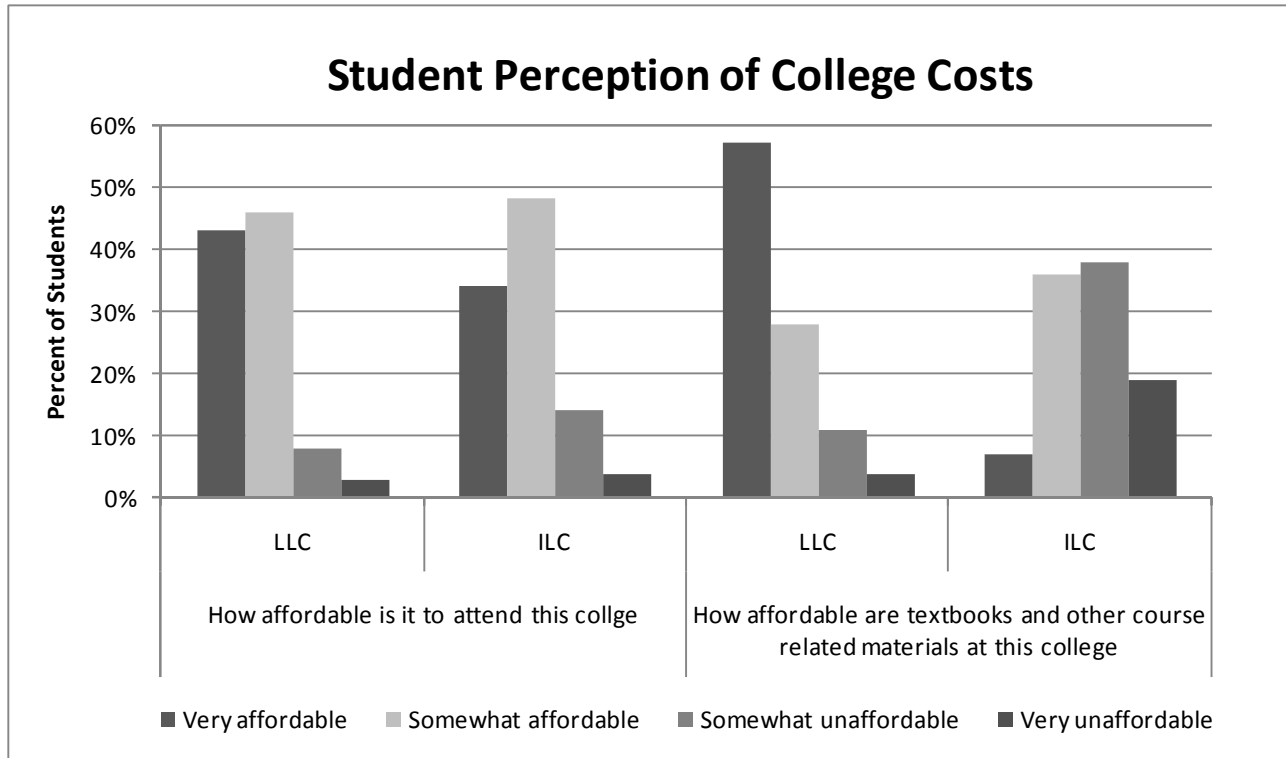
The rising cost of higher education is a major issue for students. In addition to the rising costs of education, students seeking higher education in Illinois are also experiencing the effects of a recession, high unemployment, and a state budget crisis. To gain a better understanding of how students pay for college, the CCSSE asks students to provide information related to their financial sources for their education. Students are given the opportunity to indicate *Major Source*, *Minor Source*, *Not a Source* in response to the following question: Indicate which of the following are sources you use to pay your tuition at this college?

- “My own income/savings”
- “Parent or spouse/significant other’s income/savings”
- “Employer contributions”
- “Grants and scholarships”
- “Student loans”
- “Public assistance”



The Illinois consortium identified two questions addressing the students' perspective of the affordability of their higher education in relation to the cost of education and textbooks. Students are given the opportunity to indicate *Very affordable*, *Somewhat affordable*, *Somewhat unaffordable*, and *Very unaffordable* to the following questions:

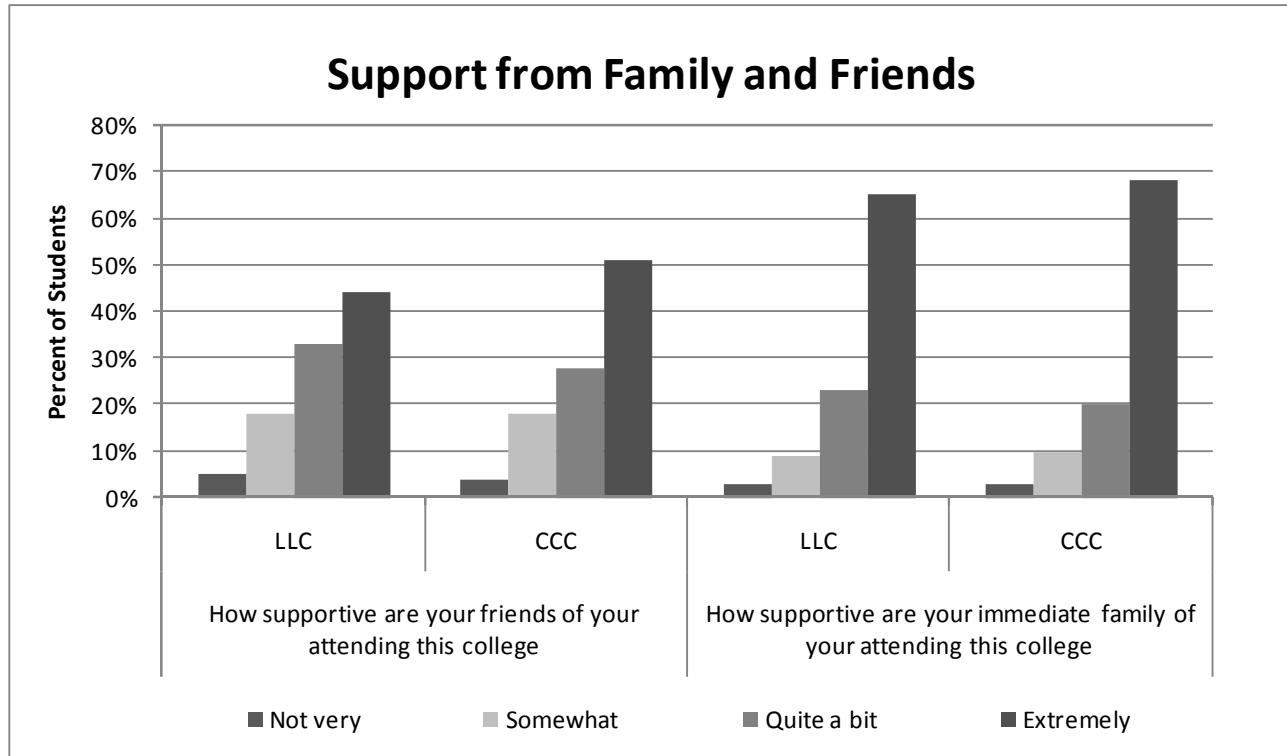
- “How affordable is it to attend this college”
- “How affordable are textbooks and other course-related materials at this college”



Support from Family and Friends

While the support a college provides to a student is critical to their success, students also need the support of family and friends. *CCSSE* asks students how supporting their friends and family are. Students are asked to respond *Extremely, Quite a bit, Somewhat, and Not Very* to the following questions:

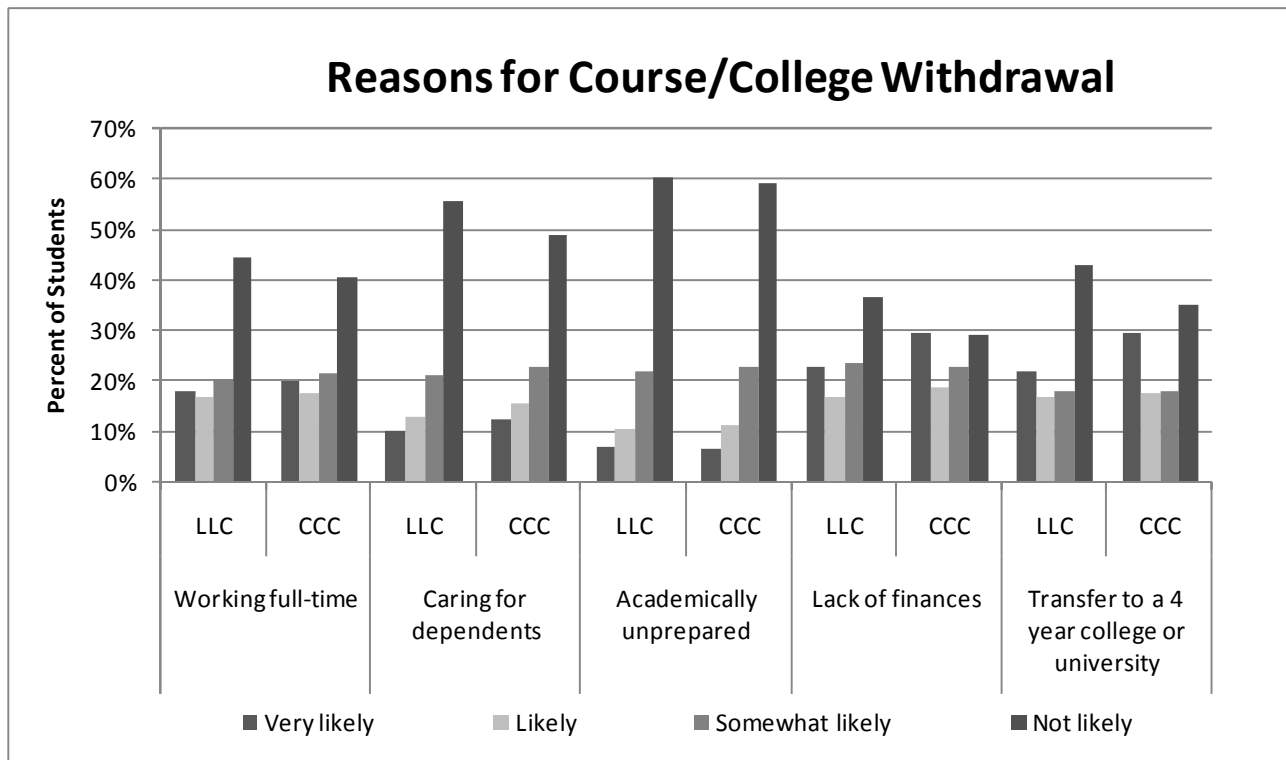
- “How supportive are your friends of your attending this college?”
- “How supportive are your immediate family of your attending this college?”



Student Persistence

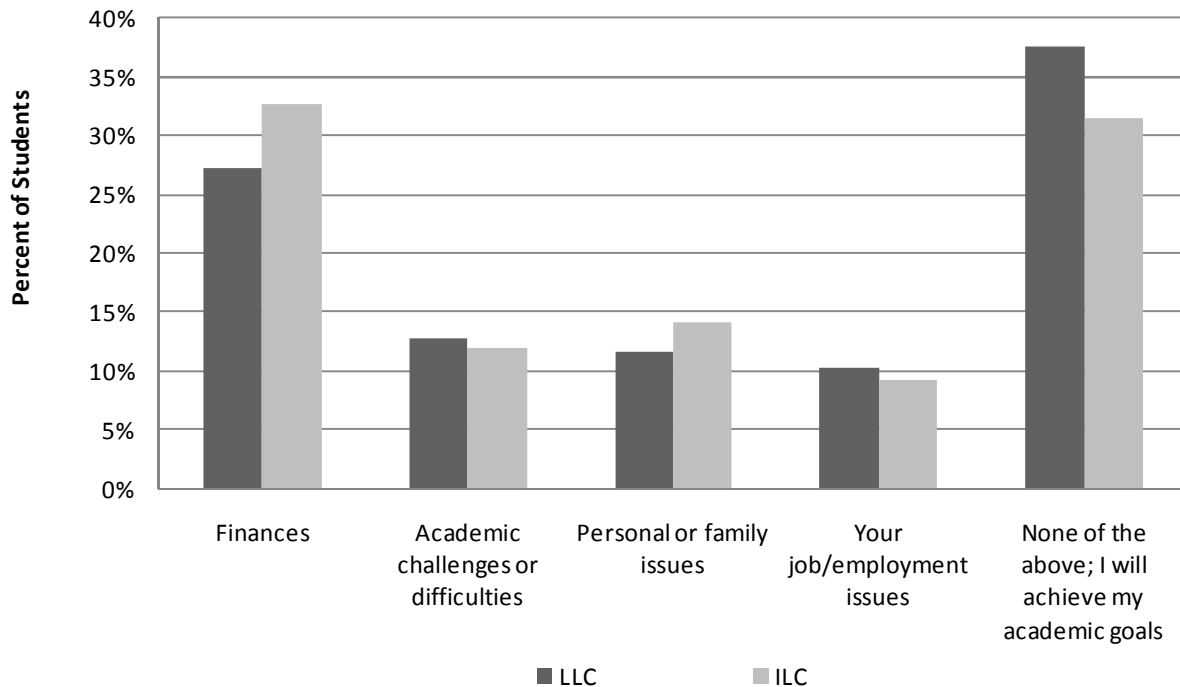
To gain an understanding of other factors that impinges on a student's successful completion of a degree at Lake Land, CCSSE asks student to identify issues that cause them to withdraw from classes or college. Students are asked to respond *Very likely*, *Likely*, *Somewhat Likely*, *Not likely* to the following question: How likely is it that the following issues would cause you to withdraw from class or from this college?

- "Working full-time"
- "Caring for dependents"
- "Academically unprepared"
- "Lack of finances"
- "Transfer to a 4-year college or university"



The Illinois consortium included a question that addressed barriers to persistence. This question asked students to identify the one factor that is most likely to keep them from achieving their academic goals. Students are asked to select one of the following responses *Finances*, *Academic challenges or difficulties*, *Personal or family issues*, *Job/employment issues*, *None of the above: I will achieve my academic goals*. The following graph reveals the results from this question and compares how Lake Land students and students from other community colleges in Illinois responded to the question.

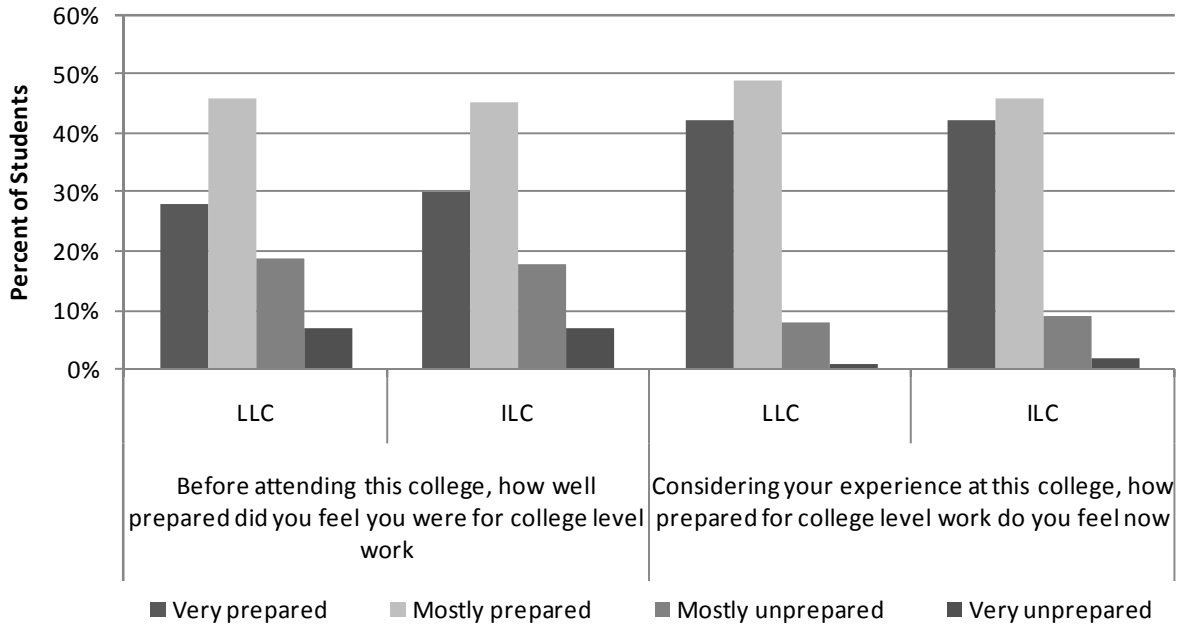
Reasons for Not Achieving Academic Goals



Feeling prepared for college can also influence a student’s persistence in reaching their educational goals. The Illinois Consortium of community colleges identified two questions related to how well students felt prepared before attending college and after attending college for a while. Students are given the opportunity to respond (*Very prepared, Mostly prepared, Mostly unprepared, and Very unprepared*) to the following questions.

- “Before attending this college, how well prepared did you feel you were for college level work”
- “Considering your experience at this college, how prepared for college level work do you feel now”

Student Preparedness

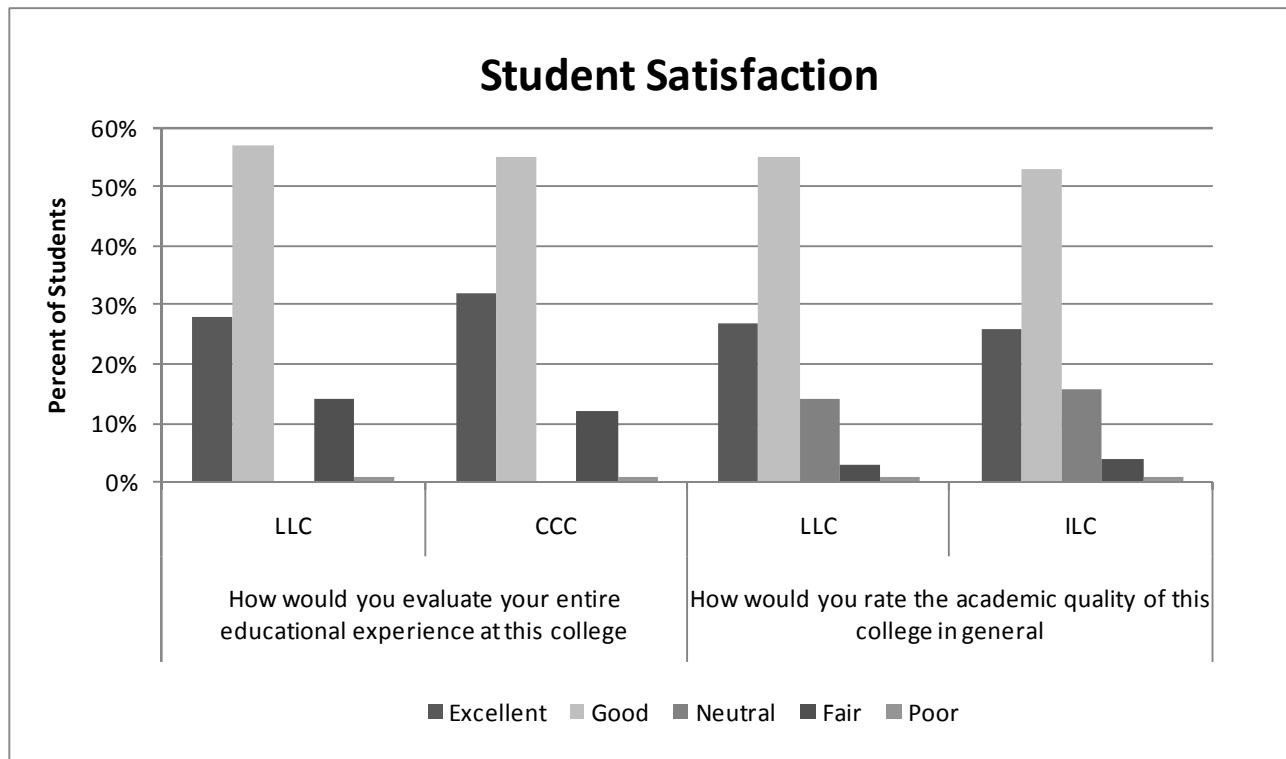


Student Satisfaction

Several questions on the *CCSSE* survey address student satisfaction. The first simply asks students if they would recommend Lake Land to a friend or family member. The vast majority of Lake Land College students (95%) reported that they would recommend Lake Land College to a friend or family member, and 94% of the comparison group would recommend their college to a friend or family member.

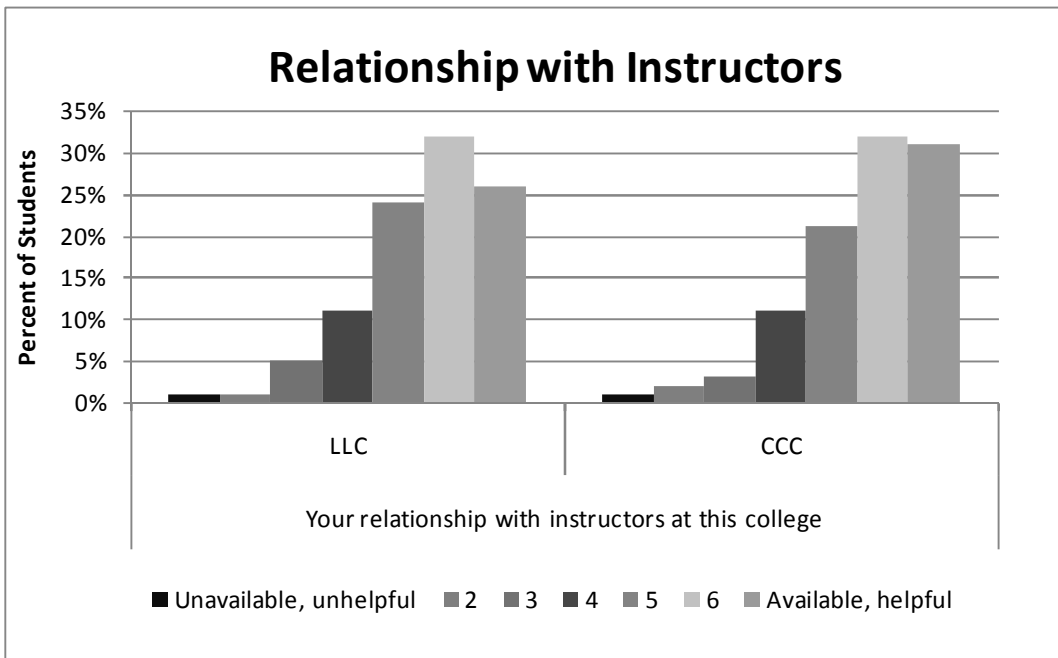
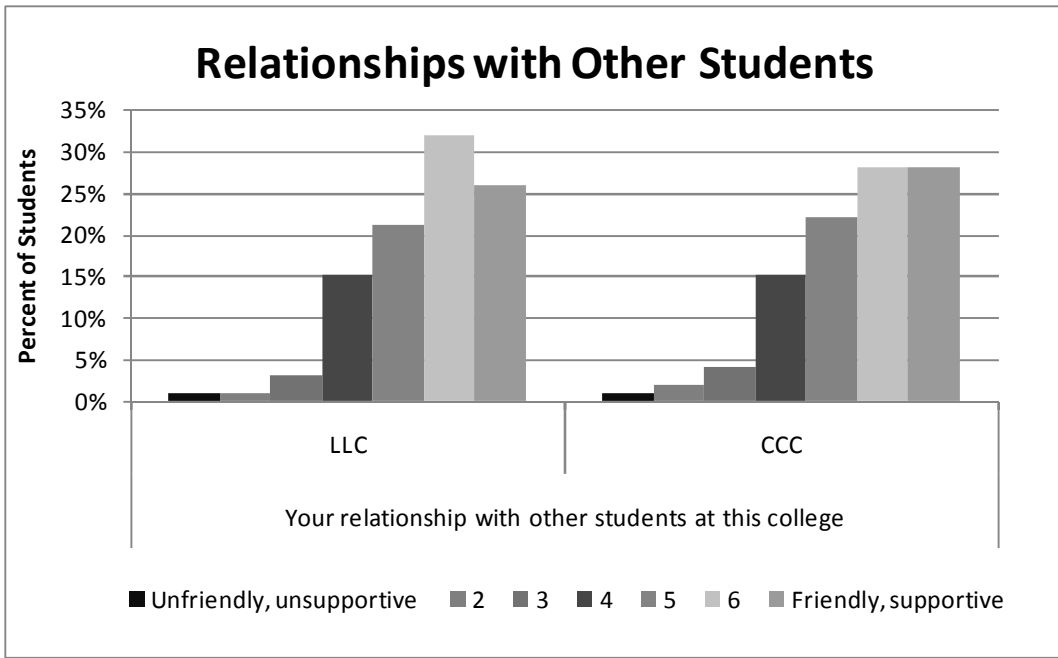
Additional satisfaction questions focused on the students' entire experience at the college. Students are asked to respond *Excellent, Good, Fair, or Poor* to the following questions:

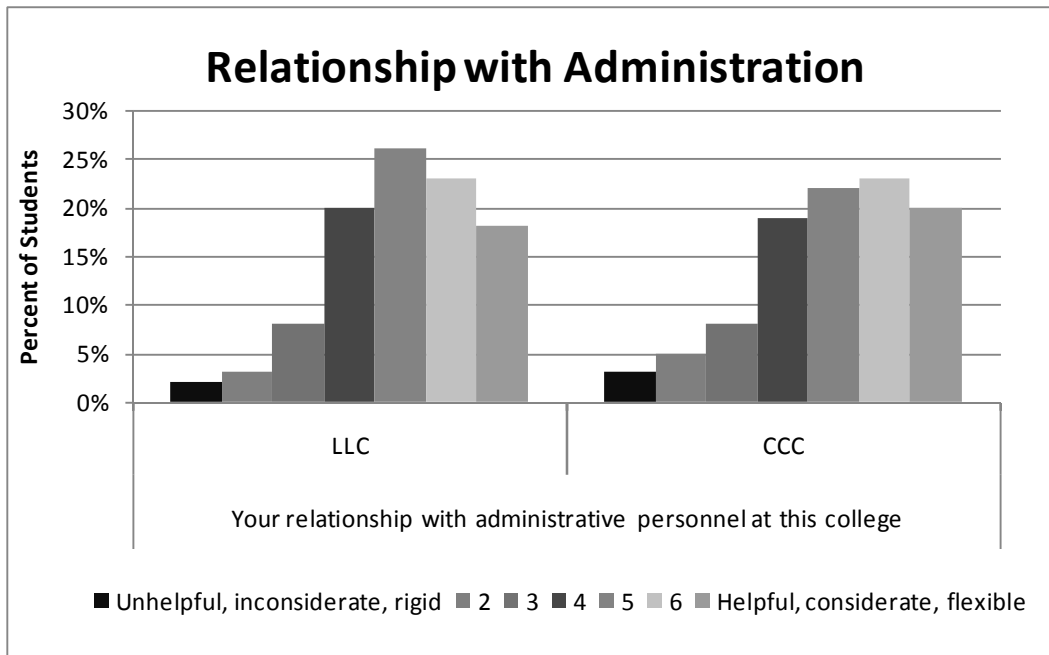
- “How would you evaluate your entire educational experience at this college”
- “How would you rate the academic quality of this college in general”⁶



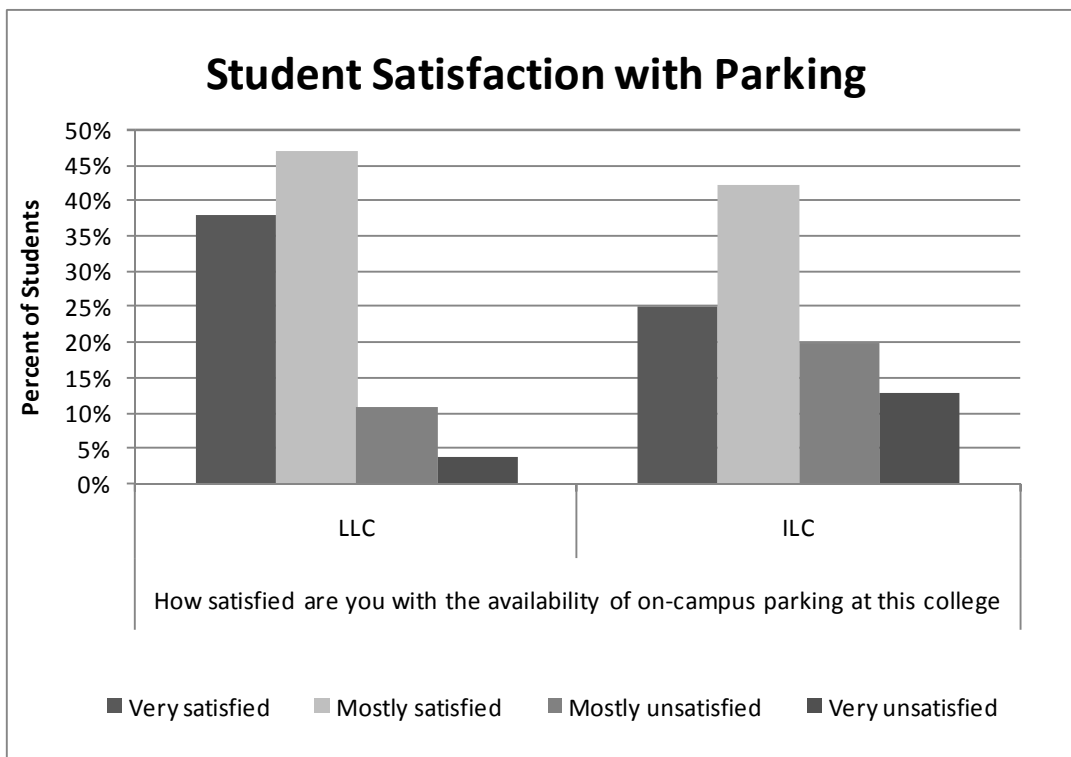
The *CCSSE* also asks students to rate their relationships with other students, instructors, and administrative personnel at the college on a seven point likert scale. Students are asked to indicate the number that best represents their relationship with 1) other students where 1 equals unfriendly and unsupportive and 7 equals friendly and supportive; 2) instructors where 1 equals unavailable, unhelpful, and unsympathetic and 7 equals helpful, available, and sympathetic; and 3) administrative personnel and offices where 1 equals unhelpful, inconsiderate, and rigid and 7 equals helpful, considerate, and flexible. The following three graphs summarize the results from these questions.

⁶ This question is an Illinois consortium question. As a result, the comparison group for this question consists of the students from the community colleges in Illinois that participated in the consortium.





The Illinois Consortium of community colleges identified two additional questions related to student satisfaction. The first question addresses parking and the second question involves feeling safe. Students are given the opportunity to respond (*Very satisfied*, *Mostly satisfied*, *Mostly unsatisfied*, or *Very unsatisfied*) to the following question: How satisfied are you with the availability of on-campus parking at this college?



The Illinois Consortium survey also asks students to indicate how safe they feel on campus. They are given the option of responding (*Very safe, Mostly safe, Mostly unsafe, or Very unsafe*) to the following question: How safe do you feel on campus at this college?

