

North Idaho College
Long Range Visioning and Planning
Student Survey
Executive Summary Report
October 2011

Prepared by:

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Statement of Methodology

As part of a multi-methodology study, Robinson Research was commissioned by North Idaho College to conduct a self-administered online study with NIC students. The purpose of the study was to evaluate student's attitudes and perceptions regarding NIC, to assist with NIC's Long Range Visioning and Planning.

Four hundred surveys were completed between September 26, 2011 and October 17, 2011.

A 400-sample survey, in a universe of 3,000+, has a margin of error of +/- 4.89 percent, which means that, in theory, results have a ninety-five percent (95%) chance of coming within +/- 4.89 percentage points of results that would have been obtained if all students had been interviewed.

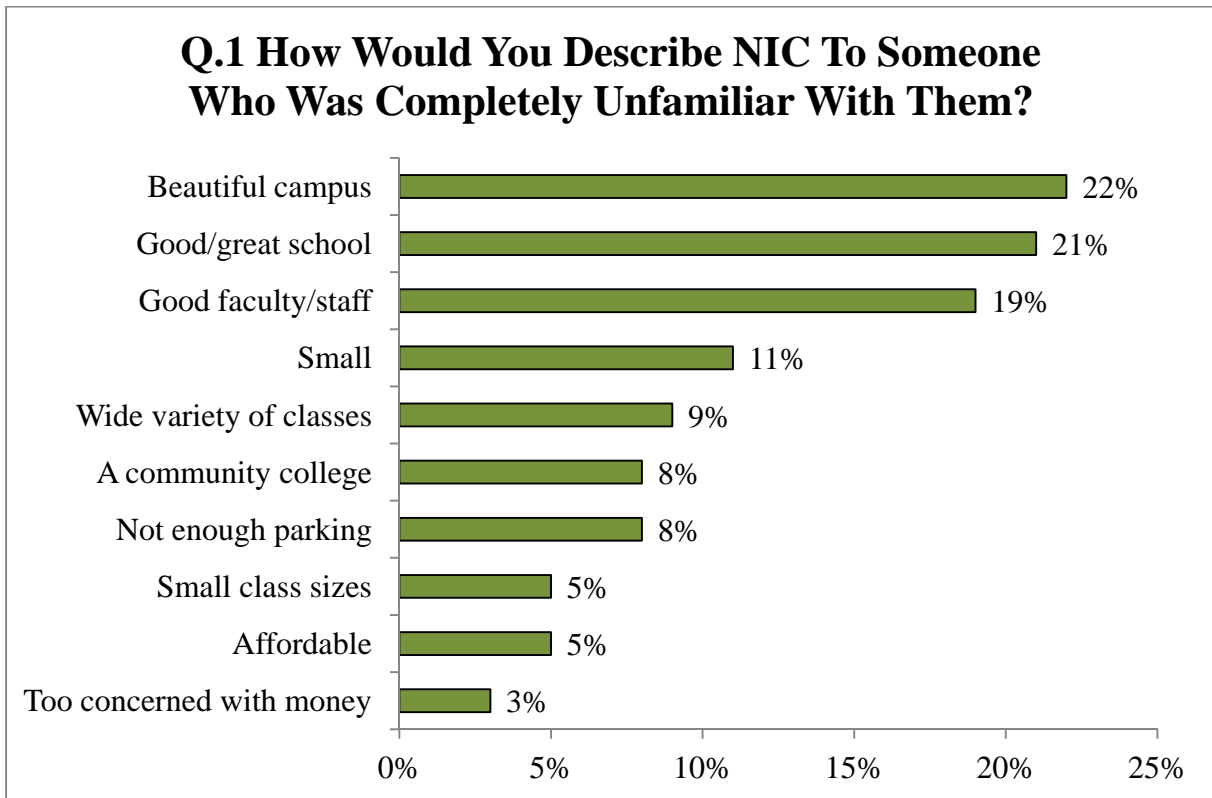
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Detailed Observations

Q.1 How would you describe NIC to someone who knew nothing about it?

This open-ended question was presented to all 400 respondents. Responses were entered by the student verbatim and subsequently coded for ease of interpretation. The complete responses can be found under separate cover and are recommended reading.

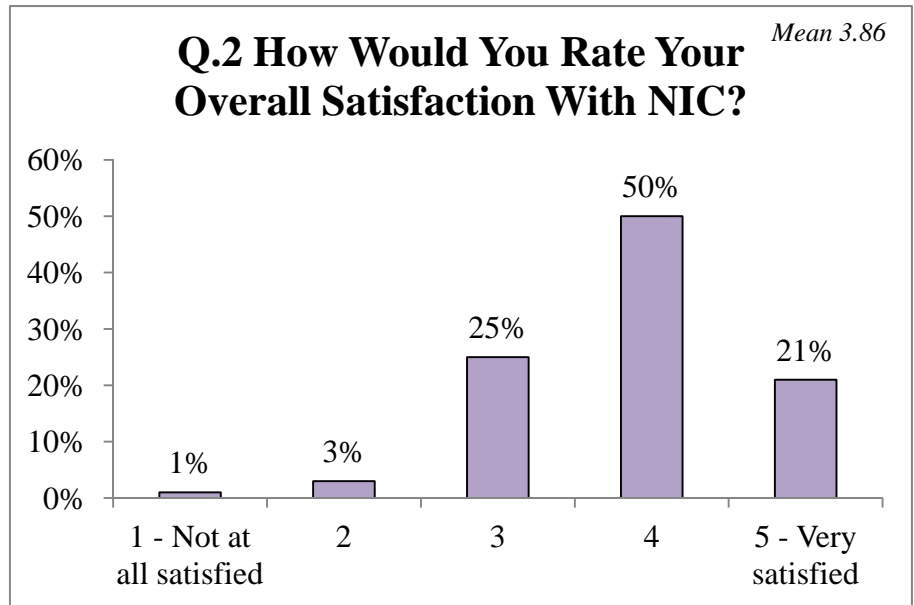


One-in-five (22%) students described NIC as having a beautiful campus.

Q.2 Using a five-point scale with one meaning not at all satisfied and five meaning very satisfied, how would you rate your overall satisfaction with NIC?

Seven-in-ten (71%) respondents rated their satisfaction with NIC as a four or five.

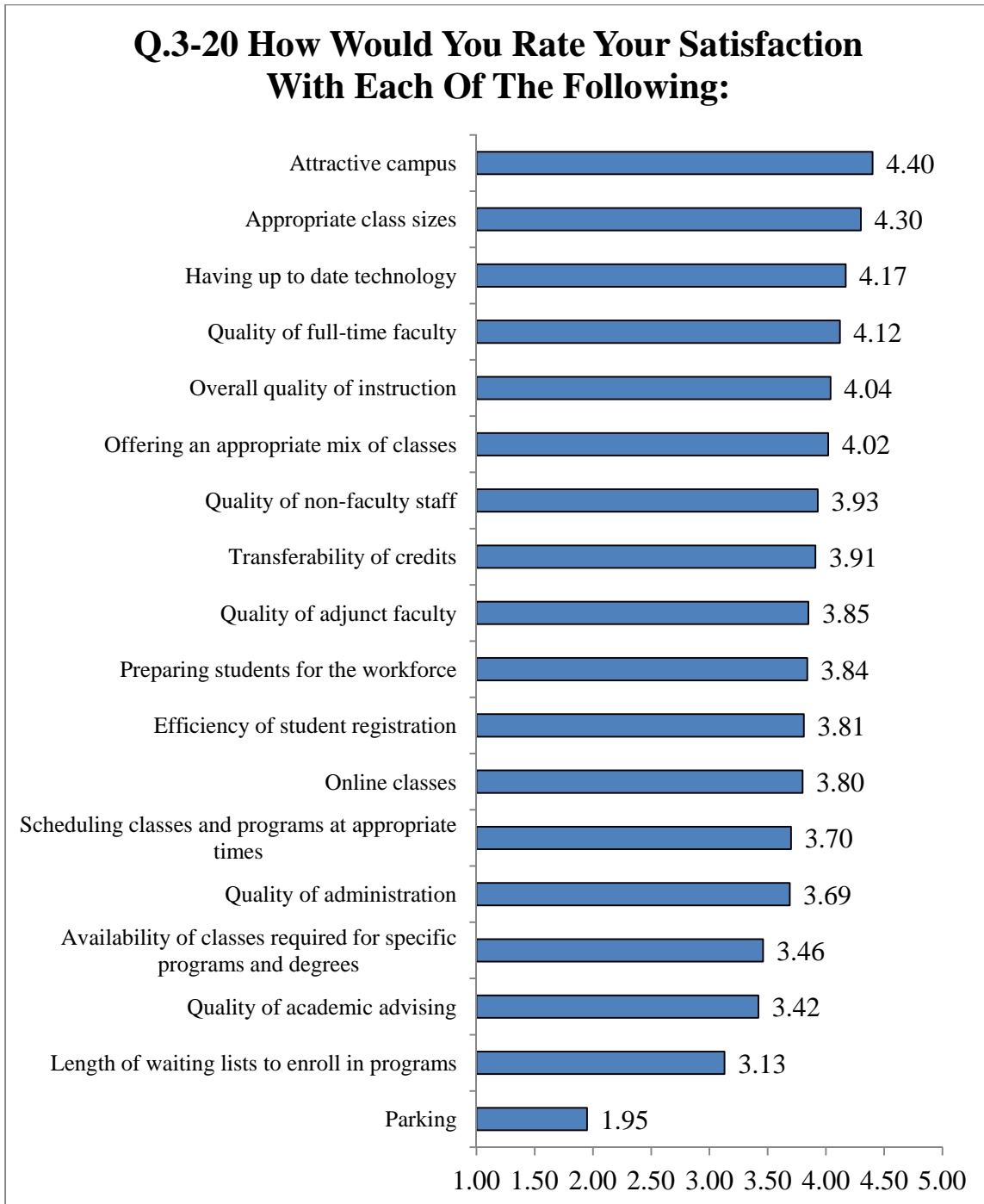
Students who had been enrolled at NIC for one semester or fewer were significantly more likely than average to give a higher rating.



Participants who perceived the academic rigor of PTE classes as too low were significantly more likely than average to give a lower rating.

Students who perceived the academic rigor of PTE classes as about right were significantly more likely than average to give a higher rating.

Using the same five-point scale, where one is not at all satisfied and five is very satisfied, how would you rate your satisfaction with each of the following:



Throughout this series, students who rated the academic rigor of PTE courses as too high or too low were more likely than average to give lower ratings.

Specific attribute ratings correlated with overall satisfaction ratings and likelihood of recommending NIC.

Q.3 Parking

This attribute was ranked last among the eighteen tested, with a mean score of 1.95.

Students who perceived that NIC placed too much emphasis on PTE or Liberal Arts programs were more likely than average to give a lower rating.

Q.4 Having up to date technology

This attribute was ranked third out of the eighteen tested, with a mean score of 4.17.

Participants who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who had attended NIC for one semester or less or 7 semesters were more likely than average to give more positive ratings.

Q.5 Attractive campus

This attribute was ranked first among the eighteen tested, with a mean score of 4.40.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Participants in the 45 to 54 age group were significantly more likely than average to give a higher rating.

Q.6 Overall quality of instruction

This attribute was ranked fifth out of the eighteen tested, with a mean score of 4.04.

Q.7 Quality of full-time faculty

This attribute was ranked fourth among the eighteen tested, with a mean score of 4.12.

Q.8 Quality of adjunct faculty

This attribute was ranked ninth out of the eighteen tested, with a mean score of 3.85.

Q.9 Quality of non-faculty staff

This attribute was ranked seventh among the eighteen tested, with a mean score of 3.93.

Q.10 Quality of administration

This attribute was ranked fourteenth of the eighteen tested, with a mean score of 3.69.

Students who perceived the academic rigor of Liberal Arts programs as too low were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Q.11 Quality of academic advising

This attribute was ranked sixteenth among the eighteen tested, with a mean score of 3.42.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.12 Online classes

This attribute was ranked twelfth out of the eighteen tested, with a mean score of 3.80.

Male respondents were significantly more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who had attended NIC for seven semesters or nine or more semesters were more likely than average to give a higher rating.

Q.13 Offering an appropriate mix of classes

This attribute was ranked sixth among the eighteen tested, with a mean score of 4.02.

Students who had attended NIC for two semesters were more likely than average to give a higher rating.

Q.14 Preparing students for the workforce

This attribute was ranked tenth out of the eighteen tested, with a mean score of 3.84.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who had attended NIC for seven semesters were more likely than average to give a higher rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.15 Availability of classes required for specific programs and degrees

This attribute was ranked fifteenth among the eighteen tested, with a mean score of 3.46.

Students who perceived the academic rigor of Liberal Arts programs as too high were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts or PTE programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.16 Length of waiting lists to enroll in programs

This attribute was ranked second to last out of the eighteen tested, with a mean score of 3.13.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.17 Scheduling classes and programs at appropriate times

This attribute was ranked thirteenth among the eighteen tested, with a mean score of 3.70.

Students who perceived the academic rigor of Liberal Arts programs as too low were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.18 Appropriate class sizes

This attribute was ranked second out of the eighteen tested, with a mean score of 4.30.

Students who had attended NIC for six semesters were more likely than average to give a lower rating.

Q.19 Transferability of credits

This attribute was ranked eight among the eighteen tested, with a mean score of 3.91.

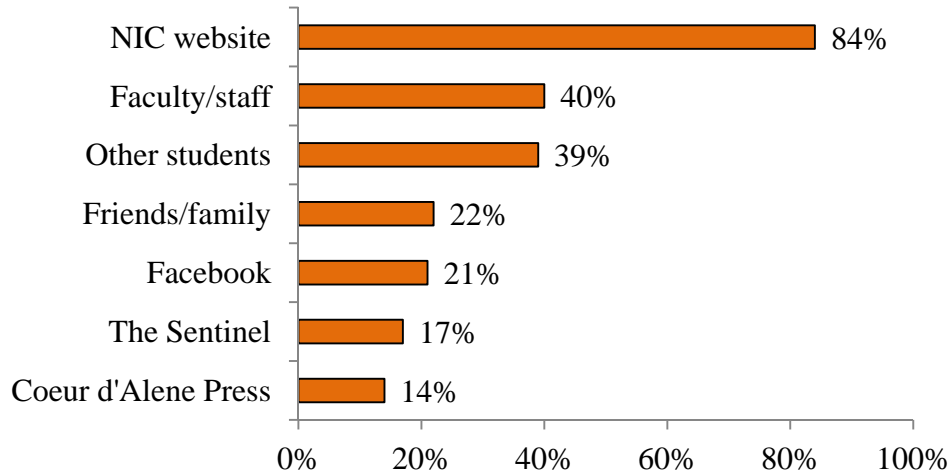
Participants in the 45 to 54 age group were significantly more likely than average to give a higher rating.

Q.20 Efficiency of student registration

This attribute was ranked eleventh out of the eighteen tested, with a mean score of 3.81.

Q.21 What are your primary sources of information about new developments at NIC?

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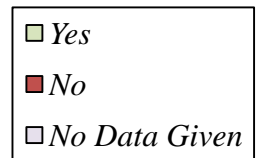
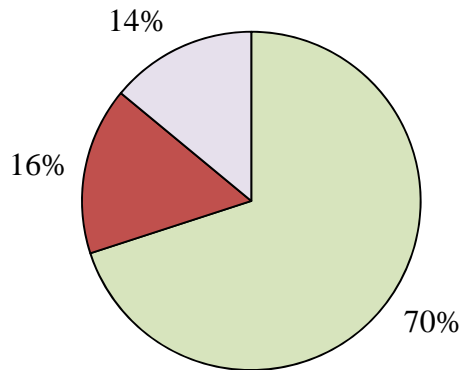
Four-in-five (84%) students reported relying on NIC's website as a primary source of information.

Q.22 Have you ever been enrolled in an online class at NIC?

Seven-in-ten (70%) students reported having been enrolled in an online class at NIC.

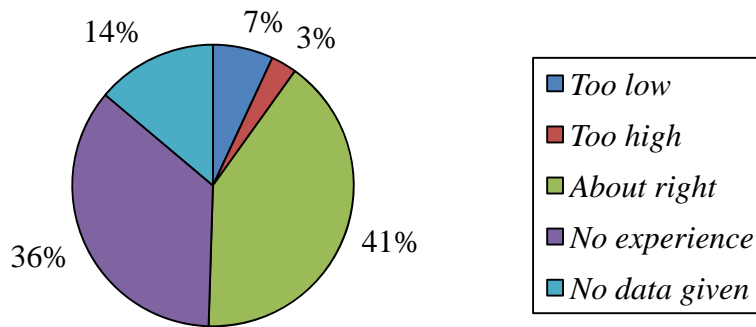
Females were significantly more likely than males to have responded in the affirmative.

Q.22 Have You Ever Been Enrolled In An Online Class At NIC?



Q.23 Is the academic rigor in Liberal Arts courses at NIC too low, too high or about right?

Q.23 Is The Academic Rigor In Liberal Arts Courses Too Low, Too High Or About Right?



Two-in-five (41%) students perceived that the academic rigor in Liberal Arts courses was about right.

Students in the 45 to 54 age group were more likely than average to perceive the academic rigor as too high.

Liberal Arts students were significantly more likely than average to perceive the academic rigor as about right.

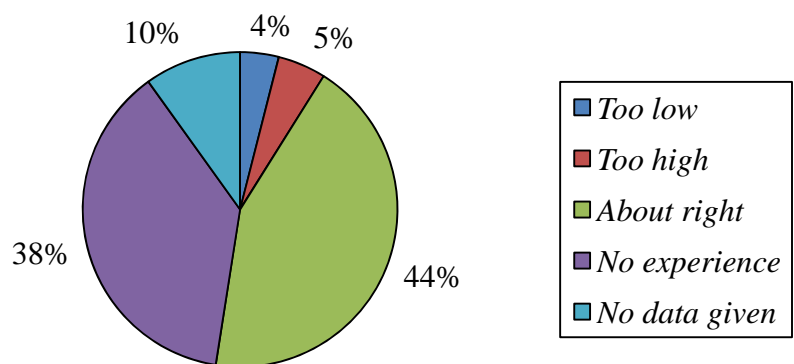
Q.24 Is the rigor in Professional/Technical courses at NIC too low, too high or about right?

Two-in-five (44%) respondents perceived that the academic rigor in PTE courses was about right.

Students who perceived that the academic rigor of Liberal Arts courses was too low were more likely than average to hold the same opinion of PTE courses.

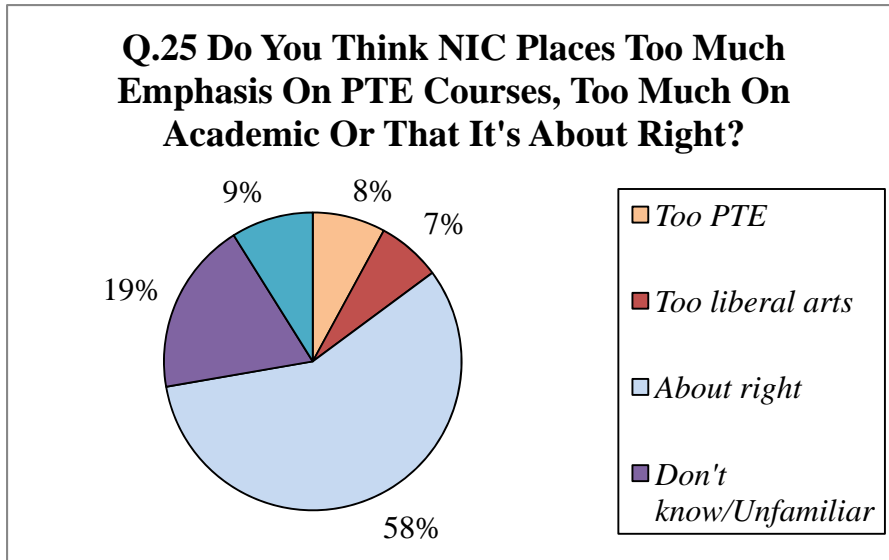
Participants in the 17 to 24 age group were more likely than average to perceive the academic rigor as too low.

Q.24 Is The Academic Rigor In PTE Courses Too Low, Too High Or About Right?



PTE students were significantly more likely than average to perceive the academic rigor as about right.

Q.25 NIC currently offers Professional Technical Education courses, such as nursing and welding, that prepare students for the workforce and academic courses, such as history and English, that prepare students to transfer to a 4-year university. Do you think NIC places too much emphasis on professional courses, too much emphasis on academic courses or that it's about right?



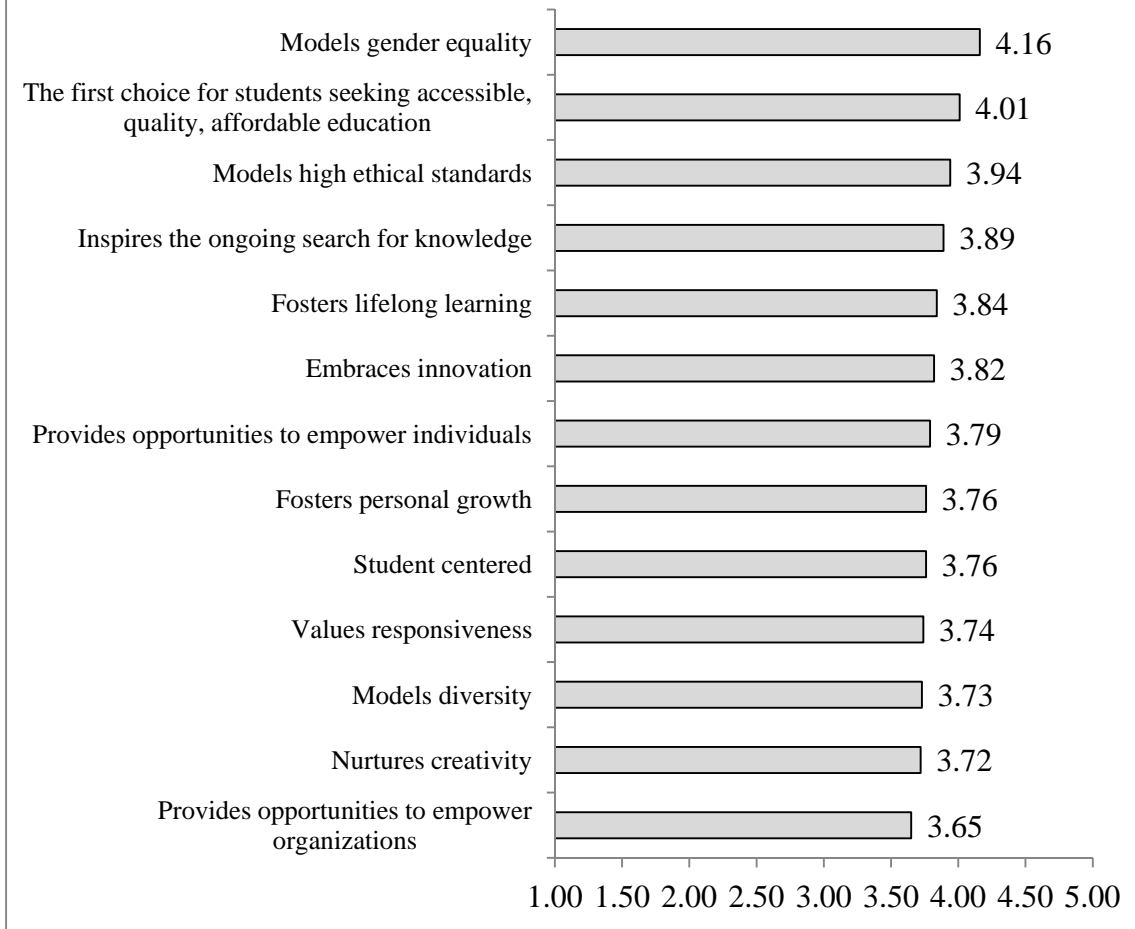
Three-in-five (58%) students perceived that NIC placed about the right amount of emphasis between PTE and Liberal Arts courses.

Using a five-point scale with one meaning it does not fit NIC at all and five meaning it fits NIC very well, how would you rate the fit of each of the following descriptors:

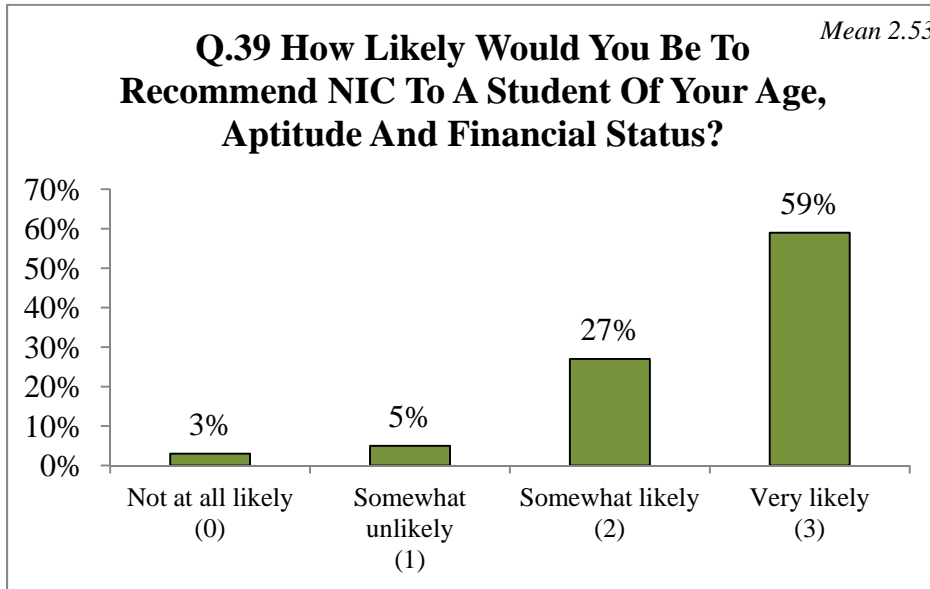
- 1 – Does not fit NIC at all
- 2
- 3
- 4
- 5 – Fits NIC very well

- Q.26** Student centered
- Q.27** Embraces innovation
- Q.28** Models diversity
- Q.29** Models gender equality
- Q.30** Nurtures creativity
- Q.31** Models high ethical standards
- Q.32** Fosters lifelong learning
- Q.33** Fosters personal growth
- Q.34** Values responsiveness
- Q.35** Inspires the ongoing search for knowledge
- Q.36** Provides opportunities to empower individuals
- Q.37** Provides opportunities to empower organizations
- Q.38** The first choice for students seeking accessible, quality, affordable education

Q.26-38 How Would You Rate The Fit Of Each Of The Following Descriptors:



Q.39 How likely would you be to recommend NIC to a student of your age, aptitude and financial status?



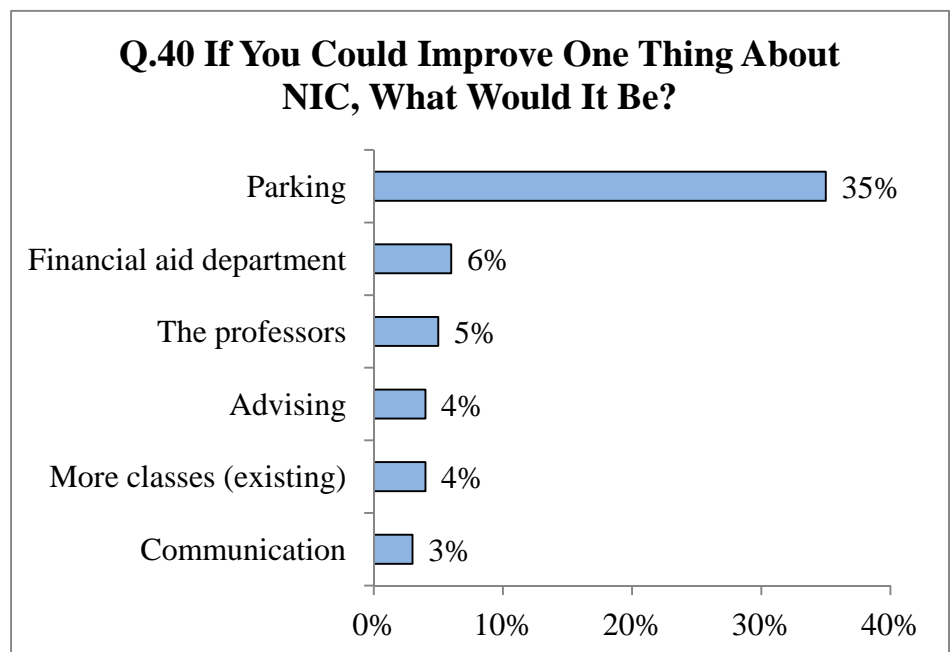
Three-in-five (59%) students reported that they would be very likely to recommend NIC.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Q.40 If you could improve one thing about NIC, what would it be?

This open-ended question was presented to all 400 respondents. Responses were entered by the student verbatim and subsequently coded for ease of interpretation. The complete responses can be found under separate cover and are recommended reading.

One-in-three (35%) students cited parking as an area that needed improvement.



Respondent Profile

- Twenty-seven percent of respondents reported being primarily Liberal Arts students
- Thirty-eight percent of respondents reported being primarily PTE students
- Twenty-three percent reported being neither PTE nor Liberal Arts students
- The average student had attended NIC for 4.11 semesters
- The mean age was 31.25
- Sixty-seven percent of respondents reported being female
- Twenty-five percent of respondents reported being male