

Perceptions about North Idaho College

Summary of a Focus Group Discussion Held December 14, 2007

Focus Group Setup, Background, and Highlights

Primary objectives:	<p>In December 2007 North Idaho College commissioned Strategic Research Associates to conduct a focus group of internal constituents to explore perceptions and attitudes about their relationship with the college.</p> <p>The primary objectives of the discussions were to explore perceptions regarding these following topics:</p> <ol style="list-style-type: none">1. Perceptions about NIC's relationships with partner institutions2. Perceptions about Campus Climate as a student and work environment3. Perceptions about the future of NIC
Discussion time:	<p>The group was convened on Friday, December 14, 2007 from 1:00 to 2:30 pm</p>
Where:	<p>Allen Hall on the North Idaho Campus</p>
Moderators:	<p>Dean Moorehouse, Liza Nirelli and Aaron Rux of Strategic Research Associates</p>
Recruiting method:	<p>North Idaho College was responsible for all of the recruiting.</p>
Composition of groups:	<p>The focus group consisted of ten students, ten faculty members, two staff members, and one administrator. Fifteen were men and eight were women. Students were both traditionally and non-traditionally aged while all other participants were aged 41 or over.</p>
General procedure:	<p>The group consisted of 23 individuals who represented different facets of the college community, i.e. students, instructors, faculty, staff and administrators. Because of the size and heterogeneity of the group, an audience testing system, OptionPower, was employed. This tool allowed respondents to answer anonymously and to capture these results in quantitative form.</p> <p>Appendices to this volume include the following:</p> <ul style="list-style-type: none">• The moderator's guide• The discussion questionnaire
Limitations:	<p>The following synopsis is based upon a discussion with 23 individuals. Results should be interpreted cautiously. In particular, quantitative projections require research with much larger sample sizes.</p>
Executive Summary:	<p>The focus group exercise consisted of six sections: Introduction, Demographic, Relationships with Partner Institutions, Campus Climate, the Future of NIC and Conclusion. This summary will focus on the Relationships, Campus Climate and the Future of NIC sections. This summary is not comprehensive; it highlights the most meaningful responses and predominant trends during the discussion. Please refer to tables for further exploration of the OptionPower exercises.</p> <p>See the Discussion Synopsis (starting on the next page) for elaborations and additional details.</p>



Executive Review of Primary Findings

This two page *Executive Review* provides a quick summary of selected focus group findings. The *Synopsis of Results* (pages 4-9) provides a more thorough summary.

- **How the focus group was conducted and who participated**

North Idaho College commissioned Strategic Research Associates to conduct a focus group composed of students, faculty, and staff of NIC in December 2007. The goal of this group was to gauge these stakeholders' perceptions of their relationships with the College. The group lasted for an hour and a half and had 23 participants. North Idaho College recruited the participants for this group.

The focus group was conducted in six sections: Introduction, Demographic, Relationships with Partner Institutions, Campus Climate, the Future of NIC, and Conclusion. In addition to traditional group moderation techniques, the moderators used OptionPower, an innovative audience testing system.

The focus group consisted of ten students, ten faculty members, two staff members, and one administrator. Fifteen were men and eight were women. Students were both traditionally and non-traditionally aged while all other participants were aged 41 or over.

- **Relationships with Partner Institutions**

When rating the benefit of NIC's relationships with Lewis-Clark State College and the University of Idaho, all groups reported that these partnerships were advantageous to them. Among the advantages, participants highlighted that these partnerships serve as a recruiting tool, allowed students to easily transfer to complete their Bachelor's-level education while staying in Coeur d'Alene, provides increased opportunities for collaboration and professional development, enhances articulation agreements, and sends a positive message to the community about higher education. The perceived disadvantages of these partnerships included weak communication between the main campuses of partner institutions and their Coeur d'Alene satellites, a lack of course alignment which can lead to the duplication of coursework, and a lack of Master's-level opportunities in Coeur d'Alene.

When asked whether a Bachelor's degree earned through NIC and partner institutions was as valid as the same degree earned at a main campus, students mildly agreed while faculty and staff were much more likely to agree.

- **Campus Climate**

The topic of Campus Climate generated mixed results. Each constituency mildly agreed that NIC has a supportive environment for their particular group, but agreed that they would recommend NIC to individuals considering joining that constituency group. Participants also agreed that they have had a rewarding experience at NIC. However, participants across all categories disagreed that their voice is heard in school-related matters and that NIC communicates well to them.

- **NIC Future**

When asked to rate whether NIC is moving in the right or wrong direction on five issues (community relationships, creation of new programs, quality of education, quality of instruction, and quality of marketing/web usage) the participants were ambivalent and did not provide strong endorsements or rebukes. Participants were then asked to rate a greater specificity of College attributes and the majority of these were rated "good" with all achieving a rating significantly higher than "fair" but none achieving an overall rating of "very good." For a complete breakdown of both these sets of ratings, please see Tables 5 through 7.

Executive Review of Primary Findings (cont.)

Participants think that it is “very important” to improve the College’s customer service, programming options, instructional quality, and efforts to prepare students for careers. They found affordability to be the least pressing item that needs improvement, indicating that all groups find the College affordable.

Students felt that the arts community, student-friendly environment, and community relationships are NIC’s greatest strengths while faculty members see the student-friendly environment and instructional delivery as the greatest strengths. Staff and administrative responses did not achieve any kind of consensus. Half the group cited unilateral decision making as the one thing that NIC needs to work hardest to improve, followed by significantly fewer responses citing school spirit, and replacing part-time instructors with full-time faculty.

Overall, all constituencies appear to be both happy and proud of their association with North Idaho College and are excited about its potential. They also have specific ideas about the obstacles that lie in the way of the College maintaining its quality and fulfilling its goals as an excellent source of higher education.



Synopsis of Results

• Relationships with Partner Institutions

This section consisted of an introductory OptionPower question which aimed to assess general perceptions about these partnerships. A follow up exercise asked respondents to create a specific list of the advantages and the disadvantages of these partnerships. The following exercise tested the specific relationships with Lewis-Clark State College and University of Idaho and the extent that respondents felt that a degree from these institutions earned locally in Coeur d'Alene was just as valid as a degree earned on the primary campuses.

Table 1
Q5. NIC partners with Lewis-Clark College and University of Idaho. In consideration of your respective affiliation with the College, do you feel that these partnerships are beneficial to you?
(n=23)

Participant	Average Rating (5= Strongly agree, 1= Strongly disagree)
Total (n=23)	4.2
Students (n=10)	4.3
Faculty (n=10)	4.1
Staff (n=2)	4.5
Administrator (n=1)	4.0

Overall, the 23 respondents agreed that these partnerships were advantageous, rating them a 4.2/5. As Table 1 shows, staff (4.5) and students (4.3) were two groups that rated the benefits of these partnerships highest.

Respondents were asked to list the advantages and the disadvantages of these partnerships, which the moderator tabulated on an easel. Advantages were listed as follows:

- Recruitment tool
- They provide professional development opportunities
- Ease of student transfer
- The ability to stay in CDA
- Articulation agreements (professional and technical)
- Dual enrollment
- Collegial relationships with other regional academic institutions
- Non-duplication of resources
- Sends a message of a common goal in higher education for the region
- Provides opportunities for collaborative seminars and lectures

Similarly, respondents were asked to list some of the disadvantages of these partnerships; they are listed as follows:

- Disconnect among the main campuses and satellite campuses (weak communication between locations),
- Duplication of resources (for example, the allied health field)
- Lack of alignment in course/curriculum notation (also leads to duplication of coursework)
- Not fully utilizing master's level opportunities in CDA

Table 2

Q6. A Bachelor’s degree earned locally through NIC and LCSC-Coeur d’Alene is just as valid as the same degree granted from the main campus located in Lewiston? (n=23) numbers below are incorrect, should be two staff – does this invalidate the numbers

Participant	Average Rating (5= Strongly agree, 1= Strongly disagree)
Total (n=23)	3.8
Students (n=10)	3.4
Faculty (n=10)	4.0
Staff (n=10)	4.5
Administrator (n=1)	Don’t know

As Table 2 illustrates, the average rating was a 3.8 out of 5, meaning that respondents selected, on average, a “mildly agree and neutral”. Of the groups that were represented at the session, staff members agreed more with the statement; while the students showed an inclination towards a neutral response (students agreed with the statement the least).

Table 3

Q7. A Bachelor’s degree earned locally through NIC and UI Coeur d’Alene is just as valid as the same degree granted from the main campus located in Moscow? (n=23)

Participant	Average Rating (5= Strongly agree, 1= Strongly disagree)
Total (n=23)	3.8
Students (n=10)	3.1
Faculty (n=10)	4.2
Staff (n=10)	4.5
Administrator (n=1)	Don’t know

Consistent with the previous question, the average rating was a 3.8 out of 5, meaning that respondents selected, on average, between “mildly agree and neutral”. Of the groups that were represented at the session, staff members agreed more with the statement, while the students showed an inclination towards a neutral response (again, students agreed with the statement the least).

- **Campus Climate**

In order to give the respondents an idea of what was meant by the term *Campus Climate* the following definition was provided: Campus climate refers to behaviors within a workplace or learning environment that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect. *Campus Climate Network Group (2002)*.

This definition was followed by a series of five questions that would allow the moderator to identify the areas of NIC’s campus climate that need the most improvement. These questions along with the average rating they received have been listed in Table 4 on the following page.



Table 4
Q8. Campus Climate (n=23)

Question Item	Average Rating (5= Strongly agree / recommend, 1= Strongly disagree / not recommend)
A. The environment is supportive of (Students / Staff / Faculty)?	3.6
B. Would you recommend NIC as a good place to work / study?	4.0
C. In your specific role, is being involved with NIC rewarding?	3.9
D. My voice is heard.	2.6
E. NIC communicates well to me.	2.4

Of the five statements, statement, E, *NIC communicates well to me*, and D, *My voice is heard*, garnered the lowest average ratings. These statements were explored in further detail. Part of the challenge with a group of this nature was the variety of its makeup. While it is not difficult for a student, staff member, faculty or administrator to understand how the definition of Campus Climate would apply to them, it should be expected that their answers would reflect the different constituents that they represent. However, there was a surprising amount overlap among students and the employees of the college.

For statement E, one of the common threads that guided the discussion was dissatisfaction with administrative decision making. Staff and faculty referred to this method as “centralized decision making” or “unilateral”. These respondents also indicated that the recent change in the college administration has left long time staff and faculty members feeling disconnected, as they stated that the new administration hasn’t made enough of an effort to understand and embrace the preexisting NIC culture that made it a unique place to live, work and study.

For the statement with the second highest average rating, D, the conversation developed in a similar direction. The most common complaint among respondents was that they didn’t believe that the feedback they had provided, voluntarily or through obligation, was meaningful. Instead, they stated that these exercise were for appearances only and often their suggestions were not taken seriously. Respondents used the phrase “Black Hole Committee” to describe this phenomenon. This sentiment resonated with students who had participated in student government, as they indicated that the administration rarely incorporated any of their suggestions.

In the same vein, one of the respondents explained that while there are individuals that are making tremendous efforts to better the college community, they are not being adequately recognized for the time and energy they invest into such projects. The respondent emphasized that this lack of recognition is limiting the potential of the college.

- **The Future**

The final section of the group focused on the future direction of NIC. One of the goals of this section was to measure the current performance of NIC on various issues. For this task, a brief questionnaire was developed, which respondents were given five minutes to complete. Tables 5 through 7 provide the average ratings for each of the questions. A copy of the NIC Future questionnaire has been included in the appendix.

Table 5
Is NIC moving in the right or wrong direction? (n=20)

Item	Average Direction Rating (5= Right direction, 1= Wrong direction)
A. Community relationships	2.9
B. Creation of new programs	2.5
C. Quality of the education	2.9
D. Quality of the instruction	3.1
E. Marketing / Web	3.1

Of the five areas, *Quality of the instruction* and *Marketing/Web* received the highest level of endorsement with an average rating of 3.1; these areas were followed by *Community relationships* and *Quality of the education*; *Creation of new programs* ranked the lowest at 2.5.

The next set of questions examined additional attributes of NIC and current performance related to these items. Of the eight attributes being tested, D, *Affordability*, garnered the highest average rating (3.7), while A, *Customer Service*, was the lowest (2.7).

Table 6
Please rate the following at NIC. (n=20)

Item	Average Rating (5= Excellent, 4=Very good, 3=Good, 2=Fair, 1= Poor)
A. Customer Service	2.7
B. Program Options	3.1
C. Prepares Students for Careers	2.8
D. Affordability	3.7
E. Instructional Quality	3.3
F. Extra-Curricular Opportunities	3.3
G. Classroom Delivery	3.3
H. Prepares Students for 4 Year Degrees	3.1

The following exercise asked respondents to rate the importance of improving these various facets of NIC's organization. Thus, this list can be interpreted as a tool to prioritize said improvements.

Table 7
How important is it to improve . . .? (n=20)

Item	Average Importance Rating (4=Very important, 3=Moderately important, 2=Not very important, 1= Not at all important)
A. Customer Service	3.9
B. Program Options	3.8
C. Affordability	3.2
D. Instructional Quality	3.7
E. Extra-Curricular Opportunities	3.3
F. Classroom Delivery	3.6
G. Prepares Students for 4 Year Degrees	3.6
H. Prepares Students for Careers	3.9

Consistent with the previous exercise, both with an average rating of 3.9, *Customer Service* and *Prepare Students for Careers* were cited as the areas that needed the most improvement at NIC. The attribute that received the third highest average rating was *Program Options*, showing only a marginal difference at 3.8.

Table 8
Q9. From the reasons listed below, select the option that you feel is NIC's greatest strength.

Item	Number Citing . . .				
	Total (n=20)	Student (n=8)	Faculty (n=9)	Staff (n=2)	Admin (n=1)
Arts community	5	3	1	1	0
Student-friendly environment	5	2	3	0	0
Instructional delivery	4	0	2	1	1
Community relationship	3	2	1	0	0
Freshmen transition	1	1	0	0	0
Better K-12 relationships	1	0	1	0	0
Interdisciplinary	1	0	1	0	0
Customer service-online	0	0	0	0	0
Internet classes	0	0	0	0	0
Nursing program	0	0	0	0	0

In this exercise participants compiled a list of NIC's greatest strengths and their responses were written on an easel. Respondents were then asked to vote on the single greatest strength of NIC and of the ten options that were generated in the exercise, *Arts Community* and *Student-friendly environment* received the most support.

Table 9

Q10. Of these options, if you could select one area that NIC needs to work on the most, what would it be?

Item	Number Citing ...				
	Total (n=20)	Student (n=8)	Faculty (n=9)	Staff (n=2)	Admin (n=1)
Unilateral decision making	10	2	7	1	0
School spirit	4	4	0	0	0
More PT positions and less FT	3	1	1	1	0
Balance in decision making	1	0	1	0	0
Public policy	1	1	0	0	0
Poor salaries	1	0	0	0	1
Role of board	0	0	0	0	0
Lack of older adult programs	0	0	0	0	0

As Table 9 shows, staff and administrative responses did not achieve any kind of consensus. Half the group cited unilateral decision making as the one thing that NIC needs to work hardest to improve, followed by significantly fewer responses citing school spirit, and replacing part-time instructors with full-time faculty.

FOCUS GROUP THEMES

INTERNAL:

I. Introduction (DEAN)

10min--start12:30

- A. Welcome
 - 1. Introduction
 - 2. Topic: North Idaho College
 - 3. This is a **NOT** homogenous group
 - 4. Why you were invited...[All have experience with this topic]

You have been invited because you represent the different facets of the college community. What it means to be part of this community as a student is very distinct from what it means to be an administrator or faculty member. This exercise is intended to allow NIC to evaluate its strengths and weaknesses from different perspectives.

- B. What we're going to be doing...

Today's session will last an hour and a half, and before we begin, I want to emphasize that we are going to cover a lot of ground, so it's important that we stay on track and keep the discussion moving. This exercise is going to be a mix of a survey and a conversation. At times, we will ask you to elaborate in further detail, while other times we may say, we need to move on. For some of the questions you may be asked to fill out a brief questionnaire or write down your top of mind responses. So that said, let's be quick, let's be honest and now let's get moving.

- 1. Rules
 - Participation/courtesy/give others a chance, etc. Speak clearly, one at a time in a voice as loud as mine. No side conversations. No right or wrong answers. Want honest opinions. Represent others who aren't here.
- 2. Restroom
- 3. Taping to be used for moderator's use only in writing report
- 4. Questions

end12:40

II. Demographic (LIZA)

6min—start 12:40

This amazing piece of technology that looks a mix of a channel changer and telephone is called option power. This is tool used for these types of groups, which helps us capture quantitative information in larger group settings. It's also nice because it allows all the responses to be tabulated anonymously. So just to get you familiar with the unit, let's start with some questions that you definitely know the answers to.

OptionPower:

- Gender: male/female
- Age: 17 and younger, 18-21, 22-25, 26-30, 31-40, 41-50, 51-60, 61+
- Relationship with NIC: Student, Faculty, Staff, Administrator, Other
- Total number of years affiliated/involved/enrolled with NIC: less than 1, one to two, two to four, five to ten, ten+

end 12:46

III. Relationships with Partner Institutions (CDA Campuses of LCSC & UI) (LIZA)

20min—start 12:46

Option Power:

Locally, NIC partners with Lewis-Clark State College-Coeur d'Alene and University of Idaho, Coeur d'Alene. In consideration of your respective affiliation with the College, do you feel that these partnerships are beneficial to you?

Scale: Strongly agree, Mildly agree etc.

Follow up 1: Some of you feel that this is beneficial, while others don't. Help me understand this. Let's compile a list of the advantages that NIC receives from having a relationship with these partner institutions. I will list these benefits on the board. These benefits could be anything that you can think of.

[Probe for the following reasons as needed, keeping time in mind]

[Stay in CDA

Seamless transfer potential

Inexpensive

Place bound in CDA

Value of the reciprocal nature of the enrollment]

Follow up 2: Now let's list some of the disadvantages. Help me understand this. Let's compile a list of the disadvantages of these relationships. I will list these disadvantages on the board. These could be anything that you can think of.

[Probe for more detail as needed, keeping time in mind]

[Quality of education

Perception of NIC as a liberal arts college vs. the traditional community college model

These relationships detract from a professional technical emphasis.

Restrains options of which universities you can attend]

Option power:

Agree or Disagree. A Bachelor's degree earned locally through NIC and Lewis Clark State College-CdA is just as valid as the same degree granted from the main campus located in Lewiston?

Scale: Strongly agree -- Strongly disagree

Option Power:

Agree or Disagree. A Bachelor's degree earned locally through NIC and University of Idaho CdA is just as valid as the same degree granted from the main campus located in Moscow?

Scale: Strongly agree -- Strongly disagree

end1:06

IV. Campus Climate (Aaron)

30min—start 1:06

Next we are going to switch directions and talk about the NIC campus climate. Campus climate refers to behaviors within a workplace or learning environment that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect. *Campus Climate Network Group* (2002). An example of a positive climate would be a supportive environment, good place to work or learn, rewarding, and the ability to have a voice.

Does any one have any questions on what campus climate refers too?

In this next section, please think and answer these questions in light of how they pertain to YOU, as a student, as faculty member, staff...etc

Option Power: If this question does not pertain to you, or you don't know, just leave it blank.

Scale: Strongly agree –to - Strongly disagree

1. The environment is supportive of (Students/Staff/Faculty)?
2. Would you recommend NIC as a good place to work/study? (Scale: Definitely would recommend to definitely would not recommend)
3. In your specific role, is being involved with NIC rewarding?
4. My voice is heard
5. NIC communicates well to me

Problem Areas

[Compile results for the questions and then use mean scores to try and generate conversation as to what could be done to improve these scores, starting with the lowest. For reasons of time, we'll try to explore the 2 least agreed upon statements.]

From what you said, the two statements that scored the highest were: 1____ and 2____. Let's explore these areas further.

[Using the questions below that correspond to each of the statements above, generate conversation]

1. What needs to happen to make NIC a more supportive environment?
2. What is one reason why you wouldn't recommend this institution?
3. What is preventing NIC from being a rewarding place to be involved with?
4. Can you briefly describe a moment that might illustrate when your voice wasn't heard?
5. Are these communication problems more related to the method, or is it more a problem with what is being communicated, or not communicated? What are some suggestions that you would give NIC administration on how to communicate better or more effectively within NIC?

End 1:06

V. The Future (Liza)

30min—start 1:06

In the next section we are going to talk about the future of NIC. Before we go on in our discussion, Aaron is passing out a piece of paper titled “NIC Future”. Please fill out this packet. Please indicate if you think NIC is moving in the right direction or wrong direction on these issues. You will be given five minutes to complete the survey.

	Wrong Direction				Right Direction		DK
Community Relationships							
Creation of New Programs							
Quality of the Education							
Quality of the Instruction							
Marketing/WEB							

Rate the following at NIC:	Poor	Fair	Good	Very Good	Excellent		DK
Customer Service							
Program Options							
Prepares Students for Careers							
Affordability							
Instructional Quality							
Extra-Curricular Opportunities							
Classroom Delivery							
Prepares Students for 4 Year Degrees							

How important is it to improve:	Not Important	Somewhat Not Important	Somewhat Important	Very Important		DK
Customer Service						
Program Options						
Affordability						
Instructional Quality						
Extra-Curricular Opportunities						
Classroom Delivery						
Prepares Students for 4 Year Degrees						
Prepares Students for Careers						

[Pick up papers NIC FUTURE]

Let's explore the direction of NIC. The 1st set of questions you answered was about the direction of NIC. Either from this list of topics or some of your own not listed, what are some areas that you feel NIC is definitely moving in the right direction? Together, let's come up with **5** reasons.

[List five reasons on the board]

Option Power: From the reasons listed below, select the option that you feel is NIC's greatest strength.

Is there anything that you believe is undermining the goals and or future of NIC? Together, let's come up with **5** reasons

[List on the board]

Option Power: Of these options, if you could select one area that NIC needs to work on the most, what would it be?

end1:36

VI. Closing (DEAN)

Summary of the themes:

Follow up: Is there anything else you would like to add?

End of session.

NIC Future

Please mark one answer for each question.

Is NIC moving in the right or wrong direction?	1- WRONG DIRECTION	2-	3-	4-	5- RIGHT DIRECTION	DON'T KNOW
Community Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of New Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing/WEB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the following at NIC:	1- POOR	2- FAIR	3- GOOD	4- VERY GOOD	5- EXCELL ENT	DON'T KNOW
Customer Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares Students for Careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra-Curricular Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares Students for 4 Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important is it to improve:	1- NOT AT ALL	2- NOT VERY	3- MODER- ATELY	4- VERY	DON'T KNOW
Customer Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra-Curricular Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares Students for 4-Year Degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares Students for Careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>