



Danville Area Community College

2024 DACC RNL Student Satisfaction and Priorities Report

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Introduction

Student satisfaction surveys are vital tools used by educational institutions to assess the experiences, needs, and expectations of their students. These surveys gather valuable feedback on various aspects of academic life, including course content, teaching quality, campus facilities, and overall student support services. The importance of these surveys lies in their ability to identify areas for improvement, foster a positive learning environment, and enhance student retention and success. By responding to student concerns and preferences, institutions can adapt and innovate, ensuring they meet the evolving demands of their diverse student body.



Danville Area Community College has been conducting the Ruffalo Noel Levitz (RNL) Survey Student Satisfaction since 2017. Conducting student satisfaction surveys is a way to show our students that DACC cares about their perceptions and their experiences here at DACC.

In this latest report, we will examine the results from our 2024 Student Satisfaction survey that will look at the overall responses, but will also examine levels of students at more micro levels and demographic subpopulations. We will also compare some of the data from our previous RNL surveys and also how DACC compares to the National Community Colleges Midwestern Region between 2021-2024.

Survey results will be shared with the DACC community, including students, faculty, staff and external stakeholders. The survey results will also play a key role in shaping our upcoming strategic plan by providing valuable insights into the needs, concerns, and priorities of our students. The data will help identify areas of strength and opportunities for improvement, guiding decision-making and ensuring that the strategies we develop align with the expectations and goals of those we serve. By incorporating these findings, we can create a more focused, effective plan that addresses both current challenges and future opportunities.

As we review the data, it is important to keep in mind how the results will be shared on our campus. **The greatest power of the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on campus.**

Populations we will want to share these results with include:

- President and campus leadership;
- Deans, and directors;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;
- Board of trustees;
- Student leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

The Process

In early October of 2024, the process of initiating the student satisfaction survey began with setting clear objectives and defining the target audience. All current students were invited to complete the survey except high school students that were in dual credit classes and the Department of Corrections students. The team worked with the consultants at RNL to use their Student Satisfaction Survey that DACC has used since 2017. Each institution is allowed to add questions to the survey that are specific to their institution. The team made the decision to use the previous questions that were added in 2021. A platform was selected for distribution, and pre-testing was done to ensure functionality and clarity.

After final adjustments, the survey was launched, and invitations were sent out to participants, marking the official start of data collection. The data in this report reflect the responses from DACC students who completed the RNL Student Satisfaction Inventory Survey. Of the 1,454 students that were sent the link to the survey, we had a 16% completion rate with 230 responses. With the number of respondents, we can assume a confidence level of 95% with a margin of error at 5.81%. The Offices of Institutional Effectiveness and Planning and Institutional Research and Reporting sent out the first email to alert the students about the upcoming survey on October 22nd, 2024. The surveys were live on October 28, 2024 and closed on December 9, 2024. An email was sent the first day the survey opened to provide students with the link and their passcode to complete the survey. Multiple subsequent email reminders were sent to the students on an almost weekly basis to complete the survey. Students were also entered into multiple drawings for incentives if they completed the survey, including a grand prize. Incentives included DACC swag items and gift cards.



Demographic Overview

The students who completed the survey are representative of our overall DACC population. This is an overview of the students' demographics reflected in the data set that completed the survey.

Demographics Responses	Demographic Responses	Percentage
Age	18 and under	18.26%
	19 to 24	41.55%
	25 to 34	19.63%
	35 to 44	11.42%
	45 and over	9.13%
Class Level	1 year or less	46.46%
	2 years	37.17%
	3 years	9.73%
	4 or more years	6.64%
Current Class Load	Full-time	74.45%
	Part-time	25.55%
Current Enrollment Status	Day	88.16%
	Evening	11.84%
	Weekend	0.00%
Current GPA	No credits earned	9.78%
	1.99 or below	3.56%
	2.0 - 2.49	4.89%
	2.5 - 2.99	19.11%
	3.0 - 3.49	27.11%
	3.5 or above	35.56%
Current Residence	Residence hall	0.44%
	Own house	30.22%
	Rent room or apt off campus	18.67%
	Parent's home	41.78%
	Other residence	8.89%
Disabilities	Yes - Disability	13.84%
	No - Disability	86.16%
Educational Goal	Associate degree	54.22%
	Vocational/technical program	2.22%
	Transfer to another institution	23.56%
	Certification (initial / renewal)	12.00%
	Self-improvement/pleasure	0.89%
	Job-related training	2.67%
	Other educational goal	4.44%
Employment	Full-time off campus	23.11%
	Part-time off campus	34.22%
	Full-time on campus	3.11%
	Part-time on campus	7.56%
	Not employed	32.00%
Ethnicity/Race	Black/African-American	16.16%

	American Indian or Alaskan Native	1.75%
	Asian or Pacific Islander	1.31%
	Caucasian/White	69.43%
	Hispanic	4.37%
	Other race	1.31%
	Race - Prefer not to respond	3.49%
	Multi-racial	2.18%
Gender	Female	66.67%
	Male	27.85%
	Prefer not to respond	1.37%
	Transgender	2.28%
	Genderqueer	1.37%
	Additional gender category or Other	0.46%
Institution Was My	1st choice	79.74%
	2nd choice	16.30%
	3rd choice or lower	3.96%
Residence Classification	In-state	90.22%
	Out-of-state	7.11%
	International (not U.S. citizen)	2.67%

Majors/Programs

The survey included responses from students across various majors and programs. The top 3 majors/programs from students that responded were: Associate in Arts, Nursing (RN) AAS program, and Associate in Sciences.

Majors/Programs	Percentage
2220: Associate in Arts	15.77%
2221: Associate in Sciences	9.46%
2222: Engineering (Transfer) Associate Degree	3.15%
2223: Associate in Fine Arts or Fine Arts Education	3.15%
2224: Associate in Music or Music Education	0.45%
2225: General Education Core Certificate	0.90%
3330: General Studies AGS Degree	4.05%
3331: * Used for Pre-Nursing students	2.70%
3332: * Used for Pre-Rad Tech Students	0.90%
4400: Accounting AAS	1.80%
4401: Accounting Certificate	0.45%
4402: Marketing AAS	0.45%
4406: Small Business Ownership Certificate	0.90%
4408: Business Administrative Technology	2.70%
4411: Medical Office Assistant AAS	0.90%
4412: Medical Office Certificate	1.35%

4415: Computer and Network Administration Certificate	0.45%
4416: Computer Programming Certificate	1.35%
4417: Applied Computer Science AAS	1.35%
4421: Criminal Justice: Parole Officer Option AAS	0.45%
4422: Criminal Justice Law Enforcement Option AAS	0.45%
4423: Early Childhood Certificate	0.90%
4424: Early Childhood: Child Care Option AAS	0.45%
4425: Early Childhood: Paraprofessional Option AAS	0.45%
4426: Paraprofessional Educator: Grades K-12 AAS	1.80%
4427: Culinary Arts Certificate	1.80%
4430: Medical Assistant	2.70%
4431: Health Information Technology AAS	2.25%
4432: Coding Certificate	0.90%
4435: Claims Representative Certificate	0.90%
4436: Nursing (LPN) Certificate	3.15%
4437: Nursing (RN) AAS	12.16%
4438: Nurse Assistant Certificate	0.45%
4439: Radiologic Technology AAS	4.95%
4441: Sonography	3.60%
4442: Cancer Registry Management Certificate	0.90%
4445: Heating Ventilation & Air Conditioning Certificate	1.80%
4448: Maintenance Mechanic Certificate	0.90%
4454: Welding Certificate or Adv. Welding	0.45%
4456: Automotive Technology AAS	2.70%
4457: Automotive Technology Certificate	0.45%
4459: Tractor/Trailer Certificate	0.90%
9990: Life Study (No Degree or Certificate)	0.45%
9991: Adult Education	1.80%
Total	100.00%

Satisfaction Survey Results

Student Satisfaction and Likelihood to Re-Enroll

Students were asked to rate their overall satisfaction with their experience at the institution so far and their likelihood to re-enroll. The results below look at the students' responses overall, without a subpopulation breakdown. This is compared to students' responses nationally in the midwestern region.

Overall Student Response

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally? ...

Percentages below indicate the students indicating Satisfied/Very Satisfied.



Probably / Definitely Yes

How likely are our students to enroll again, if they had it to do over?

Percentages below indicate the students indicating Probably/Definitely yes.



Student Satisfaction Subpopulation Response Breakdown

For the satisfaction rating, we have also included subpopulation group results, however we did not include breakdowns if the number of students in that subpopulation group that responded was below 10. Percentages below indicate the students responding satisfied/very satisfied. This is compared to the students nationally in the midwestern region.

Population	DACC Students	National
All Survey respondents	72%	69%
Ages 18 and under	67%	66%
Ages 19-24	71%	65%
Students indicating a Disability	57%	61%
DACC was 1 st Choice	73%	74%
DACC was 2 nd Choice	69%	58%
Females	74%	72%
Males	71%	67%
Black/African American	74%	67%
Hispanic	55%	73%
Caucasian/White	73%	70%

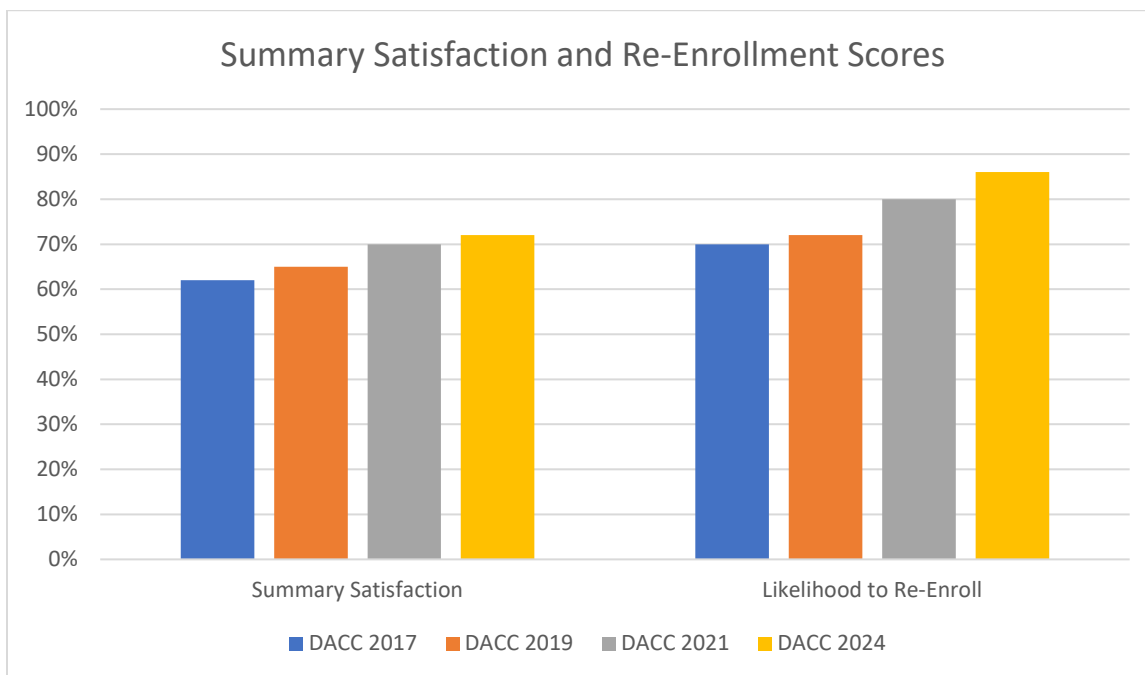
Student Re-Enroll Subpopulation Response Breakdown

Students were asked, “All in all, if you had it to do over again, would you enroll here?” We have also included subpopulation group results, however, we did not include breakdowns if the number of students in that subpopulation group that responded was below 10. Percentages below indicate the students responding probably/definitely yes. This is compared to the students nationally in the midwestern region.

Population	DACC Students	National
All Survey respondents	86%	78%
Ages 18 and under	95%	76%
Ages 19-24	83%	75%
Students indicating a Disability	92%	74%
DACC was 1 st Choice	89%	84%
DACC was 2 nd Choice	80%	68%
Females	86%	80%
Males	88%	75%
Black/African American	84%	76%
Hispanic	66%	81%
Caucasian/White	89%	79%

Year to Year Comparison of Satisfaction and Re-Enrollment Scores

The bar chart below reflects the percentage of students who indicated they were satisfied or very satisfied with their experience and the percentage that said they would probably or definitely re-enroll here again if they had it to do over. We compared DACC’s previous RNL surveys and DACC students have responded with a steady increase in satisfaction and likelihood to re-enroll.



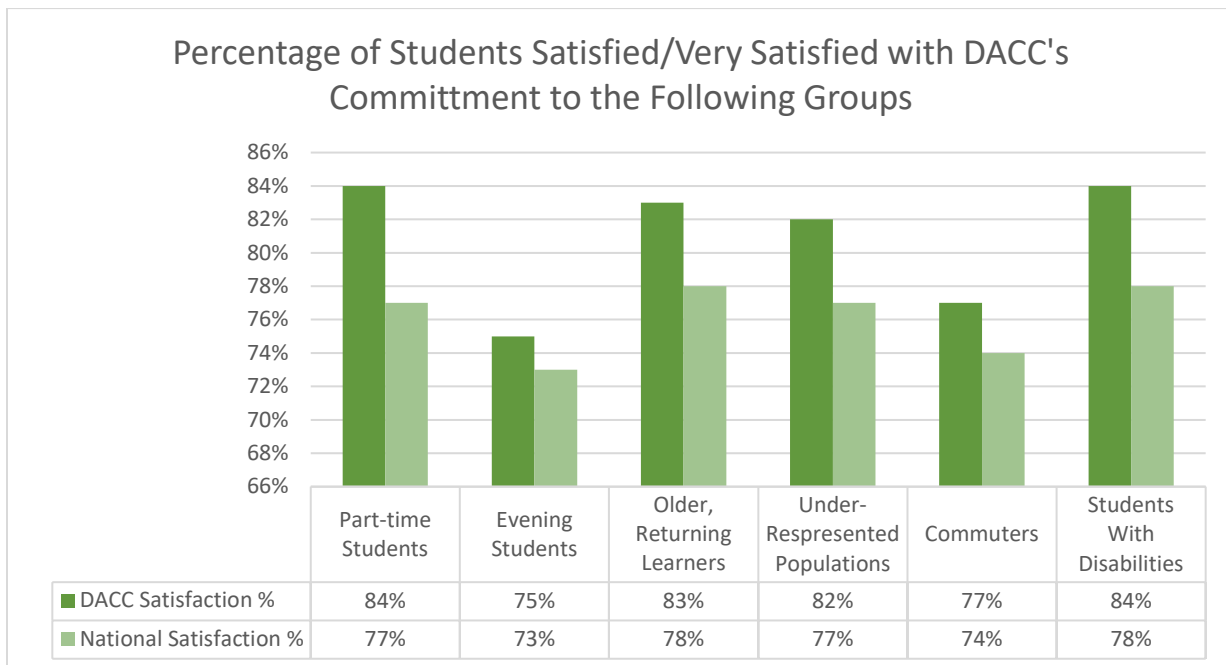
Top 5 Factors to Enroll by Importance

The factors influencing a student's decision to enroll in a college are essential as they directly impact their academic success and overall college experience. Personal interests, academic strengths, and career goals guide students toward institutions that align with their aspirations. Financial considerations, such as tuition costs and available scholarships, also play a significant role in determining whether a student can realistically attend a particular college. Additionally, the campus culture, location, and available resources must match the student's needs for a fulfilling and successful college journey. All of these factors help ensure students choose a college where they can thrive. These are the top 5 factors that our students here at DACC felt were the most important in their decision to enroll.

Item	Importance %
Financial Aid as a factor in decision to enroll	89%
Cost as factor in decision to enroll	88%
Academic reputation as factor in decision to enroll.	78%
Geographic setting as factor in decision to enroll.	72%
Personalized attention to enrollment as factor in decision to enroll.	69%

Institution's Commitment

Students were asked how satisfied they were in DACC's commitment to specific student populations. The percentages indicate students who answered satisfied/very satisfied. Overall, DACC students were more satisfied than the national rates when it came to DACC's commitment to these specific groups.



Strengths and Challenges

This section provides an indication of DACC’s strengths and challenges. It identified the areas that matter most to our students, whether we are meeting their expectations or if there is room for improvement. It also provides us with a summary for action planning, in which we can celebrate our strengths or take action in the areas that students see as challenges. The matrix below is used when determining the institution’s top strengths and top challenges.



The strengths and challenges that are listed are the items that rated the highest among all students surveyed. We have also broken down these **overall** strengths and challenges by subpopulation groups if the number of students that responded was at least 10. This helps us identify hidden challenges that might be affecting some of our students even if they were indicated as an **overall** strength or challenge. As an accredited institution, it is important to also look at the areas of student satisfaction as it contributes to our Higher Learning Commission (HLC) Criterion. The 3rd column indicates which HLC criterion section the item contributes to.

Column Description for both Strengths and Challenges

- Item – Item text or statement as it appears on the survey. “Campus items” are defined by the institution or reflect items that had text modified by the institution.
- Program/Service Area if applicable – program or service areas that the items fall into.
- Importance Rank - indicates the item rank in importance; only items in the top half of importance appear as either a strength or a challenge. Items with the same rank have the same importance score.
- HLC Criterion Level – RNL determined which items fall into the HLC’s accreditation levels (Levels reflect the Revised Criteria that go into effect on September 1, 2025).
 - Level 1 – Mission
 - Level 2 – Integrity: Ethical and Responsible Conduct
 - Level 3 – Teaching and Learning for Student Success
 - Level 4 – Sustainability: Institutional Effectiveness, Resources and Planning
- Overall – The overall student responses in determining if the item was a strength or challenge.

- Disabilities, Yes – breakdown of students who responded Yes to having a disability and if they ranked the overall top strengths and challenges as a strength or challenge.
- 1st Choice – breakdown of students who responded that DACC was their 1st choice as an institution and if they ranked the overall top strengths and challenges as a strength or challenge.
- Black/African American students – breakdown of students who responded that they were Black/African American students and if they ranked the overall top strengths and challenges as a strength or challenge.
- Hispanic Students – breakdown of students who responded that they were Hispanic and if they ranked the overall top strengths and challenges as a strength or challenge.

The responses are color coded as follows:

- Green indicates the item as a significant strength
- Red indicates the item as a significant challenge
- Yellow indicates that the item was neither a significant strength or a challenge for the subpopulation group.

Strengths

Strengths are items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance (top half) and the upper quartile (25 percent) of the satisfaction scores. The strengths are listed in descending order of importance.

Item	Program/Service Area if applicable	Importance Rank	HLC Criterion Level	Overall	Disabilities - Yes	1 st Choice	Black/African American Students	Hispanic Students
The campus is safe and secure for all students.	Campus Climate; Safety and Security	1	4	Strength	Strength	Strength	Strength	Neutral
I am able to experience intellectual growth here.	Instructional Effectiveness	1	3	Strength	Strength	Strength	Strength	Strength
Campus item: Students of color are made to feel welcome here.	Campus Climate	4	1	Strength	Strength	Strength	Challenge	Neutral
Campus item: Faculty treat students of color fairly.	Instructional Effectiveness	5	1	Strength	Strength	Strength	Challenge	Neutral
The equipment in the lab facilities is kept up to date.	Academic Services	8	4	Strength	Neutral	Strength	Strength	Neutral
Program requirements are clear and reasonable.	Instructional Effectiveness	8	2,3	Strength	Neutral	Neutral	Strength	Strength
There is a good variety of courses provided on this campus.	Instructional Effectiveness	8	4	Strength	Neutral	Neutral	Challenge	Strength
Nearly all of the faculty are knowledgeable in their fields.	Instructional Effectiveness	11	3	Strength	Strength	Strength	Neutral	Neutral

On the whole, the campus is well-maintained.	Campus Climate	11	4	Strength	Strength	Strength	Strength	Strength
The campus staff are caring and helpful.	Campus Climate	18	3	Strength	Neutral	Neutral	Neutral	Neutral
Students are made to feel welcome on this campus.	Campus Climate	18	1	Strength	Strength	Strength	Strength	Neutral
Faculty are usually available after class and during office hours.	Instructional Effectiveness	21	3	Strength	Strength	Strength	Strength	Neutral
Admissions staff are knowledgeable.	Admissions and Financial Aid	31	3	Strength	Neutral	Neutral	Neutral	Challenge
Tutoring services are readily available.	Academic Services	34	3	Strength	Neutral	Strength	Strength	Strength

Some respondents also gave comments at the end of the survey. Here are just a few of the comments that highlighted the strengths of the college. Some of the responses may have shortened to remove identifying features or spelling corrections.

- *“First and foremost, I want to express my appreciation for the hard work and dedication displayed by your faculty and staff. It’s clear that your team is committed to providing an educational environment that fosters growth, creativity, and academic excellence. The facilities and resources available have been helpful and have contributed greatly to my learning experience, and I am thankful for the opportunities I have been given to pursue my academic goals.”*
- *“I love the scholarships you guys provide for every student that applies. I like how the nursing program works that you are able to get your LPN during the program.”*
- *“I really love that every student that enrolls is able to get some kind of financial help. Finances were my biggest worry with college and DACC really helped lift that weight so I can continue my education with no debt.”*
- *“This was my first year in college and it was so much better than I expected. Everyone was extremely nice and made me feel very comfortable. I would highly recommend it to anyone.”*

Challenges

Challenges are items with high importance and low satisfaction or a large performance gap. These are specifically identified as items above the mid-point in importance (top-half) and in the lower quartile (25 percent) of the satisfaction scores OR items above the mid-point in importance (top half) and in the top quartile (25 percent) of the performance gap scores. The gaps scores are the most likely reason that these items were identified as challenges. The challenges are listed in descending order of importance.

Item	Program/Service Area	Importance Rank	HLC Criterion Level	Overall	Disabilities - Yes	1 st Choice	Black/African American Students	Hispanic Students
Campus item: My advisor provides me with accurate information about courses, programs, and requirements.	Academic Advising/Counseling	3	3	Challenge	Challenge	Challenge	Neutral	Challenge
The quality of instruction I receive in most of my classes is excellent.	Instructional Effectiveness	5	3	Challenge	Challenge	Challenge	Challenge	Strength
Faculty are fair and unbiased in their treatment of individual students.	Instructional Effectiveness	5	2	Challenge	Challenge	Neutral	Neutral	Strength
I am able to register for classes I need with few conflicts.	Registration Effectiveness	16	4	Challenge	Challenge	Challenge	Neutral	Challenge

My academic advisor is knowledgeable about my program requirements.	Academic Advising/Counseling	16	3	Challenge	Challenge	Challenge	Neutral	Challenge
Classes are scheduled at times that are convenient for me.	Registration Effectiveness	20	4	Challenge	Neutral	Challenge	Neutral	Neutral
Financial aid counselors are helpful.	Admissions and Financial Aid	27	3	Challenge	Neutral	Challenge	Neutral	Neutral
My academic advisor is concerned about my success as an individual.	Academic Advising/Counseling	27	3	Challenge	Neutral	Challenge	Neutral	Challenge
Policies and procedures regarding registration and course selection are clear and well-publicized.	Registration Effectiveness	31	2	Challenge	Neutral	Challenge	Neutral	Challenge
There are adequate services to help me decide upon a career.	Campus Support Services	38	1	Challenge	Neutral	Challenge	Neutral	Challenge
Admissions counselors respond to prospective students' unique needs and requests.	Admissions and Financial Aid	38	3	Challenge	Neutral	Neutral	Neutral	Neutral
This school does whatever it can to help me reach my educational goals.	Academic Advising/Counseling; Campus Climate	38	3	Challenge	Challenge	Challenge	Neutral	Neutral

Some respondents gave comments at the end of the survey. Here are just a few of the comments that highlighted areas of improvement/challenges. Some of the responses may have been shortened to remove identifying features or spelling corrections.

- *“I believe there is always room for improvement, especially as education systems continue to evolve in response to the demands of a changing world. One area where I feel there is potential for growth is in the integration of more hands-on learning opportunities and real-world application within the curriculum. While theoretical knowledge is essential, I believe that offering students more practical experiences could better prepare them for careers after graduation. Programs such as internships, cooperative education, or industry partnerships could offer students valuable experience in their chosen fields, making their transition from classroom to workforce smoother and more impactful.”*
- *“I think there could be an increased emphasis on mental health resources for students. While academic success is important, it’s equally crucial that students are given the support they need to maintain their well-being throughout their academic journey. Having easy access to counseling services, stress management workshops, and peer support groups could go a long way in helping students cope with the pressures that come with pursuing higher education.”*
- *“I also suggest improving communication between departments and students, ensuring that students are well-informed about deadlines, program requirements, and available resources. Regular updates, workshops, or virtual meetings can help keep students engaged and ensure they don’t miss out on opportunities.”*
- *“I wish the tutoring centers were all located in the same building, instead of being spread around the campus.”*
- *“I would like to see professors adjust their teaching and test taking to accommodate the needs for people with learning disabilities. Some students don’t learn at the same ways or levels as others.”*

Campus Specific Questions

The RNL survey allows each institution to ask its own questions. These questions were added to the 2021 survey and the same questions were included in the 2024 survey so the institution could compare between the two data sets. If the percentage is highlighted in green in the 2024 results, that indicates an increase in satisfaction from the prior survey taken in 2021. If the percentage is highlighted in red in the 2024 results, that indicates a decrease in satisfaction from the prior survey taken in 2021. If the results are highlighted in yellow, that means there was no change. These results are from the **overall** respondents. A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed.

Item	DACC RNL Results 2024			DACC RNL Results 2021			Difference
	Importance %	Satisfaction %	Gap %	Importance %	Satisfaction %	Gap %	
Campus item: My advisor provides me with accurate information about courses, programs, and requirements.	93 %	81 %	12 %	90 %	77 %	13 %	4 %
Campus item: My academic advisor encourages me to use college resources (i.e., career counseling, tutorial services, etc.)	87 %	79 %	8 %	86 %	73 %	13 %	6 %
Campus item: The career counseling staff is approachable and helpful in assisting students to determine a career direction.	88 %	78 %	10 %	88 %	80 %	8 %	-2 %
Campus item: I am aware of the services the career and employment services office has to offer.	86 %	69 %	17 %	87 %	71 %	16 %	-2 %
Campus item: Students of color are made to feel welcome here.	92 %	89 %	3 %	91 %	88 %	3 %	1 %
Campus item: The level of ethnic and cultural diversity of this campus is satisfactory.	88 %	86 %	2 %	85 %	82 %	3 %	4 %
Campus item: Faculty treat students of color fairly.	91 %	91 %	0 %	92 %	91 %	1 %	0 %

Campus item: The presence of international students on this campus enriches my college experience.	82 %	80 %	2 %	82 %	79 %	3 %	1 %
Campus item: The college's calendar of events includes the interests and concerns of diverse groups.	84 %	85 %	-1 %	89 %	84 %	5 %	1 %
Campus item: The college has a strong commitment to international and multicultural education.	84 %	82 %	2 %	88 %	81 %	7 %	1 %

Conclusion

The satisfaction survey results reflect a strong sense of approval from our DACC students regarding their overall experience at the community college. The majority of respondents were pleased with the safety of our campus, campus facilities, the variety of courses, and supportive environment fostered by faculty and staff. However, there were some recurring suggestions for improvement, particularly related to advising, financial aid, the quality of instruction, and access to student services. It will be important to look at the areas that were highlighted as challenges from our subpopulation groups as well. These insights will be instrumental in guiding future initiatives aimed at enhancing the student experience. By addressing the identified areas for improvement while maintaining our strengths, we are committed to ensuring that all students have the support and resources needed for success at our institution.



**Danville Area
Community College**