

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## Overview:

Student satisfaction assessments are a key indicator of the current institutional environment. The data from the Noel-Levitz Student Satisfaction Inventory (SSI) provides direction for improving the quality of student life and learning in the areas that are most important to our students. The survey measures student satisfaction and importance, showing both how satisfied students are with their college experience and what experiences are important to them. The results support institutional efforts by identifying potential next steps the college can implement to effectively respond to student concerns.

Survey respondents rate 80 individual items by indicating both the level of importance they place on each item, as well as their level of satisfaction with South Mountain Community College (SMCC) in meeting this expectation. The survey items have been analyzed conceptually and statistically to yield scale scores (*see Appendix A for scale descriptions*). The 12 scales provide a broad perspective of students' perceptions and priorities (*Note: the Responsiveness to Diverse Populations Scale only has satisfaction ratings*). Additionally, there are three items related to the students' overall college experience.

The ratings for each item use a 7-point Likert scale (7 = most important/satisfied and 1 = least important/satisfied). Means scores for importance and satisfaction for individual items are calculated by summing the respondents' ratings and dividing by the number of respondents. Averages for importance are typically in the range of 5 to 6 while average satisfaction scores are typically in a range of 4 to 5. 'Mean Differences' is the difference between the institutions satisfaction mean score and the comparison group (satisfaction) means. A 'positive' number indicates students are *MORE* satisfied than the students in the comparison group. If the mean difference is a 'negative' number, students are *LESS* satisfied than the students in the comparison group.

Performance gaps are calculated as the difference in the importance score and the satisfaction score. Items with small or zero performance gaps (gap = 0.50 or less), indicate the institution is meeting students' expectations, whereas larger performance gaps indicate the students' expectations are not adequately being met by the institution.

Definition of the level of significance is reflected by the number of asterisks which appear behind the mean difference number:

- \*statistically significant at the .05 level
- \*\*statistically significant at the .01 level

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

- \*\*\*statistically significant at the .001 level

The greater the number of asterisks, the greater the confidence in the significance of this difference, and the greater the likelihood that this difference did not occur by chance. For example: The statistical significance at the .05 level indicates that there are five chances in 100 that the difference between the institution's satisfaction score and the comparison groups score will occur due to chance alone.

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## Methodology & Sample:

Prior to spring 2016, SMCC also administered the Noel-Levitz Student Satisfaction Inventory (SSI) in spring 2013 and 2010. South Mountain, in conjunction with the nine Maricopa Community Colleges also administered ten custom questions related to the overall student experience (e.g. enrollment process, financial aid, college transcript process.). Moving forward, the college will administer the survey every three years as part of a Maricopa Community College district-wide initiative. The next scheduled administration of the survey is spring 2019.

Credit courses with enrollment greater than five students were randomly selected to participate in the Noel-Levitz SSI. Course selections were limited to in-person courses held on the SMCC main and extended campuses which excluded ESL, PED, MUP and NSO courses. Approximately, 800 students were surveyed, with a total of 401 students in 19 classes (25 sections) completing the survey. The spring 2016 Noel-Levitz sample was comparable to the overall SMCC student populations in terms of age, gender, ethnicity, and academic load (e.g. full-time).

Based on the overall SMCC student population, categories that were best represented included: gender and ethnicity. Respondent rate were higher in females (61%) in comparison to males (39%). Ages 19-24 (55%) had a much higher participation rate followed by ages 18 and under (16%) and ages 25-34 (15%). Survey respondents also indicated their academic load status, with full-time status representing the majority of respondents (62%). Please refer to appendix B for complete sample demographics.

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## Strengths & Challenges:

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

Custom Question 2: I can access my personal information on the my.maricopa.edu website.*
Custom Question 3: I can find the information I am looking for on the my.maricopa.edu website.*
I am able to experience intellectual growth here. ♦
The campus is safe and secure for all students. ♦
The quality of instruction I receive in most of my classes is excellent. ♦
Library resources and services are adequate. ♦
Tutoring services are readily available. ♦
Faculty are usually available after class and during office hours. ♦
Nearly all of the faculty are knowledgeable in their fields. ♦
Students are made to feel welcome on campus. ♦
On the whole, the campus is well-maintained. ♦
The campus staff are caring and helpful. ♦
It is an enjoyable experience to be a student on this campus. ♦
Computer labs are adequate and accessible. ♦
The personnel involved in registration are helpful. ♦

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

**Institutional Challenges** - items with high importance and low satisfaction or a large performance gap. Institutional Challenges are: (1) items above the mid-point in importance and in the *lower* quartile (25 percent) of satisfaction scores, or (2) items above the mid-point in importance and in the top quartile (25 percent) of performance gap scores. The challenges are listed in descending order of importance.

Custom Question 1: The financial aid process at this college is clear.*
Custom Question 5: It is easy to obtain financial aid information when calling the college by phone. *
Custom Question 6: It is easy to obtain tuition payment information when calling by phone. *
Custom Question 7: The college contacts me to let me know when my tuition bill is due. *
Custom Question 8: The college contacts me to let me know what I need to do for my financial aid. *
Custom Question 9: Documents I submit to Enrollment Services (Admissions and Records) are processed in a timely manner.*
Custom Question 10: My transcripts from colleges outside of Maricopa were evaluated in a timely manner. *
Classes are scheduled at times that are convenient for me. ♦
My academic advisor is knowledgeable about the transfer requirements of other schools. ●
My academic advisor is knowledgeable about my program requirements. ●
Financial aid awards are announced to students in time to be helpful in college planning. ●
This school does whatever it can to help me reach my educational goals.
Adequate financial aid is available for most students.
My academic advisor is approachable.

- \* Custom questions for all 10 Maricopa Colleges
- ♦ An institutional strength in the spring 2013 cycle
- An institutional challenge in the spring 2013 cycle

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## What is Important to SMCC Students?

10 of the 11 Noel-Levitz scales received above average mean importance scores (more than 6.0 on a 7-point Likert scale). Please note an importance score for the scale item *'Responsiveness to Diverse Populations'* is not measured. Registration Effectiveness, Academic Advising/Counseling, and Instructional Effectiveness received the highest importance scores and were higher than the Maricopa Community College District mean scores. The table below summarizes the scale items in decreasing order of importance.

Scale	SMCC	MCCCD	National
Registration Effectiveness	6.22	6.17	6.26
Academic Advising/Counseling	6.21	6.15	6.26
Instructional Effectiveness	6.20	6.18	6.29
Academic Services	6.18	6.10	6.16
Admissions and Financial Aid	6.14	6.04	6.18
Safety and Security	6.10	6.09	6.14
Student Centeredness	6.10	5.99	6.10
Concern for the Individual	6.09	6.06	6.20
Campus Climate	6.07	5.97	6.10
Service Excellence	6.06	5.95	6.08
Campus Support Services	5.72	5.51	5.65

Individual items with the highest mean importance scores compared to National:

Item	SMCC	National
Cost as factor in decision to enroll.	6.39	6.36
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.30	6.26
Library resources and services are adequate.	6.27	6.20
Tutoring Services are readily available.	6.27	6.14
There are convenient ways of paying my school bill.	6.27	6.26

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Faculty take into consideration student differences as they teach a course.	6.23	6.16
Financial aid as a factor in decision to enroll.	6.22	6.11
The campus staff are caring and helpful.	6.20	6.18
Billing policies are reasonable.	6.20	6.18

Individual items with the lowest mean importance scores compared to National:

Item	SMCC	National
The quality of instruction in the vocational/technical programs is excellent.	5.84	6.17
Admissions counselors accurately portray the campus in their recruiting practices.	5.85	5.94
Internships or practical experiences are provided in my degree/certificate program.	5.86	6.03
Academic reputation as factor in decision to enroll.	5.89	5.94
Faculty care about me as an individual.	5.92	6.09
I seldom get the "run-around" when seeking information on this campus.	5.94	6.14

## How satisfied are SMCC Students?

All twelve Noel-Levitz scales received above average mean satisfaction scores (above 5.0 on a 7-point Likert scale). SMCC mean satisfaction scores were higher than all Maricopa District mean scores. Safety and Security has the higher mean score when compared to the National (comparison group). Please note the Academic Advising/Counseling item has a negative mean difference, an indication that our students are less satisfied with this service than the national group.

Scale	SMCC	MCCCD	Difference MCCCD	National	Difference National
Registration Effectiveness	5.62	5.43	0.19***	5.57	0.05
Academic Advising/Counseling	5.33	5.12	0.21**	5.36	-0.03
Instructional Effectiveness	5.58	5.46	0.12*	5.54	0.04
Academic Services	5.70	5.61	0.09	5.67	0.03

## NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Admissions and Financial Aid	5.41	5.09	0.32***	5.34	0.07
Safety and Security	5.52	5.21	0.31***	5.30	0.22***
Student Centeredness	5.63	5.44	0.19**	5.51	0.12*
Concern for the Individual	5.41	5.22	0.19**	5.37	0.04
Campus Climate	5.54	5.36	0.18**	5.46	0.08
Service Excellence	5.53	5.31	0.22**	5.44	0.09
Campus Support Services	5.20	5.04	0.16**	5.17	0.03
Responsiveness to Diverse Populations	5.71	5.54	0.17*	5.63	0.08

\*statistically significant at the .05 level; \*\*statistically significant at the .01 level; \*\*\*statistically significant at the .001 level

Individual items with the highest mean satisfaction scores compared to National:

Item	SMCC	National	Mean Difference
I am able to experience intellectual growth here.	5.90	5.86	0.04
The campus is safe and secure for all students.	5.82	5.79	0.03
The quality of instruction I receive in most of my classes is excellent.	5.69	5.64	0.05

Individual items with the lowest mean satisfaction scores compared to National:

Item	SMCC	National	Mean Difference
Child care facilities are available on campus.	4.28	4.46	-0.18
Institution's commitment to older, returning learners?	5.64	5.69	-0.05
Institution's commitment to students with disabilities?	5.69	5.70	-0.01
Personnel in the Veterans' Services program are helpful.	4.84	4.92	-0.08

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## How Do SMCC Students Rate Their Overall Experience?

At a summary level, SMCC students are more likely to have their expectations met, have higher satisfaction levels with their college experience, and are more likely to re-enroll when compared to students at other 2-year institutions across the nation and the Maricopa District. The mean difference for both comparison groups (MCCCD and National) was a positive number, an indication that SMCC students are more satisfied with their overall college experience.

Summary Item	SMCC	MCCCD	Difference MCCCD	National	Difference National
So far, how has your college experience met your expectations?	5.13	4.97	0.16	4.78	0.26
Rate your overall satisfaction with your experience here thus far.	5.66	5.55	0.11	5.52	0.14
All in all, if you had to do it over, would you enroll here again?	5.88	5.83	0.05	5.75	0.13

## What Progress Has SMCC Made Since Last Cycle?

**Importance** - SMCC has slightly decreased in mean scores in eleven scale categories when compared to the 2013 administration cycle. When compared to the 2010 cycle, SMCC slightly improved in seven categories; Registration Effectiveness, Academic Services, Admissions and Financial Aid, Student Centeredness, and Campus Climate.

Scale	SMCC 2016	SMCC 2013	SMCC 2010
Registration Effectiveness	6.22	6.26	6.19
Academic Advising/Counseling	6.21	6.23	6.23
Instructional Effectiveness	6.20	6.25	6.24
Academic Services	6.18	6.21	6.12
Admissions and Financial Aid	6.14	6.19	6.10
Safety and Security	6.10	6.17	6.11
Student Centeredness	6.10	6.13	6.07

## NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Concern for the Individual	6.09	6.15	6.13
Campus Climate	6.07	6.09	6.03
Service Excellence	6.06	6.07	6.03
Campus Support Services	5.72	5.73	5.58

**Satisfaction** - SMCC has maintained and/or improved in eleven of the twelve scale categories when compared to the 2013 administration cycle. Safety and Security experienced the largest increase in satisfaction since 2013.

Scale	SMCC 2016	SMCC 2013	Mean Difference
Registration Effectiveness	5.62	5.62	0.00
Academic Advising/Counseling	5.33	5.27	0.06
Instructional Effectiveness	5.58	5.50	0.08
Academic Services	5.70	5.71	-0.01
Admissions and Financial Aid	5.41	5.34	0.07
Safety and Security	5.52	5.37	0.15
Student Centeredness	5.63	5.59	0.04
Concern for the Individual	5.41	5.33	0.08
Campus Climate	5.54	5.46	0.08
Service Excellence	5.53	5.45	0.08
Campus Support Services	5.20	5.18	0.02
Responsiveness to Diverse Populations	5.71	5.71	0.00

Individual items with larger performance gaps:

Item	Importance	Satisfaction	Performance Gaps
Campus item 8: The college contacts me to let me know what I need to do for my financial aid.	6.21	5.03	1.18
Internships or practical experiences are provided in my degree/certificate program.	5.86	4.77	1.09

## NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Campus item 7: The college contacts me to let me know when my tuition bill is due.	6.22	5.16	1.06
Students are notified early in the term if they are doing poorly in a class.	6.17	5.14	1.03
My academic advisor is concerned about my success as an individual.	6.13	5.10	1.03
My academic advisor helps me set goals to work toward.	6.17	5.17	1.00
Classes are scheduled at times that are convenient for me.	6.47	5.47	1.00

Individual items with smaller performance gaps:

Item	Importance	Satisfaction	Performance Gaps
Most students feel a sense of belonging here.	5.69	5.52	0.17
Personnel in the Veterans' Services program are helpful.	5.05	4.84	0.21
On the whole, the campus is well-maintained.	6.25	5.98	0.27
Bookstore staff are helpful.	6.15	5.83	0.32

### Overall Student Experience

The 10 custom questions related to the overall registration and enrollment process at South Mountain Community College were also evaluated. The average mean score of importance for each campus item was above average (more than 6.0 on a 7-point Likert scale). The average mean satisfaction scores varied from 5.0 to above 6.0. In addition, SMCC students identified the highest importance and satisfaction scores for campus item 2. Performance gaps for all ten custom questions are provided below. Please note there are two campus items (items 7 and 8) with performance gaps greater than 1, which is an indication that the students' expectations are not being met by the institution.

Item	Importance	Satisfaction	Performance Gap
Campus item 1: The financial aid process at this college is clear.	6.46	5.49	0.97
Campus item 2: I can access my personal information on the my.maricopa.edu website.	6.56	6.21	0.35

## NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Campus item 3: I can find the information I am looking for on the my.maricopa.edu website.	6.49	5.86	0.63
Campus item 4: It is easy to obtain registration information when calling the college by phone.	6.34	5.56	0.78
Campus item 5: It is easy to obtain financial aid information when calling the college by phone.	6.29	5.33	0.96
Campus item 6: It is easy to obtain tuition payment information when calling the college by phone.	6.26	5.42	0.84
Campus item 7: The college contacts me to let me know when my tuition bill is due.	6.22	5.16	1.06
Campus item 8: The college contacts me to let me know what I need to do for my financial aid.	6.21	5.03	1.18
Campus item 9: Documents I submit to Enrollment Services (Admissions and Records) are processed in a timely manner.	6.42	5.58	0.84
Campus item 10: My transcripts from colleges outside of Maricopa were evaluated in a timely manner.	6.26	5.42	0.84

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

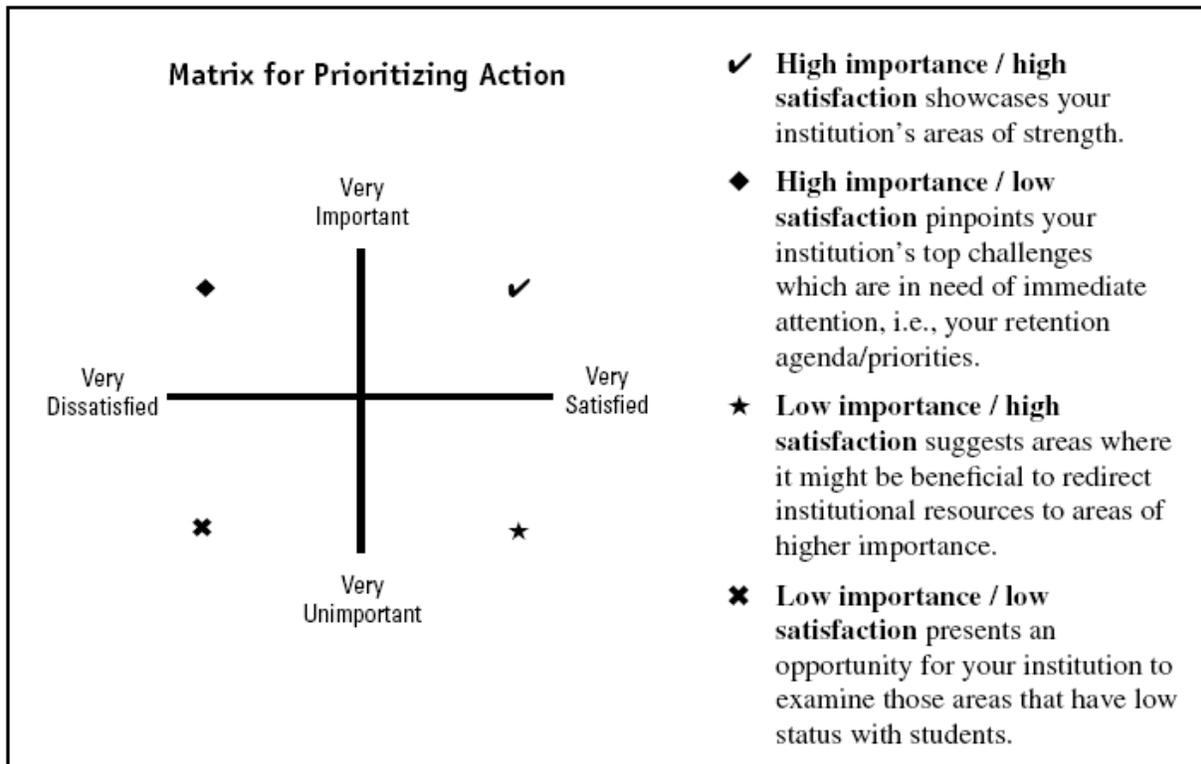
## Conclusion & Next Steps

Areas with high importance and low satisfaction represent challenges for the institution and should be examined. In addition to identifying institution-wide opportunities, the Noel-Levitz SSI also highlights areas of strength corresponding to high importance and high satisfaction. The survey also provides national data so that comparisons can be made to other community and 2-year colleges. Lastly, comparisons from previous survey administrations are available to for review and to establish benchmark progress.

SMCC has continued to meet student needs and expectations since 2013 administration cycle. The mean differences (satisfaction scale) were positive with the exception of one scale item (Academic Advising/Counseling, -0.03) when compared to the national group. In comparison to the last cycle, the mean differences were also positive with the exception of one item (Academic Services, -0.01). The positive mean scores provides a good indication that students are more satisfied than the in the comparison group. The negative mean scores are services the institution may consider for review before the next administration cycle.

Performance gaps were small than the comparison group in ten out of the eleven measured scales. However, in comparison to the last administration cycle, SMCC's performance gaps were small, representing students' expectations are being met. In addition, students also indicated their importance and satisfaction with enrollment and registration process at SMCC. Areas of focus to consider include those individual service areas where gaps are greater than 1 and where mean differences have a negative value. Through instruments such as the Noel-Levitz Student Satisfaction Inventory, SMCC will continue to improve and enhance services and programs essential for student success. The Noel-Levitz Matrix for Prioritizing Action serves as a resource for interpreting results and will assist the college in determining effective strategies to address key focus areas.

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016



*For additional information and/or more detailed reports, please contact the South Mountain Community College Research, Planning & Development Office.*

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## [Appendix A: Noel-Levitz Description of Scales](#)

**Academic Advising and Counseling Effectiveness** assesses the comprehensiveness of your academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability. (Questions 6, 12, 25, 32, 40, 48, 52)

**Academic Services** assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas. (Questions 14, 21, 26, 34, 42, 50, 55)

**Admissions and Financial Aid** assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs. (Questions 7, 13, 20, 33, 41, 49)

**Campus Climate** assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students. (Questions 1, 2, 16, 22, 27, 28, 31, 36, 44, 45, 52, 57, 59, 63, 67)

**Campus Support Services** assesses the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas. (Questions 10, 17, 19, 30, 38, 47, 59)

**Concern for the Individual** assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment. (Questions 2, 16, 25, 29, 48)

**Instructional Effectiveness** assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings. (Questions 2, 18, 23, 29, 37, 46, 54, 58, 61, 64, 65, 66, 69, 70)

**Registration Effectiveness** assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible. (Questions 5, 8, 15, 35, 43, 51, 56, 60, 62)

**Responsiveness to Diverse Populations** assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; commuters; part-time students; and older, returning learners. (Questions 81, 82, 83, 84, 85, 86)

**Safety and Security** assesses your institution's responsiveness to students' personal

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities. (Questions 4, 11, 24, 31, 39)

***Service Excellence*** assesses the attitude of staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably. (Questions 5, 22, 26, 27, 44, 57, 62, 63, 67)

***Student Centeredness*** assesses your campus's efforts to convey to students that they are important to the institution. This scale measures your institution's attitude toward students and the extent to which they feel welcome and valued. (Questions 1, 16, 27, 28, 36, 57)

\*Note that some items appear in more than one scale. Items not on a scale: 3, 9, 53, and 68.  
Copyright 2013, Noel-Levitz, Inc.

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

## Appendix B: Sample Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
Female	231	61.11%	Associate degree	196	52.69%
Male	147	38.89%	Vocational/technical program	3	0.81%
Total	401	100.0%	Transfer to another institution	140	37.63%
No Response	23		Certification (initial / renewal)	8	2.15%
			Self-improvement/pleasure	4	1.08%
<b>Age</b>	<b>N</b>	<b>%</b>	Job-related training	2	0.54%
18 and under	61	16.18%	Other educational goal	19	5.11%
19 to 24	208	55.17%	Total	372	100.0%
25 to 34	57	15.12%			
35 to 44	31	8.22%			
45 and over	20	5.31%	<b>Employment</b>	<b>N</b>	<b>%</b>
Total	377	100.0%	Full-time off campus	141	37.70%
			Part-time off campus	106	28.34%
<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	Full-time on campus	7	1.87%
African-American	65	17.15%	Part-time on campus	10	2.67%
American Indian/Alaskan Native	22	5.80%	Not employed	110	29.41%
Asian or Pacific Islander	7	1.85%	Total	374	100.0%
Caucasian/White	45	11.87%			
Hispanic	207	54.62%	<b>Current Residence</b>	<b>N</b>	<b>%</b>
Other race	16	4.22%	Residence hall	3	0.79%
Race - Prefer not to respond	17	4.49%	Own house	61	16.14%
Total	379	100.0%	Rent room or apt off campus	79	20.90%
			Parent's home	208	55.03%
<b>Enrollment Status</b>	<b>N</b>	<b>%</b>	Other residence	27	7.14%

# NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SUMMARY REPORT SPRING 2016

Day	280	75.88%	Total	378	100.0%
Evening	86	23.31%			
Weekend	3	0.81%	<b>Residence Classification</b>	<b>N</b>	<b>%</b>
Total	369	100.0%	In-state	349	92.08%
			Out-of-state	17	4.49%
<b>Class Load</b>	<b>N</b>	<b>%</b>	International (not U.S. citizen)	13	3.43%
Full-time	238	62.47%	Total	379	100.0%
Part-time	143	37.53%			
Total	381	100.0%			
<b>Class Level</b>	<b>N</b>	<b>%</b>	<b>Disabilities</b>	<b>N</b>	<b>%</b>
1 year or less	184	48.81%	Yes - Disability	28	7.45%
2 years	109	28.91%	No - Disability	348	92.55%
3 years	60	15.92%	Total	376	100.0%
4 or more years	24	6.37%			
Total	377	100.0%			
<b>Current GPA</b>	<b>N</b>	<b>%</b>	<b>Institution Was My...</b>	<b>N</b>	<b>%</b>
No credits earned	31	8.29%	1st choice	245	64.81%
1.99 or below	7	1.87%	2nd choice	109	28.84%
2.0 - 2.49	41	10.96%	3rd choice or lower	24	6.35%
2.5 - 2.99	83	22.19%	Total	378	100.0%
3.0 - 3.49	116	31.02%			
3.5 or above	96	25.67%			
Total	374	100.0%			