

2024FA



Student Survey

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INSTITUTIONAL RESEARCH

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Highlights

Our campus community wants to ensure students are satisfied with their experiences, their interactions with Lewis-Clark State College (LC State) employees, and the information they receive. Respondents reported they were satisfied with their overall experience, academic experience, social experience, and the information available on Canvas and the college website. In addition, respondents were satisfied with the availability of faculty outside of class, quality of faculty as teachers, availability of their advisor, and quality of advising offered by their advisor.

On average, respondents rated the LC State culture as friendly, respectful, caring, intellectual, inclusive, improving, accessible to people with physical disabilities, not racist, not sexist, and not homophobic.

Respondents who reported being in their first semester were asked to rate how important various factors were in their decision to attend LC State. Respondents reported that the top five most important factors were the cost of attendance, availability of financial aid or scholarships, quality of education, a specific program or major, and quality of instructors.

Respondents who reported living in the residence halls were satisfied with the safety and availability of student housing.

Respondents who were taking all courses online agreed that they enjoyed learning remotely, that their instructors were helpful in an online environment, that they were satisfied with how their online courses were set up in Canvas, and that LC State had been helpful in offering them the resources they needed to learn from home.

Respondents who reported attending the Lewiston campus were asked about their interest in attending various LC State-sponsored events and activities. Respondents reported they were interested in going to career development and volunteer opportunities. Respondents were also asked about their interest in various community events or activities in their surrounding communities. Respondents reported they were interested in voting in national elections, volunteer work, and contributing to solving a community problem, which is a part of how our students become successful leaders, engaged citizens, and lifelong learners.

Introduction

During the 2024 fall semester, the Office of Institutional Research and Effectiveness at LC State sent a survey to the entire student body, excluding dual credit students. The purpose of the survey was to better understand students' concerns, expectations, experiences, and decisions. Data collection occurred over three weeks, beginning on November 4th of 2024 and ending on November 25th of 2024. Students enrolled on November 4th of 2024 were invited to participate in the survey (N = 2,374). Of those invited to participate, 490 students responded to the survey, which yielded an initial response rate of 21%. Of those, 444 completed the survey, resulting in a response and completion rate of 19% (compared to 23% in 2023, 21% in 2022, 19% in 2021, and 21% in 2020).

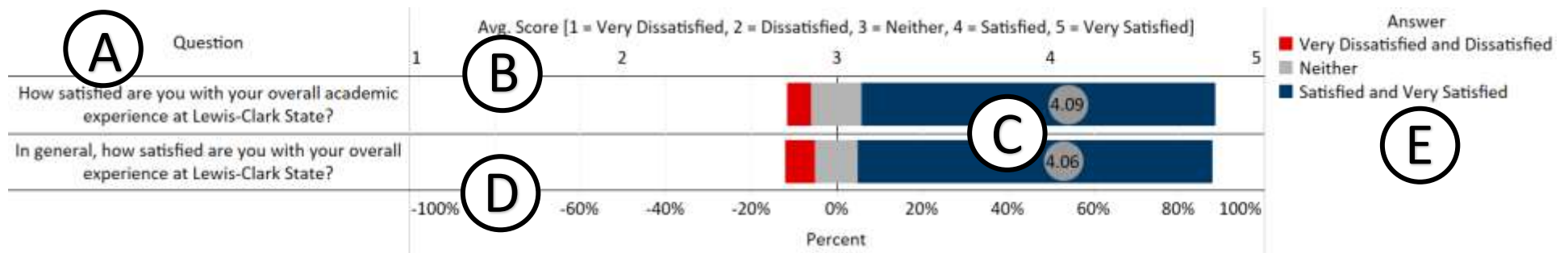
All responses were utilized in the analyses, including partial responses. However, not all student groups were included in each of the analyses. For example, when respondents were asked about campus involvement, respondents who took classes entirely online were not included. A note in that section will explicitly state if any respondents were left out of the analysis. When there were differences in findings from last year's survey, a comparison graph in that section will show the difference for the respective category. For this report, difference is defined as a mean difference of +/- 0.15. on the one to five scale for Likert questions. This report provides basic descriptive statistics, not based on statistical significance, of the survey items with interpretations of key findings. It is important to note that the data in this report is self-reported and therefore, may not reflect official student records.

The purpose of this document is to review findings from the Student Survey in a format that will provide LC State administrators, faculty, and staff with helpful information to make data-informed decisions.

Reading a Dual Axis Chart

Within the document, there are charts like the one below. This chart provides several pieces of information, including a dual axis, in which each axis operates independently. Please find an explanation for each alphabetical letter on the chart below:

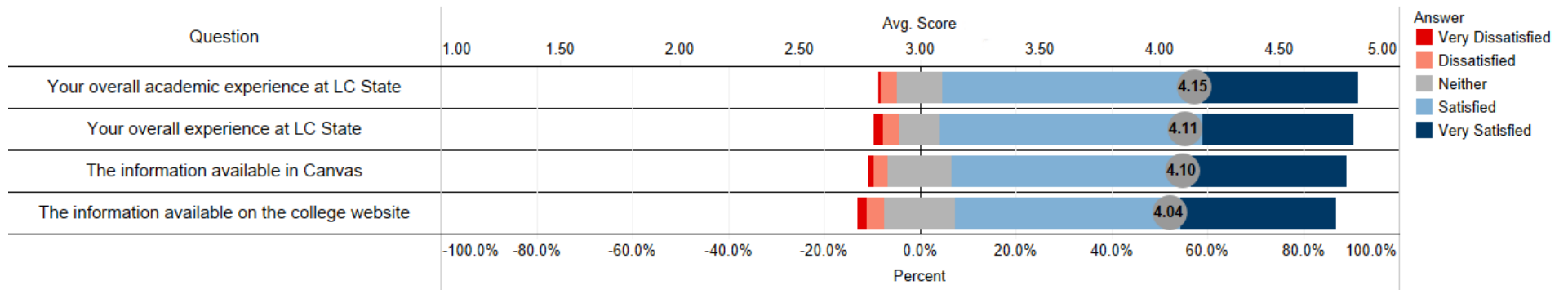
- Questions/Statements on the survey (i.e., How satisfied are you with your overall academic experience at Lewis-Clark State?)
- Axis line that contains the scale the respondents had to choose from for each question/statement (i.e., 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neither, 4 = Satisfied, 5 = Very Satisfied)
- In the grey circles are the averages of the corresponding numerical values for each question/statement (i.e., 4.09, 4.06)
- Axis line that contains the percentage of respondents who fell within each category listed in the legend.
- Legend that sorts respondents into categories by color (i.e., red = very dissatisfied and dissatisfied; grey = neither; blue = satisfied and very satisfied)



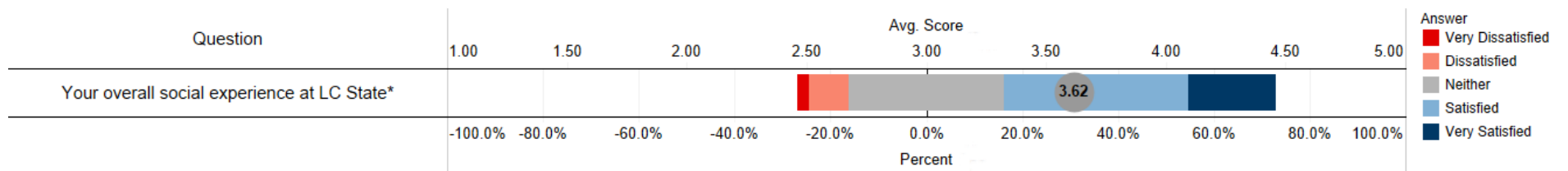
Overall Satisfaction

Respondents were asked how satisfied they were with their overall experience and academic experience at LC State (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). Respondents who reported attending the main LC State campus in Lewiston were asked how satisfied they were with their overall social experience at LC State (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). On average, respondents were satisfied with their overall academic experience ($M = 4.15$, $SD = 0.76$) and overall experience at LC State ($M = 4.11$, $SD = 0.83$). On average, respondents who attended the main LC State campus in Lewiston were satisfied with their overall social experience ($M = 3.62$, $SD = 0.96$). Respondents were also asked how satisfied they were with the information available in Canvas and the college website (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). On average, respondents were satisfied with the information available in Canvas ($M = 4.10$, $SD = 0.82$) and the college website ($M = 4.04$, $SD = 0.90$).

What is your level of satisfaction with the following?



What is your level of satisfaction with the following?



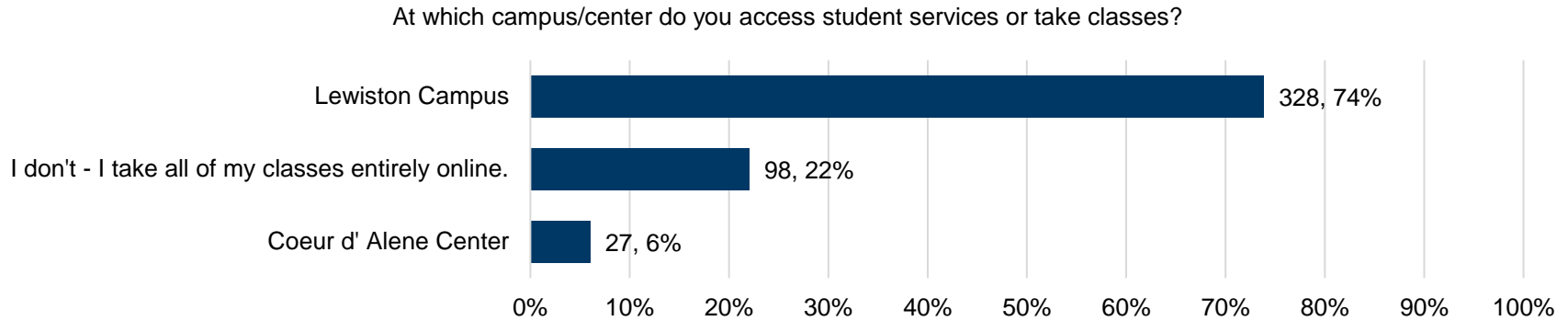
*Only includes respondents who reported they attended the main LC State campus in Lewiston

What is your level of satisfaction with the following?	N	M	SD	% <i>Very dissatisfied and Dissatisfied</i>	% <i>Very satisfied and Satisfied</i>
Your overall academic experience at LC State	443	4.15	0.76	4%	87%
Your overall experience at LC State	444	4.11	0.83	5%	86%
The information available in Canvas	440	4.10	0.82	4%	83%
The information available on the college website	440	4.04	0.90	6%	80%
Your overall social experience at LC State*	328	3.62	0.96	11%	57%

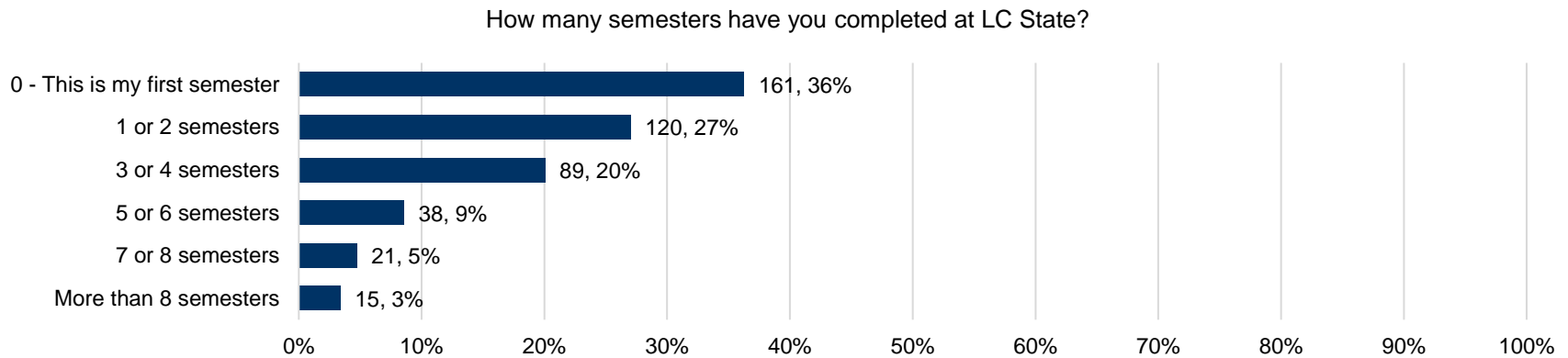
*Only includes respondents who reported they attended the main LC State campus in Lewiston

Academics

Respondents were asked at which campus/center they access student services or take classes. Some respondents indicated that they take all classes entirely online, but access student services at a certain campus/center. These students were counted once in each category (Lewiston campus or Coeur d'Alene Center and entirely remote), resulting in a total response above 100%. Seventy-four percent (74%) of respondents reported they attended the Lewiston campus, 22% did not attend a campus and took their classes online, and 6% attended the Coeur d'Alene Center.

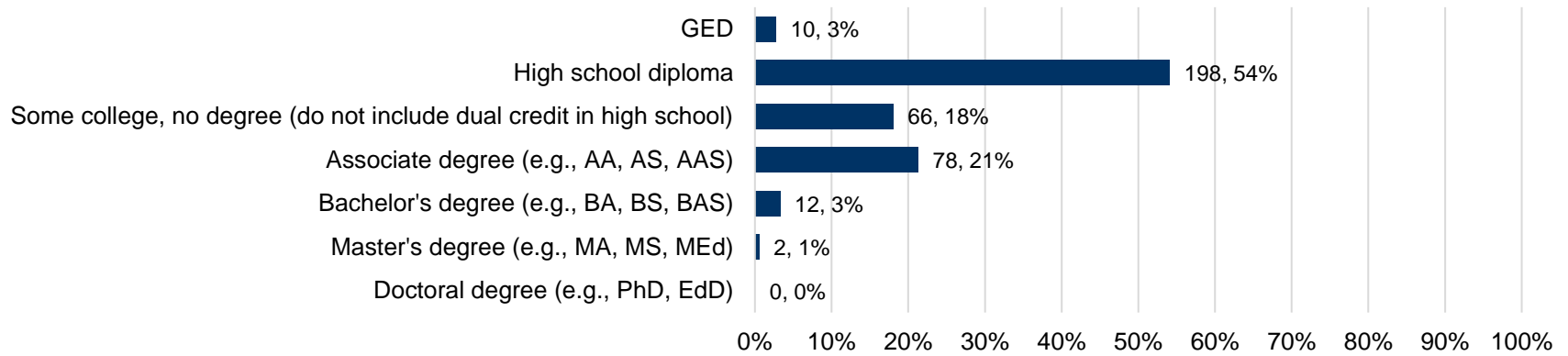


Respondents were asked how many semesters they had completed at LC State. Thirty-six percent (36%) of respondents reported they were in their first semester, 27% completed one or two semesters, 20% completed three or four semesters, 9% completed five or six semesters, 5% completed seven or eight semesters, and 3% completed more than eight semesters.



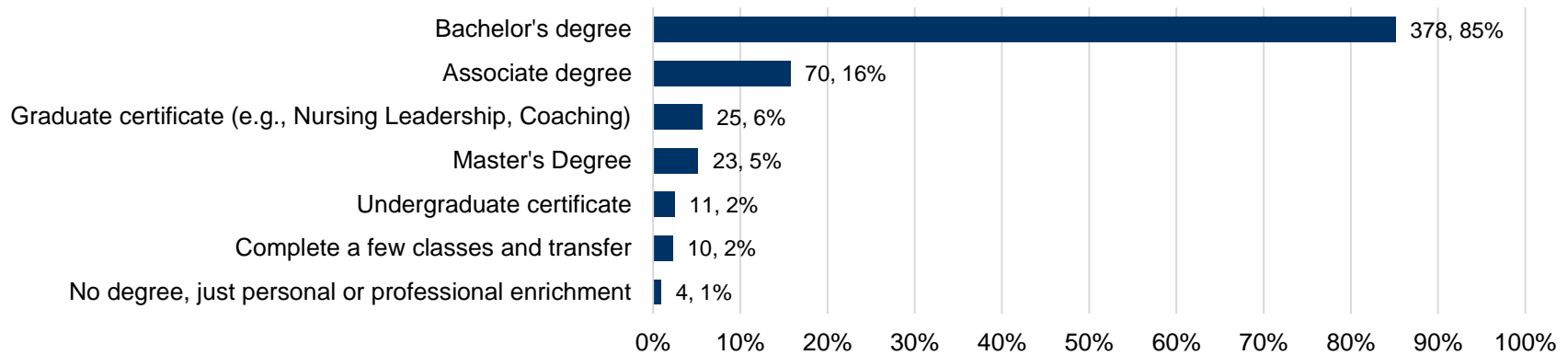
Respondents were asked about the highest level of education they had earned before attending LC State. Fifty-seven percent (57%) of respondents reported they earned a high school diploma or a Graduate Equivalency Degree (GED), 18% earned some college credit outside of dual credit, 21% earned an associate degree, and 4% earned a bachelor's degree or higher before attending.

Before attending LC State, what is the highest level of education you had achieved?



Respondents were asked what their primary goal is at LC State. Eighty-five percent (85%) of respondents reported they were pursuing a bachelor's degree, 16% were pursuing an associate degree, 6% were pursuing a graduate certificate, 5% were pursuing a master's degree, 2% were completing a few classes and planned to transfer, 2% were pursuing an undergraduate certificate, and 1% were taking classes for personal or professional enrichment. The percent total adds to above 100% because respondents could select more than one choice. It is important to note that this is self-reported data and may not reflect actual enrollment data.

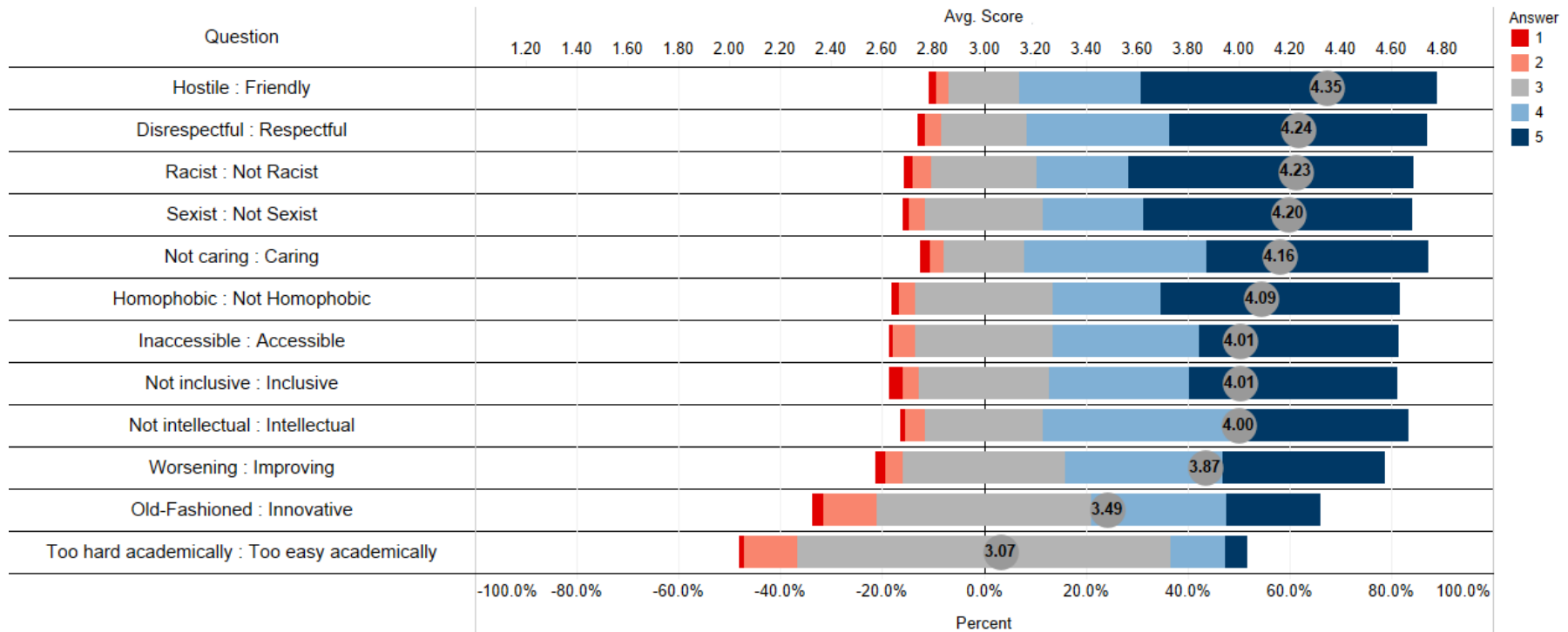
What is your primary goal at LC State? Select all that apply.



Campus Climate

Respondents were presented with pairs of words with opposite meanings. Then, respondents were asked to rate the degree to which the LC State culture is more closely aligned with one set of words or the opposing. On average, respondents rated the LC State culture as friendly ($M = 4.35$, $SD = 0.92$), respectful ($M = 4.24$, $SD = 0.93$), not racist ($M = 4.23$, $SD = 1.01$), not sexist ($M = 4.20$, $SD = 0.98$), caring ($M = 4.16$, $SD = 0.93$), not homophobic ($M = 4.09$, $SD = 1.00$), accessible to people with physical disabilities ($M = 4.01$, $SD = 0.95$), inclusive ($M = 4.01$, $SD = 1.02$), intellectual ($M = 4.00$, $SD = 0.91$), and improving ($M = 3.87$, $SD = 0.97$). Last, respondents rated the LC State culture as being in-between old-fashioned and innovative ($M = 3.49$, $SD = 0.99$) and too hard and too easy academically ($M = 3.07$, $SD = 0.65$).

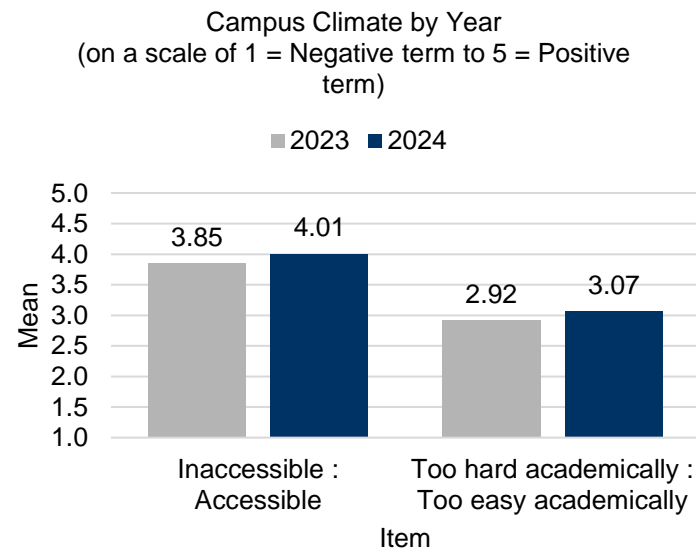
Please rate the degree to which LC State culture is more closely aligned with one phrase or the opposing phrase.



Please rate the degree to which LC State culture is more closely aligned with one phrase or the opposing phrase.	N	M	SD	% Negatively Leaning (1 and 2)	% Positively Leaning (4 and 5)
Hostile : Friendly	393	4.35	0.92	4%	82%
Disrespectful : Respectful	391	4.24	0.93	5%	79%
Racist : Not Racist	392	4.23	1.01	5%	74%
Sexist : Not Sexist	386	4.20	0.98	4%	73%
Not caring : Caring	389	4.16	0.93	5%	79%
Homophobic : Not Homophobic	390	4.09	1.00	5%	68%
Inaccessible : Accessible	387	4.01	0.95	5%	68%
Not inclusive : Inclusive	388	4.01	1.02	6%	69%
Not intellectual : Intellectual	386	4.00	0.91	5%	72%
Worsening : Improving	392	3.87	0.97	5%	63%
Old-Fashioned : Innovative	391	3.49	0.99	13%	45%
Too hard academically : Too easy academically	392	3.07	0.65	11%	15%

2023 to 2024 Comparison: Campus Climate

Mean differences between the 2023 and 2024 survey for campus climate responses can be found on the following items. Respondents in 2024 felt that the campus is more accessible to people with physical disabilities and easier academically than respondents in 2023.

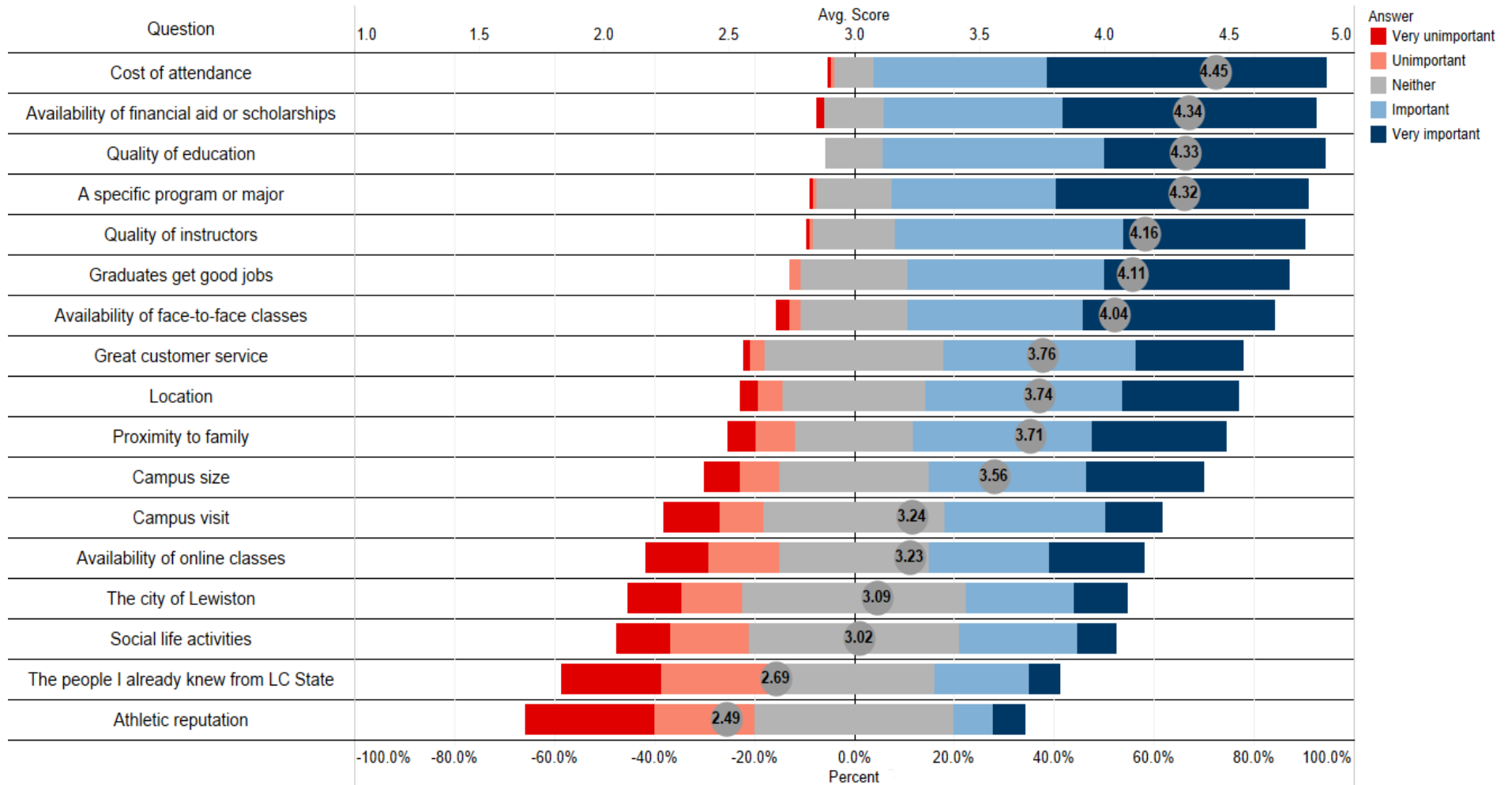


Why Students Chose LC State

Respondents who reported being in their first semester were asked to rate how important various factors were in deciding to attend LC State (on a scale of 1 = *Very unimportant* to 5 = *Very important*). On average, respondents reported that cost of attendance ($M = 4.45$, $SD = 0.73$), availability of financial aid or scholarships ($M = 4.34$, $SD = 0.80$), quality of education ($M = 4.33$, $SD = 0.67$), a specific program or major ($M = 4.32$, $SD = 0.81$), quality of instructors ($M = 4.16$, $SD = 0.77$), graduates get good jobs ($M = 4.11$, $SD = 0.81$), availability of face-to-face classes ($M = 4.04$, $SD = 0.97$), great customer service ($M = 3.76$, $SD = 0.87$), location ($M = 3.74$, $SD = 0.99$), proximity to family ($M = 3.71$, $SD = 1.12$), and campus size ($M = 3.56$, $SD = 1.15$), were important factors in their decision to attend LC State. On average, respondents reported that a campus visit ($M = 3.24$, $SD = 1.13$), the availability of online classes ($M = 3.23$, $SD = 1.27$), the city of Lewiston ($M = 3.09$, $SD = 1.10$), social life activities ($M = 3.02$, $SD = 1.07$), and the people that they already knew from LC State ($M = 2.69$, $SD = 1.18$) were neither important nor unimportant factors in their decision to attend LC State. Last, on average, respondents reported athletic reputation ($M = 2.49$, $SD = 1.15$) was a relatively unimportant factor in their decision to attend LC State.

We are interested in knowing why you chose to attend LC State.

Please rate how important the following factors were to you in choosing to attend LC State.

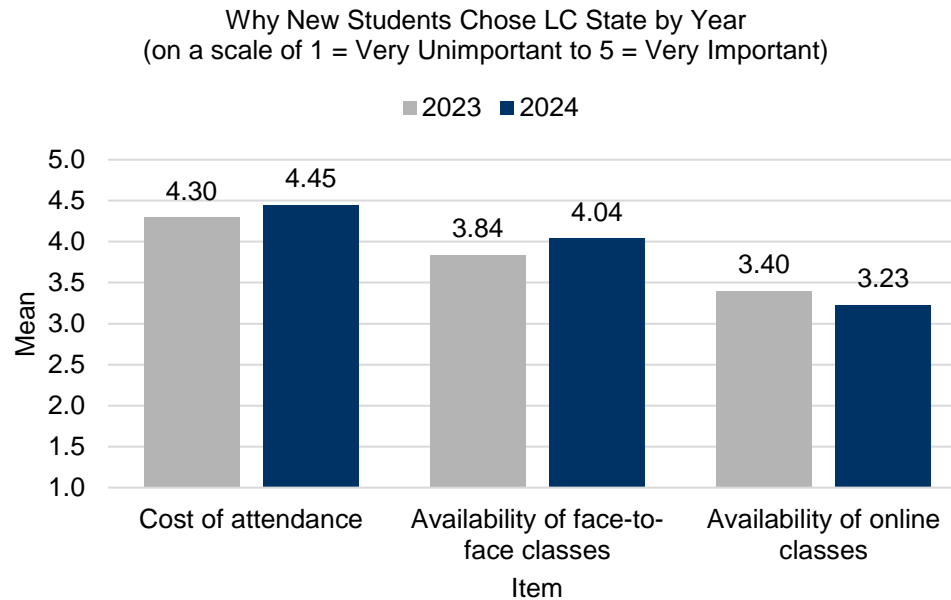


Please rate how important the following factors were to you in attending LC State.*	N	M	SD	% <i>Very unimportant and Unimportant</i>	% <i>Very important and Important</i>
Cost of attendance	141	4.45	0.73	1%	91%
Availability of financial aid or scholarships	140	4.34	0.80	1%	86%
Quality of education	140	4.33	0.67	0%	89%
A specific program or major	140	4.32	0.81	1%	84%
Quality of instructors	140	4.16	0.77	1%	82%
Graduates get good jobs	140	4.11	0.81	2%	76%
Availability of face-to-face classes	140	4.04	0.97	5%	74%
Great customer service	140	3.76	0.87	4%	60%
Location	140	3.74	0.99	9%	63%
Proximity to family	140	3.71	1.12	14%	63%
Campus size	140	3.56	1.15	15%	55%
Campus visit	140	3.24	1.13	20%	44%
Availability of online classes	141	3.23	1.27	27%	43%
The city of Lewiston	139	3.09	1.10	23%	32%
Social life activities	140	3.02	1.07	26%	31%
The people I already knew from LC State	139	2.69	1.18	42%	25%
Athletic reputation	140	2.49	1.15	46%	14%

*Only includes respondents who reported being in their first semester

2023 to 2024 Comparison: Choosing LC State

Mean differences between the 2023 and 2024 survey for why new students chose LC State can be found on the following items. Respondents in 2024 responded that cost of attendance and availability of face-to-face classes were slightly more important in their choice of attending LC state, and that the availability of online classes was slightly less important.

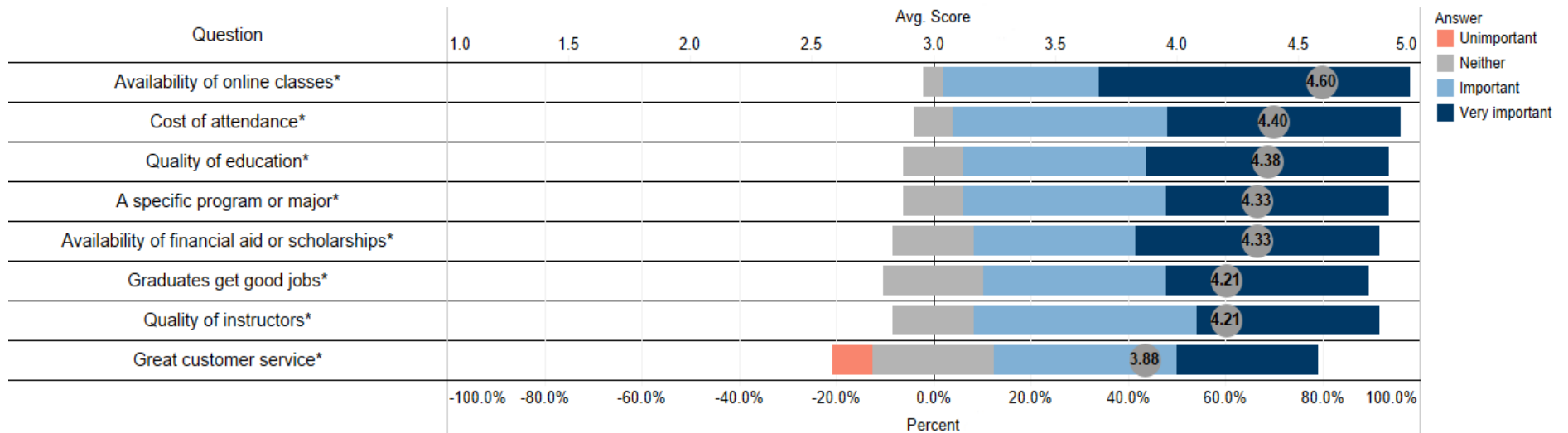


Differences and Similarities between Online and On-Campus Students

Respondents taking their classes entirely online (N = 25) reported that the availability of online classes was important, and respondents attending the main LC State campus in Lewiston (N = 111) did not. Respondents attending the main LC state campus in Lewiston reported availability of face-to-face classes and campus size were important. In contrast, respondents taking their classes entirely online did not. Both groups of respondents reported availability of financial aid or scholarships, a specific program or major, quality of education, cost of attendance, graduates getting good jobs, great customer service, and quality of instructors were important factors.

We are interested in knowing why you chose to attend LC State.

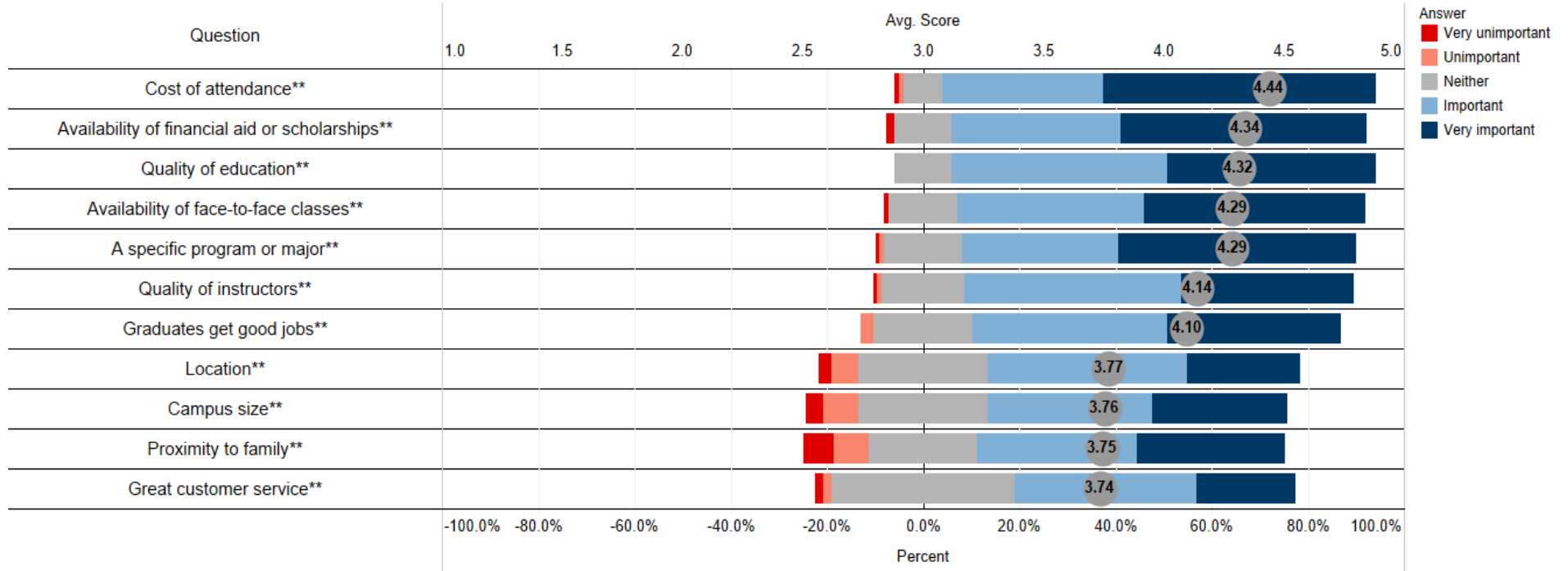
Please rate how important the following factors were to you in choosing to attend LC State.



*Only includes respondents who reported they were online students

We are interested in knowing why you chose to attend LC State.

Please rate how important the following factors were to you in choosing to attend LC State.

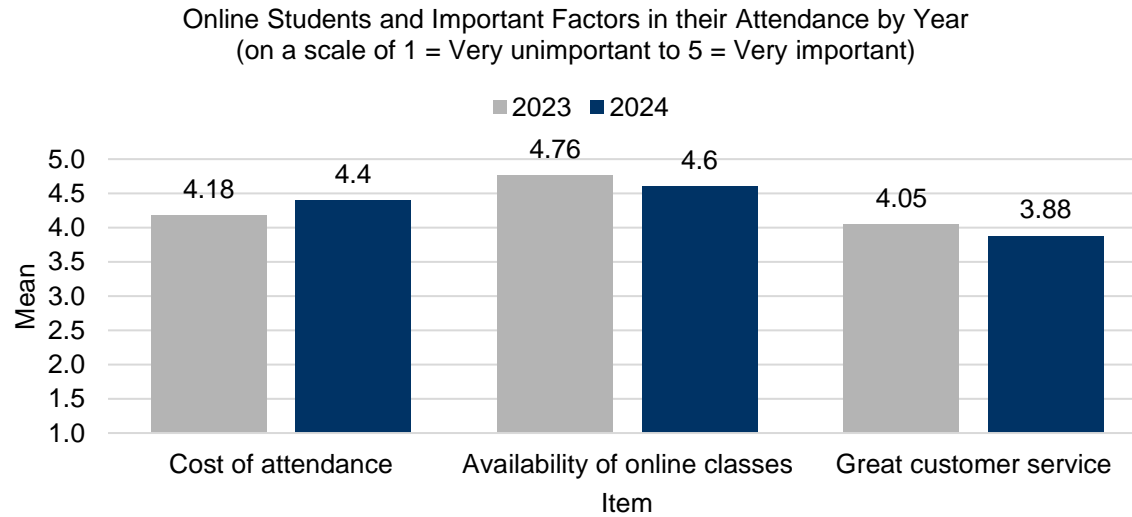


**Only includes respondents who reported they attended the main LC State campus in Lewiston

2023 to 2024 Comparison: Online and On-Campus Students

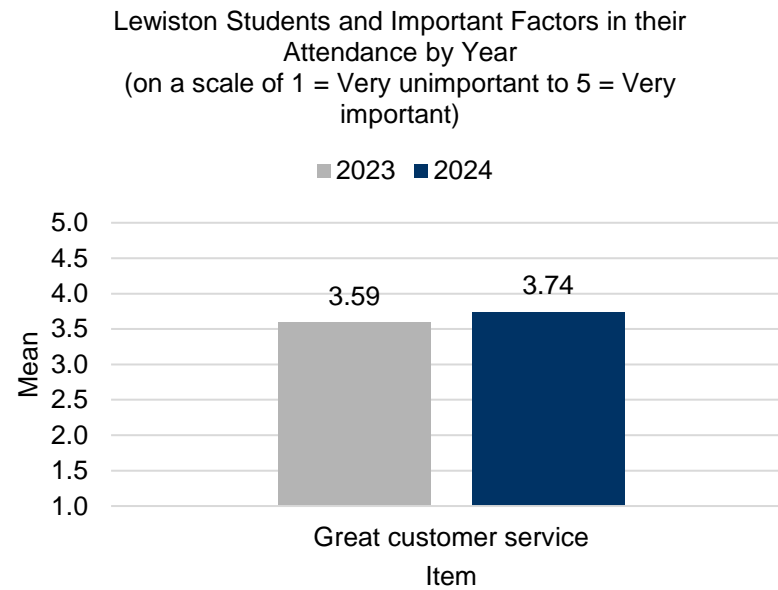
Online

Mean differences between the 2023 and 2024 survey for respondents taking their classes entirely online can be found on the following items. Cost of attendance was rated as more important in 2024 compared to 2023. Availability of online classes and great customer service were rated as slightly less important in 2024 compared to 2023.



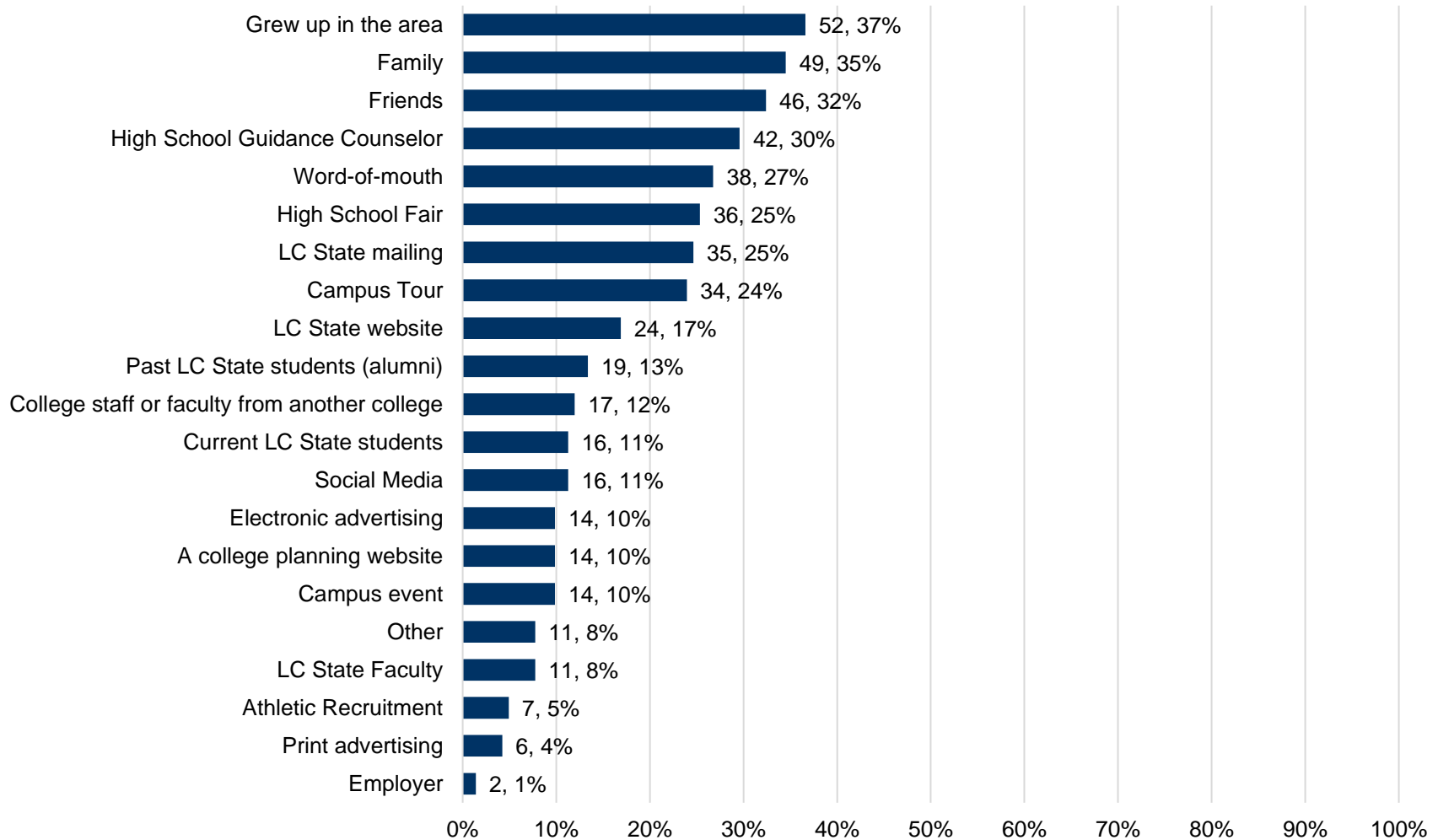
On-Campus

Mean differences between the 2023 and 2024 survey for respondents attending the main LC State can be found on the following item. Great customer service was rated as slightly more important in 2024 compared to 2023.



Respondents who reported being in their first semester were asked how they heard about LC State. Thirty-seven percent (37%) of respondents reported they grew up in the area, 35% heard from family, 32% heard from friends, 30% heard from their high school guidance counselor, 27% heard through word-of-mouth, and 25% heard from a high school fair. The percent total adds to above 100% because respondents could select more than one choice.

How did you hear about LC State? Select all that apply.*

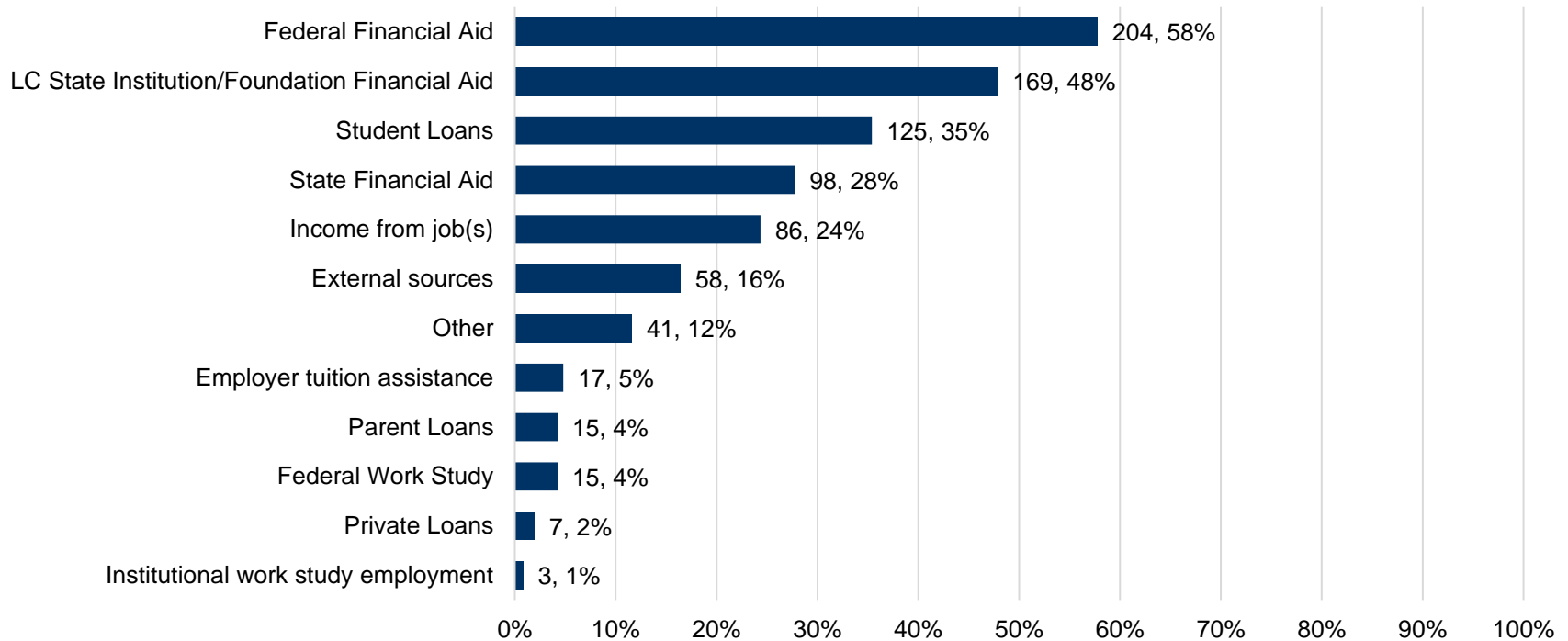


*Only includes respondents who reported being in their first semester

Financial Aid and Loans

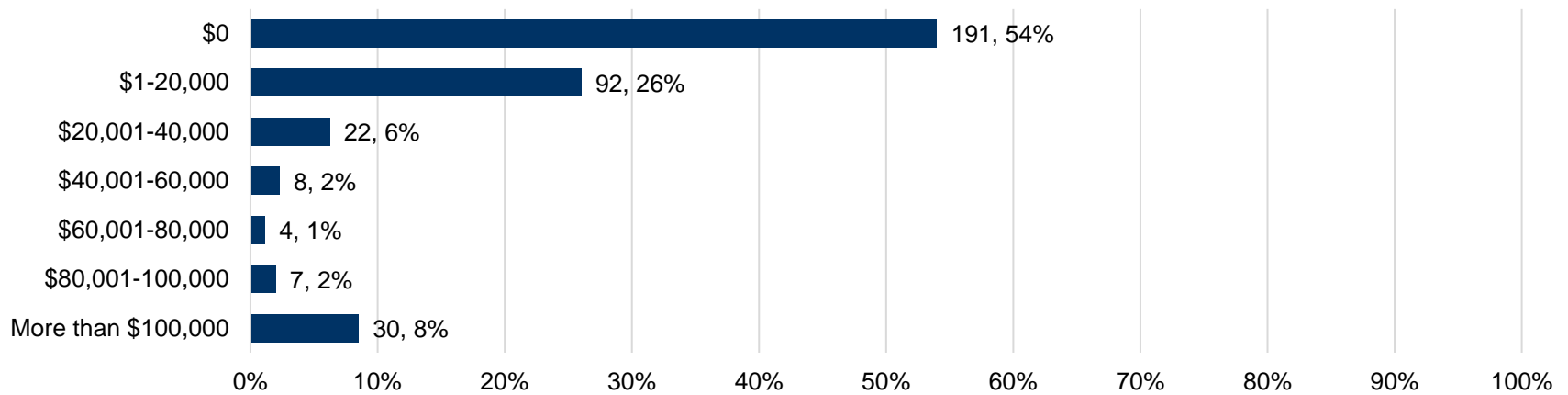
Respondents were asked about the financial support they received and used to pay for college costs. Fifty-eight percent (58%) of respondents reported receiving federal financial aid (e.g., Pell Grant, Supplemental Education Opportunity Grant, etc.). Forty-eight percent (48%) received LC State institution/foundation financial aid (e.g., scholarships, tuition waivers, athletic awards, etc.). Thirty-five percent (35%) received student loans (e.g., Stafford Loan, Perkins Loan, Nursing Loan, Federal Plus, etc.). Twenty-eight percent (28%) received state financial aid (e.g., State Grant, etc.). Twenty-four percent (24%) received income from employment. Sixteen percent (16%) received funding from external sources (e.g., Kiwanis, National Merit, GI Bill, etc.). Five percent (5%) received tuition assistance through their employer. Four percent (4%) reported that their parents took out a parent loan (e.g., Parent Plus, etc.). Four percent (4%) received Federal Work-Study. Two percent (2%) took out a private loan. Last, 1% received institutional work-study. The percent total adds to above 100% because respondents could select more than one choice.

What kinds of financial support do/did you receive and use to pay for college costs? Select all that apply.



Respondents were asked how much personal debt (e.g., mortgage, auto loan, credit card debt, personal loan, etc.) they had when they started attending LC State. Over half of the respondents (54%) reported having no personal debt when they started attending LC State. Twenty-six percent (26%) of respondents had \$1 to \$20,000, 6% had \$20,001 to \$40,000, 2% had \$40,001 to \$60,000, 1% had \$60,001 to \$80,000, 2% had \$80,001 to \$100,000, and 8% had more than \$100,000 in personal debt.

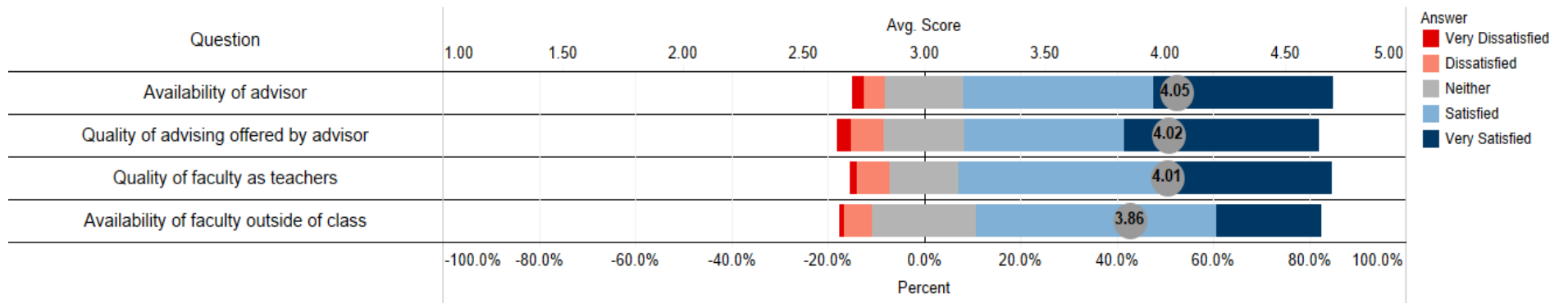
How much personal debt (e.g., mortgage, auto loan, credit card debt, personal loan, etc.) did you have when you started attending LC State?



Faculty and Advisors

Respondents were asked how satisfied they were with the quality of faculty as teachers, the availability of faculty outside of class, the quality of advising offered by their advisor, and the availability of their advisor (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). On average, respondents were satisfied with the availability of their advisor ($M = 4.05$, $SD = 0.97$) and the quality of advising offered by their advisor ($M = 4.02$, $SD = 1.05$). On average, respondents were satisfied with the quality of faculty as teachers ($M = 4.01$, $SD = 0.94$) and the availability of faculty outside of class ($M = 3.86$, $SD = 0.86$).

What is your level of satisfaction with the following?



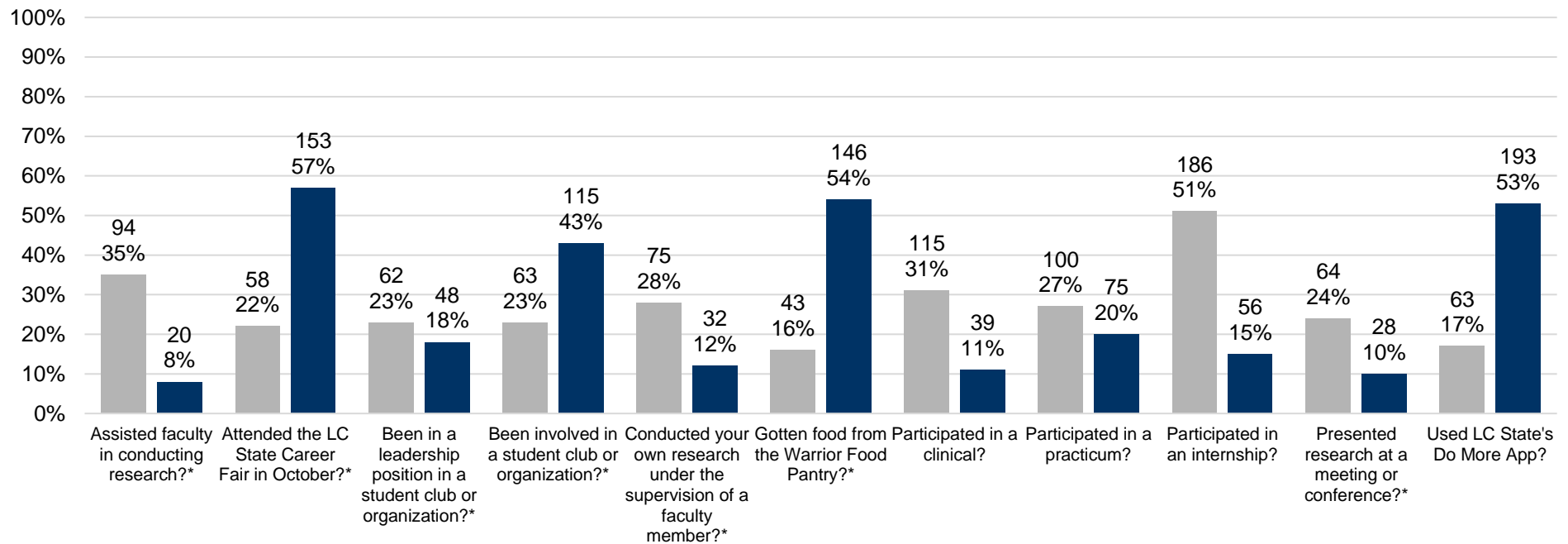
What is your level of satisfaction with the following?	N	M	SD	% Very dissatisfied and Dissatisfied	% Very satisfied and Satisfied
Availability of advisor	399	4.05	0.97	7%	77%
Quality of advising offered by advisor	401	4.02	1.05	9%	74%
Quality of faculty as teachers	401	4.01	0.94	8%	78%
Availability of faculty outside of class	400	3.86	0.86	7%	72%

Student Engagement

Respondents were asked whether they had participated in or been a part of various experiences at LC State. Seventy-nine percent (79%) of respondents attending the Lewiston main campus attended or were interested in attending the LC State Career Fair. Seventy percent (70%) used or were interested in using LC State's Do More App. Seventy percent (70%) reported getting or were interested in getting food from the Warrior Food Pantry. Sixty-six percent (66%) participated or were interested in participating in an internship. Sixty-six percent (66%) of respondents attending the Lewiston main campus reported they had been involved or were interested in becoming involved in a student club or organization, and 41% had been or were interested in being in a leadership position in a student club or organization. Forty-seven percent (47%) participated or were interested in a practicum, and 42% participated in a clinical or were interested in participating in a clinical. Last, Forty-three percent (43%) of respondents attending the Lewiston main campus assisted or were interested in assisting faculty in conducting research, 40% conducted their own research or were interested in conducting their own research under the supervision of a faculty member, and 34% presented research or were interested in presenting research at a meeting or conference.

While at LC State, have you...

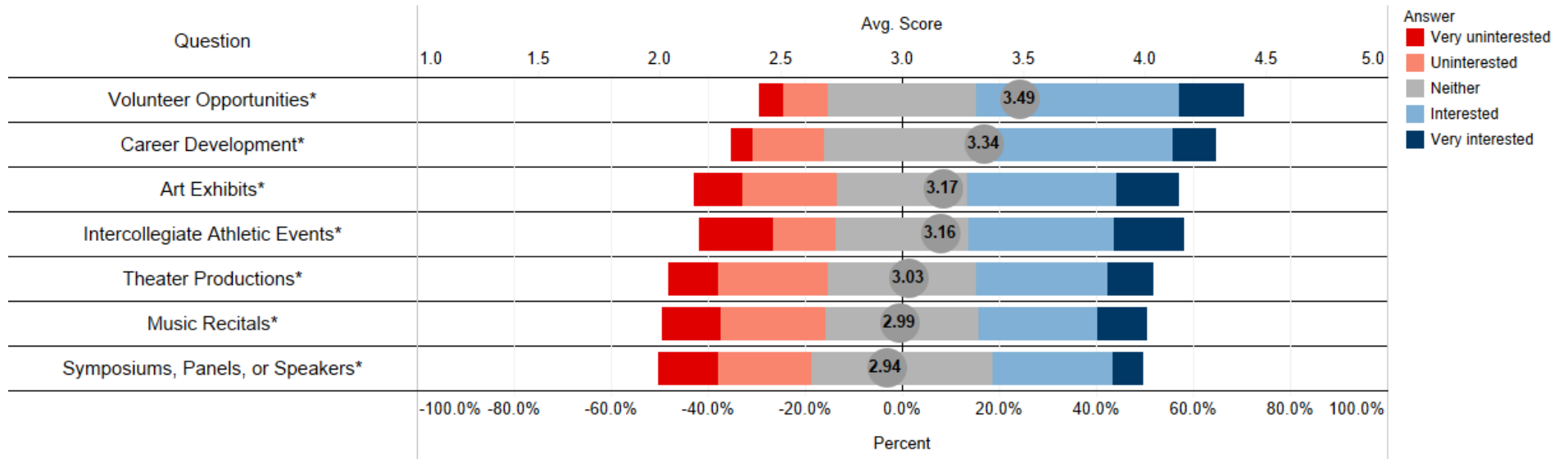
■ No, but I am interested ■ Yes



*Only includes respondents who reported they attended the main LC State campus in Lewiston

Respondents who reported attending the main LC State campus in Lewiston were asked about their interest in attending various LC State-sponsored events and activities (on a scale of 1 = *Very uninterested* to 5 = *Very interested*). On average, respondents reported they were neither interested nor uninterested in volunteer opportunities ($M = 3.49$, $SD = 1.01$), attending career development opportunities ($M = 3.34$, $SD = 0.98$), art exhibits ($M = 3.17$, $SD = 1.18$), intercollegiate athletic events ($M = 3.16$, $SD = 1.26$), theater productions ($M = 3.03$, $SD = 1.14$), music recitals ($M = 2.99$, $SD = 1.17$), and symposiums, panels, or speakers ($M = 2.94$, $SD = 1.09$).

What is your level of interest in attending the following LC State sponsored events and activities?



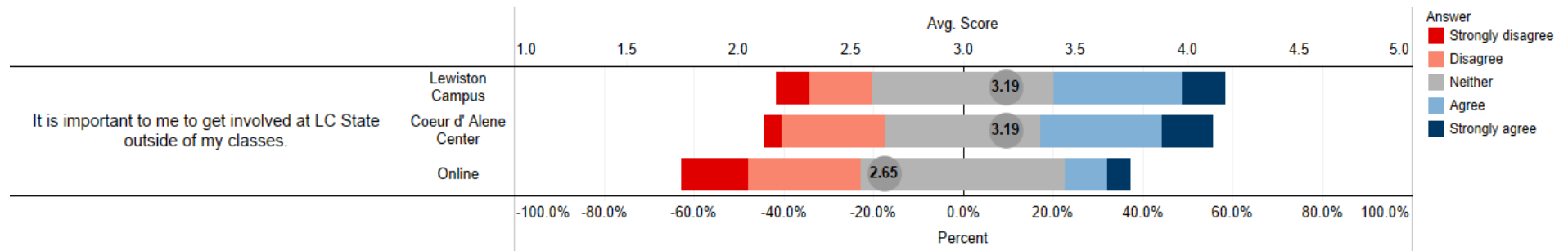
*Only includes respondents who reported they attended the main LC State campus in Lewiston

What is your level of interest in attending the following Lewis-Clark State-sponsored events and activities? *	N	M	SD	% Very uninterested and Uninterested	% Very interested and Interested
Volunteer Opportunities	272	3.49	1.01	14%	55%
Career Development	272	3.34	0.98	19%	49%
Art Exhibits	271	3.17	1.18	30%	44%
Intercollegiate Athletic Events	272	3.16	1.26	28%	44%
Theater Productions	271	3.03	1.14	33%	37%
Music Recitals	271	2.99	1.17	34%	35%
Symposiums, Panels, or Speakers	270	2.94	1.09	31%	31%

*Only includes respondents who reported they attended the main LC State campus in Lewiston

Respondents were asked whether it was important to them to get involved at LC State outside of their classes (on a scale of 1 = *Strongly disagree* to 5 = *Strongly agree*). On average, respondents who reported attending the main LC State campus in Lewiston ($M = 3.19$, $SD = 1.04$), the Coeur d'Alene Center ($M = 3.19$, $SD = 1.06$), and those taking their classes entirely online ($M = 2.65$, $SD = 1.02$) neither agreed nor disagreed that it was important. Students who reported attending online and accessing student services at a specific campus/center were counted as online and at the location where they reported receiving services.

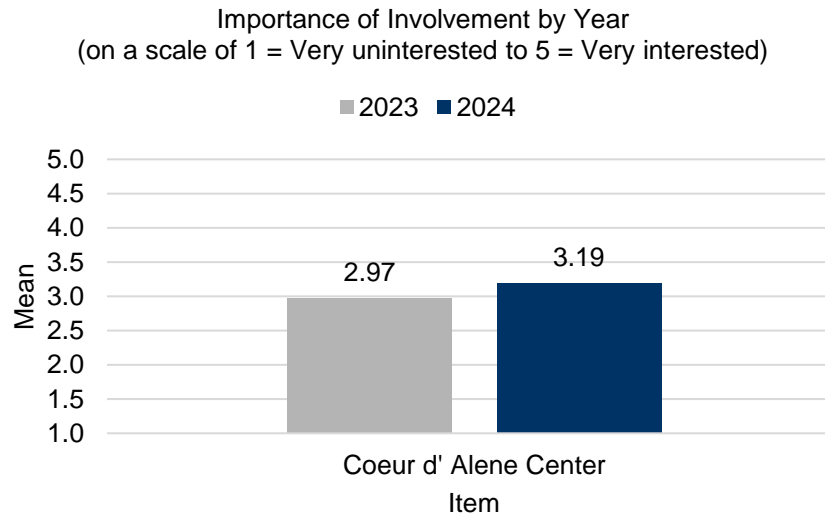
Please rate your level of agreement with the following statement.



What is your level of agreement with the following?	Location	N	M	SD	% Strongly disagree and Disagree	% Strongly agree and Agree
It is important to me to get involved at LC State outside of my classes.	Lewiston Campus	300	3.19	1.04	21%	38%
	Coeur d'Alene Center	26	3.19	1.06	27%	38%
	Online	95	2.65	1.02	40%	15%

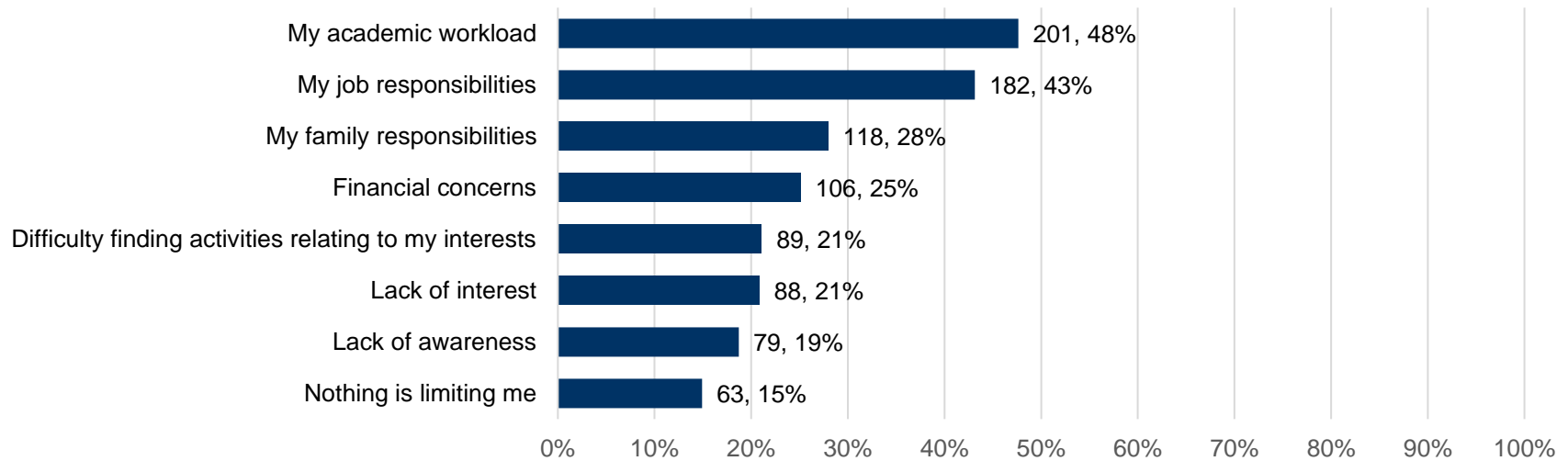
2023 to 2024 Comparison: Campus Involvement

Mean differences between the 2023 and 2024 survey for respondents can be found on the following items. Respondents who attended the Coeur d'Alene center indicated getting involved at LC State outside of classes was more important to them in 2024 compared to 2023.



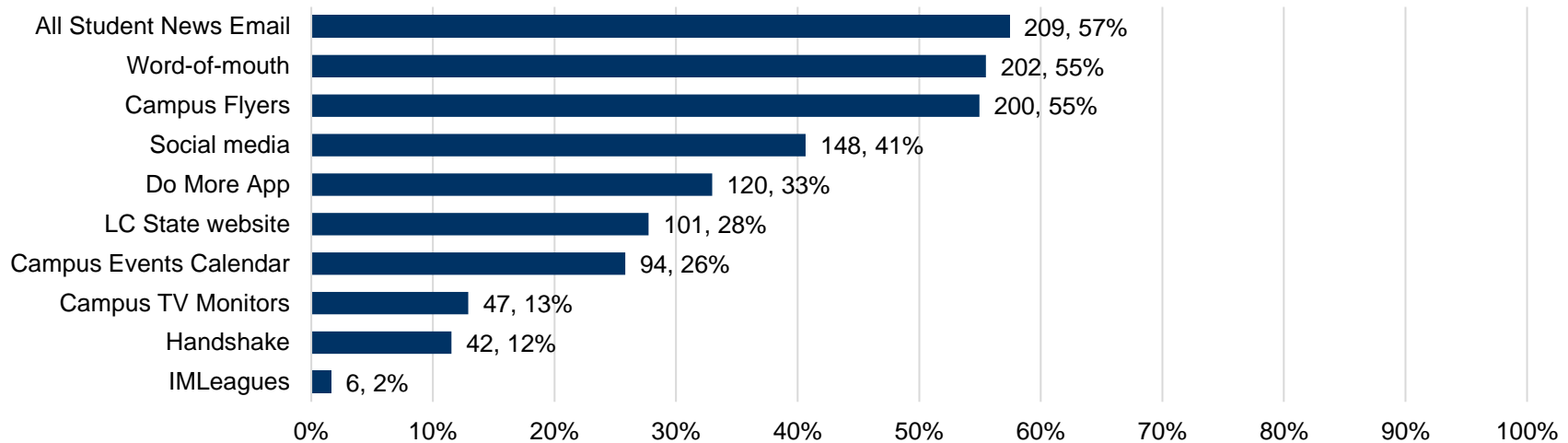
Respondents were asked if any factors prevented them from engaging in student activities outside class. Fifteen percent (15%) of respondents reported that nothing limited them from engaging in student activities. Forty-eight percent (48%) reported that their academic workload limited them, and 43% reported that their job responsibilities limited them. Twenty-eight percent (28%) reported that their family responsibilities limited them, and 25% reported that financial concerns limited them. Twenty-one percent (21%) reported that difficulty finding activities related to their interest limited them, 21% reported that a lack of interest limited them, and 19% reported that a lack of awareness limited them. The percent total adds to above 100% because respondents could select more than one choice

Do any of the following factors limit you from engaging in student activities outside of class? Select all that apply.



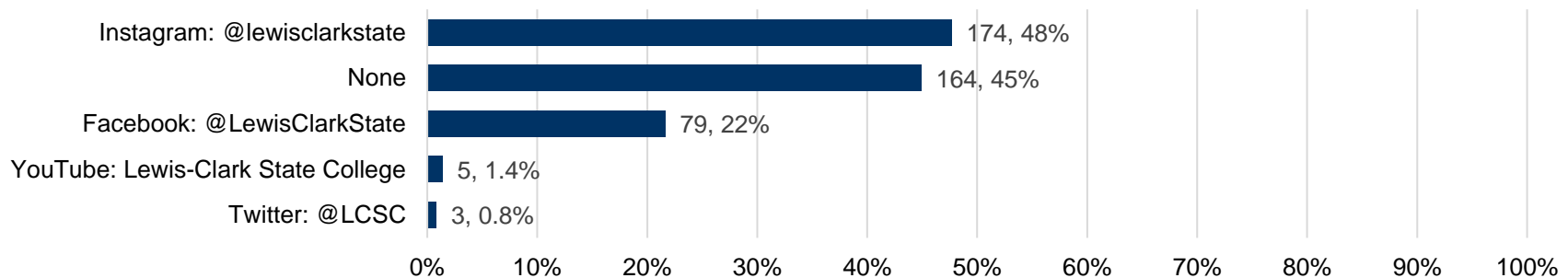
Respondents were asked how they found out about events and activities. Fifty-seven percent (57%) of respondents reported they found out by the all-student news email, 55% by word-of-mouth, 55% by campus flyers, 41% by social media, 33% by the Do More App, 28% by the LC State website, and 26% by the campus events calendar. Less than a quarter of respondents reported they found out by the campus TV monitors (13%), Handshake (12%), and IMLeagues (2%). The percent total adds to above 100% because respondents could select more than one choice.

What sources do you primarily use to find out about events and activities?



Respondents were asked whether they followed or engaged with LC State's social media accounts. Fifty-five percent (55%) of respondents reported they followed or engaged with at least one social media account. Forty-eight percent (48%) of respondents reported they followed or engaged with LC State's Instagram, and 22% with LC State's Facebook. Few respondents followed or engaged with LC State's YouTube (1.4%) and Twitter (0.8%). The percent total adds to above 100% because respondents could select more than one choice.

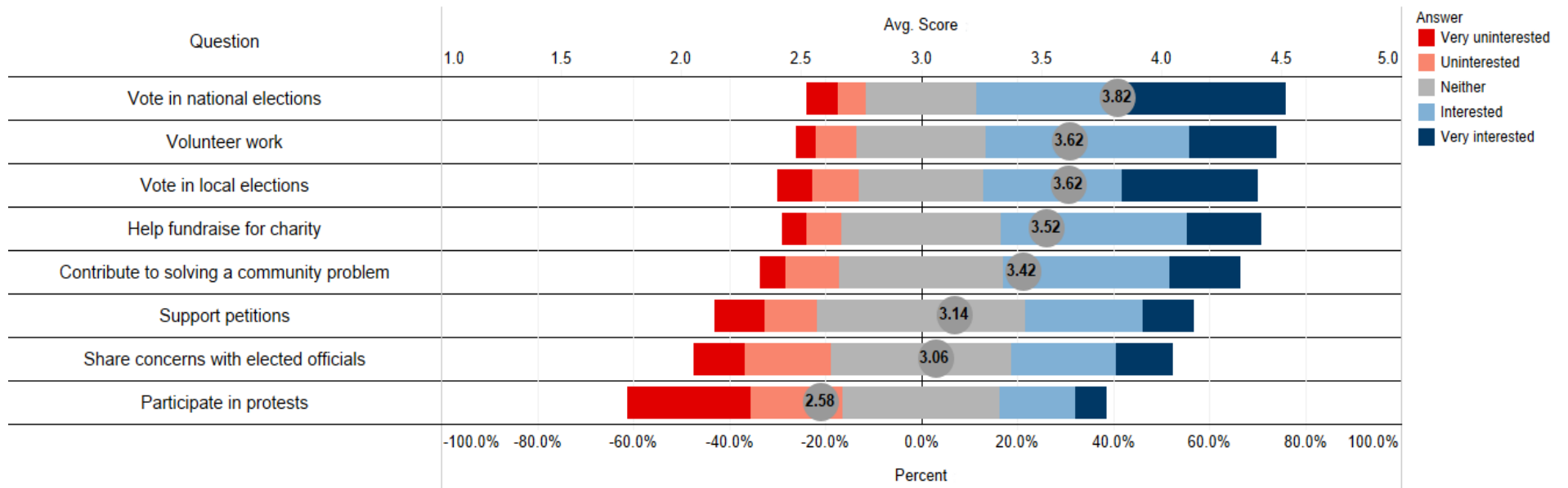
Which of LC State's social media profiles do you follow or engage with? Select all that apply.



Community Participation

Respondents were asked about their level of interest in various events or activities in our surrounding communities (on a scale of 1 = *Very uninterested* to 5 = *Very interested*). On average, respondents reported they were interested in voting in national elections ($M = 3.82$, $SD = 1.18$), volunteer work ($M = 3.62$, $SD = 1.01$), and voting in local elections ($M = 3.62$, $SD = 1.20$). On average, respondents reported they were neither interested nor uninterested in helping fundraise for charity ($M = 3.52$, $SD = 1.01$), contributing to solving a community problem ($M = 3.42$, $SD = 1.04$), supporting petitions ($M = 3.14$, $SD = 1.09$), sharing concerns with elected officials ($M = 3.06$, $SD = 1.14$), and participating in protests ($M = 2.58$, $SD = 1.21$).

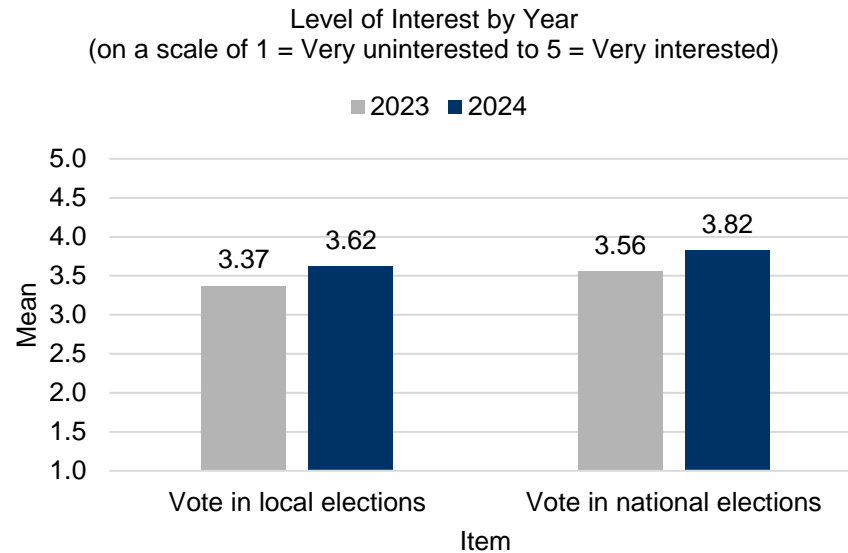
What is your level of interest in the following community events or activities in your surrounding communities?



What is your level of interest in the following community events or activities in our surrounding communities?	N	M	SD	% <i>Very uninterested and Uninterested</i>	% <i>Very interested and Interested</i>
Vote in national elections	362	3.82	1.18	12%	65%
Volunteer work	363	3.62	1.01	13%	61%
Vote in local elections	362	3.62	1.20	17%	57%
Help fundraise for charity	364	3.52	1.01	12%	54%
Contribute to solving a community problem	365	3.42	1.04	16%	49%
Support petitions	360	3.14	1.09	21%	35%
Share concerns with elected officials	361	3.06	1.14	29%	34%
Participate in protests	362	2.58	1.21	45%	22%

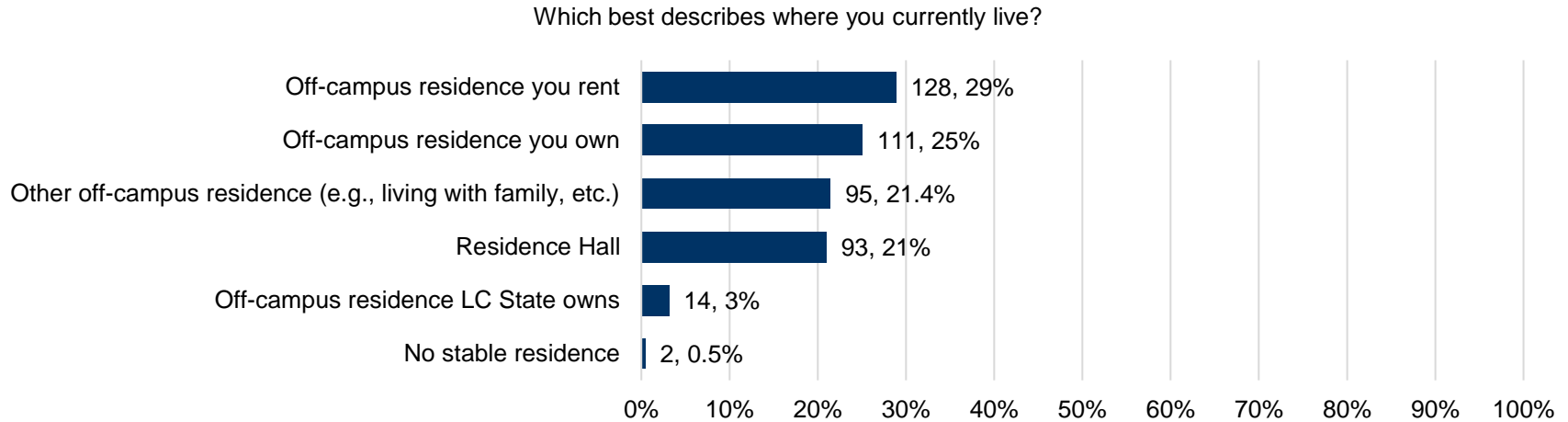
2023 to 2024 Comparison: Community Events

Mean differences between the 2023 and 2024 survey for respondents can be found on the following items. Respondents were more interested in voting in local and national elections in 2024 compared to 2023

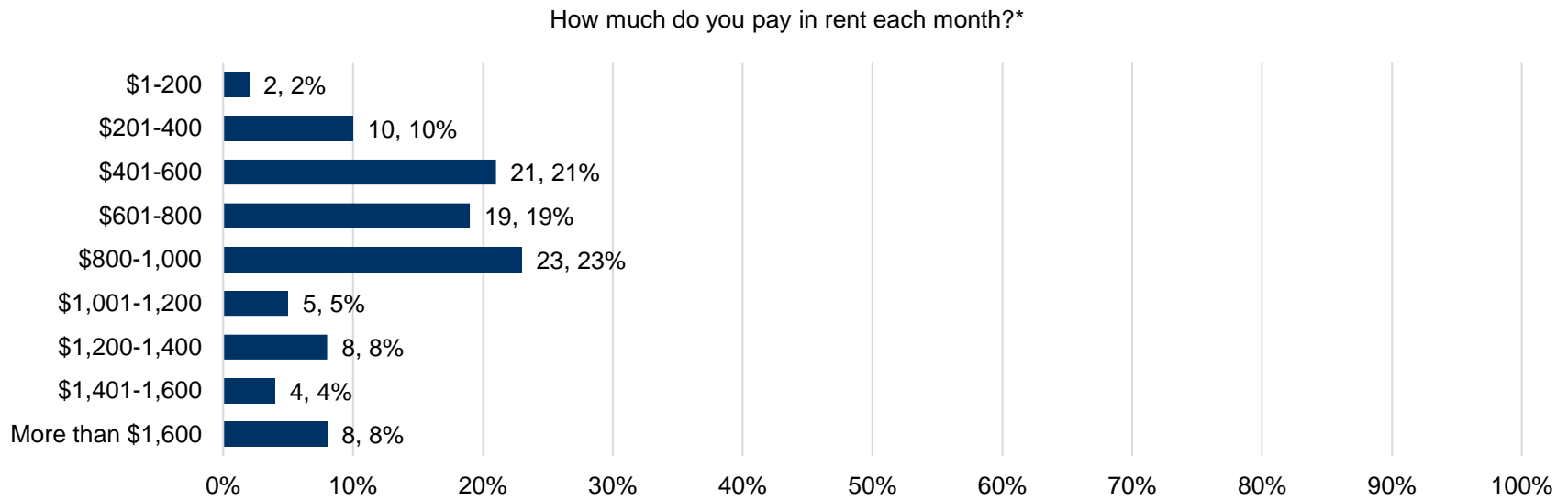


Housing, Food Services, and Expenses

Respondents were asked where they lived. Twenty-nine percent (29%) of respondents reported they lived in an off-campus residence they rented, 25% lived in an off-campus residence they owned, 21.4% lived in another off-campus residence (e.g., living with family), 21% lived in a Residence Hall, 3% lived in an off-campus residence owned by LC State, and 0.5% had no stable residence.



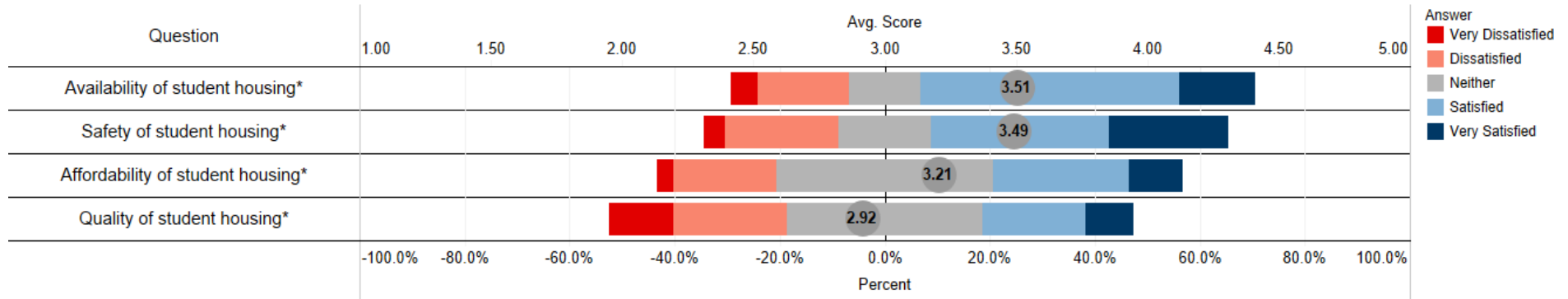
Respondents who reported living in an off-campus residence they rented were asked how much they paid per month. The majority of respondents (75%) reported paying \$1,000 or less per month for rent.



*Only includes respondents who reported living in an off-campus residence they rented

Respondents who reported living in the Residence Halls were asked about their level of satisfaction with the availability, safety, affordability, and quality of student housing (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). On average, respondents were neither satisfied nor dissatisfied with the availability ($M = 3.51$, $SD = 1.10$), safety ($M = 3.49$, $SD = 1.18$), affordability ($M = 3.21$, $SD = 0.98$) and quality of student housing ($M = 2.92$, $SD = 1.13$).

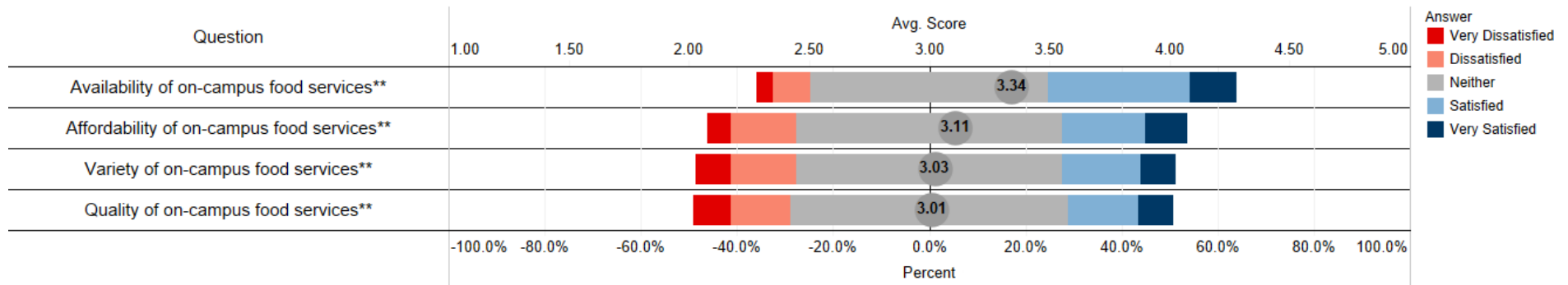
What is your level of satisfaction with the following?



*Only includes respondents who reported they currently live in a Residence Hall

Respondents who reported attending the main LC State campus in Lewiston were asked about their level of satisfaction with the availability, affordability, variety, and quality of on-campus food services (on a scale of 1 = *Very dissatisfied* to 5 = *Very satisfied*). On average, respondents were neither satisfied nor dissatisfied with the availability ($M = 3.34$, $SD = 0.88$), affordability ($M = 3.11$, $SD = 0.92$), variety ($M = 3.03$, $SD = 0.95$), and quality of on-campus food services ($M = 3.01$, $SD = 0.94$).

What is your level of satisfaction with the following?



**Only includes respondents who reported they attended the main LC State campus in Lewiston

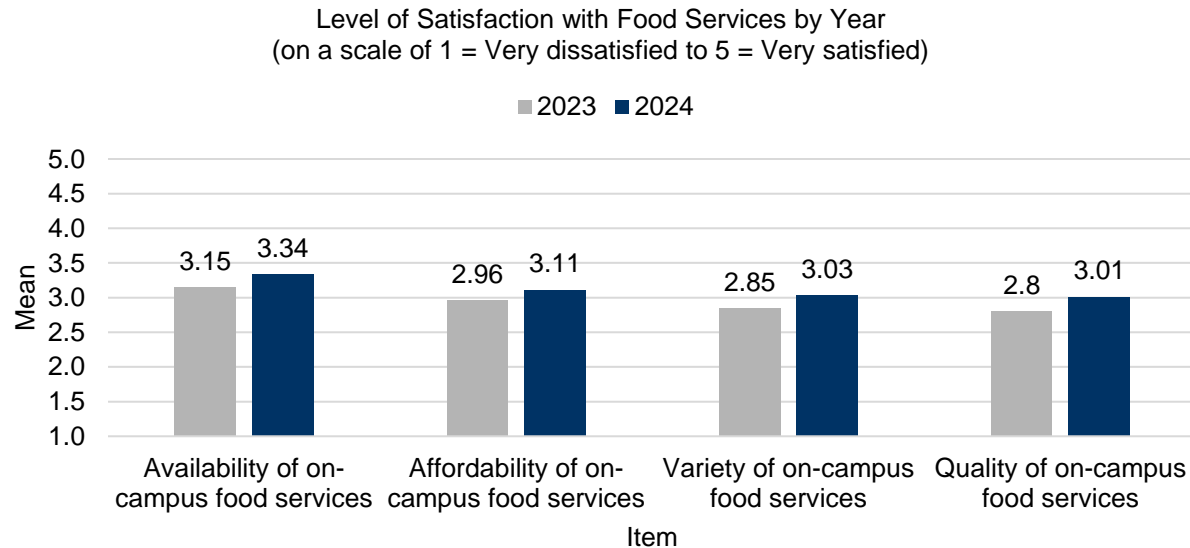
What is your level of satisfaction with the following?	N	M	SD	% Very dissatisfied and Dissatisfied	% Very satisfied and Satisfied
Availability of student housing*	97	3.51	1.10	23%	64%
Safety of student housing*	97	3.49	1.18	26%	57%
Affordability of student housing*	97	3.21	0.98	23%	36%
Quality of student housing*	97	2.92	1.13	34%	29%
Availability of on-campus food services**	296	3.34	0.88	11%	39%
Affordability of on-campus food services**	296	3.11	0.92	19%	26%
Variety of on-campus food services**	296	3.03	0.95	21%	24%
Quality of on-campus food services**	296	3.01	0.94	20%	22%

*Only includes respondents who reported they currently lived in a Residence Hall

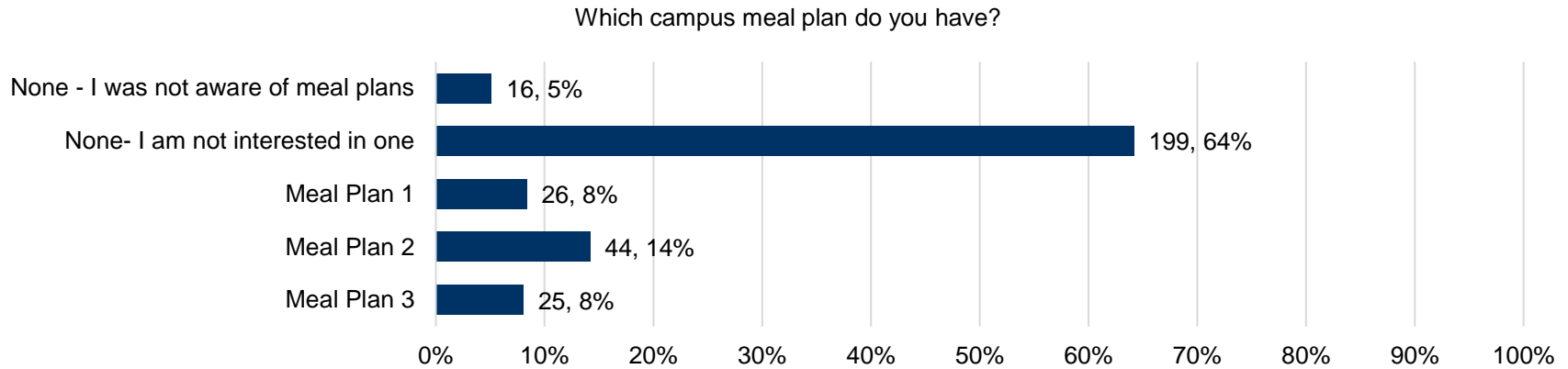
**Only includes respondents who reported they attended the main LC State campus in Lewiston

2023 to 2024 Comparison: Food Services Satisfaction

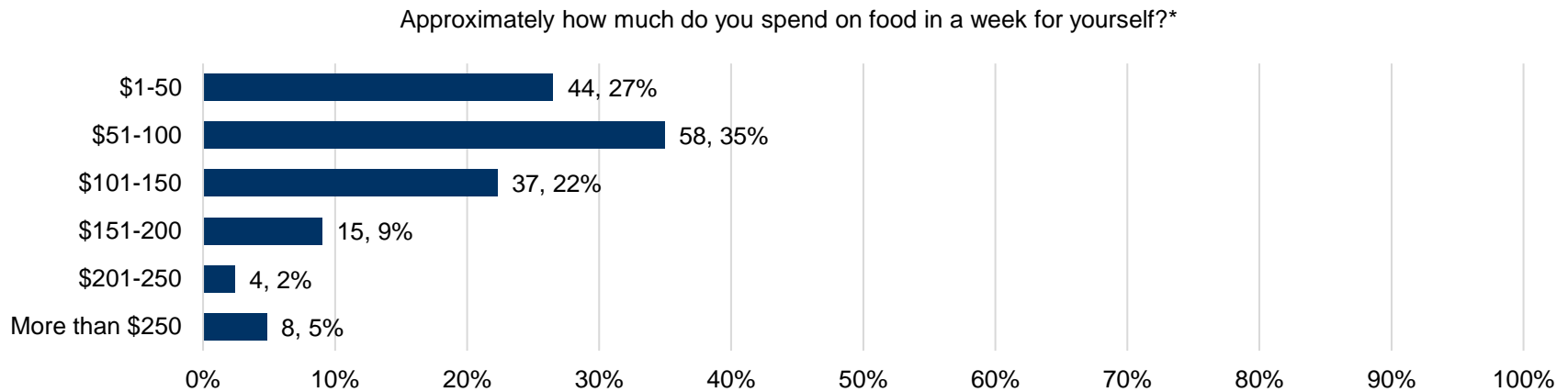
Mean differences between the 2023 and 2024 survey for respondents who reported they attended the main LC State campus in Lewiston can be found on the following items. Respondents were slightly more satisfied with the availability, affordability, variety, and quality of on-campus food services in 2024 compared to 2023.



Respondents attending the Lewiston main campus were asked which meal plan they have. Sixty-nine (69%) reported not having a meal plan. Of those who had a meal plan, 8% had Meal Plan 1, 14% had Meal Plan 2, and 8% had Meal Plan 3.

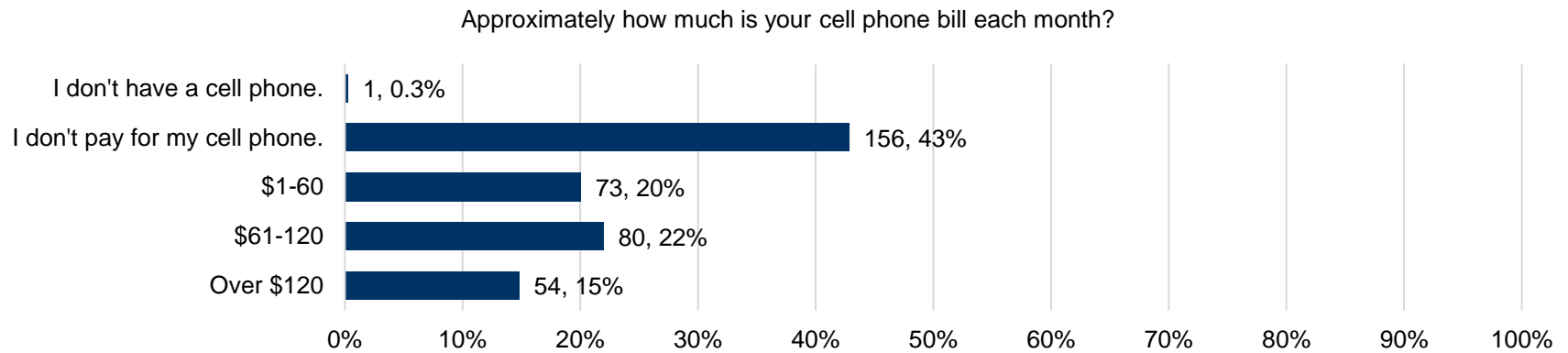


Respondents who did not have a meal plan on campus were asked how much they spent on food in a week for themselves. Sixty-two percent (62%) of respondents reported spending \$100 or less per week on food for themselves.



*Only includes respondents that reported they did not have a meal plan on campus

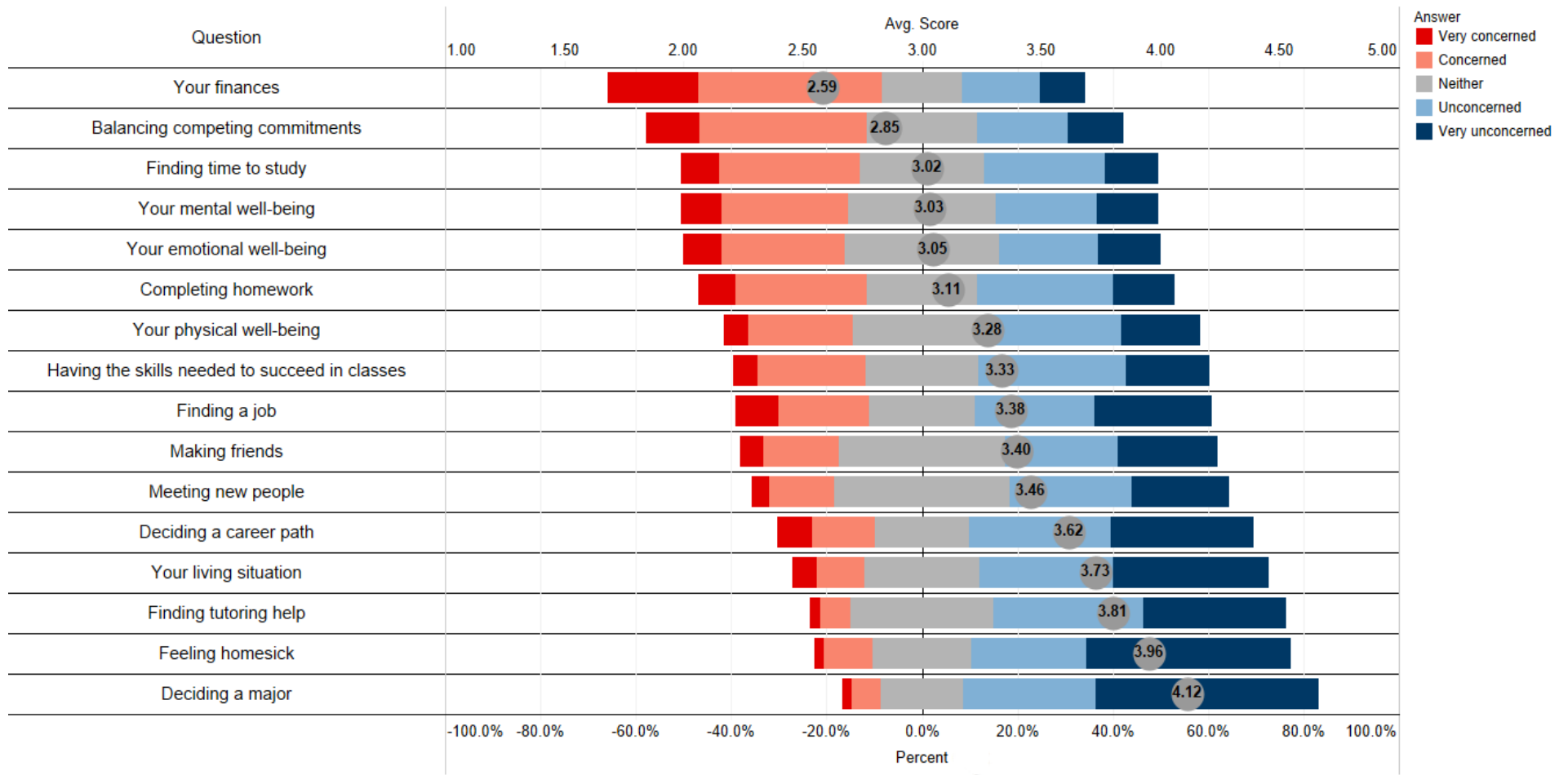
Respondents were asked approximately how much their cell phone bill was each month. Forty-three percent (43%) of respondents reported they do not pay for their cell phone bill, 20% paid \$1 to \$60, 22% paid \$61 to \$120, and 15% paid over \$120.



Concerns

Respondents were asked what their level of concern was with various factors (on a scale of 1 = *Very concerned* to 5 = *Very unconcerned*). On average, respondents reported they were neither concerned nor unconcerned with their finances ($M = 2.59$, $SD = 1.23$), balancing competing commitments ($M = 2.85$, $SD = 1.19$), finding time to study ($M = 3.02$, $SD = 1.15$), their mental well-being ($M = 3.03$, $SD = 1.15$), their emotional well-being ($M = 3.05$, $SD = 1.14$), completing homework ($M = 3.11$, $SD = 1.18$), their physical well-being ($M = 3.28$, $SD = 1.14$), having the skills needed to succeed in classes ($M = 3.33$, $SD = 1.16$), finding a job ($M = 3.38$, $SD = 1.29$), making friends ($M = 3.40$, $SD = 1.13$), and meeting new people ($M = 3.46$, $SD = 1.07$). On average, respondents reported they were unconcerned with deciding a career path ($M = 3.62$, $SD = 1.24$), their living situation ($M = 3.73$, $SD = 1.17$), finding tutoring help ($M = 3.81$, $SD = 1.01$), feeling homesick ($M = 3.96$, $SD = 1.11$), and deciding on a major ($M = 4.12$, $SD = 1.02$).

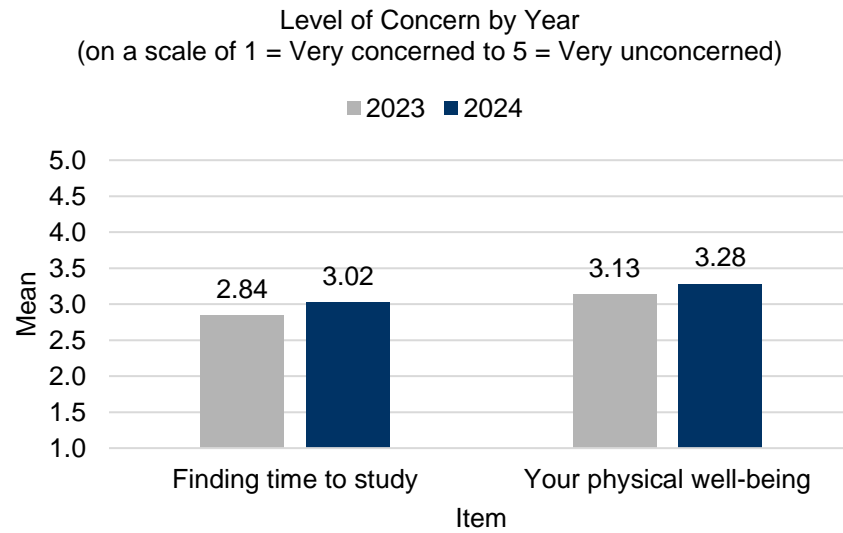
Generally speaking, what is your level of concern with the following?



Generally speaking, what is your level of concern with the following?	N	M	SD	% Very concerned and Concerned	% Very unconcerned and Unconcerned
Your finances	429	2.59	1.23	57%	26%
Balancing competing commitments	432	2.85	1.19	46%	31%
Finding time to study	429	3.02	1.15	38%	37%
Your mental well-being	430	3.03	1.15	35%	34%
Your emotional well-being	431	3.05	1.14	34%	34%
Completing homework	427	3.11	1.18	35%	41%
Your physical well-being	431	3.28	1.14	27%	44%
Having the skills needed to succeed in classes	428	3.33	1.16	28%	49%
Finding a job	432	3.38	1.29	28%	50%
Making friends	430	3.4	1.13	21%	45%
Meeting new people	431	3.46	1.07	17%	46%
Deciding a career path	431	3.62	1.24	21%	60%
Your living situation	431	3.73	1.17	15%	61%
Finding tutoring help	431	3.81	1.01	9%	61%
Feeling homesick	429	3.96	1.11	12%	67%
Deciding a major	428	4.12	1.02	8%	75%

2023 to 2024 Comparison: Concerns

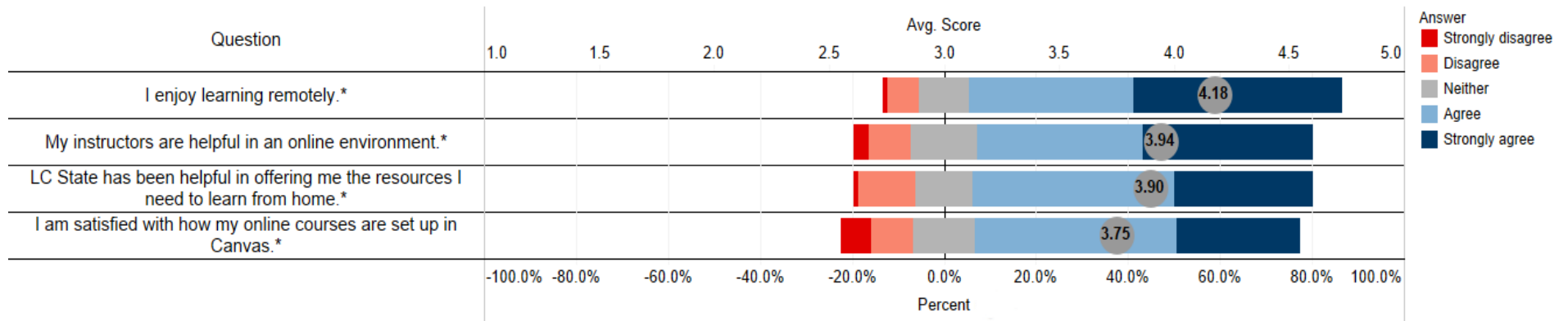
Mean differences between the 2023 and 2024 survey for respondents can be found on the following items. Respondents were slightly more concerned with their physical well-being and finding time to study in 2024 compared to 2023



Remote Learners

Respondents who were taking all courses online were asked whether they enjoyed learning remotely, whether their instructors were helpful in an online environment, whether they were satisfied with how their online courses were set up in Canvas, and whether LC State had been helpful in offering them the resources they needed to learn from home (on a scale of 1 = *Strongly disagree* to 5 = *Strongly agree*). On average, respondents agreed that they enjoyed learning remotely ($M = 4.18$, $SD = 0.95$), that their instructors were helpful in an online environment ($M = 3.94$, $SD = 1.09$), that LC State had been helpful in offering them the resources they needed to learn from home ($M = 3.90$, $SD = 1.01$), and that they were satisfied with how their online courses were set up in Canvas ($M = 3.75$, $SD = 1.15$).

Please rate your level of agreement with the following statement.

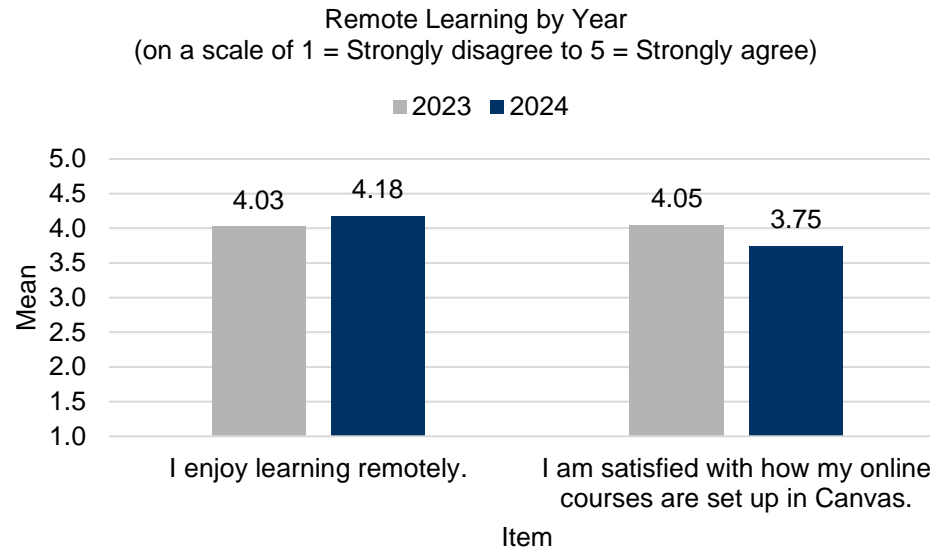


What is your level of satisfaction with the following? *	N	M	SD	% Strongly disagree and Disagree	% Strongly agree and Agree
I enjoy learning remotely.	90	4.18	0.95	8%	81%
My instructors are helpful in an online environment.	89	3.94	1.09	12%	73%
LC State has been helpful in offering me the resources I need to learn from home.	89	3.90	1.01	13%	74%
I am satisfied with how my online courses are set up in Canvas.	89	3.75	1.15	16%	71%

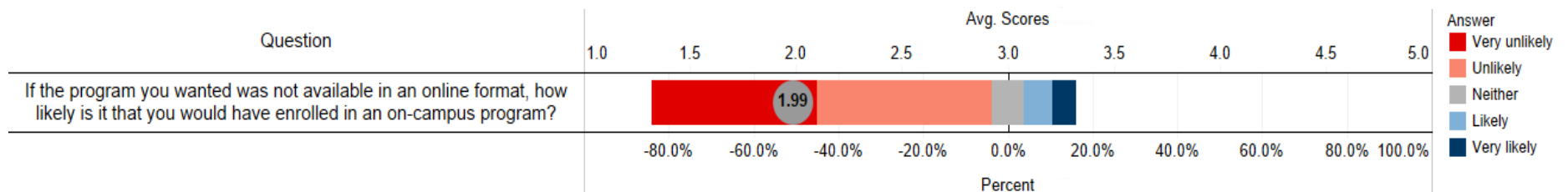
*Only includes respondents who reported they were online students

2023 to 2024 Comparison: Remote Learners

Mean differences between the 2023 and 2024 survey for respondents can be found on the following items. Respondents were less satisfied with how their online courses were set up in Canvas but enjoyed learning remotely more in 2024 compared to 2023.



Respondents taking all courses online were asked if their program was not available in an online format, how likely is it that they would have enrolled in an on-campus program (on a scale of 1 = *Very unlikely* to 5 = *Very likely*). On average, respondents reported they were unlikely to enroll in an on-campus program ($M = 1.99$, $SD = 1.12$).

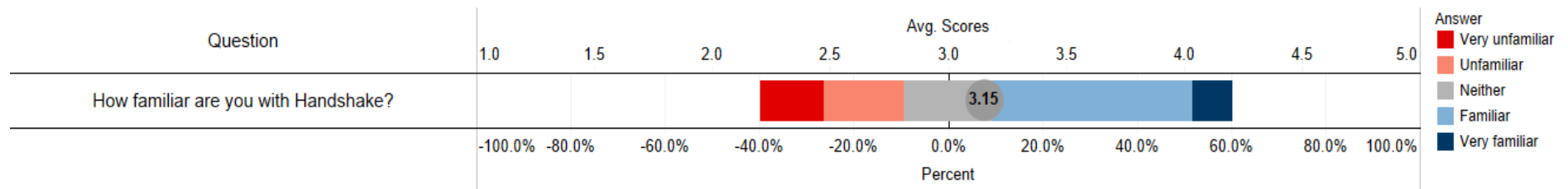


Question	N	M	SD	% Very unlikely and Unlikely	% Very likely and Likely
If the program you wanted was not available in an online format, how likely is it that you would have enrolled in an on-campus program?*	90	1.99	1.12	80%	12%

*Only includes respondents who reported they were online students

Employment and Career Services

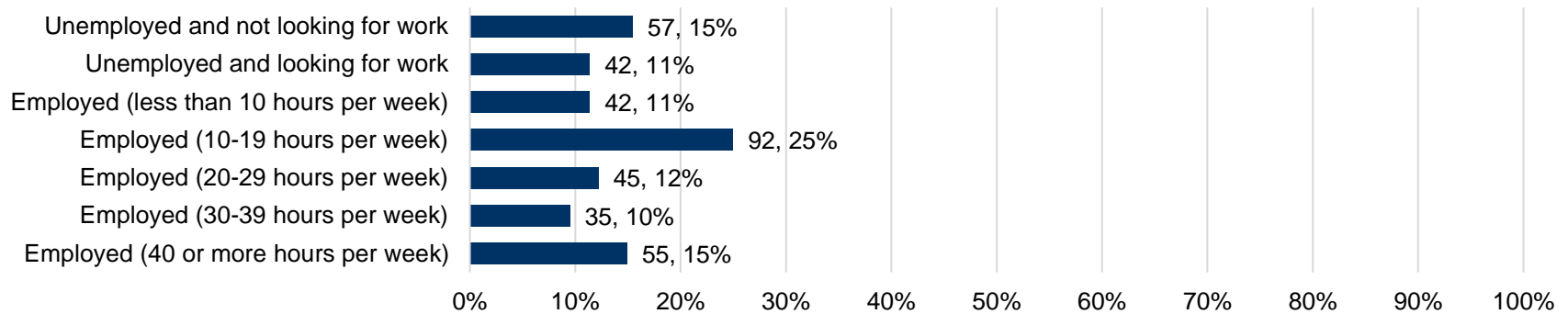
Respondents were asked whether they were familiar with Handshake, the web software LC State uses to connect students and potential employers (on a scale of 1 = *Very unfamiliar* to 5 = *Very familiar*). On average, respondents reported they were neither familiar nor unfamiliar with Handshake ($M = 3.15$, $SD = 1.20$).



Question	N	M	SD	% Very unfamiliar and Unfamiliar	% Very familiar and Familiar
How familiar are you with Handshake?	401	3.15	1.20	30%	51%

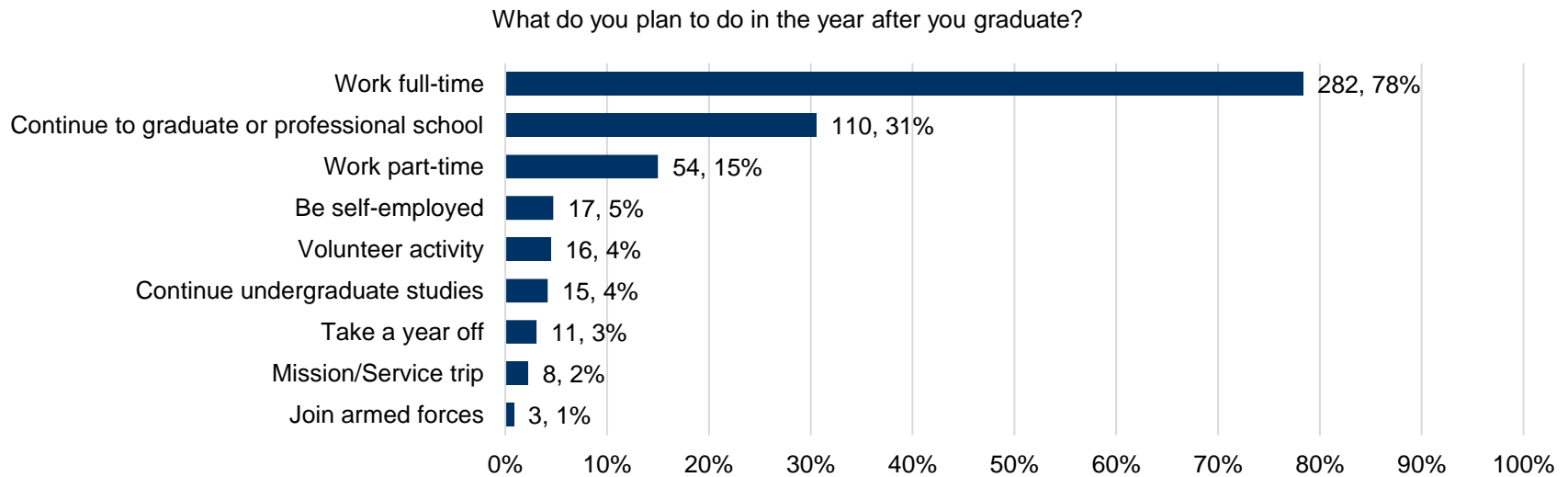
Respondents were also asked about their employment status. Fifteen percent (15%) of respondents reported they were unemployed and not looking for work, and 11% were unemployed and looking for work. Eleven percent (11%) worked less than 10 hours per week, 25% worked between 10 and 19 hours per week, 12% worked between 20 and 29 hours per week, 10% worked between 30 and 39 hours per week, and 15% worked 40 hours or more per week.

Which statement best describes your current employment status?



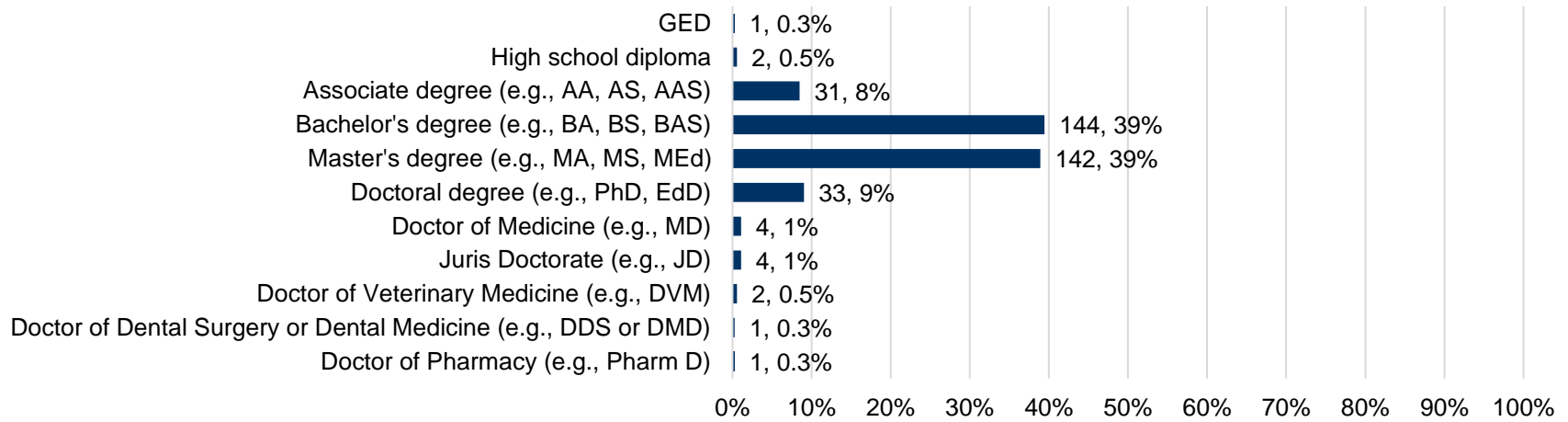
Post-Graduation Plans

Respondents were asked about their plans after graduation. Seventy-eight percent (78%) of respondents reported they planned to work full-time, 31% planned to continue to graduate or professional school, 15% planned to work part-time, 5% planned to be self-employed, 4% planned to volunteer, 4% planned to continue undergraduate studies, 3% planned to take a year off, 2% planned to go on a mission or service trip, and 1% planned to join the armed forces. The percent total adds to above 100% because respondents could select more than one choice.



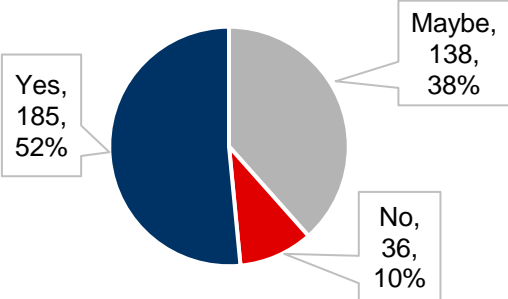
Respondents were asked about the highest degree they planned to earn in their lifetime. Less than 1% of respondents reported that a high school diploma or GED was the highest degree they planned to earn. Eight percent (8%) planned to earn an associate degree, 39% planned to earn a bachelor's degree, 39% planned to earn a master's degree, and 12% planned to earn a more advanced degree than a master's degree.

What is the highest degree you plan to earn in your lifetime?



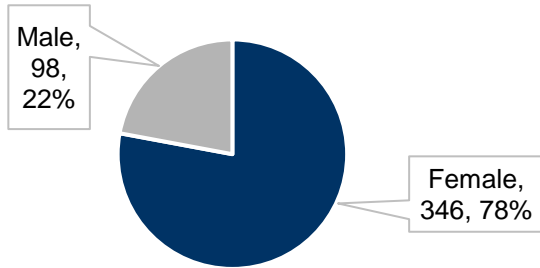
Respondents who reported pursuing a degree or certificate were asked whether they intended to work in Idaho upon graduation. Fifty-two percent (52%) reported they intended to work in Idaho upon graduation, 38% may work in Idaho upon graduation, and 10% did not intend to work in Idaho upon graduation.

Do you intend to work in Idaho upon graduation?

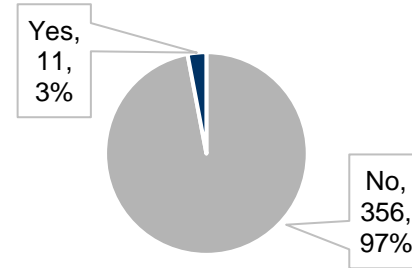


Demographics

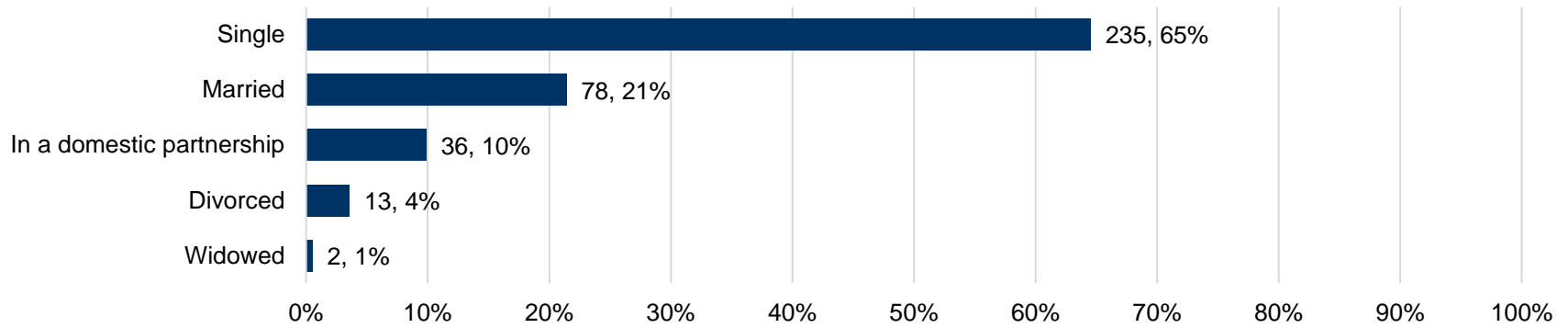
Gender Comparison of Respondents



Have you ever served on active duty in the US Armed Forces?



What is your partner status?



Proportion of students who reported the following people depend on their care

