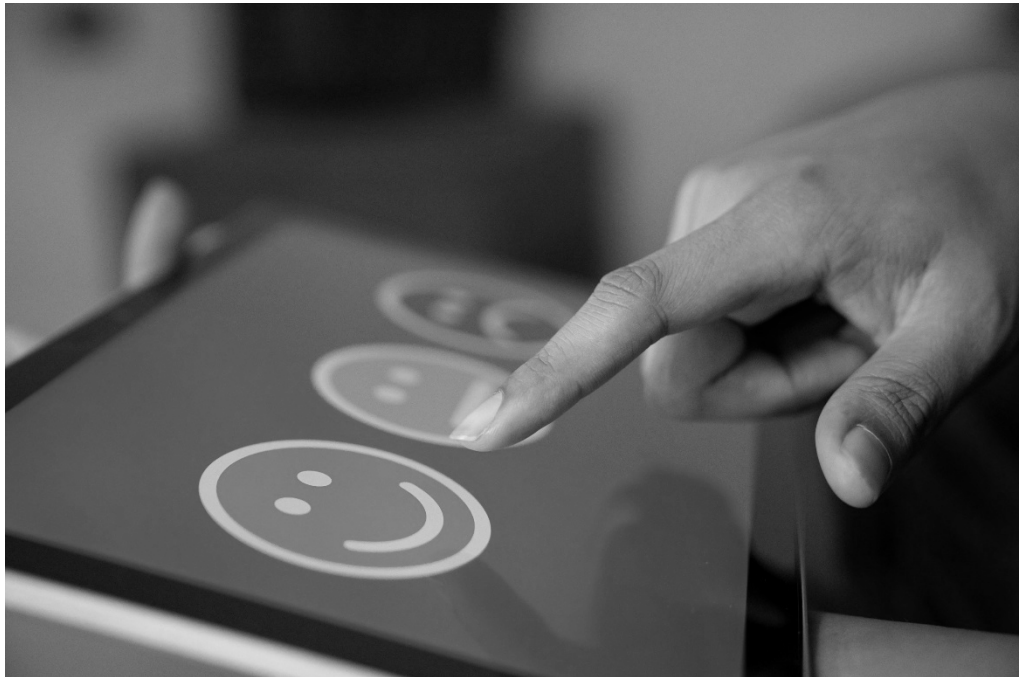


2023-24

## Titan Experience Survey Institutional Report



“Maya Angelou said: People will forget what you said but will never forget how you made them feel”

-Anonymous, TES Comment



**Institutional Effectiveness**  
St. Petersburg College

September 2025



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## Executive Summary

### Introduction

The evaluation and assessment processes at SPC are centered on outcomes in program and service areas that support SPC's mission to *empower our students and community to achieve success and economic mobility through academic excellence and engagement*.

### Titan Experience Survey

The TES was developed at SPC as one component of a collegewide student affairs assessment system to ensure the delivery of quality student support services. The TES provides a timely, anonymous, and consistent method for students to report on their customer service experiences with student-facing departments at SPC. The TES is administered by IE and encompasses standardized feedback for a variety of participating departments across multiple physical and virtual site areas. Respondents to the TES complete a brief online survey, rating satisfaction with staff and their services on a 4-point Likert scale and are provided space to write comments or concerns.

After data normalizations, the total number of applicable TES responses for 2023-2024 was two thousand seven hundred and seventy-seven (2,777).

### Quality Ratings Collegewide

The four quality rating categories consist of "Overall Satisfaction," "Student Prioritization," "Staff Knowledgeability," and "Recommendation Likelihood."

- The collegewide *combined* mean score, across all four categories, was 3.7 out of a maximum 4.0.
- The category with the highest mean score was "Recommendation Likelihood" (3.74) and the category with the lowest mean score was "Overall Satisfaction" (3.67).

### Quality Ratings by Site and Service Area

Collection methods and student self-responses were used to align quality ratings to their respective sites and service areas.

#### SITES

- For each of the four quality categories, all sites had a mean rating of 3.06 or higher out of a maximum 4.0.
- Site response counts varied. Eight out of twelve sites had enough response submissions to represent 2% or more of the total TES responses.
  - Of those, seven sites had at least one quality category mean score above the collegewide *combined* mean of 3.7.

#### SERVICE AREAS (DEPARTMENTS)

- For each of the four quality categories, all departments had a mean rating of 3.25 or higher out of a maximum 4.0.



- Department response counts varied. Five out of twelve departments had enough response submissions to represent 2% or more of the total TES responses.
  - Of those, two departments had at least one quality category mean score above the collegewide *combined* mean of 3.7.

### *Service Modality*

- The modality of service visit with the highest proportion of respondents was In Person (39%), followed by Online (32%), Email (15%) and Phone (15%).
- The modalities of service visit with the highest proportion of *positive feedback* were In Person (93%) and Online (93%), followed closely by Email (91%) and Phone (88%).
- The modality of service visit with the highest proportion of *negative feedback* was Phone (12%), followed by Email (9%), Online (7%) and In Person (7%).

### *Qualitative Comments*

In addition to the Likert scale questions, respondents are encouraged to “*Please provide any comments you would like to share with SPC about your experience (we really want to know!)*” Of the 2,777 respondents, 46% (1,282) left a comment pertaining to their service. Comments ranged from high levels of satisfaction with services and gratitude for assistance from staff to dissatisfaction with staff communications, services, and other barriers to success; however, positive comments were substantially more common than negative comments. Additionally, of the one hundred and thirty-six (136) comments that were sampled for analysis, almost half (47.8%) contained positive recognition by name for an SPC staff member.

### *Conclusion*

Overall, student feedback on support service visits is strongly positive. Nevertheless, the results reflect areas of opportunity to increase student satisfaction. It is recommended that each site and department review this report and use the insights gained to establish quality improvement initiatives for their units.



## Titan Experience Survey Introduction

The evaluation and assessment processes at St. Petersburg College (SPC) are centered on outcomes in program and service areas that support SPC's mission to *empower our students and community to achieve success and economic mobility through academic excellence and engagement*.

In alignment with these efforts, the Titan Experience Survey (TES) was developed at SPC as one component of a collegewide student affairs assessment system to ensure the delivery of quality student support services. The TES provides a timely, anonymous, and consistent method for students to report on their customer service experiences with student-facing departments at SPC. The TES is administered by Institutional Effectiveness (IE) and encompasses standardized feedback for a variety of participating departments across multiple physical and virtual site areas. Table 1 provides a list of departments and sites included in this reporting year.

Table 1: TES Departments and Sites

<b><u>TES Departments</u></b>	<b><u>TES Sites</u></b>
Academic Advising (Adv)	Clearwater Campus (CLW)
Accessibility Services (Acc Srv)	Downtown / Midtown Center** (DT/MT)
Admissions and Records (Adm Rec)	Downtown Center** (DT)
Business Office (Bus Ofc)	Health Education Center (HEC)
Career Center (Career)	Midtown Center** (MT)
Dual Enrollment (DE)	Online Campus / E-Campus (ONL)
Financial Assistance (FAS)	Seminole Campus (SE)
Learning Resources (Lrn Res)	St. Petersburg / Gibbs Campus (SPG)
Testing Center (Test)	Tarpon Springs Campus (TS)
Veterans Services (Vet Srv)	Virtual Advising (VADV)
Women on the Way (WOW)	Tutor.com (Tutor)
Other*	Allstate Center***
	Other*

\*Students who select "Other" are prompted to specify further in open text format.

\*\*The Downtown and Midtown Center locations were initially combined as one site option and later separated out into two distinct answer choice options in August 2023.

\*\*\*No responses were received for the Allstate Center site option in this reporting year.

TES respondents complete a brief online survey, rating satisfaction with staff and their services on a 4-point Likert scale and are provided space to write comments or concerns (see *Appendix A* for survey example). Students are also provided with the option to voluntarily include their name and contact information if they want to request follow-up on a question or issue. Requests for contact (RFCs) are reviewed by IE staff and forwarded to the appropriate department and/or site leadership within one to two business days. Detailed reports showing ratings, comments, and requests for contact are sent to department and site leadership each month.

The TES provides a more immediate assessment of services that complement other collegewide semester or annual based surveys such as the Student Survey of Instruction, Enrolled Student Survey, and Entering Student Survey. Collectively, these



assessments allow us to take the pulse of the student body, provide an avenue for timely feedback and engagement, and improve our services.



## Historical Summary of Updates to the Titan Experience Survey

### *Origins of the TES*

From 2010 to 2017, an earlier iteration of coordinated survey feedback existed at SPC as multiple “Point of Service” (POS) surveys. POS outreach to students was conducted by IE primarily through weekly e-mailings and using *SurveyMonkey* as the platform tool.

### *2018*

In 2018, the survey feedback process was revised. The series of questionnaires was consolidated to one set of questions in the “Titan Experience Survey,” which could still be administered centrally using the *SurveyMonkey* platform while supporting multiple participating service departments. QR codes, placed on fliers and posted in different site service areas, were also used more frequently at this time as they could link back to the centralized TES. The first response to the TES was received on July 10, 2018.

### *2020*

In an effort to streamline survey outreach and response times as well as meet the challenges of moving to primarily online services during COVID-19, several innovations were made to the TES in 2020. These included:

- In November 2020, IE pivoted to more proactive and virtual student outreach via weekly survey emails to students who had received services in the prior week, which also accommodated for fewer students on campus during the COVID-19 pandemic. Within the first two months from November to December 2020, four hundred and fifty-nine (459) survey responses were received, nearly double the two hundred and thirty-eight responses (238) received from the previous 10 months combined.
- Increased the number of participating departments to include Dual Enrollment, Business Services, and Admissions & Records.
- Encouraged linking to the TES in staff signatures and emails.
- Added a question regarding service modality: Online, In Person, Email, or Phone.
- Frequent communication and collaboration with stakeholders and key departments to promote the TES and ensure timely outreach and response.

### *2023*

Weekly proactive outreaches were effective in connecting the feedback opportunity to students on a regular basis but led to a higher rate of opt-outs by students from the e-mail distributing *Hubspot* platform, which is also used to send a variety of other collegewide messaging. IE worked with Marketing and the TES stakeholders to determine a solution: proactive weekly outreaches were reduced to every other week beginning in January 2023. In Fall 2023, the scheduling platform used by a variety of departments changed from *Who’s Next* to *Waitwell*, which streamlined the appointment scheduling process for students. The new *Waitwell* platform also provided departments with more consistent data for tracking fill rates (e.g., bookings vs appointment availabilities), as well as wait times which was used in turn to optimize staff scheduling. Additionally in early Fall 2023, IE removed students with service visits to Learning Resources (LR) from its weekly outreach list as the LR department was able to implement an automated sending of the TES link to students directly after their service visit interaction through the LR service scheduling platform, *LibCal*.



## Methodology

### Administration

The TES survey is administered through *SurveyMonkey* by the Office of Institutional Effectiveness (IE) with informal and formal guidance and collaboration from relevant stakeholders across the college, including representatives from each department, site and/or student support area included in the survey.

Responses are primarily collected anonymously, unless the survey respondent volunteers to provide contact information for a follow-up request. Students self-select the site, department, and modality of the service visit they wish to report on in their response submission. The survey is always open and active; students have access to submit an unlimited number of responses.

### Monthly Data Audits

In preparing the monthly reports for site and department leadership, data is audited and normalized by multiple IE staff members. Standard operating procedures during the audit and normalization process include removing inapplicable responses, such as explicitly duplicate responses and re-aligning open-ended “other” or contradictory demographic data with appropriate departments or sites accordingly when enough information is available to do so.

In this 2023-2024 reporting period for example, the majority (94.15%) of responses excluded from further analysis and reporting were blank/incomplete or null response submissions. The next largest category of exclusions was duplicate responses, at just over four percent (4.09%).

The total amount of excluded responses in this reporting year was less than six percent (5.8%) of all raw survey submissions. Table 2 includes a detailed summary of exclusions:

**Table 2: Response Exclusions**

Response Exclusion Reason	n count	% of Raw Submissions	% of Excluded Responses
Null Response	161	5.46%	94.15%
Non-student Response	2	0.07%	1.17%
Duplicate Response	7	0.24%	4.09%
Mailing Outreach Error	1	0.03%	0.58%
Total	171	5.8%	100.00%



### Response Count

The total number of raw survey submissions received in this reporting year was two thousand nine hundred and forty-eight (2,948).

After data normalizations, the total number of applicable responses included in the rest of the following report analysis was two thousand seven hundred and seventy-seven (2,777).

### Submission Collection Methods

Specific “collectors” in the *SurveyMonkey* platform are used to track how a student accesses the TES. There were five main ways that students accessed the TES in this reporting period, as shown in Table 3.

The primary method by which most students accessed the survey in this reporting year, noted as the “*Unified*” collector, was via the link that was e-mailed within two weeks after they engaged in a service visit with a student support service area. Only students who had scheduled their service visit via the *Waitwell* platform were potentially available for IE to include in the regular email outreach process. Many, though not all, student affairs departments used *Waitwell* to schedule student service visits however, making this the largest response collector method.

Students who use Library and Learning Resources for tutoring and other LR support service visits were directed to the TES via another collector link, noted as “*LibCal*,” which was emailed to students directly from the LR *LibCal* scheduling platform within an hour of their service or tutoring visit. Additionally, posters with QR codes are available on message boards and targeted areas near student support service physical offices and reception areas, noted as “*QR code*.”

The *Unified* collection method of biweekly e-mails with links to the TES accounted for the highest portion of survey responses (46%), followed by the *LibCal* collection method (32%), and *QR code* collection method (21%).

Table 3: *SurveyMonkey* Collectors

Collector Method	n count	%
Unified	1,277	46%
LibCal*	877	32%
QR Code	592	21%
Health Education Center**	30	1%
Clearwater**	1	<1%
<b>Total Responses</b>	<b>2,777</b>	<b>100%</b>

\*New Collection methods added in the current reporting year include: *LibCal* (First response received 8/17/2023).

\*\*Campus-based collection methods were the previous primary method by which most students accessed the survey prior to the 2020 implementation of e-mail outreaches every other week. Two campus-based collection methods that received responses in this reporting period include the “*Health Education Center*” and “*Clearwater*.”



### *Reporting Cycle*

In addition to monthly reports provided for department and site leadership, annual reports are prepared in alignment with the college fiscal cycle of July 1<sup>st</sup> to June 30<sup>th</sup>. Survey response dates from the 2023-2024 reporting range contain submissions from July 1<sup>st</sup>, 2023 to June 29<sup>th</sup>, 2024. Note that due to the biweekly outreach schedule, survey responses can represent service visits dated slightly prior to this timeline range but likely no more than two weeks prior.

### *Estimated Response Rates*

The total number of student service visit interactions and tracking procedures for visits varies substantially across service departments and platforms. Nevertheless, we can estimate response rates for a portion of submissions via the *Unified* collector, which is based on students with documented service visits in the scheduling platform(s). *Who's Next* was the scheduling platform used for the first month of this reporting year. IE received access to the new scheduling platform, *Waitwell*, in early August of 2023.

The total number of *Unified* collector survey promptings via emailed outreaches in this reporting year was just under seventy-five thousand (74,921). The number of surveys received in this reporting year via the *Unified* collector was one thousand two hundred and seventy-seven (1,277). Based on that information, the estimated response rate is slightly under two percent (1.7%).



## Quality Rating Categories and Description

### *Overall Satisfaction*

Students were asked "Overall, how satisfied are you with today's visit?" and given four Likert scale rating choices including "Extremely Satisfied (4)," "Somewhat Satisfied (3)," "Somewhat Dissatisfied (2)" and "Extremely Dissatisfied (1)."

### *Student Prioritization*

Students were asked "Based on your interaction with the staff, please tell us how strongly you agree or disagree with the following statements: The staff member made me feel like a priority and focused on my needs as a student" and given four Likert scale rating choices including "Strongly Agree (4)," "Agree (3)," "Disagree (2)" and "Strongly Disagree (1)."

### *Staff Knowledgeability*

Students were asked "Based on your interaction with the staff, please tell us how strongly you agree or disagree with the following statements: The staff member was extremely knowledgeable" and given four Likert scale rating choices including "Strongly Agree (4)," "Agree (3)," "Disagree (2)" and "Strongly Disagree (1)."

### *Recommendation Likelihood*

Students were asked "Based on today's visit, how likely are you to recommend this service to other students?" and given four Likert scale rating choices including "Extremely Likely (4)," "Somewhat Likely (3)," "Not very likely (2)" and "Not at all likely (1)."



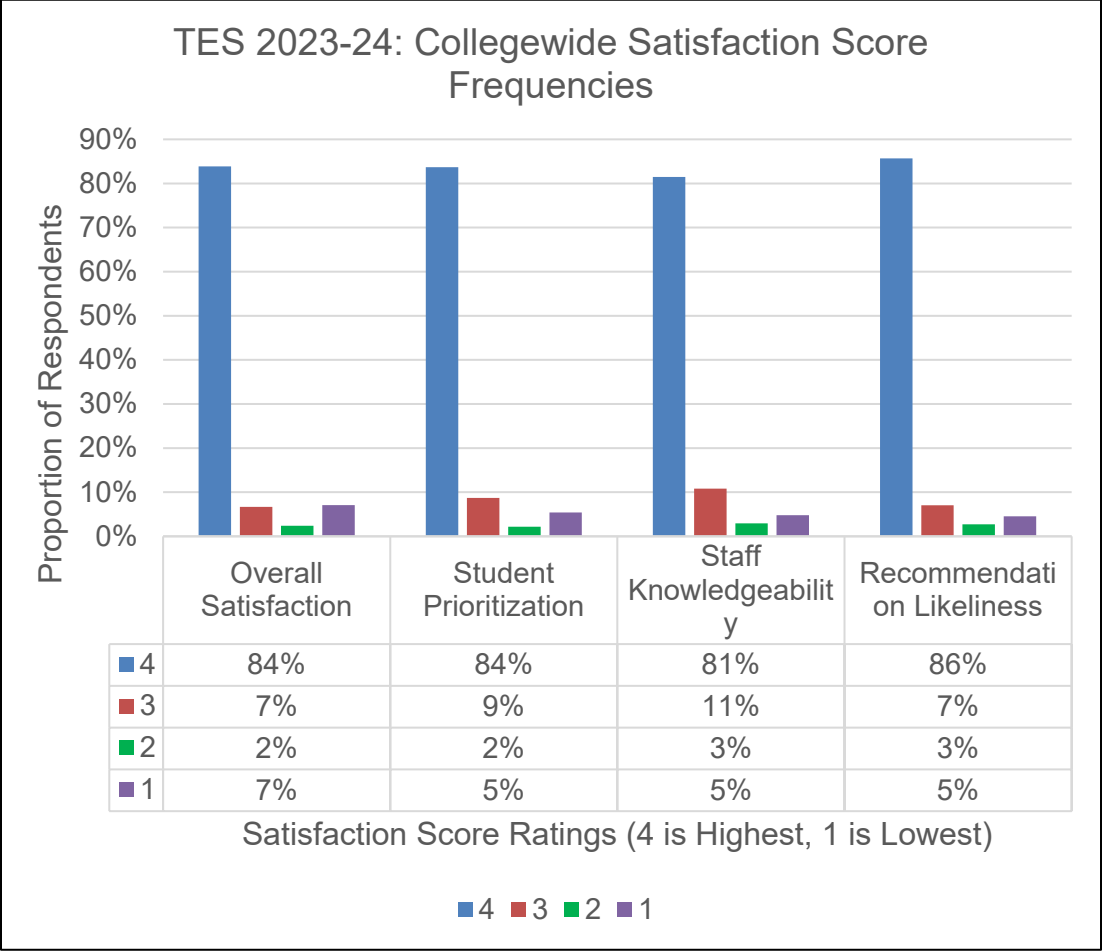
## Quality Ratings Collegewide

### Quality Ratings – Collegewide Score Frequencies

Overall, SPC students are consistently and highly satisfied with the services provided during their engagements with student support services (Figure 1). Over four-fifths of students rated their service visit with the highest score possible in all four categories of satisfaction.

The categories with the highest percentage of positive scores (3 or above) were *Student Prioritization* (93%) and *Recommendation Likelihood* (93%), followed by *Staff Knowledgeability* (92%) and *Overall Satisfaction* (91%).

Figure 1: Collegewide Score Frequencies





*Quality Ratings – Collegewide Averages*

All four quality categories had a collegewide mean score above 3.6 on a 4-point scale. The category with the highest mean score was “Recommendation likeliness” (3.74) and the category with the lowest mean score was “Overall Satisfaction” (3.67).

To quickly summarize the satisfaction ratings from students collegewide across all four categories, and to provide a tool for internal benchmarking, a *combined* mean for all scores from all four quality categories was calculated: the overall collegewide *combined* mean score across all four categories was 3.7 out of a maximum 4.0.

Table 4: Collegewide Mean Quality Ratings

Quality Rating	n Count	Mean Score
Overall Satisfaction	2,504	3.67
Student Prioritization	2,534	3.71
Staff Knowledge	2,425	3.69
Recommendation Likeliness	2,537	3.74
<b>Combined mean score across all four quality ratings:</b>	<b>10,000</b>	<b>3.7</b>

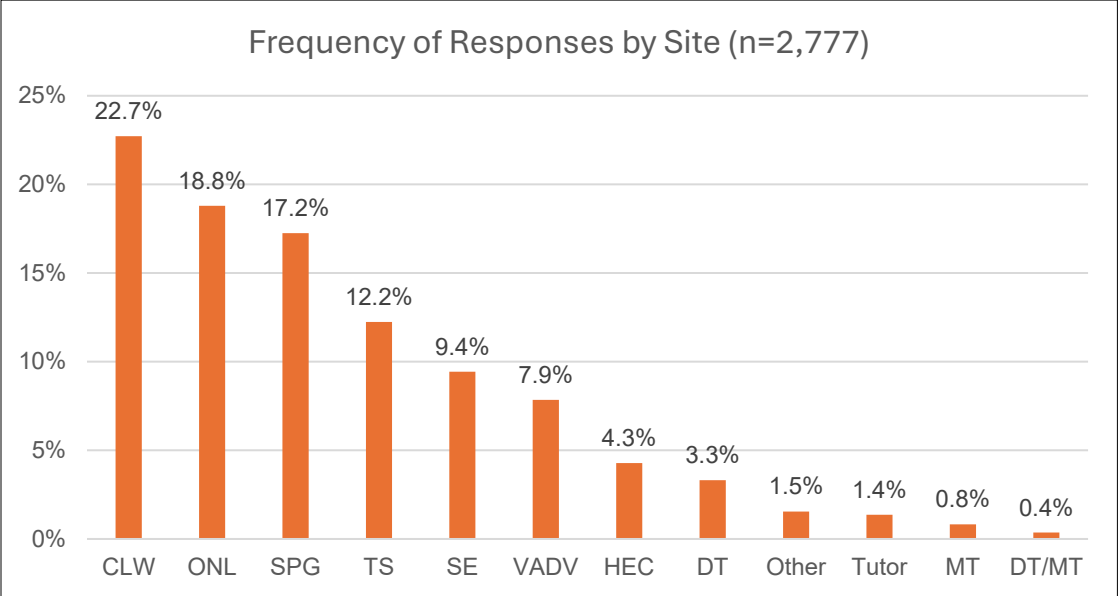


## Quality Ratings by Site and Service Area

### Site Locations – Frequency

As shown in Figure 2, site response counts varied. The site with the highest number of responses was the Clearwater Campus (22.7%). The site with the lowest number of responses was the combined Downtown/Midtown Center (0.4%).

Figure 2: Frequency of Responses by Site



*Note: The Downtown and Midtown Center locations were initially combined as one site option and later separated out into two distinct answer choice options in August 2023.*

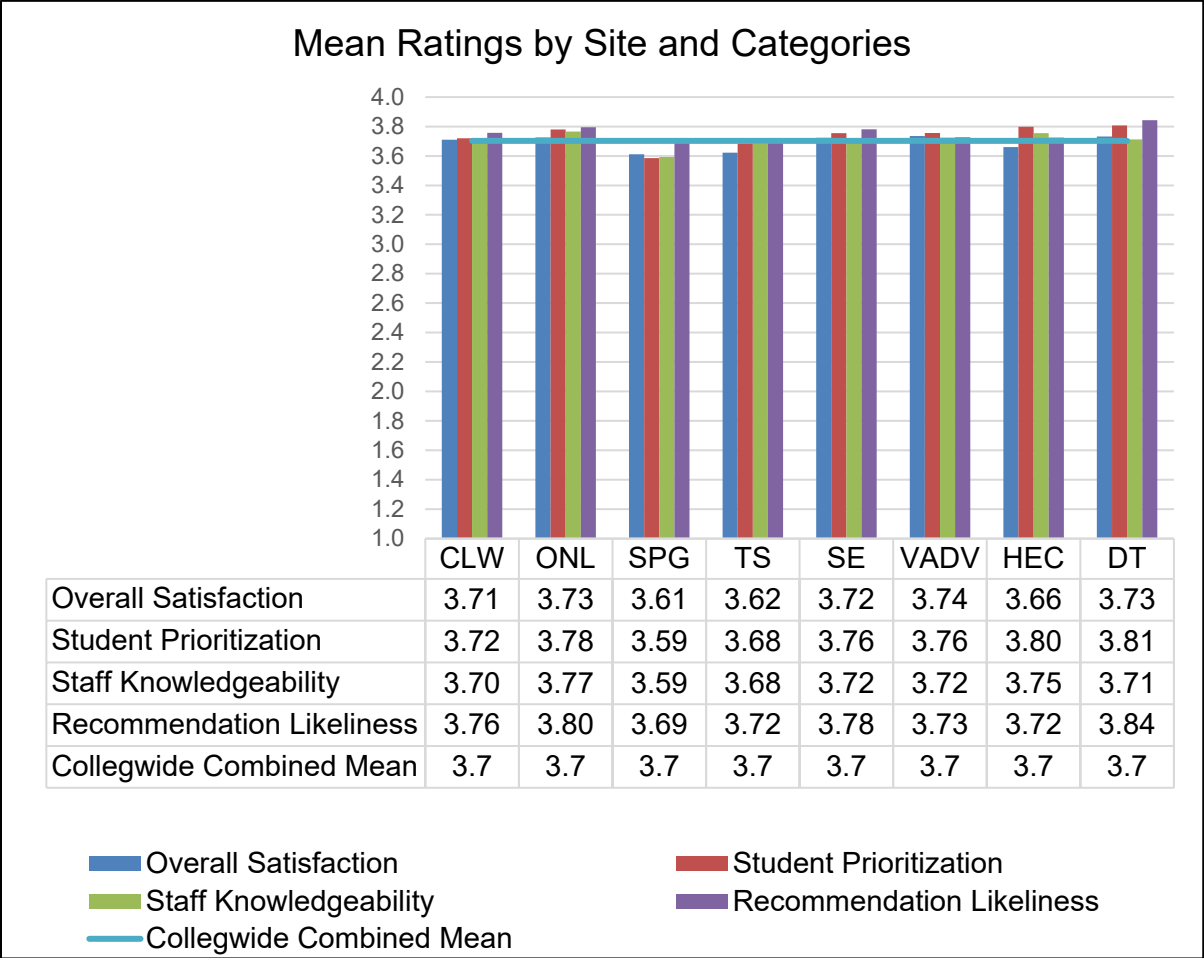


*Quality Ratings - Site Means*

For each of the four quality categories, all sites had a mean rating of 3.06 or higher out of a maximum 4.0.

For sites with enough responses to represent at least 2% or more of the total number of TES responses, Figure 3 shows the mean scores for each quality category by site and in order from larger to smaller response percentage. Seven of the eight sites shown in Figure 3 have at least one quality category mean score above the collegewide *combined* mean of 3.7.

Figure 3: Means by Site



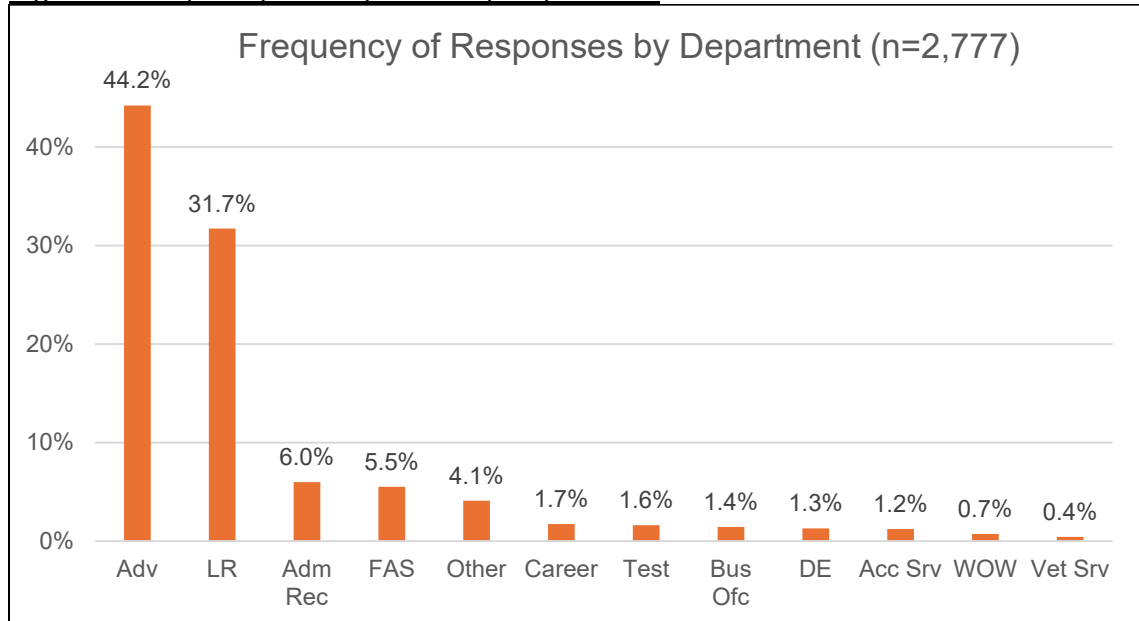
\*Sites with a response percentage of less than 2% are not shown.



### *Service Departments – Frequencies*

Response counts also varied across departments, as shown in Figure 4. The departments with the highest number of responses were Advising (44.2%) followed by Learning Resources (31.7%). The department with the least responses was Veteran Services (0.4%).

**Figure 4: Frequency of Responses by Department**



*Note: Department use of Waitwell scheduling platform for service appointments also varied. For example: Adv, Adm Rec, Career, and Test departments had notable appointment usage in WaitWell during this reporting year (Data Source: Waitwell Tickets Completed by Location Report).*

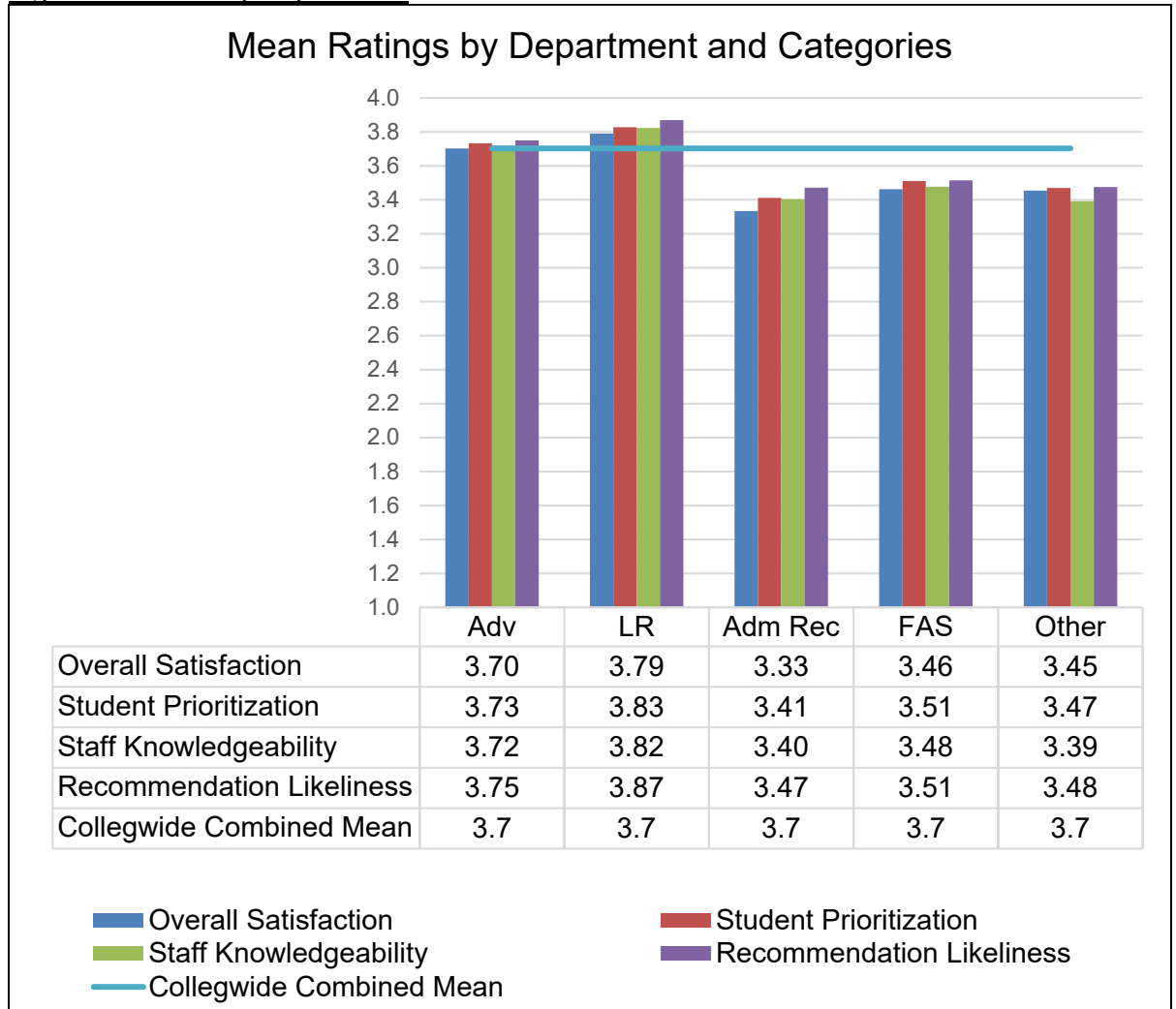


### Quality Ratings - Department Means

For each of the four quality categories, all departments had a mean rating of 3.25 or higher out of a maximum 4.0.

For departments with enough responses to represent at least 2% or more of the total number of TES responses, Figure 5 shows the mean scores for each quality category by department and in order from larger to smaller response percentages. Two of the five departments shown in Figure 5 have at least one quality category mean score above the collegewide *combined* mean of 3.7.

Figure 5: Means by Department



\*Departments with a response percentage of less than 2% are not shown.



## Service Modality

Students are asked about the modality of their service visit (Table 5). Over one-third of responses indicated that the student’s service visit was In Person (39%) and slightly under a third indicated their service visit modality was Online (32%). Email (15%) and Phone calls (15%) made up the rest of the responses.

Table 5: Service Modality Frequencies

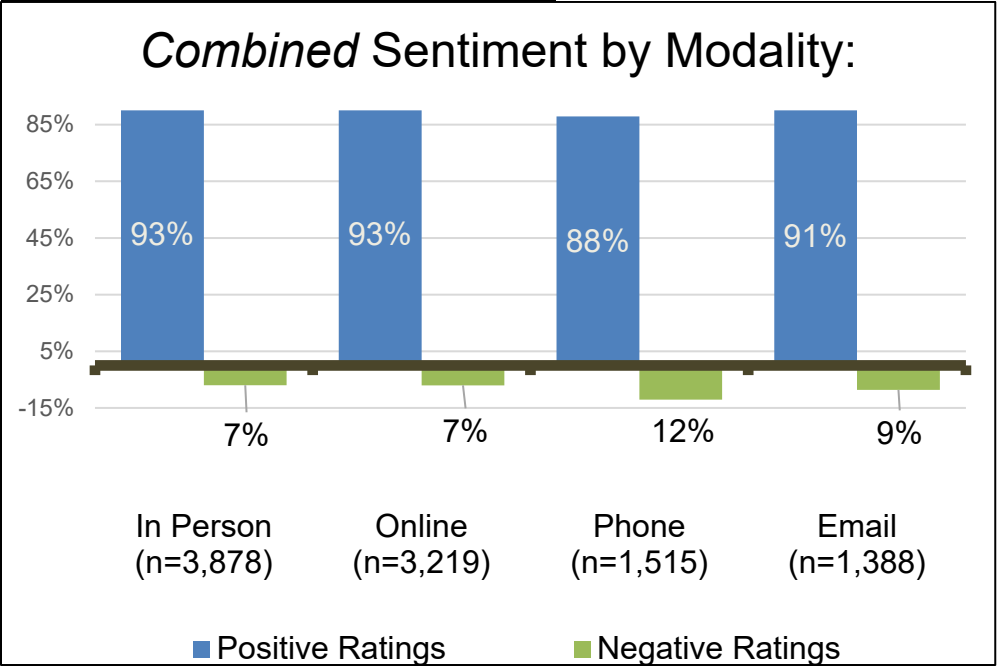
Service Modality	Frequency	Proportion of Responses
In Person	1,077	39%
Online	878	32%
Email	412	15%
Phone	410	15%
Total	2,777	100%

### Service Modality & Combined Feedback

Scores of three or four were combined in summation from all four question categories as “positive” feedback. Similarly, scores of one or two were combined in summation from all four question categories as “negative” feedback. Proportions of positive and negative feedback by modality are shown in Figure 6 from highest to lowest modality frequency.

The modalities of service visit with the highest proportion of positive feedback were In Person (93%) and Online (93%), followed closely by Email (91%) and Phone (88%). The modality of service visit with the highest proportion of negative feedback was by Phone (12%), followed by Email (9%), and Online (7%) and In Person (7%).

Figure 6: Combined Sentiment by Modality





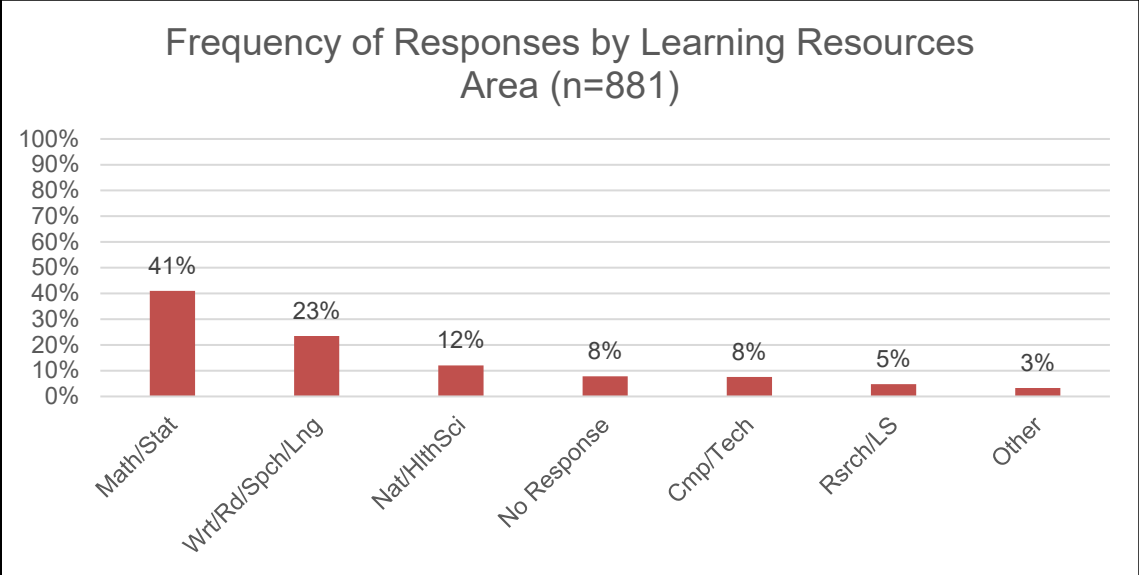
## Learning Resources

Students who selected Learning Resources as the department they were providing feedback on were asked to further indicate which area of Learning Resources they visited. Learning Resource area choices included Math/Statistics (Math/Stat), Writing/Reading/Speech/Languages (Wrt/Rd/Spch/Lng), Natural/Health Sciences (Nat/HlthSci), Computer/Technology (Cmp/Tech), Research/Library Services (Rsrch/LS), and Other, as well as non-responders (No Response).

### Learning Resources - Frequency

Response counts differed for each area from Math/Statistics (41%) to Other (3%).

Figure 7: Frequency of Responses by Learning Resources Area

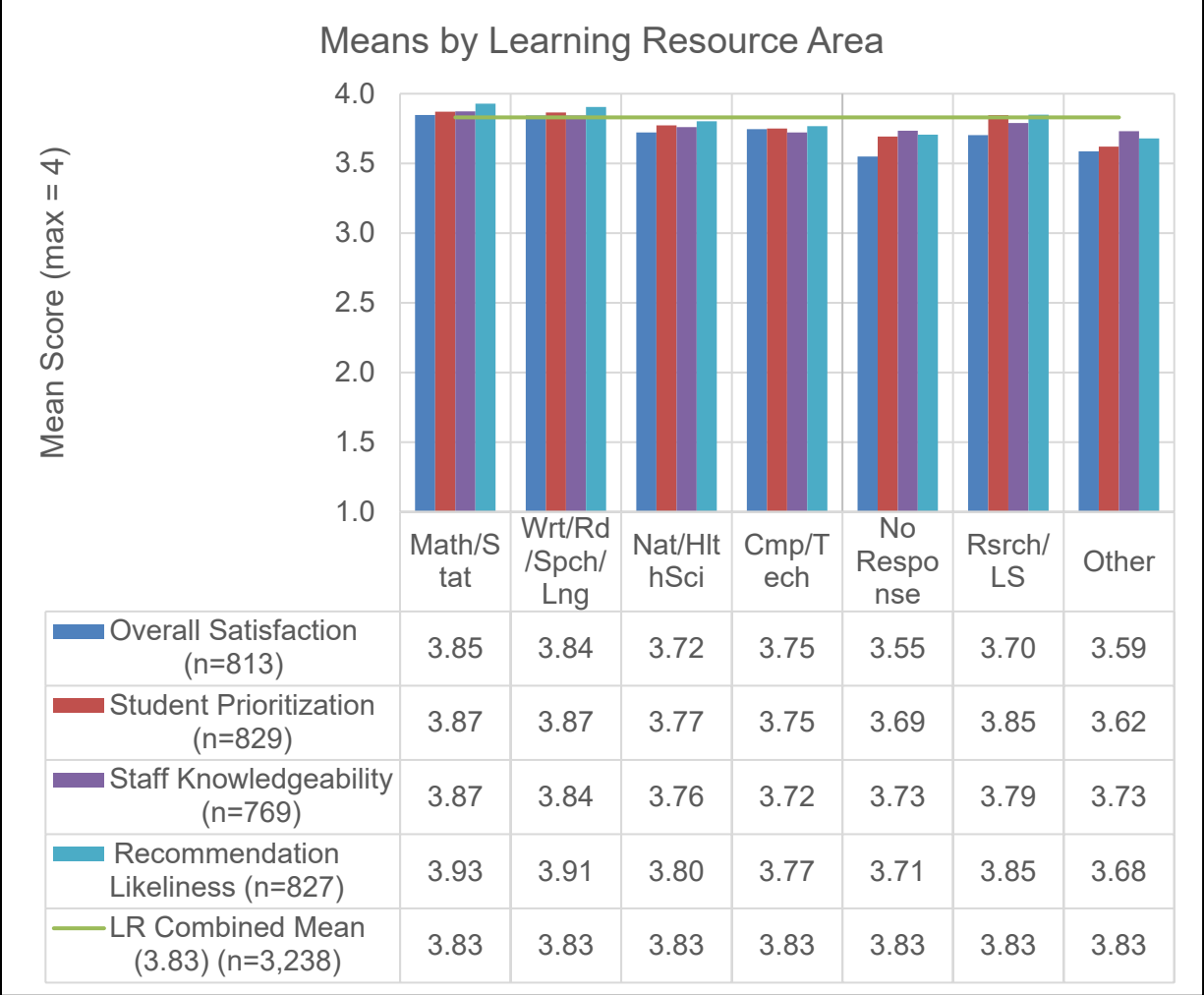




### Learning Resources – Mean Ratings by Area

Figure 8 includes mean scores for each category disaggregated by Learning Resource (LR) Area in order of highest to lowest score response frequency as well as a LR Area *combined* mean across all four categories. The LR Area combined mean was 3.83 out of a maximum of 4.0. Three out of the seven LR Areas had at least one category mean score above the LR Area *combined* mean.

Figure 8: Means by Learning Resources Area





## Qualitative Comments

In addition to the Likert scale questions, respondents are encouraged to *“Please provide any comments you would like to share with SPC about your experience (we really want to know!)”* Of the 2,777 overall respondents, 46% (1,282) provided a comment.

A random sample containing one hundred and thirty-six (136) or 10.6% of the comments (4.9% of total responses) were analyzed and qualitatively coded individually by at least two IE staff members. Qualitative categories included either Positive, Negative, Combination, or Neutral. Each comment received only one of this type of coding. Example statements for each qualitative coding type are included below:

**Positive:** “The tutor was extremely helpful 5 stars”

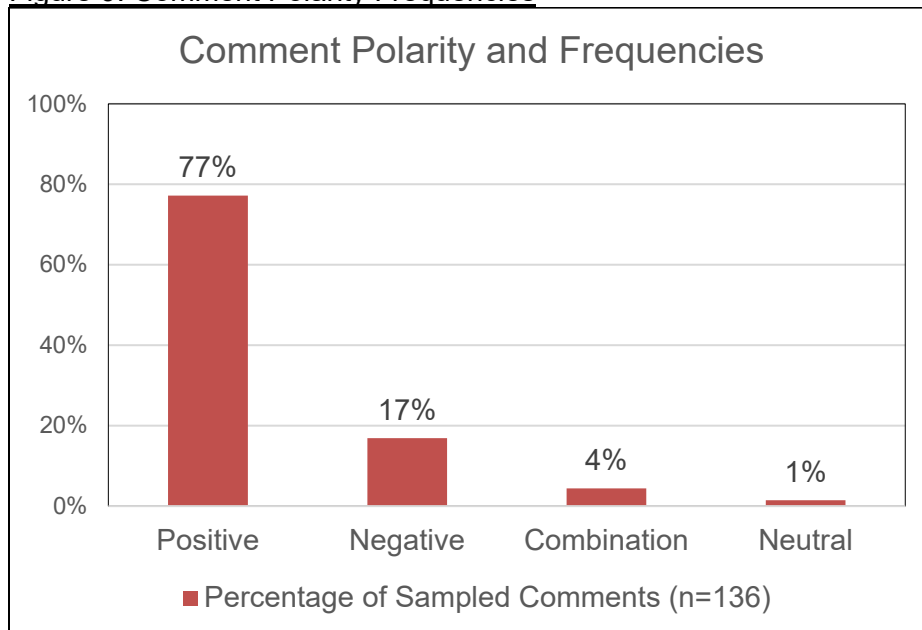
**Negative:** “SPC is focused on closing out requests rather than helping”

**Combination:** “The experience was incredible, although I still had some confusion on how earning a certificate works...”

**Neutral:** “It will be nice if you have programs (yoga/meditation) that you can incorporate with counseling for stress management”

Comments ranged from high levels of satisfaction with services and gratitude for assistance from staff to dissatisfaction with staff communications, services, and other barriers to success; however, positive comments were more common than negative comments by 60 percentage points (Figure 9) in the coded sample group. Additionally, of the one hundred and thirty-six (136) comments that were sampled for analysis, almost half (47.8%) contained positive recognition by name for an SPC staff member.

Figure 9: Comment Polarity Frequencies





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### *Requests for Contact*

Along with comments and service quality ratings, students can request a follow-up contact from SPC. When requesting a follow-up contact, students are then asked to provide identifying contact information and the name of their advisor. All requests were triaged by IE and sent to designated department leadership contacts by the following methods: 1) Within 24-48 hours of receipt for requests with substantially time-sensitive and/or negative reviews, and/or 2) via monthly reports.

One hundred and forty-two (142) students requested contact out of the 2,777 total responses. However, not all students that requested contact filled out the contact information, leaving one hundred and thirty-six (136) responses that could be followed up on by a staff member.



## Conclusion and Recommendations

### Conclusion

Overall, student feedback on support service visits is strongly positive. Mean scores of quality ratings were all 3.67 or above out of a possible maximum of 4.0 for all four categories (Table 4). The category with the highest mean score was “Recommendation Likelihood” (3.74) and the category with the lowest mean score was “Overall Satisfaction” (3.67).

### Use of Titan Experience Survey Results

Departments engage with feedback from students in the monthly reports and daily forwarded requests for contact. For example, staff members with patterns of positive feedback from the qualitative comments are often included in the shared results for celebratory recognition, and other patterns of negative or constructive feedback are considered for improvements to communications and processes accordingly. Departments also frequently use the TES data in their holistic department assessment processes to participate in and showcase ongoing continuous improvement.

### Recommendations

In addition to strongly positive feedback from students, the results reflect areas of opportunity to increase student satisfaction. It is recommended that each site and department review this report and use the insights gained to establish quality improvement initiatives for their units. Potential recommendations and solutions for consideration from this reporting cycle include the following:


**Increase response rates:** Estimated response rates are low compared to other collegewide surveys. Site and department response numbers differ substantially, stemming from both scaled and localized challenges in distribution and collection methods. Distributing the TES closer in time to the service visits is recommended to promote more immediate feedback. The *LibCal* platform for example sends students an email with a TES link directly within an hour of their service visit, and this collection method, which was specific to the Learning Resources department, represented the second largest percentage of response submissions. *Note: A Waitwell feature was also implemented in Fall 2024 that sends automated text prompts with the TES link to students directly after specific types of service visits.*

**Support efficiency of pattern recognition in qualitative data reporting:** IE plans to explore further tools and strategies for supporting efficiency of pattern recognition in qualitative data for the TES and other collegewide surveys.

**Continue stakeholder engagement:** Continued stakeholder engagement, such as regular TES stakeholder committee meetings, is recommended to maintain alignment of site and department area feedback with evolving student support areas and provide a structure for ongoing communication of use of results in support of continuous improvement. The addition of this institutional level annual report as a supplement to the department and site monthly reports also allows for increased stakeholder engagement collegewide and provides centralized data as a benchmark for individual service departments.



## Appendix A: Titan Experience Survey Sample Copy from 2021

**TITAN EXPERIENCE SURVEY**

We are so glad you reached out to us! We constantly look for ways to improve the services we provide, and we need to hear **YOUR VOICE** to help make that happen!

Have ideas about how to improve the service you received? Let us know in the comments! Thank you for providing your feedback. GO TITANS!



## TITAN EXPERIENCE SURVEY

### Location and Department

\* 1. Please select how you received services:

- ☐ Online
- ☐ Email
- ☐ Phone call
- ☐ In person

\* 2. Please select the site associated with your services:

- ☐ Online Campus / E-Campus
- ☐ Allstate Center
- ☐ Clearwater Campus
- ☐ Downtown / Midtown Center
- ☐ Health Education Center
- ☐ Seminole Campus
- ☐ St. Petersburg / Gibbs Campus
- ☐ Tarpon Springs Campus
- ☐ Virtual Advising Center
- ☐ Tutor.com
- ☐ Other (please specify):



## TITAN EXPERIENCE SURVEY

### Department

\* 3. Please select the department that provided services:

- ☐ Learning Resources (Library & Tutoring)
- ☐ Veterans Services
- ☐ Admissions and Records
- ☐ Career Center
- ☐ Academic Advising
- ☐ Financial Assistance
- ☐ Accessibility Services
- ☐ Women on the Way
- ☐ Dual Enrollment
- ☐ Business Office
- ☐ Other (please specify)




## TITAN EXPERIENCE SURVEY

### LRC Discipline

\* 4. What area in Learning Resources did you visit?

- ☐ Math/Statistics
- ☐ Computer/Technology
- ☐ Writing/Reading/Speech/Languages
- ☐ Research/Library Services
- ☐ Natural/Health Sciences
- ☐ Other (please specify)





# TITAN EXPERIENCE SURVEY

Student Experience

5. Overall, how satisfied are you with today's visit?

Extremely Satisfied

Somewhat Satisfied

Somewhat Dissatisfied

Extremely Dissatisfied

☐

☐

☐

☐

6. Based on your interaction with the staff, please tell us how strongly you agree or disagree with the following statements:

Strongly Agree

Agree

Disagree

Strongly Disagree

The staff member made me feel like a priority and focused on my needs as a student

☐

☐

☐

☐

The staff member was extremely knowledgeable

☐

☐

☐

☐

7. Based on today's visit, how likely are you to recommend this service to other students?

Extremely Likely

Somewhat Likely

Not Very Likely

Not at all Likely

☐

☐

☐

☐

8. Please provide any comments you would like to share with SPC about your experience (we really want to know!):

\* 9. This survey is **anonymous**. However, if you had a concern related to your service, **you can provide your information to request a follow-up contact**. Please note, if you provide your information, your survey answers will no longer remain anonymous so that we can direct your contact information and question/concern to the correct department.

Do you need a follow-up contact?

☐ Yes

☐ No



## TITAN EXPERIENCE SURVEY

### Contact Request

\* 10. If you have a question or concern regarding your services and would like someone to contact you, please provide us with your: **1) Name, 2) Student ID, and 3) Email and/or Phone number**. Thank you!

11. Name of Advisor (if applicable)



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