

Spring 2010
Noel-Levitz Student Satisfaction Inventory
Summary Report

Prepared by:

Estrella Mountain Office of Institutional Planning and Effectiveness
August 1, 2010

EMCC Noel-Levitz Student Satisfaction Inventory

Spring 2010 Summary Results

Purpose and Background

The purpose of the Noel-Levitz Student Satisfaction Inventory (SSI) is to evaluate a college's academic, instructional and student support services from the student perspective. Estrella Mountain administered the Noel-Levitz Student Satisfaction Inventory in spring 2010. The results of the Student Satisfaction Inventory are used to improve the services offered to Estrella Mountain students.

The Noel-Levitz instrument provides a dual rating system that measures the perceived importance and relative satisfaction with student services and programs using a 7-point Likert scale. The results of the survey are presented using performance gap analysis and national satisfaction mean comparisons. The performance gap analysis measures the mean difference between importance ratings and satisfaction ratings. The national comparison shows how Estrella Mountain student ratings compare to a national norm for community and 2-year colleges across the nation. Additionally, there are comparisons between spring 2010 and spring 2007 results.

This report summarizes the results for Estrella Mountain's fifth administration of the Noel-Levitz Student Satisfaction Survey. Typically, the college administers the survey every two years. However, the cycle has been modified due to the Community College Survey of Student Engagement (CCSSE) administration in spring 2006 and spring 2009. The next Student Satisfaction Inventory is expected to be administered during the spring 2012 semester.

Methodology

The Noel-Levitz Student Satisfaction Inventory was initially piloted to a small sample of students during the spring 1997. The survey was re-administered to a full sample of students during the spring 1999, spring 2001, spring 2003, spring 2007 and spring 2010 semesters. A random sample of credit courses was selected from all credit courses offered on the Estrella Mountain campus. Approximately 600 students were surveyed, with 423 students completing the survey. Off-campus courses were excluded due to the many survey questions designed to evaluate on-campus services.

The spring 2010 Noel Levitz sample closely matched the overall EMCC student population in terms of gender and ethnicity. There is a somewhat skewed relationship for full-time status and students 19-24 years old. Full-time and younger students are over represented in the survey sample as compared to the actual campus population due to the tendency for younger students to enroll in more classes, thus having a greater likelihood of being selected to participate in the survey. Although just 28% of the EMCC student population is considered full-time, approximately 65% of the Noel Levitz survey respondents reported attending full-time. The percentage of 19-24 year olds sampled indicates a higher percentage (58%) than the EMCC population (39%). Finally, the 2010 demographic breakdown of the sample closely reflected the 2007 sample for age, gender, and full-time status.

Limitations

There are few noted limitations to the Student Satisfaction Inventory as applied to this population. While the response rate could be slightly higher, the demographics of the sample closely match the demographics of the student population in most areas with the exception of full-time status and students 24 and younger. Limitations include an over represented full-time student population and non-representation of off-campus student population (dual enrollment). Additionally, students exclusively enrolled online did not have an opportunity to complete the survey and the questions are designed for the "on-campus population."

Key Findings (Noel-Levitz Student Satisfaction Inventory)

What's most important to our students?

- All Noel-Levitz student satisfaction categories received high mean importance scores. Ten of the eleven categories received mean composite scores above 6.0 on a 7-point Likert scale. The categories of Academic Advising/Counseling (6.26), Registration Effectiveness (6.24), Instructional Effectiveness (6.23), and Academic Services (6.19) received the highest importance scores.
- Individual items that received the **highest importance** mean scores are:
 - Classes are scheduled at times that are convenient for me.
 - The quality of instruction I receive in most of my classes is excellent.
 - I am able to register for classes I need with few conflicts.
 - The campus is safe and secure for all students.
 - Nearly the entire faculty is knowledgeable in their fields.
 - There is a good variety of courses provided on this campus.
 - I am able to experience intellectual growth here.
 - My academic advisor is knowledgeable about the transfer requirements of other schools.
 - Cost as factor in decision to enroll.
 - My academic advisor is knowledgeable about my program requirements.
 - This school does whatever it can to help me reach my educational goals.
 - Information about programs of study is easy to find.
 - Faculty are fair and unbiased in their treatment of students.
 - Admissions staff are knowledgeable.
 - Library resources and services are adequate.
 - Parking lots are well lighted and secure.
 - Students are notified early in the term if they are doing poorly in a class.
- Individual items that received the **lowest importance** mean scores were:
 - This campus provides effective support services for displaced homemakers.
 - Personnel in the Veterans' Services program are helpful.
 - Recommendations from family/friends as factor in decision to enroll.
 - Child care facilities are available on campus.
 - Opportunity to play sports as factor in decision to enroll.

Areas of Strength

How satisfied are Estrella Mountain students compared to students at other Institutions? Where are we meeting expectations?

- A national comparison of student's at other 2 year institutions found EMCC students more likely to have their expectations met, have higher satisfaction levels with their college experience, and more likely to re-enroll if they had it all to do over again. Although a strength, it should be noted that the scores for all three questions have decreased slightly since the Spring 2007.

- Overall, Estrella Mountain is doing well in meeting student expectations. All Noel-Levitz satisfaction composite scale scores received gaps less than 1.0 (Mean Importance minus Mean Satisfaction) Two areas with scale score gaps greater than 1.0 were: Academic Advising/Counseling (1.17) and Safety and Security (1.15). It should be noted that the Safety and Security score was primarily influenced by parking lot issues.

| Noel-Levitz Categories | Performance Gap | | | |
|--|-----------------|-------------|-------------|-------------|
| | Gap 2001 | Gap 2003 | Gap 2007 | Gap 2010 |
| Academic Advising/Counseling Effectiveness | 0.88 | 1.12 | 1.14 | 1.17 |
| Academic Services | 0.60 | 0.63 | 0.65 | 0.60 |
| Admissions and Financial Aid | 0.79 | 0.90 | 1.00 | 0.97 |
| Campus Climate | 0.56 | 0.56 | 0.70 | 0.66 |
| Campus Support Services | 0.58 | 0.47 | 0.69 | 0.62 |
| Concern for Individual | 0.77 | 0.82 | 0.96 | 0.96 |
| Instructional Effectiveness | 0.73 | 0.73 | 0.86 | 0.86 |
| Registration Effectiveness | 0.69 | 0.69 | 0.75 | 0.82 |
| Responsiveness to Diverse Populations | N/A | N/A | N/A | N/A |
| Safety and Security | 0.59 | 0.87 | 1.11 | 1.15 |
| Service Excellence | 0.62 | 0.56 | 0.70 | 0.73 |

- Several individual question results also **exceeded the national satisfaction mean scores**. A sample of items that exceeded the national average is listed below.
 - On the whole, the campus is well-maintained.
 - The campus is safe and secure for all students.
 - It is an enjoyable experience to be a student on this campus.
 - Library staff are helpful and approachable.
 - Computer labs are adequate and accessible.
 - People on this campus respect and are supportive of each other.
 - The equipment in the lab facilities is kept up to date.
 - Security staff are helpful.
- Individual questions with high importance ratings (mean of 6.0 or higher) and small performance gaps (gap = 0.50 or less) indicate EMCC is doing a good job **meeting student expectations**. Items with an “*” also **exceed the national satisfaction mean**. Individual items that meet this criteria include:
 - Students are made to feel welcome on this campus.
 - Computer labs are adequate and accessible.*
 - Bookstore staff are helpful.
 - As a result of my studies at this college, I have gained an understanding of my role as a citizen in a global society.
 - Instructors respect the cultural diversity of students.
 - On the whole, the campus is well-maintained. *

Opportunities for Improvement

What are the Opportunities for Improvement in increasing student satisfaction and meeting the expectations of students?

- Several of the individual question results **fell below the national average**. Most of the questions related to academic advising/counseling. These individual items are:
 - The amount of student parking space on campus is adequate.
 - Child care facilities are available on campus.
 - Internships or practical experiences are provided in my degree/certificate program.
 - My academic advisor is approachable.
 - The quality of instruction in the vocational/technical programs is excellent.
 - The career services office provides students with the help they need to get a job.
 - My academic advisor is concerned about my success as an individual.
 - This campus provides effective support services for displaced homemakers.
 - My academic advisor is knowledgeable about my program requirements.
 - Students are notified early in the term if they are doing poorly in a class.

- **Challenge Areas** include items that students rated with high importance (greater than 6.0 out of 7.0) and lower satisfaction (performance gap greater than 1.00). Items with a “*” indicate that students also reported **lower satisfaction score than the national mean**.
 - The amount of student parking space on campus is adequate.*
 - Students are notified early in the term if they are doing poorly in a class.*
 - My academic advisor is concerned about my success as an individual. *
 - Parking lots are well-lighted and secure.*
 - Financial aid awards are announced to students in time to be helpful in college planning.*
 - My academic advisor helps me set goals to work toward.*
 - My academic advisor is knowledgeable about the transfer requirements of other schools.
 - My academic advisor is knowledgeable about my program requirements.*
 - My academic advisor is approachable.*
 - I am able to register for classes I need with few conflicts.*
 - This school does whatever it can to help me reach my educational goals.
 - Classes are scheduled at times that are convenient for me.*
 - Faculty provide timely feedback about student progress in a course.*
 - Financial aid counselors are helpful.
 - Channels for expressing student complaints are readily available.*
 - The personnel involved in registration are helpful.*

The following items had gap scores greater than 1.0 **and** also had a **lower satisfaction score than the national average**. However the importance score was slightly lower than 6.0.

- Internships or practical experiences are provided in my degree/certificate program.*
- The career services office provides students with the help they need to get a job.*
- This school does whatever it can to help me reach my educational goals.*

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 Effectiveness 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 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: Items not on a scale: 3, 9, 53, and 68. Some questions appear in more than one scale.

Copyright 2010, Noel-Levitz, Inc. *Note that some items appear on more than one scale