

What matters most to our students? Are we meeting their expectations?

Responses to the Fall 2007 Noel-Levitz Student Satisfaction Inventory (SSI)

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The SSI Scales

The items on the Student Satisfaction Inventory have been analyzed statistically and conceptually to create scales. The scales provide composite scores that allow for an overview of the data. The scales are as follows:

- ***Academic Advising and Counseling Effectiveness*** assesses the comprehensiveness of the academic advising program, evaluating advisors' knowledge, competence, approachability, and personal concern for students.
- ***Academic Services*** assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.
- ***Campus Climate*** measures the extent to which the institution provides experiences that promote a sense of campus pride and belonging.
- ***Campus Support Services*** assesses the quality of support programs and services.
- ***Concern for the Individual*** assesses the institution's commitment to treating each student as an individual. Included in this assessment are those groups who frequently deal with students on a personal level (i.e., faculty, advisors, counselors, residence hall staff, etc.).
- ***Instructional Effectiveness*** measures students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence.
- ***Admissions and Financial Aid Effectiveness*** measures the extent to which admissions counselors are competent and knowledgeable, along with students' perceptions of the effectiveness and availability of financial aid programs.
- ***Registration Effectiveness*** assesses issues associated with registration and billing and the extent to which the registration process is smooth and effective.
- ***Responsiveness to Diverse Populations*** assesses the institution's commitment to specific groups of students enrolled at the institution (e.g., underrepresented populations, students with disabilities, commuters, part-time students, and older, returning learners). Please note that this scale captures only a satisfaction score.
- ***Safety and Security*** measures the institution's responsiveness to students' personal safety and security on the campus.

- *Service Excellence* measures the areas of campus where quality service and personal concern for students are rated most and least favorably.
- *Student Centeredness* measures the institution’s attitude toward students and the extent to which they feel welcome and valued.

Analysis of the Scales

The best place to begin is by looking at the big picture and understanding the areas on campus which matter most to students. The following table summarizes the importance, satisfaction, and performance gap (calculated by subtracting the satisfaction score from the importance score) findings for the 12 scales. These are listed in order of importance.

Cypress College and National SSI Responses, Fall 2007

<u>Scale</u>	Cypress College			National Comparison*		
	Average Importance	Average Satisfaction	Performance Gap	Average Importance	Average Satisfaction	Performance Gap
Academic Advising/Counseling	6.40	5.35**	1.05	6.11	5.18	0.93
Instructional Effectiveness	6.38	5.58**	0.80	6.15	5.36	0.79
Registration Effectiveness	6.38	5.64**	0.74	6.14	5.37	0.77
Safety and Security	6.37	5.15**	1.22	5.96	4.94	1.02
Concern for the Individual	6.32	5.35**	0.97	6.06	5.19	0.87
Academic Services	6.30	5.71**	0.59	6.02	5.39	0.63
Admissions and Financial Aid	6.26	5.23**	1.03	6.00	5.08	0.92
Campus Climate	6.18	5.40**	0.78	5.94	5.25	0.69
Service Excellence	6.17	5.35**	0.82	5.93	5.21	0.72
Student Centeredness	6.16	5.46**	0.70	5.95	5.32	0.63
Campus Support Services	5.81	5.20**	0.61	5.44	4.93	0.51
Responsiveness to Diverse Populations		5.68**			5.42	

(7 = very important/very satisfied, 1 = not important/not satisfied at all)

* Participating two-year public community, junior and technical colleges.

** Denotes an area in which Cypress College students are significantly **more satisfied** than their peers at other community colleges.

Institutional Strengths and Challenges

The individual items on the SSI can be analyzed to identify strengths (high importance and high satisfaction). These are items that the institution can incorporate into marketing and recruiting materials, and internal and external public relations opportunities, and can use to provide positive feedback to the faculty, staff, administration, and students. *Strengths are defined as being above the median in importance and in the top quartile of satisfaction.* The items can also be analyzed to determine key challenges (high importance and low satisfaction). These are the areas that the campus needs to address to improve student persistence – areas where students expect a lot, but where the institution is currently failing to meet student expectations. *Challenges are defined as being above the median in importance and the bottom quartile of satisfaction and/or the top quartile of performance gaps.* The information on the following page pinpoints primary strengths and challenges; the numbers refer to survey item numbers.

Strengths: Areas of high importance and satisfaction that should be highlighted in promotional materials. Most important items listed at the top.

- 72. The online process for registering for classes (WebStar) is easy to use.
- 18. The quality of instruction I receive in most of my classes is excellent.
- 15. I am able to register for classes I need with few conflicts. ★
- 31. The campus is safe and secure for all students. ★
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 71. The online process for applying to the college (CCCApply) is easy to use.
- 70. I am able to experience intellectual growth here.
- 69. There is a good variety of courses provided on this campus.
- 66. Program requirements are clear and reasonable.
- 14. Library resources and services are adequate. ★
- 35. Policies and procedures regarding registration and course selection are clear and well-publicized.
- 61. Faculty are usually available after class and during office hours.
- 51. There are convenient ways of paying my school bill.
- 28. It is an enjoyable experience to be a student on this campus. ★
- 34. Computer labs are adequate and accessible.
- 43. Class change (drop/add) policies are reasonable.
- 36. Students are made to feel welcome on this campus.
- 42. The equipment in the lab facilities is kept up to date. ★
- 79. The campus is physically accessible to people with disabilities. ★

★ Denotes a new institutional strength, compared to 2005.

Challenges: Areas of high importance and low satisfaction that should claim the institution's immediate attention. In descending order of importance.

- 8. Classes are scheduled at times that are convenient for me.
- 73. Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.
- 75. Campus restrooms are clean and sanitary.
- 39. The amount of student parking space on campus is adequate.
- 24. Parking lots are well-lighted and secure.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 76. Campus signs help me find the places and services I need.
- 11. Security staff respond quickly in emergencies.
- 48. Counseling staff care about students as individuals. R
- 65. Students are notified early in the term if they are doing poorly in a class.
- 25. My academic advisor is concerned about my success as an individual.
- 63. I seldom get the "run-around" when seeking information on this campus. R
- 12. My academic advisor helps me set goals to work toward. R
- 20. Financial aid counselors are helpful

R Denotes a new institutional challenge.

Student Satisfaction in Fall 2007 versus Fall 2005

Students surveyed in Fall 2007 were significantly more satisfied than students surveyed in Fall 2005 on most of the survey items. The following list identifies the items with the largest gains between 2005 and 2007:

- ★ Library resources and services are adequate.
- ★ Computer labs are adequate and accessible.
- ★ There are sufficient number of study areas on campus.
- ★ Campus restrooms are clean and sanitary.
- ★ On the whole, the campus is well-maintained.
- ★ The student center is a comfortable place for students to spend their leisure time.
- ★ Admissions counselors respond to prospective students' unique needs and requests.
- ★ I am able to register for classes I need with few conflicts.
- ★ The equipment in the lab facilities is kept up to date.
- ★ Tutoring services are readily available.

There were few areas for which students surveyed in Fall 2007 were not more satisfied than those surveyed in Fall 2005. The following list identifies areas that did not improve significantly between 2005 and 2007:

- Security staff are helpful.
- This campus provides effective support services for displaced homemakers.
- The quality of instruction in the vocational/technical programs are excellent.
- The career services office provides students with the help they need to get a job.
- Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.
- The quality of instruction I receive in most of my classes is excellent.
- Faculty care about me as an individual.
- Students are notified early in the term if they are doing poorly in a class.