

**Spring 2001
Noel-Levitz Student Satisfaction Inventory
And Institutional Priorities Survey
Summary Report**

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Spring 2001 Noel-Levitz Summary Report

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EMCC Noel-Levitz Student Satisfaction Inventory

Summary of Spring 2001 Results

Purpose and Background

The purpose of the Noel-Levitz Student Satisfaction Inventory (SSI) is to evaluate Estrella Mountain's academic, instructional and student support services from the student perspective. This year, Estrella Mountain also administered the Noel-Levitz Institutional Priorities Survey (IPS). The IPS is a similar instrument to the Student Satisfaction Inventory, but is completed by college employees. The results of the Student Satisfaction Inventory and Institutional Priorities survey are used to improve the services offered to Estrella Mountain students.

Both Noel-Levitz instruments provide 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 students and employee ratings compare to a national norm for community and 2-year colleges across the nation.

This report summarizes the results for Estrella Mountain's third administration of the Noel Levitz Student Satisfaction Inventory and the first administration of the Institutional Priorities Survey (IPS). The college distributes the SSI once every two years. The IPS was piloted for the first time this year. Because the SSI and IPS were administered at the same, comparison between student and employee views can be made.

The next Student Satisfaction Inventory will be administered during the spring 2003 semester.

This report summarizes some of the key findings from the spring 2001 survey. A detailed copy of the results is available through the Estrella Mountain Office of Planning and Institutional Effectiveness.

Methodology

The Noel-Levitz Student Satisfaction Inventory was piloted to a small sample of student during the spring 1997. The survey was re-administered to a full sample of students during the spring 1999 and spring 2001 semesters. The latest two administrations of the survey provide a profile of Estrella Mountain's on-campus, credit population. A random sample of credit courses was selected from all credit course that were offered on the Estrella Mountain campus. Off-campus courses were excluded because the survey includes many questions that evaluate on on-campus services.

Cross tabulations were ordered for various breakdowns including age, Hispanic students, day students and evening students. These comparison were conducted to determine if different populations have different expectations and satisfaction levels.

The SSI response rate for the spring 1999 was 60% (268 were returned out of 400 surveys distributed). More surveys were distributed in the spring of 2001. The response rate for the spring 2001 was 50% (563 surveys were returned out of 1,130 surveys distributed). The spring 2001 student demographics of the sample were very similar with regards to ethnicity, age, and day vs. evening status. The only areas that are skewed relate to full-time vs. part-time students and the age groupings of 19-24 and 45 and older. Full-time students are over represented. Approximately 40% of the survey respondents reported attending full-time, while just 15% of study population is full-time. With regards to age, there is a higher percentage of 19-24 year olds (37% sample vs. 26% study population) and a lower percentage of students over the age of 45 (13% sample vs. 19% study population)

The Institutional Priorities Surveys was distributed to all board-approved employees. The response rate for the spring 2001 IPS was 51% (74 surveys were returned out of 145 surveys distributed). The response rate by faculty (66%) was higher than the response rate for non-faculty (45%).

Limitations

There are just a few limitations for Student Satisfaction Inventory. While the response rate could be slightly higher, the demographics of the sample closely match the demographics of the student population. The sample in terms of gender, ethnicity and age, day/evening status were representative of the population. However, the full-time population is over represented. Also, the results are only valid for the on-campus student population. Opinions of students exclusively attending at off-campus locations are not represented in this study.

The Institutional Priorities survey has a limitation of a small sample size. While the response rate is 51%, the population is only 145 board-approved employees. Non-response bias tends to be magnified in small populations.

Key Findings

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 Instructional Effectiveness (6.28), Registration Effectiveness (6.26) and Academic Advising/Counseling (6.22) received the highest importance scores. The lowest importance score was attributed to the category of campus support services (5.44). See Appendix A for definitions of Noel Levitz composite scale categories and Appendix B for importance and satisfaction scores.

- Individual items that received the highest mean importance scores are:
 - Classes are scheduled at times that are convenient for me. (6.56)
 - The quality of instruction I receive in most of my classes is excellent. (6.56)
 - The campus is safe and secure. (6.47)
 - I am able to register for classes I need with few conflicts. (6.45)
 - Computer Labs are adequate and accessible. (6.45)
 - There is a good variety of courses provided on this campus. (6.44)
 - I am able to experience intellectual growth here. (6.42)
 - Parking lots are well lighted and secure. (6.40)
 - Nearly all faculty are knowledgeable in their fields. (6.38)
 - On the whole the campus is well maintained (6.38)
 - Faculty are fair and unbiased in their treatment of students (6.38)
 - The Information Commons is open on the days and times I need (6.36)

- Individual items that received the lowest importance mean scores were:
 - Opportunity to play sports as a factor in decision to enroll (3.42)
 - Child care facilities available on campus (4.56)
 - Recommendation from family/friends as factor in decision to enroll (4.84)

How satisfied are Estrella Mountain students compared to students at other Institutions?

Areas of Strength

- EMCC students are more likely to have their expectations met, have higher satisfaction levels, and are more likely to re-enroll if they had it all to do over again than students at other 2-year institutions across the nation. The following table below demonstrates these differences.

Summary Questions	Estrella Mountain Mean	National Comparison Mean	Mean Difference
So far, how has your college experience met your expectations? 1 Much worse than expected 7= much better than expected	5.10	4.64	0.46***
Rate your overall satisfaction with your experience thus far. 1=Not Satisfied at all 7= Very Satisfied	5.84	5.34	0.50***
All in all, if you had to do it over again, would you enroll here? 1= Definitely Not 7= Definitely Yes	6.35	5.57	0.78***
*** Significant at the .001 level			

- Estrella Mountain’s Spring 2001 composite scale scores were higher than the national average in all Noel Levitz categories. Eleven of the twelve differences were also statistically significant (meaning that it is unlikely that the differences occurred by chance). The scale areas that exceeded the national average the most include Safety and Security, Academic Services, Student Centeredness, and Campus Climate. See Appendix B for a comparison of all categories.
- The vast majority of individual questions also exceeded the national mean scores. A sample of items that exceeded the national average include:
 - The amount of student parking space on campus is adequate (+1.37)
 - Parking lots are well lighted and secure (+.99)
 - Computer labs are adequate and accessible (+.80)
 - It is an enjoyable experience to be a student on this campus (+.62)
 - On the whole the campus is well maintained (+.56)
 - The campus is safe and secure for all students (+.57)
 - I seldom get the “run-around” when seeking information on this campus (+.57)
 - Security staff are helpful (+.53)
 - There are a sufficient number of study areas on this campus (+.51)
 - People on this campus respect and are supportive of each other (+.50)
 - Faculty take into consideration student differences as they teach a course (+.49)

Opportunities for Growth

- EMCC did not score below the national average on any of the Noel Levitz composite scale; however, there were individual questions that were close to or below the national average. These individual items are:
 - Internships or practical experience are provided in my degree/certificate program (-.25)
 - Classes are scheduled at times that are convenient for me (0.00 – no difference)
 - The campus provides support for displaced homemakers (+.02)
 - The Career Services office provides students with the help they need to get a job (+0.06)
- The question “Child-Care Facilities are available on campus” received a score lower than the national average (-.41), but it should be noted that the question includes the phrase “on-campus.” While Estrella Mountain does not offer a campus-based child care facility, it does offer financially needy students support in paying for licensed child care providers in the service area.

Satisfaction Differences by Sub Population

- The mean satisfaction scores for Hispanic Students were higher than the overall college mean for all Noel Levitz Composite Scale Scores and almost all individual questions.
- There were very minor differences in satisfaction ratings related to age, day and/or evening students.
- Mean satisfaction scores for evening students were slightly less than day students for questions related to faculty availability, bookstore staff helpfulness, business office hours, tutoring services, community reputation, orientations, commitment to part-time students, older students, disabilities, commuters and food service.
- Satisfaction ratings do not vary much by age compared to the national average. However, in areas of new student orientations, support for displaced homemakers and career services, EMCC students over the age of 45 had satisfaction ratings lower than national average for students in the same age category.

How Well Are We meeting Student Expectations?

- 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 – Means Satisfaction). All category gaps were also lower than the national average for two-year colleges. Estrella Mountain's performance gaps ranged from a high of 0.88 for Academic Advising to a low of 0.48 for Student Centeredness. See Appendix B for Gap analysis by Noel Levitz scale score.
- Individual questions with the high importance ratings (mean of 6.0 or higher) and small performance gaps (gap = 0.50 or less) indicate we are doing a good job meeting student expectations. Individual items that meet this criteria are as follows:
 - On the whole the campus is well maintained. (Gap = 0.24)
 - This institution has a good reputation in the community. (Gap = 0.24)
 - It's enjoyable to be a student on this campus. (Gap = 0.41)
 - Students are made to feel welcome on this campus. (Gap = 0.44)
 - The college encourages respect for diverse perspectives – this a campus item. (Gap = 0.41)
 - Class change (drop/add) policies are reasonable. (Gap = 0.50)
 - There are a sufficient number of study areas. (Gap = 0.43)
 - Faculty care about me as an individual. (Gap = 0.50)
- There are no areas where satisfaction scores exceed importance scores, so there is still room for improvement in most areas. Individual items that receive gaps greater than 1.0 areas where the most improvement can happen. These areas are:
 - Classes are scheduled at times that are convenient for me. (Gap = 1.25)
 - Internships or practical experience are provided in my degree/certificate program (1.10)
 - There is a good variety of Courses on this campus. (Gap = 1.06)

- Channels for expressing student complaints are readily available (Gap = 1.04)
- Financial aid awards are announced to students in time to be helpful in college planning (Gap = 1.06)
- The only question that received a gap of greater than 1.0 and also had a lower satisfaction score than the national average, was the question related to internships and practical experiences.

How have our student views changed over time?

- Overall, Noel Levitz satisfaction scores have remained relatively constant over time with some exceptions.
- There were two Noel Levitz composite scale scores that increased in satisfaction between the spring of 1999 and the spring of 2001. They are Academic Services (+0.20) and Safety and Security (+0.15). All other categories were statistically the same.
- Several individual items also had increases in satisfaction between 1999 and 2001. Items that improved at statistically significant levels include:
 - There are sufficient study areas (+0.51)
 - Food service at the college meets my needs (+0.56)
 - Parking lots are well lighted and secure. (+0.32)
 - Computer labs are adequate and accessible. (+0.28)
 - The amount of student parking is adequate. (+0.26)
 - The equipment in the lab facilities is kept up to date (+0.26)
 - The ability to access electronic databases from home allows me to do research at times that are convenient for me. (+0.26)
- Only a few items decreased at statistically significant levels between 1999 and 2001. These items are:
 - The quality of instruction I receive in most classes is excellent (-0.35)
 - The quality of instruction in vocational/technical programs is excellent (-0.28)
 - Faculty care about me as an individual (-0.28)

How do our faculty and staff opinions compare to EMCC students and employees at other colleges?

Student Satisfaction vs. Employee Satisfaction

- Individual items that received performance gaps exceeding 1.0 include by both students and employees include:
 - Classes are scheduled at times are convenient for me. (Gaps: 1.25 & 1.57)
 - Internships or practical experiences are provided in my degree certificate program. (Gaps: 1.10 and 2.25)
 - Financial Aid Awards are announced to students in time to be helpful in college planning. (Gaps 1.06 & 1.15)
 - Channels for expressing student complaints are readily available. (Gaps 1.04 & 1.11)
 - There is a good variety of courses provided on this campus (Gaps 1.06 & 1.98)
- There were items where students were more satisfied than employees perceived. Employee satisfaction ratings for the items below were much lower than the student ratings. These items also had performance gaps of greater than 1.0 for employee ratings (IPS survey) but less than 1.0 for students (SSI survey). They are:
 - Food service (Al's Diner) at the college meets my needs (Gap .021 vs. 2.34)
 - The Student Center is a comfortable place for students to spend their leisure time (Gap 0.42 vs. 3.58)
 - I seldom get the "run around" when seeking information (Gap 0.67 vs. 1.21)
 - Faculty are usually available after class and during office hours (Gap 0.54 vs. 1.13)
 - The college's self-paced courses meet my needs (Gap 0.64 vs. 1.37)
 - I am able to register for classes with few conflicts (Gap 0.87 vs. 1.49)
- There was only one item that received a gap greater than 1.0 for students but less than 1.0 for employees. This item is "my academic advisor is concerned about my success as an individual" (Gap 1.03 vs. 0.62).

EMCC Employee Ratings Compared to the National Average

- In general, employees at Estrella Mountain have higher expectations (importance means) than the national average for employees at other institutions. These importance ratings for employees were also higher than the importance ratings given by our students.

- Estrella Mountain employees have higher mean satisfaction scores on Noel Levitz composite scales than other employees across the nation, with the exception of two categories.
- Only the Campus Support Services category received employee satisfaction scores statistically lower than the national average. The mean score for this category is also lower than the EMCC student satisfaction mean.
- The mean score for Instructional Effectiveness is lower numerically, but the difference is not statistically significant.
- Instructional Effectiveness (Gap = 1.04) and Campus Support Services (Gap = 1.04) were the two Noel-Levitz composite areas that received the greatest gaps between importance and satisfaction.

Differences between EMCC Faculty, Administration and Staff

- Faculty, administration and staff satisfaction scores were similar in most categories with a few exceptions.
- Faculty satisfaction means were higher than administration and staff for the Noel Levitz category of Instructional Effectiveness.
- Both faculty and administration tended to have lower satisfaction scores related to Registration Effectiveness category than staff.
- Administration had a higher satisfaction scores for to the Admission and Financial Aid category than faculty and staff.

Other Findings

- Both EMCC students and employees deemed the custom question on critical thinking and communication important. The mean importance score for this item was greater than 6.0 for both groups. The performance gap between importance and satisfaction was also less than 1.0 indicating that we are meeting some of the expectations in this area.
- The mean importance score for the custom question on distance education was high for both students (5.83) and employees (6.12). Faculty, staff and administration also had similar mean importance scores for this question.
- Approximately 80% of students and employees reported that they owned a computer with Internet access.

Appendix A: Noel Levitz Scale Definitions for Community, Junior and Technical College Version and Career and Private School Version

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.

Academic Services assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.

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.

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.

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 career services, orientation, child care, and special programs such as Veterans' Services and support services for displaced homemakers.

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, counselors) are included in this assessment.

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 variety of courses offered, the effectiveness of your faculty in and out of the classroom, and the effectiveness of your adjunct faculty and graduate teaching assistants.

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.

Responsiveness to Diverse Populations assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations, students with disabilities, commuters, part-time students, and older, returning learners.

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.

Service Excellence assesses the attitude of staff toward students, especially front-line staff. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

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.

Some items on the inventory contribute to more than one scale. In addition, four items (numbers 3, 9, 53 and 68) are not included in any of the two-year scales. Above Copyright 2000, USA Group Noel-Levitz, Inc.

Appendix B: Student Satisfaction Inventory Importance and Satisfaction Means by Noel Levitz Scale Category

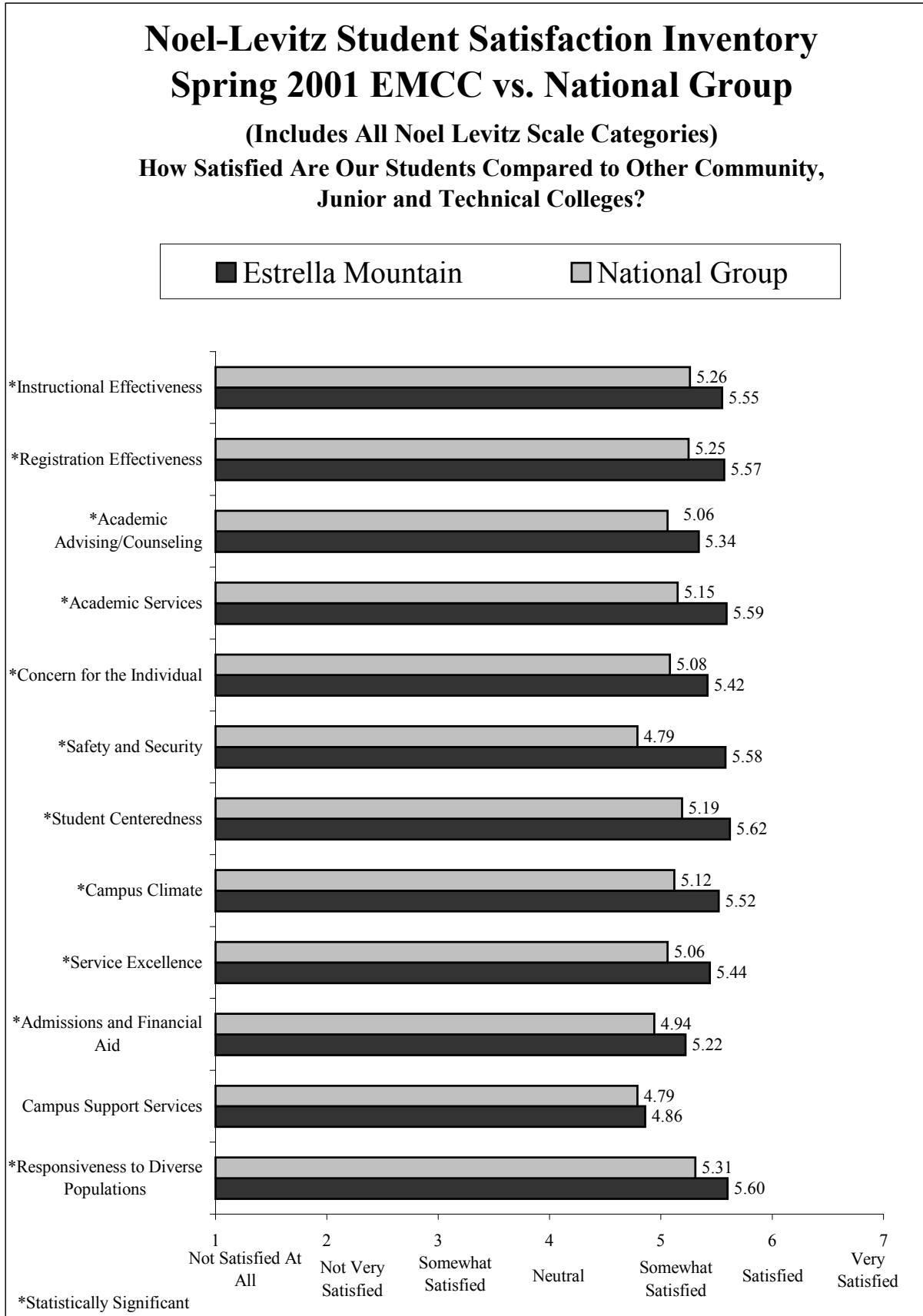
Scale	EMCC Means 4/2001			National Group Meann Community, Jr. & Tech. Colleges			Mean Difference (Satisfaction)
	Import.	Sat./SD	Perform. Gap	Import.	Sat./SD	Perform. Gap	Our Inst - Nat'l Group
Instructional Effectiveness	6.28	5.55/1.02	0.73	6.16	5.26/1.05	0.90	0.29 ***
Registration Effectiveness	6.26	5.57/0.96	0.69	6.12	5.25/1.04	0.87	0.32 ***
Academic Advising/Counseling	6.22	5.34/1.25	0.88	6.10	5.06/1.29	1.04	0.28 ***
Academic Services	6.19	5.59/0.99	0.60	6.01	5.15/1.10	0.86	0.44 ***
Concern for the Individual	6.19	5.42/1.12	0.77	6.07	5.08/1.20	0.99	0.34 ***
Safety and Security	6.17	5.58/0.96	0.59	5.96	4.79/1.21	1.17	0.79 ***
Student Centerdness	6.10	5.62/1.06	0.48	5.92	5.19/1.13	0.73	0.43 ***
Campus Climate	6.08	5.52/1.00	0.56	5.93	5.12/1.05	0.81	0.40 ***
Service Excellence	6.06	5.44/1.00	0.62	5.91	5.06/1.07	0.85	0.38 ***
Admissions and Financial Aid	6.01	5.22/1.12	0.79	5.96	4.94/1.20	1.02	0.28 ***
Campus Support Services	5.44	4.86/1.17	0.58	5.4	4.79/1.12	0.61	0.07
Responsiveness to Diverse Populations		5.60/1.16			5.31/1.23		0.29 ***

* Difference statistically significant at the 0.5 level

** Difference statistically significant at the .01 level

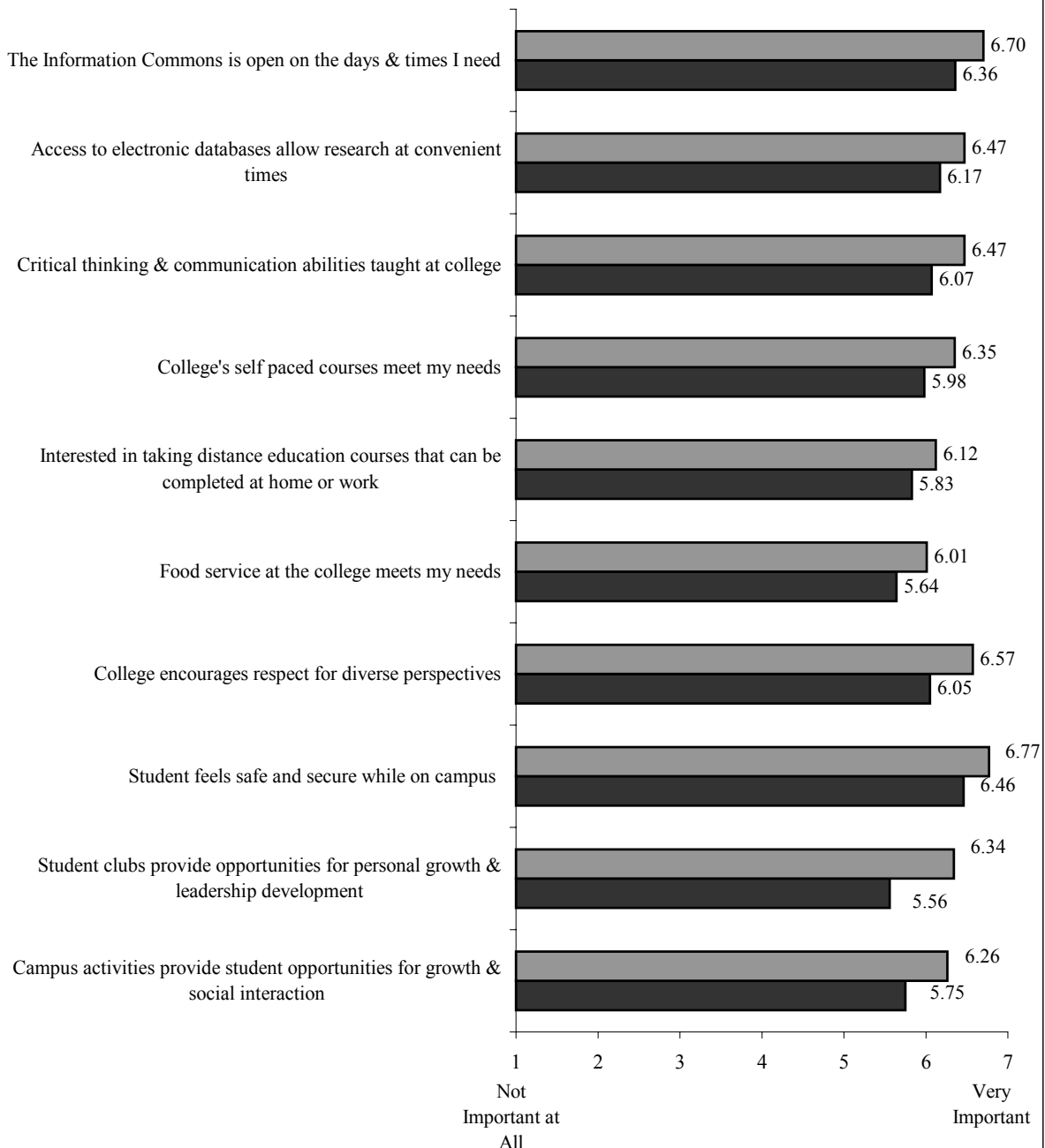
*** Difference statistically significant at the .001 level

Appendix C: Satisfaction Comparison Chart – Noel Levitz Categories



Appendix D: Custom Questions – SSI vs. IPS Importance Means

**EMCC Spring 2001 Noel-Levitz SSI vs. IPS
Customized Questions
Importance: Employee vs. Student Rating**



Appendix F: Custom Questions: Satisfaction 1999 vs. 2001

