

STUDENT SATISFACTION INVENTORY REPORT BRIEF (2005)



Noel-Levitz®

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The *Student Satisfaction Inventory* measures student satisfaction with a wide range of college experiences. The survey assumes that students have definite expectations about their experiences, and are satisfied when those expectations are met by TVI. In addition to assessing satisfaction, the survey also asks students what is important to them. By obtaining student feedback on both satisfaction and importance, we can better identify areas of excellence and performance gaps that may be the basis for opportunities for improvement.

SURVEY METHODOLOGY

We administered the Noel-Levitz *Student Satisfaction Inventory* (SSI) during the Fall 2004 term to students enrolled in a stratified random sample of courses. We designed the sample to ensure proportional representation of students from each instructional division and each campus. This is the fourth administration of the SSI (1997, 1999, 2001). Students completed the survey during regularly scheduled class time. A total of 629 students completed the survey. Noel-Levitz performed data entry and provided comparisons with a national sample of students (N=259,493) at community, junior and technical colleges nationwide in spring 2005. The office of Planning, Budget and Institutional Research performed further data analyses and prepared a comprehensive report in addition to this "Brief". The complete report is available on the PBIR website: [http://planet.tvi.cc/ipr/surveys/PDFs/SSI%20Fall%](http://planet.tvi.cc/ipr/surveys/PDFs/SSI%20Fall%2004.pdf)

SCALES: In one of the most useful methods of reporting the results, Noel-Levitz combines several different items to form 11 composite scales related to general institutional processes and services. Some items contribute to more than one scale. Four items are not included on the scales ("Items not on scales") and TVI added 10 "Campus Items" that are specific to TVI and not found on the national instrument.

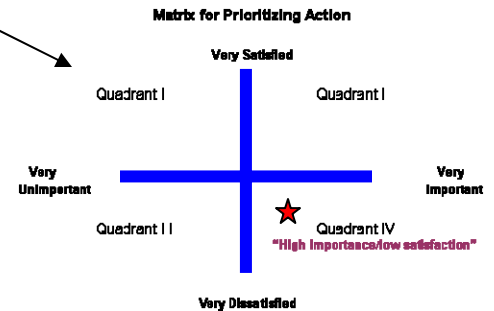
MATRIX CHARTS: A matrix of each of these 13 scales—featuring a combination of importance and satisfaction scores—is one useful way of providing TVI with dynamic information as a basis for a planning agenda. This matrix is divided into 4 quadrants.

Quadrant I: High Importance/ high satisfaction showcases TVI's areas of strength and provide marketing opportunities.

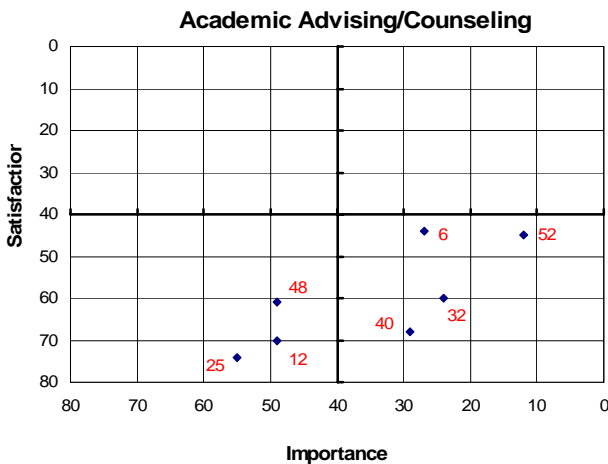
Quadrant II: Low Importance/ high satisfaction suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.

Quadrant III: Low Importance/ low satisfaction presents an opportunity for TVI to examine areas that appear to have low importance status with our students. This is an area TVI may pinpoint and examine **why** these items have low status with TVI students.

★ **Quadrant IV: High importance/low satisfaction** pinpoints areas in need of TVI's immediate attention. TVI's 2004 results show 17 items in this quadrant. These items are maroon and italicized.

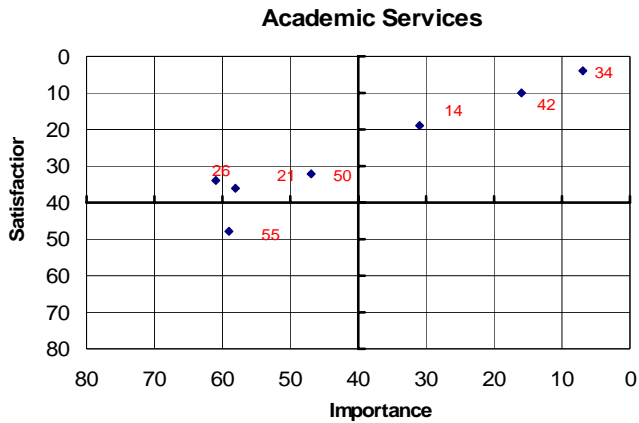


ACADEMIC ADVISING/COUNSELING: assesses the comprehensiveness of TVI's academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as their approachability.



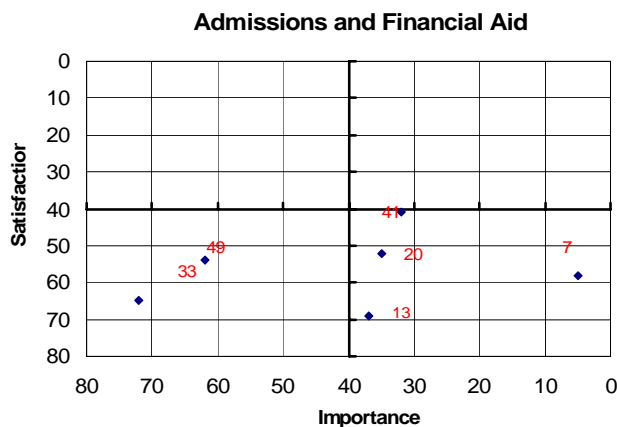
	Fall 2004	
	Importance	Satisfaction
ACADEMIC ADVISING/COUNSELING (overall scale mean):	6.04	4.77
<i>6. My academic advisor is approachable.</i>	<i>6.10</i>	<i>5.03</i>
12. My academic advisor helps me set goals to work toward.	5.96	4.58
25. My academic advisor is concerned about my success as an individual.	5.94	4.52
<i>32. My academic advisor is knowledgeable about my program requirements.</i>	<i>6.11</i>	<i>4.79</i>
<i>40. My academic advisor is knowledgeable about the transfer requirements of other schools.</i>	<i>6.08</i>	<i>4.66</i>
48. Counseling staff care about students as individuals.	5.95	4.79
<i>52. This school does whatever it can to help me reach my educational goals.</i>	<i>6.16</i>	<i>4.98</i>

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



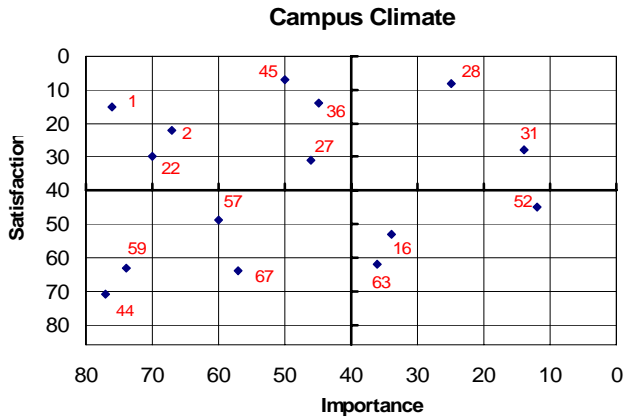
ACADEMIC SERVICES (overall scale mean):	Fall 2004	
	Importance	Satisfaction
	6.01	5.22
14. Library resources and services are adequate.	6.07	5.29
21. There are a sufficient number of study areas on campus.	5.88	5.12
26. Library staff are helpful and approachable.	5.87	5.13
34. Computer labs are adequate and accessible.	6.25	5.51
42. The equipment in the lab facilities is kept up to date.	6.14	5.41
50. Tutoring services are readily available.	5.96	5.15
55. Academic support services adequately meet the needs of students.	5.88	4.93

ADMISSIONS AND FINANCIAL AID: assesses TVI'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.



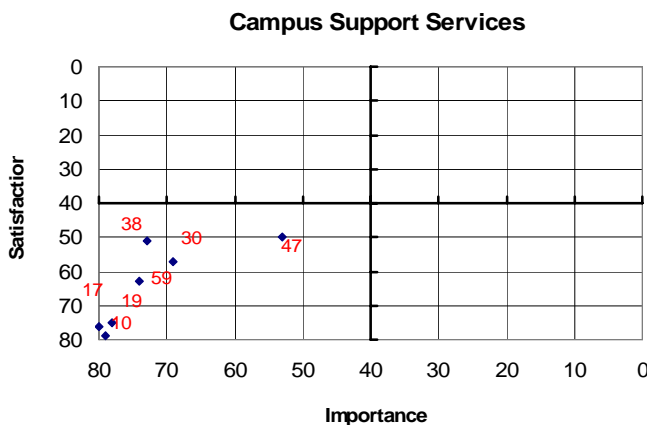
ADMISSIONS AND FINANCIAL AID (overall scale mean):	Fall 2004	
	Importance	Satisfaction
	5.97	4.82
<i>7. Adequate financial aid is available for most students.</i>	<i>6.15</i>	<i>4.80</i>
<i>13. Financial aid awards are announced to students in time to be helpful in college planning.</i>	<i>6.03</i>	<i>4.59</i>
<i>20. Financial aid counselors are helpful.</i>	<i>6.04</i>	<i>4.86</i>
33. Admissions counselors accurately portray the campus in their recruiting process.	5.59	4.74
<i>41. Admissions staff are knowledgeable.</i>	<i>6.07</i>	<i>5.08</i>
49. Admissions counselors respond to prospective students' unique needs and requests.	5.97	5.04

CAMPUS CLIMATE: assesses the extent to which TVI provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of TVI's channels of communication for students.



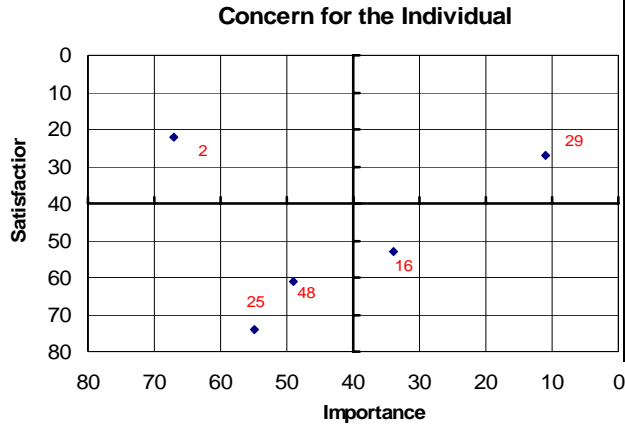
	Fall 2004	
	Importance	Satisfaction
CAMPUS CLIMATE (overall scale mean):	5.86	5.08
1. Most students feel a sense of belonging here.	5.36	5.32
2. Faculty care about me as an individual.	5.79	5.27
16. The college shows concern for students as individuals.	6.05	4.85
22. People on this campus respect and are supportive of each other.	5.78	5.16
27. The campus staff are caring and helpful.	5.97	5.16
28. It is an enjoyable experience to be a student on this campus.	6.10	5.44
31. The campus is safe and secure for all students.	6.15	5.22
36. Students are made to feel welcome on this campus.	5.97	5.33
44. I generally know what's happening on campus.	5.29	4.58
45. This institution has a good reputation within the community.	5.95	5.46
52. This school does whatever it can to help me reach my educational goals	6.16	4.98
57. Administrators are approachable to students	5.88	4.92
59. New students orientation services help students adjust to college.	5.52	4.77
63. I seldom get the "run-around" when seeking information on this campus	6.03	4.78
67. Channels for expressing student complaints are readily available.	5.91	4.75

CAMPUS SUPPORT SERVICES: assesses the quality of TVI's 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.



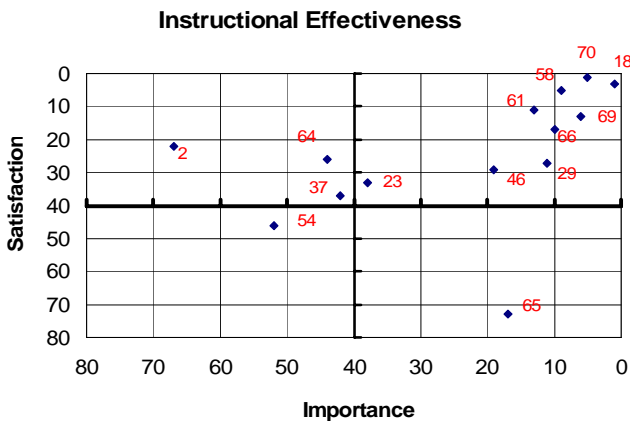
	Fall 2004	
	Importance	Satisfaction
CAMPUS SUPPORT SERVICES (overall scale mean):	5.39	4.64
10. Child care facilities are available on campus	4.79	3.96
17. Personnel in the Veterans' Service program are helpful	4.72	4.43
19. This campus provides effectiveness support services for displaced homemakers.	5.06	4.47
30. The career services office provides students with the help they need to get a job.	5.79	4.81
38. The students center is a comfortable place for students to spend their leisure time	5.55	4.88
47. There are adequate services to help me decide upon a career.	5.95	4.91
59. New student orientation services help students adjust to college.	5.52	4.77

CONCERN FOR THE INDIVIDUAL : assesses TVI'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.



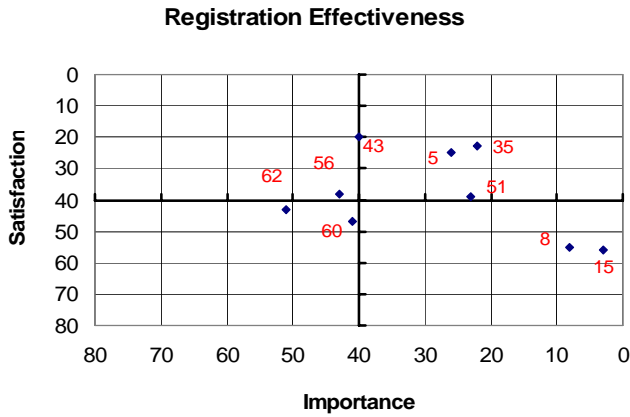
	Fall 2004	
	Importance	Satisfaction
CONCERN FOR THE INDIVIDUAL (overall scale mean):	5.98	4.95
2. Faculty care about me as an individual.	5.79	5.27
16. The college shows concern for the students as individuals.	6.05	4.85
25. My academic advisor is concerned about my success as an individual.	5.94	4.52
29. Faculty are fair and unbiased in their treatment of individual students.	6.17	5.23
48. Counseling staff care about students as individuals.	5.95	4.79

INSTRUCTIONAL EFFECTIVENESS: assesses TVI's students' academic experiences, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, and the effectiveness of TVI's faculty in and out of the classroom



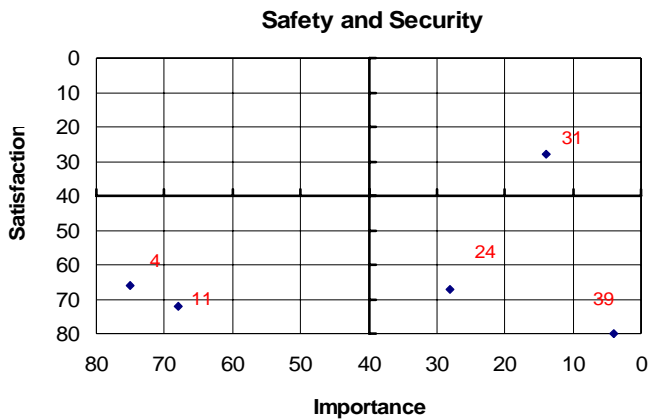
	Fall 2004	
	Importance	Satisfaction
INSTRUCTIONAL EFFECTIVENESS (overall scale mean):	6.12	5.25
2. Faculty care about me as an individual.	5.79	5.27
18. The quality of instruction I receive in most of my classes is excellent	6.42	5.55
23. Faculty are understanding of students' unique life circumstances	6.02	5.14
29. Faculty are fair and unbiased in their treatment of individual students	6.17	5.23
37. Faculty take into consideration student differences as they teach a course.	5.99	5.11
46. Faculty provide timely feedback about student progress in a course.	6.12	5.20
54. Faculty are interested in my academic problems.	5.95	4.95
58. Nearly all of the faculty are knowledgeable in their fields.	6.23	5.51
61. Faculty are usually available after class and during	6.15	5.41
64. Nearly all classes deal with practical experiences and applications.	5.98	5.24
65. Students are notified early in the term if they are doing poorly in a class.	6.13	4.56
66. Program requirements are clear and reasonable.	6.19	5.31
69. There is a good variety of courses provided on this campus.	6.28	5.34
70. I am able to experience intellectual growth here.	6.30	5.62

REGISTRATION EFFECTIVENESS: assesses issues associated with registration and billing. This scale also measures TVI's commitment to making this process as smooth and effective as possible.



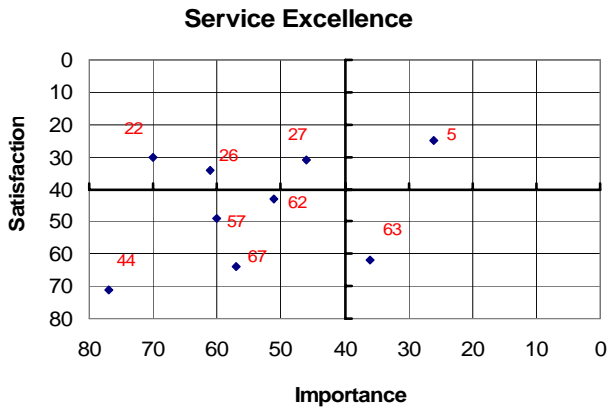
	Fall 2004	
	Importance	Satisfaction
REGISTRATION EFFECTIVENESS (overall scale mean):	6.12	5.07
5. The personnel involved in registration are helpful.	6.10	5.25
<i>8. Classes are scheduled at times that are convenient for me.</i>	<i>6.41</i>	<i>4.81</i>
<i>15. I am able to register for classes I need with few conflicts.</i>	<i>6.32</i>	<i>4.81</i>
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.11	5.27
43. Class change (drop/add) policies are reasonable.	6.01	5.29
51 There are convenient ways of paying my school bill.	6.11	5.10
56. The business office is open during hours which are convent for most students.	5.99	5.11
60. Billing policies are reasonable.	6.00	4.95
62. Bookstore staff are helpful.	5.95	5.07

SAFETY AND SECURITY: assesses TVI's responsiveness to students' personal safety and security on campus. This scale measures the effectiveness of both security personnel and campus facilities.



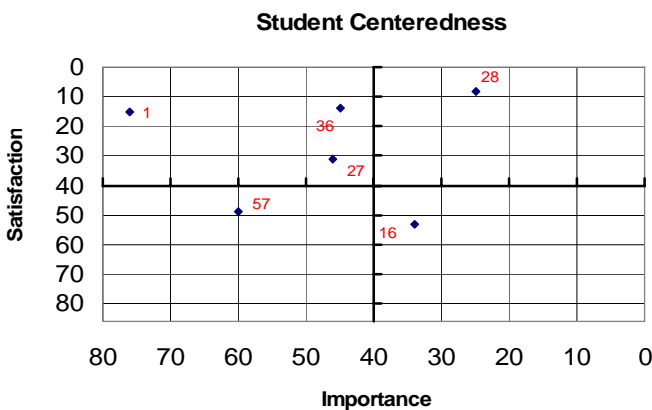
	Fall 2004	
	Importance	Satisfaction
SAFETY AND SECURITY (overall scale mean):	5.98	4.47
4. Security staff are helpful.	5.47	4.72
11. Security staff respond quickly in emergencies.	5.83	4.57
<i>24. Parking lots are well-lighted and secure.</i>	<i>6.10</i>	<i>4.72</i>
31. The campus is safe and secure for all students.	6.15	5.22
<i>39. The amount of student parking space on campus is adequate.</i>	<i>6.31</i>	<i>3.17</i>

SERVICE EXCELLENCE: assesses the attitude of staff toward students, especially front-line staff. The scale pinpoints the areas of our campus where quality service and personal concern for students are rated most and least favorably.



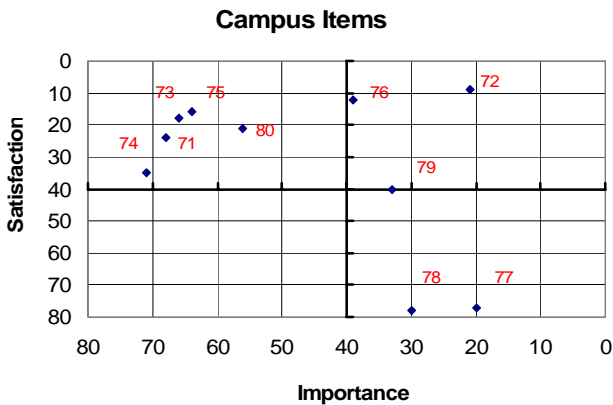
	Fall 2004	
	Importance	Satisfaction
SERVICE EXCELLENCE (overall scale mean):	5.87	4.98
5. The personnel involved in registration are helpful.	6.10	5.25
22. People on this campus respect and are supportive of each other.	5.78	5.16
26. Library staff are helpful and approachable.	5.87	5.13
27. The campus staff are caring and helpful.	5.97	5.16
44. I generally know what's happening on campus.	5.29	4.58
57. Administrators are approachable to students.	5.88	4.92
62. Bookstore staff are helpful.	6.20	5.05
<i>63. I seldom get the "run-around" when seeking information on this campus.</i>	<i>6.03</i>	<i>4.78</i>
67. Channels for expressing student complaints are readily available.	5.91	4.75

STUDENT CENTEREDNESS: assesses TVI's efforts to convey to students that they are important to the institution. This scale measures TVI's attitude toward students and the extent to which they feel welcome and valued.



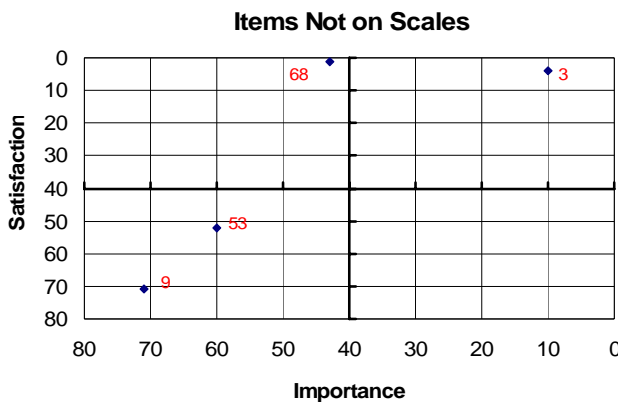
	Fall 2004	
	Importance	Satisfaction
STUDENT CENTEREDNESS (overall scale mean):	5.89	5.18
1. Most students feel a sense of belonging here.	5.36	5.32
<i>16. The college shows concern for students as individuals.</i>	<i>6.05</i>	<i>4.85</i>
27. The campus staff are caring and helpful.	5.97	5.16
28. It is an enjoyable experience to be a student on this campus.	6.10	5.44
36. Students are made to feel welcome on this campus.	5.97	5.33
57. Administrators are approachable to students.	5.88	4.92

CAMPUS ITEMS: includes items that were added to the SSI by TVI. Results for these items cannot be compared to the results of similar institutions. What we can now do is compare these results to determine if we are improving in these areas over time.



	Fall 2004	
	Importance	Satisfaction
CAMPUS ITEMS (overall):	NA	NA
71. My courses are preparing me to communicate effectively.	5.79	5.26
72. My courses are preparing me to work effectively in teams.	6.11	5.44
73. My courses are preparing me to use computer technology effectively.	5.79	5.30
74. My courses are preparing me to use new technology (other than computers) effectively.	5.73	5.13
75. My courses are preparing me to solve problems effectively.	5.83	5.32
76. TVI shows a commitment to helping students meet their individual needs.	6.01	5.37
<i>77. The courses I need are offered at a convenient location.</i>	<i>6.12</i>	<i>4.09</i>
<i>78. The courses I needed to take were available to me the terms I needed them.</i>	<i>6.08</i>	<i>4.05</i>
79. Adequate financial aid is available.	6.06	5.09
80. Financial aid awards are announced in time to be helpful for me to do college planning.	5.93	5.28

ITEMS NOT ON SCALES: There are four items included in the SSI that do not show up on any of the composite institutional scales. They are not included because the results for these items did not correlate strongly with the items on any of the 11 scales.



	Fall 2004	
	Importance	Satisfaction
ITEMS NOT ON SCALES (overall):	NA	NA
3. The quality of instruction in the vocational/technical programs is excellent.	6.25	5.48
9. Internships or practical experiences are provided in my degree/certificate program.	5.86	4.80
53. The assessment and course placement procedures are reasonable.	5.96	5.08
68. On the whole, the campus is well-maintained.	6.12	5.59

TVI's Strengths—The top five items important to students and for which our students indicate the highest level of satisfaction	2004	2001	1999	1997
18. The quality of instruction I receive in most of my classes is excellent.	5.55	5.70	5.71	5.29
70. I am able to experience intellectual growth here.	5.62	5.83	5.65	5.73
69. There is a good variety of courses provided on this campus.	5.34	5.48	5.32	5.55
3. The quality of instruction in the vocational/technical programs is excellent.	5.48	5.74	5.71	5.37
34. Computer labs are adequate and accessible.	5.51	5.51	5.63	5.18
58. Nearly all of the faculty are knowledgeable in their fields.	5.51	5.67	5.57	5.54

RESPONSIVENESS TO DIVERSE POPULATIONS: assesses (TVI's) commitment to specific groups of students enrolled at the Institute. These results demonstrate TVI's strengths in working with a diverse student population. As might be expected based on students' overall dissatisfaction with parking, students indicate lowest satisfaction with how their needs as commuters are being met.

As can be seen in the following items, satisfaction levels are lower for all items when compared with responses in 2001.	Mean Difference 2004 – 2001 (Satisfaction)		
		Satisfaction Fall 2004	Satisfaction 2001
RESPONSIVENESS TO DIVERSE POPULATIONS (overall scale mean):	-0.17	5.21	5.38
81. TVI's commitment to part-time students?	-0.20	5.34	5.54
82. TVI's commitment to evening students?	-0.07	5.28	5.35
83. TVI's commitment to older, returning students?	-0.21	5.30	5.51
84. TVI's commitment to under-represented students?	-0.19	5.11	5.30
85. TVI's commitment to commuters?	-0.11	5.07	5.18
86. TVI's commitment to students with disabilities?	-0.18	5.16	5.34

SUMMARY

The results show that students' perceive the following areas as strengths for TVI:

- Quality of Instruction
- Qualified and caring faculty
- Availability of computers and library resources
- Well-maintained campuses
- Commitment to student success



We have reason to be proud of the high level of satisfaction our students feel about these aspects of their college experience that are at the very core of our educational mission. TVI maintains a good reputation within our community and students generally enjoy their experiences at the college.

On the other hand, responses of the student sample indicate a number of areas that represent ongoing opportunities for improvement. In these areas students' generally good experiences are marked by some aspects of the college experience that do not meet their expectations:

- Convenient class scheduling and registration
- Convenient class locations and the availability of classes
- Support services such as financial aid and academic advising
- Early notification of poor class performance
- Parking

A key finding from this study indicates a lower overall level of satisfaction among TVI students when compared with the 2001 survey administration. Interestingly, the students also indicated a generally lower level of expectation. Performance gaps are determined by calculating both scores and as a result, student assessment of college performance was nearly identical to that found in the previous administration. Nonetheless this finding introduces intriguing questions for the college. However, it is also clear that four of the largest performance gaps are similar to the performance gaps observed in the 2001 administration. TVI students continue to report their expectations are not being met in the amount of available parking spaces and class scheduling in general, including inconvenient times, campus locations and course availability the terms that students needed them.

It is noteworthy that most students experience TVI similarly. Careful analysis revealed relatively few differences among demographic subgroups of students. This finding is critically important in light of the diverse population that we serve.

The results of the SSI provide useful and comprehensive information to guide our decision-making efforts and action planning. From these results we can identify our overall strengths, which provide a foundation from which to build as we seek to continually improve. Further, we gain important information regarding where we need to focus our resources in order to improve our programs and services. The ratings of our students reaffirm that the most important components of a successful educational experience are currently in place: an effective instructional program, quality support services, and a sense of community that truly mirrors "It's About Students". Improvement in identified areas will serve to enhance our positive educational environment.