

# Noel-Levitz®

**Spring 2007**

## **Student Satisfaction Inventory Results Presentation**



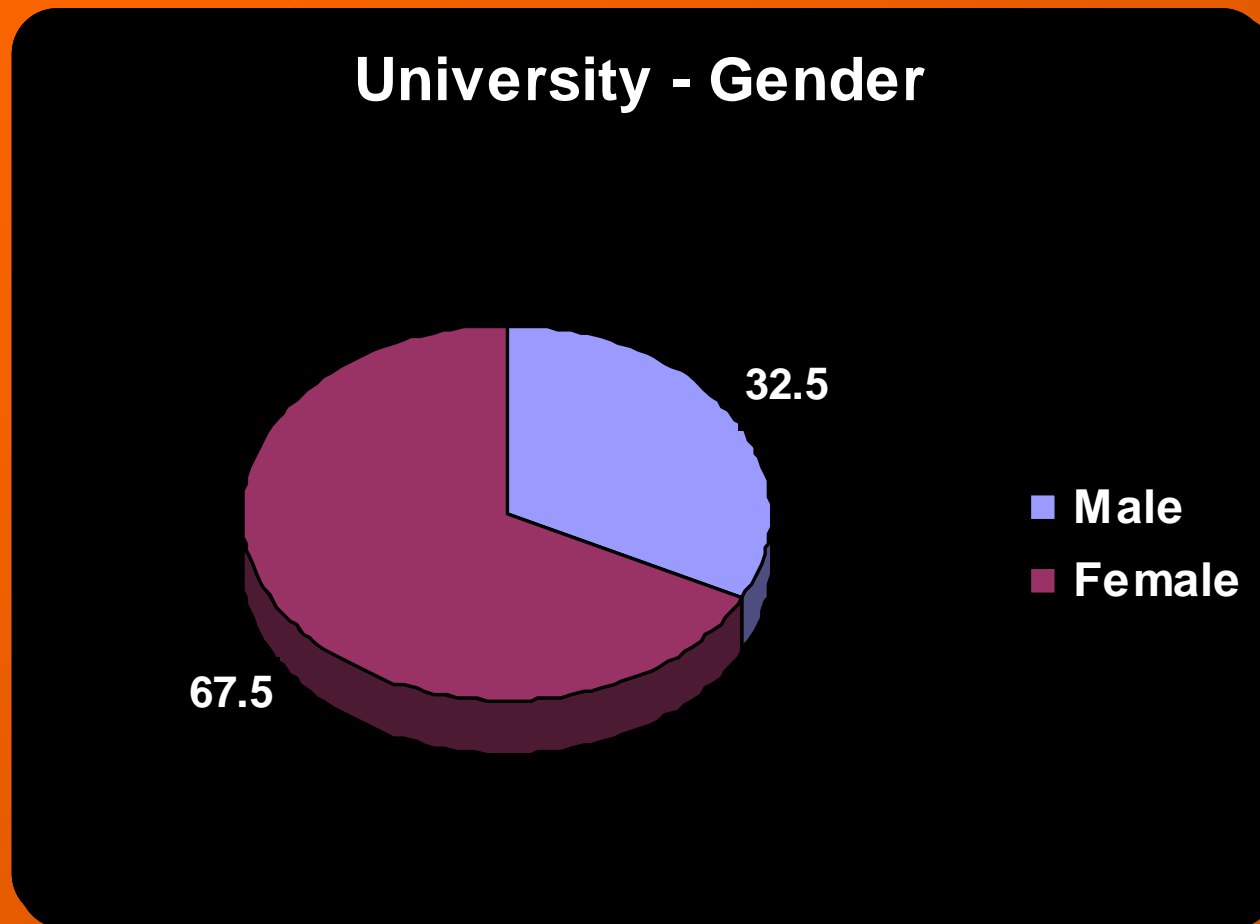
Office of Institutional Research

# Noel-Levitz - Spring 2007

- 1173 students participated in the survey, which was 23.9% of the enrollment (4,898) for Spring 2007.
- The survey was administered between April 11 and April 23, 2007.
- Not every student answered every question.
- The survey demographic results - only estimate our true student profile.

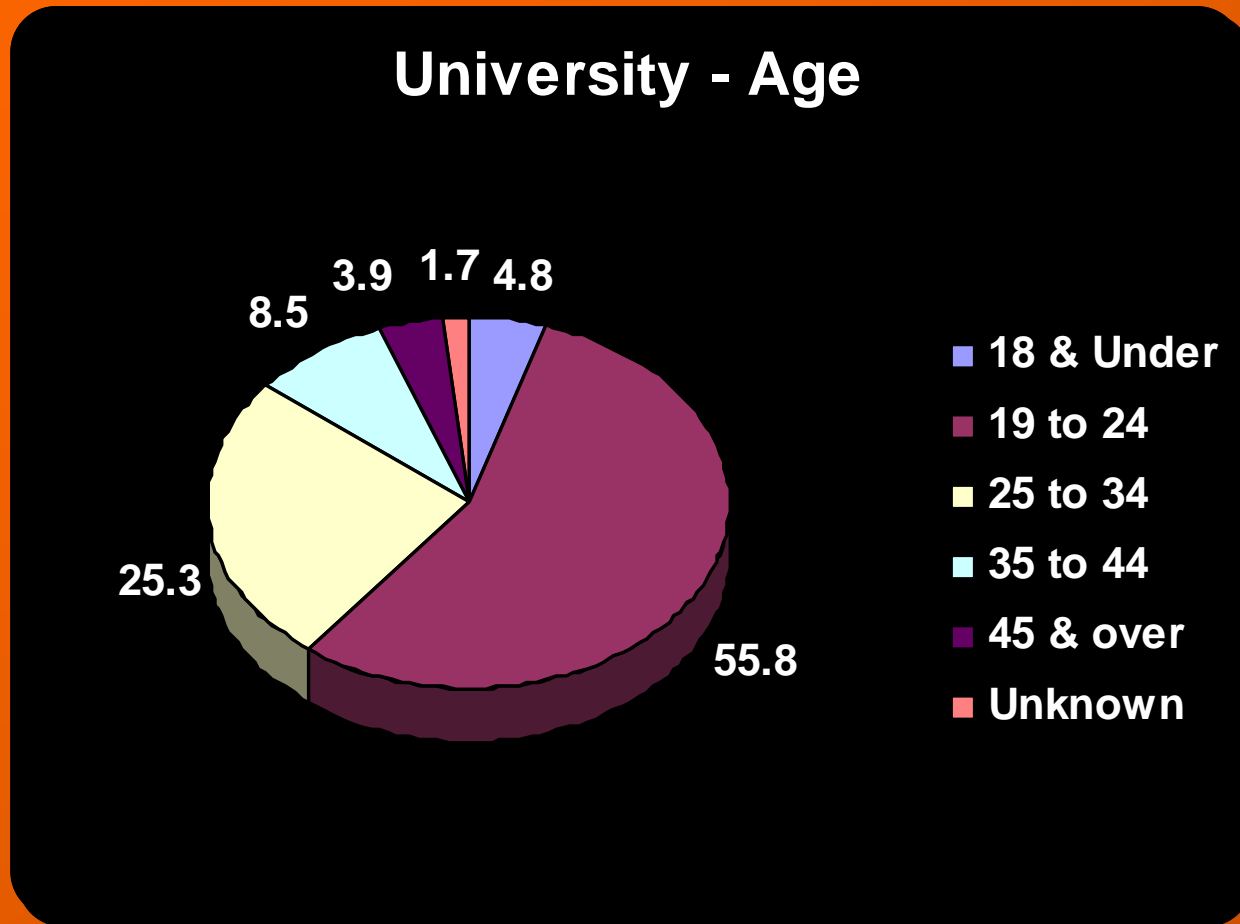
# AUM Student Profile - Spring 2007

## Gender



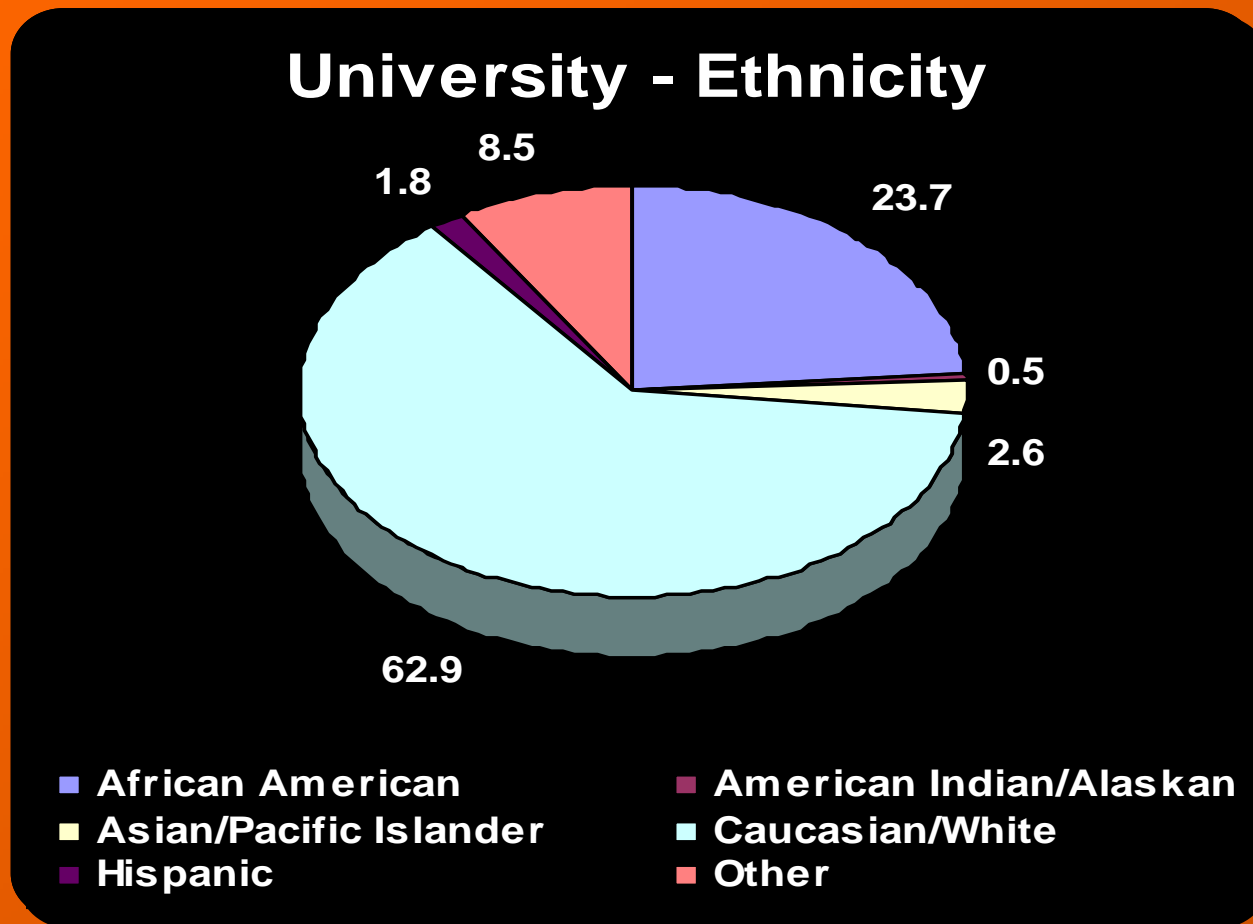
# AUM Student Profile Spring 2007

## Age



# AUM Student Profile – Spring 2007

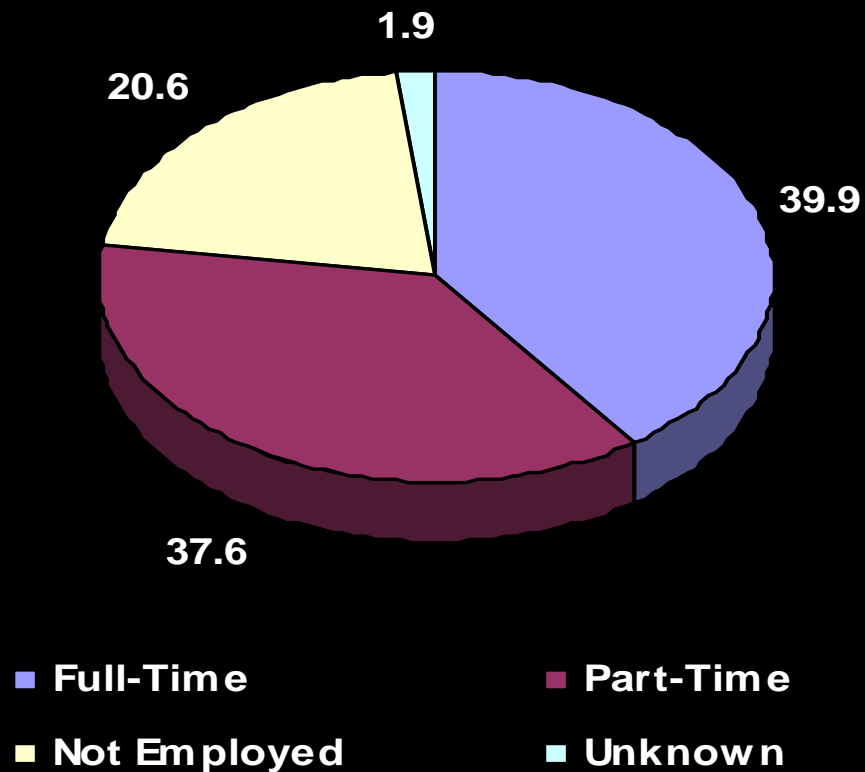
## Ethnicity



# AUM Student Profile – Spring 2007

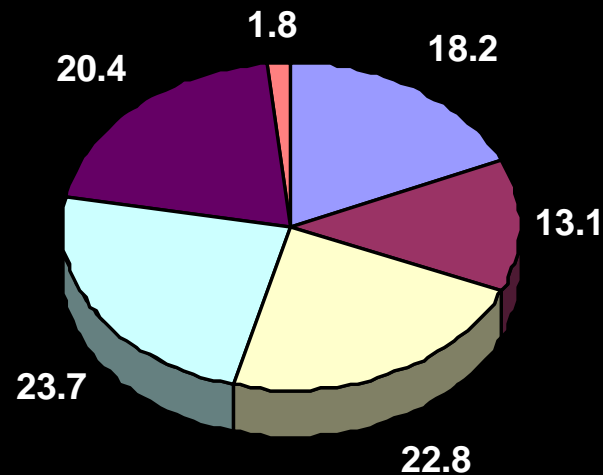
## Employment

### University - Employment



# AUM Student Profile – Spring 2007 Classification

## University - Classification



- Freshman
- Junior
- Graduate/Professional
- Sophomore
- Senior
- Other

# About the Student Satisfaction Inventory

- Measures a wide range of college experiences.
- Students are viewed as having a “choice” of whether to invest in education and where to enroll.
- Students are seen as individuals who have definite expectations about what they want from their campus experience.

*From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution.*

# About the Student Satisfaction Inventory

- **Students rate each item in the inventory by the importance of the specific expectation. (1 – 7, with 1 being low and 7 being high)**
- **Then the student rates (same scale) their satisfaction with how well that expectation is being met.**
- **A performance gap is calculated by the difference in the importance rating and the satisfaction rating.**
- **Items with large performance gaps indicate areas on campus where students perceive their expectations are not being met adequately.**

# Matrix for Prioritizing Action



# **Strengths**

## **(small performance gaps)**

- **Instruction**

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- The quality of instruction I receive in most of my classes is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- Major requirements are clear and reasonable.
- There is a commitment to academic excellence on this campus.
- I am able to experience intellectual growth here.
- Faculty provide timely feedback about student progress within a course.

# **Strengths**

**(small performance gaps)**

- **Advising**
  - My academic advisor is knowledgeable about requirements in my major.
  - My academic advisor is approachable.
  - My academic advisor is concerned about my success as an individual.
- **Library**
  - Library resources and services are adequate.

# **Strengths**

**(small performance gaps)**

- **Registration and tuition**
  - **Registration for classes on the web is easy and convenient.**
  - **Class change (drop/add) policies are reasonable.**
  - **Tuition paid is a worthwhile investment.**

# **Strengths**

**(small performance gaps)**

- **Accessibility and campus environment**
  - **The campus is safe and secure.**
  - **Computer labs are adequate and accessible.**
  - **Faculty are usually available after class and during office hours.**
  - **This institution has a good reputation within the community.**
  - **On the whole, the campus is well-maintained.**

# **Challenges**

## **(large performance gaps)**

- **Course scheduling**
  - I am able to register for classes I need with few conflicts.
  - There is good variety of courses provided on this campus.
- **Financial Aid and billing**
  - Billing policies are reasonable.
  - Adequate financial aid is available for most students.
  - Financial aid awards are announced to students in time to be helpful in college planning.

# **Challenges**

**(large performance gaps)**

- **“Customer” service**
  - Admissions staff are knowledgeable
  - The personnel involved in registration are helpful.
  - I seldom get the “run-around” when seeking information on this campus.
- **Parking and security**
  - Parking lots are well-lighted and secure.
  - The amount of student parking space on campus is adequate.
  - Security staff respond quickly in emergencies.

# **Challenges**

**(large performance gaps)**

- **Student Differences**
  - Faculty are fair and unbiased in their treatment of individual students.
  - Faculty take into consideration student differences as they teach a course.
- **Technology Fees**
  - My technology fees are being used adequately to enhance technology on campus.

# I am able to register for classes I need with few conflicts.

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>University</b>	<b>6.51</b>	<b>5.12</b>	<b>1.39</b>	<b>1.76</b>
Female	6.61	5.16	<b>1.45</b>	1.85
Male	6.31	5.06	1.25	1.90
19 – 24 year olds	6.38	4.91	<b>1.47</b>	1.84
25 – 34 year olds	6.67	5.10	<b>1.57</b>	1.99
Freshman	6.58	5.54	1.04	1.62
Senior	6.61	5.07	<b>1.54</b>	1.90
Graduate	6.47	5.48	0.99	1.68
African-American	6.53	5.32	1.21	1.75
Caucasian/White	6.53	5.06	<b>1.47</b>	1.88
FT – Off Campus	6.46	5.09	1.37	1.93
Not Employed	6.62	5.14	<b>1.48</b>	1.25
Four-Year Public Inst	6.49	4.76	<b>1.73</b>	1.80

# Adequate financial aid is available for most students.

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>AUM</b>	<b>6.09</b>	<b>4.77</b>	<b>1.32</b>	<b>1.90</b>
Female	6.29	4.74	<b>1.55</b>	1.91
Male	5.67	4.84	0.83	1.78
19 – 24 year olds	6.12	4.60	<b>1.52</b>	1.95
25 – 34 year olds	6.04	5.01	1.04	1.82
Freshman	6.20	4.90	1.30	1.89
Senior	6.61	4.71	<b>1.45</b>	1.85
Graduate	5.78	5.10	0.68	1.69
African-American	6.52	5.05	<b>1.47</b>	1.83
Caucasian/White	5.97	4.69	1.29	1.91
FT – Off Campus	5.94	4.86	1.08	1.86
Not Employed	5.95	4.74	1.21	1.91
Four-Year Public Inst	6.28	4.61	1.67	1.70

# I seldom get the “run-around” when seeking information on this campus.

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>AUM</b>	6.14	4.62	1.52	1.75
Female	6.25	4.55	<b>1.70</b>	2.00
Male	5.94	4.72	1.22	1.93
19 – 24 year olds	6.16	4.41	<b>1.74</b>	2.08
25 – 34 year olds	6.13	4.74	1.39	1.94
Freshman	6.14	4.64	1.50	1.96
Senior	6.27	4.54	<b>1.74</b>	2.05
Graduate	6.04	4.93	1.11	1.70
African-American	6.21	5.03	1.18	1.80
Caucasian/White	6.17	4.45	<b>1.72</b>	2.06
FT – Off Campus	6.05	4.67	1.39	1.91
Not Employed	6.26	4.57	<b>1.69</b>	1.98
Four-Year Public Inst	6.16	4.38	1.78	1.83

# Parking lots are well-lighted and secure

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>AUM</b>	6.27	5.09	1.18	1.53
Female	6.44	5.05	<b>1.40</b>	1.73
Male	5.88	5.23	0.65	1.56
19 – 24 year olds	6.22	5.01	1.21	1.80
25 – 34 year olds	6.25	5.11	1.14	1.65
Freshman	6.34	5.28	1.06	1.67
Senior	6.28	5.08	1.20	1.66
Graduate	6.30	5.27	1.03	1.43
African-American	6.40	5.22	1.18	1.66
Caucasian/White	6.24	5.09	1.15	1.73
FT – Off Campus	6.24	5.14	1.09	1.66
Not Employed	6.33	5.13	<b>1.21</b>	1.77
Four-Year Public Inst	6.16	4.76	1.40	1.63

# Parking lots are well-lighted and secure (broken down by school of major)

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>AUM</b>	6.27	5.09	1.18	1.53
Business	6.17	5.17	1.00	1.65
Education	6.39	5.10	<b>1.29</b>	1.70
Liberal Arts	6.28	5.21	1.07	1.58
Nursing	6.49	5.15	<b>1.34</b>	1.74
Sciences	6.33	5.06	<b>1.27</b>	1.79

# Faculty take into consideration student differences as they teach a course.

	<u>Imp</u>	<u>Sat</u>	<u>Gap</u>	<u>SD</u>
<b>AUM</b>	6.08	4.97	1.11	1.55
Female	6.25	4.99	<b>1.26</b>	1.74
Male	5.77	5.95	0.82	1.71
19 – 24 year olds	6.10	4.86	<b>1.24</b>	1.78
25 – 34 year olds	6.04	5.11	0.93	1.65
Freshman	6.17	4.99	<b>1.18</b>	1.76
Senior	6.13	4.96	<b>1.17</b>	1.81
Graduate	6.00	5.23	0.78	1.40
African-American	6.24	4.89	<b>1.35</b>	1.85
Caucasian/White	6.04	5.04	1.00	1.67
FT – Off Campus	6.02	4.99	1.03	1.63
Not Employed	6.19	4.91	<b>1.29</b>	1.88
Four-Year Public Inst	6.07	4.83	1.24	1.53

# Comparisons to 2004 Noel-Levitz

- **The level of importance in the majority of experiences declined from 2004 to 2007.**
- **Importance increased or stayed the same in:**
  - **Financial Aid awards are announced to students in time to be helpful in college planning.**
  - **The personnel involved in registration are helpful.**
  - **Males and females have equal opportunities to participate in intercollegiate athletics.**
  - **There is an adequate selection of food available in the cafeteria.\***
  - **I can easily get involved in campus organizations.**
  - **Class change (drop/add) policies are reasonable.**
  - **I generally know what's happening on campus.**
  - **There is a strong commitment to racial harmony on this campus.**

\*significant increase from 2004 to 2007

## **Comparisons to 2004 Noel-Levitz**

- **Three performance gaps significantly increased from 2004 to 2007**
  - **Billing policies are reasonable.**
  - **Financial Aid awards are announced to students in time to be helpful in college planning.**
  - **Security staff respond quickly in emergencies.**

# Observations

- **Women**
  - Make up the majority of our students.
  - Are the least satisfied.
- **“Customer Service” is still a major concern.**
- **Maybe it is not the parking lots that need more light but the campus grounds.**
- **Diversity in faculty/staff is needed.**
- **May need to publicize use of technology fees in a different way.**

# Questions?????

- **Detail reports for each School and some departments are available.**
- **To get detailed statistics, a paired-sample t-test was done using SPSS.**