



**Office of
Institutional
Research**

**Student Satisfaction with Student Services, Academic
Services and Campus Climate
-Noel Levitz Student Satisfaction Survey Results-**

IR Report # 177

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**Community
College
of Philadelphia**

Introduction

The Noel-Levitz Student Satisfaction Survey was undertaken during the spring 2008 semester. Approximately 1800 students completed the survey that gathered information related to three general institutional areas: 1) student services, 2) academic services, and 3) campus climate. Details concerning the content and structure of the questionnaire appear in Tables 1 and 2.

Table 1
Eight scales¹ covering three general areas of interest

- 1) Student Services scales**
 - Admissions and financial aid effectiveness
 - Campus services
 - Registration effectiveness

- 2) Academic Services scales**
 - Academic advising effectiveness
 - Instructional effectiveness

- 3) Campus Climate scales**
 - Campus climate
 - Student centeredness
 - Safety and security

Table 2
Understanding the Data Structure

- 1) Each scale consists of several individual survey questions

- 2) Each question includes two areas of inquiry:
 - Importance
 - Satisfaction

- 3) Each question is scored on a seven point response scale
 - Response scale ranges from 1 (not important/not satisfied at all) to a high of 7 (very important/very satisfied)

- 4) Scores presented
 - The results presented equal the average of all responses from the individual questions included on a particular scale

¹ Some scale names, which are provided by Noel Levitz, do not completely reflect all of the dimensions addressed by the scale. For example, parking is included in the Safety and Security scale but not reflected in the scale name. Items for each scale are included in Figures 1 through 8.

CCP Information

Table 3 contains average student satisfaction and importance values across the eight scales. The scales are rank-ordered from greatest satisfaction to lowest satisfaction and range in size from 5.17 to 4.60.² All average satisfaction scores for CCP fall on the positive side of the 7 point scale, however, average satisfaction scores indicate there is room for improvement. Based on values in Table 3, students expressed greatest satisfaction with experiences related to Instructional Effectiveness, which includes the quality of classroom instruction and faculty availability and fairness, and Campus Services, such as online access to services and the adequacy of library resources. On average, students were less satisfied with the effectiveness of admissions and financial aid services, such as support for financial planning, and issues related to safety, security and parking.

Average student importance values across the eight scales ranged in size from 6.40 to 6.08³ indicating students found most dimensions represented by the eight scales fairly important. As a group, students ranked most important issues associated with Registration Effectiveness, which includes convenient class times and methods of payment, followed in importance by Instructional Effectiveness and Campus Climate, which includes students' perceptions that the cost of tuition is a worthwhile investment and the campus is safe.

Table 3
Overall CCP Student Importance and Satisfaction Ratings

	Importance Rank-Order (Average Rating)	Satisfaction Rank-Order (Average Rating)	Rating Difference Importance - Satisfaction
Instructional effectiveness	2 (6.29)	1 (5.17)	1.12
Campus services	5 (6.24)	2 (5.15)	1.10
Registration effectiveness	1 (6.40)	3 (5.03)	1.37
Campus climate	3 (6.28)	4 (4.87)	1.41
Academic advising effectiveness	4 (6.25)	5 (4.78)	1.47
Student centeredness	6 (6.21)	6 (4.71)	1.50
Safety and security	8 (6.08)	7 (4.66)	1.42
Admissions and financial aid effectiveness	7 (6.17)	8 (4.60)	1.57

The last column in Table 3 provides the differences between average importance and satisfaction scores. The biggest gap between student expectation and satisfaction is

² Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

³ Response scale is 1 to 7. Higher scores signify greater levels of importance.

associated with Admissions and Financial Aid Effectiveness and Student Centeredness while Campus Services and Instructional Effectiveness rendered the smallest difference in student ratings.

CCP Satisfaction and Importance Levels Compared to National Levels

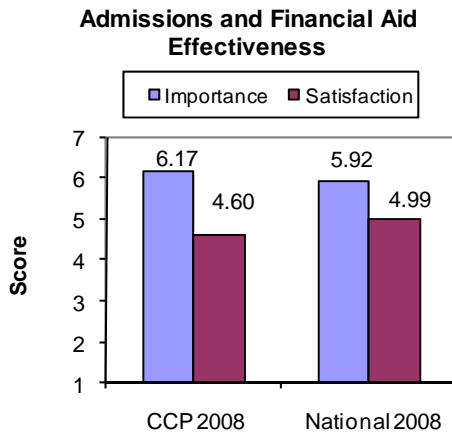
Colleges that participate in the Noel Levitz survey have the opportunity to make comparisons between student survey responses on their campus and responses from students at other community colleges throughout the country. These inter-institutional comparisons follow for each of the eight scales measured by the Noel Levitz Student Satisfaction Survey. It is helpful to review the college's that comprise Noel Levitz's national figures (Appendix A) when comparing the national averages to CCP averages.

Student Services

Students' importance and satisfaction levels with respect to three areas of Student Services were explored: 1) Admissions and Financial Aid Effectiveness, 2) Campus Services, 3) Registration Effectiveness. Figures 1 through 3 contain three sets of summary information about each of these areas of student services. The first set of bars in each figure is based on feedback from CCP students in spring 2008 while the last set of bars is based on survey information from community college students throughout the country. Differences between average satisfaction levels of 2008 CCP students and nationwide satisfaction levels appear next to the bar chart along with the individual questions that comprise each of the scales. These questions are ordered from highest to lowest satisfaction level.

As a group, CCP students rated the importance of admissions and financial aid effectiveness higher than the national cohort and were also less satisfied with these student services than the national cohort (Figure 1). Based on an analysis of individual questions, CCP students were most satisfied with the availability of financial aid counseling and least satisfied with support for financial planning.

Figure 1
Student Services: Admissions and Financial Aid Effectiveness Scale



Satisfaction score difference

CCP score - National cohort score = -.39

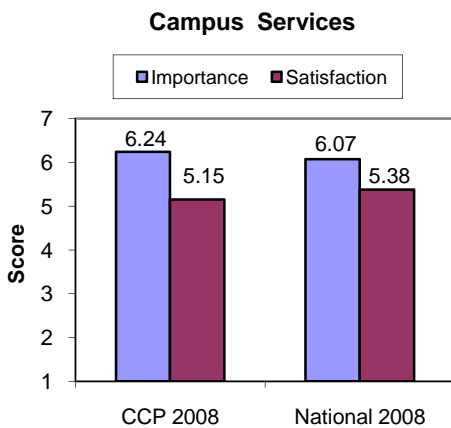
Survey Items Included on Scale*:

- Financial aid counseling is available if I need it.
- Admissions counselors accurately portray program offerings in their recruiting practices.
- Financial aid awards are announced in time to be helpful in college planning.
- Admissions staff provide personalized attention prior to enrollment.
- This institution helps me identify resources to finance my education.

* Rank ordered highest to lowest satisfaction

On average, CCP students rated the importance of Campus Services higher than the national cohort and CCP students were also less satisfied with these student services than the national cohort (Figure 2). CCP students were most satisfied with access to online services and least satisfied with services related to career exploration.

Figure 2
Student Services: Campus Services Scale



Satisfaction score difference

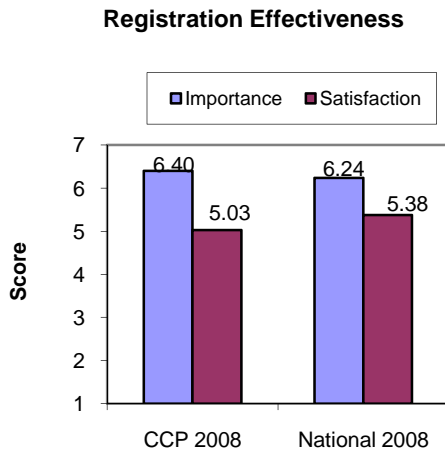
CCP score – National cohort score = -.23

Survey Items Included on Scale:

- This campus provides online access to services I need.
- Library resources and services are adequate.
- Computer labs are adequate and accessible.
- Tutoring services are readily available.
- The equipment in the lab facilities is kept up to date.
- Counseling services are available if I need them.
- The assessment and course placement procedures are reasonable.
- There are adequate services to help me decide upon a career.

Like the two preceding student services scales, CCP students rated the importance of Registration Effectiveness higher than the national cohort. At the same time, CCP students were also less satisfied with these student services (Figure 3). The College’s students were most satisfied with the convenience of class schedules and least satisfied with the convenience of the registration process.

Figure 3
Student Services: Registration Effectiveness Scale



Satisfaction score difference

CCP score - National cohort score = -.35

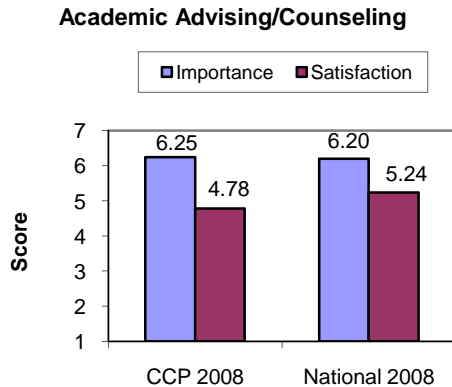
Survey Items Included on Scale:

- Classes are scheduled at times that are convenient for me.
- There are convenient ways of paying my school bill.
- I am able to take care of college-related business at times that are convenient for me.
- I am able to register for the classes I need with few conflicts.
- Registration processes and procedures are convenient.

Academic Services

Students' importance and satisfaction levels were explored with respect to two areas of academic services: 1) Academic Advising/Counseling Effectiveness, and 2) Instructional Effectiveness. Figures 4 and 5 contain summary information about each of these areas of academic services.

Figure 4
Academic Services: Academic Advising/Counseling Effectiveness Scale



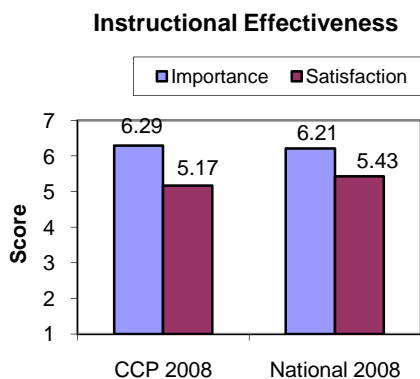
Satisfaction score difference

CCP score - National cohort score = -.46

Survey Items Included on Scale:

- My academic advisor is knowledgeable about my program requirements.
- My academic advisor is available when I need help.
- My advisor helps me apply my program of study to career goals.
- My academic advisor is knowledgeable about transfer requirements of other schools.
- I receive ongoing feedback about progress toward my academic goals.

Figure 5
Academic Services: Instructional Effectiveness Scale



Satisfaction score difference

CCP score - National cohort score = -.26

Survey Items Included on Scale:

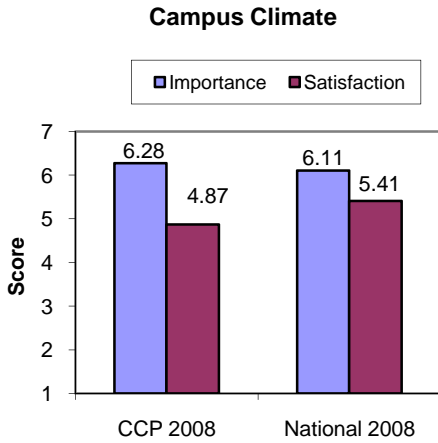
- The quality of instruction I receive in most of my classes is excellent.
- Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- Faculty are fair and unbiased in their treatment of individual students.
- Most classes deal with practical experiences and applications.
- Faculty provide timely feedback about my academic progress.
- Faculty use a variety of technology and media in the classroom.
- There are sufficient courses within my program of study available each term.

CCP students' ratings revealed that students were satisfied with academic advisors' knowledge of program requirements and the quality of instruction. However, students were less satisfied with feedback about the progress they were making in achieving their academic goals and availability of courses. Once again, CCP students rated the importance of these services more highly than the national cohort and were typically less satisfied than their community college peers with these services.

Campus Climate

Students' importance and satisfaction levels were explored with respect to three areas of Campus Climate: 1) Campus Climate, 2) Student Centeredness, and 3) Safety and Security. Figures 6 through 8 contain summary information about each of these areas of Campus Climate.

Figure 6
Campus Climate: Campus Climate Scale



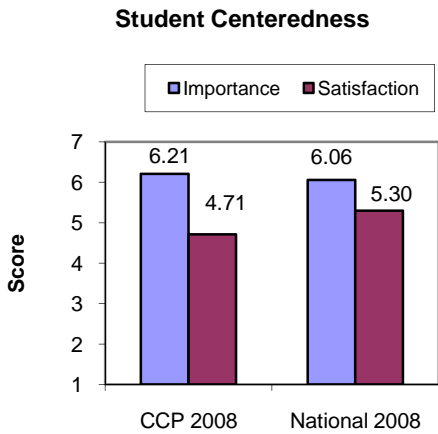
Satisfaction score difference

CCP score - National cohort score = -.54

Survey Items Included on Scale:

- Tuition paid is a worthwhile investment.
- The campus is safe and secure for all students.
- Students are made to feel welcome here.
- On the whole, the campus is well-maintained.
- The campus staff are caring and helpful.
- Administrators are available to hear students' concerns.
- I seldom get the "run-around" when seeking information on this campus.

Figure 7
Campus Climate: Student Centeredness Scale



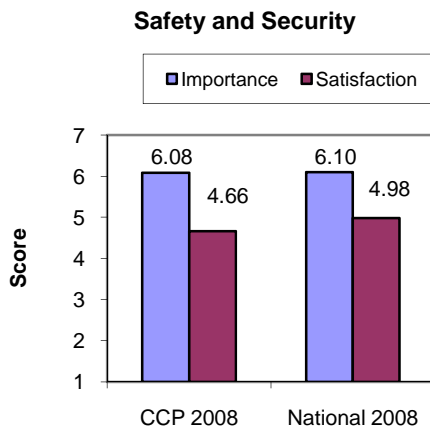
Satisfaction score difference

CCP score - National cohort score = -.59

Survey Items Included on Scale:

- Students are made to feel welcome here.
- The campus staff are caring and helpful.
- Administrators are available to hear students' concerns.
- I seldom get the "run-around" when seeking information on this campus.

Figure 8
Campus Climate: Safety and Security Scale



Satisfaction score difference

CCP score - National cohort score = -0.32

Survey Items Included on Scale:

- The campus is safe and secure for all students.
- Parking lots are well lighted and secure.
- Security staff respond quickly to calls for assistance.
- The amount of student parking space on campus is adequate.

CCP student satisfaction ratings across these areas revealed that students considered tuition paid as a worthwhile investment and felt welcome and secure on campus. However, CCP students indicated they often get the “run-around” when seeking information and find on-campus parking inadequate.

Summary

CCP students who were enrolled during spring 2008 and completed the Noel Levitz survey were consistently less satisfied than their national counterparts across the three scales measured by the survey: Student Services, Academic Services, and Campus Climate. The largest inter-institutional differences were associated with two dimensions of Campus Climate: Student Centeredness (Figure 7) and Campus Climate (Figure 6). As mentioned earlier, the college’s that comprise Noel Levitz’s national figures (Appendix A) need to be considered when making inter-institutional comparisons since colleges in large, urban areas appear to be underrepresented in these figures.

That said, student feedback from the Noel Levitz Survey is consistent with feedback provided by the Community College Survey of Student Engagement which also indicated lower satisfaction levels among CCP students compared to their national peers (see IR Report #173: *Student Use and Satisfaction with CCP Support Services – Community College Survey of Student Engagement* @ http://www.ccp.edu/VPFIN-PL/ir/ir_reports/ir_report_173.pdf). Student feedback from both sources indicates there is room for improving student satisfaction with their experiences related to student and academic services and campus climate.

APPENDIX A
National Comparison Group
Community, Junior and Technical Colleges
Total Student Records = 16,979

Black Hawk College, IL
Central Maine Community College, ME
Central Ohio Technical College, OH
Chattahoochee Technical College, GA
Community College of Beaver
County, PA
Coosa Valley Technical College, GA
Cowley County Community College, KS
Davidson County Community
College, NC
Dunwoody College of Technology, MN
Eastern Idaho Technical College, ID
Hutchinson Community College, KS
Ivy Tech Community College of
Indiana-East, IN
Labette Community College, KS
Lamar State College – Port Arthur, TX
Lansing Community College, MI
Milwaukee Area Technical, WI
Minnesota West Community and
Technical College, MN
Northwest Kansas Technical
College, KS
Robeson Community College, NC
Saint Paul College, MN
St. Francis Career College, CA
State Fair Community College, MO
University of Alaska – Bristol Bay, AK
University of Alaska – Kodiak, AK
University of Alaska – Interior /
Aleutians, AK
University of Alaska – Kenai /
Kachemak, AK
University of Alaska – Ketchikan, AK
University of Alaska – Mat-Su, AK
University of Alaska – Sitka, AK
University of Alaska – Tanana, AK
University of Arkansas Community
College at Morrilton, AR
University of Phoenix, AZ

