

# Executive Summary of the Spring 2010 Noel-Levitz Survey

Satisfaction surveys such as the Noel-Levitz Student Satisfaction Inventory™ (SSI) provide information on areas that matter most to students. The SSI asks students to indicate the level of importance that they place on an item and the level of satisfaction for the item. The combination of importance and satisfaction data allows GCC to review satisfaction levels within the context of what is most important to our students.

## History

GCC administered the SSI instrument in the spring of 1999, 2002, 2005, 2008, and 2010. Starting 2010, all MCCC colleges are moving to a three-year cycle, allowing each college a comparison to district-wide results.

## Methodology

GCC's Office of Student Affairs collaborated with College Research Services (CRS) to implement the 2010 SSI survey. CRS identified a random sample of potential day and evening sections, in order to assess a representative sample. Sections were randomly selected based on various criteria: credit courses taught in person between March 1st and April 1st at either the Main or North campus, excluding open-entry, lab, ESL/MUP/NSO/PED sections, as well as dual-enrollment sections. The random sample was submitted to Student Affairs, and they solicited instructor participation for the assessment. Faculty administered the survey during class and the completed forms were returned to Student Affairs. These results were then sent to Noel-Levitz for final analysis and reporting.

When reviewing the results, please remember that the results represent student perceptions, not necessarily facts.

## Demographics

The ethnicity makeup of the respondents is fairly representative of GCC, although Hispanic students appear to be slightly under represented (26% of sample/21% of respondents), as with white students (53% of sample/47% of respondents). The difference may be a result of a higher proportion of respondents who do not specify ethnicity (7% of sample /14% of respondents). College-wide, 50% of students self-identify as female compared to 46% of respondents. Males represent 48% for both the college and the respondents. Once again, the discrepancy may be due to a higher undeclared gender for respondents (1% of sample/6% of respondents). GCC-wide, 73% of students identify daytime as their primary time of attendance, while 75% of respondents self-identify as primarily daytime students. GCC-wide, 59% of students are full-time but 74% of the respondents self-identify as full-time. Going forward, GCC will collaborate with Student Affairs to ensure that the packets are being evenly distributed across sections. This may help bring respondent demographics closer to the population demographics.

## Strengths, Challenges and Comparisons to community colleges nationally/in western states/MCCD

The strengths, challenges and comparisons in the following tables are listed in order of importance to our students. Challenges are items with high importance and low satisfaction or a large performance gap. A performance gap is simply the importance score minus the satisfaction score. The larger the gap, the greater the discrepancy between what students expect and their level of satisfaction.

<b>GCC – Top 5 Strengths (in order of importance)</b>
Classes are scheduled at times that are convenient for me.
The quality of instruction I receive in most of my classes is excellent.
I am able to experience intellectual growth here.
I am able to register for classes I need with few conflicts.
There is a good variety of courses provided on this campus.

<b>GCC – Top 5 Challenges (in order of importance)</b>
My academic advisor is knowledgeable about my program requirements.
Adequate financial aid is available for most students.
My academic advisor is knowledgeable about the transfer requirements of other schools.
The personnel involved in registration are helpful.
This school does whatever it can to help me reach my educational goals.

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## Top 10 Areas Where GCC Student Satisfaction is Lower than MCCD-wide (in order of importance):

The quality of instruction I receive in most of my classes is excellent.
I am able to experience intellectual growth here.
The campus is safe and secure for all students.
Nearly all of the faculty are knowledgeable in their fields.
Adequate financial aid is available for most students.
Program requirements are clear and reasonable.
My academic advisor is knowledgeable about the transfer requirements of other schools.
The personnel involved in registration are helpful.
There are convenient ways of paying my school bill.
This school does whatever it can to help me reach my educational goals.

When asked “So far, how has your college experience met your expectations” the average of GCC student responses (4.77) fell between “about what I expected (4)” and “better than I expected (5)”. When asked “Rate your overall satisfaction with your experience here so far” the average of GCC student responses (5.42) fell between “somewhat satisfied (5)” and “satisfied (6)”. When asked “All in all, if you had to do it over, would you enroll here again?” GCC student responses (5.61) fell between “maybe yes (5)” and “probably yes (6)” and were statistically significantly lower than other western community colleges (to 0.001 level), and MCCD (to a 0.01 level).

### Gaps between Importance and Satisfaction

GCC respondents indicate a large negative gap between how students placed importance and their satisfaction in the areas of Academic Advising/Counseling, along with Admissions and Financial Aid. There is a statistically significant negative difference (0.001 level) when comparing GCC to community colleges in the western US states and nation-wide. First year students, along with white students indicate a large negative gap between the importance and the level of satisfaction with college safety and security. Concern for the individual (assessing GCC’s commitment to treating each student as an individual) for Evening students represents an additional, large negative gap between how students placed importance and their satisfaction.

### Historic Trends

Only one of the twelve scales, *Responsiveness to Diverse Populations*, has shown improvement in student satisfaction since 2008 but the gap between satisfaction and importance (comparing 2008 to 2010 results) has marginally narrowed in Campus Climate, Safety and Security, and Student Centeredness. On a brighter note, 38% of all questions show 2010 results higher than the average response across the spring of 1999, 2002, 2005, 2008, and 2010 assessments.

### Next Steps

All MCCD colleges attended a Noel-Levitz workshop at district early October 2010. The goal of the workshop was to understand college results with respect to other colleges, the district, and other national colleges and universities. It is hoped that this dialog will continue at each college so results from the survey can be implemented for student success.

Going forward, the Noel-Levitz assessment will be conducted in three year cycles across MCCD, with the next one in spring 2013. The Noel-Levitz assessment will be conducted across MCCD in the spring of 2013. When selecting sections for participation, special attention needs to be taken to ensure the sample represents the GCC ratio for full-time/part-time students.

For more detail on the survey, items and gaps, please visit the following URL:

<http://www.gc.maricopa.edu/ie/Students/NoelLevitz/NoelLevitz.htm>