

Saint Paul College

Summary of the 2014 Noel-Levitz Student Satisfaction Survey (SSI)

Background

The short form of the Noel-Levitz Student Satisfaction Survey (SSI) is a 58 item instrument which asks students to rate 51 areas on levels of importance and satisfaction based on a seven-point scale. Differences in ratings of satisfaction and importance are then analyzed to identify service gaps for continuous quality improvement. Survey items are embedded into one or more measurement scales to evaluate Registration Effectiveness, Admissions and Financial Aid Effectiveness, Campus Climate, Student Centeredness, Safety and Security, Instructional Effectiveness, Campus Services, and Academic Advising and Effectiveness. In contrast to surveys of engagement, scales do not include the same items and the instrument focuses on satisfaction versus engagement.

The Noel-Levitz SSI was last administered in spring 2010. In this analysis, strengths and challenges from 2014 were compared to data from 2010. In addition, information on strengths and weakness for 2014 were compared to a normative sample of other community colleges.

Procedure

Fifty-seven classes were randomly selected for administration at Saint Paul College in the spring semester of 2014. Eight classes originally selected for the sample were replaced because they ended before the administration of the survey. Four administrations were cancelled due to inclement weather. To eliminate survey fatigue, only two developmental classes were included in the survey sample since these students had been surveyed the prior semester. Neither Hybrid courses nor high level ESOL courses were included in the sample.

Sample Characteristics

Results are based on responses from 766 students and include a slightly higher proportion of men (52%) than exists in the student population, and a slightly higher proportion of fulltime students (71%). Eighty-seven percent of the sample were day students and only 12% attended in the evening. Fifty-two percent had attended one year or less, and 48% were working toward an Associate's degree. Sixty-two percent had a grade point average of 3.0 or higher; 10% had no credits towards their grade point average.

Sixty-seven percent of the respondents said that Saint Paul College was their first choice. Not all students classified their majors. Of those who did, the following majors were represented: 33% in Liberal Arts and Sciences, 26% in health and services, 12% business, and 17% in trade and transportation. Forty-two percent worked part-time away from campus, 22% worked full time away from campus, and 30% did not work at all. Sixty-nine percent were receiving financial aid. Eighty-eight percent did not participate in clubs or campus organizations; 14% were single parents.

Strength and Challenge Comparisons from 2014 versus 2010

Table 1 compares strengths and challenges over time for the last two administrations of the survey. Strengths are areas of high importance and high satisfaction. These are specifically identified as items above the mid-point in importance (top half) and in the upper quartile (25 percent) of the satisfaction scores. The strengths are listed in descending order of importance. Challenges are items with high importance and low satisfaction or with a large performance gap. These areas rate above the mid-point in importance (top half) and in the lower quartile (25 percent) of the College's satisfaction scores. The challenges are listed in descending order of importance. (Noel-Levitz Summary Guide, 2014).

Compared to 2010, students in 2014 rated the College significantly higher in areas of Campus Services, Admissions and Financial Aid Effectiveness, Campus Climate, Student Centeredness and Safety and Security. One possible reason for this change is due to the significant amount of time and funds spent to improve the Student Centeredness of the Campus, including the creation of a Learning Commons to promote student engagement, expansion of student service offices and creation of a visible Safety and Security Office to improve campus security and to foster a safe learning environment. In addition, new computer terminals have been installed across the campus. A continued focus has been made to maintain and upgrade campus facilities and to sustain efficiencies in registration and financial aid. Strengths in 2014 which were given high importance and satisfaction from students over ratings in 2010 included the quality of instruction, campus safety, existence of a caring and welcoming environment, faculty who were fair and unbiased, creation of a well maintained campus, efficient registration processes, and adequacy of computer labs.

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Challenges or items of high importance, with a higher performance gap included areas of class scheduling and course availability, timely feedback from instructors and feedback on progress towards academic goals, knowledge of advisors concerning program requirements, availability of administrators to hear students' concerns and the ability of the institution to identify financial resources for students.

Table 1. Strengths and Challenges from May 2014 versus May 2010

Strengths

- 8. The quality of instruction I receive in most of my classes is excellent.
- 13. The campus is safe and secure for all students.
- 20. Students are made to feel welcome here.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 28. This campus provides online access to services I need.
- 19. Registration processes and procedures are convenient.
- 1. The campus staff are caring and helpful.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 39. On the whole, the campus is well-maintained.
- 18. Computer labs are adequate and accessible.

Challenges

- 2. Classes are scheduled at times that are convenient for me.
- 40. There are sufficient courses within my program of study available each term.
- 25. Faculty provide timely feedback about my academic progress.
- 14. My academic advisor is knowledgeable about my program requirements.
- 33. Administrators are available to hear students' concerns.
- 23. This institution helps me identify resources to finance my education.
- 35. I receive ongoing feedback about progress toward my academic goals.

Higher Satisfaction vs. May 2010

- 13. The campus is safe and secure for all students.
- 20. Students are made to feel welcome here.
- 40. There are sufficient courses within my program of study available each term.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 5. Financial aid awards are announced in time to be helpful in college planning.
- 19. Registration processes and procedures are convenient.
- 1. The campus staff are caring and helpful.
- 39. On the whole, the campus is well-maintained.
- 18. Computer labs are adequate and accessible.
- 24. The equipment in the lab facilities is kept up to date.
- 33. Administrators are available to hear students' concerns.

Strengths and challenges in 2014 were also analyzed in combination with peer institutions. Strengths which were items rated with high importance and high satisfaction were the quality of instruction, campus safety, existence of a caring and welcoming environment, faculty who were fair and unbiased, maintenance of the campus, efficient registration processes, and availability of online course and adequacy of computer labs. Challenges or items of high importance, with a higher performance gap included areas of class scheduling and course availability, timely feedback from instructors and feedback on progress towards academic goals, knowledge of advisors concerning program requirements, availability of administrators to hear students' concerns and the ability of the institution to identify financial resources for students.

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Compared to the Noel-Levitz's revised norms, students rated the College significantly higher in the area of safety and security, availability of parking, convenience of registration processes, and announcement of financial aid awards for College planning. Areas rated higher, though not significant, included the campus' welcoming environment and the fair and unbiased treatment of faculty.

Table 2. Strengths and Challenges from May 2014 Compared to Other Institutions

Strengths

- 8. The quality of instruction I receive in most of my classes is excellent.
- 13. The campus is safe and secure for all students.
- 20. Students are made to feel welcome here.
- 12. Faculty are fair and unbiased in their treatment of individual students.
- 28. This campus provides online access to services I need.
- 19. Registration processes and procedures are convenient.
- 1. The campus staff are caring and helpful.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 39. On the whole, the campus is well-maintained.
- 18. Computer labs are adequate and accessible.

Challenges

- 2. Classes are scheduled at times that are convenient for me.
- 40. There are sufficient courses within my program of study available each term.
- 25. Faculty provide timely feedback about my academic progress.
- 14. My academic advisor is knowledgeable about my program requirements.
- 33. Administrators are available to hear students' concerns.
- 23. This institution helps me identify resources to finance my education.
- 35. I receive ongoing feedback about progress toward my academic goals.

Higher Satisfaction vs. National Community Colleges Form B

- 5. Financial aid awards are announced in time to be helpful in college planning.
- 19. Registration processes and procedures are convenient.

Lower Satisfaction vs. National Community Colleges Form B

- 36. Tuition paid is a worthwhile investment.
- 25. Faculty provide timely feedback about my academic progress.
- 14. My academic advisor is knowledgeable about my program requirements.
- 34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
- 29. There are convenient ways of paying my school bill.
- 24. The equipment in the lab facilities is kept up to date.
- 33. Administrators are available to hear students' concerns.

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Future Planning for Continuous Quality Improvement

As an Academic Quality Improvement Institution (AQIP), Saint Paul College is positioned to address challenge areas with Action Plans for Continuous Quality Improvement as depicted in the Table 3.

Table 3. Challenges and Action Plans for Continuous Quality Improvement

Challenges	Action Plans for Continuous Quality Improvement	Responsible Division
2. Classes are scheduled at times that are convenient for me.	2. FY 2015 projects include a thorough review of course scheduling, course availability, and clarifying paths to efficient completion for students.	Planning/Effectiveness & Academic Affairs
40. There are sufficient courses within my program of study available each term.	40. FY 2015 projects include a thorough review of course scheduling, course availability, and clarifying paths to efficient completion for students.	Planning/Effectiveness & Academic Affairs
25. Faculty provide timely feedback about my academic progress.	25. Deans will engage faculty about timely feedback about academic progress as a part of larger discussions on retention, persistence and completion at the college.	Academic Affairs & Teaching Learning Center Coordinator
14. My academic advisor is knowledgeable about my program requirements.	14. College's 2014-2015 work plan addresses goals for advising and orientation, to clarify and improve pathways.	Student Affairs
33. Administrators are available to hear students' concerns.	33. The College will promote existing consultation avenues, including the online suggestion box/feedback form that allows students to register their concerns.	President
23. This institution helps me identify resources to finance my education.	23. Financial aid will place greater emphasis on mandated counseling and workshop requirements. Friends of Saint Paul College will also provide information about financial assistance and scholarship to students.	Student Affairs and Friends of Saint Paul College
35. I receive ongoing feedback about progress toward my academic goals	14. New goals are included in the 2014-2015 College's work plan for advising and orientation to clarify and improve pathways.	Student Affairs
36. Tuition paid is a worthwhile investment.	36. The Business Office and CFO will be more diligent in showcasing where students funds go to maintain college improvements.	Finance/Facilities
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	34. Deans will engage faculty about availability as a part of larger discussions on retention and persistence at the college. Office hours schedule and activity will be reinforced.	Academic Affairs
29. There are convenient ways of paying my school bill.	29. The Business Office will start a communication campaign to ensure that all students are aware of all payment options.	Finance/Facilities
24. The equipment in the lab facilities is kept up to date.	24. College's general funds and matching leveraged equipment funds allocated by the Legislature will help the College purchase new equipment for classrooms and laboratories.	Academic Affairs and Finance/Facilities

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