

**EXECUTIVE SUMMARY  
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY  
SPRING 2017**

**Overview**

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to 249 Galveston College students in March 2017. A stratified sample of classes was selected that was representative of the campus population in respect to day vs. night students, academic vs. workforce programs, classes at both the main campus and the ATC, and 1000-level vs. 2000-level courses. The surveys were administered over the period of a week in March. Exactly half of respondents who answered the question were male and half were female. Ethnically, the breakdown of respondents was virtually identical to their proportion of the GC enrollment. 69.4% were day students and 30.1% were evening students. Of respondents, 65.7% were full-time and 34.3% were part-time, which is almost the reverse of our student population, with is 75-76% part-time.

The Noel-Levitz SSI consists of 85 standard items and three summary questions, as well as demographic response items. This time we included 10 campus-specific items. The respondent answers two questions about each item using a 7-point Likert scale: 1. “How important is this item to you?” (“very unimportant” to “very important”); and 2. “How satisfied are you with this item?” (“very dissatisfied” to “very satisfied”). This process results in an average response for each item and a “gap score” between the level of importance assigned to the item compared to the level of satisfaction assigned to the same item. For example, if the students indicate the level of importance is a “6” and the level of satisfaction is a “5” the gap would be 1.0. Conversely, if the importance is “5” and the satisfaction is “6” the gap would be -1.0. In this case, the negative gap score would actually be a positive because they would be more satisfied with the item than its level of importance to them. Generally, the standard is to achieve a satisfaction of 5.0 or higher and to avoid gap scores of 1.0 or higher. The survey also sorts the various items into “scales” (e.g., Instructional Effectiveness, Registration Effectiveness, Academic Advising/Counseling, Service Excellence, etc.).

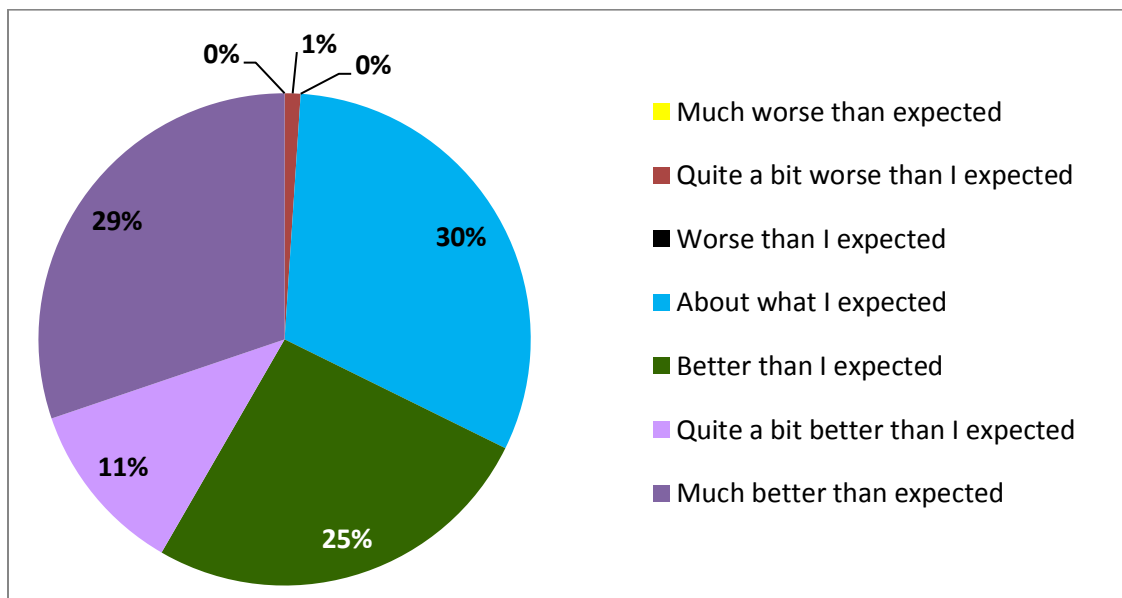
In their analysis of the results, Noel-Levitz compares the responses from Galveston College to a “National Community Colleges” peer group and calculates the difference between the response on each item between the two groups, as well as the statistical significance, if any, of the difference. The results of this analysis will be discussed below. Finally, Noel-Levitz identifies items that represent “Strengths” and “Challenges” for the college based on the relative importance and satisfaction of each item. It must be noted that these are relative in nature, and not necessarily an indicator of poor performance.

That is, items listed as “challenges” may still be well above 5.00 in average satisfaction level.

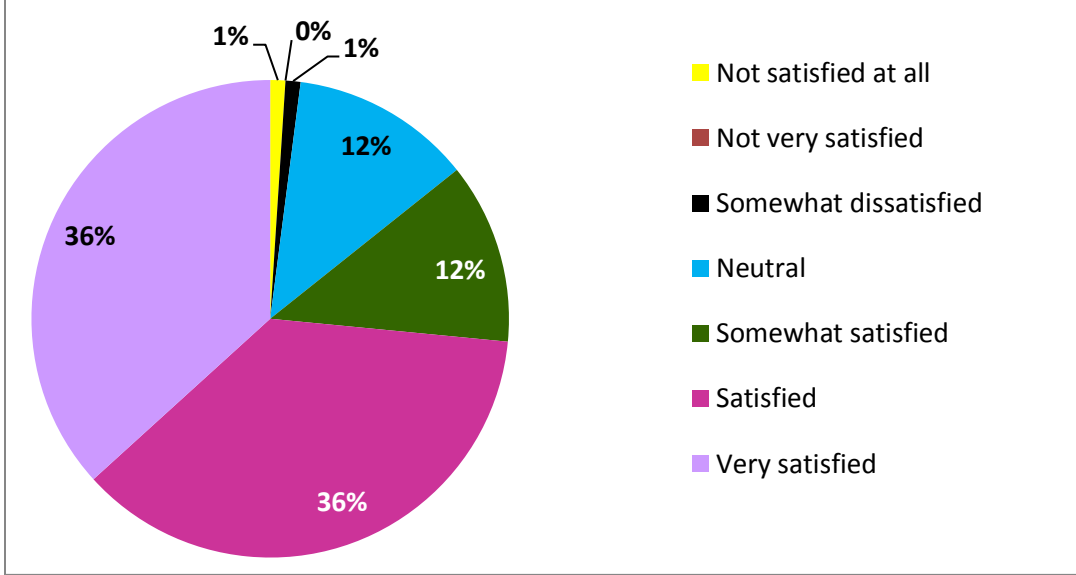
**Summary Questions:**

After the standard items, three questions are asked that sort of “sum up” the student’s perception of his/her campus experience. The cumulative responses to these questions provide what might be considered a meaningful indicator of the extent to which students are satisfied with Galveston College. The first of these questions is: “So far, how has your college experience met your expectations?” Combining the percentages of students responding “About what I expected” to “Much better than I expected” results in 95% of students responding positively, compared to 93% in 2015. Secondly: “Rate your overall satisfaction with your experience here thus far.” Combining the percentages responding “somewhat satisfied” to “very satisfied” results in 84% responding positively, compared to 77% in 2015. Finally, “All in all, if you had it to do over, would you enroll here again?” Combining students who responded “maybe yes” to “definitely yes” results in 83% responding in the affirmative, compared to 78% in 2015. (See Pie Charts Below)

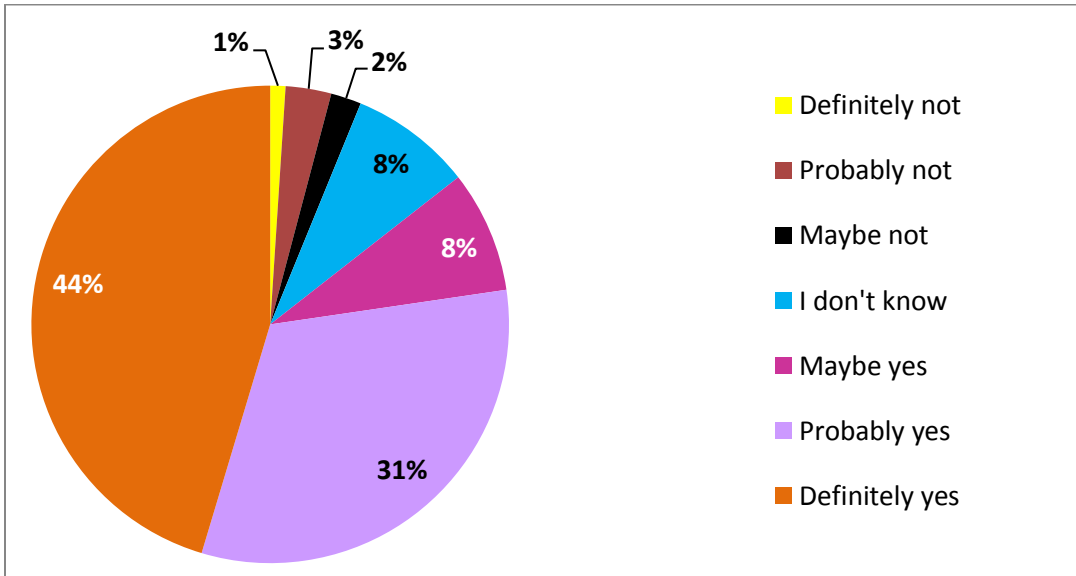
**So far, how has your college experience met your expectations?**



**Rate your overall satisfaction with your experience here thus far**



**All in all, if you had to do it over, would you enroll here again?**



## **Results**

Overall, the results of the survey were very positive. Every item—without exception--was above the comparable response in the 2015 administration, and only two of the 85 basic items and two of the 10 campus items were less than 5.00. Of the four sub-5.0 items, three were only slightly below (4.88, 4.95, 4.98) and one item dealing with child care services that GC (like most institutions) does not offer came it at 4.41. Even the infamous parking question (“The amount of student parking space on campus is adequate.”) received a score of 5.09. Every scale rose from 2015 levels, some by 20 to 35 hundredths of a point.

## **Analysis**

Analyzing the responses to the Noel-Levitz SSI involves comparing aggregate responses to the items as well as looking at the variance between the importance and satisfaction assigned to each item. Again, the standard was to achieve an average satisfaction level of 5.0 and gap score of less than 1.0. Comparison of the responses to those of the 2015 administration of the same survey is another way to analyze results, as is a comparison of campus results with those of a national peer group of community colleges.

### ***Gap Scores:***

No item had a gap score (importance – satisfaction) of 1.00 or higher, even though the gap score often represents an inflated level of importance rather than low satisfaction.

### ***Comparison to 2015 Results:***

As stated above, every item on the survey saw an increase over the 2015 survey.

### ***Strengths & Challenges:***

Generally, “strengths” are items with high importance and high satisfaction. “Challenges” are items with high importance and low satisfaction. The reader should note that the appearance of an item as a “strength” or “challenge” is a relative comparison, since most of the items—even the “challenges”—were rated as satisfactory. Here is the list of strengths and challenges identified in Noel-Levitz’ analysis of the data.

<u>Strengths</u>	<u>GC</u>	<u>NCC</u>
18. The quality of instruction I receive in most of my classes is excellent.	5.87	5.66
8. Classes are scheduled at times that are convenient for me.	5.94	5.56
70. I am able to experience intellectual growth here.	5.93	5.90
58. Nearly all of the faculty are knowledgeable in their fields.	5.81	5.83
15. I am able to register for classes I need with few conflicts.	5.84	5.57
69. There is a good variety of courses provided on this campus.	5.75	5.79
6. My academic advisor is approachable.	5.86	5.59
5. The personnel involved in registration are helpful.	5.84	5.50
36. Student are made to feel welcome on this campus.	5.78	5.77
66. Program requirements are clear and reasonable.	5.73	5.68
68. On the whole, the campus is well-maintained.	5.92	5.96
41. Admissions staff are knowledgeable.	5.69	5.58
61. Faculty are usually available after class and during office hours.	5.79	5.77
28. It is an enjoyable experience to be a student on this campus.	5.88	5.65
3. The quality of instruction in the vocational/technical programs is excellent.	5.76	5.52
14. Library resources and services are adequate. (listed as a challenge in 2015)	5.91	5.83
34. Computer labs are adequate and accessible. (listed as a challenge in 2015)	5.75	5.82
45. This institution has a good reputation within the community.	5.82	5.77

<u>Challenges</u>	<u>GC</u>	<u>NCC</u>
Campus item #9: Textbooks are available in the bookstore before classes begin.	5.69	NA
*24. Parking lots are well-lighted and secure.	5.54	5.42
*31. The campus is safe and secure for all students.	5.51	5.82
*46. Faculty provide timely feedback about student progress in a course.	5.56	5.45
*52. This school does whatever it can to help me reach my educational goals.	5.61	5.43
*23. Faculty are understanding of students' unique life circumstances.	5.53	5.41
*65. Students are notified early in the term if they are doing poorly in a class.	5.50	5.12
*7. Adequate financial aid is available for most students.	5.51	5.41
*39. The amount of student parking space on campus is adequate.	5.09	4.84
47. There are adequate services to help me decide upon a career.	5.60	5.41
29. Faculty are fair and unbiased in their treatment of individual students.	5.65	5.57
16. The college shows concern for students as individuals.	5.56	5.29
37. Faculty take into consideration student differences as they teach a course.	5.56	5.37
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.39	5.34
22. People on this campus respect and are supportive of each other.	5.56	5.52

\*The items were also listed as Challenges in 2015.

### **Comparison between Galveston College & National Community College Group:**

As mentioned above, the analysis performed by Noel-Levitz includes a comparison to a national peer group of community colleges. Overall, Galveston College compared favorably to the peer group, with 71 of the 85 items rating higher and 14 rating lower in satisfaction. Many of the differences between the two groups were quite small, but 21 items were positively significant and only one item was negatively significant.

Key: \* denotes difference significant at the .05 level of confidence  
 \*\* denotes difference significant at the .01 level of confidence  
 \*\*\* denotes difference significant at the .001 level of confidence

#### *Positively significant (GC vs. NCC)*

<i>Item</i>	<i>Description</i>	<i>Sign.</i>
2	Faculty care about me as an individual.	*
3	The quality of instruction in the vocational/technical programs is excellent.	*
5	The personnel involved in registration are helpful.	***
6	My academic advisor is approachable.	**
8	Classes are scheduled at times that are convenient for me.	***
15	I am able to register for classes I need with few conflicts.	**
16	The college shows concern for students as individuals.	**
18	The quality of instruction I receive in most of my classes is excellent.	*
20	Financial aid counselors are helpful.	**
25	My academic advisor is concerned about my success as an individual.	**
28	It is an enjoyable experience to be a student on this campus.	*
37	Faculty take into consideration student differences as they teach a course.	*
39	The amount of student parking space on campus is adequate.	*
48	Counseling staff care about students as individuals.	*
49	Admissions counselors respond to prospective students' unique needs & requests.	*
62	Bookstore staff are helpful.	**
63	I seldom get the "run-around" when seeking information on this campus.	***
64	Nearly all classes deal with practical experiences and applications.	*
65	Students are notified early in the term if they are doing poorly.	***
67	Channels for expressing student complaints are readily available.	**
82	Institution's commitment to evening students.	*

#### *Negatively significant (GC vs. NCC)*

<i>Item</i>	<i>Description</i>	<i>Sign.</i>
86	Institution's commitment to students with disabilities.	*

## **Conclusions**

It would be difficult to be dissatisfied with the results of this administration of the Noel-Levitz Student Satisfaction Inventory. Whether compared to the items from the 2015 campus administration or to the responses of students across national community colleges, the results were exceptional.

Of some concern, however, is the number of “challenges” carrying over from 2015. Again, as stated above, “challenges” and “strengths” are relative terms, and ignore the fact that the “challenges” may have still exceeded a satisfaction level of 5.00. Two of the items are directly related to retention (and to each other): “Faculty provide timely feedback about student progress in a course.” and “Students are notified early in the term if they are doing poorly in a class.” Feedback on grades and contact with faculty outside of class are the two factors most correlated with retention, so keeping students abreast of their class progress is critical to their persistence. Faculty accessibility, on the other hand, is on the list of Strengths. Another two, “Parking lots are well-lighted and secure.” and “The campus is safe and secure for all students.” are also worthy of consideration, even in the face of the city ordinance against “light pollution.”

Two items that were among the “challenges” from the 2015 administration were listed as strengths in 2017: “Library resources and services are adequate.” and “Computer labs are adequate and accessible.”

The attention given in recent years to advising, registration, and student life continue to bear fruit, with improved responses to those related items. The improvements in these areas also resulted in increases from 4.70 to 5.07 to 5.19 (2013-2017) on the item “I generally know what’s happening on campus.” The item dealing with the availability of expressing student complaints rose from 4.97 in 2013 to 5.18 in 2015 to 5.42 in 2017. Since providing channels for expressing student complaints is a federal requirement, this is good news.

Finally, when 95% of students find their Galveston College experience to at least be what they expected, 84% are satisfied with their campus experience, and 83% would choose to enroll again at Galveston College if given the opportunity, this is a pretty good description of a satisfied student body and a formidable challenge to faculty and staff to “keep up the good work.”



## Ten Campus Items Added to 2017 Noel-Levitz Survey:

71. Including the topic "Staying Safe on Campus" in new student orientation was helpful to me.
72. There is a campus organization that matches my interests.
73. Using social media (Facebook, Twitter) is helpful to students in completing assignments and communicating with faculty and other students.
74. Galveston College provides a prompt and equitable response to reports and complaints of sexual harassment and violence
75. I would be more successful in my classes if I possessed stronger reading skills.
76. The quality and variety of food selections on campus are satisfactory.
77. Galveston College has policies and procedures to prevent sexual harassment and violence, its recurrence, and to remedy any of the effects.
78. Texting is an effective way to communicate with students about events on campus.
79. Textbooks are available in the bookstore before classes begin.
80. The campus' policies and procedures on sexual harassment and violence are clear and well-publicized.