



# Fall 2012 Student Satisfaction Inventory Summary of Results

# How we got here and where we are going

Self-Study/Recommendation - Ask Students & Listen	Spring 2009
Strategic Objective: Plan to Collect Feedback	2009-2010
Student Satisfaction Inventory (SSI)	Fall 2010
Analyze/Share/Understand SSI	Spring 2011
Implement Response to SSI	2011-2012
Community College Survey of Student Engagement (CCSSE)	Spring 2012
Analyze/Share CCSSE Results	2012-2013
Student Satisfaction Inventory (SSI)	Fall 2012
Analyze/Share/Understand SSI	Sum. 2013
Implement Response to SSI	2013-2014

# Survey Sample Fall 2012

- Collected during class  
December 2012
- 1745 respondents;  
58% response rate
- 22% of fall students
- Mostly full-time,  
traditional students  
(aged 19-24)



# About SSI measurements

- Importance and Satisfaction on 50 items
- 7 point scale
  - 1=not satisfied at all                      AND                      1=not important at all
  - 2=not very satisfied                      AND                      2=not very important
  - 3=somewhat dissatisfied                      AND                      3=somewhat unimportant
  - 4=neutral                      AND                      4=neutral
  - 5=somewhat satisfied                      AND                      5=somewhat important
  - 6=satisfied                      AND                      6=important
  - 7=very satisfied                      AND                      7=very important
- “Gap” between Importance and Satisfaction

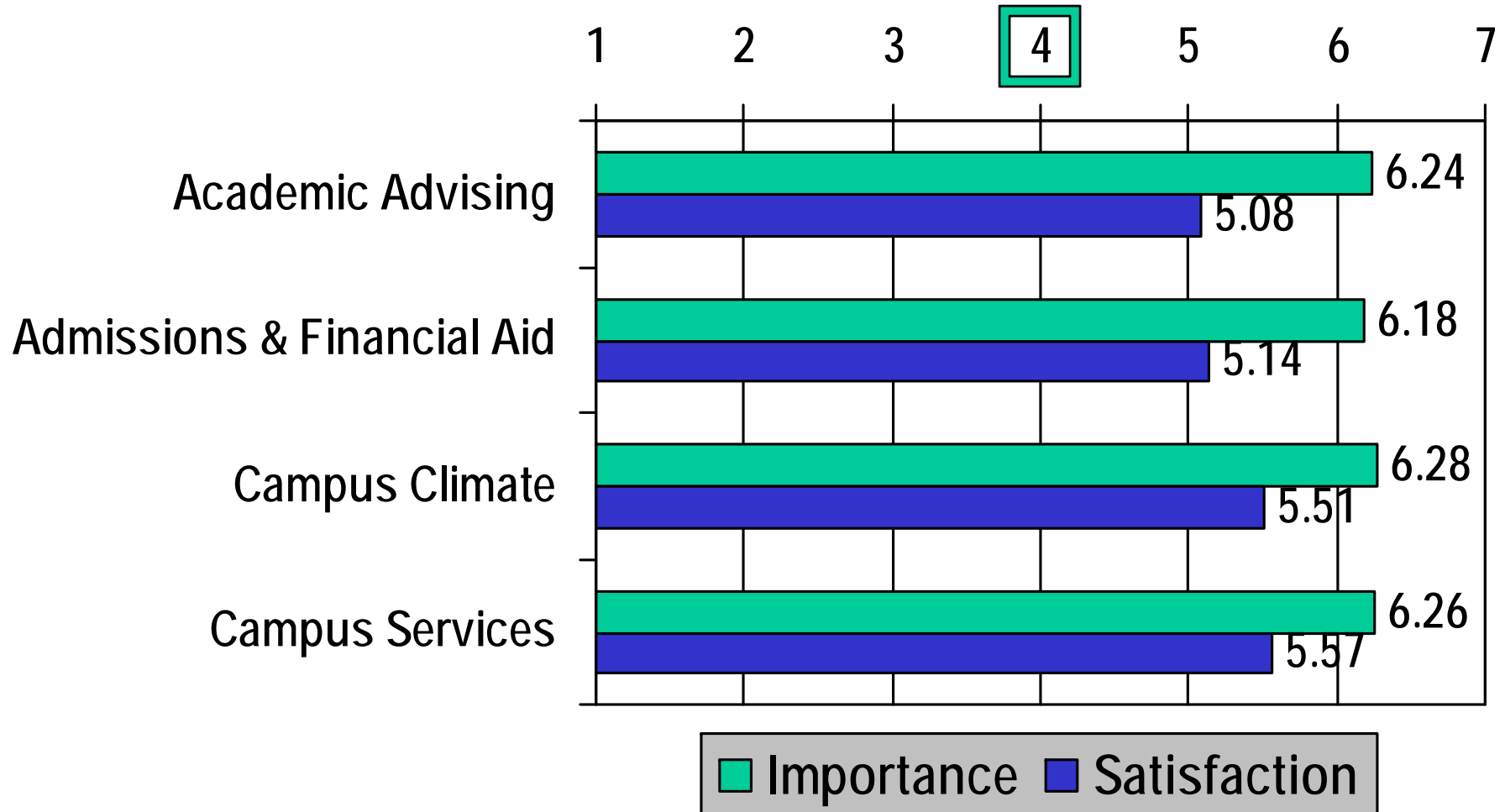
# What does the survey measure?

- Academic advising effectiveness: *Comprehensive academic advising program*
- Admissions and financial aid effectiveness: *Ability to enroll students effectively*
- Campus climate: *Experiences that promote campus pride and belonging*
- Campus services: *Services students use to achieve academic goals*
- Instructional effectiveness: *Campus' commitment to academic excellence and student's academic experience*
- Registration effectiveness: *Issues associated with registration and billing*
- Safety and security: *Responsiveness to students' personal safety and security*
- Student centeredness: *Efforts to convey to students that they are important*

# AWC Questions

1. Channels for expressing student complaints are readily available
2. I can easily find information needed to accomplish educational goals
3. I can easily get involved in campus organizations
4. I understand how my studies are helping me meet my life goals
5. The student handbook provides helpful information about campus life
6. I know what I need to do to be successful in my classes at AWC
7. There are sufficient common study spaces for students
8. The classroom/laboratory facilities and technology are appropriate for me to learn my course material
9. A smoke-free environment is important to me
10. The quality of instruction I receive online is comparable to the quality of instruction I receive on campus

# What did students say?

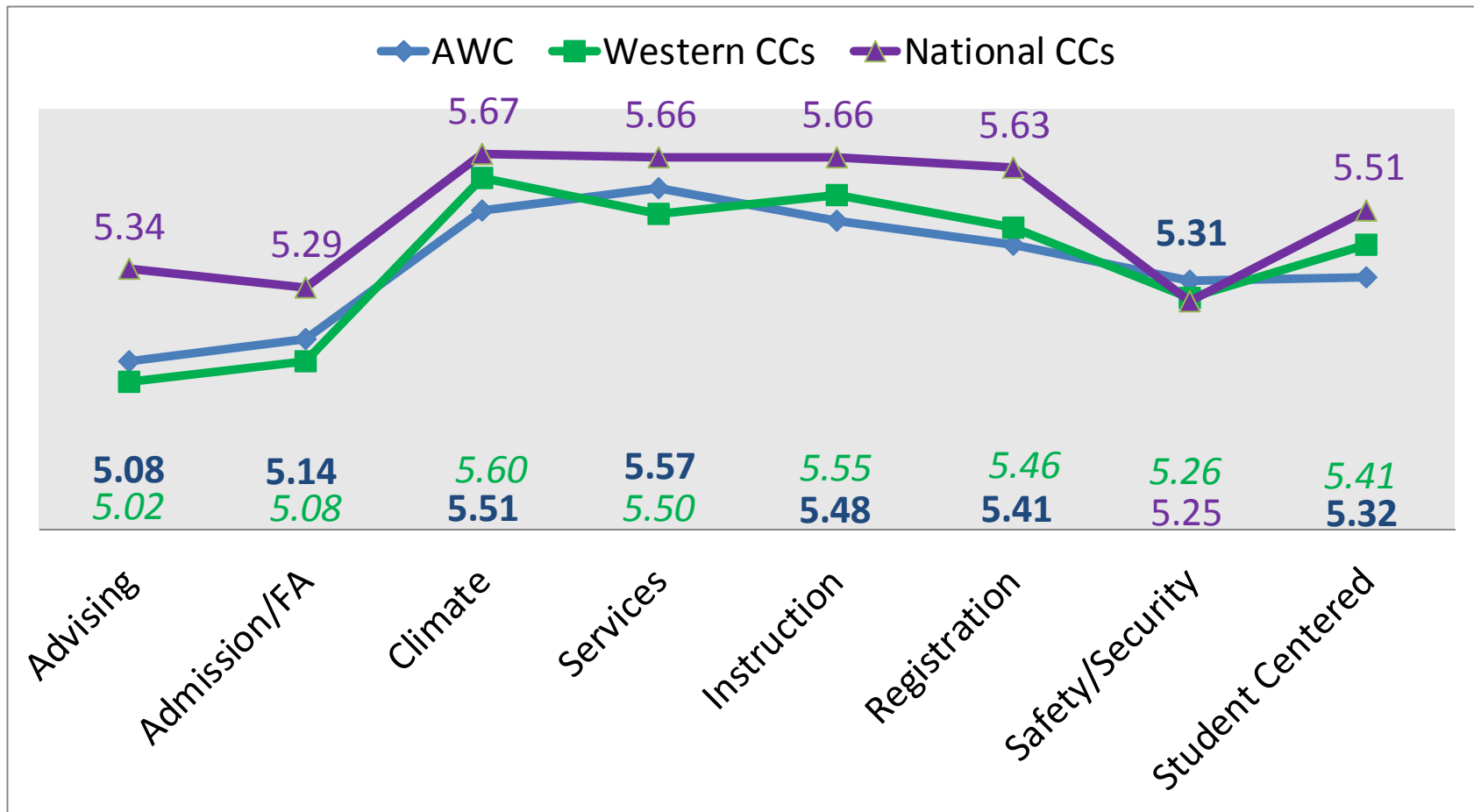


# Students said... Continued

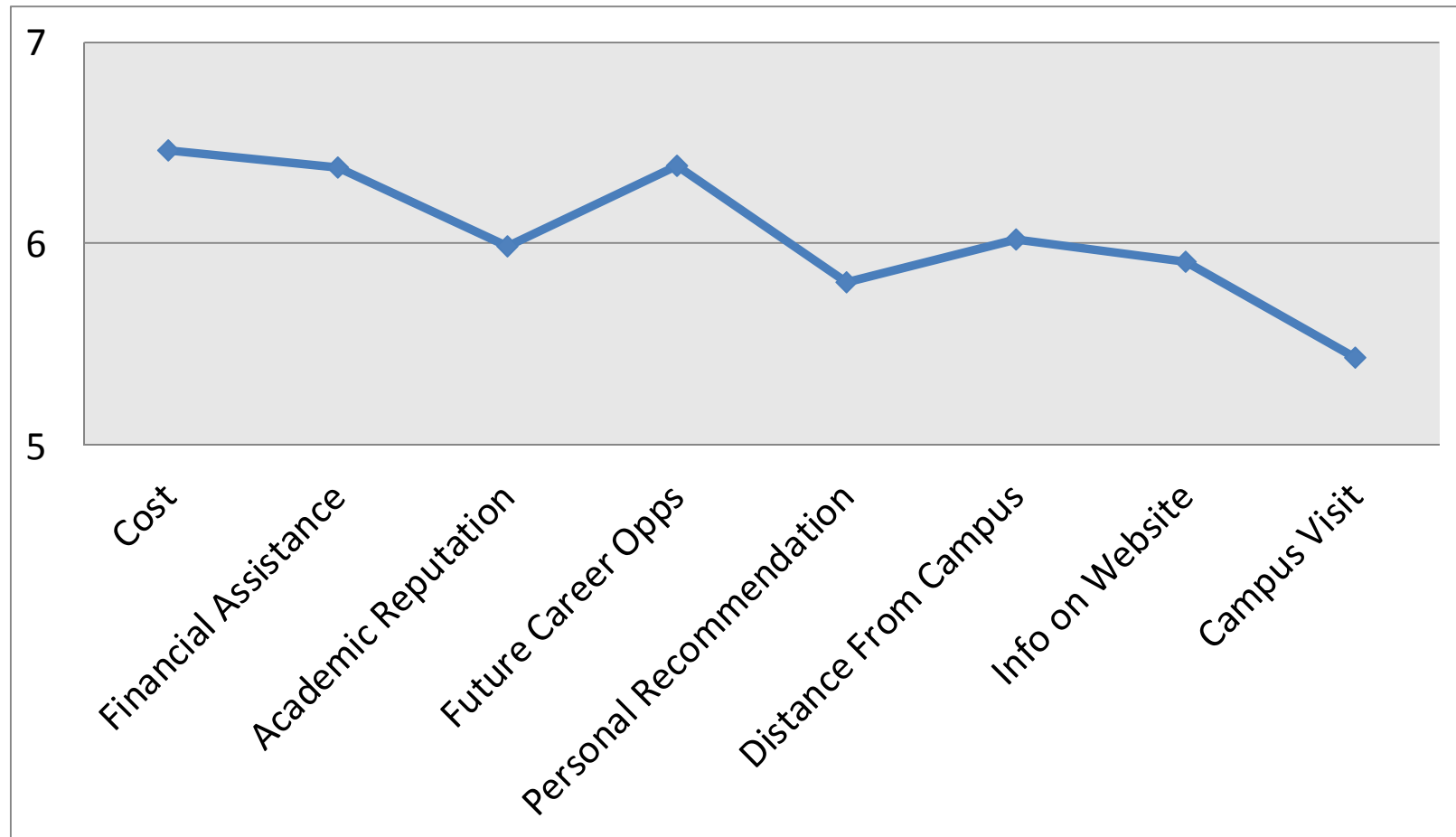




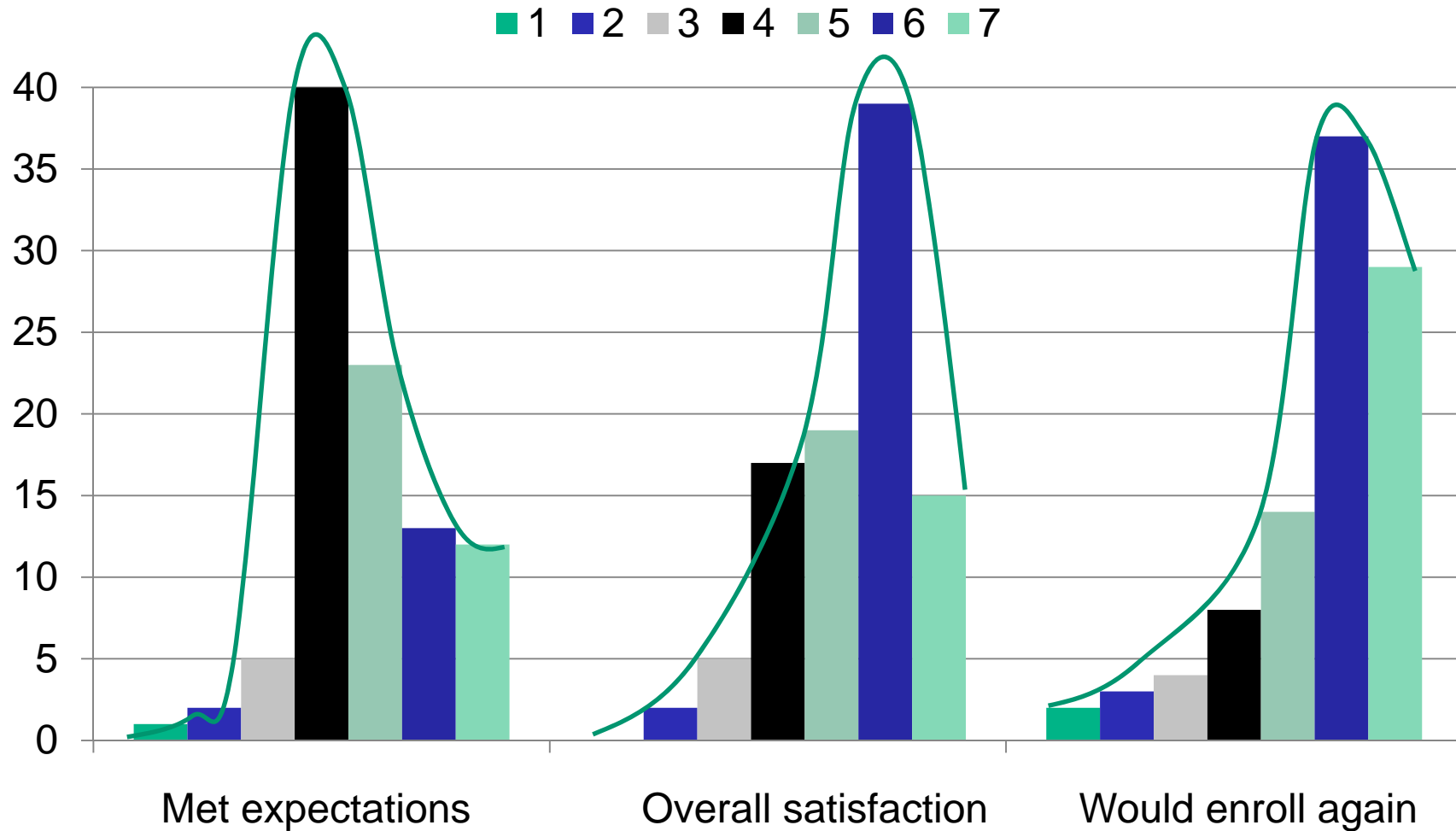
# How do we compare re: satisfaction?



# Importance of factors to enrollment



# Summary of College Experience



# What scored highest/lowest re: student satisfaction?

## Highest

- Campus is well-maintained
- Adequate/accessible computer labs
- Campus is safe and secure
- Online access to services I need
- Appropriate classroom/labs & tech.
- Know how to succeed in classes
- Library resources and services
- Students are made to feel welcome
- Readily available tutoring services
- Excellent quality of instruction in most classes
- Variety of technology/media in class

## Lowest

- Channels for student complaints
- Adequate parking space
- Academic advisor availability
- Seldom receive “run-around” when seeking information
- Accurate portrayal of program offerings in recruiting
- Ongoing feedback about progress toward academic goals
- My academic advisor is knowledgeable about transfer requirements of other schools
- Help identifying resources to finance education

# What is most and least important to students?

## Most

- Classes are scheduled at times that are convenient for me
- The quality of instruction I receive in most of my classes is excellent
- The campus is safe and secure
- Know how to succeed in classes
- Able to register for the classes I need with few conflicts
- There are sufficient courses within my program/study each term
- Registration processes and procedures are convenient
- Tuition is a worthwhile investment

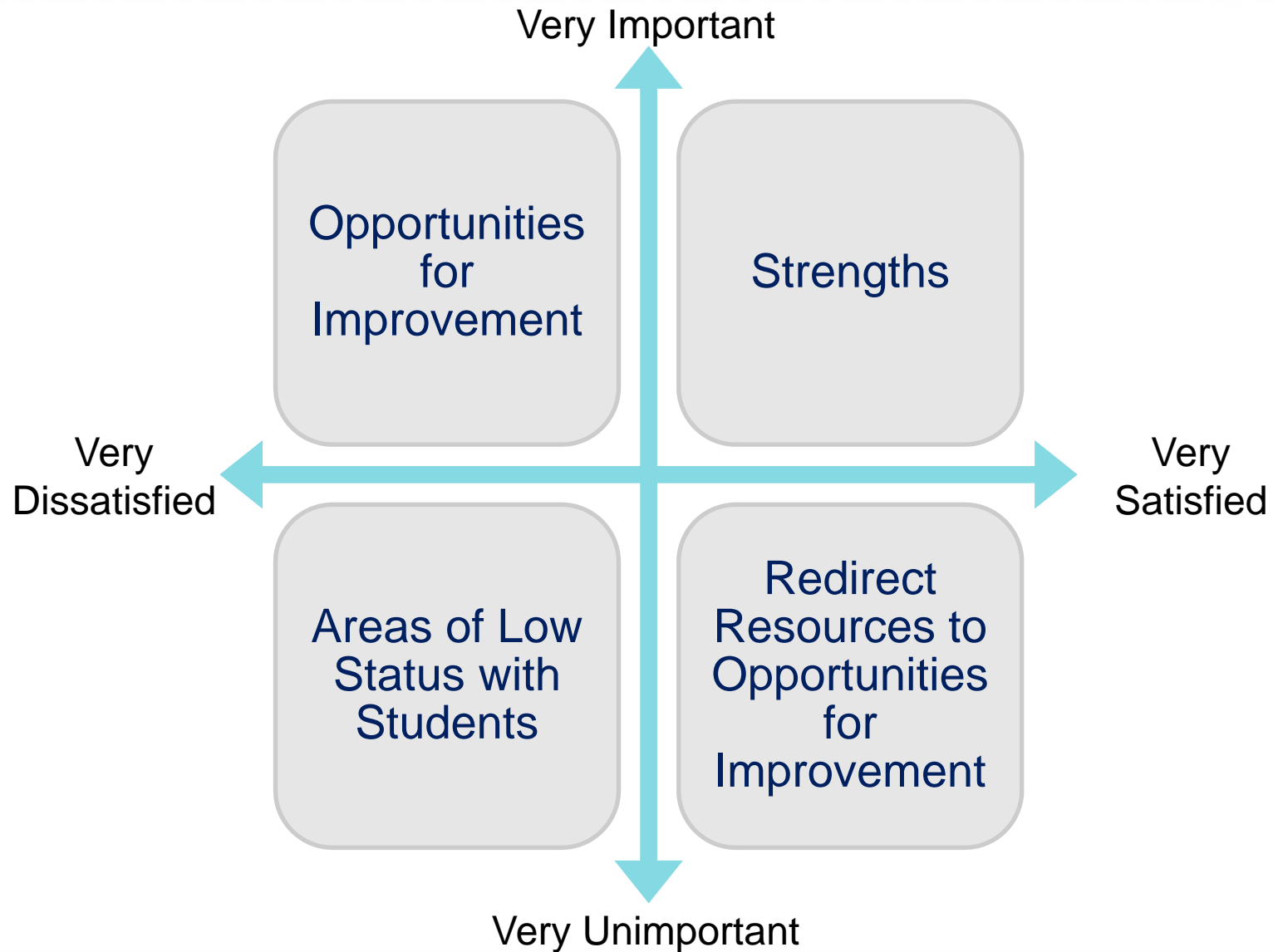
## Least

- Easy to join campus organizations
- The student handbook provides helpful info about campus life
- Channels for student complaints
- Smoke-free environment
- Security staff respond quickly
- Accurate portrayal of program offerings in recruiting
- Seldom get the “run-around”
- Admissions provides personalized attention prior to enrollment
- Variety of technology/media in class

# Where are the largest gaps between Importance and Satisfaction?

Item	Imp.	Sat.	Gap
There are <u>sufficient courses</u> in my program of study each term	6.44	5.11	1.33
Amount of student <u>parking</u> space on campus is adequate	6.17	4.84	1.33
Able to register for <u>needed classes</u> with few conflicts	6.44	5.19	1.25
AWC helps me <u>identify resources</u> to finance my education	6.29	5.07	1.22
Academic advisor is <u>available when I need help</u>	6.19	4.98	1.21
Advisor helps me apply my program of study to <u>career goals</u>	6.30	5.11	1.19
Advisor is <u>knowledgeable about my program requirements</u>	6.38	5.23	1.15
Advisor <u>knows transfer requirements</u> of other schools	6.19	5.04	1.15
Ongoing <u>feedback about progress</u> toward my academic goals	6.17	5.03	1.14
Classes are scheduled at <u>times convenient to me</u>	6.51	5.42	1.09
Financial aid awards are <u>announced in time</u> to be helpful in college planning	6.30	5.21	1.09

# Matrix for Prioritizing Action



# Strengths

- Quality of instruction in most classes is excellent
- Campus is safe and secure for all students
- I know what to do to succeed in my classes
- Computer labs are adequate and accessible
- Students are made to feel welcome
- The campus provides online access to services I need
- Classroom, laboratory facilities and technology are appropriate for me to learn my course material
- Understand how my studies are helping me meet my life goals
- Faculty are available to students outside of class
- On the whole, the campus is well-maintained
- Tutoring services are readily available



# Opportunities for Improvement

- Classes are scheduled at times that are convenient
- Sufficient courses within program of study each term
- Able to register for needed classes with few conflicts
- Advisor is knowledgeable about program requirements
- Easily find information to accomplish educational goals
- Advisor helps to apply program of study to career goals
- Financial aid awards are announced in time to help in college planning
- Institution helps me identify resources to finance my education

# Lowest Priorities

- Campus organizations
- Student handbook
- Channels for student complaints
- Smoke-free environment
- Security staff respond quicker (maintain current time)
- Portrayal of program offerings in recruiting
- Seldom get the “run-around”
- Personalized attention prior to enrollment
- Variety of technology/media in class
- Online instruction comparable quality to in-person
- Administrators available to hear concerns
- Classes deal with practical applications and experiences
- Parking lots (except South Yuma County)

# 2012 Compared to 2010

- Consistent results, especially regarding importance
- Higher satisfaction with availability of tutoring
- Lower satisfaction with classes scheduled at convenient times
- Unable to compare 2012 results by campus



# Now what?

- Sharing results for feedback at [www.azwestern.edu/institutional\\_research](http://www.azwestern.edu/institutional_research)
- Analyzing how best to respond to concerns
- Changes will happen over time at departmental and institutional levels
- Compare fall 2014 SSI results to 2012 and 2010 to evaluate improvement

Questions? Comments?

