



Executive Summary: Student Satisfaction Inventory

Arizona Western College

March 30, 2023



Introduction

Our institution administered the Student Satisfaction Inventory (SSI), which is part of the Ruffalo Noel Levitz (RNL) Satisfaction and Priorities Surveys (SPS).

The surveys which are included in the RNL Satisfaction and Priorities Survey family are:

- **Student Satisfaction Inventory™** (SSI) for traditional undergraduate students at four-year and two-year institutions;
- **Adult Student Priorities Survey™** (ASPS) for students 25 years of age and older, primarily at Four-year institutions; the survey is appropriate for undergraduate and graduate-level students;
- **Priorities Survey for Online Learners™** (PSOL) for students in online learning programs;

Satisfaction assessments are a crucial indicator for the institution of the current student experience. The data from the assessments provide direction for our campus to make improvements in the areas that matter most to your students.

The RNL family of Satisfaction and Priorities Surveys asks students to indicate both the level of importance they place on an item, as well as their level of satisfaction that the institution is meeting this expectation. The results provide a roadmap for the the institution's next steps to respond to the issues that students have identified.



Data left on a shelf has no power; data actively used and discussed provides the opportunity to initiate significant change on campus.

As we review these data, it is essential to keep in mind how the results will be shared on our campus. **The most significant power of the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on campus.**

Populations we will want to share these results with include:

- President and campus leadership;
- Deans and directors;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;
- Board of trustees;
- Student government leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

Our Administration

The Student Satisfaction Survey was administered on our campus during the Fall of 2022

The survey was completed by 577 students. We had a response rate of 718 out of the 8407 who were invited to complete the online survey.

Demographic Overview

The students who completed the survey are representative of our overall population. This is an overview of the students reflected in this data set.

GENDER	Count	Percentage
Female	324	65.32%
Male	150	30.24%
Prefer not to respond	7	1.41%
Transgender	1	.20%
Genderqueer	11	2.22%
Additional gender category or Other	3	.60%
No Answer	81	
Total	496	100%

Demographic Response	Count	Percentage
Black/African American	9	1.59%
American Indian or Alaskan Native	3	.53%
Asian or Pacific Islander	10	1.77%
Caucasian/White	69	12.19%
Hispanic	435	76.86%
Other Race	10	1.77%
Prefer not to Respond	8	1.41%
Multi-racial	22	3.89%
No Answer	11	
Total	566	100%

CLASS LEVEL	Count	Percentage
One year or less	246	47.77%
Two years	180	34.95%
Three years	59	11.46%
Four or more years	30	5.83%
No Answer	62	
Total	515	100%

Current Class Load	Count	Percentage
Full-Time	355	68.40%
Part-Time	164	31.60%
No Answer	58	
Total	519	100%

INSTITUTIONAL CHOICE	Count	Percentage
1 st choice	434	77.50%
2 nd choice	90	16.07%
3 rd choice or lower	36	6.43%
No Answer	17	
Total	560	100%

Campus Location	Count	Percentage
Yuma Campus	358	64.04%
Parker Campus	10	1.79%
Somerton Campus	11	1.97%
San Luis Campus	141	25.22%
Online or Web-Based	35	6.26%
Downtown, Wellton, MCAS , or Other	4	.72%
No Answer	18	
Total	559	100%

Educational Plans	Count	Percentage
Graduate or Complete my program at AWC	170	30.85%
Transfer before I graduate from AWC	39	7.08%
Graduate from AWC and transfer to a University.	123	7.08%
Graduate from AWC and transfer to UofA ASU or NAU.	168	30.49%
I am unsure of my plans.	51	9.26%
No Answer	26	
Total	551	100%

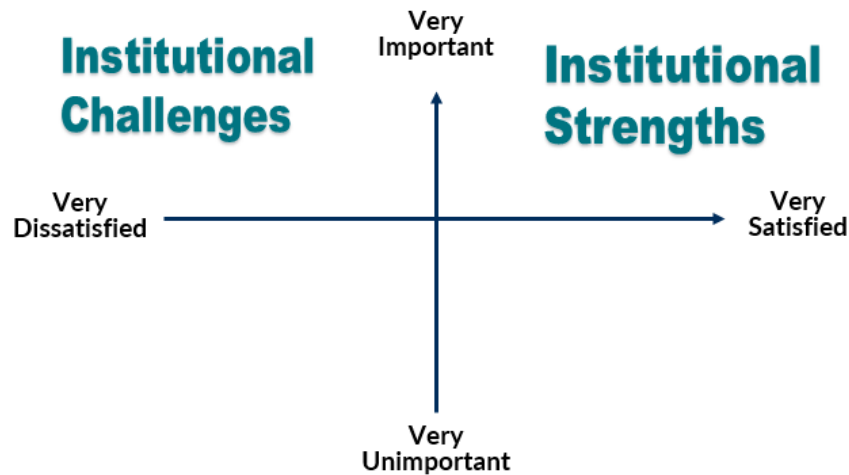
Current Enrollment Status	Count	Percentage
Day	421	80.34%
Evening	98	18.70%
Weekend	5	0.95%
No Answer	53	
Total	524	100%

Employment	Count	Percentage
Full-Time Off Campus	65	12.75%
Part-Time Off Campus	91	17.81%
Full-Time on Campus	24	4.70%
Part-time on Campus	44	8.61%
Not Employed	287	56.16%
No Answer	66	
Total	511	100%

Our Strengths and Challenges

Matrix for Prioritizing Action:

This visual helps to conceptualize the results from our survey results.



Strengths

Strengths are items with 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 our satisfaction scores. The strengths are listed in descending order of importance.

- *The student center is a comfortable place for students to spend their leisure time.* 33
- *Faculty are usually available after class and during office hours.* 33
- *Library staff are helpful and approachable.* 24
- *Bookstore staff are helpful.* 22
- *People on this campus respect and are supportive of each other.* 18
- *Admissions staff are knowledgeable.* 18
- *The personnel involved in registration are helpful.* 14
- *It is an enjoyable experience to be a student on this campus.* 14
- *On the whole, the campus is well-maintained.* 12
- *The campus staff are caring and helpful.* 6
- *Faculty are fair and unbiased in their treatment of individual students.* 6
- *Computers and/or Wi-Fi are adequate and accessible.* 6
- *Nearly all of the faculty are knowledgeable in their fields.* 6
- *Program requirements are clear and reasonable.* 6

- *I am able to experience intellectual growth here.* 6
- *Library resources and services are adequate.* 4
- *Students are made to feel welcome on this campus.* 4
- *Tutoring services are readily available.* 3
- *The campus is safe and secure for all students.* 1

Challenges

Challenges are items with high importance and low satisfaction or a large performance gap.

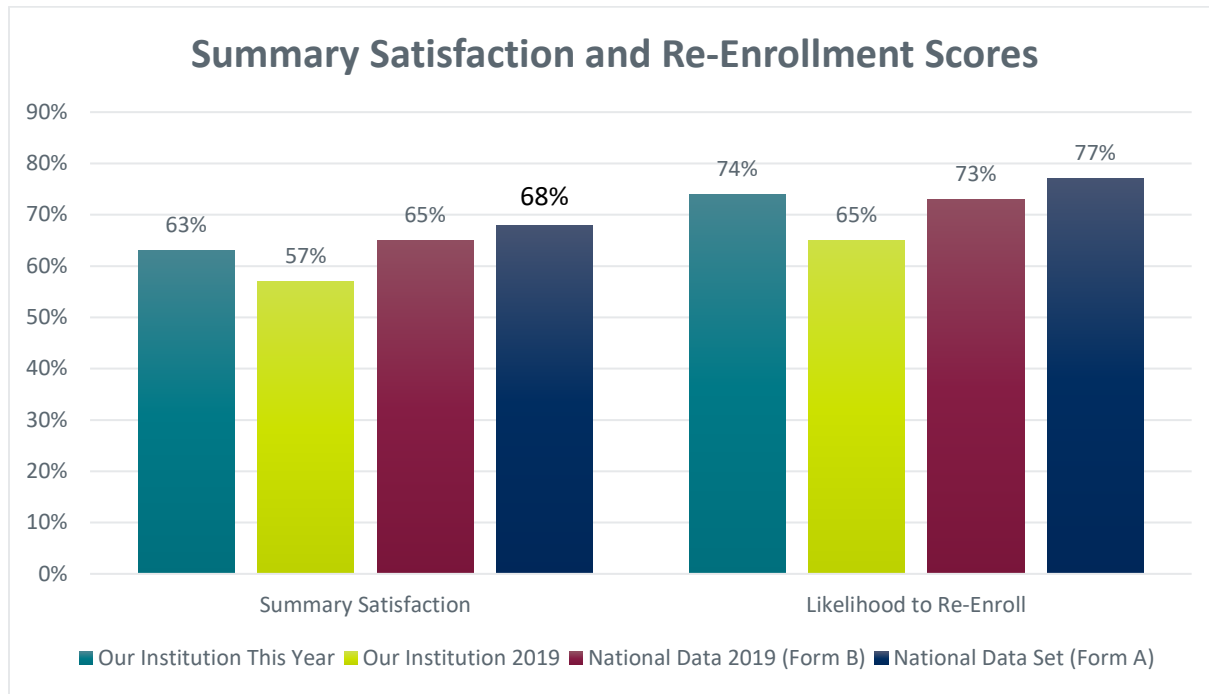
These are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores **or** items above the mid-point in importance (top half) and in the top quartile (25 percent) of our performance gap scores. The performance gap score is likely the reason the item has been identified as a challenge. The challenges are listed in descending order of importance.

- *Faculty provide timely feedback about student progress in a course.* 39
- *I am able to register for classes I need with few conflicts.* 33
- *Campus item: When I have an academic issue, I know who I should contact.* 33
- *Financial aid counselors are helpful.* 26
- *My academic advisor is knowledgeable about the transfer requirements of other schools.* 26
- *Faculty are understanding of students' unique life circumstances.* 24
- *This school does whatever it can to help me reach my educational goals.* 17
- *There is a good variety of courses provided on this campus.* 2

We will need to respond to our challenges!

Summary Satisfaction and Re-Enrollment Scores

Students provide the responses to these last two items on the survey to indicate their overall levels of satisfaction and the likelihood that they would re-enroll here again if they had it to do over. The bar chart below reflects the percentage of students who indicated they were satisfied or very satisfied with their experience and the percentage that said they would probably or definitely re-enroll here again if they had it to do over.



Items with a significant shift in satisfaction

Since our last administration, the following items have seen significant improvement in student satisfaction.

	2022	2022	2019	2019	Overall
Item	Importance	Satisfaction	Importance	Satisfaction	Improvement Rate
The amount of student parking space on campus is adequate.	6.44	6.04	6.17	4.83	1.21
Campus item: When I have an academic issue, I know who I should contact.	6.43	5.82	5.75	4.68	1.14
Campus item: The AWC website is easy to navigate.	6.49	6.08	5.48	4.99	1.09
Campus item: AWC campuses represent a	6.34	6.27	6.33	5.37	0.90

diverse student population.					
Admissions counselors accurately portray the campus in their recruiting practices.	6.35	6.04	5.92	5.23	0.81
I seldom get the "run-around" when seeking information on this campus.	6.3	5.87	5.91	5.13	0.74
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.44	5.99	6.24	5.34	0.65
Campus item: There are student support services on campus that meet my personal needs.	6.4	6.06	5.91	5.42	0.64
Financial aid awards are announced to students in time to be helpful in college planning.	6.41	5.92	6.18	5.29	0.63
Administrators are approachable to students.	6.4	6	6.18	5.38	0.62
Campus item: Textbook information for courses is available when needed.	6.44	6.05	6.02	5.45	0.60
My academic advisor is knowledgeable about my program requirements.	6.47	6.07	6.31	5.5	0.57
The equipment in the lab facilities is kept up to date.	6.4	6.05	6.08	5.48	0.57
Faculty provide timely feedback about student progress in a course.	6.42	5.94	6.22	5.39	0.55
Security staff respond quickly in emergencies.	6.39	5.98	6.08	5.44	0.54
Parking lots are well-lighted and secure.	6.34	5.95	6.11	5.42	0.53
Campus item: AWC's social media accounts shares valuable	6.29	6.02	6.29	5.49	0.53

information related to the student experience.					
Campus item: Faculty and staff are willing to interact with me outside of the classroom or office.	6.36	6.04	5.97	5.52	0.52
Campus item: Public transportation (YCAT) to AWC campuses is convenient.	6.42	6	5.55	5.48	0.52
The campus staff are caring and helpful.	6.52	6.33	6.29	5.82	0.51
Nearly all classes deal with practical experiences and applications.	6.4	6	6.08	5.49	0.51
There are adequate services to help me decide upon a career.	6.41	5.92	6.25	5.42	0.50
Library resources and services are adequate.	6.53	6.3	6.14	5.81	0.49
Faculty are fair and unbiased in their treatment of individual students.	6.52	6.16	6.26	5.69	0.47
I am able to register for classes I need with few conflicts.	6.43	5.98	6.41	5.53	0.45
Campus item: The language used to communicate to students is direct, to the point, and easy to understand.	6.43	6.05	6.46	5.63	0.42
The assessment and course placement procedures are reasonable.	6.42	6.07	6.22	5.67	0.40
The business office is open during hours which are convenient for most students.	6.46	6.04	6.32	5.66	0.38
Faculty are usually available after class and during office hours.	6.43	6.17	6.32	5.79	0.38
The quality of instruction I receive in	6.5	6.1	6.48	5.74	0.36

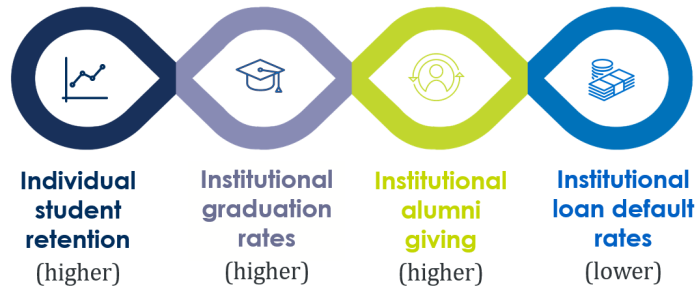
most of my classes is excellent.					
Students are made to feel welcome on this campus.	6.53	6.31	6.38	5.99	0.32
There are convenient ways of paying my school bill.	6.44	6.01	6.36	5.69	0.32
Computers and/or Wi-Fi are adequate and accessible.	6.52	6.25	6.24	5.95	0.30
The campus is safe and secure for all students.	6.59	6.3	6.53	6.03	0.27
Tutoring services are readily available.	6.54	6.19	6.32	5.93	0.26
Campus item: I know how to voice my opinions to AWC Leadership.	6.24	5.63	6.15	5.38	0.25
On the whole, the campus is well-maintained.	6.51	6.19	6.3	5.97	0.22
Classes are scheduled at times that are convenient for me.	6.37	5.76	6.54	5.62	0.14
Cost as factor in decision to enroll.	6.35		6.51		
Financial aid as factor in decision to enroll.	6.39		6.32		
Academic reputation as factor in decision to enroll.	6.03		5.84		
Recommendations from family/friends as factor in decision to enroll.	5.78		5.75		

Additional Context on Assessing Student Satisfaction

Why is Satisfaction Surveying Important?

Studies have shown that student satisfaction is linked to key institutional metrics, including higher individual student retention at both four-year and two-year institutions, higher institutional graduation rates, higher alumni giving at the institutional level, and lower loan default rates. If you would like to learn more about these links, visit www.RuffaloNL.com/Assessment.

Student Satisfaction is linked with:

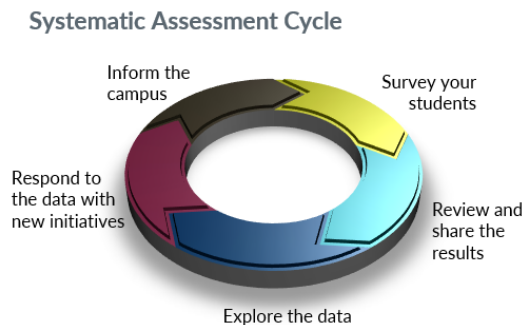


www.RuffaloNL.com/assessment

Reliability and Validity

The reliability and validity of the survey tools from RNL are very strong. Additional information is available on the RNL Website: www.RuffaloNL.com/SPSInterpretiveGuides

Systematic Assessment Cycle



Assessing student satisfaction can be approached as a five-step cycle of activities:

1. **Survey our students.** We will want to have a regular cycle for gathering student satisfaction data. Student satisfaction assessments are not once-and-done activities. According to RNL, most institutions survey students once every other year to maintain a strong momentum by actively using and responding to the data.
2. **Review and share the results.** Communicating the results from our survey is critical to making changes at our institution. We will want to share the results widely with leadership, departments, faculty, and students.
3. **Explore the data.** Before we identify specific initiatives to improve the student experience, we will want to explore the data further by identifying key demographic variables to review in the reporting dashboard and by checking the qualitative comments. Another option is to explore the results on our campus by conducting focus groups and/or listening sessions to gather more qualitative feedback.

4. **Respond to the data with new initiatives.** We can approach responses to our challenges in three primary ways:
 1. Changing perceptions through information and communication.
 2. Implementing quick and easy actions that resolve the issues.
 3. Planning for long-term, strategic adjustments in service delivery.
 - With responses two and three, it is still important to incorporate communication into the responses so that students are appropriately informed of any immediate resolution or can be made aware of the issues requiring more time and resources.
5. **Inform the campus.** We will be careful not to assume that students and the larger campus constituencies will automatically be aware of our improvements. We will need to be intentional in our communication efforts to inform the campus that the survey results indicate a priority, and we took this action in response. This follows the model of “You said this, we did that.” By informing the students of our activities, we are more likely to see satisfaction levels improve with our next survey administration.

Using our data in multiple ways



The data from the RNL Satisfaction-Priorities Surveys can be utilized in multiple ways to inform our work on campus.

1. **Retention:** These data will help us to understand where our students are satisfied or not satisfied, within the context of what matters to them which will help us to prioritize our student success and retention efforts. We will want to work on the areas that our students say have the most significant room for improvement (our Challenges). We can show our students we care about them by responding to these top-priority concerns. We can re-recruit our students to stay enrolled at our college.
2. **Strategic Planning:** These data provide the student voice for our strategic planning efforts. We can look specifically at areas of concern that we can't fix immediately and include them in our longer-term vision for our institution.

3. **Accreditation:** Student satisfaction data are valuable for accreditation efforts. By surveying our students on a regular basis, we can track changes in student satisfaction and reflect improvements in the student experience based on the actions we have taken. This will be well received by our regional accreditors. RNL has mapped the individual items on the survey to the criteria for each regional accreditor: www.RuffaloNL.com/accreditation
4. **Recruitment:** We can use this data to recruit new students to our institution by focusing on our student-identified strengths. By highlighting the positives, the areas that our students care about, where they are also very satisfied (our Strengths), we can recruit new students to the institution that are going to place a high value on areas where we are already performing well. Our admissions and marketing teams will want to help us celebrate the good news from these results!

Additionally, we can make the most of our investment by targeting initiatives to be sure we have satisfied graduating students who will be willing to give back to the institution as engaged alumni. If we have served them well throughout their educational experience, and if we have kept them enrolled and they are satisfied that they are completing their degree, we are more likely to have a positive impact on our **advancement and alumni giving efforts**.

Institutional Next Steps

Based on bottom line indicators, students indicated that the Top 5 factors to enroll at Arizona Western College were:

- Financial Aid,
- Cost,
- Academic reputation,
- Geographic setting, and
- Personalized attention prior to enrollment.

It is important to note that although these are the reasons students enroll at Arizona Western College, students have consistently reported notable challenges as they progress at Arizona Western College:

- Variety of courses provided on this campus,
- Scheduling classes with few conflicts,
- If I have an issue, I know who I should contact, and
- Timely feedback about progress in courses.

For additional information regarding the Student Satisfaction Inventory ,please contact Dr. Nikki Hage at Nikki.Hage@azwestern.edu.

Below is a comparison of Arizona Western College to National Community Colleges – Western Region 2019- 2022

	Importance %	Satisfaction %	Gap %	Comparison Importance %	Comparison Satisfaction %	Comparison Gap %	Difference
Child care facilities are available on campus.	75%	66%	9%	66%	53%	13%	13%
Channels for expressing student complaints are readily available.	85%	70%	15%	82%	60%	22%	10%
This campus provides effective support services for single parents.	79%	72%	7%	77%	64%	13%	8%
The career services office provides students with the help they need to get a job.	86%	77%	9%	84%	70%	14%	7%
My academic advisor helps me set goals to work toward.	86%	73%	13%	82%	66%	16%	7%
Personnel in the Veterans' Services program are helpful.	74%	70%	4%	77%	63%	14%	7%
Students are notified early in the term if they are doing poorly in a class.	84%	69%	15%	84%	62%	22%	7%
Financial aid counselors are helpful.	86%	74%	12%	86%	68%	18%	6%
The campus staff are caring and helpful.	89%	84%	5%	86%	78%	8%	6%
The student center is a comfortable place for students to spend their leisure time.	86%	80%	6%	80%	75%	5%	5%
This school does whatever it can to help me reach my educational goals.	88%	74%	14%	87%	69%	18%	5%
New student orientation services help students adjust to college.	87%	75%	12%	82%	70%	12%	5%
Adequate financial aid is available for most students.	85%	72%	13%	85%	67%	18%	5%
The personnel involved in registration are helpful.	88%	77%	11%	86%	73%	13%	4%
The quality of instruction I receive in most of my classes is excellent.	88%	75%	13%	90%	71%	19%	4%

It is an enjoyable experience to be a student on this campus.	88%	80%	8%	86%	76%	10%	4%
My academic advisor is knowledgeable about my program requirements.	88%	77%	11%	89%	73%	16%	4%
Policies and procedures regarding registration and course selection are clear and well-publicized.	87%	75%	12%	87%	71%	16%	4%
The amount of student parking space on campus is adequate.	86%	75%	11%	85%	71%	14%	4%
Admissions staff are knowledgeable.	87%	80%	7%	88%	76%	12%	4%
Institution's commitment to commuters?		75%			71%		4%
Financial aid awards are announced to students in time to be helpful in college planning.	85%	69%	16%	85%	65%	20%	4%
The campus is safe and secure for all students.	91%	82%	9%	91%	78%	13%	4%
Faculty take into consideration student differences as they teach a course.	85%	71%	14%	85%	67%	18%	4%
Security staff are helpful.	83%	73%	10%	79%	70%	9%	3%
My academic advisor is approachable.	87%	75%	12%	86%	72%	14%	3%
People on this campus respect and are supportive of each other.	87%	79%	8%	86%	76%	10%	3%
My academic advisor is concerned about my success as an individual.	85%	68%	17%	84%	65%	19%	3%
Faculty are fair and unbiased in their treatment of individual students.	88%	78%	10%	89%	75%	14%	3%
Admissions counselors accurately portray the campus in their recruiting practices.	85%	74%	11%	83%	71%	12%	3%

My academic advisor is knowledgeable about the transfer requirements of other schools.	87%	74%	13%	88%	71%	17%	3%
The business office is open during hours which are convenient for most students.	86%	74%	12%	84%	71%	13%	3%
I seldom get the "run-around" when seeking information on this campus.	83%	68%	15%	83%	65%	18%	3%
Nearly all classes deal with practical experiences and applications.	85%	73%	12%	84%	70%	14%	3%
Program requirements are clear and reasonable.	90%	77%	13%	89%	74%	15%	3%
Institution's commitment to evening students?		75%			72%		3%
Internships or practical experiences are provided in my degree/certificate program.	77%	62%	15%	79%	60%	19%	2%
Library resources and services are adequate.	88%	81%	7%	87%	79%	8%	2%
Parking lots are well-lighted and secure.	84%	72%	12%	84%	70%	14%	2%
Students are made to feel welcome on this campus.	90%	81%	9%	88%	79%	9%	2%
Admissions counselors respond to prospective students' unique needs and requests.	87%	74%	13%	86%	72%	14%	2%
Administrators are approachable to students.	85%	73%	12%	84%	71%	13%	2%
Bookstore staff are helpful.	87%	78%	9%	83%	76%	7%	2%
Institution's commitment to older, returning learners?		79%			77%		2%
Faculty are interested in my academic problems.	83%	69%	14%	83%	67%	16%	2%
Faculty are understanding of students' unique life circumstances.	87%	71%	16%	86%	70%	16%	1%

Library staff are helpful and approachable.	85%	81%	4%	84%	80%	4%	1%
Computers and/or Wi-Fi are adequate and accessible.	88%	80%	8%	86%	79%	7%	1%
I generally know what's happening on campus.	76%	61%	15%	70%	60%	10%	1%
Faculty provide timely feedback about student progress in a course.	86%	71%	15%	88%	70%	18%	1%
There are adequate services to help me decide upon a career.	84%	70%	14%	85%	69%	16%	1%
The assessment and course placement procedures are reasonable.	87%	75%	12%	86%	74%	12%	1%
Academic support services adequately meet the needs of students.	85%	73%	12%	86%	72%	14%	1%
Faculty are usually available after class and during office hours.	86%	79%	7%	86%	78%	8%	1%
Institution's commitment to part-time students?		76%			75%		1%
Institution's commitment to under-represented populations?		76%			75%		1%
I am able to experience intellectual growth here.	88%	82%	6%	91%	81%	10%	1%
Faculty care about me as an individual.	79%	69%	10%	81%	69%	12%	0%
The quality of instruction in the vocational/technical programs is excellent.	81%	68%	13%	85%	68%	17%	0%
I am able to register for classes I need with few conflicts.	87%	72%	15%	89%	72%	17%	0%
The college shows concern for students as individuals.	81%	65%	16%	83%	65%	18%	0%
Tutoring services are readily available.	90%	79%	11%	87%	79%	8%	0%

Institution's commitment to students with disabilities?		78%			78%		0%
Campus item: Public transportation (YCAT) to AWC campuses is convenient.	85%	75%	10%				
Campus item: Textbook information for courses is available when needed.	87%	75%	12%				
Campus item: AWC campuses represent a diverse student population.	84%	82%	2%				
Campus item: When I have an academic issue, I know who I should contact.	87%	69%	18%				
Campus item: The AWC website is easy to navigate.	87%	75%	12%				
Campus item: I know how to voice my opinions to AWC Leadership.	80%	65%	15%				
Campus item: The language used to communicate to students is direct, to the point, and easy to understand.	86%	75%	11%				
Campus item: AWC's social media accounts shares valuable information related to the student experience.	82%	74%	8%				
Campus item: Faculty and staff are willing to interact with me outside of the classroom or office.	84%	73%	11%				
Campus item: There are student support services on campus that meet my personal needs.	86%	75%	11%				
Cost as factor in decision to enroll.	83%			85%			
Financial aid as factor in decision to enroll.	86%			82%			

Academic reputation as factor in decision to enroll.	74%			75%			
Size of institution as factor in decision to enroll.	68%			58%			
Opportunity to play sports as factor in decision to enroll.	62%			42%			
Recommendations from family/friends as factor in decision to enroll.	69%			57%			
Geographic setting as factor in decision to enroll.	73%			69%			
Campus appearance as factor in decision to enroll.	71%			59%			
Personalized attention prior to enrollment as factor in decision to enroll.	73%			66%			
Most students feel a sense of belonging here.	77%	66%	11%	75%	67%	8%	-1%
Classes are scheduled at times that are convenient for me.	85%	67%	18%	86%	68%	18%	-1%
Security staff respond quickly in emergencies.	83%	70%	13%	86%	71%	15%	-1%
Nearly all of the faculty are knowledgeable in their fields.	89%	78%	11%	91%	79%	12%	-1%
Billing policies are reasonable.	85%	73%	12%	86%	74%	12%	-1%
There is a good variety of courses provided on this campus.	90%	75%	15%	89%	76%	13%	-1%
The equipment in the lab facilities is kept up to date.	83%	73%	10%	86%	75%	11%	-2%
Class change (drop/add) policies are reasonable.	85%	74%	11%	86%	76%	10%	-2%
Counseling staff care about students as individuals.	86%	72%	14%	87%	74%	13%	-2%
There are convenient ways of paying my school bill.	86%	73%	13%	87%	76%	11%	-3%

On the whole, the campus is well-maintained.	89%	80%	9%	88%	84%	4%	-4%
This institution has a good reputation within the community.	84%	76%	8%	85%	80%	5%	-4%
There are a sufficient number of study areas on campus.	81%	71%	10%	83%	77%	6%	-6%

