



Satisfaction-Priorities Surveys: Client Sample Materials

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Promoting the Survey Administration

Calling ALL Students

How satisfied are you with your college experience?

We need your input so that we can improve your time at MU in and out of the classroom.


Please take the student satisfaction survey that will be sent to your email account in early February.

The names of all participants will be entered into a drawing for **great prizes!** One random winner will receive a **\$200** gift card to the campus bookstore. Four other winners will receive **\$50** gift cards to the bookstore. **Additional winners** will win gift cards to Papa V's, Sheetz, and Dunkin' Donuts.

Help us serve you better. Take the survey, get the chance to win great prizes, help MU!

Win great prizes!


Let YOUR Voice Be Heard!



MANSFIELD UNIVERSITY
Developing Tomorrow's Leaders
mansfield.edu
Sponsored by MU Institutional Research Office (779)642-6363

LET YOUR VOICE BE HEARD

TAKE THE SURVEY

1. LOG-IN TO YOUR PORTAL
2. 
CLICK HERE!
3. COMPLETE & YOU'RE DONE!

The Art Institute of California - Hollywood
A campus of Azusa University

WE WANT YOU TO BE HEARD!

The Noel Levitz Survey 2014 is back!

Time to give AI your feedback!

Let us hear about your experiences at AI and what we can do to improve our campus services. We will be using the Noel Levitz Assessment to record your feedback this term.

AI by AI Learning

FALL 2009

STUDENT SATISFACTION AT FRESNO PACIFIC

At FPU we want to strengthen the quality of student life and learning on every campus. Successful campuses continuously strive to improve the quality of the student experience. In order to do that we need to know where to focus our efforts.

The Noel-Levitz Satisfaction-Priorities Surveys help us to pinpoint those challenges and priorities. They help us to look at our institutions inside and outside of the classroom, to analyze a wide spectrum of issues that affect the student experience. We want to get a clear picture of what we need to do now to improve student life, learning, and success.

What does it mean to you?

The Student Satisfaction Inventory is a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them.

Student Satisfaction comes in many forms

We want to hear from you ...

As part of our effort to listen to our students and determine their needs, we are conducting a campus-wide assessment of student satisfaction. Your feedback is very important to us and will guide the choices we make at an institution over the next several years. We are committed to being student-centered, and that begins by listening to you.

... We are asking all our students, faculty, staff and administrators to take 20 minutes to complete a survey online. Your voice is important, so we encourage each

community member to participate. No individual responses will be singled out from these surveys; we are only interested in grouped data.

... The survey will be available from October 26 to November 13, 2009. As a way of thanking you for your participation, each person who completes the survey online will be entered in a drawing for a variety of gift cards, including Starbucks, i-huntz, Jamba Juice and more. We look forward to sharing our results and working through them with you!

... FPU is a member of the Council for Christian Colleges and Universities (CCCU). These survey instruments are being administered as part of the Comprehensive Assessment Project (CAP) of the CCCU. FPU has participated in this important project since 1999.

SSI

The Student Satisfaction Inventory (SSI) will be administered to the Traditional Undergraduate student population.

ASPS

The Adult Student Priorities Survey (ASPS) will be administered to the Degree Completion and Graduate School students.

IPS

The Institutional Priorities Survey (IPS) will be completed by the Faculty, Staff and Administration.

CAMPUS CRUISE ADMINISTRATION DATES

October 26 – November 13

Please check for your email invitation.

STUDENT SATISFACTION FALL 2009

For questions or more information please contact:
 Jay Nielsen, Ph.D.
 Associate Dean, Retention
jnielsen@fpu.edu
 (509)413-3261

Posters on Campus

We're Listening to

In November 595 students responded to a M.C. assessment about student satisfaction. This is what you said and what M.C. is doing to improve your experience.

You Said...

83%
of students said MC was their 1st or 2nd choice college

Academic Advising is... **#1** in student importance AND satisfaction

M.C.'s Academic reputation is **EXCELLENT!**

MC vs. nationally similar schools... are more available, caring, & helpful

Your Campus Challenges

Connecting to the internet is difficult.

You lack **clear ways** to express complaints

Unsure how Student **Fees** were used.

You want less run-around when seeking campus info.

What is Doing

INTERNET
Pilot testing coaxial cable in dorms
Applying for a SLEM technology grant

SBA AVENUES
-Dorm guides
-Social Networking for expression

Fees included in catalog/website
"Spectator" article published 3/2/12

RUN-AROUND
-Focus Groups students/faculty/staff
-Committee formed

Success @ TLU

November 2011

Welcome Bulldog Family & Friends!

The Student Success Committee would like to introduce the Success@TLU newsletter! Success@TLU will highlight the key updates and retention efforts which are taking place on campus.

Did you know that TLU had a significantly larger response rate to the Noel-Levinz Student Satisfaction Inventory (NSI) than the national average? Our response rate was 34% compared to the 20% national average.

Here's What We Learned:

Strengths: TLU students are significantly more satisfied with their intellectual growth than other students who responded to the survey nationally.


Challenges: Computer labs are not perceived as adequate and accessible.

Next steps: Computers are located in Tschoepe Hall, the Library, Krook, and the MASA Center in Langer Hall. There are also computer labs in Centennial and Seguin Halls for residents and the ASC is accessible 24 hours a day with 17 computers and two printers. The Instructional Technology Committee is actively investigating potential locations to add another computer lab. Email your suggestions to success@tlu.edu.

Each Fall and Spring we will highlight a strength and challenge from the Noel-Levinz NSI. Stay tuned!

In Athletics...

"Winning" helps to promote retention in student-athletes. Hopefully winning seasons in TLU football, cross country, men's and women's soccer, and volleyball during the fall of 2011 will have a significant impact on the retention rate in the TLU Athletics program as we enter the spring semester of 2014. Men's and women's tennis, softball, and women's cross country, each currently have a five year retention rate of over 80%. The Athletic Support Workshops that Maliah Harvey and Lisa Craft have initiated have been effective retention tools. We have several sports programs that actively participate in these athletic support workshops.



So...what were our Fall 2011 First Time Freshmen Incoming Characteristics?

- Of the 340 incoming freshmen, 57% are men and 43% are women.
- 26% of the class is Hispanic, 8% are Black or African American, and 52% are White.
- 86% live on campus.
- Athletes make up 23% of the class.
- First generation students make up 51% of the class. Of these students, 47% are Hispanic, 2% Black or African American, and 49% White.

How Did We Do???

This semester, 97% of all required midterm grades were submitted on time. That was over 1500 grades! Thanks to you, an extra look time out to help our students have an idea of how they are doing in their classes as well as recommend our resources to students in need.

All of Fall 12th class day, we had awarded a total of \$25,424,833 in scholarships, grants and loans.

93.3% of students file the FAFSA of which 63.8% demonstrate some level of financial need.

97.5% of all students receive some type of financial aid - scholarships, grants or loans.

We welcome your input! If you have anything you would like to include in Success@TLU, please send it to us at success@tlu.edu. We will be happy to hear about retention efforts taken place throughout the campus!

Success @ TLU

April 2014

Welcome Bulldog Family & Friends to the spring edition of Success@TLU! This edition will highlight support initiatives taking place both inside and outside of the classroom.

Here's What We Learned from the Noel-Levinz Student Satisfaction Inventory (NSI):

Strengths: TLU's top five strengths are centered on quality of classroom instruction. TLU students are more satisfied with their academic advisors' knowledge about requirements in their majors than others who responded to the survey nationally. Go TLU Faculty!!

Challenge: Adequate financial aid available for most students.

Next step: As of Spring 12th class day, the Office of Financial Aid awarded a total of \$25,424,833 to 1,320 TLU students of which \$11,715,115 was from scholarships and grants! The office also offers CARE Fee Reduction Certificates for seniors wanting to take the CARE. Students can check the Financial Aid page on the portal for more information. Need additional money to help pay for school? Information about external scholarships and links to free scholarship search sites are available on www.tlu.edu/funding by clicking on External Scholarships. Also check local organizations and your parents' employers for scholarship opportunities.

LET'S HAVE A LITTLE FUN!

Take the Student Success Quiz

1. Did athletes or non-athletes get a higher GPA last fall?
2. Which female sports team had the highest GPA last fall?
3. Which male sports team had the highest GPA last fall?
4. Did Greeks or Non-Greeks have a higher GPA last fall?
5. Which fraternity had the highest GPA last fall?
6. Which sorority had the highest GPA last fall?

(answers below)

CHECK OUT SOME GREAT RETENTION EFFORTS TAKING PLACE.....

Library: The TLU library has recently implemented a chat reference service to help students who are off-campus or unable to get to the library to talk with a librarian about their research. The staff can help navigate the library database, begin or expand a search for sources, as well as do e-books. To chat with a librarian, visit tlulibrary.tlu.edu/chat, or go the library resources page and click Chat with a Librarian. They are also available for face-to-face reference sessions.

Academic Support: Tutoring and Supplemental Instruction (SI) offer help to students in several subject areas. Sessions are led by fellow students who can offer new and different insights on the topics, as well as foster new study techniques that allow students to thrive.

English Compositors: Prof. Barry Write to Serve partnership with Breeseville Middle School was recognized at the Ogden 100 school board meeting on Tuesday, Feb. 25th.

Center for Servant Leadership: First-year students in 100-level TLU service-learning courses from 2009-2012 retained from fall to fall at a higher level (73%) compared to their overall first-year cohorts (65%).

Conference Presentations:

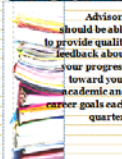
- Five summer research students from the chemistry department presented their work at the regional American Chemical Society conference in Waco this past November. Matched their own score pace in the undergraduate org presentations, and Nicole Polok and Stoned Kulkpatrick were asked to write up their project for inclusion in the ACS blog.
- Cally Anlyze presented a poster on her research at the Weston Ranch at the Texas Academy of Science meeting in Galveston on March 7-8. She is a junior Environmental Biology major.
- In April, the following participants will present 9 posters and 3 presentations at the Southeastern Psychological Association Conference: (Abstract) Andrea Garofalo, Kessie Thessa, and Zachary Corbally; (Students) Skyler Baker, Justin Jolley, Desirée Dupuyet, Kenna Nelson, Tim Sanchez, Lashia Felix, Blake Hubbard, Emily Riemer, Will Hudgins, Jennifer Koppelt, Jacob Kane, Leah Wagner and Amber Owen; (Faculty) Dr. Scott Baker, Dr. Michael Country, and Dr. Timmy Da.

Would you like to include something in Success@TLU? Please send it to us at success@tlu.edu. We will be happy to hear about retention efforts that have taken place throughout the campus!


Your Feedback in Action

Last year, Heald College students took a survey to let us know how we can improve your student experience. We are working on the concerns you identified to support you as you *get in, get out and get ahead!*


You Told Us:



Advisors should be able to provide quality feedback about your progress toward your academic and career goals each quarter.



We can offer more help in finding ways to fund your education and for us to keep students "in the know" about changes around campus.



We need to help with planning next quarter's schedule in a way that fits YOUR needs... and you don't want to get the run-around when you need information!

What We Are Doing:

ADVISING:


- One on one advising appointments with your program director to get ready for next quarter
- Cal Grant is now available to Heald College students in Hayward. See financial services for details.

CAMPUS LIFE:

- More activities to network for jobs and to help our community
- Focus on dress code to support professionalism and getting our students ready for your dream job.


RUN-AROUND:

- Talkforce and student focus groups to make recommendations on what would help students just like YOU.
- Tell us your ideas - suggestion boxes are posted outside the LLC and in the student lounge. Student suggestions will be reviewed weekly!




Noel-Levitz Student Survey

Based upon your student feedback from the Noel-Levitz student survey campus leadership have implemented the following changes:



Student Concern:
Dissatisfaction about the campus remaining open on Veterans Day


Campus Action:
Beginning 2014 our campus will remain closed in observance of Veterans Day



Student Concern:
Would like increased access to labs for academic success

Campus Action:
Access to Labs was increased:


- Beginning Winter 2014 the Fashion Labs will remain open until 12 midnight week 9
- Beginning Summer 2013 campus holds a quarterly Up All Night event Friday of week 10 to allow 24 hour access to all labs on the campus
- Computer labs remain open on weekends
- Sewing lab was installed on south campus in addition to sewing labs in north campus
- Converted classroom 330 into an open lab
- Beginning Spring 2014 the Cintiq labs will move to the south campus to increase access to pens



Student Concern:
Outdated computers in School Sponsored Housing (Housing) are inadequate for coursework

Campus Action:
January 2014 the computers in housing were updated to increase speed and efficiency.

The next Noel-Levitz student survey is coming up. Make sure to let your voice be heard.



Serving by Barbara Noland, Computer designed by Tyler Hovard, Computer by Jean-Pierre Brousseau, Sewing Machine designed by Teri Siskin-Medina, all from The Noel-Levitz Report



Noel-Levitz **GET CONNECTED** *Stay Connected.*

The Art Institute of Austin
A Branch of The Art Institute of Houston
CREATE TOMORROW

The Art Institute administers the Noel-Levitz Student Satisfaction Inventory at all of its 50+ locations across the country every Winter quarter. The survey measures student satisfaction in 12 key areas that make up campus life:

- Instructional Performance
- Academic Advising
- Student Communities
- Compassion
- Recruitment and Financial Aid
- Campus Support Services
- Concern for the Individual
- Campus Climate
- Safety and Security
- Service Excellence
- Registration Effectiveness
- Response to Diverse Populations

We utilize this valuable data as one tool to hear from the student body of where we are doing well and where improvements can be made. The results are shared with all staff, faculty and students via informational meetings and focus groups to provide directed feedback to the appropriate departments. Noel-Levitz data is also used for short and long term planning as our school grows. The Art Institute of Austin thanks each and every student who participates in this annual exercise as it allows for us to improve and create an increasingly connected and engaged student experience.
Get Connected, Stay Connected.

All Staff, Faculty & Students
How many would you suggest?

Survey Results
Detailed survey results and analysis.



Table
Summary table of survey data.

You spoke - we heard! Thank you for your participation!

STUDENT AFFAIRS


Disability Services Student Clubs

Marketing Campaign




Who is Noel Levitz?

Noel wants to know.



have your say

Noel knows



have your say

Whether good or bad, happy or sad,
We want your feedback!
- Al Green



Complete the Noel Levitz Student Satisfaction Survey!


The link is on the student portal homepage.
The survey begins week 3!



TELL US WHAT YOU WANT,
WHAT YOU REALLY REALLY WANT.
- Spice Girls




Complete the Noel Levitz Student Satisfaction Survey!
The link is on the student portal homepage. The survey begins week 3!




NOEL LEVITZ

Complete the Noel Levitz Student Satisfaction Survey!




Whether good or bad, happy or sad, we want your feedback!

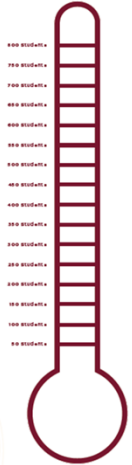


Tell us what you want, what you really really want.

The link is on the student portal homepage.
The survey begins week three!



Hello, what is it that you're looking for?





800 students
700 students
600 students
500 students
400 students
300 students
200 students
100 students
0 students

Complete the Noel Levitz Student Satisfaction Survey!

Complete the Noel Levitz Student Satisfaction Survey!

Complete the Noel Levitz Student Satisfaction Survey!

The link is on the student portal homepage.
The survey begins week 3!





Shoreline Community College: Take Stock, Take the Survey, Take Control

<https://www.youtube.com/watch?v=XWIRBxFNUy8&feature=youtu.be>



McPherson College: Assessment Convo – Students sharing the results

<http://www.youtube.com/watch?v=r9FTHDYpY-c>



Art Institute: Thank You



Noel-Levitz_Thank You_4_18_13.wmv

Accreditation Documentation



Northeast
community college

SELF STUDY 2013

WE'RE BUILDING EXCELLENCE.
WE'RE NORTHEAST!

Table 4.6: Summary of Students' Satisfaction in Diversity-Related Areas

Need-Levels Inventory Item	Satisfaction 2008	Satisfaction 2012
1. Most students feel a sense of belonging here.	5.37	5.66
27. Personnel on the Veterans' Services program are helpful.	4.58	5.33
28. This campus provides effective services for displaced homemakers.	4.77	5.54
27. People on this campus respect and are supportive of each other.	5.31	5.64
29. Individual differences are valued at the college.	Campus - defined only for 2012	
32. Institution's commitment to part-time students.	5.80	5.77
33. Institution's commitment to older, returning learners.	5.62	6.05
34. Institution's commitment to under-represented populations.	5.38	5.97
35. Institution's commitment to commuters.	5.49	5.80
36. Institution's commitment to students with disabilities.	5.67	6.14

Core Component 1.D - Northeast Community College's mission demonstrates commitment to the public good.

1.D.1. Actions and decisions reflect an understanding that in its educational role, Northeast Community College serves the public, not solely the institution, and thus entails a public obligation.

Northeast Community College demonstrates the obligation of public service as evidenced by the following programs:

- Adult Education which includes General Educational Development (GED) and English as a Second Language (ESL) classes that are offered at no cost to students. The developer of these programs was formerly paid with grant funds, but beginning in 2011, the position was supported by the College's general funds so the majority of the grant funds could be used for instruction.
- Economic development activities throughout the 20-county area are offered at no cost to the communities.

46 ■ Northeast Community College

Financial records. The course schedule for each academic term is also available on the My Northeast site. Prospective students may request College information from the My Northeast site.

Some programs have limited enrollment and waiting lists are maintained as necessary. Advisors work with wait-listed students to determine if a suitable alternative program of study is appropriate. In the fall 2011, 1,976 students applied for admission. Of those students, 51.6 percent registered for the fall term. In fall 2012, 3,107 applied for admission and 54.8 percent registered for the fall term. The increase in registration is attributed to increased communication with prospective students throughout the spring semester and additional phone calls made and emails sent to those students who had applied but not registered throughout June, July, and August.

At Northeast, recruitment is the responsibility of all faculty and staff but primarily rests with Admissions and its advisors/instructors. Northeast has implemented a variety of successful recruitment activities including the following during 2011-2012:

- Visited 316 high schools.
- Attended 50 college and career fairs.
- Rehired 1,221 people on Facebook.
- Responded to 2,356 program cards and web inquiries.
- Gave tours to 883 students from 149 different high schools.
- Hosted 6th Grade Career Days at which 793 students attended.
- Hosted 242 students during Explore Northeast Days.
- Hosted 1,192 students during Career Days.

According to the 2012 Need-Levels Student Satisfaction Inventory, students expressed satisfaction with the following:

- Question 41: "Admissions staff are knowledgeable." (Performance gap: 0.48)
- Question 47: "Admissions counselors respond to prospective students' unique needs and interests." (Performance gap: 0.50)

Registration and Records

The Registrar's office is responsible for credit and noncredit registration services, the assessment and issuance of transcripts to and from other institutions, and the degree audit system. Additional services provided by the Registrar's office are maintaining the graduation list, preparing academic eligibility lists, processing grades, completing enrollment certifications for students, and certifying students using veteran benefits to attend Northeast.

46 ■ Northeast Community College

Counseling Services

All Northeast students who are enrolled in a minimum of six credit hours are eligible to receive free personal counseling services to address any issues that may be challenging them. Students are allowed up to six counseling sessions per academic year. Counseling numbers continue to increase as demonstrated by the number of appointments in Table 6.14.

Table 6.14: Students Utilizing Counseling Services and Appointments Attended, 2008-2012

	2008-2009	2009-2010	2010-2011	2011-2012
New students	78	71	47	87
Appointments	205	238	196	413

According to the 2012 Need-Levels Student Satisfaction Inventory, Northeast students are satisfied with the counseling staff as evidenced by the performance gap of 0.43 when asked, "Counseling staff care about students as individuals." This performance gap is significantly lower when compared to the performance gap of 0.81 at other Midwestern colleges (question 76).

Career Services

The Career Services office offers a variety of services and programs to assist with the career development, job search, and employment needs of Northeast students and alumni. During the 2011-2012 academic year, activities of the Career Services staff included:

- Visited 42 different Northeast classrooms, reaching 750 students
- Met with 847 students in face-to-face appointments
- Coordinated the Spring Job Fair, the Park-Town Job Fair, the 5/Next Job Fair, and Business and Organization Expo involving nearly 1,250 students (duplicate)
- Prepared the Graduate Employment Report which involved collecting responses from 795 graduates
- Maintained a job posting website

Based on results from the 2012 Need-Levels Student Satisfaction Inventory, Northeast students' satisfaction is greater than those students from other Midwestern community colleges when asked if Career Services provides students with the help they need to get a job (question 30). The performance gap for Northeast students was 0.72 as compared to 0.95 for Midwestern community colleges.

Effectiveness of Services

Quantitative data to assess the effectiveness of the support services listed above is limited at this time. As the implementation of Banner and development of an Early Alert System on the Sakai forum platform progress, data will become available as reports are created to address the need. Student perceptions of services delivered demonstrate strong satisfaction levels as measured against other colleges. The following table represents the percentage of faculty who agreed or strongly agreed when asked via the

46 ■ Northeast Community College

Marketing Materials

Who is South University?

In the fall of 2012, South University offered more than 50 degree programs at 15 campuses in nine states.

Who are our students?
Student profile

23,500 Students

Female	74%	Male	26%
< 20	20%	25-29	22%
30-34	16%	35-39	11%
40-49	15%	50+	7%

What do our students study?

Nursing & Public Health	31%	Doctorate	2%
Business	27%	Masters	10%
Creative Art & Design	17%	Bachelor's	39%
Health Professions	12%	Associate's	49%
Arts & Sciences	11%		
Pharmacy	2%		

Fall 2012 enrollment data

What do our students say about us?

South University students identify its strengths:

- Knowledgeable faculty
- Accessible and approachable advisors
- Safe and secure facilities
- Curriculum design

*Compiled from student responses to the 2010-11 Noel-Levitz® Student Satisfaction Inventory™ survey.

How do our graduates fare?


National certification exam pass rates (first attempt)

- Anesthesiologist Assistant NCAA 100%
- Physician Assistant PANCE 97%
- Pharmacy NAPLEX 97%
- Nursing NCLEX 94%

The following data, from 2011, reflect students who elected to use South University Career Services support and were available for employment.

South University	Placement Rate	Starting Salary
Undergraduates	87.4	\$47,500
Graduate	84.4	\$60,000
TOTAL	86.2	\$52,600

See suzprograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important information.

SouthUniversity™ 

www.southuniversity.edu



Research in BRIEF
A Newsletter of the Institutional Research Office
CHAPMAN UNIVERSITY

November 2012
Vol. 9, No. 22

2012 NOEL-LEVITZ STUDENT SATISFACTION INVENTORY (SSI)
 Executive Summary
 (Administered Spring 2012)

The Noel-Levitz Student Satisfaction Inventory (SSI), a nationally recognized survey developed to assess student satisfaction and the importance of campus issues to students, was administered to 3,764 Chapman students during the Spring 2012 semester. A random sample of half of the undergraduate population and all graduate students (excluding Law students) were invited to take the SSI. The survey was conducted on-line and sent to each student's Chapman University email address.

Response Rate and Demographics: Exactly 752 SSIs were completed, yielding a response rate of 19.9 percent for the entire surveyed population. When broken down by undergraduate and graduate students, the response rate was 19.4% and 21.0% respectively.

	Population and Survey Respondents - Spring 2012			
	Survey Population (n=3,764)	All Sample (n=752)	UG Sample (n=351)	GR Sample (n=251)
Gender				
Male	42.9%	33.8%	34.5%	31.1%
Female	57.1%	66.8%	65.5%	68.7%
Class Level				
Freshman	15.7%	18.7%	27.9%	--
Sophomore	16.6%	14.0%	23.5%	--
Junior	15.8%	17.1%	25.5%	--
Senior	20.5%	15.7%	21.5%	--
Graduate	31.4%	33.9%	--	66.4%
Other	7%	8%	1.2%	1.6%

Findings show that females are overrepresented in the sample. A comparison of the racial/ethnic demographics is not presented due to incompatible racial/ethnic categories between the SSI and Chapman's student records. The class composition of the overall sample under represents seniors and slightly over represents freshmen and juniors.

FINDINGS

Highlighted in this *Research in BRIEF* are some of the most salient findings from the 2012 SSI survey.

Importance: Students were asked to indicate how important it was to them that the university meet the expectations listed, using a scale from 1-"not important" to 7-"very important." Average mean scores were calculated for all items. The top five services/activities rated as most important by Chapman University students in 2012 were:

- Undergraduates**
- The content of the courses within my major is valuable. (6.77)
 - The instruction in my major field is excellent. (6.77)
 - I am able to register for classes I need with few conflicts. (6.76)
 - The quality of instruction I receive in most of my classes is excellent. (6.73)
 - Nearly all of the faculty are knowledgeable in their field. (6.72)
- Graduates**
- The quality of instruction I receive in most of my classes is excellent. (6.82)
 - Nearly all of the faculty are knowledgeable in their field. (6.81)
 - The instruction in my major field is excellent. (6.76)
 - The content of the courses within my major is valuable. (6.76)
 - I am able to register for classes I need with few conflicts. (6.76)

Course content, instruction quality, and class registration rated as the top three concerns among undergraduate students. In contrast, graduate students reported placing

more priority on the quality of instruction, both overall and in their field, and less emphasis on class registration ease. It should also be noted that the level of variation in mean scores between the top five choices among undergraduate and graduate students is extremely small. As a result, the intensity of preference for each of the top five choices is nearly the same for all of the listed items.

The top five services/activities rated as least important by Chapman University students in 2012 were:

Undergraduates

- A variety of intramural activities are offered. (3.07)
- The student handbook provides helpful information about campus life. (3.42)
- The intercollegiate athletic programs contribute to a strong sense of school spirit. (3.44)
- There are a sufficient number of weekend activities for students. (3.54)
- Library staff are helpful and approachable. (3.67)

Graduates

- A variety of intramural activities are offered. (4.40)
- The intercollegiate athletic programs contribute to a strong sense of school spirit. (4.79)
- There are a sufficient number of weekend activities for students. (3.72)
- I can easily get involved in campus organizations. (3.54)
- The student handbook provides helpful information about campus life. (3.87)

Intramural activities, weekend activities, the student handbook, and the role of intercollegiate sports in fostering school spirit were commonly viewed as least important among undergraduates and graduate students. This should not be interpreted as unimportant concerns as these items still scored in the "neutral" and "somewhat important" range.

Satisfaction

Students were asked to report their level of satisfaction with the service or activity listed, using a scale from 1- "not satisfied at all" to 7- "very satisfied." Average mean scores were calculated for each item. The top five services/activities rated as most satisfactory by Chapman University students in 2012 were:

Undergraduates

- On the whole, the campus is well-maintained. (6.31)
- The campus is safe and secure for all students. (6.20)
- The student center is a comfortable place for students to spend their leisure time. (6.06)
- Nearly all of the faculty are knowledgeable in their field. (6.07)
- Parking lots are well-lit and secure. (6.06)

Graduates

- On the whole, the campus is well-maintained. (6.33)
- The campus is safe and secure for all students. (6.27)
- The student center is a good reputation within the community. (6.16)
- Nearly all of the faculty are knowledgeable in their field. (6.17)
- Parking lots are well-lit and secure. (6.14)

Campus maintenance and safety, faculty competency, and parking lot lighting all ranked in the top five highest areas of satisfaction for undergraduates and graduate students. The student center items ranked third in satisfaction among undergraduates which is most likely attributable to the new student union in Agryon Forum. The student center items did not make the top five among graduate students, instead, Chapman's reputation within the community ranked third.

The top five services/activities rated as least satisfactory by Chapman University students in 2012 were:

Undergraduates

- The intercollegiate athletic programs contribute to a strong sense of school spirit. (3.79)
- The amount of student parking space on campus is adequate. (4.04)
- I am able to register for classes I need with few conflicts. (4.23)
- My academic advisor helps me set goals to work toward. (4.77)
- My academic advisor is concerned about my success as an individual. (4.55)

Graduates

- There is an adequate selection of food available in the cafeteria. (4.89)
- The intercollegiate athletic programs contribute to a strong sense of school spirit. (4.83)
- Channels for expressing student complaints are readily available. (5.61)
- A variety of movement activities are offered. (5.61)
- Student activities fees are put to good use. (5.02)

Both undergraduate and graduate students ranked the role of athletic programs in contributing to school spirit in the top two areas of dissatisfaction. Undergraduates reported a mean score of 3.79 which corresponds with "somewhat dissatisfied" while the mean score of 4.83 fell in the "neutral" range for graduate students. Beyond this item, undergraduate and graduate students reported different areas of dissatisfaction, although the mean scores typically fell in the "neutral" range. Undergraduates reported concerns over parking, class registration, and their academic advisor, while graduate students pointed to food selection, methods to express

complaints, the availability of intramural activities and fees.

Performance Gap: Challenges and Strengths
The performance gap score is the mean score difference between student satisfaction and importance items. When the students' level of satisfaction is subtracted from the strength of the students' expectation (i.e., level of importance), the result suggests an unmet expectation. According to Noel-Levitz, a large performance gap score for an item indicates that the institution is not meeting the students' expectations. The services/activities listed below resulted in the largest gap scores in 2012:

Undergraduates

- I am able to register for classes I need with few conflicts. (2.33)
 - The amount of student parking space on campus is adequate. (2.23)
 - My academic advisor helps me set goals to work toward. (1.72)
 - My academic advisor is concerned about my success as an individual. (1.60)
 - The intercollegiate athletic programs contribute to a strong sense of school spirit. (1.65)
- Graduates**
- Tuition paid is a worthwhile investment. (1.17)
 - Adequate financial aid is available for most students. (1.36)
 - Channels for expressing student complaints are readily available. (1.30)
 - Faculty are fair and unbiased in their treatment of individual students. (1.18)
 - There is an adequate selection of food available in the cafeteria. (1.13)

Undergraduates identified class registration ease and amount of student parking as the top two areas with the highest gap scores. Two items about academic advisors drew the next two highest gap scores followed by the item about intercollegiate sports contributing to school spirit. Among graduate students, concerns over the financial value of their education and the accessibility of financial aid were the top two concerns. Concerns over these issues' value may be related to the lack of channels for expressing complaints, perceived unfair treatment from faculty members, and inadequate food options.

According to Noel-Levitz, a small performance gap score for an item indicates that the institution is meeting the students' expectations in that area or that there is little difference between student satisfaction and importance. Below are the services/activities with the smallest gap scores in 2012:

Undergraduates

- On the whole, the campus is well-maintained. (-1.16)
- Library staff are helpful and approachable. (-1.11)
- A variety of intramural activities are offered (-1.10)
- Males and females have equal opportunities to participate in intercollegiate athletics. (-1.05)
- The student center is a comfortable place for students to spend their leisure time. (-1.03)

Graduates

- A variety of intramural activities are offered. (-1.32)
- Males and females have equal opportunities to participate in intercollegiate athletics. (-1.03)
- The student center is a comfortable place for students to spend their leisure time. (-1.19)
- There are a sufficient number of weekend activities for students. (-1.19)
- On the whole, the campus is well-maintained. (-1.12)

The results showed that undergraduate satisfaction exceeded importance for several items such as campus maintenance, opportunities to participate in intramural and intercollegiate sports, library staff helpfulness, and the student center which most likely refers to the new student union in Agryon Forum. Graduate students also reported satisfaction with opportunities to participate in intramural and intercollegiate sports and the student center. The gap scores for the weekend activities and weekend activities items also made the top five, but these items were one of the least important concerns among graduate students.

Scales

Using factor analysis, Noel-Levitz created 12 scales in order to provide an overall picture of various service areas. According to the Noel-Levitz's 551 Interpretative Guide, the following scales were created:

- **Student Concerns** scale assesses the extent to which students feel welcome and valued.
- **Campus Life** scale assesses the effectiveness of student life program offered, as well as policies/procedures to determine student perceptions of fair rights and responsibilities.
- **Academic Engagement** scale assesses students' academic experience, the curriculum, and the campus' commitment to academic excellence. Also covers areas such as the effectiveness of faculty teaching and use of the classroom, content of the courses, and sufficient course challenge.
- **Academic Advisement and Financial Aid Engagement** scale assesses the institution's ability to assist students in an effective manner, covering issues such as competence and knowledge of education counselors, as well as the effectiveness and availability of financial aid program.
- **Campus Support Services** scale assesses the quality of support programs and services which students utilize to make their educational experience more meaningful and productive.
- **Academic Advising Engagement** scale assesses the comprehensiveness of academic advising program. Advisors

- **Agreement/Agreement** scale assesses issues associated with registration and billing.
- **Safety and Security** scale assesses respondents' views on their personal safety and security on campus including parking availability.
- **Careers for the Individual** scale assesses institution's commitment to treating each student as an individual. These groups who frequently deal with students on a personal level are included in this instrument.
- **Service Excellence** scale assesses the perceived attitude of staff, especially front-line staff, toward students.
- **Responsiveness to Diverse Populations** scale assesses institution's commitment to specific groups of students enrolled (e.g., under-represented populations, ethnic, returning learners).
- **Campus Climate** scale assesses the extent to which institutions provide experiences that promote a sense of campus pride and feelings of belonging.

The gap scores for the SSI Scales are another avenue for detecting potential improvement points in meeting student expectations. Unlike the item gap scores, the scales combine several items to allow for a more robust measure of the concept of interest.

2012 Undergraduate Student Satisfaction Inventory Scales

Scale	11 Undergraduates		101 Freshmen			
	Imp	Exp	Imp	Exp		
Registration	6.31	5.07	1.24	6.33	5.62	0.71
Academic Advising	6.03	4.92	1.11	6.03	5.25	0.78
Safety and Security	6.42	5.29	1.13	6.45	5.81	0.64
Financial Aid	6.37	5.28	1.08	6.33	5.44	0.89
Careers for the Individual	6.32	5.36	0.96	6.47	5.63	0.84
Campus Climate	6.38	5.55	0.83	6.35	5.74	0.61
Student Center/Services	6.19	5.56	0.63	6.12	5.69	0.43
Instructional	6.15	5.76	0.39	6.04	5.61	0.43
Service Excellence	6.17	4.94	1.23	6.17	5.43	0.74
Campus Life	5.99	5.31	0.68	5.68	5.44	0.24
Campus Support	6.05	5.66	0.39	6.12	5.74	0.38
Responsiveness to Diverse Populations	6.30	-	-	6.44	-	-

The results showed that undergraduate students were most concerned about the quality of registration effectiveness and academic advising since these were the only scales that scored above one. All of the items under the academic advising scale asked about the student's "academic advisor" so it was clear if the respondent's answer refers to his or her faculty advisor or Academic Advising Center advisor. In contrast, graduate students reported being most concerned with financial aid and personalized education. Both groups were least concerned about campus support services and campus life.

Decision to Enroll and Overall Satisfaction
Using a scale from 1="not important" to 7="very important," undergraduates were asked to indicate, from a list of nine items, which factors they believed were most important in their decision to enroll at their institution. Results show that top three factors influencing students' decision to attend Chapman University were financial aid, academic reputation of the institution, and cost among both undergraduate and graduate students. The last two questions on the survey ask about the student's overall satisfaction and whether they would enroll at Chapman University again. The results show that 85% and 87% of undergraduates and graduate students respectively were satisfied with their experience at Chapman University. And about 80% of students in both groups reported that they would enroll again at Chapman University.

SUMMARY

The findings from the 2012 SSI survey point to areas of satisfaction and improvement as identified by undergraduate and graduate students. The results showed that undergraduate and graduate students placed great importance on similar services such as registration ease and quality of instruction. Both groups also expressed high satisfaction with campus maintenance and the various services Chapman offers including safety, staff services at the library, tutoring center, bookstore, and computer labs. The high satisfaction marks from undergraduates and graduate students about Chapman's facilities is partially attributable to the new student union which most likely caused a drastic increase in the "student center" item. Among undergraduates, the satisfaction item increased from 4.63 from 2010 to 6.09 in 2012.

While satisfaction with campus facilities is generally high, the availability of parking still remains a concern among undergraduate students. The gap scores also suggest that undergraduate students are unsatisfied with the ease of class registration and both the quality of advice about future planning and the amount of concern regarding personal success expressed by academic advisors. While it is not clear whether efforts should be directed toward faculty advisors or the Academic Advising Center, the findings suggest that advisors should direct more attention toward goal planning and individual care. In contrast, graduate students are more concerned about financial aid, personalized attention, accessible channels to express complaints, and quality of instruction. While the malleability of these areas vary, they could represent possible targets in order to improve the gap scores for the "values paid in a worthwhile investment" item among graduate students.

Prepared by the Student Satisfaction Inventory Scales Team
http://www.chapman.edu/SSIS/SSIS.html

THE buzz

Westwood College's Student Newsletter | 04.10 | Issue 7



We asked. You spoke. We're listening!

Independent Surveys by Westwood College Students Are Significantly More Satisfied With Their Educational Experiences Than Students at Other Colleges.

Noel-Levitz Every two years, we ask Westwood College students to complete a student satisfaction survey that compares Westwood's results with those from other great four-year colleges and universities. In January, more than 4,000 of you shared Westwood College's status and whether students reported their survey to assess what attributes you find most valuable at Westwood and how satisfied you are with them.

The survey compares Westwood's campus results with 134 other private four-year colleges, such as Lake Erie College of Arts and Sciences, Western Michigan University and Saint John's University. Westwood College (blue) results are compared against 17 national public universities, such as Colorado State University, Minnesota State College, University of Illinois, University of Houston and American International University.

The information Westwood receives from your responses provides invaluable feedback to build on your strengths and helps determine what actions to take for any areas of concern—all toward making your experience at Westwood more productive and rewarding.

And the results are in: The good news is that campus student satisfaction significantly improved in all of the nine areas measured in the survey. Chart 1's Students were most satisfied with the area of instructional effectiveness, valuing their positive experiences about our faculty and our curriculum. It was made impossible to tell whether students are more satisfied than the comparison group of the private four-year colleges in all nine areas.

The good news is that the results also improved in all areas from 2010-2011 and 2010-2011. The responses indicate a strong, healthy trend for Westwood as an institution that is continuing to improve and meeting students' ever-changing expectations.

"It is a strong achievement to have such significant improvement across the board on satisfaction of the things" says Aude Doyon, associate vice president of retention solutions at Noel-Levitz.

Overall, 60 percent of Westwood College (blue) students are somewhat satisfied to very satisfied with their Westwood experience. In fact, 60% of the items measured in the survey where students were at least as satisfied as better than the national benchmark group (blue).

(Continued on page 10)

Chart 1: Westwood College Campus Student Satisfaction vs. National Benchmark

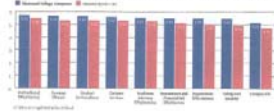
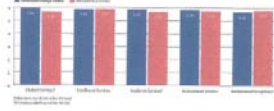


Chart 2: Westwood College Online Student Satisfaction vs. National Benchmark



Westwood students also indicated specific items in which Westwood College is particularly strong.

- The content of the courses within my major is valuable (strong)
- Faculty members have practical experience in the subject areas in which they teach (strong and solid)
- There is a commitment to academic excellence on this campus (strong and solid)
- My academic advisor is knowledgeable about my interests in my major (strong)
- Most of my classes get the industry involved in learning (strong and solid)
- Financial aid counseling is available if I need it (strong)
- The campus staff members are caring and helpful (strong)
- Registration for online courses is convenient (solid)



Campus Chat

+ June 2010 - Noel Levitz

General results across all campuses:


- Every two years, Westwood College engages Noel-Levitz, a nationally-recognized consulting firm specializing in higher education research and strategic planning, to conduct a student satisfaction survey that compares Westwood with other private four-year colleges and universities.
- In January, more than 4,000 current Westwood campus and online students answered three surveys to assess what attributes you find most valuable at Westwood and how satisfied you are with them. Perhaps some of you in this room participated and I thank you for your comments.
- This year's survey, which compared 125 private colleges and universities, found that Westwood students are more satisfied in all areas surveyed including academic advising effectiveness, student centeredness and campus services than their counterparts in the comparison group.
- In fact, students were most satisfied with the area of instructional effectiveness, indicating positive impressions about our faculty and our curriculum.
- The results also show improvement in all areas from the 2006-2008 surveys to the 2008-2010 surveys, indicating a healthy trend for Westwood in meeting our students' ever increasing expectations.
- Some of the colleges that also participated in the survey include: Colorado Technical University, Hawaii Pacific University, Concordia University and Eckerd College.

Why is this survey important?

- The information we receive from your responses provides invaluable feedback for us to build on areas of strength and helps determine actions to be taken for any areas of improvement.
- Following the 2008 survey, Westwood College's faculty and staff on each campus developed plans to improve the student experience. These initiatives included:
 - o Program enhancements – current and relevant curricula updates to keep pace with the changing job market.
 - o Employer relationship managers – dedicated resources focused on building Westwood's relationships with employers and identifying viable career opportunities for students and graduates.
- Some additional changes instituted on the campuses were:
 - o X
 - o Y

Campus-specific talking points:

- In addition to the national results, each campus receives additional information that compares their campus to other Westwood campuses.
- Some highlights of the results for our campus include:
 - o X
 - o Y
- Some of the strengths students identified for our campus were:
 - o X
 - o Y
- Some areas students on this campus are concerned with include:
 - o X
 - o Y
- As a result of your comments, we are taking the following actions on this campus:
 - o X
 - o Y



What are you doing on your campus?

Are you willing to share your materials with others?

Noel-Levitz.

Julie L. Bryant

Associate Vice President,
Retention Solutions

800-876-1117
319-626-8786 direct
julie-bryant@noellevitz.com



www.noellevitz.com
blog.noellevitz.com
Twitter: JulieBryantNL

Send the documents and information to Julie Bryant at:
julie-bryant@noellevitz.com