

Noel-Levitz  
Student Satisfaction Inventory  
Fall 2011

# Interpretive Guide

# Noel-Levitz Satisfaction-Priorities Surveys Interpretive Guide

## The Interpretive Guide is divided into multiple sections for your review.

The General Interpretive Guide provides you with a general overview on how to review and use the results from your administration of any of the Noel-Levitz Satisfaction-Priorities Surveys. This guide walks you through reviewing each segment of the report and provides you with guidance on utilizing the results for data-driven decision making. Recommendations based on Noel-Levitz's experience working with hundreds of institutions are included to assist you with making most effective use of your results.

Separate sections on each specific survey are available to provide you with details for the particular survey(s) you administered. You have been provided with the section that is specific to the survey(s) you used. The surveys which are included in the Noel-Levitz Satisfaction-Priorities Survey family are:

- Student Satisfaction Inventory (SSI) for traditional undergraduate students at four-year and two-year institutions;
- Institutional Priorities Survey (IPS) for campus personnel at four-year and two-year institutions. This survey is directly parallel to the SSI;
- 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;
- Adult Learner Inventory (ALI) for students at adult-learning focused institutions; this survey was developed in cooperation with CAEL (the Council for Adult and Experiential Learning); and
- Priorities Survey for Online Learners (PSOL) for students in distance learning programs, primarily over the Internet.
- Parent Satisfaction Inventory (PSI) for parents of your currently enrolled students at 4-year institutions.

The survey sections provide you with details on the versions of the survey, the item structure, the description of the scales, reliability and validity, background on the inventory's development, and any specific guidance relevant for interpreting the specific survey.

If you have questions at any time while you are reviewing your results, please do not hesitate to contact Noel-Levitz.

# General Interpretive Guide

## Introduction

Satisfaction assessments are a key indicator of the current situation for the institution. The data from the assessment provides direction for the campus to make improvements in the areas that matter most to students.

The surveys in the Noel-Levitz family of satisfaction-priorities surveys (including the Student Satisfaction Inventory™, the Adult Student Priorities Survey™, the Adult Learner Inventory™, and the Priorities Survey for Online Learners™) ask students to indicate both the level of importance that they place on an item, as well as their level of satisfaction that the institution is meeting this expectation. The Noel-Levitz Institutional Priorities Survey™ (IPS) asks faculty, administration, and staff to indicate the level of importance and the level of agreement that the institution is meeting the student expectation. The Noel-Levitz Parent Satisfaction Inventory™ (PSI) asks for parent perceptions and finds out how they compare to student perceptions.

The combination of importance/satisfaction or agreement data is very powerful, allowing institutions to review satisfaction levels within the context of what is most important.

The results provide a roadmap for next steps that the institution can and should be taking to respond to the issues that students/campus personnel have identified.

This Interpretive Guide provides guidance for reviewing your data results and suggestions on ways to utilize the data on campus. It begins with general guidelines for any of the student-based surveys from Noel-Levitz that you are utilizing. Specific references and information for individual survey tools follows in separate sections. The Guide primarily focuses on interpreting your results for student assessments. Additional direction on using the results from an assessment of your faculty, administration, and staff is provided in the section specific to the IPS.

As you review your results, it is important to keep in mind how you will share the results on campus. The greatest power in the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on campus. Data left on a shelf has no power; data actively used and discussed provides the opportunity to initiate significant change on campus. Populations to consider sharing the results with include:

- President and campus leadership;
- Board of trustees;
- Deans, directors, and other top administrators;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;
- Any department identified as an area of strength or challenge;
- Student government leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

**Reliability and validity:** The reliability and validity of the survey tools from Noel-Levitz are very strong. For specific details on the reliability and validity of the survey tool you are using, please refer to the survey specific segment of this guide.

# Reviewing the Data

## Demographic Report

The demographic section is the first place to begin. This section shows you the demographic overview of the individuals you surveyed. The results of your survey reflect the perceptions of the group that you surveyed. It is important to know and to share on campus the demographic aspects of the students who were surveyed. This allows you to:

- Confirm that the surveyed population is representative of your selected student population.
- Compare the demographics of your population to the national sample (by referring to current demographic information posted on the Noel-Levitz Client Resource Web site). Keep in mind that national trends indicate that a larger representation from certain population segments may influence how your satisfaction levels match up with the national comparison group. For more information on these trends, please refer to the Client Resource Web site.

Key demographic areas that may influence satisfaction levels:

- Gender;
  - Class Level; and
  - Institutional Choice.
- Consider isolating data specific to sub-populations, as identified in the demographic listing. These target group reports can help you to better understand the perceptions of segments of your overall population. It is important that identified sub-populations have a minimum of ten students to be viable for a target group report.

The demographic section presents the actual number of responses for each demographic segment, along with an indication of the percentage of that segment of the overall group of students surveyed. The number of students who did not respond to each item is also indicated.

The demographic responses include both the standard items on the survey along with any campus-defined items. Major or department codes are represented with four-digit numeric group codes. The campus-defined demographic item with up to six optional responses is reflected as “Institutional Question.” Some surveys offer more than one institutional demographic question. Consult your campus administrator for details on how these items were presented to students in order to understand the responses. Note that these campus-defined demographic items are not the responses to the items that are rated for importance and satisfaction, which appear later in the Item Report as “Campus Item One,” etc.

All demographic items are available for target group analysis. Target group reports allow you to view the responses of selected demographic groups separate from the surveyed group as a whole. These reports can be requested from Noel-Levitz for additional fees. (See the section on reviewing target group reports for additional guidance.) If the institution prefers to analyze the demographic segments itself, the raw data is also available for additional fee. Contact Noel-Levitz for details.

When you share the results on campus, be sure to begin by providing an overview of the demographics of your surveyed population. This helps to inform the campus that the survey is representative of your student body, as well as helps to ensure that your campus is fully informed on your student demographics. Cover items such as the percentage of students who are working while going to school, how many are commuting versus living on campus, and educational goals of students (especially at two-year institutions where you will want to compare the percentage of students who plan to transfer to another institution with those who have a goal of an associate or technical degree).

Another demographic category to review on the SSI and ASPS reports is the “Institution Was My.” On this item, students indicate their perception of your institution in their choice to enroll. Ideally, a majority of your students will indicate that you are their first choice institution; students who are at their first choice

institution tend to feel generally more satisfied with their educational experience. If you have a large percentage of students who indicate that you are their second or third choice, you may have greater levels of dissatisfaction at your institution. You will want to work to become a first choice institution in the minds of your currently enrolled students, as well as work with your enrollment management division to improve recruitment activities to position the institution as a first choice institution.

This is an important perception to track over time, and also to compare with the national comparison group (the national data can be found on the Noel-Levitz Client Resource Web site). One other note on this item: institutions in large urban areas, or in regional parts of the U.S. with high concentrations of college options, may find that they naturally have a larger percentage of second and third choice perceptions based on the number of options that are available to students relatively close by. Institutions in more remote locations may have inherently larger percentages of first choice students.

### **Reviewing the Results in the Institutional Summary From Left to Right**

The Institutional Summary includes the Scale Report and the Item Report in the HTML documents. In the paper report, the scales in order of importance, the items in order of importance, the items within the scales, and the items in sequential order are all presented in the Institutional Summary.

When reviewing scale or item data, the results are read as follows from left to right:

- The scale name or item text;
- The average importance score for your students;
- The average satisfaction score for your students, followed by the standard deviation (SD);
- The performance gap for your students;

- The average importance score for the comparison group;
- The average satisfaction score for the comparison group, followed by the standard deviation (SD);
- The performance gap for the comparison group; and
- The difference in satisfaction between your students and the comparison group.

Note that the typical report set up is with your institution's data in the first set of columns and the national comparison group data in the second set of columns.

### **Calculating the average scores:**

Means for importance and satisfaction for individual items are calculated by summing the respondents' ratings and dividing by the number of respondents. Performance gap means are calculated by taking the difference between the importance rating and the satisfaction rating.

Each scale mean is calculated by summing each respondent's item ratings to get a scale score, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents. Note that the scale score is not the average of the averages.

Students respond to each item on a 1 to 7 Lichert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5.

### **Definition of performance gap:**

A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed. Refer to the section on the Strategic Planning Overview to identify the performance gaps which should capture your immediate attention.

**Definition of standard deviation:**

The standard deviation (or SD) appears in the satisfaction score column. This represents the variability in the satisfaction scores. The larger the standard deviation, the greater the variability in the responses (with some students being very satisfied and some students being very dissatisfied). The smaller the standard deviation, the less variability in the responses. Though generally it is not a number to focus on, it is important to be aware if there is a great variance in the experience of your students in a particular area. If a large standard deviation occurs for a particular item, you may want to review the data by target group demographic segments to identify which student groups are having different experiences.

**Definition of mean difference:**

The far right hand column shows the difference between your institution's satisfaction means and the comparison group means. If the mean difference is a POSITIVE number, then your students are MORE satisfied than the students in the comparison group. If the mean difference is a NEGATIVE number, your students are LESS satisfied than the students in the comparison group.

**Definition of statistical significance:**

Statistical significance in the difference of the means is calculated when two groups are compared and a mean difference is reflected in the far right hand column. The level of significance is reflected by the number of asterisks which appear behind the mean difference number:

- No asterisks: No significant difference;
- One asterisk: Difference statistically significant at the .05 level;
- Two asterisks: Difference statistically significant at the .01 level; and
- Three asterisks: Difference statistically significant at the .001 level.

The greater the number of asterisks, the greater the confidence in the significance of this difference, and the greater the likelihood that this difference did not occur by chance. For

example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between your institution's satisfaction score and the comparison group satisfaction score would occur due to chance alone. The .01 level indicates a one in 100 chance and the .001 level indicates a one in 1,000 chance. If there are no asterisks for a particular score, then the level of satisfaction is basically the same between your institution and the comparison group.

**Items without satisfaction or importance:**

Some survey versions include items which measure only satisfaction or only importance. For a description, please refer to the section on the specific survey that you are utilizing.

**Scales**

The items on each of the surveys have been analyzed statistically and conceptually to produce scale scores. The scales provide the big picture overview of what matters to your students. They also provide the broadest view to identify how satisfied students are when comparing to the comparison group.

For a complete description of the scales in your survey tool, please refer to the survey specific segment.

To see the items which contribute to each scale when reviewing an HTML report, expand the view of the Scale Report page by selecting the scale. In the paper reports, a section appears after the items in order of importance and before the items in sequential order which reflects the scales alphabetically, and the items within each scale in descending order of importance.

It is important to review and understand the scale scores to see the areas or categories that matter most to students. Typically categories related to instruction, advising, and course access matter most to students. The scale overview also allows you to see at a glance how you compare with the national comparison group. Share these scales scores with your campus constituencies to communicate important areas to students and how you compare nationally.

However, we recommend that when an institution determines specific initiatives to be put in place in response to the data, they use the individual item results as a guidance. For example, a scale such as Safety and Security includes statements about how safe students feel on campus, as well as their perceptions of student parking. Students may be very satisfied with the overall feeling of security, but unhappy with parking. This mix of perceptions may not be clear when looking only at the scale score, but becomes more apparent when reviewing individual item scores.

Another approach is to use the scale results to distribute and share the survey findings on campus by scale segments. For example, you may want to share the Campus Life scale (and the items which make up the scale) with individuals in Student Affairs. Or share the items in the Recruitment and Financial Aid scale with the people in your Enrollment Management area. You will still want to have broad campus-based initiatives that respond to the overall strengths and challenges for the institution, but individual departments may want to work to improve their particular areas, and the items within the scale report can assist with this process.

## Items

The items scores reflect your students' responses to individual items on the survey. Since the number of items on each survey type varies, please refer to the survey specific information for guidance. It is best to review the items in order of importance to see which items matter most to students. For direction on which items you are performing well in and which items have room for improvement, please refer to the Strategic Planning Overview section later in this document.

In the HTML report documents, you can see the items in the item report. Select the item listing to sort in sequential order, or by the importance column to see the scores in descending order of importance. You also have the option to select and sort on any of the other columns for additional analysis. In the paper reports, the items appear in descending order of importance,

as well as within the scales, and in sequential order.

The scores for any campus-defined items which were used by the institution appear in the Item Report. They are stated generically as "Campus Item One," etc. Please refer to your campus administrator for details on the text of these items.

We encourage you to share the items in order of importance with your institution. You will want to review them as either strengths or challenges, which is done for you in the Strategic Planning Overview.

You may observe that most items have average importance scores of 6 or 5 on a 7-point scale. This indicates that most items have some level of importance to students. It seems to be human nature to indicate importance on the majority of items, however, some items are still relatively more important than others. These higher importance items are the top priority for institutions to focus on.

You may also observe that many items have average satisfaction scores of 5 or 4 on a 7-point scale. This reflects that most items have some level of satisfaction to students, but you are performing relatively better in some areas than others. Your goal should be to continue to improve satisfaction in the areas that students care most about. This will be further discussed in the Strategic Planning Overview section later in this document.

## Comparing With the National Comparison Group

The standard campus report provides you with the results for your institution along with the appropriate national comparison group. The national comparison group includes up to three academic years of data for students who completed the same survey version and/or are at the same type of institution. For details on the number of student records and a listing of the schools included in your comparison group, please refer to the Noel-Levitz Client Resource Web site. The national comparison groups are typically updated at the end of the academic year, in late May or early June.



For some survey types, regional comparisons, comparisons by time of year administered, specialized comparisons with specifically requested institutions, and nationally segmented data by particular demographic variables are available. In addition, if your institution administered the survey as part of a statewide or corporate administration project, data comparing your results with the participating group as a whole is often available. Please contact Noel-Levitz for details.

While it is important to compare your institution-specific results to the appropriate national comparison group, we caution you from focusing on this comparison alone. You do want to be aware of how your students' satisfaction scores match up to the selected comparison group, but this comparison alone does not tell the full story. Students at large institutions or at urban institutions may reflect lower satisfaction scores across the board than students in the comparison group. Trends also indicate that students at eastern institutions tend to have generally lower satisfaction scores than students in other parts of the U.S. If your institution has a larger percentage of a certain

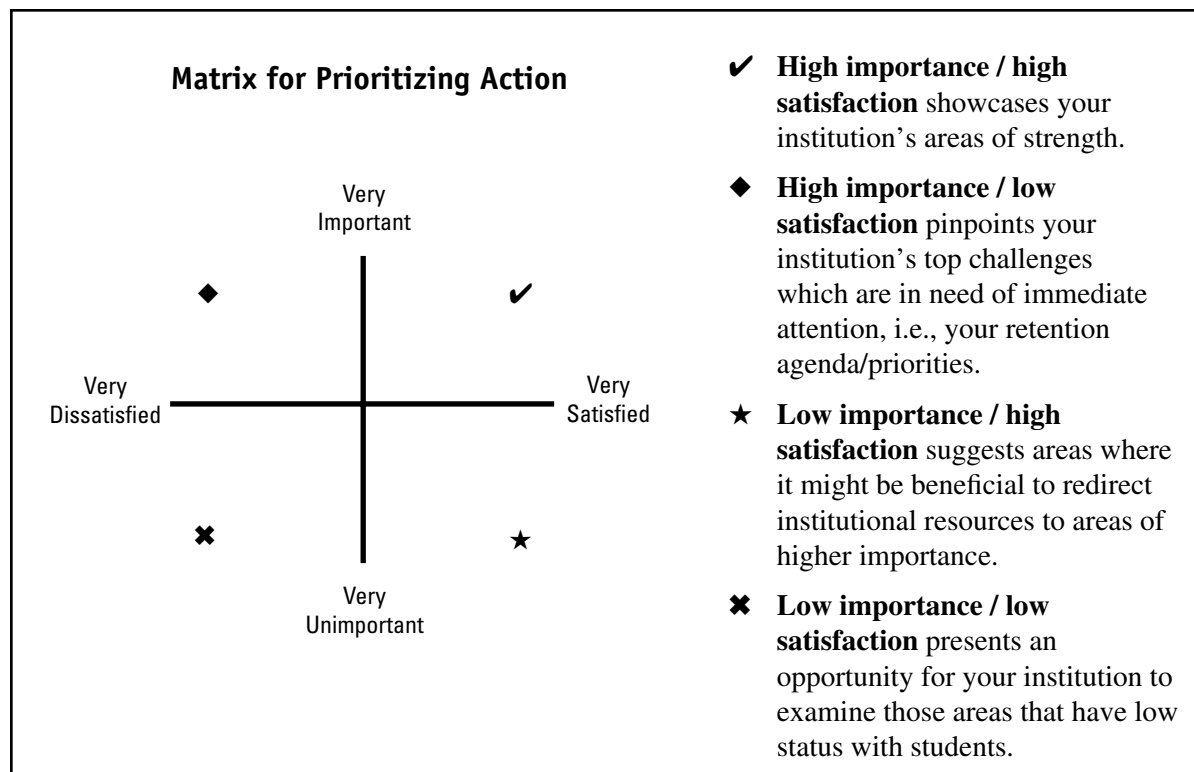
demographic groups, such as gender, ethnicity/race, institutional choice, current residence, etc., it may affect how you compare to the national data set. For additional guidance, please refer to the Noel-Levitz Client Resource Web site or contact Noel-Levitz.

## Strategic Planning Overview

The Strategic Planning Overview provides a top-line executive summary of your results. This report identifies the areas that matter most to your students, where you are meeting their expectations, and where you have room for improvement. It also highlights how you compare with the comparison group.

The Strategic Planning Overview provides you with the best summary of your results for immediate action planning. This document identifies the areas at your institution that you can celebrate and the areas that need attention. The Overview identifies your top strengths and your top challenges.

Use the matrix below to conceptualize your results.



## Strengths

Strengths are items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance and in the upper quartile (25 percent) of your satisfaction scores. The strengths are listed in descending order of importance.

You can determine your cut-off scores in the HTML document in the item report by first sorting on the importance column and finding the mid-point in the ranking of your items; note this importance score. Then, sort your document by the satisfaction column and find the top 25 percent of items in the rank order; note this satisfaction score. Your strengths are identified as items at or above the importance score and at or above the satisfaction score. Note: only items that include *both* an importance score and a satisfaction score should be counted in your rankings. Campus items are included in the rankings. Example: An institution using the SSI community college Form A version with ten campus items would have 80 items total. The mid-point would be rank position 40 and the upper quartile would be rank position 20.

Celebrate your strengths! When you are sharing information on campus, always lead with the positive; inform the campus of your strengths and provide the appropriate positive feedback.

Identification of institutional strengths is a powerful component of the assessment process that should not be overlooked. Knowing and sharing institutional strengths can further deepen the excellent service being provided to students in these highly regarded areas.

Strengths should be communicated and celebrated. Everyone on campus should be aware of the areas that are highly valued by students, and where the institution is also performing well. An institution's strengths provide positive feedback to the campus constituencies on what is working effectively. There is also the potential to model the positive activities in one area of strength in order to emulate it in another area which may have less positive perceptions.

Institutional strengths also provide excellent guidance for areas to feature in promotional material. If you are performing well in highly-valued areas, you will want to recruit students who value the same things; you also have a higher likelihood of satisfying new students in these areas since you are satisfying currently enrolled students. Strengths should be highlighted in viewbooks, on the college Web site, in parent and alumni newsletters, and in other direct mail pieces to prospective students. Citing a nationally normed satisfaction instrument provides credibility to the claims, and builds trust between the institution and the prospective students and their families.

You can also highlight strengths to the local and national media with press releases in order to build a more positive reputation within the community.

Institutions may want to further highlight those areas that are unique strengths to their particular institution, as compared with the national data, or by their type of institution. These unique strengths help to distinguish you from the competition.

For details on the strengths specific to institution type, please refer to the appropriate institution-specific sections in the current Noel-Levitz National Satisfaction and Priorities Report. National reports are also available for the Adult Student Priorities Survey, the Adult Learner Inventory, and the Priorities Survey for Online Learners. You can find current national reports at [www.noellevitz.com/benchmark](http://www.noellevitz.com/benchmark).

## Challenges

Challenges are items with high importance and low satisfaction or large performance gap. These are specifically identified as items above the mid-point in importance and in the lower quartile (25 percent) of your satisfaction scores or items above the mid-point in importance and in the top quartile (25 percent) of your performance gap scores. The challenges are listed in descending order of importance.

Again, you can determine your cut-off scores in the item report of the HTML document by first referring to the importance score you identified for your strengths. Now sort by the satisfaction column, with the lowest satisfaction scores at the top to identify the bottom 25 percent of your scores and make a note of this number. Sort your report again by the performance gap column with the largest gaps at the top and note the top 25 percent of items in the rank order with this performance gap. Your challenges are identified as the items at or above the importance score and at or below the satisfaction score or as the items at or above the importance score and at or above the performance gap score. Again, count only the items with both an importance score and a satisfaction score. See the details under the strengths segment in this document for more information on identifying these cut-off scores.

Respond to your challenges! Most institutions conduct student satisfaction assessment in order to identify areas for campus improvement. These improvement priorities are highlighted in the list of challenges. Challenges are the areas that students care the most about, which they also feel can be further improved upon by the campus. These areas need to be discussed, explored, prioritized, and responded to. If you ignore these areas, you run the risk of increasing student dissatisfaction and ultimately impacting the retention of your students.

Involving students and the appropriate campus personnel in discussions about these challenges is a critical step. Focus group discussions can enlighten all involved regarding the current processes and procedures and the overall perceptions of the students. The topics for discussion should be in the top challenges identified by students. Key questions for focus groups include:

- What is the situation?
- What has been specifically experienced?
- What do you suggest to improve the situation?

The feedback in these discussion groups can provide the direction that the institution needs in order to improve the situation. Campus leadership should be careful not to assume

they know what students mean on each particular issue from the data alone. Focus group discussions guided by satisfaction assessment data can provide powerful insights. The institution can have confidence that they are discussing the areas that matter most to the majority of the students, while the focus groups address specific issues, as opposed to becoming general gripe sessions.

College and universities can approach responses to the challenges in three primary ways:

1. Changing perceptions through information and communication.
2. Implementing easy and quick actions that resolve the issues.
3. Planning for long-term, strategic adjustments in the delivery of the service.

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 that require more time and resources.

Actively reviewing and discussing the challenges widely on campus is critical to taking the next steps toward positive change.

For suggestions on possible ways to respond to top challenges, contact Noel-Levitz for a discussion (1-800-876-1117) or visit the Noel-Levitz Web site ([www.noellevitz.com](http://www.noellevitz.com)).

### **Items appearing as both a strength and a challenge**

Occasionally, one or two items may appear on both your strengths list and your challenges list. This occurs when an item has very high importance, relatively high satisfaction as well as a fairly large performance gap. The satisfaction score may qualify it as a strength, while the performance gap qualifies it as a challenge. In these circumstances, we recommend you disregard it as a strength, and stay focused on it as a challenge since students care so much about it and feel that there is still room for improvement.

## **Benchmarking with the comparison group**

The Strategic Planning Overview also summarizes how your results compare with the comparison group by listing items with higher satisfaction, lower satisfaction, and higher importance. This provides you with a quick overview to see how your students' perceptions compare nationally. This list only includes items in the top half of importance.

Keep in mind that your students may be relatively more satisfied when compared with the national group on an item that still may be a challenge for you, as well as significantly less satisfied on an item that may be a strength for you. Be aware of this, but still use your particular strengths and challenges to determine how you respond to this item at your institution.

## **Enrollment Factors/Information Sources**

Items that indicate students' factors in their decision to enroll are included in the item report. They typically appear toward the end of the items in sequential order. These items only reflect an importance score and are not counted in your rankings for the strengths and challenges definition.

It is important to be aware of the motivational factors in students' decision to enroll at your institution. This information is useful for your recruitment and marketing staff when they are determining how to best position the institution.

It is also interesting to see how your students' factors to enroll compare with the comparison group. For information on the national enrollment factors by institution type, please refer to the current National Student Satisfaction and Priorities Report on the Noel-Levitz Web site.

One note: if financial aid is a primary factor in your students' decision to enroll, you may want to reexamine your financial aid policies. If financial aid is more important than your academic reputation, your students may not truly value the education you are providing to them, and they may not be satisfied with their experience. You also run the risk if students

do not receive adequate financial aid for their second or third year as students, they may not feel compelled to stay at your institution.

## **Summary Items**

Typically, three summary items appear in this section of the report. Students are responding to three questions with a 1 to 7 value:

- So far, how has your college experience met your expectations?
  - 1 - Much worse than I expected
  - 2 - Quite a bit worse than I expected
  - 3 - Worse than I expected
  - 4 - About what I expected
  - 5 - Better than I expected
  - 6 - Quite a bit better than I expected
  - 7 - Much better than I expected
- Rate your overall satisfaction with your experience here thus far.
  - 1 - Not satisfied at all
  - 2 - Not very satisfied
  - 3 - Somewhat dissatisfied
  - 4 - Neutral
  - 5 - Somewhat satisfied
  - 6 - Satisfied
  - 7 - Very satisfied
- All in all, if you had to do it over, would you enroll here again?
  - 1 - Definitely not
  - 2 - Probably not
  - 3 - Maybe not
  - 4 - I don't know
  - 5 - Maybe yes
  - 6 - Probably yes
  - 7 - Definitely yes

The number and text of the items do vary slightly by survey version. Please refer to the survey specific section for details.

The summary report presents the average scores and the percentage of students who responded to each of the possible responses. This summary provides a good bottom line overview of how your students feel about their experience. We recommend identifying the combined percentages of responses to 6 – satisfied and 7 – very satisfied on the overall satisfaction item, and the combination of 6 – probably yes and 7 – definitely yes to the question of if you had to do over again, would you enroll here. Compare these percentages to the national percentages in your main report and for internal trends in the year-to-year reports. You can also compare percentages across demographic groups. The Executive Summary of the Noel-Levitz National Satisfaction and Priorities Report provides an interesting analysis of the percentages across institution types.

This summary can be valuable to review and monitor, but the primary way to change student perceptions on these items is to actively work on responding to your identified challenges and by widely promoting your strengths.

While these summary items do not provide specific direction on what needs to be changed, they do have strong correlations to institutional success and retention rates. Nationally, institutions with higher scores on these three items also enjoy higher graduation rates, lower loan default rates, and higher alumni giving.

## **Target Group Reports**

Optional Target Group reports, if requested by your institution, appear in either a multi-column Comparative Summary Analyses format or a two-column Single Group Analysis format. These targeted reports isolate student responses based on requested demographic variables. Generally the results are isolated for just one demographic variable at a time, but it is also possible to combine multiple variables into one data set. The Comparative Summary Analysis provides an opportunity for internal comparisons; the Single Group

Analysis provides the opportunity for external comparisons.

## **Comparative Summary Analyses**

These reports are presented in a multiple column format with a column for the institution results as a whole, the applicable national comparison group, and up to three columns of target group data sets. The scale scores, item scores, and summary item scores are included in the report. A Strategic Planning Overview and Demographic Report are not included with the Comparative Summary Analyses.

Comparative Summary Analyses are valuable when comparing student experiences across demographic variables. By reviewing these reports, you can determine how you are performing based on the experiences of sub-populations. If a performance gap is smaller for a particular item for one group, you are doing a better job at meeting the student expectations of this group. If the performance gap is larger, you have room for improvement on this item for this demographic group. It is especially helpful to track your top challenges across target groups to see where an item is more or less of an issue.

Key groups to review include class level, gender, ethnicity/race, and major or departments (if defined by the institution). Targeted responses can be identified for these groups in order to improve the student experience. Other target groups may also be valuable. For suggestions or direction on appropriate groups to review, please contact Noel-Levitz.

## **Single Group Reports**

These reports allow you to compare a single demographic group to the same demographic group nationally. For example, you can look at the perceptions of Hispanic students at your institution compared with Hispanic students at your type of institution nationally. This external comparison perspective is most helpful when you have a dominant demographic group that is different from the dominant group in the national comparison group, or if you focused on surveying just one segment of your student population (example: first-year students). These reports are two-column reports, and the guidelines provided previously for reviewing

your general campus report apply. The demographic report for the Single Group Report will be for the requested demographic target group at your institution. A Strategic Planning Overview is included.

### **Custom Reports**

Custom Reports can be created in either the Comparative Summary Analysis format or the Single Group Analysis format. The selected target groups can be cross-tabulated (freshman females vs. freshman males) or multiple variables (all students of color compared with Caucasian students). For additional options, please contact Noel-Levitz.

### **Year-to-Year Reports**

To get the most value from student satisfaction studies, we recommend that you compare your students' perceptions over time. Annual or every other year surveying allows you to provide systematic feedback to your internal and external constituents on the effectiveness of all campus programs and services. You will have the information needed to assess the effectiveness of your special initiatives and to determine priorities for current student populations.

Year-to-Year Reports allow for easy comparison between the current survey administration and a previous survey administration. You may select from any two administrations. Please note that we are not able to prepare Year-to-Year Reports with more than two data sets at a time, but you may request more than one report to compare over multiple years (example: Fall 2010 vs. Fall 2009; Fall 2010 vs. Fall 2008; Fall 2010 vs. Fall 2007, etc.)

The format for the Year-to-Year Report is similar to the main campus report. Note that in the HTML document, two Demographic Reports are included, one report for each year. The structure of the Scale Report and the Item Report are the same as they appear in the Main Campus Report, but instead of comparing the data set to the national comparison group, the second column of data is the institution's requested previous administration data set.

The emphasis in reviewing the Year-to-Year Reports should be on the mean difference column. This allows you to identify where there have been significant improvements in satisfaction over time, as well as to identify where satisfaction levels may be slipping in critical areas. (Refer to the description of mean difference and statistical significance from the Institutional Summary segment of the Interpretive Guide for additional information.)

Celebrate where satisfaction levels have improved and be sure to discuss where satisfaction levels may be decreasing. Ideally, you will see satisfaction level improvements in those areas where you have focused time and resources. In those areas with decreases in satisfaction, you may need to focus additional efforts to turn the tide.

Note that a Strategic Planning Overview is included with the Year-to-Year Reports. The list of strengths and challenges will be the same as they appear in the Main Campus Report for the same administration data set. The trends section will highlight where satisfaction and importance levels have changed over time. Use this report as an opportunity to compare how particular items may have shifted on and off your lists of strengths and challenges from one year to the next. Have you been able to move a challenge to a strength? Have your students identified new priorities for celebration or attention? Are there items that remain on your list of challenges which will require additional attention? You may have improved satisfaction on a particular item, but it may still remain on your list of challenges. You will want to continue to look for opportunities for improvement.

### **Analyzing the Raw Data**

The raw data from the surveys is available and allows you to conduct your own in-depth analysis of the results. The raw data includes all of the individual responses to each survey item as well as all of the demographic responses. The raw data file is also the one place that provides the individual record number (i.e. student ID or unique passcode from the Web administration).

The raw data is delivered to you as an attachment in SafeMail. The raw data includes text files with the data in both a fixed width format and a tab delimited format. Also included are a Word document with the file format reference, SPSS syntax, and an Excel file with the header for the tab delimited data. The data can be loaded into Excel or SPSS to conduct the additional analysis.

Institutions often work with the Institutional Research office to do the additional analysis. The raw data makes it possible for an institution to do its own target group analysis, to do additional cross-tabbing, or to match the data up with additional data records on campus.

Please keep in mind that Noel-Levitz does not recommend analysis of the data on an individual basis, nor should you use the responses to the survey for any individual follow-up with a person who indicates low satisfaction. The satisfaction-priorities surveys are designed for analysis on an aggregate or sub-population basis, and not individually. You are expected to keep individual responses confidential.

Please contact Noel-Levitz if you need technical support for reviewing the raw data.

## **What to Share on Campus— an Outline:**

Communicating the results from your survey is critical to making changes at your institution. We encourage you to develop your own presentation and summary of the results to help highlight key results. You may want to consider the following outline for developing your own presentation or summary:

- Why your institution is assessing student satisfaction.
- When the survey was conducted; how it was administered; the response rate.
- An overview with percentages of the students included in the results (from the Demographic Report).
- The Scales in order of importance (from the Scale Report). We suggest that you do NOT

include any numbers with this list. The importance scores, satisfaction scores, and performance gap scores themselves are not critical; what they tell you about your students' priorities is important. Simply list the scales in descending order of importance.

- Before sharing your strengths and challenges, define how Noel-Levitz defines these categories. A visual of the Matrix for Prioritizing Action is also helpful and is available at the Noel-Levitz Client Resources Web site.
- Lead with your strengths. List the items in descending order of importance, without any number scores, just as they appear in the Strategic Planning Overview.
- Then share the challenges. Again, list them in descending order of importance, without number scores, as they appear in the Strategic Planning Overview.
- Compare your results with the national comparison group. Point out that this is not the focus of your analysis, but it is important to not operate in a vacuum, so you need to know how relatively satisfied your students are. Refer to the Strategic Planning Overview Benchmark Section to list where your students are significantly more satisfied than the national group as well as where they may be significantly less satisfied. Remember that your students may be relatively more satisfied when compared with the national group on an item that still may be a challenge for you, as well as significantly less satisfied on an item that may be a strength for you. Be aware of this, but still use your particular strengths and challenges to determine how you respond to this item at your institution.
- If you have results from multiple years, share these. Identify where satisfaction levels have improved (and identify the specific initiatives that may have contributed to satisfaction level improvements). Also identify where satisfaction levels have declined and add these to your list of items which must be further explored.

- If you have also analyzed target group results, you may want to include some overview of these findings. One caution – be careful to not overwhelm your audience with too much analysis on these subgroups at this time. You may want to give a very top-line overview on these findings, or report that you will share additional finding from these analyses at a later date. In addition, you may want to do follow-up presentations or reports focusing on a particular demographic variable which may be of interest to a certain group on campus. Ideas include:
  - First-year students for your freshman year experience staff;
  - Residential students for your residential hall staff;
  - Ethnicity/race analysis for groups responsible for diversity/multi-cultural affairs; and
  - Analysis by majors or departments for leadership in those areas on campus.
- Be sure to conclude your presentation or report with identified next steps, such as the formation of a committee to further respond to the data, conducting focus groups to gather more information, the establishment of timelines for responding to top issues and plans for future survey administrations. It is important for the campus to be aware of what you plan to do with the data and to have everyone apprised of the next steps.

We encourage you to share the data with the following groups:

- President and campus leadership;
- Board of trustees;
- Deans, directors, and other top administrators;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;

- Any department identified as an area of strength or challenge;
- Student government leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

## Using the Data for Accreditation

Satisfaction surveys are often conducted as part of a self-study process or in anticipation of an accreditation visit. The results from the Noel-Levitz satisfaction-priorities surveys allow you to document areas of strength and areas of challenge. Surveying over multiple years allows you to track trends and to document areas where satisfaction levels have improved significantly. Accreditation agencies often expect to see student satisfaction documentation. Based on feedback from hundreds of institutions, the survey tools from Noel-Levitz are well recognized and accepted by accreditation agencies. You can have confidence in your results when you are submitting data obtained through the administration of these national-normed, reliable, and valid instruments used by institutions across North America over more than ten years.

Noel-Levitz encourages you to establish a systematic assessment process in order to capture your students' perceptions regularly over time, rather than just surveying because the accreditation process is coming up. Institutions are more likely to perform better, be more aware of the perceptions of their students, and be more involved in continuous quality improvements when satisfaction surveying is conducted regularly.

Support documents for accreditation are available on the Noel-Levitz Web site for some regions. Visit [www.noellevitz.com/ssi](http://www.noellevitz.com/ssi) to learn more. These documents match up the individual items on the surveys to the appropriate accreditation criteria.



## Using the Data for Strategic Planning

The results from the Noel-Levitz satisfaction-priorities surveys support strategic planning efforts. The data serve to identify institutional strengths and challenges from the perceptions of the students. When combined with the results from the Institutional Priorities Survey, the results provide a broader view of the current situation at the institution. Institutional challenges should be addressed in the strategic planning activities to identify appropriate responses for the short-term and the long-term. Institutional leadership can have confidence in the decisions they are making for the strategic plan because the identified issues are ones that matter to students and ones that students feel are priorities for improvement.

### Consider next steps to enhance your use of your data:

- Request a free phone consultation to review and present your data
- Participate in the free January or May Web Report Review Webconference to better understand your data
- Attend the annual July client workshop to learn more and build relationships with other clients
- Invite a retention consultant to your campus to assist you with turning the data into action

## Ten-Step Assessment Plan

Noel-Levitz provides a Ten-Step Assessment Plan to guide you through the administration of your survey, the data analysis, and the utilization of the results. You may download this document from the Noel-Levitz Client Resource Web site.

## Two-Year Cycle Document

Noel-Levitz has developed a document to guide you through a two-year assessment cycle, with recommendations for activities during each of the 24 months. (This cycle can be condensed for institutions surveying annually). One version of the document is for institutions administering in the fall and one is for institutions surveying in the spring. Visit the Noel-Levitz Client Resource Web site for these documents.

## A word about Noel-Levitz

A trusted partner to higher education, Noel-Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success.

To help with goal attainment, our 40 full-time consultants and 60 part-time associates bring direct experience from their previous and current positions on campuses as consultants, enrollment managers, marketing leaders, retention directors, institutional researchers, financial aid directors, faculty, student affairs leaders, advising directors, and more.

Noel-Levitz has developed an array of proven tools including software programs, diagnostics tools and instruments, Web-based training programs, customized consultations, workshops, and national conferences. With the Satisfaction-Priorities Surveys, the firm brings together its many years of research and campus-based experience to enable you to get to the heart of your campus agenda.

For more information, contact:

Noel-Levitz, Inc.  
2350 Oakdale Boulevard  
Coralville, Iowa 52241  
Phone: 800-876-1117  
Fax: 319-626-8388  
E-mail: [ContactUs@noellevitz.com](mailto:ContactUs@noellevitz.com)  
Web site: [www.noellevitz.com](http://www.noellevitz.com)

## Contact us

For general questions about reviewing your results or to order materials for a future administration, please contact:

- Julie Bryant, Associate Vice President of Retention Solutions  
[julie-bryant@noellevitz.com](mailto:julie-bryant@noellevitz.com)
- Shannon Cook, Director of Retention Solutions  
[shannon-cook@noellevitz.com](mailto:shannon-cook@noellevitz.com)

To schedule an in-depth report discussion phone call at no charge or to explore opportunities to have a consultant come to campus to present your results (additional fees apply), please contact:

- Julie Bryant, Associate Vice President of Retention Solutions  
[julie-bryant@noellevitz.com](mailto:julie-bryant@noellevitz.com)

For questions regarding analyzing the raw data, please contact:

- Scott Bodfish, Vice President of Market Research  
[scott-bodfish@noellevitz.com](mailto:scott-bodfish@noellevitz.com)

## Visit the Satisfaction-Priorities Surveys Client Resource Site

This link is appropriate for all surveys in this survey family:

[www.noellevitz.com/SSIClient](http://www.noellevitz.com/SSIClient)

Enter your e-mail address and log-in information.

(Note: If you cannot remember your log-in information, please request your log-in be sent to you immediately, using the indicated link). If you are unable to access the client community, please contact Noel-Levitz.

## Resources include

- National group demographic details and lists of participating institutions;
- Links to the current National Satisfaction and Priorities Report;
- Details on upcoming client workshops;
- Recent presentations on satisfaction assessment topics;
- And more...

# Demographic Comparisons Harper Vs. National

**2011 Harper Noel-Levitz Student Satisfaction Inventory Findings:  
Comparison of Demographic Variables**

GENDER	Harper	National*
Female	66.20%	62.00%
Male	33.80%	38.00%
Total	100.00%	100.00%

AGE	Harper	National*
18 and under	9.71%	10.00%
19 to 24	47.53%	44.00%
25 to 34	21.61%	24.00%
35 to 44	10.40%	13.00%
45 and over	10.75%	9.00%
Total	100.00%	100.00%

RACE/ETHNICITY	Harper	National*
Alaskan Native or Alaska Native	0%	2%
Asian	11%	3%
Black/African-American	4%	12%
Hispanic or Latino (and Puerto Rican)	13%	12%
Native Hawaiian or Pacific Islander	1%	<1%
White/Caucasian	66%	66%
Multi-racial	3%	3%
Other race	2%	2%
Total	100.00%	100%

**2011 Harper Noel-Levitz Student Satisfaction Inventory Findings:  
Comparison of Demographic Variables**

<b>ENROLLMENT STATUS</b>	<b>Harper</b>	<b>National*</b>
Day	66.27%	76.00%
Evening	33.15%	23.00%
Weekend	0.58%	1.00%
<b>Total</b>	<b>100.00%</b>	<b>76.00%</b>

<b>CURRENT CLASS LOAD</b>	<b>Harper</b>	<b>National*</b>
Full-time	56.05%	70.00%
Part-time	43.95%	30.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

<b>CLASS LEVEL</b>	<b>Harper</b>	<b>National*</b>
1 year or less	38.68%	49.00%
2 years	36.80%	32.00%
3 years	14.10%	12.00%
4 or more years	10.42%	7.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

<b>Grade Point Average</b>	<b>Harper</b>	<b>National*</b>
No credits earned	13.06%	12.00%
1.99 or below	2.88%	3.00%
2.0 - 2.49	9.57%	9.00%
2.5 - 2.99	18.16%	18.00%
3.0 - 3.49	26.23%	29.00%
3.5 or above	30.11%	29.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

**2011 Harper Noel-Levitz Student Satisfaction Inventory Findings:  
Comparison of Demographic Variables**

<b>Educational Goal</b>	<b>Harper</b>	<b>National*</b>
Associate degree	48.56%	56.00%
Vocational/technical program	2.12%	7.00%
Transfer to another institution	31.79%	21.00%
Certification (initial/renewal)	9.74%	7.00%
Self-improvement/pleasure	1.57%	1.00%
Job-related training	2.15%	3.00%
Other educational goal	4.07%	5.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

<b>EMPLOYMENT</b>	<b>Harper</b>	<b>National*</b>
Full-time off campus	30.62%	27.00%
Part-time off campus	40.45%	33.00%
Full-time on campus	0.82%	2.00%
Part-time on campus	2.81%	3.00%
Not employed	25.30%	35.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

<b>Tuition Source</b>	<b>Harper</b>	<b>National*</b>
Scholarships	2.83%	7.00%
Financial aid	39.29%	54.00%
Family contributions	19.80%	10.00%
Self-support	33.55%	20.00%
Other tuition source	4.53%	9.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

**2011 Harper Noel-Levitz Student Satisfaction Inventory Findings:  
Comparison of Demographic Variables**

Current Residence	Harper	National*
Residence hall	0.15%	2.00%
Own house	22.03%	36.00%
Rent room or apt off campus	19.57%	26.00%
Parent's home	51.90%	29.00%
Other residence	6.35%	7.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

Residence Classification	Harper	National*
In-state	98.39%	96.00%
Out-of-state	0.32%	3.00%
International (not U.S. citizen)	1.29%	1.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

Institution Was My	Harper	National*
1st choice	74.48%	73.00%
2nd choice	18.13%	20.00%
3rd choice or lower	7.39%	7.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

Plan to Transfer	Harper	National*
Yes I plan to transfer	69.56%	53.00%
No I do not plan to transfer	30.44%	47.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

**2011 Harper Noel-Levitz Student Satisfaction Inventory Findings:  
Comparison of Demographic Variables**

Memberships in College Organizations	Harper	National*
No organization memberships	79.03%	82.00%
One or two organization memberships	19.40%	16.00%
Three or four organization memberships	1.37%	1.00%
Five or more organization memberships	0.20%	1.00%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>



# Scale Report



Harper College-Target Report 1-Enroll Status  
- 11/2011

Student Satisfaction Inventory Form B

## Institutional Summary

Scale	Harper College			National Community Colleges Form B			Day			Evening		
	Import	Satis	Gap	Import	Satis	Gap	Import	Satis	Gap	Import	Satis	Gap
▼ Student Centeredness	6.32	5.74	0.58	6.32	5.50	0.82	6.31	5.72	0.59	6.34	5.77	0.57
1. The campus staff are caring and helpful.	6.36	5.82	0.54	6.35	5.68	0.67	6.35	5.78	0.57	6.39	5.88	0.51
20. Students made to feel welcome here.	6.41	6.08	0.33	6.40	5.86	0.54	6.42	6.07	0.35	6.39	6.10	0.29
33. Administrators are available to hear students	6.22	5.49	0.73	6.22	5.26	0.96	6.23	5.50	0.73	6.21	5.47	0.74
37. Seldom get "run-around" on campus.	6.28	5.49	0.79	6.28	5.14	1.14	6.25	5.48	0.77	6.35	5.53	0.82
▼ Instructional Effectiveness	6.45	5.80	0.65	6.38	5.63	0.75	6.45	5.80	0.65	6.47	5.80	0.67
8. Quality of instruction in classes excellent.	6.69	5.79	0.90	6.60	5.75	0.85	6.66	5.76	0.90	6.75	5.86	0.89
12. Faculty fair/unbiased in treatment students.	6.53	5.89	0.64	6.41	5.64	0.77	6.53	5.85	0.68	6.55	5.97	0.58
25. Faculty provide feedback/academic progress.	6.52	5.63	0.89	6.41	5.43	0.98	6.52	5.59	0.93	6.53	5.71	0.82
31. Faculty use technology/media.	6.03	5.97	0.06	6.06	5.70	0.36	6.02	5.97	0.05	6.04	5.95	0.09
34. Faculty available outside of class.	6.45	6.02	0.43	6.36	5.79	0.57	6.48	6.05	0.43	6.40	5.95	0.45
38. Classes - practical experiences/applicable.	6.34	5.81	0.53	6.30	5.66	0.64	6.33	5.80	0.53	6.39	5.83	0.56
40. Sufficient courses available w/in my program.	6.61	5.52	1.09	6.49	5.43	1.06	6.60	5.61	0.99	6.64	5.34	1.30
▼ Safety and Security	6.38	5.49	0.89	6.24	5.19	1.05	6.38	5.40	0.98	6.39	5.68	0.71
4. Security staff respond quickly.	6.18	5.69	0.49	5.99	5.18	0.81	6.14	5.67	0.47	6.26	5.74	0.52
10. Parking lots are well-lighted and secure.	6.27	5.73	0.54	6.13	5.37	0.76	6.27	5.67	0.60	6.29	5.84	0.45
13. Campus is safe and secure for all students.	6.60	6.18	0.42	6.47	5.84	0.63	6.60	6.18	0.42	6.61	6.18	0.43
21. Student parking space on campus is adequate.	6.43	4.48	1.95	6.34	4.36	1.98	6.47	4.20	2.27	6.36	4.98	1.38
▼ Academic Advising Effectiveness	6.36	5.45	0.91	6.29	5.33	0.96	6.39	5.45	0.94	6.30	5.44	0.86
3. Advisor available when I need help.	6.12	5.34	0.78	6.20	5.37	0.83	6.16	5.33	0.83	6.06	5.36	0.70
14. Acad. advisor knowledgeable of requirements.	6.51	5.61	0.90	6.46	5.60	0.86	6.53	5.62	0.91	6.49	5.59	0.90
16. Receive help to apply program of study to car	6.35	5.48	0.87	6.29	5.35	0.94	6.37	5.49	0.88	6.30	5.47	0.83
22. Acad. adv. knowledge - transfer requirements.	6.48	5.54	0.94	6.25	5.23	1.02	6.53	5.55	0.98	6.39	5.51	0.88
35. Feedback re:												

progress/academic goals.	6.34	5.28	1.06	6.25	5.09	1.16	6.37	5.28	1.09	6.28	5.28	1.00
▼ Admissions and Financial Aid Effectiveness	6.24	5.40	0.84	6.18	5.27	0.91	6.25	5.41	0.84	6.22	5.37	0.85
5. Financial aid awards announced in time.	6.28	5.20	1.08	6.24	5.17	1.07	6.30	5.18	1.12	6.24	5.22	1.02
7. Admissions staff / personalized attention.	6.04	5.50	0.54	6.09	5.32	0.77	6.03	5.46	0.57	6.08	5.58	0.50
15. Financial aid counseling available if I need	6.32	5.49	0.83	6.25	5.43	0.82	6.34	5.54	0.80	6.30	5.38	0.92
17. Admiss. counselors accurately portray program	6.18	5.49	0.69	6.05	5.23	0.82	6.18	5.50	0.68	6.17	5.47	0.70
23. Resources to finance education.	6.40	5.30	1.10	6.29	5.17	1.12	6.44	5.35	1.09	6.33	5.16	1.17
▼ Campus Services	6.31	5.98	0.33	6.20	5.61	0.59	6.33	5.99	0.34	6.28	5.97	0.31
6. Library resources and services are adequate.	6.22	6.11	0.11	6.11	5.71	0.40	6.23	6.12	0.11	6.22	6.08	0.14
11. Counseling available if needed.	6.13	5.77	0.36	5.95	5.39	0.56	6.17	5.77	0.40	6.04	5.79	0.25
18. Computer labs are adequate and accessible.	6.40	6.17	0.23	6.32	5.76	0.56	6.43	6.18	0.25	6.33	6.14	0.19
24. Equip. in lab facilities is kept up to date.	6.41	6.12	0.29	6.33	5.63	0.70	6.42	6.13	0.29	6.40	6.09	0.31
26. Adequate services to help decide career.	6.32	5.68	0.64	6.23	5.38	0.85	6.34	5.68	0.66	6.28	5.68	0.60
27. Tutoring services are readily available.	6.27	5.95	0.32	6.12	5.57	0.55	6.30	5.98	0.32	6.21	5.86	0.35
28. Campus provides online access/services.	6.44	6.20	0.24	6.37	5.89	0.48	6.43	6.21	0.22	6.44	6.19	0.25
30. Assess/course placement proced. reasonable.	6.33	5.78	0.55	6.19	5.52	0.67	6.34	5.77	0.57	6.32	5.80	0.52
▼ Registration Effectiveness	6.56	5.84	0.72	6.44	5.60	0.84	6.54	5.84	0.70	6.59	5.86	0.73
2. Classes scheduled at convenient times.	6.64	5.59	1.05	6.54	5.56	0.98	6.60	5.58	1.02	6.74	5.59	1.15
9. Able register for classes with few conflicts.	6.61	5.61	1.00	6.53	5.48	1.05	6.60	5.59	1.01	6.64	5.65	0.99
19. Registration processes/procedures convenient.	6.57	6.09	0.48	6.42	5.62	0.80	6.56	6.07	0.49	6.60	6.14	0.46
29. Convenient ways of paying school bill.	6.52	6.09	0.43	6.33	5.77	0.56	6.52	6.08	0.44	6.51	6.11	0.40
32. College-related business/convenient times.	6.43	5.87	0.56	6.35	5.57	0.78	6.41	5.89	0.52	6.48	5.82	0.66
▼ Campus Climate	6.41	5.94	0.47	6.36	5.65	0.71	6.41	5.92	0.49	6.43	5.96	0.47
1. The campus staff are caring and helpful.	6.36	5.82	0.54	6.35	5.68	0.67	6.35	5.78	0.57	6.39	5.88	0.51
13. Campus is safe and secure for all students.	6.60	6.18	0.42	6.47	5.84	0.63	6.60	6.18	0.42	6.61	6.18	0.43
20. Students made to feel welcome here.	6.41	6.08	0.33	6.40	5.86	0.54	6.42	6.07	0.35	6.39	6.10	0.29
33. Administrators are available to hear students	6.22	5.49	0.73	6.22	5.26	0.96	6.23	5.50	0.73	6.21	5.47	0.74
36. Tuition paid is a worthwhile investment.	6.63	5.94	0.69	6.50	5.78	0.72	6.64	5.94	0.70	6.63	5.95	0.68
37. Seldom get "run-												

<b>around" on campus.</b>	6.28	5.49	0.79	6.28	5.14	1.14	6.25	5.48	0.77	6.35	5.53	0.82
<b>39. The campus is well-maintained.</b>	6.36	6.40	-0.04	6.32	5.94	0.38	6.36	6.41	-0.05	6.36	6.40	-0.04

Copyright 2012, Noel-Levitz, Inc.

# Item Report



Harper College-Target Report 1-Enroll Status  
- 11/2011

Student Satisfaction Inventory Form B

### Institutional Summary

Item	Harper College			National Community Colleges Form B			Day			Evening		
	Import	Satis	Gap	Import	Satis	Gap	Import	Satis	Gap	Import	Satis	Gap
1. The campus staff are caring and helpful.	6.36	5.82	0.54	6.35	5.68	0.67	6.35	5.78	0.57	6.39	5.88	0.51
2. Classes scheduled at convenient times.	6.64	5.59	1.05	6.54	5.56	0.98	6.60	5.58	1.02	6.74	5.59	1.15
3. Advisor available when I need help.	6.12	5.34	0.78	6.20	5.37	0.83	6.16	5.33	0.83	6.06	5.36	0.70
4. Security staff respond quickly.	6.18	5.69	0.49	5.99	5.18	0.81	6.14	5.67	0.47	6.26	5.74	0.52
5. Financial aid awards announced in time.	6.28	5.20	1.08	6.24	5.17	1.07	6.30	5.18	1.12	6.24	5.22	1.02
6. Library resources and services are adequate.	6.22	6.11	0.11	6.11	5.71	0.40	6.23	6.12	0.11	6.22	6.08	0.14
7. Admissions staff / personalized attention.	6.04	5.50	0.54	6.09	5.32	0.77	6.03	5.46	0.57	6.08	5.58	0.50
8. Quality of instruction in classes excellent.	6.69	5.79	0.90	6.60	5.75	0.85	6.66	5.76	0.90	6.75	5.86	0.89
9. Able register for classes with few conflicts.	6.61	5.61	1.00	6.53	5.48	1.05	6.60	5.59	1.01	6.64	5.65	0.99
10. Parking lots are well-lighted and secure.	6.27	5.73	0.54	6.13	5.37	0.76	6.27	5.67	0.60	6.29	5.84	0.45
11. Counseling available if needed.	6.13	5.77	0.36	5.95	5.39	0.56	6.17	5.77	0.40	6.04	5.79	0.25
12. Faculty fair/unbiased in treatment students.	6.53	5.89	0.64	6.41	5.64	0.77	6.53	5.85	0.68	6.55	5.97	0.58
13. Campus is safe and secure for all students.	6.60	6.18	0.42	6.47	5.84	0.63	6.60	6.18	0.42	6.61	6.18	0.43
14. Acad. advisor knowledgeable of requirements.	6.51	5.61	0.90	6.46	5.60	0.86	6.53	5.62	0.91	6.49	5.59	0.90
15. Financial aid counseling available if I need	6.32	5.49	0.83	6.25	5.43	0.82	6.34	5.54	0.80	6.30	5.38	0.92
16. Receive help to apply program of study to car	6.35	5.48	0.87	6.29	5.35	0.94	6.37	5.49	0.88	6.30	5.47	0.83
17. Admiss. counselors accurately portray program	6.18	5.49	0.69	6.05	5.23	0.82	6.18	5.50	0.68	6.17	5.47	0.70
18. Computer labs are adequate and accessible.	6.40	6.17	0.23	6.32	5.76	0.56	6.43	6.18	0.25	6.33	6.14	0.19
19. Registration processes/procedures convenient.	6.57	6.09	0.48	6.42	5.62	0.80	6.56	6.07	0.49	6.60	6.14	0.46
20. Students made to feel welcome here.	6.41	6.08	0.33	6.40	5.86	0.54	6.42	6.07	0.35	6.39	6.10	0.29
21. Student parking space on campus is adequate.	6.43	4.48	1.95	6.34	4.36	1.98	6.47	4.20	2.27	6.36	4.98	1.38
22. Acad. adv. knowledge - transfer requirements.	6.48	5.54	0.94	6.25	5.23	1.02	6.53	5.55	0.98	6.39	5.51	0.88
23. Resources to finance education.	6.40	5.30	1.10	6.29	5.17	1.12	6.44	5.35	1.09	6.33	5.16	1.17
24. Equip. in lab facilities is kept up to date.	6.41	6.12	0.29	6.33	5.63	0.70	6.42	6.13	0.29	6.40	6.09	0.31

25. Faculty provide feedback/academic progress.	6.52	5.63	0.89	6.41	5.43	0.98	6.52	5.59	0.93	6.53	5.71	0.82
26. Adequate services to help decide career.	6.32	5.68	0.64	6.23	5.38	0.85	6.34	5.68	0.66	6.28	5.68	0.60
27. Tutoring services are readily available.	6.27	5.95	0.32	6.12	5.57	0.55	6.30	5.98	0.32	6.21	5.86	0.35
28. Campus provides online access/services.	6.44	6.20	0.24	6.37	5.89	0.48	6.43	6.21	0.22	6.44	6.19	0.25
29. Convenient ways of paying school bill.	6.52	6.09	0.43	6.33	5.77	0.56	6.52	6.08	0.44	6.51	6.11	0.40
30. Assess/course placement proced. reasonable.	6.33	5.78	0.55	6.19	5.52	0.67	6.34	5.77	0.57	6.32	5.80	0.52
31. Faculty use technology/media.	6.03	5.97	0.06	6.06	5.70	0.36	6.02	5.97	0.05	6.04	5.95	0.09
32. College-related business/convenient times.	6.43	5.87	0.56	6.35	5.57	0.78	6.41	5.89	0.52	6.48	5.82	0.66
33. Administrators are available to hear students	6.22	5.49	0.73	6.22	5.26	0.96	6.23	5.50	0.73	6.21	5.47	0.74
34. Faculty available outside of class.	6.45	6.02	0.43	6.36	5.79	0.57	6.48	6.05	0.43	6.40	5.95	0.45
35. Feedback re: progress/academic goals.	6.34	5.28	1.06	6.25	5.09	1.16	6.37	5.28	1.09	6.28	5.28	1.00
36. Tuition paid is a worthwhile investment.	6.63	5.94	0.69	6.50	5.78	0.72	6.64	5.94	0.70	6.63	5.95	0.68
37. Seldom get "run-around" on campus.	6.28	5.49	0.79	6.28	5.14	1.14	6.25	5.48	0.77	6.35	5.53	0.82
38. Classes - practical experiences/applicable.	6.34	5.81	0.53	6.30	5.66	0.64	6.33	5.80	0.53	6.39	5.83	0.56
39. The campus is well-maintained.	6.36	6.40	-0.04	6.32	5.94	0.38	6.36	6.41	-0.05	6.36	6.40	-0.04
40. Sufficient courses available w/in my program.	6.61	5.52	1.09	6.49	5.43	1.06	6.60	5.61	0.99	6.64	5.34	1.30
41. Campus: My academic advisor/counselor helps me have a better sense of how to succeed in my classes.	6.30	5.39	0.91				6.34	5.42	0.92	6.23	5.34	0.89
42. Campus: My academic advisor/counselor helps me learn about other services available to me at Harper.	6.20	5.38	0.82				6.22	5.41	0.81	6.16	5.32	0.84
43. Campus: Students with disabilities have access to academic support services.	6.23	6.03	0.20				6.23	6.06	0.17	6.26	6.01	0.25
44. Campus: The Harper College student portal is effective and easy to navigage during the enrollment process.	6.54	6.09	0.45				6.55	6.14	0.41	6.52	6.02	0.50
45. Campus: Harper College has resources to assist returning adult students.	6.34	5.98	0.36				6.24	6.01	0.23	6.50	5.93	0.57
46. Campus: The amount of tutoring available to students each week is sufficient.	6.26	5.73	0.53				6.30	5.77	0.53	6.19	5.64	0.55
47. Campus: Career planning and placement services adequately meet	6.33	5.69	0.64				6.34	5.72	0.62	6.31	5.60	0.71

the needs of students.												
<b>48. Campus: Reading courses numbered 099 and below provide the basic skills to succeed in college-level credit courses.</b>	6.00	5.84	0.16				5.98	5.88	0.10	6.05	5.73	0.32
<b>49. Campus: English courses numbered 100 and below provide the basic skills to succeed in college-level credit courses.</b>	6.04	5.96	0.08				6.05	6.01	0.04	6.03	5.85	0.18
<b>50. Campus: Math courses numbered 080 and below provide the basic skills to succeed in college-level credit courses.</b>	6.12	5.84	0.28				6.12	5.86	0.26	6.11	5.78	0.33
<b>51. Factor to enroll: Cost</b>	6.60			6.43			6.62			6.57		
<b>52. Factor to enroll: Financial assistance</b>	6.12			6.19			6.19			6.01		
<b>53. Factor to enroll: Academic reputation</b>	6.25			6.03			6.24			6.29		
<b>54. Factor to enroll: Future career opportunities</b>	6.37			6.38			6.35			6.40		
<b>55. Factor to enroll: Personal recommend.</b>	5.90			5.81			5.93			5.84		
<b>56. Factor to enroll: Distance from campus</b>	6.24			6.13			6.22			6.29		
<b>57. Factor to enroll: Info on Website</b>	5.92			5.76			5.86			6.05		
<b>58. Factor to enroll: Campus visits</b>	5.36			5.33			5.37			5.35		

Copyright 2012, Noel-Levitz, Inc.



# Summary Report



Harper College-Target Report 1-Enroll Status  
- 11/2011

Student Satisfaction Inventory Form B

## Institutional Summary

	Harper College	National Community Colleges Form B	Day	Evening
<b>Summary</b>				
So far, how has your college experience met your expectations?	5.06	4.84	5.07	5.04
1=Much worse than expected	0%	1%	0%	1%
2=Quite a bit worse than I expected	1%	1%	1%	1%
3=Worse than I expected	4%	6%	4%	3%
4=About what I expected	31%	36%	30%	31%
5=Better than I expected	28%	25%	27%	28%
6=Quite a bit better than I expected	15%	12%	15%	14%
7=Much better than expected	19%	15%	19%	18%
Rate your overall satisfaction with your experience here thus far.	5.77	5.53	5.74	5.83
1=Not satisfied at all	0%	1%	0%	0%
2=Not very satisfied	1%	2%	1%	1%
3=Somewhat dissatisfied	3%	5%	3%	4%
4=Neutral	6%	10%	7%	5%
5=Somewhat satisfied	15%	16%	16%	13%
6=Satisfied	45%	43%	45%	44%
7=Very satisfied	26%	20%	24%	29%
All in all, if you had to do it over, would you enroll here again?	6.17	5.79	6.12	6.25
1=Definitely not	0%	2%	0%	0%
2=Probably not	2%	3%	2%	1%
3=Maybe not	1%	3%	1%	1%
4=I don't know	4%	8%	5%	4%
5=Maybe yes	7%	9%	8%	6%
6=Probably yes	30%	32%	30%	29%
7=Definitely yes	52%	40%	50%	55%

Copyright 2012, Noel-Levitz, Inc.

Strengths and Opportunities  
for Improvement  
Harper Vs. National

## Notable Noel-Levitz Student Satisfaction Inventory Item Comparisons

### Strengths

Item #	Harper (in descending order of importance to Harper students)	Item #	National* (in descending order of importance to all NLSSI respondents 2008-11)
13	The campus is safe and secure for all students.	8	The quality of instruction I receive in most of my classes is excellent.
19	Registration processes and procedures are convenient.	36	Tuition paid is a worthwhile investment.
44	Campus item: The Harper College student portal is effective and easy to navigate during the enrollment process.	13	The campus is safe and secure for all students.
29	There are convenient ways of paying my school bill.	20	Students are made to feel welcome here.
34	Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	28	This campus provides online access to services I need.
28	This campus provides online access to services I need.	34	Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
20	Students are made to feel welcome here.	29	There are convenient ways of paying my school bill.
24	The equipment in the lab facilities is kept up to date.	18	Computer labs are adequate and accessible.
18	Computer labs are adequate and accessible.	39	On the whole, the campus is well-maintained.
39	On the whole, the campus is well-maintained.		The quality of instruction I receive in most of my classes is excellent.
45	Campus item: Harper College has resources to assist returning adult students.		36. Tuition paid is a worthwhile investment.

**Opportunities for Improvement**

Item #	Harper (in descending order of importance to Harper students)	Item #	National* (in descending order of importance to all NLSSI respondents 2008-11)
8	The quality of instruction I receive in most of my classes is excellent.	2	Classes are scheduled at times that are convenient for me.
2	Classes are scheduled at times that are convenient for me.	9	I am able to register for the classes I need with few conflicts.
40	There are sufficient courses within my program of study available each term.	40	There are sufficient courses within my program of study available each term.
9	I am able to register for the classes I need with few conflicts.	25	Faculty provide timely feedback about my academic progress.
25	Faculty provide timely feedback about my academic progress.	21	The amount of student parking space on campus is adequate.
14	My academic advisor is knowledgeable about my program requirements.		
22	My academic advisor is knowledgeable about transfer requirements of other schools.		
21	The amount of student parking space on campus is adequate.		
23	This institution helps me identify resources to finance my education.		
16	My advisor helps me apply my program of study to career goals.		

<b>Items Rated Higher in Satisfaction (in descending order) by Harper Students vs. National Community College Students</b>	
21	The amount of student parking space on campus is adequate.
32	I am able to take care of college-related business at times that are convenient for me.
20	Students are made to feel welcome here.
24	The equipment in the lab facilities is kept up to date.
18	Computer labs are adequate and accessible.
23	This institution helps me identify resources to finance my education.
1	The campus staff is caring and helpful.
39	On the whole, the campus is well-maintained.
16	My advisor helps me apply my program of study to career goals.
29	There are convenient ways of paying my school bill.
22	My academic advisor is knowledgeable about transfer requirements of other schools.
<b>Items Rated Higher in Importance (in descending order) by Harper Students vs. National Community College Students</b>	
29	There are convenient ways of paying my school bill.
22	My academic advisor is knowledgeable about transfer requirements of other schools.

NLSSI Summary Items	Harper	National	Mean Difference
<b>So far, how has your college experience met your expectations?</b>	<b>5.06</b>	<b>4.84</b>	<b>0.22 ***</b>
1=Much worse than expected	0%	1%	
2=Quite a bit worse than I expected	1%	1%	
3=Worse than I expected	4%	6%	
4=About what I expected	31%	36%	
5=Better than I expected	28%	25%	
6=Quite a bit better than I expected	15%	12%	
7=Much better than expected	19%	15%	
<b>Rate your overall satisfaction with your experience here thus far.</b>	<b>5.77</b>	<b>5.53</b>	<b>0.24 ***</b>
1=Not satisfied at all	0%	1%	
2=Not very satisfied	1%	2%	
3=Somewhat dissatisfied	3%	5%	
4=Neutral	6%	10%	
5=Somewhat satisfied	15%	16%	
6=Satisfied	45%	43%	
7=Very satisfied	26%	20%	
<b>All in all, if you had to do it over, would you enroll here again?</b>	<b>6.17</b>	<b>5.79</b>	<b>0.38 ***</b>
1=Definitely not	0%	2%	
2=Probably not	2%	3%	
3=Maybe not	1%	3%	
4=I don't know	4%	8%	
5=Maybe yes	7%	9%	
6=Probably yes	30%	32%	
7=Definitely yes	52%	40%	

\*\*\*.001 statistical significance

**Scale (thematic groupings of survey items) Rankings**

<b>Harper</b> (in descending order of importance to Harper students)		<b>National*</b> (in descending order of importance to all NLSSI respondents 2008-11)	
R a n k	Scale	R a n k	Scale
1	Student Centeredness	1	Registration Effectiveness
2	Instructional Effectiveness	2	Instructional Effectiveness
3	Safety and Security	3	Campus Climate
4	Academic Advising Effectiveness	4	Student Centeredness
5	Admissions and Financial Aid Effectiveness	5	Academic Advising Effectiveness
6	Campus Services	6	Safety and Security
7	Registration Effectiveness	7	Campus Services
8	Campus Climate	8	Admissions and Financial Aid Effectiveness

**Factors to Enroll**

<b>Harper</b> (in descending order of importance to Harper students)		<b>National*</b> (in descending order of importance to all NLSSI respondents 2008-11)	
R a n k	Factor	R a n k	Factor
1	Cost	1	Cost
2	Future career opportunities	2	Future career opportunities
3	Academic reputation	3	Financial assistance
4	Distance from campus	4	Distance from campus
5	Financial assistance	5	Academic reputation
6	Information on the campus Web site	6	Personal recommendations
7	Personal recommendations	7	Information on the campus Web site
8	Campus visits	8	Campus visits