What matters most to our students? Are we meeting their expectations?
Responses to the Noel-Levitz Student Satisfaction Inventory (SSI)

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The SSI Scales

The items on the Student Satisfaction Inventory have been analyzed statistically and conceptually to
create scales. The scales provide composite scores that allow for an overview of the data. The scales
are as follows:

- **Academic Advising and Counseling Effectiveness** assesses the comprehensiveness of the
  academic advising program, evaluating advisors’ knowledge, competence,
  approachability, and personal concern for students.

- **Academic Services** assesses services students utilize to achieve their academic goals.
  These services include the library, computer labs, tutoring, and study areas.

- **Campus Climate** measures the extent to which the institution provides experiences that
  promote a sense of campus pride and belonging.

- **Campus Support Services** assesses the quality of support programs and services.

- **Concern for the Individual** assesses the institution’s commitment to treating each student
  as an individual. Included in this assessment are those groups who frequently deal with
  students on a personal level (i.e., faculty, advisors, counselors, residence hall staff, etc.).

- **Instructional Effectiveness** measures students’ academic experience, the curriculum, and
  the campus’s overriding commitment to academic excellence.

- **Admissions and Financial Aid Effectiveness** measures the extent to which admissions
  counselors are competent and knowledgeable, along with students’ perceptions of the
  effectiveness and availability of financial aid programs.

- **Registration Effectiveness** assesses issues associated with registration and billing and the
  extent to which the registration process is smooth and effective.

- **Responsiveness to Diverse Populations** assesses the institution’s commitment to specific
  groups of students enrolled at the institution (e.g., underrepresented populations, students
  with disabilities, commuters, part-time students, and older, returning learners). Please
  note that this scale captures only a satisfaction score.

- **Safety and Security** measures the institution’s responsiveness to students’ personal safety
  and security on the campus.
• **Service Excellence** measures the areas of campus where quality service and personal concern for students are rated most and least favorably.

• **Student Centeredness** measures the institution’s attitude toward students and the extent to which they feel welcome and valued.

**Analysis of the Scales**

The best place to begin is by looking at the big picture and understanding the areas on campus which matter most to students. The following table summarizes the importance, satisfaction, and performance gap (calculated by subtracting the satisfaction score from the importance score) findings for the 12 scales. These are listed in order of importance.

**Cypress College and National SSI Responses, Fall 2003**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cypress College</th>
<th>National Comparison*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Advising / Counseling</td>
<td>6.16</td>
<td>4.93</td>
</tr>
<tr>
<td>2. Safety and Security</td>
<td>6.13</td>
<td>4.65</td>
</tr>
<tr>
<td>3. Registration Effectiveness</td>
<td>6.11</td>
<td>5.02</td>
</tr>
<tr>
<td>4. Instructional Effectiveness</td>
<td>6.10</td>
<td>5.07</td>
</tr>
<tr>
<td>5. Concern for the Individual</td>
<td>6.01</td>
<td>4.85</td>
</tr>
<tr>
<td>6. Academic Services</td>
<td>5.95</td>
<td>5.07</td>
</tr>
<tr>
<td>7. Admissions and Financial Aid</td>
<td>5.90</td>
<td>4.70</td>
</tr>
<tr>
<td>8. Campus Climate</td>
<td>5.84</td>
<td>4.89</td>
</tr>
<tr>
<td>9. Service Excellence</td>
<td>5.82</td>
<td>4.78</td>
</tr>
<tr>
<td>10. Student Centeredness</td>
<td>5.81</td>
<td>4.95</td>
</tr>
<tr>
<td>11. Campus Support Services</td>
<td>5.33</td>
<td>4.68</td>
</tr>
<tr>
<td>12. Responsiveness to Diverse Populations</td>
<td>5.16</td>
<td>5.16</td>
</tr>
</tbody>
</table>

(7 = very important/very satisfied 1 = not important/not satisfied at all)

* Participating two-year public community, junior and technical colleges.

**Institutional Strengths and Challenges**

The individual items on the SSI can be analyzed to identify strengths (high importance and high satisfaction). These are items that the institution can incorporate into marketing and recruiting materials, and internal and external public relations opportunities, and can use to provide positive feedback to the faculty, staff, administration, and students. **Strengths are defined as being above the median in importance (6.02) and in the top quartile of satisfaction (5.13).** The items can also be analyzed to determine key challenges (high importance and low satisfaction). These are the areas that the campus needs to address to improve student persistence – areas where students expect a lot, but where the institution is currently failing to meet student expectations. **Challenges are defined as being above the median in importance and the bottom quartile of satisfaction and/or the top quartile of performance gaps.** The figure on the following page pinpoints primary strengths and challenges; the numbers in parentheses refer to survey item numbers.
### Very Important

*Showcases areas of strength that should be highlighted in promotional materials.*

- The quality of instruction I receive in most of my classes is excellent (18).
- The campus is safe and secure for all students (31).
- The college website is a source of accurate, helpful information (74).
- There is a good variety of courses provided on this campus (69).
- The Cypress College Catalog is a useful source of information (75).
- I am able to experience intellectual growth here (70).
- Nearly all of the faculty are knowledgeable in their fields (58).
- Program requirements are clear and reasonable (66).
- Faculty are usually available after class and during office hours (61).
- Classrooms are cleaned regularly (76).
- Library resources and services are adequate (14).
- Class change (drop/add) policies are reasonable (43).
- There are convenient ways of paying my school bill (51).
- Computer labs are adequate and accessible (34).
- It is an enjoyable experience to be a student on this campus (28).

### Pinpoints areas that should claim the institution’s immediate attention.

- Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time (78).
- Campus restrooms are clean and sanitary (77).
- I am able to register for classes I need with few conflicts (15).
- Parking lots are well-lighted and secure (24).
- The amount of student parking space on campus is adequate (39).
- My academic advisor is knowledgeable about the transfer requirements of other schools (40).
- My academic advisor is knowledgeable about my program requirements (32).
- Students are notified early in the term if they are doing poorly in a class (65).
- My academic advisor helps me set goals to work toward (12).
- Adequate financial aid is available for most students (7).
- This school does whatever it can to help me reach my educational goals (52).
- My academic advisor is concerned about my success as an individual (25).
- The personnel involved in registration are helpful (5).
- Security staff respond quickly in emergencies (11).

### Areas from which it might be beneficial to redirect institutional resources to areas of higher importance.

- Students are made to feel welcome on this campus (36).
- There are a sufficient number of study areas on campus (21).
- Nearly all classes deal with practical experiences & applications (64).
- This institution has a good reputation within the community (45).

### Presents an opportunity for the college to examine those areas that have low status with students. (Limited to the 10 least important items).

- Security staff are helpful (4).
- Cultural programs and fine arts events are available on campus (73).
- Admissions counselors accurately portray the campus in their recruiting practices (33).
- Opportunities to participate in campus clubs or other extracurricular activities are adequate (80).
- The student center is a comfortable place for students to spend their leisure time (38).
- I generally know what’s happening on campus (44).
- Most students feel a sense of belonging here (1).
- This campus provides effective services for displaced homemakers (19).
- Child care facilities are available on campus (10).
- Personnel in the Veterans’ Services program are helpful (17).
Student Satisfaction in Fall 2003 versus Spring 2001

Students surveyed in Fall 2003 were significantly more satisfied than students surveyed in Spring 2001 on the following items:

- The campus is safe and secure for all students (31).
- Parking lots are well-lighted and secure (24).
- There are convenient ways of paying my school bill (51).
- The student center is a comfortable place for students to spend their leisure time (38).
- Institution’s commitment to under-represented populations (84).
- Institution’s commitment to students with disabilities (86).

Students surveyed in Fall 2003 were significantly less satisfied than students surveyed in Spring 2001 on the following items:

- I am able to register for classes I need with few conflicts (15).
- Policies and procedures regarding registration and course selection are clear and well-publicized (35).
- The personnel involved in registration are helpful (5).
- Library staff are helpful and approachable (26).
- I seldom get the “run-around” when seeking information on this campus (63).
- Child care facilities are available on campus (10).