What matters most to our students? Are we meeting their expectations?
Responses to the Fall 2005 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, 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 2005

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cypress College</th>
<th>National Comparison*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Registration Effectiveness</td>
<td>6.38</td>
<td>6.13</td>
</tr>
<tr>
<td>2. Academic Advising / Counseling</td>
<td>6.36</td>
<td>6.10</td>
</tr>
<tr>
<td>3. Instructional Effectiveness</td>
<td>6.35</td>
<td>6.15</td>
</tr>
<tr>
<td>4. Safety and Security</td>
<td>6.34</td>
<td>5.96</td>
</tr>
<tr>
<td>5. Concern for the Individual</td>
<td>6.27</td>
<td>6.05</td>
</tr>
<tr>
<td>6. Admissions and Financial Aid</td>
<td>6.25</td>
<td>5.99</td>
</tr>
<tr>
<td>7. Academic Services</td>
<td>6.20</td>
<td>6.00</td>
</tr>
<tr>
<td>8. Campus Climate</td>
<td>6.10</td>
<td>5.92</td>
</tr>
<tr>
<td>9. Service Excellence</td>
<td>6.08</td>
<td>5.91</td>
</tr>
<tr>
<td>10. Student Centeredness</td>
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<td>5.92</td>
</tr>
<tr>
<td>11. Campus Support Services</td>
<td>5.74</td>
<td>5.42</td>
</tr>
<tr>
<td>12. Responsiveness to Diverse Populations</td>
<td>--</td>
<td>5.39</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.

** Denotes an area in which Cypress College students are significantly more satisfied than their peers at other community colleges.

### Student Satisfaction in Fall 2005 versus Fall 2003

Students surveyed in Fall 2005 were significantly more satisfied than students surveyed in Fall 2003 on most of the survey items. The following list identifies the items with the largest gains between 2003 and 2005:

- Students are notified early in the term if they are doing poorly in a class
- Admissions counselors accurately portray the campus in their recruiting practices.
- Personnel in the Veterans’ Services program are helpful.
- This campus provides effective support services for displaced homemakers.
- Billing policies are reasonable.
- I am able to register for classes with few conflicts.
- Faculty provide timely feedback about student progress in a course.
- The assessment and course placement procedures are reasonable.
- Internships or practical experiences are provided in my degree/certificate program.
- There are convenient ways of paying my school bill.
There were few areas for which students surveyed in Fall 2005 were not more satisfied than those surveyed in Fall 2003. The following list identifies areas that did not improve significantly between 2003 and 2005:

- The student center is a comfortable place for students to spend their leisure time.
- Library resources and services are adequate.
- Financial aid counselors are helpful.
- There are a sufficient number of study areas on campus.
- My academic advisor helps me set goals to work toward.
- Campus restrooms are clean and sanitary.
- Opportunities to participate in campus clubs or other extracurricular activities are adequate.

**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 and in the top quartile of satisfaction. 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 information on the following page pinpoints primary strengths and challenges; the numbers refer to survey item numbers.

**Strengths:** Areas of high importance and satisfaction that should be highlighted in promotional materials.

18. The quality of instruction I receive in most of my classes is excellent.
73. The online process for registering for classes (WebStar) is easy to use.
58. Nearly all of the faculty are knowledgeable in their fields.
72. The online process for applying to the college (CCCApply) is easy to use.
69. There is a good variety of courses provided on this campus.
70. I am able to experience intellectual growth here.
66. Program requirements are clear and reasonable.
71. The college website is a source of accurate, helpful information.
35. Policies and procedures regarding registration and course selection are clear and well-publicized.
29. Faculty are fair and unbiased in their treatment of individual students.
51. There are convenient ways of paying my school bill.
34. Computer labs are adequate and accessible.
43. Class change (drop/add) policies are reasonable.
61. Faculty are usually available after class and during office hours.
3. The quality of instruction in the vocational/technical programs is excellent.
36. Students are made to feel welcome on this campus.
Challenges: *Areas of high importance and low satisfaction that should claim the institution’s immediate attention.*

8. Classes are scheduled at times that are convenient for me.
74. Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.
15. I am able to register for classes I need with few conflicts.
39. The amount of student parking space on campus is adequate.
76. Campus restrooms are clean and sanitary.
24. Parking lots are well-lighted and secure.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
77. Campus signs help me find the places and services I need.
52. This school does whatever it can to help me reach my educational goals.
65. Students are notified early in the term if they are doing poorly in a class.
11. Security staff respond quickly in emergencies.
25. My academic advisor is concerned about my success as an individual.
20. Financial aid counselors are helpful

**Campus Response to Challenges**

Cypress College leaders reviewed the challenges identified by this survey, and developed plans to respond to each. The following section summarizes the campus response to each challenge. (The numbers refer to the item number on the survey. Items are presented in descending order of importance to students.)

8. *Classes are scheduled at times that are convenient for me.*
Division Deans continually review schedules and student demand for classes (fall, spring and summer) and make adjustments as needed. Classes with multiple sections are offered at various times, days and in some departments, teaching modalities i.e. online, hybrid. Some classes, because of student demand, are offered as 1½ or double sections. A student can complete his/her general education requirements by enrolling in day and/or evening classes. Many of these courses are also scheduled on weekends. The Accelerated AA also provides students with additional options.

74. *Classes are offered frequently enough for me to complete my educational program in a reasonable amount of time.*
The majority of classes, including general education classes, are scheduled at times to meet student needs, including weekend classes and classes for the Accelerated AA. Occupational/vocational classes and some elective classes, because of limited demand, may be offered once a year; however, this still allows for a student to complete their program in two years. Student demand does not warrant offering some of the courses every semester.

15. *I am able to register for classes I need with few conflicts.*
Since the survey was taken we have hired additional full time staff in Admissions and Records, reduced the number of hourly employees by hiring part-time regular staff, improved the telephone system and expanded operating hours during peak periods. The services offered through Web-Star have also improved.

39. *The amount of student parking space on campus is adequate.*
In fact, the campus has adequate parking space for students. Lot 5 is rarely full, but students do not like to walk that far to their classes. To benefit students, staff parking spaces in Lot 1 and Lot 7 were reduced
and student spaces were increased. In addition, two lots are held for overflow parking and used during the first few weeks of school when parking is more impacted. Those overflow lots are next to Lot 7 in the grass area and off of Holder Street next to the baseball field. Campus Safety also monitors the lots during the first few weeks of school and identifies which lots are still open when students are having difficulty finding a space in which to park.

76. Campus restrooms are clean and sanitary.
The campus will continue to have difficulty with this issue until all of the building renovations are complete. Five buildings now have larger, up-to-date restrooms but the heavily used buildings are yet to be renovated. A day custodian has been assigned to these restrooms to keep them stocked and cleaned.

24. Parking lots are well-lighted and secure.
The parking lots will have improved lighting now that the Maintenance crew can use a new scissor lift that has just been purchased to reach the lights. Previously, several lights would need to be out before equipment would be rented to change the lights because of the expense of the rental. This should improve lighting. Also, Campus Safety has just purchased emergency phones with blue lights for parking lots which will be connected directly the switchboard and Campus Safety.

40. My academic advisor is knowledgeable about the transfer requirements of other schools.
All counselors have been trained on ASSIST and should be using it with students. Staff in the Transfer Center are all proficient on ASSIST and can help students look up course information. The Articulation Officer provides monthly articulation updates at counseling meetings. In the 2006-2007 school year, the Articulation Officer will begin updating articulation agreements with the most requested private institutions in our area.

77. Campus signs help me find the places and services I need.
During construction, several offices and services have moved into either temporary locations or new permanent locations. Banners have been made to direct students. It has become a campus priority to make banners wherever needed. Additional signs are also made to direct students to buildings through the maze of construction fencing. New permanent signs for vehicular traffic will be designed and constructed this year.

52. This school does whatever it can to help me reach my educational goals.
Not much progress has been made on developing an electronic education plan. It has been recommended that we purchase an electronic education plan with matriculation funding this year.

65. Students are notified early in the term if they are doing poorly in a class.
One of the objectives for this year is to implement an Early Alert System.

11. Security staff respond quickly in emergencies.
Campus Safety has, as their top priority, the response to emergencies. They continue to walk or drive the campus in an effort to help students. They are in contact with the city police whenever there is that need. The staff are also trained regularly in CPR and all types of emergency training.

25. My academic advisor is concerned about my success as an individual.
We would like to think that all of our faculty, staff and administration clearly communicate the impression that they care about students both academically and individually. The Dean of Counseling and Student Development stresses the importance of this with new and seasoned faculty.
20. *Financial aid counselors are helpful*

Ongoing training is provided to financial aid staff. Training consists of workshops, seminars, and conferences that focus specifically on application and eligibility requirements as well as outreach and recruitment. As part of the Cypress College outreach efforts, financial aid is now a visible and vital part of student support services outreach efforts. Detailed information concerning financial aid programs and events are posted on the financial aid office website as well as in the financial aid office. Students are notified in a timely manner via U.S. Mail and online of their application status and/or eligibility requirements. Live-help is available via phone or in person during normal hours of business. Current and prospective students and families needing financial aid information are served in multiple languages at Cypress College including Vietnamese, Spanish, and Tagalog.