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**NOEL-LEVITZ STUDENT SATISFACTION INVENTORY SURVEY REPORT:  
Quality Enhancement Plan (QEP) Cohort**

**(January, 2004)**

**Prepared for the QEP Leadership Team**

Office of Institutional Accountability  
Division of Strategic Resources

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**NOEL-LEVITZ STUDENT SATISFACTION INVENTORY REPORT:  
Quality Enhancement Plan (QEP) Cohort**

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## Executive Summary

### **NOEL-LEVITZ STUDENT SATISFACTION INVENTORY REPORT: Quality Enhancement Plan (QEP) Cohort**

The Noel Levitz Student Satisfaction Inventory measures importance, satisfaction, and performance gap for 12 key services. The survey was administered to students enrolled in college preparatory courses during the Spring 2004 term. Of special interest in this group were students whose entry level test scores showed them to have academic deficiencies that would hamper their academic success. Results were obtained from 1,087 students. Of those, 151 could be identified as part of the QEP cohort. The results indicate the following:

- **Importance** score ratings indicate that overall, QEP students value their college experiences and have high expectations. On a scale of 1 to 7, QEP students rated campus support services (e.g., Veteran's services, child care, career services) as lowest in importance (mean score 5.82) and registration as highest in importance (mean score 6.39). The top five most important services for QEP students were registration effectiveness; instructional effectiveness; academic advising and counseling; academic services (library, computer labs, etc.), and concern for the individual.
- **Satisfaction** score ratings indicate that overall, QEP students are satisfied with the college services. On a scale of 1 to 7, QEP students were least satisfied with campus support services (e.g., Veteran's services, child care, career services) (mean score 5.43) and most satisfied with responsiveness to diverse populations (mean score 5.90).
- QEP students and non-QEP students rated satisfaction very similarly. The top five services with which both groups were most satisfied were responsiveness to diverse populations; registration effectiveness; academic services; instructional effectiveness; and student centeredness.
- Comparing importance to satisfaction, **performance gap** scores indicate that overall, QEP students' expectations are being met on most services. Expectations are not met as well on safety and security; academic advising and counseling; admissions and financial aid; and concern for the individual. These four indicators were also where non-QEP students were least likely to have their expectations met.
- Performance gap scores for QEP students were smaller than gap scores for non-QEP students. This would indicate that the college is meeting the expectations of QEP students better than it is meeting the expectations of non-QEP students.

## I. INTRODUCTION

### 1. About the Student Satisfaction Inventory

The Noel Levitz Student Satisfaction Inventory measures students' satisfaction with a wide range of college services. Students are seen as individuals who have definite expectations about what they want from their campus experience. From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution.

Students rate each item in the inventory on a scale of 1 to 7. Importance is rated 1 if the item is "not important at all" and 7 if it is "very important." Satisfaction is rated 1 if the student is "not satisfied at all" and 7 if the student is "very satisfied."

The Student Satisfaction Inventory results in three different scores for each item.

- **Importance score ratings** reflect how strongly students feel about the expectation (the higher the score, the more important it is to a student, hence the stronger the expectation).
- **Satisfaction ratings** show how satisfied students are that FCCJ has met the expectation (the higher the score, the more satisfied the student).
- **Performance gap scores** (importance rating minus satisfaction rating) show how well FCCJ is meeting the expectation overall. A large performance gap score for an item (e.g., 1.5) indicates that students' expectations are not being met. A small or zero gap score (e.g., .50) indicates that students' expectations are being met. A negative gap score (e.g., -.25) indicates that students' expectations are being exceeded.

### 2. College Preparatory Course Student Sample

The Spring 2004 term administration of the Student Satisfaction Inventory was specifically targeted to the student cohort identified by the college's Quality Enhancement Plan (QEP). A list of college preparatory courses in which QEP students

were enrolled was prepared, and faculty in those courses were invited to administer the survey instrument. Once an instructor had agreed to participate, a survey packet with instructions was sent to the campus and distributed to faculty for in-class administration by the Instructional Dean. All students in the class, including QEP and non-QEP students, completed the questionnaire. (QEP students were identified by matching student identification numbers with the QEP cohort file.) Completed questionnaires were returned to the Office of Institutional Accountability and forwarded to Noel Levitz, Inc. for scanning and analysis. The QEP students were compared with students who were enrolled in college preparatory classes but were not part of the QEP cohort.

Of 188 college preparatory classes enrolling 2,316 students in the Spring 2004 term, a total of 1,087 (46%) of students responded to the survey. Of the students that reported student identifiers on the questionnaire, 151 could be identified as QEP students. Another 330 were clearly identified as non-QEP students. Additional data concerning class and student participation rates are shown in Appendix A. The demographic characteristics of QEP and non-QEP respondents (gender, age, ethnicity/race, current enrollment status, class load, class level, GPA, educational goal, employment, residence, and disability status) are shown in Appendix B. Most of the QEP students were female (78%), enrolled full-time (56%) and in their first year of college (95%).

## II. FINDINGS

The Student Satisfaction Inventory collects student feedback on over 100 items. Included are:

- 13 items that identify the demographic characteristics of respondents;
- 9 items that assess pre-enrollment factors;
- 70 items of student expectation for community and technical colleges and career and private schools;

- 6 items that assess the institution's commitment to specific student populations;
- 10 items specifically identified as most relevant for the QEP cohort by the QEP leadership team;
- 3 summary items that assess overall satisfaction with the college.

The 70 items of expectation and 6 items that assess the college's commitment to specific student populations are analyzed statistically and conceptually on 12 composite scales which are shown in the tables that follow. A full description of each scale is included in Appendix C.

Tables 1 through 3 present the summary scores for the 12 scales in table format and as a bar chart. For each scale, scores for QEP students are presented alongside those of non-QEP students in college preparatory courses. Three Summary Items comparing QEP students on overall satisfaction are shown in Table 4. FCCJ items specifically added for the QEP cohort assessment are shown in Table 5.

Results from the individual questions that make up the 12 composite scales are shown in Appendix D.

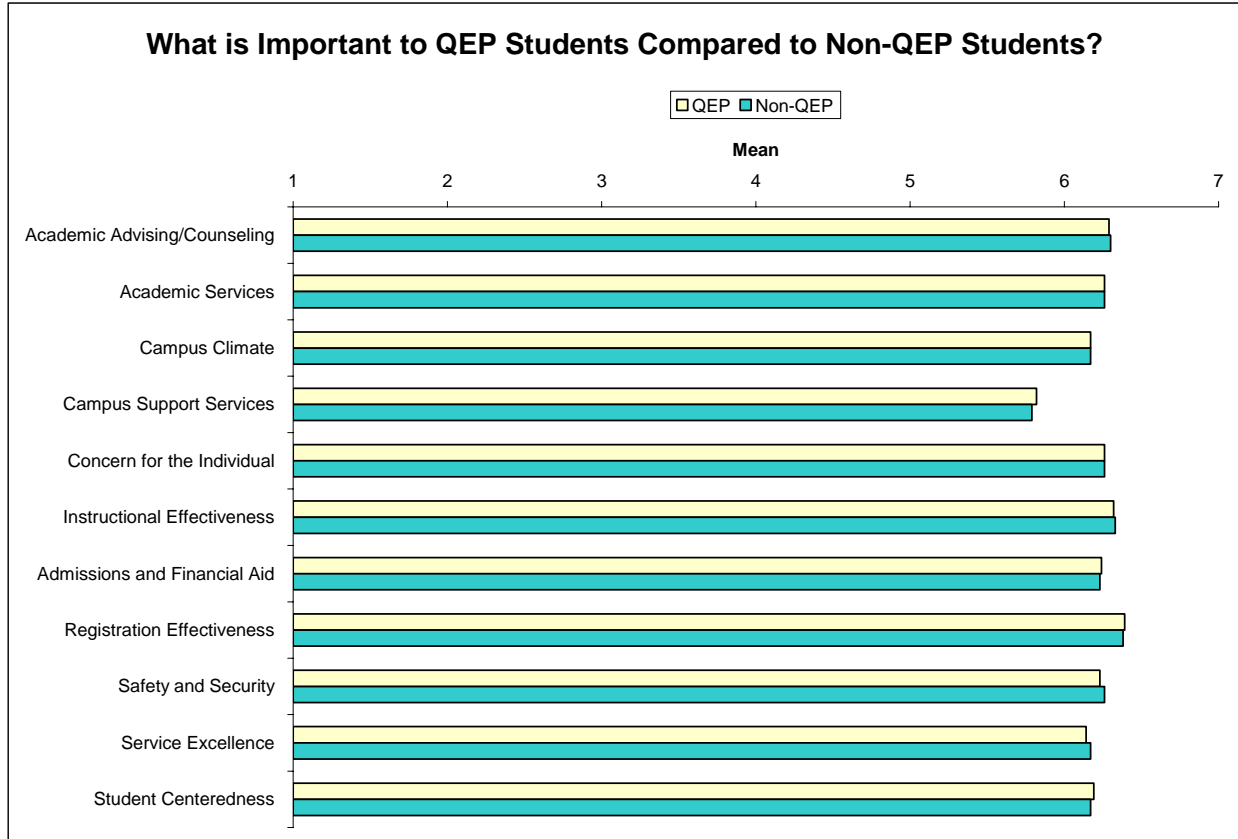
**1. What is important to QEP Students?**

The most important Student Support Area for QEP students was registration (mean score 6.39), and campus support services (e.g., Veteran’s services, child care, career services) rated lowest in importance (mean score 5.82). Scores were very similar for students in the QEP cohort and for non-QEP students. Both groups rated registration effectiveness; instructional effectiveness; and academic advising and counseling in the top three.

Table 1.  
Summary of Importance of FCCJ Support Services

Student Support Areas (In order of Importance to QEP Students)	QEP Students	Non-QEP Students	Mean Difference (QEP-Non QEP)
Scale <sup>1</sup>	Mean	Mean	
Registration Effectiveness	6.39	6.38	0.01
Instructional Effectiveness	6.32	6.33	-0.01
Academic Advising/Counseling	6.29	6.30	-0.01
Academic Services	6.26	6.26	0.00
Concern for the Individual	6.26	6.26	0.00
Admissions and Financial Aid	6.24	6.23	0.01
Safety and Security	6.23	6.26	-0.03
Student Centeredness	6.19	6.17	0.02
Campus Climate	6.17	6.17	0.00
Service Excellence	6.14	6.17	-0.03
Campus Support Services	5.82	5.79	0.03

<sup>1</sup>Definitions of the scale items are show in Appendix C, page 19.

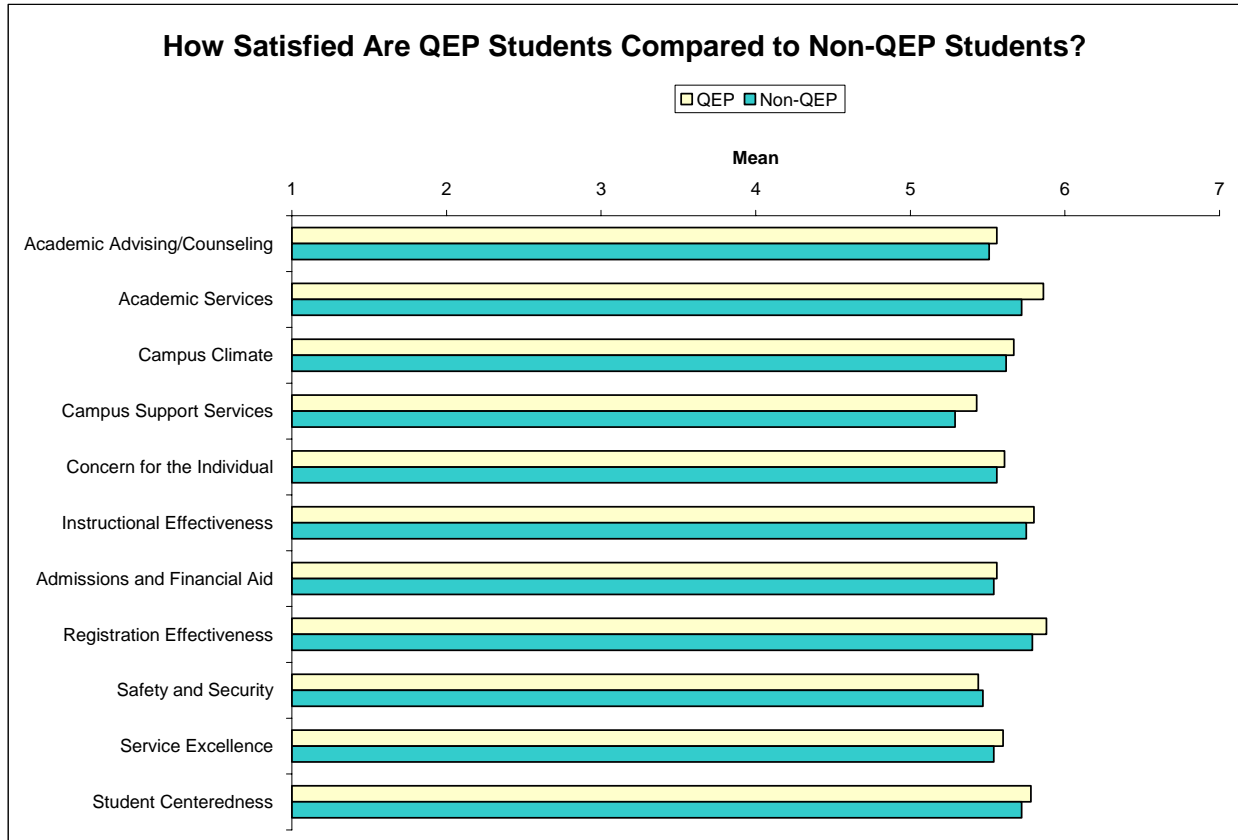


## 2. How Satisfied are QEP Students?

Table 2.  
Summary of Satisfaction with FCCJ Support Services

Student Support Areas (In order of Satisfaction for QEP Students)	QEP Students	Non-QEP Students	Mean Difference (QEP-Non QEP)
	Mean	Mean	
Scale <sup>1</sup>			
Responsiveness to Diverse Populations	5.90	5.84	0.06
Registration Effectiveness	5.88	5.79	0.09
Academic Services	5.86	5.72	0.14
Instructional Effectiveness	5.80	5.75	0.05
Student Centeredness	5.78	5.72	0.06
Campus Climate	5.67	5.62	0.05
Concern for the Individual	5.61	5.56	0.05
Service Excellence	5.60	5.54	0.06
Academic Advising/Counseling	5.56	5.51	0.05
Admissions and Financial Aid	5.56	5.54	0.02
Safety and Security	5.44	5.47	-0.03
Campus Support Services	5.43	5.29	0.14

<sup>1</sup>Definitions of the scale items are show in Appendix C, page 19.

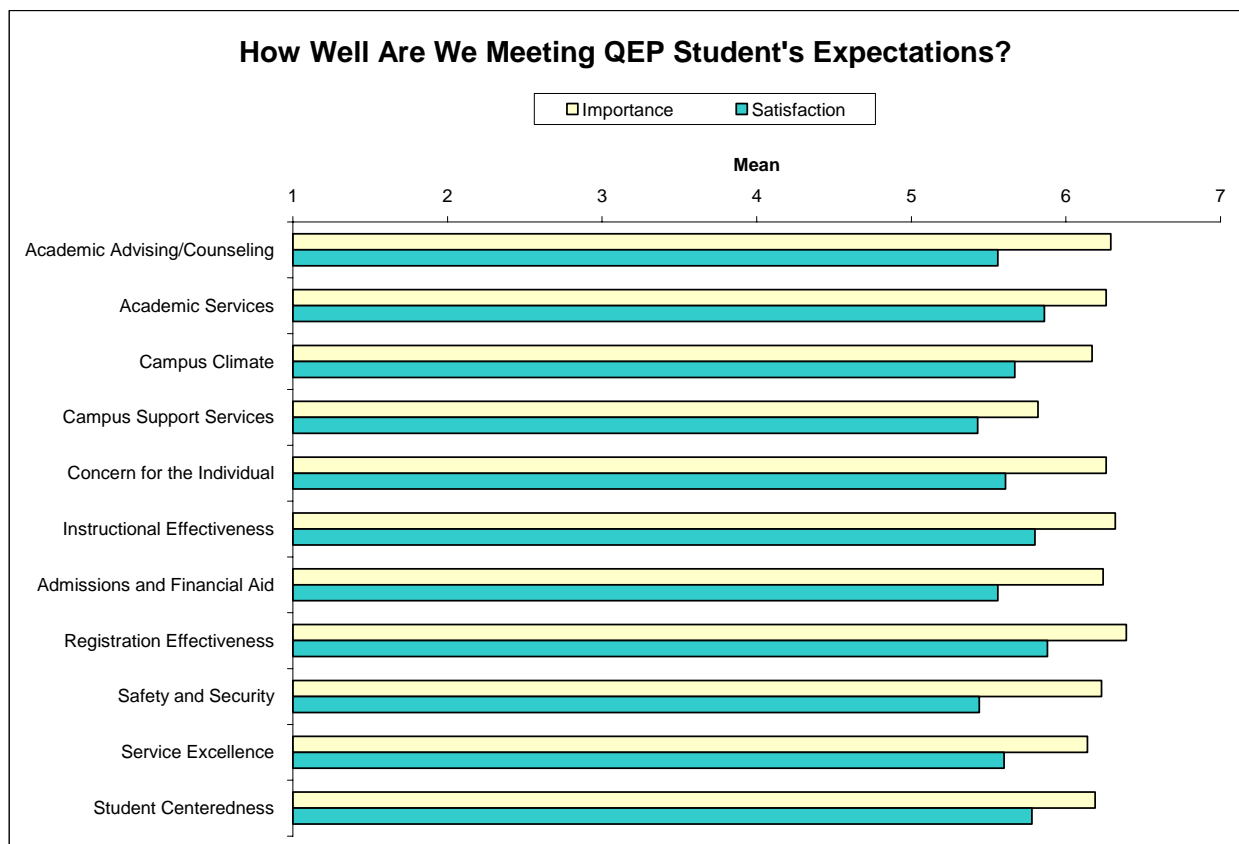


### 3. How Well Are We Meeting QEP Students' Expectations?

Table 3.  
Summary of Gap Between Importance and Satisfaction with FCCJ Support Services

Student Support Areas (In order of Expectations <i>not</i> Met for QEP Students)	QEP Students	Non-QEP Students	Difference (QEP-Non QEP)
Scale <sup>1</sup>	Gap	Gap	
Safety and Security	0.79	0.79	0.00
Academic Advising/Counseling	0.73	0.79	-0.06
Admissions and Financial Aid	0.68	0.69	-0.01
Concern for the Individual	0.65	0.70	-0.05
Service Excellence	0.54	0.63	-0.09
Instructional Effectiveness	0.52	0.58	-0.06
Registration Effectiveness	0.51	0.59	-0.08
Campus Climate	0.50	0.55	-0.05
Student Centeredness	0.41	0.45	-0.04
Academic Services	0.40	0.54	-0.14
Campus Support Services	0.39	0.50	-0.11

<sup>1</sup>Definitions of the scale items are show in Appendix C, page 19.



**4. Overall Student Satisfaction**

This section of the survey results describes overall student satisfaction by revealing the extent to which students perceive that their expectations have been met, their overall level of satisfaction, and the likelihood that they would choose to enroll at FCCJ again.

Both QEP students and non-QEP students gave the lowest ratings to how the college experience had met their expectations. However, when asked if they would enroll here again if they had it all to do over, most students said “probably yes” or “definitely yes.”

Table 4.  
Overall Satisfaction with FCCJ Support Services

Student Support Areas	QEP Students	Non-QEP Students	Mean Difference (QEP-Non QEP)
Summary Item	Mean	Mean	
So, far how has your college experience met your expectations? 1=Much worse than expected, 7=Much better than expected	5.12	5.08	0.04
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all, 7=Very satisfied	5.85	5.83	0.02
All in all, if you had it to do over, would you enroll here again? 1=Definitely not, 7=Definitely yes	6.30	6.36	-0.06

**5. QEP Specific Support Items**

The QEP cohort is a select group of students who have been identified with single or multiple performance scores in math, reading, and or writing at the time of their admission to the College. The QEP Leadership team identified specific questions of interest to be included on the Noel Levitz Student Satisfaction Inventory survey.

The QEP cohort rated both importance and satisfaction on these items higher than did the non-QEP students. On two of the items, QEP students were significantly more satisfied than the non-QEP students. QEP students were significantly more satisfied with feeling that new students should seek out and use special services that enable them to succeed and with on-line classes as an important option for students.

Table 5.  
Importance and Satisfaction on 10 QEP Specific Support Items

Student Support Areas	Importance		Satisfaction	
	QEP Students	Non-QEP Students	QEP Students	Non-QEP Students
	Mean	Mean	Mean	Mean
Student orientation is an opportunity for new students to understand about critical services, procedures, and people that are important to their success.	6.28	6.19	5.79	5.53
Information concerning testing and course placement procedures is clear to students.	6.50	6.44	6.07	5.83
New students should seek out and use special services that enable them to succeed.	6.39	6.27	6.02	5.69
The orientation schedule is flexible enough to encourage student participation.	6.26	6.13	6.01	5.65
The locations of student support services on campus are easily visible.	6.29	6.17	5.85	5.66
The approach to placement testing helped increase my hope in my college success.	6.32	6.24	5.84	5.68
Student access to use of computers on campus is a valuable support service.	6.51	6.44	6.19	6.04
My high school experience (courses, counseling, standardized tests taken, etc.) helped prepare me for college.	6.13	5.93	5.36	5.05
Services for students with learning disabilities are readily available.	6.25	6.05	5.56	5.32
On-line classes are an important option for students	6.30	6.25	5.96	5.60

## 6. FCCJ Student Support Strengths

Areas in which FCCJ appears to be particularly strong are identified using a matrix to identify student support items of high importance (rank above the midpoint on importance to QEP students) *and* high satisfaction (rank in the top quartile of satisfaction to QEP students). Results indicate that the following are areas of FCCJ **strength** as rated by the QEP cohort. Items with the highest levels of satisfaction are listed in order of their importance to the QEP cohort:

- Class scheduling
- Quality of instructors
- Computer support
- Testing and course placement procedures
- Variety of courses
- Library resources and services
- Opportunity for intellectual growth
- A welcoming environment
- Special services that promote student success
- Availability of faculty
- Enjoyable campus experience
- Program requirements
- On-line class option
- Computer labs

## 7. Student Support Challenges Facing FCCJ

Challenges to FCCJ are identified by a matrix that identifies items of high importance (rank above the midpoint of importance to QEP students) but low satisfaction (rank in the bottom quartile of satisfaction to QEP students) *or* large performance gap (rank in the top 25% on the difference between importance and student satisfaction). Results indicate that the following are areas of **challenge** for FCCJ as rated by the QEP

student cohort. Items with the lowest levels of satisfaction or large performance gaps are listed in rank order of importance to the QEP cohort:

- Adequacy of student parking space
- Timeliness of student financial aid awards
- Timeliness of advice concerning class performance
- Academic advisor concern for individuals
- Safety in parking lots
- Helpfulness of financial aid counselors
- Amount of financial aid available
- Academic advisor knowledge of transfer requirements
- Feedback concerning progress in courses
- Academic advising goal setting
- Helpfulness of registration personnel
- Academic advisor knowledge of program requirements
- Safety on campus
- Demonstration of college's commitment to student success
- Helping students make career decisions

## II. DISCUSSION AND RECOMMENDATIONS

The results of the Noel Levitz Student Satisfaction Inventory survey provide a blueprint for improving support services to students, hence for improved institutional effectiveness. From highlighting the college's strengths to aid in student recruitment; to accelerating student retention initiatives; to advancing efforts in strategic planning, this report can provide valuable encouragement and feedback for faculty, staff and students.

This report provides a "snap shot" in time of the experiences of students in college preparatory classes. No comparisons with previous Noel Levitz student satisfaction results were made because the 2002 survey was targeted to the college-wide student population while the current survey was targeted only to college prep students. However, a comparison of students' perceptions over time can provide valuable information, and results that identify responses from the college preparatory student population should be considered in future Noel-Levitz surveys. This would provide feedback to assist with the continuing assessment of the effectiveness of student support services offered as part of the QEP initiatives.

It is not surprising that among students in college preparatory courses, over 80% said that FCCJ was their college of "first choice." Considering their preparation, as an open door institution FCCJ may have been the "only choice" for many of these students. With the Quality Enhancement Plan, the college has outlined a process to bring key support services to the aid of this student population and create an environment that provides personalized and comprehensive support for college preparatory students. The findings in this report offer some evidence that QEP is having an effect. Furthermore, there is concurrence between the strengths and weaknesses identified in the QEP and areas that are rated important to students. The QEP initiatives directed toward building on support strengths and addressing weaknesses in areas of student support will likely result in improvements to student success. The survey also identified specific challenges that can be addressed to

improve the college experience not just for college preparatory students but most likely for the student body as a whole.

### *QEP Effectiveness*

College preparatory students who were identified as part of the QEP cohort appear to be significantly more satisfied with seeking out and using special services that enable them to succeed. QEP Process Goal number Two addresses improvements in the intake process. Student mentoring programs (2.02), action plans for students with learning disabilities (2.03), a new orientation model (2.04), and developing an intervention process (2.01) are among the initiatives necessary to achieve that goal. Services provided in these areas are valued as important, and based on the survey results QEP students are more satisfied with the current level of services. This finding may be considered an early indicator of the institutional shift to address relevant needs of this identified college preparatory cohort.

### *College Strengths*

Students ranked registration effectiveness, instructional effectiveness, and academic services (library, computer labs, etc.) as very high in both importance and satisfaction. The college's strong technological infrastructure and technology resources for instructors have both been identified as institutional strengths in the Quality Enhancement Plan. Clearly these characteristics can be argued to be contributors to the students' perceptions of instructional effectiveness and academic services.

### *College Weaknesses*

Unlike support areas where the college appears to be strong, academic advising ranked high in importance but not in satisfaction. Academic advising was also identified as an area of concern in the 2002 QEP Student Survey and continues to be a challenge for the college. Process Goal Number 4 in the QEP has several initiatives to improve academic advising (including developing specific advising and orientation for students who take online college preparatory classes (4.07) and organizing a full academic load for college preparatory students that ensures they will have the skills

to succeed (4.05)). Implementation of these initiatives is critical to improving student satisfaction with academic advising.

## *Challenges for FCCJ*

Students responding to the Student Satisfaction Inventory identified 15 specific items as challenges for the college (see pages 9-10). These can be broadly grouped into financial aid, counseling and advising, progress reports, educational goals, and parking and security. Four of these areas are specifically addressed in QEP initiatives:

- Students expressed concern that financial awards are not announced in time to be helpful for college planning, that financial aid counselors are not helpful, and that adequate financial aid is not available for all students. Process Goal Number Two, initiative 2.05 addresses improving financial aid communication and assistance to students.
- Student satisfaction with services to help them decide on a career was low. Process Goal Number Two initiative 2.08 addresses development of a career program orientation. Counselors and advisors who can assist students in improving or focusing their career plans and determining an appropriate program of study should be helpful in improving satisfaction ratings. Other areas of academic advising that rated low in satisfaction focused on advisor knowledge (advisor is knowledgeable about program requirements; knowledgeable about transfer requirements of other schools). Training and development for academic advisors might be considered as a means of improving advisor preparation, hence student satisfaction in these areas.
- Students do not feel they receive timely information on their progress. Process Goal 3 Initiative 3.11 describes a “How Am I Doing?” postcard for faculty to provide easy, pre-formatted communication individually to students. Even this informal report may be sufficient to improve satisfaction ratings in this area.
- Students were not very satisfied that the college does whatever it can to help them reach their educational goals. This is a broadly defined mission. Full

implementation of the QEP, its integration into college operations, and the commitment to student success that is encompassed in the plan will do much to improve this perception. As new practices and innovative techniques become “business as usual” for the college, it should be apparent to students that the college is doing “everything it can” to help them succeed.

The final area of challenge for the college deals with parking and security. Students expressed dissatisfaction with the amount of parking, felt that parking lots were not well-lighted or secure, and generally felt that the campus was not safe and secure for them. Safety might be improved by simple measures such as installing lights, making sure that call boxes are available, easily accessible, and in good working order, and keeping shrubbery trimmed to improve visibility.

While challenges remain, overall, the results of the Noel Levitz Student Satisfaction Inventory indicates that the FCCJ experience is a positive one for most of the college preparatory students who responded. Where improvements are needed, some plans are already in place to address many of these issues. The process for improvement itself can have a tremendous impact on the college as students, faculty, administrators, and staff become even more involved in implementing and creating solutions. By focusing on the key campus issues identified by the results of the Student Satisfaction Inventory, developing awareness, and planning for actions to address them, the College will be in the best position to make significant gains in meeting students’ expectations.

## Appendices

A. Faculty and Student Response Rates

B. Demographics

C. Definition of Student Satisfaction Inventory Scales

D. Item Analysis

## Appendix A. Faculty and Student Response Rates

### *Faculty Cooperation*

College Preparatory Courses ENC0001, ENC0021, MAT0002, MAT0024, REA0006, REA0008 and REA0010 were selected to participate in the administration of the Noel Levitz Student Satisfaction Inventory during the Spring 2004 term. Faculty teaching any of these courses were asked to survey at least one section, and 122 instructors from the Downtown, Kent, North, South, and Deerwood campuses agreed to participate. Of those instructors, 88 (72.1%) agreed to administer the survey and 70 (79.5%) actually returned completed surveys (Table 1).

Table 1. Agreement and Completion by Campus,  
Noel Levitz Student Satisfaction Inventory, Spring 2004

Campus	Agreed to Participate	Returned Completed Surveys	Percent Agreement	Percent Completion
Downtown	19	15	86.4%	78.9%
Kent	26	23	83.9%	88.5%
North	19	15	100.0%	78.9%
South	11	7	29.7%	63.6%
Deerwood	13	10	100.0%	76.9%
<b>Total</b>	<b>88</b>	<b>70</b>	<b>72.1%</b>	<b>79.5%</b>

### *Student Participation*

A total of 2,316 students were enrolled in the courses identified for participation in the Noel Levitz Student Satisfaction Inventory, and 1,087 surveys were returned (student participation 46.9%).

For this report, responses of students who could be identified as part of the QEP cohort (n=151) and non-QEP students (n=330) were analyzed. Students who did not disclose the student identifier (n=606) are not included.

## Appendix B. Demographics

CHARACTERISTICS	QEP Students N (%)	Non-QEP Students N (%)	Total N
<b>TOTAL</b>	151 (25.99%)	330 (56.80%)	581
<b>GENDER</b>			
Female	116 (78.38%)	223 (68.20%)	339
Male	32 (21.62%)	104 (31.80%)	136
Unknown			6
<b>AGE</b>			
18 and under	26 (17.69%)	17 ( 5.23%)	43
19 to 24	61 (41.50%)	110 (33.85%)	171
25 to 34	34 (23.13%)	98 (30.15%)	132
35 to 44	21 (14.29%)	67 (20.62%)	88
45 and over	5 (3.40%)	33 (10.15%)	38
Unknown			9
<b>ETHNICITY/RACE</b>			
African-American	82 (55.78%)	151 (46.18%)	233
American Indian/Alaskan Native	1 (0.68%)	2 (0.61%)	3
Asian/Pacific Islander	3 (2.04%)	7 (2.14%)	10
Caucasian/White	49 (33.33%)	130 (39.76%)	179
Hispanic	5 (3.40%)	9 (2.75%)	14
Other	3 (2.04%)	17 (5.20%)	20
Prefer not to respond	4 (2.72%)	11 (3.36%)	15
Unknown			7
<b>CURRENT ENROLLMENT STATUS</b>			
Day	84 (59.57%)	197 (62.94%)	281
Evening	49 (34.75%)	105 (33.55%)	154
Weekend	8 (5.67%)	11 (3.51%)	19
Unknown			27
<b>CURRENT CLASS LOAD</b>			
Full-time	82 (56.16%)	161 (49.39%)	243
Part-time	64 (43.84%)	165 (50.61%)	229
Unknown			9
<b>CLASS LEVEL(YEARS ATTENDED)</b>			
1 or less	139 (94.56%)	255 (78.46%)	394
2	3 (2.04%)	55 (16.92%)	58
3	4 (2.72%)	11 (3.38%)	15
4 or more	1 (0.68%)	4 (1.23%)	5
Unknown			9
<b>CURRENT GPA</b>			
No credits earned	80 (55.94%)	141 (44.62%)	221
1.99 or below	5 (3.50%)	13 (4.11%)	18
2.0 - 2.49	19 (13.29%)	37 (11.71%)	56
2.5 - 2.99	15 (10.49%)	43 (13.61%)	58
3.0 - 3.49	18 (12.59%)	42 (13.29%)	60
3.5 or above	6 (4.20%)	40 (12.66%)	46
Unknown			22
<b>EDUCATIONAL GOAL</b>			
Associate degree	114 (78.08%)	239 (74.45%)	353
Vocational /technical program	2 (1.37%)	12 (3.74%)	14
Transfer	25 (17.12%)	43 (13.40%)	68
Certification	1 (0.68%)	6 (1.87%)	7
Self-improvement	0 (0.00%)	7 (2.18%)	7
Job-related training	2 (1.37%)	4 (1.25%)	6
Other	2 (1.37%)	10 (3.12%)	12
Unknown			14

CHARACTERISTICS	QEP Students N (%)	Non-QEP Students N (%)	Total N
<b>EMPLOYMENT</b>			
Full-time off campus	67 (45.58%)	153 (47.22%)	220
Part-time off campus	39 (26.53%)	66 (20.37%)	105
Full-time on campus	2 (1.36%)	3 (0.93%)	5
Part-time on campus	1 (0.68%)	8 (2.47%)	9
Not employed	38 (25.85%)	94 (29.01%)	132
Unknown			10
<b>CURRENT RESIDENCE</b>			
Residence hall	1 (0.68%)	2 (0.62%)	3
Own house	31 (21.09%)	104 (32.10%)	135
Rent	38 (25.85%)	100 (30.86%)	138
Parent's home	65 (44.22%)	87 (26.85%)	152
Other	12 (8.16%)	31 (9.57%)	43
Unknown			10
<b>RESIDENCE CLASSIFICATION</b>			
In-state	146 (99.32%)	317 (97.24%)	463
Out-of-state	0 (0.00%)	5 (1.53%)	5
International	1 (0.68%)	4 (1.23%)	5
Unknown			8
<b>DISABILITIES</b>			
Yes	6 (4.08%)	31 (9.57%)	37
No	141 (95.92%)	293 (90.43%)	434
Unknown			10
<b>CHOICE/FCCJ WAS MY ...</b>			
1st choice	124 (84.35%)	265 (81.54%)	389
2nd choice	17 (11.56%)	50 (15.38%)	67
3rd or lower	6 (4.08%)	10 (3.08%)	16
Unknown			9

## Appendix C. Definition of Student Satisfaction Inventory Scales

For community colleges, the Student Satisfaction Inventory measures 70 items of expectation and 6 items that assess commitment to specific student populations. These items are analyzed statistically and conceptually to provide the following 12 composite scales:

*Academic Advising and Counseling Effectiveness* assesses the comprehensiveness of the academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability.

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

*Admissions and Financial Aid Effectiveness* assesses the College's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

*Campus Climate* assesses the extent to which the College provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of FCCJ's channels of communication for students.

*Campus Support Services* assesses the quality of support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers career services, orientation, child care, and special programs such as Veterans' Services and support services for displaced homemakers.

*Concern for the Individual* assesses the commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors) are included in this assessment.

*Instructional Effectiveness* assesses students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, the effectiveness of faculty in and out of the classroom, and the effectiveness of adjunct faculty and teaching assistants.

*Registration Effectiveness* assesses issues associated with registration and billing. This scale also measures FCCJ's commitment to making this process as smooth and effective as possible.

*Responsiveness to Diverse Populations* assesses the commitment to specific groups of students enrolled at FCCJ, e.g., under-represented populations, students with disabilities, commuters, part-time students, and older, returning learners.

*Safety and Security* assesses responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

*Service Excellence* assesses the attitude of staff toward students, especially front-line staff. This scale pinpoints the areas where quality service and personal concern for students are rated most and least favorably.

*Student Centeredness* assesses efforts to convey to students that they are important. This scale measures FCCJ's attitude toward students and the extent to which they feel welcome and valued.

## Appendix D. Item Analysis

The 12 composite scales defined in Appendix C are based on aggregate responses to individual items that measure expectation, institutional commitment, and pre-enrollment factors. These items, along with overall satisfaction items and the 10 FCCJ QEP-specific items are shown in the following table.

Table 1. Importance and Satisfaction on 98 Student Satisfaction Inventory Items

Student Support Services <sup>1</sup> (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
8. Classes scheduled at convenient times.	6.64	6.12	0.52	6.63	6.02	0.61	.10
18. Quality of instruction in my classes is excellent.	6.58	6.13	0.45	6.55	6.09	0.46	.04
77. QEP item 7: Computer use on campus is a valuable support service.	6.51	6.19	0.32	6.44	6.04	0.41	.15
7. Adequate financial aid is available for most students.	6.50	5.69	0.81	6.40	5.70	0.70	-.01
72. QEP item 2: Testing/ placement procedures is clear.	6.50	6.07	0.42	6.44	5.83	0.62	.24
88. Financial aid as factor in decision to enroll.	6.49			6.11			
69. Good variety of courses provided on campus.	6.48	6.04	0.44	6.52	6.05	0.47	-.01
62. Bookstore staff are helpful.	6.48	5.95	0.53	6.37	5.75	0.62	.20
31. The campus is safe and secure for all students.	6.47	5.76	0.70	6.44	5.75	0.70	.01
5. Personnel involved in registration are helpful.	6.46	5.74	0.72	6.47	5.70	0.77	.04
14. Library resources and services are adequate.	6.45	6.03	0.42	6.38	5.85	0.53	.18
24. Parking lots are well-lighted and secure.	6.45	5.59	0.86	6.51	5.48	1.03	.11

Student Support Services (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
13. Financial aid awards announced in time to be helpful in college planning.	6.44	5.53	0.91	6.27	5.51	0.76	.02
70. Able to experience intellectual growth.	6.41	6.08	0.33	6.49	6.10	0.39	-.02
20. Financial aid counselors are helpful.	6.41	5.66	0.75	6.28	5.62	0.66	.04
15. Able to register for classes I need with few conflicts.	6.41	5.79	0.62	6.47	5.65	0.82	.14
36. Students feel welcome on this campus.	6.40	5.97	0.43	6.35	5.86	0.49	.11
51. There are convenient ways of paying my school bill.	6.39	5.85	0.54	6.28	5.88	0.40	-.03
73. QEP item 3: Students should use special services to succeed.	6.39	6.02	0.37	6.27	5.69	0.58	.33*
47. Adequate services to help me decide upon a career.	6.37	5.69	0.68	6.25	5.65	0.60	.04
61. Faculty available after class and during office hours.	6.37	6.04	0.33	6.41	5.94	0.47	.10
52. School helps me reach my educational goals.	6.36	5.67	0.69	6.43	5.74	0.69	-.07
58. Faculty are knowledgeable in their fields.	6.35	5.90	0.45	6.42	5.93	0.49	-.03
39. Student parking space on campus is adequate.	6.35	5.34	1.01	6.27	5.35	0.92	-.01
28. Enjoyable experience to be a student on this campus.	6.34	6.01	0.33	6.28	5.93	0.35	.08
50. Tutoring services are readily available.	6.34	5.94	0.40	6.28	5.78	0.50	.16
16. College shows concern for students as individuals.	6.33	5.69	0.64	6.35	5.59	0.76	.10

Student Support Services (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
65. Students notified early if doing poorly in a class.	6.33	5.46	0.87	6.35	5.24	1.11	.22
66. Program requirements clear and reasonable.	6.33	5.96	0.37	6.46	5.86	0.60	.10
35. Policy/procedures re: registration & course selection clear	6.32	5.79	0.53	6.34	5.78	0.56	.01
76. QEP item 6: Placement testing helped increase hope in college success.	6.32	5.84	0.48	6.24	5.68	0.56	.16
46. Faculty provide timely feedback about student progress.	6.32	5.54	0.78	6.21	5.56	0.65	-.02
21. Sufficient number of study areas on campus.	6.31	5.94	0.37	6.19	5.77	0.42	.17
87. Cost as factor in decision to enroll.	6.31			6.33			
37. Faculty consider student differences as they teach.	6.30	5.80	0.50	6.21	5.63	0.58	.17
23. Faculty understand students' circumstances.	6.30	5.63	0.67	6.15	5.45	0.70	.18
40. Academic advisor knowledgeable about transfer requirements of other schools.	6.30	5.50	0.80	6.15	5.44	0.71	.06
80. QEP item 10: On-line classes are an important option for students.	6.30	5.96	0.34	6.25	5.60	0.65	.36*
75. QEP item 5: Locations of student support services on campus are easily visible.	6.29	5.85	0.44	6.17	5.66	0.51	.19
12. Academic advisor helps me set goals to work toward.	6.29	5.55	0.74	6.26	5.31	0.95	.24
32. Academic advisor is knowledgeable about my program requirements.	6.29	5.58	0.71	6.37	5.57	0.80	.01

Student Support Services (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
25. Academic advisor is concerned about success as an individual.	6.28	5.42	0.86	6.23	5.34	0.89	.08
71. QEP item 1: Orientation opportunity to understand what is critical to success.	6.28	5.79	0.49	6.19	5.53	0.66	.26
34. Computer labs are adequate and accessible.	6.27	6.00	0.27	6.37	5.79	0.58	.21
6. Academic advisor is approachable.	6.27	5.55	0.72	6.34	5.58	0.76	-.03
45. This institution has a good reputation within the community.	6.27	5.97	0.30	6.25	5.96	0.29	.01
43. Class change (drop/add) policies are reasonable.	6.27	5.97	0.30	6.27	5.84	0.43	.13
74. QEP item 4: Orientation schedule is flexible enough.	6.26	6.01	0.25	6.13	5.65	0.48	.36*
48. Counseling staff care about students as individuals.	6.26	5.62	0.64	6.29	5.56	0.73	.06
68. On the whole, the campus is well-maintained.	6.25	6.08	0.17	6.46	6.03	0.43	.05
60. Billing policies are reasonable.	6.25	5.73	0.52	6.24	5.71	0.53	.02
79. QEP item 9: Services for students with learning disabilities are readily available.	6.25	5.56	0.69	6.05	5.32	0.73	.24
56. Business office is open during convenient hours.	6.25	5.96	0.29	6.35	5.83	0.52	.13
57. Administrators are approachable to students.	6.24	5.67	0.57	6.25	5.62	0.63	.05
42. The equipment in the lab facilities is kept up to date.	6.23	5.83	0.40	6.23	5.66	0.57	.17
29. Faculty are fair and unbiased in their treatment students.	6.22	5.73	0.49	6.32	5.73	0.59	.00

Student Support Services <sup>1</sup> (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
55. Academic support services adequately meet students needs.	6.22	5.65	0.57	6.19	5.51	0.68	.14
59. New student orientation helps students adjust.	6.22	5.68	0.54	6.20	5.57	0.63	.11
2. Faculty care about me as an individual.	6.20	5.60	0.60	6.11	5.59	0.52	.01
41. Admissions staff are knowledgeable.	6.19	5.71	0.48	6.37	5.61	0.76	.10
63. Seldom get "run-around" when seeking information.	6.18	5.54	0.64	6.37	5.56	0.81	-.02
89. Academic reputation as factor in decision to enroll.	6.17			6.20			
54. Faculty are interested in my academic problems.	6.16	5.56	0.60	6.19	5.51	0.68	.05
27. The campus staff are caring and helpful.	6.16	5.70	0.46	6.22	5.71	0.51	-.01
53. The assessment and placement procedures are reasonable.	6.16	5.77	0.39	6.22	5.63	0.59	.14
78. QEP item 8: High school experience helped prepare me for college.	6.13	5.36	0.77	5.93	5.05	0.88	.31
67. Channels for expressing student complaints are readily available.	6.10	5.52	0.58	6.07	5.40	0.67	.12
30. Career services office provides help to get a job.	6.09	5.41	0.68	5.91	5.26	0.65	.15
49. Admissions counselors respond to students' unique needs and requests.	6.08	5.55	0.53	6.13	5.45	0.68	.10
95. Personalized attention prior to enrollment as factor in decision to enroll.	6.08			5.82			
64. Nearly all classes deal with practical experiences and applications.	6.08	5.71	0.37	6.21	5.78	0.43	-.07

Student Support Services (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
9. Internships or practical experiences provided in my program.	6.04	5.50	0.54	5.96	5.39	0.57	.11
3. Quality of instruction in the voc/tech programs is excellent.	6.02	5.58	0.44	6.00	5.57	0.43	.01
11. Security staff respond quickly in emergencies.	6.01	5.10	0.91	6.10	5.23	0.87	-.13
26. Library staff are helpful and approachable.	6.00	5.64	0.36	6.14	5.69	0.45	-.05
38. Student center is a comfortable place to spend leisure time.	6.00	5.68	0.32	5.80	5.43	0.37	.25
22. People on this campus respect and support each other.	5.94	5.36	0.58	5.93	5.41	0.52	-.05
4. Security staff are helpful.	5.89	5.37	0.52	5.98	5.51	0.47	-.14
94. Campus appearance as factor in decision to enroll.	5.83			5.82			
90. Size of institution as factor in decision to enroll.	5.80			5.55			
33. Admissions counselors accurately portray the campus in recruiting practices.	5.78	5.20	0.58	5.88	5.36	0.52	-.16
93. Geographic setting as factor in decision to enroll.	5.72			5.64			
44. I generally know what's happening on campus.	5.67	5.24	0.43	5.67	5.01	0.66	.23
1. Most students feel a sense of belonging here.	5.65	5.66	-0.01	5.59	5.59	0.00	.07
92. Recommendations from family/friends as factor in decision to enroll.	5.64			5.28			

Student Support Services <sup>1</sup> (In Rank Order by QEP Importance)	QEP Students			Non QEP Students			Mean Difference (Satisfaction)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
19. Campus provides effective support services for displaced homemakers.	5.42	5.22	0.20	5.51	5.08	0.43	.14
10. Child care facilities are available on campus.	5.38	5.29	0.09	5.29	4.92	0.37	.37*
17. Personnel in the Veterans' Services program are helpful.	4.83	4.82	0.01	5.24	4.79	0.45	.03
91. Opportunity to play sports as factor in decision to enroll.	4.09			3.58			
81. Institution's commitment to part-time students		6.07			5.99		.08
82. Institution's commitment to evening students		5.92			5.91		.01
83. Institution's commitment to older, returning learners		6.03			5.91		.12
84. Institution's commitment to under-represented populations		5.70			5.69		.01
85. Institution's commitment to commuters		5.87			5.75		.12
86. Institution's commitment to students with disabilities		5.82			5.71		.11

<sup>1</sup>Numbers correspond with Noel Levitz questionnaire items.

\*Difference statistically significant at .05 level. Standard deviation for all measures available upon request.