

# RESEARCH BRIEF

## INSTITUTIONAL AND PROGRAM PLANNING

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### SURVEY OF ENROLLED STUDENTS FALL 1996

St. Petersburg Junior College has developed a series of assessment surveys designed to assure the delivery of quality academic and student support services and to insure satisfaction of students, alumni and other constituencies with which the college works and cooperates in its effort to perform its mission. The purpose of this brief is to summarize the results of the second annual administration of the Enrolled Student Survey. This survey has three major sections: (1) demographic and academic data about the respondent, (2) the satisfaction and importance rating by students on 28 academic and student support areas, and (3) open-ended questions related to the quality of the academic and support services. This survey was different from the Fall 1995 version in that the importance rating scale was added and both scales were seven (7) point.

In Fall 1996 7,000 surveys were distributed to students on all sites enrolled in day classes/clinical sections that met at 10:10 a. m. or in evening classes that were in session between 5:00 p.m. and 7:00 p. m. Excluded were students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses. There were 4,877 surveys returned for a return rate of 70%.

The demographic profile of the respondents were compared to the Fall 1996 credit student profile shown in the SPIC FactBook 1996. Students in both groups were predominately white, female, and averaged 20-39 years of age. Comparison by campus was not possible since the SPIC FactBook data is based on home campus while the survey asked students to identify the campus on which they received most of their services. With the exception of degree goals, the profile of the respondents was representative of Fall 1996 credit students. When contrasting degree goals, 72% of Fall 1996 credit students were enrolled in the A. A. degree and 15% were enrolled in A. S. degree programs compared to respondents 60% and 33%, respectively.

Based on a seven point scale, the value "4" would be the neutral point indicating neither superior nor inferior satisfaction/importance/quality. Values higher than the neutral point would show increasing satisfaction/importance/quality while values lower than the neutral point would show the opposite.

#### FINDINGS

Respondents were asked to rate their satisfaction level on 28 academic and student support services from "excellent" (value = 7) to "poor" (value = 1). The mean ratings ranged from a high of 5.59 for "Library" to a low of 4.06 for "Food services" with 11 of the services rated higher than 5 (see Table 1). In general, respondents appeared satisfied with the level of service they receive from the college.

The top and bottom nine (9) services in the Fall 1996 survey administration were compared to Fall 1995 results. The first six (6) of the top nine (9) in Fall 1996 were ranked among the top nine (9) the previous year (see Table 1). "Application/admission process" fell from a rank of 4 in 1995 to 11; "Selection of courses offered" fell from 8 to 14; and "Bookstore" changed from 9 to 10. "Specialized academic support services" rose from a rank of 12 in 1995 to 7; "Official mailings received from the College" rose from 11 to 8; and "Overall rating of student support services" rose from 13 to 9. There was no change in seven (7) of the bottom nine (9) from one year to the next (see Table 1). "Orientation" changed from 21 in 1995 to 18 and "General information about programs and services" rose from 25 to 19. "Job/career and ELP Center" changed from 18 to 20 and "Convenience of times classes are offered" fell from 16 to 21.

Additionally, respondents were asked to rate the importance of the same services from "critical" (value = 7) to "unimportant" (value = 1). The mean ratings ranged from a high of 6.38 for "Overall quality of instruction" to a low of 4.19 for "Student activities" (see Table 2). Seven (7) services had a mean over 6.0 indicating they are of critical importance to students.

If the 28 services were compared concurrently on both satisfaction and importance, one of four combinations could occur. First, the services that were rated high in importance by the respondents could have a high satisfaction rating which would mean the College was accomplishing its objectives of providing a high caliber of service in those areas designated highly significant to students. This would mean that the College was expending its resources (time, personnel, dollars) on those services that students felt were important. This would be the best of all possible situations. Similarly, the services that were rated low in importance by the respondents could have a low satisfaction rating which would mean that students felt the service could be improved, however, it was not very important to them whether or not those improvements occurred. Third, the services could be rated high in importance but low in satisfaction. This would mean the College was not providing adequate services in those areas deemed important to students. Finally, the services could be rated low in importance but high in satisfaction. This would mean the College was providing a high caliber of service in areas that students felt were not very important to them. In the last two instances, it would be incumbent upon the College to review its use of resources (time, personnel, funds) to determine if a re-distribution would be in the best interest of the student body.

When the satisfaction rank of the nine (9) services identified as most important (see Table 2) were compared, four (4) of the services rated most important by enrolled students (Overall quality

of instruction, Overall quality of educational program content, Library, and Personal safety and security) were rated most satisfactory; three (3) services (Convenience of times classes are offered, Academic advising, and Parking) received low satisfaction ratings. When the same comparison was made for the bottom nine (9) rated importance items, four (4) services rated least important (Job/career and ELP Center, Food services, Student publications and Student activities) received low satisfaction ranks; three services (Official mailings received from the college, Attractiveness of campus and Specialized academic support services) received high satisfaction ranks. The same test was applied to the nine (9) services identified as most/least satisfactory (see Table 1). Four (4) services (Library, Personal safety and security, Overall quality of instruction, Overall quality of educational program content) rated high in satisfaction were also rated high in importance to enrolled students; three (3) services (Attractiveness of campus, Official mailings received from the college and Overall rating of student support services) rated high in satisfaction were rated low in importance. When the same comparison was made for the bottom nine (9) rated satisfaction items, four (4) services rated least satisfactory (Job/career and ELP center, Student activities Student publications, and Food services) received low importance ranks; three (3) services (Academic advising, Parking and Convenience of times classes are offered) received high importance ranks.

TABLE 1

ACADEMIC AND STUDENT SERVICES RANKED BY SATISFACTION\*

	Satisfaction		Importance	
	Rank	Mean	Rank	Mean
Library	1	5.59	5	6.22
Personal safety and security	2	5.53	6	6.19
Overall quality of instruction	3	5.41	1	6.38
Overall quality of education program content	4	5.38	4	6.27
Supplemental instructional centers	5	5.3	14	5.65
Attractiveness of campus	6	5.27	22	5.1
Specialized academic support services	7	5.13	23	5.08
Official mailing received from the College	8	5.12	21	5.11
Overall rating of student support services	9	5.05	13	5.69
Bookstore	10	5.03	10	5.77
Application/admission process	11	5.01	17	5.54
Out-of-class access to computers	12	4.96	12	5.74
Facilities and equipment	13	4.93	15	5.62
Selection of courses offered	14	4.91	2	6.35
Registration process	15	4.88	8	5.95
Business office	16	4.87	20	5.13
Initial testing for placement in courses	17	4.83	18	5.34
Orientation	18	4.75	25	4.64
General information about programs & service	19	4.74	19	5.32
Job/career and ELP Center	20	4.72	24	4.88
Convenience of times classes are offered	21	4.69	3	6.35
Student activities	22	4.68	28	4.19
Academic advising	23	4.65	7	6.05
Financial aid office	24	4.59	11	5.75
Career counseling & career assessment	25	4.58	16	5.62
Student publications	26	4.53	27	4.25
Parking	27	4.18	9	5.92
Food service	28	4.06	26	4.53

SUMMARY

This brief summarized the results of the second annual administration of the Enrolled Student Survey. The Fall 1996 survey was different from previous year in that the importance rating scale was added and both scales were seven (7) point. In general, enrolled students were satisfied with the academic and student support services offered by the college. In fact, eleven (11) of the 28 services received satisfaction ratings higher than 5.0. There were few changes in satisfaction rankings of the services since the Fall of 1995 administration. Tracking over several administrations will be necessary to determine a trend in any one service. All services the College provides were felt to be important to students and seven (7) were rated as being of critical importance (mean over 6 on the 7 point scale). The services were compared concurrently on both satisfaction and importance. From this comparison the management of three services (Convenience of time classes offered, Academic advising, and Parking) should be reviewed to determine if changes can be created to better meet the needs of the student body. The full report of this survey can be obtained from the Campus Provost or Institutional & Program Planning.

TABLE 2

ACADEMIC AND STUDENT SERVICES RANKED BY IMPORTANCE\*

	Importance		Satisfaction	
	Rank	Mean	Rank	Mean
Overall quality of instruction	1	6.38	3	5.41
Selection of courses offered	2	6.35	14	4.91
Convenience of times classes are offered	3	6.35	21	4.69
Overall quality of educ program content	4	6.27	4	5.38
Library	5	6.22	1	5.59
Personal safety and security	6	6.19	2	5.53
Academic advising	7	6.05	23	4.65
Registration process	8	5.95	15	4.88
Parking	9	5.92	27	4.18
Bookstore	10	5.77	10	5.03
Financial aid office	11	5.75	24	4.59
Out-of-class access to computers	12	5.74	12	4.96
Overall rating of student support services	13	5.69	9	5.05
Supplemental instructional centers	14	5.65	5	5.30
Facilities and equipment	15	5.62	13	4.93
Career counseling & career assessment	16	5.62	25	4.58
Application/admission process	17	5.54	11	5.01
Initial testing for placement in courses	18	5.34	17	4.83
General information about programs & services	19	5.32	19	4.74
Business office	20	5.13	16	4.87
Official mailings received from College	21	5.11	8	5.12
Attractiveness of the campus	22	5.10	6	5.27
Specialized academic support services	23	5.08	7	5.13
Job/Career and ELP Center	24	4.88	20	4.72
Orientation	25	4.64	18	4.75
Food services	26	4.53	28	4.06
Student publications	27	4.25	26	4.53
Student activities	28	4.19	22	4.68

\* Means calculated on 7-point scale; respondents = 4877. Shaded sections show top and bottom one-third ranked services by satisfaction and services by importance.