

SURVEY OF ENROLLED STUDENTS FALL 1997

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 third 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) opened-ended questions related to the quality of the academic and support services.

In Fall 1997, 8000 surveys were distributed to students on all sites enrolled in day classes/clinical sections that met at 10:10 am and evening classes that were in session between the hours of 5:00 to 7:30 pm on November 5, 1997. The administration dates for the Health Education and Allstate Centers were extended (November 5-12, 1997) because of clinical/seminar courses. Excluded were students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses. There were 4685 completed surveys returned resulting in a response rate of 59%; 2905 (36%) were returned blank.

The demographic profile of the respondents were compared to the Fall 1996 credit student profile shown in the SPJC FactBook. Students in both groups were predominately white, female, and averaged 20-39 years of age. Comparison by campus was not possible since the SPJC 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 A.A. degree and 15% were enrolled in A.S./Vocational certificate degree programs compared to respondents 62% and 31%, 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 5.66 for "Library" to a low of 4.07 for "Parking" with 12 of the services rated higher than 5 (see Table 1). In general the respondents appeared satisfied with the level of service they received from the college.

The top and bottom nine (9) services in the Fall 1997 administration were compared to Fall 1996 results. The same nine (9) services were represented in the top nine (9) for both years with no change in the first five (5) services from one year to the next (see Table 1). "Specialized academic support" rose from 7 in 1996 to 6 in 1997, "Overall rating of student support services" rose from 9 to 8, "Official mailings received from the College" fell from 8 to 9, and "Attractiveness of the campus" fell from 6 to 7. There was no change in eight (8) of the bottom nine (9) services from Fall 1996 to Fall 1997 (see Table 1). "Convenience of times classes are offered" rose from 21 to 18; "Orientation" fell from 18 to 20.

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 6.42 "Convenience of Times Classes are Offered" to a low of 4.21 "Student Activities". Nine (9) services had a mean over 6.0 indicating they are of critical importance to students (Table 2). No service rated lower than 4.21 (the neutral point).

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 student. This would mean that the College was expending its resources (time, personnel, dollars) on those services the students felt were important and 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 the student 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 instance, 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 the most satisfactory; two (2) services rated most important (Academic advising and Parking) were rated the least satisfactory.

When the same comparison was made for the bottom nine (9) rated importance items, five (5) services rated least important (Job/career and ELP Center, Food services, Student publications, Student activities, and Orientation) received low satisfaction ranks; three (3) services (Attractiveness of campus, Specialized academic support services, Official mailings received from the College) received high satisfaction ranks.

The same test was applied to the (9) services identified as most/least satisfactory (see Table 1). Four (4) services (Library, Personal safety and security, Overall quality of instruction, and Overall quality of educational program content) rated high in satisfaction were also rated high in importance to enrolled students; three (3) services (Attractiveness of the campus, Overall rating of student support services, Official mailings received from the College) 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 (Orientation, Food service, Student activities, Student Publications) received low importance ranks; two (2) services (Academic advising and Parking) received high importance ranks.

SUMMARY

This brief summarized the results of the third annual administration of the Enrolled Student Survey. In general, enrolled students were satisfied with the academic and student support services offered by the college. In fact, twelve (12) of the 28 services received satisfaction ratings higher than 5.0. There were few changes in satisfaction ranking of the services since the Fall of 1996 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 nine (9) 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 two services (Academic advising and Parking) should be reviewed to determine if changes can be created to better meet the needs of the student body. While the satisfaction level for "Convenience of times classes are offered" was most important to students and increased slightly in satisfaction to 4.82, the rating indicates students believed additional improvements were possible in the college's efforts to improve scheduling. The full report of this survey can be obtained from the Campus Provost or Educational & Student Services.

TABLE 1					TABLE 2				
ACADEMIC AND STUDENT SERVICES RANKED BY					ACADEMIC AND STUDENT SERVICES RANKED BY				
SATISFACTION*					IMPORTANCE*				
	Satisfaction		Importance			Importance		Satisfaction	
	Rank	Mean	Rank	Mean		Rank	Mean	Rank	Mean*
Library	1	5.66	5	6.26	Convenience of times classes are offered	1	6.42	18	4.82
Personal safety and security	2	5.51	6	6.21	Selection of courses offered	2	6.40	12	5.02
Overall quality of instruction	3	5.45	3	6.40	Overall quality of instruction	3	6.40	3	5.45
Overall quality of educational program content	4	5.44	4	6.29	Overall quality of educational program content	4	6.29	4	5.44
Supplemental instructional centers	5	5.33	16	5.62	Library	5	6.26	1	5.66
Specialized academic support services	6	5.19	22	5.11	Personal safety and security	6	6.21	2	5.51
Attractiveness of the campus	7	5.17	21	5.13	Academic advising	7	6.05	23	4.70
Overall rating of student support services	8	5.13	14	5.73	Registration process	8	6.02	17	4.82
Official mailings received from the College	9	5.09	23	5.02	Parking	9	6.01	28	4.07
Out-of-class access to computers	10	5.04	13	5.77	Application/admission process	10	5.95	13	4.98
Bookstore	11	5.02	11	5.90	Bookstore	11	5.90	11	5.02
Selection of courses offered	12	5.02	2	6.40	Financial aid office	12	5.85	26	4.51
Application/admission process	13	4.98	10	5.95	Out-of-class access to computers	13	5.77	10	5.04
Facilities and equipment	14	4.97	15	5.68	Overall rating of student support services	14	5.73	8	5.13
Business office	15	4.93	20	5.19	Facilities and equipment	15	5.68	14	4.97
Initial testing for placement in courses	16	4.86	19	5.32	Supplemental instructional centers	16	5.62	5	5.33
Registration process	17	4.82	8	6.02	Career counseling and career assessment	17	5.62	24	4.64
Convenience of times classes are offered	18	4.82	1	6.42	General information about programs and services	18	5.36	19	4.80
General information about programs and services	19	4.80	18	5.36	Initial testing for placement in courses	19	5.32	16	4.86
Orientation	20	4.75	25	4.67	Business office	20	5.19	15	4.93
Job/career and ELP Center	21	4.75	24	4.92	Attractiveness of the campus	21	5.13	7	5.17
Student activities	22	4.71	28	4.21	Specialized academic support services	22	5.11	6	5.19
Academic advising	23	4.70	7	6.05	Official mailings received from the College	23	5.02	9	5.09
Career counseling and career assessment	24	4.64	17	5.62	Job/career and ELP Center	24	4.92	21	4.75
Student publications	25	4.59	27	4.31	Orientation	25	4.67	20	4.75
Financial aid office	26	4.51	12	5.85	Food services	26	4.62	27	4.49
Food service	27	4.49	26	4.62	Student publications	27	4.31	25	4.59
Parking	28	4.07	9	6.01	Student activities	28	4.21	22	4.71

*Means calculated on a 7-point scale; respondents = 4685. Shaded sections show top and bottom one-third ranked services by satisfaction and services by importance.

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