

NOEL-LEVITZ STUDENT SATISFACTION INVENTORY

JOHNSON COUNTY COMMUNITY COLLEGE

SPRING 2022

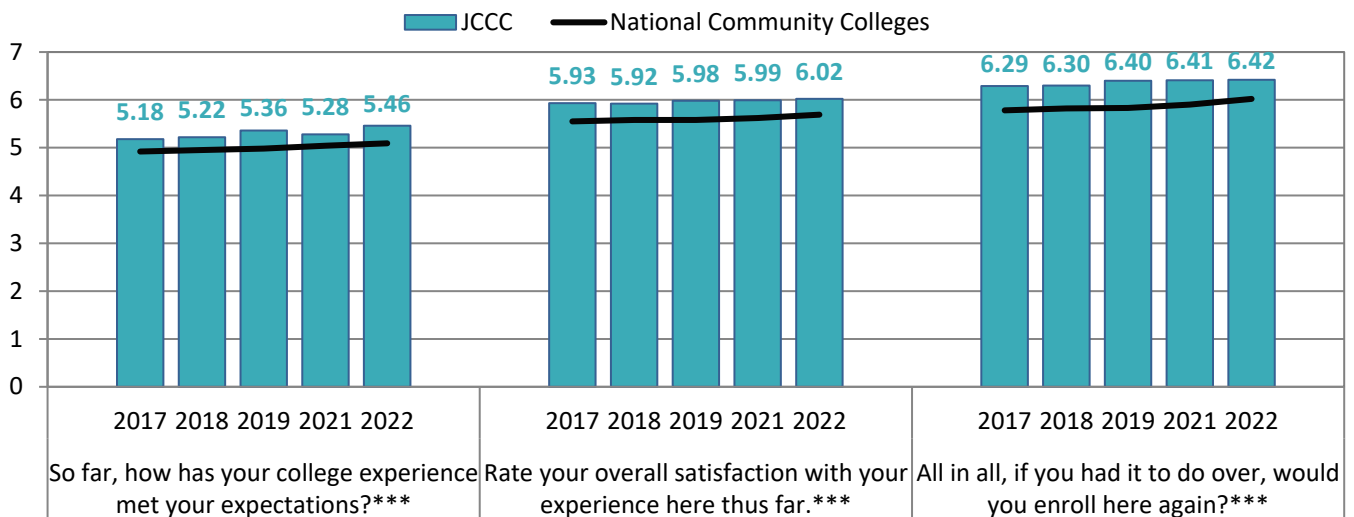
Johnson County Community College first administered the Noel-Levitz Student Satisfaction Inventory (SSI) to students during the spring 2000 semester and administered it annually thereafter through 2004. After the 2004 survey cycle, JCCC began administering the Inventory biennially through the spring 2014 semester; the college then returned to administering the SSI on an annual basis except for the 2020 spring semester when the survey was not administered due to the pandemic. During the spring 2022 semester, the SSI was administered online to roughly 10,400 JCCC students. In total, 1,193 surveys were completed. The national community college group contains 79,049 records from 128 two-year institutions and includes surveys completed through the fall of 2019 to the spring of 2022.

The Student Satisfaction Inventory contains 70 items grouped into 12 scales. For most of the items, students rate the importance of the item and how satisfied they are with the item at their institution. All items are rated using a 1 to 7 Likert scale, with 7 being high. Performance gap means are then calculated by taking the difference between the importance rating and the satisfaction rating. Small gaps indicate students' expectations are being met while large gaps indicate room for improvement.

Major findings are highlighted in the following bulleted points and figures; summaries for the 12 scales appear on the following pages in descending order of importance as rated by students.

OVERALL SATISFACTION: These three summary items provide a good bottom-line overview of how students feel about their overall experiences at the College.

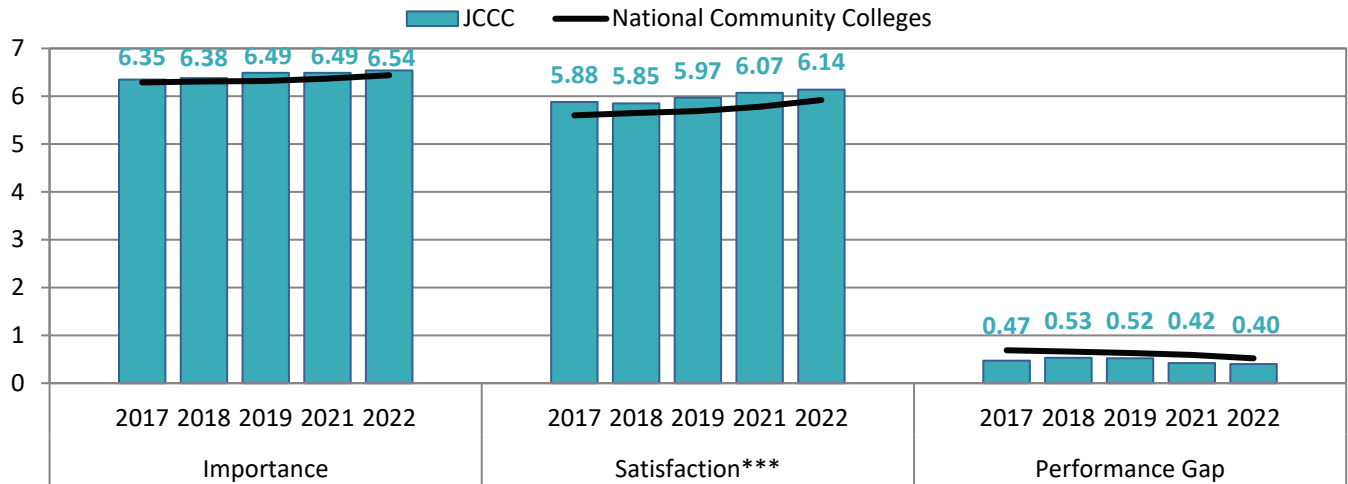
Figure 1
Overall Satisfaction



*** JCCC's score is significantly above the comparison group at the .001 level.

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 effectiveness of faculty in and out of the classroom, content of the courses, and sufficient course offerings.

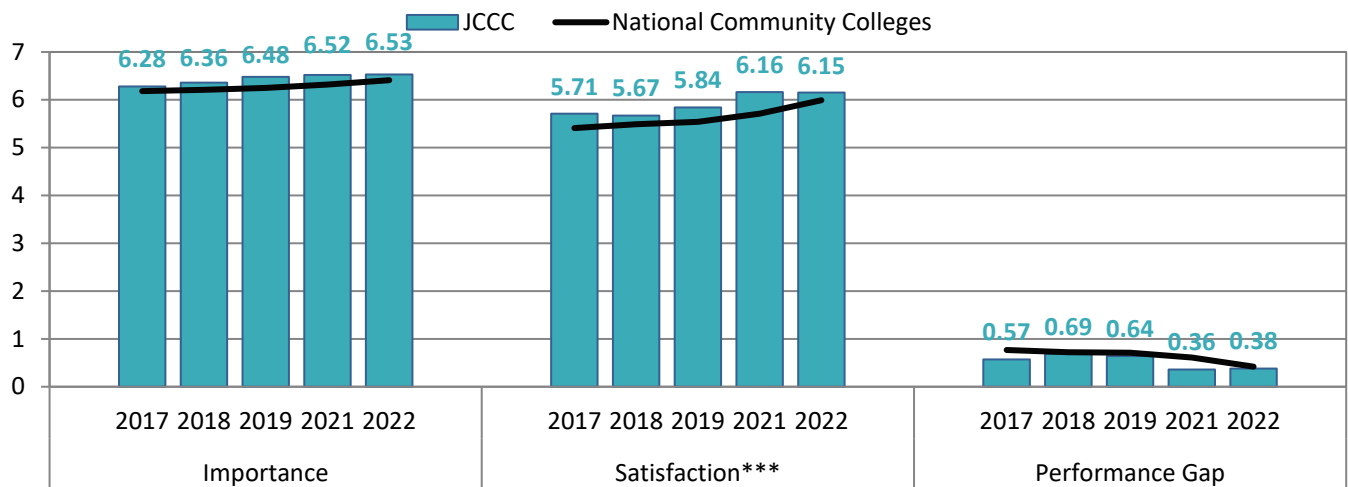
Figure 2
Instructional Effectiveness



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SAFETY AND SECURITY: assesses the institution's responsiveness to students' personal safety and security on campus. This scale measures the effectiveness of both security personnel and campus facilities.

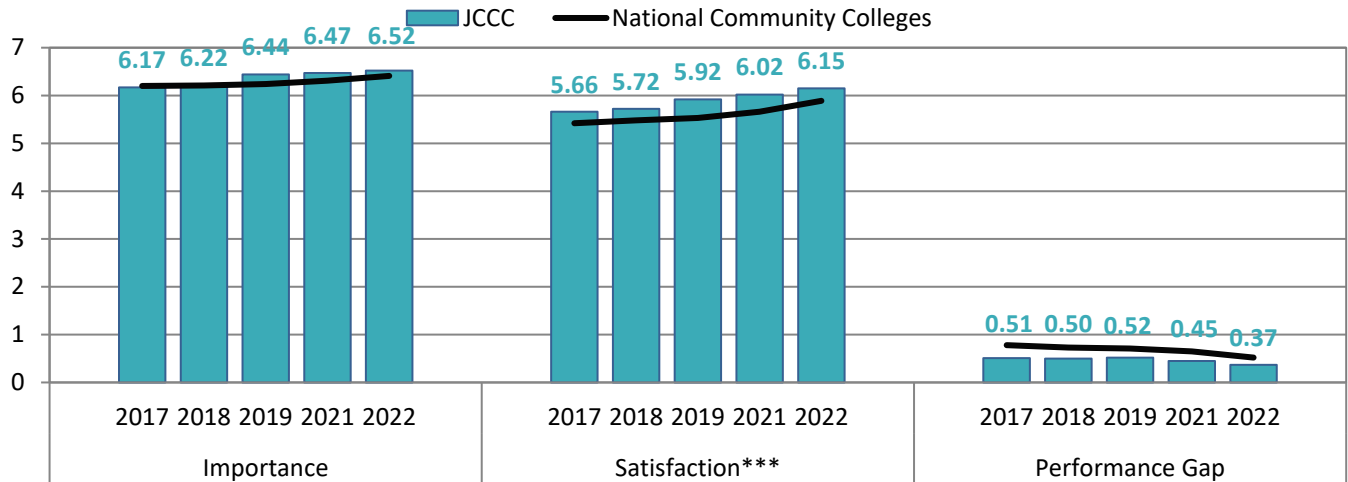
Figure 3
Safety and Security



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ADMISSIONS AND FINANCIAL AID: assesses the institution’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.

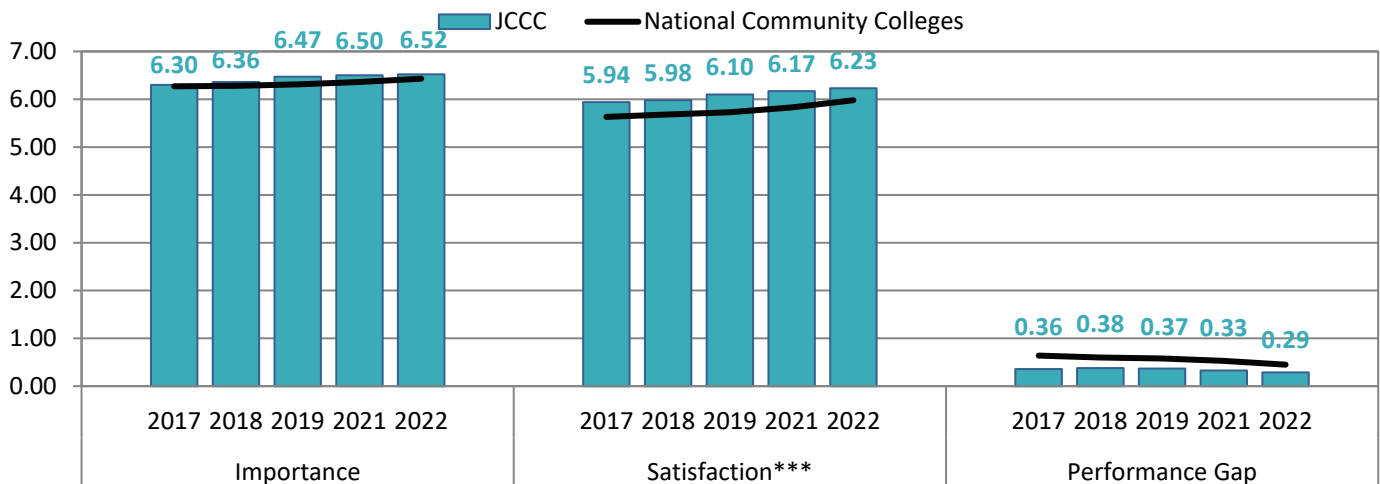
Figure 4
Admissions and Financial Aid



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REGISTRATION EFFECTIVENESS: assesses issues associated with registration and billing. This scale also measures the college’s commitment to making this process as smooth and effective as possible.

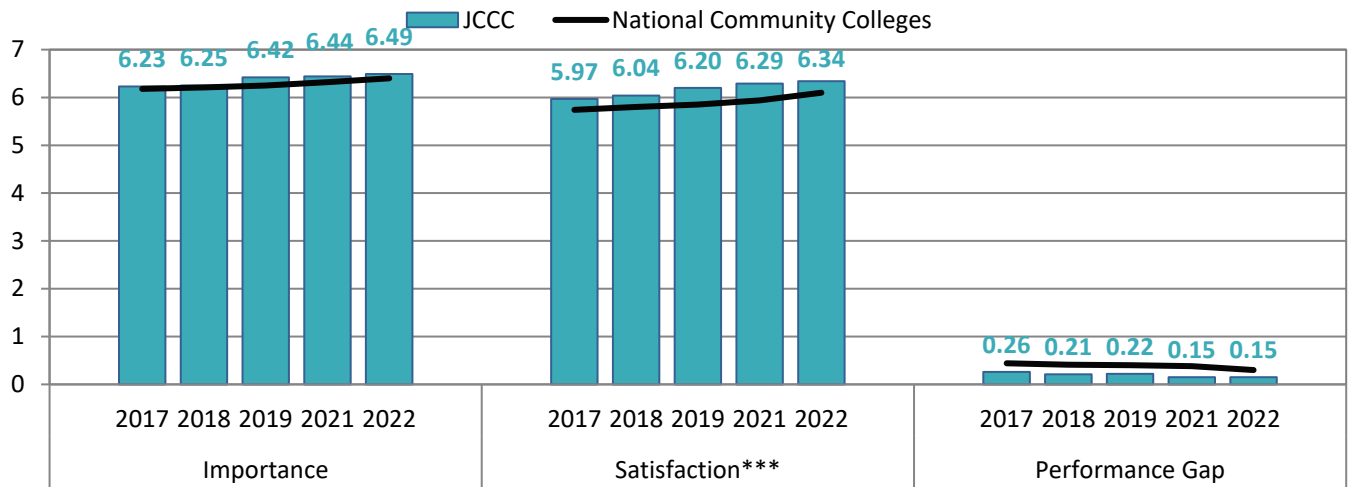
Figure 5
Registration Effectiveness



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ACADEMIC SERVICES: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

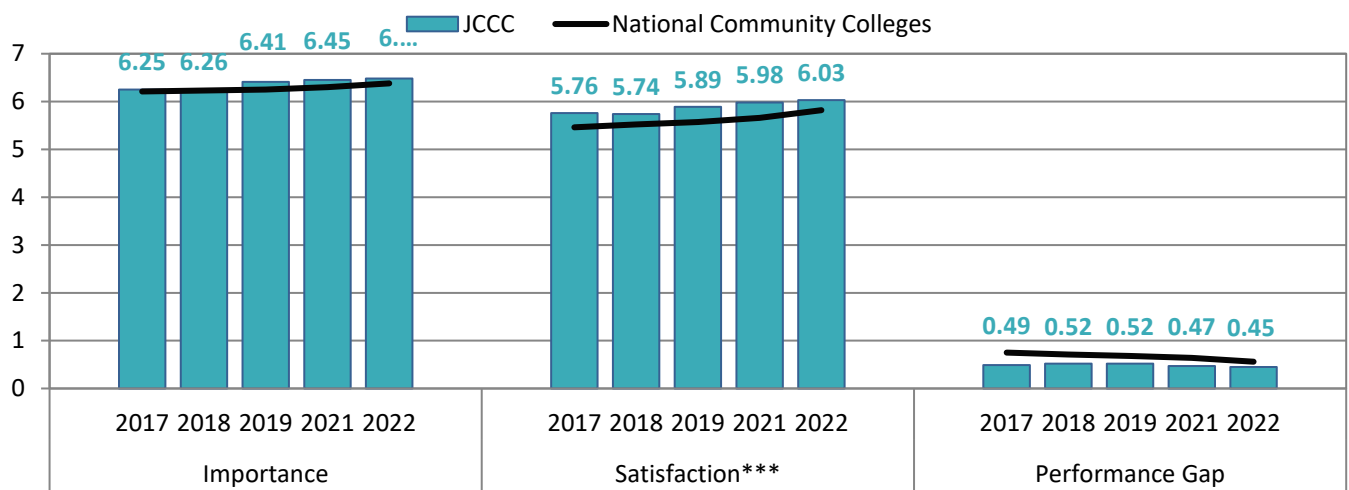
Figure 6
Academic Services



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CONCERN FOR THE INDIVIDUAL: assesses the institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

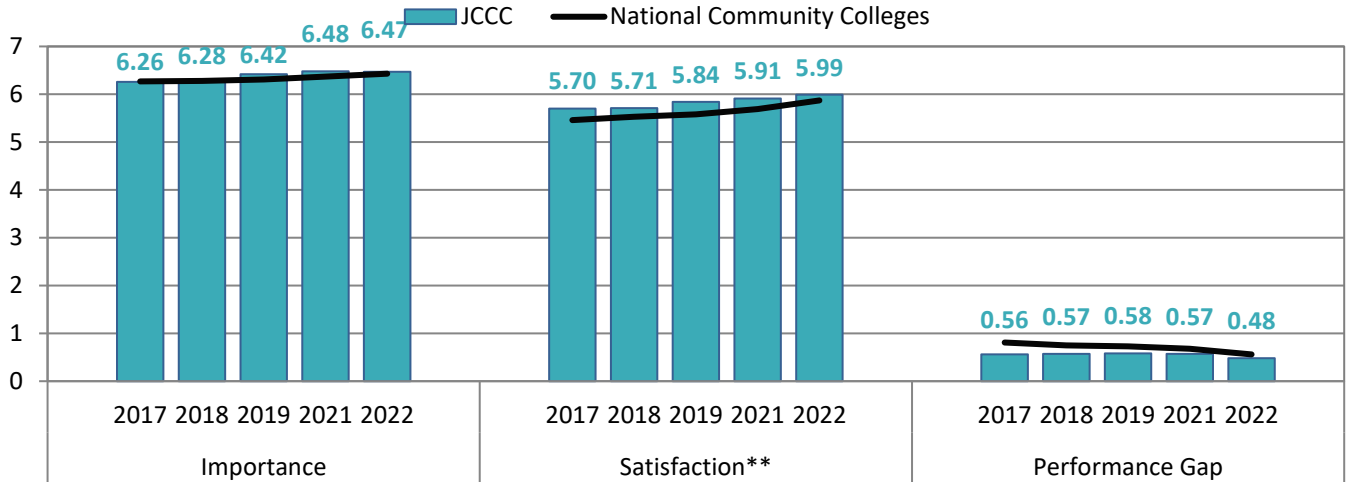
Figure 7
Concern for the Individual



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ACADEMIC ADVISING/COUNSELING: 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.

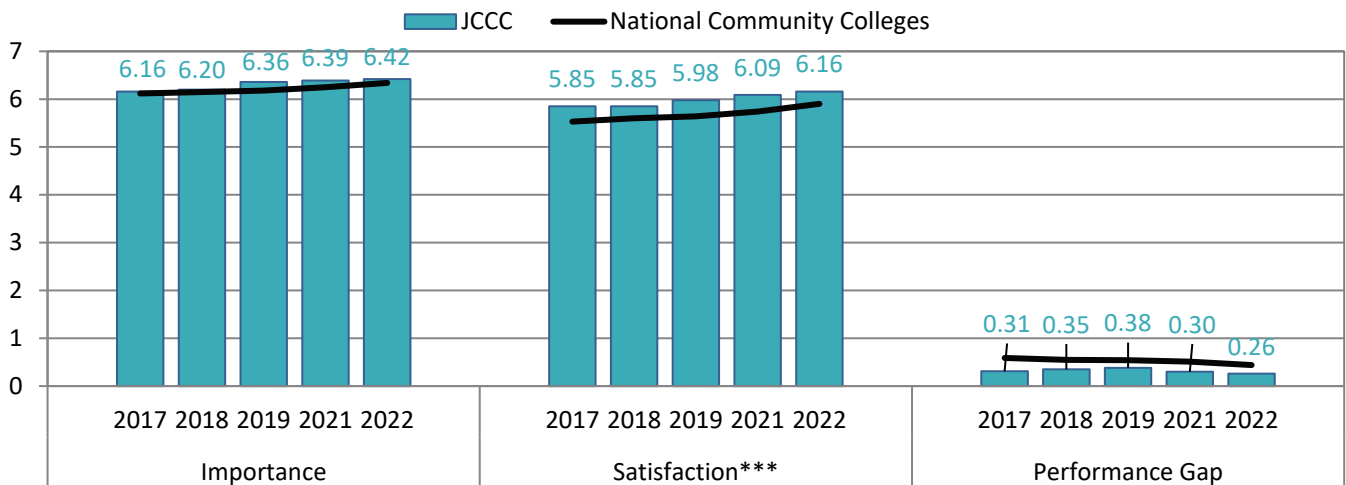
Figure 8
Academic Advising/Counseling



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CAMPUS CLIMATE: assesses the extent to which the institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of the institution's channels of communication for students.

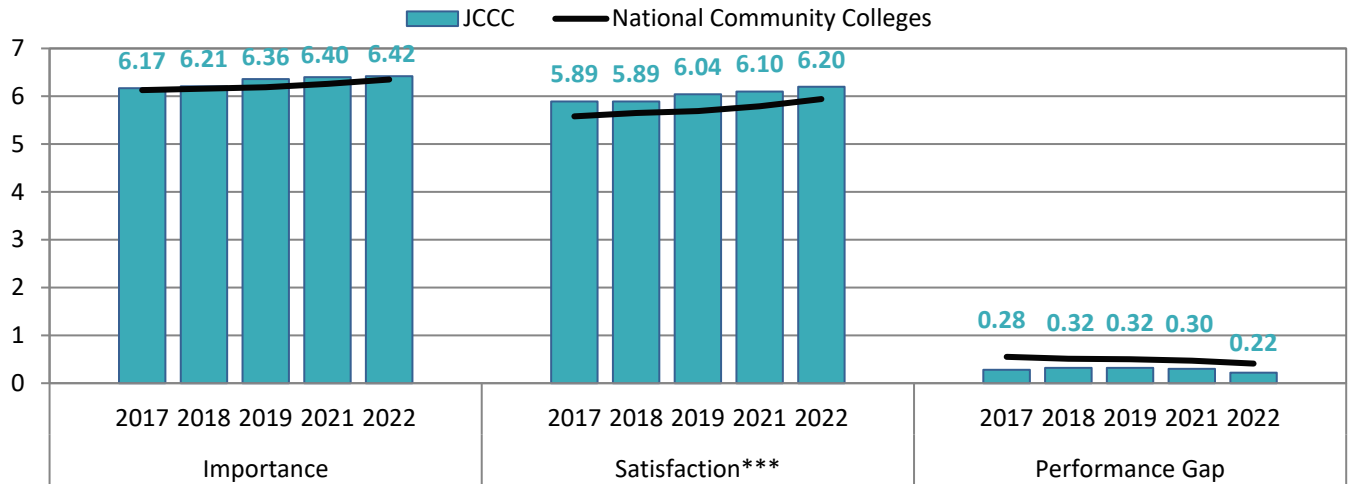
Figure 9
Campus Climate



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STUDENT CENTEREDNESS: assesses the campus’s efforts to convey to students that they are important to our institution. This scale measures the extent to which students feel welcome and valued.

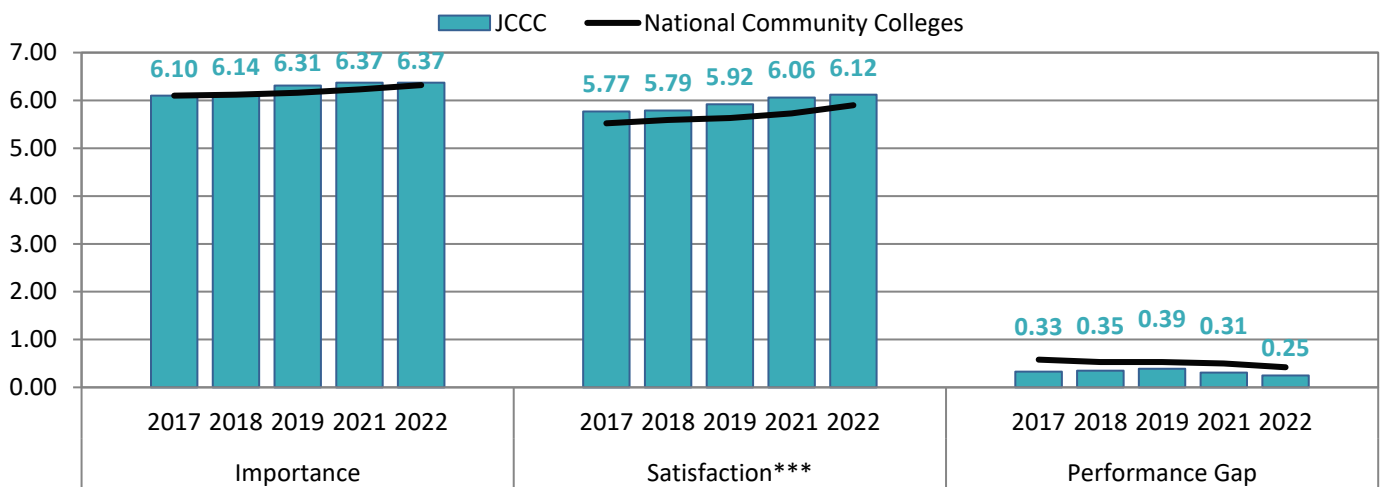
Figure 10
Student Centeredness



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SERVICE EXCELLENCE: assesses the perceived attitude of staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorable.

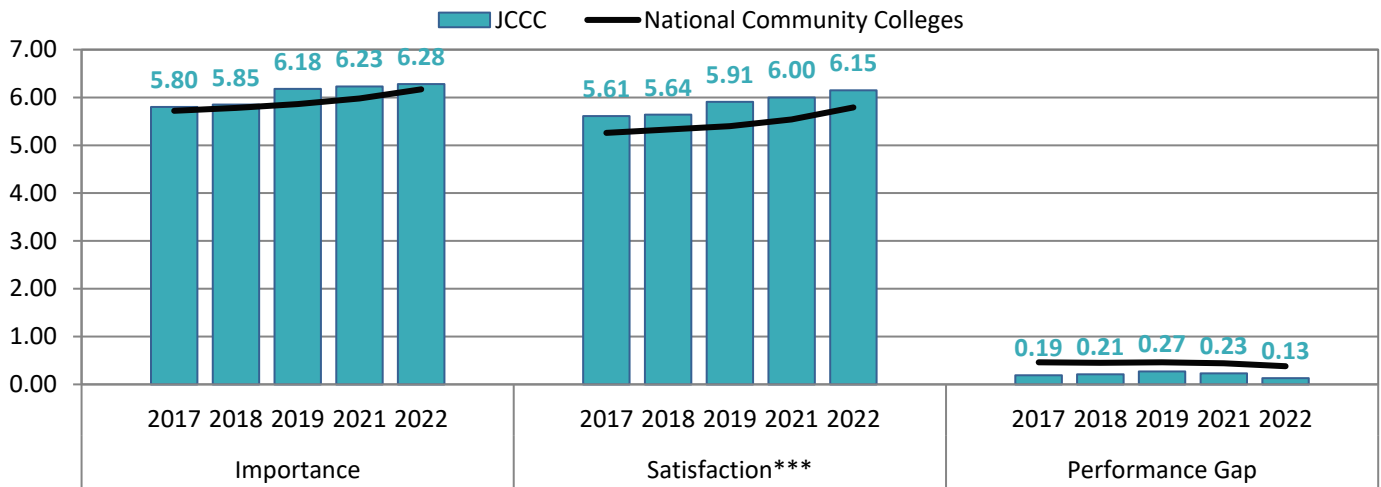
Figure 11
Service Excellence



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CAMPUS SUPPORT SERVICES: assesses the quality of our support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

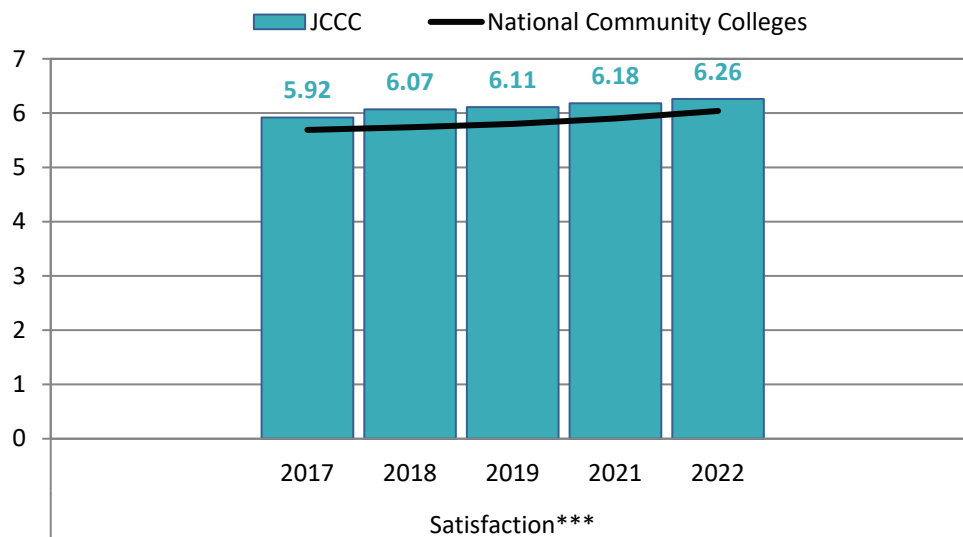
Figure 12
Campus Support Services



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RESPONSIVENESS TO DIVERSE POPULATIONS: assesses the institution's commitment to specific groups of students enrolled at our institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Figure 13
Responsiveness to Diverse Populations



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STRENGTHS: items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance and in the upper quartile of satisfaction scores. The following items have been identified as strengths and are listed in descending order of importance.

- The campus is safe and secure for all students.*
- I am able to experience intellectual growth here.*
- Nearly all of the faculty are knowledgeable in their fields.*
- Campus Item: I am treated with as much respect as other students.
- There is a good variety of courses provided on this campus.*
- Admissions staff are knowledgeable.*
- There are convenient ways of paying my school bill.*
- Students are made to feel welcome on this campus.*
- Parking lots are well-lighted and secure.*
- Library resources and services are adequate.*
- On the whole, the campus is well-maintained.*
- Campus Item: I feel welcome on this campus.
- Class change (drop/add) policies are reasonable.*
- People on this campus respect and are supportive of each other.*
- The campus staff are caring and helpful.*
- There are a sufficient number of study areas on campus.*
- This institution has a good reputation within the community.*
- Faculty are usually available after class and during office hours.*

*JCCC's satisfaction score is significantly above the comparison group.

CHALLENGES: items with high importance and low satisfaction or large performance gaps. These are specifically identified as items above the mid-point in importance and in the lower quartile of satisfaction scores or items above the mid-point in importance and in the top quartile of performance gap scores. The following items have been identified as challenges and are listed in descending order of importance.

- The quality of instruction I receive in most of my classes is excellent.*
- I am able to register for classes I need with few conflicts.*
- Program requirements are clear and reasonable.*
- Adequate financial aid is available for most students.*
- Faculty are fair and unbiased in their treatment of individual students.*
- Faculty are understanding of students' unique life circumstances.*
- Faculty provide timely feedback about student progress in a course.*
- My academic advisor is knowledgeable about my program requirements.
- Classes are scheduled at times that are convenient for me.
- Financial aid awards are announced to students in time to be helpful in college planning.*
- This school does whatever it can to help me reach my educational goals.*
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- Faculty take into consideration student differences as they teach a course.*

*JCCC's satisfaction score is significantly above the comparison group.