

DATA ELEMENTS

A QUARTERLY REPORT ON INSTITUTIONAL EFFECTIVENESS AND INSTITUTIONAL RESEARCH



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FROM THE EDITOR

THIS EDITION OF DATA ELEMENTS REVIEWS THE RESULTS OF THE NOEL-LEVITZ SURVEY CONDUCTED IN SPRING 2005. THE NOEL-LEVITZ STUDENT SATISFACTION INVENTORY (SSI) MEASURES STUDENTS' SATISFACTION WITH THEIR EXPERIENCES AT CALHOUN. STUDENTS RATE HOW IMPORTANT VARIOUS ASPECTS OF THEIR COLLEGE EXPERIENCE ARE AND THEIR LEVEL OF SATISFACTION WITH THOSE EXPERIENCES. RESULTS ARE REPORTED WITH "PERFORMANCE GAPS" WHICH OCCUR WHEN A STUDENT RANKS AN ITEM WITH HIGH IMPORTANCE BUT LOW SATISFACTION. HIGH PERFORMANCE GAPS INDICATE CALHOUN IS FAILING TO MEET STUDENT NEEDS IN THAT AREA. INSTRUCTIONAL EFFECTIVENESS, CAMPUS CLIMATE, AND ACADEMIC ADVISING EFFECTIVENESS ARE SOME OF THE AREAS ASSESSED WITH THE SURVEY. NOEL-LEVITZ COMPARES OUR STUDENTS' RESPONSES WITH THOSE OF A NATIONAL GROUP OF TWO-YEAR COLLEGES, USING A DATABASE OF OVER 280,000 RECORDS.

NOEL-LEVITZ ALSO PROVIDES A VERSION OF THE SURVEY FOR FACULTY, STAFF, AND ADMINISTRATORS, WHICH CALHOUN ADMINISTERED SIMULTANEOUSLY WITH THE SSI.

CALHOUN WILL ADMINISTER THE NOEL-LEVITZ SURVEY ANNUALLY (BEGINNING SPRING 2005) FOR FIVE YEARS AS PART OF A TITLE III INITIATIVE TO DETERMINE STUDENT SATISFACTION WITH CHANGES IMPLEMENTED THROUGH THE TITLE III GRANT PROJECT. RESULTS FROM EACH OF THOSE FIVE YEARS WILL BE SHARED IN UPCOMING EDITIONS OF DATA ELEMENTS.

THE NOEL-LEVITZ SURVEY Spring 2005 Results

HOW THE SURVEY WAS ADMINISTERED

Students – Dr. Kermit Carter, Calhoun's Dean of Student Affairs, administered the student survey (SSI) to approximately 1000 students during the week of March 14, 2005, to a random selection of students at all campus sites. Students were given time during class (thanks to the instructors who allowed class time for this!) to complete and return the survey. Some students were also selected at random at the Student Center to participate. 820 completed surveys were analyzed by Noel-Levitz and results were reported to the College.

Faculty, staff, administrators – Calhoun's Office of Planning and Research administered the survey to approximately 105 full-time faculty, 34 full-time support personnel, 2 librarians, 3 counselors, and 6 members of the administrative staff. Participants from each of these areas were chosen at random, and approximately 13 faculty from each instructional division were targeted to participate.

DEMOGRAPHIC RESULTS

The following charts report demographic information for those responding to the survey. Where available, corresponding Calhoun demographic data from Fall 2004 are provided.

STUDENT DEMOGRAPHIC SUMMARY

Gender	<u>Survey Participants</u>	<u>Calhoun</u>
Female	58.4%	57.6%
Male	41.7%	42.3%

Age	<u>Survey Participants</u>
18 and under	11.4%
19 to 24	58.9%
25 to 34	16.8%
35 to 44	8.9%
45 and over	3.9%

Ethnic Background	<u>Survey Participants</u>	<u>Calhoun</u>
African American	14.3%	19.0%
American Indian	3.8%	2.7%
Asian	2.4%	1.5%
Caucasian	69.5%	73%
Hispanic	2.4%	1.6%

Student Demographic Summary, cont.

Current Class Load	<u>Survey Participants</u>	<u>Calhoun</u>
Full-time	67.6%	38%
Part-time	32.4%	55%

Educational Goal	<u>Survey Participants</u>
Associate Degree	32.9%
Technical Program	1.8%
Transfer	52.8%
Certification	2.1%
Self-Improvement	1.7%
Job Training	2.2%
Other	6.7%

Calhoun Was My	
1st choice	62.3%
2nd choice	21.3%
3rd choice	16.5%

FACULTY/STAFF/ADMINISTRATION DEMOGRAPHIC SUMMARY

Gender	<u>Survey Participants</u>	<u>Calhoun</u>
Female	65.7%	55.9%
Male	32.4%	44.1%

Ethnic Background	<u>Survey Participants</u>	<u>Calhoun</u>
African American	12.0%	14.4%
American Indian	1.9%	1.0%
Asian	.93%	1.26%
Caucasian	75.9%	81.8%

Position	<u>Survey Participants</u>	<u>Calhoun</u>
Faculty	47.2%	43%
Administration	11.1%	8.6%
Staff	41.6%	45.5%

Years Employed	
Less than 1 year	1.9%
1 to 5 years	20.6%
6 to 10 years	15.9%
11 to 20 years	29%
More than 20 years	32.7%

RESPONSES TO SURVEY QUESTIONS

The results of the Noel-Levitz survey revealed many things about what our students and employees think are important. Some selected items from the survey results are shared below. To view complete results of the 2005 Noel-Levitz survey, please visit the personnel website under the area of Institutional Effectiveness.

TOP FIVE PRIORITIES OF OUR STUDENTS AND EMPLOYEES

(The higher the score, the higher the priority)

Student Responses

1. Classes are scheduled at times that are convenient to me. (6.41)
2. I am able to register for classes I need with few conflicts. (6.35)
3. The quality of instruction I receive in most of my classes is excellent. (6.30)

4. The personnel involved in registration are helpful. (6.24)
5. Nearly all of the faculty are knowledgeable in their fields. (6.23)

Faculty, Staff, Administration Responses

1. Security staff respond quickly in emergencies. (6.75)
2. The quality of instruction students receive in most classes is excellent. (6.72)
3. Academic advisors are knowledgeable about program requirements. (6.72)
4. Academic advisors are approachable. (6.71)
5. Nearly all of the faculty are knowledgeable in their fields. (6.71)

LOWEST FIVE PRIORITIES

(The lower the score, the less of a priority it is)

Student Responses

1. Opportunity to play sports as a factor in decision to enroll. (3.38)
2. Child care facilities are available on campus. (4.67)
3. Recommendations from family/friends as a factor in decision to enroll. (4.84)
4. Personnel in Veterans' Services program are helpful. (4.84)
5. Students participate in SGA student activities. (4.85)

Faculty/Staff/Administration Responses

1. Opportunity to play sports as a factor in decision to enroll. (2.55)
2. Campus appearance as factor in decision to enroll. (4.46)
3. Size of institution as factor in decision to enroll. (4.91)
4. The college provides ample opportunities to recreational or intramural sports activities. (5.11)
5. Personalized attention prior to enrollment as factor in decision to enroll. (5.29)

TOP FIVE ITEMS WITH THE GREATEST PERFORMANCE GAP

(Items ranked as high importance but also ranked as low satisfaction)

Student Responses

1. The amount of student parking space on campus is adequate.
2. Students are notified early in the term if they are doing poorly in class.
3. The college provides an adequate food service program on campus.
4. My academic advisor is knowledgeable about my program requirements.
5. Financial aid awards are announced to students in time to be helpful in college planning.

Faculty/Staff/Administration Responses

1. The college provides an adequate food service program on campus.
2. The college provides adequate health services for meeting student needs on campus.
3. The amount of parking space on campus is adequate.
4. Parking lots are well lighted and secure.
5. On the whole, the campus is well-maintained.

TOP FIVE AREAS IN WHICH CALHOUN RESPONSES ARE ABOVE THE NATIONAL AVERAGE

(The higher the number, the greater the difference between Calhoun responses and the national average)

Student Responses

1. Bookstore staff are helpful. (.35)
2. The amount of student parking space on campus is adequate. (.19)
3. I am able to register for classes I need with few conflicts. (.18)
4. I seldom get the “run-around” when seeking information on campus. (.18)
5. Classes are scheduled at times that are convenient to me. (.15)

Faculty/Staff/Administration Responses

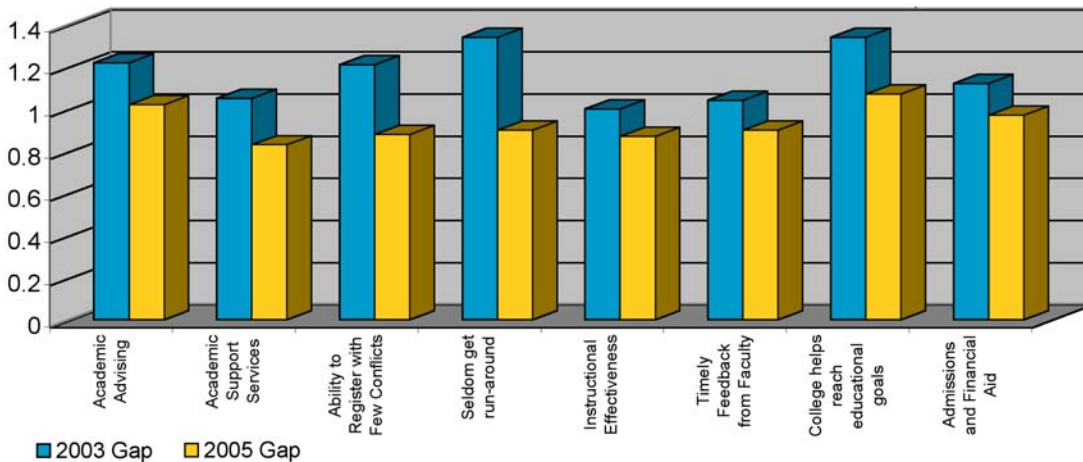
1. Admissions staff are knowledgeable (.69)
2. Academic advisors are knowledgeable about the transfer requirements of other schools. (.57)
3. Policies and procedures regarding registration and course selection are clear and well-published. (.57)
4. Classes are scheduled at times that are convenient for students. (.42)
5. Students are able to register for classes they need with few conflicts. (.44)

COMPARISON OF 2003 AND 2005 NOEL-LEVITZ DATA

Calhoun also administered the Noel-Levitz survey in Spring 2003. A comparison of the differences in the “gap” scores in core areas of the survey is presented in the table below. Gap scores are calculated by determining the difference between how important a student rates an item and the level of satisfaction the student feels in that item as a result of his/her experience at Calhoun. Generally speaking, gap scores of less than one are desirable.

Item / Issue	2003 Gap	2005 Gap	Difference
Academic advising	1.22	1.02	-.20
Academic support services	1.05	0.83	-.22
Ability to register with few conflicts	1.21	0.88	-.33
Seldom get run-around	1.34 *	0.90	-.44
Instructional Effectiveness	1.00	0.87	-.13
Timely Feedback from faculty	1.04	0.90	-.14
College helps reach educational goals	1.34	1.07	-.27
Admissions and Financial Aid	1.12	0.97	-.15

**COMPARISON OF 2003 AND 2005 DATA
On Selected Noel-Levitz Items**

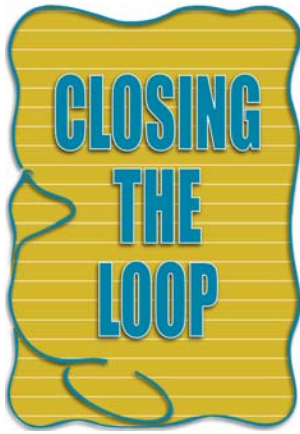


WHAT DO COMMUNITY COLLEGE STUDENTS REALLY WANT? IF OUR GOAL IS TO SATISFY STUDENTS, THAT'S A FUNDAMENTAL QUESTION THAT MUST BE ASKED. CONSIDER THE FOLLOWING FACTS:

PRIVATE, FOR-PROFIT COLLEGES IN MINNESOTA HAVE INCREASED ENROLLMENT 61 PERCENT OVER THE LAST FOUR YEARS. JEANNE HERRMANN OF THE MINNESOTA CAREER COLLEGES ASSOCIATION SAYS IT'S BECAUSE THE STATE'S CAREER SCHOOLS HAVE AN AVERAGE 85 PERCENT JOB PLACEMENT RATE. (MINNESOTA PUBLIC RADIO, SEPTEMBER 6, 2004)

2004 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) RESULTS INDICATE STUDENTS SPEND ONLY ABOUT HALF THE TIME PREPARING FOR CLASS AS FACULTY EXPECT. RESULTS ALSO REVEALED THAT MORE SENIORS (ABOUT 12% TO 19%) AT FOUR-YEAR INSTITUTIONS ARE PARTICIPATING IN SERVICE LEARNING PROJECTS AND THAT STUDENTS WHO ARE MORE ENGAGED IN CIVIC ACTIVITIES ALSO GAIN MORE FROM THEIR COLLEGE EXPERIENCE IN TERMS OF ETHICAL DEVELOPMENT. (NSSE 2004 REPORT)

2004 CCSSE RESULTS REVEAL THAT COMMUNITY COLLEGE MINORITY STUDENTS PLANNED TO TRANSFER TO A FOUR-YEAR INSTITUTION AT A HIGHER RATE (57%) THAN DID WHITE STUDENTS (43%). (CCSSE 2004 REPORT)



THIS SEGMENT DESCRIBES INSTANCES WHEN INDIVIDUALS, DEPARTMENTS, OR DIVISIONS USED DATA TO MAKE DECISIONS THAT IMPROVED THEIR AREAS. EACH ITEM DETAILS HOW AN ISSUE OR PROBLEM WAS IDENTIFIED (THE PROBLEM), WHAT METHODS WERE USED TO ADDRESS IT (THE STUDY), AND HOW THE RESULTS WERE USED TO IMPROVE (THE SOLUTION). IF YOU WOULD LIKE TO SUBMIT AN ITEM, PLEASE CONTACT THE OFFICE OF PLANNING AND RESEARCH. THIS ISSUE FOCUSES ON THE ONE STOP CENTER AT CALHOUN.

The Problem

The 2003 Noel-Levitz survey results revealed a disturbing level of dissatisfaction in some critical student service areas at Calhoun. Specifically, the students were dissatisfied with their experiences in registration, academic advising, and financial aid counseling. Students scored Calhoun particularly low on an item related to students' ability to get information on campus. The item reads, "I seldom get the 'run-around' when seeking information on campus." Student responses to this item revealed a performance gap of 1.34 in 2003. This large gap number indicated that students valued being able to get information without getting the run-around very highly, but were dissatisfied with Calhoun's ability to meet this need.

The Study

The Calhoun administrative team learned of the high performance gap in the Noel-Levitz survey results and immediately considered options for addressing students' dissatisfaction. Prior to the survey, the College had considered implementing a One-Stop Student Services Center for the Decatur campus. With such strong data to support the idea, the administration of the College committed in 2004 to implementation of the one-stop approach. This concept would allow efficient use of students' time and college resources to assist students with admissions, registration, financial aid, advising, counseling, placement testing, and support services. Upon implementation of the one-stop approach, students would have all they needed to register for classes in one location. The Chasteen Student Center was selected as the site of the One-Stop Student Services Center, and renovations were completed in the summer of 2005. The Student Services offices, along with admissions and financial aid, were relocated to the newly-renovated area to provide students easy, efficient access to services necessary to register for classes at Calhoun.

The Solution

The 2003 Noel-Levitz data were used to substantiate a decision that has positively affected the admissions and registration experiences of students. The 2005 Noel-Levitz survey results revealed a significant improvement on the item stating, "I seldom get the 'run-around' when seeking information on campus." Whereas the 2003 performance gap was 1.34, the performance gap on the 2005 results was .90! This lower performance gap indicates that Calhoun is better meeting students' expectations in this area. Implementing the one-stop approach to admissions and registration has allowed students to feel much more satisfied with their experience at Calhoun.



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