

Executive Summary

*Noel-Levitz: Student
Satisfaction Inventory (SSI)*

December 2021

Rowan College at Burlington County
2021 Noel-Levitz Student Satisfaction Inventory Executive Summary

Rowan College at Burlington County (RCBC) administered the Noel-Levitz Student Satisfaction Inventory (SSI) in Fall 2021. This survey was previously administered in the Fall 2018. The survey is designed to assess the priorities and satisfaction of students across enrollment and course modalities through 12 aggregate scales, each with multiple questions. The results report the average score which is on a scale of 1-7, broken down as follows:

1=Not Important/Satisfied 4=Neutral 7=Very Important/Satisfied.

Invitations were sent to 6,315 current students and 497 students (8%) completed all or part of the survey. This is a significant decline in response numbers from the previous survey. In 2018, responses were received from 895 students, which is a drop of 44%. This is also a significant decline in response numbers from prior years (1,264 in 2016 and 1,404 in 2014). The declining response pattern can be seen in Figure 1:

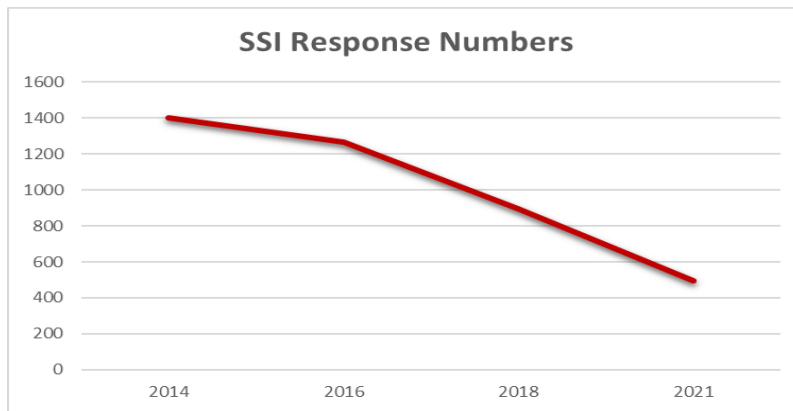


Figure 1: SSI Response Numbers at RCBC from 2014 to 2021

Changes between 2018 and 2021 Surveys

The satisfaction report for the 12 aggregate categories shows little change from the 2018 results. While all categories saw marginal improvement in student satisfaction, as shown in Figure 2, only one can be considered statistically significant, Safety and Security:

Question Category	2018	2021	Difference
Academic Advising/Counseling	5.76	5.84	0.08
Academic Services	6.1	6.14	0.04
Admissions and Financial Aid	5.78	5.87	0.09
Campus Climate	5.86	5.89	0.03
Campus Support Services	5.76	5.85	0.09
Concern for the Individual	5.71	5.79	0.08
Instructional Effectiveness	5.8	5.88	0.08
Registration Effectiveness	5.91	5.95	0.04
Responsiveness to Diverse Populations	6.04	6.07	0.03
Safety and Security	5.72	6.28	0.56
Service Excellence	5.88	5.94	0.06
Student Centeredness	5.88	5.91	0.03

Figure 2 Category differences in reported satisfaction between 2018 and 2021

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The result for Safety and Security in Figure 2 is noteworthy, because Safety and Security was also perceived as the most important category by surveyed students scoring an average of 6.6 seen in Figure 3. Registration and Instructional Effectiveness tied for second place at an average of 6.52. Admissions and Financial Aid as well as Academic Advising/Counseling also obtain high importance scores from our students (6.51 and 6.5, respectively). Figure 3 shows the results highlighted in yellow. Safety and Security is also the only category that significantly increased in importance between 2018 and 2021 and is highlighted green:

Question Category	2018	2021	Difference
Academic Advising/Counseling	6.55	6.5	-0.05
Academic Services	6.53	6.46	-0.07
Admissions and Financial Aid	6.51	6.51	0
Campus Climate	6.43	6.42	-0.01
Campus Support Services	6.3	6.27	-0.03
Concern for the Individual	6.47	6.45	-0.02
Instructional Effectiveness	6.53	6.52	-0.01
Registration Effectiveness	6.55	6.52	-0.03
Safety and Security	6.53	6.6	0.07
Service Excellence	6.43	6.39	-0.04
Student Centeredness	6.41	6.42	0.01

Figure 3 Category differences in reported importance between 2018 and 2021

Figure 4 breaks down the top 20 most important questions identified by students in the 2021 survey. The questions have been highlighted in various colors to coordinate which category the question pertains to: Security in blue, Instructional Effectiveness in orange, Registration Effectiveness in yellow, Admissions and Financial Aid in green, and Academic Advisement/Counseling in purple. Only three questions make this list outside the categories deemed most important, these are #36 concerning feeling welcome, #68 concerning campus maintenance, and #50 concerning tutoring services:

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Rank	Survey Question	Import
1	31. The campus is safe and secure for all students.	6.76
2	70. I am able to experience intellectual growth here.	6.66
2	11. Security staff respond quickly in emergencies.	6.66
4	18. The quality of instruction I receive in most of my classes is excellent.	6.63
4	58. Nearly all of the faculty are knowledgeable in their fields.	6.63
4	69. There is a good variety of courses provided on this campus.	6.63
7	32. My academic advisor is knowledgeable about my program requirements.	6.62
7	29. Faculty are fair and unbiased in their treatment of individual students.	6.62
9	66. Program requirements are clear and reasonable.	6.61
10	15. I am able to register for classes I need with few conflicts.	6.59
10	36. Students are made to feel welcome on this campus.	6.59
10	39. The amount of student parking space on campus is adequate.	6.59
13	35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.58
13	68. On the whole, the campus is well-maintained.	6.58
15	24. Parking lots are well-lighted and secure.	6.57
15	40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.57
17	20. Financial aid counselors are helpful.	6.56
17	48. Counseling staff care about students as individuals.	6.56
17	49. Admissions counselors respond to prospective students' unique needs and requests.	6.56
17	50. Tutoring services are readily available.	6.56

Figure 4 Ranked disaggregated most important questions for 2021 surveyed students.

Figure 5 includes all the statistically significant differences in satisfaction between 2018 and 2021. It is organized by the size of difference, positive or negative. Satisfaction improvements pertaining to parking space and lighting are highlighted in green, and will be discussed in the Conclusion below. Additionally, a significant decline in satisfaction pertaining to job search accessibility is highlighted in red:

Survey Question	2018	2021	Diff
39. The amount of student parking space on campus is adequate.	4.49	6.24	1.75
10. Child care facilities are available on campus.	4.09	4.95	0.86
24. Parking lots are well-lighted and secure.	5.75	6.27	0.52
75. Job search and career placement services are easily accessible.	6.16	5.65	-0.51
65. Students are notified early in the term if they are doing poorly in a class.	5.01	5.38	0.37
76. Individual differences are valued at this college.	5.6	5.93	0.33
72. I receive the technical support I need in order to use Blackboard.	5.79	6.07	0.28
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.67	5.9	0.23
77. General education classes provide me with the skills needed to succeed in college and later in life.	5.98	5.8	-0.18
68. On the whole, the campus is well-maintained.	6.33	6.5	0.17
73. I receive accurate and comprehensive information in my interactions with Student Services staff.	6.22	6.05	-0.17
45. This institution has a good reputation within the community.	6.32	6.17	-0.15

Figure 5 Statistically significant differences between 2018 and 2021 in Student Satisfaction organized by size of difference

Strengths and Challenges

Institutional strengths and challenges are calculated by subtracting the satisfaction score from the importance score, thus creating a performance gap (the “gap score”). The larger the gap score, the greater the discrepancy between what students want and their satisfaction with the current situation. Figure 6 groups items that may represent strengths based on gap scores:

Items that May Represent Strengths	Import	Satis	Gap
62. Bookstore staff are helpful.	6.38	6.34	0.04
68. On the whole, the campus is well-maintained.	6.58	6.5	0.08
38. The student center is a comfortable place for students to spend their leisure time.	6.36	6.23	0.13
26. Library staff are helpful and approachable.	6.41	6.27	0.14
4. Security staff are helpful.	6.36	6.21	0.15
21. There are a sufficient number of study areas on campus.	6.4	6.24	0.16
17. Personnel in the Veterans' Services program are helpful.	6.18	5.98	0.2
78. Campus item: A wide variety of technology is used in my courses.	6.11	5.91	0.2

Figure 6 Strength grouped by size of gap between identified importance and satisfaction

Figure 7 presents all the statistically significant areas where challenges may be identified based on gap scores:

Items that May Represent Challenges	Import	Satis	Gap
65. Students are notified early in the term if they are doing poorly in a class.	6.42	5.38	1.04
67. Channels for expressing student complaints are readily available.	6.41	5.47	0.94
9. Internships or practical experiences are provided in my degree/certificate program.	6.28	5.35	0.93
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.54	0.91
18. The quality of instruction I receive in most of my classes is excellent.	6.63	5.78	0.85
25. My academic advisor is concerned about my success as an individual.	6.42	5.6	0.82
16. The college shows concern for students as individuals.	6.43	5.63	0.8

Figure 7 Challenges grouped by size of gap between identified importance and satisfaction

National Comparison

The SSI survey also compared RCBC’s survey results with an aggregate group labeled National Community Colleges 2018-2021. With the exception of the Instructional Effectiveness category, RCBC’s mean scores of were statistically significantly higher as evidenced in Figure 8:

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Question Category	RCBC Satis	National Satis	Difference
Safety and Security	6.28	5.71	0.57
Campus Support Services	5.85	5.54	0.31
Admissions and Financial Aid	5.87	5.66	0.21
Service Excellence	5.94	5.73	0.21
Academic Services	6.14	5.94	0.2
Responsiveness to Diverse Populations	6.07	5.9	0.17
Academic Advising/Counseling	5.84	5.69	0.15
Campus Climate	5.89	5.74	0.15
Concern for the Individual	5.79	5.66	0.13
Registration Effectiveness	5.91	5.79	0.12
Student Centeredness	5.95	5.83	0.12
Instructional Effectiveness	5.88	5.78	0.1 (not stat. sign.)

Figure 8 Comparison between RCBC and National Community Colleges on aggregate scales

Conclusion and Use of Results for Continuous Improvement Efforts

RCBC continues to do better than the national average for community colleges across most surveyed areas. In particular, Safety and Security had high satisfaction reported in this survey as well as a very significant improvement over the 2018 results pertaining to parking (Figure 5). Public Safety’s 2020 Operational Unit Review acknowledged dissatisfaction with the parking facilities from the 2018 survey results and outlined a plan to address this issue. They implemented an expansion of the parking areas and the results from this survey shows direct improvement of student satisfaction.

The decline seen in Career Placement Services from 2018 is also very significant (Figure 5). In their 2021 Operational Unit Review, Career Services specifically outlined current challenges that could impact student satisfaction: difficulty finding the space lacking signage and “not prominently visible to students”, staff separation within the facility, lack of a private interview room, and outdated equipment.

Students are highly satisfied by the bookstore, library, maintenance, security teams and efforts at RCBC, as seen in Figure 6. The gap scores between importance and satisfaction for these areas are all within 0.15.

There are some working areas in the Instructional Effectiveness category, which though perceived as highly important at RCBC (Figure 4), did not improve on the national average (Figure 8). Large gap-score items (#65 on notifying early if doing poorly and #18 on quality of instruction, see Figure 7) may provide insights toward impacting not only reported student satisfaction but also potentially academic outcomes. It should also be noted that on item #65 significant improvement took place between 2018 and 2021 (Figure 5).

Students express dissatisfaction when the institution values them less as “individuals” as marked by several questions that reflect on how they are treated individually in Figure 7 above. This is explicitly in items #25 and #16 but additionally suggested by #65 (notification for doing poorly) and #67 (channels for complaining).

Finally, the decline in response numbers should be addressed. Achieving a higher targeted response rate would allow for more statistically relevant information. This would better serve the College in planning and making informed decisions for the future.