



Noel-Levitz Student Satisfaction Inventory

Executive Summary

Spring 2008

The Office of Institutional Effectiveness and Accountability

Noel Levitz Student Satisfaction Inventory Executive Summary Spring 2008

In spring 2008, Austin Community College administered the Noel-Levitz Student Satisfaction Inventory (SSI) to determine what aspects of college life matter most to students and how satisfied students are with them.

The SSI assessed the importance that students place on and their satisfaction with

- Academic Advising Effectiveness
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Services
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

The Survey Instrument and Administration

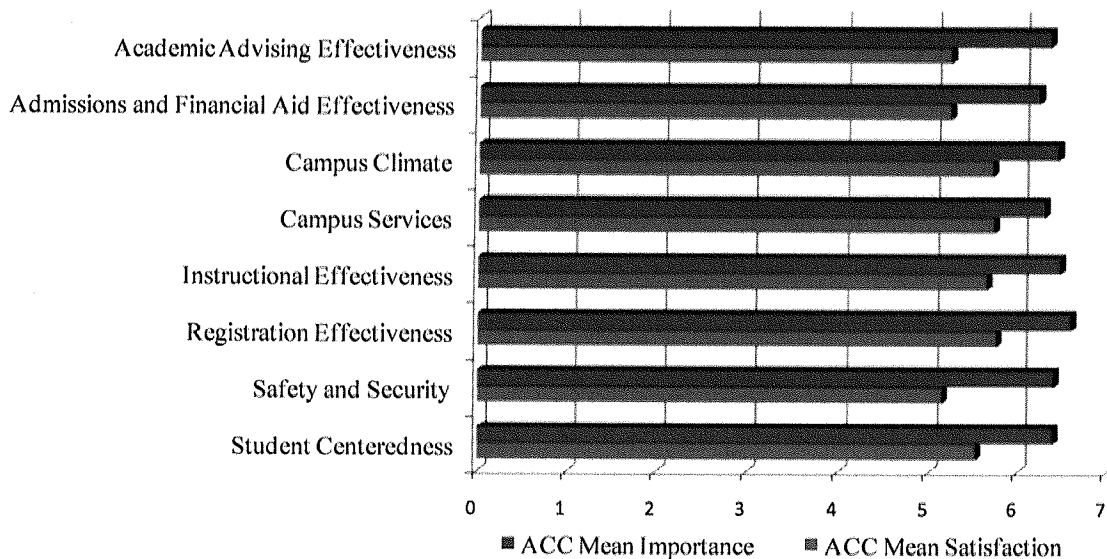
- SSI had 58 items assessing the 8 Scales above
- For comparison, SSI reported National Group Means based on 237,524 records
- E-mail invitations to participate went to 26,647 ACC students
- 4,977 ACC students completed the web-based survey
- The response rate was 18.7%
- Respondents tended to be more female, full-time, and somewhat older than the general student population

How to Interpret SSI Outcomes

- Students rated Importance on a 1 – 7 Likert scale, with 7 being highest
- Students rated Satisfaction on a 1 – 7 Likert scale, with 7 being highest
- Mean Importance and Mean Satisfaction were calculated for each of the 58 survey items
- Mean Importance – Mean Satisfaction = Gap was calculated for each item
- Gap is the discrepancy between students' perceived importance and satisfaction with aspects of college life

SSI Outcomes

- The Noel-Levitz literature reports and the Nation Group data show that students typically rate importance higher than satisfaction, creating a positive Gap
- Graph 1: Austin Community College SSI Importance Means, Satisfaction Means, and Gap (as indicated by difference in length of the paired lines).



Noel-Levitz Institutional Strengths

- SSI Strengths are specific survey items which ACC students identified as important and for which they also expressed satisfaction
- SSI Strengths listed in descending order of importance
 - I have access to computers when needed
 - There are convenient ways to pay my bill
 - Coursework is challenging and demands my best effort
 - The campus provides online access to services I need
 - Campus police treat students with respect and fairness
 - Faculty are usually available outside of class (during office hours, by phone, or by e-mail)
 - I am encouraged by faculty to think critically and to analyze information I am given in class or read in course material

- The campus is safe and secure for all students
- Tuition paid is a worthwhile investment
- I can find up-to-date, accurate major/program or departmental information on the college website

Uses of SSI Institutional Strengths

1. Outcomes assessment for instructional and non-instructional program review
2. Guidance for recruitment and media materials

Noel-Levitz Institutional Challenges

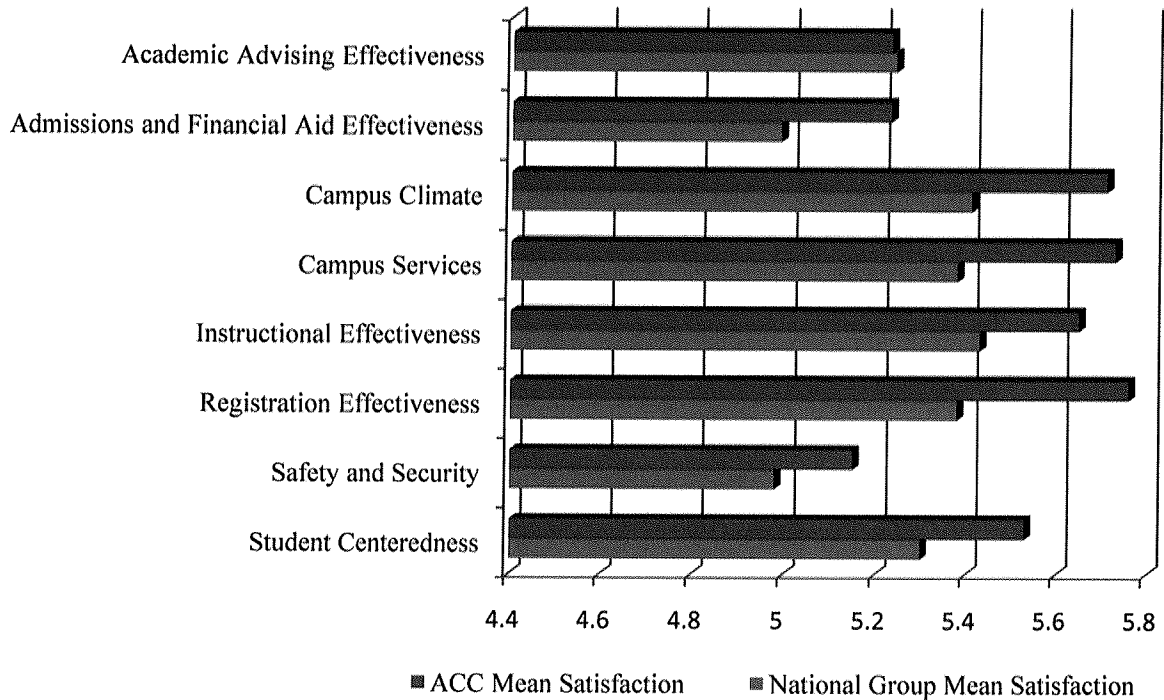
- SSI Challenges are specific survey items which ACC students identified as important but for which they expressed lower levels of satisfaction
- SSI Challenges in descending order of importance
 - The amount of parking space on campus is adequate
 - There are sufficient courses within my program of study available each term
 - My academic advisor is knowledgeable about transfer requirements of other schools
 - I seldom get the “run-around” when seeking information on this campus
 - Classes are scheduled at times that are convenient for me
 - My academic advisor is knowledgeable about my program requirements
 - I am able to register for class I need with few conflicts
 - The quality of instruction I receive in most of my classes is excellent

Uses of SSI Institutional Challenges

1. To be responded to in order to improve satisfaction to increase enrollment, retention and graduation rates
2. Outcomes assessment for instructional and non-instructional program review
3. To inform goal-setting, planning, and Master Planning processes

National Comparisons

- ACC students expressed significantly higher levels of satisfaction than students in the National Group on 7 of the 8 Scales. ACC trails only on Academic Advising Effectiveness. The difference is statistically insignificant but it does show that ACC is not a leader in this Scale.
- Table 2: ACC and National Group Mean Satisfaction score



College-wide Ratings

- The SSI asked, “So far, how has your college experience met your expectation?” Fifty-three percent (53%) of ACC respondents indicated that their experience was better than expected.
- The SSI asked students to, “Rate your overall satisfaction with your experience here thus far.” Eighty-five percent (85%) expressed satisfaction with their experience.
- The SSI asked, “All in all, if you had to do it all over, would you enroll here again?” Eighty-eight percent (88%) replied that they would enroll at ACC again.

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The Student Satisfaction Inventory

The Student Satisfaction Inventory (SSI) is the original survey instrument in the Noel-Levitz Satisfaction-Priorities Surveys. It is primarily for traditional-aged students in undergraduate programs, although some institutions also administer it to their graduate-level students.

The SSI gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, colleges and universities can target areas most in need of improvement in order to retain students.

The SSI asks students to respond with a level of importance and a level of satisfaction. A performance gap is calculated by subtracting the satisfaction score from the importance score.

Versions of the SSI

The Student Satisfaction Inventory is available in the following versions:

Four-Year College and University Version

- Form A is the original version
- Form B is the shorter new version
- Note that national comparisons are available separately for private and public four-year institutions.

Two-year Community, Junior, and Technical College Version

- Form A is the original version
- Form B is the shorter new version

Two-year Career and Private School Version

- Form A is the original version
- Form B is the shorter new version

Canadian Four-Year College and University Version

- Form A is the original version

Canadian Two-Year CEGEP, Community, and Technical College Version

- Form A is the original version

Item Structure on the SSI

Number of items rated for importance and satisfaction varies by version:

- Four-year Form A: 73 items
- Four-year Form B: 45 items
- Two-year Community College Form A: 70 items
- Two-year Community College Form B: 40 items
- Two-year Career and Private Schools Form A: 70 items
- Two-year Career and Private Schools Form B: 40 items
- Canadian Four-Year Form A: 73 items
- Canadian Two-Year Form A: 70 items

Each of the survey versions include ten optional items which may be defined by the institution and rated for importance and satisfaction

The Form A version of the surveys includes six items that assess the institution's commitment to specific student populations. These items are rated for satisfaction only and do not include importance or performance gap scores. These items contribute to the Responsiveness to Diverse Populations Scale.

Form A includes nine items and Form B includes eight items that assess pre-enrollment factors. These items only ask for an importance rating and do not include satisfaction or performance gap scores.

Three summary items are included on each of the surveys.

The number of demographic item by survey type are as follows:

- Four-year Form A: 13 items
- Four-year Form B: 16 items
- Two-year Community College Form A: 13 items
- Two-year Community College Form B: 15 items
- Two-year Career and Private Schools Form A: 13 items
- Two-year Career and Private Schools Form B: 15 items
- Canadian Four-Year Form A: 11 items
- Canadian Two-Year Form A: 11 items

Each survey version includes one optional demographic item with up to six responses (students may only select one response). Consult your survey administrator for details on the item requested by your institution.

Each survey version includes an optional demographic item to capture the students' major or program with a four-digit numeric code. Again, consult your survey administrator for details on the corresponding major or programs.

The Scales

The items on the SSI have been analyzed statistically and conceptually to form comprehensive scales. Note that some items appear on more than one scale. The number and list of scales for each version is as follows. A description of the scales follows.

Four-year Form A: 12 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 35 and 72

Four-year Form B: 9 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Two-year Community College Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 3, 9, 53, and 68

Two-year Community College Form B: 8 scales

- Academic Advising and Counseling Effectiveness
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Services
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Two-year Career and Private Schools Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 3, 9, 53, and 68

Two-year Career and Private Schools Form B: 8 scales

- Academic Advising and Counseling Effectiveness
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Services
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Canadian Four-Year Form A: 12 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 35 and 72

Canadian Two-Year Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 3, 9, 53, and 68

Description of Scales

Academic Advising (and Counseling)

Effectiveness: assesses the comprehensiveness of your 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.

Academic Services: assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

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

Campus Life: assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.

Campus Services: (similar to Academic Services) assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Support Services: assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: assesses your 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.

Instructional Effectiveness: assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: assesses your 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.

Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

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

Service Excellence: assesses the perceived attitude of your 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 favorably.

Student Centeredness: assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

The items which contribute to each scale can be reviewed within your campus report. The HTML electronic report includes the items within the scales on the scale report; when you select the scale name it will expand to show the items. In the paper report, there is a section which provides the scales alphabetically and the list of items within the scale.

Reliability and Validity

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four-year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r = .71$; $p < .00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

The Inventory Authors

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The Student Satisfaction Inventory was piloted in 1993 and became available in 1994. As of 2005, more than 1,700 institutions and 2 million students have completed the inventory.

Interpreting your results

For guidance on interpreting your results, please refer to the General Interpretive Guide or contact Noel-Levitz for additional assistance.

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Austin Community College - 4/2008
Strategic Planning Overview

Student Satisfaction Inventory Form B

Strengths and Challenges
Strengths
36. Tuition paid is a worthwhile investment.
50. I can find up-to-date, accurate major/program or departmental information on the college web site.
49. I have access to computers when needed.
13. The campus is safe and secure for all students.
28. This campus provides online access to services I need.
29. There are convenient ways of paying my school bill.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
43. I am encouraged by faculty to think critically and to analyze information I am given in class or read in course materials.
47. Campus police treat students with respect and fairness.
20. Students are made to feel welcome here.
41. Coursework is challenging and demands my best effort.
Challenges
8. The quality of instruction I receive in most of my classes is excellent.
2. Classes are scheduled at times that are convenient for me.
9. I am able to register for the classes I need with few conflicts.
40. There are sufficient courses within my program of study available each term.
14. My academic advisor is knowledgeable about my program requirements.
21. The amount of student parking space on campus is adequate.
22. My academic advisor is knowledgeable about transfer requirements of other schools.
37. I seldom get the "run-around" when seeking information on this campus.
Benchmarks
Higher Satisfaction vs. National Community Colleges (A&B)
8. The quality of instruction I receive in most of my classes is excellent.
2. Classes are scheduled at times that are convenient for me.
9. I am able to register for the classes I need with few conflicts.
36. Tuition paid is a worthwhile investment.
19. Registration processes and procedures are convenient.
13. The campus is safe and secure for all students.
12. Faculty are fair and unbiased in their treatment of individual students.
25. Faculty provide timely feedback about my academic progress.
28. This campus provides online access to services I need.
22. My academic advisor is knowledgeable about transfer requirements of other schools.
29. There are convenient ways of paying my school bill.
32. I am able to take care of college-related business at times that are convenient for me.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
37. I seldom get the "run-around" when seeking information on this campus.
1. The campus staff are caring and helpful.
Lower Satisfaction vs. National Community Colleges (A&B)
14. My academic advisor is knowledgeable about my program requirements.
21. The amount of student parking space on campus is adequate.
Higher Importance vs. National Community Colleges (A&B)
8. The quality of instruction I receive in most of my classes is excellent.
2. Classes are scheduled at times that are convenient for me.
9. I am able to register for the classes I need with few conflicts ^{A7}

13. The campus is safe and secure for all students.
12. Faculty are fair and unbiased in their treatment of individual students.
25. Faculty provide timely feedback about my academic progress.
14. My academic advisor is knowledgeable about my program requirements.
21. The amount of student parking space on campus is adequate.
22. My academic advisor is knowledgeable about transfer requirements of other schools.
29. There are convenient ways of paying my school bill.
32. I am able to take care of college-related business at times that are convenient for me.
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).
37. I seldom get the "run-around" when seeking information on this campus.
1. The campus staff are caring and helpful.

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Austin Community College - 4/2008
Institutional Summary

Student Satisfaction Inventory Form B

Item	Austin Community College			National Community Colleges (A&B)			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD ^M	Gap	
1. The campus staff are caring and helpful.	6.42	5.64 / 1.35	0.78	6.04	5.39 / 1.33	0.65	0.25 III
2. Classes are scheduled at times that are convenient for me.	6.70	5.49 / 1.41	1.21	6.43	5.39 / 1.53	1.04	0.10 III
3. My academic advisor is available when I need help.	6.11	5.42 / 1.47	0.69	6.21	5.32 / 1.62	0.89	0.10 III
4. Security staff respond quickly to calls for assistance.	6.22	5.46 / 1.40	0.76	5.85	4.83 / 1.46	1.02	0.63 III
5. Financial aid awards are announced in time to be helpful in college planning.	6.18	5.11 / 1.68	1.07	6.02	4.86 / 1.67	1.16	0.25 III
6. Library resources and services are adequate.	6.22	5.85 / 1.25	0.37	6.12	5.55 / 1.37	0.57	0.30 III
7. Admissions staff provide personalized attention prior to enrollment.	6.16	5.31 / 1.53	0.85	6.09	5.25 / 1.55	0.84	0.06 I
8. The quality of instruction I receive in most of my classes is excellent.	6.76	5.68 / 1.39	1.08	6.41	5.57 / 1.34	0.84	0.11 III
9. I am able to register for the classes I need with few conflicts.	6.70	5.51 / 1.51	1.19	6.34	5.38 / 1.53	0.96	0.13 III
10. Parking lots are well-lighted and secure.	6.30	5.30 / 1.60	1.00	6.10	5.07 / 1.64	1.03	0.23 III
11. Counseling services are available if I need them.	6.09	5.60 / 1.35	0.49	5.90	5.33 / 1.45	0.57	0.27 III
12. Faculty are fair and unbiased in their treatment of individual students.	6.58	5.77 / 1.41	0.81	6.23	5.33 / 1.49	0.90	0.44 III
13. The campus is safe and secure for all students.	6.59	5.89 / 1.17	0.70	6.25	5.52 / 1.34	0.73	0.37 III
14. My academic advisor is knowledgeable about my program requirements.	6.50	5.30 / 1.61	1.20	6.27	5.38 / 1.61	0.89	-0.08 II
15. Financial aid counseling is available if I need it.	6.33	5.54 / 1.52	0.79	6.29	5.31 / 1.60	0.98	0.23 III
16. My advisor helps me apply my program of study to career goals.	6.31	5.14 / 1.68	1.17	6.33	5.30 / 1.67	1.03	-0.16 III
17. Admissions counselors accurately portray program offerings in their recruiting practices.	6.17	5.17 / 1.54	1.00	5.75	5.08 / 1.42	0.67	0.09 III
18. Computer labs are adequate and accessible.	6.39	5.94 / 1.27	0.45	6.17	5.53 / 1.45	0.64	0.41 III
19. Registration processes and procedures are convenient.	6.61	5.74 / 1.43	0.87	6.46	5.64 / 1.47	0.82	0.10 III
20. Students are made to feel welcome here.	6.40	5.85 / 1.29	0.55	6.14	5.53 / 1.36	0.61	0.32 III
21. The amount of student parking space on campus is adequate.	6.50	4.08 / 2.09	2.42	6.17	4.46 / 1.98	1.71	-0.38 III
22. My academic advisor is knowledgeable about transfer requirements of other schools.	6.50	5.19 / 1.68	1.31	6.11	5.10 / 1.61	1.01	0.09 II
23. This institution helps me identify resources to finance my education.	6.33	5.00 / 1.74	1.33	6.31	5.02 / 1.72	1.29	-0.02
24. The equipment in the lab facilities is kept up to date.	6.40	5.74 / 1.34	0.66	6.13	5.40 / 1.42	0.73	0.34 III
25. Faculty provide timely feedback about my academic progress.	6.54	5.60 / 1.41	0.94	6.16	5.27 / 1.46	0.89	0.33 III

26. There are adequate services to help me decide upon a career.	6.23	5.31 / 1.45	0.92	6.02	5.18 / 1.46	0.84	0.13 III
27. Tutoring services are readily available.	6.25	5.80 / 1.36	0.45	5.95	5.34 / 1.46	0.61	0.46 III
28. This campus provides online access to services I need.	6.51	6.03 / 1.18	0.48	6.39	5.86 / 1.30	0.53	0.17 III
29. There are convenient ways of paying my school bill.	6.49	6.05 / 1.23	0.44	6.12	5.38 / 1.49	0.74	0.67 III
30. The assessment and course placement procedures are reasonable.	6.29	5.51 / 1.43	0.78	5.99	5.26 / 1.42	0.73	0.25 III
31. Faculty use a variety of technology and media in the classroom.	5.93	5.62 / 1.34	0.31	6.05	5.63 / 1.31	0.42	-0.01
32. I am able to take care of college-related business at times that are convenient for me.	6.48	5.59 / 1.40	0.89	6.04	5.34 / 1.44	0.70	0.25 III
33. Administrators are available to hear students' concerns.	6.32	5.27 / 1.57	1.05	5.99	5.20 / 1.48	0.79	0.07 II
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.48	5.92 / 1.30	0.56	6.19	5.56 / 1.38	0.63	0.36 III
35. I receive ongoing feedback about progress toward my academic goals.	6.36	5.09 / 1.67	1.27	6.31	5.06 / 1.66	1.25	0.03
36. Tuition paid is a worthwhile investment.	6.68	5.90 / 1.34	0.78	6.56	5.67 / 1.47	0.89	0.23 III
37. I seldom get the "run-around" when seeking information on this campus.	6.46	5.25 / 1.66	1.21	6.06	5.07 / 1.63	0.99	0.18 III
38. Most classes deal with practical experiences and applications.	6.39	5.68 / 1.24	0.71	6.06	5.40 / 1.35	0.66	0.28 III
39. On the whole, the campus is well-maintained.	6.30	6.02 / 1.13	0.28	6.15	5.71 / 1.32	0.44	0.31 III
40. There are sufficient courses within my program of study available each term.	6.63	5.31 / 1.56	1.32	6.56	5.34 / 1.60	1.22	-0.03
41. Coursework is challenging and demands my best effort.	6.40	5.94 / 1.19	0.46				
42. The purpose of the General Education Curriculum is understandable.	6.24	5.69 / 1.30	0.55				
43. I am encouraged by faculty to think critically and to analyze information I am given in class or read in course materials.	6.42	5.85 / 1.26	0.57				
44. Tutors are knowledgeable and helpful.	6.46	5.72 / 1.43	0.74				
45. New student orientation was helpful in learning about college policies, programs, and services.	5.88	5.33 / 1.58	0.55				
46. The college helps students find adequate child care.	5.68	4.80 / 1.84	0.88				
47. Campus police treat students with respect and fairness.	6.42	5.93 / 1.29	0.49				
48. Public transportation to and from class meets my needs.	6.05	5.32 / 1.75	0.73				
49. I have access to computers when needed.	6.62	6.22 / 1.15	0.40				
50. I can find up-to-date, accurate major/program or departmental information on the college web site.	6.67	5.82 / 1.42	0.85				
51. Cost as factor in decision to enroll.	6.58			6.23			
52. Financial assistance as factor in decision to enroll.	5.88			5.87			
53. Academic reputation as factor in decision to enroll.	5.94			5.78			
54. Future career opportunities as factor in decision to enroll.	6.23			6.37			
55. Personal recommendations as factor in decision to enroll.	5.67			4.92			
56. Distance from campus as factor in decision to enroll.	6.26			6.06			

57. Information on the campus Web site as factor in decision to enroll.	6.00			5.60		
58. Campus visits as factor in decision to enroll.	5.24			5.22		

National Group Means are based on 237524 records

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Austin Community College - 4/2008
Institutional Summary

Student Satisfaction Inventory Form B

Summary	Austin Community College	National Community Colleges (A&B)	Mean Difference
So far, how has your college experience met your expectations?	4.82	4.76	0.06 II
1=Much worse than expected	1%	1%	
2=Quite a bit worse than I expected	1%	1%	
3=Worse than I expected	5%	6%	
4=About what I expected	37%	39%	
5=Better than I expected	27%	24%	
6=Quite a bit better than I expected	14%	11%	
7=Much better than expected	12%	14%	
Rate your overall satisfaction with your experience here thus far.	5.69	5.43	0.26 III
1=Not satisfied at all	0%	1%	
2=Not very satisfied	1%	2%	
3=Somewhat dissatisfied	4%	5%	
4=Neutral	6%	12%	
5=Somewhat satisfied	16%	17%	
6=Satisfied	45%	41%	
7=Very satisfied	24%	18%	
All in all, if you had to do it over, would you enroll here again?	6.13	5.67	0.46 III
1=Definitely not	1%	2%	
2=Probably not	2%	4%	
3=Maybe not	2%	3%	
4=I don't know	5%	9%	
5=Maybe yes	7%	10%	
6=Probably yes	29%	32%	
7=Definitely yes	52%	36%	

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**Austin Community College - 4/2008
Demographics**
Student Satisfaction Inventory Form B

Gender	N	%
Female	3345	68.45%
Male	1542	31.55%
Total	4887	100.00%
No Answer	90	

Age	N	%
18 and under	383	7.88%
19 to 24	1762	36.26%
25 to 34	1588	32.68%
35 to 44	697	14.34%
45 and over	429	8.83%
Total	4859	100.00%
No Answer	118	

Ethnicity/Race	N	%
Alaskan Native	4	0.08%
American Indian	35	0.72%
Asian	315	6.51%
Black/African-American	323	6.67%
Hispanic or Latino (and Puerto Rican)	1052	21.73%
Native Hawaiian or Pacific Islander	21	0.43%
White/Caucasian	2811	58.05%
Multi-racial	166	3.43%
Other race	115	2.38%
Total	4842	100.00%
No Answer	135	

Current Enrollment Status	N	%
Day	3081	63.46%
Evening	1664	34.27%
Weekend	110	2.27%
Total	4855	100.00%
No Answer	122	

Current Class Load	N	%
Full-time	1968	40.46%
Part-time	2896	59.54%
Total	4864	100.00%
No Answer	113	

Class Level

Employment	N	%
Full-time off campus	2054	42.36%
Part-time off campus	1465	30.21%
Full-time on campus	43	0.89%
Part-time on campus	76	1.57%
Not employed	1211	24.97%
Total	4849	100.00%
No Answer	128	

Current Residence	N	%
Residence hall	27	0.55%
Own house	1509	30.91%
Rent room or apt off campus	2015	41.27%
Parent's home	1033	21.16%
Other residence	298	6.10%
Total	4882	100.00%
No Answer	95	

Residence Classification	N	%
In-state	4622	94.95%
Out-of-state	109	2.24%
International (not U.S. citizen)	137	2.81%
Total	4868	100.00%
No Answer	109	

Institution Was My	N	%
1st choice	3770	77.62%
2nd choice	776	15.98%
3rd choice or lower	311	6.40%
Total	4857	100.00%
No Answer	120	

Plan to Transfer	N	%
Yes I plan to transfer	3364	69.43%
No I do not plan to transfer	1481	30.57%
Total	4845	100.00%
No Answer	132	

Organization Memberships	N	%
No organization memberships	4322	88.88%
One or two organization memberships	517	10.63%

	N	%
1 year or less	1986	40.71%
2 years	1562	32.01%
3 years	722	14.80%
4 or more years	609	12.48%
Total	4879	100.00%
No Answer	98	

memberships	19	0.39%
Five or more organization memberships	5	0.10%
Total	4863	100.00%
No Answer	114	

Current GPA

	N	%
No credits earned	443	9.19%
1.99 or below	111	2.30%
2.0 - 2.49	438	9.09%
2.5 - 2.99	909	18.87%
3.0 - 3.49	1349	28.00%
3.5 or above	1568	32.54%
Total	4818	100.00%
No Answer	159	

Tuition Source

	N	%
Scholarships	117	2.40%
Financial aid	1452	29.74%
Family contributions	906	18.55%
Self support	1920	39.32%
Other tuition source	488	9.99%
Total	4883	100.00%
No Answer	94	

Educational Goal

	N	%
Associate degree	1932	39.63%
Vocational/technical program	92	1.89%
Transfer to another institution	2043	41.91%
Certification (initial/renewal)	238	4.88%
Self-improvement/pleasure	173	3.55%
Job-related training	105	2.15%
Other educational goal	292	5.99%
Total	4875	100.00%
No Answer	102	

Institution Question Group Code

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