Administration

- The survey is administered during March & April in even numbered years
- It is administered to a stratified sample of currently enrolled students in classrooms
- 24 classes participated in the 2006 survey
- 1,010 students were enrolled in these classes
- 677 students participated in the survey
- Rate of Participation = 67%
Demographics

- Male: Survey 0.33, Campus 0.38
- Female: Survey 0.67, Campus 0.62
Additional Demographics

Respondent Population

Actual Campus Population

Black 4%
White 55%
Hispanic 38%
Other 3%

Black 5%
White 47%
Hispanic 37%
Other 11%

Black 4%
White 55%
Hispanic 38%
Other 4%

Additional Demographics

Respondent Population

Actual Campus Population
Overall Results: In order of 2006 Rating of Importance

TAMUCC 2004 & 2006 Results as compared to National Group
2006 Results: Satisfaction Levels Compared to Importance: 7 Point Scale

(Scale range: 7 = high importance/ very satisfied to 1 = no importance/ very dissatisfied.)
Overall Results:

(Change in overall TAMUCC satisfaction score from 2004 to 2006)
Academic Advising Scale
My academic advisor is knowledgeable about requirements in my major

**Statistical Significance:**
- vs Ourselves
- vs National ‘06
- vs National ‘04

![Graph showing statistical significance between years and comparison to national averages.](image-url)
Academic Advising Scale~ Item by Item Detail:

- My academic advisor is approachable

- **Statistical Significance:**
  - vs Ourselves
  - vs National '06
  - vs National '04 .05
Major requirements are clear and reasonable

Statistical Significance:
- vs Ourselves
- vs National ’06 .01
- vs National ’04 .001
• My academic advisor is concerned about my success as an individual

• **Statistical Significance:**
  - vs Ourselves \( .05 \)
  - vs National ’06
  - vs National ’04 \( .05 \)
My academic advisor helps me set goals to work toward

Statistical Significance:
- vs Ourselves
- vs National ‘06
- vs National ‘04
• My academic advisors are knowledgeable about available services like counseling, student health, placement, financial aid, tutoring, etc.

• **Statistical Significance:**
  - 2006 VS Ourselves 2004
The University does a good job of informing me who my assigned faculty advisor is.

- **Statistical Significance:**
  - 2006 VS Ourselves 2004
Academic Advising Scale~ Item by Item Detail:
(TAMU-CC Custom Scale Question)

- The method of obtaining academic advising in my major is clear and understandable

- Statistical Significance:
  - 2006 VS Ourselves 2004
I know under which circumstances it is appropriate to go to my degree counselor, to the Core Curriculum Office or to my assigned faculty advisor for assistance.

Statistical Significance:
- 2006 VS Ourselves 2004
Academic Advising Scale—Item by Item Detail:

(TAMU-CC Custom Scale Question)

• My assigned faculty advisor is accessible during posted office hours or by appointment for assistance.

• **Statistical Significance:**
  - 2006 VS Ourselves 2004 \( .05 \)
Academic Advising Scale~ Item by Item Detail:

(TAMU-CC Custom Scale Question)

- My degree counselor (or if you are a Freshman, the Core Curriculum advisor) is accessible during posted office hours or by appointment for assistance.

- **Statistical Significance:**
  - 2006 VS Ourselves 2004

![Graph showing statistical significance between 2006 and 2004 at -0.13]
My degree counselor (or if you are a Freshman, the Core Curriculum advisor) provides me with accurate information about university, college and major requirements.

- Statistical Significance:
  - 2006 VS Ourselves 2004
Academic Advising Scale~ Item by Item Detail:
(TAMU-CC Custom Scale Question)

• My faculty advisor provides me with accurate information about university, college and major requirements.

• Statistical Significance:
  - 2006 VS Ourselves 2004

-0.03
Campus Climate Scale
Campus Climate Scale - Item by Item Detail:

- The campus is safe and secure for all students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 0.001
  - vs National ‘04
Campus Climate Scale~ Item by Item Detail:

- Tuition paid is a worthwhile investment.

- **Statistical Significance:**
  - vs Ourselves: .01
  - vs National ’06
  - vs National ’04: .01
Campus Climate Scale ~ Item by Item Detail:

- There is a commitment to academic excellence on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .001
Campus Climate Scale~ Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06  \(0.001\)
  - vs National ‘04  \(0.001\)
Campus Climate Scale – Item by Item Detail:

- It is an enjoyable experience to be a student on this campus.

- Statistical Significance:
  - vs Ourselves .01
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Climate Scale—Item by Item Detail:

- This institution shows concern for students as individuals.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Climate Scale~ Item by Item Detail:

• I seldom get the “run-around” when seeking information on this campus.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Climate Scale~ Item by Item Detail:

- Students are made to feel welcome on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
**Campus Climate Scale~ Item by Item Detail:**

- This institution has a good reputation within the community

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Climate Scale - Item by Item Detail:

- Faculty care about me as an individual

- **Statistical Significance:**
  - vs Ourselves .05
  - vs National ‘06 .01
  - vs National ‘04 .001
Campus Climate Scale~ Item by Item Detail:

- Freedom of expression is protected on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06: .001
  - vs National ‘04: .001
Campus Climate Scale—Item by Item Detail:

- Channels for expressing student complaints are readily available.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Campus Climate Scale~ Item by Item Detail:

- There is a strong commitment to racial harmony on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06  .001
  - vs National ‘04  .001
Campus Climate Scale~ Item by Item Detail:

- Administrators are approachable to students.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Campus Climate Scale—Item by Item Detail:

- I feel a sense of pride about my campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .05
Campus Climate Scale~ Item by Item Detail:

- I generally know what’s happening on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06
  - vs National ’04
Most students feel a sense of belonging here.

Statistical Significance:
- vs Ourselves
- vs National ‘06 .05
- vs National ‘04 .001
Campus Life Scale
Campus Life Scale~ Item by Item Detail:

- Student activities fees are put to good use.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06
  - vs National ’04
Campus Life Scale ~ Item by Item Detail:

- Freedom of expression is protected on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001

2006 vs 2004 TAMUCC
2006 vs National
2004 vs National
Campus Life Scale~ Item by Item Detail:

- Student disciplinary procedures are fair.

**Statistical Significance:**
- vs Ourselves
- vs National ’06 .001
- vs National ‘04 .001
Campus Life Scale—Item by Item Detail:

• The student center is a comfortable place for students to spend their leisure time.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Life Scale—Item by Item Detail:

- New student orientation services help students adjust to college.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .01
  - vs National ’04 .001
Campus Life Scale~ Item by Item Detail:

- There is an adequate selection of food available in the cafeteria.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Campus Life Scale~ Item by Item Detail:

- The student handbook provides helpful information about campus life.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04

[Graph showing statistical significance with values 0.01, 0.04, and 0.08]
Campus Life Scale— Item by Item Detail:

- I can easily get involved in campus organizations.

- Statistical Significance:
  - vs Ourselves
  - vs National ’06
  - vs National ’04 .01
Campus Life Scale—Item by Item Detail:

- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .001
Campus Life Scale—Item by Item Detail:

- Males and females have equal opportunities to participate in intercollegiate athletics.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Campus Life Scale—Item by Item Detail:

- Residence hall regulations are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Campus Life Scale – Item by Item Detail:

• There are a sufficient number of weekend activities for students.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Campus Life Scale~ Item by Item Detail:

- Residence hall staff are concerned about me as an individual.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .001
  - vs National ’04
Campus Life Scale~ Item by Item Detail:

- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Campus Life Scale~ Item by Item Detail:

- A variety of intramural activities are offered.

- **Statistical Significance:**
  - vs Ourselves
  - vs National '06
  - vs National '04 .01
Campus Support Services Scale
Campus Support Services Scale~ Item by Item Detail:

- Computer labs are adequate and accessible.

- **Statistical Significance:**
  - vs Ourselves \( .05 \)
  - vs National ‘06 \( .01 \)
  - vs National ‘04 \( .001 \)
Campus Support Services Scale~ Item by Item Detail:

- Library resources and services are adequate.

- **Statistical Significance:**
  - vs Ourselves .01
  - vs National ‘06
  - vs National ‘04
Campus Support Services Scale~ Item by Item Detail:

- There are adequate services to help me decide upon a career.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06
  - vs National ’04 .001

![Graph showing statistical significance between 2006 vs 2004 TAMUCC, 2006 vs National, and 2004 vs National.](image-url)
Campus Support Services Scale~ Item by Item Detail:

- Tutoring services are readily available.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001

![](chart.png)
Campus Support Services Scale—Item by Item Detail:

- Academic support services adequately meet the needs of students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .001
Campus Support Services Scale~ Item by Item Detail:

- Library staff are helpful and approachable.

**Statistical Significance:**
- vs Ourselves .05
- vs National ‘06 .001
- vs National ‘04 .001

Legend:
- 2006 vs 2004 TAMUCC
- 2006 vs. National
- 2004 vs. National
Campus Support Services Scale—Item by Item Detail:

- Bookstore staff are helpful.

- **Statistical Significance:**
  - vs Ourselves: 0.01
  - vs National ‘06
  - vs National ‘04: 0.001
Concern for the Individual Scale
Concern for the Individual Scale—Item by Item Detail:

- Faculty are fair and unbiased in their treatment of individual students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .001

![Graph showing statistical significance](image)
Concern for the Individual Scale~ Item by Item Detail:

- My academic advisor is concerned about my success as an individual.

- **Statistical Significance:**
  - vs Ourselves 0.05
  - vs National ’04
  - vs National ‘02 0.05
Concern for the Individual Scale—Item by Item Detail:

- This institution shows concern for students as individuals

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001

![Graph showing statistical significance compared to national averages](image-url)
Concern for the Individual Scale~ Item by Item Detail:

- Faculty care about me as an individual.

- **Statistical Significance:**
  - vs Ourselves .05
  - vs National ‘06 .01
  - vs National ‘04 .001
Concern for the Individual Scale~ Item by Item Detail:

- Counseling staff care about students as individuals.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Concern for the Individual Scale—Item by Item Detail:

- Residence hall staff are concerned about me as an individual.

- Statistical Significance:
  - vs Ourselves
  - vs National ’06 .001
  - vs National ’04
Instructional Effectiveness Scale
Instructional Effectiveness Scale~ Item by Item Detail:

- The content of the courses within my major is valuable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .01
  - vs National ‘04 .001
Instructional Effectiveness Scale~ Item by Item Detail:

- Nearly all of the faculty are knowledgeable in their field.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
• The instruction in my major field is excellent.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Instructional Effectiveness Scale—Item by Item Detail:

- The quality of instruction I receive in most of my classes is excellent.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Instructional Effectiveness Scale~ Item by Item Detail:

• There is a good variety of courses provided on this campus.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Instructional Effectiveness Scale~ Item by Item Detail:

- Faculty are usually available after class and during office hours.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Instructional Effectiveness Scale~ Item by Item Detail:

- Faculty are fair and unbiased in their treatment of individual students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .01
  - vs National ’04 .001
Instructional Effectiveness Scale~ Item by Item Detail:

- I am able to experience intellectual growth here.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .05
  - vs National ’04 .001
Instructional Effectiveness Scale~ Item by Item Detail:

- Faculty provide timely feedback about student progress in a course.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04 .001
There is a commitment to academic excellence on this campus.

**Statistical Significance:**
- vs Ourselves
- vs National ‘06 .01
- vs National ‘04 .001
Instructional Effectiveness Scale ~ Item by Item Detail:

- Adjunct faculty are competent as classroom instructors

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .01
  - vs National ’04 .001
**Instructional Effectiveness Scale - Item by Item Detail:**

- Faculty take into consideration student differences as they teach a course.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .001
  - vs National ’04 .001
Instructional Effectiveness Scale - Item by Item Detail:

- Faculty care about me as an individual.

- Statistical Significance:
  - vs Ourselves \( .05 \)
  - vs National ‘06 \( .01 \)
  - vs National ‘04 \( .001 \)
Instructional Effectiveness Scale~ Item by Item Detail:

• Graduate teaching assistants are competent as classroom instructors.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Recruitment & Financial Aid Scale
Recruitment & Financial Aid Scale~ Item by Item Detail:

- Admissions staff are knowledgeable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06
  - vs National ’04 .001
Recruitment & Financial Aid Scale~ Item by Item Detail:

- Adequate financial aid is available for most students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04
Recruitment & Financial Aid Scale—Item by Item Detail:

- Financial aid awards are announced to students in time to be helpful in college planning.

- **Statistical Significance:**
  - vs Ourselves 0.001
  - vs National ‘06
  - vs National ‘04
Recruitment & Financial Aid Scale~ Item by Item Detail:

- Financial aid counselors are helpful.

- **Statistical Significance:**
  - vs Ourselves       .05
  - vs National ‘06
  - vs National ‘04
Recruitment & Financial Aid Scale—Item by Item Detail:

- Admissions counselors respond to prospective students’ unique needs and requests.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04 .001
Recruitment & Financial Aid Scale—Item by Item Detail:

• Admissions counselors accurately portray the campus in their recruiting practices.

• Statistical Significance:
  - vs Ourselves
  - vs National ’06 .05
  - vs National ’04 .001
Registration Effectiveness Scale
Registration Effectiveness Scale~ Item by Item Detail:

- I am able to register for classes I need with few conflicts.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06  .001
  - vs National ‘04  .001
Registration Effectiveness Scale~ Item by Item Detail:

- The personnel involved in registration are helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Registration Effectiveness Scale ~ Item by Item Detail:

- Class change (drop/add) policies are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06 .05
  - vs National ’04 .001
Registration Effectiveness Scale ~ Item by Item Detail:

- Billing policies are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’06
  - vs National ’04 .05

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*2006 vs 2004 TAMUCC*

*2006 vs. National*

*2004 vs. National*
Registration Effectiveness Scale—Item by Item Detail:

• The business office is open during hours which are convenient for most students.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Safety and Security Scale
Safety and Security Scale~ Item by Item Detail:

- The amount of student parking space on campus is adequate.

- Statistical Significance:
  - vs Ourselves .001
  - vs National '06 .001
  - vs National '04 .001
Safety and Security Scale—Item by Item Detail:

- The campus is safe and secure for all students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001

![Graph showing statistical significance compared to oneself and national averages for 2004 and 2006. The graph indicates a significant improvement in safety and security from 2004 to 2006.]
Safety and Security Scale~ Item by Item Detail:

- Parking lots are well-lighted and secure.

- **Statistical Significance:**
  - vs Ourselves \( .001 \)
  - vs National ‘06 \( .001 \)
  - vs National ‘04 \( .001 \)
Safety and Security Scale—Item by Item Detail:

- Security staff respond quickly in emergencies.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .01
Service Excellence Scale
Service Excellence Scale~ Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001

![Graph showing statistical significance](image-url)
Service Excellence Scale~ Item by Item Detail:

- The personnel involved in registration are helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Service Excellence Scale—Item by Item Detail:

- I seldom get the “run-around” when seeking information on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Service Excellence Scale~ Item by Item Detail:

- Channels for expressing student complaints are readily available.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Service Excellence Scale~ Item by Item Detail:

- Counseling staff care about students as individuals.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001

![Graph showing statistical significance between 2006 vs 2004 TAMUCC, 2006 vs National, and 2004 vs National.](image)
Service Excellence Scale~ Item by Item Detail:

- Library staff are helpful and approachable.

- **Statistical Significance:**
  - vs Ourselves \(0.05\)
  - vs National '06 \(0.001\)
  - vs National '04 \(0.001\)
Service Excellence Scale~ Item by Item Detail:

- The staff in the health services area are competent.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘06
  - vs National ‘04

Service Excellence Scale—Item by Item Detail:

- I generally know what’s happening on campus.

**Statistical Significance:**
- vs Ourselves
- vs National ’06
- vs National ’04
Student Centeredness Scale
Student Centeredness Scale - Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Student Centeredness Scale—Item by Item Detail:

- It is an enjoyable experience to be a student on this campus.

- **Statistical Significance:**
  - vs Ourselves .05
  - vs National ‘06 .001
  - vs National ‘04 .001

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Student Centeredness Scale~ Item by Item Detail:

- This institution shows concern for students as individuals.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06  .001
  - vs National ‘04  .001

![Graph showing statistical significance between TAMUCC and national averages]

- 2006 vs 2004 TAMUCC
- 2006 vs. National
- 2004 vs. National
Student Centeredness Scale~ Item by Item Detail:

- Students are made to feel welcome on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .001
  - vs National ‘04 .001
Student Centeredness Scale—Item by Item Detail:

- Administrators are approachable to students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 .05
  - vs National ‘04 .001
Student Centeredness Scale—Item by Item Detail:

- Most students feel a sense of belonging here.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘06 0.05
  - vs National ‘04 0.001

![Graph showing statistical significance between 2006 and 2004 TAMUCC and National averages.](image)
The Office of Planning & Institutional Effectiveness hopes you find the results of this report both useful and informative.

If you should have additional questions regarding the Noel-Levitz Student Satisfaction Inventory 2004 results for our University feel free to contact our office at extension 5989.