Noel Levitz Student Satisfaction Inventory

Results

Spring 2008
Administration

- Survey administration: March & April in even years.
- Administered to a stratified random sample of currently enrolled students in campus classrooms.
- 30 classes participated in the 2008 survey
- 1,158 students were enrolled in these classes
- 778 students participated in the survey
- Rate of Participation = 67%
Demographics

- Male: Survey: 37%, Campus: 38%
- Female: Survey: 63%, Campus: 62%
Additional Demographics

Respondent Population

Actual Campus Population
Additional Demographics

Respondent Population

Actual Campus Population
Overall Results: In order of 2008 Rating of Importance

*TAMUCC 2006 & 2008 Results as compared to National Group*
2008 Results: Satisfaction Levels Compared to Importance: 7 Point Scale

<table>
<thead>
<tr>
<th></th>
<th>Safety</th>
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<tbody>
<tr>
<td>TAMUCC Satis.</td>
<td>4.70</td>
<td>5.30</td>
<td>5.22</td>
<td>5.03</td>
<td>5.21</td>
<td>4.80</td>
<td>5.14</td>
<td>4.96</td>
<td>5.20</td>
<td>4.92</td>
<td>4.79</td>
<td>5.2</td>
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<tr>
<td>National Satis.</td>
<td>4.48</td>
<td>5.22</td>
<td>5.18</td>
<td>4.91</td>
<td>5.25</td>
<td>4.78</td>
<td>5.04</td>
<td>4.93</td>
<td>5.08</td>
<td>4.89</td>
<td>4.84</td>
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<tr>
<td>TAMUCC Import.</td>
<td>6.34</td>
<td>6.34</td>
<td>6.35</td>
<td>6.23</td>
<td>6.03</td>
<td>6.10</td>
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<td>6.05</td>
<td>6.02</td>
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<td>5.54</td>
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<tr>
<td>Nat'l. Import.</td>
<td>6.27</td>
<td>6.28</td>
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<td>6.16</td>
<td>6.00</td>
<td>6.08</td>
<td>6.06</td>
<td>6.06</td>
<td>6.05</td>
<td>5.97</td>
<td>5.66</td>
<td></td>
</tr>
</tbody>
</table>

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

*(Change in overall TAMUCC satisfaction score from 2006 to 2008)*
How to interpret the results reported in this presentation:

**Instrument Scale~ Item by Item Detail:**

Results = self-reported student satisfaction levels.

- Individual Item noted here.

- **Statistical Significance**:
  - vs Ourselves \(0.05\)
  - vs National ’08 \(0.05\)
  - vs National ’06

*Statistical significance* identifies if the change in the results from 2006 to 2008 was ‘true’, and not due to chance. Meaning, that if the significance = .05, then that means 95 out 100 times you would most likely report the same change in results.

The graph visually displays the difference in the results. (I.e. there was a **+0.10 change** in the TAMUCC 2008 response when compared to the TAMUCC 2006 response.)
Academic Advising Scale
• My academic advisor is knowledgeable about requirements in my major

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
• My academic advisor is approachable

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
**Academic Advising Scale—Item by Item Detail:**

- Major requirements are clear and reasonable

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .01
  - vs National ’06 .01
• **My academic advisor is concerned about my success as an individual**

• **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06

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![Bar chart showing statistical significance comparisons.](chart.png)
• My academic advisor helps me set goals to work toward

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
My academic advisors are knowledgeable about available services like counseling, student health, placement, financial aid, tutoring, etc.

Statistical Significance:
- 2008 VS Ourselves 2006: .001
The University does a good job of informing me who my assigned faculty advisor is.

- **Statistical Significance:**
  - 2008 VS Ourselves 2006  .001
The method of obtaining academic advising in my major is clear and understandable.

**Statistical Significance:**
- 2008 VS Ourselves 2006
Academic Advising Scale~ Item by Item Detail:
(TAMU-CC Custom Scale Question)

• I know under which circumstances it is appropriate to go to my academic advisor or to my assigned faculty advisor for assistance.*

• **Statistical Significance:**
  - 2008 VS Ourselves 2006 .001

*Wording changed to accommodate changes in the advising process.

2006 wording asked about degree counselor, Core Curriculum advisor and faculty advisor.
Academic Advising Scale—Item by Item Detail:

(TAMU-CC Custom Scale Question)

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

- Statistical Significance:
  - 2008 VS Ourselves 2006
Academic Advising Scale~ Item by Item Detail:

(TAMU-CC Custom Scale Question)

• My academic advisor is accessible during posted office hours or by appointment for assistance.*

• Statistical Significance:
  – 2008 VS Ourselves 2006  .001

*Wording changed to accommodate changes in the advising process.
2006 wording asked about degree counselor and Core Curriculum advisor.
My academic advisor provides me with accurate information about university, college, major and graduation requirements.*

Statistical Significance:
- 2008 VS Ourselves 2006 .001

* Wording changed to accommodate changes in the advising process.

2006 wording asked about degree counselor and Core Curriculum advisor.
Academic Advising Scale—Item by Item Detail:
(TAMU-CC Custom Scale Question)

- My faculty advisor provides me with accurate information about my major, college requirements and helps me set goals to work toward.

- **Statistical Significance:**
  - 2008 VS Ourselves 2006
Campus Climate Scale
Campus Climate Scale—Item by Item Detail:

- The campus is safe and secure for all students.

- **Statistical Significance:**
  - vs Ourselves .001
  - vs National ’08 .001
  - vs National ’06 .001
Campus Climate Scale~ Item by Item Detail:

- Tuition paid is a worthwhile investment.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06
There is a commitment to academic excellence on this campus.

Statistical Significance:
- vs Ourselves
- vs National ‘08
- vs National ‘06 .01
Campus Climate Scale~ Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .01
  - vs National ‘06 .001

![Graph showing statistical significance between 2008 vs 2006 TAMUCC, 2008 vs. National, and 2006 vs. National.](chart.png)
Campus Climate Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .001
  - vs National ‘06 .001
Campus Climate Scale~ Item by Item Detail:

- This institution shows concern for students as individuals.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘08 .01
  - vs National ‘06 .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 ‘08 .01
  - vs National ‘06 .001
Campus Climate Scale~ Item by Item Detail:

- Students are made to feel welcome on this campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .01
  - vs National ‘06 .001
**Campus Climate Scale~ Item by Item Detail:**

- This institution has a good reputation within the community

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .001
  - vs National ‘06 .001

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[Bar chart showing comparison of TAMUCC and National '08 and '06]
Faculty care about me as an individual

Statistical Significance:
- vs Ourselves
- vs National ‘08 .01
- vs National ‘06 .01
Campus Climate Scale~ Item by Item Detail:

- Freedom of expression is protected on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 \( .05 \)
  - vs National ‘06 \( .001 \)
Campus Climate Scale - Item by Item Detail:

- Channels for expressing student complaints are readily available.

- Statistical Significance:
  - vs Ourselves
  - vs National ’08
  - vs National ’06 .05
Campus Climate Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .001
Campus Climate Scale ~ Item by Item Detail:

- Administrators are approachable to students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06

![Graph showing statistical significance](image)
Campus Climate Scale~ Item by Item Detail:

- I feel a sense of pride about my campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .01
Campus Climate Scale~ Item by Item Detail:

- I generally know what’s happening on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ’06

![Bar chart showing statistical significance between years and national averages.](chart)
Campus Climate Scale~ Item by Item Detail:

- Most students feel a sense of belonging here.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .05

![Graph showing statistical significance between different years and national averages.](image-url)
Campus Life Scale
Campus Life Scale—Item by Item Detail:

- Student activities fees are put to good use.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .01
  - vs National ’06

![Graph showing statistical significance comparison between 2008 vs 2006 TAMUCC, 2008 vs National, and 2006 vs National.]
Campus Life Scale—Item by Item Detail:

• Freedom of expression is protected on campus.

• Statistical Significance:
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06 .001
Campus Life Scale—Item by Item Detail:

- Student disciplinary procedures are fair.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .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 ‘08 .01
  - vs National ‘06 .001

![Bar chart showing statistical significance]
Campus Life Scale—Item by Item Detail:

- New student orientation services help students adjust to college.

- **Statistical Significance:**
  - vs Ourselves \(0.05\)
  - vs National ‘08
  - vs National ‘06 \(0.01\)
Campus Life Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves \( .05 \)
  - vs National ‘08
  - vs National ‘06
Campus Life Scale – Item by Item Detail:

- The student handbook provides helpful information about campus life.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Campus Life Scale~ Item by Item Detail:

- I can easily get involved in campus organizations.

- Statistical Significance:
  - vs Ourselves
  - vs National ’08
  - vs National ’06
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 .05
  - vs National ‘08
  - vs National ‘06 .01
Campus Life Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06

![Bar chart showing statistical significance](image-url)
Campus Life Scale ~ Item by Item Detail:

- Residence hall regulations are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .05
  - vs National ’06

![Graph showing statistical significance](image-url)
Campus Life Scale—Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Campus Life Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ’06 .001
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 ‘08 .001
  - vs National ‘06 .001

- 2008 vs 2006 TAMUCC
- 2008 vs. National
- 2006 vs. National
Campus Life Scale~ Item by Item Detail:

- A variety of intramural activities are offered.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .05
  - vs National ’06
Campus Life Scale—Item by Item Detail:

- On a whole, the campus is well-maintained.

- **Statistical Significance:**
  - vs Ourselves .001
  - vs National ’08 .001
  - vs National ’06 .001
Campus Support Services Scale
Campus Support Services Scale—Item by Item Detail:

- Computer labs are adequate and accessible.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06

The chart shows:
- 2008 vs 2006 TAMUCC
- 2008 vs National
- 2006 vs National
Campus Support Services Scale—Item by Item Detail:

- Library resources and services are adequate.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06
- There are adequate services to help me decide upon a career.

- **Statistical Significance:**
  - vs Ourselves \( .05 \)
  - vs National ’08 \( .01 \)
  - vs National ’06
Campus Support Services Scale—Item by Item Detail:

- Tutoring services are readily available.

- Statistical Significance:
  - vs Ourselves .01
  - vs National ‘08
  - vs National ‘06 .001
Campus Support Services Scale—Item by Item Detail:

- The assessment and course placement procedures are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .01
  - vs National ‘06 .001
Campus Support Services Scale—Item by Item Detail:

- Academic support services adequately meet the needs of students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .01
Campus Support Services Scale~ Item by Item Detail:

- Library staff are helpful and approachable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 0.001
  - vs National ‘06 0.001
Campus Support Services Scale~ Item by Item Detail:

- Bookstore staff are helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08  .01
  - vs National ‘06
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 ‘08 .05
  - vs National ‘06 .01
Concern for the Individual Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ‘06
Concern for the Individual Scale~ Item by Item Detail:

- This institution shows concern for students as individuals

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08  .05
  - vs National ‘06  .001
Concern for the Individual Scale—Item by Item Detail:

- Faculty care about me as an individual.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 \(0.01\)
  - vs National ‘06 \(0.01\)
Concern for the Individual Scale—Item by Item Detail:

- Counseling staff care about students as individuals.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .05
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 ’08 .001
  - vs National ’06 .001
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 ‘08 .05
  - vs National ‘06 .01
Instructional Effectiveness Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves  .05
  - vs National ‘08
  - vs National ‘06  .001
• The instruction in my major field is excellent.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .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 ‘08 \( .05 \)
  - vs National ‘06 \( .001 \)
Instructional Effectiveness Scale—Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Instructional Effectiveness Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06 .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 ‘08 .05
  - vs National ‘06 .01
Instructional Effectiveness Scale~ Item by Item Detail:

• I am able to experience intellectual growth here.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .05

2008 vs 2006 TAMUCC
2008 vs. National
2006 vs. National
Instructional Effectiveness Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ’06
Instructional Effectiveness Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .01
Instructional Effectiveness Scale—Item by Item Detail:

- Adjunct faculty are competent as classroom instructors

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06 .01
Instructional Effectiveness Scale – Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ’06 .001
Instructional Effectiveness Scale – Item by Item Detail:

- Faculty care about me as an individual.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 0.01
  - vs National ‘06 0.01

- 2008 vs 2006 TAMUCC
- 2008 vs. National
- 2006 vs. National
Instructional Effectiveness Scale~ Item by Item Detail:

- Graduate teaching assistants are competent as classroom instructors.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06

2008 vs 2006 TAMUCC
2008 vs. National
2006 vs. National
Recruitment & Financial Aid Scale
Recruitment & Financial Aid Scale~ Item by Item Detail:

- Admissions staff are knowledgeable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National '08
  - vs National '06
Recruitment & Financial Aid Scale - Item by Item Detail:

- Adequate financial aid is available for most students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06
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  .05
  - vs National ‘08
  - vs National ‘06
Recruitment & Financial Aid Scale - Item by Item Detail:

- Financial aid counselors are helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06

- 2008 vs 2006 TAMUCC
- 2008 vs. National
- 2006 vs. National
Recruitment & Financial Aid Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06
Recruitment & Financial Aid Scale - Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06 .05
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 ‘08 .001
  - vs National ‘06 .001
Registration Effectiveness Scale ~ Item by Item Detail:

- The personnel involved in registration are helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .001
Registration Effectiveness Scale~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06 .05
Registration Effectiveness Scale—Item by Item Detail:

- Billing policies are reasonable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .05
  - vs National ’06
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 ’08 .001
  - vs National ’06 .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
  - vs National ’08 .001
  - vs National ’06 .001
Safety and Security Scale~ Item by Item Detail:

- The campus is safe and secure for all students.

- **Statistical Significance:**
  - vs Ourselves .001
  - vs National ’08 .001
  - vs National ‘06 .001

![Graph showing statistical significance](image-url)
Safety and Security Scale—Item by Item Detail:

- Parking lots are well-lighted and secure.

- **Statistical Significance:**
  - vs Ourselves 0.001
  - vs National ’08
  - vs National ’06 0.001
Safety and Security Scale—Item by Item Detail:

- Security staff respond quickly in emergencies.

- Statistical Significance:
  - vs Ourselves
  - vs National ‘08 .01
  - vs National ‘06 .05
Service Excellence Scale
Service Excellence Scale~ Item by Item Detail:

• The WEB registration process through SAIL works well for me. (Local item)

• Statistical Significance:
  - vs Ourselves .001

2008 vs 2006 TAMUCC
Service Excellence Scale~ Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 \(0.05\)
  - vs National ‘06 \(0.001\)
Service Excellence Scale~ Item by Item Detail:

• The personnel involved in registration are helpful.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .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 ‘08 .01
  - vs National ‘06 .001
Service Excellence Scale~ Item by Item Detail:

- Channels for expressing student complaints are readily available.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .05

![Graph showing statistical significance between years and benchmarks.](attachment:image.png)
Service Excellence Scale~ Item by Item Detail:

• Counseling staff care about students as individuals.

• **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06 .05
Service Excellence Scale—Item by Item Detail:

- Library staff are helpful and approachable.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ’06 .001

![Graph showing statistical significance comparison]
The staff in the health services area are competent.

**Statistical Significance:**
- vs Ourselves
- vs National '08 .001
- vs National '06
Service Excellence Scale—Item by Item Detail:

- I generally know what’s happening on campus.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .001
  - vs National ‘06
### Service Excellence Scale—Item by Item Detail:

- **On a whole, the campus is well-maintained.**

- **Statistical Significance:**
  - vs Ourselves \(0.001\)
  - vs National ’08 \(0.001\)
  - vs National ’06 \(0.001\)
Student Centeredness Scale
Student Centeredness Scale—Item by Item Detail:

- The campus staff are caring and helpful.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06 .001
Student Centeredness Scale ~ Item by Item Detail:

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

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .001
  - vs National ‘06 .001
Student Centeredness Scale~ Item by Item Detail:

- This institution shows concern for students as individuals.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .05
  - vs National ‘06 .001
Student Centeredness Scale~ Item by Item Detail:

- Students are made to feel welcome on this campus.

**Statistical Significance:**
- vs Ourselves
- vs National ‘08 0.01
- vs National ‘06 0.001
**Student Centeredness Scale—Item by Item Detail:**

- Administrators are approachable to students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Student Centeredness Scale~ Item by Item Detail:

- Most students feel a sense of belonging here.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08
  - vs National ’06 .05
Responsiveness to Diverse Populations Scale
Responsiveness to Diverse Populations Scale

Item by Item Detail:

- Institution’s commitment to Part-time students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08 .01
  - vs National ’06 .001
Responsiveness to Diverse Populations Scale~

Item by Item Detail:

- Institution’s commitment to evening students.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ’08  .001
  - vs National ’06  .001
Responsiveness to Diverse Populations Scale~

**Item by Item Detail:**

- Institution’s commitment to older, returning learners.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Responsiveness to Diverse Populations Scale~

Item by Item Detail:

- Institution’s commitment to underrepresented populations.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08
  - vs National ‘06
Responsiveness to Diverse Populations Scale

Item by Item Detail:

- Institution’s commitment to commuters.

- **Statistical Significance:**
  - vs Ourselves
  - vs National ‘08 .001
  - vs National ‘06 .01

![Diagram showing statistical significance]
Responsiveness to Diverse Populations Scale

Item by Item Detail:

- Institution’s commitment to students with disabilities.

- Statistical Significance:
  - vs Ourselves
  - vs National ’08
  - vs National ’06

![Graph showing statistical significance between years and national averages.](chart.png)
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 2008 results for our University feel free to contact our office at extension 5989.