

# Results of the 2016-17 Student Satisfaction Survey

## Research Brief

Wednesday, November 01, 2017

### Research Purpose / Methodology

MHCC has administered the Student Satisfaction Survey every other year since 1994-95. This is the twelfth administration of the survey.

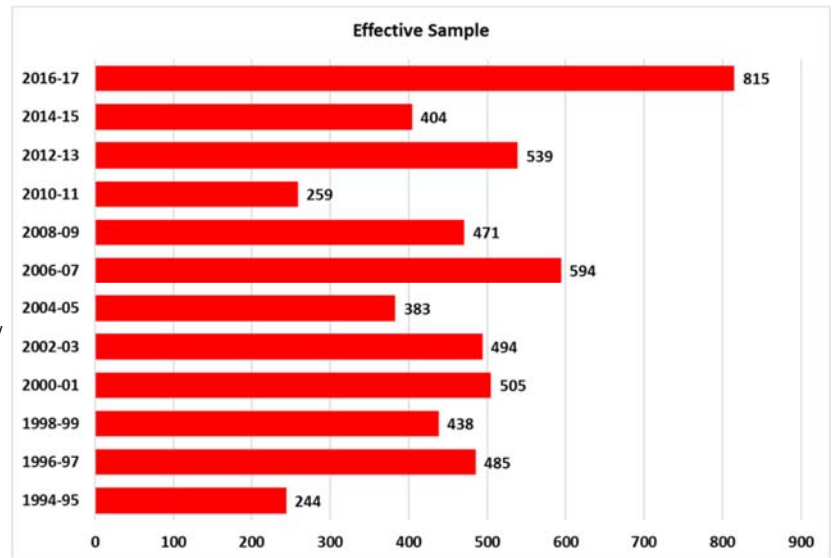
This administration of the survey saw dramatic changes to the survey design and sampling. The Importance/Performance component of the survey dropped from sixty-seven items to thirty; the new items focused on infrastructure and accessibility. A new section of the survey, focused on service quality and delivery, was added.

The survey was administered online. This allowed for increased sampling numbers while lowering costs associated with collecting/processing the data.

A total of 4835 students were selected to participate in this administration of the survey. Students were randomly selected based on the proportions of three characteristics: (1) Gender, (2) Time-of-attendance, and (3) Full/Part time Status. The response rate for the survey was 16.9%.

The response rate for this administration of the survey was likely higher than reported.

Information regarding student access to their "saints" email account was unavailable. It is unknown how many students never saw the invitation and reminder emails to complete the survey. Additionally, less communication with students prior to implementing the survey and fewer incentives offered impacted the response rate.



### Conclusions/Recommendations

#### Point of Interest:

*Overall, Students are satisfied with their experience at MHCC. Ninety-two percent of students indicated satisfaction with education at MHCC; 89.9% are satisfied with MHCC in general.*

#### Importance/Performance

The Importance/Performance items were reduced from sixty-seven to thirty for this administration. Items focused on access, facilities, and technology. The data revealed that technology improvements and facilities upgrades would have the most significant impact on student

satisfaction. Specifically MHCC should improve:

#### Technology

- Wifi Connectivity Throughout Campus
- Website Ease of Use
- Cellular Service on Campus

#### Facilities

- Parking Availability
- Bathroom Cleanliness
- Modern Classrooms

Additionally, cost related items (Overall cost of attending and

Financial Aid/Scholarship Information) were slightly lower priorities but should be a consideration to improve satisfaction.

#### Service Quality

Delivering Quality Service became a major new component of the survey this year. Data revealed that while students are satisfied with service delivery at MHCC, there is room for improvement. Reliability (providing service dependably and accurately) and Assurance (the ability to convey trust and confidence) are the most problematic for the college.

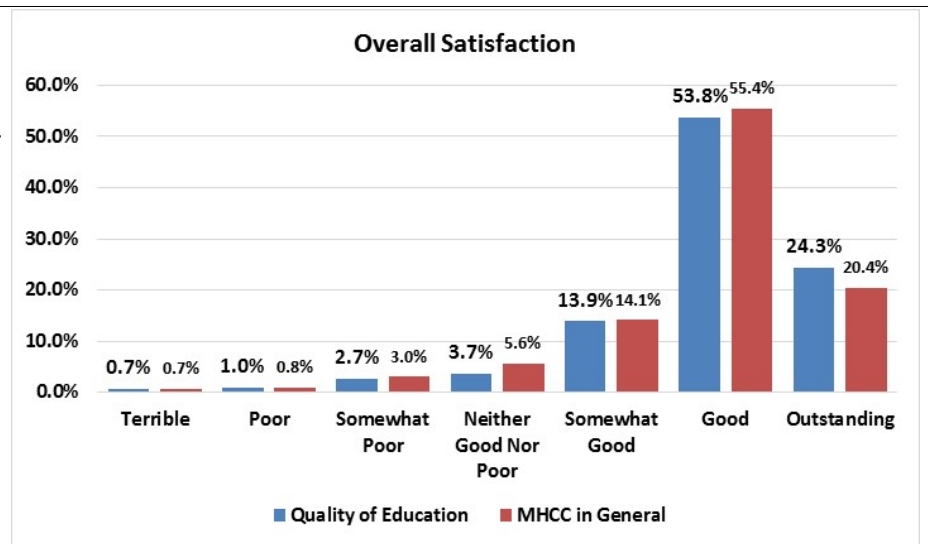
All employees should be trained on the importance of quality service.

#### To Improve Satisfaction, MHCC should:

- ✓ Make Technology Improvements.
- ✓ Make Improvements to facilities.
- ✓ Consider cost impacts on satisfaction and make financial aid information more readily available.
- ✓ Develop a culture of service excellence.

## Satisfaction—Overall Satisfaction

Two items were used to assess credit students' Overall Satisfaction with MHCC. Students were asked to assess (on a 7-point scale) their satisfaction with the quality of education at MHCC and MHCC in general. Both items had extremely high satisfaction ratings. Over ninety percent (92.0%) of students were satisfied with the quality of education at MHCC (rated somewhat good to outstanding). Almost ninety percent (89.9%) were satisfied with MHCC in general (rated somewhat good to outstanding).



## Satisfaction—Importance/Performance Plots

Thirty statements related to MHCC infrastructure and accessibility were presented to respondents. Students were asked to rate the Importance and Performance on a 7-point scale (1=Totally Unimportant/Terrible to 7=Totally Important/Outstanding). Importance/Performance Plots create a visual representation of how well the institution performs relative to the other items in the list. Satisfaction is plotted on the horizontal (X) axis; Importance is plotted on the Y axis. The plot area is divided into four quadrants: (1) Keep Up The Good Work—High Importance/High Performance, (2) Concentrate Here—High Importance/Low Performance, (3) Low Priority—Low Importance/Low Performance, and (4) Possible Overkill—Low Importance/High Performance. Six items fell into the Concentrate Here quadrant: (1) Modern Classrooms, (2) Easy to Use Website, (3) Wifi Connectivity Throughout Campus, (4) Cellular Service, (5) Parking Availability, and (6) Bathroom Cleanliness.

- A. Course Availability - Morning
- B. Course Availability - Afternoon
- C. Course Availability - Evening
- D. Course Availability - Weekends
- E. Course Availability - Online
- F. Modern Classrooms
- G. Web-based Instructional Support (Portal)
- H. Preparation for Career/Transfer
- I. Support Service Operating Hours
- J. Admissions/Entry Procedures
- K. Financial Aid/Scholarship Information
- L. Registration Procedures
- M. Overall Cost of Attending
- N. Vista Hall Dining Hours
- O. Quality of Food
- P. Extracurricular/Social Events
- Q. Avail. Of Recreation Facilities/Activities
- R. Bookstore Hours
- S. Availability of Study Areas
- T. Easy to Use Website
- U. Wifi Connectivity Throughout Campus
- V. Cellular Service
- W. Prompt Accurate College Information
- X. Access to Technology
- Y. Computer Lab Operating Hours
- Z. Parking Availability
- AA. Bathroom Cleanliness
- AB. Well-maintained Campus and Grounds
- AC. Safety and Security
- AD. Signage and Maps

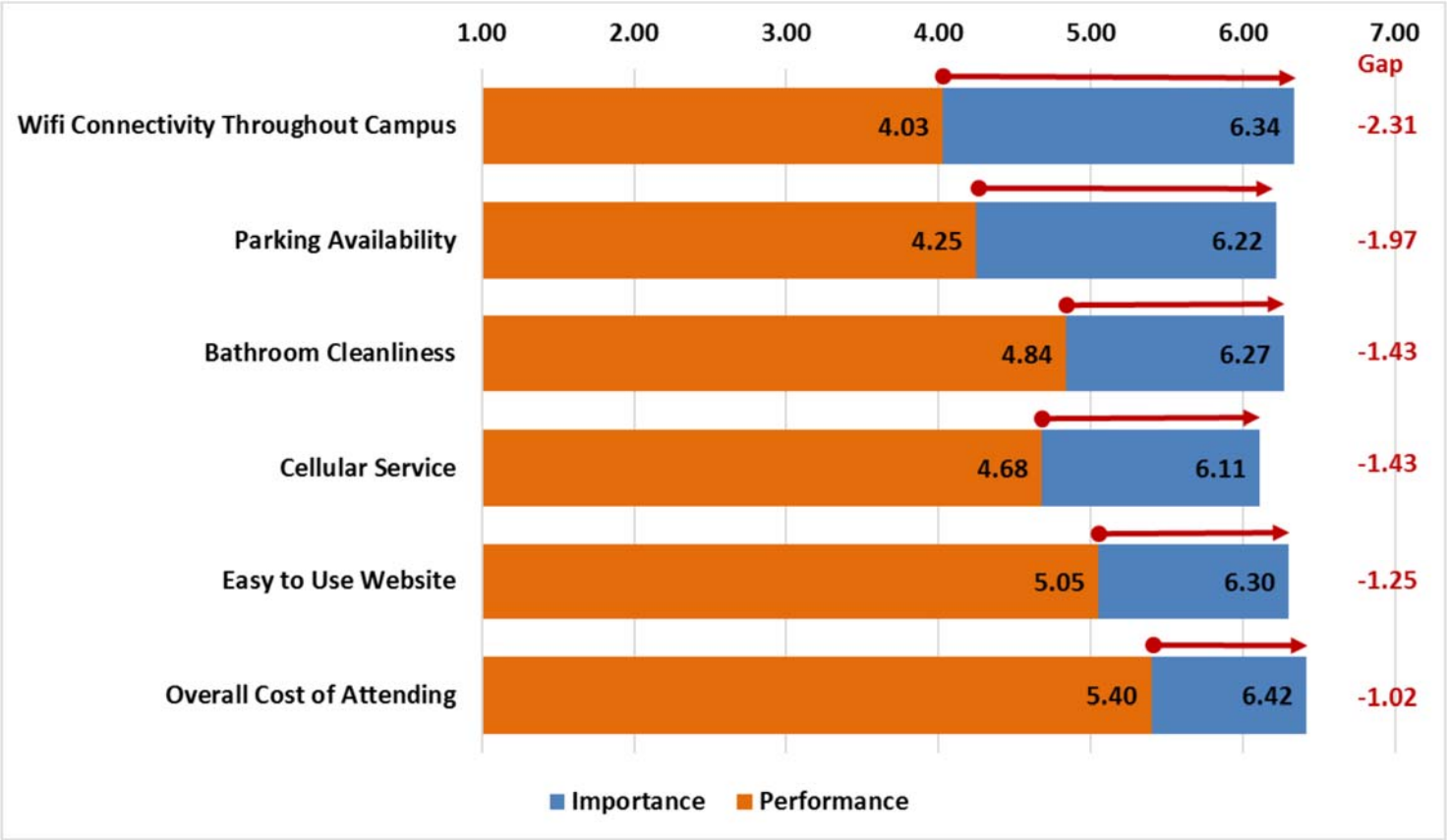
## All Items



## Satisfaction—Gap Analysis

Gap analysis examines each of the thirty items used to assess the student experience individually. Gaps scores are calculated by subtracting the mean Importance score from the mean Performance score for each item.

Six items had gap scores in excess of one point. *WiFi Connectivity Throughout Campus* had the largest gap (-2.31) and is the second most important item of the thirty rated. Three of the six items are related to technology improvements. Two are related to facilities maintenance / improvements. The *Overall Cost of Attending* item has been a recurring theme in survey activities. Interestingly, the item with the next largest gap—*Financial Aid/Scholarship Information* (not pictured)—was also related to costs; this item had a gap score of -0.90.



## Satisfaction—Where to Focus

The Importance/Performance data reveal that MHCC should be focused on Technology and Infrastructure Improvements. Three of the six items that came out of both analyses (I/P Plots and Gap Analysis) are related to Technology; three are related to Infrastructure.

### Focus on Technology:

- Wifi Connectivity Throughout Campus
- Easy to use Website
- Cellular Service

### Focus on Infrastructure:

- Parking Availability
- Bathroom Cleanliness
- Modern Classrooms

Additional items that decision makers should be aware of were related to costs. The *Overall Cost of Attending* had the sixth largest gap of the items tested and that gap was in excess of one point (-1.02). *Financial Aid / Scholarship Information* had the next highest gap (-0.90). Both items indicate that financial related decision impact student satisfaction.

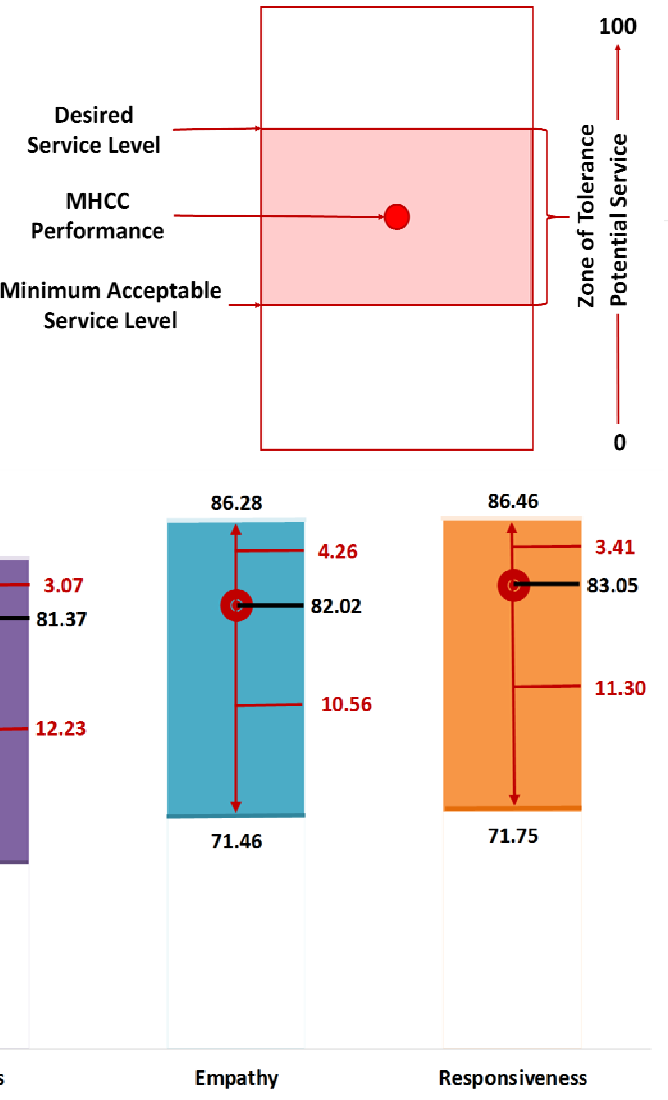
# Service Quality

Service is evaluated on five dimensions: (1) Reliability—Dependable/Accurate Service, (2) Assurance—Ability to convey trust and confidence, (3) Tangibles—Physical attributes of the service, (4) Empathy—Individualized caring attention, and (5) Responsiveness—Prompt service. For each dimension, customers develop two levels of service expectations: (1) the Desired Service Level—the service they expect to receive—and (2) the Minimum Acceptable Level—if the service falls below this level they become dissatisfied. The difference between these two levels make up the Zone of Tolerance. An organization’s performance that falls in the Zone of Tolerance results in satisfaction. However, the closer the performance is to the Desired Service Level, the more satisfied customers will be.

The chart below presents the zones of tolerance and MHCC’s performance for each of the five dimensions of service. For all five of the dimensions of service quality, MHCC’s performance falls within the zone of tolerance. Additionally, the performance levels are closer to desired service level than minimum acceptable level. This appears to confirm the overall satisfaction ratings.

Reliability and Assurance both have higher desired service levels and the zones of tolerance are smaller. This indicates that these two dimensions are more important to students than the other three. The gaps between performance and desired service levels for these two dimensions are also larger than for the other three indicating that students are less satisfied with these dimensions.

Although performance indicates satisfaction with service, there is room for improvement. MHCC needs to develop a culture of service excellence. Service Quality training is warranted. All employees should know and understand the components of exceptional service delivery, student expectations of service, and that all interactions with MHCC customers impact our ability to deliver exceptional service.



This Research Brief and the Full Report are available on the MHCC Web Site at <https://webapps.mhcc.edu/AIRWeb/Catalog.aspx>

Prepared by :  
Tim Green  
Research Associate  
Analytics & Institutional Research

For additional information, please contact Tim at:  
[Tim.Green@mhcc.edu](mailto:Tim.Green@mhcc.edu)