



Results of the 2012-13 ABE-GED Student Satisfaction Survey

Research Brief

Monday, September 09, 2013

Research Purpose / Methodology

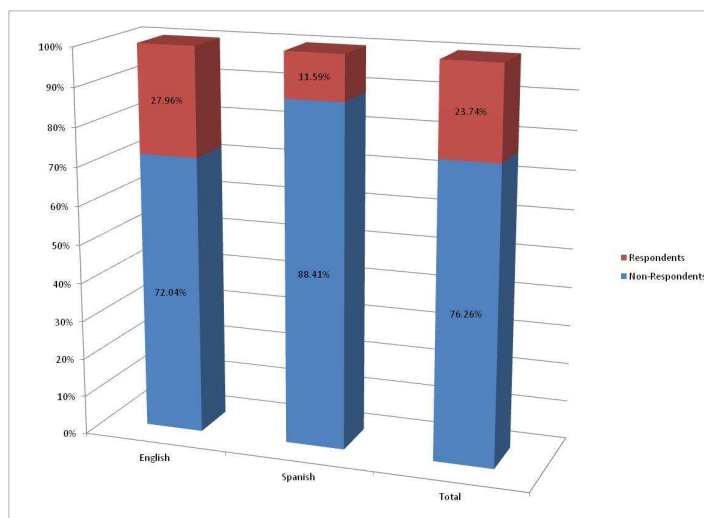
This year marks the first administration of the ABE-GED version of the Student Satisfaction Survey. MHCC has been conducting a satisfaction assessment of credit students since 1994; changes in methodology allowed the institution to modify the survey to address the experience of the ABE-GED students. The survey is based on ACT's Student Opinion Survey ©1996 ACT Inc.; survey items used with permission.

The survey is designed to assess ABE-GED student satisfaction with programs, services, and other aspects of their college experience. The study address three objectives: (1) student intent (reasons for attending), (2)

survey descriptives, and (3) current satisfaction levels.

The survey was administered on-line to all students enrolled in ABE-GED courses. The survey collected importance as well as satisfaction ratings for the twenty items used to assess students' experiences. All 535 students enrolled in ABE-GED courses were contacted via email and invited to participate in the survey. With the help of ABE-GED faculty, the survey was translated to Spanish for students that may have difficulty completing it in English. The response rate for the survey was 23.74%.

Students enrolled in Spanish sections of ABE-GED courses were less likely to complete the survey. Future administrations may require facilitation from faculty in these sections to increase Spanish student participation.



Conclusions/Recommendations

Point of Interest:

Overall, ABE-GED Students are satisfied with their experience at MHCC. Over ninety percent of respondents indicated positive satisfaction with both overall measures.

Intent

The top four reasons for attending the ABE-GED program were: (1) Convenient Class Times, (2) Offered Courses wanted, (3) Reasonable Costs, and (4) Convenient Location. Positive Recommendation was ranked fifth.

Descriptives

Two questions revealed information that could improve ABE-GED student satisfaction. Students indicated they learned about the program through word of mouth/recommendations. Barriers to attending class revealed Health, Transportation, Family, Finances, and Child Care were all barriers the program should try to address.

Current Satisfaction

Satisfaction data indicate all elements of instruction should be examined for potential improvements:

All items related to instruction were identified in one or both of the satisfaction analyses. In particular, improvements to service delivery from teaching staff would have a positive impact on satisfaction.

To Improve ABE-GED Student Satisfaction and increase Enrollment, MHCC should:

- ✓ Examine components of Instructional Delivery and make improvements where necessary.
- ✓ Examine the barriers to attending and develop strategies to minimize those barriers.
- ✓ Develop communications that focus on recommendations and success stories of current and former ABE-GED Students

Satisfaction—Importance/Satisfaction Plots

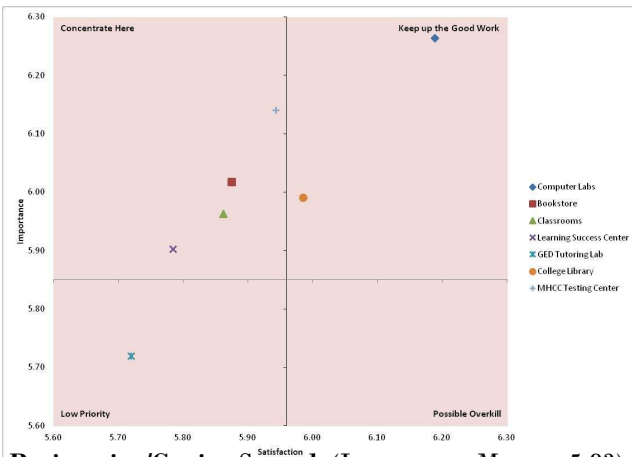
Twenty questions related to the ABE-GED student experience were asked. These items fell into one of four themes. Importance/ Satisfaction Plots look at the items within each theme and examine how they perform relative to the other items within the theme. Satisfaction is plotted on the horizontal (X) 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 Satisfaction, (2) Concentrate Here—High Importance/Low Satisfaction, (3) Low Priority—Low Importance/Low Satisfaction, and (4) Possible Overkill—Low Importance/High Satisfaction.

Capturing Importance Scores allows for a rank order of the ten themes by calculating an overall mean score (mean of all items within the theme). The plots below are presented in rank order of themes (most important to least important). Overall mean importance scores are presented for each theme. Items that fall into the *Concentrate Here* quadrant are also identified.

Learning Support: (Importance Mean = 6.00)

Concentrate Here (4 Items):

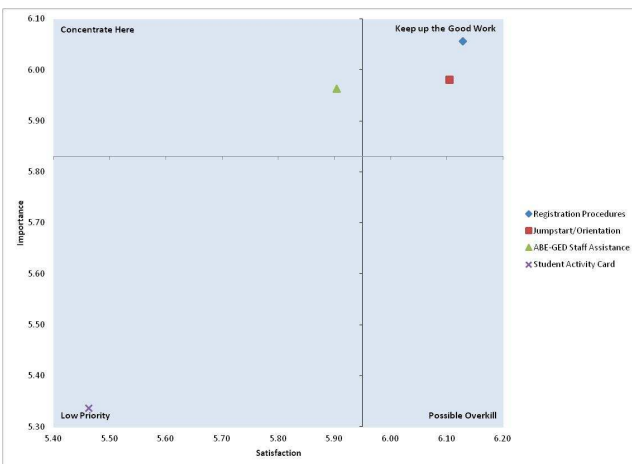
(1) *MHCC Testing Center*, (2) *Bookstore*, (3) *Classrooms*, (4) *Learning Success Center*



Registration/Getting Started: (Importance Mean = 5.83)

Concentrate Here (1 Item):

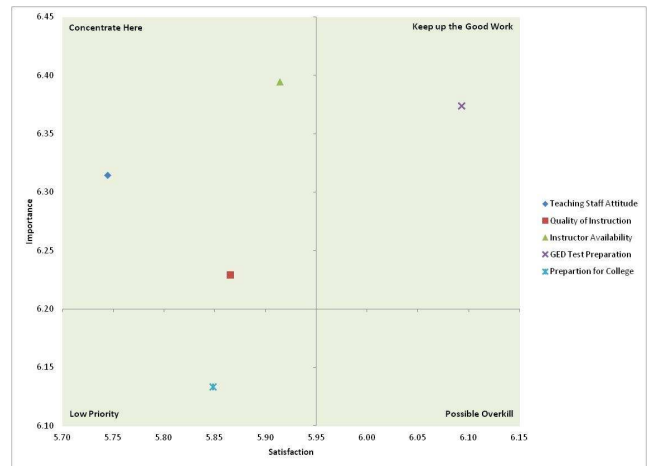
(1) *ABE-GED Staff Assistance*



Instruction: (Importance Mean = 6.29)

Concentrate Here (3 Items):

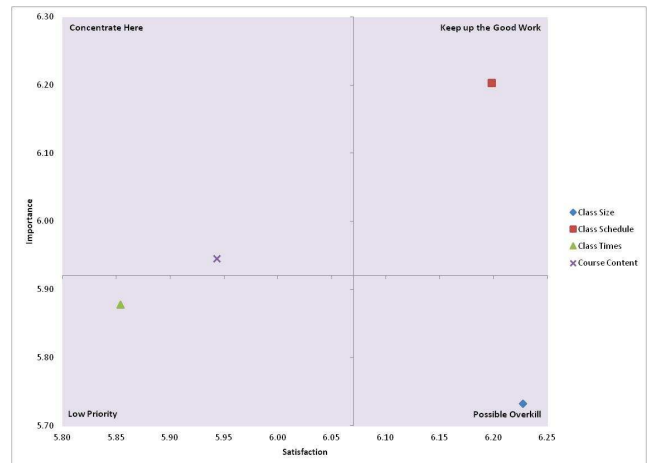
(1) *Instructor Availability*, (2) *Teaching Staff Attitude*, (3) *Quality of Instruction*



Coursework: (Importance Mean = 5.94)

Concentrate Here (1 Item):

(1) *Course Content*



Importance/Satisfaction Plots

(Items with high importance low satisfaction scores)

Instruction

-Instructor Availability
-Teaching Staff Attitude
-Quality of Instruction

Coursework

-Course Content

Learning Support

-MHCC Testing Center
-Bookstore
-Classrooms
-Learning Success Center

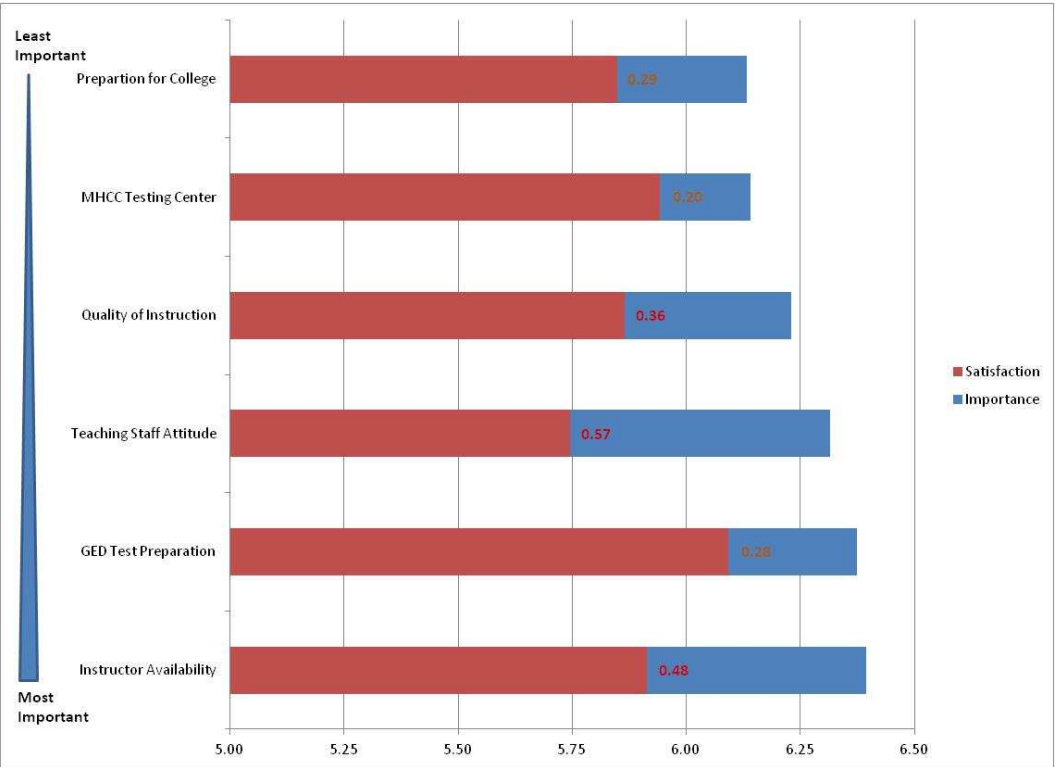
Registration/Getting Started

-ABE-GED Staff Assistance

Satisfaction—Gap Analysis

Gap analysis examines each of the twenty items used to assess the ABE-GED student experience individually. Gaps scores are calculated by subtracting the mean satisfaction score from the mean importance score for each item.

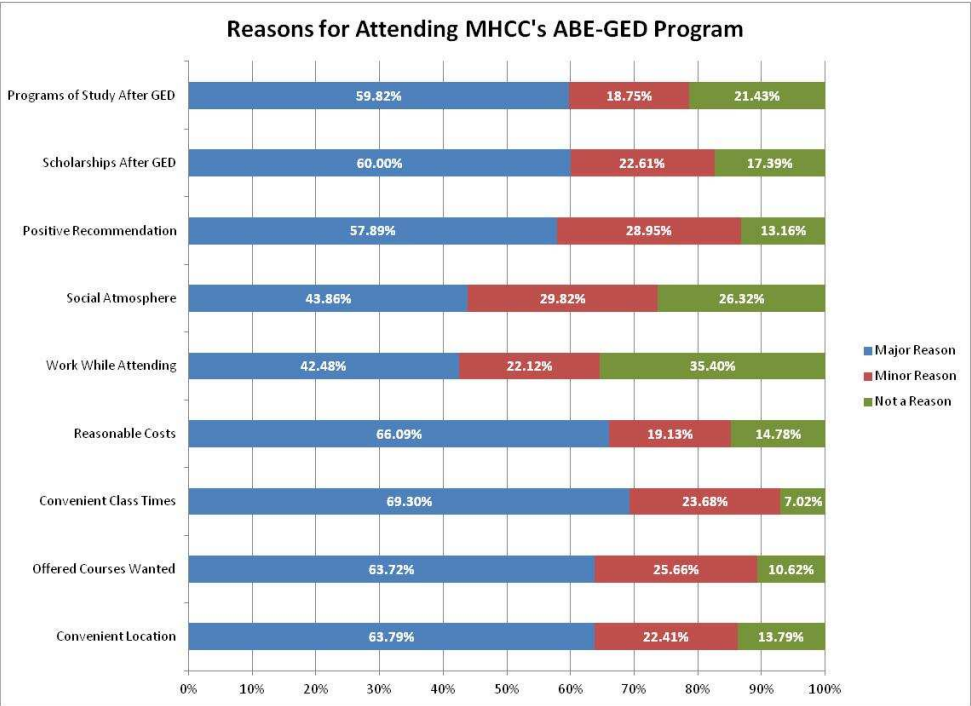
Six items had Gaps that exceeded 0.20. All five items in the Instruction Theme had gaps in excess of .20. This theme must be a focus of the ABE-GED department to improve overall satisfaction with the program. In particular, instructional delivery methods should be reviewed and improvements made where feasible.



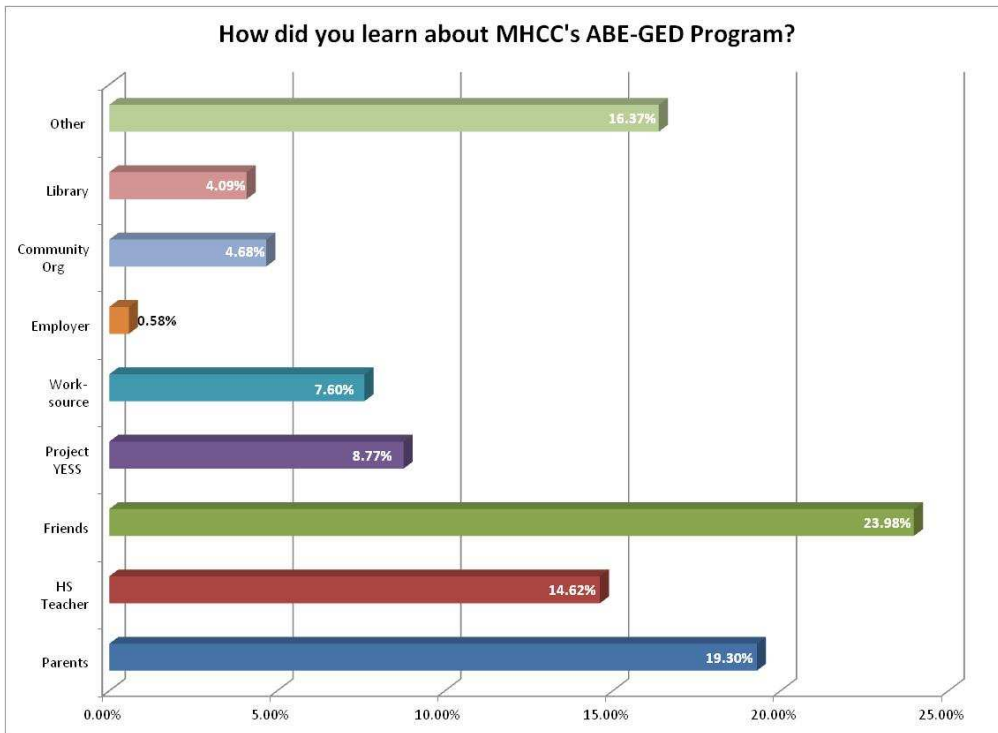
Intent (Reasons for Attending)

ABE-GED Students were provided a list of nine reasons for attending MHCC's ABE-GED program and asked to indicate if each reason was a *major*, *minor*, or *not a reason* for attending. *Convenient class times* was the most often cited major reason for attending. *Offered courses wanted* and *Reasonable costs* were the next two most often cited reasons for attending. *Convenient location* was the forth most often cited reason.

Unlike credit students, it appears that *Positive recommendations* have an influence on students attending the ABE-GED program. Recommendations was the fifth most often cited reason for attending; similar reasons in the credit student version of the survey ranked consistently at the bottom of reasons for attending. This indicates that positive word of mouth could have a substantial impact on future enrollment in the program.

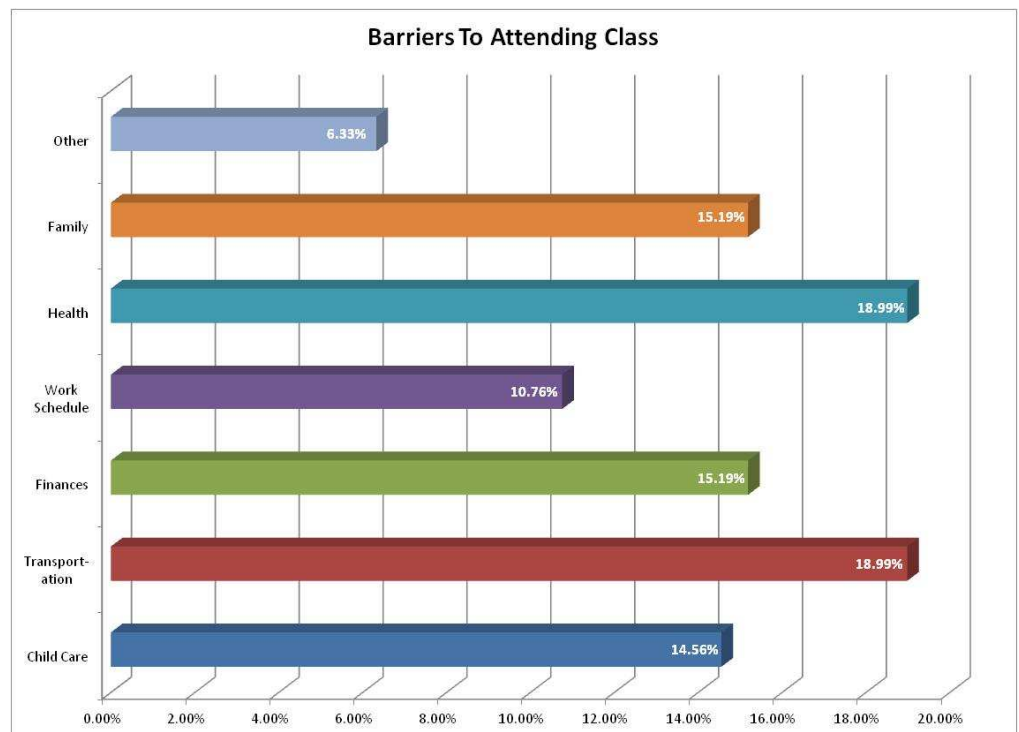


Descriptive Questions



ABE-GED students were more likely to indicate word-of-mouth sources when asked how they learned about MHCC's ABE-GED Program. This indicates that positive word-of-mouth has a greater influence on students attending than other sources of information. This question in conjunction with the Reasons for Attending analysis would indicate that developing strategies that encourage existing students to recommend the program would benefit. Additionally, communications strategies should be developed using testimonials from existing / former students. These testimonials could be used in web content and other promotional material used by the ABE-GED program.

Barriers to attending class revealed five specific barriers that should be reviewed: (1) *Health*, (2) *Transportation*, (3) *Family*, (4) *Finances*, and (5) *Child care*. Strategies should be developed to address these barriers. As barriers to attending class have a deleterious effect on student success, alleviating them will ultimately lead to increased satisfaction with the program.



This Research Brief and the Full Report are available on the MHCC Web Site at <http://www.mhcc.edu/About.aspx?id=936>

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