



# Results of the 2014-15 Student Satisfaction Survey

## Research Brief

Monday, November 16, 2015

### Research Purpose / Methodology

MHCC has administered the Student Satisfaction Survey every other year since 1994-95. The survey is based on ACT's Student Opinion Survey ©1996 ACT Inc.; survey items used with permission. This is the eleventh administration of the survey.

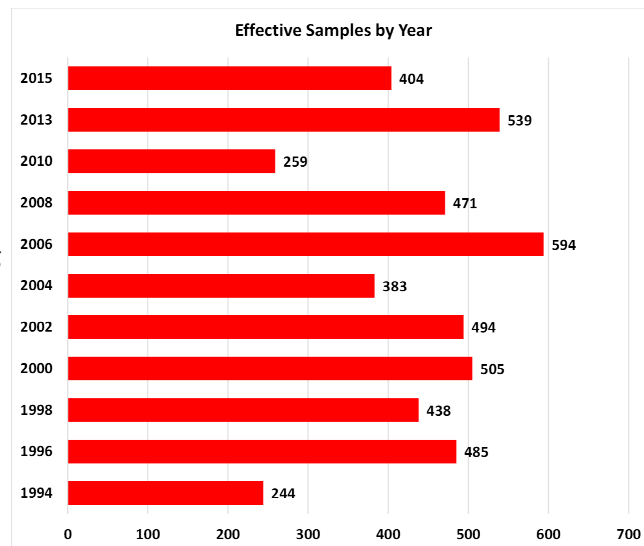
The survey is designed to assess credit student satisfaction with programs, services, and other aspects of the college experience. The study address three objectives: (1) student intent (reasons for attending), (2) current satisfaction levels, and (3) satisfaction trends.

The survey was administered online for the second time this year. This allowed for increased

sampling numbers while lowering costs associated with collecting/processing the data. Also, the survey collected importance as well as satisfaction ratings for the sixty seven items used to assess students' experiences. The survey was also moved from a five-point to seven-point scale in order to obtain more discreet rating data.

A total of 1588 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 25.4%

The response rate for this administration of the survey was likely impacted by MHCC's new policy related to "Saints" email accounts. As of Spring 2015, all official communication with credit students is to be conducted through the college's assigned student email account. Students were not familiar with the new email and it is likely that less students actually saw the email invitations or reminders.



### Conclusions/Recommendations

#### Point of Interest:

*Overall, Students are satisfied with their experience at MHCC. Over eighty-five percent of respondents indicated positive satisfaction with both overall measures.*

#### Importance Data.

The collection of importance ratings generated a far richer data set and allowed for some prioritization of components making up the student experience. It should continue in future administrations.

#### Intent

Intent data saw, for the second time, "Low Cost of Attending" drop out of the top three main reasons for attending. Ongoing monitoring of costs relative to other institutions is warranted.

#### Current Satisfaction

Satisfaction data indicate three areas that deserve special attention:

**Course Access:** Course Availability within terms (e.g. weekends and evenings) and across terms needs improvement. More distance learning

options are also warranted.

**Finance Services:** Financial Aid services should be improved. The college needs to clearly demonstrate where fees are creating improvements to the student experience.

**Parking Facilities:** A review of facilities, prioritizing improvements, and creating/implementing an improvement plan would have a positive impact on student satisfaction.

#### Satisfaction Trends

Employment related components of satisfaction are the only ones to see consistent drops in

satisfaction over time. Employment services and job placement services need to be reviewed for possible improvements.

#### To Improve Satisfaction, MHCC should:

- ✓ Increase Course Access
- ✓ Improve Financial Services
- ✓ Develop/Implement a Parking Facilities Improvement Plan
- ✓ Examine Employment Opportunities and Job Placement Services

# Satisfaction—Importance/Satisfaction Plots

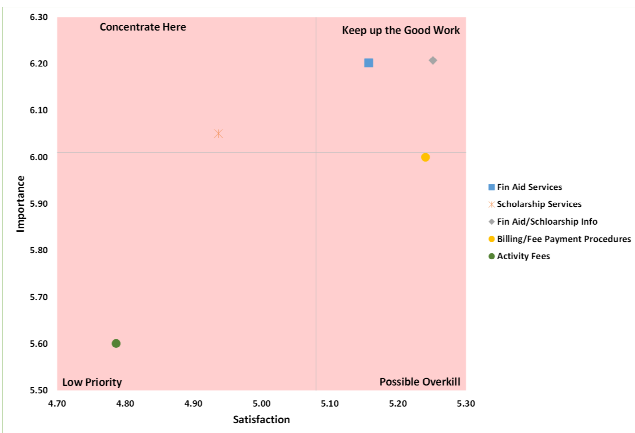
Sixty seven questions related to the MHCC student experience were asked. These items fell into one of ten themes. Importance/ Satisfaction Plots look at the items within each theme and examine how they perform relative to the other items within the theme. Satisfaction is plotted on the horizontal (X) 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.

**Financial:** (Importance Mean = 6.01)

Concentrate Here (1 Item):

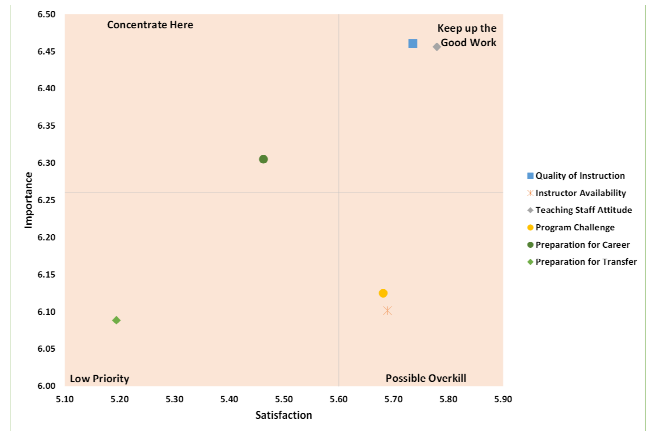
(1) *Scholarship Services*



**Instruction:** (Importance Mean = 6.26)

Concentrate Here (1 Item):

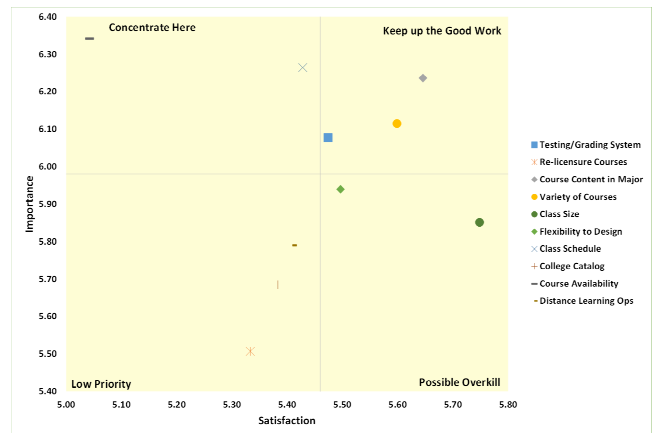
(1) *Preparation for Career*



**Coursework:** (Importance Mean = 5.98)

Concentrate Here (2 Items):

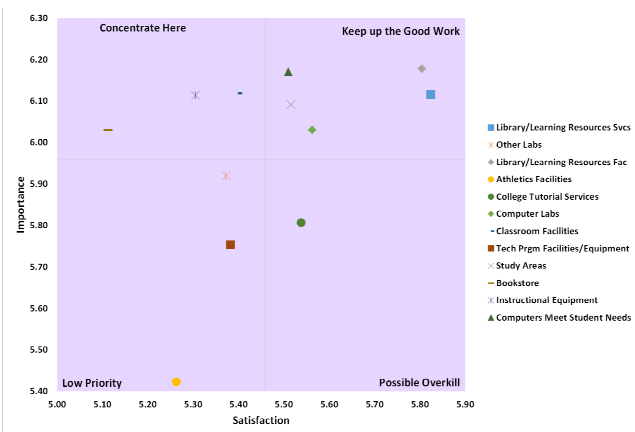
(1) *Course Availability*, (2) *Class Schedule*



**Learning Support:** (Importance Mean = 5.96)

Concentrate Here (3 Items):

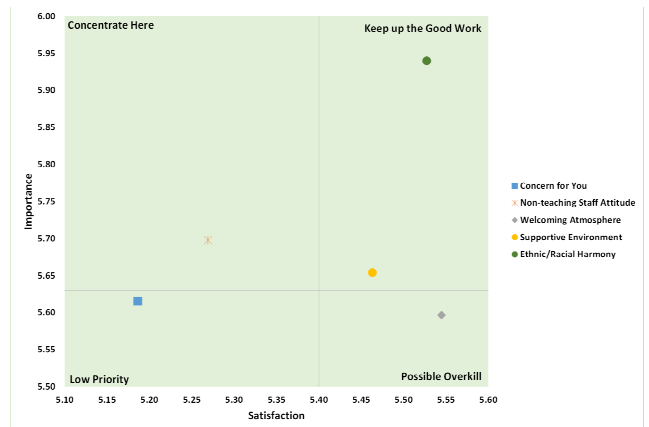
(1) *Instructional Equipment*, (2) *Bookstore*, (3) *Classroom Facilities*



**Atmosphere:** (Importance Mean = 5.70)

Concentrate Here (1 Item):

(1) *Non-teaching Staff Attitude*

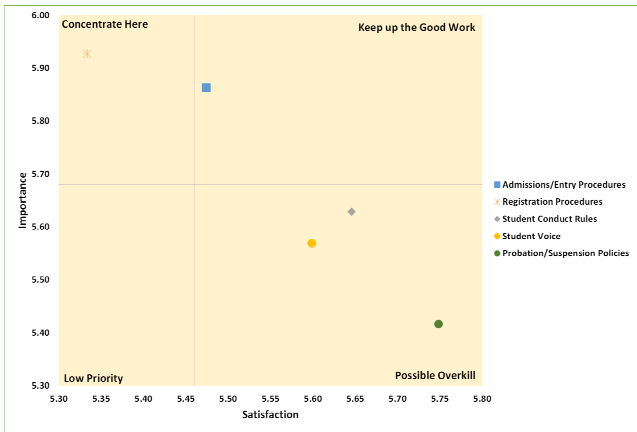


# Satisfaction—Importance/Satisfaction Plots Continued

**Policies/Procedures:** (Importance Mean = 5.68)

Concentrate Here (1Item):

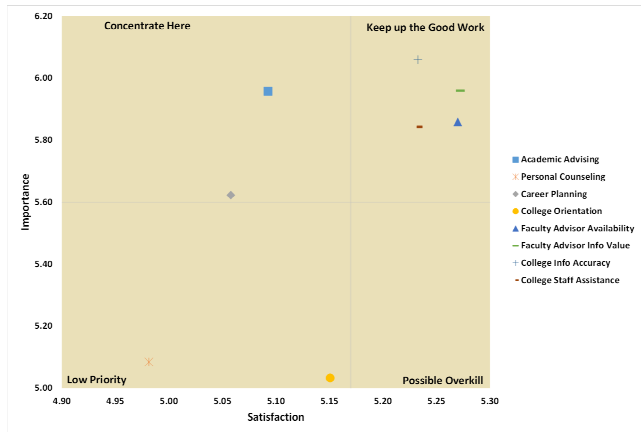
(1) *Registration Procedures*



**Advising/Counseling:** (Importance Mean = 5.45)

Concentrate Here (2 Items):

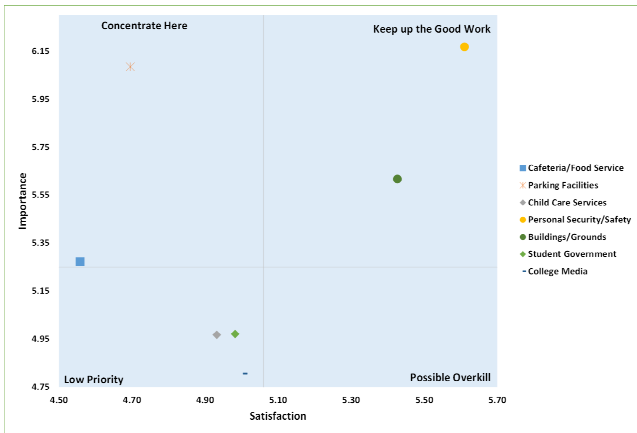
(1) *Academic Advising*, (2) *Career Planning*



**Auxiliary Services :** (Importance Mean = 5.42)

Concentrate Here (2 Items):

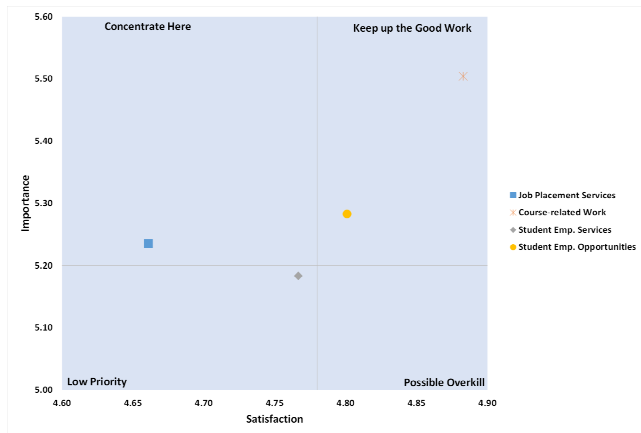
(1) *Parking Facilities*, (2) *Cafeteria/Food Service*



**Employment/Work Exp.:** (Importance Mean = 5.30)

Concentrate Here (1 Item):

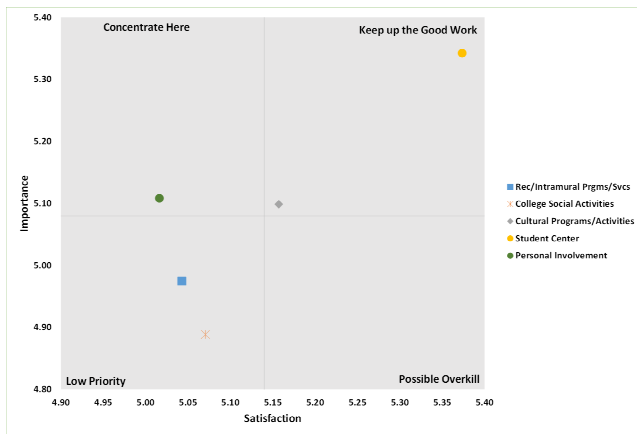
(1) *Job Placement Services*



**Extracurricular:** (Importance Mean = 5.08)

Concentrate Here (1 Item):

(1) *Personal Involvement*



## Importance/Satisfaction Plots

(Items with high importance low satisfaction scores)

### Instruction

-Preparation for Career

### Policy/Procedures

-*Registration Procedures*

### Financial

-Scholarship Services

### Advising/Counseling

-Academic Advising

-Career Planning

### Coursework

-Course Availability

-Class Schedule

### Auxiliary Services

-Parking Facilities

-Cafeteria/Food Service

### Learning Support

-Bookstore

-Classroom Facilities

-Instructional Equipment

### Employment/Work Experience

-Job Placement

### Extracurricular

-*Personal Involvement*

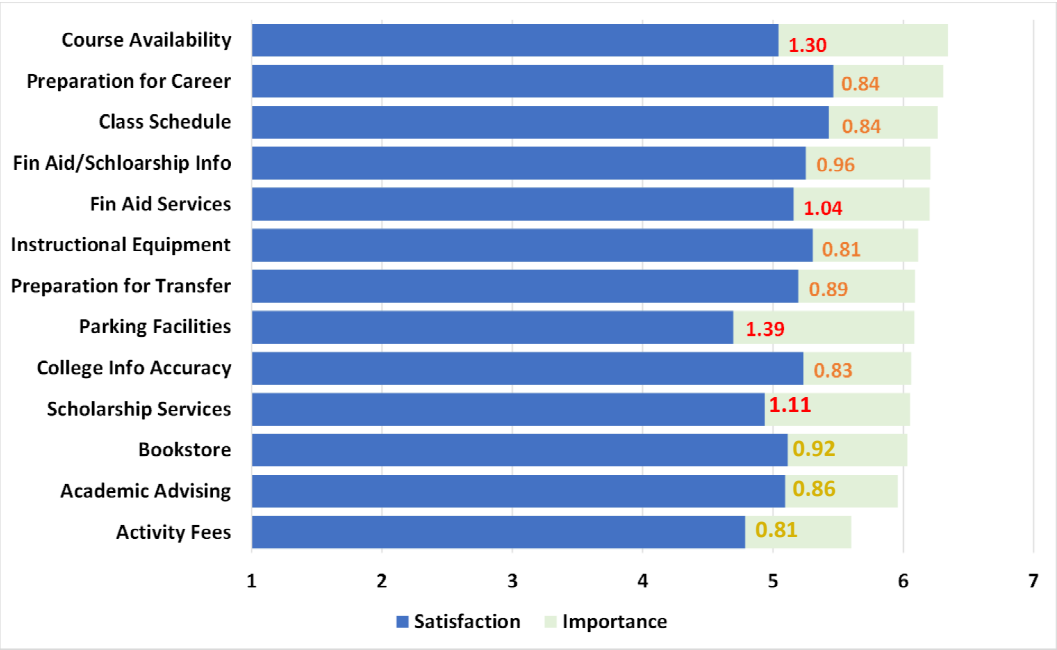
### Atmosphere

-Non-teaching Staff Attitude

## Satisfaction—Gap Analysis

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

Thirteen items had Gaps that exceeded 0.80. *Parking Facilities* had the largest gap (1.39) difference between importance and satisfaction. *Course Availability* had the second largest Gap (1.30). All the items in the Financial Theme (except Bill/Fee Payment Procedures) were in the list. *Scholarship Services* and *Financial Aid Services* had the third and fourth largest gaps (respectively) and both exceeded a one point difference.



## Satisfaction—Trends Analysis

Satisfaction Trends Summary

Instruction	Financial	Atmosphere	Auxiliary Services
Quality of Instruction	Financial Aid Services	Concern for you	Cafeteria/Food Service
Instructor Availability	Scholarships Services	Non-teaching Staff Attitude	Parking Facilities
Teaching Staff Attitude	Financial Aid Scholarship Information	Ethnic/Racial Harmony	Child Care Services
Program Challenge	Billing/Fee Payment Procedures	Welcoming Atmosphere	Personal Security
Preparation for Career	Activity Fees	Supportive Environment*	Buildings/Grounds
Preparation for Transfer			Student Government
			College Media
Coursework	Learning Support	Policies	Employment
Testing / Grading System	Library/Learning Resources Services	Admissions Procedures	Job Placement
Re-licensure Courses*	Athletic Facilities	Registration Procedures	Course-related Work Opportunities
Course Content in Major	Other Lab Facilities	Student Conduct Rules	Student Employment Services
Variety of Courses	Library/Learning Resources Facilities	Student Voice	Student Employment Opportunities
Class Size	Tutorial Services	Probation/Suspension Policies	
Flexibility to Design Program	Computer Labs	Advising / Counseling	Extracurricular
Class Schedule	Classroom Facilities	Academic Advising	Recreation Programs
College Catalog	Technical Program Facilities/Equipment	Personal Counseling	Social Activities
Course Availability	Study Areas	Career Planning	Cultural Programs
Distance Learning Opportunities*	Bookstore	College Orientation	Student Center
	Instructional Equipment	Advisor Availability	Personal Involvement
	Computers that meet Student Needs*	Advisor's Information	
		College Info. Accuracy	
		Staff Assistance	

\*Second time asked

Trends analysis looks at changes in mean satisfaction scores over all administrations of the survey. Mean scores for each item and each theme were plotted and a linear trend line was calculated for each. The table to the left shows all sixty seven items by the theme they were assigned to and the trend line for each.

Eight of the ten themes have positive trend lines; students are becoming more satisfied with these themes (and, generally, the items within those themes) over time. One thematic area has stable or flat trend line: Advising/ Counseling. Satisfaction has not changed over time. The Employment Theme is the only one to have a negative trend line; students are becoming less satisfied with employment opportunities and services over time.

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

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