



**LAMAR STATE COLLEGE
PORT ARTHUR**

**NOEL-LEVITZ SURVEY RESULTS
Spring 2016**

The Noel-Levitz Student Satisfaction Inventory survey is administered to a carefully selected sample of students in April of each year. The results annually provide valuable information about Lamar State College-Port Arthur students as well as their perceptions of the College and its services and programs.

Gathering current satisfaction data from the student population makes decision making more data-driven and allows for more strategic management of resources, initiatives and retention activities.

Student Demographics (with majority percentages)

The student sample in spring 2016 consisted of 563 participants (81% of the 698 issued) and was selected from a total of 42 classes; with the majority (48 percent) being MATH courses and the remainder primarily consisted of intermediate level and/or allied health courses. The sample can be characterized according to the following demographical data (majority percentages only reported). Both increases and decreases are noted in the table as well for data comparison with the 2015 population surveyed.

Gender = Female	72.27% (↑2.68)	Age = 19 to 24	56.67% (↓ 1.97)
		19 to 34	79.42% (↑1.27)
Ethnicity-Race = White	36.53% (↓0.08)		
Current Residence = Parent's home	54.32% (↑8.76)	Residence = In-State	96.61% (↓1.21)
Enrollment Status = Day	93.89% (↑ 2.05)	Class Load = Full-Time	72.06% (↓6.55)
Class Level = 1st year	39.19% (↓ 1.81)	Current GPA = 3.0- 3.49	32.83% (↓2.37)

Organization Memberships = None	84.28% (↑10.12)	Tuition Source = Financial Aid	49.90% (↑1.97)
Institution = First Choice	61.06% (↓0.92)	Plans to Transfer = Yes	58.68% (↑2.13)
Educational Goal= Associate degree	51.96% (↓8.82)	Employment= Full-Time off campus	22.69% (↓5.33)
		Part-Time off campus	42.80% (↑8.63)
		Not Employed	30.07% (↓2.56)

Scaled Areas (in order of importance and level of satisfaction)

Available student responses range from 1 to 7, as follows.

Importance	Satisfaction
1 = not important at all	1 = not satisfied
2 = not very important	2 = not very satisfied
3 = somewhat unimportant	3 = somewhat dissatisfied
4 = neutral	4 = neutral
5 = somewhat important	5 = somewhat satisfied
6 = important	6 = satisfied
7 = very important	7 = very satisfied

The scales, as generated by the survey team at Noel-Levitz, provide "the big picture" of areas that matter to students. Listed below is the Institutional Summary of the scales from most important to not important and from very satisfied to not-satisfied.

IMPORTANCE

	LSC-PA Average	Increase/ Decrease From 2015	National Average	Comparison to National Average
Registration Effectiveness	6.50	+0.15	6.48	0.02
Campus Climate	6.41	+0.13	6.41	0.00
Academic Advising Effectiveness	6.39	+0.25	6.35	0.04
Instructional Effectiveness	6.38	+0.14	6.42	-0.04
Student Centeredness	6.38	+0.15	6.36	0.02
Safety and Security	6.33	+0.15	6.29	0.04
Campus Services	6.31	+0.17	6.25	0.06
Admissions & Financial Aid Effectiveness	6.28	+0.14	6.24	0.04
Average importance scores	6.37		6.35	0.02

SATISFACTION

	LSC-PA Average/ SD	Increase/ Decrease from 2015	National Average	Comparison to National Average
Registration Effectiveness	5.72 / 1.08	+0.09	5.72 / 1.07	0.00
Campus Climate	5.75 / 1.04	+0.15	5.78 / 1.04	-0.03
Academic Advising Effectiveness	5.37 / 1.32	+0.01	5.47 / 1.34	-0.10
Instructional Effectiveness	5.78 / 1.04	+0.23	5.73 / 1.04	0.05
Student Centeredness	5.62 / 1.17	+0.15	5.64 / 1.19	-0.02
Safety and Security	5.46 / 1.22	+0.13	5.50 / 1.18	-0.04
Campus Services	5.75 / 1.00	+0.19	5.76 / 1.00	-0.01
Admissions & Financial Aid Effectiveness	5.26 / 1.34	+0.04	5.43 / 1.28	-0.17 **
Average satisfaction scores	5.59		5.63	-0.04

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

As a summary, the LSC-PA average importance score is 6.37 and the average satisfaction score is 5.59.

In analyzing the satisfaction levels of the LSC-PA students, overall the scaled areas show slight increases and no declines. The most changes of an increase from last year were for Instructional Effectiveness (+0.23), Campus Services (+0.19), Campus Climate and Student Centeredness (+0.15)

Statistical Significance

Statistical significance in the difference of the means is calculated when two groups are compared and [the] mean difference is reflected in the far right column. The difference is between [LSC-PA's] satisfaction means and the comparison group means. [When the mean difference is negative, the students are less satisfied than the students in the National Community College group.]

The greater the number of asterisks, the greater the confidence in the significance of this difference, and the greater the likelihood that this difference did not occur by chance. For example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between [LSC-PA's] satisfaction score and the comparison group [National Community Colleges] satisfaction score would occur due to chance alone.

The most statistically significant among the areas are "Campus Climate," "Campus Services," and "Instructional Effectiveness."

Standard Deviation

The standard deviation (SD) represents the variability in the satisfaction scores. The larger the standard deviation, the greater the variability in the responses (with some students being very satisfied and some students being very dissatisfied). The smaller the standard deviation, the less variability in the responses.

Strengths (High Importance – High Satisfaction)

Noel-Levitz identifies those items that rank above the average mid-point for importance **and** in the upper 25 percent of satisfaction. Those items meeting these criteria are listed below from strongest to weakest. The ranking averages provided are first importance, then satisfaction.

(13) The campus is safe and secure for all students. (*Campus Climate*)
6.56 / 5.98

(29) There are convenient ways of paying my school bill. (*Registration Effectiveness*)
6.55 / 6.00

(8) The quality of instruction I receive in most of my classes is excellent. (*Instructional Effectiveness*) **6.54 / 5.98**

(20) Students are made to feel welcome here. (*Campus Climate*)
6.48 / 5.98

(28) This campus provides online access to services I need. (*Campus Services*)
6.48 / 5.95

(43) I am satisfied with the library services provided by LSC-PA. (*Campus Item 3—added*)
6.46 / 6.12

(18) Computer labs are adequate and accessible. (*Campus Services*)
6.45 / 6.19

(48) I am aware of the Student Success Center and its services. (*Campus Item 8—added*)
6.43 / 5.98

(1) The campus staff are caring and helpful. (*Student Centeredness*)
6.42 / 5.80

(34) Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail). **6.40 / 5.82**

(39) On the whole, the campus is well-maintained. (*Campus Climate*)
6.37 / 6.01

High Satisfaction Ratings

When reviewing the satisfaction ratings for **all** survey items, these five are ranked with the highest points of satisfaction on our campus.

Computer labs are adequate and accessible. (6.19)

I am satisfied with the library services provided by LSCPA. (6.12)

Library resources and services are adequate. (6.10)

On the whole, the campus is well-maintained. (6.01)

There are convenient ways of paying my school bill. (6.00)

Performance Gaps

These survey items received the lowest performance gap (difference in importance ranking and satisfaction ranking) indicating that not only were LSC-PA students highly satisfied with this survey item but ranked those services as highly important.

Library resources and services are adequate. (0.23)

Computer labs are adequate and accessible. (0.26)

I am satisfied with the library services provided by LSC-PA. (0.34)

On the whole, the campus is well-maintained. (0.36)

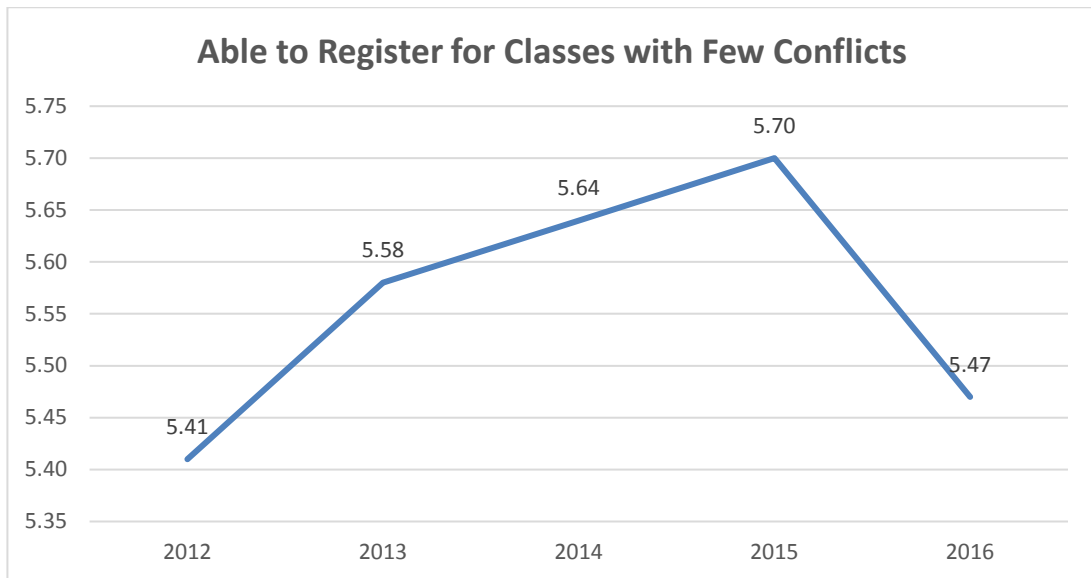
Faculty use a variety of technology and media in the classroom. (0.37)

Challenges (High Importance – Low Satisfaction)

These survey items are identified as those that ranked above the average mid-point in importance but fell into the lower 25 percent in satisfaction. The ranking averages provided are first importance, then satisfaction.

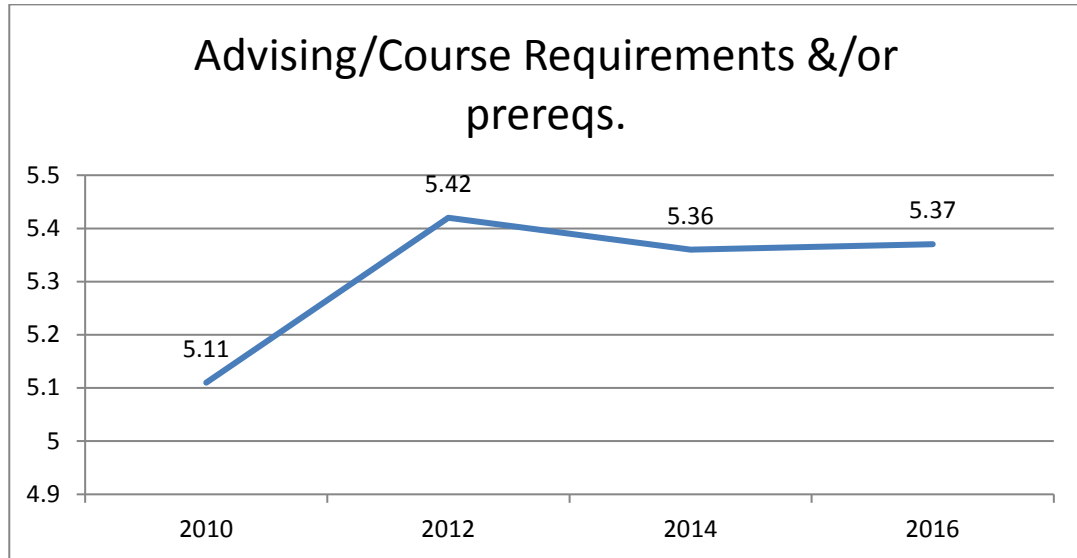
(9) I am able to register for the classes I need with few conflicts.

(*Registration Effectiveness*) **6.52 / 5.47**



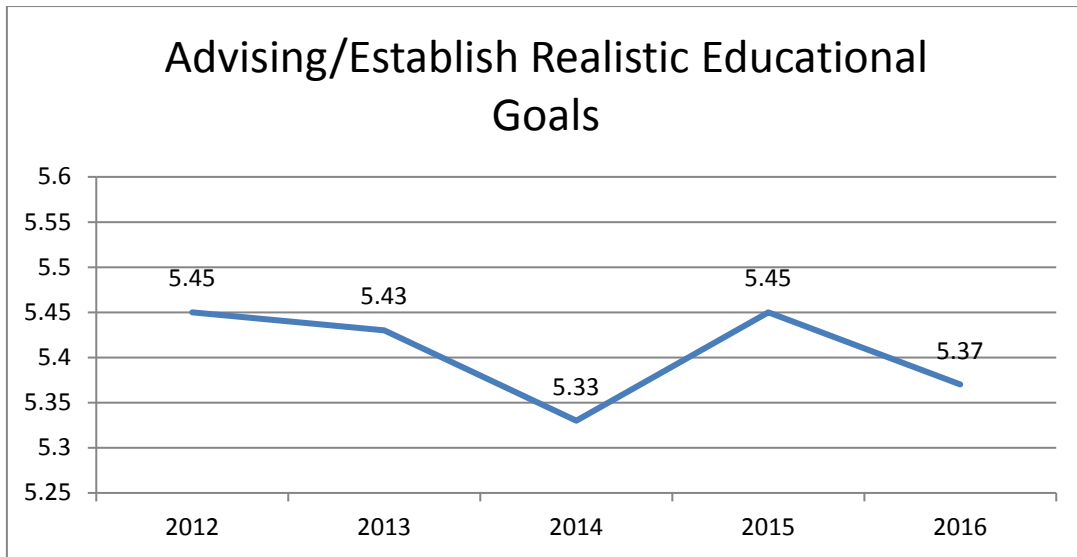
(42) I was advised correctly about my course requirements and/or prerequisites.

(*Campus Item 2—added*) **6.52 / 5.37**



(41) Advisors help me establish realistic educational goals.

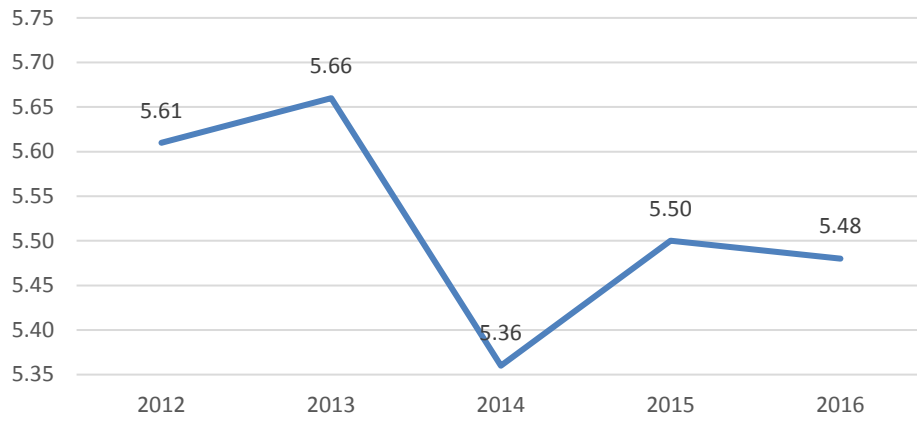
(Campus Item 1—added) **6.51 / 5.37**



(14) My academic advisor is knowledgeable about my program requirements.

(Academic Advising Effectiveness) **6.49 / 5.48**

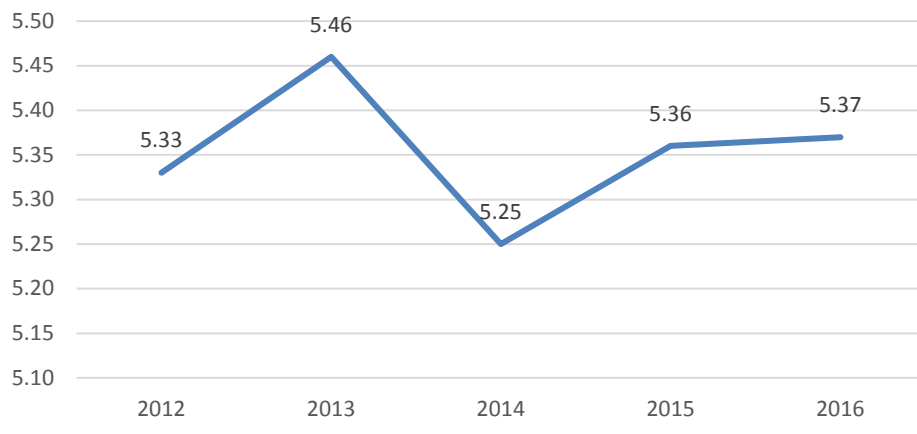
Academic Advisor is Knowledgeable about Program Requirements



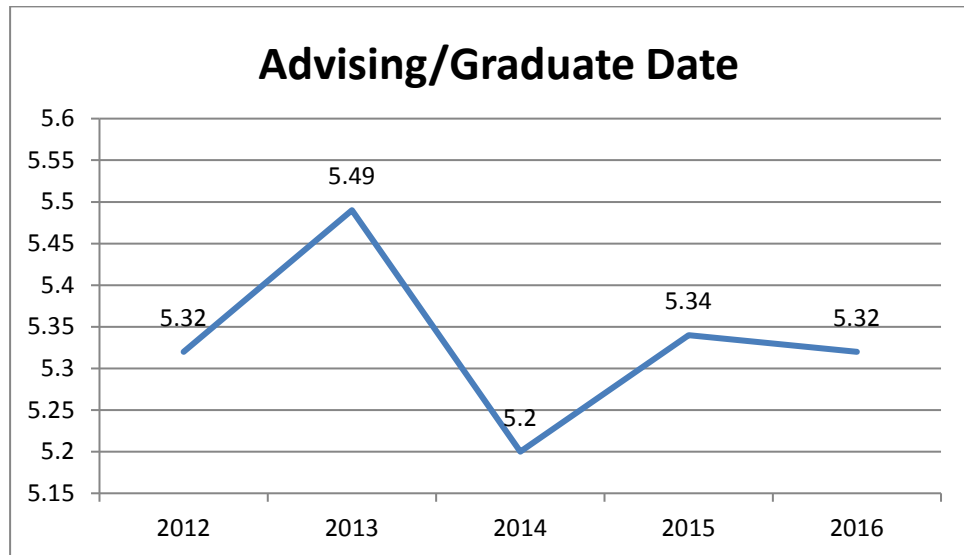
(16) My advisor helps me apply my program of study to career goals.

(Academic Advising Effectiveness) **6.41 / 5.37**

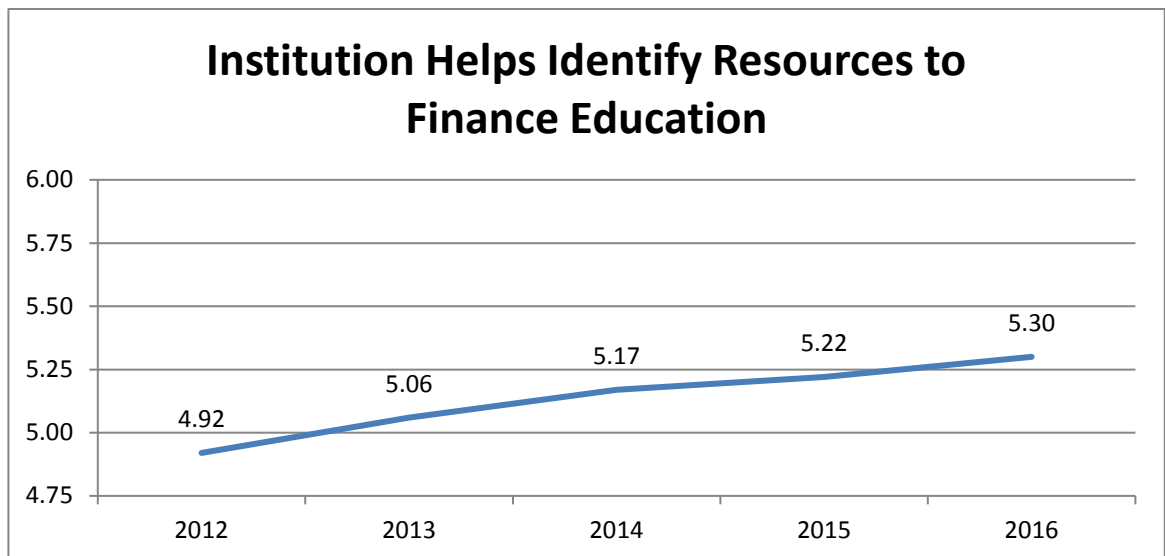
Advisor helps apply Program of Study to Career Goals



(44) The Advising Office helps me to easily determine how close I am to graduation.
(Campus Item 4—added) **6.38 / 5.32**



(23) This institution helps me identify resources to finance my education.
(Admissions and Financial Aid Effectiveness) **6.37 / 5.30**

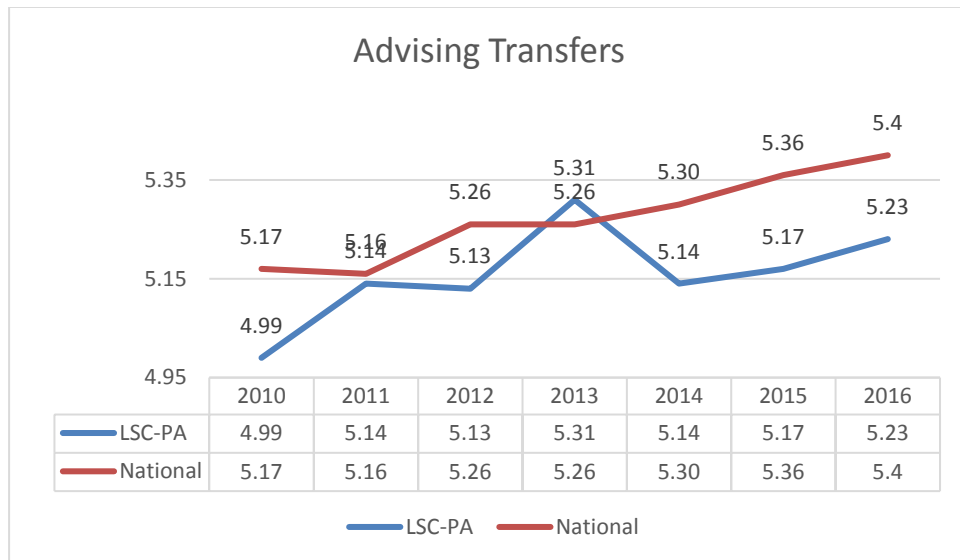


The scale area to be given attention in future planning is that of *Academic Advising Effectiveness*, with the largest number of low satisfaction rankings.

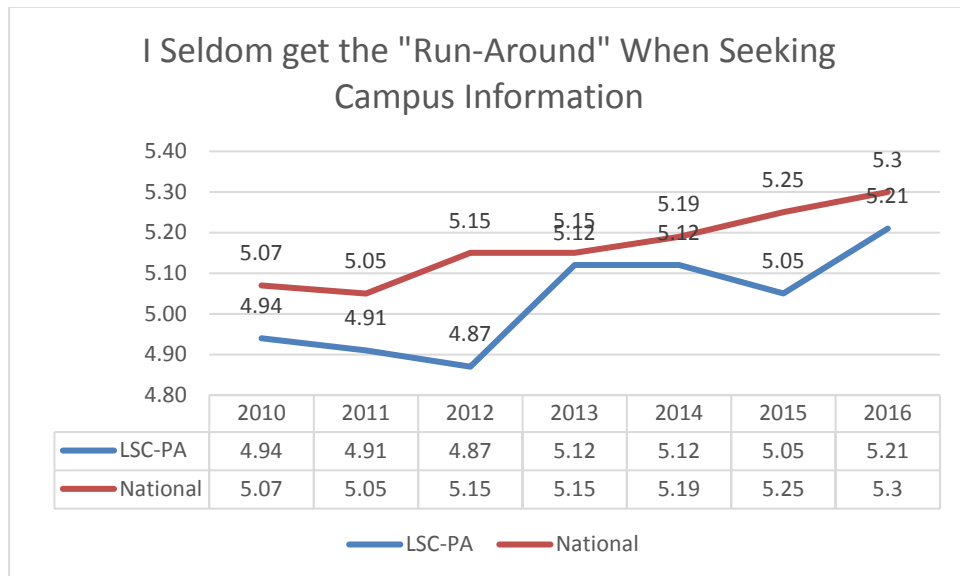
Lowest Satisfaction Ratings

The bottom 5 individual items, those receiving the lowest satisfaction responses from the students, are:

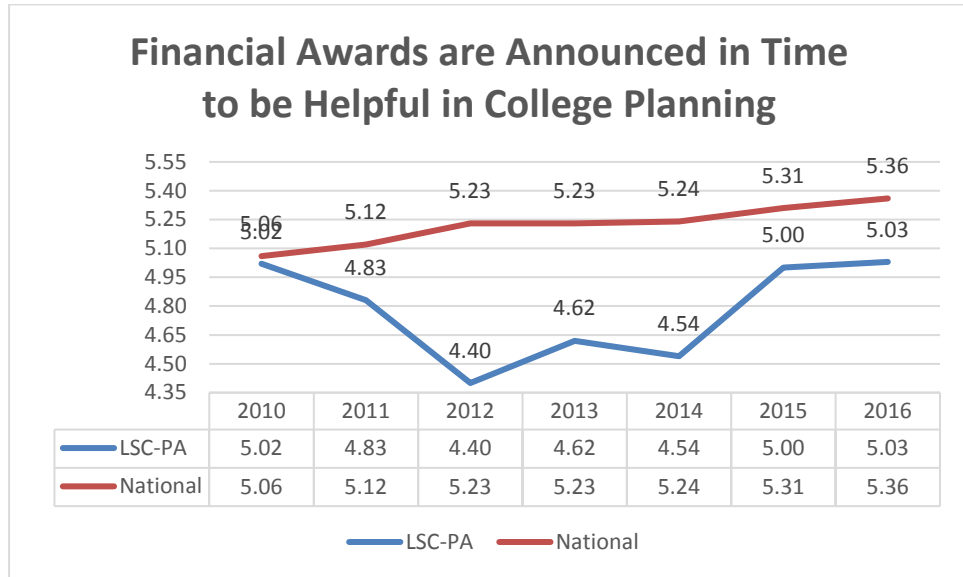
(22) My academic advisor is knowledgeable about transfer requirements of other schools. (5.23)



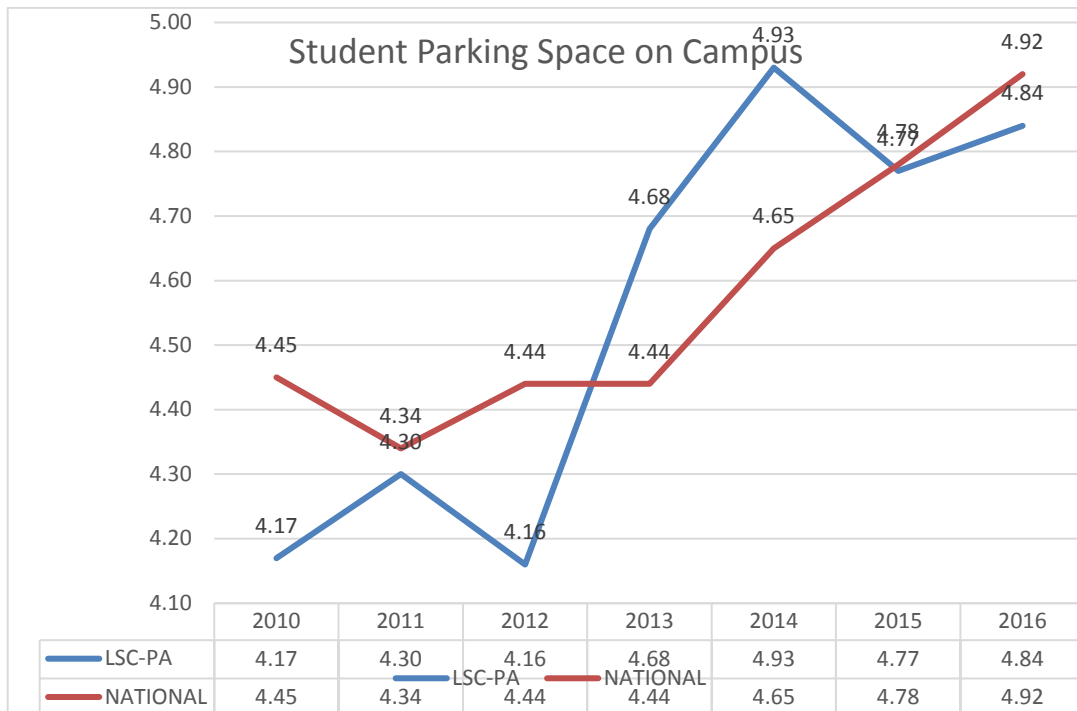
(37) I seldom get the “run-around” when seeking information on this campus. (5.21)



(5) Financial aid awards are announced in time to be helpful in college planning. (5.03)



(21) The amount of student parking space on campus is adequate. (4.84)



Below are the scaled areas mentioned in this summary report, with the individual survey items included to identify particular items of the areas (in sequential order). The charts reveal a visual representation of satisfaction ratings provided by students over time.

**Campus-added survey items

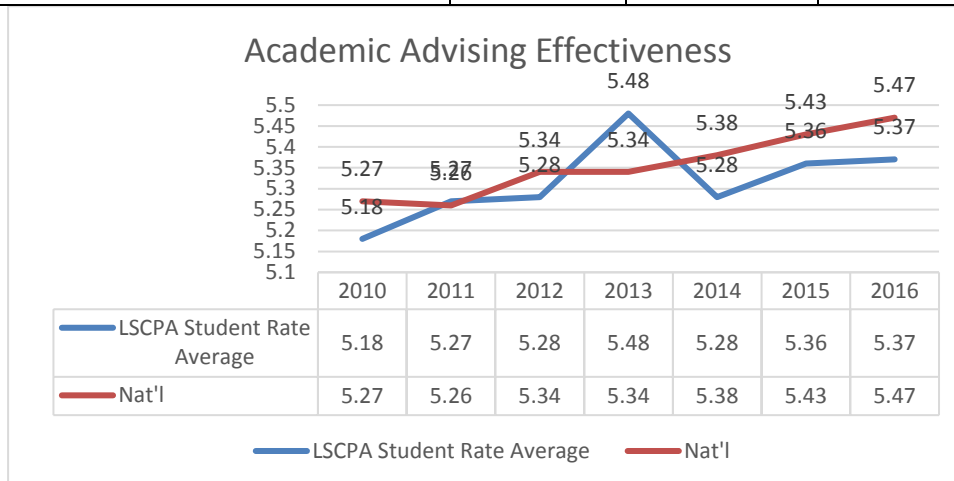
Strength

Challenge

ACADEMIC ADVISING EFFECTIVENESS

This area assesses the comprehensiveness of your academic advising program. Academic advisors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

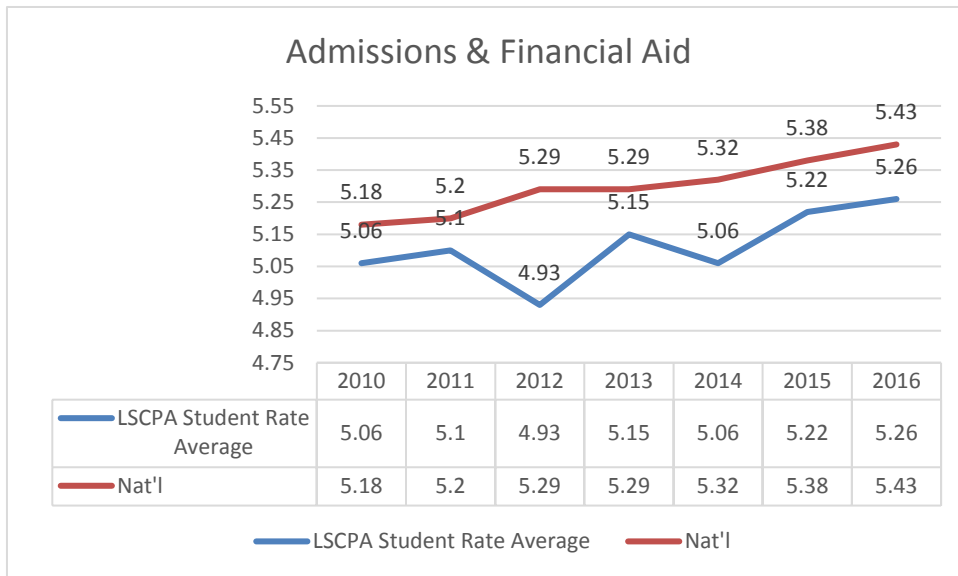
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.39	5.37	1.02
(3) My academic advisor is available when I need help.	6.35	5.36	0.99
(14) My academic advisor is knowledgeable about my program requirements.	6.49	5.48	1.01
(16) My advisor helps me apply my program of study to career goals.	6.41	5.37	1.04
(22) My academic advisor is knowledgeable about transfer requirements of other schools.	6.34	5.23	1.11
(35) I receive ongoing feedback about progress toward my academic goals.	6.34	5.9	0.95
** (41) Advisors help me establish realistic educational goals.	6.51	5.37	1.14
** (42) I was advised correctly about my course requirements and/or prerequisites.	6.52	5.37	1.15
** (44) The Advising Office helps me to easily determine how close I am to graduation.	6.38	5.32	1.06
** (46) My advisor made me aware of a college orientation class.	6.10	5.15	0.95
** (47) The Advising Office provides adequate information to students concerning career choices.	6.36	5.25	1.11



ADMISSIONS & FINANCIAL AID EFFECTIVENESS

This area assesses your institution’s ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

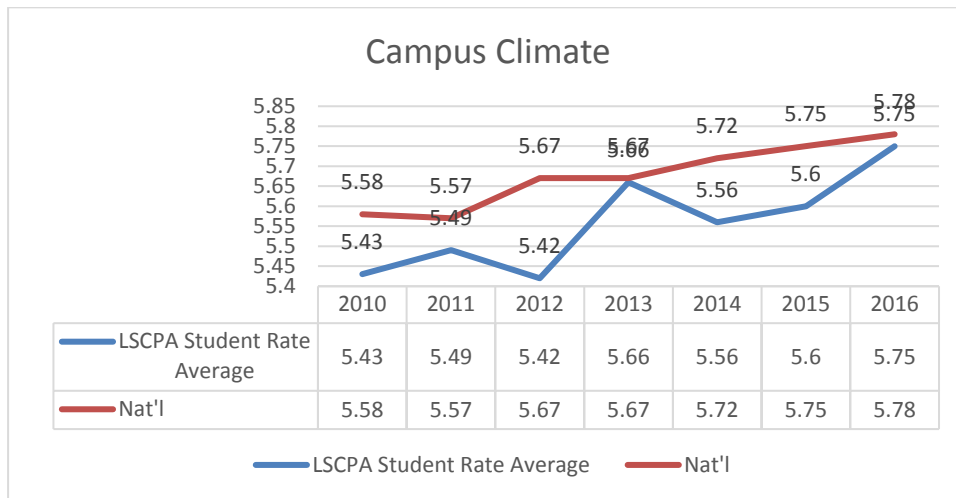
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.28	5.26	1.02
(5) Financial aid awards are announced in time to be helpful in college planning.	6.33	5.03	1.30
(7) Admissions staff provide personalized attention prior to enrollment	6.26	5.34	0.92
(15) Financial aid counseling is available if I need it.	6.31	5.35	0.96
(17) Admissions counselors accurately portray program offerings in their recruiting practices.	6.15	5.25	0.90
(23) This institution helps me identify resources to finance my education.	6.37	5.30	1.07



CAMPUS CLIMATE

This area assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of our institution’s channels of communication for students.

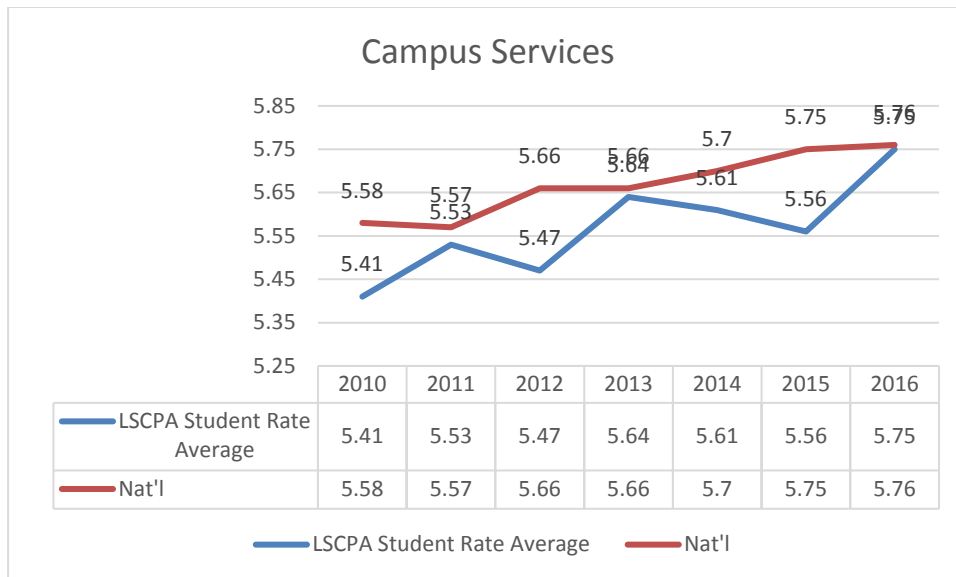
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.41	5.57	0.66
(1) The campus staff are caring and helpful.	6.42	5.80	0.62
(13) The campus is safe and secure for all students.	6.56	5.98	0.58
(20) Students are made to feel welcome here.	6.48	5.98	0.50
(33) Administrators are available to hear students’ concerns.	6.34	5.46	0.88
(36) Tuition paid is a worthwhile investment.	6.39	5.77	0.62
(37) I seldom get the “run-around” when seeking information on this campus.	6.28	5.21	1.07
(39) On the whole, the campus is well-maintained.	6.37	6.01	0.36



CAMPUS SERVICES

This area assesses services students utilize to achieve their academic goals. These services include the library, computer labs, and tutoring and study areas.

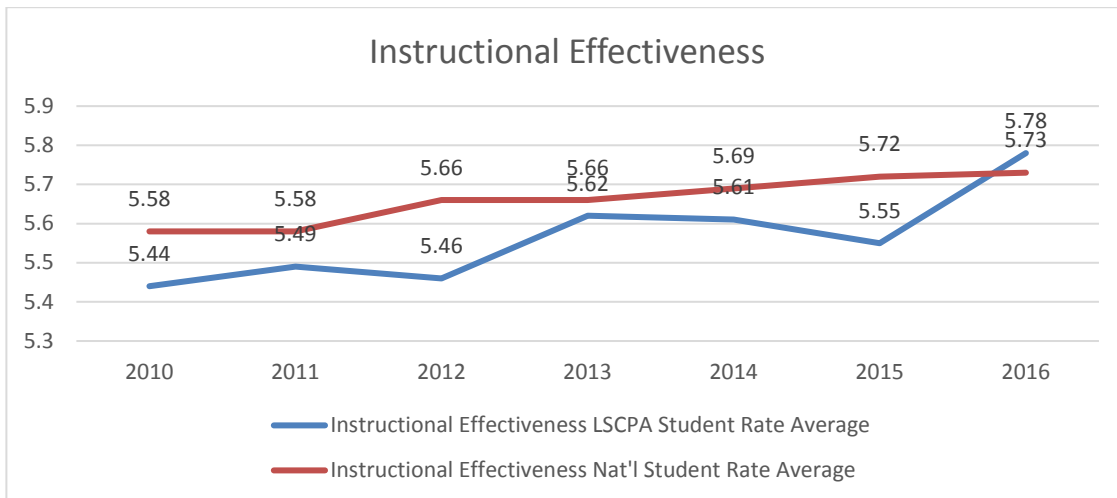
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.31	5.75	0.56
(6) Library resources and services are adequate.	6.33	6.10	0.23
** (43) I am satisfied with the library services provided by LSCPA.	6.46	6.12	0.34
(11) Counseling services are available if I need them.	6.03	5.30	0.73
(18) Computer labs are adequate and accessible.	6.45	6.19	0.26
(24) The equipment in the lab facilities is kept up to date.	6.36	5.70	0.66
(26) There are adequate services to help me decide upon a career.	6.35	5.50	0.85
** (48) I am aware of the Student Success Center and its services.	6.43	5.98	0.45
(27) Tutoring services are readily available.	6.14	5.38	0.76
(28) This campus provides online access to services I need.	6.48	5.95	0.53
(30) The assessment and course placement procedures are reasonable.	6.31	5.75	0.56



INSTRUCTIONAL EFFECTIVENESS

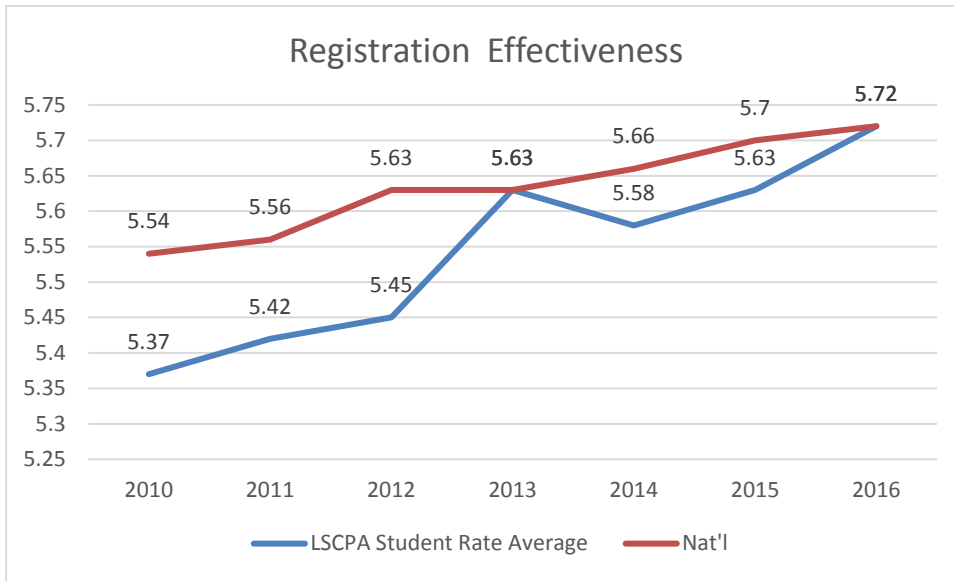
This area assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.38	5.78	0.60
(8) The quality of instruction I receive in most of my classes is excellent.	6.54	5.98	0.56
(12) Faculty are fair and unbiased in their treatment of individual students.	6.40	5.69	0.71
(25) Faculty provide timely feedback about my academic progress.	6.44	5.51	0.93
(31) Faculty use a variety of technology and media in the classroom.	6.16	5.79	0.37
(34) Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.40	5.82	0.58
(38) Most classes deal with practical experiences and applications.	6.24	5.87	0.37
(40) There are sufficient courses within my program of study available each term.	6.50	5.78	0.72



REGISTRATION EFFECTIVENESS

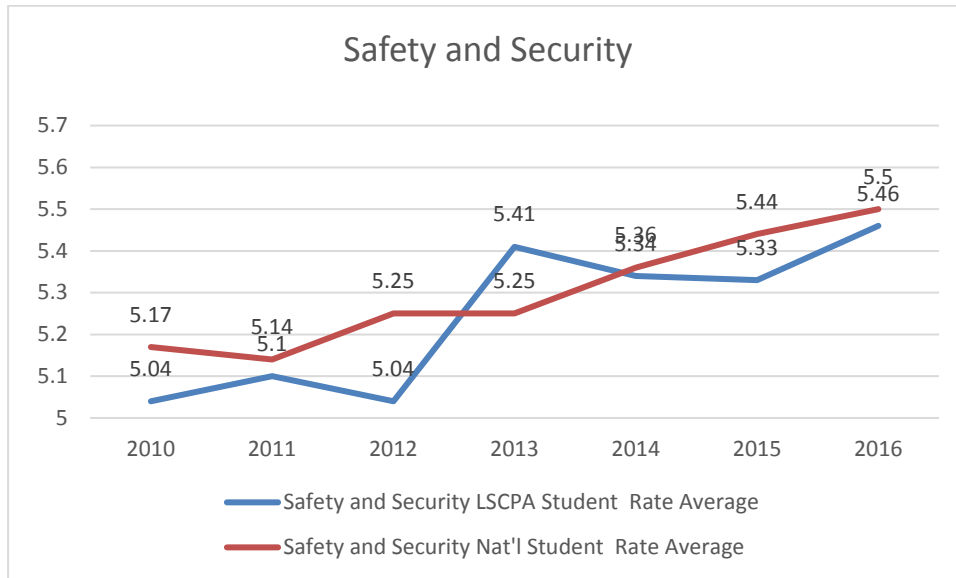
This area assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.			
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.50	5.72	0.78
(2) Classes are scheduled at times that are convenient for me.	6.51	5.76	0.75
(9) I am able to register for the classes I need with few conflicts.	6.52	5.47	1.05
(19) Registration processes and procedures are convenient.	6.46	5.59	0.87
(29) There are convenient ways of paying my school bill.	6.55	6.00	0.55
(32) I am able to take care of college-related business at times that are convenient for me.	6.47	5.79	0.68



SAFETY AND SECURITY

This area assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.33	5.46	0.87
(4) Security staff respond quickly to calls for assistance.	6.14	5.45	0.69
(10) Parking lots are well-lighted and secure.	6.28	5.58	0.70
(13) The campus is safe and secure for all students.	6.56	5.98	0.58
(21) The amount of student parking space on campus is adequate.	6.35	4.84	1.51



STUDENT CENTEREDNESS

This area assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.			
Item	Importance	Satisfaction	Performance Gap
Overall (Scale) Averages	6.38	5.62	0.76
(1) The campus staff are caring and helpful.	6.42	5.80	0.62
(20) Students are made to feel welcome here.	6.48	5.98	0.50
(33) Administrators are available to hear students' concerns.	6.34	5.46	0.88
(37) I seldom get the "run-around" when seeking information on this campus.	6.28	5.21	1.07
** (45) The institutional statement of a student's role and participation in institutional decision-making is readily accessible to students.	6.17	5.51	0.66
** (49) Activities on this campus reflect student interests.	6.25	5.53	0.72
** (50) A published statement of student rights is available to students.	6.24	5.64	0.60

