



## **Executive Summary Cosumnes River College 2008 Noel-Levitz Survey Results**

### **Methodology**

During the spring 2008 semester, the College Research Office collaborated with the District Office of Institutional Research to conduct the fourth administration of the Noel-Levitz Student Satisfaction Inventory (the College has participated in this survey since 1998.) Random samples of courses were drawn for each College, stratified by day and evening, in order to have a representative response from both day and evening students. In addition, these stratified random samples were generated to closely replicate the College's enrollment by age, gender and ethnicity. Research offices at each College administered the surveys. The survey results that follow are based on responses from 401 CRC students.

### **Caveats**

- Fewer proportions of African American and Hispanic students completed the survey compared to the overall College proportions (7.2% of the respondents were African American compared with 13.7% of the CRC population and 12.8% of the respondents were Hispanic compared with 15.9% of the CRC population). White students who completed the survey did so in higher proportions compared to the overall College proportion (34.3% of the respondents were White compared with 30.2% in the CRC population).
- A higher proportion of younger students (students 24 years old and younger) responded to the survey (66.2% of the respondents were in this age group compared with 57.2% in the CRC population)
- A higher proportion of full-time students responded to the survey (57.29% of the respondents were full-time students compared with 32.3% in the CRC population)
- This analysis augments information in the LRCCD Noel Levitz Research Report (available online at [and](#) should be read in conjunction with that publication.

The Noel-Levitz survey identified **sixteen areas of strength** for CRC. The top ten strengths at the College were:

- The quality of instruction I receive in most of my classes is excellent
- I am able to register for classes I need with few conflicts
- There is a good variety of courses provided on this campus
- I am able to experience intellectual growth here
- Nearly all of the faculty are knowledgeable in their fields
- Policies and procedures regarding registration and course selection are clear and well-publicized
- Faculty are usually available after class and during office hours
- Program requirements are clear and reasonable
- Library resources and services are adequate

- On the whole, the campus is well-maintained

Thirteen areas were identified as **possible areas of improvement**. The top ten were:

- Classes are scheduled at times that are convenient for me
- The campus is safe and secure for all students
- My academic advisor is knowledgeable about the transfer requirements of other schools
- My academic advisor is knowledgeable about my program requirements
- Parking lots are well-lighted and secure
- The amount of student parking space on campus is adequate
- Security staff respond quickly in emergencies
- My academic advisor helps me set goals to work toward
- This school does whatever it can to help me reach my educational goals
- Students are notified early in the term if they are doing poorly in a class

Although in general student satisfaction at the College appears to be slightly below the statewide and national norms and our sister college, **the College is encouraged by the fact that student perceptions have improved in each of the individual and major areas, on each of the scales, and on each of the importance/expectation gaps compared to the previous survey results (2004)**. An overview of these trends is given below.

#### **Overview of Trends (2008 compared with the 2004)**

Student perceptions of the College **improved in the major areas** assessed by the Noel Levitz survey. In particular:

- The survey responses indicate **continued improvement** in student satisfaction in each of the five major areas in the survey (**instruction, counseling, safety and security, registration, and admissions and financial aid**). Current satisfaction with registration has made the most significant improvement.
- The survey responses indicate statistically **significant improvement** in eleven of the twelve scales in the Noel Levitz report. These scales include student centeredness (the student's perception that the College is focused on them), instructional effectiveness, responsiveness to diverse populations, safety and security, academic advising/counseling, admissions and financial aid, academic services, registration effectiveness, service excellence, concern for the individual and campus climate. Student perception of campus support services also improved.
- The survey responses indicate statistically **significant improvements** in student satisfaction in the areas of overall **satisfaction with their College experience**, with respect to having their **experience meet their expectations** and with respect to their **enjoyment** of their experience. A higher proportion of students in this year's survey also indicated that they would **choose to reenroll** at the College again compared with prior surveys.
- Student perceptions **improved in 13 of the 16 areas of strength** identified in the report and in **five of the areas identified as possible areas of improvement** compared to the prior survey.

Student perceptions of the College improved on each of the **individual questions** included in the survey. In particular:

- Although not yet identified as strengths, **student perceptions improved significantly in several key areas related to teaching**, including having teachers:
  - who express an understanding of students' unique life circumstances,
  - who take student differences into account when they teach,

- who are fair and unbiased in their treatment of students,
- who are available during office hours, and
- who provide high quality instruction in classes and in vocational/technical programs.
- There were **significant improvements** in the level of student satisfaction **in the following instructional, administrative or student support areas:**
  - **several of the “intake” processes** at the campus including
    - the accurate portrayal of the campus in recruiting practices,
    - the nature of the assessment and course placement procedures,
    - the clarity of program requirements and the variety of course offerings,
    - the ability to register for classes without conflicts,
    - the clarity of admissions policies and procedures,
    - accessibility to the business office, and
    - reasonableness of the billing policies
  - the **adequacy of several student or learning support services** on campus including
    - financial aid,
    - library resources,
    - the number of study areas on campus,
    - tutoring services,
    - computer labs, and
    - career exploration/development support services
  - the **helpfulness and knowledge level of personnel** in various programs including
    - financial aid,
    - counseling,
    - admissions,
    - the bookstore, and
    - administration
  - the College’s **demonstration of concern** for individual students, its ability to make students feel welcome on campus, its commitment to part-time and evening students, and its commitment to students with disabilities
  - several **facilities**-related areas including the maintenance of the campus, the quality of the equipment in lab facilities, the lighting in the parking lots, and the availability of parking on campus

The survey results showed decreases in the importance/expectations gaps identified in the previous administration of the survey (meaning that there is a closer alignment of student expectations with how the College responds to their expectations). In particular,

- Each of the importance/expectation gaps in the 2008 survey **decreased** compared with the 2004 survey results (meaning the College is improving in terms of responding to student’s expectations).
- **Although there continues to be an expectations-satisfaction gap in the areas of academic advising/counseling and safety and security, these gaps have decreased.**
- Although not statistically significant, the gap between student rating of importance and satisfaction is high enough to warrant further investigation in the areas of **Financial Aid** and the College’s **communication of concern for individual students.**

The survey results also showed changes in what is important to our students. In particular, students who responded to the survey in 2008 indicated that experiencing **intellectual growth**, having an advisor who helps with **goal setting**, having **convenient ways of paying** their school bills, and having a **counseling staff that cares** about students were **more important compared with the previous survey results.**

## 2008 Noel Levitz Data Summary

### Strategic Plan Overview

Strengths
18. The quality of instruction I receive in most of my classes is excellent.
15. I am able to register for classes I need with few conflicts.
69. There is a good variety of courses provided on this campus.
70. I am able to experience intellectual growth here.
58. Nearly all of the faculty are knowledgeable in their fields.
35. Policies and procedures regarding registration and course selection are clear and well-publicized.
61. Faculty are usually available after class and during office hours.
66. Program requirements are clear and reasonable.
14. Library resources and services are adequate.
68. On the whole, the campus is well-maintained.
34. Computer labs are adequate and accessible.
43. Class change (drop/add) policies are reasonable.
51. There are convenient ways of paying my school bill.
42. The equipment in the lab facilities is kept up to date.
28. It is an enjoyable experience to be a student on this campus.
26. Library staff are helpful and approachable.

Challenges
8. Classes are scheduled at times that are convenient for me.
31. The campus is safe and secure for all students.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.
32. My academic advisor is knowledgeable about my program requirements.
24. Parking lots are well-lighted and secure.
39. The amount of student parking space on campus is adequate.
11. Security staff respond quickly in emergencies.
12. My academic advisor helps me set goals to work toward.
52. This school does whatever it can to help me reach my educational goals.
65. Students are notified early in the term if they are doing poorly in a class.
48. Counseling staff care about students as individuals.
7. Adequate financial aid is available for most students.
25. My academic advisor is concerned about my success as an individual.

## Institutional Summary

<u>Item</u>	<b>Spring 2008</b>			<b>Spring 2004</b>			<u>Mean Difference</u>
	<u>Import</u>	<u>Satis / SD</u>	<u>Gap</u>	<u>Import</u>	<u>Satis / SD</u>	<u>Gap</u>	
1. Most students feel a sense of belonging here.	5.01	4.96 / 1.37	0.05	5.01	4.77 / 1.44	0.24	0.19
2. Faculty care about me as an individual.	5.76	5.10 / 1.45	0.66	5.67	4.89 / 1.55	0.78	0.21
3. The quality of instruction in the vocational/technical programs is excellent.	5.99	5.35 / 1.42	0.64	5.78	4.83 / 1.50	0.95	0.52***
4. Security staff are helpful.	5.85	4.60 / 1.59	1.25	5.62	4.53 / 1.59	1.09	0.07
5. The personnel involved in registration are helpful.	5.93	5.03 / 1.49	0.90	5.94	4.71 / 1.57	1.23	0.32**
6. My academic advisor is approachable.	6.19	4.99 / 1.61	1.20	6.11	4.86 / 1.64	1.25	0.13
7. Adequate financial aid is available for most students.	6.06	4.72 / 1.81	1.34	5.97	4.28 / 1.72	1.69	0.44**
8. Classes are scheduled at times that are convenient for me.	6.51	5.04 / 1.67	1.47	6.47	4.84 / 1.65	1.63	0.20
9. Internships or practical experiences are provided in my degree/certificate program.	5.80	4.35 / 1.68	1.45	5.78	4.22 / 1.56	1.56	0.13
10. Child care facilities are available on campus.	5.07	5.02 / 1.62	0.05	4.77	4.79 / 1.50	-0.02	0.23
11. Security staff respond quickly in emergencies.	6.19	4.73 / 1.51	1.46	6.07	4.65 / 1.43	1.42	0.08
12. My academic advisor helps me set goals to work toward.	6.19	4.83 / 1.73	1.36	6.01	4.58 / 1.68	1.43	0.25
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.91	4.17 / 1.72	1.74	5.81	3.95 / 1.75	1.86	0.22
14. Library resources and services are adequate.	6.17	5.29 / 1.45	0.88	6.12	5.07 / 1.50	1.05	0.22*
15. I am able to register for classes I need with few conflicts.	6.43	5.29 / 1.54	1.14	6.36	4.89 / 1.74	1.47	0.40***

Item	Spring 2008			Spring 2004			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
16. The college shows concern for students as individuals.	5.93	4.68 / 1.44	1.25	5.87	4.40 / 1.60	1.47	0.28*
17. Personnel in the Veterans' Services program are helpful.	4.52	4.38 / 1.32	0.14	4.36	4.31 / 1.28	0.05	0.07
18. The quality of instruction I receive in most of my classes is excellent.	6.47	5.49 / 1.35	0.98	6.37	5.26 / 1.53	1.11	0.23*
19. This campus provides effective support services for displaced homemakers.	4.91	4.48 / 1.25	0.43	4.88	4.42 / 1.33	0.46	0.06
20. Financial aid counselors are helpful.	5.92	4.51 / 1.70	1.41	5.76	4.18 / 1.74	1.58	0.33*
21. There are a sufficient number of study areas on campus.	6.00	5.07 / 1.61	0.93	5.96	4.66 / 1.66	1.30	0.41**
22. People on this campus respect and are supportive of each other.	5.87	4.76 / 1.41	1.11	5.74	4.70 / 1.39	1.04	0.06
23. Faculty are understanding of students' unique life circumstances.	6.06	4.89 / 1.53	1.17	6.00	4.65 / 1.54	1.35	0.24*
24. Parking lots are well-lighted and secure.	6.30	4.82 / 1.63	1.48	6.24	4.57 / 1.70	1.67	0.25*
25. My academic advisor is concerned about my success as an individual.	6.05	4.63 / 1.69	1.42	6.00	4.37 / 1.69	1.63	0.26
26. Library staff are helpful and approachable.	6.02	5.28 / 1.44	0.74	5.98	5.20 / 1.45	0.78	0.08
27. The campus staff are caring and helpful.	6.02	5.08 / 1.36	0.94	5.86	4.86 / 1.36	1.00	0.22*
28. It is an enjoyable experience to be a student on this campus.	6.05	5.31 / 1.39	0.74	5.94	5.02 / 1.52	0.92	0.29**
29. Faculty are fair and unbiased in their treatment of individual students.	6.26	5.16 / 1.51	1.10	6.20	4.90 / 1.50	1.30	0.26*
30. The career services office provides students with the help they need to get a job.	5.75	4.51 / 1.49	1.24	5.81	4.36 / 1.48	1.45	0.15
31. The campus is safe and secure for all students.	6.36	5.09 / 1.41	1.27	6.37	4.98 / 1.48	1.39	0.11
32. My academic advisor is knowledgeable about my program requirements.	6.31	4.99 / 1.62	1.32	6.24	4.67 / 1.67	1.57	0.32*

Item	Spring 2008			Spring 2004			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.57	4.82 / 1.33	0.75	5.56	4.51 / 1.31	1.05	0.31**
34. Computer labs are adequate and accessible.	6.13	5.46 / 1.43	0.67	6.09	4.78 / 1.67	1.31	0.68***
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.23	5.46 / 1.34	0.77	6.15	4.95 / 1.53	1.20	0.51***
36. Students are made to feel welcome on this campus.	6.00	5.18 / 1.45	0.82	5.96	4.96 / 1.39	1.00	0.22*
37. Faculty take into consideration student differences as they teach a course.	6.06	5.02 / 1.49	1.04	6.02	4.60 / 1.60	1.42	0.42***
38. The student center is a comfortable place for students to spend their leisure time.	5.54	4.60 / 1.72	0.94	5.45	4.44 / 1.51	1.01	0.16
39. The amount of student parking space on campus is adequate.	6.22	4.56 / 1.85	1.66	6.27	4.10 / 1.82	2.17	0.46***
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.34	4.99 / 1.71	1.35	6.29	4.76 / 1.70	1.53	0.23
41. Admissions staff are knowledgeable.	6.10	5.04 / 1.42	1.06	6.05	4.79 / 1.49	1.26	0.25*
42. The equipment in the lab facilities is kept up to date.	6.10	5.32 / 1.39	0.78	5.97	4.92 / 1.45	1.05	0.40***
43. Class change (drop/add) policies are reasonable.	6.12	5.36 / 1.43	0.76	6.17	5.09 / 1.58	1.08	0.27*
44. I generally know what's happening on campus.	5.13	4.37 / 1.57	0.76	5.09	4.10 / 1.53	0.99	0.27*
45. This institution has a good reputation within the community.	5.81	5.18 / 1.35	0.63	5.70	4.97 / 1.42	0.73	0.21*
46. Faculty provide timely feedback about student progress in a course.	6.09	4.92 / 1.44	1.17	6.01	4.86 / 1.53	1.15	0.06
47. There are adequate services to help me decide upon a career.	6.01	4.81 / 1.53	1.20	5.90	4.54 / 1.56	1.36	0.27*
48. Counseling staff care about students as individuals.	6.06	4.73 / 1.57	1.33	5.90	4.55 / 1.58	1.35	0.18
49. Admissions counselors respond to prospective students' unique needs and requests.	5.84	4.78 / 1.47	1.06	5.74	4.49 / 1.45	1.25	0.29*

Item	Spring 2008			Spring 2004			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
50. Tutoring services are readily available.	6.00	5.08 / 1.55	0.92	5.88	4.74 / 1.59	1.14	0.34*
51. There are convenient ways of paying my school bill.	6.12	5.32 / 1.64	0.80	5.95	5.03 / 1.65	0.92	0.29*
53. The assessment and course placement procedures are reasonable.	5.97	5.11 / 1.43	0.86	5.92	4.78 / 1.55	1.14	0.33**
54. Faculty are interested in my academic problems.	5.90	4.77 / 1.51	1.13	5.81	4.61 / 1.51	1.20	0.16
55. Academic support services adequately meet the needs of students.	5.89	4.90 / 1.38	0.99	5.80	4.63 / 1.43	1.17	0.27*
56. The business office is open during hours which are convenient for most students.	5.93	5.18 / 1.40	0.75	5.89	4.85 / 1.55	1.04	0.33**
57. Administrators are approachable to students.	5.86	4.80 / 1.49	1.06	5.80	4.52 / 1.59	1.28	0.28*
58. Nearly all of the faculty are knowledgeable in their fields.	6.33	5.49 / 1.37	0.84	6.29	5.35 / 1.45	0.94	0.14
59. New student orientation services help students adjust to college.	5.77	4.87 / 1.54	0.90	5.61	4.71 / 1.49	0.90	0.16
60. Billing policies are reasonable.	5.96	5.11 / 1.57	0.85	5.96	4.70 / 1.64	1.26	0.41**
61. Faculty are usually available after class and during office hours.	6.18	5.47 / 1.44	0.71	6.11	5.23 / 1.51	0.88	0.24*
62. Bookstore staff are helpful.	5.96	5.47 / 1.41	0.49	6.02	5.25 / 1.43	0.77	0.22*
63. I seldom get the "run-around" when seeking information on this campus.	5.87	4.77 / 1.67	1.10	5.90	4.65 / 1.58	1.25	0.12
64. Nearly all classes deal with practical experiences and applications.	5.91	5.03 / 1.37	0.88	5.73	4.84 / 1.38	0.89	0.19
65. Students are notified early in the term if they are doing poorly in a class.	6.16	4.24 / 1.68	1.92	6.04	4.11 / 1.80	1.93	0.13
66. Program requirements are clear and reasonable.	6.18	5.24 / 1.38	0.94	6.11	4.86 / 1.52	1.25	0.38***
67. Channels for expressing student complaints are readily available.	5.78	4.36 / 1.58	1.42	5.74	4.26 / 1.61	1.48	0.10

<u>Item</u>	Spring 2008			Spring 2004			<u>Mean Difference</u>
	<u>Import</u>	<u>Satis / SD</u>	<u>Gap</u>	<u>Import</u>	<u>Satis / SD</u>	<u>Gap</u>	
68. On the whole, the campus is well-maintained.	6.14	5.63 / 1.30	0.51	6.11	5.36 / 1.39	0.75	0.27**
69. There is a good variety of courses provided on this campus.	6.37	5.34 / 1.53	1.03	6.32	4.91 / 1.69	1.41	0.43***
70. I am able to experience intellectual growth here.	6.36	5.52 / 1.42	0.84	6.20	5.32 / 1.47	0.88	0.20
81. Institution's commitment to part-time students?		5.46 / 1.39			5.19 / 1.44		0.27
82. Institution's commitment to evening students?		5.26 / 1.51			4.99 / 1.58		0.27
83. Institution's commitment to older, returning learners?		5.31 / 1.57			5.07 / 1.46		0.24
84. Institution's commitment to under-represented populations?		5.15 / 1.47			4.91 / 1.40		0.24
85. Institution's commitment to commuters?		5.04 / 1.45			4.86 / 1.53		0.18
86. Institution's commitment to students with disabilities?		5.21 / 1.50			4.93 / 1.50		0.28
87. Cost as factor in decision to enroll.	6.18			6.22			
88. Financial aid as factor in decision to enroll.	5.50			5.20			
89. Academic reputation as factor in decision to enroll.	5.44			5.38			
90. Size of institution as factor in decision to enroll.	4.81			4.90			
91. Opportunity to play sports as factor in decision to enroll.	3.54			3.27			
92. Recommendations from family/friends as factor in decision to enroll.	4.52			4.34			
93. Geographic setting as factor in decision to enroll.	5.42			5.39			
94. Campus appearance as factor in decision to enroll.	5.15			5.21			
95. Personalized attention prior to enrollment as factor in decision to enroll.	4.93			4.92			

## Scale Report

Scale	Spring 2008			Spring 2004			Mean Difference	
	Import	Satis / SD	Gap	Import	Satis / SD	Gap		
<a href="#">Student Centeredness</a>	5.80	5.01 / 1.11	0.79	5.74	4.77 / 1.16	0.97	0.24	**
<a href="#">Instructional Effectiveness</a>	6.15	5.13 / 1.05	1.02	6.06	4.89 / 1.11	1.17	0.24	**
<a href="#">Responsiveness to Diverse Populations</a>		5.25 / 1.27			5.00 / 1.29		0.25	*
<a href="#">Campus Support Services</a>	5.45	4.69 / 1.21	0.76	5.31	4.52 / 1.16	0.79	0.17	
<a href="#">Safety and Security</a>	6.19	4.77 / 1.19	1.42	6.11	4.56 / 1.20	1.55	0.21	*
<a href="#">Academic Advising/Counseling</a>	6.18	4.86 / 1.34	1.32	6.08	4.62 / 1.32	1.46	0.24	*
<a href="#">Admissions and Financial Aid</a>	5.91	4.68 / 1.21	1.23	5.82	4.38 / 1.22	1.44	0.30	**
<a href="#">Academic Services</a>	6.05	5.20 / 1.04	0.85	5.97	4.86 / 1.13	1.11	0.34	***
<a href="#">Registration Effectiveness</a>	6.14	5.25 / 1.02	0.89	6.11	4.92 / 1.10	1.19	0.33	***
<a href="#">Service Excellence</a>	5.83	4.89 / 1.05	0.94	5.79	4.71 / 1.05	1.08	0.18	*
<a href="#">Concern for the Individual</a>	6.01	4.87 / 1.19	1.14	5.93	4.63 / 1.26	1.30	0.24	**
<a href="#">Campus Climate</a>	5.83	4.91 / 1.03	0.92	5.75	4.70 / 1.05	1.05	0.21	**

### Notes:

\* statistically significant at the .05 level

\*\* statistically significant at the .01 level

\*\*\* statistically significant at the .001 level

Satisfaction Scale: 1 – not satisfied at all  
6 – satisfied

2 – dissatisfied  
7 – very satisfied

3 – somewhat dissatisfied

4 – neutral

5 – somewhat satisfied

Importance Scale: 1 – not important at all  
6 – important

2 – not very important  
7 – very important

3 – somewhat unimportant

4 – neutral

5 – somewhat important