



Noel-Levitz Memo Report 2

In April 2006 the Office of Planning and Institutional Performance administered the Noel-Levitz Student Satisfaction Inventory (SSI) to 743 students at FGCU.

Respondents were from a broad spectrum of the student population, evenly distributed across all undergraduate class levels, and including significant numbers of graduate students.

FGCU strengths

An earlier report on the SSI provided an overview of the results. This second report focuses on the individual items on the survey.

Students were asked to rate these items both in terms of their level of *satisfaction* with them, and the degree of *importance* they attached to them. Items with high satisfaction are considered '*strengths*'.

FGCU Strengths				
#	Item	Importance	Satisfaction	Gap
16	The instruction in my major field is excellent	6.72	5.59	1.13
68	Nearly all of the faculty are knowledgeable in their field	6.63	5.16	1.47
33	My academic advisor is knowledgeable about requirements in my major	6.71	5.68	1.03
58	The quality of instruction I receive in most of my classes is excellent	6.70	5.62	1.08
7	The campus is safe and secure for all students	6.66	5.96	0.70
6	My academic advisor is approachable	6.63	5.67	0.96
66	Tuition paid is a worthwhile investment	6.62	5.60	1.02
39	I am able to experience intellectual growth here	6.57	5.70	0.87
41	There is a commitment to academic excellence on this campus	6.56	5.58	0.98
29	It is an enjoyable experience to be a student on this campus	6.51	5.68	0.83
80	I can easily find what I need on the University's website	6.51	5.69	0.82
65	Faculty are usually available after class and during office hours	6.50	5.89	0.61
72	On the whole, the campus is well-maintained	6.50	6.10	0.40
51	This institution has a good reputation within the community	6.45	5.91	0.54
45	Students are made to feel welcome on this campus	6.43	5.70	0.73
18	Library resources and services are adequate	6.42	5.84	0.58
50	Class change (drop/add) policies are reasonable	6.41	5.60	0.81
77	The equipment in the computer labs is kept up-to-date	6.35	5.92	0.43



The *gap*, the difference between the two scores, is also an important indicator. When it gets too large, *importance* exceeding *satisfaction*, it serves as an alert that an area needs attention. All three scores, *importance*, *satisfaction* and *the gap* are reported for each of the items in the columns on the right of the table.

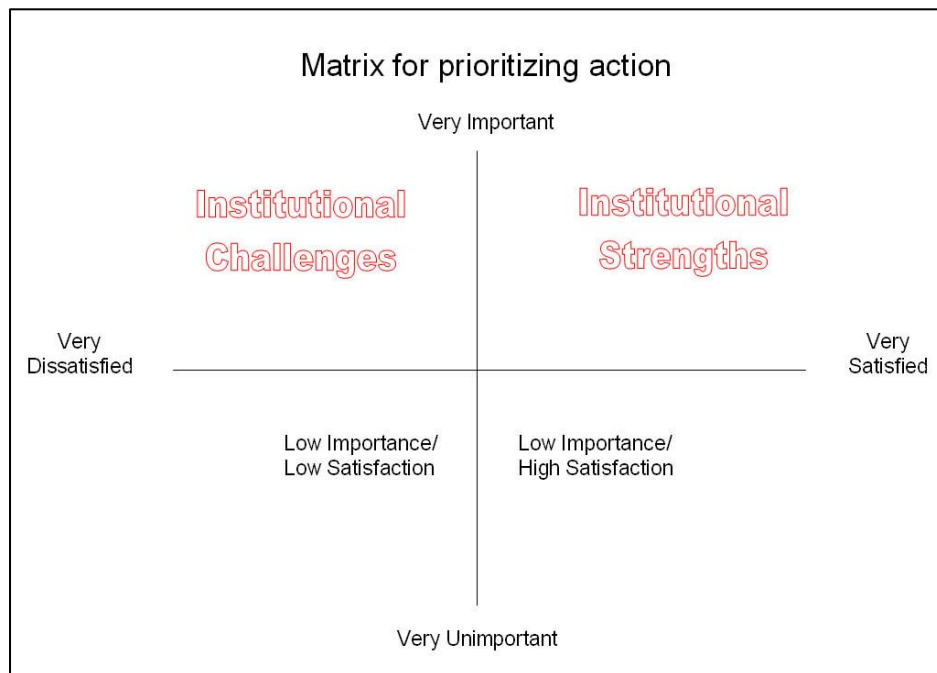
[Item 16, the first listed, is also a weakness because of its large ‘gap’ score.]

Items appearing as both a strength and a challenge...

This occurs when an item has very high importance, relatively high satisfaction, and a fairly large performance gap. The satisfaction score may qualify it as a strength, while the performance gap qualifies it as a challenge.

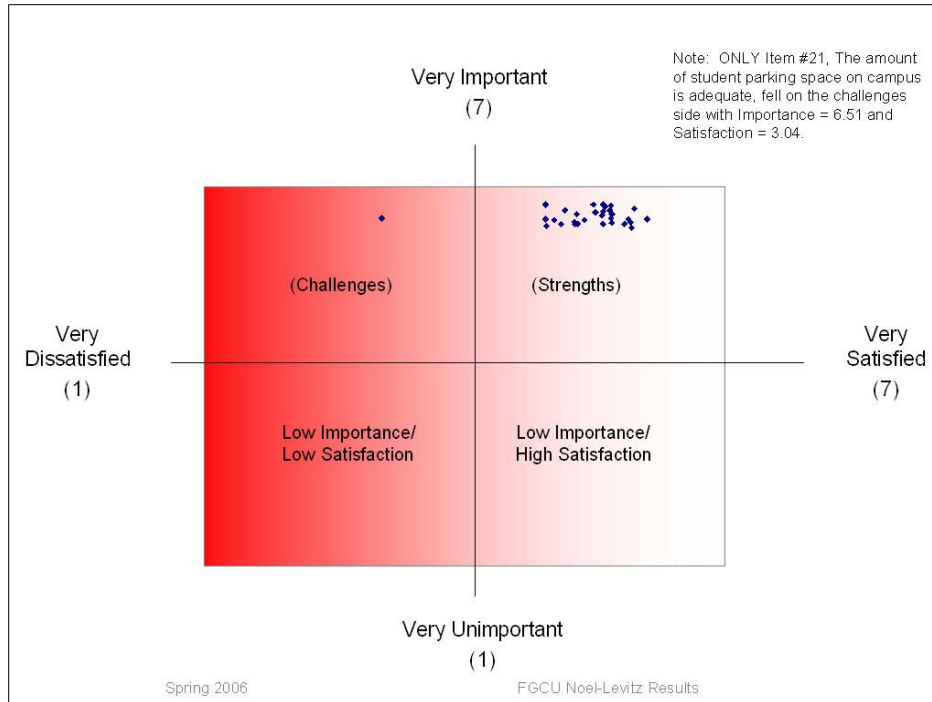
Plotting the results

In a plot of the results using axes as shown (*below*) institutional *strengths* would fall in the quadrant at the top right, while the *challenges* – items on which there was low satisfaction - would fall in the quadrant at the top left.





When that grid was used to display the scores on each item (*below*), ONLY Item #21, regarding adequacy of ‘the amount of student parking space on campus’, fell in the *challenges* quadrant, with Importance = 6.51 and Satisfaction = 3.04.



FGCU challenges

However, although we only have one item in that top left quadrant of our plot, the ‘official’ results include many ‘Challenges’. The list includes those items with a higher performance *gap* and those whose satisfaction scores are, *for FGCU*, not as high.

Challenges Definition

- Importance score is above the mid-point (top 50% of your items)

And

- Satisfaction score is in the bottom quartile (bottom 25% of the items) **OR** Performance gap score is in the top quartile (top 25% of the largest gaps)

The full definition of what constitutes ‘challenges’ (left), would include item 16, which is also listed as a *strength*.



Apart from #21, any one of those items would fall in the “strengths” (top right) quadrant when plotted, and would be an item on which FGCU significantly outperformed the average 4 year public institution. This seeming contradiction is best explained from a ‘continuous improvement’ perspective. Our performance on that item is strong when you compare its score to other items (and in our case to other schools) but, given its importance, we ought to try to make that performance stronger yet.

The bottom line is that FGCU did very well on this survey of student satisfaction, but no matter how well a university performs the results will still include a list of challenges.

FGCU Challenges				
#	Item	Importance	Satisfaction	Gap
16	The instruction in my major field is excellent	6.72	5.59	1.13
34	I am able to register for classes I need with few conflicts	6.72	4.93	1.79
8	The content of the courses within my major is valuable	6.72	5.48	1.24
69	There is a good variety of courses provided on this campus	6.63	5.16	1.47
25	Faculty are fair and unbiased in their treatment of individual students	6.60	5.50	1.10
47	Faculty provide timely feedback about student progress in a course	6.57	5.29	1.28
21	The amount of student parking space on campus is adequate	6.51	3.04	3.47
57	I seldom get the "run-around" when seeking information on this campus	6.49	4.93	1.56
61	Adjunct faculty are competent as classroom instructors	6.48	5.38	1.10
14	My academic advisor is concerned about my success as an individual	6.47	5.38	1.09
17	Adequate financial aid is available for most students	6.47	5.03	1.44
4	Admissions staff are knowledgeable	6.44	5.27	1.17
12	Financial aid awards are announced to students in time to be helpful in college planning	6.42	5.11	1.31
28	Parking lots are well-lighted and secure	6.42	5.30	1.12
27	The personnel involved in registration are helpful	6.41	5.27	1.14
5	Financial aid counselors are helpful	6.38	4.94	1.44

[This will enable precise identification of all of FGCU’s *strengths* as well as any areas of challenge. We define the latter as any area students gave high scores for *importance*, but in which FGCU scores were not as good as those on other items. This comparison needs to be an internal one because for every item except three (76 of 79), FGCU scores were better than the average for 4 year Public Institutions.]