

3 MCC Results by Composite Scale

Noel-Levitz has grouped most SSI items into composite scales based on statistical and conceptual analyses. These scale scores provide an overall big-picture view of student satisfaction with different areas of the college. While overall composite scale scores provide an indicator of general student satisfaction for each area, individual items within each scale must be evaluated to determine if any particular item within the scale is an outlier. For example, strong dissatisfaction with campus parking may pull down the overall Safety and Security scale score. Finally, some items appear in multiple scales.

The following table ranks the composite areas by their overall mean satisfaction, importance, and gap scores. This ranking will give a rough overview of areas students feel are important, areas students are satisfied with, and areas where student expectations are not met. This table is useful to see the gaps between satisfaction and importance in some areas. For example, Academic Advising/Counseling ranks third highest in importance but ranks last in satisfaction, with a performance gap score of 1.20.

Ranking of Composite Scales by Overall MCC Mean Scores						
Rank	Satisfaction		Importance		Gap	
1	Academic Services	5.44	Instructional Effectiveness	6.11	Campus Support Services	0.44
2	Responsiveness to Diverse Populations*	5.42	Registration Effectiveness	6.08	Academic Services	0.54
3	Instructional Effectiveness	5.33	Academic Advising/Counseling	6.02	Student Centeredness	0.62
4	Student Centeredness	5.26	Academic Services	5.98	Campus Climate	0.70
5	Registration Effectiveness	5.26	Concern for the Individual	5.96	Instructional Effectiveness	0.78
6	Campus Climate	5.16	Admissions and Financial Aid	5.93	Service Excellence	0.79
7	Service Excellence	5.08	Safety and Security	5.91	Registration Effectiveness	0.82
8	Concern for the Individual	5.00	Student Centeredness	5.88	Concern for the Individual	0.96
9	Safety and Security	4.86	Service Excellence	5.87	Safety and Security	1.05
10	Campus Support Services	4.85	Campus Climate	5.86	Admissions and Financial Aid	1.09
11	Admissions and Financial Aid	4.84	Campus Support Services	5.29	Academic Advising/Counseling	1.20
12	Academic Advising/Counseling	4.82				

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

*Students were only asked their satisfaction with items in this scale; therefore, no scores for importance or gap are available.

Academic Advising / Counseling

These seven items in this scale assess the “comprehensiveness” of the academic advising program by evaluating academic advisors “on the basis of their knowledge, competence, and personal concern for students.” The large gaps between the satisfaction and importance scores in this area are relatively high compared to other composite areas. In fact, five of the seven items are in the top ten highest performance gap scores out of all items. These large gaps may indicate the college is not meeting students’ expectations in this area. The mean satisfaction score for this scale (4.82) is the lowest among the 12 composite areas, and three items are identified as one of the 11 challenges for the college (see table on next page).

Academic Advising / Counseling, Continued

Item	Satisfaction	Importance	Gap	Strength/Challenge
This school does whatever it can to help me reach my educational goals.	5.07	6.06	0.99	-
My academic advisor is approachable.	4.95	6.08	1.13	Challenge
My academic advisor is knowledgeable about my program requirements.	4.91	6.13	1.22	Challenge
Counseling staff care about students as individuals.	4.84	5.91	1.07	-
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.78	6.12	1.34	Challenge
My academic advisor helps me set goals to work toward.	4.66	5.89	1.23	-
My academic advisor is concerned about my success as an individual.	4.56	5.92	1.36	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Academic Services

MCC students appear to be satisfied with campus services such as the library and computer labs; this composite scale ranked the highest in mean satisfaction (5.44) of all scales. Three of items in this scale are identified as one of the 14 strengths for the college.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library resources and services are adequate.	5.64	6.15	0.51	Strength
Library staff are helpful and approachable.	5.54	5.94	0.40	-
Computer labs are adequate and accessible.	5.54	6.07	0.53	Strength
The equipment in the lab facilities is kept up to date.	5.53	6.05	0.52	Strength
There are a sufficient number of study areas on campus.	5.49	5.93	0.44	-
Tutoring services are readily available.	5.22	5.93	0.71	-
Academic support services adequately meet the needs of students.	5.10	5.82	0.72	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Admissions and Financial Aid

Used to measure the effectiveness of college admissions and financial aid, this composite scale ranks near the bottom in overall satisfaction. Similarly to the Academic Advising/Counseling composite scale, most items in this scale have a high performance gap score; students appear to want a greater availability of financial aid, earlier notifications of financial aid awards, and more helpful/knowledgeable financial aid and admissions staff. Further, four of the six items are classified as challenges.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Admissions staff are knowledgeable.	5.07	6.11	1.04	Challenge
Admissions counselors accurately portray the campus in their recruiting practices.	4.93	5.65	0.72	-
Financial aid counselors are helpful.	4.87	5.97	1.10	Challenge
Adequate financial aid is available for most students.	4.83	6.06	1.23	Challenge
Admissions counselors respond to prospective students' unique needs and requests.	4.83	5.78	0.95	-
Financial aid awards are announced to students in time to be helpful in college planning.	4.49	5.97	1.48	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Climate

This broad composite scale assesses the “extent to which [the] institution provides experiences that promote a sense of campus pride and feelings of belonging.” Two items are campus strengths, and students were most satisfied with the reputation of MCC within the community, their experience as an MCC student, campus safety, and that they feel welcome on campus. Lower satisfaction is seen in getting the “run-around” on campus, as well as is in communication with students to inform them of what’s happening on campus or to provide an outlet for complaints.

Item	Satisfaction	Importance	Gap	Strength/Challenge
This institution has a good reputation within the community.	5.55	5.97	0.42	Strength
It is an enjoyable experience to be a student on this campus.	5.51	6.13	0.62	-
The campus is safe and secure for all students.	5.50	6.24	0.74	-
Students are made to feel welcome on this campus.	5.46	6.00	0.54	Strength
Faculty care about me as an individual.	5.33	5.88	0.55	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
Most students feel a sense of belonging here.	5.25	5.28	0.03	-
People on this campus respect and are supportive of each other.	5.22	5.78	0.56	-
Students are made to feel welcome on this campus.	5.15	5.96	0.81	-
This school does whatever it can to help me reach my educational goals.	5.07	6.06	0.99	-
New student orientation services help students adjust to college.	4.97	5.59	0.62	-
The college shows concern for students as individuals.	4.87	5.93	1.06	-
Channels for expressing student complaints are readily available.	4.76	5.75	0.99	-
I generally know what's happening on campus.	4.71	5.36	0.65	-
I seldom get the "run-around" when seeking information on this campus.	4.71	5.95	1.24	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Campus Support Services

The campus support services composite scale examines a variety of campus services such as career services, child care, veterans’ services, new student orientation, and the student center. Overall, this scale was the least important to students. While some satisfaction scores are lower when compared to other scales, their gap score is also lower. This combination of low satisfaction and low gap score likely indicates that fewer students use these services, and the college is meeting the expectations of the students who do. This may be attributed to students selecting “neutral” on the satisfaction scale, moving the mean score closer to four.

Item	Satisfaction	Importance	Gap	Strength/Challenge
The student center is a comfortable place for students to spend their leisure time.	5.24	5.74	0.50	-
There are adequate services to help me decide upon a career.	4.99	5.98	0.99	-
New student orientation services help students adjust to college.	4.97	5.59	0.62	-
The career services office provides students with the help they need to get a job.	4.75	5.69	0.94	-
This campus provides effective support services for displaced homemakers.	4.70	4.85	0.15	-
Child care facilities are available on campus.	4.59	4.33	-.26	-
Personnel in the Veterans' Services program are helpful.	4.58	4.59	0.01	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Concern for the Individual

This composite scale measures the extent to which the college treats each student as an individual. Once again, students are more satisfied with their interactions with faculty than interactions with support staff such as advisors and counselors. It is interesting to note that while students seem generally satisfied with faculty interactions, their satisfaction with “the college” as an entire institution is noticeably lower.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty are fair and unbiased in their treatment of individual students.	5.33	6.15	0.82	-
Faculty care about me as an individual.	5.33	5.88	0.55	-
The college shows concern for students as individuals.	4.87	5.93	1.06	-
Counseling staff care about students as individuals.	4.84	5.91	1.07	-
My academic advisor is concerned about my success as an individual.	4.56	5.92	1.36	-

Scale: **1** (not important / not satisfied at all) – **4** (neutral) – **7** (very important / very satisfied)

Instructional Effectiveness

The instructional effectiveness composite scale looks at 14 items to assess students’ academic experience at the college. This area as a whole was rated as most important by respondents and was third highest in satisfaction. In addition to the level of intellectual growth they experience at MCC, students were most satisfied with the variety of courses offered and the overall quality of faculty. Students were least satisfied about being notified early in the semester of poor performance in a class; this item had the third highest gap score of any item.

Item	Satisfaction	Importance	Gap	Strength/Challenge
I am able to experience intellectual growth here.	5.76	6.32	0.56	Strength
There is a good variety of courses provided on this campus.	5.65	6.31	0.66	Strength
Nearly all of the faculty are knowledgeable in their fields.	5.64	6.25	0.61	Strength
The quality of instruction I receive in most of my classes is excellent.	5.57	6.31	0.74	Strength
Faculty are usually available after class and during office hours.	5.45	6.10	0.65	Strength
Faculty are fair and unbiased in their treatment of individual students.	5.33	6.15	0.82	-
Faculty care about me as an individual.	5.33	5.88	0.55	-
Nearly all classes deal with practical experiences and applications.	5.29	6.07	0.78	-
Faculty are understanding of students' unique life circumstances.	5.24	6.1	0.86	-
Program requirements are clear and reasonable.	5.24	6.06	0.82	-
Faculty provide timely feedback about student progress in a course.	5.21	6.05	0.84	-
Faculty take into consideration student differences as they teach a course.	5.16	5.97	0.81	-
Faculty are interested in my academic problems.	5.02	5.89	0.87	-
Students are notified early in the term if they are doing poorly in a class.	4.67	6.11	1.44	-

Scale: **1** (not important / not satisfied at all) – **4** (neutral) – **7** (very important / very satisfied)

Registration Effectiveness

This composite scale looks at the effectiveness of registration/billing policies and personnel. Students were most satisfied with the convenience of both class times and paying their bills. As with several other items pertaining to student-staff interaction, students were least satisfied with the helpfulness of registration staff, contributing to a large performance gap score for that item (1.14).

Item	Satisfaction	Importance	Gap	Strength/Challenge
Classes are scheduled at times that are convenient for me.	5.55	6.43	0.88	Strength
There are convenient ways of paying my school bill.	5.43	6.02	0.59	Strength
I am able to register for classes I need with few conflicts.	5.31	6.30	0.99	-
Bookstore staff are helpful.	5.31	5.88	0.57	-
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.20	5.96	0.76	-
Class change (drop/add) policies are reasonable.	5.20	6.07	0.87	-
The business office is open during hours which are convenient for most students.	5.14	5.89	0.75	-
Billing policies are reasonable.	5.12	5.97	0.85	-
The personnel involved in registration are helpful.	5.03	6.17	1.14	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Responsiveness to Diverse Populations

This scale asks students to rate only their satisfaction with the college's commitment to different groups of students. Mean satisfaction scores were similar across all items.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Institution's commitment to part-time students?	5.59	-	-	-
Institution's commitment to older, returning learners?	5.43	-	-	-
Institution's commitment to students with disabilities?	5.43	-	-	-
Institution's commitment to evening students?	5.36	-	-	-
Institution's commitment to commuters?	5.36	-	-	-
Institution's commitment to under-represented populations?	5.32	-	-	-

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Safety and Security

This small composite scale attempts to measure the effectiveness of campus security personnel and campus facilities. The overall low satisfaction score for this area is likely due to student dissatisfaction with campus parking. Students seem satisfied that the campus as a whole is safe and secure for all students.

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus is safe and secure for all students.	5.50	6.24	0.74	Strength
Parking lots are well-lighted and secure.	4.96	6.05	1.09	Challenge
Security staff are helpful.	4.79	5.25	0.46	-
Security staff respond quickly in emergencies.	4.76	5.80	1.04	-
The amount of student parking space on campus is adequate.	4.27	6.21	1.94	Challenge

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Service Excellence

The service excellence mean scores rank at or near the median in all three measures. This scale attempts to judge student perceptions of staff attitudes. While students were most satisfied with bookstore staff and general “campus staff,” students were less satisfied that they “get the run-around” while navigating the campus.

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library staff are helpful and approachable.	5.54	5.94	0.40	-
Bookstore staff are helpful.	5.31	5.88	0.57	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
People on this campus respect and are supportive of each other.	5.22	5.78	0.56	-
Students are made to feel welcome on this campus.	5.15	5.96	0.81	-
The personnel involved in registration are helpful.	5.03	6.17	1.14	-
Channels for expressing student complaints are readily available.	4.76	5.75	0.99	-
I generally know what's happening on campus.	4.71	5.36	0.65	-
I seldom get the "run-around" when seeking information on this campus.	4.71	5.95	1.24	

Scale: 1 (not important / not satisfied at all) – 4 (neutral) – 7 (very important / very satisfied)

Student Centeredness

The student centeredness composite scale measures whether students feel welcomed and valued on campus. Students seemed to be mostly satisfied with their overall experience at MCC, as this scale ranked fourth highest in overall satisfaction.

Item	Satisfaction	Importance	Gap	Strength/Challenge
It is an enjoyable experience to be a student on this campus.	5.51	6.13	0.62	-
Students are made to feel welcome on this campus.	5.46	6.00	0.54	-
The campus staff are caring and helpful.	5.29	6.02	0.73	-
Most students feel a sense of belonging here.	5.25	5.28	0.03	-
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