

Report

Survey of Concurrent/Dual Credit Students

Summer 2009

Office of Institutional Research

Report on the Concurrent Dual Credit Survey

Introduction

The Noel-Levitz Satisfaction Inventory is administered every other spring semester during even numbered years. Concurrent/dual credit students (CDC), however, are not included in this survey. Since this group of students consist of 20-25 percent of Brazosport College’s student headcount, a significant portion of the students are not surveyed during the Noel-Levitz survey administration. The Institutional Effectiveness and Planning Council (2009) recommended that this population be surveyed using a locally designed survey.

As part of the *Vision 2015*, the Office of Institutional Research was assigned the task of developing a satisfaction survey targeting CDC students. The summer session of 2009 was chosen to design and pilot the survey instrument. Classes that were predominately CDC students were chosen for this pilot. The survey (a copy is included in the appendix) was administered to these classes and 133 completed, usable surveys were returned for analysis.

Results

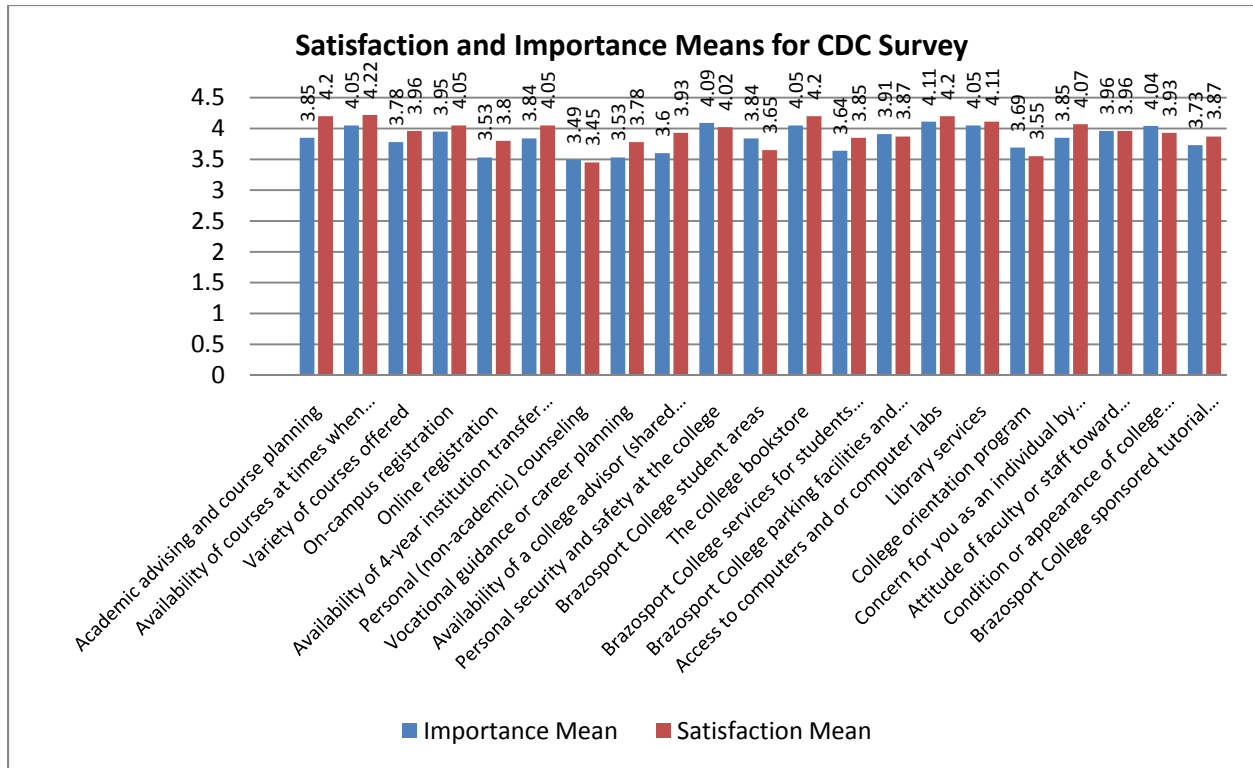
Table 1 summarizes the results of survey. The “Satisfaction” column is the sum of the “Very Satisfied” and “Satisfied” responses and the “Importance” column is the sum of the “Very Important” and “Important” responses. Both scales are Likert with “Very Important” and “Very Satisfied” receiving a value of 5 and “Not Important at All” and “Very Dissatisfied” receiving a value of 1. The “Importance Mean” and “Satisfaction Mean” columns is the average or mean of all respondents score for each item. The “Gap” is the difference between the “Satisfaction Mean” and the “Importance Mean.” This gives one a sense of the size of the “gap” between satisfaction and importance. The larger the “gap,” of course, the larger the difference which implies that if the difference is negative that the importance mean is higher than the satisfaction mean and indicates further study if the difference is large enough. A gap is considered troubling by most analysts if it is negative one or less. Actually, a gap can be interpreted as one wishes – it does not have an alpha as do other statistical distributions.

Table 1: Analysis Results (Summaries)

Survey Item	Satisfaction %	Importance %	Importance Mean	Satisfaction Mean	Gap
Academic advising and course planning	68.3	76.9	3.85	4.20	0.3455
Availability of courses at times when needed	73.4	81.3	4.05	4.22	0.1636
Variety of courses offered	61.7	64.8	3.78	3.96	0.1818
On-campus registration	64.2	66.7	3.95	4.05	0.1091

Online registration	53.3	53.5	3.53	3.80	0.2727
Availability of 4-year institution transfer plans	55.7	64.7	3.84	4.05	0.2182
Personal (non-academic) counseling	37.1	41.2	3.49	3.45	-0.0364
Vocational guidance or career planning	38.7	50.4	3.53	3.78	0.2545
Availability of a college advisor (shared counselor)	50.4	61.8	3.60	3.93	0.3273
Personal security and safety at the college	66.4	65.8	4.09	4.02	-0.0727
Brazosport College student areas	60.2	50.0	3.84	3.65	-0.1818
The college bookstore	71.3	72.9	4.05	4.20	0.1455
Brazosport College services for students with disabilities	44.2	52.3	3.64	3.85	0.2182
Brazosport College parking facilities and services	59.5	61.6	3.91	3.87	-0.0364
Access to computers and or computer labs	69.9	76.6	4.11	4.20	0.0909
Library services	66.4	73.9	4.05	4.11	0.0545
College orientation program	45.6	41.7	3.69	3.55	-0.1455
Concern for you as an individual by college faculty or staff	56.9	59.3	3.85	4.07	0.2182
Attitude of faculty or staff toward students of your gender	64.3	65.1	3.96	3.96	0.0000
Condition or appearance of college buildings and grounds (including classrooms and labs)	72.1	65.2	4.04	3.93	-0.1091
Brazosport College sponsored tutorial programs	52.7	58.9	3.73	3.87	0.1455

Gap=Satisfaction mean – importance mean



Findings

Overall, the satisfaction and importance percentages are somewhat low. A list of those items that seem to be of concern and why follow:

- Online registration had 14 respondents who were dissatisfied or very dissatisfied (with low satisfaction – 53.3%)
- The college bookstore had several respondents who were dissatisfied or very dissatisfied
- Availability of courses had seven respondents who were dissatisfied or very dissatisfied
- The results of the personal counseling item showed that respondents did not see this item as important, respondents were not satisfied with this item, and the gap was negative
- The results of the shared counseling as well as the career counseling item showed that respondents were not satisfied (50.4% for shared counseling and 38.7% for career counseling) with this item; however the gaps were positive.
- The item for safety showed a negative gap which suggests that the item had a higher importance than satisfaction; however, the gap is not very large.
- The orientation program showed a negative gap which suggests that the item had a higher importance than satisfaction.

As with many satisfaction surveys with a “Neutral” choice, for some items, too many respondents choose this as an option. This option/choice is difficult to interpret. If an item has a relatively high percentage of “Neutral” responses, confusion on the part of the respondent is indicated and one is not able to interpret the items response set. Many of the items have a “Neutral” percentage of less than 35%, which seems reasonable to this researcher. A higher percentage for any item would indicate the

respondent's lack of participation and/or knowledge of the topic – such as Brazosport College's program(s) for students with disabilities.

Respondents Profile

Other highlights from the demographic and non-satisfaction questions:

- The percentage of Hispanic respondents was high when compared to the overall population (47% vs. 27%)
- The percentage of females was much higher for the respondents than for the population (63% vs. 55%)
- The percentage of first generation students was somewhat lower than the population (21% vs. 40%)
- 84% of the respondents thought their education was either "Excellent" or "Good"
- Most respondents did not have an objective (64% responded other)
- Most were enrolled because they could accumulate both high school and college credits and/or get a head start on college

Implications and Recommendations

This survey should, of course, be revised and re-administered, along with the Noel-Levitz Satisfaction Inventory. There were only 124 respondents and during a fall or spring semester there are usually closer to a thousand CDC students enrolled which would give a better perception of what the CDC student's satisfaction and importance are on these items.

Even though the response was small, the low satisfaction with the three counseling areas (shared, personal, and career) was a little surprising which could be explained in small part by the number of "Neutral" responses. These services for the CDC student should be part of an awareness effort on the part of Brazosport College when these students enroll.

The safety item showed a satisfaction mean of over 4 (where 4 = satisfied) and an importance mean of over 4 (where 4 = Important) suggest that Brazosport College is doing a more than adequate job in student safety.

If there are other questions regarding the analysis of this survey, please contact the Office of Institutional Research (david.preston@brazosport.edu).

Appendix

Charts

Demographics

Are you Hispanic?

	Frequency	Percent
No response	3	2.3
Yes	57	42.9
No	73	54.9
Total	133	100.0

What is your primary race?

	Frequency	Percent
No response	44	33.1
White	65	48.9
Black	7	5.3
Asian	5	3.8
Nat Am	2	1.5
More than one	10	7.5
Total	133	100.0

Gender

	Frequency	Percent
No Response	1	.8
Male	48	36.1
Female	84	63.2
Total	133	100.0

First Generation

	Frequency	Percent
No Response	3	2.3
Yes	28	21.1
No	102	76.7
Total	133	100.0

Miscellaneous Items

Full or Part Time Employment

	Frequency	Percent
No Response	74	55.6
Full Time	6	4.5
Part Time	53	39.8
Total	133	100.0

Work location

	Frequency	Percent
No Response	70	52.6
On campus only	3	2.3
Off campus only	56	42.1
Both on and off campus	4	3.0
Total	133	100.0

Quality of Education

	Frequency	Percent
Excellent	34	25.6
Good	78	58.6
Average	17	12.8
Below average	3	2.3
Very inadequate	1	.8
Total	133	100.0

Major Objective for Attending

	Frequency	Percent
No Response	5	3.8
Obtaining an Associate degree	7	5.3
Completing a vocational or technical program	1	.8
Transfer to a 4-year institution	35	26.3
Other	85	63.9
Total	133	100.0

Reasons for choosing Brazosport College

	Not a reason	Minor reason	Major reason	Total
10a. Convenient location	29	40	59	128
	22.7%	31.3%	46.1%	100.0%
10b. Offered the courses I wanted	26	40	64	130
	20.0%	30.8%	49.2%	100.0%
10c. Low cost of tuition and fees	39	41	47	127
	30.7%	32.3%	37.0%	100.0%
10d. Could work while attending	75	26	27	128
	58.6%	20.3%	21.1%	100.0%
10e. Reputation for good vocational programs	88	31	11	130
	67.7%	23.8%	8.5%	100.0%
10f. Reputation for good academic programs	67	45	20	132
	50.8%	34.1%	15.2%	100.0%
10g. Reputation for quality instruction	54	47	24	125
	43.2%	37.6%	19.2%	100.0%
10h. Flexible class scheduling	24	39	68	131
	18.3%	29.8%	51.9%	100.0%
10i. Could accumulate both high school credits and college hours	0	4	125	129
	.0%	3.1%	96.9%	100.0%
10j. Could get a head start on college	2	16	112	130
	1.5%	12.3%	86.2%	100.0%

Satisfaction and Importance Tables

Table 2: Satisfaction

	Very Satisfied	Satisfied	Satisfaction	Neutral	Dissatisfied	Very Dissatisfied	Total
12. Academic advising or course planning	37	47	84	36	1	2	123
	30.1%	38.2%	68.3%	29.3%	.8%	1.6%	100.0%
13. Availability of courses at times when needed	47	44	91	26	6	1	124
	37.9%	35.5%	73.4%	21.0%	4.8%	.8%	100.0%
14. Variety of courses offered	31	43	74	45	1	0	120
	25.8%	35.8%	61.7%	37.5%	.8%	.0%	100.0%
15. On-campus registration	40	39	79	40	3	1	123
	32.5%	31.7%	64.2%	32.5%	2.4%	.8%	100.0%
16. Online registration	29	36	65	43	6	8	122
	23.8%	29.5%	53.3%	35.2%	4.9%	6.6%	100.0%
17. Availability of 4-year institution transfer plans	26	42	68	54	0	0	122
	21.3%	34.4%	55.7%	44.3%	.0%	.0%	100.0%
18. Personal (non-academic) counseling	18	25	43	71	1	1	116
	15.5%	21.6%	37.1%	61.2%	.9%	.9%	100.0%
19. Vocational guidance or career planning	19	29	48	73	3	0	124
	15.3%	23.4%	38.7%	58.9%	2.4%	.0%	100.0%
20. Availability of a college advisor (shared counselor)	24	33	57	50	4	2	113
	21.2%	29.2%	50.4%	44.2%	3.5%	1.8%	100.0%
21. Personal security and safety at the college	41	38	79	36	2	2	119
	34.5%	31.9%	66.4%	30.3%	1.7%	1.7%	100.0%
22. BC student areas (Commons and Swamp)	26	42	68	43	2	0	113
	23.0%	37.2%	60.2%	38.1%	1.8%	.0%	100.0%
23. The college bookstore	40	42	82	26	2	5	115
	34.8%	36.5%	71.3%	22.6%	1.7%	4.3%	100.0%
24. BC services for students with disabilities	24	26	50	63	0	0	113
	21.2%	23.0%	44.2%	55.8%	.0%	.0%	100.0%
25. BC parking facilities and services	31	38	69	43	4	0	116
	26.7%	32.8%	59.5%	37.1%	3.4%	.0%	100.0%
26. Access to computers and or computer labs	47	32	79	32	2	0	113
	41.6%	28.3%	69.9%	28.3%	1.8%	.0%	100.0%
27 Library services	39	36	75	36	1	1	113
	34.5%	31.9%	66.4%	31.9%	.9%	.9%	100.0%
28. College orientation program	21	26	47	52	2	2	103
	20.4%	25.2%	45.6%	50.5%	1.9%	1.9%	100.0%
29. Concern for you as an individual by college faculty or staff	29	33	62	39	6	2	109
	26.6%	30.3%	56.9%	35.8%	5.5%	1.8%	100.0%
30. Attitude of faculty or staff toward students of your gender	45	29	74	38	2	1	115

	39.1%	25.2%	64.3%	33.0%	1.7%	.9%	100.0%
31. Condition or appearance of college buildings and grounds (including classrooms and labs)	37	43	80	28	2	1	111
	33.3%	38.7%	72.1%	25.2%	1.8%	.9%	100.0%
32. BC sponsored tutorial programs	30	28	58	50	1	1	110
	27.3%	25.5%	52.7%	45.5%	.9%	.9%	100.0%

Table 3: Importance

	Very Important	Important	Importance	Neutral	Not very important	Not important at all	Total
12. Academic advising or course planning	46	44	90	25	1	1	117
	39.3%	37.6%	76.9%	21.4%	.9%	.9%	100.0%
13. Availability of courses at times when needed	60	40	100	22	0	1	123
	48.8%	32.5%	81.3%	17.9%	.0%	.8%	100.0%
14. Variety of courses offered	36	43	79	40	1	2	122
	29.5%	35.2%	64.8%	32.8%	.8%	1.6%	100.0%
15. On-campus registration	39	39	78	38	1	0	117
	33.3%	33.3%	66.7%	32.5%	.9%	.0%	100.0%
16. Online registration	30	31	61	45	4	4	114
	26.3%	27.2%	53.5%	39.5%	3.5%	3.5%	100.0%
17. Availability of 4-year institution transfer plans	45	30	75	35	2	4	116
	38.8%	25.9%	64.7%	30.2%	1.7%	3.4%	100.0%
18. Personal (non-academic) counseling	25	22	47	50	10	7	114
	21.9%	19.3%	41.2%	43.9%	8.8%	6.1%	100.0%
19. Vocational guidance or career planning	29	31	60	47	7	5	119
	24.4%	26.1%	50.4%	39.5%	5.9%	4.2%	100.0%
20. Availability of a college advisor (shared counselor)	38	30	68	36	2	4	110
	34.5%	27.3%	61.8%	32.7%	1.8%	3.6%	100.0%
21. Personal security and safety at the college	41	36	77	37	2	1	117
	35.0%	30.8%	65.8%	31.6%	1.7%	.9%	100.0%
22. BC student areas (Commons and Swamp)	24	32	56	49	4	3	112
	21.4%	28.6%	50.0%	43.8%	3.6%	2.7%	100.0%
23. The college bookstore	52	34	86	30	1	1	118
	44.1%	28.8%	72.9%	25.4%	.8%	.8%	100.0%
24. BC services for students with disabilities	37	20	57	50	1	1	109
	33.9%	18.3%	52.3%	45.9%	.9%	.9%	100.0%
25. BC parking facilities and services	30	39	69	41	2	0	112
	26.8%	34.8%	61.6%	36.6%	1.8%	.0%	100.0%
26. Access to computers and or computer labs	52	33	85	24	2	0	111
	46.8%	29.7%	76.6%	21.6%	1.8%	.0%	100.0%
27 Library services	48	34	82	27	2	0	111
	43.2%	30.6%	73.9%	24.3%	1.8%	.0%	100.0%
28. College orientation program	20	23	43	48	4	8	103
	19.4%	22.3%	41.7%	46.6%	3.9%	7.8%	100.0%
29. Concern for you as an individual by college faculty or staff	39	28	67	44	1	1	113
	34.5%	24.8%	59.3%	38.9%	.9%	.9%	100.0%
30. Attitude of faculty or staff toward students of your gender	41	28	69	34	0	3	106
	38.7%	26.4%	65.1%	32.1%	.0%	2.8%	100.0%

31. Condition or appearance of college buildings and grounds (including classrooms and labs)	38	35	73	31	5	3	112
	33.9%	31.3%	65.2%	27.7%	4.5%	2.7%	100.0%
32. BC sponsored tutorial programs	40	23	63	40	1	3	107
	37.4%	21.5%	58.9%	37.4%	.9%	2.8%	100.0%