Figure 3-8 Noel Levitz Summary Items

<table>
<thead>
<tr>
<th>WCTC</th>
<th>Nation-wide Community, Junior and Technical Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.80 / 1.32</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.48 / 1.31</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>5.77 / 1.44</td>
</tr>
<tr>
<td>Rate using a 7 Point Likert Scale (with 7 being high). The asterisk in the mean difference column indicates statistical significance in mean satisfaction ratings: * Difference statistically significant at the .05 level</td>
<td></td>
</tr>
<tr>
<td>Mean Difference</td>
<td>4.73 / 1.30</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>5.41 / 1.33</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>5.65 / 1.54</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>0.07</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>0.07</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>0.12*</td>
</tr>
</tbody>
</table>

Figure 3-9 presents a summary of WCTC students’ perceptions and, while they do not provide specific direction on what needs to be changed, Noel-Levitz indicates that colleges with higher scores on these three items enjoy higher retention and graduation rates and lower loan default rates.

WCTC’s students’ overall satisfaction is similar to students nationally. (In 2004, WCTC’s average two-year default rate was 3.2% among those who entered repayment whereas the national comparison rate for other two-year colleges was 8.1% and the WTCS average was 4.4%. Graduation rates vary considerably, depending on the cohort chosen.)

Figure 3-9 lists individual survey items that received statistically higher and lower satisfaction ratings and higher importance ratings by WCTC students. Nationally, students rate their instructional experiences positively, but WCTC students are significantly more satisfied than students nationwide. Conversely, class scheduling is a challenge for most colleges, but even more of one for WCTC. Advising is also more of a challenge for WCTC.

**Improvement**

**3I1 Improving current processes**

WCTC recognizes the limitations of the findings obtained through general student satisfaction studies and needs assessments. Therefore, for areas of significant concern, more in-depth feedback is sought from students using standardized surveys and focus groups conducted at the program level. Input is also sought from WCTC’s student government representatives. Knowing that course scheduling has been a concern of students through prior administrations of ACT student satisfaction surveys, the QRP has purposefully sought feedback from students about their course scheduling preferences and changes have followed. In the future, QRPs will gather systematic feedback from students about their advising needs and experiences, another area of significant concern.

**3I2 Setting targets for improvement**

As WCTC sets targets we strive to be statistically above the national average – to be “Best in State” among WTCS colleges – and to show ongoing improvement in ratings or other performance measures. Some examples of information sources for setting improvement targets include:

- CCT Business Plan – service balance to small, medium, and large businesses
- Adult Basic Education state targets - see Figure 2-6
- Academic Master Plan – number of new programs developed to meet needs of changing industry demands
- QRP benchmarked indicators (State, College and Program) – See Figure 7-5
- Perkins indicators – see Figure 2-7
- Grant funding outcome measures – related job placement of students
### Figure 3-9 WCTC Students’ Satisfaction Compared to Noel-Levitz National Benchmarks

#### Higher Satisfaction vs. Community, Junior and Technical Colleges
- The quality of instruction in the vocational/technical programs is excellent.
- The campus is safe and secure for all students.
- I am able to experience intellectual growth here.
- Program requirements are clear and reasonable.
- There is a good variety of courses provided on this campus.
- The amount of student parking space on campus is adequate.
- The equipment in the lab facilities is kept up to date.
- Nearly all classes deal with practical experiences and applications.
- Faculty provides timely feedback about student progress in a course.
- On the whole, the campus is well-maintained.
- Parking lots are well-lighted and secure.
- Faculty are understanding of students’ unique life circumstances.
- This institution has a good reputation within the community.
- Students are made to feel welcome on this campus.
- Faculty care about me as an individual.
- It is an enjoyable experience to be a student on this campus.
- Billing policies are reasonable.
- Internships or practical experiences are provided in my degree/certificate program.

#### Lower Satisfaction vs. Community, Junior and Technical Colleges
- Classes are scheduled at times that are convenient for me.
- I am able to register for classes I need with few conflicts.
- My academic advisor is knowledgeable about my program requirements.
- My academic advisor is approachable.
- The personnel involved in registration are helpful.

#### Higher Importance vs. Community, Junior and Technical Colleges
- The quality of instruction in the vocational/technical programs is excellent.