



COWLEY
COLLEGE

Supporting Students

**Indirect Measures of Student Success
2019**



COWLEY COLLEGE

Student Success: Indirect Measures of Student Learning

Cowley College uses the student feedback found in the Noel Levitz Student Satisfaction Inventory and Priorities Survey for Online Learners to inform decision-making aligned with our mission, core values and strategic plan.



NOEL LEVITZ STUDENT SATISFACTION INVENTORY

Instructional Effectiveness Scale Item Report

Faculty are usually available to students outside of class

	2013	2014	2015	3 YR Baseline	2019
Importance	6.55	6.51	6.51	--	6.59
Satisfaction	6.23	6.08	6.22	6.16	6.32
Performance Gap	0.32	0.43	0.29	0.35	0.27
National Community Colleges Difference	0.41	0.22	0.32	--	0.35

NOEL LEVITZ STUDENT SATISFACTION INVENTORY, cont.

Academic Advising Effectiveness Scale

	2013	2014	2015	3 YR Baseline	2019
Importance	6.49	6.58	6.51	--	6.61
Satisfaction	5.83	5.80	5.93	5.85	6.20
Performance Gap	0.66	0.78	0.58	0.67	0.41
National Community Colleges Difference	0.49	0.42	0.50	--	0.57

Academic Advising Effectiveness Scale Item Report

My academic advisor is knowledgeable about my program requirements.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.61	6.68	6.63	--	6.71
Satisfaction	6.02	5.95	6.04	6.00	6.37
Performance Gap	0.59	0.73	0.59	0.64	0.34
National Community Colleges Difference	0.41	0.31	0.36	--	0.52

I receive ongoing feedback about progress toward my academic goals.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.49	6.55	6.47	--	6.51
Satisfaction	5.65	5.64	5.71	5.67	5.81
Performance Gap	0.84	0.91	0.76	0.84	0.70
National Community Colleges Difference	0.54	0.48	0.50	--	0.40

Admissions and Financial Aid Effectiveness Scale

	2013	2014	2015	3 YR Baseline	2019
Importance	6.44	6.48	6.40	--	6.55
Satisfaction	5.97	5.95	6.00	5.97	6.14
Performance Gap	0.47	0.53	0.40	0.47	0.41
National Community Colleges Difference	0.68	0.63	0.62	--	0.59

Admissions and Financial Aid Effectiveness Scale Item Report

Admissions counselors accurately portray program offerings in their recruiting practices.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.33	6.45	6.38	--	6.56
Satisfaction	5.84	5.81	5.98	5.88	6.24
Performance Gap	0.49	0.64	0.40	0.51	0.32
National Community Colleges Difference	0.59	0.52	0.64	--	0.69

NOEL LEVITZ STUDENT SATISFACTION INVENTORY, cont.

Admissions and Financial Aid Effectiveness Scale Item Report, cont.

Financial aid counseling is available if I need it.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.51	6.36	6.47	--	6.66
Satisfaction	6.15	6.07	6.19	6.14	6.37
Performance Gap	0.36	0.29	0.28	0.31	0.29
National Community Colleges Difference	0.69	0.58	0.65	--	0.66

Campus Services Scale

	2013	2014	2015	3 YR Baseline	2019
Importance	6.35	6.40	6.39	--	6.53
Satisfaction	6.14	6.16	6.12	6.14	6.35
Performance Gap	0.21	0.24	0.27	0.24	0.18
National Community Colleges Difference	0.48	0.46	0.39	--	0.48

Campus Services Scale Item Report

Library resources and services are adequate.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.27	6.32	6.34	--	6.49
Satisfaction	6.25	6.45	6.28	6.33	6.41
Performance Gap	0.02	-0.13	0.06	-0.02	0.08
National Community Colleges Difference	0.48	0.64	0.42	--	0.42

Computer labs are adequate and accessible.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.35	6.50	6.48	--	6.46
Satisfaction	6.15	6.11	6.12	6.44	6.41
Performance Gap	0.20	0.39	0.36	0.32	0.05
National Community Colleges Difference	0.31	0.22	0.18	--	0.35

The equipment in the lab facilities is kept up to date.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.40	6.62	6.40	--	6.56
Satisfaction	6.02	5.98	6.04	6.01	6.43
Performance Gap	0.38	0.64	0.36	0.46	0.13
National Community Colleges Difference	0.36	0.27	0.30	--	0.64

NOEL LEVITZ STUDENT SATISFACTION INVENTORY, cont.

Campus Services Scale Item Report, cont.

Tutoring services are readily available.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.29	6.35	6.37	--	6.53
Satisfaction	6.14	6.25	6.35	6.25	6.43
Performance Gap	0.15	0.10	0.02	0.09	0.10
National Community Colleges Difference	0.48	0.53	0.58	--	0.55

The assessment and course placement procedures are reasonable.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.43	6.56	6.39	--	6.52
Satisfaction	6.19	6.09	6.13	6.14	6.26
Performance Gap	0.24	0.47	0.26	0.32	0.26
National Community Colleges Difference	0.62	0.49	0.48	--	0.48

Registration Effectiveness Scale

	2013	2014	2015	3 YR Baseline	2019
Importance	6.58	6.55	6.56	--	6.56
Satisfaction	6.29	6.16	6.19	6.21	6.21
Performance Gap	0.29	0.39	0.37	0.35	0.35
National Community Colleges Difference	0.66	0.50	0.49	--	0.41

Registration Effectiveness Scale Item Report

Classes are scheduled at times that are convenient for me.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.62	6.63	6.62	--	6.52
Satisfaction	6.17	6.10	6.09	6.12	6.15
Performance Gap	0.45	0.53	0.53	0.50	0.37
National Community Colleges Difference	0.58	0.51	0.47	--	0.43

I am able to register for the classes I need with few conflicts.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.63	6.62	6.62	--	6.60
Satisfaction	6.31	6.13	6.14	6.19	6.21
Performance Gap	0.32	0.49	0.48	0.43	0.39
National Community Colleges Difference	0.80	0.58	0.52	--	0.45

NOEL LEVITZ STUDENT SATISFACTION INVENTORY, *cont.*

Student Centeredness Scale

	2013	2014	2015	3 YR Baseline	2019
Importance	6.52	6.50	6.56	--	6.50
Satisfaction	6.14	6.02	6.15	6.10	6.15
Performance Gap	0.38	0.48	0.41	0.42	0.35
National Community Colleges Difference	0.63	0.47	0.56	--	0.42

Student Centeredness Scale Item Report

Students are made to feel welcome here.

	2013	2014	2015	3 YR Baseline	2019
Importance	6.64	6.63	6.61	--	6.60
Satisfaction	6.34	6.30	6.32	6.32	6.29
Performance Gap	0.30	0.33	0.29	0.31	0.31
National Community Colleges Difference	0.46	0.39	0.38	--	0.24



NOEL LEVITZ PRIORITIES OF ONLINE LEARNERS SURVEY

Academic Services Scale				
	2014	2015	2 YR Baseline	2019
Importance	6.43	6.39	--	6.54
Satisfaction	6.05	5.90	5.98	6.04
Performance Gap	0.38	0.49	0.44	0.50
National Online Learner Difference	0.15	-0.01	--	0.06
Academic Services Scale Item Report				
There are sufficient offerings within my program of study				
	2014	2015	2 YR Baseline	2019
Importance	6.43	6.57	--	6.61
Satisfaction	5.97	5.88	5.93	6.18
Performance Gap	0.46	0.69	0.58	0.43
National Online Learner Difference	0.03	-0.05	--	0.19
Adequate online library resources are provided.				
	2014	2015	2 YR Baseline	2019
Importance	6.44	6.51	--	6.50
Satisfaction	6.22	6.08	6.15	6.20
Performance Gap	0.22	0.43	0.33	0.30
National Online Learner Difference	0.13	-0.01	--	0.01
Tutoring services are readily available for online courses.				
	2014	2015	2 YR Baseline	2019
Importance	6.25	6.19	--	6.40
Satisfaction	6.24	5.73	5.99	6.09
Performance Gap	0.01	0.46	0.24	0.31
National Online Learner Difference	0.62	0.08	--	0.37
Enrollment Services Scale				
	2014	2015	2 YR Baseline	2019
Importance	6.58	6.57	--	6.55
Satisfaction	6.34	6.03	6.19	6.22
Performance Gap	0.24	0.54	0.39	0.33
National Online Learner Difference	0.30	0.00	--	0.15

NOEL LEVITZ PRIORITIES OF ONLINE LEARNERS SURVEY, cont.

Enrollment Services Scale Item Report

Adequate financial aid is available.

	2014	2015	2 YR Baseline	2019
Importance	6.66	6.63	--	6.57
Satisfaction	6.36	5.93	6.15	6.26
Performance Gap	0.30	0.70	0.50	0.31
National Online Learner Difference	0.53	0.12	--	0.47

Instructional Services Scale

	2014	2015	2 YR Baseline	2019
Importance	6.35	6.35	--	6.42
Satisfaction	6.01	5.82	5.92	5.93
Performance Gap	0.34	0.53	0.44	0.49
National Online Learner Difference	0.16	-0.04	--	0.03

Instructional Services Scale Item Report

The quality of online instruction is excellent

	2014	2015	2 YR Baseline	2019
Importance	6.69	6.67	--	6.67
Satisfaction	6.00	5.94	5.97	5.87
Performance Gap	0.69	0.73	0.71	0.80
National Online Learner Difference	0.14	0.08	--	-0.01

Faculty provide timely feedback about student progress.

	2014	2015	2 YR Baseline	2019
Importance	6.64	6.49	--	6.57
Satisfaction	6.02	5.64	5.83	5.78
Performance Gap	0.62	0.85	0.74	0.79
National Online Learner Difference	0.23	-0.18	--	-0.12

Instructional materials are appropriate for program content.

	2014	2015	2 YR Baseline	2019
Importance	6.42	6.40	--	6.59
Satisfaction	5.99	5.90	5.95	6.11
Performance Gap	0.43	0.50	0.47	0.48
National Online Learner Difference	-0.01	-0.10	--	0.09

NOEL LEVITZ PRIORITIES OF ONLINE LEARNERS SURVEY, cont.				
Instructional Services Scale Item Report, cont.				
The frequency of student and instructor interactions is adequate.				
	2014	2015	2 YR Baseline	2019
Importance	6.29	6.37	--	6.40
Satisfaction	6.05	5.83	5.94	5.91
Performance Gap	0.24	0.54	0.39	0.49
National Online Learner Difference	0.25	0.00	--	0.00
Student Services Scale				
	2014	2015	2 YR Baseline	2019
Importance	6.36	6.46	--	6.42
Satisfaction	5.95	5.87	5.91	6.09
Performance Gap	0.41	0.59	0.50	0.33
National Online Learner Difference	0.10	0.02	--	0.18
Student Services Scale Item Report				
The bookstore provides timely service to students.				
	2014	2015	2 YR Baseline	2019
Importance	6.33	6.46	--	6.42
Satisfaction	6.28	6.28	6.28	6.39
Performance Gap	0.05	0.18	0.12	0.03
National Online Learner Difference	0.20	0.22	--	0.29
Channels are available for providing timely responses to student complaints.				
	2014	2015	2 YR Baseline	2019
Importance	6.33	6.41	--	6.25
Satisfaction	5.83	5.68	5.76	5.73
Performance Gap	0.50	0.73	0.62	0.49
National Online Learner Difference	0.32	0.15	--	0.15
I am aware of whom to contact for questions about programs and services.				
	2014	2015	2 YR Baseline	2019
Importance	6.38	6.44	--	6.56
Satisfaction	5.87	5.72	5.78	6.01
Performance Gap	0.51	0.72	0.62	0.55
National Online Learner Difference	-0.10	-0.26	--	0.01



COWLEY COLLEGE

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courseval™ STUDENT COURSE SURVEYS

	2017-2018		2018-2019	
	F2F	Online	F2F	Online
Expressing of ideas are encouraged and respected.	3.55	3.54	(3.58)	(3.67)
The instructor used a variety of methods to evaluate student progress on course objectives.	3.53	--	(3.48)	--
The instructor used a variety of technology and methods to promote learning.	--	3.57	--	(3.53)
The instructor expected students to take their share of responsibility for learning.	3.46	3.51	(3.64)	(3.65)
Overall, the course work in this class was academically challenging.	3.42	3.42	(3.44)	(3.38)

Data Source: CourseEval

Likert Scale of 4 where Strongly disagree = 1 and Strongly agree = 4.



Methodological Notes: Noel Levitz Satisfaction and Priorities Surveys Interpretive Guide

Calculating the Average Scores

Means for importance and satisfaction for individual items are calculated by summing the respondents' ratings (for those that responded to that specific item) and dividing by the number of respondents. The item calculation is based on the number of respondents to that item (not the total data set) and is unique for the responses to the importance segment and the satisfaction segment. Only the responses of 1-7 are included; zero responses (for not applicable/not used) and blanks are not included when creating the average score.

Each scale mean is calculated by summing each respondent's item ratings to get a scale score, dividing by the number of respondents, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents. Note that the scale score is not the average of the averages. Students respond to each item on a 1 to 7 Likert scale, with 7 being high.

Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5.

Definition of Performance Gap

A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations.

Definition of Mean Difference

If the mean difference is a positive number, then your institution's students are more satisfied than the students in the comparison group. If the mean difference is a negative number, your institution's students are less satisfied than the students in the comparison group.

Question about this report may be directed to

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