

1999 Student Satisfaction Inventory

In fall 1999, the Hartnell College Accreditation Steering Committee surveyed a sample of Hartnell College students using the Student Satisfaction Inventory. This questionnaire assesses importance and satisfaction on 11 scales. The purpose of this survey was to assess student perceptions as they relate to accreditation standards. The results were intended to support the Accreditation Self-Study, as well as provide information for assessing and making decisions about Hartnell College's programs and services.

Completed questionnaires were returned by 1,115 students. Survey respondents were generally representative of the Hartnell College student population, except that survey respondents were somewhat more likely to be men, younger than age 25, Latino, and attending Hartnell full-time than the population as a whole (see Graphs 1a-1b).

Highs and the Lows

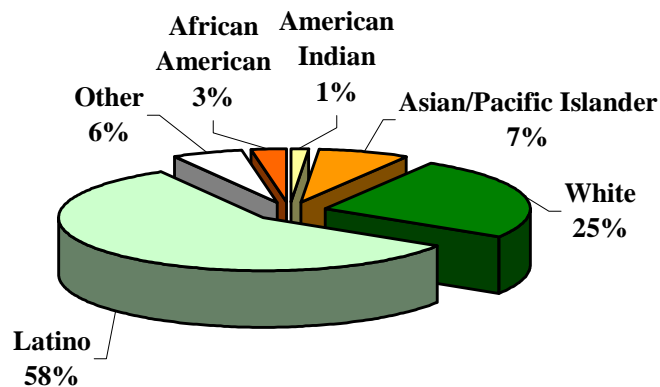
Student Satisfaction Inventory results show students were somewhat satisfied with their experiences at Hartnell College. The students also indicated that their Hartnell College experience met their expectations better than expected. In addition, they assessed low cost as being the most important factor in their decision

to enroll. Lastly, and perhaps most importantly, the respondents specified that they would probably enroll again at Hartnell College if they had it to do over.

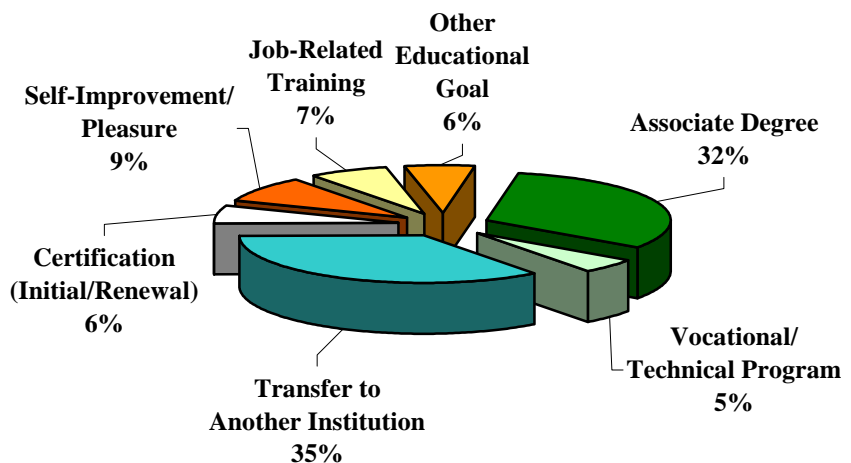
Additional analyses show that students were most satisfied with registration effectiveness, instructional effectiveness, academic services, and student centeredness.

Conversely, respondents were least satisfied with safety and security, admissions and financial aid, and campus support services (see Graph 2). In addition, those areas having significant performance gap differences (large difference between importance scale average and satisfaction scale average) include safety and security,

Graph 1a. Respondent's Ethnicity



Graph 1b. Respondent's Educational Goal



academic advising/counseling, admissions and financial aid, and concern for the individual.

Subgroups having the highest level of satisfaction with the areas addressed by the survey questions included older students, students seeking job-related training, students who were surveyed in basic skills classes, and Latino students. Conversely, the least satisfied respondents included younger students, students seeking an associate degree or to transfer to another institution, students who were surveyed in transfer/general education classes, and White and Asian American students.

Survey results for Hartnell College generally mirror those for other community colleges throughout the United States, except that average ratings for both importance and satisfaction are slightly lower than the national averages. Average performance gaps were also similar for most areas assessed.

Next Step

These findings provide a snapshot of how students assess Hartnell College’s performance. It is suggested that survey results for the eleven scales, as well as individual items, be further examined by instruction, student services, and other support areas to determine how they may be best used to improve instruction and support services for students.

Research Brief is a publication of the Institutional Research and Planning Office. More detailed information may be found in the **1999 Student Satisfaction Inventory Final Report**, which is available upon request.

Graph 2. How Well Hartnell College is Meeting Students’ Expectations

