2010 Noel-Levitz
Student Satisfaction Inventory

Texas A&M University-Corpus Christi
Prepared by The Office of Planning & Institutional Effectiveness
Spring 2010
Survey Administration

- The Noel Levitz Student Satisfaction Inventory is administered at TAMU-CC every two years (March and April of even-numbered years).
- The survey, which is administered at participating institutions nationwide, includes questions related to the importance students give to certain institutional attributes and their satisfaction with these same attributes.
- A random stratified sample of classrooms was selected, and students in the designated classes were offered the opportunity to participate in the survey.
- 29 classes were invited to participate.
- 1,334 students were enrolled in these classes, and 866 of these students participated in the survey.
- The participation rate was 65%.
For accessibility, results are broken out into the following format:
I. Demographics
II. Key Findings
III. Detailed Results
   a. Safety & Security
   b. Academic Advising
   c. Instructional Effectiveness
   d. Registration Effectiveness
   e. Recruitment & Financial Aid
   f. Campus Support Services
   g. Campus Climate
   h. Student Centeredness
   i. Concern for the Individual
   j. Service Excellence
   k. Campus Life
   l. Responsiveness to Diverse Population
# Texas A&M University-Corpus Christi
## Noel-Levitz Student Satisfaction Inventory 2010

## Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Survey Respondents</th>
<th>Campus Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
<td>60%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Survey Respondents</th>
<th>Campus Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>41%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>African American</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>No Response</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Survey Respondents</th>
<th>Campus Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Junior</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Senior</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Graduate</td>
<td>16%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Overall Results: TAMU-CC 2010 & 2008 vs. National 2010
Listed in order of Importance, by TAMU-CC 2010 Results

- Safety & Security
- Academic Advising***
- Instructional Effectiveness
- Registration Effectiveness
- Recruitment & Fin Aid
- Campus Support Services**
- Campus Climate
- Student Centeredness
- Concern for the Individual*
- Service Excellence
- Campus Life
- Responsiveness to Diversity

Legend:
- 2008
- 2010
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Overall Results: TAMU-CC 2010
Change in overall satisfaction score from 2008

- Safety & Security
- Academic Advising
- Instructional Effectiveness
- Registration Effectiveness
- Recruitment & Fin Aid
- Campus Support Services
- Campus Climate
- Student Centeredness
- Concern for the Individual
- Service Excellence
- Campus Life
- Responsiveness to Diversity

There was a 0.0 mean difference from 2008 to 2010 on three items:
Instructional Effectiveness, Registration Effectiveness, and Campus Climate.
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Strengths

TAMU-CC Strengths

1. The Web Registration process through SAIL on the TAMU-CC Internet Home Page works well for me.
2. The content of the courses within my major is valuable.
3. Nearly all of the faculty are knowledgeable in their field.
4. The quality of instruction I receive in most of my classes is excellent.
5. The instruction in my major field is excellent.
6. The campus is safe and secure for all students.
7. I am able to experience intellectual growth here.
8. Major requirements are clear and reasonable.
9. Faculty are usually available after class and during office hours.
10. The campus staff are caring and helpful.
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Items of Concern

TAMU-CC Weaknesses

1. My academic advisor provides me with accurate information about the college, my major and graduation requirements.
2. The amount of student parking space on campus is adequate.
3. I am able to register for classes I need with few conflicts.
4. My faculty advisor provides me with accurate information regarding my major, course requirements, and helps me set goals to work toward.
5. My assigned faculty advisor is approachable and accessible during posted office hours or by appointment for assistance.
6. The method of obtaining academic advising in my major is clear and reasonable.
7. My academic advisor is knowledgeable about available services like counseling, student health, placement, financial aid, tutoring, etc.
8. The University does a good job of informing me who my assigned faculty advisor is.
9. Tuition paid is a worthwhile investment.
10. Adequate financial aid is available for most students.
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Comparison to National Results

TAMU-CC **Strengths** (Higher Mean Ratings of Satisfaction than 4-Year Average)
1. The content of courses within my major is valuable.
2. The campus is safe and secure for all students.
3. Security staff respond quickly in emergencies.
4. The campus staff are caring and helpful.
5. On the whole, the campus is well maintained.

TAMU-CC **Weaknesses** (Lower Mean Ratings of Satisfaction than 4-Year Average)
1. My academic advisor is knowledgeable about requirements in my major.
2. The amount of student parking space on campus is adequate.
3. My academic advisor is approachable.
4. There is a good variety of courses provided on this campus.
5. My academic advisor is concerned about my success as an individual.
Key Findings (Importance)

TAMU-CC Importance Strengths (Lowest Satisfaction Gap)
1. A variety of intramural activities are offered.
2. Most students feel a sense of belonging here.
3. Library staff are helpful and approachable.
4. Males and females have equal opportunities to participate in intercollegiate athletics.
5. On the whole, the campus is well-maintained.

TAMU-CC Importance Weaknesses (Highest Satisfaction Gap)
1. The amount of student parking space on campus is adequate.
2. Billing policies are reasonable.
3. I seldom get the “run-around” when seeking information on this campus.
4. The University does a good job of informing me who my assigned faculty advisor is.
5. Adequate financial aid is available for most students.
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Performance Gap: Satisfaction Levels vs. Importance Levels (Mean Scores)

Importance Scale: 1=No Importance, 7=High Importance
Satisfaction Scale: 1=Very Dissatisfied, 7=Very Satisfied
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How to Interpret Results:

This is where you will find the scale category (such as Academic Advising, Campus Life, etc.)
This is where you will find the item detail listed as it was asked of participants.

The graph is a visual representation of the difference in reported satisfaction. For example, there was a -0.27 change in the TAMU-CC 2010 mean response when compared to the TAMU-CC 2008 mean response.

Statistical significance indicates if the change in the results was ‘true’ and not due to chance. If the significance = .05, this indicates that 95 out of 100 times you would likely report the same changes in results. Asterisks (*, **, ***) indicate to what extent the items are statistically significant.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Safety & Security Scale

Scale assesses the institution’s responsiveness to students’ personal safety and security on the campus. This scale measures the effectiveness of both security personnel and campus facilities.
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Safety & Security
The campus is safe and secure for all students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Safety & Security
The amount of student parking space on campus is adequate.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Safety & Security
Parking lots are well-lighted and secure.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Safety & Security
Security staff respond quickly in emergencies.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising Scale

Scale assesses the comprehensiveness of the academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as their approachability.
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Academic Advising
My academic advisor is approachable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising
My academic advisor is concerned about my success as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Academic Advising
My academic advisor helps me set goals to work toward.

Statistical Significance: *p<.05; **p<.01; ***p<.001
My academic advisor is knowledgeable about requirements in my major.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Academic Advising
Major requirements are clear and reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Academic Advising (TAMU-CC Custom Question)
The method of obtaining academic advising in my major is clear and reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising (TAMU-CC Custom Question)
My academic advisor provides me with accurate information about the college, my major and graduation requirements.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising (TAMU-CC Custom Question)
My academic advisor is approachable and accessible during posted office hours or by appointment for assistance.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising (TAMU-CC Custom Question)
My academic advisor is knowledgeable about available services like counseling, student health, placement, financial aid, tutoring, etc.
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Academic Advising (TAMU-CC Custom Question)
I know under which circumstances it is appropriate to go to my academic advisor or to my assigned faculty advisor for assistance.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Academic Advising (TAMU-CC Custom Question)
The University does a good job of informing me who my assigned faculty advisor is.
Academic Advising (TAMU-CC Custom Question)
My faculty advisor provides me with accurate information about my major, course requirements and helps me set goals to work toward.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Academic Advising (TAMU-CC Custom Question)
My assigned faculty advisor is approachable and accessible during posted office hours or by appointment for assistance.
Instructional Effectiveness Scale

Scale assesses students’ academic experience, the curriculum, and the campus’s overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of faculty in and out of the classroom, content of the courses, and sufficient course offerings.
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Instructional Effectiveness
Faculty care about me as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Instructional Effectiveness
The content of the courses within my major is valuable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
The instruction in my major field is excellent.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
Faculty are fair and unbiased in their treatment of individual students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
I am able to experience intellectual growth here.

Statistical Significance: *p<.05; **p<.01; ***p<.001
There is a commitment to academic excellence on this campus.
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Instructional Effectiveness
Faculty provide timely feedback about student progress in a course.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
Faculty take into consideration student differences as they teach a course.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
The quality of instruction I receive in most of my classes is excellent.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Adjunct faculty are competent as classroom instructors.

Instructional Effectiveness

Statistical Significance: *p<.05; **p<.01; ***p<.001
Faculty are usually available after class and during office hours.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
Nearly all of the faculty are knowledgeable in their field.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Instructional Effectiveness
There is a good variety of courses provided on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Graduate teaching assistants are competent as classroom instructors.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Registration Effectiveness Scale

Scale assesses issues associated with registration and billing. This scale also measures institution commitment to making this process as smooth and effective as possible.
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Registration Effectiveness
Billing policies are reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Registration Effectiveness
The business office is open during hours which are convenient for most students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Registration Effectiveness
The personnel involved in registration are helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Registration Effectiveness
I am able to register for classes I need with few conflicts.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Registration Effectiveness
Class change (drop/add) policies are reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Recruitment & Financial Aid Scale

Scale assesses institution’s ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.
Recruitment & Financial Aid
Admissions staff are knowledgeable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Recruitment & Financial Aid
Financial aid counselors are helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Recruitment & Financial Aid
Financial aid awards are announced to students in time to be helpful in college planning.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Recruitment & Financial Aid
Adequate financial aid is available for most students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Recruitment & Financial Aid
Admissions counselors respond to prospective students’ unique needs and requests.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Recruitment & Financial Aid

Admissions counselors accurately portray the campus in their recruiting practices.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services Scale

Scale assesses the quality of support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.
Library staff are helpful and approachable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
Library resources and services are adequate.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
Computer labs are adequate and accessible.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
Tutoring services are readily available.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
Academic support services adequately meet the needs of students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
There are adequate services to help me decide upon a career.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Support Services
Bookstore staff are helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Support Services
The assessment and course placement procedures are reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Climate Scale

Scale assesses the extent to which institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of channels of communication for students.
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Campus Climate
Most students feel a sense of belonging here.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
The campus staff are caring and helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
Faculty care about me as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
The campus is safe and secure for all students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Climate
Administrators are approachable to students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Climate

It is an enjoyable experience to be a student on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
I feel a sense of pride about my campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
There is a commitment to academic excellence on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
Students are made to feel welcome on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
This institution has a good reputation within the community.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
I seldom get the “run-around” when seeking information on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
This institution shows concern for students as individuals.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
I generally know what’s happening on campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Climate

There is a strong commitment to racial harmony on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Climate
Tuition paid is a worthwhile investment.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
Freedom of expression is protected on campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Climate
Channels for expressing student complaints are readily available.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Student Centeredness Scale

Scale assesses campus’s efforts to convey to students that they are important to the institution. This scales measures the extent to which students feel welcome and valued.
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Student Centeredness
Most students feel a sense of belonging here.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Student Centeredness
The campus staff are caring and helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Student Centeredness
Administrators are approachable to students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Student Centeredness
It is an enjoyable experience to be a student on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Student Centeredness  
Students are made to feel welcome on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Student Centeredness
This institution shows concern for students as individuals.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Concern for the Individual Scale

Scale assesses institution’s commitment to treating each student as an individual. Those groups that frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included on this assessment.
Concern for the Individual
Faculty care about me as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Concern for the Individual
My academic advisor is concerned about my success as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Concern for the Individual
Counseling staff care about students as individuals.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Concern for the Individual
Faculty are fair and unbiased in their treatment of individual students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Concern for the Individual
Residence hall staff are concerned about me as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Concern for the Individual
The institution shows concern for students as individuals.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Service Excellence Scale

Scale assesses perceived attitude of staff, especially front line staff, towards students. This scale pinpoints the areas of campus where quality service and personal concern for students are rated most and least favorably.
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Service Excellence
The campus staff are caring and helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Service Excellence
Library staff are helpful and approachable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Service Excellence
The staff in the health services area are competent.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Service Excellence
Counseling staff care about students as individuals.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Service Excellence
The personnel involved in registration are helpful.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Service Excellence
I seldom get the “run-around” when seeking information on this campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Service Excellence
I generally know what’s happening on campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Service Excellence
Channels for expressing student complaints are readily available.

Statistical Significance: *p<.05; **p<.01; ***p<.001
On the whole, the campus is well-maintained.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Service Excellence (TAMU-CC Custom Question)
The WEB registration process through SAIL works well for me.

Statistical Significance: *p<.05; **p<.01; ***p<.001
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Campus Life Scale

Scale assesses effectiveness of student life programs offered, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students’ perception of their rights and responsibilities.
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Campus Life
A variety of intramural activities are offered.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)

Statistical Significance: *p<.05; **p<.01; ***p<.001
The intercollegiate athletic programs contribute to a strong sense of school spirit.
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Residence hall staff are concerned about me as an individual.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Males and females have equal opportunities to participate in intercollegiate athletics.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
There is an adequate selection of food available in the cafeteria.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Residence hall regulations are reasonable.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
There are a sufficient number of weekend activities for students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
I can easily get involved in campus organizations.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
The student center is a comfortable place for students to spend their leisure time.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Campus Life
The student handbook provides helpful information about campus life.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Student disciplinary procedures are fair.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
New student orientation services help students adjust to college.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Freedom of expression is protected on campus.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
Students activities fees are put to good use.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life
On the whole, the campus is well-maintained.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Responsiveness to Diverse Population Scale

Scale assesses institution’s commitment to specific groups of students, e.g. underrepresented populations, students with disabilities, commuters, part-time students, and older, returning learners.
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to part-time students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to evening students.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to older, returning learners.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to under represented populations.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to commuters.

Statistical Significance: *p<.05; **p<.01; ***p<.001
Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution’s commitment to students with disabilities.

Statistical Significance: *p<.05; **p<.01; ***p<.001
This concludes the presentation of findings for the 2010 Noel-Levitz Student Satisfaction Inventory at TAMU-CC.

For questions and comments, contact Tanya Ybarra, Research Analyst with the Office of Planning and Institutional Effectiveness, at 825-2242.