
2010 Noel-Levitz Student Satisfaction Inventory

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



Texas A&M University-Corpus Christi

Noel-Levitz Student Satisfaction Inventory 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%.



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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



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Demographics

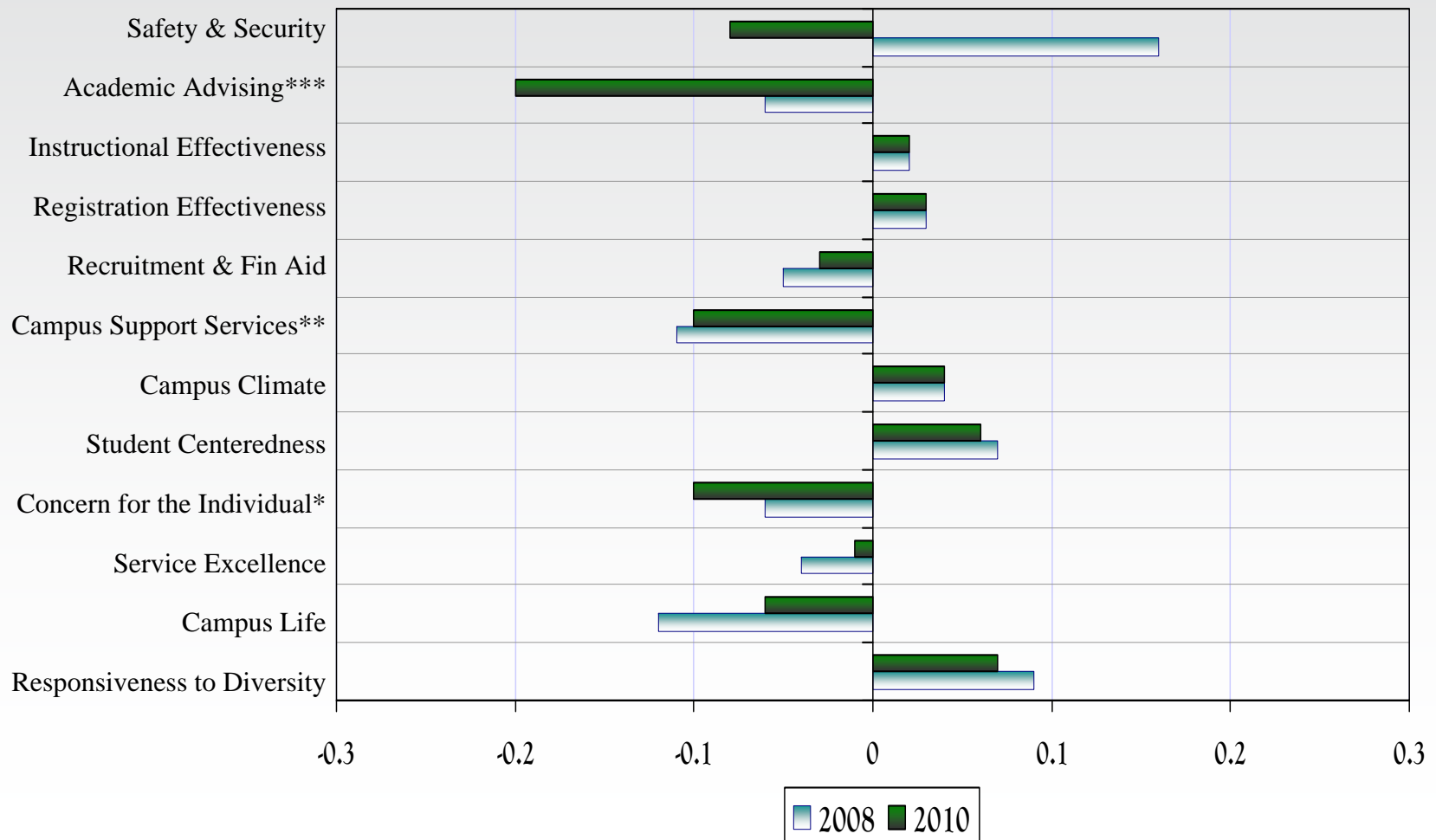
		Survey Respondents	Campus Population
Gender	Male	40%	40%
	Female	60%	60%
Ethnicity	White	41%	47%
	Hispanic	37%	39%
	African American	5%	5%
	No Response	5%	0%
	Other	12%	9%
Class Level	Freshmen	15%	18%
	Sophomore	21%	16%
	Junior	24%	18%
	Senior	24%	24%
	Graduate	16%	23%



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Overall Results: TAMU-CC 2010 & 2008 vs. National 2010

Listed in order of Importance, by TAMU-CC 2010 Results

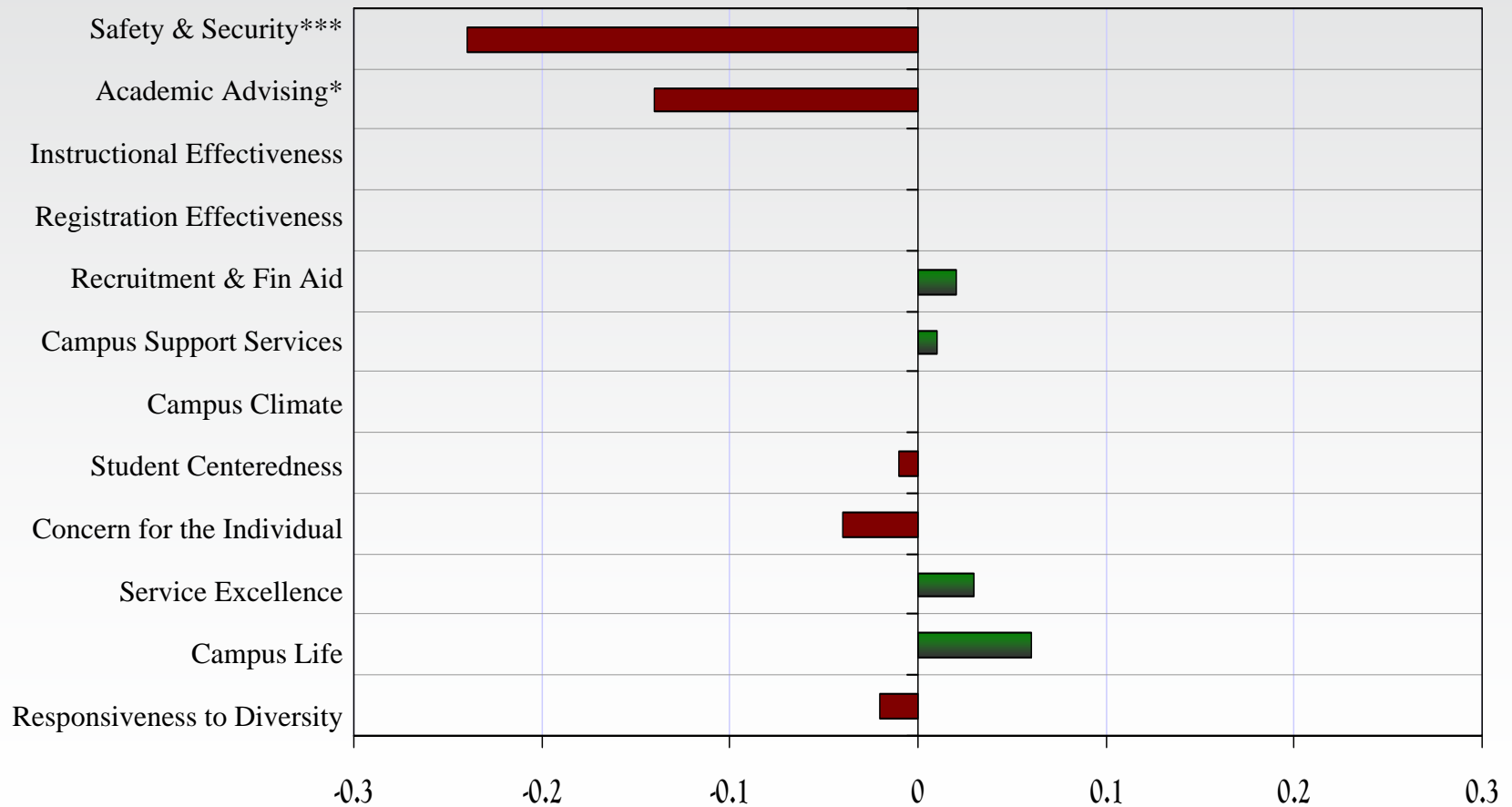




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Overall Results: TAMU-CC 2010

Change in overall satisfaction score from 2008



There was 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.



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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.

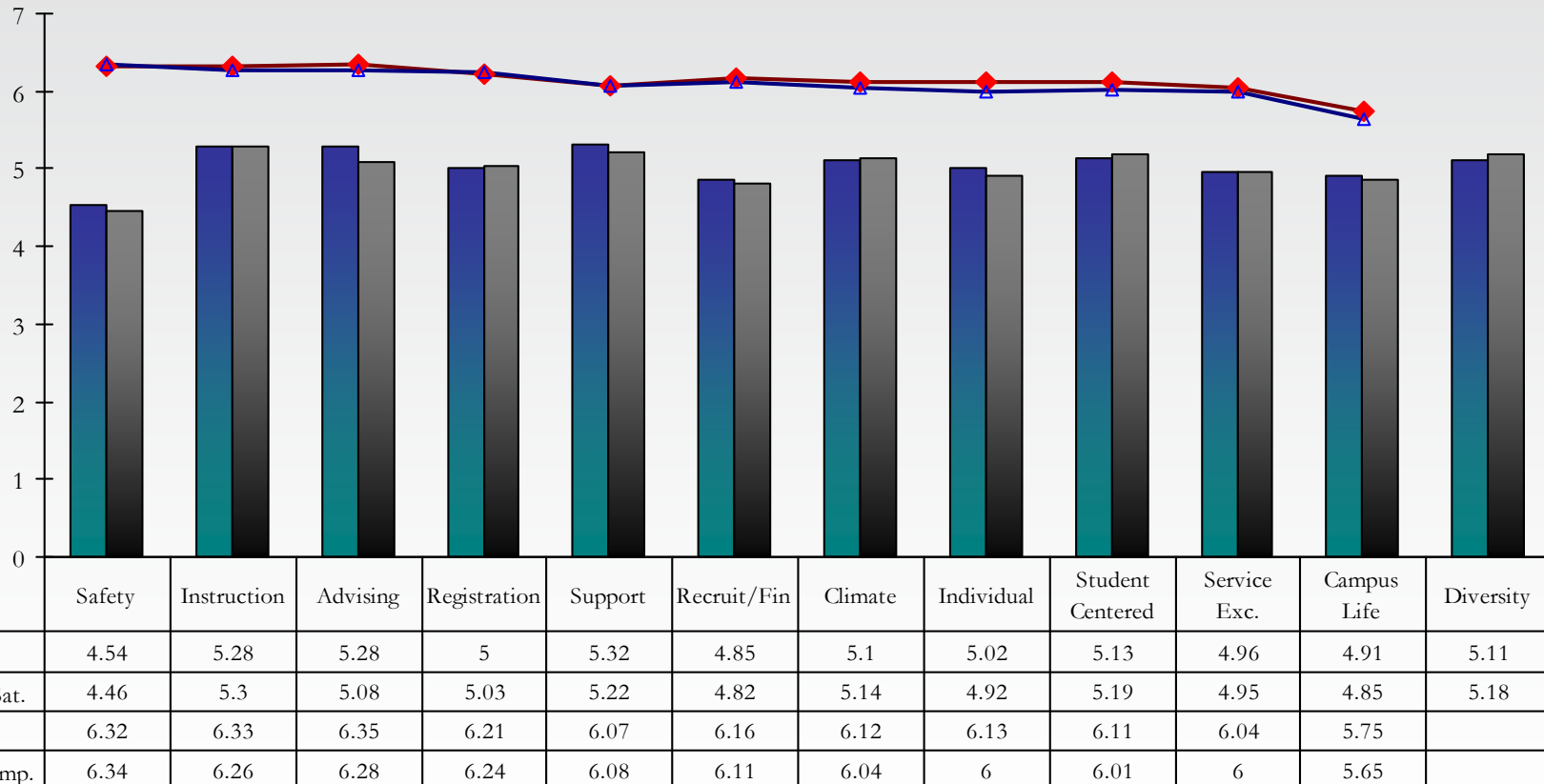
TAMU-CC Importance **Weaknesses** (Highest Satisfaction Gap)

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)



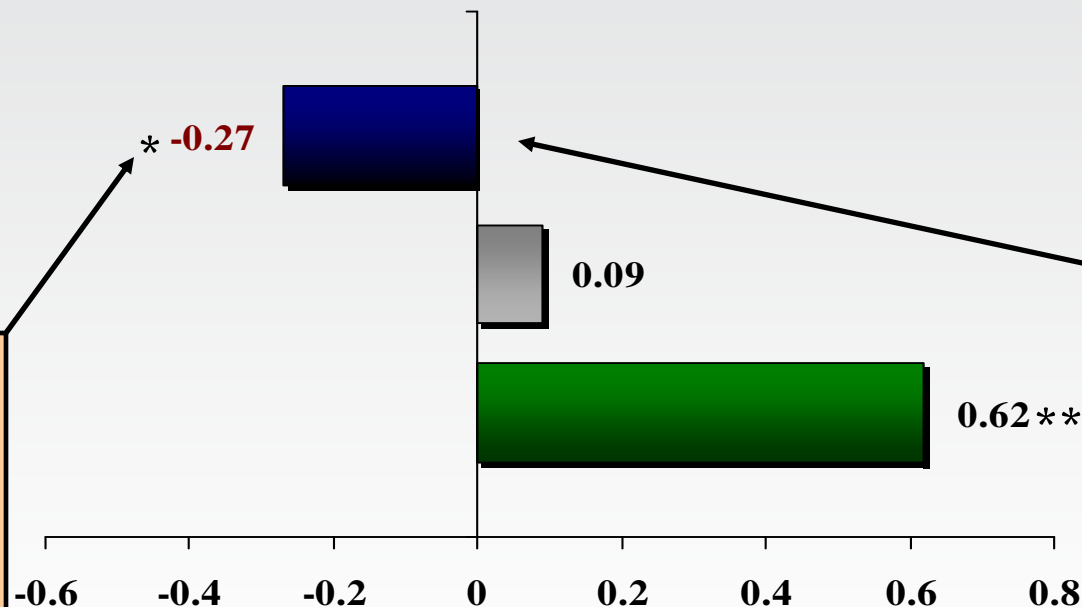
Importance Scale: 1=No Importance, 7=High Importance
Satisfaction Scale: 1=Very Dissatisfied, 7=Very Satisfied



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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.



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.

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: *p<.05; **p<.01; ***p<.001



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Safety & Security Scale

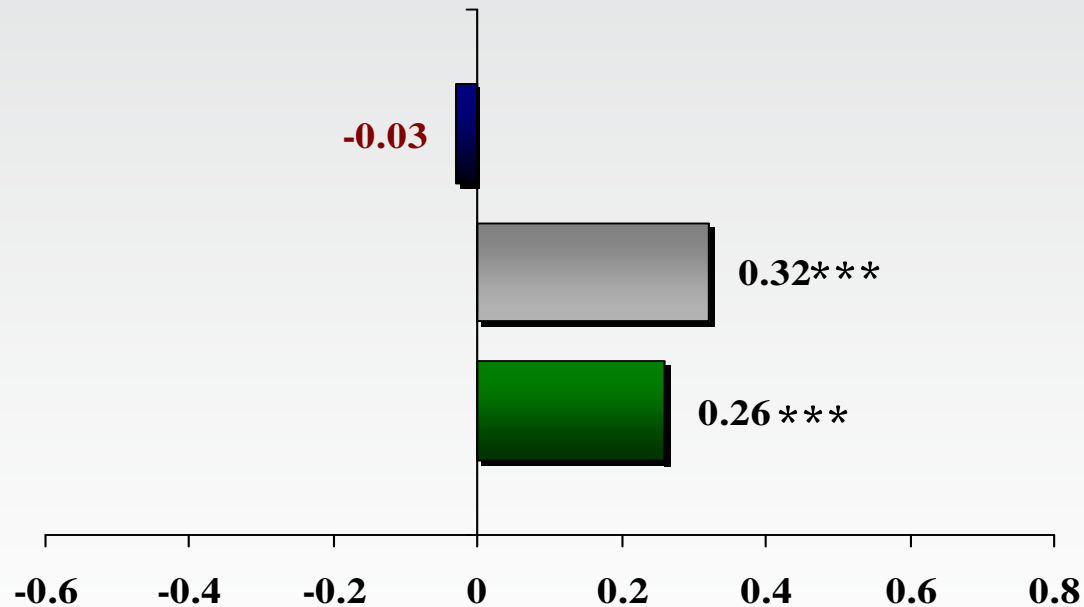
Scale assesses the institution's responsiveness to students' personal safety and security on the campus. This scale measures the effectiveness of both security personnel and campus facilities.



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Safety & Security

The campus is safe and secure for all students.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

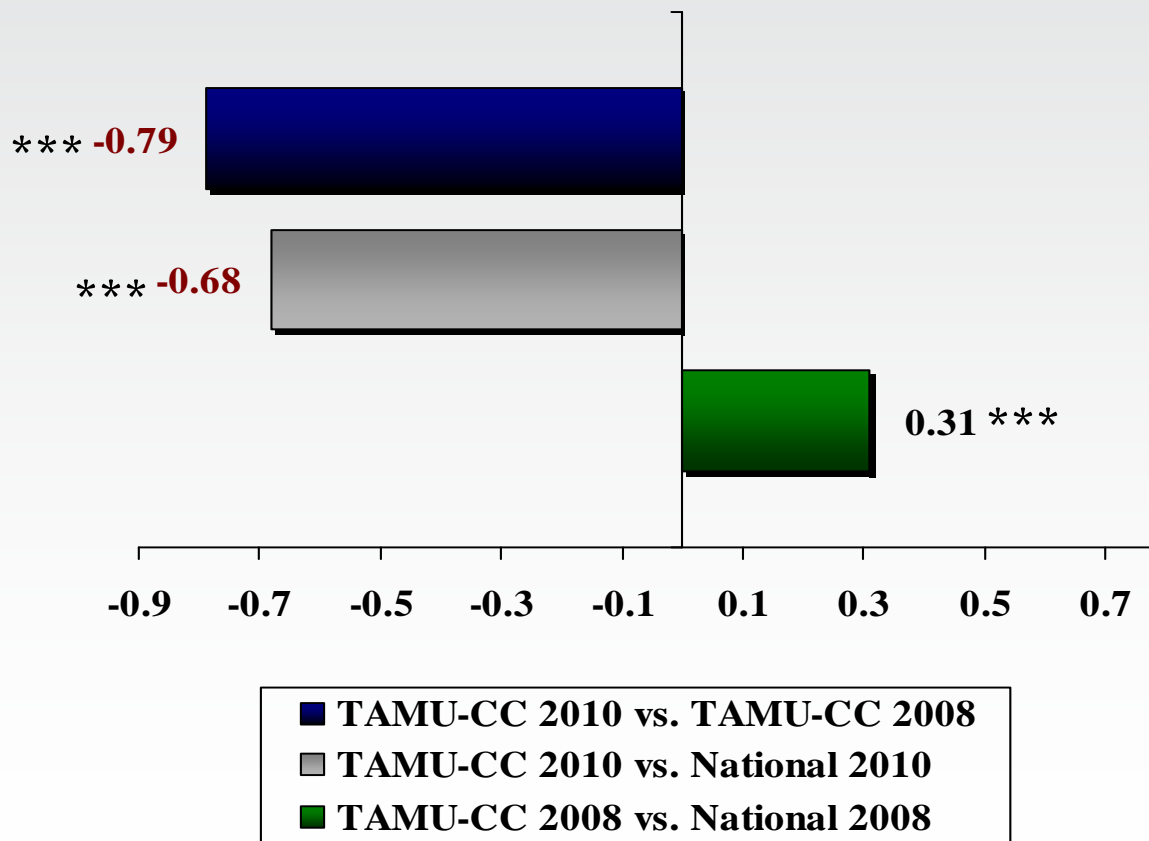
Statistical Significance: *p<.05; **p<.01; ***p<.001



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Safety & Security

The amount of student parking space on campus is adequate.

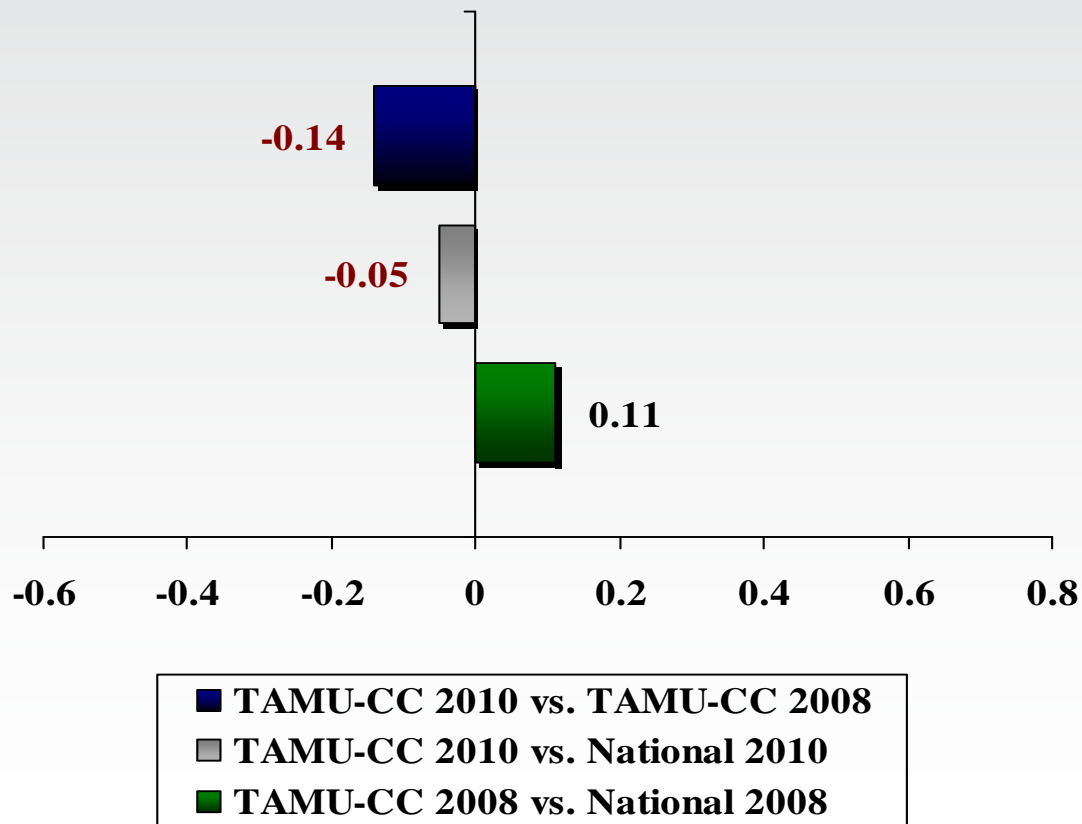


Statistical Significance: *p<.05; **p<.01; ***p<.001



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Safety & Security
Parking lots are well-lighted and secure.



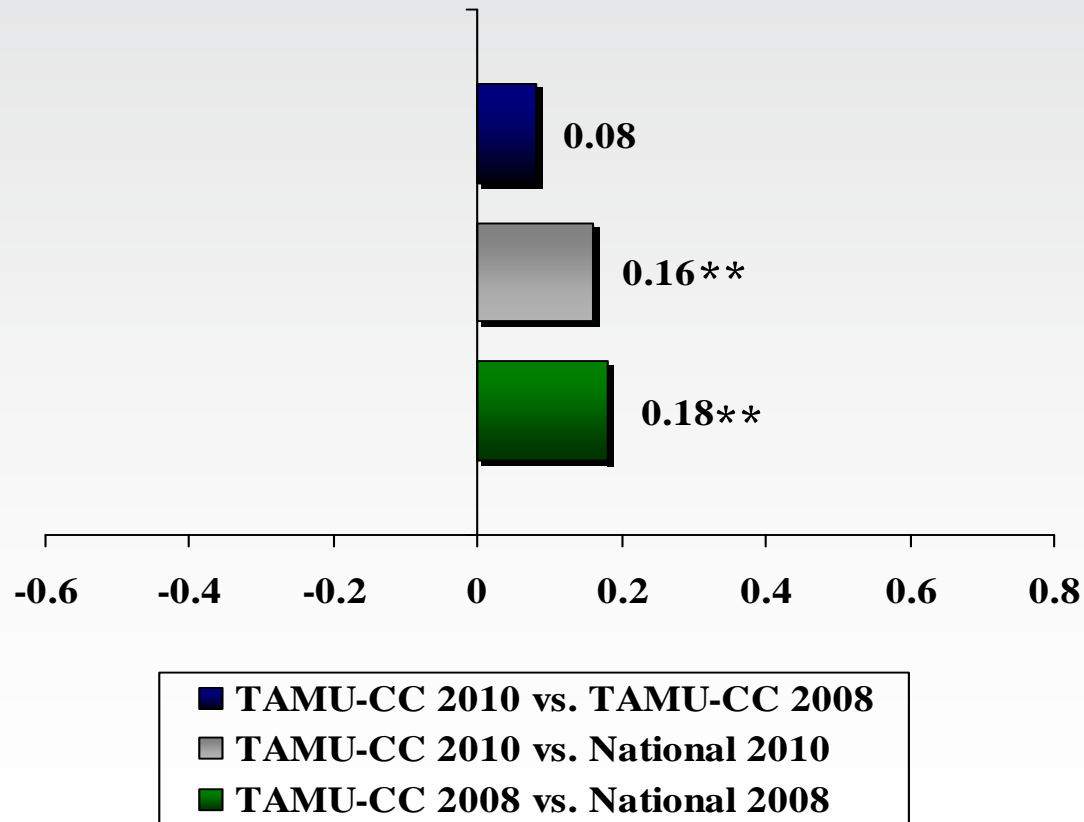
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Safety & Security

Security staff respond quickly in emergencies.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Academic Advising Scale

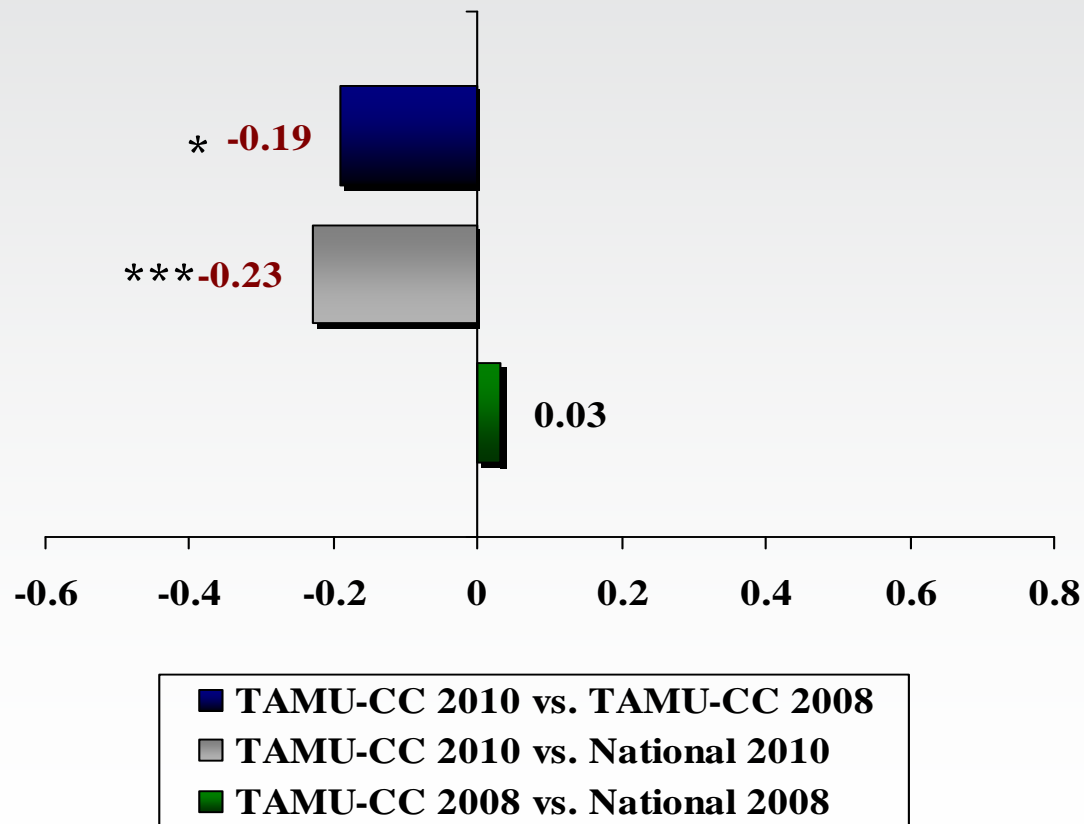
Scale assesses the comprehensiveness of the academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as their approachability.



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Academic Advising

My academic advisor is approachable.



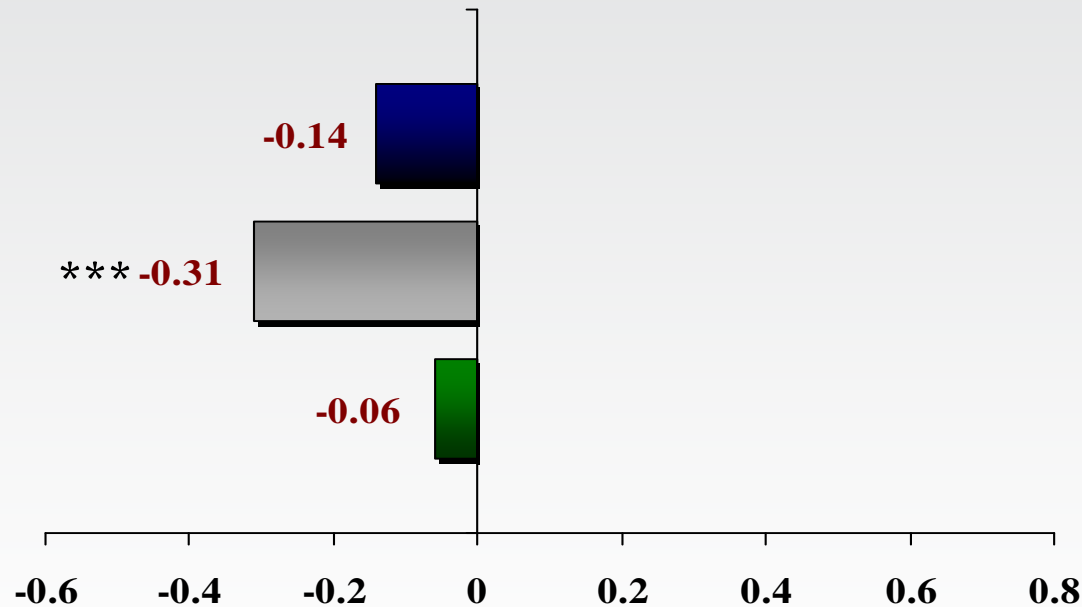
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Academic Advising

My academic advisor is concerned about my success as an individual.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

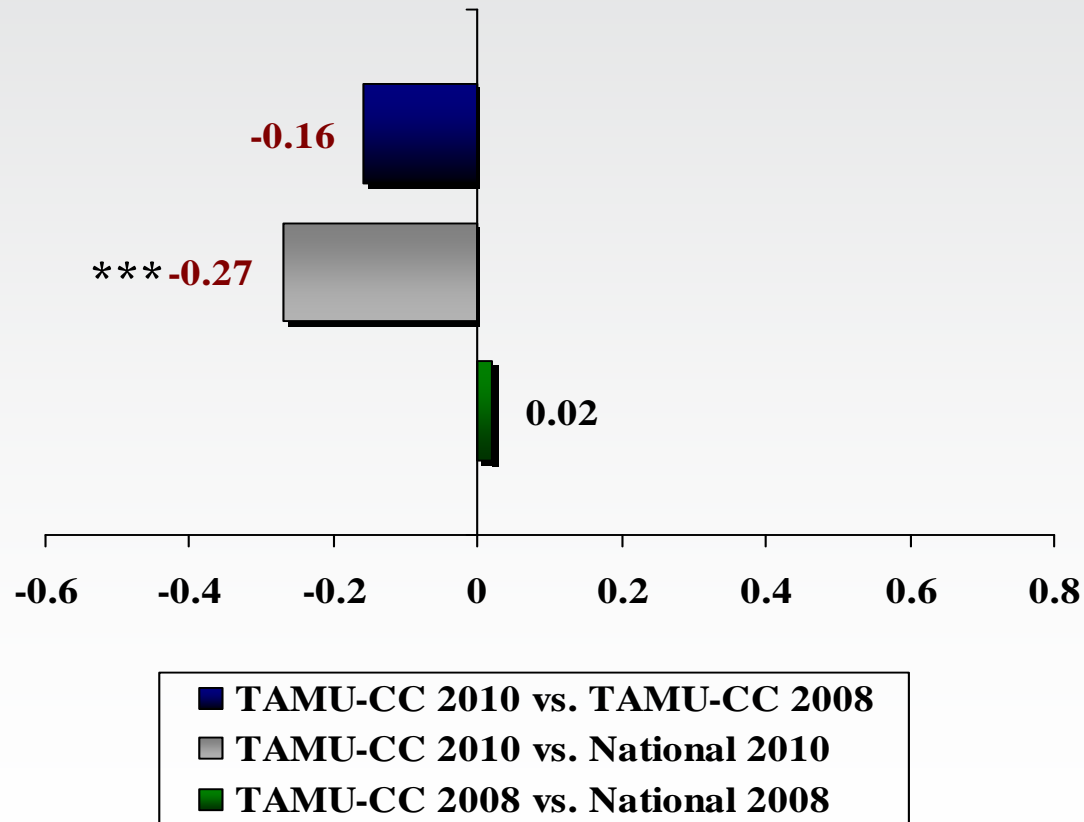
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Academic Advising

My academic advisor helps me set goals to work toward.



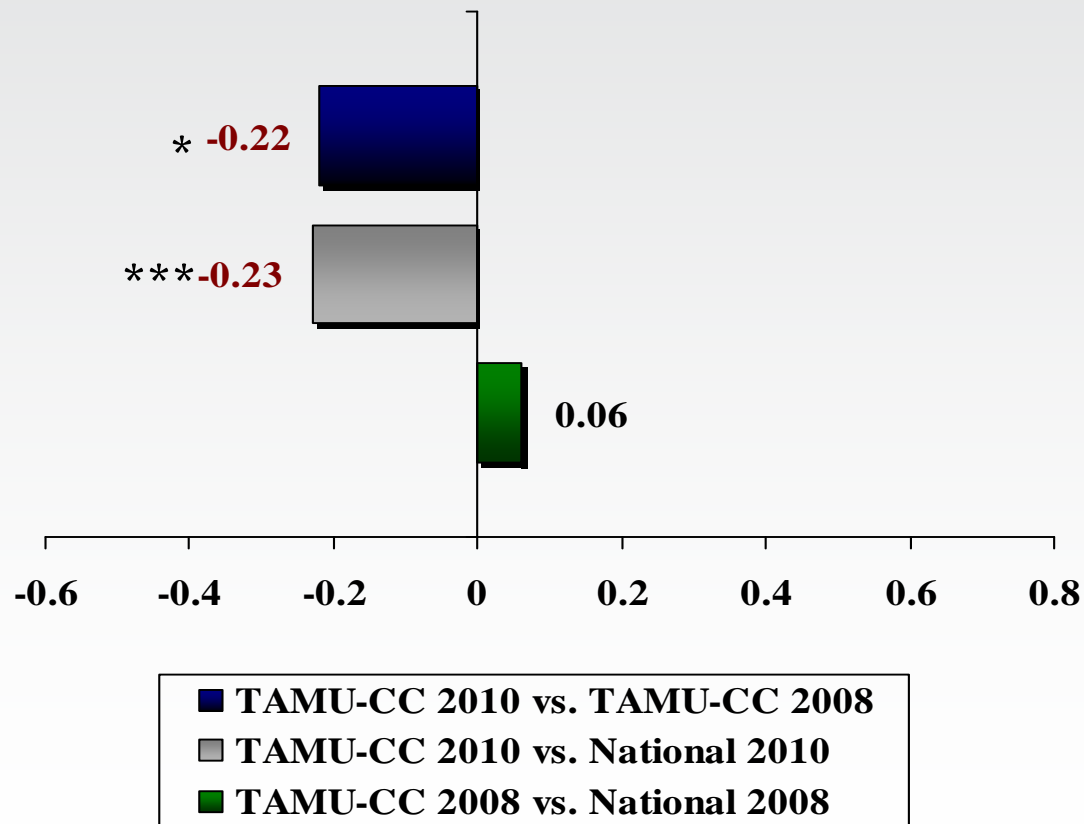
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Academic Advising

My academic advisor is knowledgeable about requirements in my major.



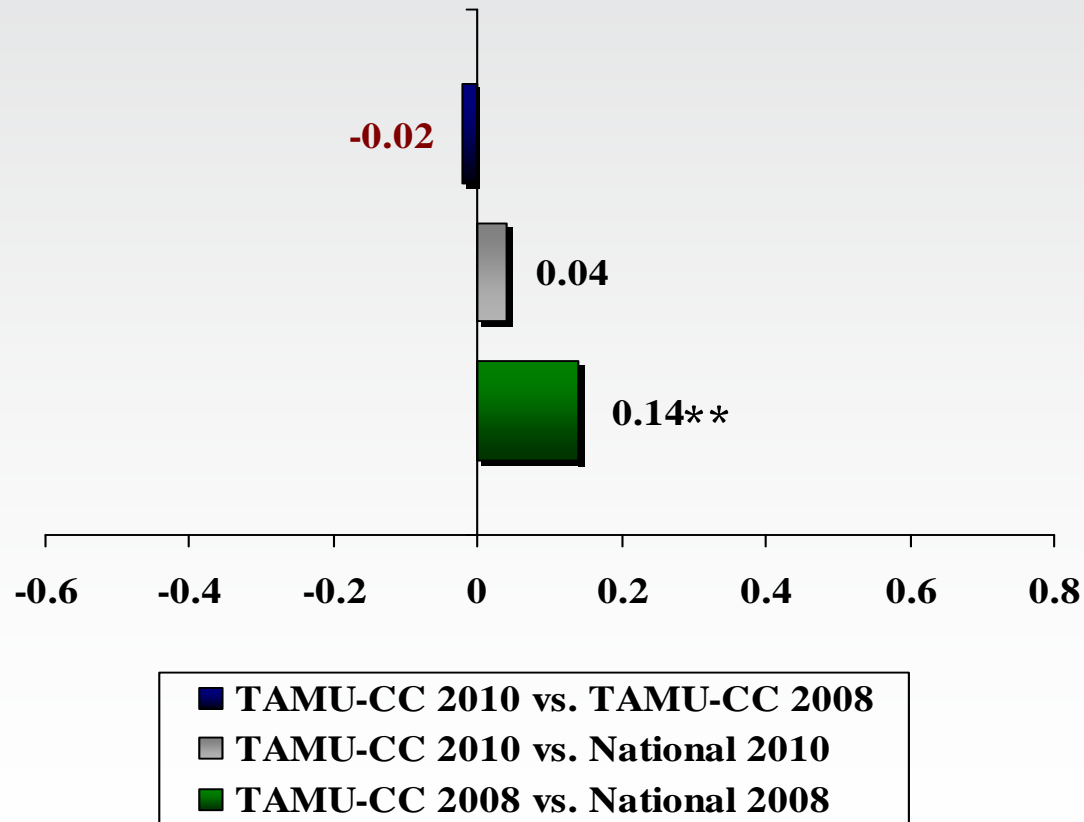
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Academic Advising

Major requirements are clear and reasonable.



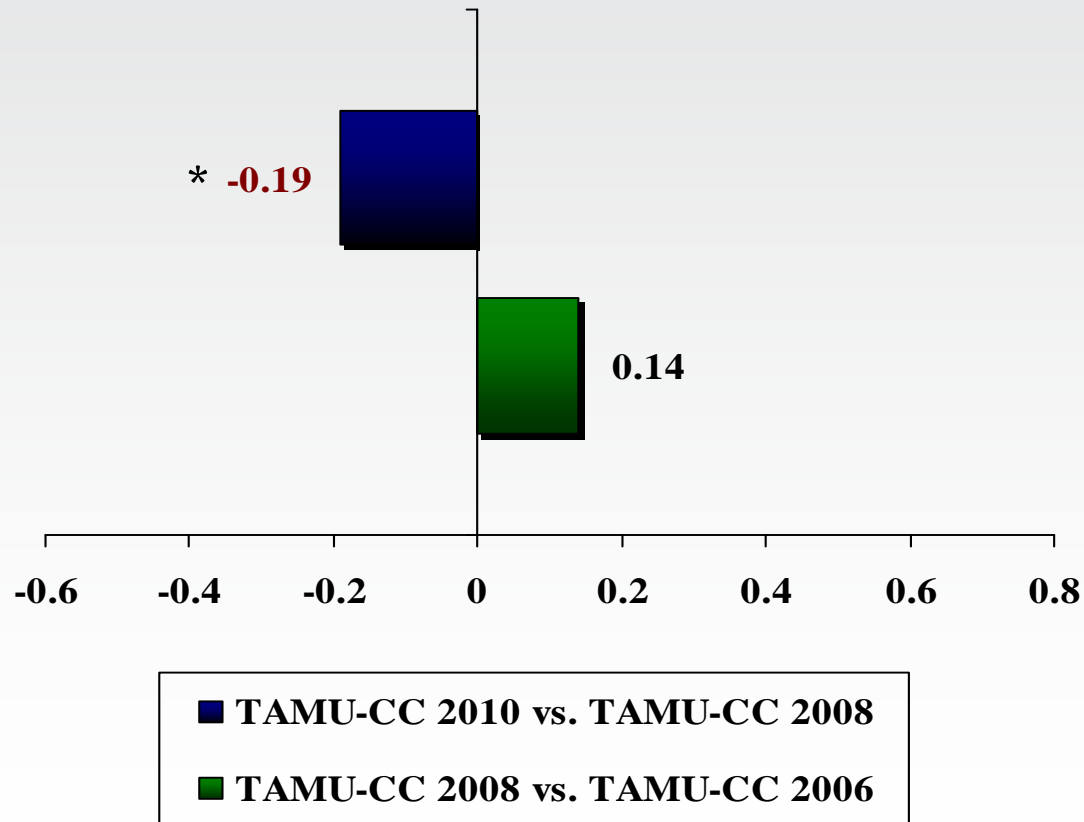
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Academic Advising (TAMU-CC Custom Question)

The method of obtaining academic advising in my major is clear and reasonable.



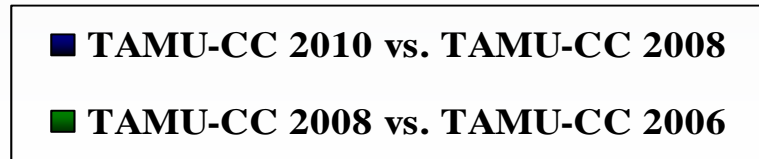
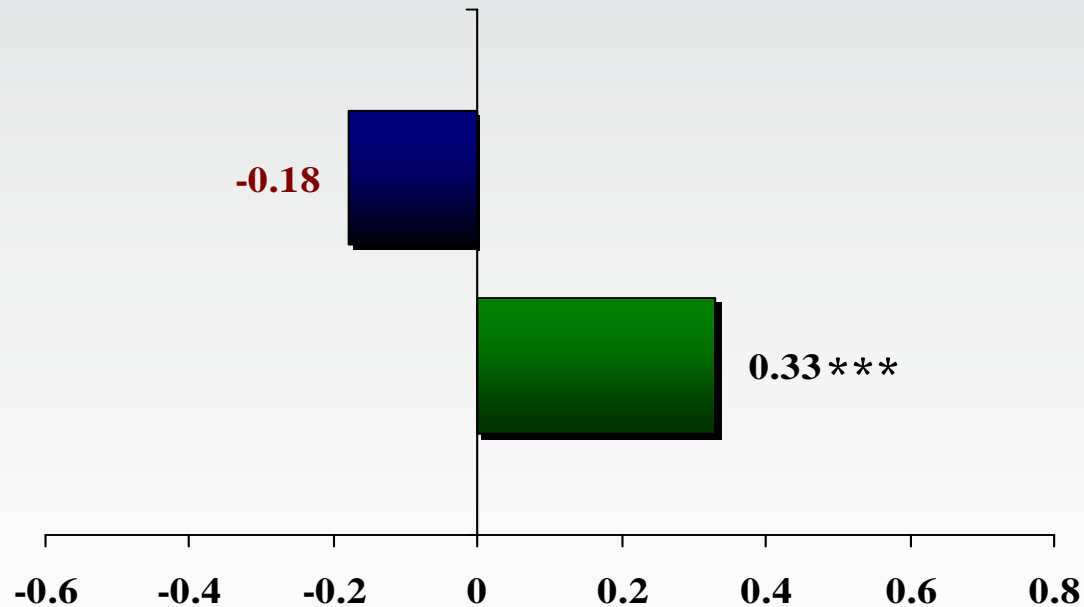
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Academic Advising (TAMU-CC Custom Question)

My academic advisor provides me with accurate information about the college, my major and graduation requirements.



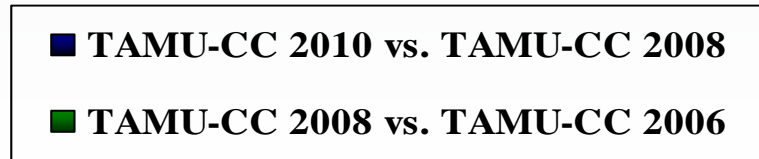
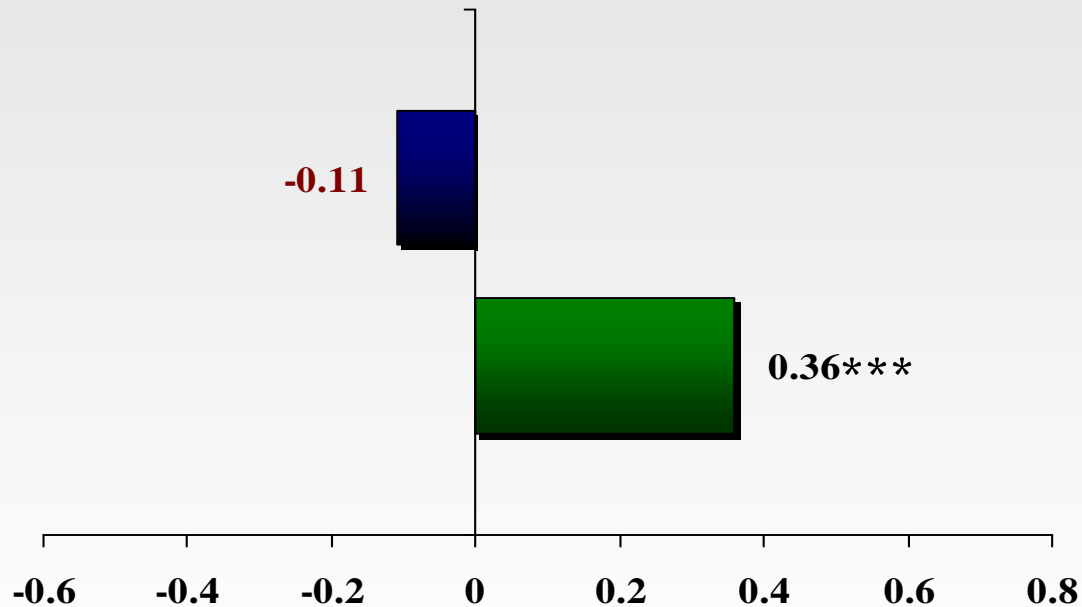
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Academic Advising (TAMU-CC Custom Question)

My academic advisor is approachable and accessible during posted office hours or by appointment for assistance.



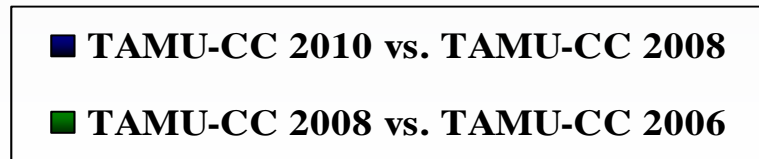
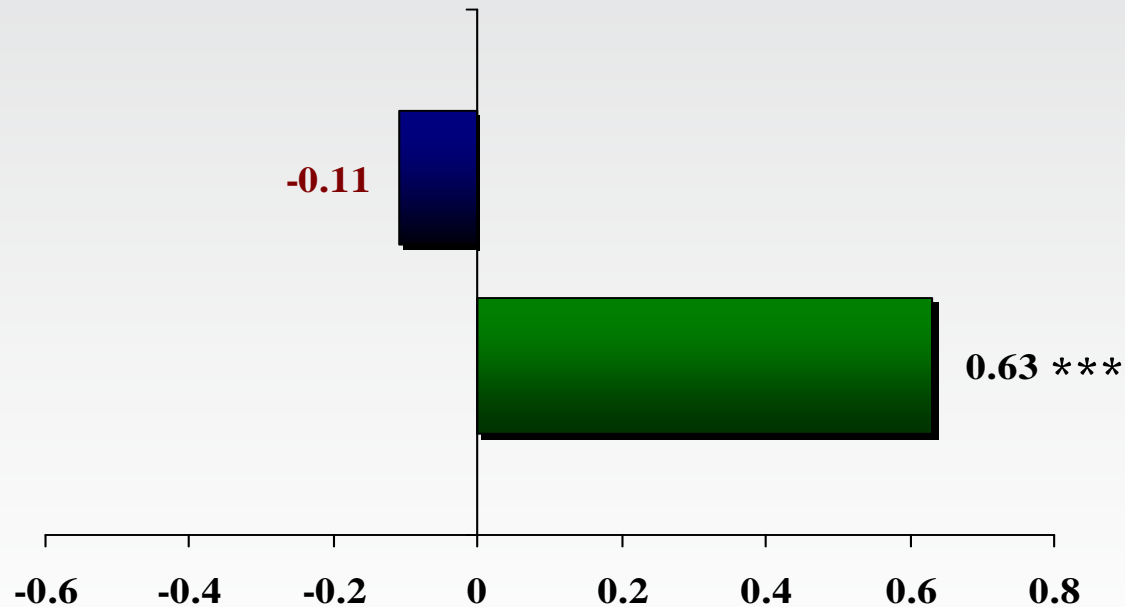
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Academic Advising (TAMU-CC Custom Question)

My academic advisor is knowledgeable about available services like counseling, student health, placement, financial aid, tutoring, etc.



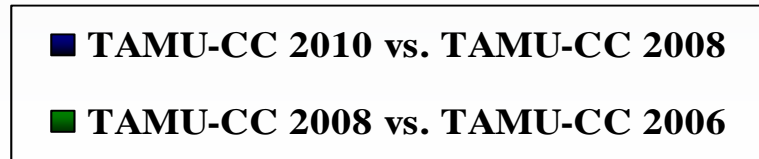
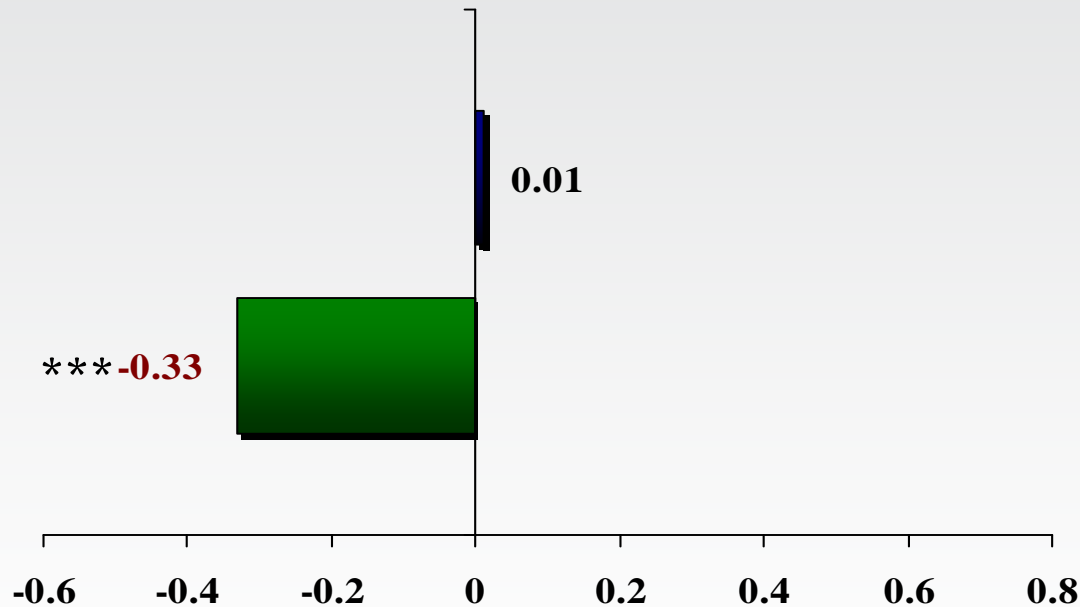
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Academic Advising (TAMU-CC Custom Question)

I know under which circumstances it is appropriate to go to my academic advisor or to my assigned faculty advisor for assistance.



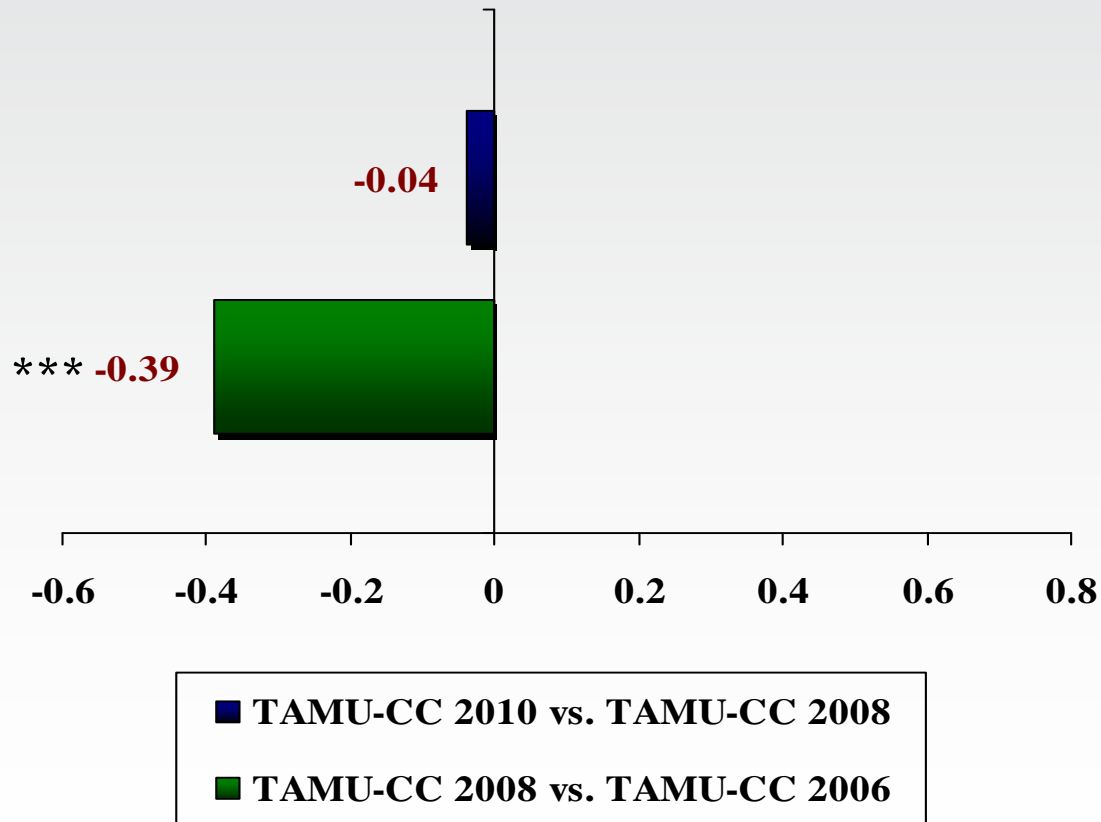
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Academic Advising (TAMU-CC Custom Question)

The University does a good job of informing me who my assigned faculty advisor is.



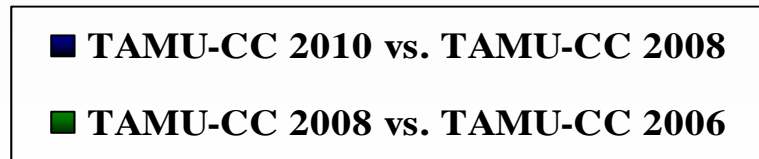
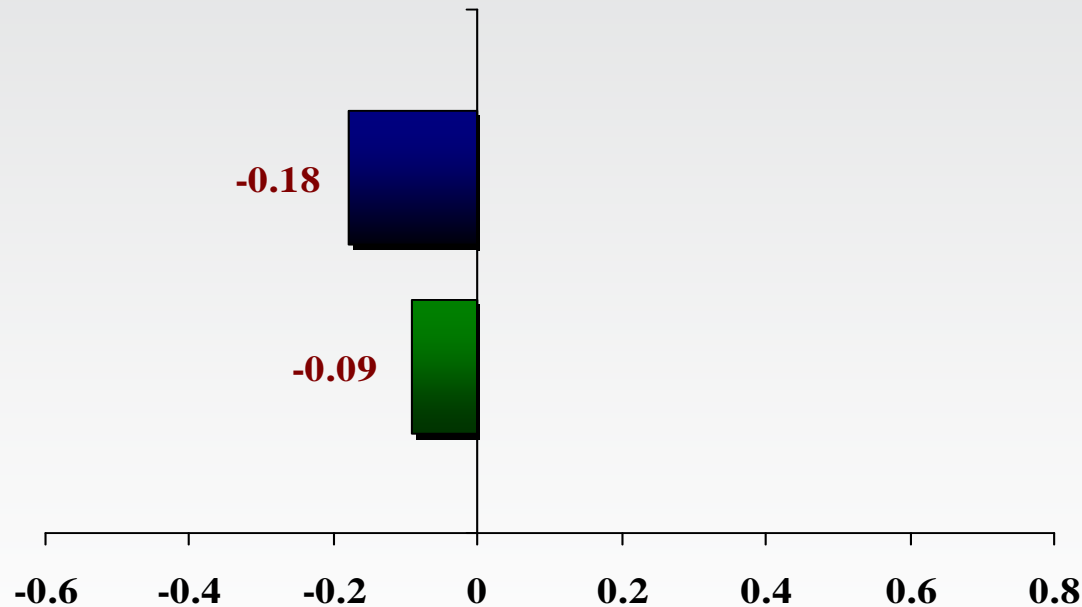
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Academic Advising (TAMU-CC Custom Question)

My faculty advisor provides me with accurate information about my major, course requirements and helps me set goals to work toward.



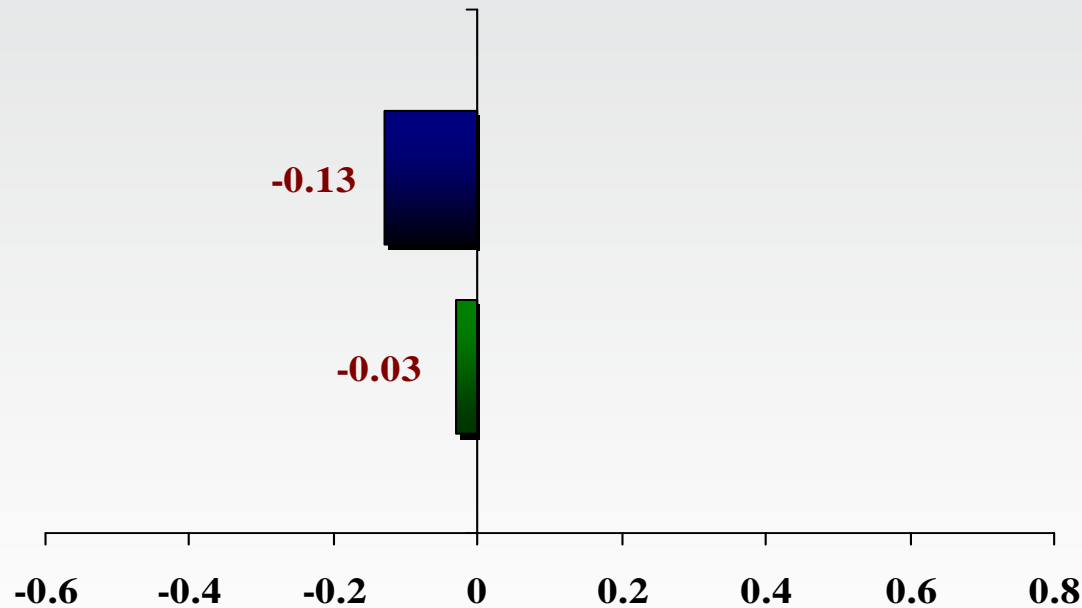
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Academic Advising (TAMU-CC Custom Question)

My assigned faculty advisor is approachable and accessible during posted office hours or by appointment for assistance.



■ TAMU-CC 2010 vs. TAMU-CC 2008

■ TAMU-CC 2008 vs. TAMU-CC 2006

Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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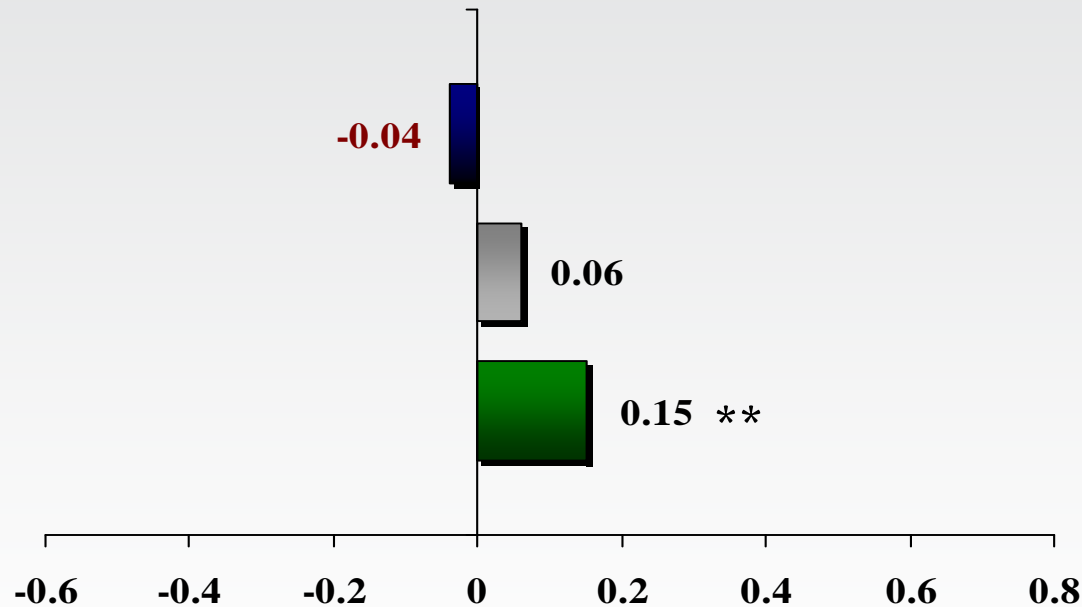
Instructional Effectiveness Scale

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.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

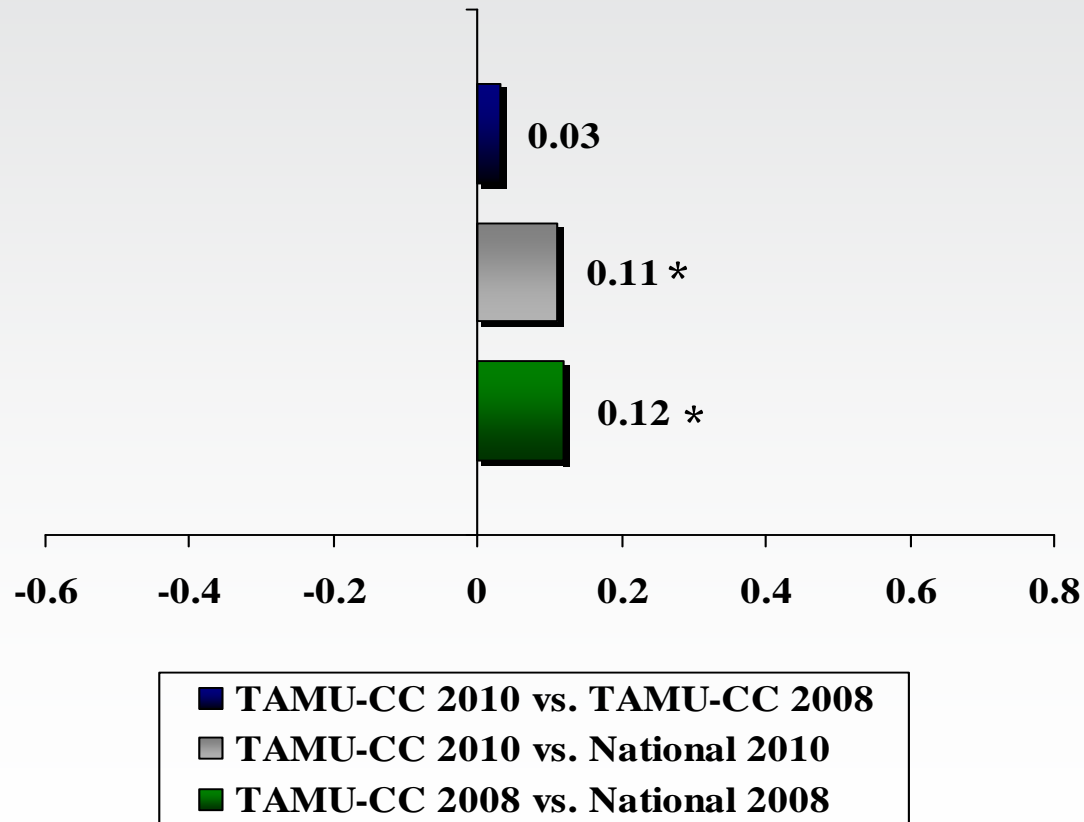
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

The content of the courses within my major is valuable.



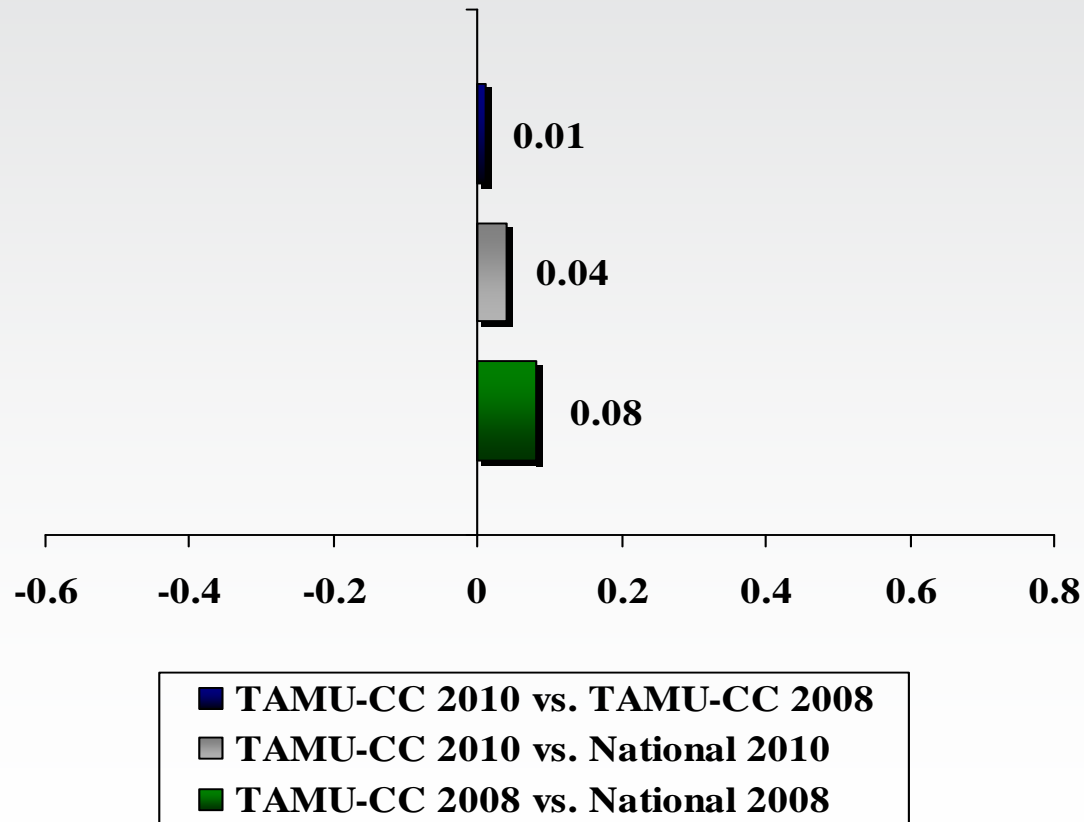
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

The instruction in my major field is excellent.



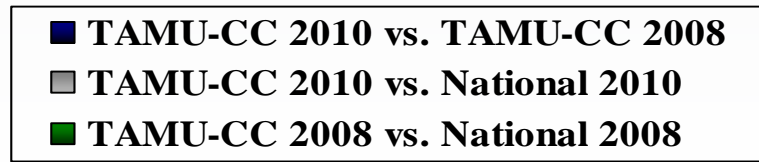
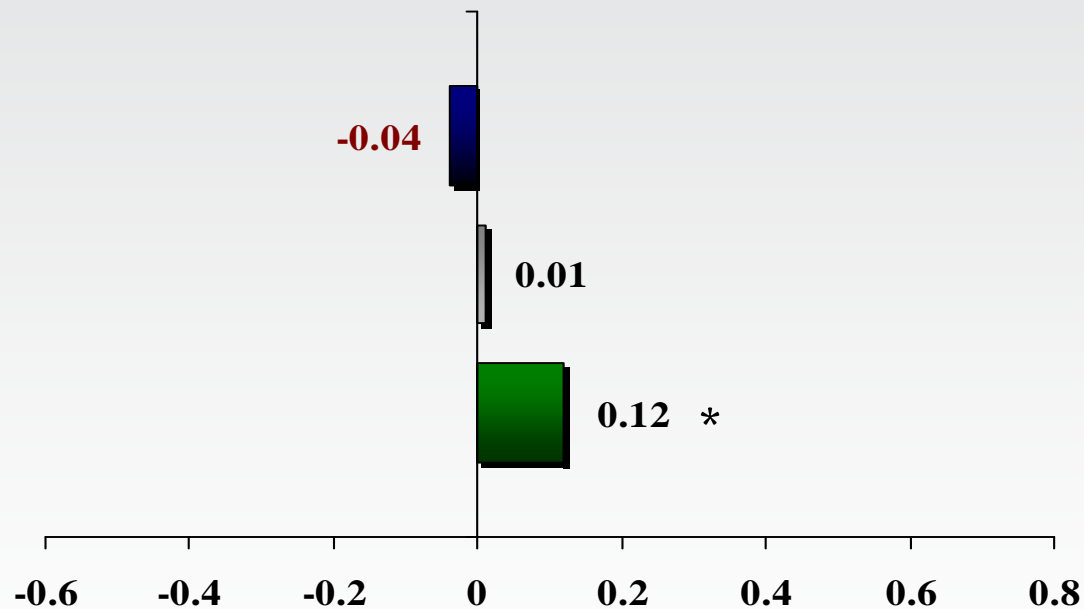
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

Faculty are fair and unbiased in their treatment of individual students.



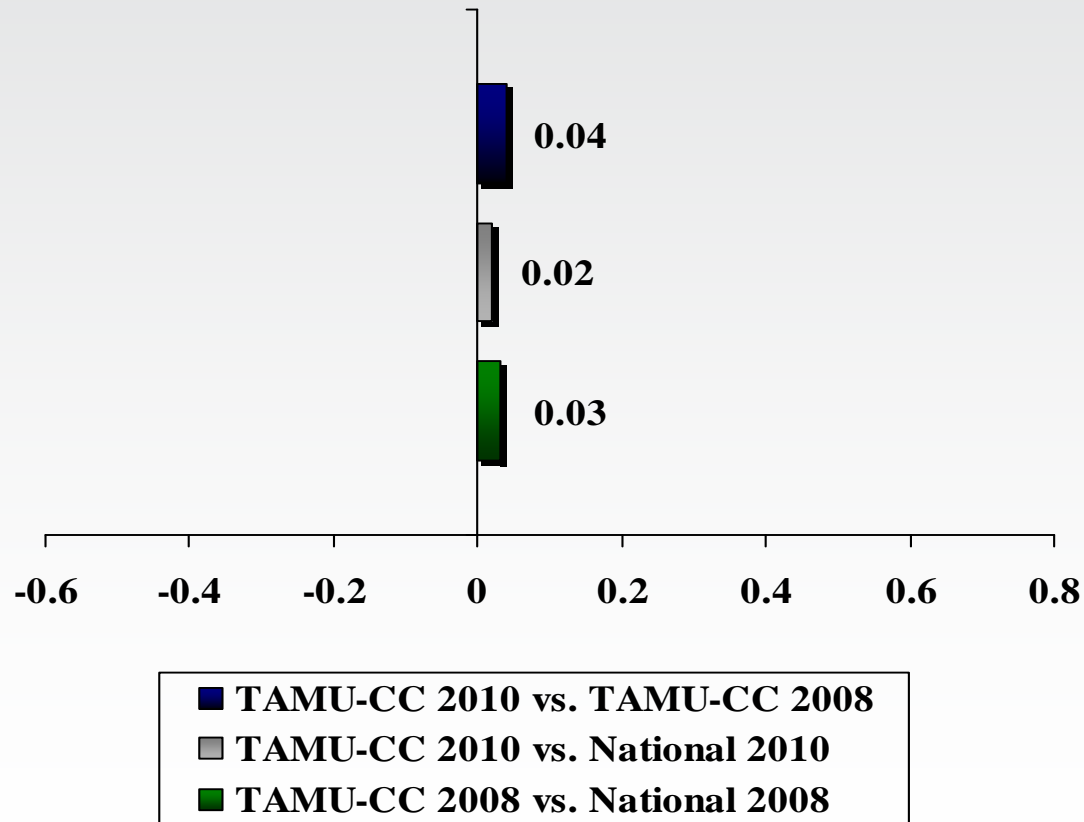
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

I am able to experience intellectual growth here.



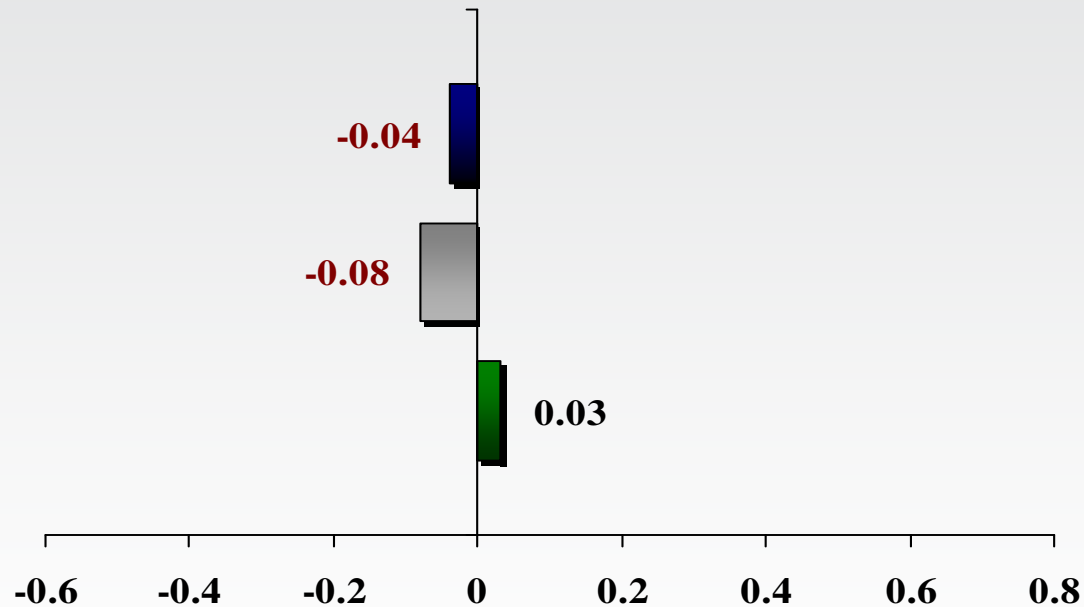
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

There is a commitment to academic excellence on this campus.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

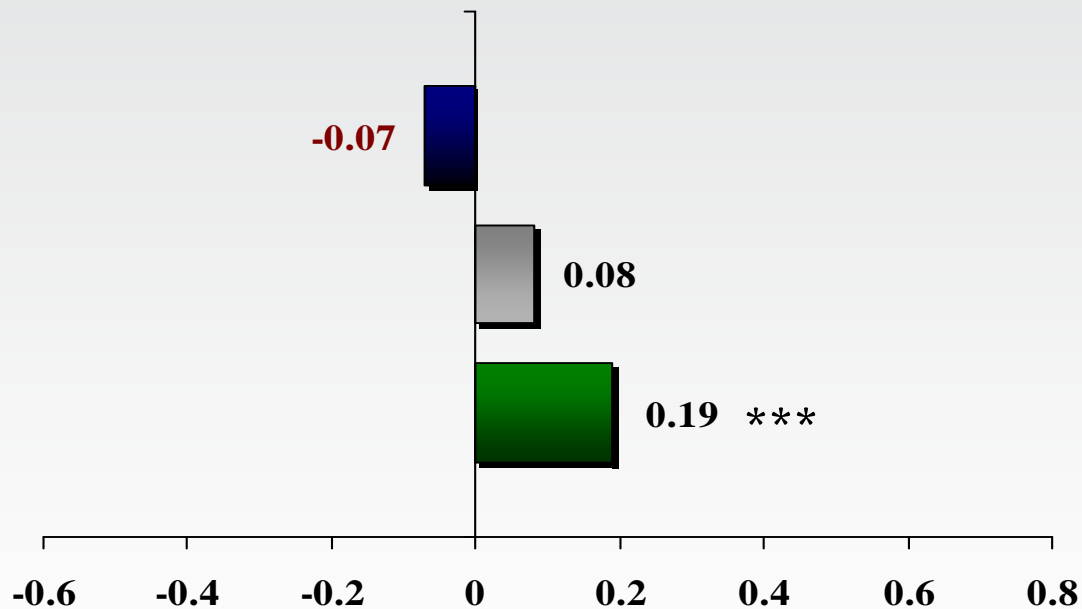
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

Faculty provide timely feedback about student progress in a course.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

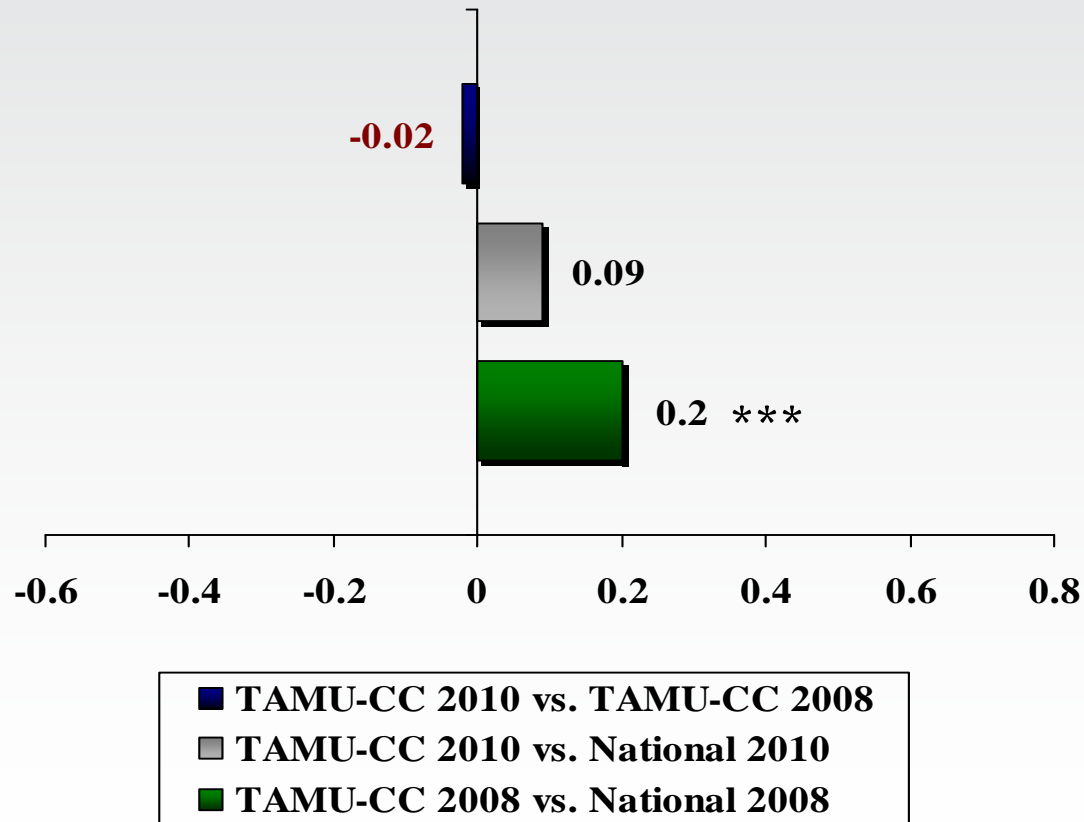
Statistical Significance: *p<.05; **p<.01; ***p<.001



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Instructional Effectiveness

Faculty take into consideration student differences as they teach a course.



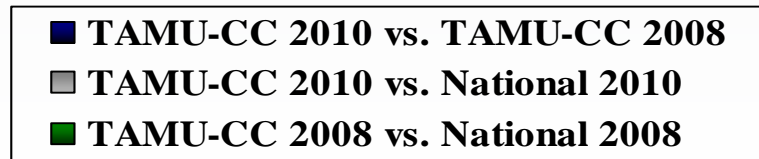
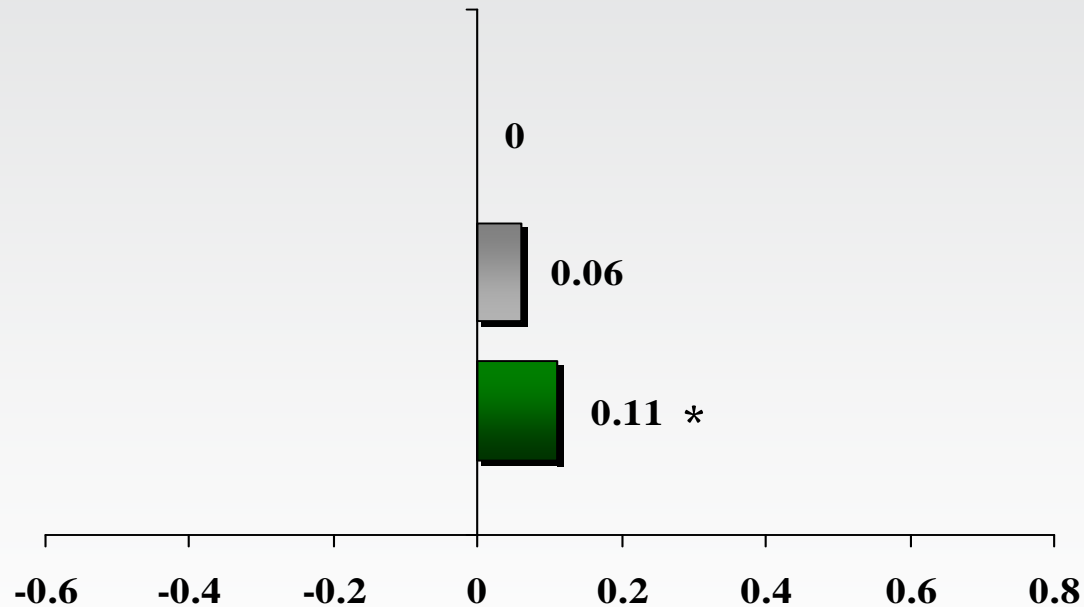
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

The quality of instruction I receive in most of my classes is excellent.



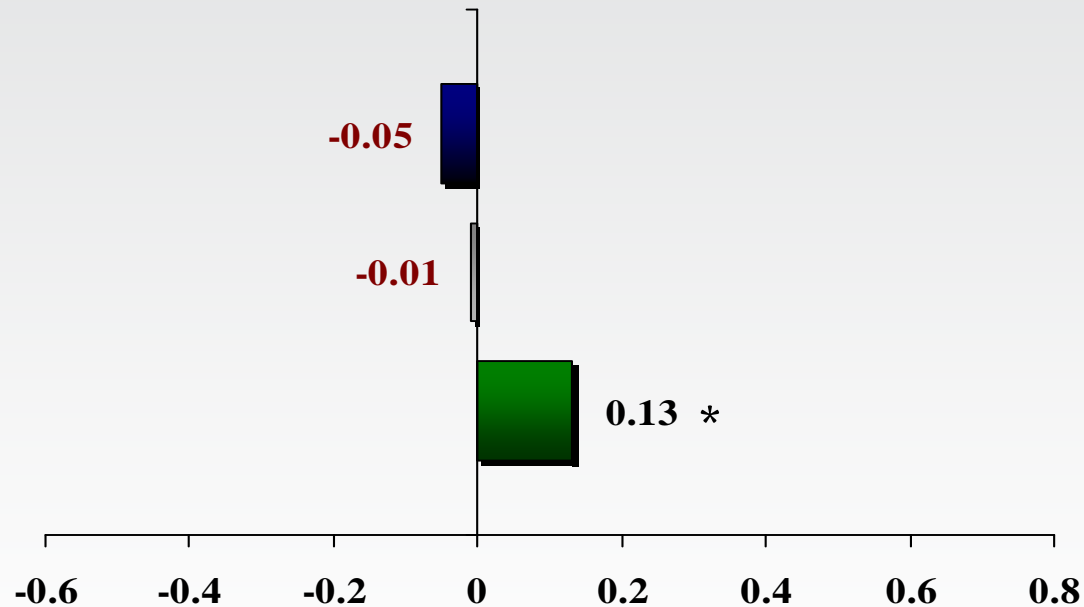
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

Adjunct faculty are competent as classroom instructors.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

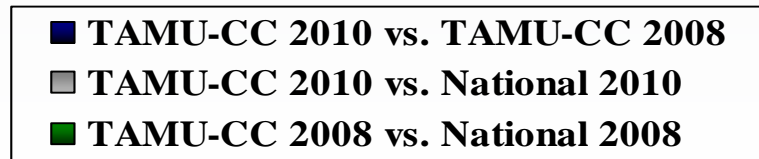
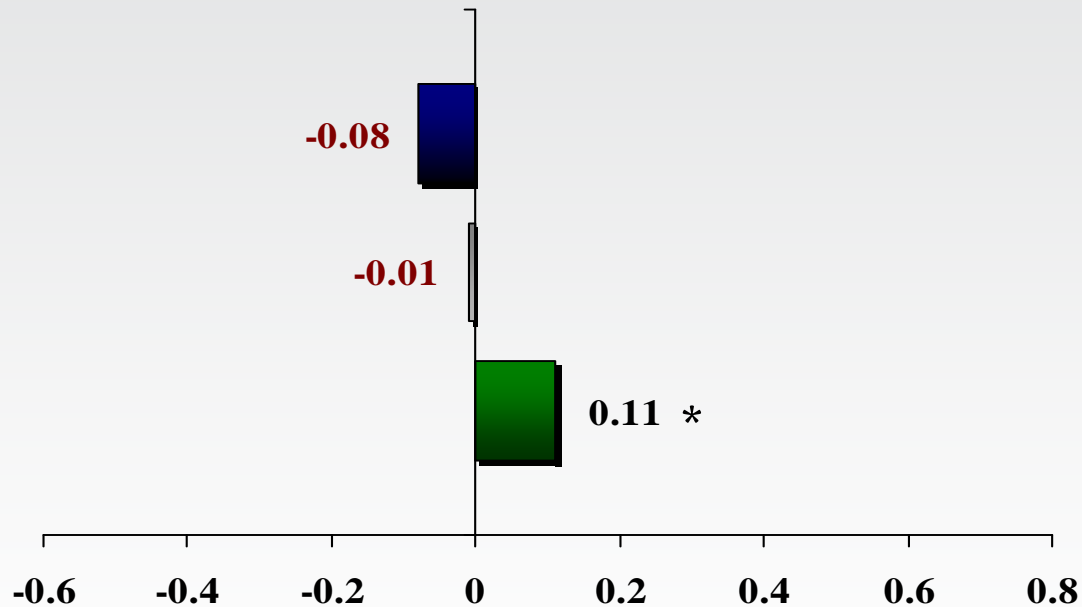
Statistical Significance: *p<.05; **p<.01; ***p<.001



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Instructional Effectiveness

Faculty are usually available after class and during office hours.



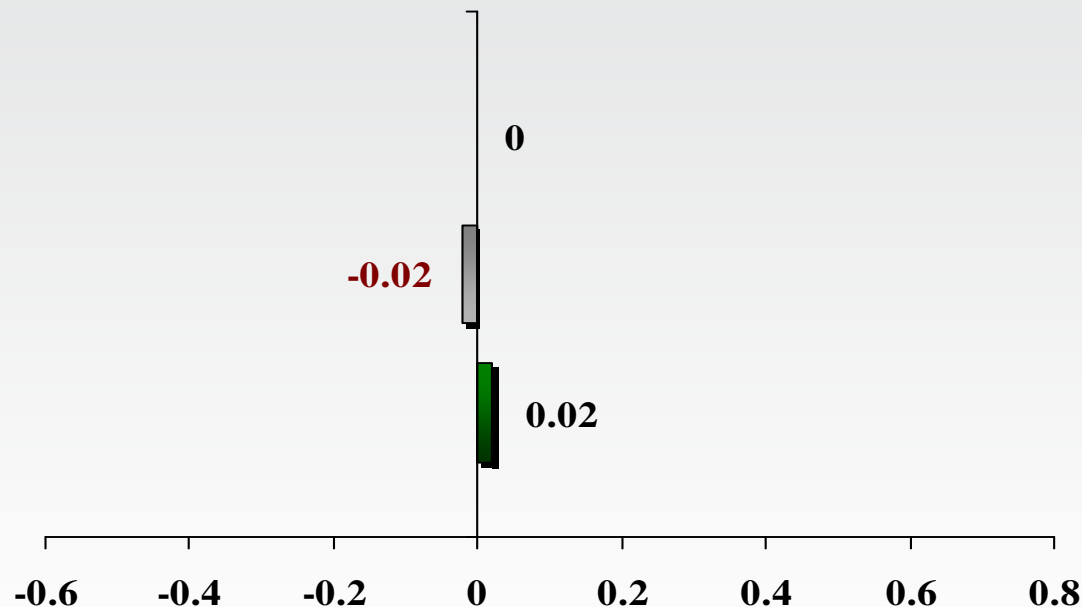
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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Instructional Effectiveness

Nearly all of the faculty are knowledgeable in their field.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

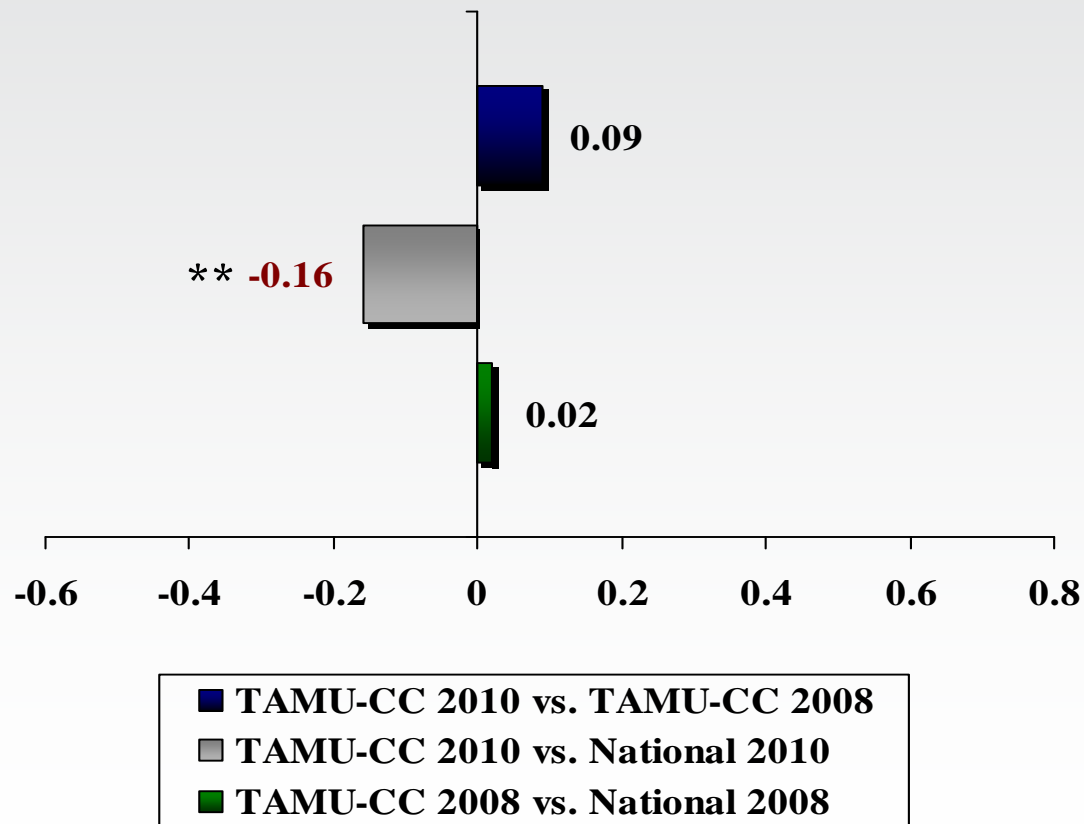
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Instructional Effectiveness

There is a good variety of courses provided on this campus.



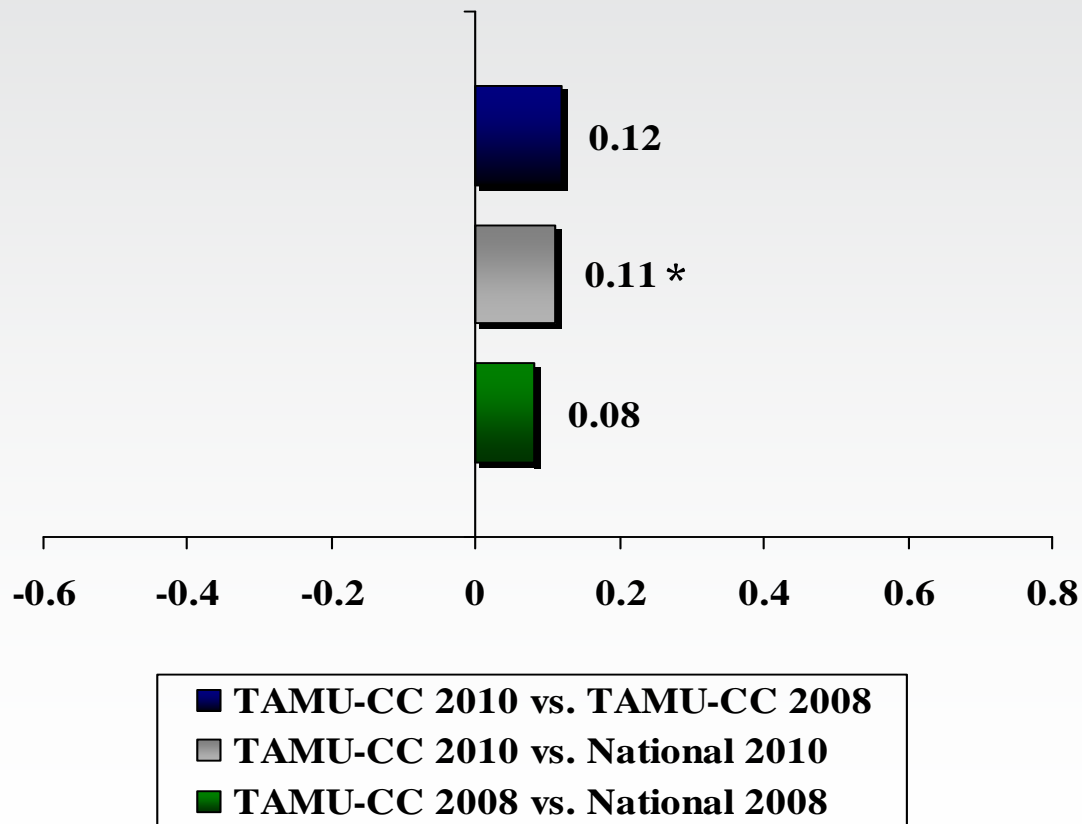
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Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Instructional Effectiveness

Graduate teaching assistants are competent as classroom instructors.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

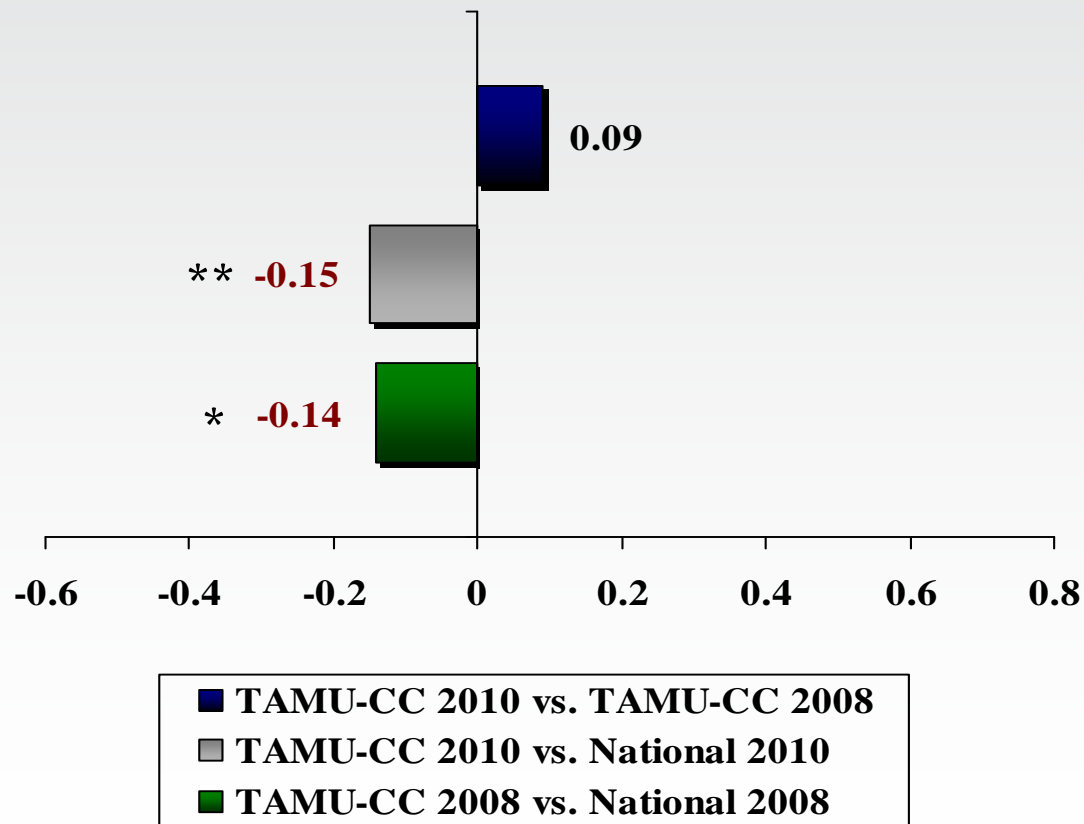
Registration Effectiveness Scale

Scale assesses issues associated with registration and billing. This scale also measures institution commitment to making this process as smooth and effective as possible.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Registration Effectiveness Billing policies are reasonable.



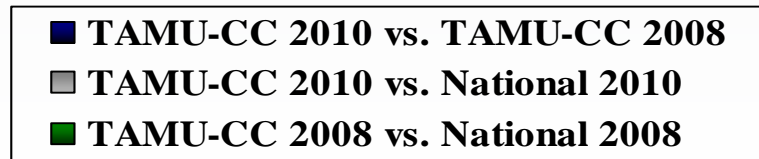
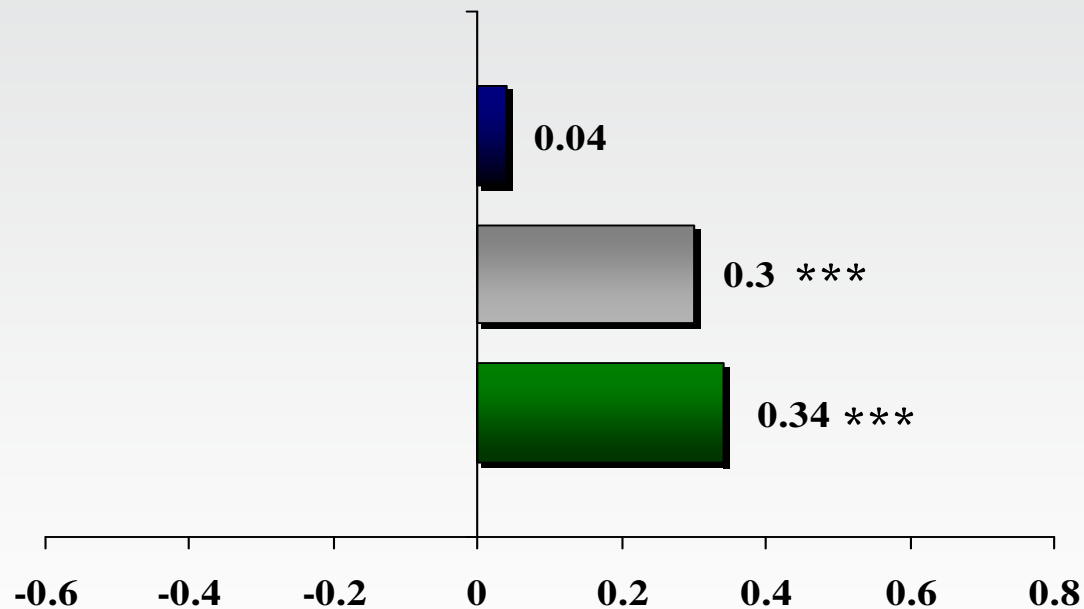
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Registration Effectiveness

The business office is open during hours which are convenient for most students.



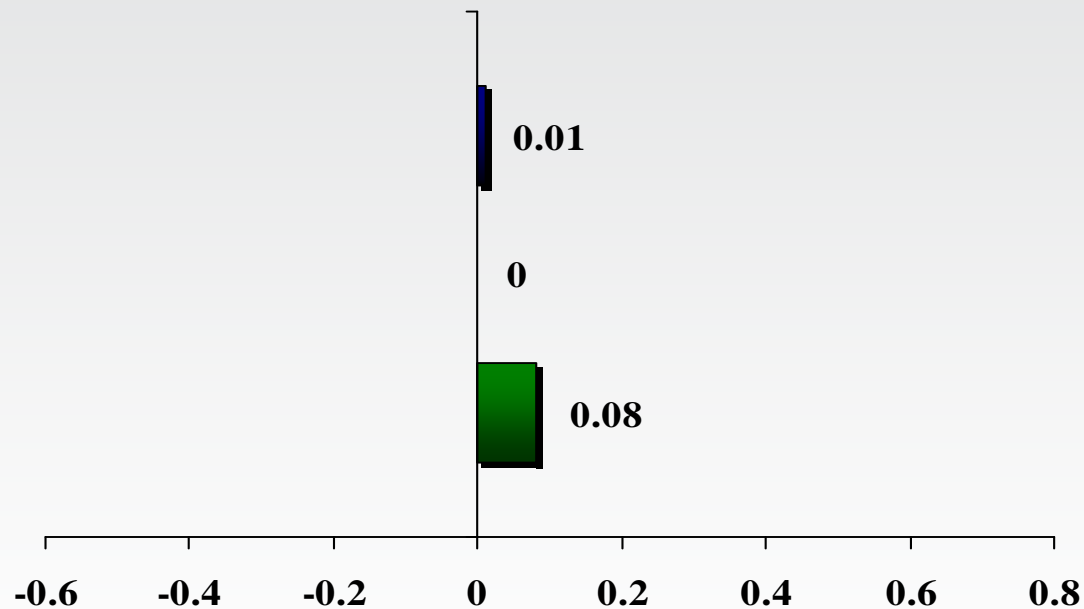
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Registration Effectiveness

The personnel involved in registration are helpful.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

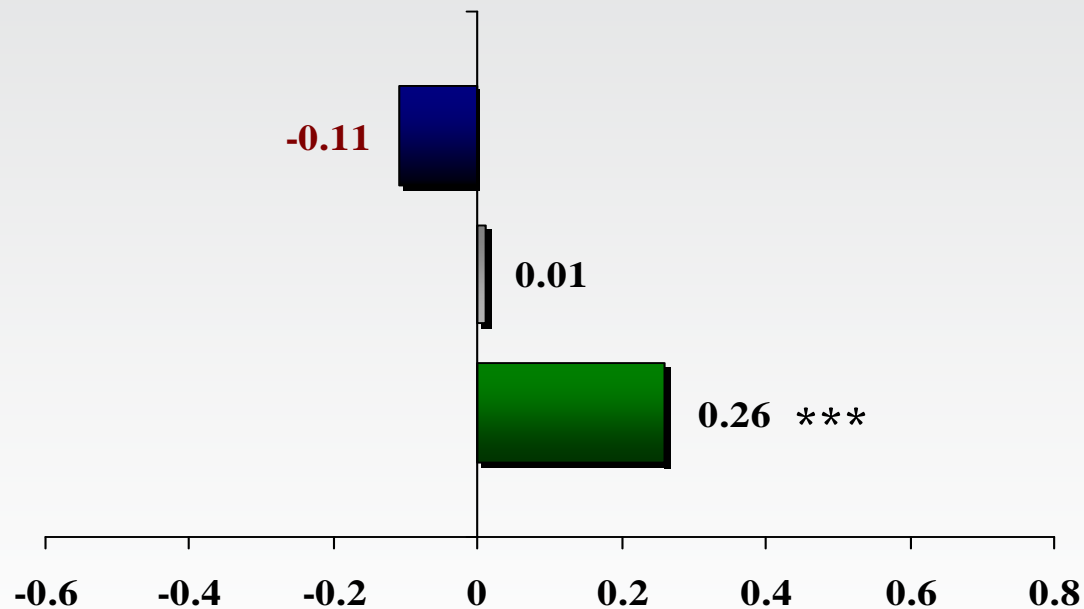
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Registration Effectiveness

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



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

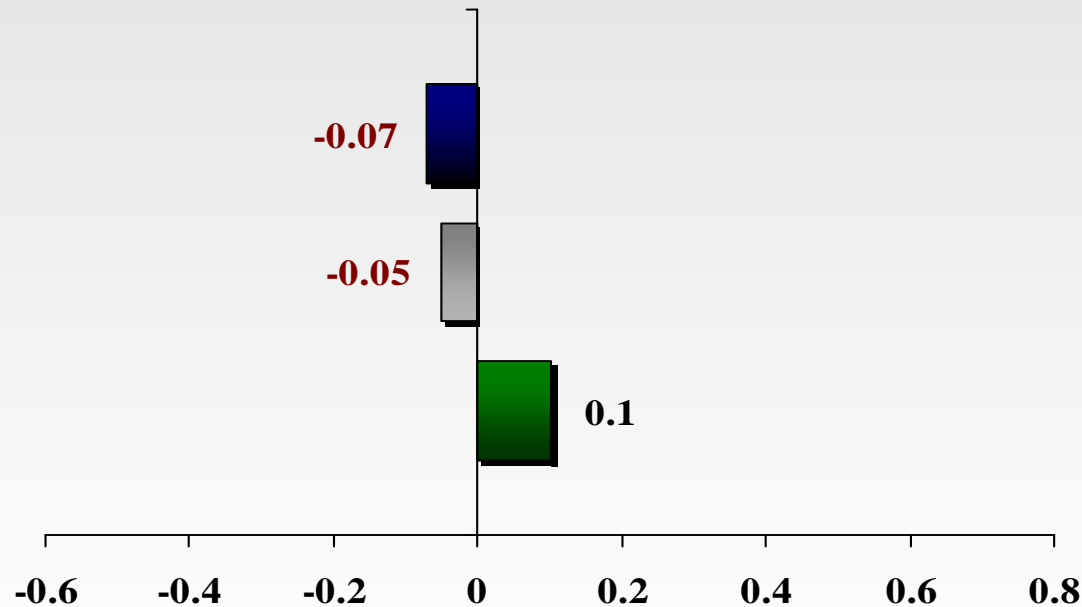
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Registration Effectiveness

Class change (drop/add) policies are reasonable.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

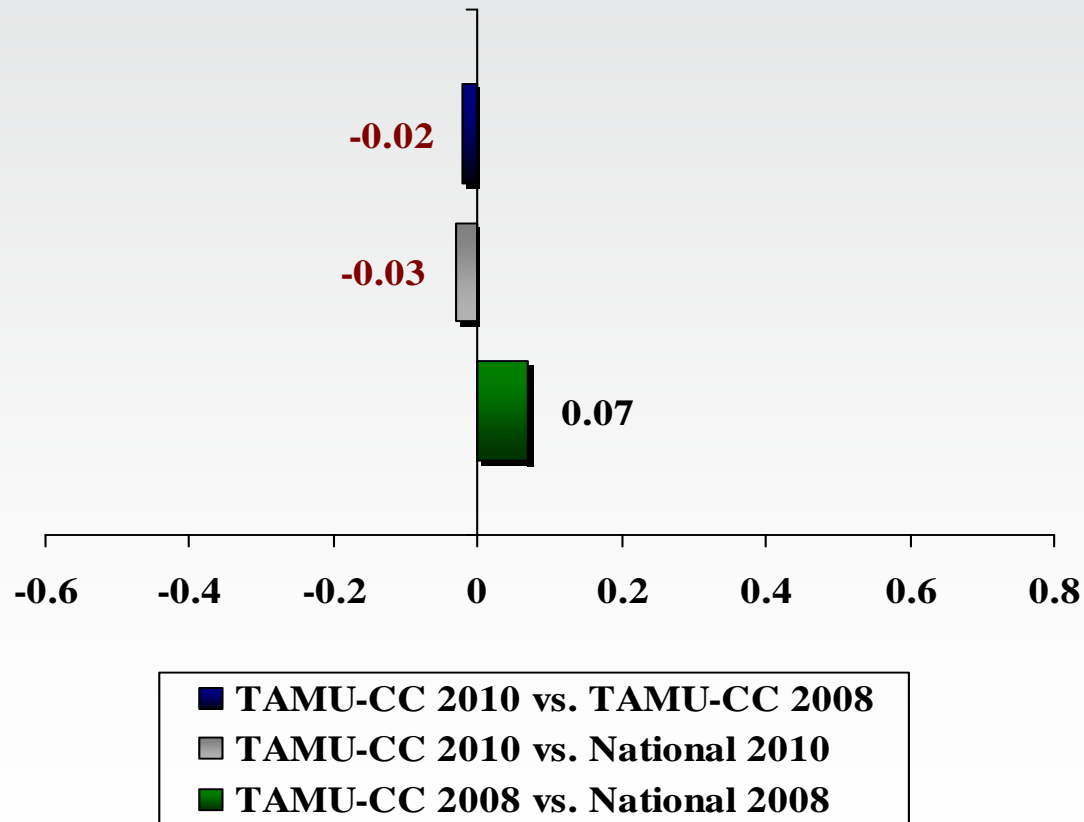
Recruitment & Financial Aid Scale

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.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid Admissions staff are knowledgeable.

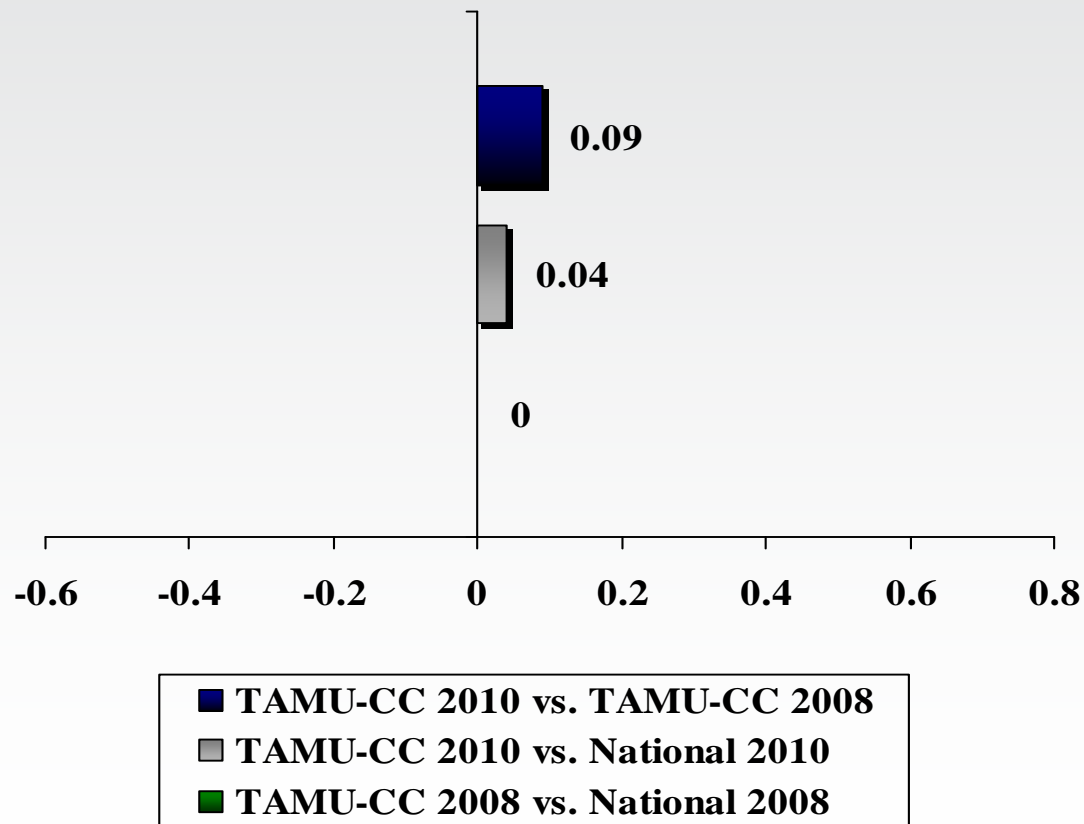


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid Financial aid counselors are helpful.



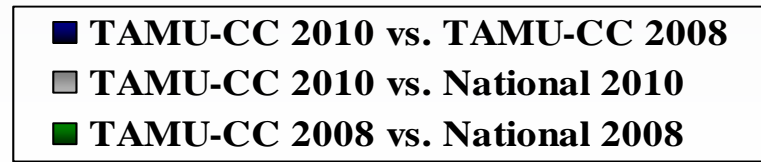
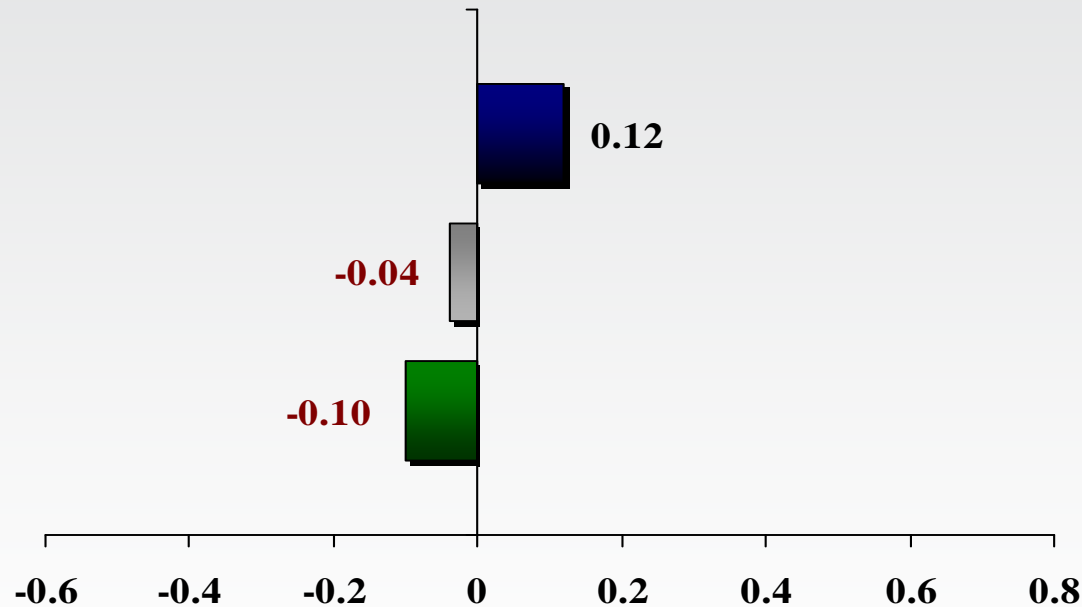
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid

Financial aid awards are announced to students in time to be helpful in college planning.



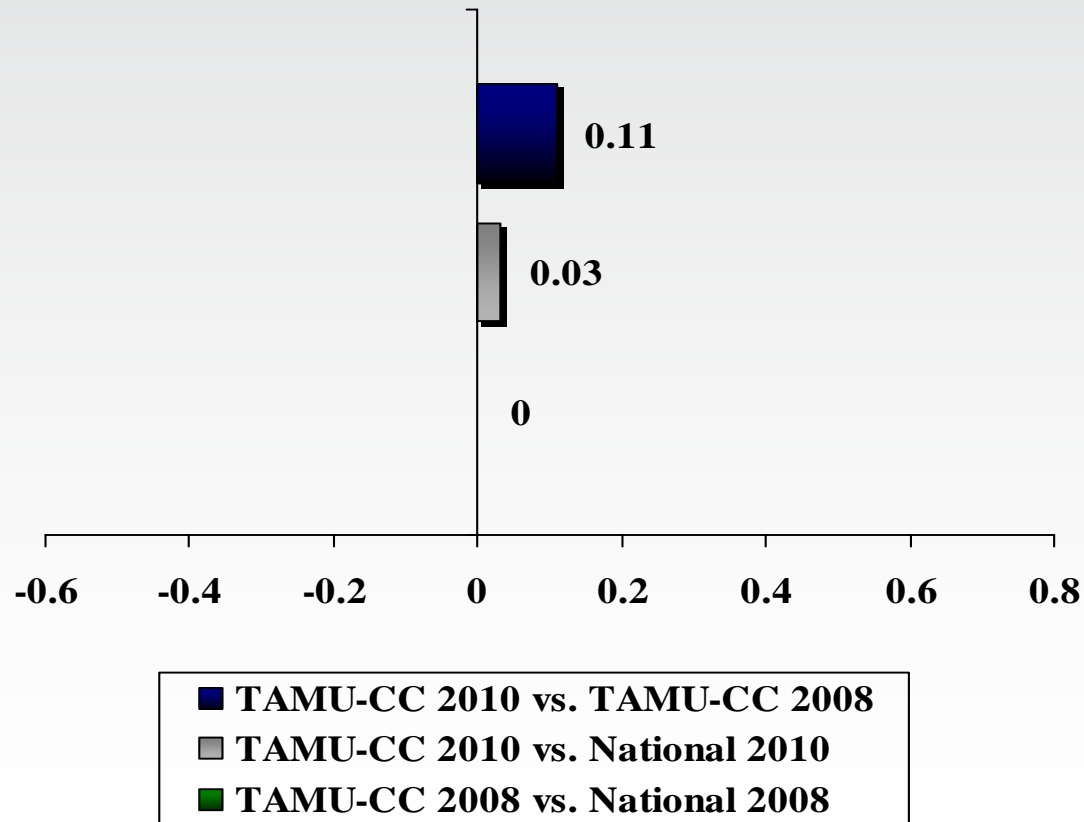
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid

Adequate financial aid is available for most students.



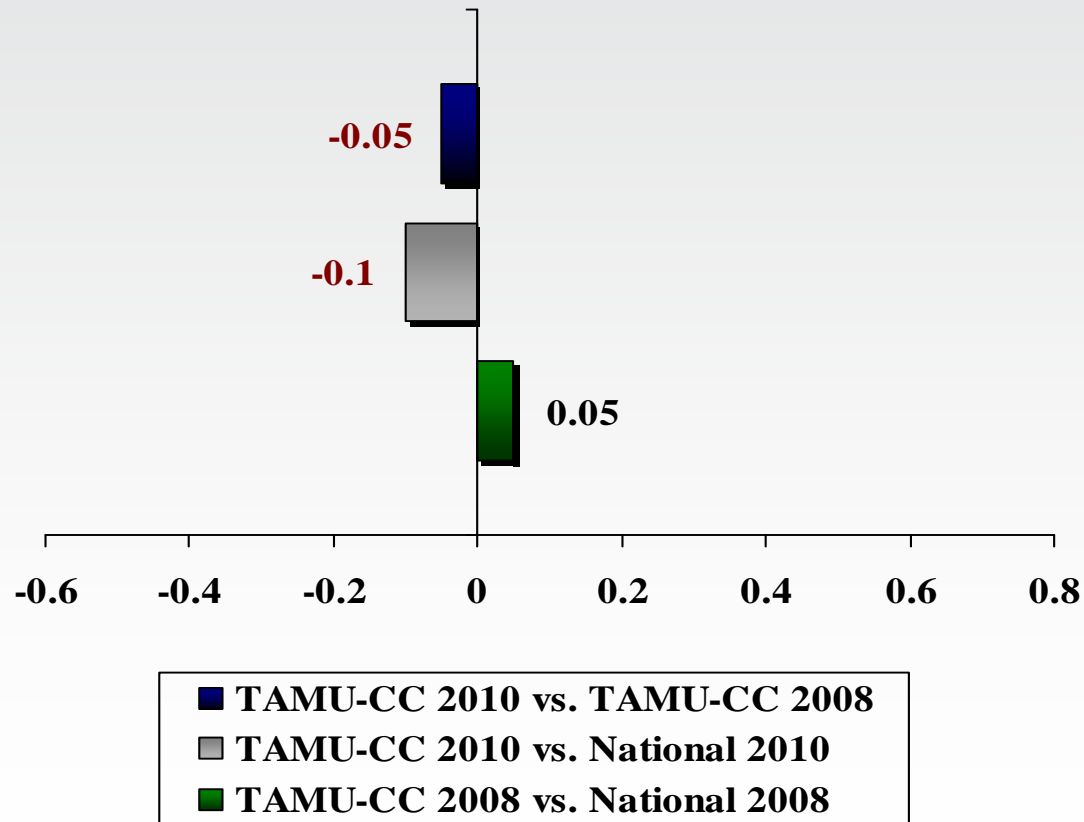
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid

Admissions counselors respond to prospective students' unique needs and requests.



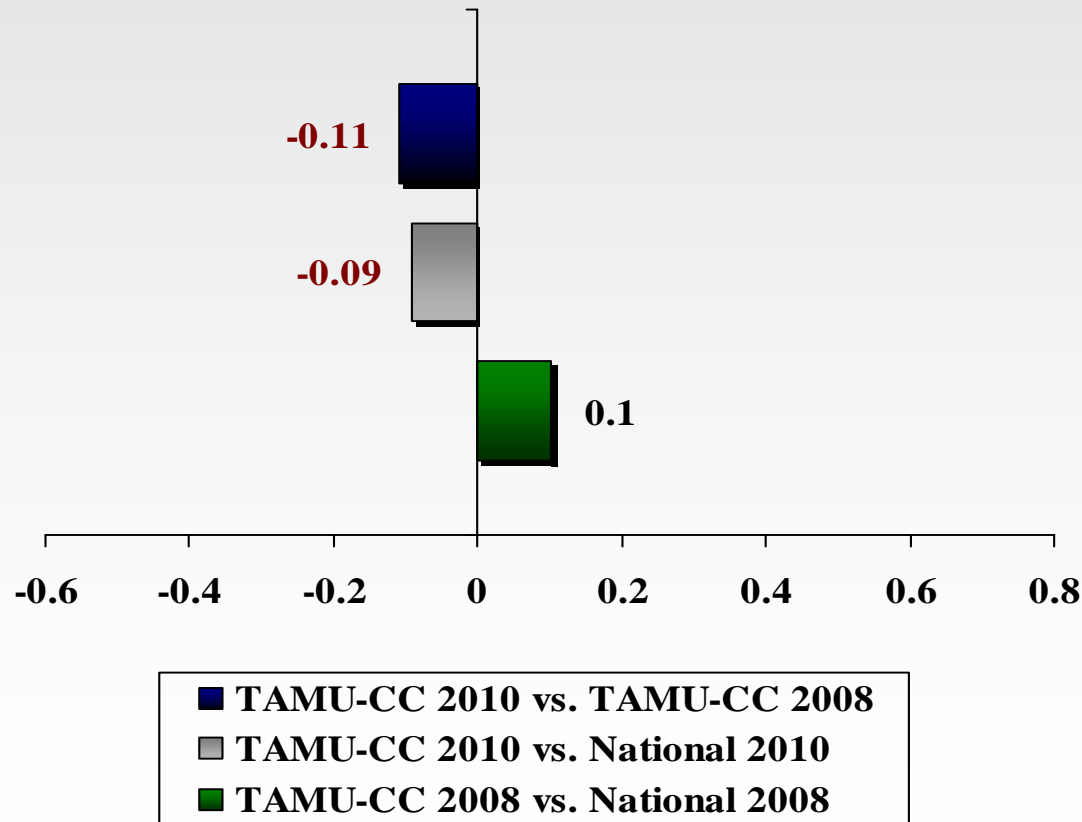
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Recruitment & Financial Aid

Admissions counselors accurately portray the campus in their recruiting practices.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

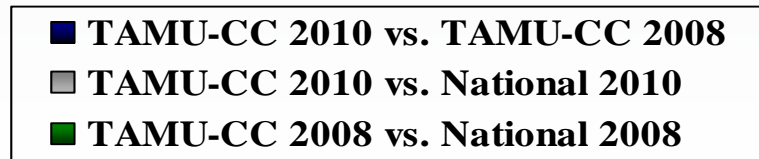
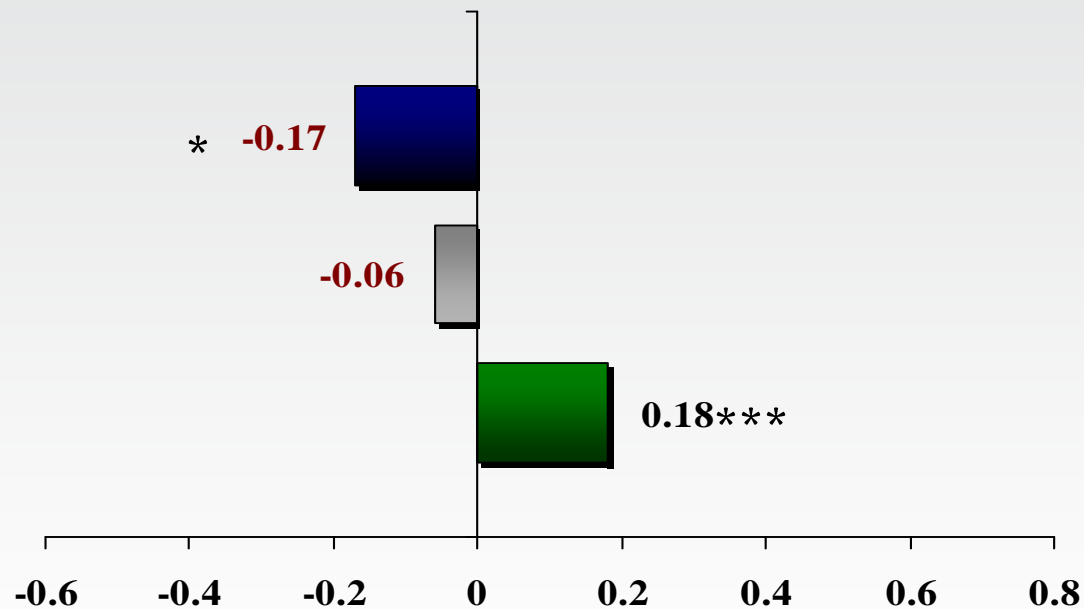
Campus Support Services Scale

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.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services
Library staff are helpful and approachable.

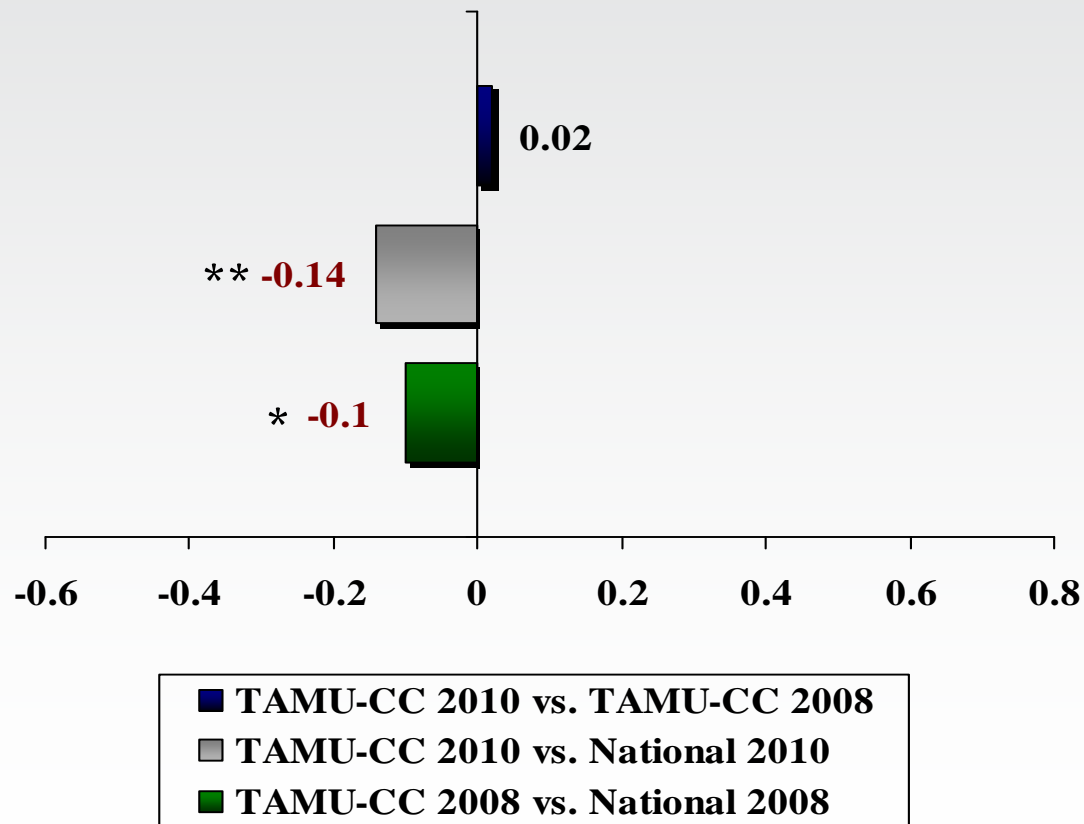


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services
Library resources and services are adequate.

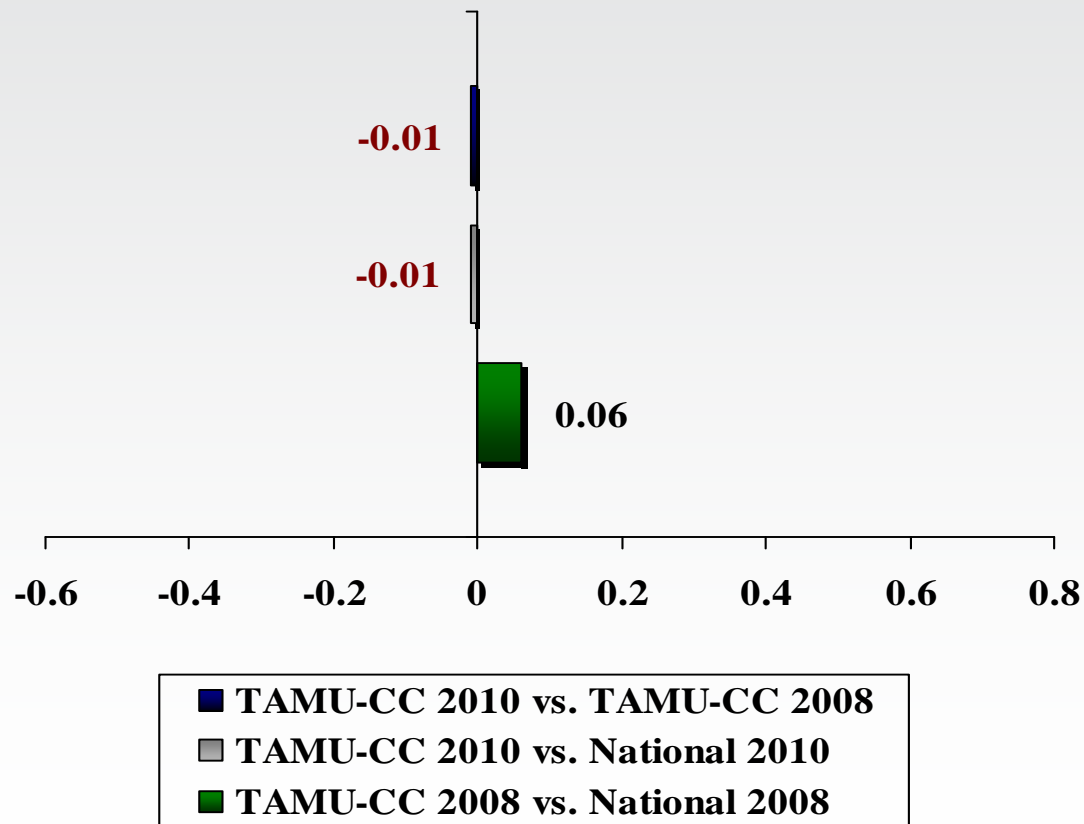


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services
Computer labs are adequate and accessible.

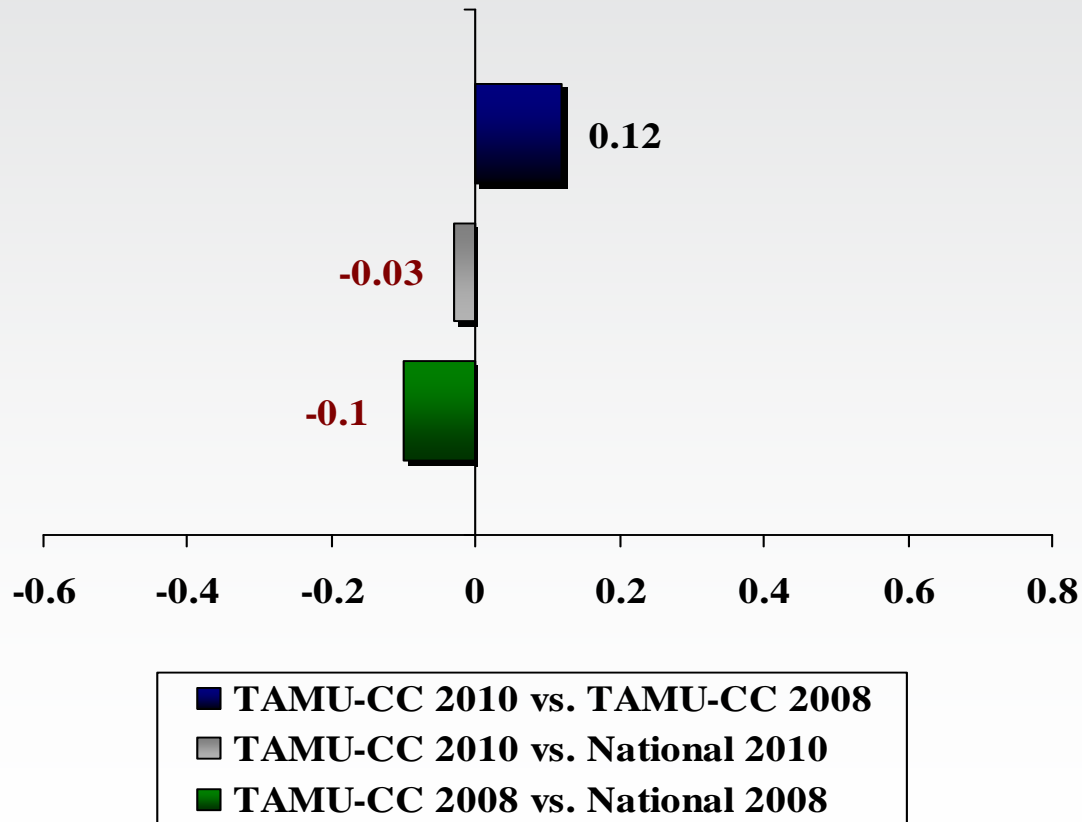


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services
Tutoring services are readily available.



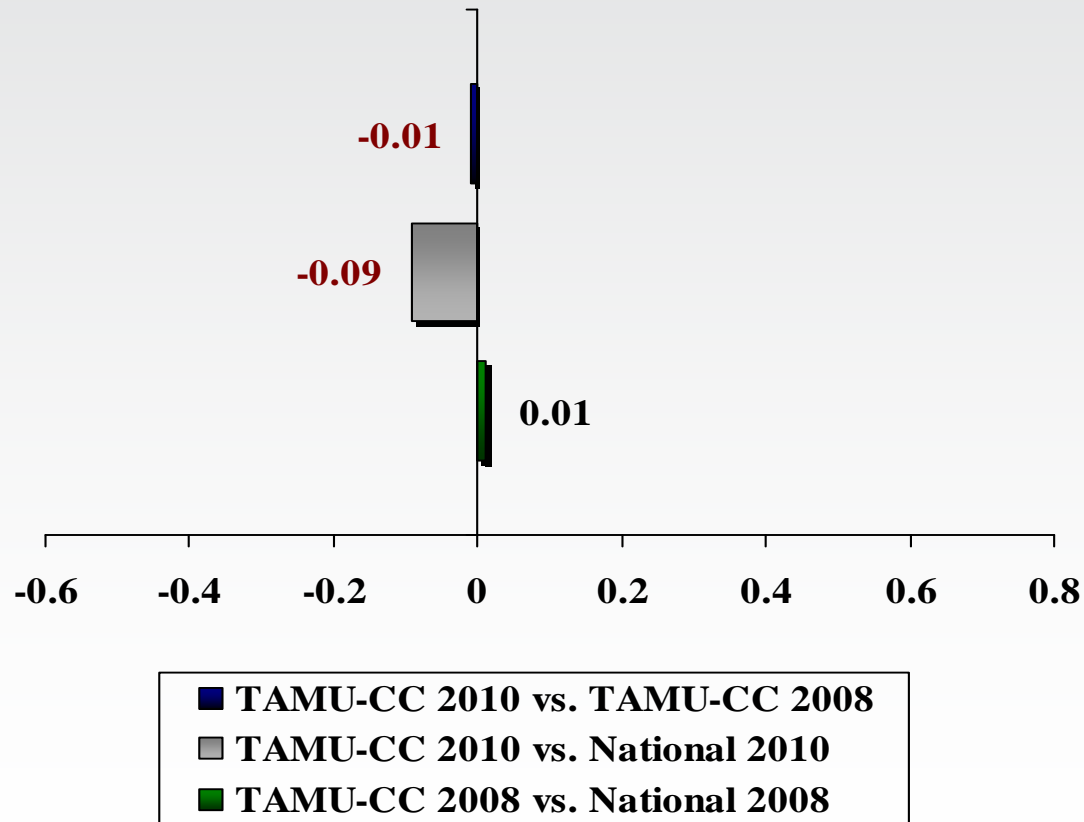
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services

Academic support services adequately meet the needs of students.



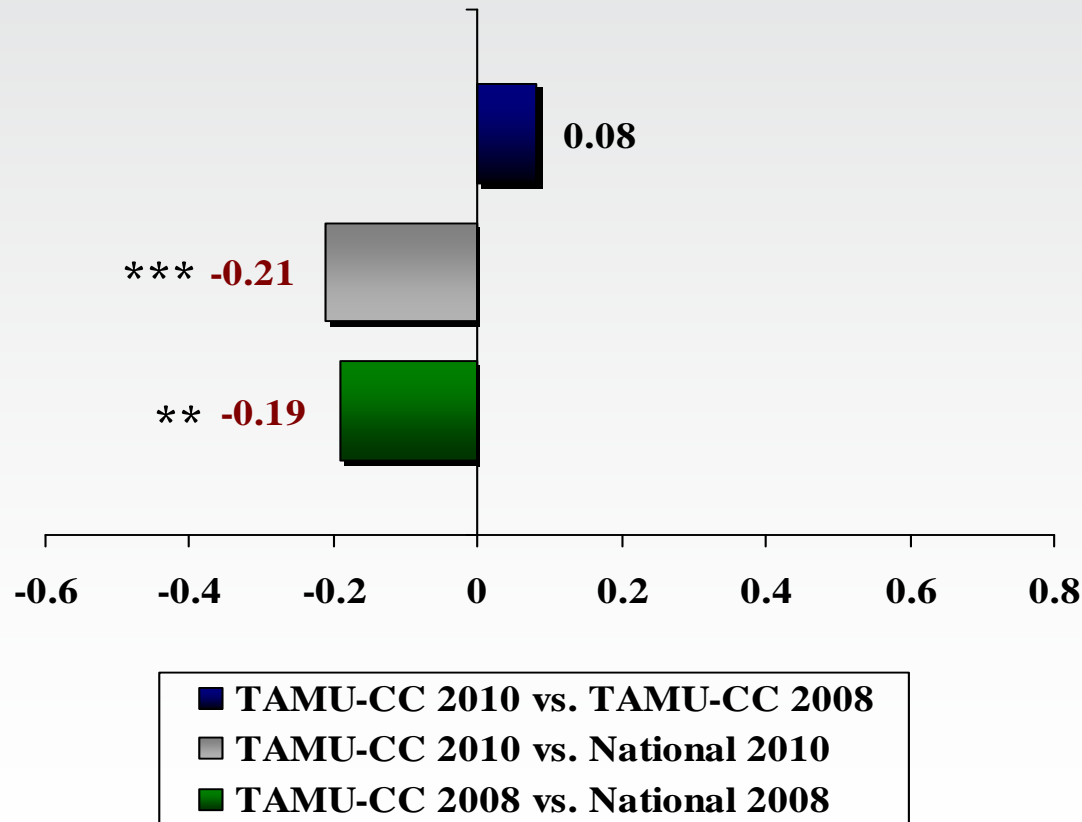
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services

There are adequate services to help me decide upon a career.

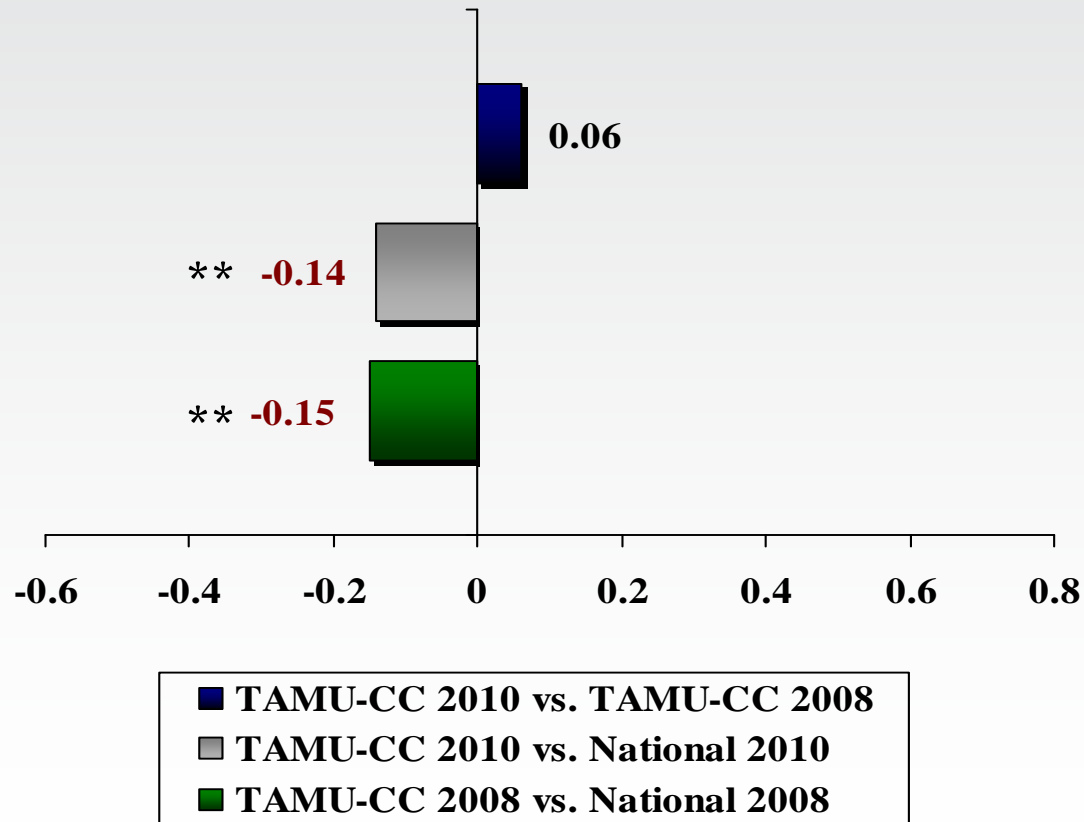


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services
Bookstore staff are helpful.



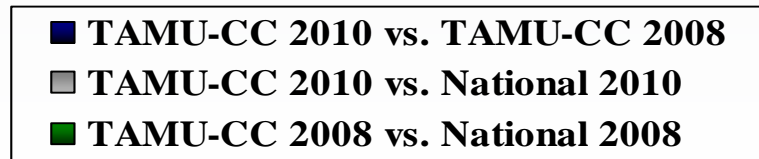
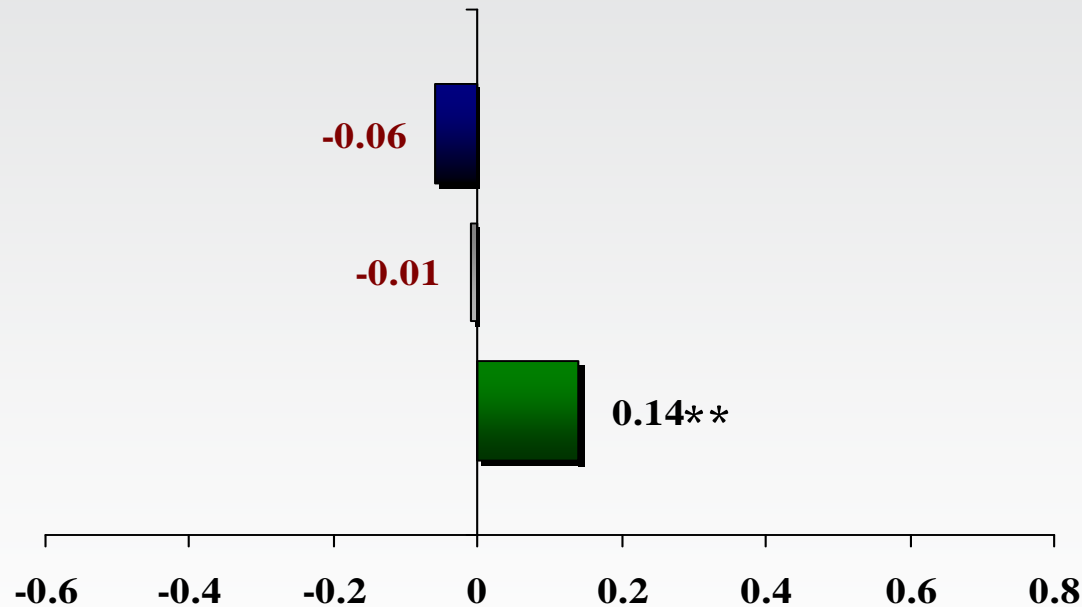
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Support Services

The assessment and course placement procedures are reasonable.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate Scale

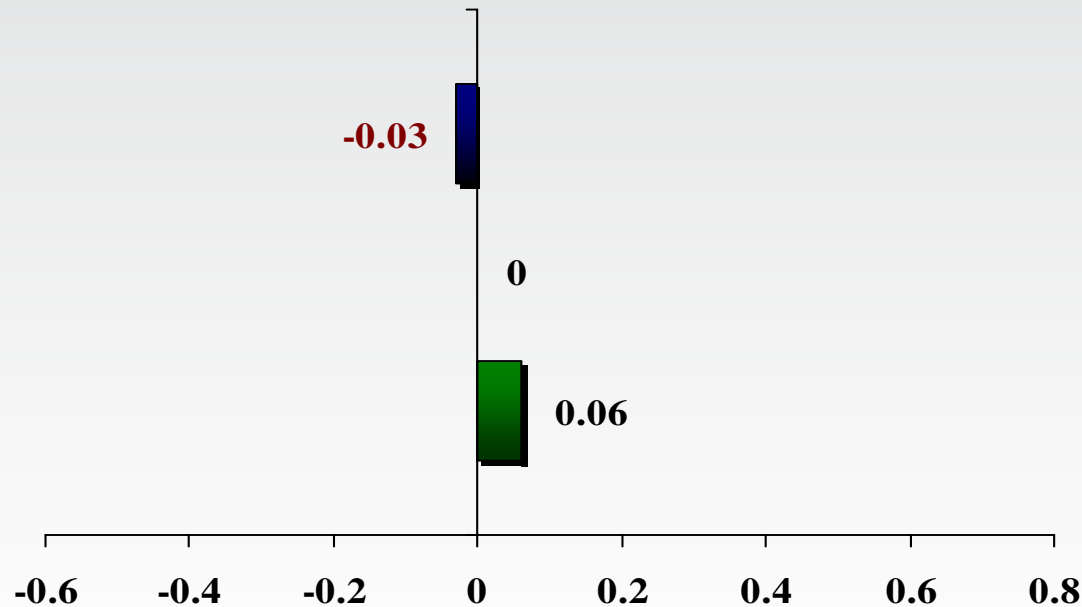
Scale assesses the extent to which institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of channels of communication for students.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

Most students feel a sense of belonging here.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

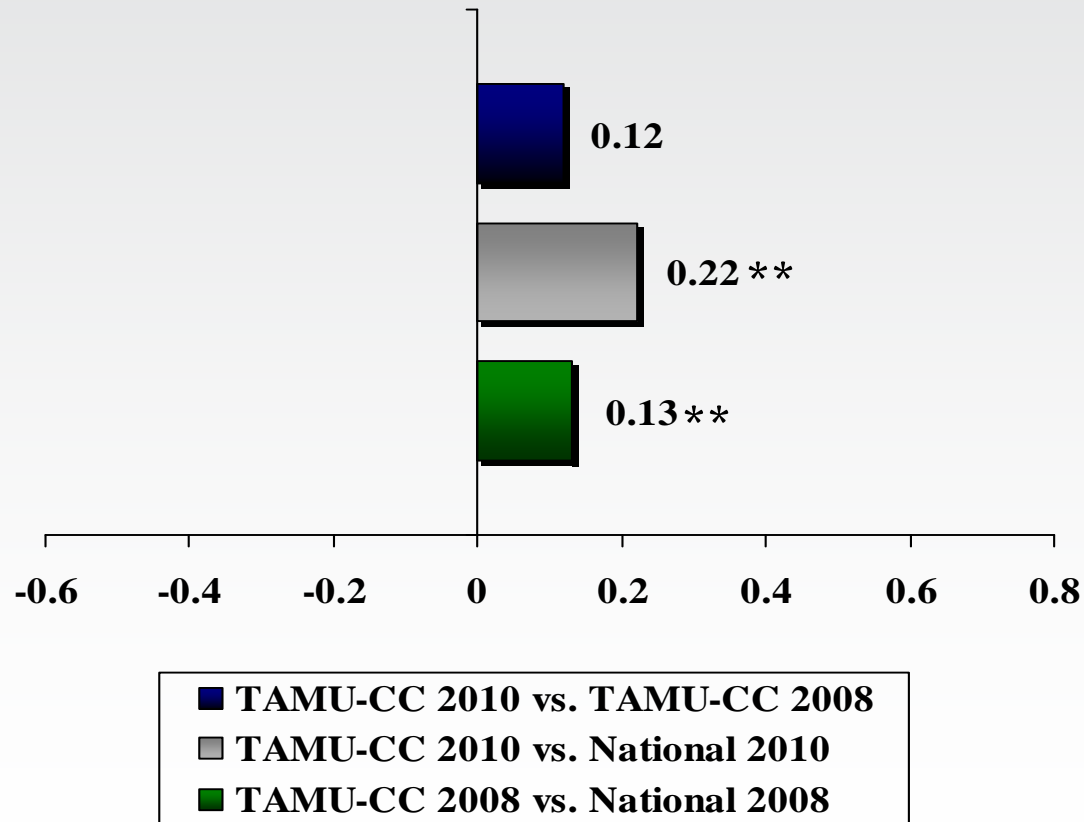
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

The campus staff are caring and helpful.

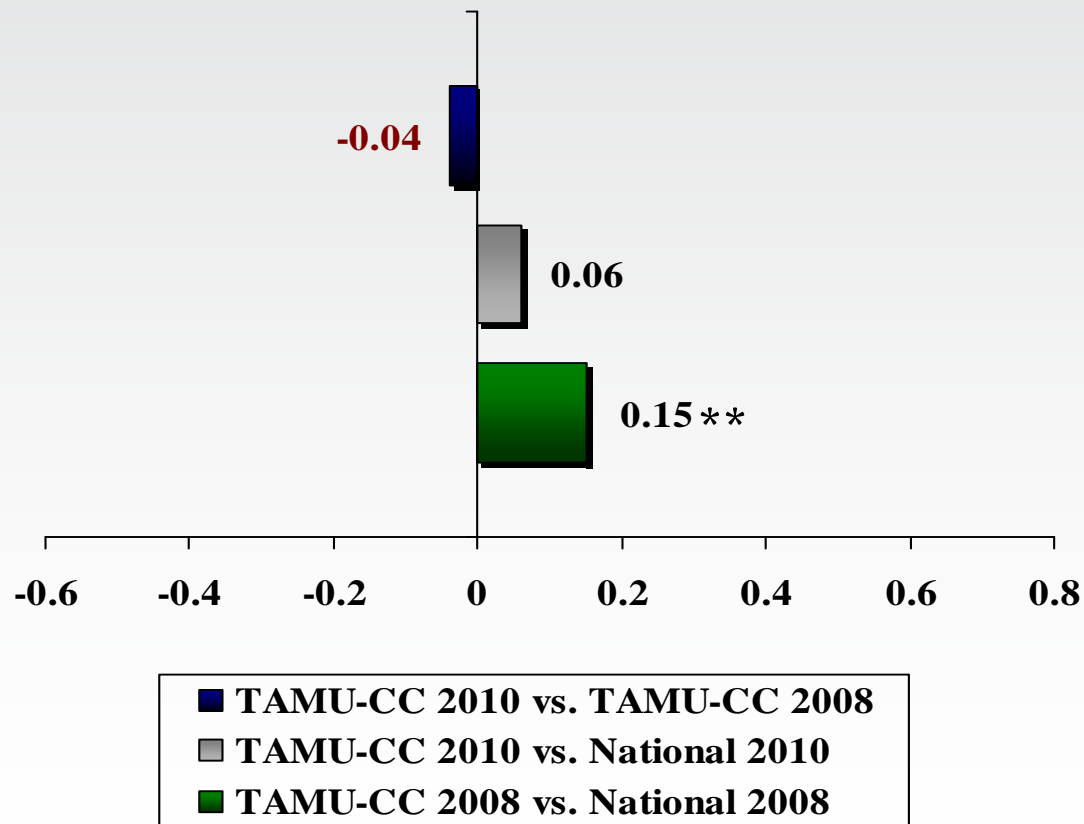


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate Faculty care about me as an individual.



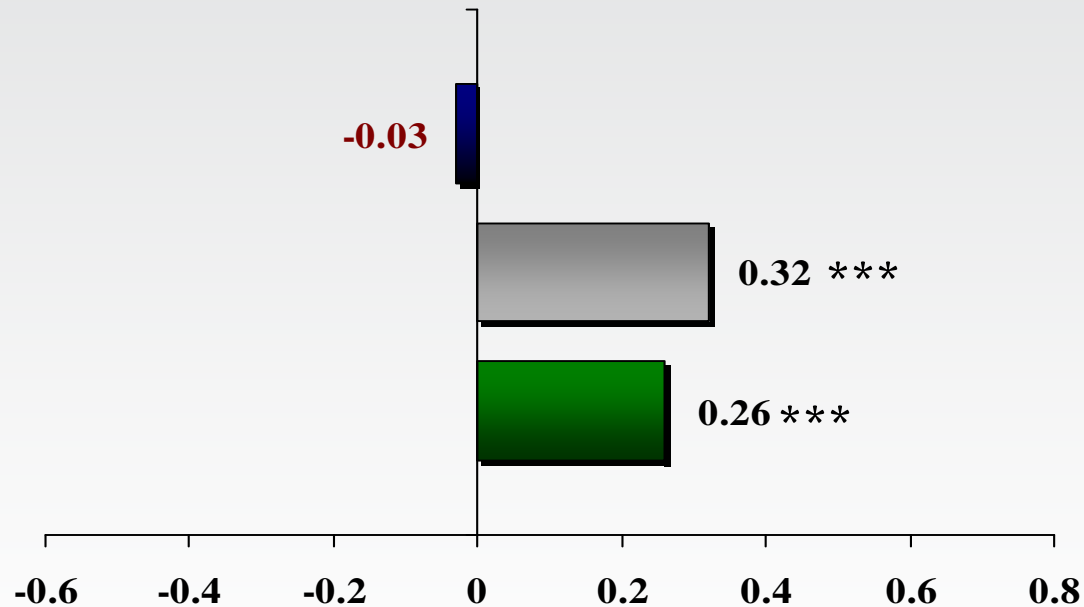
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

The campus is safe and secure for all students.



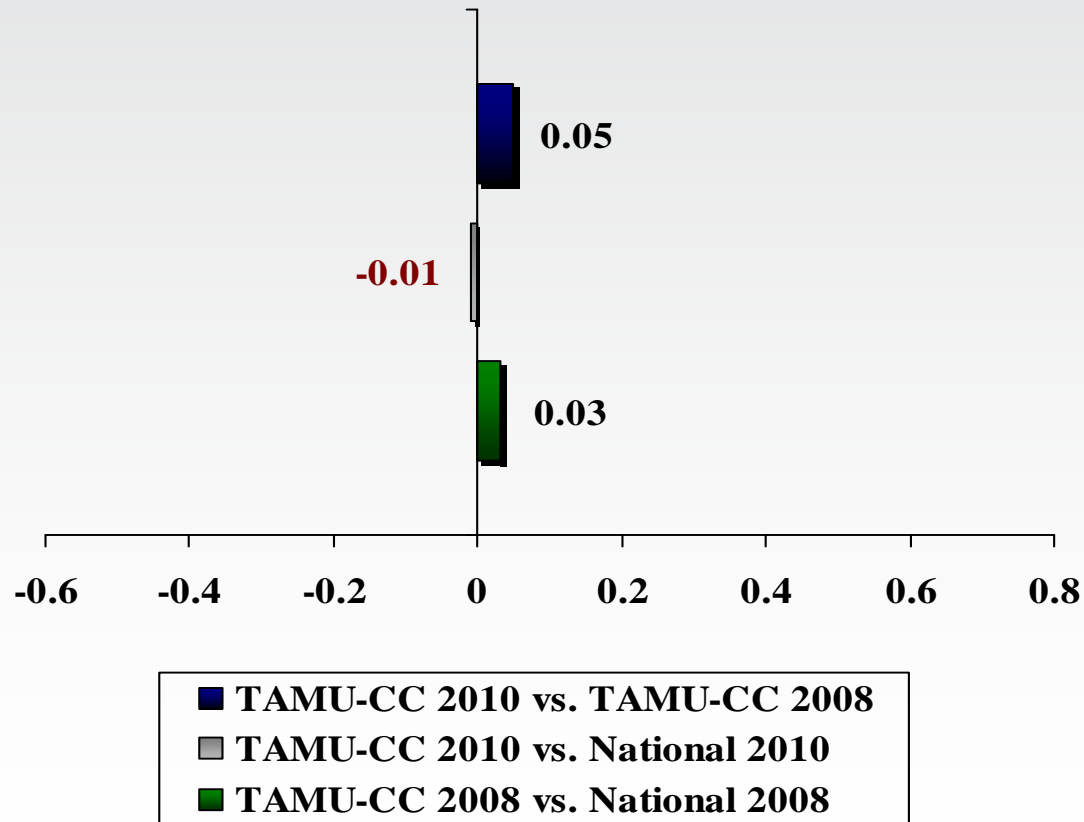
- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

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



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate Administrators are approachable to students.



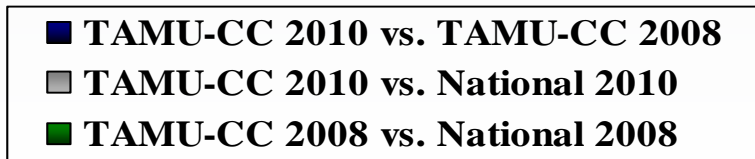
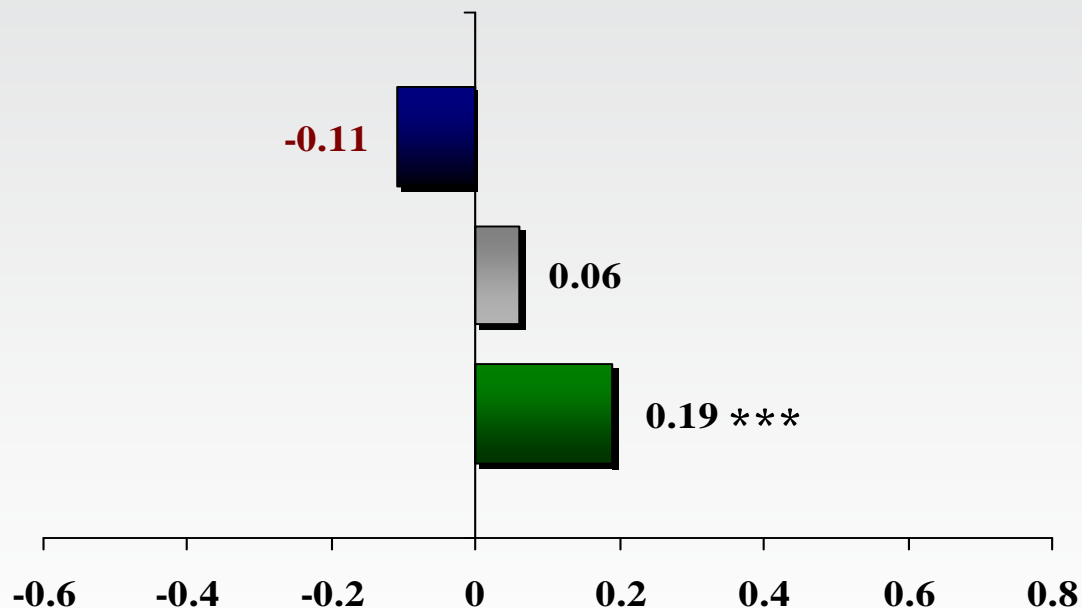
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

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



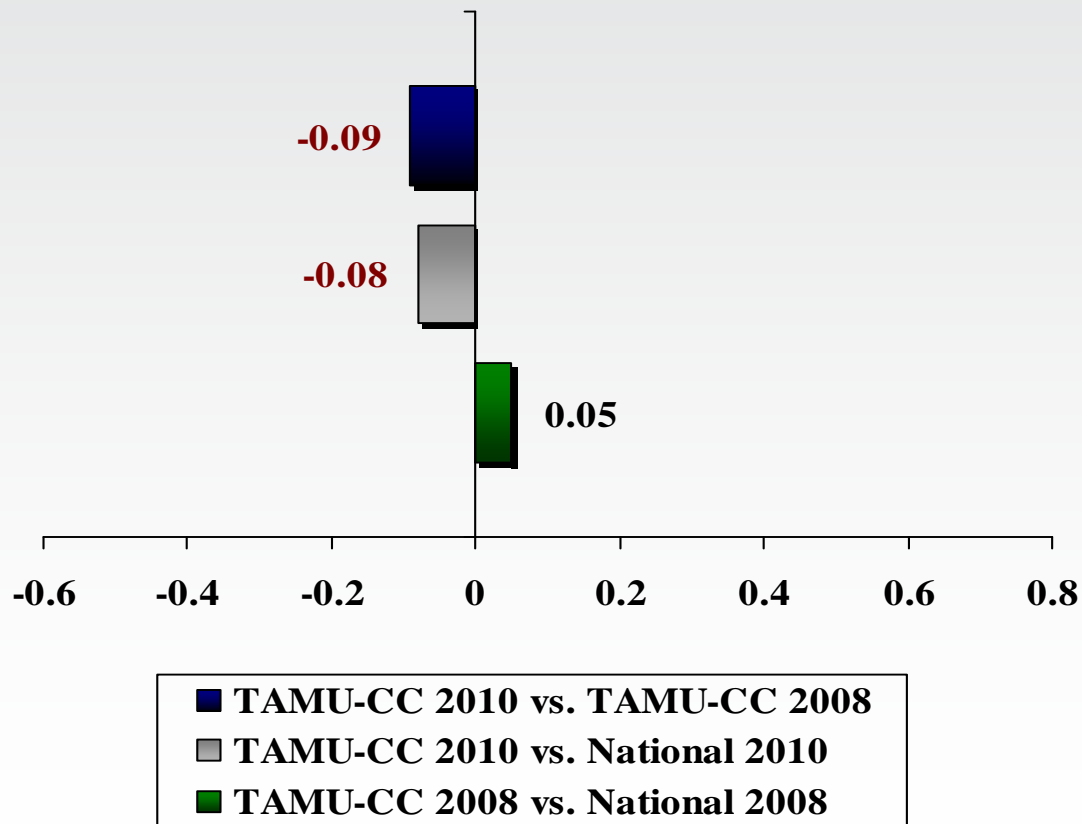
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

I feel a sense of pride about my campus.



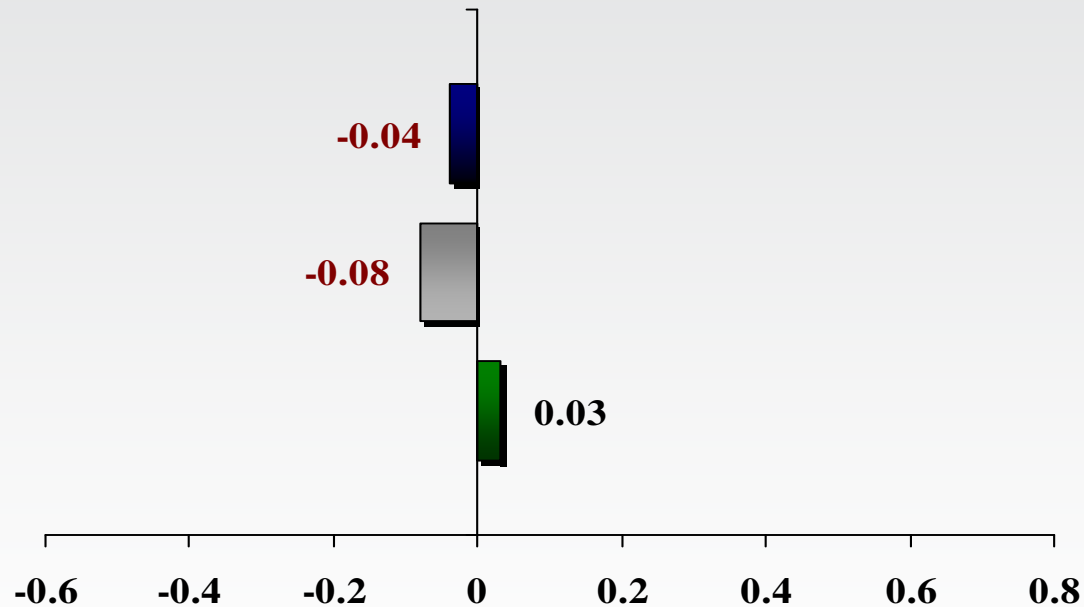
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

There is a commitment to academic excellence on this campus.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

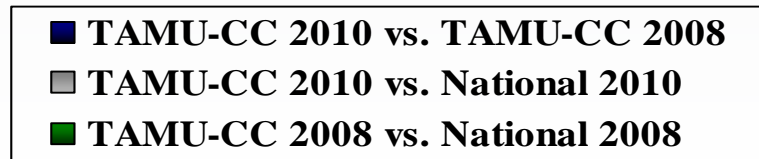
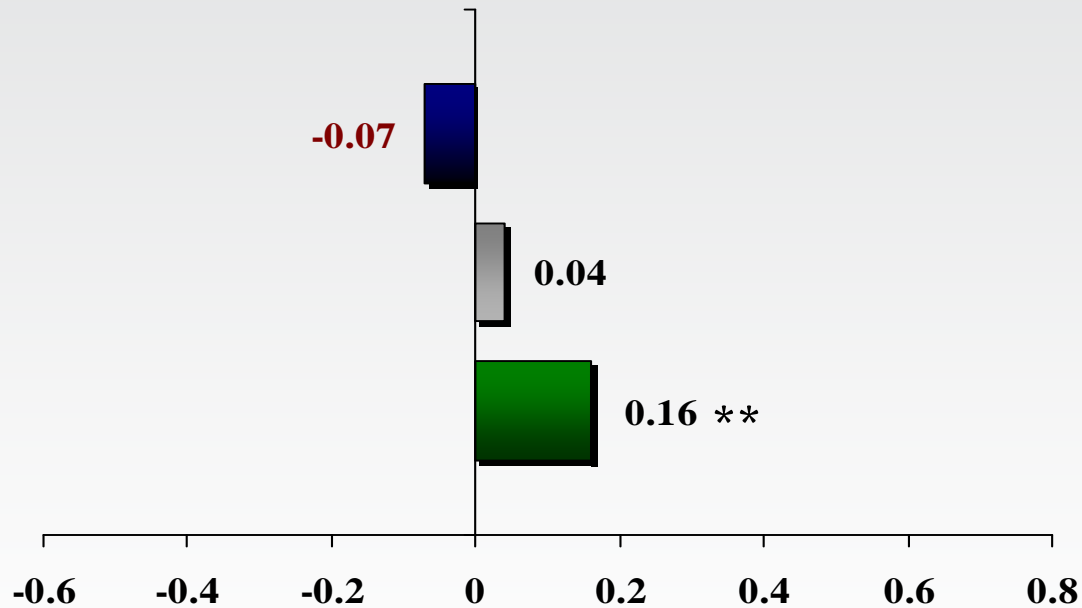
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

Students are made to feel welcome on this campus.



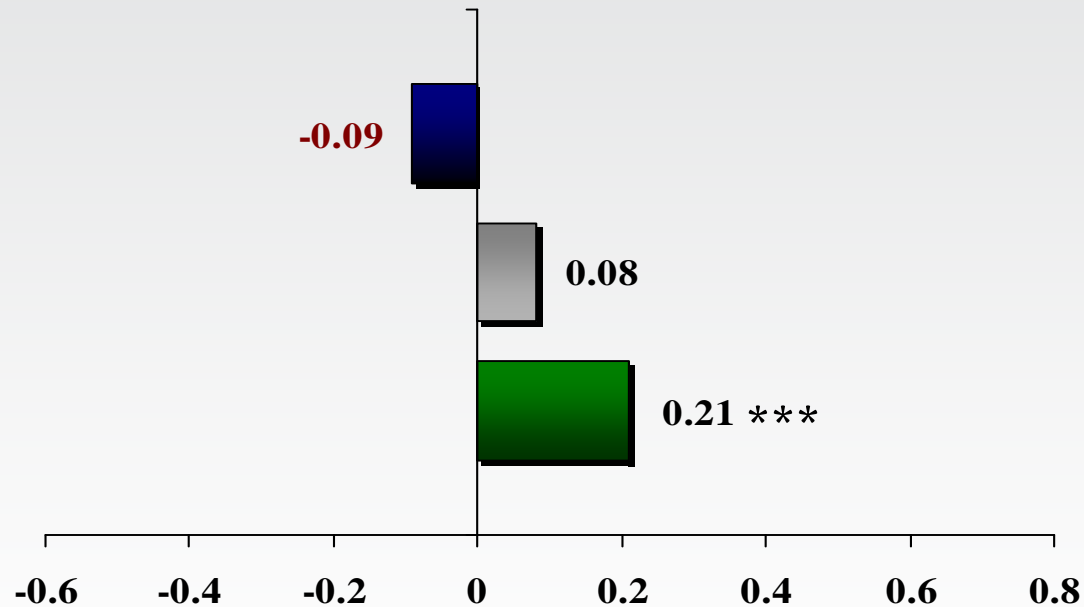
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

This institution has a good reputation within the community.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

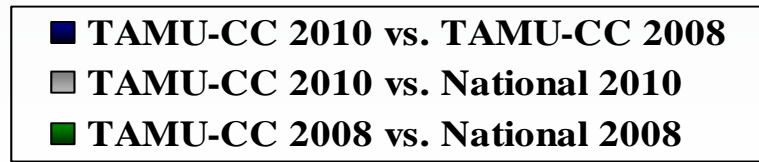
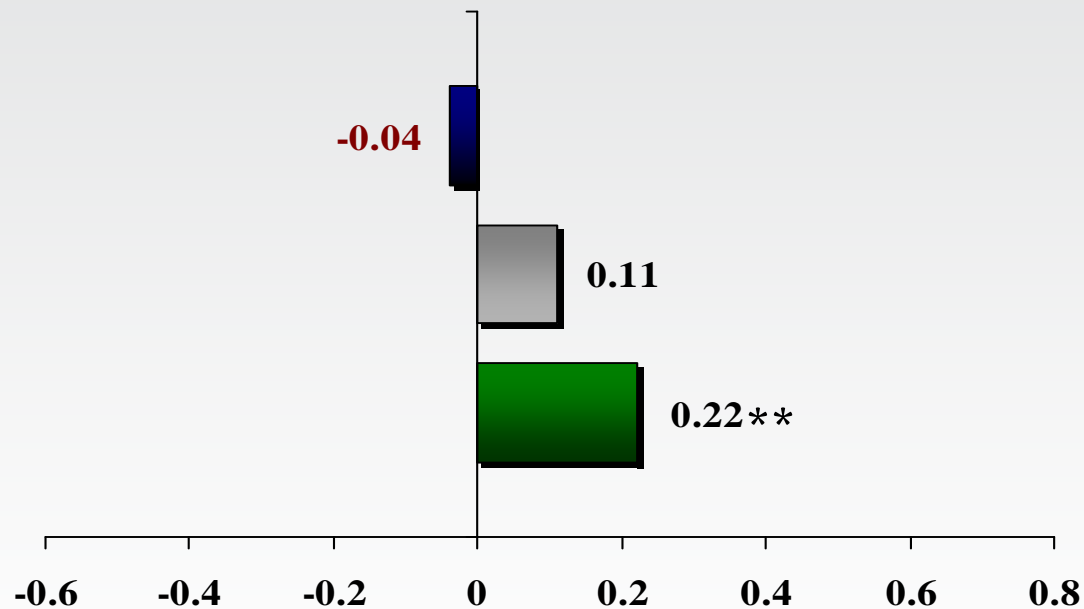
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

I seldom get the “run-around” when seeking information on this campus.



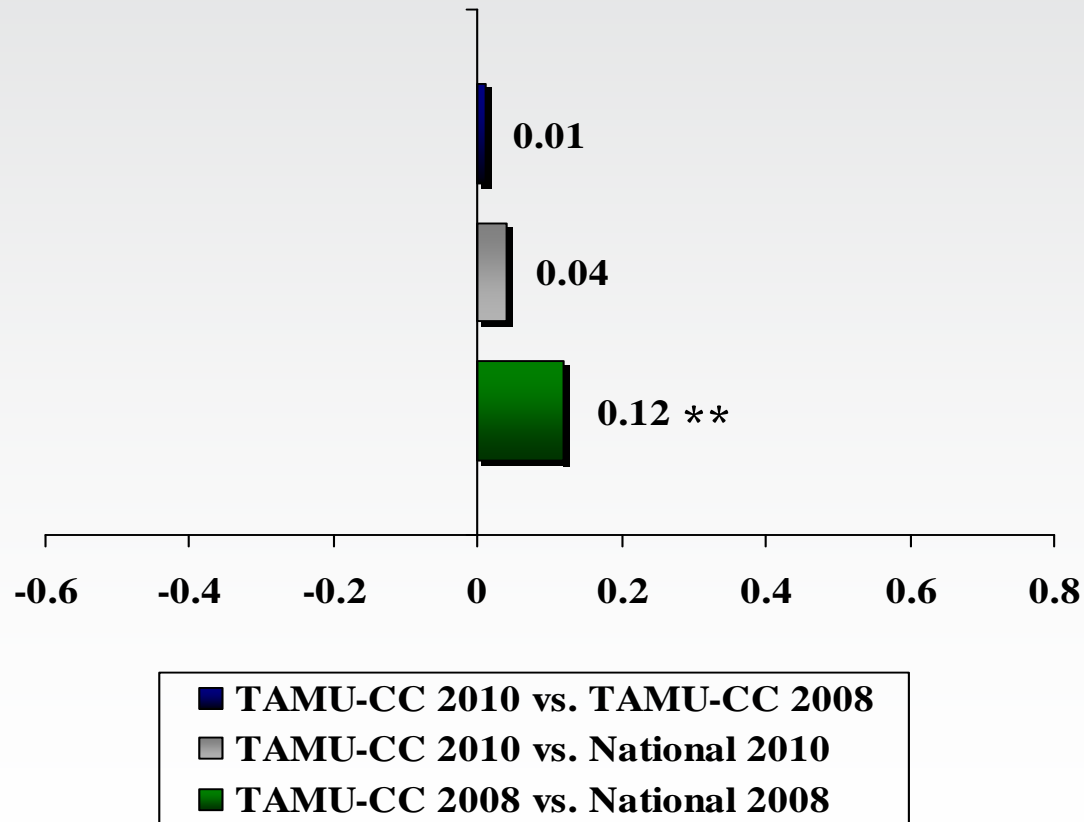
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

This institution shows concern for students as individuals.



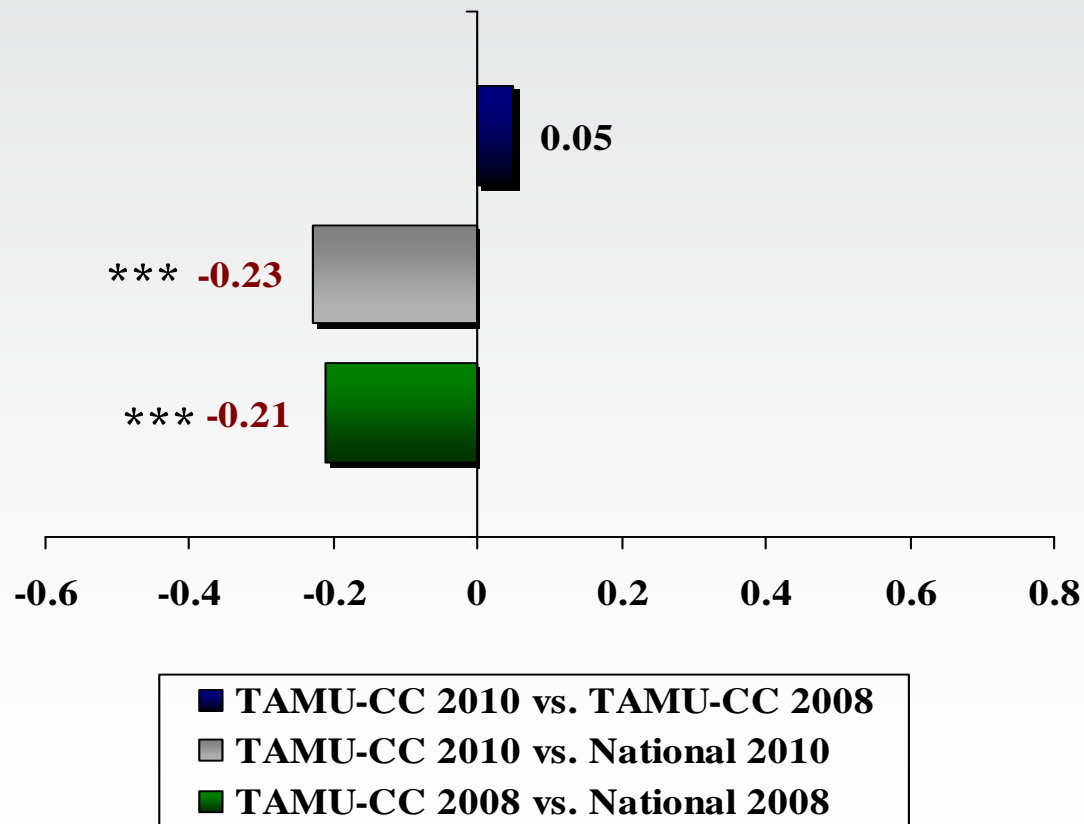
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

I generally know what's happening on campus.



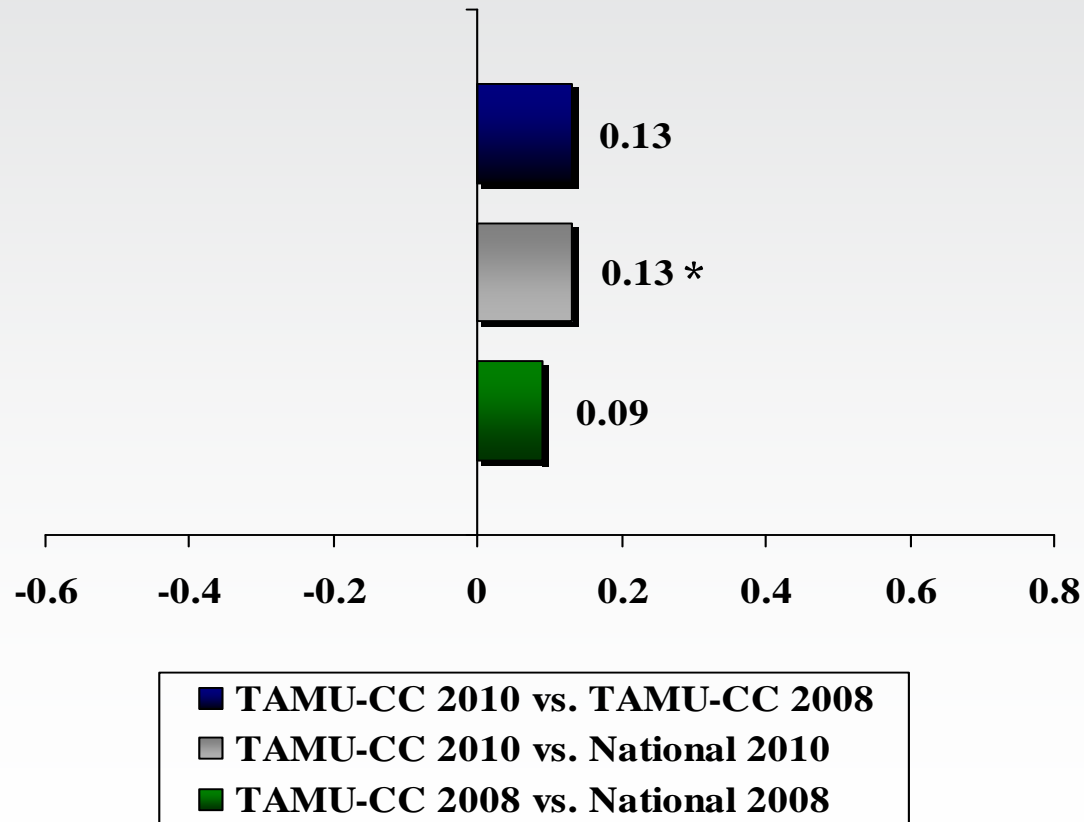
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

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



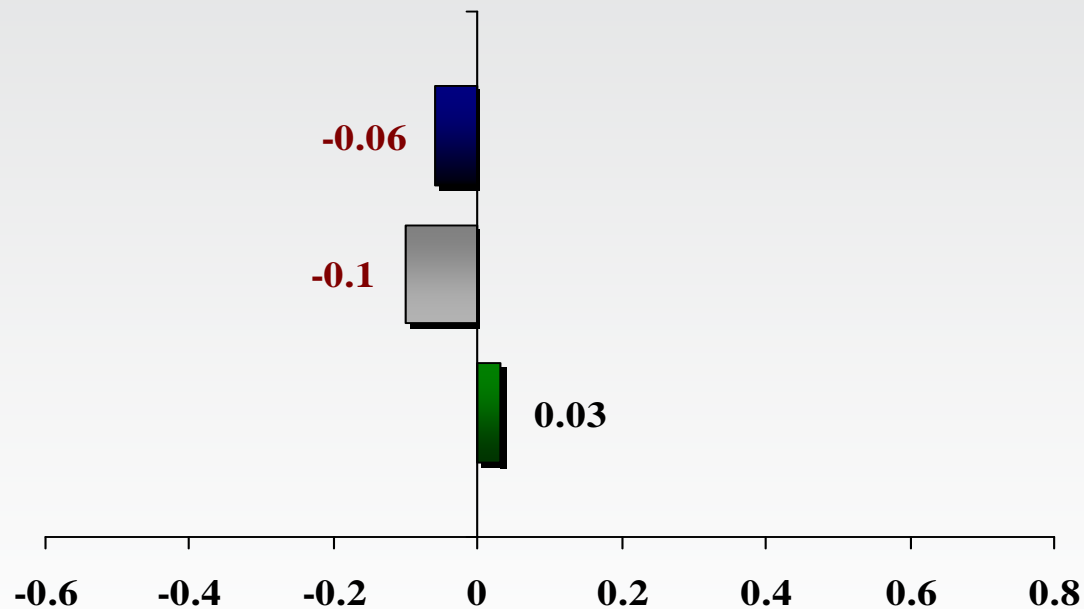
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

Tuition paid is a worthwhile investment.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

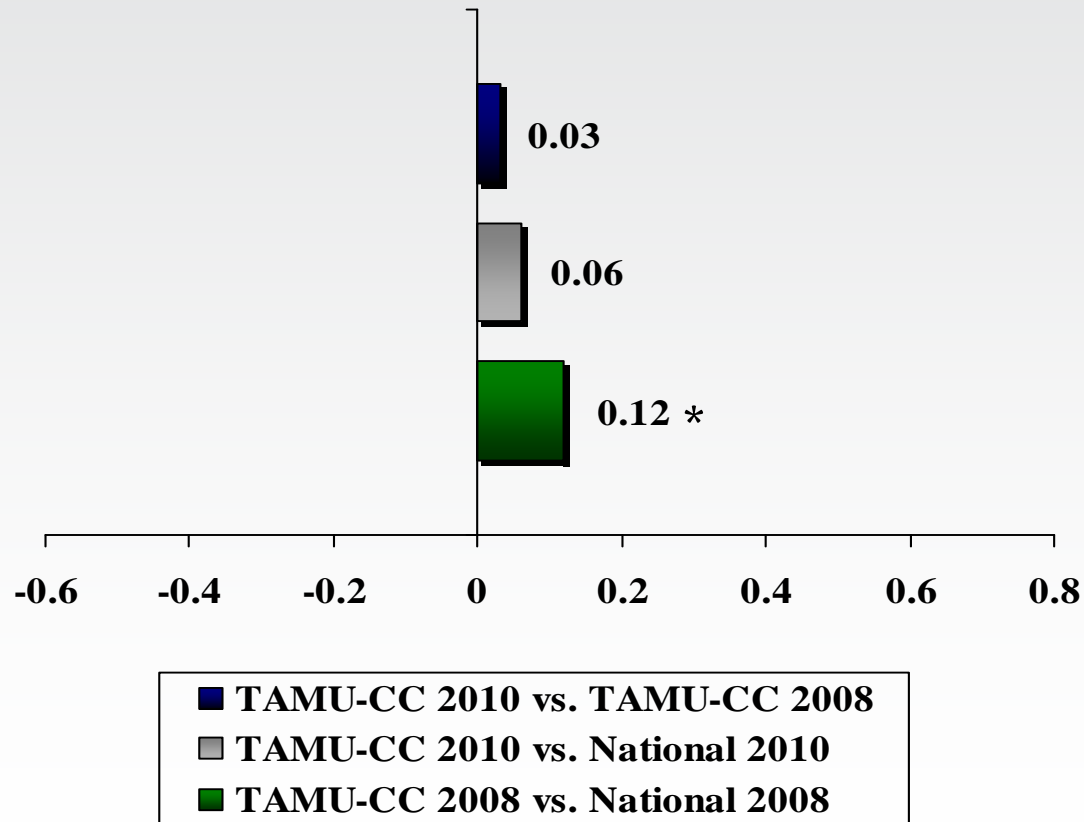
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

Freedom of expression is protected on campus.



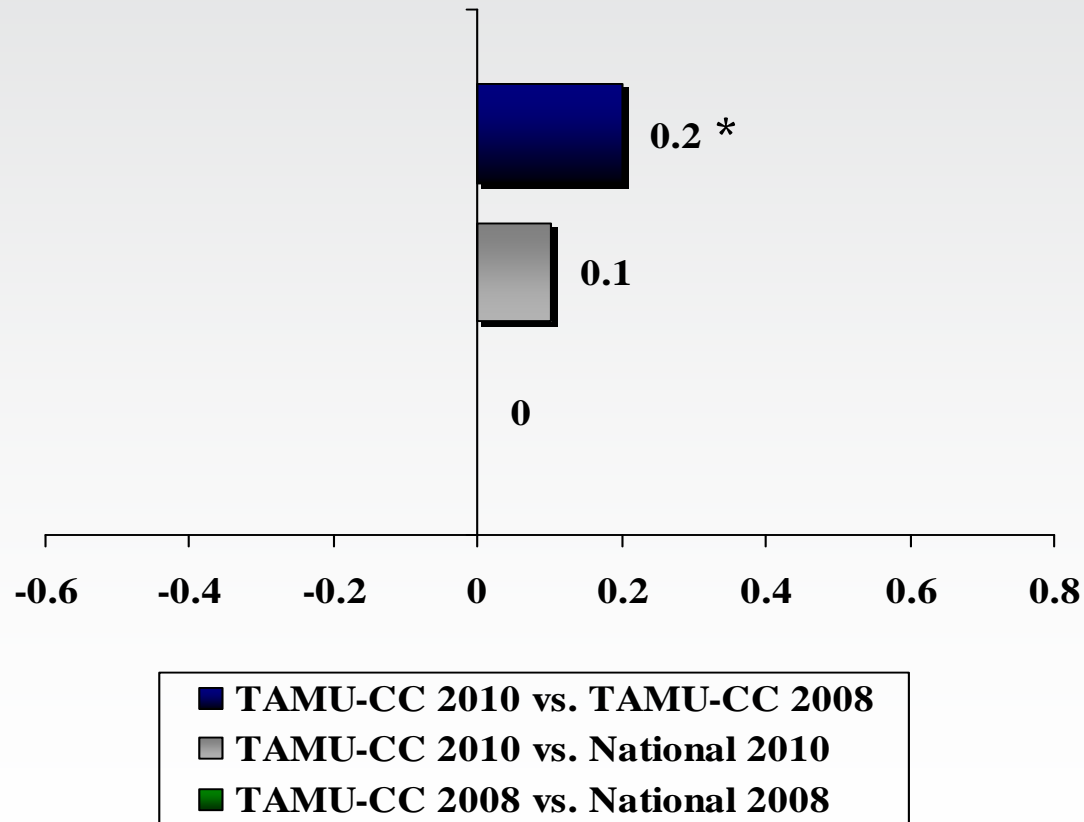
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Climate

Channels for expressing student complaints are readily available.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness Scale

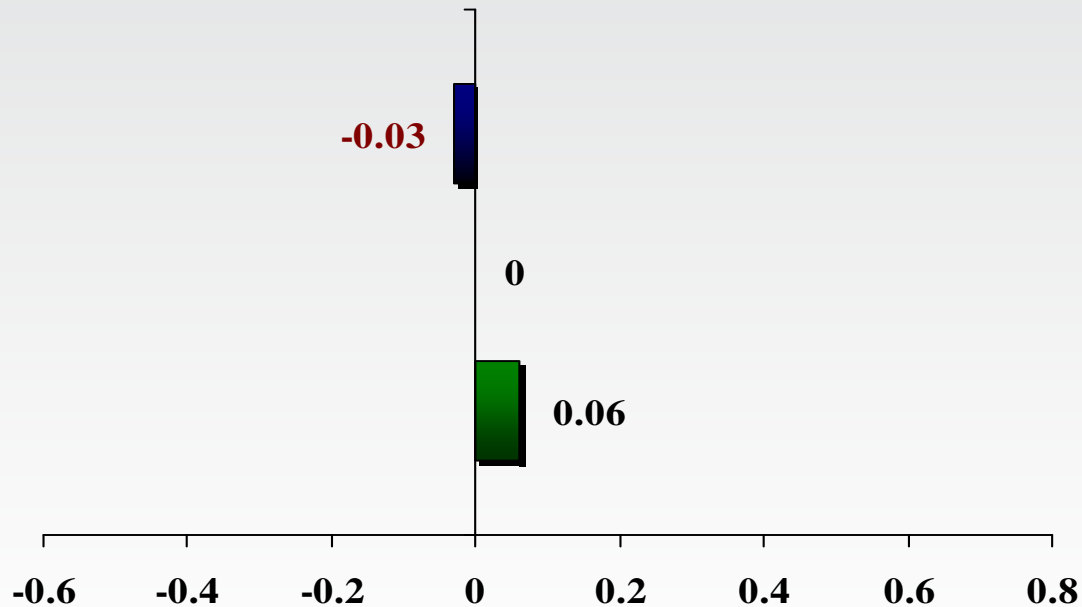
Scale assesses campus's efforts to convey to students that they are important to the institution. This scales measures the extent to which students feel welcome and valued.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

Most students feel a sense of belonging here.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

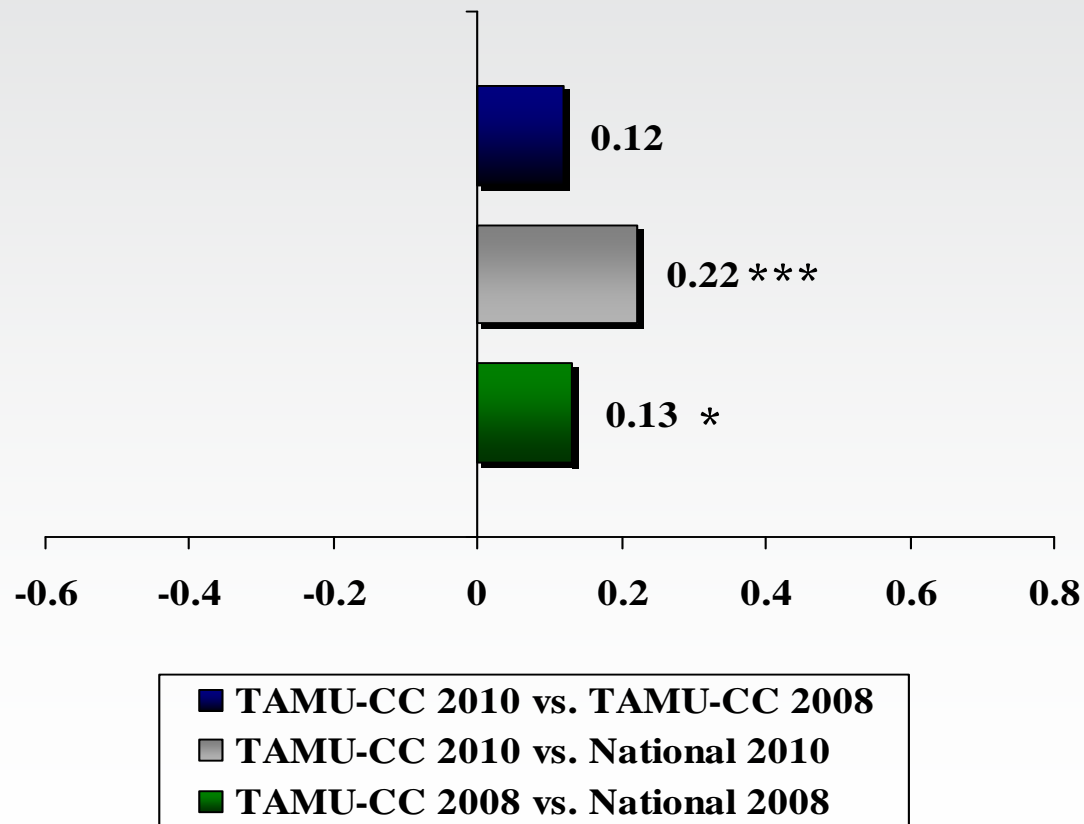
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

The campus staff are caring and helpful.



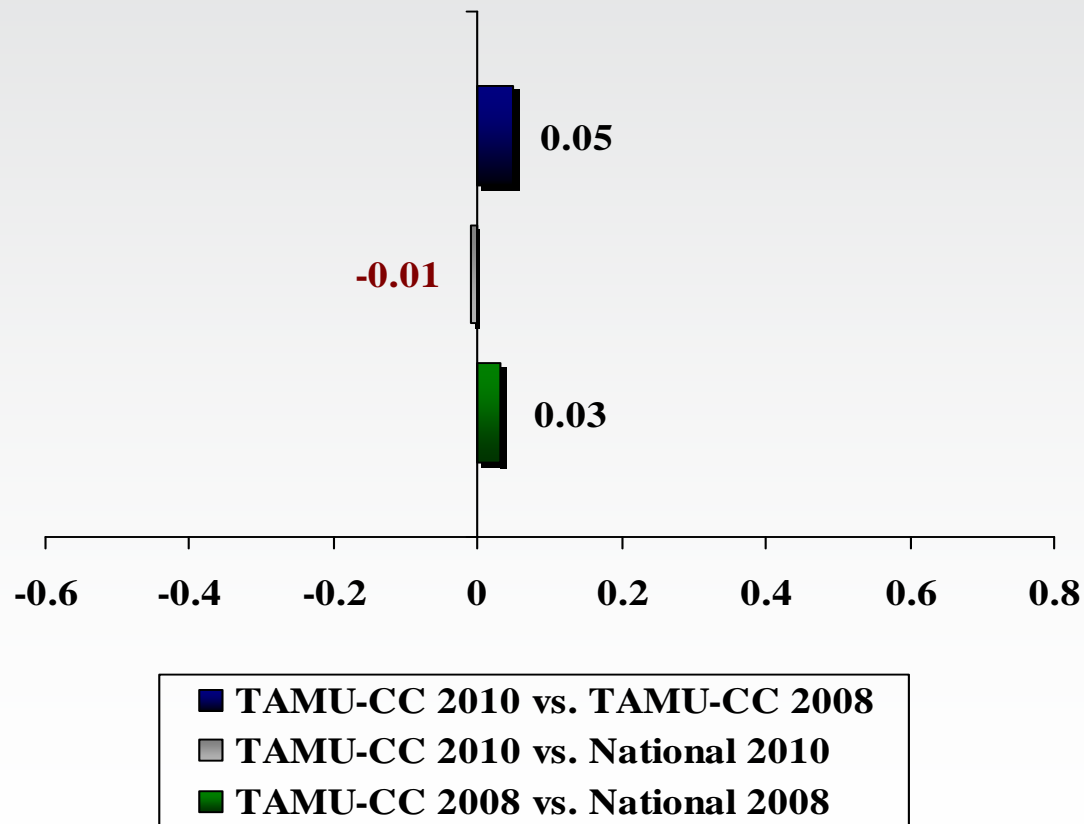
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

Administrators are approachable to students.



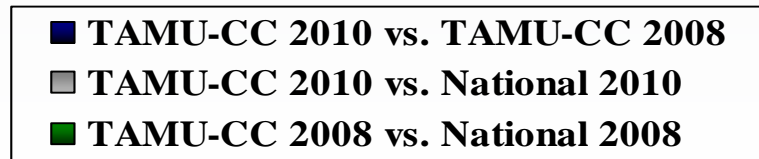
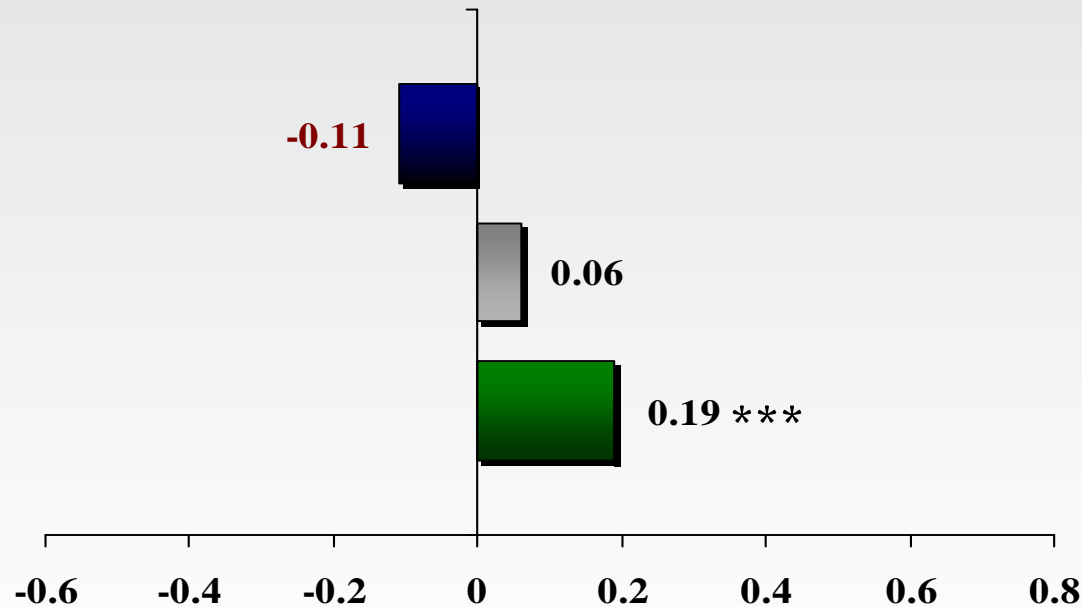
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

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



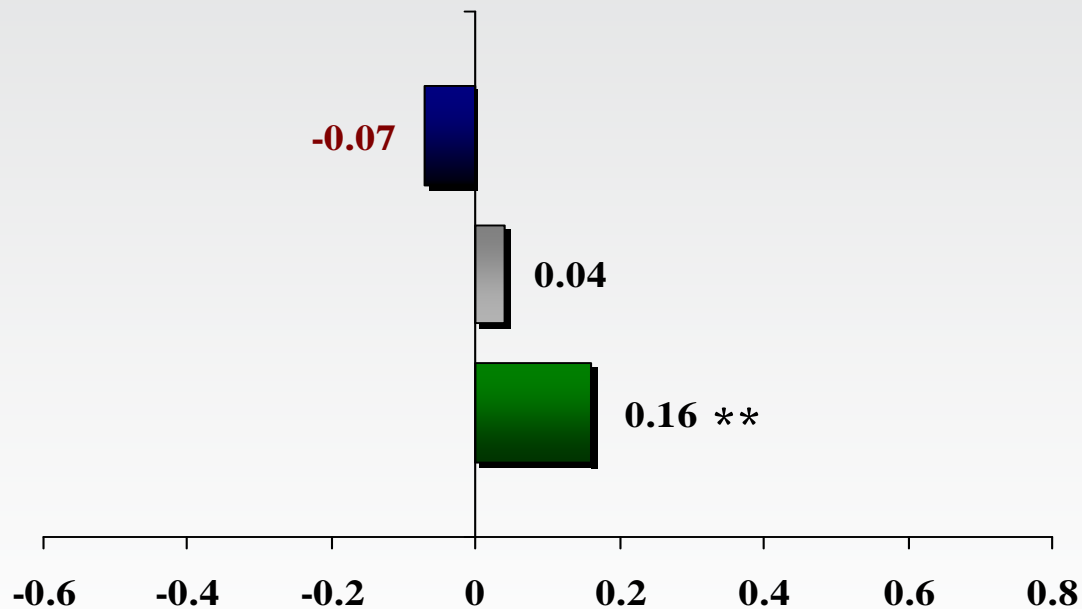
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

Students are made to feel welcome on this campus.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

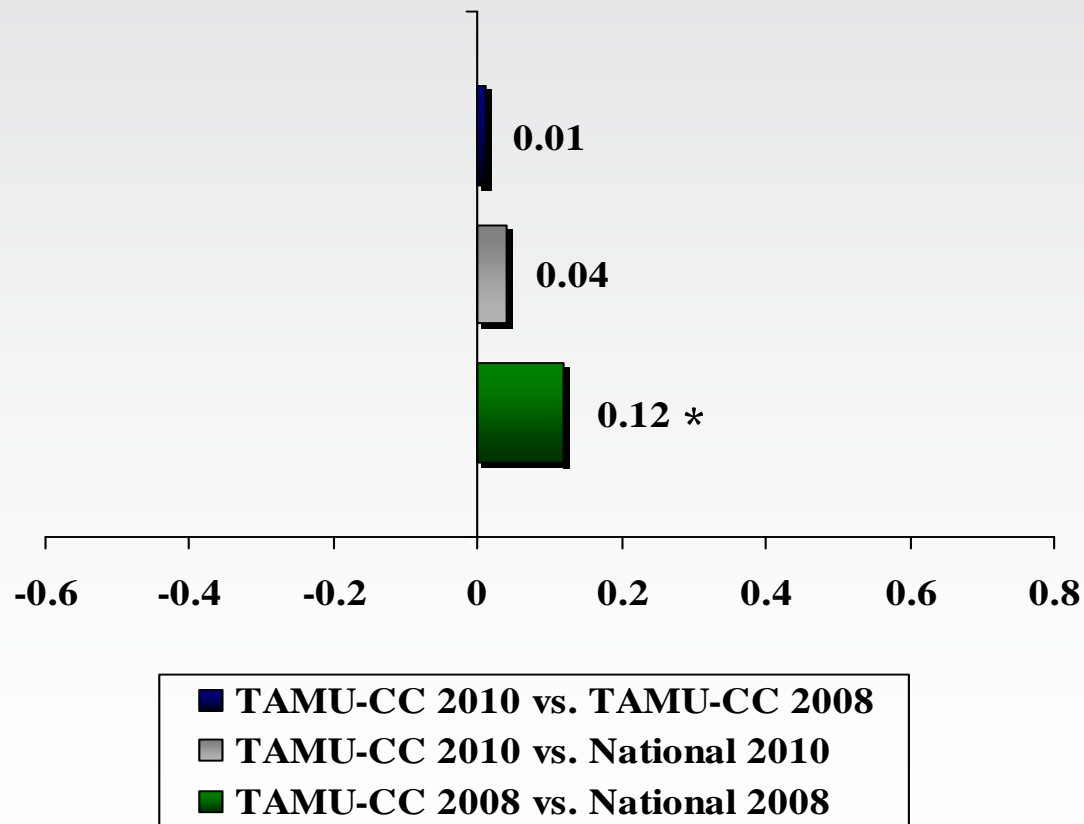
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Student Centeredness

This institution shows concern for students as individuals.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

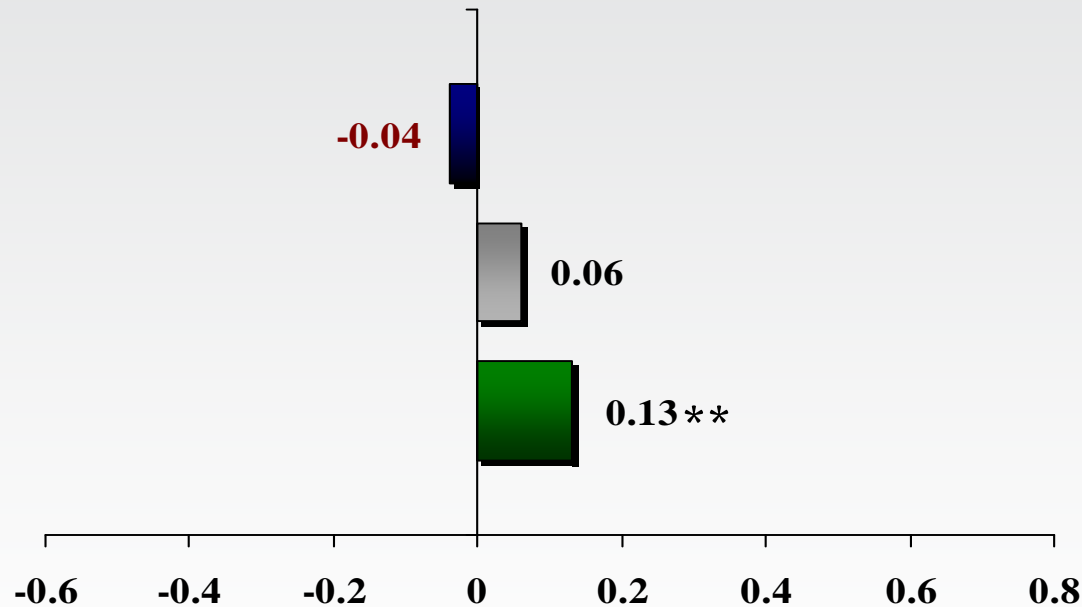
Concern for the Individual Scale

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.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual
Faculty care about me as an individual.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

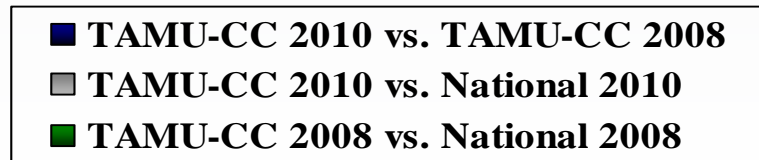
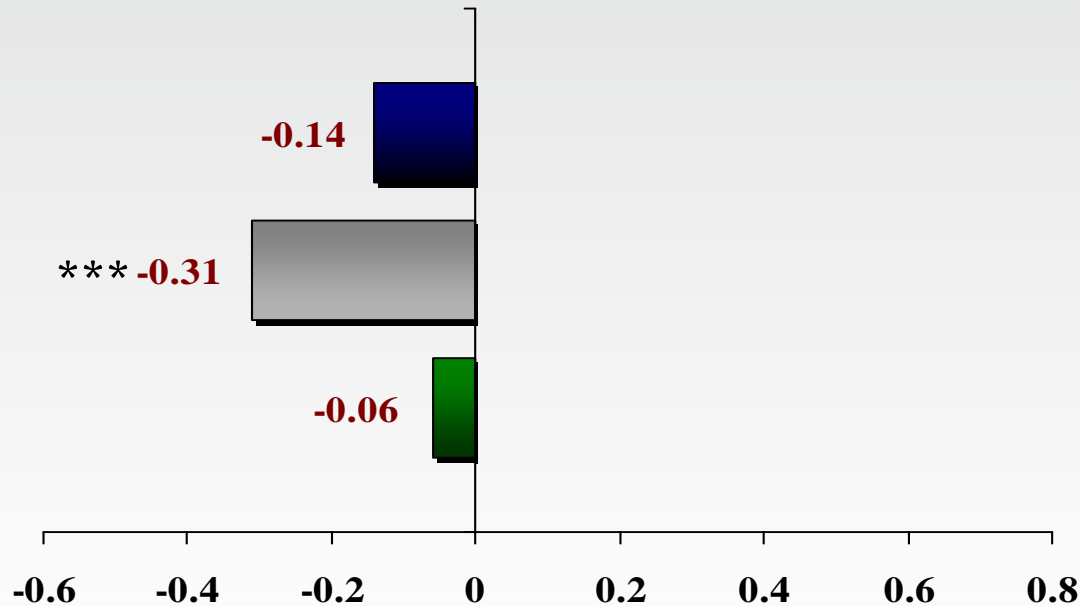
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual

My academic advisor is concerned about my success as an individual.

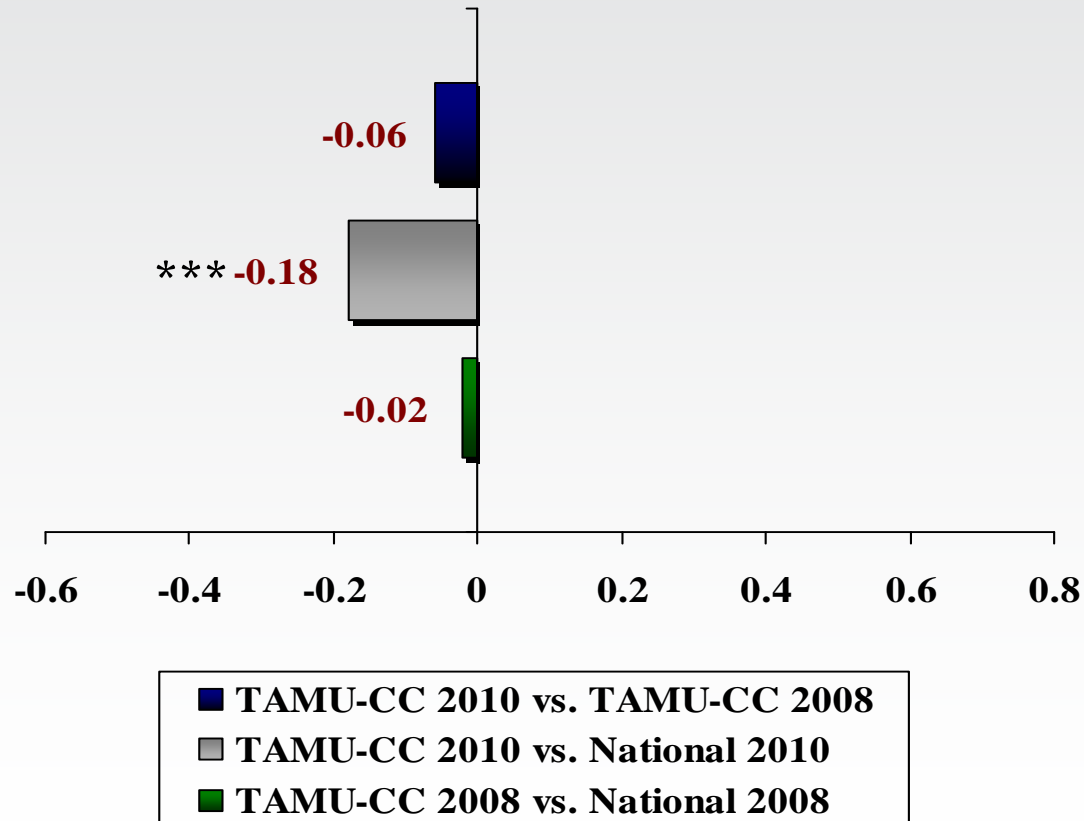


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual
Counseling staff care about students as individuals.



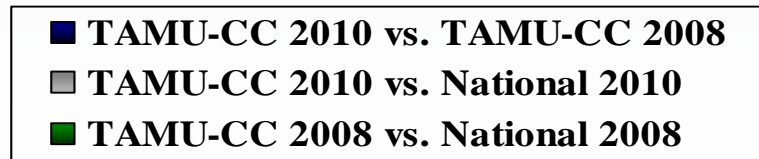
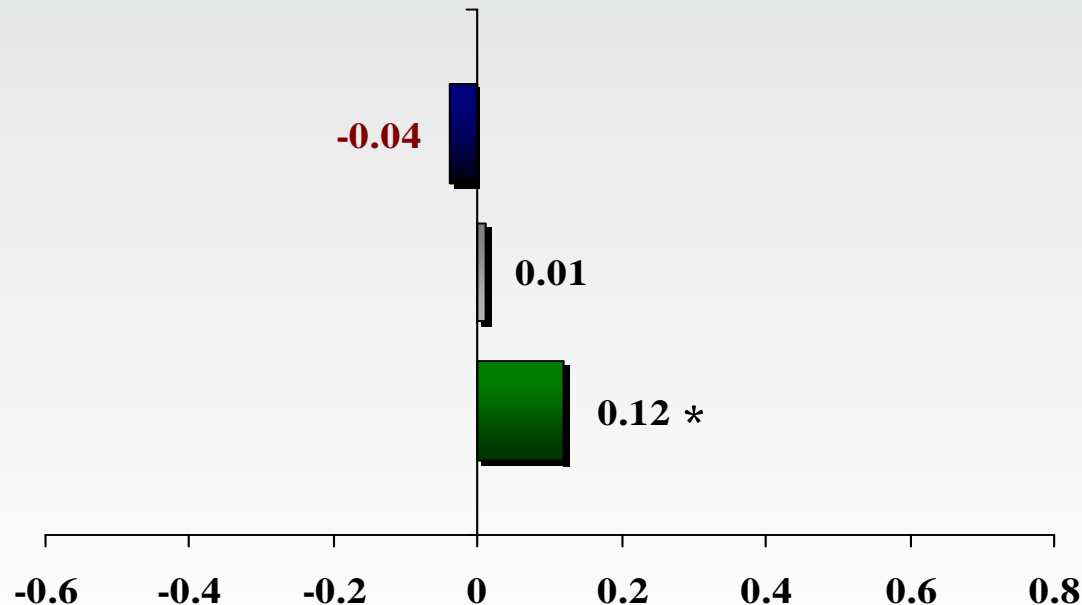
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual

Faculty are fair and unbiased in their treatment of individual students.



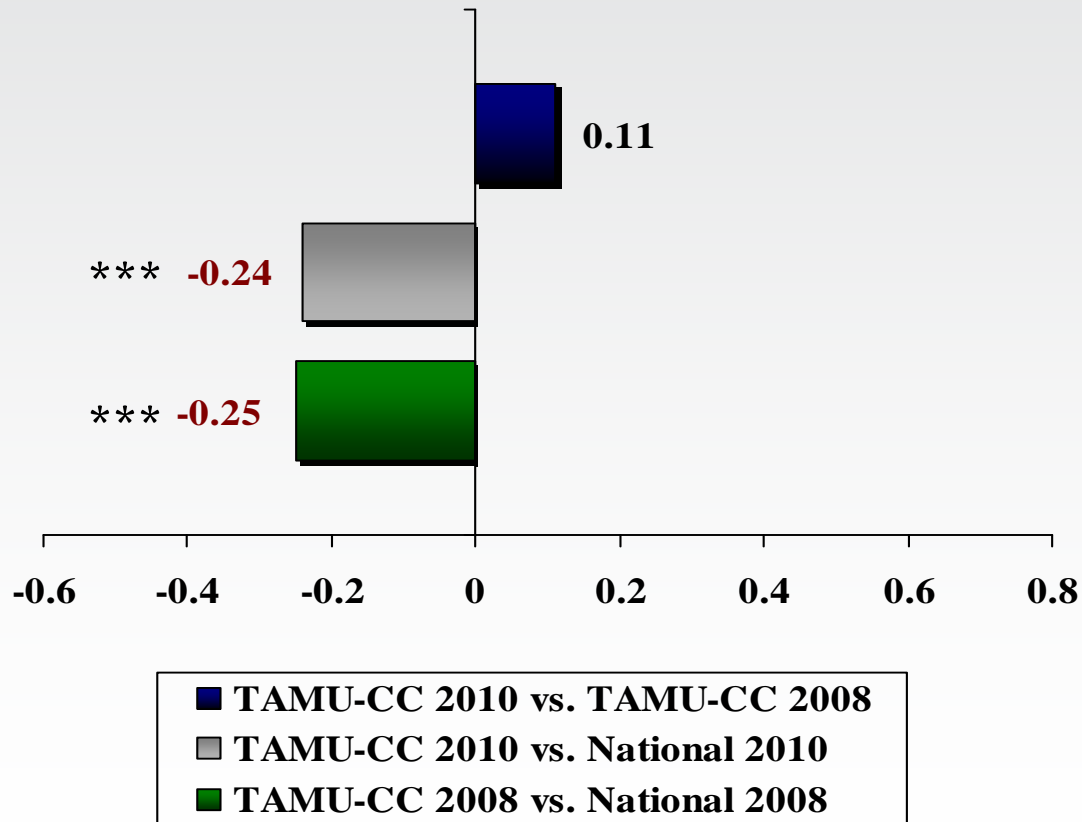
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual

Residence hall staff are concerned about me as an individual.



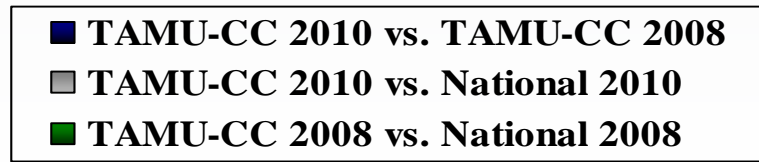
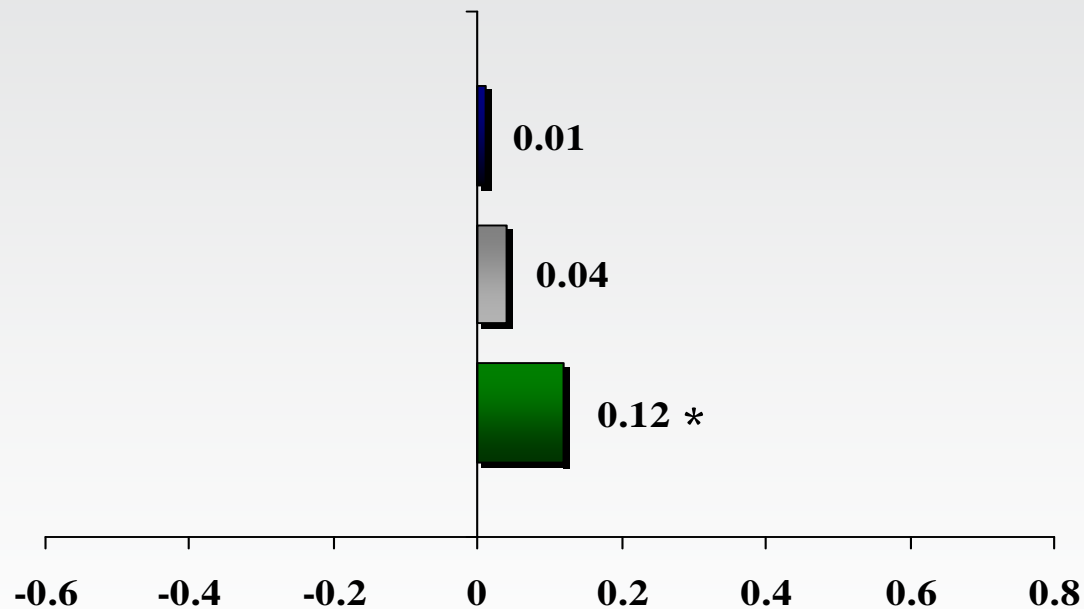
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Concern for the Individual

The institution shows concern for students as individuals.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence Scale

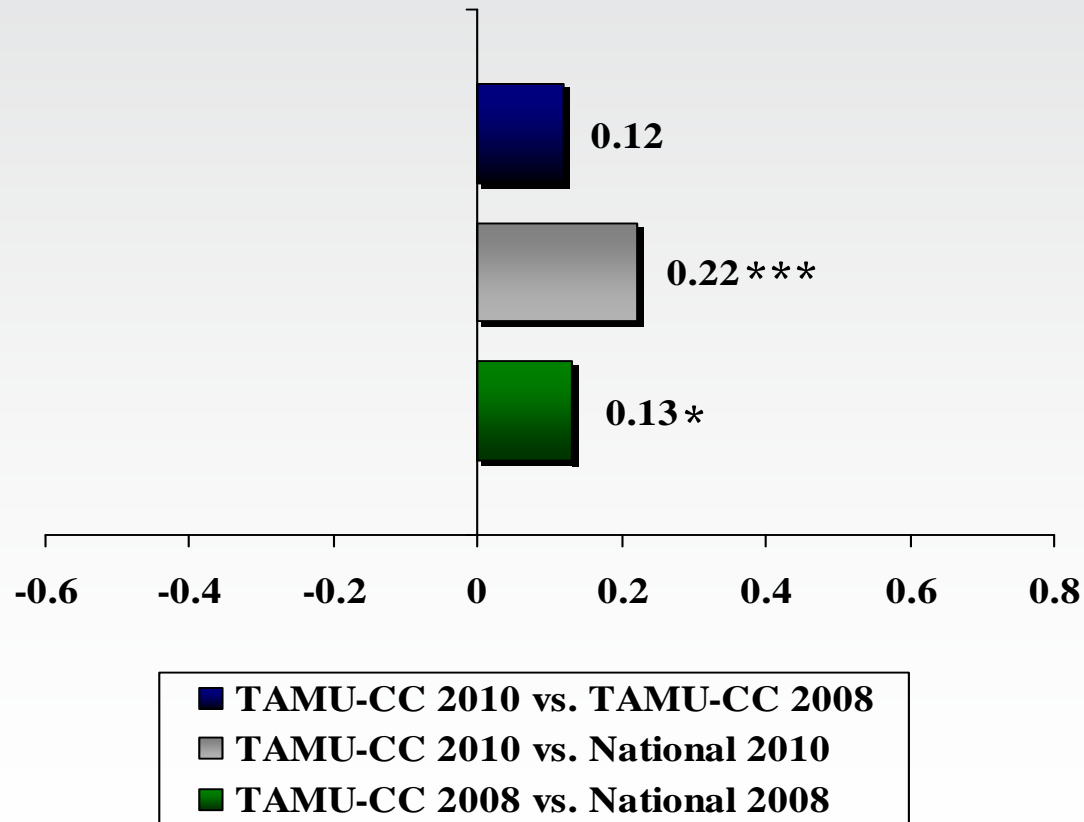
Scale assesses perceived attitude of staff, especially front line staff, towards students. This scale pinpoints the areas of campus where quality service and personal concern for students are rated most and least favorably.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

The campus staff are caring and helpful.

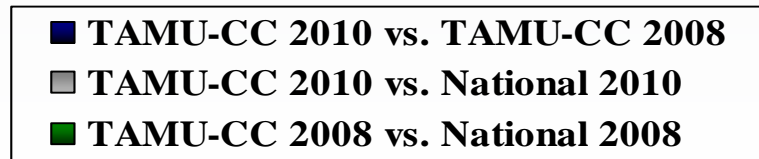
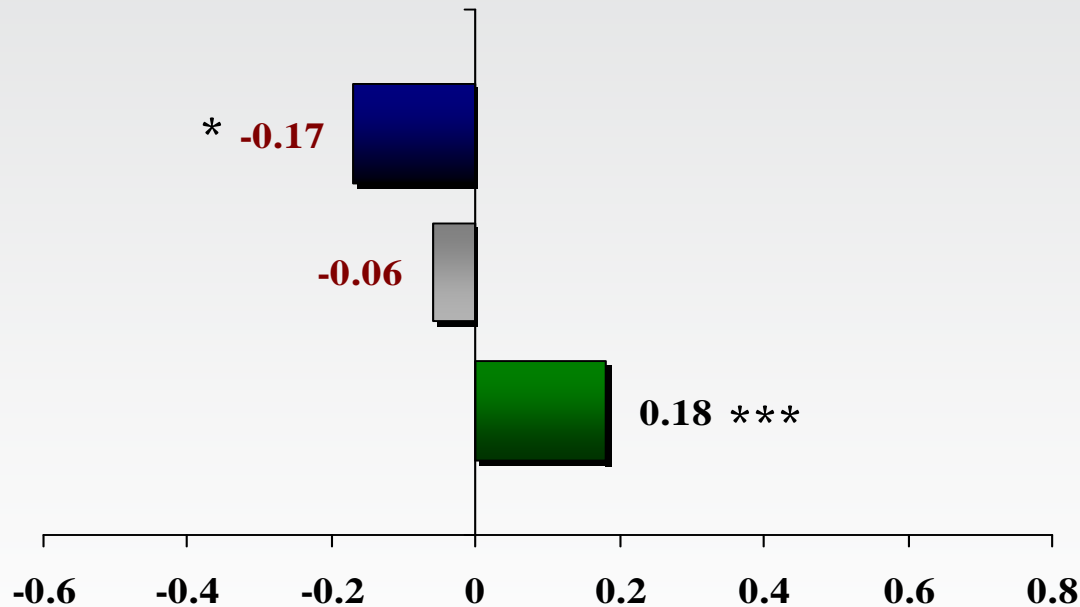


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence
Library staff are helpful and approachable.



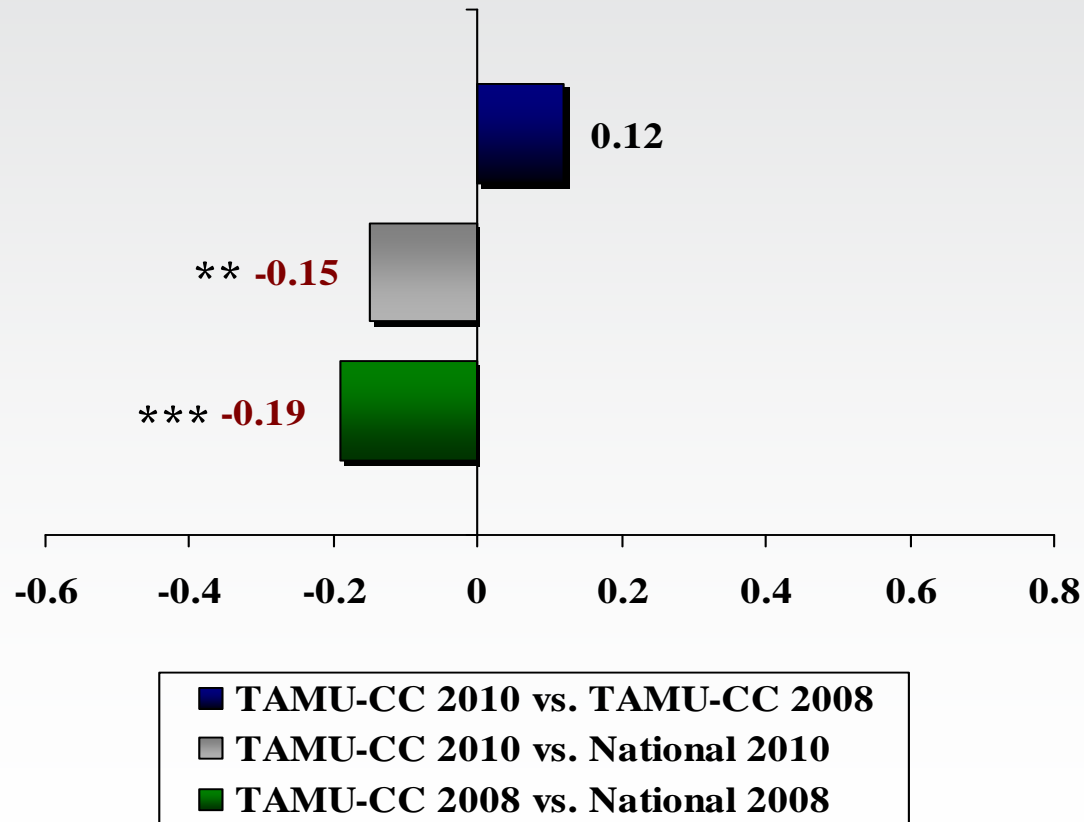
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

The staff in the health services area are competent.



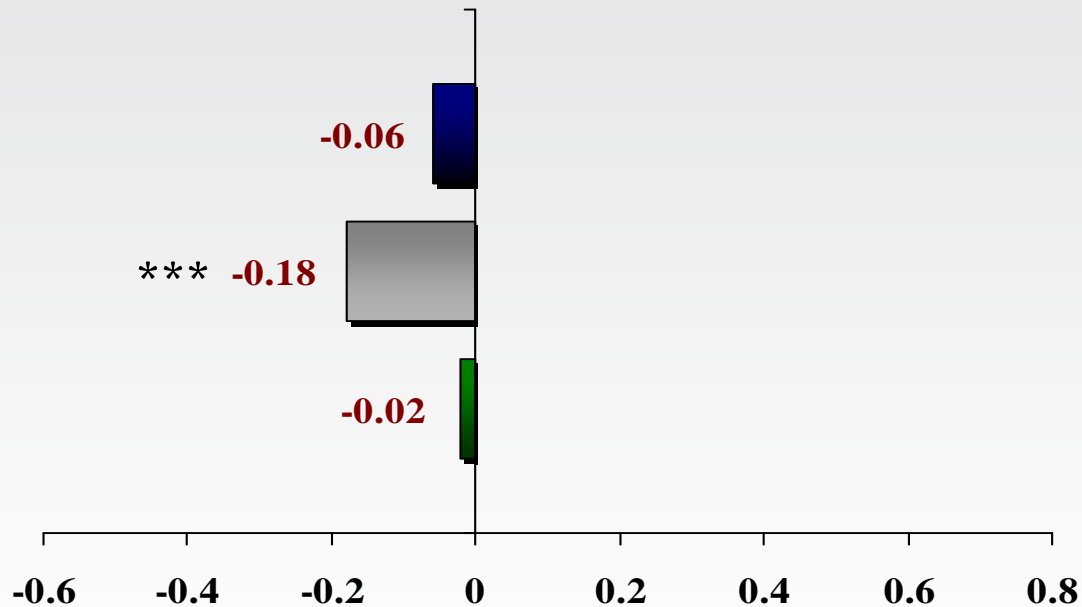
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

Counseling staff care about students as individuals.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

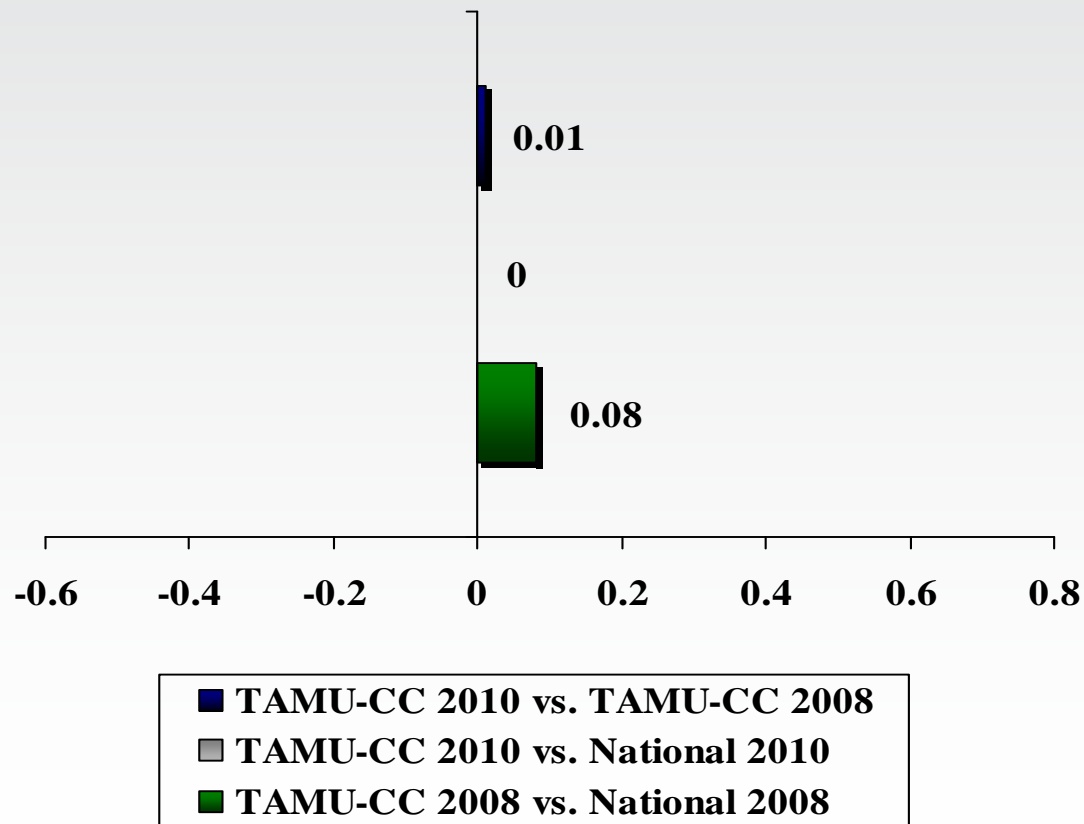
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

The personnel involved in registration are helpful.



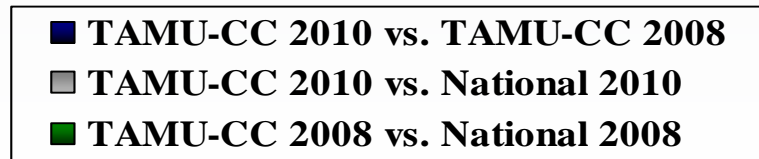
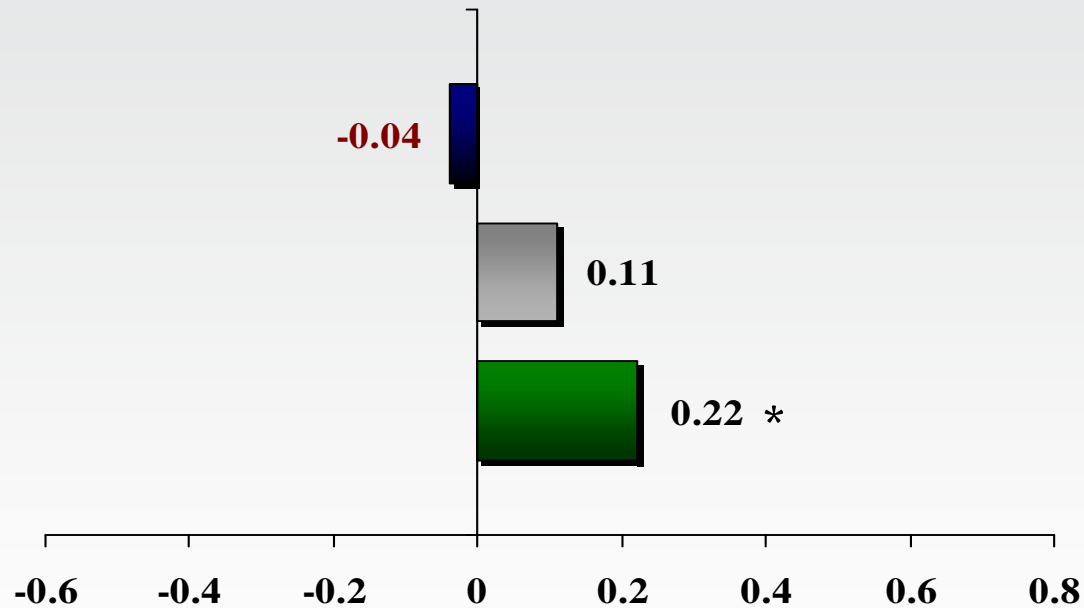
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

I seldom get the “run-around” when seeking information on this campus.



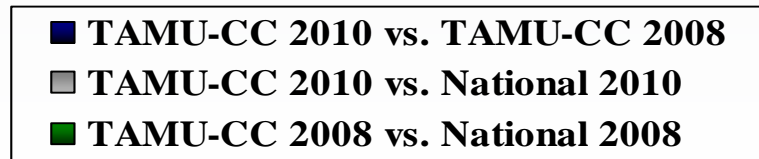
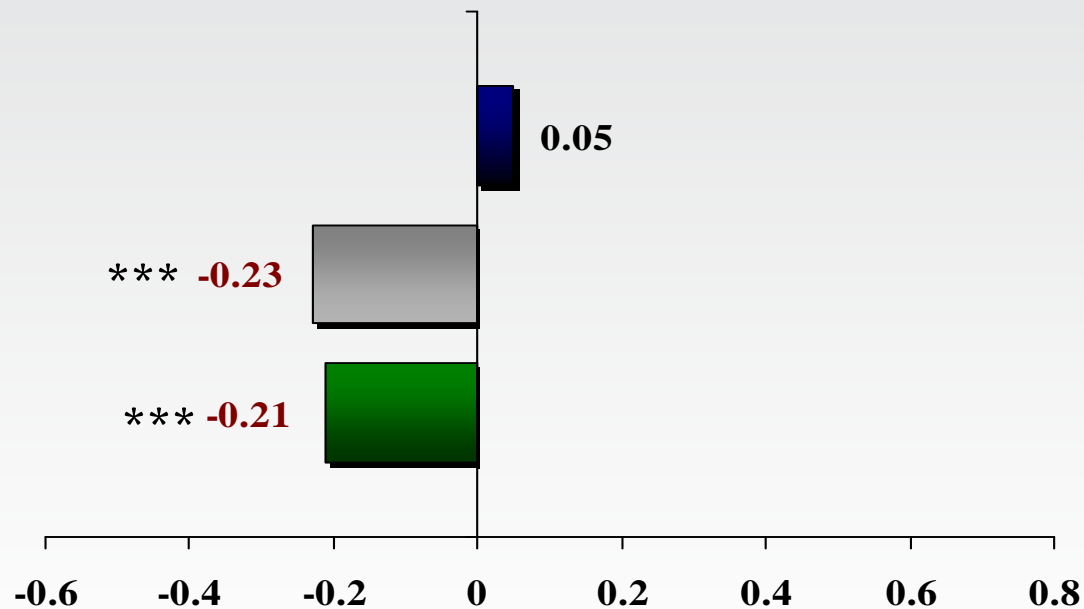
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

I generally know what's happening on campus.



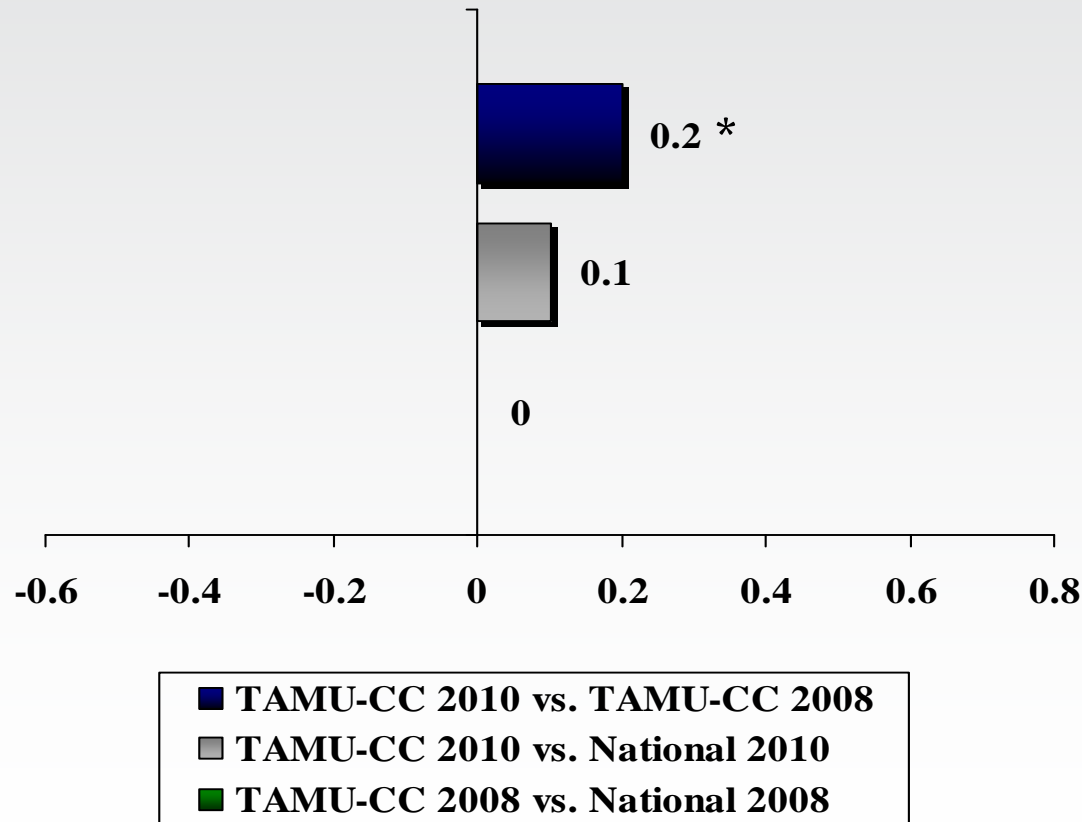
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

Channels for expressing student complaints are readily available.



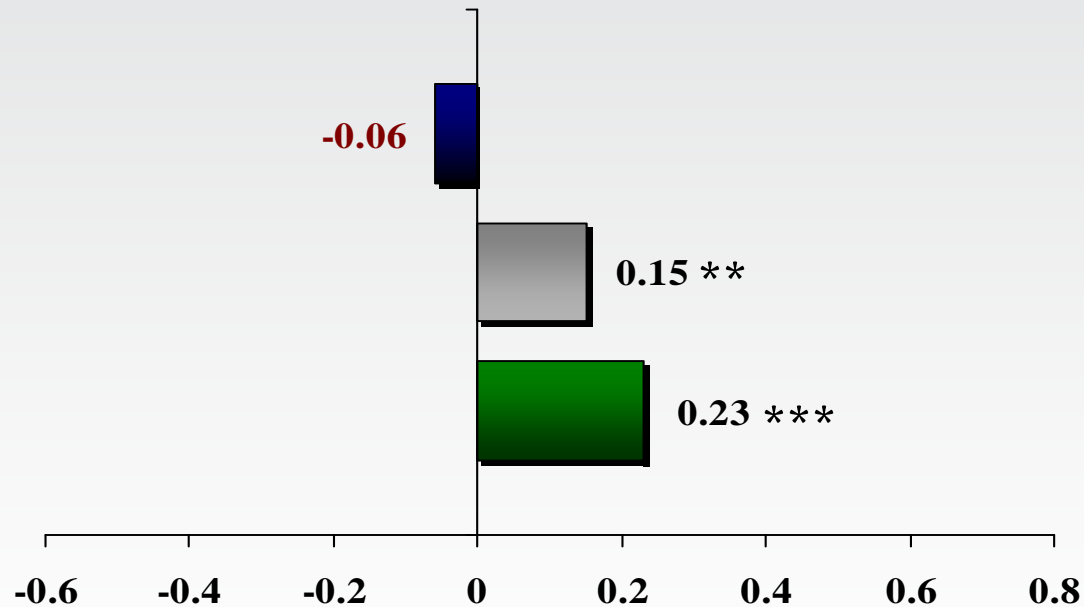
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence

On the whole, the campus is well-maintained.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

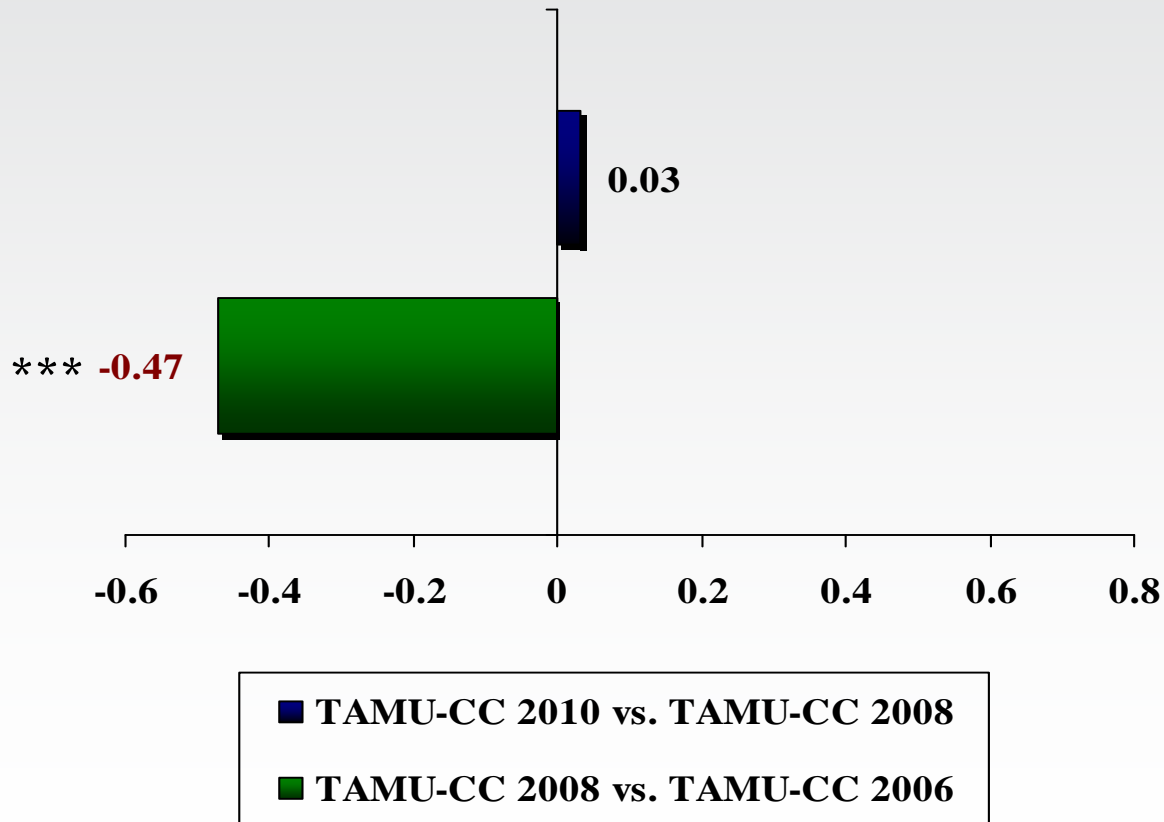
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Service Excellence (TAMU-CC Custom Question)

The WEB registration process through SAIL works well for me.



Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

Campus Life Scale

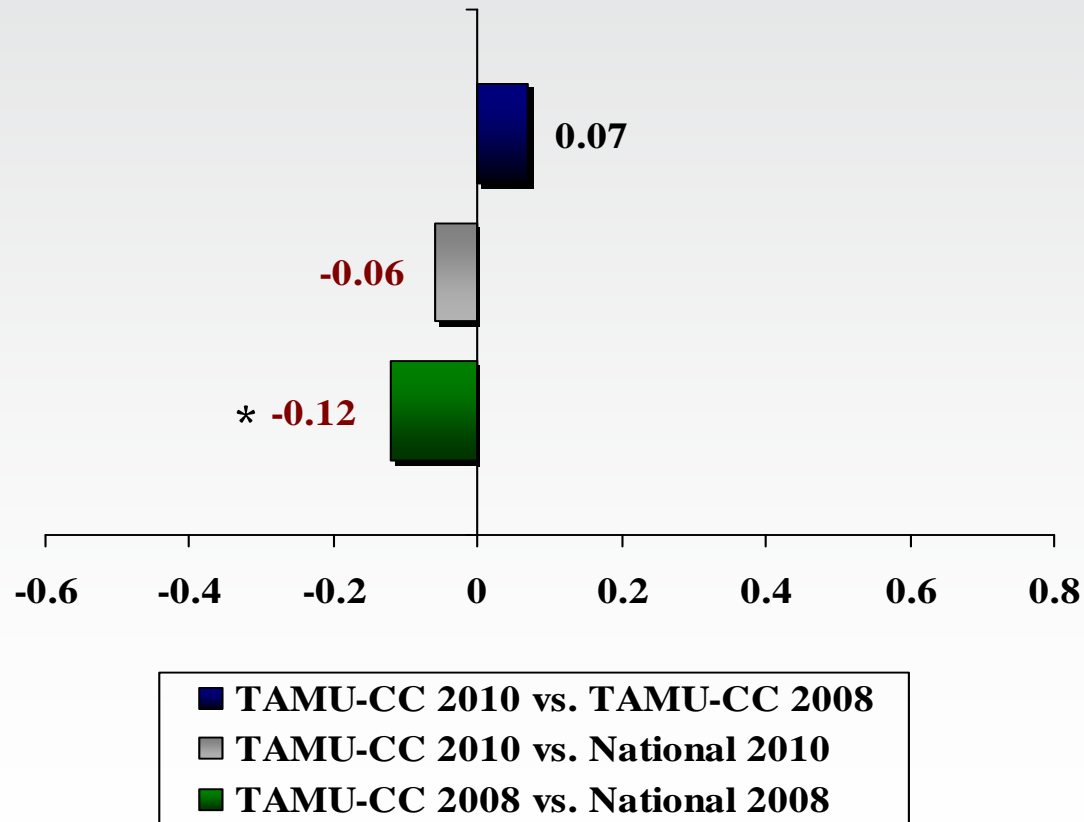
Scale assesses effectiveness of student life programs offered, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

A variety of intramural activities are offered.



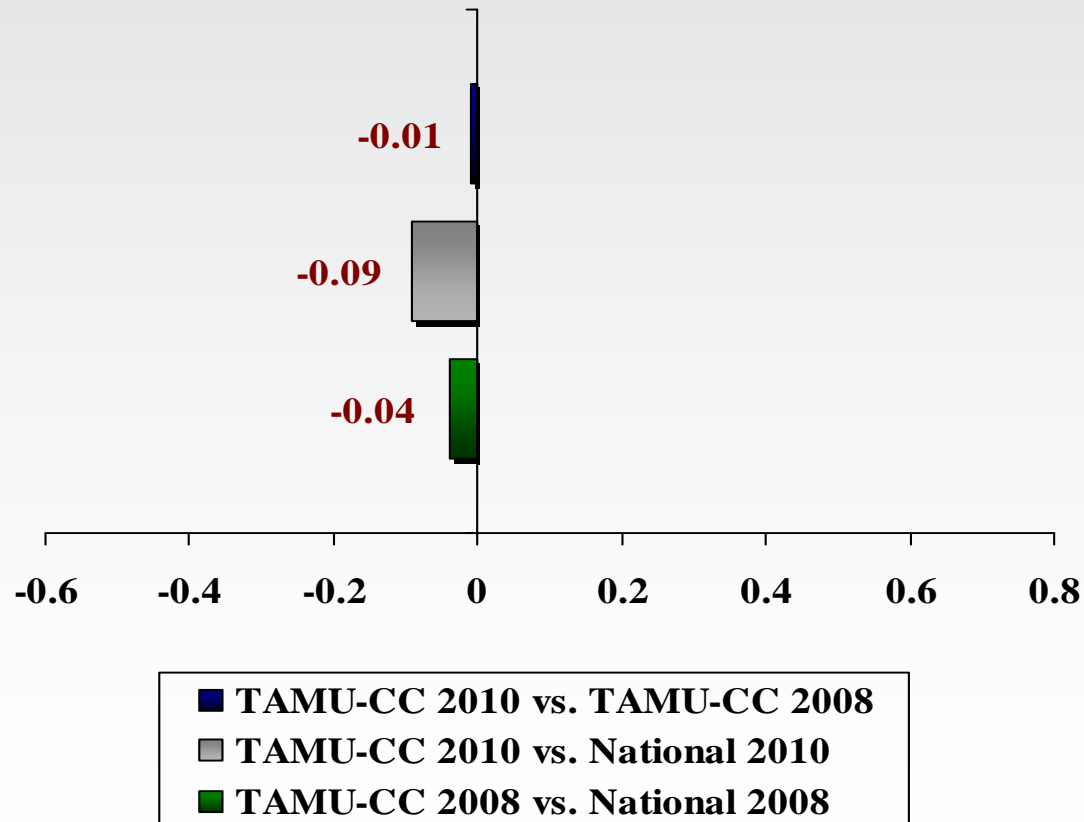
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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.)



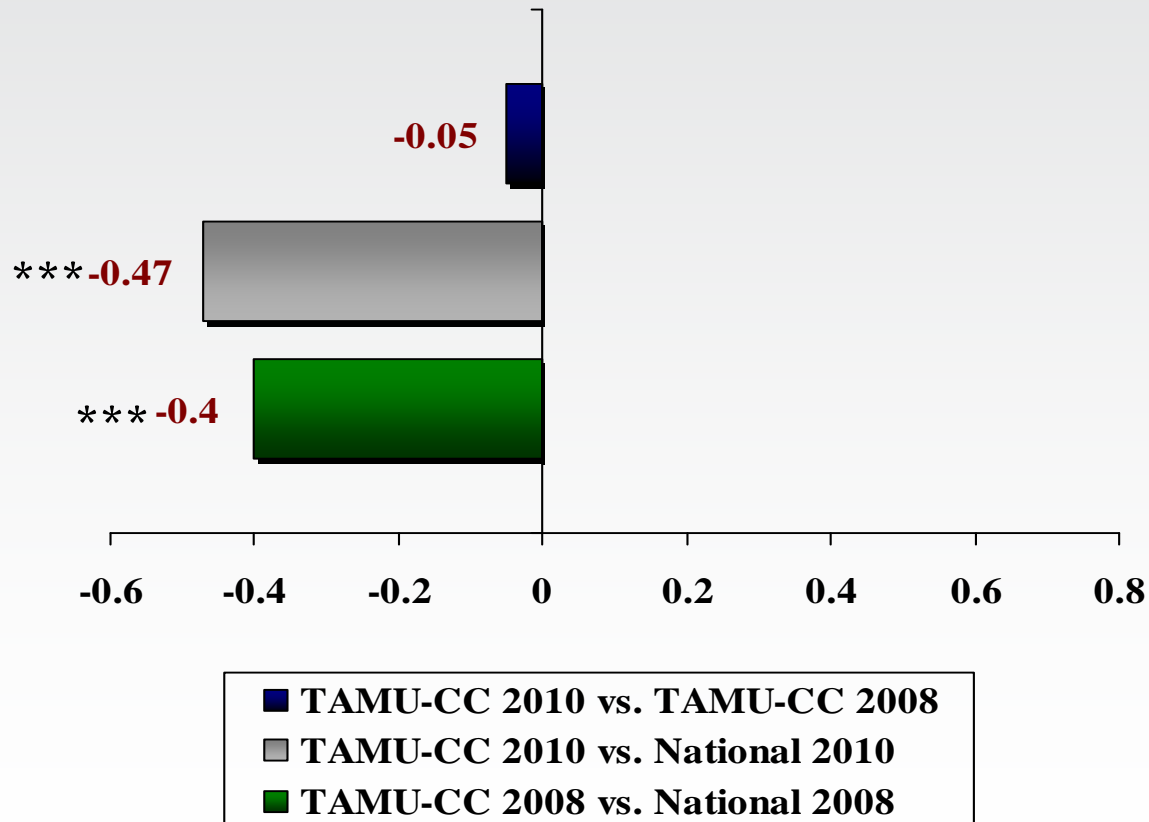
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

The intercollegiate athletic programs contribute to a strong sense of school spirit.



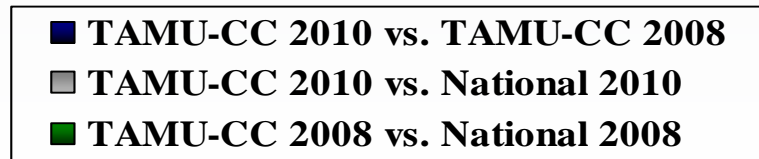
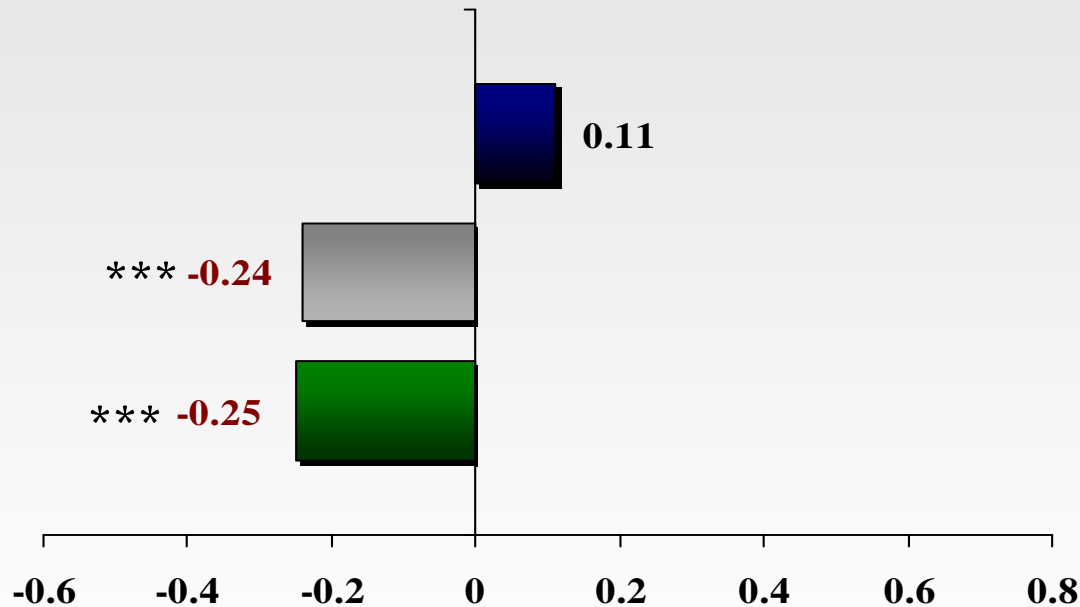
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Residence hall staff are concerned about me as an individual.



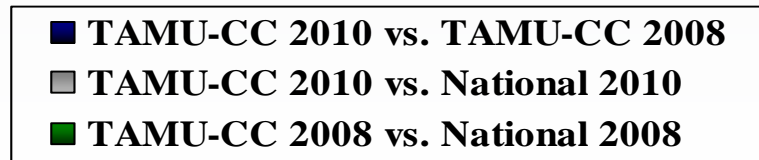
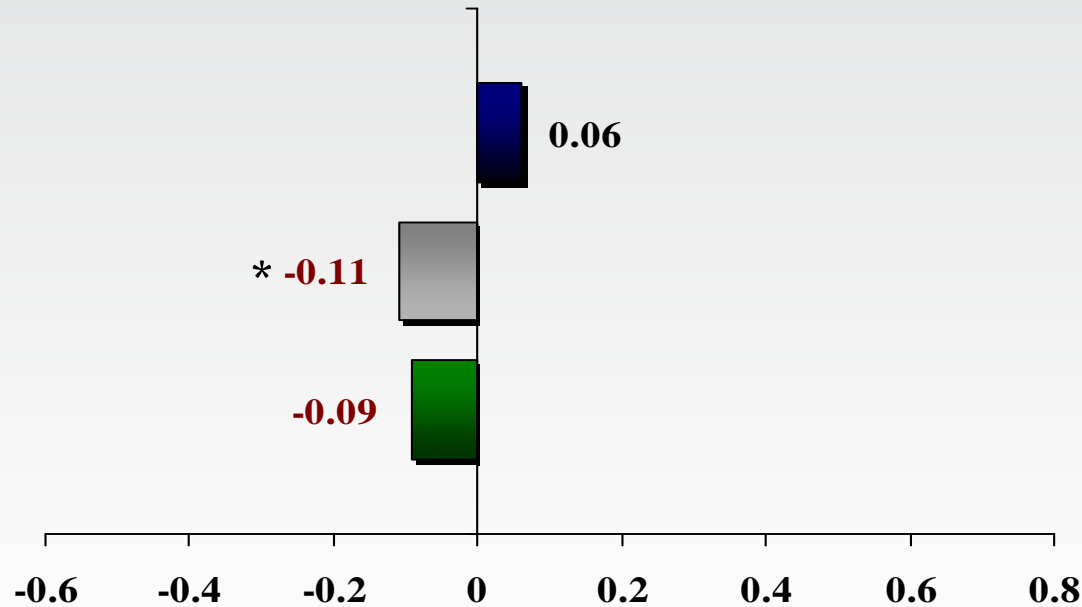
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Males and females have equal opportunities to participate in intercollegiate athletics.



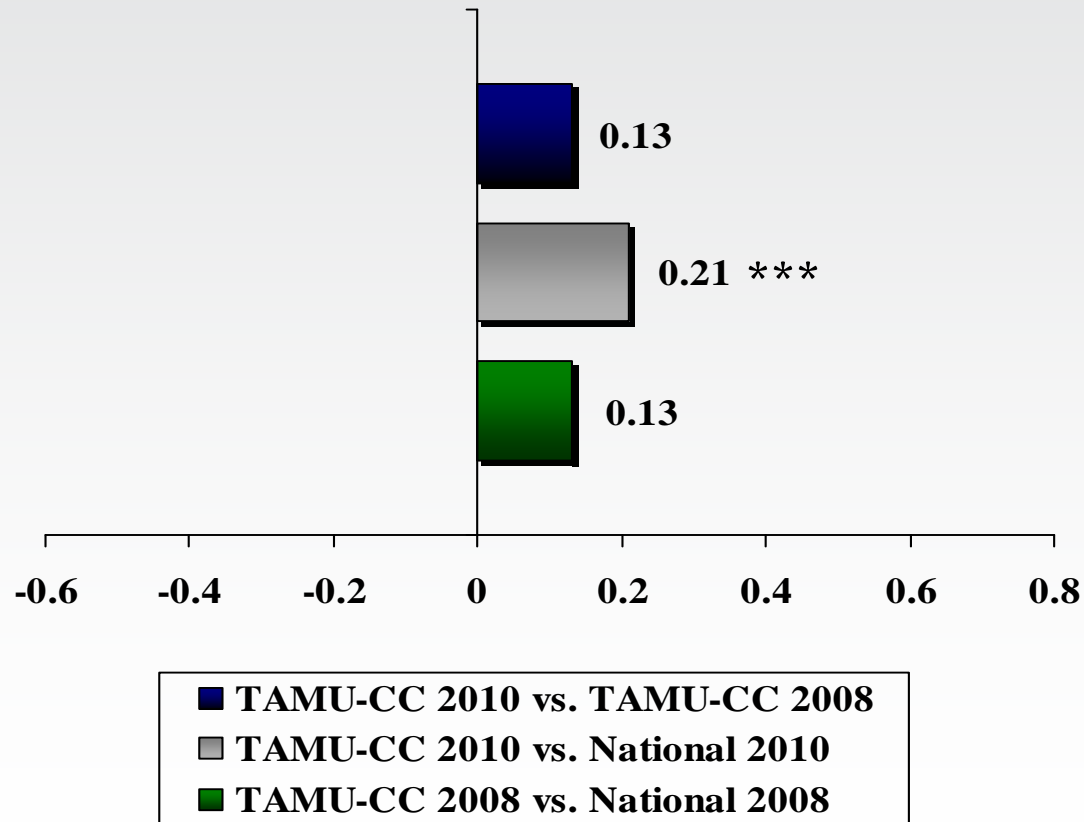
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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.



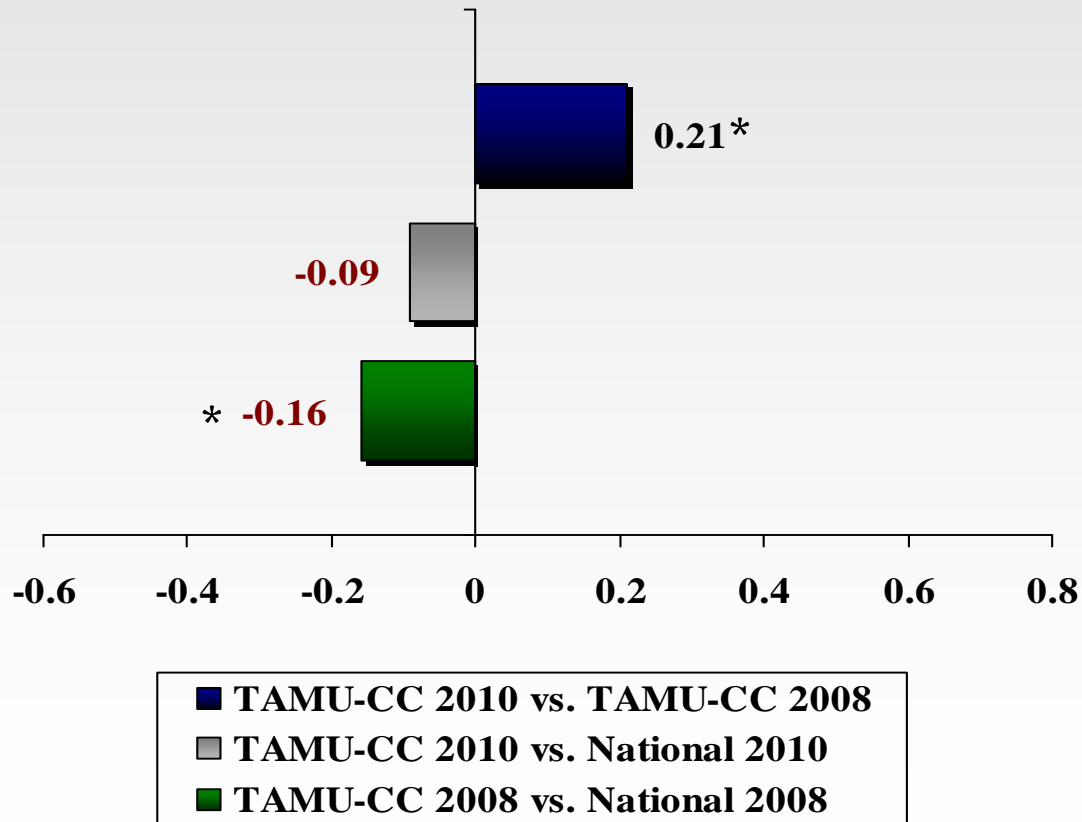
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Residence hall regulations are reasonable.



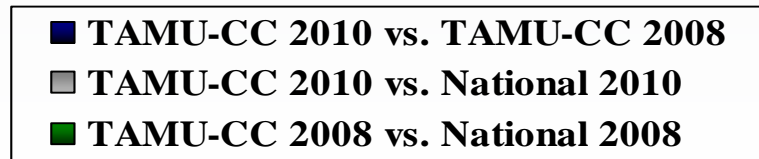
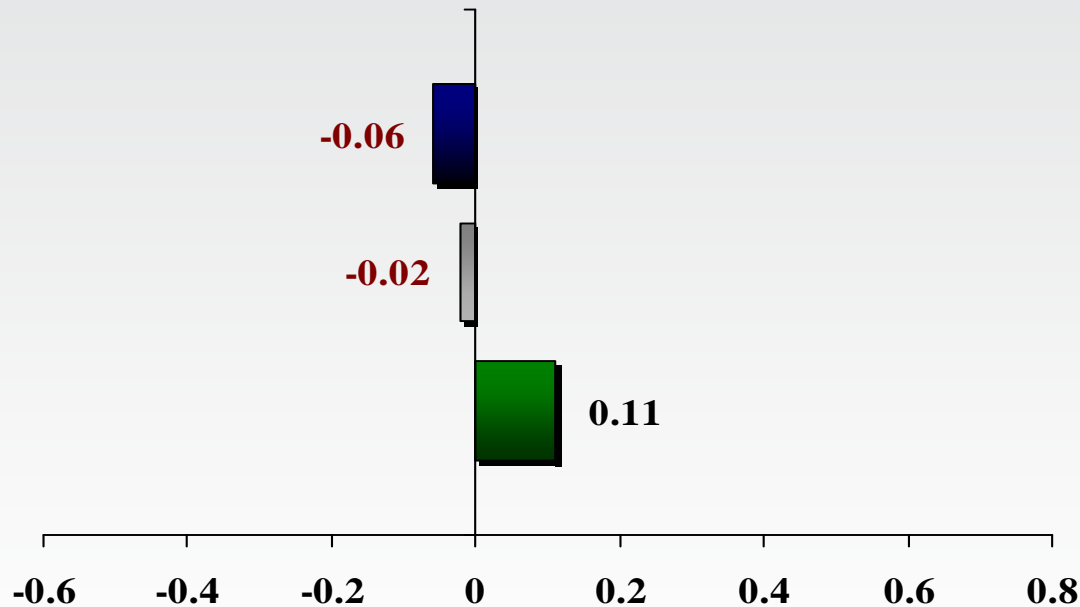
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

There are a sufficient number of weekend activities for students.



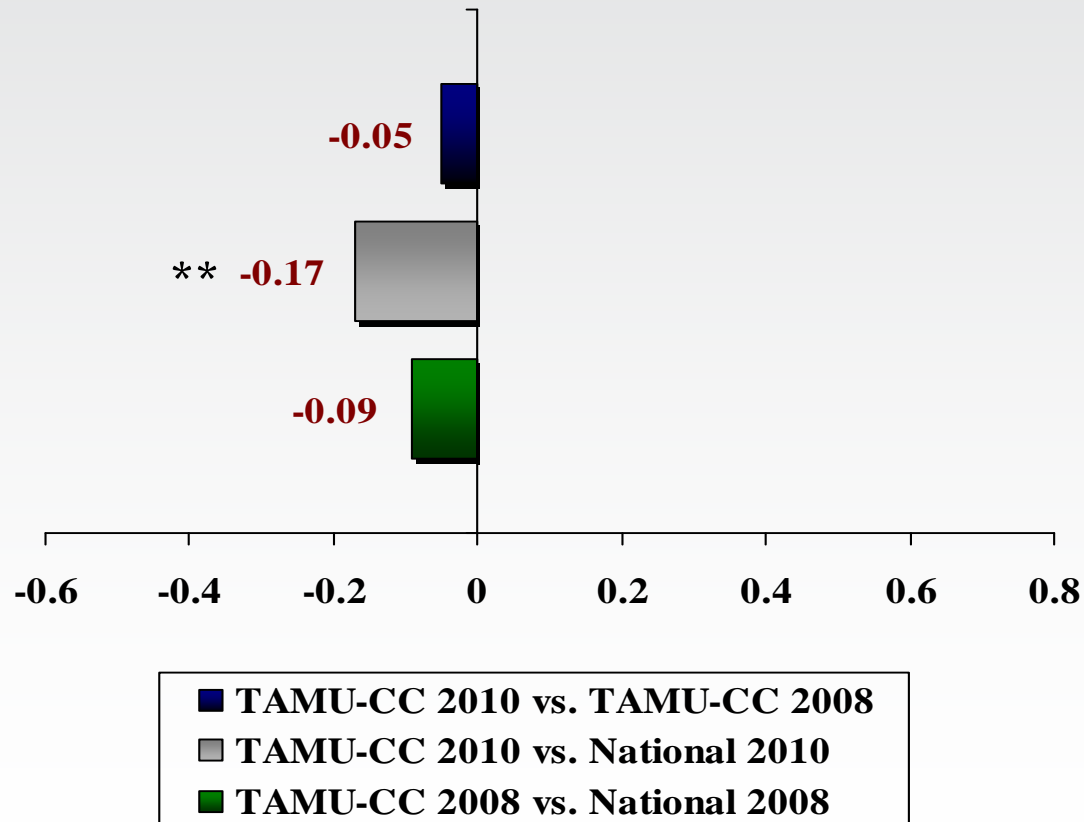
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

I can easily get involved in campus organizations.



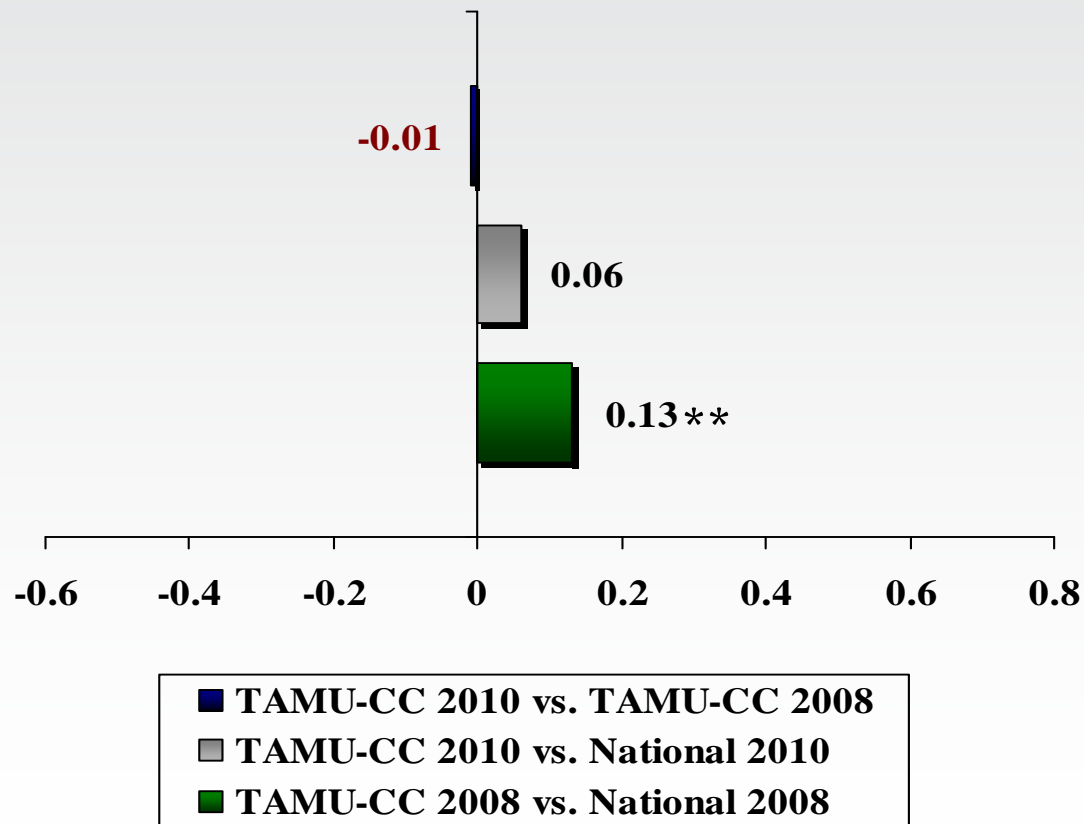
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



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.



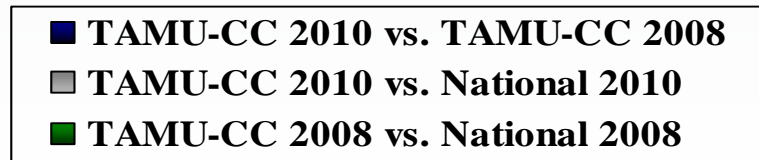
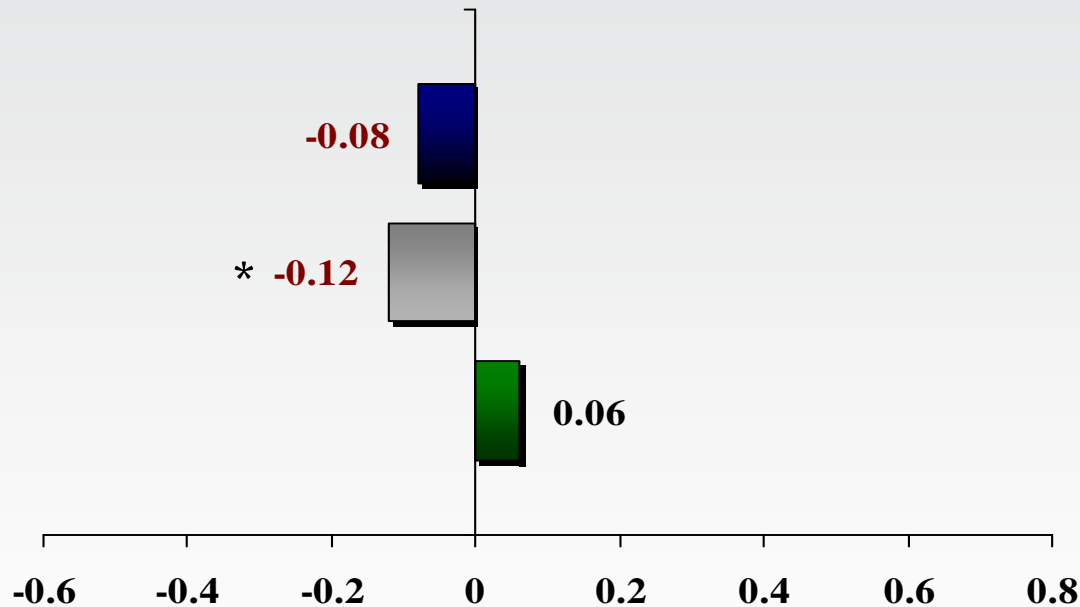
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

The student handbook provides helpful information about campus life.



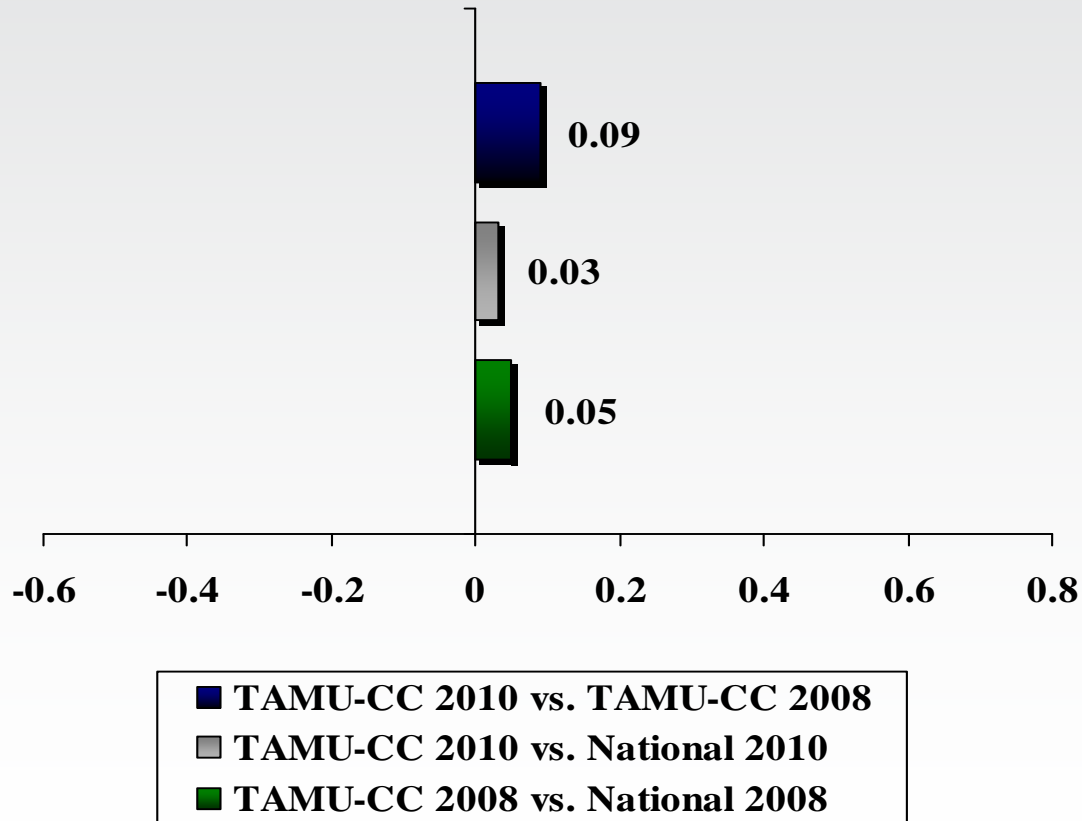
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Student disciplinary procedures are fair.



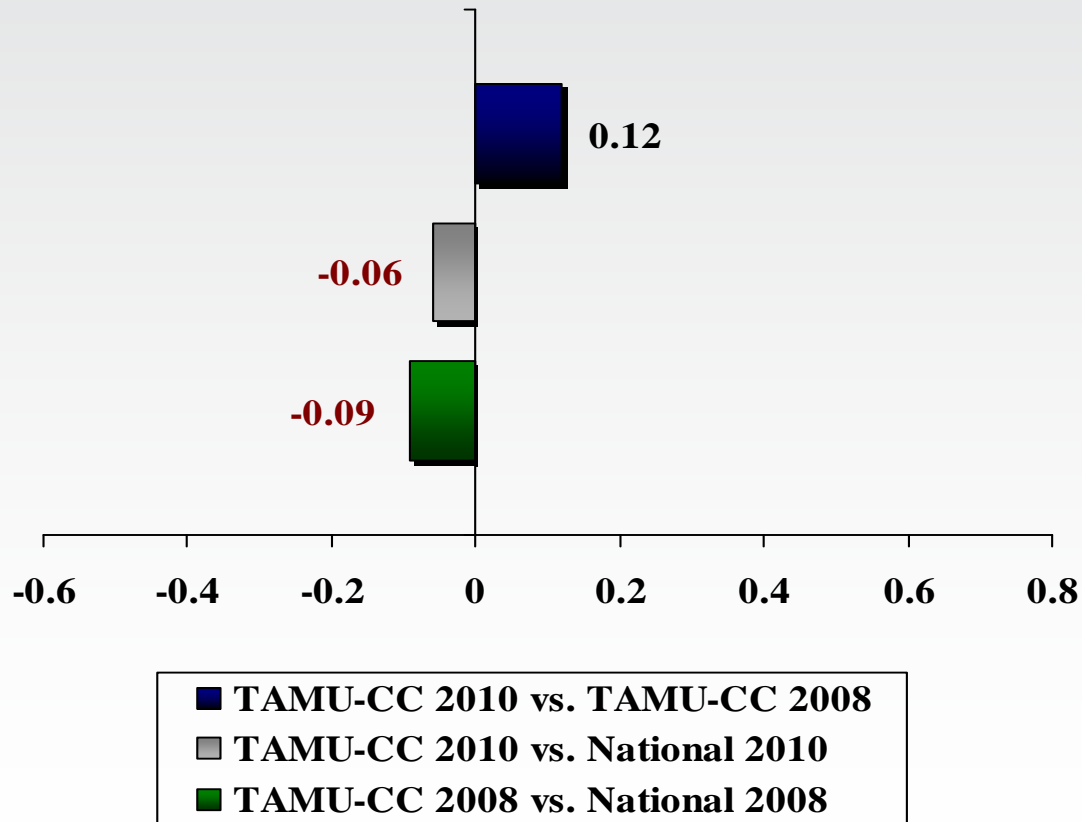
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

New student orientation services help students adjust to college.



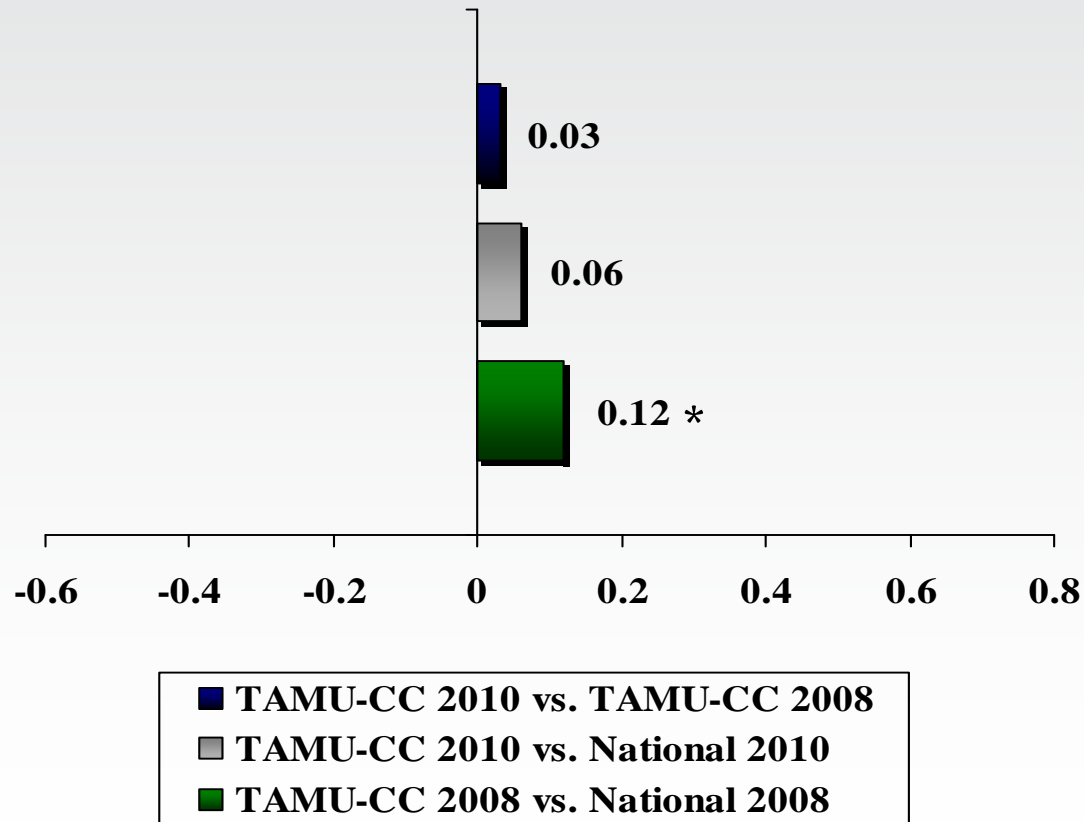
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Freedom of expression is protected on campus.



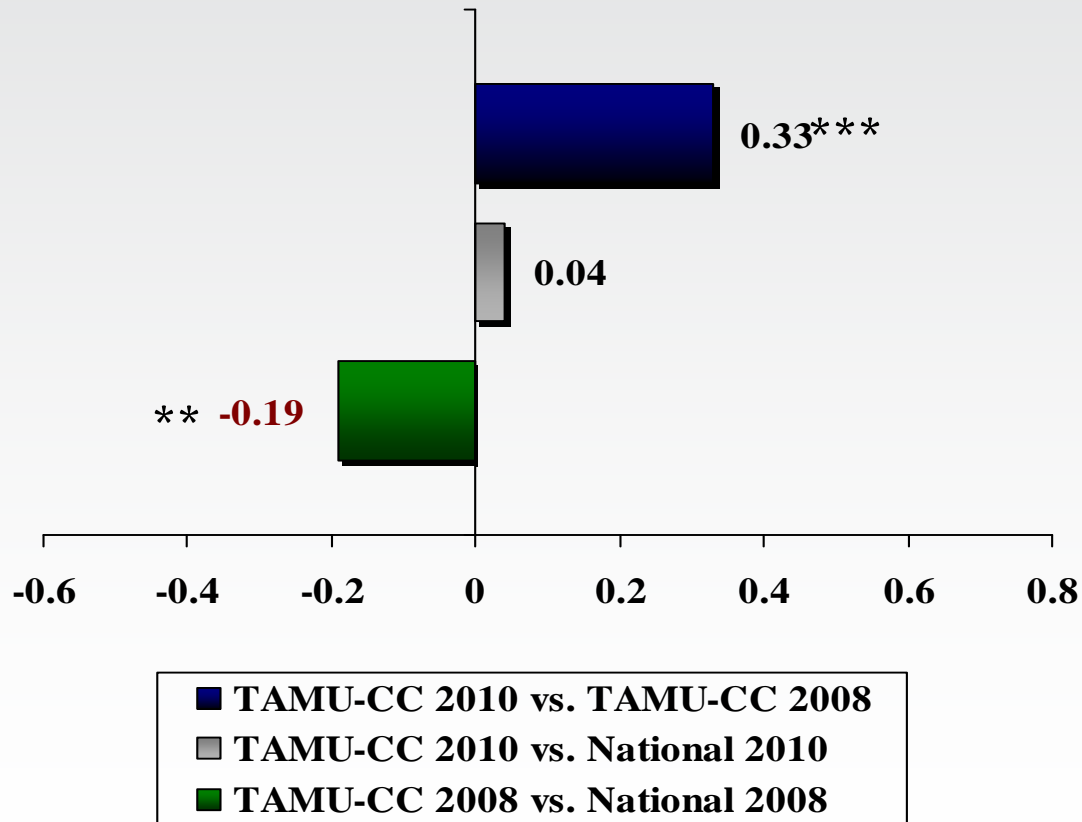
Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

Students activities fees are put to good use.



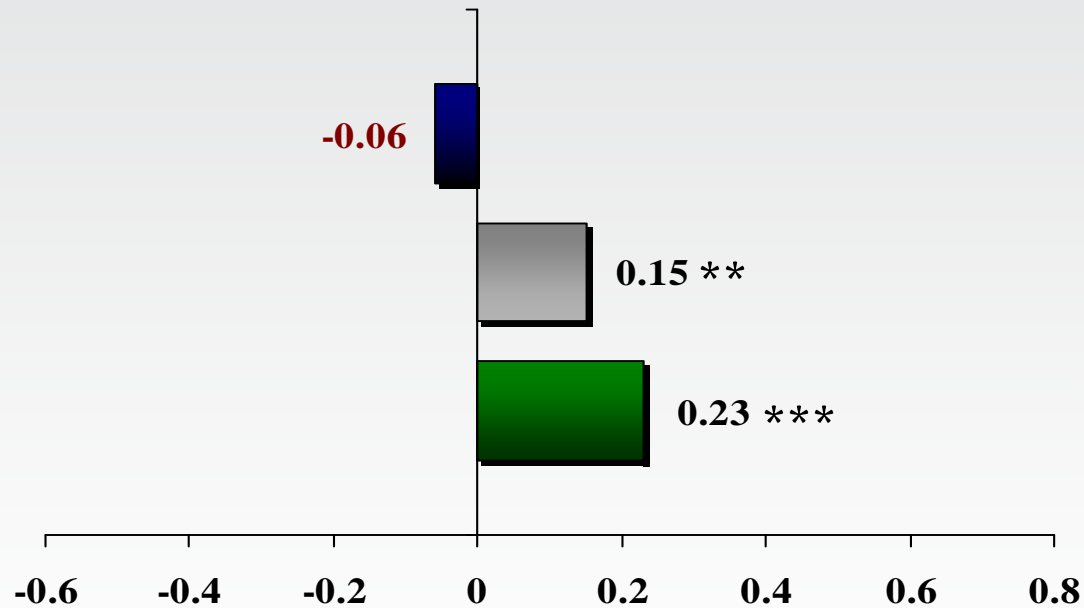
Statistical Significance: *p<.05; **p<.01; ***p<.001



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Campus Life

On the whole, the campus is well-maintained.



- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

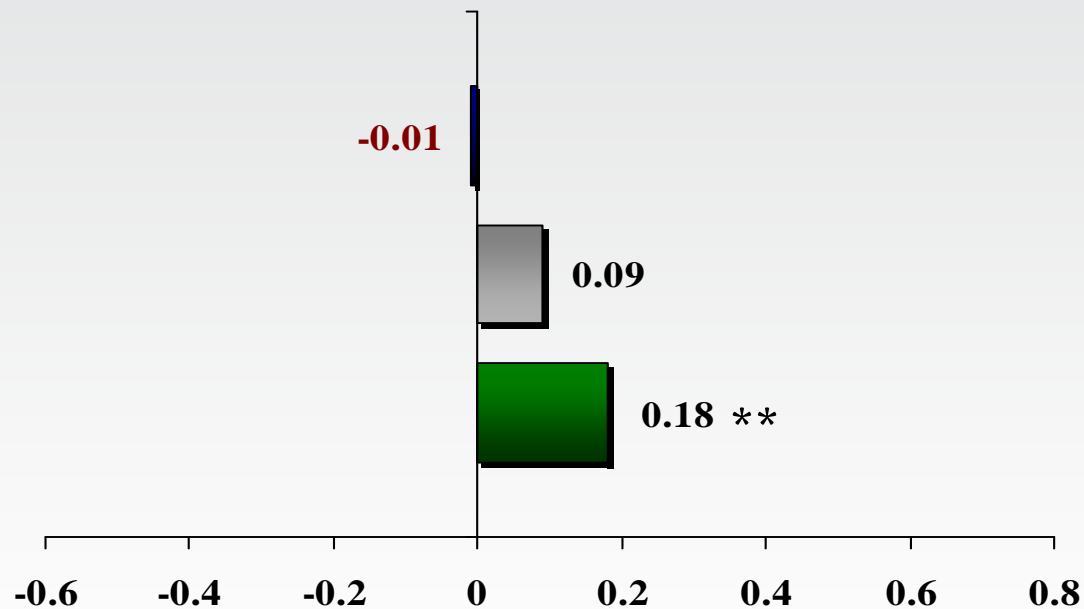
Responsiveness to Diverse Population Scale

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.



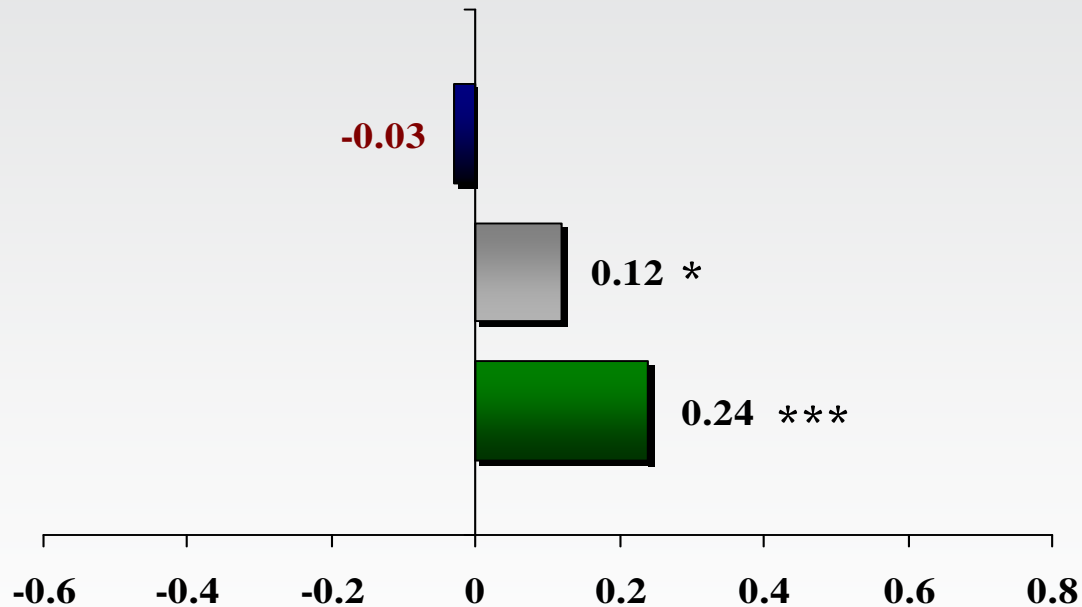
- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

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.



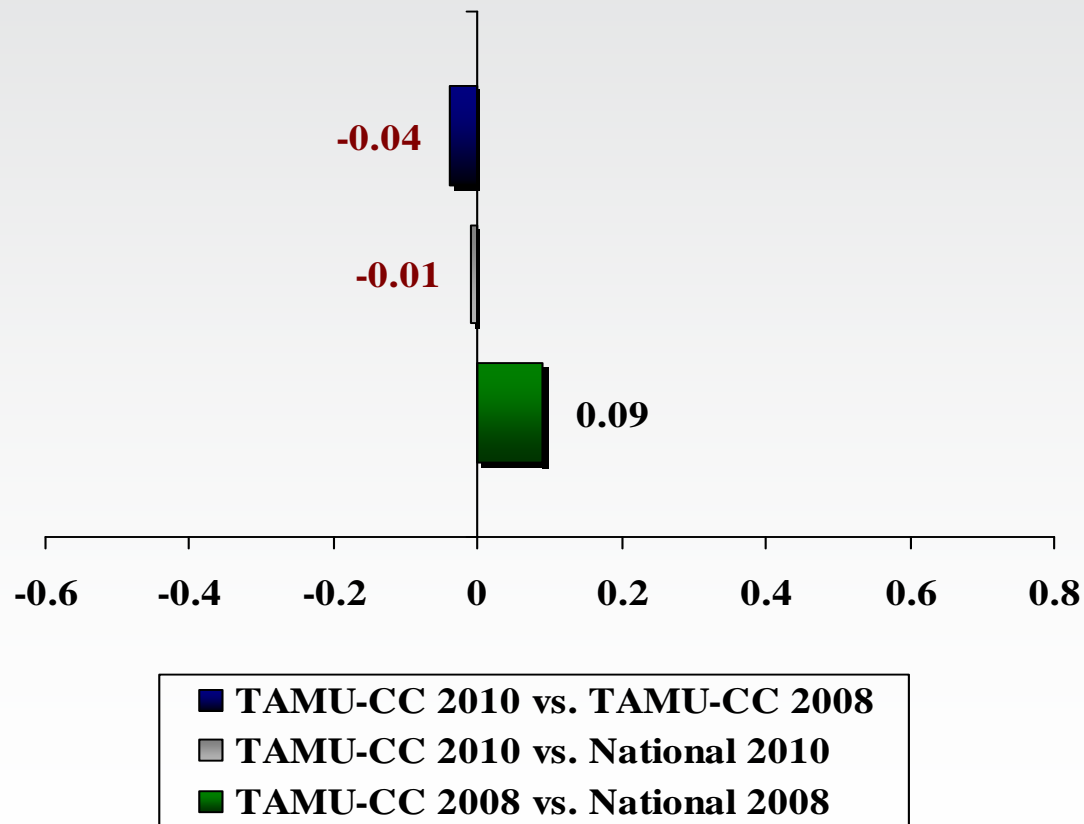
■ TAMU-CC 2010 vs. TAMU-CC 2008
■ TAMU-CC 2010 vs. National 2010
■ TAMU-CC 2008 vs. National 2008

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.

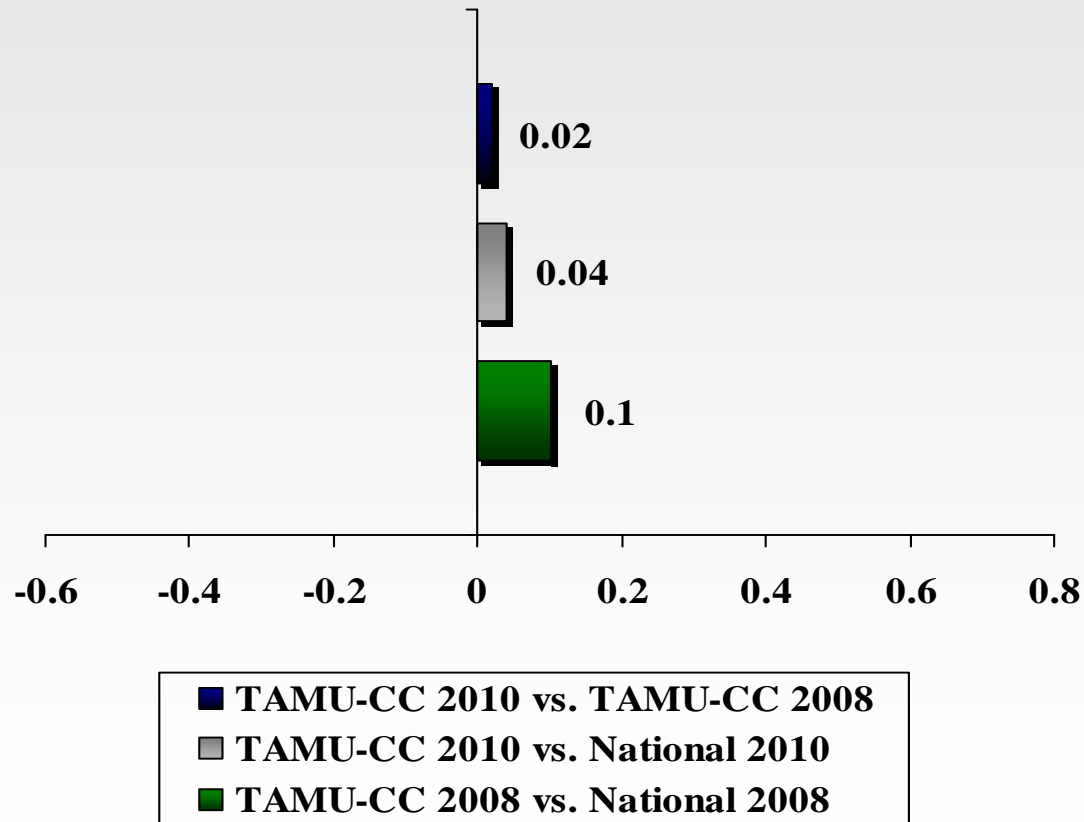


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

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

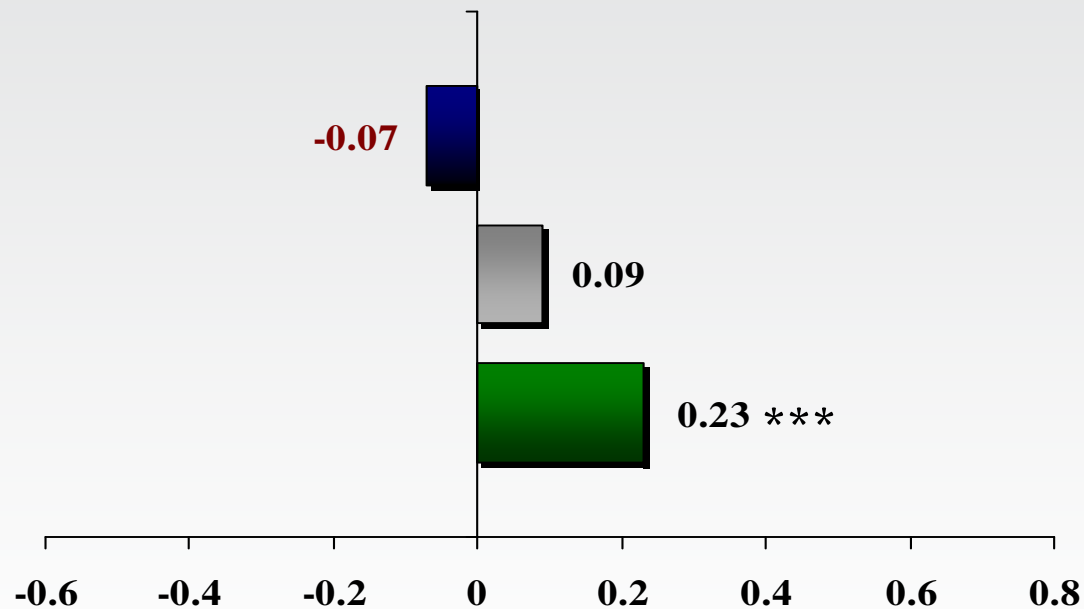


Statistical Significance: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi Noel-Levitz Student Satisfaction Inventory 2010

Responsiveness to Diverse Populations
Institution's commitment to commuters.



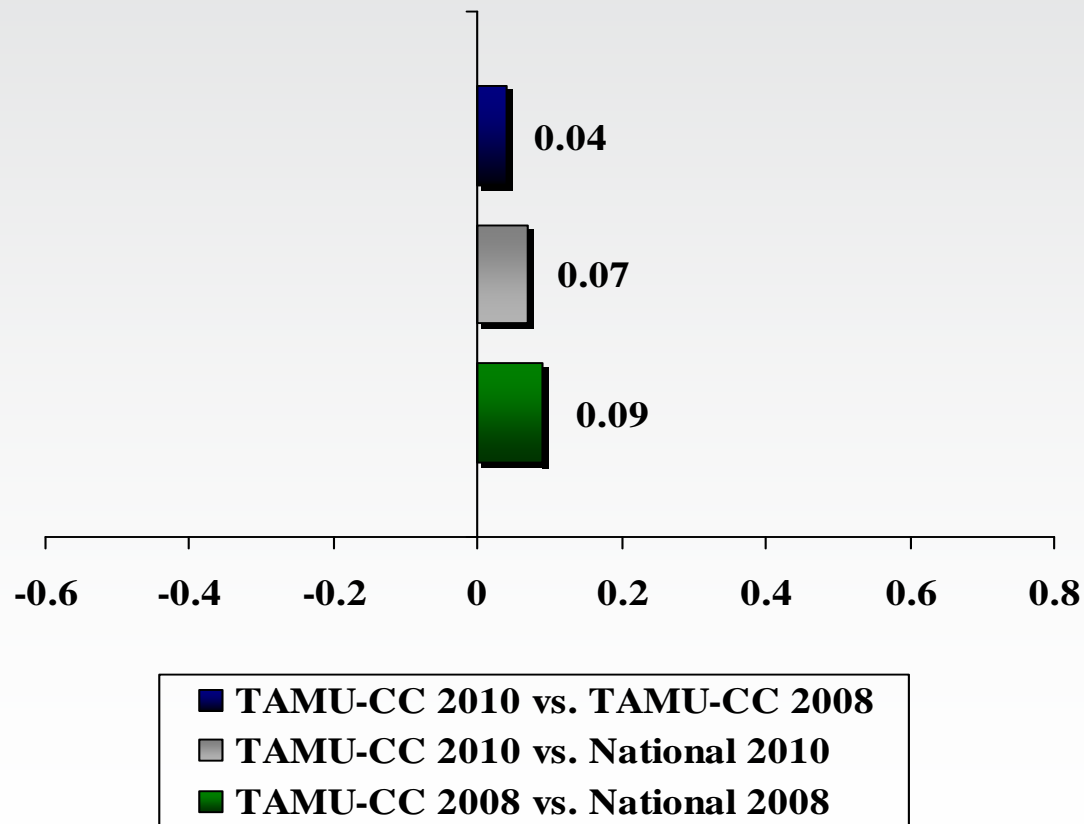
- TAMU-CC 2010 vs. TAMU-CC 2008
- TAMU-CC 2010 vs. National 2010
- TAMU-CC 2008 vs. National 2008

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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi
Noel-Levitz Student Satisfaction Inventory 2010

*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.*