

CHAPMAN UNIVERSITY

Student Services Satisfaction Survey

Fall 2001

Executive Summary

The Chapman University Student Services Satisfaction Survey, a “home grown” survey developed to assess students’ level of satisfaction with various campus services, departments, and offices, was administered during the Fall 2001 for the tenth consecutive year to about 2,000 Orange Campus students. In keeping with established administration procedures, faculty teaching at the 11a.m. hour on Monday and 1p.m. hour on Tuesday (November 12 and 13, 2001) were asked to take a few minutes of their class time to distribute the questionnaires, collect them, and return them via campus mail to the Office of Institutional Research in the envelope provided. Exactly 802 student satisfaction surveys were returned resulting in a final response rate of 40 percent.

Sample Representation and Demographics

The survey sample for Fall 2001 accounts for about 19% of Chapman University’s undergraduate and graduate population. As can be seen in the table below, the characteristics of the student survey respondents do *not* match in every instance those of the general student population of Chapman University for Fall 2001.

Student Population and Sample		
	ORANGE CAMPUS FALL '01	
	Chapman Population* (n = 4222)	Survey Sample (n = 802)
GENDER		
Male	42.2%	46.8%
Female	57.8%	53.2%
ETHNICITY		
African-American	2.7%	2.2%
Asian-American	7.6%	7.6%
Caucasian	63.7%	69.2%
International Student	4.1%	3.1%
Hispanic or Latino	9.8%	8.9%
Native-American	0.6%	0.4%
Other/Unknown	11.4%	8.5%
CLASS LEVEL		
Freshman	24.6%	40.8%
Sophomore	15.4%	29.2%
Junior	14.2%	17.1%
Senior	19.9%	11.5%
Graduate	25.8%	1.3%
FULL/PART TIME		
Full-time students	78.9%	98.4%
Part-time students	21.1%	1.6%

*Excludes PT and Law School students (Census: 10-21-01)

As would be expected given their numbers on the Orange Campus, the survey sample is composed mostly of female and Caucasian students. Findings reveal that freshmen respondents were overrepresented in the survey sample, while graduate students were underrepresented. Given the population counts, the survey sample contained fewer part-time students than would have been ideal.

The most represented majors were Business Admin., Accounting, and Economics (21.7%), followed by Film/TV (20.3%), Art, Theater/Dance, Communications, English (19.5%), Social Science, Psychology, Philosophy, Religion, Foreign Language, and Liberal Studies (18.5%), Biology, Chemistry, Math, Computer Science, FS/N, Physical Therapy, and Kinesiology (10.5%), Undecided (4.5%), Music (3.7%), HR, Health Admin., OL, School/Career Counseling (1.3%). No students from the Education graduate program were represented.

Due to the discrepancies discussed above, caution must be taken when generalizing sample findings to the entire student population. The results should be interpreted in the context of the over- and under-sampling of certain campus sub-populations. Also, it is important to keep in mind that since the survey was administered during the day, the perspective of evening students is probably not well represented.

Findings

Highlighted below are some of the most salient findings from the Student Services Satisfaction Survey:

Importance

Students were asked to indicate (for the semester the survey was administered) how important it was for Chapman to offer the service listed, using a scale from 1-“not at all” to 5-“very”. Average mean scores were calculated for all items. The importance overall weighted average for all items was 3.43.

The top 5 services rated as *least* important were:

- Services Provided by the Dean of the Chapel (2.00)
- Psychological Counseling Services (2.25)
- Writing Center (2.29)
- Associated Student Government (2.39)
- Center for Academic Success (2.69)

The top 5 services rated as *most* important were:

- Ability to Schedule Desired Classes (4.71)
- Registrar (4.36)
- Overall Satisfaction of Campus Services (4.35)
- Parking (4.35)
- Class Size (4.26)

Satisfaction

Students were asked to report how satisfied they were with the service listed, using a scale from 1-“not at all” to 5-“very”. Average mean scores were calculated for all items. The satisfaction overall weighted average for all items was 3.38.

The top 5 services rated as *least* satisfactory were:

- Parking (1.97)
- Food Service (2.70)
- Services Provided by the Dean of the Chapel (3.02)
- Associated Student Government (3.18)
- Writing Center (3.20)

The top 5 services rated as *most* satisfactory were:

- Class Size (4.10)
- Upkeep of Campus and Facilities (3.99)
- Computer Labs (3.81)
- Health Services (3.69)
- Intramurals and Fitness (3.61)

Gap Analysis

The average gap scores, the mean score difference between student satisfaction and importance items, provide valuable information since they can be used to set priorities that are closely aligned with those of Chapman University students. In other words, when the students' level of satisfaction is subtracted from the strength of the students' expectation (i.e., level of importance), the result suggests an unmet expectation. The following services were among the items students rated as the most important but least satisfied:

- Parking (gap: 2.38)
- Ability to Schedule Desired Classes (gap: 1.46)
- Registrar (gap: .99)
- Food Service (gap: .97)
- Financial Aid (gap: .89)

One-Year Satisfaction Changes: Fall 2000 to Fall 2001

Areas that have shown significant positive change in the last year include:

- Bookstore
- Student Employment Services
- Career Development Center

Areas revealing significant negative change include:

- Academic Advisement
- Financial Aid
- Parking
- Business Office
- Ability to Schedule Desired Classes

Utilization of Services

Less than half of the survey sample reported using the following services: Services Provided by the Dean of the Chapel (n=178), Psychological Counseling Services (n=161), Writing Center (n=204), Center for Academic Success (n=313), Career Development Center (n=320), Student Employment Services (n=366), and Associated Student Government (n=378). When you consider that about 40% of the sample was composed of freshmen, it is not too surprising to find that many of the students had not utilized some of these services.

Written Comments

As has been the trend with past satisfaction surveys on this campus, campus parking had the most comments (160), followed by food service, financial aid, and upkeep of campus and facilities. Most of these comments were negative. While issues related to parking (i.e., space), food service (i.e., quality) and financial aid (i.e., service) were somewhat clear-cut, the issues related to the upkeep of campus and facilities were not as obvious. Many of the comments related to the upkeep of campus and facilities had to do with students' dissatisfaction with the dance and science buildings/facilities. Many students indicated that the facilities for science and dance majors were inadequate.

Registrar's Office, Ability to Schedule Desired Classes, and Academic Advising were other areas that had a moderate number of negative comments.

Summary

Taken together, quantitative and qualitative survey results suggest that students feel the following areas are in need of the most attention: Parking, Food Service, and Financial Aid.

Despite some of these results, the majority of the students who responded to the survey indicated that they would recommend Chapman University to a friend or relative (86.3%). These results concur with many of the written comment found in the "Overall Satisfaction" section. "Love," "happy," "enjoyed," "pretty," "impressed," "proud," "great" are some of the words used by students to describe Chapman University.