

# CHAPMAN UNIVERSITY

## Student Services Satisfaction Survey

### Fall 2004

## Executive Summary

The Chapman University Student Services Satisfaction Survey, the “home-grown” survey developed to assess students’ levels of satisfaction with various campus services, departments, and offices, was administered during the Fall 2004 for the twelfth consecutive year to approximately 2,324 Orange Campus students. In keeping with established administration procedures, faculty teaching at the 11 a.m. hour on Monday and 1 p.m. hour on Tuesday (November 15 and 16, 2004) were asked to take a few minutes of their class time to distribute the questionnaires, collect them, and return them via campus mail to Chapman’s Institutional Research Office (CIRO) in the envelope provided. Exactly 1,181 student satisfaction surveys were returned, resulting in a final response rate of about 51 percent.

### Sample Representation and Demographics

The Fall 2004 survey sample accounts for about 24% 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 2004.

Student Population and Survey Sample		
	ORANGE CAMPUS FALL '04	
	Chapman Population* (n = 5,003)	Survey Sample (n = 1,181)
<b>GENDER</b>		
Male	39.9%	40.1%
Female	60.1%	59.9%
<b>ETHNICITY</b>		
African-American	2.5%	2.9%
Asian-American/Pacific Is.	8.3%	8.3%
Caucasian	61.8%	70.8%
International Student	2.9%	1.7%
Hispanic or Latino	10.6%	8.4%
Native-American/Alaskan	0.5%	0.4%
Other/Unknown	13.5%	7.6%
<b>CLASS LEVEL</b>		
Freshman	20.3%	29.9%
Sophomore	17.6%	26.9%
Junior	16.1%	20.4%
Senior	20.0%	16.9%
Graduate	24.8%	5.9%
<b>FULL/PART TIME</b>		
Full-time students	83.1%	98.5%
Part-time students	16.9%	1.5%

\*Excludes Law School students (Census: 09-27-04)

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 while freshmen, sophomores, and juniors are overrepresented in the survey sample, graduate students are underrepresented. Given the population counts, the survey sample contains fewer part-time students than would have been ideal.

The most represented majors were Film/TV (20.5%), Social Science, Psychology, Philosophy, Religion, Foreign Language, and Liberal Studies (20.5%), Business Admin., Accounting, and Economics (17.3%), and Art, Theater/Dance, Communications, English (16.1%), followed by Biology, Chemistry, Math, Computer Science, FS/N, Physical Therapy, and Kinesiology (13.0%), Undecided (6.2%), Music (4.5%), and HR, Health Admin., OL, School/Career Counseling (1.8%). Only .2% of the 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 3.57.

The 5 services rated as *least* important were:

- Services Provided by the Dean of the Chapel (2.12)
- Psychological Counseling Services (2.40)
- Associated Student Government (2.47)
- Writing Center (2.49)
- Student LEAD Office (2.62)

The 6 services rated as *most* important were:

- Residence Life Internet Access (4.70)
- Ability to Schedule Desired Classes (4.65)
- Overall Satisfaction of Campus Services (4.42)
- Parking (4.37)
- Residence Life Facilities (4.32)

### 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 3.49.

The 5 services rated as *least* satisfactory were:

- Parking (2.00)
- Residence Life Internet Access (2.29)
- Food Service (3.06)
- Services Provided by the Dean of the Chapel (3.17)
- Associated Students (A.S.) (3.19)

The 5 services rated as *most* satisfactory were:

- Library (4.22)
- Class Size (4.10)
- Upkeep of Campus and Facilities (4.04)
- Computer Labs (4.03)
- Overall Satisfaction of Campus Services (3.69)

### 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:

- Residence Life Internet Access (gap: 2.41)
- Parking (gap: 2.38)
- Ability to Schedule Desired Classes (gap: 1.32)
- Residence Life Facilities (gap: .90)
- Overall Satisfaction of Campus Services (gap: .73)

### One-Year Satisfaction Changes: Fall 2003 to Fall 2004

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

- Computer Labs
- Student LEAD Office
- Library
- Upkeep of Campus Facilities
- Panther Newspaper
- Financial Aid

- Center for Academic Success
- Services Provided by Dean of Chapel

Areas revealing significant negative changes in satisfaction in the last year include:

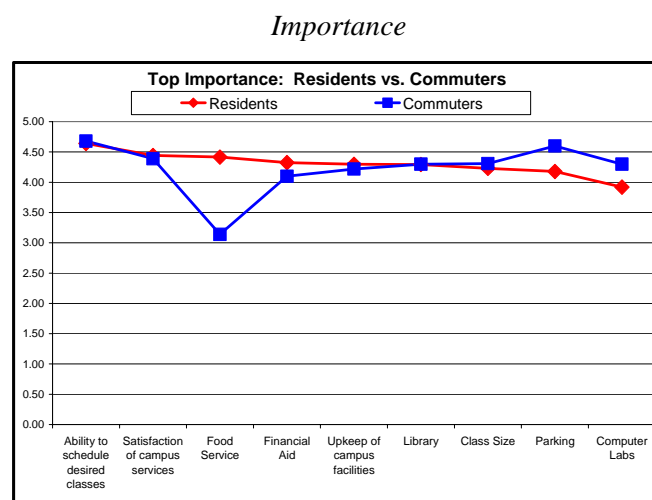
- Parking
- Ability to Schedule Desired Classes
- Registrar’s Office
- Student Employment Services
- Public Safety

### Utilization of Services

Excluding residence life services/items, less than half of the survey sample reported using the following services: Psychological Counseling Services (n=199), Services Provided by the Dean of the Chapel (n=240), Writing Center (n=270), Career Development Center (n=435), Center for Academic Success (n=455), Associated Students (n=466), Student Employment Services (n=516), Health Services (n=524), and Student LEAD Office (n=527).

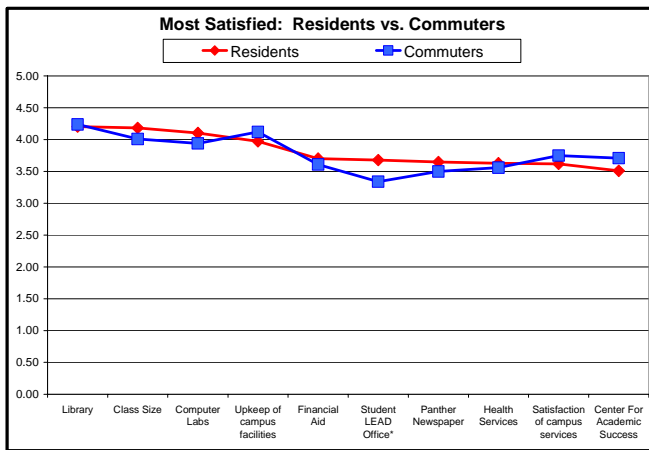
### Residents vs. Commuters

Data was disaggregated by resident (n=569) and commuter (n=546) students. This section highlights some of the more interesting differences between these two student groups. Only campus services that resident and commuter students have the opportunity to both take advantage of are discussed below.



Findings suggest that resident (4.64) and commuter (4.68) students both believe that the “ability to schedule desired classes” is the most important service Chapman University can provide. It is not surprising to find that residents would rate “food service” as more important than commuter students since they are more frequent consumers of the food on campus. Similarly, it is not surprising that parking would be more important to commuter students given their need to secure a parking spot to attend class.

## Satisfaction



Satisfaction ratings suggest that resident (4.21) and commuter (4.24) students both seem to be most satisfied with the “library.” Findings also indicate that resident students are more satisfied with the Student LEAD Office than commuters. This finding may be partly explained by the fact that residents spend more time on campus and are more likely to be familiar with, as well as attend, the various programs sponsored and offered by the Student LEAD Office.

## Gap Analysis

Both residents (2.48) and commuters (2.37) identified “parking” as the service they considered most important but least satisfactory. Interestingly, the average gap score was larger for resident students than for commuters. There were also large gap scores for “ability to schedule desired classes” for resident (1.26) and commuter (1.39) students. Among residents, there was also a large gap score for “food service” (1.44).

## Written Comments

Not surprisingly, parking had the most comments (221) and the overwhelming majority of the comments were negative. Many critical comments were also received regarding the food service and the internet access on campus. The most frequently raised parking issue had to do with the inadequacy of the number of spaces available--especially to residential students. Many students are concerned that more parking permits have been issued than there are spaces. Tuesday night was identified as the worst day of the week to secure a parking space due to street cleaning. The lack of variety, the quality of the food, the cost of the food, and the limited hours of the dining hall were issues frequently raised by students regarding food service. These issues did not change from last year. It is clear that many of the students are very dissatisfied with the internet access in the residence halls—it is often not working or too slow.

While many students commented on the beautiful new library facility, a few aspects of the library did receive a moderate number of negative comments. Many students suggested that the library hours (including the computer labs in the library) were not adequate and needed to be extended—especially during the weekends when many students study. Many students are also very unhappy with the number of pages you are allowed to print and feel it is not adequate given homework and research demands. A good number of students also suggested that there was a need for more copy machines and copy cards. Some students also commented that there is excessive noise in the second floor as a result of the open area and coffee shop.

There are two general (but related) issues worth noting given their frequency. First, these data indicate that many students are very happy with the new buildings and the general look and upkeep of the campus. However, quite a few students expressed their strong disagreement with plans to re-landscape the quad area between the library and Beckman Hall. The general sentiment was that the current landscaping looks great and that the money should be spent elsewhere. It should be noted that these comments may have been prompted by a *Panther Newspaper* story that was published the same week (November 15, 2004) the survey was administered detailing the upcoming project and what the current landscaping costs.

## Summary of Findings

Taken together, quantitative and qualitative survey results suggest that students feel the following areas are in need of the most attention: Parking, Food Service, Residence Life Internet Access, and Ability to Schedule Desired Classes. While the Fall 2004 quantitative and qualitative findings suggest that parking needs special attention, it is important to note that it was among the items that demonstrated significant negative change from last year. It appears that students are growing more dissatisfied with the parking situation. While disaggregated data seems to suggest that “food service” and “internet access” appear to be more of a concern for resident students, the “ability to schedule desired classes” is very important to all students. Services provided by the Dean of the Chapel continue to be rated least important among all the items. Despite students’ dissatisfaction in some areas, the great majority of the students who responded to the survey indicated that they would recommend Chapman University to a friend or relative (89%). In addition, while the qualitative comments revealed that there are some issues that need to be addressed within the library, students seem to be currently very satisfied with the library.

Prepared by: Chapman’s Institutional Research Office, March 2005