Survey Objectives and Method
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- **Specific objectives of this survey included:**
  - To measure students’ satisfaction with Ivy Tech programs, services, and other aspects of their college experience
  - To measure students’ usage of various College services and programs
  - To gather student demographics not available elsewhere
- **The survey was conducted from October 15, 2007 through October 26, 2007.**
- **A stratified random sample of classes was selected, and the survey was administered in class**
- **The total number of students who completed the survey was 7,054.**
Respondent Profile
Distribution of Respondents by Region

Base = total (n=7,054)

Note: Because of rounding, percentages may not add to 100%. These are unweighted data.
• More than six in ten (62.5%) respondents were full-time students.
• Because this survey is completed during class, and full-time students take more classes than part-time students, full-time students were overrepresented in this sample. Many of the results in this report may have been different had there been a greater proportion of part-time students in the sample.
• The proportion of full-time students in the sample was statistically significantly higher than the proportion of all Ivy Tech students who were full-time students as of fall 2007 end of term (34.2%).

**Enrollment Status**

- **Full-Time Student**: 62.5%
- **Part-Time Student**: 36.3%
- **No Response**: 1.2%

*Base = total (n=7,054)*

Note: Because of rounding, percentages may not add to 100%.
• More than one third (37.5%) of respondents had dependent children.
• About one quarter (24.6%) of respondents were married.
• These data suggest that there are a large number of single parents.

Base = total (n=7,054)

Note: Because of rounding, percentages may not add to 100%.
Employment Status and Parents’ Highest Level of Education

Hours per Week Currently Employed

- More than one-quarter (26.4%) of respondents worked very little or not at all.
- More than one third (37.2%) worked 31 hours or more per week.

Highest Level of Education Attained by Respondents’ Parents

- About four in ten (39.1%) respondents’ parents attained no more than a high school education.

Base = total (n=7,054)

Note: Because of rounding, percentages may not add to 100%.
Respondent Satisfaction Ratings: Overall Satisfaction
Overall Impression of Quality of Education at Ivy Tech

• More than three quarters of respondents (77.1%) felt that the overall quality of their Ivy Tech education was either good or excellent.
• Average overall rating of quality of education was 4.05 out of 5.0

Base = total \( n=7,054 \)

Note: Because of rounding, percentages may not add to 100%.
About three quarters of respondents (75.7%) were either satisfied or very satisfied with Ivy Tech. Average overall satisfaction was 4.05 out of 5.0

*Overall Satisfaction with Ivy Tech in General*

- **Does Not Apply/No Response**: 5.1%
- **Very Dissatisfied**: 0.8%
- **Dissatisfied**: 2.7%
- **Neutral**: 15.8%
- **Satisfied**: 47.5%
- **Very Satisfied**: 28.1%

Scale: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

*Base = total (n=7,054)*

Note: Because of rounding, percentages may not add to 100%.
Whether Respondents Would Choose Ivy Tech Again

- Two thirds of respondents (66.6%) said they would probably or definitely choose Ivy Tech again.
- Average was 3.88 out of 5.0

Base = total (n=7,054)
Note: Because of rounding, percentages may not add to 100%.
Comparison of Satisfaction Scores
Average Satisfaction Ratings
Ivy Tech 2005 vs. 2007 and Ivy Tech 2007 vs. National Two-Year Colleges

- Ivy Tech’s 2007 rating indicating whether respondents would choose Ivy Tech again and rating of the quality of education at the College are lower than both the national two-year college means and Ivy Tech’s 2005 means on these measures.
- Ivy Tech’s overall satisfaction remained stable from 2005 to 2007. Ivy Tech’s 2007 mean is a bit lower than the national two-year college mean.

- Scale for “Choose Ivy Tech Again”: 1=Definitely No, 2=Probably No, 3=Uncertain, 4=Probably Yes, 5=Definitely Yes
- Scale for “Quality of Education at Ivy Tech”: 1=Very Inadequate, 2=Below Average, 3=Average, 4=Good, 5=Excellent
- Scale for “Overall Satisfaction with Ivy Tech in General”: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Ivy Tech 2005 Base= total (n=5,423); Ivy Tech 2007 Base= total (n=7,054); National 2-Year College Base= total (n=91,500)
Respondent Satisfaction Ratings: Usage of and Satisfaction with College Services and Environment
The services used by the largest proportion of respondents were parking, academic advising, library/learning, and computer services. The services used by the smallest proportion of respondents are not consistently offered College-wide. Among services that are offered on the majority of campuses, job placement and student employment services were the most infrequently used (4.4% and 4.8%, respectively).

Fewer than six in ten (58.6%) used academic advising; fewer than three in ten (29.4%) used College orientation programs; and fewer than two in ten used career planning (16.8%) or tutoring (13.2%) services. Usage of these services has been found in the community college literature to be positively associated with student success.*

Overall, respondents were most satisfied with Ivy Tech’s class sizes, and least satisfied with athletic facilities (which may not exist on many campuses). Of the items that commonly exist at all campuses, students were most dissatisfied with the purposes for which student activity fees are used.

Although the availability of courses at times students can take them was not among the top ten areas of greatest dissatisfaction for survey respondents, mean satisfaction was low (3.65 out of 5.0) for this item.
Selected Results from Ivy Tech’s Supplemental Questions

Note: These questions were developed by Ivy Tech and are asked on a statewide basis. These questions are not included in the national administration of the ACT Student Opinion Survey.
Diversity at Ivy Tech

Ivy Tech’s Environment Encourages Respectful Interaction Among Students of Different Backgrounds

- Two-thirds (66.6%) of respondents said that Ivy Tech encourages respectful interaction among students of different backgrounds.
- Average was 4.17 out of 5.0.

Since Attending Ivy Tech, Respondents are More Comfortable Interacting with Students of Different Backgrounds

- Half (46.5%) of respondents said that they have become more comfortable interacting with students of different backgrounds since attending Ivy Tech.
- Average was 3.71 out of 5.0

Base = total (n=7,054)
Note: Because of rounding, percentages may not add to 100%.
Academic Advising at Ivy Tech
My Academic Advisor has Adequately Prepared Me to Select Appropriate Courses and Plan My Course Sequence

- Just under half (49.4%) of respondents said their advisor had adequately prepared them to select their courses. One in ten (10.1%) did not feel adequately prepared. The average was 3.81 out of 5.0.
- More than one in ten (15.1%) respondents had never worked with an academic advisor.

Base = total (n=7,054)

Note: Because of rounding, percentages may not add to 100%.
Respondent Involvement in Volunteer Activities

Approximate Number of Hours per Month Respondents Volunteer for Local Non-Profit, For-Profit, or Faith-Based Service Organizations

- Only about one third (34.3%) of respondents said they participated in volunteer activities.
- Respondents who did participate were most likely to volunteer for less than six hours per month.

Has Ivy Tech in any way Encouraged or Facilitated your Involvement in Volunteer Activities?

- Fewer than two in ten (16.9%) said that Ivy Tech has encouraged or facilitated their involvement in volunteer activities.

Note: Because of rounding, percentages may not add to 100%.

Base = total (n=7,054)
Conclusions and Recommendations
Conclusions and Recommendations

• Average overall satisfaction of 4.05 out of 5.0, education quality rating of 4.05 out of 5.0, and desire to choose Ivy Tech again at 3.88 out of 5.0 are reasonably positive.
  ▪ However, the College should examine why Ivy Tech’s 2007 satisfaction scores are somewhat lower than the national average for two-year colleges and Ivy Tech’s 2005 scores.

• To Maintain Areas of Greatest Satisfaction, the College Could Focus On:
  ▪ Class Sizes
    ➢ Ensure that class sizes remain appropriate for the course content, and that students feel comfortable asking questions and interacting with the instructor and fellow students during class.
      – The implementation of learning communities could enhance student satisfaction with this area.
  ▪ Computer Services
    ➢ Continue to improve student computer access and availability, particularly since the number of students enrolled in Internet-based courses has increased greatly over the past few years (Source: Distance Education Course Enrollment: Fall 2006 End of Term report, Prepared February 2007).
  ▪ Attitude of Teaching Staff Toward Students
    ➢ Because adjunct faculty comprise a large proportion of all teaching staff at the College, Ivy Tech should continue to regularly gather feedback from these faculty, provide them with professional development opportunities, facilitate their efforts to increase their effectiveness in the classroom, and focus on improving their experiences at the College.
Conclusions and Recommendations

• To Increase Satisfaction, Ivy Tech Should Focus On:
  - Course Availability (Especially for Part-Time Students)
    - The ACT sample contained a significantly larger proportion of full-time students than the Ivy Tech student population contained during the same time period.
    - Average satisfaction with course availability was one of the areas of lower satisfaction on the survey for these primarily full-time students, who likely have more scheduling flexibility than part-time students.
    - This issue should be given serious consideration because:
      - Roughly two-thirds of Ivy Tech students are part-time, and thus are very likely to have limited course scheduling options.
      - On a recent survey of non-returning Ivy Tech students, the most important and most frequently cited reasons these students left the College before graduation involved limited time to devote to classes. More than eight in ten (85%) respondents said that increasing key class frequency would help reduce attrition (Source: Non-Returning Student Survey Results report, Prepared August 2007).
        » More flexible course options could help prevent future attrition.
Conclusions and Recommendations

• To Increase Satisfaction, Ivy Tech Could Focus On (continued):
  ▪ Increased Usage of Student Academic Advising/Planning and Vocation Guidance/Career Planning Services
    ➢ Fewer than six in ten (58.6%) said they used academic advising/course planning services, and fewer than two in ten (16.8%) said they used vocational guidance and career planning services.
    ➢ This is of concern because of the large proportion of undecided students at the College, many of whom are awaiting admission into limited enrollment programs.
      – These students need to explore other career options should they not obtain admission to their desired program.
    ➢ This is also of concern because usage of these, student orientation, and tutoring services have been found to be positively associated with student success in the community college literature.
    ➢ Increased usage could be accomplished by increasing the availability of advisors and enhancing communication with these students.
      – Advisors could employ the upcoming CRM system and a call center to contact these students, discuss their situation, and encourage them to consider other options if necessary.
    ➢ Because only about half (49.4%) of respondents said their advisor had adequately prepared them to select their courses, increasing the effectiveness of advising should also be a goal.

  ▪ Increased Communication on Purposes of and Use of Student Activity Fees
    ➢ One of the top ten areas of lowest satisfaction was with the purposes for which activity fees are used.
    ➢ Perhaps better communication to students about the costs of these activities, the purpose of the fees, and any positive outcomes realized as a result of the fees could be sent with student tuition bills.
Additional Study Components Available

• **Reports**
  - A full version of this report

• **Data Tabulations**
  - General item-by-item frequencies and percentages (available for each campus and Ivy Tech statewide)
  - Comparisons of campus, Ivy Tech, and national means and percentages (available for each campus)
  - Comparisons of means and percentages between subgroups (available for each campus and Ivy Tech statewide)

• **Survey Data sets in Excel Format**
  - Available for each campus and Ivy Tech statewide
Appendix
Detailed and Additional Findings
Comparison of Survey Sample and Population Distributions by Region

Proportion of Students in Survey Sample vs. Proportion of Students in Population

<table>
<thead>
<tr>
<th>Region</th>
<th>Population %</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>15.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>North Central</td>
<td>9.6%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Ft. Wayne</td>
<td>9.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Lafayette</td>
<td>8.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Kokomo</td>
<td>8.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>East Central</td>
<td>8.1%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Wabash Valley</td>
<td>19.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Central Indiana</td>
<td>4.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Richmond</td>
<td>5.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Columbus</td>
<td>5.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Southeast</td>
<td>8.7%</td>
<td>7.2%</td>
</tr>
<tr>
<td>South Central</td>
<td>5.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Southern Indiana</td>
<td>5.3%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Bloomington</td>
<td>6.1%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Base = total (n=7,054)

Note: Because of rounding, percentages may not add to 100%. These are unweighted data.
Almost one half (48.0%) of respondents were attending Ivy Tech to earn an associate degree.
Another one quarter (25.2%) were attending Ivy Tech to earn credits to transfer to a four-year institution.
The low cost of attending Ivy Tech, Ivy Tech’s course availability, and the College’s convenient location were the most important reasons respondents chose to attend Ivy Tech.
Comparison of Satisfaction Scores
Percentage of Respondents Selecting Top Two Most Positive Ratings
*Ivy Tech 2005 vs. 2007*

- The percentage of students who said they would definitely or probably choose Ivy Tech again decreased somewhat from 2005 (68.1%) to 2007 (66.6%).
- The percentage of students rating the quality of their Ivy Tech education excellent or good remained stable from 2005 to 2007 (both 77.1%).
- The percentage of students who said they were very or somewhat satisfied with Ivy Tech in general remained stable from 2005 (75.5%) to 2007 (75.7%).

*Scale for "Choose Ivy Tech Again": 1=Definitely No, 2=Probably No, 3=Uncertain, 4=Probably Yes, 5=Definitely Yes
Scale for "Quality of Education at Ivy Tech": 1=Very Inadequate, 2=Below Average, 3=Average, 4=Good, 5=Excellent
Scale for "Overall Satisfaction with Ivy Tech": 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied*

*Ivy Tech 2005 Base=total (n=5,423); Ivy Tech 2007 Base= total (n=7,054)*
Among the above areas rated, respondents were most satisfied with class sizes and teaching staff members’ attitudes toward students.

Respondents were least satisfied with the availability of advisors and instructors outside class.

*Base = total (n=7,054)*
In the area of admissions, respondents were most satisfied with general admissions procedures, and least satisfied with the College catalog.

In the area of registration, respondents were most satisfied with Ivy Tech’s academic calendar, and least satisfied with the availability of courses at times students can take them.
In the area of College policies, respondents were most satisfied with the amount of personal security provided by the College, and least satisfied with how their student activity fees are used.

In the area of College facilities, respondents were most satisfied with the general condition of buildings and grounds, and least satisfied with athletic facilities. Many (2,259) respondents provided a rating for athletic facilities, but these may not be offered on most campuses.

The lowest rated of commonly available facilities were industrial arts/shop facilities, student community centers, and the bookstore.
Satisfaction with Other Aspects of the College

Among the above areas rated, respondents were most satisfied with the amount of racial harmony that exists at Ivy Tech.

Respondents were least satisfied with College media, such as college newspapers, campus radio, etc. Although these media items may not exist in some regions, 4444 respondents provided a rating for these.

Base = total (n=7,054)
## Satisfaction with College Services

(Among Respondents who have Used Them)

Among the above services rated, respondents were most satisfied with computer services, library/learning resources, and tutorial services.

Respondents using the services listed above were least satisfied with cafeteria/food services, day care services, and job placement services.

<table>
<thead>
<tr>
<th>Service</th>
<th># Using Svc</th>
<th>Average Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Svcs</td>
<td>3934</td>
<td>4.22</td>
</tr>
<tr>
<td>Library/Learning Resources Center</td>
<td>3903</td>
<td>4.12</td>
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<tr>
<td>Tutorial Svcs</td>
<td>812</td>
<td>4.08</td>
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<tr>
<td>Veterans Svcs</td>
<td>196</td>
<td>4.06</td>
</tr>
<tr>
<td>College-Sponsored Social Activities</td>
<td>407</td>
<td>4.05</td>
</tr>
<tr>
<td>Financial Aid Svcs</td>
<td>3885</td>
<td>4.04</td>
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<tr>
<td>Recreational/Intramural Programs</td>
<td>186</td>
<td>3.99</td>
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<tr>
<td>Vocational Guidance/Career Planning Svcs</td>
<td>1087</td>
<td>3.99</td>
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<tr>
<td>Student Health Svcs</td>
<td>136</td>
<td>3.98</td>
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<tr>
<td>Cultural Programs and Activities</td>
<td>172</td>
<td>3.95</td>
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<td>College Orientation Program</td>
<td>1932</td>
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<tr>
<td>Personal Counseling Svcs</td>
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<td>Academic Advising/Course Planning Svcs</td>
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<td>Residence Hall Programs and Svcs</td>
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<td>Credit by Examination Program</td>
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<td>Parking Facilities and Svcs</td>
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<td>Student Employment Svcs</td>
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<td>Job Placement Svcs</td>
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<td>3.69</td>
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<tr>
<td>Day Care Svcs</td>
<td>48</td>
<td>3.56</td>
</tr>
<tr>
<td>Cafeteria/Food Svcs</td>
<td>1431</td>
<td>3.43</td>
</tr>
</tbody>
</table>

Base = number of respondents using service

Scale: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied
Key Findings: Respondent Satisfaction Ratings

• Overall Satisfaction with Ivy Tech (Measured by Three Items)
  
  ▪ Overall Impression of Quality of Education at Ivy Tech:
    - More than three quarters of respondents (77.1%) felt that the overall quality of their Ivy Tech education was either good or excellent.
    - The overall average rating of quality of education was 4.05 out of 5.0.
    - Ivy Tech’s 2007 mean was statistically significantly lower than Ivy Tech’s 2005 mean and the 2007 national two-year college mean on this measure.
  
  ▪ Overall Satisfaction with Ivy Tech in General:
    - About three quarters of respondents (75.7%) were either satisfied or very satisfied with Ivy Tech.
      - This overall satisfaction measure is the student satisfaction metric included in the College’s 2010 strategic plan.
    - The average overall satisfaction rating was 4.05 out 5.0.
    - Ivy Tech’s 2007 mean was statistically significantly lower than the national 2007 two-year college mean, but not statistically significantly different from Ivy Tech’s 2005 mean, on this measure.
  
  ▪ Whether Respondents would Choose Ivy Tech Again:
    - About two-thirds (66.6%) of respondents said they would probably or definitely choose Ivy Tech again.
    - The average rating was 3.88 out of 5.0.
    - Ivy Tech’s 2007 mean was statistically significantly lower than Ivy Tech’s 2005 mean and the 2007 national two-year college mean on this measure.
Key Findings: Respondent Satisfaction Ratings

- Satisfaction with Various Aspects of Ivy Tech by Area
  - **College Services**: Respondents were most satisfied with computer services, and least satisfied with cafeteria/food services.
  - **Academic Environment**: Respondents were most satisfied with class sizes, and least satisfied with the availability of their advisors.
  - **Admissions Process**: Respondents were most satisfied with general admissions procedures, and least satisfied with the College catalog.
  - **Registration Process**: Respondents were most satisfied with Ivy Tech’s academic calendar, and least satisfied with the availability of courses at times they could take them.
  - **College Policies**: Respondents were most satisfied with the amount of personal security provided by Ivy Tech, and least satisfied with how their student activity fees are used.
  - **Facilities**: Respondents were most satisfied with the general condition of buildings and grounds, and least satisfied with athletic facilities (which may not exist in most regions).
  - **Other Aspects of the College**: Respondents were most satisfied with the amount of racial harmony that exists at Ivy Tech, and least satisfied with College media.

- Satisfaction with Various Aspects of Ivy Tech Across Areas: Highest and Lowest
  - Across all areas, respondents were most satisfied with class sizes and computer services, and least satisfied with athletic facilities and the availability of student housing.
    - The areas of lowest satisfaction among those commonly available at Ivy Tech were
  - Although not among the top ten areas of greatest dissatisfaction, satisfaction with availability of courses at times students could take them was still low (3.65 out of 5.0), even among this sample of primarily full-time students.
Key Findings: Respondent Usage of College Services and Respondent Risk Profile

**Usage of Various College Services**

- Ivy Tech services used by the largest proportion of respondents were parking, academic advising/course planning, and library/learning resource services, and computer services.
  - Fewer than six in ten (58.6%) said they used academic advising/course planning services.
  - Fewer than two in ten (16.8%) said they used vocational guidance and career planning services.
    - This is of concern because of the large proportion of undecided students at the College, many of whom are awaiting admission into limited enrollment programs.
- Fewer than three in ten (29.4%) said they utilized the College orientation program.
- Not surprisingly, college services used by the smallest proportion of respondents were day care and residence hall services.
  - These services are not offered on all campuses.
  - Among services that are offered on the majority of campuses, job placement and student employment services were the most infrequently used (4.4% and 4.8% usage, respectively).

**Respondent Risk Profile**

- First generation college students
  - About four in ten (39.1%) respondents’ parents attained no more than a high school education.
- Single parents
  - While more than a third (37.5%) of respondents had one or more dependent children, only a quarter (24.6%) of respondents were married.
- Number of hours worked per week
  - More than one third (37.2%) of respondents worked 31 hours or more per week.