



Noel-Levitz Student Satisfaction Inventory April 2015

As part of Summit Pacific College's assessment process, the college invites students to reflect on their educational experience and provide feedback on institutional services. The "Student Satisfaction Inventory" was administered in April 2015 with 140 responses. This included representation from all 4 year class levels, campus residents, commuters; part-time as well as full-time students]. Results were compared with other Canadian institutions similar to Summit and the following strengths rated highly.

Key areas of Strength for Summit Pacific College:

- 75. My understanding of God is being strengthened by classroom and campus experiences.
- 74. Being on this campus is contributing to my spiritual growth.
- 39. I am able to experience intellectual growth here.
- 76. Faculty, administrators and staff are helpful to me in processing issues related to my faith.
- 2. The campus staff are caring and helpful.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 29. It is an enjoyable experience to be a student on this campus.
- 45. Students are made to feel welcome on this campus.
- 59. This institution shows concern for students as individuals.
- 7. The campus is safe and secure for all students.
- 3. Faculty care about me as an individual.
- 33. My departmental academic advisor is knowledgeable about requirements in my major.
- 72. On the whole, the campus is well-maintained.
- 22. Counselling services staff care about students as individuals.
- 6. My departmental academic advisor is approachable.
- 65. Faculty are usually available after class and during office hours.
- 55. Major requirements are clear and reasonable.
- 14. My departmental academic advisor is concerned about my success as an individual.

Strategic Planning Overview

For these Benchmarks, SPC achieved

Higher Satisfaction vs. National Canadian Four-Year Privates

- 2. The campus staff are caring and helpful.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 29. It is an enjoyable experience to be a student on this campus.
- 45. Students are made to feel welcome on this campus.
- 59. This institution shows concern for students as individuals.
- 16. The instruction in my major field is excellent.
- 66. Tuition paid is a worthwhile investment.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 7. The campus is safe and secure for all students.
- 3. Faculty care about me as an individual.
- 72. On the whole, the campus is well-maintained.

- 22. Counselling services staff care about students as individuals.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- 6. My departmental academic advisor is approachable.
- 65. Faculty are usually available after class and during office hours.
- 55. Major requirements are clear and reasonable.
- 34. I am able to register for classes I need with few conflicts.
- 12. Scholarships and bursaries are announced to students in time to be helpful in university planning.
- 17. Adequate financial aid is available for most students at this institution.
- 14. My departmental academic advisor is concerned about my success as an individual.
- 40. On-campus residence regulations are reasonable.
- 49. There are adequate services to help me decide upon a career.

SPC students feel the following areas have Higher Importance vs. National Canadian Four-Year Privates

- 2. The campus staff are caring and helpful.
- 1. Most students feel a sense of belonging here.
- 3. Faculty care about me as an individual.
- 22. Counselling services staff care about students as individuals.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- 12. Scholarships and bursaries are announced to students in time to be helpful in university planning.
- 53. Faculty take into consideration student differences as they teach a course.
- 40. On-campus residence regulations are reasonable.

Challenges: Of course, students in their responses also express areas of college life that could use improvement! Student's comments, suggestions, and recommendations are taken seriously by the faculty and staff. Issues are discussed and followed up for clarity in annual assessment analysis meetings. Action steps are formulated to address important matters. At times, focus groups discuss relevant issues and offer suggestions for consideration. Changes are made where warranted [as soon as possible] and the college is eager to implement improvements whenever feasible. Student feedback is used in the annual planning meetings of the college and serves to inform strategic plans of Summit.

A few important statistics for the 2015 survey:

53% of students who responded achieved 80% and above in their Grade point average;

70% of the respondents indicated that their educational goal was to achieve a BA degree;

Another 11% plan to continue their studies to graduate levels [MA & Dr. degrees].

Overall this indicates that 81% are serious about their graduate studies while the other 19% are focused on discipleship and personal development as well as the attainment of a certificate.

MISC Demographics [of 140 respondents]

Employment: 39 work p/t off campus and another 28 have scholarship work on campus;

Current Residence: 79 % live on campus and 21% are commuters;

For 84% of applicants, SPC was their first choice for studies;

Provincial Origins: 74% of SPC students come from BC; 10% from other Western Provinces; 15% Eastern Provinces; 1% Other.

ACADEMICS: 2015 Noel-Levitz Student Satisfaction Inventory: Instructional Effectiveness

This year the SSI results were compared to statistics in other Canadian institutions and national norms. In the key academic areas, Summit student feedback was not only positive but in 10 of the following components, Summit was rated higher in performance satisfaction than other colleges.

	Importance	Satisfaction	Performance Gap
Faculty care about me as an individual.		6.46	6.24 0.22
The content of the courses within my major is valuable.		6.69	5.91 0.78
The instruction in my major field is excellent.		6.52	5.99 0.53
Faculty are fair and unbiased in their treatment of individual students.		6.47	5.66 0.81
I am able to experience intellectual growth here.		6.70	6.26 0.44
There is a commitment to academic excellence on this campus.		6.26	5.72 0.54
Faculty provide timely feedback about student progress in a course.		6.13	5.13 1.00
Faculty take into consideration student differences as they teach a course.		6.28	5.39 0.89
The quality of instruction I receive in most of my classes is excellent.		6.47	5.99 0.48
Part-time faculty are competent as classroom instructors.		6.16	5.80 0.36
Faculty are usually available after class and during office hours.		6.33	6.11 0.22
Nearly all of the faculty are knowledgeable in their field.		6.62	6.41 0.21
69. There is a good variety of courses provided on this campus.		6.34	5.53 0.81
70. Teaching assistants are competent as classroom instructors.		5.52	5.29 0.23

ASSESSMENT OF STUDENT LEARNING [ASSIGNMENT SKILL ANALYSIS]:

Learning outcomes for students are assessed in a variety of ways, mainly from direct measures of student achievements realized through –

- Critical Analysis Assignments: text book reports; Journal Article or Movie reviews;
- Writing Projects: Written competency in English Grammar, Sentence Structure; Vocabulary; Skill development in essays & written assignments;
- Research Ability Use of research materials: texts, books, journal articles; Quality bibliography & notation style; etc.
- Examination Comprehension; Factual Knowledge; Memory; Competency;
- Presentations Public Communication; Clarity; Interviewing skill; Participation in discussion and debate.