



Satisfaction-Priorities Surveys

Interpretive Guide Addendum:
Student Satisfaction Inventory™

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Addendum: The Student Satisfaction Inventory™

The Student Satisfaction Inventory (SSI) is the original survey instrument in the Ruffalo Noel Levitz (RNL) Satisfaction and Priorities Surveys. It is primarily for students in undergraduate programs, although some institutions also administer it to their graduate-level students. The SSI gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, colleges and universities can target areas most in need of improvement in order to retain students. The SSI asks students to respond with a level of importance and a level of satisfaction. A performance gap is calculated by subtracting the satisfaction score from the importance score.

Versions of the Student Satisfaction Inventory

The Student Satisfaction Inventory is available in the following versions:

Four-year College and University Version

- Form A is the original version
- Form B is the shorter version
- Note that national comparisons are available separately for private and public four-year institutions.

Two-year Community, Junior, and Technical College Version

- Form A is the original version
- Form B is the shorter version

Two-year Career and Private School Version

- Form A is the original version
- Form B is the shorter version

Canadian Four-year College and University Version

- Form A is the original version

Canadian Two-year CEGEP, Community, and Technical College Version

- Form A is the original version

Item Structure on the SSI

Number of items rated for importance and satisfaction varies by version:

- Four-year Form A: 73 items
- Four-year Form B: 45 items
- Two-year Community College Form A: 70 items
- Two-year Community College Form B: 40 items
- Two-year Career and Private Schools Form A: 70 items

- Two-year Career and Private Schools Form B: 40 items
- Canadian Four-Year Form A: 73 items
- Canadian Two-Year Form A: 70 items

Each of the survey versions includes 10 optional items which may be defined by the institution and rated for importance and satisfaction. The reports include the text for the campus-defined items.

The Form A version of the survey includes six items that assess the institution's commitment to specific student populations. These items are rated for satisfaction only and do not include importance or performance gap scores. These items contribute to the Responsiveness to Diverse Populations Scale.

The surveys also capture student perceptions on eight or nine enrollment factors with an importance score only.

In addition, the surveys ask students to respond to three summary items (met expectations, overall satisfaction, and likelihood to re-enroll).

Standard demographic items are included as well as campus-defined demographic items on each version, including the option to capture the student's major or program with a four-digit numeric code. The campus-defined demographic item responses are included in the results.

The Scales

The items on the SSI have been analyzed statistically and conceptually to form comprehensive scales. Note that some items appear on more than one scale. The number and list of scales for each version are as follows. A description of the scales is also included in this section.

Four-year Form A: 12 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- *Items not on a scale: 35 and 72*

Four-year Form B: 9 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life

- Campus Support Services
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Two-year Community College Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- *Items not on a scale: 3, 9, 53, and 68*

Two-year Community College Form B: 8 scales

- Academic Advising and Counseling Effectiveness
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Services
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Two-year Career and Private Schools Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence Student Centeredness
- *Items not on a scale: 3, 9, 53, and 68*

Two-year Career and Private Schools Form B: 8 scales

- Academic Advising and Counseling Effectiveness
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Services
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Student Centeredness

Canadian Four-year Form A: 12 scales

- Academic Advising Effectiveness
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- *Items not on a scale: 35 and 72*

Canadian Two-year Form A: 12 scales

- Academic Advising and Counseling Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- *Items not on a scale: 3, 9, 53, and 68*

Description of Scales

Academic Advising (and Counseling) Effectiveness: Assesses the comprehensiveness of your 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 on their approachability.

Academic Services: Assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Climate: Assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

Campus Life: Assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perceptions of their rights and responsibilities.

Campus Services: (similar to Academic Services) Assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Support Services: Assess the quality of your support programs and services that students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: Assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: Assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, the content of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: Assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as the competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: Assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: Assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners. This scale only captures a satisfaction score.

Safety and Security: Assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence: Assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: Assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

The items that contribute to each scale can be viewed within your results. Use the filter in the upper left on the Item Report segment to see the items within each scale.

Reliability and Validity—Form A

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four-year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r = .71$; $p < .00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

The reliability of the SSI-A survey was re-assessed in 2013 using Cronbach's Alpha which tests how well a collection of items agree with one another. The commonly accepted rule is that a value above .70 is acceptable as proof of reliability among items. Table 1 presents Cronbach's Alpha for satisfaction as well as the results for importance. All values were .70 and above. That supports the notion that the items within each scale are measuring like concepts. Contact RNL for additional details as needed.

Reliability and Validity—Form B

The reliability of the SSI Form B was assessed using Cronbach's Alpha which tests how well a collection of items agree with one another. The commonly accepted rule is that a value above .70 is acceptable as proof of reliability. In the analysis, all values but two are above .70. Even those two are extremely close to .70. In all cases, factor analysis was performed among scale items to determine if there was any multi-dimensionality. None was detected, further proof that items within each scale are measuring like concepts. Contact RNL for additional details as needed.

The Inventory Authors

The Student Satisfaction Inventory was developed by Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D., with assistance from Ruffalo Noel Levitz. Dr. Schreiner chairs the doctoral programs in Higher Education at Azusa Pacific University in Azusa, California. Dr. Juillerat is Professor Emerita, Department of Psychology at Azusa Pacific University. The Student Satisfaction Inventory was piloted in 1993 and became available in 1994.

Contact us

For general questions about reviewing your results or to order materials for a future administration, please contact:

- Shannon Cook, Executive Consultant, Student Success Solutions,
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To schedule an in-depth report discussion at **no charge** or to explore opportunities to have a consultant come to campus to present your results (additional fees apply), please contact:

- Julie Bryant, Vice President for Student Success, Julie.Bryant@RuffaloNL.com

For questions regarding the raw data, or any additional assistance, please contact:

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