RNL Satisfaction and Priorities Surveys (SPS):
Interpretive Guide

Contents

Introduction

This Interpretive Guide provides you with an overview of how to review the results from your administration of any of the Ruffalo Noel Levitz (RNL) Satisfaction and Priorities Surveys (SPS). It walks you through reviewing each segment of the report and provides you with guidance on utilizing the results for data-informed decision-making. Recommendations based on RNL's experience working with hundreds of institutions are included to assist you with making the most effective use of your results.

You are also encouraged to download the guide for **Using and Sharing Your Results** for detailed examples of the best ways to work with your data on campus.

Separate addendums, specific to the unique survey instruments, are also available to download from the RNL website. These addendums provide you with details on the versions of the survey, the item structure, the description of the scales, reliability and validity, background on the inventory's development, and any specific guidance relevant to interpreting that particular survey. The surveys which are included in the RNL Satisfaction and Priorities Survey family are:

- **Student Satisfaction Inventory™** (SSI) for undergraduate students at four-year and two-year institutions.

- **Adult Student Priorities Survey™** (ASPS) for students 25 years of age and older, primarily at four-year institutions; the survey is appropriate for undergraduate and graduate-level students.

- **Priorities Survey for Online Learners™** (PSOL) for students in online learning programs.

- **Institutional Priorities Survey™** (IPS) for campus personnel at four-year and two-year institutions. This survey is directly parallel to the SSI.

If you have questions at any time while you are reviewing your results, please do not hesitate to contact RNL at StudentSuccessTech@RuffaloNL.com.

General Knowledge Regarding the Satisfaction Priorities Surveys

Satisfaction assessments are a key indicator for the institution of the current student experience. The data from the assessments provide direction for your campus to make improvements in the areas that matter most to your students.

The RNL family of Satisfaction and Priorities Surveys asks students to indicate both the level of importance they place on an item, as well as their level of satisfaction that the institution is meeting this expectation. The RNL Institutional Priorities Survey (IPS) asks faculty, administration, and staff to indicate the level of importance and the level of agreement that the institution is meeting the students' expectations. The combination of importance/satisfaction or agreement data is very powerful, allowing institutions to review satisfaction levels within the context of what is most important. The results provide a roadmap for the next steps that the institution can and should take to respond to the issues that students and campus personnel have identified.

This Interpretive Guide provides guidance for reviewing your data results and suggestions on ways to utilize the data on campus. It begins with general guidelines for any of the student-based surveys from RNL that you are utilizing. Specific references and information for individual survey tools are located in the addendums which can be downloaded from the RNL website. This guide primarily focuses on interpreting your results for the student assessments, with additional direction for the campus personnel surveys in the corresponding survey-specific addendums.

> **"**
>
> Data left on a shelf has no power; data actively used and discussed provides the opportunity to initiate significant change on campus.

As you review your data, it is important to keep in mind how you will share the results on your campus. **The greatest power of the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on campus.**

Populations to consider sharing the results with include:

- President and campus leadership;
- Deans, and directors;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;

- Board of Trustees;
- Student government leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

Reliability and Validity

The reliability and validity of the survey tools from RNL are very strong. Refer to the survey-specific addendums for the details on each instrument.

Why is Satisfaction Surveying Important?

Studies have shown that student satisfaction is linked to key institutional metrics including higher individual student retention at both four-year and two-year institutions, higher institutional graduation rates, higher alumni giving at the institutional level, and lower loan default rates. If you would like to learn more about these links, visit www.RuffaloNL.com/Assessment.

Recorded Tutorials Available

RNL has created recorded tutorials to walk you through the survey results found in the RNL Client Portal. You are encouraged to listen to these tutorials for a basic introduction to the data that has been delivered to you and then refer to this Interpretive Guide for additional supporting information. The tutorials can be found on the SPS Client Resources site.

Systematic Assessment Cycle

Systematic Assessment Cycle
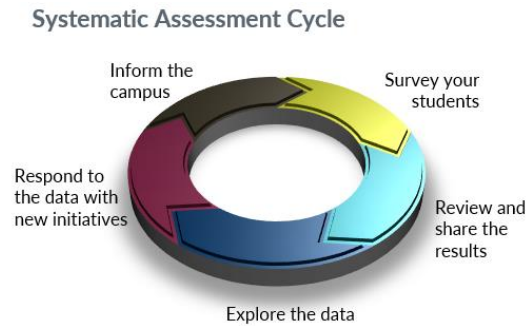
Assessing student satisfaction can be approached as a five-step cycle of activities:

1. **Survey your students.** Be sure to establish a regular cycle for gathering student satisfaction data. Student satisfaction assessments are not once-and-done activities. Most institutions survey students once every other year in order to maintain a strong momentum by actively using the data and responding to it. Often, they are alternating the RNL Satisfaction Priorities Surveys with other survey instruments, such as surveys of engagement.

2. **Review and share the results.** Communicating the results from your survey is critical to making changes at your institution. We encourage you to develop your own presentation and summary of the results to help highlight key results. You will need to use your best judgment regarding how much of the results (depth and breadth) to share at your institution, depending on the audience. More information on sharing your results, including for accreditation purposes, can be found on the SPS Client Resources site.

3. **Explore the data.** Before you identify specific initiatives to improve the student experience, you may want to consider exploring the data further by identifying key demographic variables to review in the Comparison Reports, Versus Reports and Single Group Reports and by reviewing the qualitative comments (if the survey was administered online). Another option to explore the results is to conduct focus groups on campus.

4. **Respond to the data with new initiatives.** Colleges and universities can approach responses to their challenges in three primary ways:

    1. Changing perceptions through information and communication.

    2. Implementing quick and easy actions that resolve the issues.

    3. Planning for long-term, strategic adjustments in the delivery of the service.

       - With responses two and three, it is still important to incorporate communication into the responses so that students are appropriately informed of any immediate resolution, or can be made aware of the issues that will require more time and resources.

5. **Inform the campus.** Don't assume that students and the larger campus constituencies will automatically be aware of the improvements you have made. Be intentional in your communication efforts to inform the campus that the survey results indicate a priority and you took this action in response. This follows the model of "You said this, we did that." By informing the students of your activities, you are more likely to see satisfaction levels improve with your next survey administration.

More details on how to approach each of these steps can be found on the SPS Client Resources site.

Accessing Your Results

RNL Client Portal

Your RNL SPS results live in the RNL Client Portal. Whenever you would like to review your results, you will use your login to enter the RNL Client Portal. You also have the option to download the tables from the reports into Excel documents to save to your own computer.

One login is provided per institution. You will establish your password when you first log in, using your institutional email address which has been associated with your account.

The first time you enter your email address, you will indicate you don't have an account, and click on "Sign up now". Here you will be prompted to receive a verification code to be sent to your email. Once you enter the verification code, you will be prompted to create a password.

If you plan to share your login to the RNL Client Portal with others on your campus, you may want to use a more generic password than you would for your own personal computer or account access.

Upon request, RNL can provide additional logins for your institution to use. (Typically no more than three per institution) The email address must be a legitimate email for the authentication process.

NOTE: See the Quick Guide document for step-by-step instructions for the first time you enter the portal.

The RNL Client Portal address is: https://myportal.rnl.com

SmartView Reports

IMPORTANT: Once you enter the portal, you will select the SmartView icon on the main screen, or use the SmartView drop-down in the upper left corner to select the report format you would like to view.

Screenshot of the RNL Platform with SmartView access:
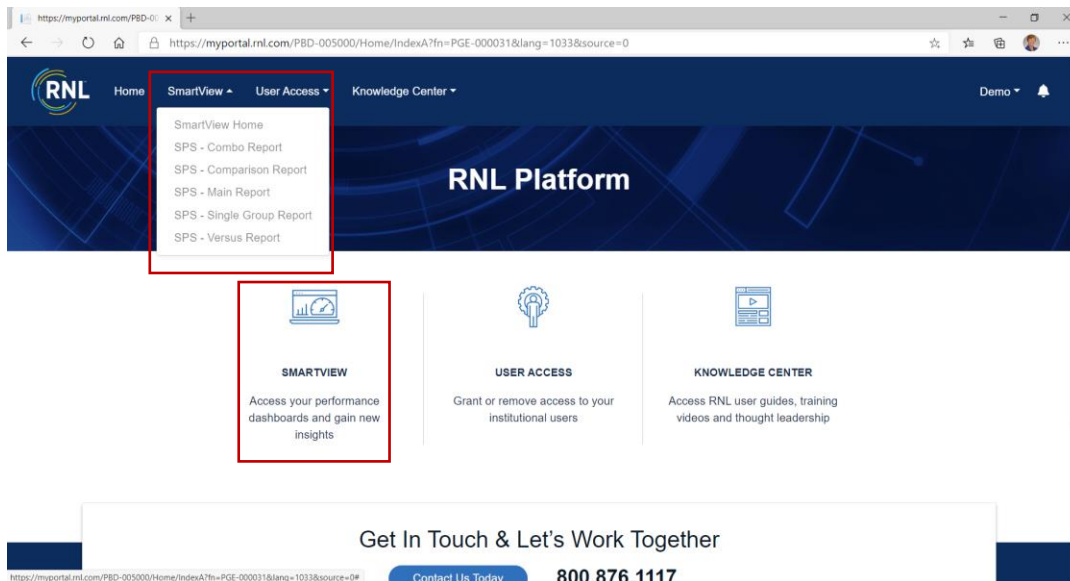
The Deliverables

Report Formats Available in the SmartView of the RNL Client Portal

- **Main Report:** Compare your institution's survey results to the national comparison groups.

- **Year-to-Year Report:** Compare your most recent survey administration to a past administration. *Example*: Compare your spring 2023 results to your 2021 results.

- **Comparison Report:** Allows you to isolate the data by specific demographic subpopulations. Comparison Reports can help you to better understand the perceptions of subsets of your overall population. We recommend that identified subpopulations have a minimum of ten students represented in them. (Refer to the demographic tab in the Main Report to see the number of responses for each demographic variable).

- **Versus Report:** Compare two demographic subpopulations to each other. *Example*: Responses of males versus females. This report format is the best location where majors/programs and campus-defined demographic items can be isolated for review.

- **Single Group Report:** Allows you to isolate the data by a specific demographic subpopulation and compare it to the corresponding demographic population on the national level. This report provides the opportunity for you to compare the data for a particular population which may be a majority for you and not a majority in the overall national comparison group, isolating both to see how your students match up externally. *Example*: your female students with female students at community colleges nationally.

- **Combo Report:** This report allows you to compare results from administrations of different survey types. *Example*: Compare SSI 2023 to IPS 2023. This report format is only provided for administrations that include the IPS.

Additional Deliverables

- **Data Exports of Calculated Data:** If you wish to export summarized data from the SmartView reports, click the three-dot icon found in the top right corner of any table or graph. Click 'Export data' and choose the current format option. (Additional directions on page 13).
- **Raw Data:** The raw data includes all of the individual responses to each survey item as well as all of the demographic responses. This file is delivered separately from the RNL Client Portal, via the RNL Safe Mail system. The raw data file is also the one place that provides the individual record identifier (i.e. student ID or unique online passcode). If needed, this field can be matched back to the file loaded into the SPS Web administration site, using the passcode for the crosswalk. The file format documentation is located on the SPS Client Resources site.
- **Open-Ended Comments:** The open-ended comments are captured with online administrations of the survey instruments and are delivered in their own Excel document along with your raw data files via the RNL Safe Mail system.
- **Recommendation Scores:** The recommendation scores are captured with online administrations of the survey instruments and are delivered in Excel along with the open-ended comments.

Report Segments

The report segments are reflected in the tabs at the bottom of your screen.

Screenshot of the Tabs at the Bottom of the Main Report:

| ◁ ▷ | Home | Executive Summary | New Demographics | Majors/Programs | Strategic Planning Overview | Scale Summary | Item Report | Item Percentage | Summary Report |
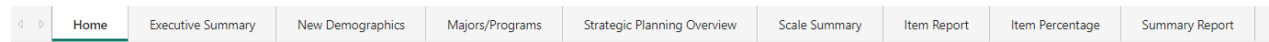
- **Home:** This is where you identify the data you want included in each report format. Select your institution under the Institution Name (even if it is the only option that appears), then select your data set under the Survey Name filter. You can select current or past administrations. The National Norms filter allows you to choose which group to use as the external comparison point for your data set. As available, regional norm groups may also appear under the National Norm options. **IMPORTANT**: For your report to populate correctly, be sure to make a selection in each section on the Home page (Institution, Survey, Norm) before navigating through the report segment tabs at the bottom of the page.

- **Executive Summary:** This tab provides you with a view of the most critical information from your results. This is the information you want to be sure to share with others at your institution. You can print this as a Webpage to PDF, or screenshot the top half and the bottom half and include it in a Word document, or use the data here as a reference to customize your Infographic on your results.

- **Demographics:** Here you will find a demographic overview of the individuals you surveyed. The results of your survey reflect the perceptions of the group that you surveyed, either a representative sample or a particular subset of your population which may be most represented in the results. It is important to know and to share on campus the demographic aspects of the students who were surveyed. The Demographic segment is also where you will see the number of students reflected in each variable to help you determine if the group is appropriate to isolate in a Comparison Report, Versus Report or Single Group Report.

- **Majors/Programs:** If the campus-defined item for the unlimited list of majors or programs was utilized by the institution, the responses are included here.

- **Strategic Planning Overview:** The Strategic Planning Overview provides an indication of your strengths and challenges. This section identifies the areas that matter most to your students, where you are meeting their expectations, and where you have room for improvement. It also highlights how you compare with your comparison group.

- **Scale Summary:** The items on each of the surveys have been analyzed statistically and conceptually to produce scale scores. The scales provide a big-picture overview of what matters to your students. You can see the items that contribute to each scale by using the filter option in the Item Report.

- **Item Report**: The item scores reflect your students' responses to individual items on the survey. This report includes the standard items as well as any campus-defined items rated for importance and satisfaction.

- **Item Percentage**: This segment reflects the percentage of students who indicated that the item was important or very important (answer 6 or 7) and the percentage who said they were satisfied or very satisfied (answer 6 or 7) for all of the individual items on the survey, including both the standard and campus defined items.

- **Summary Report:** The summary report presents the average scores and the percentage of students who responded to each of the possible responses. This summary provides a good bottom-line overview of how your students feel about their experience.

Definitions and Calculations

Calculating the Average Scores

Means for importance and satisfaction for **individual items** are calculated by summing the respondents' ratings (for those that responded to that specific item) and dividing by the number of respondents. The item calculation is based on the number of respondents to that item (not the total data set) and is unique for the responses to the importance segment and the satisfaction segment. Only the responses of 1-7 are included; zero responses (for not applicable/not used) and blanks are not included when creating the average score.

Each **scale mean** is calculated by summing all valid responses to the items within the scale and dividing by the number of valid responses to the items, again specific to the importance and satisfaction scores separately. Note that the scale score is not the average of the averages.

Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5.

Definition of Performance Gap

A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed. Refer to the section on challenges in the Strategic Planning Overview to identify the performance gaps that should capture your immediate attention.

Definition of Standard Deviation

The standard deviation (or SD) appears next to the satisfaction score columns. This represents the variability in the satisfaction scores. The larger the standard deviation, the greater the variability in the responses (with some students being very satisfied and some students being very dissatisfied). The smaller the standard deviation, the less variability in the responses. Though generally not a number to focus on, it is important to be aware if there is a great variance in the experience of your students in a particular area. If a large standard deviation occurs for a particular item, you may want to review the data by the demographic segments to identify which student groups are having different experiences.

Definition of Mean Difference

The far-right hand columns show the difference between your institution's satisfaction means and the comparison group means, along with stars showing the statistical significance of this difference. This is the left column of satisfaction data minus the right column of satisfaction data. If the mean difference is a POSITIVE number, then your students are MORE satisfied than the students in the comparison group. If the mean difference is a NEGATIVE number, your students are LESS satisfied than the students in the comparison group.

Definition of Statistical Significance

Statistical significance in the difference of the means is calculated when two groups are compared and a mean difference is reflected in the far right-hand column. A twin-tailed t-test is used to determine significance. The level of significance is reflected by the number of stars which appear behind the mean difference number:

- No stars: No significant difference;

- One star: Difference statistically significant at the .05 level;

- Two stars: Difference statistically significant at the .01 level; and

- Three stars: Difference statistically significant at the .001 level.

The greater the number of stars, the greater the confidence in the significance of this difference, and the greater the likelihood that this difference did not occur by chance. For example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between your institution's satisfaction score and the comparison group's satisfaction score would occur due to chance alone. The .01 level indicates a one in 100 chance and the .001 level indicates a one in 1,000 chance. If there are no stars for a particular score, then the level of satisfaction is basically the same between your institution and the comparison group.

Items without Satisfaction or Importance

Some survey versions include items that measure only satisfaction or only importance. For a description, please refer to the addendum for the specific survey that you are utilizing.

The Key for the Header of Data

S/C	No ▲	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS

S/C: Strength ⭐ or Challenge 🚩 item indication for the left column set of data.

No: Item number on the survey

Item: Item text as it appears on the survey. Campus items are defined by the institution or reflect items that had text modified by the institution.

Importance: Average importance score for the left column of data

Satisfaction: Average satisfaction score for the left column of data

SD: The standard deviation for the left-column satisfaction score

Gap: The performance gap for the left column of data (importance minus satisfaction)

Importance (2): Average importance score for the comparison group data

Satisfaction (2): Average satisfaction score for the comparison group data

SD (2): The standard deviation for the comparison group satisfaction score
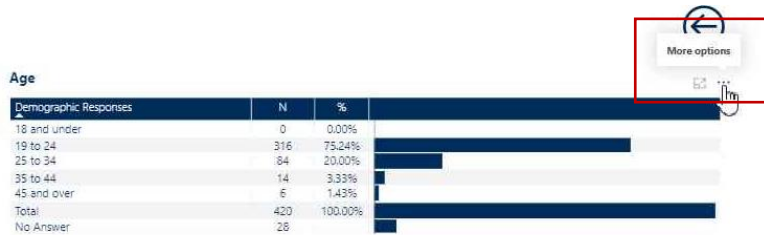
Difference: The left column satisfaction score minus the comparison group satisfaction score

SS: The statistical significance indication for the satisfaction score difference

Data Exports of Calculated Data

If you wish to export summarized data from the SmartView reports, click the three-dot icon found in the top right corner of any table or graph. Click 'Export data' and choose the data with the current format.

Screenshot of the Three Dot Icon in the Upper Right of the Tables:

Screenshot of the Export Data Indicator:

Screenshot of the Export Data Pop-Up:

Note: To assist you, RNL has developed an Excel template for the reporting format located on the SPS Client Resources site: SPS_SmartView_Export_Template.xlsx (live.com)

Export the data, copy, and paste from the data.xlsx document into the template for each table.

Reviewing the Main Report

Begin the exploration of your results in the Main Report.

On the Home Page of the Main Report, select your data set under the Survey Name filter. You can select current or past administrations. The National Norms option allows you to choose which group to use as the external comparison point for your data set. As available, regional norm groups may also appear under the National Norm options.

IMPORTANT: For your report to populate correctly, be sure to select your data set AND a corresponding national norm group before navigating through the report segment tabs at the bottom of the page.

Screenshot of the Home Page of the Main Report:

Main Report

Report Parameters

Institution Name _____	Survey Name _____	National Norms _____
■ RNL University	■ RNL University - SSI-Nov 2019	■ National Four-Year Privates (2019)
		☐ National Four-Year Privates (2019) - Southern Region

Comparing with the National Comparison Group

The main report provides you with the results for your institution along with the appropriate national comparison group. The national comparison group includes three academic years of data. **For details on the number of student records and a listing of the schools included in your comparison group, please refer to the [RNL Client Resources](#) site.** The national comparison groups are typically updated at the end of the academic year during the month of June and remain in place for the following academic year.

For some survey types, regional comparisons, and specialized comparisons with requested institutions are available. If your institution administered the survey as part of a statewide or corporate administration project, data comparing your results with the participating group as a whole are often available. You will see the options that are available to you on the Home tab.

While it is important to compare your institution-specific results to the appropriate national comparison group, we caution you from focusing on this comparison alone. You will want to be aware of how your students' satisfaction scores match up to the selected comparison group, but this comparison alone does not tell the full story. Students at large institutions or at urban institutions may reflect lower satisfaction scores across the board than students in the comparison group. Trends also indicate that students at eastern institutions tend to have generally lower satisfaction scores than students in other parts of the U.S. If your institution has a larger percentage of certain demographic groups, such as gender, ethnicity/race, institutional choice, current residence, etc., it may affect how you compare to the national data set. For additional guidance, please contact RNL.

The Executive Summary

This tab provides you with a view of the most critical information from your results. This is the information you want to be sure to share with others at your institution. You can print this as a Webpage to PDF, or screenshot the top half and the bottom half and include it in a Word document, or use the data here as a reference to customize your Infographic on your results.

Screenshot of the Executive Summary Page of the Main Report:

Main Report

RNL - SSI 4YR Sample 08/2021-Aug 2021

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.

50%	53%
Our Institution	National

Probably / Definitely Yes

How likely are our students to enroll again, if they had it to do over?

Percentages below indicate the students indicating Probably/Definitely yes.

60%	57%
Our Institution	National

Top 5 Factors to Enroll

Item	Importance %
Academic reputation as factor in decision to enroll.	100%
Financial aid as factor in decision to enroll.	100%
Personalized attention prior to enrollment as factor in decision to enroll.	100%
Recommendations from family/friends as factor in decision to enroll.	100%
Size of institution as factor in decision to enroll.	100%

Gender

Demographic Responses	N	%
Female	0	0.00%
Male	4	100.00%
Total	4	100.00%
No Answer	1	

Class Level

Demographic Responses	N	%
Freshman	1	25.00%
Sophomore	0	0.00%
Junior	1	25.00%
Senior	1	25.00%
Special student	0	0.00%
Graduate/Professional	0	0.00%
Other class level	1	25.00%
Total	4	100.00%
No Answer	1	

Institutional Choice

Demographic Responses	N	%
1st choice	3	75.00%
2nd choice	1	25.00%
3rd choice or lower	0	0.00%
Total	4	100.00%
No Answer	1	

Students attending their first-choice institution are more likely to have higher satisfaction levels overall.

Strengths

Item
★ The instruction in my major field is excellent.
★ Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
★ The staff in the health services area are competent.
★ Library resources and services are adequate.
★ My academic advisor helps me set goals to work toward.
★ The intercollegiate athletic programs contribute to a strong sense of school spirit.
★ Faculty are fair and unbiased in their treatment of individual students.
★ Males and females have equal opportunities to participate in intercollegiate athletics.
★ My academic advisor is knowledgeable about requirements in my major.
★ Security staff respond quickly in emergencies.
★ Library staff are helpful and approachable.
★ My academic advisor is concerned about my success as an individual.
★ The business office is open during hours which are convenient for most students.
★ Computer labs are adequate and accessible.
★ Residence hall staff are concerned about me as an individual.
★ Tutoring services are readily available.
★ The assessment and course placement procedures are reasonable.
★ Students are made to feel welcome on this campus.
★ There are adequate services to help me decide upon a career.
★ This institution has a good reputation within the community.
★ Adjunct faculty are competent as classroom instructors.
★ Student disciplinary procedures are fair.
★ Tuition paid is a worthwhile investment.
★ On the whole, the campus is well-maintained.
★ There is an adequate selection of food available in the cafeteria.
★ I am able to experience intellectual growth here.
★ There is a commitment to academic excellence on this campus.
★ I can easily get involved in campus organizations.
★ This institution shows concern for students as individuals.
★ Nearly all of the faculty are knowledgeable in their field.

Strengths are items with high importance and high satisfaction.

These are specifically identified as items above the mid-point in importance (top half) and in the upper quartile (25 percent) of our satisfaction scores. The strengths are listed in descending order of importance.

Challenges

Item
⚑ The amount of student parking space on campus is adequate.
⚑ Adequate financial aid is available for most students.
⚑ It is an enjoyable experience to be a student on this campus.
⚑ I feel a sense of pride about my campus.
⚑ Residence hall regulations are reasonable.
⚑ There are a sufficient number of weekend activities for students.
⚑ Academic support services adequately meet the needs of students.
⚑ The student center is a comfortable place for students to spend their leisure time.
⚑ The quality of instruction I receive in most of my classes is excellent.
⚑ The personnel involved in registration are helpful.
⚑ There is a strong commitment to racial harmony on this campus.
⚑ Admissions counselors accurately portray the campus in their recruiting practices.
⚑ Bookstore staff are helpful.
⚑ Major requirements are clear and reasonable.
⚑ The student handbook provides helpful information about campus life.
⚑ New student orientation services help students adjust to college.
⚑ Freedom of expression is protected on campus.
⚑ There is a good variety of courses provided on this campus.
⚑ Channels for expressing student complaints are readily available.

Challenges are items with high importance and low satisfaction or a large performance gap.

These are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores or items above the mid-point in importance (top half) and in the top quartile (25 percent) of our performance gap scores. The performance gap score is likely the reason the item has been identified as a challenge.

Where the data in the Executive Summary is from:

- The **Bottom Line Indicators** are from the Summary Tab and reflect the percentage of students who indicated 6 or 7 for the overall level of satisfaction and for the likelihood to re-enroll if they had it to do over again.

- The **Top 5 Factors to Enroll**: These data are from the Item Percentage Report Tab for the items that only ask students how important these factors were in their decision to enroll. This list may include more than 5 factors if any items tie in with their level of importance.

- **Gender, Class Level, and Institutional Choice**: This information is from the Demographic Tab. Note that Institutional Choice is not a demographic choice for the PSOL or the IPS, so the data in this segment will be blank for those survey versions. Institutional choice is highlighted for the SSI and ASPS because we know that students attending their first choice institution tend to have higher satisfaction levels than students attending their second or third choice.

- **Strengths / Challenges:** This information is from the Strategic Planning Overview Tab.

The Demographic Segment

The demographics allow you to understand the makeup of the students who completed the survey. It's important to review your demographics before looking at the rest of your results to:

- Confirm that the surveyed population is representative of your selected student population.

- Consider the demographics of your population compared to the national sample (contact RNL for more information if you suspect your population may be very different than your comparison group). Keep in mind that national trends indicate that a larger representation from certain population segments may influence how your satisfaction levels match up with the national comparison group. In particular, the following variables may more significantly influence satisfaction levels:

    o Gender;

    o Class Level; and

    o Institutional Choice.

    You can learn more in the 2018 National Student Satisfaction and Priorities Report, available on the RNL Website.

Screenshot of the Demographic segment:

Main Report

Ruffalo Noel Levitz - SSI 01/2023

Demographics Responses	N	%
Age		
18 and under	31	12.45%
19 to 24	210	84.34%
25 to 34	7	2.81%
35 to 44	1	0.40%
45 and over	0	0.00%
Total	249	100.00%
No Answer	11	
Campus Item 1		
Campus item - Answer 1	1	100.00%
Campus item - Answer 2	0	0.00%
Campus item - Answer 3	0	0.00%
Campus item - Answer 4	0	0.00%
Campus item - Answer 5	0	0.00%
Campus Item - Answer 6	0	0.00%
Total	1	100.00%
No Answer	259	
Campus Item 2		
Campus item 2 - Answer 1	0	0.00%
Campus item 2 - Answer 2	0	0.00%
Campus item 2 - Answer 3	0	0.00%
Campus item 2 - Answer 4	0	0.00%
Campus item 2 - Answer 5	0	0.00%
Campus item 2 - Answer 6	0	0.00%
Total	0	100.00%
No Answer	260	
Class Level		

Reviewing the Demographics:

- The demographic variable category appears as the header for each section.

- The percentage is reflected for that segment of the overall group of students surveyed.

- The number of students who did not respond to the item is also indicated.

- You can also export the entire table by hovering over the three dots to the right of the table.

- The responses in each category are shown in the order they were asked on the survey.

- The demographic responses include both the standard items on the survey along with any campus-defined items.

- Major or department codes are represented with four-digit numeric group codes in the separate report tab of Majors/Programs.

- The campus-defined demographic items with up to fifteen optional responses appear with the text of the question after the indication of Campus Item 1 or Campus Item 2. The responses are listed in order as they appeared on the survey with the reference Answer 1 etc. Note that these campus-defined demographic items are not the responses to the items that are rated for importance and satisfaction, which appear later in the Item Report as "Campus Item One," etc.

Tips for Using the Demographic Information:

When you share the results on campus, be sure to begin by providing an overview of the demographics of your surveyed population. This helps to inform the campus that the survey is representative of your student body, as well as helps to ensure that your campus is fully informed on your student demographics. Cover items such as the percentage of students who are working while going to school, how many are commuting versus living on campus, and the educational goals of students (especially at two-year institutions where you will want to compare the percentage of students who plan to transfer to another institution with those who have a goal of an associate or technical degree).

Another demographic category to review on the SSI and ASPS reports is the "Institution Was My." On this item, students indicate their perception of your institution in their choice to enroll. Ideally, a majority of your students will indicate that you are their first-choice institution; students who are at their first-choice institution tend to feel more satisfied with their educational experience. If you have a large percentage of students who indicate that you are their second or third choice, you may have greater levels of dissatisfaction at your institution. You will want to work to become a first-choice institution in the minds of your currently enrolled students, as well as work with your enrollment management division to improve recruitment activities to position the institution as a first-choice institution.

The institutional choice perception is important to track over time, and also to compare with the national comparison group which you can see in the demographic overview along with the list of schools on the SPS Client Resources. One other note on this item: institutions in large urban areas, or in regional parts of the U.S. with high concentrations of college options, may find that they naturally have a larger percentage of second and third-choice perceptions based on the number of options that are available to students relatively close by. Institutions in more remote locations may have inherently larger percentages of first-choice students.

The Strategic Planning Overview Segment

The Strategic Planning Overview provides an indication of your strengths and challenges. This section identifies the areas that matter most to your students, where you are meeting their expectations, and where you have room for improvement. It also highlights how you compare with your comparison group. It provides you with the best summary of your results for immediate action planning. This segment identifies the areas at your institution that you can celebrate and the areas that need attention. The overview identifies your top strengths and your top challenges.

Screenshot of the Strategic Planning Overview segment:

| Strength and Challenges | Benchmarking |

Strengths

	No	Item	vs. Comparison	Imp Rank
★	33	My academic advisor is knowledgeable about requirements in my maj...		1
★	68	Nearly all of the faculty are knowledgeable in their field.	▼	1
★	16	The instruction in my major field is excellent.	▼	3
★	7	The campus is safe and secure for all students.		5
★	6	My academic advisor is approachable.		7
★	39	I am able to experience intellectual growth here.	▼	9
★	55	Major requirements are clear and reasonable.	▼	10
★	41	There is a commitment to academic excellence on this campus.		16
★	14	My academic advisor is concerned about my success as an individual.		18
★	44	Academic support services adequately meet the needs of students.	▲	27
★	32	Tutoring services are readily available.	▲	30
★	65	Faculty are usually available after class and during office hours.		34
★	75	Campus item: Diversity, equity, and inclusion are emphasized on this c...		40

Challenges

	No	Item	vs. Comparison	Imp Rank
⚑	58	The quality of instruction I receive in most of my classes is excellent.	▼	6
⚑	34	I am able to register for classes I need with few conflicts.		7
⚑	29	It is an enjoyable experience to be a student on this campus.	▼	11
⚑	36	Security staff respond quickly in emergencies.	▼	11
⚑	66	Tuition paid is a worthwhile investment.	▼	13
⚑	77	Campus item: I have a good idea of how much my college education w...		13
⚑	17	Adequate financial aid is available for most students.		20
⚑	59	This institution shows concern for students as individuals.	▼	21
⚑	47	Faculty provide timely feedback about student progress in a course.	▼	23
⚑	23	Living conditions in the residence halls are comfortable (adequate spac...	▼	24
⚑	74	Campus item: Academic facilities are up-to-date, clean, and supportive ...		27
⚑	5	Financial aid counselors are helpful.	▼	30
⚑	15	The staff in the health services area are competent.	▼	30
⚑	38	There is an adequate selection of food available in the cafeteria.		37
⚑	53	Faculty take into consideration student differences as they teach a cour...	▼	40

Reviewing the Strategic Planning Overview:

- Gold stars reflect your items of strength.

- Red flags indicate institutional challenges.

- The green triangles pointing up reflect items where your satisfaction levels are significantly higher than the comparison group.

- The red triangles pointing down are items with significantly lower satisfaction versus the comparison group.

- The "Imp Rank" indicates the item rank in importance; only items in the top half of importance appear as either a strength or a challenge. Items with the same rank have the same importance score. This indicator appears so the items are reflected in descending order of importance but you don't need to be distracted by the difference of a rank of 1 and a rank of 40. All items on these lists of strengths and challenges are worth paying attention to.

Matrix for Prioritizing Action: Use the matrix below to conceptualize your results.
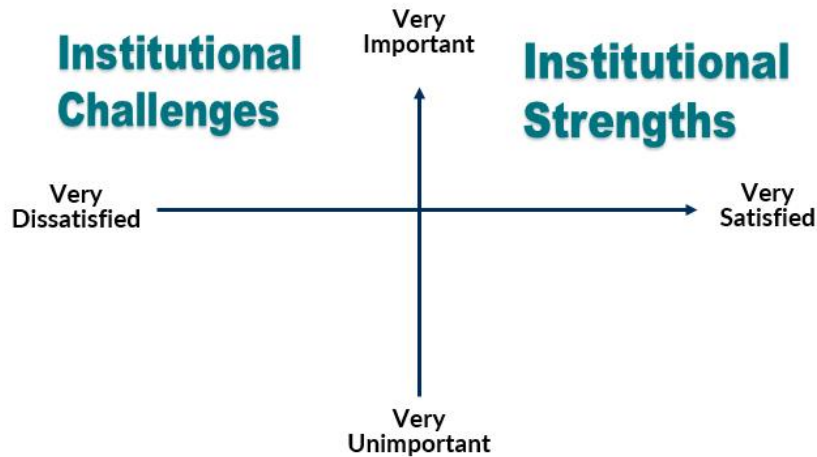
Strengths

Strengths are items with high importance and high satisfaction. These are specifically identified as items above the mid-point in importance (top half) and in the upper quartile (25 percent) of your satisfaction scores. The strengths are listed in descending order of importance.

You can determine your cut-off scores in the Item Report segment by first sorting on the importance column and finding the mid-point in the ranking of your items; make a note of this importance score. Then, sort your document by the satisfaction column and find the top 25 percent of items in the rank order; make a note of this satisfaction score. Your strengths are identified as items at or above this importance score and at or above this satisfaction score. Note: only items that include both an importance score and a satisfaction score should be counted in your rankings. Campus items are included in the rankings.

Example: An institution using the SSI community college Form A version with ten campus items will have 80 items total. In this example, the mid-point is the rank position of 40 and the upper quartile is the rank position of 20.

The item rank is reflected for you in a column next to the item text in the Strategic Planning Overview as another point of reference.

It should be noted that the strengths are determined by the ranking of the items based on their average score and not their percentage score. The Item Percentage Report will be described later in this guide.

In the reports, in addition to your strengths being listed in the Strategic Planning Overview, **you will see a gold star for the items of strength in the Item Report and the Item Percentage Report.** This designation helps you to stay aware of your institutional strengths in the various reporting segments. You can also see your strengths in the Executive Summary Tab.

Celebrate your strengths!

When you are sharing information on campus, always lead with the positive; inform the campus of your strengths and provide the appropriate positive feedback.

Challenges

Challenges are items with high importance and low satisfaction or a large performance gap. These are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores **or** items above the mid-point in importance (top half) and in the top quartile (25 percent) of your performance gap scores. The performance gap score is likely the reason the item has been identified as a challenge. The challenges are listed in descending order of importance.

Again, you can determine your cut-off scores in the Item Report by first referring to the importance score you identified for your strengths. Now sort by the satisfaction column, with the lowest satisfaction scores at the top to identify the bottom 25 percent of your scores and make a note of this number. Sort your report again by the performance gap column with the largest gaps at the top and note the top 25 percent of items in the rank order for the performance gap. Your challenges are identified as the items at or above the importance score and at or below the satisfaction score **or** as the items at or above the importance score and at or above the performance gap score. Again, count only the items with both an importance score and a satisfaction score.

Example (repeated): An institution using the SSI community college Form A version with ten campus items will have 80 items total. In this example, the mid-point is the rank position of 40 and the upper quartile is the rank position of 20.

The item rank is reflected for you in a column next to the item text in the Strategic Planning Overview as another point of reference.

Note that the challenges are determined by the ranking of the items based on their average score and not their percentage score. The Item Percentage Report will be described later in this guide.

In addition to your challenges being listed in the Strategic Planning Overview, **you will see a red flag for the items of challenge in the Item Report and the Item Percentage Report**. This designation helps you to stay aware of your institutional challenges in all of the various reports. You can also see your challenges in the Executive Summary Tab.

Respond to your challenges!

Most institutions conduct student satisfaction assessments in order to identify areas for campus improvement. These improvement priorities are highlighted in the list of challenges. **Challenges are the areas that students care the most about, which they also feel can be further improved upon by the campus**. **These areas need to be discussed, explored, prioritized and responded to.** If you ignore these areas, you run the risk of increasing student dissatisfaction and ultimately impacting the retention of your students.

Additional information in the SPS Guide: Using and Sharing Your Results:

You are strongly encouraged to download and review the SPS Guide: Using and Sharing Your Results on the SPS Client Resources for ideas and suggestions for celebrating your strengths and responding to your challenges. This document also includes guidelines for conducting focus groups, ideas for possible ways to address your challenges, groups to share the results with, and many more ideas.

Items Appearing as Both a Strength and a Challenge

Occasionally, an item qualifies as both a strength and a challenge, based on its satisfaction score being in the upper quartile (strength) and its performance gap score also being in the upper quartile (challenge). These items are usually very high in importance to students. The reporting is going to reflect the item as a gold star strength. You can determine if you want to celebrate it as a strength or continue to work on it as a challenge.

Benchmarking with the Comparison Group

The Strategic Planning Overview also summarizes how your results compare with the comparison group by listing items with higher satisfaction, lower satisfaction, and higher importance under the separate section titled "Benchmarks". **This provides you with a quick overview to see how your students' perceptions compare nationally**. This list only includes items in the top half of importance.

In the Strengths and Challenges section, there is also an indicator next to the list of strengths and challenges, in a column labeled "vs. Comparison." These indicators allow you to easily see if the item is significantly higher in satisfaction (reflected with a green triangle for significantly greater) or if the item is significantly lower in satisfaction (shown with a red triangle for significantly less) as compared with your comparison group.

Keep in mind that your students may be relatively more satisfied when compared with the national group on an item that still may be a challenge for you, as well as significantly less satisfied on an item that may be a strength for you. Be aware of this, but still use your particular strengths and challenges to determine how you respond to this item at your institution.

The Scale Summary Segment

The items on each of the surveys have been analyzed statistically and conceptually to produce scale scores. **The scales provide a big-picture overview of what matters to your students**.

For a complete description of the scales in your survey tool, please refer to the survey-specific addendum.

To see the items that contribute to each scale, please refer to the filter located at the top of the Item Report.

The default view of the Scale Summary is in alphabetical order by scale name. For the best understanding of the areas that matter most to your students, **select the sorting function by importance to see the scales in descending order of importance**. This allows you to review and understand the scale scores in terms of the areas or categories that matter most to students. Typically, categories related to instruction, advising, and course access matter most to students.

The Scale Summary also allows you to see at a glance how you compare with the national comparison group. Share these scale scores with your campus constituencies to communicate important areas to students and how you compare nationally.

Screenshot of the Scale Summary segment:

Scale	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
Academic Advising/Counseling	6.47	5.88	1.17	0.59	5.74	5.41	1.26	0.33	0.47	★★★
Academic Services	6.41	5.61	1.22	0.80	5.59	5.73	0.87	-0.14	-0.12	
Admissions and Financial Aid	6.36	5.53	1.24	0.83	6.06	5.69	0.95	0.37	-0.16	
Campus Climate	6.43	5.81	1.07	0.62	5.98	5.76	0.86	0.22	0.05	
Campus Support Services	6.15	5.40	1.22	0.75	5.07	5.06	1.13	0.01	0.34	★★★
Concern for the Individual	6.39	5.67	1.25	0.72	6.17	5.75	1.04	0.42	-0.08	
Instructional Effectiveness	6.49	5.86	1.04	0.63	6.15	5.81	0.77	0.34	0.05	
Registration Effectiveness	6.42	5.86	1.05	0.56	5.70	5.83	0.81	-0.13	0.03	
Responsiveness to Diverse Populations		5.75	1.37			5.44	1.21		0.31	★★
Safety and Security	6.37	5.65	1.20	0.72	5.42	5.72	0.90	-0.30	-0.07	
Service Excellence	6.35	5.75	1.09	0.60	5.78	5.80	0.81	-0.02	-0.05	
Student Centeredness	6.45	5.90	1.12	0.55	6.06	5.88	0.92	0.18	0.02	

Reviewing the Scale Summary:

The results are read as follows from left to right:
- The scale name;

- The average importance score for your students;

- The average satisfaction score for your students, followed by the standard deviation (SD);

- The performance gap for your students;

- The average importance score for the comparison group;

- The average satisfaction score for the comparison group, followed by the standard deviation (SD);

- The performance gap for the comparison group; and

- The difference in satisfaction between your students and the comparison group, with the statistical significance (SS) reflected with stars, following the key at the bottom of the page.

Tips for Using the Scale Summary:

We recommend that when an institution determines specific initiatives to respond to the data, they use the individual item results as guidance, rather than the scale scores. For example, a scale such as Safety and Security includes statements about how safe students feel on campus, as well as their perceptions of student parking. Students may be very satisfied with the overall feeling of security, but unhappy with parking. This mix of perceptions may not be clear when looking only at the scale score but becomes more apparent when reviewing individual item scores.

Another approach is to distribute and share the survey findings on campus by scale segments. For example, you may want to share the items within the Campus Life scale with individuals in Student Affairs. Or share the items in the Recruitment and Financial Aid scale with the people in your Enrollment Management area. You will still want to have broad campus-based initiatives that respond to the overall strengths and challenges of the institution, but individual departments may want to work to improve their particular areas, and the items within each scale can assist with this process. (Again, the ability to filter the items by scale category is available in the Item Report segment).

The Item Report Segment

The item scores reflect your students' responses to individual items on the survey.

The default view of the Item Report is in sequential order, listing the items as they were asked on the survey instrument. **Each column of the table is available to sort the results. Sort by the importance column to see the items in descending order of importance, bringing your items of strength (with the gold stars) and challenge (with the red flags) to the top of the report.** These are the same strengths and challenges that appear in your Strategic Planning Overview.

Screenshot of the Item Report segment:

RNL University - SSI 11/2019

Scale: All

S/C	No	Item	RNL University - SSI Importance	Satisfaction	SD	Gap	National Four-Year Privates (2019) Importance	Satisfaction	SD	Gap	Difference	SS
	1	Most students feel a sense of belonging here.	6.19	5.63	1.40	0.56	6.14	5.27	1.43	0.87	0.36	***
★	2	The campus staff are caring and helpful.	6.60	5.83	1.31	0.77	6.41	5.64	1.33	0.77	0.19	**
	3	Faculty care about me as an individual.	6.57	5.70	1.48	0.87	6.27	5.59	1.39	0.68	0.11	
	4	Admissions staff are knowledgeable.	6.44	5.77	1.21	0.67	6.26	5.49	1.44	0.77	0.28	***
⚑	5	Financial aid counselors are helpful.	6.35	5.10	1.81	1.25	6.29	5.21	1.64	1.08	-0.11	
★	6	My academic advisor is approachable.	6.59	6.00	1.45	0.59	6.46	5.86	1.51	0.60	0.14	
	7	The campus is safe and secure for all students.	6.67	5.72	1.49	0.95	6.54	5.71	1.44	0.83	0.01	
★	8	The content of the courses within my major is valuable.	6.71	6.12	1.14	0.59	6.60	5.73	1.33	0.87	0.39	***
	9	A variety of intramural activities are offered.	4.68	4.79	1.74	-0.11	5.30	5.20	1.56	0.10	-0.41	***
	10	Administrators are approachable to students.	6.23	5.48	1.48	0.75	6.10	5.39	1.45	0.71	0.09	
	11	Billing policies are reasonable.	6.33	4.80	1.77	1.53	6.13	4.75	1.69	1.38	0.05	
⚑	12	Financial aid awards are announced to students in time to be helpful in college planning.	6.38	5.08	1.79	1.30	6.29	5.21	1.62	1.08	-0.13	
	13	Library staff are helpful and approachable.	6.07	6.19	1.15	-0.12	5.87	5.84	1.30	0.03	0.35	***
★	14	My academic advisor is concerned about my success as an individual.	6.45	5.83	1.59	0.62	6.38	5.68	1.56	0.70	0.15	★
	15	The staff in the health services area are competent.	6.33	5.88	1.38	0.45	6.17	5.24	1.65	0.93	0.64	***
★	16	The instruction in my major field is excellent.	6.62	5.96	1.22	0.66	6.58	5.73	1.36	0.85	0.23	***
⚑	17	Adequate financial aid is available for most students.	6.50	5.08	1.67	1.42	6.39	5.03	1.65	1.36	0.05	
	18	Library resources and services are adequate.	6.26	6.09	1.14	0.17	6.15	5.76	1.29	0.39	0.33	***
	19	My academic advisor helps me set goals to work toward.	6.27	5.48	1.74	0.79	6.10	5.24	1.72	0.86	0.24	**
⚑	20	The business office is open during hours which are convenient for most students.	6.27	5.77	1.37	0.50	6.01	5.36	1.48	0.65	0.41	***
⚑	21	The amount of student parking space on campus is adequate.	6.48	2.84	1.95	3.64	6.00	3.81	2.11	2.19	-0.97	***
	22	Counseling staff care about students as individuals.	6.33	5.65	1.48	0.68	6.24	5.44	1.53	0.80	0.21	**
	23	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, …	5.63	4.28	1.78	1.35	6.22	4.66	1.76	1.56	-0.38	***

★ Difference statistically significant at the .05 level
★★ Difference statistically significant at the .01 level
★★★ Difference statistically significant at the .001 level

National Group Means are based on 173,757 records

Powered By RNL

Reviewing the Item Report:

When reviewing item data, the results are read as follows from left to right:
- The notation of an item as a strength or challenge (S/C);
- The item number as it appears on the survey instrument;
- The item text;
- The average importance score for your students;
- The average satisfaction score for your students, followed by the standard deviation (SD);
- The performance gap for your students;
- The average importance score for the comparison group;
- The average satisfaction score for the comparison group, followed by the standard deviation (SD);
- The performance gap for the comparison group; and
- The difference in satisfaction between your students and the comparison group, with the statistical significance (SS) reflected with stars, following the key at the bottom of the page.

Tips for Using the Item Report:

The scores for any campus-defined items that were used by the institution appear in the Item Report. The text for the campus-defined item is reflected as it appeared in the survey along with the "Campus Item" indicator. If you modify any of the standard items on the survey, the notation of "Campus Item" will appear ahead of the modified text for items within the standard item ranges.

On the upper left of the Item Report, there is an option to filter the items by their scale category. The report defaults to "All" to show all items on the survey, including your campus-defined items. When you select a scale from the drop-down list, the results will filter to reflect only those items that make up that scale. Refer to the Scale Summary to see the combined scores for the cluster. As indicated earlier, you may want to share the items that make up a particular cluster with the department that has direct responsibility for those items. You will also note that you have the ability to select the items from more than one scale cluster at a time by using the Ctrl key on your keyboard as you select clusters. For example, you can select the items from the Campus Climate, Campus Life and Student Centeredness scales to share with the Student Affairs department.

You may observe that most items have average importance scores of 6 or 5 on a 7-point scale. **This indicates that most items have some level of importance to students.** It may be human nature to indicate importance on the majority of items, however, some items are still relatively more important than others. These higher-importance items are the top priority for institutions.

You may also observe that many items have average satisfaction scores of 6 or 5 on a 7-point scale. **This reflects that most items have some level of satisfaction to students, but you will still find that you are performing relatively better in some areas than others.** Your goal should be to continue to improve satisfaction in the areas that students care most about. The Strategic Planning Overview section of this guide went into more detail on this approach.

Enrollment Factors/Information Sources

Items that indicate students' factors in their decision to enroll (and in some survey versions, information sources) are included in the Item Report. They appear at the end of the items in sequential order. These items only reflect an importance score and are not counted in your rankings for the strengths and challenges.

It is important to be aware of the motivational factors in students' decision to enroll at your institution. **This information is useful for your recruitment and marketing staff when they are determining how to best position the institution.**

It is also interesting to see how your students' factors to enroll compare with the comparison group. For information on the national enrollment factors by institution type, please refer to the National Student Satisfaction and Priorities Reports on the [RNL Website](#).

One note: If financial aid is a primary factor in your student's decision to enroll, you may want to reexamine your financial aid policies. **If financial aid is more important than your academic reputation, your students may not truly value the education you are providing to them, and they may not be as satisfied with their experience**. You also run the risk if students do not receive adequate financial aid for their second or third year as students, they may not feel compelled to stay at your institution.

The Item Percentage Segment

The Item Percentage segment provides an additional way to review your results. **The percentage responses may be better understood on your campus than the average scores reported in the other segments of the results**.

This report provides a look at the percentage of responders that indicated an answer of 6 or 7 to the items on the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied." The gap percentage equals the importance percentage minus the satisfaction percentage. The difference column provides the difference between the first column's satisfaction percentage and the second column's percentage for each item. You may sort on any of the columns, as described previously.

Screenshot of the Item Percentage segment:

The gold star strengths and the red flag challenges as originally identified in the Strategic Planning Overview are reflected in this segment. Keep in mind that these determinations are based on the average score for the items, as reported in the Item Report. The Item Percentage segment may reflect a different order of importance or satisfaction for items.

The data in this section allow you to say things like, "96 percent of students said that the institution having a good reputation was important or very important to them and 92 percent were satisfied or very satisfied with this item." RNL recommends that you still use the identification of the institutional strengths and challenges as your primary guide for items to celebrate or improve, but **the item percentage scores provide you with a way to communicate the data in a manner that may be more readily understood by the broader campus population**.

The **data for the enrollment factor items and sources of information are also best communicated with the percentage scores** since these can be readily understood without additional context.

The Summary Report Segment

Three summary items appear in this section of the report. Students respond to these questions with a 1 to 7 value. The number and text of the items vary slightly by survey version. Please refer to the survey-specific addendum for details.

The summary report presents the average scores and the percentage of students who responded to each of the possible responses. This summary provides a good bottom-line overview of how your students feel about their experience.

Screenshot of the Summary Report segment:

Summary	Institution	National Norms	Difference	SS
So far, how has your college experience met your expectations?	5.03	4.81	0.22	★
1= Much worse than I expected	1%	0%		
2= Quite a bit worse than I expected	2%	1%		
3= Worse than I expected	5%	12%		
4= About what I expected	33%	32%		
5= Better than I expected	21%	23%		
6= Quite a bit better than I expected	16%	16%		
7= Much better than I expected	20%	13%		
Rate your overall satisfaction with your experience here thus far.	5.69	5.84	-0.15	
1= Not satisfied at all	0%	0%		
2= Not very satisfied	1%	2%		
3= Somewhat dissatisfied	5%	4%		
4= Neutral	10%	5%		
5= Somewhat satisfied	8%	11%		
6= Satisfied	45%	41%		
7= Very satisfied	26%	33%		
All in all, if you had it to do over again, would you enroll here?	5.58	6.38	-0.80	★★★
1= Definitely not	2%	0%		
2= Probably not	7%	2%		
3= Maybe not	3%	1%		
4= I don't know	7%	2%		
5= Maybe yes	13%	4%		
6= Probably yes	28%	27%		
7= Definitely yes	37%	61%		

We recommend identifying the combined percentages of responses to "6" (satisfied) and "7" (very satisfied) on the overall satisfaction item, and the combination of "6" (probably yes) and "7" (definitely yes) to the question of if you had to do over again, would you enroll here. Compare these percentages to the national percentages in your main report and for internal trends in the year-to-year reports. You can also compare these percentages across demographic groups.

You may notice that the percentages do not equal 100 percent. This is because the decimal points are truncated rather than rounded.

This summary can be valuable to review and monitor, but **the primary way to change student perceptions is to actively work on responding to your identified challenges and by widely promoting your strengths.**

While these summary items do not provide specific direction on what needs to be changed, **they do have strong correlations to institutional success and retention rates**. Nationally, institutions with higher scores on these items also experience higher institutional graduation rates, higher alumni giving at the institutional level, and in some cases, lower loan default rates. An overview of the studies that document these links can be found here: www.RuffaloNL.com/Assessments

Reviewing the Additional Report Formats in the RNL Client Portal

After you have reviewed your Main Report, spend some time looking at the data in the additional report format options that are included in your RNL Client Portal.

Year-to-Year Report

To get the most value from student satisfaction studies, we recommend that you compare your students' perceptions over time. **Annual or every other year surveying allows you to provide systematic feedback to your internal and external constituents on the effectiveness of all campus programs and services**. You will have the information needed to assess the effectiveness of your special initiatives and to determine priorities for current student populations.

The Year-to-Year Report format allows for easy comparison between the current survey administration and a previous survey administration. Please note that the report format only allows for the comparison of any two administrations, but you may generate multiple reports if you have more than two years of data on file within the system.

On the Home Screen of the Year-to-Year Report select your current administration for the left column and your previous administration for the right column. *This is important so that you review the far right-hand difference column, positive numbers will reflect where satisfaction has increased year over year.*

**Screenshot of the Home Page for the Year-to-Year Report:**

Reviewing the Year-to-Year Report:

The tab segments for the Year-to-Year Report are similar to the Main Campus Report. The demographic report segment will reflect the demographics for both data sets (top and bottom). The rest of the segments including the scale summary, the item report, the item percentages, and the summary report are the same as they appear in the Main Campus Report, but **instead of comparing the current data set to the national comparison group, the second column of data is now your previous administration data set.**

The emphasis in reviewing the Year-to-Year Reports should be on the difference column. **This allows you to identify where there have been significant improvements in satisfaction over time, as well as to identify where satisfaction levels may be slipping in critical areas**. Refer to the previous description of mean difference and statistical significance in this Interpretive Guide.

Screenshot of the Year-to-Year Report Demographics segment:
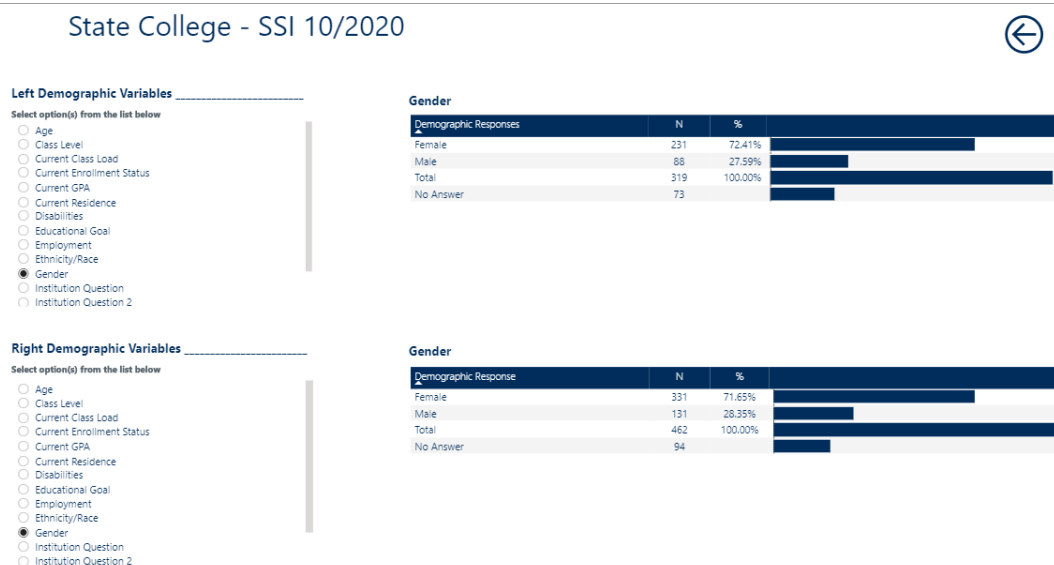
The Demographics segment allows you to see the distribution of responses for the current year (left demographic variables) and the previous year (right demographic variables). **You will want to note if the population surveyed in each year is significantly different**, especially by gender, class level, or institutional choice, since these differences may affect your overall satisfaction scores between the two years.

Screenshot of the Year-to-Year Report Item Report segment:

Celebrate where satisfaction levels have improved and be sure to discuss where satisfaction levels may be decreasing. Ideally, you will see satisfaction improvements in those areas where you have focused your time and resources. In those areas with decreases in satisfaction, you may need to invest additional efforts to turn the tide.

Comparison Reports

These reports are presented in a multiple-column format with a column for the institution results as a whole and then multiple columns for the demographic subsets you have selected. The tab segments included are the Strategic Planning Overview (for the data set as a whole), scale summary, item report, item percentage, summary scores, and consolidated summary scores (for the data set as a whole). The demographic segment is not included. *It is also important to note that the Strategic Planning Overview reflects the strengths and challenges of the data set as a whole and is not specific to any of the demographic subsets.*

On the Home Screen of the Comparison Reports select your current administration and then select the demographic subpopulations that you want to review in the multiple columns. *It is recommended that you review subsets within a particular category.* For example, select the class-level responses to compare results for freshmen, sophomores, juniors, and seniors in one report. Keep in mind that the real estate space for the columns on your screen is limited, so you may only want to select three or four demographic subpopulations to review at a time.

Screenshot of the Home Page for the Comparison Reports:

Comparison Reports are valuable when comparing student experiences across demographic variables. By reviewing these reports, you can determine how you are performing based on the experiences of subpopulations. If a performance gap is smaller for a particular item for one group, you are doing a better job at meeting the student expectations of this group. If the performance gap is larger, you have room for improvement on this item for this demographic group. *It is especially helpful to track your top challenges across target groups to see where an item is more or less of an issue.* **On the item report segment, you can filter for just the challenges and then compare the responses across the demographic subpopulations.**

IMPORTANT: the identified strengths and challenges are for the data set as a whole and are not specific to any of the demographic subpopulations within your report. The Versus Report format and the Single Group Report format allow you to see the strengths and challenges of various demographic subpopulations.

Screenshot of the Comparison Report Item Report segment:

RNL University - SSI 11/2019

Item	Import	Satis	SD	Gap	Freshman Import	Satis	SD	Gap	Junior Import	Satis	SD	Gap	Senior Import	Satis	SD	Gap
1. Most students feel a sense of belonging here.	6.19	5.63	1.40	0.56	5.17	5.50	0.80	-0.33	6.03	5.77	1...	0.26	6.28	5.58	1.55	0.70
2. The campus staff are caring and helpful.	6.60	5.83	1.31	0.77	5.50	5.83	0.72	-0.33	6.61	6.36	0...	0.25	6.63	5.68	1.34	0.95
3. Faculty care about me as an individual.	6.57	5.70	1.48	0.87	5.83	5.67	0.78	0.16	6.55	6.28	0...	0.27	6.58	5.50	1.60	1.08
4. Admissions staff are knowledgeable.	6.44	5.77	1.21	0.67	6.17	5.83	0.39	0.34	6.51	5.79	1...	0.72	6.41	5.81	1.25	0.60
5. Financial aid counselors are helpful.	6.35	5.10	1.81	1.25	5.33	4.67	1.44	0.66	6.48	5.19	1...	1.29	6.32	5.20	1.85	1.12
6. My academic advisor is approachable.	6.59	6.00	1.45	0.59	6.17	5.83	1.40	0.34	6.60	6.20	1...	0.40	6.59	5.94	1.49	0.65
7. The campus is safe and secure for all students.	6.67	5.72	1.49	0.95	6.33	5.67	0.98	0.66	6.71	6.11	1...	0.60	6.67	5.56	1.63	1.11
8. The content of the courses within my major is valuable.	6.71	6.12	1.14	0.59	6.50	6.00	0.00	0.50	6.71	6.33	1...	0.38	6.73	6.08	1.18	0.65
9. A variety of intramural activities are offered.	4.68	4.79	1.74	-0.11	3.60	3.25	0.89	0.35	4.56	5.21	1...	-0.65	4.66	4.73	1.78	-0.07
10. Administrators are approachable to students.	6.23	5.48	1.46	0.75	6.17	5.83	0.94	0.34	6.00	5.79	1...	0.21	6.32	5.36	1.58	0.96
11. Billing policies are reasonable.	6.33	4.80	1.77	1.53	5.17	4.67	1.15	0.50	6.37	5.20	1...	1.17	6.32	4.66	1.92	1.66
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.38	5.08	1.79	1.30	6.40	5.80	0.42	0.60	6.51	5.22	1...	1.29	6.31	5.05	1.86	1.26
13. Library staff are helpful and approachable.	6.07	6.19	1.15	-0.12	5.83	6.33	1.15	-0.50	5.76	6.06	1...	-0.30	6.24	6.32	1.02	-0.08
14. My academic advisor is concerned about my success as an individual.	6.45	5.83	1.59	0.62	6.00	6.50	0.52	-0.50	6.32	6.00	1...	0.32	6.50	5.75	1.68	0.75
15. The staff in the health services area are competent.	6.33	5.88	1.38	0.45	6.00	6.40	0.52	-0.40	6.38	6.13	1...	0.25	6.31	5.82	1.48	0.49
16. The instruction in my major field is excellent.	6.62	5.96	1.22	0.66	6.17	5.50	1.17	0.67	6.68	6.31	0...	0.37	6.62	5.93	1.29	0.69
17. Adequate financial aid is available for most students.	6.50	5.08	1.42	1.17	6.00	4.83	0.72	1.17	6.57	5.10	1...	1.47	6.46	5.17	1.76	1.29
18. Library resources and services are adequate.	6.26	6.09	1.14	0.17	6.33	6.17	0.39	0.16	6.08	5.97	1...	0.11	6.33	6.24	1.16	0.09
19. My academic advisor helps me set goals to work toward.	6.27	5.48	1.74	0.79	5.50	5.33	1.30	0.17	6.10	5.56	1...	0.54	6.35	5.44	1.84	0.91
20. The business office is open during hours which are convenient for most students.	6.27	5.77	1.37	0.50	6.33	5.00	1.48	1.33	6.11	5.87	1...	0.24	6.32	5.81	1.43	0.51
21. The amount of student parking space on campus is adequate.	6.48	2.84	1.95	3.64	6.00	3.67	1.67	2.33	6.52	3.53	2...	2.99	6.43	2.53	1.80	3.90
22. Counseling staff care about students as individuals.	6.33	5.65	1.48	0.68	6.00	5.60	1.07	0.40	6.36	5.93	1...	0.43	6.28	5.56	1.56	0.72
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.).	5.63	4.28	1.78	1.35	5.60	3.25	2.05	2.35	5.76	4.64	1...	1.12	5.50	4.19	1.81	1.31
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.69	4.04	1.90	0.65	2.50	2.50	1.73	0.00	4.41	4.52	1...	-0.11	4.76	3.84	1.92	0.92

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Home | Strategic Planning Overview | Scale Report | Item Report | Item Percentage | Summary Detail | Consolidated Summary Detail

Comparison Report Key Items of Note:

1. These reports are best for comparing data internally across responses in a certain category, such as class levels, to see where an item, especially challenge items is more or less of an issue.

2. The strengths and challenges you see when you use the filter in the item report tab are based on the total data set which appears in the first column on the left.

3. Caution: do not try to include too many different demographic groups in one report since it will be more challenging to read the data across.

4. Caution: Pay close attention to avoid confusing the standard deviation column with the gap score column as you read across, which is easy to do.

5. The reporting system does not allow for multi-selections for demographics combined into one column of data. For example, you cannot select females and freshmen to see just female freshmen. Only one demographic variable is going to be isolated for each column.

Versus Reports

The Versus Reports compare two demographic subpopulations to each other. *Example*: Responses of males versus females or Females 2023 versus Females 2024. **This report format is the best location to isolate the results for our campus-defined items and your majors/programs**.

The data are presented in the two-column format, along with a column reflecting the satisfaction score difference and the statistical significance for the difference, letting you see where a subpopulation is significantly more or less satisfied than the subpopulation you are comparing it with. **IMPORTANT**: The gold star strengths and red flag challenges are reflected in the report and in the Strategic Planning Overview for the subpopulation in the left column of the report. Two Executive Summary tabs are provided: one for the subpopulation in the left column and another for the subpopulation in the right column. Be sure to review your results carefully based on your selections.

On the Home Screen of the Versus Report select your current administration from the Demographic List (left) and then select the demographic subpopulations that you want to see in the left column. From there you want to select the administration from the Demographic List (Right) and then select the demographic subpopulations that you want to see in the right column. With the versus report you can compare demographics within one administration or year-to-year. *It is recommended that you review subsets within a particular category.*

Screenshot of the Home Page for the Versus Reports:

The tab segments included in the Versus Reports are the executive summary for the left column, the executive summary for the right column, the demographic segment, majors/programs, the Strategic Planning Overview, scale summary, item report, item percentage, and the summary scores. The demographic segment will reflect the data for both the left and right columns, similar to the Year-to-Year Report format.

Versus Reports are valuable when you want to focus on one particular subpopulation as compared with another subpopulation internally. These reports highlight where one group is significantly more or less satisfied than another group. You will be able to see the strengths and challenges for each population in the Executive Summary (left) and (right) tabs.

Screenshot of the Versus Report Item Report segment:

RNL University - SSI   Comparision   (Male vs. Female) - 11/2019

	No	Item	Male Importance	Male Satisfaction	Male SD	Male Gap	Female Importance	Female Satisfaction	Female SD	Female Gap	Difference	SS
★	80	Campus item 7	6.59	5.94	1.28	0.65	6.63	5.63	1.45	1.00	0.31	
★	75	Campus item 2	6.50	5.94	1.36	0.56	6.62	5.66	1.36	0.96	0.28	
⚑	7	The campus is safe and secure for all students.	6.50	5.67	1.35	0.83	6.70	5.75	1.54	0.95	-0.08	
★	8	The content of the courses within my major is valuable.	6.45	6.16	0.88	0.29	6.77	6.16	1.16	0.61	0.00	
★	77	Campus item 4	6.43	6.40	0.85	0.03	6.39	5.89	1.25	0.50	0.51	★★
★	39	I am able to experience intellectual growth here.	6.42	6.12	1.16	0.30	6.60	6.23	1.05	0.37	-0.11	
	68	Nearly all of the faculty are knowledgeable in their field.	6.42	5.84	1.29	0.58	6.59	6.08	1.17	0.51	-0.24	
★	16	The instruction in my major field is excellent.	6.42	6.06	1.08	0.36	6.67	6.03	1.18	0.64	0.03	
★	51	This institution has a good reputation within the community.	6.39	6.48	0.86	-0.09	6.55	6.28	1.06	0.27	0.20	
	74	Campus item 1	6.38	5.81	1.03	0.57	6.53	5.51	1.42	1.02	0.30	
	26	Computer labs are adequate and accessible.	6.36	5.78	1.61	0.58	6.59	5.70	1.58	0.89	0.08	
★	65	Faculty are usually available after class and during office hours.	6.36	6.06	1.21	0.30	6.47	6.11	1.21	0.36	-0.05	
★	33	My academic advisor is knowledgeable about requirements in my major.	6.36	6.09	1.27	0.27	6.66	6.18	1.38	0.48	-0.09	
★	41	There is a commitment to academic excellence on this campus.	6.36	6.21	1.33	0.15	6.55	6.20	1.16	0.35	0.01	
⚑	76	Campus item 3	6.34	5.13	1.65	1.21	6.25	5.31	1.61	0.94	-0.18	
★	55	Major requirements are clear and reasonable.	6.34	6.39	0.88	-0.05	6.51	5.91	1.35	0.60	0.48	★★
⚑	81	Campus item 8	6.32	5.61	1.59	0.71	6.52	5.82	1.37	0.70	-0.21	
⚑	12	Financial aid awards are announced to students in time to be helpful in college planning.	6.31	5.03	1.87	1.28	6.39	5.09	1.77	1.30	-0.06	
★	58	The quality of instruction I receive in most of my classes is excellent.	6.30	6.00	1.11	0.30	6.53	5.67	1.47	0.86	0.33	
⚑	66	Tuition paid is a worthwhile investment.	6.30	5.50	1.38	0.80	6.53	5.30	1.60	1.23	0.20	
⚑	6	My academic advisor is approachable.	6.27	5.50	1.94	0.77	6.65	6.10	1.33	0.55	-0.60	★★

★   Difference statistically significant at the .05 level
★★   Difference statistically significant at the .01 level
★★★ Difference statistically significant at the .001 level

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Versus Report Key Items of Note:

1. These reports are best for comparing data internally for one group up against another group in the same category.

2. Caution: Don't try to review too many different Versus Reports. Start with those subpopulations where you can target a response, or where there may be a particular department who is responsible for that group of students.

3. Keep in mind that the gold star strengths and red flag challenges in this report are specific to the data in the left column, so the lists in the Strategic Planning Overview may look a little different than for your group as a whole. You are able to see the strengths and challenges for the left column and the right column subpopulations in the corresponding Executive Summary tab in the Versus Report.

4. Tip: The Versus Report is the best option for campus-defined demographic items since there is no corresponding national data for these items.

5. Tip: if you want to share data for just one specific major with a particular department, select that same major for both the left column and the right column in the versus report. This will zero out the difference column on the far right side, but the data will be specific and isolated for just that one major and will reflect the corresponding strengths and challenges for that group.

Single Group Reports

These reports allow you to compare a single demographic group to the same demographic group nationally. For example, you can look at the perceptions of Hispanic students at your institution compared with Hispanic students at your type of institution nationally. These reports are two-column reports, and the guidelines provided previously for reviewing your general campus report

apply. **IMPORTANT**: The gold star strengths and red flag challenges are reflected in the report and in the Strategic Planning Overview for the single subpopulation in the left column of the report.

On the Home Screen of the Single Group Report select your current administration and the appropriate national norm. Then select the demographic category and response for which you want to see the isolated data.

Screenshot of the Home Page for the Single Group Reports:

The tab segments included in the Single Group Reports are the executive summary, demographic segment, majors/programs, Strategic Planning Overview, scale summary, item report, item percentage, and summary scores. The demographic segment will reflect the data for just the identified subpopulation. The strengths and challenges in the Strategic Planning Overview will also be specific to just this subpopulation.

This external comparison perspective is most helpful when you have a dominant demographic group that is different from the dominant group in the national comparison group, or if you focused on surveying just one segment of your student population (for example: first-year students) because it will provide you with the appropriate corresponding national comparison group for that same demographic variable.

Screenshot of the Single Group Report Item Report segment:

RNL University - SSI (Female) 11/2019

No	Item	Female				National Four-Year Privates (2019) - Female				Difference	SS
		Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap		
1	Most students feel a sense of belonging here.	6.21	5.57	1.41	0.64	6.28	5.28	1.42	1.00	0.29	★★★
2	The campus staff are caring and helpful.	6.66	5.87	1.28	0.79	6.51	5.65	1.32	0.86	0.22	★★
3	Faculty care about me as an individual.	6.62	5.77	1.45	0.85	6.39	5.60	1.38	0.79	0.17	★
4	Admissions staff are knowledgeable.	6.54	5.79	1.23	0.75	6.36	5.50	1.44	0.86	0.29	★★★
5	Financial aid counselors are helpful.	6.49	5.18	1.77	1.31	6.40	5.15	1.66	1.25	0.03	
6	My academic advisor is approachable.	6.65	6.10	1.33	0.55	6.55	5.86	1.52	0.69	0.24	★★
7	The campus is safe and secure for all students.	6.70	5.75	1.54	0.95	6.66	5.69	1.44	0.97	0.06	
8	The content of the courses within my major is valuable.	6.77	6.16	1.16	0.61	6.68	5.78	1.29	0.90	0.38	★★★
9	A variety of intramural activities are offered.	4.71	4.91	1.66	-0.20	5.31	5.20	1.54	0.11	-0.29	★★★
10	Administrators are approachable to students.	6.26	5.53	1.42	0.73	6.21	5.40	1.43	0.81	0.13	
11	Billing policies are reasonable.	6.40	4.83	1.79	1.57	6.24	4.75	1.68	1.49	0.08	
12	Financial aid awards are announced to students in time to be helpful in college planning.	6.39	5.09	1.77	1.30	6.41	5.21	1.63	1.20	-0.12	
13	Library staff are helpful and approachable.	6.09	6.19	1.14	-0.10	5.96	5.85	1.30	0.11	0.34	★★★
14	My academic advisor is concerned about my success as an individual.	6.53	5.90	1.55	0.63	6.48	5.69	1.58	0.79	0.21	★
15	The staff in the health services area are competent.	6.40	5.94	1.36	0.46	6.30	5.20	1.69	1.10	0.74	★★★
16	The instruction in my major field is excellent.	6.67	6.03	1.18	0.64	6.66	5.75	1.34	0.91	0.28	★★★
17	Adequate financial aid is available for most students.	6.58	5.15	1.64	1.43	6.50	4.97	1.67	1.53	0.18	★
18	Library resources and services are adequate.	6.33	6.14	1.14	0.19	6.24	5.79	1.28	0.45	0.35	★★★
19	My academic advisor helps me set goals to work toward.	6.37	5.53	1.73	0.84	6.22	5.24	1.73	0.98	0.29	★★
20	The business office is open during hours which are convenient for most students.	6.31	5.81	1.36	0.50	6.10	5.35	1.48	0.75	0.46	★★★
21	The amount of student parking space on campus is adequate.	6.53	2.82	1.93	3.71	6.12	3.69	2.08	2.43	-0.87	★★★
22	Counseling staff care about students as individuals.	6.37	5.67	1.42	0.70	6.37	5.44	1.56	0.93	0.23	★★
23	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	5.73	4.35	1.72	1.38	6.33	4.65	1.75	1.68	-0.30	★★

★ Difference statistically significant at the .05 level
★★ Difference statistically significant at the .01 level
★★★ Difference statistically significant at the .001 level

National Group Means are based on 98,325 records

Single Group Report Key Items of Note:

1. These reports are best for comparing data externally for one group up against the same population nationally.

2. Prepare Single Group Reports for demographics that you have a targeted interest in working with or for populations that may be a large majority or smaller minority of your overall data set, so you can see how you match up externally.

3. The Strengths and Challenges are based on just the data set you have isolated the results for, so the list will be different from your overall results.

4. Caution: In the early versions of the RNL platform, the corresponding national data for the campus-defined demographic items is not relevant since the data is unique to your data set, so please disregard it. We recommend that you use the Versus Report or the Comparison Report to isolate data for your campus-defined items.

Combo Reports

This report format is only provided for administrations that include the Institutional Priorities Survey (IPS). This report allows you to compare administrations of different survey types. *Example*: SSI 2023 with IPS 2023.

On the Home Screen of the Combo Report select your current student administration (SSI, ASPS) for the right column of data and the appropriate IPS administration for the left column of data.

The tab segments included in the Combo Reports are the demographic segment, the scale summary, the item report, scale by rank, item by rank, and the summary scores.

The Combo Report provides a side-by-side comparison of your Institutional Priorities Survey data and your Student Satisfaction Inventory data or Adult Student Priorities Survey data. It is designed to provide you with a conceptual framework for maximizing the use of these combined data sets.

The results are presented with the average scores for the scale summary and the individual items for both surveys. Note that not every item on the student surveys appears on the corresponding IPS. Those items that appear on only one of the versions will have blank cells in the other columns.

Screenshot of the Combo Reports Item Report segment:

Scale

All

		Our SSI Means				Our IPS Means			
No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap
84	Institution's commitment to part-time students?		5.62	1.54			5.21	1.55	
85	Institution's commitment to evening students?		5.49	1.62			5.05	1.64	
86	Institution's commitment to older, returning learners?		5.64	1.61			5.28	1.57	
87	Institution's commitment to under-represented populations?		5.36	1.67			4.96	1.73	
88	Institution's commitment to commuters?		5.23	1.71			5.28	1.58	
89	Institution's commitment to students with disabilities?		5.52	1.75			5.28	1.67	
94	Opportunity to play sports as factor in decision to enroll.	3.53				4.43			
95	Recommendations from family/friends as factor in decision to enroll.	4.90				5.69			
93	Size of institution as factor in decision to enroll.	5.37				5.76			
97	Campus appearance as factor in decision to enroll.	5.62				5.94			
76	Campus item 3	5.69	5.46	1.54	0.23	5.74	5.14	1.73	0.60
98	Personalized attention prior to enrollment as factor in decision to enroll.	5.69				6.07			
96	Geographic setting as factor in decision to enroll.	5.83				6.08			
21	The amount of student parking space on campus is adequate.	5.86	3.06	2.01	2.80	5.48	4.05	2.00	1.43
38	There is an adequate selection of food available in the cafeteria.	6.13	4.34	1.95	1.79	6.04	5.37	1.62	0.67
83	Campus item 10	6.15	4.96	1.82	1.19	6.32	4.84	1.78	1.48
19	Academic advisors help students set goals to work toward.	6.16	5.21	1.89	0.95	6.27	5.70	1.24	0.57
11	Billing policies are reasonable.	6.18	4.78	1.72	1.40	6.45	4.90	1.61	1.55
10	Administrators are approachable to students.	6.22	5.40	1.53	0.82	6.09	5.43	1.36	0.66
50	Class change (drop/add) policies are reasonable.	6.22	5.89	1.39	0.33	6.19	6.02	1.21	0.17
90	Cost as factor in decision to enroll.	6.22				6.47			
28	Parking lots are well-lighted and secure.	6.25	5.18	1.64	1.07	6.25	5.45	1.52	0.80
57	Students seldom get the "run-around" when seeking information on this campus.	6.25	4.84	1.88	1.41	6.33	4.81	1.50	1.52
73	Student activities fees are put to good use.	6.25	5.00	1.74	1.25	6.25	5.56	1.58	0.69
82	Campus item 9	6.26	4.58	1.81	1.68	6.11	5.30	1.60	0.81
91	Financial aid as factor in decision to enroll.	6.26				6.52			
48	Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.23	1.74	1.05	6.48	5.58	1.52	0.90
26	Computer labs are adequate and accessible.	6.29	5.60	1.49	0.69	6.24	5.36	1.55	0.88

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Item Report | Item Rank Report | Scale Rank Report | Item Percentage | Summary Report

Ranking Reports for Scales and Items:

The results are also presented as numeric rankings for the scale summary and the individual items. This makes it easier to compare across the different surveys and populations who have been surveyed since the range of average scores can vary greatly for students and either campus personnel or parents. Only those items which appear on both the SSI and the IPS are included in this ranking section.

For example, on the Form A version, scales are ranked from 1 to 11, and the individual items are ranked from 1 to 50. This will vary with the Form B version. **Only the items and scales that capture both an importance and a satisfaction/agreement score are included in the ranking**. (Note: this means that the Responsiveness to Diverse Populations items are not included, nor are the factors in the decision to enroll). If campus items were used in the SSI and IPS administrations, this would increase the number of items ranked to 60 on Form A. The reporting assumes that the same or similar items were asked for the campus items on both the SSI and IPS. Please consult your campus survey administrator to confirm that this is the case.

Using these numeric rankings allows you to more accurately identify key areas where perceptions of institutional strength and priorities for intervention are shared by students and campus personnel, as well as to identify the areas that have different priorities. When comparing the rankings, it is appropriate to take notice of scales with rankings that differ by three places or more, and items that differ in rank by ten places or more. Example: A scale ranked as 2 by students, but 5 by campus personnel, or an item ranked 5 by students and 15 by campus personnel.

Please note: The numeric rankings for scales and items may reflect ties. For example, if the seventh, eighth, and ninth items of greatest importance have the same mean average score, the numeric rankings will be repeated (7, 7, 7) skipping the rankings of 8 and 9, and continuing with 10, 11, etc.

There is one report for scale rankings and one report for item rankings. You can select each of the columns to sort on importance, satisfaction, or performance gap. As you review each listing, consider the following:

Importance Rankings

Scores are ranked in descending order of importance to students with the corresponding campus personnel (IPS) importance ranking for the scales and the items. The item/scale ranked number one is the most important item.

When reviewing the data this way, **it is important to take note of items that have very different levels of importance to students and campus personnel**. This provides an opportunity to discuss why it is so important to students, and why faculty, administration, and staff may not be aware of its importance. For those items that have higher importance to campus personnel than to students, the institution may want to explore ways to better communicate why students should value this area.

Satisfaction/Agreement Rankings

In this view, scores are ranked in descending order of satisfaction to students with corresponding campus personnel (IPS) agreement ranking for the scales and items. The item/scale ranked number one has the highest satisfaction or agreement score.

You are able to identify areas of satisfaction/agreement that are perceived differently by students and campus personnel in this view. Institutions can explore how various areas are performing as identified by students and faculty, administration, and staff.

Performance Gaps Rankings

Performance gap scores are ranked in descending order from largest performance gaps to smallest performance gaps by students, with the corresponding performance gap ranking for campus personnel (IPS). It is important to note that the number one ranking is actually the largest gap.

Again, by comparing the gaps that are ranked differently, you can identify where there are different perceptions of performance.

Combo Report Key Items of Note:

1. These reports are best for comparing the results between two different versions of the RNL Satisfaction—Priorities Surveys, where different populations were surveyed.

2. Select the student data for the left column and the IPS data for the right column.

3. Keep in mind that the gold star strengths and red flag challenges are specific to the data in the left column.

4. The ranking reports assist you with understanding where items are perceived differently between the two populations.

5. A best practice approach is to compare the strengths and challenges identified by the student population with the strengths and challenges identified by the campus personnel or parent populations. This process will need to be done manually since the Combo Report does not include this comparison of strengths and challenges.

Reviewing the SPS Raw Data

The raw data from the SPS results are provided as a separate file and allow you to conduct your own in-depth analysis of the results. The raw data includes all of the individual responses to each survey item as well as all of the demographic responses. The raw data file is also the one place that provides the individual record identifier (i.e. student ID, or unique passcode from the online administration). If needed, this field can be matched back to the file loaded into the SPS web administration site, using the passcode for the crosswalk. This will allow you to append the file with institutionally captured variables (typically demographic) for additional analysis.

Raw data is provided as an Excel document. The file format documentation describing each of the fields can be located on the SPS Client Resources site. Be sure to select the document based on the version of the survey you administered.

One of the goals of the RNL reporting platform is that you will need to spend less time on your raw data. However, we do understand the potential interest in loading the data into your own dashboards, appending the data with other institutional identifiers, and the interest in creating cross-tab reports, so the raw data is included automatically as a deliverable.

Types of Data Reflected

Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5.

There are three types of data:

1. Responses of 1 through 7 on the Likert scale
2. Data that is zero, which equals Not Available or Not Used; and
3. Data that is blank because there was no response.

RNL calculates averages based only on the first group, the responses of 1 to 7. We do not count zero as a valid response. Zeros should be treated as blanks or invalid responses, and are not used to calculate averages.

The averages for the importance score are calculated separately (based on just the number of responses 1 to 7 of importance) from the satisfaction score (which is based on the number of responses 1 to 7 of satisfaction).

The performance gap is the importance average minus the satisfaction average.

IMPORTANT: Averages are calculated excluding any blanks, NA, and asterisks. Importance and satisfaction are calculated independently of each other.

Calculating Items Using the Raw Data

Means for importance and satisfaction for **individual items** are calculated by summing the respondents' ratings (for those who responded to that specific item) and dividing by the number of respondents. The item calculation is based on the number of respondents to that item (not the total in the data set) and is unique for the responses to the importance segment separately from the satisfaction segment. Only the responses of 1-7 are included; zero responses (for not applicable/not used) and blanks are not included when creating the average score.

Calculating Scales Using the Raw Data

The scale score equals all valid responses to items within the scale, divided by the number of responses. It is NOT the average of the averages. The importance and satisfaction scores are calculated separately.

Example for calculating the <u>importance</u> score for a scale:
> 55 responses to item one
> 110 responses to item two
> 80 responses to item three
> 105 responses to item four

If the sum of the 350 responses equals 2290, divided by 350 = 6.54 importance score

Example for calculating the <u>satisfaction</u> score for a scale:
> 50 responses to item one
> 100 responses to item two
> 75 responses to item three
> 100 responses to item four

If the sum of the 325 responses equals 1740, divided by 325 = 5.35 satisfaction score

The performance gap is NOT the average of the performance gaps. It is the importance scale score minus the satisfaction scale score.

General Direction on Using the Raw Data

Institutions often work with the Institutional Research office to conduct the additional analysis. The raw data makes it possible for an institution to do its own demographic data slicing analysis, to do additional cross-tabbing (First-year Females) to collapse the data (Sophomore, Junior, and Senior into Upperclass students), or to append the data with additional demographic information from campus records.

Please keep in mind that RNL *does not* recommend analysis of the data on an individual student basis, nor should you use the responses to the survey for any individual follow-up with a person who indicates low satisfaction. The Satisfaction-Priorities Surveys are designed for analysis on an aggregate or subpopulation basis, and not individually. You are expected to keep individual responses confidential.

Please contact RNL if you need technical support with the raw data at
StudentSuccessTech@RuffaloNL.com

Reviewing Open-Ended Comments

For institutions with online administrations, the open-ended comments at the end of the survey provide a starting place to better understand what the individuals completing the survey are thinking. These open-ended comments are delivered in an Excel file with the text of the statements, verbatim, as they were provided in response to the statement: "Please enter any comments you would like to share with this institution."

After you have reviewed the quantitative responses in your reports, we recommend that you read through the open-ended comments to better understand the perceptions on your campus. Keep in mind that these comments are individual opinions. We encourage you to consider these comments within the context that they are shared.

The open-ended comments may be considered precursors to conducting focus groups and may point you in the right direction for the next steps. The comments can also provide helpful suggestions for immediate fixes and other longer-term ideas that might require more resources and planning. The comments can provide insights into problem areas that may need further investigation.

You may want to sort the comments into categories by topic or highlight the comments that provide additional context to your identified challenge items.

It may be important to highlight any suggestions that are implemented that came from the individual comments, to show that the survey results were used and helpful.

Reviewing the Recommendation Score

At the end of the online surveys, a recommendation score is requested. The survey responses to this item are included in the Excel file with the open-ended comments. This survey item appears as follows:

How likely is it that you would recommend our institution to a friend or colleague?

    0 - Not at all likely
    1
    2
    3
    4
    5 - Neutral
    6
    7
    8
    9
    10 - Extremely likely

This item can be used to gauge the student's loyalty to your institution, similar to how customer loyalty may be identified. When reviewing the scores for this item, you may want to follow the recommendation for calculating net promoter score-type items. General recommendations are to identify individuals who respond with a score of 9 or 10 as one set of responses. They are the individuals who are most likely to make positive referrals to your institution. Individuals who respond with a 7 or 8 are a second set of responses while individuals with a score of 0 to 6 are the third set. To determine your recommendation score, subtract the percentage of individuals who are

in the third set (0-6) from the percentage of individuals who are first set (9 and 10). The second set of responses (7 and 8) should be counted in the total number of respondents.

An example of this recommended calculation is as follows:

100 total responses

70 of the responses were a 9 or 10 = 70%

20 of the responses were a 7 or 8 = 20%

10 of the responses were 0 through 6 = 10%.

Calculate your recommendation score by subtracting 10% from 70% to equal a score of 60. A score of 50 or better is your target based on the general guidelines.

National guidelines (i.e. national norms) on recommendation scores from the Satisfaction-Priorities Survey instruments for different types of institutions and different national data sets have not been calculated.

This item is provided as an additional point of reference to understand the experience of the individuals you are surveying. It offers another perspective on how they feel about your institution. It is not recommended to focus solely on this item but to consider the responses along with the Summary Scores and your identified strengths and challenges as you determine how to make improvements at your institution.

Next steps

1. Spend time with the **SPS Guide: Sharing and Using Your Results** for suggestions on the best ways to communicate the feedback from your students and to take actions to improve the student experience.

2. Review the additional resources that are available on the RNL SPS Client Resources site.

3. Request a **free** one-hour report review to discuss your data with an experienced RNL consultant. (**This step is highly recommended**!) This conversation can be scheduled at a mutually convenient time and can be one-on-one or include a group of individuals on your end. The conversations will provide you with guidance on reviewing your reports in the RNL Client Portal and will include brainstorming on possible next steps for your campus.

A Word About RNL

RNL is the leading provider of higher education enrollment, student success, and fundraising solutions. More than 1,900 colleges, universities, and non-profit organizations rely on RNL for advanced analytics, personalized engagement, and industry-leading insights to achieve their missions. The firm is distinguished by its powerful portfolio of solutions on the entire lifecycle of enrollment and fundraising, assuring students find the right college or university, graduate on time, secure their first job, and give back to support the next generation. RNL conferences, research reports, papers, and articles help clients stay on top of current trends.

If based on the feedback from your students on the RNL satisfaction assessments, you feel it would be helpful to improve particular services on your campus, we invite you to contact RNL for a conversation with one of our experts: ContactUs@RuffaloNL.com. You can also learn more on our website: www.RuffaloNL.com or by calling us at 800.876.1117.

Enrollment Services

- Enrollment Marketing
- Yield and Financial Aid
- Graduate and Online Enrollment
- Consulting and Market Research
- CRM Implementation and Organization

Student Success

- Motivational Survey Instruments
- Student Retention Predictor
- Satisfaction Assessments: traditional, adult, and online learners
- Retention Consulting

Fundraising

- Donor Engagement Solutions
- Digital Giving
- Major and Planned Giving
- Advancement Services
- Fundraising Consulting
- Lifelong Learning Certificate Program

Professional Development

- Conferences, Workshops, Webinars
- Research Reports and Blog Articles

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, Shannon.Cook@RuffaloNL.com

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:

- StudentSuccessTech@RuffaloNL.com

For More Information:

Ruffalo Noel Levitz.

Phone: 800-876-1117
Email: ContactUs@RuffaloNL.com
Website: www.RuffaloNL.com

Download this document from this location: www.RuffaloNL.com/SPSClientResources

Updated August 2023