



Satisfaction-Priorities Surveys Client Sample Materials

All materials shared with permission



Types of materials included

- Posters
- You Tube Video Links
- Accreditation Documentation
- Newsletters
- Press Release
- Reports

Posters

We're Listening to

In November 595 students responded to a M.C. assessment about student satisfaction. This is what you said and what M.C. is doing to improve your experience.

You Said...

83%

of students said MC was their 1st or 2nd choice college

Academic Advising is... **#1** in student importance **AND** satisfaction

M.C.s Academic reputation is **EXCELLENT!**



MC vs. nationally similar schools...

are more available, caring, & helpful

Your Campus Challenges

 Connecting to the internet is difficult.

You lack **clear ways** to express complaints

Unsure how Student **Fees** were used.

You want **less run-around** when seeking campus info.

What is Doing

INTERNET
Pilot testing coaxial cable in dorms
Applying for a \$1.6M technology grant

SGA AVENUES
-Dorm guides
-Social Networking for expression

Fees included in catalog/website
"Spectator" article published 3/2/12

RUN-AROUND
-Focus Groups students faculty/staff
-Committee formed

Posters

Your Feedback in Action

Last year, Heald College students took a survey to let us know how we can improve your student experience. We are working on the concerns you identified to support you as you *get in, get out and get ahead!*

You Told Us:



Advisors should be able to provide quality feedback about your progress toward your academic and career goals each quarter.



We can offer more help in finding ways to fund your education and for us to keep students "in the know" about changes around campus.

We need to help with planning next quarter's schedule in a way that fits YOUR needs...



and you don't want to get the run-around when you need information!



What We Are Doing:

ADVISING

- One-on-one advising appointments with your program director to get ready for next quarter

CAMPUS LIFE

- More activities to network for jobs and to help our community

RUN-AROUND

- Taskforce and student focus groups to make recommendations on what would help students just like YOU.

- Cal Grant is now available to Heald College students in Hayward. See financial services for details.

- Focus on dress code to support professionalism and getting our students ready for your dream job.

- Tell us your ideas — suggestion boxes are posted outside the LLRC and in the student lounge. Student suggestions will be reviewed weekly!

Posters

Success @ TLU

November, 2013

Welcome Bulldog Family & Friends!

The Student Success Committee would like to introduce the Success@TLU newsletter! Success@TLU will highlight the key updates and retention efforts which are taking place on campus.

Did you know that TLU had a significantly larger response rate to the Noel-Levitz Student Satisfaction Inventory (SSI) than the national average? Our response rate was 34% compared to the 20% national average.



Here's What We Learned:

Strengths: TLU students are significantly more satisfied with their intellectual growth than other students who responded to the survey nationally.

Challenges: Computer labs are not perceived as adequate and accessible.

Next steps: Computers are located in Tschoepe Hall, the Library, Krost, and the MASA Center in Langner Hall. There are also computer labs in Centennial and Seguin Halls for residents and the ASC is accessible 24 hours a day with 17 computers and two printers. The Instructional Technology Committee is actively investigating potential locations to add another computer lab. Email your suggestions to success@tlu.edu.

Each Fall and Spring we will highlight a strength and challenge from the Noel-Levitz SSI. Stay tuned!

In Athletics....

"Winning" helps to promote retention in student-athletes. Hopefully, winning seasons in TLU football, cross country, men's and women's soccer, and volleyball during the fall of 2013 will have a significant impact on the retention rate in the TLU Athletics program as we enter the spring semester of 2014. Men's and women's tennis, softball, and women's cross country, each currently have a five year retention rate of over 80%. The Athletic Support Workshops that Malika Harvey and Lisa Credit have initiated have been effective retention tools. We have several sports programs that actively participate in these athletic support workshops.



So...what were our Fall 2013 First Time Freshmen Incoming Characteristics?

- Of the 346 incoming freshmen, 55% are men and 45% are women.
- 35% of the class is Hispanic, 8% are Black or African American, and 52% are White.
- 86% live on campus.
- Athletes make up 39% of the class.
- First generation students make up 51% of the class. Of these students, 47% are Hispanic, 9% Black or African American, and 40% White.



How Did We Do???

This semester, 97% of all required midterm grades were submitted on time. That was over 3500 grades! Thank you to all who took time out to help our students have an idea of how they are doing in their classes as well as recommend our resources to students in need.

As of Fall 12th class day, we had awarded a total of \$29,434,833 in scholarships, grants and loans.

93.3% of students file the FAFSA of which 53.5% demonstrate some level of financial need.

97.6% of all students receive some type of financial aid - scholarships, grants or loans.



We welcome your input! If you have anything you would like to include in Success@TLU, please send it to us at success@tlu.edu. We will be happy to hear about retention efforts taken place throughout the campus!

Success @ TLU

April, 2014

Welcome Bulldog Family & Friends to the spring edition of Success@TLU! This edition will highlight support initiatives taking place both inside and outside of the classroom.

Here's What We Learned from the Noel-Levitz Student Satisfaction Inventory (SSI):

Strengths: TLU's top five strengths are centered on quality of classroom instruction. TLU students are more satisfied with their academic advisors' knowledge about requirements in their majors than others who responded to the survey nationally. Go TLU Faculty!!

Challenge: Adequate financial aid available for most students.

Next step: As of Spring 12th class day, the Office of Financial Aid awarded a total of **\$32,229,220** to 1,332 TLU students of which **\$21,216,315** was from scholarships and grants! The office also offers GRE Fee Reduction Certificates for seniors wanting to take the GRE. Students can check the Financial Aid page on the portal for more information. Need additional money to help pay for school? Information about external scholarships and links to free scholarship search sites are available on www.tlu.edu/funding by clicking on External Scholarships. Also check local organizations and your parents' employers for scholarship opportunities.

LET'S HAVE A LITTLE FUN!

Take the Student Success Quiz



- Did athletes or non-athletes get a higher GPA last fall?
 - Which female sports team had the highest GPA last fall?
 - Which male sports team had the highest GPA last fall?
 - Did Greeks or Non-Greeks have a higher GPA last fall?
 - Which fraternity had the highest GPA last fall?
 - Which sorority had the highest GPA last fall?
- (answers below)



CHECK OUT SOME GREAT RETENTION EFFORTS TAKING PLACE....

Library: The TLU library has recently implemented a chat reference service to help students who are off-campus or unable to get to the library to talk with a librarian about their research. The staff can help navigate the library databases, begin or expand a search for sources, as well as cite sources. To chat with a librarian, visit blogs.tlu.edu/librarian/chat.htm, or go the library resources page and click Chat with a Librarian. They are also available for face-to-face reference sessions.

Academic Support: Tutoring and Supplemental Instruction (SI) offer help to students in several subject areas. Sessions are led by fellow students who can offer new and different insights on the topics, as well as foster new study techniques that allow students to thrive.

English Composition: Prof. Barry's Write to Serve partnership with Breesmeister Middle School has recognized at the Seguin ISD school board meeting on Tuesday, Feb. 25th.

Center for Servant Leadership: First-year students in 100-level TLU service-learning courses from 2009-2012 retained from fall to fall at a higher level (73%) compared to their overall first-year cohorts (69%).

Conference Presentations:

- Five summer research students from the chemistry department presented their work at the regional American Chemical Society conference in Waco this past November. Madelyn Peirce won second place in the undergraduate oral presentations, and Nicole Polok and Stoned Kirkpatrick were asked to write up their project for inclusion in the ASC blog.
- Sally Amaye presented a poster on her research at the Weston Ranch at the Texas Academy of Science meeting in Galveston on March 7-8. She is a junior Environmental Biology major.
- In April, the following participants will present 9 posters and 3 presentations at the Southwestern Psychological Association's Conference: (Alumni) Andrew Serafino, Kelsie Theiss, and Zachary Gottlieb; (Students) Skyler Baker, Justin Jolivet, Desiree Supulver, Kenna Neith, Tim Sanchez, Lizeth Felix, Blake Hubbard, Emily Renner, Will Hudgins, Jennifer Kopiec, Jacob Kane, Leon Wagner and Amber Duem. (Faculty) Dr. Scott Bailey, Dr. Michael Czorny, and Dr. Triffy Ota.

Would you like to include something in Success@TLU? Please send it to us at success@tlu.edu. We will be happy to hear about retention efforts that have taken place throughout the campus!

Student Success Quiz Answers: (1) Athletes (2) Non-Athletes (3) (3) Men's Soccer (4) (4) Greek (5) Non-Greek (6) (6) Delta Chi (7) (7) Tau (8) (8)



Posters



Noel-Levitz Student Survey

Based upon your student feedback from the Noel-Levitz student survey campus leadership have implemented the following changes:



Student Concern:

Dissatisfaction about the campus remaining open on Veterans Day

Campus Action:

Beginning 2014 our campus will remain closed in observance of Veterans Day



Student Concern:

Would like increased access to labs for academic success

Campus Action:

Access to Labs was increased:

- Beginning Winter 2014 the Fashion Labs will remain open until 12 midnight week 9
- Beginning Summer 2013 campus holds a quarterly Up All Night event Friday of week 10 to allow 24 hour access to all labs on the campus
- Computer labs remain open on weekends
- Sewing lab was installed on south campus in addition to sewing labs in north campus
- Converted classroom 530 into an open lab
- Beginning Spring 2014 the Cintiq labs will move to the south campus to increase access to pens



Student Concern:

Outdated computers in School Sponsored Housing (Housing) are inadequate for coursework

Campus Action:

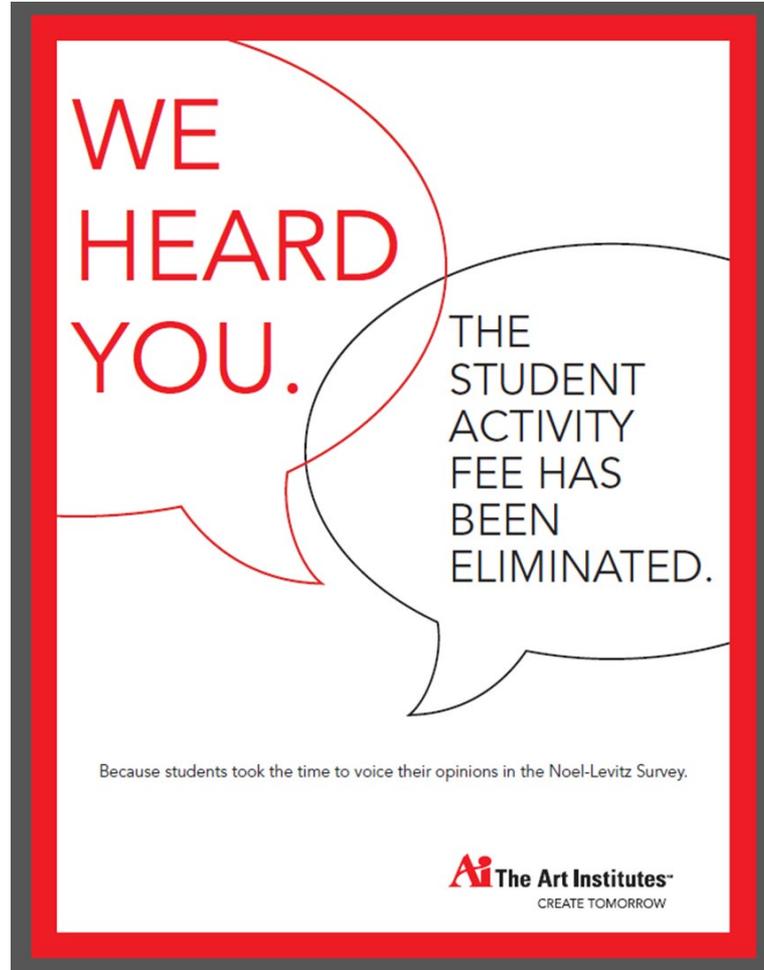
January 2014 the computers in housing were updated to increase speed and efficiency.

The next Noel-Levitz student survey is coming up.
Make sure to let your voice be heard.



Survey by Brennan Novak, Computer designed by Dylan Volant, Computer by Juan Pablo Bravo, Sewing Machine designed by Tom Valdez Medina, all from The Noun Project

Posters



YouTube

Put a quick video together sharing what you students said and what you did. This can be shared prior to implementation (on what you did last time) or after your administration.

<https://www.youtube.com/watch?v=1VkoLSOoJdU>



YouTube

McPherson College gathered several students to discuss and present their SSI data. Take a look at their presentation/video.

<http://www.youtube.com/watch?v=r9FTHDYpY-c>



Accreditation Documentation



Northeast
community college

SELF STUDY 2013

WE'RE BUILDING EXCELLENCE.
WE'RE NORTHEAST!

Table 4.6: Summary of Students' Satisfaction in Diversity-Related Areas

Noel-Levitz Inventory Item	Satisfaction 2008	Satisfaction 2012
1. Most students feel a sense of belonging here.	5.37	5.66
17. Personnel in the Veterans' Services program are helpful.	4.58	5.15
19. This campus provides effective services for displaced homemakers.	4.77	5.54
22. People on this campus respect and are supportive of each other.	5.31	5.64
79. Individual differences are valued at the college.	Campus - defined only for 2012	5.63
81. Institution's commitment to part-time students.	5.60	5.77
83. Institution's commitment to older, returning learners.	5.62	6.05
84. Institution's commitment to under-represented populations.	5.38	5.97
85. Institution's commitment to commuters.	5.49	5.80
86. Institution's commitment to students with disabilities.	5.67	6.16

Core Component 1.D. - Northeast Community College's mission demonstrates commitment to the public good.

1.D.1. Actions and decisions reflect an understanding that in its educational role, Northeast Community College serves the public, not solely the institution, and thus entails a public obligation.

Northeast Community College demonstrates the obligation of public service as evidenced by the following programs:

- Adult Education which includes General Educational Development (GED) and English as a Second Language (ESL) classes that are offered district-wide at no cost to students. The director of these programs was formally paid with grant funds, but beginning in 2011, the position was supported by the College's general funds so the majority of the grant funds could be used for instruction.
- Economic development activities throughout the 20-county area are offered at no cost to the communities.

Accreditation Documentation

financial records. The course schedule for each academic term is also available on the My Northeast site. Prospective students may request College information from the My Northeast site.

Some programs have limited enrollment and waiting lists are maintained as necessary. Advisors work with wait-listed students to determine if a suitable alternative program of study is appropriate. In the fall 2011, 2,978 students applied for admission. Of those students, 51.6 percent registered for the fall term. In fall 2012, 3,107 applied for admission and 54.8 percent registered for the fall term. The increase in registration is attributed to increased communication with prospective students throughout the spring semester and additional phone calls made and emails sent to those students who had applied but not registered throughout June, July, and August.

At Northeast, recruitment is the responsibility of all faculty and staff but primarily rests with Admissions and its advisors/recruiters. Northeast has implemented a variety of successful recruitment activities including the following during 2011-2012:

- Visited 316 high schools.
- Attended 58 college and career fairs.
- Befriended 1,224 people on Facebook.
- Responded to 3,556 prospect cards and web inquiries.
- Gave tours to 683 students from 149 different high schools.
- Held 8th Grade Career Days at which 793 students attended.
- Hosted 241 students during Explore Northeast Days.
- Hosted 1,192 students during Career Days.



According to the 2012 Noel-Levitz Student Satisfaction Inventory, students expressed satisfaction with the following:

- Question 41: "Admissions staff are knowledgeable." (Performance gap: 0.48)
- Question 49: "Admissions counselors respond to prospective students' unique needs and requests." (Performance gap: 0.50)

Registration and Records

The Registrar's office is responsible for credit and noncredit registration services, the assessment and issuance of transcripts to and from other institutions, and the degree audit system. Additional services provided by the Registrar's office are maintaining the graduation list, preparing athletic eligibility lists, processing grades, completing enrollment certifications for students, and certifying students using veteran benefits to attend Northeast.

Counseling Services

All Northeast students who are enrolled in a minimum of six credit hours are eligible to receive free personal counseling services to address any issues that may be challenging them. Students are allowed up to six counseling sessions per academic year. Counseling numbers continue to increase as demonstrated by the number of appointments in Table 6.14.

Table 6.14: Students Utilizing Counseling Services and Appointments Attended, 2008-2012

	2008-2009	2009-2010	2010-2011	2011-2012
New students	78	72	47	87
Appointments	205	216	196	413

According to the 2012 Noel-Levitz Student Satisfaction Inventory, Northeast students are satisfied with the counseling staff as evidenced by the performance gap of 0.43 when asked, "Counseling staff care about students as individuals." This performance gap is significantly lower when compared to the performance gap of 0.81 at other Midwestern colleges (question 48).

Career Services

The Career Services office offers a variety of services and programs to assist with the career development, job search, and employment needs of Northeast students and alumni. During the 2011-2012 academic year, activities of the Career Services staff included:

- Visited 41 different Northeast classrooms, reaching 750 students
- Met with 347 students in face-to-face appointments
- Coordinated the Spring Job Fair, the Part-Time Job Fair, the Synergy Job Fair, and Business and Organization Expo involving nearly 1,250 students (duplicated)
- Prepared the Graduate Employment Report which involved collecting responses from 791 graduates
- Maintained a jobs posting website



Based on results from the 2012 Noel-Levitz Student Satisfaction Inventory, Northeast students' satisfaction is greater than those students from other Midwestern community colleges when asked if Career Services provides students with the help they need to get a job (question 30). The performance gap for Northeast students was 0.72 as compared to 0.95 for Midwestern community colleges.

Effectiveness of Services

Objective data to assess the effectiveness of the support services listed above is limited at this time. As the implementation of Banner and development of an Early Alert System on the Salesforce platform progress, data will become available as reports are created to address this need. Student perceptions of services delivered demonstrate strong satisfaction levels as measured against other colleges. The following table represents the percentage of faculty who agreed or strongly agreed when asked via the

Newsletters

Research in BRIEF

A Newsletter of the Institutional Research Office



November 2012
Vol. 9, No. 28

2012 NOEL-LEVITZ STUDENT SATISFACTION INVENTORY (SSI)

Executive Summary
(Administered Spring 2012)

The Noel-Levitz Student Satisfaction Inventory (SSI), a nationally recognized survey developed to assess student satisfaction and the importance of campus issues to students, was administered to 3,784 Chapman students during the Spring 2012 semester. A random sample of half of the undergraduate population and all graduate students (excluding Law students) were invited to take the SSI. The survey was conducted on-line and sent to each student's Chapman University email address.

Response Rate and Demographics
Exactly 752 SSIs were completed, yielding a response rate of 19.9 percent for the entire surveyed population. When broken down by undergraduate and graduate students, the response rate was 19.4% and 21.0% respectively.

Population and Survey Respondents – Spring 2012

	Survey Population (n = 3,784)	All Sample (n=752)	UG Sample (n=501)	GR Sample (n=251)
Gender				
Male	42.9%	33.4%	34.5%	31.3%
Female	57.1%	66.6%	65.5%	68.7%
Class Level				
Freshman	15.7%	18.7%	27.9%	--
Sophomore	15.3%	14.9%	22.3%	--
Junior	15.8%	17.1%	25.5%	--
Senior	20.5%	15.7%	23.1%	--
Graduate	31.4%	32.9%	--	98.4%
Other	7%	8%	1.2%	1.6%

Findings show that females are overrepresented in the sample. A comparison of the racial/ethnic demographics is not presented due to incompatible racial/ethnic categories between the SSI and Chapman's student records. The class composition of the overall sample under represents seniors and slightly over represents freshmen and juniors.

FINDINGS

Highlighted in this *Research in BRIEF* are some of the most salient findings from the 2012 SSI survey.

Importance

Students were asked to indicate how important it was to them that the university met the expectations listed, using a scale from 1-"not important" to 7-"very important." Average mean scores were calculated for all items. The top five services/activities rated as most important by Chapman University students in 2012 were:

Undergraduates

- The content of the courses within my major is valuable. (6.77)
- The instruction in my major field is excellent. (6.77)
- I am able to register for classes I need with few conflicts. (6.74)
- The quality of instruction I receive in most of my classes is excellent. (6.73)
- Nearly all of the faculty are knowledgeable in their field. (6.72)

Graduates

- The quality of instruction I receive in most of my classes is excellent. (6.82)
- Nearly all of the faculty are knowledgeable in their field. (6.81)
- The instruction in my major field is excellent. (6.79)
- The content of the courses within my major is valuable. (6.79)
- I am able to register for classes I need with few conflicts. (6.76)

Course content, instruction quality, and class registration rated as the top three concerns among undergraduate students. In contrast, graduate students reported placing

more priority on the quality of instruction, both overall and in their field, and less emphasis on class registration ease. It should also be noted that the level of variation in mean scores between the top five choices among undergraduate and graduate students is extremely small. As a result, the intensity of preference for each of the top five choices is nearly the same for all of the listed items.

The top five services/activities rated as *least* important by Chapman University students in 2012 were:

Undergraduates

- A variety of intramural activities are offered. (5.02)
- The student handbook provides helpful information about campus life. (5.42)
- The intercollegiate athletic programs contribute to a strong sense of school spirit. (5.44)
- There are a sufficient number of weekend activities for students. (5.54)
- Library staff are helpful and approachable. (5.65)

Graduates

- A variety of intramural activities are offered. (4.49)
- The intercollegiate athletic programs contribute to a strong sense of school spirit (4.79).
- There are a sufficient number of weekend activities for students. (5.28)
- I can easily get involved in campus organizations. (5.54)
- The student handbook provides helpful information about campus life. (5.67)

Intramural activities, weekend activities, the student handbook, and the role of intercollegiate sports in fostering school spirit were commonly viewed as least important among undergraduates and graduate students. This should not be interpreted as unimportant concerns as these items still scored in the "neutral" and "somewhat important" range.

Satisfaction

Students were asked to report their level of satisfaction with the service or activity listed, using a scale from 1-"not satisfied at all" to 7-"very satisfied." Average mean scores were calculated for each item. The top five services/activities rated as *most* satisfactory by Chapman University students in 2012 were:

Undergraduates

- On the whole, the campus is well-maintained. (6.51)
- The campus is safe and secure for all students. (6.20)
- The student center is a comfortable place for students to spend their leisure time. (6.09)
- Nearly all of the faculty are knowledgeable in their field. (6.07)
- Parking lots are well-lighted and secure. (6.06)

Graduates

- On the whole, the campus is well-maintained. (6.53)
- The campus is safe and secure for all students. (6.27)
- This institution has a good reputation within the community. (6.26)
- Nearly all of the faculty are knowledgeable in their field. (6.17)
- Parking lots are well-lighted and secure. (6.14)

Campus maintenance and safety, faculty competency, and parking lot lighting all ranked in the top five highest areas of satisfaction for undergraduates and graduate students. The student center item ranked third in satisfaction among undergraduates which is most likely attributable to the new student union in Arggyros Forum. The student center item did not make the top five among graduate students, instead, Chapman's reputation within the community ranked third.

The top five services/activities rated as *least* satisfactory by Chapman University students in 2012 were:

Undergraduates

- The intercollegiate athletic programs contribute to a strong sense of school spirit. (3.79)
- The amount of student parking space on campus is adequate. (5.04)
- I am able to register for classes I need with few conflicts. (4.23)
- My academic advisor helps me set goals to work toward. (4.27)
- My academic advisor is concerned about my success as an individual. (4.55)

Graduates

- There is an adequate selection of food available in the cafeteria. (4.80)
- The intercollegiate athletic programs contribute to a strong sense of school spirit. (4.85)
- Channels for expressing student complaints are readily available. (5.01)
- A variety of intramural activities are offered. (5.01)
- Student activities fees are put to good use. (5.02)

Both undergraduate and graduate students ranked the role of athletic programs in contributing to school spirit in the top two areas of dissatisfaction. Undergraduates reported a mean score of 3.79 which corresponds with "somewhat dissatisfied" while the mean score of 4.85 fell in the "neutral" range for graduate students. Beyond this item, undergraduate and graduate students reported different areas of dissatisfaction, although the mean scores typically fell in the "neutral" range. Undergraduates reported concern over parking, class registration, and their academic advisor, while graduate students pointed to food selection, methods to express

Newsletters



We asked. You spoke. We're listening!

Independent Surveys Say Westwood College Students Are Significantly More Satisfied With Their Educational Experiences Than Students At Other Colleges

Noel-Levitz Every two years, we ask Noel-Levitz (noellevitz.com/About-us/) to conduct a student satisfaction survey that compares Westwood's results with those from other private four-year colleges and universities. In January, more than 4,000 of you (current Westwood College campus and online students) answered these surveys to assess what attributes you find most valuable at Westwood and how satisfied you are with them.

The surveys compare Westwood's campus results with 124 other private four-year colleges, such as Colorado Technical University, Hawaii Pacific University, Concordia University and Eckerd College. Westwood College Online results are compared against 87 national online campuses, such as Colorado State University, Minnesota State College, University of Illinois, University of Houston and American Inter-Continental University.

The information Westwood receives from your responses provides invaluable feedback to build on our strengths and helps determine what actions to take for any areas of concern—all toward making your experience at Westwood more productive and rewarding.

And the results are in:

The good news is that campus student satisfaction significantly improved in all of the nine areas measured in the survey (Chart 1). Students were most satisfied with the area of instructional effectiveness indicating their positive impressions about our faculty and our curriculum. Even more impressive is that Westwood students are more satisfied than the comparison group of the private four-year colleges in all nine areas.

The great news is that the results also improved in all areas from 2006-2008 and 2009-2010. The responses indicate a strong, healthy trend for Westwood as an institution that is continuing to improve and meeting students' ever-increasing expectations.

"It is a strong achievement to have such significant improvement across the board on almost all the items," says Julie Bryant, associate vice president of retention solutions at Noel-Levitz.

Overall, 85 percent of Westwood College Online students are somewhat satisfied to very satisfied with their Westwood experience. In four out of the five areas measured in the survey, online students were at least as satisfied or better than the national benchmark group (Chart 2).

(continued on page 2)

Chart 1: Westwood College Campus Student Satisfaction vs. National Benchmark

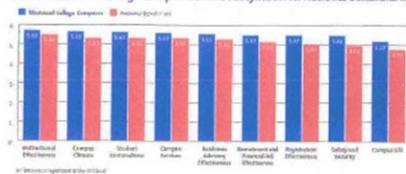
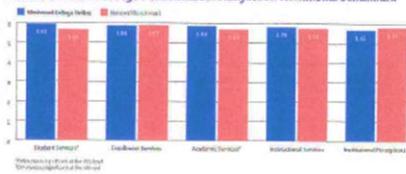


Chart 2: Westwood College Online Student Satisfaction vs. National Benchmark



Westwood students also indicated specific items in which Westwood College is particularly strong.

Note: This is not a complete list of the items. Not all items appeared on both surveys.

- The content of the courses within my major is valuable. (campus)
- Faculty members have practical experience in the subject areas in which they teach. (campus and online)
- There is a commitment to academic excellence on this campus. (campus and online)
- My academic advisor is knowledgeable about requirements in my major. (campus)
- Most of my classes get me actively involved in learning. (campus and online)
- Financial aid counseling is available if I need it. (campus)
- The campus staff members are caring and helpful. (campus)
- Registration for online courses is convenient. (online)

Newsletters

Campus Chat

• June 2010 • Noel Levitz

General results across all campuses:

- Every two years, Westwood College engages Noel-Levitz, a nationally-recognized consulting firm specializing in higher education research and strategic planning, to conduct a student satisfaction survey that compares Westwood with other private four-year colleges and universities.
- In January, more than 4,000 current Westwood campus and online students answered these surveys to assess what attributes you find most valuable at Westwood and how satisfied you are with them. Perhaps some of you in this room participated and I thank you for your comments.
- This year's survey, which compared 125 private colleges and universities, found that Westwood students are more satisfied in all areas surveyed including academic advising effectiveness, student centeredness and campus services than their counterparts in the comparison group.
- In fact, students were most satisfied with the area of instructional effectiveness, indicating positive impressions about our faculty and our curriculum.
- The results also show improvement in all areas from the 2006-2008 surveys to the 2008-2010 surveys, indicating a healthy trend for Westwood in meeting our students' ever increasing expectations.
- Some of the colleges that also participated in the survey include: Colorado Technical University, Hawaii Pacific University, Concordia University and Eckerd College.

Why is this survey important?

- The information we receive from your responses provides invaluable feedback for us to build on areas of strength and helps determine actions to be taken for any areas of improvement.
- Following the 2008 survey, Westwood College's faculty and staff on each campus developed plans to improve the student experience. These initiatives included:
 - Program enhancements – current and relevant curricula updates to keep pace with the changing job market.
 - Employer relationship managers – dedicated resources focused on building Westwood's relationships with employers and identifying viable career opportunities for students and graduates.
- Some additional changes instituted on this campus were:
 - X
 - Y

Campus-specific talking points:

- In addition to the national results, each campus receives additional information that compares their campus to other Westwood campuses.
- Some highlights of the results for our campus include:
 - X
 - Y
- Some of the strengths students identified for our campus were:
 - X
 - Y
- Some areas students on this campus are concerned with include:
 - X
 - Y
- As a result of your comments, we are taking the following actions on this campus:
 - X
 - Y



Press Release



FOR IMMEDIATE RELEASE

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University of Phoenix shows consistent high satisfaction among online learners in survey findings
Online learners survey instrument by Ruffalo Noel Levitz found University students indicating higher satisfaction than the 2024 national benchmark

PHOENIX, February 20, 2024 — [University of Phoenix](#) is pleased to share findings from its recent administration of the Ruffalo Noel Levitz Priorities Survey for Online Learners (PSOL) revealing high satisfaction scores among currently enrolled online students at the University. University of Phoenix administers the survey every two years and students completing the survey this year indicated higher satisfaction than the [national benchmark](#) comprised of more than 150 public and private institutions [across the U.S.](#) This higher level of satisfaction with University of Phoenix stretched across all the 26 benchmark items – covering Academic Services, Enrollment Services, Institutional Perceptions, Instructional Services, and Student Services – by as much as 12 percentage points.

Eighty-three percent of University of Phoenix students indicated higher “overall satisfaction,” being either satisfied or very satisfied, with their online college experience, a gain of two percentage points from the previous [survey conducted in 2021](#), and ten percentage points higher than the national benchmark at 73%.

“Our students are working adult learners with many commitments and responsibilities, and their satisfaction with their learning experience at University of Phoenix helps to validate the work and initiatives we have undertaken to ensure support of that positive trajectory for their academic journey,” states Provost and Chief Academic Officer John Woods, Ph.D. “We are delighted with the findings of the survey showing an overall increase in student satisfaction, and how we compare favorably to other institutions. Over the last few years, we’ve undertaken transformational work through our skills-aligned curriculum and student support initiatives, honing our career-focused approach to higher education for working adult learners.”

The [PSOL instrument by Ruffalo Noel Levitz](#) measures the satisfaction and priorities of online learners enrolled in online undergraduate and graduate programs at public and private two-year and four-year institutions. The survey, which is administered to 99,807 online students from over 150 participating institutions, identifies what is important to students and examines their satisfaction with these items. The University of Phoenix Assessment & Institutional Research (AIR) department administered the Priorities Survey for Online Learners (PSOL) to University of Phoenix students. Over 2,900 University of Phoenix students participated in the survey for a 14.8% participation rate, well within the response rate expected for this survey and up two percentage points over the previous administration.

“Our students are responding to the survey in greater numbers and they’re placing importance on more aspects of their higher education experience,” shares Woods. “This tells us that our students know that we’re listening to them and that we are responsive to these survey findings. They are savvy consumers, and they have high expectations that we want to meet.”

Survey findings showed high student satisfaction with areas they indicated as important or very important to their online learning experience. High priorities for students included:

- “My program aligns to my career path” (90% student satisfaction);
- “Appropriate technical assistance is readily available” (91% student satisfaction);
- “Course format is easy to navigate and fits into my busy life” (88% student satisfaction) and
- “Classroom technology allows me to be technically proficient in my career” (87% student satisfaction).

Students also indicated high satisfaction with items including convenience of course registration at 93%, online library resources at 88%, and student assignments being clearly defined in the syllabus at 86%.

The survey also identified areas of opportunity; a crucial set of insights tailored to each institution that participates in the survey. It is noteworthy that University of Phoenix student satisfaction is higher than the national benchmark even in areas of opportunity.

“The survey is a critical tool for informing ongoing holistic efforts to strengthen the aspects that support our students and assess areas of opportunity to improve,” states Woods. “Our leaders, faculty and staff provide a strong ecosystem dedicated to students’ success, and we will continue our work together enhancing the career alignment and learning experience for our students, on their educational journeys.”

The survey also included items about the sources of information students consult when choosing an institution and the factors that influence their decisions to enroll.

For a more detailed overview of the survey findings, please contact sharla.hooper@phoenix.edu.

Survey Methodology

The PSOL instrument by Ruffalo Noel Levitz was administered by the University of Phoenix Assessment & Institutional Research team, and was open for student submissions beginning January 10, 2024, through January 31, 2024. There were 20,000 randomly selected, actively enrolled associate, undergraduate, graduate, and doctoral students, including representative samples of each college and degree level, invited to participate. Students invited to complete the PSOL were not incentivized to take the survey. The survey closed with 2,971 respondents for an overall completion rate of 14.8%.

About University of Phoenix

University of Phoenix innovates to help working adults enhance their careers and develop skills in a rapidly changing world. Flexible schedules, relevant courses, interactive learning, skills-mapped curriculum for our bachelor’s and master’s degree programs and a Career Services for LifeSM commitment help students more effectively pursue career and personal aspirations while balancing their busy lives. [For more information, visit phoenix.edu.](#)

College of Education Report



RNL
Student
Satisfaction
Inventory
Columbia International University
Spring 2023
Focused Report:
College of Education

College of Education			All Students		
Bottom Line Indicators Satisfied / Very Satisfied How satisfied are our students? Percentage below indicate the students indicating Satisfied/Very Satisfied. 53% Our Institution			Bottom Line Indicators Satisfied / Very Satisfied How likely are our students compared with students nationally? Percentage below indicate the students indicating Satisfied/Very Satisfied. 55% Our Institution 61% National		
Probably / Definitely Yes How likely are our students to enroll again, if they had it to do over? Percentage below indicate the students indicating Probably/Definitely yes. 60% Our Institution			Probably / Definitely Yes How likely are our students to enroll again, if they had it to do over? Percentage below indicate the students indicating Probably/Definitely yes. 60% Our Institution 65% National		
Demographic Responses – Gender/Class Level	N	%	Demographic Responses – Gender/Class Level	N	%
Female	20	60.61 %	Female	110	49.55%
Male	9	27.27 %	Male	109	49.10%
Prefer not to respond	1	3.03 %	Prefer not to respond	3	1.35%
Total	30	100.00 %	Total	222	100.00%
No Answer	3		No Answer	28	
Freshman	12	36.36 %	Freshman	70	28.23%
Sophomore	8	24.24 %	Sophomore	64	25.81%
Junior	4	12.12 %	Junior	54	21.77%
Senior	7	21.21 %	Senior	56	22.58%
Other class level	1	3.03 %	Special student	1	0.40%
Total	32	100.00 %	Graduate/Professional	0	0.00%
No Answer	1		Other class level	3	1.21%
			Total	248	100.00%
			No Answer	2	

College of Education		All Students	
Item	Item	Item	Item
★ The campus is safe and secure for all students.	★ Campus item: My relationship with God has been strengthened during my time at CIU.	★ The campus is safe and secure for all students.	★ The campus is safe and secure for all students.
★ I receive the help I need to apply my academic major to my career goals.	★ The content of the courses within my major is valuable.	★ The content of the courses within my major is valuable.	★ Security staff respond quickly to calls for assistance.
★ The campus staff are caring and helpful.	★ Students are made to feel welcome here.	★ Students are made to feel welcome here.	★ The campus staff are caring and helpful.
★ My academic advisor is knowledgeable about requirements in my major.	★ I receive the help I need to apply my academic major to my career goals.	★ I receive the help I need to apply my academic major to my career goals.	★ My academic advisor is knowledgeable about requirements in my major.
★ My academic advisor helps me set goals to work toward.	★ My academic advisor is available when I need help.	★ My academic advisor is available when I need help.	★ My academic advisor is available when I need help.
★ My academic advisor is available when I need help.	★ Security staff respond quickly to calls for assistance.	★ Security staff respond quickly to calls for assistance.	★ Financial aid counseling is available if I need it.
★ Security staff respond quickly to calls for assistance.	★ Financial aid counseling is available if I need it.	★ Financial aid counseling is available if I need it.	★ Library resources and services are adequate.
★ Financial aid counseling is available if I need it.	★ Library resources and services are adequate.	★ Library resources and services are adequate.	★ Counseling services are available if I need them.
★ Library resources and services are adequate.	★ Counseling services are available if I need them.	★ Counseling services are available if I need them.	★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).
★ Counseling services are available if I need them.	★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	★ Counseling services are available if I need them.
★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	★ Counseling services are available if I need them.	★ Counseling services are available if I need them.	
★ Students are made to feel welcome here.			

*Strengths are listed in descending order of importance according to student ratings.

College of Education		All Students	
Item	Item	Item	Item
⚠ Computers and/or Wi-Fi are adequate and accessible.	⚠ There are sufficient courses within my program of study available each term.	⚠ Admissions counselors accurately portray the campus in their recruiting practices.	⚠ Tuition paid is a worthwhile investment.
⚠ Admissions counselors accurately portray the campus in their recruiting practices.	⚠ Living conditions in the residence halls are comfortable.	⚠ Living conditions in the residence halls are comfortable.	⚠ Computers and/or Wi-Fi are adequate and accessible.
⚠ Living conditions in the residence halls are comfortable.	⚠ There is an adequate selection of food available on campus.	⚠ There is an adequate selection of food available on campus.	⚠ Students are free to express their ideas on this campus.
⚠ There is an adequate selection of food available on campus.	⚠ Student disciplinary procedures are fair.	⚠ Student disciplinary procedures are fair.	⚠ This institution helps me identify resources to finance my education.
⚠ Student disciplinary procedures are fair.	⚠ This institution helps me identify resources to finance my education.	⚠ This institution helps me identify resources to finance my education.	⚠ There is an adequate selection of food available on campus.
⚠ This institution helps me identify resources to finance my education.			

*Challenges are listed in descending order of importance according to student ratings.

Scale	College of Education				All Students			
	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap
Academic Advising Effectiveness	6.54	6.25	0.87	0.29	6.27	5.76	1.13	0.51
Campus Climate	6.41	5.47	1.19	0.94	6.31	5.38	1.13	0.93
Campus Life	6.34	4.39	1.47	1.95	6.19	4.50	1.30	1.69
Campus Services	6.44	5.74	0.96	0.70	6.25	5.60	0.94	0.65
Instructional Effectiveness	6.38	5.57	1.17	0.81	6.30	5.58	0.97	0.72
Recruitment and Financial Aid Effectiveness	6.32	5.33	1.43	0.99	6.24	5.43	1.15	0.81
Registration Effectiveness	6.29	5.35	1.16	0.94	6.19	5.19	1.13	1.00
Safety and Security	6.24	5.05	1.49	1.19	6.21	5.17	1.10	1.04
Student Centeredness	6.46	5.64	0.90	0.82	6.34	5.47	1.10	0.87

Athlete vs. Non-Athlete Report



Athletes			Non-Athletes		
Bottom Line Indicators			Bottom Line Indicators		
Satisfied / Very Satisfied	Probably / Definitely Yes		Satisfied / Very Satisfied	Probably / Definitely Yes	
How satisfied are our students?	How likely are our students to enroll again, if they had it to do over?		How satisfied are our students?	How likely are our students to enroll again, if they had it to do over?	
Percentage below indicate the students indicating Satisfied/Very Satisfied.	Percentage below indicate the students indicating Probably/Definitely Yes.		Percentage below indicate the students indicating Satisfied/Very Satisfied.	Percentage below indicate the students indicating Probably/Definitely Yes.	
46%	52%		65%	69%	
Demographic Responses – Gender/Class Level			Demographic Responses – Gender/Class Level		
Gender/Class Level	N	%	Gender/Class Level	N	%
Female	42	39.62 %	Female	65	58.04 %
Male	62	58.49 %	Male	46	41.07 %
Prefer not to respond	2	1.89 %	Total	112	100.00 %
Total	106	100.00 %	No Answer	12	
No Answer	13				
Freshman	36	30.51 %	Freshman	32	25.81 %
Sophomore	33	27.97 %	Sophomore	28	22.58 %
Junior	26	22.03 %	Junior	28	22.58 %
Senior	22	18.64 %	Senior	34	27.42 %
Special student	1	0.85 %	Other class level	2	1.61 %
Total	118	100.00 %	Total	124	100.00 %
No Answer	1				

Institutional Strengths* Based on Student Satisfaction Ratings

Athletes	Non-Athletes
<ul style="list-style-type: none"> ★ Campus item: My relationship with God has been strengthened during my time at CIU. ★ The campus is safe and secure for all students. ★ Students are made to feel welcome here. ★ Security staff respond quickly to calls for assistance. ★ I receive the help I need to apply my academic major to my career goals. ★ The campus staff are caring and helpful. ★ Financial aid counseling is available if I need it. ★ My academic advisor is knowledgeable about requirements in my major. ★ On the whole, the campus is well-maintained. ★ Library resources and services are adequate. ★ My academic advisor is available when I need help. ★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail). ★ Counseling services are available if I need them. 	<ul style="list-style-type: none"> ★ The campus is safe and secure for all students. ★ Campus item: My relationship with God has been strengthened during my time at CIU. ★ The quality of instruction I receive in most of my classes is excellent. ★ Security staff respond quickly to calls for assistance. ★ Students are made to feel welcome here. ★ My academic advisor is knowledgeable about requirements in my major. ★ I receive the help I need to apply my academic major to my career goals. ★ My academic advisor is available when I need help. ★ Campus item: My Bible and theology courses are an essential part of my studies and preparation for futures life goals. ★ Faculty are usually available to students outside of class (during office hours, by phone or by e-mail). ★ Library resources and services are adequate.

Institutional Challenges* Based on Student Satisfaction Ratings

Athletes	Non-Athletes
<ul style="list-style-type: none"> ▣ I am able to register for classes I need with few conflicts. ▣ Faculty are fair and unbiased in their treatment of individual students. ▣ This institution helps me identify resources to finance my education. ▣ Living conditions in the residence halls are comfortable. ▣ Tuition paid is a worthwhile investment. 	<ul style="list-style-type: none"> ▣ Tuition paid is a worthwhile investment. ▣ Students are free to express their ideas on this campus. ▣ Computers and/or Wi-Fi are adequate and accessible. ▣ There is an adequate selection of food available on campus. ▣ Living conditions in the residence halls are comfortable. ▣ Administrators are available to hear students' concerns. ▣ Student activity fees are put to good use. ▣ Student disciplinary procedures are fair.

Ratings of CIU Functional Areas

Scale	Athletes				Non-Athletes				Difference	SS
	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap		
Academic Advising Effectiveness	6.12	5.60	1.28	0.52	6.42	5.93	0.95	0.49	-0.33	★
Campus Climate	6.13	5.35	1.24	0.78	6.46	5.43	1.02	1.03	-0.08	
Campus Life	6.02	4.48	1.34	1.54	6.35	4.56	1.28	1.79	-0.08	
Campus Services	6.12	5.51	1.02	0.61	6.37	5.71	0.87	0.66	-0.20	
Instructional Effectiveness	6.17	5.41	1.08	0.76	6.43	5.75	0.83	0.68	-0.34	★★
Recruitment and Financial Aid Effectiveness	6.07	5.35	1.31	0.72	6.41	5.53	0.96	0.88	-0.18	
Registration Effectiveness	6.04	5.07	1.23	0.97	6.34	5.33	1.02	1.01	-0.26	
Safety and Security	6.02	4.99	1.24	1.03	6.41	5.38	0.90	1.03	-0.39	★★
Student Centeredness	6.17	5.53	1.14	0.64	6.49	5.43	1.04	1.06	0.10	

Summary Report – Part 1



Introduction to RNL SSI Methodology

- Students respond to each item (survey statement) in two ways: The importance of the item (1-7) and their satisfaction with the institution's performance on that item (1-7).
- For each item, there will be two means: a mean for importance and a mean for satisfaction. These means are used to calculate a Performance Gap. Very simply, the performance gap is the following:

$$\text{Importance Mean} - \text{Satisfaction Mean} = \text{Performance Gap}$$

- The higher the number (the wider the gap), the greater discrepancy between what students expect and their level of satisfaction. The lower the number, the better the institution is doing in meeting student expectations.

Using the Data to Determine Strengths & Challenges

Institutional Strengths

- Strengths** are items with high importance and high satisfaction. The parameters for a strength are as follows:

- The Item's mean must be in the top half of the importance means.
- And** in the UPPER quartile (25 percent) of the satisfaction scores.

Institutional Challenges

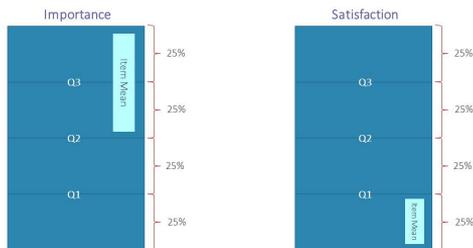
- Challenges** are items with high importance and low satisfaction OR a large performance gap.
 - The Item's mean must be in the top half of the importance means.
 - And** in the LOWER quartile (25 percent) of the satisfaction scores.

- Even if the above is not true, an item can be considered a **Challenge** if the item is in the top half of importance, as well as in the top quartile (25 percent) of performance gap scores. **REMEMBER:** The higher the performance gap the greater the dissatisfaction with the item.

Institutional Strength



Institutional Challenge



CIU Strengths and Challenges

STRENGTHS

- Students are growing in Christ
- Campus is safe and secure
- Course content is valuable
- Responsive security staff
- Campus staff are caring and helpful
- Receive help to apply academic major to career goal
- Academic advisor is knowledgeable and available
- Library resources & services are adequate
- Faculty are available
- Counseling services are available



CHALLENGES

- Number of courses available within my program
- Tuition paid being worthwhile
- Living conditions in the residence halls
- Computers and Wi-Fi
- Feeling free to express ideas
- Help in identifying resources to finance education
- Adequate selection of food on campus

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.

55%
Our Institution

61%
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%
Our Institution

65%
National

Compared to: National Four-Year Private – Southern Region

Summary Report – Part 2



Top 5 Factors to Enroll

Item	Importance %
Financial assistance as factor in decision to enroll.	84%
Cost as factor in decision to enroll.	83%
Future career opportunities as factor in decision to enroll.	72%
Academic reputation as factor in decision to enroll.	69%
Campus visits as factor in decision to enroll.	66%
Personal recommendations as factor in decision to enroll.	66%

Institutional Choice

Demographic Responses	N	%
1st choice	145	61.97%
2nd choice	58	24.73%
3rd choice or lower	31	13.25%
Total	234	100.00%
No Answer	16	



Gender

Demographic Responses	N	%
Female	110	49.55%
Male	109	49.10%
Prefer not to respond	3	1.33%
Total	222	100.00%
No Answer	28	

Ethnicity/Race

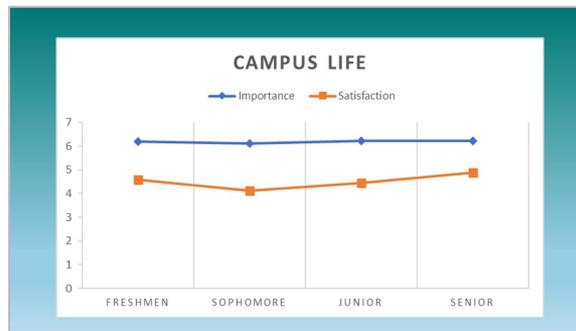
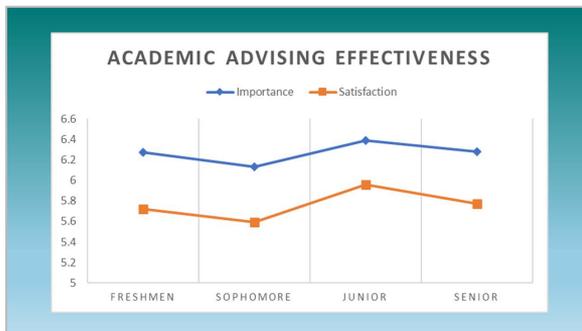
Demographic Responses	N	%
Alaskan Native	0	0.00%
American Indian	0	0.00%
Asian	6	2.71%
Black/African-American	23	10.41%
Hispanic or Latino (and Puerto Rican)	16	7.24%
Native Hawaiian or Pacific Islander	3	1.36%
White/Caucasian	161	72.85%
Multi-racial	10	4.52%
Other race	2	0.90%
Total	221	100.00%
No Answer	29	

Class Level

Demographic Responses	N	%
Freshman	70	29.23%
Sophomore	64	25.87%
Junior	54	21.77%
Senior	56	22.58%
Special student	1	0.40%
Graduate/Professional	0	0.00%
Other class level	3	1.21%
Total	248	100.00%
No Answer	2	

Functional Area Report (sample)

Focus Area	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Diff.	5Y*	
Academic Advising Effectiveness	0 Neither	38	1 receive ongoing feedback about progress toward my academic goals.	6.13	5.35	1.37	0.78	6.23	5.39	1.58	0.84	-0.04
	1 Strength	21	My academic advisor is knowledgeable about requirements in my major.	6.41	6.05	1.13	0.36	6.58	6.01	1.48	0.57	0.04
	1 Strength	16	My academic advisor is available when I need help.	6.32	6.02	1.23	0.30	6.44	5.83	1.55	0.61	0.19
	0 Neither	10	My academic advisor helps me set goals to work toward.	6.20	5.61	1.48	0.59	6.28	5.50	1.76	0.78	0.11
	0 Neither	44	On the whole, the campus is well-maintained.	6.34	5.61	1.46	0.73	6.36	6.09	1.31	0.27	-0.48 ***
Campus Climate	2 Challenge	42	Students are free to express their ideas on this campus.	6.29	4.94	1.78	1.35	6.40	5.47	1.71	0.93	-0.53 ***
	2 Challenge	43	Tuition paid is a worthwhile investment.	6.39	4.86	1.71	1.53	6.50	5.00	1.75	1.49	-0.24 *
	0 Neither	37	There is a strong commitment to diversity on this campus.	5.92	5.59	1.62	0.42	5.97	5.56	1.64	0.41	-0.06
	1 Strength	35	Visitors get the "top-notch" when seeking information on this campus.	6.12	4.87	1.79	1.25	6.25	5.06	1.92	1.14	-0.14
	1 Strength	31	Students are made to feel welcome here.	6.49	5.90	1.34	0.59	6.51	5.86	1.47	0.62	0.01



How are you sharing your data with your campus?

We want to see!



Email StudentSuccessTech@RuffaloNL.com