

Utilizing Student Satisfaction Data for HLC Accreditation

October 9, 2018



RUFFALO NOEL LEVITZ

Our agenda today

- 1 Shannon Cook
Introduction to satisfaction surveying
- 2 Tom Flint
Vice President for Accreditation (retired)
- 3 Tracy Noldner
Southeast Technical Institute
- 4 Shannon Cook
Resources to support your efforts

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Thank you for joining us today!



Shannon Cook
Ruffalo Noel Levitz



Tom Flint
Vice President for Accreditation (retired)



Tracy Noldner
Southeast Technical Institute

Core concepts regarding student satisfaction

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Definition of satisfaction

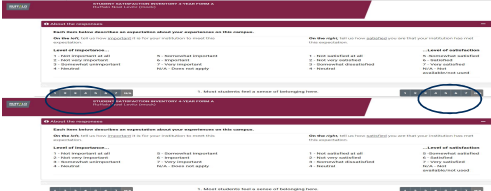
“When expectations are met or exceeded by the student’s perception of the campus reality.”

Schreiner & Juillerat, 1994

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The RNL surveys capture both an importance score and a satisfaction score



The combination allows you to review your satisfaction results within the context of what is most important to your students.

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Ruffalo Noel Levitz Satisfaction-Priorities Survey Suite

- **Student Satisfaction Inventory™ (SSI)** is for traditional students, primarily enrolled on campus
- **Adult Student Priorities Survey™ (ASPS)** appropriate for undergraduate or graduate adult students.
- **Adult Learner Inventory™ (ALI)** developed in cooperation with CAEL and appropriate for adult undergrads at four-year or two-year institutions. (Online only)
- **Priorities Survey for Online Learners™ (PSOL)** for students in online distance learning programs. (Online only)
- **Institutional Priorities Survey™ (IPS)** for campus faculty, administration and staff is directly parallel to the SSI.
- **Parent Satisfaction Inventory™ (PSI)** for parents of currently enrolled students at four-year institutions (Online only)

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Data points

- Up to 70+ items rated for importance and satisfaction on a 7-point Likert scale
- 3 summary items: Met expectations; Overall satisfaction; Likelihood to re-enroll
- Standard and customizable demographic items

With the online version:

- Open-ended comments section responses
- Recommendation score: 0-10 range

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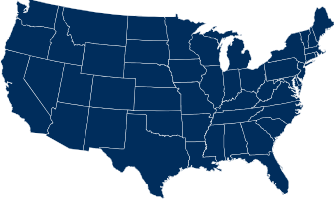
Take advantage of the campus-defined items

- Ten items rated for importance and satisfaction
 - Sample items available upon request
- Demographic item(s) – Examples:
 - First generation student
 - Campus location
 - Receiving financial aid?
- Unlimited list of majors/programs

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The results are compared with a national comparison group




National data is specific to the version of the instrument being used

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Student satisfaction data can support efforts in:



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Using Satisfaction Data for Accreditation

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Using Satisfaction Data for Accreditation:

- 1 Match satisfaction survey items to accreditation criteria



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The items on the Satisfaction-Priorities Surveys are mapped to the HLC criteria (current as of 2013)

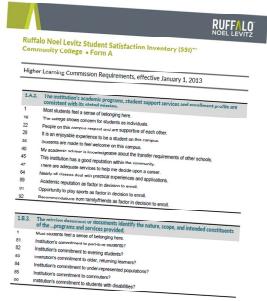
- Ruffalo Noel Levitz provides documentation which maps the individual items on all of the Satisfaction-Priorities Surveys
- This documentation is available to download at no charge from the Ruffalo Noel Levitz website:

www.RuffaloNL.com/accreditationHLC

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Sample page from the mapping documentation available from Ruffalo Noel Levitz for the HLC



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Documentation is also available for the other regional accreditors

- SACS
- Middle States (MSCHE)
- NEASC
- WASC (WSCUC)
- ACCJC
- Northwest Commission (NWCCU)

Available on the Ruffalo Noel Levitz website:
www.RuffaloNL.com/accreditation

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Using Satisfaction Data for Accreditation:

- 1 Match satisfaction survey items to accreditation criteria
- 2 Respond to challenge items
- 3 Document strengths



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Matrix for prioritizing action

	Very Dissatisfied	Very Satisfied
Very Important	Institutional Challenges	Institutional Strengths
Very Unimportant		

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SSI Four-Year Private Sample

Item	Importance	Satisfaction	Gap
1. I am satisfied with the quality of my education.	5.00	4.87	0.13
2. The campus staff are caring and helpful.	5.00	4.57	0.43
3. Financial aid is available to all students.	5.00	4.57	0.43
4. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
5. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
6. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
7. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
8. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
9. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
10. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
11. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
12. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
13. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
14. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
15. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
16. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43
17. The campus staff are knowledgeable and helpful.	5.00	4.57	0.43

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Improve the items that students care about by responding in these ways

- Easy, immediate response items, i.e., “low hanging fruit”
- Incorporate items into your long term, strategic plan
- Change perceptions with information

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Document what you are already doing well and continue to build on your strengths

- Highlight the areas of high importance / high satisfaction; the areas your students care about where they think you are already performing well.
- Provide the strengths as positive feedback on campus so everyone can feel good about these areas.
- Use the strengths in your admissions materials to assist with recruiting new students.

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Using satisfaction data for accreditation:

- 1 Match satisfaction survey items to accreditation criteria
- 2 Respond to challenge items
- 3 Document strengths
- 4 Show improvement over time

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Establish a regular cycle to track satisfaction improvement

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Use the year-to-year reports to identify items with significant shifts in satisfaction

SSI Four-Year Private Sample Year to Year

Item	Importance	March 2017 Satisfaction / ID	Gap	Importance	March 2016 Satisfaction / ID	Gap	Difference
1. I am satisfied with the quality of my education.	5.00	4.87 / 1.30	0.13	5.00	4.57 / 1.43	0.43	0.30
2. The campus staff are caring and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
3. Financial aid is available to all students.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
4. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
5. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
6. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
7. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
8. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
9. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
10. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
11. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
12. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
13. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
14. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
15. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
16. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00
17. The campus staff are knowledgeable and helpful.	5.00	4.57 / 1.30	0.43	5.00	4.57 / 1.30	0.43	0.00

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Tom Flint
Vice President for Accreditation (retired)

A member of HLC's Peer Corp since 2007, a former full-time accreditation administrator, and a current consultant on HLC accreditation to individual institutions

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Evaluating and improving quality

Accreditation reporting upon *quality* is:


- Not: "Here is *how* we do it..."
- Nor is it: "Here is *how much* we have done..."
- Rather: "Here is *how well* we are doing..."

In other words, it is not just about *processes*.
It is about *results*, relative to *standards*.
Multiple measures (incl. student surveys) help.
Repeated measures (time series) help show *continuous quality improvement*.

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HLC: 89 Core and sub-components



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RNL: Dozens of survey items, plus scales



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RNL maps survey Qs onto HLC requirements!

5.A.4.	The institution's staff in all areas are appropriately qualified and trained.
2	The campus staff are caring and helpful.
4	Admissions staff are knowledgeable.
5	Financial aid counselors are helpful.
6	My academic advisor is approachable.
13	Library staff are helpful and approachable.
14	My academic advisor is concerned about my success as an individual.
15	The staff in the health services area are competent.
18	Library resources and services are adequate.
19	My academic advisor helps me set goals to work toward.
22	Counseling staff care about students as individuals.
27	The personnel involved in registration are helpful.
30	Residence hall staff are concerned about me as an individual.
33	My academic advisor is knowledgeable about requirements in my major.
36	Security staff respond quickly in emergencies.
43	Admissions counselors respond to prospective students' unique needs and requests.
48	Admissions counselors accurately portray the campus in their recruiting practices.
54	Bookstore staff are helpful.

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Students view your outcomes globally, too

2.A.	The institution operates with integrity...; it establishes and follows fair and ethical policies and processes...
12	Financial aid awards are announced to students in time to be helpful in college planning.
25	Faculty are fair and unbiased in their treatment of individual students.
31	Males and females have equal opportunities to participate in intercollegiate athletics.
37	I feel a sense of pride about my campus.
40	Residence hall regulations are reasonable.
50	Class change (drop/add) policies are reasonable.
51	This institution has a good reputation within the community.
59	This institution shows concern for students as individuals.
63	Student disciplinary procedures are fair.
71	Channels for expressing student complaints are readily available.
95	Recommendations from family/friends as factor in decision to enroll.

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HLC's mandatory student opinion survey

- HLC introduced its short survey a few years ago to provide added input into visit processes
- 15 items, 5 interval levels of agreement are rated
 - Academic advising: 4 items
 - Faculty: 3 items
 - Overall enrollment, costs, financial aid: 3 items
 - Progression; course availability: 2 items
 - General student support: 2 items
 - Course rigor: 1 item
- Limitations: No contrasts between importance and satisfaction; no minimum thresholds, comparative data, or technical data; no historical (time series) data.
- Free-form comments collected and edited

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Five ways to do evaluative comparisons

Question: Did you do better or worse than your...	For Evaluation: Your standard of comparison is...
1) Announced ambitions	1) <u>Goals</u> you set - documented decisions, specific and measurable
2) Past performance	2) <u>Trends</u> you set - shown via consistently measured metrics
3) Peers' performance	3) <u>Norms</u> (averages) - published peer data using shared metrics
4) Predicted performance	4) A <u>statistical model</u> - expected outcomes based on predictors
5) External benchmarks	5) <u>Minimum thresholds</u> - via published and recognized metrics (i.e., pass/fail in licensure exams)

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Using data in the Assurance System

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    graph TD
      A[Each Core Component has:] --> B[Claims made]
      A --> C[Interpretive Analyses]
      A --> D[Source Documents]
      C --> E[RNL Surveys]
      C --> F[Other Evidence]
      D --> G[Initial survey]
      D --> H[Follow-up surveys]
      D --> I[Minutes etc.]
      E --- B
      F --- B
      G --- B
      H --- B
      I --- B
    
```

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Kaplan U's 2016 Assurance Argument

RNL survey data used for these Core Components:

- A.2 - mission addresses offerings & constituencies
- B - clear, complete representations to constituencies
- D - freedom of expression is honored
- A.1 - educational offerings have currency and rigor
- C.5 - faculty are accessible to students
- D.1 - sufficient and suitable academic support is provided
- D.4 - infrastructure and other resources are appropriate
- B.1 - learning outcomes are stated and assessed
- B.4 - 'good practice' shown in assessing student learning
- C.4 - 'good practice' shown in student advancement
- A.1 - fiscal, human & technological supports are sufficient

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CC 2.B - KU 2016 - used by permission

Regarding Core Component 2.B:

Survey outcomes indicate that KU students are highly satisfied with the information provided to them for their decision-making; see data below on Adult Learner Inventory (ALI) items that relate to this HLC requirement. Items are measures of student satisfaction rated from a low of 1 to a high of 7. If the KU average score for all students surveyed is better at statistically significant levels than those averages of students at other institutions, probability levels are: *** p<.001, ** p<.01, * p<.05.

Clarity and Completeness of Information Provided to Students	KU Performance:				
	2006	2009	2011	2012	2014
Adult Learner Inventory Survey Items (Rated Satisfaction: Low [1] to High [7])					
"I have a clear understanding of what I am expected to learn in my classes."	6.24***	6.21***	6.30**	6.21***	6.17***
"I receive adequate information about sources of financial assistance available to me."	5.32***	5.32*	5.45**	5.56***	5.50***
"This institution explains what is needed for me to complete my program here."	n/a	6.13***	6.05*	6.23***	6.12***
"I receive the help I need to make decisions about courses and programs that interest me."	5.76***	5.85***	5.68	5.91***	5.77***
"I receive guidance on which classes will transfer to programs here and elsewhere."	n/a	5.25	5.06	5.17	5.20*

The results in the data table above indicate that KU students are consistently and significantly more satisfied on most of these issues than students at other institutions similarly surveyed.

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CC 3.A.1 - KU 2016 - used by permission

Regarding Core Component 3.A.1:

Among currently enrolled students, Adult Learner Inventory (ALI) survey results indicate that KU students are highly satisfied by the career currency and levels of challenge found in the KU curriculum. ALI items that relate to Core Component 3.A.1 appear in the table below. These items are measures of student satisfaction, rated from a low of 1 to a high of 7. If the KU average score for all students surveyed is better at statistically significant levels than those averages of students at other institutions, probability levels are: *** p<.001, ** p<.01, * p<.05.

Adult Learner Inventory Survey Items (Rated Satisfaction: Low [1] to High [7])	KU Performance: Student Satisfaction with Currency and Rigor of Programs				
	2006	2009	2011	2012	2014
"I'm evaluated on the knowledge and skill I'll need in my life and career."	5.86***	5.80***	5.77***	5.87***	5.82***
"The learning experiences within my program of study challenge me to reach beyond what I already know."	6.22***	6.27***	6.24**	6.35***	6.25***

The results shown indicate that Kaplan University students put the career-relevance and challenge of their programs at averaged ratings that are higher than those of students at other peer institutions.

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CC 4.B.4 – KU 2016 – used by permission

Regarding Core Component 4.B.4:

The following table of ALI satisfaction survey item provides student validation of important components of good practice with respect to effective instructional techniques (mixed teaching methods, student interaction) as well as good practice in student learning outcomes assessment (multi-method approaches, student self-evaluation, and periodic skill level assessments). If the KU average score for all students surveyed is better at statistically significant levels than those averages of students at other institutions, probability levels are: *** p<.001, ** p<.01, * p<.05.

KU Performance: 'Good Practice' for Effective Student Learning and Outcomes Assessment					
Adult Learner Inventory Survey Items (Rated Satisfaction: Low [1] to High [7])	2006	2009	2011	2012	2014
"Most instructors use a variety of teaching methods."	5.84***	5.95***	5.90***	5.89***	5.76***
"My instructors encourage student-to-student interactions through a variety of techniques."	6.03***	6.03***	5.90**	5.93***	5.83***
"I have many ways to demonstrate what I know."	5.86***	5.84***	5.77**	5.93***	5.83***
"My instructors involve me in evaluating my own learning."	5.75***	5.78***	5.69***	5.70***	5.62***
"This institution periodically evaluates my skill level to guide my learning experiences."	5.49***	5.43***	5.26*	5.45***	5.34***

On the practices of multiple teaching methods, interactive learning approaches, and use of a variety of assessment approaches, KU students consistent and significantly rate their KU experience more highly than students at other institutions surveyed by Noel-Levitz.

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KU benefited from RNL survey use

- ALI results 2006-2014 provided a counter-evidence to free-form complaints on the HLC survey, as KU recovered from problems a faulty implementation of a new financial aid software system, just six month's prior to the Comprehensive Review
- The HLC visiting team report cited RNL survey results under six of the nine Core Components where KU used satisfaction outcome data.
- Reaffirmation: No follow-up whatsoever, eligible to choose its HLC Pathway going forward

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Using the RNL Student Satisfaction Inventory to Measure Results and Inform Change

Tracy Noldner
Executive Director of Student Affairs and Institutional Effectiveness
Southeast Technical Institute
Sioux Falls, SD

This Presentation will help you:

- Answer Assurance Arguments to meet evidence criteria for reaffirmation of accreditation
- Understand your data
- Use data for improvement rather than compliance

If All Begins with the Process

A well-defined process is key to developing effective quality data measures that can provide accreditation evidence and inform change.

Processes should include:

Stage 1: Plan

1. Capture Inputs – data, stakeholder info, research, etc.
2. Develop the Plan – include how the plan will be measured

Stage 2: Decide

Stage 3: Do

1. Implement the plan
2. Collect the data

If All Begins with the Process

Stage 4: Check (Evaluate)

1. Review the collected data against the measures and targets
2. Determine plan success and areas for improvement
3. Revise plan based on outcome measures

Stage 5: Document (Publish)
Documentation Provides Evidence

1. Publish overall results, outcomes, analysis, changes
2. Communicate the location and the availability of the report to stakeholders.

If All Begins with the Process

Stage 6: Reflect

1. Discuss the overall process and results
2. Determine opportunities for improvement
3. Make adjustments as necessary

Begin the process again by gathering and reviewing inputs.

CRITERIA 3.D. STUDENT SUPPORT SERVICES SUITED TO THE NEEDS OF THE COLLEGE'S STUDENT POPULATIONS

PROCESS COMES FIRST!

Criteria 3.D Asks the College to Address the Following:

1. **WHAT** are your student populations and **HOW** do you identify their needs? (NOTE: This is more than just listing your student subgroups.)
2. **HOW** do you "find" students within your identified student subgroups in order to support them?
3. **HOW** do you support the students within the identified student subgroups?
4. **HOW** do you measure your support success?

Ex 1: Tutoring: Identifying and supporting students with tutoring needs

1. How we determine those with needs: Care Referrals, High Failure Rates in Specific Courses, Requests for Tutoring Services, etc.
2. Tutoring Usage (Identification) Results

Table 2R1.19 Tutored Student Population (TUT)

Student Count	FY12	FY13	FY14	FY15	FY16
# Served	116	404	312	412	412
% of Pop. Served	4.6%	15.3%	12.3%	17.1%	18.8%
Population % Target					10%

NOTE: SET TARGETS!

Identifying and supporting students with tutoring needs

Question: **How** do you know your support was successful?
Define: What is "success"?

1. Course Completion Rates of Students Receiving Tutoring
2. Satisfaction Satisfaction (SSI)

SSI Tutoring Student Satisfaction

SSI Score	2005	2008	2011	2014
Services Helpful	4.99	4.97	5.15	5.07
Services Avail.	5.38	5.14	5.25	5.28
Study Areas Avail	5.22	5.32	5.31	5.47
SSI Nat'l Mean Target				5.60

Student Complaints

Measuring student complaint resolution effectiveness

1. Count, Categorize, and Analyze Trends

Table 2R1.30 Complaints by Type and Year

	Course Issues: Move Classes / Course Repeat / Test Date	Grade Change: F/D / No W	Invoicing: Refund / Return File	Laptop/IT: Refund / Return	Reference Desk: Request / opt / Transfered	Academic: Request / Return / Instructor Issue	Other: Prog Dismissal / Deny Start / Scholarship	Totals:
2015-2016	Total: 15	3	3	7	0	0	0	28
% Granted	86%	75%	33%	79%	0%	0%	0%	72%
2014-2015	Total: 9	3	4	2	0	0	0	19
% Granted	55%	100%	40%	50%	0%	0%	50%	48%
2013-2014	Total: 25	5	1	12	3	1	1	45
% Granted	20%	100%	100%	75%	0%	0%	0%	78%
2012-2013	Total: 41	8	9	11	3	1	0	71
% Granted	39%	7	4	9	1	0	0	54
2009-2012	Total: 35.67	7	4	8.7	1	0.67	0.33	57.37
Average: % Granted	73%	93%	62%	73%	0%	0%	0%	88%

Student Complaints

2. # of Complaints – Days to Resolution

Table 2R4.1 Total Complaints/Appeals by Year

09-12 Aver	2012-2013	2013-2014	2014-2015	2015-2016
Count	57	70	45	40
Target:				45

Table 2R4.2 Days to Complaints/Appeals Resolution

09-12 Aver	2012-2013	2013-2014	2014-2015	2015-2016
Average	3.25	7.09	7.31	13.40
Median	3	3	4.5	7.5
Target (Average Days):				10

Student Complaints

3. Student Satisfaction

Table 2R4.4 SSI: Channels for expressing student complaints are readily available

Scores	2005	2008	2011	2014
Southeast Tech	5.02	5.02	5.04	4.92
Yr-to-Yr Gap	NA	0.00	0.02	-0.12
National Mean	4.88		4.90	5.00
GAP to Mean	.14**		.14**	-0.08
Target				5.00

Criteria 3.C The institution has faculty/staff needed for effective, high-quality programs/student services

Using an SSI Category

SSI Instructional Effectiveness

Scores	2005	2008	2011	2014
Southeast Tech	5.46	5.43	5.54	5.50
Yr-to-Yr Gap	NA	-0.03	.11**	-0.04
National Mean	5.33	5.38	5.42	5.51
GAP to Mean	.13***		0.05	.12***
Target				5.51

Criteria 3.C.5: Instructors Are Accessible for Student Inquiry

The statement below is not a process and is not evidence:
 "Our College requires all faculty to have five office hours a week."

It does not answer when hours are set, how they are set, who assures the hours are set, how hours are determined, what measures are used to assure hours are set, how effective the hours are to support student learning, what do students think about accessibility, etc.

Criteria 3.C.5: Instructors Are Accessible for Student Inquiry

1. Collect Office Hours from All Faculty and report percentage meeting requirements
2. If Posting is Required – Report on how many posted
3. Check that office hours are being held - report results
4. Any Student Complaints on Accessibility? - Report # and how resolved
5. Student Satisfaction:

SSI: Instructors Are Accessible for Student Inquiry

SSI Score	2011	2014	2017
Southeast Tech	5.71	5.68	5.79
Target			5.75

Criteria 3.D.3: The College provides academic advising suited to student needs

Using an SSI Category

SSI Academic Advising/Counseling

Scores	2005	2008	2011	2014
Southeast Tech	5.49	5.44	5.47	5.50
Yr-to-Yr Gap	NA	-0.05	0.03	0.03
National Mean	5.13	5.19	5.20	5.32
GAP to Mean	.36***		.25***	.18***
Target				5.32

Criteria 2.B: Presenting the College clearly and completely to students/public

Table 1RS.1 SSI Admissions Accurately Portray Campus

SSI Score	2005	2008	2011	2014
Southeast Tech	5.19	5.23	5.27	5.27
SSI Nat'l Mean Target	5.28			

SSI Financial Aid Awards Are Announced Timely

Ranking	2005	2008	2011	2014
Southeast Tech	NA	4.90	5.08	5.18
SSI Nat'l Mean Target	5.11			

SSI Financial Aid Counselors are Helpful

Ranking	2005	2008	2011	2014
Southeast Tech	NA	5.11	5.20	5.32
SSI Nat'l Mean Target	5.18			

Contact Info



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Resources to support your efforts

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Student Satisfaction is linked with:

- Individual student retention (higher)
- Institutional graduation rates (higher)
- Institutional alumni giving (higher)
- Institutional loan default rates (lower)

Learn more here: www.RuffaloNL.com/benchmark

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2018 National Student Satisfaction and Priorities Report
Focusing on Satisfaction Levels for Demographic Subpopulations

Based on 895 four-year and two-year public and private institutions using the 2016-2017 National Student Satisfaction Survey

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Just released! Download the full report from here:
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Results from the RNL Student Satisfaction Inventory™ (SSI), RNL Adult Student Priorities Survey™ (ASPS) or the RNL Priorities Survey for Online Learners™ (PSOL)

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How do I do this?

- When do I survey?
- Who do I survey?
- How do I survey?
- What do I survey?
- What is the cost?



www.RuffaloNL.com/SatisfactionSurveyTutorials

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Join us for these upcoming Webinars

- Top Practices in Higher Ed Marketing and Recruitment
October 10 at 2:00 p.m. Eastern
- Student Satisfaction Data: Overcoming Barriers and Facilitating Use
 - Springfield College (MA)
 - Florida Polytechnic University (FL)
 - Liberty University (VA)**October 23 at 2:00 p.m. Eastern**

Register now: www.RuffaloNL.com/Events

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