



Student Satisfaction Inventory: How to Best Use the SSI on Your Campus

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Today's agenda

- 1 Introductions
- 2 Core concepts and the case for satisfaction assessment
- 3 Systematic assessment cycle
- 4 Possible research projects
- 5 Resources to help support your efforts / closing thoughts




A little bit more about me . . .


- 1988 graduate of Cornell College (IA)
- I have been with Ruffalo Noel Levitz since 1993
- I am responsible for the management of the Satisfaction-Priorities Surveys

The RNL Satisfaction-Priorities Survey (SPS) Team







Julie Bryant

Shannon Cook

Courtney Greene


Natalie McVay

Wanda Reyhons





Ruffalo Noel Levitz Satisfaction-Priorities Survey (SPS) 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.
- **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)

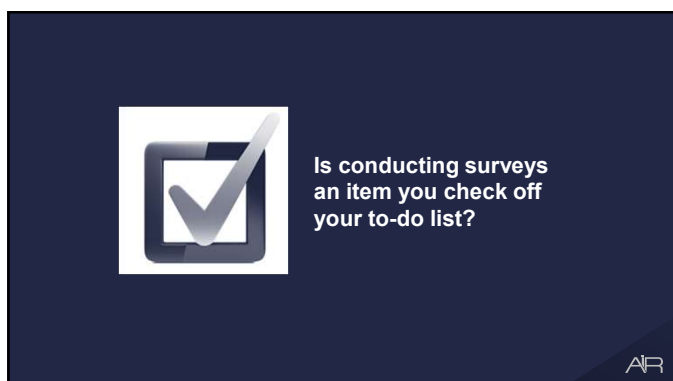






- ### Introductions of participants:
- Your name and title
 - Your institution and its location
 - Institution type:
 - Four-year private or public
 - Community college
 - Two-year private or career school
 - Graduate program
 - Online program
 - Which survey instrument(s) you are using: SSI, IPS, ASPS, PSOL, PSI
 - How long you have been administering the survey?
 - Your personal experience with using the data.
 - What are you hoping to learn today?
- 

- ### Suggestions for making the most of our time together
- Write down lots of ideas
 - Talk with each other and share information
 - What worked, what didn't
 - What you want to do differently next time
 - Ways you have analyzed and presented the data
 - Additional research you are interested in doing
 - Active interaction!
- 

- ### In your packet:
- New Ideas worksheet
 - Evaluation form to be completed and returned before you leave today
 - Assessment flyer with details on the tools available from RNL
 - Overview of the RNL Satisfaction-Priorities Surveys
 - Overview of RNL student success support
 - My business card
- 



- ### Goals for our time together:
- Provide you with practical examples of ways to best gather, review, share, and respond to your satisfaction survey data
 - Spark ideas for what you can do differently on your campus
 - Look for opportunities to support taking action with the data on your campus.
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“ Schools don't lack for data. However, they often lack the ability to take action with that data.

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“ Culture is the way we do things around here.

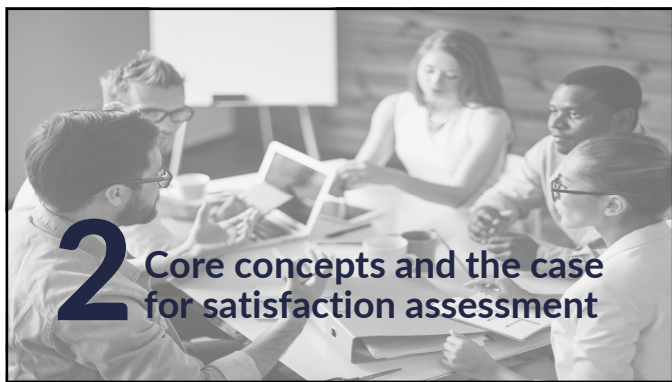
Terrence Deal and Allan Kennedy

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“ The act of measurement takes an unknown quantity and makes it known. When you measure something, you immediately become more certain about the situation. Measurement won't magically solve your problems, but it will clarify the situation, pull you out of the black box of worry and uncertainty, and help you get a grip on what is actually happening.

James Clear
www.JamesClear.com

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Ruffalo Noel Levitz
Satisfaction-Priorities Survey
core concepts

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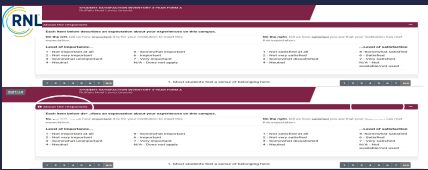
Definition of satisfaction:

When expectations are met or exceeded by the student's perception of the campus reality.

Schreiner & Jullerat, 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.

Matrix for prioritizing action



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Student satisfaction data can support efforts in:



Data points:

- Up to 70+ items rated for importance and satisfaction on a 7-point Likert scale
- Three 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

The Case for Satisfaction Assessment

Effective practices for student success, retention, and completion

Effectiveness of retention practices			
	Institution type	Using method	Very or somewhat effective
Using student satisfaction assessment data to make changes to address attrition	4-Year Public	85.2%	60.9%
	4-Year Private	91.0%	87.3%
	2-Year Public	88.9%	68.8%

2017 Buffalo Noel Levitz Effective Practices Report for Student Success, Retention and Completion

Student Satisfaction is Linked With:

Individual student retention (higher)	Institutional graduation rates (higher)	Institutional alumni giving (higher)	Institutional loan default rates (lower)
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Learn more here: www.RuffaloNL.com/benchmark

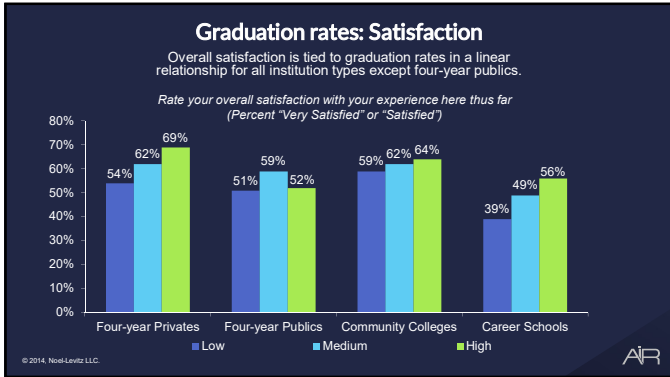
Retention:

Linking Student Satisfaction and Retention (2009) and Predicting Student Retention at Community Colleges (2015)

Graduation Rates:

The Relationship of Student Satisfaction to Key Indicators for Colleges and Universities (2014)

www.RuffaloNL.com/benchmark



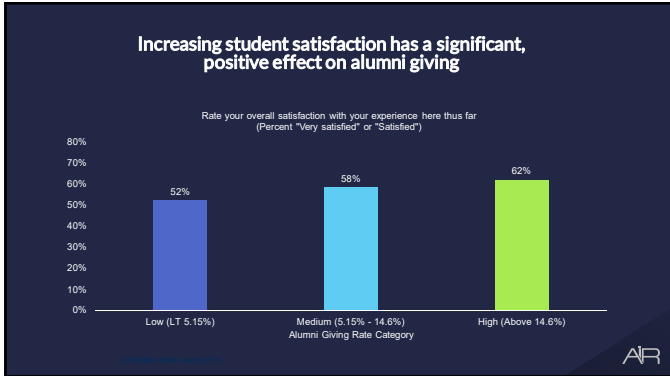
Alumni Giving

The Correlation Between College Student Satisfaction and Alumni Giving (2015)

www.RuffaloNL.com/benchmark

Loan Default:

Student satisfaction linked to lower loan default rates (A blog published on September 12, 2016 on <http://blogem.RuffaloNL.com>)

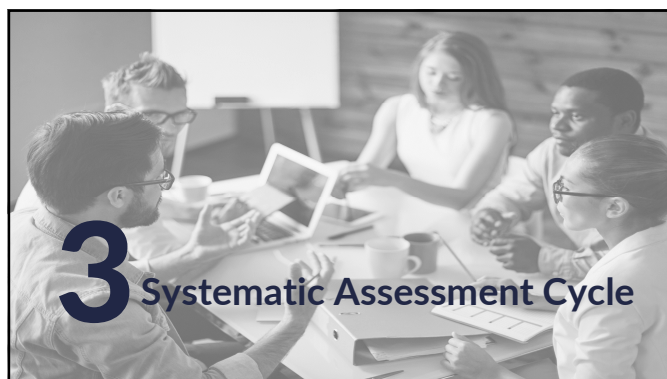


Research option: Consider running your own analysis on individual student retention, graduation rates and alumni giving with your satisfaction results.

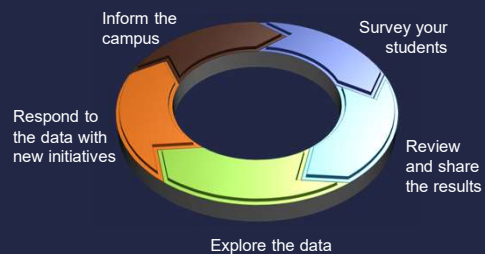
Considerations for this type of study:

1. Online administration of the SSI for student level identifiers.
2. Flag students in subsequent terms for graduated, still enrolled, not enrolled.
3. Analyze satisfaction levels and items that correlate with student retention.

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Systematic Assessment Cycle



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Survey Your Students

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Take advantage of campus-defined items

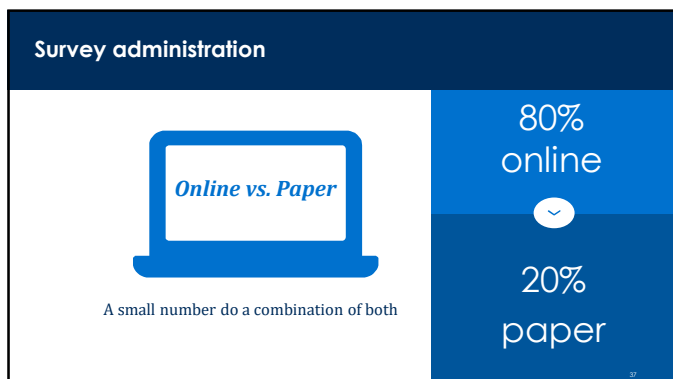
- Ten items rated for importance and satisfaction
 - Sample items available upon request
- Demographic item(s) – examples:
 - First generation student
 - Campus location
 - Receiving financial aid?
- Unlimited list of majors/programs

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What needs to be determined?

- When are you going to survey?
 - Fall or spring? Which specific weeks of the academic year?
 - Establish a regular cycle that makes sense with the other surveys you are administering
- Who are you going to survey?
 - Entire population? A special subpopulation of students?
 - Traditional students and adults and online learners?
- How are you going to survey?
 - Paper or online?

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Critical step: Communication on campus in advance of the survey

1. Campus personnel: Faculty and staff
2. Students

With faculty/staff: Set the stage from the top leadership

Help everyone to understand why the student data are important to the institution and what you plan to do with the data

With students:

- What's in it for them?**
 - Chance to provide feedback to the campus
 - Incentives
- If you have surveyed in the past, let them know how you have used the data to inform decision making.**
- What you are going to do with their feedback?**

Online administrations: 20 percent overall average response rate

- Higher for residential campuses
- Higher for smaller campuses
- Lower for nontraditional populations
- Women tend to respond more than men
- Students with higher GPAs more likely to respond

Most frequently cited reason why students didn't respond to the survey:

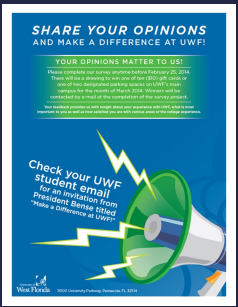
"We never saw the invitation."

Shared during an AIR Forum 2015 session by James Cole and Shimon Sarraf

Suggestion for seven touches:

- Research indicates that people need seven touches—or exposures to an idea to take action.
1. On-campus campaign (posters, table tents, digital signage on campus)
 2. Online campaign (website, Facebook)
 3. Invitation email
 4. Twitter campaign (utilize social media ambassadors)
 5. Reminder email
 6. Announcements in class by faculty
 7. Final reminder email

You may want to create a theme around your seven touches.



Suggestion: Partner with marketing/PR office for ideas and assistance to expand the promotion of the survey before the next administration.





What have you done on your campus?

Review and share the results



Review the results with:

- Top leadership
- Faculty and staff
- Students


Share the results through a variety of methods

- Presentations
- Written executive summaries
- Bite-size nuggets
- One-on-one meetings
- Group brainstorming sessions





Questions to answer as you share the results:


- What survey was administered?
- Who was surveyed?
- When was the survey conducted?
- How were the data gathered?
- Why are the data critical?
- Where will you go from here?



Seven questions the Satisfaction Priorities Survey data will help you answer



1. Who are your students?



SSI Four-Year Private Sample

WELCOME Strategic Planning Overview Item Report Scale Report Summary Report Item Percentage Report **Demographics**

Expand / Toggle All Print Entire Report Print This Section

Refresh the master data that was attached by the reports of survey participants

Gender		N	%
Female	295	62.29%	
Male	173	35.71%	
Total	468	100%	
No Answer	24		

Age		N	%
18 and under	34	7.27%	
19 to 24	422	89.73%	
25 to 34	12	2.57%	
35 to 44	2	0.43%	
45 and over	4	0.85%	
Total	474	100%	
No Answer	20		

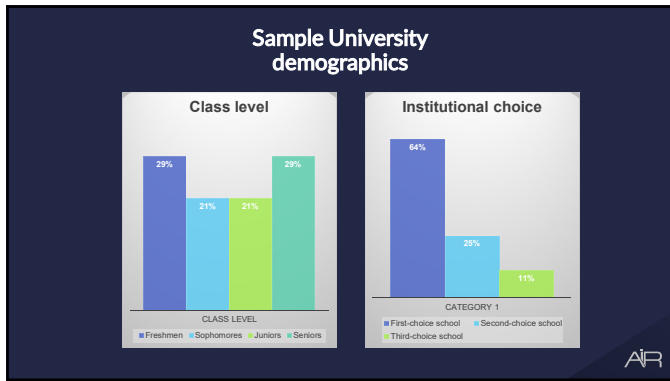
Ethnicity/Race		N	%
African American	11	2.32%	
Asian Indian or Asian Indian	1	0.21%	
Asian or Pacific Islander	25	5.28%	
Caucasian/White	328	69.39%	
Hispanic	34	7.18%	
Other race	34	7.22%	
Race/ethnicity not reported	30	6.37%	
Total	474	100%	
No Answer	11		

Current Residence		N	%
Residence hall	234	49.37%	
Family/Community	4	0.85%	
Own house	41	8.64%	
Residence or apt off campus	231	48.44%	
Parent's house	102	21.52%	
Other residence	19	4.01%	
Total	471	100%	
No Answer	23		

Residence Classification		N	%
In-state	277	58.76%	
Out of state	232	48.77%	
International (not U.S. citizen)	122	25.74%	
Total	471	100%	
No Answer	31		

Disabilities		N	%
Yes - Disability	51	10.76%	
No - Disability	377	79.24%	
Total	428	100%	
No Answer	34		

Institution Visit Frequency		N	%
At least once	474	100%	
No Answer	0		



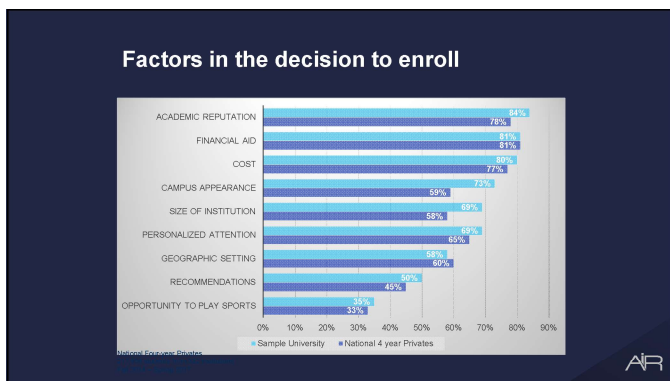
Why is institutional choice important

Students who perceive themselves to be at the first choice institution tend to have **higher** satisfaction levels than students who perceive themselves to be at their second or third choice.

2. Why do students enroll at your institution?

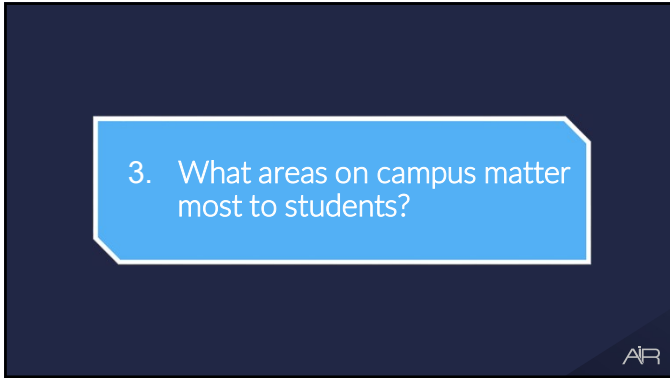
SSI Four-Year Private Sample

Item	Sample University	National 4-year Private	Sample University	National 4-year Private	Sample University	National 4-year Private
1. The institution has a history of strong academic achievement	81%	78%	81%	78%	81%	78%
2. Faculty are well qualified to teach	79%	76%	79%	76%	79%	76%
3. Faculty care about students as individuals	77%	74%	77%	74%	77%	74%
4. Administration staff are well qualified	75%	72%	75%	72%	75%	72%
5. Physical and equipment are top quality	73%	70%	73%	70%	73%	70%
6. The campus is clean and attractive	71%	68%	71%	68%	71%	68%
7. The campus is safe	69%	66%	69%	66%	69%	66%
8. The content of the courses offers my major in a relevant way	67%	64%	67%	64%	67%	64%
9. The institution has a strong reputation for research	65%	62%	65%	62%	65%	62%
10. The institution has a strong reputation for service	63%	60%	63%	60%	63%	60%
11. The institution has a strong reputation for leadership	61%	58%	61%	58%	61%	58%
12. The institution has a strong reputation for innovation	59%	56%	59%	56%	59%	56%
13. The institution has a strong reputation for social responsibility	57%	54%	57%	54%	57%	54%
14. The institution has a strong reputation for environmental stewardship	55%	52%	55%	52%	55%	52%
15. The institution has a strong reputation for diversity	53%	50%	53%	50%	53%	50%
16. The institution has a strong reputation for global education	51%	48%	51%	48%	51%	48%
17. The institution has a strong reputation for leadership in its field	49%	46%	49%	46%	49%	46%
18. The institution has a strong reputation for innovation in its field	47%	44%	47%	44%	47%	44%
19. The institution has a strong reputation for social responsibility in its field	45%	42%	45%	42%	45%	42%
20. The institution has a strong reputation for environmental stewardship in its field	43%	40%	43%	40%	43%	40%
21. The institution has a strong reputation for diversity in its field	41%	38%	41%	38%	41%	38%
22. The institution has a strong reputation for global education in its field	39%	36%	39%	36%	39%	36%
23. The institution has a strong reputation for leadership in its field	37%	34%	37%	34%	37%	34%
24. The institution has a strong reputation for innovation in its field	35%	32%	35%	32%	35%	32%
25. The institution has a strong reputation for social responsibility in its field	33%	30%	33%	30%	33%	30%
26. The institution has a strong reputation for environmental stewardship in its field	31%	28%	31%	28%	31%	28%
27. The institution has a strong reputation for diversity in its field	29%	26%	29%	26%	29%	26%
28. The institution has a strong reputation for global education in its field	27%	24%	27%	24%	27%	24%
29. The institution has a strong reputation for leadership in its field	25%	22%	25%	22%	25%	22%
30. The institution has a strong reputation for innovation in its field	23%	20%	23%	20%	23%	20%
31. The institution has a strong reputation for social responsibility in its field	21%	18%	21%	18%	21%	18%
32. The institution has a strong reputation for environmental stewardship in its field	19%	16%	19%	16%	19%	16%
33. The institution has a strong reputation for diversity in its field	17%	14%	17%	14%	17%	14%
34. The institution has a strong reputation for global education in its field	15%	12%	15%	12%	15%	12%
35. The institution has a strong reputation for leadership in its field	13%	10%	13%	10%	13%	10%
36. The institution has a strong reputation for innovation in its field	11%	8%	11%	8%	11%	8%
37. The institution has a strong reputation for social responsibility in its field	9%	6%	9%	6%	9%	6%
38. The institution has a strong reputation for environmental stewardship in its field	7%	4%	7%	4%	7%	4%
39. The institution has a strong reputation for diversity in its field	5%	2%	5%	2%	5%	2%
40. The institution has a strong reputation for global education in its field	3%	0%	3%	0%	3%	0%



What is the value of looking at enrollment factors?

Provides your enrollment management team with greater understanding and context of why students are selecting the institution; may provide opportunity to refocus factors (i.e. raise academic reputation perceptions).



SSI Four-Year Private Sample

Navigation: Strategic Planning Overview | Item Report | **Scale Report** | Summary Report | Item Percentage Report | Demographics

Expand | Toggle All | Hide Extra Report | View This Section

Not on each column in our data for significance level

#	Scale Item	SSI Four-Year Private Sample				National Four-Year Privates			
		Response	Reliability	SD	Cap #	Response	Reliability	SD	Cap #
	Academic Advising	612	0.92	1.28	626	580	0.92	1.25	624
	Safety and Security	606	0.82	1.21	144	624	0.81	1.21	150
	Instructional Effectiveness	603	0.81	1.08	1.13	628	0.80	1.07	623
	Registration Effectiveness	594	0.85	1.15	0.89	628	0.84	1.28	626
	Student Centeredness	589	0.75	1.14	0.84	627	0.83	1.28	632
	Campus Climate	586	0.80	1.04	0.88	624	0.80	1.14	626
	Recruitment and Financial Aid	583	0.80	1.16	0.88	622	0.80	1.08	1.01
	Concern for the Individual	584	0.80	1.08	0.86	624	0.80	1.28	624
	Campus Support Services	577	0.72	1.07	0.84	626	0.80	1.08	631
	Service Excellence	572	0.87	1.03	0.85	618	0.82	1.13	625
	Campus Life	568	0.81	1.07	0.87	598	0.87	1.15	631
	Responsiveness to Diverse Populations	553	0.78	1.08	0.80	574	0.82	1.42	621

*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 27760 students

Sample University's Scales in order of importance

Scale	Sample University	National Four-year Privates
Student centeredness	1	3
Instructional effectiveness	2	1
Academic advising	3	2
Campus climate	4	4 (tie)
Concern for the individual	5	4 (tie)
Recruitment and financial aid	6	7
Safety and security	7	4 (tie)
Service excellence	8	9
Registration effectiveness	9	8
Campus support services	10	10
Campus life	11	11

Why include this view?

Establishes the big picture on the areas that matter to students; helps everyone to understand the categories that matter most to students.

SSI Four-Year Private Sample

Navigation: Strategic Planning Overview | Item Report | **Scale Report** | Summary Report | Item Percentage Report | Demographics

Expand | Toggle All | Hide Extra Report | View This Section

Not on each column in our data for significance level

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National Group Means are based on 27760 students

Why look at the items within the scales?

Assists you with seeing the items that are relevant within each category; use this approach when meeting with departments responsible for instruction, registration, financial aid, etc.

4. What do your students think you are doing well?

5. What do your students think you could be doing better?

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Matrix for prioritizing action

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Formula for strengths and challenges

- Strengths:** Items at or above the mid-point in importance AND in the upper quartile of satisfaction scores
- Challenges:** Items at or above the mid-point in importance AND in the upper quartile of performance gaps

Based on your data set; does not take into account the external benchmarking

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Sample University's strengths and challenges

Strengths

- The content of courses within my major is valuable.
- My academic advisor is knowledgeable about requirements in my major.
- The campus is safe and secure for all students.
- The instruction in my major field is excellent.
- My academic advisor is approachable.
- Nearly all faculty are knowledgeable in their field.

Challenges

- I am able to register for classes with few conflicts.
- The quality of instruction in most of my classes is excellent.
- Security staff respond quickly in emergencies.
- There is a good variety of courses provided on this campus.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.

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Sample University Instructional strengths and challenges

Strengths:


- The content of courses within my major is valuable.
- The instruction in my major field is excellent.
- Nearly all faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.

Challenges:

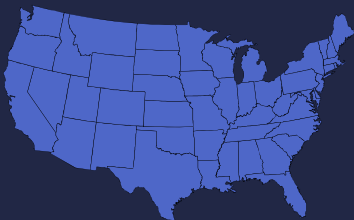
- Major requirements are clear and reasonable.
- Faculty are fair and unbiased in their treatment of students.
- Faculty provide timely feedback about student progress in a course.




6. How do you compare with institutions nationally?



The results are compared with a national comparison group



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



Current National Comparison Groups

FOUR-YEAR PRIVATE 215,573 STUDENTS FROM 318 INSTITUTIONS 20% FRESHMEN; 21% SOPHOMORES; 22% JUNIORS; 23% SENIORS	FOUR-YEAR PUBLIC 64,377 STUDENTS FROM 60 INSTITUTIONS 25% FRESHMEN; 17% SOPHOMORES; 24% JUNIORS; 26% SENIORS
COMMUNITY AND TECHNICAL COLLEGES 142,906 STUDENTS FROM 185 INSTITUTIONS 65% FULL-TIME; 35% PART-TIME	ONLINE LEARNERS 126,748 STUDENTS FROM 175 INSTITUTIONS 66% UNDERGRADUATE; 34% GRADUATE
ADULT UNDERGRADUATES 30,294 STUDENTS FROM 158 INSTITUTIONS 73% FULL-TIME; 27% PART-TIME	ADULT GRADUATE STUDENTS 36,888 STUDENTS FROM 158 INSTITUTIONS 71% FULL-TIME; 29% PART-TIME 94% PRIMARILY ONLINE; 6% PROBABLY ON-CAMPUS


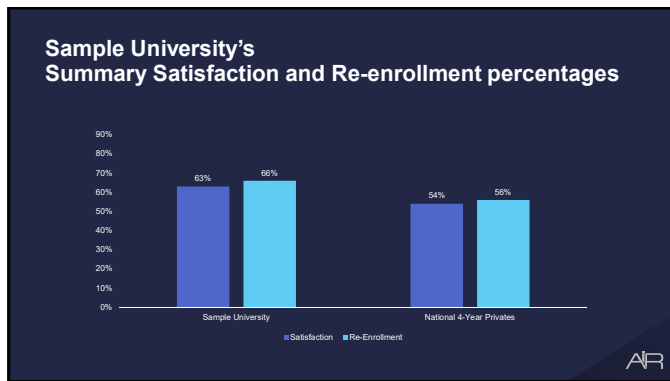
THREE ACADEMIC YEARS OF DATA, AGGREGATED
 2015-16 | 2016-17 | 2017-18

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 2018 National Student Satisfaction and Priorities Report



SSI Four-Year Private Sample

Question	2015-16 Private Sample	National Four-Year Privates	Change
1) How has your college experience met your expectations?	422	422	0%
2) Skills and areas that reported	2%	2%	0%
3) Private that reported	10%	10%	0%
4) Private that reported	20%	20%	0%
5) Private that reported	20%	20%	0%
6) Private that reported	1%	1%	0%
7) How well the reported	6%	12%	-6%
8) Are you overall satisfied with your experience here? (n=)	58	58	0%
9) How satisfied are you?	7%	7%	0%
10) How satisfied are you?	7%	4%	+3%
11) How satisfied are you?	7%	6%	+1%
12) How satisfied are you?	20%	11%	+9%
13) How satisfied are you?	20%	10%	+10%
14) How satisfied are you?	20%	20%	0%
15) How satisfied are you?	20%	20%	0%
16) How satisfied are you?	20%	20%	0%
17) How satisfied are you?	20%	20%	0%
18) How satisfied are you?	20%	20%	0%
19) How satisfied are you?	20%	20%	0%
20) How satisfied are you?	20%	20%	0%
21) How satisfied are you?	20%	20%	0%
22) How satisfied are you?	20%	20%	0%
23) How satisfied are you?	20%	20%	0%
24) How satisfied are you?	20%	20%	0%
25) How satisfied are you?	20%	20%	0%
26) How satisfied are you?	20%	20%	0%
27) How satisfied are you?	20%	20%	0%
28) How satisfied are you?	20%	20%	0%
29) How satisfied are you?	20%	20%	0%
30) How satisfied are you?	20%	20%	0%
31) How satisfied are you?	20%	20%	0%
32) How satisfied are you?	20%	20%	0%
33) How satisfied are you?	20%	20%	0%
34) How satisfied are you?	20%	20%	0%
35) How satisfied are you?	20%	20%	0%
36) How satisfied are you?	20%	20%	0%
37) How satisfied are you?	20%	20%	0%
38) How satisfied are you?	20%	20%	0%
39) How satisfied are you?	20%	20%	0%
40) How satisfied are you?	20%	20%	0%
41) How satisfied are you?	20%	20%	0%
42) How satisfied are you?	20%	20%	0%
43) How satisfied are you?	20%	20%	0%
44) How satisfied are you?	20%	20%	0%
45) How satisfied are you?	20%	20%	0%
46) How satisfied are you?	20%	20%	0%
47) How satisfied are you?	20%	20%	0%
48) How satisfied are you?	20%	20%	0%
49) How satisfied are you?	20%	20%	0%
50) How satisfied are you?	20%	20%	0%
51) How satisfied are you?	20%	20%	0%
52) How satisfied are you?	20%	20%	0%
53) How satisfied are you?	20%	20%	0%
54) How satisfied are you?	20%	20%	0%
55) How satisfied are you?	20%	20%	0%
56) How satisfied are you?	20%	20%	0%
57) How satisfied are you?	20%	20%	0%
58) How satisfied are you?	20%	20%	0%
59) How satisfied are you?	20%	20%	0%
60) How satisfied are you?	20%	20%	0%
61) How satisfied are you?	20%	20%	0%
62) How satisfied are you?	20%	20%	0%
63) How satisfied are you?	20%	20%	0%
64) How satisfied are you?	20%	20%	0%
65) How satisfied are you?	20%	20%	0%
66) How satisfied are you?	20%	20%	0%
67) How satisfied are you?	20%	20%	0%
68) How satisfied are you?	20%	20%	0%
69) How satisfied are you?	20%	20%	0%
70) How satisfied are you?	20%	20%	0%
71) How satisfied are you?	20%	20%	0%
72) How satisfied are you?	20%	20%	0%
73) How satisfied are you?	20%	20%	0%
74) How satisfied are you?	20%	20%	0%
75) How satisfied are you?	20%	20%	0%
76) How satisfied are you?	20%	20%	0%
77) How satisfied are you?	20%	20%	0%
78) How satisfied are you?	20%	20%	0%
79) How satisfied are you?	20%	20%	0%
80) How satisfied are you?	20%	20%	0%
81) How satisfied are you?	20%	20%	0%
82) How satisfied are you?	20%	20%	0%
83) How satisfied are you?	20%	20%	0%
84) How satisfied are you?	20%	20%	0%
85) How satisfied are you?	20%	20%	0%
86) How satisfied are you?	20%	20%	0%
87) How satisfied are you?	20%	20%	0%
88) How satisfied are you?	20%	20%	0%
89) How satisfied are you?	20%	20%	0%
90) How satisfied are you?	20%	20%	0%
91) How satisfied are you?	20%	20%	0%
92) How satisfied are you?	20%	20%	0%
93) How satisfied are you?	20%	20%	0%
94) How satisfied are you?	20%	20%	0%
95) How satisfied are you?	20%	20%	0%
96) How satisfied are you?	20%	20%	0%
97) How satisfied are you?	20%	20%	0%
98) How satisfied are you?	20%	20%	0%
99) How satisfied are you?	20%	20%	0%
100) How satisfied are you?	20%	20%	0%

SSI Four-Year Private Sample

Item	Response	Satisfaction / N	Score	Response	Satisfaction / N	Score	Change #
1. The quality of instruction received from the faculty members	4.00	100 / 100	100	4.00	100 / 100	100	0.00
2. The quality of instruction received from the staff members	3.80	100 / 100	100	3.80	100 / 100	100	0.00
3. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
4. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
5. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
6. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
7. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
8. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
9. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
10. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
11. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
12. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
13. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
14. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
15. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
16. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
17. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
18. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
19. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
20. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00

SSI Four-Year Private Sample

Item	Response	Satisfaction / N	Score	Response	Satisfaction / N	Score	Change #
1. The quality of instruction received from the faculty members	4.00	100 / 100	100	4.00	100 / 100	100	0.00
2. The quality of instruction received from the staff members	3.80	100 / 100	100	3.80	100 / 100	100	0.00
3. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
4. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
5. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
6. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
7. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
8. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
9. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
10. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
11. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
12. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
13. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
14. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
15. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
16. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
17. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
18. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
19. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00
20. The quality of instruction received from the teaching staff	3.80	100 / 100	100	3.80	100 / 100	100	0.00

Strengths with lower satisfaction / challenges with higher satisfaction

Strengths: "While these items have relatively higher satisfaction for our students, we have room for additional improvement against the national comparison group."

Challenges: "Even though we match up positively versus the national comparison group, we have room for more improvement based on the internal range of what is possible."

Demographic Influences on Satisfaction

Nationally, these demographic groups typically reflect higher satisfaction:


- Females
- Caucasians
- Students at their first choice institution
- First-year students
- Age: 25 years and older

How your institution's demographics match up to the national comparison group could play a role in the satisfaction differences reflected in your results.

Option: Request a specialized comparison group with a subset of institutions.

- Minimum of 7 institutions
- No one school can dominate
- Each school must contribute a minimum number of records

7. Where have you improved over time?




SSI Four-Year Private Sample Year to Year

WELCOME - Strategic Planning Overview - **Item Report** - Score Report - Summary Report - Item Percentage Report - March 2017 Demographics - March 2019 Demographics


Item: 16. The student center is a comfortable place for students to spend their leisure time.

Item	March 2017			March 2019			Difference
	Percentage	Frequency	Std. Dev.	Percentage	Frequency	Std. Dev.	
16. The student center is a comfortable place for students to spend their leisure time.	63%	1,471	1.03	65%	1,481	1.03	2%




Sample University's 2019 vs. 2017 items with significant positive shifts

- Males and females have equal opportunities to participate in intercollegiate athletics. (0.14****)
- Counseling staff care about students as individuals. (0.12****)
- The student center is a comfortable place for students to spend their leisure time. (0.08****)
- Security staff respond quickly in emergencies. (0.07****)**
- The staff in the health services area are competent. (0.06**)
- Library resources and services are adequate. (0.06****)
- Library staff are helpful and approachable. (0.05****)
- Bookstore staff are helpful. (0.04*)
- Graduate teaching assistants are competent as classroom instructors. (0.04*)



Sample University 2019 vs. 2017 items with significant negative shifts

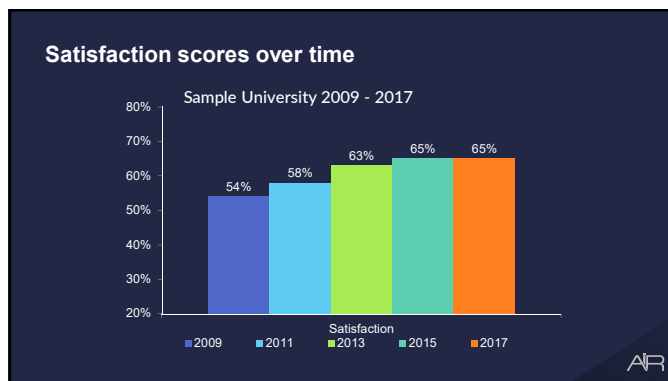
- The amount of student parking space on campus is adequate. (-0.26****)
- There is an adequate selection of food available in the cafeteria. (-0.19****)
- Parking lots are well-lighted and secure. (-0.17****)
- Billing policies are reasonable. (-0.15****)
- Living conditions in the residence halls are comfortable. (-0.14****)
- Most students feel a sense of belonging here. (-0.13****)
- The campus is safe and secure for all students. (-0.13****)**
- There are sufficient number of weekend activities for students. (-0.12****)
- Tuition paid is a worthwhile investment. (-0.12****)**
- Faculty are fair and unbiased in their treatment of individual students. (-0.11****)**
- It is an enjoyable experience to be a student on this campus. (-0.10****)
- This institution shows concern for students as individuals. (-0.10****)
- Student activities fees are put to good use. (-0.10****)

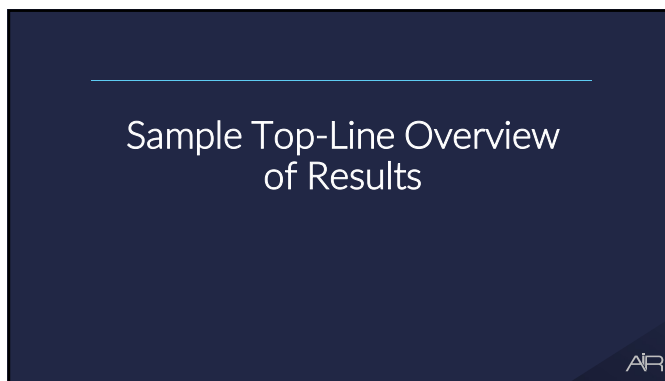


Sample University's strengths and challenges

2019 vs. 2017

Item	2019	2017
Students are made to feel welcome on campus.	Strength	Strength
Security staff respond quickly in emergencies.	Strength	Challenge
The campus staff are caring and helpful.	Strength	Strength
On the whole, the campus is well-maintained.	Strength	Strength
Faculty usually available after class/during office hours.	Strength	Strength
The content of courses within my major is valuable.	Challenge	Strength
I am able to register for classes with few conflicts.	Challenge	Challenge
Living conditions in the residence halls are comfortable.	Challenge	Challenge
Tuition paid is a worthwhile investment.	Challenge	Challenge
There are sufficient courses within my program of study.	Challenge	Challenge
Faculty are fair/unbiased in treatment of students.	Challenge	Challenge
Registration processes and procedures are convenient.	Challenge	Challenge



Sample top-line overview: Page one

- Overview of survey administrations
- Key demographics
- Enrollment factors

Sample top-line overview: Page two

- Scales in order of importance
- Summary satisfaction and re-enrollment scores

Sample top-line overview: Page three

- Items of strength
- Items of challenge

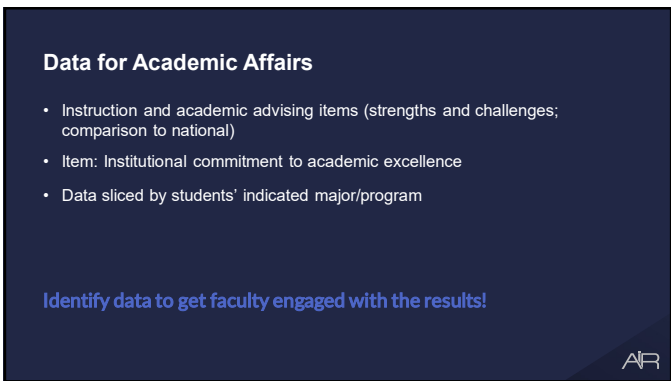
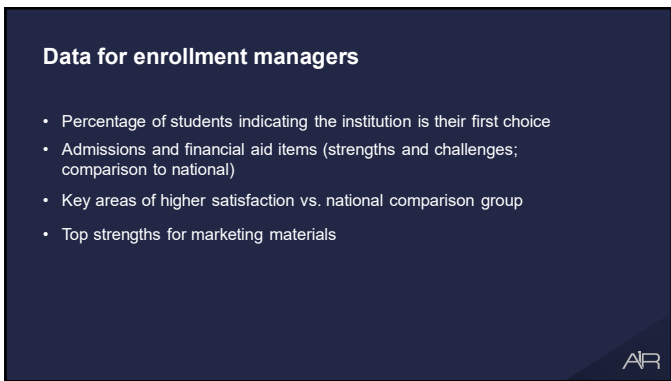
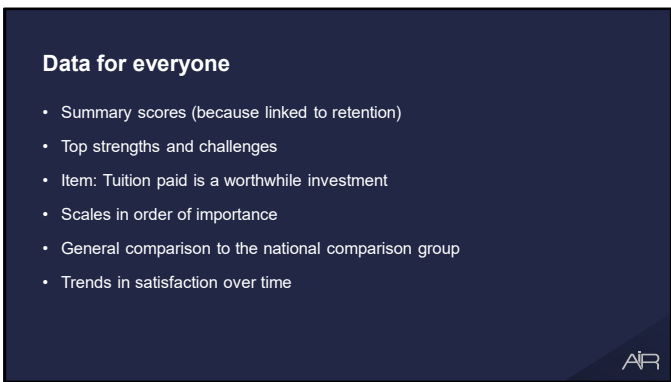
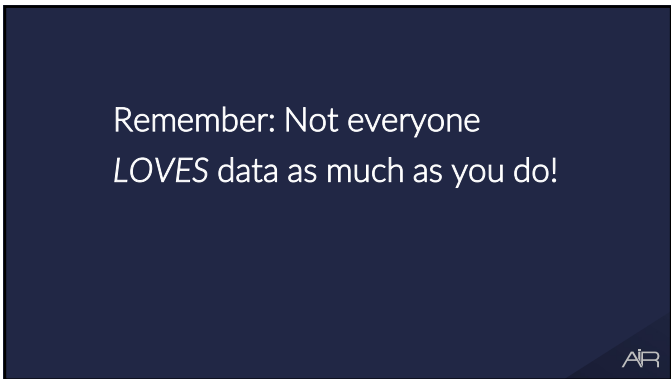
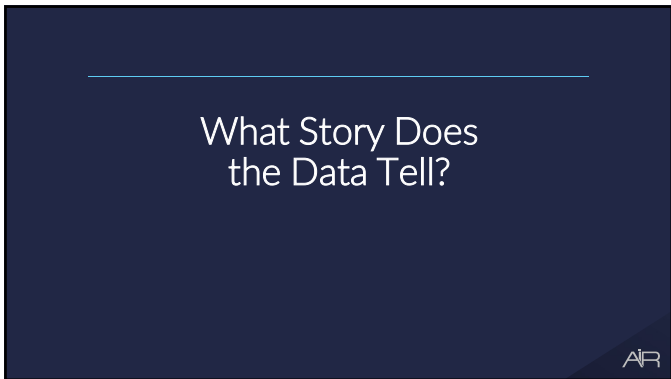
NEW Resource: Customizable Infographic

Available here:
www.RuffaloNL.com/InfographicSSI

We provide guidance on how to customize the Infographic.


Resource to share on campus with leadership and students.

Also on this site: A PowerPoint template



Data for Student Affairs

- Campus climate items (strengths and challenges; comparison to national)
- Sense of belonging, Made to feel welcome; Tuition paid is worthwhile investment.
- Campus life items (strengths and challenges; comparison to national)
- Residence halls; cafeteria; campus activities
- Support services items (strengths and challenges; comparison to national)
- Career services, orientation, tutoring



Data for directors of retention

- Summary scores (because linked to retention)
- Overall strengths to celebrate and overall challenges as priorities for response
- Campus climate items (strengths and challenges; comparison to national)
- Sense of belonging, Made to feel welcome
- Item: Tuition paid is a worthwhile investment
- Perceptions of institutional choice



Data for accreditation

- Satisfaction trends over time
- Survey items mapped to regional accreditation criteria
- Satisfaction levels vs. regional comparisons
- Summary scores



Data for institutional research

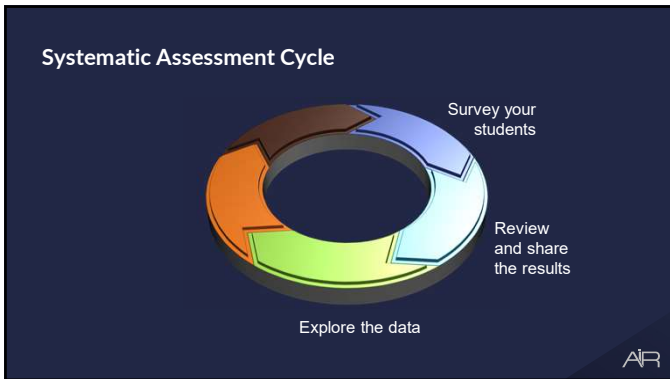
- Program level review data
- Satisfaction trends over time
- Data points on satisfaction as compared with engagement data points
- Student voice data for strategic planning efforts



Be sure to tell people what next steps are planned with the data

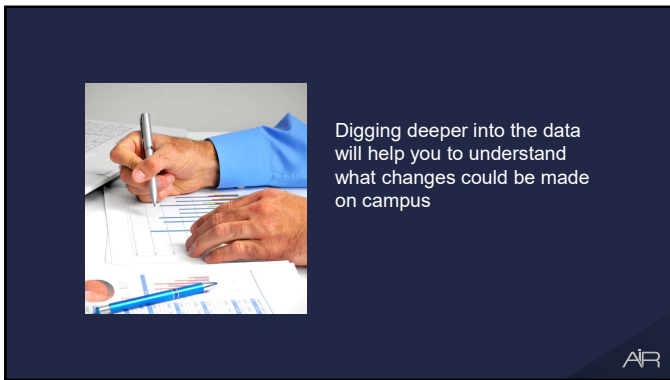


What have you done on your campus?



Explore the data

AIR



- ### Ways to explore your data:
- How satisfied are your subpopulations?
 - Raw data analysis
 - Target group reports
 - What else are students sharing with you?
 - Comments document from online administrations
 - Recommendation scores
 - Focus group discussions and brainstorming sessions
 - Students
 - Campus personnel
- AIR

Subpopulation Analysis

AIR


Subpopulation analysis: You can know better where to target specific initiatives based on the responses of particular populations on campus.

The data are also more relevant for some decision makers.

AIR

“ When we just look at the data at the aggregate level, we don't know how to move forward so we get stuck. We need to dive deeper into the subpopulation data to be able to identify specific initiatives.

SSI Client




Key demographic variables to review:

- Class level
- Enrollment status: Part-time / Full-time
- Day/Evening students
- Majors/Programs

Other variables to consider:

- Gender
- Race / Ethnicity
- Employment
- Campus location (if used as campus item)




Option one: Order the raw data and analyze it yourself

- Use Excel or SPSS

Option two: Order target groups from RNL

- Select the demographics that will provide the most insight for your population




Raw data file

Individual student responses:

- Importance scores for all items
- Satisfaction scores of all items
- Scores for the summary items
- Demographic responses
- Student identifier/random passcode

Ability to append the file

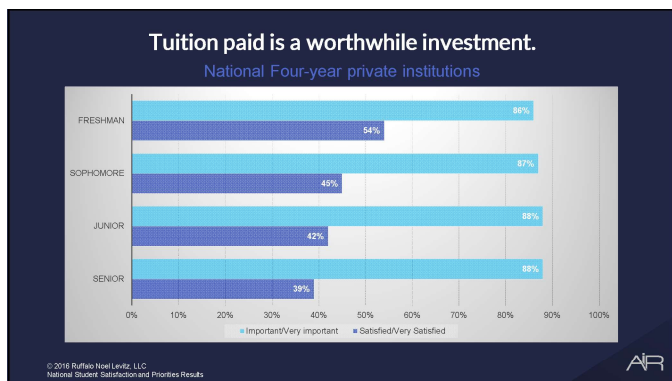
- Online administrations: random passcode assigned to student email
- Access to this information through the online portal



SSI Four-Year Private Sample Comparison Class Level


RUFFALO NOEL LEVITZ Student Satisfaction Inventory

Item	SSI Four-Year Private Sample			Freshman			Sophomore			Junior			Senior		
	Report	Sats / ID	Gap %	Report	Sats / ID	Gap %	Report	Sats / ID	Gap %	Report	Sats / ID	Gap %	Report	Sats / ID	Gap %
1. The number of the courses within my major is suitable.	4.88	5.75 / 1.26	0.09	6.11	5.97 / 1.11	0.94	6.22	6.38 / 1.16	1.02	6.72	6.50 / 1.12	0.90	6.88	6.65 / 1.13	0.81
10. The instruction in my major field is excellent.	4.84	5.76 / 1.30	0.08	6.02	5.94 / 1.19	0.88	6.58	6.78 / 1.25	0.80	6.96	6.76 / 1.14	0.79	6.99	6.80 / 1.16	0.89
11. Campus item 10	5.84	6.87 / 1.29	0.04	6.68	6.25 / 1.08	0.59	6.68	6.88 / 1.12	0.55	6.82	6.77 / 1.14	0.76	6.91	6.84 / 1.22	0.85
12. My academic advisor is knowledgeable about requirements in my major.	6.81	6.25 / 1.18	0.38	6.66	6.18 / 1.27	0.44	6.56	6.17 / 1.18	0.38	6.57	6.22 / 1.12	0.25	6.89	6.32 / 1.02	0.37
13. Campus item 11	6.81	6.87 / 1.43	0.71	6.68	6.13 / 1.17	0.54	6.53	6.51 / 1.14	0.62	6.91	6.56 / 1.12	0.93	6.74	6.60 / 1.24	0.56
14. My academic advisor is approachable.	6.58	6.11 / 1.29	0.47	6.28	6.19 / 1.16	0.44	6.58	6.58 / 1.12	0.48	6.82	6.16 / 1.28	0.46	6.63	6.22 / 1.19	0.42
15. The quality of instruction is excellent in most of my classes as required.	6.56	6.83 / 1.14	0.05	6.53	6.78 / 1.22	0.37	6.48	6.46 / 1.15	0.02	6.54	6.43 / 1.18	0.11	6.80	6.54 / 1.14	0.14
16. Needs of the faculty are knowledgeable in their field.	6.50	6.54 / 1.15	0.04	6.58	6.13 / 0.87	0.44	6.78	6.75 / 1.12	0.05	6.58	6.78 / 1.14	0.02	6.89	6.81 / 1.11	0.07
17. The campus is safe and secure for all students.	6.56	6.89 / 1.19	0.07	6.78	6.68 / 1.19	0.62	6.51	6.53 / 1.25	0.05	6.84	6.58 / 1.24	0.71	6.93	6.67 / 1.27	0.82
18. I am able to complete my courses in a timely and efficient manner.	6.53	6.88 / 1.23	0.08	6.27	6.09 / 1.19	0.18	6.23	6.54 / 1.14	0.69	6.58	6.82 / 1.12	0.69	6.83	6.85 / 1.14	0.68
19. Tuition paid is a worthwhile investment.	6.33	6.22 / 1.39	1.35	6.58	6.28 / 1.41	1.24	6.48	6.38 / 1.34	1.40	6.51	6.42 / 1.19	0.90	6.90	6.10 / 1.19	1.46
20. Faculty staff respond quickly to emergencies.	6.52	6.87 / 1.28	0.03	6.26	6.02 / 1.19	0.29	6.48	6.13 / 1.12	0.13	6.38	6.64 / 1.42	0.76	6.82	6.88 / 1.19	0.14
21. Major requirements are clear and reasonable.	6.32	6.34 / 1.28	0.08	6.55	6.07 / 1.19	0.34	6.52	6.61 / 1.28	0.06	6.42	6.07 / 1.24	0.75	6.80	6.30 / 1.23	0.80
22. My academic advisor is concerned about my	6.51	6.59 / 1.27	0.02	6.47	6.07 / 1.28	0.21	6.48	6.59 / 1.27	0.15	6.07	6.34 / 1.42	0.83	6.86	6.17 / 1.24	0.46





Create Excel pivot tables / dashboards


Allows you to sort the data based on demographic variables; select the variable and have the averages recalculate.




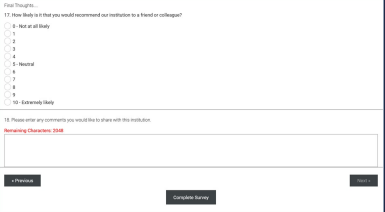
Find the right balance in enough data slices to inform you but not so many that you are spinning in circles and not moving forward



Recommendation Scores




Items found at the end of all of the online survey versions



Recommendation scores


- Delivered in a separate Excel file
- No student identifiers
- Can be calculated like a net promoter score
- General recommendations are to identify three sets of responses:
 - Individuals with a score of 9 or 10
 - Individuals with a score of 7 or 8
 - Individuals with a score of 0 to 6



Determine your recommendation score



- Subtract the percentage of individuals who are in the 0-6 set from the percentage of individuals in the 9-10 set
- Example:
 - 100 total responses
 - 70% = 9 or 10
 - 20% = 7 or 8
 - 10% = 0 to 6

70 – 10 = 60. A score of 50 or better is your target based on general guidelines.



Comments File




- ### Review the comments file from the online survey results
- Sort the comments into positive, negative, and informative
 - Identify comments to support your strengths and challenges
 - Any surprises?
 - What comments do you need to investigate further?
- 
- 



Focus Groups / Discussions



Focus groups with two groups on campus:




Students



Campus personnel



- ### Campus personnel: Brainstorming sessions
- Invite a cross section of the campus to participate
 - Administration, deans, and directors
 - Faculty
 - Front-line staff
 - Place individuals into cross-functional work groups
 - Provide worksheets with your key challenges
 - What else do we need to know?
 - How can we change perceptions with information?
 - What are immediate response opportunities?
 - What are longer-term options?
 - Who is responsible?
- 

Example: Discussion topics worksheets

RNL
Institutional Priorities Survey: Discussion Topics
Change: How do you challenge an institution?

What are the top 3-5 institutional goals? (List them, student staff discussion)

Communication options to change partnerships

Identify revenue activities

Engage: How through, priority opportunities

RNL
Institutional Priorities Survey: Discussion Topics
Change: How do you challenge an institution?

What are the top 3-5 institutional goals? (List them, student staff discussion)

What is a challenge/opportunity for the institution?

What is one high performing area on campus?

What is one challenge/opportunity for the institution?

AIR

This process will:

- Let people discover the data rather than reporting it to them
- Give them time and space to understand it
- Bring unusual combinations of people to consider and identify important points within the data

AIR

Conduct focus group sessions with students

Use these kinds of open-ended questions:

- "Tell me about . . ."
- "What have you experienced with . . ."
- "How could the college improve. . ."

You can also meet with students more informally

- Student government
- Students in classrooms
- Discussion with students in the student center

Gather and organize all feedback

AIR

“ Focus groups can be very eye opening. What you think an item means to students may not be how they interpret it at all.

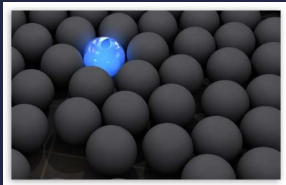

SSI Client

AIR

What have you done on your campus?

Bring all the data back to a task force/committee for review and discussion



Begin deciding what you are going to do differently...

Respond to the Data With New Initiatives



No action = no change in satisfaction

Data on the shelf has no power...






“ Targeted, specific changes can make a big impression. ”

SSI Client




By partnering with other departments and leaders on campus, you can help to coordinate, facilitate, and recommend action steps, using the student feedback data as your guide.

Who will you want to partner with on your campus to take action with the data?

- Student affairs
- Academic affairs
- Enrollment management
- Other departments?



AIR

Establish a group responsible for taking action steps with representatives from:

- Institutional Research
- Student affairs
- Academic affairs
- Enrollment management
- Students
- Faculty


Be sure the group has:

- Decision makers
- People with respect and clout on campus
- Doers (not just talkers)
- A budget

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This group will:

- Prioritize where and how you will respond
- Determine who is responsible
- Establish action plans to hold people accountable
- Set a timeline
- Identify dollars where needed



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What can be done on your own campus?

-  What is actionable?
-  What is perception?
-  What is beyond your control, so you just need to be aware of it?

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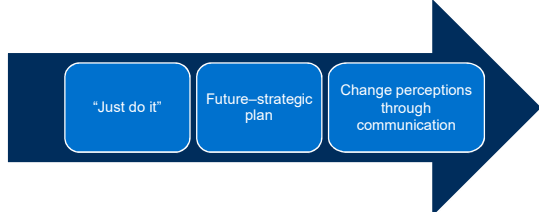
Matrix for prioritizing action

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

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Three ways to address your challenges



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Some challenge items may have responses that fit into more than one bucket






Example: Billing policies are reasonable.

- Just do it: Change policies so payments are not due until after financial aid has been dispersed.
- Future plan (within two years): Add automatic withdrawal options for monthly payments.
- Change perceptions with information: Send a communication to students (and parents of traditional-age students) regarding payment options six weeks prior to semester start in the fall and spring.




Example: Financial aid counselors are helpful.

- Just do it: Implement customer service training for front-line staff and remind them of the important role they play in initial and continued student enrollment.
- Future plan: Budget for additional staff and systems to handle financial aid inquiries at key times.
- Change perceptions with information: Be transparent and clear in your financial aid communications. Break down complex information into easier sections and be sure students know who they can talk to with questions.





Example: Tuition paid is a worthwhile investment.

- Just do it: Work to improve "little" but important areas that may be highly visible to students (i.e. Wifi, printer access, sidewalk repair, etc.)
- Future plan: Conduct price sensitivity research to assess how students feel about the cost to attend.
- Change perceptions with information: Track and publish employment outcomes for graduates, invite alumni to campus to share their successes in person, and use social media to highlight student success, educational quality and other points that demonstrate your institution's value.



Makes changes in:

- Processes
- Policies
- Perceptions

“ Don't try to do everything on your challenges list. Target key areas where you can get something done.

SSI Client



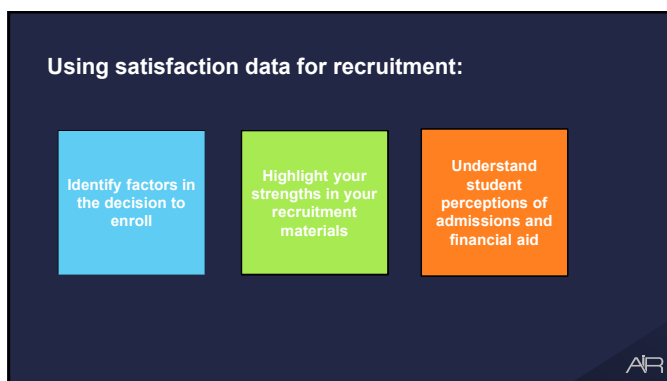


- Impacting retention:**
- 1 Focus on campus climate items
 - 2 Celebrate your strengths
 - 3 Improve items students care about
 - 4 Communicate regarding change made
- 158

- Guiding strategic planning:**
- Challenges that cannot be fixed immediately
 - Align budget dollars on top priority issues
 - Compare externally with aspirant institutions
 - Recruit new students by highlighting areas of strength
- 159

- Using satisfaction data for accreditation:**
- Match satisfaction survey items to accreditation criteria
 - Respond to challenge items
 - Document strengths
 - Show improvement over time
- 
- 160

- Accreditation support:**
- Documents to map the individual surveys to the criteria for:
 - SACS
 - HLC
 - Middle States (MSCHE)
 - NEASC
 - WASC (WSCUC)
 - ACCJC
 - Northwest Commission (NWCCU)
 - Available through links on the SSI Web site: www.RuffaloNL.com/accreditation
 - Applies to all surveys in the Satisfaction-Priorities Suite of surveys
- AIR





Be sure you can point to what actions you have taken when it is time to survey again...

Inform the Campus



Sometimes we don't need to make a change in the policy or procedure, we just need to be willing to talk about the issue and to provide more context.

- When and what to communicate:**
- When receive results → communicate about the current satisfaction levels and areas of importance
 - When gather information → communicate to change perceptions about the way things currently are
 - When make a change → communicate that the change was made
 - When preparing for the next survey administration → communicate what has been done since the last survey administration

Establish a communication plan: Work with your marketing department

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Communication vehicles:

- Announcements on campus by faculty, leadership, and other students
- Email announcements and postings on the website
- Student government/activity groups
- Social media (Facebook, Twitter, YouTube, Instagram)
- Posters on campus, table tents in the student center

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Posters in the restrooms:

- "Stall Street News"
- "Flushing Times"
- "The Toilet Paper"
- "The Daily Flush"

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We're Listening to U

In November 2018 students responded to a SSI assessment about student satisfaction. This is what you said and what RNL is doing to improve your experience.

You Said...

83% of students said they were satisfied with their college experience AND satisfaction

Academic Advising is #1 in student experience AND satisfaction

MC's Academic reputation is excellent

MC vs. nationally similar schools... we more than make a worthy & viable

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 program overlap when looking for a campus with...

What McPherson is Doing

INTERNET: Pilot testing wireless LAN in dorms, Applying for a \$250k technology grant

SEA AVENUES: Share guidelines for expression

FEES: "What's your fee?" survey/ website published 2019

RUN-JOBING: Peer Group advisors, faculty staff Committee formed

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YOU SPOKE ... WE LISTENED!

WHAT WE ARE GOOD AT

1. The \$3000 book sale and sports
2. Students feel the quality of instruction is excellent
3. Students feel they have great leadership experiences
4. Students feel welcome

WHAT WE ARE WORKING ON

1. Free tutoring services
2. A study area with computers
3. A Resource Directory for personal issues

Student Survey Results

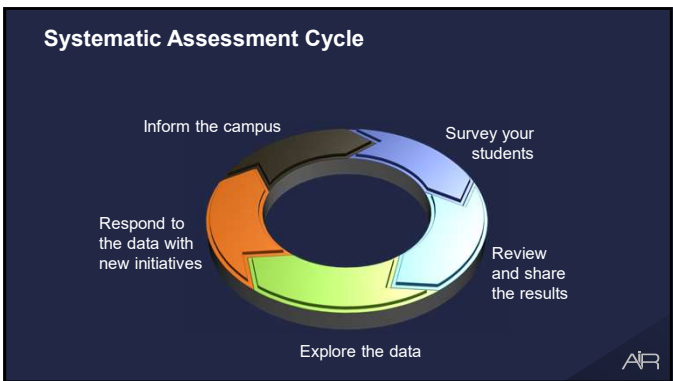
AIR

New resource: Customizable infographic

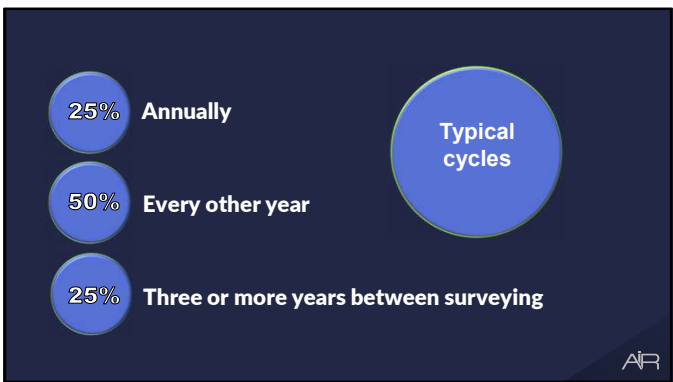
www.RuffaloNL.com/InfographicSSI

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Be sure to have strong communication activities in place prior to your next survey administration

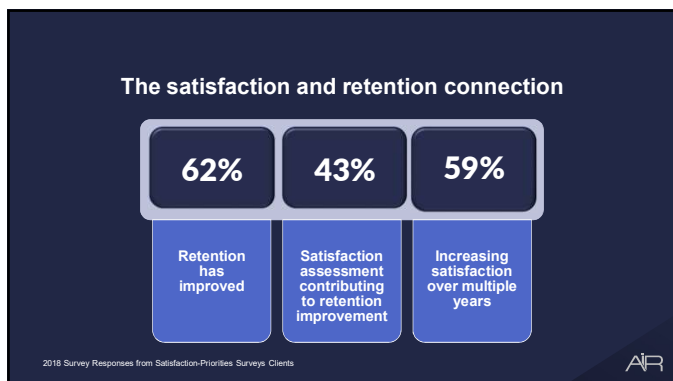


Survey Your Students Regularly



Be Intentional on Your Activities Throughout Your Assessment Cycle

- At the institutional level, campuses who are actively working with their results:**
- Taking action to improve the student experience
 - Informing the students of the actions that have been taken
 - Assessing student satisfaction on a regular basis
- Are able to positively influence student satisfaction perceptions year over year



Will you see satisfaction levels improve in your year-to-year reports?



- ### Matching data with NSSE/CCSSE results
- Identify where satisfaction and engagement items support each other
 - Slice your SSI results for freshmen and seniors to match up accordingly
 - What trends can you identify?
 - Where could you raise engagement and satisfaction levels to improve responses on both surveys?
-

- ### Analyzing data with the RNL College Student Inventory™
- Motivational assessment tool for new students: www.RuffaloNL.com/RMSplus
 - Slice your SSI data for just freshmen to match up accordingly
 - Are students satisfied in high demand campus support areas such as tutoring, financial aid counseling, advising, etc.
 - Working with the two data sets to improve retention / student success activities
-

- ### Analysis on Links to Summary Satisfaction
- Which individual items on the SSI are most strongly correlated with your summary satisfaction scores?
 - Are there variations based on demographic variables?
-

Retention/alumni engagement factors analysis

- Follow the model on linking student satisfaction with retention and alumni giving
- Longitudinal study
- What items are most strongly correlated with individual student retention and individual alumni engagement?

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What other projects are you working on or considering?

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What data visualization elements would you like to see included in the future?

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5 Resources to support your efforts / Closing Thoughts

Other sessions of interest

Student Satisfaction Data: Overcoming Barriers and Facilitating Use
Wednesday, May 29, 2:45pm – 3:45pm, Room 203

Panel session featuring:

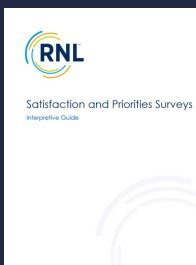
- Montgomery County Community College
- Montana State University - Billings
- Southeastern University
- Rochester Community & Technical College

Visit with me at Exhibit Booth #111:

- Tonight 4:45 – 6:45pm
- Wednesday 10:00am – 5:30pm
- Thursday 8:00am – 3:00pm

National Student Satisfaction Observations: Implications for Your Campus
Thursday, May 30, 8:00am – 8:45pm, Room 110

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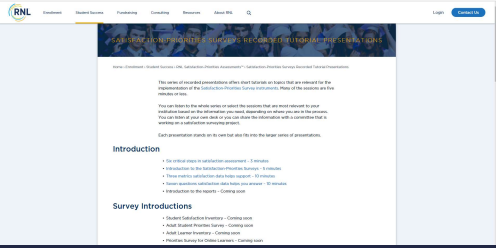


Interpretive Guide

- PDF document provided with the report delivery
- Provides direction on how to navigate and review the survey results
- This document will provide written guidance on much of what I have covered today, in a generic format.

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Satisfaction survey tutorials



www.RuffaloNL.com/SatisfactionSurveyTutorials

<https://www.ruffalonl.com/blog>
Search: satisfaction




Download the full report and corresponding appendices at: www.RuffaloNL.com/Benchmark

Results from the RNL Student Satisfaction Inventory™ (SSI) RNL Adult Student Priorities Survey™ (ASPS) or the RNL Priorities Survey for Online Learners™ (PSOL).



Download the report: www.RuffaloNL.com/benchmark

Results from the RNL College Student Inventory™

Additional survey instruments available from Ruffalo Noel Levitz:


- Student motivation assessment as part of an early-alert initiative:
 - College Student Inventory
 - Mid-Year Student Assessment
 - Second-Year Student Assessment
- College Employee Satisfaction Survey
- Retention Toolkit with a variety of customizable survey instruments

Visit www.RuffaloNL.com for more information or send me an email

Ruffalo Noel Levitz Complete Enrollment

Identify your ideal students and engage them from search to graduation


www.RuffaloNL.com/CompleteEnrollment



Other ways we can be helpful:


- Retention and enrollment consulting services
- Market research services (including conducting focus groups)
- Predictive modeling
- Financial aid impact research
- Website calculator as required
- Fundraising management
- Free Webinars throughout the year
- Regional workshops and national conferences

Visit www.RuffaloNL.com for more information or send me an email




RNL NC 2019 July 24-26
Nashville, Tennessee
Gaylord Opryland Resort & Convention Center


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What can you do on your campus





1. Assess student satisfaction regularly





2. Share the data widely on campus

- Include a leadership, faculty, students
- Highlight relevant data points and get them excited about the data!




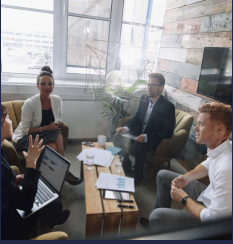
3. Slice the data by key demographic variables:

- Class level
- Major/program
- Enrollment status: Full-time / Part-time
- Residence: On-campus/Off-campus





4. Conduct focus groups

Gather qualitative data to better understand the priority issues and to brainstorm possible actions to take.





5. Work with student affairs, academic affairs, and enrollment management to change policies, procedures, or perceptions.



6. Encourage communication about the results

- When the results are received
- When changes are made
- Before you survey again





7. Identify, track, and report where satisfaction levels have gone up year-over-year



“ Measurement is the first step that leads to control and eventually improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it.

H. James Harrington



Before you leave today, please complete your evaluation!

RNL

How to Best Use the SSI on Your Campus: Workshop Evaluation

- How useful was the overall workshop? Please rate on a scale of 1-5 (1=not at all useful, 5=extremely useful)
- Which aspects of the workshop did you find most useful and why?
- Which aspects of the workshop were least useful to you and why?
- What suggestions do you have for presentation topics for future workshops?
- How confident do you feel building your campus retention assessment database at this point?
 - Very confident
 - Confident
 - Slightly confident
 - Not confident at all
- What additional material, information, or services would be valuable to you as you build the retention assessment database on your campus?
- Additional Comments:

AIR

WHAT IDEAS ARE YOU TAKING BACK TO CAMPUS?

IDEAS

resolution, teamwork, aim, success, innovation, process, business, plan, concepts, brainstorm, strategy, business, clue, thinking

Thank you for participating today!

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