

2018 Student Satisfaction Inventory (SSI) Summary

Review of Results – Part 1

Data Dialogue
Office of Institutional Effectiveness
September 18, 2018



Overview of Project

STUDENT SATISFACTION INVENTORY (SSI)

- Original survey instrument developed by Noel Levitz (now Ruffalo Noel Levitz)
- Measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them
- Ruffalo Noel Levitz Satisfaction-Priorities Surveys **have been taken by more than 5,500,000 students at 2,700 campuses**, giving us access to exceptionally valid and varied national benchmarks



Methodology

- Survey conducted in Spring 2018
- Administered online to all enrolled students
- 745 students responded for a 25% response rate
- Students respond to each item on a 1 to 7 Likert scale, with 7 being high



Three Scores



Peer Comparison Group*

Augsburg College, MN

Lewis University, IL

Monmouth University, NJ

North Central College, IL

University of St. Francis, IL

Widener University, PA

*Institutions from Compensation Peer Group that have participated in SSI.



Respondent Characteristics

	DU SP18 Group (N=745)	Peer Group (N=3,778)	National* (N=217,956)
Female	76%	68%	60%
Male	24%	32%	40%
Demographics			
Asian	4%	7%	7%
Black/African-American	8%	7%	12%
Hispanic	36%	9%	12%
White	45%	70%	59%
Other	3%	7%	10%
Employment			
Commuter	78%	58%	58%
Resident	22%	42%	42%
Education			
Undergraduate	70%	89%	95%
Graduate	30%	11%	5%
Employment Status			
Employed FT	27%	14%	18%
Employed PT	55%	57%	46%
Not Employed	18%	29%	36%



Scales listed in descending order of importance to our students

1. Academic advising / counseling
2. Instructional effectiveness
3. Concern for the individual
4. Student centeredness
5. Campus climate
6. Recruitment and financial aid
7. Safety and security
8. Registration effectiveness
9. Campus support services
10. Service excellence
11. Campus Life



2018 SSI Institutional Summary

Scales in Order of Importance

	Dominican University - SSI			2018 Peer Group			Mean
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	Difference
Scales:							
Academic advising / counseling	6.60	5.99	0.61	6.45	5.65	0.80	0.34***
Instructional effectiveness	6.59	5.95	0.64	6.47	5.64	0.83	0.31***
Concern for the individual	6.51	5.84	0.67	6.35	5.51	0.84	0.33***
Student centeredness	6.48	5.85	0.63	6.35	5.53	0.82	0.32***
Campus climate	6.47	5.83	0.64	6.32	5.51	0.81	0.32***
Recruitment and financial aid	6.46	5.71	0.75	6.30	5.29	1.01	0.42***
Safety and security	6.45	5.57	0.88	6.37	5.07	1.30	0.50***
Registration effectiveness	6.41	5.70	0.71	6.24	5.30	0.94	0.40***
Campus support services	6.40	5.99	0.41	6.14	5.71	0.43	0.28***
Service excellence	6.37	5.76	0.61	6.18	5.43	0.75	0.33***
Campus Life	6.20	5.50	0.70	6.00	5.24	0.76	0.26***
Responsiveness to diverse populations		5.78			5.53		0.25***

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

Difference between
Satisfaction Scores



Quadrant Approach to Analyzing SSI Data



Strengths: HIGH Importance/HIGH Satisfaction

- Academic advisor knowledgeable about major requirements
- Nearly all of the faculty are knowledgeable in their field
- Content of the courses in major is valuable
- Campus is safe and secure for all students
- Am able to experience intellectual growth here
- Academic advisor is approachable
- Major requirements are clear and reasonable
- Academic advisor is concerned about my success as an individual



Strengths: HIGH Importance/HIGH Satisfaction

- Commitment to academic excellence here
- Students made to feel welcome
- Freedom of expression is protected
- Faculty usually available after class and during office hours
- Institution has good reputation within the community
- On the whole, campus is well-maintained
- Computer labs are adequate and accessible
- Tutoring services readily available



Challenges: HIGH Importance/LOW Satisfaction

- Security staff respond quickly in emergencies
- Am able to register for needed classes with few conflicts
- Tuition paid is a worthwhile investment
- Adequate financial aid available for most students
- Faculty fair and unbiased in treatment of individual students
- Faculty provide timely feedback about student progress
- Financial aid awards are announced to students in time to be helpful in college planning.



10 Items with the **LOWEST** Satisfaction Scores

1. Adequate parking space
2. Adequate selection of food available in cafeteria
3. Living conditions in residence halls are comfortable
4. Athletic programs contribute to a strong sense of school spirit
5. Sufficient number of weekend activities for students
6. Billing policies are reasonable
7. Channels for expressing student complaints are readily available
8. Residence hall staff are concerned about me as an individual
9. Student activities fees are put to good use
10. Variety of intramural activities are offered



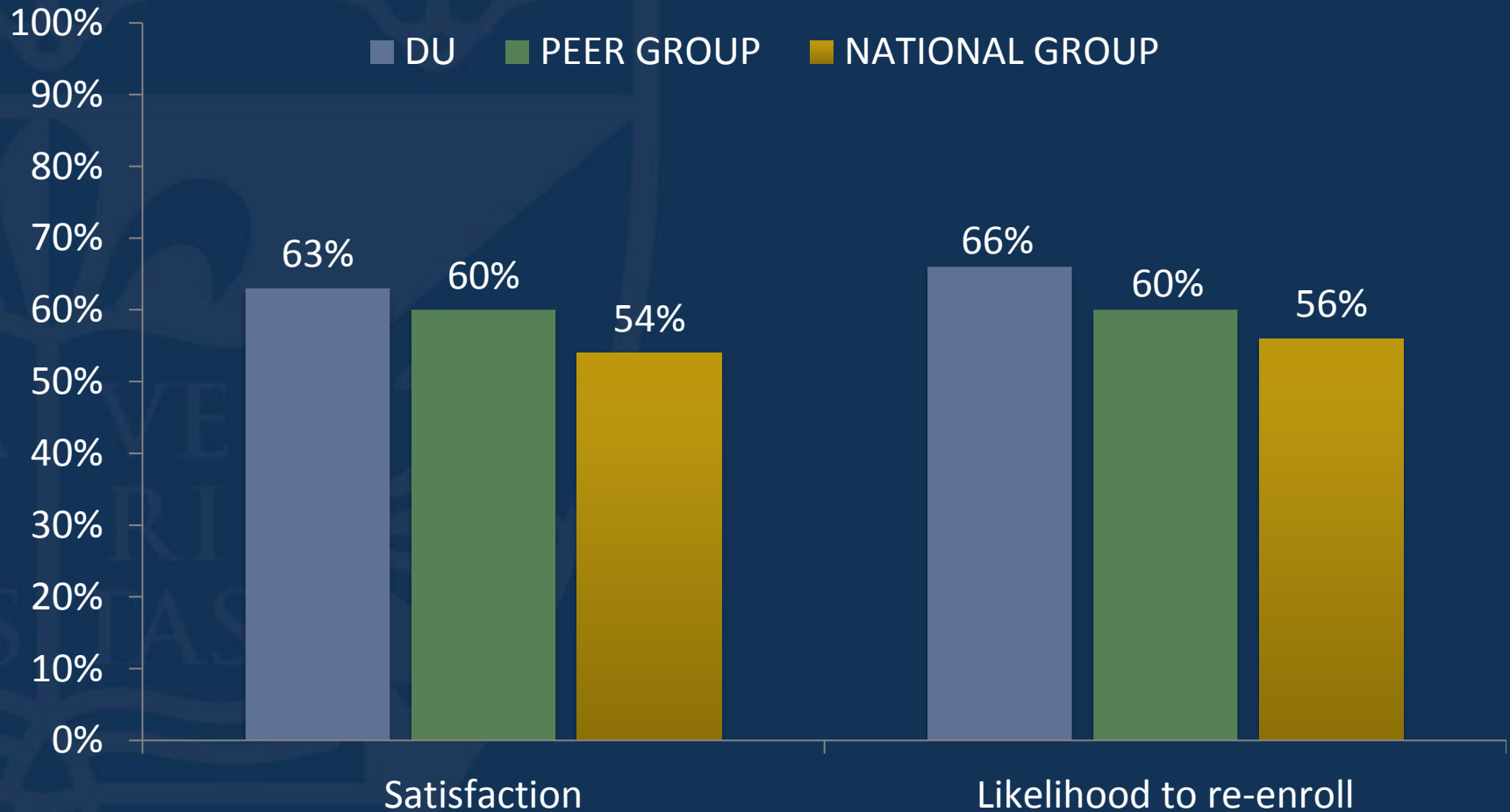
5-minute dialogue time out

Which CHALLENGE item would you
PRIORITIZE for intervention?



Comparing Promoter Scores

% students satisfied/very satisfied with their overall experience at DU and % of students probably/definitely likely to enroll at DU again if they had to do it over



How has satisfaction changed over 3 years?

**Comparing Spring 2015 to Spring 2018
SSI results**



	Spring 2015			Spring 2018			Mean Difference
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	
SCALES							
Academic advising / counseling	6.53	5.92	0.61	6.6	5.99	0.61	0.07
Instructional effectiveness	6.53	5.85	0.68	6.59	5.95	0.64	0.10*
Concern for the individual	6.39	5.78	0.61	6.51	5.84	0.67	0.06
Student centeredness	6.35	5.75	0.6	6.48	5.85	0.63	0.1
Campus climate	6.34	5.74	0.6	6.47	5.83	0.64	0.09
Recruitment and financial aid	6.37	5.47	0.9	6.46	5.71	0.75	0.24***
Safety and security	6.38	5.52	0.86	6.45	5.57	0.88	0.05
Registration effectiveness	6.33	5.56	0.77	6.41	5.7	0.71	0.14*
Campus support services	6.21	5.81	0.4	6.4	5.99	0.41	0.18***
Service excellence	6.21	5.62	0.59	6.37	5.76	0.61	0.14**
Campus Life	5.94	5.28	0.66	6.2	5.5	0.7	0.22***
Responsiveness to diverse populations		5.71			5.78		0.07

- *Difference statistically significant at the .05 level
- **Difference statistically significant at the .01 level
- ***Difference statistically significant at the .001 level

Difference between Satisfaction Scores

Spring 2015 vs. Spring 2018 Results

Instructional Effectiveness Scale Items

Instructional Effectiveness Scale Items	2015	2018	DIFFERENCE
The content of the courses within my major is valuable. ***	5.90	6.13	0.23
There is a good variety of courses provided on this campus. **	5.71	5.92	0.21
Adjunct faculty are competent as classroom instructors.	5.71	5.86	0.15
I am able to experience intellectual growth here. *	6.03	6.15	0.12
There is a commitment to academic excellence on this campus.	5.97	6.09	0.12
Nearly all of the faculty are knowledgeable in their field. *	6.15	6.27	0.12
The instruction in my major field is excellent.	5.90	5.97	0.07
Faculty provide timely feedback about student progress in a course.	5.59	5.65	0.06
Faculty care about me as an individual.	5.83	5.89	0.06
The quality of instruction I receive in most of my classes is excellent.	5.88	5.93	0.05
Faculty take into consideration student differences as they teach the course.	5.61	5.64	0.03
Faculty are usually available after class and during offices hours.	6.15	6.18	0.03
Faculty are fair and unbiased in their treatment of individual students.	5.75	5.69	-0.06
Overall Scale Satisfaction Score: *	5.85	5.95	0.10



Spring 2015 vs. Spring 2018 Results

Recruitment and Financial Aid Scale Items

Recruitment and Financial Aid Scale Items	2015	2018	DIFFERENCE
Financial aid counselors are helpful. ***	5.04	5.51	0.47
Financial aid awards are announced to students in time to be helpful in college planning. ***	5.40	5.67	0.27
Adequate financial aid is available for most students. **	5.30	5.53	0.23
Admissions staff are knowledgeable. **	5.71	5.92	0.21
Admissions counselors accurately portray the campus in their recruiting practices	5.64	5.76	0.12
Admissions counselors respond to prospective students' unique needs and requests	5.79	5.89	0.10
Overall Scale Satisfaction Score: ***	5.47	5.71	0.24



Spring 2015 vs. Spring 2018 Results

Registration Effectiveness Scale Items

Registration Effectiveness Scale Items	2015	2018	DIFFERENCE
The personnel involved in registration are helpful. ***	5.74	5.97	0.23
Billing policies are reasonable. *	5.04	5.21	0.17
Business office is open during hours which are convenient for most students. *	5.75	5.92	0.17
I am able to register for classes I need with few conflicts.	5.51	5.57	0.06
Class change (drop/add) policies are reasonable	5.82	5.88	0.06
Overall Scale Satisfaction Score: *	5.56	5.70	0.14



Spring 2015 vs. Spring 2018 Results

Campus Support Services Scale Items

Campus Support Services Scale Items	2015	2018	DIFFERENCE
Tutoring services are readily available. ***	5.84	6.15	0.31
Library staff are helpful and approachable. **	5.72	5.92	0.20
There are adequate services to help me decide upon a career. *	5.62	5.80	0.18
Library resources and services are adequate. **	5.90	6.07	0.17
Academic support services adequately meet the needs of students. *	5.82	5.99	0.17
Bookstore staff are helpful.	5.80	5.92	0.12
Computer labs are adequate and accessible.	5.96	6.07	0.11
Overall Scale Satisfaction Score: ***	5.81	5.99	0.18



Spring 2015 vs. Spring 2018 Results

Service Excellence Scale Items

Service Excellence Scale Items	2015	2018	DIFFERENCE
Staff in health services area are competent. ***	5.62	5.97	0.35
Counseling staff care about students as individuals. ***	5.71	5.98	0.27
Personnel involved in registration are helpful. ***	5.74	5.97	0.23
Library staff are helpful and approachable. **	5.72	5.92	0.20
I seldom get the "run-around" when seeking information on this campus	5.36	5.49	0.13
The campus staff are caring and helpful.	5.86	5.96	0.10
I generally know what's happening on campus	5.46	5.48	0.02
Channels for expressing student complaints are readily available	5.4	5.21	-0.19
Overall Scale Satisfaction Score: **	5.62	5.76	0.14



Spring 2015 vs. Spring 2018 Results

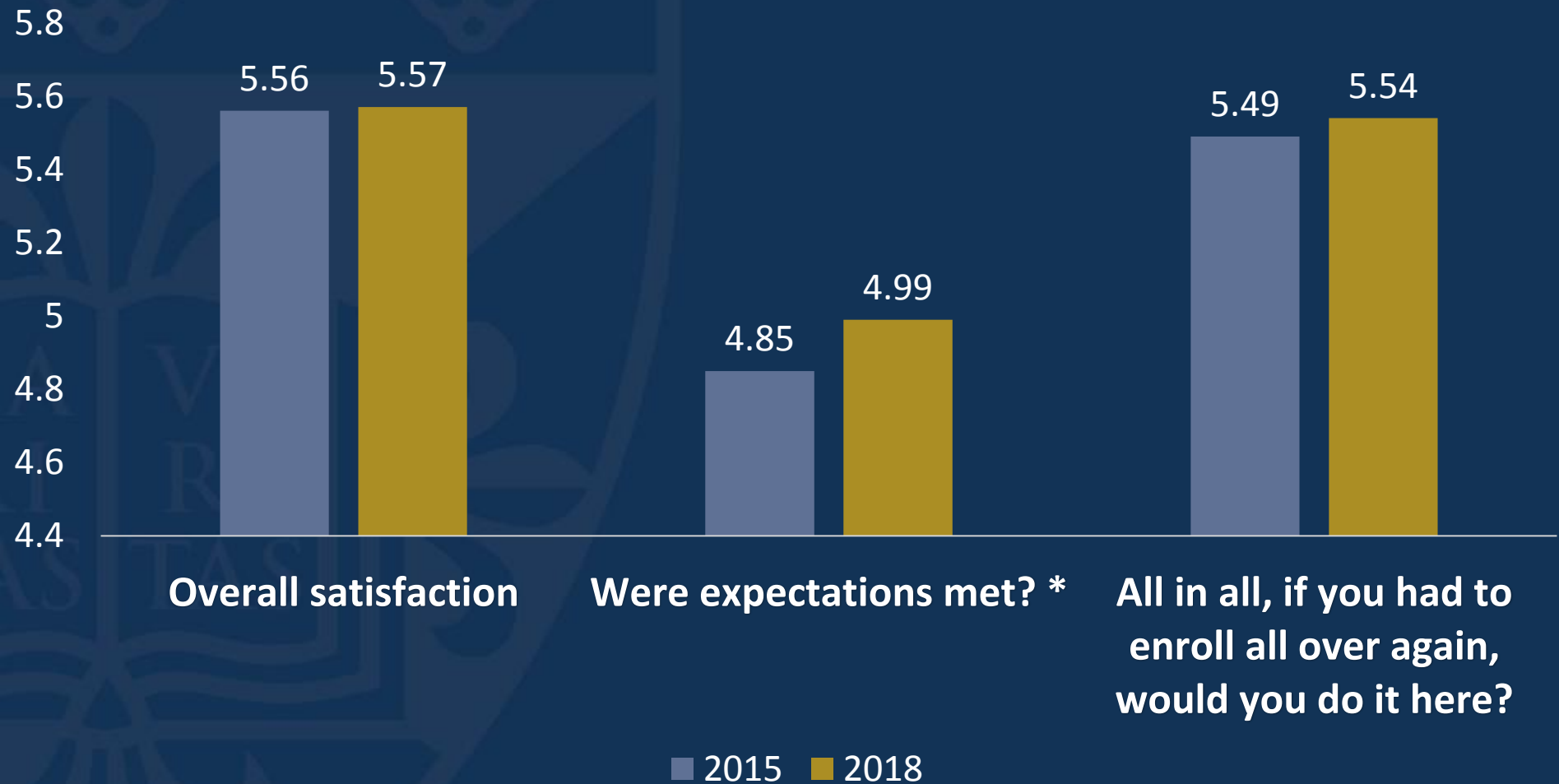
Campus Life Scale Items

Campus Life Scale Items (selected)	2015	2018	DIFFERENCE
There is an adequate selection of food available in the cafeteria. ***	4.15	4.75	0.60
Males and females have equal opportunities to participate in intercollegiate athletics. ***	5.81	6.29	0.48
Student activities fees are put to good use. ***	4.80	5.26	0.46
The student center is a comfortable place for students to spend their leisure time. **	5.45	5.73	0.28
There are a sufficient number of weekend activities for students. *	4.69	4.93	0.24
Overall Scale Satisfaction Score: ***	5.28	5.50	0.22



Spring 2015 vs. Spring 2018 Results

Net Promoter Items



Significantly Higher Satisfaction: 2015 to 2018

- Content of the courses within major is valuable
- Campus is safe and secure for all students
- Financial aid awards announced in time to be helpful in planning
- Counseling staff care about students as individuals
- Personnel involved in registration are helpful
- Tutoring services readily available
- Staff in the health services area are competent
- Males and females have equal opportunities in athletics
- Student activities fees put to good use
- Adequate selection of food available in cafeteria



Lower Satisfaction: 2015 to 2018

- Faculty fair and unbiased in treatment of individual students
- Living conditions are comfortable
- Channels for expressing student complaints readily available
- Residence hall staff are concerned about me as an individual
- Student parking space on campus is adequate
- Institution's commitment to students with disabilities

Note: None of these differences were statistically significant



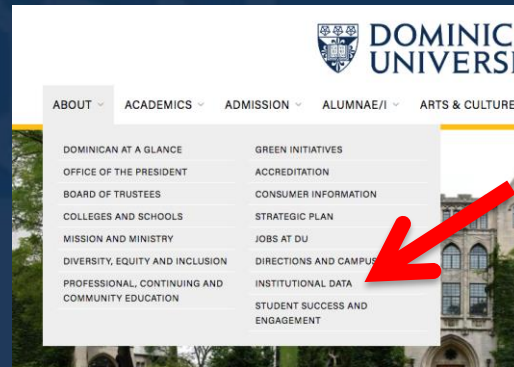
Next Steps for SSI Analysis

- Intensive content analysis of written comments
- Review results with key stakeholders, in-depth review of sub-group analyses (undergrad/grad, race/ethnicity, etc.)
 - Faculty Workshop
 - New Faculty orientation
 - Data Dialogues
- Triangulate results with other survey results: CIRP, NSSE, DLE, Graduating Student Survey, etc.
- Utilize results in decision making/strategic planning – and will be key resource for new Administrative Program Review
- Mapping results to HLC criteria to support assurance report arguments
- Consider using the Adult Student Priorities Survey (ASP) for graduate-level students at next administration in Spring 2021

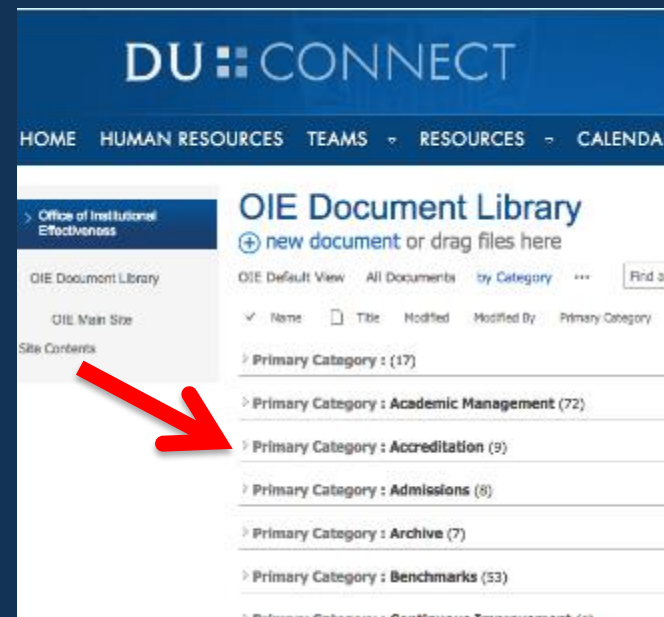


Finding OIE data resources

OIE Website



OIE Document Library in DUConnect



Next up in the Data Dialogue Series

Equity Gap Findings 2.0: Addressing Differences in Student Achievement and Satisfaction

Wednesday, October 17 from 12:30 to 1:30

Student Profile: Trends in Enrollment, Attitudes and Beliefs

Tuesday, November 13 from 12:00 to 1:00

