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

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

Definition of satisfaction

" When expectations are met or exceeded by the student's <u>perception</u> of the campus reality. "

Schreiner & Juillerat, 1994

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.

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)

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

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

The results are compared with a national comparison group
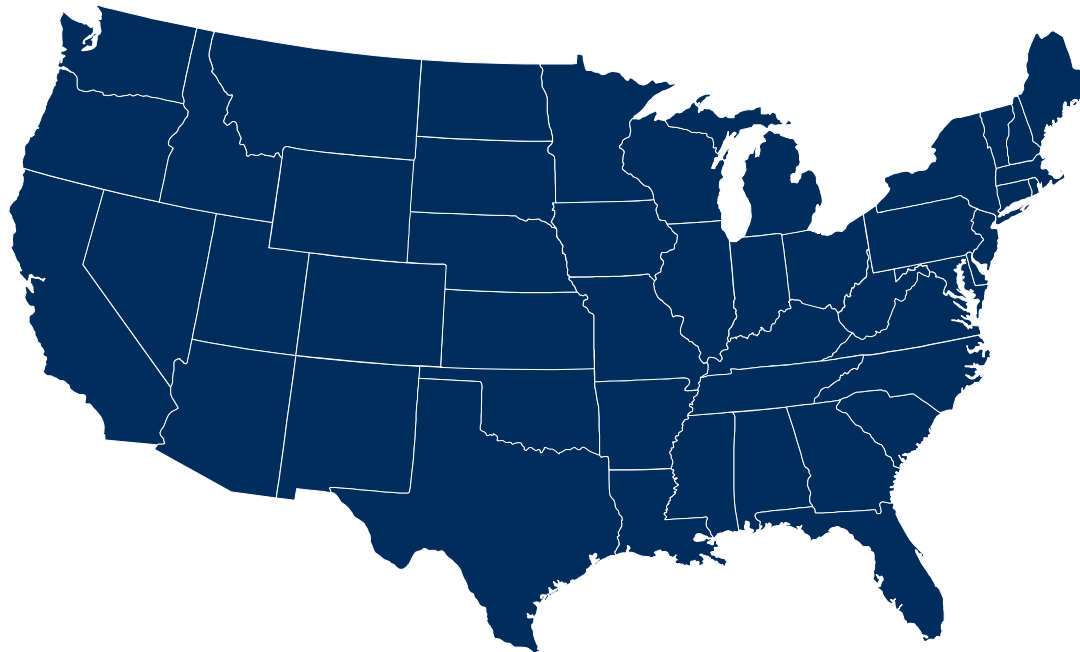
National data is specific to the version of the instrument being used

Student satisfaction data can support efforts in:

Using Satisfaction Data for Accreditation

Using Satisfaction Data for Accreditation:

1 Match satisfaction survey items to accreditation criteria

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

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

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Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)™
Community College • Form A

Higher Learning Commission Requirements, effective January 1, 2013

1.A.2.	The institution's academic programs, student support services and enrollment profile are consistent with its stated mission.
1	Most students feel a sense of belonging here.
16	The college shows concern for students as individuals.
22	People on this campus respect and are supportive of each other.
28	It is an enjoyable experience to be a student on this campus.
36	Students are made to feel welcome on this campus.
40	My academic advisor is knowledgeable about the transfer requirements of other schools.
45	This institution has a good reputation within the community.
47	There are adequate services to help me decide upon a career.
64	Nearly all classes deal with practical experiences and applications.
89	Academic reputation as factor in decision to enroll.
91	Opportunity to play sports as factor in decision to enroll.
92	Recommendations from family/friends as factor in decision to enroll.

1.B.3.	The mission document or documents identify the nature, scope, and intended constituents of the ...programs and services provided.
1	Most students feel a sense of belonging here.
81	Institution's commitment to part-time students?
82	Institution's commitment to evening students?
83	Institution's commitment to older, returning learners?
84	Institution's commitment to under-represented populations?
85	Institution's commitment to commuters?
86	Institution's commitment to students with disabilities?

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**

Using Satisfaction Data for Accreditation:

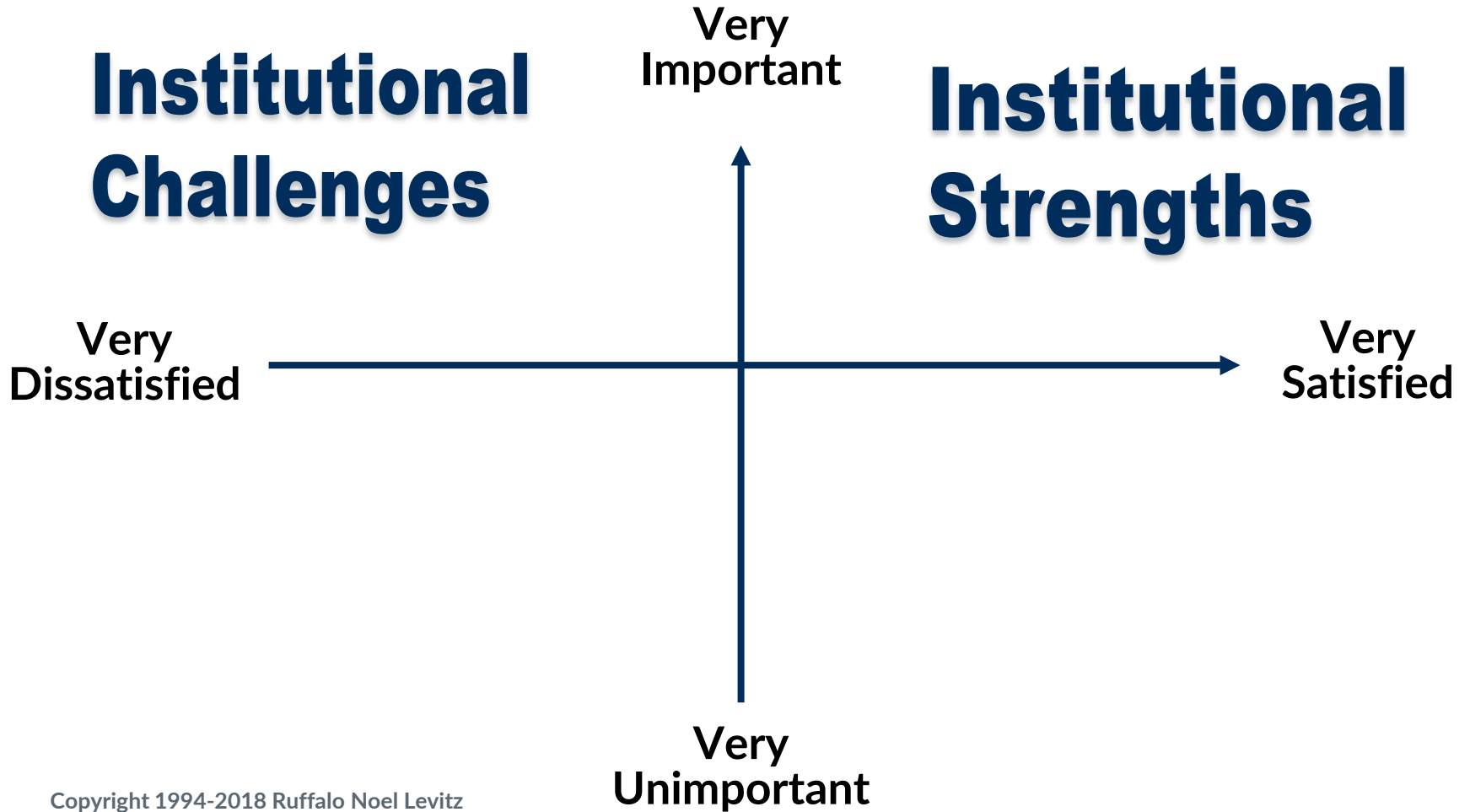**1** Match satisfaction survey items to accreditation criteria

2 Respond to challenge items

3 Document strengths

BEST PRACTICE

Matrix for prioritizing action

Very Important

Institutional Challenges

Institutional Strengths

Very Dissatisfied

Very Satisfied

Very Unimportant

SSI Four-Year Private Sample

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Student Satisfaction Inventory

Welcome... | **Strategic Planning Overview** | Item Report | Scale Report | Summary Report | Item Percentage Report | Demographics

Print Entire Report | Print This Section

Strengths and Challenges	
Strengths ⓘ	**vs. Comparison** ⓘ
83. Campus item 10	
33. My academic advisor is knowledgeable about requirements in my major.	🟢
82. Campus item 9	
6. My academic advisor is approachable.	🟢
68. Nearly all of the faculty are knowledgeable in their field.	
7. The campus is safe and secure for all students.	🟢
34. I am able to register for classes I need with few conflicts.	🟢
36. Security staff respond quickly in emergencies.	🟢
14. My academic advisor is concerned about my success as an individual.	🟢
39. I am able to experience intellectual growth here.	🟢
41. There is a commitment to academic excellence on this campus.	🟢
76. Campus item 3	
65. Faculty are usually available after class and during office hours.	🟢
45. Students are made to feel welcome on this campus.	🟢
72. On the whole, the campus is well-maintained.	🟢
51. This institution has a good reputation within the community.	🟢
27. The personnel involved in registration are helpful.	🟢
Challenges ⓘ	
8. The content of the courses within my major is valuable.	
16. The instruction in my major field is excellent.	
58. The quality of instruction I receive in most of my classes is excellent.	
66. Tuition paid is a worthwhile investment.	
25. Faculty are fair and unbiased in their treatment of individual students.	
47. Faculty provide timely feedback about student progress in a course.	
59. This institution shows concern for students as individuals.	🟢
17. Adequate financial aid is available for most students.	
81. Campus item 8	
12. Financial aid awards are announced to students in time to be helpful in college planning.	🟢
5. Financial aid counselors are helpful.	🟢
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	🟢
53. Faculty take into consideration student differences as they teach a course.	
Benchmarks	
Higher Satisfaction vs. National Four-Year Privates	

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

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.

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

BEST PRACTICE

Establish a regular cycle to track satisfaction improvement

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

SSI Four-Year Private Sample Year to Year

RUFFALO NOEL LEVITZ
Student Satisfaction Inventory

| Welcome... | Strategic Planning Overview | Item Report | Scale Report | Summary Report | Item Percentage Report | March 2017 Demographics | March 2015 Demographics |

Print Entire Report   Print This Section

Sort on each column to see data from highest to lowest.

	Item	March 2017				March 2015				Difference ⓘ
		Importance	Satisfaction / SD		Gap ⓘ	Importance	Satisfaction / SD		Gap ⓘ	
	1. Most students feel a sense of belonging here.	5.62	5.09 / 1.48		0.53	5.45	4.96 / 1.42		0.49	0.13
⭐	2. The campus staff are caring and helpful.	6.08	5.51 / 1.35		0.57	6.08	5.53 / 1.30		0.55	-0.02
	3. Faculty care about me as an individual.	5.90	5.45 / 1.36		0.45	5.86	5.30 / 1.38		0.56	0.15
	4. Admissions staff are knowledgeable.	5.96	5.16 / 1.54		0.80	5.97	5.12 / 1.58		0.85	0.04
	5. Financial aid counselors are helpful.	5.78	4.86 / 1.63		0.92	5.93	4.57 / 1.81		1.36	0.29 **
⭐	6. My academic advisor is approachable.	6.24	5.77 / 1.53		0.47	6.33	5.78 / 1.46		0.55	-0.01
⭐	7. The campus is safe and secure for all students.	6.26	5.57 / 1.41		0.69	6.20	5.07 / 1.55		1.13	0.50 ***
⭐	8. The content of the courses within my major is valuable.	6.29	5.46 / 1.32		0.83	6.35	5.37 / 1.39		0.98	0.09
	9. A variety of intramural activities are offered.	5.07	5.14 / 1.50		-0.07	4.92	5.27 / 1.39		-0.35	-0.13
	10. Administrators are approachable to students.	5.73	5.24 / 1.37		0.49	5.72	5.18 / 1.31		0.54	0.06
	11. Billing policies are reasonable.	5.75	4.66 / 1.60		1.09	5.73	4.47 / 1.69		1.26	0.19 *
	12. Financial aid awards are announced to students in time to be helpful in college planning.	5.89	5.00 / 1.49		0.89	5.98	4.72 / 1.69		1.26	0.28 **
	13. Library staff are helpful and approachable.	5.41	5.19 / 1.41		0.22	5.41	5.20 / 1.46		0.21	-0.01
⭐	14. My academic advisor is concerned about my success as an individual.	6.07	5.52 / 1.52		0.55	6.10	5.48 / 1.57		0.62	0.04
	15. The staff in the health services area are competent.	5.59	5.06 / 1.34		0.53	5.61	4.87 / 1.45		0.74	0.19 *
⭐	16. The instruction in my major field is excellent.	6.24	5.47 / 1.41		0.77	6.30	5.38 / 1.41		0.92	0.09
🚩	17. Adequate financial aid is available for most students.	5.91	5.02 / 1.56		0.89	6.01	4.83 / 1.64		1.18	0.19 *

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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

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*.

HLC: 89 Core and sub-components

RNL: Dozens of survey items, plus scales
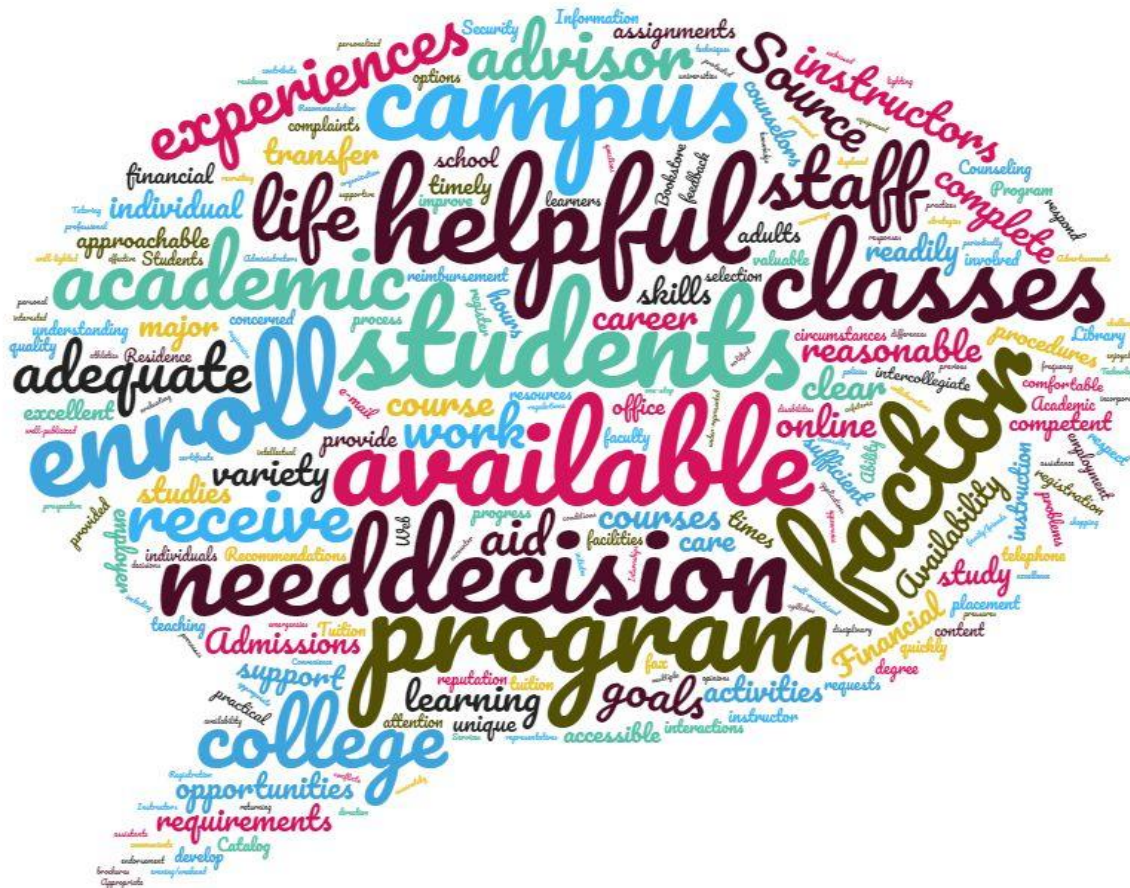
RNL maps survey Qs onto HLC requirements!

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.

Students view your outcomes globally, too

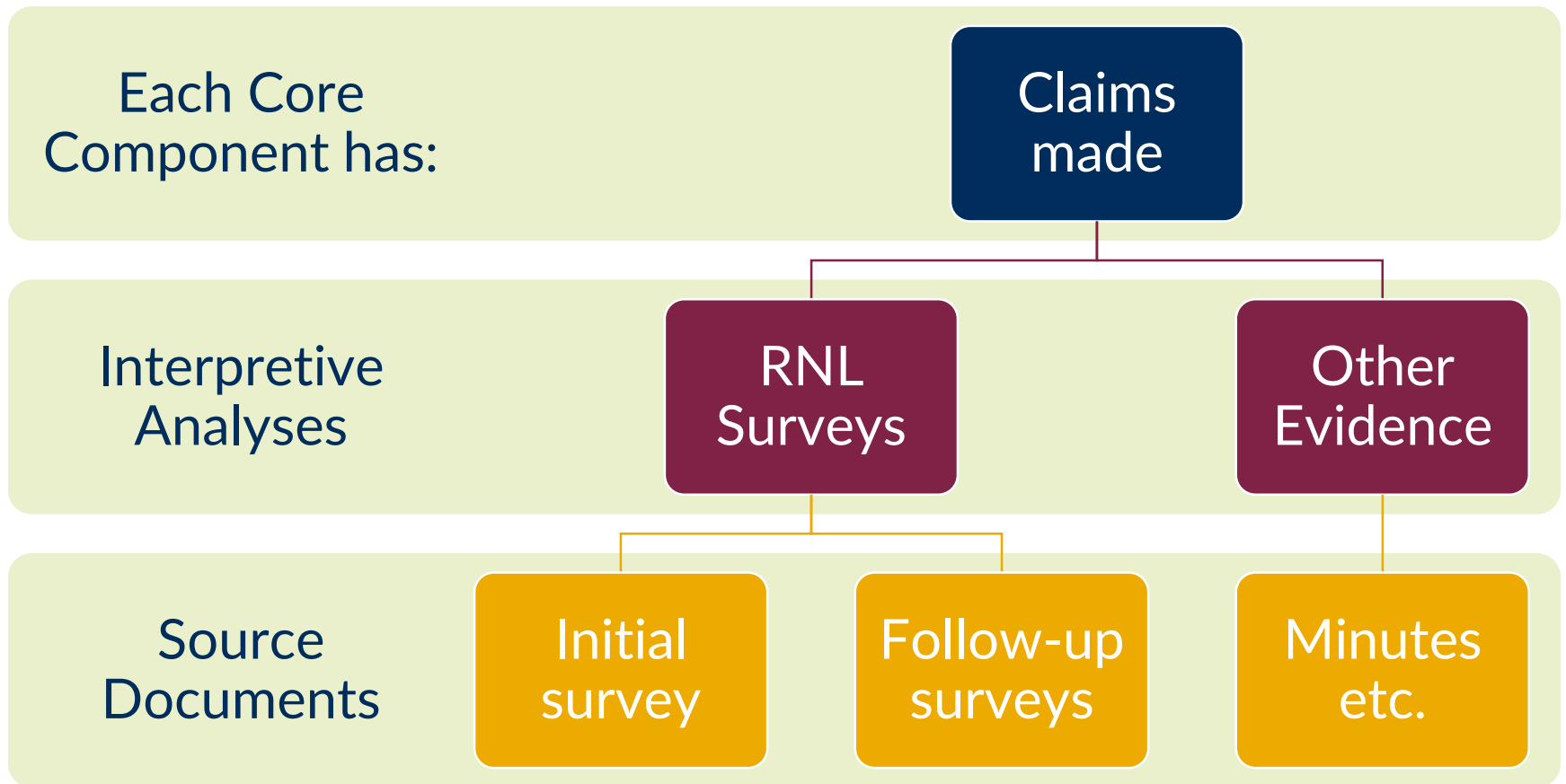| 2.A.	The institution operates with integrity...; it establishes and follows fair and ethical policies and processes...
12	Financial aid awards are announced to students in time to be helpful in college planning.
25	Faculty are fair and unbiased in their treatment of individual students.
31	Males and 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.

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

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)

Using data in the Assurance System

Each Core
Component has:

Claims made

Interpretive
Analyses

RNL Surveys

Other Evidence

Source
Documents

Initial survey

Follow-up surveys

Minutes etc.

Kaplan U's 2016 Assurance Argument

RNL survey data used for these Core Components:

1.A.2 – mission addresses offerings & constituencies

2.B – clear, complete representations to constituencies

2.D – freedom of expression is honored

3.A.1 – educational offerings have currency and rigor

3.C.5 – faculty are accessible to students

3.D.1 – sufficient and suitable academic support is provided

3.D.4 – infrastructure and other resources are appropriate

4.B.1 – learning outcomes are stated and assessed

4.B.4 – 'good practice' shown in assessing student learning

4.C.4 – 'good practice' shown in student advancement

5.A.1 – fiscal, human & technological supports are sufficient

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: *** $p<.001$, ** $p<.01$, * $p<.05$.

KU Performance: Clarity and Completeness of Information Provided to Students					
Adult Learner Inventory Survey Items (Rated Satisfaction: Low [1] to High [7])	**2006**	**2009**	**2011**	**2012**	**2014**
"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: *** $p<.001$, ** $p<.01$, * $p<.05$.

KU Performance: Student Satisfaction with Currency and Rigor of Programs					
Adult Learner Inventory Survey Items (Rated Satisfaction: Low [1] to High [7])	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.

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.

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

Tom Flint

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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

It 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

It 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.

It 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 <u>within</u> 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 2R4.3 Complaints By Type and Year

		Course Issues: Refunds Move Classes Course Require Test Outs	Grade Change: F/D to W	Housing: Refund Return Fine	Laptop/IT: Refund Require Return	Balance Due: Remove Allow Register Get Transcript	Academic: Prog Dismissal Request Return Instructor Issue Clinical Site	Other: Disability Deny Start Scholarship	Totals:
2015-2016	Total	16	4	9	9	0	1	1	40
	Granted	15	3	3	7	0	0	0	28
	% Granted	94%	75%	33%	78%	0%	0%	0%	70%
2014-2015	Total	17	3	10	6	1	2	2	41
	Granted	9	3	4	2	0	0	1	19
	% Granted	53%	100%	40%	33%	0%	0%	50%	46%
2013-2014	Total	25	5	1	12	1	1	0	45
	Granted	20	5	1	9	0	0	0	35
	% Granted	80%	100%	100%	75%	0%	0%	0%	78%
2012-2013	Total	41	8	9	11	1	1	0	71
	Granted	33	7	4	9	1	0	0	54
	% Granted	80%	88%	44%	82%	100%	0%	0%	76%
2009-2012 Average	Total	35.67	7	4	8.7	1	0.67	0.33	57.37
	Granted	27.67	6.3	1.67	1.67	0.67	0	0	37.98
	% Granted	78%	90%	42%	19%	67%	0%	0%	66%

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	41	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	7.06
Median	3	3	4.5	7.5	3.75
			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***	-0.01
			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***	.27***	.18***
			Target	5.32

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

Table 1R5.1 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	5.43
		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	5.39
		SSI Nat'l Mean Target			5.18

Contact Info

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Resources to support your efforts

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

2018 National Student Satisfaction and Priorities Report

Focusing on Satisfaction Levels for Demographic Subpopulations

Based on 896 four-year and two-year, public and private institutions using the RNL Satisfaction-Priorities Surveys

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- **When do I survey?**

- **Who do I survey?**

- **How do I survey?**

- **What do I survey?**

- **What is the cost?**

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