Noel-Levitz

Reviewing Your Satisfaction Data: Merritt College

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September 24, 2014

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Welcome

Julie Bryant
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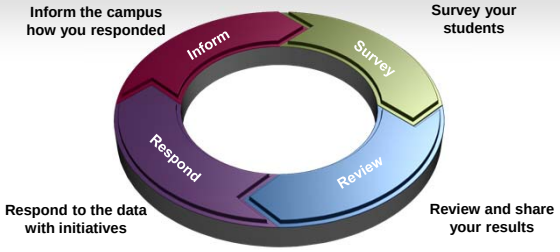
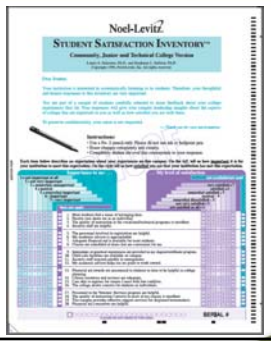
A systematic review of your data

A systematic assessment approach



Step 1: Survey your students

The Student Satisfaction Inventory



The 2014 survey administrations at Merritt College

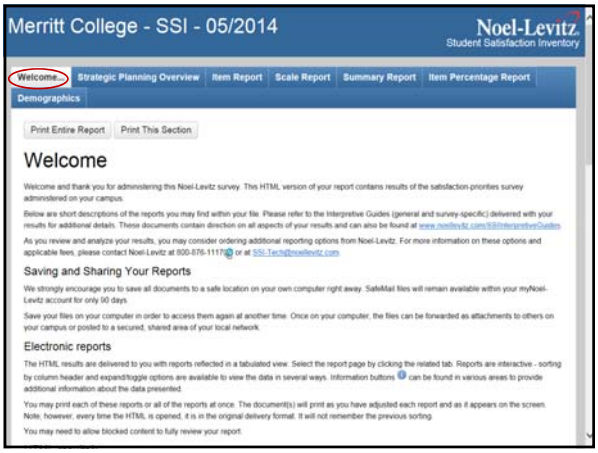
- The Student Satisfaction Inventory (SSI) was administered via a paper administration in the Spring of 2014
- 509 student surveys were completed

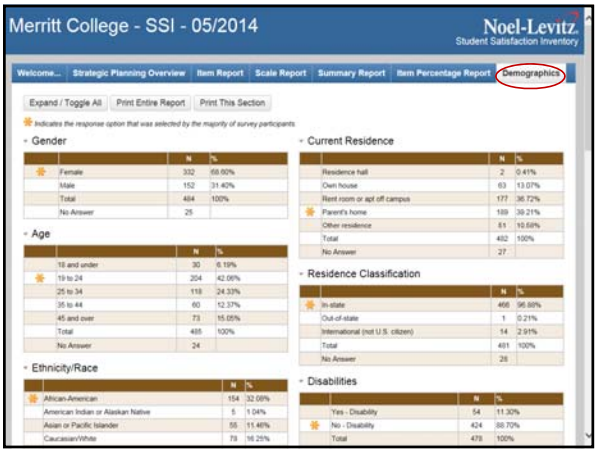
Step 2: Review and share the results

Review your results:

- **Campus versus National**
- **Campus 2014 versus Campus 2011**

Demographic report





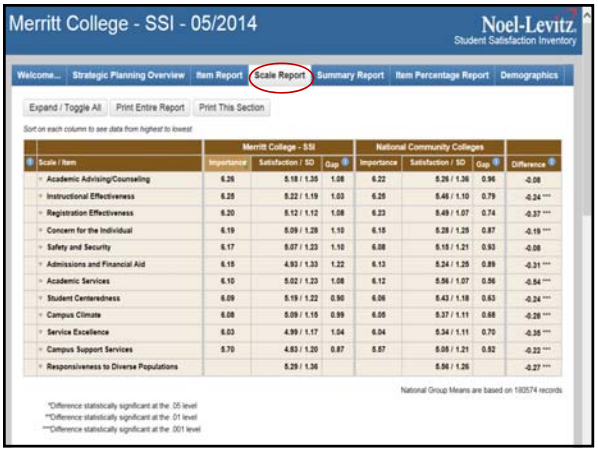
Merritt College:
2014 SSI Student Demographics

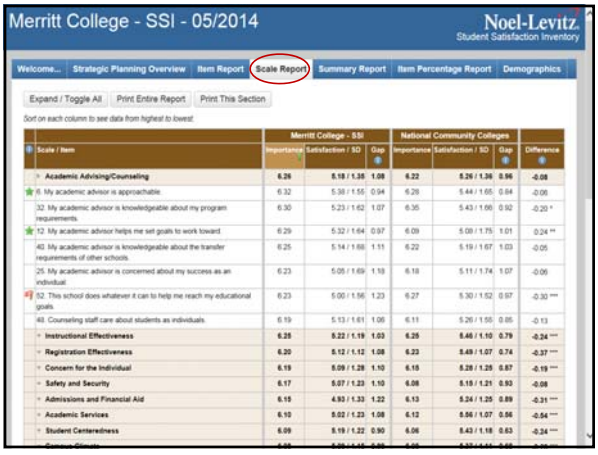
- Gender: 69% Female; 31% Male
- Age: 48% 24 and younger; 52% 25 and over
- Ethnicity: 32% African-American; 24% Hispanic; 16% Caucasian
- Class load: 59% Full-time; 41% Part-time
- Enrollment status: 69% Day; 25% Evening; 6% Weekend
- Class level: 43% First year; 33% Second year; 24% Three years or more
- Employment: 26% Full-time; 41% Part-time; 33% Not employed
- Educational goal: 33% Associate degree; 42% Transfer to another institution
- Institutional choice: 67% 1st choice; 24% 2nd choice; 9% 3rd choice

Key question

Are your demographics representative of your overall population?

Scales in order of importance





Merritt College 2014: Scales listed in descending order of importance to students

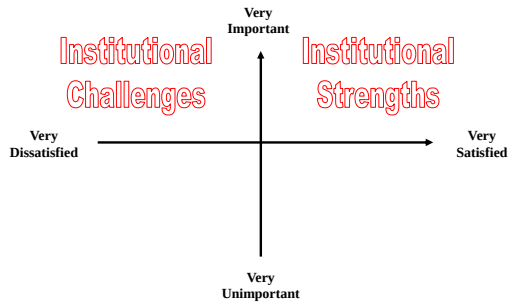
1. Academic advising
2. Instructional effectiveness
3. Registration effectiveness
4. Concern for the Individual
5. Safety and security
6. Admissions and financial aid
7. Academic services
8. Student centeredness
9. Campus climate
10. Service excellence
11. Campus support services

Key question

Are you surprised by the areas that are top priority to your students?

Strategic Planning Overview: Strengths and Challenges

Matrix for prioritizing action



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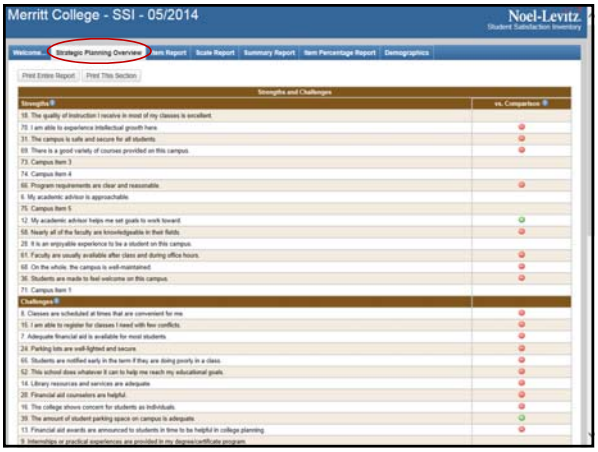
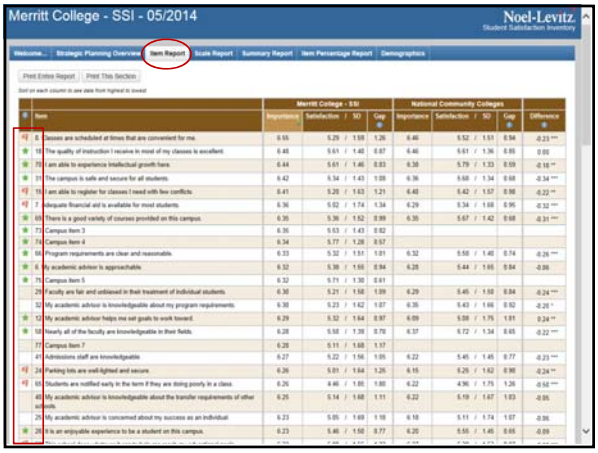




Merritt College 2014: Strengths

- The quality of instruction in most of my classes is excellent.
- I am able to experience intellectual growth here.
- The campus is safe and secure for all students.
- There is a good variety of courses provided on this campus.
- Campus item 3: Instructors communicate the student learning outcomes of a class in a clear and understandable manner.
- Campus item 4: Most of my instructors executed the course objectives as outlined in the course syllabus.
- Program requirements are clear and reasonable.
- My academic advisor is approachable.

Merritt College 2014: Strengths continued

- Campus item 5: Instructors give tests and assignments that are directly connected to the student learning outcomes (SLO) as outlined in the course syllabus.
- My academic advisor helps me set goals to work toward.
- Nearly all faculty are knowledgeable in their field.
- It is an enjoyable experience to be a student on this campus.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- Students are made to feel welcome on this campus.
- Campus item 1: I am sufficiently challenged by the academic program offered by the college.

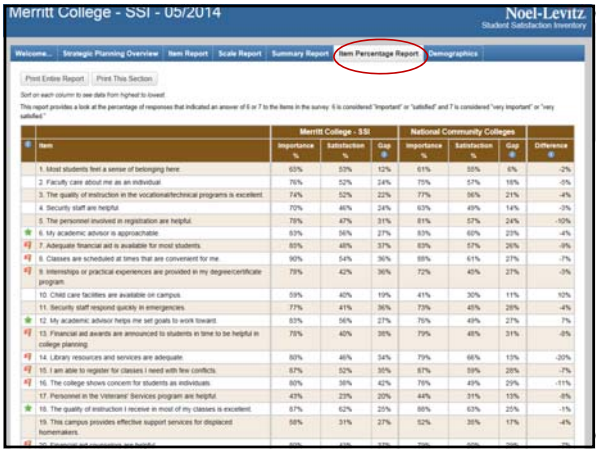
Merritt College 2014: Challenges

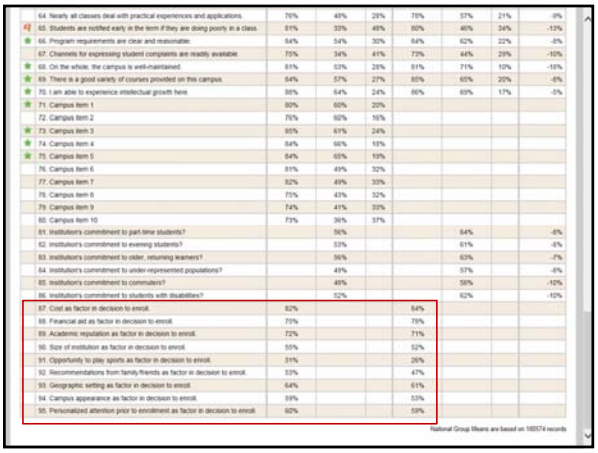
- Classes are scheduled at times that are convenient for me.
- I am able to register for classes with few conflicts.
- Adequate financial aid is available for most students.
- Parking lots are well-lighted and secure.
- Students are notified early in the term if they are doing poorly in a class.
- This school does whatever it can to help me reach my educational goals.
- Library resources and services are adequate.
- Financial aid counselors are helpful.
- This college shows concern for students as individuals.
- The amount of student parking on campus is adequate.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Internships or practical experiences are provided in my degree/certificate program.

Key question

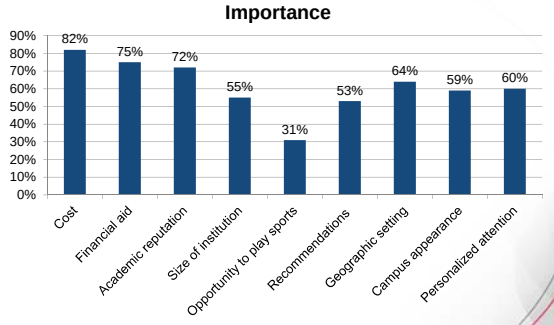
What do you think of your strengths and challenges?

Factors to enroll





Enrollment Factors

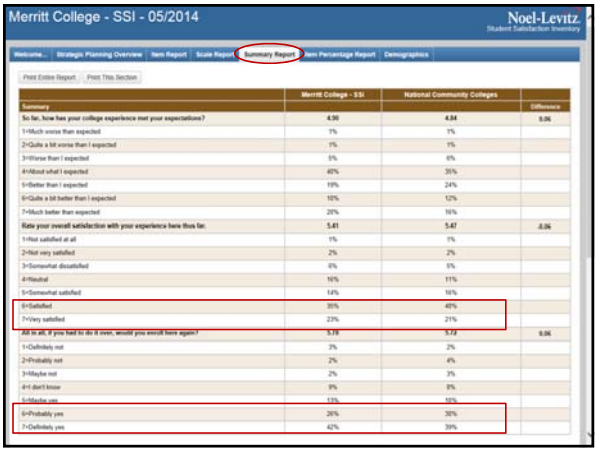


Percentage of students indicating important or very important

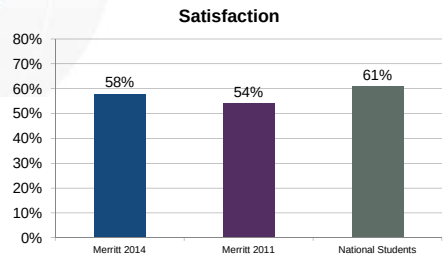
Key question

What more can you do to highlight your academic reputation?

Summary scores

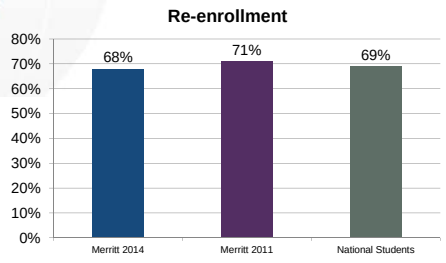


Overall satisfaction



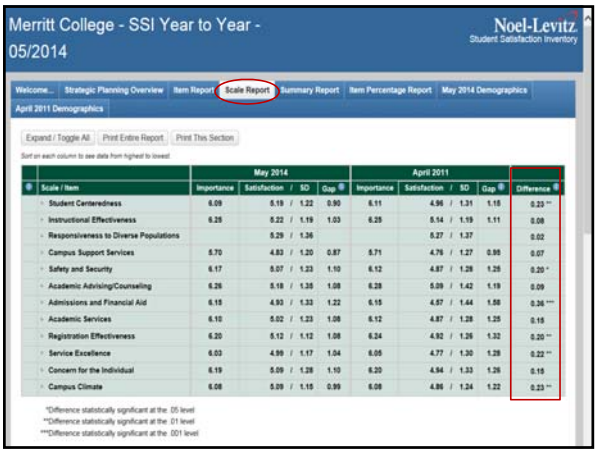
Percentage of students satisfied or very satisfied

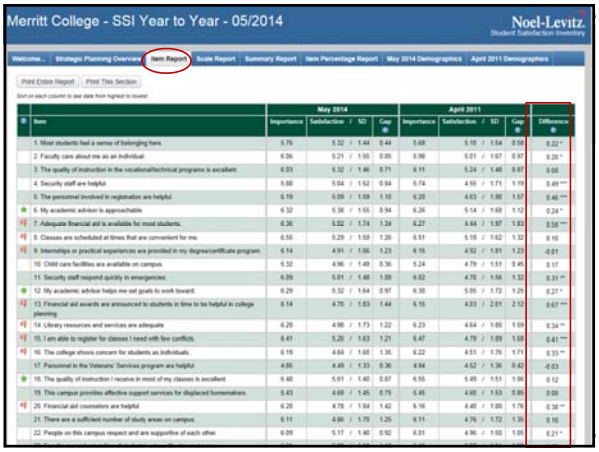
Likelihood to re-enroll



Percentage of students probably or definitely would re-enroll

Year-to-year reports





Item: Merritt College	Challenge in 2014	Challenge in 2011	Satisfaction Shift
Classes are scheduled at times that are convenient.	x		0.10
Able to register for classes with few conflicts.	x	x	0.41***
Adequate financial aid is available.	x	x	0.58***
Parking lots are well-lighted and secure.	x		0.03
Students notified early in the term if doing poorly.	x	x	-0.10
School does what it can to help me reach my educational goals.	x	x	0.18
Library resources and services are adequate.	x	x	0.34**

Items with Greatest Satisfaction Improvement

Item: Merritt College	Satisfaction Shift
Financial aid awards are announced in time to be helpful in college planning.	0.67***
Adequate financial aid is available.	0.58***
Security staff are helpful.	0.49***
The personnel involved in registration are helpful.	0.46***
I am able to register for classes with few conflicts.	0.41***
Financial aid counselors are helpful.	0.38**
Equipment in lab facilities is kept up to date.	0.35**

No standard items with a significant decline in satisfaction.

Year-to-year reporting

- Track challenges to see where satisfaction levels have shifted significantly–either positively or negatively.
- Document and celebrate areas where satisfaction levels have improved.
- Identify items where satisfaction has gone down significantly to consider why there has been a negative shift.
- Determine item movement for your lists of strengths and challenges–on or off each list over time.

Items that remain strengths reflect your institutional values

Consistent items of challenge are your pervasive issues that still need to be addressed

Let the trends over time guide your actions

The trend data will also serve as documentation of your actions as you move forward

Share your results on campus

What to share as you review the results

- Confirm that the results are representative (or view the results within the context of who did complete the survey)
- Celebrate your strengths
- Identify your top challenges
- Clarify the next steps
- Share the big picture and the specific elements that will be of most interest

Make the data most relevant to the audience

Focus on the aspects of the data that the audience is going to care most about

- Instruction and advising items for faculty
- Enrollment and financial aid items for enrollment management
- Results by majors/programs (target group reports)

Don't be afraid to share the results

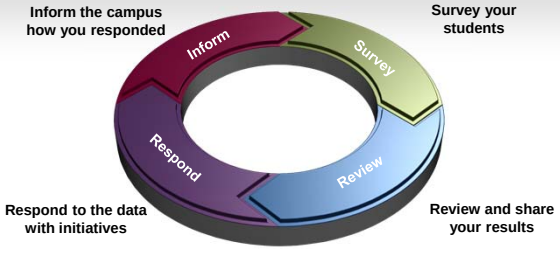
The "good" and the "bad"

Involve people in the problem solving process

- Use focus group discussions
- Establish opportunities for dialogue around the identified issues
- Include students and campus personnel delivering the particular service
- Opportunities for verbal and written feedback
- Don't make the process harder than it needs to be!

The dialogue will help you know how to best respond with new initiatives

A systematic assessment approach



Step 3: Respond to the data with new initiatives

Celebrate your strengths

Three key ways to build on strengths

1. Provide positive feedback to the campus
2. Use high performing areas as models for other departments
3. Incorporate your strengths into your recruitment and marketing messages

Address your challenges

Three key ways to respond to challenges

1. Easy, immediate response items, i.e., "just do it"
2. Incorporate into long term, strategic plan
3. Change perceptions with information

Be ready to respond to the top priority areas that need to be changed

Step 4: Inform the campus how you responded

The power of the data comes when you USE it and COMMUNICATE around it!

When and what to communicate

- When you receive your results → communicate about the current satisfaction levels and areas of importance
- When you gather information in focus groups → communicate to change perceptions about the way things currently are
- When you make a change → communicate that the change was made
- Before you administer the survey again → communicate what has been done since the last survey administration

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.

Communicate with leadership, faculty, staff and students

Methods for campus personnel:

- President's council / leadership groups
- Staff meetings – departmental or institution-wide
- In-service sessions
- Targeted memos with data pertinent to their area
- Supervisory structures
- Newsletters
- Lunch and learns

You may want to consider meeting one-on-one with key individuals in order to have a more honest discussion and to establish more accountability.

Methods for students:

- Announcements on campus by faculty, leadership, other students
- Social media (Facebook, Twitter, YouTube, Instagram)
- Student newspaper
- Student government / residence halls / activity groups

Methods for students and campus personnel:

- Postings on campus and website
- Email announcements
- Alumni magazines, press releases
- Infographics

Three things you must do with your data

 # 1: Understand your data

#2: Change something!

Don't get paralyzed by the data

Find the challenges you can act on now

Ideas for making changes

- Identify what classes are filling up quickly and explore options for adding sections.
- Explore more options for communicating around financial aid availability.
- Have a triage approach for financial aid services.
- Add lighting and security in the parking lots.
- Communicate around internship options and work to establish more opportunities with local employers.
- Work with faculty to notify students when they are doing poorly.

#3: Share

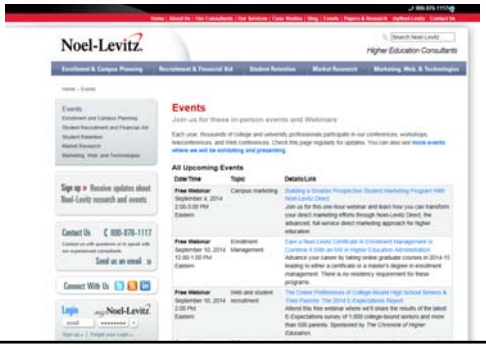
1. What you have learned
2. What you have changed
3. What you will do in the future

Additional resources

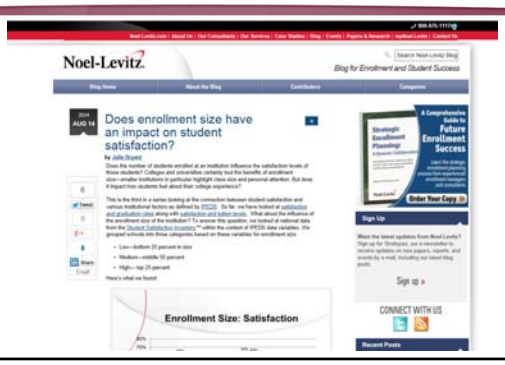
Helpful resources

www.noellevitz.com/SSIResources

Upcoming events from Noel-Levitz: www.noellevitz.com/events



Sign up for the Noel-Levitz Blog: http:/blog.noellevitz.com



Continue the conversation on Twitter:

twitter.com/JulieBryantNL

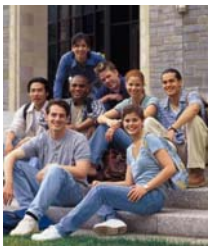
Twitter.com/noellevitz

Closing thoughts

Data is the foundation. It is the evidence. It is what should guide all decision making on campus.

Data can confirm or counter your assumptions

When you administer the surveys, show respect for students' time and effort and don't be lazy with their feedback.



Will your students be more satisfied a year from now if you do nothing?

Questions and answers

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