



Southeastern Louisiana University

Ruffalo Noel-Levitz Student Satisfaction Inventory

Spring 2019

Executive Summary

Spring of 2019 was the third administration of the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) completed by a total of 457 undergraduate students. The SSI identifies strengths; items with high importance and high satisfaction, and challenges which are items with high importance and low satisfaction.

The results show fewer areas of challenges identified in 2019 than in 2017, however, areas of strengths did not change significantly.

- The table below summarizes the Spring 2019 Strengths and Challenges:

| Strengths | Challenges |
|--|--|
| My academic advisor is knowledgeable about requirements in my major. | I am able to register for classes I need with few conflicts. |
| The campus is safe and secure for all students. | Tuition paid is a worthwhile investment. |
| My academic advisor is available when I need help. | There are sufficient courses within my program of study available each term. |
| Students are made to feel welcome here. | Faculty provide timely feedback about my academic progress. |
| Faculty are usually available to students outside of class (during office hours, by phone or by e-mail). | |
| On the whole, the campus is well-maintained. | |
| Computer labs are adequate and accessible. | |
| Counseling services are available if I need them. | |
| This campus provides online access to services I need. | |

- Southeastern students' level of satisfaction was higher for all 9 scales when compared to students at national four-year public institutions.

| Scale | Southeastern's Satisfaction Score | National Four-Year Publics' Satisfaction Score | Difference |
|-----------------------------|-----------------------------------|--|------------|
| Campus Life | 5.36 | 4.92 | 0.44 |
| Campus Climate | 5.88 | 5.49 | 0.39 |
| Academic Advising | 5.81 | 5.43 | 0.38 |
| Campus Support Services | 5.96 | 5.58 | 0.38 |
| Registration Effectiveness | 5.49 | 5.11 | 0.38 |
| Student Centeredness | 5.69 | 5.33 | 0.36 |
| Recruitment & Financial Aid | 5.50 | 5.18 | 0.32 |
| Safety & Security | 5.26 | 5.07 | 0.19 |
| Institutional Effectiveness | 5.64 | 5.46 | 0.18 |

Note: Students use a Likert scale to respond and rate items. Scales range from 1-7; (Not Satisfied At All) to (Very Satisfied).

Method

In spring of 2019; the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) was administered electronically to 3,496 undergraduates. A total of 457 students responded to the survey. These 457 responses represent an overall response rate of 13%.

General Satisfaction with Southeastern Louisiana University

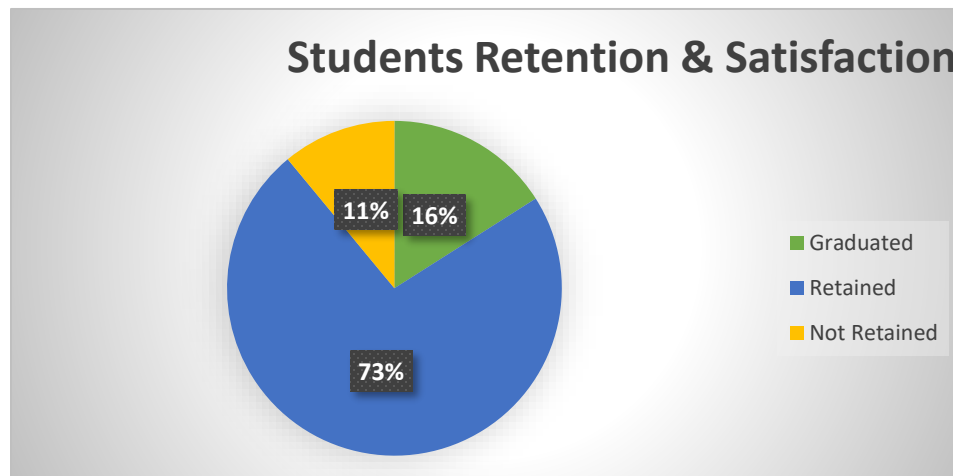
Research suggested that students who are satisfied are more likely to re-enroll and continue their educational path as retained students (Ruffalo Noel Levitz, 2016). Students were asked to rate their overall satisfaction with their experience at Southeastern and whether they would enroll at the institution if they had to do it over again. Fifty-nine percent (59%) of the students responded they were very satisfied or satisfied with their experience. And sixty-eight percent (68%) of the students answered they would definitely or probably enroll at Southeastern again if given the chance to do it again. This is shown in the table below:

| General Satisfaction | Satisfaction Percentage | Satisfaction Mean Score |
|----------------------|-------------------------|-------------------------|
| Overall satisfaction | 59% | 5.43 |
| Enroll at SLU again | 68% | 5.68 |

The survey results show that Southeastern students' overall satisfaction & chance of enrolling at the institution again are higher than those of the national four-year publics' averages and percentages, as shown in the table below:

| General Satisfaction | Southeastern | National Four-Year Publics |
|----------------------|-----------------|----------------------------|
| Overall satisfaction | 59% (5.43 Avg.) | 54% (5.23 Avg.) |
| Enroll Again | 68% (5.68 Avg.) | 59% (5.31 Avg.) |

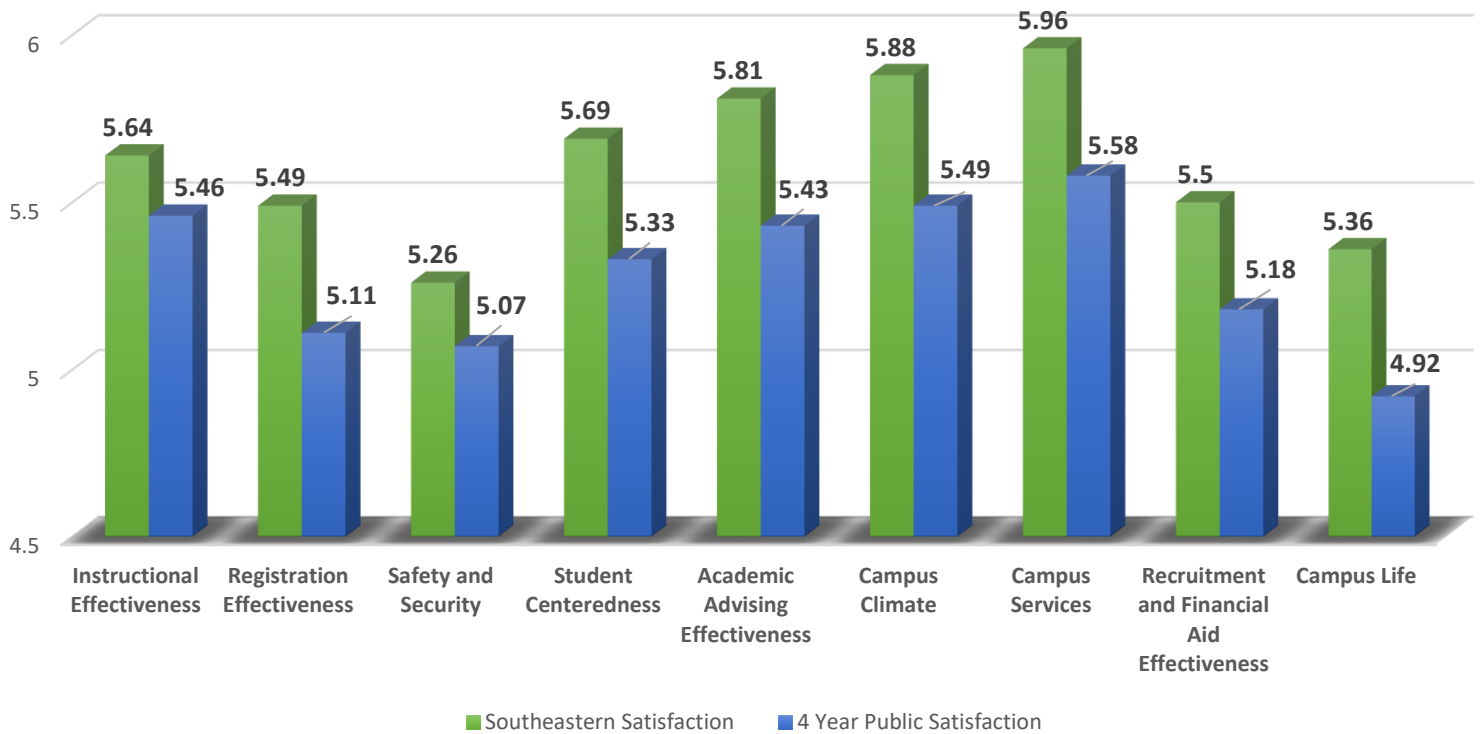
Approximately, sixteen percent of the student respondents (16%, n=71) graduated with their degrees by the end of the spring semester. Seventy-three percent of the student respondents (73%, n=334) were retained and enrolled at Southeastern in the Fall of 2019 semester. Eleven percent of the student respondents (11%, n=52) were not retained Fall of 2019 as illustrated in the pie chart below:



However, only ten students out of the fifty-two students who were not retained indicated they were dissatisfied with their experience at Southeastern and nine students out of the fifty-two students responded that they definitely, probably, or maybe would not enroll at Southeastern again.

The graph below shows that Southeastern had higher Satisfaction Scores for all 9 scales compared to National 4-Year Public institutions.

Student Satisfaction Inventory - Spring 2019



Southeastern’s Strengths & Challenges

Strengths and challenges are useful for strategic planning. Strengths are items with high importance, high satisfaction, and a low performance gap while challenges are items with high importance and low satisfaction and a high performance gap. (Importance – satisfaction = Performance Gap.)

The results of this survey allowed us to list Southeastern’s strengths and challenges as a Matrix for prioritizing action as follows:

Institutional Challenges

Very
Important

These are areas with high importance but low satisfaction and therefore are the institution's challenges (threats) that require the most attention.

- There are sufficient courses within my program of study available each term.
- I am able to register for classes I need with few conflicts.
- Faculty provide timely feedback about my academic progress.
- Tuition paid is a worthwhile investment.

Very
Dissatisfied

Institutional Strengths

These are areas with high importance and high satisfaction and represent the institution's points of strength.

- Counseling services are available if I need them.
- On the whole, the campus is well-maintained.
- Computer labs are adequate and accessible.
- Students are made to feel welcome here.
- Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).
- This campus provides online access to services I need.
- The campus is safe and secure for all students.
- My academic advisor is knowledgeable about requirements in my major.
- My academic advisor is available when I need help.

Weaknesses

These are the areas with low satisfaction and less importance than challenges and therefore need some improvement.

- Administrators are available to hear students' concerns.
- Faculty are fair and unbiased in their treatment of individual students.
- The content of the courses within my major is valuable.

Very
Unimportant

Opportunities

These are the areas with high satisfaction but less importance than strengths so its resources could be exploited for a competitive advantage.

- Security staff respond quickly to calls for assistance.
- I receive the help I need to apply my academic major to my career goals.
- Mentors are available to guide my life and career goals.

Very
Satisfied

The tables below list the strengths and opportunities (strongest to the weakest) as well as challenges and weaknesses (weakest to the strongest) with their corresponding performance gap.

| Strengths | Gap |
|--|------------|
| Library resources and services are adequate | 0.25 |
| Counseling services are available if I need them. | 0.27 |
| Faculty use a variety of technology and media in the classroom. | 0.32 |
| On the whole, the campus is well-maintained. | 0.33 |
| There is a strong commitment to diversity on this campus | 0.33 |
| Students are free to express their ideas on this campus. | 0.35 |
| Computer labs are adequate and accessible. | 0.39 |
| Students are made to feel welcome here. | 0.40 |
| Faculty are usually available to students outside of class (during office hours, by phone or by e-mail). | 0.43 |
| This campus provides online access to services I need. | 0.44 |
| The campus is safe and secure for all students. | 0.49 |
| Student disciplinary procedures are fair. | 0.50 |
| Tutoring services are readily available. | 0.51 |
| My academic advisor is knowledgeable about requirements in my major. | 0.53 |
| Admissions counselors accurately portray the campus in their recruiting practices. | 0.56 |
| My academic advisor is available when I need help. | 0.62 |
| Opportunities | Gap |
| Security staff respond quickly to calls for assistance. | 0.64 |
| I receive the help I need to apply my academic major to my career goals. | 0.71 |
| Mentors are available to guide my life and career goals. | 0.76 |
| I am able to take care of college-related business at times that are convenient for me. | 0.79 |
| The campus staff are caring and helpful. | 0.79 |
| Financial aid counseling is available if I need it. | 0.80 |
| Residence hall staff are concerned about me as an individual. | 0.81 |

| Weaknesses | Gap |
|---|------------|
| My academic advisor helps me set goals to work toward. | 0.84 |
| There are adequate services to help me decide upon a career. | 0.85 |
| Parking lots are well-lighted and secure. | 0.85 |
| Registration processes and procedures are convenient. | 0.88 |
| Admissions staff provide personalized attention prior to enrollment. | 0.88 |
| There is an adequate selection of food available on campus. | 0.90 |
| The quality of instruction I receive in most of my classes is excellent. | 0.91 |
| I receive ongoing feedback about progress toward my academic goals. | 0.94 |
| The content of the courses within my major is valuable. | 0.95 |
| Faculty are fair and unbiased in their treatment of individual students. | 0.95 |
| Administrators are available to hear students' concerns. | 1.01 |
| Challenges (Threats) | Gap |
| Tuition paid is a worthwhile investment. | 1.04 |
| Billing policies are reasonable. | 1.04 |
| Faculty provide timely feedback about my academic progress. | 1.06 |
| This institution helps me identify resources to finance my education. | 1.10 |
| I seldom get the "run-around" when seeking information on this campus. | 1.11 |
| Financial aid awards are announced in time to be helpful in college planning. | 1.11 |
| I am able to register for classes I need with few conflicts. | 1.13 |
| Living conditions in the residence halls are comfortable. | 1.19 |
| Student activity fees are put to good use. | 1.24 |
| There are sufficient courses within my program of study available each term. | 1.26 |
| The amount of student parking space on campus is adequate. | 2.61 |

How SSI Connects to Southeastern's Strategic Planning and Vision 2025

A SWOT Analysis was conducted in 2017-2018 as an environmental scan for strategic planning purposes and to formulate Southeastern's Vision 2025. The Analysis showed similar results as SSI's Analysis; among the most common challenges/threats that Southeastern faces are *fiscal issues/tuition and parking on campus*. While *campus community being friendly, secure, and accessible, as well as the small class sizes* were a strength of Southeastern.

The Analysis also indicated that one of the weaknesses Southeastern has is the *ability of advisors to help students in choosing their major* which also matches this survey's result where students indicated their *advisors helping them set goals to work towards* is a weakness. It also indicated that one of Southeastern's opportunities is the *campus community's communication with students and keeping them better informed* which relates to the item in the SSI survey that also represents an opportunity for the institution; and that is *the campus staff are caring and helpful*.

The information in the survey can also be considered when achieving **Southeastern's Vision 2025 strategic goals** such as the following:

- 1. To engage a diverse population of undergraduate and graduate learners with powerful experiences:** The university will provide programs, services, resources and infrastructure that maximize student success.
- 2. To increase and manage resources effectively:** The University will expand sustainability efforts as a means of reducing costs and enhancing educational opportunities.
- 3. To enrich and strengthen faculty and staff support and morale:** The University will promote open and interactive communication.
- 4. To foster a physical environment and efficiently allocate space in a way that directly affects higher rates of recruitment and retention of students, faculty, and staff:** The University will enhance the appearance and usability of campus, expand and upgrade access to technology, and implement a strategy to optimize use of facilities.

As mentioned earlier, students with higher levels of satisfaction are more likely to return, continue their education, and graduate, so Southeastern can tackle its challenges and better identify ways to address areas that need improvement and redirect institutional resources. And students with higher levels of satisfaction are more likely to donate when they become alumni (Bryant, Bodfish & Stever, 2015).

References

Bryant, Bodfish, & Stever, 2015. *The correlation between college student satisfaction and alumni giving*. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieved from <https://www.ruffalonl.com/papers-research-higher-education-fundraising/2015/the-correlation-between-college-student-satisfaction-and-alumni-giving>.

Ruffalo Noel Levitz, 2016. *2015 – 16 national student satisfaction and priorities report*. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieved from <https://www.ruffalonl.com/papers-research-higher-education-fundraising/2016/2015-16-national-student-satisfaction-and-priorities-report>.