



Southeastern Louisiana University
Ruffalo Noel-Levitz Student
Satisfaction Inventory Report
Spring 2025

Executive Summary

Spring of 2025 was the fourth administration of the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) completed by a total of 432 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 more areas of challenges identified in 2025 than in 2023, however, areas of strengths did not change significantly.

- The table below summarizes the Spring 2025 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.
This campus provides online access to services I need.	The quality of instruction I receive in most of my classes is excellent.
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.	Living conditions in the residence halls are comfortable.
Security Staff respond quickly to calls of assistance.	Tuition paid is a worthwhile investment.
Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	Computers and/or Wi-Fi are adequate and accessible.
On the whole, the campus is well-maintained.	Financial aid awards are announced in time to be helpful in college planning.
The campus is safe and secure for all students.	Registration processes and procedures are convenient.

- Southeastern students' level of satisfaction was higher for 8 out of 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	5.38	5.08	0.30
Campus Climate	5.76	5.54	0.22
Academic Advising	5.83	5.74	0.09
Campus Support Services	5.77	5.71	0.06
Registration Effectiveness	5.32	5.34	-0.02
Student Centeredness	5.69	5.49	0.20
Recruitment & Financial Aid	5.49	5.37	0.12
Safety & Security	5.42	5.16	0.26
Instructional Effectiveness	5.66	5.60	0.06

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 2025; the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) was administered electronically to 6,507 undergraduates. A total of 432 students responded to the survey representing an overall response rate of 6.6%

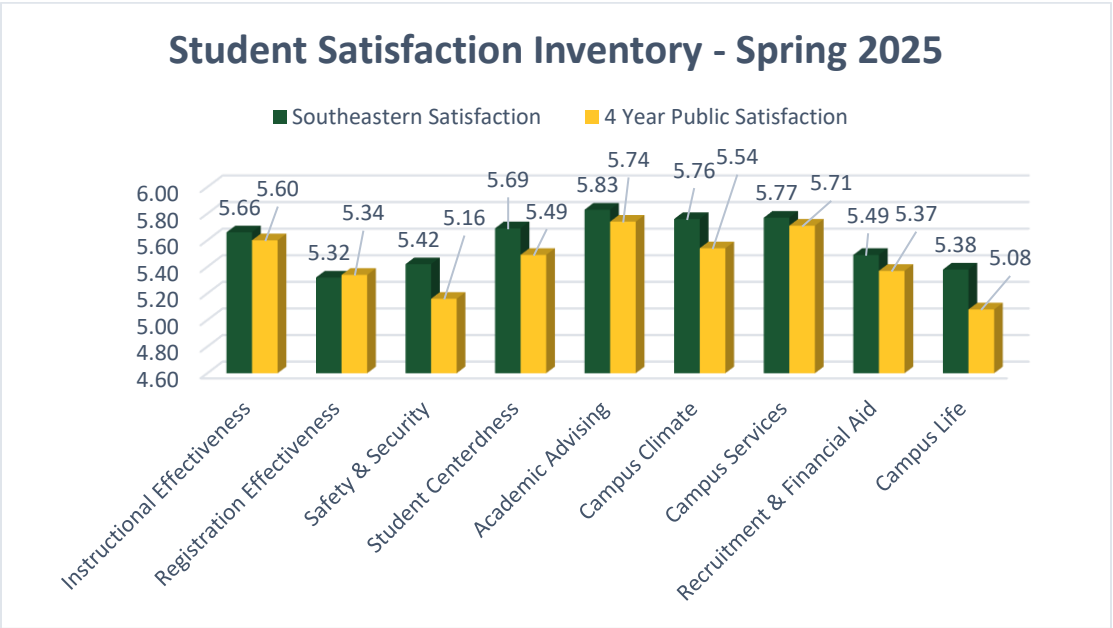
General Satisfaction of Southeastern Louisiana University's Students

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. Seventy-eight percent (78%) of the students responded they were very satisfied, satisfied, or somewhat satisfied with their experience. And eighty percent (80%) of the students answered they would definitely, probably, or maybe enroll at Southeastern again if given the chance to do it again. This is shown in the table below:

General Satisfaction	Satisfaction Percentage
Overall satisfaction	78%
Enroll at Southeastern again	80%

Southeastern’s Student Satisfaction Inventory in Comparison with National 4-Year Public Institutions

The graph below shows that Southeastern had higher Satisfaction Scores for 8 out of the 9 scales compared to National 4-Year Public institutions.



Demographic Overview

The tables below represent a demographic overview of students who completed the survey. Overall, the largest age category of our survey respondents was between ages 19 to 24, and the most dominant gender category was female respondents. Furthermore, the majority of the student respondents were Seniors.

Gender	2025
Female	302
	(70.6%)
Male	105
	(24.5%)
Prefer not to Respond	7
	(1.6%)
Transgender	5
	(1.2%)
Genderqueer	9
	(2.1%)
No Response	4

Age	2025
18 and under	26 (6.1%)
19 to 24	315 (74.3%)
25 to 34	43 (10.1%)
35 to 44	13 (3.1%)
45 and over	27 (6.4%)
No Response	8

Class Level	2025
Freshman	65 (15.5%)
Sophomore	95 (22.6%)
Junior	95 (22.6%)
Senior	160 (38.1%)
Special Student	2 (0.5%)
Graduate/Professional	1 (0.2%)
Other Class Level	2 (0.5%)
No Response	12

Institutional Choice

Institutional choice was asked about because it has been documented that students who perceive themselves to be at their first-choice institution tend to have higher satisfaction than students who perceive themselves to be at their second or third choice institution (Ruffalo Noel Levitz, 2021). From the table below, it is evident that the majority of our student respondents indicated Southeastern was their first-choice institution:

Institution Choice	2025
1st Choice	275 (64.3%)
2nd Choice	120 (28.0%)
3rd Choice	33 (7.7%)
No Response	4

The Matrix of 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 (Weaknesses)

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.
- Living conditions in residence halls are comfortable.
- Computers and/or Wi-Fi are adequate and accessible.
- Tuition paid is a worthwhile investment.
- The quality of instruction I receive in most of my classes is excellent.
- Registration processes and procedures are convenient.
- Financial aid awards are announced in time to be helpful in college planning.

Institutional Strengths

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

- Security staff respond quickly to calls for assistance.
- On the whole, the campus is well-maintained.
- This campus provides online access to services I need.
- 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).
- My academic advisor is knowledgeable about requirements in my major.
- My academic advisor is available when I need help.
- The campus is safe and secure for all students.

Very
Dissatisfied

Threats

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

- Billing policies are reasonable.
- I seldom get the "run-around" when seeking information on this campus.
- Student activity fees are put to good use.
- The amount of student parking space on campus is adequate.
- This institution helps me identify resources to finance my education.

Opportunities

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

- Library resources and services are adequate.
- There is a strong commitment to diversity on this campus.
- Student disciplinary procedures are fair.
- Tutoring services are readily available.
- Counseling services are available if I need them.

Very
Satisfied

Very
Important

Very
Unimportant

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

Strengths	Gap
Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	0.39
Security staff respond quickly to calls for assistance.	0.41
On the whole, the campus is well-maintained.	0.42
Students are made to feel welcome here.	0.51
This campus provides online access to services I need.	0.55
My academic advisor is knowledgeable about requirements in my major.	0.57
My academic advisor is available when I need help.	0.61
The campus is safe and secure for all students.	0.82
Opportunities	Gap
Library resources and services are adequate.	0.06
There is a strong commitment to diversity on this campus.	0.15
Tutoring services are readily available.	0.22
Counseling services are available if I need them.	0.28
Student disciplinary procedures are fair.	0.42
Challenges (Weaknesses)	Gap
Computers and/or Wi-Fi are adequate and accessible.	1.87
There are sufficient courses within my program of study available each term.	1.41
Registration processes and procedures are convenient.	1.28
I am able to register for classes I need with few conflicts.	1.27
Living conditions in the residence halls are comfortable.	1.20
Tuition paid is a worthwhile investment.	1.12
Financial aid awards are announced in time to be helpful in college planning.	1.02
The quality of instruction I receive in most of my classes is excellent.	1.00
Threats	Gap
The amount of student parking space on campus is adequate.	2.11
Student activity fees are put to good use.	1.32
Billing policies are reasonable.	1.28
This institution helps me identify resources to finance my education.	1.11
I seldom get the “run-around” when seeking information on this campus.	1.04

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 the analysis showed similar results as SSI's Analysis; among the most common challenges/threats that Southeastern faces are *fiscal issues/tuition, Academic issues, and parking on campus*. While *Student Resources & Organizations, and campus community being friendly, caring, secure, and accessible, as well as the small class sizes* were a strength of Southeastern.

The information in the survey can also be considered when achieving **Southeastern's Vision 2025 strategic goals** and core values of excellence and caring such as the following:

1. **The Student Experience:** Honor their "Why"- Articulate value proposition- Strengthen Alumni and External Engagement- Know our Student- Grow Holistic Student Support- Intentional Focus on Advising / Retention / Graduation.
2. **Faculty/Staff Investment:** Strengthen Communication and Collaboration-Increase Support-Increase Role of External Stakeholders in Faculty/Staff Support-Fortify Talent and Build Depth-Build Culture of Collaboration-Honor and Communicate Faculty and Staff Excellence.
3. **Competitive Edge:** Online Program Expansion Driven by Quality and Demand-Strategic Niche Driven Growth-Intentional Recruitment of Transfer Ready Community College Students-Fiscal Responsibility-Market Responsive Programs-Nationally Recognized Honors College-National Recognition for Excellence in Athletics-Make Things Happen.
4. **Educational, Economical, and Cultural Development:** Honoring the history of Southeastern by demonstrating cultural awareness and activities that shape the future for the region. Also, instilling a reputation for excellence and caring.

As mentioned earlier, students with higher levels of satisfaction are more likely to return, continue their education, and graduate. That is because satisfaction is linked to key institutional metrics including higher individual student retention, higher institutional graduation rates, higher alumni giving at the institutional level and lower loan default rates (Ruffalo Noel Levitz, 2021). Which coincides with Southeastern's Vision 2025's strategic goals of focusing on student Advising, Retention, and Graduation, as well as strengthening alumni and external engagement.

Southeastern can tackle its challenges by better identifying ways to address areas that need improvement and redirecting institutional resources; focusing on one of its core values which is the intentional focus on advising / retention / graduation. Levitz recently indicated five practices to optimize student success, retention, and completion for four-year public universities (Ruffalo Noel Levitz, 2025):

1. Monitoring student usage of academic support services.
2. Development of faculty skills in instruction.
3. Institution-wide emphasis on the teaching of undergraduates and undergraduate learning.
4. Tracking persistence and progression patterns, term by term, for all students who matriculate.
5. Identifying courses that are more difficult or less difficult to complete.

Therefore, it is important to share the data from the survey with multiple constituencies on campus to discuss opportunities to make significant changes and overcome challenges.

References

- 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>.
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