

Student Satisfaction Inventory (SSI)

University of Michigan-Flint

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MASFAA Conference

St. Louise 2007

Monday, October 8, 2007

2:00 PM – 3:15 PM

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Agenda

- 1. What is Student Satisfaction Inventory and why it is conducted at University of Michigan-Flint?**
- 2. Methodology used in the selecting the target group of students to be surveyed.**
- 3. Systematic Approach to survey distribution and collection.**
- 4. Utilization/distribution of survey results.**
- 5. Results and comparison of '96, '99, '02, and '05 survey data.**
- 6. Questions?**

What is Student Satisfaction Inventory?

- ❖ **The USA GROUP NOEL-LEVITZ, INC., the leading educational consulting firm and nationally recognized leader in the field of student surveys, produces the Student Satisfaction Inventory (SSI).**

- ❖ **Approximately 200 separate items in the written survey instrument**
 - **Almost 100 individual items on a 7-point scale for student's expectations and their levels of satisfaction of the campus experience**
 - **Detailed demographic information on approximately 12 items.**
 - **Supplemental Questions specific to the institution**

What is Student Satisfaction Inventory?

- ❖ **SSI is an instrument used at thousands of institutions around the country to measure the level of student satisfaction with services and programs.**
- ❖ **Students at University of Michigan-Flint (UM-Flint) have participated in the SSI survey four times to date, in the fall of 1996, 1999, 2002 and most recently in the fall 2005.**
- ❖ **Principles of consumer theory serve as the basis for the Student Satisfaction Inventory's construction. Therefore, students are viewed as:**
 - **Consumers who have a choice about whether to invest in education and where to enroll.**
 - **Individuals who have definite expectations about what they want from their campus experience.**
 - **From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution.**

Student Satisfaction Inventory Questionnaire

Option to add Supplemental Questions

What is Student Satisfaction Inventory?

Three scores are generated for each item on the SSI:

- ❖ **Importance** score ratings reflect how strongly students feel about the expectation.
- ❖ **Satisfaction** score ratings reflect how satisfied students are that your institution has met the expectation.
- ❖ **Performance gap** scores show how well you are meeting the expectation overall

What is Student Satisfaction Inventory?

More About Performance Gap Scores:

- ❖ **A large performance gap score (e.g., 1.5) indicates that the institution is not meeting students' expectations.**
- ❖ **A small or zero gap score (e.g. 0.50) indicates that an institution is meeting students' expectations.**
- ❖ **A negative gap score (e.g. -0.25) indicates that an institution is exceeding students' expectations.**

The 4-year College and University Version of the Inventory Includes 12 Composite Scales:

- 1. Academic advising effectiveness**
- 2. Campus climate**
- 3. Campus life**
- 4. Campus support services**
- 5. Concern for the individual**
- 6. Instructional effectiveness**
- 7. Recruitment & financial aid effectiveness**
- 8. Registration effectiveness**
- 9. Responsive to diverse populations**
- 10. Safety and security**
- 11. Service excellence**
- 12. Student centeredness**

Why SSI survey is conducted at UM-Flint?

- ❖ **Purpose group appointed by Chancellor**
- ❖ **1996, 1999, 2002, 2005 - all four survey data useful in North Central Accreditation self-study and visits**
- ❖ **Assess Student Expectations versus Student Satisfaction with Academic as well as Administrative units.**
- ❖ **Utilize results for department/program review in order to increase student satisfaction levels in various areas.**
- ❖ **Go beyond what students are expecting and improve services in order to provide students with a rewarding experience at UM-Flint.**

Methodology used in the selecting the target group of students to be surveyed

- ❖ The percentile of each of the following variables of selected target group mirrors the percentile of total population of students at UM-Flint.

- ❖ Target population of students are selected based on following characteristics.
 - Ethnicity
 - School (all four college/schools at UM-Flint)
 - Class Standing (Freshman, Sophomore, Junior, Senior, Graduate)
 - Age Group (18-23, 24-26, 27-30, 31-40, 41-50, 51-60, Above 60)
 - Gender (Male, Female, Unknown)

Systematic Approach to Survey Distribution and Collection

- ❖ Support from Chancellor and Provost
- ❖ Selection of courses
 - Lower/upper/honors/graduate level courses
 - Morning/afternoon/evening courses
 - Supportive Faculty members

Systematic Approach to Survey Distribution and Collection

❖ Individualized approach

- ❖ Staff member goes to the assigned class room at the time given to them with a packet of SSI surveys.
- ❖ Distribution times and pick-up times may vary since some professors like to administer it at the beginning of the class session, some like to give it out at the end.
- ❖ Each staff member receives a Packet that has the following:
 - Joint letter from Provost and Vice Chancellor-SSEM to give to Instructor
 - Coupon for Instructor
 - Surveys
 - Coupons for Students to give out ONLY when they return completed survey

Systematic Approach to Survey Distribution and Collection

- ❖ **Staff member gives a short explanation of what SSI is and why we are doing it.**
 - Prizes, emphasizing on doing the entire survey, especially the last page where demographics such as gender, ethnicity, class standing, major etc... are located.
 - Student's UM-ID and Major codes were verified and entered in individually as the surveys were returned.
 - Let the student know that the staff member will be back at the next class session to collect the surveys.
 - Students receives a lunch coupon for \$5/- for food court vendors.
 - If they can't be there for the next class, ask them to drop off at the VC-SSEM office and pick up the lunch coupon.

Systematic Approach to Survey Distribution and Collection

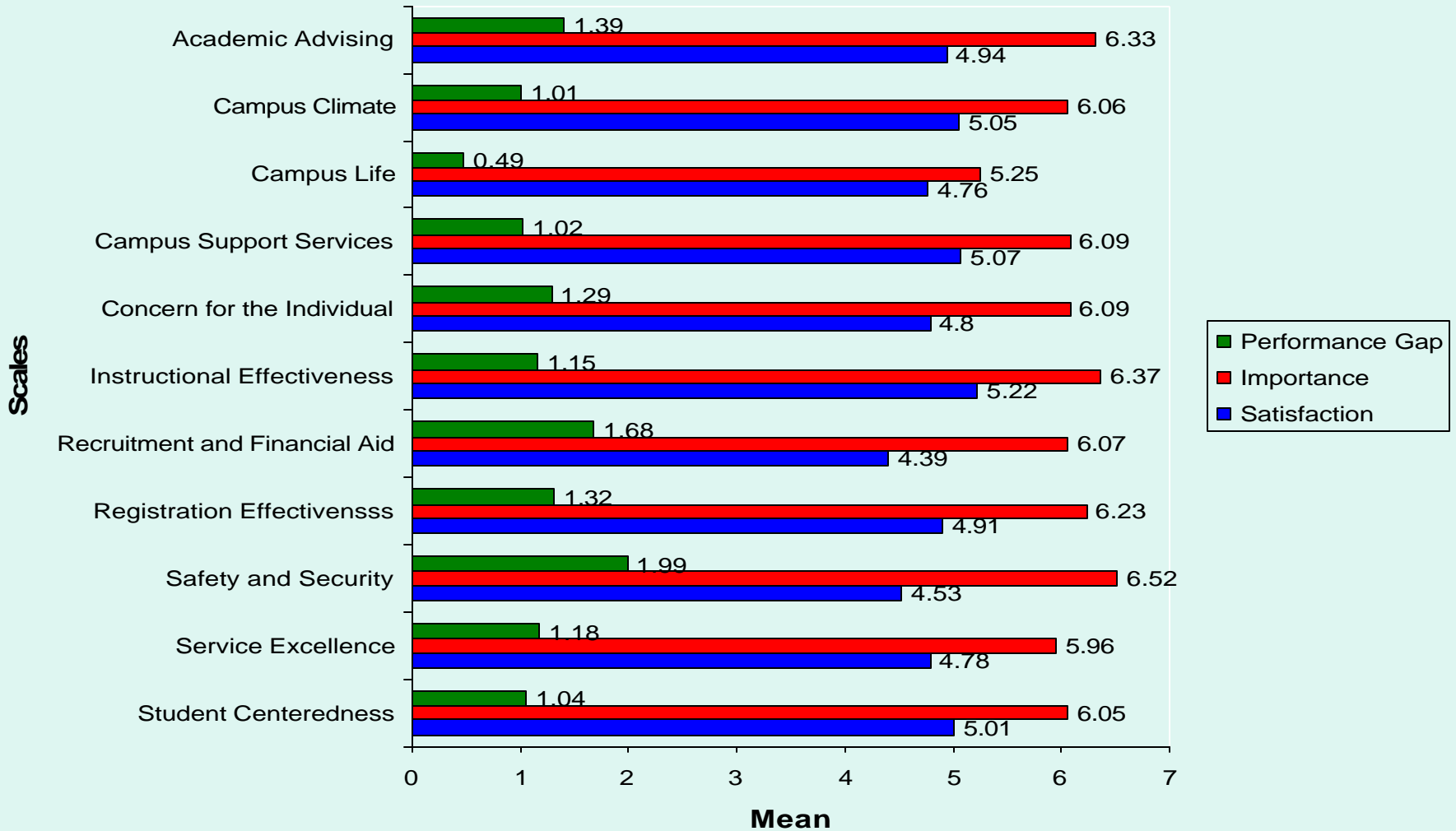
- ❖ **During Pick-ups, each staff member glances through the last page for UM-ID and Major fields. If unintentionally left blank then keep pencils ready for students to fill them out.**
- ❖ **Hand out coupons for completed survey and remind them about drawing of prizes.**
- ❖ **If students have not completed, remind them of the drop off location.**
- ❖ **Return the surveys at VC-SSEM office for final check and counting.**
- ❖ **Staff members are also entered in separate prize drawing.**
 - About 50-60 staff members are assigned to do the distribution.
 - About 130 to 145 courses are surveyed.
 - About 3000 to 3500 surveys distributed
 - About 800-1200 completed surveys returned (25% to 35% return rate)

Utilization/distribution of survey results.

- ❖ We have utilized and distributed the survey results in following ways.
 - Compiled a summary report and presentations for a campus wide presentations and distribution.
 - Given more detailed presentations to the leadership group.
 - Produced school as well as demographic specific (e.g. Gender) report for more individualized analysis.
 - Have a longitudinal results for comparisons starting from 1996 until 2005.
 - Have used results and findings extensively in North Central Accreditation process.
 - Program/departmental reviews used this data to make improvements in providing services to students.

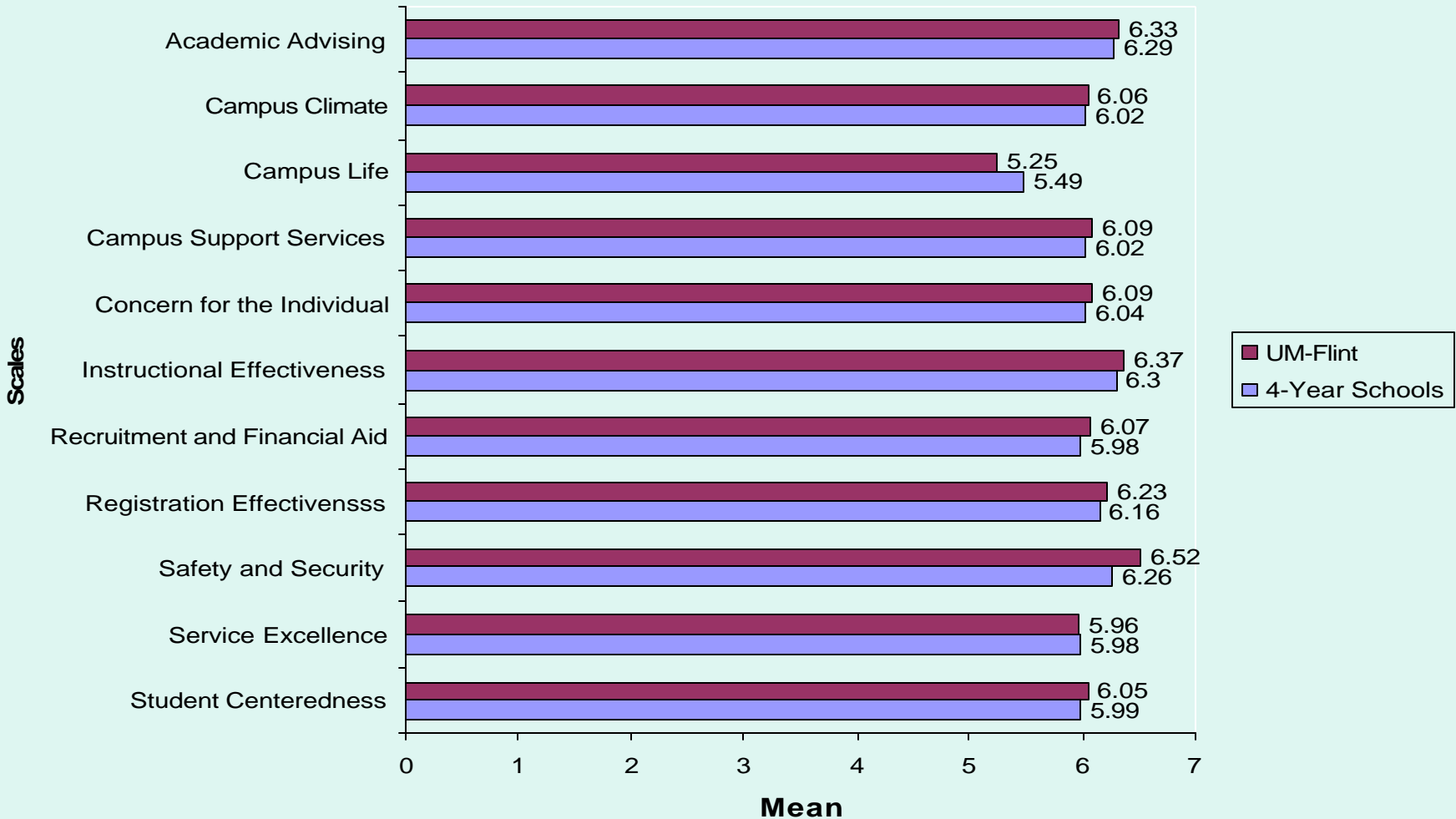
Results and comparison ~ 1996 survey data

How Well Are We Meeting Our Students' Expectations - 1996



Results and comparison ~ 1996 survey data

What's **Important** to University Of Michigan-Flint's Students Compared to Other 4-Year Public Institutions?-1996



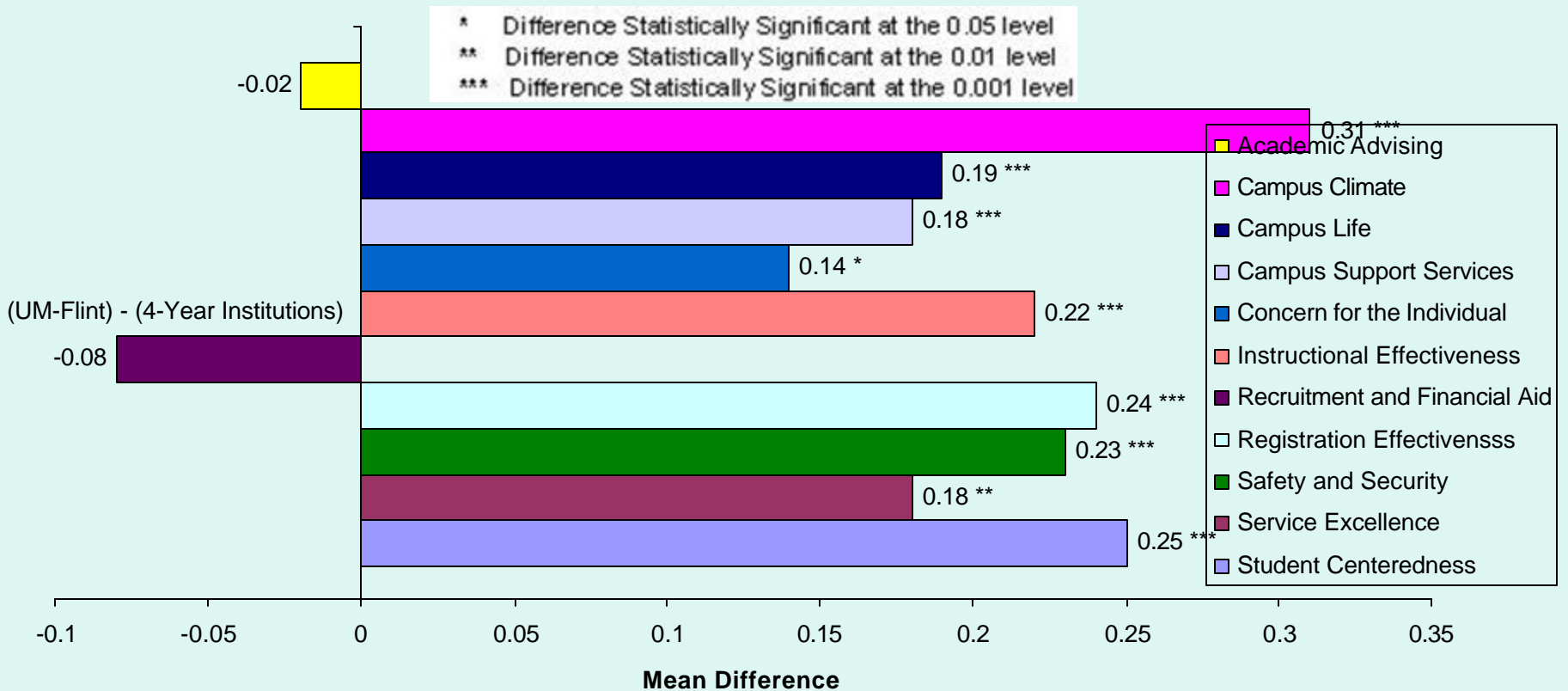
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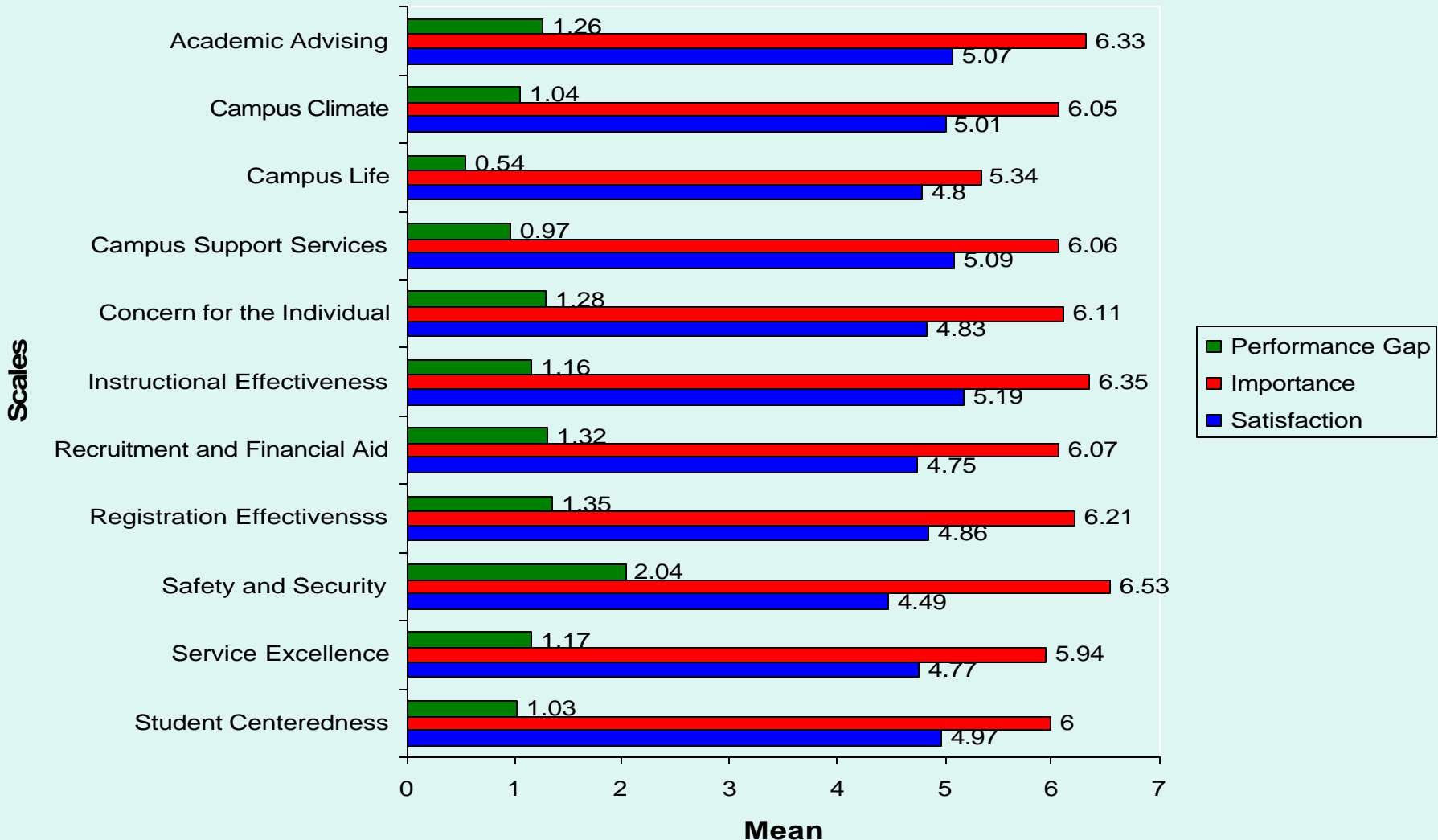
Results and comparison ~ 1996 survey data

Mean Difference Between the Performance Gap ~ 1996 (UM-Flint) - (4-Year Institutions)



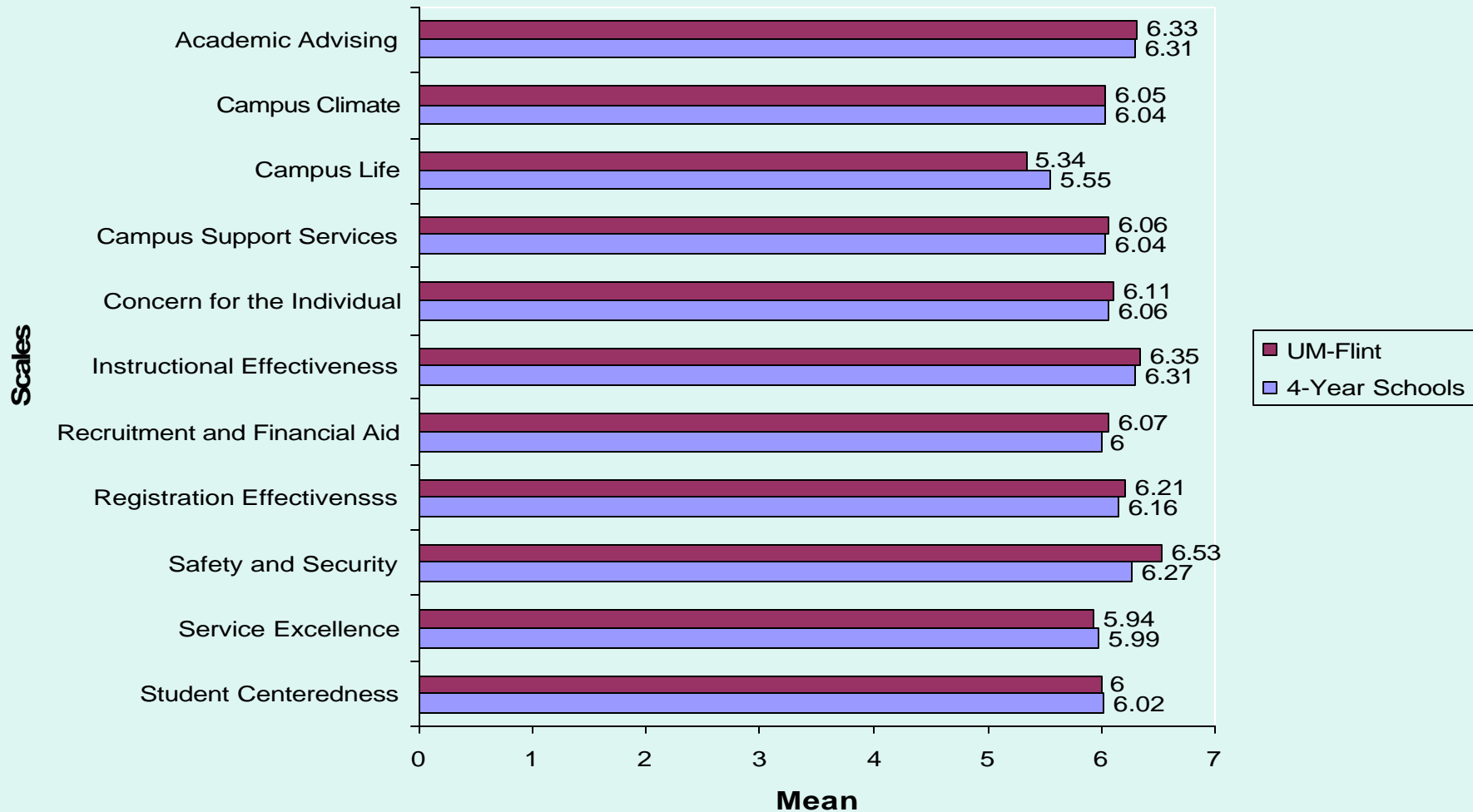
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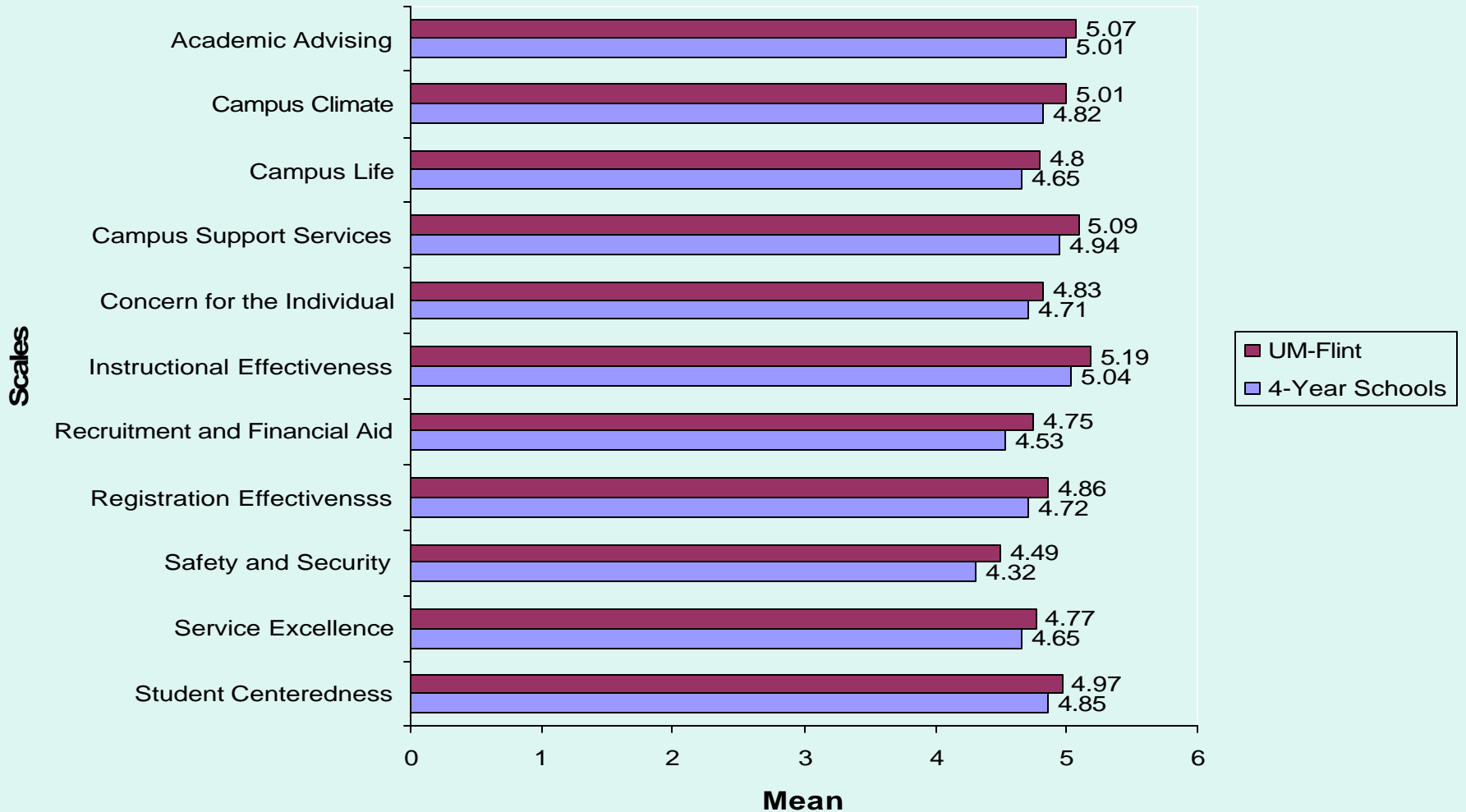
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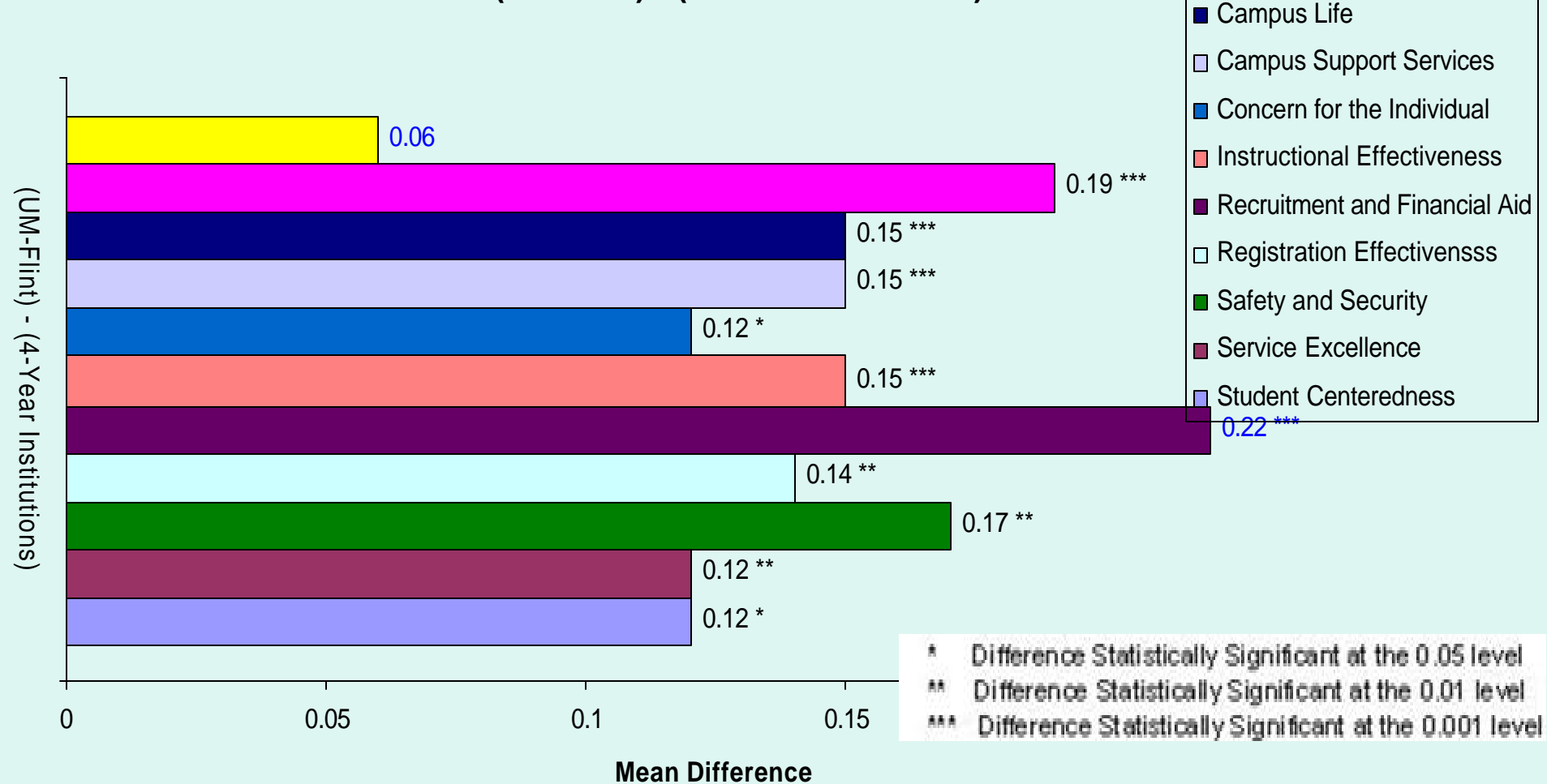
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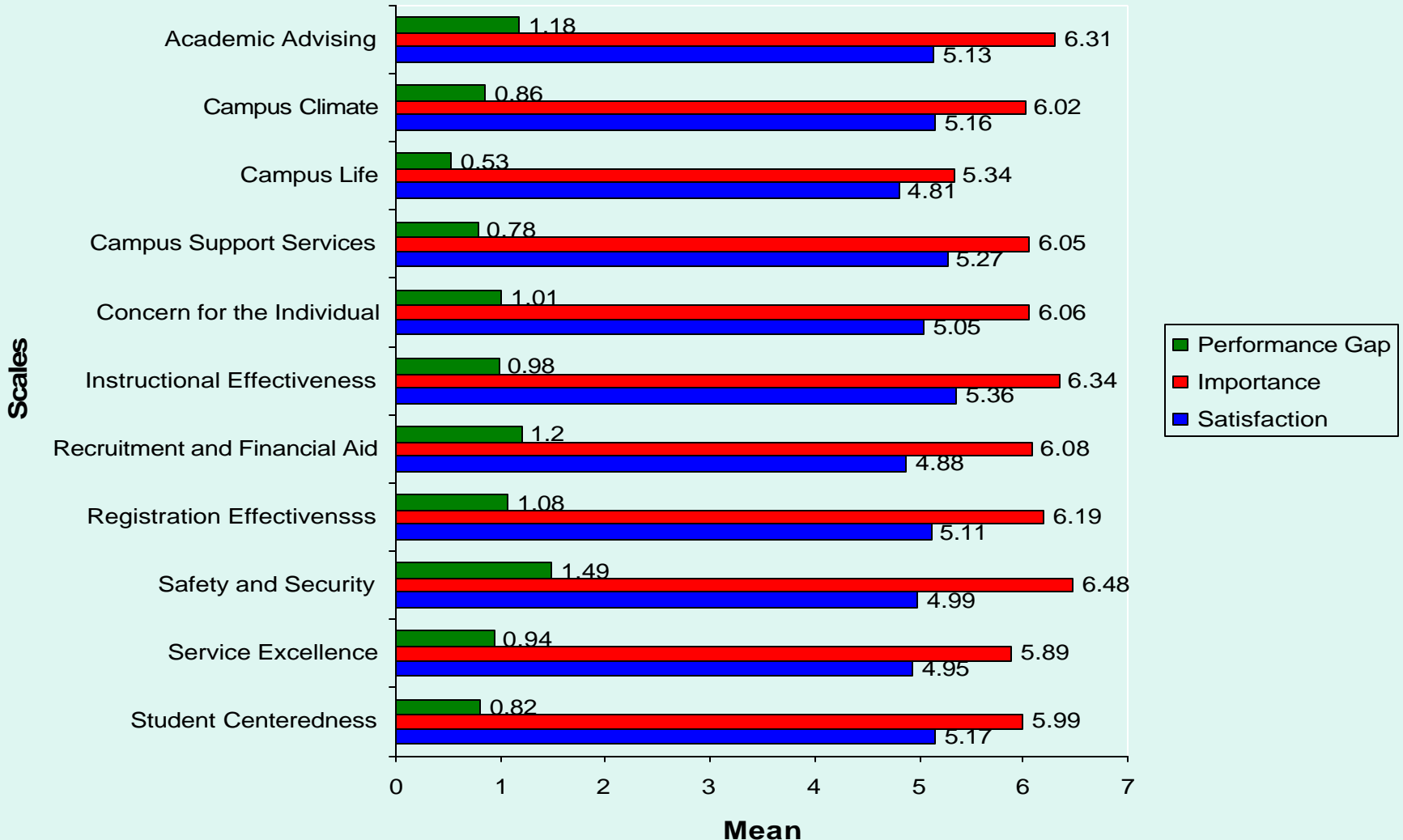
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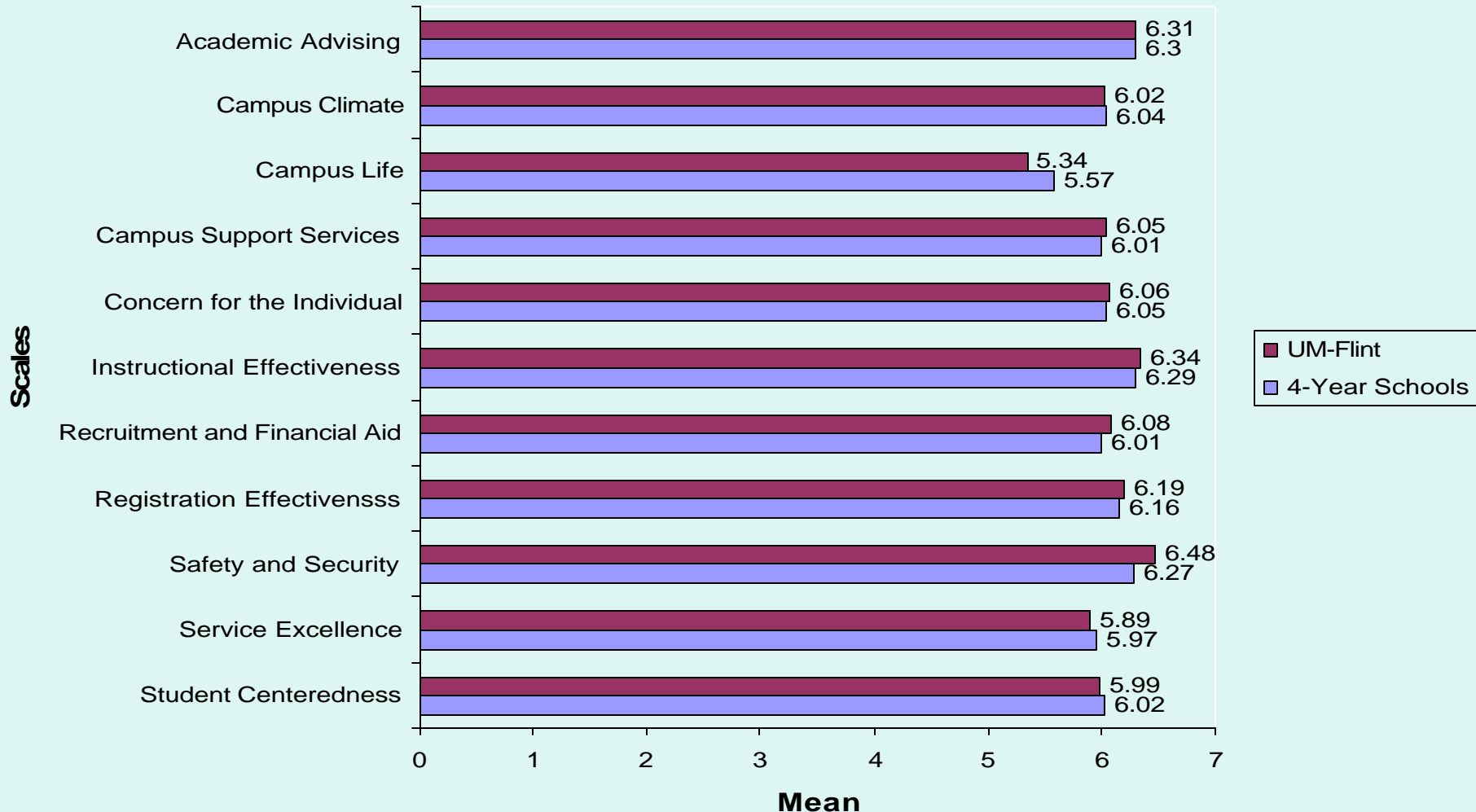
Results and comparison ~ 2002 survey data

How Well Are We Meeting Our Students' Expectations - 2002



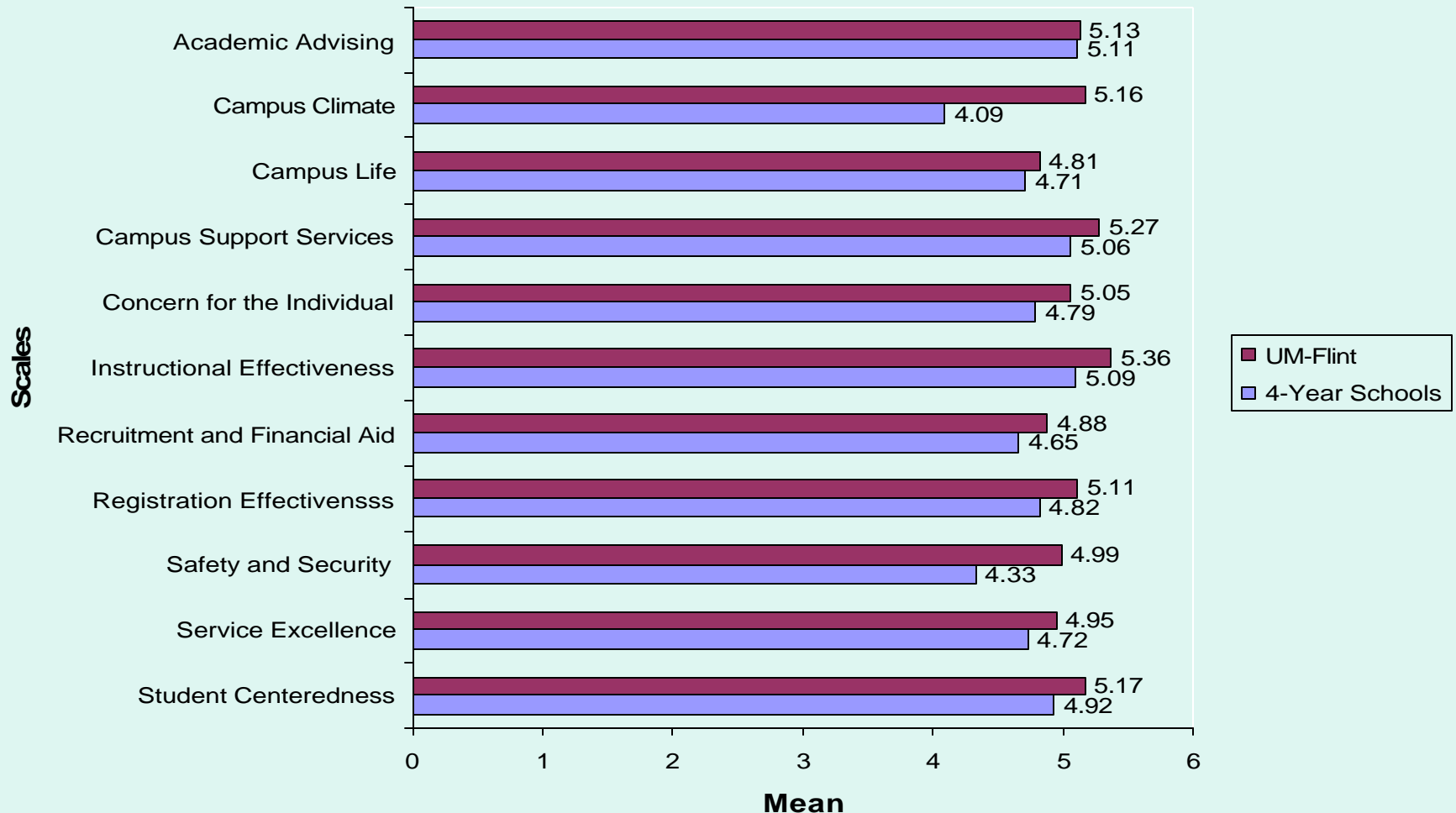
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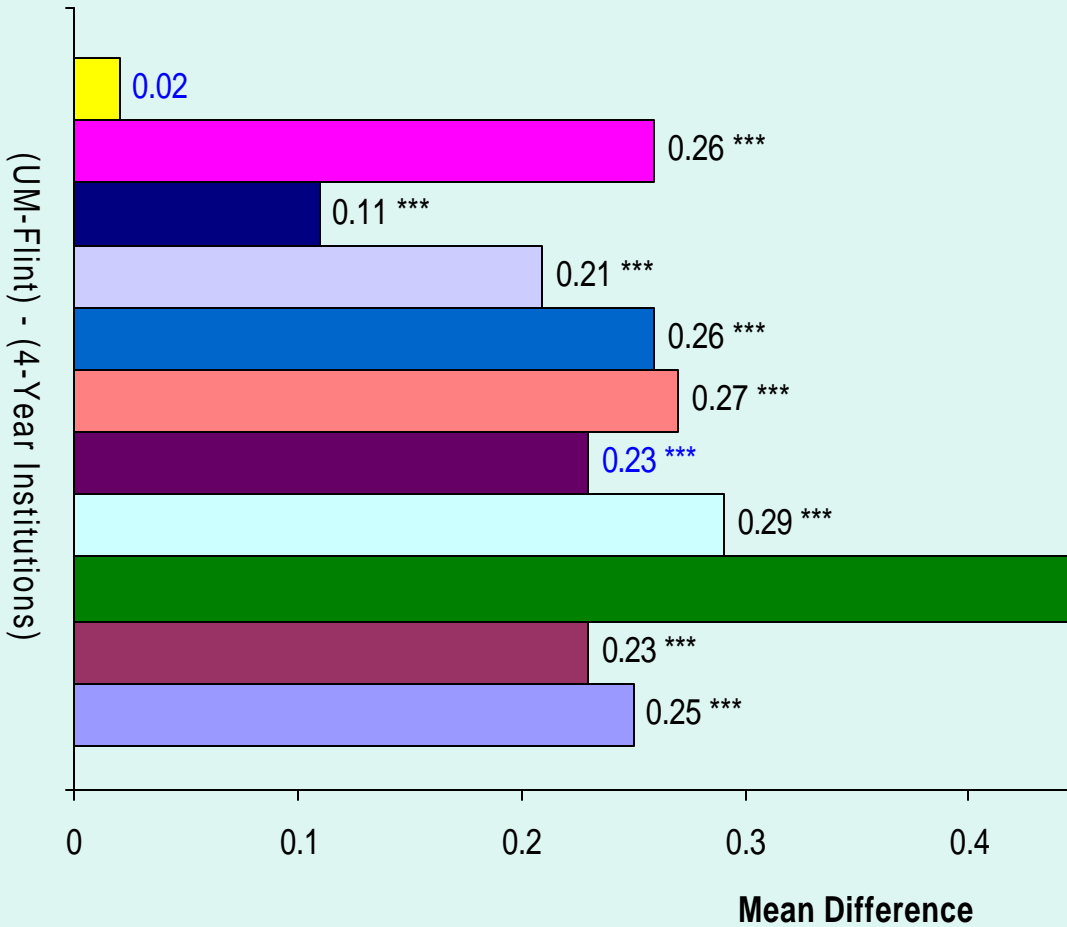
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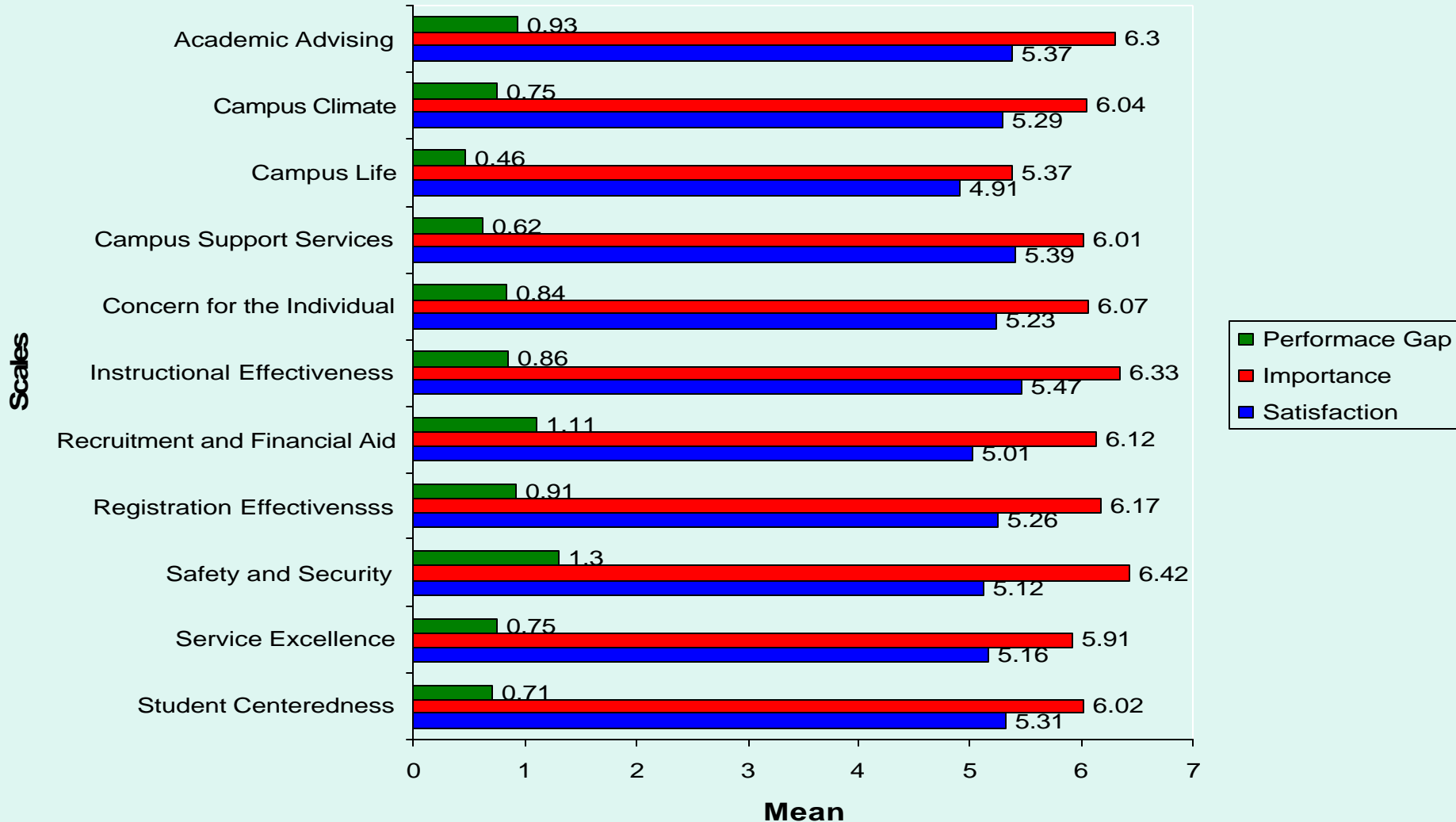
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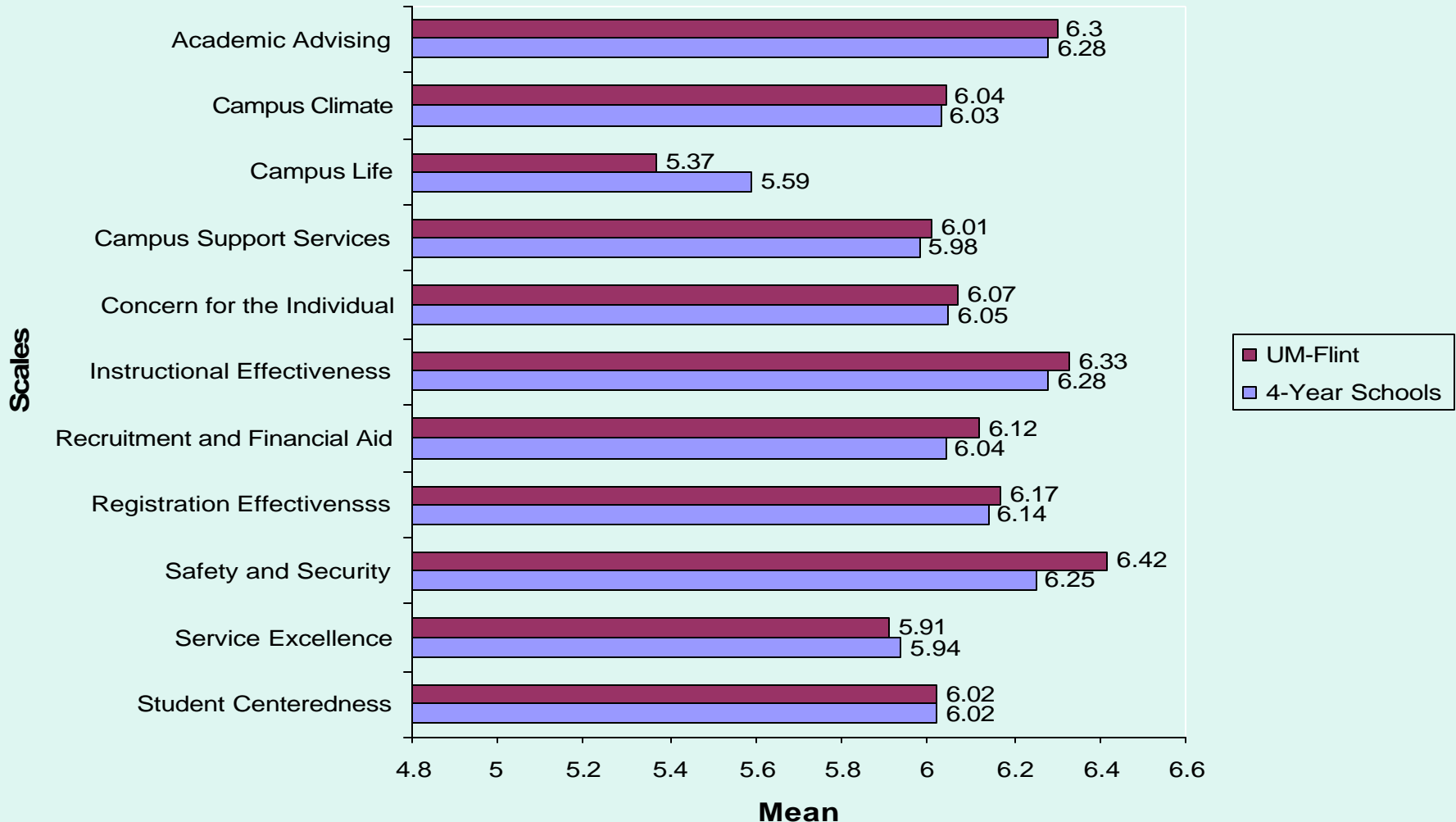
Results and comparison ~ 2005 survey data

How Well Are We Meeting Our Students' Expectations - 2005



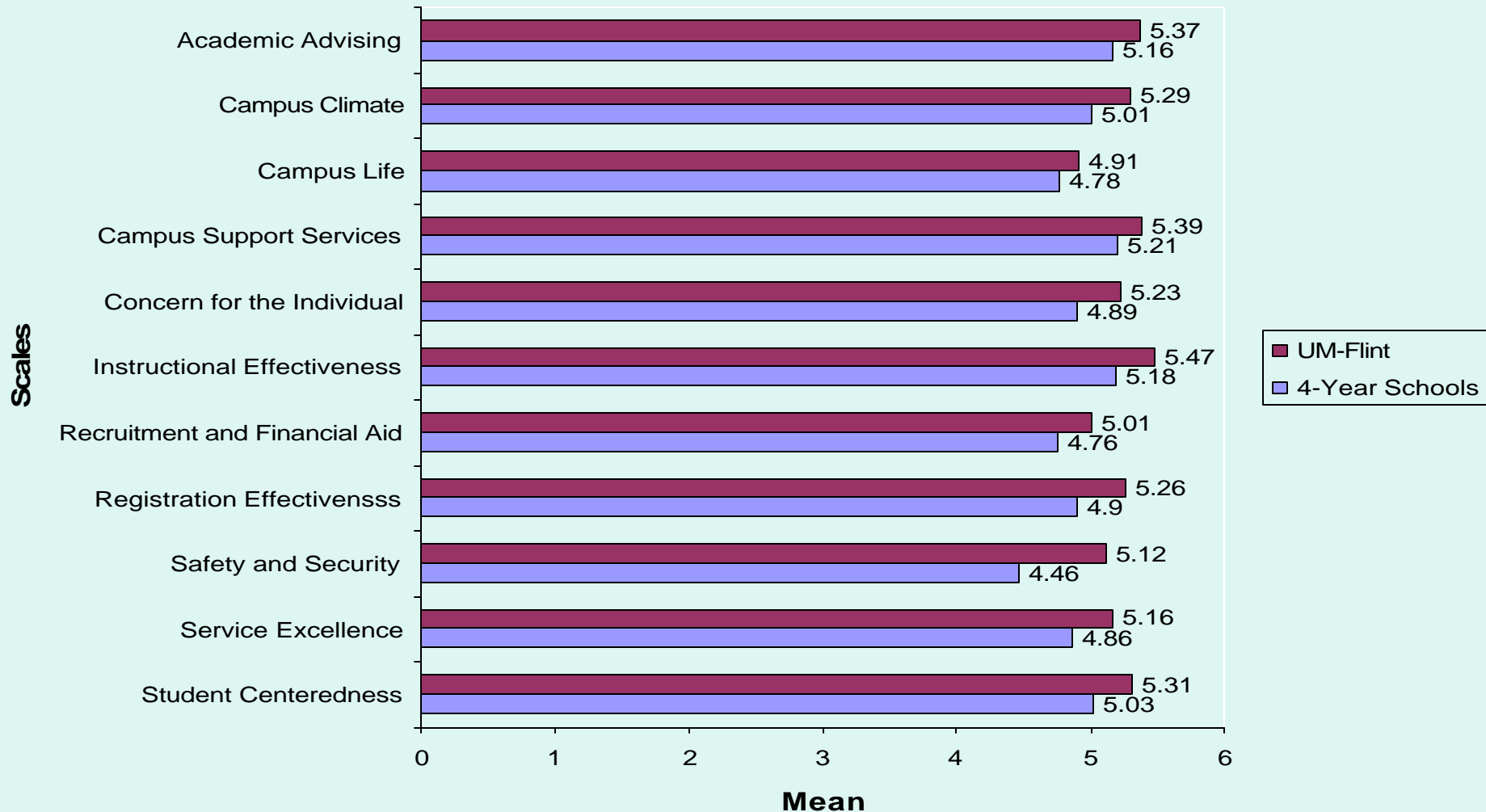
Results and comparison ~ 2005 survey data

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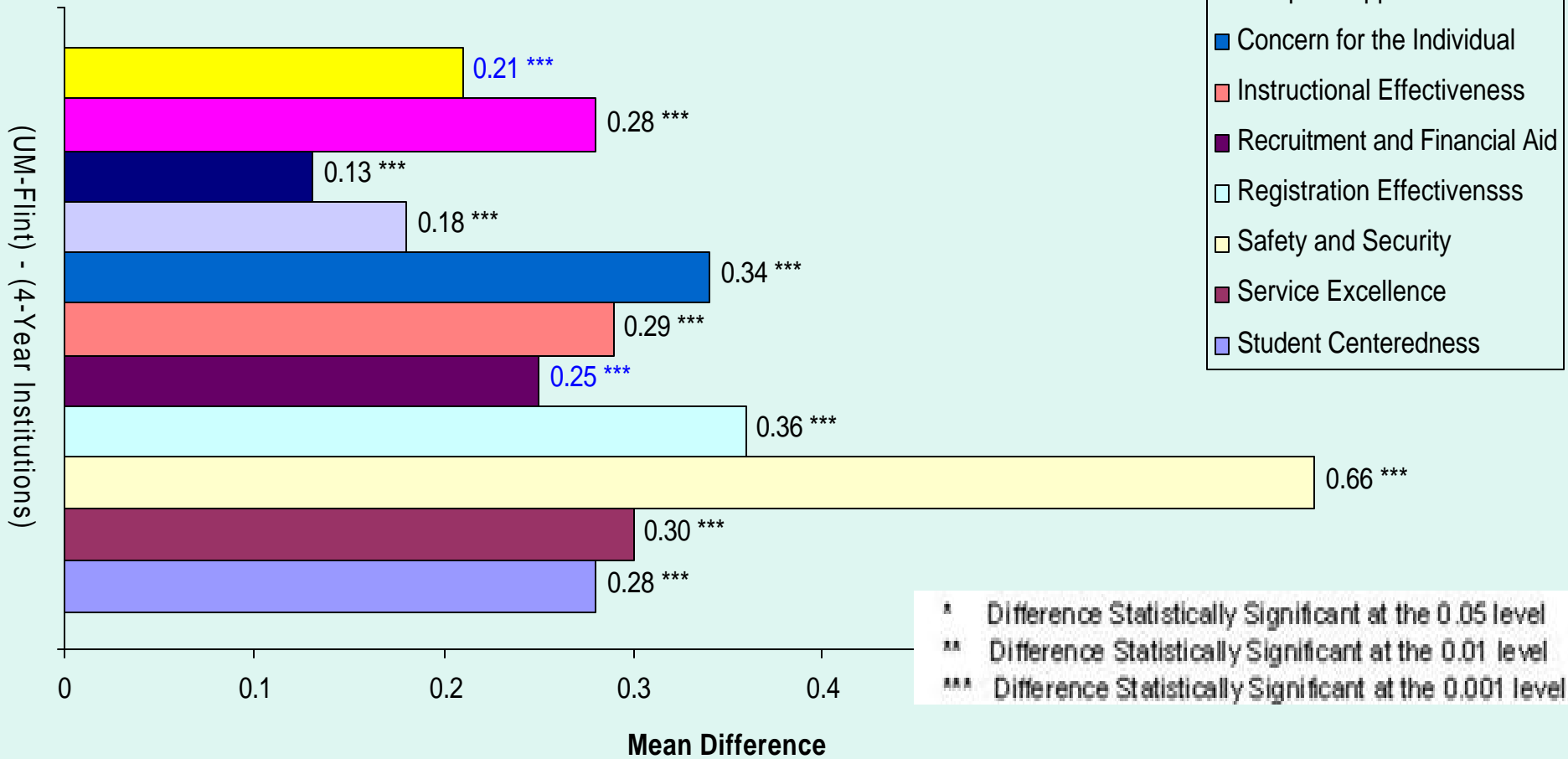
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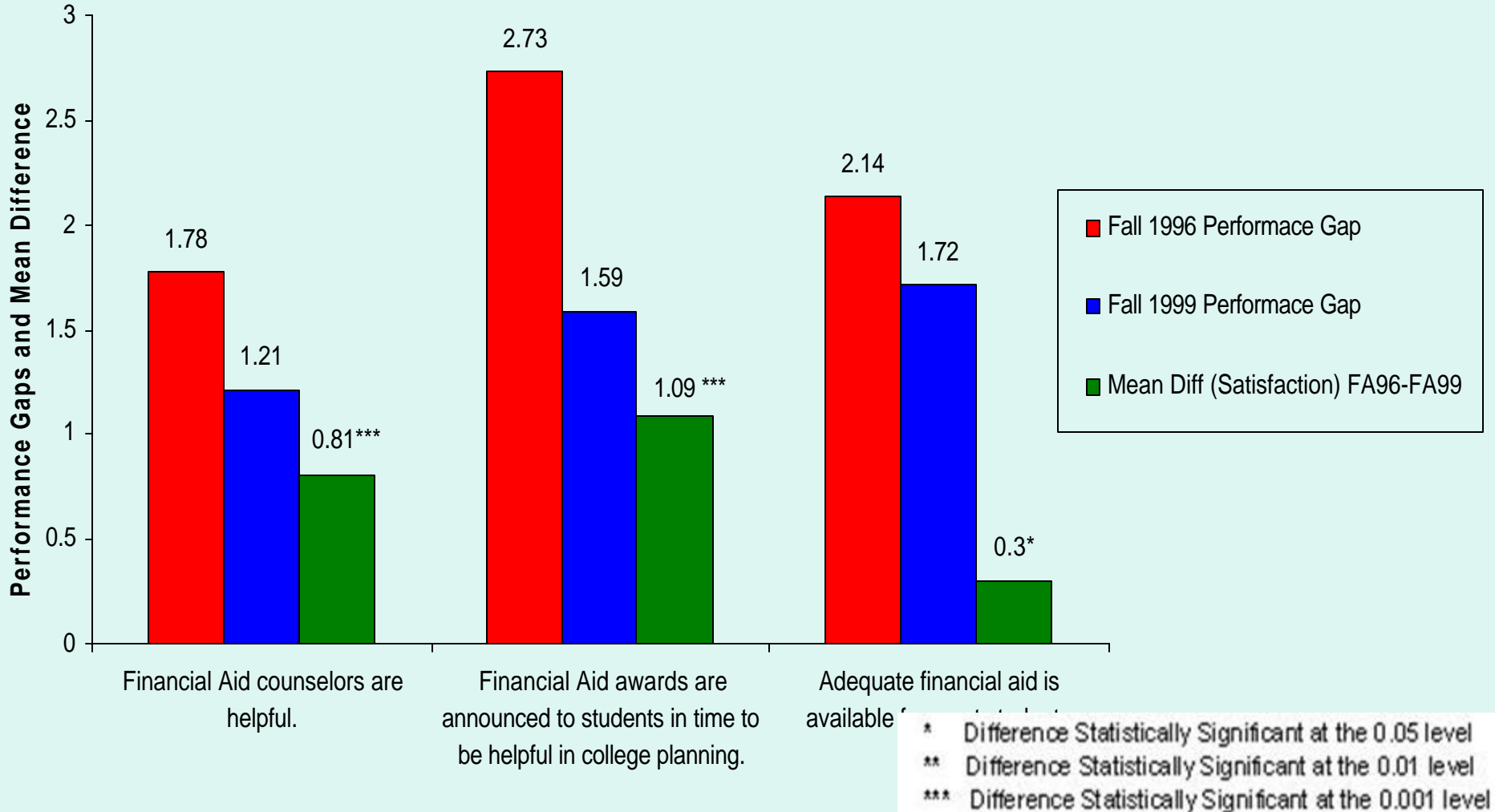
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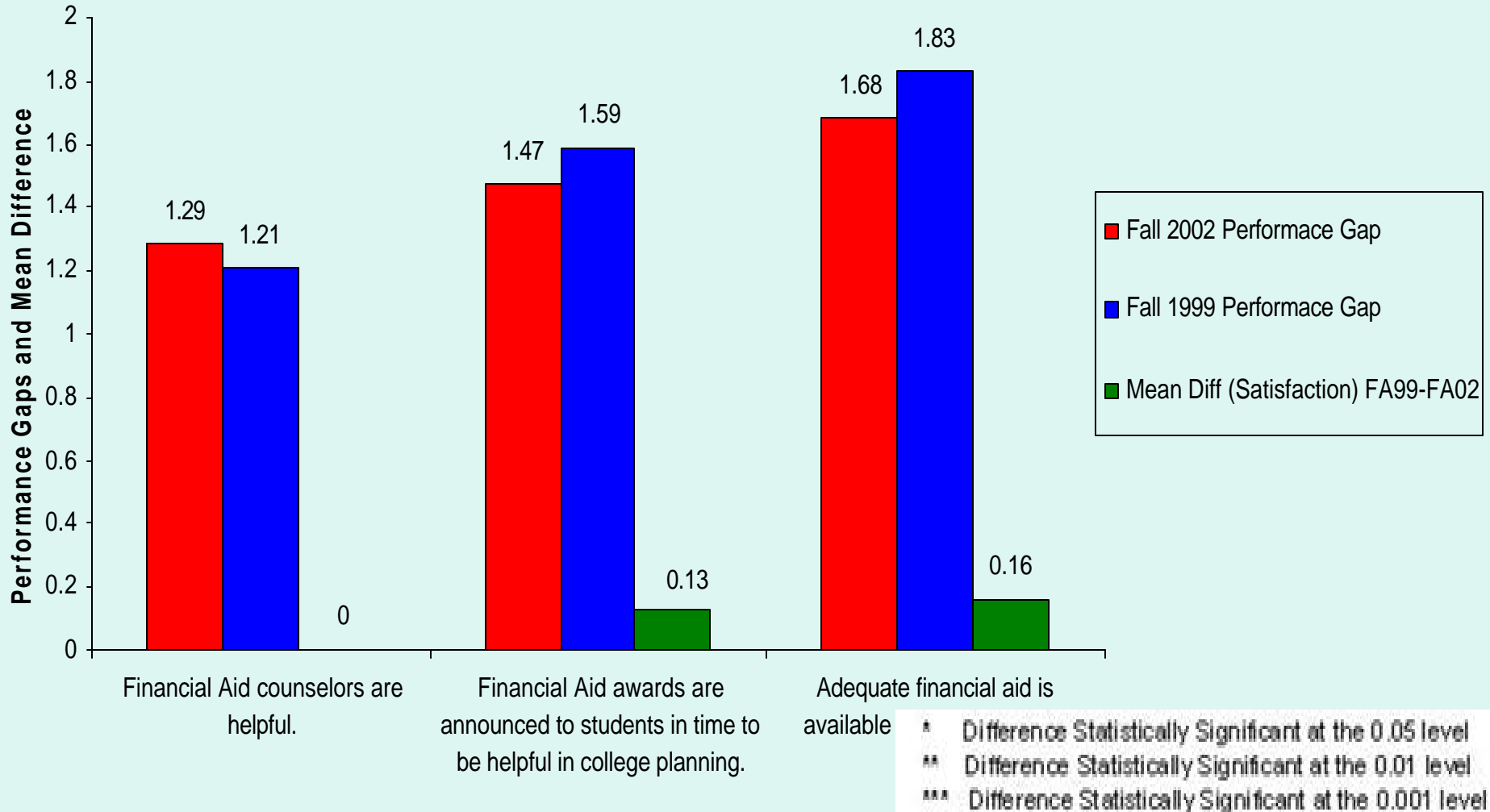
Data Mining ~ Recruitment and Financial Aid Scale

Comparison of 1996 and 1999 Financial Aid Items



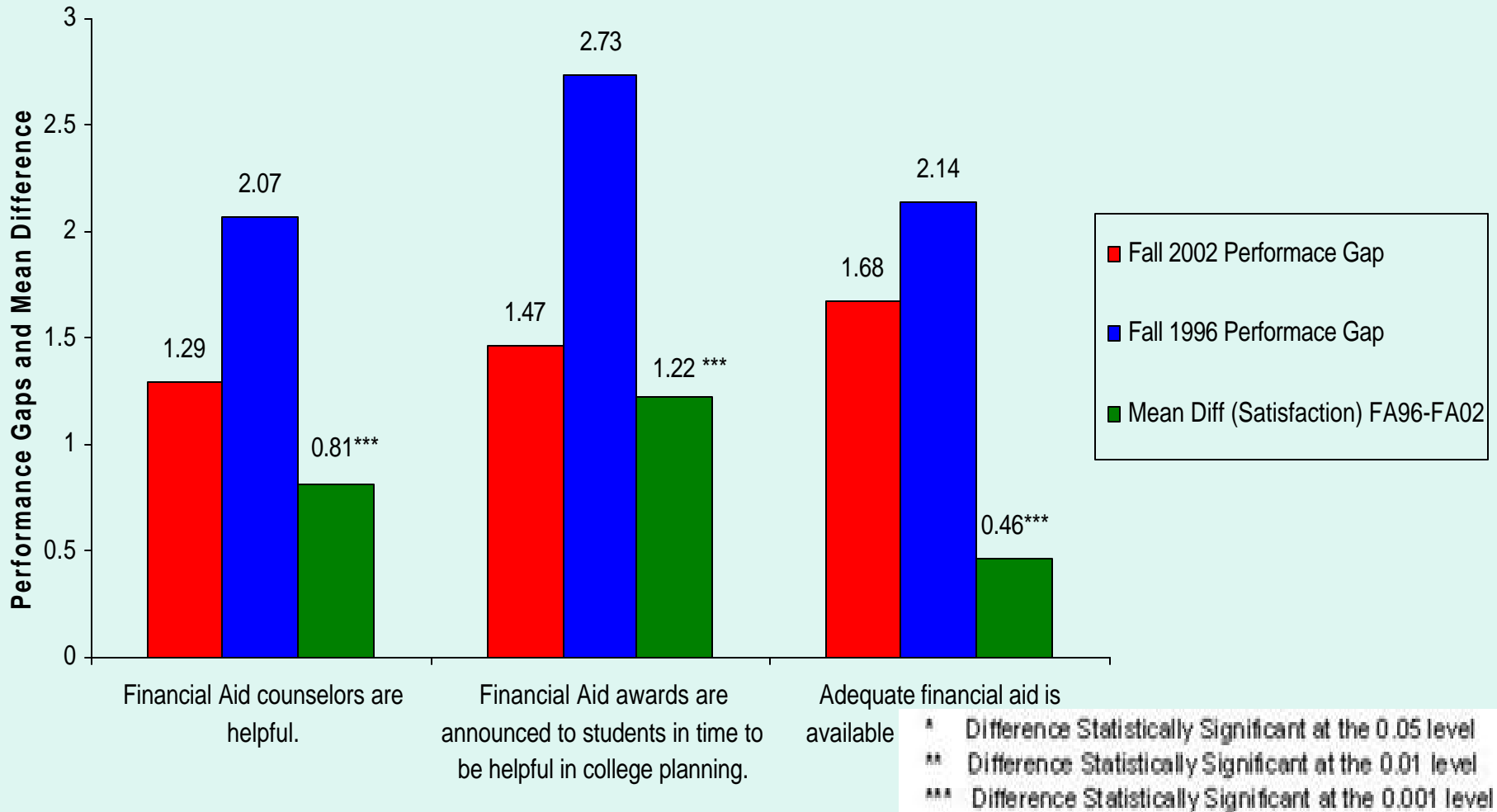
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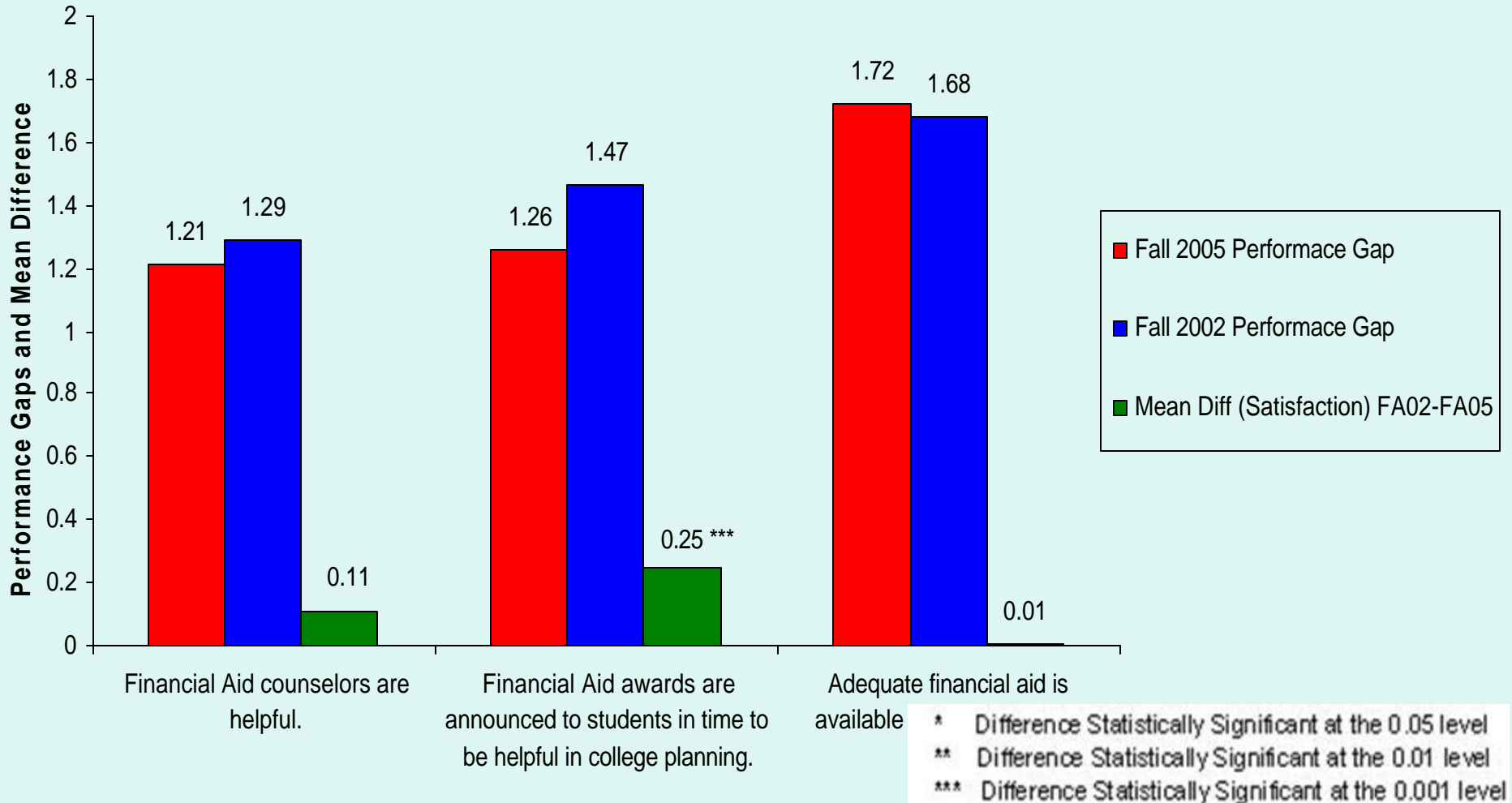
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Data Mining ~ Financial Aid Questions

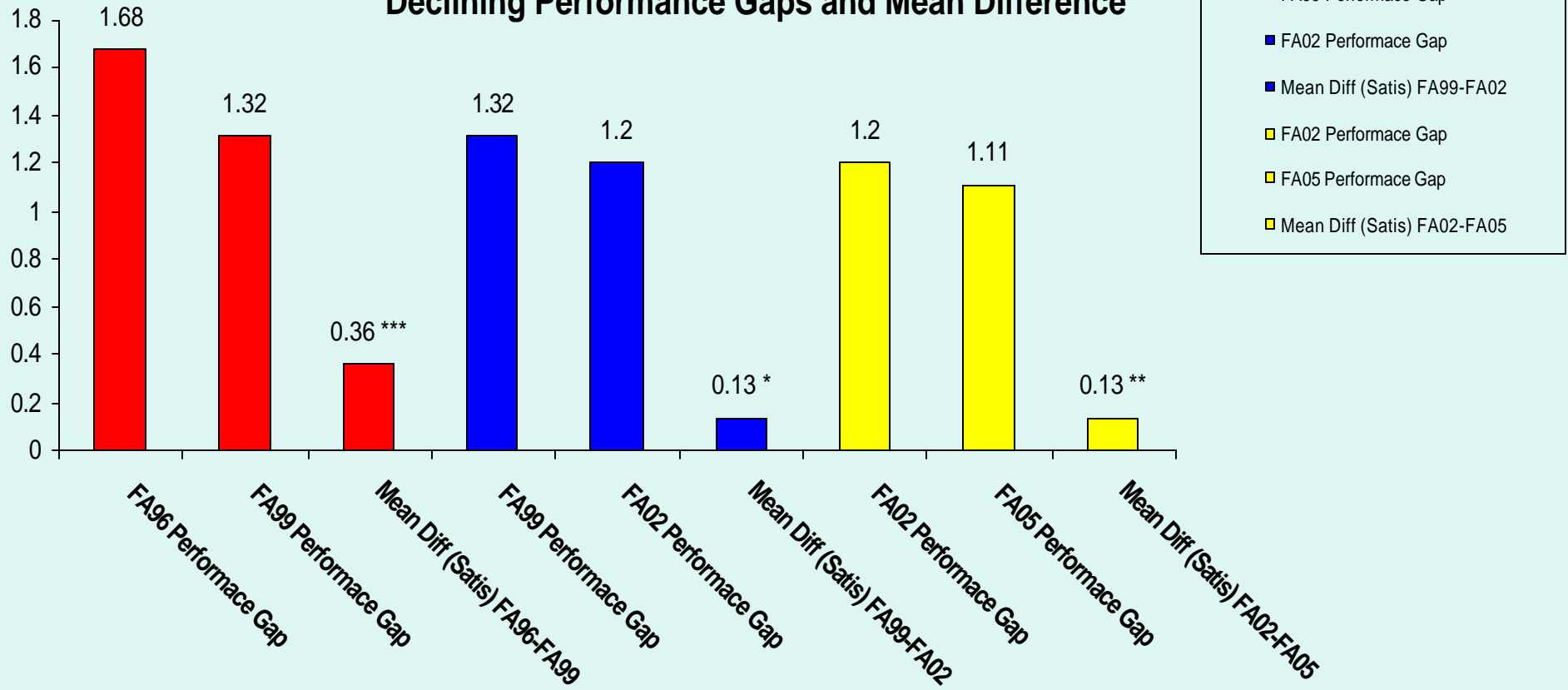
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Data Mining ~ Recruitment and Financial Aid Scale

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Recruitment and Financial Aid Scale
Declining Performance Gaps and Mean Difference



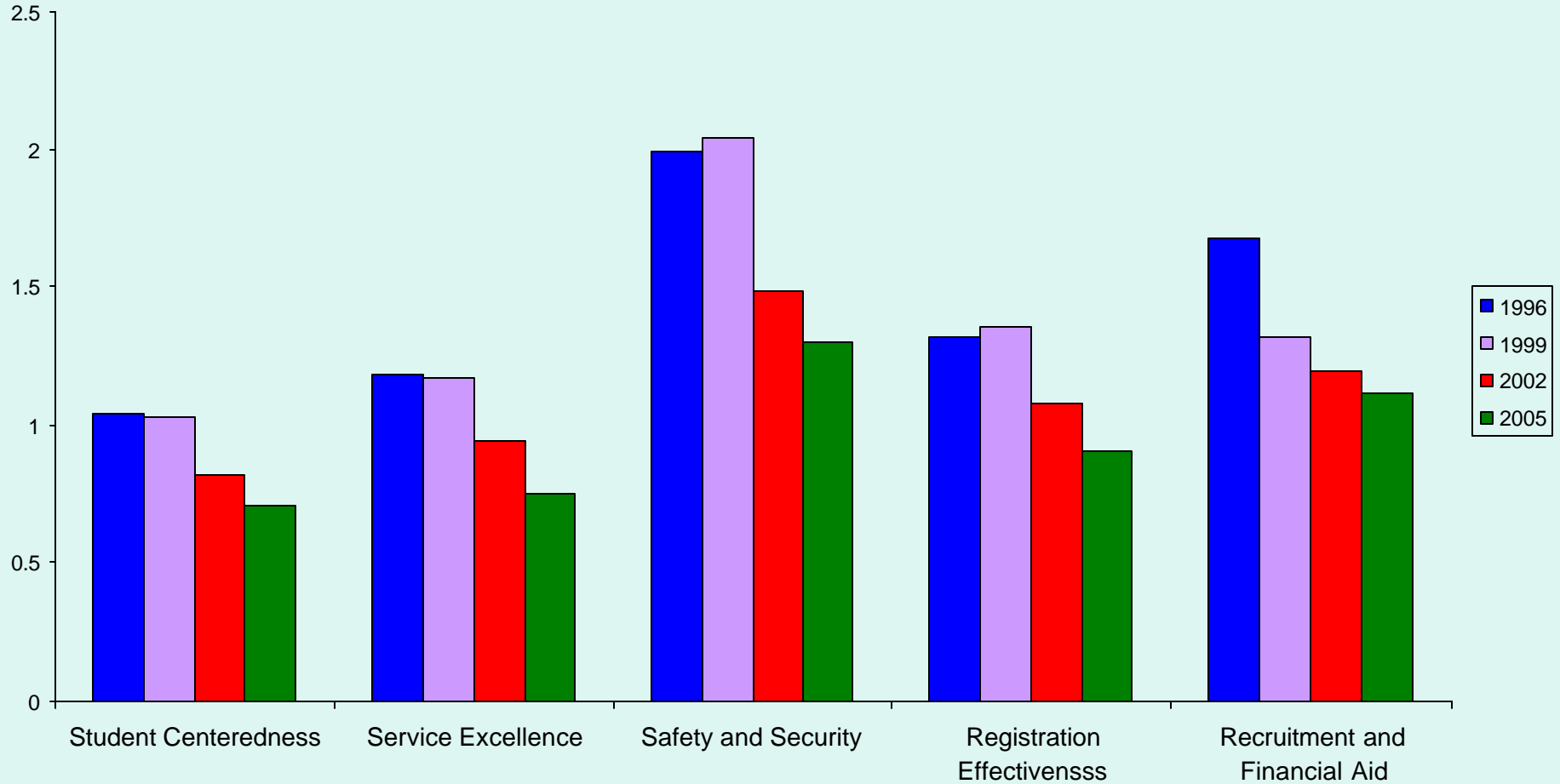
Data Mining ~ Recruitment and Financial Aid Scale

Few steps taken by Office of Financial Aid since 1996 to reduce the performance gap:

- Reclassified front counter staff to low level aid officers so expectation of knowledge was higher.
- Stopped assigning appointment and started taking walk-ins.
- Financial Aid Awards used to be announced in May-June. That was changed to Mid-March which allowed students to receive their awards as other public institutions were sending theirs. Thus allowing prospective students to make decisions on their enrollment. It also allowed continuing students to complete verification process and other steps so they could receive aid prior to starting of school.
- Increased Grant funding for neediest students as well as work study.
- Started dispersing aid within federally prescribed 10 days prior to starting of each major semester instead of first day of classes. This allowed student accounts to send financial stipends to students so they could purchase books prior to start of semester.
- Students that applied late but who have submitted all documents may qualify for book advance which student repays when financial aid is finalized.

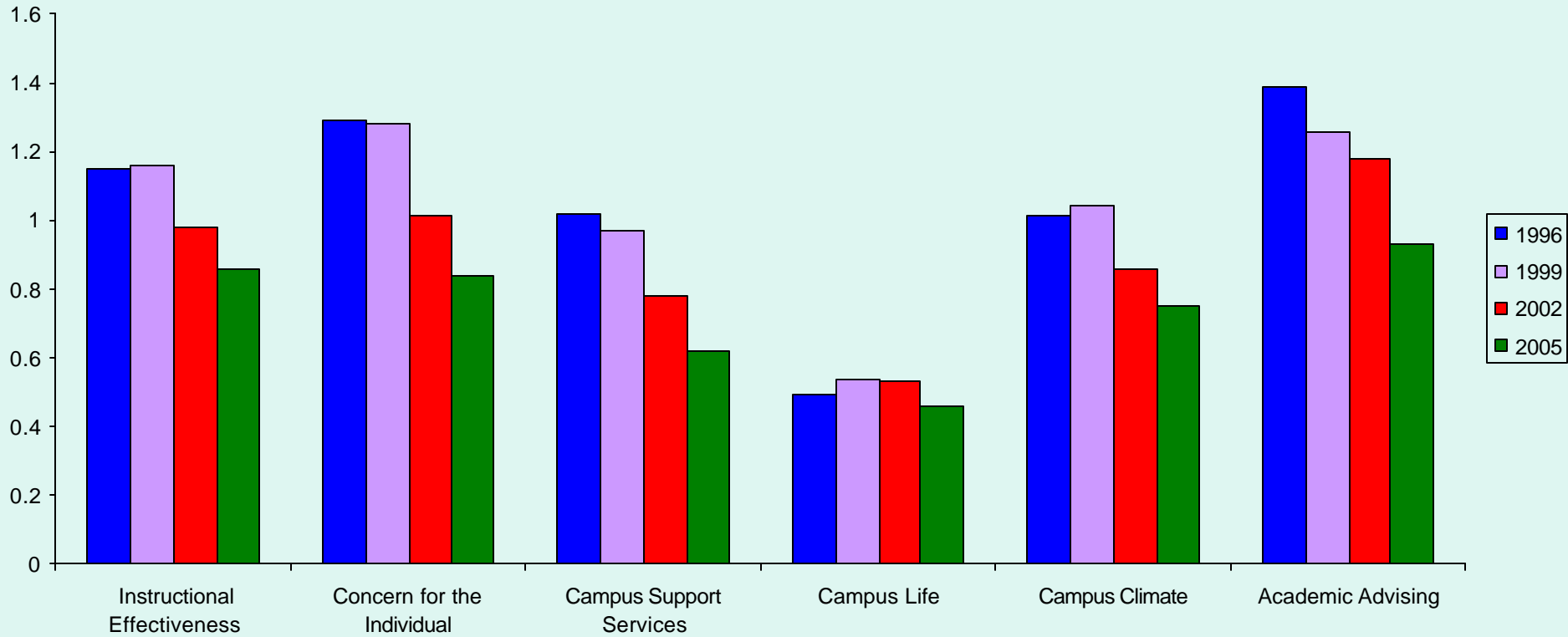
Trend Data ~ Comparing all four year's Performance Gap

Declining trend of University of Michigan-Flint Performance Gap for EACH scale since 1996



Trend Data ~ Comparing all four year's Performance Gap

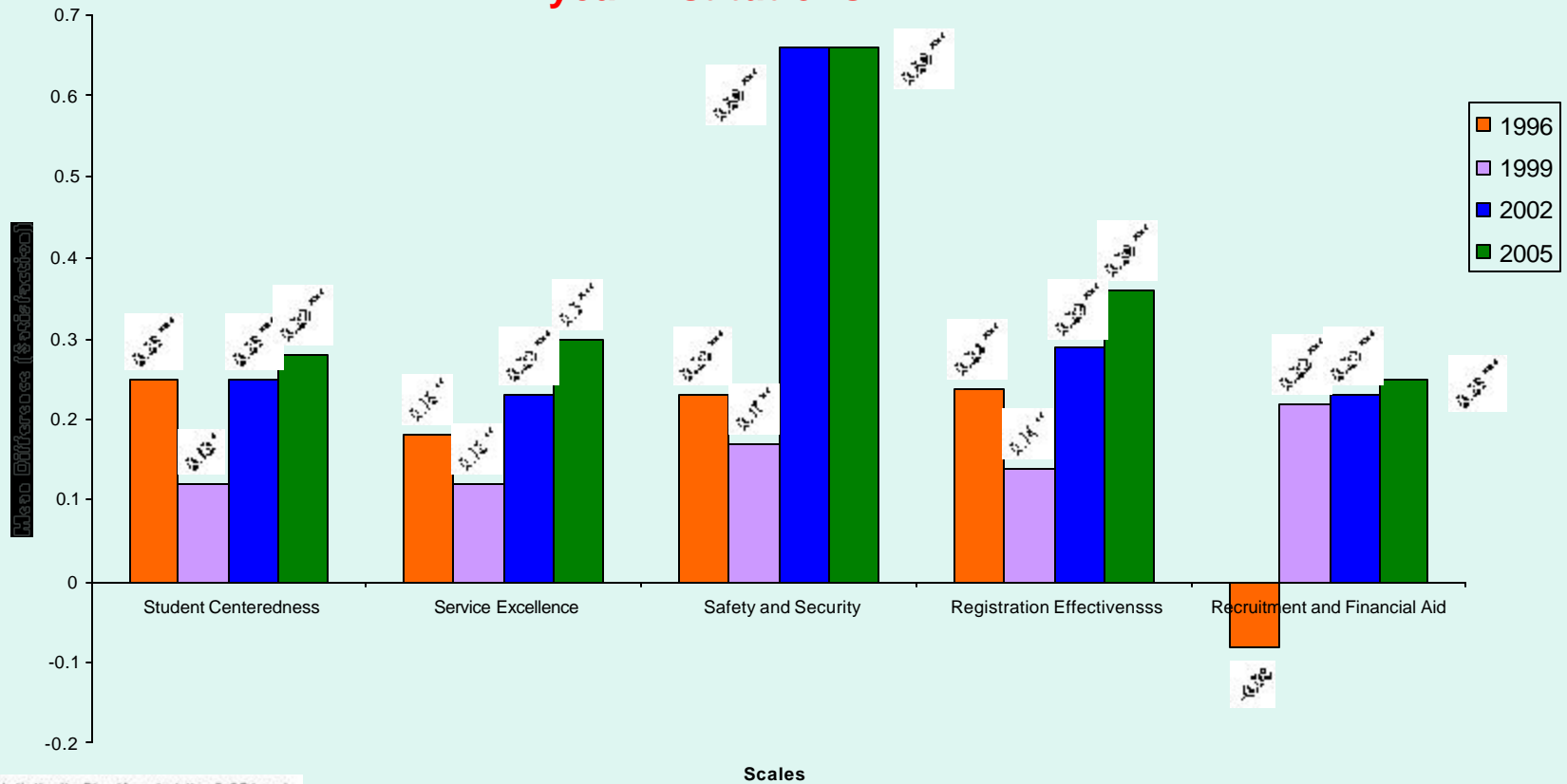
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Benchmarking ~ with other 4-Year Schools

Mean Difference (Satisfaction) Between the Performance Gap
UM-Flint and 4-Yr Institutions

In 2005, UMFlint had ALL scales Statistically Significant as compared to 4-year institutions

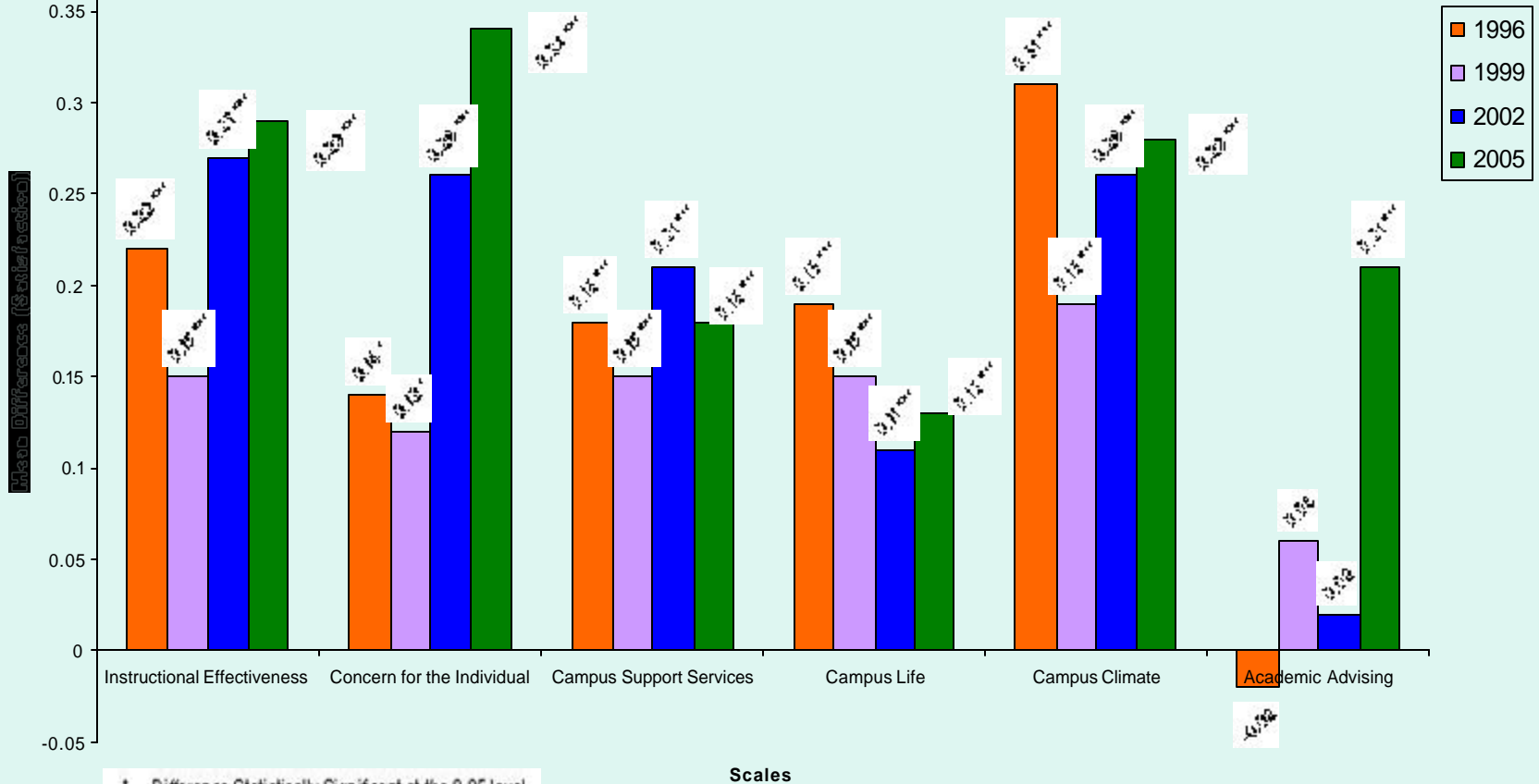


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Benchmarking ~ with other 4-Year Schools

Mean Difference (Satisfaction) Between the Performance Gap UM-Flint and 4-Yr Institutions

In 2005, UMFlint had ALL scales Statistically Significant as compared to 4-year institutions



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2003 Results Summary

- The overall level of satisfaction at UM-F is significantly higher than the national average satisfaction level for other 4-year public universities in the U.S.
- For the twelve composite scales of student satisfaction, UM-F student satisfaction is higher than the national average for all 12 scales, and the difference between the satisfaction mean at UM-F and the national mean is statistically significant in 11 of the 12 scales.
- There was no statistically significant difference in overall student satisfaction between 1996 and 1999.
- There was a statistically significant improvement in overall student satisfaction between 1999 and 2002.
- There was improvement in all twelve composite scales between 1999 and 2002, and 9 of those improvements were statistically significant.
- The composite scale for academic advising is not statistically significantly different from the national comparison data, but does indicate an area where action needs to be taken.
- There was not a statistically significant difference between minority and non-minority students at UM-F in 2002, in terms of overall student satisfaction.
- Female students at UM-F expressed a statistically significant higher level of satisfaction than male students at UM-F in 2002, but this is consistent with the findings at most universities.
- UM-F students continue to express concern that they cannot always easily get the classes they need to graduate on time.

2005 Results Summary

- The overall level of satisfaction at UM-F is significantly higher than the national average satisfaction level for other 4-year public universities in the U.S.
- For the twelve composite scales of student satisfaction, UM-F student satisfaction is higher than the national average for all 12 scales, and the difference between the satisfaction mean at UM-F and the national mean is statistically significant in **all 12 of the 12 scales**.
- Comparing the 2005 SSI results to the, 2002, 1999 and 1996 SSI results we find that:
 - There was no statistically significant difference in overall student satisfaction between 1996 and 1999.
 - There was a statistically significant improvement in overall student satisfaction between 1999 and 2002 and again in 2005.
 - There was improvement in all twelve composite scales since 1999. Between 2002 and 2005 all of the 12 scales had statistically significant improvements.
- There was not a statistically significant difference between minority and non-minority students at UM-F in 2005, in terms of overall student satisfaction.
- Female students at UM-F expressed a statistically significant higher level of satisfaction than male students at UM-F in 2005, but the difference was not statistically significant.
- UM-F students continue to express concern that they cannot always easily get the classes they need to graduate on time.

Thank you!

Questions?

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