Student voice

Student satisfaction data can be the Student Voice in your decision making process
Data can help you...

Know what your students think
Know what your students are experiencing
Know what they think you’re doing well

And what are their priorities for improvement!

UM Flint has a long history of gathering student satisfaction data

1996
1999
2002
2005
2008
2011
2014
University of Michigan Flint’s fall 2014 SSI administration:

1373 student responses

SSI Student Demographics: UM Flint Fall 2014

- 64% Female; 36% Male
- 68% 24 and younger; 32% 25 and older
- 68% Caucasian; 13% African-American; 7% Asian; 3% Hispanic; 6% Other race; 3% prefer not to respond
- 87% Day; 13% Evening/Weekend
- 83% Full-time; 17% Part-time
- 16% Freshman; 17% Sophomore; 19% Junior; 30% Senior
  16% Graduate/Professional; 2% Other class level
- 90% In-state; 3% Out-of-state; 7% International
SSI Student Demographics:
UM Flint Fall 2014 continued

- 12% Residence hall; 41% Parent's home; 47% Off campus (own home or rent)
- 21% Employed Full-time; 37% Employed Part-time on campus; 12% Employed Part-time off campus; 30% Not employed
- 65% First choice; 26% Second choice; and 9% Third choice
- College Distribution:
  - 49% College of Arts & Sciences
  - 28% School of Health Professions & Studies
  - 14% School of Management
  - 6% School of Education and Human Services
  - < 1% Rackham Graduate School

University of Michigan Flint
Factors in the decision to enroll:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>84%</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>80%</td>
</tr>
<tr>
<td>Financial aid</td>
<td>76%</td>
</tr>
<tr>
<td>Geographic setting</td>
<td>55%</td>
</tr>
<tr>
<td>Campus appearance</td>
<td>52%</td>
</tr>
<tr>
<td>Personalized attention</td>
<td>51%</td>
</tr>
<tr>
<td>Size</td>
<td>49%</td>
</tr>
<tr>
<td>Recommendations</td>
<td>40%</td>
</tr>
<tr>
<td>Opportunity to play sports</td>
<td>17%</td>
</tr>
</tbody>
</table>
Factors in the decision to enroll:

- Cost: 84% (UM Flint), 83% (National four-year publics)
- Academic reputation: 80% (UM Flint), 76% (National four-year publics)
- Financial aid: 74% (UM Flint), 78% (National four-year publics)
- Geographic setting: 63% (UM Flint), 68% (National four-year publics)
- Campus appearance: 58% (UM Flint), 56% (National four-year publics)
- Personalized attention: 56% (UM Flint), 56% (National four-year publics)
- Size: 49% (UM Flint), 56% (National four-year publics)
- Recommendations: 40% (UM Flint), 47% (National four-year publics)
- Opportunity to play sports: 28% (UM Flint), 25% (National four-year publics)

Three primary purposes for satisfaction assessment:

- Retention
- Strategic Planning
- Accreditation
The link between student satisfaction and retention

We know from the research that there is a link between student satisfaction and retention at four-year public and private institutions as well as at two-year community colleges.

www.noellevitz.com/retentionlink

Linking Student Satisfaction and Retention

Variation in Retention

- Institutional Features 1-4%
- Demographic Characteristics 3-4%
- Student Satisfaction 17%
- Unknown 75%

Definition of satisfaction

“When expectations are met or exceeded by the student’s perception of the campus reality.”

Schreiner & Juillerat, 1994

The SSI captures 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.

You will also be able to see performance gaps between levels of importance and satisfaction.
Captures three scores for prioritizing

Importance  =  Satisfaction  =  Performance Gap

Importance  ↓  Satisfaction

Matrix for prioritizing action

Institutional Challenges  vs  Institutional Strengths

Very Important  ↓  Very Satisfied

Very Dissatisfied  →  Very Unimportant
So how satisfied are your students?

University of Michigan Flint Summary Satisfaction and Re-Enrollment

<table>
<thead>
<tr>
<th></th>
<th>UM Flint Students</th>
<th>National Four-year Public Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>59%</td>
<td>65%</td>
</tr>
<tr>
<td>Likelihood to Re-enroll</td>
<td>56%</td>
<td>60%</td>
</tr>
</tbody>
</table>
You are starting in a positive position with solid summary scores, but every campus has areas that can be further improved.

The big picture: Areas that matter to your students

Scales in order of importance:
- Safety and security
- Instructional effectiveness
- Academic advising
- Registration effectiveness
- Recruitment and financial aid
- Student centeredness
- Campus climate
- Concern for the individual
- Campus support services
- Service excellence
- Campus life
Importance Ranking: Scales

<table>
<thead>
<tr>
<th>Importance Ranking: Scales</th>
<th>Students</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and security</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Instructional effectiveness</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Academic advising</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Registration effectiveness</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Recruitment and financial aid</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Student centeredness</td>
<td>6</td>
<td>6 (tie)</td>
</tr>
<tr>
<td>Campus climate</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Concern for the individual</td>
<td>8</td>
<td>6 (tie)</td>
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<tr>
<td>Campus support services</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Service excellence</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Campus life</td>
<td>11</td>
<td>11</td>
</tr>
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</table>

Strengths and Challenges:

Strengths = high importance and high satisfaction
Challenges = high importance and low satisfaction
(or large performance gap)
### University of Michigan Flint
**Strengths – Fall 2014**

- Nearly all faculty are knowledgeable in their field.
- My academic advisor is knowledgeable about requirement in my major.
- Major requirements are clear and reasonable.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.
- There is a good variety of courses provided on this campus.
- The campus staff are caring and helpful.
- There is a commitment to academic excellence on this campus.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.

### University of Michigan Flint
**Strengths – Fall 2014 continued**

- Campus item: I am currently advised in an academic department and my courses advising needs are being met.
- On the whole the campus is well-maintained.
- Students are made to feel welcome on this campus.
- This institution has a good reputation within the community.
University of Michigan Flint Challenges – Fall 2014

• Campus item: Classes I need to complete my degree program are available.
• The campus is safe and secure for all students.
• I am able to register for classes with few conflicts.
• Tuition paid is a worthwhile investment.
• Faculty are fair and unbiased in their treatment of individual students.
• Faculty provide timely feedback about student progress in a course.
• Adequate financial aid is available for most students.
• The amount of student parking is adequate.

University of Michigan Flint Challenges – Fall 2014 continued

• Campus item: Course scheduling problems have interfered with my ability to complete degree requirements and graduate in a timely manner.
• Financial aid awards are announced in time to be helpful in college planning.
• Financial aid counselors are helpful.
• Campus item: I know where to go if I need help resolving a conflict with one of my instructors.
• Billing policies are reasonable.
• Faculty take into consideration student differences as they teach a course.
University of Michigan Flint
Strengths/Challenges – Fall 2014

• The content of courses within my major is valuable.
• The instruction in my major field is excellent.
• The quality of instruction I receive in most of my classes is excellent.

Before we think about how we can begin to respond, I want to share two more sets of data with you to help you see a few of these items a bit more clearly.
Data by class level

- Freshmen: 222 students = 16%
- Sophomores: 224 students = 17%
- Juniors: 256 students = 19%
- Seniors: 400 students = 30%

Comparing Satisfaction and Re-Enrollment Across Class Levels

- Freshmen: 50%
- Sophomores: 58%
- Juniors: 53%
- Seniors: 61%

Re-Enrollment
Satisfaction
### Class Level: Comparing Strengths / Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Total Population</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of courses within my major is valuable.</td>
<td>Strength / Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Strength</td>
<td>Challenge</td>
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<tr>
<td>The instruction in my major field is excellent.</td>
<td>Strength / Challenge</td>
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<td></td>
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<tr>
<td>The quality of instruction in most classes is excellent.</td>
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<tbody>
<tr>
<td>Major requirements are clear and reasonable.</td>
<td>Strength</td>
<td></td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
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<tr>
<td>I am able to register for classes with few conflicts.</td>
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<td>Challenge</td>
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<tr>
<td>Faculty are fair and unbiased.</td>
<td>Challenge</td>
<td>Challenge</td>
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<td>Faculty provide timely feedback.</td>
<td>Challenge</td>
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Data by college

- College of Arts and Sciences: 678 students = 49 percent
- School of Health Professions and Studies: 385 students = 28 percent
- School of Management: 197 students = 14 percent
- School of Education and Human Services: 78 students = 6 percent

Comparing Satisfaction and Re-Enrollment Across Colleges
## Colleges: Comparing Strengths / Challenges

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<thead>
<tr>
<th>Challenge</th>
<th>Total Population</th>
<th>Arts and Sciences</th>
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<th>Management</th>
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Analysis of trends over time at the University of Michigan Flint

University of Michigan Flint Trend Lines

Re-Enrollment

Satisfaction

Fall 1996 Fall 1999 Fall 2002 Fall 2005 Fall 2008 Fall 2011 Fall 2014

51% 54% 55% 60% 59% 61% 59%

62% 63% 65% 67% 67% 66% 65%

45% 50% 55% 60% 65% 70% 75%
### UM Flint Satisfaction Shifts Over Time

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and security</td>
<td>-0.04</td>
<td>0.50***</td>
<td>0.13**</td>
<td>-0.10*</td>
<td>0.08</td>
<td>0.17***</td>
</tr>
<tr>
<td>Instructional effectiveness</td>
<td>-0.03</td>
<td>0.17***</td>
<td>0.11**</td>
<td>0.08*</td>
<td>-0.01</td>
<td>0.07*</td>
</tr>
<tr>
<td>Academic advising</td>
<td>0.13</td>
<td>0.06</td>
<td>0.24***</td>
<td>0.13**</td>
<td>0.09*</td>
<td>0.01</td>
</tr>
<tr>
<td>Registration</td>
<td>-0.05</td>
<td>0.25***</td>
<td>0.15***</td>
<td>0.08</td>
<td>0.07</td>
<td>0.01</td>
</tr>
</tbody>
</table>

### Safety and security satisfaction shifts: 2014 versus 2011

- The campus is safe and secure: 0.20***
- Security staff respond quickly in emergencies: 0.16**
- Parking lots are well-lighted and secure: 0.26***
### Instructional satisfaction shifts: 2014 versus 2011

- The content within my major is valuable: 0.10*
- There is a good variety of courses provided on this campus: 0.15**
- Graduate teaching assistants are competent classroom instructors: 0.15*

### Other items with a significant shift: 2014 versus 2011

- Tutoring services are readily available: 0.22***
- The staff in health services are competent: 0.18**
- Computer labs are adequate and accessible: 0.18***
- Counseling staff care about students as individuals: 0.16**
- Living conditions in the residence halls are comfortable: 0.15*
- Residence hall staff are concerned about me as an individual: 0.15*
- Financial aid counselors are helpful: 0.13*
One item with a significant drop: 2014 versus 2011

- There is an adequate selection of food available in the cafeteria: -0.15*

The point here is that you can improve satisfaction when you take intentional, appropriate action in response to the data.
There has been a lot of consistency in your strengths and challenges over time, with a few notable exceptions.

Major requirements are clear and reasonable.

- 2002: Challenge
- 2005: Strength/Challenge
- 2008: Strength
- 2011: Strength
- 2014: Strength
There is a good variety of courses provided on this campus.

- 2002: Challenge
- 2005: Strength
- 2008: Strength
- 2011: Strength
- 2014: Strength

This campus is safe and secure for all students.

- 2002: Strength
- 2005: Strength/Challenge
- 2008: Challenge
- 2011: Challenge
- 2014: Challenge
Two items are now off your list of challenges:

- Parking lots are well-lighted and secure. (Challenge item 2002-2011)
- Security staff respond quickly in emergencies. (Challenge item 2002-2008)

Check-in:

Were there surprises?

Were there areas that you are excited to see as strengths?

Were their areas that you are glad to see students recognize as an issue?
Now what?

Now the fun really begins:

What can we do to celebrate our strengths and respond to our challenges?
How can we make the University of Michigan Flint an even better place for our students?

Systematic assessment cycle

Inform the campus how you responded

Survey your students

Respond to the data with initiatives

Review and share your results

Inform

Survey

Respond

Review
When we think about the challenge items, what else do you need to know/understand about what these items mean?

- Look at the data by colleges
- Look at the data by class level
- Talk with students / conduct focus groups.

Determine who is going to be responsible for implementing and managing the next steps.
Identify possible responses and take action

• Immediate response items
• Longer term efforts
• Areas where perceptions can be changed with information

Don’t forget to also celebrate your strengths and to emphasize the positive!
Communicate:

- Immediately to let students know the priorities
- To change perceptions of the way things are currently
- To let them know what has been changed and why
- To let students know what you plan to do next

Communicate intentionally before you survey again

Do what you say you are going to do.

Say what you did do.
Ultimate goal:

A list of actions that can be undertaken over the next 30 months before you assess student satisfaction again.

Real ultimate goal:

To improve satisfaction in the areas that students care about by changing policies and procedures and communicating better on campus.
Improved Campus Experience = Improved Satisfaction = Improved Institution and Student Success