



# Executive Summary: Student Satisfaction Inventory

Walla Walla Community College

November 2023



## Introduction

Walla Walla Community College (WWCC) administered the Student Satisfaction Inventory (SSI), which is part of the Ruffalo Noel Levitz (RNL) Satisfaction and Priorities Surveys (SPS).

The surveys which are included in the RNL Satisfaction and Priorities Survey family are:

- **Student Satisfaction Inventory™** (SSI) for traditional undergraduate students at four-year and two-year institutions;
- **Adult Student Priorities Survey™** (ASPS) for students 25 years of age and older, primarily at four-year institutions; the survey is appropriate for undergraduate and graduate level students;
- **Priorities Survey for Online Learners™** (PSOL) for students in online learning programs;

Satisfaction assessments are a key indicator for the institution of the current student experience. The data from the assessments provide direction for our college to make improvements in the areas that matter most to your students.

The RNL family of Satisfaction and Priorities Surveys ask students to indicate both the level of importance they place on an item, as well as their level of satisfaction that the institution is meeting this expectation. The results provide a roadmap for next steps that the institution can and should take to respond to the issues that students have identified.



Data left on a shelf has no power; data actively used and discussed provides the opportunity to initiate significant change on campus.

As we review these data, it is important to keep in mind how the results will be shared at our college. **The greatest power of the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on our campuses.**

Populations we will want to share these results with include:

- President and college leadership;
- Deans, and directors;
- Student life personnel;
- Admissions and financial aid personnel;
- Faculty;
- Staff, especially those with face-to-face interaction with students;
- Board of trustees;
- Student government leadership;
- General student population;
- Parents of students;
- Alumni; and
- Local community.

## Our Administration

The Student Satisfaction Inventory was administered at our college during the fall of 2023.

The survey was completed by 330 students. We had a response rate of 14% out of the 2,384 who were invited to complete the online survey.

## Demographic Overview

Since the survey was administered to all enrolled students without a sampling frame, care should be taken when generalizing participants' results to larger, student populations. This is an overview of the students reflected in this data set<sup>1</sup>:

GENDER	Count	Percentage
Female	203	69.52%
Male	78	26.71%
Prefer not to respond	5	1.71%
Transgender	1	0.34%
Genderqueer	2	0.68%
Additional gender category or Other	3	1.03%

EDUCATIONAL GOAL	Count	Percentage
Associate degree	146	47.10%
Vocational/technical program	24	7.74%
Transfer to another institution	64	20.65%
Certification (initial/renewal)	21	6.77%
Self-improvement/pleasure	4	1.29%
Job-related training	5	1.61%
Other educational goal	46	14.84%

RACE/ETHNICITY	Count	Percentage
Black/African-American	11	3.81%
American Indian or Alaska Native	4	1.38%
Asian or Pacific Islander	7	2.42%
Caucasian/White	159	55.02%
Hispanic	71	24.57%
<u>Other</u> race	8	2.77%
Prefer not to respond	10	3.48%
Multi-racial	19	6.57%

CAMPUS ACCESS	Count	Percentage
Main campus (Walla Walla)	247	75.54%
Clarkston campus	70	21.41%
Both campuses	4	1.22%
No physical access	6	1.83%

<sup>1</sup> Percentages are calculated from the total number of responses to each question independently. Not all participants responded to every question, so the percentages may not reflect all participants.

CLASS LEVEL	Count	Percentage
1 year of less	113	36.10%
2 years	130	41.53%
3 years	34	10.86%
4 or more years	36	11.50%

CLASS LOAD	Count	Percentage
Full time	237	72.92%
Part time	88	27.08%

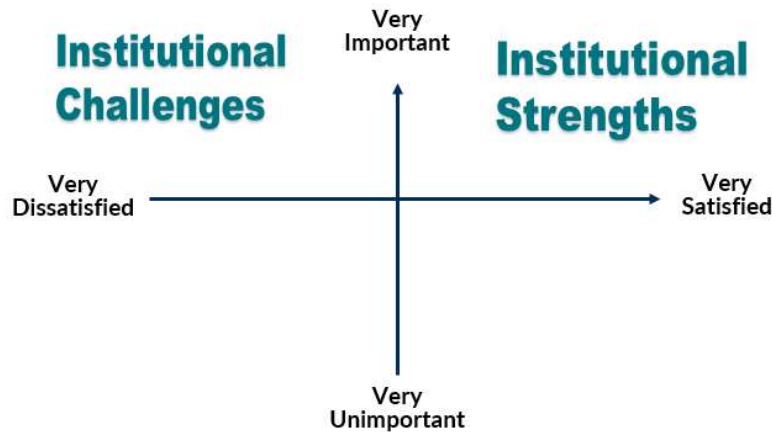
It is important to track institutional choice because it has been documented that students who perceive themselves to be at their first choice institution tend to have higher satisfaction than students who perceive themselves to be at their second or third choice institution.

INSTITUTIONAL CHOICE	Count	Percentage
1 <sup>st</sup> choice	256	84.49%
2 <sup>nd</sup> choice	34	11.22%
3 <sup>rd</sup> choice or lower	13	4.29%

## Our Strengths and Challenges

### Matrix for Prioritizing Action:

This visual helps to conceptualize the results from our survey results.



### Strengths












**Strengths are items with high importance and high satisfaction.** These are specifically identified as items above the mid-point in importance (top half) and in the upper quartile (25 percent) of our satisfaction scores. The strengths are listed in descending order of importance.

	No	Item	vs. Comparison	Imp Rank
★	31	The campus is safe and secure for all students.	▲	1
★	34	Computers and/or Wi-Fi are adequate and accessible.	▲	3
★	70	I am able to experience intellectual growth here.	▲	4
★	58	Nearly all of the faculty are knowledgeable in their fields.		5
★	78	Campus item: I have the technology I need to be successful in class.		5
★	41	Admissions staff are knowledgeable.		9
★	68	On the whole, the campus is well-maintained.	▲	9
★	43	Class change (drop/add) policies are reasonable.	▲	14
★	36	Students are made to feel welcome on this campus.	▲	16
★	48	Counseling staff care about students as individuals.	▲	16
★	27	The campus staff are caring and helpful.	▲	19
★	14	Library resources and services are adequate.	▲	23
★	24	Parking lots are well-lighted and secure.	▲	23
★	45	This institution has a good reputation within the community.	▲	23
★	50	Tutoring services are readily available.		23
★	26	Library staff are helpful and approachable.		30
★	39	The amount of student parking space on campus is adequate.	▲	38

*We will want to celebrate our strengths!*

## Challenges

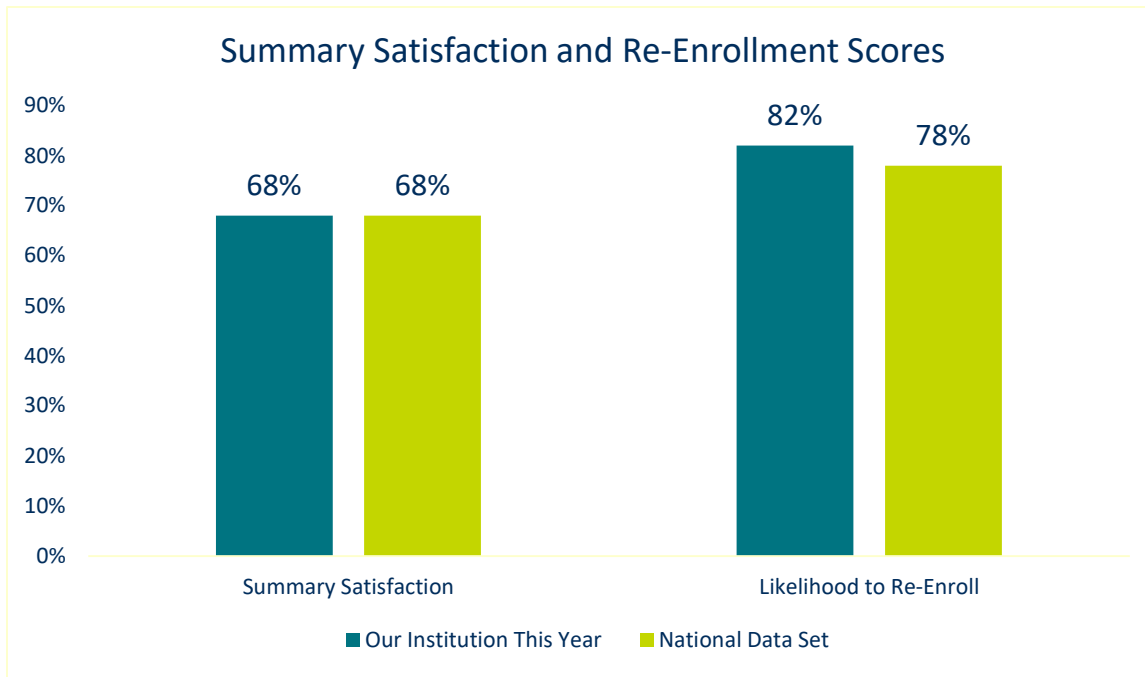
**Challenges are items with high importance and low satisfaction or a large performance gap.** These are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores **or** items above the mid-point in importance (top half) and in the top quartile (25 percent) of our performance gap scores. The performance gap score is likely the reason the item has been identified as a challenge. The challenges are listed in descending order of importance.

	No	Item	vs. Comparison	Imp Rank
	32	Campus item: My academic advisor or career navigator is knowledgeable about my program requirements.		2
	18	The quality of instruction I receive in most of my classes is excellent.		5
	15	I am able to register for classes I need with few conflicts.		9
	40	Campus item: My academic advisor or career navigator is knowledgeable about the transfer requirements of other schools.		9
	35	Policies and procedures regarding registration and course selection are clear and well-publicized.		14
	25	My academic advisor is concerned about my success as an individual.	▲	22
	46	Faculty provide timely feedback about student progress in a course.		23
	52	This school does whatever it can to help me reach my educational goals.	▲	23
	3	The quality of instruction in the vocational/technical programs is excellent.	▲	31
	23	Faculty are understanding of students' unique life circumstances.		38
	65	Students are notified early in the term if they are doing poorly in a class.	▲	38

*We will need to respond to our challenges!*

## Summary Satisfaction and Re-Enrollment Scores

Students provide the responses to these last two items on the survey to indicate their overall levels of satisfaction and the likelihood that they would re-enroll here again if they had it to do over. The bar chart below reflects the percentage of students who indicated they were satisfied or very satisfied with their experience and the percentage that said they would probably or definitely re-enroll here again if they had it to do over.



Not all students express the same level of satisfaction, as shown below.

Demographic Responses	N	%
Female	203	69.52%
Male	78	26.71%
Prefer not to respond	5	1.71%
Transgender	1	0.34%
Genderqueer	2	0.68%
Additional gender category or Other	3	1.03%
Total	292	100.00%
No Answer	38	

Demographic Responses	N	%
1 year or less	113	36.10%
2 years	130	41.53%
3 years	34	10.86%
4 or more years	36	11.50%
Total	313	100.00%
No Answer	17	

Demographic Responses	N	%
1st choice	256	84.49%
2nd choice	34	11.22%
3rd choice or lower	13	4.29%
Total	303	100.00%
No Answer	27	

## Additional Context on Assessing Student Satisfaction

### Why is Satisfaction Surveying Important?

Studies have shown that student satisfaction is linked to key institutional metrics including higher individual student retention at both four-year and two-year institutions, higher institutional graduation rates, higher alumni giving at the institutional level and lower loan default rates. If you would like to learn more about these links, visit [www.RuffaloNL.com/Assessment](http://www.RuffaloNL.com/Assessment).

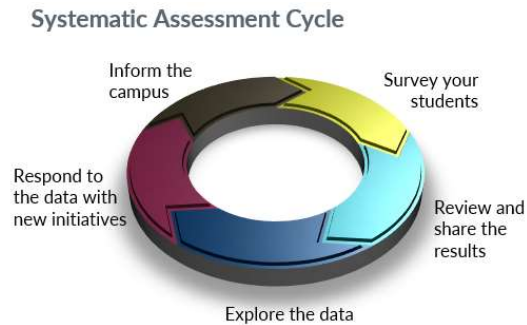


### Reliability and Validity

The reliability and validity of the survey tools from RNL are very strong. Additional information is available on the RNL Website: [www.RuffaloNL.com/SPSInterpretiveGuides](http://www.RuffaloNL.com/SPSInterpretiveGuides)



## Systematic Assessment Cycle



Assessing student satisfaction can be approached as a five-step cycle of activities:

1. **Survey our students.** We will want to have a regular cycle for gathering student satisfaction data. Student satisfaction assessments are not once and done activities. According to RNL, most institutions survey students once every other year in order to maintain a strong momentum with actively using the data and responding to it.
2. **Review and share the results.** Communicating the results from our survey is critical to making changes at our institution. We will want to share the results widely with leadership, departments, faculty and students.
3. **Explore the data.** Before we identify specific initiatives to improve the student experience, we will want to explore the data further by identifying key demographic variables to review in the reporting dashboard and by reviewing the qualitative comments. Another option is to explore the results at our college by conducting focus groups and/or listening sessions to gather more qualitative feedback.
4. **Respond to the data with new initiatives.** We can approach responses to our challenges in three primary ways:
  1. Changing perceptions through information and communication.
  2. Implementing quick and easy actions that resolve the issues.
  3. Planning for long-term, strategic adjustments in the delivery of the service.
    - With responses two and three, it is still important to incorporate communication into the responses so that students are appropriately informed of any immediate resolution, or can be made aware of the issues that will require more time and resources.
5. **Inform the college.** We will want to be careful to not assume that students and the larger college constituencies will automatically be aware of the improvements we have made. We will need to be intentional in our communication efforts to inform the college that the survey results indicate a priority and we took this action in response. This follows the model of “You said this, we did that.” By informing the students of our activities, we are more likely to see satisfaction levels improve with our next survey administration.

## Using our data in multiple ways



The data from the RNL Satisfaction-Priorities Surveys can be utilized in multiple ways to inform our work.

1. **Retention:** These data will help us to understand where our students are satisfied for not satisfied, within the context of what matters to them which will help us to prioritize our student success and retention efforts. We will want to work on the areas that our students say have the biggest room for improvement (our Challenges). We can show our students that we care about them by responding to these top priority concerns. We will be able to re-recruit our students to stay enrolled at our college.
2. **Strategic Planning:** These data provide the student voice for our strategic planning efforts. We can look specifically at areas of concern that we can't fix immediately and include them in our longer term vision for our institution.
3. **Accreditation:** Student satisfaction data are valuable for accreditation efforts. By surveying our students on a regular basis, we can track changes in the student satisfaction and reflect improvements in the student experience based on the actions we have taken. This will be well received by our regional accreditors. RNL has mapped the individual items on the survey to the criteria for each regional accreditor: [www.RuffaloNL.com/accreditation](http://www.RuffaloNL.com/accreditation)
4. **Recruitment:** We can use these data to recruit new students to our institution by focusing on our student-identified strengths. By highlighting the positives, the areas that our students care about where they are also very satisfied (our Strengths), we can recruit new students to the institution that are going to place a high value on areas where we are already performing well. Our admissions and marketing teams will want to help us celebrate the good news from these results!

Additionally, we can make the most of our investment by targeting initiatives to be sure we have satisfied graduating students who will be willing to give back to the institution as engaged alumni. If we have served them well throughout their educational experience, and if we have kept them enrolled and they are satisfied at they are completing their degree, we are more likely to have a positive impact on our **advancement and alumni giving efforts**.