Executive Summary:

Student Satisfaction Inventory (SSI)

Wright State University **Combined** Campuses

(Dayton and Lake)

2022

WRIGHT STATE
UNIVERSITY

Introduction

Our institution 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 campus 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 on our campus**. The greatest power of the data comes when the findings are shared, discussed, and analyzed by multiple constituencies on campus.**

Populations we will want to share these results with include:

- President and campus 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 (SSI) was administered on our campus during the **Spring of 2022.**

The survey was completed by **989** students. We had a response rate of **15%** out of the **6753** who were invited to complete the online survey.

Demographic Overview

The students who completed the survey are representative of our overall population. This is an overview of the students reflected in this data set.

GENDER	Count	Percentage
Female	574	63 %
Male	293	32 %
Prefer not to respond	12	1 %
Transgender	7	1 %
Genderqueer	20	2 %
Additional gender category or Other	5	1 %

CLASS LEVEL	Count	Percentage
Freshmen	134	15 %
Sophomore	145	16 %
Junior	233	26 %
Senior	374	42 %
Graduate/Professional	2	1 <

AGE	Count	Percentage
18 and under	45	5 %
19 to 24	690	76 %
25 to 34	94	10 %
35 to 44	49	5 %
45 and over	26	3 %

| Race/Ethnicity	Count	Percentage
American Indian or Alaskan Native	5	1 %
Asian or Pacific Islander	36	4 %
Black or African American	59	7 %
Caucasian/White	714	79 %
Hispanic	17	2 %
Multi-racial	36	4 %
Other race	9	1 %
Prefer not to respond	24	3 %

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
1st choice	569	63 %
2nd choice	244	27 %
3rd choice or lower	95	10 %

Our Strengths and Challenges

Matrix for Prioritizing Action:

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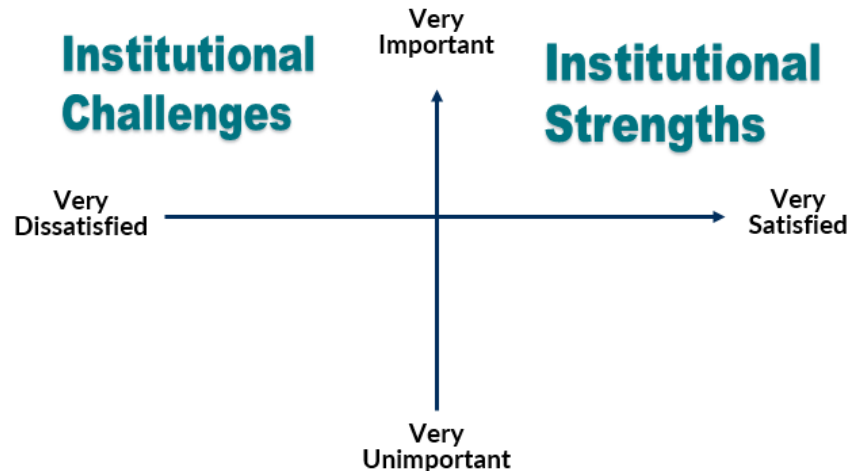
Strengths

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.

1. *Nearly all of the **faculty** are **knowledgeable** in their field.*
2. ***Security staff** respond quickly in emergencies.*
3. *I am able to experience **intellectual growth** here.*
4. *The counselors at **Counseling and Wellness** services help students to succeed.*
5. *Wright State **communicates** important information in a timely manner.*
6. ***Faculty** are usually **available** after class and during office hours.*
7. ***Tutoring services** are readily available.*
8. ***Freedom of expression** is protected on campus.*
9. *On the whole, the campus is **well-maintained**.*
10. *The university provides sufficient resources to ensure **student health and wellness**.*
11. *I have been adequately informed about **policies related to plagiarism, cheating, and other academic integrity issues.***
12. ***Class change (drop/add) policies** are reasonable.*

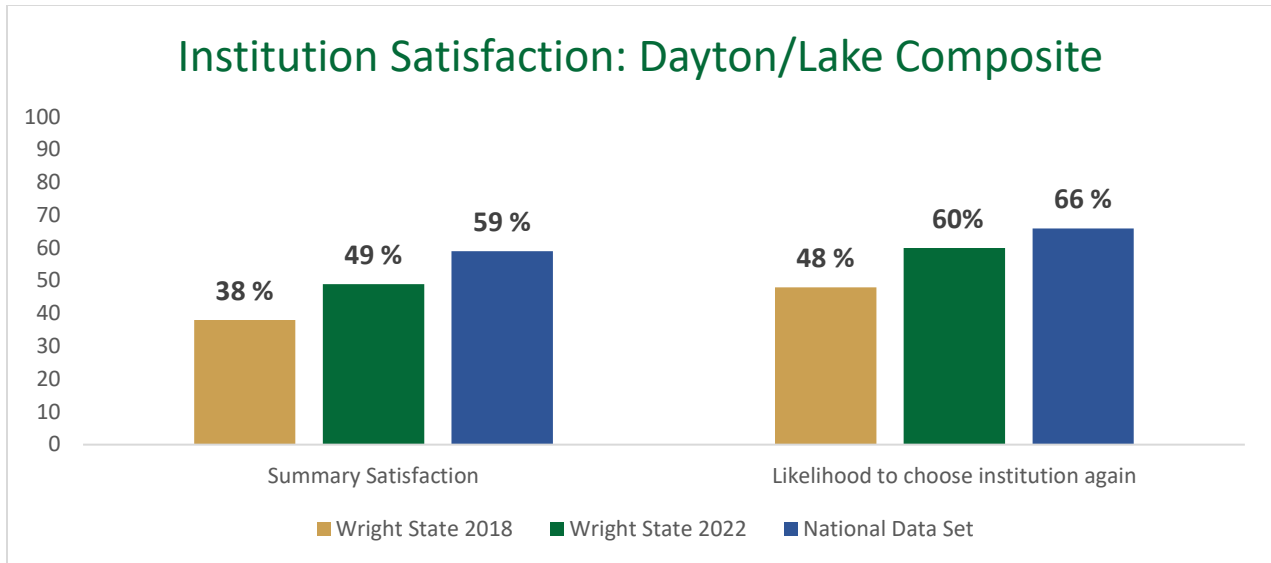*We will want to celebrate our strengths!*

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.

1. *This institution shows **concern** for students as individuals.*

2. *My **academic advisor** is concerned about my success as an individual.*

3. ***Living conditions** in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)*

4. *It is an **enjoyable experience** to be a student on this campus.*

5. *The **campus staff** are caring and helpful.*

6. ***Faculty** provide timely **feedback** about student progress in a course.*

7. ***Tuition** paid is a worthwhile investment.*

8. *Adequate **financial aid** is available for most students.*

9. *My **academic advisor** is approachable.*

10. *The **content of the courses** within my major is valuable.*

11. *The **quality of instruction** I receive in most of my classes is excellent.*

12. *I am **able to register** for classes I need with few conflicts.*

13. *My **academic advisor** is knowledgeable about requirements in my major.*

14. *The **instruction** in my major field is excellent.*

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.

Institution Satisfaction: Dayton/Lake Composite

	Summary Satisfaction	Likelihood to choose institution again
Wright State 2018	38 %	48 %
Wright State 2022	49 %	60%
National Data Set	59 %	66 %

■ Wright State 2018   ■ Wright State 2022   ■ National Data Set

Items with a significant shift in satisfaction

Since our last administration, the following items have seen significant improvement in student satisfaction.

Improvement by Topic/Area:

Topic/Area	2022 Satisfaction	2018 Satisfaction	Difference
Academic Advising	5.31	4.95	0.36
Campus Climate	5.26	4.62	0.64
Campus Life	5.29	4.85	0.44
Campus Support Services	5.83	5.54	0.29
Concern for the Individual	5.26	4.71	0.55
Instructional Effectiveness	5.47	5.06	0.41
Recruitment and Financial Aid	5.41	4.65	0.76
Registration Effectiveness	5.53	4.98	0.55
Responsiveness to Diverse Populations	5.59	4.95	0.64
Safety and Security	5.44	4.44	1
Service Excellence	5.35	4.81	0.54
Student Centeredness	5.23	4.57	0.66

Satisfaction values range from 1-7. 1 = Not satisfied at all; 2 = Not very satisfied; 3 = Somewhat dissatisfied; 4 – Neutral; 5 = Somewhat satisfied; 6 – Satisfied; 7 = Very satisfied.

Top 10 Improved Survey Items:

1. *The amount of student parking space on campus is adequate.*

2. *Campus item: Peer mentors support academic and student success.*

3. *Institution's commitment to commuters*

4. *This institution has a good reputation within the community.*

5. *The intercollegiate athletic programs contribute to a strong sense of school spirit.*

6. *I seldom get the "run-around" when seeking information on this campus.*

7. *Administrators are approachable to students.*

8. *Admissions staff are knowledgeable.*

9. *Financial aid counselors are helpful.*

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.

Student Satisfaction is linked with:

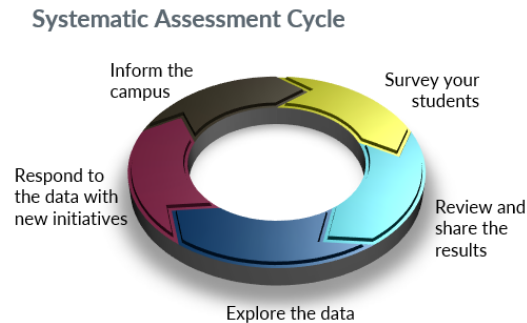| Individual student retention	Institutional graduation rates	Institutional alumni giving	Institutional loan default rates
(higher)	(higher)	(higher)	(lower)

RNL   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

Systematic Assessment Cycle

Systematic Assessment Cycle

Inform the campus

Survey your students

Respond to the data with new initiatives

Review and share the results

Explore the data

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 on our campus 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 campus.** We will want to be careful to not assume that students and the larger campus constituencies will automatically be aware of the improvements we have made. We will need to be intentional in our communication efforts to inform the campus 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 on campus.

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

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**.

Appendix: Wright State University Dayton/Lake Campuses Item Report vs. the National Comparison

	Wright State University 2022		National Four-Year Publics 2018-2021		Difference & Statistical Significance	
	Importance	Satisfaction	Importance	Satisfaction	Difference	SS
Most students feel a sense of belonging here.	5.92	5.01	6.1	5.42	-0.41	★★★
The campus staff are caring and helpful.	6.39	5.38	6.37	5.61	-0.23	★★★
Faculty care about me as an individual.	6.13	5.16	6.15	5.4	-0.24	★★★
Admissions staff are knowledgeable.	6.28	5.37	6.31	5.55	-0.18	★★★
Financial aid counselors are helpful.	6.26	5.34	6.3	5.27	0.07	
My academic advisor is approachable.	6.46	5.4	6.51	5.9	-0.50	★★★
The campus is safe and secure for all students.	6.59	5.67	6.55	5.75	-0.08	
The content of the courses within my major is valuable.	6.54	5.36	6.57	5.71	-0.35	★★★
A variety of intramural activities are offered.	5.26	5.24	5.58	5.67	-0.43	★★★
Administrators are approachable to students.	6.08	5.24	6.15	5.43	-0.19	★★★
Billing policies are reasonable.	6.21	5.29	6.15	4.99	0.30	★★★
Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.62	6.34	5.23	0.39	★★★
Library staff are helpful and approachable.	5.97	6.01	6.11	6.03	-0.02	
My academic advisor is concerned about my success as an individual.	6.30	5.18	6.41	5.71	-0.53	★★★
The staff in the health services area are competent.	6.21	5.66	6.35	5.76	-0.10	
The instruction in my major field is excellent.	6.60	5.38	6.57	5.73	-0.35	★★★
Adequate financial aid is available for most students.	6.45	5.3	6.38	5.1	0.20	★★
Library resources and services are adequate.	6.22	6.04	6.33	6.06	-0.02	
My academic advisor helps me set goals to work toward.	6.00	4.79	6.21	5.43	-0.64	★★★
The business office is open during hours which are convenient for most students.	5.98	5.42	6.14	5.61	-0.19	★★
The amount of student parking space on campus is adequate.	6.10	5	6.01	3.61	1.39	★★★
Counseling staff care about students as individuals.	6.29	5.54	6.33	5.63	-0.09	

Importance values range from 1-7. 1 = Not important at all; 2 = Not very important; 3 = Somewhat unimportant; 4 – Neutral; 5 = Somewhat important; 6 – Important; 7 = Very important. **Satisfaction** values range from 1-7. 1 = Not satisfied at all; 2 = Not very satisfied; 3 = Somewhat dissatisfied; 4 – Neutral; 5 = Somewhat satisfied; 6 – Satisfied; 7 = Very satisfied.

	Wright State University 2022		National Four-Year Publics 2018-2021		Difference & Statistical Significance	
	Importance	Satisfaction	Importance	Satisfaction	Difference	SS
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.30	5.14	6.26	5.04	0.10	
The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.34	5.09	5.59	5.26	-0.17	★
Faculty are fair and unbiased in their treatment of individual students.	6.44	5.46	6.43	5.54	-0.08	
Computer labs are adequate and accessible.	6.17	6.07	6.33	5.98	0.09	
The personnel involved in registration are helpful.	6.27	5.66	6.35	5.71	-0.05	
Parking lots are well-lighted and secure.	6.22	5.5	6.22	5.2	0.30	★★★
It is an enjoyable experience to be a student on this campus.	6.31	5.17	6.43	5.67	-0.50	★★★
Residence hall staff are concerned about me as an individual.	5.89	5.22	6	5.26	-0.04	
Males and females have equal opportunities to participate in intercollegiate athletics.	6.08	5.81	6.18	5.98	-0.17	★★
Tutoring services are readily available.	6.32	5.94	6.36	5.92	0.02	
My academic advisor is knowledgeable about requirements in my major.	6.59	5.54	6.6	5.96	-0.42	★★★
I am able to register for classes I need with few conflicts.	6.57	5.33	6.54	5.47	-0.14	★
The assessment and course placement procedures are reasonable.	6.28	5.57	6.33	5.68	-0.11	★
Security staff respond quickly in emergencies.	6.58	5.83	6.54	5.83	0.00	
I feel a sense of pride about my campus.	5.69	4.88	6.05	5.61	-0.73	★★★
There is an adequate selection of food available in the cafeteria.	6.00	4.7	6.11	4.84	-0.14	
I am able to experience intellectual growth here.	6.49	5.73	6.54	5.95	-0.22	★★★
Residence hall regulations are reasonable.	6.10	5.7	6.13	5.48	0.22	★★
There is a commitment to academic excellence on this campus.	6.31	5.42	6.43	5.8	-0.38	★★★
There are a sufficient number of weekend activities for students.	5.37	4.55	5.7	5.02	-0.47	★★★
Admissions counselors respond to prospective students' unique needs and requests.	6.18	5.46	6.25	5.63	-0.17	★★
Academic support services adequately meet the needs of students.	6.31	5.51	6.34	5.72	-0.21	★★★

	Wright State University 2022		National Four-Year Publics 2018-2021		Difference & Statistical Significance	
	Importance	Satisfaction	Importance	Satisfaction	Difference	SS
Students are made to feel welcome on this campus.	6.31	5.52	6.41	5.82	-0.30	★★★
I can easily get involved in campus organizations.	5.83	5.25	6.13	5.73	-0.48	★★★
Faculty provide timely feedback about student progress in a course.	6.43	5.14	6.4	5.32	-0.18	★★
Admissions counselors accurately portray the campus in their recruiting practices.	6.15	5.34	6.24	5.56	-0.22	★★★
There are adequate services to help me decide upon a career.	6.27	5.35	6.33	5.54	-0.19	★★
Class change (drop/add) policies are reasonable.	6.28	5.98	6.31	5.82	0.16	★★
This institution has a good reputation within the community.	6.14	5.29	6.34	5.97	-0.68	★★★
The student center is a comfortable place for students to spend their leisure time.	5.97	5.67	6.11	5.79	-0.12	★
Faculty take into consideration student differences as they teach a course.	6.24	5.07	6.24	5.25	-0.18	★★
Bookstore staff are helpful.	5.98	5.95	6.08	5.89	0.06	
Major requirements are clear and reasonable.	6.55	5.59	6.52	5.78	-0.19	★★★
The student handbook provides helpful information about campus life.	5.79	5.44	5.93	5.63	-0.19	★★
I seldom get the "run-around" when seeking information on campus.	6.31	5.52	6.41	5.82	-0.30	★★★
The quality of instruction I receive in most of my classes is excellent.	6.55	5.33	6.54	5.6	-0.27	★★★
This institution shows concern for students as individuals.	6.29	5.07	6.37	5.46	-0.39	★★★
I generally know what's happening on campus.	5.72	4.84	5.97	5.26	-0.42	★★★
Adjunct faculty are competent as classroom instructors.	6.29	5.57	6.31	5.69	-0.12	★
There is a strong commitment to racial harmony on this campus.	6.25	5.72	6.3	5.8	-0.08	
Student disciplinary procedures are fair.	6.21	5.66	6.34	5.82	-0.16	★★
New student orientation services help students adjust to college.	6.16	5.34	6.18	5.49	-0.15	★
Faculty are usually available after class and during office hours.	6.36	5.97	6.41	5.96	0.01	
Tuition paid is a worthwhile investment.	6.43	5.31	6.46	5.31	0.00	
Freedom of expression is protected on campus.	6.32	5.77	6.37	5.84	-0.07	

	Wright State University 2022		National Four-Year Publics 2018-2021		Difference & Statistical Significance	
	Importance	Satisfaction	Importance	Satisfaction	Difference	SS
Nearly all of the faculty are knowledgeable in their field.	6.59	5.86	6.59	6.02	-0.16	★★★
There is a good variety of courses provided on this campus.	6.46	5.53	6.49	5.85	-0.32	★★★
Graduate teaching assistants are competent as classroom instructors.	6.26	5.71	6.3	5.64	0.07	
Channels for expressing student complaints are readily available.	6.06	4.91	6.22	5.19	-0.28	★★★
On the whole, the campus is well-maintained.	6.32	5.69	6.42	6	-0.31	★★★
Student activities fees are put to good use.	5.99	4.8	6.22	4.96	-0.16	★
I have been adequately informed about policies related to plagiarism, cheating, and other academic integrity issues.	6.30	6.36	-	-	-	-
Course offerings are available in time to be helpful in college planning.	6.40	5.65	-	-	-	-
The campus dining program meets my needs.	6.05	4.84	-	-	-	-
Tools are available to help me plan my program of study.	6.34	5.66	-	-	-	-
A variety of course delivery options (e.g., in person, online, hybrid) are available.	6.33	5.52	-	-	-	
Faculty and staff respond to inquiries in a timely manner.	6.47	5.55	-	-	-	
The counselors at Counseling and Wellness services help students to succeed.	6.41	5.82	-	-	-	-
Wright State communicates important information in a timely manner.	6.39	5.96	-	-	-	-
The university provides sufficient resources to ensure student health and wellness.	6.31	5.76	-	-	-	-
Peer mentors support academic and student success.	6.11	5.73	-	-	-	-
Institution's commitment to part-time students?	-	5.51	-	5.65	-0.14	★
Institution's commitment to evening students?	-	5.43	-	5.54	-0.11	
Institution's commitment to older, returning learners?	-	5.57	-	5.72	-0.15	★
Institution's commitment to under-represented populations?	-	5.6	-	5.66	-0.06	
Institution's commitment to commuters?	-	5.5	-	5.35	0.15	★

	Wright State University 2022		National Four-Year Publics 2018-2021		Difference & Statistical Significance	
	Importance	Satisfaction	Importance	Satisfaction	Difference	SS
Institution's commitment to students with disabilities?	-	5.96	-	5.84	0.12	
Cost as factor in decision to enroll.	6.43	-	6.3	-	-	
Financial aid as factor in decision to enroll.	6.32	-	6.26	-	-	
Academic reputation as factor in decision to enroll.	5.77	-	6.06	-	-	
Size of institution as factor in decision to enroll.	5.02	-	5.45	-	-	
Opportunity to play sports as factor in decision to enroll.	3.44	-	3.99	-	-	
Recommendations from family/friends as factor in decision to enroll.	4.77	-	5.07	-	-	
Geographic setting as factor in decision to enroll.	5.65	-	5.64	-	-	
Campus appearance as factor in decision to enroll.	5.06	-	5.49	-	-	
Personalized attention prior to enrollment as factor in decision to enroll.	5.02	-	5.49	-	-	

★ Difference statistically significant at the .05 level

★★ Difference statistically significant at the .01 level

★★★ Difference statistically significant at the .001 level