

# In Search of New Frontiers for the Analysis & Application of the NOEL-Levitz Student Satisfaction Survey: The Case of Malone University

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# Outline of Presentation

1. Malone University
2. Exercise on “What If” Questions..
3. Importance of Satisfaction Surveys
4. Ranking & Analysis
5. Strength/Challenge Response Matrix
6. And Malone’s Specific Items
7. And Malone’s “Proverbial Eye”
8. And So What? – Exercise on Validities
9. Conclusions & Comments

# Malone University

(Canton, OH)

Malone University is a Christian University for the arts, sciences, and professions in the liberal arts tradition, affiliated with the [Evangelical Friends Church.](#)

(aka 'The PIONEERS')

- Established in 1892
- HLC/NCA & Others
- Total FTE: 2200 (2011)
- 51 Undergraduate Majors
- 36 Undergraduate Minors
- 13 Graduate Programs

# “What if Exercise...”

A. Please list possible effects if Colleges & Universities do not Use the Results of Student and other Satisfaction Surveys



B. Please list possible outcomes if Institutions Use the Results of Student and other Satisfaction Surveys

# Importance of Satisfaction Surveys: If so, then Why Not?

## Reflections on Responses to Exercise A & B

The *ARC* (Accountability, Responsibility and Commitment) Covenant & Major Stakeholders



Institutional Effectiveness

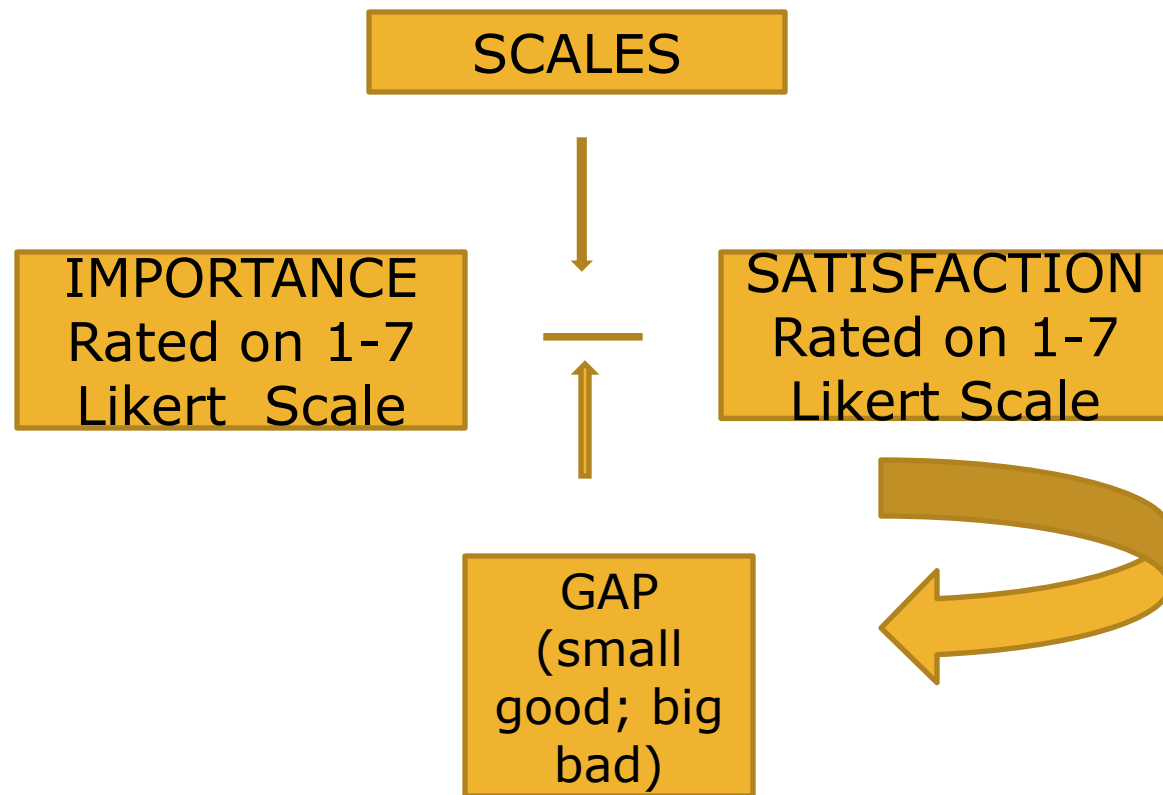


Strategic Directions for Student Success

# Noel-Levitz Student Satisfaction Survey: Scales

- Academic Advising
- Campus Climate
- Campus Life
- Campus Support Services
- Concern for Individual
- Instructional Effectiveness
- Recruitment/Fin. Aid
- Registration Effectiveness
- Responsiveness to Diversity
- Safety & Security
- Service Excellence
- Student Centeredness

# Noel-Levitz Student Satisfaction Survey: Importance-Satisfaction Gap



# Five Data-Set : 1999, 2001, 2003, 2005 & 2009 – Ranking & Analysis of Gaps (Malone University)

## The Process:

1. Rank-Ordered cluster scales for the five-data set period
2. Calculated Cumulative Average Ranking (CAR) for the rank-ordered clusters; Taking Note of
  - a. Individual Items, improved over the years, e.g. Instructional Effectiveness
  - b. Individual Items deteriorated over the years, e.g. Safety & Security
3. Categorized CAR into Strengths & Challenges



# CAR & CATEGORIES: Strengths & Challenges Rank-Ordered

<b>STRENGTHS</b> (High to Low)	<b>CHALLENGES</b> (Low to High)
Campus Support Services Student Centeredness Concern for Individual Academic Advising Service Excellence Campus Climate	Instructional Effectiveness. Campus Life Registration Effect. Recruitment & Financial Aid Safety & Security

# Strengths & Challenges Response Matrix

Category	Response
Campus Support Services	Celebrate & Communicate Strengths to Major Stakeholders
Student Centeredness	
Concern for Individual	
Academic Advising	Marketing & Recruiting Materials
Service Excellence	
Campus Climate	External Public Relation Activities

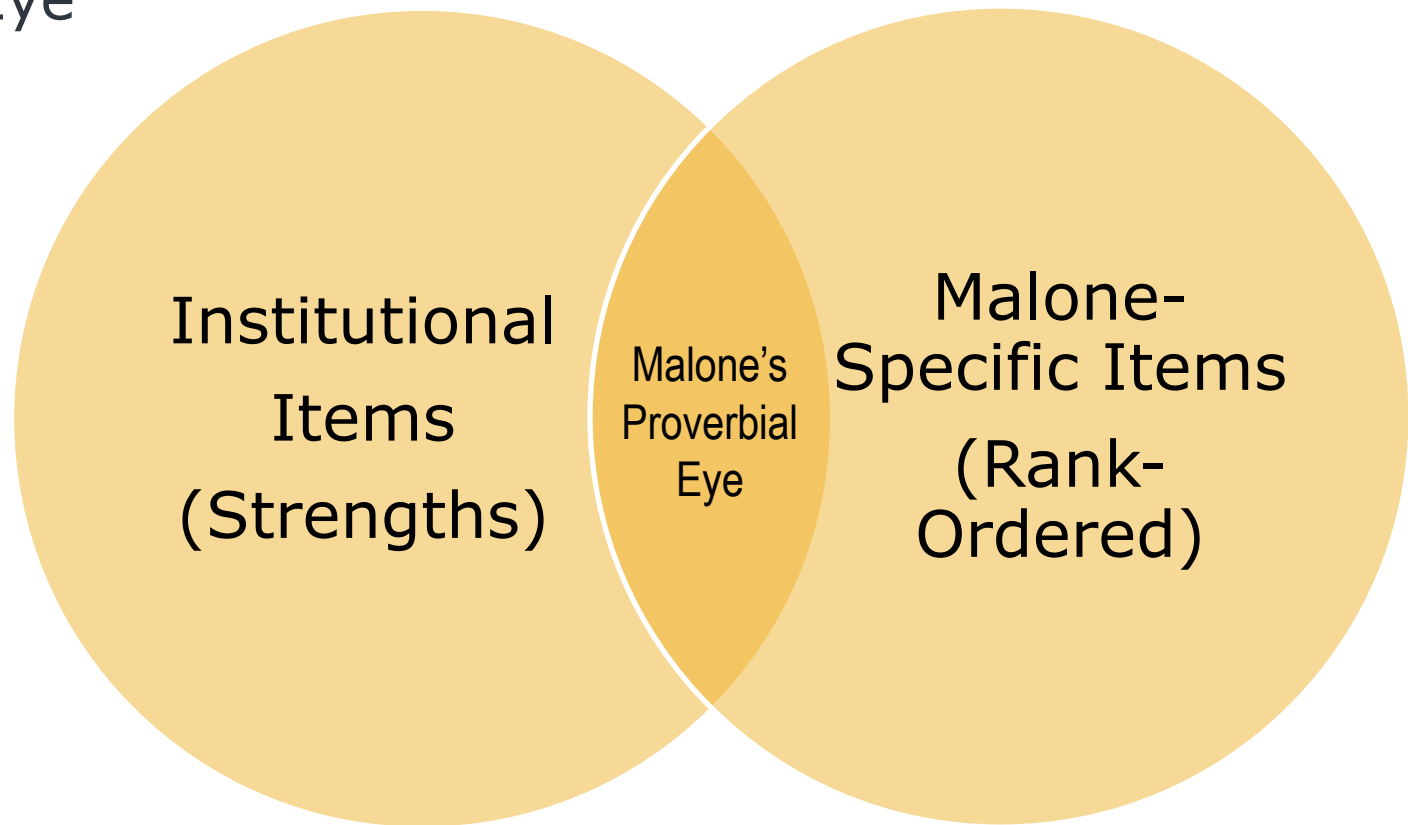
# Strengths & Challenges Response Matrix

Category	Response
Instructional Effectiveness	Directions for further Internal Studies & Research
Campus Life	
Registration Effectiveness	Discussions with specific Units & Departments
Recruitment & Financial Aid	Strategic Planning Initiatives
Safety & Security	

# Malone Univ. Specific Items (The Christian Concept): Rank- Ordered High-to-Low

- Willingly follow Malone University Agreement
- Students with Diversity of Faith is Positive
- Malone is Spiritually Good “Fit” to Me
- “Christ Kingdom First” is a Guiding Principle
- Chapel Experience Enhance my Spiritual Growth

# Malone & Institutional Items: In Search of Validities - The Proverbial Eye



# Importance/Response to Malone's Proverbial Eye

PROVERBIAL EYE ITEMS	RESPONSE
Emphasis on Students as Individuals	Affirmation of <u>Malone's Christian Concept</u>
Spiritual Growth	Promotion Material
Diversity in the Expression of Faith	Student-Centered Strategic Planning Initiatives

## Validity Exercise: Take Home Assignment.

- Transpose Standard SSI Strengths (CAR) onto your Ranked-Institute-Specific Items
- Identify COMMON ITEMS
- The Greater the # of Common Items, the greater the validity of SSI.
- Test Validity –  
Criterion (concurrent, predictive),  
Content, Construct (convergent, discriminant)

# Conclusions & Comments

THANK YOU