



2015 Student Satisfaction Inventory (SSI) Update
Longitudinal & Comparative Performance Gaps (PGs)

Academic Advising (AA); Instructional Effectiveness (IE); Student centeredness (SC); Concern for the Individual (CI); Campus Climate (CC); Recruitment & Financial Aid (RFA); Registration Effectiveness (RE); Safety & Security (SS); Service Excellence (SE); Campus Support Services (CSS); Campus Life (CL)

In March 2014, the OIEA prepared an executive summary of 2013 and 2009 Student Satisfaction Inventory (SSI) data for Malone University by comparing changes in Performance Gaps (PGs) between the two data points. The SSI illuminates the gap between the Importance (I) students place on institution/academic-related services and Satisfaction (S) with these services. In this case, a smaller gap is preferred to larger gap. In that report, it was determined that a comparison of Malone’s 2013 and 2009 Institutional Summary Reports showed statistically significant (at 0.001 level) improvements in student satisfaction on all scales even when expectations (i.e., levels of importance) on all items increased.

As a follow-up, this report seeks to examine changes in PGs through the dynamics of strength of Importance (I) and Satisfaction (S) based on three data points: 2015, 2013, and 2009 SSI data.

A. Continuous Reduction in Performance Gaps

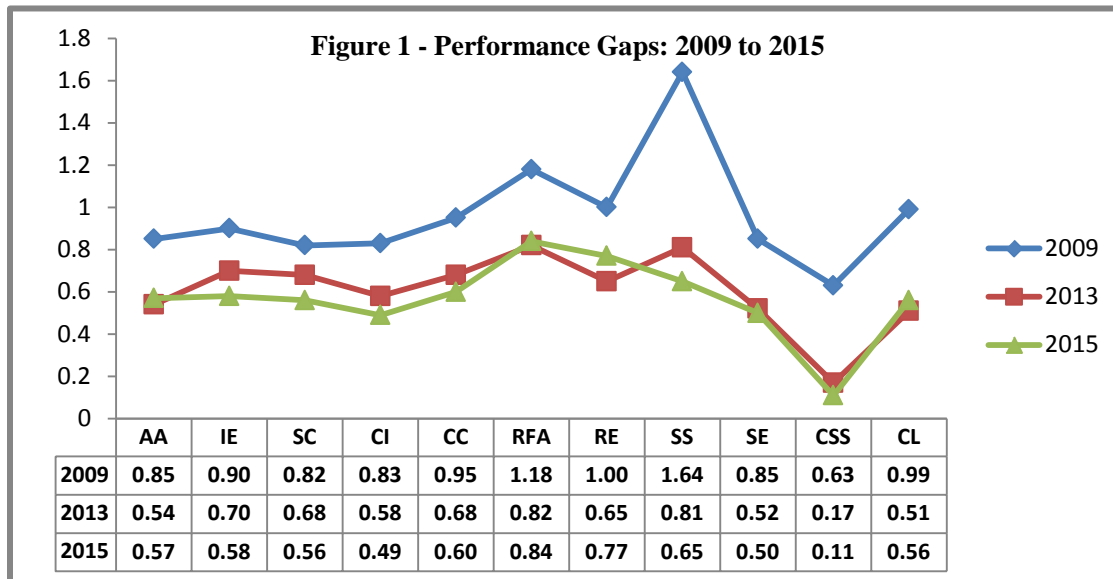
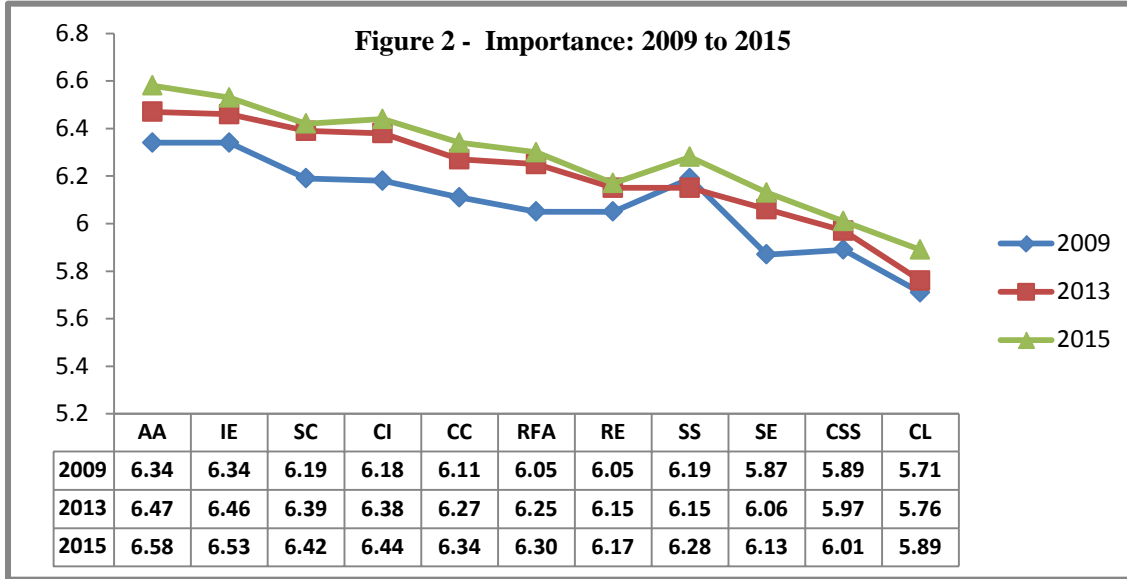


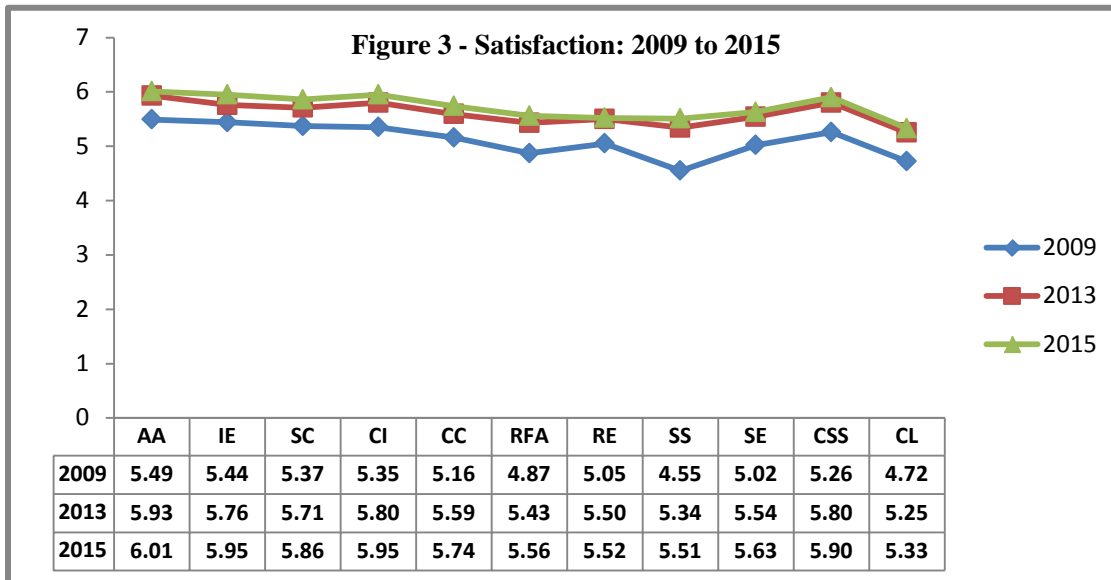
Figure 1 above shows that at varying magnitudes, there has been a continuous reduction in PGs from 2009 to 2013 to 2015.

B. Increasing Importance Placed on Items



From Academic Advising (AA) to Campus Life (CL), Figure 2 above shows that students' expectations have increased for all items from 2009 to 2013 to 2015, though at varying magnitudes. Instructively, importance placed on Academic Advising is always high among students' expectations.

C. Satisfaction

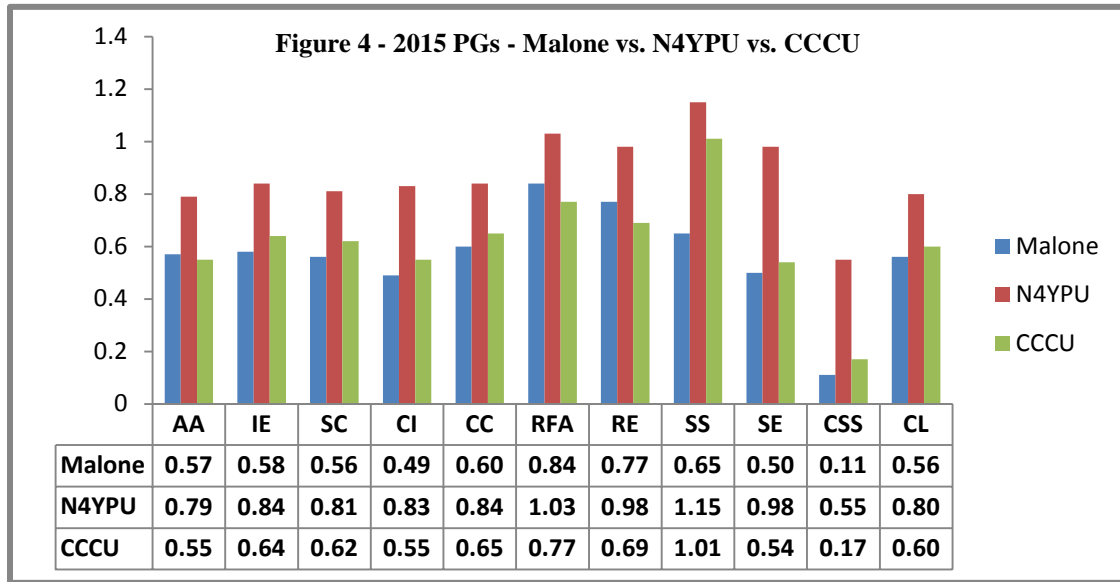


Unlike perceptible increases in Importance (I) students placed on items (as in Figure 2 above) over the years, Figure 3 above shows discernible increases in satisfaction between 2009 and 2013, but less distinct

performance between 2013 and 2015. The smaller increases in the level of satisfaction are mirrored by almost overlapping PGs between 2013 and 2015, as demonstrated in Figure 1 above.

Table 4 below compares Malone’s PGs with National Four-Year Private Universities (N4YPU) and Council of Christian Colleges & Universities (CCCU) based on the 2015 SSI data.

D. 2015 PGs - Malone vs. N4YPU vs. CCCU



On all items, Malone has comparative advantage over N4YPU. As a result of limitations based on all-or-none comparison, the instrumental value of peer-referencing could be maximized if Malone’s performance is juxtaposed with that of CCCU. In that context, the following are our comparative STRENGTHS:

- ✓ Instructional Effectiveness (IE)
- ✓ Student Centeredness (SC)
- ✓ Concern for Individual (CI)
- ✓ Campus Climate (CC)
- ✓ Safety & Security (SS)
- ✓ Service Excellence (SE)
- ✓ Campus Support Services (CSS)
- ✓ Campus Life (CL)

Our comparative CHALLENGES are as follows:

- ⊗ Academic Advising (AA)
- ⊗ Recruitment & Financial Aid (RFA)
- ⊗ Registration Effectiveness (RE)

According to Figure 4 we have across-the-board comparative advantage over N4YPU. It also demonstrates that we compete favorably with CCCU as evidenced by the list of our comparative strengths/challenges listed above. As highlighted in the concluding sections of this summary, we have

adopted systematic approaches to dealing with our comparative challenges through in-depth examinations of specific items under AA, RFA, and RE.

E. CCCU and Institution-Specific Items (ISI): Longitudinal (2015 & 2013) and Comparative PGs (Malone vs. CCCU)

- (#74) - *Being on this campus is contributing to my spiritual growth.*
- (#75) - *My understanding of God is being strengthened by classroom and/or campus experiences.*
- (#76) - *Faculty, administrators, and/or staff are helpful to me in processing issues related to faith.*
- (#77) - *Males and females are treated with equal respect on this campus.*
- (#78) - *This campus provides adequate opportunities for involvement in ministry.*
- (#79) - *Given where I am spiritually right now, this campus is a good “fit” for me.*
- (#80) - *The University’s motto, “Christ’s Kingdom First,” is evident as a guiding life principle among faculty and staff.*
- (#81) - *Being part of a university community with people whose faith commitment differs from mine is a positive experience.*
- (#82) - *I willingly follow the Malone University Community Agreement.*
- (#83) - *I consider Community Worship/Spiritual Formation Opportunities as opportunities to enhance my own spiritual growth.*

With the integration of faith and learning at its core, the CCCU and Institution-Specific Items are very important to the determination of both the level and quality of student success at Malone.

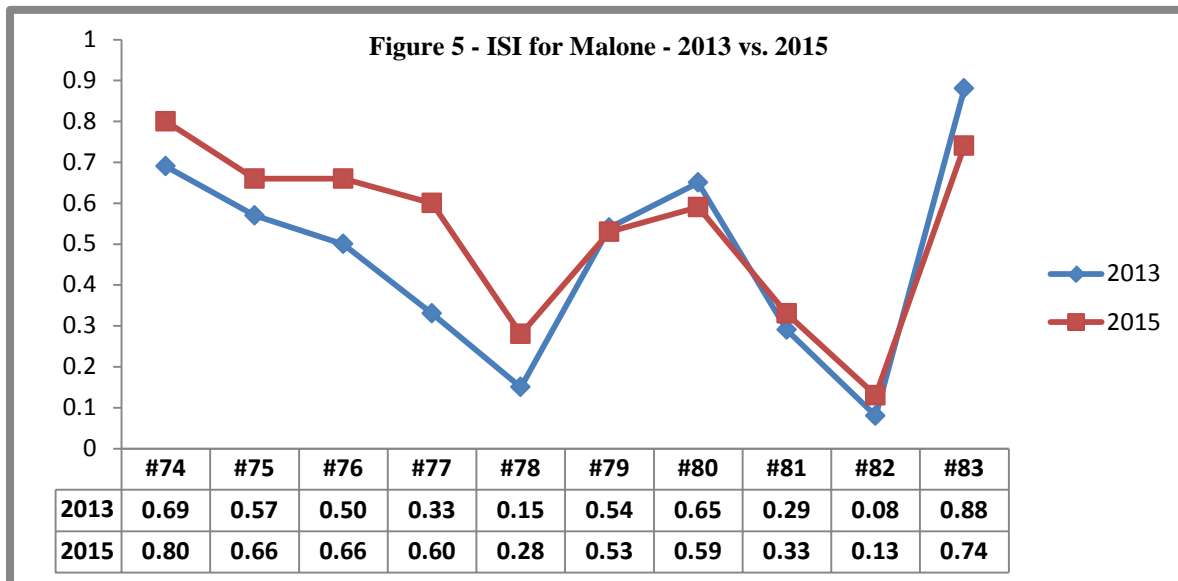


Figure 5 above compares 2013 and 2015 PGs on ISI for Malone. At first glance, even if pictorially, there is a sense of a general worsening of PGs in 2015. Specifically, PGs on all items increased (which is not desirable) in 2015 with the exception of three (3) items:

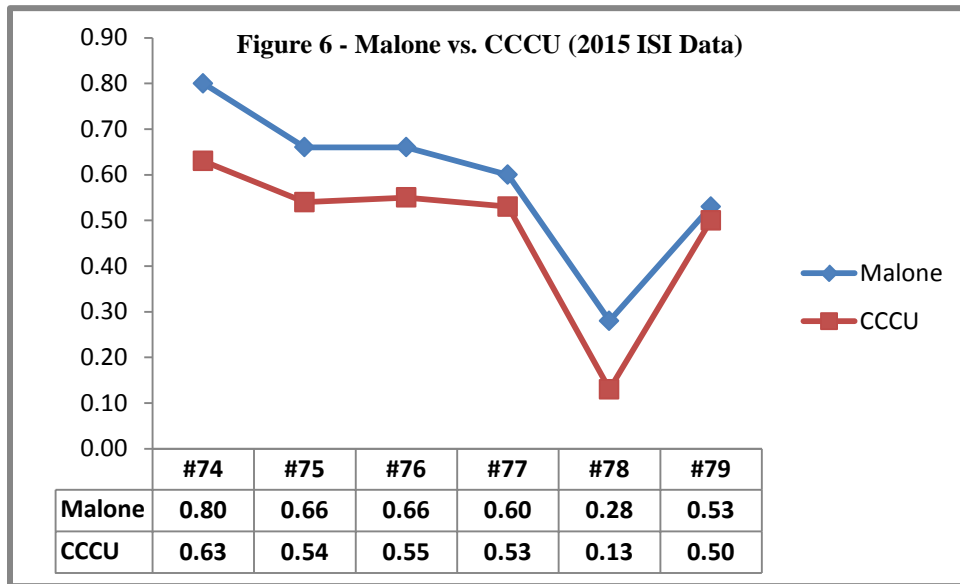
- ✓ *Item #79 – Given where I am spiritually right now, this campus is a good “fit” for me.*
- ✓ *Item #80 – The University’s motto, “Christ Kingdom First,” is evident as a guiding life principle among faculty/staff.*
- ✓ *Item #83 – I consider Community Worship/Spiritual Formation Opportunities as opportunities to enhance my own spiritual growth.*

It is instructive to establish that two (2) of the three (3) items with decreased PGs between 2013 and 2015 (items 80 and 83) are strictly Malone-specific items that do not appear within our comparative performance with CCCU (as in Figure 6 below).

It is also recommended that we consider the decrease in PGs between 2013 and 2015 for items 79, 80, and 83 in light of the absolute magnitudes of the PGs of all ten (10) items. For instance, there is improvement on item 83 between 2013 and 2015, but it also has the highest PG in both years. By contrast, PGs increased for items 81 and 82 from 2013 to 2015; however, these same items have the lowest PGs in both years.

In other words, relative/longitudinal improvement in PGs must be viewed in the context of overall size of PGs. Hence, we must be more concerned with item 83 due to its large PG both years despite the decrease (i.e., improvement) in PG when comparing 2013 to 2015.

In addition to Malone-specific items, there are also CCCU-specific items. Figure 6 below compares PGs of Malone and CCCU on the CCCU items based on the 2015 administration of the SSI. As shown, Malone fared poorly on all items (higher PGs) compared with the CCCU.



The only solace for Malone here is that the contours of the graph in Figure 6 indicate PGs on all items rise and fall for both Malone and CCCU. In other words, Malone and CCCU share high PGs on items 74, 75, and 76, and low PGs on items 78, and 79. This is not to absolve Malone from its comparative challenges, but to show across-the-board differential difficulties in meeting this specific group of expectations, be it at Malone, or at other CCCU institutions.

F. Dealing with Comparative Challenges

Malone has set in motion collaborative approaches to the dissemination and management of our comparative challenges on Academic Advising (AA), Recruitment & Financial Aid (RFA), Registration Effectiveness (RE), Community Worship (item 83), Faculty/Staff/Administrators contribution to students’ processing of faith-related issues (item 76), and the Strengthening of Students’ understanding of God through classroom and/or campus experience (item 75). We are conducting granular level analyses of

specific items under the various comparative challenges to enable us to isolate their differential levels of performances in terms of PGs.

For instance, in an intentional approach to alerting faculty and staff on the importance of AA and other challenges, the Provost has adopted an innovative approach of inserting monthly data points into *Monthly Newsletters* from the Office of the Provost. The following SSI data points have been featured in the Provost's Newsletter:

- ✓ October 2015 highlighted AA and IE, linking the importance of the two to tips on advising;
- ✓ November 2015 focused on institution-specific items and how improvement must be a collaborative venture between faculty and staff;
- ✓ January 2016 highlighted the need for faculty to be concerned with student differences and to also demonstrate impartially in their encounter with students;
- ✓ February 2016 revisited AA with recommendations to strengthen the following:
 - Helping students set academic goals,
 - Communicating with students about all facets of major requirements,
 - Making major requirements clear and reasonable.

The dissemination and management of specific items through intentional communication with actionable units on campus will continue to be the context for addressing our comparative challenges on student satisfaction.