Inver Hills
Community College

Analysis of the 2018 Student Satisfaction Inventory

Contents

Inver Hills Community College- Background

Inver Hills is working to close the achievement and success gaps between students of color and White students. This is in line with Minnesota State's Equity by Design framework, and their values and mission. This work will include looking at the gaps in satisfaction from the Noel Levits Student Satisfaction Inventory (SSI). The SSI allows schools to improve student's experiences by addressing the areas with the greatest importance levels and the least amount of satisfaction. This instrument potentially benefits the institution utilizing it by retaining more students, increasing graduation rates, and increasing academic success. The survey is administered every three years. Using the results from the SSI will help to narrow down specific areas to improve upon throughout the campus. The end goal is to empower all areas on campus to do their part to reduce the achievement gaps between Students of Color (SOC) and White students.

Current Report: This report will address this main question:

- Where are the largest differences between students of color and White students (the gaps between importance or satisfaction between those two groups)?

The 2018 responses of the SSI were used for this report

Student Satisfaction Inventory

Inver Hills administers the Student Satisfaction Inventory (SSI). The SSI is an instrument developed for undergraduate college students to measure satisfaction in their college experiences, in the classroom and outside of class. The SSI contains 12 scales, each measuring a different aspect of campus life. Each aspect is measured in terms of importance and level of satisfaction.

Demographics

The results of this analysis include 411 students who took the SSI. The survey results represent roughly 18% of the total student population at Inver Hills in 2018. Out of the SSI respondents, there were 44% males, 53% females and 3% that were left blank. *Table 1* shows the number of

students who were grouped together to make up SOC (24%) and White students (61%). For this demographic, 12% chose either, other, prefer not to respond, or were left blank.

Table 1

Race/Ethnicity	Percent of Respondents
American Indian/Alaskan Native (SOC)	Less than 1%
Asian/Pacific Islander (SOC)	5%
Black/African American (SOC)	7%
Hispanic (SOC)	11%
White	61%

For GPA, 342 students responded (99 SOC and 243 White students). For SOC roughly 87% were at or above the GPA of 2.0. White students have roughly 88% of students who were at or above the GPA of 2.0. There was 1% gap between the two student groups.

Scales

Importance and satisfaction were both measured on 7-point scales. The below sections summarize what each scale measured and provides three sample questions.[1] Each Scale definition was developed based each question's content. Questions are organized into scales by Noel Levits.

Results

The sections below explain each scale's results in greater detail with visualizations.

Student Centeredness

This scale aims to measure how well the staff and the college create a sense of welcoming and belonging.

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[1] . The scales are different but all of them overlap to some extent, and one question may be used multiple times to assess different aspects of student experience.

Sample Questions[2]

**Q27**. The campus staff are caring and helpful

Q16. The college shows concern for students as individuals

Q1. Most students feel a sense of belonging here

Results

Student Centeredness was rated as more important by SOC (6.2) than White students (6). There was no gap in satisfaction levels between the two student groups (SOC and White students, both 5.7). The gap between importance and satisfaction was larger for SOC (-.52) compared to White students (-.38).

Figure 1

Satisfaction and Importance for each student group

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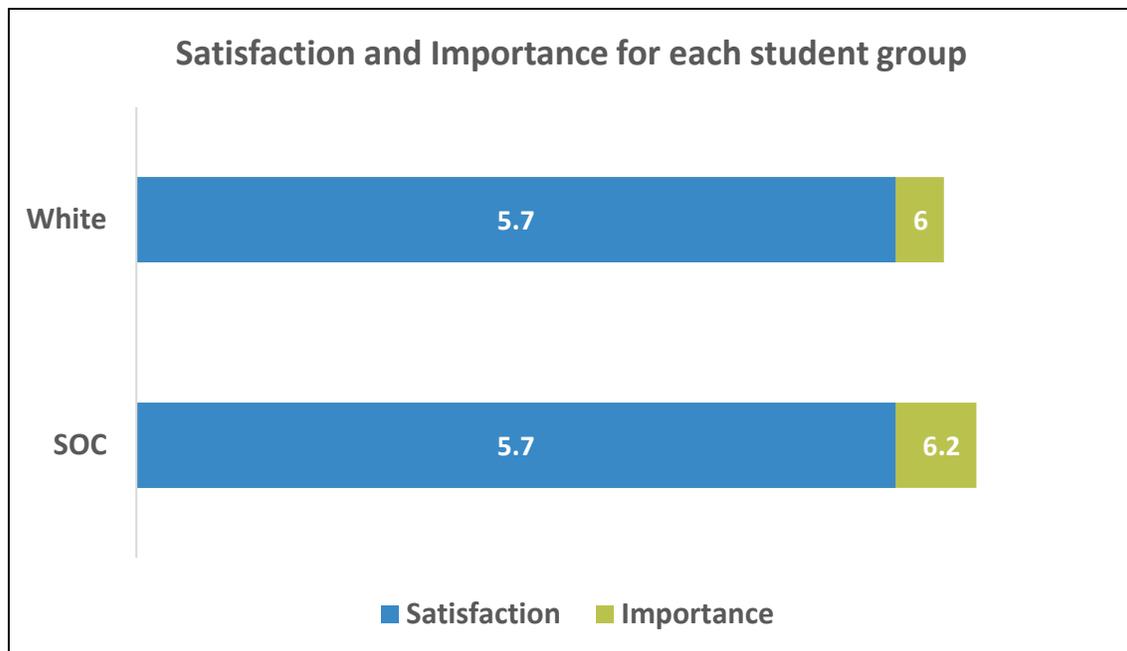
[2] To see the complete SSI, see Appendix A

Table 2

	Students of Color (SOC)			White			SOC & White SAT Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Student Centeredness	6.2	5.7	-.52	6	5.7	-.38	0

Instructional Effectiveness

This scale aims to measure faculty members' competencies, awareness of student differences, and availability.

Sample Questions

Q37. Faculty take into consideration student differences as they teach a course

Q61. Faculty are usually available after class and during office hours

Q58. Nearly all of the faculty are knowledgeable in their fields

Results

Instructional Effectiveness was rated as more important by SOC (6.3) than White students (6.2). There was no gap in satisfaction levels between the two student groups (SOC and White students, both 5.6). The gap between importance and satisfaction was larger for SOC (-.67) compared to White students (-.59).
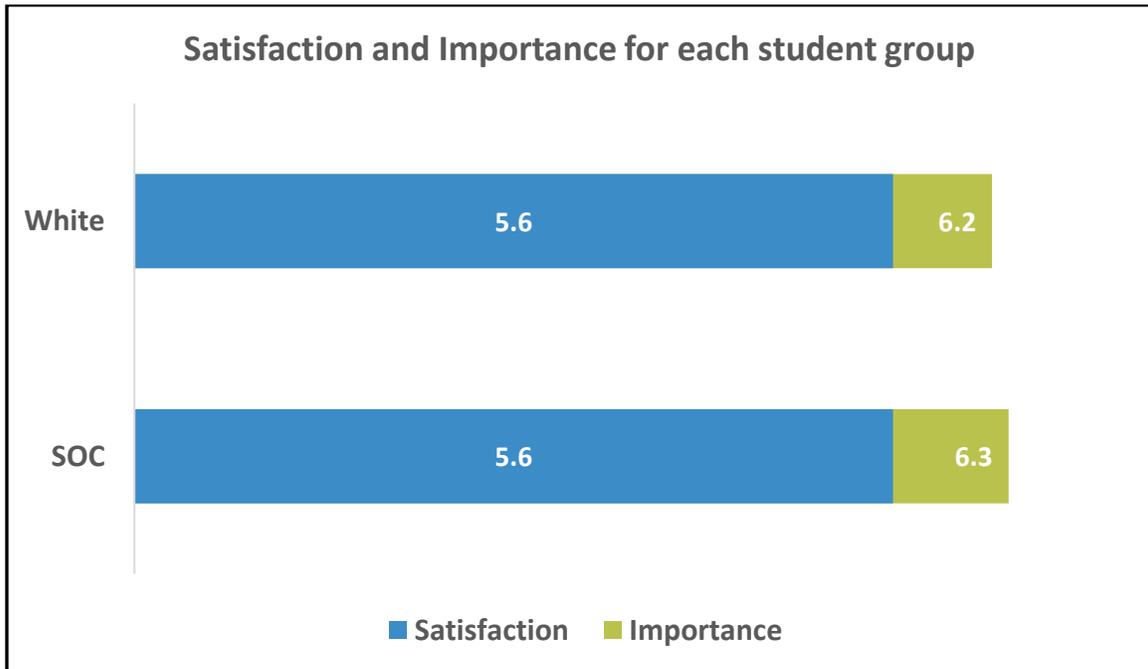
Figure 2

Satisfaction and Importance for each student group

Table 3

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Instructional Effectiveness	6.3	5.6	-.67	6.2	5.6	-.59	0

Responsiveness to Diverse Populations

This scale aims to measure Inver Hills' awareness and commitment to diversity and making those of underrepresented populations feel safe and welcome.

Sample Questions

Q84. Institution's commitment to under-represented populations?

Q86. Institution's commitment to students with disabilities?

Q81. Institution's commitment to part-time students?

Results

This scale does not measure importance, but only satisfaction. SOC are less satisfied (5.5) than White students (5.7) with how responsive the campus is to diverse populations.

Table 4

	Students of Color (SOC)	White	SOC & White Gap
Scale	**Sat**	**Sat**	**Gap**
Responsiveness to Diverse Pop.	5.5	5.7	-.15

Figure 3
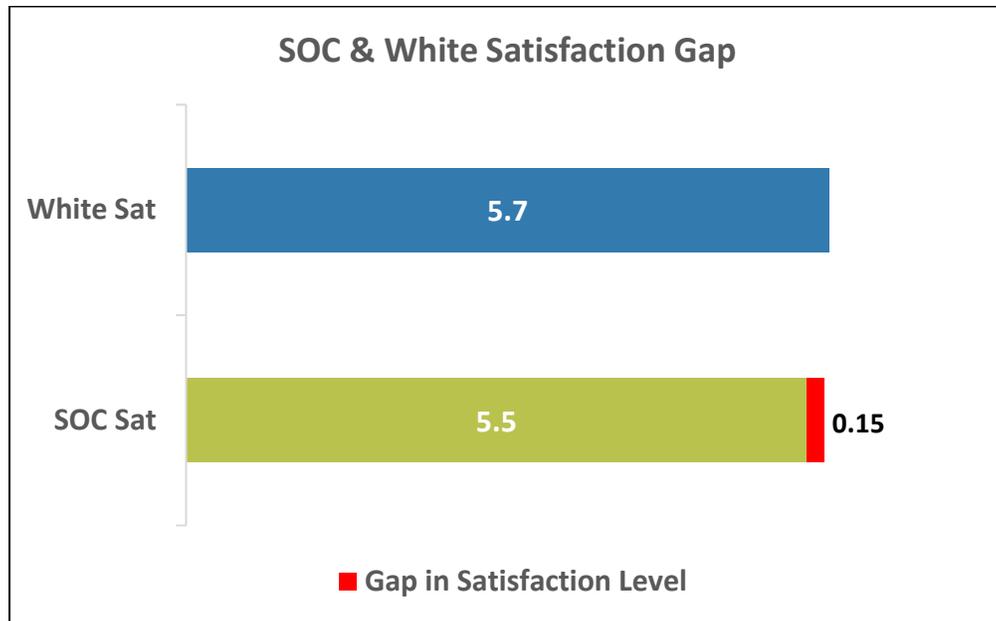
Campus Support Services

This scale aims to measure how helpful and available the campus services are to students.

Sample Questions

Q30. The career services office provides students with the help they need to get a job

Q47. There are adequate services to help me decide upon a career.

Q59. New student orientation services help students adjust to college

Results

Campus Support Services was rated as more important by SOC (5.6) than White students (5.4). SOC rated satisfaction with Campus Support Services higher than White students (by .1). However, despite their higher satisfaction levels, the gap between importance and satisfaction was larger for SOC (-.37) than for White students (-.25).
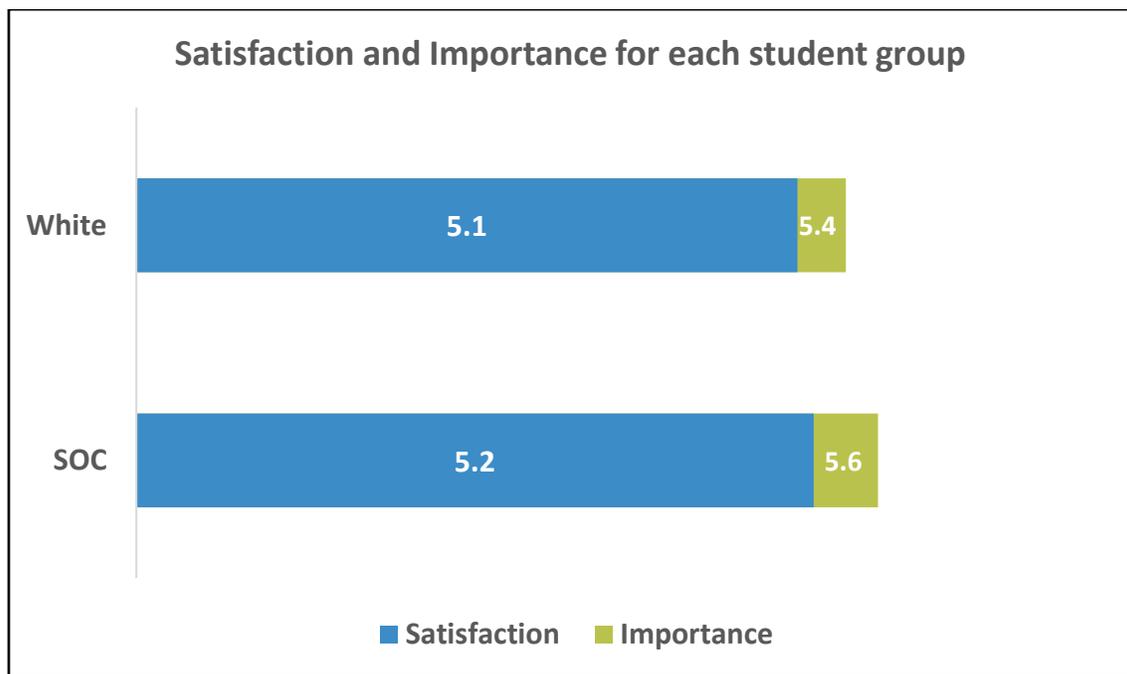
Figure 4

Table 5

| Scale | Students of Color (SOC) | | | White | | | SOC & White Gap |
	Imp	Sat	Gap	Imp	Sat	Gap	Gap
Campus Support Services	5.6	5.2	-.37	5.4	5.1	-.25	.10

Safety and Security

This scale aims to measure students' feelings of safety when on campus.

Sample Questions

Q4. Security staff are helpful

Q31. The campus is safe and secure for all students

Q24. Parking lots are well-lighted and secure

Results

Safety and Security was rated as more important by SOC (6.2) than White students (6). The gap between importance and satisfaction was smaller for SOC (-.67) than White students (-.69). SOC rated this scale higher than White students (by .2).

Figure 5

Satisfaction and Importance for each student group
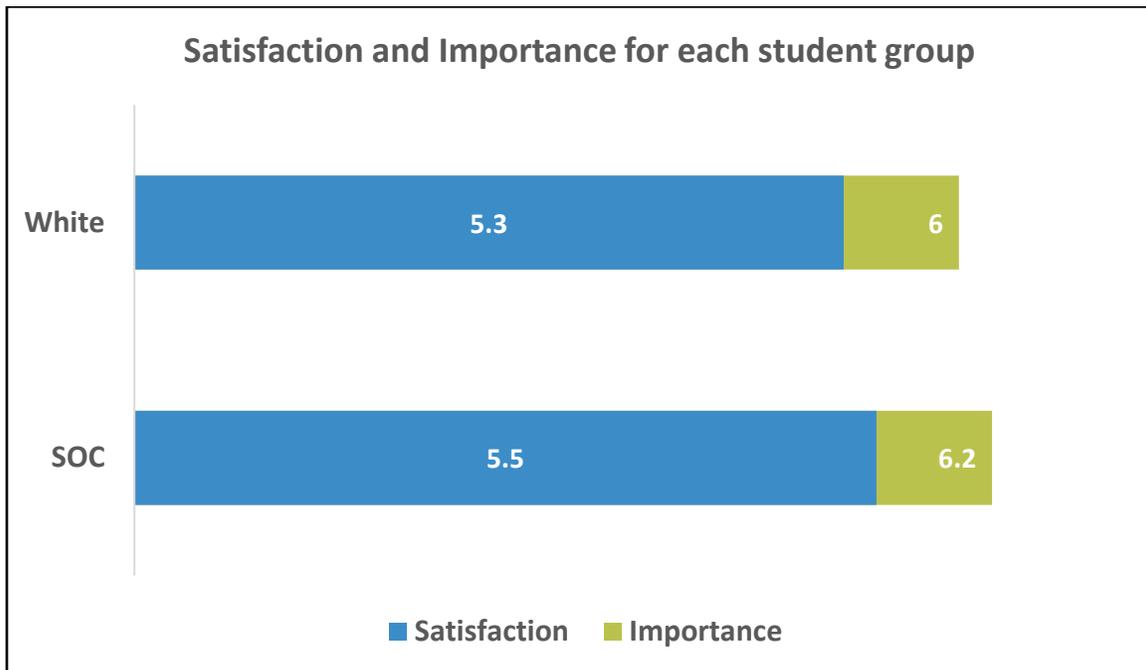
Table 6

| Scale | Students of Color (SOC) | | | White | | | SOC & White Gap |
	Imp	Sat	Gap	Imp	Sat	Gap	Gap
Safety & Security	6.2	5.5	-.67	6	5.3	-.69	.24

Academic Advising and Counseling

This scale aims to measure how effective advising and counseling services are, as well as the relationship advisors create with their students.

Sample Questions

Q25. My academic advisor is concerned about my success as an individual**.**

Q52. This school does whatever it can to help me reach my educational goals

Q48. Counseling staff care about students as individuals

Results

Academic Advising and Counseling was rated as more important by SOC (6.3) than White students (6.1). The gap between importance and satisfaction was larger for SOC (-.77) than White students (-.54). There was no gap in satisfaction levels between the two student groups (both are at 5.6).

Figure 6
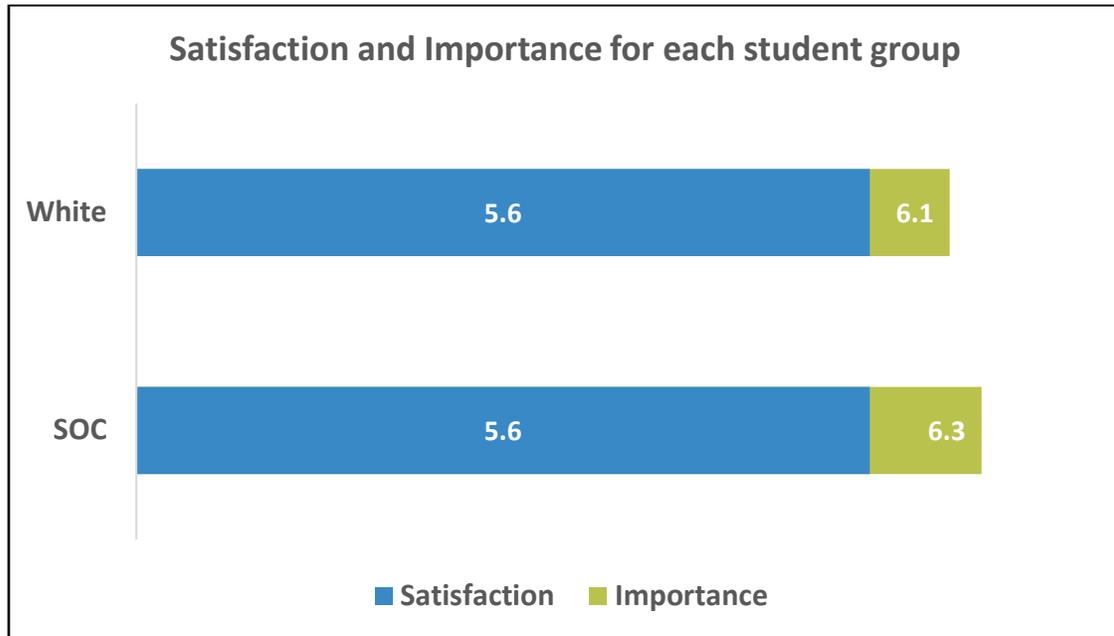
Table 7

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Advising/Counseling	6.3	5.6	-.77	6.1	5.6	-.54	0

Admissions and Financial Aid

This scale aims to measure the availability and helpfulness of financial aid and admissions staff.

Sample Questions

Q7. Adequate financial aid is available for most students

Q20. Financial aid counselors are helpful.

Q49. Admissions counselors respond to prospective students' unique needs and requests.

Results

Admissions and Financial Aid was rated as more important by SOC (6.1) than White students (5.9). The gap between importance and satisfaction was larger for SOC (-.72) than White students (-.63). SOC rated higher satisfaction with this scale than White students (by .1).

Figure 7

Satisfaction and Importance for each student group
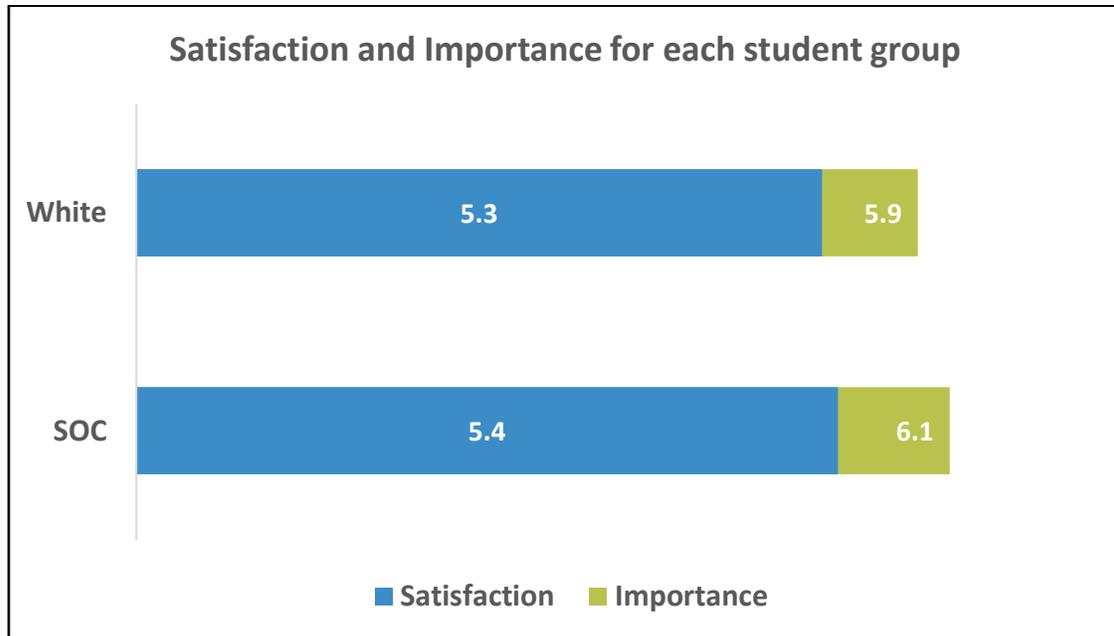
Table 8

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Admissions/Financial aid	6.1	5.4	-.72	5.9	5.3	-.63	.11

Academic Services

This scale aims to measure student's satisfaction levels with the campus services and facilities designed for student success.

Sample Questions

Q42. The equipment in the lab facilities is kept up to date

Q14. Library resources and services are adequate.

Q50. Tutoring services are readily available

Results

Academic Services was rated as more important by SOC (6.1) than White students (6). SOC rated satisfaction with Academic Services higher (by .1) than White students. The gap between importance and satisfaction was smaller for SOC (-.26) than White students (-.27).

Figure 8
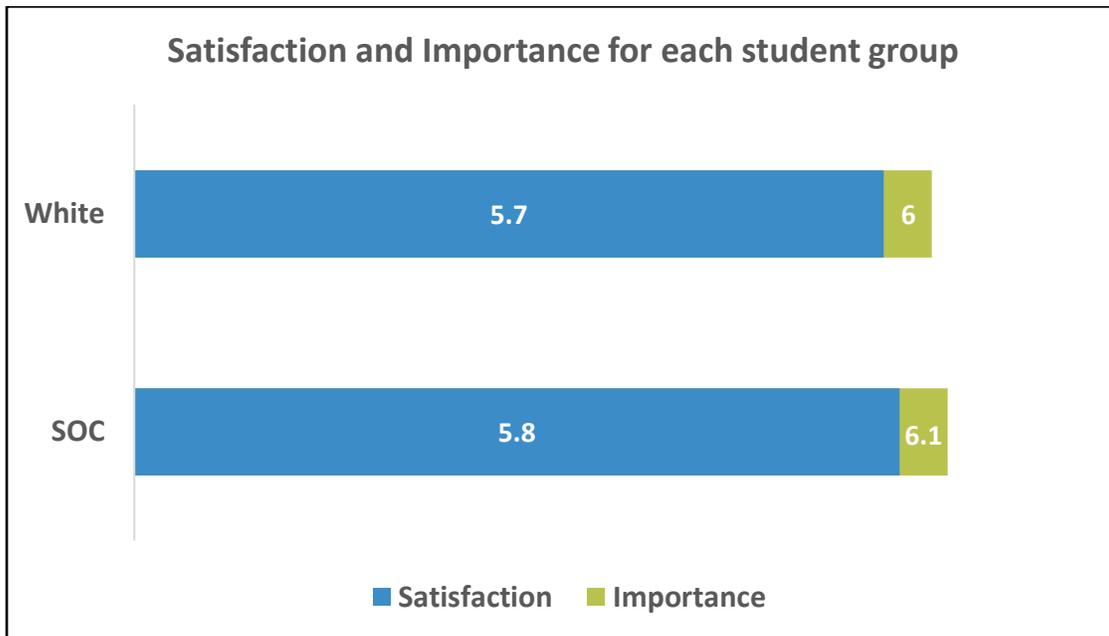
Table 9

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Academic Services	6.1	5.8	-.26	6	5.7	-.27	.11

Registration Effectiveness

This scale aims to measure the helpfulness of the staff during registration, and how convenient and user friendly the class registration process is.

Sample Questions

Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.

Q51. There are convenient ways of paying my school bill

Q15. I am able to register for classes I need with few conflicts

Results

Registration Effectiveness was rated as more important by SOC (6.2) than White students (6.1). The gap between importance and satisfaction was smaller SOC (-.45) than for White students (-.55). SOC rated higher satisfaction of Registration Effectiveness than White students (by .2).

Figure 9

Satisfaction and Importance for each student group

	Satisfaction	Importance
White	5.5	6.1
SOC	5.7	6.2
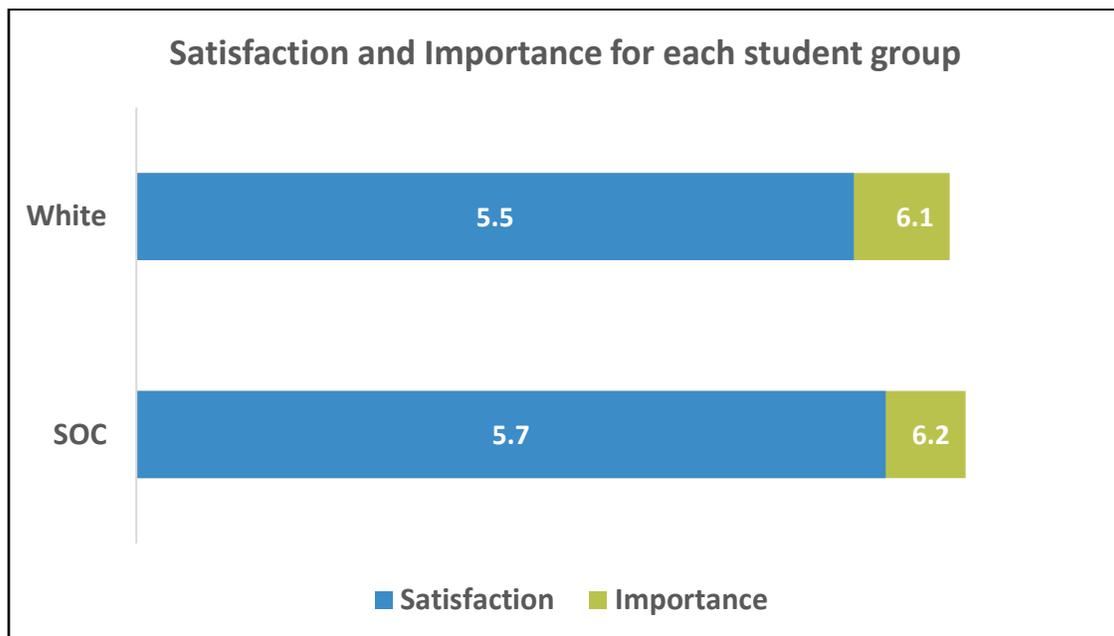
Table 10

| Scale | Students of Color (SOC) | | | White | | | SOC & White Gap |
	Imp	Sat	Gap	Imp	Sat	Gap	Gap
Registration Effectiveness	6.2	5.7	-.45	6.1	5.5	-.55	.19

Service Excellence

This scale aims to measure the level of service provided and the atmosphere created by the staff.

Sample Questions

Q27. The campus staff are caring and helpful.

Q22. People on this campus respect and are supportive of each other.

Q62. Bookstore staff are helpful

Results

Service Excellence was rated as more important by SOC (6.1) than White students (5.9). The gap between importance and satisfaction was similar between the two student groups (both -.40). SOC rated higher satisfaction with Service Excellence (by .2) than White students.

Figure 10

Satisfaction and Importance for each student group

	Satisfaction	Importance
White	5.5	5.9
SOC	5.7	6.1
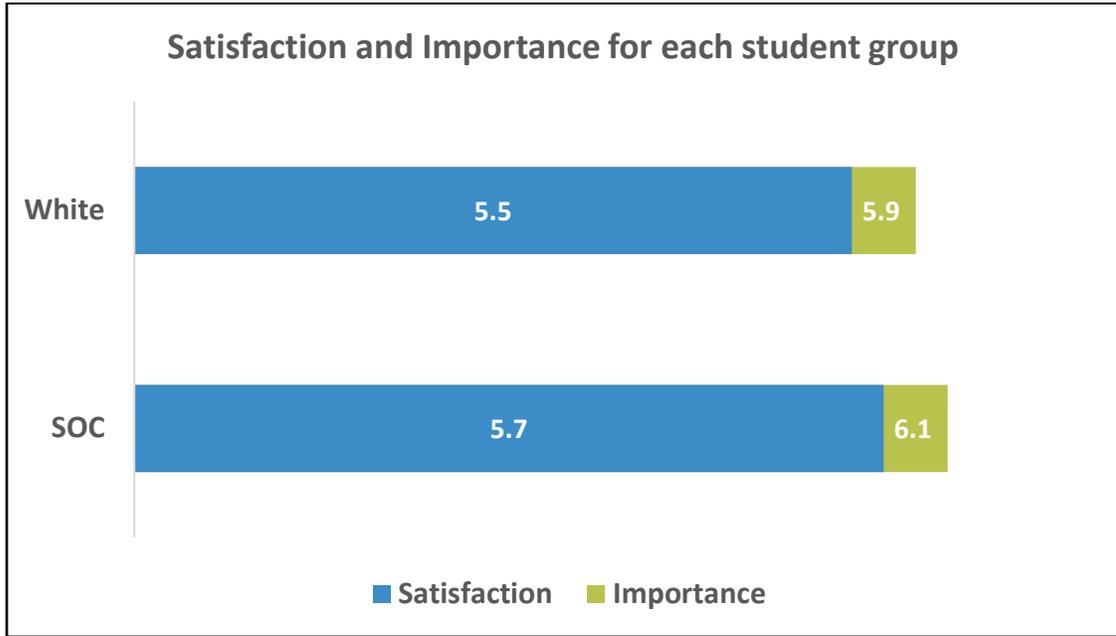
Table 11

Scale	Students of Color (SOC)			White			SOC & White Gap
	Imp	Sat	Gap	Imp	Sat	Gap	Gap
Service Excellence	6.1	5.7	-.40	5.9	5.5	-.40	.16

Concern for the Individual

This scale aims to measure staff's support and concern for students as individuals.

Sample Questions

Q29. Staff are fair and unbiased in their treatment of individual students

Q48. Counseling staff care about students as individuals

Q2. Staff care about me as an individual

Results

Concern for the Individual was rated as more important by SOC (6.3) than White students (6.1). The gap between importance and satisfaction was larger for SOC (-.76) than White students (-.54). SOC rated satisfaction with Concern for the Individual lower than White students (by.08).

Figure 11

Satisfaction and Importance for each student group

Group	Satisfaction	Importance
White	5.6	6.1
SOC	5.5	6.3
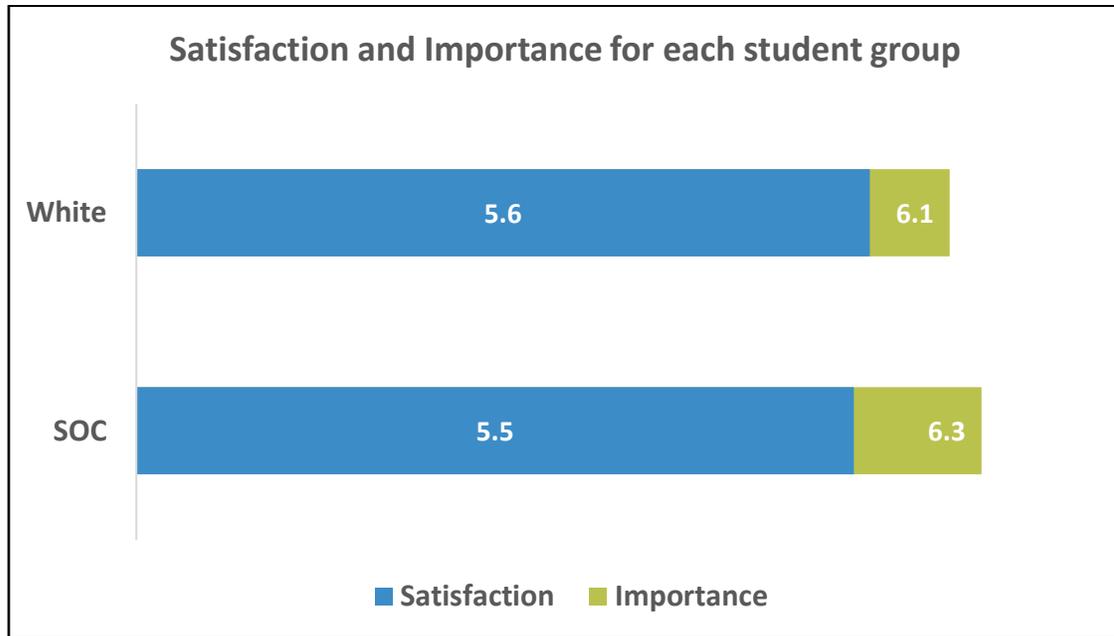
Table 12

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Concern for the Individual	6.3	5.5	-.76	6.1	5.6	-.54	-.08

Campus Climate

This scale aims to measure students' feelings about the interactions they have with the staff, faculty, and other students.

Sample Questions

Q28. It is an enjoyable experience to be a student on this campus

Q36. Students are made to feel welcome on this campus.

Q44. I generally know what's happening on campus.

Results

Campus Climate was rated as more important by SOC (6.2) than White students (6). The gap between importance and satisfaction was larger for SOC (-.48) than White students (-.42). SOC rated higher satisfaction with Campus Climate (by .1) than White students.

Figure 12
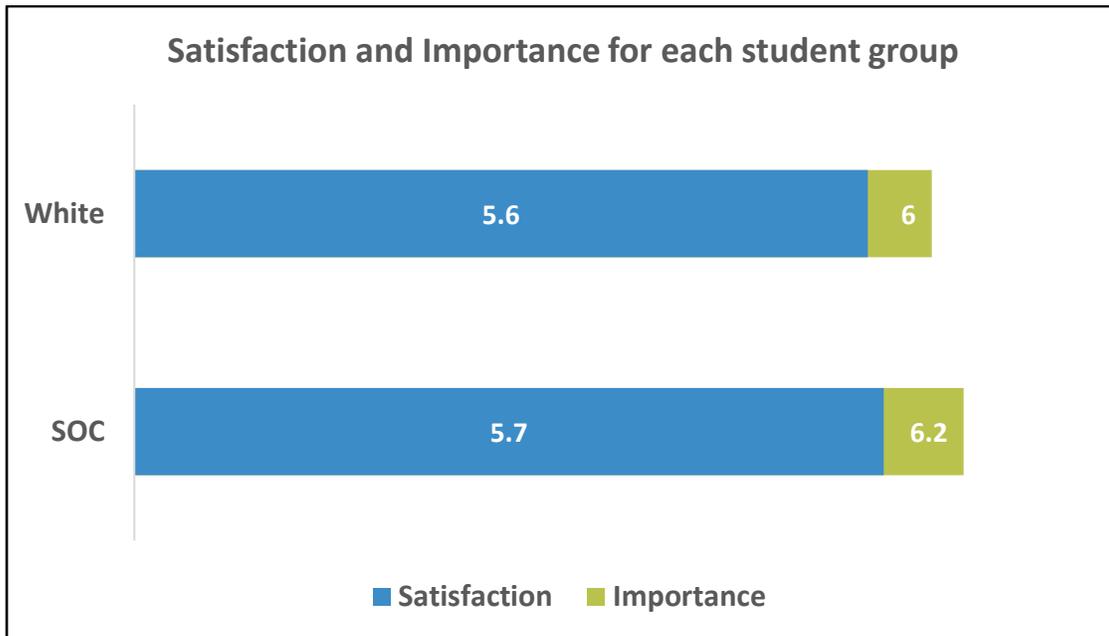
Table 13

	Students of Color (SOC)			White			SOC & White Gap
Scale	**Imp**	**Sat**	**Gap**	**Imp**	**Sat**	**Gap**	**Gap**
Campus Climate	6.2	5.7	-.48	6	5.6	-.42	.11

Recommendations

Most of the SSI scale data shows that SOC had higher satisfaction levels than White students with each scale's content. For all the scales this varied by .1 to .2. SOC also rated the importance of most scales higher leading to larger gaps between satisfaction and importance. See Appendix B for Table 15, which highlights this gap in yellow. This shows that while SOC were more satisfied than white students in many areas, the campus is still not meeting SOC expectations and needs, since they were consistently rating each scale as more important than White students.

In the scales, Responsiveness to Diverse Populations and Concern for the Individual, SOC were less satisfied than White students. Examination of the differences between importance and satisfaction may be useful in guiding campus initiatives. Due to these small differences between SOC and White students in most scales, this data should be used along with other data sources to make informed decisions about implementing equity-minded changes.

Significance Testing

To test for statistically significant results, the largest importance and satisfaction gaps between the student groups were looked at for each item. The top 5 largest gaps were used to run 5 t-tests. An Alpha level of .05 was used for these tests.

Table 14 shows the gap number, the question and weather the results of the t-test showed statistically significant results.[3] Only the gaps for question 25 were statistically significant. Question 25[4] is part of the scales Academic Advising and Counseling and Concern for the Individual. Since the scale, Concern for the Individual, is one of the scales with the largest gap in meeting SOC expectations, this provides a stronger rationale for the campus to look into the student experiences that are measured using this scale. However, this data should be used with other data sources for decision making.

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[3] See Appendix C for the complete statistical write up.
[4] Each question may overlap with other scales

Table 14

Item on Scale	Mean Gap SOC	Mean Gap White	Significance
Q13. Financial Aid awards are announced to students in time to be helpful in college planning	.92	.79	Not statistically significant $p>.05$
Q20. Financial aid counselors are helpful	1.13	.81	Not statistically significant $p>.05$
Q25. My Academic advisor is concerned about my success as an individual	1.06	.60	Statistically significant $p=.01$ ($d=.26$ medium effect)
Q39.The amount of student parking space on campus is adequate	.96	1.19	Not statistically significant $p>.05$
Q65. Students are notified early in the term if they are doing poorly in a class	1.11	1.14	Not statistically significant $p>.05$

References

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　　　05-2016.html

Appendix A: SSI Instrument

Double click on the image below to view a PDF of the complete SSI instrument

Appendix B: Data Table for Scales

Table 15 shows the full data table for each scale, and the full SSI instrument. The two columns, SOC and White, list the average importance and satisfaction for each scale as well as the gap between the satisfaction and importance within each student group. The column *SOC and White Gap* show the satisfaction gap between the SOC and the White students. The quadrants that are highlighted in pink or yellow to show the values with a larger gap for SOC. The last row in the table shows the average importance, satisfaction, and gaps for the entire SSI instrument.

Table 15

Scale	Students of Color (SOC)			White			SOC & White Gap
	Imp	Sat	Gap	Imp	Sat	Gap	Difference of satisfaction levels
Student Centeredness	6.2	5.7	-.52	6	5.7	-.38	0
Instructional Effectiveness	6.3	5.6	-.67	6.2	5.6	-.59	0
Responsiveness to Diverse Pop. [5]	N/A	5.5	N/A	N/A	5.7	N/A	-.15
Campus Support Services	5.6	5.2	-.37	5.4	5.1	-.25	.10
Safety and Security	6.2	5.5	-.67	6	5.3	-.69	.24
Advising/Counseling	6.3	5.6	-.77	6.1	5.6	-.54	0
Admin/ Financial aid	6.1	5.4	-.72	5.9	5.3	-.63	.11
Academic Services	6.1	5.8	-.26	6	5.7	-.27	.11
Registration Effectiveness	6.2	5.7	-.45	6.1	5.5	-.55	.19
Service Excellence	6.1	5.7	-.40	5.9	5.5	-.40	.16
Concern for Individual	6.3	5.5	-.76	6.1	5.6	-.54	-.08
Campus Climate	6.1	5.7	-.48	6	5.6	-.42	.11
Complete Instrument	**6.1**	**5.6**	**-.47**	**5.9**	**5.5**	**-.36**	**.07**

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[5] This scale only has questions pertaining to satisfaction, not importance, this is the reason for the N/A in the importance quadrants.

Appendix C: Statistical Write-up

5 paired samples t-tests were used to compare the importance and satisfaction gap between SOC and White students, below are the results.

For question 13, SOC (N=100) and White students (N=228), in this sample, SOC (M = .92, SD = 1.82) and White students (M=.79, SD=1.61) did not have significant differences between the importance and satisfaction gaps. t(326) = .65, p = .52.

For question 20, SOC (N=99) and White students (N=215), in this sample, SOC (M = .1.13, SD = 1.82) and White students (M=.81, SD=1.68) did not have significant differences between the importance and satisfaction gaps. t(312) = 1.51, p = .13.

For question 25, SOC (N=100) and White students (N=238) in this sample SOC (M=1.06, SD=1.68) had a significantly larger gap than White students (M = .60, SD = 1.45), t(336) = , p=.01. Cohen's d was .29 (a medium effect), 95% CI [.08, .84].

For question 39, SOC (N=98) and White students (N=250), in this sample, SOC (M = .96, SD = 1.82) and White students (M=.1.19, SD=1.91) did not have significant differences between the importance and satisfaction gaps. t(346) = -1.02, p = .31.

For question 65, SOC (N=101) and White students (N=236), in this sample, SOC (M = .1.11, SD = 2.14) and White students (M=.1.14, SD=1.90) did not have significant differences between the importance and satisfaction gaps. t(335) = -.13, p = .90.