Student Satisfaction Inventory – Spring 2010

Executive Summary

The following pages give a quick overview of the results of the Student Satisfaction Inventory (SSI). This survey was administered mid-February to mid-March. A total of 800 Whitworth students (200 freshmen, 200 sophomores, and so forth) were invited to participate. 251 students responded for a response rate of 31%. The results measure importance, satisfaction, and the gaps between those scores. The latter item is used to understand where student expectations are being met. The complete report is available on the Whitworth IR web site. (Click here and click on the “Surveys and Studies” button.)

The first two tables list the top ten Strengths and Challenges. A quick scan of these lists reveals that some items appear on both the Strengths and Challenges lists. This is consistent with the 2007 report but different from the 1999-2000 report (which labeled the latter section as “Priorities for Intervention”); the difference is due to Noel-Levitz changing the method of determining qualifying items.

Now items can appear on both lists when an item has very high importance, relatively high satisfaction as well a fairly large performance gap — i.e. the satisfaction score may qualify it as a strength, while the performance gap qualifies it as a challenge. In these circumstances, Noel-Levitz recommends that we disregard it a strength, and stay focused on it as a challenge since students care so much about it and feel that there is still room for improvement. We suggest that, rather than merely eliminating the items from the Strengths list, we a) review the performance gap to determine the magnitude of unmet expectations and b) then compare the Whitworth performance gap with the gap reported at other Four-Year Private Institutions. In most cases we will see that Whitworth students are, on average, more satisfied than their counterparts. Whitworth students have high expectations.

The next two tables compare Whitworth with other four-year private schools that have participated in the SSI. These tables help us to understand our results in comparison with national benchmarks.

If you have any questions about this report, please contact us.

Gary Whisenand, Director of Institutional Research
Gordon Jacobson, Director of Career Services
Institutional Strengths

Strengths are items with high importance and high satisfaction scores. Specifically, they are items above the mid-point in importance and in the upper quartile (25%) of satisfaction scores. The strengths are listed in descending order of importance.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Strengths</th>
<th>2007 Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16. The instruction in my major field is excellent.</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>29. It is an enjoyable experience to be a student on this campus.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>39. I am able to experience intellectual growth here.</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7. The campus is safe and secure for all students.</td>
<td>NR*</td>
</tr>
<tr>
<td>7</td>
<td>33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>45. Students are made to feel welcome on this campus.</td>
<td>NR</td>
</tr>
<tr>
<td>10</td>
<td>2. The campus staff are caring and helpful.</td>
<td>NR</td>
</tr>
</tbody>
</table>

NR* = Not ranked

Institutional Challenges

These are items with high importance and low satisfaction or large performance gap. These are specifically identified as items above the midpoint in importance and in the lower quartile (25%) of satisfaction or the top quartile of performance gap scores. These topics are ranked in order of greatest importance to students.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>1</td>
<td>16. The instruction in my major field is excellent.</td>
<td>2</td>
</tr>
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<td>2</td>
<td>8. The content of the courses within my major is valuable.</td>
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<td>3</td>
<td>66. Tuition paid is a worthwhile investment.</td>
<td>4</td>
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<td>34. I am able to register for classes I need with few conflicts.</td>
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</tr>
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<td>17. Adequate financial aid is available for most students.</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>36. Security staff respond quickly in emergencies.</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>12. Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>NR</td>
</tr>
<tr>
<td>8</td>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>NR</td>
</tr>
<tr>
<td>9</td>
<td>23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)</td>
<td>NR</td>
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<tr>
<td>10</td>
<td>61. Adjunct faculty are competent as classroom instructors.</td>
<td>NR</td>
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## Higher Satisfaction vs. National Four-Year Privates
(10 Highest Importance Scores)

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