

Memorandum

To: William Brown, Duane Wood

From: Sharon Johnson

Date: Thursday, July 17, 2003

Subj.: Update on Student Satisfaction Index Survey 1995-2002

Introduction

At your request I recently sent you a spring, 2002 memo where I offered an analysis of the results of our SSI surveys for the period 1995-2001. I promised I would update that memo as I completed analysis of the results from our fall, 2002 administration of the SSI.

As a short reminder the SSI is a survey given across the United States, and in conjunction with our participation with other CCCU colleges and universities. The survey is administered across the whole student body. Prior to the fall, 2002 survey we administered the SSI on paper during Chapel time to a sample of students. The result was a small, but representative sampling of the student body. In the fall of 2002 we choose to use a web-based administration of the survey. The result was the largest sample ever taken – almost 40% of the student body. A check of the sample demographics versus the demographics of the student body at large indicated that the sample was indeed representative. The actual number of survey participants was as follows (for each survey year):

| YEAR | Frequency | Percent |
|--------------|-------------|--------------|
| 1995 | 101 | 4.6 |
| 1997 | 297 | 13.6 |
| 1998 | 147 | 6.7 |
| 1999 | 149 | 6.8 |
| 2001 | 289 | 13.2 |
| 2002 | 1204 | 55.1 |
| Total | 2187 | 100.0 |

I have included with this memo some graphs and tables as support for the conclusions I will articulate in the Executive Summary that follows.

Some Perspectives on the Results Articulated in the Executive Summary

I want to note that interpretation of data is both a science (using standard techniques for determining statistically significant differences between means and correlations, for instance) and an art. In particular, reaching conclusions about cause and effect is an exercise in logic rather than mathematics. Different people looking at the same data may reach different conclusions.

The conclusions I offer in the Executive Summary seek to “stay close to the data.” That is, I have focused only on those issues that are statistically (scientifically) significant, and have attempted to confine my observations to describing data trends. I have avoided making value judgments which would “announce” how things ought to be. Thus, for example, when I state that Cedarville students have lower levels of satisfaction regarding financial aid than students nationally, I do not go on to say anything about what our response “ought” to be. Nor even more broadly do I say we ought to be “alarmed” about the significant decline in student satisfaction across most measures from 2001 to 2002, or from the decade of the 1990’s to the decade of the 2000’s.

What I do believe is that the trends the data reveals are worth discussing. Thus, the Executive Summary is meant to promote dialogue about issues that matter to students and, therefore, that should matter to the faculty and staff that seek to educate and serve those students.

I stand ready to assist in that discussion with whatever resources Institutional research can provide.

Executive Summary

This Summary does not attempt to exhaustively profile all the ways that trends revealed by the Student Satisfaction Index data could be characterized. The data base is large (almost 2200 students), long term (data collected over 6 different years), and complex (involving over 18 demographic measures, 94 questions related to questions about importance, 105 questions related to issues of satisfaction, and 12 composite factor measures). So, any issue can be analyzed from a variety of perspectives: by year of survey, by classification, by gender, on vs off campus residence, working vs non-working, academic major, and so on. Put some simply, the SSI database we have is a broad and deep multidimensional “cube” which is infinitely complex. The analysis I offer in this Executive Summary identifies some of the larger trends over the whole CU sample over all years of the survey.

- Related to **issues of relative importance** we find that:
 - **The opportunity for spiritual growth is the number one priority of Cedarville students.** This factor is a composite of six specific focus points in the survey questions: (1) being on this campus contributing to spiritual growth, (2) understanding of God is being strengthened by classroom and/or campus experiences, (3) faculty, administrators, and/or staff helpful in processing issues related to faith, (4) campus provides adequate opportunities for involvement in ministry, and (5) quality of fit between where student is spiritually currently and the campus climate.
 - **The second most important area of priority for Cedarville students is a desire for academic growth.** This is a function of several converging concerns related to the quality of instruction (both overall in their area of major) , faculty knowledge in their area of expertise, value of content in major courses, commitment to academic excellence, and the opportunity to experience intellectual growth. This priority is reflective of students both nation-wide and in CCCU schools.
- Related to **issues of relative satisfaction** we find that:
 - Students are very satisfied with the opportunities for spiritual growth on campus and are very satisfied about the academic education they are receiving but somewhat less so than the emphasis on spiritual growth.
 - **Relative to other schools, and relative to Cedarville’s own past survey history two clear conclusions emerge: compared to other schools Cedarville students are more satisfied than students elsewhere; and, when looked at longitudinally, student satisfaction at Cedarville has fallen on almost every measure.** More specifically,
 - The 2002 data demonstrates that when compared to students at 4-year private schools, Cedarville students demonstrate higher levels of satisfaction with every factor except financial aid. When compared to CCCU schools Cedarville students demonstrate higher levels of satisfaction on every factor except service excellence AND financial aid.
 - When examined over time, student satisfaction declined in every area but two from 2001 to 2002. On a “decadal” basis, student satisfaction is lower on almost every composite measure in the 2001-2002 SSI survey periods than in the 1995-1999 survey periods. Put in another light, no area in 2002 is as highly rated as the highest rating during the 1995-2002 survey periods.
- Related to **issues of performance** (measured as the difference or “gap” between a student’s assessment of the importance of a factor and their assessment of their satisfaction with that factor):
 - The largest continuing performance gap is the frustrated expectation about the student’s desire for financial aid and the perceived financial aid made available.
 - A second area of continuing concern has to do with the perceived relative gap between how responsive security personnel should be in responding to emergencies and the perceived degree of responsiveness.
 - A third area of concern focuses on the perceived relative gap between the importance of the care of the counseling staff and their ability to project that caring to students.
 - When compared to other schools, Cedarville students register lower levels of performance “frustration” than other schools. However, comparing 2001 to 2002 data, Cedarville students registered increased performance frustration on every measure. It would be important to note that the 2002 performance gaps were lower than the highest gaps recorded in the 1995-2002 survey history at Cedarville.
- Related to both **satisfaction and performance gaps across student classification:** student satisfaction decreases, and observed performance gap increases, for almost every major factor as students move from their freshman to their senior years

Top Ten Specific Question Items in Importance

| 1995 | | 1997 | | 1998 | |
|--|------|--|------|--|------|
| Items | Mean | Items | Mean | Items | Mean |
| The content of my courses within my major is valuable | 6.86 | The quality of instruction I receive in most of my classes is excellent | 6.78 | The quality of instruction I receive in most of my classes is excellent | 6.90 |
| The instruction in my major field is excellent | 6.85 | Nearly all of the faculty are knowledgeable in their field | 6.78 | I am able to experience intellectual growth here | 6.86 |
| My understanding of God is being strengthened by classroom and/or campus experiences | 6.80 | Being on this campus is contributing to my spiritual growth | 6.77 | My understanding of God is being strengthened by classroom and/or campus experiences | 6.85 |
| The quality of instruction I receive in most of my classes is excellent | 6.80 | I am able to experience intellectual growth here | 6.74 | Nearly all of the faculty are knowledgeable in their field | 6.80 |
| There is a commitment to academic excellence on this campus | 6.78 | My understanding of God is being strengthened by classroom and/or campus experiences | 6.74 | Being on this campus is contributing to my spiritual growth | 6.78 |
| Nearly all of the faculty are knowledgeable in their field | 6.73 | The content of my courses within my major is valuable | 6.69 | The content of my courses within my major is valuable | 6.78 |
| I am able to experience intellectual growth here | 6.72 | The instruction in my major field is excellent | 6.69 | It is an enjoyable experience to be a student on this campus | 6.78 |
| The campus is safe and secure for all students | 6.70 | There is a commitment to academic excellence on this campus | 6.68 | The instruction in my major field is excellent | 6.78 |
| The institution shows concerns for students as individuals | 6.69 | It is an enjoyable experience to be a student on this campus | 6.65 | There is a commitment to academic excellence on this campus | 6.77 |
| It is an enjoyable experience to be a student on this campus | 6.68 | Tuition paid is a worthwhile investment | 6.65 | There is a good variety of courses provided on this campus | 6.75 |

| 1999 | | 2001 | | 2002 | |
|--|------|--|------|--|------|
| Items | Mean | Items | Mean | Items | Mean |
| Being on this campus is contributing to my spiritual growth (I) | 6.76 | The instruction in my major field is excellent | 6.78 | The quality of instruction I receive in most of my classes is excellent | 6.74 |
| My understanding of God is being strengthened by classroom and/or campus experiences (I) | 6.76 | Being on this campus is contributing to my spiritual growth | 6.77 | Being on this campus is contributing to my spiritual growth | 6.73 |
| The instruction in my major field is excellent (I) | 6.76 | Nearly all of the faculty are knowledgeable in their field | 6.75 | Nearly all of the faculty are knowledgeable in their field | 6.73 |
| The content of my courses within my major is valuable (I) | 6.75 | The content of my courses within my major is valuable | 6.74 | My understanding of God is being strengthened by classroom and/or campus experiences | 6.70 |
| Nearly all of the faculty are knowledgeable in their field (I) | 6.74 | The quality of instruction I receive in most of my classes is excellent | 6.73 | I am able to experience intellectual growth here | 6.70 |
| The quality of instruction I receive in most of my classes is excellent (I) | 6.71 | My understanding of God is being strengthened by classroom and/or campus experiences | 6.72 | The content of my courses within my major is valuable | 6.69 |
| I am able to experience intellectual growth here (I) | 6.70 | I am able to experience intellectual growth here | 6.70 | Tuition paid is a worthwhile investment | 6.66 |
| It is an enjoyable experience to be a student on this campus (I) | 6.62 | It is an enjoyable experience to be a student on this campus | 6.65 | It is an enjoyable experience to be a student on this campus | 6.64 |
| There is a commitment to academic excellence on this campus (I) | 6.57 | My academic advisor is knowledgeable about requirements in my major | 6.65 | There is a commitment to academic excellence on this campus | 6.64 |
| My academic advisor is knowledgeable about requirements in my major (I) | 6.55 | There is a commitment to academic excellence on this campus | 6.60 | The instruction in my major field is excellent | 6.63 |

TOP TENS SPECIFIC QUESTION ITEMS IN SATISFACTION

| 1995 | | 1997 | | 1998 | |
|--|------|--|------|--|------|
| Items | Mean | Items | Mean | Items | Mean |
| Being on this campus is contributing to my spiritual growth (S) | 6.50 | This campus provides adequate opportunities for involvement in ministry (S) | 6.64 | This campus provides adequate opportunities for involvement in ministry (S) | 6.75 |
| There is a commitment to academic excellence on this campus (S) | 6.49 | On the whole, the campus is well-maintained (S) | 6.54 | On the whole, the campus is well-maintained (S) | 6.59 |
| I am able to experience intellectual growth here (S) | 6.46 | There is a commitment to academic excellence on this campus (S) | 6.47 | All in all, if you had to do it over again, would you enroll here (S) | 6.48 |
| My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.40 | Nearly all of the faculty are knowledgeable in their field (S) | 6.43 | There is a commitment to academic excellence on this campus (S) | 6.48 |
| On the whole, the campus is well-maintained (S) | 6.40 | All in all, if you had to do it over again, would you enroll here (S) | 6.43 | My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.46 |
| Nearly all of the faculty are knowledgeable in their field (S) | 6.36 | I am able to experience intellectual growth here (S) | 6.41 | CU actively encourages my Christian growth through daily Chapel (S) | 6.44 |
| All in all, if you had to do it over again, would you enroll here (S) | 6.31 | CU demonstrates a commitment to providing me with the very best computer technology (S) | 6.40 | I am able to experience intellectual growth here (S) | 6.41 |
| The quality of instruction I receive in most of my classes is excellent (S) | 6.30 | My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.38 | Being on this campus is contributing to my spiritual growth (S) | 6.35 |
| It is an enjoyable experience to be a student on this campus (S) | 6.26 | CU actively encourages my Christian growth through daily Chapel (S) | 6.31 | CU demonstrates a commitment to providing me with the very best computer technology (S) | 6.34 |
| I feel a sense of pride about my campus (S) | 6.20 | The required Bible courses and integration in my major help me in developing a Christian way of viewing life (S) | 6.28 | The required Bible courses and integration in my major help me in developing a Christian way of viewing life (S) | 6.32 |

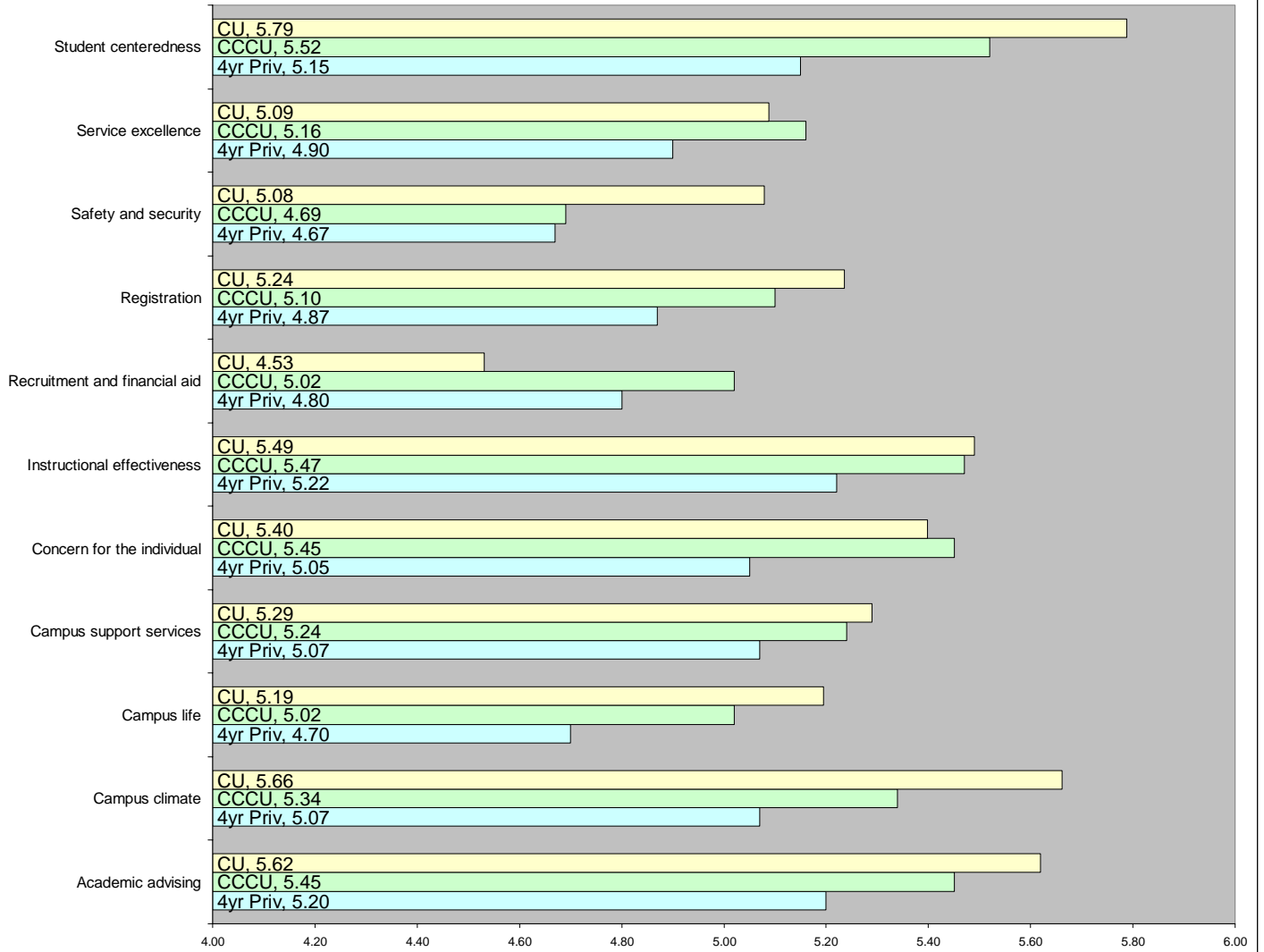
| 1999 | | 2001 | | 2002 | |
|--|------|--|------|--|------|
| Items | Mean | Items | Mean | Items | Mean |
| This campus provides adequate opportunities for involvement in ministry (S) | 6.63 | This campus provides adequate opportunities for involvement in ministry (S) | 6.55 | This campus provides adequate opportunities for involvement in ministry (S) | 6.45 |
| On the whole, the campus is well-maintained (S) | 6.42 | On the whole, the campus is well-maintained (S) | 6.50 | On the whole, the campus is well-maintained (S) | 6.45 |
| CU demonstrates a commitment to providing me with the very best computer technology (S) | 6.36 | All in all, if you had to do it over again, would you enroll here (S) | 6.30 | The campus is safe and secure for all students (S) | 6.30 |
| Nearly all of the faculty are knowledgeable in their field (S) | 6.28 | There is a commitment to academic excellence on this campus (S) | 6.29 | There is a commitment to academic excellence on this campus (S) | 6.19 |
| My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.26 | This institution has a good reputation within the community (S) | 6.28 | My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.17 |
| There is a commitment to academic excellence on this campus (S) | 6.24 | The campus is safe and secure for all students (S) | 6.28 | Nearly all of the faculty are knowledgeable in their field (S) | 6.17 |
| I am able to experience intellectual growth here (S) | 6.23 | I am able to experience intellectual growth here (S) | 6.28 | I am able to experience intellectual growth here (S) | 6.17 |
| The campus is safe and secure for all students (S) | 6.23 | The student center is a comfortable place for students to spend their leisure time (S) | 6.27 | This institution has a good reputation within the community (S) | 6.07 |
| This institution has a good reputation within the community (S) | 6.17 | It is an enjoyable experience to be a student on this campus (S) | 6.25 | All in all, if you had to do it over again, would you enroll here (S) | 6.00 |
| Being on this campus is contributing to my spiritual growth (S) | 6.13 | My understanding of God is being strengthened by classroom and/or campus experiences (S) | 6.23 | Being on this campus is contributing to my spiritual growth (S) | 6.00 |

**TOP TEN SPECIFIC QUESTION ITEMS PERFORMANCE GAPS
(areas where satisfaction is less pronounced than importance)**

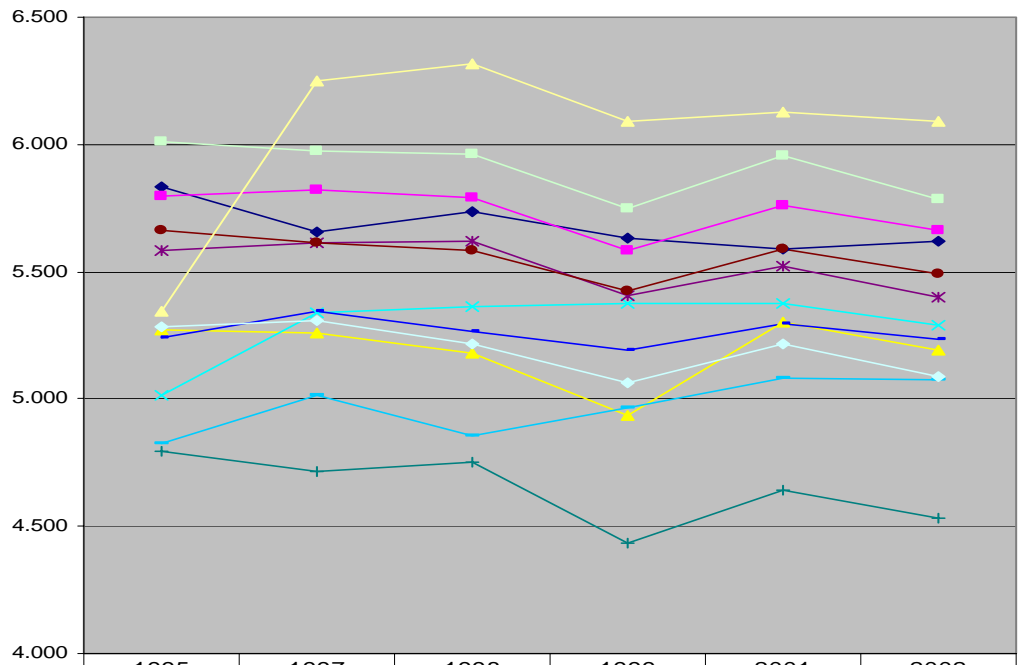
| 1995 | | 1997 | | 1998 | |
|---|------|---|------|---|------|
| Items | Mean | Items | Mean | Items | Mean |
| IS Dif for Adequate financial aid is available for most students | 2.40 | IS Dif for Adequate financial aid is available for most students | 2.44 | IS Dif for Adequate financial aid is available for most students | 2.62 |
| IS Dif for Tutoring services are readily available | 2.01 | IS Dif for The amount of student parking space on campus is adequate | 1.39 | IS Dif for Security staff respond quickly in emergencies | 2.01 |
| IS Dif for This campus provides adequate opportunities for involvement in ministry | 1.93 | IS Dif for Security staff respond quickly in emergencies | 1.35 | IS Dif for The amount of student parking space on campus is adequate | 1.57 |
| IS Dif for Given where I am spiritually right now, this campus is a good "fit" for me | 1.88 | IS Dif for The staff in the health services area are competent | 1.26 | IS Dif for The student center is a comfortable place for students to spend their leisure time | 1.56 |
| IS Dif for Counseling staff care about students as individuals | 1.73 | IS Dif for Financial aid counselors are helpful | 1.24 | IS Dif for The staff in the health services area are competent | 1.55 |
| IS Dif for Security staff respond quickly in emergencies | 1.72 | IS Dif for I am able to register for classes I need with few conflicts | 1.22 | IS Dif for Counseling staff care about students as individuals | 1.54 |
| IS Dif for Financial aid awards are announced in time to be helpful in college planning | 1.48 | IS Dif for Counseling staff care about students as individuals | 1.20 | IS Dif for Channels for expressing student complaints are readily available | 1.52 |
| IS Dif for The staff in the health services area are competent | 1.48 | IS Dif for Financial aid awards are announced in time to be helpful in college planning | 1.17 | IS Dif for Student disciplinary procedures are fair | 1.49 |
| IS Dif for Financial aid counselors are helpful | 1.47 | IS Dif for Student disciplinary procedures are fair | 1.03 | IS Dif for Graduate teaching assistants are competent as classroom instructors | 1.34 |
| IS Dif for The amount of student parking space on campus is adequate | 1.41 | IS Dif for Tuition paid is a worthwhile investment | 1.01 | IS Dif for Financial aid counselors are helpful | 1.31 |

| 1999 | | 2001 | | 2002 | |
|---|------|---|------|---|------|
| Items | Mean | Items | Mean | Items | Mean |
| IS Dif for Adequate financial aid is available for most students | 2.77 | IS Dif for Adequate financial aid is available for most students | 2.92 | IS Dif for Adequate financial aid is available for most students | 2.73 |
| IS Dif for Residence hall regulations are reasonable | 1.78 | IS Dif for Security staff respond quickly in emergencies | 1.79 | IS Dif for Counseling staff care about students as individuals | 1.75 |
| IS Dif for Security staff respond quickly in emergencies | 1.63 | IS Dif for The staff in the health services area are competent | 1.64 | IS Dif for Transition from quarter to semester handled well | 1.73 |
| IS Dif for The amount of student parking space on campus is adequate | 1.63 | IS Dif for Counseling staff care about students as individuals | 1.55 | IS Dif for The staff in the health services area are competent | 1.66 |
| IS Dif for Freedom of expression is protected on campus | 1.56 | IS Dif for Financial aid counselors are helpful | 1.47 | IS Dif for Security staff respond quickly in emergencies | 1.65 |
| IS Dif for The staff in the health services area are competent | 1.55 | IS Dif for Student disciplinary procedures are fair | 1.37 | IS Dif for Student disciplinary procedures are fair | 1.49 |
| IS Dif for The student center is a comfortable place for students to spend their leisure time | 1.54 | IS Dif for Residence hall regulations are reasonable | 1.31 | IS Dif for dorm living has a positive impact on my academic performance | 1.40 |
| IS Dif for Adequate selection of food in the cafeteria | 1.53 | IS Dif for Living conditions in the residence halls are comfortable | 1.25 | IS Dif for Residence hall regulations are reasonable | 1.39 |
| IS Dif for Channels for expressing student complaints are readily available | 1.52 | IS Dif for Adjunct faculty are competent as classroom instructors | 1.19 | IS Dif for Financial aid counselors are helpful | 1.36 |
| IS Dif for Counseling staff care about students as individuals | 1.45 | IS Dif for Tuition paid is a worthwhile investment | 1.12 | IS Dif for I am able to register for classes I need with few conflicts | 1.33 |

Student Satisfaction: 2002

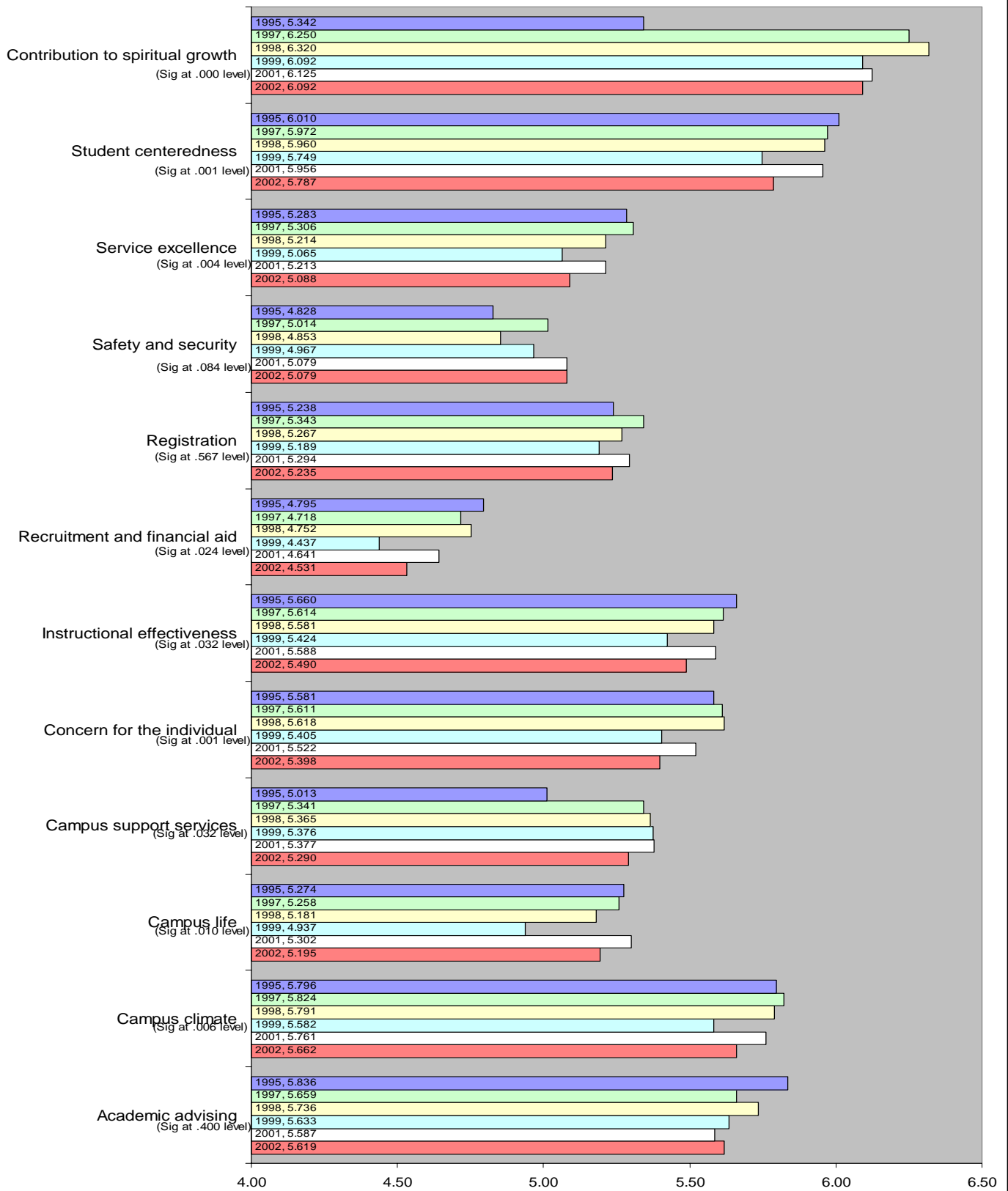


Student Satisfaction



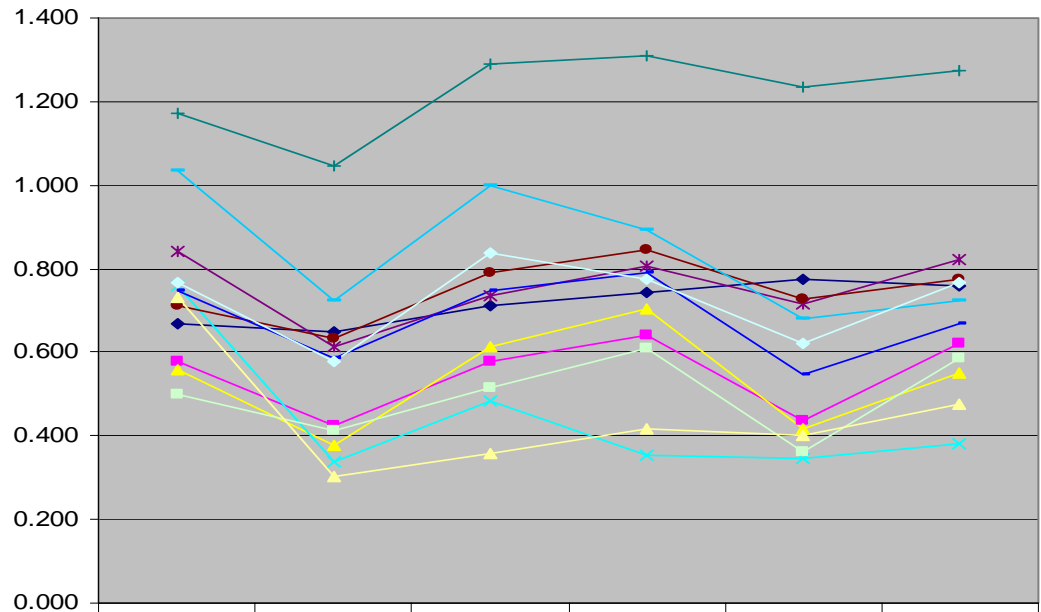
| | 1995 | 1997 | 1998 | 1999 | 2001 | 2002 |
|----------------------------------|-------|-------|-------|-------|-------|-------|
| Academic advising | 5.836 | 5.659 | 5.736 | 5.633 | 5.587 | 5.619 |
| Campus climate | 5.796 | 5.824 | 5.791 | 5.582 | 5.761 | 5.662 |
| Campus life | 5.274 | 5.258 | 5.181 | 4.937 | 5.302 | 5.195 |
| Campus support services | 5.013 | 5.341 | 5.365 | 5.376 | 5.377 | 5.290 |
| Concern for the individual | 5.581 | 5.611 | 5.618 | 5.405 | 5.522 | 5.398 |
| Instructional effectiveness | 5.660 | 5.614 | 5.581 | 5.424 | 5.588 | 5.490 |
| Recruitment and financial aid | 4.795 | 4.718 | 4.752 | 4.437 | 4.641 | 4.531 |
| Registration | 5.238 | 5.343 | 5.267 | 5.189 | 5.294 | 5.235 |
| Safety and security | 4.828 | 5.014 | 4.853 | 4.967 | 5.079 | 5.079 |
| Service excellence | 5.283 | 5.306 | 5.214 | 5.065 | 5.213 | 5.088 |
| Student centeredness | 6.010 | 5.972 | 5.960 | 5.749 | 5.956 | 5.787 |
| Contribution to spiritual growth | 5.342 | 6.250 | 6.320 | 6.092 | 6.125 | 6.092 |

Student Satisfaction: 1995-2002



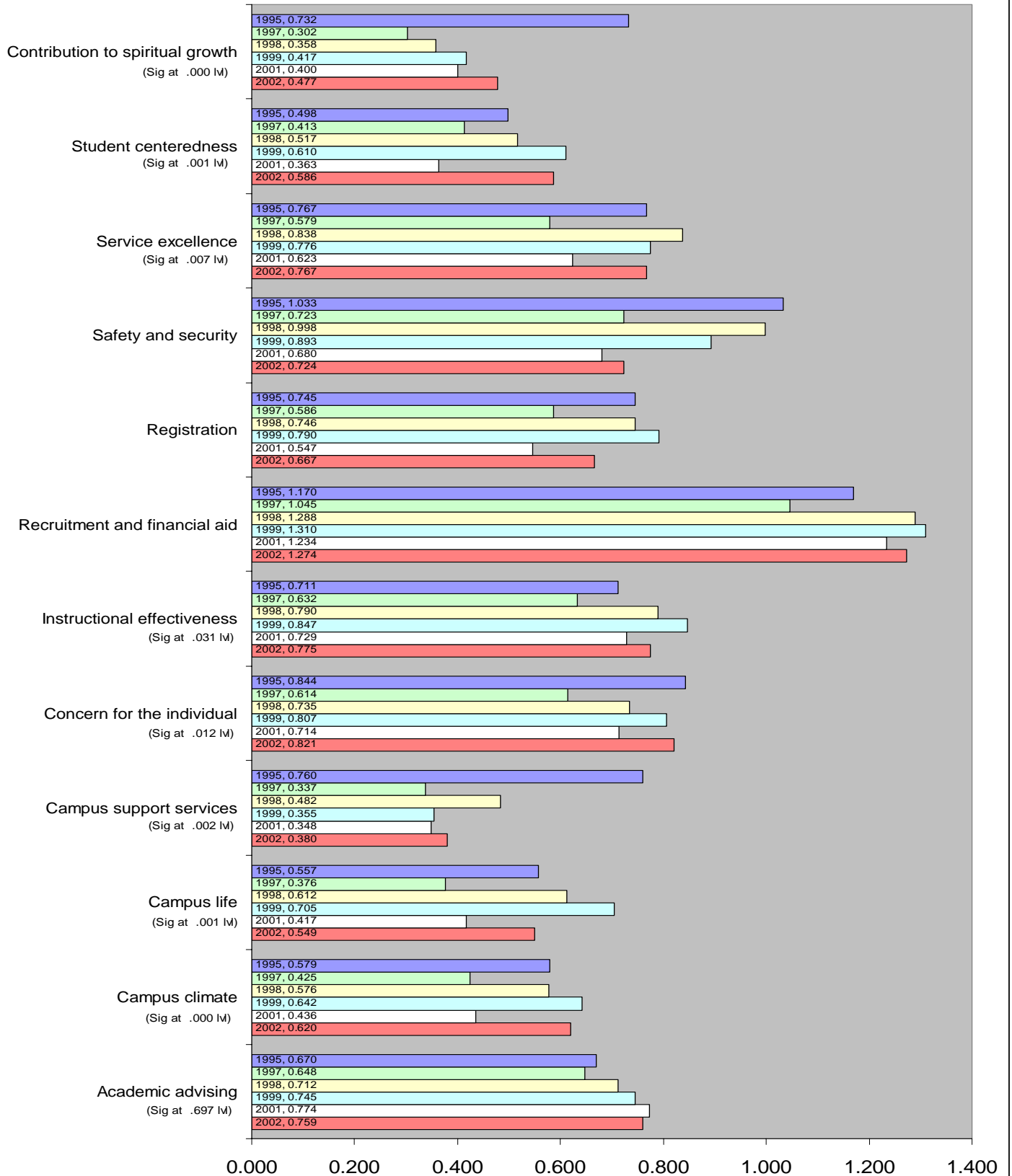
Performance Gap

Difference between Importance and Satisfaction

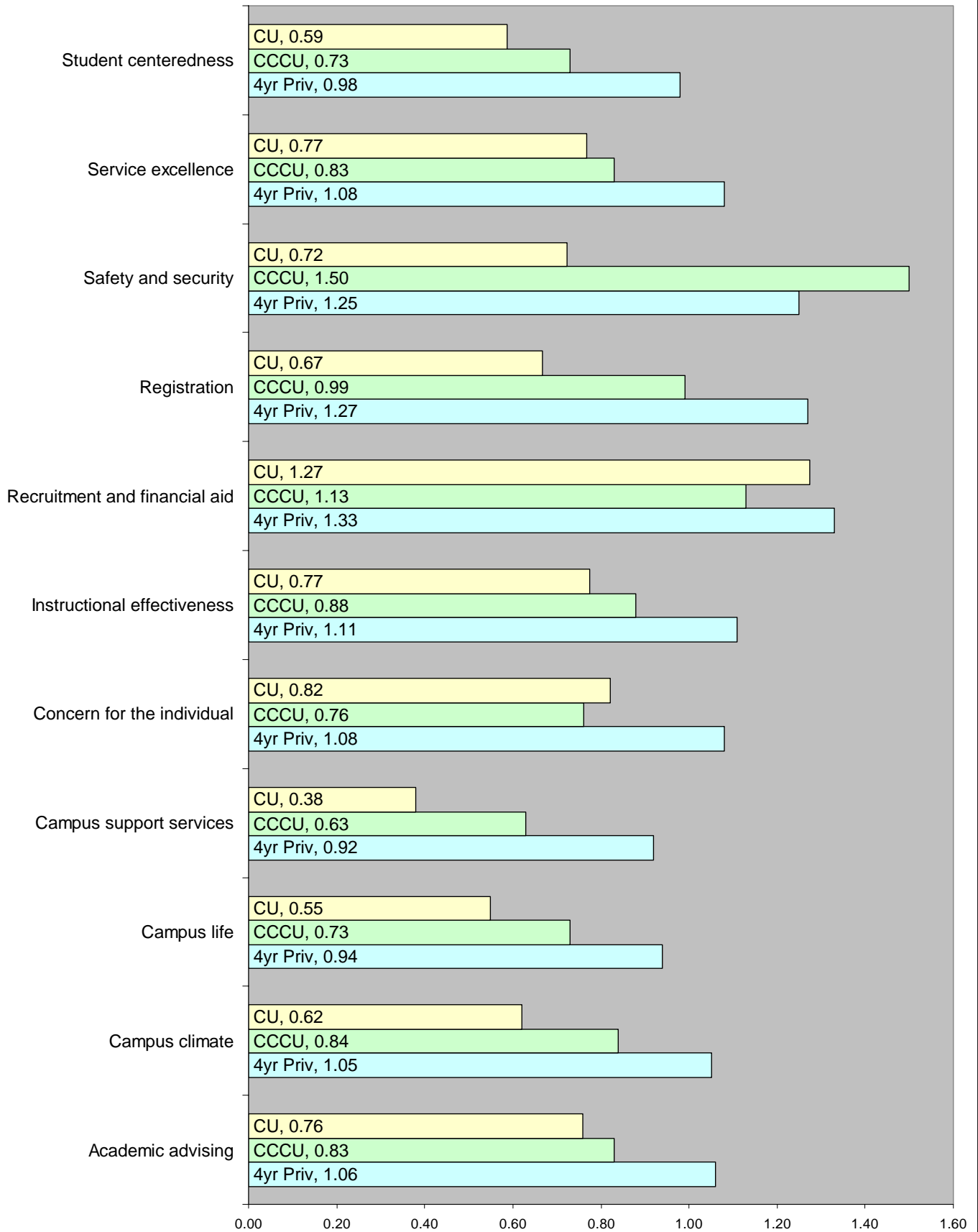


| | 1995 | 1997 | 1998 | 1999 | 2001 | 2002 |
|------------------------------------|-------|-------|-------|-------|-------|-------|
| ◆ Academic advising | 0.670 | 0.648 | 0.712 | 0.745 | 0.774 | 0.759 |
| ■ Campus climate | 0.579 | 0.425 | 0.576 | 0.642 | 0.436 | 0.620 |
| ▲ Campus life | 0.557 | 0.376 | 0.612 | 0.705 | 0.417 | 0.549 |
| ✕ Campus support services | 0.760 | 0.337 | 0.482 | 0.355 | 0.348 | 0.380 |
| * Concern for the individual | 0.844 | 0.614 | 0.735 | 0.807 | 0.714 | 0.821 |
| ● Instructional effectiveness | 0.711 | 0.632 | 0.790 | 0.847 | 0.729 | 0.775 |
| + Recruitment and financial aid | 1.170 | 1.045 | 1.288 | 1.310 | 1.234 | 1.274 |
| — Registration | 0.745 | 0.586 | 0.746 | 0.790 | 0.547 | 0.667 |
| — Safety and security | 1.033 | 0.723 | 0.998 | 0.893 | 0.680 | 0.724 |
| ◇ Service excellence | 0.767 | 0.579 | 0.838 | 0.776 | 0.623 | 0.767 |
| ■ Student centeredness | 0.498 | 0.413 | 0.517 | 0.610 | 0.363 | 0.586 |
| ▲ Contribution to spiritual growth | 0.732 | 0.302 | 0.358 | 0.417 | 0.400 | 0.477 |

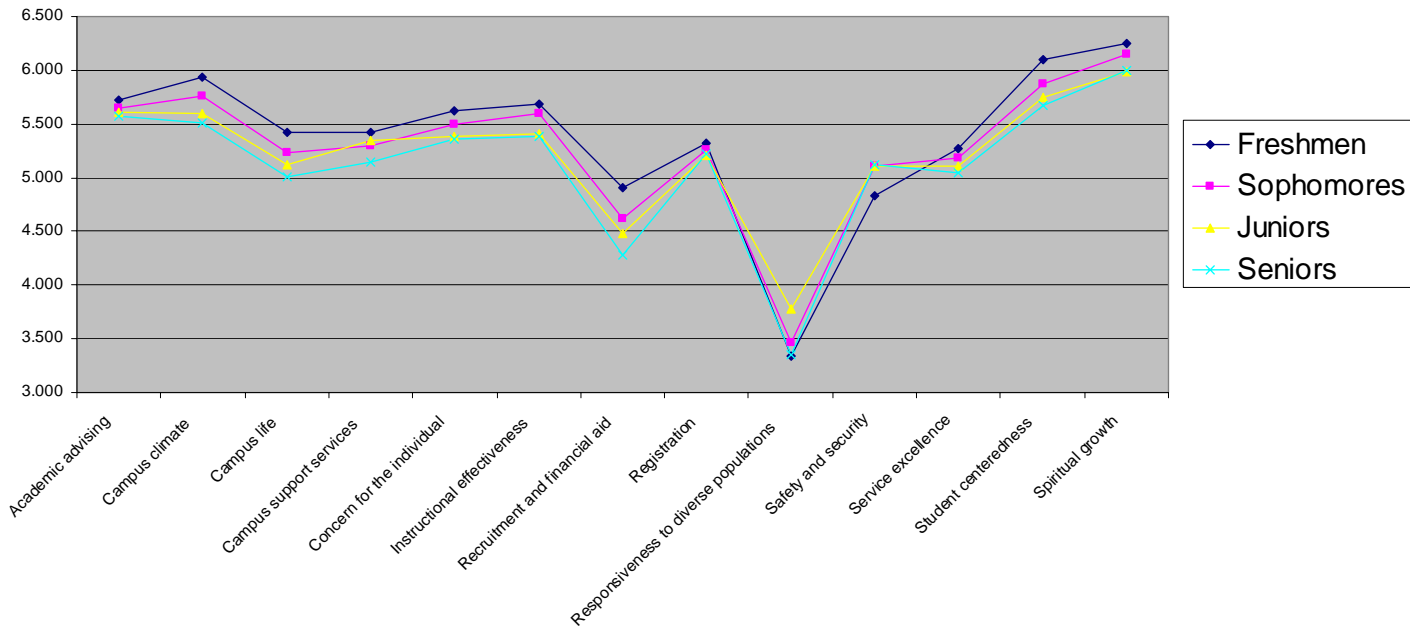
Performance Gaps: 1995-2002 (Difference between Importance and Satisfaction)



Performance Gap: 2002



Satisfaction by Classification



IS Performance Gaps by Class

