



As part of SPC's assessment process, the college invites students to reflect on their educational experience and provide feedback on institutional services.

Assessment of institutional vitality has been an annual system of evaluation at Summit for many decades. However, the pandemic which affected the world since the spring semester of 2022 caused a number of postponements to regularly scheduled evaluation cycles. Key reasons for this included the implications on course delivery, campus closures, new technology platforms and hybrid learning systems.

These elements caused major equilibrium stressors on students and faculty who had to make quick and continual changes to typical protocols. Along with the restrictions and frequent pivots due to mandates, the general demeanor and approach to feedback has proven to be on the negative side. For many institutions and businesses this led to the postponement of evaluation systems since the responses were skewed or too limited.

The latest "Student Satisfaction Inventory" was administered in April 2022 with 109 responders. This included representation from all 4-year class levels, campus residents, commuters, as well as part-time and full-time students. Results were compared with other Canadian institutions and some that are similar to Summit in program offerings.

Students respond to over 100 questions to indicate the importance of an item and their satisfaction with the college experience. The authors of the Student Satisfaction Inventory define satisfaction as, **"when expectations are met or exceeded by the student's PERCEPTION of the campus reality."**

In the following category summary report, here is an interpretive guide for **"Reviewing the Scale Report and Item Report data"**:

The results include a Scale Report and an Item Report. When reviewing scale or item data, the results are read as follows from left to right:

- The scale name or item text;
- The average importance score for SPC students;
- The average satisfaction score for SPC students;
- The standard deviation (SD) indicates the level of variation among students;
- The performance gap for SPC students.

CATEGORIES OF ASSESSMENT WITH RESPONSE STATISTICS

Scale Item	1st# Importance;	2nd# Satisfaction;	3rd# SD Performance;	4th# Gap
Student Centeredness	6.49	5.94	0.77	0.55
Concern for the Individual	6.40	5.83	0.97	0.57
Campus Life	5.85	5.21	0.95	0.64
Campus Support Services	5.88	5.60	0.83	0.28
Campus Climate	6.31	5.82	0.80	0.49
Academic Advising	6.39	6.04	0.85	0.35
Instructional Effectiveness	6.37	5.83	0.82	0.54
Registration Effectiveness	6.18	6.00	0.78	0.18
Safety and Security	6.21	5.94	0.88	0.27
Recruitment & Financial Aid	6.27	5.84	0.72	0.43
Service Excellence	6.15	5.79	0.79	0.36

The above data is a synthesis of about 10 questions per category. Based on the responses, the college will analyse and compare the perspectives to implement appropriate improvements during this next academic year.

AT SPC we use the SSI feedback to:

- supplement and corroborate other survey instruments.
- enhance student experience and learning.
- address perceived deficiencies for increased satisfaction.
- support & inform self-study documentation for accreditation.
- hear student perspectives for strategic planning.
- improve student retention numbers.
- implement recommendations for campus improvements.
- inform marketing strategies and recruitment plans.

The following items are a synopsis of strengths for the college to build on as well as a number of challenges to be addressed.

Strengths are items of high importance and high satisfaction. These are the 10 top items that students care about that should be celebrated because the institution is working well to address core missional values.

1. Nearly all of the faculty are knowledgeable in their field.
2. I am able to experience intellectual growth here.
3. Tuition paid is a worthwhile investment.
4. The campus staff are caring and helpful.
5. Chapel services are beneficial to my spiritual growth.
6. The campus is safe and secure for all students.
7. The quality of instruction I receive in most of my classes is excellent.
8. This institution shows concern for students as individuals.
9. My understanding of God is being strengthened by classroom experiences.
10. Faculty and staff are helpful to me in processing issues related to my faith.

Benchmarks: Higher Satisfaction vs. National Canadian Four-Year Privates:

- *The content of the courses within my major is valuable.
- *Nearly all of the faculty are knowledgeable in their field.
- *The campus staff are caring and helpful.
- *It is an enjoyable experience to be a student on this campus.
- *I am able to experience intellectual growth here.
- *Tuition paid is a worthwhile investment.
- *The quality of instruction I receive in most of my classes is excellent.
- *My departmental academic advisor is knowledgeable about requirements in my major.
- *Living conditions in the residences are comfortable (adequate space, lighting, heat, air).
- *On the whole, the campus is well-maintained.

Challenges are those items that are important to students but have lower satisfaction scores or large performance gaps due to a segment of student's perception or experiences. These are the 10 priority areas for attention at the institution because some students reflect high expectations but believe there is room for improvement.

1. The content of the courses within my major is valuable.
2. It is an enjoyable experience to be a student on this campus.
3. Faculty are fair and unbiased in their treatment of individual students.
4. Students are made to feel welcome on this campus.
5. The quality of instruction I receive in most of my classes is excellent.
6. Most students feel a sense of belonging here.
7. I benefit from the social interaction that is available.
8. Adequate financial aid is available for most students at this institution.
9. Chapel services are beneficial to my spiritual growth.
10. Living conditions in the residence halls are comfortable adequate.



Student Satisfaction and Priorities

STUDENT SATISFACTION INVENTORY™ RESULTS,

ADMINISTRATION

N=

Students

(Number of completed surveys)

Student satisfaction is defined as “when expectations are met or exceeded by the student’s **perception** of the campus reality.” **Remember perception is reality!**

*Schreiner & Juillerat, 1994

Why does student satisfaction matter?

Student satisfaction has been positively linked to:



Individual student retention



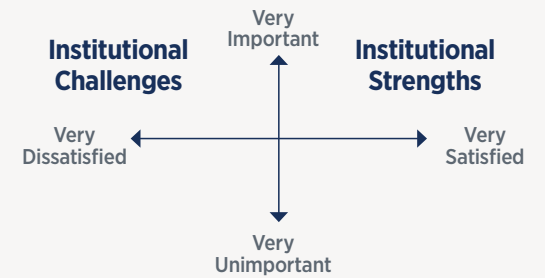
Annual giving



College completion rates

Priorities for Our Students

Matrix for prioritizing action:



1 Our Institutional Strengths

These are the top areas our students care about, where we are meeting their expectations.

- 1.
- 2.
- 3.
- 4.
- 5.

2 Our Institutional Challenges

These items are the key areas to improve, based on the priorities of our students.”

- 1.
- 2.
- 3.
- 4.
- 5.

3 Next steps on our campus:

4 The Importance of Institutional Choice

Students attending their first choice institution are more likely to have higher satisfaction levels overall.

The percentage of our students indicating that we are their:

1ST CHOICE

2ND CHOICE

3RD CHOICE OR LOWER

5 What Factors Influence Our Student to Enroll?

It is important to understand why students enroll here.

The percentage of students saying the following factors were important or very important:

FINANCIAL AID

COST

ACADEMIC REPUTATION

6 Bottom Line Indicators

How satisfied are our students compared with students nationally?

PERCENTAGE SATISFIED/ VERY SATISFIED

NATIONAL LEVEL SATISFIED/ VERY SATISFIED

How likely are our students to enroll again if they had it to do over?

PERCENTAGE PROBABLY/ DEFINITELY YES

NATIONAL LEVEL PROBABLY/ DEFINITELY YES

**These areas will be further explored with additional data analysis and conversations on campus to determine how to best improve the student experience.

For more information, contact: