



# BETHEL UNIVERSITY

## SSI Results Fall 2019: Instructional Effectiveness & Academic Advising

**Background:** CAS students were asked to complete the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) during Advising/Assessment Day (October 30<sup>th</sup>, 2019). We had 550 students complete the survey. This survey asks students to rate how important an item is to them and then how satisfied they are with that item using a 1 to 7 scale (higher score more important or satisfied). The typical pattern is for students to give a higher importance rating than satisfaction rating. The difference is what Noel-Levitz labels as the “Gap.” We are able to compare our results with those from the National Four-Year Private College pool of institutions that participated in the survey and with participating institutions from the Coalition of Christian Colleges & Universities (CCCU).

### Instructional Effectiveness

Compared to students at private colleges nationally, Bethel students gave significantly higher satisfaction ratings ( $p < .001$ ) to the following items related to **instructional effectiveness**:

Items	Bethel Mean	National 4-year Private Colleges Mean
Nearly all of the <b>faculty are knowledgeable</b> in their field.	6.29***	5.96
I am able to experience <b>intellectual growth</b> here.	6.18***	5.81
There is a commitment to <b>academic excellence</b> on this campus	6.11***	5.70
The <b>instruction in my major field</b> is excellent	6.07***	5.73
<b>Faculty are usually available</b> after class and during office hours.	6.04***	5.85
There is a <b>good variety of courses</b> provided on this campus.	6.00***	5.59
The <b>content of the courses</b> within my major is valuable.	5.96***	5.73
Faculty <b>care about me</b> as an individual.	5.84***	5.59
The <b>quality of instruction</b> I receive in most of my classes is excellent.	5.83***	5.61

1 to 7 scale; higher score more satisfied.

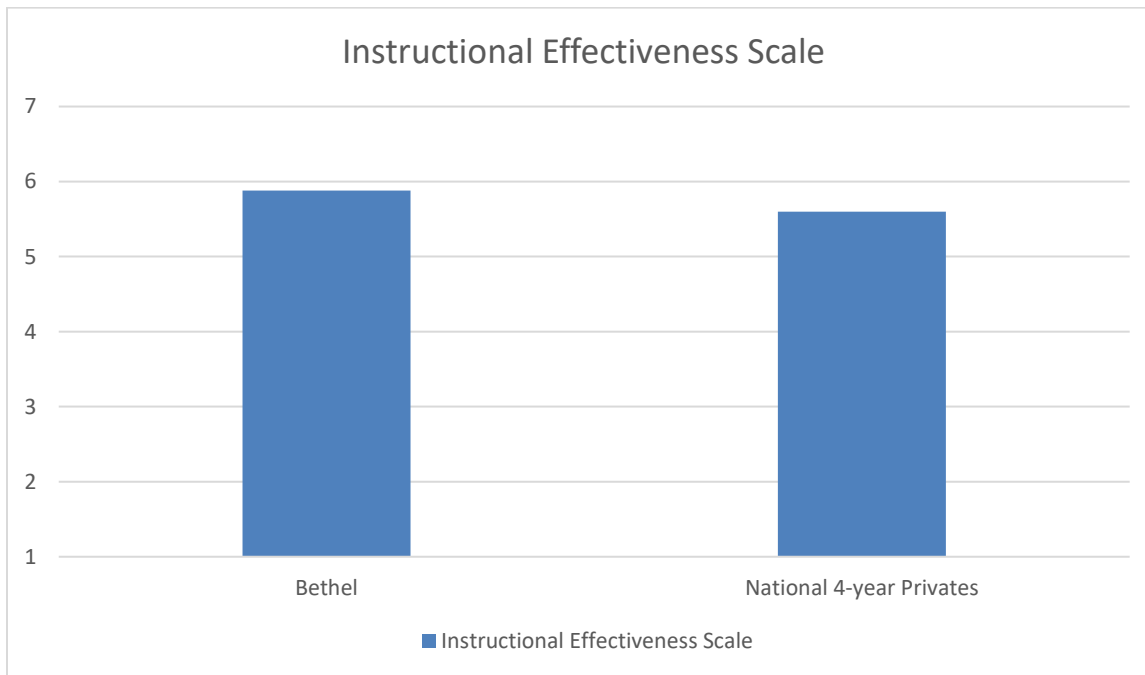
\*\*\*  $p < .001$

There were only two items on the instructional effectiveness scale where our student ratings were similar to the national average: *Faculty provide timely feedback about student progress in a course* and *Adjunct faculty are competent as classroom instructors*.

### Area for Improvement: Timely Feedback to Students

Let's face it, most of us would consider grading to be one of the worst parts of our job. Some of us are certainly very good about providing timely feedback. Others of us struggle with this from time to time. We have discussed this issue before on Cfaculty a while ago. Below are some tips that have been provided in the past.

- Tell students when they should expect an assignment to be graded. Sometimes students have unrealistic expectations about the speed with which they should receive feedback on an assignment. State in class when you plan to have the assignment graded. This sets the correct expectation for the students and holds you accountable to get the grading done on time.
- If you are not using the rubric function in Moodle for grading papers, I highly recommend it. I find that it saves me a lot of time in grading papers. One reason is that I do not have to provide as much written feedback to students because much of that is in the rubric. Second, it adds up the points for me which has saved me more time than I first thought it would.



### Academic Advising

Compared to students at private colleges nationally, Bethel students gave significantly higher satisfaction ratings to items on the Academic Advising Scale.

Items	Bethel Mean	National Mean
My academic advisor is knowledgeable about requirements in my major.	6.19***	5.87
My academic advisor is approachable.	6.16***	5.86
My academic advisor is concerned about my success as an individual.	5.97***	5.68
Major requirements are clear and reasonable.	5.87*	5.71
My academic advisor helps me set goals to work toward.	5.49**	5.24

1 to 7 scale; higher score more satisfied.

\*\*\*  $p < .001$

\*\*  $p < .01$

\* $p < .05$