Institutional, Departmental and Non-Academic Offices' Uses of Noel Levitz Student Satisfaction Data as Evidence in Assessment

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A Practical Problem

 Clients often bring issues to IR offices to which they need better understanding, but they often don't provide adequate questions

- We sometimes engage in the time consuming process of helping ourselves better understand the context and helping clients craft better questions—but, often we don't
- As a result, IR analysts typically provide analyses of what they think their clients need by interpreting and extending their requests; we prioritize speed over quality

A Practical Solution

 Interactive dashboard or Business Intelligence software provides a way to share data with clients in ways they can manipulate to discover and answer their own questions

- Statistical software vendors like IBM (SPSS), SAS, and Oracle have added BI modules to existing products
- These are typically enterprise-level and expensive solutions. (possible exception: Office 365 Power BI)
- Software programs like Tableau and Qlikview are initially less expensive and possibly more user-friendly

Tableau Software

- Tableau Server
 - Connect live to any data source and publish to any Tableau format (Public, Reader) plus enterprise credentialing for custom dashboards

- Tableau Desktop
 - Single user license costs around \$700
 - Connect only to .csv data source
 - Export to Tableau Reader and Public
- Tableau Reader

Tableau Software

- Tableau Public Desktop (free) publishes only to Tableau Public (online)
- Tableau Desktop publishes:
 - packaged Tableau Reader workbooks which can be shared with clients who have downloaded and installed the free Reader

and to Tableau Public

Collection in 2000 for strategic planning

The state of the s

- Pilot in spring 2011 sponsored by CUNY
- Establish baseline for PMP in 2013
- Stratified Random Sample
- Instructor web registration
- In-class administration
- Custom questions

NSSI Response Rates

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 Noel-Levitz provides syntax for cleaning data, and defining most variables.

```
IMP1 "IMP: Most students feel a sense of belonging here."
IMP2 "IMP: The campus staff are caring and helpful.
IMP3 "IMP: Faculty care about me as an individual."
IMP4 "IMP: Admissions staff are knowledgeable."
IMP5 "IMP: Financial aid counselors are helpful."
IMP6 "IMP: My academic advisor is approachable."
IMP7 "IMP: The campus is safe and secure for all students."
IMP8 "IMP: The content of the courses within my major is valuable."
IMP9 "IMP: A variety of intramural activities are offered."
IMP10 "IMP: Administrators are approachable to students."
IMP11 "IMP: Billing policies are reasonable."
IMP12 "IMP: Financial aid awards are announced to students in time to be helpful in college plan
IMP13 "IMP: Library staff are helpful and approachable."
IMP14 "IMP: My academic advisor is concerned about my success as an individual."
IMP15 "IMP: The staff in the health services area are competent."
IMP16 "IMP: The instruction in my major field is excellent."
IMP17 "IMP: Adequate financial aid is available for most students."
IMP18 "IMP: Library resources and services are adequate."
IMP19 "IMP: My academic advisor helps me set goals to work toward."
IMP20 "IMP: The business office is open during hours which are convenient for most students."
IMP21 "IMP: The amount of student parking space on campus is adequate."
```

 Though you may have to adjust variables to fit custom questions.

"START CUSTOM QUESTIONS

VARIABLE LABELS

SAT74 "SAT: 'The courses I have taken have helped me choose a career path."

SAT75 "SAT: My degree program has prepared me well for employment."

SAT76 "SAT: My degree program has prepared me well for graduate school."

SAT77 "SAT: My college experience has inspired me to be an active member of my community

SAT78 "SAT: CSI's Health Center provides valuable services and resources to students."

- You can add metadata to help answer different questions.
- Example: Match NL Major to the corresponding college Department and Division.
- Collecting student ID's opens the door to more in-

SORT CASES MAJOR.

MATCH FILES /TABLE='L:\Conferences\CUNY Joint Retreat\2014\Majors_Crosswalk_SP13.SAV' /IN maj

/FILF=* /IN innl

/BY MAJOR.

EXE.

Normalizing Data for Interactive Dashboards

VarstoCases works with identical length variables

 Therefore, assign variables to an index that have the identical number of response categories

Save file as a ..csv (Comma Separated Values)

Syntäx

DATASET NAME NL 2013.

```
NUMERIC SATN1 TO SATN110 (F1.0).
vector #origin = sat1 to sat98.
vector #destination = satn1 to satn98.
do repeat #operator = 1 to 98.
compute #destination(#operator) = #origin(#operator).
end repeat.
FXECUTE.
VARSTOCASES
 ID=id
 /MAKE RESPONSE FROM SAT1 TO SAT98
 /MAKE RESPONSEN FROM SATN1 TO SATN98
/INDEX=Index1(RESPONSE)
/KEEP= DIVISION DEPT MAJOR TOTEXPECT TOTSATIS DOAGAIN DEGLEVN ETHNIC EMPLOY EDUGOAL
NCLASSLEV CURENR AGE GENDER CHOICE RESCLASS OPTION1 GAP99 TO GAP110 SAT99 TO SAT110
/NULL=KEEP.
```

```
*COMBINE YEARS OF NL DATA INTO A TABLEAU FRIENDLY DATA SOURCE
ADD FILES /FILE='L:\Conferences\CUNY Joint Retreat\2014\NL 2013 FLAT.SAV' /IN=IN2013
           /FILE='L:\Conferences\CUNY Joint Retreat\2014\NL FINAL DATA SP11 FLAT.SAV' /IN=IN2011.
DATASET NAME NL COMBINED.
DATASET ACTIVATE NL COMBINED.
STRING YEAR (A8).
DO IF IN2011.
COMPUTE YEAR='02012011'
FND IF.
DO IF IN2013.
COMPUTE YEAR='02012013'.
FND IF.
FREQ VAR YEAR
COMPUTE NLYEAR=
         DATE.MDY(NUMBER(SUBSTR(YEAR, 1, 2), F2),
              NUMBER(SUBSTR(YEAR, 3, 2), F2),
              NUMBER(SUBSTR(YEAR, 5, 4), F4)).
FORMATS NLYEAR(ADATE10).
VAR WIDTH NLYEAR (10).
FREQ VAR NLYEAR.
```

AVAVANCE IN LICENTARION TO MAY A SERVICE SERVI

- Enhance survey data
 - You can use your index to filter results by question.
 - Filter responses by demographic data
- Allows one to link multiple tables and figures together into one comprehensive sheet.
- Allows one to share data easily with other individuals and departments.

Demonstration

Interacting with your data

Workshop

Now it's your turn!

- Student Centeredness
- Campus Life
- Instructional Effectiveness
- Recruitment and Financial Aid

- Campus Support Services
- Academic Advising
- Registration Effectiveness
- Safety and Security
- Concern for the Individual
- Service Excellence

- Who feels the safest on campus? Males or Females?
 - By how much?
- Who believes their major requirement goals are clearly stated?
 - Associates or Baccalaureates?
 - Upper or Lower classmen?
- In what division do students think faculty care about them the most? The least?
- Out of students who did not wish to repeat their experience at CSI, were they most dissatisfied with Admissions, or with Financial Aid related items?
- What percent of students are satisfied with the amount of financial aid offered?

Improving Dashboards

 Clients may want to see different dimensions in the static display elements as their understanding grows

- Adding data elements, successive waves of data
- Adding/changing visual presentations

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