Capture Your Students’ Spirit for Long-term Retention

Jo Hillman

7/27/2011
8:15-9:15 a.m.

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SHERATON DENVER DOWNTOWN HOTEL
DENVER, COLORADO
Today’s college students arrive on campus with a set of expectations for their experience. Poor quality service can have a devastating effect on an institution.
There is a direct relationship between student satisfaction, the quality of campus services, and retention.

Shaping a service culture improves the student (and staff) experience.

What works in student retention?

- Caring attitude of faculty and staff (4.28)
- High quality of teaching (3.91)
- Adequate financial aid programs (3.66)
- Student involvement on campus (3.30)
- High quality of academic advising (3.23)

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2010 Campus Climate Study*
4 Year Public Colleges and Universities
Please note: red text indicates data from Sample University (2010)
(7 = very important / very satisfied
1 = not important / not satisfied at all)

<table>
<thead>
<tr>
<th>Item</th>
<th>All Students</th>
<th>Importance</th>
<th>Satisfied</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students feel a sense of belonging here.</td>
<td>5.74</td>
<td>5.14</td>
<td>5.04</td>
<td>0.60</td>
</tr>
<tr>
<td>The campus staff are caring and helpful.</td>
<td>6.28</td>
<td>5.14</td>
<td>4.98</td>
<td>1.08</td>
</tr>
<tr>
<td>Faculty care about me as an individual.</td>
<td>6.12</td>
<td>5.07</td>
<td>4.88</td>
<td>1.25</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
<td>6.47</td>
<td>5.81</td>
<td>5.77</td>
<td>0.64</td>
</tr>
<tr>
<td>Channels for expressing student complaints are readily available.</td>
<td>6.07</td>
<td>5.30</td>
<td>4.74</td>
<td>1.33</td>
</tr>
<tr>
<td>It is an enjoyable experience to be a student on this campus.</td>
<td>6.34</td>
<td>5.95</td>
<td>5.35</td>
<td>0.99</td>
</tr>
<tr>
<td>I generally know what’s happening on campus.</td>
<td>5.84</td>
<td>5.14</td>
<td>5.01</td>
<td>0.87</td>
</tr>
<tr>
<td>Students are made to feel welcome at this campus.</td>
<td>6.25</td>
<td>5.40</td>
<td>5.32</td>
<td>0.88</td>
</tr>
<tr>
<td>This institution has a good reputation within the community.</td>
<td>6.20</td>
<td>5.53</td>
<td>5.77</td>
<td>0.67</td>
</tr>
<tr>
<td>I seldom get the “run-around” when seeking information on this campus.</td>
<td>6.23</td>
<td>5.14</td>
<td>4.74</td>
<td>1.39</td>
</tr>
</tbody>
</table>

N= 89,408 student records
*Excerpted from the 2010 National Student Satisfaction/Retention Report

REPORT: How students rate the quality service climate on campus

N= 89,408 student records

*Please note: red text indicates data from Sample University (2010)
## 2010 Campus Climate Study*

### 4 Year Private Colleges and Universities

Please note: red text indicates data from Sample University (2010)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty care about me as an individual</td>
<td>6.05</td>
<td>6.24</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>6.11</td>
<td>5.86</td>
</tr>
<tr>
<td>Students are made to feel welcome at this school</td>
<td>6.15</td>
<td>6.24</td>
</tr>
<tr>
<td>The campus is safe and secure for all students</td>
<td>6.33</td>
<td>6.20</td>
</tr>
<tr>
<td>Faculty care about me as an individual</td>
<td>6.12</td>
<td>6.09</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>5.97</td>
<td>6.07</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here</td>
<td>5.49</td>
<td>5.66</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>6.10</td>
<td>6.09</td>
</tr>
</tbody>
</table>

*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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### Community Colleges

Please note: red text indicates data from Sample College (2010)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty care about me as an individual</td>
<td>6.25</td>
<td>6.08</td>
</tr>
<tr>
<td>People at this school respect and are supportive of each other</td>
<td>6.15</td>
<td>5.94</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>5.96</td>
<td>6.07</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here</td>
<td>5.73</td>
<td>5.54</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>6.12</td>
<td>6.09</td>
</tr>
</tbody>
</table>

*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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### Career and Private

Please note: red text indicates data from Sample College (2010)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty care about me as an individual</td>
<td>6.12</td>
<td>6.09</td>
</tr>
<tr>
<td>People at this school respect and are supportive of each other</td>
<td>6.15</td>
<td>6.14</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>6.27</td>
<td>6.19</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here</td>
<td>5.27</td>
<td>5.16</td>
</tr>
</tbody>
</table>

*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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N= 264,257 student records

N= 178,116 student records

N= 54,121 student records

*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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## 2010 Campus Climate Study*

### All Students

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty care about me as an individual</td>
<td>6.21</td>
<td>6.03</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here</td>
<td>6.29</td>
<td>6.06</td>
</tr>
<tr>
<td>Faculty care about me as an individual</td>
<td>5.97</td>
<td>6.07</td>
</tr>
<tr>
<td>People on this campus respect and are supportive of each other</td>
<td>5.95</td>
<td>6.11</td>
</tr>
<tr>
<td>The college shows concern for students as individuals</td>
<td>6.10</td>
<td>6.09</td>
</tr>
</tbody>
</table>

*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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N= 284,557 student records

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*Excerpted from the 2010 National Student Satisfaction/Priorities Report

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*Excerpted from the 2010 National Student Satisfaction/Priorities Report
It is helpful to monitor national trends on student satisfaction.

The Instruments: The Student Satisfaction Inventory and Parent Satisfaction Inventory

<table>
<thead>
<tr>
<th>Factor</th>
<th>PSI Scales</th>
<th>SSI Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern for individual</td>
<td>1</td>
<td>4 (tie)</td>
</tr>
<tr>
<td>Instruction</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Academic advising</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Campus climate</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Recruitment &amp; financial aid</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Service excellence</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Safety &amp; security</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Student centeredness</td>
<td>8</td>
<td>4 (tie)</td>
</tr>
<tr>
<td>Registration</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Campus support</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Campus life</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
Avoiding the campus service run-around: How staff service training impacts student satisfaction

What else did we see?

- We saw significant satisfaction improvements when campuses initiated quality service training for their personnel.
- Student/staff interactions are a significant part of the student experience, and the more staff are prepared to interact with students, the more likely those interactions will be positive.
- Service training also has campus teamwork benefits, too, helping different departments work more seamlessly and therefore address the dreaded "campus run-around" complaint that is all too common at colleges and universities.
- Another thing to keep in mind is that, as campus service directly impacts student satisfaction, student satisfaction directly impacts student retention.
- Good service not only helps keep students satisfied, it helps keep them enrolled.

Stakeholders
Understanding those we serve

Students are the most important people on campus

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Definition of satisfaction

“When expectations are met or exceeded by the student’s perception of the campus reality.”

Schreiner & Juillerat, 1994

At every interaction, the customer makes an assessment of the quality of service just received, even if only subconsciously.
A service culture has its own philosophy

Members share the philosophy that serving all customers is important

Outstanding service is the bar measure for achieving success
How can you tell if an institution has a service culture?
How can you tell if an institution has an exceptional service culture?

• What kinds of things would you see?
• What kinds of things would you hear?
It's not my job!

Yes it is!

There are few barriers to communication and action

People are responsive to the needs of internal and external customers
An organization’s earned image is the sum total of all assessments by each individual customer.

People smile and look like they enjoy their work.

Front-line staff frequently ask if they can be of service.
Staff feel empowered to act

What if…
• We listen carefully to our stakeholders’ issues.
• We learn from every opportunity.
• We strive for excellence at all times.
• We solve problems rather than complaining about them.

What if…
• We deliver what we promise, and strive to do more.
• We use problems and mistakes as opportunities to improve.
• We are role models for each other and for those outside the university.
• We treat all stakeholders with fairness, dignity, and respect.
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Walk through the system

Flowchart the process
Interactive directory

Campus signage overhaul

3
Our roles in building a service culture
We can serve students better through improved performance by staff, administrators, and faculty.

Role of front-line staff in building a service culture

1. Providing quality service to internal and external customers in every contact.
2. Teaching customers to be more intelligent consumers of our programs and services.
3. Partnering with your team and other administrators in identifying and solving problems.
4. Serving as a mentor and providing support to student workers.
5. Continuously learning about your job, your office, and the institution.
Role of faculty in building a service culture

1. Creating a learning environment in the classroom that focuses on individual student needs.
2. Providing high quality academic services such as academic advising.
3. Identifying and helping to solve system problems that negatively affect students, staff, and faculty.
4. Being timely and accurate with grade reports, book orders, and other academic procedures.
5. Being an advocate for student-centered course scheduling—offering courses that students need at the times they are free to take them.
6. Knowing the campus personnel and academic resources to which students can be referred.
7. Responding in a positive way to student evaluations.
8. Being available for students by establishing—and honoring—office hours that are student-centered.

Ensure a student-centered dynamic

Role of managers and department heads in building a service culture

1. Modeling the best service attitude and behavior.
2. Becoming a coach and mentor for staff and student employees on quality service issues and performance.
3. Making your office user-friendly for internal and external customers.
4. Providing a thorough orientation for new staff and ongoing training and development for experienced staff and student employees.
5. Empowering staff and including them in decision-making.
6. Identifying and solving service problems within your own office.
7. Working with managers and department heads in other offices to identify and solve service problems.
8. Improving communication with other offices.
Critical top level support

Effective on-boarding program
What more can campuses do?

How can we tell if quality service is alive on campus?

- What kinds of things would you see and hear?
- How would you specify the results that you seek?
- How would you measure the results you have achieved?

Develop measurable indicators of quality for all things that matter.
Review indicators regularly

People who feel appreciated and rewarded will try harder to do good work

Have discussions regarding the value of passion and challenge staff to find their passion
Satisfied students are more likely to stay enrolled and be successful.

If it is to be, Then it is up to me.  

-William H Johnsen
If not me, who?  
If not now, when?  

-Mikhail Gorbachev

If not excellence, what?  
If not excellence now, when?  

The Little BIG Things:  
163 Ways to Pursue Excellence  
Tom Peters

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