



Ruffalo Noel Levitz Student Satisfaction Inventory Results: All Students

Gallaudet University
Spring 2024 Report

Office of Institutional Research
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Gallaudet Student Satisfaction Inventory Report: Spring 2024

Executive Summary	3
I. Introduction	6
A. Background	6
B. Methods	7
II. Student Satisfaction Survey Results	7
A. Institutional Choice – Why Gallaudet University?	7
B. General Satisfaction with Gallaudet University	8
C. Student Experiences at Gallaudet University	8
III. Comparing GU with the National Comparison Groups	10
A. GU compared to Peers: Institutional Choice – Why choose your institution?	11
B. GU compared to Peers: General Satisfaction	11
C. GU compared to Peers: Student Experiences	12
IV. Comparing 2015, 2016, 2018, and 2019 Results with 2024 Results	14
A. 2015, 2016, 2018, 2019, and 2024 Comparison: Institutional Choice – Why Gallaudet University?	14
B. 2015, 2016, 2018, 2019, and 2024 Comparison: General Satisfaction with Gallaudet University	14
C. 2015, 2016, 2018, 2019, and 2024 Comparison: Student Experiences at Gallaudet University	15
V. Key Takeaways	16
References	19
Appendix A: Ruffalo Noel Levitz Student Satisfaction Inventory	20
Appendix B: Gallaudet-Specific Questions for the Student Satisfaction Inventory	24
Appendix C: 2015, 2016, 2018, and 2019 Areas of Strength and Areas of Challenges	25

Executive Summary

Spring 2024 semester was the fifth administration of the Student Satisfaction Inventory (SSI¹) at Gallaudet University (GU). A total of 287 students, both undergraduate and graduate, completed the survey. Results from this year's SSI are closely monitored as indicators of progress on the University's strategic plan and Key Performance Indicators (KPI) and compared to a cohort of 221 private 4-year institutions².

The SSI includes 116 items with 97 items associated with either their level of importance or level of satisfaction and 19 other items. The first 82 items ask students to respond using a Likert scale to rate items in two ways: "importance to me" and "my level of satisfaction." Strengths are identified based on items with high importance and high satisfaction. Challenges are identified based on items with high importance and low satisfaction. The next 15 items ask students to respond in one of the two ways described earlier – 9 items for "importance to me" and 6 items for "my level of satisfaction." The next three items ask students to rate their college experience, satisfaction with their college experience, and whether they would re-enroll at Gallaudet if they were to do it over. The last 16 items ask students their demographic information.

- There was a 24% response rate; 4% higher than last administration of the SSI Survey in 2019 (20%).
- Financial aid, cost, and academic reputation were the top three factors that influenced Gallaudet students' enrollment. These are in trend to those reported at peer institutions.
- Compared to 2019, Gallaudet students indicated a 10% higher satisfaction with their experience, and a 9% higher likelihood of re-enrolling if they had to do it all over again. (35% satisfied and 47% re-enroll).
- Many of the areas of strength and areas of challenges identified in the five previous survey administrations were also identified in 2024. The tables below list all area of strengths and challenges for 2024. Bolded items are strengths and challenges that have been consistent in all four years:

Strengths	Number of times the item has been identified as a strength (MAX = 5)
• My academic advisor is approachable.	5 (2015, 2016, 2018, 2019, and 2024)
• I am able to experience intellectual growth here.	4 (2015, 2016, 2019, and 2024)
• The instruction in my major field is excellent.	5 (2015, 2016, 2018, 2019, and 2024)
• My academic advisor is knowledgeable about my program requirements.	5 (2015, 2016, 2018, 2019, and 2024)
• Major requirements are clear and reasonable.	5 (2015, 2016, 2018, 2019, and 2024)

¹ SSI is a trademark registered by Ruffalo Noel Levitz.

² List of private 4-year institutions: <http://www.gallaudet.edu/institutional-research/reports-and-surveys/campus-climate-survey>

Strengths	Number of times the item has been identified as a strength (MAX = 5)
<ul style="list-style-type: none"> • My academic advisor is concerned about my success as an individual. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • Counseling staff care about students as individuals. 	1 (2024)
<ul style="list-style-type: none"> • The content of the courses within my major is valuable. 	4 (2015, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • Nearly all faculty are knowledgeable in their field. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • Computer labs are adequate and accessible. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • The personnel involved in registration are helpful. 	2 (2018 and 2024)
<ul style="list-style-type: none"> • Faculty are usually available after class and during office hours. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • I am able to register for classes I need with few conflicts. 	3 (2015, 2016 and 2024)
<ul style="list-style-type: none"> • The assessment and course placement procedures are reasonable. 	1 (2024)
<ul style="list-style-type: none"> • Graduate teaching assistants are competent as classroom instructors. 	1 (2024)
<ul style="list-style-type: none"> • The use of Blackboard has had a positive impact on my academics. 	1 (2024)

Challenges	Number of times the item has been identified as a challenge (MAX = 5)
<ul style="list-style-type: none"> • Students are made to feel welcome on this campus. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • This institution shows concern for students as individuals. 	5 (2015, 2016, 2018, 2019, and 2024)
<ul style="list-style-type: none"> • The campus is safe and secure for all students. 	3 (2018, 2019, and 2024)
<ul style="list-style-type: none"> • Financial aid counselors are helpful. 	2 (2018 and 2024)
<ul style="list-style-type: none"> • Financial aid awards are announced to students in time to be helpful in college planning. 	4 (2015, 2016, 2018, and 2024)
<ul style="list-style-type: none"> • Security staff respond quickly in emergencies. 	4 (2015, 2016, 2018, and 2024)
<ul style="list-style-type: none"> • Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) 	4 (2015, 2016, 2019, and 2024)
<ul style="list-style-type: none"> • Tuition paid is a worthwhile investment. 	3 (2015, 2016 and 2024)
<ul style="list-style-type: none"> • Adequate financial aid is available for most students. 	4 (2015, 2016, 2019, and 2024)

- Gallaudet students' level of satisfaction was significantly lower for all 12 scales when compared to students at peer institutions, and for 70 items out of 73 items (96%).

Scale	Gallaudet's Satisfaction Score	Peer Institution's Satisfaction Score
Academic Advising	5.51	5.78
Campus Climate	4.74	5.39
Campus Life	4.61	5.21
Campus Support Services	5.25	5.8
Concern for the Individual	4.98	5.49
Instructional Effectiveness	5.22	5.68
Recruitment and Financial Aid	4.56	5.38
Registration Effectiveness	4.95	5.36
Responsiveness to Diverse Populations	4.70	5.43
Safety and Security	4.53	4.99
Service Excellence	4.89	5.44
Student Centeredness	4.74	5.4

I. Introduction

A. Background

The Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) is one of two surveys regularly administered to GU students. The other survey, the National Survey of Student Engagement (NSSE), was first conducted at GU in Spring 2005 and most recently in Spring 2023. These surveys are administered on a cycle: NSSE every three years, with SSI conducted in the two intervening years. Below is a table to visually demonstrate the student surveys administration at GU:

Semester	SSI Administration	NSSE Administration
Spring 2015	X	
Spring 2016	X	
Spring 2017		X
Spring 2018	X	
Spring 2019	X	
Spring 2020		X
Spring 2021	X (pandemic so did not administer)	
Spring 2022	X (pandemic so did not administer)	
Spring 2023		X
Spring 2024	X	

The SSI is intended to support the university in better understanding both the undergraduate and graduate student experience at Gallaudet University (GU). SSI data is used to guide strategic planning, strengthen student retention initiatives, and monitor progress towards goals. The SSI asks students to rate their level of satisfaction and perceived level of importance on specific experiences and areas of support that are important to student success. Additional survey questions ask about students' overall experience at GU, as well as demographic information. Survey items are grouped into composite scales to provide a broad overview of big-picture areas, such as Student-Centeredness and Academic Services. The SSI also includes three questions on pre-enrollment decisions, and two open-ended questions.

The SSI includes 82 items that ask students to respond using a Likert scale to rate items in two ways: "importance to me" and "my level of satisfaction." Scales ranged from 1-7, with 7 as the highest (very important or very satisfied) and 1 as the lowest (not important at all or not satisfied at all). Nine of the items were Gallaudet-specific questions. These nine items were added to address areas of particular interest and relevance to GU including ASL/English bilingualism, diversity, leadership, career center, and technology.

Mean scores are presented using this 1-7 scale format. Means for importance are typically in the range of 5 to 6, while mean satisfaction scores are typically in the range of 4 to 5. Performance gaps are then calculated as the mean difference between perceived importance and satisfaction.

The larger the performance gap, the greater the discrepancy between student importance and level of satisfaction.

A copy of the paper survey instrument is located in Appendix A, and a copy of the institution-specific questions is provided in Appendix B.

The SSI surveys both undergraduate (UG) and graduate (Grad) students who are enrolled in face-to-face programs as most of the questions inquire about satisfaction and experiences at Gallaudet University and its' services on campus. In comparison, the NSSE surveys only UG freshman and senior students about student engagement, student behaviors, and institutional practices that predict student success.

At GU, the SSI has been administered five times: in Spring 2015, Spring 2016, Spring 2018, Spring 2019, and Spring 2024. As described earlier, the SSI was not administered in Spring 2021 or Spring 2022 due to the pandemic. The next administration of the SSI will occur in Spring 2027 since GU will be administering the Thriving Quotient to assess student's sense of belonging in lieu of the SSI. Spacing out the administration of the SSI will allow GU to monitor progress on the University's Strategic Plan and compare the recent results to those of a cohort of 221 four-year private institutions.

B. Methods

During the 2024 spring semester, the Office of Institutional Research administered, via email, the online version of the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) to the population of GU students: 1,192 students (766 undergraduate and 426 graduate students). A total of 286 students responded to the survey. Demographic information for respondents is reported in the detailed GU SSI report online³. These 287 responses represent an overall response rate of 24%, which is 4% higher than the last administration of SSI in Spring 2019 (20%). Of the 286 respondents, 188 were undergraduate students (66%) and 99 (34%) were graduate students.

II. Student Satisfaction Survey Results

This report presents detailed SSI results as follows:

- A. Institutional choice – Why Gallaudet University?
- B. General satisfaction with Gallaudet University
- C. Student Experiences at Gallaudet University

A. Institutional Choice – Why Gallaudet University?

Students were asked to note which factors influenced their enrollment by indicating the level of importance of each factor on a scale of 1 to 7, with 7 as the highest (very important) and 1 as the lowest (not important at all). Gallaudet students rated financial aid as the top factor (72%) influencing their enrollment at Gallaudet followed by academic reputation and cost (70%). Table 1 lists the enrollment factors and the top factor for enrollment is in [blue](#).

³ Detailed GU SSI Report: <http://www.gallaudet.edu/institutional-research/reports-and-surveys/campus-climate-survey>

Table 1. Factors influencing Gallaudet students' enrollment

Enrollment Factor	Importance Percentage ⁴	Importance Mean Score
Financial aid	72%	5.92
Cost	70%	5.86
Academic reputation	61%	5.63
Personalized attention prior to enrollment	51%	5.07
Geographic Setting	47%	5.10
Campus appearance	47%	4.91
Recommendations from family/friends	47%	4.79
Opportunity to play sports	45%	4.39
Size of institution	42%	4.67

B. General Satisfaction with Gallaudet University

There is a positive link between student satisfaction and higher individual student retention as well as institutional graduation rates. In other words, student who are satisfied are more likely to re-enroll and continue their educational path and graduate (Ruffalo Noel Levitz 2019). Comparing 2024 results to 2019, in 2024, GU students indicated 10% higher satisfaction scores than students who responded in 2019 (25%), and reported 9% higher likelihood than 2019 (38%) that they would re-enroll if they had to do it all over again.

Table 2. Gallaudet students' perception of satisfaction and likelihood to re-enroll

General Satisfaction	Satisfaction Percentage ⁴	Satisfaction Mean Score
Overall satisfaction	35%	4.67
Re-enrollment	47%	4.90

C. Student Experiences at Gallaudet University

The SSI provides data to inform decision-making at three levels. At each level, GU student responses can be compared across time (i.e. from Spring 2019 to Spring 2024). Student responses can also be compared to those of students at other four-year private institutions. The three level of analysis for SSI are:

1. Strengths and Challenges –Strengths and Challenges are useful for strategic planning. This analysis is the best summary of the results for immediate action planning.

⁴ Percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered “important” or “satisfied” and 7 is considered “very important” or “very satisfied.”

2. Composite Scales⁵ –Composite scales provide the big picture overview of areas or categories that matter most to students. The scale overview also allows the broadest view of how satisfied students are when compared to the comparison group.
3. Item Analysis –Item analysis reflect students’ responses to individual items related to specific experiences and provide insight into individual factors that influence Scale scores.

The focus of this report will be on the first level of analysis: strength and challenges. For information on scales and items refer to the detailed GU SSI reports online².

Prioritizing Strengths and Challenges

Comparing ratings of importance and satisfaction in a matrix (Figure 1) is one useful way of focusing information for prioritizing actions.

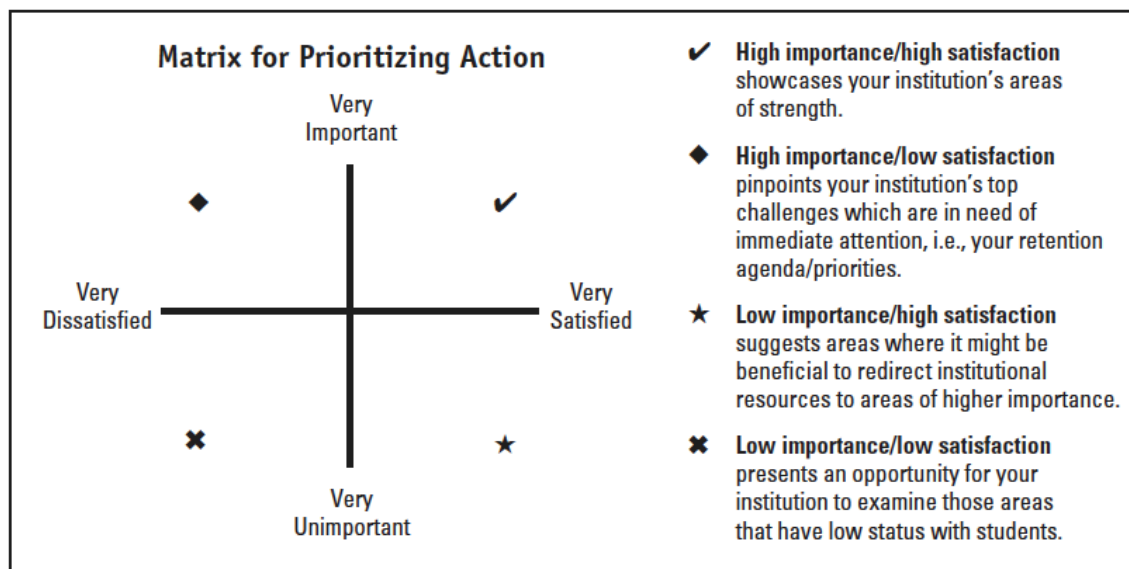


Figure 1. Matrix for prioritizing action

Strengths are items with high importance, high satisfaction, and a low gap. Specifically, these are items in the top half of importance and the top quartile of satisfaction. Challenges are items with high importance and low satisfaction or a high gap. They are items in the top half of importance and the bottom quartile of satisfaction or the top quartile of the performance gaps (Ruffalo Noel Levitz, 2016, p. 5). Challenge areas suggest the need for immediate attention. Gallaudet’s areas of strength and areas of challenge are listed in table 3.

Table 3. Gallaudet’s areas of strength and challenge (in order of importance)

⁵ Ruffalo Noel Levitz groups most items into composite scales. For a detailed description of scales see the detailed GU SSI report: PENDING

Strengths	Challenges
<ul style="list-style-type: none"> My academic advisor is approachable. 	<ul style="list-style-type: none"> Students are made to feel welcome on this campus.
<ul style="list-style-type: none"> I am able to experience intellectual growth here. 	<ul style="list-style-type: none"> This institution shows concern for students as individuals.
<ul style="list-style-type: none"> The instruction in my major field is excellent. 	<ul style="list-style-type: none"> The campus is safe and secure for all students.
<ul style="list-style-type: none"> My academic advisor is knowledgeable about my program requirements. 	<ul style="list-style-type: none"> Financial aid counselors are helpful.
<ul style="list-style-type: none"> Major requirements are clear and reasonable. 	<ul style="list-style-type: none"> Financial aid awards are announced to students in time to be helpful in college planning.
<ul style="list-style-type: none"> My academic advisor is concerned about my success as an individual. 	<ul style="list-style-type: none"> Security staff respond quickly in emergencies.
<ul style="list-style-type: none"> Counseling staff care about students as individuals. 	<ul style="list-style-type: none"> Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
<ul style="list-style-type: none"> The content of the courses within my major is valuable. 	<ul style="list-style-type: none"> Tuition paid is a worthwhile investment.
<ul style="list-style-type: none"> Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> Adequate financial aid is available for most students.
<ul style="list-style-type: none"> Computer labs are adequate and accessible. 	
<ul style="list-style-type: none"> The personnel involved in registration are helpful. 	
<ul style="list-style-type: none"> Faculty are usually available after class and during office hours. 	
<ul style="list-style-type: none"> I am able to register for classes I need with few conflicts. 	
<ul style="list-style-type: none"> The assessment and course placement procedures are reasonable. 	
<ul style="list-style-type: none"> Graduate teaching assistants are competent as classroom instructors. 	
<ul style="list-style-type: none"> The use of Blackboard has had a positive impact on my academics. 	

III. Comparing GU with the National Comparison Groups

Ruffalo Noel Levitz provides data to allow GU to compare the response of our students to those at other peer institutions. For the purpose of this analysis, peers are considered National Four-Year Private Institutions whose students completed the same survey version in the last three academic years. Below are the results by institutional choice, general satisfaction, scales, and items for all students at Gallaudet University and in the National Comparison Group.

A. GU compared to Peers: Institutional Choice – Why choose your institution?

Students were asked to note which factors influenced their enrollment by indicating the level of importance of each factor on a scale of 1 to 7, with 7 as the highest (very important) and 1 as the lowest (not important at all). Table 4 lists the factors for enrollment and the top factors are in **blue**.

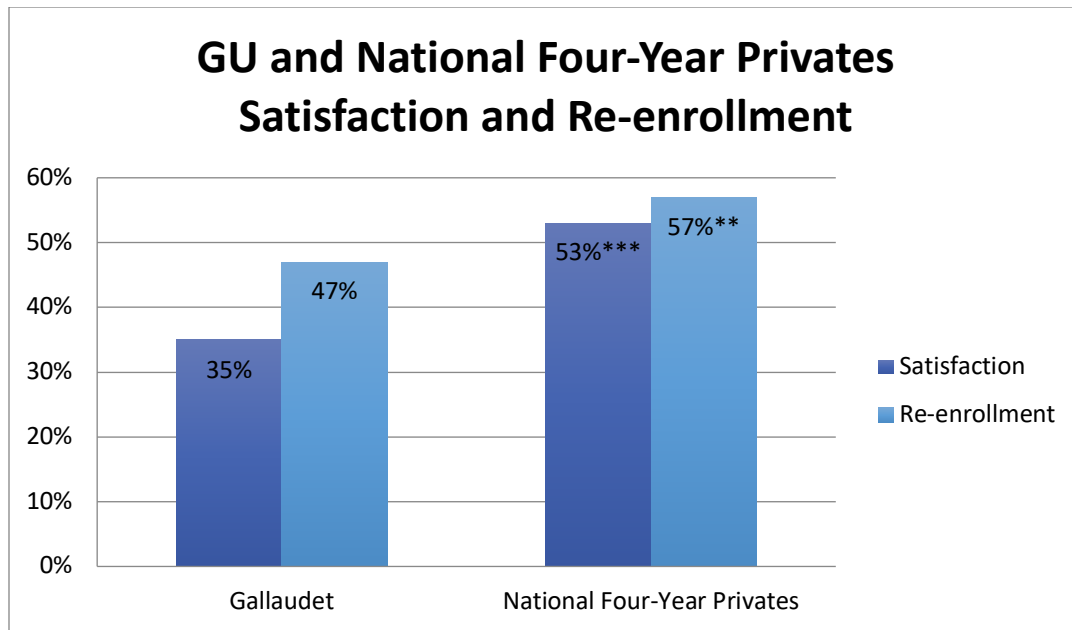
As shown in table 4, factors of financial aid, cost, and academic reputation were the top three factors for enrollment for students at GU and peer institutions. Students at peer institutions also rated each factor at a higher percentage than GU students for all factors except for one: opportunity to play sports.

Table 4. Factors influencing Gallaudet and peer institutions students' enrollment

Enrollment Factor	Gallaudet University		National Four-Year Privates	
	Importance Percentage ⁴	Importance Mean Score	Importance Percentage ⁴	Importance Mean Score
Financial aid	72%	5.92	84%	6.37
Cost	70%	5.86	81%	6.25
Academic reputation	61%	5.63	76%	6.1
Personalized attention prior to enrollment	51%	5.07	63%	5.52
Geographic setting	47%	5.10	60%	5.03
Campus appearance	47%	4.91	60%	5.57
Recommendations from family/friends	47%	4.79	48%	5.64
Opportunity to play sports	45%	4.39	40%	5.55
Size of institution	42%	4.67	59%	4.29

B. GU compared to Peers: General Satisfaction

Students who are satisfied are more likely to re-enroll and continue their educational path. Students' perceptions of both *satisfaction* and *likelihood to re-enroll* at Gallaudet University were 35% and 47% respectively. For both items, the 53% and 57% reported from peer institutions' students were significantly higher than the percentages reported from GU students.



* Difference statistically significant at the 0.05 level

** Difference statistically significant at the 0.01 level

*** Difference statistically significant at the 0.001 level

Figure 2. Gallaudet and peer institutions students' perception of satisfaction and likelihood to re-enroll

C. GU compared to Peers: Student Experiences

SSI Scale Comparisons⁵

Gallaudet University student's level of satisfaction was lower for all 12 scales when compared to peer institutions. These differences were significant for all scales. Detailed data on scale comparisons, including items within each scale to peer institutions can be found online in the GU SSI report³.

Scale	Gallaudet's Satisfaction Score	Peer Institution's Satisfaction Score
Academic Advising	5.51	5.78
Campus Climate	4.74	5.39
Campus Life	4.61	5.21
Campus Support Services	5.25	5.8
Concern for the Individual	4.98	5.49
Instructional Effectiveness	5.22	5.68
Recruitment and Financial Aid	4.56	5.38
Registration Effectiveness	4.95	5.36
Responsiveness to Diverse Populations	4.70	5.43
Safety and Security	4.53	4.99
Service Excellence	4.89	5.44
Student Centeredness	4.74	5.4

SSI Item Comparisons

- Out of all 73 SSI items⁶, Gallaudet University students' level of satisfaction was lower at a statistically significant level for all 66 items when compared to other institutions. Of the remaining six with non-significant differences between Gallaudet and other institutions, Gallaudet University's students' level of satisfaction was lower compared to other institutions for all six items except three. These three items, in order of the highest difference to the least difference, were:
 - The amount of student parking space on campus is adequate
 - Computers and/or Wi-Fi are adequate and accessible
 - The intercollegiate athletic programs contribute to a strong sense of school spirit

Detailed data on item comparisons to peer institutions can be found online in the GU SSI report³.

⁶ 82 items ask students to respond using a Likert scale to rate items in two ways: "importance to me" and "my level of satisfaction." 73 items of 82 items were standardized and used for all institutions while the remaining ten items were customized and Gallaudet-specific.

IV. Comparing 2015, 2016, 2018, and 2019 Results with 2024 Results

Results from 2015, 2016, 2018, and 2019 for institutional choice, general satisfaction, strengths, and challenges were compared to results from 2024 to assess differences between the five years.

A. 2015, 2016, 2018, 2019, and 2024 Comparison: Institutional Choice – Why Gallaudet University?

Students were asked to note which factors influenced their enrollment by indicating the level of importance of each factor on a scale of 1 to 7, with 7 as the highest (very important) and 1 as the lowest (not important at all). Table 5 lists the factors for enrollment in 2015, 2016, 2018, and 2019, and top factors for each year are in **blue**.

Gallaudet students rated academic reputation and financial aid as a top factor for enrollment in 2015, and cost as their top factor for enrollment in 2016. From 2018 to 2024, financial aid has remained consistently at the top factor for enrollment. Additionally, the top three factors have been financial aid, cost, and academic reputation for all five surveys.

Table 5. Factors influencing Gallaudet students' enrollment in 2015, 2016, 2018, 2019, and 2024

Enrollment Factor	2015		2016		2018		2019		2024	
	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score
Financial aid	72%	6.12	72%	6.12	70%	5.91	70%	5.92	72%	5.92
Cost	68%	6.02	75%	6.02	66%	5.77	68%	5.88	70%	5.86
Academic reputation	72%	5.99	71%	5.99	66%	5.8	65%	5.79	61%	5.63
Personalized attention prior to enrollment	56%	5.58	65%	5.58	63%	5.59	57%	5.48	51%	5.07
Recommendations from family/friends	50%	5.25	50%	5.25	52%	5.24	49%	5.23	47%	4.79
Campus appearance	44%	5.35	56%	5.35	53%	5.33	59%	5.5	47%	4.91
Geographic setting	45%	5.22	52%	5.22	55%	5.4	52%	5.26	47%	5.1
Opportunity to play sports	27%	3.99	32%	3.99	39%	4.49	35%	4.32	45%	4.39
Size of institution	41%	4.93	47%	4.93	45%	5.1	45%	4.97	42%	4.67

B. 2015, 2016, 2018, 2019, and 2024 Comparison: General Satisfaction with Gallaudet University

In 2024, GU students rated 10% higher satisfaction scores compared and a 9% higher likelihood of re-enrollment compared to GU students who responded in 2019. The satisfaction scores is the highest among all five years of survey administration and likelihood to re-enroll is slightly lower

than the highest score of 48% by 1%. The satisfaction scores and likelihood to re-enroll have increased back to 2018 numbers, despite the drop in 2019.

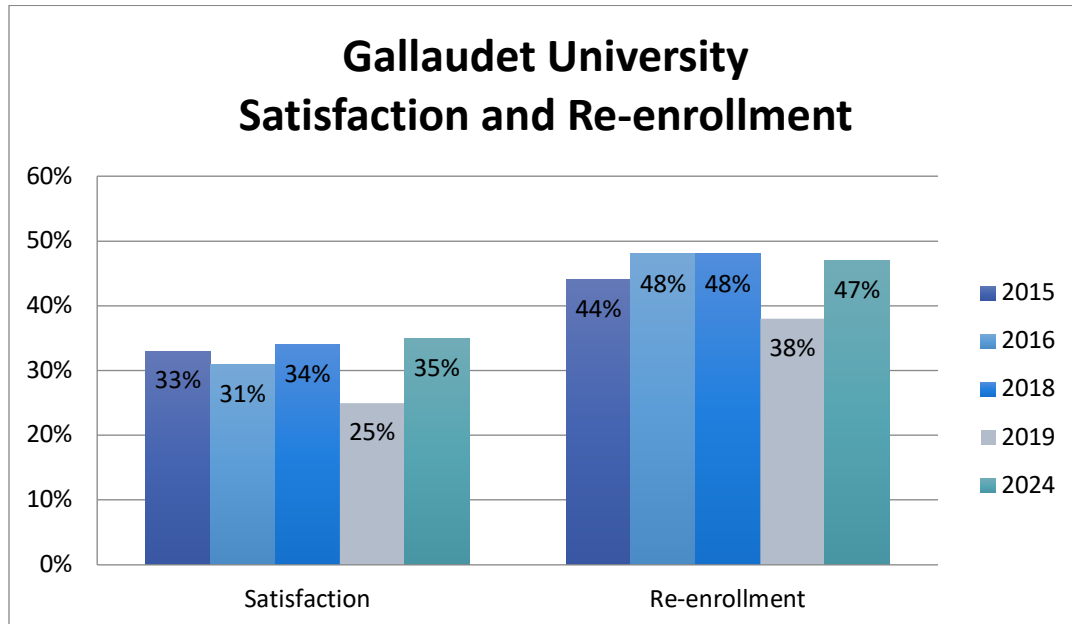


Figure 3. Gallaudet students' perception of satisfaction and likelihood to re-enroll in 2015, 2016, 2018, 2019 and 2024

C. 2015, 2016, 2018, 2019, and 2024 Comparison: Student Experiences at Gallaudet University

The heart of the SSI is student experiences at Gallaudet. The SSI provides data to inform decision-making at three levels: strengths and challenges, composite scales, and item analysis. This report focuses on strengths and challenges for Gallaudet to plan for improved student experiences. For detailed information on composite scales and individual items, refer to 2015, 2016, 2018, and 2019 SSI results online².

The areas of strengths and challenges identified by students in 2024 show many similarities to those identified in 2019. Campus support, including academic advising and resources to support students' use of technology, continued to be reported as strengths. General support services were also highlighted as strengths in both 2019 and 2024. Instructional effectiveness was consistently reported as a strength, with positive feedback on instruction in majors, faculty availability, faculty knowledge of their field, and the value of course content. Experiencing intellectual growth was identified as a strength in both 2019 and 2024.

Support and feasibility in registration were noted as strengths in 2015, 2016, 2018, and 2024, though not in 2019. New strengths identified in 2024 included "counseling staff care about students," "the assessment and course placement procedures are reasonable," "graduate teaching assistants are competent as classroom instructors," and "the use of Blackboard has had a positive impact on my academics."

In 2024, two key campus climate factors remained areas of challenge at Gallaudet for five consecutive administrations: “students feel welcome” and “institution shows concern for individuals.” Additionally, “campus is safe and secure” was identified as a challenge for three consecutive years: 2018, 2019, and 2024.

Other areas, including financial aid, campus life, and safety and security, continued to be areas of challenges for Gallaudet. Specific issues, such as “financial aid awards are announced on time” and “security staff respond quickly in emergencies,” re-emerged as challenges in 2024 after being noted in 2015, 2016 and 2018, but not in 2019. Additional challenges identified in 2015, 2016, 2019, and 2024 included “adequate financial aid is available” and “living conditions in the residence halls are comfortable.” Finally, “tuition paid is a worthwhile investment” was noted as a challenge in 2015, 2016 and 2024, but not in 2018 or 2019. For a complete comparison of areas of challenge and strength across all survey administrations, refer to Appendix C.

V. Key Takeaways

The data in this report offers insights into students’ institutional choice and general satisfaction, as well as areas that are identified as strengths and challenges for Gallaudet University. All sets of information are valuable in that this assessment of student satisfaction can set the retention agenda and provide crucial data for accreditation and strategic planning. As Shannon Cook from Ruffalo Noel Levitz (2023) strongly put emphasis on, “student satisfaction data is a necessity for institutional health,” and “student satisfaction data must be captured and utilized if we want to move the needle on retention.” Students with higher levels of satisfaction are more likely to return, continue their education, and graduate (Ruffalo Noel Levitz, 2016). In addition, students with higher levels of satisfaction are more likely to give or donate when they become alumni (Ruffalo Noel Levitz, 2023). GU can use this report to understand and assess GU students’ satisfaction as well as identify ways to address areas that need improvement.

Institutional Choice

GU’s students’ institutional choice or factors in their decision to enroll are consistent with peer institutions. GU students’ top three factors of cost, financial aid, and academic reputation have also been at the top of the national results in recent years (RNL 2023) These factors are what drives, not only GU students, but all students to enroll in college. GU needs to recognize that students at GU and nationally rate financial aid and cost at higher percentages than academic reputation as driving enrollment factors. With financial aid and cost as top factors for students, it is critical for Gallaudet to recognize that financial aid continues to be an area of challenge, reported by at least 4 out of 5 SSI administrations (2015, 2016, 2018, 2019, and 2024).

Therefore, as Ruffalo Noel Levitz (2023) suggests, Gallaudet needs to ensure that the university support students (and families) by sharing their responsibility with meeting financial aid deadlines and breaking the information down into smaller nuggets for comprehension.

Additionally, establish tuition optimally as well as implement awarding strategies that allow for student segmentation.

General Satisfaction

Ruffalo Noel Levitz (2019) states that the summary of the satisfaction scores provides a bottom-line view of the student experience. A positive student experience is then tied to the student's desire to enroll again as well as their actual enrollment the following year. This year, GU students' perception of satisfaction and likelihood to re-enroll are aligned such that even though 2024 report higher numbers than 2019, the satisfaction score and likely to re-enroll percentages are lower than peer institutions. Since students indicate that they are less likely to re-enroll than peer institutions, GU should focus on creating a welcoming and responsive campus climate that enhances students' experiences. This includes ensuring the campus is safe and secure for all students, the living conditions in the residence halls are comfortable and habitable, and GU, as a community, cares and welcomes all students. When students have a positive experience, they are much more likely to be satisfied, which will then have a positive impact on the GU fall-to-fall retention rate and six-year graduation rate.

Areas of Strength and Areas of Challenge

The data in this report offers areas of strength and areas of challenge. Both sets of information are valuable. Gallaudet seldom does enough to celebrate our strengths, and these (and other) strengths are what make Gallaudet a place like no other. At the same time, GU needs to be aware of campus climate perceptions and respond appropriately. More specifically, GU needs to further examine the challenges that we face in terms of student satisfaction.

GU has opportunities to improve campus climate perceptions as suggested by Ruffalo Noel Levitz (2019):

- Target financial aid awards through financial aid leveraging and personalized packages to attract the right class are critical steps in strategic enrollment planning.
- Help students understand the true cost of attending GU and affordability, as well as the impact of student loans on future student debt.
- Be intentional with training security staff appropriately and in communicating with students and their families about the priority the campus places on student safety on campus. It is important to not take campus safety for granted.
- Emphasize the sense of belonging students have once they have enrolled on campus through the recruitment process and to be intentional with building a community where students feel like they belong.
- Pay special attention to the satisfaction shifts in areas where the campus has been intentional in changing a policy, procedure, or a perception. Celebrate where satisfaction levels have gone up as a result, providing positive feedback to campus personnel and students.
- Track areas where satisfaction levels have declined to identify what may have changed in the student experience over time and respond accordingly.

Comprehensively, the data from GU's administration of the Ruffalo Noel Levitz SSI will be valuable to the extent that it is analyzed, discussed and applied to daily practice by units and individuals on campus. Student satisfaction is the goal of every person and every unit on campus. For that reason, each individual and each unit will want to review the strengths described in this report and ask: "What are we doing well?" "What specifically, does this show us about the Gallaudet advantage?" "Where do I fit into that advantage?" and everyone on campus will want

to examine carefully the challenges that GU has in increasing the value of a Gallaudet education to its graduates. Where do you fit in in welcoming students? Showing concern? What decisions does your unit make that demonstrate a commitment to diversity and racial harmony? Where do you, as one individual who makes a difference in the lives of GU students, fit in?

For detailed information on the survey data, please contact the Office of Institutional Research at institutional.research@gallaudet.edu.

References

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Appendix A: Ruffalo Noel Levitz Student Satisfaction Inventory

Noel-Levitz[®]

STUDENT SATISFACTION INVENTORY™

4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
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Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.




Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences on this campus. On the left, tell us how important it is for your institution to meet this expectation. On the right tell us how satisfied you are that your institution has met this expectation.

Importance to me My level of satisfaction									
										not available/not used									
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important										very satisfied - 7 satisfied - 6 neutral - 5 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1									
does not apply																			
<input type="radio"/> 1. Most students feel a sense of belonging here. <input type="radio"/> 2. The campus staff are caring and helpful. <input type="radio"/> 3. Faculty care about me as an individual. <input type="radio"/> 4. Admissions staff are knowledgeable.										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7									
<input type="radio"/> 5. Financial aid counselors are helpful. <input type="radio"/> 6. My academic advisor is approachable. <input type="radio"/> 7. The campus is safe and secure for all students. <input type="radio"/> 8. The content of the courses within my major is valuable.										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7									
<input type="radio"/> 9. A variety of intramural activities are offered. <input type="radio"/> 10. Administrators are approachable to students. <input type="radio"/> 11. Billing policies are reasonable. <input type="radio"/> 12. Financial aid awards are announced to students in time to be helpful in college planning.										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7									
<input type="radio"/> 13. Library staff are helpful and approachable. <input type="radio"/> 14. My academic advisor is concerned about my success as an individual. <input type="radio"/> 15. The staff in the health services area are competent. <input type="radio"/> 16. The instruction in my major field is excellent.										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7									
<input type="radio"/> 17. Adequate financial aid is available for most students. <input type="radio"/> 18. Library resources and services are adequate. <input type="radio"/> 19. My academic advisor helps me set goals to work toward. <input type="radio"/> 20. The business office is open during hours which are convenient for most students.										<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7									



PLEASE DO NOT MARK IN THIS AREA

SERIAL # _____

Importance to me My level of satisfaction							
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	not available/not used							
							very satisfied - 7	satisfied - 6	neutral - 5	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1		
does not apply														
1	2	3	4	5	6	7	21. The amount of student parking space on campus is adequate.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	22. Counseling staff care about students as individuals.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1	2	3	4	5	6	7
1	2	3	4	5	6	7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	25. Faculty are fair and unbiased in their treatment of individual students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	26. Computer labs are adequate and accessible.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	27. The personnel involved in registration are helpful.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	28. Parking lots are well-lighted and secure.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	29. It is an enjoyable experience to be a student on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	30. Residence hall staff are concerned about me as an individual.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	32. Tutoring services are readily available.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	33. My academic advisor is knowledgeable about requirements in my major.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	34. I am able to register for classes I need with few conflicts.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	35. The assessment and course placement procedures are reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	36. Security staff respond quickly in emergencies.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	37. I feel a sense of pride about my campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	38. There is an adequate selection of food available in the cafeteria.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	39. I am able to experience intellectual growth here.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	40. Residence hall regulations are reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	41. There is a commitment to academic excellence on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	42. There are a sufficient number of weekend activities for students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	43. Admissions counselors respond to prospective students' unique needs and requests.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	44. Academic support services adequately meet the needs of students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	45. Students are made to feel welcome on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	46. I can easily get involved in campus organizations.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	47. Faculty provide timely feedback about student progress in a course.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	49. There are adequate services to help me decide upon a career.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	50. Class change (drop/add) policies are reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	51. This institution has a good reputation within the community.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	52. The student center is a comfortable place for students to spend their leisure time.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	53. Faculty take into consideration student differences as they teach a course.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	54. Bookstore staff are helpful.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	55. Major requirements are clear and reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	56. The student handbook provides helpful information about campus life.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	57. I seldom get the "run-around" when seeking information on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	58. The quality of instruction I receive in most of my classes is excellent.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	59. This institution shows concern for students as individuals.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	60. I generally know what's happening on campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	61. Adjunct faculty are competent as classroom instructors.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	62. There is a strong commitment to racial harmony on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	63. Student disciplinary procedures are fair.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	64. New student orientation services help students adjust to college.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	65. Faculty are usually available after class and during office hours.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	66. Tuition paid is a worthwhile investment.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	67. Freedom of expression is protected on campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	68. Nearly all of the faculty are knowledgeable in their field.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	69. There is a good variety of courses provided on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	70. Graduate teaching assistants are competent as classroom instructors.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	71. Channels for expressing student complaints are readily available.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	72. On the whole, the campus is well-maintained.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	73. Student activities fees are put to good use.	1	2	3	4	5	6	7

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me My level of satisfaction						
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	not available/not used						
							very satisfied - 7	satisfied - 6	neutral - 5	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1	
(If items 74-83 not available, skip to item 84.)													
74.	75.	76.	77.	78.			74.	75.	76.	77.	78.		
79.	80.	81.	82.	83.			79.	80.	81.	82.	83.		
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:													
84.	85.	86.	87.	88.	89.		84.	85.	86.	87.	88.	89.	
How important were each of the following factors in your decision to enroll here?													
90.	91.	92.	93.	94.	95.	96.	97.	98.					
Cost	Financial aid	Academic reputation	Size of institution	Opportunity to play sports	Recommendations from family/friends	Geographic setting	Campus appearance	Personalized attention prior to enrollment					

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

99. So far, how has your college experience met your expectations?

- ① Much worse than I expected
- ② Quite a bit worse than I expected
- ③ Worse than I expected
- ④ About what I expected
- ⑤ Better than I expected
- ⑥ Quite a bit better than I expected
- ⑦ Much better than I expected

100. Rate your overall satisfaction with your experience here thus far.

- ① Not satisfied at all
- ② Not very satisfied
- ③ Somewhat dissatisfied
- ④ Neutral
- ⑤ Somewhat satisfied
- ⑥ Satisfied
- ⑦ Very satisfied

101. All in all, if you had it to do over again, would you enroll here?

- ① Definitely not
- ② Probably not
- ③ Maybe not
- ④ I don't know
- ⑤ Maybe yes
- ⑥ Probably yes
- ⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

102. Gender:

- ① Female
- ② Male

103. Age:

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

104. Ethnicity/Race:

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

105. Current Enrollment Status:

- ① Day
- ② Evening
- ③ Weekend

106. Current Class Load:

- ① Full-time
- ② Part-time

107. Class Level:

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

108. Current GPA:

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

109. Educational Goal:

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

110. Employment:

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

111. Current Residence:

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

112. Residence Classification:

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

113. Disabilities:

- Physical disability or a diagnosed learning disability?
- ① Yes
- ② No

114. When I entered this institution, it was my:

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

Your numeric identifier is requested for research purposes and will not appear on any report.

Your response is voluntary.

Student ID/SSN if requested by your institution:

Write the requested number in the spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

115. Major:

Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

116. Item requested by your institution:

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.
Please do not fold.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

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Appendix B: Gallaudet-Specific Questions for the Student Satisfaction Inventory

Demographics

1. Hearing Status and Disabilities:
 - a. Deaf with no disability
 - b. Hard of hearing with no disability
 - c. Hearing with no disability
 - d. Deaf with one or more disabilities
 - e. Hard of hearing with one or more disabilities
 - f. Hearing with one or more disabilities
2. ASL Fluency
 - a. Not at all fluent
 - b. Somewhat fluent
 - c. Fluent

Student Satisfaction

1. There are adequate programs or resources in place to strengthen my use of ASL.
2. There are adequate programs or resources in place to strengthen my use of English.
3. I am treated with respect for cultural/personal differences in at Gallaudet University.
4. This institution has a sense of inclusion that provides opportunities to express diverse perspectives.
5. There is visible leadership to foster diversity/inclusion on campus.
6. The university provides sufficient resources that help me effectively use technology for my academic needs.
7. The use of Blackboard has had a positive impact on my academics.
8. There is transparent and informed communication throughout the university community.
9. The career center has adequate services to help me prepare for finding a job.

Appendix C: 2016, 2018, 2019 and 2014 Areas of Strength and Areas of Challenges

Areas of Challenge/Strength	2015	2016	2018	2019	2024
Most students feel a sense of belonging here.			Challenge		
Financial aid counselors are helpful.			Challenge		Challenge
My academic advisor is approachable.	Strength	Strength	Strength	Strength	Strength
The campus is safe and secure for all students.			Challenge	Challenge	Challenge
The content of the courses within my major is valuable.			Strength	Strength	Strength
Financial aid awards are announced to students in time to be helpful in college planning.	Challenge	Challenge	Challenge		Challenge
My academic advisor is concerned about my success as an individual.	Strength	Strength	Strength	Strength	Strength
The instruction in my major field is excellent.	Strength	Strength	Strength	Strength	Strength
Adequate financial aid is available for most students.	Challenge	Challenge		Challenge	Challenge
Library resources and services are adequate.			Strength		
My academic advisor helps me set goals to work toward.	Strength	Strength	Strength	Strength	
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	Challenge	Challenge		Challenge	Challenge
Faculty are fair and unbiased in their treatment of individual students.	Challenge	Challenge		Challenge	
Counseling staff care about students as individuals.					Strength
Computer labs are adequate and accessible.	Strength	Strength	Strength	Strength	Strength
The personnel involved in registration are helpful.			Strength		Strength
Males and females have equal opportunities to participate in intercollegiate athletics.			Strength	Strength	
My academic advisor is knowledgeable about requirements in my major.	Strength	Strength	Strength	Strength	Strength
I am able to register for classes I need with few conflicts.	Strength	Strength			Strength
Security staff respond quickly in emergencies.	Challenge	Challenge	Challenge		Challenge
I am able to experience intellectual growth here.	Strength	Strength		Strength	Strength
There is a commitment to academic excellence on this campus.					
Academic support services adequately meet the needs of students.	Strength	Strength			
Students are made to feel welcome on this campus.	Challenge	Challenge	Challenge	Challenge	Challenge
Faculty provide timely feedback about student progress in a course.	Challenge	Challenge	Challenge	Challenge	

Areas of Challenge/Strength	2015	2016	2018	2019	2024
Major requirements are clear and reasonable.	Strength	Strength	Strength	Strength	Strength
The quality of instruction I receive in most of my classes is excellent.				Strength	
This institution shows concern for students as individuals.	Challenge	Challenge	Challenge	Challenge	Challenge
There is a strong commitment to racial harmony on this campus.	Challenge	Challenge	Challenge	Challenge	
Faculty are usually available after class and during office hours.	Strength	Strength	Strength	Strength	Strength
Tuition paid is a worthwhile investment.	Challenge	Challenge			Challenge
Nearly all of the faculty are knowledgeable in their field.	Strength	Strength	Strength	Strength	Strength
There is a good variety of courses provided on this campus.					
There are adequate programs or resources in place to strengthen my use of ASL.			Strength	Strength	
I am treated with respect for cultural/personal differences at Gallaudet University.					
There is a sense of security and freedom to express diverse perspectives.	Challenge	Challenge			
There is visible leadership to foster diversity/inclusion on campus.	Challenge	Challenge		Challenge	
The university provides sufficient resources that help me effectively use technology for my academic needs.	Strength	Strength	Strength	Strength	
Adjunct faculty are competent as classroom instructors				Strength	
The assessment and course placement procedures are reasonable.					Strength
Graduate teaching assistants are competent as classroom instructors.					Strength
The use of Blackboard has had a positive impact on my academics.					Strength
Bookstore staff are helpful.				Strength	
On the whole, the campus is well maintained.				Challenge	
There is transparent and informed communication throughout the university community.				Challenge	
Areas of Strength: At or above the median importance and at or above the top quartile of satisfaction.					
Areas of Challenge: At or above the median in importance and at or below the bottom quartile of satisfaction OR at or above the top quartile of performance gap.					