



***Ruffalo Noel-Levitz Student Satisfaction
Inventory Results: All Students***

**Gallaudet University
Spring 2018 Report**

Student Success and Academic Quality
Office of Institutional Research
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Gallaudet Student Satisfaction Inventory Report: Spring 2018

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Executive Summary

Spring 2018 semester was the third administration of the Student Satisfaction Inventory (SSI¹) at Gallaudet University (GU). A total of 346 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 332 private 4-year institutions².

The SSI includes 95 items. The first 80 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 remaining 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.”

- There was a 23% response rate; 1% higher than the average SSI response rate of 22%.
- Financial aid, cost, and academic reputation were the top three factors that influenced Gallaudet students’ enrollment. These are similar to those reported at peer institutions.
- Compared to 2016, Gallaudet students indicated a 4% improved satisfaction with their experience, and equal likelihood of re-enrolling if they had to do it all over again. (34% satisfied and 48% re-enroll).
- Many of the areas of strength and areas of challenges identified in 2015 and 2016 were also identified in 2018.
 - *New areas of strength:* 1) library resources and services are adequate, 2) personnel involved in registration are helpful, 3) males and females have equal opportunities to participate in intercollegiate athletics, and 4) adequate programs or resources in place to strengthen use of ASL.
 - *New areas of challenge:* 1) sense of belonging³ and 2) campus is safe and secure for all students.
- The table below lists all area of strengths and challenges:

Strengths	Challenges
<ul style="list-style-type: none"> • My academic advisor is knowledgeable about my program requirements. 	<ul style="list-style-type: none"> • Students are made to feel welcome on this campus.

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>

³ This item was identified as an area of challenge in 2015, but not in 2016. As a result, this item became a new area of challenge for 2018.

Strengths	Challenges
<ul style="list-style-type: none"> Major requirements are clear and reasonable. 	<ul style="list-style-type: none"> Security staff respond quickly in emergencies.
<ul style="list-style-type: none"> My academic advisor is concerned about my success as an individual. 	<ul style="list-style-type: none"> Financial aid counselors are helpful.
<ul style="list-style-type: none"> The instruction in my major field is excellent. 	<ul style="list-style-type: none"> Most students feel a sense of belonging here.
<ul style="list-style-type: none"> My academic advisor is approachable. 	<ul style="list-style-type: none"> This institution shows concern for students as individuals.
<ul style="list-style-type: none"> The content of the courses within my major is valuable. 	<ul style="list-style-type: none"> There is a strong commitment to racial harmony on this campus.
<ul style="list-style-type: none"> Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> Faculty provide timely feedback about student progress in a course.
<ul style="list-style-type: none"> Computer labs are adequate and accessible. 	<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 helps me set goals to work toward. 	<ul style="list-style-type: none"> The campus is safe and secure for all students.
<ul style="list-style-type: none"> There are adequate programs or resources in place to strengthen my use of ASL. 	
<ul style="list-style-type: none"> The university provides sufficient resources that help me effectively use technology for my academic needs. 	
<ul style="list-style-type: none"> Faculty are usually available after class and during office hours. 	
<ul style="list-style-type: none"> The personnel involved in registration are helpful. 	
<ul style="list-style-type: none"> Library resources and services are adequate. 	
<ul style="list-style-type: none"> Males and females have equal opportunities to participate in intercollegiate athletics. 	
<ul style="list-style-type: none"> The use of Blackboard has had a positive impact on my academics. 	

- Gallaudet students' level of satisfaction was significantly lower for all 12 scales when compared to students at peer institutions, and for 52 items out of 73 items (71%).

Scale	Gallaudet's Satisfaction Score	Peer Institution's Satisfaction Score
Academic Advising	5.57	5.60
Campus Climate	4.86	5.38
Campus Life	4.77	5.07
Campus Support Services	5.37	5.55
Concern for the Individual	4.90	5.40

Scale	Gallaudet's Satisfaction Score	Peer Institution's Satisfaction Score
Instructional Effectiveness	5.08	5.55
Recruitment and Financial Aid	4.83	5.21
Registration Effectiveness	5.04	5.24
Responsiveness to Diverse Populations	4.94	5.34
Safety and Security	4.44	5.06
Service Excellence	4.97	5.31
Student Centeredness	4.83	5.45

I. Introduction

A. Background

The Ruffalo Noel Levitz Student Satisfaction Inventory (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 with 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 80 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). Seven of the items were Gallaudet-specific questions. These seven items were added to address areas of particular interest and relevance to GU including ASL/English bilingualism, diversity, 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 is one of two surveys administered on a regular cycle to GU students. The National Survey of Student Engagement (NSSE) was first administered at GU in Spring 2005 and most recently in Spring 2017. NSSE is administered on a three-year cycle and will be administered at GU in spring, 2020. The SSI surveys both undergraduate (UG) and graduate (Grad) students. 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 was first administered in Spring 2015 and then administered for the second time in Spring 2016. The SSI was administered for the third time in Spring 2018. Results from the SSI are monitored as indicators of progress on the University's Strategic Plan and compared to a cohort of 332 private 4-year institutions.

B. Methods

During the 2018 spring semester, the Office of Institutional Research administered via email the on-line version of the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) to the population of GU students: 1,504 students (1,079 undergraduate and 425 graduate students). A total of 346

students responded to the survey. Demographic information for respondents is reported in the detailed GU SSI report online⁴. These 346 responses represent an overall response rate of 23%, 1% higher than the average response rate of 22% reported by Ruffalo Noel Levitz for the SSI⁵. Of the 346 respondents, 215 were undergraduate students (20%) and 68 (16%) were graduate students. The remaining 63 students were special students, some other class level, or did not indicate their class standing.

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 (70%) for enrollment at Gallaudet followed by academic reputation and cost (66%). Table 1 lists the enrollment factors and the top factor for enrollment is in **blue**.

Table 1. Factors influencing Gallaudet students’ enrollment

Enrollment Factor	Importance Percentage ⁶	Importance Mean Score
Financial aid	70%	5.91
Academic reputation	66%	5.80
Cost	66%	5.77
Personalized attention prior to enrollment	63%	5.59
Geographic setting	55%	5.40
Campus appearance	53%	5.33
Recommendations from family/friends	52%	5.24
Size of institution	45%	5.10
Opportunity to play sports	39%	4.49

B. General Satisfaction with Gallaudet University

Student who are satisfied are more likely to re-enroll and continue their educational path and graduate (Bryant & Bodfish, 2014). In 2018, GU students indicated 4% higher satisfaction scores than students who responded in 2016, and indicated the same results that they would re-enroll if they had to do it all over again at 48%. This pattern is somewhat in contrast to research showing strong positive relationships between these two items where if the satisfaction scores

⁴ Detailed GU SSI Report: <http://www.gallaudet.edu/institutional-research/reports-and-surveys/campus-climate-survey>

⁵ Personal communication with Ruffalo Noel Levitz

⁶ 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.”

increases, the likelihood of re-enrolling also increases (Ruffalo Noel Levitz, 2016). One potential hypothesis, which warrants further investigation, may be that students’ perceptions of satisfaction does not drive students’ likelihood to re-enroll because students enroll at Gallaudet for the availability of direct communication through American Sign Language (ASL).

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

General Satisfaction	Satisfaction Percentage ⁶	Satisfaction Mean Score
Overall satisfaction	34%	4.64
Re-enrollment	48%	4.94

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 2016 to Spring 2018). 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.
2. Composite Scales⁷ –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 comparing 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 for 2015, 2016, and 2018 SSI online⁴.

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.

⁷ Ruffalo Noel Levitz groups most items into composite scales. For a detailed description of scales see the detailed GU SSI report: <http://www.gallaudet.edu/office-of-academic-quality/institutional-research/gu-campus-climate-survey.html>

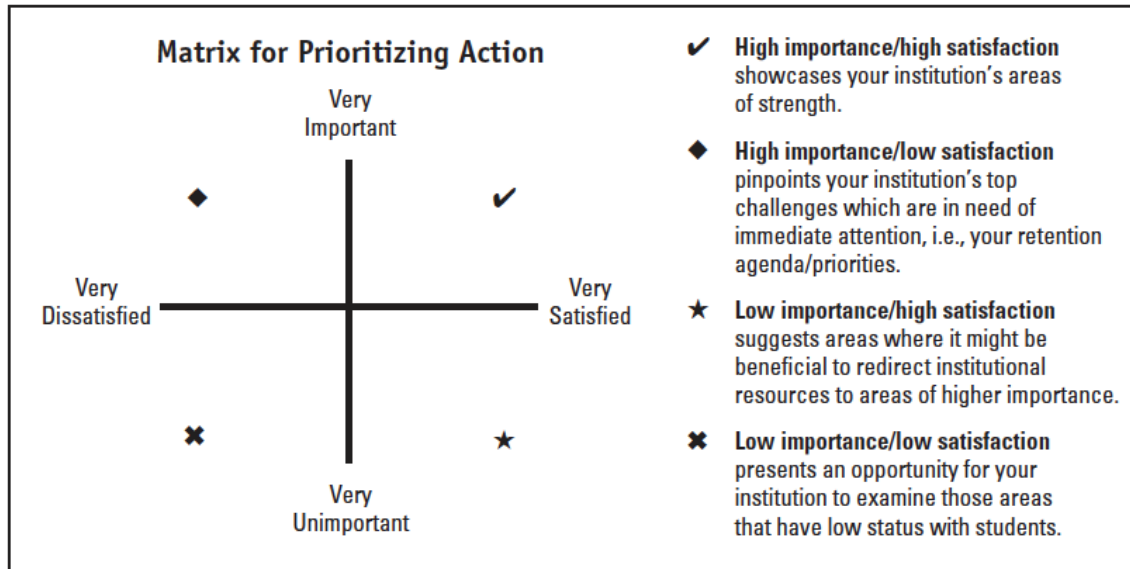


Figure 1. Matrix for prioritizing action

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)

Strengths	Challenges
<ul style="list-style-type: none"> • My academic advisor is knowledgeable about my program requirements. 	<ul style="list-style-type: none"> • Students are made to feel welcome on this campus.
<ul style="list-style-type: none"> • Major requirements are clear and reasonable. 	<ul style="list-style-type: none"> • Security staff respond quickly in emergencies.
<ul style="list-style-type: none"> • My academic advisor is concerned about my success as an individual. 	<ul style="list-style-type: none"> • Financial aid counselors are helpful.
<ul style="list-style-type: none"> • The instruction in my major field is excellent. 	<ul style="list-style-type: none"> • Most students feel a sense of belonging here.
<ul style="list-style-type: none"> • My academic advisor is approachable. 	<ul style="list-style-type: none"> • This institution shows concern for students as individuals.
<ul style="list-style-type: none"> • The content of the courses within my major is valuable. 	<ul style="list-style-type: none"> • There is a strong commitment to racial harmony on this campus.
<ul style="list-style-type: none"> • Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> • Faculty provide timely feedback about student progress in a course.
<ul style="list-style-type: none"> • Computer labs are adequate and accessible. 	<ul style="list-style-type: none"> • Financial aid awards are announced to students in time to be helpful in college planning.

Strengths	Challenges
<ul style="list-style-type: none"> • My academic advisor helps me set goals to work toward. 	<ul style="list-style-type: none"> • The campus is safe and secure for all students.
<ul style="list-style-type: none"> • There are adequate programs or resources in place to strengthen my use of ASL. 	
<ul style="list-style-type: none"> • The university provides sufficient resources that help me effectively use technology for my academic needs. 	
<ul style="list-style-type: none"> • Faculty are usually available after class and during office hours. 	
<ul style="list-style-type: none"> • The personnel involved in registration are helpful. 	
<ul style="list-style-type: none"> • Library resources and services are adequate. 	
<ul style="list-style-type: none"> • Males and females have equal opportunities to participate in intercollegiate athletics. 	
<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**.

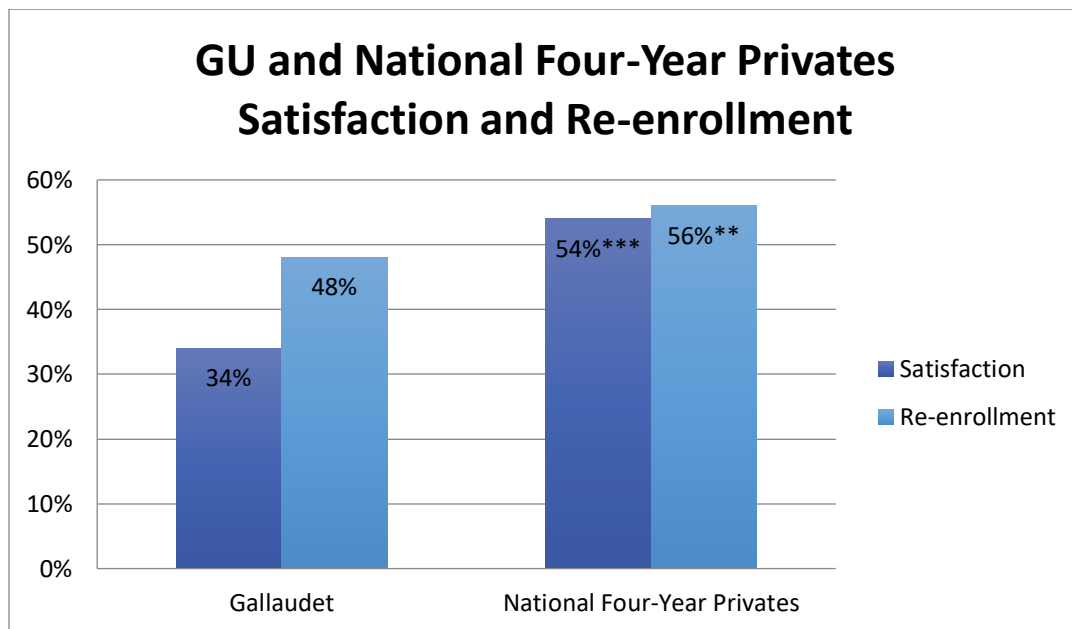
As shown in table 4, factors of financial aid, academic reputation, and cost were the top three factors for enrollment for students at GU and peer institutions. Students at peer institutions also rated each factor at a higher percentage than GU students for all factors except two: recommendations from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

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

Enrollment Factor	Gallaudet University		National Four-Year Privates	
	Importance Percentage ⁶	Importance Mean Score	Importance Percentage ⁶	Importance Mean Score
Financial aid	70%	5.91	81%	6.24
Academic reputation	66%	5.80	78%	6.14
Cost	66%	5.77	77%	6.13
Personalized attention prior to enrollment	63%	5.59	65%	5.70
Geographic setting	55%	5.40	60%	5.51
Campus appearance	53%	5.33	59%	5.53
Recommendations from family/friends	52%	5.24	45%	4.92
Size of institution	45%	5.10	58%	5.48
Opportunity to play sports	39%	4.49	33%	3.89

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 peer institutions were 54% and 56% respectively. For both of these items, the 54% and 56% 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 Comparisons⁷

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, except Academic Advising. Detailed data on scale comparisons to peer institutions can be found online in the GU SSI report⁴.

SSI Item Comparisons

- Out of all 73 SSI items⁸, Gallaudet University students' level of satisfaction was statistically significantly lower for 52 items compared to other institutions. Of the remaining 21 non-significant differences between Gallaudet and other institutions, Gallaudet University's students' level of satisfaction was lower compared to other institutions for all items except seven items. These seven items, in order of the highest difference to the least difference, were:
 - the intercollegiate programs contribute to a strong sense of school spirit
 - computer labs are adequate and accessible
 - the bookstore staff are helpful
 - the library staff are helpful and approachable
 - there are a sufficient number of weekend activities for students
 - the student center is a comfortable place for students to spend their leisure time
 - my academic advisor helps me set goals to work toward

Detailed data on item comparisons to peer institutions can be found online in the GU SSI report⁴.

IV. Comparing 2015 and 2016 Results with 2018 Results

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

A. 2015, 2016, and 2018 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, and 2018, and top factors for each year are in [blue](#).

Gallaudet students rated academic reputation as their top factor for enrollment in 2015, cost as their top factor for enrollment in 2016, and financial aid as their top factor for enrollment in 2018. While the top factor has changed between 2015, 2016, and 2018, the top three factors of cost, financial aid, and academic reputation have not changed.

⁸ 80 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 80 items were standardized and used for all institutions while the remaining 7 items were customized and Gallaudet-specific.

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

Enrollment Factor	2015		2016		2018	
	Importance Percentage ⁶	Importance Mean Score	Importance Percentage ⁶	Importance Mean Score	Importance Percentage ⁶	Importance Mean Score
Cost	68%	5.69	75%	6.02	66%	5.77
Financial aid	72%	5.86	72%	6.12	70%	5.91
Academic reputation	72%	5.94	71%	5.99	66%	5.80
Personalized attention prior to enrollment	56%	5.34	65%	5.58	63%	5.59
Campus appearance	44%	4.88	56%	5.35	53%	5.33
Geographic setting	45%	4.97	52%	5.22	55%	5.40
Recommendations from family/friends	50%	4.88	50%	5.25	52%	5.24
Size of institution	41%	4.57	47%	4.93	45%	5.10
Opportunity to play sports	27%	3.40	32%	3.99	39%	4.49

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

Students who are satisfied are more likely to re-enroll and continue their educational path. And, according to Ruffalo Noel Levitz (2016), satisfaction with the institution typically parallels intent to reenroll. In 2015, 2016 and 2018, GU students indicated lower satisfaction scores than peers. However, they also indicated that they would re-enroll if they had to do it all over again at a higher percentage than their satisfaction scores.

In 2018, GU students rated 3% higher satisfaction scores compared to GU students who responded in 2016, but similar likelihood of re-enrollment. GU students in 2018 rated a 1% higher satisfaction scores and 4% higher likelihood of re-enrollment compared to GU students who responded in 2015. The differences between 2015, 2016, and 2018 were not at a statistically significant level. In other words, students' perceptions of satisfaction as well as students' likelihood to re-enroll were similar in 2015, 2016, and 2018.

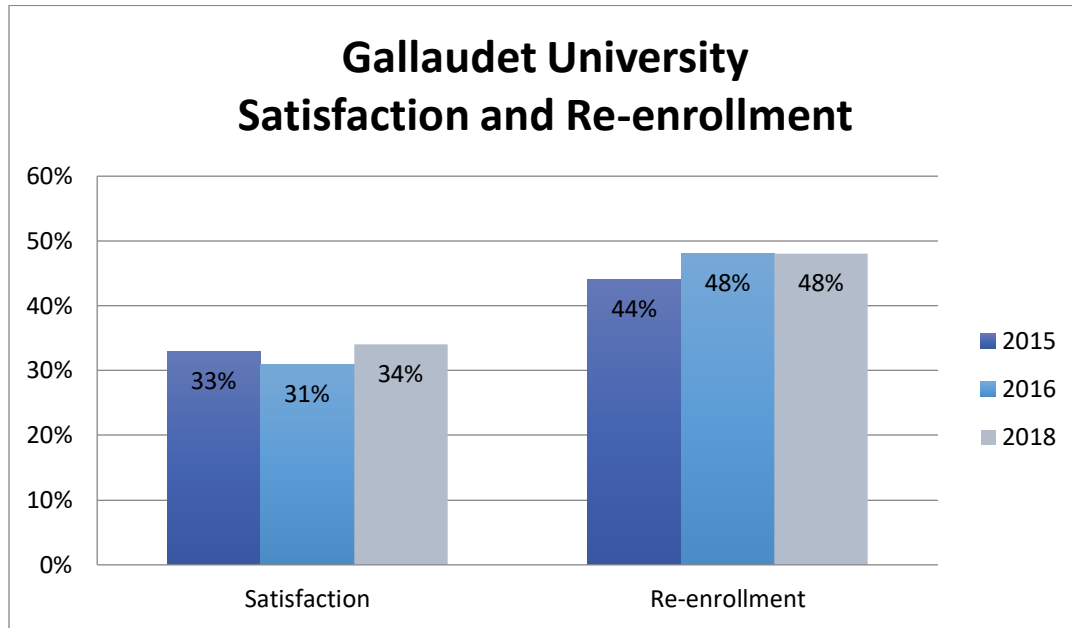


Figure 3. Gallaudet students’ perception of satisfaction and likelihood to re-enroll in 2015, 2016, and 2018

C. 2015, 2016, and 2018 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 and 2016 SSI results online¹.

Areas of strengths and challenges that were identified by students in 2018 have many similarities to areas identified in 2015 and 2016. Campus support including academic advising and resources to support students’ use of technology continued to be reported as strengths, and support services in general are included in 2018’s strengths. Instructional effectiveness, which in 2015 and 2016 included several items of strength continued to be reported as strengths including instruction in majors and faculty’s knowledge of their field. Finding the content of courses to be valuable was identified as a strength in 2015, but not in 2016 was identified as a strength again in 2018.

For 2018, three key campus climate areas continued to be part of Gallaudet’s areas of challenge: “students feel welcome,” “institution shows concern for individuals,” and “strong commitment to racial harmony on this campus.” New areas of challenge emerged this year, specifically “most students feel a sense of belonging here” and “this campus is safe and secure for all students.”

Other areas including financial aid, campus life, safety and security, and instructional effectiveness continued to be part of Gallaudet’s areas of challenges. Of particular note, one area

of challenge with respect to faculty providing timely feedback about student progress in a course that emerged in 2016 continued to be a challenge in 2018. For a full list of 2015 and 2016 comparison of areas of challenge and areas of strengths, 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 a manner that this assessment of student satisfaction can set the retention agenda and provide crucial data for accreditation and strategic planning. As Ruffalo-Noel Levitz (2016) stresses, "student satisfaction is a key component of college persistence and educational completion" (p. 1). Students with higher levels of satisfaction are more likely to return, continue their education, and graduate (Bryant & Bodfish, 2015; Ruffalo Noel Levitz, 2016). In addition, students with higher levels of satisfaction are more likely to give or donate when they become alumni (Bryant, Bodfish & Stever, 2015). 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 (Ruffalo Noel Levitz, 2016). These factors are what drives, not only GU students, but also 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. Therefore, as Ruffalo Noel Levitz (2017) suggests, Gallaudet needs to ensure that the university establishes tuition optimally as well as implements awarding strategies that allow for student segmentation and takes into consideration of students' ability versus willingness to pay.

General Satisfaction

Schreiner (2009) further explain that student satisfaction is a significant predictor of the student's desire to enroll again as well as their actual enrollment the following year after controlling for demographic characteristics and institutional features. In Fall 2017, GU's fall-to-fall retention rate was 63% and six-year graduation rate of first-time, full-time freshmen was 53%. This year, GU students' perception of satisfaction and likelihood to re-enroll are not aligned such that they are more satisfied, but equally likely to re-enroll. Even though students indicate that they are equally likely to re-enroll, GU should focus on creating a welcoming and responsive campus climate that enhances students' experiences. 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 examine further the challenges that we face in terms of student satisfaction. Of particular note, the challenges of issues that are affected on campus, whether or not students believe we are concerned about them as individuals or are concerned about their sense of belonging. And finally, whether or not students perceive that the campus, as a whole has a commitment to diversity and racial harmony.

GU has opportunities to improve campus climate perceptions as suggested by Ruffalo Noel Levitz (2016):

- Identifying avenues that develop “equity-minded practitioners,” who are willing to engage in conversations and decision-making that are necessary and sometimes difficult in addressing equity issues.
- Exploring what “feeling welcome,” “feeling concerned as individuals,” and “institution’s commitment to diversity and racial harmony” at GU means to students.
- Looking for ways to generate and implement appropriate actions or expectations to address these areas of challenges.
- Establishing activities that include orientation for welcoming students, introducing students to campus climate, and building relationships among students, faculty, and staff.
- Training faculty and staff on the importance of their relationships with students including and not limited to positive customer service in all student interactions, identifying students as individuals, and responding to individual student needs
- Maintaining a priority on student safety from both external and internal threats and taking safety issues seriously

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 Lindsay Buchko, Director of Institutional Research at lindsay.buchko@gallaudet.edu.

References

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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	not very satisfied - 1	2	3	4	5	6	7 - very satisfied
(If items 74-83 not available, skip to item 84.)														
74.														
75.														
76.														
77.														
78.														
79.														
80.														
81.														
82.														
83.														
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:														
84.	Part-time students?													
85.	Evening students?													
86.	Older, returning learners?													
87.	Under-represented populations?													
88.	Commuters?													
89.	Students with disabilities?													
How important were each of the following factors in your decision to enroll here?														
90.	Cost													
91.	Financial aid													
92.	Academic reputation													
93.	Size of institution													
94.	Opportunity to play sports													
95.	Recommendations from family/friends													
96.	Geographic setting													
97.	Campus appearance													
98.	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.

- | | | |
|--|--|---|
| <p>99. So far, how has your college experience met your expectations?</p> <p>① Much worse than I expected</p> <p>② Quite a bit worse than I expected</p> <p>③ Worse than I expected</p> <p>④ About what I expected</p> <p>⑤ Better than I expected</p> <p>⑥ Quite a bit better than I expected</p> <p>⑦ Much better than I expected</p> | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all</p> <p>② Not very satisfied</p> <p>③ Somewhat dissatisfied</p> <p>④ Neutral</p> <p>⑤ Somewhat satisfied</p> <p>⑥ Satisfied</p> <p>⑦ Very satisfied</p> | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not</p> <p>② Probably not</p> <p>③ Maybe not</p> <p>④ I don't know</p> <p>⑤ Maybe yes</p> <p>⑥ Probably yes</p> <p>⑦ Definitely yes</p> |
|--|--|---|

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

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. There is a sense of security and freedom 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.

Appendix C: 2015, 2016, and 2018 Areas of Strength and Areas of Challenges

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

Areas of Challenge/Strength	2015	2016	2018
Major requirements are clear and reasonable.	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
There is a strong commitment to racial harmony on this campus.		Challenge	Challenge
Faculty are usually available after class and during office hours.	Strength	Strength	Strength
Tuition paid is a worthwhile investment.	Challenge	Challenge	
Nearly all of the faculty are knowledgeable in their field.	Strength	Strength	Strength
There is a good variety of courses provided on this campus.	Challenge		
There are adequate programs or resources in place to strengthen my use of ASL.			Strength
I am treated with respect for cultural/personal differences at Gallaudet University.	Strength		
There is a sense of security and freedom to express diverse perspectives.	Strength	Challenge	
There is visible leadership to foster diversity/inclusion on campus.		Challenge	
The university provides sufficient resources that help me effectively use technology for my academic needs.	Strength	Strength	Strength
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.			