



***Ruffalo Noel-Levitz Student Satisfaction
Inventory Results: Undergraduate and
Graduate Supplement***

**Gallaudet University
Spring 2019 Report**

Student Success and Academic Quality (SSAQ)
Office of Institutional Research
January 7, 2020

Gallaudet Student Satisfaction Inventory Report: Spring 2019

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I. Student Satisfaction Inventory (SSI) Report Supplement

A. Background

This report is a supplement to the primary Gallaudet University (GU) Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) 2019 Report. While the [GU SSI Report for 2019](#) reports background, methodology, and results for all GU students as a whole, this report analyzes the Strengths and Challenges identified by undergraduate and graduate students separately.

B. Methods

During the 2019 spring semester, the Office of Institutional Research (OIR) administered via email an online version of the Student Satisfaction Inventory (SSI) to the population of GU students: 1,448 students total. Out of 1,448 students, 293 responded (20%). When disaggregating it by undergraduate and graduate students, 233 out of 1,052 (22%) were undergraduate students and 60 out of 396 (15%) were graduate students. Demographic information for respondents is reported at the OIR website under [Detailed Results of SSI 2019](#).

II. Student Satisfaction Survey Results

This report presents SSI results as follows:

- A. Institutional Choice: Undergraduate and Graduate Students
- B. General Satisfaction with GU: Undergraduate and Graduate Students
- C. Strengths and Challenges Identified for Gallaudet: Undergraduate and Graduate Students
- D. Summary and Comparison: 2015, 2016, and 2018 Undergraduates and Graduates

A. Institutional Choice: Undergraduate and Graduate Students

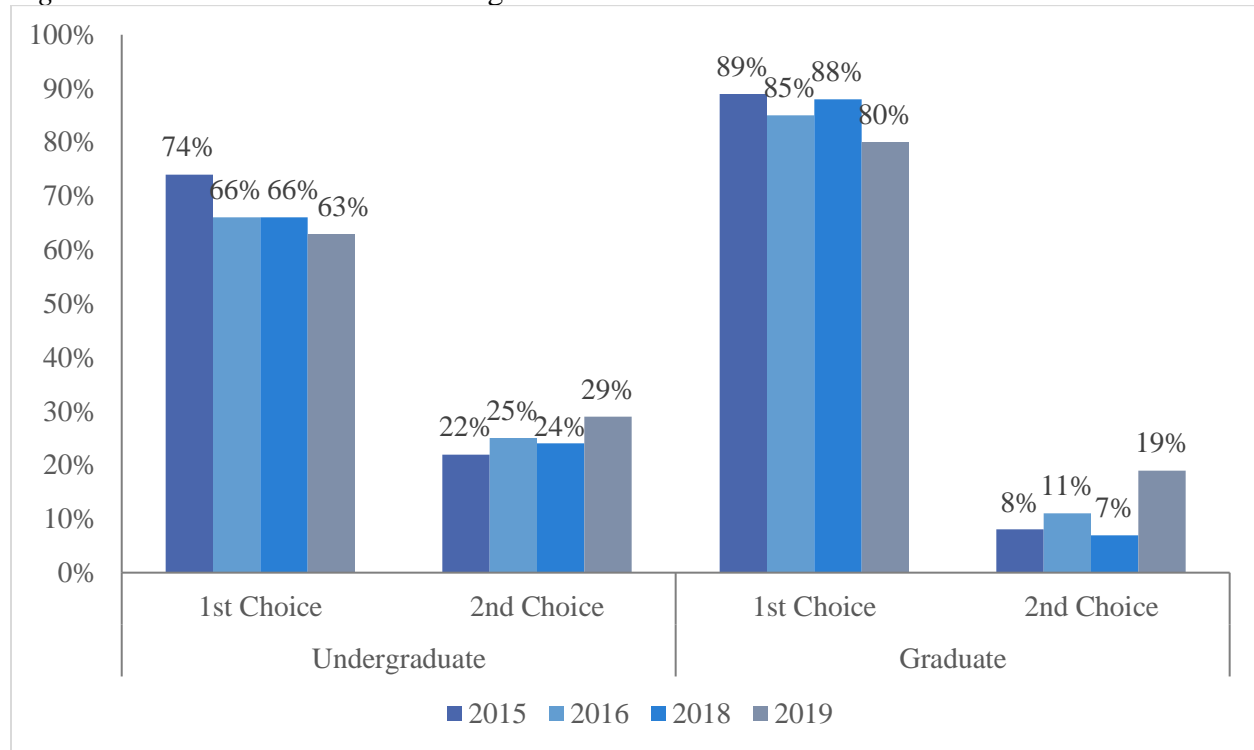
Students were asked to indicate if GU was their first, second, or third/lower choice when they entered college. Students who are at their first-choice institution tend to feel generally more satisfied with their educational experience than those who indicate that GU is their second or third choice.

In 2019, 63% of the undergraduate respondents reported that GU was their first choice institution, and 29% indicated that it was their second choice. Compared to previous surveys in 2015, 2016, and 2018, undergraduate students' institutional choice as first choice and second choice decreased and increased respectively in 2019. Slowly, Gallaudet is increasingly becoming undergraduate students' second choice. Refer to figure 1 for details.

In 2019, 80% of the graduate respondents reported that GU was their first choice and 19% indicated that it was their second choice. Similar to undergraduate students, graduate students' institutional choice as first choice and second choice decreased and increased respectively in 2019 compared to previous surveys in 2015, 2016, and 2018. However, unlike undergraduate students, the trend is not slowly and increasingly becoming graduates' students second choice.

Yet, the percentage of graduate students’ institutional choice as first choice was the lowest at 80% in 2019. Refer to figure 1 for details.

Figure 1. Institutional Choice: Undergraduate and Graduate Students



B. General Satisfaction with Gallaudet: Undergraduate and Graduate Students

The SSI included three items that asked about student satisfaction: if their experiences at Gallaudet met their expectations, satisfaction with their overall experience at Gallaudet, and whether they would reenroll at Gallaudet. Detailed results of the three items are as follows:

- 67% of the GU undergraduate respondents and 63% of the GU graduate respondents said that their **experience at GU had about met, met, or was better than their expectations**. Responses from undergraduate students in 2019 showed a decline compared to 2018, but the same as 2016. Responses from graduate students in 2019 showed a decline compared to previous surveys in 2015, 2016, and 2018. Refer to figure 2 for details.
- 55% of the GU undergraduate respondents and 59% of the GU graduate respondents were **somewhat to very satisfied with their overall experience at GU**. Responses from undergraduate students in 2019 was about the same as 2016, but lower than 2018 whereas, responses from graduate students in 2019 was about the same as 2016, but lower than 2018. Refer to figure 3 for details.
- 51% of the GU undergraduate respondents and 60% of the GU graduate respondents said that they would **probably or definitely enroll at GU if they had to do it again**. In 2019,

responses from both undergraduate and graduate students decreased compared to 2018, but remained higher than 2015 and 2018. The decrease was more notable for graduate students with a change of 21 percentage point between 2018 and 2019. Refer to figure 4 for details.

Figure 2. General Satisfaction: Students Responding that Gallaudet About Met, Met, or Exceeded Their Expectations

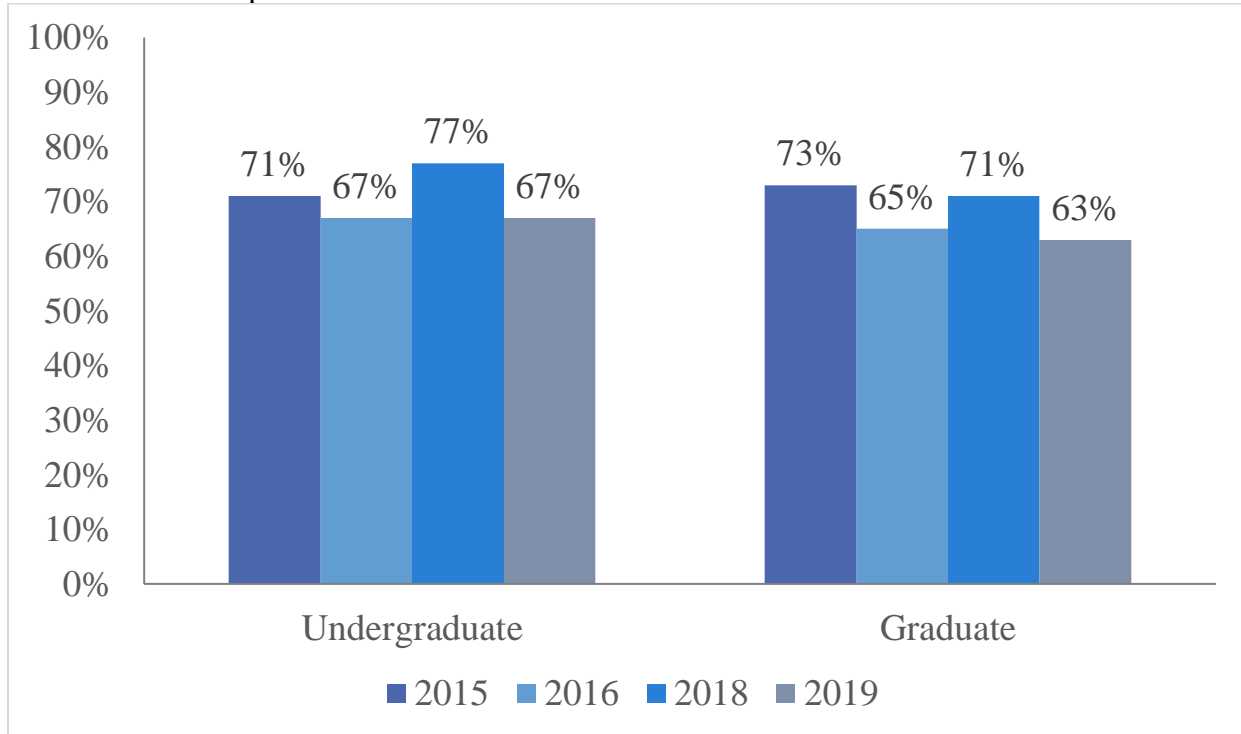


Figure 3. General Satisfaction: Students Responding that They are Somewhat to Very Satisfied with Their Overall Experience at Gallaudet

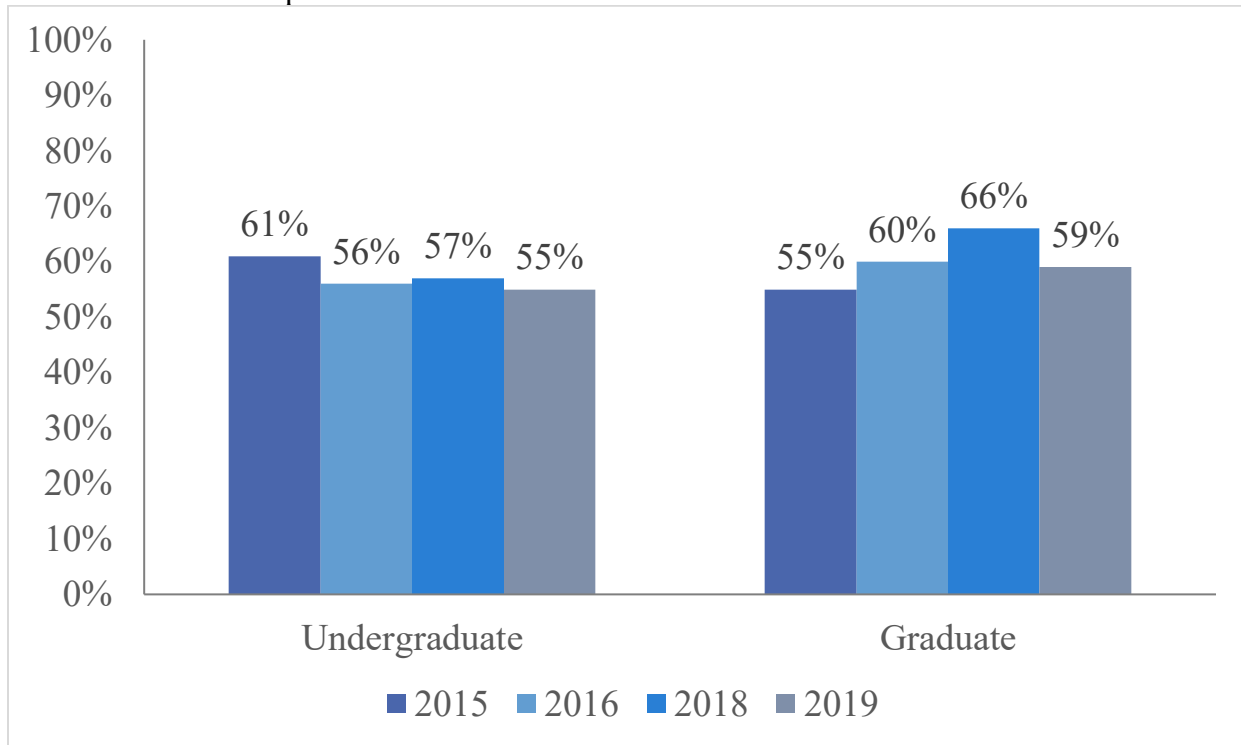
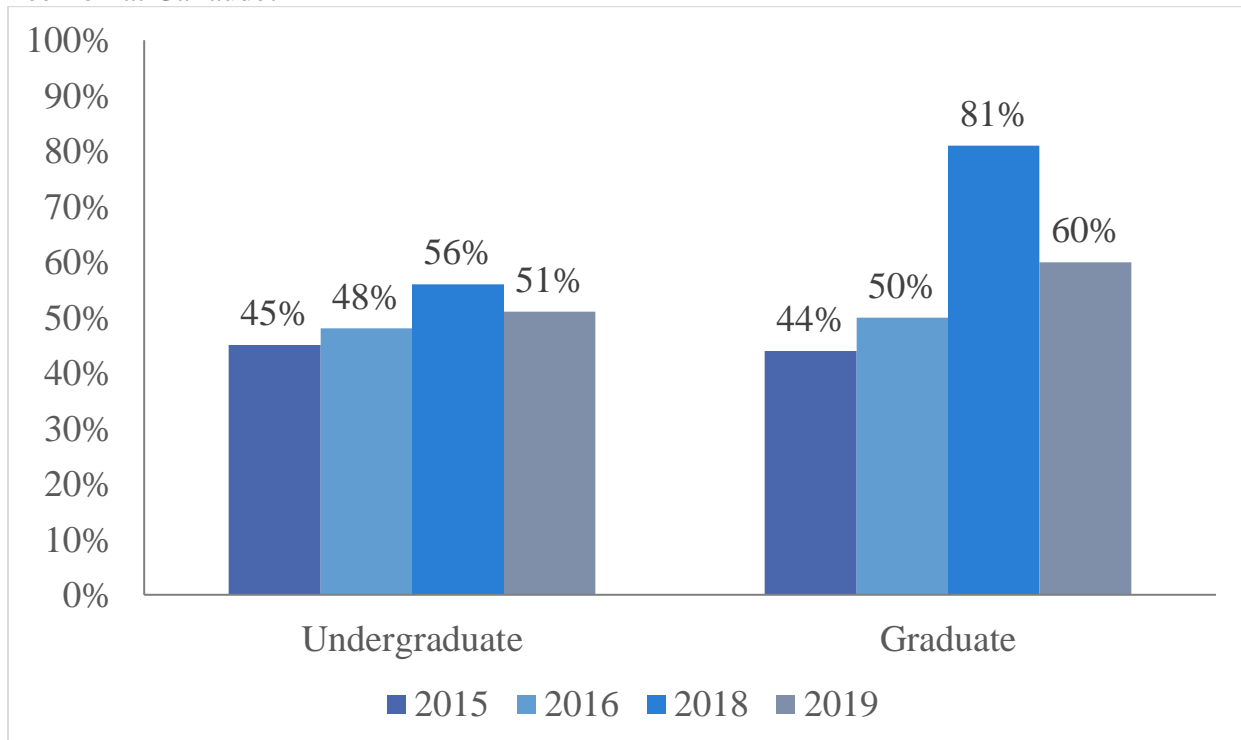


Figure 4. General Satisfaction: Students Responding that They Probably or Definitely Will Reenroll at Gallaudet



C. Strengths and Challenges Identified for Gallaudet: Undergraduate and Graduate Students

Ruffalo Noel-Levitz provides data on the SSI in a variety of different ways. The focus of this section will be on the highest level of analyses: Strengths and Challenges. Items with high importance and high satisfaction highlight the institution's Strengths, and items with high importance and low satisfaction highlight the institution's Challenges, which suggest a focus for institutional action planning. For other types of analyses and more detail, see the Student Satisfaction Survey links at the [GU Campus Climate Survey Website](#). While the primary GU Student Satisfaction Report looked at items that were Strengths and Challenges with all of the data combined (UGRAD, GRAD, and unknown), this report analyzes the responses for Undergraduate and Graduates separately.

The following section of the report present strengths and challenges identified by undergraduate and graduate students and are ordered alphabetically by composite scales and then Gallaudet specific items. Strengths and Challenges that were identified by both undergraduate and graduate students in 2019 were **bolded and underlined**. Items that are identified by both groups require an institutional level of planning to address all students whereas items that are identified by either undergraduates or graduates will require a level of planning with groups who have a specific focus on either undergraduate or graduate students. It is worth noting that the results are ordered by composite scale names and three scales: 1) concern for the individual, 2) service excellence and 3) student centeredness were removed since the items in these scales were repeated in other scales. Refer to Appendix C for all 12 scales and Gallaudet Specific Items.

Academic Advising Scale

Undergraduate students identified all items within the academic advising composite scale as areas of strengths in 2019 and responses were the same as previous years (2015, 2016, and 2018).

Similarly, graduate students identified all items except "my academic advisor helps me set goals to work toward" as areas of strengths in 2019. Responses were also similar to previous years (2015, 2016, and 2018).

Academic Advising	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
My academic advisor is approachable.	STR	STR	STR	STR	STR	STR	STR	STR
My academic advisor is concerned about my success as an individual.*	STR	STR	STR	STR	STR	STR		STR
My academic advisor helps me set goals to work toward.	STR	STR	STR	STR				
My academic advisor is knowledgeable about requirements in my major.	STR	STR	STR	STR	STR	STR	STR	STR
Major requirements are clear and reasonable.	STR	STR	STR	STR	STR	STR	STR	STR

Admissions and Financial Aid Scale

Undergraduate students did not identify any of the items within the admissions and financial aid composite scale as areas of strength or areas of challenge in 2019. Responses were an improvement from previous surveys in which undergraduate students identified areas of challenge with financial aid.

Graduate students on the other hand identified areas of challenge with financial aid counselors and availability of adequate financial aid in 2019. These two areas were identified as areas of challenge in previous years except for 2018. In 2019, graduate students also did not identify the same areas of challenge from 2018. These areas were timely financial aid award announcements and admissions counselors accurately portraying the campus during recruitment.

Admissions and Financial Aid	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Financial aid counselors are helpful.	CHA	CHA	CHA		CHA			CHA
Financial aid awards are announced to students in time to be helpful in college planning.	CHA	CHA	CHA		CHA	CHA	CHA	
Adequate financial aid is available for most students.	CHA	CHA			CHA	CHA		CHA
Admissions counselors accurately portray the campus in their recruiting practices.							CHA	

Campus Climate Scale

Undergraduate students did not identify any areas of strength within the campus climate composite scale. However, they identified four areas of challenge: 1) the campus is safe and secure for all students, 2) students are made to feel welcome on this campus, 3) this institution

shows concern for students as individuals, and 4) freedom of expression is protected on campus. The first three areas of challenge were identified as areas of challenge in previous years. It is worth noting that students made to feel welcome on this campus has always been identified as areas of challenge while the others had a year or two where they were not identified as areas of challenge. The fourth area of challenge related to freedom of expression had been identified as areas of strength in previous years, but was identified as areas of challenge in 2019. With these areas of challenge, sense of belonging in which students feel welcome, safe and secure, and free to express themselves are areas that undergraduate students perceive to be important, but are dissatisfied with.

Graduate students identified one area of strength within the campus climate composite scale. “This institution has a good reputation within the community” was identified as an area of strength for the first time in 2019. Graduate students also identified five areas of challenge. Two of these were the same as undergraduate students’ responses and they were “students are made to feel welcome on this campus” and “this institution shows concern for students as individuals.” The remaining three areas of challenges were: 1) there is a strong commitment to racial harmony on this campus, 2) tuition paid is a worthwhile investment, and 3) channels for expressing student complaints are readily available. The two areas related to racial harmony and tuition paid were also identified as areas of challenges two out of three times this survey was administered in previous years. Channels for expressing student complaints was identified as an area of challenge for the first time in 2019. Graduate students share similar experiences as undergraduate students. However, some areas are unique to graduate students, specifically the tuition paid, channels for expressing student complaints, and the institution’s commitment to racial harmony.

Campus Climate	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Most students feel a sense of belonging here.*			CHA			CHA		
The campus staff are caring and helpful.*					CHA	CHA		
Faculty care about me as an individual.*					STR			
The campus is safe and secure for all students.*	CHA			CHA			CHA	
It is an enjoyable experience to be a student on this campus.*	STR	STR						
I feel a sense of pride about my campus.							STR	
There is a commitment to academic excellence on this campus.*					CHA			
Students are made to feel welcome on this campus.*	CHA	CHA	CHA	CHA	CHA			CHA

I seldom get the "run-around" when seeking information on this campus.*					CHA	CHA		
This institution shows concern for students as individuals.*	CHA		CHA	CHA	CHA	CHA		CHA
There is a strong commitment to racial harmony on this campus.			CHA			CHA	CHA	CHA
Tuition paid is a worthwhile investment.		CHA			CHA	CHA		CHA
Freedom of expression is protected on campus.*	STR		STR	CHA				
This institution has a good reputation within the community								STR
Channels for expressing student complaints are readily available.*								CHA

Campus Life Scale

Undergraduate students identified one area of strength within the campus life composite scale. “Males and females have equal opportunities to participate in intercollegiate athletics” was identified as an area of strength in 2019 as it has in 2015 and 2018. Undergraduate students also identified two areas of challenge: 1) living conditions in the residence halls and 2) freedom of expression is protected on campus. Living conditions in the residence halls had been identified as an area of challenge in 2015, but not in 2016 or 2018. Freedom of expression, as mentioned earlier, was identified as an area of strength in 2015 and 2018, but is now an area of challenge.

Graduate students did not identify any of the items within the campus life composite scale as areas of strength or areas of challenge in 2019. Responses were an improvement from the year before in which graduate students identified areas of challenge with food availability and new student orientation services.

Campus Life	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	CHA			CHA	CHA			
Males and females have equal opportunities to participate in intercollegiate athletics.	STR		STR	STR				
There is an adequate selection of food available in the cafeteria.							CHA	
New student orientation services help students adjust to college.							CHA	
Freedom of expression is protected on campus.*	STR		STR	CHA				

Campus Support Services Scale

Undergraduate students only identified two areas of strength within the campus support services scale in 2019 related to 1) computer labs being adequate and accessible and 2) the bookstore staff being helpful. These two areas of strengths were identified as areas of strengths in previous years. On the other hand, graduate students identified one area of challenge for the first time within the campus support services scale in 2019 related to services in helping them decide upon a career.

Campus Support Services	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Library staff are helpful and approachable.*			STR					
Library resources and services are adequate.						STR	STR	
Computer labs are adequate and accessible.	STR	STR	STR	STR	STR		STR	
Academic support services adequately meet the needs of students.		STR						
There are adequate services to help me decide upon a career.			CHA					CHA
Bookstore staff are helpful.		STR		STR				

Gallaudet Specific Items

Undergraduate students identified four areas of strength with Gallaudet specific items in 2019. These areas were related to 1) adequate programs or resources in place to strengthen their use of ASL, 2) being treated with respect for cultural/personal differences, 3) sufficient resources that help them effectively use technology for their academic needs, and 4) the use of Blackboard as a positive impact on their academics. All of these areas of strengths were identified as areas of strengths in previous years.

Graduate students also identified an area of strength related to sufficient resources that help them effectively use technology for their academic needs in 2019. This was also identified as an area of strength in 2016. Unlike undergraduate students, graduate students identified two areas of challenges with Gallaudet specific items in 2019. One of which was an item that was rewritten for clarity purposes and this item had also been identified as an area of challenge in 2016 and 2018. This area was related to opportunities to express diverse perspectives. The other area of challenge was related to programs and resources in place to strengthen their use of English was identified as an area of challenge for the first time.

Gallaudet Specific Items	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
There are adequate programs or resources in place to strengthen my use of ASL.			STR	STR				
There are adequate programs or resources in place to strengthen my use of English.								CHA
I am treated with respect for cultural/personal differences at Gallaudet University.	STR		STR	STR		CHA		
There is visible leadership to foster diversity/inclusion on campus.		CHA						
The university provides sufficient resources that help me effectively use technology for my academic needs.		STR	STR	STR		STR		STR
The use of Blackboard has had a positive impact on my academics.		STR		STR				
There is a sense of security and freedom to express diverse perspectives.	STR			n/a		CHA	CHA	n/a
This institution has a good sense of inclusion that provides opportunities to express diverse perspectives.	n/a	n/a	n/a		n/a	n/a	n/a	CHA

Instructional Effectiveness Scale

Undergraduate students identified three areas of strength in 2019 related to 1) the instruction in their major field, 2) intellectual growth at Gallaudet, and 3) faculty’s availability. Undergraduate students identified experiencing intellectual growth and faculty’s availability after class and during office hours as areas of strength in previous years except for 2018. Since these two areas were re-identified as areas of strength in 2019, Gallaudet should consider this as an improvement. Undergraduate students identified the instruction in their major field as excellent for the first time in 2019. It is also worth noting that in all previous years, undergraduate students indicated that nearly all faculty are knowledgeable in their field as an area of strength, but not in 2019. Undergraduate students also identified two areas of challenge, one of which was identified for the first time in 2019. The area that was identified for the first time was faculty are fair and unbiased in their treatment of individual students. The other area that was identified was faculty provide timely feedback about student progress in a course. This was also identified as an area of challenge in 2016.

Graduate students identified seven areas of strength, all of which were identified in previous years and five of which were identified in all four administered years. These areas of strength were 1) the content of the courses within their major is valuable, 2) instruction in their major field is excellent, 3) I am able to experience intellectual growth here, 4) the quality of instruction I receive in most of my classes is excellent, 5) adjunct faculty are competent as classroom instructors, 6) faculty are usually available after class and during office hours, 6) nearly all of the

faculty are knowledgeable in their field, and 7) graduate teaching assistants are competent as classroom instructors. Graduate students also identified one area of challenge, which has also been identified as an area of challenge in all four administered years. This area of challenge is “faculty are fair and unbiased in their treatment of individual students.” It is worth noting that “faculty provide timely feedback about student progress in a course” was an area of challenge that had been identified as an area of challenge in all previous years except 2019.

Instructional Effectiveness	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Faculty care about me as an individual.*					STR			
The content of the courses within my major is valuable.	STR	CHA	STR		STR	STR	STR	STR
The instruction in my major field is excellent.				STR	STR	STR	STR	STR
Faculty are fair and unbiased in their treatment of individual students.*				CHA	CHA	CHA	CHA	CHA
I am able to experience intellectual growth here.	STR	STR		STR	STR	STR	STR	STR
There is a commitment to academic excellence on this campus.*					CHA			
Faculty provide timely feedback about student progress in a course.		CHA		CHA	CHA	CHA	CHA	
Faculty take into consideration student differences as they teach a course.			CHA					
The quality of instruction I receive in most of my classes is excellent.					STR		STR	STR
Adjunct faculty are competent as classroom instructors.							STR	STR
Faculty are usually available after class and during office hours.	STR	STR		STR	STR	STR	STR	STR
Nearly all of the faculty are knowledgeable in their field.	STR	STR	STR		STR	STR	STR	STR
There is a good variety of courses provided on this campus.	CHA							
Graduate teaching assistants are competent as classroom instructors.					STR			STR

Registration Effectiveness Scale

Undergraduate students only identified an area of strength in 2019 within the registration effectiveness scale and that is “the personnel involved in registration are helpful.” This is an area

of strength that undergraduate students also identified in 2016 and 2018. It is also worth noting that undergraduate students identified “I am able to register for classes I need with few conflicts” as an area of challenge in 2018, but not in 2019. Unlike undergraduate students, graduate students identified this as an area of strength. Graduate students identified this area as an area of strength in 2016 and 2018. Graduate students also identified an area of challenge for the first time in 2019 related to “billing policies are reasonable.”

Registration Effectiveness	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
The personnel involved in registration are helpful.*		STR	STR	STR			STR	
I am able to register for classes I need with few conflicts.		STR	CHA		STR		STR	STR
Billing policies are reasonable.								CHA

Safety and Security Scale

Undergraduate students only identified one area of challenge within the safety and security scale and that is “the campus is safe and secure for all students.” It is worth noting that undergraduate students identified “security staff respond quickly in emergencies” as an area of challenge in all previous administered years, but not in 2019.

Graduate students only identified one area of strength within the safety and security scale and that is “security staff respond quickly in emergencies.” This is a shift from previous administered years in which graduate students consistently identified this as an area of challenge. Further, graduate students in 2018 identified that “the campus is safe and secure for all students” as an area of challenge, but not in 2019. In summary, areas of challenges for graduate students in 2018 improved in 2019.

Safety and Security	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
The campus is safe and secure for all students.*	CHA			CHA			CHA	
Security staff respond quickly in emergencies.	CHA	CHA	CHA		CHA	CHA	CHA	STR

D. Summary and Comparison: 2015, 2016, 2018, and 2019 Undergraduates and Graduates

A few items remained consistent from 2015, 2016, 2018, and 2019. Items related to academic advising remain an area of Strength for Gallaudet as reported by both Undergraduate and Graduate respondents.

There were a few key differences in content in the items identified in 2019 when compared to 2015, 2016, and 2018. Broad campus climate statements including “students are made to feel welcome on this campus” and “this institution shows concern for students as individuals” were identified as particularly important for campus to take note of in strengthening campus climate.

Key takeaways from the 2019 results in comparison to 2015, 2016 and 2018 results are that undergraduate students continued to identify feeling welcome and that the institution cares about them as a concern. Whereas graduate students had not identified the same as undergraduate students in 2018, but they did in 2019.

Undergraduate students also identified faculty being fair and unbiased in their treatment of individual students and the campus is well maintained as new concerns for 2019 despite identifying the instruction in their major field is excellent as a new strength for 2018.

Graduate students identified this institution has a good reputation within the community as a new strength for 2019, but also identified that the billing policies are reasonable and adequate programs or resources in place to strengthen English as a new concern for 2019, and opportunities to express diverse perspectives as a continued concern for 2019.

For a complete list of areas of strength and areas of challenge identified in 2015, 2016, 2018 and 2019 by undergraduate and graduate students, refer to Appendix C.

III. Conclusion

Comprehensively, the data from GU’s administration of the Ruffalo Noel-Levitz Student Satisfaction Inventory 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 need to identify who they serve: all undergraduate and graduate students, only undergraduate students or only graduate students. If the individual or unit serves all undergraduate and graduate students, then areas of strength and areas of challenge for both undergraduate and graduate students will need to be reviewed. If the individual or unit serves only undergraduate students or only graduate students, then areas of strength and areas of challenge unique to the students that the individual or unit serves will need to be reviewed. Each individual and 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 welcoming students? Showing concern? What decisions does your unit make that demonstrate a commitment to academic excellence? Where do you, as one individual who makes a difference in the lives of GU students, fit in?

For more detailed information on the survey data, see the Detailed Results of the Student Satisfaction Inventory at the [Gallaudet Climate Survey](#) website or contact Dr. Lindsay Buchko, Director of Institutional Research at lindsay.buchko@gallaudet.edu.



Ruffalo Noel Levitz Student Satisfaction Inventory Results: Undergrad and Grad
Gallaudet University Spring 2019

Appendix A: Noel-Levitz Student Satisfaction Inventory

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						
	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						
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
1.								●							
2.								●							
3.								●							
4.								●							
5.								●							
6.								●							
7.								●							
8.								●							
9.								●							
10.								●							
11.								●							
12.								●							
13.								●							
14.								●							
15.								●							
16.								●							
17.								●							
18.								●							
19.								●							
20.								●							

SERIAL #

PLEASE DO NOT MARK IN THIS AREA

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 - 4	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 does not apply				not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1	
		(If items 74-83 not available, skip to item 84.)			
<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"/> does not apply	74. 75. 76. 77. 78. 79. 80. 81. 82. 83.	<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"/> does not apply	74. 75. 76. 77. 78. 79. 80. 81. 82. 83.	<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"/> does not apply	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?					
<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	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	<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	90. 91. 92. 93. 94. 95. 96. 97. 98.	<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	90. 91. 92. 93. 94. 95. 96. 97. 98.

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

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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115. Major:
 Fill in major code from list provided by your institution.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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. This institution has a good 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.

Appendix C: 2015, 2016, and 2018 Areas of Strength and Areas of Challenge Identified by Undergraduate and Graduate Students

Academic Advising	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
My academic advisor is approachable.	STR	STR	STR	STR	STR	STR	STR	STR
My academic advisor is concerned about my success as an individual.*	STR	STR	STR	STR	STR	STR		STR
My academic advisor helps me set goals to work toward.	STR	STR	STR	STR				
My academic advisor is knowledgeable about requirements in my major.	STR	STR	STR	STR	STR	STR	STR	STR
Major requirements are clear and reasonable.	STR	STR	STR	STR	STR	STR	STR	STR

Admissions and Financial Aid	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Financial aid counselors are helpful.	CHA	CHA	CHA		CHA			CHA
Financial aid awards are announced to students in time to be helpful in college planning.	CHA	CHA	CHA		CHA	CHA	CHA	
Adequate financial aid is available for most students.	CHA	CHA			CHA	CHA		CHA
Admissions counselors accurately portray the campus in their recruiting practices.							CHA	

Campus Climate	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Most students feel a sense of belonging here.*			CHA			CHA		
The campus staff are caring and helpful.*					CHA	CHA		
Faculty care about me as an individual.*					STR			
The campus is safe and secure for all students.*	CHA			CHA			CHA	

It is an enjoyable experience to be a student on this campus.*	STR	STR						
I feel a sense of pride about my campus.							STR	
There is a commitment to academic excellence on this campus.*					CHA			
Students are made to feel welcome on this campus.*	CHA	CHA	CHA	CHA	CHA			CHA
I seldom get the "run-around" when seeking information on this campus.*					CHA	CHA		
This institution shows concern for students as individuals.*	CHA		CHA	CHA	CHA	CHA		CHA
There is a strong commitment to racial harmony on this campus.			CHA			CHA	CHA	CHA
Tuition paid is a worthwhile investment.		CHA			CHA	CHA		CHA
Freedom of expression is protected on campus.*	STR		STR	CHA				
This institution has a good reputation within the community								STR
Channels for expressing student complaints are readily available.*								CHA

Campus Life	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	CHA			CHA	CHA			
Males and females have equal opportunities to participate in intercollegiate athletics.	STR		STR	STR				
There is an adequate selection of food available in the cafeteria.							CHA	
New student orientation services help students adjust to college.							CHA	
Freedom of expression is protected on campus.*	STR		STR	CHA				

Campus Support Services	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Library staff are helpful and approachable.*			STR					
Library resources and services are adequate.						STR	STR	
Computer labs are adequate and accessible.	STR	STR	STR	STR	STR		STR	
Academic support services adequately meet the needs of students.		STR						
There are adequate services to help me decide upon a career.			CHA					CHA
Bookstore staff are helpful.		STR		STR				

Gallaudet Specific Items	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
There are adequate programs or resources in place to strengthen my use of ASL.			STR	STR				
There are adequate programs or resources in place to strengthen my use of English.								CHA
I am treated with respect for cultural/personal differences at Gallaudet University.	STR		STR	STR		CHA		
There is visible leadership to foster diversity/inclusion on campus.		CHA						
The university provides sufficient resources that help me effectively use technology for my academic needs.		STR	STR	STR		STR		STR
The use of Blackboard has had a positive impact on my academics.		STR		STR				
There is a sense of security and freedom to express diverse perspectives.	STR			n/a		CHA	CHA	n/a
This institution has a good sense of inclusion that provides opportunities to express diverse perspectives.	n/a	n/a	n/a		n/a	n/a	n/a	CHA

Instructional Effectiveness	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
Faculty care about me as an individual.*					STR			
The content of the courses within my major is valuable.	STR	CHA	STR		STR	STR	STR	STR
The instruction in my major field is excellent.				STR	STR	STR	STR	STR
Faculty are fair and unbiased in their treatment of individual students.*				CHA	CHA	CHA	CHA	CHA
I am able to experience intellectual growth here.	STR	STR		STR	STR	STR	STR	STR
There is a commitment to academic excellence on this campus.*					CHA			
Faculty provide timely feedback about student progress in a course.		CHA		CHA	CHA	CHA	CHA	
Faculty take into consideration student differences as they teach a course.			CHA					
The quality of instruction I receive in most of my classes is excellent.					STR		STR	STR
Adjunct faculty are competent as classroom instructors.							STR	STR
Faculty are usually available after class and during office hours.	STR	STR		STR	STR	STR	STR	STR
Nearly all of the faculty are knowledgeable in their field.	STR	STR	STR		STR	STR	STR	STR
There is a good variety of courses provided on this campus.	CHA							
Graduate teaching assistants are competent as classroom instructors.					STR			STR

Registration Effectiveness	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
The personnel involved in registration are helpful.*		STR	STR	STR			STR	
I am able to register for classes I need with few conflicts.		STR	CHA		STR		STR	STR
Billing policies are reasonable.								CHA

Safety and Security	UGRAD				GRAD			
	2015	2016	2018	2019	2015	2016	2018	2019
The campus is safe and secure for all students.*	CHA			CHA			CHA	
Security staff respond quickly in emergencies.	CHA	CHA	CHA		CHA	CHA	CHA	STR