



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

**Gallaudet University
Spring 2019 Report**

Student Success and Academic Quality (SSAQ)
Office of Institutional Research
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Gallaudet Student Satisfaction Inventory Report: Spring 2019

Executive Summary	3
I. Introduction	6
A. Background	6
B. Methods	6
II. Student Satisfaction Survey Results	7
A. Institutional Choice – Why Gallaudet University?	7
B. General Satisfaction with Gallaudet University	7
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?	10
B. GU compared to Peers: General Satisfaction	11
C. GU compared to Peers: Student Experiences	12
IV. Comparing 2015, 2016, and 2018 Results with 2019 Results	12
A. 2015, 2016, 2018, and 2019 Comparison: Institutional Choice – Why Gallaudet University?	13
B. 2015, 2016, 2018, and 2019 Comparison: General Satisfaction with Gallaudet University	14
C. 2015, 2016, 2018, and 2019 Comparison: Student Experiences at Gallaudet University	15
V. Key Takeaways	16
References	18
Appendix A: Ruffalo Noel Levitz Student Satisfaction Inventory	19
Appendix B: Gallaudet-Specific Questions for the Student Satisfaction Inventory	23
Appendix C: 2015, 2016, and 2018 Areas of Strength and Areas of Challenges	24

Executive Summary

Spring 2019 semester was the fourth administration of the Student Satisfaction Inventory (SSI¹) at Gallaudet University (GU). A total of 293 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 318 private 4-year institutions².

The SSI includes 98 + 19 items. The first 83 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 20% response rate; equivalent to the average SSI response rate of 20% (Ruffalo Noel Levitz, 2017b).
- 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 2018, Gallaudet students indicated a 9% lower satisfaction with their experience, and a 10% lower likelihood of re-enrolling if they had to do it all over again. (25% satisfied and 38% re-enroll).
- Many of the areas of strength and areas of challenges identified in 2015, 2016, and 2018 were also identified in 2019. The tables below list all area of strengths and challenges for 2019. 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 = 4)
• My academic advisor is approachable.	4 (2015, 2016, 2018, and 2019)
• I am able to experience intellectual growth here.	3 (2015, 2016, and 2019)
• The instruction in my major field is excellent.	4 (2015, 2016, 2018, and 2019)
• My academic advisor is knowledgeable about my program requirements.	4 (2015, 2016, 2018, and 2019)
• Major requirements are clear and reasonable.	4 (2015, 2016, 2018, and 2019)

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 = 4)
<ul style="list-style-type: none"> • My academic advisor is concerned about my success as an individual. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • The quality of instruction I receive in most of my classes is excellent. 	2 (2015 and 2019)
<ul style="list-style-type: none"> • The content of the courses within my major is valuable. 	3 (2015, 2018, and 2019)
<ul style="list-style-type: none"> • Nearly all faculty are knowledgeable in their field. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • Computer labs are adequate and accessible. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • There are adequate programs or resources in place to strengthen my use of ASL. 	2 (2018, and 2019)
<ul style="list-style-type: none"> • Faculty are usually available after class and during office hours. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • Males and females have equal opportunities to participate in intercollegiate athletics. 	2 (2018, and 2019)
<ul style="list-style-type: none"> • The university provides sufficient resources that help me effectively use technology for my academic needs. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • My academic advisor helps me set goals to work toward. 	3 (2016, 2018, and 2019)
<ul style="list-style-type: none"> • Adjunct faculty are competent as classroom instructors. 	1 (2019)
<ul style="list-style-type: none"> • Bookstore staff are helpful. 	1 (2019)

Challenges	Number of times the item has been identified as a challenge (MAX = 4)
<ul style="list-style-type: none"> • Students are made to feel welcome on this campus. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • This institution shows concern for students as individuals. 	4 (2015, 2016, 2018, and 2019)
<ul style="list-style-type: none"> • The campus is safe and secure for all students. 	2 (2018, and 2019)
<ul style="list-style-type: none"> • Faculty provide timely feedback about student progress in a course. 	3 (2016, 2018, and 2019)
<ul style="list-style-type: none"> • Faculty are fair and unbiased in their treatment of individual students. 	3 (2015, 2016, and 2019)
<ul style="list-style-type: none"> • There is visible leadership to foster diversity/inclusion on campus. 	2 (2016 and 2019)

Challenges	Number of times the item has been identified as a challenge (MAX = 4)
<ul style="list-style-type: none"> Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) 	3 (2015, 2016, and 2019)
<ul style="list-style-type: none"> There is a strong commitment to racial harmony on this campus. 	3 (2016, 2018, and 2019)
<ul style="list-style-type: none"> On the whole, the campus is well maintained. 	1 (2019)
<ul style="list-style-type: none"> Adequate financial aid is available for most students. 	3 (2015, 2016, and 2019)
<ul style="list-style-type: none"> There is transparent and informed communication throughout the university community. 	1 (2019)

- Gallaudet students' level of satisfaction was significantly lower for all 12 scales when compared to students at peer institutions, and for 66 items out of 73 items (90%).

Scale	Gallaudet's Satisfaction Score	Peer Institution's Satisfaction Score
Academic Advising	5.40	5.64
Campus Climate	4.55	5.42
Campus Life	4.53	5.11
Campus Support Services	5.23	5.61
Concern for the Individual	4.72	5.44
Instructional Effectiveness	4.86	5.59
Recruitment and Financial Aid	4.53	5.25
Registration Effectiveness	4.75	5.27
Responsiveness to Diverse Populations	4.69	5.36
Safety and Security	4.31	5.06
Service Excellence	4.74	5.35
Student Centeredness	4.56	5.48

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 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 83 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). Ten of the items were Gallaudet-specific questions. These ten items were added to address areas of particular interest and relevance to GU including ASL/English bilingualism, diversity, 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 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, since the NSSE was administered in Spring 2017. The SSI was administered for the fourth time in Spring 2019. Results from the SSI are monitored as indicators of progress on the University's Strategic Plan and compared to a cohort of 318 four-year private institutions.

B. Methods

During the 2019 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: 1,448 students (1,052 undergraduate and 396 graduate students). A total of 293 students responded to the survey. Demographic information for respondents is reported in the detailed GU SSI report online³. These 293 responses represent an overall response rate of 20%, which is equal to the average response rate of 20% reported by Ruffalo Noel Levitz for the SSI (Ruffalo Noel Levitz, 2017b). Of the 293 respondents, 233 were undergraduate students (22%) and 60 (15%) 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 (70%) influencing their 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 ⁴	Importance Mean Score
Financial aid	70%	5.92
Cost	68%	5.88
Academic reputation	65%	5.79
Campus appearance	59%	5.50
Personalized attention prior to enrollment	57%	5.48
Geographic setting	52%	5.26
Recommendations from family/friends	49%	5.23
Size of institution	45%	4.97
Opportunity to play sports	35%	4.32

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 2019, GU students indicated 9% lower satisfaction scores than students who responded in 2018, and indicated 10% lower likelihood that they would re-enroll if they had to do it all over again. This pattern aligns with research showing strong positive relationships between these two items where if the satisfaction scores increases, the likelihood of re-enrolling also increases (Ruffalo Noel Levitz, 2016).

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

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.”

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

General Satisfaction	Satisfaction Percentage ⁴	Satisfaction Mean Score
Overall satisfaction	25%	4.43
Re-enrollment	38%	4.53

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 2018 to Spring 2019). 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 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 for 2015, 2016, 2018, and 2019 SSI online³.

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.

⁵ 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>

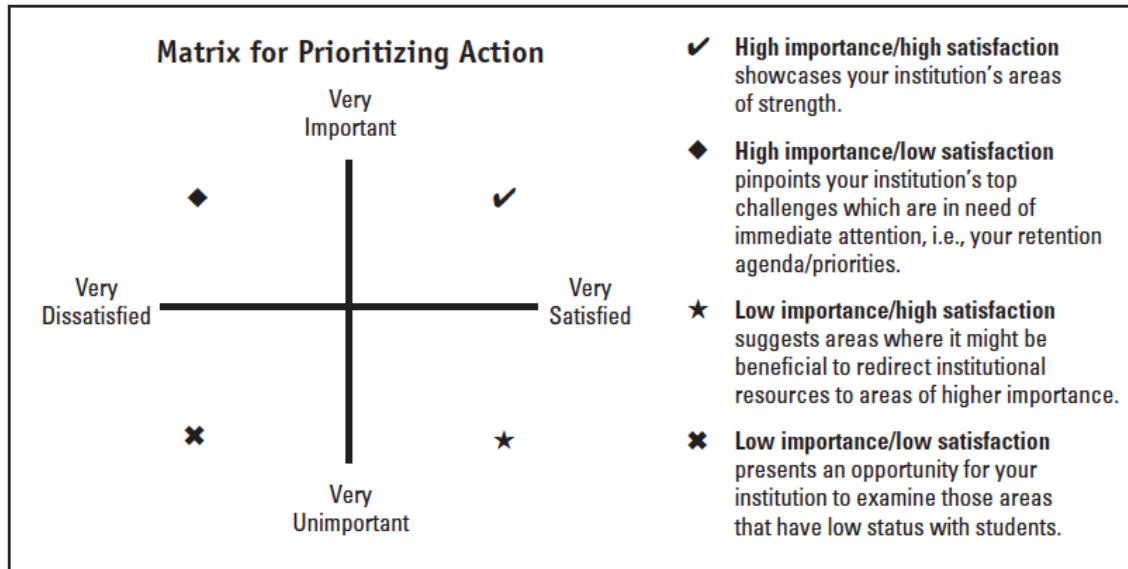


Figure 1. Matrix for prioritizing action

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 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"> • Faculty provide timely feedback about student progress in a course.
<ul style="list-style-type: none"> • Major requirements are clear and reasonable. 	<ul style="list-style-type: none"> • Faculty are fair and unbiased in their treatment of individual students.
<ul style="list-style-type: none"> • My academic advisor is concerned about my success as an individual. 	<ul style="list-style-type: none"> • There is visible leadership to foster diversity/inclusion on campus.
<ul style="list-style-type: none"> • The quality of instruction I receive in most of my classes is excellent. 	<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"> • There is a strong commitment to racial harmony on this campus.

Strengths	Challenges
<ul style="list-style-type: none"> Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> On the whole, the campus is well maintained.
<ul style="list-style-type: none"> Computer labs are adequate and accessible. 	<ul style="list-style-type: none"> Adequate financial aid is available for most 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"> There is transparent and informed communication throughout the university community.
<ul style="list-style-type: none"> Faculty are usually available after class and during office hours. 	
<ul style="list-style-type: none"> Males and females have equal opportunities to participate in intercollegiate athletics. 	
<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"> My academic advisor helps me set goals to work toward. 	
<ul style="list-style-type: none"> Adjunct faculty are competent as classroom instructors. 	
<ul style="list-style-type: none"> Bookstore staff are helpful. 	

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**.

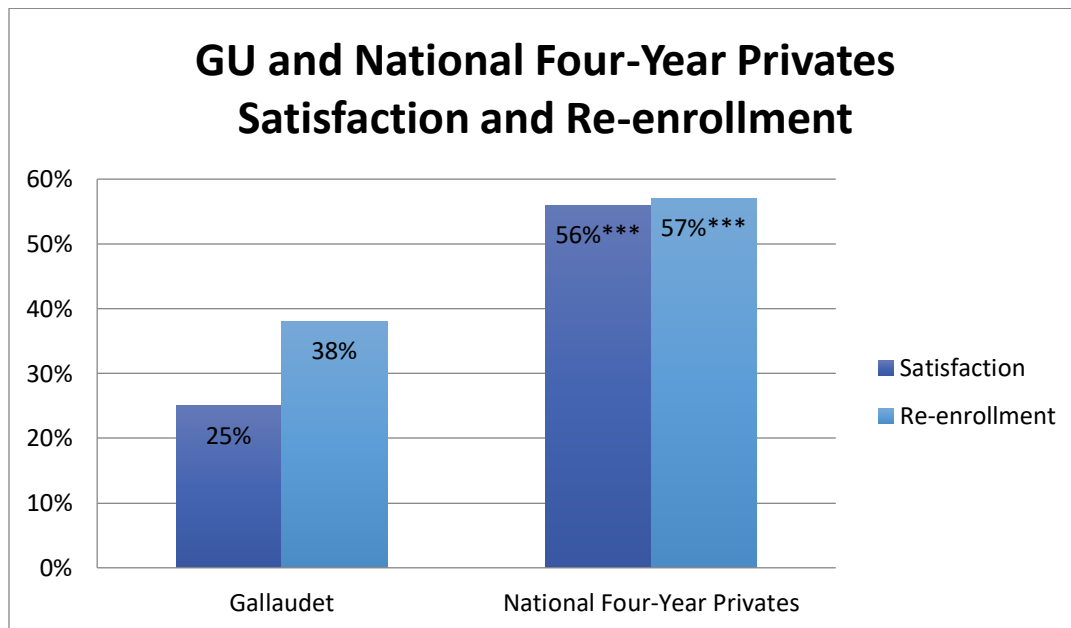
As shown in table 4, factors of financial aid, academic reputation, and cost were the top three factors for enrollment for students at GU and peer institutions. Students at peer institutions also rated each factor at a higher percentage than GU students for all factors except two: recommendations from 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 ⁴	Importance Mean Score	Importance Percentage ⁴	Importance Mean Score
Financial aid	70%	5.92	82%	6.27
Cost	68%	5.88	78%	6.15
Academic reputation	65%	5.79	78%	6.14
Campus appearance	59%	5.50	59%	5.53
Personalized attention prior to enrollment	57%	5.48	64%	5.67
Geographic setting	52%	5.26	59%	5.48
Recommendations from family/friends	49%	5.23	45%	4.93
Size of institution	45%	4.97	57%	5.47
Opportunity to play sports	35%	4.32	34%	3.93

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 25% and 38% respectively. For both of these items, the 56% 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	5.40	5.64
Campus Climate	4.55	5.42
Campus Life	4.53	5.11
Campus Support Services	5.23	5.61
Concern for the Individual	4.72	5.44
Instructional Effectiveness	4.86	5.59
Recruitment and Financial Aid	4.53	5.25
Registration Effectiveness	4.75	5.27
Responsiveness to Diverse Populations	4.69	5.36
Safety and Security	4.31	5.06
Service Excellence	4.74	5.35
Student Centeredness	4.56	5.48

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 seven with 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 two. These two items, in order of the highest difference to the least difference, were:
 - the bookstore staff are helpful
 - computer labs are adequate and accessible

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

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

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

⁶ 83 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 83 items were standardized and used for all institutions while the remaining ten items were customized and Gallaudet-specific.

A. 2015, 2016, 2018, and 2019 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 and 2019. While the top factor has changed for each survey administration with the exception of 2019, the top three factors of cost, financial aid, and academic reputation have not changed.

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

Enrollment Factor	2015		2016		2018		2019	
	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score	Importance Percentage	Importance Mean Score
Financial aid	72%	5.86	72%	6.12	70%	5.91	70%	5.92
Cost	68%	5.69	75%	6.02	66%	5.77	68%	5.88
Academic reputation	72%	5.94	71%	5.99	66%	5.80	65%	5.79
Campus appearance	44%	4.88	56%	5.35	53%	5.33	59%	5.50
Personalized attention prior to enrollment	56%	5.34	65%	5.58	63%	5.59	57%	5.48
Geographic setting	45%	4.97	52%	5.22	55%	5.40	52%	5.26
Recommendations from family/friends	50%	4.88	50%	5.25	52%	5.24	49%	5.23
Size of institution	41%	4.57	47%	4.93	45%	5.10	45%	4.97
Opportunity to play sports	27%	3.40	32%	3.99	39%	4.49	35%	4.32

B. 2015, 2016, 2018, and 2019 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 every survey administration, 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 2019, GU students rated 9% lower satisfaction scores compared and a 10% lower likelihood of re-enrollment compared to GU students who responded in 2018. The satisfaction scores and likelihood to re-enroll is the lowest among all four years of survey administration. The differences between 2015, 2016, 2018, and 2019 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, 2018, and 2019.

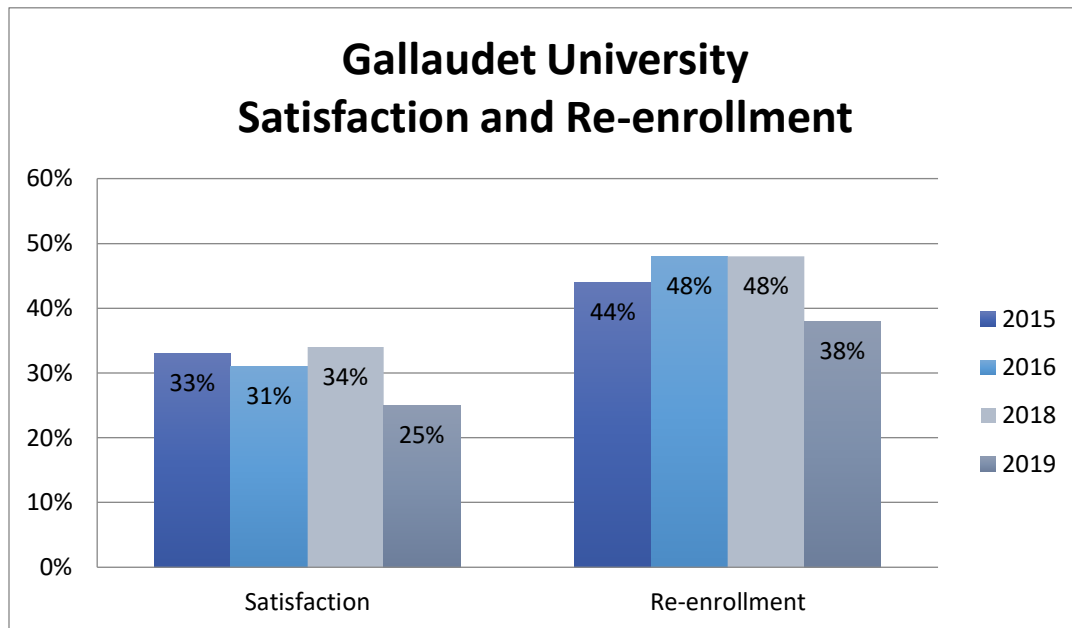


Figure 3. Gallaudet students’ perception of satisfaction and likelihood to re-enroll in 2015, 2016, 2018 and 2019

C. 2015, 2016, 2018, and 2019 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, and 2018 SSI results online¹.

Areas of strengths and challenges that were identified by students in 2019 have many similarities to areas identified in 2018. 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 continued to be reported as strengths including instruction in majors, faculty’s knowledge of their field, and finding the content of courses to be valuable. Being able to experience intellectual growth was identified as a strength in 2015 and 2016, but not in 2018. However, it was identified as a strength again in 2019. Quality of instruction was identified as a strength in 2015 and again in 2019, but not in 2016 or 2018. New areas of strength emerged this year, specifically “adjunct faculty are competent as classroom instructors” and “bookstore staff are helpful.”

For 2019, three key campus climate factors 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 “there is transparent and informed communication throughout the university community” and “on the whole, the campus is well maintained.”

Other areas including financial aid, campus life, and instructional effectiveness continued to be a part of Gallaudet's area of challenge. 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 and 2019. Additionally, another area of challenge with respect to visible leadership to foster diversity/inclusion on campus, emerged in 2016 continued to be a challenge in 2019. For a full list of comparison of areas of challenge and areas of strengths for 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 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 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 (2017a) 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. This year, GU students' perception of satisfaction and likelihood to re-enroll are aligned such that they are less satisfied, and less likely to re-enroll. Since students indicate that they are less 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 further examine 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 making them feel welcomed, 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.

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	Importance to me . . .		
	<ul style="list-style-type: none"> 1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 1 2 3 4 5 6 7
	does not apply		
1	21. The amount of student parking space on campus is adequate.		1 2 3 4 5 6 7
2	22. Counseling staff care about students as individuals.		1 2 3 4 5 6 7
3	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).		1 2 3 4 5 6 7
4	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.		1 2 3 4 5 6 7
5	25. Faculty are fair and unbiased in their treatment of individual students.		1 2 3 4 5 6 7
6	26. Computer labs are adequate and accessible.		1 2 3 4 5 6 7
7	27. The personnel involved in registration are helpful.		1 2 3 4 5 6 7
8	28. Parking lots are well-lighted and secure.		1 2 3 4 5 6 7
9	29. It is an enjoyable experience to be a student on this campus.		1 2 3 4 5 6 7
10	30. Residence hall staff are concerned about me as an individual.		1 2 3 4 5 6 7
11	31. Males and females have equal opportunities to participate in intercollegiate athletics.		1 2 3 4 5 6 7
12	32. Tutoring services are readily available.		1 2 3 4 5 6 7
13	33. My academic advisor is knowledgeable about requirements in my major.		1 2 3 4 5 6 7
14	34. I am able to register for classes I need with few conflicts.		1 2 3 4 5 6 7
15	35. The assessment and course placement procedures are reasonable.		1 2 3 4 5 6 7
16	36. Security staff respond quickly in emergencies.		1 2 3 4 5 6 7
17	37. I feel a sense of pride about my campus.		1 2 3 4 5 6 7
18	38. There is an adequate selection of food available in the cafeteria.		1 2 3 4 5 6 7
19	39. I am able to experience intellectual growth here.		1 2 3 4 5 6 7
20	40. Residence hall regulations are reasonable.		1 2 3 4 5 6 7
21	41. There is a commitment to academic excellence on this campus.		1 2 3 4 5 6 7
22	42. There are a sufficient number of weekend activities for students.		1 2 3 4 5 6 7
23	43. Admissions counselors respond to prospective students' unique needs and requests.		1 2 3 4 5 6 7
24	44. Academic support services adequately meet the needs of students.		1 2 3 4 5 6 7
25	45. Students are made to feel welcome on this campus.		1 2 3 4 5 6 7
26	46. I can easily get involved in campus organizations.		1 2 3 4 5 6 7
27	47. Faculty provide timely feedback about student progress in a course.		1 2 3 4 5 6 7
28	48. Admissions counselors accurately portray the campus in their recruiting practices.		1 2 3 4 5 6 7
29	49. There are adequate services to help me decide upon a career.		1 2 3 4 5 6 7
30	50. Class change (drop/add) policies are reasonable.		1 2 3 4 5 6 7
31	51. This institution has a good reputation within the community.		1 2 3 4 5 6 7
32	52. The student center is a comfortable place for students to spend their leisure time.		1 2 3 4 5 6 7
33	53. Faculty take into consideration student differences as they teach a course.		1 2 3 4 5 6 7
34	54. Bookstore staff are helpful.		1 2 3 4 5 6 7
35	55. Major requirements are clear and reasonable.		1 2 3 4 5 6 7
36	56. The student handbook provides helpful information about campus life.		1 2 3 4 5 6 7
37	57. I seldom get the "run-around" when seeking information on this campus.		1 2 3 4 5 6 7
38	58. The quality of instruction I receive in most of my classes is excellent.		1 2 3 4 5 6 7
39	59. This institution shows concern for students as individuals.		1 2 3 4 5 6 7
40	60. I generally know what's happening on campus.		1 2 3 4 5 6 7
41	61. Adjunct faculty are competent as classroom instructors.		1 2 3 4 5 6 7
42	62. There is a strong commitment to racial harmony on this campus.		1 2 3 4 5 6 7
43	63. Student disciplinary procedures are fair.		1 2 3 4 5 6 7
44	64. New student orientation services help students adjust to college.		1 2 3 4 5 6 7
45	65. Faculty are usually available after class and during office hours.		1 2 3 4 5 6 7
46	66. Tuition paid is a worthwhile investment.		1 2 3 4 5 6 7
47	67. Freedom of expression is protected on campus.		1 2 3 4 5 6 7
48	68. Nearly all of the faculty are knowledgeable in their field.		1 2 3 4 5 6 7
49	69. There is a good variety of courses provided on this campus.		1 2 3 4 5 6 7
50	70. Graduate teaching assistants are competent as classroom instructors.		1 2 3 4 5 6 7
51	71. Channels for expressing student complaints are readily available.		1 2 3 4 5 6 7
52	72. On the whole, the campus is well-maintained.		1 2 3 4 5 6 7
53	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 - 4	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1
does not apply													
(If items 74-83 not available, skip to item 84.)													
74.							74.						
75.							75.						
76.							76.						
77.							77.						
78.							78.						
79.							79.						
80.							80.						
81.							81.						
82.							82.						
83.							83.						
<p>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</p> <p>84. Part-time students?</p> <p>85. Evening students?</p> <p>86. Older, returning learners?</p> <p>87. Under-represented populations?</p> <p>88. Commuters?</p> <p>89. Students with disabilities?</p>													
<p>How important were each of the following factors in your decision to enroll here?</p> <p>90. Cost</p> <p>91. Financial aid</p> <p>92. Academic reputation</p> <p>93. Size of institution</p> <p>94. Opportunity to play sports</p> <p>95. Recommendations from family/friends</p> <p>96. Geographic setting</p> <p>97. Campus appearance</p> <p>98. Personalized attention prior to enrollment</p>													

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

PROOF

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 #

SCANTRON Mark Reflex® MM100850-7:3

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.
10. The career center is knowledgeable about expectations for jobs in my field

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

Areas of Challenge/Strength	2015	2016	2018	2019
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
The campus is safe and secure for all students.			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	
My academic advisor is concerned about my success as an individual.	Strength	Strength	Strength	Strength
The instruction in my major field is excellent.	Strength	Strength	Strength	Strength
Adequate financial aid is available for most students.	Challenge	Challenge		Challenge
Library resources and services are adequate.			Strength	
My academic advisor helps me set goals to work toward.		Strength	Strength	Strength
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	Challenge	Challenge		Challenge
Faculty are fair and unbiased in their treatment of individual students.	Challenge	Challenge		Challenge
Computer labs are adequate and accessible.	Strength	Strength	Strength	Strength
The personnel involved in registration are helpful.			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
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		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	Challenge
Faculty provide timely feedback about student progress in a course.		Challenge	Challenge	Challenge
Major requirements are clear and reasonable.	Strength	Strength	Strength	Strength

Areas of Challenge/Strength	2015	2016	2018	2019
The quality of instruction I receive in most of my classes is excellent.	Strength			Strength
This institution shows concern for students as individuals.	Challenge	Challenge	Challenge	Challenge
There is a strong commitment to racial harmony on this campus.		Challenge	Challenge	Challenge
Faculty are usually available after class and during office hours.	Strength	Strength	Strength	Strength
Tuition paid is a worthwhile investment.	Challenge	Challenge		
Nearly all of the faculty are knowledgeable in their field.	Strength	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	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		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
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.				