



***Noel-Levitz Student Satisfaction  
Inventory Results: Disaggregated by  
Undergraduate and Graduate***

***Gallaudet University  
Spring 2015 Report***

---

December 18, 2015

---

Office of Institutional Research

---

---

# Gallaudet Student Satisfaction Inventory Spring 2015

---

<b>EXECUTIVE SUMMARY .....</b>	<b>2</b>
<b>I. ADDENDUM TO STUDENT SATISFACTION INVENTORY 2015 REPORT.....</b>	<b>5</b>
A. BACKGROUND.....	5
B. METHODS.....	5
<b>II. STUDENT SATISFACTION SURVEY RESULTS.....</b>	<b>5</b>
A. INSTITUTIONAL CHOICE .....	5
B. GENERAL SATISFACTION.....	5
C. PRIORITIZING STRENGTHS AND CHALLENGES .....	7
D. GALLAUDET UNIVERSITY RESULTS BY COMPOSITE SCALE .....	8
<b>III. COMPARING GU WITH THE NATIONAL COMPARISON GROUPS .....</b>	<b>16</b>
<b>IV. PROPOSED NEXT STEPS .....</b>	<b>16</b>
<b>APPENDIX A: NOEL-LEVITZ STUDENT SATISFACTION INVENTORY .....</b>	<b>18</b>
<b>APPENDIX B: GALLAUDET-SPECIFIC QUESTIONS FOR THE STUDENT SATISFACTION INVENTORY.....</b>	<b>22</b>
<b>APPENDIX C: DESCRIPTIVE STATISTICS FOR ADDITIONAL DEMOGRAPHIC QUESTIONS .....</b>	<b>23</b>
<b>APPENDIX D: RANKING OF COMPOSITE SCALES .....</b>	<b>28</b>
<b>APPENDIX E: SCALE SPECIFIC ITEMS BY UNDERGRADUATE AND GRADUATE .....</b>	<b>30</b>

### Executive Summary

Spring 2015 semester was the first administration of the Student Satisfaction Inventory (SSI) at Gallaudet University (GU). It was completed by 284 students; 148 undergraduate and 106 graduate students. Results from this year’s SSI are compared to a cohort of private 4-year institutions. The next scheduled administration of the SSI is in spring 2016, which will allow us to compare results longitudinally.

The SSI includes 96 items that 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.

- 16% response rate for undergraduate students and 25% response rate for graduate students. Overall, the response rate is 21%, which is 1% higher than the average SSI response rate of 20%.
- SSI items were grouped into composite scales based on the statistical and conceptual analyses. In the first two tables below, all areas of strength and areas of challenge unique to undergraduate student or graduate students are listed. The third table lists areas of strength and areas of challenges to both undergraduate and graduate students.

***UNDERGRADUATE (in order of importance)***

<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• <b>My academic advisor is knowledgeable about requirements in my major.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• The campus is safe and secure for all students.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The content of the courses within my major is valuable.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are made to feel welcome on this campus.*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>My academic advisor is concerned about my success as an individual.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is a good variety of courses provided on this campus.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>I am able to experience intellectual growth here.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Security staff respond quickly in emergencies.*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>My academic advisor is approachable.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>It is an enjoyable experience to be a student on this campus.</b></li> </ul>	<ul style="list-style-type: none"> <li>• This institution shows concern for students as individuals.*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>I am treated with respect for cultural/personal differences at Gallaudet University.</b></li> </ul>	<ul style="list-style-type: none"> <li>• On the whole, the campus is well-maintained.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Major requirements are clear and reasonable.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Financial aid awards are announced to students in time to be helpful in college planning.*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>There is a sense of security and freedom to express diverse perspectives.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Financial aid counselors are helpful.*</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Computer labs are adequate and accessible.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adequate financial aid is available for most students.*</li> </ul>

Strengths	Challenges
<ul style="list-style-type: none"> <li>Nearly all of the faculty are knowledgeable in their field.*</li> </ul>	
<ul style="list-style-type: none"> <li>My academic advisor helps me set goals to work toward.</li> </ul>	
<ul style="list-style-type: none"> <li>Faculty are usually available after class and during office hours.*</li> </ul>	
<ul style="list-style-type: none"> <li>Males and females have equal opportunities to participate in intercollegiate athletics.</li> </ul>	
<ul style="list-style-type: none"> <li>Freedom of expression is protected on campus.</li> </ul>	

\* Item is an area of strength or area of challenge for both undergraduate and graduate students

**GRADUATE (in order of importance)**

Strengths	Challenges
<ul style="list-style-type: none"> <li>The instruction in my major field is excellent.</li> </ul>	<ul style="list-style-type: none"> <li>Tuition paid is a worthwhile investment.</li> </ul>
<ul style="list-style-type: none"> <li>The quality of instruction I receive in most of my classes is excellent.</li> </ul>	<ul style="list-style-type: none"> <li>Security staff respond quickly in emergencies.*</li> </ul>
<ul style="list-style-type: none"> <li>I am able to experience intellectual growth here.*</li> </ul>	<ul style="list-style-type: none"> <li>Faculty provide timely feedback about student progress in a course.</li> </ul>
<ul style="list-style-type: none"> <li>Nearly all of the faculty are knowledgeable in their field.*</li> </ul>	<ul style="list-style-type: none"> <li>There is a commitment to academic excellence on this campus.</li> </ul>
<ul style="list-style-type: none"> <li>My academic advisor is knowledgeable about requirements in my major.*</li> </ul>	<ul style="list-style-type: none"> <li>Students are made to feel welcome on this campus.*</li> </ul>
<ul style="list-style-type: none"> <li>The content of the courses within my major is valuable.*</li> </ul>	<ul style="list-style-type: none"> <li>Faculty are fair and unbiased in their treatment of individual students.</li> </ul>
<ul style="list-style-type: none"> <li>I am able to register for classes I need with few conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>This institution shows concern for students as individuals.*</li> </ul>
<ul style="list-style-type: none"> <li>Faculty care about me as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>The campus staff are caring and helpful.</li> </ul>
<ul style="list-style-type: none"> <li>Major requirements are clear and reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate financial aid is available for most students.*</li> </ul>
<ul style="list-style-type: none"> <li>Major requirements are clear and reasonable.*</li> </ul>	<ul style="list-style-type: none"> <li>I seldom get the “run-around” when seeking information on this campus.</li> </ul>
<ul style="list-style-type: none"> <li>My academic advisor is concerned about my success as an individual.*</li> </ul>	<ul style="list-style-type: none"> <li>Financial aid counselors are helpful.*</li> </ul>
<ul style="list-style-type: none"> <li>My academic advisor is approachable.*</li> </ul>	<ul style="list-style-type: none"> <li>Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)*</li> </ul>
<ul style="list-style-type: none"> <li>Faculty are usually available after class and during office hours.*</li> </ul>	<ul style="list-style-type: none"> <li>Financial aid awards are announced to students in time to be helpful in college planning.*</li> </ul>

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Graduate teaching assistants are competent as classroom instructors.</li> </ul>	
<ul style="list-style-type: none"> <li>• Computer labs are adequate and accessible.*</li> </ul>	
<ul style="list-style-type: none"> <li>• The assessment and course placement procedures are reasonable.</li> </ul>	

\* Item is an area of strength or area of challenge for both undergraduate and graduate students

## I. Addendum to Student Satisfaction Inventory 2015 Report

### A. Background

This is an addendum to the Noel-Levitz Student Satisfaction Inventory (SSI) 2015 report. For additional information on the background, methodology, and overall results of the SSI, refer to the Student Satisfaction Inventory 2015 Report on the Office of Institutional Research website.<sup>1</sup>

### B. Methods

During the 2015 spring semester, the Office of Institutional Research administered via email the on-line version of the Noel-Levitz Student Satisfaction Inventory (SSI) to the population of GU students: 1374 undergraduate and graduate students. A total of 282 students responded to the survey. Demographic information for respondents is reported in Appendix C. These 282 responses represent an overall response rate of 21%, 1% higher than the average response rate of 22% reported by Noel-Levitz for the SSI<sup>2</sup>. Of the 282 respondents, 148 were undergraduate students (16%) and 106 (25%) were graduate students.

## II. Student Satisfaction Survey Results

This report presents detailed SSI results as follows:

- A. Institutional choice by undergraduate and graduate students
- B. General satisfaction with GU by undergraduate and graduate students
- C. Overall, Undergraduate, and Graduate GU results by composite scale<sup>3</sup>

### A. Institutional Choice

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. 74% of the undergraduate respondents selected GU as their first choice, and 22% indicated it was their second choice. 89% of the graduate respondents selected GU as their first choice, and 8% indicated it was their second choice.

### B. General Satisfaction

The SSI included three items that asked about student satisfaction. Student satisfaction did not differ much between undergraduate students and graduate students.

- 71% of the GU undergraduate respondents and 73% of the GU graduate respondents said that their experience at GU had about met or met their expectations or was better.
- 61% of the GU undergraduate respondents and 55% of the GU graduate respondents were somewhat to very satisfied with their overall experience at GU.

---

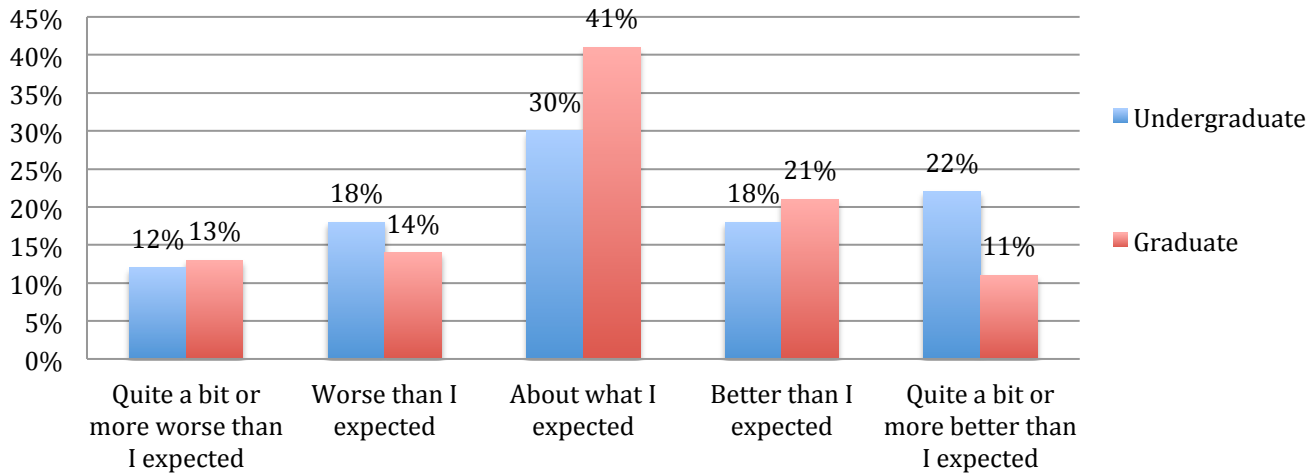
<sup>1</sup> Student Satisfaction Inventory (SSI) 2015 report can be found at <http://www.gallaudet.edu/office-of-academic-quality/institutional-research/gu-campus-climate-survey.html>

<sup>2</sup> Personal communication with Noel-Levitz

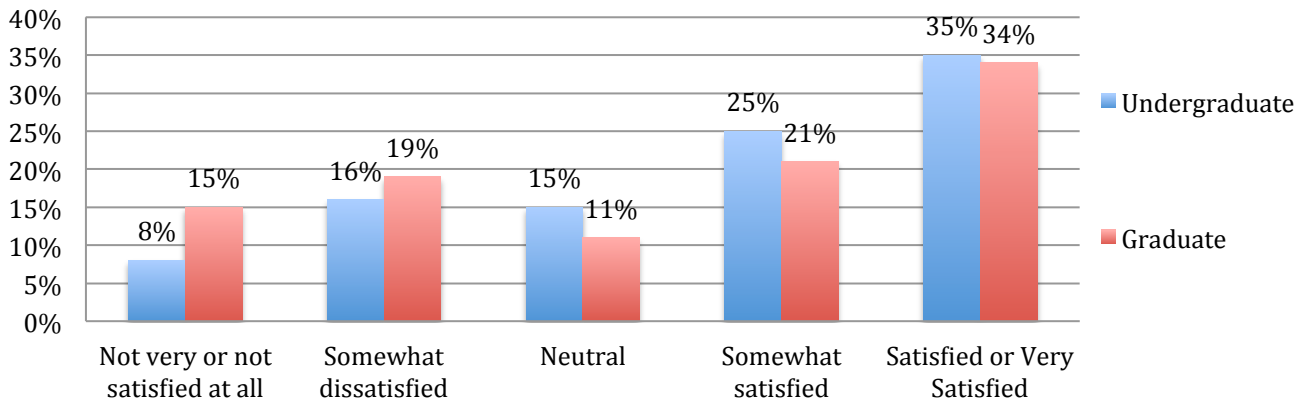
<sup>3</sup> Noel-Levitz groups most items into composite scales. For a detailed description of scales see Appendix F

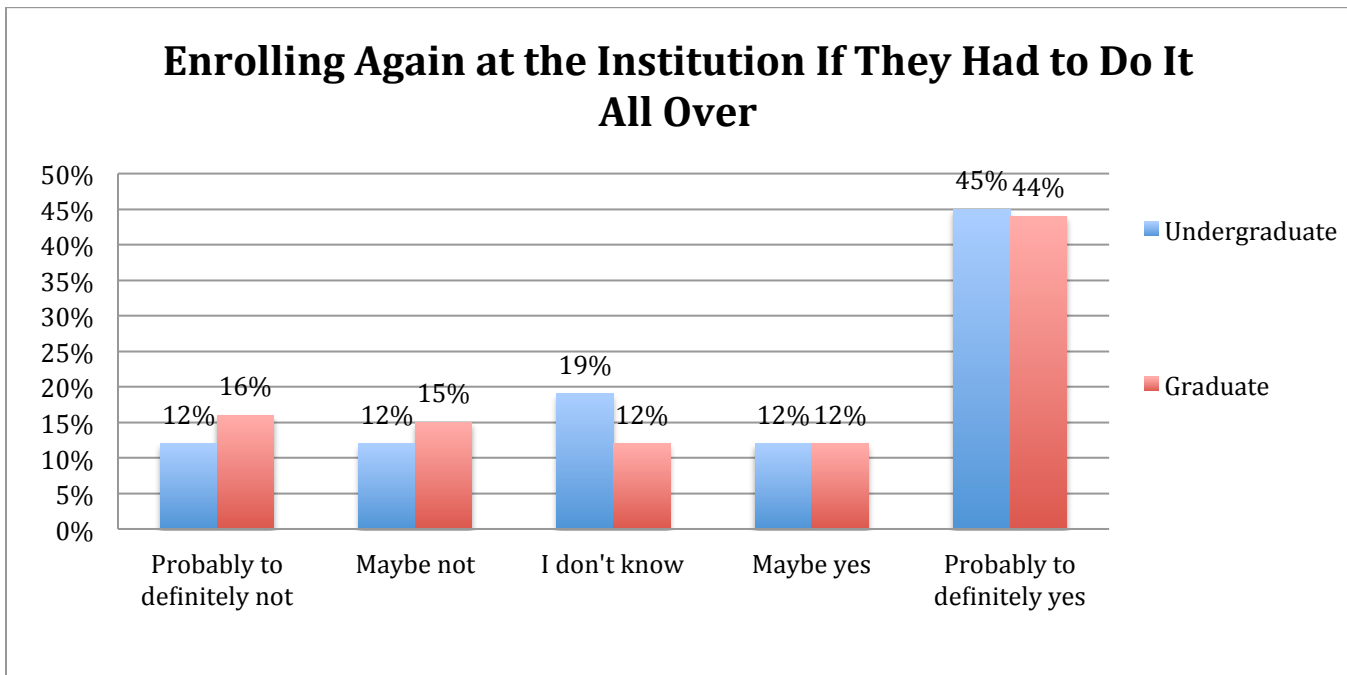
- 45% of the GU undergraduate respondents and 44% of the GU graduate respondents said that they would probably or definitely enroll at GU if they had to do it again.

### College Experience Meeting the Student's Expectations



### Overall Satisfaction with the Student Experience at the Institution





### C. Prioritizing Strengths and Challenges

Noel-Levitz suggests using the matrix in figure 1 to analyze SSI results and prioritize actions.

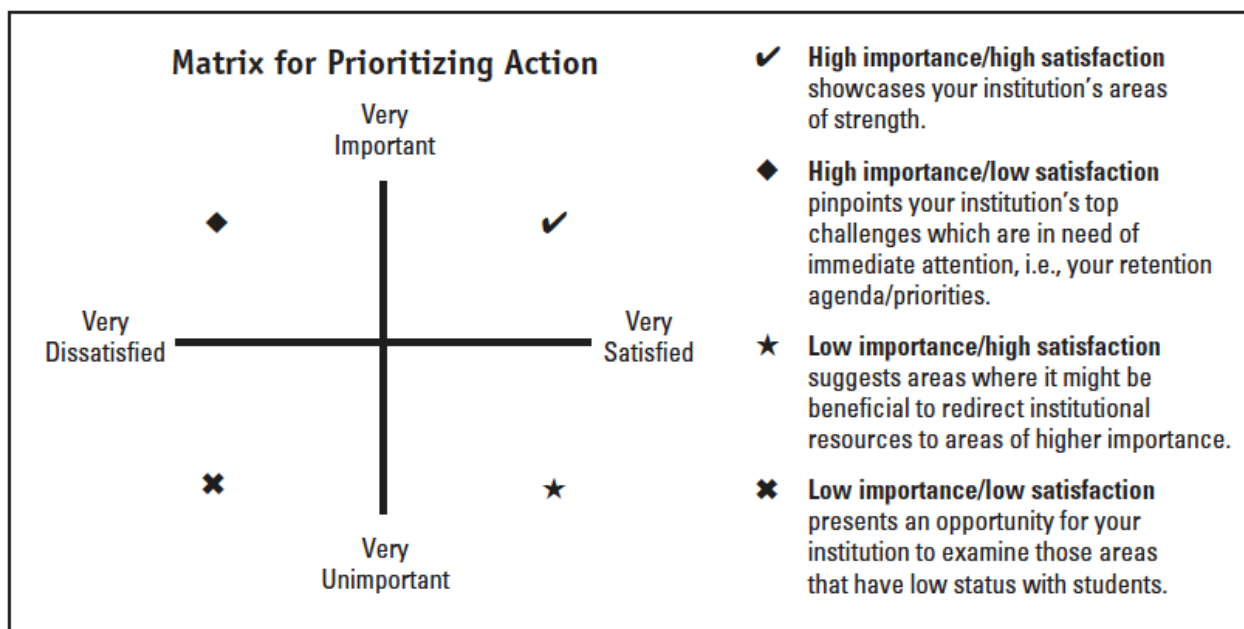


Figure 1. Matrix for Prioritizing Action

In identifying areas of strength, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the items' average satisfaction score was in the top 25% of all items' satisfaction scores. In identifying areas of challenges, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the item's average satisfaction score was in the bottom 25% of all items' satisfaction scores or the gap (difference between importance and satisfaction) was in the top 25% of all items' gap scores. In other words, items



with high importance and high satisfaction are the institution's areas of strength, and items with high importance and low satisfaction are the institution's top challenges which are in need of immediate attention.

#### **D. Gallaudet University Results by Composite Scale**

Noel-Levitz has grouped most SSI items into composite scales based on statistical and conceptual analyses. Some of the SSI items appear in multiple scales. The scores for these scales provide an overall big-picture view of student satisfaction. While overall composite scale scores provide an indicator of general student satisfaction for each area, individual items within each scale must be evaluated to determine if any particular item within the scale is an outlier (see Appendix E for scale specific items). For example, strong dissatisfaction with campus parking may pull down the overall Safety and Security scale score. The following table identifies areas of strength and areas of challenge for each scale by undergraduate students and graduate students. For a table that ranks composite areas by their overall satisfaction, importance, and gap mean scores for undergraduate and graduate students, refer to Appendix D.

There were nine areas of strengths and six areas of challenge that were the same for undergraduate and graduate students. Both undergraduate and graduate students identified areas of strengths with their academic advisors, their faculty's availability and knowledge in their field, the content of the courses within their courses, the ability to experience intellectual growth, and the computer labs. However, both undergraduate and graduate students identified areas of challenges with feeling welcomed on this campus, financial aid, security staff's response to emergency, and the living conditions in the residence halls.

For undergraduate students, there were six and four additional unique areas of strengths and areas of challenges respectively. Undergraduate students identified additional areas of strengths with their experiences on campus, the freedom of expression on campus, and opportunities to participate in intercollegiate athletics. However, undergraduate students identified additional areas of challenges with feeling safe and secure on campus, with feeling like the institution shows concern for them, and the variety of courses provided.

For graduate students, there were seven and seven additional unique areas of strengths and challenges respectively. Graduate students identified additional areas of strengths with a sense that faculty cares about them, the quality of instruction is excellent, their graduate teaching assistants as instructors are competent, and the registration of courses provides few conflicts. However, graduate students identified areas of challenges with the institution's commitment to academic excellence, faculty's treatment of individual students, faculty's feedback about student progress, ability to find information without the "run-around," and the tuition paid as a worthwhile investment.

***UNDERGRADUATE and GRADUATE***

<b>Composite Scale</b>	<b>Areas of Strength: Both</b>	<b>Areas of Challenge: Both</b>
<b>Campus Climate</b>		<ul style="list-style-type: none"> <li>• Students are made to feel welcome on this campus.*</li> </ul>
<b>Campus Life</b>		<ul style="list-style-type: none"> <li>• Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)</li> </ul>
<b>Academic Advising</b>	<ul style="list-style-type: none"> <li>• <b>My academic advisor is approachable.</b></li> <li>• <b>My academic advisor is knowledgeable about my program requirements.</b></li> <li>• <b>My academic advisor is concerned about my success as an individual.*</b></li> <li>• <b>Major requirements are clear and reasonable.</b></li> </ul>	
<b>Campus Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Computer labs are adequate and accessible.</b></li> </ul>	
<b>Admissions and Financial Aid</b>		<ul style="list-style-type: none"> <li>• Adequate financial aid is available for most students.</li> <li>• Financial aid counselors are helpful.</li> <li>• Financial aid awards are announced to students in time to be helpful in college planning.</li> </ul>
<b>Safety and Security</b>		<ul style="list-style-type: none"> <li>• Security staff respond quickly in emergencies.</li> </ul>

Composite Scale	Areas of Strength: Both	Areas of Challenge: Both
<b>Concern for the Individual</b>	<ul style="list-style-type: none"> <li>• <b>My academic advisor is concerned about my success as an individual.*</b></li> </ul>	
<b>Instructional Effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>Faculty are usually available after class and during office hours.</b></li> <li>• <b>I am able to experience intellectual growth here.</b></li> <li>• <b>The content of the courses within my major is valuable.</b></li> <li>• <b>Nearly all faculty are knowledgeable in their field.</b></li> </ul>	
<b>Registration Effectiveness</b>		
<b>Service Excellence</b>		
<b>Student Centeredness</b>		<ul style="list-style-type: none"> <li>• <b>Students are made to feel welcome on this campus.*</b></li> </ul>
<b>Gallaudet-Specific Items</b>		

\* Item included in more than one scale.

**UNDERGRADUATE**

Composite Scale	Areas of Strength: Undergrad	Areas of Challenge: Undergrad
<b>Campus Climate</b>	<ul style="list-style-type: none"> <li>• <b>It is an enjoyable experience to be a student on this campus.*</b></li> <li>• <b>Freedom of expression is protected on campus.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• The campus is safe and secure for all students.</li> <li>• Students are made to feel welcome on this campus.*†</li> <li>• This institution shows concern for students as individuals.*</li> </ul>
<b>Campus Life</b>	<ul style="list-style-type: none"> <li>• <b>Males and females have equal opportunities to participate in intercollegiate athletics.</b></li> <li>• <b>Freedom of expression is protected on campus.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)†</li> </ul>
<b>Academic Advising</b>	<ul style="list-style-type: none"> <li>• <b>My academic advisor is approachable.†</b></li> <li>• <b>My academic advisor is knowledgeable about my program requirements.†</b></li> <li>• <b>My academic advisor is concerned about my success as an individual.*†</b></li> <li>• <b>Major requirements are clear and reasonable.†</b></li> <li>• <b>My academic advisor helps me set goals to work toward.</b></li> </ul>	
<b>Campus Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Computer labs are adequate and accessible.†</b></li> </ul>	
<b>Admissions and</b>		<ul style="list-style-type: none"> <li>• Adequate financial aid is</li> </ul>

Composite Scale	Areas of Strength: Undergrad	Areas of Challenge: Undergrad
<b>Financial Aid</b>		available for most students.†  <ul style="list-style-type: none"> <li>• Financial aid counselors are helpful.†</li> <li>• Financial aid awards are announced to students in time to be helpful in college planning.†</li> </ul>
<b>Safety and Security</b>		<ul style="list-style-type: none"> <li>• Security staff respond quickly in emergencies.†</li> <li>• The campus is safe and secure for all students.*</li> </ul>
<b>Concern for the Individual</b>	<ul style="list-style-type: none"> <li>• <b>My academic advisor is concerned about my success as an individual.*†</b></li> </ul>	<ul style="list-style-type: none"> <li>• This institution shows concern for students as individuals.*</li> </ul>
<b>Instructional Effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>Faculty are usually available after class and during office hours.†</b></li> <li>• <b>I am able to experience intellectual growth here.†</b></li> <li>• <b>The content of the courses within my major is valuable.†</b></li> <li>• <b>Nearly all faculty are knowledgeable in their field.†</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is a good variety of courses provided on this campus.</li> </ul>
<b>Registration Effectiveness</b>		
<b>Service Excellence</b>		
<b>Student Centeredness</b>	<ul style="list-style-type: none"> <li>• <b>It is an enjoyable experience to be a student on this campus.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are made to feel welcome on this campus.*†</li> </ul>

Composite Scale	Areas of Strength: Undergrad	Areas of Challenge: Undergrad
		<ul style="list-style-type: none"> <li>This institution shows concern for students as individuals.*</li> </ul>
<b>Gallaudet-Specific Items</b>	<ul style="list-style-type: none"> <li><b>There is a sense of security and freedom to express diverse perspectives.</b></li> <li><b>I am treated with respect for cultural/personal differences at Gallaudet University.</b></li> </ul>	

\* Item included in more than one scale.

† Item is an area of strength or area of challenge for both undergraduate and graduate students

**GRADUATE**

<b>Composite Scale</b>	<b>Areas of Strength: Graduate</b>	<b>Areas of Challenge: Graduate</b>
<b>Campus Climate</b>	<ul style="list-style-type: none"> <li>• <b>Faculty care about me as an individual.*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are made to feel welcome on this campus.*†</li> <li>• There is a commitment to academic excellence on this campus.*</li> <li>• I seldom get the “run-around” when seeking information on this campus.*</li> <li>• The campus staff are caring and helpful.</li> <li>• Tuition paid is a worthwhile investment.</li> </ul>
<b>Campus Life</b>		<ul style="list-style-type: none"> <li>• Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)†</li> </ul>
<b>Academic Advising</b>	<ul style="list-style-type: none"> <li>• <b>My academic advisor is approachable.†</b></li> <li>• <b>My academic advisor is knowledgeable about my program requirements.†</b></li> <li>• <b>My academic advisor is concerned about my success as an individual.*†</b></li> <li>• <b>Major requirements are clear and reasonable.†</b></li> </ul>	
<b>Campus Support Services</b>	<ul style="list-style-type: none"> <li>• <b>Computer labs are adequate and accessible.†</b></li> </ul>	

Composite Scale	Areas of Strength: Graduate	Areas of Challenge: Graduate
<b>Admissions and Financial Aid</b>		<ul style="list-style-type: none"> <li>• Adequate financial aid is available for most students.†</li> <li>• Financial aid counselors are helpful.†</li> <li>• Financial aid awards are announced to students in time to be helpful in college planning.†</li> </ul>
<b>Safety and Security</b>		<ul style="list-style-type: none"> <li>• Security staff respond quickly in emergencies.†</li> </ul>
<b>Concern for the Individual</b>	<ul style="list-style-type: none"> <li>• <b>Faculty care about me as an individual.*</b></li> <li>• <b>My academic advisor is concerned about my success as an individual.*†</b></li> </ul>	<ul style="list-style-type: none"> <li>• Faculty are fair and unbiased in their treatment of individual students.*</li> </ul>
<b>Instructional Effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>Faculty care about me as an individual.*</b></li> <li>• <b>Faculty are usually available after class and during office hours.†</b></li> <li>• <b>I am able to experience intellectual growth here.†</b></li> <li>• <b>The content of the courses within my major is valuable.†</b></li> <li>• <b>Nearly all faculty are knowledgeable in their field.†</b></li> <li>• <b>The instruction in my major field is excellent.</b></li> <li>• <b>The quality of instruction I receive in</b></li> </ul>	<ul style="list-style-type: none"> <li>• Faculty are fair and unbiased in their treatment of individual students.*</li> <li>• There is a commitment to academic excellence on this campus.*</li> <li>• Faculty provide timely feedback about student progress in a course.</li> </ul>



Composite Scale	Areas of Strength: Graduate	Areas of Challenge: Graduate
	<p><b>most of my classes is excellent.</b></p> <ul style="list-style-type: none"> <li>• <b>Graduate teaching assistants are competent as classroom instructors.</b></li> </ul>	
<b>Registration Effectiveness</b>	<ul style="list-style-type: none"> <li>• <b>I am able to register for classes I need with few conflicts.</b></li> </ul>	
<b>Service Excellence</b>		<ul style="list-style-type: none"> <li>• I seldom get the “run-around” when seeking information on this campus.*</li> </ul>
<b>Student Centeredness</b>		<ul style="list-style-type: none"> <li>• Students are made to feel welcome on this campus.*†</li> </ul>
<b>Gallaudet-Specific Items</b>		

\* Item included in more than one scale.

† Item is an area of strength or area of challenge for both undergraduate and graduate students

### III. Comparing GU with the National Comparison Groups

Noel-Levitz provides data to allow GU to compare the response of our students to those at other peer institutions. However, comparisons were made only for all student responses rather than by undergraduate and graduate student responses.

### IV. Proposed Next Steps

The data in this report offers areas of strength and areas of challenge for undergraduate and graduate students. These sets of information for undergraduate and graduate are equally valuable as the sets of information from the satisfaction survey report on all students. Gallaudet seldom does enough to celebrate our strengths, and these (and other) strengths are what makes Gallaudet a place like no other. At the same time, programs and units with a focus on undergraduate or graduate students need to examine further the challenges that we face in terms of undergraduate and graduate student satisfaction. These issues include the extent to which both undergraduate and graduate students feel welcomed on campus, whether or not undergraduate students believe that the institution shows concern for them as individuals and whether or not graduate students believe that the campus is committed to academic excellence on this campus. In order to better understand what students mean by their response to these items, the Office of Institutional Research will conduct focus groups with diverse students during AY

2015 – 2016. OIR will also begin a process of preparing for the spring, 2016 administration of the SSI by disseminating results of the 2015 SSI to students, and educating them on the importance and details of taking the SSI.

Comprehensively, the data from GU's administration of the 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 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 academic excellence? Where do you, as one individual who makes difference in the lives of GU students, fit in?

For more detailed information on the survey data, please contact Lindsay Buchko, Director of Institutional Research at [lindsay.buchko@gallaudet.edu](mailto:lindsay.buchko@gallaudet.edu).

Appendix A: Noel-Levitz Student Satisfaction Inventory

Noel-Levitz®

STUDENT SATISFACTION INVENTORY™

4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.  
Copyright 1994, Noel-Levitz, Inc. All rights reserved.

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.

CENTER PERF

Importance to me . . .							. . . My level of satisfaction							
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	not available/not used	not very satisfied - 1	not satisfied at all - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

Importance to me . . .							. . . My level of satisfaction							
1 - not important at all	2 - not very important	3 - somewhat unimportant	4 - neutral	5 - somewhat important	6 - important	7 - very important	not available/not used	very satisfied - 7	satisfied - 6	somewhat satisfied - 5	neutral - 4	somewhat dissatisfied - 3	not very satisfied - 2	not satisfied at all - 1
1	2	3	4	5	6	7		1	2	3	4	5	6	7
1	2	3	4	5	6	7	21.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	22.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	23.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	24.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	25.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	26.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	27.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	28.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	29.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	30.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	31.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	32.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	33.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	34.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	35.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	36.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	37.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	38.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	39.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	40.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	41.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	42.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	43.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	44.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	45.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	46.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	47.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	48.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	49.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	50.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	51.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	52.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	53.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	54.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	55.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	56.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	57.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	58.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	59.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	60.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	61.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	62.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	63.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	64.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	65.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	66.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	67.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	68.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	69.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	70.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	71.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	72.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	73.	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	not satisfied at all - 1	not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7
(If items 74-83 not available, skip to item 84.)														
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
74.							74.							
75.							75.							
76.							76.							
77.							77.							
78.							78.							
79.							79.							
80.							80.							
81.							81.							
82.							82.							
83.							83.							
<b>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</b>														
84.	Part-time students?						84.							
85.	Evening students?						85.							
86.	Older, returning learners?						86.							
87.	Under-represented populations?						87.							
88.	Commuters?						88.							
89.	Students with disabilities?						89.							
<b>How important were each of the following factors in your decision to enroll here?</b>														
90.	Cost						90.							
91.	Financial aid						91.							
92.	Academic reputation						92.							
93.	Size of institution						93.							
94.	Opportunity to play sports						94.							
95.	Recommendations from family/friends						95.							
96.	Geographic setting						96.							
97.	Campus appearance						97.							
98.	Personalized attention prior to enrollment						98.							

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

- |  |  |   |
|--|--|---|
| <p><b>99. So far, how has your college experience met your expectations?</b></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><b>100. Rate your overall satisfaction with your experience here thus far.</b></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><b>101. All in all, if you had it to do over again, would you enroll here?</b></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**



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

### **Demographics**

1. Is your hearing status: deaf, hard of hearing, or hearing

### **Student Satisfaction**

1. The content of the courses within General Studies (GSR) is valuable.
2. General Studies (GSR) courses help students develop a knowledge base for their academic career.
3. There are adequate programs or resources in place to strengthen my use of ASL.
4. There are adequate programs or resources in place to strengthen my use of English.
5. I am treated with respect for cultural/personal differences in at Gallaudet University. There is a sense of security and freedom to express diverse perspectives.
6. There is visible leadership to foster diversity/inclusion on campus.
7. The university provides sufficient resources that help me effectively use technology for my academic needs.
8. The use of Blackboard has had a positive impact on my academics.

## Appendix C: Descriptive Statistics for Additional Demographic Questions

### Number and Percent of Responses by Age, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
18 and under	3	2%	0	0%	4	1%
19 to 24	88	60%	21	20%	115	41%
25 to 24	39	26%	53	50%	95	34%
35 to 44	11	7%	18	17%	30	11%
45 and over	5	3%	13	12%	19	7%
Unknown/Missing	2	1%	1	1%	19	7%

### Number and Percent of Responses by Enrollment Status, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Day	134	91%	74	70%	218	77%
Evening	7	5%	29	27%	38	14%
Weekend	4	3%	0	0%	4	1%
Unknown/Missing	3	2%	3	3%	22	8%

### Number and Percent of Responses by Current Class Load, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Full-time	143	97%	81	76%	233	83%
Part-time	5	3%	24	23%	32	11%
Unknown/Missing	0	0%	1	1%	17	6%

### Number and Percent of Responses by Enrollment Status, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Freshman	20	14%	0	0%	20	7%
Sophomore	36	24%	0	0%	36	13%
Junior	44	30%	0	0%	44	16%
Senior	48	32%	0	0%	48	17%



Special Student	0	0%	0	0%	10	4%
Graduate/Professional	0	0%	106	100%	106	39%
Other	0	0%	0	0%	2	1%
Unknown/Missing	0	0%	0	0%	16	6%

### Number and Percent of Responses by Current GPA, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
No credits earned	1	1%	0	0%	3	1%
2.0 - 2.49	12	8%	0	0%	12	4%
2.5 - 2.99	19	13%	1	1%	22	8%
3.0 - 3.49	49	33%	20	19%	70	25%
3.5 or above	66	45%	82	77%	154	55%
Unknown/Missing	1	1%	3	3%	21	7%

### Number and Percent of Responses by Educational Goal, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Associate degree	2	1%	0	0%	2	1%
Bachelor's degree	101	68%	1	1%	106	38%
Master's degree	26	18%	58	55%	88	31%
Doctorate or professional degree	12	8%	47	44%	59	21%
Certification (initial or renewal)	0	0%	0	0%	2	1%
Self-improvement/pleasure	0	0%	0	0%	1	0.4%
Job-related training	2	1%	0	0%	2	1%
Other	2	1%	0	0%	2	1%
Unknown/Missing	3	2%	0	0%	20	7%

### Number and Percent of Responses by Employment, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Full-time off campus	9	6%	21	20%	30	11%
Part-time off campus	12	8%	16	15%	29	10%
Full-time on campus	20	14%	8	8%	29	10%
Part-time on campus	41	28%	33	31%	78	28%
Not employed	62	42%	27	26%	94	33%
Unknown/Missing	4	3%	1	1%	22	8%

### Number and Percent of Responses by Current Residence, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Residence hall	110	74%	18	17%	134	48%
Own house	4	3%	18	17%	22	8%
Rent room or apartment off campus	26	18%	60	57%	89	32%
Parent's home	4	3%	4	4%	8	3%
Other	2	1%	4	4%	8	3%
Unknown/Missing	2	1%	2	2%	21	7%

### Number and Percent of Responses by Residence Classification, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
In-state	37	25%	27	25%	66	23%
Out-of-state	89	60%	68	64%	163	58%
International (not U.S. citizen)	17	12%	10	9%	30	11%
Unknown/Missing	5	3%	1	1%	23	8%

### Number and Percent of Responses by Major, 2015

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Total headcount	148	100%	106	100%	282	100%
Accounting – BS	4	3%	0		5	2%
American Sign Language – BA	3	2%	0		3	1%
Art and Media Design – BA	5	3%	0		7	3%
Audiology – PhD	0	0%	7		7	3%
Biology – BA	3	2%	0		3	1%
Biology – BS	3	2%	0		3	1%
Business Administration – BS	7	5%	0		7	3%
Chemistry – BS	3	2%	0	0%	3	1%
Clinical Psychology – PhD	0	0%	9	9%	9	3%
Communication Studies – BA	13	9%	0	0%	14	5%
Critical Studies in the Education of Deaf Learners – PhD	0	0%	3	3%	3	1%
Deaf Ed: Special Programs – MA	0	0%	1	1%	1	0.4%

	Undergraduate		Graduate		All Respondents	
	#	%	#	%	#	%
Deaf Edu: Adv Studies – MA	0	0%	0	0%	1	0.4%
Deaf Education – EdS	0	0%	1	1%	1	0.4%
Deaf HH ITF – Certificate	0	0%	2	2%	2	1%
Deaf Studies – BA	9	6%	0	0%	9	3%
Deaf Studies: Cultural Studies – MA	0	0%	6	6%	6	2%
Education – BA	7	5%	0	0%	7	3%
Education – BS	1	1%	0	0%	1	0.4%
Education: Deaf Education – MA	1	1%	0	0%	1	0.4%
Education: Early Childhood & Deaf Ed – MA	1	1%	1	1%	2	1%
Education: Elementary & Deaf Ed – MA	2	1%	0	0%	2	1%
Education: Secondary & Deaf Ed – MA	0	0%	2	2%	2	1%
English – BA	3	2%	0	0%	3	1%
Government – BA	3	2%	0	0%	3	1%
History – BA	3	2%	0	0%	3	1%
Information Technology – BS	9	6%	0	0%	9	3%
International Development – MA	0	0%	1	1%	1	0.4%
International Studies – BA	5	3%	0	0%	6	2%
Interpretation – BA	7	5%	0	0%	8	3%
Interpretation – PhD	0	0%	5	5%	5	2%
Interpretation: Interpreting Practice/Research – MA	0	0%	7	7%	7	3%
Linguistics – MA	0	0%	5	5%	5	2%
Linguistics – PhD	0	0%	4	4%	4	1%
Mathematics – BA	7	5%	0	0%	7	3%
Mathematics – BS	1	1%	0	0%	1	0.4%
Mental Health Counseling – MA	0	0%	4	4%	5	2%
Physical Education and Recreation – BS	13	9%	0	0%	13	5%
Psychology – BA	12	8%	0	0%	12	4%
Psychology – MA	0	0%	3	3%	3	1%
Public Administration – MPA	0	0%	10	9%	10	4%
School Counseling – MA	0	0%	5	5%	5	2%
School Psychology – PsyS	0	0%	3	3%	3	1%
Self-Directed	1	1%	0	0%	1	0.4%
Sign Language Education – MA	0	0%	8	8%	8	3%
Social Work – BA	11	7%	0	0%	11	4%
Social Work – MSW	1	1%	0	0%	10	4%
Spanish – BA	1	1%	0	0%	1	0.4%
Special Student – Undergraduate	0	0%	0	0%	1	0.4%
Speech-Language Pathology – MS	0	0%	1	1%	1	0.4%
Theatre Arts – BA	1	1%	0	0%	1	0.4%
Undeclared	6	4%	1	1%	9	3%
Unknown/Missing	2	1%	8	8%	27	10%



# Noel-Levitz Student Satisfaction Inventory Results: Gallaudet University Spring 2015

### Appendix D: Ranking of Composite Scales

The following table ranks the composite area by their overall mean satisfaction, importance, and gap scores. This ranking will give a rough overview of area students feel are important, area students are satisfied with, the area where student exceptions are not met. This table is useful to see the gaps between satisfaction and importance in some areas. For example, Academic Advising/Counseling ranks third highest in importance but ranks last in satisfaction, with a performance gap score of 1.20

Ranking of Composite Scales by Overall GU Mean Scores: Undergraduate						
RANK	Satisfaction	Mean	Importance	Mean	Gap	Mean
1	Academic Advising	5.63	Academic Advising	6.30	Safety and Security	1.69
2	Campus Support Services	5.29	Instructional Effectiveness	6.16	Recruitment and Financial Aid	1.32
3	Instructional Effectiveness	5.03	Student Centeredness	6.09	Student Centeredness	1.26
4	Concern for the Individual	4.99	Campus Climate	6.06	Campus Climate	1.23
5	Responsiveness to Diverse Populations*	4.98	Concern for the Individual	6.01	Service Excellence	1.13
6	Registration Effectiveness	4.89	Campus Support Services	6.00	Instructional Effectiveness	1.12
7	Campus Climate	4.84	Safety and Security	5.99	Campus Life	1.12
8	Student Centeredness	4.83	Recruitment and Financial Aid	5.99	Registration Effectiveness	1.05
9	Service Excellence	4.79	Registration Effectiveness	5.94	Concern for the Individual	1.03
10	Campus Life	4.73	Service Excellence	5.92	Campus Support Services	0.71
11	Recruitment and Financial Aid	4.66	Campus Life	5.85	Academic Advising	0.67
12	Safety and Security	4.30				

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

\*Students were only asked their satisfaction with items in this scale; therefore, no scores for important or gap available.

Ranking of Composite Scales by Overall GU Mean Scores: Graduate						
RANK	Satisfaction	Mean	Importance	Mean	Gap	Mean
1	Academic Advising	5.45	Instructional Effectiveness	6.56	Recruitment and Financial Aid	2.09
2	Campus Support Services	5.06	Academic Advising	6.46	Student Centeredness	1.86

3	Instructional Effectiveness	5.05	Concern for the Individual	6.36	Campus Climate	1.79
4	Registration Effectiveness	4.95	Campus Climate	6.31	Safety and Security	1.67
5	Concern for the Individual	4.84	Student Centeredness	6.31	Service Excellence	1.62
6	Service Excellence	4.54	Recruitment and Financial Aid	6.24	Concern for the Individual	1.52
7	Campus Climate	4.52	Safety and Security	6.17	Instructional Effectiveness	1.51
8	Safety and Security	4.50	Service Excellence	6.16	Campus Life	1.21
9	Campus Life	4.48	Registration Effectiveness	6.10	Registration Effectiveness	1.15
10	Student Centeredness	4.45	Campus Support Services	6.07	Campus Support Services	1.01
11	Responsiveness to Diverse Populations	4.41	Campus Life	5.69	Academic Advising	1.01
12	Recruitment and Financial Aid	4.15				

*Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)*  
*\*Students were only asked their satisfaction with items in this scale; therefore, no scores for important or gap available.*

## Appendix E: Scale Specific Items by Undergraduate and Graduate

### Campus Climate

This broad composite scale assesses the “extent to which [the] institution provides experiences that promote a sense of campus pride and feelings of belonging.” Among undergraduate students, two items in Campus Climate were strengths for GU: Student experience on campus; and Freedom of expression. However, three items were challenges: Campus is safe and secure; Feeling welcome; and Concern for students as individuals. Among graduate students, one item in Campus Climate was a strength: Faculty are caring. However, six items were challenges: Commitment to academic excellence on the campus; Feeling welcome; Concern for students as individuals; Campus staff are caring; Experience the “run-around” when seeking information; and Tuition paid is a worthwhile investment.

### Campus Climate: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Most students feel a sense of belonging here.	4.72	5.98	1.26	Neither
The campus staff are caring and helpful.	4.79	6.01	1.22	Neither
Faculty care about me as an individual.	4.83	5.88	1.05	Neither
The campus is safe and secure for all students.	4.89	6.38	1.48	<b>Challenge</b>
Administrators are approachable to students.	4.54	5.86	1.31	Neither
It is an enjoyable experience to be a student on this campus.	5.23	6.31	1.08	<b>Strength</b>
I feel a sense of pride about my campus.	5.03	5.91	0.88	Neither
There is a commitment to academic excellence on this campus.	5.01	6.31	1.30	Neither
Students are made to feel welcome on this campus.	4.90	6.27	1.37	<b>Challenge</b>
This institution has a good reputation within the community.	5.04	6.15	1.11	Neither
I seldom get the “run-around” when seeking information on this campus.	4.46	5.94	1.48	Neither
This institution shows concern for students as individuals.	4.81	6.14	1.33	<b>Challenge</b>
I generally know what’s happening on campus.	5.01	6.02	1.02	Neither
There is a strong commitment to racial harmony on this campus.	4.96	6.09	1.13	Neither
Tuition paid is a worthwhile investment.	4.35	5.84	1.49	Neither
Freedom of expression is protected on campus.	5.20	6.12	0.92	<b>Strength</b>
Channels for expressing student complaints are readily available.	4.39	5.93	1.55	Neither

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

**Campus Climate: Graduate**

Item	Satisfaction	Importance	Gap	Strength/ Challenge
Most students feel a sense of belonging here.	4.35	6.18	1.84	Neither
The campus staff are caring and helpful.	4.57	6.44	1.86	<b>Challenge</b>
Faculty care about me as an individual.	5.17	6.55	1.38	<b>Strength</b>
The campus is safe and secure for all students.	4.86	6.43	1.57	Neither
Administrators are approachable to students.	4.22	5.86	1.64	Neither
It is an enjoyable experience to be a student on this campus.	4.78	6.45	1.67	Neither
I feel a sense of pride about my campus.	4.80	5.95	1.15	Neither
There is a commitment to academic excellence on this campus.	4.42	6.50	2.08	<b>Challenge</b>
Students are made to feel welcome on this campus.	4.52	6.47	1.95	<b>Challenge</b>
This institution has a good reputation within the community.	4.83	6.26	1.43	Neither
I seldom get the “run-around” when seeking information on this campus.	3.36	6.37	3.01	<b>Challenge</b>
This institution shows concern for students as individuals.	4.24	6.44	2.20	<b>Challenge</b>
I generally know what’s happening on campus.	4.94	5.94	1.00	Neither
There is a strong commitment to racial harmony on this campus.	4.39	6.22	1.84	Neither
Tuition paid is a worthwhile investment.	4.63	6.60	1.97	<b>Challenge</b>
Freedom of expression is protected on campus.	4.73	6.37	1.64	
Channels for expressing student complaints are readily available.	3.85	6.22	2.37	Neither

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

**Academic Advising**

These five items in this scale assess the “comprehensiveness” of the academic advising program by evaluating academic advisors “on the basis of their knowledge, competence, and personal concern for students.” The Academic Advising scale was rated highest by students for both Importance and Satisfaction. Among undergraduate students, all five items in this scale were GU strengths, four having to do with qualities of academic advisors and one having to do with the major requirements. Among graduate students, four of five items in this scale were GU strengths, three having to do with qualities of academic advisors and one having to do with the major requirements.

**Academic Advising: Undergraduate**

Item	Satisfaction	Importance	Gap	Strength/ Challenge
------	--------------	------------	-----	------------------------



My academic advisor is approachable.	5.61	6.35	0.74	<b>Strength</b>
My academic advisor is concerned about my success as an individual	5.73	6.36	0.63	<b>Strength</b>
My academic advisor helps me set goals to work toward	5.41	6.11	0.70	<b>Strength</b>
My academic advisor is knowledgeable about my program requirements.	5.79	6.41	0.62	<b>Strength</b>
Major requirements are clear and reasonable	5.59	6.29	0.70	<b>Strength</b>

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Academic Advising: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
My academic advisor is approachable.	5.33	6.50	1.17	<b>Strength</b>
My academic advisor is concerned about my success as an individual	5.44	6.50	1.06	<b>Strength</b>
My academic advisor helps me set goals to work toward	5.02	6.08	1.06	Neither
My academic advisor is knowledgeable about my program requirements.	5.79	6.69	0.90	<b>Strength</b>
Major requirements are clear and reasonable	5.67	6.54	0.87	<b>Strength</b>

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Campus Support Services

Campus Support Services assesses services students utilize to achieve their academic goals. GU students seem to be generally satisfied with academic services on campus, as Support Services was rated second highest in overall satisfaction. Among support services, computer labs' accessibility and adequacy was a GU strength for both undergraduate and graduate students.

### Campus Support Services: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library staff are helpful and approachable.	5.43	5.80	0.37	Neither
Library resources and services are adequate	5.21	5.80	0.59	Neither
Computer labs are adequate and accessible	5.62	6.24	0.61	<b>Strength</b>
Tutoring services are readily available	4.85	6.03	1.18	Neither
Academic support services adequately meet the needs of students	5.05	6.09	1.04	Neither
There are adequate services to help me decide upon a career	4.98	6.10	1.12	Neither
Bookstore staff are helpful	5.81	5.99	0.18	Neither

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Campus Support Services: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Library staff are helpful and approachable.	5.59	5.88	0.30	Neither

Library resources and services are adequate	4.69	6.33	1.64	Neither
Computer labs are adequate and accessible	5.11	6.32	1.21	<b>Strength</b>
Tutoring services are readily available	4.63	6.09	1.45	Neither
Academic support services adequately meet the needs of students	4.55	6.32	1.77	Neither
There are adequate services to help me decide upon a career	4.49	6.15	1.66	Neither
Bookstore staff are helpful	5.89	5.44	-0.46	Neither

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Admissions and Financial Aid

The Admissions and Financial Aid scale is used to measure the effectiveness of the university's ability to enroll students in an effective manner. This composite scale ranks near the bottom in overall satisfaction. Several items in this scale have a high performance gap score and are considered a challenge for GU. Both, undergraduate and graduate, students appear to want a greater availability of financial aid, earlier notifications of financial aid awards, and more helpful/knowledgeable financial aid and admissions staff.

#### Admissions and Financial Aid: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Admissions staff are knowledgeable.	4.79	5.96	1.17	
Financial aid counselors are helpful	4.51	6.05	1.54	<b>Challenge</b>
Financial aid awards are announced to students in time to be helpful in college planning	4.47	6.05	1.58	<b>Challenge</b>
Adequate financial aid is available for most students	4.46	6.04	1.58	<b>Challenge</b>
Admissions counselors respond to prospective students' unique needs and requests	5.00	5.96	0.96	
Admissions counselors accurately portray the campus in their recruiting practices	4.78	5.89	1.11	

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

#### Admissions and Financial Aid: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Admissions staff are knowledgeable.	4.47	6.14	1.67	
Financial aid counselors are helpful	3.78	6.36	2.58	<b>Challenge</b>
Financial aid awards are announced to students in time to be helpful in college planning	3.81	6.29	2.49	<b>Challenge</b>
Adequate financial aid is available for most students	3.97	6.40	2.44	<b>Challenge</b>
Admissions counselors respond to prospective students' unique needs and requests	4.76	5.94	1.18	

Admissions counselors accurately portray the campus in their recruiting practices	4.46	6.19	1.73	
---	------	------	------	--

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Concern for the individual

This composite scale assesses GU's commitment to treating each student as an individual. Those groups who frequently deal with students on a person level (e.g., faculty, advisors, etc.) are included in this assessment). Once again, undergraduate and graduate students are satisfied with their interactions with academic advisors. Another area of strength among graduate students is faculty caring about students as an individual. An area of concern among undergraduate and graduate students is a perceived institutional concern for individuals. Another area of concern among graduate students is "fair and unbiased treatment of individual students" by faculty.

#### Concern for the Individual: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty care about me as an individual	4.83	5.88	1.05	Neither
My academic advisor is concerned about my success as an individual.	5.73	6.36	0.63	<b>Strength</b>
Counseling staff care about students as individuals.	5.18	5.88	0.69	Neither
Faculty are fair and unbiased in their treatment of individual students	4.75	5.98	1.23	Neither
Residence hall staff are concerned about me as an individual.	4.57	5.83	1.26	Neither
This institutional shows concern for students as individuals	4.81	6.14	1.33	<b>Challenge</b>

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

#### Concern for the Individual: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty care about me as an individual	5.17	6.55	1.38	<b>Strength</b>
My academic advisor is concerned about my success as an individual.	5.44	6.50	1.06	<b>Strength</b>
Counseling staff care about students as individuals.	5.28	6.20	0.92	Neither
Faculty are fair and unbiased in their treatment of individual students	4.63	6.47	1.84	<b>Challenge</b>
Residence hall staff are concerned about me as an individual.	4.10	5.59	1.49	Neither
This institutional shows concern for students as individuals	4.24	6.44	2.20	<b>Challenge</b>

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Instructional Effectiveness

The instructional effectiveness composite scale looks at 14 items to assess students' academic experience at the college. The Instructional effectiveness scale was rated as second highest in importance by undergraduate students and top highest in importance by graduate students. Four items in Instructional Effectiveness are strengths for GU undergraduate students. These include: content of courses; the ability to experience intellectual growth at GU; faculty availability; and faculty knowledgeable in their fields. However, one item in this scale are considered a challenge for GU undergraduate students which is variety of courses offered. Eight items in Instructional Effectiveness are strengths for GU graduate students. Four of the eight items were the same as undergraduate students. The other four items include: faculty care about students as individuals; instruction in major fields; quality of instruction; and competent graduate teaching assistant. However, three items in this scale are considered a challenge for GU graduate students. None of the three items is the same as undergraduate students. The three items include: Faculty are fair and unbiased; Faculty provide timely feedback; and Commitment to academic excellence on campus. This is particularly interesting in contract to the five specific areas of strength related to academic quality. This item also had the highest gap score of any item in the scale.

### Instructional Effectiveness: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty care about me as an individual.	4.83	5.88	1.05	Neither
The content of the courses within my major is valuable.	5.20	6.39	1.20	<b>Strength</b>
The instruction in my major field is excellent.	5.19	6.28	1.09	Neither
Faulty are fair and unbiased in their treatment of individual students	4.75	5.98	1.23	Neither
I am able to experience intellectual growth here.	5.26	6.36	1.10	<b>Strength</b>
There is a commitment to academic excellence on this campus.	5.01	6.31	1.30	Neither
Faculty provide timely feedback about student progress in a course.	4.88	6.12	1.24	Neither
Faculty take into consideration student differences as they teach a course.	4.91	6.13	1.22	Neither
The quality of the instruction I receive in most of my classes is excellent.	5.15	6.35	1.20	Neither
Adjunct faculty are competent as classroom instructors.	5.09	5.98	0.89	Neither
Faculty are usually available after class and during office hours.	5.26	6.09	0.83	<b>Strength</b>
Nearly all of the faculty are knowledgeable in their fields.	5.32	6.22	0.90	<b>Strength</b>
There is a good variety of courses provided on this campus	4.80	6.26	1.45	<b>Challenge</b>
Graduate teaching assistants are competent as classroom instructors.	4.69	5.84	1.16	Neither

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Instructional Effectiveness: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Faculty care about me as an individual.	5.17	6.55	1.38	Strength
The content of the courses within my major is valuable.	5.30	6.69	1.39	Strength
The instruction in my major field is excellent.	5.08	6.77	1.69	Strength
Faculty are fair and unbiased in their treatment of individual students	4.63	6.47	1.84	Challenge
I am able to experience intellectual growth here.	5.43	6.73	1.30	Strength
There is a commitment to academic excellence on this campus.	4.42	6.50	2.08	Challenge
Faculty provide timely feedback about student progress in a course.	4.66	6.52	1.86	Challenge
Faculty take into consideration student differences as they teach a course.	4.79	6.30	1.51	Neither
The quality of the instruction I receive in most of my classes is excellent.	5.25	6.75	1.50	Strength
Adjunct faculty are competent as classroom instructors.	4.94	6.52	1.58	Neither
Faculty are usually available after class and during office hours.	5.44	6.40	0.97	Strength
Nearly all of the faculty are knowledgeable in their fields.	5.63	6.72	1.09	Strength
There is a good variety of courses provided on this campus	4.74	6.37	1.62	Neither
Graduate teaching assistants are competent as classroom instructors.	5.14	6.40	1.26	Strength

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Registration Effectiveness

This composite scale is made up of five items that look at the effectiveness of registration/billing policies and personnel. Students are generally satisfied with registration effectiveness at GU, and being able to register for classes that they need with a few conflicts is a GU strength among graduate students.

### Registration Effectiveness: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Billing policies are reasonable	4.29	5.80	1.51	Neither
The business office is open during hours which are convenient for most students.	4.95	5.77	0.81	Neither
The personnel involved in registration are	5.17	6.06	0.89	Neither

helpful.				
I am able to register for classes I need with few conflicts.	5.10	6.22	1.12	Neither
Class change (drop /add) policies are reasonable.	4.98	5.89	0.90	Neither

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Registration Effectiveness: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Billing policies are reasonable	4.52	6.18	1.66	Neither
The business office is open during hours which are convenient for most students.	4.75	5.82	1.07	Neither
The personnel involved in registration are helpful.	4.95	6.07	1.13	Neither
I am able to register for classes I need with few conflicts.	5.43	6.58	1.14	<b>Strength</b>
Class change (drop /add) policies are reasonable.	5.12	5.78	0.66	Neither

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Responsive to Diverse Populations

This scale asks students to rate only their satisfaction with the college's commitment to different groups of students. Undergraduate students felt most satisfied with GU's commitment for students with disabilities, and graduate students felt most satisfied with GU's commitment for commuter students. There was less satisfaction with commitment to under-represented and part-time students.

### Responsive to Diverse Populations: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Institution's commitment to part-time students?	4.78	N/a	N/a	N/a
Institution's commitment to evening students?	4.94	N/a	N/a	N/a
Institution's commitment to older, returning learners?	5.00	N/a	N/a	N/a
Institution's commitment to under-represented populations?	4.78	N/a	N/a	N/a
Institution's commitment to commuters?	4.89	N/a	N/a	N/a
Institution's commitment to students with disabilities?	5.37	N/a	N/a	N/a

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Responsive to Diverse Populations: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Institution's commitment to part-time	4.07	N/a	N/a	N/a

students?				
Institution's commitment to evening students?	4.52	N/a	N/a	N/a
Institution's commitment to older, returning learners?	4.66	N/a	N/a	N/a
Institution's commitment to under-represented populations?	4.08	N/a	N/a	N/a
Institution's commitment to commuters?	4.76	N/a	N/a	N/a
Institution's commitment to students with disabilities?	4.25	N/a	N/a	N/a

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Student Centeredness

The student centeredness composite scale measures whether students feel welcomed and valued on campus, and was rated by students as the third most important of 12 scales. Two areas in this scale stand out as GU challenges for both undergraduate and graduate students: students sense of feeling welcome, and students' sense of belonging.

#### Student Centeredness: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Most students feel a sense of belonging here.	4.72	5.98	1.26	Neither
The campus staff are caring and helpful.	4.79	6.01	1.22	Neither
Administrators are approachable to students	4.54	5.86	1.31	Neither
It is an enjoyable experience to be a student on this campus	5.23	6.31	1.08	Neither
Students are made to feel welcome on campus.	4.90	6.27	1.37	<b>Challenge</b>
This institution shows concern for students as individuals.	4.81	6.14	1.33	<b>Challenge</b>

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

#### Student Centeredness: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
Most students feel a sense of belonging here.	4.35	6.18	1.84	Neither
The campus staff are caring and helpful.	4.57	6.44	1.86	<b>Challenge</b>
Administrators are approachable to students	4.22	5.86	1.64	Neither
It is an enjoyable experience to be a student on this campus	4.78	6.45	1.67	Neither
Students are made to feel welcome on campus.	4.52	6.47	1.95	<b>Challenge</b>
This institution shows concern for students	4.24	6.44	2.20	<b>Challenge</b>

as individuals.				
-----------------	--	--	--	--

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

### Service Excellence

The Service Excellence scale assesses the perceived attitude of GU's staff, especially front-line staff, towards students. Students are generally satisfied with service excellence at GU with the exception of graduate students experiencing the "run-around" when seeking information on campus.

#### Service Excellence: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus staff are caring and helpful.	4.79	6.01	1.22	Neither
Library staff are helpful and approachable.	5.43	5.80	0.37	Neither
The staff in the health services area are competent.	3.87	5.75	1.89	Neither
Counseling staff care about students as individuals.	5.18	5.88	0.69	Neither
The personnel involved in registration are helpful.	5.17	6.06	0.89	Neither
I seldom get the "run-around" when seeking information on this campus.	4.46	5.94	1.48	Neither
I generally know what's happening on campus.	5.01	6.02	1.02	Neither
Channels for expressing student complaints are readily available	4.39	5.93	1.55	Neither

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)

#### Service Excellence: Graduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus staff are caring and helpful.	4.57	6.44	1.86	<b>Challenge</b>
Library staff are helpful and approachable.	5.59	5.88	0.30	Neither
The staff in the health services area are competent.	3.99	6.15	2.17	Neither
Counseling staff care about students as individuals.	5.28	6.20	0.92	Neither
The personnel involved in registration are helpful.	4.95	6.07	1.13	Neither
I seldom get the "run-around" when seeking information on this campus.	3.36	6.37	3.01	<b>Challenge</b>
I generally know what's happening on campus.	4.94	5.94	1.00	Neither
Channels for expressing student complaints are readily available	3.85	6.22	2.37	Neither

Scale: **1** (not important/not satisfied at all) – **4** (neutral) – **7** (very important/very satisfied)



### Safety and Security

This small composite scale attempts to measure the effectiveness of campus security personnel and campus facilities. The Safety and Security scale had the highest gap between student ratings of satisfaction and importance, and security staff quick response to emergencies is considered a GU challenge for both undergraduate and graduate students. Another challenge among undergraduate students was a sense of the campus being safe and secure.

#### Safety and Security: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus is safe and secure for all students.	4.89	6.38	1.48	Challenge
The amount of student parking space on campus is adequate.	3.49	5.49	2.00	Neither
Parking lots are well-lighted and secure.	4.17	5.78	1.61	Neither
Security staff respond quickly in emergencies.	4.46	6.22	1.76	Challenge

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

#### Safety and Security: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
The campus is safe and secure for all students.	4.86	6.43	1.57	Neither
The amount of student parking space on campus is adequate.	4.11	5.55	1.44	Neither
Parking lots are well-lighted and secure.	4.36	6.09	1.74	Neither
Security staff respond quickly in emergencies.	4.52	6.55	2.02	Challenge

Scale: 1 (not important/not satisfied at all) – 4 (neutral) – 7 (very important/very satisfied)

### Gallaudet-Specific Items

GU added eight items to the NL SSI. These eight items were added to address areas of particular interest and relevance to GU including: ASL/English bilingualism, diversity, technology, and GSR. Among these items, diversity received the highest rating, both in terms of satisfaction and importance, while response to items asking about GSR were lower among undergraduate students.

#### Gallaudet-Specific Items: Undergraduate

Item	Satisfaction	Importance	Gap	Strength/Challenge
The content of the courses within General Studies (GSR) is valuable.	4.07	5.40	1.33	
General Studies (GSR) courses help me develop my knowledge base for my academic career.	4.19	5.38	1.20	

There are adequate programs or resources in place to strengthen my use of ASL.	5.17	5.98	0.81	
There are adequate programs or resources in place to strengthen my use of English.	4.90	5.99	1.09	
I am treated with respect for cultural/personal differences in at Gallaudet University.	5.24	6.30	1.06	<b>Strength</b>
There is a sense of security and freedom to express diverse perspectives.	5.21	6.26	1.05	<b>Strength</b>
There is visible leadership to foster diversity/inclusion on campus.	4.90	6.04	1.14	
The university provides sufficient resources that help me effectively use technology for my academic needs.	5.23	6.02	0.79	
The use of Blackboard has had a positive impact on my academics.	5.51	6.02	0.51	

### Gallaudet-Specific Items: Graduate

<b>Item</b>	<b>Satisfaction</b>	<b>Importance</b>	<b>Gap</b>	<b>Strength/Challenge</b>
The content of the courses within General Studies (GSR) is valuable.	3.94	6.05	2.12	Neither
General Studies (GSR) courses help me develop my knowledge base for my academic career.	4.80	6.43	1.63	Neither
There are adequate programs or resources in place to strengthen my use of ASL.	4.54	6.14	1.59	Neither
There are adequate programs or resources in place to strengthen my use of English.	4.84	6.52	1.68	Neither
I am treated with respect for cultural/personal differences in at Gallaudet University.	4.89	6.48	1.59	Neither
There is a sense of security and freedom to express diverse perspectives.	4.61	6.26	1.65	Neither
There is visible leadership to foster diversity/inclusion on campus.	5.14	6.26	1.12	Neither
The university provides sufficient resources that help me effectively use technology for my academic needs.	4.85	5.90	1.05	Neither
The use of Blackboard has had a positive impact on my academics.	3.94	6.05	2.12	Neither