



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

***Gallaudet University
Spring 2016 Report***

August 20, 2016

Office of Institutional Research

Gallaudet Student Satisfaction Inventory Report: Spring 2016

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Executive Summary

Spring 2016 semester was the second administration of the Student Satisfaction Inventory (SSI¹) at Gallaudet University (GU). A total of 260 students, both undergraduate and graduate, completed the survey. Results from this year’s SSI are compared to a cohort of private 4-year institutions.

The SSI includes 95 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.

- 19% response rate; lower than the average SSI response rate of 22%.
- Cost, financial aid, and academic reputation were the top three factors that influenced Gallaudet students’ enrollment. These are similar to those reported at peer institutions
- Although Gallaudet students indicated lower satisfaction with their experience, they also indicated that they would re-enroll if they had to do it all over again. (31% satisfied and 48% re-enroll)
- Many of the areas of strength and areas of challenges identified in 2015 were also identified in 2016.
 - *New areas of strength:* academic support services meet students’ needs.
 - *New areas of challenge:* sense of security and freedom to express diverse perspectives, visible leadership in fostering diversity, commitment to racial harmony, and timely faculty feedback.
- The table below lists all areas of strength and challenge:

Strengths	Challenges
<ul style="list-style-type: none"> • I am able to experience intellectual growth here. 	<ul style="list-style-type: none"> • Students are made to feel welcome on this campus.
<ul style="list-style-type: none"> • My academic advisor is knowledgeable about my program requirements. 	<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"> • There is a strong commitment to racial harmony on this campus.
<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.

¹ SSI is a trademark registered by Ruffalo Noel Levitz.

Strengths	Challenges
<ul style="list-style-type: none"> • My academic advisor is approachable. 	<ul style="list-style-type: none"> • There is a sense of security and freedom to express diverse perspectives.
<ul style="list-style-type: none"> • I am able to register for classes I need with few conflicts. 	<ul style="list-style-type: none"> • Faculty are fair and unbiased in their treatment of individual students.
<ul style="list-style-type: none"> • Major requirements are clear and reasonable. 	<ul style="list-style-type: none"> • Faculty provide timely feedback about student progress in a course.
<ul style="list-style-type: none"> • Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> • Tuition paid is a worthwhile investment.
<ul style="list-style-type: none"> • Faculty are usually available after class and during office hours. 	<ul style="list-style-type: none"> • Security staff respond quickly in emergencies.
<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"> • Adequate financial aid is available for most students.
<ul style="list-style-type: none"> • Academic support services adequately meet the needs of students. 	<ul style="list-style-type: none"> • Financial aid awards are announced to students in time to be helpful in college planning.
<ul style="list-style-type: none"> • My academic advisor helps me set goals to work toward. 	<ul style="list-style-type: none"> • Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
<ul style="list-style-type: none"> • Computer labs are adequate and accessible. 	

- Gallaudet students' level of satisfaction was significantly lower for all 12 scales when compared to students at peer institutions, and for 60 items out of 73 items (82%).

I. Introduction

A. Background

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

The SSI includes 95 items that ask students to respond using a Likert scale to rate items in two ways: “importance to me” and “my level of satisfaction.” Scales ranged from 1-7, with 7 as the highest (very important or very satisfied) and 1 as the lowest (not important at all or not satisfied at all). Seven of the items were Gallaudet-specific questions. These seven items were added to address areas of particular interest and relevance to GU including ASL/English bilingualism, diversity, and technology.

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

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

The SSI is one of two surveys administered on a regular cycle to GU students. The National Survey of Student Engagement (NSSE) was first administered at GU in Spring 2005 and most recently in Spring 2014. NSSE will next be administered at GU in spring, 2017 when GU moves to a three-year cycle. The SSI surveys both undergraduate (UG) and graduate (Grad) students. In comparison, the NSSE asks only UG freshman and senior students questions about student engagement, student behaviors, and institutional practices that predict student success. At GU, the SSI was first administered in Spring 2015 and administered for the second time in Spring 2016. Results from the SSI are compared to a cohort of private 4-year institutions.

B. Methods

During the 2016 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: 1375 undergraduate and graduate students. A total of 260 students responded to the survey. Demographic information for respondents is reported in the detailed GU SSI report online². These 260 responses represent an overall response rate of 19%, 5% lower than the average response rate of 22% reported by Ruffalo Noel Levitz for the SSI³. Of the 260 respondents, 148 were undergraduate students (15%) and 82 (20%) were graduate students.

² Detailed GU SSI Report: <http://www.gallaudet.edu/office-of-academic-quality/institutional-research/gu-campus-climate-survey.html>

³ Personal communication with Ruffalo Noel Levitz

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 cost as the top factor for enrollment at Gallaudet followed by financial aid and academic reputation. Table 1 lists the enrollment factors and the top factor for enrollment is in **bold**.

Table 1. Factors influencing Gallaudet students' enrollment

Enrollment Factor	Importance Percentage ⁴	Importance Mean Score
Cost	75%	6.02
Financial aid	72%	6.12
Academic reputation	71%	5.99
Personalized attention prior to enrollment	65%	5.58
Campus appearance	56%	5.35
Geographic setting	52%	5.22
Recommendations from family/friends	50%	5.25
Size of institution	47%	4.93
Opportunity to play sports	32%	3.99

B. General Satisfaction with Gallaudet University

Students who are satisfied are more likely to re-enroll and continue their educational path and graduate (Bryant & Bodfish, 2014). In 2016, GU students indicated lower satisfaction scores than students who responded in 2015, yet indicated that they would re-enroll if they had to do it all over again. This pattern is in contrast to research showing strong positive relationships between these two items (Ruffalo Noel Levitz, 2016). It may be that students' perceptions of satisfaction are low, but they report being more likely to re-enroll at GU for the availability of direct communication through American Sign Language (ASL).

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	31%	4.64
Re-enrollment	48%	4.94

C. Student Experiences at Gallaudet University

The SSI provides data to inform decision-making at three levels. At each level, GU student responses can be compared across time (i.e. from Spring 2015 to Spring 2016). 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 comparing to the comparison group.
3. Item Analysis –Item analysis reflect students’ responses to individual items related to specific experiences and provide insight into individual factors that influence Scale scores.

The focus of this report will be on the first level of analysis: strength and challenges. For information on scales and items refer to the detailed GU SSI reports for 2015 and 2016 SSI online².

Prioritizing Strengths and Challenges

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

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>

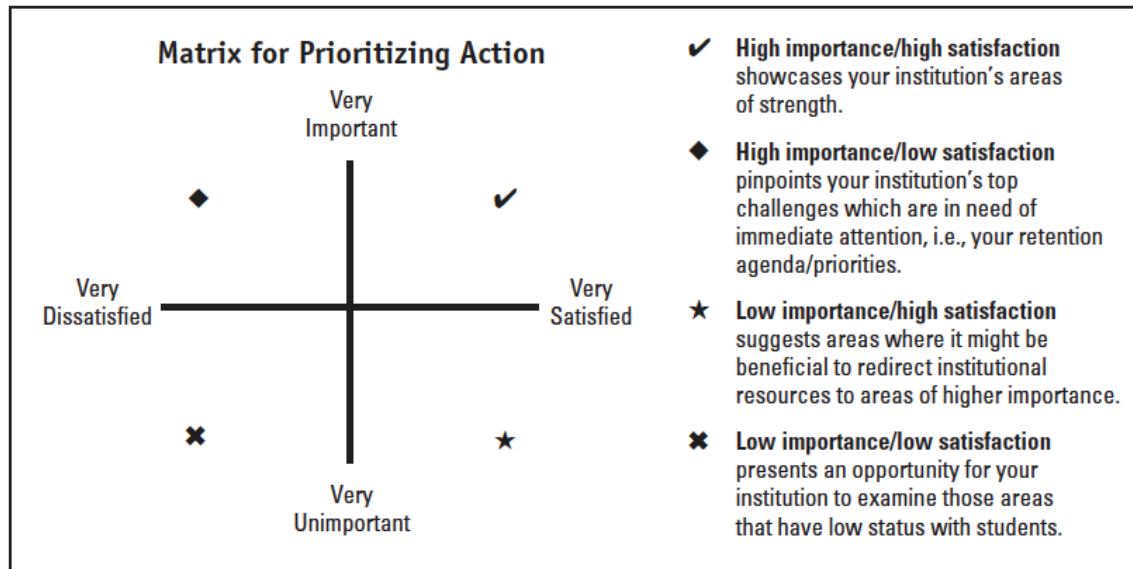


Figure 1. Matrix for prioritizing action

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

Strengths	Challenges
<ul style="list-style-type: none"> • I am able to experience intellectual growth here. 	<ul style="list-style-type: none"> • Students are made to feel welcome on this campus.
<ul style="list-style-type: none"> • My academic advisor is knowledgeable about my program requirements. 	<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"> • There is a strong commitment to racial harmony on this campus.
<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"> • My academic advisor is approachable. 	<ul style="list-style-type: none"> • There is a sense of security and freedom to express diverse perspectives.
<ul style="list-style-type: none"> • I am able to register for classes I need with few conflicts. 	<ul style="list-style-type: none"> • Faculty are fair and unbiased in their treatment of individual students.
<ul style="list-style-type: none"> • Major requirements are clear and 	<ul style="list-style-type: none"> • Faculty provide timely feedback about

Strengths	Challenges
reasonable.	student progress in a course.
<ul style="list-style-type: none"> • Nearly all faculty are knowledgeable in their field. 	<ul style="list-style-type: none"> • Tuition paid is a worthwhile investment.
<ul style="list-style-type: none"> • Faculty are usually available after class and during office hours. 	<ul style="list-style-type: none"> • Security staff respond quickly in emergencies.
<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"> • Adequate financial aid is available for most students.
<ul style="list-style-type: none"> • Academic support services adequately meet the needs of students. 	<ul style="list-style-type: none"> • Financial aid awards are announced to students in time to be helpful in college planning.
<ul style="list-style-type: none"> • My academic advisor helps me set goals to work toward. 	<ul style="list-style-type: none"> • Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
<ul style="list-style-type: none"> • Computer labs are adequate and accessible. 	

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 **bold**.

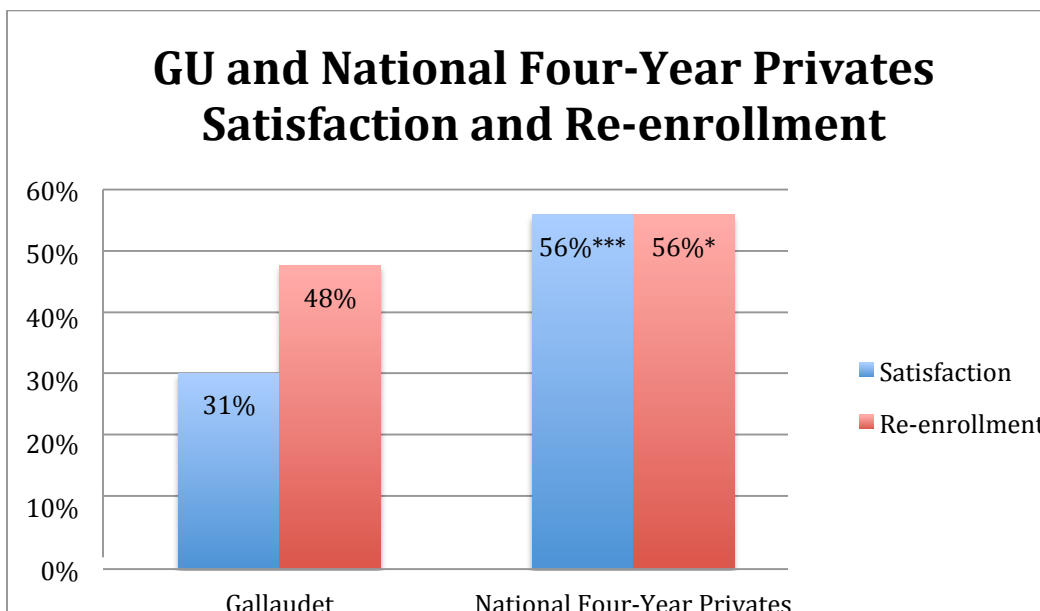
As shown in table 4, factors of cost, financial aid, and academic reputation were the top three factors for enrollment for students at GU and peer institutions. Students at peer institutions also rated each factor at a higher percentage than GU students for all factors except two: opportunity to play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

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
Cost	75%	6.02	81%	6.12
Financial aid	72%	6.12	77%	6.25
Academic reputation	71%	5.99	78%	6.15
Personalized attention prior to enrollment	65%	5.58	66%	5.72
Campus appearance	56%	5.35	60%	5.54
Geographic setting	52%	5.22	60%	5.52
Recommendations from family/friends	50%	5.25	46%	4.93
Size of institution	47%	4.93	59%	5.50
Opportunity to play sports	32%	3.99	32%	3.80

B. GU compared to Peers: General Satisfaction

Students who are satisfied are more likely to re-enroll and continue their educational path. Students' perceptions of both *satisfaction* and *likelihood to re-enroll* at peer institutions were equal to each other at 56%. For both of these items, the 56% reported from peer institutions' students were significantly higher for both questions 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 to peer institutions can be found online in the GU SSI report².

SSI Item Comparisons

Out of all 73 SSI items, Gallaudet University students' level of satisfaction was significantly lower for 60 items compared to other institutions. Of the remaining 13 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 were that the bookstore staff are helpful and my academic advisor helps me set goals to work toward. Detailed data on item comparisons to peer institutions can be found online in the GU SSI report².

IV. Comparing 2015 Results with 2016 Results

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

A. 2015 - 2016 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 and 2016, and top factors for each year are in **bold**.

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

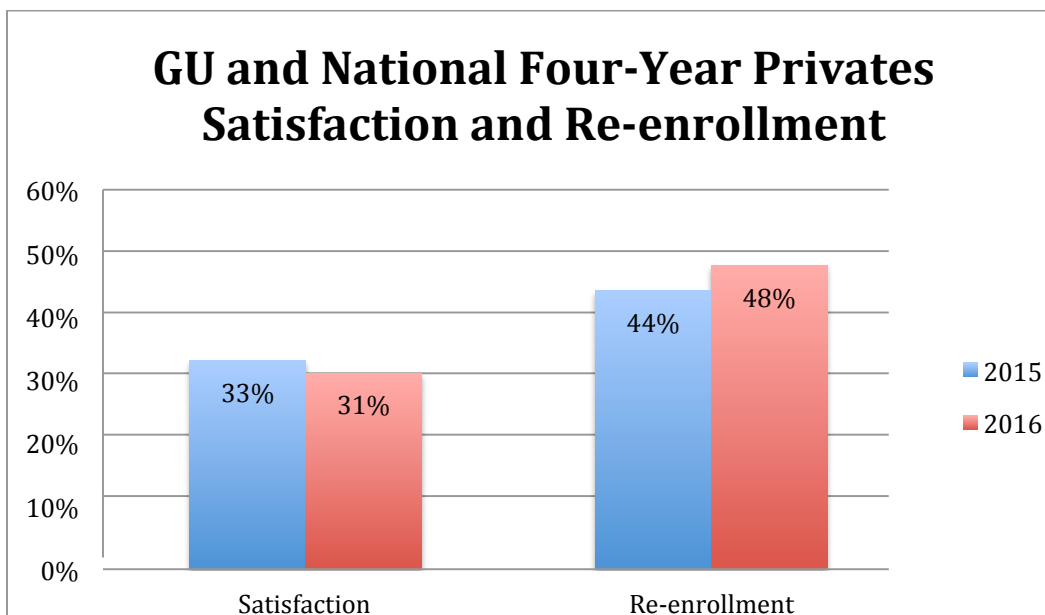
Table 5. Factors influencing Gallaudet students' enrollment in 2015 and 2016

Enrollment Factor	2015		2016	
	Importance Percentage ⁴	Importance Mean Score	Importance Percentage ⁴	Importance Mean Score
Cost	68%	5.69	75%	6.02
Financial aid	72%	5.86	72%	6.12
Academic reputation	72%	5.94	71%	5.99
Personalized attention prior to enrollment	56%	5.34	65%	5.58
Campus appearance	44%	4.88	56%	5.35
Geographic setting	45%	4.97	52%	5.22
Recommendations from family/friends	50%	4.88	50%	5.25
Size of institution	41%	4.57	47%	4.93
Opportunity to play sports	27%	3.40	32%	3.99

B. 2015 – 2016 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 both 2015 and 2016, 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 2016, GU students rated 2% lower satisfaction scores compared to GU students who responded in 2015, but a 4% higher likelihood of re-enrollment compared to GU students who responded in 2015. Despite these differences between 2015 and 2016, they 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 and 2016



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

C. 2015 – 2016 Comparison: Student Experiences at Gallaudet University

The heart of the SSI is student experiences at Gallaudet. The SSI provides data to inform decision-making at three levels: strengths and challenges, composite scales, and item analysis. This report focuses on strengths and challenges for Gallaudet to plan for improved student experiences. For detailed information on composite scales and individual items, refer to 2015 and 2016 SSI results online¹.

Areas of strengths and challenges that were identified by students in 2016 have many similarities to areas identified in 2015. Campus support including academic advising and technology continued to be reported as strengths, and support services in general are included in 2016’s strengths. Instructional effectiveness, which last year included several items of strength continued to be reported as strengths including instruction in majors and faculty’s knowledge of their field, but also lost some of those areas this year: specifically the quality of instructors and finding the content of courses to be valuable.

For 2016, three key campus climate areas continued to be part of Gallaudet’s areas of challenge: “students feel welcome,” “institution shows concern for individuals,” and “tuition paid is a worthwhile investment,” while “campus commitment to academic excellence” is no longer included as an area of challenge. However, new areas of challenge with respect to diversity and racial harmony emerged this year: specifically the following items:

- There is a sense of security and freedom to express diverse perspectives.
- There is visible leadership to foster diversity/inclusion on campus.
- There is a strong commitment to racial harmony on this campus.

It is worth noting that the item, “there is a sense of security and freedom to express diverse perspectives “ was identified as an area of strength in 2015, but in 2016, it was identified as an area of challenge. In other words, students continued to perceive this item to be important, but their level of satisfaction shifted negatively this year compared to last year.

Other areas including financial aid, campus life, safety and security, and instructional effectiveness continued to be part of Gallaudet’s areas of challenges. Of particular note, one new area of challenge with respect to faculty providing timely feedback about student progress in a course also emerged this year. For a full list of 2015 and 2016 comparison of areas of challenge and areas of strengths, refer to Appendix C.

V. Key Takeaways

The data in this report offers insights into students’ institutional choice and general satisfaction, as well as areas that are identified as strengths and challenges for Gallaudet University. All sets of information are valuable in a manner that this assessment of student satisfaction can set the retention agenda and provide crucial data for accreditation and strategic planning. As Ruffalo-Noel Levitz (2016) stresses, “student satisfaction is a key component of college persistence and educational completion” (p. 1). Students with higher levels of satisfaction are more likely to return, continue their education, and graduate (Bryant & Bodfish, 2015; Ruffalo Noel Levitz, 2016). In addition, students with higher levels of satisfaction are more likely to give or donate when they become alumni (Bryant, Bodfish & Stever, 2015). GU can use this report to understand and assess GU students’ satisfaction as well as identify ways to address areas that need improvement.

Institutional Choice

GU’s students’ institutional choice or factors in their decision to enroll are consistent with peer institutions. GU students’ top three factors of cost, financial aid, and academic reputation have also been at the top of the national results in recent years (Ruffalo Noel Levitz, 2016). These factors are what drives, not only GU students, but also all students to enroll in college. GU needs to recognize that students at GU and nationally, rate financial aid and cost at higher percentages than academic reputation as driving enrollment factors.

General Satisfaction

Again, students who are satisfied are more likely to re-enroll and continue their educational path. 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. GU's fall-to-fall retention rate and six-year graduation rate of first-time, full-time freshmen was 69% and 46% in fall 2015. This year, GU students' perception of satisfaction and likelihood to re-enroll are not aligned such that they are less satisfied, but more likely to re-enroll. Even though students indicate that they are more likely to re-enroll, GU should focus on creating a welcoming and responsive campus climate that enhances students' experiences. When students have a positive experience, they are much more likely to be satisfied, which will then have a positive impact on the GU fall-to-fall retention rate and six-year graduation rate.

Areas of Strength and Areas of Challenge

The data in this report offers areas of strength and areas of challenge. Both sets of information are valuable. Gallaudet seldom does enough to celebrate our strengths, and these (and other) strengths are what make Gallaudet a place like no other. At the same time, GU needs to be aware of campus climate perceptions and respond appropriately. More specifically, GU needs to examine further the challenges that we face in terms of student satisfaction. Of particular note, the challenges of issues that are affected on campus, whether or not students believe we are concerned about them as individuals. 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 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
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Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

<p>Importance to me ...</p> <p>1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important</p> <p>does not apply</p>	<p>... My level of satisfaction</p> <p>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</p>
<p>74. (If items 74-83 not available, skip to item 84.)</p> <p>75.</p> <p>76.</p> <p>77.</p> <p>78.</p>	<p>74.</p> <p>75.</p> <p>76.</p> <p>77.</p> <p>78.</p>
<p>79.</p> <p>80.</p> <p>81.</p> <p>82.</p> <p>83.</p>	<p>79.</p> <p>80.</p> <p>81.</p> <p>82.</p> <p>83.</p>
<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>84.</p> <p>85.</p> <p>86.</p> <p>87.</p> <p>88.</p> <p>89.</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

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. There are adequate programs or resources in place to strengthen my use of ASL.
2. There are adequate programs or resources in place to strengthen my use of English.
3. I am treated with respect for cultural/personal differences in at Gallaudet University.
4. There is a sense of security and freedom to express diverse perspectives.
5. There is visible leadership to foster diversity/inclusion on campus.
6. The university provides sufficient resources that help me effectively use technology for my academic needs.
7. The use of Blackboard has had a positive impact on my academics.

Appendix C: 2015 vs. 2016 Areas of Strength and Areas of Challenges

Areas of Challenge/Strength	2015	2016
Financial aid counselors are helpful.	Challenge	
My academic advisor is approachable.	Strength	Strength
The content of the courses within my major is valuable.	Strength	
Financial aid awards are announced to students in time to be helpful in college planning.	Challenge	Challenge
My academic advisor is concerned about my success as an individual.	Strength	Strength
The instruction in my major field is excellent.	Strength	Strength
Adequate financial aid is available for most students.	Challenge	Challenge
My academic advisor helps me set goals to work toward.		Strength
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	Challenge	Challenge
Faculty are fair and unbiased in their treatment of individual students.	Challenge	Challenge
Computer labs are adequate and accessible.	Strength	Strength
My academic advisor is knowledgeable about requirements in my major.	Strength	Strength
I am able to register for classes I need with few conflicts.	Strength	Strength
Security staff respond quickly in emergencies.	Challenge	Challenge
I am able to experience intellectual growth here.	Strength	Strength
There is a commitment to academic excellence on this campus.	Challenge	
Academic support services adequately meet the needs of students.		Strength
Students are made to feel welcome on this campus.	Challenge	Challenge
Faculty provide timely feedback about student progress in a course.		Challenge
Major requirements are clear and reasonable.	Strength	Strength
The quality of instruction I receive in most of my classes is excellent.	Strength	
This institution shows concern for students as individuals.	Challenge	Challenge
There is a strong commitment to racial harmony on this campus.		Challenge
Faculty are usually available after class and during office hours.	Strength	Strength
Tuition paid is a worthwhile investment.	Challenge	Challenge
Nearly all of the faculty are knowledgeable in their field.	Strength	Strength
There is a good variety of courses provided on this campus.	Challenge	
I am treated with respect for cultural/personal differences at Gallaudet University.	Strength	
There is a sense of security and freedom to express diverse perspectives.	Strength	Challenge
There is visible leadership to foster diversity/inclusion on campus.		Challenge
The university provides sufficient resources that help me effectively use technology for my academic needs.	Strength	Strength
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.		