



Student Satisfaction Inventory Report: Undergraduate and Graduate Supplement

Gallaudet University
Spring 2016

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Office of Institutional Research

Gallaudet University Student Satisfaction Inventory Report Undergraduate and Graduate Supplement

I. Student Satisfaction Inventory (SSI) Report Supplement

A. Background

This report is a supplement to the primary Gallaudet University (GU) Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) 2016 Report. While the [GU SSI Report for 2016](#) reports background, methodology, and results for all GU students as a whole, this report analyzes the Strengths and Challenges identified by undergraduate and graduate students separately.

B. Methods

During the 2016 spring semester, the Office of Intuitional Research administered via email the on-line version of the Student Satisfaction Inventory (SSI) to the population of GU students: 1,375 students total. Of the 260 survey respondents, 148 were undergraduate students (15%) and 82 (20%) were graduate students. Demographic information for respondents is reported at the OIR website under [Detailed Results of SSI 2016](#).

II. Student Satisfaction Survey Results

This report presents SSI results as follows:

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

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. 66% of the undergraduate respondents selected GU as their first choice (compared to 74% in 2015), and 25% indicated it was their second choice (compared to 22% in 2015). 85% of the graduate respondents selected GU as their first choice (compared to 89% in 2015), and 11% indicated it was their second choice (compared to 8% in 2015).

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.

- 67% of the GU undergraduate respondents (compared to 71% in 2015), and 65% of the GU graduate respondents (compared to 73% in 2015) said that their **experience at GU had about met, met, or was better than their expectations.**
- 56% of the GU undergraduate respondents (compared to 61% in 2015), and 60% (55% compared to 2015) of the GU graduate respondents were **somewhat to very satisfied with their overall experience at GU.**
- 48% of the GU undergraduate respondents (compared to 45% in 2015), and 50% of the GU graduate respondents (compared to 44% in 2015) said that they would **probably or definitely enroll at GU if they had to do it again.**

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

Ruffalo Noel-Levitz provides data on the SSI in a variety of different ways. The focus of this report will be on the highest level of analyses: Strengths and Challenges. 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. This level is the best summary of results for action planning. For other types of analyses and more detail, see the Student Satisfaction Survey links at the [GU Campus Climate Survey Website](#). While the primary GU Student Satisfaction Report looked at items that were Strengths and Challenges with all of the data (UGRAD, GRAD, and unknown) combined, this report examines data when the responses for Undergraduates and Graduates are analyzed separately. After identifying Strengths and Challenges by Undergraduates and Graduates, we then identified Strengths and Challenges that were the same for both sets of students, and which were unique to Undergraduates and unique to Graduates. The following sections of the report present data in three different ways: 1) Areas identified by BOTH Undergraduates and Graduates; 2) Areas identified by ONLY Undergraduates; and 3) Areas identified ONLY by Graduate students.

1. Both Undergraduates and Graduates

The table below shows SSI items that were identified by both Undergraduate and Graduate students as either a Strength of Gallaudet or a Challenge for Gallaudet¹. Items with a strikethrough are items that were identified in 2015 by both Undergraduates and Graduates, but not in 2016. Items in blue are new for 2016.

Scale	Areas of Strength: Both	Areas of Challenge: Both
Campus Climate		<ul style="list-style-type: none"> •—Students are made to feel welcome on this campus.* (now UG only) •—This institution shows concern for students as individuals* (now GRAD only)
Campus Life		<ul style="list-style-type: none"> •—Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
Academic Advising	<ul style="list-style-type: none"> • My academic advisor is approachable. • My academic advisor is knowledgeable about my program requirements. • My academic advisor is concerned about my success as 	

¹ This analysis is different than the analysis of Overall student responses. Overall results show items for the SSI when SSI data were combined for all students. The analysis in this report focuses on analysis of data when UG and Grad responses were analyzed separately.

Scale	Areas of Strength: Both	Areas of Challenge: Both
	<p>an individual.*</p> <ul style="list-style-type: none"> Major requirements are clear and reasonable. 	
Campus Support Services	<ul style="list-style-type: none"> Computer labs are adequate and accessible. (now UG only) 	
Admissions and Financial Aid		<ul style="list-style-type: none"> Adequate financial aid is available for most students. Financial aid awards are announced to students in time to be helpful in college planning. Financial aid counselors are helpful. (now UG only)
Safety and Security		<ul style="list-style-type: none"> Security staff respond quickly in emergencies.
Concern for the Individual	<ul style="list-style-type: none"> My academic advisor is concerned about my success as an individual.* 	
Instructional Effectiveness	<ul style="list-style-type: none"> Faculty are usually available after class and during office hours. I am able to experience intellectual growth here. Nearly all faculty are knowledgeable in their field. The content of the courses within my major is valuable. (now GRAD only and challenge for UGRAD) 	<ul style="list-style-type: none"> Faculty provide timely feedback about student progress in a course. (last year GRAD only) Tuition paid is a worthwhile investment. (last year GRAD only)
Student-Centeredness		<ul style="list-style-type: none"> Students are made to feel welcome on this campus.*

Scale	Areas of Strength: Both	Areas of Challenge: Both (now UG only)

* Item is used for more than one scale.

2. Undergraduate Only

The table below shows SSI items that were identified by Undergraduate students, but not by Graduate students, as either a Strength or Challenge for Gallaudet. Items with a strike through are items that were identified by Undergraduates in 2015, but not in 2016. Items in blue are new for 2016.

Scale	Areas of Strength: Undergraduate Only	Areas of Challenge: Undergraduate Only
Campus Climate	<ul style="list-style-type: none"> • It is an enjoyable experience to be a student on this campus.* • Freedom of expression is protected on campus. 	<ul style="list-style-type: none"> • Students are made to feel welcome on this campus. (last year both UGRAD and GRAD)
Campus Life	<ul style="list-style-type: none"> • Males and females have equal opportunities to participate in intercollegiate athletics. • Freedom of expression is protected on campus.* 	
Instructional Effectiveness		<ul style="list-style-type: none"> • There is a good variety of courses provided on this campus. • The content of the courses within my major is valuable. (last year strength for both UGRAD and GRAD)
Academic Advising	<ul style="list-style-type: none"> • My academic advisor helps me set goals to work toward. 	
Campus Support Services	<ul style="list-style-type: none"> • Academic support services adequately meet the needs of students. • Bookstore staff are helpful. • Computer labs are adequate and accessible. 	
Admissions and		<ul style="list-style-type: none"> • Financial aid counselors are

Scale	Areas of Strength: Undergraduate Only	Areas of Challenge: Undergraduate Only
Financial Aid		helpful.
Safety and Security		• The campus is safe and secure for all students.
Registration Effectiveness	<ul style="list-style-type: none"> • The personnel involved in registration are helpful. • I am able to register for classes I need with few conflicts. 	
Gallaudet Specific	<ul style="list-style-type: none"> • I am treated with respect for cultural/personal differences at Gallaudet University. • There is a sense of security and freedom to express diverse perspectives. • The use of Blackboard has had a positive impact on my academics. • The university provide sufficient resources to help me effectively use technology for my academic needs. 	<ul style="list-style-type: none"> • There is visible leadership to foster diversity/inclusion on campus.

* Item is used for more than one scale.

3. Graduate Only

The table below shows SSI items that were identified by Graduate students, but not by Undergraduate students, as either a Strength or a Challenge for Gallaudet. Items with a strike through are items that were identified by Graduates in 2015 but not in 2016. Items in blue are new for 2016.

Scale	Areas of Strength: Graduate Only	Areas of Challenge: Graduate Only
Campus Climate	<ul style="list-style-type: none"> • Faculty care about me as an individual.* 	<ul style="list-style-type: none"> • I seldom get the “run-around” when seeking information on this campus.* • The campus staff are caring and helpful.

Scale	Areas of Strength: Graduate Only	Areas of Challenge: Graduate Only
		<ul style="list-style-type: none"> • Most students feel a sense of belonging here. • This institution shows concern for students as individuals.* (last year both UGRAD and GRAD) • There is a strong commitment to racial harmony on this campus. • There is a commitment to academic excellence on this campus.*
Instructional Effectiveness	<ul style="list-style-type: none"> • The instruction in my major field is excellent. • The content of the courses within my major is valuable. (last year both UGRAD and GRAD) • Faculty care about me as an individual.* • The quality of instruction I receive in most of my classes is excellent. • Graduate teaching assistants are competent as classroom instructors. 	<ul style="list-style-type: none"> • Faculty provide timely feedback about student progress in a course. (Now both UGRAD and GRAD) • Tuition paid is a worthwhile investment. (Now both UGRAD and GRAD only) • Faculty are fair and unbiased in their treatment of individual students.*
Campus Support Services	<ul style="list-style-type: none"> • Library resources and services are adequate. 	
Registration Effectiveness	<ul style="list-style-type: none"> • I am able to register for classes with few conflicts. 	
Concern for the Individual	<ul style="list-style-type: none"> • Faculty care about me as an individual.* • Counseling staff care about students as individuals. 	<ul style="list-style-type: none"> • Faculty are fair and unbiased in their treatment of individual students.*

Scale	Areas of Strength: Graduate Only	Areas of Challenge: Graduate Only
Gallaudet-specific	<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 treated with respect for cultural/personal differences in at Gallaudet University.

* Item is used for more than one scale.

E. Summary and Comparison: 2015 and 2016, Undergraduates and Graduates

	2015		2016	
	Strengths	Challenges	Strengths	Challenges
Both UG & Grad	9	7	7	5
UG	6	2	9	4*
Graduate	6	5	5*	7
Total	21	14	21	16

* One item was identified as a Challenge by undergraduate students and a Strength by graduate students

Comparison of SSI results disaggregated by Undergraduates and Graduate students shows that the same numbers of Strengths were identified for GU in 2016 as in 2015. There were fewer Strengths shared by both UG's and Grads, while Undergraduates identified more Strengths in 2016 than in 2015, and Graduates, identified one more Strength, a Strength that was identified by UG's as a Challenge. In terms of Challenges, in 2016 fewer shared Challenges were identified, and UG's and Graduates each identified two more Challenges in 2016 than in 2015.

A few items remained consistent from 2015 to 2016. Items related to academic advising remain Areas of Strength for Gallaudet as reported by both undergraduate and graduate students. Responding students, undergraduate and graduate students, note that they are "able to experience intellectual growth" at Gallaudet, and that faculty are knowledgeable in their field. These students also continue to note a concern regarding "Security staff respond[ing] quickly in emergencies." Issues related to financial aid remain a Challenge, although one less financial aid issue was identified as a Challenge for graduate students in 2016 than in 2015.

There were a few key differences in content in the items identified in 2016 when compared to 2015. In 2015 three broad climate statements were identified as particularly important for the campus to take note of in strengthening campus climate. One of these, "Students are made to feel welcome on this campus" continued to be identified as a concern for undergraduates. However, this statement did not rise to the level of a Challenge in 2016 for graduate students. Another statement, "The institution shows concern for students as individuals," was identified as a concern in 2015 by both undergraduate and graduate students. But, this item was only identified by graduate students as a concern in 2016. While a third statement, "There is a commitment to academic excellence on this campus," was identified by graduate students only in 2015, this did not continue to be an area of concern in 2016. Other similar items such as "The campus staff are caring and helpful," "Students feel a sense of belonging," and "I seldom get the 'run-around when seeking information on campus" were identified as Challenges only for graduate students. Other differences between undergraduate and graduate students include undergraduates identifying registration and bookstore staff as Strengths, along with the use of computer labs, technology support, and Blackboard, while Graduate students note library and counseling staff as Strengths.

One area of concern in this year's SSI results has to do with graduate students' perception of instructional effectiveness. Three items identified as Gallaudet Strengths by graduate students in 2015 slipped off that list in 2016: "The quality of instruction I receive in most of my classes is excellent," "Faculty care about me as an individual," and "Graduate teaching assistants are competent as classroom instructors." Also, the items "Faculty provide timely feedback about student progress in a course" and "Tuition paid is a worthwhile investment" were identified as Challenges in 2015 by graduate students, but were identified as Challenges in 2016 by both undergraduate and graduate students.

Finally, notable additions to Challenges identified for Gallaudet relate to diversity, inclusion and racial harmony. Here again, there are differences between undergraduate and graduate students. While undergraduate students note, "There is visible leadership to foster diversity/inclusion on campus" as a Challenge, graduate students note "I'm treated with respect for cultural/person differences at Gallaudet University," "There is a strong commitment to racial harmony on this campus," and "Faculty are fair and unbiased in their treatment of individual students" all as Challenges.

E. Conclusion

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, see the Detailed Results of the Student Satisfaction Survey at the [Gallaudet Climate Survey](#) website or contact Lindsay Buchko, Director of Institutional Research at lindsay.buchko@gallaudet.edu.

Appendix A: Noel-Levitz Student Satisfaction Inventory



STUDENT SATISFACTION INVENTORY™

4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
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Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.



Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences on this campus. On the left, tell us how important it is for your institution to meet this expectation. On the right tell us how satisfied you are that your institution has met this expectation.

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	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	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	does not apply	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. Most students feel a sense of belonging here.	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	2. The campus staff are caring and helpful.	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	3. Faculty care about me as an individual.	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	4. Admissions staff are knowledgeable.	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	5. Financial aid counselors are helpful.	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	6. My academic advisor is approachable.	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	7. The campus is safe and secure for all students.	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	8. The content of the courses within my major is valuable.	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	9. A variety of intramural activities are offered.	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	10. Administrators are approachable to students.	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	11. Billing policies are reasonable.	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	12. Financial aid awards are announced to students in time to be helpful in college planning.	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	13. Library staff are helpful and approachable.	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	14. My academic advisor is concerned about my success as an individual.	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	15. The staff in the health services area are competent.	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	16. The instruction in my major field is excellent.	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	17. Adequate financial aid is available for most students.	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	18. Library resources and services are adequate.	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	19. My academic advisor helps me set goals to work toward.	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	20. The business office is open during hours which are convenient for most students.	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 #

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 . . .

1 - not important at all
 2 - not very important
 3 - somewhat unimportant
 4 - neutral
 5 - somewhat important
 6 - important
 7 - very important

does not apply

. . . My level of satisfaction

not available/not used

very satisfied - 7
 satisfied - 6
 somewhat satisfied - 5
 neutral - 4
 somewhat dissatisfied - 3
 not very satisfied - 2
 not satisfied at all - 1

(If items 74-83 not available, skip to item 84.)

74.	74.	1	2	3	4	5	6	7
75.	75.	1	2	3	4	5	6	7
76.	76.	1	2	3	4	5	6	7
77.	77.	1	2	3	4	5	6	7
78.	78.	1	2	3	4	5	6	7
79.	79.	1	2	3	4	5	6	7
80.	80.	1	2	3	4	5	6	7
81.	81.	1	2	3	4	5	6	7
82.	82.	1	2	3	4	5	6	7
83.	83.	1	2	3	4	5	6	7

How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

84. Part-time students?	84.	1	2	3	4	5	6	7
85. Evening students?	85.	1	2	3	4	5	6	7
86. Older, returning learners?	86.	1	2	3	4	5	6	7
87. Under-represented populations?	87.	1	2	3	4	5	6	7
88. Commuters?	88.	1	2	3	4	5	6	7
89. Students with disabilities?	89.	1	2	3	4	5	6	7

How important were each of the following factors in your decision to enroll here?

90. Cost	90.	1	2	3	4	5	6	7
91. Financial aid	91.	1	2	3	4	5	6	7
92. Academic reputation	92.	1	2	3	4	5	6	7
93. Size of institution	93.	1	2	3	4	5	6	7
94. Opportunity to play sports	94.	1	2	3	4	5	6	7
95. Recommendations from family/friends	95.	1	2	3	4	5	6	7
96. Geographic setting	96.	1	2	3	4	5	6	7
97. Campus appearance	97.	1	2	3	4	5	6	7
98. Personalized attention prior to enrollment	98.	1	2	3	4	5	6	7

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
 ② Quite a bit worse than I expected
 ③ Worse than I expected
 ④ About what I expected
 ⑤ Better than I expected
 ⑥ Quite a bit better than I expected
 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
 ② Not very satisfied
 ③ Somewhat dissatisfied
 ④ Neutral
 ⑤ Somewhat satisfied
 ⑥ Satisfied
 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
 ② Probably not
 ③ Maybe not
 ④ I don't know
 ⑤ Maybe yes
 ⑥ Probably yes
 ⑦ Definitely yes</p> |
|--|--|---|

CONTINUE TO THE NEXT PAGE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

102. Gender:

- ① Female
- ② Male

103. Age:

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

104. Ethnicity/Race:

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

105. Current Enrollment Status:

- ① Day
- ② Evening
- ③ Weekend

106. Current Class Load:

- ① Full-time
- ② Part-time

107. Class Level:

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

108. Current GPA:

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

109. Educational Goal:

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

110. Employment:

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

111. Current Residence:

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

112. Residence Classification:

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

113. Disabilities:

Physical disability or a diagnosed learning disability?
 ① Yes
 ② No

114. When I entered this institution, it was my:

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

PROOF

Your numeric identifier is requested for research purposes and **will not** appear on any report.
 Your response is voluntary.

Student ID/SSN if requested by your institution:

Write the requested number in the spaces of the box provided.
 Completely darken the corresponding oval.

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

115. Major:

Fill in major code from list provided by your institution.

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

116. Item requested by your institution:

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.
 Please do not fold.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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PLEASE DO NOT MARK IN THIS AREA

SERIAL #

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.