Noel-Levitz Student Satisfaction Inventory 1998

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A Key Message to Campus Leaders

This report offers a unique and comprehensive view of your students' perceptions regarding your institution.

In it, you'll learn how satisfied your students are and what's most important to them — a combination that pinpoints your institution's strengths and areas in need of improvement.

Specifically, you'll learn the answers to questions such as:

- which aspects of campus do your students care about most?
- which aspects of your campus do students find most and least satisfying?
- how can you best meet student expectations?
- how do your students' responses compare with students' responses at institutions similar to your own?
- how do your students' responses compare with the strengths and priorities for action identified by faculty, staff, and administrators? (This applies if your institution used both the Student Satisfaction Inventory and the Institutional Priorities Survey.)

In essence, you have in your hands a blueprint for improving your institution's effectiveness. You can use this information to identify institutional strengths that should be highlighted in student recruitment; to accelerate your student retention initiatives; to advance your efforts in strategic planning, self-studies for accreditation, and total quality management; and to align your budget decisions with your students' priorities. You'll also find it is well worth your while to share the report's findings as encouragement and feedback to your faculty, staff and students.

To get the most value from student satisfaction studies, we recommend that you compare your students' perceptions over time. Annual surveying allows you to provide systematic feedback to your internal and external constituents on the effectiveness of all campus programs and services. You will have the information needed to assess the effectiveness of your special initiatives and to determine priorities for current student populations.

Now on to the report!

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Introduction

Student Satisfaction Inventory™
About the Student Satisfaction Inventory™

The Student Satisfaction Inventory measures students' satisfaction with a wide range of college experiences. Principles of consumer theory serve as the basis for the inventory's construction. Therefore, students are viewed as consumers who have a choice about whether to invest in education and where to enroll. In addition, students are seen as individuals who have definite expectations about what they want from their campus experience. From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution.

Students rate each item in the inventory by the importance of the specific expectation as well as their satisfaction with how well that expectation is being met. A performance gap is then determined by the difference in the importance rating and the satisfaction rating. Items with large performance gaps indicate areas on campus where students perceive their expectations are not being met adequately.

Because the Student Satisfaction Inventory results in three different scores for each item, a significant amount of information is generated for institutional decision makers. Importance score ratings reflect how strongly students feel about the expectation (the higher the score, the more important it is to a student, hence the stronger the expectation). Satisfaction ratings show how satisfied students are that your institution has met the expectation (the higher the score, the more satisfied the student). Performance gap scores (importance rating minus satisfaction rating) show how well you are meeting the expectation overall. A large performance gap score for an item (e.g., 1.5) indicates that the institution is not meeting students' expectations, whereas a small or zero gap score (e.g., .50) indicates that an institution is meeting students' expectations, and a negative gap score (e.g., -.25) indicates that an institution is exceeding students' expectations.

In addition to the information provided by the three measurements for each item, inventory composite scales offer a global perspective of your students' responses. The scales provide a good overview of your institution's strengths and areas in need of improvement.

Three versions of the inventory are available: the Community, Junior and Technical College version, the 4-Year College and University version, and the 2-year Career and Private School version. Each version captures the unique features of the type of institution for which it was developed. At the end of this report, you'll find the version of the instrument your campus used.

Student responses are compared to corresponding national groups as follows: 4-year private institutions are compared with other 4-year private institutions, 4-year public institutions are compared with other 4-year public institutions, community, junior...
and technical colleges are compared with other community, junior and technical institutions, and 2-year career and private schools are compared with other career and private schools.

The Items

The Student Satisfaction Inventory collects student feedback on over 100 items. Included are:

- 70 items of expectation for community, junior and technical colleges and career and private schools
- OR
- 73 items of expectation for 4-year colleges and universities
- 10 optional items that may be defined by the institution
- 6 items that assess the institution's commitment to specific student populations
- 9 items that assess pre-enrollment factors
- 3 summary items that assess overall satisfaction with the institution
- 13 demographic items that identify demographic characteristics of respondents
- 2 optional items that further identify the demographic characteristics of respondents (you can have students record their major or program, plus one other demographic characteristic of your choosing).

The Scales

Community, Junior and Technical College Version and Career and Private School Version

For the community, junior and technical college and career and private school versions of the inventory, 70 items of expectation and 6 items that assess the institution's commitment to specific student populations are analyzed statistically and conceptually to provide the following 12 composite scales:

*Academic Advising and Counseling Effectiveness* assesses the comprehensiveness of your academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

*Academic Services* assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

*Admissions and Financial Aid Effectiveness* assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.
Campus Climate assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

Campus Support Services assesses the quality of your support programs and services that students utilize to make their educational experiences more meaningful and productive. This scale covers career services, orientation, child care, and special programs such as Veterans' Services and support services for displaced homemakers.

Concern for the Individual assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors) are included in this assessment.

Instructional Effectiveness assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, the effectiveness of your faculty in and out of the classroom, and the effectiveness of your adjunct faculty and graduate teaching assistants.

Registration Effectiveness assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations, students with disabilities, commuters, part-time students, and older, returning learners.

Safety and Security assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence assesses the attitude of staff toward students, especially front-line staff. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness assesses your campus's efforts to convey to students that they are important to the institution. This scale measures your institution's attitude toward students and the extent to which they feel welcome and valued.

Some items on the inventory contribute to more than one scale. In addition, four items (numbers 3, 9, 53, and 68) are not included in any of the two-year scales.
The Scales

4-Year College and University Version

For the 4-year college and university version of the inventory, 73 items of expectation and 6 items that assess the institution's commitment to specific student populations are analyzed statistically and conceptually to provide the following 12 composite scales:

**Academic Advising Effectiveness** assesses the comprehensiveness of your academic advising program. Academic advisors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability.

**Campus Climate** assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

**Campus Life** assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perceptions of their rights and responsibilities.

**Campus Support Services** assesses the quality of your support programs and services which students utilize in order to make their educational experiences more meaningful and productive. This scale covers areas such as tutoring, the adequacy of the library and computer labs, and the availability of academic and career services.

**Concern for the Individual** assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors, residence hall staff) are included in this assessment.

**Instructional Effectiveness** assesses your students' academic experience, your curriculum, and your campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, the effectiveness of your faculty in and out of the classroom, and the effectiveness of your adjunct faculty and graduate teaching assistants.

**Recruitment and Financial Aid Effectiveness** assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.
Registration Effectiveness assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations, students with disabilities, commuters, part-time students, and older, returning learners.

Safety and Security assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence assesses the perceived attitude of your staff toward students, especially front-line staff. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

Some items on the inventory contribute to more than one scale. In addition, there are two items (numbers 35 and 72) that are not included in any of the four-year scales.

Reliability and Validity

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four-year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments (r=.71; p<.00001) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

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The Inventory Authors

The Student Satisfaction Inventory was developed by Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D., with assistance from USA Group Noel-Levitz. Dr. Schreiner is professor of psychology at Eastern College in St. Davids, Pennsylvania, and Dr. Juillerat is assistant professor of psychology at Wesley College in Dover, Delaware.

A Word About USA Group Noel-Levitz

USA Group Noel-Levitz is the preeminent consulting firm in the nation that provides comprehensive programs and services to colleges, universities, and postsecondary systems throughout the United States and Canada. Since its founding in 1984, the higher education professionals at Noel-Levitz have consulted directly with over 1,400 colleges and universities nationwide in the areas of:

- student retention
- staff and organizational development
- student success
- marketing and recruiting
- enrollment management
- strategic planning and resource development
- institutional effectiveness.

Noel-Levitz has developed an array of proven tools including software programs, diagnostic tools and instruments, videotape-based training programs, and customized consultations, workshops, and national conferences. With the Student Satisfaction Inventory and the Institutional Priorities Survey, the firm brings together its many years of research and campus-based experience to enable you to get to the heart of your campus agenda.

Our alliance with the USA Group family of companies has linked our content expertise to new technologies and services that together ensure top results for our clients.

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USA Group Noel-Levitz
2101 ACT Circle
Iowa City, Iowa 52245-9581

Phone: 319-337-4700 or 800-876-1117
FAX: 319-337-5274
E-Mail: info@noellevitz.com
How to Interpret Your Results

As you review your results, it is important to consider all of the information provided.

Three areas of measurement are especially significant: importance, satisfaction, and performance gaps (the difference between importance and satisfaction). Focusing on only one area of measurement, such as performance gaps, is likely to result in overlooking areas of the campus experience that your students value most. A combination of scores provides the most dynamic information for institutions to consider when developing an action agenda.

Using the matrix below helps the institution conceptualize its student satisfaction data by both retention priorities and marketing opportunities. In addition, it helps pinpoint areas where resources can be redirected from areas of low expectation to areas of high expectation.

**Matrix for Prioritizing Action**

- **High importance/low satisfaction** pinpoints areas in need of your institution's immediate attention, i.e., retention agenda/priorities.
- **High importance/high satisfaction** showcases your institution's areas of strength that should be highlighted in promotional materials.
- **Low importance/high satisfaction** suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.
- **Low importance/low satisfaction** presents an opportunity for your institution to examine those areas that have low status with students.
The national comparison scores indicated throughout the report are for institutions similar to your own. For example, if you are a 4-year private institution, your scores are compared to 4-year private institutions. The national comparison scores are specific to 4-year private institutions, 4-year public institutions, community, junior and technical colleges, or to 2-year career and private schools.

Each section of the Campus Report has a distinct purpose, as described below.

Demographic Summary

The two-page Demographic Summary reveals your students' responses to 13 standard demographic items and to two optional items your institution may have defined. Frequency and percentage scores are reported for each item. To learn how the optional items were defined, please consult your institution's inventory administrator.

Scale Summary Graphs

The three Scale Summary Graphs provide a visual display of the importance and satisfaction means for the inventory scales. Each scale mean is calculated by summing each respondent's item ratings to get a scale score, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents.

The graphs show levels of importance and satisfaction for the scales. Graph 1 allows you to compare the importance and satisfaction ratings for each scale for your institution. Using Graphs 2 and 3, you can compare your campus's scores to the national comparison group.

Institutional Summary

This section of the report presents all inventory data in a traditional chart format. The three areas of measurement for each scale and item — importance, satisfaction, and performance gap — for your institution's data are presented alongside those of the national comparison group. In addition, standard deviations (variability of responses) are presented for the satisfaction means for both your institution and the national group.
The last column shows the difference between your institution's satisfaction means and the national group satisfaction means. If the mean difference in these scores is a positive number, then your students are more satisfied than the students in the national comparison group. If the mean difference is a negative number, your students are less satisfied than the students in the national comparison group.

The statistical significance in the difference of these means has also been calculated. The key for the levels of significance appears at the bottom of each page. The greater the number of asterisks, the greater the confidence in the significance of this difference, and the greater the likelihood that this did not occur by chance. For example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between your institution's satisfaction score and the national comparison group satisfaction score would occur due to chance alone. The .01 level indicates a one in 100 chance and the .001 level indicates a one in 1000 chance.

Means for importance and satisfaction are calculated by summing respondents' ratings and dividing by the number of respondents. The performance gap means are calculated by taking the difference between the importance rating and the satisfaction rating.

Four charts are included in this section:

- Chart 1 shows the scales in order of importance, beginning with the scale your students deemed most important.
- Chart 2 shows the items in order of importance, beginning with the item your students deemed most important, including your campus-defined items, if utilized by your institution.
- Chart 3 shows the scales in alphabetical order, accompanied by a list of the items included in each scale.
- Chart 4 shows all of the inventory items in sequence, including your campus-defined items, if utilized by your institution.

Please note:

- Importance data are not collected for the six Responsiveness to Diverse Population items.
- Satisfaction data are not collected for the six pre-enrollment items.
- National comparison data are not available for campus-defined items.
Summary Items

This brief section measures overall student satisfaction with your campus by revealing the extent to which students perceive their expectations have been met, their overall level of satisfaction, and the likelihood that they would enroll again at your institution if they had it to do all over again. The means and standard deviations for both your campus and the national group are reported along with the differences between the two means.

Target Group Reports

Optional Target Group Reports, if requested by your institution, appear in one of two formats described below. These reports focus on specific groups of students on your campus. The target groups are defined by the items in the Demographic Summary section of this report.

The first Target Group Report format, the **Comparative Summary Analysis**, offers a quick synopsis of the scores for your chosen target group(s). At a glance, you can compare your overall campus scores with such groups as males, females, full-time, part-time, day, evening, first-year, second-year, and any other group for whom you have demographic data. Scale results are presented in alphabetical order, followed by item results in order of importance to students at your institution. For easy reference, you'll also see your overall campus scores alongside the composite national comparison group. The national comparisons are specific to institutions like yours, but not specific to the target group.

The second Target Group Report format, the **Single Group Analysis**, is similar to the Campus Report but focuses on only one target group (e.g., female students, full-time students, evening students, or any other group for whom you have demographic data). Like the Campus Report, this analysis includes a demographic summary, a complete review of scale and items scores, and the summary items. The national comparison group data provided is for the selected target group at similar institutions. Example: if you selected part-time students and your national comparison group is community, junior and technical colleges, the Single Group Analysis will provide national comparison data for part-time students at other community, junior and technical colleges.
The Findings

Student Satisfaction Inventory™
### Demographic Information

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<thead>
<tr>
<th>Gender</th>
<th>N</th>
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<tr>
<td>American Indian or Alaskan Native</td>
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<tr>
<td>Asian or Pacific Islander</td>
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<td>Caucasian/White</td>
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<td>Evening</td>
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<tr>
<td>Weekend</td>
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<td>Part-time</td>
<td>17</td>
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<tr>
<td>Sophomore</td>
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<td>18.60%</td>
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<tr>
<td>Junior</td>
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<tr>
<td>Senior</td>
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<td>34.02%</td>
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<tr>
<td>Special student</td>
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</tr>
<tr>
<td>Graduate/Professional</td>
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<td>2.23%</td>
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<tr>
<td>Other class level</td>
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<td>100.00%</td>
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<td>2.0 - 2.49</td>
<td>74</td>
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<tr>
<td>2.5 - 2.99</td>
<td>202</td>
<td>32.11%</td>
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<tr>
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<th>Educational Goal</th>
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<tr>
<td>Bachelor's degree</td>
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<tr>
<td>Master's degree</td>
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<tr>
<td>Doctorate or professional degree</td>
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<tr>
<td>Certification (initial/renewal)</td>
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<td>0.48%</td>
</tr>
<tr>
<td>Self-improvement/pleasure</td>
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<td>0.32%</td>
</tr>
<tr>
<td>Job-related training</td>
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<td>0.00%</td>
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<tr>
<td>Other educational goal</td>
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<td>0.80%</td>
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<tr>
<td>Total</td>
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<tr>
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<tr>
<th>Employment</th>
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<tr>
<td>Full-time off campus</td>
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<tr>
<td>Part-time off campus</td>
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<tr>
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</tr>
<tr>
<td>Part-time on campus</td>
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<td>18.88%</td>
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<tr>
<td>Not employed</td>
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<td>44.48%</td>
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<tr>
<td>Total</td>
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<td>100.00%</td>
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<tr>
<td>No response</td>
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### Demographic Information

#### Current Residence

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<td>Residence hall</td>
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<tr>
<td>Fraternity / Sorority</td>
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<td>4.62%</td>
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<tr>
<td>Own house</td>
<td>87</td>
<td>13.85%</td>
</tr>
<tr>
<td>Rent room or apt off campus</td>
<td>325</td>
<td>51.75%</td>
</tr>
<tr>
<td>Parent's home</td>
<td>14</td>
<td>2.23%</td>
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<tr>
<td>Other residence</td>
<td>26</td>
<td>4.14%</td>
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<tr>
<td>Total</td>
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<td>100.00%</td>
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#### Residence Classification

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<tr>
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<td>International (not U.S. citizen)</td>
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#### Disabilities

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<tr>
<th>Disability Type</th>
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<tr>
<td>Yes - Disability</td>
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<tr>
<td>No - Disability</td>
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<tr>
<td>Total</td>
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#### Institution Was My

<table>
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<tr>
<td>2nd choice</td>
<td>141</td>
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</tr>
<tr>
<td>3rd choice or lower</td>
<td>78</td>
<td>12.48%</td>
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<tr>
<td>Total</td>
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<td>100.00%</td>
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#### Institution Question

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<thead>
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Copyright 1998, Noel-Levitz Centers, Inc.
How Well Are We Meeting Our Students' Expectations?

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<tr>
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<td>Safety and Security</td>
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Mean

Copyright 1998, Noel-Levitz Centers, Inc.
What's Important to Our Students Compared to Other Four-Year Public Institutions?

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<thead>
<tr>
<th>Category</th>
<th>Your Campus</th>
<th>Comparison Group</th>
</tr>
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<td>Safety and Security</td>
<td>6.09</td>
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How Satisfied Are Our Students Compared to Other Four-Year Public Institutions?

<table>
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<th>Comparison Group</th>
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<tr>
<td>Academic Advising</td>
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<td>Recruitment and</td>
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<td>4.51</td>
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<td>Financial Aid</td>
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<tr>
<td>Effectiveness</td>
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<tr>
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### Institutional Summary

**Scales: In Order of Importance to Our Students**

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<th>Mean Difference (Satisfaction)</th>
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<td>5.01 / 0.98</td>
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<td>Academic Advising</td>
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<td>5.27 / 1.29</td>
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<td>6.30</td>
<td>5.00 / 1.36</td>
<td>1.30</td>
<td>0.27 ***</td>
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<td>Registration Effectiveness</td>
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<td>4.92 / 1.02</td>
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<td>4.69 / 1.14</td>
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<td>6.05</td>
<td>4.68 / 1.11</td>
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<td>0.89</td>
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<td>4.90 / 1.01</td>
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<td>0.16 ***</td>
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<td>4.82 / 0.92</td>
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<td>5.99</td>
<td>4.63 / 1.02</td>
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<td>0.19 ***</td>
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<tr>
<td>Student Centeredness</td>
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<td>4.97 / 1.06</td>
<td>1.03</td>
<td>6.01</td>
<td>4.81 / 1.13</td>
<td>1.20</td>
<td>0.16 ***</td>
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<tr>
<td>Campus Life</td>
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<td>4.75 / 0.86</td>
<td>0.78</td>
<td>5.54</td>
<td>4.62 / 0.96</td>
<td>0.92</td>
<td>0.13 ***</td>
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<tr>
<td>Responsiveness to Diverse Populations</td>
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<td>4.75 / 1.19</td>
<td></td>
<td></td>
<td>4.86 / 1.25</td>
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<td>-0.11 *</td>
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* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level
### Institutional Summary

**Items: In Order of Importance to Our Students**

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<th>Performance Gap</th>
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<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The content of the courses within my major is valuable.</td>
<td>6.69</td>
<td>5.34 / 1.33</td>
<td>1.35</td>
<td>6.57</td>
<td>5.26 / 1.38</td>
<td>1.31</td>
<td>0.08</td>
</tr>
<tr>
<td>16. The instruction in my major field is excellent.</td>
<td>6.68</td>
<td>5.38 / 1.36</td>
<td>1.30</td>
<td>6.54</td>
<td>5.22 / 1.42</td>
<td>1.32</td>
<td>0.16 **</td>
</tr>
<tr>
<td>33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.62</td>
<td>5.58 / 1.63</td>
<td>1.04</td>
<td>6.50</td>
<td>5.30 / 1.69</td>
<td>1.20</td>
<td>0.28 ***</td>
</tr>
<tr>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.60</td>
<td>5.66 / 1.23</td>
<td>0.94</td>
<td>6.50</td>
<td>5.51 / 1.30</td>
<td>0.99</td>
<td>0.15 **</td>
</tr>
<tr>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.59</td>
<td>5.18 / 1.39</td>
<td>1.41</td>
<td>6.50</td>
<td>5.09 / 1.42</td>
<td>1.41</td>
<td>0.09</td>
</tr>
<tr>
<td>34. I am able to register for classes I need with few conflicts.</td>
<td>6.57</td>
<td>4.87 / 1.75</td>
<td>1.70</td>
<td>6.54</td>
<td>4.51 / 1.88</td>
<td>2.03</td>
<td>0.36 ***</td>
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<tr>
<td>6. My academic advisor is approachable.</td>
<td>6.52</td>
<td>5.64 / 1.60</td>
<td>0.88</td>
<td>6.41</td>
<td>5.19 / 1.75</td>
<td>1.22</td>
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<tr>
<td>66. Tuition paid is a worthwhile investment.</td>
<td>6.52</td>
<td>5.06 / 1.54</td>
<td>1.46</td>
<td>6.41</td>
<td>4.89 / 1.61</td>
<td>1.52</td>
<td>0.17 **</td>
</tr>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>6.46</td>
<td>5.43 / 1.33</td>
<td>1.03</td>
<td>6.41</td>
<td>5.17 / 1.53</td>
<td>1.24</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>65. Faculty are usually available after class and during</td>
<td>6.44</td>
<td>5.51 / 1.34</td>
<td>0.93</td>
<td>6.35</td>
<td>5.33 / 1.43</td>
<td>1.02</td>
<td>0.18 **</td>
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### Institutional Summary

**Items: In Order of Importance to Our Students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Our Institution Means</th>
<th>National Group Means</th>
<th>Mean Difference</th>
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<td>Satisfaction/SD</td>
<td>Performance Gap</td>
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<tr>
<td>office hours.</td>
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<td></td>
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</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.40</td>
<td>4.88 / 1.50</td>
<td>1.52</td>
</tr>
<tr>
<td>55. Major requirements are clear and reasonable.</td>
<td>6.40</td>
<td>5.01 / 1.56</td>
<td>1.39</td>
</tr>
<tr>
<td>39. I am able to experience intellectual growth here.</td>
<td>6.37</td>
<td>5.54 / 1.16</td>
<td>0.83</td>
</tr>
<tr>
<td>26. Computer labs are adequate and accessible.</td>
<td>6.35</td>
<td>5.21 / 1.45</td>
<td>1.14</td>
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<tr>
<td>90. Cost as factor in decision to enroll.</td>
<td>6.35</td>
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</tr>
<tr>
<td>7. The campus is safe and secure for all students.</td>
<td>6.34</td>
<td>5.53 / 1.22</td>
<td>0.81</td>
</tr>
<tr>
<td>17. Adequate financial aid is available for most students.</td>
<td>6.32</td>
<td>4.43 / 1.63</td>
<td>1.89</td>
</tr>
<tr>
<td>14. My academic advisor is concerned about my success as an individual.</td>
<td>6.31</td>
<td>5.31 / 1.61</td>
<td>1.00</td>
</tr>
<tr>
<td>18. Library resources and services are adequate.</td>
<td>6.29</td>
<td>5.08 / 1.39</td>
<td>1.21</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>6.28</td>
<td>5.12 / 1.26</td>
<td>1.16</td>
</tr>
</tbody>
</table>

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### Institutional Summary

**Items: In Order of Importance to Our Students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Our Institution Means</th>
<th>National Group Means</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70. Graduate teaching assistants are competent as classroom instructors.</td>
<td>6.28</td>
<td>4.79 / 1.59</td>
<td>1.49</td>
<td></td>
<td></td>
<td>0.11</td>
</tr>
<tr>
<td>29. It is an enjoyable experience to be a student on this campus.</td>
<td>6.24</td>
<td>5.20 / 1.43</td>
<td>1.04</td>
<td></td>
<td></td>
<td>0.21 ***</td>
</tr>
<tr>
<td>57. I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
<td>6.24</td>
<td>4.18 / 1.82</td>
<td>2.06</td>
<td></td>
<td></td>
<td>0.14</td>
</tr>
<tr>
<td>2. The campus staff are caring and helpful.</td>
<td>6.23</td>
<td>5.04 / 1.31</td>
<td>1.19</td>
<td></td>
<td></td>
<td>0.17 **</td>
</tr>
<tr>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>6.23</td>
<td>4.74 / 1.52</td>
<td>1.49</td>
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<td></td>
<td>0.03</td>
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<tr>
<td>4. Admissions staff are knowledgeable.</td>
<td>6.18</td>
<td>4.91 / 1.37</td>
<td>1.27</td>
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<td></td>
<td>0.15 *</td>
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<tr>
<td>59. This institution shows concern for students as individuals.</td>
<td>6.18</td>
<td>4.72 / 1.50</td>
<td>1.46</td>
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<td></td>
<td>0.11</td>
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<tr>
<td>12. Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>6.16</td>
<td>4.60 / 1.51</td>
<td>1.56</td>
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<td>0.27 ***</td>
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<tr>
<td>15. The staff in the health services area are competent.</td>
<td>6.14</td>
<td>4.98 / 1.44</td>
<td>1.16</td>
<td></td>
<td></td>
<td>0.27 ***</td>
</tr>
<tr>
<td>72. On the whole, the campus is well-maintained.</td>
<td>6.13</td>
<td>5.50 / 1.37</td>
<td>0.63</td>
<td></td>
<td></td>
<td>0.13 *</td>
</tr>
</tbody>
</table>

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<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>27. The personnel involved in registration are helpful.</td>
<td>6.12</td>
<td>5.15 / 1.31</td>
<td>0.97</td>
</tr>
<tr>
<td>73. Student activities fees are put to good use.</td>
<td>6.12</td>
<td>4.11 / 1.69</td>
<td>2.01</td>
</tr>
<tr>
<td>49. There are adequate services to help me decide upon a career.</td>
<td>6.10</td>
<td>4.85 / 1.45</td>
<td>1.25</td>
</tr>
<tr>
<td>61. Adjunct faculty are competent as classroom instructors.</td>
<td>6.10</td>
<td>4.86 / 1.34</td>
<td>1.24</td>
</tr>
<tr>
<td>45. Students are made to feel welcome on this campus.</td>
<td>6.09</td>
<td>5.18 / 1.36</td>
<td>0.91</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.08</td>
<td>4.84 / 1.40</td>
<td>1.24</td>
</tr>
<tr>
<td>21. The amount of student parking space on campus is adequate.</td>
<td>6.08</td>
<td>2.17 / 1.50</td>
<td>3.91</td>
</tr>
<tr>
<td>35. The assessment and course placement procedures are reasonable.</td>
<td>6.04</td>
<td>4.96 / 1.38</td>
<td>1.08</td>
</tr>
<tr>
<td>11. Billing policies are reasonable.</td>
<td>6.03</td>
<td>4.64 / 1.50</td>
<td>1.39</td>
</tr>
<tr>
<td>50. Class change (drop/add) policies are reasonable.</td>
<td>6.00</td>
<td>5.21 / 1.40</td>
<td>0.79</td>
</tr>
<tr>
<td>51. This institution has a good reputation within the</td>
<td>6.00</td>
<td>5.28 / 1.45</td>
<td>0.72</td>
</tr>
</tbody>
</table>

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<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71. Channels for expressing student complaints are readily available.</td>
<td>6.00</td>
<td>4.29 / 1.57</td>
<td>1.71</td>
<td>5.94</td>
<td>4.27 / 1.56</td>
<td>1.67</td>
<td>0.02</td>
</tr>
<tr>
<td>36. Security staff respond quickly in emergencies.</td>
<td>5.98</td>
<td>4.66 / 1.25</td>
<td>1.32</td>
<td>6.19</td>
<td>4.63 / 1.48</td>
<td>1.56</td>
<td>0.03</td>
</tr>
<tr>
<td>5. Financial aid counselors are helpful.</td>
<td>5.97</td>
<td>4.54 / 1.54</td>
<td>1.43</td>
<td>5.97</td>
<td>4.44 / 1.66</td>
<td>1.53</td>
<td>0.10</td>
</tr>
<tr>
<td>13. Library staff are helpful and approachable.</td>
<td>5.97</td>
<td>5.40 / 1.26</td>
<td>0.57</td>
<td>5.97</td>
<td>5.14 / 1.49</td>
<td>0.83</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>67. Freedom of expression is protected on campus.</td>
<td>5.97</td>
<td>5.15 / 1.29</td>
<td>0.82</td>
<td>5.95</td>
<td>4.96 / 1.42</td>
<td>0.99</td>
<td>0.19 **</td>
</tr>
<tr>
<td>53. Faculty take into consideration student differences as they teach a course.</td>
<td>5.95</td>
<td>4.43 / 1.56</td>
<td>1.52</td>
<td>6.05</td>
<td>4.51 / 1.55</td>
<td>1.54</td>
<td>-0.08</td>
</tr>
<tr>
<td>19. My academic advisor helps me set goals to work toward.</td>
<td>5.92</td>
<td>4.82 / 1.63</td>
<td>1.10</td>
<td>6.00</td>
<td>4.51 / 1.75</td>
<td>1.49</td>
<td>0.31 ***</td>
</tr>
<tr>
<td>28. Parking lots are well-lighted and secure.</td>
<td>5.92</td>
<td>4.39 / 1.60</td>
<td>1.53</td>
<td>6.21</td>
<td>4.56 / 1.66</td>
<td>1.65</td>
<td>-0.17 *</td>
</tr>
<tr>
<td>32. Tutoring services are readily available.</td>
<td>5.85</td>
<td>4.97 / 1.43</td>
<td>0.88</td>
<td>5.91</td>
<td>4.97 / 1.46</td>
<td>0.94</td>
<td>0.00</td>
</tr>
<tr>
<td>44. Academic support services adequately meet the needs of students.</td>
<td>5.85</td>
<td>4.88 / 1.27</td>
<td>0.97</td>
<td>5.90</td>
<td>4.70 / 1.36</td>
<td>1.20</td>
<td>0.18 **</td>
</tr>
</tbody>
</table>

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# Institutional Summary

## Items: In Order of Importance to Our Students

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<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>43. Admissions counselors respond to prospective students' unique needs and requests.</td>
<td>5.82</td>
<td>4.67 / 1.31</td>
<td>1.15</td>
</tr>
<tr>
<td>22. Counseling staff care about students as individuals.</td>
<td>5.81</td>
<td>4.72 / 1.26</td>
<td>1.09</td>
</tr>
<tr>
<td>20. The business office is open during hours which are convenient for most students.</td>
<td>5.80</td>
<td>4.74 / 1.37</td>
<td>1.06</td>
</tr>
<tr>
<td>10. Administrators are approachable to students.</td>
<td>5.79</td>
<td>4.62 / 1.32</td>
<td>1.17</td>
</tr>
<tr>
<td>23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)</td>
<td>5.78</td>
<td>4.43 / 1.46</td>
<td>1.35</td>
</tr>
<tr>
<td>54. Bookstore staff are helpful.</td>
<td>5.76</td>
<td>5.47 / 1.31</td>
<td>0.29</td>
</tr>
<tr>
<td>63. Student disciplinary procedures are fair.</td>
<td>5.76</td>
<td>4.87 / 1.34</td>
<td>0.89</td>
</tr>
<tr>
<td>48. Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>5.75</td>
<td>4.69 / 1.42</td>
<td>1.06</td>
</tr>
<tr>
<td>91. Financial aid as factor in decision to enroll.</td>
<td>5.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. There is a strong commitment to racial harmony on this campus.</td>
<td>5.68</td>
<td>4.75 / 1.40</td>
<td>0.93</td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>37. I feel a sense of pride about my campus.</td>
<td>5.64</td>
<td>5.10 / 1.31</td>
<td>0.54</td>
</tr>
<tr>
<td>46. I can easily get involved in campus organizations.</td>
<td>5.64</td>
<td>5.03 / 1.43</td>
<td>0.61</td>
</tr>
<tr>
<td>64. New student orientation services help students adjust to college.</td>
<td>5.63</td>
<td>4.81 / 1.47</td>
<td>0.82</td>
</tr>
<tr>
<td>60. I generally know what's happening on campus.</td>
<td>5.62</td>
<td>4.74 / 1.49</td>
<td>0.88</td>
</tr>
<tr>
<td>38. There is an adequate selection of food available in the cafeteria.</td>
<td>5.53</td>
<td>3.95 / 1.63</td>
<td>1.58</td>
</tr>
<tr>
<td>1. Most students feel a sense of belonging here.</td>
<td>5.45</td>
<td>5.05 / 1.34</td>
<td>0.40</td>
</tr>
<tr>
<td>42. There are a sufficient number of weekend activities for students.</td>
<td>5.45</td>
<td>4.15 / 1.53</td>
<td>1.30</td>
</tr>
<tr>
<td>40. Residence hall regulations are reasonable.</td>
<td>5.44</td>
<td>4.74 / 1.44</td>
<td>0.70</td>
</tr>
<tr>
<td>56. The student handbook provides helpful information about campus life.</td>
<td>5.38</td>
<td>4.98 / 1.27</td>
<td>0.40</td>
</tr>
<tr>
<td>92. Academic reputation as factor in decision to enroll.</td>
<td>5.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. The student center is a comfortable place for</td>
<td>5.37</td>
<td>5.07 / 1.36</td>
<td>0.30</td>
</tr>
</tbody>
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<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Residence hall staff are concerned about me as an individual.</td>
<td>5.30</td>
<td>4.57 / 1.43</td>
<td>0.73</td>
<td>5.25</td>
<td>4.44 / 1.49</td>
<td>0.81</td>
<td>0.13</td>
</tr>
<tr>
<td>31. Males and females have equal opportunities to participate in intercollegiate athletics.</td>
<td>5.22</td>
<td>5.04 / 1.33</td>
<td>0.18</td>
<td>5.34</td>
<td>4.92 / 1.35</td>
<td>0.42</td>
<td>0.12 *</td>
</tr>
<tr>
<td>96. Geographic setting as factor in decision to enroll.</td>
<td>5.20</td>
<td>5.04 / 1.33</td>
<td>-0.18</td>
<td>5.32</td>
<td>5.04 / 1.33</td>
<td>-0.18</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>24. The intercollegiate athletic programs contribute to a strong sense of school spirit.</td>
<td>5.19</td>
<td>4.79 / 1.51</td>
<td>0.40</td>
<td>5.14</td>
<td>4.40 / 1.58</td>
<td>0.74</td>
<td>0.39 ***</td>
</tr>
<tr>
<td>9. A variety of intramural activities are offered.</td>
<td>5.04</td>
<td>5.26 / 1.21</td>
<td>-0.22</td>
<td>4.83</td>
<td>4.90 / 1.37</td>
<td>-0.07</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>93. Size of institution as factor in decision to enroll.</td>
<td>4.93</td>
<td>4.98</td>
<td>0.05</td>
<td>5.06</td>
<td>5.06</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>97. Campus appearance as factor in decision to enroll.</td>
<td>4.83</td>
<td>4.86</td>
<td>0.07</td>
<td>4.98</td>
<td>4.98</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>98. Personalized attention prior to enrollment as factor in decision to enroll.</td>
<td>4.67</td>
<td>4.86</td>
<td>0.19</td>
<td>4.86</td>
<td>4.86</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>95. Recommendations from family/friends as factor in decision to enroll.</td>
<td>4.64</td>
<td>4.54</td>
<td>0.10</td>
<td>4.54</td>
<td>4.54</td>
<td>0.00</td>
<td>0.00</td>
</tr>
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</thead>
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<tr>
<td>94. Opportunity to play sports as factor in decision to enroll.</td>
<td>3.21</td>
<td></td>
<td></td>
<td>3.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Institution's commitment to part-time students?</td>
<td>4.81 / 1.20</td>
<td></td>
<td></td>
<td>4.87 / 1.38</td>
<td></td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>85. Institution's commitment to evening students?</td>
<td>4.33 / 1.42</td>
<td></td>
<td></td>
<td>4.78 / 1.44</td>
<td></td>
<td></td>
<td>-0.45 ***</td>
</tr>
<tr>
<td>86. Institution's commitment to older, returning learners?</td>
<td>4.94 / 1.36</td>
<td></td>
<td></td>
<td>5.00 / 1.37</td>
<td></td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>87. Institution's commitment to under-represented populations?</td>
<td>4.81 / 1.33</td>
<td></td>
<td></td>
<td>4.86 / 1.37</td>
<td></td>
<td></td>
<td>-0.05</td>
</tr>
<tr>
<td>88. Institution's commitment to commuters?</td>
<td>4.70 / 1.40</td>
<td></td>
<td></td>
<td>4.70 / 1.59</td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>89. Institution's commitment to students with disabilities?</td>
<td>4.89 / 1.33</td>
<td></td>
<td></td>
<td>5.00 / 1.43</td>
<td></td>
<td></td>
<td>-0.11</td>
</tr>
</tbody>
</table>

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### Institutional Summary

**Scales: In Alphabetical Order With Items That Make Up the Scale**

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<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADVISING</strong></td>
<td>6.36</td>
<td>5.27 / 1.29</td>
<td>1.09</td>
<td>6.30</td>
<td>5.00 / 1.36</td>
<td>1.30</td>
<td>0.27 ***</td>
</tr>
<tr>
<td>6. My academic advisor is approachable.</td>
<td>6.52</td>
<td>5.64 / 1.60</td>
<td>0.88</td>
<td>6.41</td>
<td>5.19 / 1.75</td>
<td>1.22</td>
<td>0.45 ***</td>
</tr>
<tr>
<td>14. My academic advisor is concerned about my success as an individual.</td>
<td>6.31</td>
<td>5.31 / 1.61</td>
<td>1.00</td>
<td>6.24</td>
<td>4.88 / 1.75</td>
<td>1.36</td>
<td>0.43 ***</td>
</tr>
<tr>
<td>19. My academic advisor helps me set goals to work toward.</td>
<td>5.92</td>
<td>4.82 / 1.63</td>
<td>1.10</td>
<td>6.00</td>
<td>4.51 / 1.75</td>
<td>1.49</td>
<td>0.31 ***</td>
</tr>
<tr>
<td>33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.62</td>
<td>5.58 / 1.63</td>
<td>1.04</td>
<td>6.50</td>
<td>5.30 / 1.69</td>
<td>1.20</td>
<td>0.28 ***</td>
</tr>
<tr>
<td>55. Major requirements are clear and reasonable.</td>
<td>6.40</td>
<td>5.01 / 1.56</td>
<td>1.39</td>
<td>6.37</td>
<td>5.09 / 1.49</td>
<td>1.28</td>
<td>-0.08</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CAMPUS CLIMATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Most students feel a sense of belonging here.</td>
<td>6.02</td>
<td>4.94 / 0.92</td>
<td>1.08</td>
<td>6.04</td>
<td>0.16 ***</td>
</tr>
<tr>
<td>2. The campus staff are caring and helpful.</td>
<td>5.45</td>
<td>5.05 / 1.34</td>
<td>0.40</td>
<td>5.56</td>
<td>0.25 ***</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.23</td>
<td>5.04 / 1.31</td>
<td>1.19</td>
<td>6.24</td>
<td>0.17 **</td>
</tr>
<tr>
<td>7. The campus is safe and secure for all students.</td>
<td>6.10</td>
<td>4.84 / 1.40</td>
<td>1.24</td>
<td>6.09</td>
<td>0.15 *</td>
</tr>
<tr>
<td>10. Administrators are approachable to students.</td>
<td>5.79</td>
<td>4.62 / 1.32</td>
<td>1.17</td>
<td>5.77</td>
<td>0.03</td>
</tr>
<tr>
<td>29. It is an enjoyable experience to be a student on this campus.</td>
<td>6.24</td>
<td>5.20 / 1.43</td>
<td>1.04</td>
<td>6.19</td>
<td>0.21 ***</td>
</tr>
<tr>
<td>37. I feel a sense of pride about my campus.</td>
<td>5.64</td>
<td>5.10 / 1.31</td>
<td>0.54</td>
<td>5.70</td>
<td>0.25 ***</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>6.28</td>
<td>5.12 / 1.26</td>
<td>1.16</td>
<td>6.27</td>
<td>0.09</td>
</tr>
<tr>
<td>45. Students are made to feel welcome on this campus.</td>
<td>6.09</td>
<td>5.18 / 1.36</td>
<td>0.91</td>
<td>6.11</td>
<td>0.20 ***</td>
</tr>
<tr>
<td>51. This institution has a good reputation within the community.</td>
<td>6.00</td>
<td>5.28 / 1.45</td>
<td>0.72</td>
<td>6.08</td>
<td>0.03</td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>57. I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
<td>6.24</td>
<td>4.18 / 1.82</td>
<td>2.06</td>
</tr>
<tr>
<td>59. This institution shows concern for students as individuals.</td>
<td>6.18</td>
<td>4.72 / 1.50</td>
<td>1.46</td>
</tr>
<tr>
<td>60. I generally know what's happening on campus.</td>
<td>5.62</td>
<td>4.74 / 1.49</td>
<td>0.88</td>
</tr>
<tr>
<td>62. There is a strong commitment to racial harmony on this campus.</td>
<td>5.68</td>
<td>4.75 / 1.40</td>
<td>0.93</td>
</tr>
<tr>
<td>66. Tuition paid is a worthwhile investment.</td>
<td>6.52</td>
<td>5.06 / 1.54</td>
<td>1.46</td>
</tr>
<tr>
<td>67. Freedom of expression is protected on campus.</td>
<td>5.97</td>
<td>5.15 / 1.29</td>
<td>0.82</td>
</tr>
<tr>
<td>71. Channels for expressing student complaints are readily available.</td>
<td>6.00</td>
<td>4.29 / 1.57</td>
<td>1.71</td>
</tr>
</tbody>
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<tbody>
<tr>
<td><strong>University of Wyoming - 5/98</strong> <strong>National Group Means</strong> <strong>Mean Difference</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAMPUS LIFE</td>
<td>5.53</td>
<td>4.75 / 0.86</td>
<td>0.78</td>
<td>5.54</td>
<td>4.62 / 0.96</td>
<td>0.92</td>
<td>0.13 ***</td>
</tr>
<tr>
<td>9. A variety of intramural activities are offered.</td>
<td>5.04</td>
<td>5.26 / 1.21</td>
<td>-0.22</td>
<td>4.83</td>
<td>4.90 / 1.37</td>
<td>-0.07</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)</td>
<td>5.78</td>
<td>4.43 / 1.46</td>
<td>1.35</td>
<td>5.72</td>
<td>4.21 / 1.58</td>
<td>1.51</td>
<td>0.22 **</td>
</tr>
<tr>
<td>24. The intercollegiate athletic programs contribute to a strong sense of school spirit.</td>
<td>5.19</td>
<td>4.79 / 1.51</td>
<td>0.40</td>
<td>5.14</td>
<td>4.40 / 1.58</td>
<td>0.74</td>
<td>0.39 ***</td>
</tr>
<tr>
<td>30. Residence hall staff are concerned about me as an individual.</td>
<td>5.30</td>
<td>4.57 / 1.43</td>
<td>0.73</td>
<td>5.25</td>
<td>4.44 / 1.49</td>
<td>0.81</td>
<td>0.13</td>
</tr>
<tr>
<td>31. Males and females have equal opportunities to participate in intercollegiate athletics.</td>
<td>5.22</td>
<td>5.04 / 1.33</td>
<td>0.18</td>
<td>5.34</td>
<td>4.92 / 1.35</td>
<td>0.42</td>
<td>0.12 *</td>
</tr>
<tr>
<td>38. There is an adequate selection of food available in the cafeteria.</td>
<td>5.53</td>
<td>3.95 / 1.63</td>
<td>1.58</td>
<td>5.64</td>
<td>4.20 / 1.77</td>
<td>1.44</td>
<td>-0.25 **</td>
</tr>
<tr>
<td>40. Residence hall regulations are reasonable.</td>
<td>5.44</td>
<td>4.74 / 1.44</td>
<td>0.70</td>
<td>5.42</td>
<td>4.45 / 1.55</td>
<td>0.97</td>
<td>0.29 ***</td>
</tr>
<tr>
<td>42. There are a sufficient number of weekend activities for students.</td>
<td>5.45</td>
<td>4.15 / 1.53</td>
<td>1.30</td>
<td>5.29</td>
<td>4.03 / 1.63</td>
<td>1.26</td>
<td>0.12</td>
</tr>
<tr>
<td>46. I can easily get involved in campus organizations.</td>
<td>5.64</td>
<td>5.03 / 1.43</td>
<td>0.61</td>
<td>5.61</td>
<td>4.90 / 1.45</td>
<td>0.71</td>
<td>0.13 *</td>
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<td></td>
</tr>
<tr>
<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
<td>Importance</td>
</tr>
<tr>
<td>52. The student center is a comfortable place for students to spend their leisure time.</td>
<td>5.37</td>
<td>5.07 / 1.36</td>
<td>0.30</td>
</tr>
<tr>
<td>56. The student handbook provides helpful information about campus life.</td>
<td>5.38</td>
<td>4.98 / 1.27</td>
<td>0.40</td>
</tr>
<tr>
<td>63. Student disciplinary procedures are fair.</td>
<td>5.76</td>
<td>4.87 / 1.34</td>
<td>0.89</td>
</tr>
<tr>
<td>64. New student orientation services help students adjust to college.</td>
<td>5.63</td>
<td>4.81 / 1.47</td>
<td>0.82</td>
</tr>
<tr>
<td>67. Freedom of expression is protected on campus.</td>
<td>5.97</td>
<td>5.15 / 1.29</td>
<td>0.82</td>
</tr>
<tr>
<td>73. Student activities fees are put to good use.</td>
<td>6.12</td>
<td>4.11 / 1.69</td>
<td>2.01</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CAMPUS SUPPORT SERVICES</strong></td>
<td>6.03</td>
<td>5.14 / 0.88</td>
<td>0.89</td>
<td>6.04</td>
<td>4.90 / 1.01</td>
<td>1.14</td>
<td>0.24 ***</td>
</tr>
<tr>
<td>13. Library staff are helpful and approachable.</td>
<td>5.97</td>
<td>5.40 / 1.26</td>
<td>0.57</td>
<td>5.97</td>
<td>5.14 / 1.49</td>
<td>0.83</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>18. Library resources and services are adequate.</td>
<td>6.29</td>
<td>5.08 / 1.39</td>
<td>1.21</td>
<td>6.28</td>
<td>4.95 / 1.59</td>
<td>1.33</td>
<td>0.13 *</td>
</tr>
<tr>
<td>26. Computer labs are adequate and accessible.</td>
<td>6.35</td>
<td>5.21 / 1.45</td>
<td>1.14</td>
<td>6.30</td>
<td>4.71 / 1.70</td>
<td>1.59</td>
<td>0.50 ***</td>
</tr>
<tr>
<td>32. Tutoring services are readily available.</td>
<td>5.85</td>
<td>4.97 / 1.43</td>
<td>0.88</td>
<td>5.91</td>
<td>4.97 / 1.46</td>
<td>0.94</td>
<td>0.00</td>
</tr>
<tr>
<td>44. Academic support services adequately meet the needs of students.</td>
<td>5.85</td>
<td>4.88 / 1.27</td>
<td>0.97</td>
<td>5.90</td>
<td>4.70 / 1.36</td>
<td>1.20</td>
<td>0.18 **</td>
</tr>
<tr>
<td>49. There are adequate services to help me decide upon a career.</td>
<td>6.10</td>
<td>4.85 / 1.45</td>
<td>1.25</td>
<td>6.11</td>
<td>4.69 / 1.55</td>
<td>1.42</td>
<td>0.16 *</td>
</tr>
<tr>
<td>54. Bookstore staff are helpful.</td>
<td>5.76</td>
<td>5.47 / 1.31</td>
<td>0.29</td>
<td>5.78</td>
<td>5.12 / 1.50</td>
<td>0.66</td>
<td>0.35 ***</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CONCERN FOR THE INDIVIDUAL</td>
<td>6.06</td>
<td>4.86 / 1.02</td>
<td>1.20</td>
<td>6.05</td>
<td>4.68 / 1.11</td>
<td>0.18 ***</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.08</td>
<td>4.84 / 1.40</td>
<td>1.24</td>
<td>6.09</td>
<td>4.69 / 1.51</td>
<td>0.15 *</td>
</tr>
<tr>
<td>14. My academic advisor is concerned about my success as an individual.</td>
<td>6.31</td>
<td>5.31 / 1.61</td>
<td>1.00</td>
<td>6.24</td>
<td>4.88 / 1.75</td>
<td>0.43 ***</td>
</tr>
<tr>
<td>22. Counseling staff care about students as individuals.</td>
<td>5.81</td>
<td>4.72 / 1.26</td>
<td>1.09</td>
<td>5.89</td>
<td>4.58 / 1.38</td>
<td>0.14 *</td>
</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.40</td>
<td>4.88 / 1.50</td>
<td>1.52</td>
<td>6.38</td>
<td>4.80 / 1.53</td>
<td>0.08</td>
</tr>
<tr>
<td>30. Residence hall staff are concerned about me as an individual.</td>
<td>5.30</td>
<td>4.57 / 1.43</td>
<td>0.73</td>
<td>5.25</td>
<td>4.44 / 1.49</td>
<td>0.13</td>
</tr>
<tr>
<td>59. This institution shows concern for students as individuals.</td>
<td>6.18</td>
<td>4.72 / 1.50</td>
<td>1.46</td>
<td>6.20</td>
<td>4.61 / 1.56</td>
<td>0.11</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTIONAL EFFECTIVENESS</strong></td>
<td>6.37</td>
<td>5.12 / 0.90</td>
<td>1.25</td>
<td></td>
<td>6.31 / 0.98</td>
<td>0.11 **</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.08</td>
<td>4.84 / 1.40</td>
<td>1.24</td>
<td></td>
<td>6.09 / 1.51</td>
<td>0.15 *</td>
</tr>
<tr>
<td>8. The content of the courses within my major is valuable.</td>
<td>6.69</td>
<td>5.34 / 1.33</td>
<td>1.35</td>
<td></td>
<td>6.57 / 1.38</td>
<td>0.08</td>
</tr>
<tr>
<td>16. The instruction in my major field is excellent.</td>
<td>6.68</td>
<td>5.38 / 1.36</td>
<td>1.30</td>
<td></td>
<td>6.54 / 1.42</td>
<td>0.16 **</td>
</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.40</td>
<td>4.88 / 1.50</td>
<td>1.52</td>
<td></td>
<td>6.38 / 1.53</td>
<td>0.08</td>
</tr>
<tr>
<td>39. I am able to experience intellectual growth here.</td>
<td>6.37</td>
<td>5.54 / 1.16</td>
<td>0.83</td>
<td></td>
<td>6.32 / 1.32</td>
<td>0.22 ***</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>6.28</td>
<td>5.12 / 1.26</td>
<td>1.16</td>
<td></td>
<td>6.27 / 1.39</td>
<td>0.09</td>
</tr>
<tr>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>6.23</td>
<td>4.74 / 1.52</td>
<td>1.49</td>
<td></td>
<td>6.21 / 1.53</td>
<td>0.03</td>
</tr>
<tr>
<td>53. Faculty take into consideration student differences as they teach a course.</td>
<td>5.95</td>
<td>4.43 / 1.56</td>
<td>1.52</td>
<td></td>
<td>6.05 / 1.55</td>
<td>-0.08</td>
</tr>
<tr>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.59</td>
<td>5.18 / 1.39</td>
<td>1.41</td>
<td></td>
<td>6.50 / 1.42</td>
<td>0.09</td>
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<tr>
<td>61. Adjunct faculty are competent as classroom instructors.</td>
<td>6.10</td>
<td>4.86 / 1.34</td>
<td>1.24</td>
<td>6.02</td>
<td>4.82 / 1.41</td>
<td>1.20</td>
<td>0.04</td>
</tr>
<tr>
<td>65. Faculty are usually available after class and during office hours.</td>
<td>6.44</td>
<td>5.51 / 1.34</td>
<td>0.93</td>
<td>6.35</td>
<td>5.33 / 1.43</td>
<td>1.02</td>
<td>0.18 **</td>
</tr>
<tr>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.60</td>
<td>5.66 / 1.23</td>
<td>0.94</td>
<td>6.50</td>
<td>5.51 / 1.30</td>
<td>0.99</td>
<td>0.15 **</td>
</tr>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>6.46</td>
<td>5.43 / 1.33</td>
<td>1.03</td>
<td>6.41</td>
<td>5.17 / 1.53</td>
<td>1.24</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>70. Graduate teaching assistants are competent as classroom instructors.</td>
<td>6.28</td>
<td>4.79 / 1.59</td>
<td>1.49</td>
<td>6.03</td>
<td>4.68 / 1.51</td>
<td>1.35</td>
<td>0.11</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>RECRUITMENT AND FINANCIAL AID</td>
<td>6.04</td>
<td>4.64 / 1.05</td>
<td>1.40</td>
<td></td>
<td>6.00</td>
<td>4.51 / 1.16</td>
</tr>
<tr>
<td>4. Admissions staff are knowledgeable.</td>
<td>6.18</td>
<td>4.91 / 1.37</td>
<td>1.27</td>
<td></td>
<td>6.12</td>
<td>4.76 / 1.49</td>
</tr>
<tr>
<td>5. Financial aid counselors are helpful.</td>
<td>5.97</td>
<td>4.54 / 1.54</td>
<td>1.43</td>
<td></td>
<td>5.97</td>
<td>4.44 / 1.66</td>
</tr>
<tr>
<td>12. Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>6.16</td>
<td>4.60 / 1.51</td>
<td>1.56</td>
<td></td>
<td>6.08</td>
<td>4.33 / 1.68</td>
</tr>
<tr>
<td>17. Adequate financial aid is available for most students.</td>
<td>6.32</td>
<td>4.43 / 1.63</td>
<td>1.89</td>
<td></td>
<td>6.23</td>
<td>4.30 / 1.74</td>
</tr>
<tr>
<td>43. Admissions counselors respond to prospective students' unique needs and requests.</td>
<td>5.82</td>
<td>4.67 / 1.31</td>
<td>1.15</td>
<td></td>
<td>5.83</td>
<td>4.58 / 1.43</td>
</tr>
<tr>
<td>48. Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>5.75</td>
<td>4.69 / 1.42</td>
<td>1.06</td>
<td></td>
<td>5.72</td>
<td>4.63 / 1.44</td>
</tr>
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<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
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<td>REGISTRATION EFFECTIVENESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Billing policies are reasonable.</td>
<td>6.11</td>
<td>4.92 / 1.02</td>
<td>1.19</td>
</tr>
<tr>
<td>20. The business office is open during hours which are convenient for most students.</td>
<td>6.03</td>
<td>4.64 / 1.50</td>
<td>1.39</td>
</tr>
<tr>
<td>27. The personnel involved in registration are helpful.</td>
<td>5.80</td>
<td>4.74 / 1.37</td>
<td>1.06</td>
</tr>
<tr>
<td>34. I am able to register for classes I need with few conflicts.</td>
<td>6.12</td>
<td>5.15 / 1.31</td>
<td>0.97</td>
</tr>
<tr>
<td>50. Class change (drop/add) policies are reasonable.</td>
<td>6.00</td>
<td>5.21 / 1.40</td>
<td>0.79</td>
</tr>
</tbody>
</table>

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### Institutional Summary

**Scales: In Alphabetical Order With Items That Make Up the Scale**

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<th>National Group Means</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wyoming - 5/98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSIVENESS TO DIVERSE POPULATIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Institution's commitment to part-time students?</td>
<td>4.81</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>85. Institution's commitment to evening students?</td>
<td>4.33</td>
<td>1.42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.45 ***</td>
</tr>
<tr>
<td>86. Institution's commitment to older, returning learners?</td>
<td>4.94</td>
<td>1.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>87. Institution's commitment to under-represented populations?</td>
<td>4.81</td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.05</td>
</tr>
<tr>
<td>88. Institution's commitment to commuters?</td>
<td>4.70</td>
<td>1.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>89. Institution's commitment to students with disabilities?</td>
<td>4.89</td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.11</td>
</tr>
</tbody>
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<th>Mean Difference (Satisfaction)</th>
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</thead>
<tbody>
<tr>
<td>SAFETY AND SECURITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The campus is safe and secure for all students.</td>
<td>6.09</td>
<td>4.14 / 1.06</td>
<td>1.95</td>
<td>6.26</td>
<td>4.29 / 1.20</td>
<td>1.97</td>
<td>-0.15 **</td>
</tr>
<tr>
<td>21. The amount of student parking space on campus is adequate.</td>
<td>6.34</td>
<td>5.53 / 1.22</td>
<td>0.81</td>
<td>6.45</td>
<td>5.12 / 1.50</td>
<td>1.33</td>
<td>0.41 ***</td>
</tr>
<tr>
<td>28. Parking lots are well-lighted and secure.</td>
<td>6.08</td>
<td>2.17 / 1.50</td>
<td>3.91</td>
<td>6.19</td>
<td>2.92 / 1.87</td>
<td>3.27</td>
<td>-0.75 ***</td>
</tr>
<tr>
<td>36. Security staff respond quickly in emergencies.</td>
<td>5.92</td>
<td>4.39 / 1.60</td>
<td>1.53</td>
<td>6.21</td>
<td>4.56 / 1.66</td>
<td>1.65</td>
<td>-0.17 *</td>
</tr>
<tr>
<td></td>
<td>5.98</td>
<td>4.66 / 1.25</td>
<td>1.32</td>
<td>6.19</td>
<td>4.63 / 1.48</td>
<td>1.56</td>
<td>0.03</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction/SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>SERVICE EXCELLENCE</td>
<td>6.02</td>
<td>4.82 / 0.92</td>
<td>1.20</td>
</tr>
<tr>
<td>2. The campus staff are caring and helpful.</td>
<td>6.23</td>
<td>5.04 / 1.31</td>
<td>1.19</td>
</tr>
<tr>
<td>13. Library staff are helpful and approachable.</td>
<td>5.97</td>
<td>5.40 / 1.26</td>
<td>0.57</td>
</tr>
<tr>
<td>15. The staff in the health services area are competent.</td>
<td>6.14</td>
<td>4.98 / 1.44</td>
<td>1.16</td>
</tr>
<tr>
<td>22. Counseling staff care about students as individuals.</td>
<td>5.81</td>
<td>4.72 / 1.26</td>
<td>1.09</td>
</tr>
<tr>
<td>27. The personnel involved in registration are helpful.</td>
<td>6.12</td>
<td>5.15 / 1.31</td>
<td>0.97</td>
</tr>
<tr>
<td>57. I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
<td>6.24</td>
<td>4.18 / 1.82</td>
<td>2.06</td>
</tr>
<tr>
<td>60. I generally know what's happening on campus.</td>
<td>5.62</td>
<td>4.74 / 1.49</td>
<td>0.88</td>
</tr>
<tr>
<td>71. Channels for expressing student complaints are readily available.</td>
<td>6.00</td>
<td>4.29 / 1.57</td>
<td>1.71</td>
</tr>
</tbody>
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### Institutional Summary

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| Scale/Item | Importance | Satisfaction/SD | Performance Gap | Importance | Satisfaction/SD | Performance Gap | Mean Difference 
(Satisfaction) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT CENTEREDNESS</td>
<td>6.00</td>
<td>4.97 / 1.06</td>
<td>1.03</td>
<td>6.01</td>
<td>4.81 / 1.13</td>
<td>1.20</td>
<td>0.16 ***</td>
</tr>
<tr>
<td>1. Most students feel a sense of belonging here.</td>
<td>5.45</td>
<td>5.05 / 1.34</td>
<td>0.40</td>
<td>5.56</td>
<td>4.80 / 1.46</td>
<td>0.76</td>
<td>0.25 ***</td>
</tr>
<tr>
<td>2. The campus staff are caring and helpful.</td>
<td>6.23</td>
<td>5.04 / 1.31</td>
<td>1.19</td>
<td>6.24</td>
<td>4.87 / 1.45</td>
<td>1.37</td>
<td>0.17 **</td>
</tr>
<tr>
<td>10. Administrators are approachable to students.</td>
<td>5.79</td>
<td>4.62 / 1.32</td>
<td>1.17</td>
<td>5.77</td>
<td>4.59 / 1.40</td>
<td>1.18</td>
<td>0.03</td>
</tr>
<tr>
<td>29. It is an enjoyable experience to be a student on this campus.</td>
<td>6.24</td>
<td>5.20 / 1.43</td>
<td>1.04</td>
<td>6.19</td>
<td>4.99 / 1.54</td>
<td>1.20</td>
<td>0.21 ***</td>
</tr>
<tr>
<td>45. Students are made to feel welcome on this campus.</td>
<td>6.09</td>
<td>5.18 / 1.36</td>
<td>0.91</td>
<td>6.11</td>
<td>4.98 / 1.48</td>
<td>1.13</td>
<td>0.20 ***</td>
</tr>
<tr>
<td>59. This institution shows concern for students as individuals.</td>
<td>6.18</td>
<td>4.72 / 1.50</td>
<td>1.46</td>
<td>6.20</td>
<td>4.61 / 1.56</td>
<td>1.59</td>
<td>0.11</td>
</tr>
</tbody>
</table>

---

National Group Means are based on 113087 students records.

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<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most students feel a sense of belonging here.</td>
<td>5.45</td>
<td>5.05 / 1.34</td>
<td>0.40</td>
<td>0.25 ***</td>
</tr>
<tr>
<td>2. The campus staff are caring and helpful.</td>
<td>6.23</td>
<td>5.04 / 1.31</td>
<td>1.19</td>
<td>0.17 **</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>6.08</td>
<td>4.84 / 1.40</td>
<td>1.24</td>
<td>0.15 *</td>
</tr>
<tr>
<td>4. Admissions staff are knowledgeable.</td>
<td>6.18</td>
<td>4.91 / 1.37</td>
<td>1.27</td>
<td>0.15 *</td>
</tr>
<tr>
<td>5. Financial aid counselors are helpful.</td>
<td>5.97</td>
<td>4.54 / 1.54</td>
<td>1.43</td>
<td>0.10</td>
</tr>
<tr>
<td>6. My academic advisor is approachable.</td>
<td>6.52</td>
<td>5.64 / 1.60</td>
<td>0.88</td>
<td>0.45 ***</td>
</tr>
<tr>
<td>7. The campus is safe and secure for all students.</td>
<td>6.34</td>
<td>5.53 / 1.22</td>
<td>0.81</td>
<td>0.41 ***</td>
</tr>
<tr>
<td>8. The content of the courses within my major is valuable.</td>
<td>6.69</td>
<td>5.34 / 1.33</td>
<td>1.35</td>
<td>0.08</td>
</tr>
<tr>
<td>9. A variety of intramural activities are offered.</td>
<td>5.04</td>
<td>5.26 / 1.21</td>
<td>-0.22</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>10. Administrators are approachable to students.</td>
<td>5.79</td>
<td>4.62 / 1.32</td>
<td>1.17</td>
<td>0.03</td>
</tr>
<tr>
<td>11. Billing policies are reasonable.</td>
<td>6.03</td>
<td>4.64 / 1.50</td>
<td>1.39</td>
<td>0.18 **</td>
</tr>
<tr>
<td>12. Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>6.16</td>
<td>4.60 / 1.51</td>
<td>1.56</td>
<td>0.27 ***</td>
</tr>
</tbody>
</table>

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<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Library staff are helpful and approachable.</td>
<td>5.97</td>
<td>5.40 / 1.26</td>
<td>0.57</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>14. My academic advisor is concerned about my success as an individual.</td>
<td>6.31</td>
<td>5.31 / 1.61</td>
<td>1.00</td>
<td>0.43 ***</td>
</tr>
<tr>
<td>15. The staff in the health services area are competent.</td>
<td>6.14</td>
<td>4.98 / 1.44</td>
<td>1.16</td>
<td>0.27 ***</td>
</tr>
<tr>
<td>16. The instruction in my major field is excellent.</td>
<td>6.68</td>
<td>5.38 / 1.36</td>
<td>1.30</td>
<td>0.16 **</td>
</tr>
<tr>
<td>17. Adequate financial aid is available for most students.</td>
<td>6.32</td>
<td>4.43 / 1.63</td>
<td>1.89</td>
<td>0.13</td>
</tr>
<tr>
<td>18. Library resources and services are adequate.</td>
<td>6.29</td>
<td>5.08 / 1.39</td>
<td>1.21</td>
<td>0.13 *</td>
</tr>
<tr>
<td>19. My academic advisor helps me set goals to work toward.</td>
<td>5.92</td>
<td>4.82 / 1.63</td>
<td>1.10</td>
<td>0.31 ***</td>
</tr>
<tr>
<td>20. The business office is open during hours which are convenient for most students.</td>
<td>5.80</td>
<td>4.74 / 1.37</td>
<td>1.06</td>
<td>-0.01</td>
</tr>
<tr>
<td>21. The amount of student parking space on campus is adequate.</td>
<td>6.08</td>
<td>2.17 / 1.50</td>
<td>3.91</td>
<td>-0.75 ***</td>
</tr>
<tr>
<td>22. Counseling staff care about students as individuals.</td>
<td>5.81</td>
<td>4.72 / 1.26</td>
<td>1.09</td>
<td>0.14 *</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)</td>
<td>5.78</td>
<td>4.43 / 1.46</td>
<td>1.35</td>
<td>5.72</td>
<td>0.22 **</td>
</tr>
<tr>
<td>24. The intercollegiate athletic programs contribute to a strong sense of school spirit.</td>
<td>5.19</td>
<td>4.79 / 1.51</td>
<td>0.40</td>
<td>5.14</td>
<td>0.39 ***</td>
</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.40</td>
<td>4.88 / 1.50</td>
<td>1.52</td>
<td>6.38</td>
<td>0.08</td>
</tr>
<tr>
<td>26. Computer labs are adequate and accessible.</td>
<td>6.35</td>
<td>5.21 / 1.45</td>
<td>1.14</td>
<td>6.30</td>
<td>0.50 ***</td>
</tr>
<tr>
<td>27. The personnel involved in registration are helpful.</td>
<td>6.12</td>
<td>5.15 / 1.31</td>
<td>0.97</td>
<td>6.16</td>
<td>0.32 ***</td>
</tr>
<tr>
<td>28. Parking lots are well-lighted and secure.</td>
<td>5.92</td>
<td>4.39 / 1.60</td>
<td>1.53</td>
<td>6.21</td>
<td>-0.17 *</td>
</tr>
<tr>
<td>29. It is an enjoyable experience to be a student on this campus.</td>
<td>6.24</td>
<td>5.20 / 1.43</td>
<td>1.04</td>
<td>6.19</td>
<td>0.21 ***</td>
</tr>
<tr>
<td>30. Residence hall staff are concerned about me as an individual.</td>
<td>5.30</td>
<td>4.57 / 1.43</td>
<td>0.73</td>
<td>5.25</td>
<td>0.13</td>
</tr>
<tr>
<td>31. Males and females have equal opportunities to participate in intercollegiate athletics.</td>
<td>5.22</td>
<td>5.04 / 1.33</td>
<td>0.18</td>
<td>5.34</td>
<td>0.12 *</td>
</tr>
<tr>
<td>32. Tutoring services are readily available.</td>
<td>5.85</td>
<td>4.97 / 1.43</td>
<td>0.88</td>
<td>5.91</td>
<td>0.00</td>
</tr>
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</thead>
<tbody>
<tr>
<td>33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.62</td>
<td>5.58 / 1.63</td>
<td>1.04</td>
<td>6.50</td>
<td>0.28 ***</td>
</tr>
<tr>
<td>34. I am able to register for classes I need with few conflicts.</td>
<td>6.57</td>
<td>4.87 / 1.75</td>
<td>1.70</td>
<td>6.54</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>35. The assessment and course placement procedures are reasonable.</td>
<td>6.04</td>
<td>4.96 / 1.38</td>
<td>1.08</td>
<td>6.04</td>
<td>0.18 **</td>
</tr>
<tr>
<td>36. Security staff respond quickly in emergencies.</td>
<td>5.98</td>
<td>4.66 / 1.25</td>
<td>1.32</td>
<td>6.19</td>
<td>0.03</td>
</tr>
<tr>
<td>37. I feel a sense of pride about my campus.</td>
<td>5.64</td>
<td>5.10 / 1.31</td>
<td>0.54</td>
<td>5.70</td>
<td>0.25 ***</td>
</tr>
<tr>
<td>38. There is an adequate selection of food available in the cafeteria.</td>
<td>5.53</td>
<td>3.95 / 1.63</td>
<td>1.58</td>
<td>5.64</td>
<td>-0.25 **</td>
</tr>
<tr>
<td>39. I am able to experience intellectual growth here.</td>
<td>6.37</td>
<td>5.54 / 1.16</td>
<td>0.83</td>
<td>6.32</td>
<td>0.22 ***</td>
</tr>
<tr>
<td>40. Residence hall regulations are reasonable.</td>
<td>5.44</td>
<td>4.74 / 1.44</td>
<td>0.70</td>
<td>5.42</td>
<td>0.29 ***</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>6.28</td>
<td>5.12 / 1.26</td>
<td>1.16</td>
<td>6.27</td>
<td>0.09</td>
</tr>
<tr>
<td>42. There are a sufficient number of weekend activities for students.</td>
<td>5.45</td>
<td>4.15 / 1.53</td>
<td>1.30</td>
<td>5.29</td>
<td>0.12</td>
</tr>
</tbody>
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<th>National Group Means</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Admissions counselors respond to prospective students' unique needs and requests.</td>
<td>5.82</td>
<td>4.67 / 1.31</td>
<td>1.15</td>
<td></td>
<td>5.83 4.58 / 1.43</td>
<td>0.09</td>
</tr>
<tr>
<td>44. Academic support services adequately meet the needs of students.</td>
<td>5.85</td>
<td>4.88 / 1.27</td>
<td>0.97</td>
<td></td>
<td>5.90 4.70 / 1.36</td>
<td>0.18 **</td>
</tr>
<tr>
<td>45. Students are made to feel welcome on this campus.</td>
<td>6.09</td>
<td>5.18 / 1.36</td>
<td>0.91</td>
<td></td>
<td>6.11 4.98 / 1.48</td>
<td>0.20 ***</td>
</tr>
<tr>
<td>46. I can easily get involved in campus organizations.</td>
<td>5.64</td>
<td>5.03 / 1.43</td>
<td>0.61</td>
<td></td>
<td>5.61 4.90 / 1.45</td>
<td>0.13 *</td>
</tr>
<tr>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>6.23</td>
<td>4.74 / 1.52</td>
<td>1.49</td>
<td></td>
<td>6.21 4.71 / 1.53</td>
<td>0.03</td>
</tr>
<tr>
<td>48. Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>5.75</td>
<td>4.69 / 1.42</td>
<td>1.06</td>
<td></td>
<td>5.72 4.63 / 1.44</td>
<td>0.06</td>
</tr>
<tr>
<td>49. There are adequate services to help me decide upon a career.</td>
<td>6.10</td>
<td>4.85 / 1.45</td>
<td>1.25</td>
<td></td>
<td>6.11 4.69 / 1.55</td>
<td>0.16 *</td>
</tr>
<tr>
<td>50. Class change (drop/add) policies are reasonable.</td>
<td>6.00</td>
<td>5.21 / 1.40</td>
<td>0.79</td>
<td></td>
<td>6.09 4.94 / 1.62</td>
<td>0.27 ***</td>
</tr>
<tr>
<td>51. This institution has a good reputation within the community.</td>
<td>6.00</td>
<td>5.28 / 1.45</td>
<td>0.72</td>
<td></td>
<td>6.08 5.25 / 1.47</td>
<td>0.03</td>
</tr>
<tr>
<td>52. The student center is a comfortable place for</td>
<td>5.37</td>
<td>5.07 / 1.36</td>
<td>0.30</td>
<td></td>
<td>5.61 4.91 / 1.53</td>
<td>0.16 *</td>
</tr>
</tbody>
</table>

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

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### Institutional Summary

**Items: In Sequential Order**

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>National Group Means</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>students to spend their leisure time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Faculty take into consideration student differences as they teach a course.</td>
<td>5.95</td>
<td>4.43 / 1.56</td>
<td>1.52</td>
<td></td>
<td>-0.08</td>
</tr>
<tr>
<td>54. Bookstore staff are helpful.</td>
<td>5.76</td>
<td>5.47 / 1.31</td>
<td>0.29</td>
<td></td>
<td>0.35 ***</td>
</tr>
<tr>
<td>55. Major requirements are clear and reasonable.</td>
<td>6.40</td>
<td>5.01 / 1.56</td>
<td>1.39</td>
<td></td>
<td>-0.08</td>
</tr>
<tr>
<td>56. The student handbook provides helpful information about campus life.</td>
<td>5.38</td>
<td>4.98 / 1.27</td>
<td>0.40</td>
<td></td>
<td>0.03</td>
</tr>
<tr>
<td>57. I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
<td>6.24</td>
<td>4.18 / 1.82</td>
<td>2.06</td>
<td></td>
<td>0.14</td>
</tr>
<tr>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.59</td>
<td>5.18 / 1.39</td>
<td>1.41</td>
<td></td>
<td>0.09</td>
</tr>
<tr>
<td>59. This institution shows concern for students as individuals.</td>
<td>6.18</td>
<td>4.72 / 1.50</td>
<td>1.46</td>
<td></td>
<td>0.11</td>
</tr>
<tr>
<td>60. I generally know what's happening on campus.</td>
<td>5.62</td>
<td>4.74 / 1.49</td>
<td>0.88</td>
<td></td>
<td>0.17 **</td>
</tr>
<tr>
<td>61. Adjunct faculty are competent as classroom instructors.</td>
<td>6.10</td>
<td>4.86 / 1.34</td>
<td>1.24</td>
<td></td>
<td>0.04</td>
</tr>
</tbody>
</table>

**Our Institution Means**

University of Wyoming - 5/98

**National Group Means**

Four-Year Public Institutions

**Mean Difference**

(Satisfaction)

- Difference statistically significant at the .05 level
- **Difference statistically significant at the .01 level**
- ***Difference statistically significant at the .001 level

---

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**National Group Means are based on 113807 students records.**
# Institutional Summary

## Items: In Sequential Order

<table>
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<tr>
<th>Item</th>
<th>Importance</th>
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<th>Our Institution Means</th>
<th>National Group Means</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. There is a strong commitment to racial harmony on this campus.</td>
<td>5.68</td>
<td>4.75 / 1.40</td>
<td>0.93</td>
<td>5.85</td>
<td>4.71 / 1.52</td>
<td>0.04</td>
</tr>
<tr>
<td>63. Student disciplinary procedures are fair.</td>
<td>5.76</td>
<td>4.87 / 1.34</td>
<td>0.89</td>
<td>5.82</td>
<td>4.82 / 1.40</td>
<td>0.05</td>
</tr>
<tr>
<td>64. New student orientation services help students adjust to college.</td>
<td>5.63</td>
<td>4.81 / 1.47</td>
<td>0.82</td>
<td>5.79</td>
<td>4.78 / 1.55</td>
<td>0.03</td>
</tr>
<tr>
<td>65. Faculty are usually available after class and during office hours.</td>
<td>6.44</td>
<td>5.51 / 1.34</td>
<td>0.93</td>
<td>6.35</td>
<td>5.33 / 1.43</td>
<td>0.18 **</td>
</tr>
<tr>
<td>66. Tuition paid is a worthwhile investment.</td>
<td>6.52</td>
<td>5.06 / 1.54</td>
<td>1.46</td>
<td>6.41</td>
<td>4.89 / 1.61</td>
<td>0.17 **</td>
</tr>
<tr>
<td>67. Freedom of expression is protected on campus.</td>
<td>5.97</td>
<td>5.15 / 1.29</td>
<td>0.82</td>
<td>5.95</td>
<td>4.96 / 1.42</td>
<td>0.19 **</td>
</tr>
<tr>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.60</td>
<td>5.66 / 1.23</td>
<td>0.94</td>
<td>6.50</td>
<td>5.51 / 1.30</td>
<td>0.15 **</td>
</tr>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>6.46</td>
<td>5.43 / 1.33</td>
<td>1.03</td>
<td>6.41</td>
<td>5.17 / 1.53</td>
<td>0.26 ***</td>
</tr>
<tr>
<td>70. Graduate teaching assistants are competent as classroom instructors.</td>
<td>6.28</td>
<td>4.79 / 1.59</td>
<td>1.49</td>
<td>6.03</td>
<td>4.68 / 1.51</td>
<td>0.11</td>
</tr>
<tr>
<td>71. Channels for expressing student complaints are</td>
<td>6.00</td>
<td>4.29 / 1.57</td>
<td>1.71</td>
<td>5.94</td>
<td>4.27 / 1.56</td>
<td>0.02</td>
</tr>
</tbody>
</table>

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## Institutional Summary

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<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wyoming - 5/98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Our Institution Means</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wyoming - 5/98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. On the whole, the campus is well-maintained.</td>
<td>6.13</td>
<td>5.50 / 1.37</td>
<td>0.63</td>
<td>6.15</td>
<td>5.37 / 1.42</td>
<td>0.78</td>
<td>0.13 *</td>
</tr>
<tr>
<td>73. Student activities fees are put to good use.</td>
<td>6.12</td>
<td>4.11 / 1.69</td>
<td>2.01</td>
<td>6.03</td>
<td>4.13 / 1.69</td>
<td>1.90</td>
<td>-0.02</td>
</tr>
<tr>
<td>84. Institution's commitment to part-time students?</td>
<td>4.81</td>
<td>1.20</td>
<td></td>
<td>4.87</td>
<td>1.38</td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>85. Institution's commitment to evening students?</td>
<td>4.33</td>
<td>1.42</td>
<td></td>
<td>4.78</td>
<td>1.44</td>
<td></td>
<td>-0.45 ***</td>
</tr>
<tr>
<td>86. Institution's commitment to older, returning learners?</td>
<td>4.94</td>
<td>1.36</td>
<td></td>
<td>5.00</td>
<td>1.37</td>
<td></td>
<td>-0.06</td>
</tr>
<tr>
<td>87. Institution's commitment to under-represented populations?</td>
<td>4.81</td>
<td>1.33</td>
<td></td>
<td>4.86</td>
<td>1.37</td>
<td></td>
<td>-0.05</td>
</tr>
<tr>
<td>88. Institution's commitment to commuters?</td>
<td>4.70</td>
<td>1.40</td>
<td></td>
<td>4.70</td>
<td>1.59</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>89. Institution's commitment to students with disabilities?</td>
<td>4.89</td>
<td>1.33</td>
<td></td>
<td>5.00</td>
<td>1.43</td>
<td></td>
<td>-0.11</td>
</tr>
<tr>
<td>90. Cost as factor in decision to enroll.</td>
<td>6.35</td>
<td></td>
<td></td>
<td>6.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91. Financial aid as factor in decision to enroll.</td>
<td>5.71</td>
<td></td>
<td></td>
<td>5.51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92. Academic reputation as factor in decision to enroll.</td>
<td>5.38</td>
<td></td>
<td></td>
<td>5.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Institutional Summary

### Items: In Sequential Order

<table>
<thead>
<tr>
<th>Item</th>
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<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Importance</th>
<th>Satisfaction/SD</th>
<th>Performance Gap</th>
<th>Mean Difference (Satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>93. Size of institution as factor in decision to enroll.</td>
<td>4.93</td>
<td></td>
<td></td>
<td>5.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94. Opportunity to play sports as factor in decision to enroll.</td>
<td>3.21</td>
<td></td>
<td></td>
<td>3.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95. Recommendations from family/friends as factor in decision to enroll.</td>
<td>4.64</td>
<td></td>
<td></td>
<td>4.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. Geographic setting as factor in decision to enroll.</td>
<td>5.20</td>
<td></td>
<td></td>
<td>5.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. Campus appearance as factor in decision to enroll.</td>
<td>4.83</td>
<td></td>
<td></td>
<td>4.98</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98. Personalized attention prior to enrollment as factor in decision to enroll.</td>
<td>4.67</td>
<td></td>
<td></td>
<td>4.86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Summary Items

<table>
<thead>
<tr>
<th>Summary Item</th>
<th>Our Institution</th>
<th>National Group</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Mean / SD</td>
<td>Group Mean / SD</td>
<td></td>
</tr>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.35 / 1.13</td>
<td>4.34 / 1.23</td>
<td>0.01</td>
</tr>
<tr>
<td>1=Much worse than expected, 7=Much better than expected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.25 / 1.29</td>
<td>5.02 / 1.44</td>
<td>0.23 ***</td>
</tr>
<tr>
<td>1=Not satisfied at all, 7=Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>5.31 / 1.69</td>
<td>5.12 / 1.78</td>
<td>0.19 **</td>
</tr>
<tr>
<td>1=Definitely not, 7=Definitely yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Setting Priorities and Direction

Student Satisfaction Inventory™
Setting Priorities and Direction

Now that you've identified the expectations of your students, you are ready to take the next critical step.

To effectively impact your campus, you'll want to focus on key campus issues that have been brought to light by this report, then proceed to develop awareness, increase readiness for action planning, and ultimately, design and implement your action agenda.

There are a variety of ways that campuses like yours are telling us they are using the Student Satisfaction Inventory data. These include:

- Setting a retention agenda
- Providing feedback to faculty, staff, and administrators
- Marketing the institution
- Strategic planning
- Providing feedback to students
- Preparing self-study materials for accreditation
- Influencing budget decisions
- Enhancing total quality management
- Pinpointing the specific expectations of different ethnic groups
- Targeting specific needs of on-campus residents vs. commuters
- Providing direction to individual departments/majors/programs
- Determining the satisfaction levels of special populations, including nontraditional students, part-time students, and students with disabilities

Institutions are telling us that sharing the information with all campus constituencies is important to begin the improvement process. It is important to balance the identified strengths and priorities for action when disseminating the information. Cabinet and trustee meetings, faculty meetings, committee sessions, the student newspaper, and the student government are all vehicles being utilized on campuses to share the data and to begin assembling feedback. Further discussion in focus group sessions is a popular method to provide additional clarification of particular items and to begin problem-solving in targeted areas. (Campuses combining the use of the Student Satisfaction Inventory with the Institutional Priorities Survey focus first on those issues identified as priorities for action by both students and campus personnel.)
The process for improvement can itself have a tremendous impact on your campus climate as you involve students, faculty, administration, and staff in creating and implementing solutions.

As you move ahead, you are now in the best position to make significant gains in meeting your students' expectations because you know precisely where, and where not, to focus your time, money, and effort. Setting priorities is easier than it was before, because no matter which efforts you apply these findings to, you know exactly what matters to your students.
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.

1. Most students feel a sense of belonging here.
2. The campus staff are caring and helpful.
3. Faculty care about me as an individual.
4. Admissions staff are knowledgeable.
5. Financial aid counselors are helpful.
6. My academic advisor is approachable.
7. The campus is safe and secure for all students.
8. The content of the courses within my major is valuable.
9. A variety of intramural activities are offered.
10. Administrators are approachable to students.
11. Billing policies are reasonable.
12. Financial aid awards are announced to students in time to be helpful in college planning.
13. Library staff are helpful and approachable.
14. My academic advisor is concerned about my success as an individual.
15. The staff in the health services area are competent.
16. The instruction in my major field is excellent.
17. Adequate financial aid is available for most students.
18. Library resources and services are adequate.
19. My academic advisor helps me set goals to work toward.
20. The business office is open during hours which are convenient for most students.
<table>
<thead>
<tr>
<th></th>
<th>1 - not important at all</th>
<th>2 - not very important</th>
<th>3 - somewhat unimportant</th>
<th>4 - neutral</th>
<th>5 - somewhat important</th>
<th>6 - important</th>
<th>7 - very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>The amount of student parking space on campus is adequate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Counseling staff care about students as individuals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>The intercollegiate athletic programs contribute to a strong sense of school spirit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Computer labs are adequate and accessible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>The personnel involved in registration are helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Parking lots are well-lighted and secure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>It is an enjoyable experience to be a student on this campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Residence hall staff are concerned about me as an individual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Males and females have equal opportunities to participate in intercollegiate athletics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Tutoring services are readily available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>I am able to register for classes I need with few conflicts.</td>
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<td>35.</td>
<td>The assessment and course placement procedures are reasonable.</td>
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<td>36.</td>
<td>Security staff respond quickly in emergencies.</td>
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<tr>
<td>37.</td>
<td>I feel a sense of pride about my campus.</td>
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<tr>
<td>38.</td>
<td>There is an adequate selection of food available in the cafeteria.</td>
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<tr>
<td>39.</td>
<td>I am able to experience intellectual growth here.</td>
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<tr>
<td>40.</td>
<td>Residence hall regulations are reasonable.</td>
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<tr>
<td>41.</td>
<td>There is a commitment to academic excellence on this campus.</td>
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<tr>
<td>42.</td>
<td>There are a sufficient number of weekend activities for students.</td>
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<tr>
<td>43.</td>
<td>Admissions counselors respond to prospective students' unique needs and requests.</td>
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<td>44.</td>
<td>Academic support services adequately meet the needs of students.</td>
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<tr>
<td>45.</td>
<td>Students are made to feel welcome on this campus.</td>
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<td>46.</td>
<td>I can easily get involved in campus organizations.</td>
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<tr>
<td>47.</td>
<td>Faculty provide timely feedback about student progress in a course.</td>
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<td>48.</td>
<td>Admissions counselors accurately portray the campus in their recruiting practices.</td>
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<tr>
<td>49.</td>
<td>There are adequate services to help me decide upon a career.</td>
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<tr>
<td>50.</td>
<td>Class change (drop/add) policies are reasonable.</td>
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<tr>
<td>51.</td>
<td>This institution has a good reputation within the community.</td>
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<tr>
<td>52.</td>
<td>The student center is a comfortable place for students to spend their leisure time.</td>
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<td>53.</td>
<td>Faculty take into consideration student differences as they teach a course.</td>
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<tr>
<td>54.</td>
<td>Bookstore staff are helpful.</td>
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<td>55.</td>
<td>Major requirements are clear and reasonable.</td>
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<td>56.</td>
<td>The student handbook provides helpful information about campus life.</td>
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<tr>
<td>57.</td>
<td>I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
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<tr>
<td>58.</td>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
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<td>59.</td>
<td>This institution shows concern for students as individuals.</td>
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<td>60.</td>
<td>I generally know what's happening on campus.</td>
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<tr>
<td>61.</td>
<td>Adjunct faculty are competent as classroom instructors.</td>
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<td>62.</td>
<td>There is a strong commitment to racial harmony on this campus.</td>
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<td>63.</td>
<td>Student disciplinary procedures are fair.</td>
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<tr>
<td>64.</td>
<td>New student orientation services help students adjust to college.</td>
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<td>65.</td>
<td>Faculty are usually available after class and during office hours.</td>
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<tr>
<td>66.</td>
<td>Tuition paid is a worthwhile investment.</td>
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<td>67.</td>
<td>Freedom of expression is protected on campus.</td>
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<td>68.</td>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
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<tr>
<td>69.</td>
<td>There is a good variety of courses provided on this campus.</td>
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<tr>
<td>70.</td>
<td>Graduate teaching assistants are competent as classroom instructors.</td>
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<td>71.</td>
<td>Channels for expressing student complaints are readily available.</td>
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<td>72.</td>
<td>On the whole, the campus is well-maintained.</td>
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<td>73.</td>
<td>Student activities fees are put to good use.</td>
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</tbody>
</table>
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.

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

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

84. Part-time students?
85. Evening students?
86. Older, returning learners?
87. Under-represented populations?
88. Commuters?
89. Students with disabilities?

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

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

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

99. So far, how has your college experience met your expectations?
   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

100. Rate your overall satisfaction with your experience here thus far.
    ① Not satisfied at all
    ② Not very satisfied
    ③ Somewhat dissatisfied
    ④ Neutral
    ⑤ Somewhat satisfied
    ⑥ Satisfied
    ⑦ Very satisfied

101. All in all, if you had it to do over again, would you enroll here?
    ① Definitely not
    ② Probably not
    ③ Maybe not
    ④ I don’t know
    ⑤ Maybe yes
    ⑥ Probably yes
    ⑦ Definitely yes
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

---

Your Social Security Number is requested for research purposes and will not appear on any report.

---

### 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
- 3 Sorority
- 4 Own house
- 5 Rent room or apartment off campus
- 6 Parent's home
- 7 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

### 115. Major:

Fill in major code from list provided by your institution.

### 116. Item requested by your institution:

Thank you for taking the time to complete this inventory. Please do not fold.
**ORDER FORM: Student Satisfaction Inventory™**

✅ YES! Please send me the following materials!

### Client Information

<table>
<thead>
<tr>
<th>Name (DR / MR / MS / MRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Institution Name</td>
</tr>
<tr>
<td>Shipping Address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Telephone</th>
<th>Fax</th>
<th>E-Mail</th>
<th>Date</th>
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</thead>
</table>

### Order Information

**PLEASE INDICATE:**

- [ ] Version for Four-Year Colleges/Universities
- [ ] Version for Community, Junior and Technical Colleges
- [ ] Version for Career and Private Schools

<table>
<thead>
<tr>
<th>INVENTORY MATERIALS</th>
<th>UNIT PRICE</th>
<th>QUANTITY</th>
<th>SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>INVENTORY/TEST LICENSE</td>
<td>$1.50</td>
<td>2,500 and up</td>
<td>$6,250</td>
</tr>
<tr>
<td>Order one for each student:</td>
<td>$1.75</td>
<td>1,000 to 2,499</td>
<td>$1,750</td>
</tr>
<tr>
<td>Order one for each student:</td>
<td>$1.95</td>
<td>100 to 999</td>
<td>$1,950</td>
</tr>
</tbody>
</table>

| PROCESSING AND SET-UP FEE                                | $50        | 1        | $50      |

Covers the cost of processing inventories and producing a Campus Report (or processing other reports ordered). Each subsequent request for processing and/or reports is subject to same fee.

### Optional Materials

| OPTIONAL MATERIALS                                      |           | |
|----------------------------------------------------------|------------|
| ADDITIONAL CAMPUS REPORTS                                | $30        |

**TARGET GROUP REPORTS**

*See reverse* to indicate choice of target group characteristics:

- [ ] Comparative Summary Analysis—a report that compares the scores of your selected target groups with your overall campus scores. Presents all scores in multi-column grids for easy comparison. $30

- [ ] Single-Group Analysis—a report focused solely on one target group. Presents scores in a variety of grids and graphs for thorough analysis. Provides national comparison group data for that target group. $75

| DATA DISK (Provides all student responses in ASCII, comma delimited format on 3 1/2”, PC disk.) | $95 |

<table>
<thead>
<tr>
<th>SUBTOTAL</th>
<th>PLUS 5% SHIPPING/HANDLING</th>
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</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
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</table>

### Payment Options

- [ ] Payment Enclosed
- [ ] Charge My Credit Card: [ ] VISA [ ] MasterCard [ ] American Express

Charge Card # ___________________________ Expiration Date: ___________________________

Signature: ___________________________

---

**Prices subject to change.**
The two kinds of Target Group Reports

1. Comparative Summary Analysis
   Cost: $30 per box checked

   This report presents all scores for your chosen target group(s) in simple multi-column grids. The report includes all the mean satisfaction scores, mean importance scores and performance gap scores for the inventory scales and items. At a glance, you'll be able to compare your overall campus scores with such groups as males, females, full-time, part-time, day, evening, freshmen, sophomores, residence hall, etc.

2. Single-Group Analysis
   Cost: $75 per box checked

   This report focuses on one particular group (for example, female students or African-American students). You'll receive a thorough analysis of the group's inventory responses presented in a variety of grids, charts, and graphs. The report also includes all demographic data pertaining to the group, and national comparison data for the target demographic group at your type of institution.

How to request Target Group Reports

1. Check the boxes below indicating the reports and characteristics you want.

2. Count the boxes you checked for each report type (Single-Group Analysis and Comparative Summary Analysis).

3. Write separate totals for each report type on the front of the order form (reverse).

Follow these steps to request reports focusing on specific groups of students on your campus. Note that only one box can be used to define each group. (For example, you can request a report on female students and one on African-American students, but not a single report on female African-American students or a single report combining African-American students with other ethnic groups.) Also, be sure any groups you indicate are amply represented in the overall population of students you survey.

### Table: Demographic and Academic Characteristics

<table>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
<td>Age</td>
<td>18 and under</td>
<td>19 to 24</td>
<td>25 to 34</td>
<td>35 to 44</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ethnicity/Race</td>
<td>African-American</td>
<td>American Indian or Alaskan Native</td>
<td>Asian or Pacific Islander</td>
<td>Caucasian/White</td>
</tr>
<tr>
<td></td>
<td>Day</td>
<td>Evening</td>
<td></td>
<td>Current Enrollment Status</td>
<td>Day</td>
<td>Evening</td>
<td>Weekend</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Current Class Load</td>
<td>Full-time</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Residence</td>
<td>Residence Hall</td>
<td>Fraternity/Sorority (4-year only)</td>
<td>Own house</td>
<td>Rent room or apartment off campus</td>
<td>Parent's home</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td>In-state</td>
<td>Out-of-state</td>
<td>International (not U.S. citizen)</td>
<td>Class Level (4-year only)</td>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
</tr>
<tr>
<td>Class Level (2-year only)</td>
<td>Years in attendance at this college: 1 or less</td>
<td>2</td>
<td>3</td>
<td>4 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current GPA</td>
<td>No credits earned</td>
<td>1.99 or below</td>
<td>2.0 - 2.49</td>
<td>2.5 - 2.99</td>
<td>3.0 - 3.49</td>
<td>3.5 or above</td>
<td></td>
</tr>
<tr>
<td>Disabilities (Physical disability/ diagnosed learning disability)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Institutional Choice</td>
<td>1st choice</td>
<td>2nd choice</td>
<td>3rd choice or lower</td>
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</tbody>
</table>

Employment
- Full-time off campus
- Part-time off campus
- Full-time on campus
- Part-time on campus
- Not employed

Educational Goals
- Associate degree
- Vocational/technical program (2-year only)
- Transfer to another institution (2-year only)
- Bachelor's degree (4-year only)
- Master's degree (4-year only)
- Doctorate or professional degree (4-year only)
- Certification (initial or renewal)
- Self-improvement/pleasure
- Job-related training
- Other

Major/Program
Fill in your 4-digit major code as provided to students:

(Attach additional page if needed)

**Campus-Defined Item**
1. Optional last item on inventory
2. (1113/1116) defined by your campus

**Reminder:** National normative data for your chosen target group(s) are available only with the Single-Group Analysis.

Total boxes checked
(Enter here and on the front of the order form.)