



CAMPUS
ASSESSMENT
WORKING GROUP

Results of the
Student Satisfaction Inventory
at the
University of Maryland

October 1999

By members of the
Campus Assessment Working Group (CAWG)
Assessment of Campus Experiences Subgroup

Chip Denman, Statistics Laboratory, Office of Information Technology
Adrienne Hamcke, Commuter Affairs and Community Service
Pat Hunt, Counseling Center
Julie Kromkowski, Office of Facilities Management
Sharon La Voy, Office for Continuous Quality Improvement
Deb Moore, formerly Office for Continuous Quality Improvement
Erin Rooney-Eckel, Engineering Student Affairs
Wendy Whittemore, Letters and Sciences, College Park Scholars
Terry Zacker, Stamp Student Union and Campus Programs

Results of the 1999 Student Satisfaction Inventory at the University of Maryland

Table of Contents		Page #
Section 1.	Executive Summary.....	1
Section 2.	Background.....	3
Section 3.	Methodology.....	3
Section 4.	The Instrument.....	4
Section 5.	Limitations.....	4
Section 6.	Demographics.....	5
Section 7.	Top 10 Rank-Ordered Items of Importance, Satisfaction, and Gap	7
Section 8.	Satisfaction Means the Reflect the Most Change Between 1997 and 1999	9
Section 9.	UM-Generated Satisfaction Scales	10
Section 9.1.	The Scales.....	10
Section 9.2.	Instructional Effectiveness	12
Section 9.3.	Campus Life	13
Section 9.4.	Support Services	14
Section 9.5.	Academic Advising	15
Section 9.6.	Registration Effectiveness	16
Section 9.7.	Non-Traditional Students Support.....	17
Section 9.8.	Campus Climate	18
Section 9.9.	Admissions	19
Section 9.10.	Residence Hall Life	20
Section 9.11.	Billing and Financial Aid	21
Section 9.12.	Non-Scaled Items	22
Section 10.	Overall Satisfaction Items	23
Section 11.	Using the Student Satisfaction Inventory Data.....	25

Appendices

Appendix A.	What is CAWG?.....	26
Appendix B.	All Items in Graph Form	(link) 27
Appendix C.	All Items Ranked by Importance.....	(link) 27
Appendix D.	All Items Ranked by Satisfaction	(link) 27
Appendix E.	All Items Ranked by Gap	(link) 27
Appendix F.	National Comparison Group.....	28
Appendix G.	Item Differences by Gender	30
Appendix H.	Item Differences by Ethnicity/Race	(link) 32

Tables

Table 6.1.	Comparison of self-reported demographic characteristics in 1997 and 1999.....	6
Table 7.1.	Top 10 items rank-ordered by importance.....	7
Table 7.2.	Top 10 items rank-ordered by satisfaction	7
Table 7.3.	Top 10 items with largest difference btw importance and satisfaction ratings.....	8
Table 8.1.	Items demonstrating greatest increases in satisfaction from 1997 to 1999	9
Table 8.2.	Items demonstrating greatest decreases in satisfaction from 1997 to 1999.....	9
Table 9.1.	Graph Legend	10
Table 9.2.	Instructional Effectiveness scale	12
Table 9.3.	Campus Life scale	13
Table 9.4.	Support Services scale.....	14
Table 9.5.	Academic Advising scale	15
Table 9.6.	Registration Effectiveness scale	16
Table 9.7.	Non-Traditional Students Support scale.....	17
Table 9.8.	Campus Climate scale	18
Table 9.9.	Admissions scale	19
Table 9.10.	Residence Hall Life scale	20
Table 9.11.	Billing and Financial Aid scale	21
Table 9.12.	Non-Scaled Items	22

Figures

Figure 9.1.	1997 & 1999 satisfaction scale means comparison	11
Figure 9.2.	Instructional Effectiveness <i>Ethnic/racial differences</i>	12
Figure 9.3.	Campus Life <i>Ethnic/racial differences</i>	13
Figure 9.4.	Support Services <i>Ethnic/racial differences</i>	14
Figure 9.5.	Academic Advising <i>Ethnic/racial differences</i>	15
Figure 9.6.	Registration Effectiveness <i>Ethnic/racial differences</i>	16
Figure 9.7.	Non-Traditional Students Support <i>Ethnic/racial differences</i>	17
Figure 9.8.	Campus Climate <i>Ethnic/racial differences</i>	18
Figure 9.9.	Admissions <i>Ethnic/racial differences</i>	19
Figure 9.10.	Residence Hall Life <i>Ethnic/racial differences</i>	20
Figure 9.11.	Billing and Financial Aid <i>Ethnic/racial differences</i>	21
Figure 10.1.	Met Expectations <i>Ethnic/racial differences</i>	23
Figure 10.2.	Overall Satisfaction <i>Ethnic/racial differences</i>	23
Figure 10.3.	Enroll Again <i>Ethnic/racial differences</i>	24

Results of the 1999 *Student Satisfaction Inventory* at the University of Maryland

SECTION 1: Executive Summary

The Noel-Levitz *Student Satisfaction Inventory* (SSI), administered on this campus in Spring 1997 and 1999, measures upper-division undergraduate students' perception of the importance of, and satisfaction with, a wide range of college experiences. Specifically, the instructions read:

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.

The collected SSI data allow us to understand what aspects of the campus students care most and least about, feel most and least satisfied with, and how their opinions have changed over the past two years. Survey data such as these can also provide suggestions for improving the University's effectiveness, by identifying institutional strengths to highlight; by accelerating student retention initiatives; by advancing efforts in strategic planning; and, by more closely aligning budget decisions with student priorities.

General Findings:

- Nine of the top ten items rank-ordered by importance relate to academic life.
- Top ten items rank-ordered by satisfaction represent a wide range of institutional factors.
- The top ten items with the largest gap between importance and satisfaction scores generally reflect barriers both to a hassle-free experience and to a sense of security on campus.
- Comparison of satisfaction means between 1997 and 1999 shows that items with an increase in satisfaction outnumbered items with a decrease in satisfaction by two to one.
 - Items with the greatest increase in satisfaction between 1997 and 1999 were those largely not directly related to academic life. (Academic life items were generally rated higher on the satisfaction scale, with thus less room to improve.)
 - Items with the greatest decrease in satisfaction between 1997 and 1999 are those related to various student services on campus.
- Gender differences: While in general, women had higher satisfaction ratings than men, these differences were statistically significant on three of the scales: Instructional Effectiveness, Campus Life, and Residence Hall Life. Among the non-scaled items, women were significantly more satisfied than men with UM's reputation within the community; and were significantly less satisfied than men on the degree to which their expectations about lighting and security in the parking lots had been met.
- Race/ethnicity differences: Students who preferred not to identify their ethnic/racial subgroup were systematically the least satisfied of the ethnic/racial subgroups with the degree to which their expectations about most aspects of the undergraduate experience had been met. The

only scales on which these differences were *not* statistically significant were: Registration Effectiveness, Non-traditional Students' Support Services, and Residence Hall Life.

- On the Non-scaled items, Hispanic students were significantly more satisfied than African American or Asian students that tuition paid is a worthwhile investment. White students were significantly more satisfied than Asian students that this institution has a good reputation within the community
- Suggestions are included for insuring the findings in this report go beyond "interesting" to "useful."

SECTION 2. Background

The Campus Assessment Working Group (CAWG) is dedicated to building a culture of evidence at the University of Maryland. (See Appendix A for more about CAWG.) By administering large-scale surveys to cross-sections of undergraduates on a regular basis, it is able to gather evidence regarding the student experience from multiple perspectives. By establishing a systematic data collection plan, CAWG has built a credible set of data on UM students that can be used in the campus effort to continuously improve.

The Assessment of Campus Experiences Subgroup (ACES) of CAWG has established a pattern of administering large-scale surveys annually to a cross-section of undergraduates. In alternate years, an externally developed instrument (the Noel-Levitz *Student Satisfaction Inventory*) and an internally developed instrument (the *University of Maryland Student Survey*) are administered. This allows the group to follow up on issues raised by the *Student Satisfaction Inventory* (SSI) that emerge as specific to UM students through another comprehensive instrument. It also allows the group to use savings from the lower-cost local instrument to offset the more expensive nationally normed instrument.

Thus, a pattern has been established, where questions that arise in the SSI analysis are further explored in the *University of Maryland Student Survey* (UMSS). The spring of 1999 marked the second administration of the SSI at UM, the first having been administered in the spring of 1997. We are now able to link those two sets of data, to determine whether UM students are responding to the same items in a similar fashion.

The analysis offered by Noel-Levitz contains national benchmarks for 4-year institutions, allowing comparisons to students at other institutions. In the 1997 analysis, we found that UM students responded similarly to students in the 4-year institution user group. In the 1999 analysis, we determined that comparison to our student responses in 1997 would be more meaningful than to those of the comparison group, since the comparison group is composed of institutions not particularly comparable to UM. The comparison to national norms generated by Noel-Levitz is available upon request.

SECTION 3. Methodology

ACES chose to administer a survey to students with experience on campus, who would be most able to comment from personal experience. The ideal group of students would be diverse by race/ethnicity, by academic performance, and by native/transfer status. The instrument was administered through the Professional Writing Program, which offered access to a group of students that closely matched the desired characteristics. The program enrolls upperclass students having earned 56 credits prior to enrollment, meeting a writing requirement of their respective colleges. Instructors were given a list of instructions to read to the students during a class the week before spring break, 1999. Students were given a UM window decal for their participation, and the Professional Writing Program was given incentives for their instructors' efforts. Student participation in the survey equaled 1472.

SECTION 4. The Instrument

The SSI contains over 100 items, with the majority allowing for student ratings of importance and satisfaction on a seven-point scale (1=not important/satisfied at all, 2=not very important/satisfied, 3=somewhat unimportant/dissatisfied, 4=neutral, 5=somewhat important/satisfied, 6=important/satisfied, 7=very important/satisfied). The instrument is administered in a relatively short amount of time, and allows the local institution to add optional items for specific analysis.

From the UM Campus Report published by Noel-Levitz (Spring 1999):

The Student Satisfaction Inventory measures students' satisfaction with a wide range of college experiences. Principles of consumer theory serve as a 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. (page 1-1)

The SSI contains items exploring the following topics, and we have built scales for analysis accordingly: instructional effectiveness, campus life, support services, academic advising, registration effectiveness, non-traditional students support, campus climate, admissions, residence hall life, and billing and financial aid. In addition, the instrument explores enrollment factors, overall satisfaction, and student demographics and background. Students are also invited to provide their student identification number; when they do, we are able to link their responses to campus data, including enrollment and retention factors. Psychometric factors were explored when this instrument was developed by its authors, including internal consistency, test-retest reliability, and construct validity.

SECTION 5. Limitations

As with any survey, this instrument introduces some limitations to our study. By using an instrument designed to be administered at all kinds of campuses, some items do not apply to our students. For example, item 56, The student handbook provides helpful information about campus life, is not a helpful item since UM does not publish a student handbook; some students answered anyway, perhaps thinking another campus publication was a handbook. Item 20, The business office is open during hours which are convenient for most students, is a vague item, since UM has many offices that students might assume is the "business office." Other items ask students to respond on services that they themselves may not have experienced, such as student disciplinary procedures (item 63) or the use of computer labs (item 26). The response pattern for each item contains the option Does not apply or Not available/not used, but some students may have chosen to respond based on what they have heard from other students.

Several items refer to the student's advising experience (items 6, 14, 19, 33). Advising at UM is a decentralized activity, varying from class year to class year, from college to college, and even from department to department. By summarizing the results of these items, we are forced to collapse those experiences into one. In the past, we intentionally used the locally designed UMSS to explore the UM-specific issues that arose from the first SSI, advising included, and we plan to administer a revised version of that instrument again in the spring of 2000.

Since this instrument is administered to juniors and seniors at UM, some timing issues arise as a result. For example, several items ask students to reflect on their experience with admissions counselors (items 4, 43, and 48) and on new student orientation (item 64). Most students must reflect on experiences from three or more years ago to respond to these items, and readers should keep this in mind when analyzing results. Transfer students were included in this survey administration, and their responses are included in the general results; their reflection on their experiences is based on a different time frame than native UM students.

And finally, a note about demographics: The SSI invites the students to identify, among other characteristics, their "ethnicity/race" from a set of options. We have chosen to report these demographics using terminology consistent with the instrument. Since so few American Indians and Alaskan Natives were included in our sample, their responses have been included in the "Other" category for statistical purposes.

SECTION 6. Demographics

According to the respondents' self reports, half were male and half were female. Almost all (89%) were of traditional college age (19-24 years). Over two-thirds (69%) reported being juniors, and almost a third (28%) reported being seniors. One half (50%) reported GPAs of 3.0 or above. Almost two-thirds (59%) reported being Caucasian/White, 14% Asian or a Pacific Islander, 11% African American, and 4% Hispanic. Almost one-third (29%) reported living in a residence hall, fraternity or sorority. Finally, a majority (74%) reported being a Maryland resident. See Table 6.1. for a complete comparison of the 1997 and 1999 demographics.

Table 6.1. Comparison of self-reported demographic characteristics in 1999 and 1997

		1999 respondents		1997 respondents	
		N	%	N	%
Gender	Female	709	49	737	50
	Male	724	51	733	50
	Total	1431		1470	
Age	18 or less	5	0	4	0
	19-24	1271	89	1264	86
	25-34	126	9	177	12
	35+	28	2	26	2
	Total	1430		1471	
Ethnicity/Race	African American	161	11	162	11
	American Indian or Alaskan Native	5	0	6	0
	Asian or Pacific Island	193	14	225	15
	Caucasian/White	841	59	825	56
	Hispanic	61	4	74	5
	Other	70	5	73	5
	Prefer not to respond	92	7	101	7
Total	1423		1466		
Class level	Less than junior standing	31	2	25	2
	Junior	981	69	966	66
	Senior	402	28	466	32
	Other	18	1	11	1
	Total	1432		1468	
Current GPA	No credits earned	3	0	12	1
	Under 2.0	26	2	20	1
	2.0-2.49	200	14	248	17
	2.50-2.99	485	34	485	33
	3.0-3.49	481	34	450	31
	3.5+	234	16	251	17
	Total	1429		1466	
Current Residence	Residence hall	298	21	351	24
	Fraternity/Sorority	109	8	70	5
	Own house	116	8	113	8
	Rent room/apt off campus	528	37	515	35
	Parent's home	339	24	384	26
	Other	37	3	34	2
	Total	1427		1467	
Residence Classification	In state	1054	74	1116	76
	Out of state	337	24	321	22
	International (not U. S. citizen)	38	3	27	2
	Total	1429		1464	

SECTION 7. Top 10 Rank-Ordered Items of Importance, Satisfaction, and Gap

Seventy-three items rated for importance and satisfaction are displayed in detail in Appendix B.

The following three tables represent the ten items rank-ordered highest by importance, by satisfaction, and by gap between importance and satisfaction. Analysis of Top 10 data from 1997 and 1999 indicate there is consistency among what students rate as important and what they are satisfied with. In each table, at least eight out of ten items appear in the Top 10 list for both years. The item means reflect the instrument importance and satisfaction response pattern, which ranges from 1=not important/satisfied at all, to 4=neutral, to 7=very important/satisfied, inclusive. See Appendices C, D, and E for complete rankings of all items by importance, satisfaction, and gap.

The 1999 National Comparison Group means are included along with the UM means for importance, satisfaction, and difference between importance and satisfaction. The institutions included in the National Comparison Group can be reviewed in Appendix F. In Table 7.2, the difference between the 1999 UM satisfaction means and the 1999 National Group satisfaction means were tested for significance. Such tests were not performed for Table 7.1 or 7.3.

Table 7.1. Top 10 items rank-ordered by importance: The Top 10 items ranked by importance remained the same between the 1997 and 1999 administrations. Within this list, 9 out of the 10 items relate to academic life.

#	Item	1999 UM Importance	1999 National Group Importance	1997 UM Importance
16	The instruction in my major field is excellent.	6.57	6.54	6.67
8	The content of the courses within my major is valuable.	6.56	6.57	6.63
34	I am able to register for classes I need with few conflicts.	6.54	6.54	6.61
68	Nearly all of the faculty are knowledgeable in their field.	6.53	6.51	6.55
58	The quality of instruction I receive in most of my classes is excellent.	6.51	6.50	6.57
33	My academic advisor is knowledgeable about requirements in my major.	6.50	6.50	6.55
69	There is a good variety of courses provided on this campus.	6.46	6.42	6.47
66	Tuition paid is a worthwhile investment.	6.44	6.41	6.48
7	The campus is safe and secure for all students.	6.42	6.45	6.49
25	Faculty are fair and unbiased in their treatment of individual students.	6.40	6.38	6.45

Table 7.2. Top 10 items rank-ordered by satisfaction: Unlike items of top importance, the Top 10 satisfaction items represent a wider range of institutional factors. Eight of these items appeared in the 1997 Top 10 items ranked by satisfaction.

#	Item	1999 UM Satisfaction	1999 National Group Satisfaction	UM 1997 Satisfaction
69	There is a good variety of courses provided on this campus.	5.59	5.21 ***	5.49
72	On the whole, the campus is well maintained.	5.49	5.39 **	5.40
39	I am able to experience intellectual growth here.	5.37	5.34	5.34
51	This institution has a good reputation within the community.	5.33	5.26	5.30
68	Nearly all the faculty are knowledgeable in their field.	5.31	5.52 ***	5.36
8	The content of the courses within my major is valuable.	5.29	5.27	5.25
65	Faculty are usually available after class and during office hours.	5.21	5.35 ***	5.25
37	I feel a sense of pride about my campus. *	5.20	4.88 ***	5.03
24	The intercollegiate athletic programs contribute to a strong sense of school spirit. *	5.19	4.44 ***	4.96
16	The instruction in my major field is excellent.	5.18	5.21	5.16

* Did not appear in the list of the 1997 Top 10 items ranked by satisfaction.

** Difference between '99 UM satisfaction and '99 National Group satisfaction significant at the .01 level.

*** Difference '99 UM satisfaction and '99 National Group satisfaction significant at the .001 level.

Table 7.3. Top 10 items with largest difference between importance and satisfaction ratings: In this table, the larger the gap, the greater the amount of discrepancy between importance and satisfaction (i.e., students find these items more important than they are satisfied with them). Nine of these items appeared in the 1997 Top 10 items ranked by gap.

#	Item	1999 UM Gap	1999 National Group Gap	1997 UM Gap
21	The amount of student parking space on campus is adequate.	3.97	3.25	4.02
57	I seldom get the "run-around" when seeking information on this campus.	2.69	2.11	2.79
59	This institution shows concern for students as individuals.	2.21	1.57	2.30
34	I am able to register for classes I need with few conflicts.	2.18	2.00	2.36
17	Adequate financial aid is available for most students.	2.14	1.89	2.09
70	Graduate teaching assistants are competent as classroom instructors.	2.09	1.32	2.03
71	Channels for expressing student complaints are readily available.	1.99	1.63	2.03
11	Billing policies are reasonable. *	1.94	1.58	1.92
7	The campus is safe and secure for all students.	1.91	1.30	2.24
28	Parking lots are well-lighted and secure.	1.82	1.61	2.10

* Did not appear in the list of the 1997 top 10 items ranked by gap.

SECTION 8. Satisfaction Means that Reflect the Most Change Between 1997 and 1999

Below, we highlight items with the greatest changes in satisfaction between the 1997 and 1999 administrations of the instrument. Overall, items with positive changes outnumbered those with negative changes by two to one. Among the core 73 items measuring satisfaction and importance, 47 reflected an increase in satisfaction, as compared with only 26 that reflected decreases in satisfaction. Given that approximate two-to-one comparison, the ten items reflecting the greatest increases in satisfaction and the five items reflecting the greatest decreases in satisfaction are presented below. The item means reflect the instrument satisfaction response pattern, which ranges from 1=not satisfied at all, to 4=neutral, to 7=very satisfied, inclusive.

Table 8.1. Items demonstrating greatest increases in satisfaction from 1997 to 1999

#	Item	1999 Mean	1997 Mean	Difference
62	There is a strong commitment to racial harmony on this campus.	4.56	4.12	0.44
42	There is a sufficient number of weekend activities for students.	4.38	4.02	0.36
73	Student activity fees are put to good use.	4.32	4.05	0.27
7	The campus is safe and secure for all students.	4.51	4.25	0.26
24	The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.19	4.96	0.23
28	Parking lots are well-lighted and secure.	4.38	4.17	0.21
26	Computer labs are adequate and accessible.	4.83	4.65	0.18
1	Most students feel a sense of belonging here.	4.66	4.49	0.17
37	I feel a sense of pride about my campus.	5.20	5.03	0.17
31	Males and females have equal opportunities to participate in intercollegiate athletics.	4.91	4.75	0.16

Table 8.2. Items demonstrating greatest decreases in satisfaction from 1997 to 1999: Of the 73 items measuring importance and satisfaction, only five showed differences of -0.10 or greater.

#	Item	1999 Mean	1997 Mean	Difference
15	The staff in the health services area are competent.	4.45	4.64	-0.19
18	Library resources and services are adequate.	5.17	5.33	-0.16
38	There is an adequate selection of food available in the cafeteria.	4.35	4.49	-0.14
20	The business office is open during hours which are convenient for most students.	4.47	4.58	-0.11
5	Financial aid counselors are helpful.	4.12	4.23	-0.10

SECTION 9. UM-Generated Satisfaction Scales

Many of the items included in the SSI cover areas that are both logically and statistically related. For example, several of the items explore the student experience in the classroom and with faculty. A way to make sense of the large number of items is to group them by related topics, resulting in scales. The Noel-Levitz report provides a series of scales to assist in data interpretation. CAWG analysis determined that some of the official SSI scales did not coincide with the UM experience, and we thus modified those scales. Those modified scales are presented in this report.

Cronbach's α was computed to estimate each scale's internal consistency. A higher Cronbach's α indicates a scale whose components are closely related. Scale means were then calculated, allowing comparison of both the mean satisfaction of each scale with that of other scales, and the mean satisfaction of each scale compared with its 1997 mean. See Figure 9.1 for 1997 and 1999 scale comparisons.

SECTION 9.1. The Scales

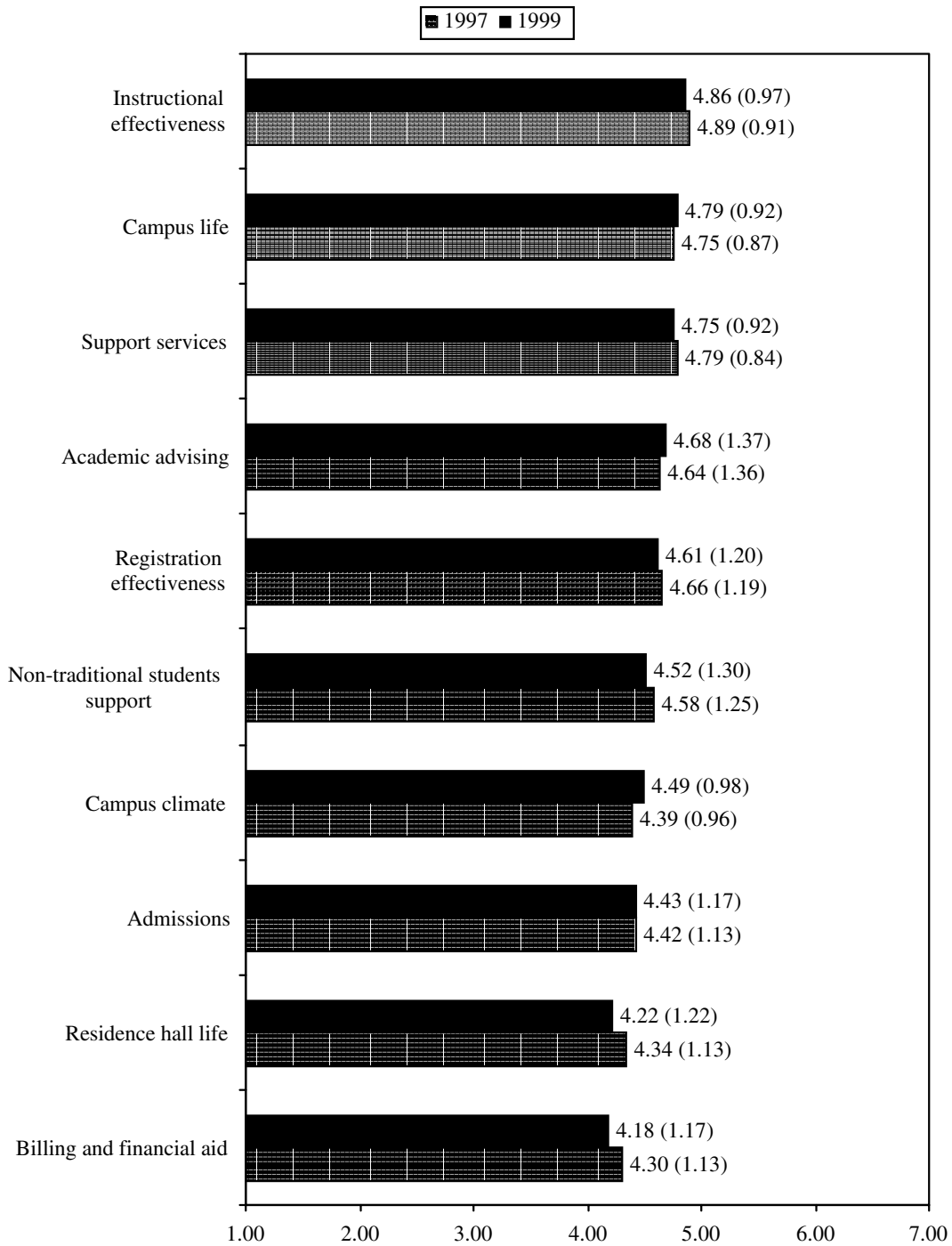
The following satisfaction scales were defined: Instructional Effectiveness (Table 9.2); Campus Life (Table 9.3); Support Services (Table 9.4); Academic Advising (Table 9.5); Registration Effectiveness (Table 9.6); Non-Traditional Student Support (Table 9.7); Campus Climate (Table 9.8); Admissions (Table 9.9); Residence Hall Life (Table 9.10); and, Billing and Financial Aid (Table 9.11). The scales are presented in rank order of scale mean, with the items listed in numeric order within each scale. A small set of items did not correlate well with any scale (see Table 9.12). The scale means reflect the instrument satisfaction response pattern, which ranges from 1=not satisfied at all, to 4=neutral, to 7=very satisfied, inclusive.

After each table we highlight some general findings, and initial findings related to gender and race/ethnicity (differences significant at the $p < .05$ level). The following section shows the mean satisfaction by race/ethnicity as well as the overall mean (the **bold line**). Note that the scale range of 1-7 has been truncated to 3-6 for ease of viewing, unless otherwise indicated. Findings related to the gender and race/ethnicity difference on individual items that comprise each scale can be found in Appendices G and H, respectively.

Table 9.1 Graph legend

B	African-American
A	Asian or Pacific Islander
W	Caucasian/White
H	Hispanic
O	Other
NR	Preferred not to respond

Figure 9.1. 1997 and 1999 satisfaction scales comparison, mean (standard deviation)



SECTION 9.2. Instructional Effectiveness: The academic experience, including the relationship with faculty, quality of instruction offered by faculty and adjunct staff, variety of courses offered and the academic reputation of the university.

Table 9.2. Instructional Effectiveness (14 items, Cronbach's $\alpha = .90$)

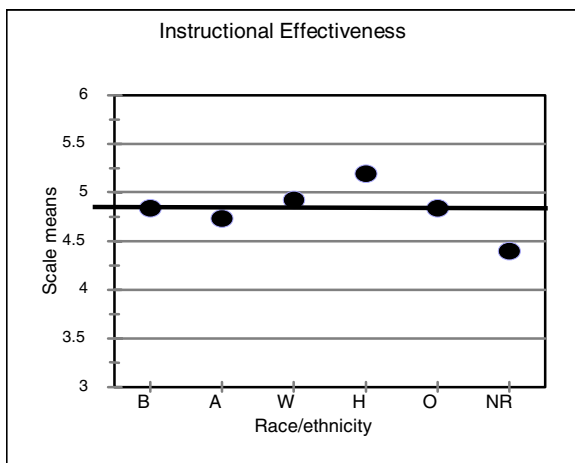
#	Item	Mean	N
3	Faculty care about me as an individual.	4.16	1446
8	The content of the courses within my major is valuable.	5.29	1428
16	The instruction in my major field is excellent.	5.18	1446
25	Faculty are fair and unbiased in their treatment of individual students.	4.67	1433
39	I am able to experience intellectual growth here.	5.37	1430
41	There is a commitment to academic excellence on this campus.	5.07	1424
47	Faculty provide timely feedback about student progress in a course.	4.47	1419
53	Faculty take into consideration student differences as they teach a course.	4.31	1414
58	The quality of instruction I receive in most of my classes is excellent.	4.81	1431
61	Adjunct faculty are competent as classroom instructors.	4.51	1353
65	Faculty are usually available after class and during office hours.	5.21	1412
68	Nearly all of the faculty are knowledgeable in their field.	5.31	1421
69	There is a good variety of courses provided on this campus.	5.59	1424
70	Graduate teaching assistants are competent as classroom instructors.	4.22	1398
Scale Mean =		4.86	1469

Mean satisfaction scores for items in this scale ranged from 4.16 to 5.59, with a scale mean of 4.86. Overall, students were most satisfied with the variety of courses provided on this campus (item 69); and least satisfied with the degree to which faculty care about students as individuals (item 3).

Gender differences

The mean satisfaction score for this scale was significantly higher for women (4.93) than for men (4.79).

Figure 9.2. Instructional Effectiveness *Ethnic/racial differences*



Scale means by race/ethnicity ranged from 4.4 to 5.19. Hispanics, Whites, and African-Americans had significantly higher mean satisfaction scores than the group that preferred not to identify their race/ethnicity. There were also significant differences in mean satisfaction for this scale between Hispanic students whose mean satisfaction was 5.19, and Asian students, whose mean satisfaction was 4.73.

SECTION 9.3. Campus Life: Non-academic aspects of campus life, including sports, communication, campus organizations and activities.

Table 9.3. Campus Life (12 items, Cronbach's $\alpha = .85$)

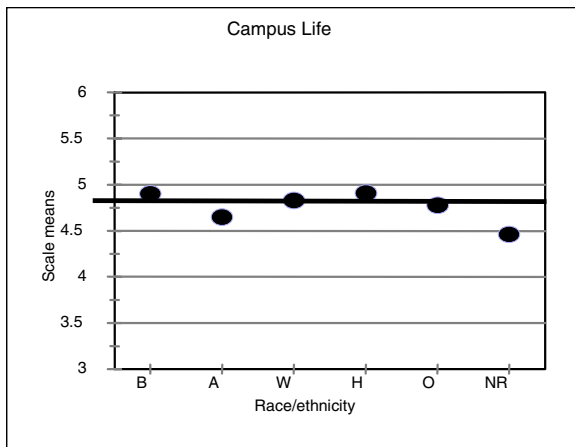
#	Item	Mean	N
9	A variety of intramural activities are offered.	5.15	1307
24	The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.19	1278
31	Males and females have equal opportunities to participate in intercollegiate athletics.	4.91	1087
38	There is an adequate selection of food available in the cafeteria.	4.35	1184
42	There are a sufficient number of weekend activities for students.	4.38	1187
46	I can easily get involved in campus organizations.	4.84	1331
52	The student center is a comfortable place for students to spend their leisure time.	4.81	1251
56	The student handbook provides helpful information about campus life.	4.65	1260
63	Student disciplinary procedures are fair.	4.63	1135
64	New student orientation services help students adjust to college.	4.54	1294
72	On the whole, the campus is well-maintained.	5.49	1425
73	Student activities fees are put to good use.	4.32	1331
Scale Mean =		4.79	1466

Mean satisfaction scores for this scale ranged from 4.32 to 5.49, with a scale mean of 4.79. Overall, students were most satisfied with how well-maintained the campus is (item 72), and least satisfied with the use of student activities fees (item 73).

Gender differences

The mean satisfaction score was significantly higher for women (4.87) than for men (4.71).

Figure 9.3. Campus Life Ethnic/racial differences



Scale means by race/ethnicity ranged from 4.46 to 4.91. Hispanics, Whites, and African-Americans had significantly higher mean satisfaction scores than the group that preferred not to identify their race/ethnicity.

SECTION 9.4. Support Services: The quality of services provided by library, tutoring, career advising, bookstore and other academic support staff.

Table 9.4. Support Services (10 items, Cronbach's $\alpha = .82$)

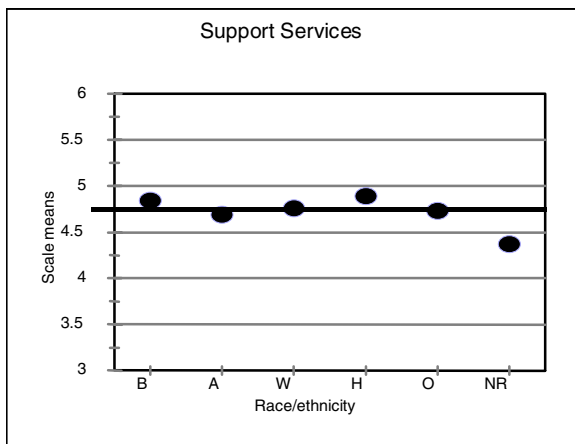
#	Item	Mean	N
2	The campus staff are caring and helpful.	4.54	1450
13	Library staff are helpful and approachable.	5.05	1415
15	The staff in the health services area are competent.	4.45	1250
18	Library resources and services are adequate.	5.17	1429
22	Counseling staff care about students as individuals.	4.25	1171
26	Computer labs are adequate and accessible.	4.83	1349
32	Tutoring services are readily available.	4.72	1174
44	Academic support services adequately meet the needs of students.	4.54	1213
49	There are adequate services to help me decide upon a career.	4.69	1313
54	Bookstore staff are helpful.	4.95	1400
Scale Mean =		4.75	1468

Mean satisfaction scores for this scale ranged from 4.25 to 5.17, with a scale mean of 4.75. Overall, students were most satisfied with the adequacy of library resources and services (item 18) and least satisfied with the degree to which counseling staff care about students as individuals (item 22).

Gender differences

There were no statistically significant differences between men and women on mean satisfaction score for this scale.

Figure 9.4. Support Services Ethnic/racial differences



Scale means by race/ethnicity ranged from 4.37 to 4.89. Hispanics, Whites, and African-Americans had significantly higher mean satisfaction scores than the group that preferred not to identify their race/ethnicity.

SECTION 9.5. Academic Advising: The quality of the individual’s experience with his/her academic advisor; clarity of academic requirements.

Table 9.5. Academic Advising (5 items, Cronbach’s $\alpha = .83$)

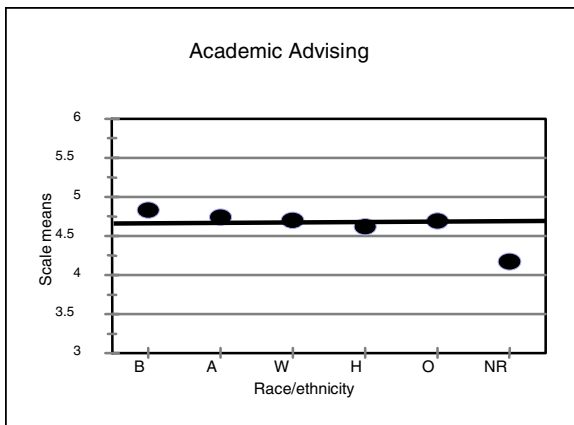
#	Item	Mean	N
6	My academic advisor is approachable.	4.82	1431
14	My academic advisor is concerned about my success as an individual.	4.38	1433
19	My academic advisor helps me set goals to work toward.	4.10	1414
33	My academic advisor is knowledgeable about requirements in my major.	5.11	1423
55	Major requirements are clear and reasonable.	4.99	1423
Scale Mean =		4.68	1466

Mean satisfaction scores for this scale ranged from 4.10 to 5.11, with a scale mean of 4.68. Overall, students were most satisfied with their advisor's knowledge about requirements in their major (item 33), and least satisfied with their advisor's help in setting goals to work toward (item 19).

Gender differences

The mean satisfaction score for the scale showed no significant differences between men and women.

Figure 9.5. Academic Advising *Ethnic/racial differences*



Scale means by race/ethnicity ranged from 4.17 to 4.83. Asian-Americans along with Whites and African-Americans had significantly higher mean satisfaction scores than the group that preferred not to identify their race/ethnicity.

SECTION 9.6. Registration Effectiveness: The quality of services provided by the Registrar’s Office; campus policies regarding registration.

Table 9.6. Registration Effectiveness (4 items, Cronbach’s $\alpha = .73$)

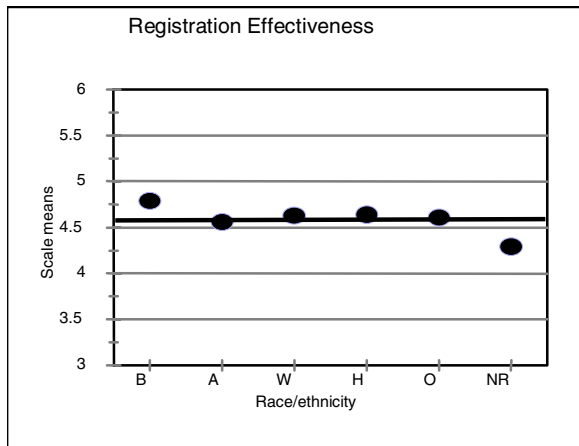
#	Item	Mean	N
27	The personnel involved in registration are helpful.	4.52	1379
34	I am able to register for classes I need with few conflicts.	4.35	1440
35	The assessment and course placement procedures are reasonable.	4.64	1373
50	Class change (drop/add) policies are reasonable.	4.93	1410
Scale Mean =		4.61	1449

Mean satisfaction scores for the Registration Effectiveness scale ranged from 4.35 to 4.93, with a scale mean of 4.61. Overall, students were most satisfied with the reasonable class change (drop/add) policies (item 50), and least satisfied with their ability to register for classes they need with few conflicts (item 34).

Gender differences

The mean satisfaction scale score showed no significant differences between men and women.

Figure 9.6. Registration Effectiveness Ethnic/racial differences



Scale means by race/ethnicity ranged from 4.29 to 4.79. There were no significant race/ethnic differences among means on this scale.

SECTION 9.7. Non-Traditional Students Support: The institution's commitment to part-time, evening, older and disabled students and commuters.

Table 9.7. Non-Traditional Students Support (6 items, Cronbach's $\alpha = .90$)

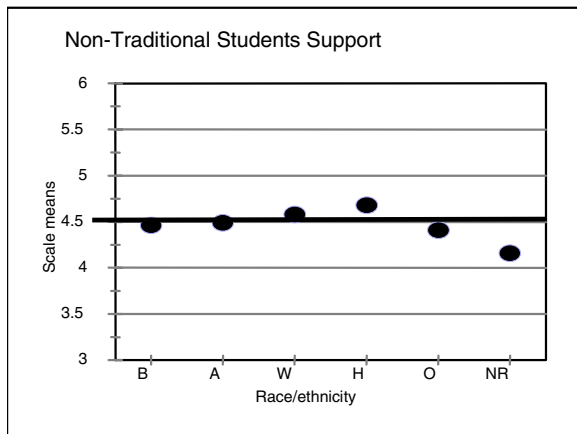
#	Item: How satisfied are you that this campus demonstrates a commitment to meeting the needs of:	Mean	N
84	Part-time students?	4.46	1026
85	Evening students?	4.35	993
86	Older, returning learners?	4.59	972
87	Under-represented populations?	4.64	1077
88	Commuters?	4.37	1274
89	Students with disabilities?	4.70	1002
Scale Mean =		4.52	1323

Mean satisfaction scores for this scale ranged from 4.35 to 4.70, with a scale mean of 4.52. Overall, students were most satisfied with the institution's commitment to students with disabilities (item 89) and least satisfied with its commitment to evening students (item 85).

Gender differences

The mean satisfaction score for this scale showed no significant differences between men and women.

Figure 9.7. Non-Traditional Students' Support *Ethnic/racial differences*



Scale means by race/ethnicity ranged from 4.29 to 4.79. There were no significant race/ethnic differences among means on this scale.

SECTION 9.8. Campus Climate: Emotional reactions to being a student (pride, sense of belonging, safety, welcome, racial harmony).

Table 9.8. Campus Climate (12 items, Cronbach's $\alpha = .85$)

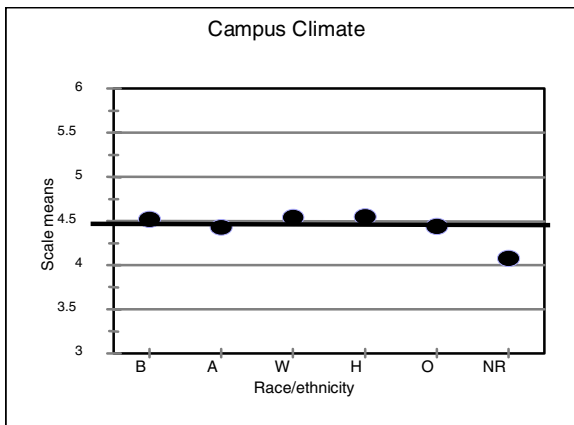
#	Item	Mean	N
1	Most students feel a sense of belonging here.	4.66	1441
7	The campus is safe and secure for all students.	4.51	1440
10	Administrators are approachable to students.	4.28	1360
29	It is an enjoyable experience to be a student on this campus.	5.05	1429
37	I feel a sense of pride about my campus.	5.20	1426
45	Students are made to feel welcome on this campus.	4.78	1421
57	I seldom get the "run-around" when seeking information on this campus.	3.54	1403
59	This institution shows concern for students as individuals.	3.95	1425
60	I generally know what's happening on campus.	4.38	1395
62	There is a strong commitment to racial harmony on this campus.	4.56	1395
67	Freedom of expression is protected on campus.	4.96	1346
71	Channels for expressing student complaints are readily available.	4.00	1282
Scale Mean =		4.49	1469

Mean satisfaction scores for this scale ranged from 3.54 to 5.20, with a scale mean of 4.49. Overall, students were most satisfied with their sense of pride about their campus (item 37), and least satisfied with the "run-around" they get when seeking information on this campus (item 57).

Gender differences

The mean satisfaction scale score did not differ significantly for men and women.

Figure 9.8. Campus Climate *Ethnic/racial differences*



Scale means by race/ethnicity ranged from 4.08 to 4.55. African-American, White, and Hispanic students' scale means were significantly higher than the mean of the students who preferred not to identify their race/ethnicity.

SECTION 9.9. Admissions: The quality of services offered by admissions staff.

Table 9.9. Admissions (3 items, Cronbach's $\alpha = .67$)

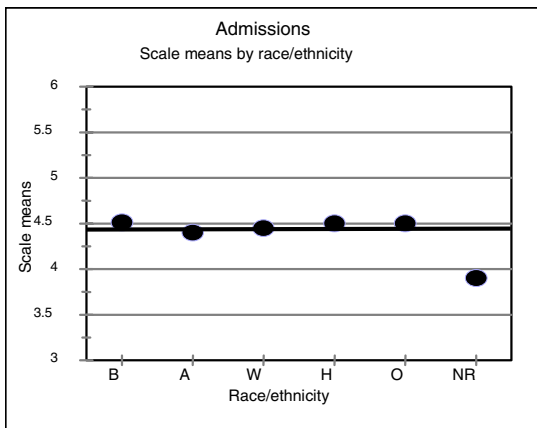
#	Item	Mean	N
4	Admissions staff are knowledgeable.	4.42	1380
43	Admissions counselors respond to prospective students' unique needs and requests.	4.35	1188
48	Admissions counselors accurately portray the campus in their recruiting practices.	4.47	1173
Scale Mean =		4.43	1430

Recall that the majority of the respondents experienced the admissions process three or more years prior to completing this instrument. Mean satisfaction scores for this scale ranged from 4.35 to 4.47, with a scale mean of 4.43. Overall, students were most satisfied with the accuracy with which admissions counselors portrayed the campus in their recruiting efforts, and least satisfied with the way admissions counselors respond to prospective students' unique needs and requests.

Gender differences

There were no significant gender differences on this scale.

Figure 9.9. Admissions Ethnic/racial differences



Scale means by race/ethnicity ranged from 3.90 to 4.51. Students who preferred not to identify their race/ethnicity were significantly less satisfied than the other race/ethnic groups on this scale.

SECTION 9.10. Residence Hall Life: Perceptions of residence hall conditions, staff and regulations.

Table 9.10. Residence Hall Life (3 items, Cronbach's $\alpha = .70$)

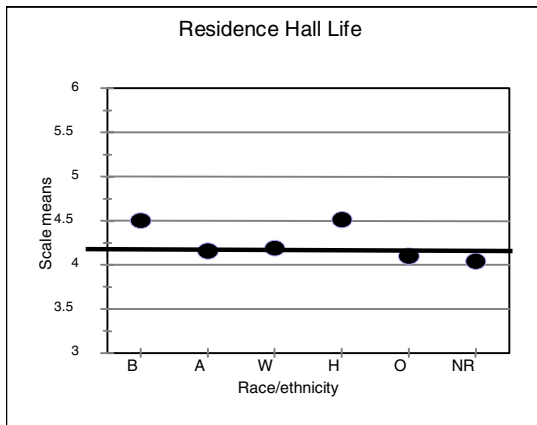
#	Item	Mean	N
23	Living conditions in residence halls are comfortable (adequate space, lighting, heat, air, etc.)	4.00	1001
30	Residence hall staff are concerned about me as an individual.	4.22	934
40	Residence hall regulations are reasonable.	4.54	944
Scale Mean =		4.22	1051

Recall that respondents were given a response option of Does not apply. These responses for purposes of the analyses in this report were treated as missing data. Mean satisfaction scores for this scale ranged from 4.00 to 4.54, with a scale mean of 4.22. Overall, students were most satisfied with the reasonableness of residence hall regulations, and least satisfied with the comfort of the living conditions (i.e. space, lighting, air, etc.) in the residence halls.

Gender differences

The mean satisfaction score for this scale was significantly higher for women (4.36) than for men (4.09).

Figure 9.10. Residence Hall Life *Ethnic/racial differences*



Residence Hall Life Scale mean satisfaction by race/ethnicity ranged from 4.04 to 4.51. There were no significant race/ethnic differences among means on this scale.

SECTION 9.11. Billing and Financial Aid: The quality of interactions with the billing office; aspects of financial aid, including communication of awards and quality of services provided by the staff.

Table 9.11. Billing and Financial Aid (5 items, Cronbach's $\alpha = .78$)

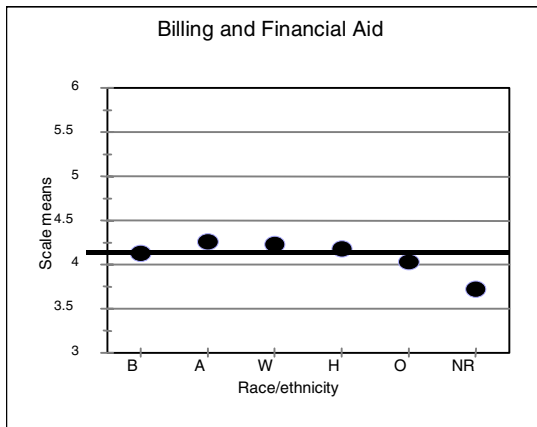
#	Item	Mean	N
5	Financial aid counselors are helpful.	4.12	1167
11	Billing policies are reasonable.	4.06	1401
12	Financial aid awards are announced to students in time to be helpful in college planning.	4.15	1213
17	Adequate financial aid is available for most students.	3.98	1230
20	The business office is open during hours which are convenient for most students.	4.47	1295
Scale Mean =		4.18	1448

Mean satisfaction scores for the Billing and Financial Aid scale ranged from 3.98 to 4.47, with a scale mean of 4.16. Overall, students were most satisfied with the convenience to students of the hours the business office is open (item 20), and least satisfied with the adequacy of available financial aid (item 17).

Gender differences

There were no significant differences in mean satisfaction score for men and women.

Figure 9.11. Billing and Financial Aid Ethnic/racial differences



Billing and Financial Aid Scale mean satisfaction by race/ethnicity ranged from 3.72 to 4.26. Asian and White students' satisfaction means were significantly higher than that for students who preferred not to identify their race/ethnicity.

SECTION 9.12. Non-Scaled Items: Did not fit well with any of the scales, and are presented individually.

Table 9.12. Non-Scaled Items

#	Item	Mean	N
21	The amount of student parking space on campus is adequate.	2.38	1404
28	Parking lots are well-lighted and secure.	4.38	1398
36	Security staff respond quickly in emergencies.	4.55	972
51	This institution has a good reputation within the community.	5.33	1397
66	Tuition paid is a worthwhile investment.	4.78	1393

Gender differences

There were significant differences in mean satisfaction scores for men and women on two of the above items. Men were far more satisfied than women with the parking lots' lighting and security. Women were far more satisfied than men with UM's reputation within the community.

Ethnic/racial differences

Hispanic students were significantly more satisfied than African-American or Asian students that tuition paid is a worthwhile investment (item 66). White students were significantly more satisfied than Asian students that this institution has a good reputation within the community (item 66).

SECTION 10. Overall Satisfaction Items

The previous sections have discussed students' satisfaction concerning specific facets of the college experience. There were also three general satisfaction items included on the *Student Satisfaction Inventory*.

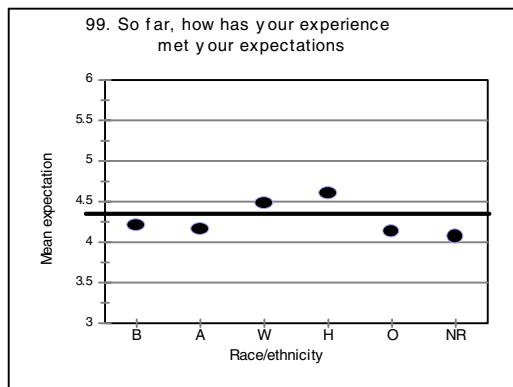
Gender differences

For each of the items, women had higher means than men.

Item 99. So far, how has your college experience met your expectations? Response values ranged from 1=Much worse than I expected, to 4=About what I expected, to 7=Much better than I expected.

The 1999 average for this item was 4.36, suggesting the average college experience was slightly better than expected.

Figure 10.1. Met Expectations *Ethnic/racial differences*



White and Hispanic students' means were higher than means for the other ethnic/racial subgroups.

Item 100. Rate your overall satisfaction with your experience here thus far. Response values ranged from 1=Not satisfied at all, to 4=Neutral, to 7=Very satisfied.

The 1999 average was 5.05, suggesting that students' average overall satisfaction was "somewhat satisfied."

Figure 10.2. Overall Satisfaction *Ethnic/racial differences*

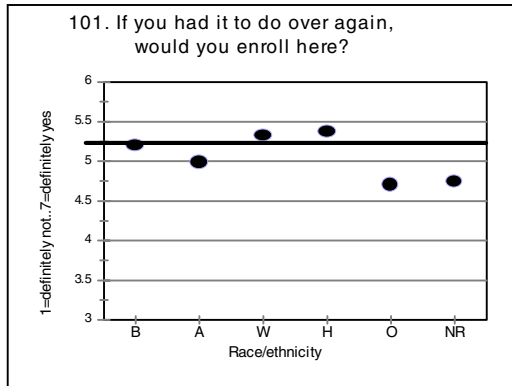


White and Hispanic students' means were higher than means for the other ethnic/racial subgroups.

Item 101. All in all, if you had it to do over again, would you enroll here? Response values ranged from 1=Definitely not, to 4=I don't know, to 7=Definitely yes.

The 1999 average for this item was 5.20, suggesting on average, students were slightly surer than "I don't know" but not as sure as "Maybe yes."

Figure 10.3. Enroll Again *Ethnic/racial differences*



White and Hispanic students' means were higher than means for the other ethnic/racial subgroups.

SECTION 11. Using the *Student Satisfaction Inventory Data*

The SSI data allow us to understand what aspects of the campus students care most about, feel most and least satisfied with, and how their opinions have changed over the past two years. The data can also provide a blueprint for improving the University's effectiveness, by identifying institutional strengths to highlight; by accelerating student retention initiatives; by advancing efforts in strategic planning; and, by more closely aligning budget decisions with student priorities.

The available information can be used in various ways. As noted earlier, three areas are especially significant: importance, satisfaction, and the difference between them (gaps). Importance ratings indicate those areas of campus that students view as the most and least critical. Satisfaction ratings indicate those areas of campus with which the students are the most and least satisfied. The gaps are the areas where there are the most and least discrepancy between measures of importance and satisfaction.

There are several ways that the SSI data can be used:

Review and discuss items with colleagues in colleges, departments and offices.

Determine which items are most critical to the success of the individual unit and look for ways to make changes in current policy and/or budget to reflect student interests. CAWG can help individual units analyze and interpret specific components of the report.

Clarify the data with focus groups. Small discussion groups with students can help units to learn more about student opinions related to the items on the instrument.

Look for low-cost interventions. Some areas reflecting low satisfaction can be addressed with little money and high creativity.

Look for areas that can be addressed with information. Some items reflect student lack of awareness. Look for items that indicate a greater need for information sharing with students, and brainstorm ways to better educate students about what already exists but might be underutilized.

Build solutions into long-range planning. Some areas may require significant lead-time for improvements to be made. Identify areas that should be included in long-range budget planning and start to plan now for future changes.

CAWG can assist in your analysis and utilization of these data by:

Incorporating specific items into future data collection efforts for further clarification.

Providing data to specific units for your own analyses.

Targeting students from your college or unit on future CAWG surveys.

Consulting in the design of a focus group process to address additional areas of concern.

Conducting additional subgroup or other analyses.

Appendix A. What is CAWG?

CAWG stands for the Campus Assessment Working Group. CAWG is one of three coordinating groups linked to the University of Maryland's Continuous Quality Improvement (CQI) Council. The CQI Council is concerned with finding ways to help the University become more responsive, flexible, and collaborative. Data and assessment play a key role in the CQI approach. In accordance with the centrality of data, CAWG was created to promote a culture of evidence at the University.

The membership of CAWG represents all divisions of the University. The group meets on a regular basis to explore ways to create data collection processes that can be coordinated centrally, but highly flexible to meet the interests of campus committees, departments, and colleges. As a first emphasis, the experience of undergraduate students has been the focus of CAWG efforts. Future CAWG efforts will expand to assessment of the faculty and staff experience.

CAWG presently consists of five sub-groups. Vice President William L. (Bud) Thomas chairs the overall CAWG effort as well as the Steering Committee. Chairpersons of the remaining sub-groups include:

- Beginnings/Studies of Entry - Terry Flannery (tflanner@accmail.umd.edu)
- Studies of Completion - Warren Kelley (wkelley@accmail.umd.edu)
- Assessment of Campus Experiences Subgroup - Adrienne Hamcke (ahamcke@accmail.umd.edu)
- Profiles/Dissemination - Jonathan Kandell (jkandell@accmail.umd.edu)
- Understanding Retention/Attrition - Bill Spann (wspann@deans.umd.edu)

Faculty, staff and students interested in CAWG efforts are encouraged to contact Sharon La Voy, Assessment Specialist in the Office for CQI, at 301-405-3828 or by e-mail at slavoy@accmail.umd.edu. Involvement opportunities include:

- serving on a sub-group as a member or resource person;
- sponsoring an independent study for an undergraduate or graduate student;
- attending a CAWG open forum or professional development workshop;
- arranging a presentation for your group, department, or college;
- submitting ideas for data collection topics or methods;
- requesting help with your own survey or data collection effort; and,
- offering expertise with topics, methods, or analyses.

Appendix B. All Items in Graph Form

<http://www.inform.umd.edu/cqi/Umcpcqi/Cawg/Uncommon/nl-b.99.pdf>

Appendix C, D, and E. All Items Ranked by Satisfaction, Importance, Gap

<http://www.inform.umd.edu/cqi/Umcpcqi/Cawg/Uncommon/nl-cde.99.pdf>

Appendix F. National Comparison Group

Noel-Levitz *Student Satisfaction Inventory* National Comparison Groups as of February 26, 1999

Four Year Public Institutions
Total Institutions = 174
Total Student Records = 146,395

Adams State College, CO	Kentucky State University, KY
Angelo State University, TX	Kutztown University of Pennsylvania, PA
Auburn University, AL	Lake Superior State University, MI
Bemidji State University, MN	Lamar University - Beaumont, TX
Black Hills State University, SD	Lewis-Clark State College, ID
Bloomsburg University, PA	Livingston University, AL
Bluefield State College, WV	Longwood College, VA
California Maritime Academy, CA	Mankato State University, MN
California State University - Fresno, CA	Marshall University, WV
California State University- Hayward, CA	Massachusetts Maritime Academy, MA
California State University - Hayward - Contra Costa Campus, CA	Metropolitan State College of Denver, CO
California State University - Northridge, CA	Midwestern State University, TX
California State University - Sacramento, CA	Millersville University of Pennsylvania, PA
California State University - Stanislaus, CA	Minot State University, ND
California University of Pennsylvania, PA	Mississippi University for Women, MS
Carleton University, ON	Missoula College of Technology of the University of Montana, MT
Central Connecticut State University, CT	Montana State University, MT
Central Washington University, WA	Montana Tech of the University of Montana, Butte, MT
Chadron State College, NE	Moorhead State University, MN
Cheyney University of Pennsylvania, PA	Morgan State University, MD
Christopher Newport University, VA	New Jersey Institute of Technology, NJ
Clemson University, SC	New Mexico Highlands University, NM
Clinch Valley College of the Univ. of Virginia, VA	New Mexico Institute of Mining and Technology, NM
Coastal Carolina University, SC	North Adams State College, MA
Colorado School of Mines, CO	North Carolina A & T University, NC
Coppin State College, MD	North Carolina Central University, NC
Dakota State University, SD	North Georgia College and State University, GA
Delta State University, MS	Northern Kentucky University, KY
Eastern Illinois University, IL	Northern Michigan University, MI
Eastern Oregon University, OR	Northwest Missouri State University, MO
Eastern New Mexico University, NM	Oakland University, MI
Edinboro University of Pennsylvania, PA	Ohio University - Lancaster, OH
Fairmont State College, WV	Oklahoma State University, OK
Fayetteville State University, NC	Old Dominion University, VA
Ferris State University, MI	Oregon Institute of Technology, OR
Florida State University, FL	Penn State University - Beaver Campus, PA
Francis Marion University, SC	Penn State University - Berks Campus, PA
Henderson State University, AR	Penn State University - Delaware Campus, PA
Idaho State University, ID	Penn State University - Erie-Behrend Campus, PA
Indiana University Purdue Univ. at Fort Wayne, IN	Penn State University - Harrisburg Campus, PA
Indiana University Northwest, IN	Penn State University - Shanango Campus, PA
Iowa State University, IA	Penn State University - Wilkes-Barre Campus, PA
Jersey City State College, NJ	Plymouth State College, NH
Keene State College, NH	Purdue University - Main Campus, IN
Kent State University, OH	Purdue University - North Central Campus, IN

Radford University, VA
Ramapo College of New Jersey, NJ
Rowan University of New Jersey, NJ
Saginaw Valley State University, MI
Sangamon State University, IL
Shepherd College, WV
Shippensburg University of Pennsylvania, PA
Slippery Rock University of Pennsylvania, PA
South Dakota School of Mines and Technology, SD
Southeast Missouri State University, MO
Southern Arkansas University, AR
Southern Illinois University at Carbondale, IL
State University of New York - Albany, NY
State University of New York - College at Potsdam, NY
State University of New York - Oswego, NY
State University of New York - Purchase College, NY
State University of New York - Stony Brook, NY
East Texas A & M University at Commerce, TX
Texas A & M University at Corpus Christi, TX
Texas A & M University at Galveston, TX
Texas Woman's University, TX
The Ohio State University - Lima Campus, OH
The Ohio State University - Main Campus, OH
The Ohio State University - Newark, OH
The University of Akron - Main Campus, OH
Towson State University, MD
University at Buffalo - SUNY, NY
University of Alabama in Huntsville, AL
University of Arkansas at Little Rock, AR
University of Arkansas at Pine Bluff, AR
University of Central Arkansas, AR
University of Central Florida, FL
University of Connecticut, CT
University of Guam, Guam
University of Illinois at Chicago, IL
University of Kentucky (Lexington), KY
University of Louisville, KY
University of Maine at Augusta, ME
University of Maine at Fort Kent, ME
University of Maine at Machias, ME
University of Maryland, College Park, MD
University of Maryland, Eastern Shore, MD
University of Massachusetts - Lowell, MA
University of Memphis, TN
University of Michigan - Flint, MI
University of Mississippi, MS
University of Missouri - Kansas City, MO
University of Missouri - Kansas City School of Dentistry, MO
University of Missouri - St. Louis, MO
University of Montana, MT
University of Monterrey, NL, Mexico
University of Nevada - Reno, NV
University of New Mexico - Main Campus, NM
University of New Orleans, LA
University of North Alabama, AL
University of Northern Colorado, CO
University of South Dakota, SD
University of Southern Colorado, CO
University of Texas at San Antonio, TX
University of Texas at Tyler, TX
University of Texas of the Permian Basin, TX
University of the District of Columbia, DC
University of the West Indies, West Indies
University of Toledo, OH
University of Vermont, VT
University of Windsor, ON
University of Wisconsin - Eau Claire, WI
University of Wisconsin - River Falls, WI
University of Wyoming
Utah State University, UT
Virginia Commonwealth University, VA
Virginia State University, VA
Washington State University, WA
Weber State University, UT
West Virginia State College, WV
Western Connecticut State University, CT
Western Maryland College, MD
Western Montana College of the University of Montana, MT
Western State College, CO
William Paterson College, NJ
Winona State University, MN
Worcester State College, MA
Wright State University, OH
Youngstown State University, OH

Appendix G. Item Differences by Gender

Instructional Effectiveness scale items by gender

Of the 14 scale items, 7 showed a significantly higher satisfaction mean for women as compared to men:

- I am able to experience intellectual growth here (item 39).
- There is a commitment to academic excellence on this campus (item 41).
- Faculty take into consideration student differences as they teach a course (item 53).
- The quality of instruction I receive in most of my classes is excellent (item 58).
- Adjunct faculty are competent as classroom instructors (item 61).
- Faculty are usually available after class and during office hours (item 65).
- There is a good variety of courses provided on this campus (item 69).

Campus Life scale items by gender

Significant gender differences occurred on 8 of the 12 scale items. Women were more satisfied than men on the following 7 items:

- There is an adequate selection of food available in the cafeteria (item 38).
- There are a sufficient number of weekend activities for students (item 42).
- The student center is a comfortable place for students to spend their leisure time (item 52).
- The student handbook provides helpful information about campus life (item 56).
- Student disciplinary procedures are fair (item 63).
- New student orientation services help students adjust to college (item 64).
- On the whole, the campus is well-maintained (item 72).

On the other hand, men were more satisfied than women that:
The variety of intramural activities offered (item 9).

Support Services scale items by gender

Men and women did not differ significantly on degree of satisfaction with 8 of the 10 items in the Support Services scale. Where differences occurred, women were significantly more satisfied than men on the following 2 items:

- Tutoring services are readily available (item 32).
- Bookstore staff are helpful (item 54).

Academic Advising scale items by gender

Men and women did not differ significantly on degree of satisfaction with any of the items in the Academic Advising scale.

Registration Effectiveness scale items by gender

Men and women did not differ significantly on degree of satisfaction with any of the items in the Registration Effectiveness scale.

Non-traditional Students' Support scale items by gender

Men and women did not differ significantly on degree of satisfaction with any of the items in the Non-traditional Students' Support scale.

Campus Climate scale items by gender

Women indicated significantly greater satisfaction than men on four of the five items on this scale that showed significant gender differences. Women were more satisfied than men with the following items:

Most students feel a sense of belonging here (item 1).

It is an enjoyable experience to be a student on this campus (item 29).

I feel a sense of pride about my campus (item 37).

Freedom of expression is protected on campus (item 67).

However, men were significantly more satisfied than women on the degree to which the campus is safe and secure for all students (item 7).

Admissions scale items by gender

Men and women did not differ significantly on degree of satisfaction with any of the items in the Admissions scale.

Residence Hall Life scale items by gender

Women were significantly more satisfied than men on the following two (of the three) items on the Residence Hall Life scale:

Living conditions in residence halls are comfortable (adequate space, lighting, heat, air, etc.) (item 23)

Residence hall regulations are reasonable (item 40).

Billing and Financial Aid scale items by gender

Of the five items on this scale, there was one with a significant difference. Women were more satisfied than men with the following item:

The business office is open during hours which are convenient for most students (item 20).

Non-scaled items scale items by gender

One of the few instances where men indicated significantly more satisfaction than women occurred in one of the five non-scaled items. Specifically:

Parking lots are well-lighted and secure (item 28).

Women, however, were significantly more satisfied than men on the following item:
This institution has a good reputation within the community (item 51).

Appendix H. Item Differences by Ethnicity/Race

<http://www.inform.umd.edu/cqi/Umcpcqi/Cawg/Uncommon/nl-h.99.pdf>

Appendix B. All Items in Graph Form

A grid has been created for each of the 73 importance/satisfaction items.

- The vertical axis represents degree of importance. Note that the range has been truncated to 4 (neutral) to 7 (very important). This is because none of the items has a mean importance rating below 4.0.
- The horizontal axis represents degree of satisfaction, ranging from 1 (not satisfied at all) to 7 (very satisfied).
- The gray dots represent the 1999 mean satisfaction for each of the 73 items.
- The circle represents the 1997 mean satisfaction for the particular item (see grid title).
- The diamond represents the 1999 mean satisfaction for that item.

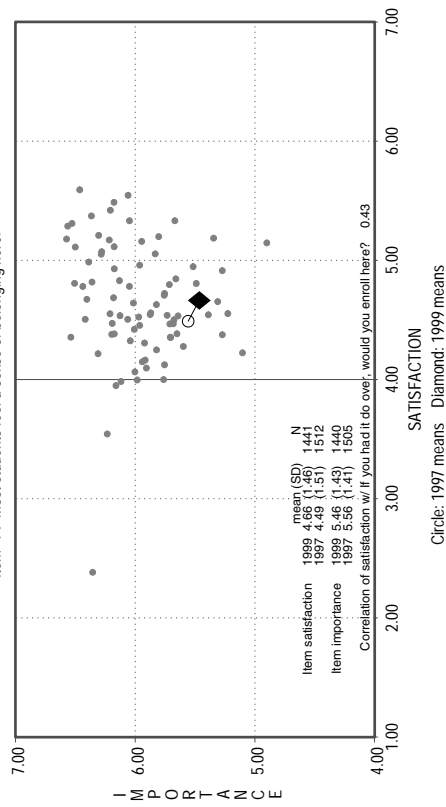
Placement of the diamond to the right of the circle depicts an increase in satisfaction between 1997 and 1999; placement of the diamond to the left of the circle depicts a decrease.

Similarly, placement of the diamond higher than the circle depicts an increase in importance between 1997 and 1999; placement of the diamond lower than the circle depicts a decrease.

Also included on each grid is the following information:

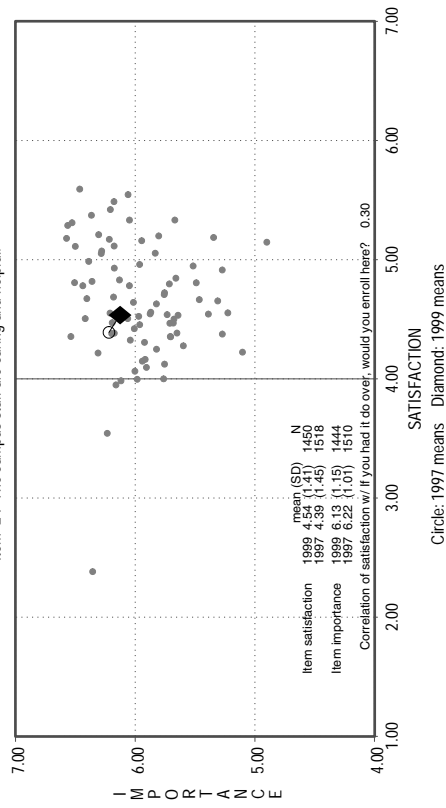
- Importance mean, standard deviation, and N for the particular item, for 1997 and 1999.
- Satisfaction mean, standard deviation, and N for the particular item, for 1997 and 1999.
- Correlation of the 1999 satisfaction mean with "overall satisfaction" (i.e., All in all, if you had it to do over again, would you enroll here?). Response values for the overall satisfaction item ranged from 1=definitely not, to 4=neutral, to 7=definitely yes).

Item=1 | Most students feel a sense of belonging here.



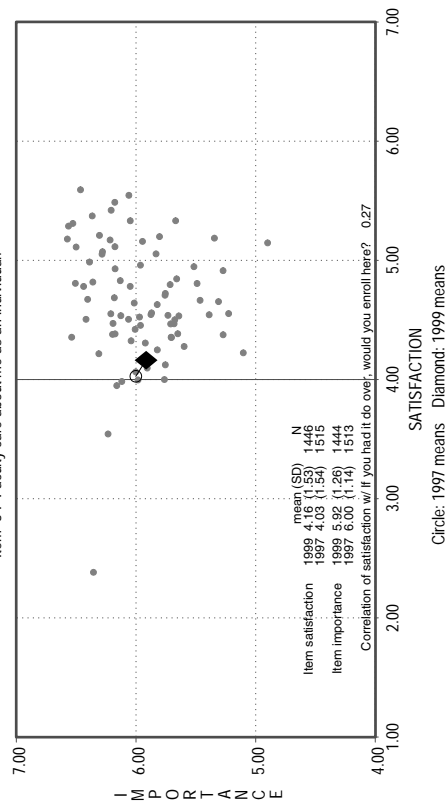
Circle: 1997 means Diamond: 1999 means

Item=2 | The campus staff are caring and helpful.



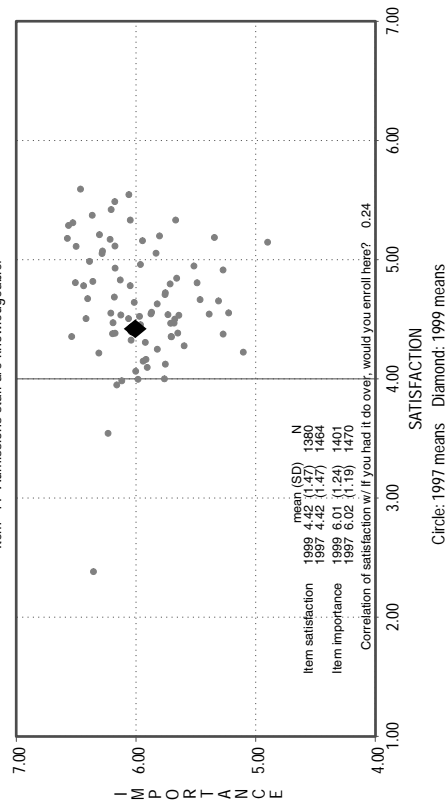
Circle: 1997 means Diamond: 1999 means

Item=3 | Faculty care about me as an individual.



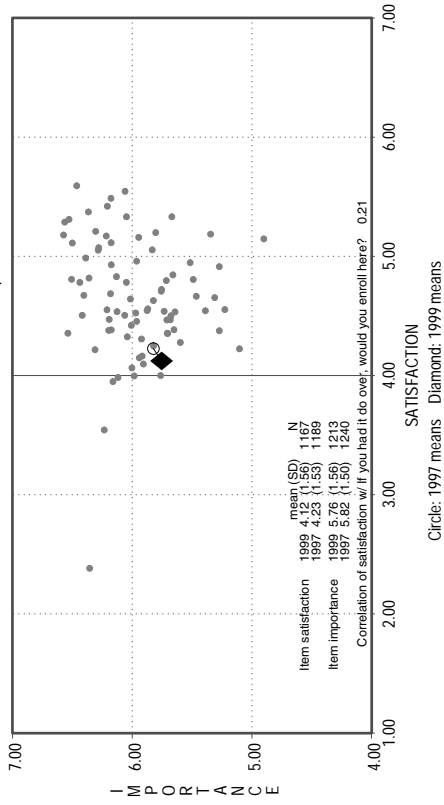
Circle: 1997 means Diamond: 1999 means

Item=4 | Admissions staff are knowledgeable.

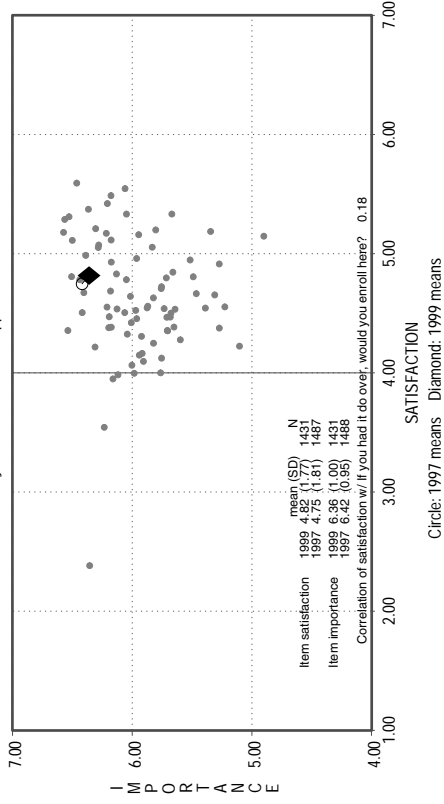


Circle: 1997 means Diamond: 1999 means

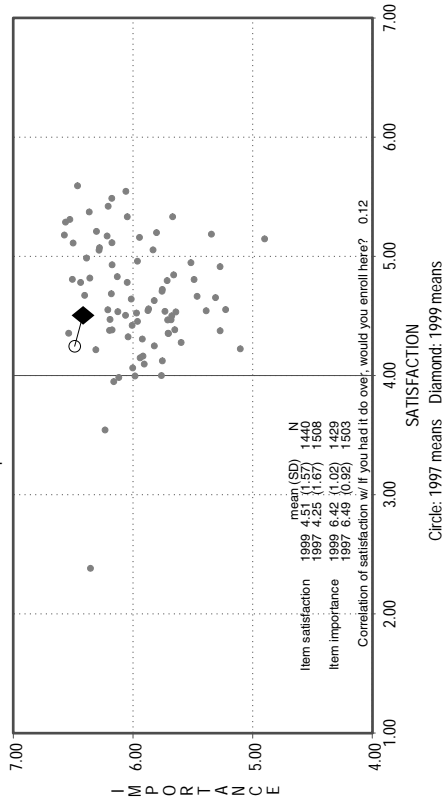
Item=5 I=Financial aid counselors are helpful.



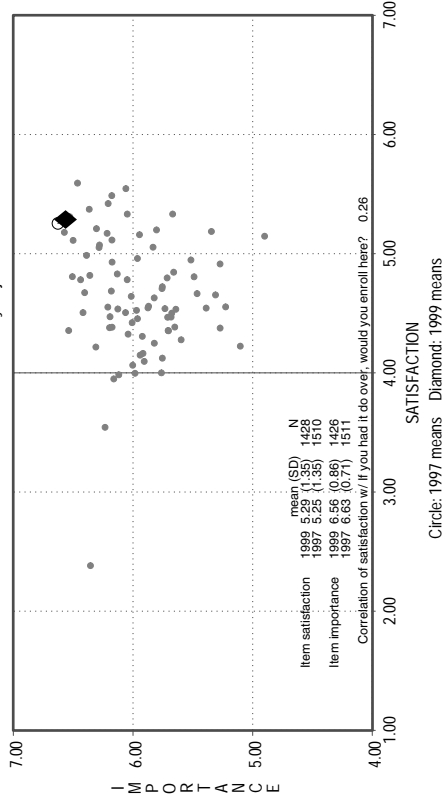
Item=6 I=My academic advisor is approachable.



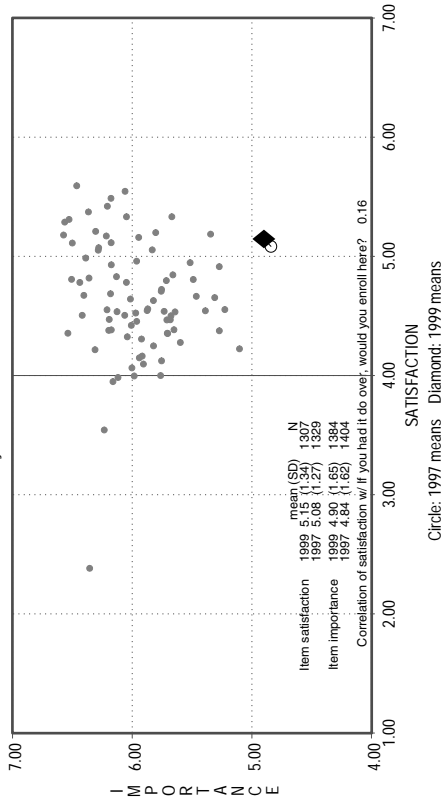
Item=7 I=The campus is safe and secure for all students.



Item=8 I=The content of the courses within my major is valuable.

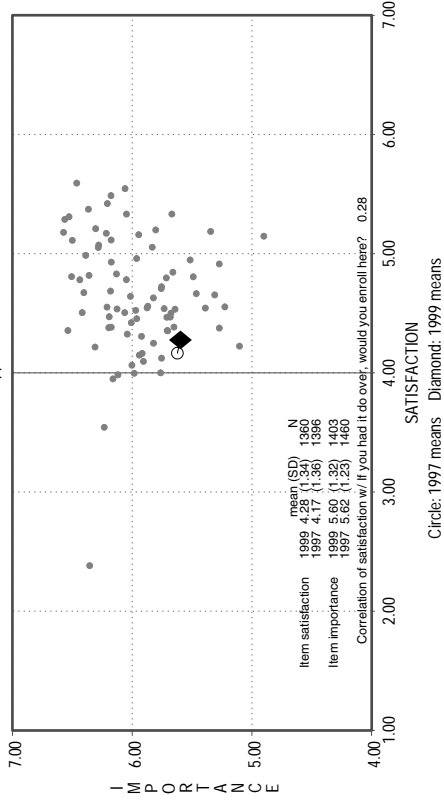


Item=9 | =A variety of intramural activities are offered.



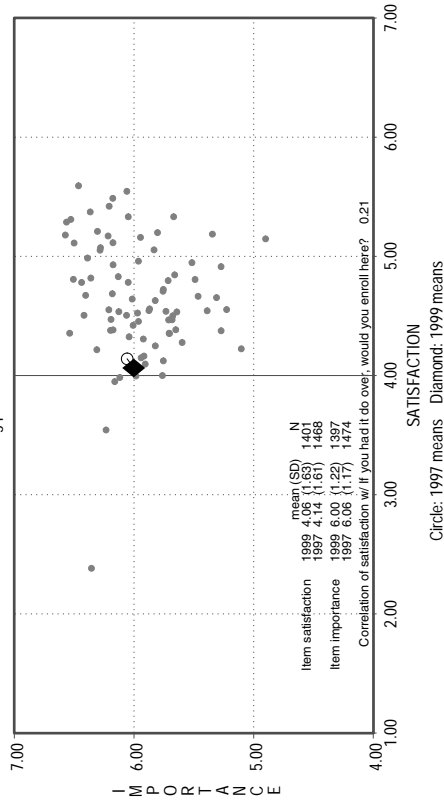
Circle: 1997 means Diamond: 1999 means

Item=10 | =Administrators are approachable to students.



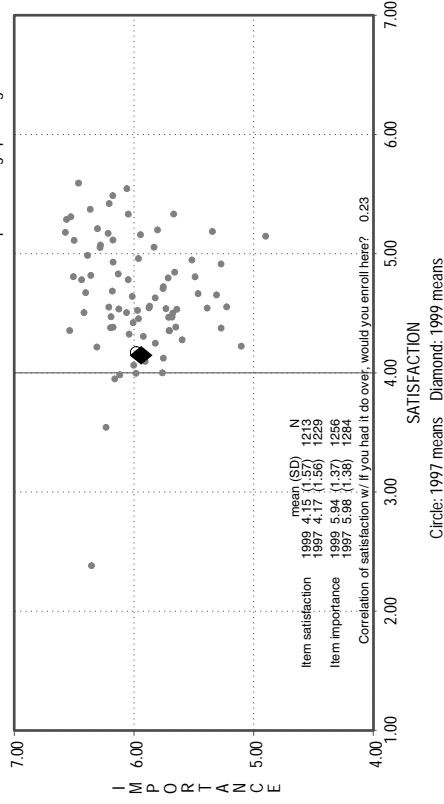
Circle: 1997 means Diamond: 1999 means

Item=11 | =Billing policies are reasonable.



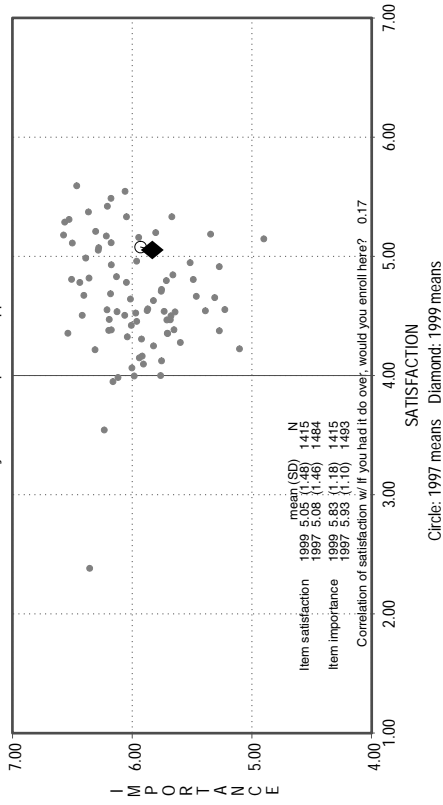
Circle: 1997 means Diamond: 1999 means

Item=12 | =Financial aid awards are announced to students in time to be helpful in college planning.



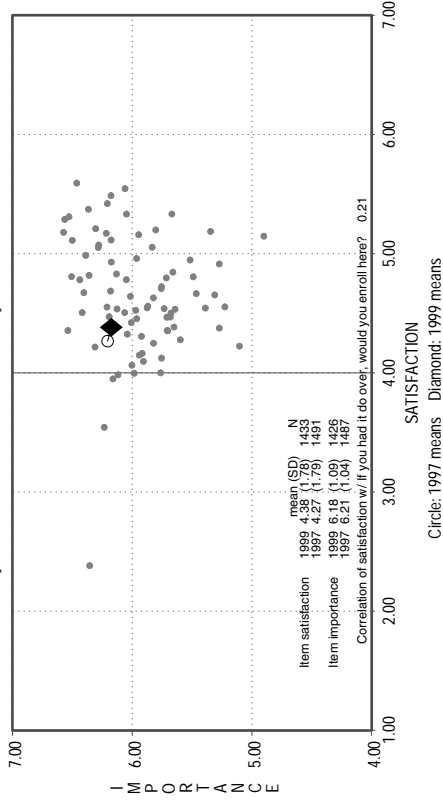
Circle: 1997 means Diamond: 1999 means

Item=13 | Library staff are helpful and approachable.



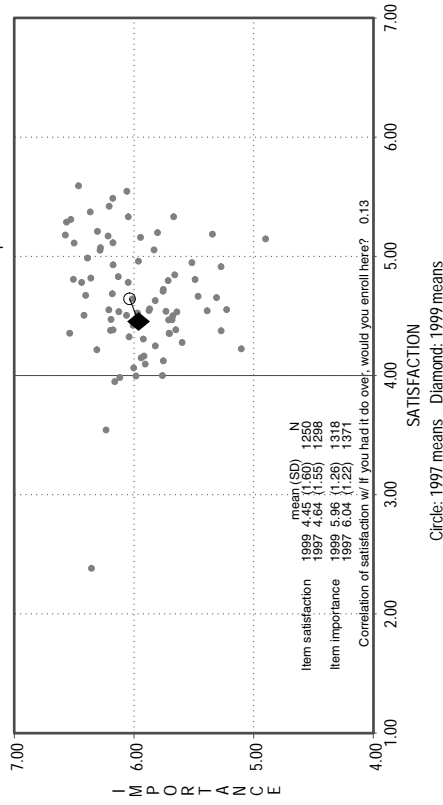
Circle: 1997 means Diamond: 1999 means

Item=14 | My academic advisor is concerned about my success as an individual.



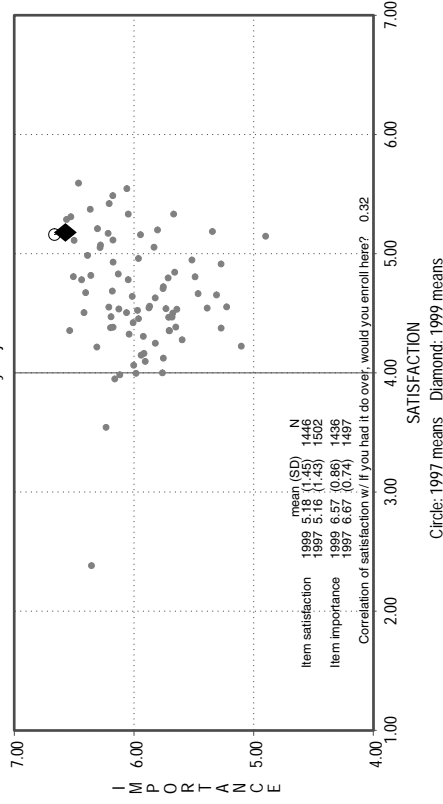
Circle: 1997 means Diamond: 1999 means

Item=15 | The staff in the health services area are competent.



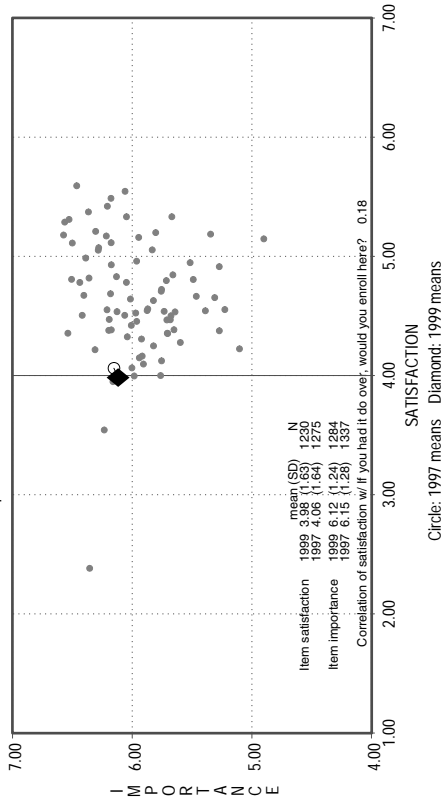
Circle: 1997 means Diamond: 1999 means

Item=16 | The instruction in my major field is excellent.



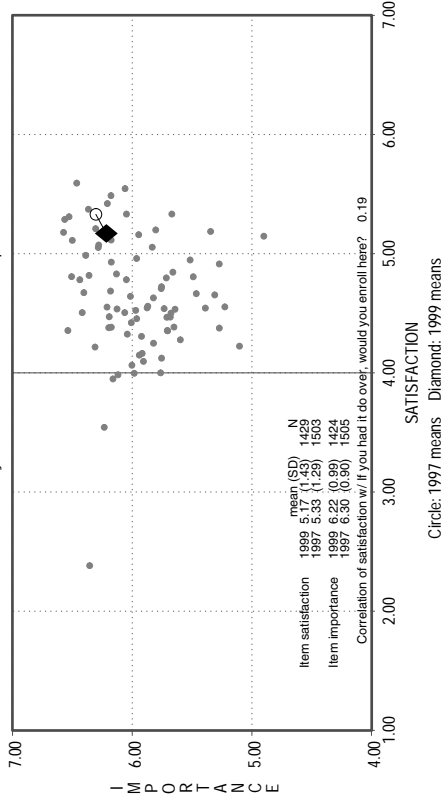
Circle: 1997 means Diamond: 1999 means

Item=17 I=Adequate financial aid is available for most students.



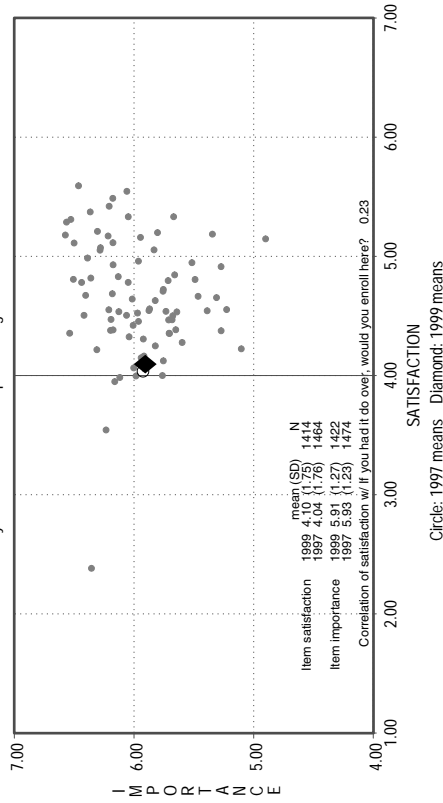
Circle: 1997 means Diamond: 1999 means

Item=18 I=Library resources and services are adequate.



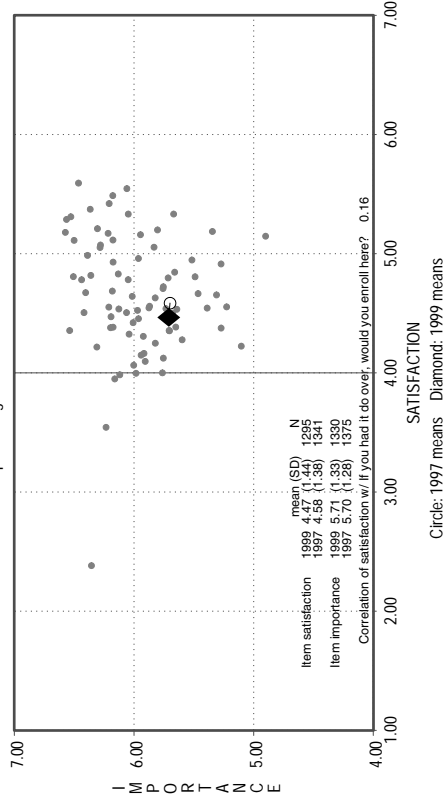
Circle: 1997 means Diamond: 1999 means

Item=19 I=My academic advisor helps me set goals to work toward.



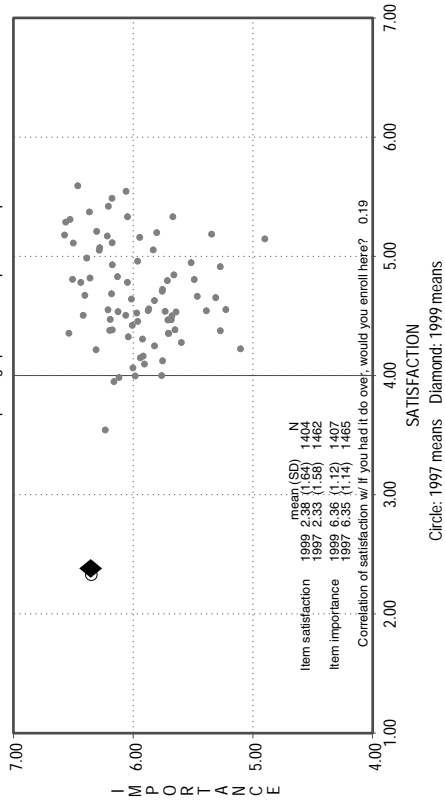
Circle: 1997 means Diamond: 1999 means

Item=20 I=The business office is open during hours which are convenient for most students.



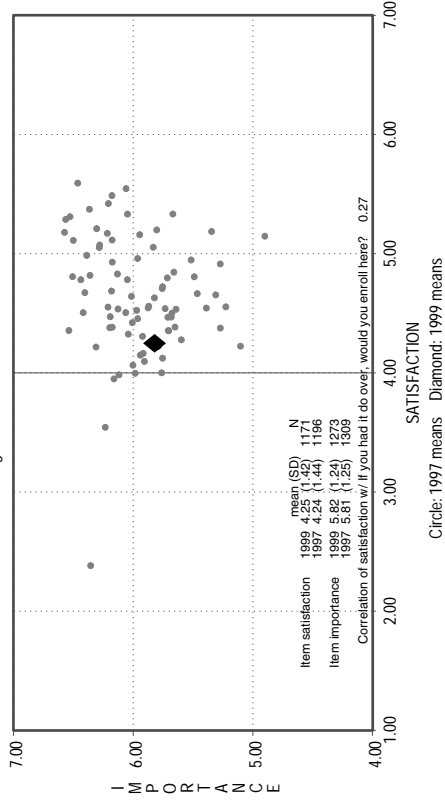
Circle: 1997 means Diamond: 1999 means

Item=21 | The amount of student parking space on campus is adequate.



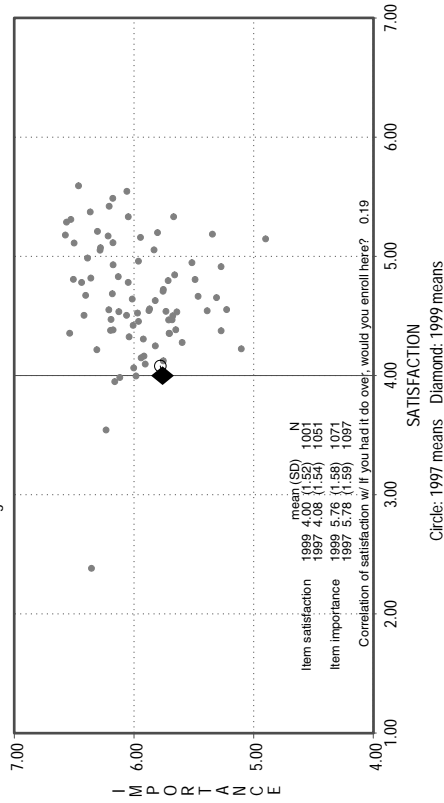
Circle: 1997 means Diamond: 1999 means

Item=22 | Counseling staff care about students as individuals.



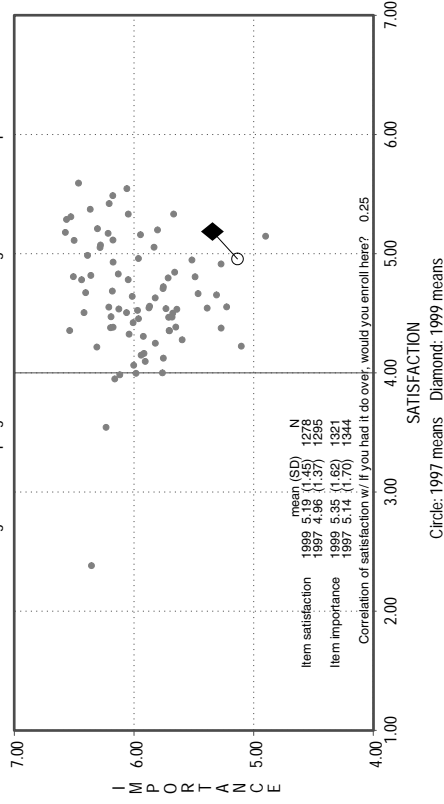
Circle: 1997 means Diamond: 1999 means

Item=23 | Living conditions in the residence halls are comfortable.



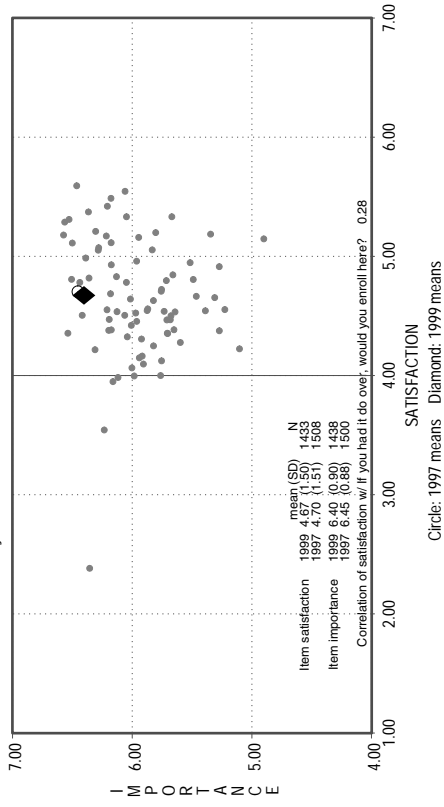
Circle: 1997 means Diamond: 1999 means

Item=24 | The intercollegiate athletic programs contribute to a strong sense of school spirit.



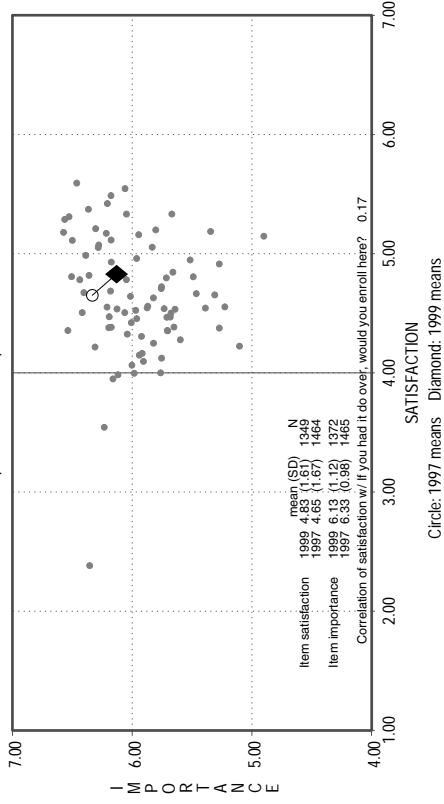
Circle: 1997 means Diamond: 1999 means

Item=25 I=Faculty are fair and unbiased in their treatment of individual students.



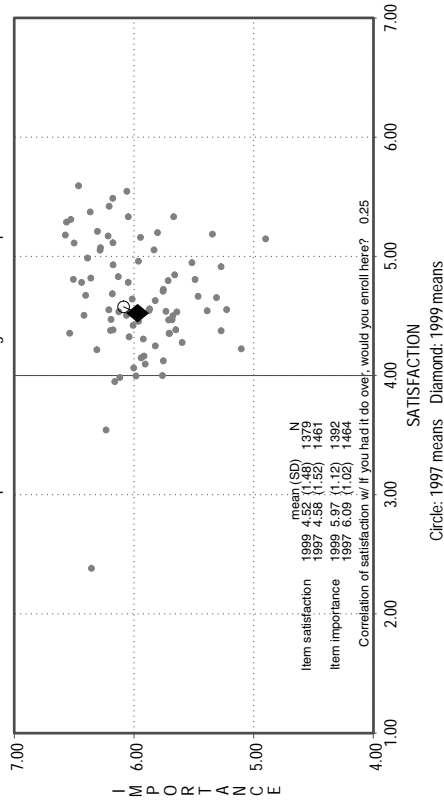
Circle: 1997 means Diamond: 1999 means

Item=26 I=Computer labs are adequate and accessible.



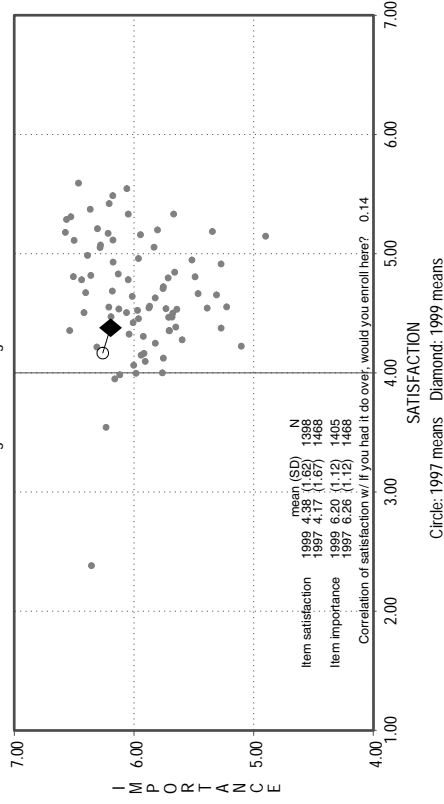
Circle: 1997 means Diamond: 1999 means

Item=27 I=The personnel involved in registration are helpful.



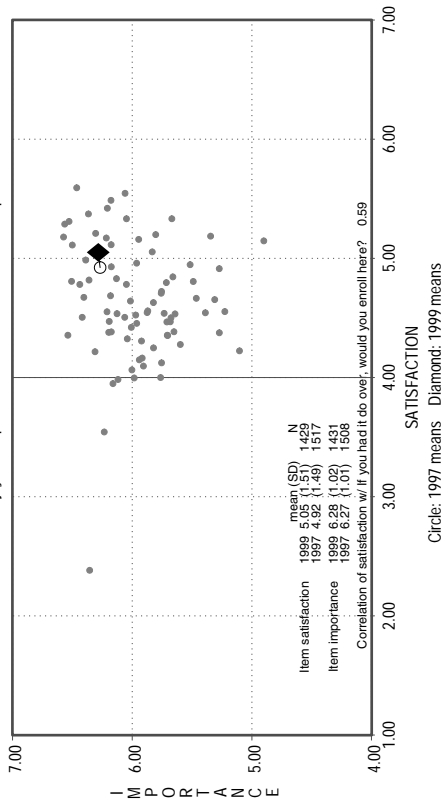
Circle: 1997 means Diamond: 1999 means

Item=28 I=Parking lots are well-lighted and secure.



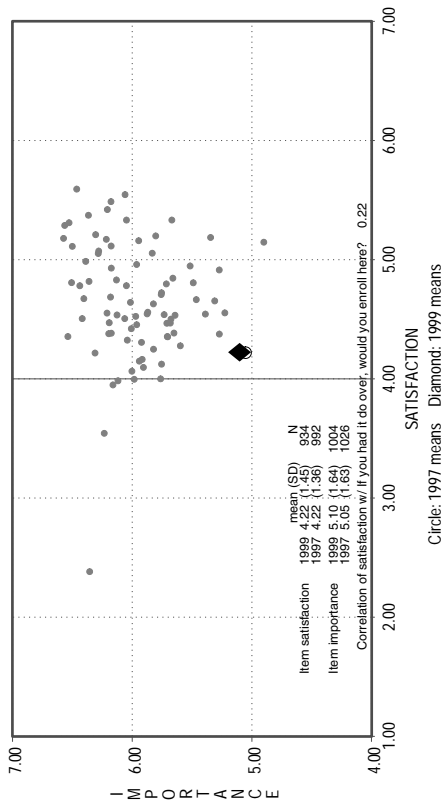
Circle: 1997 means Diamond: 1999 means

Item=29 I=It is an enjoyable experience to be a student on this campus.



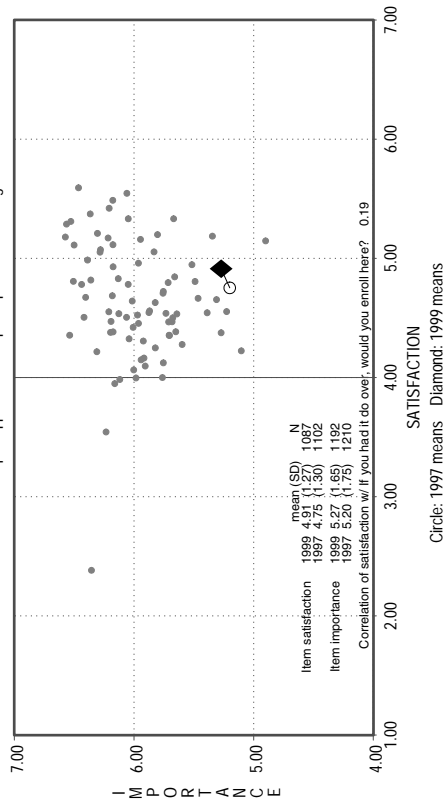
Circle: 1997 means Diamond: 1999 means

Item=30 I=Residence hall staff are concerned about me as an individual.



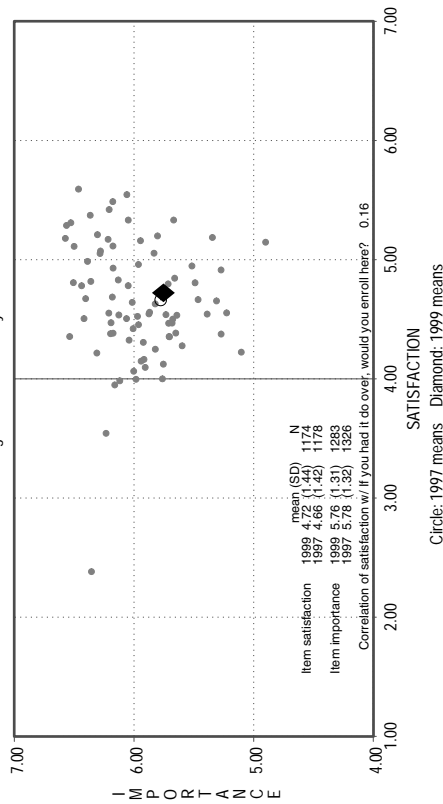
Circle: 1997 means Diamond: 1999 means

Item=31 I=Males and females have equal opportunities to participate in intercollegiate athletics.



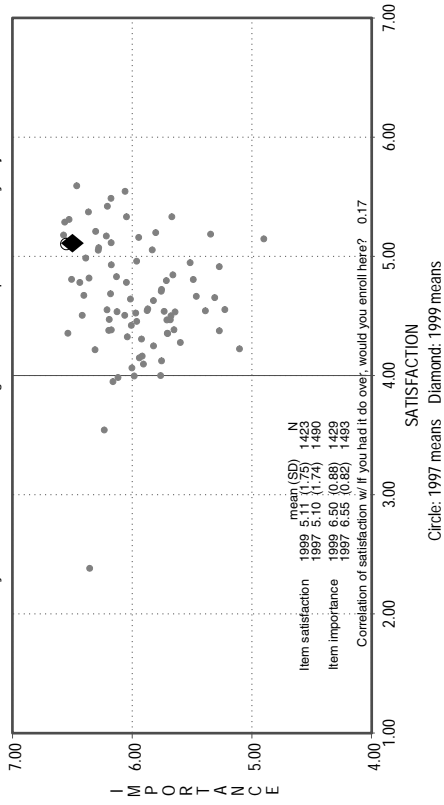
Circle: 1997 means Diamond: 1999 means

Item=32 I=Tutoring services are readily available.



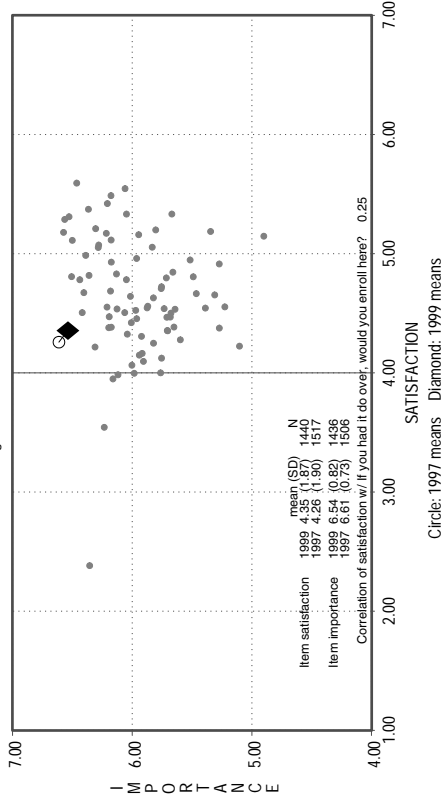
Circle: 1997 means Diamond: 1999 means

Item=33 I=My academic advisor is knowledgeable about requirements in my major.



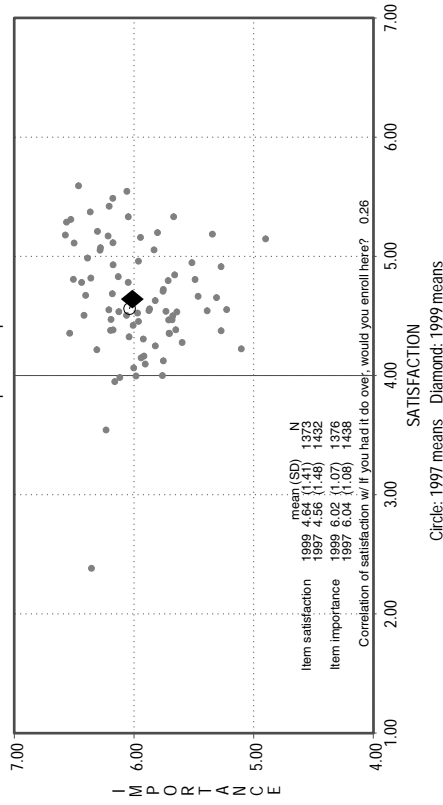
Circle: 1997 means Diamond: 1999 means

Item=34 I=I am able to register for classes I need with few conflicts.



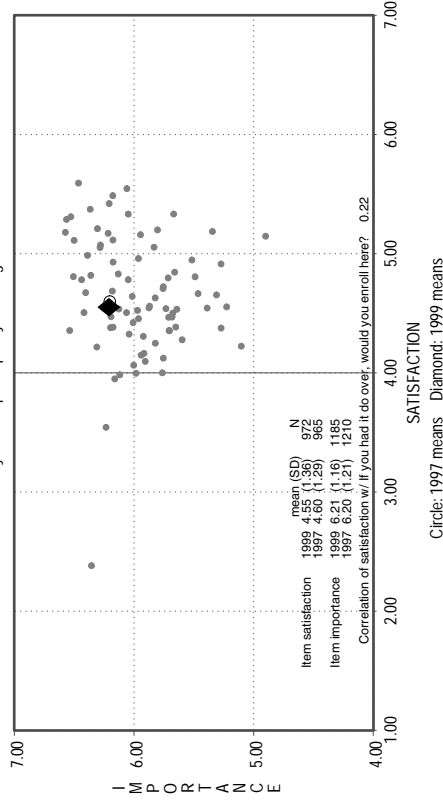
Circle: 1997 means Diamond: 1999 means

Item=35 I= The assessment and course placement procedures are reasonable.



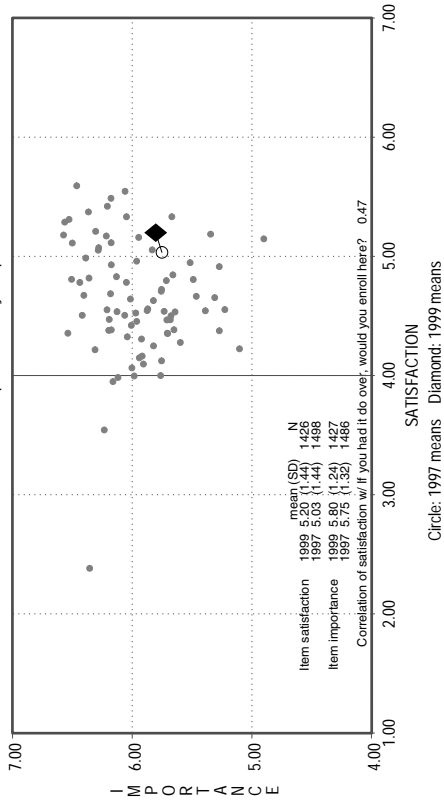
Circle: 1997 means Diamond: 1999 means

Item=36 I=Security staff respond quickly in emergencies.



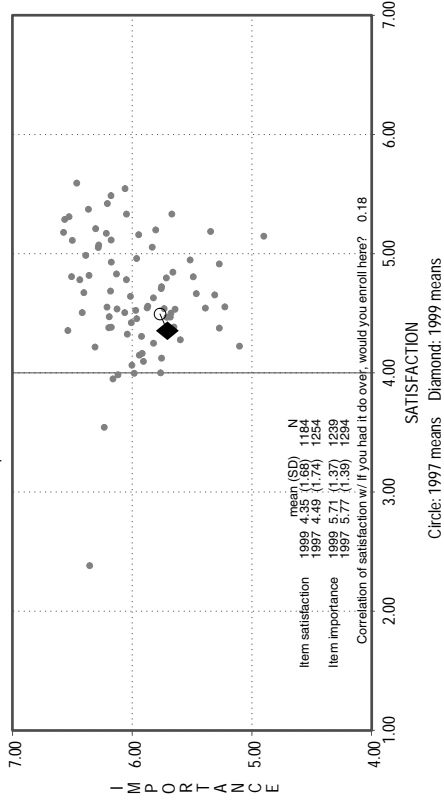
Circle: 1997 means Diamond: 1999 means

Item=37 I feel a sense of pride about my campus.



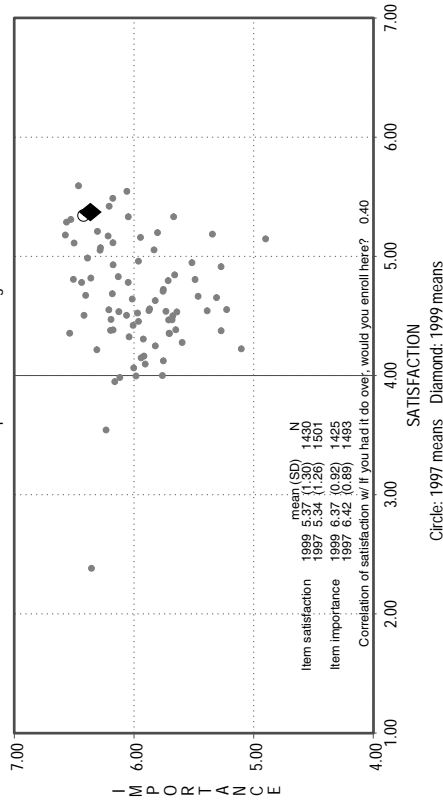
Circle: 1997 means Diamond: 1999 means

Item=38 I= There is an adequate selection of food available in the cafeteria.



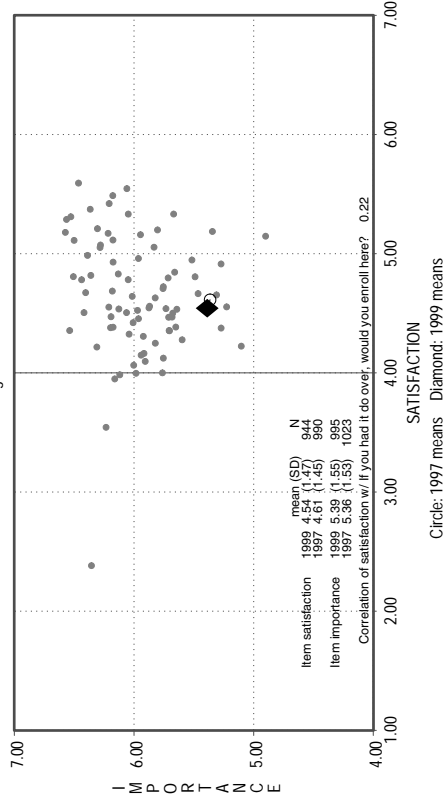
Circle: 1997 means Diamond: 1999 means

Item=39 I= am able to experience intellectual growth here.



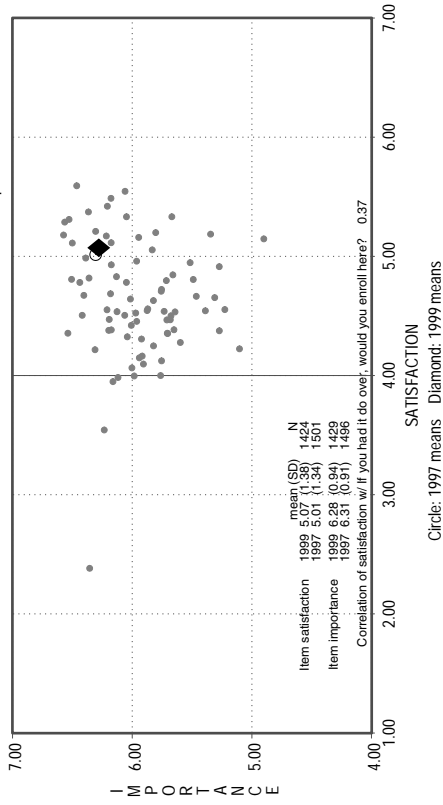
Circle: 1997 means Diamond: 1999 means

Item=40 I=Residence hall regulations are reasonable.



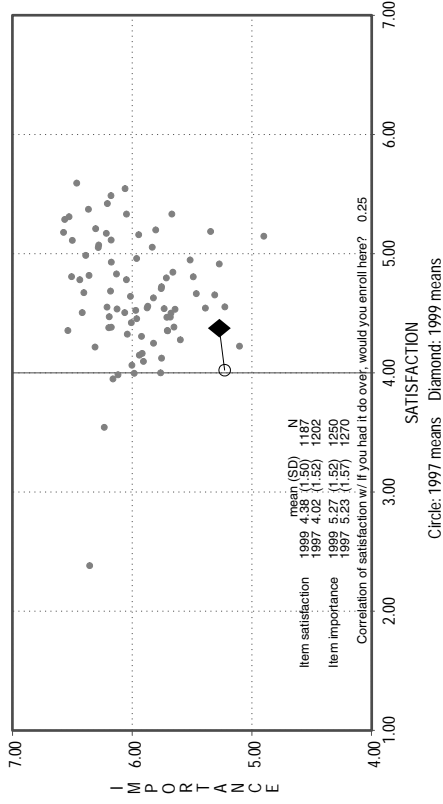
Circle: 1997 means Diamond: 1999 means

Item=41 I= There is a commitment to academic excellence on this campus.



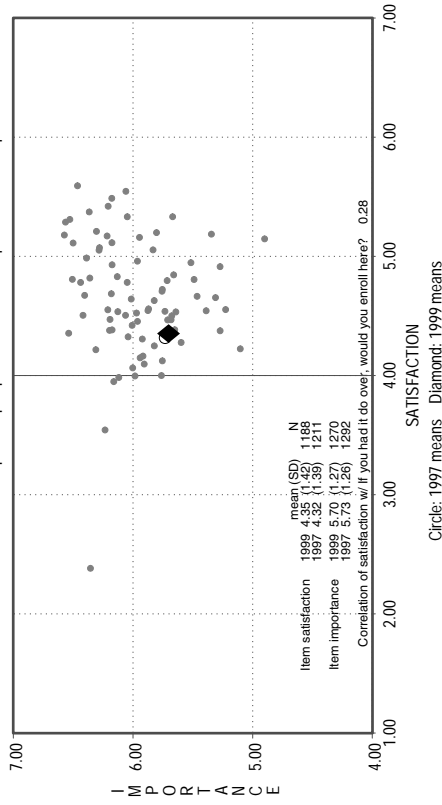
Circle: 1997 means Diamond: 1999 means

Item=42 I= There are a sufficient number of weekend activities for students.



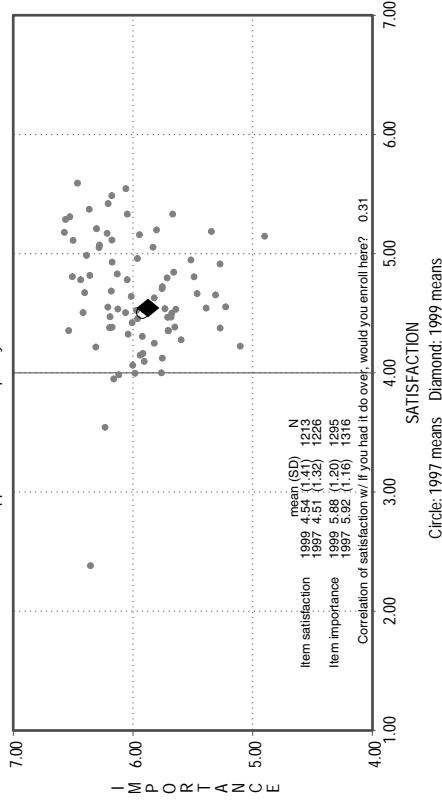
Circle: 1997 means Diamond: 1999 means

Item=43 I=Admissions counselors respond to prospective students' unique needs and requests.



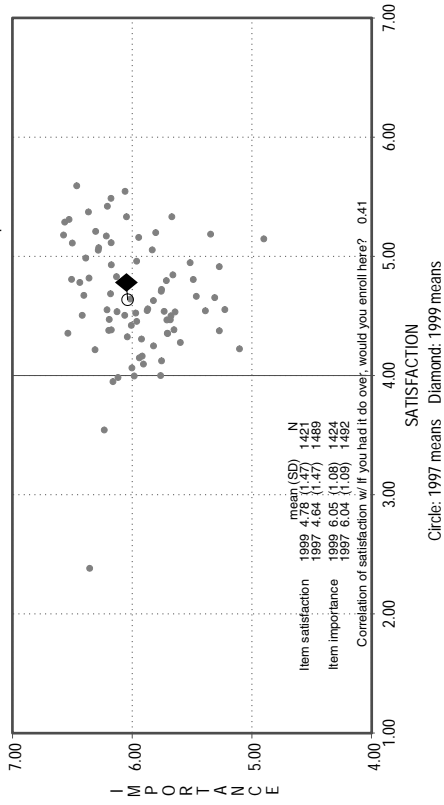
Circle: 1997 means Diamond: 1999 means

Item=44 I=Academic support services adequately meet the needs of the students.



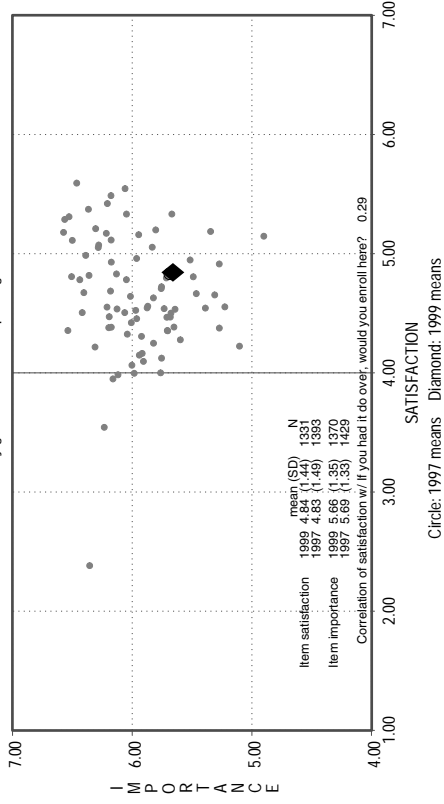
Circle: 1997 means Diamond: 1999 means

Item=45 I=Students are made to feel welcome on this campus.



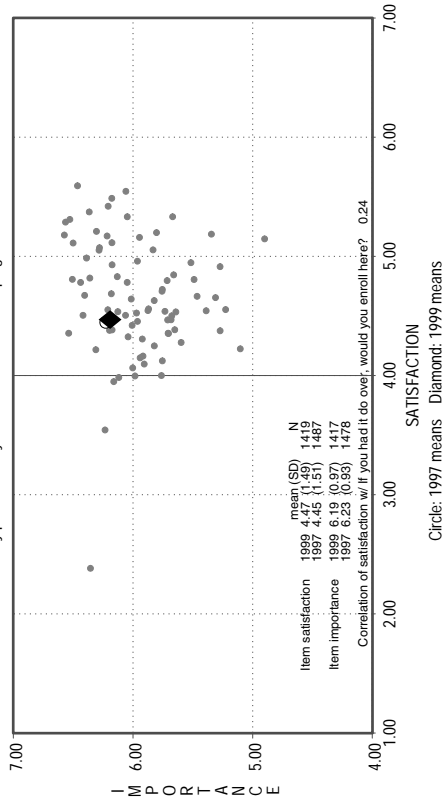
Circle: 1997 means Diamond: 1999 means

Item=46 I=I can easily get involved in campus organizations.



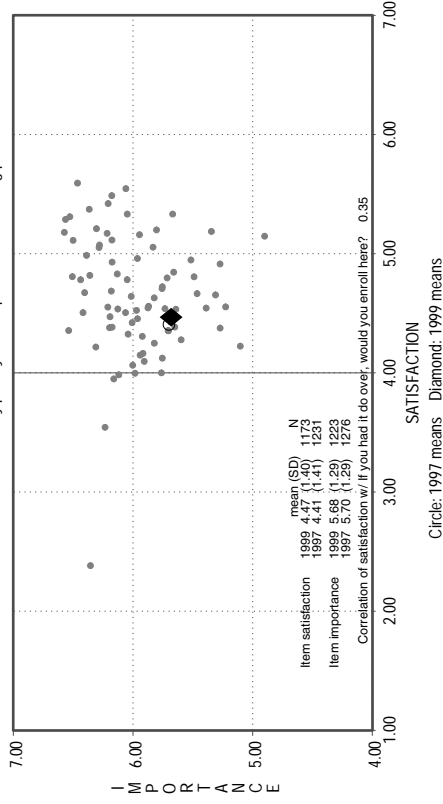
Circle: 1997 means Diamond: 1999 means

Item=47 I=Faculty provide timely feedback about student progress in a course.



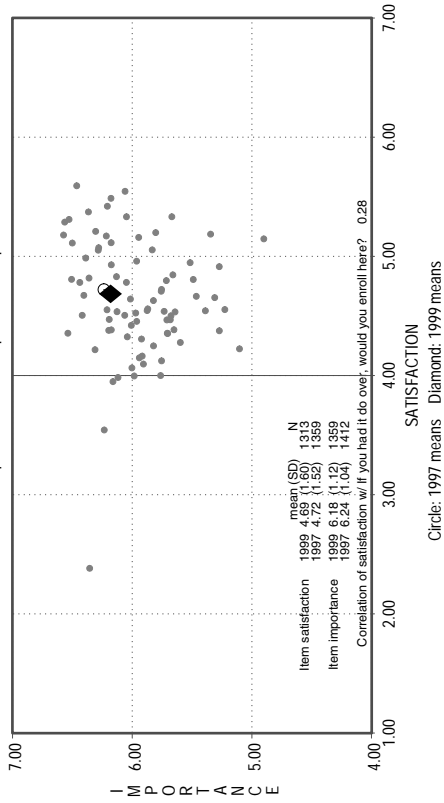
Circle: 1997 means Diamond: 1999 means

Item=48 I=Admissions counselors accurately portray the campus in their recruiting practices.



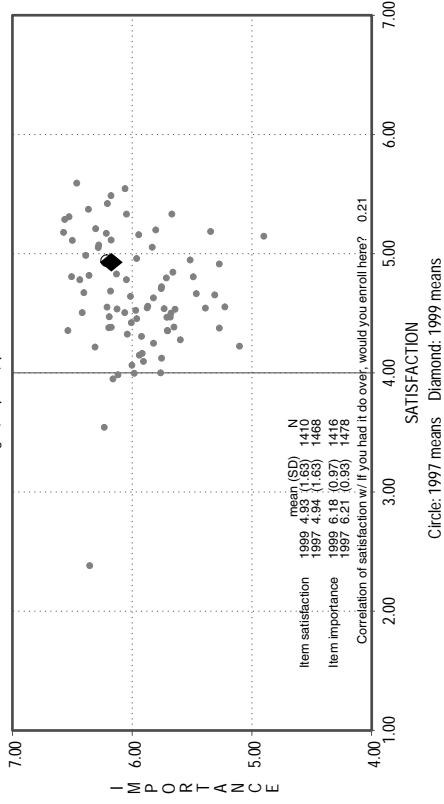
Circle: 1997 means Diamond: 1999 means

Item=49 I= There are adequate services to help me decide upon a career.



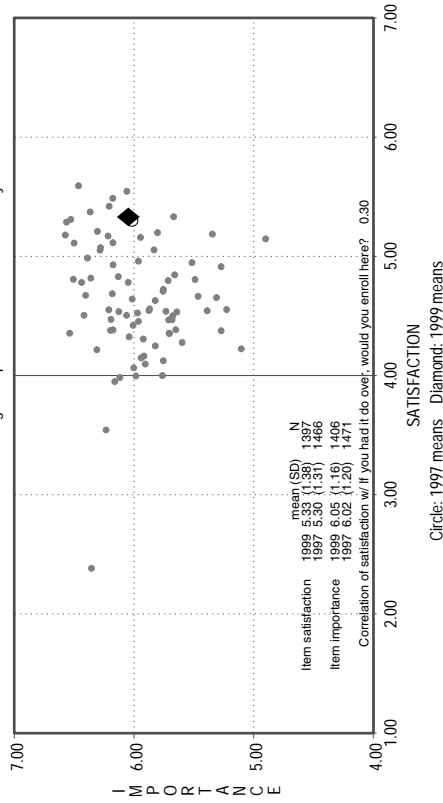
Circle: 1997 means Diamond: 1999 means

Item=50 I= Class change (drop/add) policies are reasonable.



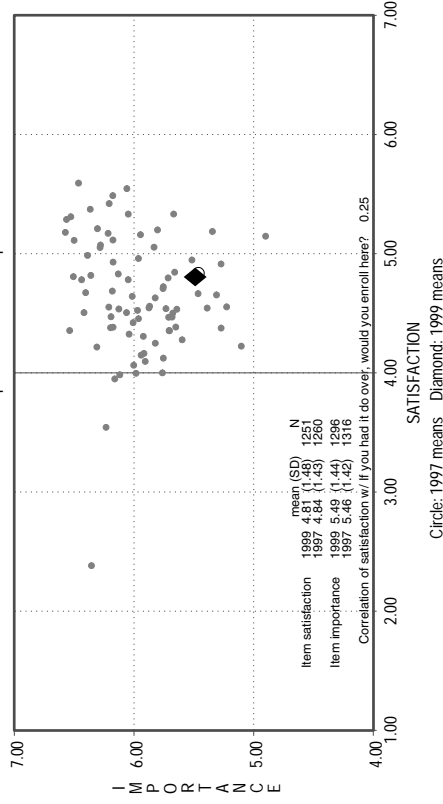
Circle: 1997 means Diamond: 1999 means

Item=51 I= This institution has a good reputation within the community.



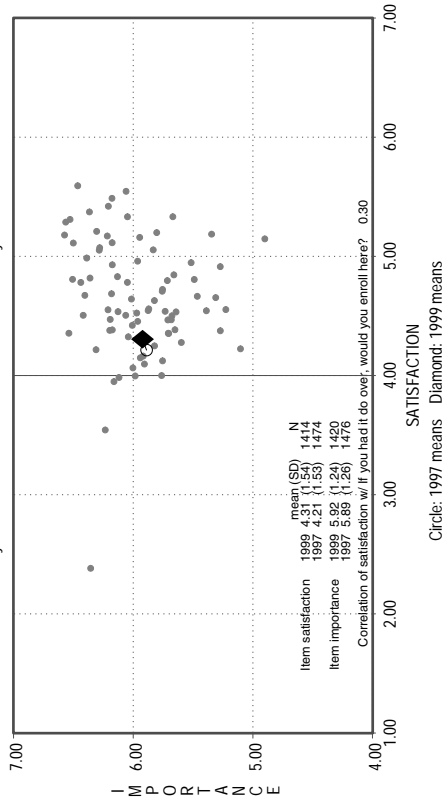
Circle: 1997 means Diamond: 1999 means

Item=52 I= The student center is a comfortable place for students to spend their leisure time.



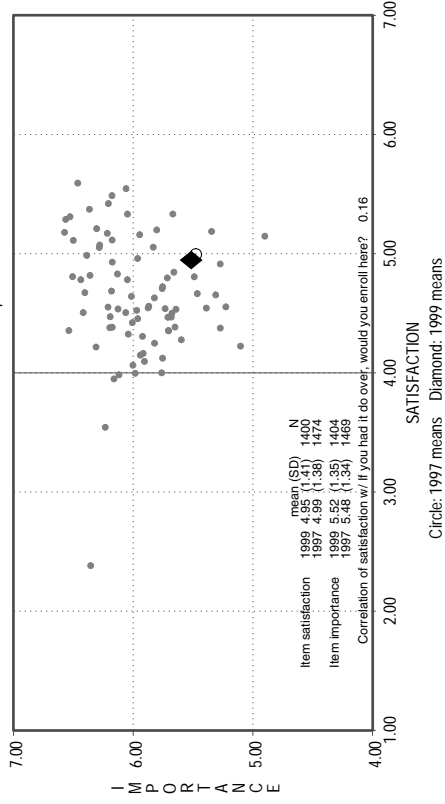
Circle: 1997 means Diamond: 1999 means

Item=53 I=Faculty take into account student differences when they teach a course.



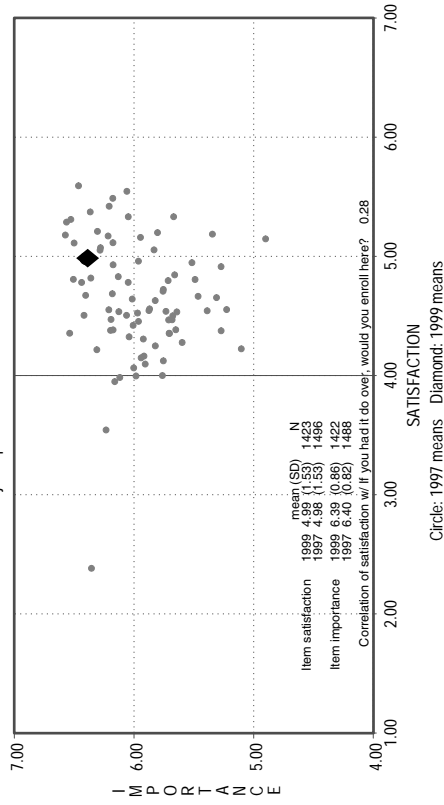
Circle: 1997 means Diamond: 1999 means

Item=54 I=Bookstore staff are helpful.



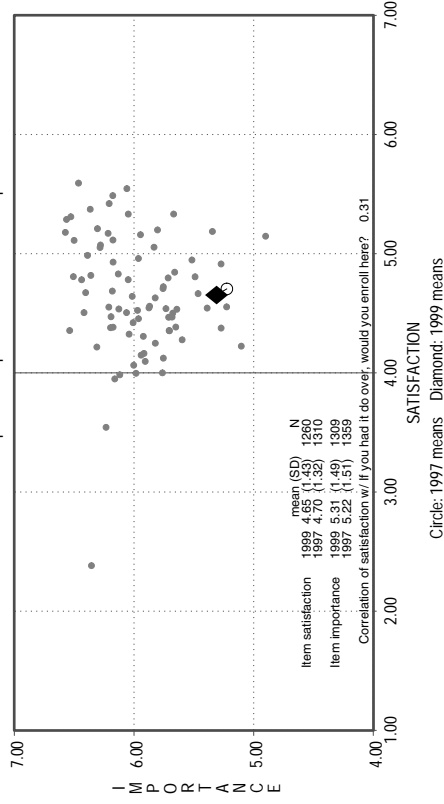
Circle: 1997 means Diamond: 1999 means

Item=55 I=Major requirements are clear and reasonable.



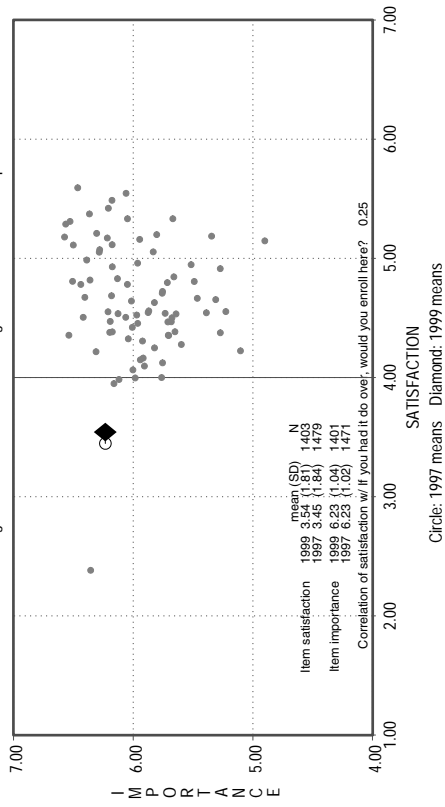
Circle: 1997 means Diamond: 1999 means

Item=56 I=The student handbook provides helpful information about campus life.



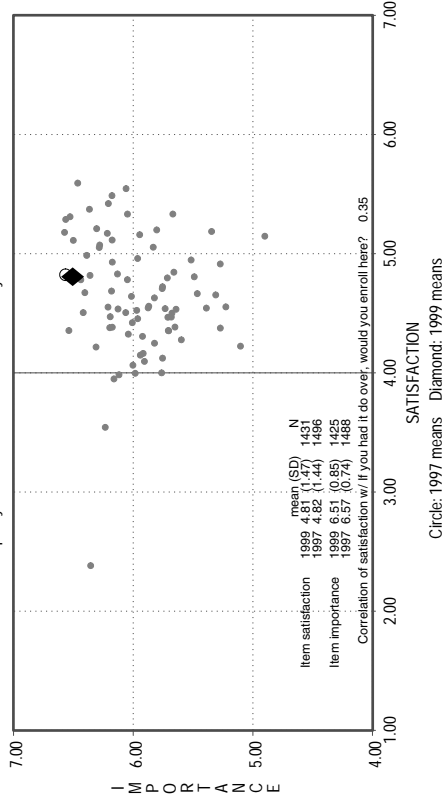
Circle: 1997 means Diamond: 1999 means

Item=57 | I seldom get the run-around when seeking information on this campus.



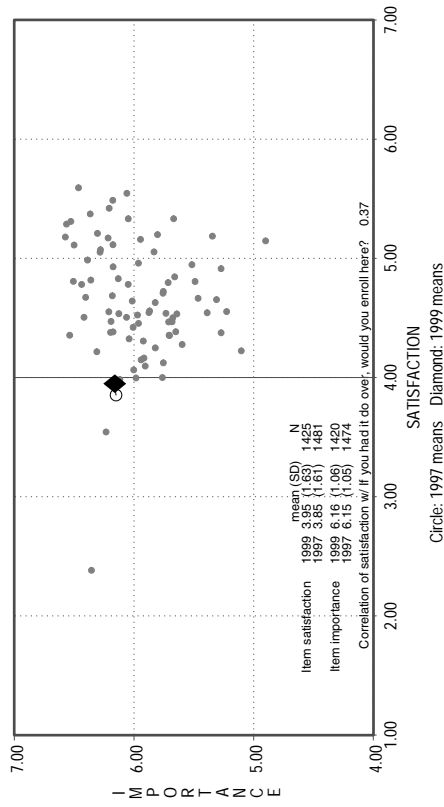
Circle: 1997 means Diamond: 1999 means

Item=58 | The quality of instruction I receive in most of my classes is excellent.



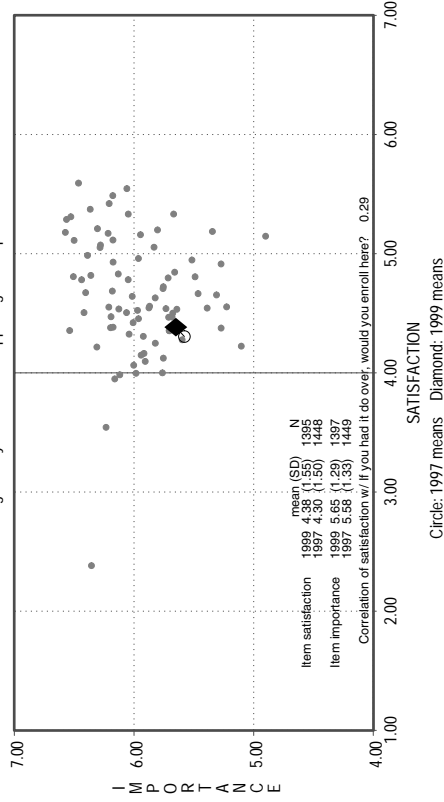
Circle: 1997 means Diamond: 1999 means

Item=59 | This institution shows concern for students as individuals.



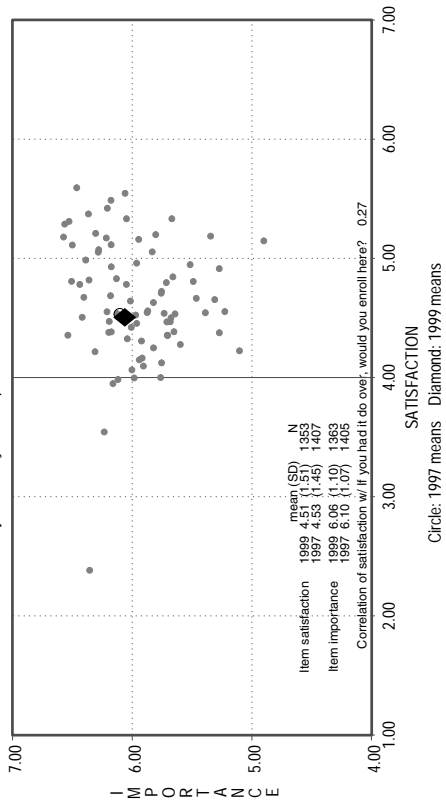
Circle: 1997 means Diamond: 1999 means

Item=60 | I generally know what's happening on campus.



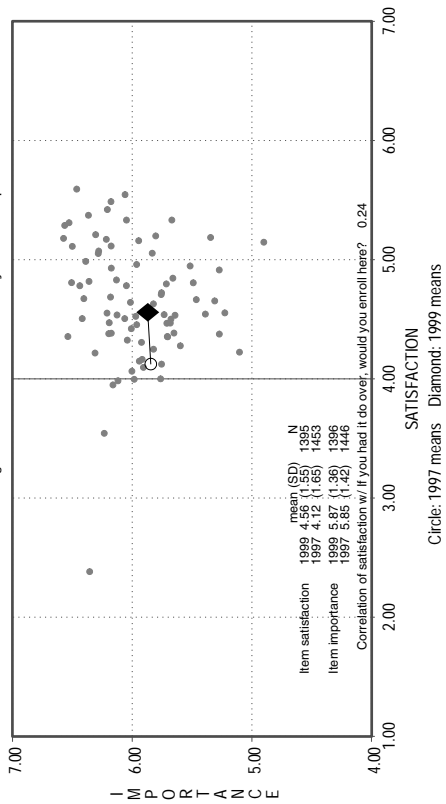
Circle: 1997 means Diamond: 1999 means

Item=61 | Adjunct faculty are competent as classroom instructors.



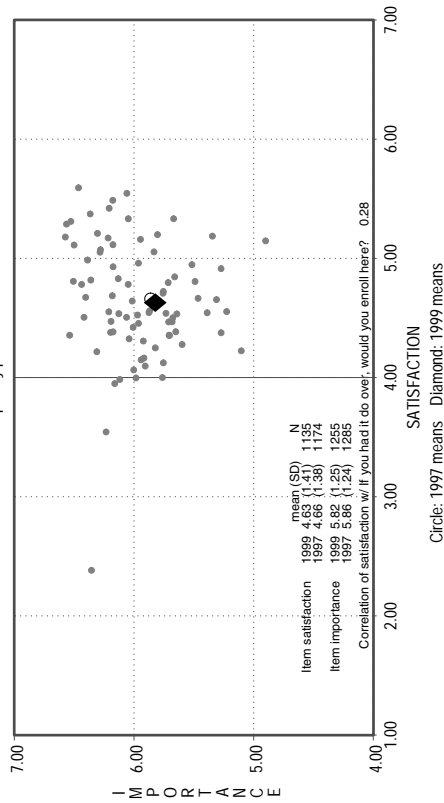
Circle: 1997 means Diamond: 1999 means

Item=62 | There is a strong commitment to racial harmony on this campus.



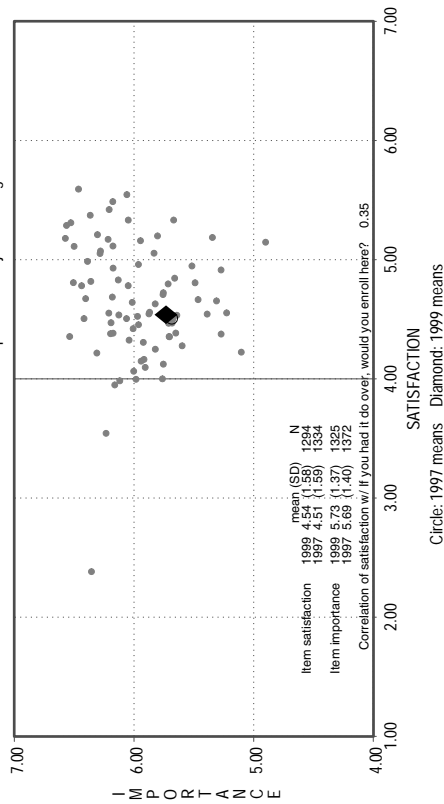
Circle: 1997 means Diamond: 1999 means

Item=63 | Student disciplinary procedures are fair.



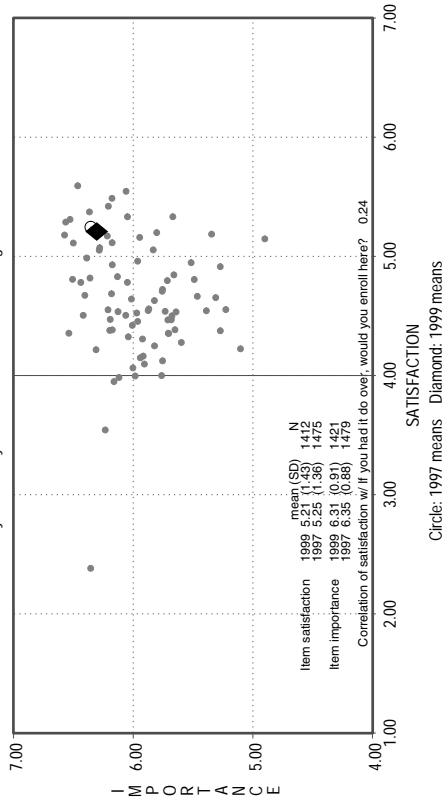
Circle: 1997 means Diamond: 1999 means

Item=64 | New student orientation services help students adjust to college.



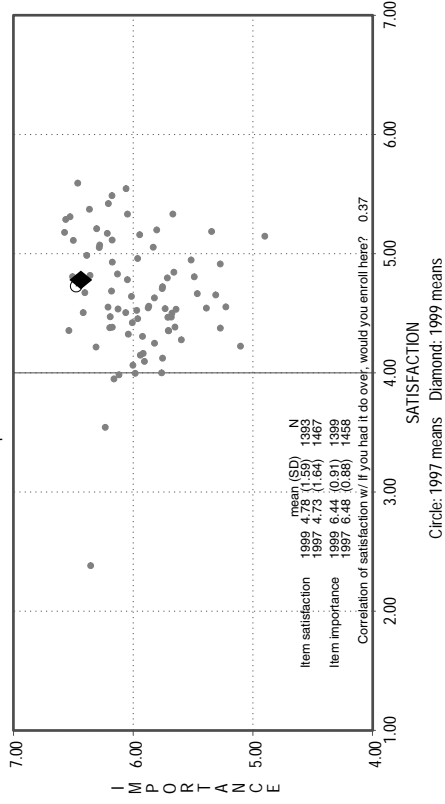
Circle: 1997 means Diamond: 1999 means

Item=65 I=Faculty are usually available after class and during office hours.



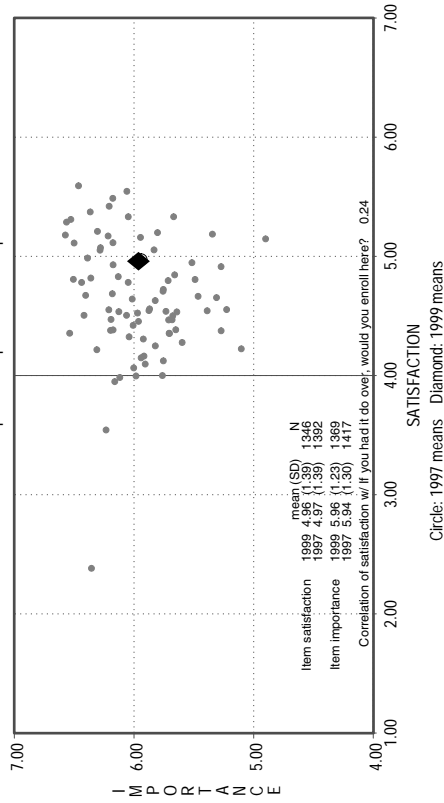
Circle: 1997 means Diamond: 1999 means

Item=66 I=Tuition paid is a worthwhile investment.



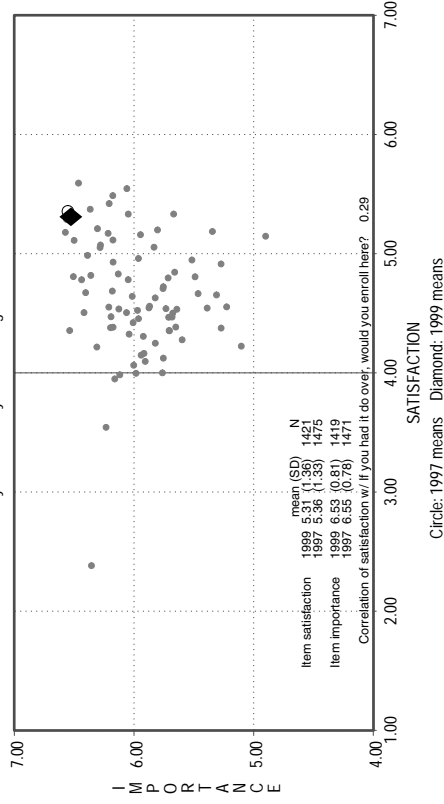
Circle: 1997 means Diamond: 1999 means

Item=67 I=Freedom of expression is protected on campus.



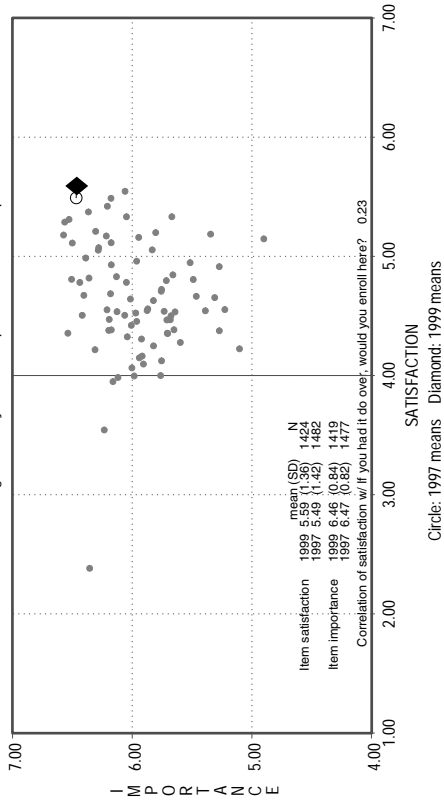
Circle: 1997 means Diamond: 1999 means

Item=68 I=Nearly all the faculty are knowledgeable in their field.



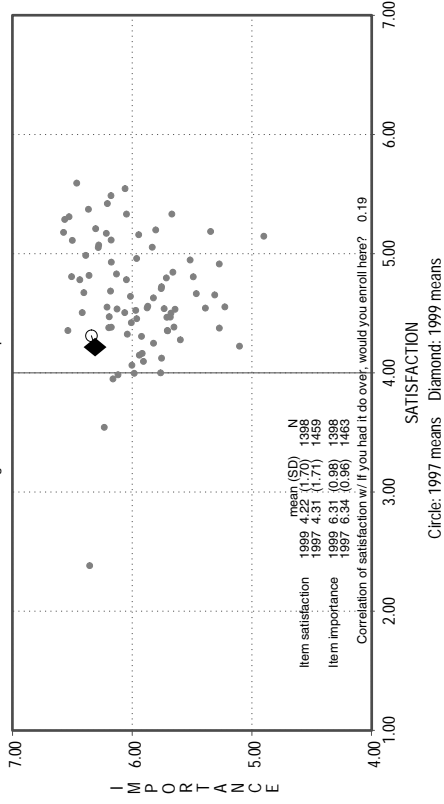
Circle: 1997 means Diamond: 1999 means

Item=69 | There is a good variety of courses provided on this campus.



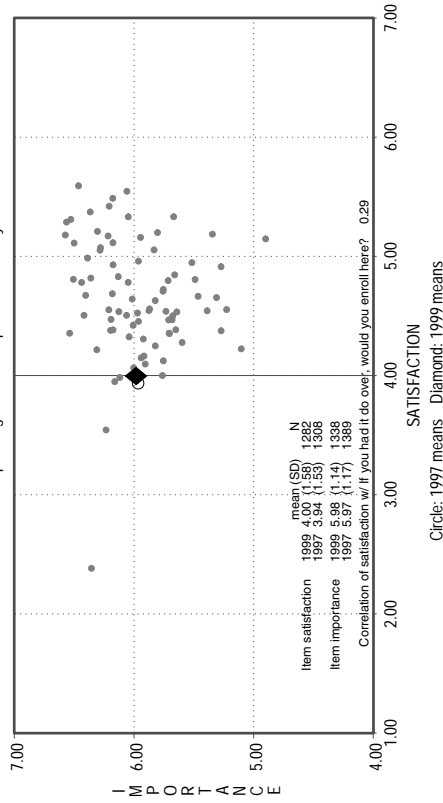
Circle: 1997 means Diamond: 1999 means

Item=70 | Graduate teaching assistants are competent as classroom instructors.



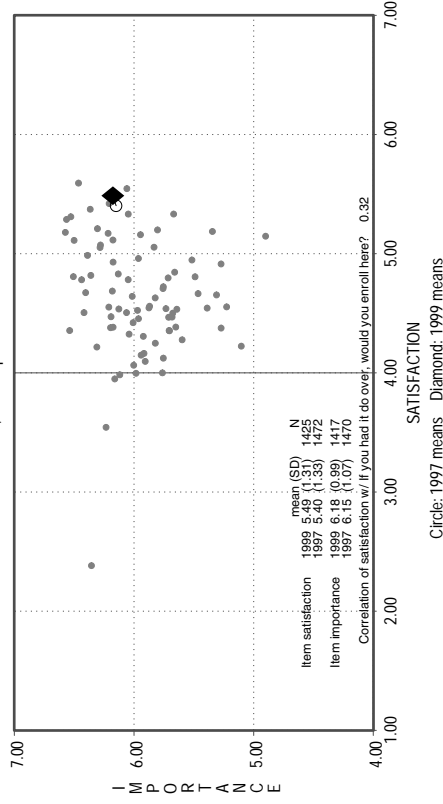
Circle: 1997 means Diamond: 1999 means

Item=71 | Channels for expressing student complaints are readily available.



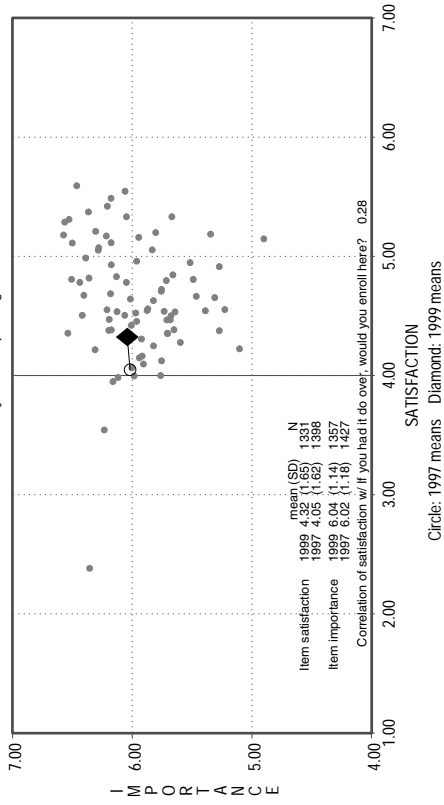
Circle: 1997 means Diamond: 1999 means

Item=72 | On the whole, the campus is well-maintained.

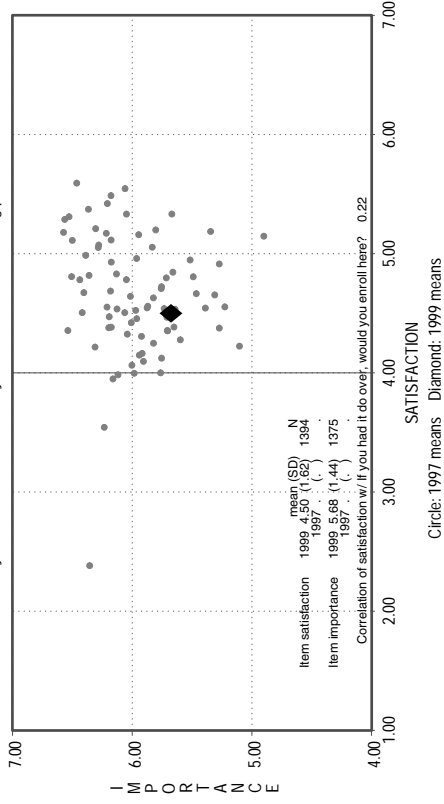


Circle: 1997 means Diamond: 1999 means

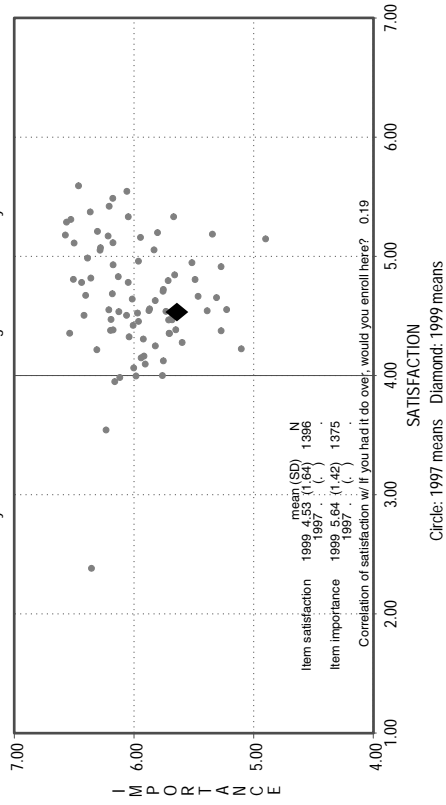
Item=73 I=Student activity fees are put to good use.



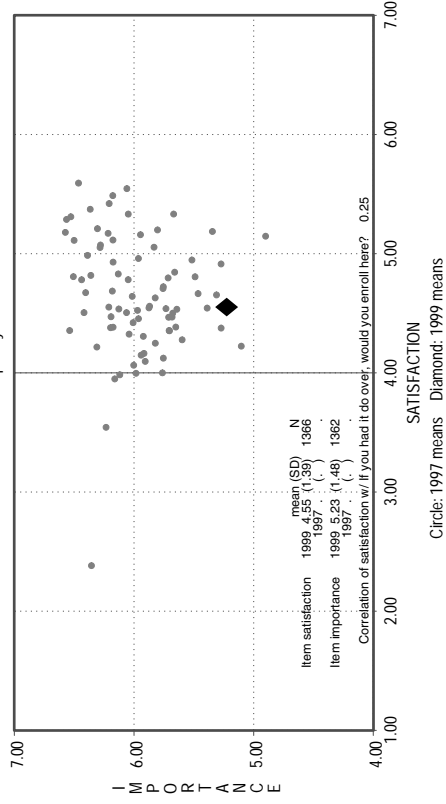
Item=74 I=My UM CORE courses actively involved me in the learning process.



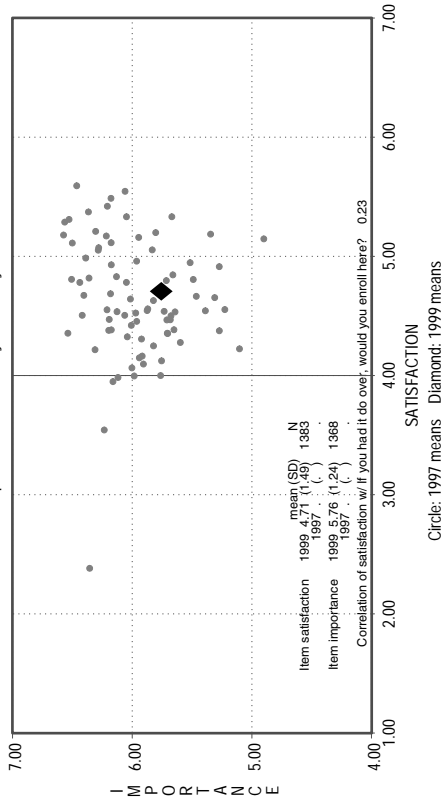
Item=75 I=My UM CORE courses challenged me intellectually.



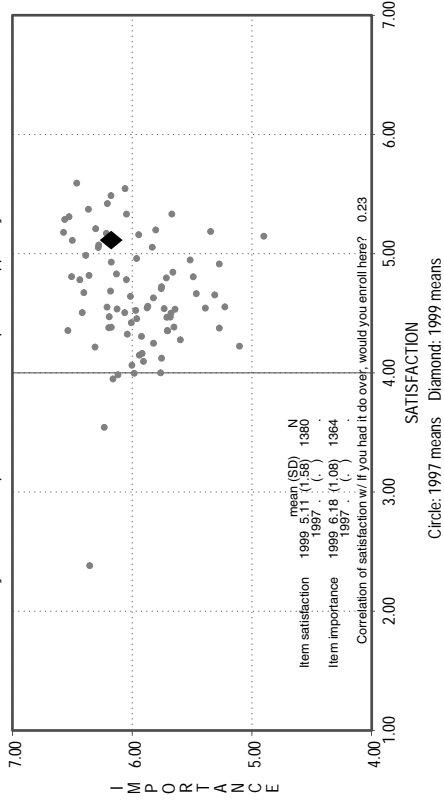
Item=76 I=Ethical issues are frequently discussed at UM.



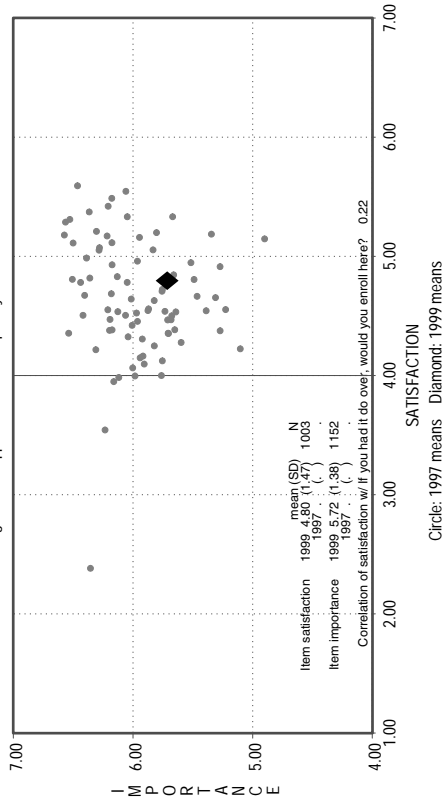
Item=77 I=Computers/IT are effectively used in my courses.



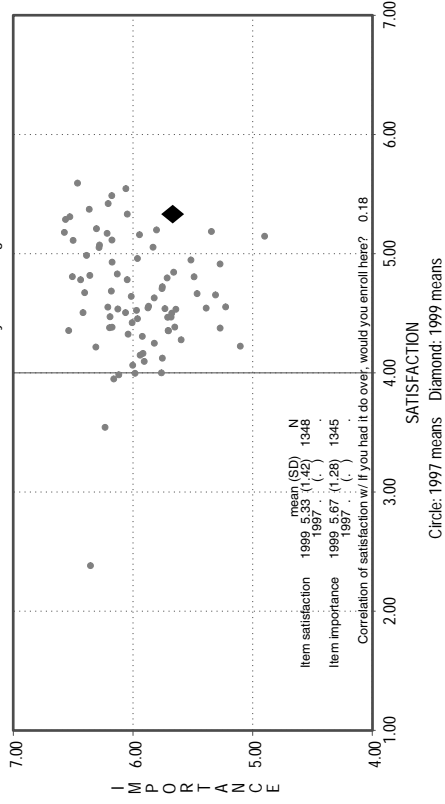
Item=78 I=My access to computer resources is adequate to support my acad needs.



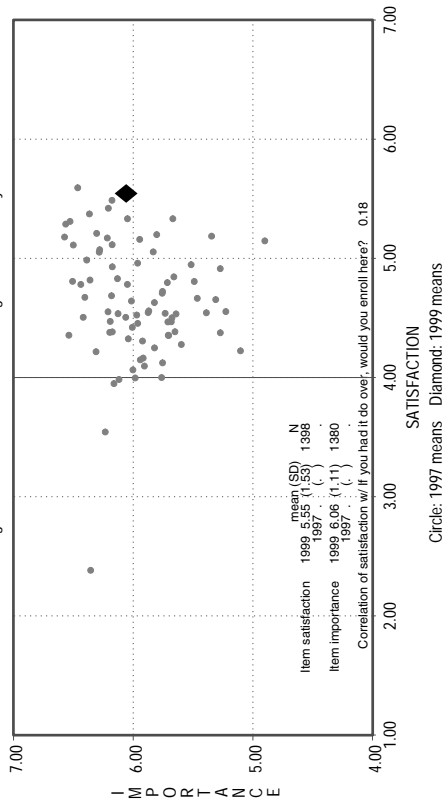
Item=79 I=Writing Center support services adequately meet student needs.



Item=80 I= This course content differs from my other writing courses.

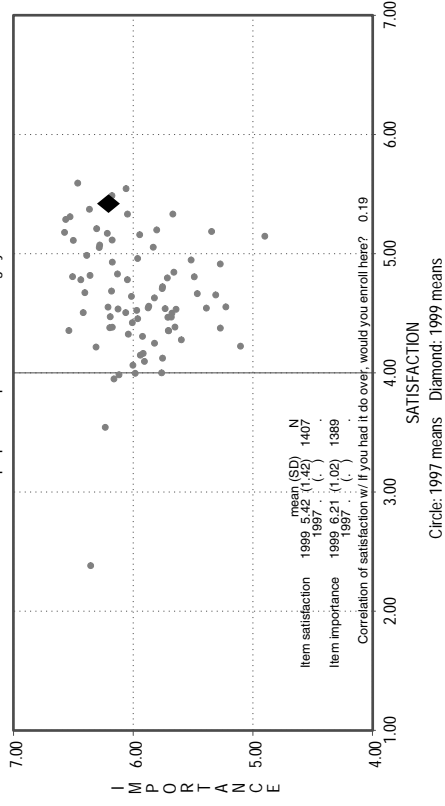


Item=81 I=Registration for this Professional Writing course was easy.



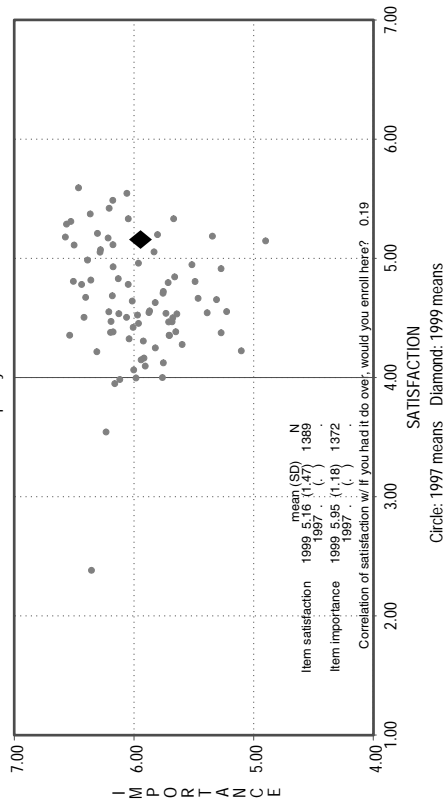
Circle: 1997 means Diamond: 1999 means

Item=82 I=I will be well prepared for professional writing by this course.



Circle: 1997 means Diamond: 1999 means

Item=83 I=This course adequately teaches research skills.



Circle: 1997 means Diamond: 1999 means

1999 summaries sorted by satisfaction

Item Number	UM Sat	N(Sat)	sat sd	UM Imp	N(Imp)	imp sd	Imp-Sat Gap	
69	5.59	1424	1.36	6.46	1419	0.84	0.87	There is a good variety of courses provided on this campus.
72	5.49	1425	1.31	6.18	1417	0.99	0.69	On the whole, the campus is well-maintained.
39	5.37	1430	1.30	6.37	1425	0.92	0.99	I am able to experience intellectual growth here.
51	5.33	1397	1.38	6.05	1406	1.16	0.72	This institution has a good reputation within the community.
68	5.31	1421	1.36	6.53	1419	0.81	1.22	Nearly all the faculty are knowledgeable in their field.
8	5.29	1428	1.35	6.56	1426	0.86	1.28	The content of the courses within my major is valuable.
65	5.21	1412	1.43	6.31	1421	0.91	1.10	Faculty are usually available after class and during office hours.
37	5.20	1426	1.44	5.80	1427	1.24	0.60	I feel a sense of pride about my campus.
24	5.19	1278	1.45	5.35	1321	1.62	0.16	The intercollegiate athletic programs contribute to a strong sense of school spirit.
16	5.18	1446	1.45	6.57	1436	0.86	1.40	The instruction in my major field is excellent.
18	5.17	1429	1.43	6.22	1424	0.99	1.05	Library resources and services are adequate.
9	5.15	1307	1.34	4.90	1384	1.65	-.25	A variety of intramural activities are offered.
33	5.11	1423	1.75	6.50	1429	0.88	1.39	My academic advisor is knowledgeable about requirements in my major.
41	5.07	1424	1.38	6.28	1429	0.94	1.21	There is a commitment to academic excellence on this campus.
13	5.05	1415	1.48	5.83	1415	1.18	0.78	Library staff are helpful and approachable.
29	5.05	1429	1.51	6.28	1431	1.02	1.23	It is an enjoyable experience to be a student on this campus.
55	4.99	1423	1.53	6.39	1422	0.86	1.40	Major requirements are clear and reasonable.
67	4.96	1346	1.39	5.96	1369	1.23	1.00	Freedom of expression is protected on campus.
54	4.95	1400	1.41	5.52	1404	1.35	0.57	Bookstore staff are helpful.
50	4.93	1410	1.63	6.18	1416	0.97	1.25	Class change (drop/add) policies are reasonable.
31	4.91	1087	1.27	5.27	1192	1.65	0.36	Males and females have equal opportunities to participate in intercollegiate athletics.
46	4.84	1331	1.44	5.66	1370	1.35	0.82	I can easily get involved in campus organizations.
26	4.83	1349	1.61	6.13	1372	1.12	1.30	Computer labs are adequate and accessible.
6	4.82	1431	1.77	6.36	1431	1.00	1.54	My academic advisor is approachable.
58	4.81	1431	1.47	6.51	1425	0.85	1.70	The quality of instruction I receive in most of my classes is excellent.
52	4.81	1251	1.48	5.49	1296	1.44	0.68	The student center is a comfortable place for students to spend their leisure time.
45	4.78	1421	1.47	6.05	1424	1.08	1.27	Students are made to feel welcome on this campus.
66	4.78	1393	1.59	6.44	1399	0.91	1.66	Tuition paid is a worthwhile investment.
32	4.72	1174	1.44	5.76	1283	1.31	1.03	Tutoring services are readily available.
49	4.69	1313	1.60	6.18	1359	1.12	1.50	There are adequate services to help me decide upon a career.
25	4.67	1433	1.50	6.40	1438	0.90	1.73	Faculty are fair and unbiased in their treatment of individual students.
1	4.66	1441	1.46	5.46	1440	1.43	0.80	Most students feel a sense of belonging here.
56	4.65	1260	1.43	5.31	1309	1.49	0.66	The student handbook provides helpful information about campus life.
35	4.64	1373	1.41	6.02	1376	1.07	1.37	The assessment and course placement procedures are reasonable.
63	4.63	1135	1.41	5.82	1255	1.25	1.19	Student disciplinary procedures are fair.
62	4.56	1395	1.55	5.87	1396	1.36	1.31	There is a strong commitment to racial harmony on this campus.
36	4.55	972	1.36	6.21	1185	1.16	1.66	Security staff respond quickly in emergencies.
44	4.54	1213	1.41	5.88	1295	1.20	1.33	Academic support services adequately meet the needs of the students.
40	4.54	944	1.47	5.39	995	1.55	0.85	Residence hall regulations are reasonable.
64	4.54	1294	1.58	5.73	1325	1.37	1.19	New student orientation services help students adjust to college.
2	4.54	1450	1.41	6.13	1444	1.15	1.59	The campus staff are caring and helpful.
27	4.52	1379	1.48	5.97	1392	1.12	1.45	The personnel involved in registration are helpful.
7	4.51	1440	1.57	6.42	1429	1.02	1.91	The campus is safe and secure for all students.
61	4.51	1353	1.51	6.06	1363	1.10	1.56	Adjunct faculty are competent as classroom instructors.
47	4.47	1419	1.49	6.19	1417	0.97	1.72	Faculty provide timely feedback about student progress in a course.
48	4.47	1173	1.40	5.68	1223	1.29	1.21	Admissions counselors accurately portray the campus in their recruiting practices.
20	4.47	1295	1.44	5.71	1330	1.33	1.24	The business office is open during hours which are convenient for most students.

1999 summaries sorted by satisfaction

Item Number	UM Sat	N(Sat)	sat sd	UM Imp	N(Imp)	imp sd	Imp-Sat Gap	
15	4.45	1250	1.60	5.96	1318	1.26	1.51	The staff in the health services area are competent.
4	4.42	1380	1.47	6.01	1401	1.24	1.59	Admissions staff are knowledgeable.
60	4.38	1395	1.55	5.65	1397	1.29	1.27	I generally know what's happening on campus.
14	4.38	1433	1.78	6.18	1426	1.09	1.79	My academic advisor is concerned about my success as an individual.
28	4.38	1398	1.62	6.20	1405	1.12	1.82	Parking lots are well-lighted and secure.
42	4.38	1187	1.50	5.27	1250	1.52	0.90	There are a sufficient number of weekend activities for students.
34	4.35	1440	1.87	6.54	1436	0.82	2.18	I am able to register for classes I need with few conflicts.
38	4.35	1184	1.68	5.71	1239	1.37	1.35	There is an adequate selection of food available in the cafeteria.
43	4.35	1188	1.42	5.70	1270	1.27	1.35	Admissions counselors respond to prospective students' unique needs and requests
73	4.32	1331	1.65	6.04	1357	1.14	1.72	Student activity fees are put to good use.
53	4.31	1414	1.54	5.92	1420	1.24	1.62	Faculty take into account student differences when they teach a course.
10	4.28	1360	1.34	5.60	1403	1.32	1.32	Administrators are approachable to students.
22	4.25	1171	1.42	5.82	1273	1.24	1.57	Counseling staff care about students as individuals.
30	4.22	934	1.45	5.10	1004	1.64	0.88	Residence hall staff are concerned about me as an individual.
70	4.22	1398	1.70	6.31	1398	0.98	2.09	Graduate teaching assistants are competent as classroom instructors.
3	4.16	1446	1.53	5.92	1444	1.26	1.75	Faculty care about me as an individual.
12	4.15	1213	1.57	5.94	1256	1.37	1.79	Financial aid awards are announced to students in time to be helpful in college
5	4.12	1167	1.56	5.76	1213	1.56	1.63	Financial aid counselors are helpful.
19	4.10	1414	1.75	5.91	1422	1.27	1.81	My academic advisor helps me set goals to work toward.
11	4.06	1401	1.63	6.00	1397	1.22	1.94	Billing policies are reasonable.
23	4.00	1001	1.52	5.76	1071	1.58	1.76	Living conditions in the residence halls are comfortable.
71	4.00	1282	1.58	5.98	1338	1.14	1.99	Channels for expressing student complaints are readily available.
17	3.98	1230	1.63	6.12	1284	1.24	2.14	Adequate financial aid is available for most students.
59	3.95	1425	1.63	6.16	1420	1.06	2.21	This institution shows concern for students as individuals.
57	3.54	1403	1.81	6.23	1401	1.04	2.69	I seldom get the "run-around" when seeking information on this campus.
21	2.38	1404	1.64	6.36	1407	1.12	3.97	The amount of student parking space on campus is adequate.

1999 summaries sorted by importance

Item Number	UM Imp	N (Imp)	imp sd	UM Sat	N (Sat)	sat sd	Imp-Sat Gap	
16	6.57	1436	0.86	5.18	1446	1.45	1.40	The instruction in my major field is excellent.
8	6.56	1426	0.86	5.29	1428	1.35	1.28	The content of the courses within my major is valuable.
34	6.54	1436	0.82	4.35	1440	1.87	2.18	I am able to register for classes I need with few conflicts.
68	6.53	1419	0.81	5.31	1421	1.36	1.22	Nearly all the faculty are knowledgeable in their field.
58	6.51	1425	0.85	4.81	1431	1.47	1.70	The quality of instruction I receive in most of my classes is excellent.
33	6.50	1429	0.88	5.11	1423	1.75	1.39	My academic advisor is knowledgeable about requirements in my major.
69	6.46	1419	0.84	5.59	1424	1.36	0.87	There is a good variety of courses provided on this campus.
66	6.44	1399	0.91	4.78	1393	1.59	1.66	Tuition paid is a worthwhile investment.
7	6.42	1429	1.02	4.51	1440	1.57	1.91	The campus is safe and secure for all students.
25	6.40	1438	0.90	4.67	1433	1.50	1.73	Faculty are fair and unbiased in their treatment of individual students.
55	6.39	1422	0.86	4.99	1423	1.53	1.40	Major requirements are clear and reasonable.
39	6.37	1425	0.92	5.37	1430	1.30	0.99	I am able to experience intellectual growth here.
6	6.36	1431	1.00	4.82	1431	1.77	1.54	My academic advisor is approachable.
21	6.36	1407	1.12	2.38	1404	1.64	3.97	The amount of student parking space on campus is adequate.
70	6.31	1398	0.98	4.22	1398	1.70	2.09	Graduate teaching assistants are competent as classroom instructors.
65	6.31	1421	0.91	5.21	1412	1.43	1.10	Faculty are usually available after class and during office hours.
29	6.28	1431	1.02	5.05	1429	1.51	1.23	It is an enjoyable experience to be a student on this campus.
41	6.28	1429	0.94	5.07	1424	1.38	1.21	There is a commitment to academic excellence on this campus.
57	6.23	1401	1.04	3.54	1403	1.81	2.69	I seldom get the "run-around" when seeking information on this campus.
18	6.22	1424	0.99	5.17	1429	1.43	1.05	Library resources and services are adequate.
36	6.21	1185	1.16	4.55	972	1.36	1.66	Security staff respond quickly in emergencies.
28	6.20	1405	1.12	4.38	1398	1.62	1.82	Parking lots are well-lighted and secure.
47	6.19	1417	0.97	4.47	1419	1.49	1.72	Faculty provide timely feedback about student progress in a course.
49	6.18	1359	1.12	4.69	1313	1.60	1.50	There are adequate services to help me decide upon a career.
72	6.18	1417	0.99	5.49	1425	1.31	0.69	On the whole, the campus is well-maintained.
14	6.18	1426	1.09	4.38	1433	1.78	1.79	My academic advisor is concerned about my success as an individual.
50	6.18	1416	0.97	4.93	1410	1.63	1.25	Class change (drop/add) policies are reasonable.
59	6.16	1420	1.06	3.95	1425	1.63	2.21	This institution shows concern for students as individuals.
26	6.13	1372	1.12	4.83	1349	1.61	1.30	Computer labs are adequate and accessible.
2	6.13	1444	1.15	4.54	1450	1.41	1.59	The campus staff are caring and helpful.
17	6.12	1284	1.24	3.98	1230	1.63	2.14	Adequate financial aid is available for most students.
61	6.06	1363	1.10	4.51	1353	1.51	1.56	Adjunct faculty are competent as classroom instructors.
45	6.05	1424	1.08	4.78	1421	1.47	1.27	Students are made to feel welcome on this campus.
51	6.05	1406	1.16	5.33	1397	1.38	0.72	This institution has a good reputation within the community.
73	6.04	1357	1.14	4.32	1331	1.65	1.72	Student activity fees are put to good use.
35	6.02	1376	1.07	4.64	1373	1.41	1.37	The assessment and course placement procedures are reasonable.
4	6.01	1401	1.24	4.42	1380	1.47	1.59	Admissions staff are knowledgeable.
11	6.00	1397	1.22	4.06	1401	1.63	1.94	Billing policies are reasonable.
71	5.98	1338	1.14	4.00	1282	1.58	1.99	Channels for expressing student complaints are readily available.
27	5.97	1392	1.12	4.52	1379	1.48	1.45	The personnel involved in registration are helpful.
67	5.96	1369	1.23	4.96	1346	1.39	1.00	Freedom of expression is protected on campus.
15	5.96	1318	1.26	4.45	1250	1.60	1.51	The staff in the health services area are competent.
12	5.94	1256	1.37	4.15	1213	1.57	1.79	Financial aid awards are announced to students in time to be helpful in college
53	5.92	1420	1.24	4.31	1414	1.54	1.62	Faculty take into account student differences when they teach a course.
3	5.92	1444	1.26	4.16	1446	1.53	1.75	Faculty care about me as an individual.
19	5.91	1422	1.27	4.10	1414	1.75	1.81	My academic advisor helps me set goals to work toward.
44	5.88	1295	1.20	4.54	1213	1.41	1.33	Academic support services adequately meet the needs of the students.

1999 summaries sorted by importance

Item Number	UM Imp	N (Imp)	imp sd	UM Sat	N (Sat)	sat sd	Imp-Sat Gap	
62	5.87	1396	1.36	4.56	1395	1.55	1.31	There is a strong commitment to racial harmony on this campus.
13	5.83	1415	1.18	5.05	1415	1.48	0.78	Library staff are helpful and approachable.
63	5.82	1255	1.25	4.63	1135	1.41	1.19	Student disciplinary procedures are fair.
22	5.82	1273	1.24	4.25	1171	1.42	1.57	Counseling staff care about students as individuals.
37	5.80	1427	1.24	5.20	1426	1.44	0.60	I feel a sense of pride about my campus.
23	5.76	1071	1.58	4.00	1001	1.52	1.76	Living conditions in the residence halls are comfortable.
32	5.76	1283	1.31	4.72	1174	1.44	1.03	Tutoring services are readily available.
5	5.76	1213	1.56	4.12	1167	1.56	1.63	Financial aid counselors are helpful.
64	5.73	1325	1.37	4.54	1294	1.58	1.19	New student orientation services help students adjust to college.
20	5.71	1330	1.33	4.47	1295	1.44	1.24	The business office is open during hours which are convenient for most students.
38	5.71	1239	1.37	4.35	1184	1.68	1.35	There is an adequate selection of food available in the cafeteria.
43	5.70	1270	1.27	4.35	1188	1.42	1.35	Admissions counselors respond to prospective students' unique needs and requests
48	5.68	1223	1.29	4.47	1173	1.40	1.21	Admissions counselors accurately portray the campus in their recruiting practice
46	5.66	1370	1.35	4.84	1331	1.44	0.82	I can easily get involved in campus organizations.
60	5.65	1397	1.29	4.38	1395	1.55	1.27	I generally know what's happening on campus.
10	5.60	1403	1.32	4.28	1360	1.34	1.32	Administrators are approachable to students.
54	5.52	1404	1.35	4.95	1400	1.41	0.57	Bookstore staff are helpful.
52	5.49	1296	1.44	4.81	1251	1.48	0.68	The student center is a comfortable place for students to spend their leisure ti
1	5.46	1440	1.43	4.66	1441	1.46	0.80	Most students feel a sense of belonging here.
40	5.39	995	1.55	4.54	944	1.47	0.85	Residence hall regulations are reasonable.
24	5.35	1321	1.62	5.19	1278	1.45	0.16	The intercollegiate athletic programs contribute to a strong sense of school spi
56	5.31	1309	1.49	4.65	1260	1.43	0.66	The student handbook provides helpful information about campus life.
31	5.27	1192	1.65	4.91	1087	1.27	0.36	Males and females have equal opportunities to participate in intercollegiate ath
42	5.27	1250	1.52	4.38	1187	1.50	0.90	There are a sufficient number of weekend activities for students.
30	5.10	1004	1.64	4.22	934	1.45	0.88	Residence hall staff are concerned about me as an individual.
9	4.90	1384	1.65	5.15	1307	1.34	-.25	A variety of intramural activities are offered.

1999 summaries sorted by gap (importance - satisfaction)

Item Number	Imp-Sat Gap	UM Sat	N(Sat)	sat sd	UM Imp	N(Imp)	imp sd	
21	3.97	2.38	1404	1.64	6.36	1407	1.12	The amount of student parking space on campus is adequate.
57	2.69	3.54	1403	1.81	6.23	1401	1.04	I seldom get the "run-around" when seeking information on this campus.
59	2.21	3.95	1425	1.63	6.16	1420	1.06	This institution shows concern for students as individuals.
34	2.18	4.35	1440	1.87	6.54	1436	0.82	I am able to register for classes I need with few conflicts.
17	2.14	3.98	1230	1.63	6.12	1284	1.24	Adequate financial aid is available for most students.
70	2.09	4.22	1398	1.70	6.31	1398	0.98	Graduate teaching assistants are competent as classroom instructors.
71	1.99	4.00	1282	1.58	5.98	1338	1.14	Channels for expressing student complaints are readily available.
11	1.94	4.06	1401	1.63	6.00	1397	1.22	Billing policies are reasonable.
7	1.91	4.51	1440	1.57	6.42	1429	1.02	The campus is safe and secure for all students.
28	1.82	4.38	1398	1.62	6.20	1405	1.12	Parking lots are well-lighted and secure.
19	1.81	4.10	1414	1.75	5.91	1422	1.27	My academic advisor helps me set goals to work toward.
12	1.79	4.15	1213	1.57	5.94	1256	1.37	Financial aid awards are announced to students in time to be helpful in college
14	1.79	4.38	1433	1.78	6.18	1426	1.09	My academic advisor is concerned about my success as an individual.
23	1.76	4.00	1001	1.52	5.76	1071	1.58	Living conditions in the residence halls are comfortable.
3	1.75	4.16	1446	1.53	5.92	1444	1.26	Faculty care about me as an individual.
25	1.73	4.67	1433	1.50	6.40	1438	0.90	Faculty are fair and unbiased in their treatment of individual students.
47	1.72	4.47	1419	1.49	6.19	1417	0.97	Faculty provide timely feedback about student progress in a course.
73	1.72	4.32	1331	1.65	6.04	1357	1.14	Student activity fees are put to good use.
58	1.70	4.81	1431	1.47	6.51	1425	0.85	The quality of instruction I receive in most of my classes is excellent.
36	1.66	4.55	972	1.36	6.21	1185	1.16	Security staff respond quickly in emergencies.
66	1.66	4.78	1393	1.59	6.44	1399	0.91	Tuition paid is a worthwhile investment.
5	1.63	4.12	1167	1.56	5.76	1213	1.56	Financial aid counselors are helpful.
53	1.62	4.31	1414	1.54	5.92	1420	1.24	Faculty take into account student differences when they teach a course.
2	1.59	4.54	1450	1.41	6.13	1444	1.15	The campus staff are caring and helpful.
4	1.59	4.42	1380	1.47	6.01	1401	1.24	Admissions staff are knowledgeable.
22	1.57	4.25	1171	1.42	5.82	1273	1.24	Counseling staff care about students as individuals.
61	1.56	4.51	1353	1.51	6.06	1363	1.10	Adjunct faculty are competent as classroom instructors.
6	1.54	4.82	1431	1.77	6.36	1431	1.00	My academic advisor is approachable.
15	1.51	4.45	1250	1.60	5.96	1318	1.26	The staff in the health services area are competent.
49	1.50	4.69	1313	1.60	6.18	1359	1.12	There are adequate services to help me decide upon a career.
27	1.45	4.52	1379	1.48	5.97	1392	1.12	The personnel involved in registration are helpful.
55	1.40	4.99	1423	1.53	6.39	1422	0.86	Major requirements are clear and reasonable.
16	1.40	5.18	1446	1.45	6.57	1436	0.86	The instruction in my major field is excellent.
33	1.39	5.11	1423	1.75	6.50	1429	0.88	My academic advisor is knowledgeable about requirements in my major.
35	1.37	4.64	1373	1.41	6.02	1376	1.07	The assessment and course placement procedures are reasonable.
38	1.35	4.35	1184	1.68	5.71	1239	1.37	There is an adequate selection of food available in the cafeteria.
43	1.35	4.35	1188	1.42	5.70	1270	1.27	Admissions counselors respond to prospective students' unique needs and requests
44	1.33	4.54	1213	1.41	5.88	1295	1.20	Academic support services adequately meet the needs of the students.
10	1.32	4.28	1360	1.34	5.60	1403	1.32	Administrators are approachable to students.
62	1.31	4.56	1395	1.55	5.87	1396	1.36	There is a strong commitment to racial harmony on this campus.
26	1.30	4.83	1349	1.61	6.13	1372	1.12	Computer labs are adequate and accessible.
8	1.28	5.29	1428	1.35	6.56	1426	0.86	The content of the courses within my major is valuable.
45	1.27	4.78	1421	1.47	6.05	1424	1.08	Students are made to feel welcome on this campus.
60	1.27	4.38	1395	1.55	5.65	1397	1.29	I generally know what's happening on campus.
50	1.25	4.93	1410	1.63	6.18	1416	0.97	Class change (drop/add) policies are reasonable.
20	1.24	4.47	1295	1.44	5.71	1330	1.33	The business office is open during hours which are convenient for most students.
29	1.23	5.05	1429	1.51	6.28	1431	1.02	It is an enjoyable experience to be a student on this campus.

1999 summaries sorted by gap (importance - satisfaction)

Item Number	Imp-Sat Gap	UM Sat	N(Sat)	sat sd	UM Imp	N(Imp)	imp sd	
68	1.22	5.31	1421	1.36	6.53	1419	0.81	Nearly all the faculty are knowledgeable in their field.
48	1.21	4.47	1173	1.40	5.68	1223	1.29	Admissions counselors accurately portray the campus in their recruiting practice
41	1.21	5.07	1424	1.38	6.28	1429	0.94	There is a commitment to academic excellence on this campus.
64	1.19	4.54	1294	1.58	5.73	1325	1.37	New student orientation services help students adjust to college.
63	1.19	4.63	1135	1.41	5.82	1255	1.25	Student disciplinary procedures are fair.
65	1.10	5.21	1412	1.43	6.31	1421	0.91	Faculty are usually available after class and during office hours.
18	1.05	5.17	1429	1.43	6.22	1424	0.99	Library resources and services are adequate.
32	1.03	4.72	1174	1.44	5.76	1283	1.31	Tutoring services are readily available.
67	1.00	4.96	1346	1.39	5.96	1369	1.23	Freedom of expression is protected on campus.
39	0.99	5.37	1430	1.30	6.37	1425	0.92	I am able to experience intellectual growth here.
42	0.90	4.38	1187	1.50	5.27	1250	1.52	There are a sufficient number of weekend activities for students.
30	0.88	4.22	934	1.45	5.10	1004	1.64	Residence hall staff are concerned about me as an individual.
69	0.87	5.59	1424	1.36	6.46	1419	0.84	There is a good variety of courses provided on this campus.
40	0.85	4.54	944	1.47	5.39	995	1.55	Residence hall regulations are reasonable.
46	0.82	4.84	1331	1.44	5.66	1370	1.35	I can easily get involved in campus organizations.
1	0.80	4.66	1441	1.46	5.46	1440	1.43	Most students feel a sense of belonging here.
13	0.78	5.05	1415	1.48	5.83	1415	1.18	Library staff are helpful and approachable.
51	0.72	5.33	1397	1.38	6.05	1406	1.16	This institution has a good reputation within the community.
72	0.69	5.49	1425	1.31	6.18	1417	0.99	On the whole, the campus is well-maintained.
52	0.68	4.81	1251	1.48	5.49	1296	1.44	The student center is a comfortable place for students to spend their leisure ti
56	0.66	4.65	1260	1.43	5.31	1309	1.49	The student handbook provides helpful information about campus life.
37	0.60	5.20	1426	1.44	5.80	1427	1.24	I feel a sense of pride about my campus.
54	0.57	4.95	1400	1.41	5.52	1404	1.35	Bookstore staff are helpful.
31	0.36	4.91	1087	1.27	5.27	1192	1.65	Males and females have equal opportunities to participate in intercollegiate ath
24	0.16	5.19	1278	1.45	5.35	1321	1.62	The intercollegiate athletic programs contribute to a strong sense of school spi
9	-.25	5.15	1307	1.34	4.90	1384	1.65	A variety of intramural activities are offered.

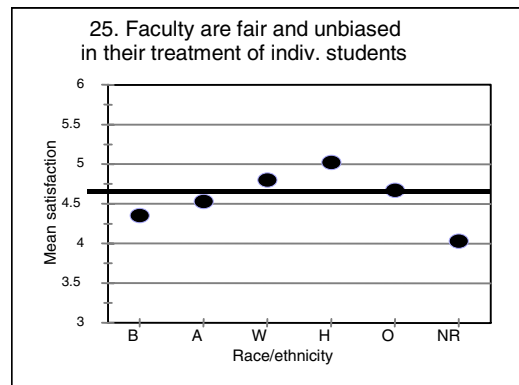
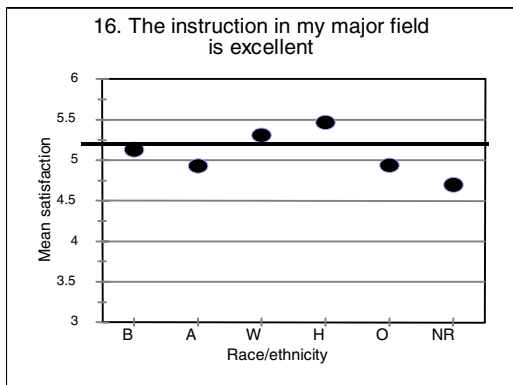
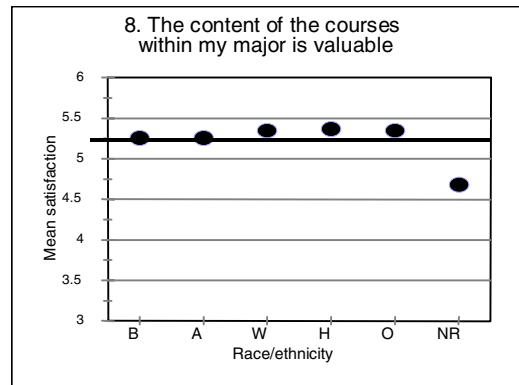
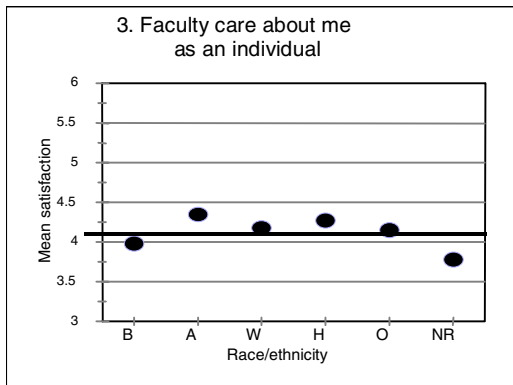
Appendix H. Item Differences by Ethnicity/Race

The following section shows for each item in a given scale, the mean satisfaction by race/ethnicity, as well as the overall mean for that item (the **bold line**). Note that for ease of viewing, the scale range of 1-7 has been truncated to 3-6, unless otherwise indicated.

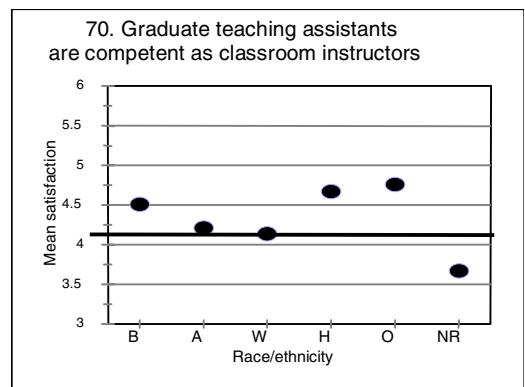
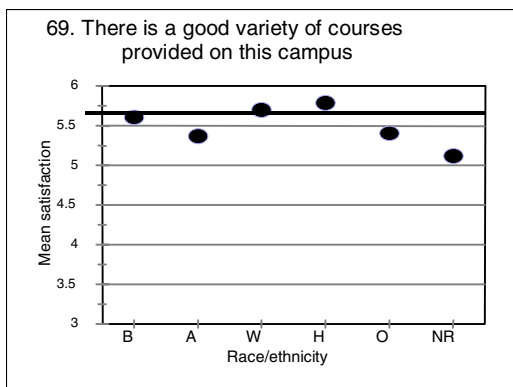
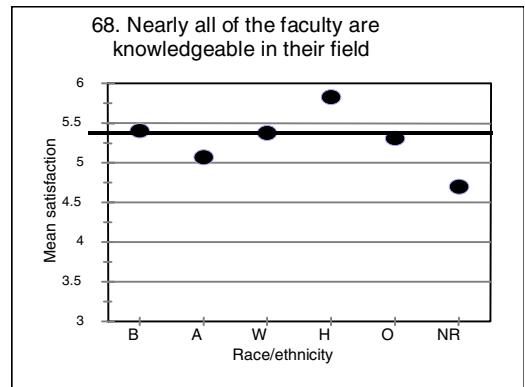
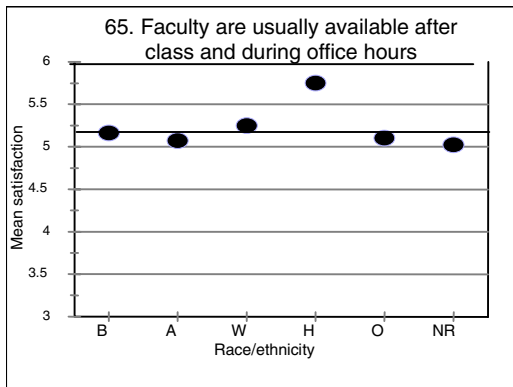
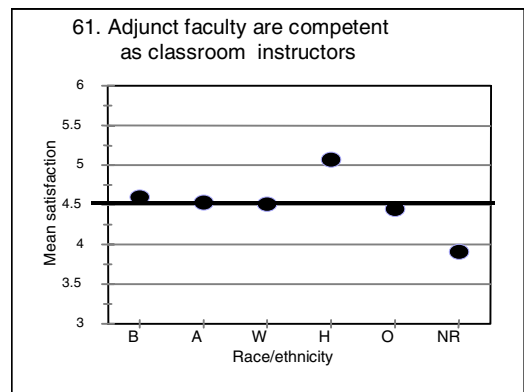
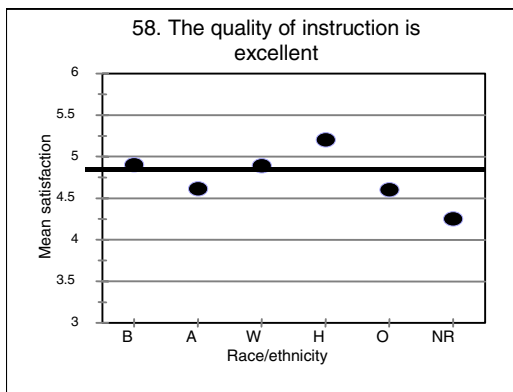
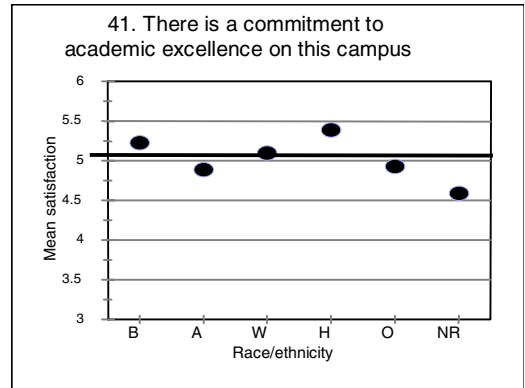
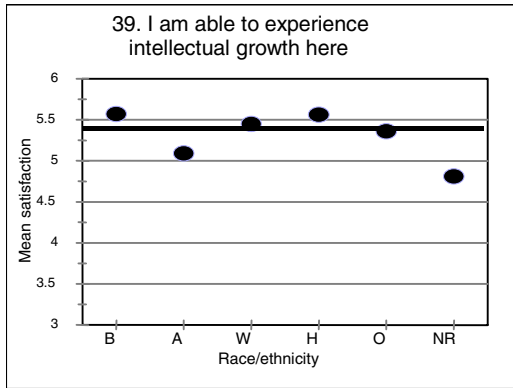
Graph Legend

B	African-American
A	Asian or Pacific Islander
W	Caucasian/White
H	Hispanic
O	Other
NR	Preferred not to respond

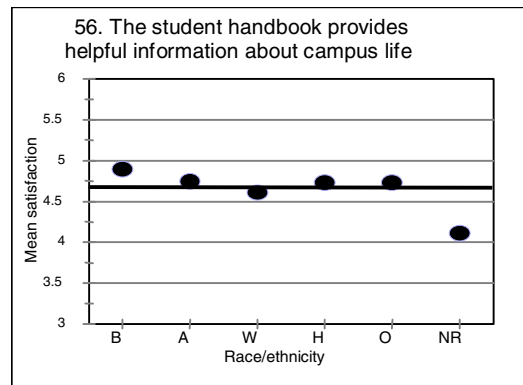
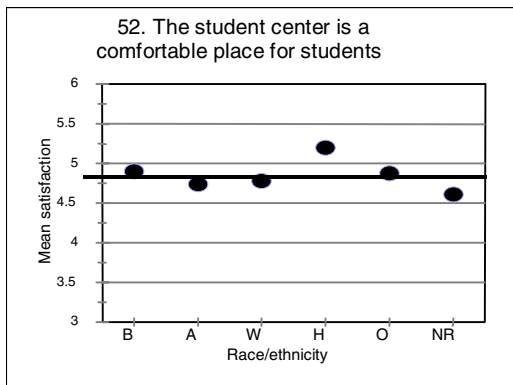
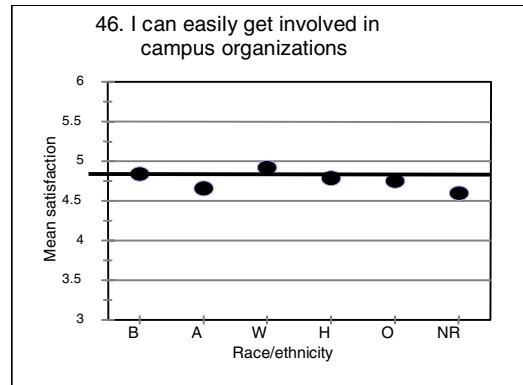
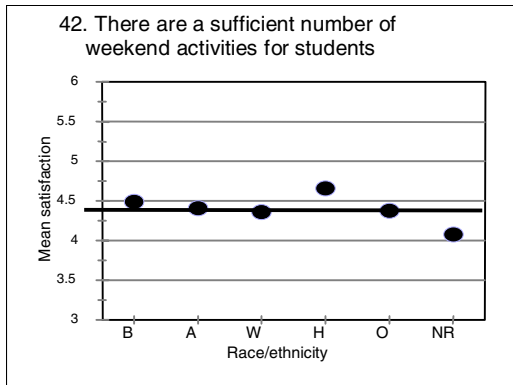
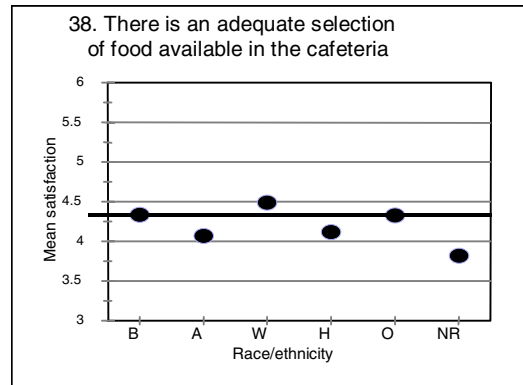
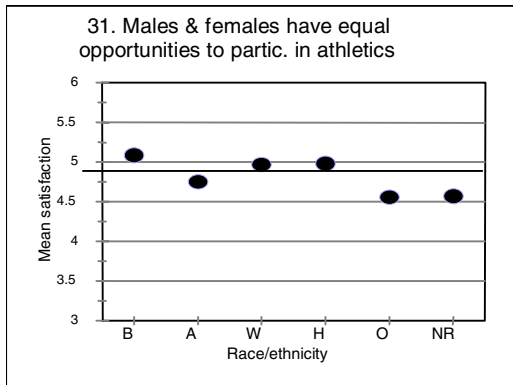
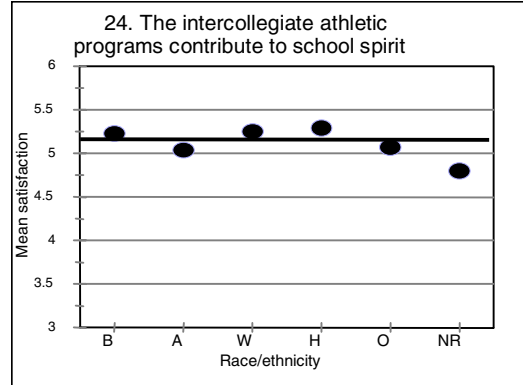
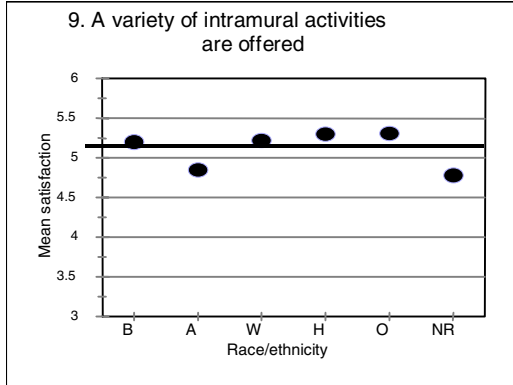
Instructional Effectiveness scale items by race/ethnicity



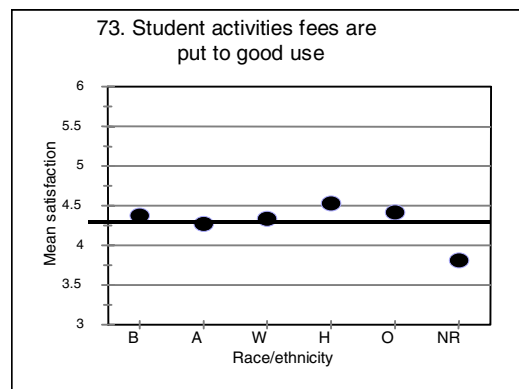
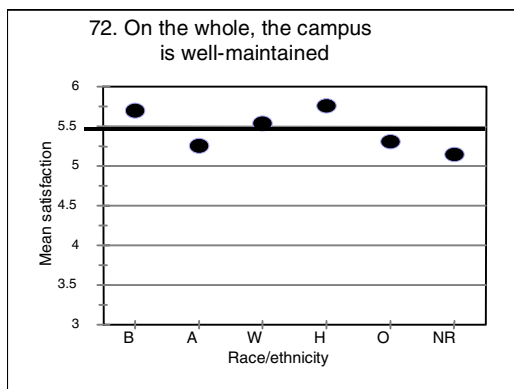
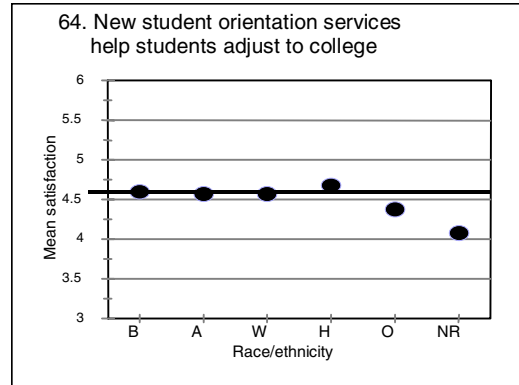
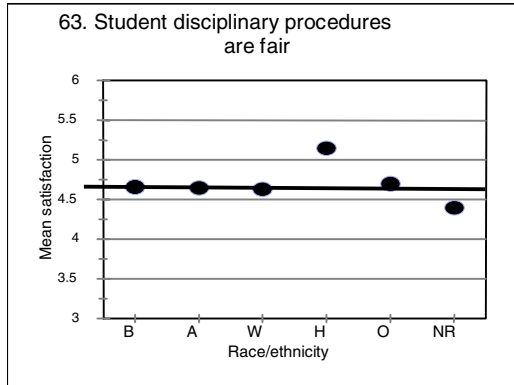
Instructional Effectiveness scale items by race/ethnicity (cont.)



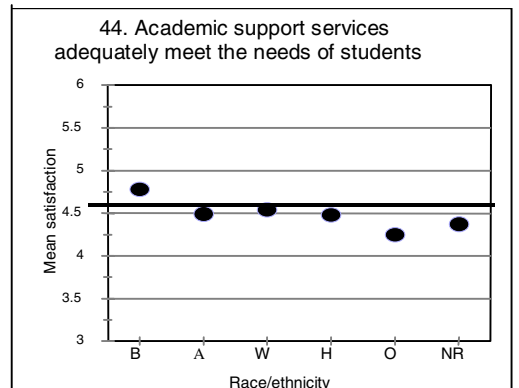
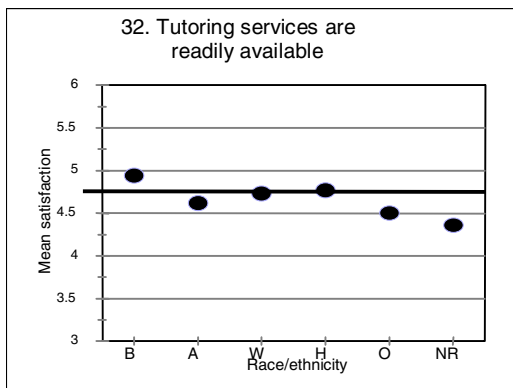
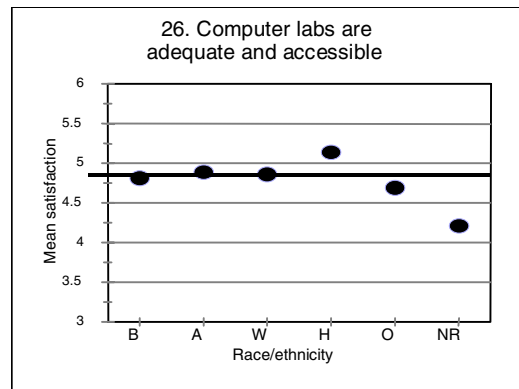
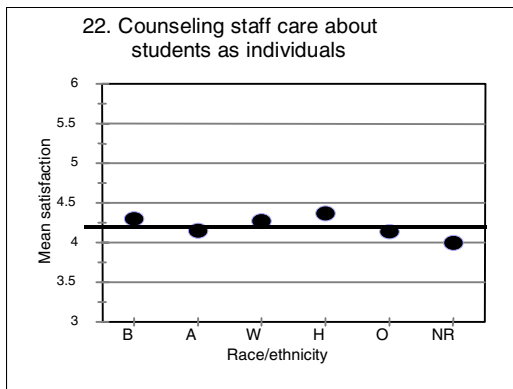
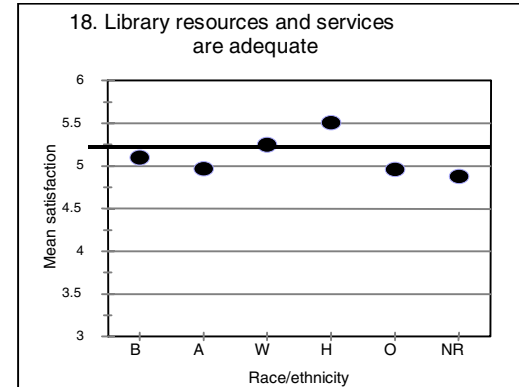
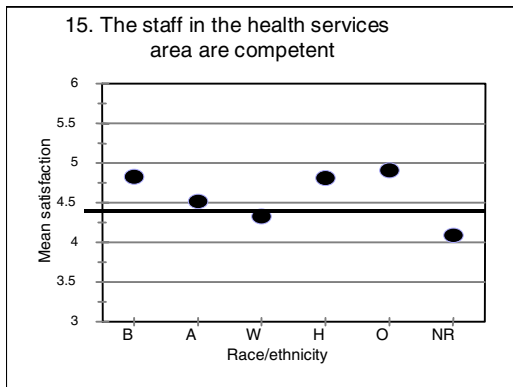
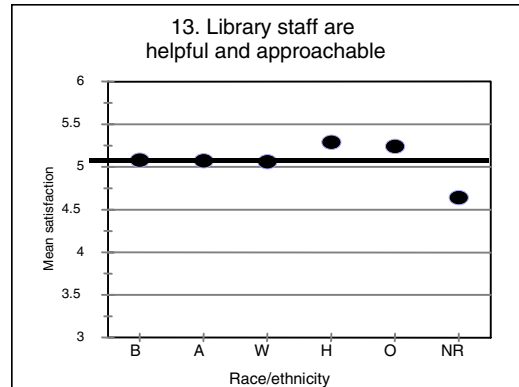
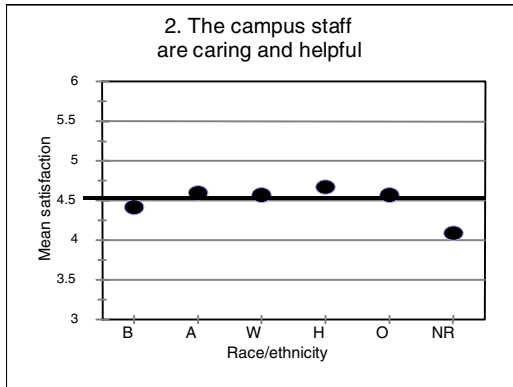
Campus Life scale items by race/ethnicity



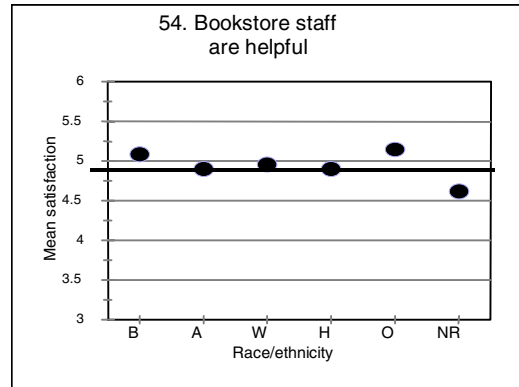
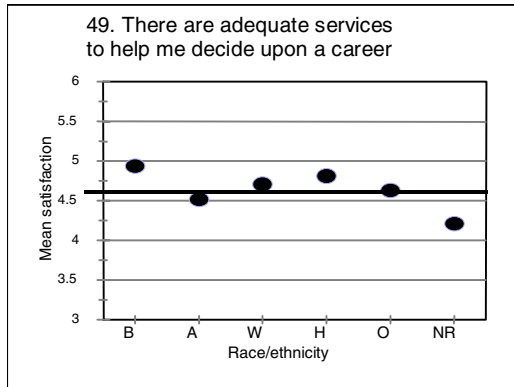
Campus Life scale items by race/ethnicity (cont.)



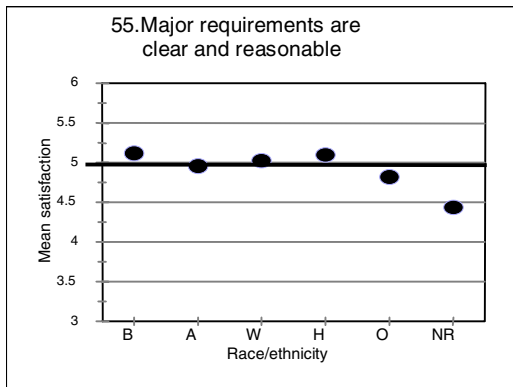
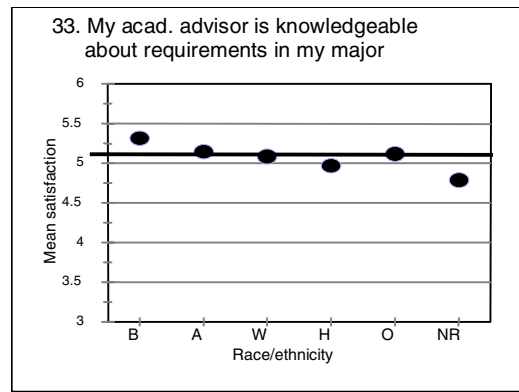
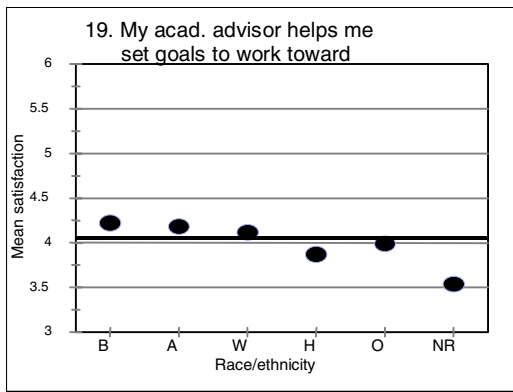
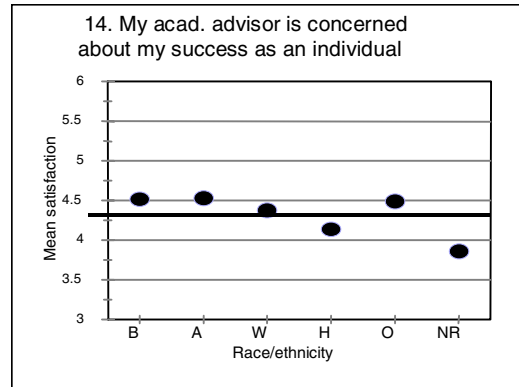
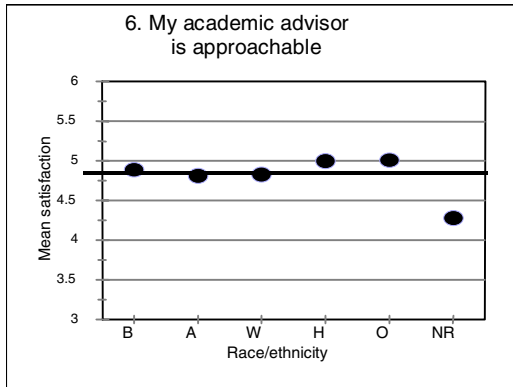
Support Services scale items by race/ethnicity



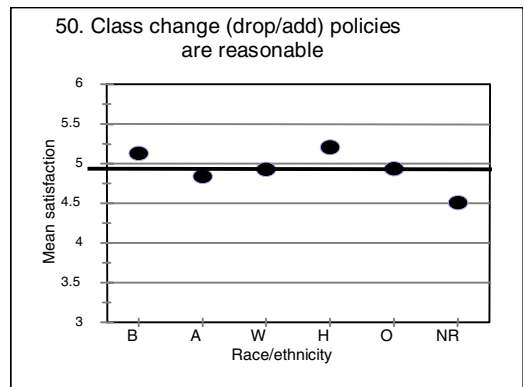
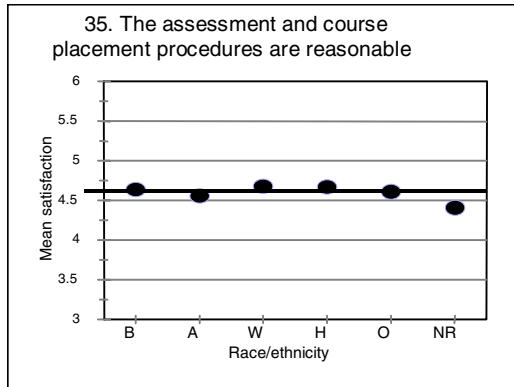
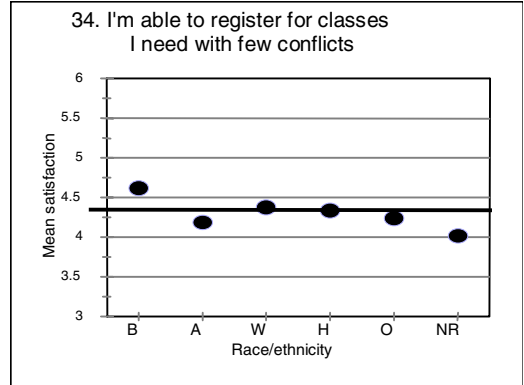
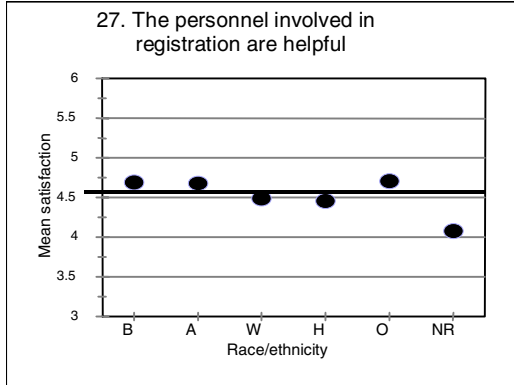
Support Services scale items by race/ethnicity (cont.)



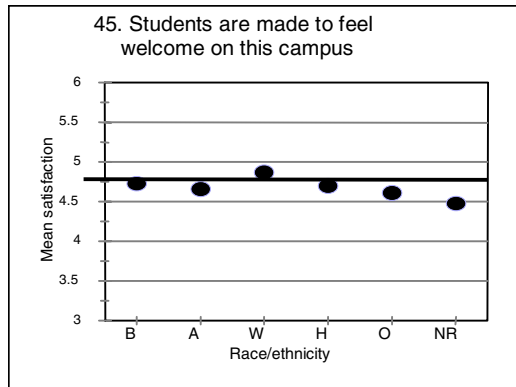
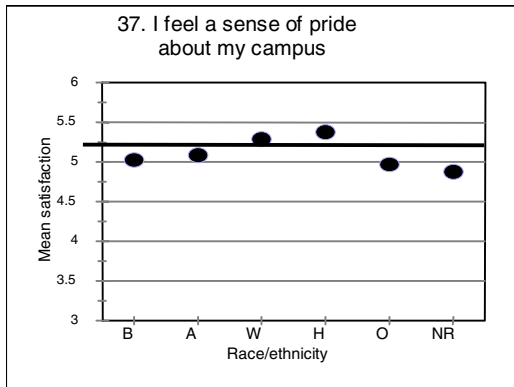
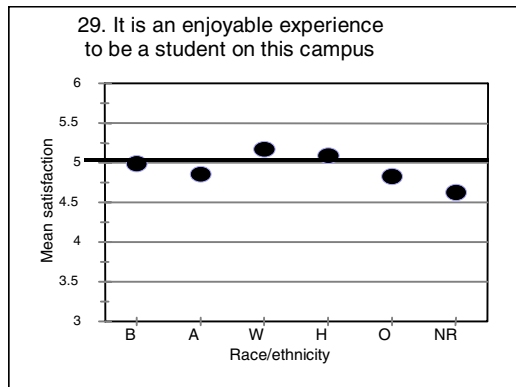
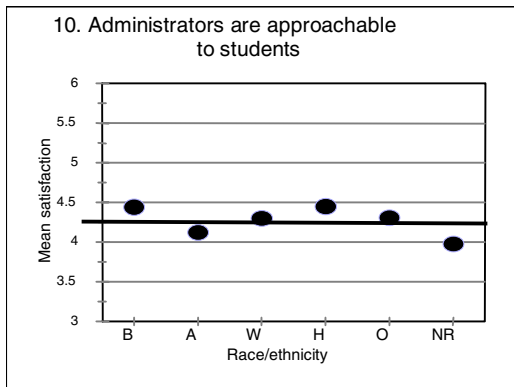
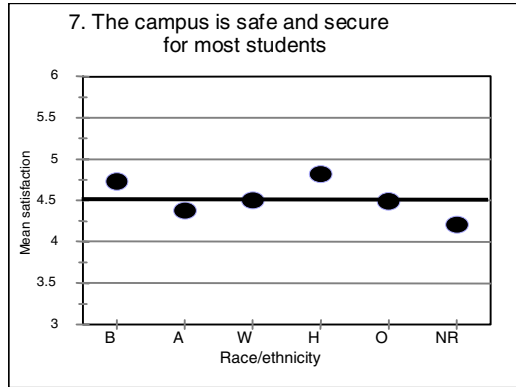
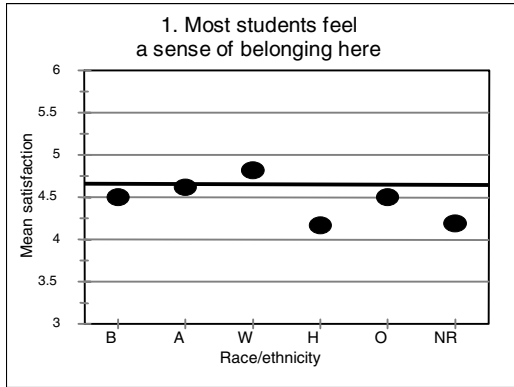
Academic advising scale items by race/ethnicity



Registration Effectiveness scale items by race/ethnicity

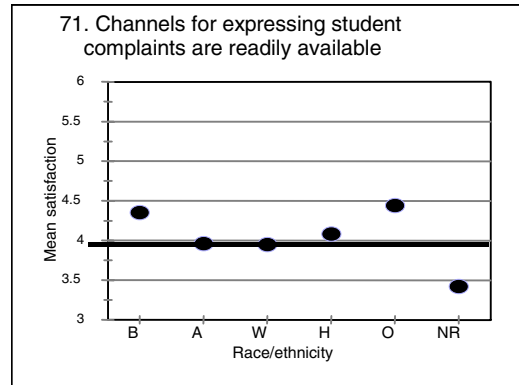
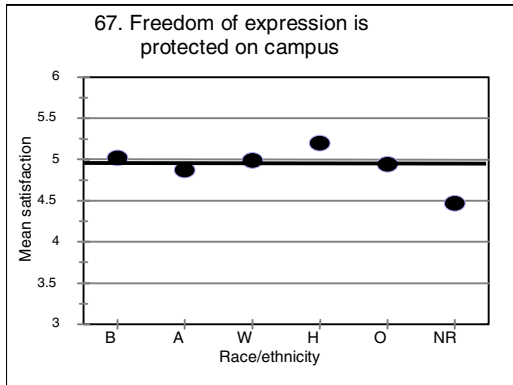
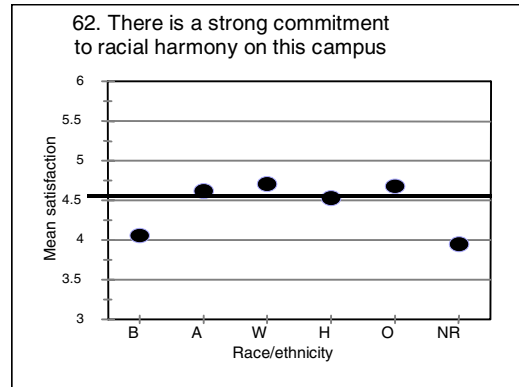
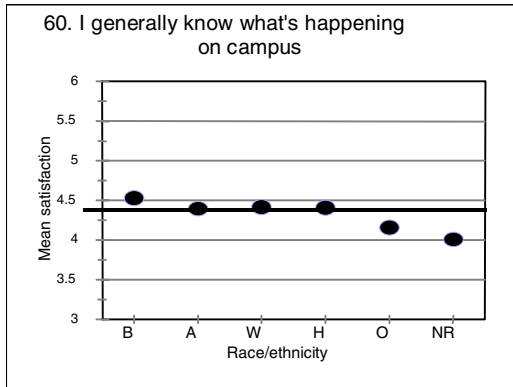
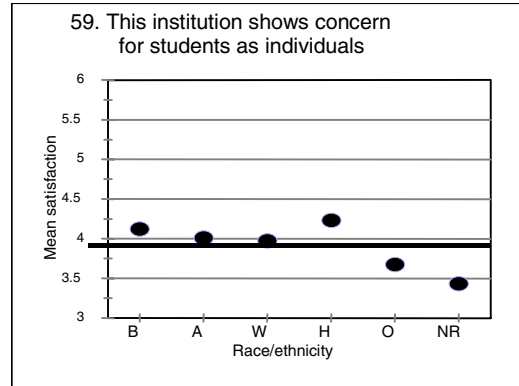
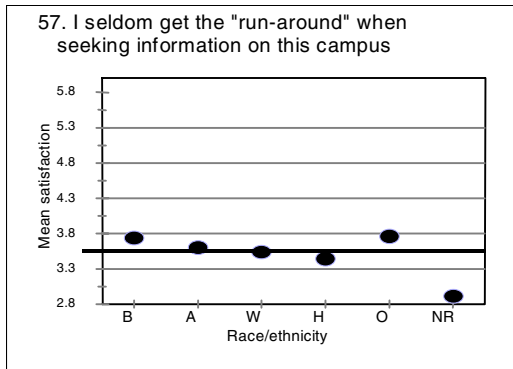


Campus Climate scale items by race/ethnicity

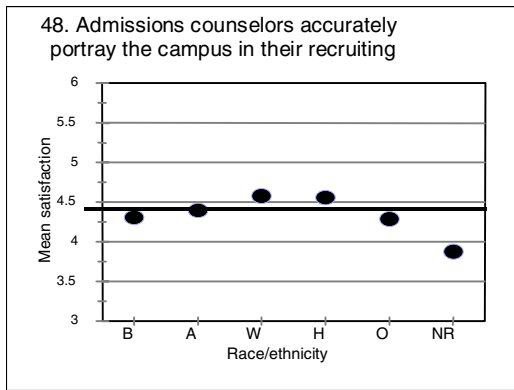
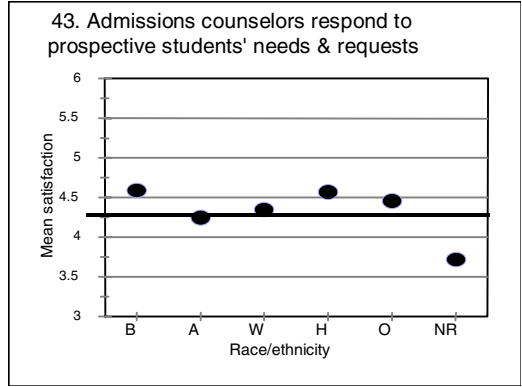
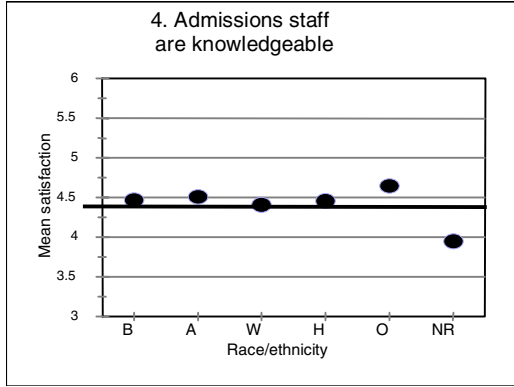


Campus Climate scale items by race/ethnicity (cont.)

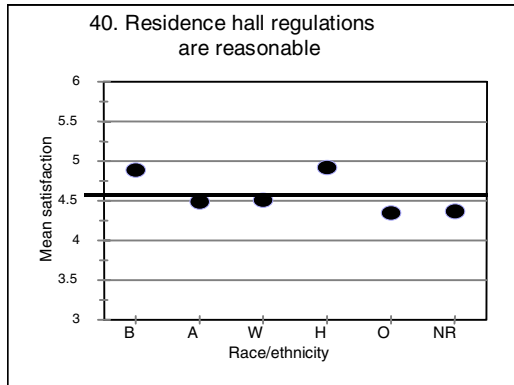
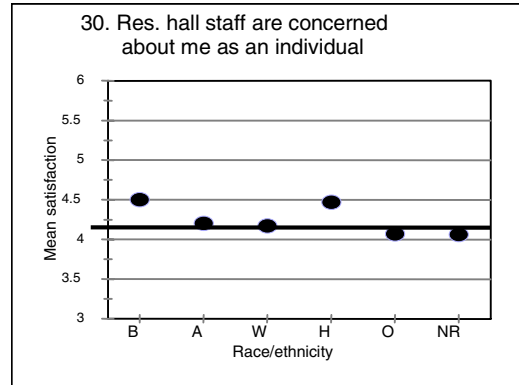
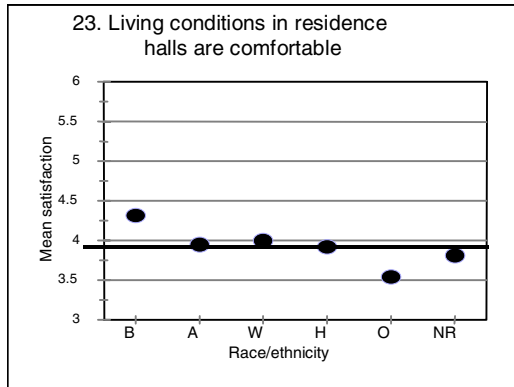
Note numeric scale ranges from 2.8 to 5.8 on item 57.



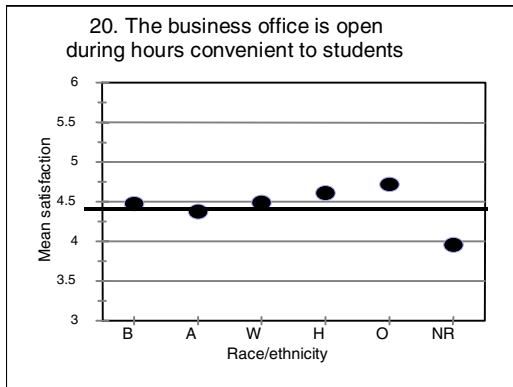
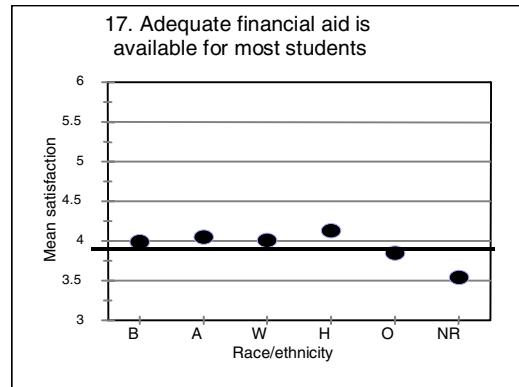
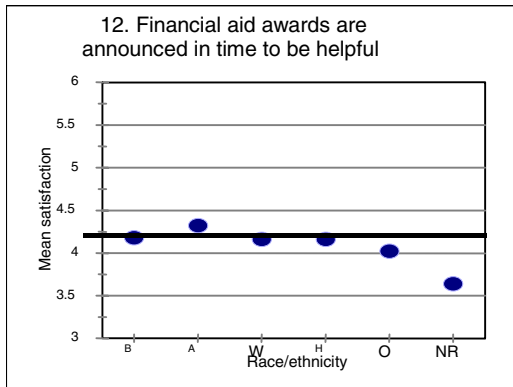
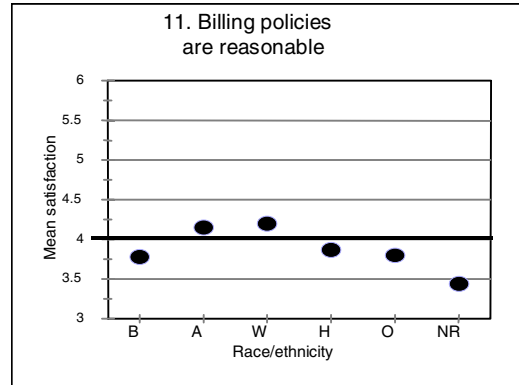
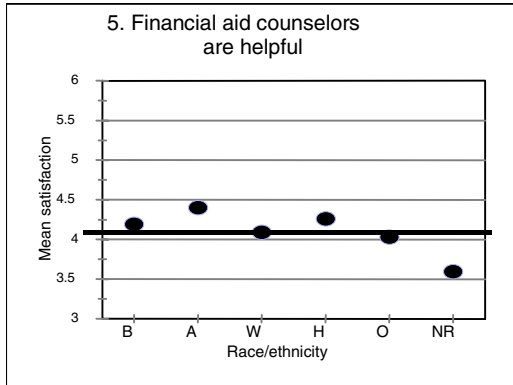
Admissions scale items by race/ethnicity



Resident Life scale items by race/ethnicity

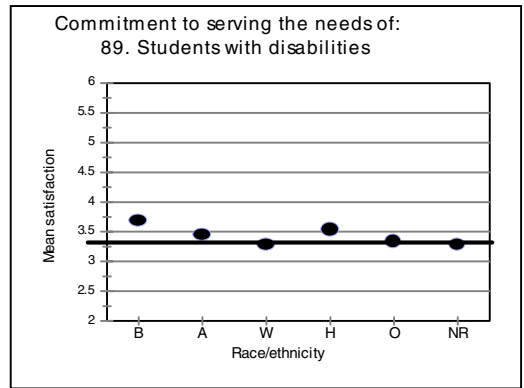
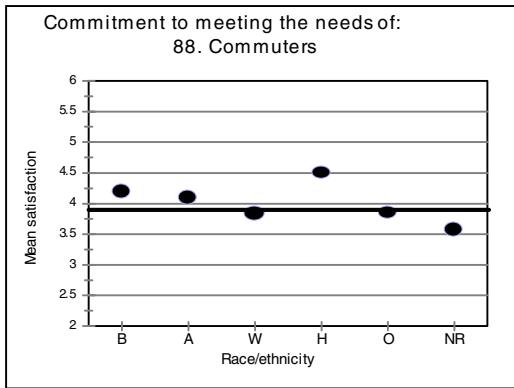
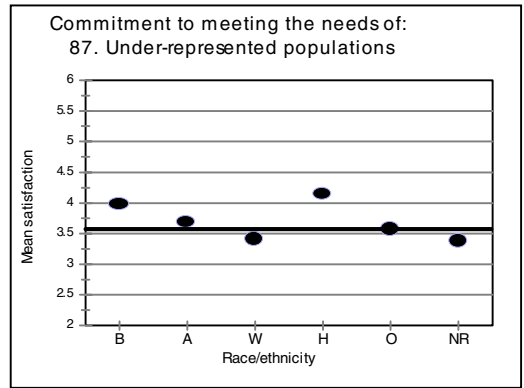
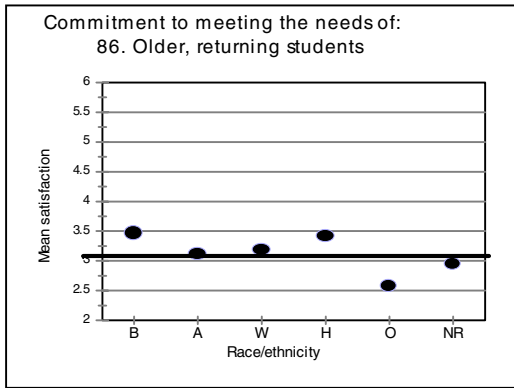
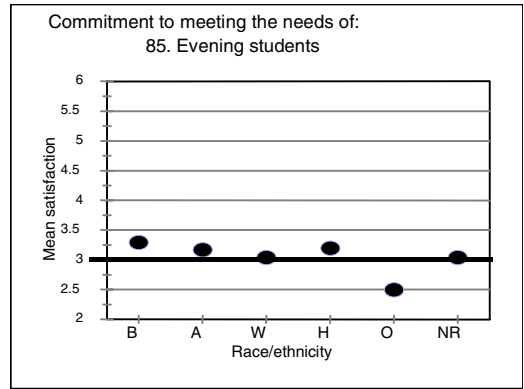
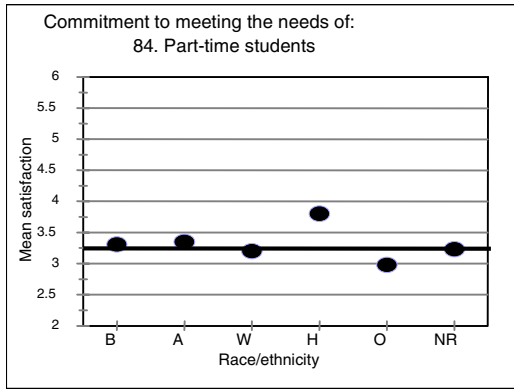


Billing and Financial Aid scale items by race/ethnicity



Non-traditional Students Support scale items by race/ethnicity

Note numeric scale ranges from 2 to 6 on this page.



Non-scaled items by race/ethnicity

Note numeric scale ranges from 2 to 6 on item 21.

