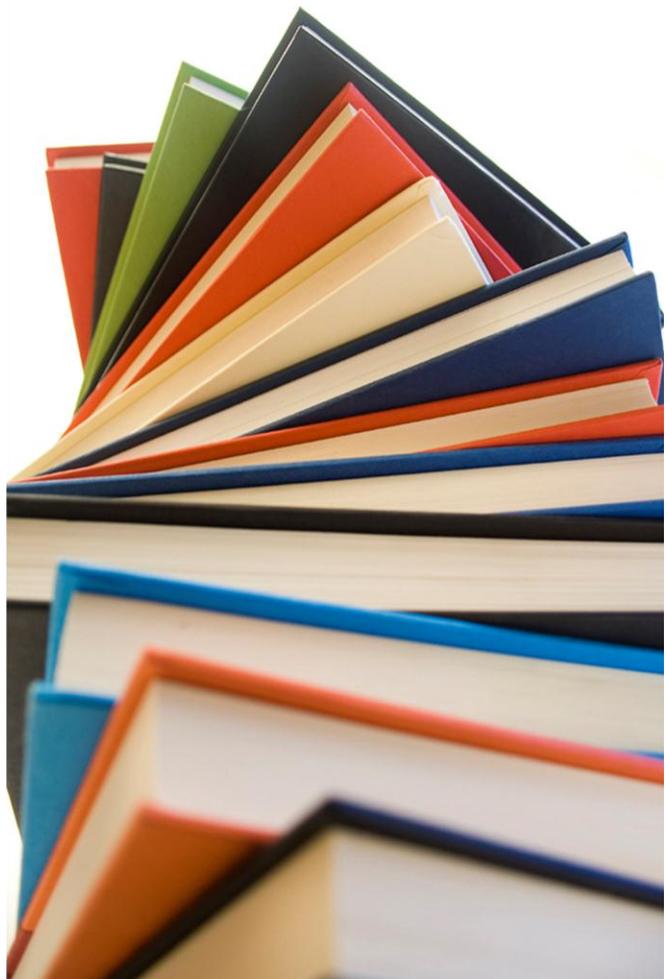


Noel-Levitz  
Student Satisfaction Inventory  
2008



UNIVERSITY OF MISSOURI-KANSAS CITY



## Executive Summary

The Noel-Levitz Student Satisfaction Inventory (SSI) was distributed to a sample of UMKC undergraduate students in February 2008. The Noel-Levitz SSI was sent via e-mail to 2,877 students; 717 surveys were completed, yielding a 25 percent response rate. The principal results from the spring 2008 survey included the following:

- Financial aid, cost, and academic reputation were the most important factors in respondents' decision to enroll at UMKC.
- Respondents indicated moderate levels of satisfaction with UMKC's commitment to meeting the needs of various student groups, with all satisfaction ratings residing in the "somewhat satisfied range." Satisfaction ratings were highest for UMKC's commitment to students with disabilities, and older, returning learners, while students were least satisfied with UMKC's commitment to commuters.
- UMKC students provided lower ratings than their national and Midwestern counterparts with regard to their overall satisfaction, likelihood of enrolling again, and whether their college experience was meeting their expectations.
- UMKC students indicated that the most important aspect of their college experience was that the content of the courses in their majors be valuable.
- Having valuable course content within their major, an advisor who is knowledgeable about the requirements within their major, and excellent instruction and knowledgeable faculty in their field received the highest individual item importance ratings. It is noteworthy that three of the top four most important items related directly to classroom instruction, content, and faculty.
- UMKC was statistically higher than its national and Midwestern counterparts in satisfaction regarding *Safety and Security* on campus. In addition, UMKC was statistically higher than its national counterparts in satisfaction regarding *Concern for the Individual*. However, UMKC was statistically lower than its Midwestern counterparts in regards to satisfaction with *Campus Life*, *Admissions and Financial Aid*, and *Campus Climate*.
- Nine out of eleven Noel-Levitz SSI subscales have moderate performance gaps (difference between importance and satisfaction) of 1.0 or above. UMKC's highest gaps were in *Safety and Security* (1.70) and *Admissions and Financial Aid* (1.65). The lowest gap was in *Campus Support Services* (.78).
- Items related to adequate parking, student activity fees, getting the "run-around" while seeking information on campus, and availability of adequate financial aid have the largest performance gaps out of the individual Noel-Levitz SSI items in spring 2008. Of the items that UMKC students rated as being most important in the entire spring 2008 SSI, the performance gaps for three of these items were fairly large (above 1.5) and deal with being able to register with few conflicts, viewing tuition as a worthwhile investment, and whether there is adequate financial aid available.
- Within specific UMKC departments, positive and negative results were found. For the most part, UMKC seems to be meeting students' needs around Academic Support, while there were some items related to Academic Advising and Instructional Effectiveness that suggest these areas could be improved. The Campus Climate, Financial Aid, and Registrar areas had items with large performance gaps indicating that communication between the university and students could improve.

## Background

There are many reasons to measure student satisfaction. In addition to meeting demands for accreditation and accountability, research has shown that colleges that measure student satisfaction benefit from increased student engagement and retention, higher graduation rates, and lower loan default rates. Colleges also measure satisfaction to keep up with their competition and to operate more efficiently. Most importantly, colleges that measure satisfaction can use the data to continuously improve the quality of their student experience and to offer more educational value to students and families.

The Noel-Levitz Student Satisfaction Inventory™ (SSI) measures student expectations and satisfaction with various college-related experiences. Students who complete the inventory provide two ratings of 73 expectations about campus experiences. First, they indicate how important it is that the college meets each of the expectations. Second, they indicate how satisfied they are that the college has met those expectations. Differences between importance and satisfaction ratings represent performance gaps. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations.

Noel-Levitz groups 71 of the 73 expectation items into 11 subscales that summarize importance and satisfaction ratings on subsets of related expectations. The subscales provide a big picture overview of what matters to students. Typically, categories related to instruction, advising, and course access matter most to students. A copy of the Student Satisfaction Inventory is located in Appendix B.

Section 1 of the current report focuses on results associated with the SSI's subscales and includes the following:

- A profile of respondents' demographic characteristics
- A summary of responses regarding UMKC's commitment to diverse populations
- UMKC students' overall satisfaction ratings
- Comparisons of UMKC students' importance and satisfaction ratings with those by students in the U.S. and the Midwest
- Assessment of performance gaps and the degree to which UMKC is meeting students' expectations

The subscales created by Noel-Levitz were designed to be used by many different types of institutions. However, two of the seventy-three items are not included in any subscale, and some items appear in multiple subscales. Thus, it may be difficult to pinpoint specific departments or areas that need to address issues highlighted in Section 1 of this report. To make the SSI more useful for UMKC, the Office of Institutional Research, Assessment, and Planning (IRAP), reviewed each item in the SSI and assigned it to one of eleven UMKC-specific subcategories aligned with eleven UMKC departments or areas (UMKC also added ten additional items to the SSI and several of the items are included in the UMKC scale categories as well). In doing so, IRAP is able to provide department administrators a closer examination of UMKC students' expectations for their specific department. These findings are located in Section 2 of this report.

## Method

The SSI was distributed via e-mail to a sample of 2,877 undergraduate students in February 2008. The sample was randomly drawn from all undergraduate students enrolled in the spring 2008 term who had also been enrolled in the fall 2007 term. A total of 717 surveys were completed, for a response rate of 25 percent.

The SSI was also distributed at other universities in the United States, and the responses were added to the database Noel-Levitz maintains for comparison purposes. Thus, responses by UMKC students can be compared with those of 42,614 students at four-year public institutions in the Midwest and 94,131 students in the Noel-Levitz national database.

Comments or questions regarding this report may be directed to:

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**Kansas City, Missouri 64110-2499**  
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**Section 1**  
**Noel-Levitz Student Satisfaction Inventory**

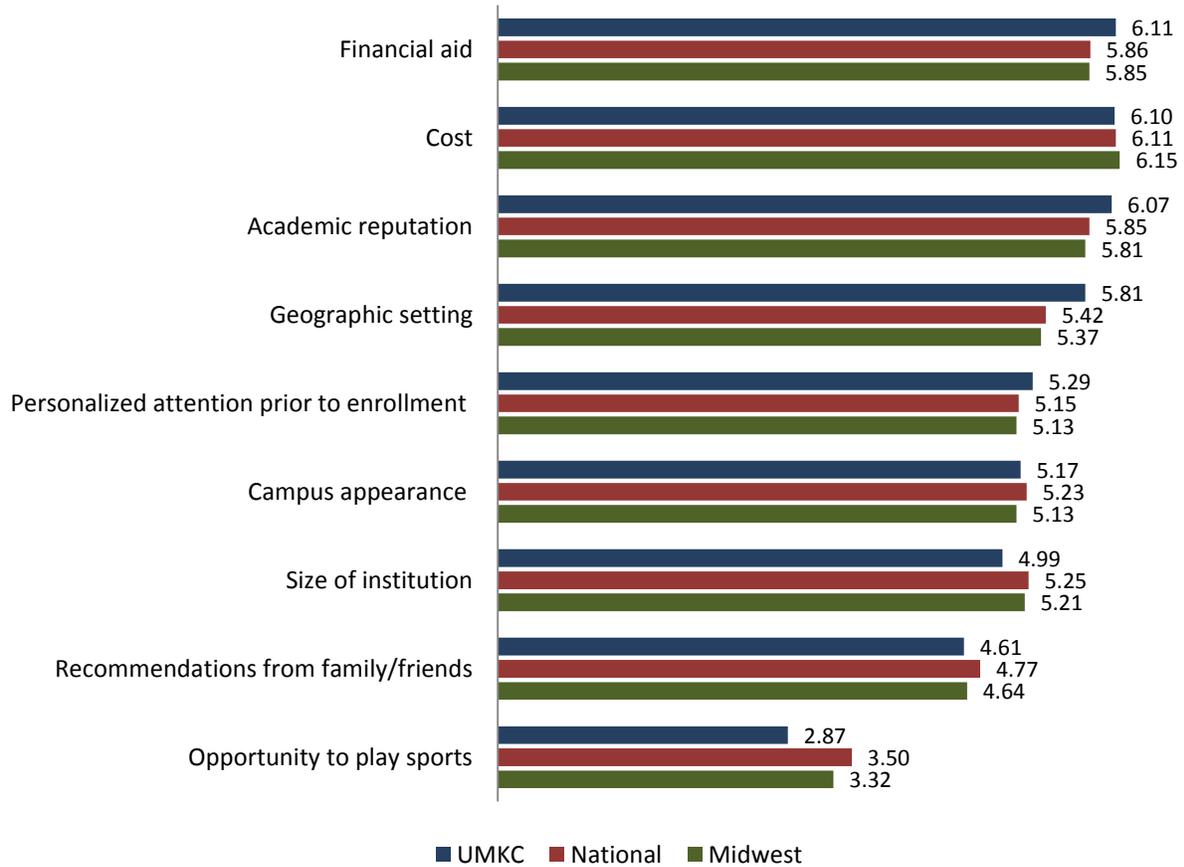
## Respondent Profile

As stated previously, IRAP distributed the Noel-Levitz SSI to a random sample of students who were enrolled in the spring 2008 term. Thus, the sample should be fairly representative of UMKC's student population. Selected demographic data for the spring 2008 sample are included in Table 1 (Appendix A). A summary of salient characteristics includes the following:

- Sixty-five percent of respondents were female.
- Eight in ten respondents were between the ages of 19 and 34.
- The majority of respondents were Caucasian/White (69 percent).
- Most respondents were daytime students (86 percent).
- Sixty-three percent indicated that their educational goal was to attain a bachelor's degree. An additional 35 percent indicated their goal was to pursue a master's or doctoral degree.
- Seventy-four percent of respondents indicated they were employed full- or part-time.
- For 64 percent of respondents, UMKC was their first choice for postsecondary education.

Students indicated the importance of eight factors in their decision to enroll at UMKC. As shown in Figure 1 below, financial aid, cost, and academic reputation were the most important factors in respondents' decision to enroll at UMKC. Geographic setting, personalized attention prior to enrollment, and campus appearance were somewhat important in respondents' decision to enroll at UMKC. Further analyses showed that personalized attention prior to enrollment was more important for minority students than non-minority students when making enrollment decisions.

**Figure 1**  
**Importance of Factors in UMKC Enrollment Decision**  
(Scale: 1=not important at all; 7=very important)

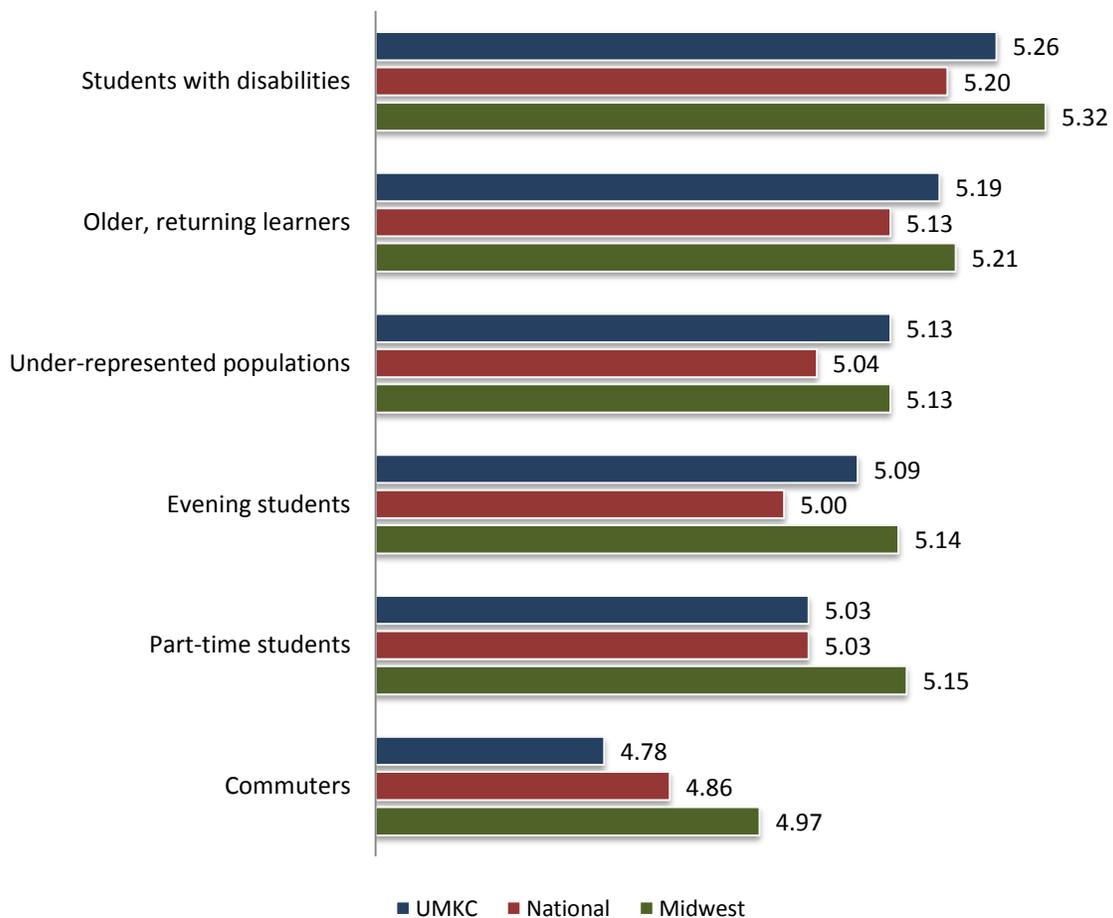


## Commitment to Diverse Populations

Students were asked to indicate how satisfied they were that UMKC demonstrated a commitment to meeting the needs of various student groups. As Figure 2 shows, respondents indicated moderate levels of satisfaction with UMKC’s commitment to meeting the needs of the various student groups, with most satisfaction ratings in the “somewhat satisfied” range. Satisfaction ratings were highest for UMKC’s commitment to students with disabilities, and older, returning learners; while students were least satisfied with UMKC’s commitment to commuters.

Further analyses showed that off-campus students were less satisfied with the university’s commitment to commuters than on-campus students. Additionally, minority students were less satisfied with UMKC’s commitment to under-represented populations than non-minority students.

**Figure 2**  
**Student Satisfaction with Commitment to Diverse Populations**  
 (Scale: 1=not satisfied at all; 7=very satisfied)



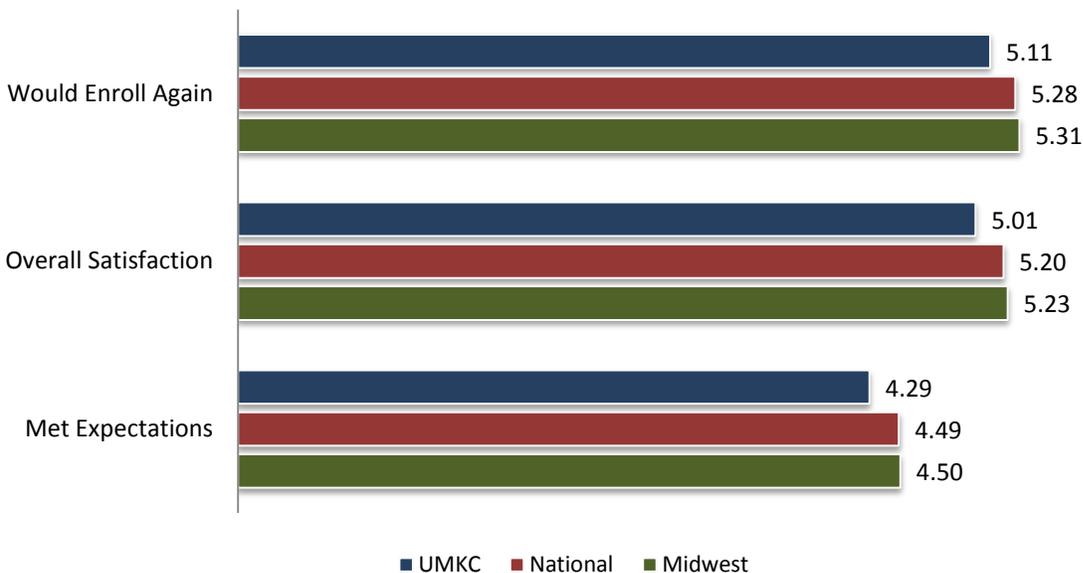
## Overall Satisfaction

The SSI includes three summary items that ask students to indicate overall evaluations of the institution. Those items include the following:

- *All in all, if you had it to do over again, would you enroll here?*
  - (1 = Definitely not; 4 = I don't know; 7 = Definitely yes)
- *Rate your overall satisfaction with your experience here so far.*
  - (1 = Not satisfied at all; 4 = Neutral; 7 = Very satisfied)
- *So far, how has your college experience met your expectations?*
  - (1 = Much worse than I expected; 4 = About what I expected; 7 = Much better than I expected)

Responses to the three summary items for UMKC students in spring 2008, as well as their national and Midwestern counterparts, are portrayed in Figure 3 below. Overall, respondents indicated that UMKC had met their expectations, that they were somewhat satisfied with their experiences at UMKC, and that if given the chance, they would likely enroll again. However, the ratings provided by UMKC students were significantly lower than those provided by their national and Midwestern counterparts.

**Figure 3**  
**Summary Evaluations: UMKC, National, and Midwest**



## Strategic Planning Overview

Each year Noel-Levitz provides a summary of UMKC's top strengths and top challenges. Strengths are items with high importance and high satisfaction (i.e., areas that are highly valued by students where the university is performing well). These are specifically identified as items above the mid-point in importance and in the upper quartile (25 percent) of satisfaction scores. The institutional strengths identified by UMKC students in spring 2008 are listed in descending order of importance below:

- The content of the courses within my major is valuable
- The instruction in my major field is excellent
- My academic advisor is knowledgeable about the requirements in my major
- Nearly all of the faculty are knowledgeable in their field.
- The quality of instruction I receive in most of my classes is excellent.
- Security staff respond quickly in emergencies.
- My academic advisor is approachable.
- I am able to experience intellectual growth here.
- Faculty are fair and unbiased in their treatment of individual students.
- There is a good variety of courses provided on this campus.
- There is a commitment to academic excellence on this campus.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- This institution has a good reputation within the community.

Challenges are items with high importance and low satisfaction, or large performance gap (i.e., areas that students care about that they feel can be further improved upon by the university). These are specifically identified as items above the mid-point in importance and in the lower quartile (25 percent) of satisfaction scores, or the top quartile (25 percent) of performance gap scores. The improvement priorities identified by UMKC students in spring 2008 are listed in descending order of importance below:

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- I am able to register for classes I need with few conflicts.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for most students.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Faculty provide timely feedback about student progress in a course.
- Financial aid counselors are helpful.
- My academic advisor is available when I need help.
- Graduate teaching assistants are competent classroom instructors.
- The amount of student parking space on campus is adequate.
- Parking lots are well-lighted and secure.
- I seldom get the “run-around” when seeking information on this campus.
- Billing policies are reasonable.
- This institution shows concern for students as individuals.
- Admissions staff are knowledgeable.
- The campus staff are caring and helpful.
- Financial aid counseling is available if I need it.

## Subscale Reporting

The items on the Noel-Levitz SSI have been analyzed statistically and conceptually to produce subscale scores. A mean importance rating and a mean satisfaction rating are reported for each scale. Each mean is calculated by summing each respondent's item ratings to get a scale score, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents. Descriptions of the eleven subscales included in this report are as follows:

- *Academic Advising* “assesses the academic advising program, evaluating advisors and counselors on their knowledge, competence, approachability, and personal concern for students.”
- *Campus Climate* “evaluates how the institution promotes a sense of campus pride and belonging.”
- *Campus Life* “included on versions for four-year institutions, assesses the effectiveness of student life programs offered by the institution, ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perceptions of their rights and responsibilities.”
- *Campus Support Services* “assesses the quality of support programs and services.”
- *Concern for the Individual* “assesses your commitment to treating each student as an individual. This assessment includes groups who deal personally with students (e.g., faculty, advisors, counselors, and staff).”
- *Instructional Effectiveness* “measures students' academic experiences, the curriculum, and the campus's commitment to academic excellence.”
- *Admissions and Financial Aid* “measures the competence of admissions counselors, along with students' perceptions of the financial aid programs.”
- *Registration Effectiveness* “assesses registration and billing, including how smooth the registration process is.”
- *Safety and Security* “measures the campus' responsiveness to students' personal safety and security.”
- *Service Excellence* “measures quality of service and personal concern for students in various areas of campus.”
- *Student Centeredness* “measures the institution's attitude toward students and the extent to which they feel welcome and valued.”

## What is Important to UMKC Students?

Mean importance ratings for the eleven Noel-Levitz SSI subscales are summarized in Figure 4 and reported in Table 2 (Appendix A) for UMKC students and their national and Midwestern counterparts. UMKC students rated *Instructional Effectiveness* as the most important feature of the college experience, while students in the national and Midwestern samples rated *Instructional Effectiveness* as the second most important feature behind *Academic Advising*. *Campus Life* was rated as the least important feature of the college experience by all three groups, though these items were still viewed as being somewhat important. It is worth noting that UMKC students considered all aspects of their college experience to be more important than did their national and Midwestern counterparts.

**Figure 4**  
**Mean Subscale Importance Ratings: UMKC, National, and Midwest**

(Scale: 1=not important at all; 7=very important)

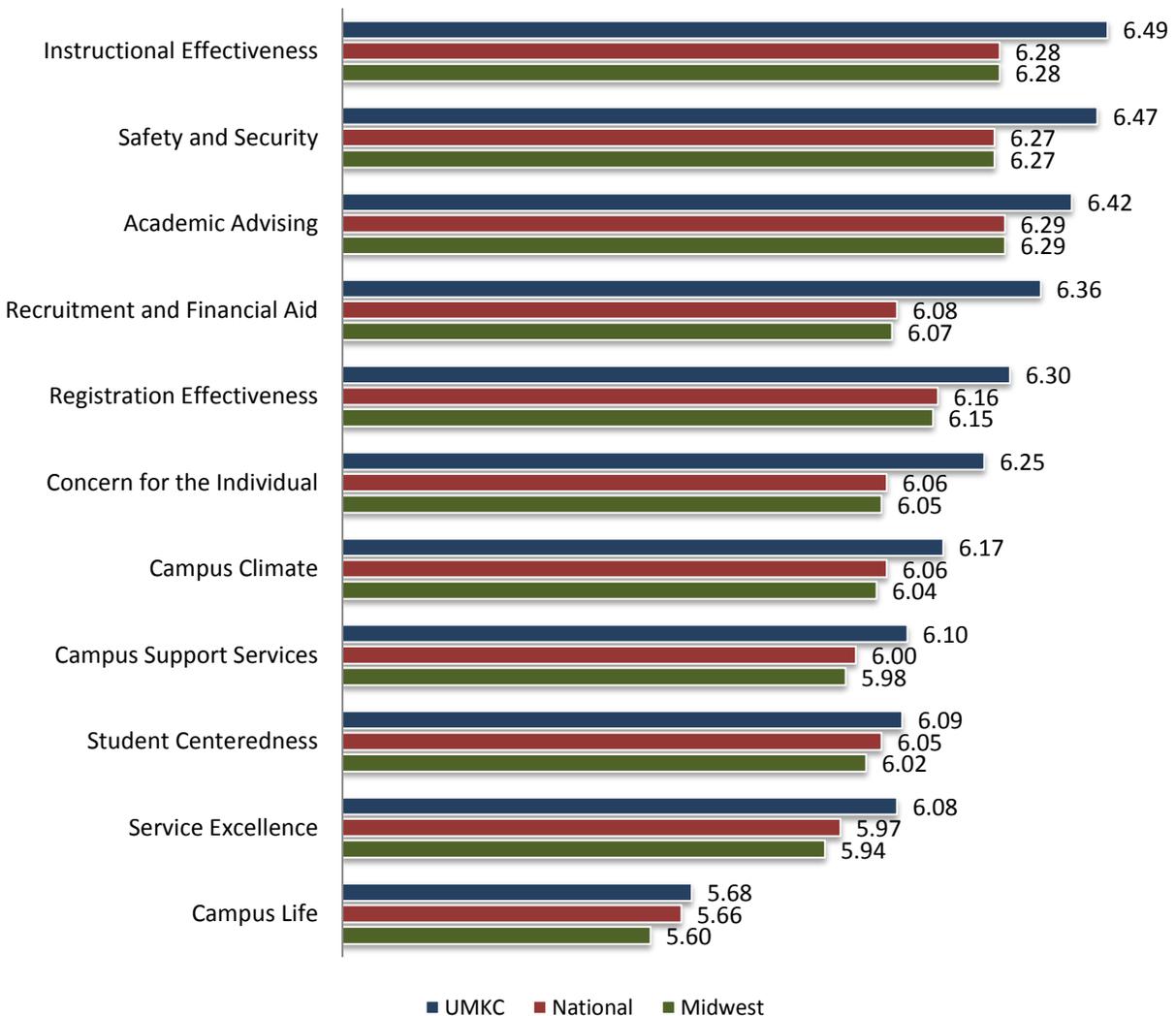
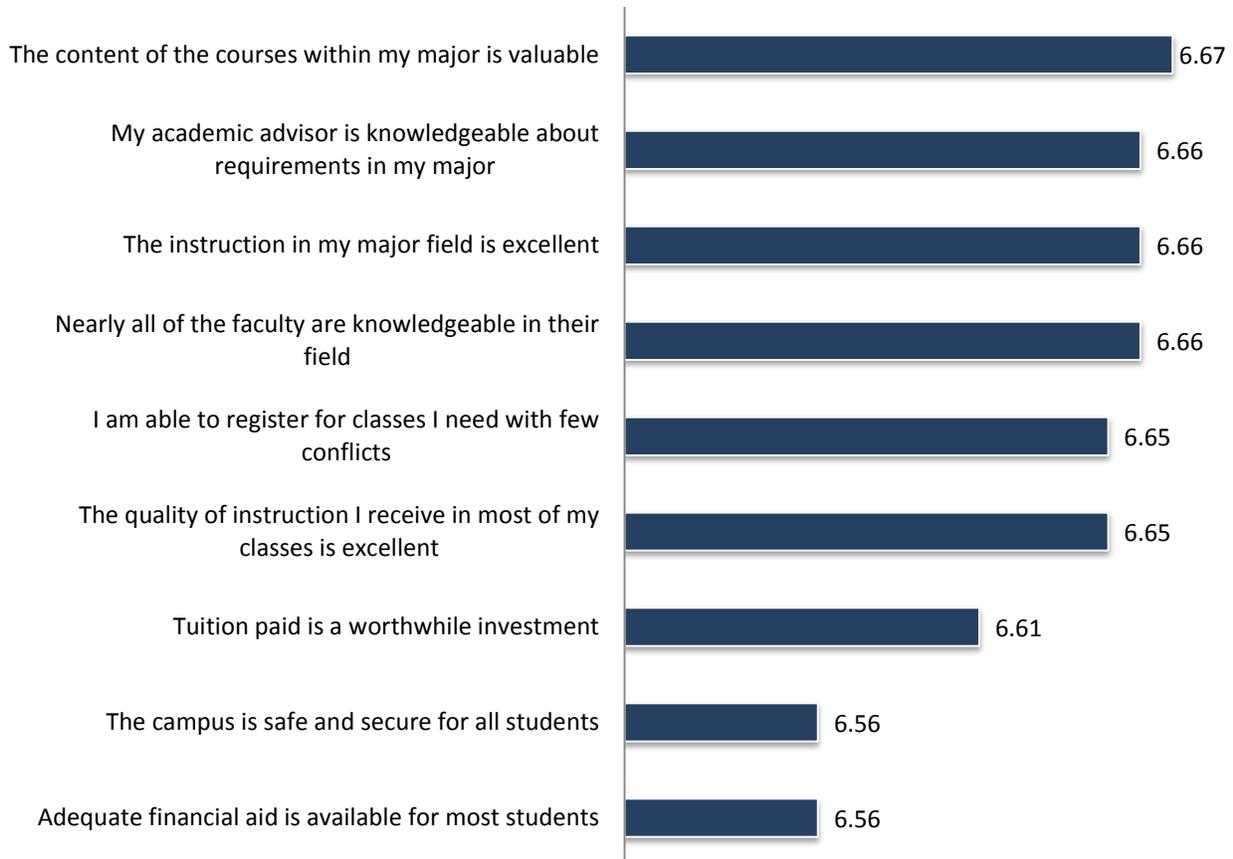


Figure 5 depicts the nine individual items UMKC students rated as being the most important in the entire SSI. It is noteworthy that three of the top four most important items relate directly to classroom instruction, content, and faculty. Importance, satisfaction, and performance gaps scores for all individual items are summarized in Section 2 of this report and in Tables 3–13 in Appendix A.

**Figure 5**  
**Most Important Aspects of the UMKC Experience**  
(Scale: 1=not important at all; 7=very important)



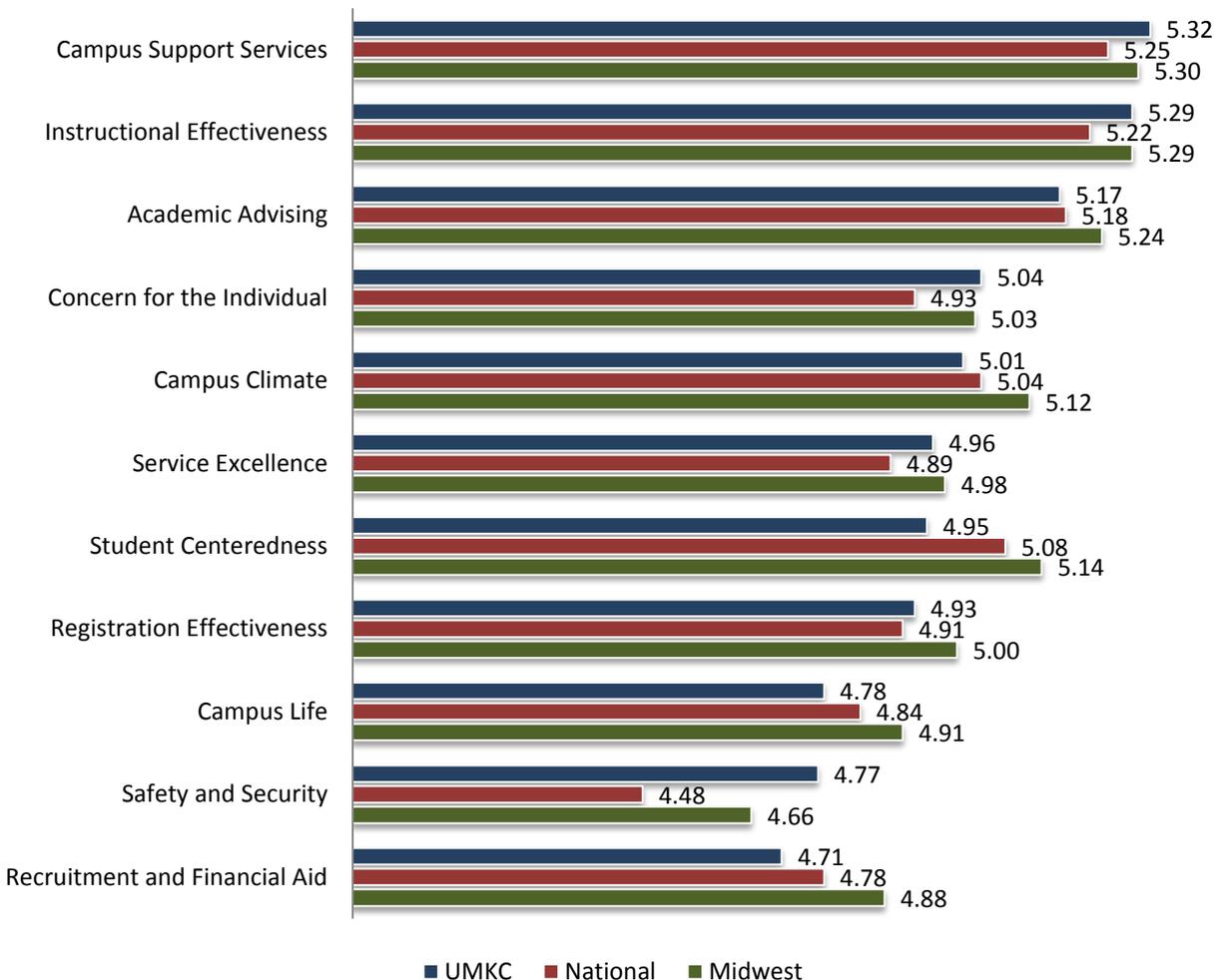
## UMKC Student Satisfaction

Mean satisfaction ratings for the eleven Noel-Levitz SSI subscales are summarized in Figure 6 for UMKC students and their national and Midwestern counterparts. UMKC students were most satisfied with *Campus Support Services* (5.32) and were more satisfied with this category than their national and Midwestern counterparts (5.25 and 5.30, respectively). UMKC was statistically higher than its national and Midwestern counterparts in satisfaction with respect to Safety and Security on campus. In addition, UMKC was statistically higher than its national counterparts in satisfaction regarding Concern for the Individual.

UMKC was statistically lower than its national and Midwestern counterparts in satisfaction regarding *Student Centeredness*. Also, UMKC was statistically lower than its Midwestern counterparts in regards to satisfaction with *Campus Life, Recruitment and Financial Aid, and Campus Climate*.

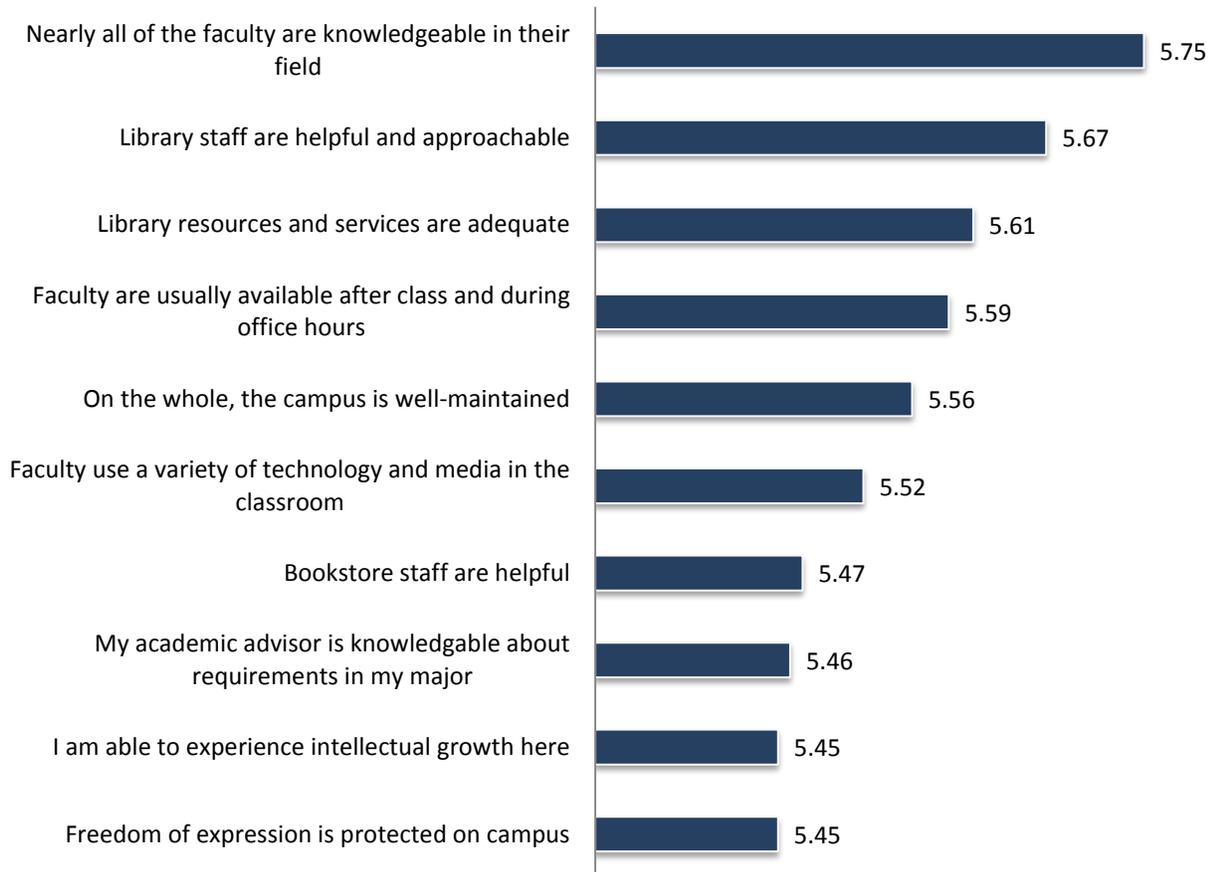
**Figure 6**  
**Mean Subscale Satisfaction Ratings: UMKC, National, and Midwest**

(Scale: 1=not satisfied at all; 7=very satisfied)



Students were most satisfied with the individual items reported in Figure 7. The four items that students were most satisfied with deal with the knowledge and availability of faculty and library’s staff, services, and resources.

**Figure 7**  
**Most Satisfied Aspects of the UMKC Experience**  
(Scale: 1=not satisfied at all; 7=very satisfied)



Noel-Levitz SSI summarizes how UMKC's results compare to a national comparison group of four-year public institutions, listing items with higher and lower satisfaction ratings. These lists only include items of relatively high importance. It should be noted that students may be relatively more satisfied than the national group on an item that may still be a challenge for the university.

### **Higher Satisfaction vs. National Four-Year Public Institutions**

- Nearly all of the faculty are knowledgeable in their field.
- I am able to register for classes I need with few conflicts.
- The quality of instruction I receive in most of my classes is excellent.
- Security staff respond quickly in emergencies.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- There is a commitment to academic excellence on this campus.
- The amount of student parking space on campus is adequate.
- Parking lots are well-lighted and secure.
- Adjunct faculty are competent as classroom instructors.

### **Lower Satisfaction vs. National Four-Year Public Institutions**

- Tuition paid is a worthwhile investment.
- Financial aid counselors are helpful.
- Admissions staff are knowledgeable.
- The campus staff are caring and helpful.
- It is an enjoyable experience to be a student on this campus.

## Is UMKC Meeting Students’ Expectations?

The extent to which UMKC is meeting students’ expectations is reflected in the differences between importance and satisfaction ratings. According to Noel-Levitz, importance scores reflect how strongly students feel about an expectation, with higher scores indicating stronger expectations. Satisfaction scores indicate how satisfied students are that UMKC has met an expectation; higher scores indicate greater satisfaction. Performance gaps, the difference between importance ratings and satisfaction ratings, show how well UMKC is meeting expectations overall. According to Noel-Levitz, large gaps (i.e., 1.5 or higher) indicate that UMKC is not meeting students’ expectations. Small gaps (i.e., .50 or lower) indicate that students’ expectations are being met, and negative gaps (e.g., -.25) indicate that expectations are being exceeded. This report defines moderate performance gaps as differences above 1.0.

Figure 8 reports UMKC performance gaps compared with national and Midwestern universities for the eleven Noel-Levitz subcategories. UMKC’s largest gaps were in *Safety and Security* (1.70) and *Recruitment and Financial Aid* (1.65). The lowest gap was in *Campus Support Services* (.78). Overall, the majority of UMKC’s performance gaps were moderate. However, the gaps were higher than UMKC’s national and Midwestern counterparts for ten of the eleven subcategories.

**Figure 8**  
**Performance Gaps: UMKC, National, and Midwest**

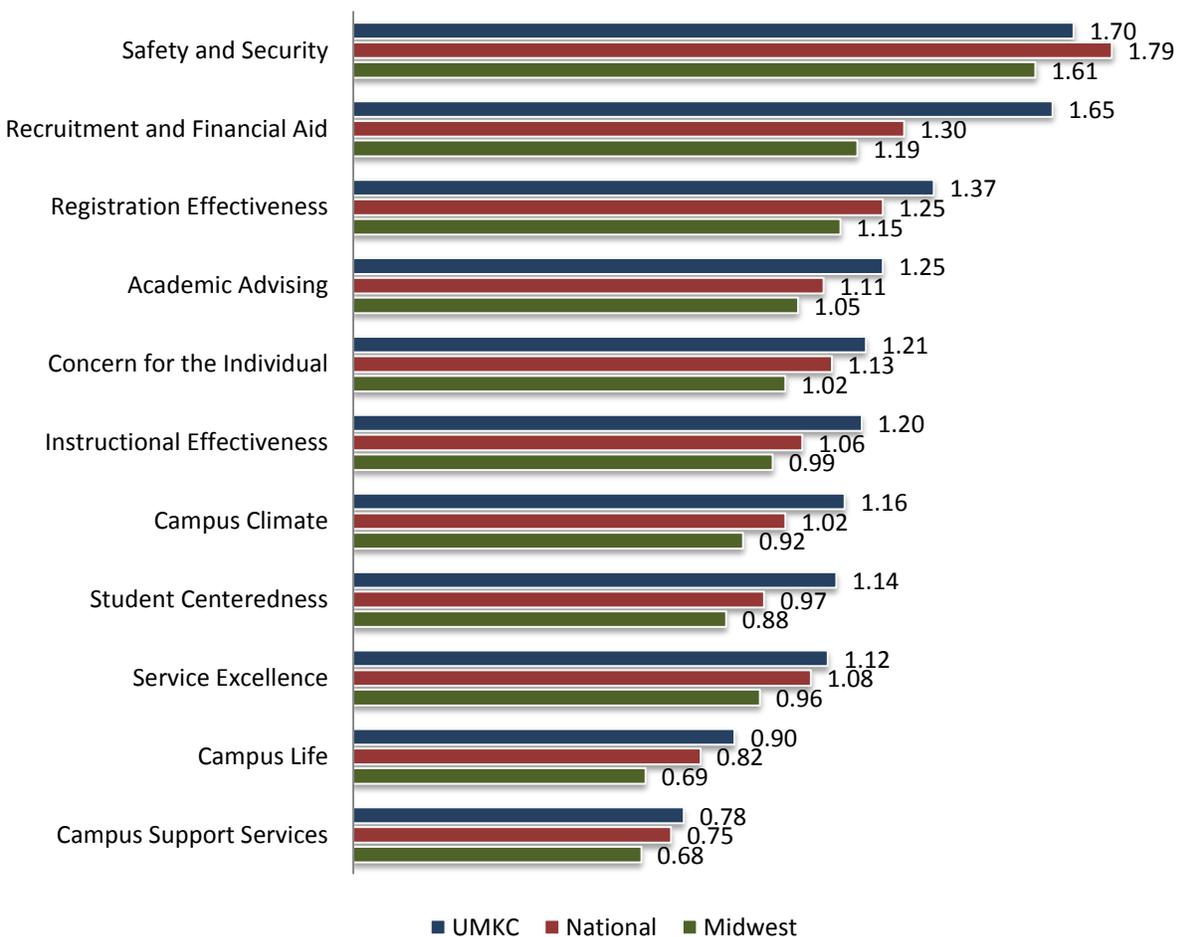


Figure 9 below highlights the individual SSI items that had the highest performance gaps for UMKC students in spring 2008, and compares them with the performance gaps for UMKC’s national and Midwestern counterparts. All of the items listed below would be considered to have large performance gaps (above 1.5); however, items related to adequate parking, student activity fees, getting the “run-around” while seeking information on campus, and availability of financial aid have the largest performance gaps. The performance gaps for ten of the twelve items listed below were all considerably larger than UMKC’s national and Midwestern counterparts. All of the items had importance ratings above 6.2, meaning students considered them to be highly important. Each of these items represents an area UMKC needs to address in the future.

**Figure 9**  
**Largest Performance Gaps for Individual Items:**  
**UMKC, National, and Midwest**

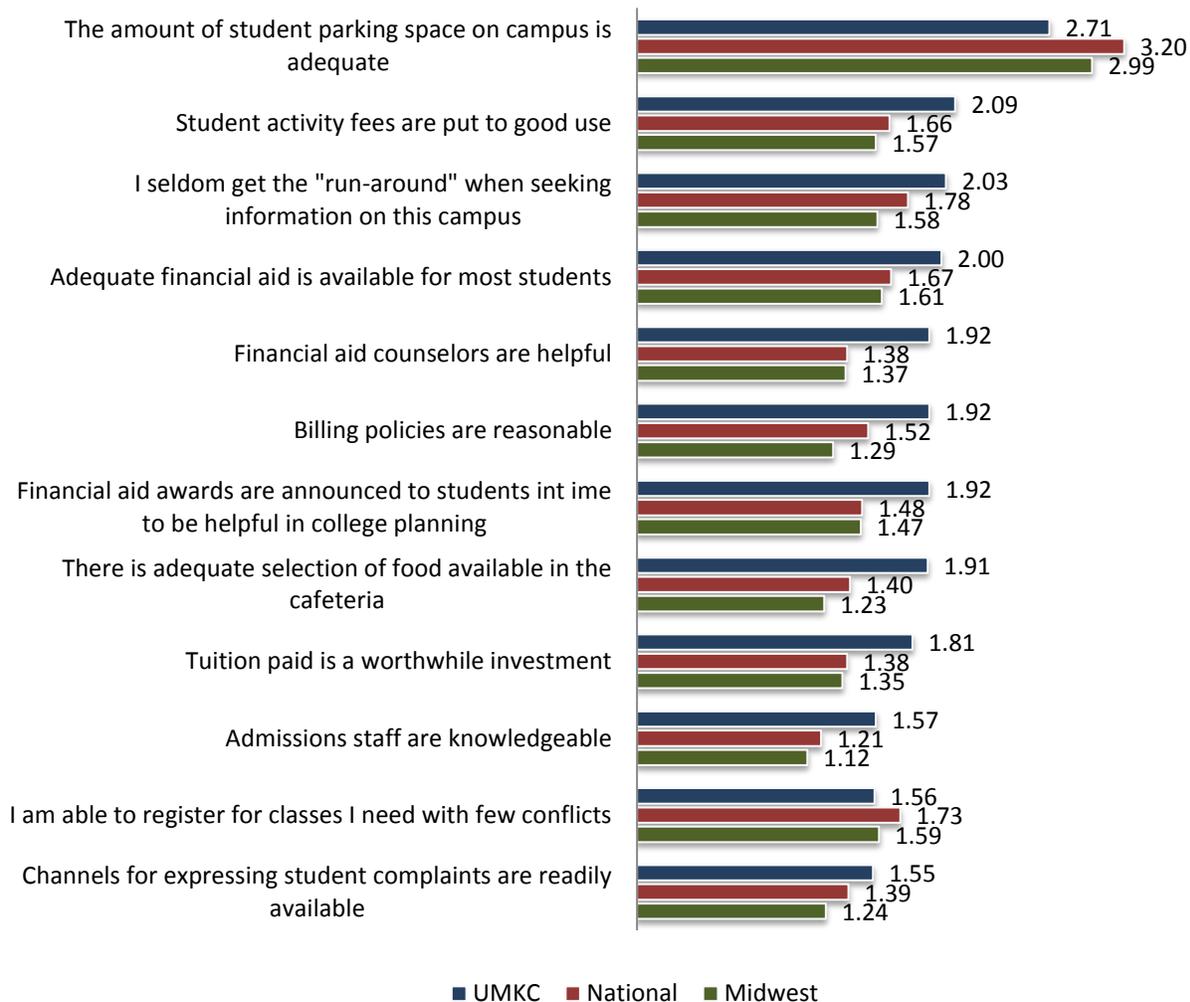
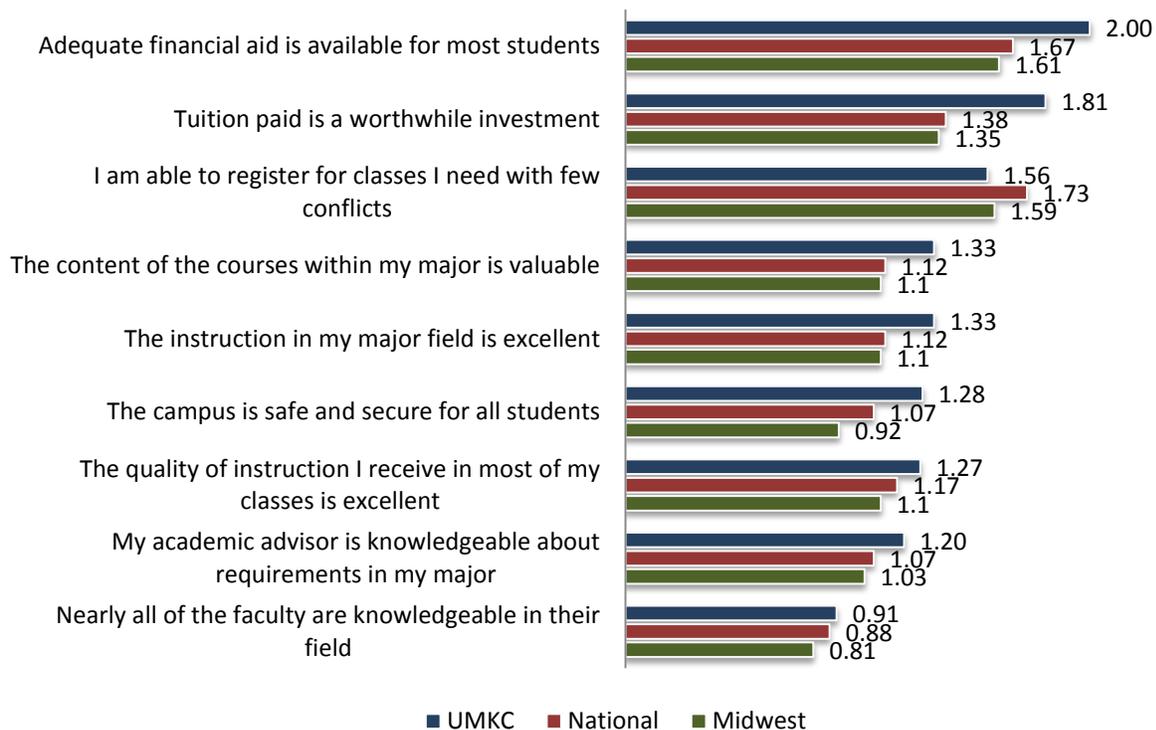


Figure 10 below portrays the performance gaps for the nine individual items UMKC students rated as being the most important in the entire SSI in spring 2008. It also compares them with the performance gaps for UMKC’s national and Midwestern counterparts. The performance gaps for three of these items were fairly large (above 1.5) and deal with whether there is adequate financial aid available, viewing tuition as a worthwhile investment, and being able to register with few conflicts.

Larger performance gaps existed for eight of the items compared to national and Midwestern counterparts. These differences in performance gaps are primarily attributable to the fact that UMKC students rated over half the items lower in satisfaction than did their counterparts, and in all cases they rated the items higher in importance.

**Figure 10**  
**Performance Gaps for Important Items: UMKC, National, and Midwest**



**Section 2**  
**UMKC Categories**

## Explanation of UMKC Categories

In an effort to use the SSI to its fullest potential, individual items were evaluated and categorized into areas related to UMKC departments or areas. This was done to provide administrators with a closer examination of students' expectations for their specific department or area. Although similar to the subscales that were developed by Noel-Levitz, the UMKC categories do not have an average mean score like the Noel-Levitz categories. The UMKC categories only list the performance gap for each of the individual items assigned to the category. Furthermore, each item is only used in one UMKC category and is not repeated like some of the items in the Noel-Levitz subscales. The items within each category are ordered according to the gap score for each of the individual items within a category. In addition, gap scores for national and Midwest four-year institutions are included for comparison purposes. Descriptions of the eleven UMKC categories are as follows:

- *Academic Advising* includes items related to the student's perception and satisfaction with their academic advisor.
- *Academic Support* combines aspects of three Noel-Levitz subscales: Concern for the Individual, Service Excellence, and Campus Support Services. This category contains items regarding university-provided services such as academic, personal and career counseling.
- *Admissions* includes all items that discuss Admissions personnel.
- *Campus Climate* combines items relating to opinions of overall campus, college climate, and other non-academic issues. These items also examine how students feel and learn about individual groups and other campus issues.
- *Campus Life* combines items relating to non-academic issues such as how students feel about campus activities, athletics programs, and resources provided to students such as the student handbook and the student center.
- *Cashier* is separated from registration to provide a better picture of issues directly relating to the Cashier department. The two specific cashier items make up this category.
- *Financial Aid* is separated from admissions to provide a better picture of issues directly relating to the Financial Aid department. The four specific financial aid items make up this category.
- *Instructional Effectiveness* encompasses all of the Noel-Levitz subscale of Instructional Effectiveness and solely examines any item regarding faculty's treatment of students. Additions were also made to this category by including the items relating to faculty use of technology in the classroom and course assessment and placement procedures.
- *Registrar* includes all items that discuss registering in courses.
- *Residence Halls* contains items related to living in a residence hall on campus.
- *Safety and Security* encompasses items that assess the student's perception of safety and security on campus.

## Academic Advising

Figure 11 depicts the performance gaps for the items within UMKC's *Academic Advising* category. Overall, the majority of the items had moderate performance gaps, indicating that UMKC may not be meeting students' expectations with regard to academic advising. Also, UMKC had larger performance gaps compared to national and Midwestern counterparts. See Table 3 in Appendix A.

Additional analyses indicate that underclassmen (freshmen and sophomores) were more satisfied with the clarity and reasonableness of their major requirements than upperclassmen (juniors and seniors). In addition, it was more important to minority students for their academic advisor to help set goals, be knowledgeable about their major requirements, and be available when they need help than non-minority students.

**Figure 11**  
**Performance Gaps: Academic Advising**



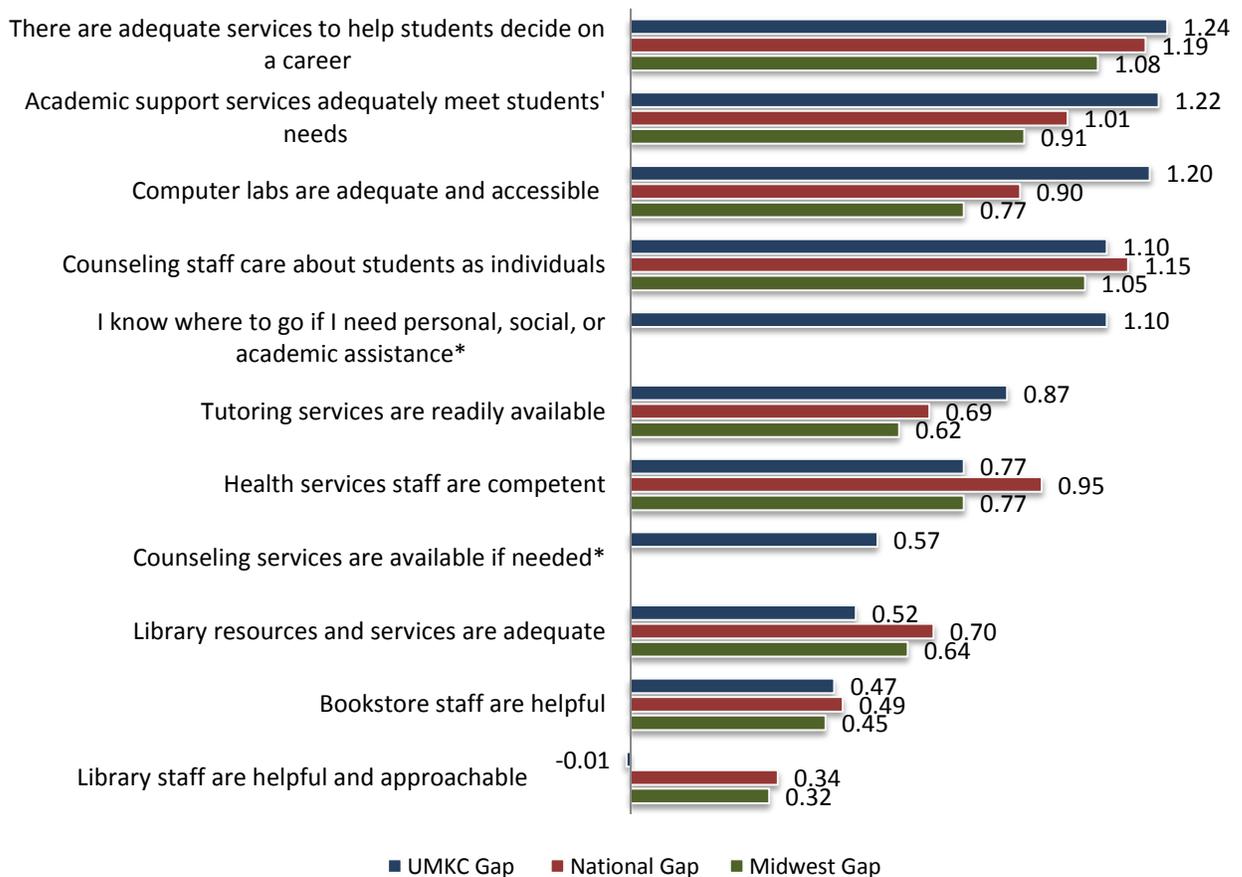
\*Note: This item was added to the SSI by UMKC.

## Academic Support

Figure 12 depicts the performance gaps for the items within UMKC's *Academic Support* category. It appears that the library staff exceed students expectations with respect to their helpfulness and approachability. Overall, several of the items have moderately small performance gaps, indicating students' expectations are being met in regard to support services in many ways. Low gaps were observed in relation to whether bookstore staff is helpful (.47), library resources and services are adequate (.52), and the availability of counseling services (.57). Moderate gaps were observed for whether there are adequate services to help students decide on a career (1.24), academic support services (1.22), and computer labs (1.20). Thus, these three items represent potential areas of improvement for UMKC. See Table 4 in Appendix A.

Additional analyses indicated that on-campus students were more satisfied than off-campus students with the availability of counseling and tutoring services. Also, underclassmen were more satisfied than upperclassmen about the adequacy and accessibility of computer labs and the adequacy of services to help students decide on a career.

**Figure 12**  
**Performance Gaps: Academic Support**



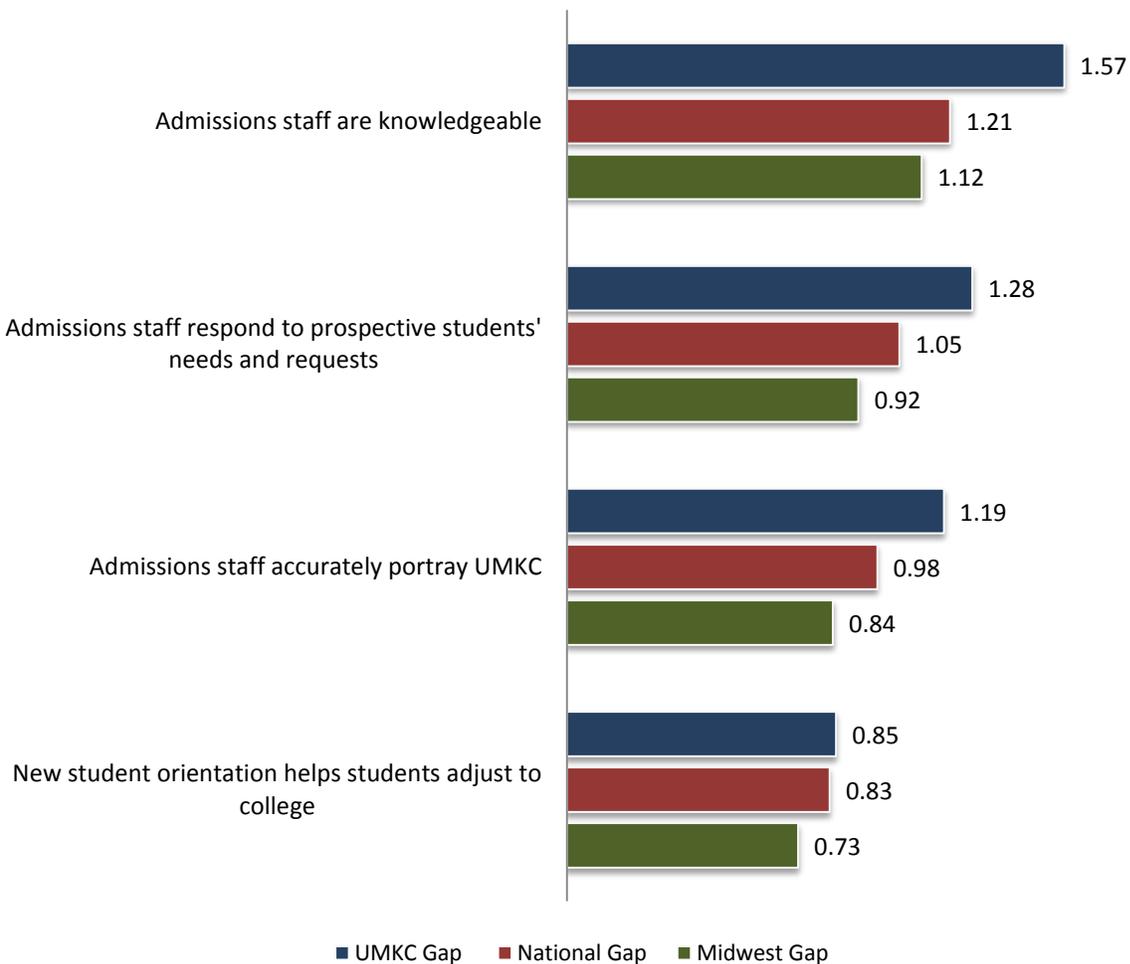
\*Note: These items were added to the SSI by UMKC.

## Admissions

Figure 13 depicts the performance gaps for the items within UMKC's *Admissions* category. Most of the items related to admissions personnel have moderate performance gaps according to students in spring 2008. However, there is a large performance gap for the item related to admissions staff being knowledgeable, especially when compared to national and Midwestern counterparts. See Table 5 in Appendix A.

It should be noted that additional analyses showed that it was more important to on-campus and traditional aged students that Admissions staff accurately portray UMKC, than off-campus students or non-traditional age students.

**Figure 13**  
**Performance Gaps: Admissions**



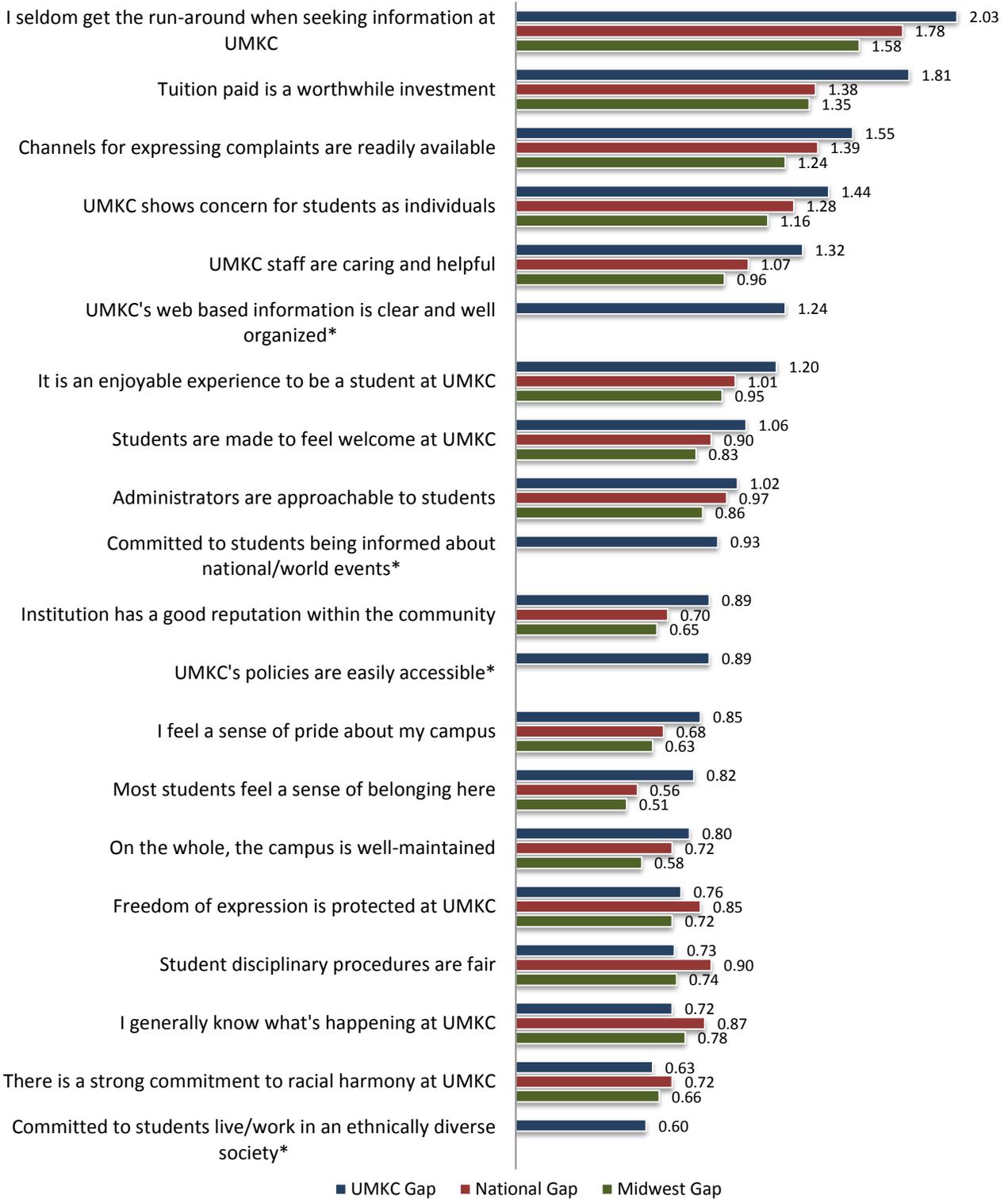
## Campus Climate

Figure 14 depicts the performance gaps for the items within UMKC's *Campus Climate* category. Overall, the majority of the items had moderately small performance gaps, indicating students' expectations are being met in regard to campus climate. Specifically, students experience a sense of pride and belonging at UMKC, university policies are accessible, disciplinary procedures are viewed as being fair, students believe there is a strong commitment to racial harmony, and there is a commitment to helping students live and work in a more ethnically diverse society.

Several items had performance gaps above 1.0, and thus represent potential areas for improvement. In particular, three items had performance gaps above 1.5 including the item regarding whether students get the "run-around" when seeking information at UMKC (2.03), tuition is a worthwhile investment (1.81), and there are readily available channels for expressing complaints (1.55). UMKC should explore what can be done to improve these areas in the future. See Table 6 in Appendix A.

Further analyses indicate that it was more important to minority students that UMKC has a strong commitment to racial harmony; however, they were less satisfied than non-minority students. For this item specifically, there was a large gap between importance and satisfaction for African American students (1.90). In addition, on-campus students were more satisfied than off-campus students with respect to feeling a sense of belonging at UMKC. Also, traditional age students, freshmen, and on-campus students were more satisfied with whether they were made to feel welcome at UMKC than non-traditional age students, upperclassmen, and off-campus students. Finally, on-campus students were more satisfied with having readily available channels for expressing complaints than off-campus students.

**Figure 14**  
**Performance Gaps: Campus Climate**



\*Note: These items were added to the SSI by UMKC.

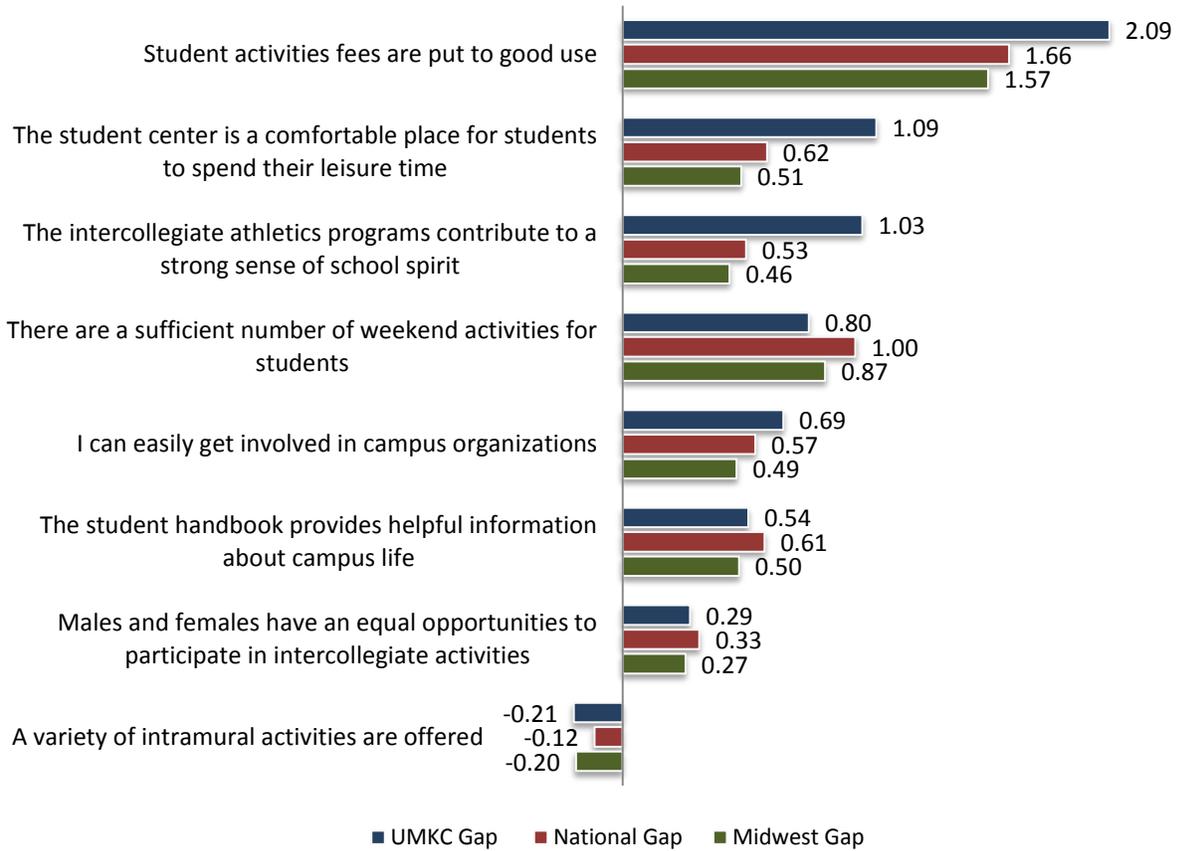
## Campus Life

Figure 15 displays the performance gaps for the items within UMKC's *Campus Life* category. Overall, the majority of the items had small performance gaps, indicating students' expectations are being met with regard to campus life. In addition, UMKC is exceeding students' expectations when it comes to offering a variety of intramural activities.

Several items had moderate performance gaps (1.0-1.5) such as whether the intercollegiate athletics programs contribute to a strong sense of school spirit, and the student center being a comfortable place for students to spend their leisure time. However, the university has already taken steps to address these two areas. One item had a large performance gap (2.09) and deals with whether student activity fees are put to good use by the university. UMKC should explore what can be done to improve this area in the future. See Table 7 in Appendix A.

Additional analyses show that while the performance gap for there being a sufficient number of weekend activities was relatively low (.80) for students overall, the gap was actually quite high for students living on campus (1.94). In addition, freshmen and sophomores were more satisfied with how easy it is to get involved in campus organizations than juniors. Also, it was more important for minority students and underclassmen that the university offers a variety of intramural activities. Finally, freshmen were more satisfied than all other grade levels with whether student activity fees are put to good use.

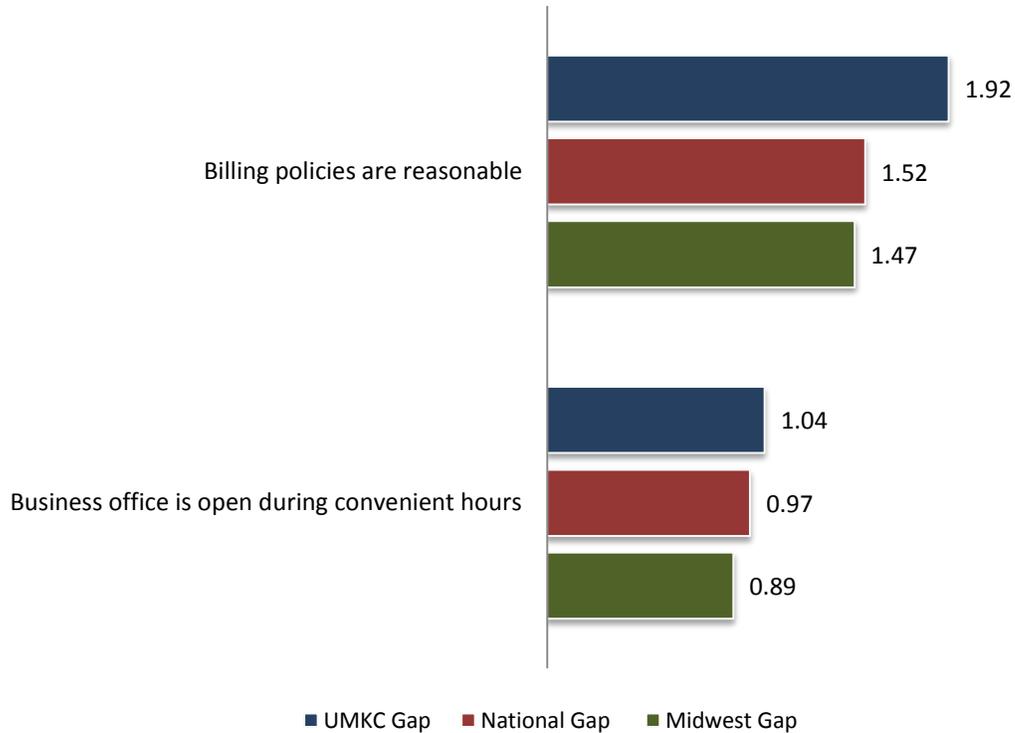
**Figure 15**  
**Performance Gaps: Campus Life**



## Cashier

Figure 16 displays the performance gaps for the items within UMKC's *Cashier* category. The item related to reasonable billing policies has a large performance gap. See Table 8 in Appendix A. Additional analyses found that as one might expect, students who work part-time were more satisfied with the business office's hours than those students who worked full-time.

**Figure 16**  
**Performance Gaps: Cashier**

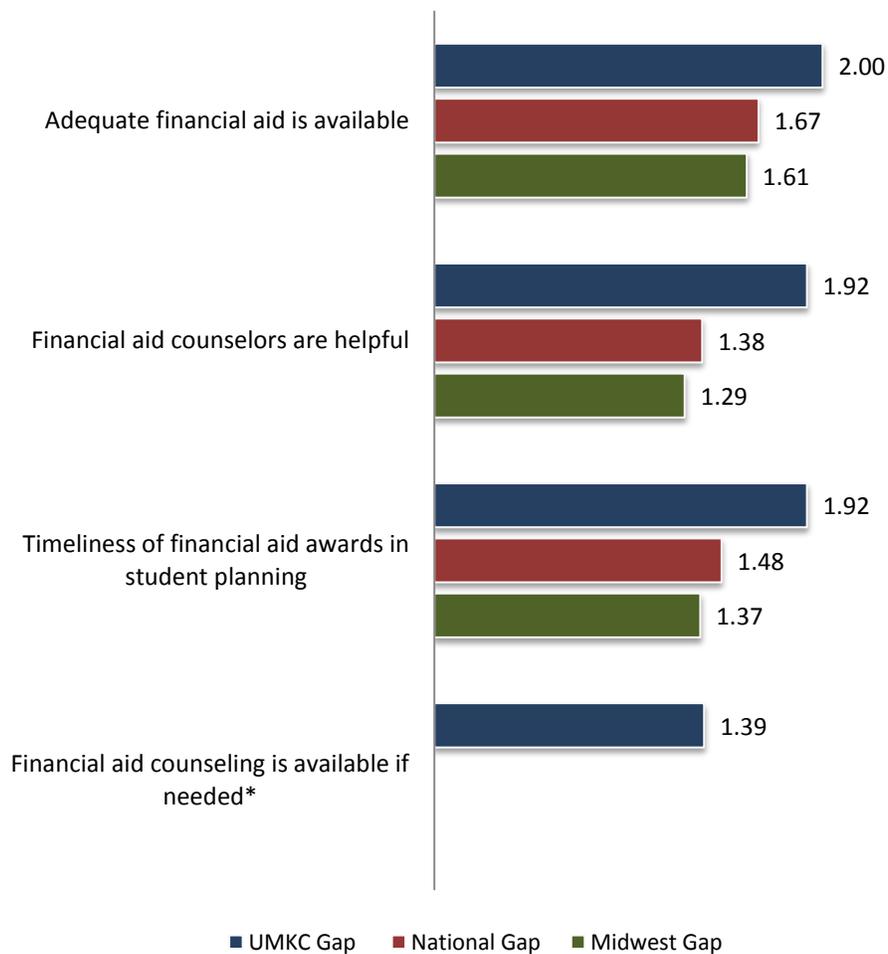


## Financial Aid

Figure 17 depicts the performance gaps for the items within UMKC's *Financial Aid* category. Three out of four items in this category have large performance gaps. It appears that the university is not meeting students' expectations regarding the availability and timeliness of financial aid and the helpfulness of financial aid counselors. UMKC should explore what can be done to improve these areas in the future. See Table 9 in Appendix A.

Further analyses showed that having financial aid counseling available was more important to minority students than non-minority students.

**Figure 17**  
**Performance Gaps: Financial Aid**



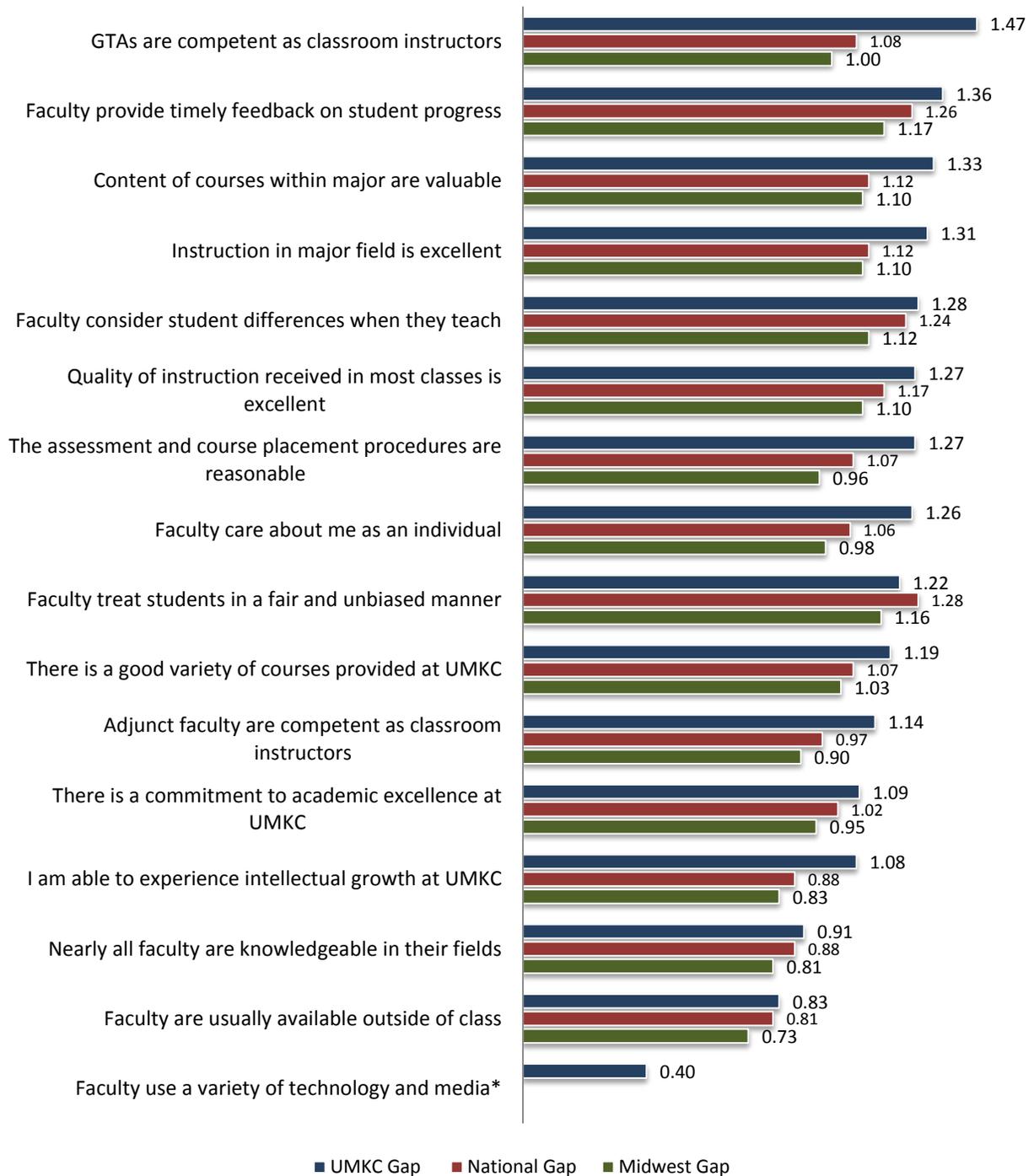
\*Note: This item was added to the SSI by UMKC.

## Instructional Effectiveness

Figure 18 depicts the performance gaps for the items within UMKC's *Instructional Effectiveness* category. Overall, a majority of the items had moderate performance gaps (1.0-1.5), indicating students' expectations may not have been met with regard to instructional effectiveness. The two items with the largest performance gaps have to do with GTAs being competent classroom instructors, and whether faculty provides timely feedback on student progress. The items with the smallest performance gaps relate to whether faculty are knowledgeable, available to students, and use a variety of technology and media in their classrooms. See Table 10 in Appendix A.

Additional analyses indicate that underclassmen were more satisfied than seniors when it comes to the competency of GTAs as classroom instructors and whether there is a commitment to academic excellence at UMKC. In addition, it was more important for minority students than non-minority students that faculty consider student differences when they teach and that they use a variety of technology and media in their classrooms. Finally, underclassmen were more satisfied with the variety of courses provided by UMKC than upperclassmen.

**Figure 18**  
**Performance Gaps: Instructional Effectiveness**



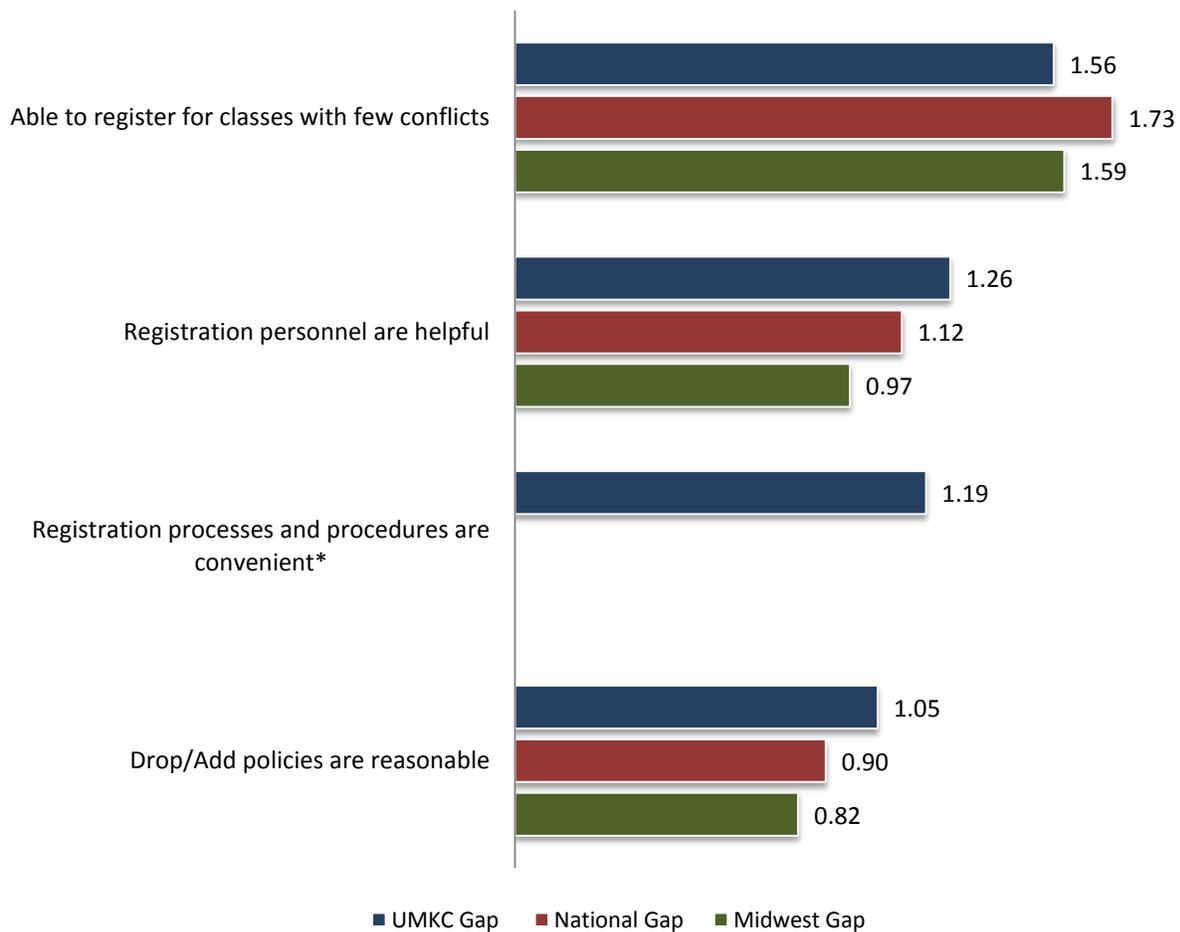
\*Note: This item was added to the SSI by UMKC.

## Registrar

Figure 19 depicts the performance gaps for the items within UMKC’s *Registrar* category. Overall, most of the items had moderate performance gaps, with the exception of one item. The performance gap for whether students are able to register for classes with few conflicts is in the high range. See Table 11 in Appendix A.

It should be noted that additional analyses indicated that minority students believe it is more important than non-minority students that registration personnel are helpful. In addition, it was more important to underclassmen (freshman and sophomores) than upperclassmen that they are able to register for classes with few conflicts. Finally, it was more important to part-time students than full-time students that registration processes and procedures are convenient.

**Figure 19**  
**Performance Gaps: Registrar**



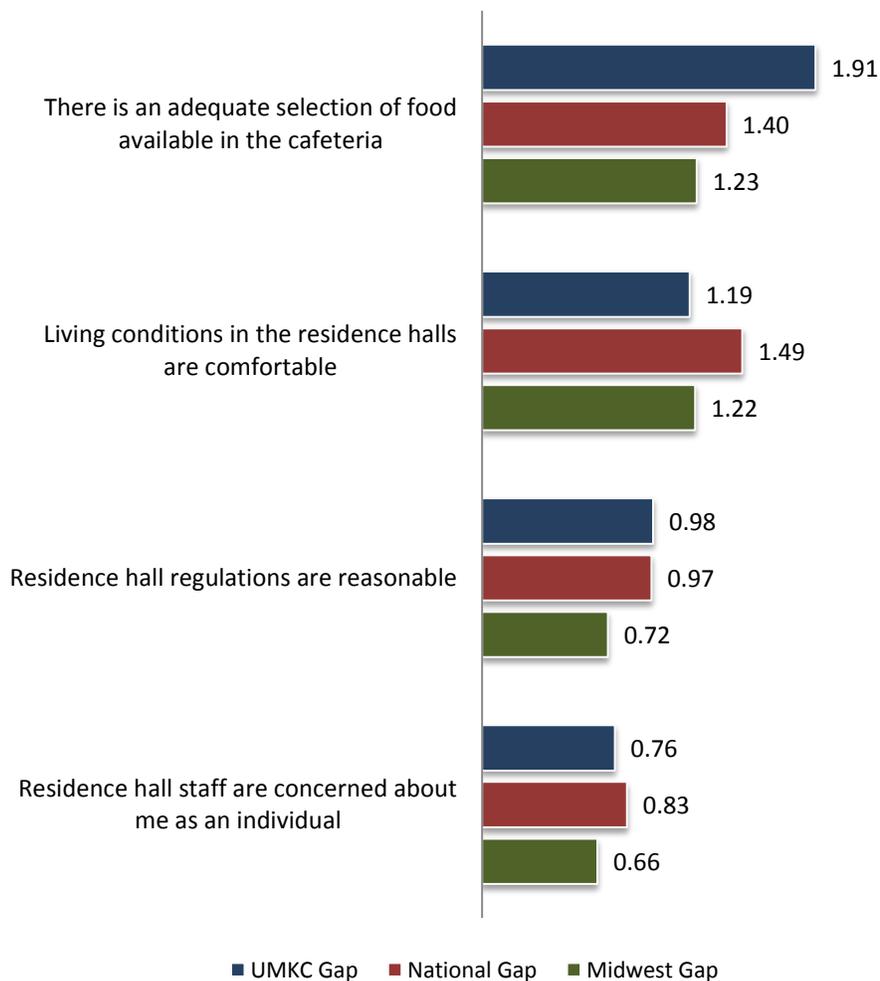
\*Note: This item was added to the SSI by UMKC.

## Residence Halls

Figure 20 depicts the performance gaps for the items within UMKC’s *Residence Halls* category. Overall, half of the items had low performance gaps. It appears that UMKC students’ expectations concerning an adequate selection of food being available in the cafeteria has not been met. See Table 12 in Appendix A.

Further analyses of only students who reside in the residence halls show that there is a large performance gap (1.57) for whether the living conditions in the residence halls are comfortable. UMKC has made strides recently in trying to improve living conditions on campus with the construction of new apartments/residence halls.

**Figure 20**  
**Performance Gaps: Residence Halls**

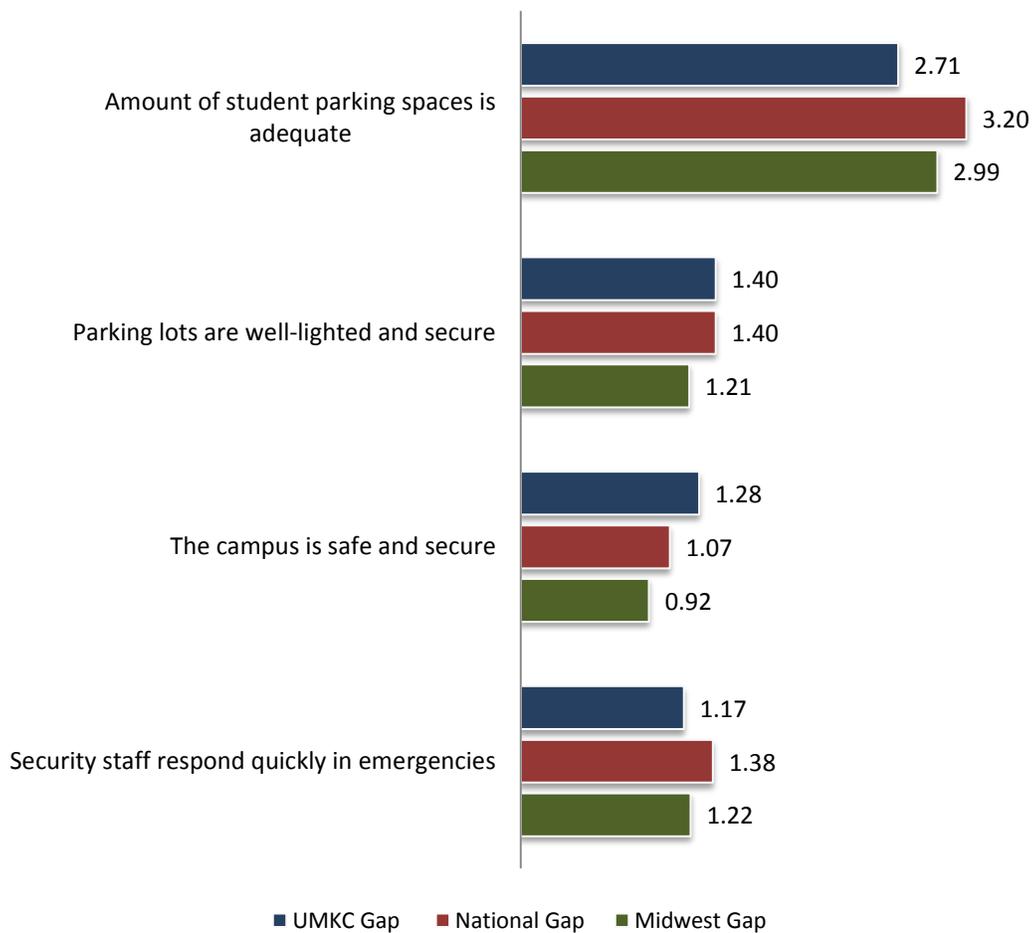


## Safety and Security

Figure 21 depicts the performance gaps for the items within UMKC’s *Safety and Security* category. Overall, it appears that UMKC may not be meeting students’ expectations around campus safety and security issues. Specific items with moderate performance gaps deal with whether security staff respond quickly in emergencies, the campus is safe and secure, and parking lots are well lit and secure. Also, there is a very large performance gap for the item that deals with the amount of student parking spaces. It is worth noting that there are even larger performance gaps for UMKC’s national and Midwestern counterparts on this issue. This area represents a potential area for improvement in the future. See Table 13 in Appendix A.

Further analyses show that underclassmen were more satisfied than upperclassmen with regard to the amount of student parking, safety and security on campus, and the responsiveness of security staff. Not surprisingly, all four safety and security items were more important to females than to males.

**Figure 21**  
**Performance Gaps: Safety and Security**



# Conclusions

## Noel-Levitz Student Satisfaction Inventory

## Conclusions

This is the first year that the Noel-Levitz SSI was administered to students at UMKC. As the university continues to administer the Noel-Levitz SSI each year, progress can be tracked on positive aspects and areas where there is room for improvement. This year, there were several areas where the university demonstrated its commitment to its students. Overall, UMKC students indicated that they would likely enroll again, their expectations had been met and for the most part they were satisfied with their experiences at UMKC. In addition, half of the items that Noel-Levitz noted as UMKC's top strengths were related to quality of instruction, knowledge and availability of faculty, UMKC's commitment to academic excellence, and its good reputation within the community. When examining the Noel-Levitz subscales, Instructional Effectiveness, Safety and Security, and Academic Advising items were most important to students, and they were most satisfied with two of the three areas (Instructional Effectiveness and Academic Advising). More evidence of UMKC's strong points come from the items that students ranked higher in satisfaction compared to other national four-year public institutions. Again, UMKC strengths were the quality of instruction and faculty, and commitment to academic excellence.

Financial aid, cost, and academic reputation were the most important factors in respondents' decision to enroll at UMKC; however, five of the items with the highest performance gap relate to student activity fees, financial aid resources, and whether tuition is a worthwhile investment. In addition, these same items were provided by Noel-Levitz as areas that students care about and that they feel can be improved upon by UMKC. It is concerning that students feel that UMKC is not meeting their needs in the areas that were most important in their decision to enroll here. In addition, UMKC students were least satisfied with the university's commitment to commuters. This is worth noting and exploring further because a majority of UMKC's student population commutes to the university.

Within specific UMKC areas, positive and negative results were found. For the most part, UMKC seems to be meeting students' needs around Academic Support. Most of the items under Academic Advising and Instructional Effectiveness had moderate performance gaps indicating there are some issues in these areas. Similarly, two of the items involving Admissions had moderate performance gaps and one (regarding the staff being knowledgeable) had a high performance gap. In addition, UMKC seems to be meeting students needs around Campus Life with the exception of whether student activity fees are put to good use. The university may want to solicit student ideas and feedback about how the activity fees are structured and used. The Cashier had one out of two items with a large performance gap. It appears that students' needs are not being met around billing policies. Finally, UMKC students indicated that their expectations may not be met with respect to campus safety and security.

The Campus Climate category had several items with moderate to large performance gaps. It appears that the university is not meeting students' needs when it comes to showing care and concern for individuals, having readily available channels to express complaints, tuition being a worthwhile investment, and students getting the "run-around" while seeking information. Most of these items indicate an issue with general communication between students and the university. Also, Financial Aid has several areas to explore further and possibly improve upon. Students did not feel their needs were being met around the amount of financial aid available, the helpfulness of financial aid counselors, and receiving financial aid in a timely manner so they could plan accordingly. It is possible that these performance gaps are due to lack of knowledge by the students about financial policies and procedures. Another area for improvement may be in the Registrar's office. There was a large performance gap

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concerning whether students are able to register for classes with few conflicts. Again, this may be attributable to lack of student knowledge about registering on-line, etc.

## **Appendices**

- **Appendix A: Tabled Findings for Noel-Levitz Student Satisfaction Inventory**
- **Appendix B: Sample Student Satisfaction Inventory**

## Appendix A

- **Tabled Findings for Noel-Levitz Student Satisfaction Inventory**

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**Table 1**  
**Demographic Information**

Variable	Number of Responses	Percent
<b>Gender</b>		
Female	459	65.29%
Male	244	34.71%
<b>Age</b>		
18 and under	46	6.56%
19 to 24	466	66.47%
25 to 34	134	19.12%
35 to 44	39	5.56%
45 and over	16	2.28%
<b>Ethnicity/Race</b>		
African-American	70	10.00%
American Indian or Alaskan Native	5	0.71%
Asian or Pacific Islander	53	7.57%
Caucasian/White	481	68.71%
Hispanic	27	3.86%
Other	26	3.71%
<b>Enrollment Status</b>		
Day	600	85.84%
Evening	97	13.88%
Weekend	2	0.29%
<b>Educational Goal</b>		
Associate degree	1	0.14%
Bachelor's degree	446	63.44%
Master's degree	84	11.95%
Doctorate or professional degree	164	23.33%
Certification (initial or renewal)	2	0.28%
Self-improvement/pleasure	1	0.14%
Job-related training	0	0.0%
Other educational goal	5	0.71%
<b>Employment</b>		
Full-time off campus	119	16.95%
Part-time off campus	291	41.45%
Full-time on campus	19	2.71%
Part-time on campus	91	12.96%
Not employed	182	25.93%
<b>College Preference</b>		
1 <sup>st</sup> choice	448	64.00%
2 <sup>nd</sup> choice	194	27.71%
3 <sup>rd</sup> choice or lower	58	8.29%

<b>Table 2<sup>1</sup></b>			
<b>Noel-Levitz Subscales</b>			
<b>Mean Scores and Performance Gaps</b>			
Subscale	Importance	Satisfaction	Gap
Safety and Security	6.47	4.77	1.70
Recruitment and Financial Aid	6.36	4.71	1.65
Registration Effectiveness	6.30	4.93	1.37
Academic Advising	6.42	5.17	1.25
Concern for the Individual	6.25	5.04	1.21
Instructional Effectiveness	6.49	5.29	1.20
Campus Climate	6.17	5.01	1.16
Student Centeredness	6.09	4.95	1.14
Service Excellence	6.08	4.96	1.12
Campus Life	5.68	4.78	0.90
Campus Support Services	6.10	5.32	0.78

<b>Table 3</b>			
<b>Academic Advising</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Academic advisor is available when help is needed	6.46	5.16	1.30
Major requirements are clear and reasonable	6.54	5.26	1.28
Academic advisor helps set goals to work toward	6.05	4.78	1.27
Academic advisor is concerned with my success	6.33	5.07	1.26
Academic advisor is approachable	6.54	5.29	1.25
Academic advisor is knowledgeable about requirements in my major	6.66	5.46	1.20

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<sup>1</sup>Data was collected using a 7-point scale ranging from 1=not important at all to 7=very important. Results were gathered by finding the mean score for each individual item for each survey group and combining these results for a subscale score.

<b>Table 4</b>			
<b>Academic Support</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
There are adequate services to help students decide on a career	6.22	4.98	1.24
Academic support services adequately meet students' needs	6.25	5.03	1.22
Computer labs are adequate and accessible	6.46	5.26	1.20
Counseling staff care about students as individuals	6.03	4.93	1.10
I know where to go if I need personal, social, or academic assistance	6.16	5.06	1.10
Tutoring services are readily available	6.00	5.13	0.87
Health services staff are competent	6.12	5.35	0.77
Counseling services are available if needed	6.00	5.43	0.57
Library resources and services are adequate	6.13	5.61	0.52
Bookstore staff are helpful	5.94	5.47	0.47
Library staff are helpful and approachable	5.66	5.67	-0.01

<b>Table 5</b>			
<b>Admissions</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Admissions staff are knowledgeable	6.36	4.79	1.57
Admissions staff respond to prospective students' needs and requests	6.15	4.87	1.28
Admissions staff accurately portray UMKC	6.10	4.91	1.19
New student orientation helps students adjust to college	5.86	5.01	0.85

<b>Table 6</b>			
<b>Campus Climate</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
I seldom get the run-around when seeking information at UMKC	6.38	4.35	2.03
Tuition paid is a worthwhile investment	6.61	4.80	1.81
Channels for expressing complaints are readily available	6.20	4.65	1.55
UMKC shows concern for students as individuals	6.37	4.93	1.44
UMKC staff are caring and helpful	6.34	5.02	1.32
UMKC's web based information is clear and well organized	6.28	5.04	1.24
It is an enjoyable experience to be a student at UMKC	6.29	5.09	1.20
Students are made to feel welcome at UMKC	6.18	5.12	1.06
Administrators are approachable to students	5.81	4.79	1.02
UMKC demonstrates a commitment to helping students be well informed about national and world events and issues	5.83	4.90	0.93
Institution has a good reputation within the community	6.28	5.39	0.89
UMKC's policies are easily accessible	6.05	5.16	0.89
I feel a sense of pride about my campus	5.61	4.76	0.85
Most students feel a sense of belonging here	5.58	4.76	0.82
On the whole, the campus is well-maintained	6.36	5.56	0.80
Freedom of expression is protected at UMKC	6.21	5.45	0.76
Student disciplinary procedures are fair	6.10	5.37	0.73
I generally know what's happening at UMKC	5.65	4.93	0.72
There is a strong commitment to racial harmony at UMKC	6.03	5.40	0.63
UMKC demonstrates a commitment to helping students live and work in a more ethnically diverse society	5.82	5.22	0.60

<b>Table 7</b>			
<b>Campus Life</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Student activities fees are put to good use	6.20	4.11	2.09
The student center is a comfortable place for students to spend their leisure time	5.74	4.65	1.09
The intercollegiate athletics programs contribute to a strong sense of school spirit	4.97	3.94	1.03
There are a sufficient number of weekend activities for students	5.20	4.40	0.80
I can easily get involved in campus organizations	5.82	5.13	0.69
The student handbook provides helpful information about campus life	5.66	5.12	0.54
Males and females have an equal opportunities to participate in intercollegiate activities	5.62	5.33	0.29
A variety of intramural activities are offered	4.64	4.85	-0.21

<b>Table 8</b>			
<b>Cashier</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Billing policies are reasonable	6.37	4.45	1.92
Business office is open during convenient hours	6.03	4.99	1.04

<b>Table 9</b>			
<b>Financial Aid</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Adequate financial aid is available	6.56	4.56	2.00
Financial aid counselors are helpful	6.46	4.54	1.92
Timeliness of financial aid awards in student planning	6.51	4.59	1.92
Financial aid counseling is available if needed	6.30	4.91	1.39

<b>Table 10</b>			
<b>Instructional Effectiveness</b>			
<b>Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
GTAs are competent as classroom instructors	6.43	4.96	1.47
Faculty provide timely feedback on student progress	6.47	5.11	1.36
Content of courses within major are valuable	6.67	5.34	1.33
Instruction in major field is excellent	6.66	5.35	1.31
Faculty consider student differences when they teach	6.21	4.93	1.28
Quality of instruction received in most classes is excellent	6.65	5.38	1.27
The assessment and course placement procedures are reasonable	6.34	5.07	1.27
Faculty care about me as an individual	6.27	5.01	1.26
Faculty treat students in a fair and unbiased manner	6.51	5.29	1.22
There is a good variety of courses provided at UMKC	6.51	5.32	1.19
Adjunct faculty are competent as classroom instructors	6.39	5.25	1.14
There is a commitment to academic excellence at UMKC	6.45	5.36	1.09
I am able to experience intellectual growth at UMKC	6.53	5.45	1.08
Nearly all faculty are knowledgeable in their fields	6.66	5.75	0.91
Faculty are usually available outside of class	6.42	5.59	0.83
Faculty use a variety of technology and media	5.92	5.52	0.40

<b>Table 11 Registrar Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Able to register for classes with few conflicts	6.65	5.09	1.56
Registration processes and procedures are convenient	6.39	5.20	1.19
Registration personnel are helpful	6.22	4.96	1.26
Drop/Add policies are reasonable	6.22	5.17	1.05

<b>Table 12 Residence Halls Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
There is an adequate selection of food available in the cafeteria	5.77	3.86	1.91
Living conditions in the residence halls are comfortable	5.83	4.64	1.19
Residence hall regulations are reasonable	5.78	4.80	0.98
Residence hall staff are concerned about me as an individual	5.70	4.94	0.76

<b>Table 13 Safety and Security Mean Scores and Performance Gaps</b>			
Item Description	Importance	Satisfaction	Gap
Amount of student parking spaces is adequate	6.40	3.69	2.71
Parking lots are well-lighted and secure	6.40	5.00	1.40
The campus is safe and secure	6.56	5.28	1.28
Security staff respond quickly in emergencies	6.54	5.37	1.17

## **Appendix B**

- **Sample Student Satisfaction Inventory**



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

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**Copyrighted Items and Materials**

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me ...				... My level of satisfaction	
1 - not important at all				not available/not used	
2 - not very important				very satisfied - 7	
3 - somewhat unimportant				satisfied - 6	
4 - neutral				somewhat satisfied - 5	
5 - somewhat important				neutral - 4	
6 - important				somewhat dissatisfied - 3	
7 - very important				not very satisfied - 2	
does not apply				not satisfied at all - 1	
(If items 74-83 not available, skip to item 84.)					
① ② ③ ④ ⑤ ⑥ ⑦	74.	74.	① ② ③ ④ ⑤ ⑥ ⑦	74.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	75.	75.	① ② ③ ④ ⑤ ⑥ ⑦	75.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	76.	76.	① ② ③ ④ ⑤ ⑥ ⑦	76.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	77.	77.	① ② ③ ④ ⑤ ⑥ ⑦	77.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	78.	78.	① ② ③ ④ ⑤ ⑥ ⑦	78.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	79.	79.	① ② ③ ④ ⑤ ⑥ ⑦	79.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	80.	80.	① ② ③ ④ ⑤ ⑥ ⑦	80.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	81.	81.	① ② ③ ④ ⑤ ⑥ ⑦	81.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	82.	82.	① ② ③ ④ ⑤ ⑥ ⑦	82.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	83.	83.	① ② ③ ④ ⑤ ⑥ ⑦	83.	① ② ③ ④ ⑤ ⑥ ⑦
<p><b>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</b></p>					
① ② ③ ④ ⑤ ⑥ ⑦	84. Part-time students?	84.	① ② ③ ④ ⑤ ⑥ ⑦	84.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	85. Evening students?	85.	① ② ③ ④ ⑤ ⑥ ⑦	85.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	86. Older, returning learners?	86.	① ② ③ ④ ⑤ ⑥ ⑦	86.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	87. Under-represented populations?	87.	① ② ③ ④ ⑤ ⑥ ⑦	87.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	88. Commuters?	88.	① ② ③ ④ ⑤ ⑥ ⑦	88.	① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	89. Students with disabilities?	89.	① ② ③ ④ ⑤ ⑥ ⑦	89.	① ② ③ ④ ⑤ ⑥ ⑦
<p><b>How important is each of the following factors in your decision to enroll here?</b></p>					
① ② ③ ④ ⑤ ⑥ ⑦	90. Cost		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	91. Financial aid		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	92. Academic reputation		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	93. Size of institution		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	94. Opportunity to play sports		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	95. Recommendations from family/friends		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	96. Geographic setting		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	97. Campus appearance		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦
① ② ③ ④ ⑤ ⑥ ⑦	98. Personalized attention prior to enrollment		① ② ③ ④ ⑤ ⑥ ⑦		① ② ③ ④ ⑤ ⑥ ⑦

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

- |   |   |  |
|---|---|--|
| <p>99. So far, how has your college experience met your expectations?</p> <p>① Much worse than I expected</p> <p>② Quite a bit worse than I expected</p> <p>③ Worse than I expected</p> <p>④ About what I expected</p> <p>⑤ Better than I expected</p> <p>⑥ Quite a bit better than I expected</p> <p>⑦ Much better than I expected</p> | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all</p> <p>② Not very satisfied</p> <p>③ Somewhat dissatisfied</p> <p>④ Neutral</p> <p>⑤ Somewhat satisfied</p> <p>⑥ Satisfied</p> <p>⑦ Very satisfied</p> | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not</p> <p>② Probably not</p> <p>③ Maybe not</p> <p>④ I don't know</p> <p>⑤ Maybe yes</p> <p>⑥ Probably yes</p> <p>⑦ Definitely yes</p> |
|---|---|--|

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