



# NOEL-LEVITZ REPORT

Student Satisfaction Inventory 2014

## *Executive Summary*

The Noel-Levitz Student Satisfaction Inventory (SSI) was distributed to a sample of UMKC undergraduate students in April 2014. The Noel-Levitz SSI was sent via e-mail to 3000 students; 466 surveys were completed, yielding a 16 percent response rate. The principal results from the Spring 2014 survey included the following:

- Cost, financial aid, and academic reputation continue to be 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 most satisfaction ratings in the "somewhat satisfied" range. Satisfaction ratings were highest for UMKC's commitment to older, returning learners and students with disabilities; while students were least satisfied with UMKC's commitment to commuters.
- Respondents indicated that thus far their college experience had been about what they expected, that they were somewhat satisfied with their experiences at UMKC, and that if given the chance, they would likely enroll again. It should be noted that the means for these items were slightly higher in 2011. Finally, the ratings provided by UMKC students in 2014 were fairly similar to those provided by their National and Midwestern counterparts.
- Similar to 2011 results, UMKC respondents in 2014 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 after Academic Advising.
- Having excellent instruction and valuable course content within their major, excellent quality of instruction in their courses, knowledgeable faculty in their field and an advisor who is knowledgeable about the requirements within their major received the highest individual item importance ratings. It is noteworthy that four of the top five most important items related directly to classroom instruction, content, and faculty.
- Satisfaction ratings were significantly higher in 2014 on the Safety and Security scale than in 2011 or 2008. Additionally, UMKC was statistically higher than its National counterparts in satisfaction regarding Campus

Support Services, Registration Effectiveness, Safety and Security, and Concern for the Individual. On the other hand, UMKC was statistically lower than its Midwestern counterparts in satisfaction regarding Student Centeredness, Campus Life, Recruitment and Financial Aid, Academic Advising, Service Excellence, and Campus Climate.

- Two out of the eleven SSI subscales had moderate performance gaps (difference between importance and satisfaction) of 1.0 or above. UMKC's highest gaps were in Safety and Security (1.37) and Recruitment and Financial Aid (1.17). The lowest gap was in Campus Support Services (.54).
- Items related to adequate parking, student activity fees, and availability of financial aid had the largest performance gaps. It is worth noting that in 2011 there were seven items that had performance gaps above 1.5, while in 2014 there were only three.
- Within specific UMKC departments or areas, positive and negative results were found. For the most part, UMKC seems to be meeting students' needs around Advising, Academic Support, and Admissions. Conversely, there were some items related to Campus Climate, Financial Aid, and Instructional Effectiveness that suggest these areas could still be improved.

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## *Background*

There are many reasons to measure student satisfaction. In addition to meeting demands for accreditation and accountability, research has shown that institutions that measure student satisfaction benefit from increased student engagement and retention, higher graduation rates, and lower loan default rates. Institutions also measure satisfaction to keep up with their competition and to operate more efficiently. Most importantly, institutions 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 institution meets each of the expectations. Second, they indicate how satisfied they are that the institution 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 12 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 UMKC students in 2008 and 2011, as well as 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 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, Institutional Research (IR) 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.

## *Methodology*

The SSI was distributed via e-mail to a sample of 3000 undergraduate students in April 2014. The sample was randomly drawn from all undergraduate students enrolled in the Spring 2014 term who had also been enrolled in the Fall 2013 term. After an initial invitation in April, students were sent three additional reminders requesting participation in the survey. In total, 466 surveys were completed for a 16 percent response rate.

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 26,070 students at four-year public institutions in the Midwest and 83,749 students in the Noel-Levitz national database. Finally, results were also compared to the results from the 2011 and 2008 administrations of the Noel-Levitz at UMKC.

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*Section 1*  
*Noel-Levitz Student Satisfaction Inventory*

## *Respondent Profile*

As stated previously, IR distributed the SSI to a random sample of students who were enrolled in the Spring 2014 term. Thus, the sample should be fairly representative of UMKC's student population. Selected demographic data for the Spring 2014 respondents are included in Table 1 (Appendix A). A summary of salient characteristics includes the following:

- Seventy-two percent of respondents were female.
- Two-thirds of the respondents were 24 years or younger
- The majority of respondents were Caucasian/White (58 percent).
- Most respondents were daytime students (88 percent).
- Sixty-six percent indicated that their educational goal was to attain a bachelor's degree. An additional 34 percent indicated their goal was to pursue a master's or doctoral degree.
- Seventy-one percent of respondents indicated they were employed full- or part-time, the majority of whom were employed off campus.
- For 63 percent of respondents, UMKC was their first choice for postsecondary education.

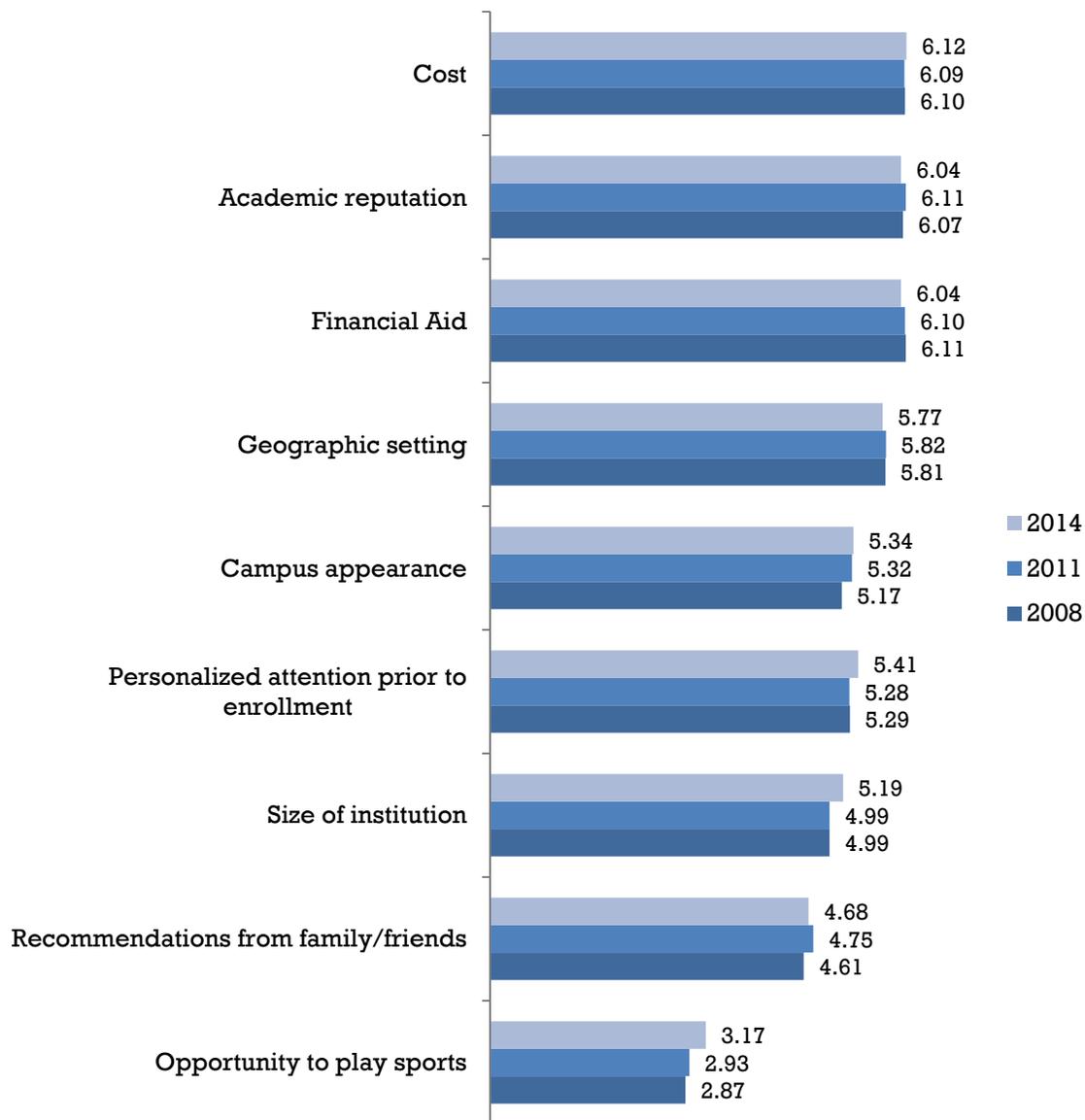
## *Factors Impacting Enrollment Decision*

Students indicated the importance of eight factors in their decision to enroll at UMKC. As shown in Chart 1a below, cost, academic reputation, and financial aid continue to be the most important factors in respondents' decision to enroll at UMKC. Geographic setting, campus appearance, personalized attention prior to enrollment, and size of institution were somewhat important in respondents' decision to enroll at UMKC.

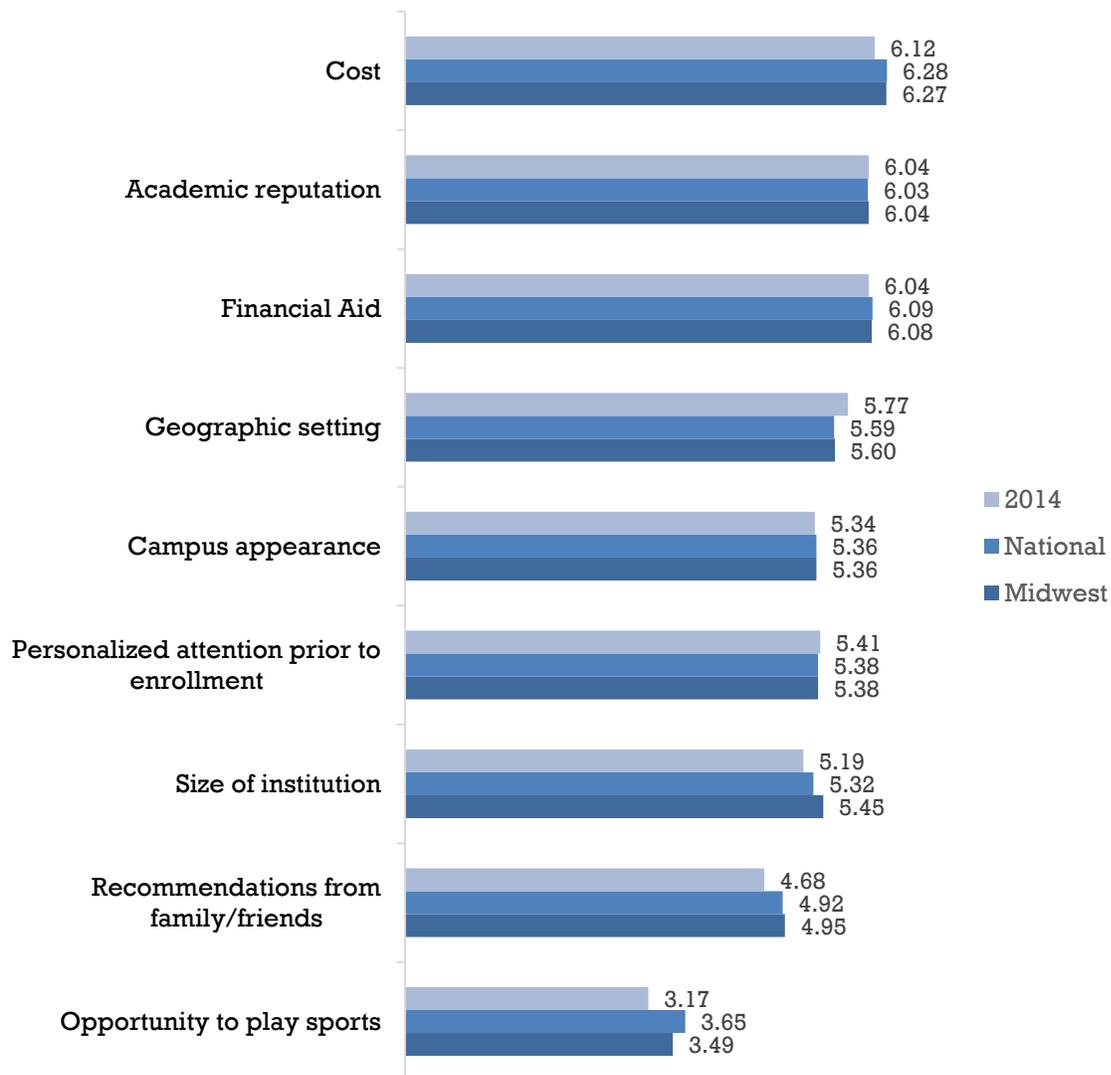
- Further analyses showed that academic reputation and recommendations from family/friends were more important for female students than male students when making enrollment decisions.
- In addition, all factors except geographic setting were more important to URM versus non-URM students when making enrollment decisions.
- Academic reputation and recommendations from family and friends were more important to students who attended school during the evenings or weekends than the day.
- Academic reputation was more important for non-traditional age students (25 and up) than traditional age students (24 and under) when making enrollment decisions. The opportunity to play sports was more important to traditional age learners.
- Opportunity to play sports was a significantly more important factor in making enrollment decisions for on-campus students than those students who reside off campus.
- The importance of cost was more significant for students who had rated UMKC as a lower choice of institution.
- Underclassmen more than upperclassmen considered size, opportunity to play sports, campus appearance and personalized attention as important factors in their decision to enroll.

Chart 1b compares the importance of factors in deciding to enroll at UMKC with that of National and Midwestern counterparts. Overall, scores were found to be very similar in almost all categories.

**Chart 1a**  
**Importance of Factors in UMKC Enrollment Decision**  
**2014 (Scale: 1=not important at all; 7= very important)**



**Chart 1b**  
**Importance of Factors in Enrollment Decision 2014**  
**UMKC, National and Midwest (Scale: 1=not important at all; 7= very important)**

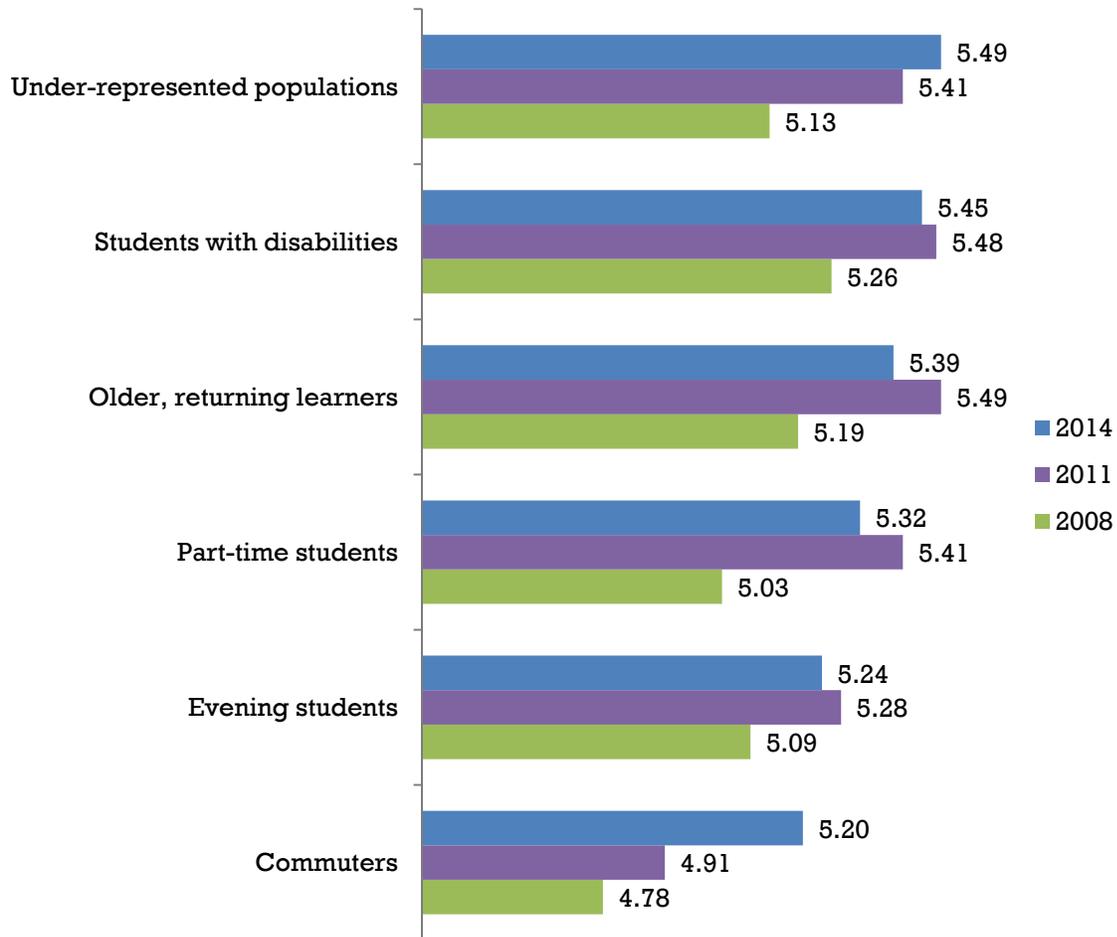


## *Responsiveness to Diverse Populations*

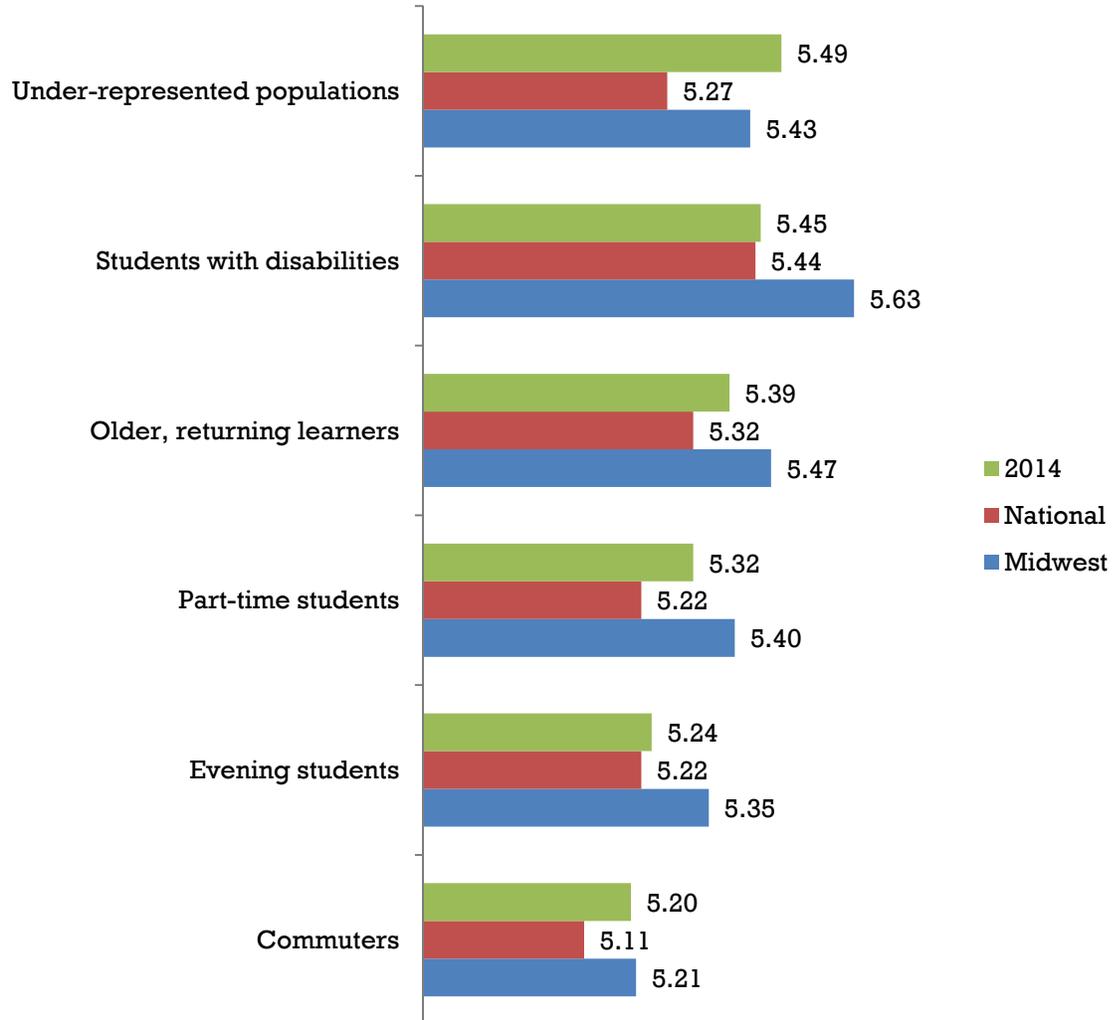
This subscale assesses the university's commitment to specific groups of students (e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners). Students were asked to indicate how satisfied they were that UMKC demonstrated a commitment to meeting the needs of these various student groups. As Chart 2a shows, respondents in 2014 indicated moderate levels of satisfaction with UMKC's commitment to meeting the needs of the various student groups presented, with most satisfaction ratings falling in the "somewhat satisfied" range. Satisfaction ratings were highest for UMKC's commitment to under-represented populations, while students were least satisfied with UMKC's commitment to commuters. However, the 2014 UMKC respondents were significantly more satisfied ( $p < .05$ ) than the 2011 UMKC respondents in regards to UMKC's commitment this group of students.

UMKC respondents were significantly more satisfied ( $p < .05$ ) than their National counterparts when it comes to their university's commitment to under-represented populations. On the other hand, Midwestern university respondents were more satisfied ( $p < .05$ ) with their university's commitment to students with disabilities than UMKC respondents (see Chart 2b). Interestingly, evening/weekend students were more satisfied than day students about UMKC's commitment towards part-time students, evening students and commuters. However, a negative finding from the survey was that non-traditional age learners were less satisfied traditional age learners about UMKC's commitment to older, returning learners and under-represented populations.

**Chart 2a**  
**Student Satisfaction with Commitment to Diverse**  
**Populations UMKC 2014/2011/2008**  
 (Scale: 1=not satisfied at all; 7=very satisfied)



**Chart 2b**  
**Student Satisfaction with Commitment to Diverse**  
**Populations 2014 UMKC, National and Midwest**  
 (Scale: 1=not satisfied at all; 7=very satisfied)



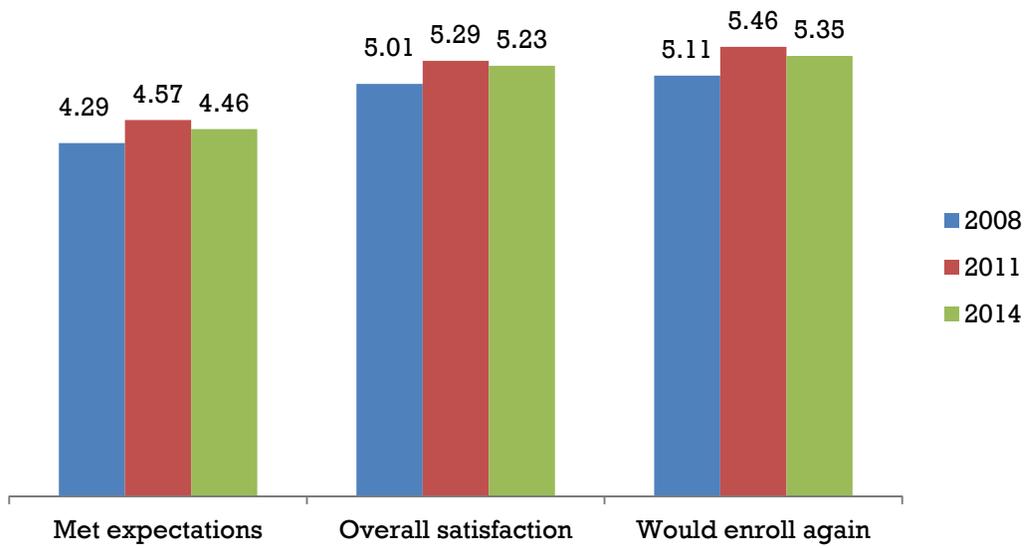
## *Overall Satisfaction*

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

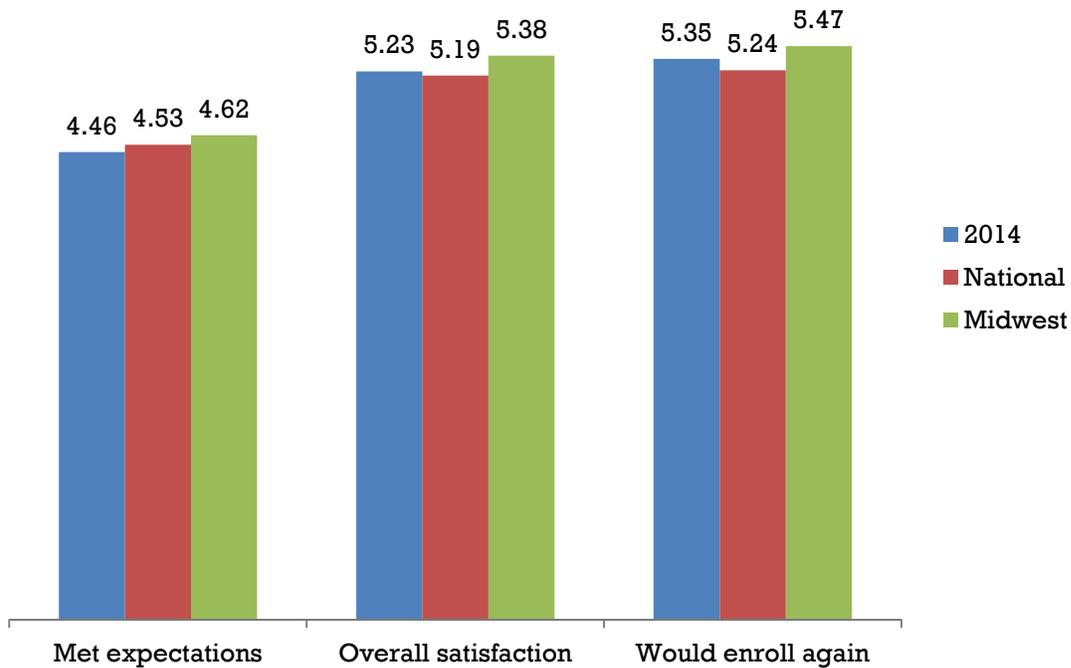
- ***All in all, if you had it to do over again, would you enroll here?***
  - (1 = Definitely not; 4 = I don't know; 7 = Definitely yes)
- ***Rate your overall satisfaction with your experience here so far.***
  - (1 = Not satisfied at all; 4 = Neutral; 7 = Very satisfied)
- ***So far, how has your 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, spring 2011, and spring 2014, are portrayed in Chart 3a below. Overall, respondents in 2014 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. It should be noted that 2014 respondents were slightly less satisfied than 2011 respondents, but slightly more satisfied than 2008 respondents across all three items. Finally, the ratings provided by UMKC students were very similar to those provided by their National and Midwestern counterparts (see Chart 3b).

**Chart 3a**  
**Summary Evaluations: UMKC 2014/2011/2008**



**Chart 3b**  
**Summary Evaluations: UMKC 2014, National and Midwest**



## *Strategic Planning Overview*

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 2014 are listed in descending order of importance below:

- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- Security staff respond quickly in emergencies.
- There is a good variety of courses provided on this campus.
- My academic advisor is approachable.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- Computer labs are adequate and accessible.
- This institution has a good reputation within the community.
- Class change (drop/add) policies are reasonable.

The majority of these items have been listed as strengths for the last three administrations of the SSI. One item was listed as a strength for the first time in the most recent administration: "Class change (drop/add) policies are reasonable." Unfortunately, three items were no longer listed as strengths:

- The instruction in my major field is excellent.
- Major requirements are clear and reasonable.
- Registration processes and procedures are convenient.

Challenges are items with high importance and low satisfaction, or large performance gaps (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 2014 are listed in descending order of importance below:

- The instruction in my major field is excellent
- The content of the courses within my major is valuable.
- 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.
- Tuition paid is a worthwhile investment.
- Faculty provide timely feedback about student progress in a course.
- The campus staff are caring and helpful.
- My academic advisor is concerned about my success as an individual.
- Adequate financial aid is available for most students.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Billing policies are reasonable.
- This institution shows concern for students as individuals.
- Financial aid counselors are helpful.
- The amount of student parking space on campus is adequate.
- Campus item: Financial aid counseling is available if I need it.

As with the strengths, the majority of these items have been listed as challenges for the past three SSI administrations. One item that was listed as a challenge for the first time in the most recent administration was “The quality of instruction I receive in most of my classes is excellent.” Interestingly, five items came off the list in the most recent administration:

- Graduate teaching assistants are competent as classroom instructors.
- It is an enjoyable experience to be a student on this campus.
- Parking lots are well-lighted and secure.
- I seldom get the "run-around" when seeking information on this campus.
- Admissions staff are knowledgeable.

It is encouraging to see the “I seldom get the ‘run-around’ when seeking information on this campus” item no longer on the list of challenges. This may be directly related to the construction of the Atterbury Student Success Center in 2013, and in particular, the implementation of UMKC Central as a one-stop location to take care of students’ core business transactions.

We can examine trend data to see if there have been any changes in student satisfaction. Specifically, we can examine those areas where satisfaction has increased or decreased. The items that UMKC students in Spring 2014 were more or less satisfied with than students in Spring 2011 are listed in descending order of importance below:

**Higher Satisfaction vs. 2011**

- Parking lots are well-lighted and secure.
- The amount of student parking space on campus is adequate.

**Lower Satisfaction vs. 2011**

- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- Campus item: Registration processes and procedures are convenient.

## *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 twelve subscales included in this report are as follows:

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

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

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

**Campus Support Services:** assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

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

**Instructional Effectiveness:** assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

**Recruitment and Financial Aid Effectiveness:** assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

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

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

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

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

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

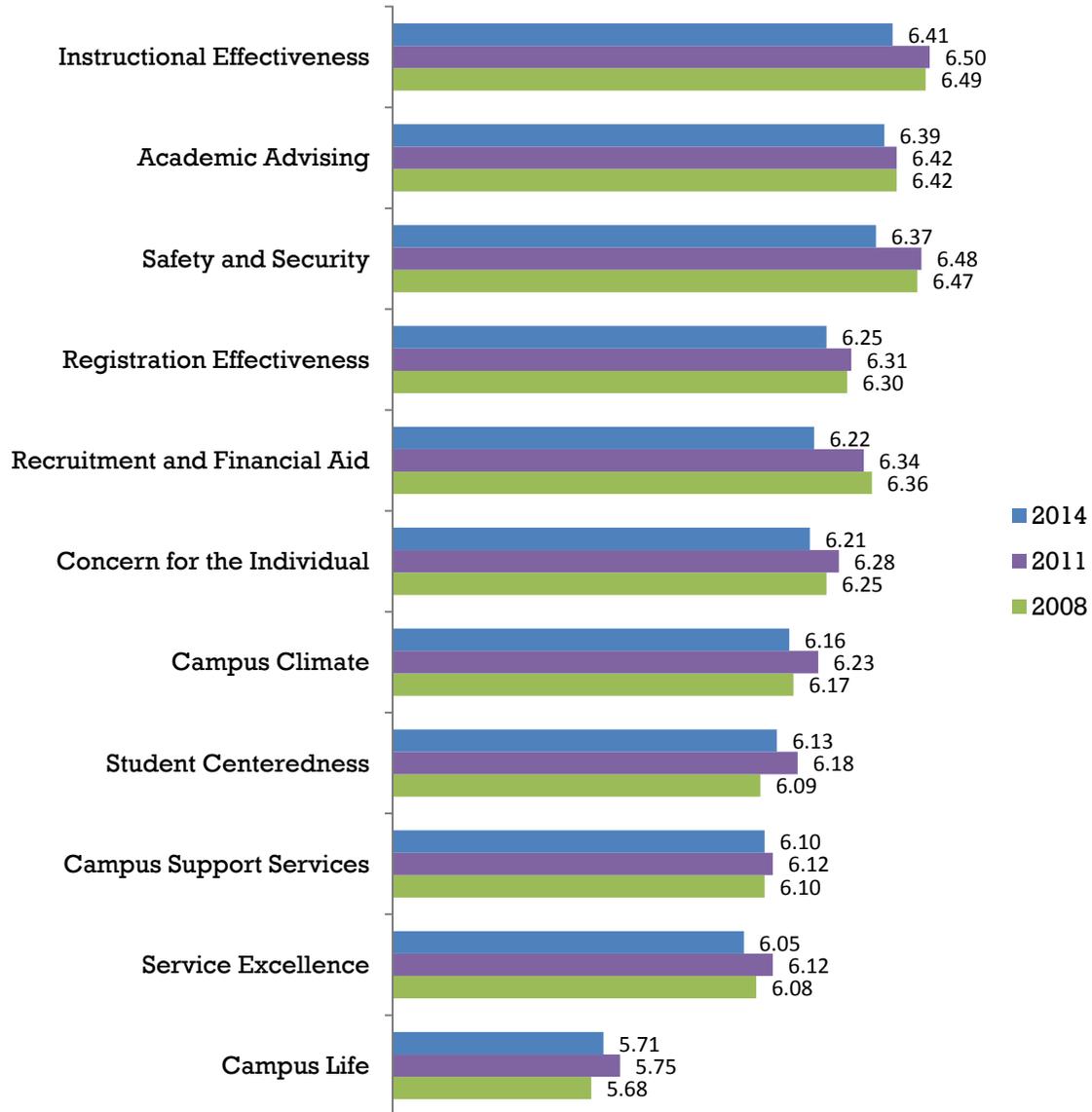
## *What is Important to UMKC Students?*

Mean importance ratings for the eleven<sup>1</sup> Noel-Levitz SSI subscales are summarized in Charts 4a and 4b and reported in Table 2 (Appendix A) for UMKC 2014, 2011 and 2008 respondents, and their National and Midwestern counterparts respectively. Similar to 2011 and 2008 results, 2014 UMKC respondents 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 five groups, though these items were still viewed as being somewhat important. It is worth noting that UMKC students considered most aspects of their college experience to be more important than did their National and Midwestern counterparts.

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<sup>1</sup> The 'Responsiveness to Diverse Populations' scale is discussed on pages 10-12 and respondents only rate their satisfaction with this scale, thus importance scores are not provided.

**Chart 4a**  
**Mean Subscale Importance Ratings: 2014/2011/2008 UMKC**  
**(Scale: 1=not important at all; 7=very important)**



**Chart 4b**  
**Mean Subscale Importance Ratings: 2014 UMKC, National,**  
**and Midwest**  
**(Scale: 1=not important at all; 7=very important)**

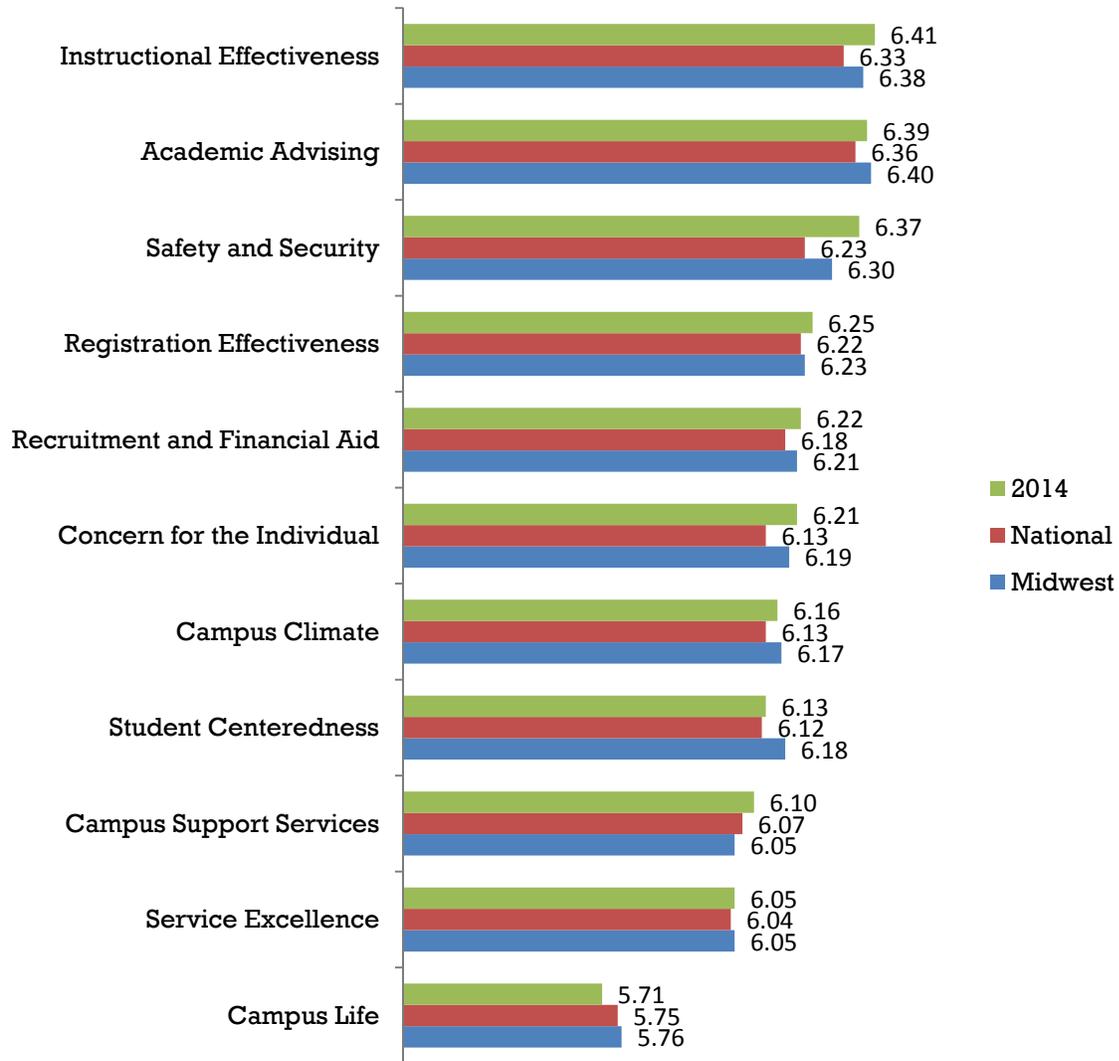
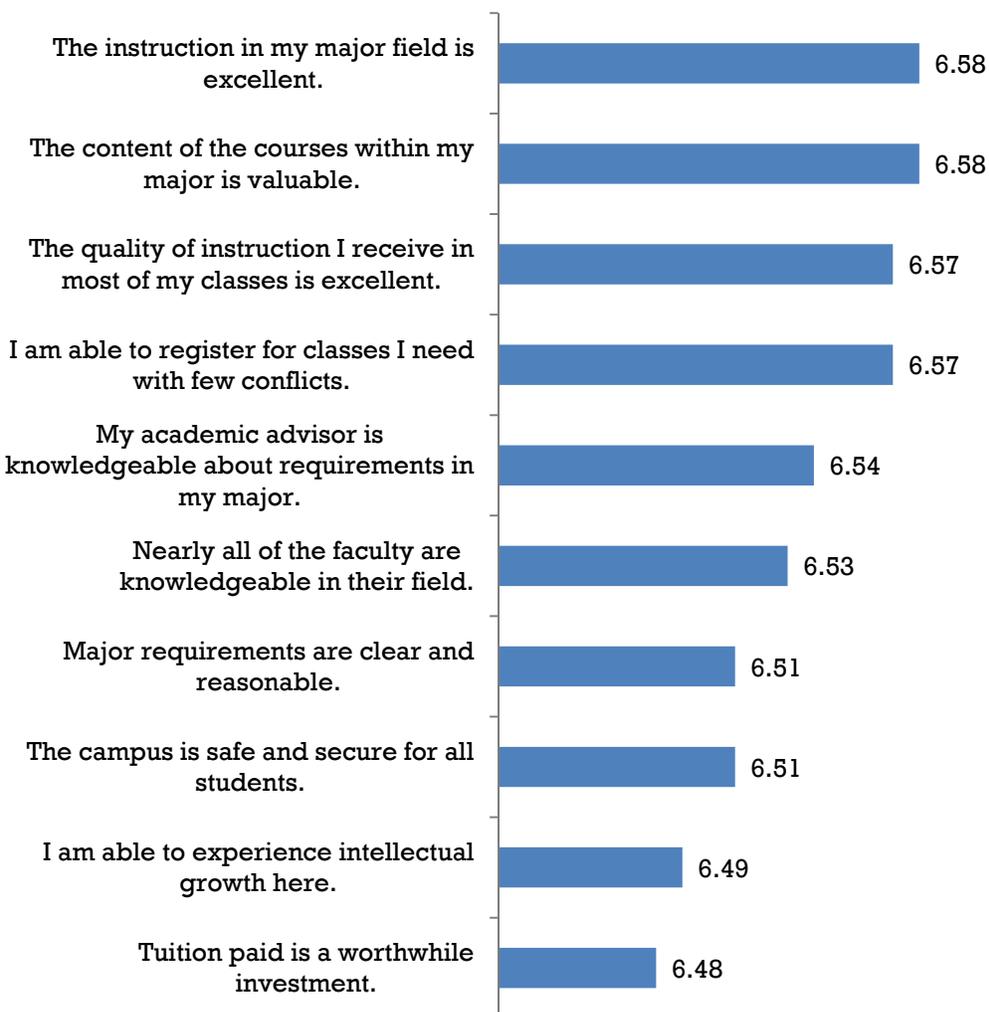


Chart 5 depicts the ten individual items UMKC 2014 respondents rated as being the most important in the entire SSI. It is noteworthy that three of the top four most important items relate directly to classroom instruction, content, and faculty knowledge. Except for the item regarding campus safety, all other items displayed below were ranked the most important by 2011 respondents as well. Students seem to be communicating that it is essential that they engage in quality learning and that this learning is easily accessible to them. 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.

**Chart 5**  
**2014 Most Important Aspects of the UMKC Experience**  
 (Scale: 1=not important at all; 7=very important)

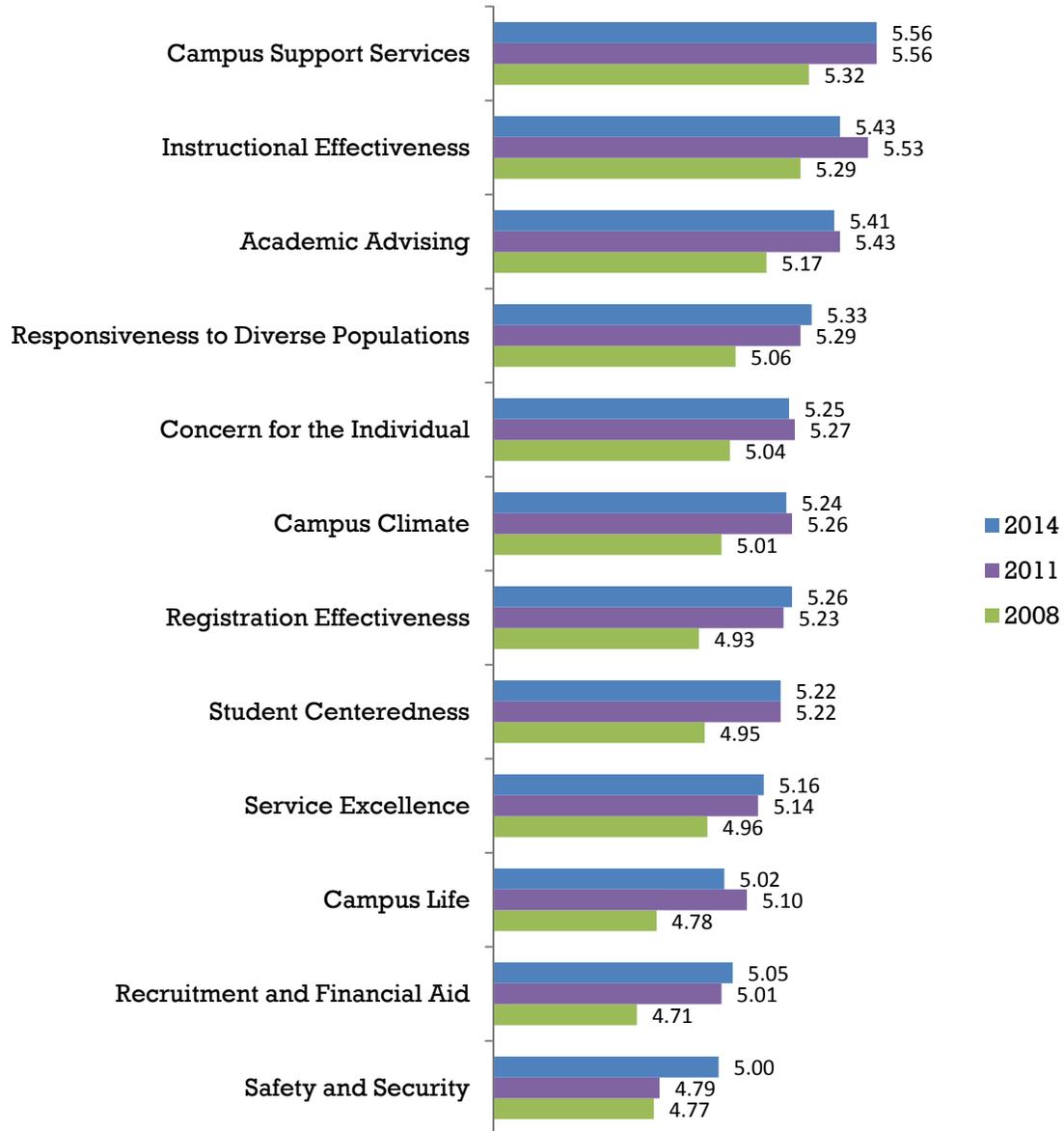


## *UMKC Student Satisfaction*

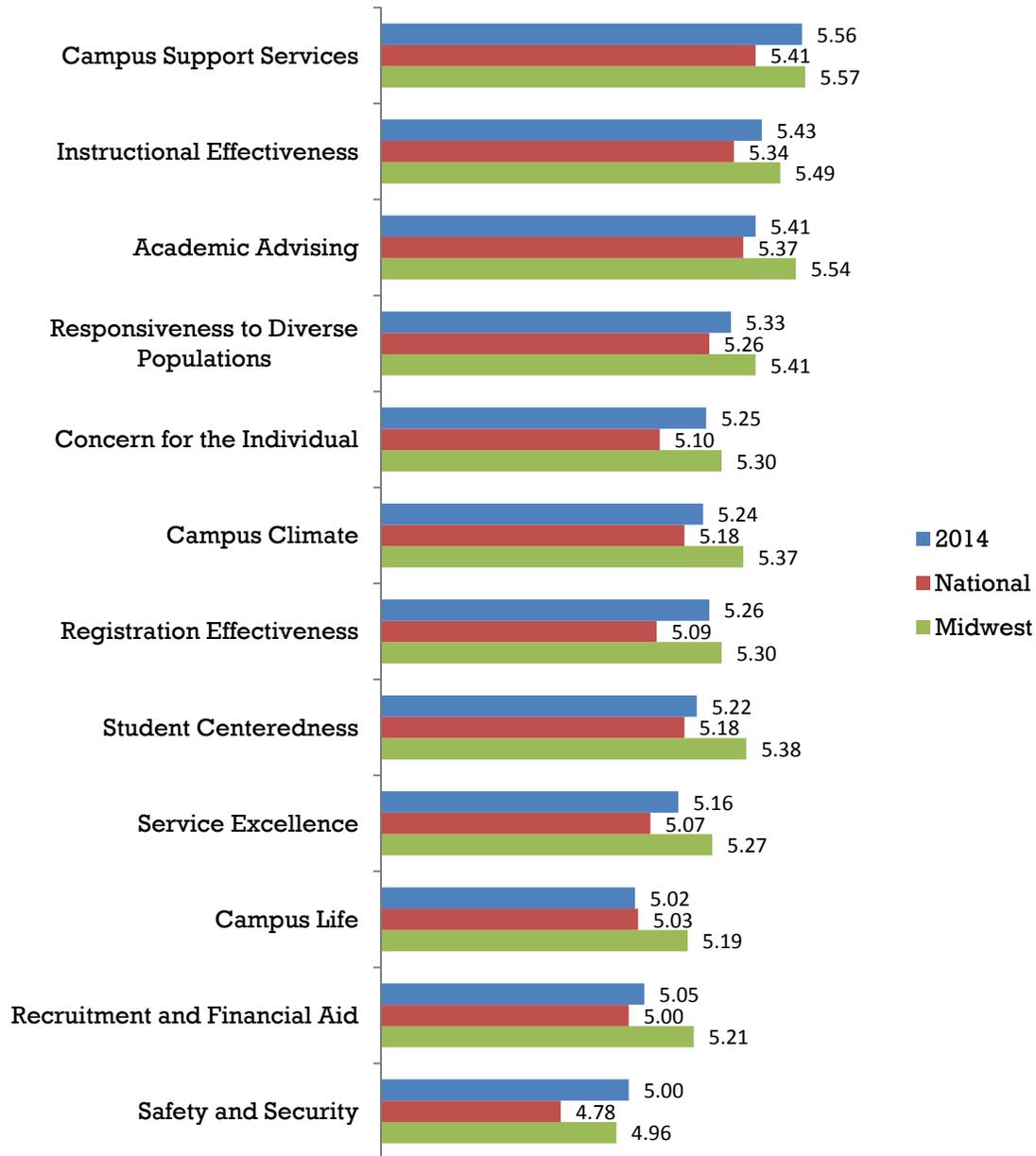
Mean satisfaction ratings for the twelve Noel-Levitz SSI subscales are summarized in Charts 6a and 6b for UMKC 2014, 2011 and 2008 respondents, and their National and Midwestern counterparts respectively. The top three areas of satisfaction for UMKC in 2014, 2011, and 2008 respondents were Campus Support Services, Instructional Effectiveness, and Academic Advising.

UMKC was statistically higher than its National counterparts in satisfaction regarding Campus Support Services, Registration Effectiveness, Safety and Security and Concern for the Individual. UMKC was statistically lower than its Midwestern counterparts in satisfaction regarding Student Centeredness, Campus Life, Recruitment and Financial Aid, Academic Advising, Service Excellence and Campus Climate.

**Chart 6a**  
**Mean Subscale Satisfaction Ratings: 2014/2011/2008 UMKC**  
**(Scale: 1=not satisfied at all; 7=very satisfied)**

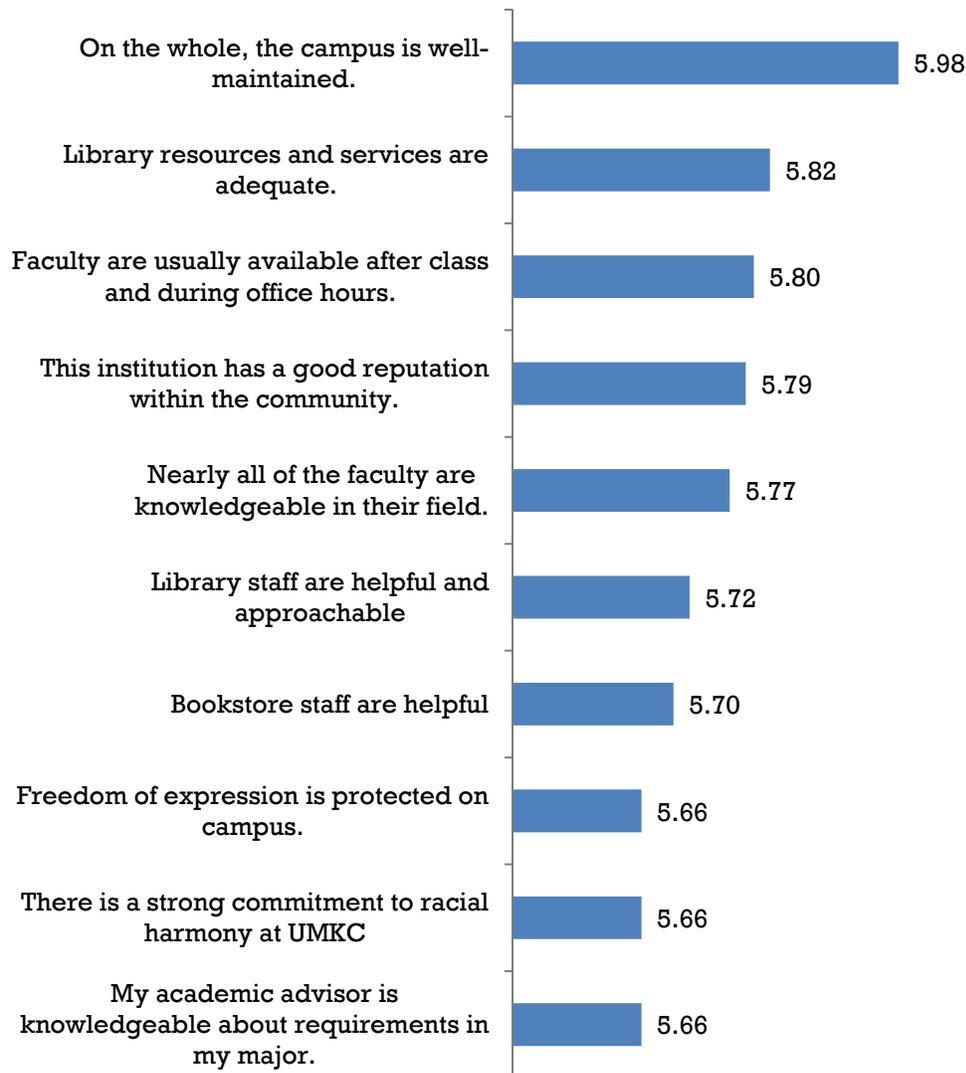


**Chart 6b**  
**Mean Subscale Satisfaction Ratings: 2014 UMKC, National,**  
**and Midwest**  
**(Scale: 1=not satisfied at all; 7=very satisfied)**



Students were most satisfied with the individual items reported in Chart 7 below. The four items that students were most satisfied with deal with the maintenance of the campus, library resources being adequate, faculty being available to students outside of class, and UMKC having a good reputation within the community.

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



Noel-Levitz summarizes how UMKC's results compare to a National and a Midwestern comparison group of four-year public institutions and notes items with higher and lower importance and 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**

- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- There is a good variety of courses provided on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Faculty are usually available after class and during office hours.
- On the whole, the campus is well-maintained.
- Computer labs are adequate and accessible.
- The assessment and course placement procedures are reasonable.
- Parking lots are well-lighted and secure.
- This institution has a good reputation within the community.
- The amount of student parking space on campus is adequate.

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

- Graduate teaching assistants are competent as classroom instructors.
- Parking lots are well-lighted and secure.
- The amount of student parking space on campus is adequate.

### **Higher Satisfaction vs. Midwestern Four-Year Publics**

- On the whole, the campus is well-maintained.
- The amount of student parking space on campus is adequate.

### **Lower Satisfaction vs. Midwestern Four-Year Publics**

- The instruction in my major field is excellent.
- The content of the courses within my major is valuable.
- The campus is safe and secure for all students.
- My academic advisor is approachable.
- The campus staff are caring and helpful.

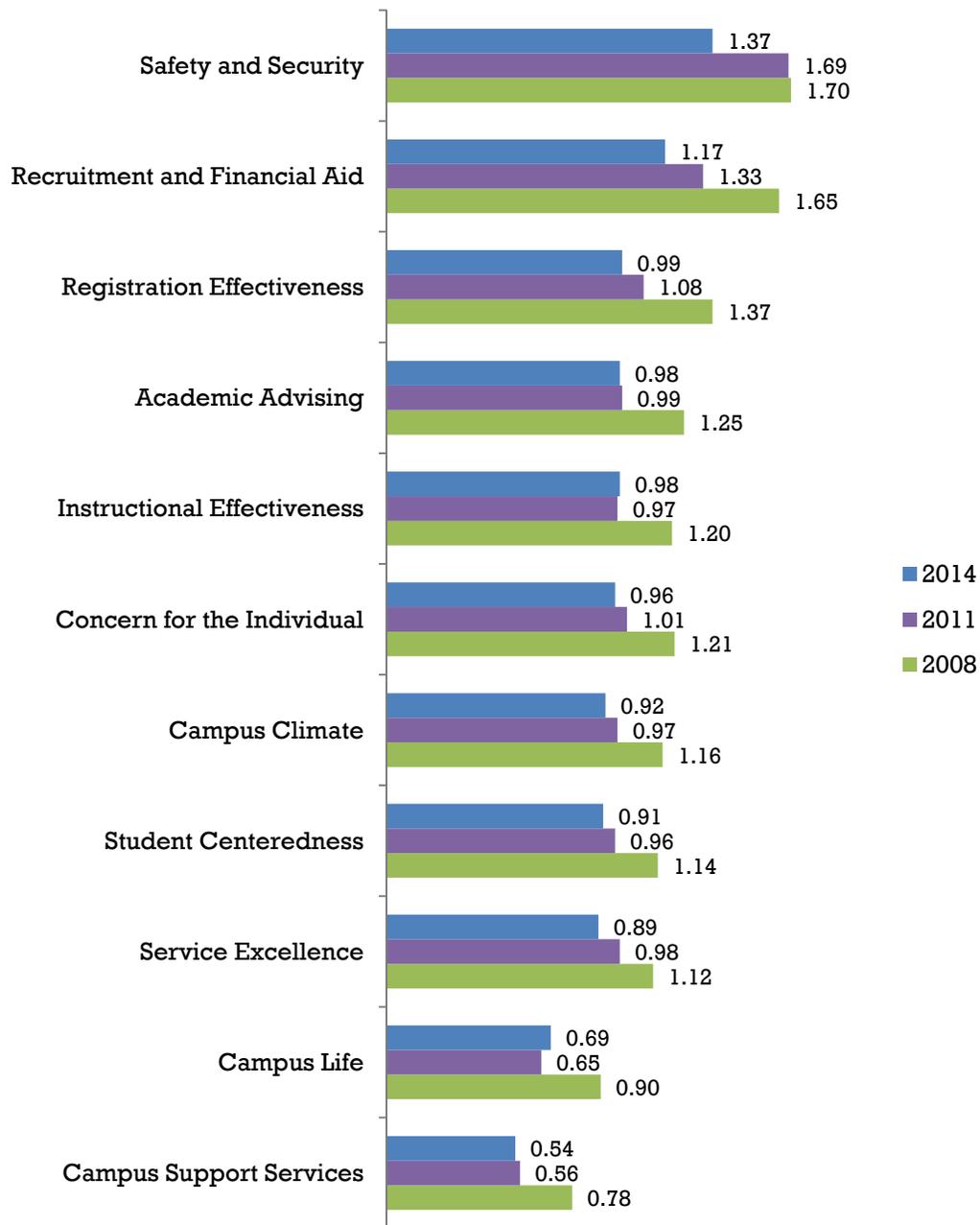
- My academic advisor is concerned about my success as an individual.
- Adequate financial aid is available for most students.
- It is an enjoyable experience to be a student on this campus.
- Financial aid counselors are helpful.
- Admissions staff are knowledgeable.
- Students are made to feel welcome on this campus.

## *Is UMKC Meeting Students' Expectations?*

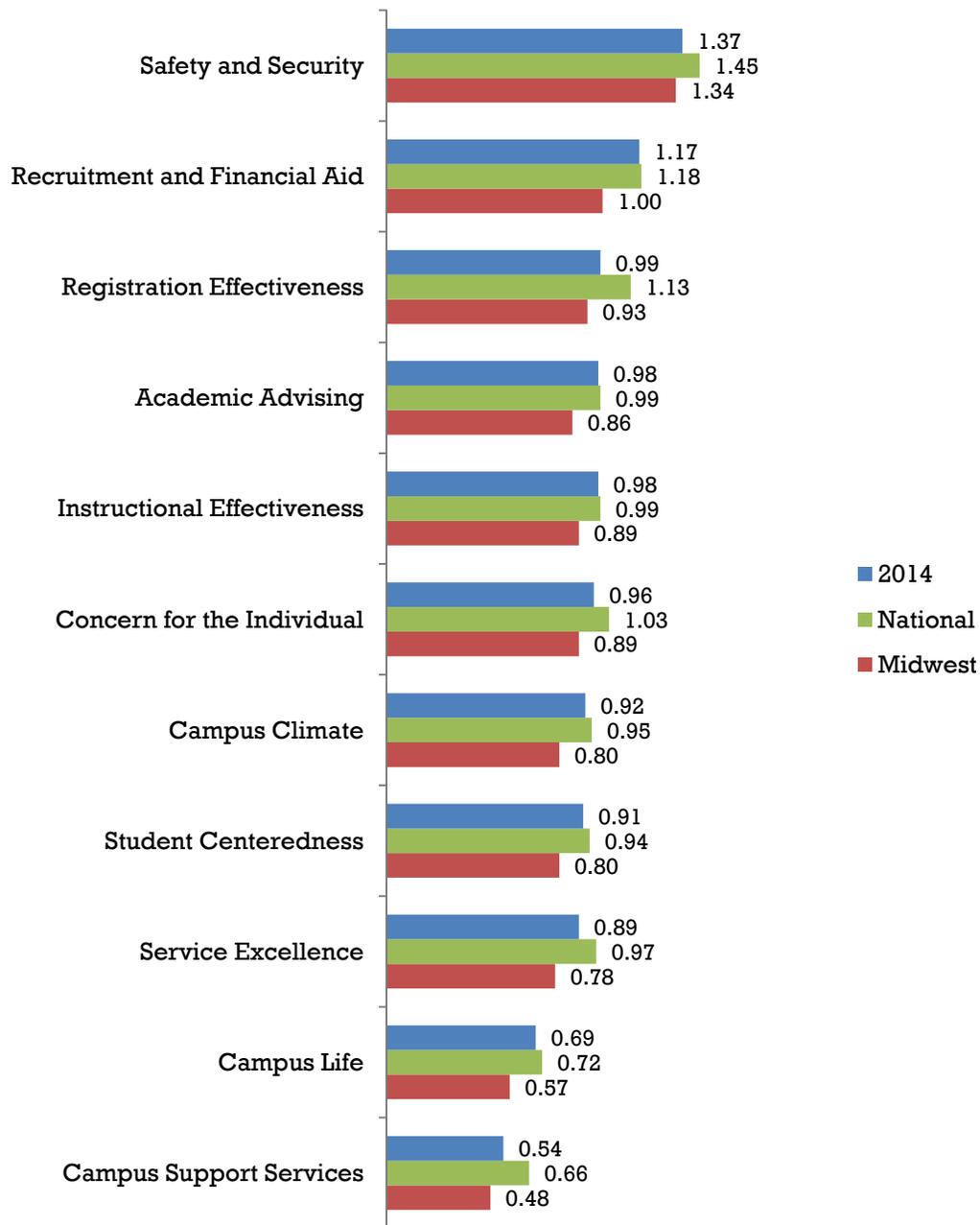
The extent to which UMKC is meeting students' expectations is reflected in the differences between importance and satisfaction ratings. According to Noel-Levitz, importance scores reflect how strongly students feel about an expectation, with higher scores indicating stronger expectations. Satisfaction 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.

Chart 8a reports UMKC's performance gaps for 2014, 2011 and 2008 for the eleven Noel-Levitz subcategories and Chart 8b presents UMKC's performance gaps compared with National and Midwestern universities. Similar to 2011 and 2008, UMKC's largest gaps in 2014 were for Safety and Security (1.37) and Recruitment and Financial Aid (1.17); however, it should be noted that these are moderate gaps and lower than those seen in 2008 and 2011. Compared to 2011 specifically, the gaps were noticeably lower, dropping from 1.69 to 1.31 for Safety and Security, and from 1.33 to 1.17 for Recruitment and Financial Aid. Overall, the majority of UMKC's 2014 performance gaps were between 0.50 and 1.00. The performance gaps in 2014 were lower than those in 2008 in all of the eleven subcategories and lower than 9 of the 11 categories in 2011. Furthermore, UMKC's performance gaps were very similar to other participating institutions, though they were lower than UMKC's National counterparts on all 11 categories and higher than Midwestern counterparts on all 11 categories.

**Chart 8a**  
**Performance Gaps: 2014/2011/2008 UMKC**



**Chart 8b**  
**Performance Gaps: 2014 UMKC, Midwest, National**

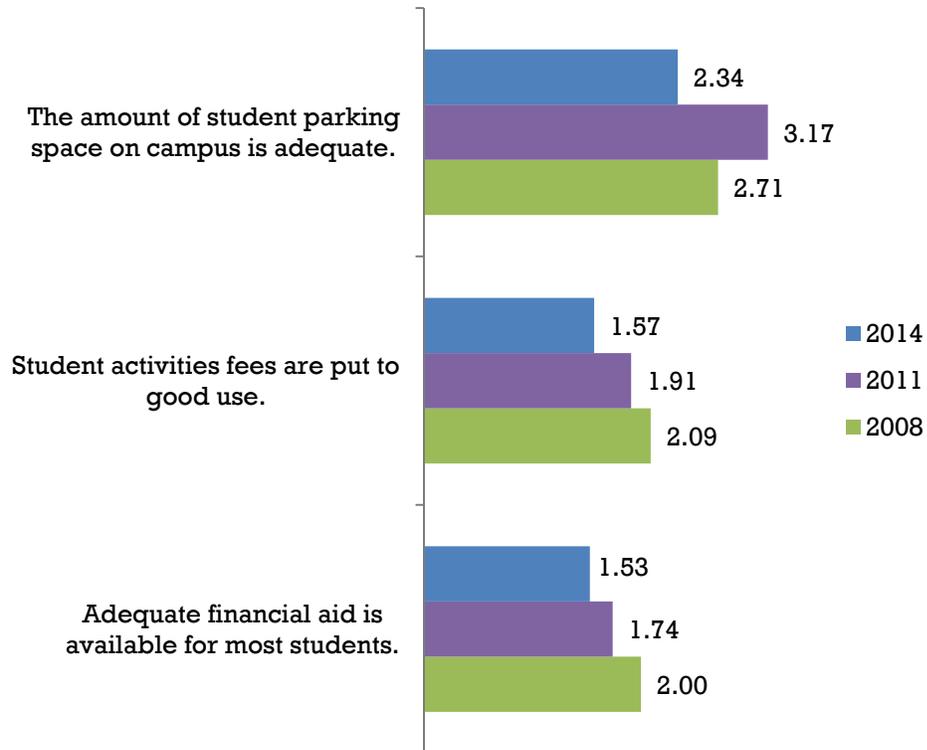


Charts 9a and 9b below highlight the individual SSI items that had the highest performance gaps for UMKC respondents in Spring 2014, and compares them with the performance gaps for UMKC Spring 2011 and Spring 2008 respondents; and UMKC's National and Midwestern counterparts respectively. All of the items listed below would be considered to have large performance gaps (above 1.5). It is worth noting that in 2008 twelve items had large performance gaps; in 2011 there were seven, while in 2014 there were only three. All three items ("The amount of student parking space on campus is adequate", "Student activities fees are put to good use" and "Adequate financial aid is available for most students") were included in the 2011 list, but all of the performance gaps are notably smaller. The four items that had high gaps in 2011 but not in 2014 were:

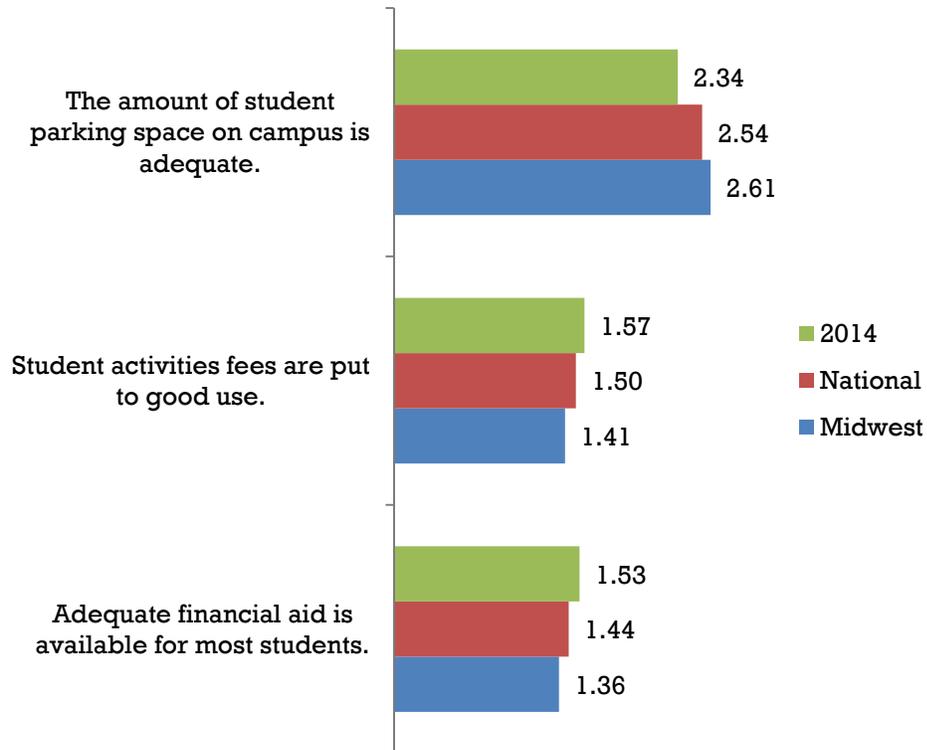
- Financial aid counselors are helpful.
- I seldom get the 'run-around' when seeking information on this campus.
- There is an adequate selection of food available in the cafeteria.
- Billing policies are reasonable.

Though the performance gaps for the three items portrayed in Chart 9b were very similar to the gaps for UMKC's National and Midwestern counterparts, they still represent areas that UMKC needs to continue to address in the future because the gap scores are still relatively high.

**Chart 9a**  
**Largest Performance Gaps for Individual**  
**Items: UMKC 2014/2011/2008**

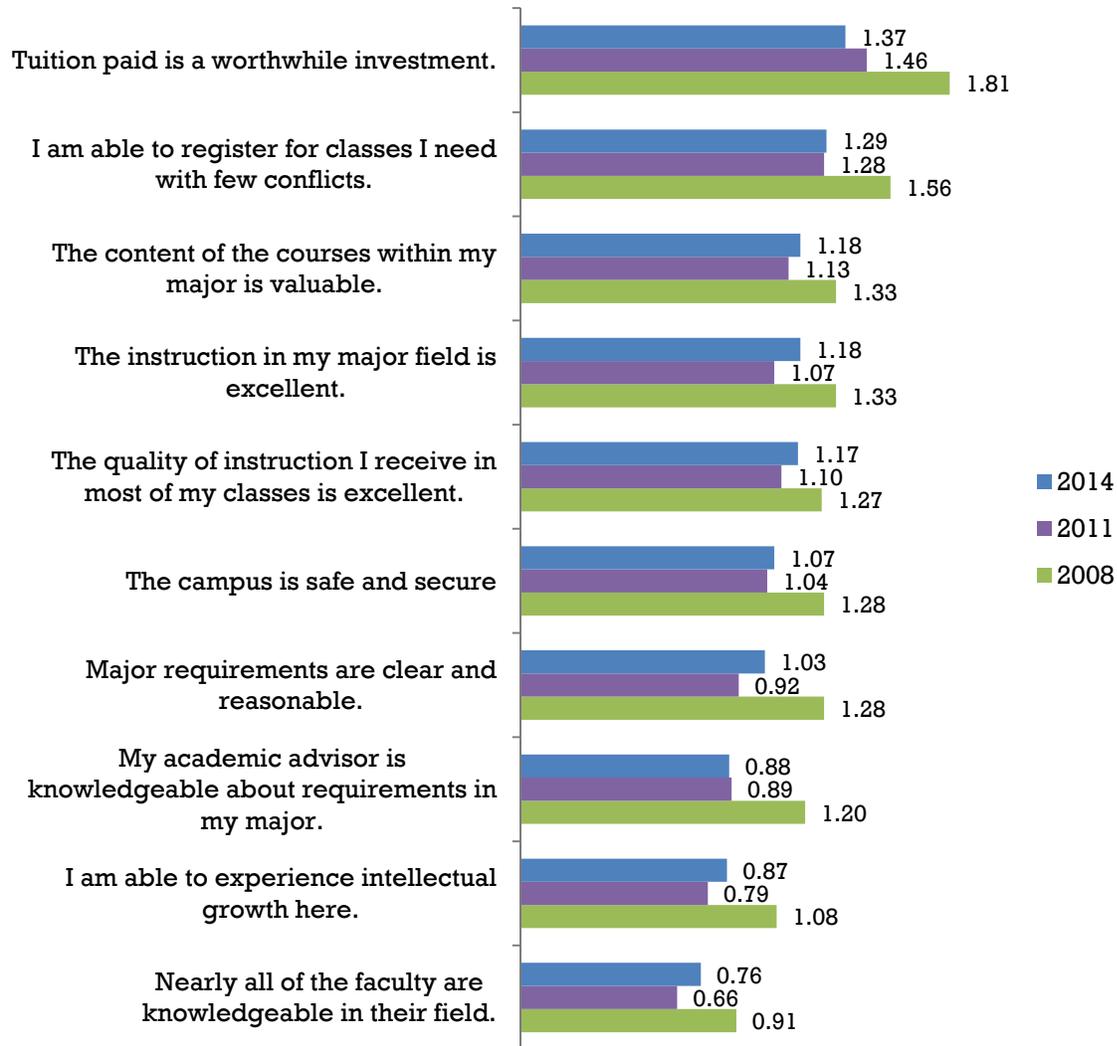


**Chart 9b**  
**Largest Performance Gaps for Individual**  
**Items: UMKC 2014, National, Midwest**

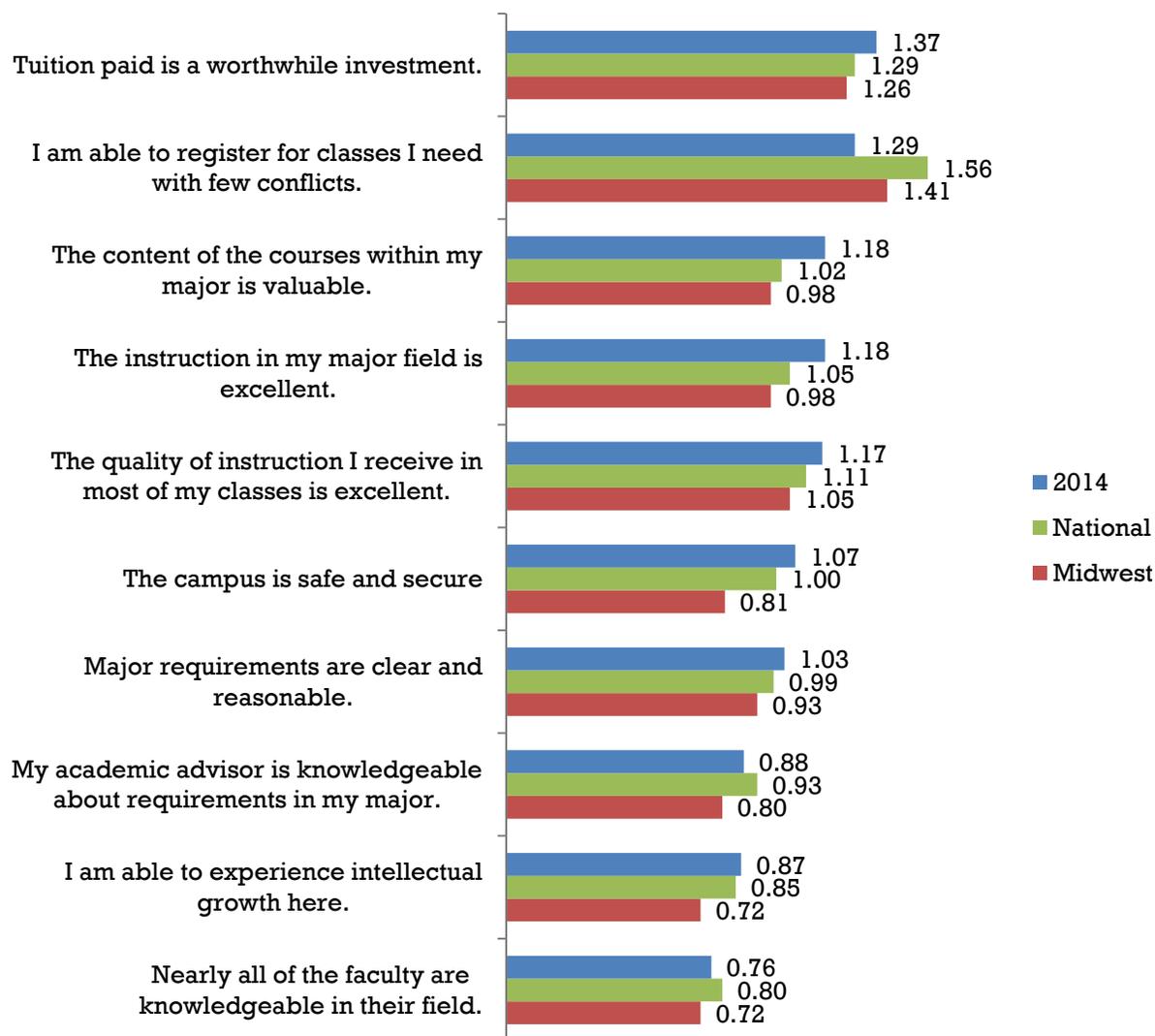


Charts 10a and 10b below portray the performance gaps for the ten individual items UMKC students rated as being the most important in the entire SSI in Spring 2014. It also compares them with the performance gaps for Spring 2011 and Spring 2008 results as well as UMKC's National and Midwestern counterparts, respectively. Results show that the performance gaps for seven items were moderate (between 1.00 and 1.49) and that none of the performance gaps were high (above 1.50). It may be concluded then that overall, student expectations were being met relatively well for areas that they considered most important. Finally, most of the items had similar performance gaps to UMKC's National and Midwestern counterparts.

**Chart 10a**  
**Performance Gaps for Important Items: UMKC**  
**2014/2011/2008**



**Chart 10b**  
**Performance Gaps for Important Items: UMKC 2014,**  
**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 the category. In addition, gap scores for spring 2011, spring 2008 results, National and Midwestern 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.

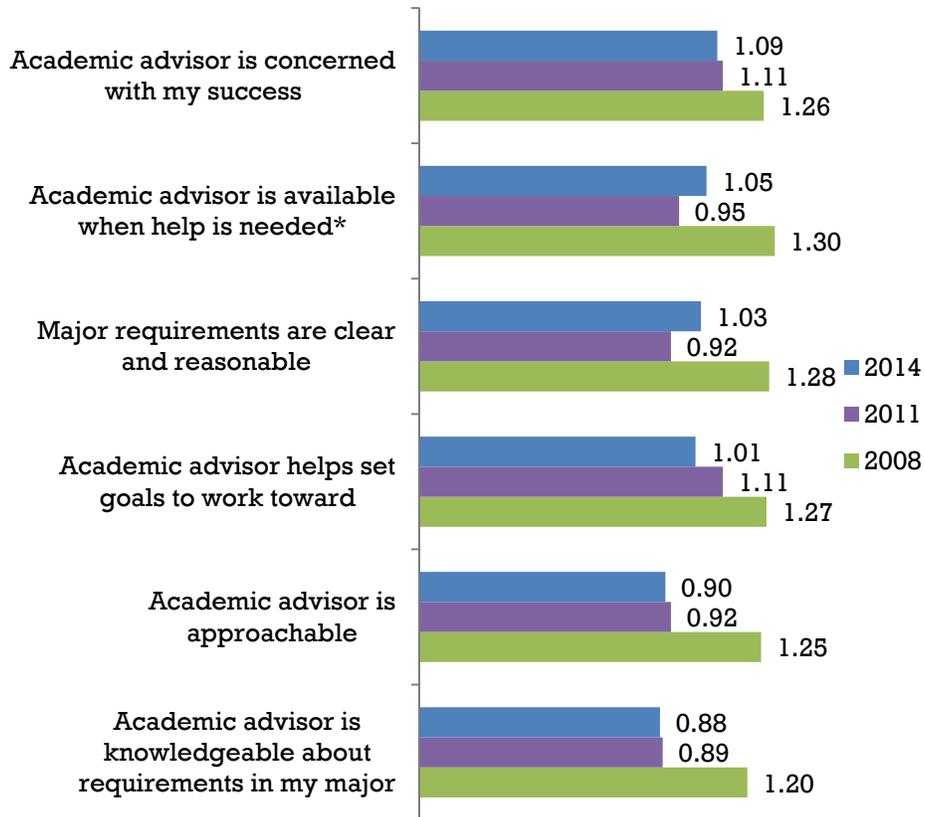
## *Academic Advising*

Chart 11a depicts the performance gaps for the items within UMKC's Academic Advising category for 2014 compared to that of 2011 and 2008. Overall, four of the six items had moderate performance gaps, but these gap scores were close to the lower threshold to be considered "moderate" (i.e., 1.00). Furthermore, two of the four were lower than 2011 and all four were lower than 2008. As evident in Chart 11b, UMKC's performance gaps were similar to its National and Midwestern counterparts for all of the items. Although the gaps for the Academic Advising items are not overly concerning, UMKC may still want to monitor them moving forward to make sure they continue to move in a positive direction. See Table 3 in Appendix A.

Several interesting differences were observed on the Academic Advising items between various demographic groups:

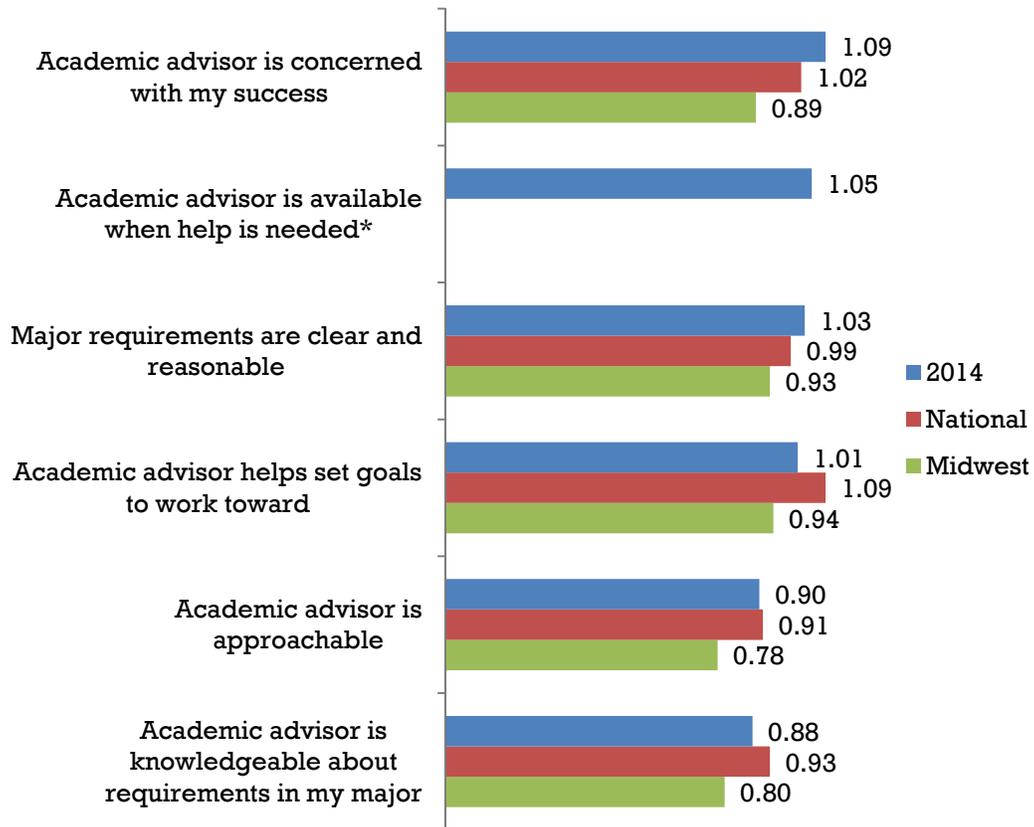
- Non-traditional students found it more important for their advisor to be involved in goal setting and for their advisor to be approachable. They were also more satisfied than traditional age students regarding their advisor being involved in goal setting, available when they need help, and knowledgeable about the requirements in their major, as well as with the clarity and reasonableness of the requirements in their major.
- All items except one (academic adviser is available when I need help) were more important to females than males; however males were more satisfied than females about their academic adviser being concerned about their success as an individual.
- Off campus students considered approachability of their academic advisor as more important than on campus students.
- Day-time students found it more important that major requirements are clear and reasonable, compared to evening or weekend students; they were also more satisfied about this.
- Evening/weekend students were more satisfied about receiving help in goal setting by their advisors.
- Finally, upperclassmen considered approachability of their academic advisor and their advisor being concerned about their success as more important than underclassmen.

**Chart 11a**  
**Performance Gaps Academic Advising: UMKC**  
**2014/2011/2008**



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

**Chart 11b**  
**Performance Gaps Academic Advising: UMKC 2014,**  
**National and Midwest**



\*Note: This item was added to the SSI by UMKC and hence is not available for National and Midwestern respondents.

## *Academic Support*

Charts 12a and 12b depict the performance gaps for the items within UMKC's Academic Support category. 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 the availability of counseling services (.48), bookstore staff being helpful (.35), library resources and services being adequate (.32), and the helpfulness and approachability of library staff (.03).

Moderate gaps were observed for the two items focused on Career Exploration: "UMKC helps facilitate exploration of multiple career options" (1.11) and "there are adequate services to help students decide on a career" (1.04). Interestingly, starting in Spring 2015 all new students will have the opportunity to take the UMKC Journey career assessment tool. For students that are confident about their major choice, Journey provides the latest information on occupations including salary and job growth statistics both by state and nationally. For students that want to confirm their major choice or explore other possibilities, the Journey career assessment is designed to help them understand their career interests, skills, and values, which often define individual career goals. Through the implementation of this career assessment tool, it is anticipated that the gaps scores for these Noel-Levitz items will be significantly improved the next time the SSI is administered.

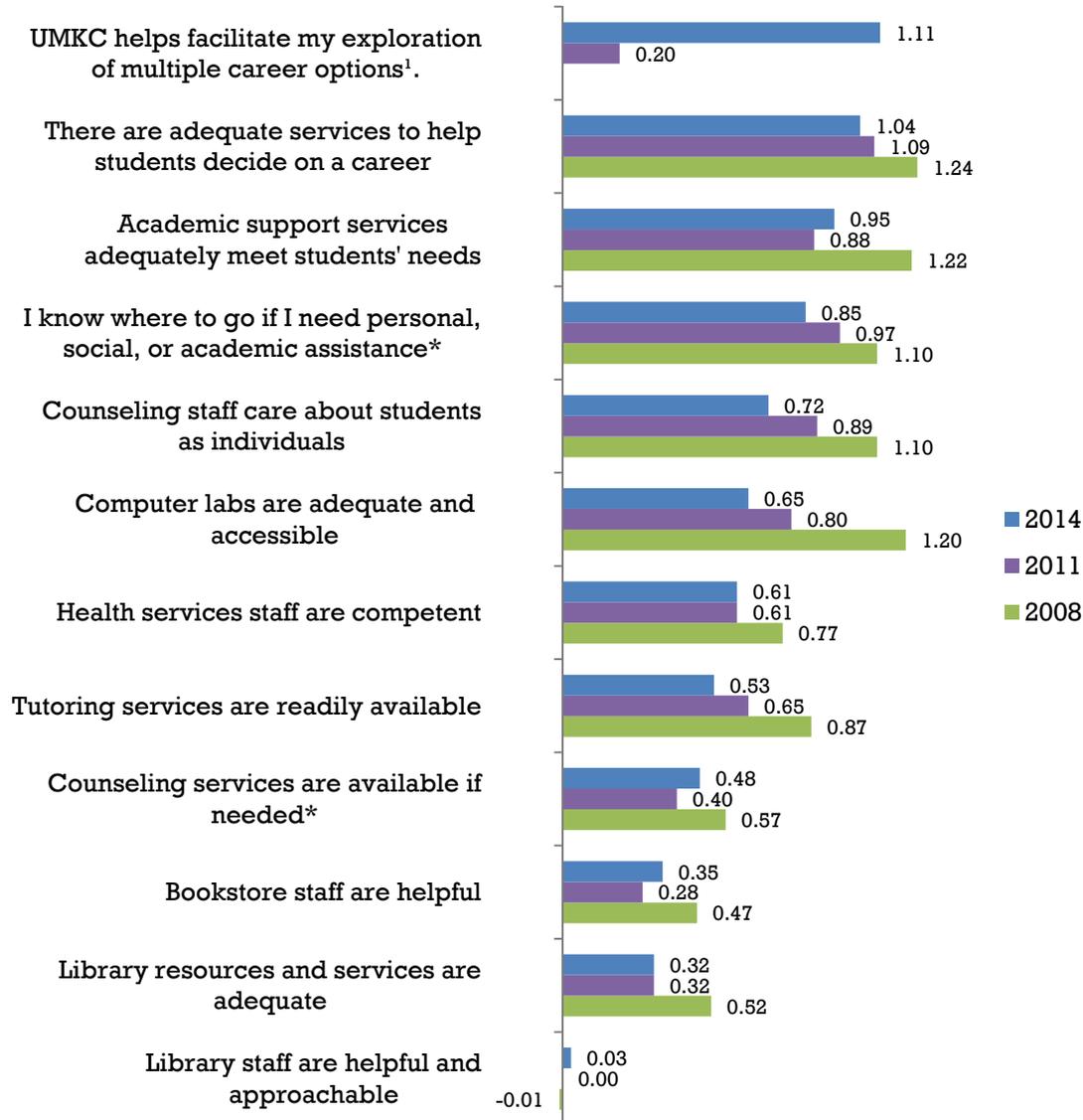
Overall, 2014 performance gaps in this category are lower than those reported in 2011 and are similar to those of UMKC's Midwestern and National counterparts. See Table 4 in Appendix A.

Several differences were observed between various demographic groups:

- Availability of counseling services when needed and bookstore and library staff being helpful were more important to minority students than Caucasian students.
- Most of the academic support items were significantly more important to female students than male students, with the exception of campus computer labs being adequate and accessible, tutoring services being readily available, library resources being adequate, and library staff being helpful, where no significant differences were observed.
- Non-traditional age students (25 and up) were more satisfied with bookstore staff being helpful than traditional age students (18-24).

- Evening students were found to consider availability of counseling services, adequacy of library resources and services, bookstore staff being helpful, library staff being helpful and approachable and UMKC's facilitation of their career exploration as more important than day students. They were also more satisfied than day students about adequate services for students to make career decisions; adequacy of academic support services, library and computer labs; helpful library staff and UMKC's facilitation of their career exploration.
- Underclassmen were more satisfied than upperclassmen about adequacy and accessibility of computer labs, adequacy of career services, and career exploration methods at UMKC.
- Part-time students found it more important for library staff to be helpful and approachable; they were also more satisfied about the caring nature of counseling staff, adequacy of academic support services and library services; helpfulness of bookstore staff and UMKC's facilitation of exploration of various career options.
- Part-time employed students found it more important than full-time employed students for library staff to be helpful and approachable. They were also more satisfied that UMKC helps facilitate their exploration of multiple career options.

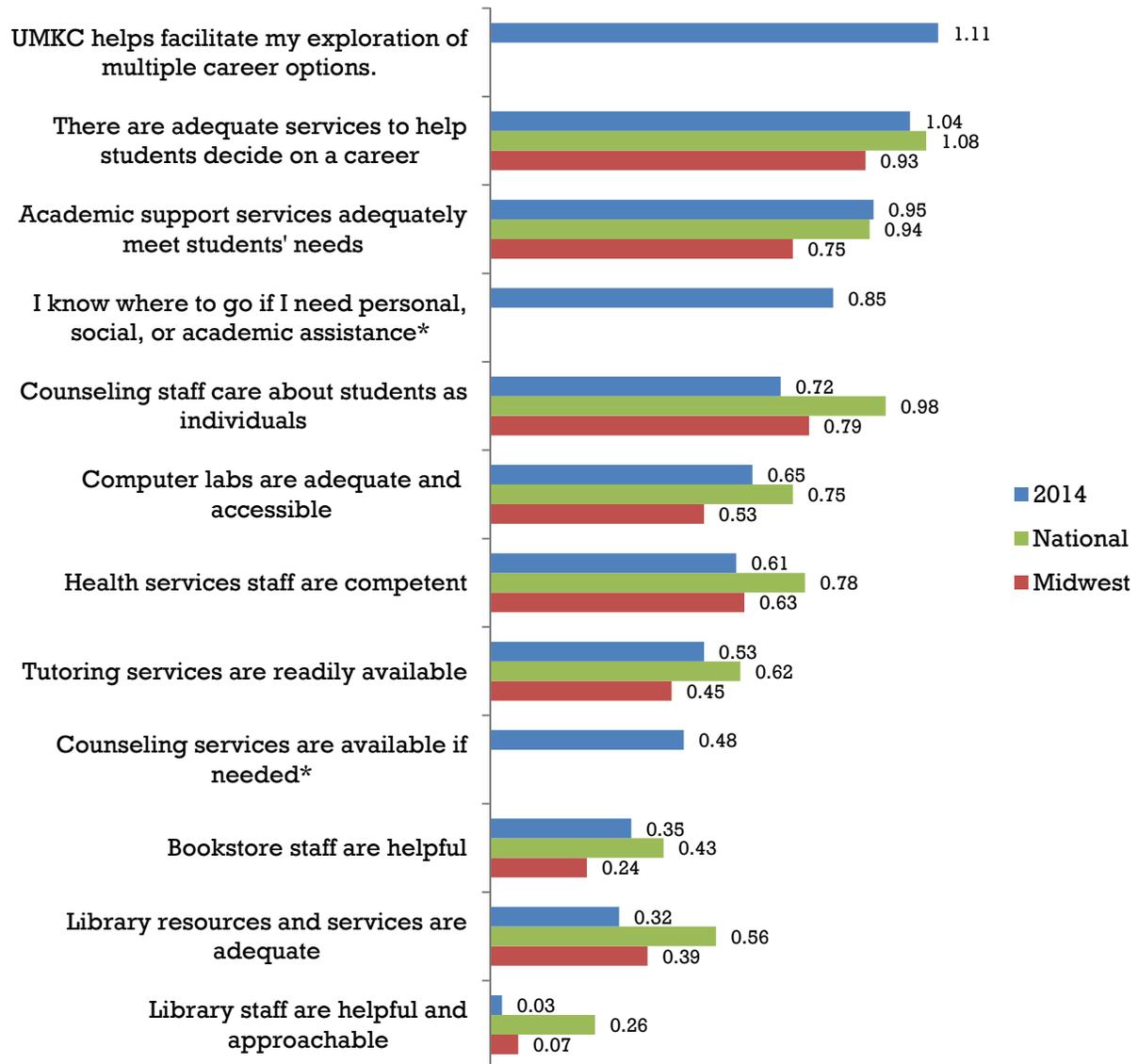
**Chart 12a**  
**Performance Gaps**  
**Academic Support: UMKC 2014/2011/2008**



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

<sup>1</sup>Note: This item was added to the SSI by UMKC in 2011.

**Chart 12b**  
**Performance Gaps**  
**Academic Support: UMKC 2014, National and Midwest**



\*Note: This item was added to the SSI by UMKC and hence is not available for National and Midwestern respondents.

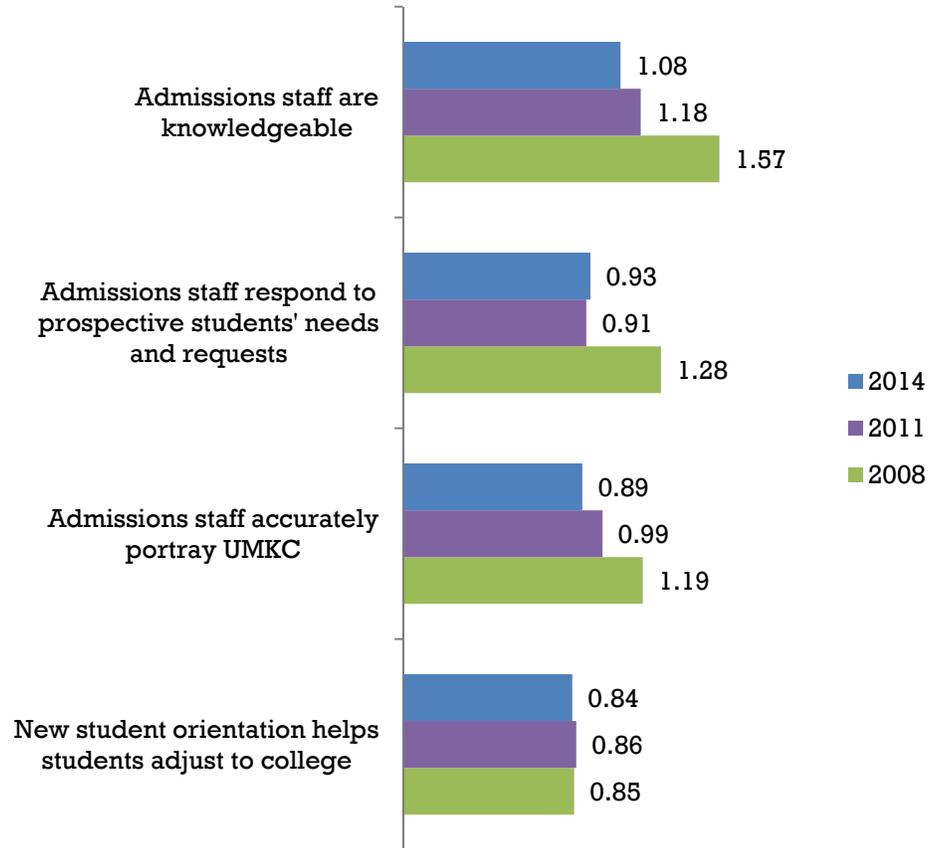
## *Admissions*

Charts 13a and 13b depict the performance gaps for the items within UMKC's *Admissions* category. Of the four items, only one had a moderate performance gap (*Admissions staff are knowledgeable*), and this one was very close to the threshold to even be considered moderate (e.g., 1.0). Results also show that the performance gaps on all four items were either almost exactly the same or decreased when compared to 2011 results. Furthermore, UMKC's 2014 results are similar to its National counterparts, but slightly higher than Midwestern universities. See Table 5 in Appendix A.

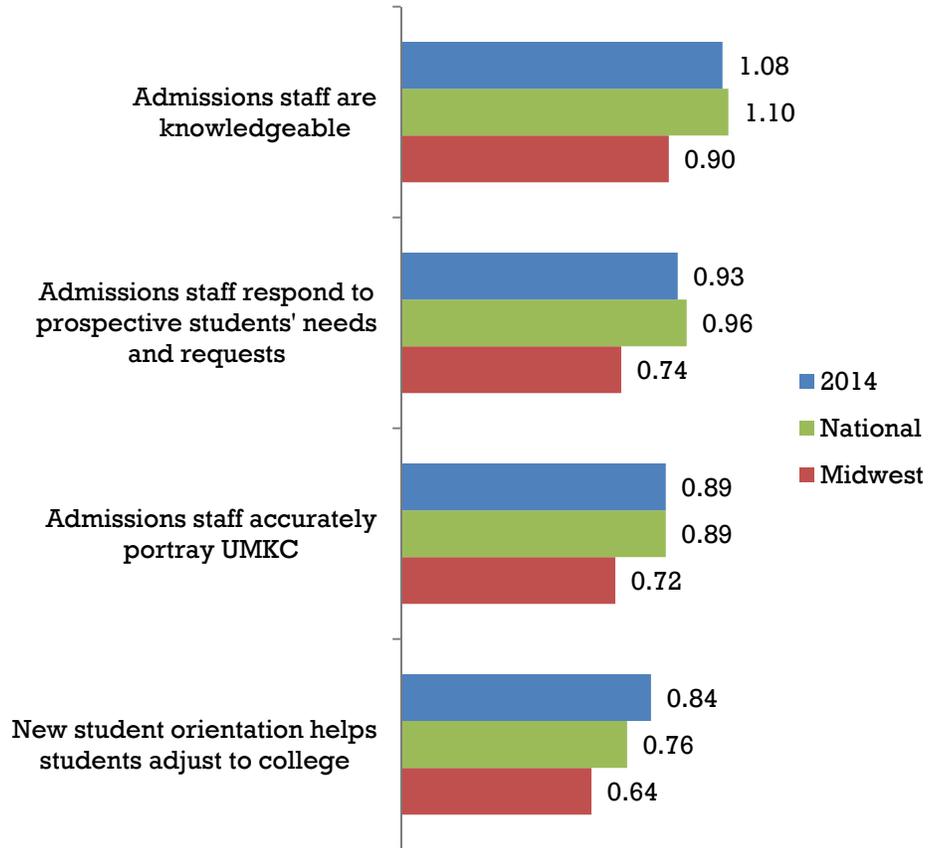
Additional analyses indicated that:

- It was more important to females than males that new student orientation services help students adjust to college and that admissions counselors respond to prospective students' unique needs and requests.
- Non-traditional students were more satisfied than traditional students about admissions staff being knowledgeable.
- Evening/Weekend students felt that new student orientation was more important than day-time students and they were significantly more satisfied than day-time students on all items of the Admissions sub-scale.
- Underclassmen were more satisfied than upperclassmen about admission staff being knowledgeable.

**Chart 13a**  
**Performance Gaps Admissions: UMKC**  
**2014/2011/2008**



**Chart 13b**  
**Performance Gaps Admissions: UMKC 2014,**  
**National and Midwest**



## *Campus Climate*

Chart 14a and 14b 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. An observation worth noting is that in both 2008 and 2011 the item "I seldom get the run-around when seeking information at UMKC" had a high performance gap, but in 2014 this item has a moderate gap (1.33). This indicates that UMKC has found better success in meeting this need in 2014. As stated previously in this report, this may be directly related to the construction of the Atterbury Student Success Center in 2013, and in particular, the implementation of UMKC Central as a one-stop location to take care of students' core business transactions.

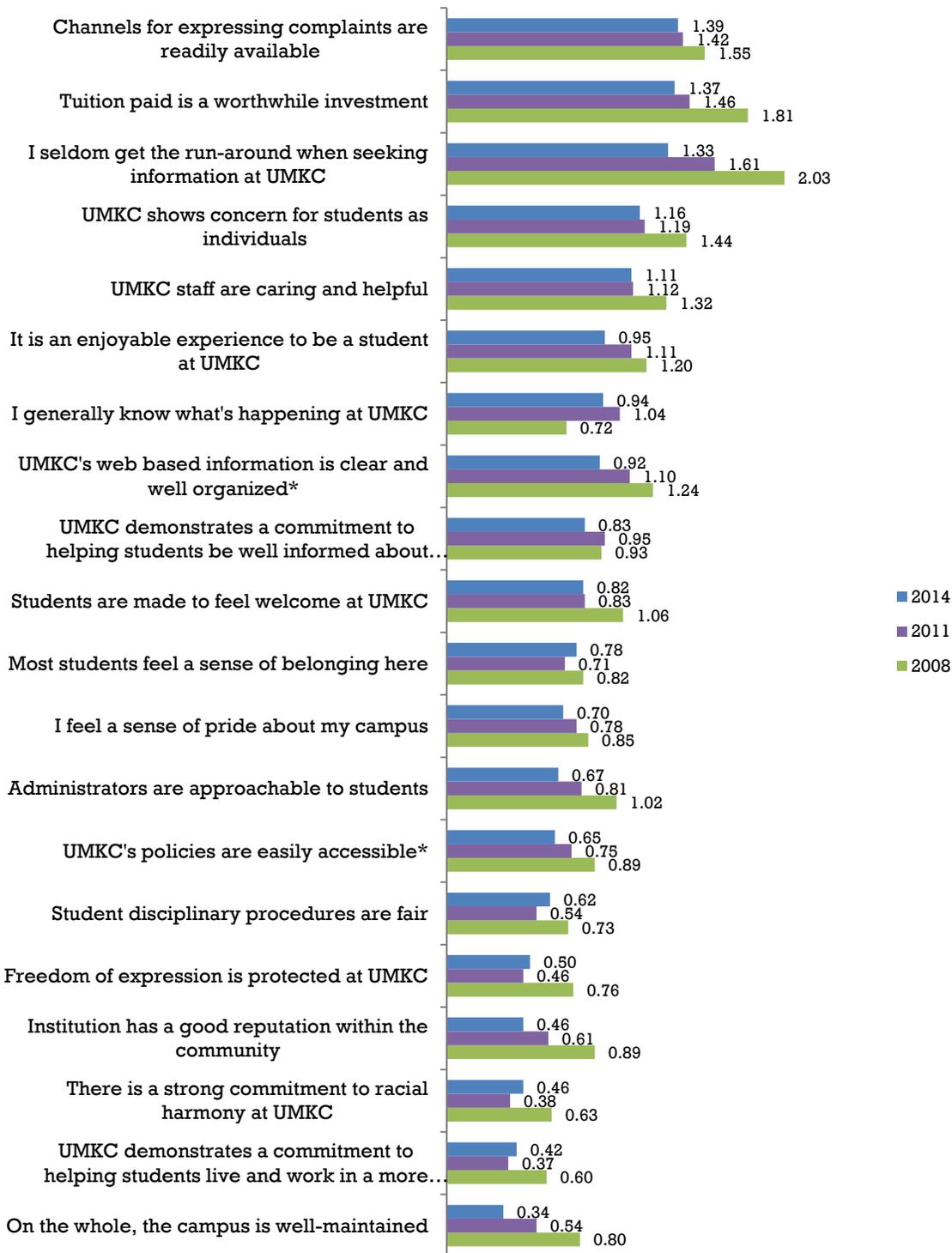
Small performance gaps were observed for the following items: UMKC has a good reputation within the community, the campus is well maintained, freedom of expression is protected, students believe there is a strong commitment to racial harmony, and there is a commitment to helping students live and work in a more ethnically diverse society. Furthermore, results show that the performance gaps on most of the items decreased compared to 2011 results, with the exception of the items regarding students feeling a sense of belonging, disciplinary procedures being fair, freedom of expression being protected, and there being a strong commitment to racial harmony. The gap scores for these items were all still below .80 though. UMKC's 2014 results are also similar to its National counterparts on most items, but slightly higher than Midwestern universities on most items. See Table 6 in Appendix A.

Further analyses indicated that:

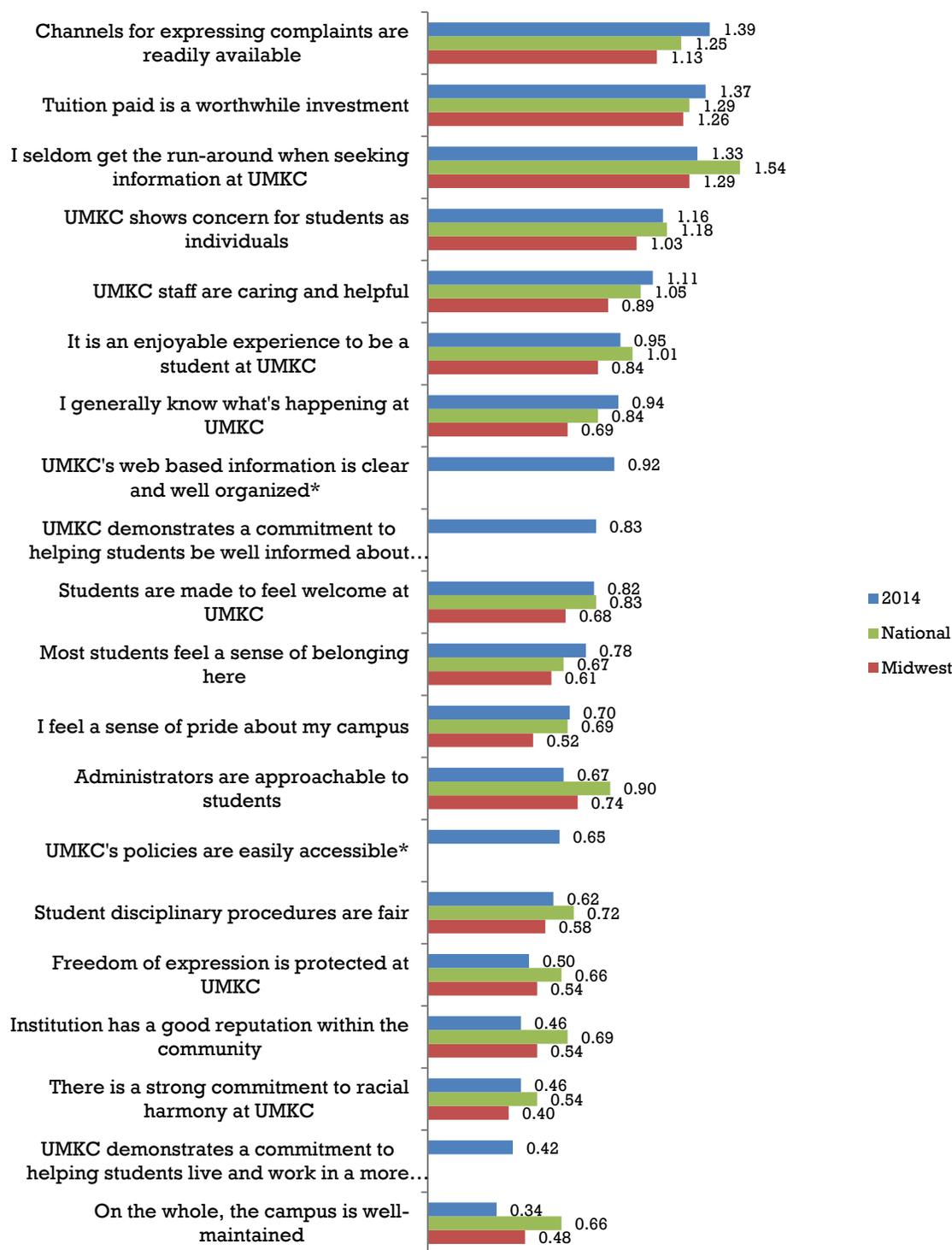
- Several items were more important to URM students than non- URM students, such as administrators being approachable to students, having a strong commitment to racial harmony on campus, a demonstrated commitment by the university to helping students live and work in a more ethnically diverse society; and students feeling a sense of belonging and pride.
- In comparison to traditional age learners, non-traditional age students were more satisfied when it comes to tuition paid being worthwhile, enjoying being a student at UMKC, feeling that the administrators are approachable, that they have a sense of pride and belonging about the university, and that the campus is well-maintained.

- Evening/weekend students reported greater importance and satisfaction on several items compared to day-time students. They rated the following items as more important: tuition paid being worthwhile, channels for expressing complaints being available, concern for students as individuals, web-based information being clear and well-organized, administrators being approachable, UMKC having a good reputation, UMKC's policies being easily accessible, feeling a sense of pride about the campus, campus being well-maintained, freedom of expression being protected, commitment to racial harmony, and commitment to helping students live in a more ethnically diverse society. Evening/weekend students also reported greater satisfaction on the items: seldom getting the run-around when seeking information at UMKC, tuition being a worthwhile assessment, UMKC showing concern for students as individuals, it being enjoyable to be a student at UMKC, students being made to feel welcome at UMKC, web-based information being clear and well-organized, administrators being approachable, UMKC demonstrating commitment to helping students be well-informed about national and world events, UMKC having a good reputation within the community, easy access to UMKC's policies, feeling a sense of pride and belonging about their campus, a well-maintained campus, freedom of expression protected, disciplinary procedures being fair and knowledge of what's happening at UMKC.
- It was more important for students living on campus to know what's happening at UMKC; they were also more satisfied than off-campus students about UMKC's web-based information being clear and well organized, the institution having a good reputation in the community, and the campus being well-maintained.
- Underclassmen were found to be more satisfied that channels for expressing student complaints are readily available.
- Part-time students found it more important for administrators to be approachable and that freedom of expression is protected at UMKC; they were more satisfied than full-time students with regards to tuition paid being a worthwhile investment, having an enjoyable experience as a student at UMKC, administrators being approachable, UMKC's commitment to helping students be well informed about national and world events, policies being accessible, feeling a sense of pride about their campus, freedom of expression being protected, and knowledge of what's happening.

**Figure 14a Performance Gaps Campus Climate: UMKC  
2014/2011/2008**



**Figure 14b Performance Gaps Campus Climate: UMKC  
2014, National and Midwest**



\*Note: This item was added to the SSI by UMKC and hence is not available for National and Midwestern respondents.

## *Campus Life*

Chart 15a and 15b displays the performance gaps for the items within UMKC's *Campus Life* category. By and large, the majority of the items had moderately small to 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. One item had a large performance gap (1.57) and deals with whether student activity fees are put to good use by the university. Although there has been a steady decrease in this gap since 2008, UMKC should explore what can be done to further improve this area.

UMKC's gap scores for the Campus Life items were very comparable to its National and Midwestern comparison groups, with the exception of the item regarding intercollegiate athletics programs contributing to a strong sense of school spirit. Though still below the "moderate" threshold, UMKC's gap score was notably higher than the peer groups. With recent changes in athletic conferences and head coaching hires (e.g., basketball), it is hoped that this gap score will more closely resemble the gaps for peer institutions in future iterations of the SSI.

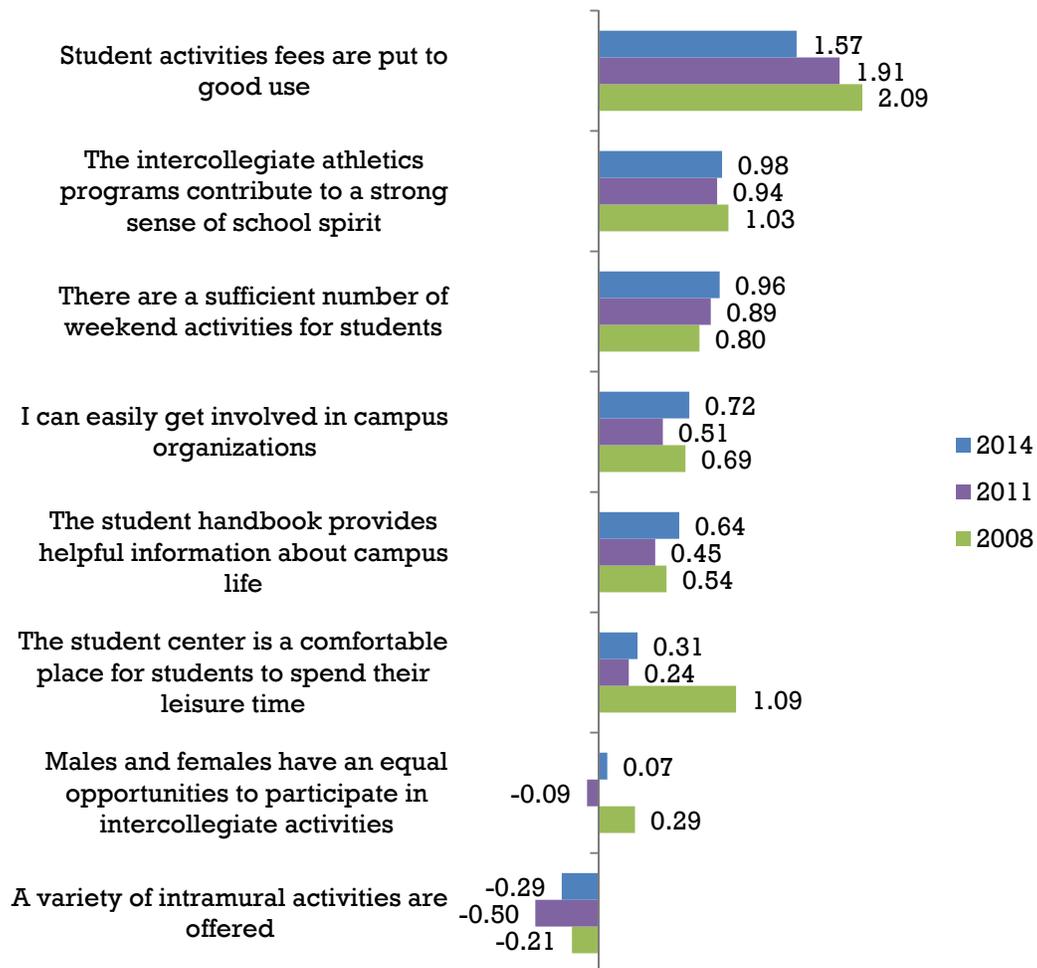
It is worth noting that in 2008 the item "The student center is a comfortable place for students to spend their leisure time" had a moderate performance gap of 1.09, but in 2011 it was a small gap score and this has been maintained in 2014. This is most likely attributable to the opening of the Student Union in 2010 and it now appears that students' expectations in terms of a comfortable space to spend time are being fulfilled. See Table 7 in Appendix A.

Additional analyses show that:

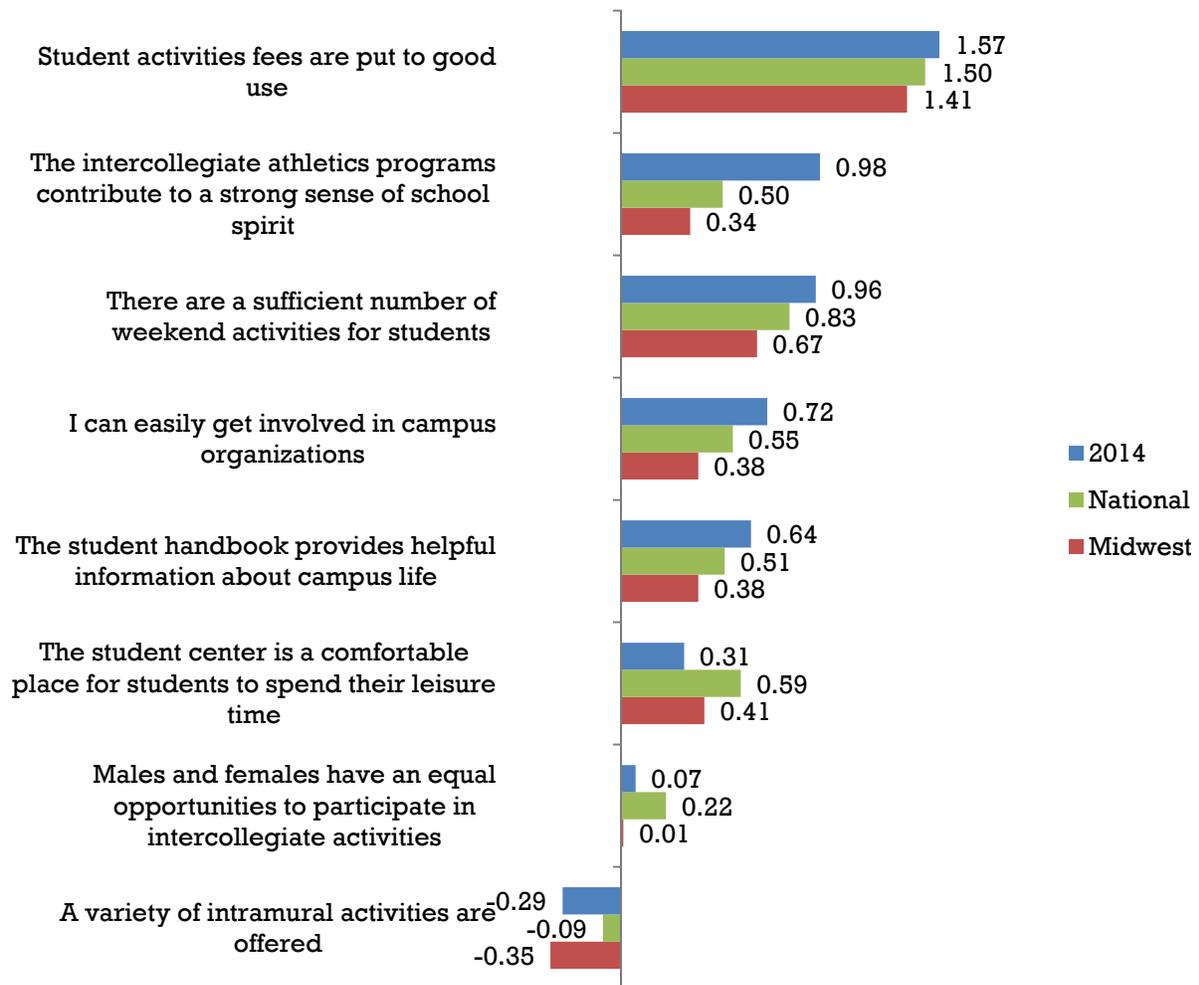
- It was more important to minority students that intramurals are offered, and that the student center is a comfortable place to spend their time than non-minority students.
- Females found it more important than males that student activity fees are put to good use, that they can easily get involved in campus organizations and that males and females have equal opportunities to participate in intercollegiate activities.
- Evening/weekend students found it more important than day students that the student handbook provide helpful information about campus life; they were also more satisfied on all items except for gender equalities in intercollegiate activities.

- On-campus students found it more important than those residing off campus that there are sufficient weekend activities for students; and that they easily get involved in campus organizations. Interestingly, off-campus students were significantly more satisfied than on campus that intercollegiate athletics programs contribute to a strong sense of school spirit.
- It was more important to underclassmen that intercollegiate programs contribute to a strong sense of school spirit, that there are sufficient weekend activities for students, and that a variety of intramural activities are offered. They were also more satisfied about activity fees being put to good use and that there are sufficient weekend activities for students.
- Full-time students felt that it is more important for the student center to be a comfortable place for students to spend their leisure time. Furthermore, full-time students were more satisfied about student activity fees being put to good use, that intercollegiate athletics programs contribute to a strong sense of school spirit, that they can get easily involved with campus organizations, that the student handbook provides helpful information and that a variety of intramural activities are offered.
- Traditional age learners felt that student activity fees being put to good use, intercollegiate programs contributing to a strong sense of student spirit and having a sufficient number of weekend activities for students were more important than non-traditional age learners. Non-traditional learners were more satisfied about intercollegiate programs contributing to a strong sense of student spirit.

**Chart 15a Performance Gaps Campus Life: UMKC  
2014/2011/2008**



**Chart 15b Performance Gaps Campus Life: UMKC 2014,  
National and Midwest**

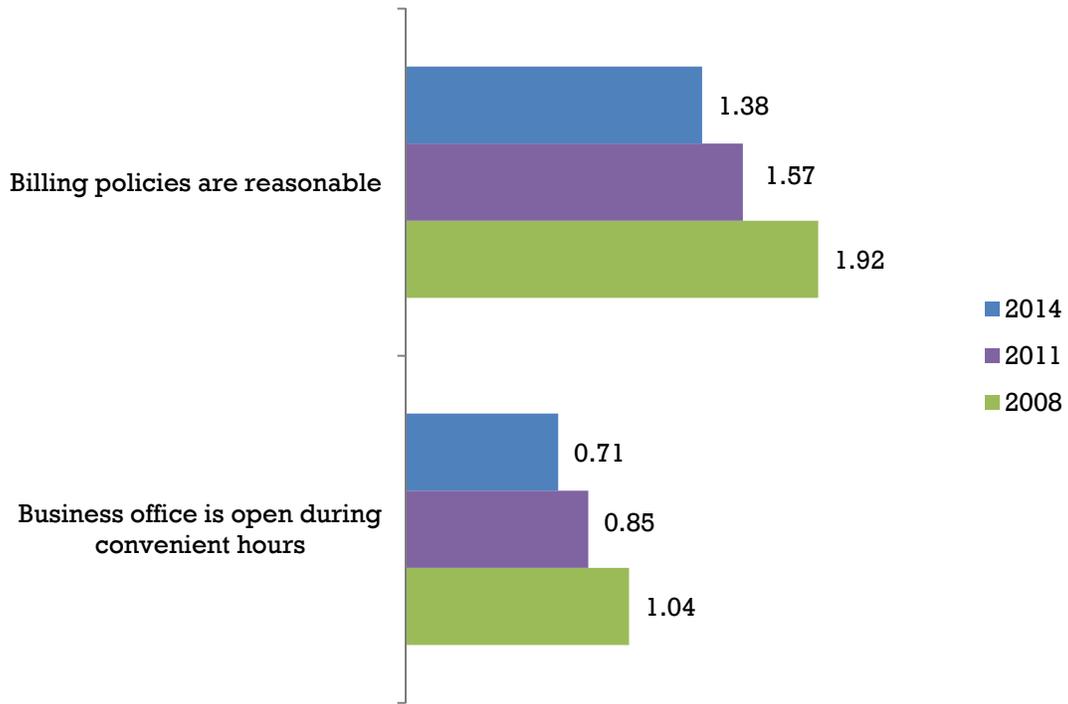


## *Cashier*

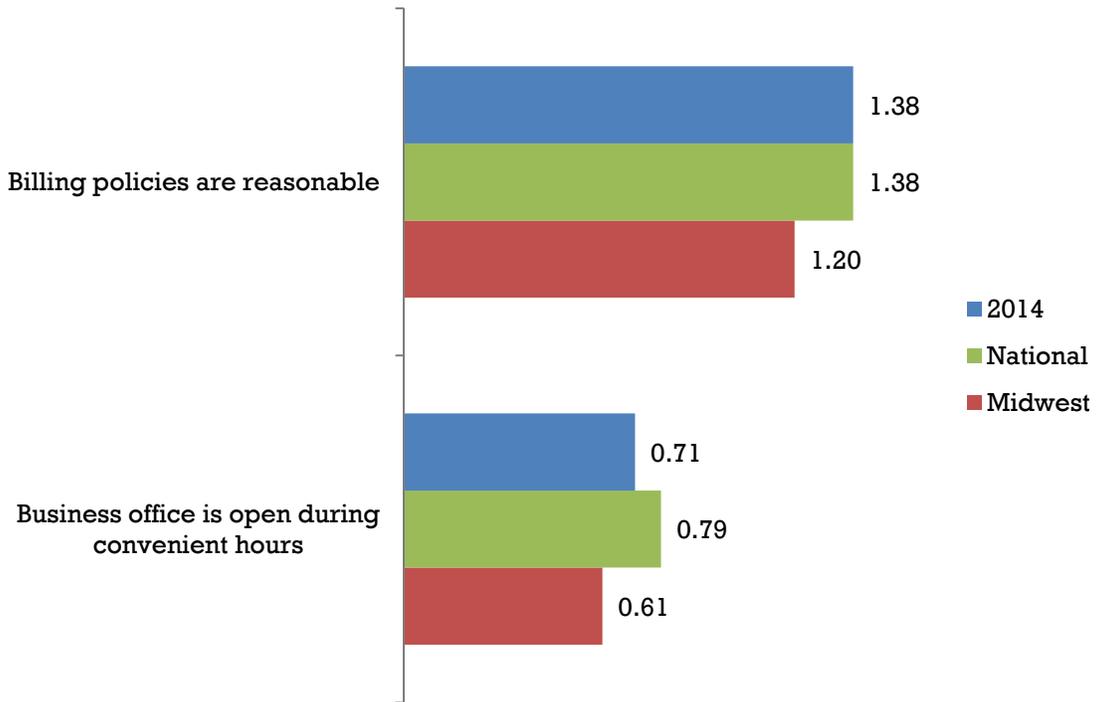
Chart 16a and 16b display the performance gaps for the items within UMKC's *Cashier* category. The item related to reasonable billing policies has a moderate performance gap, but this item had a large gap in both 2008 and 2011, and hence there has been considerable improvement in this area. The gaps scores for the two item were very similar to UMKC's National counterparts, but greater than Midwestern counterparts. See Table 8 in Appendix A.

As one might expect, the business office being open at convenient hours was more important for evening/weekend students and part-time students. Fortunately, both of these groups of students were more satisfied than their counterparts with the convenience of the business office hours. Interestingly, off-campus students were more satisfied with the business office being open at convenient hours than on-campus students. In addition, part-time students were more satisfied about billing policies being reasonable than full-time students.

**Chart 16a Performance Gaps Cashier: UMKC  
2014/2011/2008**



**Chart 16b Performance Gaps Cashier: UMKC 2014,  
National and Midwest**



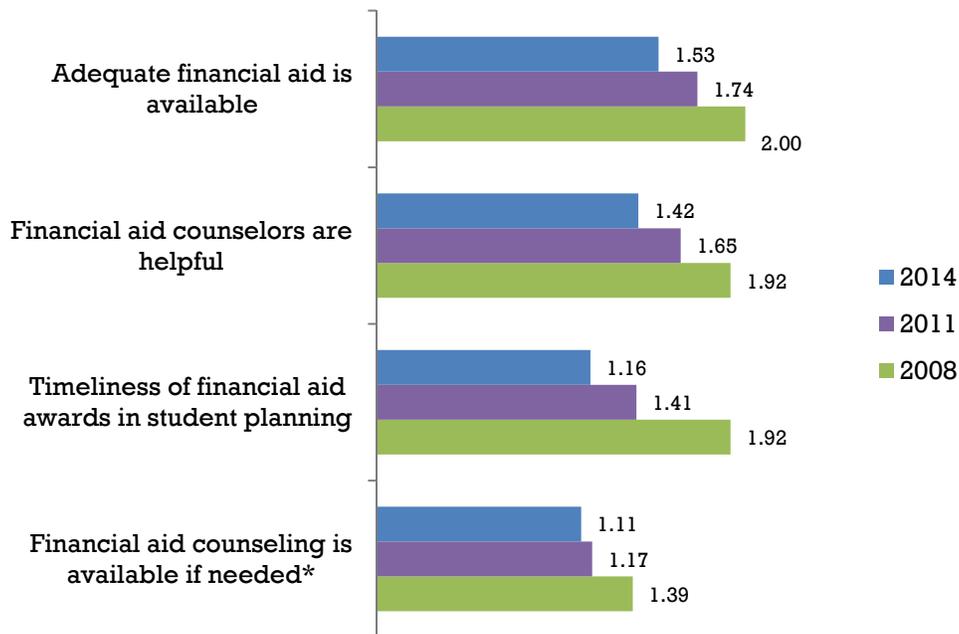
## *Financial Aid*

Charts 17a and 17b depict the performance gaps for the items within UMKC's *Financial Aid* category. One of the four items had a large performance gap and the other three had moderate gaps. The gap scores for all four items have been progressively decreasing since the 2008 administration of the SSI. Furthermore, the gap scores were relatively similar to those reported by National and Midwestern institutions. See Table 9 in Appendix A. It is hoped that UMKC will continue to make improvements in the Financial Aid area and will continue to see reduced gap scores in the future.

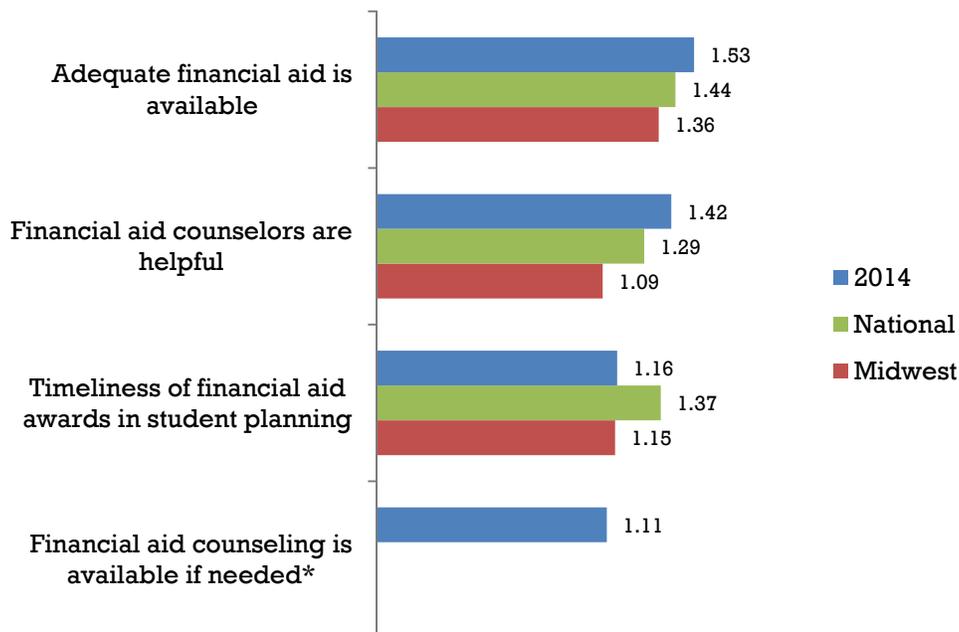
Further analyses showed that:

- Having financial aid awards announced in time to help students plan for college was more important to URM students than non-URM students.
- Availability of adequate financial aid, availability of financial aid counseling, and the timeliness of financial awards being announced were all more important to females than males.
- 
- Non-traditional learners also felt that the timely announcement of financial awards was more important than traditional learners.
- Evening/weekend students were more satisfied than day students with the availability of adequate financial aid, availability of financial aid counseling, and the timeliness of financial awards being announced.
- Underclassmen were more satisfied than upperclassmen with financial aid counselors being available.
- Part-time students were more satisfied than full-time students with financial aid counselors being available.

**Chart 17a Performance Gaps Financial Aid:  
UMKC 2014/2011/2008**



**Chart 17b Performance Gaps Financial Aid:  
UMKC 2014, National and Midwest**



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

## *Instructional Effectiveness*

Charts 18a and 18b depict the performance gaps for the items within UMKC's *Instructional Effectiveness* category. This area could be considered to be the most important area from the entire SSI. As stated previously in this report, 5 of the 10 most important items for UMKC students fall under this category. It is a positive sign then that none of the 15 items in this category had a gap score above 1.3 and 9 of the 15 had gap scores below 1.0. It appears student expectations were particularly being met in regard to faculty availability outside of class, faculty knowledge in their fields, the reasonableness of assessment and course placement procedures, the opportunity to experience intellectual growth, the variety of courses offered, the competence of adjunct faculty, the commitment to academic excellence, and the fair and unbiased treatment of students.

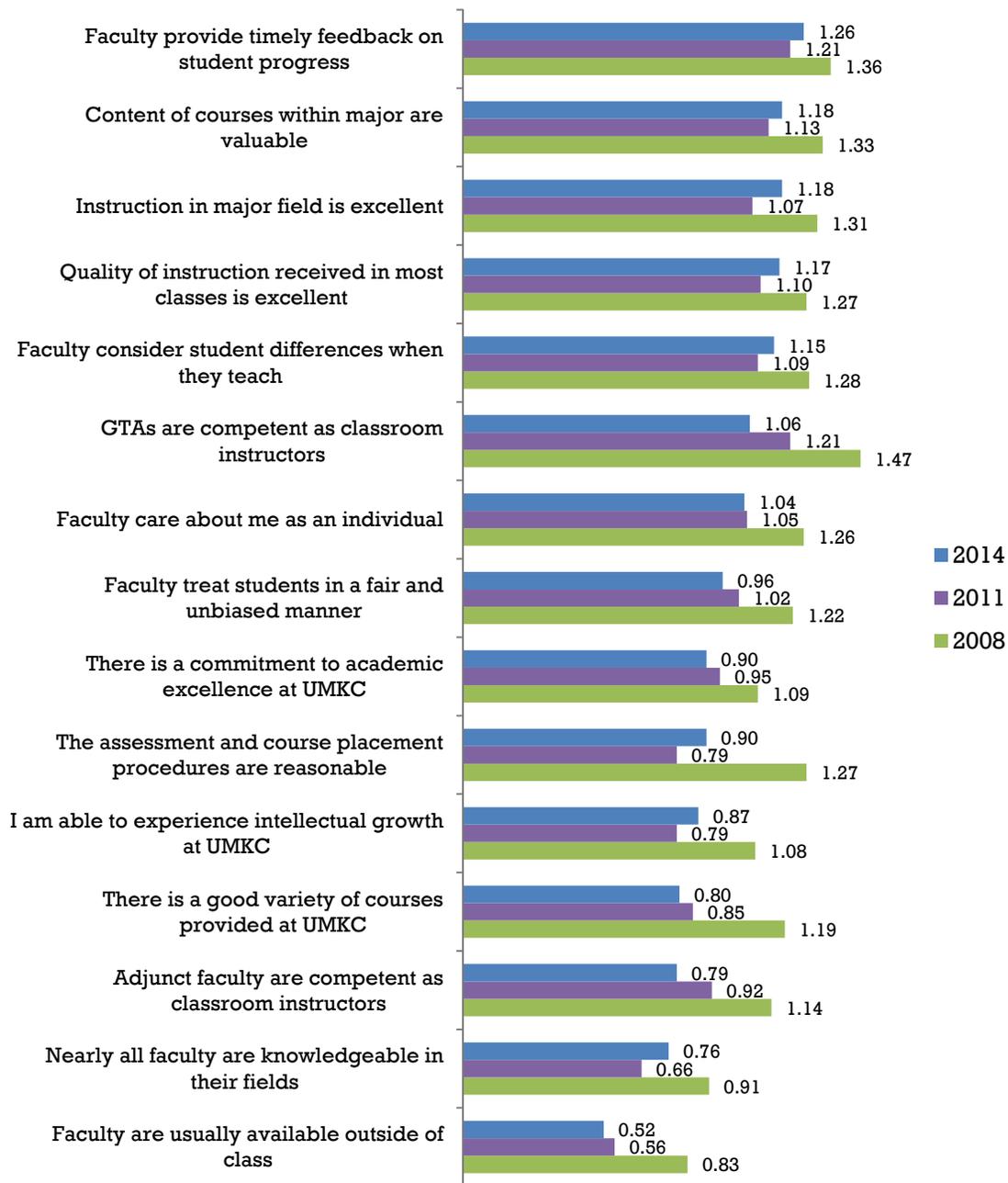
While the gaps scores reported in 2014 were lower for all 15 items compared to 2008 respondents, it should be noted that they were slightly higher for 8 items compared to the results from the 2011 respondents. See Table 10 in Appendix A. Fortunately, the gaps scores observed in 2014 were lower than or similar to the results reported by students at National and Midwestern institutions. Given the importance of this area to students, UMKC should continue to monitor this area and make sure that increased gaps scores are not noted in future SSI administrations.

Several interesting differences were observed on the Instructional Effectiveness items between various demographic groups:

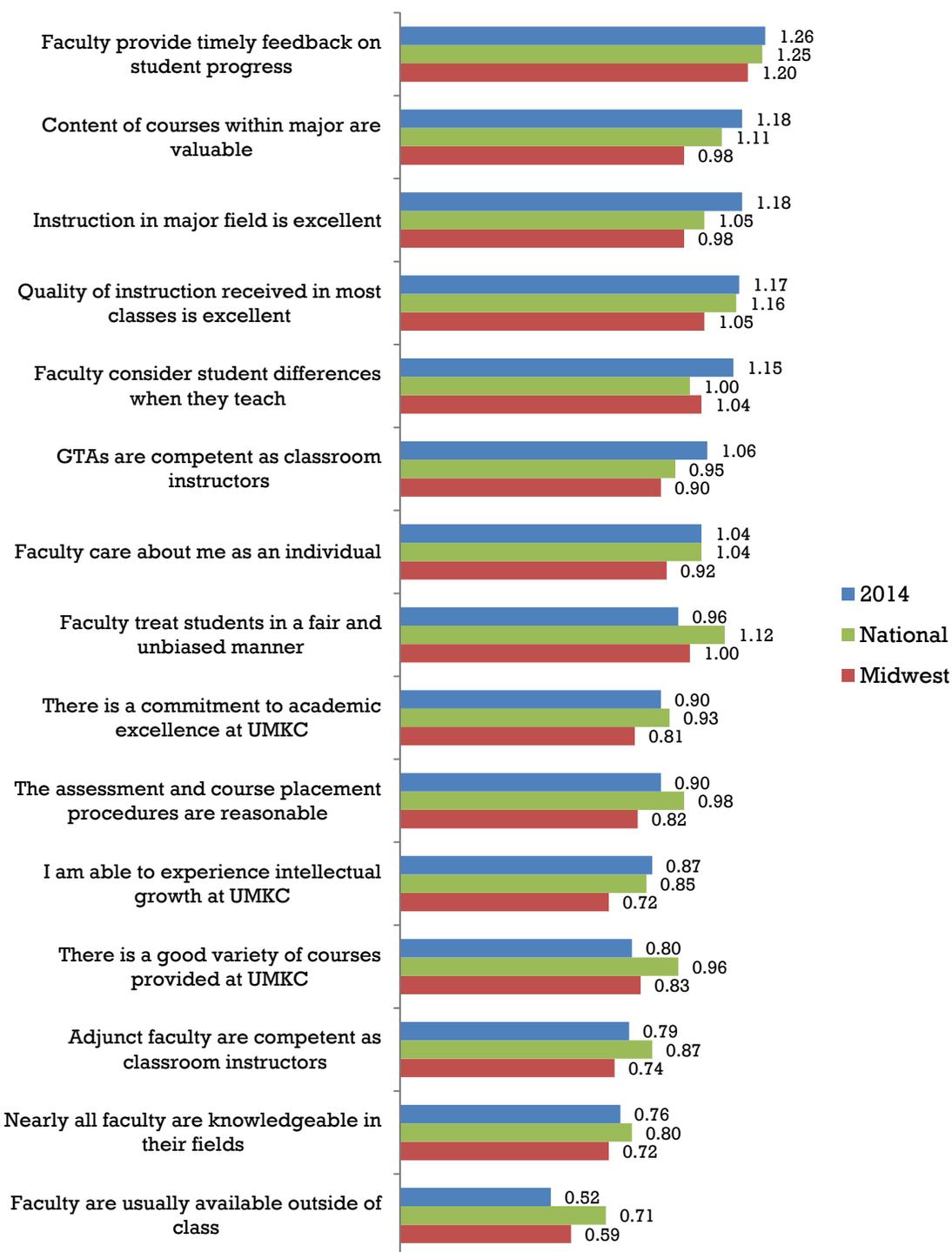
- It was more important for URM students than non-URM students that faculty consider student differences as they teach a course and that assessment and course placement procedures are reasonable.
- Several areas were more important to females than males, such as GTAs being competent as classroom instructors, the content of courses being valuable, faculty consideration of student differences, the excellence of instruction in a given field, faculty caring about students as individuals, faculty being fair and unbiased, there being a commitment to academic excellence on campus, a variety of courses being offered, the reasonableness of assessment procedures, the ability to experience intellectual growth, and faculty being knowledgeable in their field.

- Off-campus students found several areas more important than on-campus students, including the quality of instruction received in classes, faculty providing timely feedback about student progress in a course, the excellence of instruction in one's major field, and faculty being knowledgeable in their field. Off-campus students were also more satisfied than those on campus about faculty being knowledgeable in their field.
- Evening/Weekend students found all except three items to be more important than day students (faculty care, instruction is excellent, and assessment procedures are reasonable). They also found all except two areas more satisfying than day-time students (timeliness of faculty feedback and faculty caring about them as individuals).
- Upperclassmen found the instruction they received in their major field to be more important than underclassmen.
- Part-time students were more satisfied than full-time students with several areas, such as timely feedback about student progress, content of courses, quality of instruction, student differences being taken into account, faculty care, competence of adjunct faculty, variety of courses, opportunities for intellectual growth, and knowledgeable faculty.
- Non-traditional students considered the opportunity for intellectual growth to be more important than traditional age learners. Additionally, they were more satisfied with the content of courses and the quality of instruction (overall and in their major field).

**Chart 18a Performance Gaps Instructional Effectiveness: UMKC 2014/2011/2008**



**Chart 18b Performance Gaps Instructional Effectiveness: UMKC 2014, National and Midwest**



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

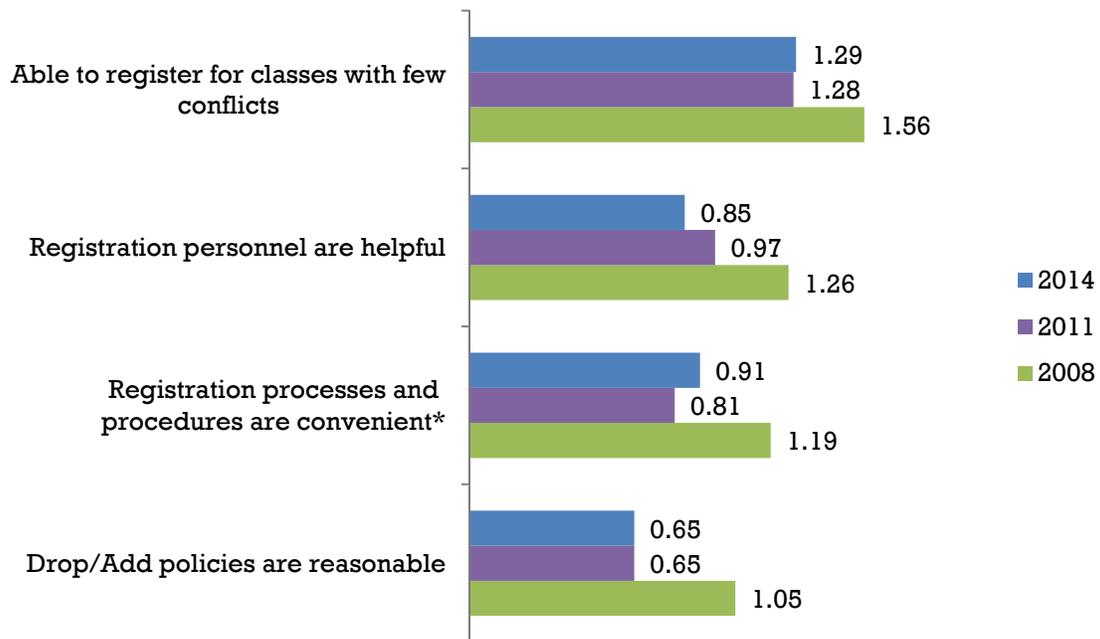
## *Registrar*

Charts 19a and 19b depict the performance gaps for the items within UMKC's *Registrar* category. All of the items had small to moderate performance gaps, the highest revolving around students being able to register for classes with few conflicts (1.29). The gaps scores were similar to the results from UMKC respondents in 2011, as well as students at National and Midwestern institutions. See Table 11 in Appendix A.

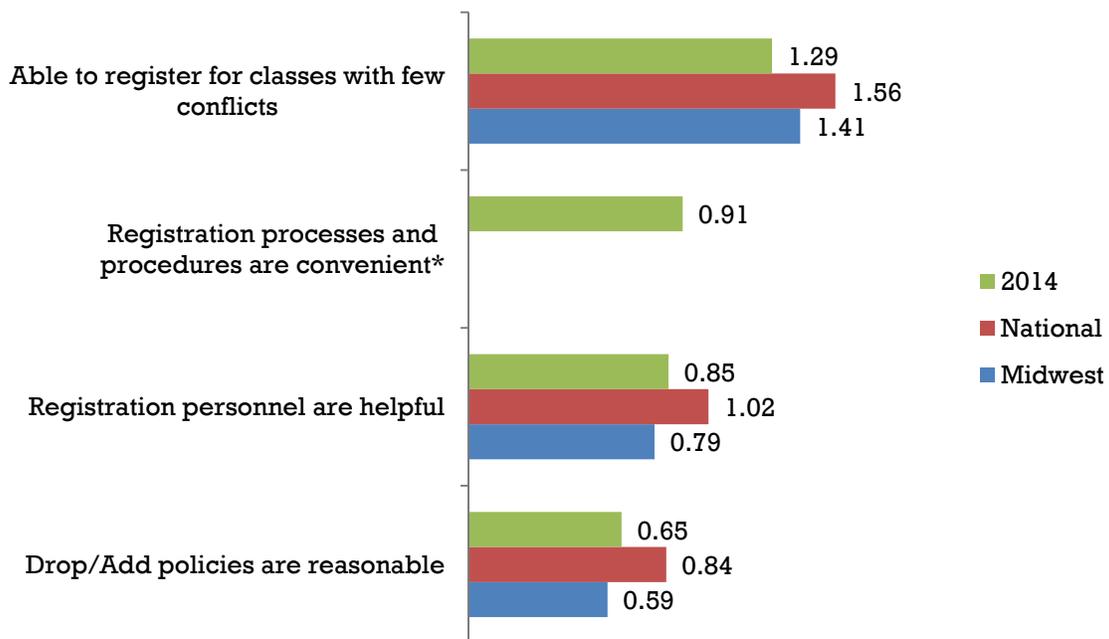
Several differences were observed between various demographic groups:

- As one might expect, evening/weekend students found it more important to have convenient registration processes and procedures and to have reasonable class drop/add policies. Interestingly, they were more satisfied than day students on all four items.
- All four items regarding registration were more important to female students than male students.
- Underclassmen were found to be more satisfied than upperclassmen with the helpfulness of personnel involved in registration.
- It was more important for part-time students that registration personnel be helpful. They were also more satisfied with this aspect, as well as with being able to register for classes without conflict.
- Non-traditional age students found it more important to be able to register for classes without conflict and for the personnel involved in registration to be helpful. They were also more satisfied with the convenience of registration processes and procedures.

**Chart 19a Performance Gaps Registrar: UMKC  
2014/2011/2008**



**Chart 19b Performance Gaps Registrar: UMKC 2014,  
National and Midwest**



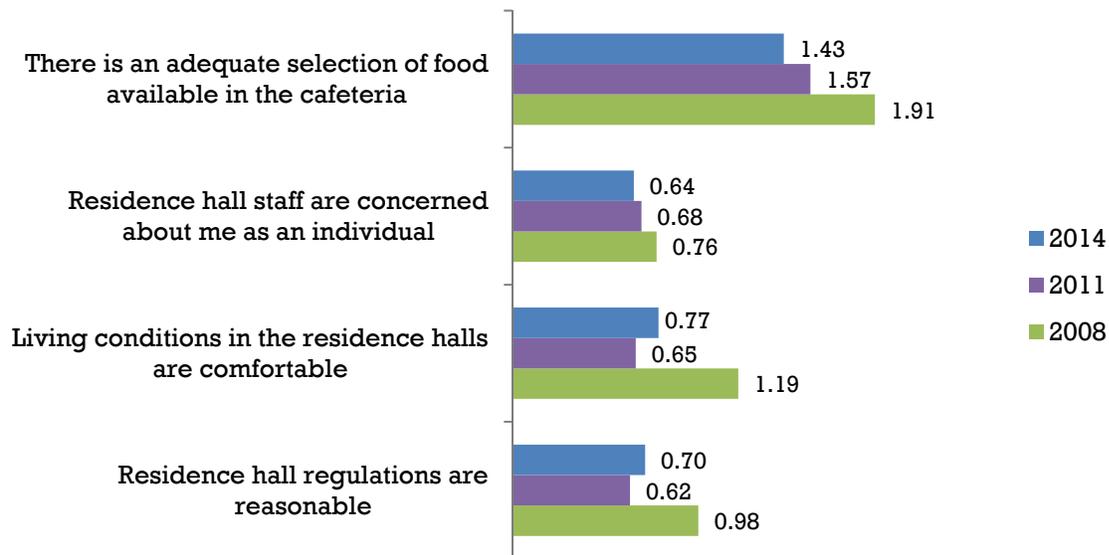
\*Note: This item was added to the SSI by UMKC.

## *Residence Halls*

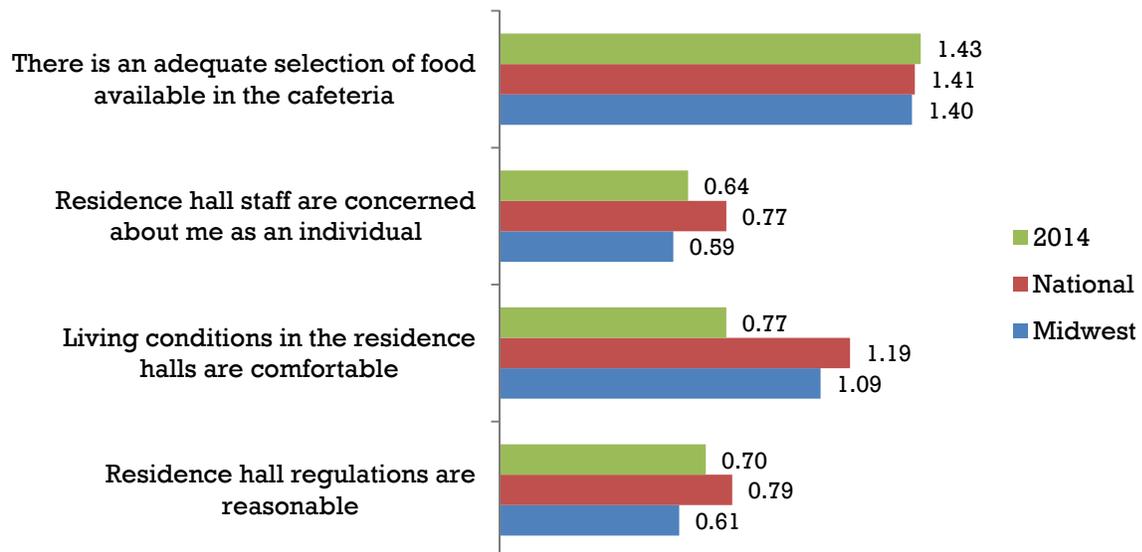
Charts 20a and 20b depict the performance gaps for the items within UMKC's *Residence Halls* category. The item regarding having an adequate selection of food available in the cafeteria had a moderate gap (1.43), but the other three items all had relatively small performance gaps. The gap score for the cafeteria food selection item was lower than the score reported by respondents in 2011, and noticeably lower than the score reported by respondents in 2008 (1.91). It was also almost exactly the same as the scores reported for National and Midwestern students. See Table 12 in Appendix A.

That being said, it was observed that off-campus students were more satisfied than those living on campus with the selection of food available in the cafeteria. When the focus is placed only on those students residing on campus, it appears there is actually a noticeably large performance gap (2.37). Thus, the students most likely to use the cafeteria are indicating their expectations are not being met in regard to having an adequate selection of food. This is obviously an issue that Residential Life will want to explore further in the future to determine if any changes can take place.

**Chart 20a Performance Gaps Residence Halls: UMKC  
2014/2011/2008**



**Chart 20b Performance Gaps Residence Halls: UMKC  
2014, National and Midwest**



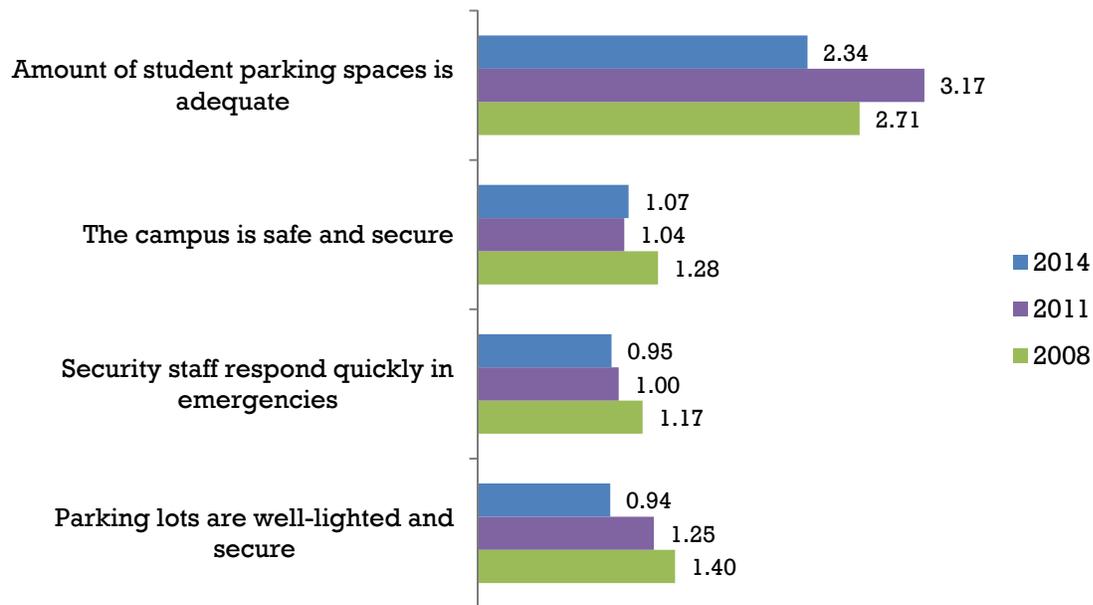
## *Safety and Security*

Charts 21a and 21b depict the performance gaps for the items within UMKC's *Safety and Security* category. A large performance gap (2.34) was observed for the item that deals with having an adequate amount of parking spaces for students. This item has had the largest gap score of any item in the SSI for the last three administrations at UMKC. That being said, the gaps score reported by UMKC students in 2014 was noticeably lower than the scores reported by 2008 and 2011 UMKC respondents. This decrease is likely attributable to the construction of the new parking garage on Cherry Street. Providing adequate parking is evidently an issue across the nation as the gap scores for National and Midwestern institutions were above 2.5. Thus, UMKC is performing relatively well in regard to this issue overall. See Table 13 in Appendix A.

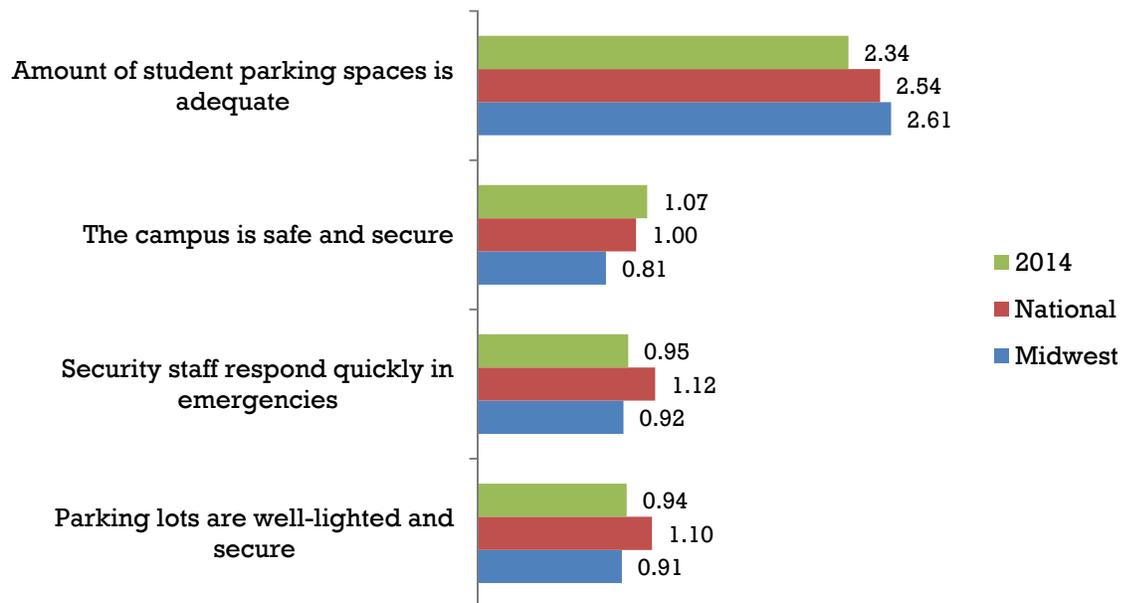
A few differences were observed between various demographic groups:

- The three items related to safety and security on campus were more important to females than males.
- Part-time students found it more important that parking lots be well lit and secure compared to full-time students; they were also more satisfied about this aspect than full-time students.
- Underclassmen were more satisfied than upperclassmen that the amount of student parking space is adequate.

**Chart 21a Safety and Security Performance Gaps: UMKC  
2014/2011/2008**



**Chart 21b Safety and Security Performance Gaps: UMKC  
2014, National and Midwest**



## *Conclusions*

The University of Missouri – Kansas City administers the Noel-Levitz SSI every three years to monitor student satisfaction with various aspects of the university and to make sure that student expectations are being met. The 2014 administration of the SSI marks the third time that the inventory has been administered to students at UMKC (2008, 2011, and 2014). Thus, for the first time the university is truly able to examine trends on the SSI items and determine potential strengths and areas for improvement.

For the third administration in a row, “Cost” was the most influential factor for students in determining where to enroll. This was true for UMKC students as well as students across the country. Not surprisingly, “Financial Aid” was the second most important factor. Taken together, it is evident that the affordability of attending college plays a large role in determining where students enroll. The third most important factor was the “academic reputation” of the institution. As UMKC looks to recruit new students in the future it should likely consider these areas in the development of marketing plans.

The majority of respondents in 2014 indicated that for the most part they were satisfied with their experiences at UMKC, that their expectations had been met, and that they would likely choose to enroll again if they had it to do all over again. Furthermore, students assessed their satisfaction with UMKC’s commitment to various demographic groups and the results indicated that students were relatively satisfied with UMKC’s commitment to all of the groups. This was especially true for UMKC’s commitment to under-represented students. In fact, UMKC students’ ratings were significantly higher than the national four-year public comparison group. Thus, from an overall perspective UMKC appears to be doing a fairly good job in the eyes of its students.

Noel-Levitz identified several strengths for the university based on students’ importance and satisfaction ratings. Included in these strengths are having knowledgeable and approachable advisors and having knowledgeable and available faculty. It also appears that the university provides a good variety of courses and a good opportunity to grow intellectually, and has a good reputation within the community.

Noel-Levitz also provided the university with a set of challenges, again based on students’ importance and satisfaction ratings. It appears that these items were primarily focused around three main areas: course content and instruction, caring for students as individuals, and financial aid. These three areas have been the same

for the last three SSI administrations at UMKC. It is important to note that the results are not necessarily indicating that students are dissatisfied with these areas, but rather that the university could do a better job of meeting student expectations in these areas. Thus, though no alarms should necessarily be raised about these areas based on the results, it is evident that the university should continue to monitor them and possibly even explore ways to improve student satisfaction moving forward.

One important finding from the 2014 administration of the SSI was that the item “I seldom get the run around on campus” no longer had what would be considered a large gap score and was not listed as a challenge for the university. This item had a gap score of 2.03 in 2008 and had a gap score of 1.61 in 2011 and was listed as a challenge in both years. Based on these results, UMKC made a concerted effort to reduce sending students back and forth from office to office across the campus. A “one-stop” location was also developed within the new Atterbury Student Success Center where students could take care of all of their core business transactions (admissions, financial aid, etc.) in one place. Thus, the improvement in this area appears to be a reflection of the strategic initiatives that were implemented specifically to support students.

Five of the ten most important items identified by students in the SSI revolved around “Instructional Effectiveness.” It is evident that students expect to receive quality instruction from knowledgeable faculty so that they can learn and grow intellectually. Though the gap scores for these items were not high, or even alarming, they were higher than they were in 2011. Thus, they should continue to be monitored in the future to make sure that they do not increase to a level that would indicate a concern for the university.

Two other items that were listed in the top 10 in terms of importance that deserve mentioning centered around students considering the tuition they paid being a worthwhile investment and being able to register for classes without difficulty. Both of these items were listed as challenges for the university in the previous two administrations of the SSI and continue to be challenges for students in 2014. On a positive note, the gap scores for both items have decreased from above 1.5 (i.e., large gaps) in 2008 to more moderate levels in 2014. Continued attention should be placed on these areas to ensure that student expectations are being met.

As stated previously, financial aid is one of the top aspects that students consider when they are determining where to go to college. It is therefore potentially concerning that the four items related to financial aid continue to be listed as challenges for the university. However, the gaps scores for these items have continued to drop over the three SSI administrations and only one of the items is still

in the “large” range (adequate financial aid is available for most students). Unfortunately, satisfaction ratings regarding the availability of financial aid and the helpfulness of financial aid counselors were significantly lower than ratings from students at other Midwestern four-year public institutions. Given that we are possibly competing for students from many of these institutions it is imperative that the financial aid office continue making positive strides in these areas.

Lastly, lack of adequate parking for students is typically a problem for most institutions. The item pertaining to adequate parking spaces has had the largest gap score for UMKC and for National and Midwestern four-year public institutions for the last three administrations of the SSI. While parking issues continues to be the largest problem identified by students at UMKC, it is important to note that the gap score in 2014 was the lowest it has been in the three administrations of the SSI at UMKC. Furthermore, the gap score was below the scores reported for National and Midwestern four-year public institutions. These results may be attributable to the construction of the new parking garage on campus, which added over 600 new parking spaces. Parking operations should continue to monitor this variable in the future and explore additional ways to help meet student expectations regarding parking on campus.

In summary, the university appears to be doing a fairly good job of meeting student expectations across the board. There are still issues to focus on and improve upon in the future, but overall there were not any glaring deficiencies identified in the 2014 administration of the Noel-Levitz SSI, and in fact the results in many cases reflected positive changes that have taken place as a direct result of strategic initiatives across campus.

## *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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<b>Table 1</b>		
<b>Demographic Information</b>		
<b>Variable</b>	<b>Number of Responses</b>	<b>Percent</b>
<b>Gender</b>		
Female	330	72.4
Male	126	27.6
<b>Age</b>		
18 and under	27	5.9
19 to 24	274	59.7
25 to 34	91	19.8
35 to 44	40	8.7
45 and over	27	5.9
<b>Ethnicity/Race</b>		
African-American	61	13.4
American Indian or Alaskan Native	6	1.3
Asian or Pacific Islander	50	11.0
Caucasian/White	265	58.1
Hispanic	31	6.8
Other	24	5.3
Prefer not to respond	19	4.2
<b>Enrollment Status</b>		
Day	398	88.4
Evening	51	11.3
Weekend	1	0.2
<b>Educational Goal</b>		
Associate degree	1	0.2
Bachelor's degree	298	65.5
Master's degree	64	14.1
Doctorate or professional degree	90	19.8
Other educational goal	2	0.4
<b>Employment</b>		
Full-time off campus	92	20.5
Part-time off campus	164	36.5
Full-time on campus	14	3.1
Part-time on campus	49	10.9
Not employed	130	29.0
<b>College Preference</b>		
1 <sup>st</sup> choice	286	63.4
2 <sup>nd</sup> choice	110	24.4
3 <sup>rd</sup> choice or lower	55	12.2

<b>Table 2<sup>2</sup></b>			
<b>Noel-Levitz Subscales</b>			
<b>Mean Scores and Performance Gaps</b>			
<b>Subscale</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Safety and Security	6.37	5.00	1.37
Recruitment and Financial Aid	6.22	5.05	1.17
Registration Effectiveness	6.25	5.26	0.99
Instructional Effectiveness	6.41	5.43	0.98
Academic Advising	6.39	5.41	0.98
Concern for the Individual	6.21	5.25	0.96
Campus Climate	6.16	5.24	0.92
Student Centeredness	6.13	5.22	0.91
Service Excellence	6.05	5.16	0.89
Campus Life	5.71	5.02	0.69
Campus Support Services	6.10	5.56	0.54

<b>Table 3</b>			
<b>Academic Advising</b>			
<b>Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Academic advisor is concerned with my success.	6.35	5.26	1.09
My academic advisor is available when I need help.	6.38	5.33	1.05
Major requirements are clear and reasonable.	6.51	5.48	1.03
My academic advisor helps me set goals to work toward.	6.10	5.09	1.01
My academic advisor is approachable.	6.42	5.52	0.90
My academic advisor is knowledgeable about requirements in my major.	6.54	5.66	0.88

<sup>2</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.

**Table 4**  
**Academic Support**  
**Mean Scores and Performance Gaps**

<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
UMKC helps facilitate my exploration of multiple career options.	6.11	5.00	1.11
There are adequate services to help students decide on a career	6.21	5.17	1.04
Academic support services adequately meet students' needs	6.22	5.27	0.95
I know where to go if I need personal, social, or academic assistance	6.11	5.26	0.85
Counseling staff care about students as individuals	6.05	5.33	0.72
Computer labs are adequate and accessible	6.30	5.65	0.65
Health services staff are competent	5.98	5.37	0.61
Tutoring services are readily available	6.04	5.51	0.53
Counseling services are available if needed	6.06	5.58	0.48
Bookstore staff are helpful	6.05	5.70	0.35
Library resources and services are adequate	6.14	5.82	0.32
Library staff are helpful and approachable	5.75	5.72	0.03

<b>Table 5 Admissions Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Admissions staff are knowledgeable	6.24	5.16	1.08
Admissions staff respond to prospective students' needs and requests	6.06	5.13	0.93
Admissions staff accurately portray UMKC	6.06	5.17	0.89
New student orientation helps students adjust to college	6.03	5.19	0.84

**Table 6**  
**Campus Climate**  
**Mean Scores and Performance Gaps**

<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Channels for expressing complaints are readily available	6.12	4.73	1.39
Tuition paid is a worthwhile investment	6.48	5.11	1.37
I seldom get the run-around when seeking information at UMKC	6.16	4.83	1.33
UMKC shows concern for students as individuals	6.30	5.14	1.16
UMKC staff are caring and helpful	6.38	5.27	1.11
It is an enjoyable experience to be a student at UMKC	6.28	5.33	0.95
I generally know what's happening at UMKC	5.72	4.78	0.94
UMKC's web based information is clear and well organized	6.29	5.37	0.92
UMKC demonstrates a commitment to helping students be well informed about national and world events and issues	5.69	4.86	0.83
Students are made to feel welcome at UMKC	6.24	5.42	0.82
Most students feel a sense of belonging here	5.77	4.99	0.78
I feel a sense of pride about my campus	5.76	5.06	0.70
Administrators are approachable to students	5.82	5.15	0.67
UMKC's policies are easily accessible	6.01	5.36	0.65
Student disciplinary procedures are fair	6.14	5.52	0.62
Freedom of expression is protected at UMKC	6.16	5.66	0.50
Institution has a good reputation within the community	6.25	5.79	0.46
There is a strong commitment to racial harmony at UMKC	6.12	5.66	0.46
UMKC demonstrates a commitment to helping students live and work in a more ethnically diverse society	5.92	5.5	0.42
On the whole, the campus is well-maintained	6.32	5.98	0.34

<b>Table 7</b>			
<b>Campus Life</b>			
<b>Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Student activities fees are put to good use	6.07	4.5	1.57
The intercollegiate athletics programs contribute to a strong sense of school spirit	5.01	4.03	0.98
There are a sufficient number of weekend activities for students	5.26	4.30	0.96
I can easily get involved in campus organizations	5.83	5.11	0.72
The student handbook provides helpful information about campus life	5.70	5.06	0.64
The student center is a comfortable place for students to spend their leisure time	5.95	5.64	0.31
Males and females have an equal opportunities to participate in intercollegiate activities	5.59	5.52	0.07
A variety of intramural activities are offered	4.75	5.04	-0.29

<b>Table 8</b>			
<b>Cashier</b>			
<b>Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Billing policies are reasonable	6.30	4.92	1.38
Business office is open during convenient hours	5.97	5.26	0.71

**Table 9**  
**Financial Aid**  
**Mean Scores and Performance Gaps**

<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Adequate financial aid is available	6.35	4.82	1.53
Financial aid counselors are helpful	6.26	4.84	1.42
Timeliness of financial aid awards in student planning	6.32	5.16	1.16
Financial aid counseling is available if needed	6.26	5.08	1.18

**Table 10**  
**Instructional Effectiveness**  
**Mean Scores and Performance Gaps**

<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Faculty provide timely feedback about student progress in a course.	6.43	5.17	1.26
The content of the courses within my major is valuable.	6.58	5.40	1.18
The instruction in my major field is excellent.	6.58	5.40	1.18
The quality of instruction I receive in most of my classes is excellent.	6.57	5.40	1.17
Faculty take into consideration student differences as they teach a course.	6.18	5.03	1.15
CTAs are competent as classroom instructors	6.31	5.25	1.06
Faculty care about me as an individual.	6.20	5.16	1.04
Faculty are fair and unbiased in their treatment of individual students.	6.42	5.46	0.96
The assessment and course placement procedures are reasonable.	6.29	5.39	0.90
There is a commitment to academic excellence on this campus.	6.38	5.48	0.90
I am able to experience intellectual growth here.	6.49	5.62	0.87
There is a good variety of courses provided on this campus.	6.44	5.64	0.80
Adjunct faculty are competent as classroom instructors.	6.20	5.41	0.79
Nearly all of the faculty are knowledgeable in their field.	6.53	5.77	0.76
Faculty are usually available outside of class	6.32	5.80	0.52

<b>Table 11 Registrar Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Able to register for classes with few conflicts	6.57	5.28	1.29
Registration processes and procedures are convenient	6.35	5.44	0.91
Registration personnel are helpful	6.17	5.32	0.85
Drop/Add policies are reasonable	6.20	5.55	0.65

<b>Table 12 Residence Halls Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
There is an adequate selection of food available in the cafeteria	5.84	4.41	1.43
Living conditions in the residence halls are comfortable	5.76	4.99	0.77
Residence hall regulations are reasonable	5.72	5.02	0.70
Residence hall staff are concerned about me as an individual	5.63	4.99	0.64

<b>Table 13 Safety and Security Mean Scores and Performance Gaps</b>			
<b>Item Description</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Amount of student parking spaces is adequate	6.24	3.90	2.34
The campus is safe and secure	6.51	5.44	1.07
Security staff respond quickly in emergencies	6.46	5.51	0.95
Parking lots are well-lighted and secure	6.27	5.33	0.94

## *Appendix B*

### **Sample Student Satisfaction Inventory**



# STUDENT SATISFACTION INVENTORY™

## 4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.  
 Copyright 1994, Noel/Levitz Centers, Inc. All rights reserved.

Dear Student,

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

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

To preserve confidentiality, your name is not requested.

— Thank you for your participation.



### Instructions:

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

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

Importance to me . . .		My level of satisfaction
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply		not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1
<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	1. Most students feel a sense of belonging here. 2. The campus staff are caring and helpful. 3. Faculty care about me as an individual. 4. Admissions staff are knowledgeable.	<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	5. Financial aid counselors are helpful. 6. My academic advisor is approachable. 7. The campus is safe and secure for all students. 8. The content of the courses within my major is valuable.	<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	9. A variety of intramural activities are offered. 10. Administrators are approachable to students. 11. Billing policies are reasonable. 12. Financial aid awards are announced to students in time to be helpful in college planning.	<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	13. Library staff are helpful and approachable. 14. My academic advisor is concerned about my success as an individual. 15. The staff in the health services area are competent. 16. The instruction in my major field is excellent.	<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	17. Adequate financial aid is available for most students. 18. Library resources and services are adequate. 19. My academic advisor helps me set goals to work toward. 20. The business office is open during hours which are convenient for most students.	<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="checkbox"/>		1443863
PLEASE DO NOT MARK IN THIS AREA		

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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 42. There are a sufficient number of extracurricular 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 46. I can easily 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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="checkbox"/>
<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="checkbox"/> 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	<input type="checkbox"/>

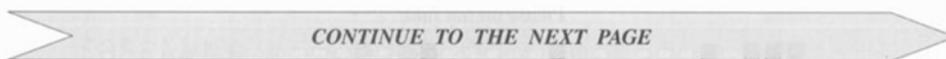
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Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

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

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

- |   |   |  |
|---|---|--|
| <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> |
|---|---|--|



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

- 102. Gender:
  - Ⓐ Female
  - Ⓑ Male
- 103. Age:
  - Ⓐ 18 and under
  - Ⓑ 19 to 24
  - Ⓒ 25 to 34
  - Ⓓ 35 to 44
  - Ⓔ 45 and over
- 104. Ethnicity/Race:
  - Ⓐ African-American
  - Ⓑ American Indian or Alaskan Native
  - Ⓒ Asian or Pacific Islander
  - Ⓓ Caucasian/White
  - Ⓔ Hispanic
  - Ⓕ Other
  - Ⓖ Prefer not to respond
- 105. Current Enrollment Status:
  - Ⓐ Day
  - Ⓑ Evening
  - Ⓒ Weekend
- 106. Current Class Load:
  - Ⓐ Full-time
  - Ⓑ Part-time
- 107. Class Level:
  - Ⓐ Freshman
  - Ⓑ Sophomore
  - Ⓒ Junior
  - Ⓓ Senior
  - Ⓔ Special Student
  - Ⓕ Graduate/Professional
  - Ⓖ Other
- 108. Current GPA:
  - Ⓐ No credits earned
  - Ⓑ 1.99 or below
  - Ⓒ 2.0 - 2.49
  - Ⓓ 2.5 - 2.99
  - Ⓔ 3.0 - 3.49
  - Ⓕ 3.5 or above
- 109. Educational Goal:
  - Ⓐ Associate degree
  - Ⓑ Bachelor's degree
  - Ⓒ Master's degree
  - Ⓓ Doctorate or professional degree
  - Ⓔ Certification (initial or renewal)
  - Ⓕ Self-improvement/pleasure
  - Ⓖ Job-related training
  - Ⓗ Other
- 110. Employment:
  - Ⓐ Full-time off campus
  - Ⓑ Part-time off campus
  - Ⓒ Full-time on campus
  - Ⓓ Part-time on campus
  - Ⓔ Not employed
- 111. Current Residence:
  - Ⓐ Residence hall
  - Ⓑ Fraternity / Sorority
  - Ⓒ Own house
  - Ⓓ Rent room or apartment off campus
  - Ⓔ Parent's home
  - Ⓕ Other
- 112. Residence Classification:
  - Ⓐ In-state
  - Ⓑ Out-of-state
  - Ⓒ International (not U.S. citizen)
- 113. Disabilities:
 

Physical disability or a diagnosed learning disability?

  - Ⓐ Yes
  - Ⓑ No
- 114. When I entered this institution, it was my:
  - Ⓐ 1st choice
  - Ⓑ 2nd choice
  - Ⓒ 3rd choice or lower

SAMPLE  
Copyrighted Items and Materials

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

Social Security Number: ▶

Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.

Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	Ⓘ
⓫	⓬	⓭	⓮	⓯	⓰	⓱	⓲	⓳
⓴	⓵	⓶	⓷	⓸	⓹	⓺	⓻	⓼
⓽	⓿	⓾	⓿	⓿	⓿	⓿	⓿	⓿
⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿
⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿
⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿
⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿	⓿

115. Major: ▶

Fill in major code from list provided by your institution.

Ⓐ	Ⓑ	Ⓒ	Ⓓ
⓫	⓬	⓭	⓮
⓯	⓰	⓱	⓲
⓳	⓴	⓵	⓶
⓷	⓸	⓹	⓺
⓻	⓼	⓽	⓿
⓿	⓿	⓿	⓿

116. Item requested by your institution:

- Ⓐ
- Ⓑ
- Ⓒ
- Ⓓ
- Ⓔ
- Ⓕ
- Ⓖ
- Ⓗ
- Ⓘ

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

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