INTRODUCTION

PURPOSE: The NASPA Consortium Student Union Survey was developed through a partnership between Student Voice, NASPA, and ACUI. UNLV was able to customize the instrument and add additional questions. The instrument is designed to assess the use, satisfaction, and student learning outcomes associated with the Student Union facility and programs. National benchmark data will be available.

RESPONSE RATE: The survey was distributed electronically to 3,500 randomly selected undergraduate, graduate, and professional UNLV students. Additionally, the survey was posted on Rave and facebook and publicized inside the Student Union. The first 1000 students to complete the survey received a coupon for a free Tall Starbucks or 16oz PowerBlendz Smoothie.

There were 1,275 responses. The demographics of student respondents are consistent with the university profile, though there were a higher percentage of full-time and female respondents.

STUDENT RESPONDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>UNLV Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>172</td>
<td>14.9%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>189</td>
<td>16.4%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Junior</td>
<td>269</td>
<td>23.3%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Senior</td>
<td>294</td>
<td>25.5%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>218</td>
<td>18.9%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Professional</td>
<td>218</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Non-degree</td>
<td>5</td>
<td>0.43%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>Percentage</th>
<th>UNLV Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>135</td>
<td>11.8%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Full-time</td>
<td>1010</td>
<td>88.2%</td>
<td>66.1.2%</td>
</tr>
</tbody>
</table>
### Findings

**NOTE:** Mean scores listed in green font were statistically better than national peers; p <.05. Scores listed in red font were statistically below national peers; p <.05.

Percentages in purple font along right margin are the results of similar questions asked on EBI in 2009; the EBI and the NASPA Consortium did not always utilize the same scale so the values are not directly comparable (see longitudinal benchmarks, page 8-9).

**Use**
- 95% Of students use the Student Union
- 4 hours Average hours spent in SU Mon-Thu
- 5% Never go to SU Mon – Thur
- 1 hour Average hours spent in SU Fri-Sun
- 53% Never go to SU Fri-Sun

**How spend time in SU**
- 91% Eat
- 76% Social with friends
- 69% Visit retail (Bookstore, Bank, Spring, Kaplan)
- 64% Get info on what is happening on campus
- 61% Attend program, speaker, event, or performance
- 59% Study
- 56% Visit administrative office (SUES, OCED, RebelCard)
- 55% Use computer lab or help desk
• 45% Use RebelCash to pay for food
• 39% Study with a group
• 41% Relax or take a nap
• 37% Attend late night ‘After Dark’ programming
• 37% Attend student organization meetings
• 28% Use student organization office space (SORCE)
• 26% Visit the game room
• 20% Meet with faculty
• 18% Watch TV

What prevents you from visiting the Student Union on a more frequent basis?
• 42% Lack of time
• 28% Nothing I need is there
• 14% Location is not convenient
• 1% Not open when I am on campus
• Other responses included: Too crowded and noisy (2); distance education / other campus / abroad (5).

Impact on use during the week
The following demographics were significantly correlated with use (listed in order of Chi Square / Eta value):
• Involvement 55% of non-involved students never go to the Union
• Reside Students living on campus most likely to use the SU
  Students residing with spouse/children least likely to use SU
• Class standing Freshman most likely to go to SU, graduate students least likely
• Major Undeclared most likely to go to SU, Education majors least likely
• Hours spend studying Students studying 31 or more hours per week least likely
• Hours spend working Students working 31 or more hours per week least likely
• Enrollment 96% of full time and 89% of part time students go the SU

*The following demographics had no statistically significant impact on use: military status, transfer status, gender, sexual orientation, international status, race/ethnicity, first generation.*

Outcomes
Percentage of respondents indicating somewhat or strongly agree as a result of attending programs, performances, or events at the Student Union: (5 point scale) 7 point scale
• 59% Develop friendships / connect with other students 3.61 82%
• 57% Part of UNLV community 3.59
• 56% Become more knowledgeable about campus community 3.55
• 56% Meet individuals with similar interests 3.57
• 52% Meet individuals with different interests from you 3.51 75%
• 52% Satisfaction with UNLV has improved 3.55
• 49% More likely to complete my degree at UNLV 3.56
• 47% Have a greater appreciate for the fine and performance arts 3.43
• 46% Have become more involved with additional campus activities 3.30
• 45% Gained experience /skills relevant to my future career 3.31
• 43% Multicultural awareness
• 43% Gained experience / skills relevant to my academic major 3.27
• 42% Learned to balance social activities and academic obligations 3.31
• 42% Understanding of diverse perspectives has changed 3.37
• 41% Communication skills 3.25
• 40% Articulate own values / beliefs 3.25
• 39% More likely to participate in alumni events after graduation 3.26
• 38% Articulate own goals in life 3.24
• 38% Work in a team 3.26
• 36% More likely to donate to UNLV after graduate 3.20
• 36% Leadership skills 3.19 71%
• 36% Improve self confidence 3.22
• 35% Problem solving skills / critical thinking 3.17
• 35% Time management 3.14
• 33% Manage conflict 3.15
• 33% Study skills 3.11
• 32% Stress management 3.10
• 31% Make a difference on campus 3.06
• 31% Connect with faculty 3.00
• 30% Connect with staff / administrators 3.00
• 29% Academics improved 3.12

Employment outcomes
Percentage of respondents indicating somewhat or strongly agree as a result of employment in the Student Union skills have improved – 54 respondents: (5 point scale)
• 85% skills relevant to future career 4.09
• 80% customer service 4.11
• 80% ability to work as a team 4.06
• 79% skills will use after college 4.13
• 72% leadership 4.02
• 67% time management 3.76
• 66% organizational 3.87
• 66% skills relevant to academic major 3.68
### Importance and Satisfaction

Percent indicating moderately and very important (4 point scale) and percent indicating somewhat and very satisfied (5 point scale)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
<th>7pt scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 92% Cleanliness of restrooms</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>• 88% Cleanliness of food court seating area</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>• 85% Cleanliness of hallways</td>
<td>84%</td>
<td>79%</td>
</tr>
<tr>
<td>• 85% Cleanliness of lounges and meeting spaces</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>• 82% Cleanliness of outdoor seating area</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>• 83% Welcoming and comfortable atmosphere</td>
<td>80%</td>
<td>3.21</td>
</tr>
<tr>
<td>• 69% Atmosphere conducive of studying</td>
<td>50%</td>
<td>2.66</td>
</tr>
<tr>
<td>• 63% Variety of learning opportunities</td>
<td>57%</td>
<td>2.94</td>
</tr>
<tr>
<td>• 59% Variety of entertainment options</td>
<td>61%</td>
<td>3.02</td>
</tr>
<tr>
<td>• 56% Interactions among students and staff</td>
<td>54%</td>
<td>2.93</td>
</tr>
<tr>
<td>• 55% Interactions among students and faculty</td>
<td>50%</td>
<td>2.90</td>
</tr>
<tr>
<td>• 86% Variety of food options</td>
<td>60%</td>
<td>2.73</td>
</tr>
<tr>
<td>• 85% Variety of food service pricing options</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>• 76% Amount of food court seating</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>• 66% Availability of lounges and meeting room space</td>
<td>68%</td>
<td>3.11</td>
</tr>
<tr>
<td>• 64% Variety of school supplies in the bookstore</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>• 60% Space available reserve for meetings or events</td>
<td>55%</td>
<td>83%</td>
</tr>
<tr>
<td>• 58% Variety or retail/service options</td>
<td>51%</td>
<td>2.76</td>
</tr>
<tr>
<td>• 56% Variety of UNLV gear in the bookstore</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>
Courteousness of staff
Percent somewhat or very satisfied with courteousness of staff in each of the following areas (4 point scale; no basis to judge option filtered out):

- 92%  Student Union facilities
- 92%  RebelCard
- 90%  Bookstore
- 90%  Computer lab / help desk
- 88%  Information Desk
- 88%  Office of Civic Engagement and Diversity
- 88%  Food service
- 87%  Scheduling and Conference Services
- 84%  Retail (US Bank, Sprint, Kaplan)

Publicity

- 56%  Activities effectively promoted
  - 43%  Email
  - 28%  Posters/flyers
  - 14%  Word of mouth
  - 4%  Social networking (facebook)
  - 2%  Campus newspaper
  - 2%  Web
    - 12%  Visit web 1 or more times a week
    - 29%  Visit the web 1 to 5 times a semester
    - 59%  Never visit the web

Overall Satisfaction
Percent somewhat or very satisfied with courteousness of staff in each of the following areas (4 point scale; no basis to judge option filtered out):

- 84%  Student Union

*The following demographics had no significant impact on satisfaction when factor for no basis to judge: major, military status, hours work for pay, hours study, transfer status, gender, sexual orientation, race/ethnicity, first generation, where reside. International students and Native American students did report lower satisfaction than other groups though the n is too low for statistical significance. Likewise, 3 out of 11 Native American students indicated the student union is not welcoming.*

- 63%  Student Union slightly, moderately, or very important

In deciding which college to attend.
Overall UNLV Experience
- 83% If could start over, would attend UNLV again
- 90% Plan to enroll at UNLV next semester

Student Organization Involvement
Comparing involved students to their non-involved peers the following outcomes and satisfaction ratings were statistically significantly different:

<table>
<thead>
<tr>
<th>Use / satisfaction</th>
<th>Involved</th>
<th>Not Involved</th>
<th>P &lt; .05</th>
<th>Eta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use student union</td>
<td>97%</td>
<td>92%</td>
<td>.000</td>
<td>.242</td>
</tr>
<tr>
<td>Satisfied with availability of meeting spaces</td>
<td>60%</td>
<td>46%</td>
<td>.000</td>
<td>.189</td>
</tr>
<tr>
<td>Overall satisfied with Student Union</td>
<td>90%</td>
<td>85%</td>
<td>.000</td>
<td>.162</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Involved</th>
<th>Not Involved</th>
<th>P &lt;</th>
<th>Eta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become more involved with additional campus activities</td>
<td>54%</td>
<td>23%</td>
<td>.000</td>
<td>.304</td>
</tr>
<tr>
<td>Have been able to make a difference on campus</td>
<td>37%</td>
<td>14%</td>
<td>.000</td>
<td>.225</td>
</tr>
<tr>
<td>Feel part of the campus community</td>
<td>63%</td>
<td>40%</td>
<td>.000</td>
<td>.224</td>
</tr>
<tr>
<td>More knowledgeable about the campus community</td>
<td>62%</td>
<td>39%</td>
<td>.000</td>
<td>.223</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>41%</td>
<td>22%</td>
<td>.000</td>
<td>.207</td>
</tr>
<tr>
<td>Participation provided with skills use after college</td>
<td>26%</td>
<td>9%</td>
<td>.000</td>
<td>.203</td>
</tr>
<tr>
<td>Learned to balance social and academic</td>
<td>47%</td>
<td>26%</td>
<td>.000</td>
<td>.201</td>
</tr>
<tr>
<td>Connect with other students</td>
<td>63%</td>
<td>46%</td>
<td>.000</td>
<td>.187</td>
</tr>
<tr>
<td>Self confidence increased</td>
<td>40%</td>
<td>24%</td>
<td>.000</td>
<td>.187</td>
</tr>
<tr>
<td>Meet individuals similar interests than own</td>
<td>61%</td>
<td>41%</td>
<td>.000</td>
<td>.183</td>
</tr>
<tr>
<td>Understanding of diverse perspectives has changed</td>
<td>47%</td>
<td>29%</td>
<td>.000</td>
<td>.180</td>
</tr>
<tr>
<td>More likely to donate to college after graduate</td>
<td>40%</td>
<td>24%</td>
<td>.000</td>
<td>.175</td>
</tr>
<tr>
<td>Able to articulate values, attitudes, beliefs</td>
<td>44%</td>
<td>30%</td>
<td>.000</td>
<td>.173</td>
</tr>
<tr>
<td>Communication skills</td>
<td>45%</td>
<td>28%</td>
<td>.000</td>
<td>.171</td>
</tr>
<tr>
<td>Critical thinking / problem solving</td>
<td>39%</td>
<td>24%</td>
<td>.000</td>
<td>.171</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>43%</td>
<td>25%</td>
<td>.000</td>
<td>.170</td>
</tr>
<tr>
<td>More likely to participate in alumni events</td>
<td>43%</td>
<td>23%</td>
<td>.000</td>
<td>.167</td>
</tr>
<tr>
<td>Meet individuals different interests than own</td>
<td>57%</td>
<td>40%</td>
<td>.000</td>
<td>.160</td>
</tr>
<tr>
<td>Manage conflict</td>
<td>37%</td>
<td>24%</td>
<td>.001</td>
<td>.159</td>
</tr>
<tr>
<td>Study skills</td>
<td>35%</td>
<td>25%</td>
<td>.001</td>
<td>.158</td>
</tr>
<tr>
<td>Time management skills</td>
<td>38%</td>
<td>24%</td>
<td>.001</td>
<td>.091</td>
</tr>
<tr>
<td>Gained experience/skills relevant to future career</td>
<td>49%</td>
<td>33%</td>
<td>.002</td>
<td>.147</td>
</tr>
<tr>
<td>Satisfaction with collegiate experience improved</td>
<td>56%</td>
<td>41%</td>
<td>.003</td>
<td>.149</td>
</tr>
</tbody>
</table>
• 50% Greater appreciation for fine and performing arts
• 47% Able to articulate my goals in life
• 34% Stress management skills
• 33% Connect with staff
• 46% Gained experience/skills relevant to academic major
• 52% More likely to complete my degree at this college

Not statistically significant difference
• 84% If could start over again would you go to UNLV
• 31% Academic achievement and grades improved
• 32% Connect with faculty

CONDENSED QUALITATIVE FEEDBACK

What is one thing that you would change / improve about the Student Union?
• 191 Food options (more or different)
  ▪ 48 Healthy food options (organic, vegetarian, vegan, indian Japanese, etc)
• 57 Seating (more)
• 43 Cheaper food options
• 42 Noise (too loud) – suggestions to designate quiet spaces or sound suppress busy times
• 22 Friendlier / more welcoming (food service staff, info desk staff, patrons)
• 19 Retail (more or different)
• 19 Cleaner (chairs and tables)
• 17 Lounges / couches (more)
• 16 Comfortable seating (more - especially couches)
• 16 Larger (more space)
• 16 Games (more /different – bowling, hockey, TV for video games)
• 15 Publicity (more / different)
• 12 Hours of operations (longer)
• 11 Food service hours of operation (longer)
• 10 Events (more or more attractive)
• 8 Computers (more)
• 7 Bums/ homeless sleeping on couches (not allow)
• 6 Greeks intimidating (separate space?)
• 5 Lines too long at peak times (more cash registers)
• 3 Scantrons – easier with distribution
• 3 Room reservations – more, allow reservation with less advance time required, easier
• 3 TV’s in the main food service area
• 3 Retail (less retail, more activity space)
• 3 Tables / desks in lounges for studying
• 3 More electrical outlets near seating
• 2 Microwaves for student use (more)
• 2 More geared towards older students
• Other – basketball hoop, skate park, branch of SU on shadow lane campus, childcare in the evenings, single day locker rentals, rules for TV lounge not allowing video games, art work, have space on North side to get scantrons, get rid of solicitors,

What do you like best about the Student Union?
• 154 Atmosphere /environment
  ▪ 65 People / friends / socializing
• 123 Food
  ▪ 27 Starbucks
  ▪ 11 Jamba Juice
  ▪ 6 Panda Express
  ▪ 5 Taco Bell
• 91 Facility
  ▪ 50 Large open spaces
  ▪ 24 Clean
  ▪ 10 Natural lighting
  ▪ 7 New Modern
• 40 Convenience (easy to get to)
• 38 Couches (study / relax)
• 18 Study (comfortable / like lounges)
• 14 Relax / nap
• 13 Variety of options / services
• 10 Computer lab
• 10 Game room
• 10 Scantrons (free)
• 9 Meeting rooms / ballroom
• 7 Bank / ATM
• 6 OCED / SORCE
• 5 Wi-fi
• 5 Information Desk
• 3 Friendly staff
• 3 Plenty of seating
• Other – Sprint, Bookstore, different types of spaces depending on what doing, good service, always something to do, great hours (starbucks), tall chairs, air conditioned, student organization activities, Greek tables, Rebels After Dark,
Meaningful experience
When asked to describe a meaningful program or event and what you learned there was a wide variety of responses including cultural, leadership, service, political, and career events with recurring learning outcomes including communication, interpersonal, leadership, diversity, career development, and connection to UNLV.

LONGITUDINAL BENCHMARKS
In 2008, and 2009 the Student Union participated in the Association of College Unions International (ACUI) Educational Benchmarking Institute (EBI). While many questions were similar to questions asked in the NASPA Consortium ACUI instrument, the EBI utilized a 7 point scale and the Consortium a 5 point scale so a direct comparison is not possible. Still, the order in which students ranked various items is consistent.

In both instruments:
- The top reasons for going to the SU are to eat and socialize.
- The top thing preventing more frequent use of the SU is lack of time. Hours of operation had the least impact on inability to go to the SU.
- Developing friendships outcome rated higher than diverse perspectives which rated higher than leadership skills.
- Cleanliness rated higher satisfaction than atmosphere which rated higher than food service.
- 11% are overall dissatisfied with Student Union

Some differences:
- In 2009 location was a higher preventer to using the SU than lack of services/event that are of interest and in 2010 the opposite was true.

NATIONAL BENCHMARKS
There were 42 institutions participating in the Student Union NASPA Consortium in Spring 2010. In
- Out of 12 large, non-residential institutions UNLV ranked #1 on 2 and ranked in the top 4 on 30 out of 54 questions.
- Satisfaction ratings exceed national peers in 8 out of 11 questions (statistically significant at the .05 level) including “overall satisfaction”; the only question we were below our peers was “atmosphere conducive of studying”.
- Exceeded national peers in 10 out of 31 learning outcome questions (statistically significant at the .05 level) including “teamwork” and “academic performance”; the only outcome we were below our peers was “feel part of the UNLV community”.


Student Union Consortium 2010 Survey Key Findings
• Exceeded national peers in 4 out of 8 student employment learning outcome questions (statistically significant at the .05 level) including skills relevant to “academic career” and “future career” and “leadership”.
• UNLV scored statistically below national peers on the question related to overall UNLV experience: “If you had it do over again, would you attend UNLV”.