Student Satisfaction Inventory - 2014

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Director of Campus Life Assessment
Overview

- Process (5 min)
  - Instrument
  - Method
  - Participants
  - Reference Institutions
- Findings (15 min)
  - Strengths
  - Opportunities
- Aspirations & Recommendations (15 min)
PROCESS

Spring 2014
• Student Satisfaction Inventory
  • by Noel-Levitz
• Administered every three years since 2002
• Twelve scales
  • Importance vs Satisfaction subscales
  • Responses scaled from one (low) to seven (high)
• Three overall satisfaction items
• Ten institution-generated items
• Cannon Survey Center
• Randomly selected classes during Spring 2014
• Faculty asked to allow 30 minutes of classroom time
• Paper survey
• 2,150 of 2,500 students participated (86%)

• Similar to Spring 2014 enrollment
  • Gender
  • Residency:
    • Nevada
    • Out of State
    • International

• Some characteristics differed from Spring 2014 enrollment
Participants: Classification

- Freshman: 15.10%
- Sophomore: 15.00%
- Junior: 27.80%
- Senior: 30.60%
- Special and Other: 4.10%
- Grad/Professional: 18.20%

- Freshman: 16.10%
- Sophomore: 25.40%
- Junior: 26.40%
- Senior: 17.60%
- Special and Other: 18.20%
Participants: Enrollment
Participants: Ethnicity

- American Indian or Alaskan Native: 0.30%
- Asian or Pacific Islander: 16.90%
- African American: 7.60%
- Hispanic: 21.80%
- Caucasian/White: 43.20%
- Other: 18.20%
- Missing: 0.70%
<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment</th>
<th>Student Body</th>
<th>Carnegie Classification</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin State University (TX)</td>
<td>12,845</td>
<td>Residential</td>
<td>Master’s (Large)</td>
<td>Urban</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>28,643</td>
<td>Residential</td>
<td>Very High Research Activity</td>
<td>Urban</td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>18,601</td>
<td>Residential</td>
<td>Very High Research Activity</td>
<td>Rural</td>
</tr>
<tr>
<td>University of Cincinnati (OH): Main Campus</td>
<td>31,134</td>
<td>Non-residential</td>
<td>Very High Research Activity</td>
<td>Urban</td>
</tr>
<tr>
<td>University of Colorado-Denver</td>
<td>23,715</td>
<td>Non-residential</td>
<td>High Research Activity</td>
<td>Urban</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>35,003</td>
<td>Non-residential</td>
<td>High Research Activity</td>
<td>College Town</td>
</tr>
<tr>
<td>Weber State University (UT)</td>
<td>23,001</td>
<td>Non-residential</td>
<td>Master’s (Medium)</td>
<td>Urban</td>
</tr>
</tbody>
</table>
Employed Similar to Peers

Employment

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Not-Employed
Part-Time
Full-Time

34
22
45
27
42
32

UNLV
Peer

Employed Similar to Peers
Educational Goals

Ultimate Academic Aspiration of students at UNLV vs Peers

- **UNLV**
  - Bachelors: 69%
  - Masters: 17%
  - Doctorate: 11%
  - Other: 0%

- **Peers**
  - Bachelors: 60%
  - Masters: 23%
  - Doctorate: 12%
  - Other: 10%
Where do they live?

Current Residence

- UNLV
  - Parents home: 46%
  - Own home: 28%
  - Rent: 17%
  - On Campus: 10%

- Peers
  - Parents home: 25%
  - Own home: 35%
  - Rent: 25%
  - On Campus: 15%
STRENGTHS
71% of students were satisfied. Mean rating was 5.03/7.

UNLV Satisfaction through the Years:
UNLV Percent Satisfied with Mean UNLV Ratings

Recovering Satisfaction
Portion of UNLV students favorably endorsing satisfaction by Choice to Attend UNLV

\[ p = .000 \]

Choice of UNLV
Portion of UNLV students favorably endorsing satisfaction by Self-Reported Co-Curricular Involvement

Co-Curricular Involvement
• Satisfaction still trailing that of students at peer institutions

UNLV Satisfaction through the Years:
UNLV Percent Satisfied with Mean UNLV and Peer Ratings
1. Tutoring services are readily available.

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNLV</td>
<td>6.11</td>
<td>5.43</td>
</tr>
<tr>
<td>Peers</td>
<td>5.94</td>
<td>5.32</td>
</tr>
</tbody>
</table>

2. Library staff are helpful and approachable.
3. A variety of intramural activities are offered.
4. There is an adequate selection of food available in the cafeteria.
5. The intercollegiate athletic programs contribute to a strong sense of school spirit.

...except in 5 items
2014 vs 2011
- 11 of 12 scales returned HIGHER satisfaction than in 2011.

<table>
<thead>
<tr>
<th>SCALE</th>
<th>2014</th>
<th>2011</th>
<th>DIFF</th>
<th>p&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>5.21</td>
<td>4.98</td>
<td>0.23</td>
<td>0.001</td>
</tr>
<tr>
<td>Recruitment and Financial Aid</td>
<td>4.66</td>
<td>4.43</td>
<td>0.23</td>
<td>0.001</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>4.89</td>
<td>4.67</td>
<td>0.22</td>
<td>0.001</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>4.87</td>
<td>4.65</td>
<td>0.22</td>
<td>0.001</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.12</td>
<td>4.91</td>
<td>0.21</td>
<td>0.001</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>4.80</td>
<td>4.59</td>
<td>0.21</td>
<td>0.001</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>4.75</td>
<td>4.54</td>
<td>0.21</td>
<td>0.001</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>4.74</td>
<td>4.53</td>
<td>0.21</td>
<td>0.001</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.26</td>
<td>5.13</td>
<td>0.13</td>
<td>0.001</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>4.98</td>
<td>4.87</td>
<td>0.11</td>
<td>0.01</td>
</tr>
<tr>
<td>Campus Life</td>
<td>4.81</td>
<td>4.74</td>
<td>0.07</td>
<td>0.05</td>
</tr>
</tbody>
</table>
1) Safety & Security
2) Academic Advising
3) Instructional Effectiveness
4) Registration Effectiveness
5) Recruitment & Financial Aid
• High ratings for both importance and satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Item</th>
<th>IMP</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>None</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>AA</td>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.6</td>
<td>5.5</td>
</tr>
<tr>
<td>AA</td>
<td>Major requirements are clear and reasonable.</td>
<td>6.4</td>
<td>5.3</td>
</tr>
<tr>
<td>AA</td>
<td>My academic advisor is approachable.</td>
<td>6.4</td>
<td>5.4</td>
</tr>
<tr>
<td>IE</td>
<td>The content of the courses within my major is valuable.</td>
<td>6.6</td>
<td>5.4</td>
</tr>
<tr>
<td>IE</td>
<td>The instruction in my major field is excellent.</td>
<td>6.5</td>
<td>5.4</td>
</tr>
<tr>
<td>IE</td>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.5</td>
<td>5.5</td>
</tr>
<tr>
<td>IE</td>
<td>There is a good variety of courses provided on this campus.</td>
<td>6.4</td>
<td>5.5</td>
</tr>
<tr>
<td>IE</td>
<td>I am able to experience intellectual growth here.</td>
<td>6.4</td>
<td>5.4</td>
</tr>
<tr>
<td>IE</td>
<td>Faculty are usually available after class and during office hours.</td>
<td>6.3</td>
<td>5.6</td>
</tr>
<tr>
<td>RE</td>
<td>None</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RFA</td>
<td>None</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Noel-Levitz “Strengths” 23
<table>
<thead>
<tr>
<th>Scale</th>
<th>Item</th>
<th>IMP</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS</td>
<td>Computer labs are adequate and accessible.</td>
<td>6.2</td>
<td>5.4</td>
</tr>
<tr>
<td>CSS</td>
<td>Library resources and services are adequate.</td>
<td>6.2</td>
<td>5.5</td>
</tr>
<tr>
<td>CSS</td>
<td>Tutoring services are readily available.</td>
<td>6.1</td>
<td>5.4</td>
</tr>
<tr>
<td>UNLV</td>
<td>There is at least one faculty or staff person I know I can go to for assistance.*</td>
<td>6.2</td>
<td>5.3</td>
</tr>
<tr>
<td>UNLV</td>
<td>The Library contributes to my academic success.*</td>
<td>6.2</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td>On the whole, the campus is well-maintained.</td>
<td>6.2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Additional Strengths
• Items upon which students’ satisfaction improved the most between 2011 and 2014
OPPORTUNITIES
• Largest gap between importance and satisfaction ratings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Scale</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Safety and Security</td>
<td>6.36</td>
<td>4.39</td>
<td>1.97</td>
</tr>
<tr>
<td>2</td>
<td>Recruitment and Financial Aid</td>
<td>6.13</td>
<td>4.66</td>
<td>1.47</td>
</tr>
<tr>
<td>3</td>
<td>Registration Effectiveness</td>
<td>6.18</td>
<td>4.74</td>
<td>1.44</td>
</tr>
<tr>
<td>4</td>
<td>Concern for the Individual</td>
<td>5.98</td>
<td>4.75</td>
<td>1.23</td>
</tr>
<tr>
<td>5</td>
<td>Instructional Effectiveness</td>
<td>6.29</td>
<td>5.12</td>
<td>1.17</td>
</tr>
</tbody>
</table>
- High importance and low satisfaction—or large gap.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Item</th>
<th>IMP</th>
<th>SAT</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>The amount of student parking space on campus is adequate.*</td>
<td>6.44</td>
<td>2.99</td>
<td>3.45</td>
</tr>
<tr>
<td>SS</td>
<td>Parking lots are well-lighted and secure.*</td>
<td>6.25</td>
<td>4.57</td>
<td>1.68</td>
</tr>
<tr>
<td>SS</td>
<td>Security staff respond quickly in emergencies.</td>
<td>6.26</td>
<td>4.84</td>
<td>1.42</td>
</tr>
<tr>
<td>RFA</td>
<td>Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>6.32</td>
<td>4.46</td>
<td>1.86</td>
</tr>
<tr>
<td>RFA</td>
<td>Adequate financial aid is available for most students.</td>
<td>6.35</td>
<td>4.58</td>
<td>1.77</td>
</tr>
<tr>
<td>RFA</td>
<td>Financial aid counselors are helpful.</td>
<td>6.15</td>
<td>4.62</td>
<td>1.53</td>
</tr>
<tr>
<td>RFA</td>
<td>Admissions staff are knowledgeable.</td>
<td>6.27</td>
<td>4.85</td>
<td>1.42</td>
</tr>
<tr>
<td>RE</td>
<td>I am able to register for classes I need with few conflicts.</td>
<td>6.57</td>
<td>4.70</td>
<td>1.87</td>
</tr>
<tr>
<td>RE</td>
<td>Billing policies are reasonable.</td>
<td>6.13</td>
<td>4.29</td>
<td>1.84</td>
</tr>
<tr>
<td>CFI</td>
<td>This institution shows concern for students as individuals.</td>
<td>6.12</td>
<td>4.63</td>
<td>1.49</td>
</tr>
<tr>
<td>IE CFI</td>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.31</td>
<td>5.02</td>
<td>1.29</td>
</tr>
<tr>
<td>IE</td>
<td>Faculty provide timely feedback about student progress in a course.*</td>
<td>6.24</td>
<td>4.78</td>
<td>1.46</td>
</tr>
<tr>
<td>IE</td>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.47</td>
<td>5.07</td>
<td>1.40</td>
</tr>
</tbody>
</table>
## Scale Item

<table>
<thead>
<tr>
<th>Scale</th>
<th>Item</th>
<th>IMP</th>
<th>SAT</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>Tuition paid is a worthwhile investment.</td>
<td>6.40</td>
<td>4.68</td>
<td>1.72</td>
</tr>
<tr>
<td>CSS</td>
<td>There are adequate services to help me decide upon a career.</td>
<td>6.14</td>
<td>4.78</td>
<td>1.36</td>
</tr>
<tr>
<td>CL</td>
<td>Student activities fees are put to good use.*</td>
<td>6.08</td>
<td>4.28</td>
<td>1.80</td>
</tr>
<tr>
<td></td>
<td>The assessment and course placement procedures are reasonable.</td>
<td>6.18</td>
<td>4.90</td>
<td>1.28</td>
</tr>
</tbody>
</table>

### Additional Opportunities

30
ASPIRATIONS
Institutional Aspirations

• Carnegie Very High Research University (Tier-1)
  • Increase retention, progress, and completion (RPC)
  • Fifteen to Finish (15F)
• Transparent Instruction
  • Purpose
  • Tasks
  • Criteria
RECOMMENDATIONS
• Focus in same “Greatest Opportunity” areas as in 2011
  • Safety & Security
  • Financial Aid
  • Registration
  • Concern for the Individual
  • Instructional Effectiveness

• Attend to supplemental opportunity items

• Communication
  • Facts
  • “We Heard Your Voice”

• Celebrate and build upon successes
Focus:
Greatest Opportunities

• Safety & Security
  • Amount of student parking on campus
  • Lighting and security of parking lots
  • Response times of security staff during emergencies
Focus: Greatest Opportunities

- Recruitment & Financial Aid
  - Amounts and types of awards
  - Timely notification of financial aid packages
  - Helpfulness of financial aid counselors and admissions staff
• Registration
  • Availability of courses when needed
  • Billing policies

Focus: Greatest Opportunities
• Concern for the Individual
  • Faculty are fair and unbiased in their treatment of individual students
  • All staff and faculty showing care and concern for students as individuals

Focus:
Greatest Opportunities
• Instructional Effectiveness
  • Timely feedback about student progress in courses
  • Quality of instruction
  • Fair and unbiased treatment of individual students

Focus:
Greatest Opportunities
• Reasonable assessment & course placement procedures
• Tuition as a worthwhile investment
• Adequate services to help students choose a career
• Use of student activity fees
• Variety of food available in the cafeteria (?)

Focus: Supplemental Opportunities
• Facts about current performance metrics
  • For example:
    • Return times for homework assignments, papers, tests
    • Notification times for financial aid packages
    • Response times for emergencies
  • Establish baseline to compare over time (students, UNLV)
  • Dispel myths, misinformation, and outdated figures
Communicating Actions: “We heard your voice”

• Publicize every action related to these findings
  • Alerts
  • Announcements
  • Efforts
• Promotes a sense of efficacy among students
  • What they say influences what we do
• Promotes a sense of value among students
  • We care about what they experience, what they tell us
• Be sure to send press releases to the student newspaper as well as to UNLV Today and other news outlets
• Earning accreditations or certifications
• Receiving external recognitions or distinctions
• Achieving performance metrics
  • Examples:
    • Purpose/Tasks/Criteria language
    • Course assessment/placement procedures
    • Quicker return times for homework, papers, tests

Celebrate & Strengthen Success
• Availability of tutoring services is the one item where our students’ satisfaction exceeds their peers’ at similar institutions!
• Academic advising has been closing the gap with peers each year thanks to focused effort.
• Satisfaction improved on 11 of the 12 scales
• See the whole “Strengths” section of this presentation!

Celebrate & Strengthen Success
• Ability to experience intellectual growth here
• Faculty availability after class and during office hours
• Knowledge of faculty in their chosen fields
• Instruction in one’s major field
• Variety of courses offered
• Value of the content of courses
• Approachability of academic advisors
• Clear and reasonable requirements for one’s major
• Knowledge of academic advisors
• General safety and security of the campus

Celebrating Strengths: Individual items from “Most Important”
• Availability of tutoring services
• Knowing at least one faculty/staff to go to for assistance
• Library contributions to one’s academic success
• Library resources and services
• Helpfulness and approachability of library staff
• Helpfulness of bookstore staff
• Adequacy and accessibility of computer labs
• How well the SRC meets one’s recreational & fitness needs
• Protections for freedom of expression on campus
• How well the campus, on the whole, is maintained
• Listen to our students
• Understand their perspectives and expectations
• Identify and enact steps to enhance or enrich their experiences here
Thank you