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**Student Satisfaction Inventory  
Report: Undergraduate Analysis –  
Lower Level and Upper Level  
Students**

*Gallaudet University  
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Office of Institutional Research

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*Gallaudet University Student Satisfaction Inventory Report*  
**Undergraduate Analysis – Lower Level and Upper Level Students**

### **Introduction**

Student Satisfaction Inventory data have been previously analyzed to compare the responses for undergraduate and graduate students. In this report we mine the data further to look for patterns of response associated with undergraduate class standing. Previous research has shown that student concerns typically change as a student moves from freshman to senior. This report compares similarity and differences between lower-level (freshman and sophomore) responses with upper-level (junior and senior) responses. As with all previous SSI reports, comparisons are made of the SSI items that were identified as Strengths and Challenges through analyses provided by Noel-Levitz.

### **Analysis**

Of the 233 respondents to the 2016 Student Satisfaction Inventory, 63.4% (148) were UG students. 22.6% of respondents were lower-level undergraduates (freshmen or sophomores), and 40.8% were upper level undergraduates (juniors or seniors).

The following tables show the lists of items that were identified as Strengths and Challenges for:

Table 1: Lower-Level Students Only

Table 2: Upper-Level Students Only

Table 3: Both Lower- and Upper- Level Students

**Table 1:**  
**Student Satisfaction Inventory (SSI) Items: Strengths & Challenges by Class Level**  
**Lower-Level Students Only (N=53)**

Strengths	Challenges
The instruction in my major field is excellent.	Most students feel a sense of belonging here.
Computer labs are adequate and accessible.	Financial aid awards are announced to students in time to be helpful in college planning.
The personnel involved in registration are helpful.	I feel a sense of pride about my campus.
It is an enjoyable experience to be a student on this campus.	Faculty provide timely feedback about student progress in a course.
Males and females have equal opportunities to participate in intercollegiate athletics.	Campus item: There are adequate programs or resources in place to strengthen my use of English.
The student center is a comfortable place for students to spend their leisure time.	Campus item: There is visible leadership to foster diversity/inclusion on campus.
Bookstore staff are helpful.	

**Table 1 (continued):  
Student Satisfaction Inventory (SSI) Items: Strengths & Challenges by Class Level  
Lower-Level Undergraduate Students Only (N=53)**

<b>Strengths</b>	<b>Challenges</b>
New student orientation services help students adjust to college.	
Campus item: I am treated with respect for cultural/personal differences in at Gallaudet University.	
Campus item: The use of Blackboard has had a positive impact on my academics.	

**Table 2:  
Student Satisfaction Inventory (SSI) Items: Strengths & Challenges by Class Level  
Upper-Level Undergraduate Students Only (N = 95)**

<b>Strengths</b>	<b>Challenges</b>
The business office is open during hours which are convenient for most students.	Adequate financial aid is available for most students.
I am able to register for classes I need with few conflicts.	Counseling staff care about students as individuals.
Nearly all of the faculty are knowledgeable in their field.	Security staff respond quickly in emergencies.
Campus item: There are adequate programs or resources in place to strengthen my use of ASL.	There is a commitment to academic excellence on this campus.
Campus item: The university provides sufficient resources that help me effectively use technology for my academic needs.	There are adequate services to help me decide upon a career.
	There is a strong commitment to racial harmony on this campus.
	Tuition paid is a worthwhile investment.

**Table 3:**  
**Student Satisfaction Inventory (SSI) Items: Strengths & Challenges by Class Level**  
**Both LL and UL Undergraduates (N = 148)**

Strengths	Challenges
My academic advisor is approachable.	Financial aid counselors are helpful.
My academic advisor is concerned about my success as an individual.	The content of the courses within my major is valuable.
My academic advisor helps me set goals to work toward.	Students are made to feel welcome on this campus.
My academic advisor is knowledgeable about requirements in my major.	On the whole, the campus is well-maintained.
I am able to experience intellectual growth here.	
Academic support services adequately meet the needs of students.	
Major requirements are clear and reasonable.	
Faculty are usually available after class and during office hours.	

*Academic advising* was identified as a **Strength** by the responses of both lower- (LL) and upper-level (UL) students. This finding provides some understanding of the meaning of “academic advising” for respondents, since LL students are typically advised primarily by professional staff Academic Advisors, while UL students are more often advised by faculty advisors. In other words, students value and are satisfied with advising regardless of who is providing the advising, staff or faculty.

Several areas of *campus support services* were identified as **Strengths** by lower-level students’ responses: new student orientation, registration staff, bookstore staff, computer labs, Blackboard, the student center, and gender equity in intercollegiate athletics were all **Strengths**. In contrast, the responses of upper-level indicated that several areas of support were, to them, a **Challenge** for Gallaudet: *career services, financial aid, counseling, and security*. In particular, career services and financial aid are typically on the minds of upper-level students as their concerns move beyond basic academic support to thinking about post-graduation life.

*Campus commitment to academic excellence* was a **Challenge** for UL students. This was in spite of the fact that *knowledgeability of faculty in their field* was identified as a **Strength**. This may

lead us to ask where the gap is between the knowledge of faculty, and the campus commitment to academic excellence.

Although the responses of lower-level students identified the overall *enjoyability of the campus experience* as a **Strength**, *sense of belonging* and *pride about my campus* were areas of **Challenge**. It would appear that, although lower-level students are enjoying the college experience, they may not yet be finding ways to connect with Gallaudet University in a way that supports belonging and pride. *Support for English development, timely feedback from faculty about progress* were also identified as **Challenges** for LL students, as was *leadership to foster diversity/inclusion on campus*.

In contract to LL students concerns for support for the development of English, UL student responses indicated that *programs to support ASL* is a GU Strength. Programs to support *use of technology*, and *knowledge of faculty* were also UL **Strengths**.