

Executive Summary

During the Fall 2017, 287 DSU students completed the web-based Student Satisfaction Inventory (SSI) survey produced by Ruffalo Noel-Levitz, Inc. The SSI measures students' satisfaction with a wide range of college experiences, programs, and services. This survey provides information on how satisfied students are with DSU and what is most important to them. DSU's ratings are compared to over 71,000 students from four-year public universities around the country.

DSU students gave very high satisfaction in ratings to their advisor, campus safety, and faculty. The top ranked items based on average satisfaction ratings are:

1. My academic advisor is knowledgeable about requirements in my major.
2. This institution has a good reputation within the community.
3. The campus is safe and secure for all students.
4. Nearly all of the faculty are knowledgeable in their field.
5. My academic advisor is approachable.
6. Computing and networking services provided are adequate to support my class work.
7. Faculty are usually available after class and during office hours.
8. Admissions staff are knowledgeable.
9. I am able to find, evaluate and apply information.
10. On the whole, the campus is well-maintained.

DSU students' average satisfaction ratings were significantly higher than the Midwestern user norms on 33 of the 79 items rated.

Students also rated the importance of various factors in their decision to enroll at DSU. The majority of the students indicated that "Cost", "Academic Reputation", and "Financial Aid" were most important in their decision to enroll at DSU.

The Student Satisfaction Inventory allows students to rate both the importance of specific items and their satisfaction with those items. A performance gap is then calculated by taking the difference in the importance rating and the satisfaction rating. A large performance gap score for an item (e.g., 1.5) indicates that the institution is not meeting students' expectations. A small or zero performance gap score (e.g., <0.50) indicates that an institution is meeting students' expectations, and a negative gap score indicates that an institution is exceeding students' expectations.

Areas of Strength: High Importance and High Satisfaction (Low Performance Gaps)

The following areas had an average importance rating of greater than six (on a scale of one to seven). Satisfaction with these areas was also high with an average satisfaction rating of greater than or equal to 5.5. The performance gap was less than or equal to 0.5.

Listed in order of performance gap:

- This institution has a good reputation within the community. *(Performance Gap: 0.06)*
- Class change (drop/add) policies are reasonable. *(Performance Gap: 0.19)*
- Computing and networking services provided are adequate to support my class work. *(Performance Gap: 0.25)*
- I am able to find, evaluate and apply information. *(Performance Gap: 0.26)*
- The assessment and course placement procedures are reasonable. *(Performance Gap: 0.30)*
- Student disciplinary procedures are fair. *(Performance Gap: 0.30)*
- Faculty are usually available after class and during office hours. *(Performance Gap: 0.30)*
- My academic advisor is knowledgeable about requirements in my major. *(Performance Gap: 0.32)*
- There is a commitment to academic excellence on this campus. *(Performance Gap: 0.32)*
- Tutoring services are readily available. *(Performance Gap: 0.34)*
- On the whole, the campus is well-maintained. *(Performance Gap: 0.36)*
- Admissions staff are knowledgeable. *(Performance Gap: 0.37)*
- The personnel involved in registration are helpful. *(Performance Gap: 0.42)*
- I am able to utilize WebAdvisor to access critical student information. *(Performance Gap: 0.42)*
- Staff monitoring the technology support desk and repair center provided knowledgeable assistance. *(Performance Gap: 0.45)*
- The campus is safe and secure for all students. *(Performance Gap: 0.46)*
- Adjunct faculty are competent as classroom instructors. *(Performance Gap: 0.46)*
- Academic support services adequately meet the needs of students. *(Performance Gap: 0.48)*

Areas of Moderate Performance Gaps:

The following areas had an average importance rating of greater than six (on a scale of one to seven). Satisfaction with these areas was relatively high with an average satisfaction of greater than 5.25. The performance gap was greater than 0.50 and less than or equal to 0.75.

Listed in order of performance gap:

- My academic advisor is approachable. *(Performance Gap: 0.52)*
- My academic advisor is concerned about my success as an individual. *(Performance Gap: 0.52)*
- The staff in the health services area are competent. *(Performance Gap: 0.52)*
- Nearly all of the faculty are knowledgeable in their field. *(Performance Gap: 0.53)*
- Admissions counselors accurately portray the campus in their recruiting practices. *(Performance Gap: 0.54)*
- Faculty care about me as an individual. *(Performance Gap: 0.56)*

- I am able to experience intellectual growth here. *(Performance Gap: 0.56)*
- Students are made to feel welcome on this campus. *(Performance Gap: 0.58)*
- Counseling staff care about students as individuals. *(Performance Gap: 0.60)*
- Major requirements are clear and reasonable. *(Performance Gap: 0.64)*
- The DSU process for paying tuition and fees is understandable. *(Performance Gap: 0.65)*
- There are adequate services to help me decide upon a career. *(Performance Gap: 0.67)*
- This institution shows concern for students as individuals. *(Performance Gap: 0.68)*
- The instruction in my major field is excellent. *(Performance Gap: 0.73)*
- The campus staff are caring and helpful. *(Performance Gap: 0.74)*
- There is a good variety of courses provided on this campus. *(Performance Gap: 0.74)*
- Financial aid counselors are helpful. *(Performance Gap: 0.75)*

Areas of Concern: High Importance and Lower Satisfaction (high performance gaps)

The following areas were rated high in importance (average importance rating of greater than six on a scale of one to seven) and lower in satisfaction with a performance gap that was greater than 0.75. Even though DSU may consider these “areas of concern”, the average satisfaction ratings on several of the items are still higher than the national norms.

Listed in order of performance gap:

- Most students feel a sense of belonging here. *(Performance Gap: 0.82)*
- It is an enjoyable experience to be a student on this campus. *(Performance Gap: 0.83)*
- The quality of instruction I receive in most of my classes is excellent. *(Performance Gap: 0.83)*
- The content of the courses within my major is valuable. *(Performance Gap: 0.84)*
- Faculty are fair and unbiased in their treatment of individual students. *(Performance Gap: 0.86)*
- Financial aid awards are announced to students in time to be helpful in college planning. *(Performance Gap: 0.90)*
- I am able to register for classes I need with few conflicts. *(Performance Gap: 0.90)*
- Billing policies are reasonable. *(Performance Gap: 0.97)*
- Tuition paid is a worthwhile investment. *(Performance Gap: 1.06)*
- Adequate financial aid is available for most students. *(Performance Gap: 1.08)*
- Security staff respond quickly in emergencies. *(Performance Gap: 1.11)*
- Faculty provide timely feedback about student progress in a course. *(Performance Gap: 1.19)*
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) *(Performance Gap: 1.35)*
- The amount of student parking space on campus is adequate. *(Performance Gap: 2.90)*

Trends: Comparing Year-to-Year

The following lists are comparing results from 2015 to the results received in 2017. Keep in mind, the items listed below may also be listed in the Areas of Concern section. The Trends sections is strictly comparing 2017 results to 2015 results.

Top 5 most significant Performance Gap Decreases from 2015 to 2017 (Improvements):

Only the items with a 2017 average Importance rating of 6.0 or higher were included.

1. The assessment and course placement procedures are reasonable. *(-0.38 Performance Gap Improvement)*
2. Admissions counselors accurately portray the campus in their recruiting practices. *(-0.25 Performance Gap Improvement)*
3. Faculty are usually available after class and during office hours. *(-0.22 Performance Gap Improvement)*
4. There is a commitment to academic excellence on this campus. *(-0.20 Performance Gap Improvement)*
5. Campus Item: Staff monitoring the technology support desk and repair center provided knowledge assistance. *(-0.20 Performance Gap Improvement)*

Top 5 most significant Performance Gap Increases from 2015 to 2017 (Declines):

Only the items with a 2017 average Importance rating of 6.0 or higher were included.

1. Security staff respond quickly in emergencies. *(+0.38 Performance Gap Change)*
2. The amount of student parking space on campus is adequate. *(+0.37 Performance Gap Change)*
3. Counseling staff care about students as individuals *(+0.30 Performance Gap Change)*
4. Tutoring services are readily available. *(+0.26 Performance Gap Change)*
5. Most students feel a sense of belonging here. *(+0.20 Performance Gap Change)*

Higher Satisfaction vs. Nov 2015

Included in this section are those items that are in the top half of importance that also have a statistically significant difference compared with 2015.

1. The content of the courses within my major is valuable.
2. The instruction in my major field is excellent.
3. My academic advisor is knowledgeable about requirements in my major.
4. I am able to experience intellectual growth here.
5. Admissions staff are knowledgeable.
6. Faculty are usually available after class and during office hours.
7. Campus item: Staff monitoring the technology support desk and repair center provided knowledgeable assistance.
8. Campus item: I am able to find, evaluate and apply information.
9. This institution has a good reputation within the community.
10. There is a commitment to academic excellence on this campus.
11. Admissions counselors accurately portray the campus in their recruiting practices.
12. The assessment and course placement procedures are reasonable.

Higher Importance vs. Nov 2015

Included in this section are those items that are in the top half of importance that also have a statistically significant difference compared with 2015.

1. The content of the courses within my major is valuable.
2. The instruction in my major field is excellent.
3. My academic advisor is approachable.
4. The campus staff are caring and helpful.
5. Major requirements are clear and reasonable.
6. Security staff respond quickly in emergencies.
7. I am able to experience intellectual growth here.
8. Faculty are fair and unbiased in their treatment of individual students.
9. Admissions staff are knowledgeable.
10. Billing policies are reasonable.
11. The personnel involved in registration are helpful.
12. Counseling staff care about students as individuals.
13. The amount of student parking space on campus is adequate.
14. This institution has a good reputation within the community

Recommendation Scores:

“How likely is it that you would recommend our institution to a friend or colleague?”

Students were asked to rate how likely it is that they would recommend DSU to a friend or colleague on a scale of 1-10, where 1 is not likely at all, 5 is neutral, and 10 is extremely likely.

| Score | # of Responses |
|-----------------------|----------------|
| 0 – Not Likely At All | 7 |
| 1 | 2 |
| 2 | 3 |
| 3 | 7 |
| 4 | 8 |
| 5 - Neutral | 24 |
| 6 | 31 |
| 7 | 36 |
| 8 | 71 |
| 9 | 36 |
| 10 – Extremely Likely | 59 |

Results

The following table provides the results from 2017, 2015, and 2013. The mean difference in satisfaction between 2017 and other 4-year institutions (nationally) appears in the November 2017 column for quick comparison.

| | November 2017 | | | | November 2015 | | | December 2013 | | |
|--|---------------|--------------|------|------------|---------------|-----------------|------|---------------|-----------------|------|
| Item | Importance | Satisfaction | Gap | Difference | Importance | Satisfaction/SD | Gap | Importance | Satisfaction/SD | Gap |
| 1. Most students feel a sense of belonging here. | 6.01 | 5.19/1.36 | 0.82 | 0.04 | 5.71 | 5.09/1.36 | 0.62 | 5.64 | 5.09/1.37 | 0.55 |
| 02. The campus staff are caring and helpful. | 6.41 | 5.67/1.31 | 0.74 | 0.38*** | 6.22 | 5.67/1.22 | 0.55 | 6.28 | 5.68/1.18 | 0.6 |
| 03. Faculty care about me as an individual. | 6.09 | 5.53/1.44 | 0.56 | 0.41*** | 6.03 | 5.56/1.28 | 0.47 | 6.13 | 5.66/1.23 | 0.47 |
| 04. Admissions staff are knowledgeable. | 6.25 | 5.88/1.21 | 0.37 | 0.66*** | 6.09 | 5.65/1.22 | 0.44 | 6.07 | 5.64/1.16 | 0.43 |
| 05. Financial aid counselors are helpful. | 6.21 | 5.46/1.48 | 0.75 | 0.57*** | 6.07 | 5.23/1.42 | 0.84 | 5.99 | 5.36/1.37 | 0.63 |
| 06. My academic advisor is approachable. | 6.48 | 5.96/1.52 | 0.52 | 0.39*** | 6.29 | 5.83/1.55 | 0.46 | 6.43 | 6.10/1.26 | 0.33 |

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|---|------|-----------|-------|---------|------|-----------|-------|------|-----------|-------|
| 07. The campus is safe and secure for all students. | 6.48 | 6.02/1.28 | 0.46 | 0.50*** | 6.35 | 5.99/1.16 | 0.36 | 6.26 | 6.06/1.02 | 0.2 |
| 08. The content of the courses within my major is valuable. | 6.62 | 5.78/1.29 | 0.84 | 0.23** | 6.46 | 5.46/1.45 | 1 | 6.47 | 5.51/1.32 | 0.96 |
| 09. A variety of intramural activities are offered. | 5.04 | 5.02/1.5 | 0.02 | -0.25** | 4.8 | 5.13/1.42 | -0.33 | 4.95 | 5.14/1.37 | -0.19 |
| 10. Administrators are approachable to students. | 5.97 | 5.41/1.4 | 0.56 | 0.27** | 5.83 | 5.35/1.36 | 0.48 | 5.9 | 5.59/1.14 | 0.31 |
| 11. Billing policies are reasonable. | 6.17 | 5.2/1.43 | 0.97 | 0.38*** | 5.98 | 5.07/1.42 | 0.91 | 6.04 | 5.09/1.49 | 0.95 |
| 12. Financial aid awards are announced to students in time to be helpful in college planning. | 6.24 | 5.34/1.49 | 0.9 | 0.40*** | 6.1 | 5.09/1.52 | 1.01 | 6.14 | 5.31/1.36 | 0.83 |
| 13. Library staff are helpful and approachable. | 5.67 | 5.73/1.28 | -0.06 | 0.1 | 5.38 | 5.40/1.32 | -0.02 | 5.46 | 5.74/1.19 | -0.28 |
| 14. My academic advisor is concerned about my success as an individual. | 6.25 | 5.73/1.5 | 0.52 | 0.36*** | 6.15 | 5.64/1.51 | 0.51 | 6.27 | 5.76/1.34 | 0.51 |

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|--|------|-----------|------|---------|------|-----------|------|------|-----------|------|
| 15. The staff in the health services area are competent. | 6.03 | 5.51/1.42 | 0.52 | 0.17 | 5.7 | 5.17/1.37 | 0.53 | 5.74 | 5.23/1.33 | 0.51 |
| 16. The instruction in my major field is excellent. | 6.54 | 5.81/1.35 | 0.73 | 0.30*** | 6.33 | 5.53/1.47 | 0.8 | 6.45 | 5.57/1.31 | 0.88 |
| 17. Adequate financial aid is available for most students. | 6.31 | 5.23/1.53 | 1.08 | 0.33** | 6.2 | 5.01/1.54 | 1.19 | 6.22 | 5.28/1.38 | 0.94 |
| 18. Library resources and services are adequate. | 5.87 | 5.71/1.3 | 0.16 | 0.06 | 5.66 | 5.51/1.29 | 0.15 | 5.83 | 5.75/1.11 | 0.08 |
| 19. My academic advisor helps me set goals to work toward. | 5.78 | 5.19/1.65 | 0.59 | 0.07 | 5.7 | 5.26/1.62 | 0.44 | 5.95 | 5.42/1.41 | 0.53 |
| 20. The business office is open during hours which are convenient for most students. | 5.87 | 5.55/1.32 | 0.32 | 0.30** | 5.78 | 5.39/1.27 | 0.39 | 5.79 | 5.59/1.13 | 0.2 |
| 21. The amount of student parking space on campus is adequate. | 6.13 | 3.23/1.85 | 2.9 | -0.19 | 5.85 | 3.32/1.84 | 2.53 | 5.93 | 3.65/1.87 | 2.28 |

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|--|------|-----------|------|---------|------|-----------|------|------|-----------|------|
| 22. Counseling staff care about students as individuals. | 6.15 | 5.55/1.48 | 0.6 | 0.35** | 5.91 | 5.61/1.34 | 0.3 | 5.86 | 5.69/1.22 | 0.17 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) | 6.15 | 4.8/1.66 | 1.35 | -0.02 | 6.12 | 4.92/1.54 | 1.2 | 6.06 | 5.08/1.42 | 0.98 |
| 24. The intercollegiate athletic programs contribute to a strong sense of school spirit. | 5.05 | 4.56/1.66 | 0.49 | -0.24* | 4.78 | 4.61/1.65 | 0.17 | 5.09 | 4.38/1.67 | 0.71 |
| 25. Faculty are fair and unbiased in their treatment of individual students. | 6.27 | 5.41/1.47 | 0.86 | 0.11 | 6.09 | 5.35/1.33 | 0.74 | 6.2 | 5.39/1.35 | 0.81 |
| 26. Computer labs are adequate and accessible. | 5.83 | 5.69/1.35 | 0.14 | 0.13 | 5.63 | 5.50/1.31 | 0.13 | 5.75 | 5.60/1.27 | 0.15 |
| 27. The personnel involved in registration are helpful. | 6.17 | 5.75/1.27 | 0.42 | 0.46*** | 6.01 | 5.60/1.34 | 0.41 | 6.03 | 5.66/1.17 | 0.37 |

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|---|------|-----------|-------|---------|------|-----------|-------|------|-----------|------|
| 28. Parking lots are well-lighted and secure. | 5.66 | 4.94/1.65 | 0.72 | -0.02 | 5.71 | 5.10/1.40 | 0.61 | 5.72 | 5.31/1.27 | 0.41 |
| 29. It is an enjoyable experience to be a student on this campus. | 6.24 | 5.41/1.64 | 0.83 | 0.08 | 6.19 | 5.45/1.47 | 0.74 | 6.25 | 5.43/1.39 | 0.82 |
| 30. Residence hall staff are concerned about me as an individual. | 5.84 | 5.24/1.72 | 0.6 | 0.26* | 5.63 | 5.34/1.51 | 0.29 | 5.57 | 5.27/1.42 | 0.3 |
| 31. Males and females have equal opportunities to participate in intercollegiate athletics. | 5.68 | 5.8/1.38 | -0.12 | 0.29** | 5.34 | 5.58/1.30 | -0.24 | 5.49 | 5.71/1.19 | 0.07 |
| 32. Tutoring services are readily available. | 6.02 | 5.68/1.39 | 0.34 | 0.11 | 5.79 | 5.71/1.30 | 0.08 | 5.84 | 5.77/1.19 | 0.07 |
| 33. My academic advisor is knowledgeable about requirements in my major. | 6.48 | 6.16/1.21 | 0.32 | 0.53*** | 6.33 | 5.87/1.41 | 0.46 | 6.39 | 5.95/1.32 | 0.44 |
| 34. I am able to register for classes I need with few conflicts. | 6.38 | 5.48/1.54 | 0.9 | 0.39*** | 6.33 | 5.33/1.60 | 1 | 6.39 | 5.50/1.40 | 0.89 |

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|--|------|-----------|------|----------|------|-----------|------|------|-----------|------|
| 35. The assessment and course placement procedures are reasonable. | 6.09 | 5.79/1.16 | 0.3 | 0.48*** | 6.04 | 5.36/1.37 | 0.68 | 6.08 | 5.49/1.29 | 0.59 |
| 36. Security staff respond quickly in emergencies. | 6.39 | 5.28/1.7 | 1.11 | -0.12 | 6.13 | 5.40/1.27 | 0.73 | 6.03 | 5.39/1.25 | 0.64 |
| 37. I feel a sense of pride about my campus. | 5.53 | 5.23/1.62 | 0.3 | -0.02 | 5.33 | 5.12/1.54 | 0.21 | 5.58 | 5.06/1.49 | 0.52 |
| 38. There is an adequate selection of food available in the cafeteria. | 5.87 | 3.82/1.76 | 2.05 | -0.64*** | 5.83 | 3.72/1.79 | 2.11 | 5.9 | 4.27/1.78 | 1.63 |
| 39. I am able to experience intellectual growth here. | 6.38 | 5.82/1.21 | 0.56 | 0.20* | 6.2 | 5.60/1.23 | 0.6 | 6.16 | 5.59/1.21 | 0.57 |
| 40. Residence hall regulations are reasonable. | 5.96 | 5.49/1.5 | 0.47 | 0.41*** | 5.78 | 5.36/1.40 | 0.42 | 5.79 | 5.43/1.29 | 0.36 |
| 41. There is a commitment to academic excellence on this campus. | 6.1 | 5.78/1.23 | 0.32 | 0.30*** | 6.09 | 5.57/1.21 | 0.52 | 6.16 | 5.62/1.16 | 0.54 |

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|---|------|-----------|------|--------------|------|-----------|------|------|-----------|------|
| 42. There are a sufficient number of weekend activities for students. | 5.25 | 3.99/1.83 | 1.26 | - 0.66*** | 5.19 | 3.97/1.80 | 1.22 | 5.41 | 4.25/1.82 | 1.16 |
| 43. Admissions counselors respond to prospective students' unique needs and requests. | 5.94 | 5.64/1.32 | 0.3 | 0.45*** | 5.72 | 5.30/1.32 | 0.42 | 5.87 | 5.63/1.16 | 0.24 |
| 44. Academic support services adequately meet the needs of students. | 6.06 | 5.58/1.34 | 0.48 | 0.27** | 5.88 | 5.39/1.28 | 0.49 | 5.95 | 5.59/1.11 | 0.36 |
| 45. Students are made to feel welcome on this campus. | 6.2 | 5.62/1.38 | 0.58 | 0.17 | 6.17 | 5.53/1.35 | 0.64 | 6.21 | 5.58/1.31 | 0.63 |
| 46. I can easily get involved in campus organizations. | 5.72 | 5.58/1.49 | 0.14 | 0.21* | 5.72 | 5.33/1.51 | 0.39 | 5.82 | 5.64/1.24 | 0.18 |
| 47. Faculty provide timely feedback about student progress in a course. | 6.28 | 5.09/1.56 | 1.19 | -0.02 | 6.17 | 5.12/1.41 | 1.05 | 6.23 | 5.14/1.51 | 1.09 |

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|---|------|-----------|------|---------|------|-----------|------|------|-----------|------|
| 48. Admissions counselors accurately portray the campus in their recruiting practices. | 6.1 | 5.56/1.43 | 0.54 | 0.38*** | 5.98 | 5.19/1.45 | 0.79 | 6 | 5.41/1.30 | 0.59 |
| 49. There are adequate services to help me decide upon a career. | 6.01 | 5.34/1.4 | 0.67 | 0.12 | 6.03 | 5.41/1.37 | 0.62 | 6.09 | 5.42/1.33 | 0.67 |
| 50. Class change (drop/add) policies are reasonable. | 6.02 | 5.83/1.28 | 0.19 | 0.39*** | 6.03 | 5.65/1.30 | 0.38 | 5.95 | 5.69/1.17 | 0.26 |
| 51. This institution has a good reputation within the community. | 6.11 | 6.05/1.19 | 0.06 | 0.47*** | 5.94 | 5.82/1.23 | 0.12 | 5.98 | 5.67/1.27 | 0.31 |
| 52. The student center is a comfortable place for students to spend their leisure time. | 5.89 | 5.64/1.42 | 0.25 | 0.26** | 5.68 | 5.38/1.34 | 0.3 | 5.87 | 5.52/1.32 | 0.35 |
| 53. Faculty take into consideration student differences as they teach a course. | 5.87 | 5.2/1.47 | 0.67 | 0.18 | 5.93 | 5.11/1.50 | 0.82 | 6.03 | 5.14/1.45 | 0.89 |
| 54. Bookstore staff are helpful. | 5.72 | 5.82/1.34 | -0.1 | 0.29** | 5.71 | 5.70/1.32 | 0.01 | 5.87 | 6.07/1.14 | -0.2 |

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|--|------|-----------|------|---------|------|-----------|------|------|-----------|------|
| 55. Major requirements are clear and reasonable. | 6.41 | 5.77/1.32 | 0.64 | 0.27** | 6.24 | 5.59/1.29 | 0.65 | 6.24 | 5.51/1.34 | 0.73 |
| 56. The student handbook provides helpful information about campus life. | 5.54 | 5.14/1.57 | 0.4 | -0.1 | 5.3 | 5.30/1.36 | 0 | 5.62 | 5.40/1.23 | 0.22 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 5.96 | 5.32/1.52 | 0.64 | 0.54*** | 5.84 | 5.29/1.48 | 0.55 | 5.91 | 5.29/1.34 | 0.62 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 6.42 | 5.59/1.33 | 0.83 | 0.20* | 6.32 | 5.53/1.25 | 0.79 | 6.32 | 5.48/1.27 | 0.84 |
| 59. This institution shows concern for students as individuals. | 6.19 | 5.51/1.47 | 0.68 | 0.35*** | 6.08 | 5.50/1.39 | 0.58 | 6.18 | 5.58/1.19 | 0.6 |
| 60. I generally know what's happening on campus. | 5.61 | 5.22/1.63 | 0.39 | 0.20* | 5.67 | 5.29/1.53 | 0.38 | 5.81 | 5.34/1.43 | 0.47 |
| 61. Adjunct faculty are competent as classroom instructors. | 6.05 | 5.59/1.27 | 0.46 | 0.20* | 5.96 | 5.39/1.37 | 0.57 | 5.94 | 5.49/1.20 | 0.45 |

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|--|------|-----------|-------|--------|------|-----------|------|------|-----------|------|
| 62. There is a strong commitment to racial harmony on this campus. | 5.69 | 5.7/1.38 | -0.01 | 0.21* | 5.56 | 5.49/1.32 | 0.07 | 5.71 | 5.55/1.16 | 0.16 |
| 63. Student disciplinary procedures are fair. | 6.01 | 5.71/1.32 | 0.3 | 0.29** | 5.81 | 5.54/1.19 | 0.27 | 5.91 | 5.52/1.18 | 0.39 |
| 64. New student orientation services help students adjust to college. | 5.9 | 5.4/1.53 | 0.5 | 0.18 | 5.76 | 5.43/1.43 | 0.33 | 5.9 | 5.51/1.34 | 0.39 |
| 65. Faculty are usually available after class and during office hours. | 6.22 | 5.92/1.16 | 0.3 | 0.24** | 6.18 | 5.66/1.26 | 0.52 | 6.2 | 5.84/1.20 | 0.36 |
| 66. Tuition paid is a worthwhile investment. | 6.34 | 5.28/1.51 | 1.06 | 0.13 | 6.22 | 5.25/1.43 | 0.97 | 6.3 | 5.30/1.41 | 1 |
| 67. Freedom of expression is protected on campus. | 5.91 | 5.68/1.32 | 0.23 | 0.14 | 5.91 | 5.58/1.28 | 0.33 | 6 | 5.62/1.25 | 0.38 |
| 68. Nearly all of the faculty are knowledgeable in their field. | 6.5 | 5.97/1.18 | 0.53 | 0.23** | 6.37 | 5.85/1.23 | 0.52 | 6.34 | 5.86/1.15 | 0.48 |

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|--|------|-----------|------|--------|------|-----------|------|------|-----------|------|
| 69. There is a good variety of courses provided on this campus. | 6.24 | 5.5/1.42 | 0.74 | -0.04 | 6.21 | 5.50/1.36 | 0.71 | 6.19 | 5.54/1.24 | 0.65 |
| 70. Graduate teaching assistants are competent as classroom instructors. | 5.98 | 5.49/1.43 | 0.49 | 0.21 | 5.86 | 5.44/1.33 | 0.42 | 5.86 | 5.56/1.13 | 0.3 |
| 71. Channels for expressing student complaints are readily available. | 5.84 | 4.71/1.82 | 1.13 | -0.19 | 5.85 | 4.93/1.57 | 0.92 | 5.86 | 5.14/1.41 | 0.72 |
| 72. On the whole, the campus is well-maintained. | 6.22 | 5.86/1.26 | 0.36 | 0.23** | 6.23 | 5.94/1.18 | 0.29 | 6.14 | 5.86/1.08 | 0.28 |
| 73. Student activities fees are put to good use. | 5.88 | 4.93/1.63 | 0.95 | 0.21 | 5.85 | 4.93/1.54 | 0.92 | 5.93 | 4.97/1.49 | 0.96 |
| 74. Campus item: I am able to find, evaluate and apply information. | 6.13 | 5.87/1.09 | 0.26 | | 5.99 | 5.54/1.15 | 0.45 | 5.98 | 5.65/1.07 | 0.33 |

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|--|------|-----------|------|--|------|-----------|------|------|-----------|------|
| 75. Campus item: There are high quality student events and entertainment options on campus throughout the year. | 5.69 | 5.07/1.6 | 0.62 | | 5.69 | 4.95/1.48 | 0.74 | 5.76 | 5.15/1.47 | 0.61 |
| 76. Campus item: The student success program, Starfish, is a suitable online tool to find out about performance updates, concerns & referrals. | 5.41 | 4.89/1.79 | 0.52 | | 5.38 | 4.86/1.71 | 0.52 | 5.39 | 5.02/1.70 | 0.37 |
| 77. Campus item: The multi-cultural diversity activities within the university are appropriate. | 5.44 | 5.26/1.61 | 0.18 | | 5.3 | 5.24/1.46 | 0.06 | 5.58 | 5.42/1.23 | 0.16 |
| 78. Campus item: Involvement in student clubs or organizations have enhanced my college experience. | 5.83 | 5.55/1.52 | 0.28 | | 5.69 | 5.36/1.53 | 0.33 | 5.78 | 5.53/1.36 | 0.25 |

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|--|------|-----------|------|--|------|-----------|------|------|-----------|------|
| 79. Campus item: The DSU process for paying tuition and fees is understandable. | 6.17 | 5.52/1.45 | 0.65 | | 6.16 | 5.43/1.48 | 0.73 | 6.1 | 5.52/1.30 | 0.58 |
| 80. Campus item: Computing and networking services provided are adequate to support my class work. | 6.19 | 5.94/1.27 | 0.25 | | 6.18 | 5.72/1.33 | 0.46 | 6.17 | 5.69/1.25 | 0.48 |
| 81. Campus item: Staff monitoring the technology support desk and repair center provided knowledgeable assistance. | 6.19 | 5.74/1.28 | 0.45 | | 6.09 | 5.44/1.66 | 0.65 | 6.16 | 5.78/1.15 | 0.38 |
| 82. Campus item: My questions on how to use D2L were answered in a timely manner by the DSU staff. | 5.96 | 5.69/1.52 | 0.27 | | 6 | 5.85/1.27 | 0.15 | 6.02 | 5.76/1.17 | 0.26 |
| 83. Campus item: I am able utilize WebAdvisor to access critical student information. | 6.26 | 5.84/1.28 | 0.42 | | 6.15 | 5.79/1.34 | 0.36 | 6.21 | 6.06/1.01 | 0.15 |

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|--|------|-----------|--|--------|------|-----------|--|------|-----------|--|
| 84. Institution's commitment to part-time students? | | 5.57/1.31 | | 0.30* | | 5.38/1.20 | | | 5.56/1.23 | |
| 85. Institution's commitment to evening students? | | 5.35/1.42 | | 0.12 | | 5.31/1.25 | | | 5.32/1.39 | |
| 86. Institution's commitment to older, returning learners? | | 5.46/1.44 | | 0.1 | | 5.53/1.19 | | | 5.62/1.24 | |
| 87. Institution's commitment to under-represented populations? | | 5.45/1.45 | | 0.12 | | 5.39/1.29 | | | 5.53/1.28 | |
| 88. Institution's commitment to commuters? | | 5.5/1.57 | | 0.40** | | 5.37/1.37 | | | 5.38/1.39 | |
| 89. Institution's commitment to students with disabilities? | | 5.73/1.38 | | 0.2 | | 5.68/1.24 | | | 5.80/1.21 | |
| 90. Cost as factor in decision to enroll. | 6.1 | | | | 6.1 | | | 6.06 | | |
| 91. Financial aid as factor in decision to enroll. | 5.89 | | | | 5.87 | | | 5.89 | | |

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| 92. Academic reputation as factor in decision to enroll. | 5.95 | | | | 5.83 | | | 5.91 | | |
| 93. Size of institution as factor in decision to enroll. | 5.56 | | | | 5.65 | | | 5.5 | | |
| 94. Opportunity to play sports as factor in decision to enroll. | 3.64 | | | | 3.6 | | | 3.79 | | |
| 95. Recommendations from family/friends as factor in decision to enroll. | 4.64 | | | | 4.73 | | | 4.84 | | |
| 96. Geographic setting as factor in decision to enroll. | 5.1 | | | | 5.14 | | | 5.18 | | |
| 97. Campus appearance as factor in decision to enroll. | 5.05 | | | | 5.03 | | | 5.16 | | |
| 98. Personalized attention prior to enrollment as factor in decision to enroll. | 5.42 | | | | 5.29 | | | | | |

*Difference statistically significant at the .05 level
**Difference statistically significant at the .01 level
***Difference statistically significant at the .001 level