

# Student Satisfaction Inventory

2019

Ruffalo Noel-Levitz

## Executive Summary

During the Fall 2019, 305 DSU students (268 Undergraduate, 20 Graduate, and 17 did not indicate class level or indicated special student) completed the web-based Student Satisfaction Inventory (SSI) survey produced by Ruffalo Noel-Levitz, Inc. This is a 21% response rate (1433 students were asked to complete the survey). 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 students gave very high satisfaction in ratings to campus safety, advisor approachability and computing services support. The top ranked items based on average satisfaction ratings are:

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

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: 0.18*)
- Computing and networking services provided are adequate to support my course work. (*Performance Gap: 0.35*)
- Involvement in student clubs or organizations have enhanced my college experience. (*Performance Gap: 0.36*)
- Tutoring services are readily available. (*Performance Gap: 0.37*)
- Class change (drop/add) policies are reasonable. (*Performance Gap: 0.40*)
- Computer labs are adequate and accessible. (*Performance Gap: 0.41*)
- My academic advisor is approachable. (*Performance Gap: 0.43*)
- Faculty are usually available after class and during office hours. (*Performance Gap: 0.43*)

- The campus is safe and secure for all students. *(Performance Gap: 0.48)*
- Student disciplinary procedures are fair. *(Performance Gap: 0.48)*
- On the whole, the campus is well-maintained. *(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:*

- Residence hall regulations are reasonable. *(Performance Gap: 0.51)*
- Faculty present diverse perspectives in course materials. *(Performance Gap: 0.52)*
- Staff monitoring the technology support desk and repair center provided knowledgeable assistance. *(Performance Gap: 0.53)*
- Faculty respect my viewpoints. *(Performance Gap: 0.54)*
- Academic support services adequately meet the needs of students. *(Performance Gap: 0.56)*
- My learning experiences at DSU have helped me with information literacy skills (identify, find, evaluate, and use information). *(Performance Gap: 0.57)*
- Counseling staff care about students as individuals. *(Performance Gap: 0.58)*
- Freedom of expression is protected on campus. *(Performance Gap: 0.59)*
- Admissions counselors respond to prospective students' unique needs and requests. *(Performance Gap: 0.62)*
- DSU staff respond to my D2L questions in a timely manner. *(Performance Gap: 0.62)*
- The staff in the health services area are competent. *(Performance Gap: 0.63)*
- Students are made to feel welcome on this campus. *(Performance Gap: 0.64)*
- My academic advisor is knowledgeable about requirements in my major. *(Performance Gap: 0.65)*
- Nearly all of the faculty are knowledgeable in their field. *(Performance Gap: 0.66)*
- The assessment and course placement procedures are reasonable. *(Performance Gap: 0.68)*
- Graduate teaching assistants are competent as classroom instructors. *(Performance Gap: 0.70)*
- There is a commitment to academic excellence on this campus. *(Performance Gap: 0.71)*
- My academic advisor is concerned about my success as an individual. *(Performance Gap: 0.72)*
- Admissions staff are knowledgeable. *(Performance Gap: 0.73)*
- Security staff respond quickly in emergencies. *(Performance Gap: 0.73)*
- The personnel involved in registration are helpful. *(Performance Gap: 0.74)*

### **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.

*Listed in order of performance gap:*

- Adjunct faculty are competent as classroom instructors. *(Performance Gap: 0.76)*
- New student orientation services help students adjust to college. *(Performance Gap: 0.78)*
- I am able to experience intellectual growth here. *(Performance Gap: 0.79)*
- Faculty care about me as an individual. *(Performance Gap: 0.81)*
- The campus staff are caring and helpful. *(Performance Gap: 0.83)*
- Major requirements are clear and reasonable. *(Performance Gap: 0.85)*
- There is a good variety of courses provided on this campus. *(Performance Gap: 0.86)*
- Most students feel a sense of belonging here. *(Performance Gap: 0.87)*
- I seldom get the "run-around" when seeking information on this campus. *(Performance Gap: 0.89)*

- Faculty take into consideration student differences as they teach a course. *(Performance Gap: 0.90)*
- This institution shows concern for students as individuals. *(Performance Gap: 0.90)*
- Admissions counselors accurately portray the campus in their recruiting practices. *(Performance Gap: 0.91)*
- There are adequate services to help me decide upon a career. *(Performance Gap: 0.93)*
- It is an enjoyable experience to be a student on this campus. *(Performance Gap: 0.96)*
- Faculty are fair and unbiased in their treatment of individual students. *(Performance Gap: 0.99)*
- The instruction in my major field is excellent. *(Performance Gap: 1.00)*
- Financial aid counselors are helpful. *(Performance Gap: 1.02)*
- The content of the courses within my major is valuable. *(Performance Gap: 1.02)*
- The DSU process for paying tuition and fees is understandable. *(Performance Gap: 1.04)*
- The quality of instruction I receive in most of my classes is excellent. *(Performance Gap: 1.08)*
- I am able to register for classes I need with few conflicts. *(Performance Gap: 1.20)*
- Channels for expressing student complaints are readily available. *(Performance Gap: 1.21)*
- Financial aid awards are announced to students in time to be helpful in college planning. *(Performance Gap: 1.23)*
- Billing policies are reasonable. *(Performance Gap: 1.32)*
- Tuition paid is a worthwhile investment. *(Performance Gap: 1.32)*
- Student activities fees are put to good use. *(Performance Gap: 1.41)*
- Faculty provide timely feedback about student progress in a course. *(Performance Gap: 1.42)*
- Adequate financial aid is available for most students. *(Performance Gap: 1.50)*
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) *(Performance Gap: 1.75)*
- There is an adequate selection of food available in the cafeteria. *(Performance Gap: 2.17)*
- The amount of student parking space on campus is adequate. *(Performance Gap: 3.02)*

## Trends: Comparing Year-to-Year

The following lists are comparing results from 2017 to the results received in 2019. Keep in mind, the items listed below may also be listed in the Areas of Concern section. The Trends sections is strictly comparing 2019 results to 2017 results.

Top 3 most significant Performance Gap Decreases from 2017 to 2019 (Improvements):

*Only the items with a 2019 average Importance rating of 6.0 or higher were included.*

1. Security staff respond quickly in emergencies. *(-0.38 Performance Gap Improvement)*
2. My academic advisor is approachable. *(-0.09 Performance Gap Improvement)*
3. Counseling staff care about students as individuals. *(-0.02 Performance Gap Improvement)*

Top 5 most significant Performance Gap Increases from 2017 to 2019 (Declines):

*Only the items with a 2019 average Importance rating of 6.0 or higher were included.*

1. Student activities fees are put to good use. *(+0.46 Performance Gap Change)*
2. Adequate financial aid is available for most students. *(+0.42 Performance Gap Change)*
3. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) *(+0.40 Performance Gap Change)*
4. The DSU process for paying tuition and fees is understandable. *(+0.39 Performance Gap Change)*
5. There is a commitment to academic excellence on this campus. *(+0.39 Performance Gap Change)*

### Higher Satisfaction vs. Nov 2017

*There was one item in the top half of importance that also has a significant difference in satisfaction rating compared with 2017: Security staff respond quickly in emergencies.*

### Higher Importance vs. Nov 2017

*Included in this section are those items that are in the top half of importance that also have a large difference in importance level (greater than 0.15) compared with 2017.*

1. I am able to register for classes I need with few conflicts.
2. Computing services provided are adequate to support my course work.
3. The DSU process for paying tuition and fees is understandable.
4. Freedom of expression is protected on campus.
5. There is a commitment to academic excellence on this campus.
6. There are adequate services to help me decide upon a career.
7. Tutoring services are readily available.

### 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	10
1	5
2	3
3	7
4	11
5 - Neutral	28
6	27
7	46
8	62
9	38
10 - Extremely Likely	60

## Results

The following table provides the results from 2019, 2017, and 2015. The mean difference in satisfaction between 2019 and other 4-year institutions (nationally) appears in the November 2019 column for quick comparison. The 5 highest importance and 5 highest satisfaction items are highlighted in yellow in the table below. The 5 lowest satisfaction items are highlighted in red in the table below.

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
1. Most students feel a sense of belonging here.	6.03	5.16/1.41	0.87	-0.18*	6.01	5.19/1.36	0.82	5.71	5.09/1.36	0.62
02. The campus staff are caring and helpful.	6.39	5.56/1.39	0.83	0.04	6.41	5.67/1.31	0.74	6.22	5.67/1.22	0.55
03. Faculty care about me as an individual.	6.16	5.35/1.49	0.81	0.04	6.09	5.53/1.44	0.56	6.03	5.56/1.28	0.47
04. Admissions staff are knowledgeable.	6.36	5.63/1.40	0.73	0.17	6.25	5.88/1.21	0.37	6.09	5.65/1.22	0.44
05. Financial aid counselors are helpful.	6.26	5.24/1.65	1.02	0.09	6.21	5.46/1.48	0.75	6.07	5.23/1.42	0.84
06. My academic advisor is approachable.	6.54	6.11/1.43	0.43	0.31**	6.48	5.96/1.52	0.52	6.29	5.83/1.55	0.46
07. The campus is safe and secure for all students.	6.63	6.15/1.21	0.48	0.47***	6.48	6.02/1.28	0.46	6.35	5.99/1.16	0.36
08. The content of the courses within my major is valuable.	6.68	5.66/1.33	1.02	0	6.62	5.78/1.29	0.84	6.46	5.46/1.45	1.00
09. A variety of intramural activities are offered.	5.22	5.25/1.38	-0.03	-0.30***	5.04	5.02/1.50	0.02	4.80	5.13/1.42	-0.33
10. Administrators are approachable to students.	5.99	5.28/1.53	0.71	-0.05	5.97	5.41/1.40	0.56	5.83	5.35/1.36	0.48

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
11. Billing policies are reasonable.	6.17	4.85/1.58	1.32	-0.11	6.17	5.20/1.43	0.97	5.98	5.07/1.42	0.91
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.23	5.00/1.74	1.23	-0.14	6.24	5.34/1.49	0.90	6.10	5.09/1.52	1.01
13. Library staff are helpful and approachable.	5.76	5.77/1.34	-0.01	-0.13	5.67	5.73/1.28	-0.06	5.38	5.40/1.32	-0.02
14. My academic advisor is concerned about my success as an individual.	6.32	5.60/1.63	0.72	0	6.25	5.73/1.50	0.52	6.15	5.64/1.51	0.51
15. The staff in the health services area are competent.	6.04	5.41/1.52	0.63	-0.21*	6.03	5.51/1.42	0.52	5.70	5.17/1.37	0.53
16. The instruction in my major field is excellent.	6.64	5.64/1.39	1.00	-0.03	6.54	5.81/1.35	0.73	6.33	5.53/1.47	0.80
17. Adequate financial aid is available for most students.	6.38	4.88/1.71	1.50	-0.16	6.31	5.23/1.53	1.08	6.20	5.01/1.54	1.19
18. Library resources and services are adequate.	5.76	5.68/1.28	0.08	-0.25**	5.87	5.71/1.30	0.16	5.66	5.51/1.29	0.15
19. My academic advisor helps me set goals to work toward.	5.86	5.28/1.80	0.58	-0.03	5.78	5.19/1.65	0.59	5.70	5.26/1.62	0.44
20. The business office is open during hours which are convenient for most students.	5.87	5.37/1.40	0.50	-0.12	5.87	5.55/1.32	0.32	5.78	5.39/1.27	0.39

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
21. The amount of student parking space on campus is adequate.	6.01	2.99/1.87	3.02	-0.46***	6.13	3.23/1.85	2.90	5.85	3.32/1.84	2.53
22. Counseling staff care about students as individuals.	6.22	5.64/1.42	0.58	0.13	6.15	5.55/1.48	0.60	5.91	5.61/1.34	0.30
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.24	4.49/1.62	1.75	-0.46***	6.15	4.80/1.66	1.35	6.12	4.92/1.54	1.20
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.04	4.79/1.76	0.25	-0.30**	5.05	4.56/1.66	0.49	4.78	4.61/1.65	0.17
25. Faculty are fair and unbiased in their treatment of individual students.	6.34	5.35/1.56	0.99	-0.09	6.27	5.41/1.47	0.86	6.09	5.35/1.33	0.74
26. Computer labs are adequate and accessible.	6.05	5.64/1.45	0.41	-0.21*	5.83	5.69/1.35	0.14	5.63	5.50/1.31	0.13
27. The personnel involved in registration are helpful.	6.31	5.57/1.51	0.74	-0.01	6.17	5.75/1.27	0.42	6.01	5.60/1.34	0.41
28. Parking lots are well-lighted and secure.	5.81	5.08/1.64	0.73	-0.03	5.66	4.94/1.65	0.72	5.71	5.10/1.40	0.61
29. It is an enjoyable experience to be a student on this campus.	6.33	5.37/1.61	0.96	-0.20*	6.24	5.41/1.64	0.83	6.19	5.45/1.47	0.74



Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
30. Residence hall staff are concerned about me as an individual.	5.80	5.31/1.60	0.49	0.16	5.84	5.24/1.72	0.60	5.63	5.34/1.51	0.29
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.77	5.74/1.45	0.03	-0.11	5.68	5.80/1.38	-0.12	5.34	5.58/1.30	-0.24
32. Tutoring services are readily available.	6.21	5.84/1.33	0.37	0.02	6.02	5.68/1.39	0.34	5.79	5.71/1.30	0.08
33. My academic advisor is knowledgeable about requirements in my major.	6.60	5.95/1.48	0.65	0.08	6.48	6.16/1.21	0.32	6.33	5.87/1.41	0.46
34. I am able to register for classes I need with few conflicts.	6.54	5.34/1.70	1.20	-0.01	6.38	5.48/1.54	0.90	6.33	5.33/1.60	1.00
35. The assessment and course placement procedures are reasonable.	6.17	5.49/1.36	0.68	-0.08	6.09	5.79/1.16	0.30	6.04	5.36/1.37	0.68
36. Security staff respond quickly in emergencies.	6.41	5.68/1.29	0.73	-0.02	6.39	5.28/1.70	1.11	6.13	5.40/1.27	0.73
37. I feel a sense of pride about my campus.	5.54	5.08/1.71	0.46	-0.41***	5.53	5.23/1.62	0.30	5.33	5.12/1.54	0.21
38. There is an adequate selection of food available in the cafeteria.	6.11	3.94/1.96	2.17	-0.70***	5.87	3.82/1.76	2.05	5.83	3.72/1.79	2.11
39. I am able to experience intellectual growth here.	6.50	5.71/1.37	0.79	-0.14	6.38	5.82/1.21	0.56	6.20	5.60/1.23	0.60
40. Residence hall regulations are reasonable.	6.00	5.49/1.49	0.51	0.17	5.96	5.49/1.50	0.47	5.78	5.36/1.40	0.42

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
41. There is a commitment to academic excellence on this campus.	6.27	5.56/1.43	0.71	-0.15	6.10	5.78/1.23	0.32	6.09	5.57/1.21	0.52
42. There are a sufficient number of weekend activities for students.	5.34	4.05/1.88	1.29	-0.80***	5.25	3.99/1.83	1.26	5.19	3.97/1.80	1.22
43. Admissions counselors respond to prospective students' unique needs and requests.	6.02	5.40/1.48	0.62	-0.08	5.94	5.64/1.32	0.30	5.72	5.30/1.32	0.42
44. Academic support services adequately meet the needs of students.	6.18	5.62/1.31	0.56	0.03	6.06	5.58/1.34	0.48	5.88	5.39/1.28	0.49
45. Students are made to feel welcome on this campus.	6.25	5.61/1.43	0.64	-0.11	6.20	5.62/1.38	0.58	6.17	5.53/1.35	0.64
46. I can easily get involved in campus organizations.	5.92	5.40/1.61	0.52	-0.22*	5.72	5.58/1.49	0.14	5.72	5.33/1.51	0.39
47. Faculty provide timely feedback about student progress in a course.	6.26	4.84/1.74	1.42	-0.42***	6.28	5.09/1.56	1.19	6.17	5.12/1.41	1.05
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.14	5.23/1.67	0.91	-0.20*	6.10	5.56/1.43	0.54	5.98	5.19/1.45	0.79
49. There are adequate services to help me decide upon a career.	6.25	5.32/1.54	0.93	-0.12	6.01	5.34/1.40	0.67	6.03	5.41/1.37	0.62

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
50. Class change (drop/add) policies are reasonable.	6.12	5.72/1.39	0.40	0.01	6.02	5.83/1.28	0.19	6.03	5.65/1.30	0.38
51. This institution has a good reputation within the community.	6.00	5.82/1.54	0.18	-0.03	6.11	6.05/1.19	0.06	5.94	5.82/1.23	0.12
52. The student center is a comfortable place for students to spend their leisure time.	5.93	5.64/1.43	0.29	-0.03	5.89	5.64/1.42	0.25	5.68	5.38/1.34	0.30
53. Faculty take into consideration student differences as they teach a course.	6.07	5.17/1.54	0.90	-0.01	5.87	5.20/1.47	0.67	5.93	5.11/1.50	0.82
54. Bookstore staff are helpful.	5.71	5.80/1.40	-0.09	0.04	5.72	5.82/1.34	-0.10	5.71	5.70/1.32	0.01
55. Major requirements are clear and reasonable.	6.51	5.66/1.43	0.85	-0.05	6.41	5.77/1.32	0.64	6.24	5.59/1.29	0.65
56. The student handbook provides helpful information about campus life.	5.60	5.26/1.52	0.34	-0.24*	5.54	5.14/1.57	0.40	5.30	5.30/1.36	0
57. I seldom get the "run-around" when seeking information on this campus.	6.03	5.14/1.69	0.89	0.08	5.96	5.32/1.52	0.64	5.84	5.29/1.48	0.55
58. The quality of instruction I receive in most of my classes is excellent.	6.53	5.45/1.45	1.08	-0.11	6.42	5.59/1.33	0.83	6.32	5.53/1.25	0.79

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
59. This institution shows concern for students as individuals.	6.19	5.29/1.57	0.90	-0.09	6.19	5.51/1.47	0.68	6.08	5.50/1.39	0.58
60. I generally know what's happening on campus.	5.79	5.15/1.64	0.64	-0.01	5.61	5.22/1.63	0.39	5.67	5.29/1.53	0.38
61. Adjunct faculty are competent as classroom instructors.	6.12	5.36/1.50	0.76	-0.24**	6.05	5.59/1.27	0.46	5.96	5.39/1.37	0.57
62. There is a strong commitment to racial harmony on this campus.	5.85	5.71/1.40	0.14	0	5.69	5.70/1.38	-0.01	5.56	5.49/1.32	0.07
63. Student disciplinary procedures are fair.	6.12	5.64/1.40	0.48	-0.06	6.01	5.71/1.32	0.30	5.81	5.54/1.19	0.27
64. New student orientation services help students adjust to college.	6.03	5.25/1.65	0.78	-0.16	5.90	5.40/1.53	0.50	5.76	5.43/1.43	0.33
65. Faculty are usually available after class and during office hours.	6.29	5.86/1.32	0.43	-0.01	6.22	5.92/1.16	0.30	6.18	5.66/1.26	0.52
66. Tuition paid is a worthwhile investment.	6.43	5.11/1.65	1.32	-0.16	6.34	5.28/1.51	1.06	6.22	5.25/1.43	0.97
67. Freedom of expression is protected on campus.	6.32	5.73/1.41	0.59	-0.02	5.91	5.68/1.32	0.23	5.91	5.58/1.28	0.33
68. Nearly all of the faculty are knowledgeable in their field.	6.55	5.89/1.33	0.66	-0.04	6.50	5.97/1.18	0.53	6.37	5.85/1.23	0.52

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
69. There is a good variety of courses provided on this campus.	6.31	5.45/1.49	0.86	-0.29***	6.24	5.50/1.42	0.74	6.21	5.50/1.36	0.71
70. Graduate teaching assistants are competent as classroom instructors.	6.12	5.42/1.57	0.70	-0.10	5.98	5.49/1.43	0.49	5.86	5.44/1.33	0.42
71. Channels for expressing student complaints are readily available.	6.06	4.85/1.79	1.21	-0.26*	5.84	4.71/1.82	1.13	5.85	4.93/1.57	0.92
72. On the whole, the campus is well-maintained.	6.31	5.83/1.34	0.48	-0.06	6.22	5.86/1.26	0.36	6.23	5.94/1.18	0.29
73. Student activities fees are put to good use.	6.06	4.65/1.87	1.41	-0.24*	5.88	4.93/1.63	0.95	5.85	4.93/1.54	0.92
74. Campus item: <i>Information Literacy</i> 2019 Question: My learning experiences at DSU have helped me with information literacy skills (identify, find, evaluate, and use information) 2017/2015 Question: I am able to find, evaluate and apply information.	6.10	5.53/1.43	0.57		6.13	5.87/1.09	0.26	5.99	5.54/1.15	0.45
75. Campus item: There are high quality student events and entertainment options on campus throughout the year.	5.82	4.85/1.67	0.97		5.69	5.07/1.60	0.62	5.69	4.95/1.48	0.74

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
76. Campus item: Faculty respect my viewpoints. (New Question in 2019)	6.12	5.58/1.41	0.54							
77. Campus item: The multi-cultural diversity activities within the university are appropriate.	5.69	5.56/1.37	0.13		5.44	5.26/1.61	0.18	5.30	5.24/1.46	0.06
78. Campus item: Involvement in student clubs or organizations have enhanced my college experience.	6.01	5.65/1.49	0.36		5.83	5.55/1.52	0.28	5.69	5.36/1.53	0.33
79. Campus item: The DSU process for paying tuition and fees is understandable.	6.34	5.30/1.53	1.04		6.17	5.52/1.45	0.65	6.16	5.43/1.48	0.73
80. Campus item: <i>Computing Services</i> 2019 Question: Computing services provided are adequate to support my course work. 2017/2015 Quesiton: Computing and networking services provided are adequate to support my class work.	6.36	6.01/1.22	0.35		6.19	5.94/1.27	0.25	6.18	5.72/1.33	0.46
81. Campus item: Staff monitoring the technology support desk and repair center provided knowledgeable assistance.	6.26	5.73/1.48	0.53		6.19	5.74/1.28	0.45	6.09	5.44/1.66	0.65

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
82. Campus item: <i>D2L Response Time</i> 2019 Question: DSU staff respond to my D2L questions in a timely manner. 2017/2015 Question: My questions on how to use D2L were answered in a timely manner by the DSU staff.	6.13	5.51/1.51	0.62		5.96	5.69/1.52	0.27	6.00	5.85/1.27	0.15
83. Campus item: Faculty present diverse perspectives in course materials. (New Question in 2019)	6.04	5.52/1.35	0.52							
84. Institution's commitment to part-time students?		5.36/1.48		-0.16		5.57/1.31			5.38/1.20	
85. Institution's commitment to evening students?		5.26/1.45		-0.16		5.35/1.42			5.31/1.25	
86. Institution's commitment to older, returning learners?		5.45/1.57		-0.14		5.46/1.44			5.53/1.19	
87. Institution's commitment to under-represented populations?		5.43/1.51		-0.13		5.45/1.45			5.39/1.29	
88. Institution's commitment to commuters?		5.28/1.64		0		5.50/1.57			5.37/1.37	
89. Institution's commitment to students with disabilities?		5.64/1.46		-0.13		5.73/1.38			5.68/1.24	
90. Cost as factor in decision to enroll.	6.14				6.10			6.10		

Item	November 2019				November 2017			November 2015		
	Importance	Satisfaction	Gap	Satisfaction Difference to National Average	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap
91. Financial aid as factor in decision to enroll.	5.99				5.89			5.87		
92. Academic reputation as factor in decision to enroll.	5.99				5.95			5.83		
93. Size of institution as factor in decision to enroll.	5.54				5.56			5.65		
94. Opportunity to play sports as factor in decision to enroll.	4.03				3.64			3.60		
95. Recommendations from family/friends as factor in decision to enroll.	4.71				4.64			4.73		
96. Geographic setting as factor in decision to enroll.	5.16				5.10			5.14		
97. Campus appearance as factor in decision to enroll.	5.13				5.05			5.03		
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.34				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