

Report of the Results of the Spring 2009
Student Satisfaction Inventory



Office of Institutional Research

June 2009

ABSTRACT

This report provides the results of the Noel Levitz Student Satisfaction Inventory, which was administered to a sample of BG campus undergraduates (n=530) in February and March 2009. The survey was comprised of 73 items about which participants indicated both importance and satisfaction. Results concerning satisfaction were compared with BGSU undergraduates' responses to the 2007 ACT Student Opinion Survey. Group (sex, race, and class level, grade point average, employment status, whether students had disabilities, residency, living arrangements, and college) differences were also analyzed. The campus should be concerned about

- the seven areas where satisfaction has been lower than in the past eight years,
- the finding that both satisfaction and importance were significantly lower for man for many items,
- significantly lower satisfaction for under-represented racial/ethnic groups in six areas,
- the finding that students reported increasingly less satisfaction for 21 of the survey items as they progressed from freshman to sophomore to junior to senior,
- the finding that there were 14 items for which students who said that they lived in their own homes (separate from with parents) reported lower satisfaction than students with other living arrangements,
- and the five items with a 30% or greater gap between importance and satisfaction (the adequacy of student parking, living conditions in the residence halls, the adequacy of financial aid, parking lots being well-lighted and secure, and billing practices being viewed as reasonable).

Appropriate academic and administrative areas should determine what additional information is already available and what more needs to be obtained so that plans for improvement can be developed.

BACKGROUND AND METHODOLOGY

The Office of Institutional Research conducts regular periodic assessment of undergraduate students' satisfaction with a variety of aspects of the University. One of the office's principal means of data collection since 2001 has been the Student Opinion Survey (SOS), an instrument provided by ACT, which has been used by many institutions across the country. As a consequence of BGSU's consulting partnership with Noel Levitz, the Noel Levitz Student Satisfaction Inventory was used in place of the ACT SOS during the Spring 2009 semester.

Twenty-six Bowling Green campus undergraduate classes were randomly selected for administration of the survey. The survey was completed in 13 classes during February 2009, resulting in a sample size of 436. Unfortunately the responses were skewed in terms of an under-representation of first-year students (6% in the sample compared with 23% in the population). In order to correct for this, additional surveys were acquired, and 119 surveys were returned by first-year students in three classes in March 2009. When results from the two survey administrations were combined, the final sample (n=530), was representative of all BG campus undergraduates in terms of race, class level, and residence classification. Female and full-time undergraduate students, however, were slightly over-represented (see next page).

	Respondent Characteristics	Population Characteristics
Gender:		
Male	39%	46%
Female	61%	54%
Race/Ethnicity:		
Students of Color	13%	15%
Caucasian/White	82%	80%
Other/prefer not to respond	5%	4%
Class Level:		
Freshman	26%	23%
Sophomore	19%	21%
Junior	22%	23%
Senior	32%	32%
Other	1%	2%
Enrollment Status:		
Full-time	99%	93%
Part-time	1%	8%
Residence Classification:		
On-campus	43%	41%
Off-campus	56%	59%

The survey was comprised of 73 items about which participants indicated both importance and satisfaction. The survey results were analyzed by noting the percentages of participants who provided various responses to the survey items. Percentages may not always sum to 100 due to rounding. The results section below is organized by first noting the importance participants ascribed to each item, then their expressed satisfaction, and finally the gap between importance and satisfaction. Results concerning satisfaction were also compared with BGSU undergraduates' responses to the 2007 ACT Student Opinion Survey; please note that because items were worded differently between the surveys and that the response scales were different, only a small number of items were comparable. Internal group differences (i.e., sex, race, and class level, grade point average, employment status, whether students had disabilities, residency, living arrangements, and college) were examined and significant differences (at the $p < .05$ level) are noted where they occurred. Due to the small numbers of students in non-White racial/ethnic groups, race was re-coded as White/students of color. College membership was determined according to participants' self-reported majors; the number of participants in some colleges were quite small (A&S=85, BA=85, EDHD=99, HHS=34, MA=0, TECH=35, UPAS=2, non-degree=1).

RESULTS

Importance

As noted in the table below, the majority of participants felt that all of the items listed were at least somewhat important.

Item	% Very Important, Important, or Somewhat Important
The content of the courses within my major is valuable	92%
The campus is safe and secure for all students	90%
My academic advisor is approachable	89%
The instruction in my major field is excellent	89%
Computer labs are adequate and accessible	89%
I am able to register for classes I need with few conflicts	89%
The campus staff are caring and helpful	88%
My academic advisor is concerned about my success as an individual	88%
Faculty are fair and unbiased in their treatment of individual students	88%
It is an enjoyable experience to be a student at this campus	87%
Faculty care about me as an individual	86%
My academic advisor is knowledgeable about requirements in my major	86%
I am able to experience intellectual growth here	86%
My academic advisor helps me set goals to work toward	85%
The amount of student parking space on campus is adequate	85%
There is a commitment to academic excellence on this campus	85%
Students are made to feel welcome on this campus	85%
Faculty provide timely feedback about student progress in a course	85%
Admissions staff are knowledgeable	84%
Library resources and services are adequate	84%
Parking lots are well-lighted and secure	84%
The quality of instruction I receive in most of my classes is excellent	84%
Faculty are available after class and during office hours	84%
Adequate financial aid is available for most students	83%
Major requirements are clear and reasonable	83%
There is a good variety of courses offered on this campus	83%
Most students feel a sense of belonging here	82%
Administrators are approachable to students	82%
Nearly all of the faculty are knowledgeable in their field	82%
One the whole, the campus is well-maintained	82%
Billing policies are reasonable	81%
I can easily get involved in campus organizations	81%
This institution has a good reputation within the community	81%

Tuition paid is a worthwhile investment	81%
The staff in the health services area are competent	80%
The assessment and course placement procedures are reasonable	80%
I feel a sense of pride about my campus	80%
There is an adequate selection of food available in the cafeteria	80%
There are adequate services to help me decide upon a career	80%
Class change (drop/add) policies are reasonable	80%
The institution shows concern for students as individuals	79%
Financial aid awards are announced to students in time to be helpful in college planning	79%
The personnel involved in registration are helpful	79%
Faculty take into consideration student differences as they teach a course	79%
Graduate teaching assistants are competent as instructors	79%
Freedom of expression is protected on campus	78%
The business office is open during hours which are convenient for most students	77%
Tutoring services are readily available	76%
Security staff respond quickly in emergencies	76%
Academic support services adequately meet the needs of students	76%
I generally know what's happening on campus	76%
Library staff are helpful and approachable	75%
Living conditions in the residence halls are comfortable	75%
I seldom get the "run-around" when seeking information on this campus	75%
Adjunct faculty are competent as instructors	75%
Student activities fees are put to good use	75%
Bookstore staff are helpful	74%
There is a strong commitment to racial harmony on this campus	74%
New student orientation services help students adjust to college	73%
Channels for expressing student complaints are readily available	73%
Financial aid counselors are helpful	72%
Counseling staff care about students as individuals	72%
Admissions counselors accurately portray the campus in their recruiting practices	72%
The student center is a comfortable place for students to spend their leisure time	72%
Student disciplinary procedures are fair	72%
Admissions counselors respond to prospective students' unique needs and requests	71%
The intercollegiate athletic programs contribute to a strong sense of school spirit	70%

There are a sufficient number of weekend activities for students	69%
Males and females have equal opportunities to participate in intercollegiate athletics	68%
Residence hall regulations are reasonable	66%
A variety of intramural activities are offered	65%
Residence hall staff are concerned about me as an individual	65%
The student handbook provides helpful information about campus life	65%

Participants were also asked to indicate the extent to which an additional 9 items were important to them. Satisfaction was not measured for these items. The results were as follows. All of the items were considered to be at least somewhat important with the exception of the opportunity to play sports.

Item	% Very Important, Important, or Somewhat Important
Cost	78%
Size of Institution	72%
Financial Aid	71%
Academic Reputation	69%
Campus Appearance	66%
Geographic Setting	64%
Personalized Attention Prior to Enrollment	62%
Recommendations from Family/Friends	60%
Opportunity to Play Sports	33%

Satisfaction

The majority of participants were at least somewhat satisfied with all but eight of the items listed (which included 1) the availability of parking, 2) living conditions in the residence halls, 3-4) the concern of counseling center and residence hall staff members for students, 5) the use to which student activity fees are put, 6) the belief that intercollegiate athletic programs contribute to a strong sense of school spirit, 7) the belief that channels for expressing student complaints are readily available, and 8) the adequacy of food on campus).

Although only rough comparisons can be made on some items with the results of the most recent ACT Student Opinion Survey (2007), it should be noted that:

satisfaction increased five percentage points or more with

- campus safety and security
- campus staff members being perceived as caring and helpful
- students' academic advisors being perceived as approachable
- students' academic advisors being perceived as knowledgeable about requirements in their majors
- being able to register for classes students need with few conflicts
- the perception that adequate services are available to help students decide upon careers
- the perception that student disciplinary procedures are fair
- the perception that residence hall regulations are reasonable
- the perception that student activities fees are put to good use

and satisfaction decreased five percentage points or more with

- the content of students' courses in their major being perceived as valuable
- faculty members' availability after class and during office hours
- a variety of courses being offered on campus
- library resources being perceived as adequate
- the perception that new student orientation services help students adjust to college
- the perception that admissions counselors accurately portray the campus in their recruiting practices.

Item	% Very Satisfied, Satisfied, or Somewhat Satisfied 2009	% Very Satisfied or Satisfied 2007 (ACT SOS)
The campus is safe and secure for all students	79%	72%
The campus staff are caring and helpful	78%	63%
I am able to experience intellectual growth here	78%	
The content of the courses within my major is valuable	77%	82%
It is an enjoyable experience to be a student at this campus	75%	

Faculty are available after class and during office hours	75%	82%
Most students feel a sense of belonging here	75%	
The instruction in my major field is excellent	74%	78%
Students are made to feel welcome on this campus	74%	
There is a good variety of courses offered on this campus	74%	83%
Nearly all of the faculty are knowledgeable in their field	74%	
Library resources and services are adequate	73%	86%
My academic advisor is approachable	72%	64%
This institution has a good reputation within the community	72%	
Class change (drop/add) policies are reasonable	71%	
Computer labs are adequate and accessible	70%	
The quality of instruction I receive in most of my classes is excellent	70%	
Major requirements are clear and reasonable	70%	
I can easily get involved in campus organizations	70%	
My academic advisor is knowledgeable about requirements in my major	69%	61%
The assessment and course placement procedures are reasonable	69%	
Library staff are helpful and approachable	69%	
Admissions staff are knowledgeable	68%	
One the whole, the campus is well-maintained	68%	64%
Faculty are fair and unbiased in their treatment of individual students	67%	

There is a commitment to academic excellence on this campus	67%	
Administrators are approachable to students	67%	
Bookstore staff are helpful	67%	
The student center is a comfortable place for students to spend their leisure time	67%	
My academic advisor is concerned about my success as an individual	66%	
Faculty care about me as an individual	66%	
I feel a sense of pride about my campus	66%	
The personnel involved in registration are helpful	65%	
Freedom of expression is protected on campus	65%	
A variety of intramural activities are offered	65%	
Faculty provide timely feedback about student progress in a course	63%	
The institution shows concern for students as individuals	63%	
I generally know what's happening on campus	63%	
The business office is open during hours which are convenient for most students	62%	
Tutoring services are readily available	62%	
There is a strong commitment to racial harmony on this campus	62%	
I am able to register for classes I need with few conflicts	61%	41%
There are adequate services to help me decide upon a career	61%	75%
Faculty take into consideration student differences as they teach a course	61%	

Males and females have equal opportunities to participate in intercollegiate athletics	60%	
My academic advisor helps me set goals to work toward	59%	
Academic support services adequately meet the needs of students	59%	
Tuition paid is a worthwhile investment	58%	
Graduate teaching assistants are competent as instructors	58%	
Adjunct faculty are competent as instructors	57%	
New student orientation services help students adjust to college	57%	78%
Admissions counselors accurately portray the campus in their recruiting practices	57%	69%
The staff in the health services area are competent	55%	
Financial aid awards are announced to students in time to be helpful in college planning	55%	52%
Student disciplinary procedures are fair	55%	48%
Admissions counselors respond to prospective students' unique needs and requests	54%	
The student handbook provides helpful information about campus life	54%	
Parking lots are well-lighted and secure	53%	
Security staff respond quickly in emergencies	52%	
Billing policies are reasonable	51%	55%
I seldom get the "run-around" when seeking information on this campus	51%	
Financial aid counselors are helpful	51%	
Adequate financial aid is available for most students	50%	

There are a sufficient number of weekend activities for students	50%	
Residence hall regulations are reasonable	50%	41%
The is an adequate selection of food available in the cafeteria	49%	
Channels for expressing student complaints are readily available	49%	
The intercollegiate athletic programs contribute to a strong sense of school spirit	49%	
Student activities fees are put to good use	48%	35%
Residence hall staff are concerned about me as an individual	47%	
Counseling staff care about students as individuals	44%	
Living conditions in the residence halls are comfortable	40%	
The amount of student parking space on campus is adequate	16%	

Significant group differences in satisfaction are noted below.

Sex

Females reported greater satisfaction than males concerning:

- faculty members' concern about me as an individual,
- contribution of intercollegiate athletic programs to a strong sense of school spirit,
- parking lots being secure and well-lighted,
- their experience as a student at this campus,
- tutoring services being readily available,
- knowledge of my academic advisor about requirements in my major
- ability to register for needed classes with few conflicts,
- feeling a sense of pride about the campus,
- the commitment of this campus to academic excellence,
- responsiveness of admissions counselors to prospective students unique needs and requests,
- students are made to feel welcome on this campus,
- faculty members provide timely feedback about students' progress in courses,
- adequacy of career services,
- reasonableness of class drop/add policies,
- the student center as a comfortable place for students to spend their leisure time,

- agreeing that faculty members take student differences into account as they teach,
- that the student handbook provides helpful information about campus life,
- that student disciplinary procedures are fair,
- that tuition paid to BGSU is a worthwhile investment,
- that freedom of expression is protected on campus,
- that there is a good variety of courses provided on this campus,
- that channels for expressing student complaints are readily available,
- that the campus is well-maintained,

and males reporting greater satisfaction than females concerning:

- the variety of intramural activities offered,
- competency of staff in the health services area, and
- care for students as individuals by counseling center staff.

Race/Ethnicity

White students were more satisfied than students of color on the following items:

- faculty members are fair and unbiased in their treatment of individual students,
- computer labs are adequate and accessible,
- it is an enjoyable experience to be a student at this campus,
- females and males have equal opportunities to participate in intercollegiate athletics,
- the student handbook provides helpful information about campus life, and
- there is a strong commitment to racial harmony on this campus.

Class Level

As they progressed through class levels from freshman to sophomore to junior to senior, participants were increasingly *less* likely to agree that:

- they feel a sense of belonging here,
- campus staff are caring and helpful,
- faculty members care about them as individuals,
- admissions staff members are knowledgeable,
- administrators are approachable by students,
- residence hall staff members are concerned about them as individuals,
- males and females have equal opportunities to participate in intercollegiate athletics,
- security staff respond quickly in emergencies,
- admissions counselors respond to prospective students' unique needs and requests,
- academic support services adequately meet the needs of students,
- there are adequate services to help them decide upon a career,
- the student center is a comfortable place for students to spend their leisure time,
- faculty members take into account student differences as they teach courses,
- the student handbook provides helpful information about campus life,
- the quality of instruction they receive in most of their classes is excellent,
- the institution shows concern for students as individuals,
- they generally know what is happening on campus,
- tuition paid is a worthwhile investment,

- nearly all faculty members are knowledgeable in their fields,
- channels for expressing student complaints are readily available, and
- student activity fees are put to good use.

Freshmen and sophomores were more likely than juniors and seniors to agree that:

- their academic advisors are approachable,
- billing policies are reasonable,
- instruction in their major fields is excellent,
- living conditions in the residence halls are comfortable,
- personnel involved in registration are helpful,
- it is an enjoyable experience to be a student on this campus,
- tutoring services are readily available,
- residence hall regulations are reasonable,
- there is a commitment to academic excellence on this campus,
- there are a sufficient number of weekend activities for students,
- major requirements are clear and reasonable,
- they seldom get the “run-around” when seeking information on this campus,
- there is a strong sense of racial harmony on this campus, and
- there is a good variety of courses offered on this campus,

Sophomores were more likely than students at other class levels to report that the content of courses within their majors is valuable.

Sophomores and juniors were more likely than freshmen and seniors to agree that library staff members are helpful and approachable.

Freshmen were more likely than students at other class levels to report that:

- the amount of parking space on campus is adequate,
- intercollegiate athletic programs contribute to a strong sense of school spirit,
- faculty members are fair and unbiased in their treatment of individual students,
- bookstore staff members are helpful,
- adjunct faculty members are competent as classroom instructors,
- student disciplinary procedures are fair,
- new student orientation services help students adjust to college, and
- graduate teaching assistants are competent as instructors.

Freshmen, sophomores, and juniors were more likely than seniors to agree that on the whole, the campus is well-maintained.

Grade Point Average

- 1) Students with a GPA of 2.00-2.49 were more likely than those in other groups to agree that financial aid counselors are helpful.
- 2) Students with a 3.50 or above GPA were more likely to agree that their academic advisors are approachable; students with 2.00-2.49 GPAs were less likely to agree.

- 3) Students in the 2.50-2.99 GPA range were more likely to agree that staff members in the health services area are competent, and those in the less than 2.00 GPA range were less likely to agree.
- 4) Students in the less than 2.00 GPA range were more likely than others to agree that the amount of student parking space on campus is adequate.
- 5) Students in the less than 2.00 GPA range were more likely than others to agree that there are adequate services to help them decide upon careers.
- 6) Students in the less than 2.00 GPA range were *less* likely than others to agree that they seldom get the “run-around” when seeking information on this campus.
- 7) Students in the 2.00-3.50 GPA range were more likely than those in both lower and higher GPA ranges to agree that intercollegiate athletic programs contribute to a strong sense of school spirit.
- 8) Students in the 2.50-2.99 GPA range were more likely and those in the less than 2.00 range were less likely to agree that faculty members are fair and unbiased in their treatment of individual students.
- 9) Students were increasingly likely to agree within increasingly higher GPA ranges that computer labs are adequate and accessible.
- 10) Students were increasingly likely to agree within increasingly higher GPA ranges that residence hall staff members are concerned about them as individuals.
- 11) Students in the less than 2.00 GPA range were most likely and those in the 2.00-2.49 range were least likely to agree that the personnel involved in registration are helpful.
- 12) Students in the less than 2.00, 2.50-2.99, and 3.5+ GPA ranges were more likely than those in the 2.00-2.49 and 3.00-3.49 GPA ranges to agree that tutoring services are readily available.
- 13) Students in the 3.00-3.49 GPA range were more likely and those in the 2.00-2.49 range were less likely to agree that residence hall regulations are reasonable.
- 14) Students in the 3.5+ and 2.50-2.99 GPA ranges were more likely than others to agree that admissions counselors adequately portray the campus in their recruiting practices.
- 15) Students in the less than 2.00 GPA range were more likely and those in the 2.00-2.49 GPA range were less likely than others to agree that student disciplinary procedures are fair.

Employment Status

- 1) Participants who worked part-time off-campus were most likely and those who worked full-time off-campus were least likely to report that campus staff members are caring and helpful.
- 2) Students who were not employed and those who worked part-time on campus were most likely and those who worked full-time off-campus were least likely to agree that their academic advisor is approachable.
- 3) Those who worked full-time off-campus were most likely and those who worked full-time on campus were least likely to indicate that administrators are approachable to students.
- 4) Students who were employed full-time on-campus were least likely to report that library staff are helpful and approachable.
- 5) Participants who worked full-time on campus were most likely to agree and those who were not employed were least likely to agree that library resources and services are adequate.
- 6) Those who worked full-time on-campus were least likely to agree that living conditions in the residence halls are comfortable.
- 7) Students who were not employed were most likely and those who were employed full-time off-campus were least likely to agree that the personnel involved in registration are helpful.
- 8) Participants who were not employed or who were employed part-time on-campus were most likely to report that residence hall staff are concerned about them as individuals. Those who were employed full-time off-campus were least likely to report that residence hall staff members are concerned about them as individuals.
- 9) Those who worked part-time on-campus were more apt to agree that males and females have equal opportunities to participate in intercollegiate athletics.
- 10) Students who worked full-time on-campus were least likely to indicate that tutoring services are readily available.
- 11) Participants who were employed full-time off-campus were more likely to agree that assessment and course placement procedures are reasonable.
- 12) Those who said they were not employed were most likely and those who said they worked full-time on-campus were least likely to state that residence hall regulations are reasonable.
- 13) Students who worked full-time off-campus were least likely to agree that admissions counselors respond to prospective students' unique needs and requests.

- 14) Participants who reported that they worked full-time on-campus were most likely to indicate that academic support services adequately meet the needs of students.
- 15) Those who said they worked full-time off-campus were least likely to agree that admissions counselors adequately portray the campus in their recruiting practices.
- 16) Students who worked part-time on campus were most likely and those who worked full-time off-campus were least likely to report that major requirements are clear and reasonable.
- 17) Participants who were employed full-time on-campus were least likely to agree that the quality of instruction they receive in most of their classes is excellent.
- 18) Those who were not employed were more likely to report that graduate teaching assistants are competent as instructors.

Students with Disabilities

Students who indicated that they had disabilities were more likely to be satisfied with the counseling center staff's care about students as individuals and less likely to be satisfied that the requirements in their major are clear and reasonable.

Residency

Students who were Ohio residents were more likely than out-of-state residents or international students to agree that:

- most students feel a sense of belonging here
- instruction in my major field is excellent
- counseling staff care about students as individuals
- it is an enjoyable experience to be a student on this campus
- they are able to experience intellectual growth here
- there is a commitment to academic excellence on this campus
- admissions counselors respond to prospective students unique needs and requests
- the quality of instruction they receive in most of their classes is excellent
- graduate teaching assistants are competent as classroom instructors

Ohio residents and international students were more likely than out-of-state students to agree that:

- financial aid counselors are helpful
- the business office is open during hours that are convenient for most students
- the student center is a comfortable place for students to spend their leisure time

In-state and out-of-state students were more likely than international students to report that:

- library resources and services are adequate
- faculty members are usually available after class and during office hours

International students were more likely than in-state or out-of-state students to report that:

- there are a sufficient number of weekend activities for students
- academic support services adequately meet the needs of students

Living Arrangements

Students who reported that their current residence is their own home were *less* likely than others to agree that:

- most students feel a sense of belonging here.
- campus staff are caring and helpful
- billing policies are reasonable
- the amount of student parking space on campus is adequate
- counseling staff members care about students as individuals
- living conditions in the residence halls are comfortable
- their academic advisors are knowledgeable about the requirements in their majors
- assessment and course placement procedures are reasonable
- security staff members respond quickly in emergencies
- they are able to experience intellectual growth here
- major requirements are clear and reasonable
- this institution shows concern for students as individuals
- faculty members are usually available after class and during office hours
- there is a good variety of courses provided on this campus

Students who reported that their current residence is their own home or a rented room or apartment off campus were *less* likely than others to agree that:

- they generally know what is happening on campus
- channels for expressing student complaints are readily available

Participants who lived in residence halls were most likely and those who lived in their own homes were least likely to report that:

- admissions staff members are knowledgeable
- residence hall regulations are reasonable

Participants who lived in residence halls and in their parents' homes were most likely and those who lived in their own homes were least likely to report that:

- their academic advisor is approachable
- there is an adequate selection of food available in the cafeteria

Students who reported that they lived in Greek housing were most likely to agree and those who lived in their own homes were least likely to agree that:

- the content of the courses within their majors is valuable
- library staff members are helpful and approachable
- instruction in their major field is excellent

Participants who lived in the residence halls were more likely to agree than others that:

- the staff members in the health services area are competent

Students who reported that they lived in Greek housing were most likely to agree and those who lived in their parents' homes were least likely to agree that:

- intercollegiate athletics programs contribute to a strong sense of school spirit
- males and females have equal opportunities to participate in intercollegiate athletics

Students who reported that they lived in Greek housing were most likely to agree that:

- computer labs are adequate and accessible

Participants who lived in their parents' homes were most likely to report that:

- parking lots are well-lighted and secure

Students who reported that they lived in residence halls or Greek housing were most likely to agree and those who lived in their own homes were least likely to agree that:

- residence hall staff members are concerned about them as individuals
- there are a sufficient number of weekend activities for students

Students who reported that they lived in Greek housing were most likely to agree and those who lived in their own homes and in their parents' homes were least likely to agree that:

- tutoring services are readily available

College

Students in the College of Technology were most likely and those in the College of Business Administration were least likely to agree that most students feel a sense of belonging here.

Participants from the Colleges of Arts and Sciences and Business Administration were more likely than those in other colleges to report that their academic advisor is approachable.

Students in the College of Health and Human Services were most likely and those in the College of Technology were least likely to agree that the content in the courses within their majors is valuable.

Participants from the College of Technology were more likely than those in other colleges to agree that administrators are approachable to students.

Students in the Colleges of Education and Human Development and Health and Human Services were more likely than those in other colleges to report that:

- their academic advisors are concerned about their success as an individual.
- the instruction in their major fields is excellent
- their academic advisor helps them set goals to work toward
- their academic advisor is knowledgeable about the requirements in their majors

Students in the College of Health and Human Services were more likely than those in other colleges to agree that:

- library resources and services are adequate
- intercollegiate athletic programs contribute to a strong sense of school spirit
- it is an enjoyable experience to be a student on this campus
- students are made to feel welcome on this campus
- they seldom get the “run around” when seeking information on this campus

Participants from the College of Business Administration were most likely and those from the College of Arts and Sciences were least likely to report that the business office is open during hours that are convenient for most students.

Students in the Colleges of Arts and Sciences and Business Administration were more likely from those of other colleges to agree that parking lots are well-lighted and secure.

Students in the College of Health and Human Services were most likely and those in the College of Technology were least likely to report that:

- they are able to register for the classes they need with few conflicts
- major requirements are clear and reasonable

Participants were also asked to indicate the extent to which this campus demonstrates a commitment to meeting the needs of six special populations. The results were as follows.

Item	% Very Satisfied, Satisfied, or Somewhat Satisfied
Commuters	44%
Under-represented Populations	44%
Evening Students	41%
Students with Disabilities	40%
Older, Returning Learners	37%
Part-Time Students	37%

Students were asked an additional three questions about their overall experience at BGSU:

So far, how has your college experience met your expectations?

much worse than I had expected	1%
quite a bit worse than I expected	2%
worse than I expected	9%
about what I expected	34%
better than I expected	24%
quite a bit better than I expected	14%
much better than I expected	8%
no response	10%

Rate your overall satisfaction with your experience here so far:

not satisfied at all	1%
not very satisfied	3%
somewhat dissatisfied	6%
neutral	10%
somewhat satisfied	20%
satisfied	39%
very satisfied	12%
no response	10%

All in all, if you had it to do over again, would you enroll here?

definitely not	2%
probably not	8%
maybe not	9%
I don't know	10%
maybe yes	10%
probably yes	30%
definitely yes	23%
no response	10%

Gap Between Importance and Satisfaction

The gap between the importance students ascribe to each survey item and their degree of satisfaction with that item is shown in the table below. Items with a 30% or greater importance minus satisfaction gap included:

- adequacy of student parking
- living conditions in the residence halls
- adequacy of financial aid
- parking lots being well-lighted and secure
- billing practices being viewed as reasonable

Item	% Very Important, Important, or Somewhat Important Minus Percent Very Satisfied, Satisfied, or Somewhat Satisfied
The amount of student parking space on campus is adequate	69%
Living conditions in the residence halls are comfortable	35%
Adequate financial aid is available for most students	33%
Parking lots are well-lighted and secure	31%
The is an adequate selection of food available in the cafeteria	31%
Billing policies are reasonable	30%
Counseling staff care about students as individuals	28%
I am able to register for classes I need with few conflicts	28%
Student activities fees are put to good use	27%
My academic advisor helps me set goals to work toward	26%
The staff in the health services area are competent	25%
Financial aid awards are announced to students in time to be helpful in college planning	24%
Security staff respond quickly in emergencies	24%
I seldom get the "run-around" when seeking information on this campus	24%
Channels for expressing student complaints are readily available	24%
Tuition paid is a worthwhile investment	23%
My academic advisor is concerned about my success as an individual	22%
Faculty provide timely feedback about student progress in a course	22%
Financial aid counselors are helpful	21%
The intercollegiate athletic programs contribute to a strong sense of school spirit	21%
Faculty are fair and unbiased in their treatment of individual students	21%
Graduate teaching assistants are competent as instructors	21%
Faculty care about me as an individual	20%

Computer labs are adequate and accessible	19%
There are a sufficient number of weekend activities for students	19%
There are adequate services to help me decide upon a career	19%
Residence hall staff are concerned about me as an individual	18%
There is a commitment to academic excellence on this campus	18%
Faculty take into consideration student differences as they teach a course	18%
Adjunct faculty are competent as instructors	18%
My academic advisor is approachable	17%
My academic advisor is knowledgeable about requirements in my major	17%
Admissions counselors respond to prospective students' unique needs and requests	17%
Academic support services adequately meet the needs of students	17%
The institution shows concern for students as individuals	17%
Student disciplinary procedures are fair	17%
Admissions staff are knowledgeable	16%
Residence hall regulations are reasonable	16%
New student orientation services help students adjust to college	16%
The content of the courses within my major is valuable	15%
Administrators are approachable to students	15%
The instruction in my major field is excellent	15%
The business office is open during hours which are convenient for most students	15%
Admissions counselors accurately portray the campus in their recruiting practices	15%
The personnel involved in registration are helpful	14%
Tutoring services are readily available	14%
I feel a sense of pride about my campus	14%
The quality of instruction I receive in most of my classes is excellent	14%
One the whole, the campus is well-maintained	14%
Major requirements are clear and reasonable	13%
I generally know what's happening on campus	13%
Freedom of expression is protected on campus	13%
It is an enjoyable experience to be a student at this campus	12%
There is a strong commitment to racial harmony on this campus	12%
The campus is safe and secure for all students	11%
Library resources and services are adequate	11%
The assessment and course placement procedures are reasonable	11%
Students are made to feel welcome on this campus	11%
I can easily get involved in campus organizations	11%

The student handbook provides helpful information about campus life	11%
The campus staff are caring and helpful	10%
Class change (drop/add) policies are reasonable	9%
This institution has a good reputation within the community	9%
Faculty are available after class and during office hours	9%
There is a good variety of courses offered on this campus	9%
Males and females have equal opportunities to participate in intercollegiate athletics	8%
I am able to experience intellectual growth here	8%
Nearly all of the faculty are knowledgeable in their field	8%
Most students feel a sense of belonging here	7%
Bookstore staff are helpful	7%
Library staff are helpful and approachable	6%
The student center is a comfortable place for students to spend their leisure time	5%
A variety of intramural activities are offered	0%

CONCLUSIONS

In order to provide a more meaningful context for the differences in satisfaction between the 2009 SSI results and the 2007 SOS results, trends in SOS results from 2001 forward were examined, with the following results:

continuing improvement in satisfaction over the last 8 years:

- The campus is safe and secure for all students
- The campus staff members are caring and helpful
- My academic advisor is approachable
- Financial aid awards are announced to students in time to be helpful in college planning
- Student disciplinary procedures are fair
- Student activities fees are put to good use

satisfaction higher in 2009 than in the past eight years:

- My academic advisor is knowledgeable about requirements in my major
- Residence hall regulations are reasonable

satisfaction was unusually high in 2007; the level of satisfaction in 2009 is similar to that of earlier years:

- The content of the courses within my major is valuable
- The instruction in my major field is excellent
- There is a good variety of courses offered on this campus
- There are adequate services to help me decide upon a career

Satisfaction lower than in the past eight years:

- Faculty members are available after class and during office hours
- Library resources and services are adequate
- One the whole, the campus is well-maintained
- I am able to register for classes I need with few conflicts
- New student orientation services help students adjust to college
- Admissions counselors accurately portray the campus in their recruiting practices
- Billing policies are reasonable

While the BG campus should take pride in the six areas in which continuing improvement in student satisfaction has been reported and in the two areas where satisfaction was much higher than in previous years, *it should be concerned about the seven areas where satisfaction has been lower than in the past eight years. Appropriate academic and administrative areas should determine what additional information is already available and what more needs to be obtained so that plans for improvement can be developed.*

To provide greater context for understanding some of the group differences, differences in importance were analyzed, with the following results:

For 58 of the 73 importance items significant differences were found by sex, with women feeling the items were more important than men in all cases. This finding is a critical concern in that it speaks to the issue of disengagement among male undergraduates at the BG campus. More information must be collected on this topic, perhaps through qualitative as well as quantitative

means, and, if similar results continue to be obtained, serious attention must be given to this problem.

With the exception of one item (racial harmony on this campus, which was more important for students of color), there were no significant differences in importance of the items that showed significant difference in satisfaction by race/ethnicity. Nevertheless, *significantly lower satisfaction for under-represented racial/ethnic groups in six areas remains a concern, particularly regarding the items that dealt with feeling that it is an enjoyable experience to be a student at this campus, faculty members are fair and unbiased in their treatment of individual students, and there is a strong commitment to racial harmony on this campus.*

There were significant differences in importance by class level for 34 of the items, but the pattern of differences was inconsistent and does not shed light upon possible reasons for differences in satisfaction by class level. While the importance students ascribe to these items did not provide useful context for understanding these differences, particularly why it was the case that *students reported increasingly less satisfaction for 21 of the survey items as they progressed from freshman to sophomore to junior to senior, the University community needs a better understanding of the reasons behind these results.*

Ohio residents felt that five of the items with which they were more satisfied were also more important than did out-of-state or international students. These items included feeling a sense of belonging on campus, that counseling staff care about students as individuals, that it is an enjoyable experience to be a student at this campus, that students are able to experience intellectual growth here, and that the quality of instruction in most classes is excellent. While the number of these items is not large, *most of them speak to the core academic experience of students, and it would be interesting to follow up with out-of-state and international students to learn more about why they may feel isolated or feel that they are not getting a good experience at BGSU.*

There were 14 items for which students who said that they lived in their own homes (separate from with parents) reported lower satisfaction than students with other living arrangements. It is not clear who these students (n=35) are; they do not appear to be non-traditional students, since 80% of them reported their age as less than 25. In any case, 9 of the 14 items were associated with no significant differences in important across living arrangements. For the remaining five items (feeling a sense of belonging on campus, perceiving campus staff members as caring and helpful, living conditions in the residence halls, responsiveness of campus security staff members and clarity of requirements in the major), students who said they lived in their own homes felt these things were less important than did students with other living arrangements. While it is understandable that students who live in their own homes would not consider living conditions in the residence halls or responsiveness of campus security staff members to be as important, it is not clear why importance varied across the other three items based upon living conditions.

While we should be concerned about all of the items where a gap existed between importance and satisfaction, the five items with a 30% or greater gap (the adequacy of student parking, living conditions in the residence halls, the adequacy of financial aid, parking lots being well-lighted and secure, and billing practices being viewed as reasonable) should receive particular attention. We should also recall that Noel Levitz retention consultant Dr. Charles Schroeder pointed out

that the gap between importance and satisfaction for the availability of parking, while relatively high everywhere that the survey is administered, was unusually high at BGSU.

The Office of Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.