

Dominican University of California  
**Student Satisfaction Survey**  
Spring 2007

Office of Institutional Research

# Purpose

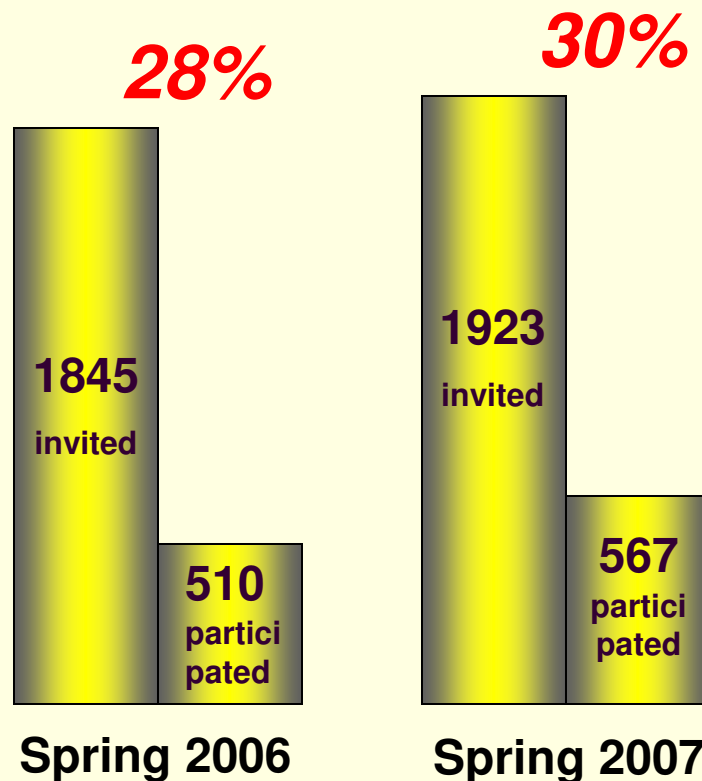
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- § One of Dominican's 2006-2007 institutional Priorities: "continue to improve the quality of student life and student services"
- § One of the strategies: "Establish a baseline of student satisfaction and raise overall student satisfaction"
- § Second year for Student Satisfaction Inventory (SSI) for Day Program students, and Adult Student Priority Survey (ASPS) for Pathways and Graduate Program students.
- § First year for Institutional Priority Survey (IPS) for faculty, staff, and administrators
- § Establishing trend data
- § Facilitating strategic planning

# Survey Participation

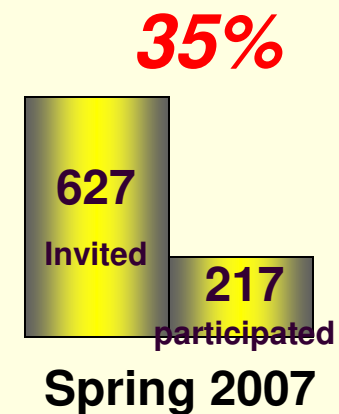
## SSI & ASPS

*Participation Rate*



## IPS

*Participation Rate*



# Survey Participants

		SSI		ASPS	
		Spring 2006	Spring 2007	Spring 2006	Spring 2007
<b>Gender</b>	Male	18.6%	17.3%	22.0%	26.1%
	Female	81.4%	82.7%	78.0%	73.9%
<b>Ethnicity</b>	ALANA	38.8%	45.4%	17.8%	21.5%
	Caucasian	46.1%	38.8%	72.3%	69.5%
	Other/Unknown	15.1%	15.8%	9.9%	9.0%
<b>Age</b>	Under 25	83.6%	86.5%	2.7%	5.5%
	Above 25	16.4%	13.5%	97.3%	94.5%
<b>Residence Classification</b>	In-state	89.2%	90.1%	97.4%	93.1%
	Out-of-state	7.5%	7.6%	0.5%	1.0%
	International	3.3%	2.3%	2.1%	5.9%

# Survey Participants

		SSI		ASPS	
		Spring 2006	Spring 2007	Spring 2006	Spring 2007
<b>Class Load</b>	Full-time	98.0%	95.1%	40.7%	43.7%
	Part-time	2.0%	4.9%	59.3%	56.3%
<b>Class Level</b>	Freshman	23.4%	27.5%	3.7%	4.5%
	Sophomore	29.0%	23.5%	3.7%	5.7%
	Junior	19.4%	22.6%	14.3%	13.6%
	Senior	27.6%	25.2%	16.9%	14.1%
	Graduate			60.9%	60.1%
	Unspecified	1.2%	1.2%	0.5%	2.0%
<b>Current GPA</b>	2.0 – 2.49	2.6%	2.0%	1.1%	1.0%
	2.5 – 2.99	14.4%	13.9%	2.7%	4.6%
	3.0 – 3.49	36.7%	39.6%	18.4%	25.1%
	3.5 or above	45.9%	44.5%	68.1%	63.6%

# Survey Participants - Continue

		SSI		ASPS	
		Spring 2006	Spring 2007	Spring 2006	Spring 2007
<b>Current Residence</b>	On campus	53.4%	54.2%	n/a	
	Off campus	46.6%	45.8%		
<b>Employment</b>	Full-time off campus	3.9%	8.7%	55.0%	56.4%
	Part-time off campus	43.0%	38.0%	25.1%	17.8%
	Full-time on campus	4.9%	2.3%	4.7%	6.4%
	Part-time on campus	15.1%	18.2%	2.1%	3.0%
	Not employed	33.1%	32.9%	13.1%	16.3%

# Survey Participants - Continue

Average Weekly Work Hours	SSI		ASPS	
	Spring 2006	Spring 2007	Spring 2006	Spring 2007
0	30.3%	24.4%	8.4%	10.5%
>0 and up to 10	17.9%	22.0%	10.5%	13.9%
>10 and up to 20	29.0%	26.4%	17.9%	9.0%
>20 and up to 30	14.3%	15.4%	11.1%	11.0%
>30 and up to 40	6.2%	7.8%	20.5%	13.4%
>40	2.3%	4.1%	31.6%	42.3%

# Survey Participants - Continue

## Major Distribution – SSI

(Percentage of Total Participation)

Major	Spring 2006	Spring 2007	Major	Spring 2006	Spring 2007
Art/E-Art	1.95%	1.45%	Nursing	28.01%	29.48%
Art History	0%	1.73%	Psychology	7.17%	10.40%
Biology	13.68%	12.72%	Religion	0.98%	0.58%
Communication	4.23%	3.18%	Women Study	0.33%	0.29%
Dance	0%	1.45%	Business	12.70%	10.98%
English/Writing	4.24%	4.05%	International Studies	0.98%	0.58%
History	0.98%	2.02%	Liberal Studies	9.45%	5.49%
Health Science	5.86%	6.94%	Politics	4.89%	4.34%
Humanities	1.63%	2.02%	Undecided	1.63%	1.45%
Music	1.30%	0.87%			

# Survey Participants - Continue

## Major Distribution – ASPS

(Percentage of Total Participation)

Major	Spring 2006	Spring 2007	Major	Spring 2006	Spring 2007
Digital Art	0%	0.5%	Master – Education	9.4%	8.5%
Business/Strategic Management	16.2%	14.4%	Master-Counseling Psychology	7.9%	12.9%
Communication	0%	0.5%	Master – MBAs	10.0%	16.0%
English/Writing	2.1%	0.5%	Master - Management	0%	2.0%
History	0.5%	0%	Master – Humanities	2.6%	7.5%
Human Resource	1.6%	0.5%	Master - Nursing	2.6%	5.5%
Humanities	15.7%	14.9%	Master – OT	4.7%	3.0%
Nursing	3.7%	0%	Credential – San Rafael	7.9%	7.0%
Politics	1.1%	0%			
Psychology	10.0%	5.0%	Credential – So & Uk	2.6%	1.5%
Undecided	1.1%	0%			

# Survey Participants - Continue

<b>Dominican Was My</b>	<b>SSI</b>		<b>ASPS</b>	
	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Spring 2006</b>	<b>Spring 2007</b>
1 <sup>st</sup> choice	50.5%	52.5%	77.9%	84.1%
2 <sup>nd</sup> choice	33.7%	30.9%	19.5%	15.0%
3 <sup>rd</sup> choice or lower	15.8%	16.6%	2.6%	1.0%

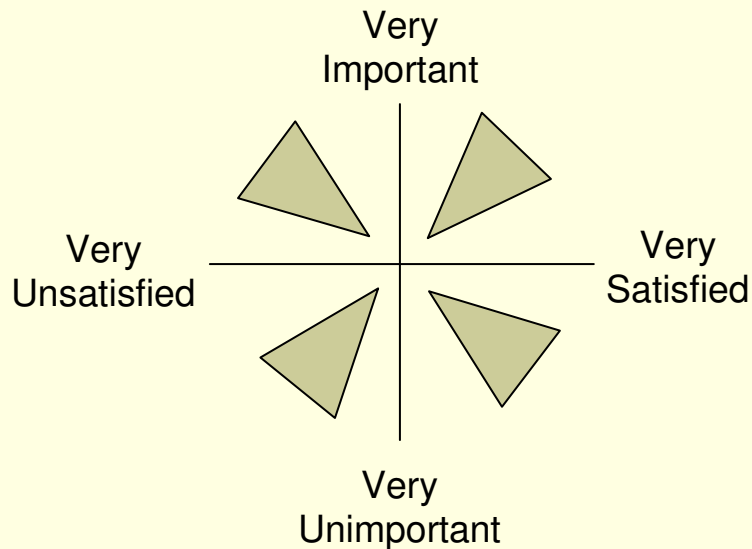
# Survey Participants - Continue

IPS – Spring 2007					
<b>Position</b>	Faculty	59.4%	<b>Faculty Rank</b>	Professor	14.0%
	Staff	30.7%		Associate Professor	4.7%
	Administration	9.9%		Assistant Professor	22.5%
<b>Employment</b>	Full-time	60.8%		Instructor/Lecturer	9.3%
	Part-time	34.9%		Adjunct	49.6%
	Temporary	4.3%		> 1 year	14.8%
<b>Gender</b>	Male	35.2%	<b>Years Employed</b>	1-5 years	44.0%
	Female	60.6%		6-10 years	21.5%
<b>Ethnicity</b>	ALANA	12.1%		11-20 years	12.9%
	Caucasian	76.3%		> 20 years	6.7%
	Other/Unknown	11.6%			

# Strategic Planning Overview

The Strategic Planning Overview provides the summary for immediate action planning. It identifies institutional top strengths and top challenges.

## Matrix for Prioritizing Action



**High importance / high satisfaction** showcases areas of strength.

**High importance / low satisfaction** pinpoints top challenges which are in need of immediate attention.

**Low importance / high satisfaction** suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.

**Low importance / low satisfaction** presents an opportunity to examine those areas that have low status with students.

# Strategic Planning Overview

## Strengths

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### Strengths consistently recognized by SSI in Spring 2006 and Spring 2007:

My academic advisor is knowledgeable about requirements in my major.

My academic advisor is approachable.

My academic advisor is concerned about my success as an individual.

Faculty are usually available after class and during office hours.

Nearly all of the faculty are knowledgeable in their field.

The content of the courses within my major is valuable.

I am able to experience intellectual growth here.

Major requirements are clear and reasonable.

The campus staff are caring and helpful.

Students are made to feel welcome on this campus.

On the whole, the campus is well-maintained.

The personnel involved in registration are helpful.

### Spring 2006 unique:

Faculty care about me as an individual.

My academic advisor helps me set goals to work toward.

### Spring 2007 unique:

The instruction in my major field is excellent.

Adjunct faculty are competent as classroom instructors.

# Strategic Planning Overview

## Strengths – continue

### Strengths consistently recognized by **ASPS** in Spring 06 and Spring 07:

The quality of instruction I receive in my program is excellent.

Nearly all faculty are knowledgeable in their field.

The content of the courses within my major is valuable.

There is a commitment to academic excellence at this institution.

My academic advisor is knowledgeable about requirements in my major.

Faculty are fair and unbiased in their treatment of individual students.

I am able to register for classes I need with few conflicts.

My academic advisor is accessible by telephone and e-mail.

Faculty provide timely feedback about my progress.

Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.

The staff at this institution are caring and helpful.

This institution has a good reputation within the community.

I am able to complete most of my enrollment tasks in one location.

Faculty care about me as an individual.

### Spring 2006 unique:

My academic advisor is concerned about my success as an individual.

When students enroll at this institution, they develop a plan to complete their degree.

Classroom locations are safe and secure for all students.

### Spring 2007 unique:

Campus item – Advising from faculty and staff help prepare the adult learner for the next phase of his/her career.

# Strategic Planning Overview

## Strengths – continue

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### Strengths recognized by SSI and ASPS in Spring 2007:

My academic advisor is knowledgeable about requirements in my major.

My academic advisor is approachable.

The instruction in my major field is excellent.

Faculty are usually available after class and during office hours.

Nearly all of the faculty are knowledgeable in their field.

The content of the courses within my major is valuable.

I am able to experience intellectual growth here.

The campus staff are caring and helpful.

# Strategic Planning Overview

## Strengths – continue

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### Strengths recognized by **SSI**, **ASPS**, and **IPS** in Spring 2007:

My academic advisor is approachable.

Nearly all of the faculty are knowledgeable in their field.

The students are able to experience intellectual growth here.

The campus staff are caring and helpful.

# Strategic Planning Overview

## Challenges

### Challenges consistently recognized by SSI in Spring 2006 and Spring 2007:

Tuition paid is a worthwhile investment.

Adequate financial aid is available for most students.

There is a good variety of courses provided on this campus.

Campus item – Classroom schedules do not conflict with each other.

Security staff respond quickly in emergencies.

Financial aid awards are announced to students in time to be helpful in college planning.

Financial aid counselors are helpful.

Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)

Campus item – Billing statements are easy to understand.

I seldom get the "run-around" when seeking information on this campus.

### Spring 2006 unique:

I am able to register for classes I need with few conflicts.

Channels for expressing student complaints are readily available.

### Spring 2007 unique:

It is an enjoyable experience to be a student on this campus.

Faculty are fair and unbiased in their treatment of individual students.

The amount of student parking space on campus is adequate.

Billing policies are reasonable.

There is an adequate selection of food available in the cafeteria.

Parking lots are well-lighted and secure.

# Strategic Planning Overview

## Challenges – continue

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### Challenges consistently recognized by ASPS in Spring 2006 and Spring 2007:

Tuition paid is a worthwhile investment.

Adequate financial aid is available for most adult students.

### Spring 2007 unique:

Classes are scheduled at times that are convenient for me.

Campus item - Classroom scheduling is efficient and reliable.

There are sufficient options within my program of study.

My advisor helps me apply my academic major to specific career goals.

### Spring 2006 unique:

Campus item – I have sufficient evening and weekend class selections to choose from in order to minimize the conflict between my work and my academic goal.

Security staff respond quickly in emergencies.

I seldom get the “run-around” when seeking information at this institution.

The amount of student parking is adequate.

# Strategic Planning Overview

## Challenges – continue

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### Challenges recognized by SSI and ASPS in Spring 2007:

Tuition paid is a worthwhile investment.

Adequate financial aid is available for most adult students.

Campus item – Classroom schedules do not conflict with each other/  
Classroom scheduling is efficient and reliable.

# Strategic Planning Overview

## Challenges – continue

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### Challenges recognized by SSI, ASPS, and IPS in Spring 2007:

Adequate financial aid is available for most adult students.

# Scales - SSI

1. **Academic Advising Effectiveness** evaluates advisors and counselors on their knowledge, competence, approachability, and personal concern for students.
2. **Campus Climate** evaluates how the institution promotes a sense of campus pride and belonging.
3. **Campus Support Services** assesses the quality of support programs and services.
4. **Concern for the Individual** assesses your commitment to treating each student as an individual. This assessment includes groups who deal personally with students.
5. **Instructional Effectiveness** measures students' academic experiences, the curriculum, and the campus's commitment to academic excellence.
6. **Admissions and Financial Aid Effectiveness** measures the competence of admissions counselors, along with students' perceptions of the financial aid programs.
7. **Registration Effectiveness** assesses registration and billing, including how smooth the registration process is.
8. **Responsiveness to Diverse Populations** assesses the institution's commitment to specific groups of students enrolled at the institution.
9. **Safety and Security** measures the campus' responsiveness to students' personal safety and security.
10. **Service Excellence** measures quality of service and personal concern for students in various areas of campus.
11. **Student Centeredness** measures the institution's attitude toward students and the extent to which they feel welcome and valued.
12. **Campus Life** assesses the effectiveness of student life programs offered by the institution, and campus policies and procedures to determine students' perceptions of their rights and responsibilities.

# Scales - ASPS

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1. **Academic Advising** evaluates advisors and counselors on their knowledge, competence, approachability, and personal concern for students.
2. **Campus Climate** evaluates how the institution promotes a sense of campus pride and belonging.
3. **Academic Services** assesses the quality of support programs and services.
4. **Instructional Effectiveness** measures students' academic experiences, the curriculum, and the campus's commitment to academic excellence.
5. **Admissions and Financial Aid** measures the competence of admissions counselors, along with students' perceptions of the financial aid programs.
6. **Registration Effectiveness** assesses registration and billing, including how smooth the registration process is.
7. **Safety and Security** measures the campus' responsiveness to students' personal safety and security.
8. **Services Excellence** measures quality of service and personal concern for students in various areas of campus.

# SSI Scale Comparison

Scale	Satisfaction (Mean)			Difference between S06 and S07	Difference between DUC S07 and 4-Y Private S07	
	DUC S06	DUC S07	4-Y Private S07			
Student Centeredness	5.16	5.17	5.22	0.01	-0.05	
Campus Life	4.55	4.59	4.75	0.04	-0.16	**
Instructional Effectiveness	5.23	5.31	5.29	0.08	0.02	
Recruitment and Financial Aid	4.71	4.75	4.88	0.04	-0.13	*

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# SSI Scale Comparison - Continue

Scale	Satisfaction (Mean)			Difference between S06 and S07		Difference between DUC S07 and 4-Y Private S07	
	DUC S06	DUC S07	4-Y Private S07				
Campus Support Services	5.35	5.35	5.21	0.00		0.14	**
Academic Advising	5.74	5.63	5.26	-0.11		0.37	***
Registration Effectiveness	5.01	5.22	4.95	0.21	*	0.27	***
Safety and Security	4.27	4.33	4.69	0.06		-0.36	***

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# SSI Scale Comparison - Continue

Scale	Satisfaction (Mean)			Difference between S06 and S07		Difference between DUC S07 and 4-Y Private S07	
	DUC S06	DUC S07	4-Y Private S07				
Concern for the Individual	5.25	5.38	5.31	-0.03		0.07	
Service Excellence	5.17	5.23	4.98	0.06		0.25	***
Responsiveness to Diverse Populations	4.98	4.97	5.00	-0.01		-0.03	
Campus Climate	5.07	5.14	5.13	0.07		0.01	

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# ASPS Scale Comparison

Scale	Satisfaction (Mean)			Difference between S07 and S06		Difference between DUC S07 and National S07	
	DUC S06	DUC S07	National S07				
Instructional Effectiveness	5.68	5.69	5.65	0.01		0.04	
Safety and Security	5.14	5.17	5.35	0.03		-0.18	*
Academic Advising	5.78	5.61	5.49	-0.17		0.12	**
Admissions and Financial Aid	5.04	4.98	5.22	-0.06		-0.24	**

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# ASPS Scale Comparison - continue

Scale	Satisfaction (Mean)			Difference between S07 and S06	Difference between DUC S07 and National S07	
	DUC S06	DUC S07	National S07			
Academic Services	4.97	5.04	5.09	0.07	-0.05	
Registration Effectiveness	5.23	5.24	5.49	0.01	-0.25	***
Service Excellence	5.07	5.18	5.23	0.11	-0.05	
Campus Climate	5.52	5.60	5.51	0.08	0.09	

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# IPS Scale Comparison

Scale	Agreement (Mean)		Difference between DUC S07 and 4-Y Private S07	
	DUC S07	4-Y Private S07		
Student Centeredness	5.87	5.78	0.09	
Campus Life	5.38	5.20	0.18	*
Instructional Effectiveness	5.73	5.68	0.05	
Recruitment and Financial Aid	5.32	5.24	0.08	
Campus Support Services	5.34	5.35	-0.01	
Academic Advising	5.90	5.61	0.29	***

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# IPS Scale Comparison - continue

Scale	Agreement (Mean)		Difference between DUC S07 and 4-Y Private S07	
	DUC S07	4-Y Private S07		
Registration Effectiveness	5.49	5.34	0.15	
Safety and Security	4.81	5.12	-0.31	***
Concern for the Individual	6.02	5.76	0.26	***
Service Excellence	5.61	5.40	0.21	**
Responsiveness to Diverse Populations	5.39	5.29	0.10	
Campus Climate	5.73	5.63	0.10	

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# Summary Report

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3 items provide a bottom-line summary of our students' perceptions:

1. So far, how has your college experience met your expectations?
2. Rate your overall satisfaction with your experience here thus far.
3. All in all, if you had to do it over, would you enroll here again?

Survey participants respond with a 1 to 7 value:

- |                                 |  |
|---------------------------------|--|
| 1 – Much worse than I expected  | 2 – Quite a bit worse than I expected  |
| 3 – Worse than I expected       | 4 – About what I expected              |
| 5 – Better than I expected      | 6 – Quite a bit better than I expected |
| 7 – Much better than I expected |  |

While the summary items do not provide specific direction on what needs to be changed, they do have strong correlations to institutional success and retention rates. Nationally, institutions with higher scores on these items also enjoy higher retention and graduation rates, lower loan default rates, and higher alumni giving.

# Summary Report - SSI

Summary Item	Year	Mean		Difference between DUC & National		Difference between S07 & S06
		DUC	National			
So far, how has your college experience met your expectations?	07	4.36	4.51	-0.15	*	-0.01
	06	4.37	4.49	-0.12		
Rate your overall satisfaction with your experience here thus far.	07	5.11	5.18	-0.07		0.06
	06	5.05	5.17	-0.12		
All in all, if you had to do it over, would you enroll here again?	07	4.97	5.19	-0.22	*	0.09
	06	4.88	5.19	-0.31	**	

\* indicates the difference statistically significant at the .05 level, \*\* indicates .01 level, and \*\*\* indicates .001 level

# Summary Report - **ASPS**

Summary Item	Year	Mean		Difference between DUC & National		Difference between S07 & S06
		DUC	National			
So far, how has your college experience met your expectations?	07	4.90	4.75	0.15		0.12
	06	4.78	4.80	-0.02		
Rate your overall satisfaction with your experience here thus far.	07	5.62	5.55	0.07		-0.02
	06	5.64	5.62	0.02		
All in all, if you had to do it over, would you enroll here again?	07	5.74	5.69	0.05		-0.12
	06	5.86	5.79	0.07		

# Summary Report – IPS (S07)

Summary Item	Mean		Difference between DUC & National
	DUC	National	
So far, how has your college experience met your expectations?	4.58	4.63	-0.05
Rate your overall satisfaction with your experience here thus far.	5.62	5.49	0.13
All in all, if you had to do it over, would you enroll here again?	5.64	5.64	0.00

# Summary Comparison (S07)

Summary Item	Mean		
	SSI	ASPS	IPS
So far, how has your college experience met your expectations?	4.36	4.90	4.58
Rate your overall satisfaction with your experience here thus far.	5.11	5.62	5.62
All in all, if you had to do it over, would you enroll here again?	4.97	5.74	5.64

# Recommendations

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Communicate and celebrate the institutional strengths that are highly regarded by our students. Knowing and sharing the strengths can further deepen the excellent services being provided to students.

- Everyone on campus should be aware of institutional strengths valued by students.
- Feature the institutional strengths in promotional materials for recruitment to attract students who share the same values.
- Cite the nationally normed institutional strengths in publications to build trust between the institution and the prospective students and their families.
- Highlight strengths to the media to enhance positive reputation within the community.
- Potential of modeling the positive area to emulate it in less positive area.

# Recommendations

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Respond to institutional challenges. Challenges are the areas that students care the most about. Ignoring the challenges may run into the risk of increasing student dissatisfaction and ultimately impacting student retention and recruitment.

- Involve students and campus personnel in discussions about the challenges.
- Focus group discussing top challenges identified by students to address key questions such as:
  - What is the situation? What has been specifically experienced?*
  - What do you suggest to improve the situation?*
- Three ways to approach responses to the challenges:
  - Changing perceptions through information and communication.*
  - Implementing easy and quick actions that resolve the issues.*
  - Planning for long-term, strategic adjustments in the delivery of the services.*
- Communication is the key to keep students informed of changes and improvements.