



Insights from the HEDs Student Satisfaction Survey **Ervy**

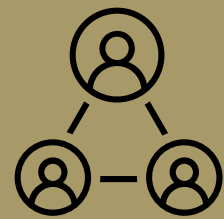
Response Rates

In total, **449 students** (out of 5393) completed the survey, for an overall response rate of **8%**.

	Respondents	Population	Response Rate
Gender			
Man (cisgender)	117	2671	4%
Women (cisgender)	247	3314	7%
Non-binary or transgender	25	Don't collect	N/A
Academic Classification (Year)			
Freshman/First Year	113	2118	5%
Sophomore	116	1412	8%
Junior	88	1338	7%
Senior	73	1292	6%
Race/Ethnicity			
Person of Color	95	1674	6%
White	256	4177	6%
International	14	201	7%
PELL			
PELL Eligible	75	793	9%
Not PELL Eligible	374	4611	8%
First Generation			
First Generation	74	832	9%
Non-First Generation	375	4572	8%

Overall Satisfaction

The survey asked “*Overall, how satisfied are you with your education?*” Most students reported a **positive experience** (81% “Very Satisfied” or “Satisfied”) with their overall education – Mean 3.97 out of 5.

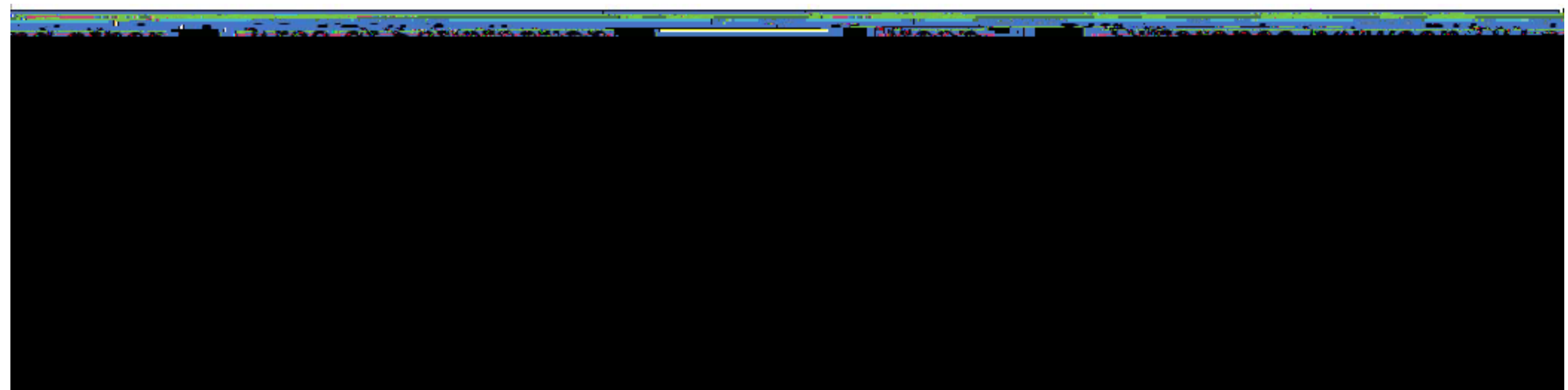


Note the following differences among student populations using the **overall metric on satisfaction with overall education**:

- **Women (cisgender)** reported **higher** satisfaction than **men (cisgender)** and **non-binary or transgender**.*
- **Freshman and Sophomores** reported **higher** satisfaction than **Juniors and Seniors**.*
- **White students** and **students of color** reported **higher** satisfaction than **international students*** (Note $n < 30$ responses for international students).
- **Not PELL eligible students** reported **higher** satisfaction than **PELL eligible students**.
- **Non-First-Generation** students reported **higher** satisfaction than **First Generation Students**.
- **Student athletes** or those that participated in **Greek life** reported **higher** satisfaction than **nonparticipants**.

*Indicates statistically significant difference (at $p < 0.05$) using at least one test OR a medium-large effect size.

If we examine the four areas of satisfaction which are comprised of multiple questions, students are **least satisfied with campus life**. Results for each area as a mean are shown in the table.



Overall Satisfaction (continued)

If we breakdown each area of satisfaction further, we can see the highest and lowest areas of satisfaction.

Highest Satisfaction by Area:

Academic Experience

- Faculty availability outside of class
- Interactions with faculty

Course Instruction



- Business and Management
- Fine and Performing Arts
- Humanities
- Social Sciences

Campus Services and Facilities

- Career Services
- Library Building, resources, services
- Recreation/athletic programs

Campus Life

- Clubs and organizations
- Cultural and fine arts programming
- Lectures and speakers

Lowest Satisfaction by Area:

Academic Experience

- Availability of courses
- Disability and accessibility services

Course Instruction

- Biological Sciences
- Physical Sciences/Mathematics/ Computer Science

Campus Services and Facilities

- Food Services
- Student housing
- Support services/programs for international students
- Support services/programs for multicultural and diverse students
- Parking on campus

Campus Life

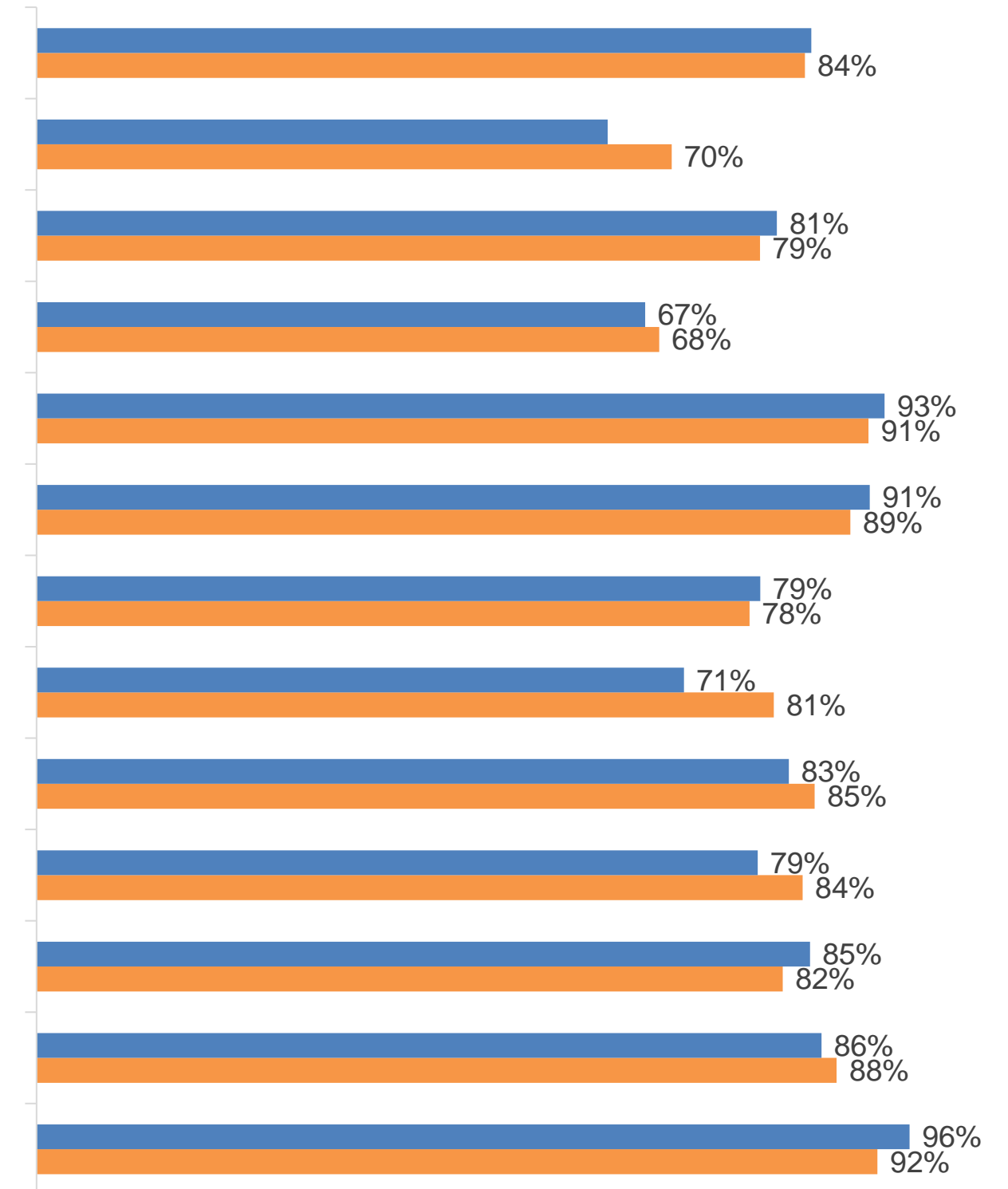
- Diversity on campus
- Student voice in campus policies

Satisfaction: Academic Experiences

The **Academic Experiences** area includes data on students' satisfaction with 13 types of experiences.

- The reported **highest components** are **faculty availability** and **interactions with faculty**
- The **lowest reported** are **availability of courses** and **disability & accessibility services**.

*Indicates statistically significant difference using the mean (at $p < 0.05$).

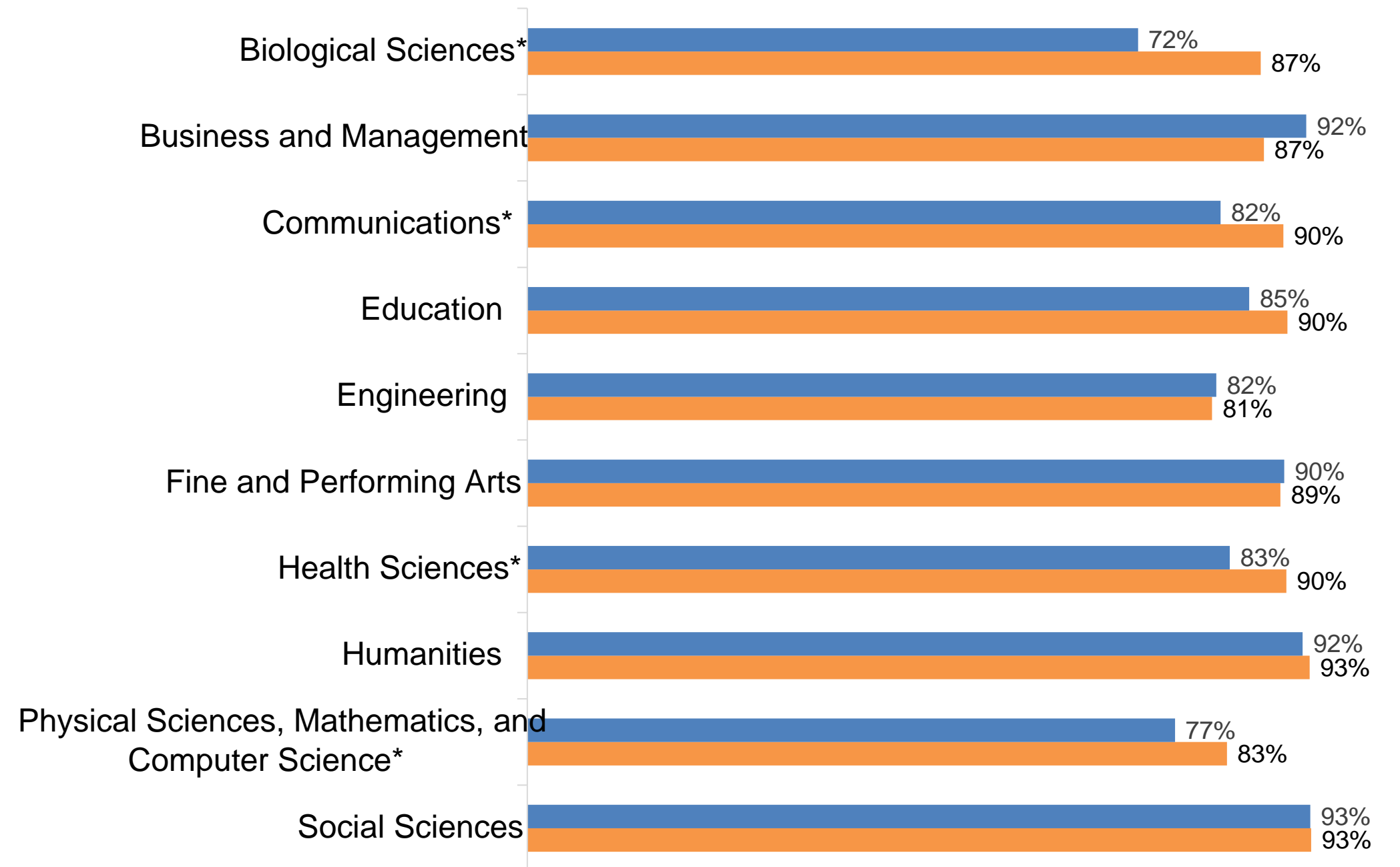


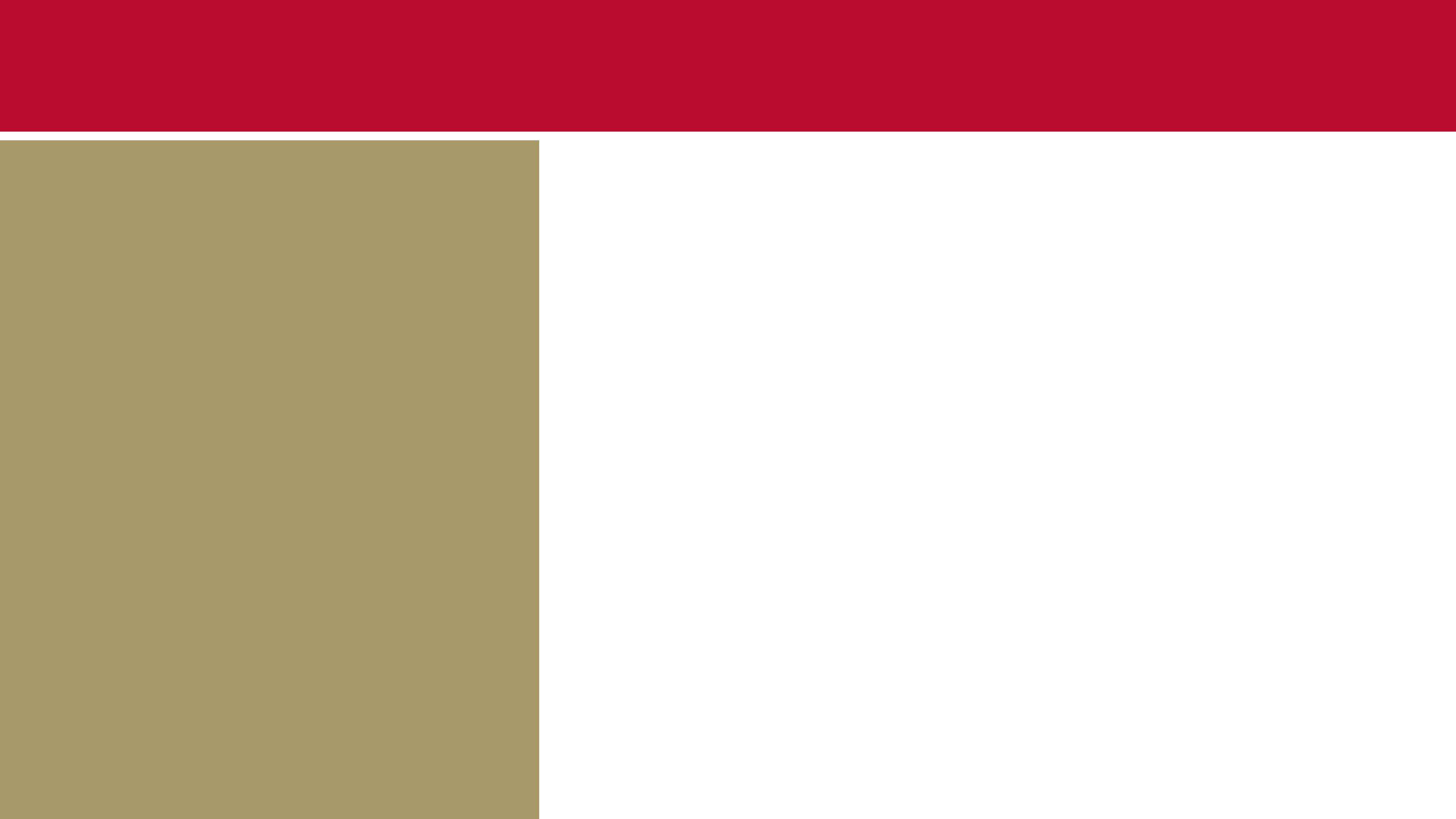
Satisfaction: Course Instruction

Course Instruction summarizes data on students' experience and satisfaction with ten academic areas. Of note, the academic areas in the instrument are **not** aligned with DU's college structure.

- The reported topical areas of **highest satisfaction** are: **Business and Management, Fine and Performing Arts, Humanities, and Social Sciences**
- The **lowest reported** are **Biological Sciences, and Physical Sciences, Mathematics, & Computer Science.**

*Indicates statistically significant difference using the mean (at $p < 0.05$).





Satisfaction: Campus Life



Open Response: Satisfaction

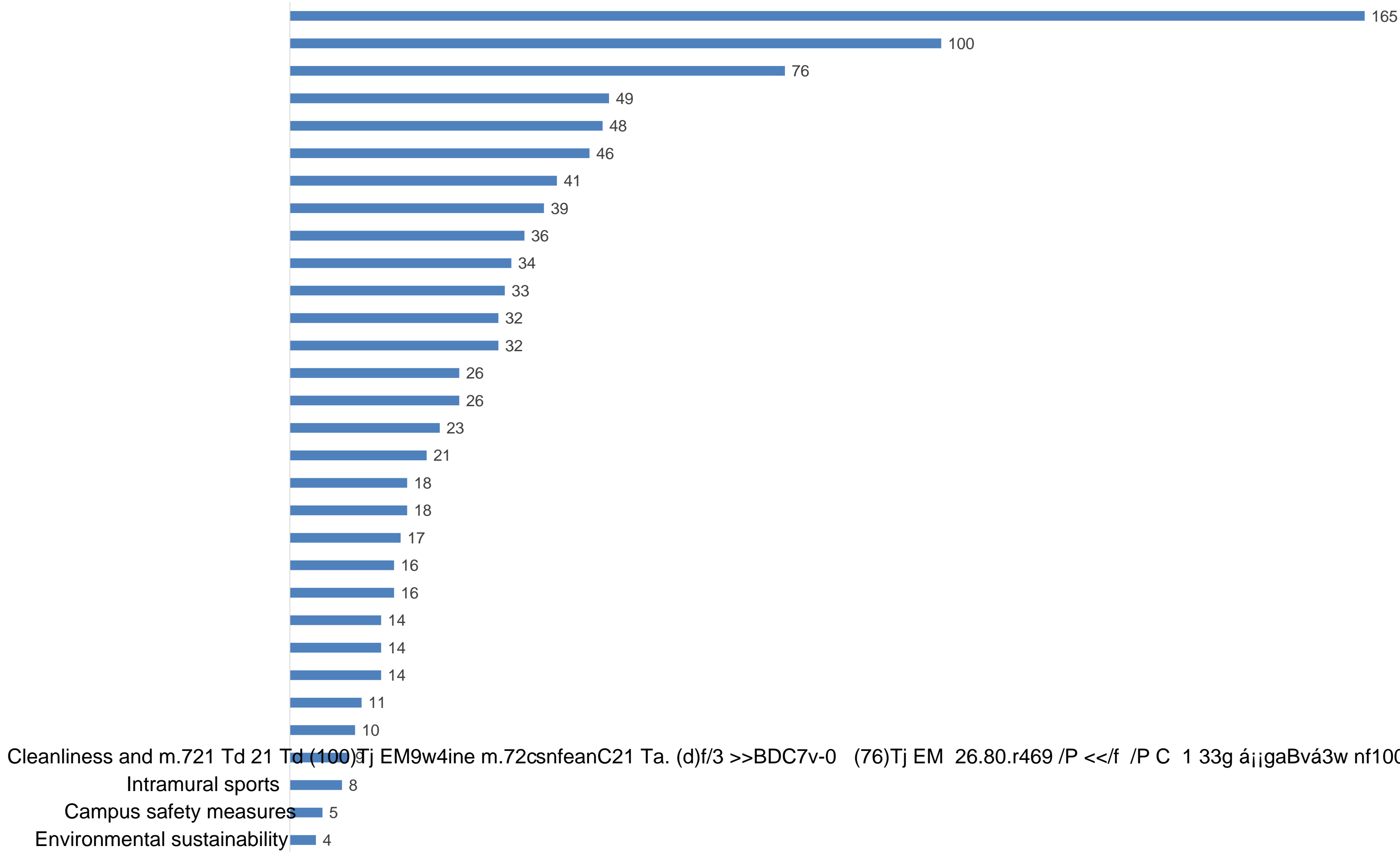
For each area of satisfaction, if students responded, “Very dissatisfied” or “Dissatisfied,” then they were asked optionally to provide more information. Themes from the open response questions are below. Lack of diversity and issues with inclusion is a thread across these areas.

Academic Experience

- Issues with course availability, difficulty in securing spots, and credit transfer challenges.
- Rigid curriculum, limited hybrid/online classes, and calls for more diverse representation.
- Challenges with Student Disability Services and Advising noted.
- Lack of effective communication for support services and study abroad.

Course Instruction

- Minimal comments in this area
- Notable issues with labs, and concerns in math, chemistry, and some business courses.



Open Response: Satisfaction

The survey asked about a benefit of DU, something that **should never change**. There were many unique responses, but some themes include:

- Keep smaller class sizes;
- appreciation for faculty and their availability;
- study abroad; and
- keeping the quarter system (although response were mixed overall on the quarter system).

For Campus Life, reported positive experiences/recommendations to keep:

- Campus events such as the Winter Carnival, social gatherings, and Greek life.
- Various support services and individuals including Advising, career services, mental health and health resources, disability services, tutoring, RA support, Kennedy Mountain Campus visits, the Cultural Center, Writing Center, LEP program, and FIRST@DU program.
- Students acknowledged the importance of community building, orientation programs, .7 (i)-1 emesSuch ast, 5h asD1 (al)-12vCogra.6 (

Participation

Participation in Services

We calculated participation levels by marking those who provided a satisfaction rating as “participated”, and those who selected “Have not experienced” as “did not participate.” We don't include students who don't respond to the question in this calculation. We left out the Course Instruction area of satisfaction here since that information can be better gleaned from program enrollment.

For **Academic Experience**, the **lowest reported participation** was in:

- x Research with faculty
- x Study abroad
- x Independent studm o1.08 ci9T(ulrl70 Tc 0 Tw 24

Participation (continued)

Participation in Services

We excluded the **Course Instruction** area

Connection with Institution

As indicated in the open response comments, finding your community is a huge factor in belonging. In general, 52% of students responded a “strgiomneched [Topcn



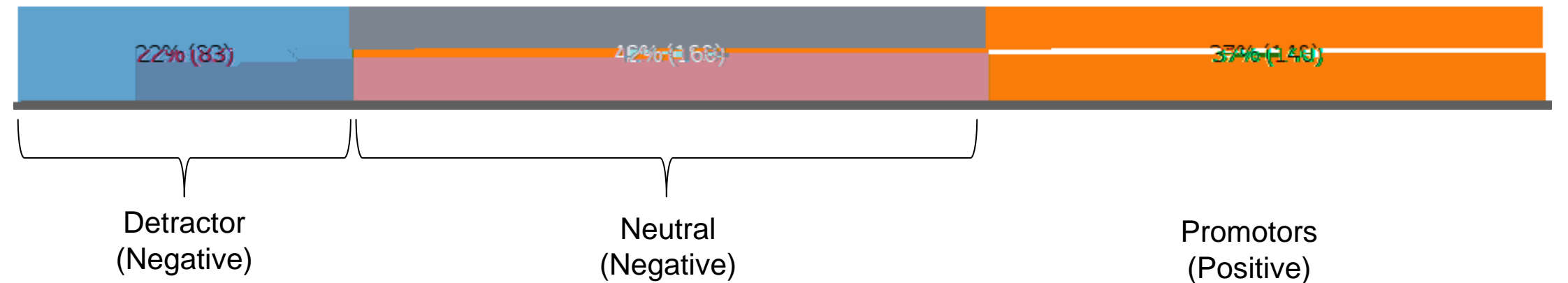
Net Promotor Score

Background on NPS

The Net Promoter Score (NPS) is commonly leveraged as a customer loyalty and satisfaction metric. It asks: *On a scale of 1 (not likely at all) to 10 (extremely likely), how likely are you to refer "X" to a family member, friend, or colleague?*

Respondents who score ≥ 9 are classified as "promoters," those who score 7-8 are classified as "neutral/passives," and those who score ≤ 6 are classified as "detractors." An organization's NPS score is calculated by subtracting the % of detractors from the % of promoters.

DU's Net Promotor Score is -15, with the breakdown below:



Net Promotor Score (continued)

Digging deeper into NPS provides more insights: Some student populations have a higher NPS, such as those enrolled in Engineering and College of Business, those engaged in Greek Life or student athletes, and First-Year students. International students have the **lowest NPS** at DU. In addition, there is an association between NPS and other questions in the instrument. This allows us to examine influential factors. Based on the **survey results only, higher NPS is correlated with:**

Satisfaction with:

- x Availability of courses
- x Parking on campus
- x Student financial services, such as student accounts and business office
- x Support services and programs for multicultural and diverse students
- x Cultural and fine arts programming
- x Sense of community on campus
- x Student voice in campus politics

Participation in:

- x Disability and accessibility services
- x Internships, field experiences, or practicums
- x Service learning/community-based learning
- x Recreation/Athletics programs and facilities
- x Student center union facilities/programs
- x Cultural and fine arts programming
- x Lectures and speakers
- x Religious/Spiritual life
- x Sense of community on campus

Differences by Population

Referred to as the **Equity Snapshot**, HEDs presented an overview of satisfaction among different student populations using effect sizes. Results for overall satisfaction are

Notes on Analysis

We calculated effect sizes for key comparisons in addition to tests of statistical significance. **Effect size** is a measure of difference across groups. Following the practice of the National Survey of Student Engagement (see http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA_Summer_Fall_Issue_2018_A2.pdf) the following thresholds were used for small, medium, and large effect sizes for Cohen's d:

- * Large – 0.5
- * Medium – 0.3
- * Small – 0.1

Effect size is preferred for this instrument because it is not influenced by sample size, unlike significance testing. Performing many significance tests substantially increases the probability of a **Type I error** (claiming a difference when there is none). As there are hundreds of data points that we could compare in a report, performing significance tests on them would create the possibility of vastly inflating the chance of making the Type I error. Unfortunately, correcting for this would dramatically reduce the Power of our comparisons, thereby increasing the chance of Type II errors if the differences are the result of more than random influences.

More information on this can be found here: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4840791/>

However, statistical methods were performed for some questions to showcase differences and provide further context. In those cases, multiple tests were performed depending on the factor (group variable). These tests included Chi Square, Anova, t-test for independent samples, as well as non-parametric tests. When performed, we excluded the “Not experienced” choice and included all response choices (rather than combining the top two and bottom two responses). A p-value of 0.05 was used as the threshold where appropriate.