



# Insights from the HEDs Student Satisfaction Survey

**Student Affairs and Inclusive  
Excellence  
Assessment and Planning  
Fall 2023**

# Introduction and Context

## Introduction

This survey was designed to help us better understand our students' level of satisfaction with DU's programs and services.

The survey ran in Spring 2023 from HEDs Consortium and was distributed to undergraduates.

## Research Goals

- Obtain a baseline of student satisfaction, particularly after the Covid-19 pandemic
- Compare satisfaction of services across the university
- Benchmark results with peer institutions

This report is a summary of insights **overall**.

More reporting can be made available upon request.

Results contain an overall satisfaction mean: *“Overall, how satisfied are you with your education at DU?”* and aggregates for each of the **four areas** of satisfaction:

1. Academic Experiences
2. Course Instruction
3. Campus Services & Facilities
4. Campus Life

The instrument is [here](#). DU added questions on 4D awareness, a net promotor score, and an open response on top areas of satisfaction.

## Recommendations based on results

1. Enhance Support for International Students
2. Expand 4D Programming Beyond the First-Year Experience
3. Enhance Accessibility of Services
4. Encourage Interdepartmental Collaboration
5. Address Diversity, Inclusion, and Community Concerns
6. Conduct Further Examination of Sense of Belonging at DU
7. Increase Focus on Dining Services

# Response Rates

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

***Response Rates by Population***  
***(Fall 2022 Factbook Enrollment used for Population)***

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

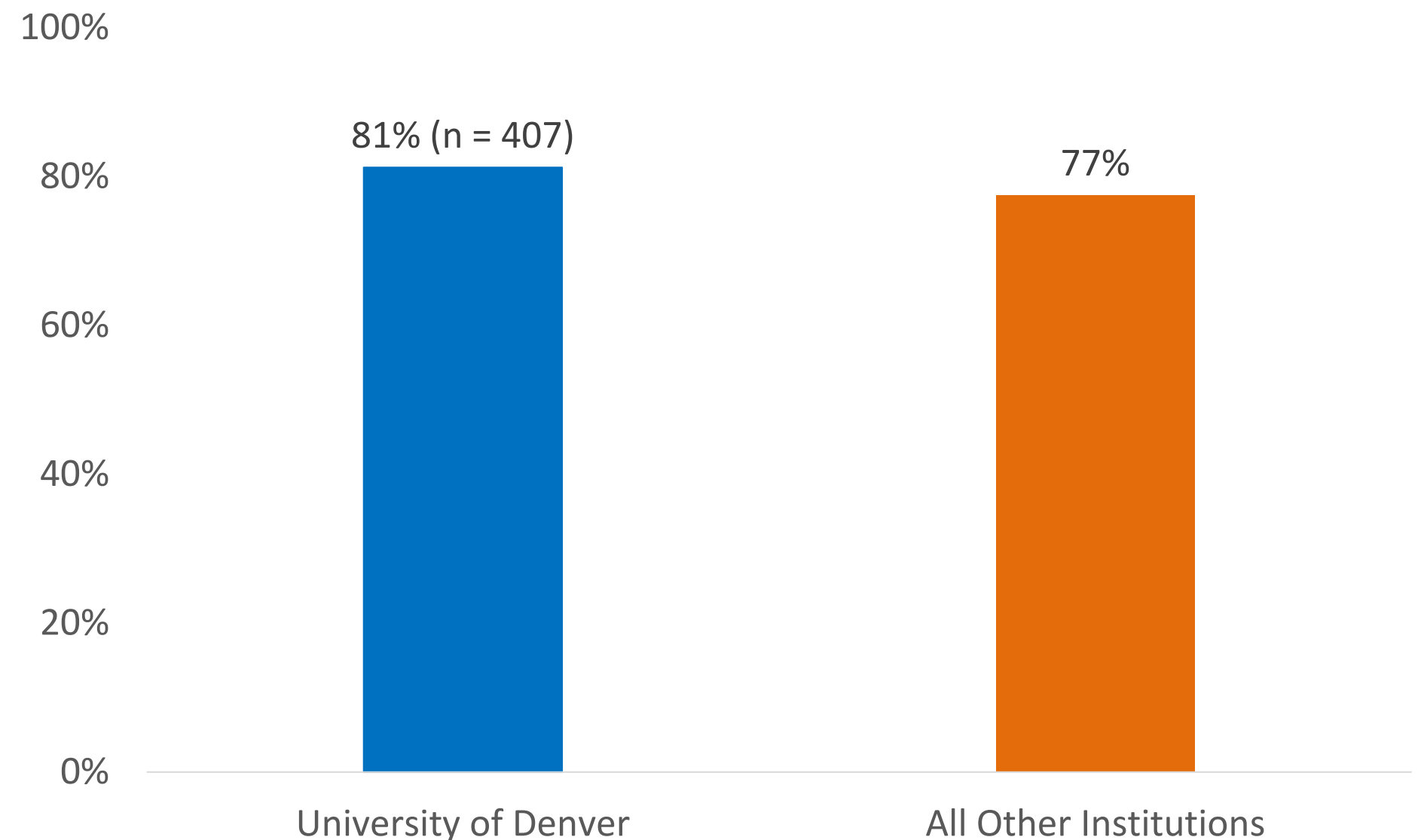
# Benchmarking with other Institutions

## List of Participating Institutions

Albion College	Regis University
Bard College	Simpson College
Bethany College	SUNY Ulster
Bowie State University	The University of the South
Cardinal Stritch University	Tusculum University
Cazenovia College	University of Dallas
Earlham College	University of Denver
Emerson College	University of Puget Sound
Goucher College	University of San Francisco
Hood College	Westminster College (MO)
Imperial Valley College	Whittier College
Manor College	
Marian University - Ancilla College	
Marian University - Indianapolis	

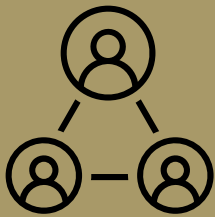
Most students reported a **positive experience** (“Satisfied” or “Very Satisfied”: 81%). Less than a quarter of students had a **negative experience** (“Negative” or “Very Negative”).

*Percent of Students Who Were Satisfied or Very Satisfied with Their Overall Education*



# 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.

Area of Satisfaction	Mean	<i>Difference between DU and other participating institutions.</i>
<b>Academic Experiences</b>	3.03	No difference
<b>Course Instruction</b>	3.17	No difference
<b>Campus Services &amp; Facilities</b>	2.89	▼ Small negative difference
<b>Campus Life</b>	2.85	▼ Small negative difference

# 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



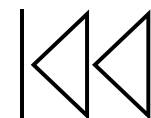
Availability of courses  
Disability and accessibility services

### 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



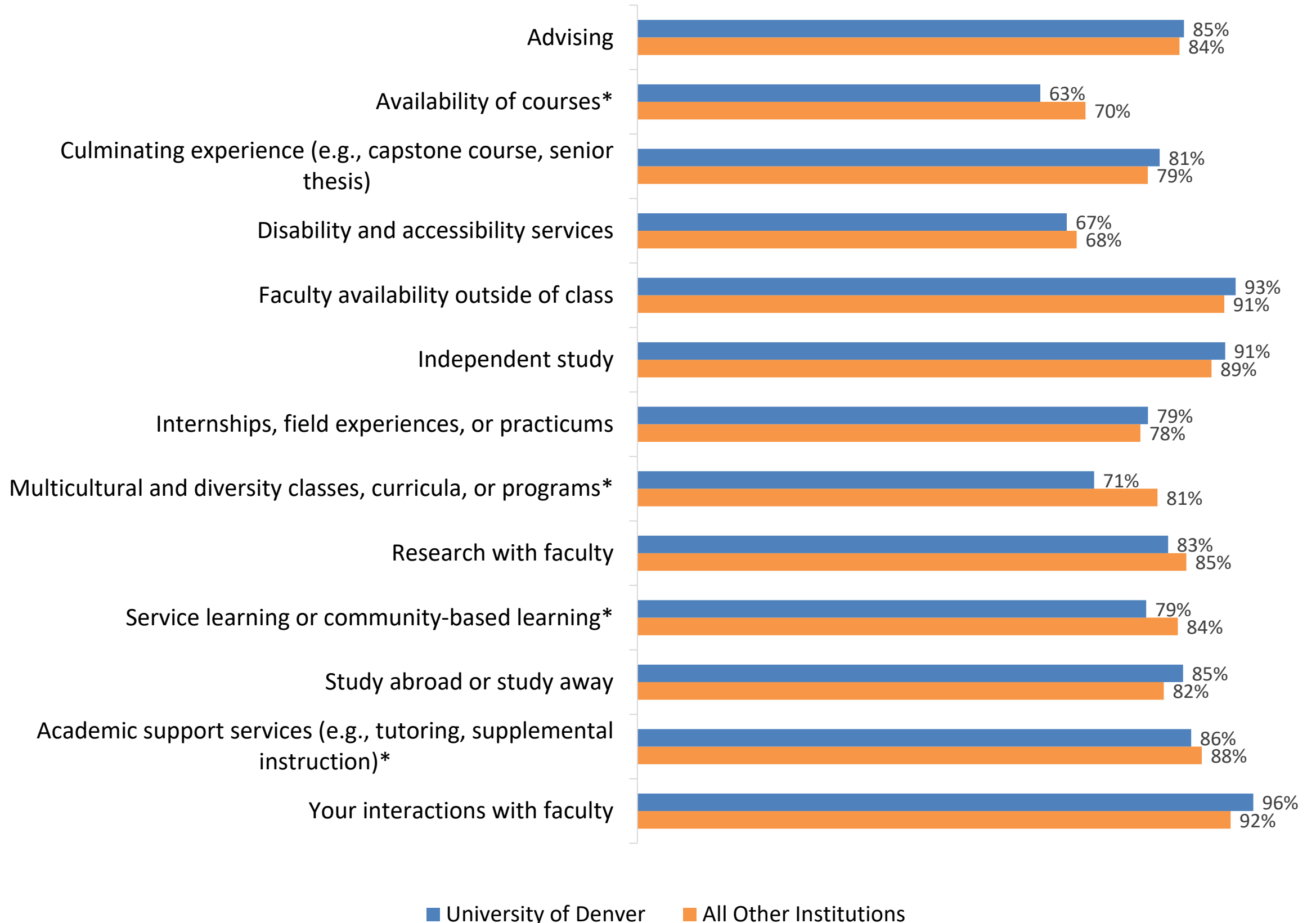
# Satisfaction: Academic Experiences

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  $p < 0.05$ ).

*Percent of Students Who Were Generally or Very Satisfied with Each Academic Experience*



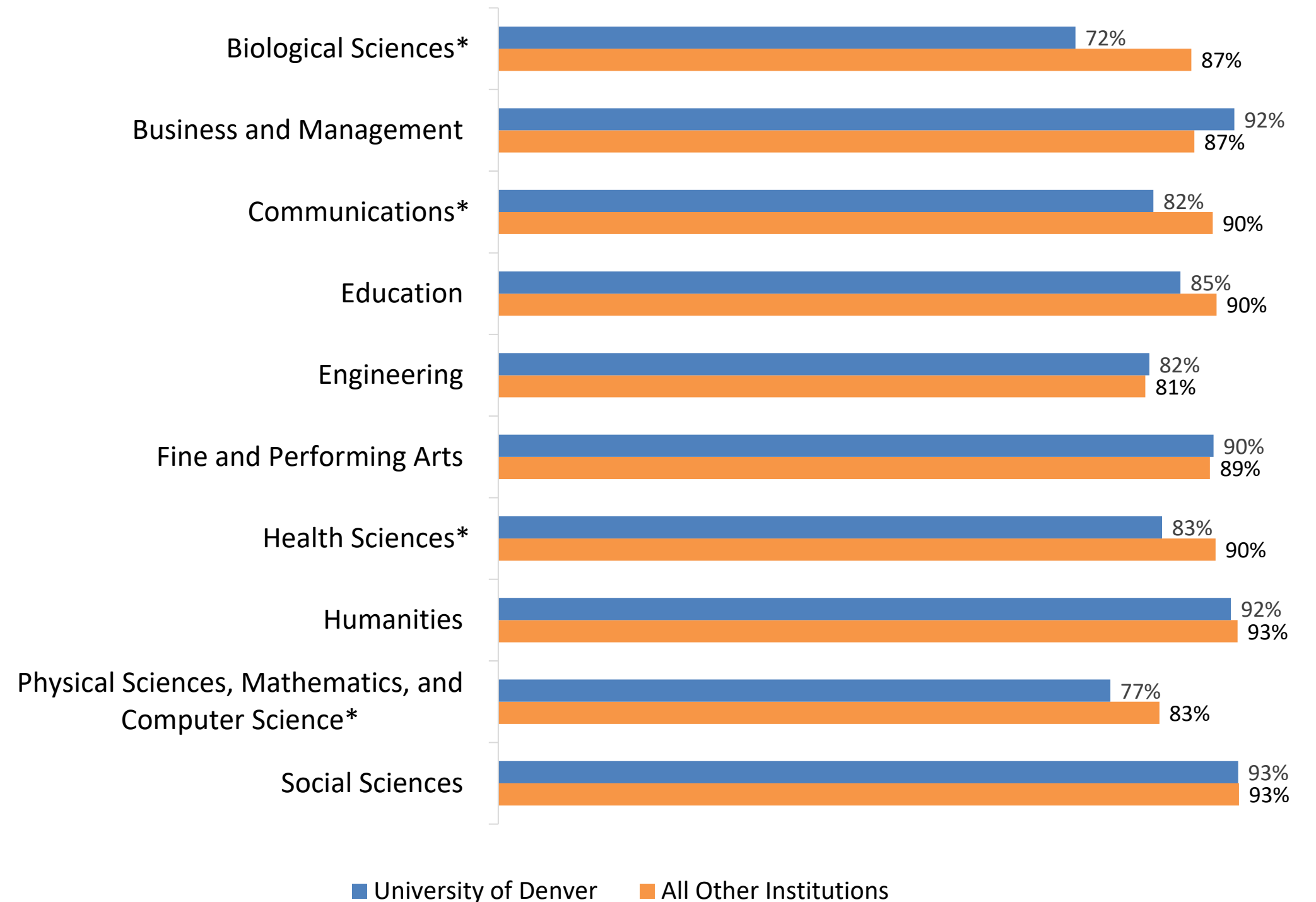
# Satisfaction: Course Instruction

**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  $p < 0.05$ ).

*Percent of Students Who Were Generally or Very Satisfied with Course Instruction in Each Academic Area*





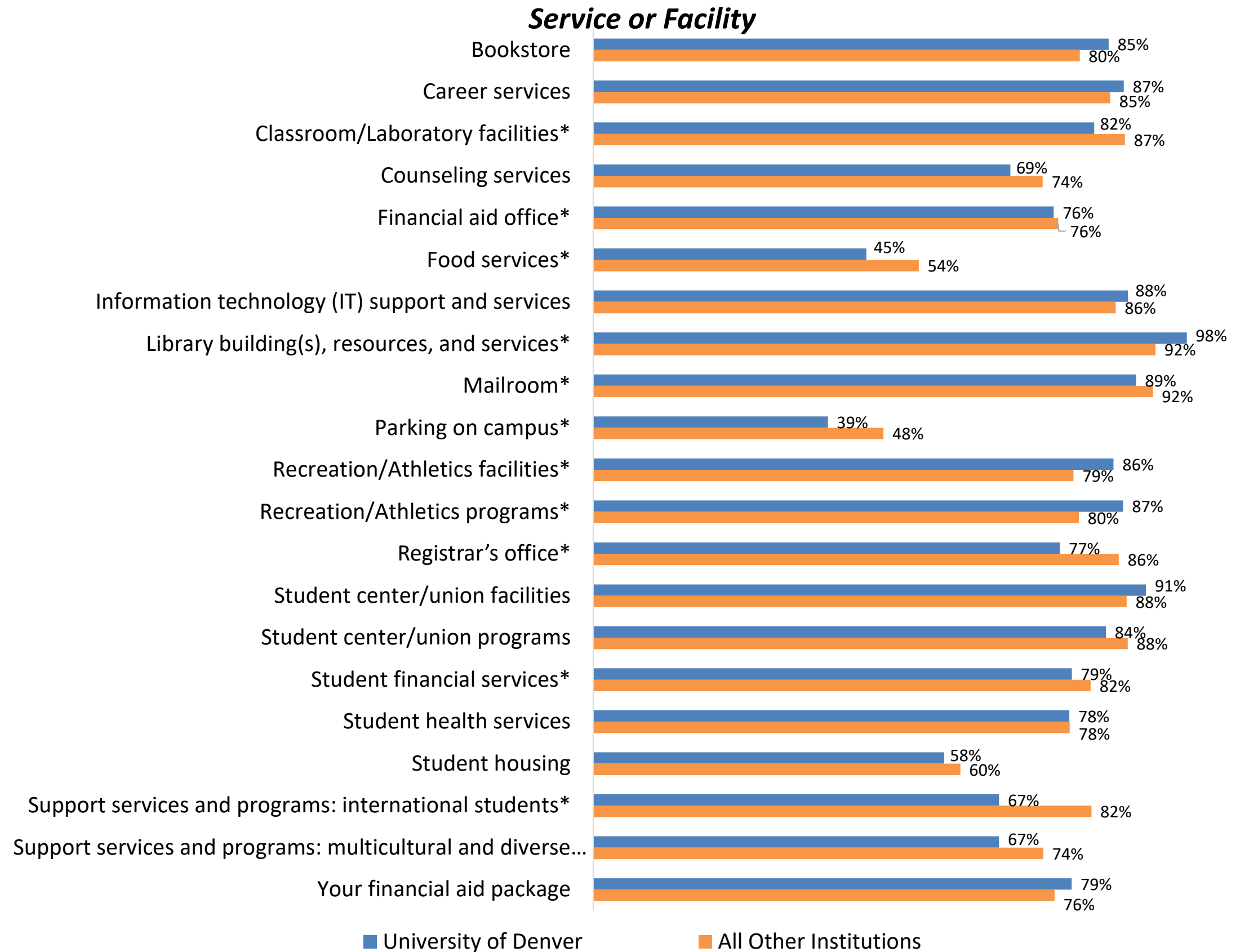
# Satisfaction: Campus Services and Facilities

The Campus Services and Facilities area has the most questions, with 21 different questions.

- The reported highest areas of satisfaction are with Library building(s)/resources/services, mailroom, career services, information technology (IT) support and services, student center/union facilities, and recreation/athletics programs
- The lowest reported are food services, student housing, parking, and support services/programs for international and multicultural and diverse students.

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

Percent of Students Who Were Generally or Very Satisfied with Each Campus



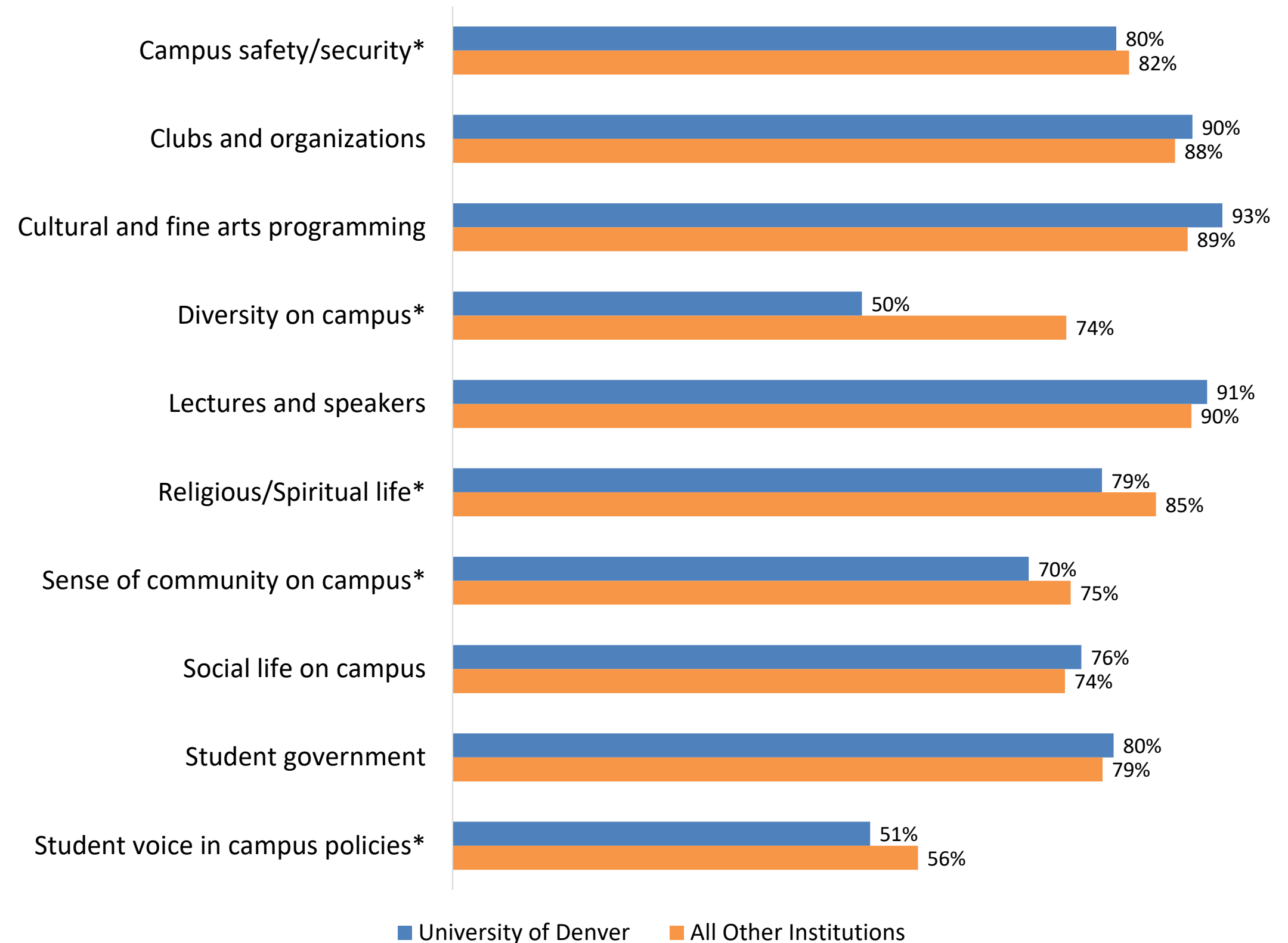
# Satisfaction: Campus Life

Finally, the Campus Life area is comprised of 10 questions.

- The reported **highest** components of satisfaction are **clubs and organizations, cultural and fine arts programming, and lectures and speakers.**
- The **lowest** reported are **diversity on campus, and student voice in campus policies.**

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

*Percent of Students Who Were Generally or Very Satisfied with Each Aspect of 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



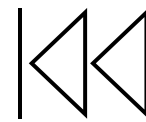
- Issues with course availability, difficulty in securing spots, and credit transfer challenges.
- Rigid curriculum, limited hybrid/online classes, and calls for more diverse representation.
- Challenges with Student Disability Services and Advising noted.
- Lack of effective communication for support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

## Course Instruction



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

## Campus Services and Facilities



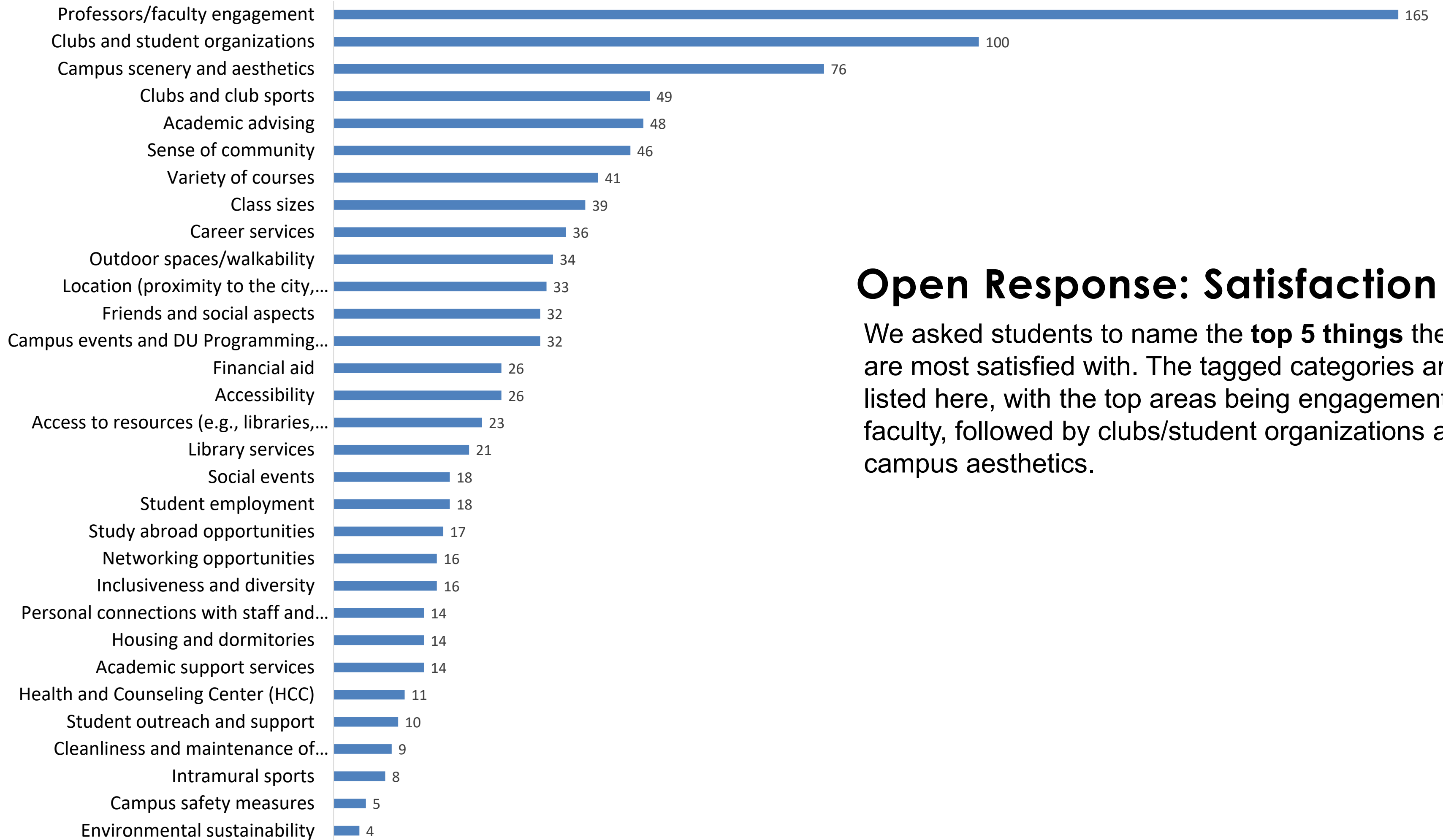
- Dining and housing issues at the forefront.
- Challenges with parking
- Issues navigating financial aid, and delays in response.
- Comments on interactions with Student Rights and Responsibilities
- Overall sentiment linked to student expectations versus cost of tuition

## Campus Life



- Most comments on campus life, but difficult to distinguish DU-specific issues from broader global sentiment.
- Difficulties in establishing meaningful connections, navigating club policies, and addressing diversity and discrimination.
- Safety concerns, fossil fuel divestment, and desire for enhanced student engagement in policies/administration.
- Challenges contribute to a perception of diminished community spirit.

## Areas of Satisfaction (Open Response Mentions)



## Open Response: Satisfaction

We asked students to name the **top 5 things** they are most satisfied with. The tagged categories are listed here, with the top areas being engagement with faculty, followed by clubs/student organizations and campus aesthetics.

# 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, first-year seminars, and living on campus for the first two years.

When asked about things **they would change**, students mentioned (in no particular order):

- Collaboration across colleges and departments
- Cheaper tuition and parking, and more financial aid if not lowering cost of tuition
- Sustainability, divesting from fossil fuels
- The Pioneer logo
- Talking/listening to students, further transparency and continued dialogue with students
- Project-based learning/hands-on learning
- Increase diversity and community, with commuters and international students.
- Improve dining
- Flexibility of course offerings and easier registration
- Support for student clubs, club sports, and Greek Life
- Housing renovations

When correlating comments, it's those students that found a club/program/organization shared that this DU is the community they were looking for. This further emphasizes the **need to study belonging and community** in much more detail at the university.



# Participation

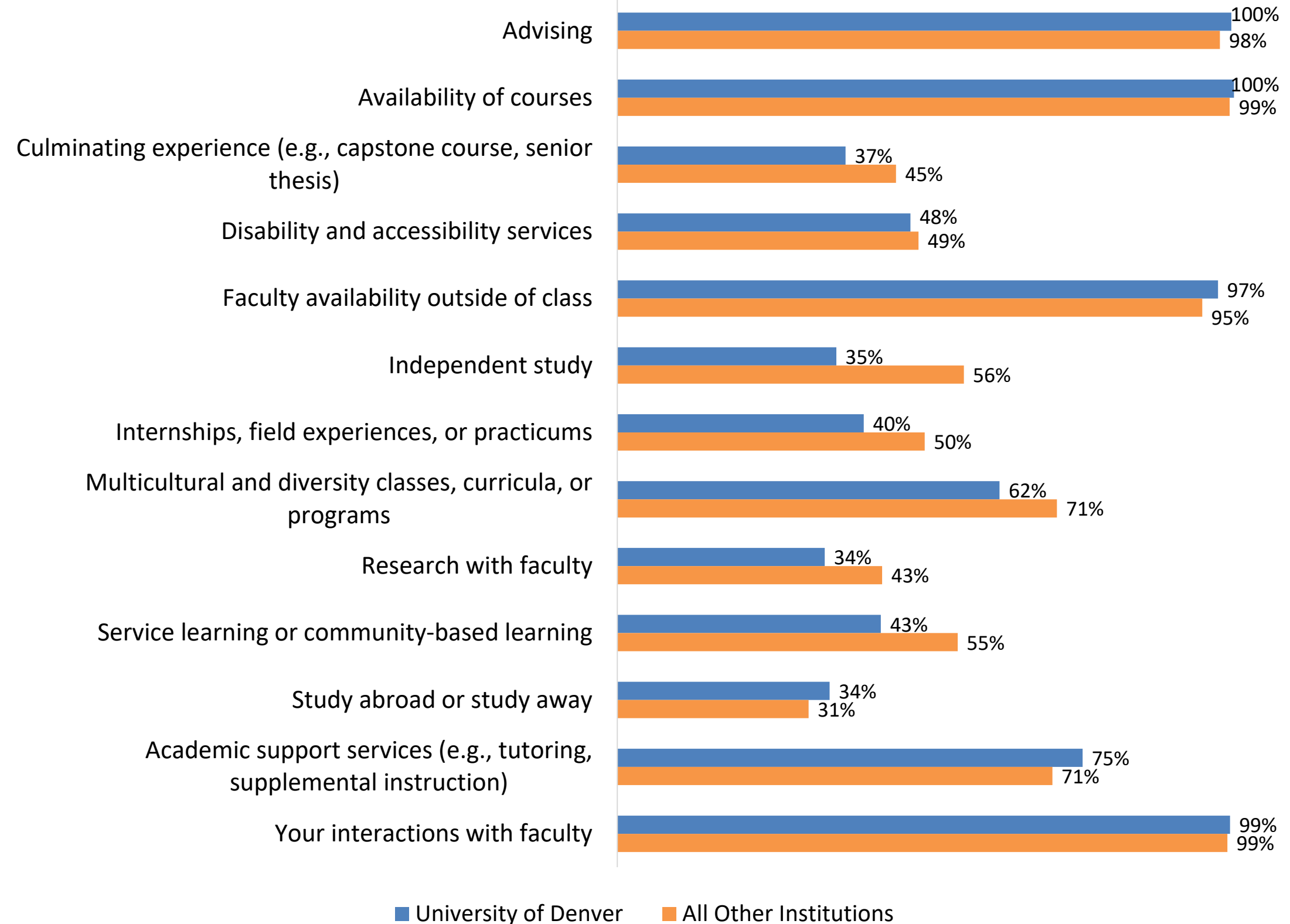
## Participation in Services

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:

- Research with faculty
- Study abroad
- Independent study

## Percent of Students Who Participated in Each Academic Experience





# Participation (continued)

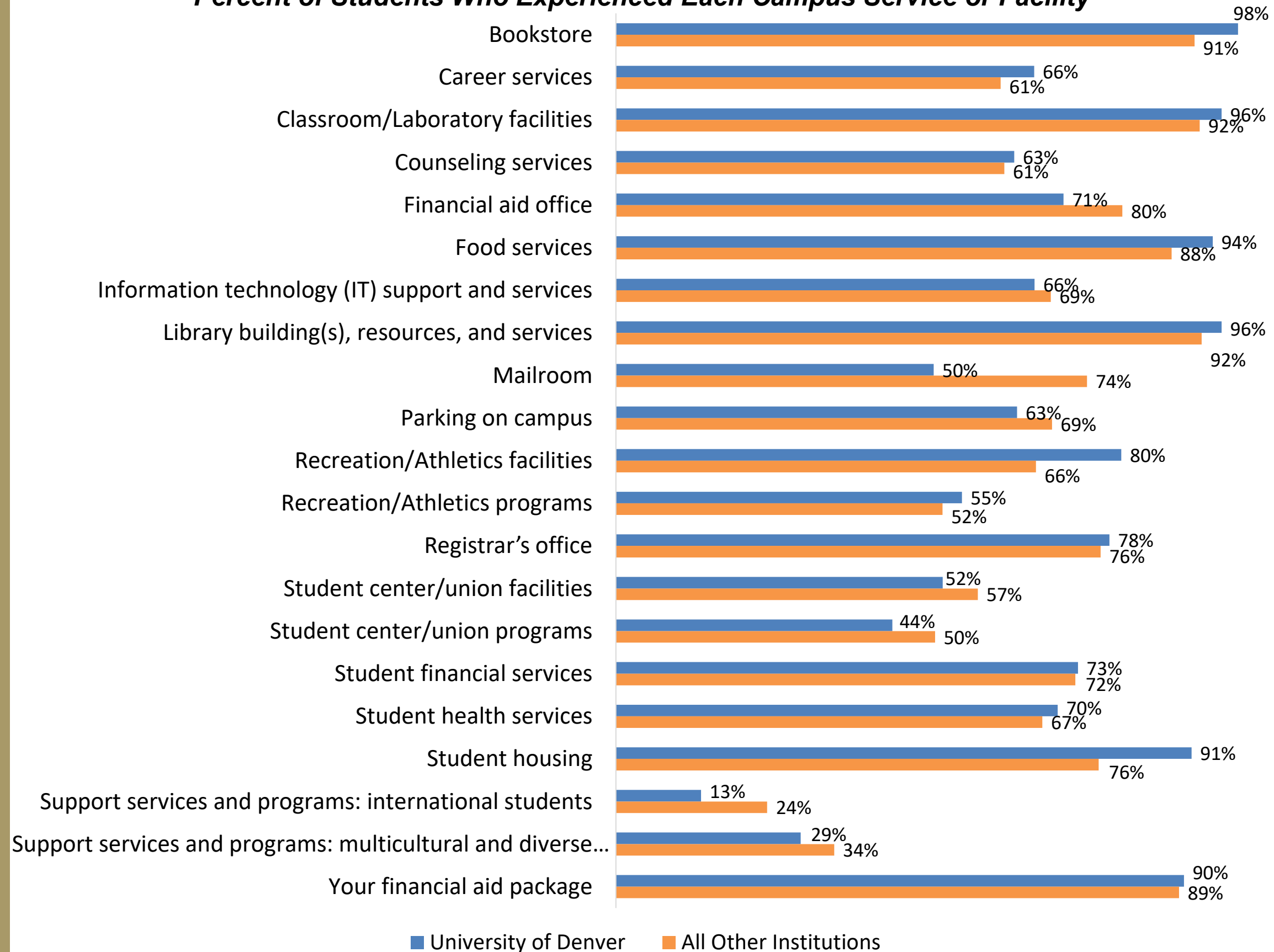
## Participation in Services

We excluded the **Course Instruction** area for participation since that information can be better gleaned from program enrollment.

For **Campus Services and Facilities**, the lowest reported participation was in:

- Mailroom
- Student center/union facilities
- Support services/programs for international students
- Support services/programs for multicultural and diverse students

**Percent of Students Who Experienced Each Campus Service or Facility**



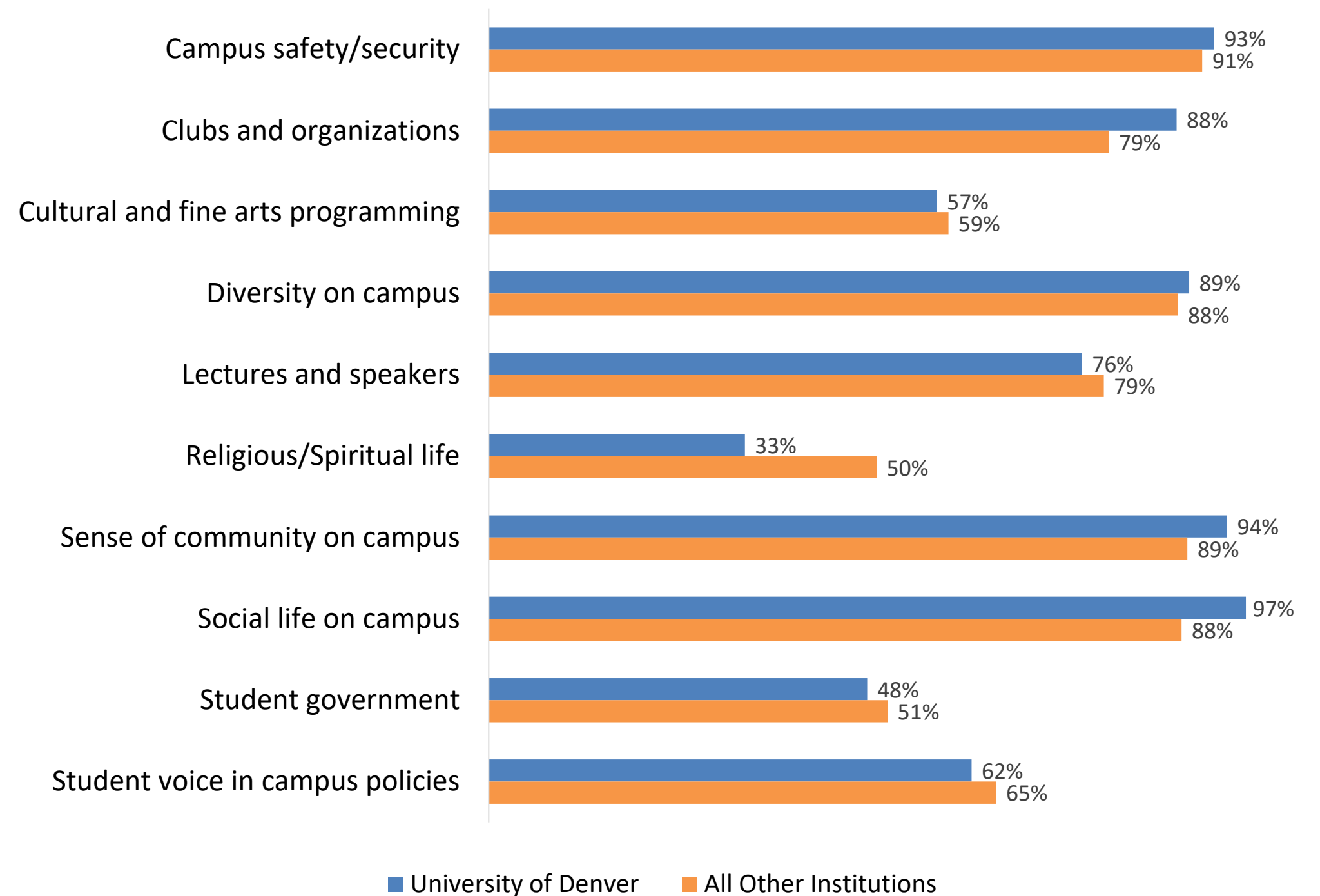
# Participation (continued)

## Participation in Services

For Campus Life, the lowest reported participation was in:

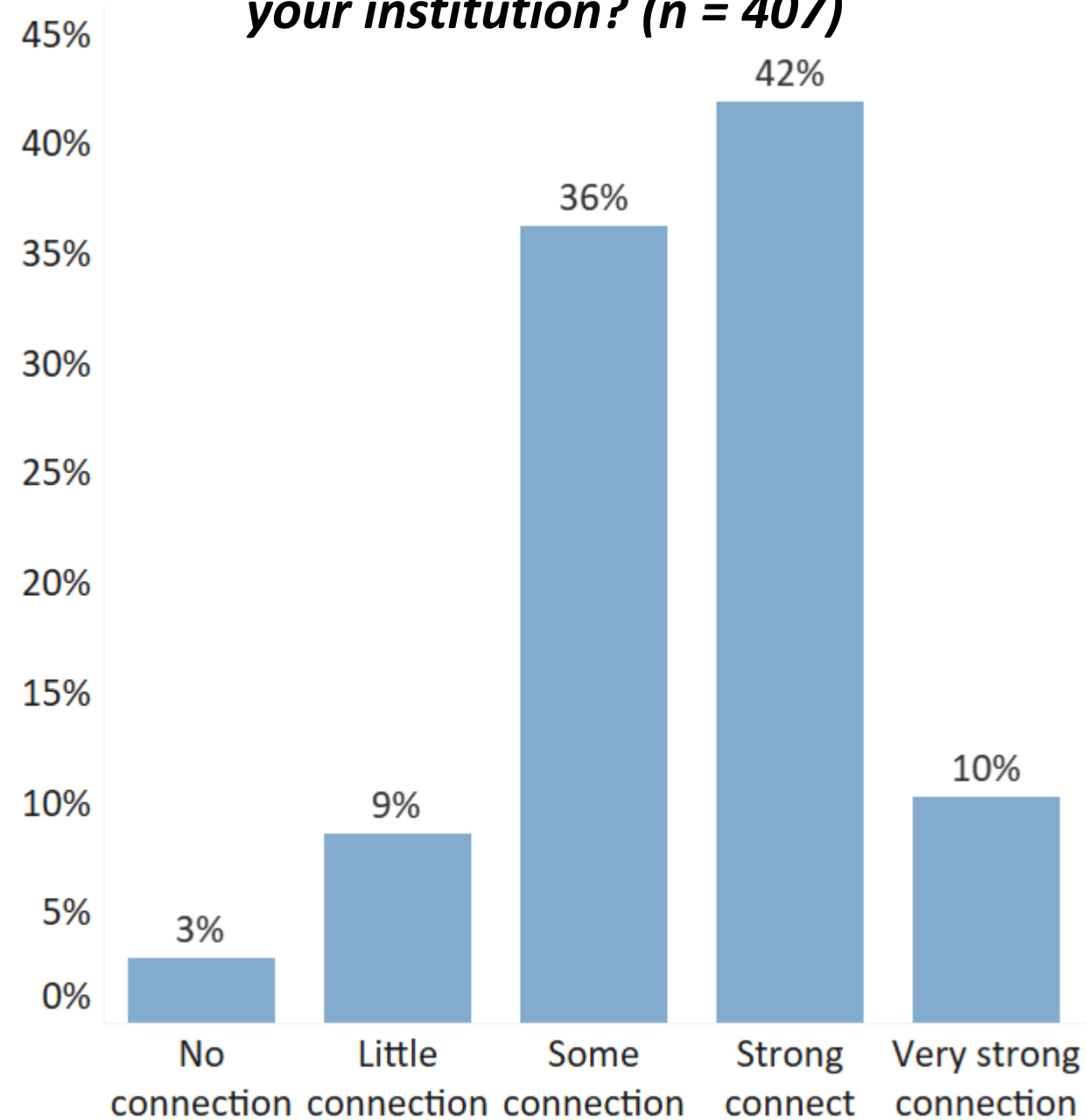
- Religious/Spiritual life
- Student government
- Cultural and fine arts programming

*Percent of Students Who Experienced Each Aspect of Campus Life*

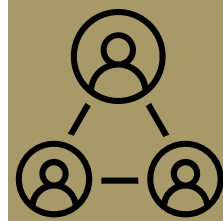


# Connection with Institution

**How strong is our connection to your institution? (n = 407)**



As indicated in the open response comments, finding your community is a huge factor in belonging. In general, 52% of students responded a “strong connection” or “very strong connection to the institution” (89% responded “Some, Strong, or Very Strong”).



Note the following differences among student populations using the question on **connection to the institution**:

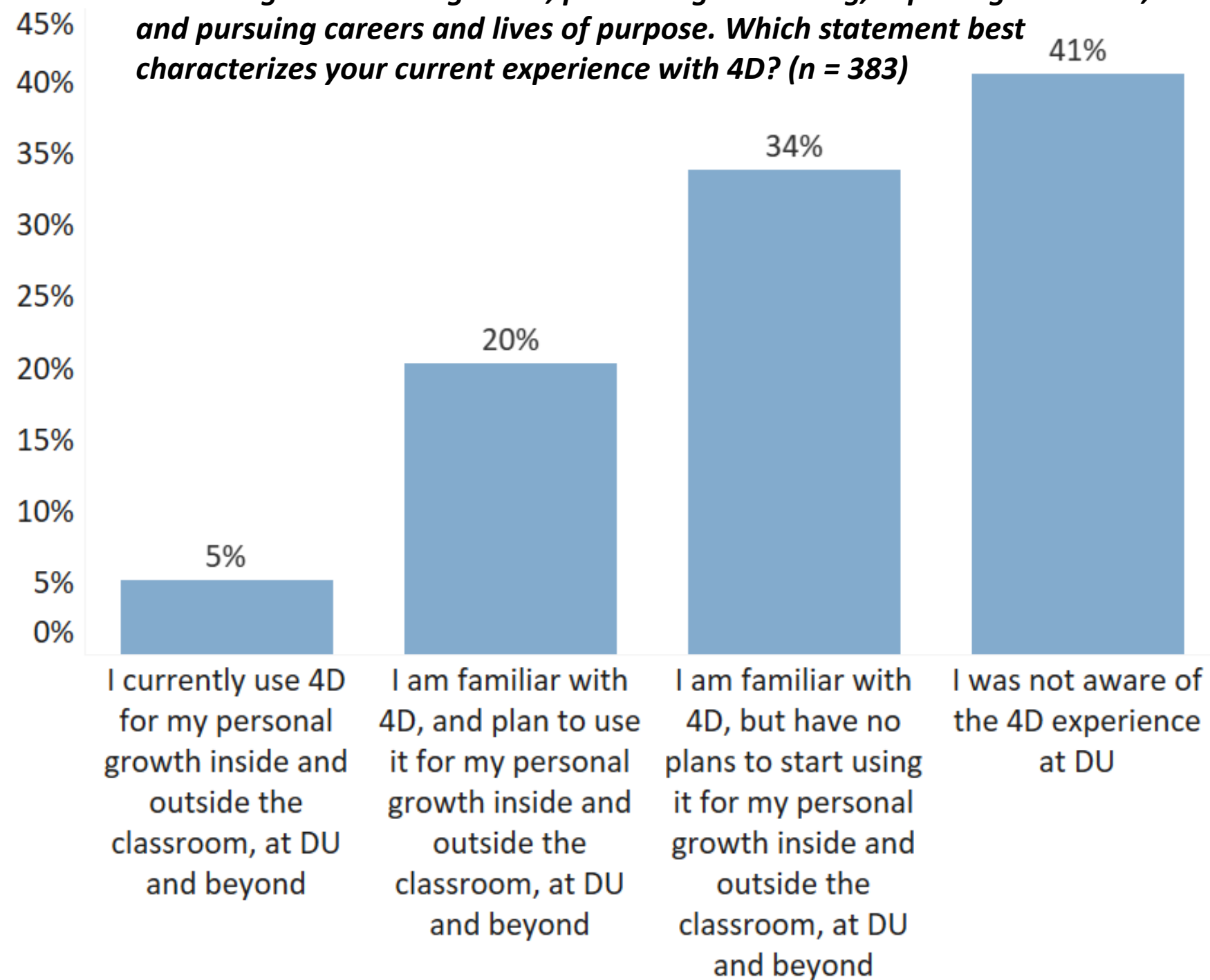
- **White U.S. students** reported **stronger connection** to institution than **international students** or **students of color**.
- **Not PELL eligible students** reported **stronger connection** to institution than **PELL eligible students**.
- **Non-First-Generation students** reported **stronger connection** to institution than **First Generation students**.
- **Student athletes** or those that participated in **Greek life\*** reported **stronger connection** to institution than those that did not.
- Colleges with **highest reported connection** to institution were: International Studies, Engineering, and College of Business.

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

# 4D Awareness

Students were asked about their level of familiarity of and utility with the 4D framework.

*The 4D Experience is a new approach to education that focuses on advancing intellectual growth, promoting well-being, exploring character, and pursuing careers and lives of purpose. Which statement best characterizes your current experience with 4D? (n = 383)*



Overall, 41% of students stated they are **NOT aware** of the 4D experience, showcasing the need for further exposure. There are differences by class year.

4D Awareness and Usage by Class Year				
Response	Freshman	Sophomore	Junior	Senior
I was not aware of the 4D experience at DU	13%	48%	51%	57%

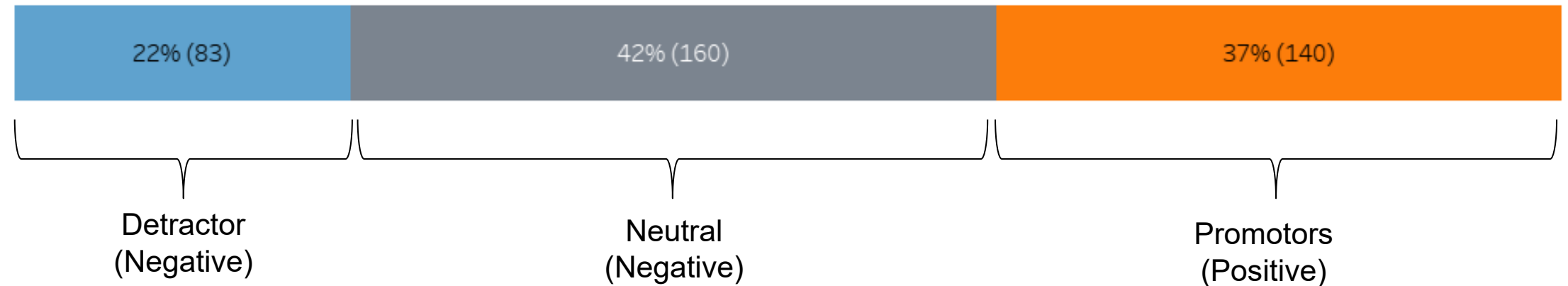
# Net Promotor Score

## 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  $\geq 9$  are classified as "promoters," those who score 7-8 are classified as "neutral/passives," and those who score  $\leq 6$  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:



Most experts recommend that organizations track NPS alongside other key performance indicators, using it as a signal to identify problem areas.

NPS use in higher education is emergent but divisive as it connects to perceptions' of quality.

# 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:

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

## Participation in:

- Disability and accessibility services
- Internships, field experiences, or practicums
- Service learning/community-based learning
- Recreation/Athletics programs and facilities
- Student center union facilities/programs
- Cultural and fine arts programming
- Lectures and speakers
- Religious/Spiritual life
- 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 shown below. The results are in congruence with earlier findings: There are differences in overall satisfaction with education among gender identity, PELL grant recipients, race/ethnicity, and participation in study abroad or Greek life/student athlete with various effect sizes.

## Differences in Overall Satisfaction with education using effect size

- ▼ indicates that a group of students is **less satisfied**, on average, than the reference group in the far-left column.
- ▲ indicates **higher levels** of satisfaction.
- The more triangles there are, the larger the difference from the reference group.
- ⚖ indicates that the groups have roughly the same level of satisfaction.

Gender Identity		
Men (cisgender)	Women (cisgender)	Nonbinary and/or transgender
Mean	Effect Size vs. Men (cisgender)	Effect Size vs. Men (cisgender)
3.8	▲▲	⚖

Race/Ethnicity		
U.S. White	U.S. People of Color	International
Mean	Effect Size vs. U.S. White	Effect Size vs. U.S. White
4.1	⚖	▼▼▼

PELL Grant	
PELL Grant	Not PELL-Grant
Mean	Effect Size vs. Non-PELL Recipient
3.9	▲

Study Abroad	
Study Abroad	Did Not Study Abroad
Mean	Effect Size vs. Study Abroad
4.0	▼

Greek Life or Student Athlete	
Greek Life or Athlete	Non-Greek Life/Athlete
Mean	Effect Size vs. Greek Life /Athlete
4.1	▼

# 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. When HEDs compared the mean of two groups, they used Cohen's d when  $n \geq 10$  in each cell in the comparison. 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](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.