The results of the Noel Levitz’s Student Satisfaction Inventory was presented at the Faculty Development Institute on May 10, 2005, 3:10-4:00 PM. This presentation, with some modifications, is presented here beginning at the next slide.

Thank you for your participation in this session. We at IRP hope it was informative to you. If you have questions, please see questions and answers section in the back of this presentation. If you have any additional questions, please call IRP office at extension 1010.

The Staff from Institutional Research and Planning
Noel-Levitz
Student Satisfaction Inventory

Prepared by Office of Institutional Research and Planning
May 10, 2005
Satisfaction is.

“When expectations are met or exceeded by the student’s perception of the campus reality.”

Schreiner & Juillerat, 1994
Why Look at Student Satisfaction?

- **Identify Strengths and Challenges**
  How well do students think we are doing our job?

- **Help focus Student Retention**

- **Assist in Strategic Planning**

- **Part of an Institutional-wide Assessment Plan**

- **Data for Self-Study/Accreditation**

- **Compare UVI with other institutions**
Student Satisfaction Means Student and Institutional Success!

- Schools with high student satisfaction enjoy:
  - Higher graduation rates
  - Higher retention rates
  - Lower loan defaults
  - Higher alumni giving

Source: Noel-Levitz
Noel-Levitz – captures

• Expectation / what is “important” to students?

• Satisfaction / what degree has the expectation been met?
Three scores in SSI

• Importance Score - Scale 1-7 (low to high)
  - How important is it that this expectation be met?

• Satisfaction Score – Scale 1-7 (low to high)
  - How satisfied are you that this expectation is being met on the campus?

• Performance Gap Score
  - Discrepancy between the expectation (importance score) and the reality (satisfaction score).
    - Largest UVI Performance Gap = 2.79
    - Lowest UVI Performance Gap = 0.89
Reliability and Validity

- **Reliability**
  - Cronbach’s coefficient alpha
    - .97 on Importance
    - .98 on Satisfaction

- **Validity**
  - Convergent validity
    - The College Student Satisfaction Questionnaire
    - Pearson Correlation ($r = .71; p < .00001$)
Methodology

- 2,000-3,499

  40% or minimum of 1,000 - whichever is higher

- 31 % UVI / 769

- Return rate 64%
<table>
<thead>
<tr>
<th></th>
<th>UVI (All)</th>
<th></th>
<th>Student to be surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td><strong>ALL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>716</td>
<td>35%</td>
<td>350</td>
</tr>
<tr>
<td>Sophomores</td>
<td>562</td>
<td>27%</td>
<td>274</td>
</tr>
<tr>
<td>Juniors</td>
<td>311</td>
<td>15%</td>
<td>152</td>
</tr>
<tr>
<td>Seniors</td>
<td>460</td>
<td>22%</td>
<td>224</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,049</strong>*</td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td><strong>St Croix</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>311</td>
<td>39%</td>
<td>152</td>
</tr>
<tr>
<td>Sophomores</td>
<td>211</td>
<td>26%</td>
<td>102</td>
</tr>
<tr>
<td>Juniors</td>
<td>121</td>
<td>15%</td>
<td>59</td>
</tr>
<tr>
<td>Seniors</td>
<td>159</td>
<td>20%</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>802</strong></td>
<td><strong>100%</strong></td>
<td><strong>390</strong></td>
</tr>
<tr>
<td><strong>St Thomas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>405</td>
<td>32%</td>
<td>198</td>
</tr>
<tr>
<td>Sophomores</td>
<td>351</td>
<td>28%</td>
<td>172</td>
</tr>
<tr>
<td>Juniors</td>
<td>190</td>
<td>15%</td>
<td>93</td>
</tr>
<tr>
<td>Seniors</td>
<td>301</td>
<td>24%</td>
<td>147</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,247</strong></td>
<td><strong>100%</strong></td>
<td><strong>610</strong></td>
</tr>
</tbody>
</table>

* Do not account for HLS cohort, Distance learning students - Enrollment figures are dated from mid-January.
**Areas Considered by Noel-Levitz:**
Reflecting the Student Experience

- **Academic Advising Effectiveness**
  - knowledge, competence, and concern for student

- **Campus Climate**
  - promote experience with promote pride and feelings of belonging

- **Campus Life**
  - effectiveness of student life programs (residence life)

- **Campus Support Services**
  - library, computer labs, academic + career centers
• **Concern for the Individual**
  - students treated as an individual by faculty, advisors, counselors, resident hall assistants

• **Instructional Effectiveness**
  - commitment to academic excellence, variety of courses offered, faculty effectiveness

• **Recruitment and Financial Aid**
  - covers issues such as competence and knowledge of admissions and effectiveness and availability of financial aid programs

• **Registration Effectiveness**
  - registration and billing effectiveness
• **Responsiveness to Diverse Population**
  - commitment to underrepresented groups: disables, commuters, part-time students and older returning students

• **Safety and Security**
  - perceptions of personal safety and effectiveness of security personnel

• **Service Excellence**
  - perceived attitude of staff towards students

• **Student Centeredness**
  - extent student feel welcome and valued
## Demographics - Who surveyed?

*(Based on Self Reporting)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>31% Students Surveyed</strong></td>
<td><em>(N=769</em>)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td><em>(77%)</em></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td><em>(23%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 &amp; Under</td>
<td><em>(12%)</em></td>
<td></td>
</tr>
<tr>
<td>19 to 24</td>
<td><em>(46%)</em></td>
<td></td>
</tr>
<tr>
<td>25 to 34</td>
<td><em>(22%)</em></td>
<td></td>
</tr>
<tr>
<td>35 to 44</td>
<td><em>(13%)</em></td>
<td></td>
</tr>
<tr>
<td>45 &amp; Over</td>
<td><em>(7%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Class Load</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td><em>(64%)</em></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td><em>(36%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td><em>(46%)</em></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td><em>(54%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Class Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td><em>(26%)</em></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td><em>(19%)</em></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td><em>(20%)</em></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td><em>(17%)</em></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td><em>(16%)</em></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td><em>(2%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate degree</td>
<td><em>(14%)</em></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td><em>(55%)</em></td>
<td></td>
</tr>
<tr>
<td>Master’s degree</td>
<td><em>(19%)</em></td>
<td></td>
</tr>
<tr>
<td>Professional degree</td>
<td><em>(7%)</em></td>
<td></td>
</tr>
<tr>
<td>Certification</td>
<td><em>(2%)</em></td>
<td></td>
</tr>
<tr>
<td>Self-Improvement/Job</td>
<td><em>(2%)</em></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td><em>(2%)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td><em>(49%)</em></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td><em>(28%)</em></td>
<td></td>
</tr>
<tr>
<td>Not Employed</td>
<td><em>(23%)</em></td>
<td></td>
</tr>
</tbody>
</table>

*Total Number of returned surveys. 213 surveys were not identified to either campus.*
### Assessment Areas in Order of Importance to UVI Students

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Satisfaction</th>
<th>SD</th>
<th>Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety &amp; Security</td>
<td>6.37</td>
<td>3.77</td>
<td>1.57</td>
<td>2.60</td>
</tr>
<tr>
<td>Registration</td>
<td>6.31</td>
<td>4.35</td>
<td>1.27</td>
<td>1.96</td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.28</td>
<td>4.69</td>
<td>1.45</td>
<td>1.59</td>
</tr>
<tr>
<td>Instructional</td>
<td>6.28</td>
<td>4.65</td>
<td>1.09</td>
<td>1.63</td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>6.25</td>
<td>4.62</td>
<td>1.17</td>
<td>1.63</td>
</tr>
<tr>
<td>Service Area</td>
<td>Importance</td>
<td>Satisfaction</td>
<td>SD</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>--------------</td>
<td>-----</td>
<td>-----------------</td>
</tr>
<tr>
<td>Recruitment &amp; Financial Aid</td>
<td>6.15</td>
<td>4.42</td>
<td>1.20</td>
<td>1.73</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.11</td>
<td>4.43</td>
<td>1.16</td>
<td>1.68</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.09</td>
<td>4.38</td>
<td>1.15</td>
<td>1.71</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>6.05</td>
<td>4.45</td>
<td>1.26</td>
<td>1.60</td>
</tr>
<tr>
<td>Concern for Individual</td>
<td>5.99</td>
<td>4.35</td>
<td>1.20</td>
<td>1.64</td>
</tr>
<tr>
<td>Campus Life</td>
<td>5.69</td>
<td>4.25</td>
<td>1.09</td>
<td>1.44</td>
</tr>
</tbody>
</table>
UVI Survey Results

UVI Strengths

High Importance and High Satisfaction
Instructional Effectiveness

Rank ordered

• 1. The content of the courses within my major is valuable.

• 2. The instruction in my major field is excellent.

• 3. The quality of instruction I receive in most of my classes is excellent.

• 4. Nearly all of the faculty are knowledgeable in their field.
• 6. Faculty are usually available after class and during office hours.

• 9. I am able to experience intellectual growth here.

• 10. There is a commitment to academic excellence on the campus.
Campus Climate

Rank ordered

• 7. Tuition paid is a worthwhile investment.

• 14. The institution has a good reputation within the community. (Campus Life)
Campus Life

Rank ordered

• 11. Library staff is helpful and approachable.  
  (Student Centeredness, Service Excellence)

• 13. On the whole, the campus is well-maintained.
UVI Challenges

High Importance – Low Satisfaction
Safety and Security

Rank ordered

- 1. The campus is safe and secure for all students.
- 4. Parking lots are well-lighted and secure.
- 11. The amount of student parking space on campus is adequate.
Registration Effectiveness

**Rank ordered**

- 2. I am able to register for classes I need with few conflicts.
- 5. The personnel involved in registration are helpful.
- 6. There is a good variety of courses provided on this campus
Campus Support Services

Rank ordered

- 3. Computer labs are adequate and accessible.

- 12. I seldom get the "run-around" when seeking information on this campus. *(Service Excellence)*

- 14. There are adequate services to help me decide upon a career.
Recruitment and Financial Aid

**Rank ordered**

- 7. Adequate financial aid is available for most students.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
Concern for the Individual

Rank ordered

- 8. Faculty are fair and unbiased in their treatment of individual students.
<table>
<thead>
<tr>
<th>Summary</th>
<th>UVI - Composite</th>
<th>Four-Year Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.05</td>
<td>4.45</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>4.49</td>
<td>5.18</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>4.51</td>
<td>5.25</td>
</tr>
</tbody>
</table>
St. Croix Campus
Demographics – Who surveyed?

St Croix Campus
(Based on Self Reporting)

- **20% Students Surveyed (N=203)**
  - Female (74%)
  - Male (26%)

- **Age**
  - 18 & Under (11%)
  - 19 to 24 (43%)
  - 25 to 34 (22%)
  - 35 to 44 (18%)
  - 45 & Over (6%)

- **Class Load**
  - Full-Time (66%)
  - Part-Time (34%)

- **Enrollment Status**
  - Day (39%)
  - Evening (61%)

- **Class Level**
  - Freshman (31%)
  - Sophomore (20%)
  - Junior (23%)
  - Senior (12%)
  - Graduate (13%)
  - Other (1%)

- **Educational Goal**
  - Associate degree (23%)
  - Bachelor’s degree (53%)
  - Master’s degree (16%)
  - Professional degree (6%)
  - Certification (1%)
  - Self-Improvement/Job (1%)
  - Other (0%)

- **Employment**
  - Full-time (47%)
  - Part-Time (29%)
  - Not Employed (24%)
<table>
<thead>
<tr>
<th>Scale</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>SD</th>
<th>Gap</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>6.23</td>
<td>5.03</td>
<td>1.36</td>
<td>1.20</td>
<td>-0.13</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>6.21</td>
<td>4.80</td>
<td>1.17</td>
<td>1.41</td>
<td>-0.39 ***</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.21</td>
<td>4.67</td>
<td>1.23</td>
<td>1.54</td>
<td>-0.26 ***</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.21</td>
<td>4.60</td>
<td>1.38</td>
<td>1.61</td>
<td>0.14</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.18</td>
<td>4.85</td>
<td>1.10</td>
<td>1.33</td>
<td>-0.32 ***</td>
</tr>
</tbody>
</table>
St. Croix Campus

**Rank ordered**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>SD</th>
<th>Gap</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and Financial Aid</td>
<td>6.07</td>
<td>4.75</td>
<td>1.22</td>
<td>1.32</td>
<td>-0.02</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.03</td>
<td>4.76</td>
<td>1.15</td>
<td>1.27</td>
<td>-0.24 ***</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.02</td>
<td>4.71</td>
<td>1.12</td>
<td>1.31</td>
<td>-0.14</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>5.91</td>
<td>4.65</td>
<td>1.13</td>
<td>1.26</td>
<td>-0.23 **</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.99</td>
<td>4.76</td>
<td>1.23</td>
<td>1.23</td>
<td>-0.26 **</td>
</tr>
<tr>
<td>Campus Life</td>
<td>5.58</td>
<td>4.47</td>
<td>1.12</td>
<td>1.11</td>
<td>-0.30 ***</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>4.70</td>
<td></td>
<td>1.48</td>
<td></td>
<td>-0.33 ***</td>
</tr>
</tbody>
</table>
St. Croix Campus

Strengths

High Importance and High Satisfaction
Instructional Effectiveness

Rank ordered

• 1. The instruction in my major field is excellent.

• 2. The content of the courses within my major is valuable.

• 3. The quality of instruction I receive in most of my classes is excellent.

• 4. Nearly all of the faculty are knowledgeable in their field.
• 11. Faculty provide timely feedback about student progress in a course.

• 12. Faculty are usually available after class and during office hours.

• 18. I am able to experience intellectual growth here.
Academic Advising

Rank ordered

- 5. My academic advisor is knowledgeable about requirements in my major.
- 8. My academic advisor is approachable.

Recruitment and Financial Aid

Rank ordered

- 7. Admissions staff are knowledgeable.
- 17. Financial aid counselors are helpful.
Registration Effectiveness

Rank ordered

- 9. The personnel involved in registration are helpful.

Service Excellence

Rank ordered

- 6. Library staff are helpful and approachable.

Campus Life

Rank ordered

- 13. On the whole, the campus is well-maintained.
Campus Climate

Rank ordered

• 10. Students are made to feel welcome on this campus.
• 14. There is a commitment to academic excellence on this campus.
• 15. This institution has a good reputation within the community.

Campus Support Services

Rank ordered

• 16. Bookstore staff are helpful.
St. Croix Campus

Challenges

High Importance and Low Satisfaction
Campus Support Services

Rank ordered

• 1. Library resources and services are adequate.
• 4. Computer labs are adequate and accessible.
• 13. There are adequate services to help me decide upon a career.

Recruitment and Financial Aid

Rank ordered

• 2. Adequate financial aid is available for most students.
Academic Advising

Rank ordered

• 3. Major requirements are clear and reasonable.

Registration Effectiveness

Rank ordered

• 5. I am able to register for classes I need with few conflicts.
• 6. The business office is open during hours which are convenient for most students.
Instructional Effectiveness

**Rank ordered**

- 8. There is a good variety of courses provided on this campus.
- 9. Faculty take into consideration student differences as they teach a course.

Safety and Security

**Rank ordered**

- 7. Parking lots are well-lighted and secure.
Concern for the Individual

Rank ordered

• 10. This institution shows concern for students as individuals.
• 11. Faculty are fair and unbiased in their treatment of individual students.

Service Excellence

Rank ordered

• 12. I seldom get the "run-around" when seeking information on this campus.
## Bottom Line

<table>
<thead>
<tr>
<th>Summary</th>
<th>UVI - St. Croix</th>
<th>Four-Year Public Institutions</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.18 1.21</td>
<td>4.45 1.25</td>
<td>-0.27**</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>4.67 1.50</td>
<td>5.18 1.42</td>
<td>-0.51***</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>4.70 1.96</td>
<td>5.25 1.74</td>
<td>-0.55***</td>
</tr>
</tbody>
</table>
St. Thomas Campus
Demographics – Who surveyed?

St Thomas Campus
(Based on Self Reporting)

- **24% Students Surveyed**
  (N=353)
  - Female (78%)
  - Male (22%)

- **Age**
  - 18 & Under (11%)
  - 19 to 24 (53%)
  - 25 to 34 (19%)
  - 35 to 44 (10%)
  - 45 & Over (07%)

- **Class Load**
  - Full-Time (66%)
  - Part-Time (34%)

- **Enrollment Status**
  - Day (51%)
  - Evening (49%)

- **Class Level**
  - Freshman (25%)
  - Sophomore (20%)
  - Junior (21%)
  - Senior (19%)
  - Graduate (12%)
  - Other (3%)

- **Educational Goal**
  - Associate degree (10%)
  - Bachelor’s degree (59%)
  - Master’s degree (19%)
  - Professional degree (6%)
  - Certification (3%)
  - Self-Improvement/Job (1%)
  - Other (3%)

- **Employment**
  - Full-time (50%)
  - Part-Time (29%)
  - Not Employed (21%)
St Thomas

Strengths

High Importance - High Satisfaction
Instructional Effectiveness

Rank ordered

• 1. The content of the courses within my major is valuable.
• 2. The quality of instruction I receive in most of my classes is excellent.
• 3. Nearly all of the faculty are knowledgeable in their field.
• 4. Faculty are usually available after class and during office hours.
• 5. The instruction in my major field is excellent.
• 6. I am able to experience intellectual growth here.
• 8. Faculty provide timely feedback about student progress in a course.
Academic Advising

**Rank ordered**

- 7. My academic advisor is knowledgeable about requirements in my major.
- 10. My academic advisor is approachable.

Campus Climate

**Rank ordered**

- 9. There is a commitment to academic excellence on this campus.
Campus Life

Rank ordered

11. On the whole, the campus is well-maintained.

Service Excellence

Rank ordered

- 12. Library staff are helpful and approachable.
St Thomas

Challenges

High Importance - Low Satisfaction
Registration Effectiveness

Rank ordered

- 1. I am able to register for classes I need with few conflicts.
- 5. The personnel involved in registration are helpful.
- 15. Billing policies are reasonable.

Safety and Security

Rank ordered

- 2. The campus is safe and secure for all students.
- 4. Parking lots are well-lighted and secure.
- 12. The amount of student parking space on campus is adequate.
Campus Support Services

Rank ordered

- 3. Computer labs are adequate and accessible.
- 14. There are adequate services to help me decide upon a career.

Instructional Effectiveness

Rank ordered

- 6. There is a good variety of courses provided on this campus.
Recruitment and Financial Aid

**Rank ordered**

- 7. Adequate financial aid is available for most students.
- 10. Financial aid awards are announced to students in time to be helpful in college planning.

**Concern for the Individual**

**Rank ordered**

- 9. Faculty are fair and unbiased in their treatment of individual students.
Service Excellence

Rank ordered

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

Campus Life

Rank ordered

• 13. Student activities fees are put to good use.
## Bottom Line

<table>
<thead>
<tr>
<th>Summary</th>
<th>UVI - St. Thomas</th>
<th>Four-Year Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>So far, how has your college experience met your expectations?</strong></td>
<td>3.97</td>
<td>4.45</td>
</tr>
<tr>
<td><strong>Rate your overall satisfaction with your experience here thus far.</strong></td>
<td>4.43</td>
<td>5.18</td>
</tr>
<tr>
<td><strong>All in all, if you had to do it over, would you enroll here again?</strong></td>
<td>4.45</td>
<td>5.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Satisfaction</th>
<th>SD</th>
<th>Satisfaction</th>
<th>SD</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>3.97</td>
<td>1.38</td>
<td>4.45</td>
<td>1.25</td>
<td>-0.48 ***</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>4.43</td>
<td>1.65</td>
<td>5.18</td>
<td>1.42</td>
<td>-0.75 ***</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>4.45</td>
<td>2.00</td>
<td>5.25</td>
<td>1.74</td>
<td>-0.80 ***</td>
</tr>
</tbody>
</table>
Where do we go from here?
Some questions and answers...

1. The numbers for St. Croix and St. Thomas do not add up to the total number of responses listed in the composite. Can you explain?

Some surveys arrived back to this office without clear identification as to which campus they came from. Consequently, we placed them with the composite picture of UVI but did not link them with any individual campus.
2. What do the numbers beside the strengths and challengers mean?

The items on the list of strengths and challenges are listed in descending order of importance to students. The first item on the list identified as #1 is the most important.

3. Does it appear that the students on the St. Croix Campus are more satisfied?

It appears on the surface that this is the case.
Thank You

Office of Institutional Research and Planning