

GRADUATING SENIOR EXIT SURVEY 2017

Satisfaction with The UVI Experience



Presented by: Office of RPS and Eastern Caribbean Center
September 2018

“Student satisfaction influences not only how much a student enjoys their time at University, but also how well they do. Their grades, course participation, relationships with lecturers, attendance and employability once they leave are all, to a certain extent, reliant on how much they enjoyed their time at University and how engaged they were...”

Purpose of the Study

- **To assist administrators in the measurement of teaching quality**
- **To help faculty in the improvement of their teaching**
- **To facilitate administrators in the evaluation of the impact of the quality and availability of resources on both campuses**

Participants

- **All graduands—i.e., students who were about to graduate or receive degrees—in May 2017**
- **Results are based on the responses of 175 graduands**

Method in the Measurement of Student Satisfaction

- Graduates' responses to the 4-point rating scale survey instrument were in the form of raw data
- The responses were at the ordinal level as non-metric data
- The raw data were converted into equal-interval scores known as *measures*
- *Measures* have the advantage of magnitude; i.e., they tell us that one item is more satisfying than another, but also how much more satisfying it is

Graduands' Demographics

- AAS graduands were again more satisfied in 2017 than STT graduands; the difference in measures between them was 3.4 in 2016, but decreased to 2.5 in 2017
- Satisfaction of females and males had virtually the same measures—48.8 and 49.0
- Youngest graduands were least satisfied, with a measure of 46.3; the oldest were most satisfied with a measure of 54.5

Demographics — *cont'd*

- Graduates with the lowest GPA (2.0-2.4) are most satisfied with a measure of 51.0; those with GPAs 2.5-2.9 are least satisfied with a measure of 48.2
- Multi-race graduates were least satisfied (45.0), compared to Latino/Hispanics (58.3)
- Graduates of SOE were most satisfied (53.8) compared to those of CLASS (47.4) who were least satisfied

SUBSCALES OF THE CONSTRUCT

- *General Satisfaction*
- *Educational Contributions*
- *Faculty Performance*

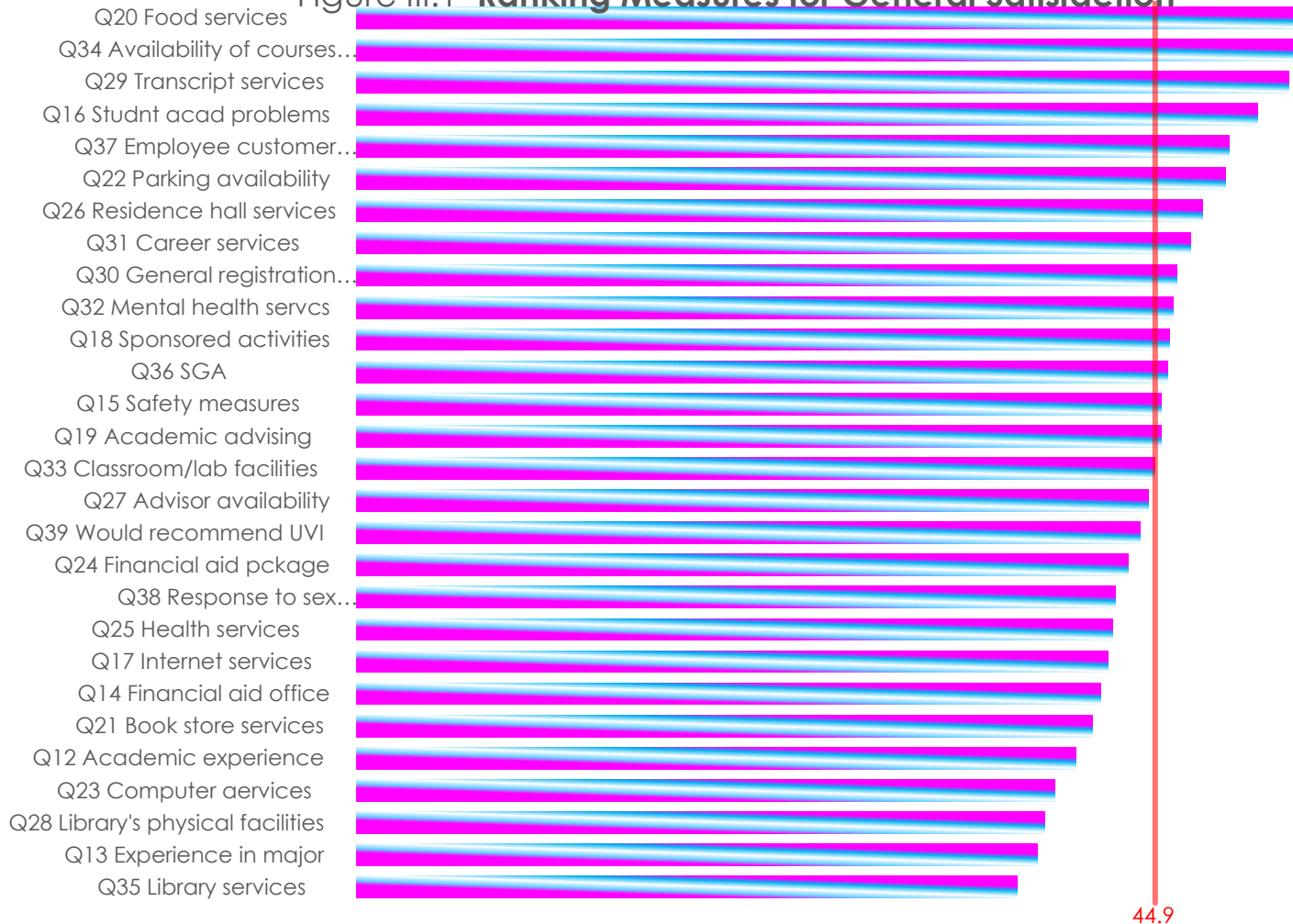
Survey Questions₉

A total of 51 Likert-type questions:

- ❖ **28 *General Satisfaction* questions**
- ❖ **14 *Educational Contributions* questions**
- ❖ **9 *Faculty Performance* questions**

General Satisfaction Subscale

Figure III.1 Ranking Measures for General Satisfaction



44.9

Measures for General Satisfaction

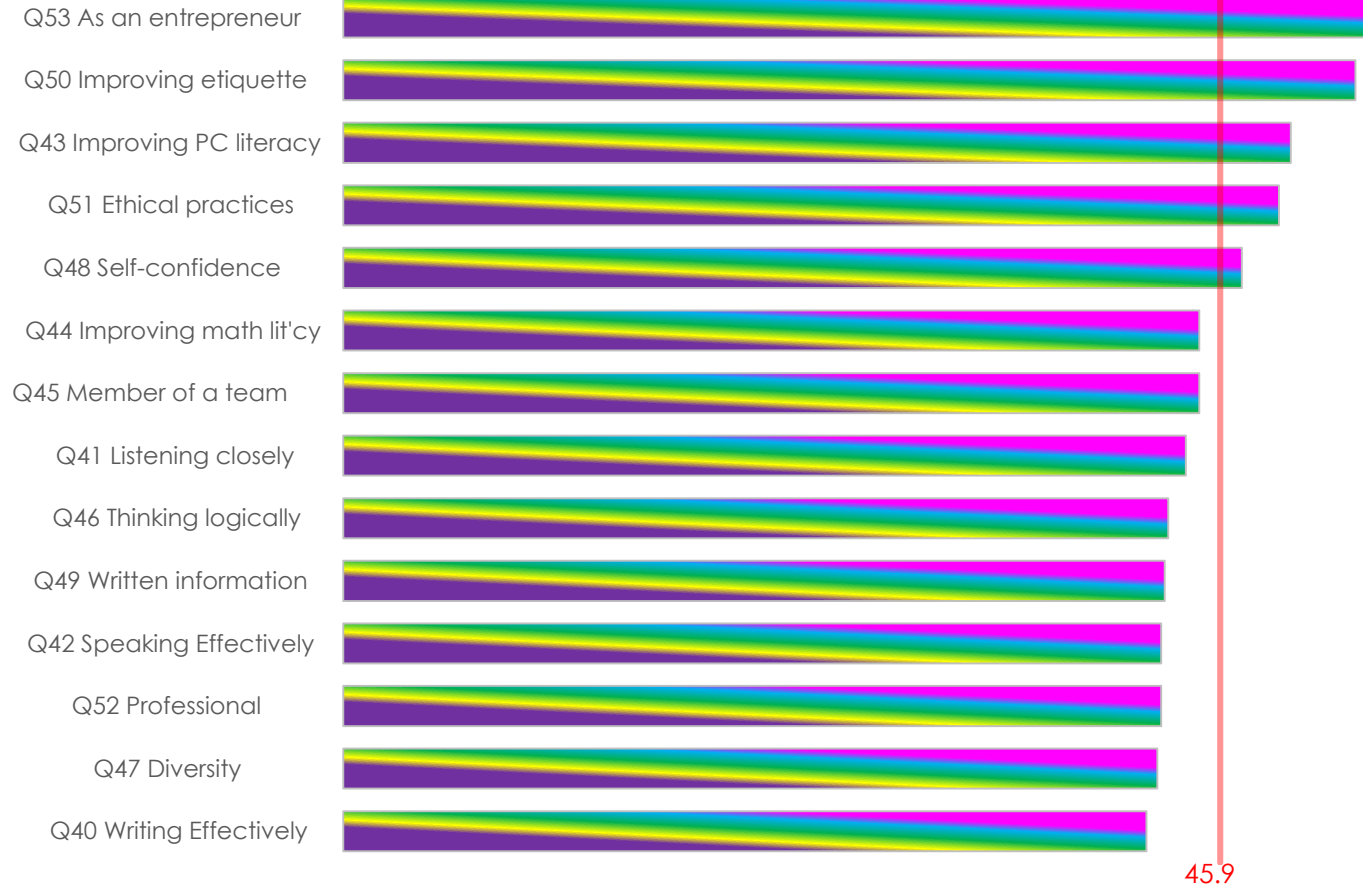
Note: A high measure denotes low satisfaction, a low measure denotes high satisfaction

Educational Contribution

Subscale

Figure III.2

Ranking Measures of Educational Contributions



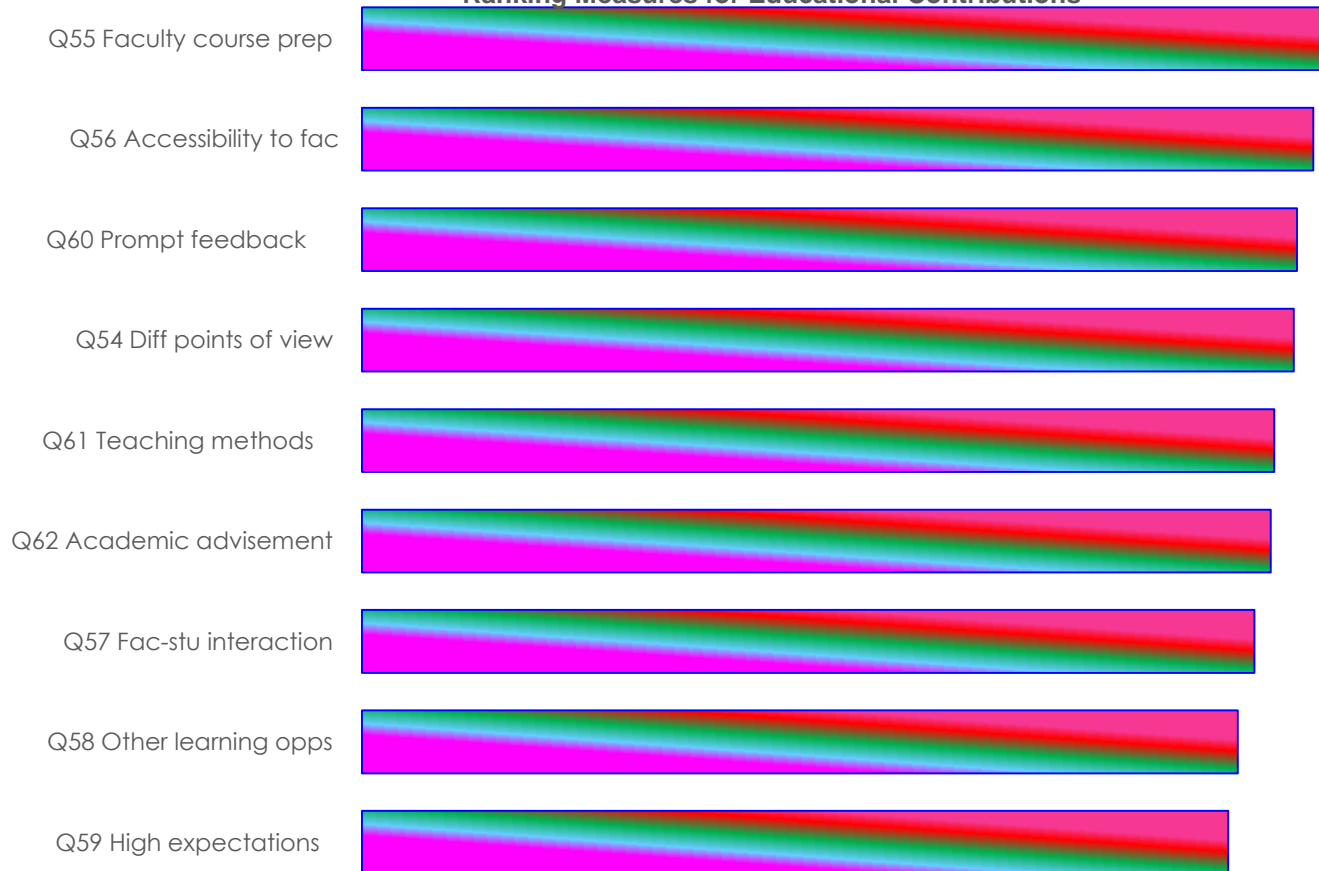
Measures of Faculty Performance

Note: A high measure denotes low satisfaction, a low measure denotes high satisfaction

Faculty Performance

Figure III.3

Ranking Measures for Educational Contributions



Measures for Educational Contributions

Note: A high measure denotes low satisfaction, a low measure denotes high satisfaction

Measures of Change: 2014 to 2017

- **Valuable for tracking progress**
- **Useful in the identification of priorities**
- **Invaluable in the measurement of improvement**
- **Serve as guides for decision makers**

Shifts in *General Satisfaction*

Table IV.1 Rank Order of Shifts in General Satisfaction: 2014 to 2017

Serial Number (1)	Summary of Item Statements (2)	2014 Measure (3)	Std Err (4)	2017 Measure (5)	Displacement or Shift (6)	*t test (7)
19	Q30 General registration procedures	42.58	1.12	46.88	4.30	3.84
18	Q29 Transcript services	38.29	1.20	41.48	3.19	2.66
9	Q20 Food services	53.82	0.90	55.40	1.58	1.76
5	Q16 Student academic problems	50.83	0.95	52.22	1.39	1.46
7	Q18 College-sponsored activities	45.17	1.08	46.52	1.35	1.25
3	Q14 Financial aid office	40.64	1.17	42.10	1.46	1.25
17	Q28 Library's physical facilities	37.48	1.19	38.69	1.21	1.02
22	Q33 Classroom/lab facilities	44.60	1.09	45.55	0.95	0.87
21	Q32 Mental health services	45.81	1.09	46.71	0.90	0.83
13	Q24 Financial aid package/awards	42.98	1.13	43.88	0.90	0.80
20	Q31 Career services	47.03	1.06	47.84	0.81	0.76
15	Q26 Residence hall services	48.08	1.04	48.70	0.62	0.60
6	Q17 Internet services	42.26	1.13	42.67	0.41	0.36
14	Q25 Health services	42.58	1.15	42.97	0.39	0.34
27*	Q38 Sexual misconduct	43.16	1.16	43.14	-0.02	-0.02
28*	Q39 Would recommend UVI	43.65	1.10	43.63	-0.02	-0.02
26*	Q37 Employee WOW service	50.53	0.95	50.53	-0.02	-0.02
25	Q36 SGA	46.70	1.07	46.57	-0.13	-0.12
10	Q21 Book store services	43.07	1.11	41.88	-1.19	-1.07
11	Q22 Parking availability	51.48	0.94	50.45	-1.03	-1.10
16	Q27 Availability of your advisor	46.62	1.04	45.46	-1.16	-1.12
1	Q12 Academic experience overall	42.26	1.13	40.81	-1.45	-1.28
23	Q34 Availability of courses	56.33	0.87	55.19	-1.14	-1.31
4	Q15 Safety measures on campus	48.16	1.01	46.43	-1.73	-1.71
2	Q13 Experience in major	40.72	1.15	38.43	-2.29	-1.99
24	Q35 Library services	39.67	1.18	37.16	-2.51	-2.13
12	Q23 Computer Services	42.58	1.12	39.67	-2.91	-2.60
8	Q19 Academic advising	49.53	0.97	46.68	-2.85	-2.94
Mean		45.24	1.08	45.28	0.04	
Std Dev		4.53	0.09	1.70	1.70	

*Items that were added in 2016; the 2014 measures are estimates.

**Negative Shift values indicate more satisfaction in 2017 than in 2014; positive values indicate less satisfaction.

... Not applicable.

•A † test value ≥ 1.96 or ≤ -1.96 indicates a statistically significant shift in the measure from 2014 to 2016.

Shifts in *Educational Contributions*

Table IV.2. Rank Order of Shifts in Educational Contributions: 2014 to 2016

Serial Number	Summary of Item Statements	2014		2017	Displacement or Shift	
(1)	(2)	Measure (3)	Std Err (4)	Measure (5)	(6)	•† test (7)
2	Q41 Listening more closely	42.19	1.42	45.46	3.27	2.30
7	Q46 Thinking logically	41.92	1.42	44.41	2.49	1.75
3	Q42 Speaking Effectively	41.56	1.43	43.99	2.43	1.70
1	Q40 Writing Effectively	41.74	1.43	43.10	1.36	0.95
8	Q47 Diversity	42.46	1.42	43.75	1.29	0.91
13	Q52 Presenting self professionally	43.82	1.40	43.94	0.12	0.09
14*	Q53 Inventing as entrepreneur	57.04	1.23	57.06	0.02	0.02
12	Q51 Developing ethical practices	51.61	1.29	51.11	-0.50	-0.39
6	Q45 Functioning as team member	46.90	1.35	46.23	-0.67	-0.50
4	Q43 Improving your PC literacy	52.87	1.27	51.85	-1.02	-0.80
5	Q44 Improving your math proficiency	47.35	1.34	46.23	-1.12	-0.84
9	Q48 Developing self-confidence	50.34	1.31	48.84	-1.50	-1.15
10	Q49 Understanding written info.	45.90	1.36	44.12	-1.78	-1.31
11	Q50 Improving etiquette	58.58	1.21	55.98	-2.60	-2.15
Mean		47.45	1.35	47.58	0.13	
Std Dev		5.59	0.07	7.31	1.72	

*This item was added in 2017, and has no prior information.

**Negative Shift values indicate more satisfaction in 2016 than in 2014; positive values indicate less satisfaction.

... Not applicable.

• A † test value ≥ 1.96 or ≤ -1.96 indicates a statistically significant shift in the measure from 2014 to 2016.

Shifts in *Faculty Performance* ¹⁶

Table IV.3. Rank Order of Shifts in Faculty Performance: 2014 to 2017

Serial		2014		2017	Displacement	
No.	Summary of Item Statements (2014)	Measure	Std Err	Measure	or *Shift	•† test
(1)	(2)	(3)	(4)	(6)	(7)	(8)
2	Q55 Faculty course prep	45.94	1.25	51.57	5.63	4.50
3	Q56 Accessibility to fac	47.43	1.24	49.95	2.52	2.03
1	Q54 Diff points of view	47.73	1.24	48.75	1.02	0.82
8	Q61 Teaching methods	47.06	1.24	47.53	0.47	0.38
6	Q59 High expectations	44.75	1.26	44.60	-0.15	-0.12
4	Q57 Fac-stu interaction	46.69	1.25	46.30	-0.39	-0.31
9	Q62 Academic advisement	48.92	1.23	47.37	-1.55	-1.26
7	Q60 Prompt feedback	51.97	1.22	49.09	-2.88	-2.36
5	Q58 Other learning opps	49.81	1.23	45.39	-4.42	-3.59
Mean		47.81	1.24	47.84	0.03	
Std Dev		2.04	0.01	4.82	2.78	

#While the content of item statements remains the same in 2014 and 2016, question numbering differs due to added items.

*Negative Shift values indicate more satisfaction in 2016 than in 2014; positive values indicate less satisfaction.

●A † test value ≥ 1.96 or ≤ -1.96 indicates a statistically significant shift in the measure from 2014 to 2016.

IN SUMMARY ¹⁷

- **Some of the same items remained satisfying from 2014 to 2017, especially those in IT and library services**
- **Some of the perennially low scoring items seem to hug the lowest ranks**
- **Satisfaction with diversity continues to put a positive stamp on UVI**
- **Students have low perception of faculty's course preparation**
- **Faculty are praised for their interaction**

IN SUMMARY — *cont'd* ¹⁸

- **Comparison makes it possible to identify high-priority metrics**
- **Measures of academic advising provide empirical evidence of improvement in this area**
- **Increase in computer literacy was evident to the graduands**
- **Course preparation seems to have become increasingly worse in students' perception**
- **Academic advisement showed some improvement over the period.**

“Alumni have the potential to be the strongest spokesperson for an institution and if graduates leave with a negative impression of their experience, or unwilling to endorse their university, it presents a bad image to prospective students.”*



*<http://www.qs.com/why-student-satisfaction-is-the-key-to-student-recruitment/>

