



# IRIM RESEARCH EXECUTIVE SUMMARY

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## **Graduating Senior Satisfaction between 2012 and 2016: A Comparative Analysis** Research Executive Summary

EMU's Graduating Senior Survey is designed to assess the college experience of EMU undergraduate students. Since Fall 2011, the survey has been administered online to students who applied for graduation during each academic term. Over the last four years, the survey results continue to offer reliable feedback, with a response rate ranging between 41%-45%. Each academic year, data from all three semesters were analyzed and aggregated into a report and used to improve the quality of the educational experience.

In this summary, we examine the change in results between 2012 and 2016, and highlight the differences among top categories within each section of the survey. Percentages in the two tables below are the changes in percentages of those who rated Very Satisfied and Satisfied combined. To see if there was a statistically significant difference over four years, a Chi-square test was applied. The Chi-square test is a nonparametric statistical test that is generally used for nominal (sometimes ordinal) data, and is widely used to test independence or goodness-of-fit. In this study, we used the Chi-square test to determine whether cases in a sample fall into categories in proportions independent on the dataset or not.

### ***Areas with Largest Increases***

<b>Survey Aspect</b>	<b>% Change 2012 to 2016</b>
Academic advising from University Advising Center (UACDC)	5%*
I had positive interactions with staff in administration services	5%**
My academic performance was negatively affected by financial pressures	5%*
Information provided about internships, practicum or co-op experiences	2%
Classroom buildings	2%
I felt safe on campus	2%*

*Difference statistically significant at \* $p < 0.05$ , \*\* $p < 0.01$*

## Research Executive Summary (continued)

### ***Areas with Largest Decreases***

<b>Survey Aspect</b>	<b>% Change 2012 to 2016</b>
The Writing Center	-23%***
Financial Aid counseling and services	-9%***
Athletic facilities (e.g., REC-IM)	-9%***
Quality of faculty in your major	-5%**
I would recommend EMU to others	-5%**
Overall satisfaction with your major	-4%*

*Difference statistically significant at \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$*

P value was used to evaluate the Chi-square test. Low p value ( $p < 0.05$ ) rejects the null hypothesis in favor of the alternate. In this study, the pattern of data is contingent upon, or dependent upon, the dataset, indicating the difference between them is statistically significant.

It is important to note that the Chi-square test only provides a conclusion of the distribution of the compared pattern of data. Increases or decreases in change with statistical significance should be examined with caution. Nonetheless, the analysis does provide points of reference for future planning and focus of efforts. These results could be a reflection based on students' needs for certain academic support programs or organizational changes. For the complete comparison of all categories between 2012 and 2016, please refer to the appendix.

## Appendix: Comparison of Percentage of Satisfaction Ratings 2012 to 2016

### Engagement of Activities, Educational Experience and Academic Services

How satisfied are you with the following aspects of EMU?	2016 % Satisfied	% Change from 2012
Variety of general education courses	91%	-1%
Overall satisfaction with your major	87%	-4%
Intellectual challenge in courses in your major	80%	-2%
Quality of courses in your major	84%	-4%
Quality of general education courses	85%	-1%
Quality of faculty in your major	81%	-5%
Results of graduation audit	81%	0%
Intellectual challenge in general education courses	88%	-2%
Clarity of degree requirements	79%	1%
Variety of courses in your major	82%	0%
Academic advising from faculty within your department or school	76%	0%
Academic advising from your college advising office	71%	2%
Opportunities to discuss career choices with faculty members	70%	-3%
Quality of career counseling from faculty	69%	-2%
Information provided about internships, practicum or co-op experiences	66%	2%
Academic advising from University Advising Center (UACDC)	67%	5%

### Facilities

How satisfied are you with the following facilities or services at EMU?	2016 % Satisfied	% Change from 2012
<b>Facilities:</b>		
EMU Student Center	94%	-4%
Halle Library	96%	-1%
Computer labs (e.g., at Halle Library, Student Center, etc.)	83%	-2%
Lab/Studio facilities	84%	1%
Classroom buildings	85%	2%
Computer facilities provided at your department/college	78%	*
Athletics facilities (e.g., REC-IM)	74%	-9%
Residence halls	70%	1%
Parking facilities	27%	-5%

\*New element added to the survey

## Appendix (continued)

### Student Support Services

How satisfied are you with the following facilities or services at EMU?	2016 % Satisfied	% Change from 2012
<b>Services:</b>		
The Writing Center	69%	-23%
Services from Disability Resource Center	85%	-5%
SEEUS escort service	92%	-1%
Health and wellness services (e.g., Snow Health Center)	85%	-4%
Holman Learning Center	89%	-2%
International Student Services	85%	-6%
Registration process	85%	-3%
Academic support services (e.g., tutoring, supplemental instruction)	82%	-5%
Ombudsman	80%	-2%
Financial Aid counseling and services	69%	-9%
Career Services	74%	-2%
Food services	70%	-8%

### Sense of Well-Being

To what extent do you agree or disagree with the following statements?	2016 % Satisfied	% Change from 2012
I had good relationships with fellow students	88%	-2%
I had good relationships with faculty	86%	0%
I had positive interactions with staff in support services	79%	0%
I had positive interactions with staff in administration services	77%	5%
I was satisfied with the quality of education I received at EMU	75%	-3%
Faculty members cared about my academic performance	75%	-1%
I would recommend EMU to others	70%	-5%
Faculty members cared about my personal well-being	68%	0%
I experienced a sense of belonging at EMU	63%	-1%
I felt safe on campus	65%	2%
My academic performance was negatively affected by work responsibilities	39%	2%
My academic performance was negatively affected by financial pressures	43%	5%