



UNIVERSITY OF OKLAHOMA

**2019 STUDENT SATISFACTION SURVEY
UNIVERSITY REPORT**

OFFICE OF ACADEMIC ASSESSMENT
August 2019

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BACKGROUND

The Student Satisfaction Survey (SSS) aims to collect feedback from all students enrolled in the University of Oklahoma (OU) Norman campus regarding their experience and the levels of satisfaction with academic and social experiences on campus. The Office of Academic Assessment developed the survey and initiated a university-wide administration in Fall 2014. The SSS was designed with an open-ended response and 25 items that measure satisfaction in six key areas: (1) Academic Experience, (2) Campus Life, (3) Academic Advising, (4) Campus Services, (5) Diversity, and (6) Campus Involvement¹. Findings from the analysis of survey responses inform OU community of students' perceptions and experiences in these key areas and identify areas for improvement.

In 2019, the survey was administered from January 23, 2019 to March 8, 2019. All undergraduate and graduate students (degree-seeking, full and part-time) enrolled in Norman campus were invited via email to complete the survey ($n = 26,994$)². **A total of 6,887 students completed the survey yielding a response rate of 25.5%**. Table 1 presents response rates by student subgroups.

Various forms of incentives were awarded to 75 survey respondents using a computer-generated random selection process.

Table 1: Survey Response Rates by Student Class Level

Class Level	Response Rate 2019	Response Rate 2018	Response Rate Difference between 2018 and 2019
Undergraduate (Total)	25.6%	22.4%	+3.2%
Freshman	25.9%	23.4%	+2.5%
Sophomore	28.2%	23.1%	+5.1%
Junior	27.8%	23.7%	+4.1%
Senior	22.2%	21.8%	+0.4%
Graduate (Total)	25.3%	26.3%	-1.0%
Master's	23.5%	24.7%	-1.2%
Doctoral	30.6%	29.9%	+0.7%
Overall	25.5%	23.5%	+2.0%

¹ The theme, **CAMPUS INVOLVEMENT**, replaces the original "**GENERAL/OTHER**" theme used previous surveys/reports. It was determined that the two items previously under "Other/General" fit under the designation "Campus Involvement". See Appendix A for survey items and themes.

² College of Law students were not included in the Student Satisfaction Survey.

CHARACTERISTICS OF RESPONDENTS

Table 2 provides frequency distribution of the 2019 SSS respondents compared to the known population distribution. Male, senior, and part-time students were slightly underrepresented in the sample relative to their proportion in student population.

Table 2: Characteristics of Survey Respondents

Student Characteristics		Sample Size	Sample Distribution	Population Distribution ³
Gender	Female	4,031	58.5	50.6
	Male	2,856	41.5	49.4
Race/Ethnicity	White	3,992	58.0	59.2
	American Indian/Alaska Native	249	3.6	3.6
	Asian	423	6.1	5.8
	Black or African American	299	4.3	5.2
	Hispanic	695	10.1	9.7
	Native Hawaiian/Pacific Islander	5	0.1	0.1
	Multi Races	598	8.7	8.2
	Non-US Citizen	478	6.9	6.0
	Declined to respond	148	2.1	2.0
Program/ Class Level	UG Freshman	1,299	18.9	18.5
	UG Sophomore	1,288	18.7	16.9
	UG Junior	1,275	18.5	17.0
	UG Senior	1,640	23.8	27.3
	GR Master's	948	13.8	14.9
	GR Doctoral	437	6.3	5.3
Enrollment Intensity	Full-Time	5,774	83.8	78.3
	Part-Time	1,113	16.2	21.7
Campus Residency	On campus (live on campus residence halls)	1,373	19.9	17.0
	Off campus (commuter)	5,514	80.1	83.0
College	College of Architecture	125	1.8	1.8
	College of Arts and Sciences	2,150	31.2	31.9
	College of Atmospheric and Geographic Sciences	145	2.1	1.6
	College of Business	741	10.8	11.5
	College of Earth and Energy	114	1.7	2.1
	College of Education	339	4.9	4.4
	College of Engineering	919	13.3	12.4
	College of Fine Arts	163	2.4	2.8
	College of International Studies	86	1.2	2.2
	College of Journalism and Mass Communication	294	4.3	3.9
	College of Professional and Continuing Studies	309	4.5	5.5
	Graduate College	8	0.1	0.1
	University College	1,494	21.7	19.9

Note. Sample total n=6,887, Population total n=26,994

³ Student population data was provided by the Office of Institutional Research and Reporting.

FINDINGS

Satisfaction Rank by Items

Figure 1 shows the top six items of satisfaction based on percent of respondents who reported “very satisfied” or “satisfied” on items in each theme. Almost 87% of respondents reported “very satisfied” or “satisfied” with the quality of teaching (86.5%) and intellectual growth (86.2%). More than 80% of respondents agreed that they are “satisfied” or “very satisfied” with being a student at OU (83.4%), library services (82.4%), availability of faculty during office hours (82.2%). Almost four-fifths (79.1%) of respondents expressed satisfaction with the variety of courses provided.

Figure 1: Top 6 Items of Satisfaction
% of Students Responding “Very Satisfied/Satisfied”

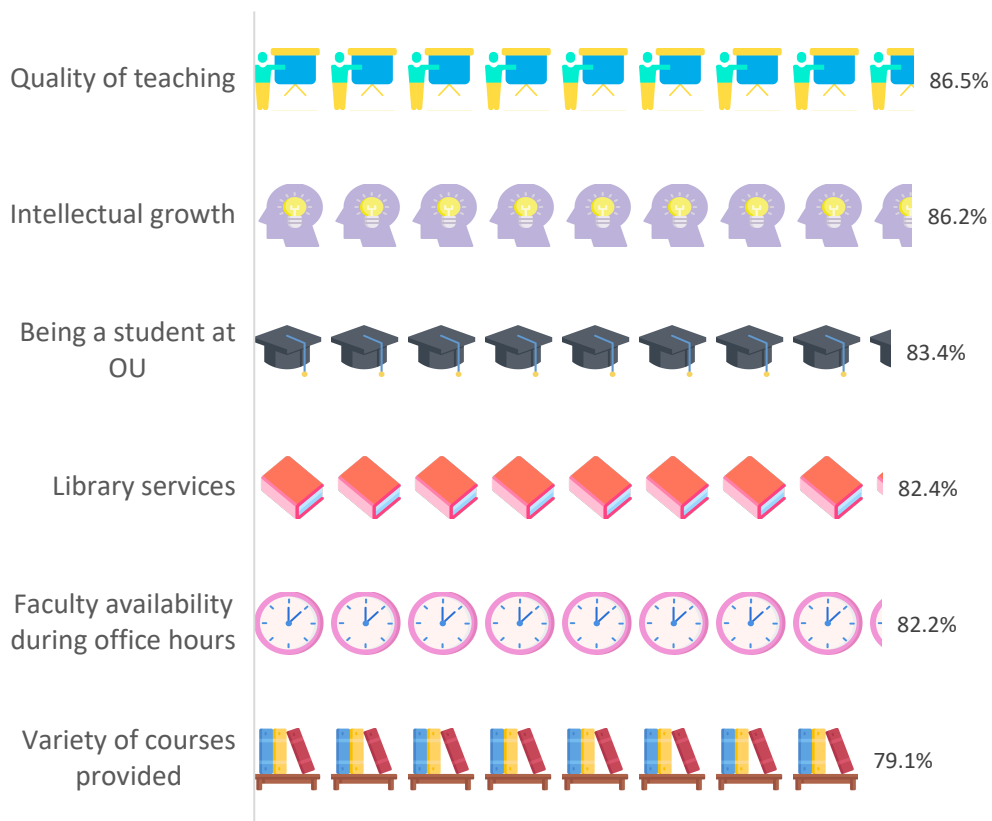


Figure 2 shows the top six items ranked for highest dissatisfaction. Two-thirds (65.6%) of respondents indicated that they are “very dissatisfied” or “dissatisfied” with parking availability on campus. More than one-fifth of respondents expressed dissatisfaction with their experience regarding racial/ethnic diversity on campus (23.7%), the Greek system (23.0%), and residence halls (21.3%). Further, respondents expressed dissatisfaction with the academic advising process (16.4%) and academic advisors (13.5%).

Figure 2: Top 6 Items of Dissatisfaction
% of Students Responding “Very Dissatisfied/Dissatisfied”

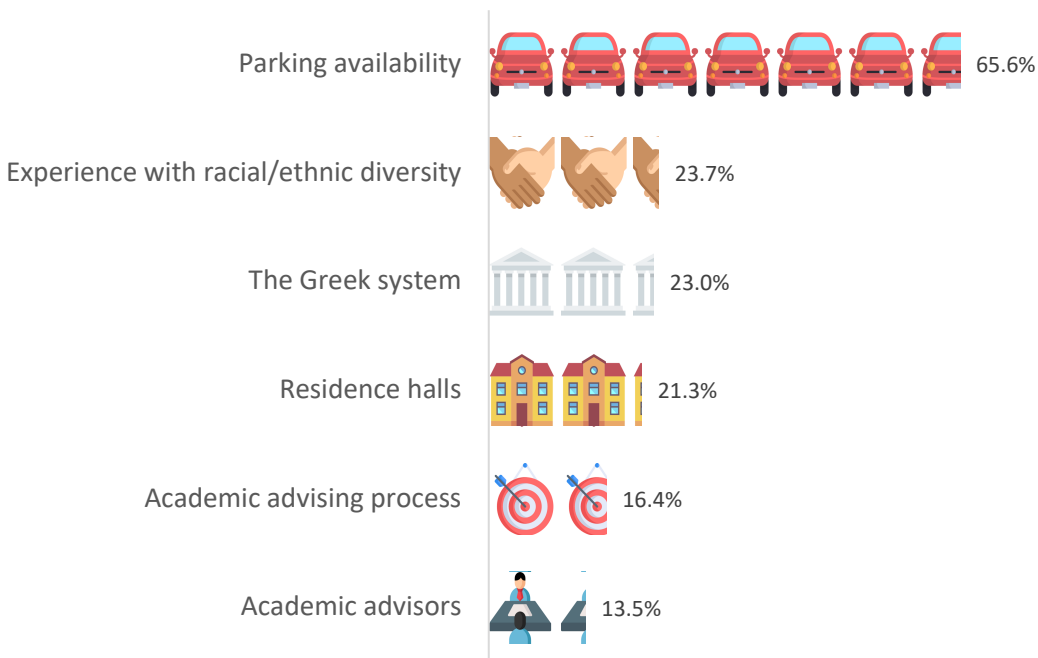
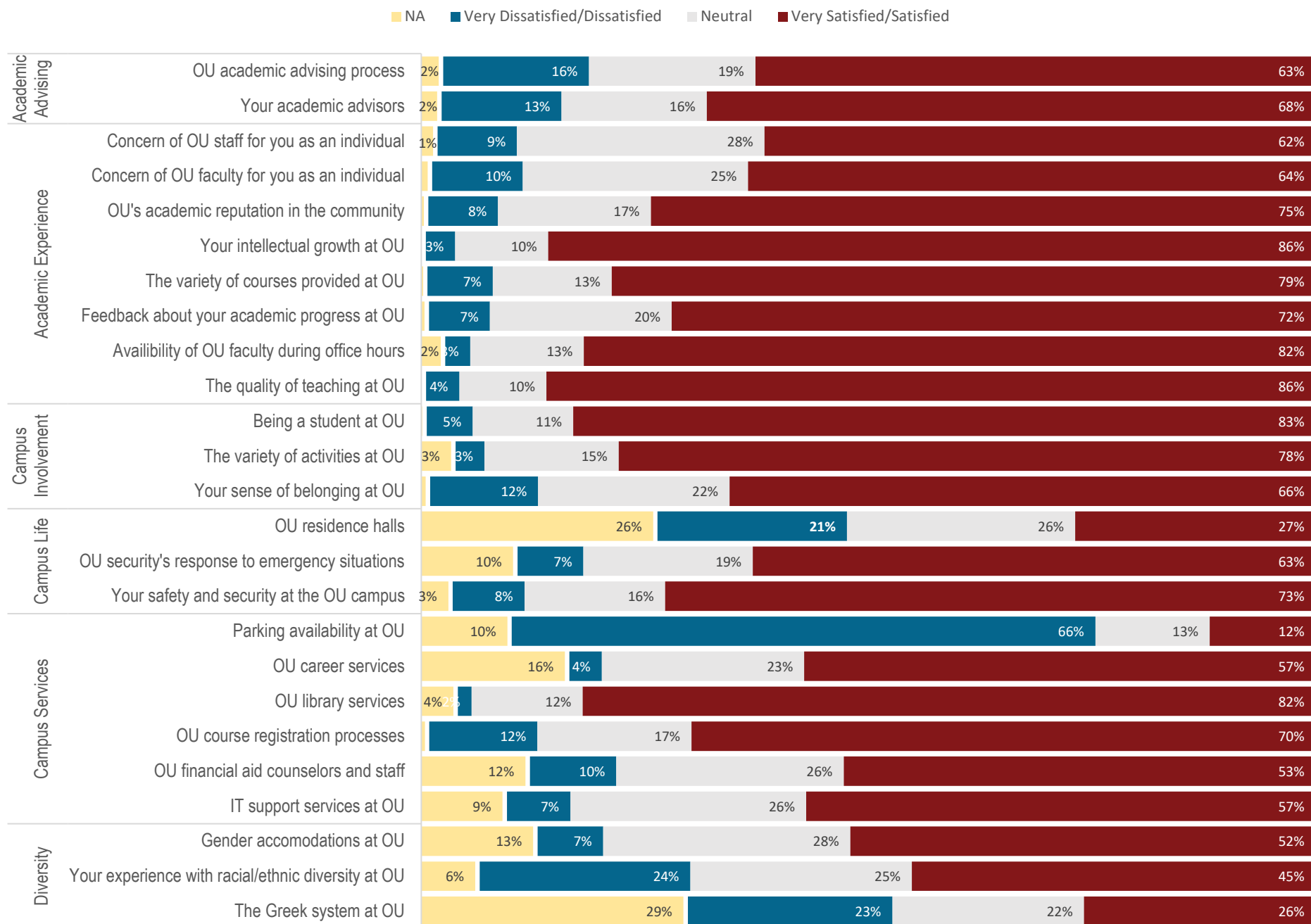


Figure 3 shows frequency distribution for each item in the survey. Respondents provided ratings for most items, though notable proportions of respondents indicated that the Greek system (29%), career services on campus (16%), and residence halls (26%) were not applicable to them.

Figure 3: Frequency Distribution of All Responses (n = 6,887)

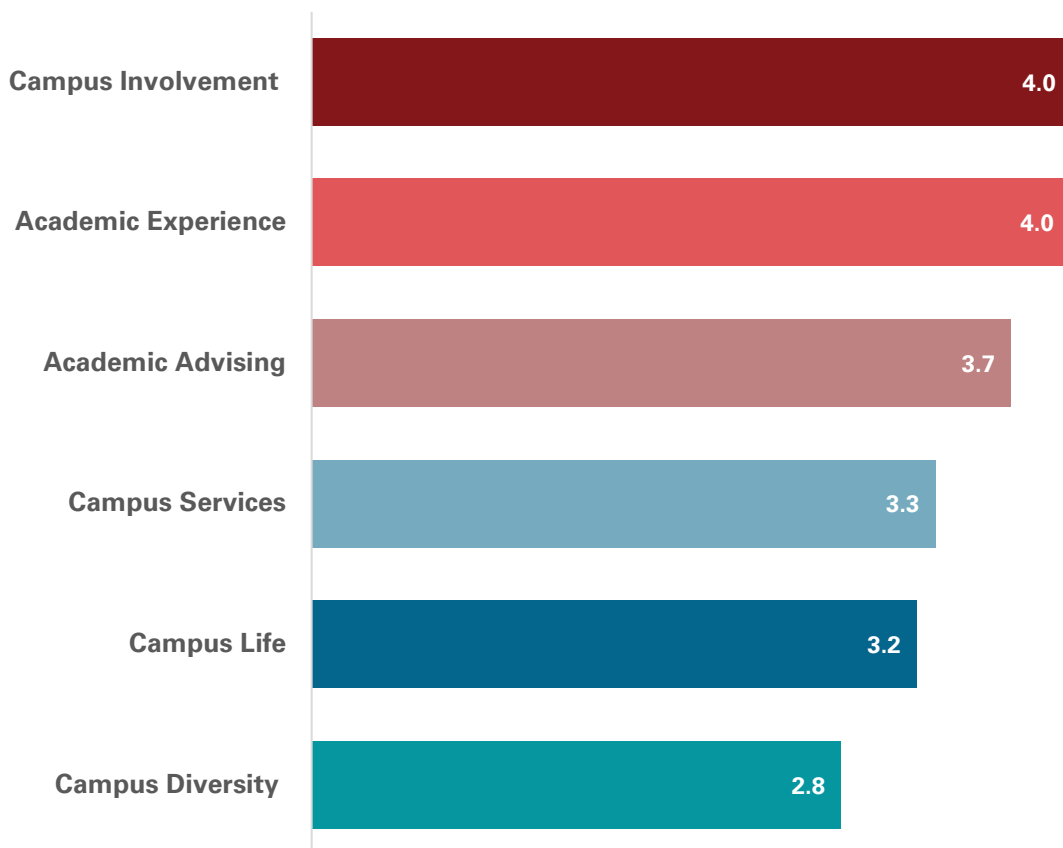


Ranking of Student Satisfaction by Survey Theme

Individual survey items were grouped into six themes as presented in Figure 4. A mean score for each theme was calculated based on the 5-point Likert scale ranging from 1=very dissatisfied to 5=very satisfied. Overall, campus involvement and academic experience ranked the highest level of satisfaction with a mean score of 4.0 for each while academic advising ranked third with mean score of 3.7. Among the six survey themes, respondents were least satisfied with campus diversity which yielded a mean score of 2.8 (Figure 4).

Figure 4: Satisfaction Rank Order by Theme Average

(Scale: 5 = very satisfied, 4 = satisfied, 3 = neutral, 2 = dissatisfied, 1 = very dissatisfied)



A Closer Look at Each Theme

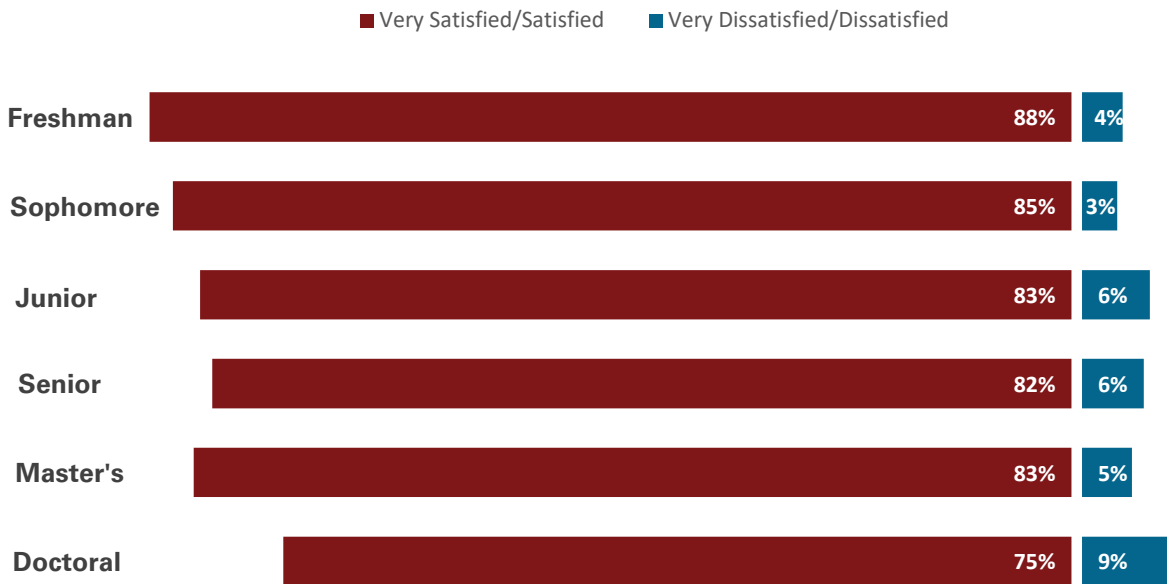
This section provides findings from selected items in each of the six survey themes: Campus Involvement, Academic Experiences, Academic Advising, Campus Life, Campus Services, and Campus Diversity.

CAMPUS INVOLVEMENT includes items about students’ level of satisfaction with (i) being a student at OU, (ii) the variety of activities at OU, and (iii) sense of belonging at OU.

Being a Student at OU: While more than four-fifths of lower division undergraduate students (freshmen and sophomores) reported satisfaction with being a student at OU, findings show that doctoral students were less likely than master’s students to be satisfied with being a student at OU (Figure 5).

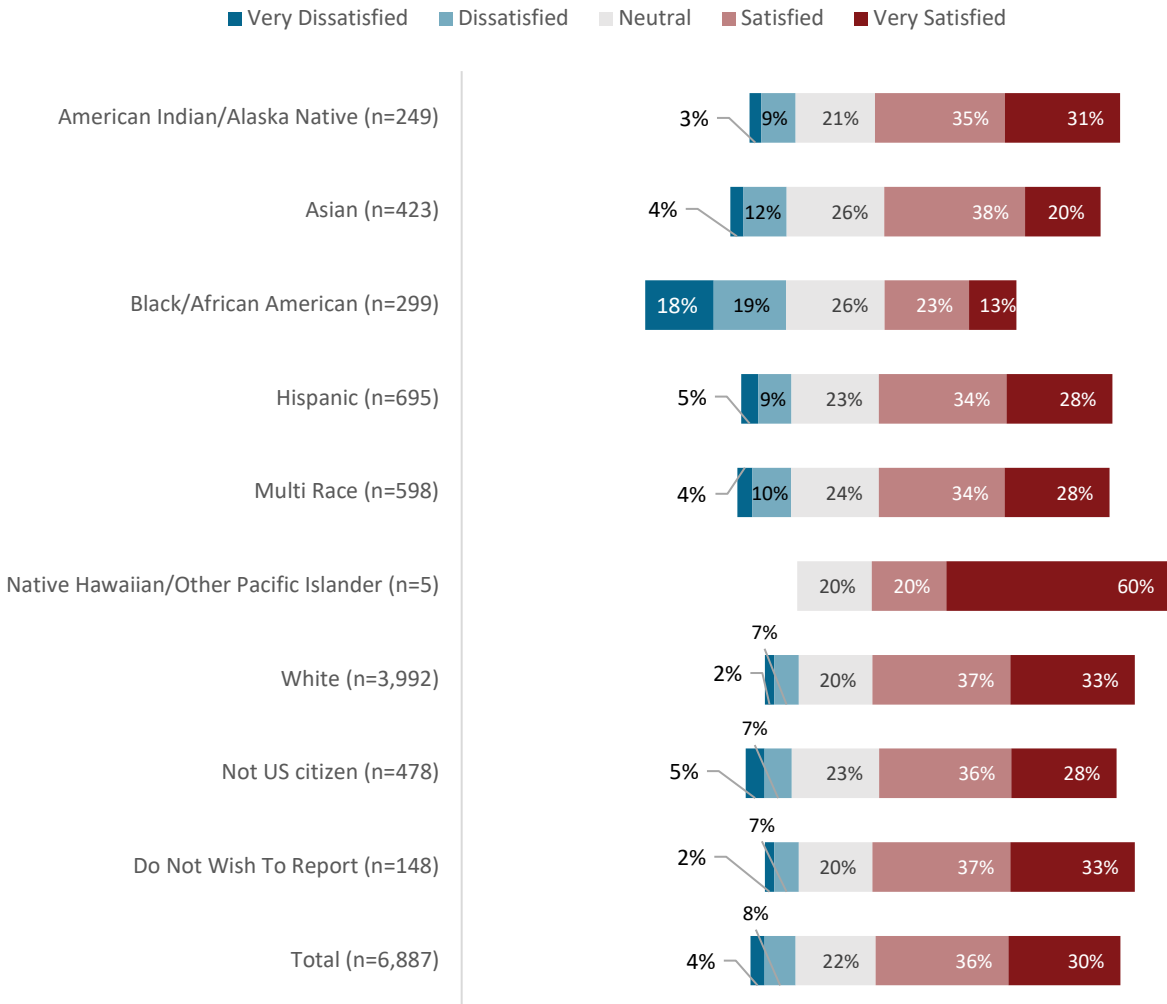
Figure 5: Being a Student at OU by Student Class

% of Students Responding “Very Satisfied/Satisfied” or “Very Dissatisfied/Dissatisfied”



Sense of Belonging: Seventy percent of white students, 66% of American Indian/Alaska Native students, 62% of Hispanic students, and 58% of Asian students reported being “satisfied” or “very satisfied” with their “sense of belonging to OU”. About 36% of Black or African American students reported satisfaction and 37% expressed dissatisfaction with their sense of belonging at OU (Figure 6).

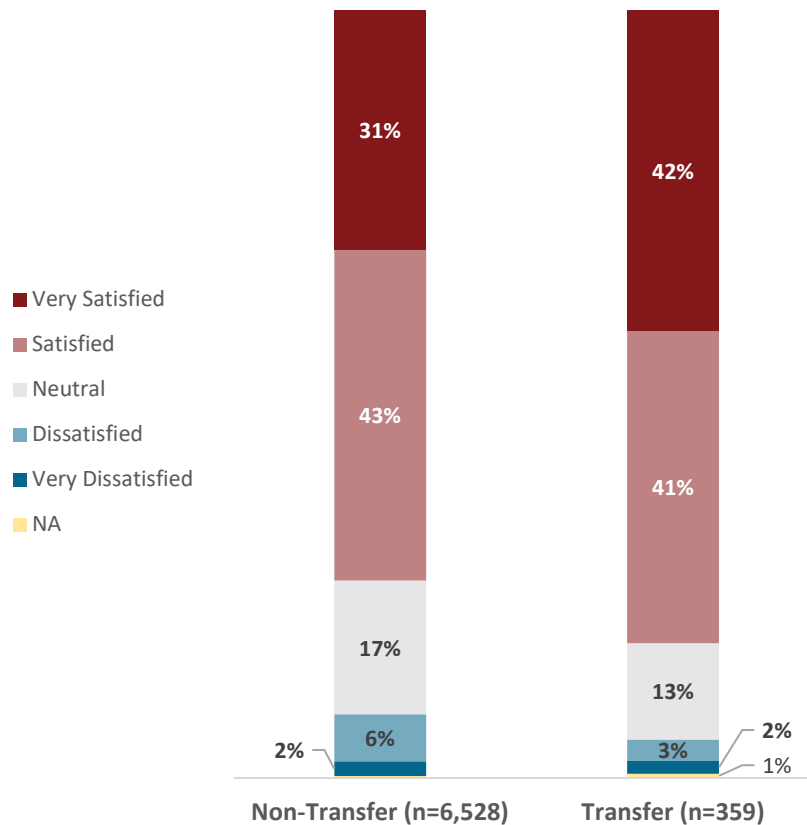
Figure 6: Sense of Belonging to OU by Race/Ethnicity



ACADEMIC EXPERIENCE includes items seeking students' satisfaction with (i) the quality of teaching, (ii) availability of faculty during office hours, (iii) feedback about academic progress, (iv) variety of courses provided, (v) student's intellectual growth, (vi) academic reputation within the community, and (vii) student perception on their relationship with faculty and (viii) staff.

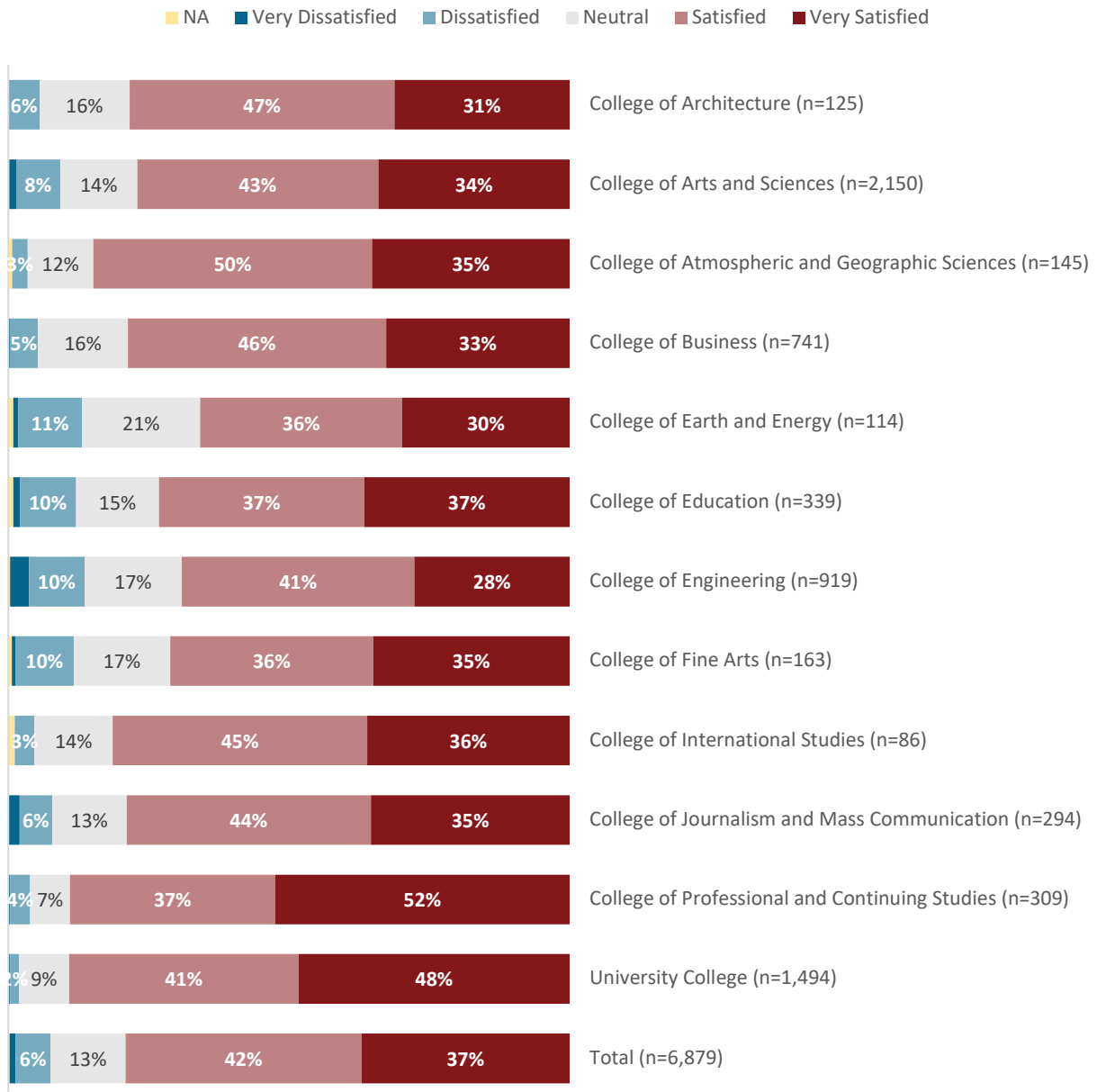
OU's Academic Reputation: More transfer students (83%) expressed satisfaction with OU's academic reputation compared to non-transfer students (74%). See Figure 7.

Figure 7: OU's Academic Reputation within the Community by Transfer Status



Variety of Courses Provided by OU: Figure 8 displays students’ satisfaction with the variety of courses provided at OU. Overall 79% of respondents reported “very satisfied” or “satisfied” with the variety of courses. In addition, findings indicate that, on average, four out of every five respondents in the following Colleges reported satisfaction with course options: College of Atmospheric and Geographic Sciences (85%), College of Professional and Continuing Studies (89%), and University College (89%).

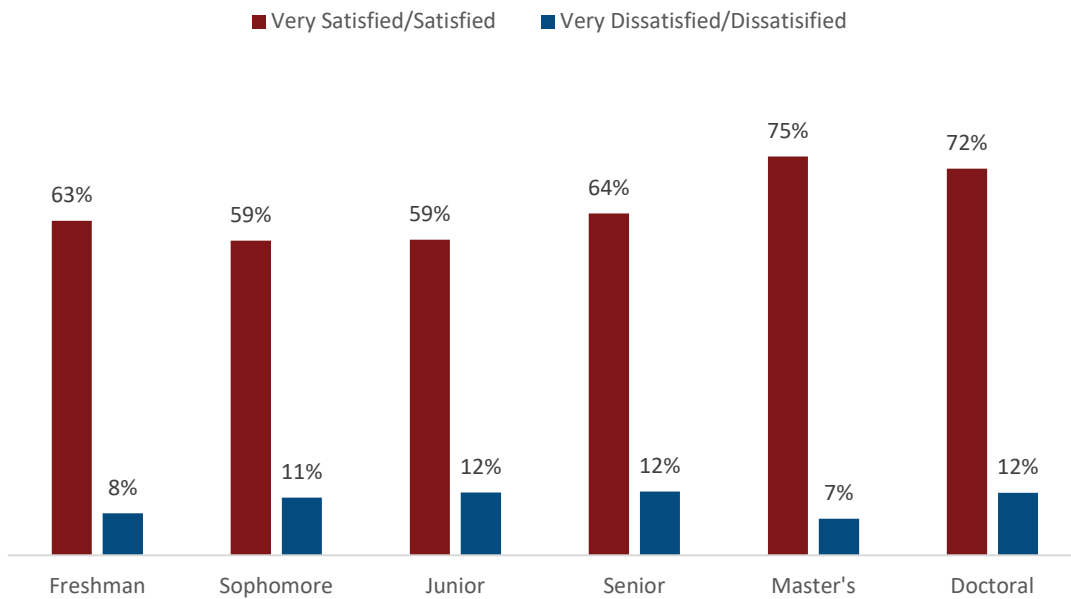
Figure 8: Variety of Courses Provided by OU



Note. Graduate College was omitted due to a very small sample size (n=8).

Relationship with Faculty: Students were asked about their perceptions regarding their relationships with faculty. Figure 9 shows that 75% of master’s students and 72% of doctoral students reported that they are “satisfied” or “very satisfied” with concern of OU faculty for them as individuals. A similar response was given by almost 60% of sophomores and juniors (Figure 9).

Figure 9: Concern of OU Faculty for You as an Individual by Student Class
% of Students Responding “Very Satisfied/Satisfied” or “Very Dissatisfied/Dissatisfied”

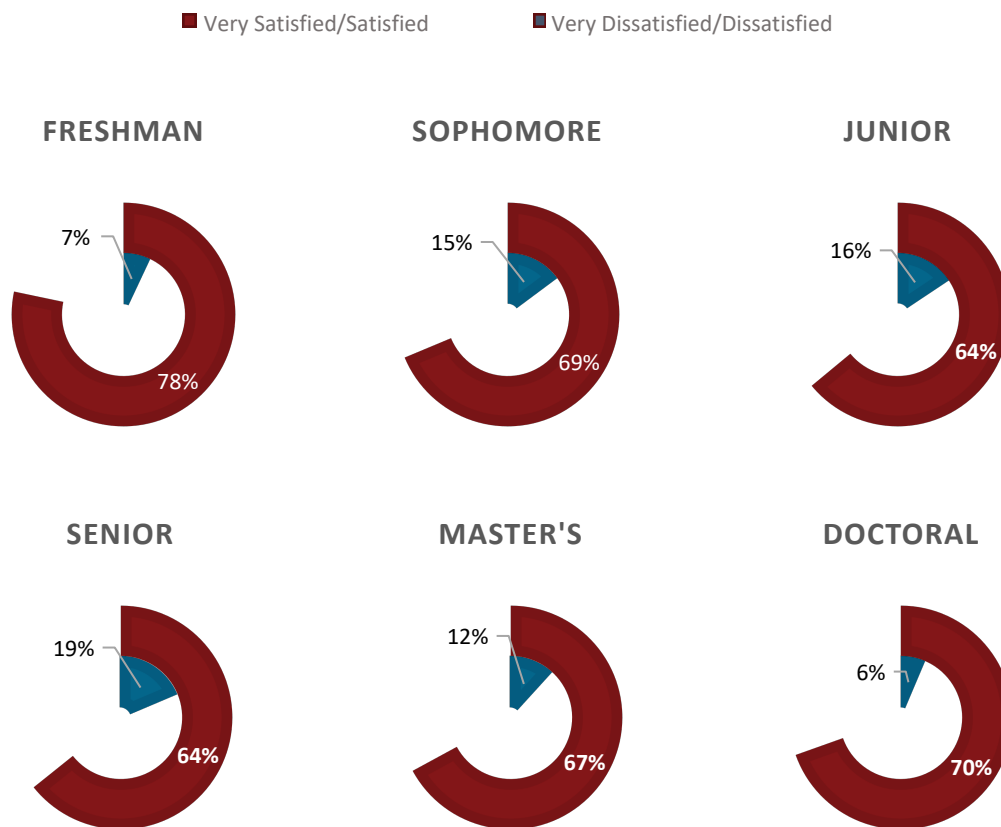


ACADEMIC ADVISING includes students' satisfaction with (i) academic advisors and (ii) academic advising process.

Academic Advisor: When students were asked about their experience with academic advisor(s), more than three-quarters of freshmen (78%) reported satisfaction, followed by sophomores (69%). About one-fifth (19%) of seniors reported that they were "very dissatisfied" or "dissatisfied" with academic advisor(s) (Figure 10).

Figure 10: Academic Advisor by Student Class Level

% of Students Responding "Very Satisfied/Satisfied" or "Very Dissatisfied/Dissatisfied"

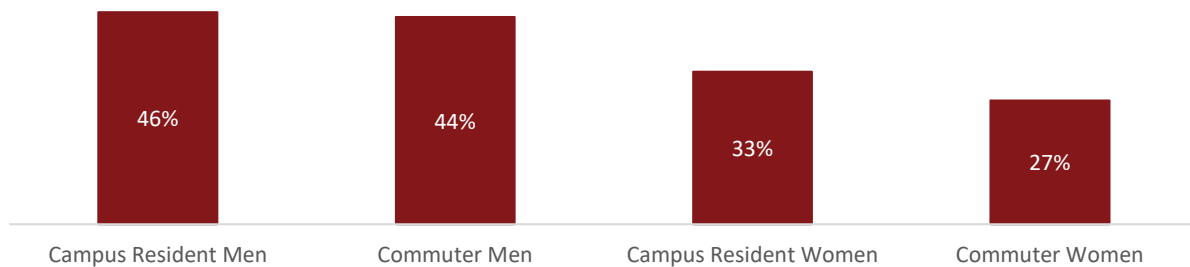


CAMPUS LIFE includes items regarding (i) safety and security on campus, (ii) emergency management, and (iii) residence halls.

Safety and Security by Gender and Campus Residency: Figure 11 presents the percent of respondents, based on gender and campus residency, who reported that they are “very satisfied” with safety and security on campus. Overall, more men than women reported being “very satisfied” with campus safety. In addition, 27% of women who live off campus and 33% of women who live on campus residence halls expressed that they were “very satisfied” with safety on campus.

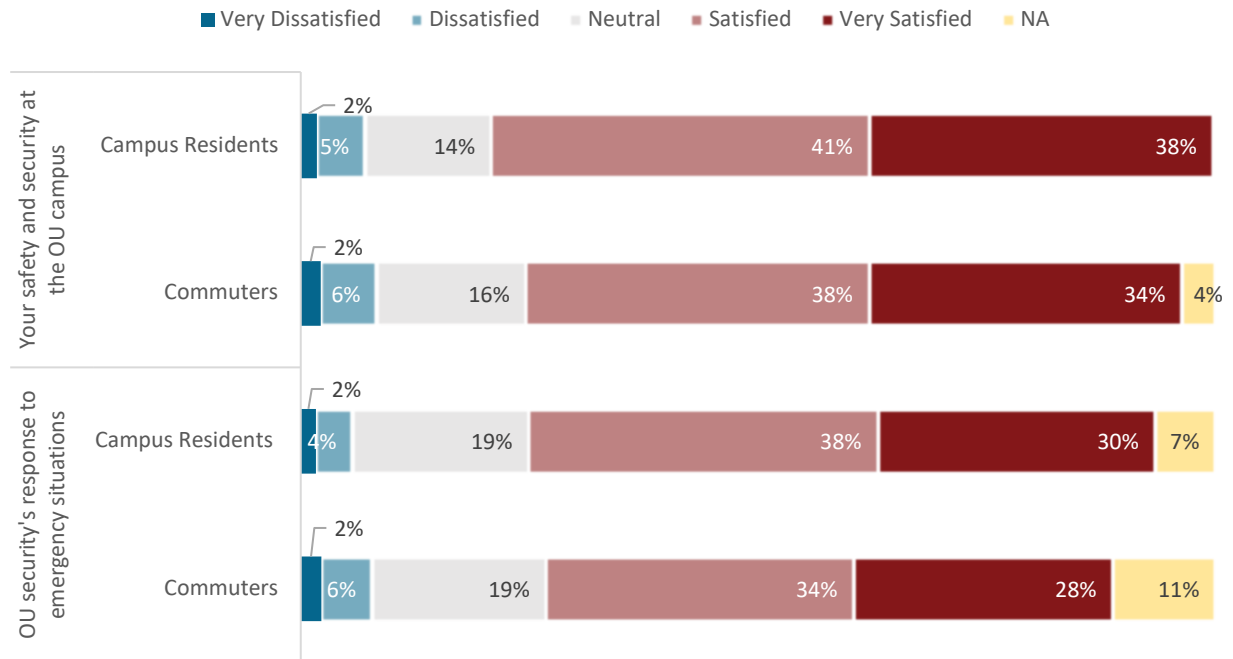
Figure 11: Campus Safety by Gender and Campus Residency

% of Students Responding “Very Satisfied”



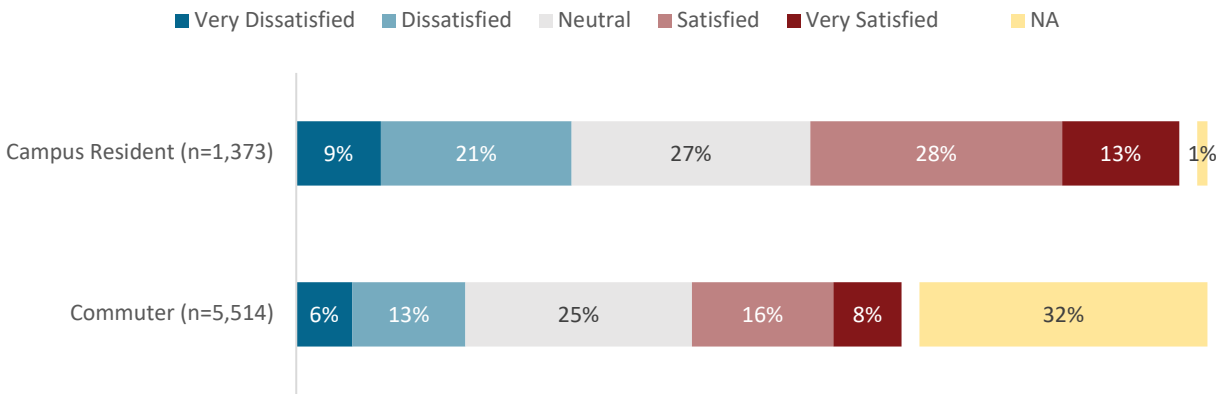
Campus Safety by Residency: Figure 12 shows frequency distribution of satisfaction by campus living status. Students who live on campus were more likely than commuters to report satisfaction with safety and security on campus (79% versus 72%, respectively). When asked about OU’s response to emergency situations, 68% of campus residents and 62% of commuters reported being “satisfied” or “very satisfied”. Further, more commuters than campus residents reported ‘not applicable’ regarding OU’s response to emergency situations (11% and 7%, respectively).

Figure 12: Campus Safety and OU’s Response to Emergency Situation by Campus Residency



Residence Halls: Among respondents who live on campus (n=1,373), 41% reported being “very satisfied” or “satisfied” with residence halls while 30% reported that they were “very dissatisfied” or “dissatisfied”. Though close to one-third of commuters (32%) reported that the item about residence halls was not applicable to them, 35% of the remaining commuters who responded, expressed satisfaction while 27% expressed dissatisfaction (Figure 13).

Figure 13: Satisfaction with Residence Halls by Campus Residency

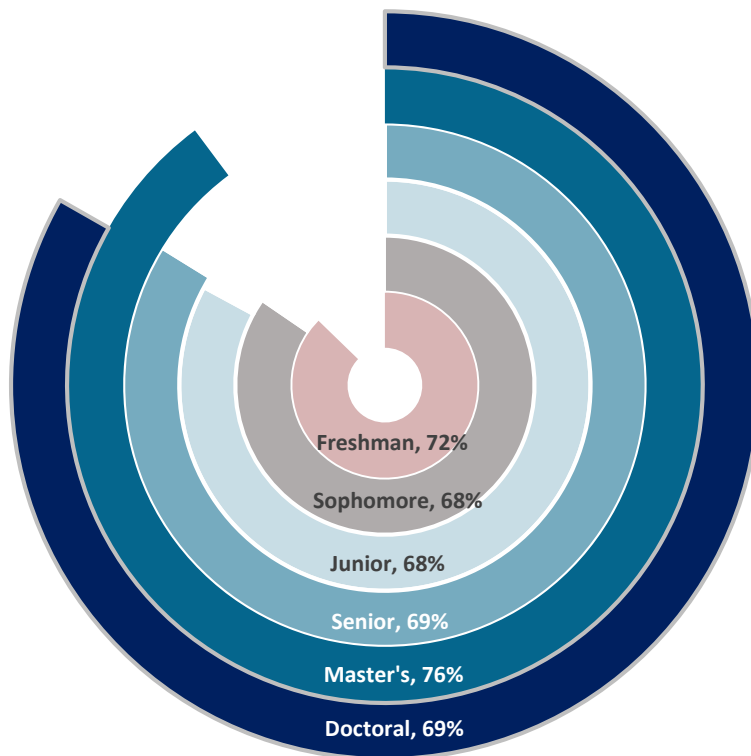


CAMPUS SERVICES area includes various support services such as (i) IT, (ii) financial aid, (iii) course registration, (iv) libraries, (v) career, and (vi) parking.

Course Registration Process: Figure 14 indicates students' degree of satisfaction regarding course registration process at OU. Master's students were most likely to be satisfied with course registration process (76%), followed by freshmen (72%). The proportion of respondents who were "very satisfied" or "satisfied" were similar across Sophomore (68%), Junior (68%), and Senior (69%) class levels, and doctoral students (69%).

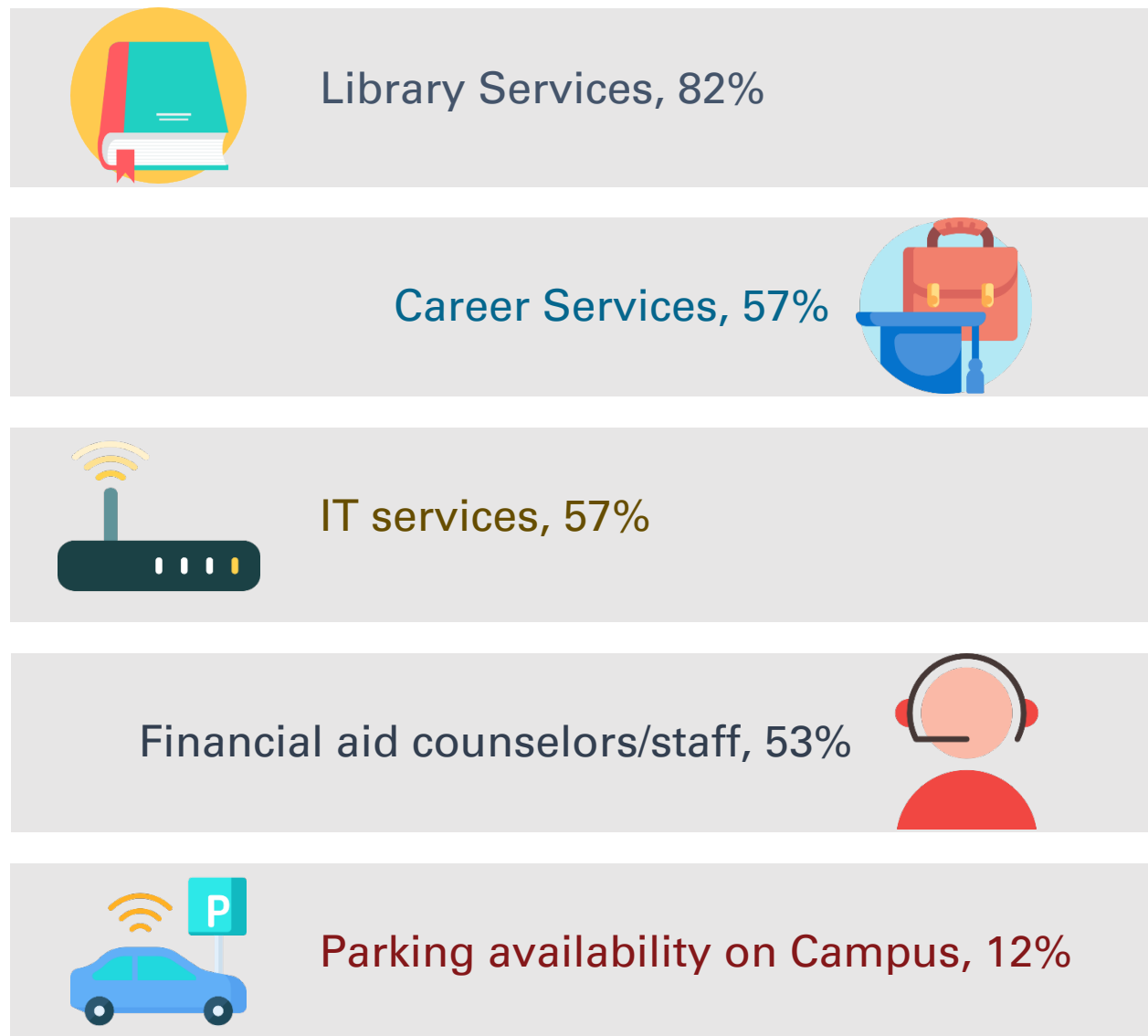
Figure 14: Course Registration Process by Student Class

% of Students Responding "Very Satisfied/Satisfied"



Various Services on Campus: Figure 15 shows the percent of students who responded “very satisfied” or “satisfied” with each of campus services. Library services ranked the highest compared to other service areas. Four out of every five respondents (82%) expressed satisfaction with library services while more than half (57%) of respondents reported satisfaction with IT services and career services. Slightly more than half of respondents reported satisfaction with financial aid counselors/staff. Parking availability on campus was rated the lowest, with only 12% of respondents reporting satisfaction.

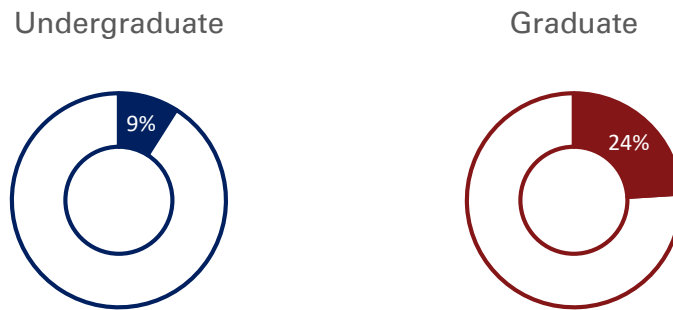
Figure 15: Campus Services at OU
% of Students Responding “Very Satisfied/Satisfied”



Parking Availability by Campus Residency: Figure 16 shows the levels of satisfaction and dissatisfaction with parking availability by student level. Close to a quarter of graduate students (24%) expressed satisfaction with parking availability compared with only 9% of undergraduate students.

Figure 16: Parking Availability at OU by Student Level

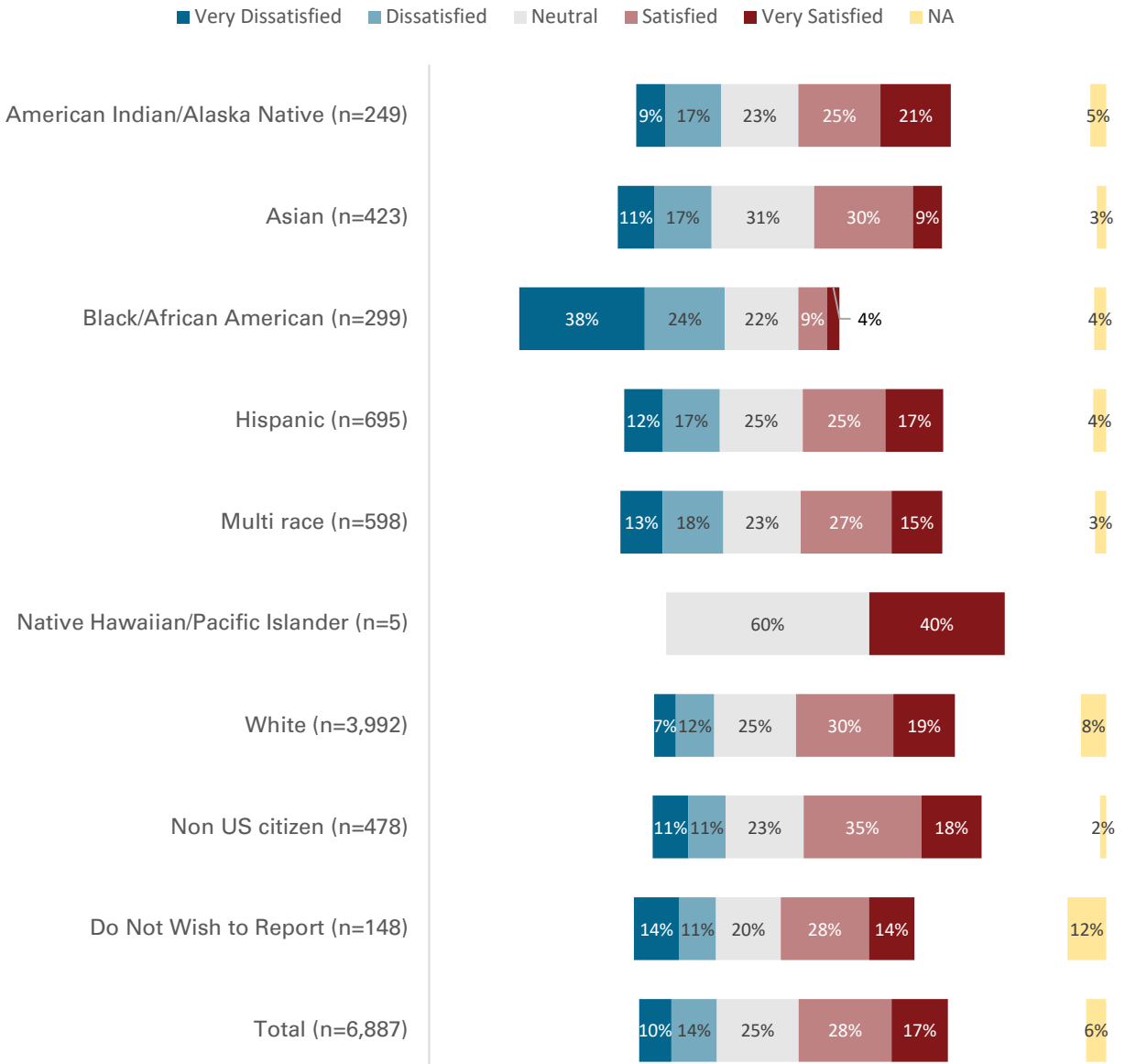
% of Students Responding "Very Satisfied/Satisfied"



CAMPUS DIVERSITY includes items regarding (i) the Greek system, (ii) racial/ethnic diversity, and (iii) gender accommodation on campus.

Experience with Racial/Ethnic Diversity on Campus: Figure 17 presents student responses to their satisfaction with racial/ethnic diversity at OU. Grouped by race/ethnicity, Black/African American students were the least likely to be satisfied with diversity on campus with data indicating that 38% were "very dissatisfied" and only 4% were "very satisfied". Among other groups, 38% of Asian students, 42% of Hispanic students, and 49% of white students reported being "very satisfied" or "satisfied" with campus diversity.

Figure 17: Satisfaction with Racial/Ethnic Diversity on Campus by Race/Ethnicity



Analysis Results of Open-Ended Comments

The OU SSS includes a prompt for students to respond with open-ended comments. In 2019, 31% of the survey respondents ($n = 2,113$ of 6,887)⁴ provided comments compared to 28% who did so in the 2018 administration of the OU SSS.

Computer-aided text analysis was used to identify common themes within students' comments. Prior to analysis, comments were split into 6,187 distinct sentences, which were then used as the input for a topic modeling algorithm. The best-fitting model contained 18 topics. Of these, 5 topics were the most distinct and easily interpretable: (1) teaching and learning, (2) educational enrichment, (3) Greek system, (4) diversity, and (5) parking. This section summarizes the most representative comments from the top 5 topic areas to highlight students' concerns.

⁴ Valid comments were counted. Comments such as "not application", "N/A", "none" were excluded from the analysis.

“As a freshman the transition to OU concerning my educational experiences have been above and beyond my expectations.”

“Most of my teachers have been great and knowledgeable about the subject they are teaching, I'm honestly glad I chose this school over a few of the other ones I had been considering.”

“Undergraduate research opportunities have been very integral to my high opinion of my OU undergraduate experience.”



TEACHING AND LEARNING

The most predominant comments were regarding teaching and learning experiences. Students expressed positive experience with their professors and/or in the classroom. There is a body of comments that suggest improvement in teaching methods, course availability, and resources.

“... I think a greater variety of electives that are offered through non-traditional teaching methods would be a great addition to the program. Most of the electives that are related to my area of focus are held weekly on campus in person...”

“We need to spend our resources investing in our teaching environment (equipment, clean facilities etc.) and investing a teaching staff (who is trained to educate and not just trained in their subject matter of interest).”

“There is also room to improve the variety of teaching methods used. The traditional ‘lecture + powerpoint’ format is not the best method for every subject.”

“Studying abroad was a vital part of my OU experience. It taught me independence and responsibility, as well as helping me learn what it means to be a global citizen.”

“The budget cuts are seeming to affect every realm of campus life, it seems excessive and not very fair to incoming students as the campus community and the opportunities are changing drastically from what we had initially believed as incoming freshman.”

“My favorite experiences have been study abroad programs.”



EDUCATIONAL ENRICHMENT

Students shared their positive experience in study abroad program, research, or internships. More cocurricular programs or opportunities for diverse student population were recommended for continuous improvement.

“...More programs for adult/continuing education students. The programs for this type of student are not very broad or diverse. An adult student ...STEM field has very limited options...”

“I think a greater variety of electives that are offered through non-traditional teaching methods would be a great addition to the program. Most of the electives that are related to my area of focus are held weekly on campus in person.”

“The Greek system has taught me so much about values and growth but has a very negative image. I think the imaging of Greek life should be reconstructed and should be more inclusive. There needs to be more community outreach.”

“I was a Greek student and enjoyed my organization. I feel as safe as one young woman can on a university campus.”

“Being in a Greek Letter Fraternity, it is easy for me to find these resources. However, for those not involved in Greek Life or other large organizations [...], navigating the ins and outs of this university may be more difficult.”



GREEK SYSTEM

Students expressed different views on the Greek organization on campus. Students who are members in a Greek organization shared that Greek organizations provided them with educational experience and/or leadership opportunities. Others feel it exacerbates feelings of exclusion.

“I feel like those who are not in Greek life are not really accepted. [...] I also remember a class where the professor made accommodations for students that were in Greek life but didn't give that same accommodations to the other students.”

“I cannot say much about the Greek System at OU since I am not a member of any group, but I do believe the Greek members must be held to a high standard of accountability if individuals' actions are negatively impacting the OU community.”

“There is lot to be proud of but I believe that OU still has to improve a lot. The recent issues with race are pointing us towards the improvement that we have to make in our culture. We should bring people together not grow apart.”

"I think that there is still a problem with educating cultural diversity and gender at OU, and one way to change this would be to add additional required courses, such as a Gender Studies course and African American history class..."

"Especially right now, diversity cannot just be a buzz word, which is what I fear it's becoming. I think we need to be accommodating to all students, and we're not exactly doing that right now."

"Racism is a much deeper problem and does not just fall on one person. I wish that the rally would [have] focused on that rather than our president."



DIVERSITY

Students' concern about diversity on campus was clearly addressed in the comments. There were many comments expressing thoughts and reactions about a racist incident happened in January 2019.

"Provide resources to empower our students. Give students a voice. But DO NOT steal other students' voices, or their futures, in the process."

"I wish the University would do more diversity training. I wish that it was integrated long term into the curriculum that each student had to take, rather than a simple one-day training."

"The diversity experience needs to be better at OU and minorities need to feel more loved and included."

"I have since started taking the campus loop bus which has been helpful, and I know new services like shuffle ride have been implemented but some students have no choice but to drive their car from where they live off campus."

"The parking structure attached to the football stadium needs to have better marked directions or consequences for drivers that turn the wrong way in order to try and sneak a faster route at a parking spot during busy hours."

"I wish we had parking options by each college for pregnant women."



PARKING

Students expressed their concern about parking such as lack of parking spaces, expensive permits, and limited transportation options for commuters.

"Students that have to commute are competing for parking spaces. Most end up having to pay extra for the paid parking, even if we have already paid for a parking pass, because there are not enough parking spaces."

"My biggest concern comes from being a student with disabilities. I have a disability placard and drive to school daily so I can park closer than Lloyd Noble, but over the break I received a parking ticket because I was unable to find disability permitted parking"

“Before coming to the University of Oklahoma, I was unsure of who I was and what I wanted to do with my life once I graduated. ...; but once I landed a major, I really loved, made a strong group of friends and connections, and began involving myself in my sorority, I felt so purposeful. I never thought I would be so interested in my major or learn so much, and I could not be happier about my decision to come to OU and begin the journey of the rest of my life here.”

“I could not be any more thankful for this university or the opportunities it has brought to me and exposed me to. I am so proud to be a Sooner, and I am exceptionally grateful for the staff of amazing academic advisors and scholarship department.”



OTHER COMMENTS

In addition to the key five areas above, other student comments include their intellectual growth, sense of belonging, residence halls, safety on campus, academic advising, and other general experience at OU.

“There is a dark area by the engineering buildings and I do not feel safe walking there at night. There is not enough lighting. Also, the road between Walker Residence Hall and Coach Residence Hall is dangerous.”

“The first semester of grad school at OU has been a huge learning experience and I am eager to see where the rest of my academic career at OU takes me.”

“On campus housing for upperclassmen is inaccessible if money is even a little bit of a consideration in your housing decision. I get that you want people to live on campus but the prices aren't remotely reasonable.”

Appendix A. OU Student Satisfaction Survey Instrument

Please rate your degree of satisfaction with each of the following items:

		Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	N/A (0)
1	The quality of teaching at OU						
2	Availability of OU faculty during office hours						
3	Feedback about your academic progress at OU						
4	The variety of courses provided at OU						
5	Your intellectual growth at OU						
6	OU's academic reputation within the community						
7	Your sense of belonging at OU						
8	Concern of OU faculty for you as an individual						
9	Concern of OU staff for you as an individual						
10	The variety of activities at OU						
11	Being a student at OU						
12	Your safety and security at the OU campus						
13	OU security's response to emergency situations						
14	OU residence halls						
15	Your OU academic advisors						
16	OU academic advising process						
17	IT support services at OU						
18	OU Financial Aid counselors/staff						
19	OU course registration processes						
20	OU Library services						
21	OU Career Services						
22	Parking availability at OU						
23	The Greek system at OU						
24	Your experience with racial/ethnic diversity at OU						
25	Gender accommodations at OU						

Please provide any comments regarding your educational experiences at the University of Oklahoma.