

2015

Relationship Between Honors College Membership, Student Satisfaction, and Personality at Eastern Michigan University

Caitlin Baumer

Follow this and additional works at: <http://commons.emich.edu/honors>

Recommended Citation

Baumer, Caitlin, "Relationship Between Honors College Membership, Student Satisfaction, and Personality at Eastern Michigan University" (2015). *Senior Honors Theses*. 462.
<http://commons.emich.edu/honors/462>

This Open Access Senior Honors Thesis is brought to you for free and open access by the Honors College at DigitalCommons@EMU. It has been accepted for inclusion in Senior Honors Theses by an authorized administrator of DigitalCommons@EMU. For more information, please contact lib-ir@emich.edu.

Relationship Between Honors College Membership, Student Satisfaction, and Personality at Eastern Michigan University

Abstract

Student satisfaction is a high priority for universities across the nation, as high levels of satisfaction have been correlated with higher enrollment and retention rates. There are an infinite number of things that can potentially influence a student's level of satisfaction with a college or university, making it increasingly difficult for the institution to maintain high levels of satisfaction across their diverse populations of students. Factors such as academic advising, registration effectiveness, instructional effectiveness, and campus climate have been shown to influence student satisfaction, and thus impact an individual's college experience. It was predicted that students who are members of the Honors College at Eastern Michigan University are more satisfied than students that are not a member. I began to wonder if the level of satisfaction was a result of something more than whether or not a student was a member of the Honors College. Things such as personality type may be an influence, beyond the control of the university, on a student's experiences. The aim of this study is to investigate the relationship between Honors College membership, personality, and student satisfaction/experience.

Degree Type

Open Access Senior Honors Thesis

Department

Psychology

First Advisor

Natalie Dove

Keywords

BFI, SSI, Higher Education, Big Five

RELATIONSHIP BETWEEN HONORS COLLEGE MEMBERSHIP, STUDENT
SATISFACTION, AND PERSONALITY AT EASTERN MICHIGAN UNIVERSITY

By

Caitlin Baumer

A Senior Thesis Submitted to the

Eastern Michigan University

Honors College

in

Partial Fulfillment of the Requirements for Graduation

with

Honors in Psychology

Approved at Ypsilanti, Michigan, on December 14, 2015

Abstract

Student satisfaction is a high priority for universities across the nation, as high levels of satisfaction have been correlated with higher enrollment and retention rates. There are an infinite number of things that can potentially influence a student's level of satisfaction with a college or university, making it increasingly difficult for the institution to maintain high levels of satisfaction across their diverse populations of students. Factors such as academic advising, registration effectiveness, instructional effectiveness, and campus climate have been shown to influence student satisfaction, and thus impact an individual's college experience. It was predicted that students who are members of the Honors College at Eastern Michigan University are more satisfied than students that are not a member. I began to wonder if the level of satisfaction was a result of something more than whether or not a student was a member of the Honors College. Things such as personality type may be an influence, beyond the control of the university, on a student's experiences. The aim of this study is to investigate the relationship between Honors College membership, personality, and student satisfaction/experience.

How TRUEMU Are You: Relationship between Honors College Membership, Student Satisfaction, and Personality at Eastern Michigan University

“Many schools have come to realize that it is better to invest now than to invest later” (Elliott & Healy, 2011, p. 3). To institutions of higher education, high enrollment, retention, and graduation rates are crucial and ways to increase them are constantly being investigated (Gansemer-Topf & Schuh, 2006; Wohlgemuth et al., 2007; Talbert, 2012). As colleges and universities begin to look at things from more of a business-perspective, things such as customer satisfaction, or in this case student satisfaction, become an important focus. Strong links between customer satisfaction and repurchase intentions (retention to the company) have been observed (Patterson et al., 1997) and similar models can be applied to higher education institutions. For example, Noel-Levitz (2014) found that four-year universities whose students were more satisfied had higher enrollment rates and higher retention rates. Taking on a customer perspective, students have expectations for their school to meet their demands, especially with the rising cost of tuition. How well the institution is doing at meeting such needs is reflected in how satisfied the students are.

There are an infinite amount of things that can potentially influence a student’s level of satisfaction with a college or university, making it increasingly difficult for them to maintain high levels of satisfaction across their diverse populations of students. Schreiner and Juillerat (1994) have established a list of 12 comprehensive scales, that have been statistically analyzed and found to influence student satisfaction, including; academic advising effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness,

responsiveness to diverse populations, safety and security, service excellence, and student centeredness.

In 2011, Eastern Michigan University introduced their “I am TRUEMU” marketing campaign to attract new students through student-driven messages (Kraft, 2011). The university’s campus, website, and surrounding town soon became filled with messages of being “TRUEMU”. At the time, I was a freshman at EMU and was excited by the campaign as it showed a strong sense of community at a big university. Looking back over the past four years as a student at EMU, I was open to various opportunities of learning student perspectives about the university. The more involved I became on campus, the more I began to notice that not everyone is “TRUEMU”, or in other words, not too satisfied with their experiences at EMU.

These differences in opinions sparked my interest in to further investigating what could be influencing them. A trend that I observed amongst the various opinions I had heard from my peers was that those who were “TRUEMU” and often had positive things to say about EMU were members of the Honors College. The high-level of satisfaction amongst my peers in the Honors College came as no surprise, due to the benefits of membership including; individualized advising, priority registration, smaller class sizes, a community to be a part of... to name a few. Many of the benefits associated with Honors College membership are factors that Schreiner and Juillerat have defined to influence student satisfaction.

From these observations, I predicted that students who are members of the Honors College are more satisfied than students that are not a member. I began to wonder if the level of satisfaction was a result of something more than whether or not a student was a member of the Honors College. Honors students are highly motivated and academically gifted students, but not

all highly motivated and academically gifted students are members of the Honors College. Such personality traits could be what was influencing the difference in student satisfaction and therefore I also investigated the relationship between student satisfaction and personality. The purpose of this study was to find out who is more "TRUEMU", or more satisfied, amongst Honors College members and non-Honors College members and show the relationship between personality and satisfaction.

Methods

Participants

In order to investigate student satisfaction, participants ($N= 240$) for this study were undergraduate college students at Eastern Michigan University. All participants were over the age of 18 years, with ages ranging from 18 years old to 45 years or older. Of the 240 participants, 80% were female, 17.5% were male, and 2.5% chose not to respond. Students ranged between freshman to seniors with the following breakdown; 37% freshman, 26% sophomore, 19% junior, 17% senior, and 1% reporting other. Other potentially refers to graduate students, but was not clearly defined. Participants were divided amongst the five colleges at EMU; 45% in the College of Arts and Sciences, 26% in the College of Health and Human Services, 9% in the College of Education, 11% in the College of Business, 2% in the College of Technology, and 7% were undeclared. Participants were asked to report where they live to determine if they live on campus versus off campus. The breakdown of residency was as follows; 23% live in their parent's home, 23% rent a room or apartment off campus, 44% live in a residence hall, 2% live in a fraternity/sorority house, 6% live in their own house, and 5% reported other.

Research Design

Participants were divided into three experimental groups; Honors College members, Honors eligible, but not a member, and non-Honors College members. Honors College membership was self-reported by the participant, with 114 individuals reporting that they are in the Honors College. The participants that reported they were not in the Honors College were divided based on a self-reported GPA. Honors eligible, but not a member, was assigned to the 71 individuals who reported having a GPA greater than 3.3, the Honors College admit GPA. 51 participants reported a GPA below 3.3 and were considered non-Honors College members. Four individuals chose not to respond to whether or not they were in the Honors College, and were excluded from the analysis.

This study was a quasi-experimental design with student satisfaction as the dependent variable and various independent variables. Honors College membership served as the primary independent variable, with the group of participants that were Honors eligible, but not a member, serving as the control group. This was to determine if the relationships with the other variables that were investigated were truly due to Honors College membership and not just a result of having a high GPA, and being a highly motivated student. The other independent variables that were investigated included; sex, living “on” campus versus “off” campus¹, college membership

¹ Participants were considered to live “on” campus if they reported their current residence as being a residence hall or fraternity/sorority house and considered to live “off” campus if they reported their current residence to be their own house, rent a room or apartment off campus, parent’s home, or other.

(i.e. College of Education), and class standing. Of the five dimensions of personality, conscientious and extroversion were also investigated as independent variables.

Measures

Big Five Inventory. To assess personality, the Big Five Inventory (BFI; Goldberg, 1993) was used [Attachment A]. The BFI is a 44 item self report measure that assesses an individual's personality based on the following five dimensions (John & Srivastava, 1999);

1. Extraversion (talkative, assertive, energetic)
2. Agreeableness (good-natured, cooperative, trustful)
3. Conscientiousness (orderly, responsible, dependable)
4. Neuroticism versus Emotional Stability (calm, not neurotic, not easily upset)
5. Openness (intellectual, imaginative, independent-minded)

Participants are asked to indicate to the extent to which they agree or disagree with a number of items, for example "I see myself as someone who is talkative", using a 1-5 Likert scale (1= Disagree strongly, 2= Disagree a little, 3= Neither agree nor disagree, 4= Agree a little, and 5= Agree strongly). Responses are scored based on the information provided in Table 1 and an average is obtained for each of the five dimensions.

Student Satisfaction Inventory. The Student Satisfaction Inventory (SSI; Schreiner & Juillerat, 1994) is an instrument primarily used by institutions of higher education to assess what is important to students and how satisfied the students are. There are two forms, Form A and Form B, of the SSI that differ by their length and five different versions; four-year college/university, two-year community college; two-year career and private schools, Canadian four-year, and Canadian two-year.

Five Dimensions	Corresponding Questions
Extraversion	1, 8, 11R, 18R, 21, 28, 31, 41R
Agreeableness	3R, 10R, 13, 20, 23R, 30R, 33, 40, 43
Conscientiousness	2R, 5, 12, 15R, 22, 25, 32, 35R, 42R
Neuroticism	4R, 7, 14, 17R, 24R, 27, 34, 37
Openness	6, 9, 16, 19, 26R, 29, 36, 38R, 39, 44

Table 1. BFI scale scoring, inventory item numbers and corresponding dimension (“R” denotes reverse-scored items).

The four-year college Form A SSI was used in this study (Attachment B). This form of the SSI comprises of 73 items, for example “ Most students feel a sense of belonging here”, on a 1-7 Likert scale (1= not satisfied at all, 2= not very satisfied, 3= somewhat dissatisfied, 4=neutral, 5= somewhat satisfied, 6= satisfied, and 7= very satisfied). The assessment of what is important to students was not necessary for this study and therefore was not included. The items on the SSI form 12 comprehensive scales;

1. Academic Advising Effectiveness
2. Campus Climate
3. Campus Life
4. Campus Support Services
5. Concern for the Individual
6. Instructional Effectiveness
7. Recruitment and Financial Aid Effectiveness
8. Registration Effectiveness
9. Responsiveness to Diverse Populations

10. Safety and Security**11. Service Excellence****12. Student Centeredness**

Student satisfaction based on each scale can then be determined. Items on the SSI are scored by taking an average of all responses to items 1-74. Item 75 of the SSI asks students to identify the importance of a factor, for example cost, on their decision of to enroll at EMU based on a 1-7 Likert scale (1= not important at all, 2= not very important, 3= somewhat unimportant, 4= neutral, 5= somewhat important, 6= important, 7= very important). Items 76-92 ask students to choose the one response that best applies to them in regards to a statement, for example “So far, how had your college experiences met your expectations?”, with items 79-81 asking demographic information, specifically gender, age, and ethnicity/race. Items 86 and 92 do not originally appear on the SSI and were added for the purposes of this study to assess whether or not students are members of the honors college by asking them to report “yes” or “no” and asked students to report what college their major falls under.

Procedure

Participants were recruited for this study through various methods. Recruitment flyers (Attachment C) were posted in the EMU Student Center, Halle Library, McKenny Hall, Mark Jefferson Hall, and Pray-Harold Hall. These buildings were chosen specifically because these buildings typically have the most student traffic daily. All other methods were through electronic means. An email (Attachment D) was sent to all honors students by a member of the Honors College staff and the SONA System, the experiment management system for the EMU Psychology Department. A Facebook post by my personal account was also used to recruit participants for this study.

The BFI and SSI were combined in to one survey and administered via [surveymonkey.com](https://www.surveymonkey.com). Participants completed the survey via the link [surveymonkey/TRUEMU](https://www.surveymonkey.com/TRUEMU) on a computer of their choice and whenever they pleased.

Results

I predicted that students who are members of the Honors College are more satisfied than students that are not a member of the Honors College. *M* was calculated for each of the experimental groups; Honors College members, Honors eligible, but not a member, and non-Honors College members (Figure 1). The three means calculated are a representation of the relationship between Honors College membership and student satisfaction.

An analysis of variance (ANOVA) was conducted on the three *M*s to statistically analyze the relationship between them. The relationship between Honors College membership and how satisfied students are with EMU was very strong and statistically significant ($F(2,232) = 8.420$, $p = 0.00$). To confirm these results, ANOVA tests were conducted to investigate the influence of the following variables on student satisfaction; sex, living “on” campus versus “off” campus², college membership (i.e. College of Education), and class standing. No significant relationship was found with any of the variables listed. The influence of the personality traits, extraversion and conscientiousness, on student satisfaction were investigated and these students were found to be more satisfied, but Honors College membership was the most significant influence on student

² Participants were considered to live “on” campus if they reported their current residence as being a residence hall or fraternity/sorority house and considered to live “off” campus if they reported their current residence to be their own house, rent a room or apartment off campus, parent’s home, or other.

satisfaction. As hypothesized, students who are members of the Honors College were more satisfied than students who are not members.

Discussion

As previously discussed, a trend amongst my fellow students at EMU is what sparked this study. I observed that my peers who are members of the Honors College typically are more satisfied with EMU than my peers who are not in the Honors College. My personal experiences with the benefits of being a member of the Honors College combined with the above described observations, I predicted that members of the Honors College are more satisfied than those that are not members.

The findings of this study revealed that Honors College members are significantly more satisfied than non-Honors members at Eastern Michigan University. Other factors were investigated to deduce if student satisfaction was most influenced by membership in the Honors College. The results of this study support this, in that all other factors investigated may or may not have had some influence on student satisfaction, but in the end Honors College membership was the most influential. The Honors College provides students with a more engaging and reflective curriculum and overall college experience. Student success and engagement are frequently linked to more satisfied students (Kuh et. Al, 2008; Zhao & Kuh, 2004). Eastern Michigan University should focus on the elements of the Honors College that set the experience it provides apart and invest in implementing such characteristics at the university level, to lead to an overall more satisfied student body.

Eastern Michigan University has an undergraduate student population of approximately 23,000 and the Honors College has approximately 2,000 students. A limitation of this study was

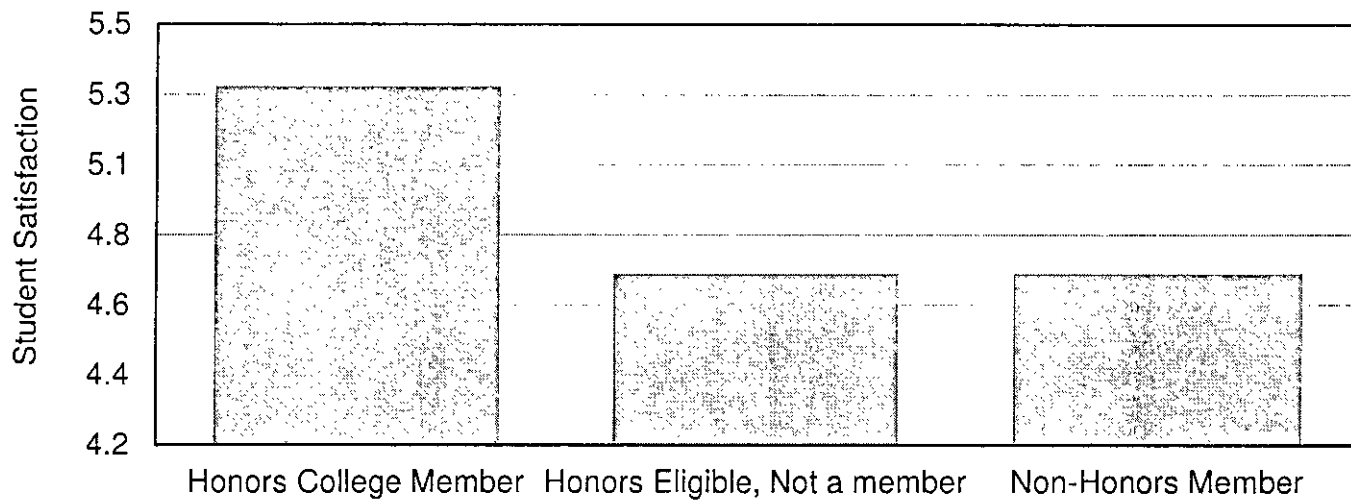
that there were only 240 participants, which is not an ample representation of the entire undergraduate student population. The experimental groups are also not representative of their specific populations as a whole because they do not have many subjects amongst them. It would have been preferred to have implemented the survey to over 1,000 students, with 500 of these students being in the Honors College, but time did not allow for this. Having more subjects would provide more significant results and a better representation of the population. The results of this study can only truly be generalized to Eastern Michigan University because all universities and colleges offer different experiences. To be able to have a better idea of how my hypothesis would apply to other universities, it would require conducting the survey at other universities and comparing the results. The results from one university are not enough to say that honors students are more satisfied than non-honors at all four-year universities. Another limitation of this study was that it used self-report measures that were filled out on participants own time, which opens up the possibility of misinterpretation of questions and they did not have direct access to the primary investigator for questions, although I could be contacted via email. Some individuals chose not to answer some questions, although those who did not respond to whether or not they were member of the Honors College were eliminated for data analysis, all other question that were possibly skipped were included in data analysis, potentially causing errors in the data. To eliminate this, it would be most preferred to have participants fill out the survey in a standardized setting under the instruction of the primary investigator so clarification of any and all questions is possible and completion is confirmed.

Future directions of this research include further investigation in to the data that has already been collected. More specifically, how does Honors College membership influence each of the 12 factors of student satisfaction: academic advising effectiveness, campus climate,

campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, responsiveness to diverse population, safety and security, service excellence, and student centeredness. In the current analysis, we only looked at two of the five dimensions of personality: conscientiousness and extroversion, but investigation in to the other three personality dimensions: agreeableness, neuroticism, and openness, is still needed to have a more diverse comparison of personality traits. It would be interesting to know if membership in other student organizations (Greek Life, Marching Band, etc.) warrants the same influence on student satisfaction as Honors College membership and future research should work to investigate this.

Figure 1

Honors College Membership and Student Satisfaction



References

- Elliot, K.M., & Healy, M.A. (2001). Key Factors Influencing Student Satisfaction Related to Recruitment and Retention. *Journal of Marketing for Higher Education, 10* (4), 1-82. doi: 10.1300/J050v10n04_01
- Gansemer-Topf, A.M., & Schuh, J.H. (2006). Institutional Selectivity and Institutional Expenditures: Examining Organizational Factors That Contribute to Retention and Graduation. *Research in Higher Education, 47* (6), 613-642. doi: 10.1007/s11162-006-9009-4.
- Goldberg (1993). Big Five Inventory Scale.
- John, O.P., & Srivastava, S. (1999). The Big-Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives. In L.A. Pervin & O.P. John (Eds.), *Handbook of Personality: Theory and Research* (Vol. 1, pp. 102-138). New York: Guilford Press.
- Kraft, W. (2011). EMU Introduces "I am TRUEMU" Messaging Campaign. Retrieved from: <http://www.emich.edu/univcomm/releases/release.php?id=1313088160>
- Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education, 79*(5), 540-563.
- Noel-Levitz (2014). 2014 National Student Satisfaction and Priorities Report. Coralville, IA: Noel-Levitz. Retrieved from www.noellevitz.com/Benchmark.
- Patterson, P. G., & Spreng, R. A. (1997). Modelling the relationship between perceived value, satisfaction and repurchase intentions in a business-to-business, services context: an

empirical examination. *International Journal of Service Industry management*, 8 (5), 414-434. doi:10.1108/09564239710189835.

Schreiner, L. and Juillerat, S. (1994). Student Satisfaction Inventory. Coralville, IA: Noel-Levitz.

Talbert, P. (2012). Strategies to Increase Enrollment, Retention, and Graduation Rates. *Journal of Developmental Education*, 36 (1), 22-36.

Wohlgemuth, D., Whalen, D., Sullivan, J., Nading, C., Shelley, M., and Wang, Y. (2007). Financial, Academic, and Environmental Influences on the Retention and Graduation of Students. *Journal of College Student Retention*, 8 (4), 457-475. doi:10.2190/86X6-5VH8-3007-6918.

Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115-138.

Attachment A

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please assign a number to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree Strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree
1	2	3	4	5

I see Myself as Someone Who...

- | | |
|--|--|
| ___ 1. Is talkative | ___ 19. Is curious about many different things |
| ___ 2. Tends to be lazy | ___ 20. Is considerate and kind to almost everyone |
| ___ 3. Tends to find fault with others | ___ 21. Is full of energy |
| ___ 4. Is emotionally stable, not easily upset | ___ 22. Does things efficiently |
| ___ 5. Does a thorough job | ___ 23. Starts quarrels with others |
| ___ 6. Is inventive | ___ 24. Remains calm in tense situations |
| ___ 7. Is depressed, blue | ___ 25. Is a reliable worker |
| ___ 8. Has an assertive personality | ___ 26. Prefers work that is routine |
| ___ 9. Is original, comes up with new ideas | ___ 27. Can be tense |
| ___ 10. Can be cold and aloof | ___ 28. Is outgoing, sociable |
| ___ 11. Is reserved | ___ 29. Is ingenious, a deep thinker |
| ___ 12. Perseveres until the task is finished | ___ 30. Is sometimes rude to others |
| ___ 13. Is helpful and unselfish with others | ___ 31. Generates a lot of enthusiasm |
| ___ 14. Can be moody | ___ 32. Makes plans and follows through with them |
| ___ 15. Can be somewhat careless | ___ 33. Has a forgiving nature |
| ___ 16. Values artistic, aesthetic experiences | ___ 34. Gets nervous easily |
| ___ 17. Is relaxed, handles stress well | |
| ___ 18. Is sometimes shy, inhibited | |

- ___35. Tends to be disorganized
- ___36. Likes to reflect, play with ideas
- ___37. Worries a lot
- ___38. Has few artistic interests
- ___39. Has an active imagination
- ___40. Likes to cooperate with others
- ___41. Tends to be quiet
- ___42. Is easily distracted
- ___43. Is generally trusting
- ___44. Is sophisticated in art, music, or literature

Attachment B

Each item below describes an expectation about your experiences on this campus. Please assign a number for each statement to indicate the extent to which you are satisfied with each experience you've had at EMU.

not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied
1	2	3	4	5	6	7

___1. Most students feel a sense of belonging here

___2. The campus staff are caring and helpful

___3. Faculty care about me as an individual

___4. Admissions staff are knowledgeable

___5. Financial aid counselors are helpful

___6. My academic advisor is approachable

___7. The campus is safe and secure for all students

___8. The content of the course within my major is valuable

___9. A variety of intramural activities are offered

___10. Administrators are approachable to students

___11. Billing policies are reasonable

___12. Financial aid awards are announced to students in time to be helpful in college planning

___13. Library staff are helpful and approachable

___14. My academic advisor is concerned about my success as an individual

___15. The staff in the health services are competent

___16. The instruction in my major field is excellent

___17. Adequate financial aid is available for most students

___18. Library resources and services are adequate

___19. My academic advisor helps me set goals to work toward

___20. The business office is open during hours which are convenient for most students

___21. The amount of student space on campus is adequate

___22. Counseling staff care about students as individuals

___23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)

- ___24. The intercollegiate athletic programs contribute to a strong sense of school spirit
- ___25. Faculty are fair and unbiased in their treatment of individual students
- ___26. Computer labs are adequate and accessible
- ___27. The personnel involved in registration are helpful
- ___28. Parking lots are well-lighted and secure
- ___29. It is an enjoyable to be a student on this campus
- ___30. Residence hall staff are concerned about me as an individual
- ___31. Males and females have equal opportunities to participate in intercollegiate athletics
- ___32. Tutoring services are readily available
- ___33. My academic advisor is knowledgeable about requirements in my major
- ___34. I am able to register for classes I need with few conflicts
- ___35. The assessment and course placement procedures are reasonable
- ___36. Security staff respond quickly to emergencies
- ___37. I feel a sense of pride about my campus
- ___38. There is an adequate selection of food available in the cafeteria
- ___39. I am able to experience intellectual growth here
- ___40. Residences hall regulations are reasonable
- ___41. There is a commitment to academic excellence on this campus
- ___42. There are a sufficient number of weekend activities for students
- ___43. Admissions counselors respond to prospective students' unique needs & requests
- ___44. Academic support services adequately meet the needs of students
- ___45. Students are made to feel welcome on this campus
- ___46. I can easily get involved in campus organizations
- ___47. Faculty provide timely feedback about student progress in a course
- ___48. Admissions counselors accurately portray the campus in their recruiting practices
- ___49. There are adequate services to help me decide upon a career
- ___50. Class change (drop/add) policies are reasonable
- ___51. This institution has a good reputation within the community
- ___52. The student center is a comfortable place for students to spend their leisure time
- ___53. Faculty take into consideration student differences as they teach a course
- ___54. Bookstore staff are helpful
- ___55. Major requirements are clear and reasonable

___56. The student handbook provides helpful information about campus life

___57. I seldom get the “run-around” when seeking information on this campus

___58. The quality of instruction I receive in most of my classes is excellent

___59. The institution shows concern for students as individuals

___60. I generally know what’s happening on campus

___61. Adjunct faculty are competent as classroom instructors

___62. There is a strong commitment to racial harmony on this campus

___63. Student disciplinary procedures are fair

___64. New student orientation services help students adjust to college

___65. Faculty are usually available after class and during office hours

___66. Tuition paid is a worthwhile investment

___67. Freedom of expression is protected on campus

___68. Nearly all of the faculty are knowledgeable in their field

___69. There is a good variety of course provided on this campus

___70. Graduate teaching assistants are competent as classroom instructors

___71. Channels for expressing student complaints are readily available

___72. On the whole, the campus is well-maintained

___73. Student activities fees are put to good use

74. How **satisfied** are you that this campus demonstrates a commitment to meeting the needs of:

not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied
1	2	3	4	5	6	7

___Part-time students

___Evening students

___Older, returning learners

___Under-represented populations

___Commuters

___Students with disabilities

75. How **important** were each of the following factors in your decision to enroll here

not important at all	not very important	somewhat unimportant	neutral	somewhat important	important	very important
1	2	3	4	5	6	7

___ Cost

___ Financial aid

___ Academic reputation

___ Size of institution

___ Opportunity to play sports

___ Recommendations from family/ friends

___ Geographic setting

___ Campus appearance

___ Personalized attention prior to enrollment

Choose the one response that best applies to you

76. So far, how had your college experiences met your expectations?

- Much worse than I expected
- Quite a bit worse than I expected
- Worse than I expected
- About what I expected
- Better than I expected
- Quite a bit better than I expected
- Much better than I expected

77. Rate your overall satisfaction with your experience here thus far.

- Not satisfied at all
- Not very satisfied
- Somewhat dissatisfied
- Neutral
- Somewhat satisfied
- Satisfied
- Very satisfied

78. All in all, if you had it to do over again, would you enroll here?

- a. Definitely not
- b. Probably not
- c. Maybe not
- d. I don't know
- e. Maybe yes
- f. Probably yes
- g. Definitely yes

Choose the one response that best describes you

79. Gender

- a. Male
- b. Female

80. Age

- a. 18 and under
- b. 19 to 24
- c. 25 to 34
- d. 35 to 44
- f. 45 and over

81. Ethnicity/Race

- a. African-American
- b. American Indian or Alaskan Native
- c. Asian or Pacific Islander
- d. Caucasian/White
- e. Hispanic
- f. Other
- g. Prefer not to respond

82. Current Enrollment Status:

- a. Day
- b. Evening
- c. Weekend

87. Educational Goal

- a. Associate degree
- b. Bachelor's degree

83. Current Class Load:

- a. Full-time (over 12 credits)
- b. Part-time

84. Class Level:

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior
- e. Special Student
- f. Graduate/ Professional
- g. Other

85. Current GPA:

- a. No credits earned
- b. 1.99 or below
- c. 2.0 – 2.49
- d. 2.5 – 2.99
- e. 3.0 – 3.29
- f. 3.3 – 3.49
- g. 3.5 or above

86. Honors College Member:

- a. Yes
- b. No

- c. Master's degree
- d. Doctorate or professional degree
- e. Certification (initial or renewal)
- f. Job-related training
- g. other

88. Employment:

- a. Full-time off campus
- b. Part-time off campus
- c. Full-time on campus
- d. Part-time on campus
- e. Not employee

89. Current Residence:

- a. Residence hall
- b. Fraternity/ Sorority House
- c. Own house
- d. Rent room or apartment off campus
- e. Parent's home
- f. Other

90. Residence Classification:

- a. In-state
- b. Out-of-state
- c. International (not US citizen)

91. When I entered this institution, it was my:

- a. 1st choice
- b. 2nd choice
- c. 3rd choice or lower

92. My major falls under the:

- a. College of Arts & Sciences
- b. College of Health & Human Services
- c. College of Business
- d. College of Education
- e. College of Technology
- f. Undeclared

Seeking Participants for Online Research Study

Investigating Student Satisfaction and Personality

I am seeking undergraduate students to participate in my senior thesis research study. The purpose of this research is to better understand the relationship between personality traits and college student experience. The results of this study will help researchers better understand what factors influence student satisfaction in college students.

- **Participation includes the completion of two online surveys**
- **Participation should take no more than one hour**
- **All participants who complete the surveys will be entered into a prize drawing for a \$50 Visa gift card**

Participants must:

- Be undergraduate college students
- Be over 18 years old
- Be able to read English
- Have access to the internet

Questions? Please Contact:

Caitlin Baumer, Principal Investigator
 cbaumer@emich.edu
 Dr. Natalie Dove, Faculty Sponsor
 ndove@emich.edu or 734-487-3780

Student Satisfaction Study

<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>
<p>www.surveymonkey.com/s/TRUEMU Student Satisfaction Study Caitlin Baumer, cbaumer@emich.edu</p>

Attachment D

My Fellow Honors Students,

My name is Caitlin Baumer and I am an honors student working on my senior thesis project and I need your help! I am looking for participants for my research study that is investigating student satisfaction and personality. The purpose of this research is to better understand the relationship between personality traits and college student experience. The results of this study will help researchers better understand what factors influence student satisfaction in college students. Participation involves the completion of two online surveys that will take approximately an hour to complete. Participation in this study is completely voluntary and, if you choose to participate, you can withdraw at any time. All participants who complete the surveys will be entered in to a prize drawing for a \$50 Visa gift card. To participate in the study please visit the following link: www.surveymonkey.com/s/TRUEMU

If you have any questions please contact feel free to contact me, the principal investigator, at cbaumer@emich.edu or my faculty sponsor, Dr. Natalie Dove, at ndove@emich.edu or 734-487-3782

Thank you,
Caitlin Baumer
Student Satisfaction Study