

# Student Satisfaction with Advising in the Humanities Division 2008-2014



Institutional Research,  
Assessment, & Policy Studies  
UC Santa Cruz



# Student Satisfaction with Advising in the Humanities Division 2008-2014

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## *Executive Summary*

This report is based on data responses to the biennial University of California Undergraduate Experience Survey (UCUES) administered in 2008, 2010, 2012, and 2014. Students rated their satisfaction with advising by departmental staff, faculty and college advisors. We analyzed upper-division (junior and senior) students' satisfaction with advising in the division, across majors and over time. Student ratings were on a 6-point scale from "very dissatisfied" to "very satisfied." For our analyses we grouped responses into two categories "fully satisfied" (including very satisfied and satisfied) and "other responses." In addition, using the most recent survey data we explored the relationship between satisfaction with advising and other student experiences including satisfaction with program requirements, department rules and policies, availability of courses, opportunities for research, overall academic experience, GPA, as well as equitable and fair treatment by faculty. We also examined the relationship between student satisfaction with advising and the student to departmental staff advisor ratio.

### *Key Findings*

- During 2008-2014 upper-division Humanities students' satisfaction with advising by *departmental staff* increased from 65% satisfied in 2008 to 72% in 2014.
- On a program level, student satisfaction with *departmental staff* advising varied across programs and increased over time. In some programs it was as high as 81% and 86% of students satisfied in 2014.
- During 2008-2014 student satisfaction with advising by *faculty* stayed around 68% (in 2014).
- On a program level, student satisfaction with *faculty* advising varied across programs and consistently ranged between 52-86% of students. In some programs it was as high as 86% of students satisfied.
- In 2008-2014 the average satisfaction with the academic advising students received from *college staff* increased from 49% in 2008 to 59% in 2014. Most programs increased as well from 2008 to 2014.
- Over time some of the programs have had significant differences in student experiences with advising related to their transfer status, first generation status, and class level (juniors vs seniors).
- The *ratio of students to departmental staff advisor* was not a factor in student satisfaction with departmental staff advising.
- Among factors that significantly affected students' satisfaction with advising by departmental staff and faculty were student concerns that their *program's requirements were not well-defined* and that the *department rules and policies were not clearly communicated*.
- Finally, students who were more satisfied with academic advising by departmental staff and faculty were also more satisfied with their *overall academic experience*.

***“Fully satisfied” Metric***

This report focuses on upper-division (junior and senior) students’ satisfaction with academic advising provided by faculty, departmental staff, and colleges. We report levels of satisfaction with advising by division and major and by type of advisor based on four UCUES surveys: 2008, 2010, 2012, and 2014. For each program of study, we also compared levels of student satisfaction between juniors and seniors, first generation students and their counterparts, transfer students and students who started at UCSC as frosh.

The goal of this analysis was to provide information useful for program improvement. The analysis:

- (1) Measures excellence in advising by estimating a proportion of students that were *fully satisfied* (defined as responding with one of the top two choices on a 6-point scale);
- (2) Compares advising within different programs relative to this highest/desired level of satisfaction.
- (3) Offers information that can be used to set standards of excellence based on the observed levels of satisfaction.

Other analytic approaches, such as the use of means (or averages), is less useful for program improvement because they consider “average” levels (that typically fall in the middle category “somewhat satisfied”) and thus provide a limited insight about best practices or improvements over time (2008-2014).

We constructed this “fully satisfied” metric as follows: The UCUES survey questions about advising ask students to report their satisfaction on a 6-point scale:

<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
very satisfied	satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied
← FULLY SATISFIED → i.e., a “best practice”			← OTHER →		

Based on our experience with using survey data for program improvement, we grouped student responses in two categories: “fully satisfied,” which included 5=satisfied and 6=very satisfied; and “other,” which included responses from 1 to 4. This metric allows to identify programs that may employ “best practices” and identify the level of satisfaction that could be set as the standard for all programs. This “fully satisfied” metric also enhances our ability to measure excellence in advising and improvement over time.

To provide greater context for the analysis, Table 1 (based on responses to the 2014 UCUES survey) includes both metrics: the proportion of “fully satisfied” and mean scores for each type of advising for UC-wide responses (excluding UCSC) and our campus. Table 1 shows that

across the UC and at UCSC about 50% of students are fully satisfied with academic advising, and that overall student satisfaction with college advising is slightly lower than with the advising provided by faculty and departmental staff. The mean (or average) scores only tell us that both UC-wide and campus-wide students are “*somewhat satisfied*” with the advising that they are receiving (i.e., a score of 4.20-4.40 on the 6-point scale is equivalent to “*somewhat satisfied*”).

**Table 1. 2014 UC and UCSC student satisfaction with advising, by advising type**

	UC WIDE			CAMPUS-WIDE		
	Total Population	% Fully Satisfied	Mean (6 pt. scale)	Total Population	% Fully Satisfied	Mean (6 pt. scale)
<b>DEPARTMENTAL STAFF</b>	49,879	47%	4.27	3,263	50%	4.32
<b>FACULTY</b>	50,270	48%	4.31	3,298	51%	4.40
<b>COLLEGE STAFF</b>	49,872	44%	4.20	3,270	46%	4.20

*\*6-point scale: 1 = Very dissatisfied, 2 = Dissatisfied, 3 = Somewhat dissatisfied, 4 = Somewhat satisfied, 5 = Satisfied, 6 = Very satisfied*

Table 2 shows the variability of student satisfaction at UCSC by academic division in 2014. The Humanities division has the highest proportion of students fully satisfied with advising provided by all three types of advisors. The observed level of satisfaction is about 70% for departmental staff and faculty advising. During the 2008-2014 period, the levels of satisfaction in the Humanities with faculty and departmental staff advising fluctuated in the range of 65% to 73% (see Tables 3 and 4). Based on this data, the level of 66% or two-thirds of students being fully satisfied may be considered as the desired standard for all divisions and types of advisors.

**Table 2. 2014 UCSC student satisfaction with advising, by type of advising and Division**

	% FULLY SATISFIED				
	Arts	Humanities	Physical & Biological Sciences	Social Sciences	School of Engineering
<b>DEPARTMENTAL STAFF</b>	57%	72%	37%	54%	42%
<b>FACULTY</b>	63%	68%	42%	55%	43%
<b>COLLEGE STAFF</b>	42%	59%	37%	50%	37%

### *Departmental Comparisons over Time*

In 2008-2014 the average satisfaction of upper-division Humanities students with the academic advising they received from departmental staff increased somewhat from 65% to 72% (see Table 3 total).

**Table 3. Advising by Departmental Staff, Upper Division Students in the Humanities Division**

% Satisfied or Very Satisfied	2014		2012		2010		2008		% Change 2008-2014*
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>224</b>	<b>72%</b>	<b>277</b>	<b>70%</b>	<b>222</b>	<b>73%</b>	<b>332</b>	<b>65%</b>	<b>6%</b>
Classical Studies	6	86%	8	80%	2	67%	3	75%	11%
Feminist Studies	18	64%	30	88%	16	73%	29	78%	-14%
History	63	81%	73	73%	57	89%	81	69%	12%
Language Studies	20	69%	18	60%	27	79%	36	55%	14%
Linguistics	28	74%	27	66%	30	79%	26	70%	3%
Literature	67	68%	85	71%	76	67%	130	66%	2%
Philosophy	17	63%	18	53%	14	50%	27	55%	8%
Spanish Studies	5	71%	n/a	n/a	n/a	n/a	n/a	n/a	

\*Data were unavailable for Spanish Studies in 2008, 2010, and 2012

In 2008-2014 the average satisfaction of upper-division Humanities students with the academic advising they received from faculty stayed steady at between 65% and 71% satisfied (see Table 4 total).

**Table 4. Advising by Faculty, Upper Division Students in the Humanities Division**

% Satisfied or Very Satisfied	2014		2012		2010		2008		% Change 2008-2014*
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>217</b>	<b>68%</b>	<b>282</b>	<b>71%</b>	<b>200</b>	<b>66%</b>	<b>330</b>	<b>65%</b>	<b>3%</b>
Classical Studies	6	86%	8	80%	2	67%	3	75%	11%
Feminist Studies	18	64%	29	83%	19	86%	25	66%	-2%
History	60	76%	74	74%	45	70%	79	68%	8%
Language Studies	20	69%	19	63%	24	71%	36	55%	14%
Linguistics	28	70%	28	68%	28	74%	30	79%	-9%
Literature	64	65%	82	68%	68	59%	128	65%	0%
Philosophy	16	57%	21	62%	14	52%	29	59%	-2%
Spanish Studies	5	63%	n/a	n/a	n/a	n/a	n/a	n/a	

\*Data were unavailable for Spanish Studies in 2008, 2010, and 2012

In 2008-2014 the average satisfaction of upper-division Humanities students with the academic advising they received from college staff increased by 10% (from 49% to 59%; see Table 5 total).

**Table 5. Advising by College Staff, Upper Division Students in the Humanities Division**

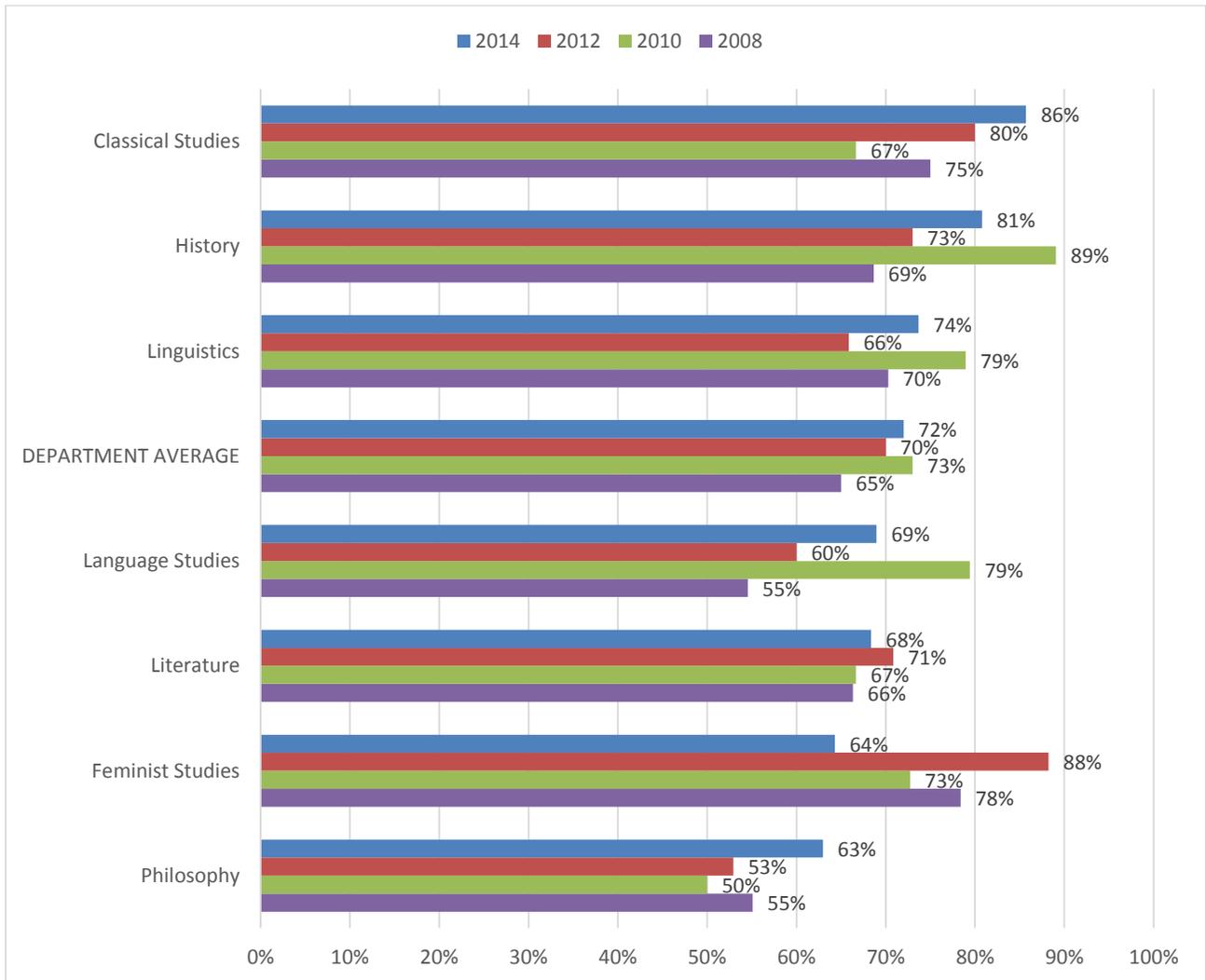
<i>% Satisfied or Very Satisfied</i>	2014		2012		2010		2008		% Change 2008-2014*
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
<b>Total</b>	<b>185</b>	<b>59%</b>	<b>218</b>	<b>56%</b>	<b>161</b>	<b>53%</b>	<b>249</b>	<b>49%</b>	10%
Classical Studies	2	29%	6	60%	1	33%	2	50%	-21%
Feminist Studies	16	57%	23	66%	14	64%	23	61%	-3%
History	51	65%	63	64%	42	66%	54	46%	20%
Language Studies	18	62%	17	57%	20	59%	35	53%	9%
Linguistics	18	47%	19	48%	13	35%	18	49%	-1%
Literature	55	56%	61	51%	60	52%	93	48%	8%
Philosophy	19	68%	18	53%	11	42%	24	48%	20%
Spanish Studies	6	86%	n/a	n/a	n/a	n/a	n/a	n/a	

\*Data were unavailable for Spanish Studies in 2008, 2010, and 2012

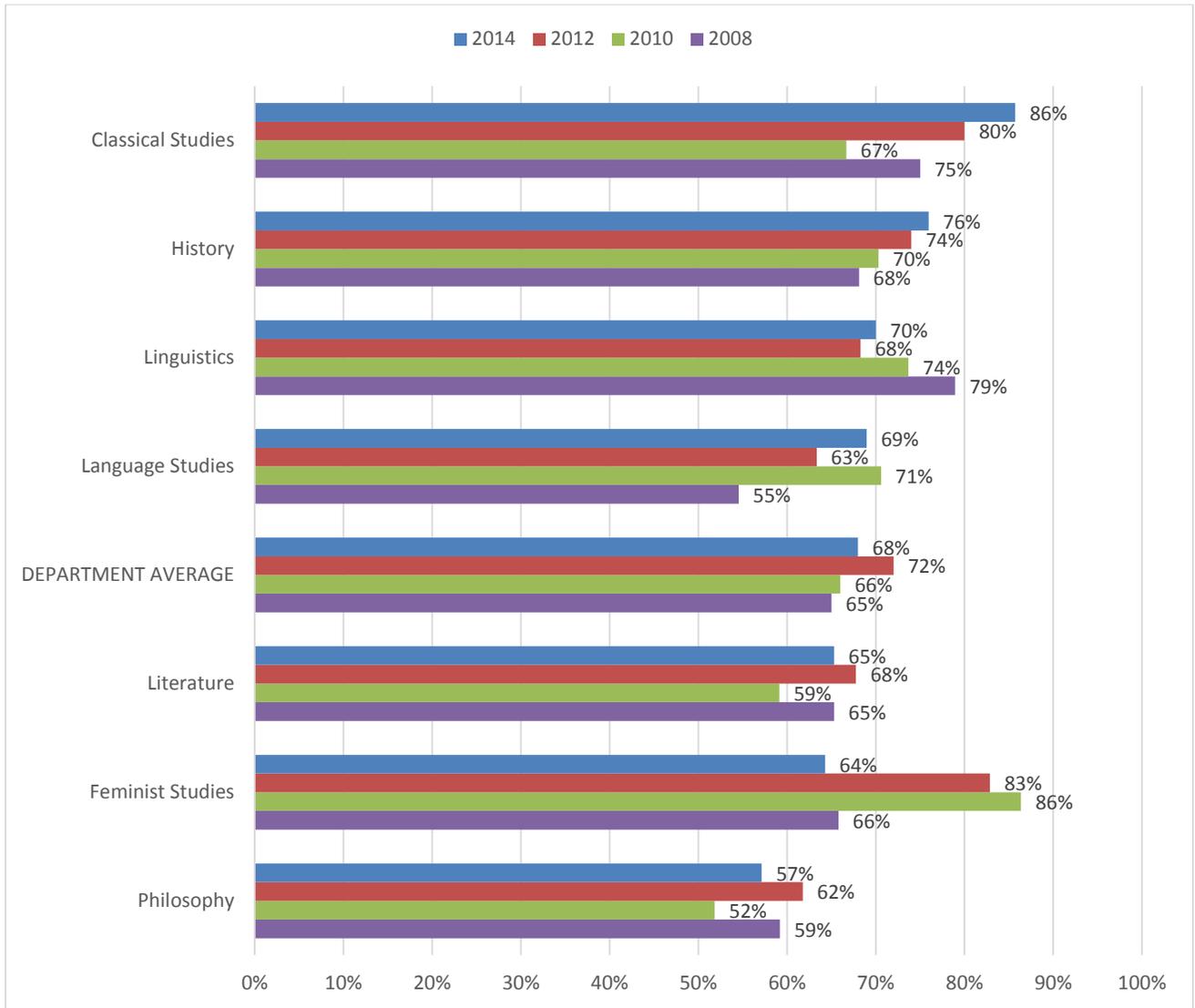
***Satisfaction with Advising Across Programs by Year***

Student satisfaction with advising varied considerably by major, ranging from one-quarter to as high as 89% satisfied. Below we display satisfaction by program with departmental staff advising (see Figure 1), followed by satisfaction with faculty (see Figure 2) and college advising (see Figure 3) for each year surveyed. The division average is also shown for reference. While there was a variability in levels of satisfaction by major, some stayed above the division average within each type of advising. Student satisfaction with departmental staff and faculty advising was above the departmental average in 2014 Classical Studies, History, and Linguistics, but below the departmental average for college staff advising.

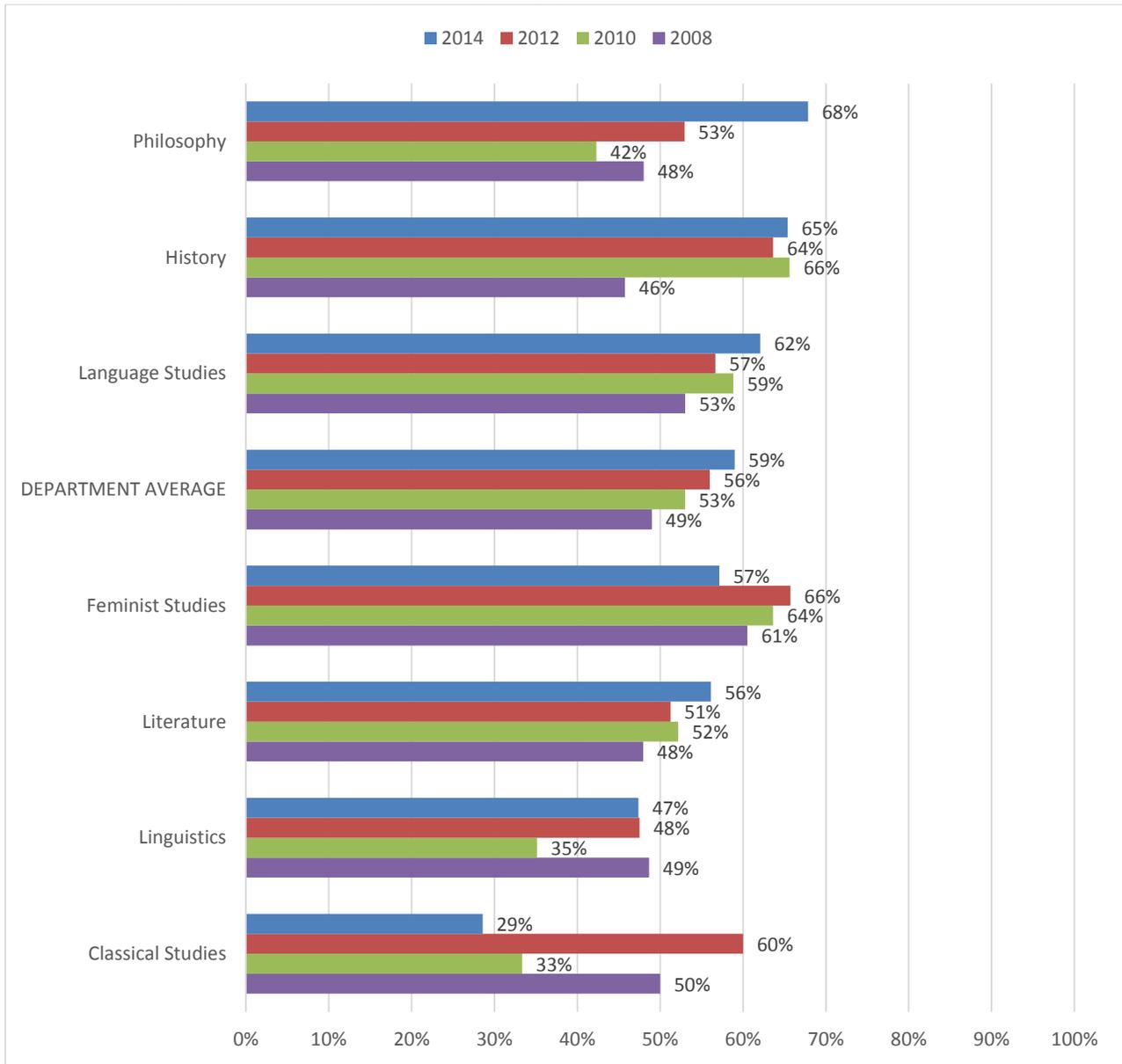
***Figure 1. Satisfied with advising by departmental staff, Humanities Division (2008-2014)***



**Figure 2. Satisfied with faculty advising, Humanities Division (2008-2014)**



**Figure 3. Satisfied with advising by college staff, Humanities Division (2008-2014)**



### ***Satisfaction with Advising by Programs over Time***

Below we describe the changes in satisfaction between 2008 and 2014 (as shown in Tables 1-3) for each major in the Humanities Division. We also describe any significant differences between juniors and seniors, transfer students and those who started UCSC as frosh, and first generation college students and their non-first generation peers.

#### **Classical Studies<sup>1</sup>**

- For students in Classical Studies, satisfaction with advising by departmental staff and faculty increased since 2008 and was quite high in 2014 (86% satisfied).
- In Classical Studies satisfaction with college staff advising decreased substantially since 2008. Satisfaction with college staff was very low in 2014, at only one-third satisfied.
- There were no significant differences between juniors/seniors, transfer students/those who started UCSC as frosh, or first generation college students/non-first generation students in Classical studies for 2012 and 2014.

#### **Feminist Studies**

- About two-thirds (57%-64%) of upper-division Feminist Studies students were satisfied with each type of advising in 2014.
- Departmental Staff Advising: Satisfaction with departmental staff advising fell between 2008 and 2014. In 2010, seniors were significantly more satisfied than juniors with advising by departmental staff advising (see Figure 4). However this trend reversed in subsequent years due to increase satisfaction with juniors. In 2008, students who started as frosh were significantly less satisfied with departmental staff advising than transfer students in Feminist Studies.

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<sup>1</sup> There were too few students in Classical Studies who responded to surveys in 2008 and 2010 to analyze group differences for those years.

- Faculty Advising: In 2014, seniors were significantly less satisfied than juniors with faculty advising in Feminist Studies (see Figure 5). This appears to be due to a substantial drop in senior students' satisfaction between 2012 and 2014.
- College Advising: satisfaction with advice by faculty and college staff remained stable over this time. Frosh were also significantly less satisfied than transfer students with college staff advising in 2008. However, these gaps have closed in subsequent years and there were no significant differences from 2010-2014.
- There were no significant differences in satisfaction with the three types of advising between first generation students and their non-first generation peers in Feminist Studies.

Figure 4. Satisfied with departmental staff advising in Feminist Studies by class level (2008-2014)

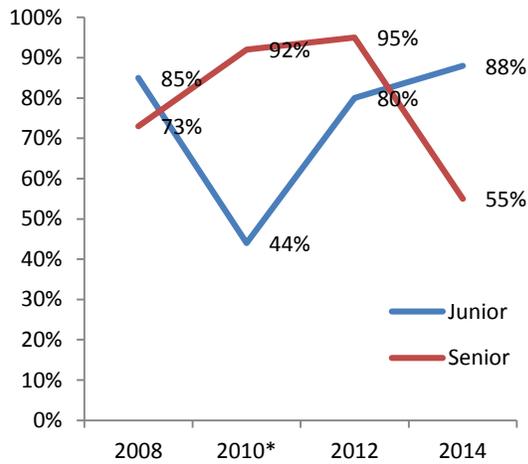
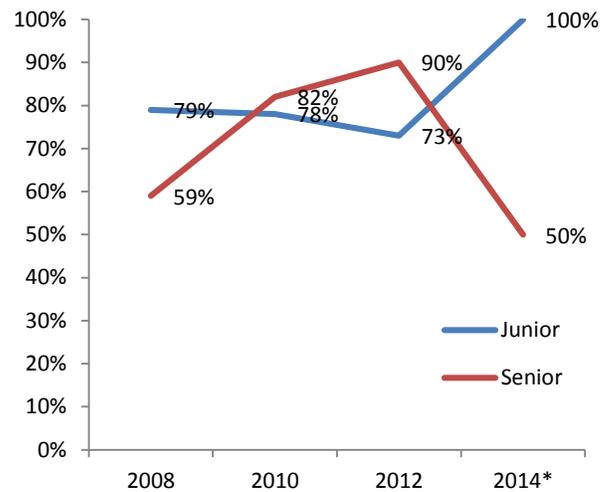


Figure 5. Satisfied with faculty advising in Feminist Studies by class level (2008-2014)



\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

## History

- In the History department, satisfaction with advising by departmental staff, faculty, and college staff all increased since 2008. In 2014, while over three-quarters of upper-division History students were satisfied with departmental staff and faculty advising, two-thirds were satisfied with advice by college staff.
- Departmental Staff Advising: In 2012, first generation students in History were significantly more satisfied with advising by departmental staff, faculty, and college staff than their non-first generation peers (see Figures 6 and 7).
- There were no significant differences between juniors/seniors or transfer students/those who started UCSC as frosh in satisfaction with any kind of advisor in the History Department.

Figure 6. Satisfied with departmental staff advising in History by first generation status (2008-20)

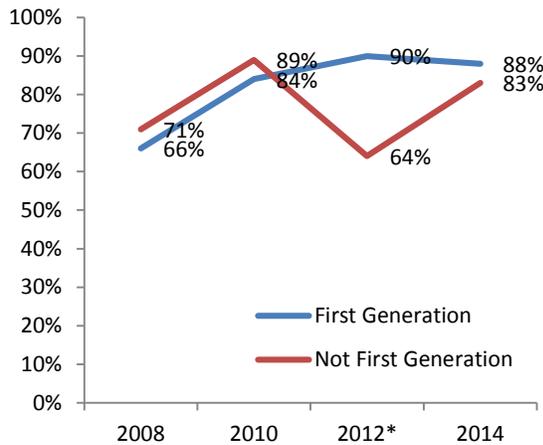
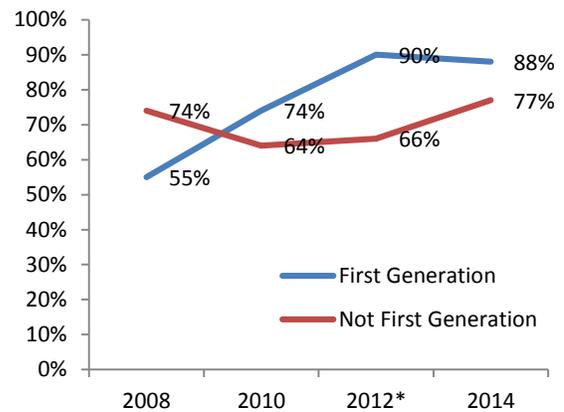


Figure 7. Satisfied with faculty advising in History by first generation status (2008-2014)

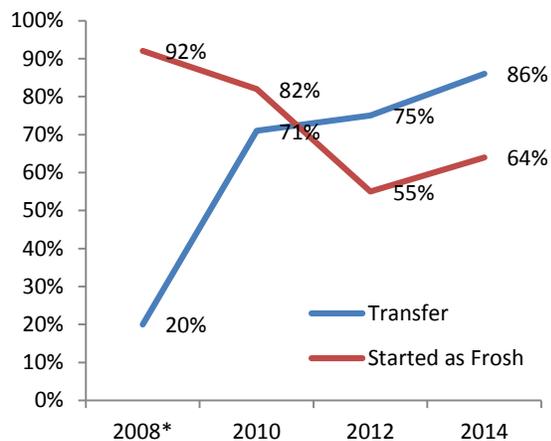


\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

## Language Studies

- In Language Studies, satisfaction with departmental staff, faculty, and college staff advising all increased since 2008. Around two-thirds (62%-69%) of upper-division Language Studies students were satisfied with the three types of advising.
- Juniors/seniors and first generation/non-first generation students in Language Studies were similarly satisfied with all three types of advisors.
- Departmental Staff Advising: In 2008, transfer students were significantly less satisfied with advising by departmental staff in Language Studies than their peers who started UCSC as frosh (see Figure 8). Importantly, this gap seems to have closed in subsequent years.
- College Staff Advising: In 2014, transfer students in Language Studies were significantly *more* satisfied with advising by college staff than their peers.
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Figure 8. Satisfied with departmental staff advising in Language Studies by transfer status (2008-2014)

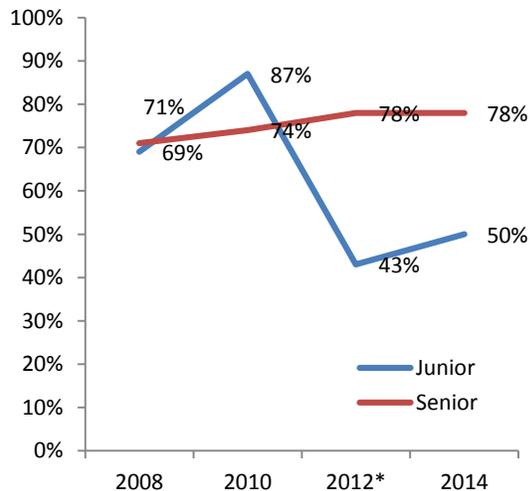


\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

**Linguistics**

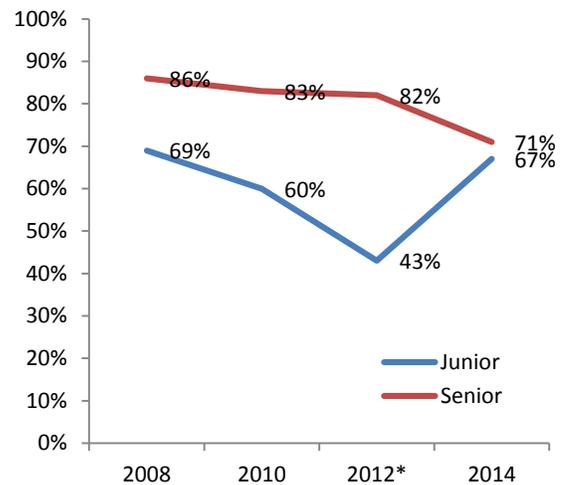
- There were no significant differences in satisfaction with departmental staff, faculty, or college staff advice between transfer students/those who started UCSC as frosh or between first generation/non-first generation students in Linguistics.
- Departmental Staff Advising: In Linguistics, satisfaction with advising by departmental staff remained stable between 2008 and 2014. Student satisfaction with departmental staff was considerably higher than with college staff in 2014 (74% versus 47% satisfied). In 2012, seniors in Linguistics were significantly more satisfied than juniors with advising by departmental staff (see Figures 9 and 10).
- Faculty Advising: Satisfaction with advising by faculty in Linguistics fell from 79% to 70% since 2008. In 2012, seniors in Linguistics were significantly more satisfied than juniors with advising by faculty (see Figures 9 and 10).
- College Staff Advising: In Linguistics, satisfaction with advising by college staff remained stable between 2008 and 2014. There were no significant differences in satisfaction with college staff advising by class level.

Figure 9. Satisfied with departmental staff advising in Linguistics by class level (2008-2014)



\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

Figure 10. Satisfied with faculty advising in Linguistics by class level (2008-2014)

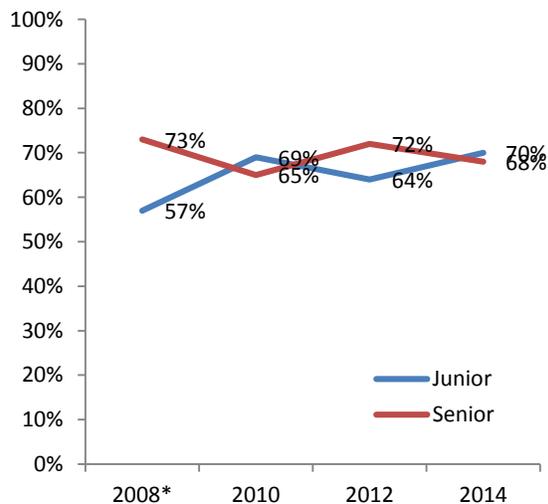


\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

## Literature

- Literature students' satisfaction with departmental staff and faculty were similar, with around two thirds (65%-68%) satisfied in 2014.
- There were no significant differences in satisfaction with departmental staff, faculty, or college staff advice between transfer students/those who started UCSC as frosh or first generation/non-first generation students in Literature (2008-2014).
- Departmental Staff Advising: Satisfaction with advising by departmental staff remained stable between 2008 and 2014. In 2008, seniors in Literature were significantly more satisfied than juniors with advising by departmental staff (see Figure 11). Of note, in subsequent years the gap in satisfaction by class level was no longer significant.
- Faculty Advising: Satisfaction with advising by faculty staff in Literature remained stable between 2008 and 2014. Seniors and juniors had similar levels of satisfaction with advising by faculty (2008-2014). Literature students' satisfaction with faculty were similar, with around two thirds (65%-68%) satisfied in 2014.
- College Staff Advising: Satisfaction with advising by college staff in Literature fell from 48% to 56% since 2008. Seniors and juniors had similar levels of satisfaction with advising by college staff (2008-2014).

Figure 11. Satisfied with departmental staff advising in Literature by class level (2008-2014)



\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

## **Philosophy**

- Satisfaction with advising by departmental and college staff in Philosophy increased since 2008. The rise in satisfaction with college staff (from 48% to 68%) was more substantial than for departmental staff (55% to 63%).
- First generation students and their non-first generation peers had similar levels of satisfaction with all three types of advisors in Philosophy (2008-2014).
- Departmental Staff Advising: Seniors and juniors had similar levels of satisfaction with advising by departmental staff (2008-2014). Transfer students and their counterparts had similar levels of satisfaction with advising by departmental staff (2008-2014).
- Faculty Advising: Philosophy students' satisfaction with faculty advising remained stable between 2008 and 2014, with 57% satisfied in 2014. Seniors and juniors had similar levels of satisfaction with advising by faculty (2008-2014). Transfer students and their counterparts had similar levels of satisfaction with advising by faculty (2008-2014).
- College Staff Advising: In 2008, seniors in Philosophy were significantly more satisfied than juniors with advising by college staff, but in subsequent years the gap in satisfaction by class level was no longer significant. In 2008, transfer students in Philosophy were significantly more satisfied than those who started as frosh with advising by college staff, but in subsequent years the gap in satisfaction by class level was no longer significant.

## **Spanish Studies**

- We analyzed data for Spanish Studies students only for UCUES 2014.
- The majority of upper-division Spanish Studies students were satisfied with department (71%) and college staff (86%).
- Almost two-thirds (63%) were satisfied with advising by faculty in Spanish Studies.
- There were no significant differences in satisfaction with departmental staff, faculty, or college staff advice between juniors/seniors, transfer students/those who started UCSC as frosh, or first generation/non-first generation students in Spanish Studies in 2014.

### ***Possible Relationships between Student Dissatisfaction with Advising in the Humanities Division***

We explored possible reasons for student dissatisfaction with advising in Humanities using correlational analysis.<sup>2</sup> UCUES also provides data on student experiences with other aspects of their program. Thus, we tested the relationship between satisfaction with advising, GPA, and satisfaction with program requirements and policies, research opportunities, overall academic experience. We found the following:

1. Humanities students who were less satisfied with the *availability of courses need for graduation* were also less satisfied with advising by departmental staff and faculty.
2. Similarly, students who thought their *program's requirements were not well-defined* tended to be less satisfied with advising by both staff and faculty.
3. Students who thought that *department rules and policies were not clearly communicated* tended to be less satisfied with advising by both departmental staff and faculty.
4. Satisfaction with advising by faculty and staff was unrelated to whether or not students agreed that they *understand how major requirements combine to produce a coherent understanding of a field of study*.
5. Student satisfaction with *opportunities for research experience or to produce creative projects* was unrelated to satisfaction with advising by both types of staff or faculty.
6. Students who had not *worked with faculty on research or creative projects* expressed similar satisfaction with advising by both staff and by faculty compared to students who had participated in research or creative projects.
7. Satisfaction with advising by faculty and staff was unrelated to whether or not students believe that the *faculty treats students equitably and fairly*.
8. A student's *overall GPA* was related to their satisfaction with departmental staff advising, but not advising by faculty. Put another way, students with higher GPAs were more likely to be satisfied with advising by departmental staff in the Humanities.
9. The ratio of students to departmental staff advisor was not a factor to student satisfaction with departmental staff advising.

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<sup>2</sup> The original 6-point scale was used. We report that relationships were "significant" if  $p < .05$  in Pearson r analysis.

10. Finally, students who were more satisfied with academic advising by departmental staff or faculty were also more satisfied with their *overall academic experience*.

**APPENDIX**

**UCUES 2014 CORE Survey Questions  
Academic Engagement Part I: Overall Satisfaction and Agreement**

Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questions used in correlation Analysis:**<sup>3</sup> Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>

<sup>3</sup> Student to faculty ratio data was provided by Undergraduate Advising Offices and was not a questions asked in the UCUES survey.

Q27 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as an (University Name) University student. **NOTE: If participant responded to one of the 6 questions below, their response was used in the correlation analysis.**

	Yes, doing now or have done (1)	No (0)
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Q40 How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>					

Q29 How satisfied are you with the following aspects of your campus experiences/education.

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My (University Name) grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>