



## **Student Union NASPA Consortium Survey, Spring 2019**

### **Key Findings**

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**PURPOSE:** The NASPA Consortium Student Union Survey was developed through a partnership between Campus Labs (then, “StudentVoice”), NASPA, and ACUI. UNLV was able to customize the instrument and add additional questions. The instrument was designed to assess the use, satisfaction, and student learning outcomes associated with utilizing the Student Union facility and programs.

**RESPONSE RATE:** The survey was distributed via email to 4,945 randomly selected undergraduate, graduate, and professional UNLV students. The first 400 Students completing the survey received \$5 RebelCash. Of the 4,945 addresses, none encountered delivery errors. Of the remaining 4945 recipients, 44 withdrew, and 970 began the survey (19.6% response rate). Of the 970, 756 completed the survey (77.9% completion rate). Respondents were compared to eligible enrollment on the basis of class year, gender identity, race/ethnicity, college of enrollment, state residency, campus residency, grades, credit hours, and age. With regard to gender identity, classification, college of enrollment, state residency, campus residency, Race/Ethnicity and age; respondents were a good fit for eligible enrollment. The cumulative grade point average of respondents was significantly higher than of eligible enrollment, but the size of the difference was trivial, so respondents were considered an adequate fit with regard to GPA.

**SUMMARY:** UNLV’s students rated the Student Union similarly as they had in the past and similarly to students at comparable institutions across the nation. The most common reasons to visit the Union included eating, Use cash to pay for food, Spend time with friends socializing, and visiting the bookstore or other retail shop. Overall satisfaction significantly decreased compared to 2013, from 84% to 78% but stayed consistent with 2016 and national benchmarks.

With regards to open ended questions, students were asked about changes or improvements needed. Among 506 students answering this question, 36% of the respondents asked for more vendors, cheaper food options, more coffee places, and more healthy food options. Asked about the type of skills that they developed and expected to use after college, 30% of the 93 students responding believed that meeting new people, making connections, networking, and communication were the main skill they have developed by attending events within the union.

## STUDENT RESPONDENT DEMOGRAPHICS COMPARED TO ELIGIBLE ENROLLMENT

	Frequency	Respondent (%)	Eligible UNLV (%)
<u>Classification</u>			
First-Year	166	17.1%	14.6%
Sophomore	160	16.5%	17.2%
Junior	210	21.6%	20.0%
Senior	252	26.0%	26.9%
Grad/Prof	107	10.14%	10.17%
<u>Gender Identity</u>			
Female	618	63.7%	55.8%
Male	352	36.3%	44.2%
<u>Race/Ethnicity</u>			
Asian	274	28.2%	25.5%
American Indian / Alaskan Native	26	2.7%	2.8%
Hispanic/Latino(a)	275	28.4%	27.9%
White	535	55.2%	53.2%
Native Hawaiian / Other Pacific Islander	53	5.5%	5.2%
Black / African American	89	9.2%	11.4%
Multiracial	250	25.8%	24.8%
Blank	15	1.5%	2.7%
<u>College</u>			
Allied Health Sciences	67	6.9%	7.0%
Business	112	11.5%	12.0%
Community Health Sciences	15	1.5%	1.7%
Education	75	7.7%	9.1%
Engineering	111	11.4%	9.8%
Fine Arts	84	8.7%	7.8%
Health Sciences	60	6.2%	6.5%
Hospitality	56	5.8%	7.3%
Law	16	1.6%	1.3%
Liberal Arts	115	11.9%	11.3%
Sciences	113	11.6%	9.5%
Urban Affairs	94	9.7%	9.9%
UNLV / Academic Success Center	72	7.4%	8.1%
<u>Residency</u>			
In-State	810	83.5%	84.8%
Out-of-State	160	16.5%	15.2%

<u>Enrollment</u>		
Cumulative Grade Point	Mean	Mean
	3.080	2.930
<u>Age (Years)</u>		
	24.1	24.5

Unless otherwise specified, the following tables show the percent of respondents who indicated agreement or participation in each of the items reported. The most recent three years of responses from UNLV students appear in the UNLV columns for 2019, 2016, and 2013—respectively. The final column, DRU, shows the percent of respondents from participating doctoral research universities who indicated agreement or participation in that item. For questions that collected agreement ratings, statistical significance was calculated based upon the mean of those ratings. Where mean ratings in 2016, 2013, or DRU differed significantly from mean ratings at UNLV in 2019, and where the effect size was at least moderate, the cell in the respective column(s) is highlighted. Because the cell displays the percent instead of the mean, highlighting may appear when the percent shown does not appear remarkably different than at UNLV in 2019; or highlighting may NOT appear when the percent shown does appear remarkably different than at UNLV in 2019. The reader is reminded that the highlighting is based upon statistical testing of the mean—not the percent. When no value appears in the DRU column (“—”), the item was a custom item administered at UNLV only, so no national comparison data is available.

	UNLV			DRU
	2019	2016	2013	
SU important in deciding which college to attend	68%	59%	66%	63%
Students use the Student Union	91%	91%	95%	--
Spend 4 or more hours in SU between Mon-Thur	32%	31%	41%	35%
Didn't visit SU between Mon – Thur	9%	9%	5%	8%
Spend 4 or more hours in SU between Fri-Sun	5%	5%	8%	7%
Didn't visit SU between Fri-Sun	60%	58%	55%	47%
Overall Satisfaction with SU	78%	77%	84%	80%

How often do you visit the SU web page?				
5 or more times per week	3%	3%	2%	2%
3-4 times per week	5%	4%	3%	4%
1-2 times per week	8%	4%	6%	7%
1-2 times per month	9%	7%	8%	9%
1-2 times per semester	18%	20%	20%	23%
Never	57%	62%	60%	56%

OSU Website

Most common ways to learn about activities, programs, or services in SU				
Campus email	37%	35%	37%	32%
Flyers, posters, banners, chalking	20%	22%	21%	21%
Word of mouth	9%	10%	12%	14%
Email messages / forward	9%	7%	5%	5%
Email listserv	5%	5%	5%	7%
Online communities (Facebook)	1%	2%	4%	3%
Other	2%	1%	1%	3%
Online shared calendar or bulletin board	1%	1%	<1%	1%
Web page	1%	1%	2%	1%
Campus newspaper	1%	1%	2%	1%
Never seem to hear...	11%	14%	11%	10%

Activities and programs at the SU are effectively promoted.	55%	54%	56%	52%
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The SU at UNLV was no more or less important a factor in a student's decision to attend here than it has been in the past or than at other Doctoral research universities. UNLV students are using the union at similar rates as in the past and as at other similar institutions. The satisfaction with our union decreased significantly compared to the year 2013 but did not differ significantly from national levels. The decline from 2013 was attributed to two factors: aging of the building and increased utilization causing crowding at high demand times of day compared to 2013.

Rates of agreement with the effectiveness of SU promotions were consistent with historical and national rates. Our students reported visiting the SU website as frequently as in the past and as frequently as their counterparts at similar campuses. Campus email remained the most common way to learn about opportunities and services in the SU.

When you come to SU, how do you spend your time?	2019	2016	2013	DRU
Eat	86%	87%	100%	85%
Spend time with friends socializing	71%	68%	77%	72%
Use cash to pay for food	71%	74%	81%	59%
Visit bookstore or other retail shop	65%	74%	77%	71%
Attend a program, speaker, event, or performance	50%	51%	56%	60%
Get info about what is happening on campus	45%	47%	57%	45%
Study on your own	45%	46%	57%	61%
Use a computer lab or work station	35%	41%	53%	34%
Use a meal plan or declining balance to pay for food	34%	30%	38%	39%
Attend student club/organization meetings	33%	34%	38%	40%
Relax or take a nap	32%	38%	42%	33%
Visit an administrative or student services office	30%	22%	29%	35%
Meet with a group to study	26%	32%	37%	40%
Visit the game room or billiard room	26%	23%	25%	29%
Attend late-night programs (movies or "After Dark" events)	21%	15%	28%	29%
Use student club/organization space	19%	17%	22%	23%
Meet with a faculty member	15%	14%	18%	18%
Watch television	14%	14%	18%	15%

Eating was the most common reason to visit the SU, and more visitors eating at the SU paid for their food with cash than with meal plans or RebelCash. Spending time with friends socializing was the next most common reason to visit the SU.

The top three reasons to visit the SU IN 2019 did not match the top three from the past and from similar institutions around the nation. For 2016, the top three were eating, visiting the bookstore or other retail, and using cash to pay for food. For this year's national counterparts, the top three were eating, spending time with friends, and visiting the bookstore or other retail shop.

Students who indicated that they come to the SU to attend a program, speaker, event, or performance and students who indicated that they come to attend late-night programs were routed to a set of questions about their learning outcomes related to that participation.

As a result of attending programs, speakers, performances, or events at the SU... (n=398)	2019	2016	2013	DRU
I have been able to meet individuals with similar interests to my own	67%	61%	61%	63%
I have been able to connect with other students	65%	62%	60%	61%
I feel part of the campus community	61%	59%	55%	62%
I have been able to meet individuals with different interests from my own	59%	58%	56%	54%
I have become more knowledgeable about the campus community	59%	60%	59%	58%
I am more likely to complete my degree at this college	59%	60%	59%	49%
My satisfaction with my collegiate experience has improved	58%	54%	59%	55%
I have learned to balance social activities w/ acad. obligations	52%	51%	50%	46%
My understanding of diverse perspectives has changed	52%	52%	49%	52%
I have gained experience / skills relevant to my academic major	51%	47%	51%	48%
I have gained experience / skills relevant to my future career	50%	52%	54%	48%
I have greater appreciation for the fine and performing arts	49%	48%	45%	50%
My ability to work in a team has improved	48%	47%	46%	41%
My communication skills have improved	48%	48%	50%	46%
I am better able to articulate my goals in life	47%	44%	49%	42%
I am better able to articulate my values, attitudes, and beliefs	45%	44%	49%	44%
I have become more involved with additional campus activities	45%	43%	48%	48%
My leadership skills have improved	43%	48%	44%	40%
I am more likely to participate in alumni events after graduation	42%	46%	46%	36%
My critical thinking / problem solving skills have improved	42%	41%	47%	36%
My study skills have improved	41%	39%	42%	37%
I am better able to manage conflict	40%	39%	43%	35%
My time management skills have improved	39%	37%	43%	36%
My academic achievement and grades have improved	39%	40%	41%	33%
My stress management skills have improved	39%	34%	38%	34%
I have been able to connect with faculty	37%	32%	35%	
I have been able to connect with staff members / administrators	36%	31%	32%	32%
My self-confidence has increased	35%	43%	45%	35%
I am more likely to donate to my college after I graduate	32%	38%	40%	27%
I have been able to make a difference on campus	32%	26%	33%	31%

UNLV students who attended programs, speakers, performances, or events at the Student Union (including late-night ones) indicated similar levels of learning as they did in the past and as their counterparts did at similar institutions.

The outcomes with highest endorsement included being able to meet individuals with similar interests to my own (67%) and connecting with other students (65%), and feeling part of the campus community (61%).

Active participation in on-campus activities	2019	2016	2013	DRU
Campus events (e.g., movies, concerts, speakers)	18%	26%	29%	42%
Community service / service-learning projects	11%	14%	17%	20%
Greek-letter organizations	4%	5%	8%	15%
Honor societies	6%	8%	15%	12%
Intercollegiate athletics	2%	4%	3%	4%
Performing arts (theater, music, dance)	5%	9%	10%	12%
Political activism	2%	4%	5%	5%
Recreational activities (sport clubs, intramurals)	7%	6%	9%	19%
Student government	2%	2%	3%	3%
Student media (newspaper, yearbook, radio)	1%	4%	2%	3%
Other student organization or club	8%	8%	8%	20%
None of the above	30%	46%	43%	29%

Reports of participation in campus events, community service, and honor societies declined somewhat since 2013 and was lower than at similar institutions. Participation in Greek-letter organizations, performing arts, recreational activities, and other student organizations was also lower than at similar institutions. The most common involvement was campus events, and this type of involvement also provided the most glaring difference between local participation and national participation. Historically, this difference has been attributed to fewer such opportunities being offered at UNLV because these events were readily available in the community. Our community's emphasis on entertainment events distinguishes it from the other campuses in the national set, so lower participation on this item need not indicate a deficit. The decline in participation in honor societies was the next greatest concern.

General Satisfaction with Selected Aspects of the SU	2019	2016	2013	DRU
Variety of food service pricing options (cost of food)	67%	64%	62%	--
Amount of food court seating	49%	62%	72%	--
Cleanliness of food court seating area	80%	85%	79%	--
Cleanliness of restrooms	83%	85%	79%	--
Cleanliness of hallways and lounges	89%	95%	90%	--
Cleanliness of meeting spaces	91%	96%	91%	--

The amount of seating in the food court area was the one area where satisfaction dropped noticeably. This drop may be related to increased enrollment and a related increase in demand upon the food court, for seating in the area did not decline.

The rate of cleanliness decreased compared to the past. Cleanliness of hallways and lounges, meeting spaces, and food court seating area decreased from 2016.

Self-Reported Characteristics of Respondents	2019	2016	2013	DRU
Member of at least one student club or organization	40%	38%	43%	54%
Involved in at least one intramural, club sport, or organized fitness activity on campus	12%	10%	14%	20%
Member of a Greek organization	7%	7%	9%	16%
Member of an intercollegiate athletic team	3%	2%	2%	2%
International student	5%	7%	5%	8%
Lesbian, gay, bisexual, or queer	15%	9%	8%	14%
Non-binary gender identity (includes Transgender and Respondent-Specified)	1%	<1%	1%	1%
Veteran or Currently Serving in Military	5%	4%	4%	3%
Transfer to UNLV from 2-year college	24%	22%	20%	13%
Transfer to UNLV from 4-year college	9%	10%	9%	8%
Enrolled full-time	84%	85%	85%	89%
First Generation	36%	34%	36%	23%
Current or former employee of the SU?	5%	3%	5%	3%

Hours spent studying per week				
Zero	0%	1%	1%	1%
1 to 10	48%	50%	47%	43%
11 to 20	33%	31%	36%	36%
21 to 30	13%	12%	10%	13%
More than 30	6%	6%	6%	7%

Hours spent working for pay per week				
Zero	32%	34%	32%	33%
1 to 10	8%	8%	7%	13%
11 to 20	25%	29%	27%	29%
21 to 35	20%	23%	27%	14%
More than 35	16%	14%	17%	11%

Current Residence				
On campus	7%	8%	7%	21%
Fraternity or Sorority House	0%	0%	0%	3%
Off campus: alone or with friends / roommates	21%	28%	24%	38%
Off campus: parents or guardians	55%	46%	46%	24%
Off campus: spouse, partner, children	15%	18%	21%	13%
Studying abroad	<1%	<1%	<1%	1%

Our students reported similar hours spent studying or working for pay each week as they did in the past and as their counterparts at similar institutions did. More of our students lived off campus with their parents or guardians compared to other campuses. Compared to 2013, slightly fewer of our current students lived off campus with spouse, partner, or children. Compared to 2016, slightly fewer of our current students lived off campus alone or with friends/roommates. This group was

also smaller than at similar institutions. The portion living on campus was consistent with past but smaller than similar institutions.

The study examines a series of learning outcomes for students who identified as employees of the student unions on their campuses. Among our respondents, 36 indicated that they were now or ever had been employed by the Student Union. That was too few respondents for meaningful results, so learning outcomes related to employment were not analyzed.

Turning attention to retention and progress for everyone who completed the survey, the vast majority of this year's respondents indicated that they would choose UNLV again and that, if they were not graduating, they would enroll next term. Levels of agreement were consistent with previous administrations and with similar institutions.

Retention and Progression	2019	2016	2013	DRU
Probably or Definitely would choose UNLV again	75%	73%	75%	77%
Extremely or Somewhat Likely to enroll at UNLV next term	94%	95%	95%	82%

Expected GPA for this semester				
3.5 to 4.0	50%	58%	46%	59%
3.0 to 3.4	37%	34%	40%	30%
2.5 to 2.9	10%	7%	13%	9%
2.0 to 2.4	3%	1%	2%	2%
Below 2.0	0%	0%	<1%	0%

Our respondents were similar to their counterparts at similar institutions with regard to their expected GPA this semester.

Students who indicated that they did not use the Student Union indicated that their most common reason was a lack of time. This one was more common than in the past and also more common than at other campuses. The next most common reason was that the SU did not offer anything they needed. This one also was more common than in the past but similar to other campuses.

What prevents you from visiting the SU more frequently?	n=69	n=30	n=48	
Not a convenient location	10%	20%	17%	23%
I don't have time / Too busy	42%	70%	42%	46%
Not open when I am on campus	1%	10%	2%	1%
Nothing I need is there	29%	50%	42%	49%

The percent who reported that the SU offered nothing they need declined remarkably from 50% in 2016 to 29% in 2019. The percent for UNLV was also remarkably lower than other doctoral research universities. This decline may be attributed to increased marketing efforts to let students know what services and opportunities are available in the SU. Since the last administration in 2016, the Student Union has added several kiosks and new tenants: Mamava Pod, Wells Fargo ATM (bringing ATMs from three different banks into the facility), Rebel Copy & Send, the Intersection (academic multicultural center), U-District leasing office (campus-adjacent housing), Student Diversity & Social Justice, and Bike Repair stations. All of these additions were announced to campus. In addition, SUES has begun to manage the use of classroom space by RSOs during hours when the spaces are not in use by academic classes.



## IMPORTANCE AND SATISFACTION RATING

With regards to the level of satisfaction with the importance level, this figure demonstrates the main items based on the table existing in appendix B. This figure shows what we have done well which acquired high satisfaction as well as high importance level: Welcoming and comfortable atmosphere, and Atmosphere that is inclusive of the diverse needs of students.

There is no specific action required for those items which acquired the average level both in satisfaction and importance. The areas which need attention have at least average importance and lower than average satisfaction. These areas can be seen in yellow in the table below: Atmosphere that is conducive to studying, and Variety of food options.

Satisfaction	Low Importance	Average Importance	High Importance
High			<ul style="list-style-type: none"> <li>• Welcoming and comfortable atmosphere</li> <li>• Atmosphere that is inclusive of the diverse needs of students</li> </ul>
Avg	<ul style="list-style-type: none"> <li>• Variety of learning opportunities</li> <li>• Variety of entertainment options</li> <li>• Variety of retail / service options</li> <li>• Atmosphere that encourage informal interaction amongst students and staff</li> <li>• Atmosphere that encourage informal interaction amongst students and faculty</li> </ul>		Availability of lounges and meeting room space
Low		Atmosphere that is conducive to studying	Variety of food options

## INVOLVED STUDENTS

50.0% of students indicated that they were involved in events, activities, organizations, and programs sponsored or organized by the departments within Campus Life. This count included students who indicated that they participated in campus events (e.g., movies, concerts, speakers), community service and service-learning projects, Greek-letter organizations, multicultural or international student organizations, recreational activities, student government, student media, and other student organizations or clubs. It did not include students who did not participate in any of those activities but who did participate in any of the following: honor societies, intercollegiate athletics, performing arts, political activism, or none.

Significantly larger portions of students who were involved in Campus Life (than of students who were not) agreed that they had achieved seven developmental or learning outcomes. The outcomes in this table were sorted in descending order by size of the effect (Shown in Appendix C).

Student Developmental or Learning Outcome	Not	Involved
Q53. My leadership skills have improved.	27%	51%
Q37. I have been able to meet individuals with different interests from my own.	44%	67%
Q46. I have become more involved with additional campus activities.	29%	53%
Q67. Has your participation in programs, speakers, performances, and events at the Student Union provided you with skills that you will use after college?	16%	39%
Q58. My ability to work in a team has improved.	34%	56%
Q57. I am better able to articulate my goals in life.	33%	54%
Q56. I am better able to articulate my values, attitudes, and beliefs.	32%	52%

## OPEN ENDED RESPONSES (themes reported by respondents)

The respondents were asked about the type of skills they have developed by attending programs, speakers, performances, and events at the Student Union that they will use after college. A total of 93 students answered this question. The following are some highlights from the results:

- 30% of the respondents believed that meeting new people, making connections, networking, and communication was the main skill they have developed.
- The next most commonly mentioned skill was “improving personal and or professional skills,” which was reported by 29% of the respondents.
- The third and fourth skills selected by the respondents was “leadership and or organizational skills” and “cultural appreciation” both of which were selected by almost 9% of the respondents.
- Almost 5% of those participated in the survey believed that “making them feel that they are a part of a community” is what attending the SU programs provided them with.
- “Diversity and social justice” was selected by almost 4% of them as the 6<sup>th</sup> skill.
- Almost 4% of the respondents did not mention a particular skill but believed that “they have learned a lot” from the SU programs.
- Approximately 3% mentioned that no special skill was provided to them.
- Finally, almost 3% of the respondents mentioned “Improving the self-esteem” as a skill they developed or improved as a result of attending the SU programs.

Students were asked what needed to change/improve about the Student Union. A considerable number of the students answered this question. Below are the main themes of the total of 506 respondents:

- 36% asked for more vendors, cheaper food options, more coffee places, and more healthy food options
- 31% of the students asked for more and better sitting place
- 12% of the students liked current condition of the Student Union
- 8% asked for expanding the Student Union because it gets overcrowded at peak times
- 6% asked for increasing the security of the Student Union so that people whom respondents described as experiencing homelessness will not sleep in the seats
- Total of 3% asked for providing kosher, halal, and more vegan food options
- Another 3% asked for better decoration designs for the Student Union

Less than 2% of respondents provided other comments, including create a lounge for faculty and staff members in order to be secluded and get comfortable, change the steak n shake to a less expensive burger option, have a place for the students to offer or sell their stuff, have a LGBTQ and multicultural center, offer more microwaves, have more sociable and welcoming staff, provide longer hours for holidays and weekends, and expand the Starbucks so that its line does not block hallway.

## ACTION ITEMS

Staff and occupants of the SU are to be commended for fostering a welcoming and comfortable atmosphere as well as an atmosphere inclusive of the diverse needs of students. Both of these areas received above average ratings for importance and satisfaction, so students not only thought they were especially important but also felt particularly satisfied.

Variety of food choices was rated with above average importance but below average satisfaction. This item, therefore, deserves particular attention. Because the prevailing reason to visit the union included eating (including spending cash to buy food), the Student Union must be mindful of the food choices it makes available to students and others who visit the facility. Food vendors are determined in collaboration with Aramark, so as current venues are evaluated and additional dining or food-purchase venues become available within the Student Union, the Student Union should work closely with Aramark to gather student input which can inform what food choices students prefer.

Because the second most popular reason to visit the union involved socializing with friends, the Student Union should remain mindful of offering and maintaining spaces where students can socialize. To the credit of the Student Union, students indicated that the availability of such spaces was of greater than average importance and met average satisfaction.

Of average importance to students but with low satisfaction was an atmosphere conducive to studying. As UNLV pursues its aspirations of remaining a top tier institution, the atmosphere conducive to studying may increase in importance. As plans progress about renovations and expansions to the Student Union, staff may consider how to incorporate more study areas into the facility.

Student outcomes related to attending programs, speakers, performances, or events at the Student Union did not differ significantly from doctoral research universities. The staff and occupants of the Student Union should celebrate this fact. When marketing the events at the union to students, SUES and other departments within the Student Union may emphasize the most highly endorsed outcomes as benefits of students utilizing the Student Union—e.g., 67% reported meeting individuals with similar interests; 65% connected with other students; and 6 out of 10 met individuals with different interests from one's own, became more knowledgeable about the campus community, felt more likely to complete their degree at UNLV, and felt greater satisfaction about their collegiate experience.

The staff involved in managing honor societies will be alerted to the decline in participation indicated on this survey, so they may follow up as needed with academic, pre-professional, and honor societies.

Student feedback related to food services and food court seating will be shared with Aramark.

Appendix A: Names and characteristics of institutions included in the national benchmarking data set for large, four-year, public, predominantly non-residential campuses

Institutions	Enrollment	Carnegie Basic	Community Engaged
Auburn University	29,776	Doctoral: Very High	Yes
Indiana University	43,710	Doctoral: Very High	Yes
University of Nebraska-Lincoln	26,079	Doctoral: Very High	No
University of Wisconsin - Milwaukee	24,988	Doctoral: Very High	Yes
<i>University of Nevada, Las Vegas</i>	<i>30,471</i>	<i>Doctoral: Very High</i>	<i>No</i>

## Appendix B: Importance and Satisfaction Ratings

How important is each of the following and how satisfied are you with each one?	Rating (1 to 4)	Means: UNLV					Percentages: UNLV			
		2019	2016	2013	DRU		2019	2016	2013	DRU
Availability of lounges and meeting room space	Importance	3.06	2.96	3.02	3.15		77%	86%	90%	92%
	Satisfaction	2.90	3.06	3.09	2.97		74%	80%	81%	81%
	Gap	-0.16	0.10	0.07	-0.18		-2	-6	-9	-10
Welcoming and comfortable atmosphere	Importance	3.40	3.35	3.39	3.42		86%	94%	96%	96%
	Satisfaction	3.14	3.17	3.24	3.23		83%	86%	86%	89%
	Gap	-0.26	-0.18	-0.15	-0.19		-3	-9	-10	-7
Variety of entertainment options	Importance	2.60	2.75	2.72	2.62		56%	84%	84%	82%
	Satisfaction	3.01	3.03	3.00	3.04		80%	80%	76%	74%
	Gap	0.41	0.28	0.28	0.42		25	-4	-8	-8
Variety of learning opportunities	Importance	2.79	2.78	2.84	2.74		63%	84%	87%	84%
	Satisfaction	2.93	2.97	2.92	2.95		76%	73%	73%	71%
	Gap	0.14	0.19	0.08	0.21		12	-10	-14	-13
Variety of food options	Importance	3.50	3.51	3.56	3.41		88%	96%	97%	94%
	Satisfaction	2.81	2.73	2.82	2.76		67%	63%	68%	71%
	Gap	-0.69	-0.78	-0.74	-0.65		-21	-32	-29	-23
Variety of retail / service options	Importance	2.71	2.77	2.83	2.64		61%	86%	85%	82%
	Satisfaction	2.88	2.72	2.80	2.76		72%	64%	69%	73%
	Gap	0.17	-0.05	-0.03	0.12		11	-21	-17	-9
Atmosphere that encourage informal interaction amongst students and <u>staff</u>	Importance	2.73	2.74	2.77	2.67		62%	81%	84%	82%
	Satisfaction	2.97	3.01	3.03	2.95		75%	78%	78%	65%
	Gap	0.24	0.27	0.26	0.28		13	-3	-6	-17
Atmosphere that encourage informal interaction amongst students and <u>faculty</u>	Importance	2.72	2.71	2.71	2.67		62%	82%	83%	82%
	Satisfaction	2.92	2.97	2.97	2.90			76%	76%	64%
	Gap	0.20	0.26	0.26	0.23		-62	-7	-7	-18

How important is each of the following and how satisfied are you with each one?	Rating (1 to 4)	Means: UNLV					Percentages: UNLV			
		2019	2016	2013	DRU		2019	2016	2013	DRU
Atmosphere that is conducive to studying	Importance	2.87	3.00	3.01	3.13		65%	89%	89%	90%
	Satisfaction	2.60	2.73	2.67	2.83		59%	64%	61%	76%
	Gap	-0.27	-0.27	-0.34	-0.30		-6	-25	-28	-14
Atmosphere that is inclusive of the diverse needs of students	Importance	3.16	3.10	3.10	-		76%	88%	91%	-
	Satisfaction	3.13	3.11	3.12			85%	83%	83%	
	Gap	-0.03	0.01	0.02			8	-6	-8	

Appendix C: Student Developmental and Learning Outcomes by Involvement in Campus Life

Student Developmental or Learning Outcome	Not	Involved	X <sup>2</sup>	df	N	p	V
Q37. I have been able to meet individuals with different interests from my own.	44%	67%	21.895	2	398	0.000	0.24
Q38. I have been able to meet individuals with similar interests to my own.	55%	73%	12.279	2	397	0.002	0.18
Q39. I have been able to connect with other students.	56%	70%	6.724	2	387	0.035	0.13
Q40. I have been able to connect with faculty.	38%	37%	0.042	2	392	0.979	0.01
Q41. I have been able to connect with staff members/administrators.	31%	38%	3.805	2	392	0.149	0.10
Q42. I feel part of the campus community.	59%	63%	1.215	2	388	0.545	0.06
Q43. I have been able to make a difference on campus.	18%	38%	16.761	2	391	0.207	0.00
Q44. I have gained experience/skills relevant to my academic major.	43%	54%	4.049	2	391	0.132	0.10
Q45. I have gained experience/skills relevant to my future career.	38%	56%	11.541	2	395	0.003	0.17
Q46. I have become more involved with additional campus activities.	29%	53%	21.208	2	392	0.000	0.23
Q47. I have a greater appreciation for the fine and performing arts.	39%	55%	8.814	2	394	0.012	0.15
Q48. My self-confidence has increased.	26%	40%	7.900	2	388	0.019	0.14
Q49. My stress management skills have improved.	31%	43%	5.364	2	391	0.068	0.12
Q50. My time management skills have improved.	29%	44%	8.270	2	391	0.016	0.15
Q51. My communication skills have improved.	36%	54%	14.217	2	385	0.001	0.19
Q52. My critical thinking/problem solving skills have improved.	33%	46%	5.490	2	390	0.064	0.12
Q53. My leadership skills have improved.	27%	51%	25.111	2	388	0.000	0.25
Q54. I am better able to manage conflict.	28%	46%	11.599	2	384	0.003	0.17
Q55. My study skills have improved.	34%	44%	6.647	2	384	0.036	0.13
Q56. I am better able to articulate my values, attitudes, and beliefs.	32%	52%	15.094	2	392	0.001	0.20
Q57. I am better able to articulate my goals in life.	33%	54%	16.239	2	391	0.000	0.20
Q58. My ability to work in a team has improved.	34%	56%	17.969	2	390	0.000	0.22
Q59. My academic achievement and grades have improved.	31%	43%	7.343	2	389	0.025	0.14
Q60. I have learned to balance social activities with academic obligations (e.g., homework)	41%	58%	10.635	2	387	0.005	0.17
Q61. I have become more knowledgeable about the campus community.	48%	64%	11.275	2	385	0.004	0.17
Q62. My understanding of diverse perspectives has changed.	41%	57%	8.943	2	386	0.011	0.15
Q63. I am more likely to donate to my college after I graduate.	23%	37%	7.035	2	384	0.030	0.14



Student Developmental or Learning Outcome	Not	Involved	$\chi^2$	df	N	p	V
Q64. I am more likely to complete my degree at this college.	46%	65%	13.129	2	386	0.001	0.18
Q65. My satisfaction with my collegiate experience has improved.	61%	58%	7.584	2	392	0.023	0.14
Q66. I am more likely to participate in alumni events after graduation.	32%	48%	8.872	2	394	0.012	0.15
Q67. Has your participation in programs, speakers, performances, and events at the Student Union provided you with skills that you will use after college?	16%	39%	20.882	1	384	0.000	0.23
Q69. Overall, how satisfied are you with the Student Union?	87%	85%	0.233	1	694	0.637	0.02
Q112. If you could start over again, would you go to UNLV again?	74%	76%					
Q113. How likely is it that you will be enrolled at UNLV next semester?	93%	95%					
Other Characteristics and Experiences							
Q115. What is your current enrollment status? [Full-Time]	81%	89%	71.9	2	753	0.15	0.071