Service Excellence Survey:
Spring 2009 - Students

Executive Summary,
Graphs, and Tables

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September 2009

Service Excellence Survey
Spring 2009 – Students
Executive Summary

The Service Excellence Survey is designed to obtain students' opinions about the importance and quality of services provided and programs offered by many of the offices and departments at GW. The attached graphs and tables provide a summary of the findings. During the spring 2009 semester, the survey was administered, online, to a stratified random sample of approximately 11,300 undergraduate and graduate, degree-seeking, on-campus students. Of that group, 4,062 students responded, a 36% response rate. Most of the survey results are organized under the Vice President(s) to whom they report.

Services Provided by Offices under the Executive Vice President For Academic Affairs (AA), Executive Vice President and Treasurer (EVP&T), and Senior Vice President for Student and Academic Support Services (SASS)

Colonial Central:
Colonial Central provides a centralized location for services and information provided by the offices of Student Financial Assistance, Student Accounts, Registrar, GWorld, and Cashier.

- At least two-thirds of the undergraduate and graduate students have used Colonial Central in the past year.
- Four out of five students rate the services provided by the Registrar's Office, Colonial Central front desk, and Student Accounts as meeting or exceeding their expectations.
- 71% indicate that services provided by Student Financial Assistance meet or exceed expectations.

(See AA, EVP&T, & SASS Graph 1)

Websites:
Students were asked to rate the quality and relevance of the information provided on GW services' websites and the ease in which they could navigate and find the information they were seeking.

- The websites most accessed by students are the Schedule of Classes, ALADIN research portal, Student Accounts, and Registrar.
- Almost all the websites received a rating of meets or exceeds expectations from three-quarters of the students.
- The two websites that half the users rate as exceeding expectations are: ESIA's Career Center (55% indicate it exceeds expectations) and ALADIN (50%).
- 39% of the graduate students who accessed the Graduate Student Assistantships and Fellowships website rate it as needing improvement.

(See AA, EVP&T, & SASS Graph 2)

Services Provided by Offices under the Executive Vice President For Academic Affairs and Executive Vice President and Treasurer

Technology:
Information services:

- 90% of the students think it is important or very important to have a stable and secure wireless connection on campus. About half (48%) think the wireless connection exceeds expectations, and one-third (38%) rates it as below expectations.
- Three-quarters (78%) think that the services provided by the Student Technology Services Help Desk meet or exceeds their expectations.

Academic technology:
Having instruction technology, such as powerpoint slides, internet connections, videos, and wikis, available in the classroom is important to almost all students (97%).

- Two-thirds (66%) think that the academic technology available in the classroom exceeds their expectations, and an additional 23% think it meets their expectations.
- A much smaller percentage of students have listened to podcasts of their classes (37%), and 26% think that having podcasts of their classes is important or very important.
- 71% of the podcast users rated it as meeting or exceeding their expectations.

(See AA & EVP&T Graph 1)

Services Provided by Offices under the Executive Vice President For Academic Affairs and Senior Vice President for Student And Academic Support Services

Employment and career information:
Employment and career information for students is decentralized. The GW Career Center provides employment and career information and programs for all undergraduates. SEAS and SB have career centers for their respective students, and ESIA has a career center for its graduate students.

- 79% of the students have used the GW Career Center's consulting services in the past year.
- At least two-thirds of those who have used the services provided at any of the career centers rate it as meeting or exceeding their expectations.
- Of note is that 61% of those using the Graduate Student Center in ESIA think the service exceeds their expectations.

(See AA & SASS Graph 1)

Services Provided by Offices under the Executive Vice President
For Academic Affairs

Academic services:

Study abroad:

- About half the students indicate that the services provided by the Study Abroad Office are important or very important. Almost three-quarters of its users indicated that services meet or exceed their expectations.

University Writing Center

- About 40% believe that the University Writing Center provides an important or very important service. Four out of five of its users rate it as meeting or exceeding their expectations for service.

(See AA Graph 1)

Academic advising:

A higher percentage of graduate students compared to undergraduates indicate that academic advising is very important.

- More than half (55%) of the graduate students indicate that academic advising is very important; 77% think it is important or very important.
- Less than half (47%) of the undergraduates think that advising is very important. While 57% of CCAS students think that advising in the major is very important, only 30% of CCAS freshmen and sophomores rate it very important.

Overall, at least 60% of the graduate students think that academic advising in their respective schools meets expectations or demonstrates a real strength.

- About half the graduate students in CCAS (52%), GSEHD (52%), and SEAS (48%) think that advising exceeds expectations.
- Slightly more than one-third of the graduate students in School of Business (39%), the Elliott School (40%), and SPHHS (34%) rate it above their expectations.

Although the quality of undergraduate advising varies within and across schools, at least half the undergraduates rate advising as meeting their expectations.

- Over half the students in ESIA (52%) and SPHHS (53%) think that academic advising exceeds expectations.
- Over half the freshmen and sophomores (52%) in CCAS think advising is below their expectations; about one-third (36%) of the juniors and seniors indicates that advising in their major is below their expectations.

Over 1,000 comments, both positive and critical, were recorded for academic advising.

(See AA Graph 2)

Library collections and study space:

Gelman Library's collection and the service provided at Gelman and Eckles are rated as meeting or exceeding expectations by most students.

- Over half the undergraduates rate the electronic collections (61%) and print collections (51%) as very important. When the two important ratings are combined, 80% rate electronic collections and 71% rate print collections as important.
- 84% rate the adequacy of the electronic collection as, at a minimum, meeting expectations; over half (54%) think the electronic collection exceeds expectations.
- 91% rate the quality of service provided by Eckles Library and Gelman Library staffs as meeting or exceeding expectations; 53% rate services provided by Gelman as exceeding expectations, and 55% think that the Eckles Library staff as exceeding expectations.

The availability of study space in Gelman Library and on Foggy Bottom is an important issue for many students.

- At least half rate the availability of study space in Gelman Library (57%) and on Foggy Bottom (50%) as very important. Combining important and very important, the percentage of students rises to 72% indicating Gelman Library study space is important, and 69% think that study space on Foggy Bottom is important.
- Group meeting space at Gelman Library is important to 63% of the students; group meeting space on Foggy Bottom is important to 62%.
- About half of the students think the availability of study space and the availability of group space either meets or exceeds expectations. However, over 40% believe that more study and group space is needed in Gelman, and over 50% think that more study and group space is needed on the Foggy Bottom campus.

(See AA Graphs 3 and 4)

Graduate admissions:

- Two-thirds of the first year graduate students rate the graduate resource booklet (The Source), the Graduate Student Services Fair, and the Foggy Bottom campus tour as exceeding their expectations.

(See AA Graph 5)

Services Provided by Offices under the Executive Vice President
And Treasurer

Auxiliary services (Mail and Package, GWorld Carding, Bookstore, and Parking):
Mail and Package services have been used by 98% of the undergraduates living on-campus, and 90% of the students have used the Bookstore.

- 87% of the students using the GW Mail and Package services rate it, at a minimum, as meeting their expectations. Of this group, 59% think the service exceeds their expectations.
- Nine out of 10 students rate the GWorld Carding Operations as meeting or exceeding their expectations.
- 51% rate the services provided by the Bookstore staff as meeting expectations; 36% think it exceeds expectations.
- While used by a small percentage of students, 81% rate the parking lot cashiers and attendants as meeting or exceeding their expectations.

(See EVP&T Graph 1)

Upkeep of and repairs for facilities:
Academic facilities:
A higher percentage of students use and think it more important to maintain the Foggy Bottom campus compared to those who take classes at or reside on the Mount Vernon campus. However, students think that the academic buildings, classrooms and science laboratories, and computer laboratories at Mount Vernon are better maintained than those at Foggy Bottom.

- One-third (35%) thinks that the upkeep of the academic buildings, classrooms, and science laboratories at Foggy Bottom are below their expectations; 28% think the upkeep of the computer labs on Foggy Bottom needs to be improved.
- 80%-90% of those who use the Mount Vernon buildings, classrooms, computer and science labs think that the upkeep of and repairs for them meet or exceed expectations.

(See EVP&T Graphs 2 and 3)

Residence Halls:
Most undergraduates and some graduate students live in the residence halls. Students' ratings of how well the halls are maintained vary widely and are negatively impacted by the aging of some of the residence halls.

- 46% of the residents living on Foggy Bottom think that the upkeep of the Houses falls below their expectations.
- 36% of the Mount Vernon residents think that the upkeep falls below expectations, and 42% rate it as exceeding expectations.

Non-academic buildings and grounds:
- About 90% of the students think that the upkeep of non-academic buildings, excluding the residence halls, and grounds on both Foggy Bottom and the Mount Vernon campuses meet or exceed their expectations.

(See EVP&T Graphs 4 and 5)

Dining and food service:
Over three-quarters of the students have eaten at J Street in the past year.

- Over half the students eating at J Street rate the variety and quality of the food being served as being below their expectations.
- One-third thinks that the service provided at J Street is below what it should be.
- While only one-third of the students dined at Mount Vernon, about half rate the quality of food and variety of food choices is below their expectations.

(See EVP&T Graphs 6 and 7)

Website transactions:
Requests for residence hall repairs, Colonial Cash, and conducting financial transactions online are rated high by the students who use these websites.

- Four out of five students indicate that their transactions on the FIXIT website (82%), Colonial Cash (81%), and online bill paying (89%) meet or exceed their expectations.

(See EVP&T Graph 8)

**Services Provided by Offices under the Senior Vice President
For Student and Academic Support Services**

Support services and programs:

Overall, the quality of services provided by CADE, Disability Support Services, ISO, MSSC, Health and Wellness, Student Activities, Vern Express, University Counseling Center, and UPD[1] are rated high, with three-quarters rating them as meeting or exceeding their expectations.

- Over half the students using the Health and Wellness Center (55%), the Vern Express (52%), and International Services (52%) indicated these services exceed their expectations. (Please note that only international students were asked to rate the services provided by the International Services Office.)
- Students are divided about the quality of service provided by Student Health. One-third thinks the service exceeds expectations (33%), one-third (35%) thinks the service meets expectations, and one-third (32%) thinks it does not meet their expectations.
- Almost 85% of the students think that programs offered by the Student Activities Center and Mount Vernon Campus Life meet or exceed their expectations.

(See SASS Graphs 1 and 2)

Housing services and programs:

- Four out of five students living in the residence halls rate the services provided by the House staff as meeting or exceeding their expectations.
- 71% of the undergraduates who attended a program or workshop offered in the residence halls think it meets or exceeds their expectations.

(See SASS Graph 3)

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[1] At the time the survey was developed, UPD reported to Senior VP-SASS.

The Ratings

The Service Excellence Survey included two evaluation methods:
1) Rating of all services: Students were asked to rate services on a 7-point scale where 1 indicates "improvement needed," 4 represents "meets expectations," and a score of 7 means the service "demonstrates a real strength"; and
2) The top five: Students were asked to identify the five services they think provide the best service.

The two rating scales produced some differences in the "best service" category.

The "Above Expectations" column in Table 1 represents how the students evaluated the service on the 7-point scale. The "Mentioned as Best Service" column represents those services mentioned most frequently in students' top five listings.

Table 1. Best Services

Services	Above Expectations	Mentioned as "Best Service"
The Foggy Bottom graduate student campus tour (grad students only)	☆☆	
The graduate resource booklet, The Source (first year grad students only)	☆☆	
Having technology in the classroom	☆☆	
The Fall Graduate Student Services Fair (first year grad students only)	☆☆	
Services provided by the Graduate Student Career Development (ESIA graduate students only)	☆	
Services provided by the GW Mail and Package services staff (undergrads living on campus only)	☆	
Upkeep, repairs, and appearance of grounds on MV campus	☆	
Elliott School Career Center website	☆	
Services provided by the Eckles Library staff	☆	☆
Programs offered at the Lerner Health and Wellness Center	☆	☆
Adequacy of GW libraries electronic collections	☆	
Services provided by the Gelman Library staff	☆	
Services provided by the Vern Express	☆	
Services provided by the ISO (int'l students only)	☆	
Advising provided in your program or department (CCAS grad students)	☆	
GWorld Carding Operations		☆
Colonial Central Front Desk		☆
Disability Support Services		☆

☆ Indicates that the service is between 1 and 2 standard deviations above the mean in the 'above expectations' category or above the mean of percentage of services providing the best service.

☆☆ Indicates that the service is 2 standard deviations above the mean of percentage in the 'above expectations' category.

The Service Excellence Survey is designed to obtain students' opinions about the importance and quality of services provided and programs offered by many of the offices and departments at GW. The attached graphs provide a summary of the findings. Information about the questionnaire and how to read these graphs follows. A copy of the complete survey can be found at: https://www.gwu.edu/~oapa/ses.html.

How to read the graph(s):
The graphs are designed to provide a visual summary of the importance, use, and quality of services and programs offered by departments under the same vice president or for areas that are related to each other. For each service (listed in the center of the page) there are two graphs.

Left graph: The left graph presents information about the *users* of a particular service and their rating of the services' *importance* to them: The components of the graphs represent:

    (N): Number of people who answered the question. The number of respondents may vary dramatically as some questions were directed at targeted audiences (e.g., international students, undergraduates).

    Blue bar (dark): The percentage *of those who answered the question* who indicated the service was "important" or "very important."

    Yellow bar (light): The percentage of respondents (N) who had used the service since January 2008.

Right graph: The graph presents information about how students who have *used the service in the past year* rate the *quality of service* they received. The percentage used in each tri-colored bar should total ±100 (due to rounding).

    Blue bar (striped): The percentage of students who rated the quality of service as "below expectations" or between "1-3" on the rating scale.

    Yellow bar (solid): The percentage of students who rated the quality of service as "meeting expectations" or "4" on the rating scale.

    Gold bar (shaded): The percentage of students who rated the quality of service as "above expectations" or between "5-7" on the rating scale.

AA, EVP&T, & SASS Graph 1. Colonial Central: Importance, Use, and Quality

Legend (left): Used since Jan 08 | Important/Very important

Legend (right): Below expectations | Meets expectations | Above expectations

a. Service in response to questions on account (bill) provided by the Student Account staff

- N=2004 a: 71% Important/Very important, 74% Used since Jan 08
- a: 23% Below expectations, 37% Meets expectations, 40% Above expectations

b. Services provided by the Registrar's office staff at Colonial Central

- N=1991 b: 70% Important/Very important, 79% Used since Jan 08
- b: 18% Below expectations, 41% Meets expectations, 41% Above expectations

c. Services provided by the Student Financial Assistance staff at Colonial Central

- N=1995 c: 68% Important/Very important, 69% Used since Jan 08
- c: 30% Below expectations, 33% Meets expectations, 38% Above expectations

d. Services provided by the front desk staff at Colonial Central

- N=1982 d: 50% Important/Very important, 65% Used since Jan 08
- d: 15% Below expectations, 44% Meets expectations, 41% Above expectations

Colonial Central

Importance of Service	Front Desk		Student Accounts		Registrar		Financial Assistance	
	Ugrad	Grad	Ugrad	Grad	Ugrad	Grad	Ugrad	Grad
N – of all raters	1047	935	1061	943	1057	934	1056	939
No opinion	22%	19%	17%	10%	12%	10%	18%	16%
0 – Not important at all	4%	3%	2%	<1%	1%	1%	2%	2%
1 – A little Important	3%	3%	1%	1%	1%	1%	1%	1%
2	4%	4%	2%	2%	2%	2%	2%	1%
3 – Somewhat important	20%	18%	11%	10%	15%	14%	10%	10%
4	21%	22%	22%	23%	24%	22%	17%	18%
5 – Very important	27%	32%	44%	54%	44%	51%	49%	52%

Quality of Service	Front Desk		Student Accounts		Registrar		Financial Assistance	
	Ugrad	Grad	Ugrad	Grad	Ugrad	Grad	Ugrad	Grad
N – used service in past year	666	622	729	760	827	759	720	653
Percent of all possible users	63%	66%	69%	80%	78%	81%	68%	69%
Rating Scale								
1 – Improvement is needed	5%	3%	8%	6%	6%	4%	12%	10%
2	5%	3%	7%	7%	5%	2%	7%	4%
3	8%	6%	9%	8%	10%	9%	13%	13%
4 – Meets expectations	42%	45%	38%	36%	42%	40%	34%	31%
5	18%	17%	16%	17%	18%	17%	15%	17%
6	13%	16%	14%	16%	13%	20%	13%	17%
7 – Demonstrates strength	8%	10%	7%	10%	6%	8%	6%	8%

AA, EVP&T, & SAAS Graph 2. Websites: Use and Quality

Used since Jan 08

Below expectations | Meets expectations | Above expectations
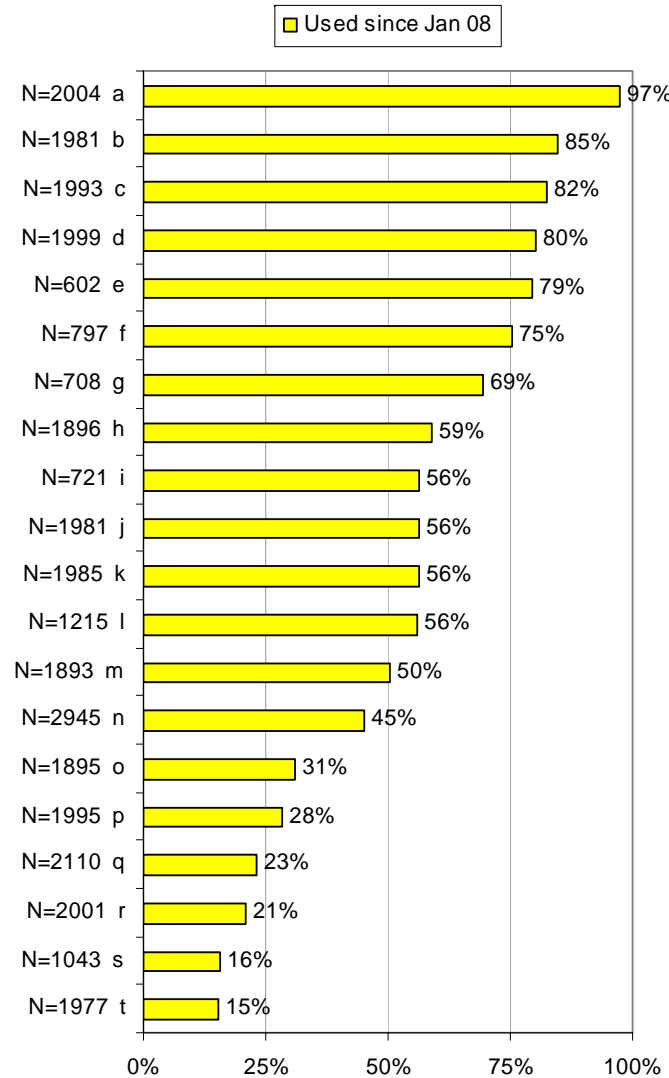
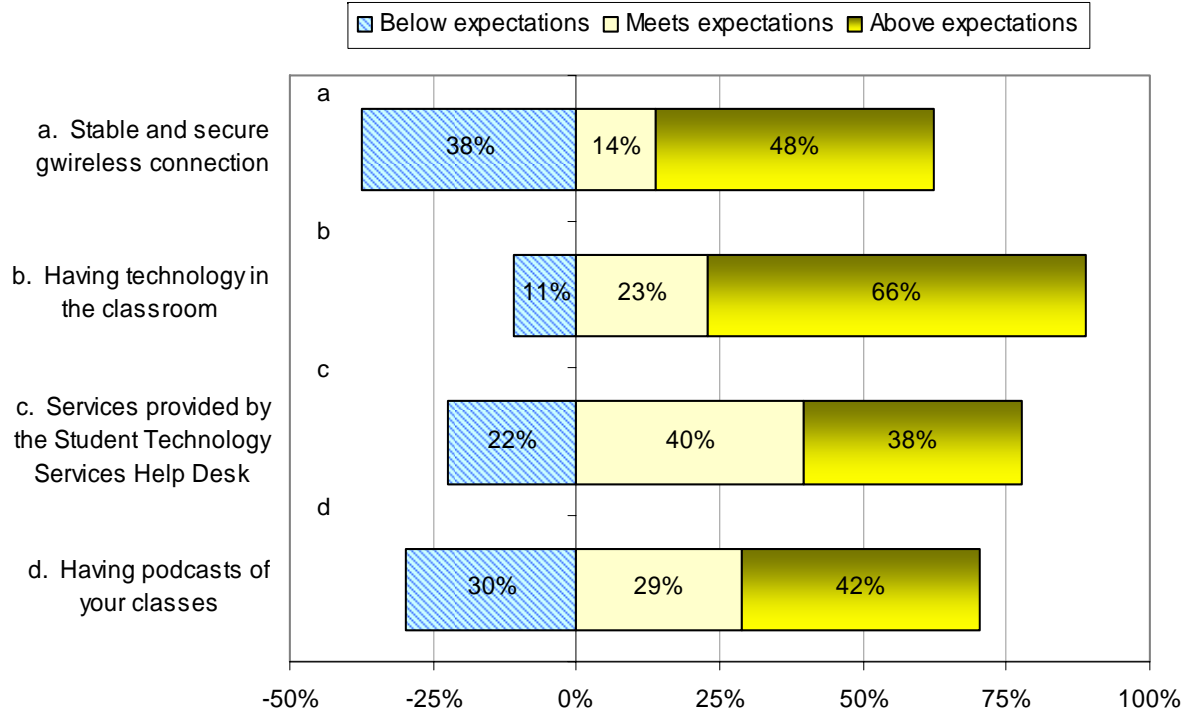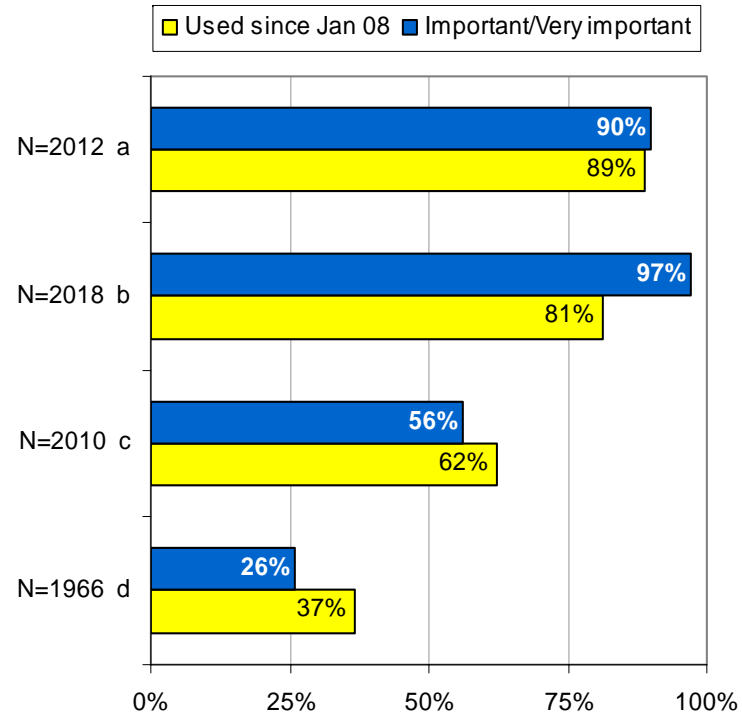|	Used since Jan 08	Website	Below	Meets	Above
N=2004 a	97%	a. Schedule of Classes website	17%	41%	42%
N=1981 b	85%	b. ALADIN research portal for GW	18%	32%	50%
N=1993 c	82%	c. Student Accounts website or information on Colonial Central website	14%	47%	38%
N=1999 d	80%	d. Office of the Registrar website (excluding Schedule of Classes)	20%	46%	34%
N=602 e	79%	e. International Services Office website (int'l students only)	21%	36%	42%
N=797 f	75%	f. Living.gwu.edu website (resident hall students only)	16%	46%	38%
N=708 g	69%	g. Elliott School Career Center website	12%	33%	55%
N=1896 h	59%	h. Graduate student assistantships and fellowships website	39%	35%	25%
N=721 i	56%	i. Employer research services offered by the David Fowler Career Center (SB students only)	20%	36%	44%
N=1981 j	56%	j. Student Financial Assistance website	25%	44%	30%
N=1985 k	56%	k. Colonial Central website	14%	50%	36%
N=1215 l	56%	l. GW Career Center website (except for SB and ESIA students)	19%	47%	34%
N=1893 m	50%	m. Gradlife website	20%	49%	31%
N=2945 n	45%	n. ISS Help Desk website	22%	47%	31%
N=1895 o	31%	o. Study Abroad website (except ESIA graduate students)	20%	47%	34%
N=1995 p	28%	p. Parking Office website	24%	45%	31%
N=2110 q	23%	q. Mount Vernon Campus Life website (undergrads only)	12%	54%	34%
N=2001 r	21%	r. Writing Center Website	19%	50%	31%
N=1043 s	16%	s. CADE website (undergrads only)	15%	57%	27%
N=1977 t	15%	t. Disability Support Services website	17%	47%	37%
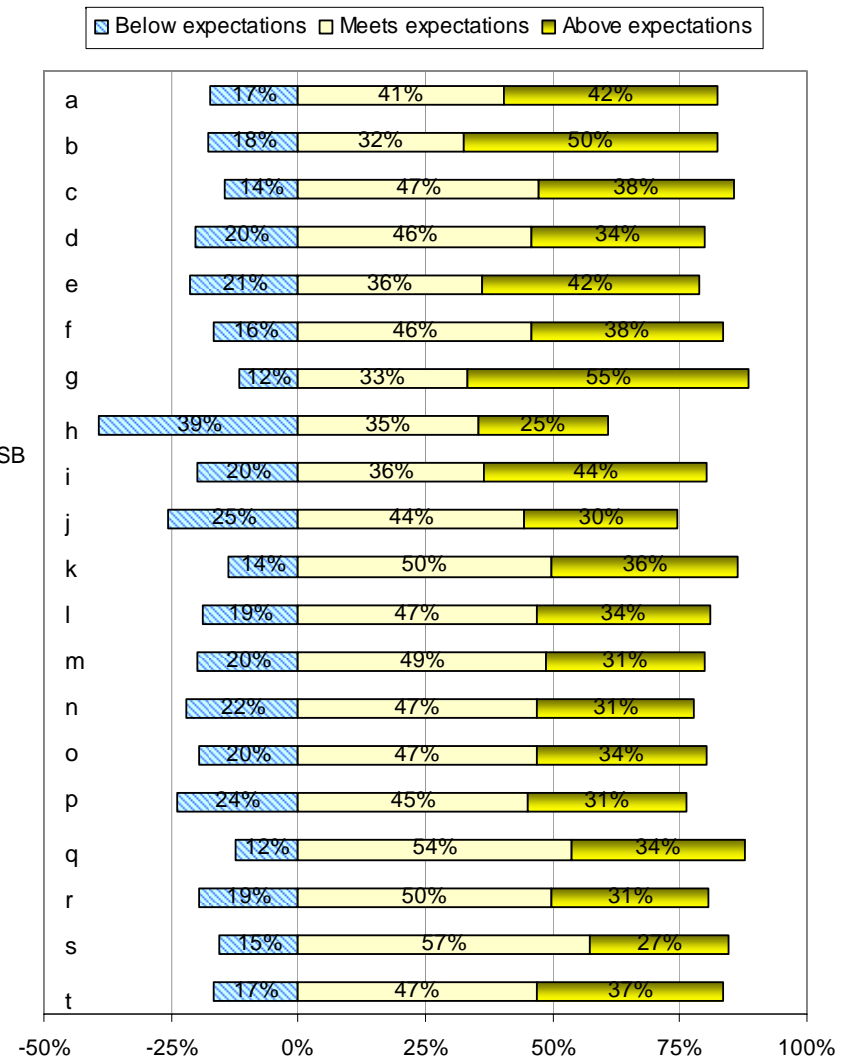
Websites: Quality of Information

Importance question was not asked for website category.

Quality of Service	ALADIN	CADE	Colonial Central	DSS	ESIA CC	Fowler CC	Grad Life	Grad Assist/ Fellow	GW CC	Intl Serv	ISS Help Desk	Living. gwu.edu	MVC Campus Life	Parking	Registrar (excl Sch of Cla)	Stud Accts	Sch of Cla	Stud Fin Aid	Stud Abr	Writ Cntr
N – used service in past year	1680	162	1116	306	491	407	954	1121	678	478	1326	601	489	567	1604	1643	1953	1114	586	419
Percent of all possible users	85%	16%	56%	15%	69%	56%	50%	59%	56%	79%	45%	75%	23%	28%	80%	84%	97%	56%	31%	21%
Rating Scale																				
1 – Improvement is needed	4%	4%	3%	5%	2%	6%	6%	14%	5%	7%	6%	3%	3%	7%	6	4%	5%	7%	6%	5%
2	4%	4%	3%	1%	4%	4%	4%	8%	4%	5%	6%	4%	2%	4%	5	3%	3%	6%	4%	4%
3	10%	7%	7%	11%	5%	9%	10%	17%	10%	9%	10%	9%	7%	13%	9	8%	9%	12%	9%	11%
4 – Meets expectations	32%	57%	50%	47%	33%	36%	49%	35%	47%	36%	47%	46%	54%	45%	46	47%	40%	44%	47%	50%
5	20%	12%	19%	15%	22%	18%	16%	12%	15%	20%	13%	17%	15%	14%	17	16%	16%	16%	16%	14%
6	17%	8%	11%	12%	21%	17%	11%	9%	12%	14%	12%	15%	10%	11%	11	15%	16%	10%	11%	10%
7 – Demonstrates strength	13%	7%	6%	9%	12%	9%	4%	4%	8%	9%	6%	6%	8%	7%	6	7%	10%	5%	8%	6%

AA & EVP&T Graph 1. Technology: Importance, Use, and Quality

Legend (left chart): □ Used since Jan 08 ■ Important/Very important

Legend (right chart): ▨ Below expectations □ Meets expectations ▨ Above expectations

Left chart:

N=2012 a — Important/Very important: 90%, Used since Jan 08: 89%

N=2018 b — Important/Very important: 97%, Used since Jan 08: 81%

N=2010 c — Important/Very important: 56%, Used since Jan 08: 62%

N=1966 d — Important/Very important: 26%, Used since Jan 08: 37%

Right chart:

a. Stable and secure gwireless connection — Below expectations: 38%, Meets expectations: 14%, Above expectations: 48%

b. Having technology in the classroom — Below expectations: 11%, Meets expectations: 23%, Above expectations: 66%

c. Services provided by the Student Technology Services Help Desk — Below expectations: 22%, Meets expectations: 40%, Above expectations: 38%

d. Having podcasts of your classes — Below expectations: 30%, Meets expectations: 29%, Above expectations: 42%
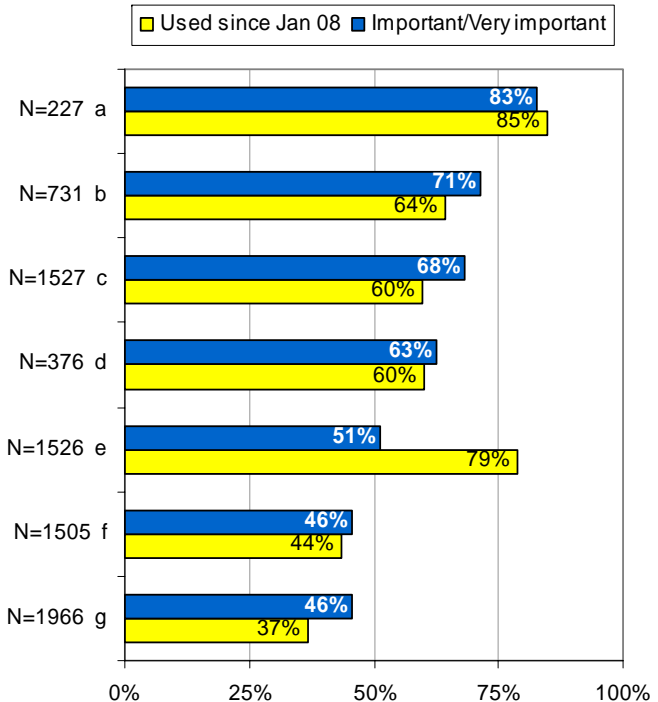
Technology

Importance of Service	Information Support Student Help Desk	Wireless Connection Stable Secure Connection	Academic Technologies	
			Podcast of classes	Technology in classrooms
N – of all raters	2010	2012	1966	2018
No opinion	18%	3%	16%	1%
0 – Not important at all	2%	1%	21%	1%
1 – A little Important	2%	1%	10%	1%
2	4%	1%	9%	2%
3 – Somewhat important	18%	5%	19%	13%
4	24%	10%	11%	23%
5 – Very important	32%	79%	15%	59%

Quality of Service	Information Support Student Help Desk	Wireless Connection Stable Secure Connection	Academic Technologies	
			Podcast of classes	Technology in classrooms
N – used service in past year	1257	1803	742	1961
Percent of all possible users	62%	90%	37%	97%
Rating Scale				
1 – Improvement is needed	6%	9%	11%	1%
2	4%	12%	9%	4%
3	12%	16%	10%	6%
4 – Meets expectations	40%	14%	29%	23%
5	16%	24%	18%	26%
6	15%	16%	9%	21%
7 – Demonstrates strength	7%	9%	15%	19%

AA & SASS Graph 1. Employment and Career Information: Importance, Use, and Quality

Legend (left chart): □ Used since Jan 08 ■ Important/Very important

Legend (right chart): ▨ Below expectations □ Meets expectations ■ Above expectations

Left chart data:
- N=227 a: 83% Important/Very important; 85% Used since Jan 08
- N=731 b: 71% Important/Very important; 64% Used since Jan 08
- N=1527 c: 68% Important/Very important; 60% Used since Jan 08
- N=376 d: 63% Important/Very important; 60% Used since Jan 08
- N=1526 e: 51% Important/Very important; 79% Used since Jan 08
- N=1505 f: 46% Important/Very important; 44% Used since Jan 08
- N=1966 g: 46% Important/Very important; 37% Used since Jan 08

Center labels:
a. Services provided by the Graduate Student Career Development (ESIA graduate students only)

b. Services provided by the David Fowler Career Center (SB students only)

c. GW Career Center employer connection services (except SB students and ESIA graduate students)

d. Services provided by the SEAS Career Center

e. GW Career Center consulting services

f. GW Career Center Programs

g. Work-Study Program services

Right chart data:
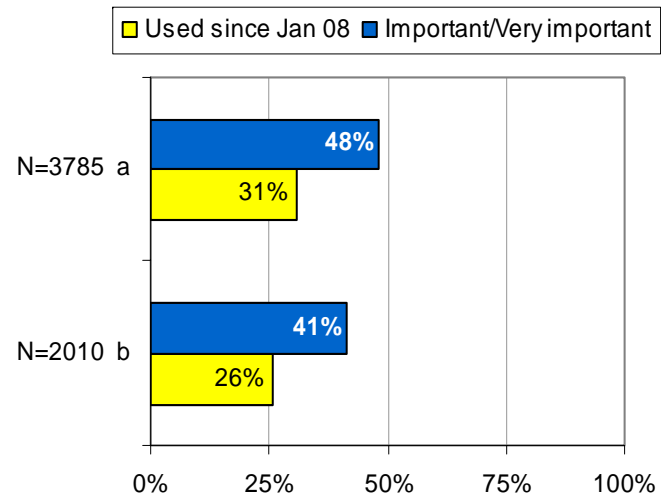- a: 18% Below; 22% Meets; 61% Above
- b: 24% Below; 32% Meets; 44% Above
- c: 28% Below; 36% Meets; 36% Above
- d: 34% Below; 30% Meets; 36% Above
- e: 25% Below; 39% Meets; 36% Above
- f: 17% Below; 45% Meets; 37% Above
- g: 23% Below; 39% Meets; 39% Above
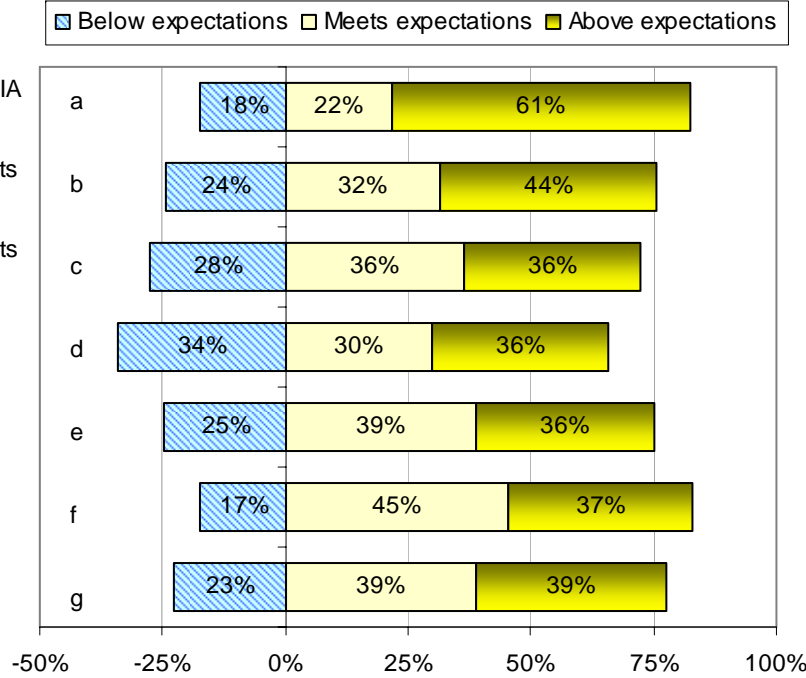
Employment and Career Information

Importance of Service	Undergrad				Graduate			SB	ESIA	SEAS
	Employer Connection Services	Consulting Services	Programs	Work Study Services	Consulting Services	Programs	Work Study Services	Fowler Center	GSCD	Career Center
N – of all raters	894	909	897	1056	505	503	910	731	227	376
No opinion	12%	17%	19%	27	20%	22%	37%	17%	4%	20%
0 – Not important at all	1%	2%	3%	5	3%	3%	8%	1%	1%	4%
1 – A little Important	1%	1%	2%	2	1%	2%	2%	1%	3%	1%
2	3%	2%	4%	3	1%	1%	3%	1%	3%	3%
3 – Somewhat important	11%	11%	17%	10	11%	17%	13%	8%	7%	10%
4	23%	23%	21%	16	16%	20%	14%	13%	16%	19%
5 – Very important	48%	44%	34%	37	46%	35%	23%	58%	67%	44%

Quality of Service	Undergrad				Graduate			SB	ESIA	SEAS
	Employer Connection Services	Consulting Services	Programs	Work Study Services	Consulting Services	Programs	Work Study Services	Fowler Center	GSCD	Career Center
N – used service in past year	910	523	448	492	234	232	237	470	194	231
Percent of all possible users	60%	58%	50%	47%	46%	45%	26%	64%	15%	60%
Rating Scale										
1 – Improvement is needed	7%	6%	4%	5%	9%	4%	8%	7%	4%	16%
2	7%	4%	2%	4%	6%	2%	4%	4%	4%	5%
3	14%	12%	11%	12%	14%	10%	13%	13%	10%	14%
4 – Meets expectations	36%	39%	45%	36%	35%	45%	44%	32%	22%	30%
5	16%	18%	19%	18%	13%	19%	18%	14%	19%	16%
6	13%	13%	11%	15%	15%	13%	8%	17%	22%	12%
7 – Demonstrates strength	7%	7%	7%	9%	9%	6%	5%	12%	20%	8%

AA Graph 1. Academic Support: Importance, Use, and Quality

Used since Jan 08   Important/Very important

Below expectations   Meets expectations   Above expectations

N=3785 a
48%
31%

N=2010 b
41%
26%

0%   25%   50%   75%   100%

a. Services provided by the Office for Study Abroad staff (except ESIA graduate students)

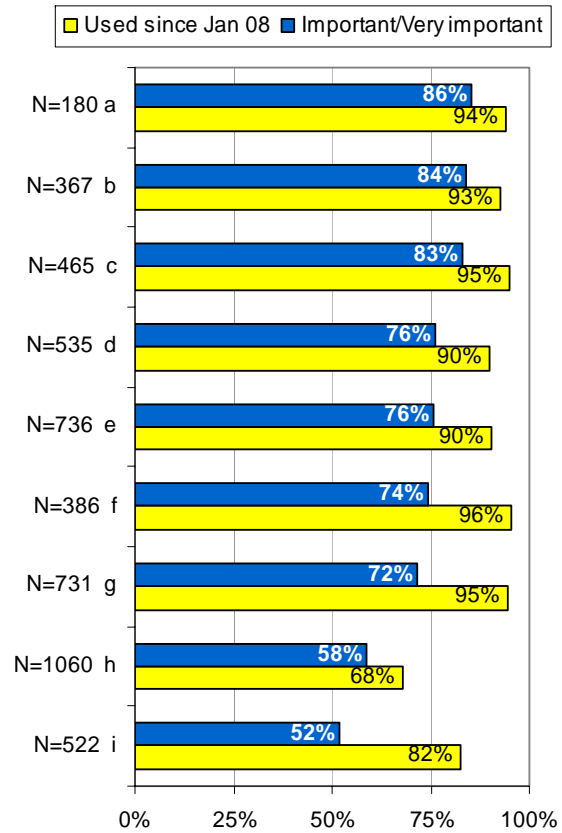b. Services provided by the University Writing Center staff

a
27%   36%   38%

b
17%   42%   41%

-50%   -25%   0%   25%   50%   75%   100%
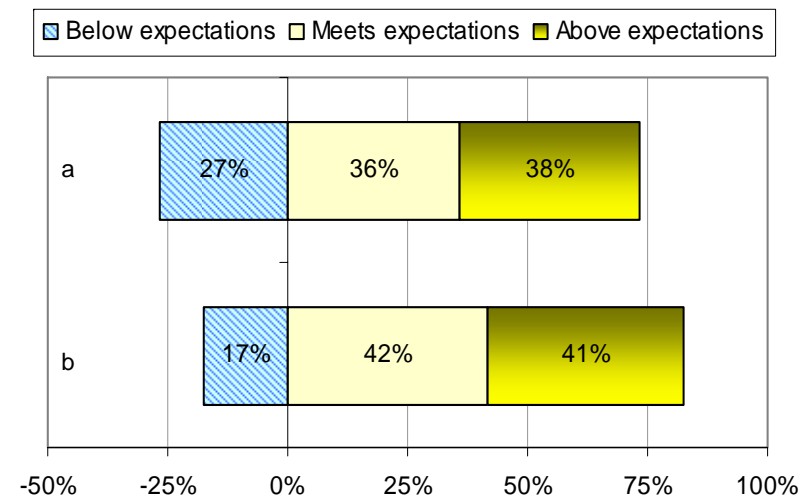
Academic Support

Importance of Service	Study Abroad	Writing Center
N – of all raters	**3785**	**2010**
No opinion	32%	32%
0 – Not important at all	7%	8%
1 – A little Important	1%	2%
2	1%	3%
3 – Somewhat important	10%	13%
4	16%	17%
5 – Very important	32%	24%

Quality of Service	Study Abroad	Writing Center
N – used service in past year	**1169**	**518**
Percent of all possible users	31%	26%
Rating Scale		
1 – Improvement is needed	9%	5%
2	6%	3%
3	12%	9%
4 – Meets expectations	36%	42%
5	17%	16%
6	13%	14%
7 – Demonstrates strength	8%	11%

AA Graph 2. Academic Advising: Importance, Use, and Quality

Left panel legend: ☐ Used since Jan 08 ■ Important/Very important

Right panel legend: ☐ Below expectations ☐ Meets expectations ■ Above expectations

Item	Used since Jan 08	Important/Very important	Description	Below expectations	Meets expectations	Above expectations
N=180 a	94%	86%	a. Advising provided in your program or department (GSEHD graduate students)	28%	19%	53%
N=367 b	93%	84%	b. Advising provided by faculty advisors in SPHHS	38%	22%	40%
N=465 c	95%	83%	c. Advising provided in your program or department (CCAS graduate students)	27%	23%	51%
N=535 d	90%	76%	d. Advising provided by advisors in your major (CCAS juniors and seniors)	36%	22%	42%
N=736 e	90%	76%	e. Advising provided by professional advisors in the School of Business	37%	23%	40%
N=386 f	96%	74%	f. Advising provided by faculty advisors in SEAS	34%	21%	45%
N=731 g	95%	72%	g. Advising provided by professional advisors in ESIA	27%	25%	48%
N=1060 h	68%	58%	h. Advising provided by the CCAS undergrad advisors in Phillips 107	52%	25%	23%
N=522 i	82%	52%	i. Advising provided by your freshman advisor in CCAS	52%	20%	28%

Academic Advising

Importance of Service	All Students	All UG	All Graduate	CCAS					GSEHD	SEAS		SB		ESIA		SPHHS	
				All UG	Fresh/ Soph	Major	Professional Advisors	Graduate Programs	Grad	UG	Grad	UG	Grad	UG	Grad	UG	Grad
N – of all raters	3932	2129	1802	1066	522	535	1060	465	180	180	206	327	409	501	230	55	312
No opinion	3%	2%	3%	4	6%	2%	13%	2%	2%	0%	10%	1%	6%	1%	2%	5%	2%
0 – Not important at all	2%	3%	1%	6%	9%	3%	10%	1%	1%	2%	2%	1%	1%	1%	2%	2%	<1%
1 – A little Important	5%	6%	3%	8%	12%	4%	9%	3%	2%	3%	5%	3%	2%	3%	6%	2%	3%
2	3%	3%	3%	4%	5%	2%	8%	3%	2%	1%	3%	3%	2%	3%	8%	4%	2%
3 – Somewhat important	14%	15%	12%	16%	19%	13%	18%	8%	8%	16%	45%	11%	18%	17%	18%	7%	9%
4	22%	23%	22%	19%	19%	19%	17%	19%	19%	27%	21%	27%	23%	28%	28%	27%	21%
5 – Very important	51%	47%	55%	44%	30%	57%	25%	64%	66%	52%	49%	55%	48%	47%	36%	53%	63%

Quality of Service	All Students	All UG	All Graduate	CCAS					GSEHD	SEAS		SB		ESIA		SPHHS	
				All UG	Fresh/ Soph	Major	Professional Advisors	Graduate Programs	Grad	UG	Grad	UG	Grad	UG	Grad	UG	Grad
N – used service in past year	1640	1952	1640	919	430	533	717	440	169	178	190	320	345	482	210	53	286
Percent of all possible users	91%	92%	91%	86%	82%	90%	68%	95%	94%	98%	93%	98%	84%	96%	91%	96%	92%
Rating Scale																	
1 – Improvement is needed	10%	14%	10%	20%	24%	17%	24%	10%	8%	8%	13%	13%	10%	6%	6%	6%	14%
2	9%	10%	9%	11%	13%	9%	11%	7%	7%	9%	7%	12%	10%	6%	13%	11%	10%
3	13%	13%	13%	13%	15%	10%	17%	10%	14%	20%	11%	16%	13%	10%	16%	11%	15%
4 – Meets expectations	23%	21%	23%	21%	20%	22%	25%	23%	19%	21%	22%	18%	27%	26%	24%	19%	22%
5	14%	15%	14%	11%	11%	12%	8%	13%	14%	20%	18%	14%	16%	19%	18%	23%	10%
6	18%	16%	18%	13%	9%	17%	8%	22%	19%	15%	16%	18%	15%	21%	18%	19%	17%
7 – Demonstrates strength	12%	11%	12%	11%	8%	14%	6%	17%	19%	7%	13%	8%	8%	12%	4%	11%	11%

AA Graph 3. Library Collections and Service: Importance, Use, and Quality

Used since Jan 08 ☐ Important/Very important ■

Below expectations ☐ Meets expectations ☐ Above expectations ■

N=2029 a 80% / 90%
N=2017 b 72% / 84%
N=2026 c 58% / 74%
N=2002 d 44% / 22%
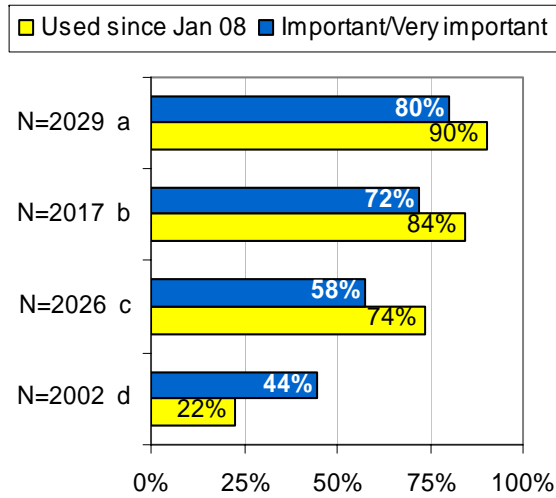
a. Adequacy of GW libraries electronic collections

b. Adequacy of GW print collection

c. Services provided by the Gelman Library staff

d. Services provided by the Eckles Library staff

a 16% / 31% / 53%
b 18% / 36% / 46%
c 9% / 38% / 53%
d 9% / 36% / 55%
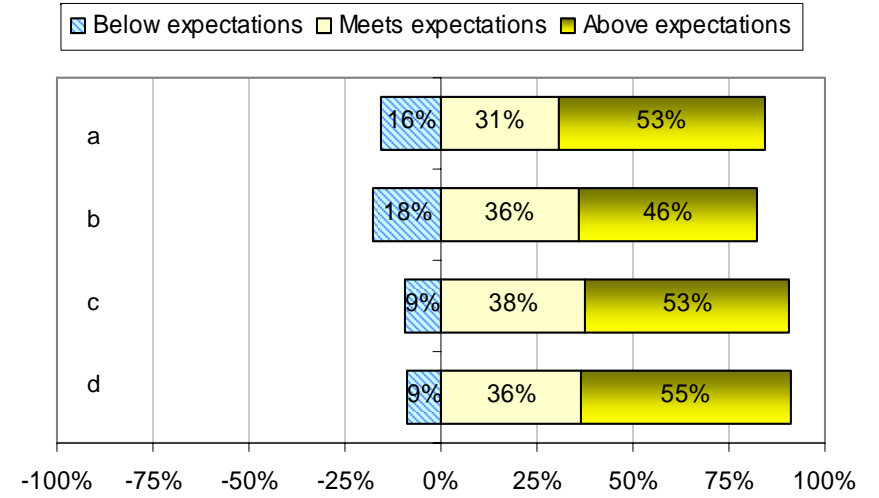
AA Graph 4. Study and Group Meeting Space: Importance, Use, and Quality

N=2004 a 72% / 85%
N=1998 b 69% / 83%
N=1830 c 63% / 81%
N=1956 d 62% / 77%
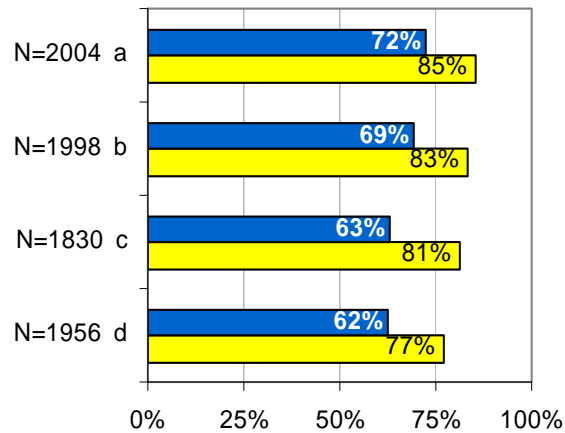
a. Availability of study space in Gelman library

b. Availability of study space on Foggy Bottom campus (excluding Gelman)

c. Availability of group meeting space in Gelman library

d. Availability of group meeting space on Foggy Bottom campus (excluding Gelman library)

a 44% / 26% / 30%
b 54% / 22% / 24%
c 42% / 29% / 29%
d 54% / 25% / 21%
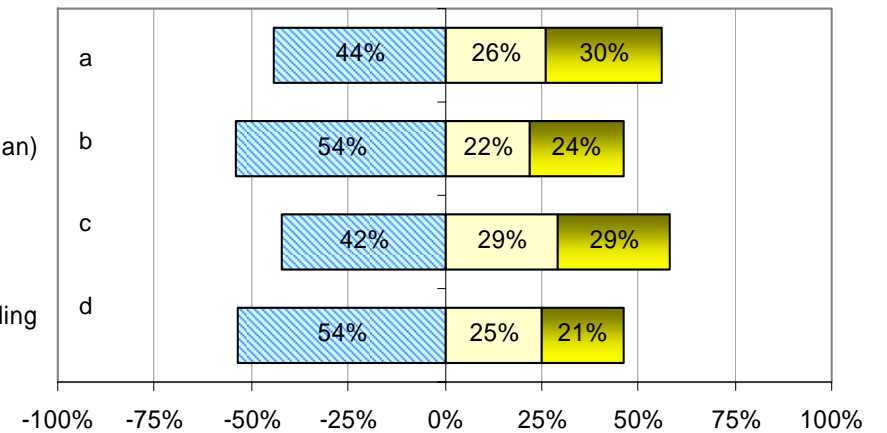
Library and Study Space

Importance of Service	Collections		Service		Availability of Study Space		Availability of Group Meeting Space	
	Adequacy of electronic collections	Adequacy of print collections	Gelman Library Staff	Eckles Library Staff	Gelman Library	On Foggy Bottom	Gelman Library	On Foggy Bottom
N – of all raters	2029	2017	2026	2002	2004	1998	1830	1956
No opinion	7%	9%	15%	44%	10%	8%	13%	10%
0 – Not important at all	1%	1%	2%	10%	2%	2%	3%	2%
1 – A little Important	1%	2%	2%	3%	3%	3%	3%	3%
2	2%	3%	3%	2%	3%	4%	4%	5%
3 – Somewhat important	9%	13%	21%	12%	11%	15%	14%	17%
4	19%	20%	25%	13%	15%	20%	21%	22%
5 – Very important	61%	51%	32%	16%	57%	50%	42%	40%

Quality of Service	Collections		Service		Availability of Study Space		Availability of Group Meeting Space	
	Adequacy of electronic collections	Adequacy of print collections	Gelman Library Staff	Eckles Library Staff	Gelman Library	On Foggy Bottom	Gelman Library	On Foggy Bottom
N – used service in past year	1828	1701	1495	450	1712	1666	1549	1513
Percent of all possible users	90%	84%	74%	22%	85%	83%	81%	77%
Rating Scale								
1 – Improvement is needed	4%	5%	2%	1%	13%	17%	10%	18%
2	3%	4%	2%	3%	14%	20%	16%	20%
3	9%	9%	5%	5%	17%	17%	16%	15%
4 – Meets expectations	31%	36%	38%	36%	26%	22%	29%	25%
5	20%	21%	18%	18%	18%	14%	17%	12%
6	22%	18%	21%	15%	8%	7%	8%	7%
7 – Demonstrates strength	12%	8%	14%	22%	4%	3%	4%	3%

AA Graph 5. Graduate Admissions: Use and Quality
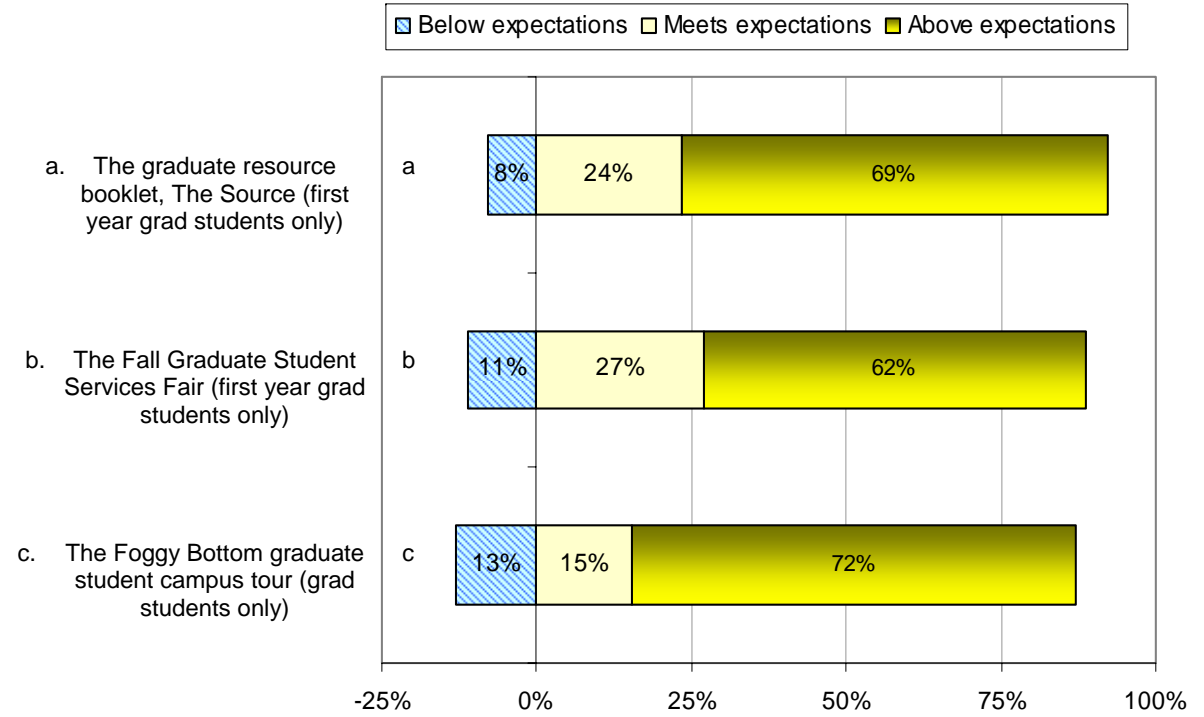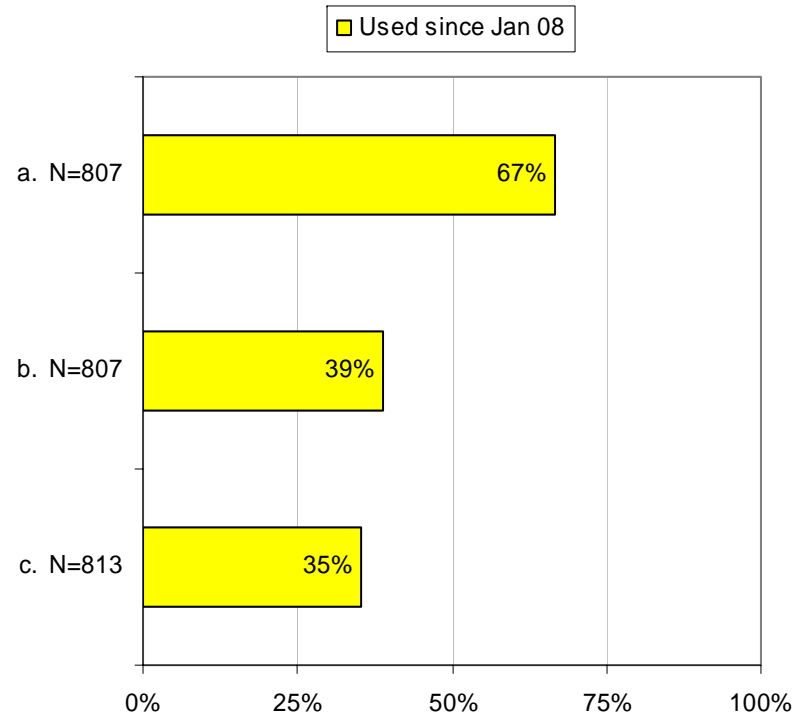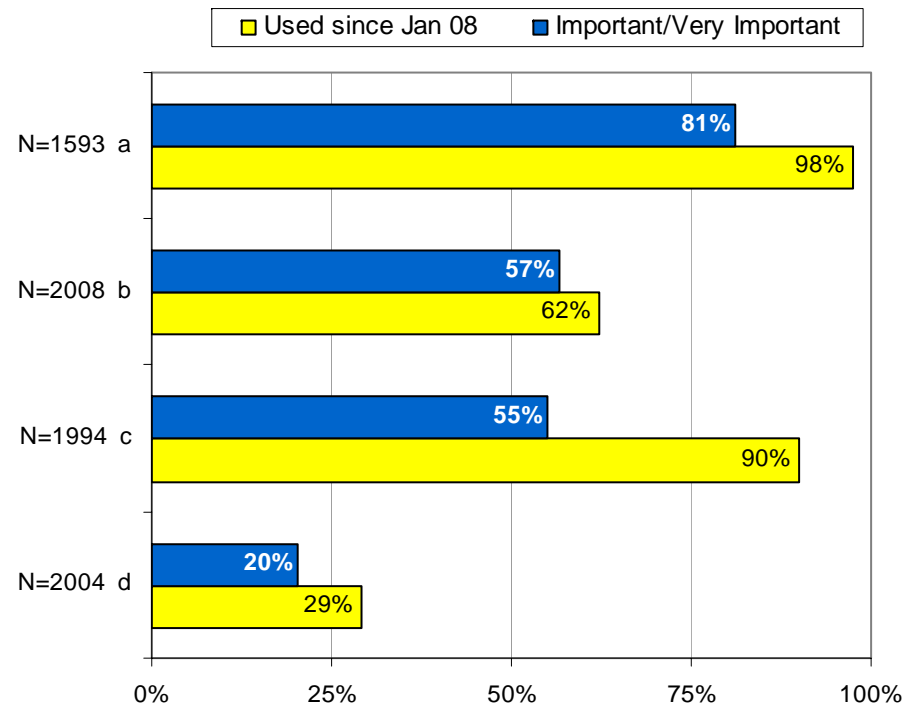
Graduate Admissions

Importance question was not asked for graduate admissions category.

Quality of Service	FB Tour	Services Fair	Resources Booklet
N – used service in past year	**287**	**314**	**539**
Percent of all possible users	35%	39%	67%
Rating Scale			
1 – Strongly disagree	2%	1%	2%
2	3%	3%	2%
3	8%	7%	4%
4 – Neither agree or disagree	15%	27%	24%
5	29%	28%	32%
6	19%	20%	23%
7 – Strongly agree	24%	14%	15%

Academic Planning, Institutional Research, and Assessment 09.2009

EVP&T Graph 1. Auxiliary Services: Importance, Use, and Quality

□ Used since Jan 08   ■ Important/Very Important

□ Below expectations   □ Meets expectations   ■ Above expectations

N=1593 a — 81% / 98%

a. Services provided by the GW Mail and Package services staff (undergrads living on campus only) — a: 14% / 28% / 59%

N=2008 b — 57% / 62%

b. Services provided by the GWorld Carding Operations staff — b: 8% / 43% / 49%

N=1994 c — 55% / 90%

c. Services provided by the GW Bookstore staff — c: 13% / 51% / 36%

N=2004 d — 20% / 29%

d. Services provided by the parking lot cashiers and attendants — d: 19% / 53% / 28%
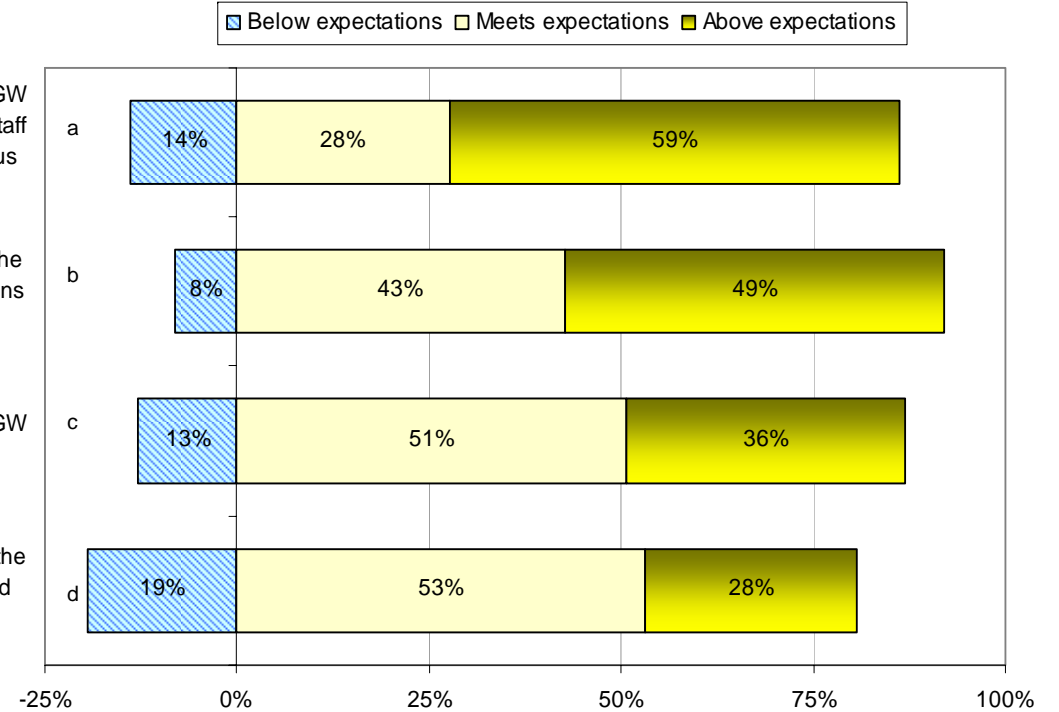
Auxiliary Services

Importance of Service	Bookstore	Mail and Package Services	Parking	GWorld Carding
N – of all raters	1994	1593	2004	2008
No opinion	7%	2%	40%	14%
0 – Not important at all	2%	<1%	11%	3%
1 – A little Important	3%	1%	5%	3%
2	5%	2%	5%	5%
3 – Somewhat important	28%	14%	19%	20%
4	27%	27%	10%	26%
5 – Very important	28%	54%	10%	31%

Quality of Service	Bookstore	Mail and Package Services	Parking	GWorld Carding
N – used service in past year	1807	1564	2003	1255
Percent of all possible users	90%	98%	29%	62%
Rating Scale				
1 – Improvement is needed	3%	3%	7%	2%
2	2%	4%	5%	2%
3	8%	7%	8%	4%
4 – Meets expectations	51%	28%	53%	43%
5	17%	18%	10%	20%
6	13%	20%	9%	17%
7 – Demonstrates strength	6%	21%	8%	12%

EVP&T Graph 2. Foggy Bottom Campus: Importance, Use, and Quality

Legend: ☐ Used since Jan 08 ■ Important/Very important

Legend: ☐ Below expectations ☐ Meets expectations ■ Above expectations

N=2020 a: 77% (Important/Very important), 99% (Used since Jan 08)
N=1954 b: 73% (Important/Very important), 92% (Used since Jan 08)
N=1959 c: 69% (Important/Very important), 86% (Used since Jan 08)

a. Upkeep and repairs for academic buildings on FB campus
b. Upkeep and repairs of classrooms and science labs on FB campus
c. Upkeep and repairs for computer labs on FB campus

Quality (Foggy Bottom):
a: 35% Below, 38% Meets, 28% Above
b: 35% Below, 37% Meets, 28% Above
c: 28% Below, 39% Meets, 33% Above

EVP&T Graph 3. Mount Vernon Campus: Importance, Use, and Quality

N=2001 a: 39% (Important/Very important), 39% (Used since Jan 08)
N=2009 b: 34% (Important/Very important), 25% (Used since Jan 08)
N=2002 c: 33% (Important/Very important), 21% (Used since Jan 08)

a. Upkeep and repairs for academic buildings on MV campus
b. Upkeep and repairs for classrooms and science labs on MV campus
c. Upkeep and repairs for computers labs on MV campus

Quality (Mount Vernon):
a: 9% Below, 46% Meets, 45% Above
b: 18% Below, 47% Meets, 35% Above
c: 13% Below, 50% Meets, 37% Above

EVP&T Graph 4. Foggy Bottom Campus: Importance, Use, and Quality

Legend: Used since Jan 08, Important/Very important | Below expectations, Meets expectations, Above expectations
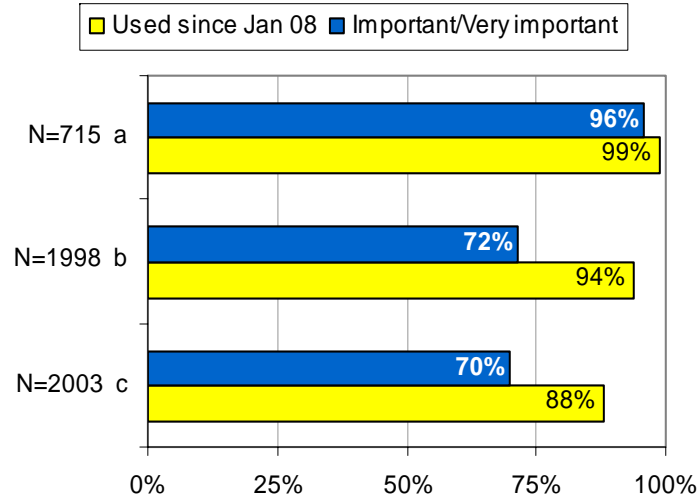
N=715 a	96% / 99%	a. Upkeep and repairs for residence halls on FB Campus (residents only)	a	46%	29%	26%
N=1998 b	72% / 94%	b. Upkeep, repairs and appearance of grounds on FB campus	b	12%	43%	46%
N=2003 c	70% / 88%	c. Upkeep and repairs for non-academic buildings excluding residence halls on FB campus	c	11%	43%	46%
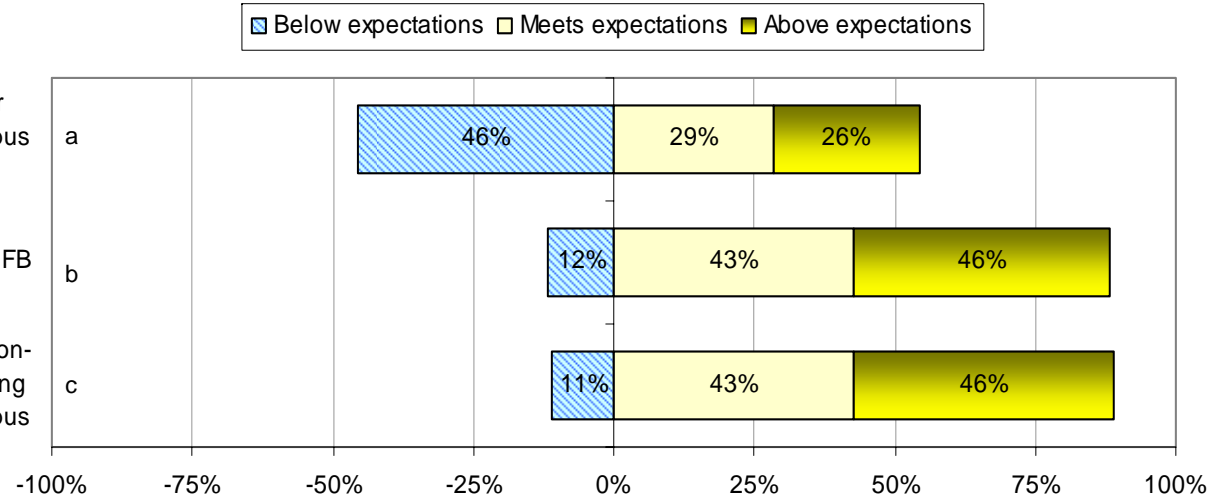
EVP&T Graph 5. Mount Vernon Campus: Importance, Use, and Quality
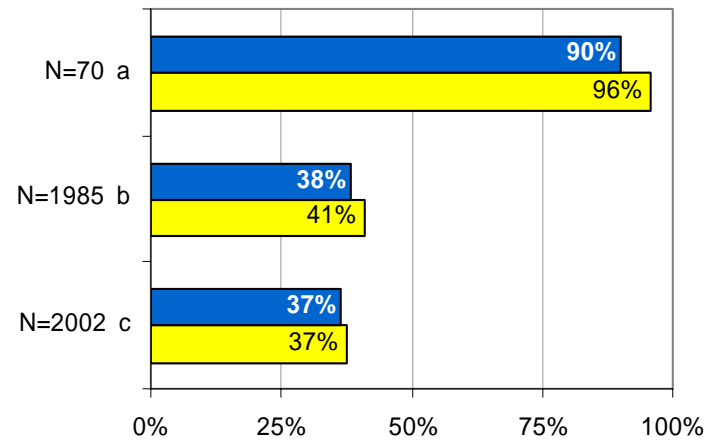
N=70 a	90% / 96%	a. Upkeep and repairs for residence halls on MV campus (MVC residents only)	a	36%	22%	42%
N=1985 b	38% / 41%	b. Upkeep, repairs, and appearance of grounds on MV campus	b	6%	38%	56%
N=2002 c	37% / 37%	c. Upkeep and repairs for non-academic buildings excluding residence halls on MV campus	c	8%	45%	47%
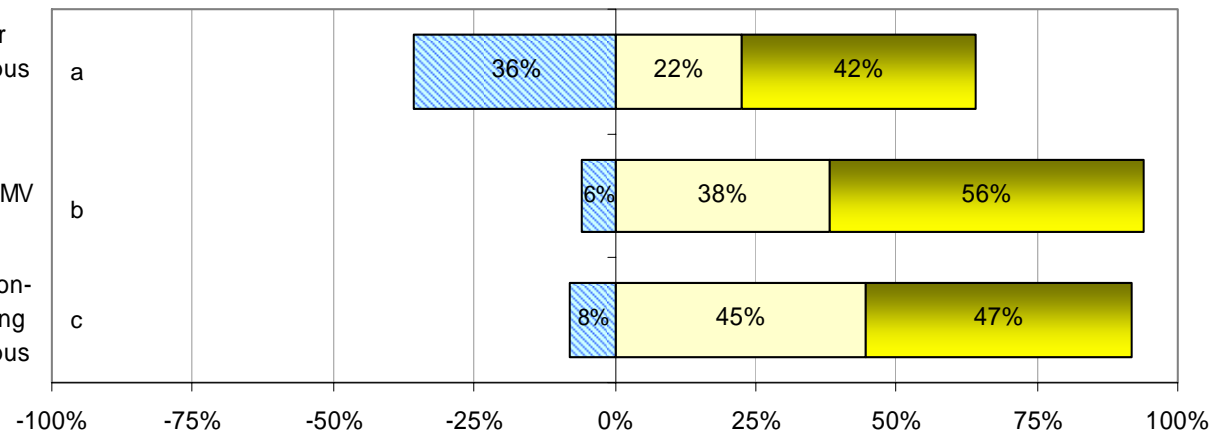
Facilities: Upkeep and Repair

Importance of Service	Academic Facilities						Non Academic Facilities					
	Foggy Bottom			Mount Vernon			Foggy Bottom			Mount Vernon		
	Classrooms and science labs	Computer labs	Academic Buildings	Classroom and science labs	Computer labs	Academic Buildings	Residence Halls	Non-Academic Buildings	Grounds	Residence Halls	Non-Academic Buildings	Grounds
N – of all raters	1954	1959	2020	2009	2002	2001	715	2003	1998	70	2002	1985
No opinion	7%	9%	2%	44%	45%	40%	<1%	10%	5%	4%	40%	39%
0 – Not important at all	1%	1%	<1%	10%	10%	9%	<1%	3%	1%	0%	10%	9%
1 – A little Important	2%	2%	2%	2%	2%	2%	<1%	1%	1%	0%	2%	2%
2	3%	3%	2%	2%	2%	2%	<1%	2%	3%	0%	2%	2%
3 – Somewhat important	14%	15%	16%	9%	9%	9%	3%	14%	18%	6%	10%	9%
4	26%	24%	31%	13%	13%	18%	11%	26%	30%	16%	18%	18%
5 – Very important	47%	45%	46%	21%	20%	21%	84%	44%	41%	75%	19%	20%

Quality of Service	Academic Facilities						Non Academic Facilities					
	Foggy Bottom			Mount Vernon			Foggy Bottom			Mount Vernon		
	Classrooms and science labs	Computer labs	Academic Buildings	Classrooms and science labs	Computer labs	Academic Buildings	Residence Halls	Non-Academic Buildings	Grounds	Residence Halls	Non-Academic Buildings	Grounds
N – used service in past year	1819	1691	1996	494	413	770	711	1768	1880	67	749	821
Percent of all possible users	92%	86%	99%	25%	21%	39%	99%	88%	94%	96%	37%	41%
Rating Scale												
1 – Improvement is needed	10%	7%	9%	4%	3%	2%	17%	3%	2%	12%	1%	1%
2	8%	7%	9%	4%	3%	2%	9%	2%	2%	6%	2%	1%
3	17%	15%	17%	10%	7%	5%	20%	6%	7%	18%	5%	4%
4 – Meets expectations	37%	39%	38%	47%	50%	46%	29%	43%	43%	22%	45%	38%
5	14%	16%	15%	18%	20%	19%	14%	21%	20%	10%	20%	19%
6	9%	11%	11%	12%	11%	17%	8%	17%	18%	19%	19%	21%
7 – Demonstrates strength	4%	6%	3%	6%	6%	9%	3%	8%	8%	12%	9%	15%

EVP&T Graph 6. J Street: Importance, Use, and Quality

Used since Jan 08 ☐ Important/Very important

Below expectations ☐ Meets expectations ☐ Above expectations

N=2004 a
- 64%
- 83%

N=1999 b
- 62%
- 79%

N=2007 c
- 58%
- 77%
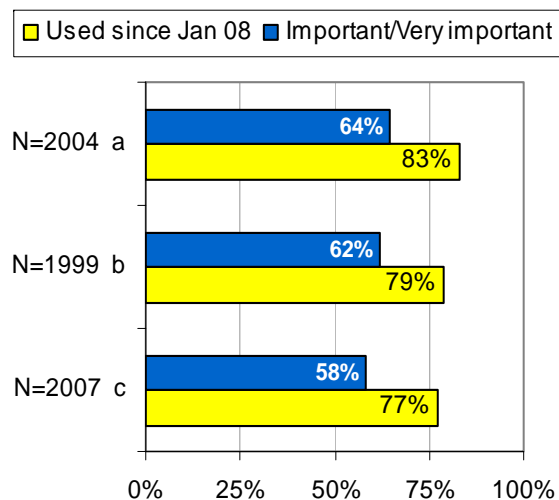
a. Variety of food choices at J Street in the Marvin Center

a: 59% | 24% | 17%

b. Quality of food being served at J Street in the Marvin Center

b: 57% | 25% | 17%

c. Services provided at J Street (dining) in the Marvin Center

c: 33% | 44% | 23%
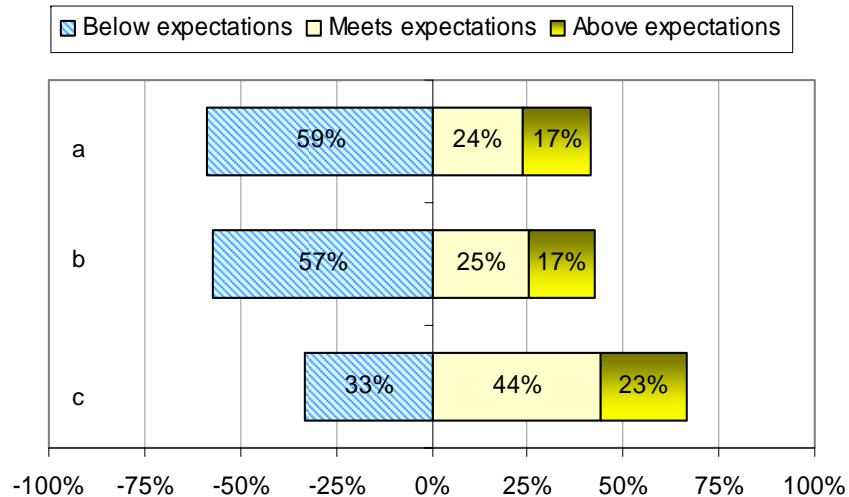
EVP&T Graph 7. Mount Vernon Campus: Importance, Use, and Quality

N=2004 a
- 35%
- 41%

N=2010 b
- 34%
- 38%

N=2009 c
- 24%
- 28%
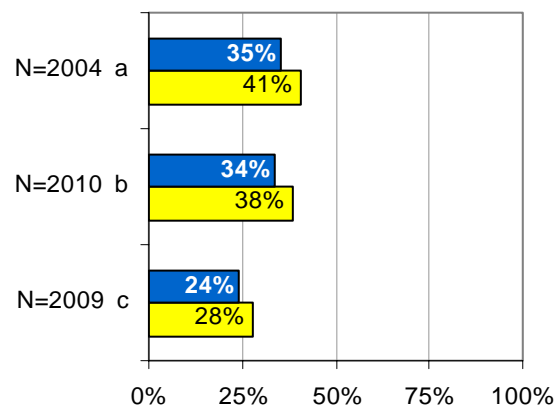
a. Quality of food being served in on-campus dining establishments at Mount Vernon campus

a: 46% | 30% | 24%

b. Variety of food choices offered in on-campus dining establishments at Mount Vernon campus

b: 51% | 28% | 20%

c. Services provided at on-campus dining establishments at Mount Vernon campus

c: 23% | 43% | 35%
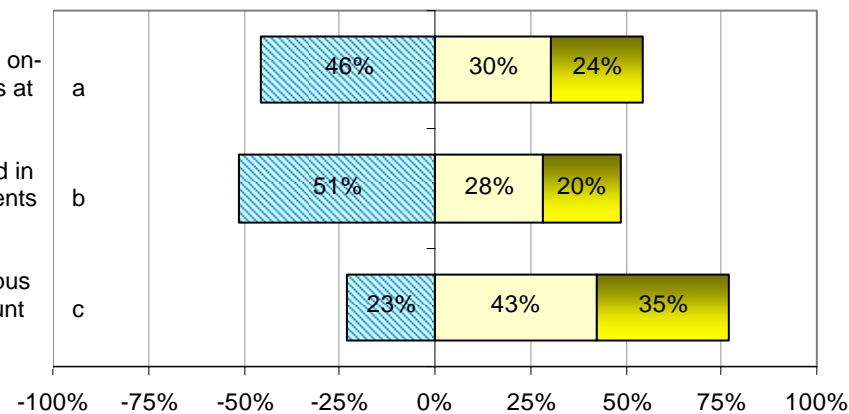
Dining and Food Service

Importance of Service	J Street			Mount Vernon		
	Quality of food	Variety of food choices	Service	Quality of food	Variety of food choices	Service
N – of all raters	1999	2004	2007	2004	2010	2009
No opinion	12%	10%	13%	37%	36%	48%
0 – Not important at all	4%	5%	5%	12%	12%	12%
1 – A little Important	3%	2%	2%	2%	4%	2%
2	3%	3%	2%	2%	3%	2%
3 – Somewhat important	16%	15%	21%	10%	11%	12%
4	17%	19%	26%	10%	10%	11%
5 – Very important	45%	46%	32%	25%	24%	13%

Quality of Service	J Street			Mount Vernon		
	Quality of food	Variety of food choices	Service	Quality of food	Variety of food choices	Service
N – used service in past year	1593	1662	1556	815	770	556
Percent of all possible users	79%	83%	77%	41%	38%	28%
Rating Scale						
1 – Improvement is needed	24%	25%	12%	18%	21%	6%
2	19%	18%	9%	13%	16%	5%
3	15%	15%	13%	15%	14%	11%
4 – Meets expectations	25%	24%	44%	30%	28%	43%
5	12%	11%	12%	13%	13%	16%
6	3%	4%	8%	6%	4%	12%
7 – Demonstrates strength	2%	2%	3%	4%	4%	6%

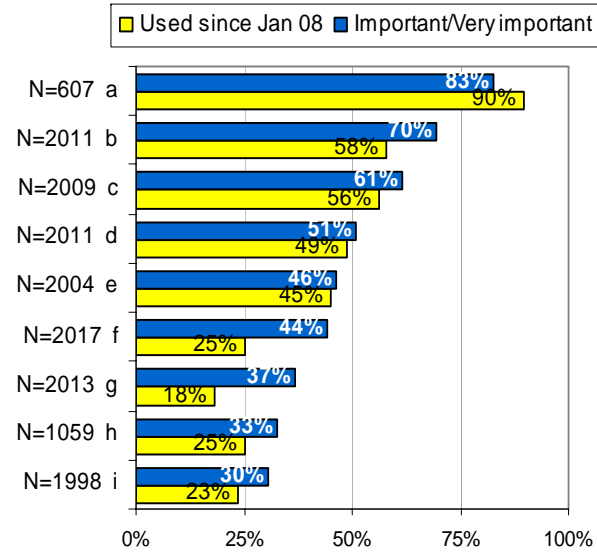**EVP&T Graph 8. Website Transactions: Use and Quality**
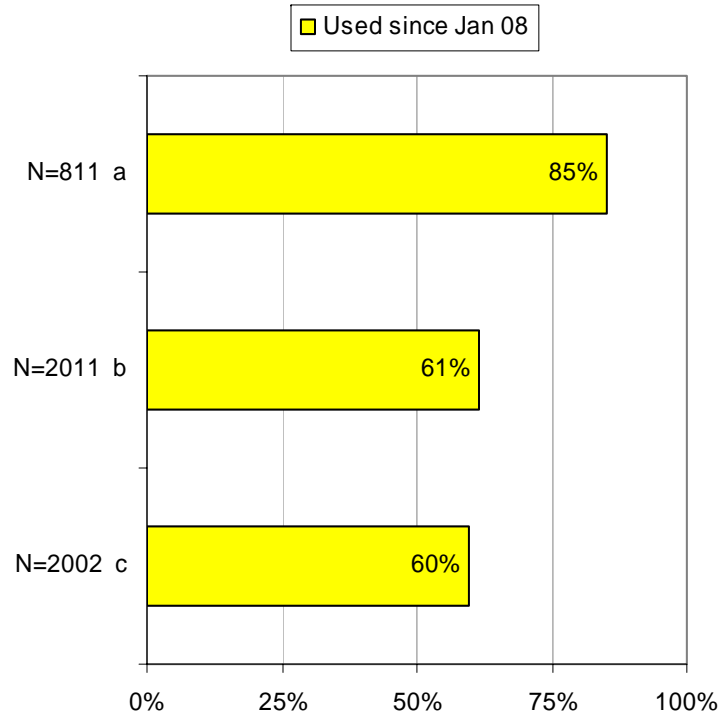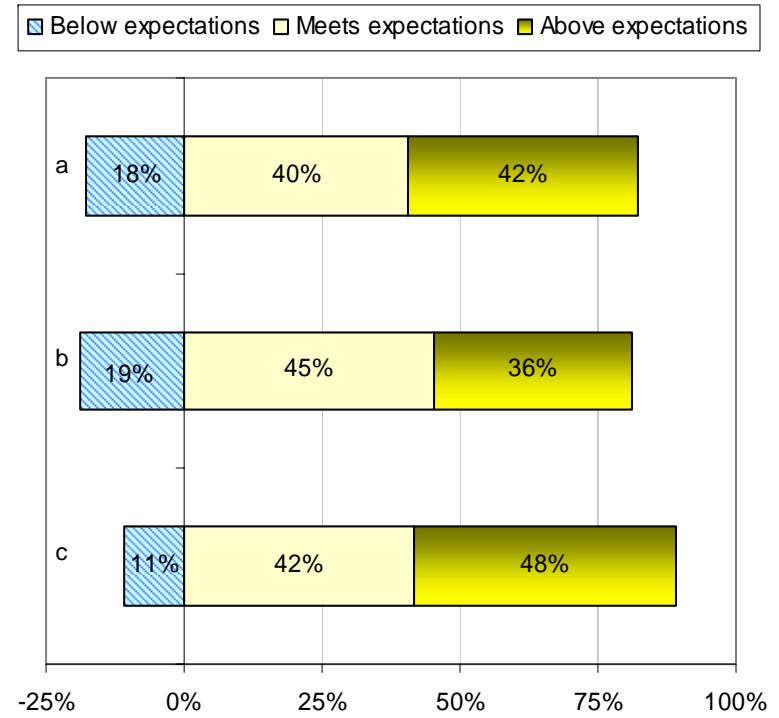
Website Transactions

Importance question was not asked for website transactions category.

Quality of Service	Online Bill Paying	Fixit Website	Colonial Cash
N – used service in past year	**1194**	**690**	**1236**
Percent of all possible users	60%	85%	61%
Rating Scale			
1 – Improvement needed	4%	7%	8%
2	2%	2%	3%
3	5%	8%	8%
4 – Meets expectations	42%	40%	45%
5	16%	16%	14%
6	16%	13%	14%
7 – Demonstrates real strength	15%	12%	8%

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SASS Graph 1. Support Services: Importance, Use, and Quality

Legend (left): ☐ Used since Jan 08 ■ Important/Very important

Legend (right): ☒ Below expectations ☐ Meets expectations ■ Above expectations

	Service	Important/Very important	Used since Jan 08	Below expectations	Meets expectations	Above expectations
N=607 a	a. Services provided by the ISO (int'l students only)	83%	90%	20%	29%	52%
N=2011 b	b. Services provided by the GW police officers	70%	58%	23%	33%	43%
N=2009 c	c. Services provided by the Student Health Services clinical and admin staff	61%	56%	32%	35%	33%
N=2011 d	d. Services provided by the Student Activities Center staff	51%	49%	15%	46%	38%
N=2004 e	e. Services provided by the Vern Express	46%	45%	14%	33%	52%
N=2017 f	f. Services provided by the University Counseling Center staff	44%	25%	20%	43%	37%
N=2013 g	g. Services provided by the Disability Support Services staff	37%	18%	13%	45%	42%
N=1059 h	h. Services provided by the Center for Alcohol and Other Drug Education staff (undergrads only)	33%	25%	22%	55%	23%
N=1998 i	i. Services provided by the MSSC staff	30%	23%	17%	47%	36%
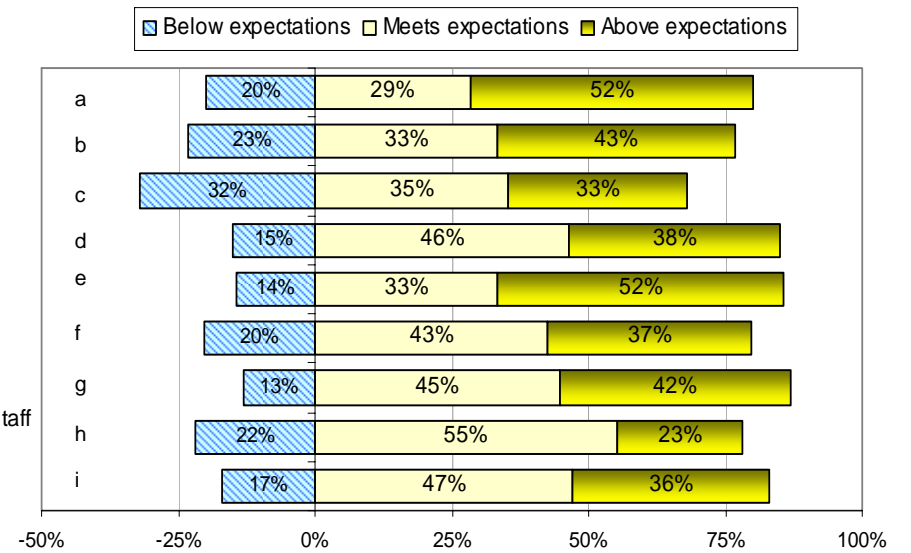
SASS Graph 2. Support Programs: Importance, Use, and Quality
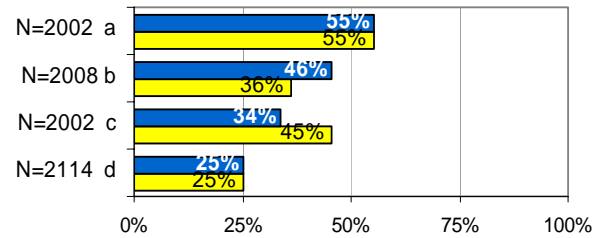
	Program	Important/Very important	Used since Jan 08	Below expectations	Meets expectations	Above expectations
N=2002 a	a. Programs offered at the Lerner Health and Wellness center	55%	55%	9%	36%	55%
N=2008 b	b. Programs offered by SAC	46%	36%	17%	44%	39%
N=2002 c	c. Health education programs provided by the Student Health Center	34%	45%	33%	39%	28%
N=2114 d	d. Extra and co-curricular programs offered by the Mount Vernon Campus Life staff (undergrads only)	25%	25%	16%	43%	41%

Support Services

Importance of Service	Services									Programs			
	CADE	Counseling Center	Disability Support	International Services	Multicultural	Student Activities	Student Health	UPD	Vern Express	Health Education	Student Activities	Health & Wellness	MVC Campus Life
N – of all raters	1059	2017	2013	607	1998	2011	2009	2011	2004	2002	2008	2002	2114
No opinion	28%	33%	46%	1%	34%	26%	24%	16%	32%	29%	25%	22%	40%
0 – Not important at all	8%	6%	9%	1%	8%	5%	4%	3%	8%	5%	6%	4%	11%
1 – A little Important	6%	2%	1%	2%	4%	2%	1%	1%	2%	3%	5%	2%	4%
2	8%	2%	1%	7%	6%	3%	1%	2%	2%	4%	5%	2%	4%
3 – Somewhat important	17%	13%	6%	13%	17%	13%	9%	8%	10%	13%	22%	15%	16%
4	16%	15%	11%	70%	14%	22%	18%	18%	13%	17%	18%	22%	13%
5 – Very important	17%	29%	26%	7%	16%	29%	44%	52%	34%	28%	18%	33%	13%

Quality of Service	Services									Programs			
	CADE	Counseling Center	Disability Support	International Services	Multicultural	Student Activities	Student Health	UPD	Vern Express	Health Education	Student Activities	Health & Wellness	MVC Campus Life
N – used service in past year	269	505	360	547	469	609	1124	1164	902	673	903	1117	530
Percent of all possible users	25%	25%	18%	90%	23%	49%	56%	58%	45%	34%	46%	55%	25%
Rating Scale													
1 – Improvement is needed	8%	7%	1%	8%	3%	3%	10%	6%	2%	10%	3%	1%	4%
2	3%	4%	<1%	3%	3%	4%	8%	6%	3%	9%	4%	2%	3%
3	11%	10%	1%	9%	10%	9%	14%	11%	9%	14%	10%	6%	10%
4 – Meets expectations	55%	43%	8%	29%	47%	46%	35%	33%	33%	39%	44%	36%	43%
5	9%	15%	3%	14%	12%	20%	15%	18%	19%	13%	19%	23%	18%
6	8%	11%	3%	22%	11%	12%	12%	14%	20%	9%	13%	19%	13%
7 – Demonstrates strength	6%	11%	2%	15%	13%	6%	5%	12%	14%	5%	7%	13%	11%

SASS Graph 3. Housing: Importance, Use, and Quality

☐ Used since Jan 08 ■ Important/Very important

☐ Below expectations ☐ Meets expectations ■ Above expectations

N=1535 a
- 49%
- 86%

N=1534 b
- 27%
- 63%
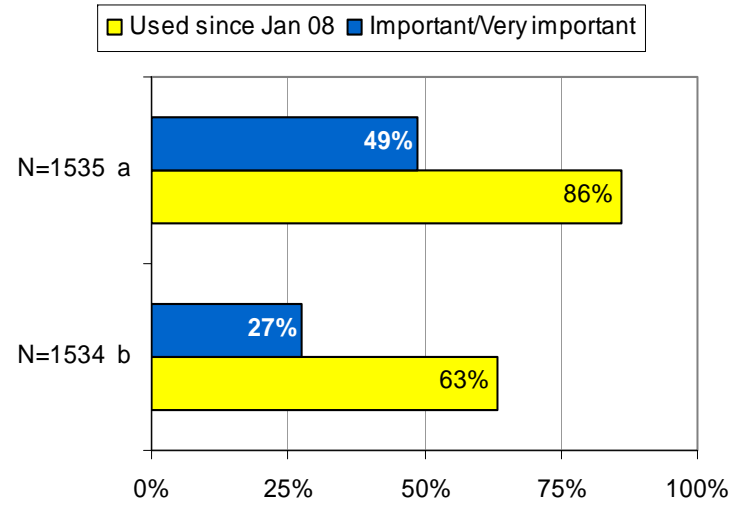
a. Services provided by the House staff (undergrads living on campus only)

a
- 20%
- 37%
- 43%

b. Programs and workshops offered in the residence halls (Undergrads living on campus only)

b
- 30%
- 46%
- 25%
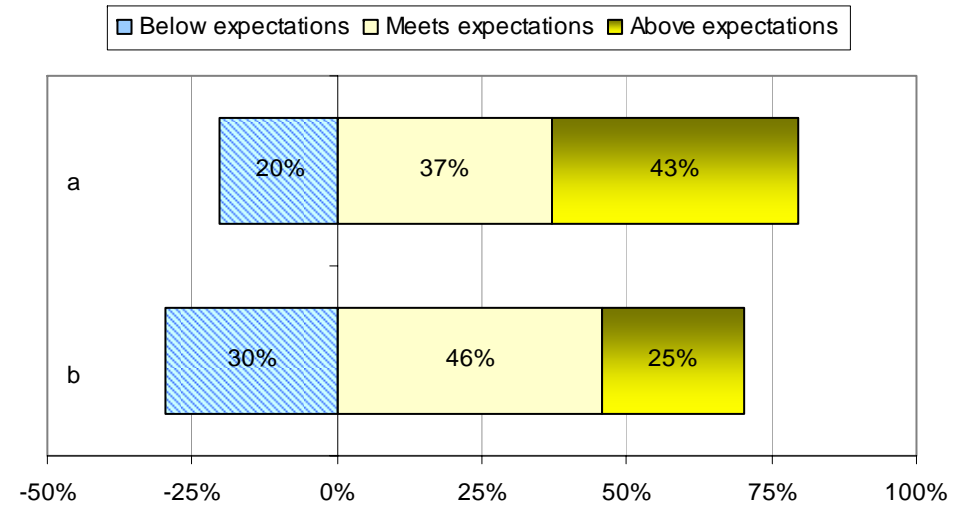
Student Services: Housing

Importance of Service	Foggy Bottom										Mount Vernon	
	Undergrad		Freshmen		Sophomore		Junior/Senior		Grad			
	Services	Programs	Services	Programs	Services	Programs	Services	Programs	Services	Programs	Services	Programs
N – of all raters	**1376**	**1373**	**444**	**437**	**389**	**391**	**543**	**545**	**56**	**56**	**160**	**162**
No opinion	4%	9%	2%	7%	3%	7%	6%	10%	7%	14%	4%	12%
0 – Not important at all	5%	11%	2%	9%	5%	12%	8%	12%	4%	7%	2%	6%
1 – A little Important	8%	13%	5%	11%	8%	13%	10%	14%	4%	14%	4%	6%
2	9%	15%	5%	12%	9%	13%	12%	18%	4%	9%	4%	12%
3 – Somewhat important	27%	27%	21%	27%	30%	29%	30%	26%	20%	16%	26%	30%
4	20%	14%	26%	17%	21%	16%	15%	10%	30%	18%	28%	20%
5 – Very important	27%	13%	40%	17%	24%	11%	20%	10%	32%	21%	31%	14%

Quality of Service	Foggy Bottom										Mount Vernon	
	Undergrad		Freshmen		Sophomore		Junior/Senior		Grad			
	Services	Programs	Services	Programs	Services	Programs	Services	Programs	Services	Programs	Services	Programs
N – used service in past year	**1178**	**850**	**420**	**293**	**346**	**261**	**412**	**296**	**47**	**32**	**157**	**115**
Percent of all possible users	85%	62%	94%	67%	88%	67%	75%	54%	84%	57%	97%	73%
Rating Scale												
1 – Improvement is needed	5%	6%	4%	5%	7%	7%	4%	5%	4%	13%	8%	8%
2	4%	8%	4%	9%	3%	8%	5%	9%	4%	9%	4%	9%
3	11%	16%	10%	13%	12%	20%	11%	17%	13%	9%	6%	9%
4 – Meets expectations	37%	46%	30%	49%	36%	44%	46%	46%	32%	34%	35%	41%
5	16%	13%	18%	15%	15%	11%	14%	13%	15%	13%	16%	22%
6	16%	6%	19%	5%	15%	7%	12%	6%	9%	3%	20%	10%
7 – Demonstrates strength	11%	4%	15%	4%	10%	4%	7%	4%	23%	19%	10%	3%

The Service Excellence Survey is designed to obtain students' opinions about the importance and quality of services provided and programs offered by many of the offices and departments at GW. The attached graphs and tables provide a summary of the findings. Information about the questionnaire and how to read these graphs follows. A copy of the complete survey can be found at: https://www.gwu.edu/~oapa/ses.html.

Method:
While the entire questionnaire has 320 questions, the actual survey sent to students was much shorter. Questions about programs and services for specific audiences were sent only to those students they serve. For example, only international students were asked to complete questions about international services, and school-specific advising questions were directed to the appropriate students. While these navigational tools reduced the number of possible questions each student would be expected to answer, there remained many questions that were appropriate for all students. To further reduce the length of the survey for each respondent, we created two different versions, an "A" and a "B" version; each version contained about half the questions. The hope was that students would be more likely to complete a short survey.

During the spring 2009 semester, the survey was administered, online, to a stratified[1] random sample of approximately 11,300 undergraduate and graduate, degree-seeking, on-campus students. One hundred prizes (ranging from gift cards to Starbucks to iPods and free travel) were offered as incentives. Of that group, 4,062 students responded, representing 36% of the sample.

Types of questions asked:
For each service, students were asked to indicate its importance to them and to rate the quality of service they received. Only those who had used the service in the past year rated the service.

Importance of service: Students were given a list of services and asked to indicate its degree of importance to them using the scale below:

    (0)   Not at all important
    (1)   A little important
    (3)   Somewhat important
    (5)   Very important

An additional check box of "No opinion" was included for each question.

Quality of service received: Only students who had *used* the service since January 2008 were asked to rate the quality of service. The opinion of "recent users" was sought to ensure that students were rating current services and personnel, not services that were no longer provided and personnel who may have had different responsibilities and to avoid ratings from those who may have opinions about but no recent experience with the service. The 7-point scale included anchors at both ends and the middle of the scale:

    ( )   Haven't used since Jan 08
    (1)   Improvement is needed
    (4)   Meets expectations
    (7)   Demonstrates a real strength

The rating scales included examples that represent the low, middle, and high ends of the scales that were developed by many of the professional staff providing these services and were tailored to the type of service being evaluated.

Example: Rating Scale for Services

```
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
1                 2                 3                 4                 5                 6                 7
Improvement                                         Meets                                         Demonstrates
Needed                                              Expectations                                  Real Strength
```

Personnel were rude, cold, and/or unprofessional.	Personnel were polite and professional.	Personnel were polite, professional, friendly, and showed genuine concern.
Personnel were not knowledgeable and provided deficient, inaccurate, and/or unclear information.	Personnel were generally knowledgeable and provided sufficient, accurate, and clear information.	Personnel were very knowledgeable and went above and beyond in providing accurate, clear, and helpful information.
Service or transaction was slow, not executed smoothly, many issues/problems arose, and there was no follow-up to assure my needs were met.	Service or transaction was executed smoothly, had no delays, few issues/problems arose, and there was an attempt to follow-up to make sure my needs were met.	Service or transaction was executed very smoothly, had no delays, no issues/problems arose, and follow-up actions were taken to assure that my needs were met.
(I had no clue what I needed to door how to do it.)	**(I eventually figured out what I needed to do and how to do it.)**	**(I was confident about what I needed to do and how to do it.)**

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[1] Some groups, such as international and engineering students and students living on the Mount Vernon Campus, were over-sampled to ensure that a critical mass responded to the survey.

Follow-up to quality of service: Those who rated the quality of a service below "meets expectations" were asked: "How would you improve this service?"

Rankings of services: The last two questions asked students to list the top 5 services that stand out as the "best services" offered and the 5 services that "need the most improvement" and to provide information about the qualities that make the first list stand out and, for the latter group, to indicate the actions that can be taken to improve these services.

Representation of the Population:
The characteristics of the sample were compared to the population it is designed to represent. Overall, the sample is representative of the undergraduate and graduate school populations. The distributions between graduate and undergraduate students, international versus domestic, male versus female, students' school, and undergraduates' year in school reflect the correct proportions. SEAS students were oversampled to ensure a large enough response rate. It is not clear how accurately students' ethnicity and race are represented in the respondents. Students were asked to identify their race/ethnicity using the new categories defined by IPEDs that allow students to identify themselves as multi-racial. However, race/ethnicity in Banner uses a single category. Thus we are unable to compare the sample with the population. We think, however, that Asian students are over-represented in the respondents.

Characteristics of the Sample:

	N	Percent
Total	**4062**	**100%**
School		
CCAS	1558	38%
ESIA	733	18%
GSEHD	180	4%
SB	739	18%
SEAS	390	10%
SPHHS	369	9%
Other	93	2%
Year in School		
Freshman	606	15%
Sophomore	433	11%
Junior	499	12%
Senior	609	15%
Graduate	1915	47%
Race/Ethnicity[2]		
Hispanic/Latino	261	6%
American Indian or Alaska Native	48	1%
Asian	808	21%
Black or African American	282	7%
Native Hawaiian or Other Pacific Islander	38	1%
White	2897	74%
Residence		
Off-campus	2442	60%
On-campus – Foggy Bottom Campus	1456	36%
On-campus – Mount Vernon Campus	164	4%

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[2] Respondents could choose more than one race/ethnicity, and the percentages are calculated from total who answered the actual question (not from the overall total).