

The Dartmouth College Experience:

Satisfaction of Seniors from the 2006 Senior Survey



**Office of Institutional Research
Dartmouth College**

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EXECUTIVE SUMMARY

Sample Characteristics

- 1) Senior Survey was administered to 1,018 Seniors at graduation rehearsal as a paper-and-pencil survey.
- 2) Response rate was 90%.
- 3) Fifty-two percent of the respondents were women. Most respondents self identified as Caucasian (67%), followed by Asian-American (13%), African-American (4%), Hispanic (4%), and International students (4%).
- 4) The greatest number of respondents graduated with a Social Science major (53%), with a self-reported overall Grade Point Average in the A (50%) or B range (45%).

Future Plans

- 5) Most of the respondents were planning on employment (65%). Another 21% were planning on graduate school, and 8% on volunteer work or additional undergraduate course work. Of the graduates planning on employment, 62% had accepted a position and 22% were still searching. Thirteen percent planned to start job searching after graduation.
- 6) Those seniors planning on employment were interested in the financial services (26%), education (17%), or consulting (17%) sectors. For those students planning on education in the Fall, choices of degree were spread between professional degrees in law (25%) or medicine (23%); a masters' (21%) or doctorate (15%); or another bachelors' (13%).

Definition of Peer Groups

- 7) More than 30 highly selective, private colleges and universities participated in the 2006 Senior Survey. Three peer groups were created to provide an external point of comparison. The Peer 1 group contains highly selective, co-ed liberal arts colleges. Peer 2 group consists of highly selective, private institutions in Northeast. The Peer 3 group consists of highly selective, private institutions beyond Northeast.

Overall Satisfaction with Undergraduate Education

- 8) *Overall Satisfaction* with Dartmouth Undergraduate Education remains high, continuing our trend of the last 6 years. Dartmouth's overall satisfaction was statistically significantly higher than the average satisfaction levels at our Peer Group 2 and Peer Group 3; the difference from Peer Group 1 was not statistically significant (Figure 2).

Areas of High and Low Overall Satisfaction

- 9) High satisfaction areas include: *Study Abroad*, *Campus Security*, *Library facilities*, *Out of Class Faculty Availability*, and *Opportunities for Extra-curricular Activities*. (Table 1). Other areas of distinction include satisfaction with *Independent Studies* and *Quality of Instruction* (Figure 5), the *Courses* in one's major (Figure 7), and *Library facilities* (Figure 9).
- 10) Lower satisfaction areas include *Student Government*, *Pre-major Advising*, and *Administration's Responsiveness to Students* (Table 2). Other areas with lower student satisfaction include the *Climate for minority students* on campus and the *Racial/ethnic diversity* on campus (Figure 11).

Peer Comparisons for Areas of High and Low Overall Satisfaction

- 11) Compared to her peers, Dartmouth has higher percentages of students who are "very" satisfied with *Study Abroad Opportunities*, *Computer Facilities and Resources*, *Library Facilities*, and *Opportunities for Extra-curricular Activities* (Figure 3). Other areas of note include *Out of Class Faculty Availability* (Figure 6) and *Sense of Community on Campus* (Figure 12).

- 12) Compared to her peers, Dartmouth has more students who are "very dissatisfied" with perceptions of the *Pre-major Advising*, *Climate for Minority Students on Campus*, *Health Services*, and *Student government*, (Figure 4). The *Racial/ethnic Diversity* on campus is another area where Dartmouth lags behind her peers (Figure 12).

Key drivers of Overall Satisfaction

- 13) Key drivers of overall satisfaction include satisfaction with *Quality of Instruction*, *Social Science Courses*, *Courses in Major Field*, *Faculty Research*, *Class Size* (Figure 14), *Sense of Campus Community*, *Social Life on Campus* and the *Opportunities to Participate in Extra-Curricular Activities* (Figure 16).
- 14) Areas that affect overall satisfaction where students are less satisfied include *Pre-Major Advising*, *Major Advising*, *Quality of Instruction in Science Courses*, (Figure 14), *Housing Facilities*, *Athletic Facilities*, *Career Counseling*, the *Administration's Responsiveness to Students* (Figure 15a & b), *Student Government*, and the *Racial/ethnic Diversity of Campus* (Figure 16).

The Dartmouth College Experience: Satisfaction of Seniors

A. Background Information

Survey Methodology

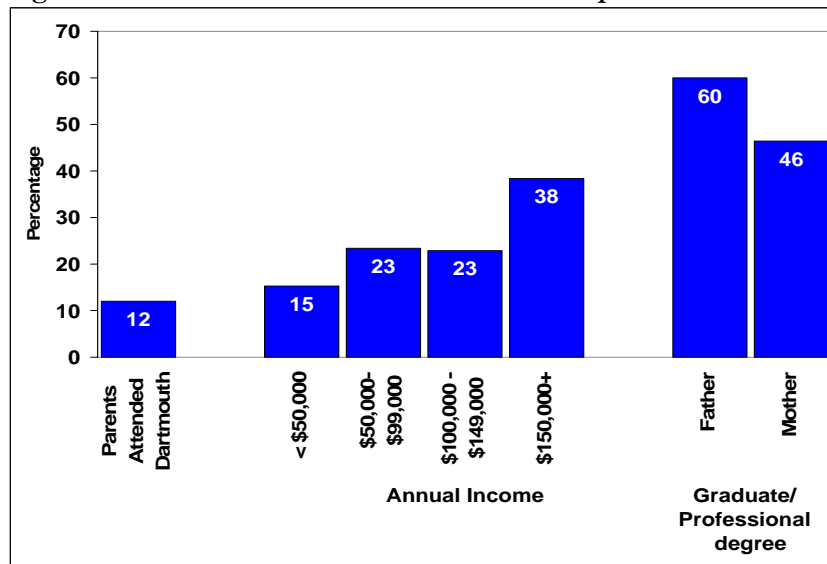
The 2006 Senior Survey was administered to 1,018 seniors at graduation rehearsal as a paper-and-pencil survey. The response rate was 90% (n=917). In general, the responding seniors were representative of the population of graduating seniors. Greater percentages of seniors who self-identified as Caucasian or international were survey respondents, while Hispanic and African-Americans were less well represented. The divisions of the college were equally represented in the survey sample, with the exception of the Academic programs.

Respondent Characteristics

The respondents were comprised of more women than men (52% *vs.* 47%). The majority of the respondents were Caucasian (67%), followed by Asian-American (13%), African-American (4%), Hispanic (4%), International (4%), and Other (8%)¹. Sixty-three percent of the respondents were admitted into Dartmouth via regular admission. Less than 1% were transfers and 36% were early admits.

More than half of the responding seniors had a Social Science Major (53%). Equal numbers majored in a Sciences (23%) or Humanities (23%) discipline. Two percent majored in interdisciplinary studies or some other major. The Dartmouth seniors reportedly were good students. Over 50% of the respondents indicated that their overall grade point average (GPA) was an A, and 45% indicated that their GPA was a B. Only 4% reported GPAs in the range of B- or lower.

Figure 1. Dartmouth Parent Information of Respondents.



Only 12% of the sample reported that their parents attended Dartmouth. Respondents' families were relatively wealthy, with the largest percent of the sample reporting family incomes of \$150,000 or more a year. Family income was split equally at \$50,000 to \$99,000 and \$100,000 to \$149,000, for 23% of the respondents, respectively. Respondents' parents were also well-educated, with the 60% of the fathers and 46% of the mothers earning a graduate or professional degree.

The majority of the respondents to the 2006 senior survey were planning on employment during the upcoming Fall (65%). Another 21% were planning on graduate school, and 8% on volunteer work or additional undergraduate course work. Of the graduates planning on employment, 62% had accepted a position, and 22% were still searching. Thirteen percent planned to start job searching after graduation.

Seniors planning on employment were interested in the financial services (26%), education (17%), or consulting (17%) sectors. Another 12% were interested other business sectors, and 10% noted they were interested in law or government. For those students planning on education in the Fall, choices of degree were spread between professional degrees in law (25%) or medicine (23%); a masters' (21%) or doctorate (15%); or another bachelors' (13%).

¹ The "Other" racial/ethnic category included Native-Americans and individuals self-identifying with more than one racial/ethnic group. There were 154 respondents who did not report their race/ethnicity.

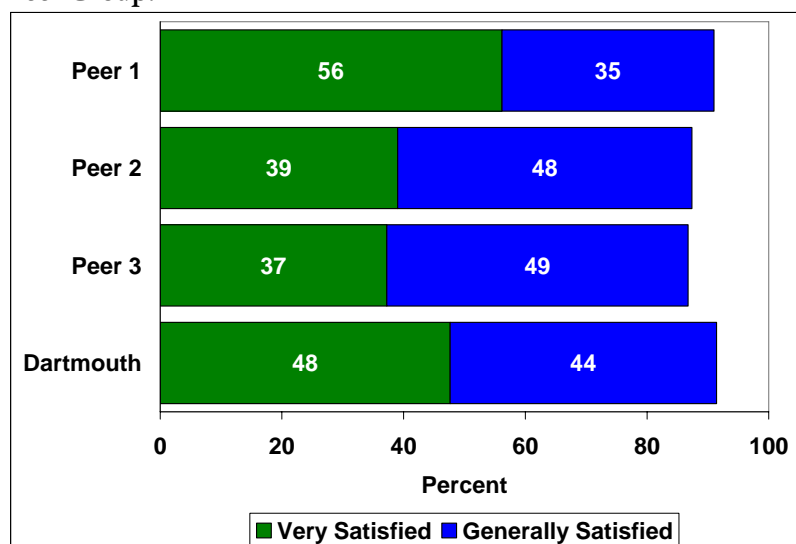
Defining Our Peer Groups

Over 30 highly selective, private colleges and universities participated in the 2006 Senior Survey. We selected 16 of the participating schools to include in our peer groups. Three peer groups were created to provide an external point of comparison and bench-marking for our survey results. The Peer group 1 contains highly selective, co-ed liberal arts colleges. Peer group 2 consists of highly selective, private institutions in Northeast. The Peer 3 group consists of highly selective, private institutions beyond Northeast.

B. Overall Satisfaction with Undergraduate Education for Dartmouth and Peers

The Senior Survey asked, "Overall, how satisfied have you been with your undergraduate education?" Response options were: very dissatisfied, generally dissatisfied, ambivalent, generally satisfied, and very satisfied.

Figure 2. Overall Satisfaction with Undergraduate Education by Peer Group.



Dartmouth seniors expressed high levels of satisfaction with their undergraduate education. About 92% of the respondents indicated that they were either "very satisfied" or "generally satisfied" with their undergraduate education, and less than 3% indicated that they were either very or generally dissatisfied. Compared to our peers, the average overall satisfaction measure for Dartmouth ($\bar{X} = 4.35$) was

significantly higher ($p < .001$) than the average ratings for the Peer Group 2 ($\bar{X} = 4.20$) and Peer Group 3 ($\bar{X} = 4.18$) schools, and the percentage of Dartmouth seniors who were "very satisfied" was also significantly greater than our Peer 2 or Peer 3 schools. The average Dartmouth satisfaction score was not statistically different from Peer Group 1 ratings ($\bar{X} = 4.43$), however, the percentage of Dartmouth seniors who were "very" satisfied was significantly lower than seniors at Peer 1 schools (48% vs. 56%, $\chi^2 = 10.22$, $p < .001$).

Comparison of Dartmouth with her Peers over Time. With the exception of Peer Group 1, Dartmouth has consistently earned higher overall satisfaction scores over time than our peer groups (Appendix A).

C. Dartmouth's Satisfaction with Undergraduate Education over Time

The level of satisfaction in 2006 is a continuation of the high levels of satisfaction reported over the last eight years for Dartmouth. Seniors in 2006 gave Dartmouth an average satisfaction score of 4.35 out of 5.00. This is the same average score as in the 2004 Senior Survey, which was higher than the 2002 score ($\bar{X} = 4.22$).

D. Where Dartmouth Does Well and Where We Need to Work

It is clear from the results of the 2006 Senior Survey that graduating seniors are exceptionally satisfied with most aspects of their Dartmouth experience. Notable areas include the following (listed in descending order of the highest percentages of "very satisfied"):

Table 1. Dartmouth Areas of Highest Satisfaction (Percentage "Very Satisfied")

<ul style="list-style-type: none"> ● Study Abroad Program (71%) ● Feeling of security on campus (70%) ● Library facilities (63%) ● Out of class faculty availability (61%) ● Opportunities for extracurricular activities (61%) 	<ul style="list-style-type: none"> ● Courses in major field (56%) ● Independent study/self-designed courses (53%) ● Computer facilities and resources (53%) ● Humanities and arts courses (48%) ● Quality of instruction (45%)
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There were some areas where seniors expressed lower levels of satisfaction. The areas where satisfaction was the lowest are listed below, along with the percentage of "very" dissatisfied students.

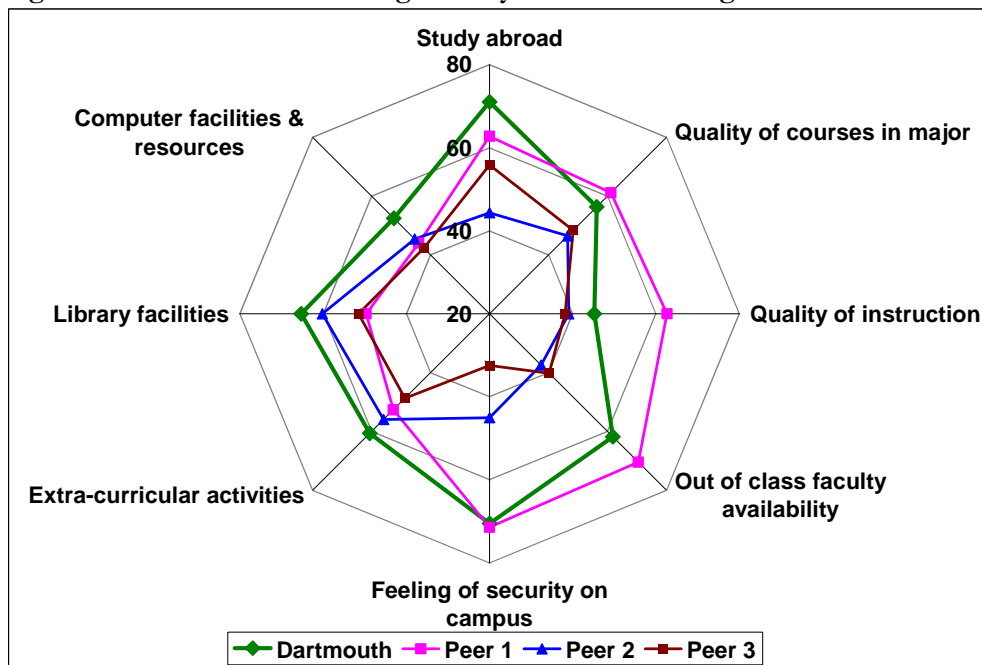
Table 2. Dartmouth Areas of Lowest Satisfaction (Percentage "Very Dissatisfied")

<ul style="list-style-type: none"> ● Academic advising before declaring major (19%) ● Student government (15%) ● Administrations responsiveness to students (13%) ● Career counseling (11%) ● Financial aid award (10%) 	<ul style="list-style-type: none"> ● Psychological Services (8%) ● Student health services (8%) ● Advising in major (7%) ● Climate for minority students on campus (7%)
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E. Comparisons to Our Peers

Areas of Distinction. The areas where the majority of Dartmouth seniors expressed satisfaction were also high-satisfaction points for our peers. The radar graph below contains the percentage of students who are "very satisfied" with various aspects of their education for Dartmouth and her peers.

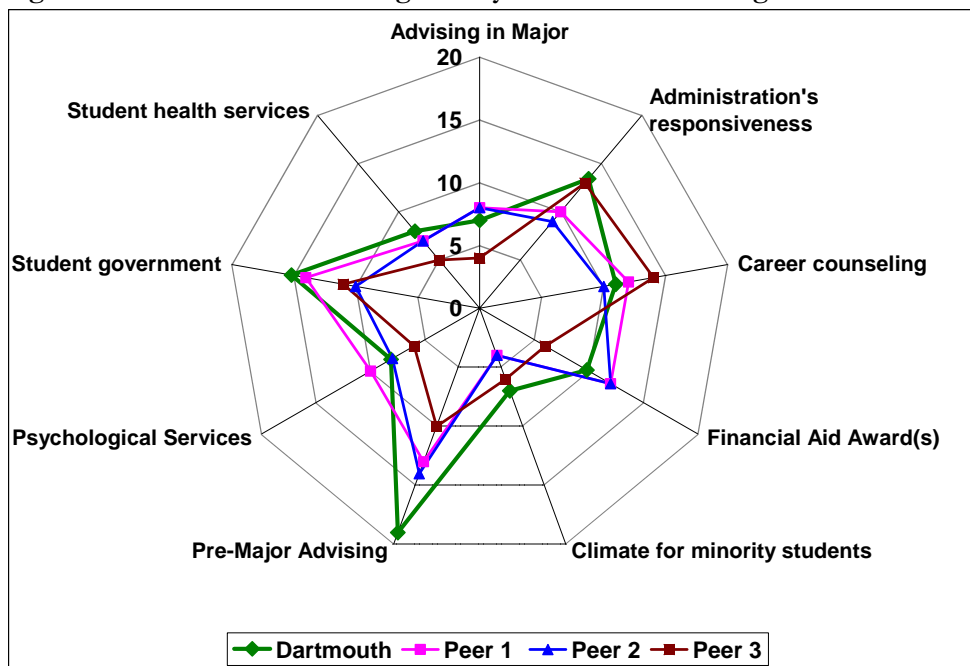
Figure 3. Areas where Percentage "Very Satisfied" are high for Dartmouth and her peers



As illustrated in the graph above, Dartmouth is distinctive in senior's satisfaction ratings of our *Study Abroad Programs*, *Library and Computing Facilities*, and *Opportunities for Extra-Curricular Activities*. Areas where Dartmouth's satisfaction ratings are lower than ratings from Peer Group 1 include *Quality of Instruction*, *Out of Classroom Faculty Availability*, and *Quality of Instruction with Courses in Major*. There were no areas where Dartmouth had lower percentages of seniors who were "very" satisfied than Peer Groups 2 and 3.

Areas for Improvement. The areas where the greatest percentage of Dartmouth seniors indicated that they were "Very Dissatisfied" were also shared by seniors at our peer institutions. Dartmouth, however, had a few areas of dissatisfaction that were greater than our peers. More Dartmouth respondents were very dissatisfied with *Pre-major Advising*, *Climate for Minority Students*, *Student Government*, and *Student Health Services* than our peers. We also had a greater percentage of respondents who were very dissatisfied with the *Administration's Responsiveness to Students* than Peer Group 1 and Peer Group 2 and the same percentage as Peer Group 3 (Figure 4).

Figure 4. Areas where Percentage "Very Dissatisfied" are high for Dartmouth and her peers.



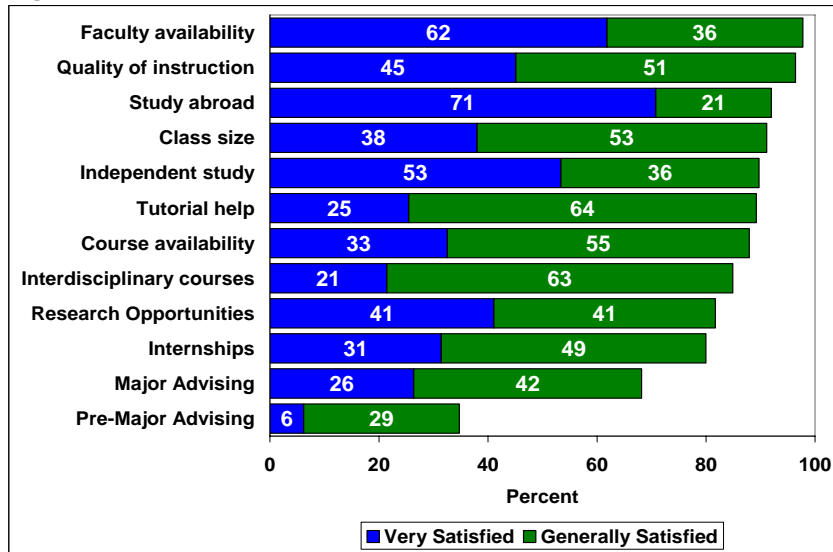
F. Satisfaction with Aspects of Undergraduate Education

Academic Experience

Dartmouth's Satisfaction

The graduating seniors responding to the survey were exceptionally satisfied with aspects of their academic experience. The questions were asked on a 4-point satisfaction scale where 1 = very dissatisfied and 4 = very satisfied. The percentages students who were "Very" and "Generally" satisfied for aspects of the academic experience for Dartmouth are below. With the exception of aspects of *Advising*, 80% or more of the graduating seniors were "satisfied" with the quality of their academic experience.

Figure 5. Dartmouth Satisfaction with Academic Experience.



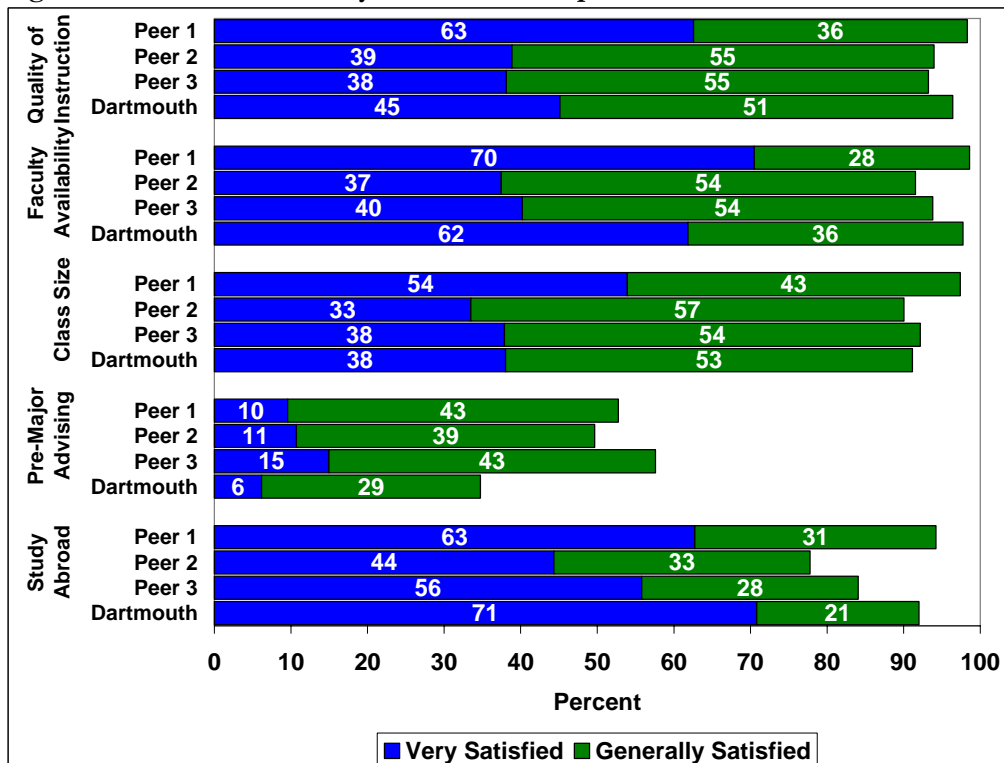
Aspects of the academic experience that were rated by high percentage of students who were "Very satisfied" included *Study Abroad* (71%), *Out of Class Faculty Availability* (62%), *Independent Studies* (53%), and *Quality of Instruction* (45%).

Pre-Major Advising (6%), *Interdisciplinary Studies* (21%), *Tutorial Help* (25%), and *Major Advising* (26%) and had the lowest percentage of students who were "Very satisfied."

Comparisons with our Peers

There were statistically significant differences across the peer groups in seniors' satisfaction with the quality of their academic experience. The greatest differences were in ratings of *Study Abroad*, *Pre-major Advising*, *Class Size*, *Faculty Out of Class Availability*, and *Quality of Instruction* (Figure 6). A statistically significant greater percentage of Dartmouth seniors were "Very satisfied" with the *Quality of Instruction* than our Peer 2 and Peer 3 counterparts (45% compared to 39% and 38%). A lower percentage of seniors at Dartmouth were "Very satisfied" compared to Peer 1 (45% vs. 63%).

Figure 6. Satisfaction Quality of Academic Experience for Dartmouth and her Peers.



A larger percentage of Dartmouth seniors were more likely to be "Very satisfied" with *Out of Class Faculty Availability* than the seniors at our Peer 3 and Peer 2 groups, while a greater percentage of seniors in the Peer 1 group were "very satisfied" with this aspect.

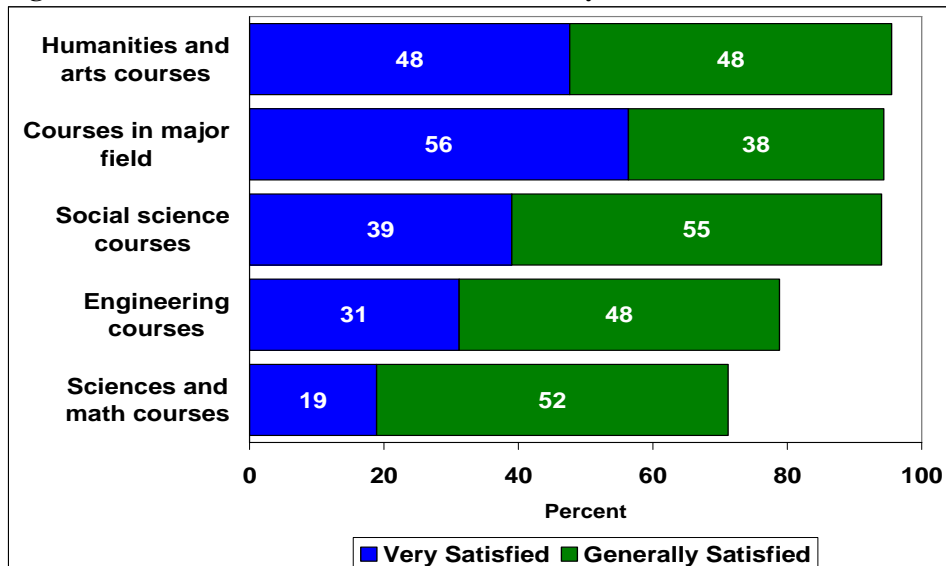
The percentage of Dartmouth Seniors who were "Very satisfied" with *Class Size* was not significantly different from Peer Group 3 seniors, but was greater than our Peer Group 2 counterparts and lower than Peer 1 Group (38% vs. 54%). Dartmouth seniors were less likely to be "Very satisfied" with *Pre-major Advising* than any of our peer groups (6%). Satisfaction with *Study Abroad* was highest for Dartmouth.

Quality of Course Instruction

Dartmouth's Satisfaction

Dartmouth seniors are extremely satisfied with the Quality of Instruction. The greatest satisfaction was with the *Humanities/Arts Courses*; the lowest with *Sciences/Math Courses*.

Figure 7. Dartmouth's Satisfaction with Quality of Course Instruction



Comparisons with our Peers

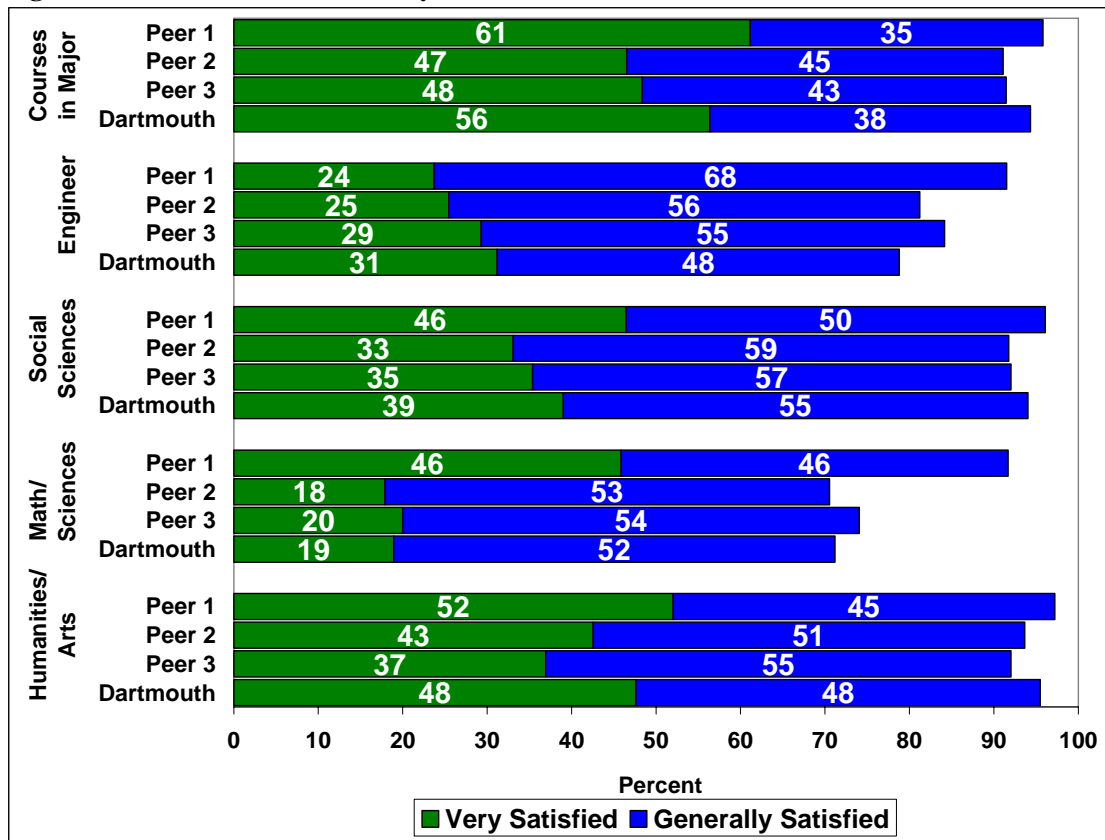
Satisfaction with the quality of course instruction varied between Dartmouth and her peer groups.

Dartmouth seniors were more likely to be very satisfied with their *Courses in their Major* compared to the Peer Group 2 or 3 seniors (56% to 47% and 48%, respectively), but not more than Peer Group 1 seniors (61%).

Satisfaction with *Engineering Courses* was almost equal between Dartmouth and Peer 3 schools, but Peer Group 1 and 2 schools had seniors who were less satisfied. There were few differences in satisfaction with *Social Sciences Courses* between Dartmouth and peers. More Peer 1 students were "very satisfied" than Dartmouth, while more Dartmouth students were "Generally Satisfied". Dartmouth seniors were less likely to be "very satisfied" with the instruction in their *Science/Math Courses* than the Peer 1 seniors (19% vs. 46%).

Dartmouth was similar to Peer Groups 2 and 3 schools in this area of satisfaction. A greater percentage of Dartmouth students were "very satisfied" with *Humanities/Arts Course* instruction than Peer 2 or 3 students (48% vs. 43% and 37%, respectively), but slightly fewer students than in Peer 1 schools (48% vs. 52%).

Figure 8. Satisfaction with Quality of Course Instruction for Dartmouth and her Peers.

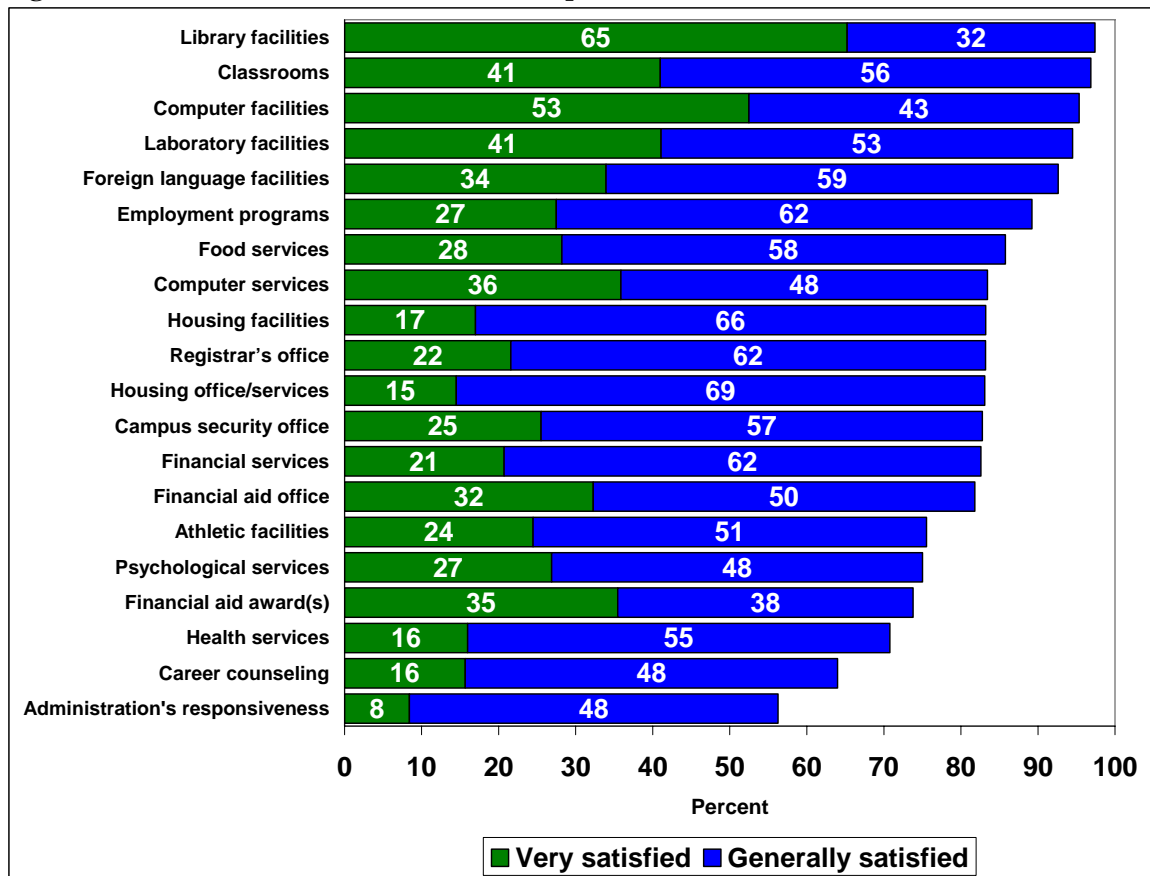


Quality of Campus Services and Facilities

Dartmouth's Satisfaction

Overall, Dartmouth seniors are quite satisfied with the quality of campus services and facilities. Figure 9 shows the Satisfaction Percentages (on next page). Over 90% of the respondents were "very" or "generally" satisfied with *Library Facilities*, *Classrooms*, *Computer Facilities*, *Laboratory Facilities*, and *Foreign Language Facilities*. Notable areas of extreme satisfaction include the *Library Facilities* (65% "very" satisfied), *Computer Facilities* (53% very satisfied), *Classrooms*, and *Laboratory Facilities* (41% very satisfied, respectively). Areas of lower satisfaction include the *Administration's Responsiveness* (8% very satisfied), *Housing Office/Services* (15% very satisfied), *Health Services* and *Career Counseling* (16% very satisfied), and *Housing Facilities* (17% very satisfied).

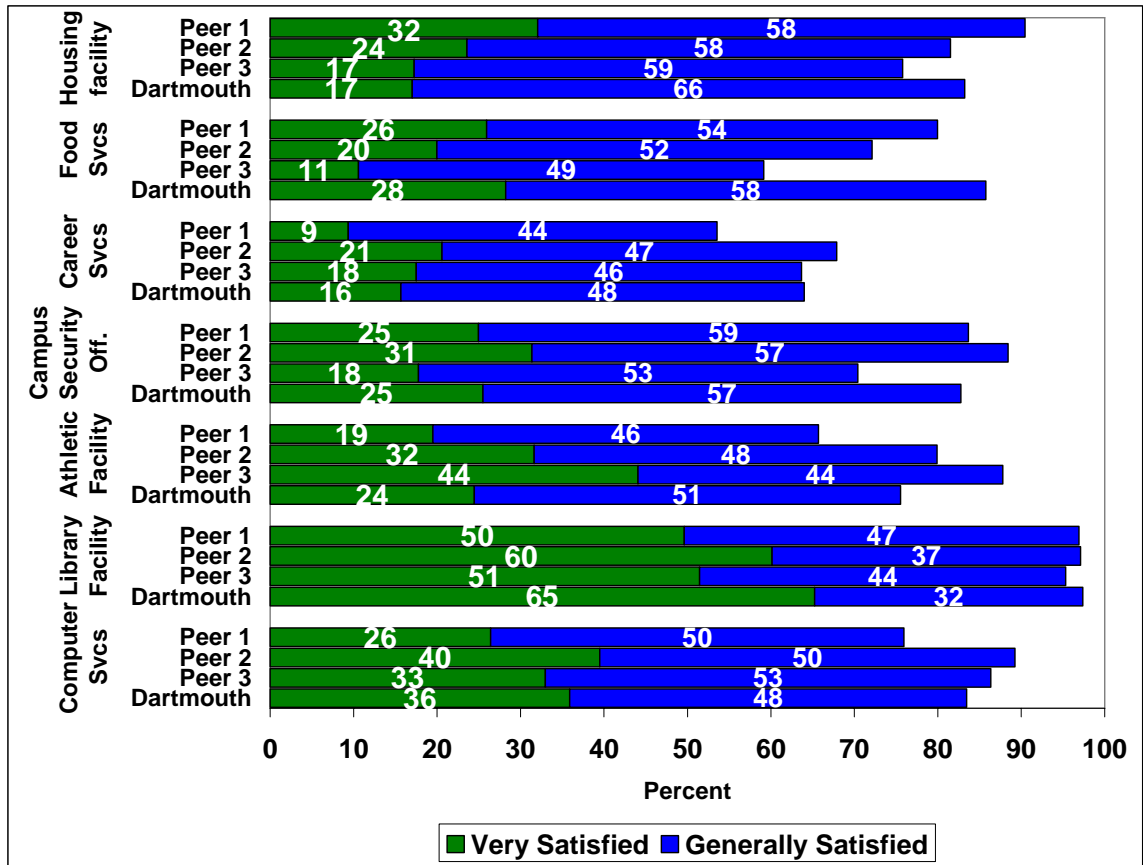
Figure 9. Dartmouth's Satisfaction with Campus Services and Facilities



Comparisons with our Peers

Dartmouth performed comparably to her peers on many aspects of student satisfaction with services (see Figure 10 on next page). Fewer Dartmouth seniors (17%) were "very" satisfied with *Housing Facilities*, compared to our Peer Group 1 and 2 counterparts. Satisfaction with *Food Services* was higher for Dartmouth, with 28% "very" satisfied compared to 11% of the Peer 3 and 20% of our Peer 2 groups. Fewer Dartmouth seniors were very satisfied with *Career Services* than at Peer Group 2 schools (16% vs. 21%), but more than at Peer Group 1. Dartmouth seniors were less satisfied with the *Campus Security Office* than Peer 2 seniors. Compared to Peer Groups 2 and 3, fewer Dartmouth seniors were "very" satisfied with the *Athletic Facilities*. A greater percentage of Dartmouth seniors were very satisfied with the *Library Facilities* (65%) than at Peer 1 (50%), 3 (51%), or 2 Group schools (60%). The Peer Group 1 seniors were less likely to be satisfied with the *Computer Services*.

Figure 10. Satisfaction with Selected Campus Services and Facilities for Dartmouth and her Peers.

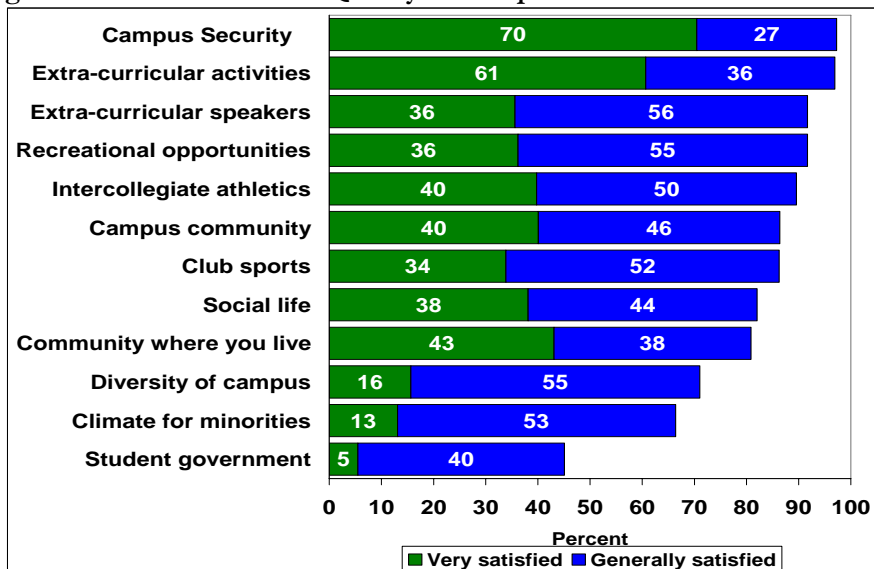


Quality of Campus Life

Dartmouth's Satisfaction

Dartmouth seniors are overwhelmingly satisfied with the quality of campus life.

Figure 11. Satisfaction with Quality of Campus Life

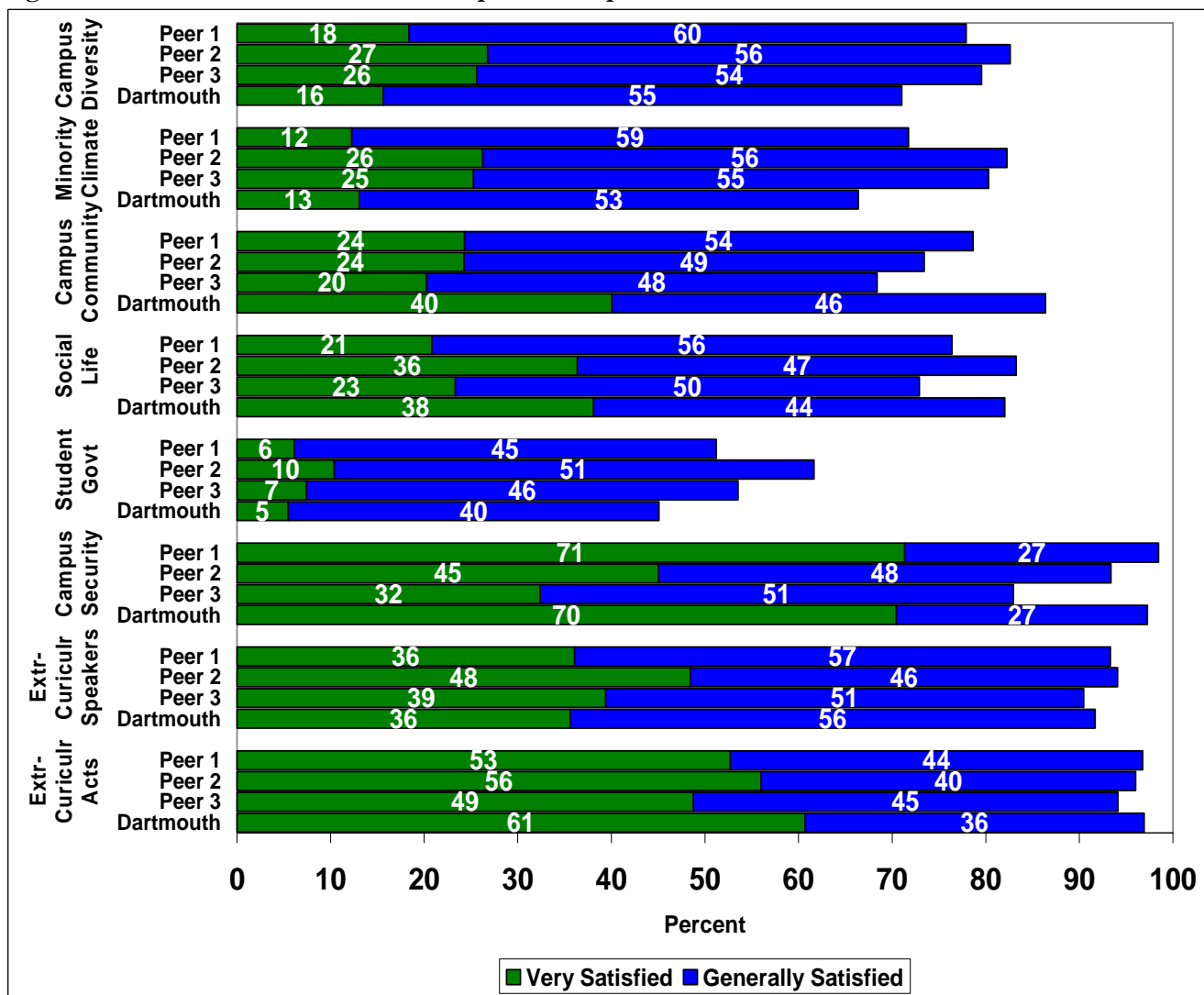


High satisfaction areas include *Feeling of Security on Campus* (70%), *Extra-curricular Activities* (61%), *Sense of Community Where You Live* (43%), *Intercollegiate Athletics* (40%), and *Sense of Campus Community* (40%). Areas where satisfaction was less evident include *Student Government* (5%), the *Climate for Minorities* (13%), and the lack of *Racial and Ethnic Diversity on Campus* (16%).

Comparisons with our Peers

There were a number of climate areas where Dartmouth performed differently than her peers.

Figure 12. Satisfaction with Selected Campus Life Aspects for Dartmouth and her Peers.

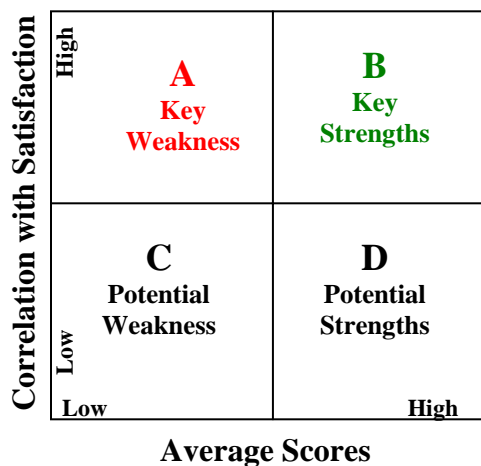


Dartmouth seniors were significantly less satisfied with the *Campus Diversity* than Peer Groups 2 and 3, and satisfaction with the *Climate for Minorities* was also low. On the other hand, a significantly greater proportion of Dartmouth seniors were very satisfied with the *Sense of Community on Campus* than all our peers and satisfaction with *Social Life* was greater than Peer Groups 1 and 3.

Satisfaction with *Student Government* was relatively low for most schools. Both Dartmouth and Peer Group 1 seniors were very satisfied with the *Feeling of Security on Campus*. Dartmouth seniors were significantly less satisfied with the *Extra-Curricular Speakers* than seniors at Peer Group 2 schools. With regards to satisfaction with Opportunities to *Participate in Extra-curricular Activities*, a greater percentage of Dartmouth seniors were very satisfied than were seniors at our peers.

G. Key Driver Analysis of Overall Satisfaction

Figure 13. Key Driver Analysis

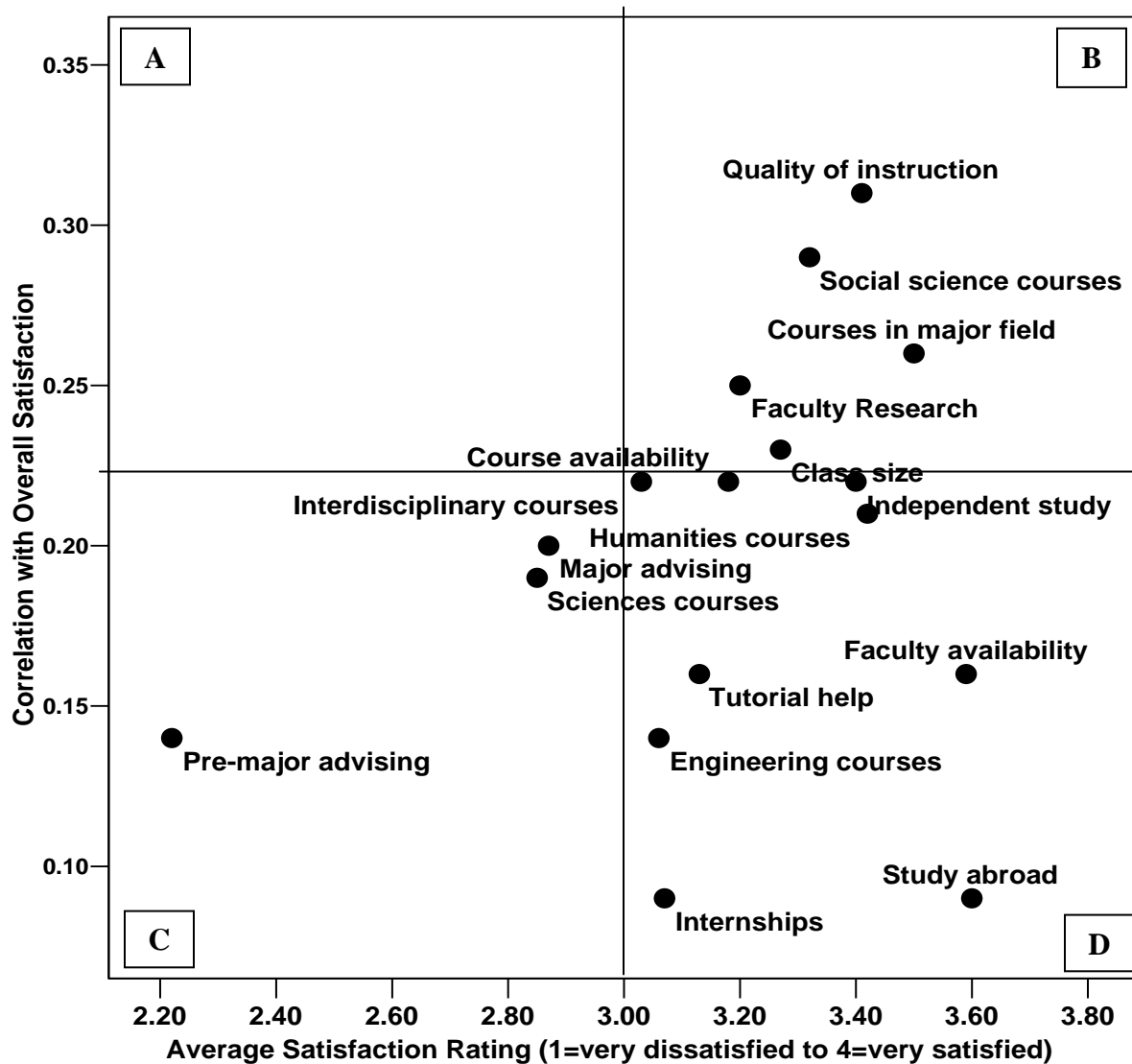


A key driver analysis determines aspects of satisfaction that appear to "drive" the students' overall satisfaction with Dartmouth. This analysis plots the average scores of different aspects of satisfaction on the horizontal line of the graph by the correlation of that factor with the Overall Satisfaction score on the vertical line (Figure 13). Quadrant A is the area where satisfaction scores are low and the correlation with the Overall Satisfaction score is high. This area points to factors that may be key weaknesses, and might be targeted for improvement.

Quadrant B is the area where average satisfaction scores are high and the correlation with Overall Satisfaction is high. These are key strengths and might be areas where satisfaction could be leveraged. Quadrant C has low satisfaction scores, and low correlations with satisfaction. These are areas of potential weaknesses, but may be viewed as low priority. Quadrant D is the area where specific satisfaction scores are high, but the relationship of these scores to the overall measure of satisfaction is low. These aspects of satisfaction could be viewed as potential strengths.

Figure 14 (on next page) shows an analysis of the key academic and instructional drivers of Overall Satisfaction with Dartmouth. There are no areas of academics and instruction that fall in Quadrant A—Areas of Weakness. Numerous aspects of academics and instruction are in Quadrant B—areas of Key Strengths. These include satisfaction with the *Quality of Instruction*, *Social Sciences Courses*, *Courses in Major Field*, *Faculty Research*, and *Class Size*. Not only are these aspects of academics and instruction rated highly by seniors, they also drive some of the Overall Satisfaction rating. Almost 10% (9.6%) of the Overall Satisfaction score can be explained by seniors' satisfaction with the *Quality of their Instruction* ($r_{xy}=0.31$), and *vice-versa*. Over 8% of overall satisfaction can be explained by the quality of instruction in *Social Sciences courses*.

Figure 14. Analysis of Key Academic and Instructional Drivers of Overall Satisfaction.



Quadrant C contains only one area where average satisfaction is poor—*Pre-major Advising*. Satisfaction with *Major Advising* and *Quality of Instruction in Science Courses* are also marginally in this quadrant, suggesting that they might be targeted for improvement if a higher Overall satisfaction score is desired. The low satisfaction rating with *Pre-major Advising* is of concern. While the correlation with Overall Satisfaction is relatively low ($r_{xy}=0.14$), it is possible that satisfaction with advising is differentially related to Overall Satisfaction, depending on student characteristics or differences in the Dartmouth experience.

Quadrant D, areas of potential advantage, contains assessments on *Humanities Courses*, *Faculty Out of Class Availability*, *Study Abroad*, *Engineering Courses*, *Internships*, and *Tutorial Help*. Ratings of some of the aspects of academics and instruction are relatively high in this quadrant (i.e., Study Abroad, Faculty availability), but it appears that they don't drive Overall satisfaction.

Figure 15a. Analysis of Key Facilities Drivers of Satisfaction.

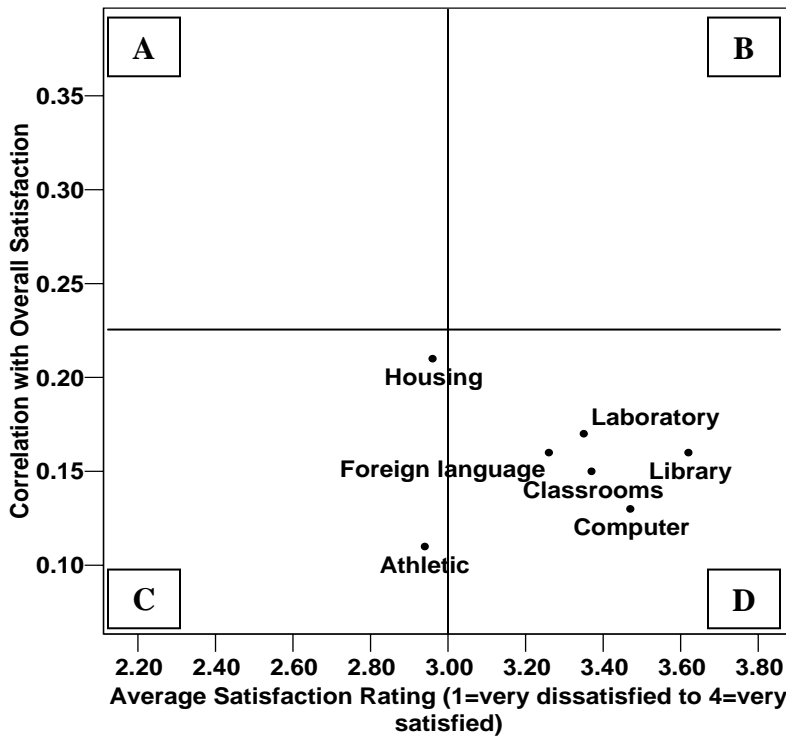
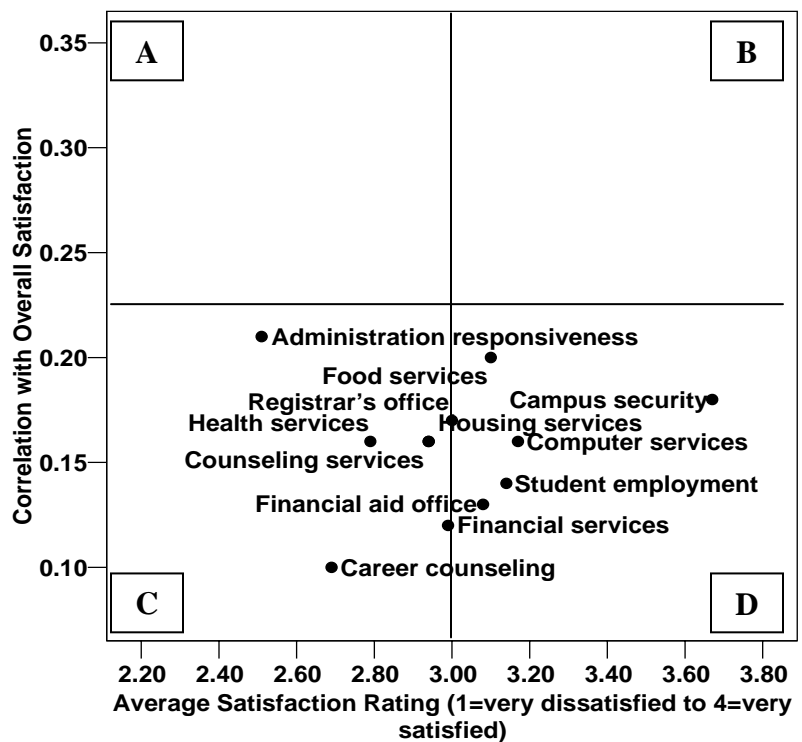


Figure 15a shows the facilities satisfaction drivers. There are no drivers in quadrant A, or B. *Housing and Athletics facilities* are marginally in quadrant C. Both of these facilities received relatively low ratings from seniors. However, the new athletics and residential facilities built during 2006 will most likely improve these ratings in the future. Quadrant D contains *Language and laboratories, classrooms, library and computer facilities*. Interestingly, although *library, computer, and classroom facilities* are rated highly, they have minimal impact on Overall Satisfaction.

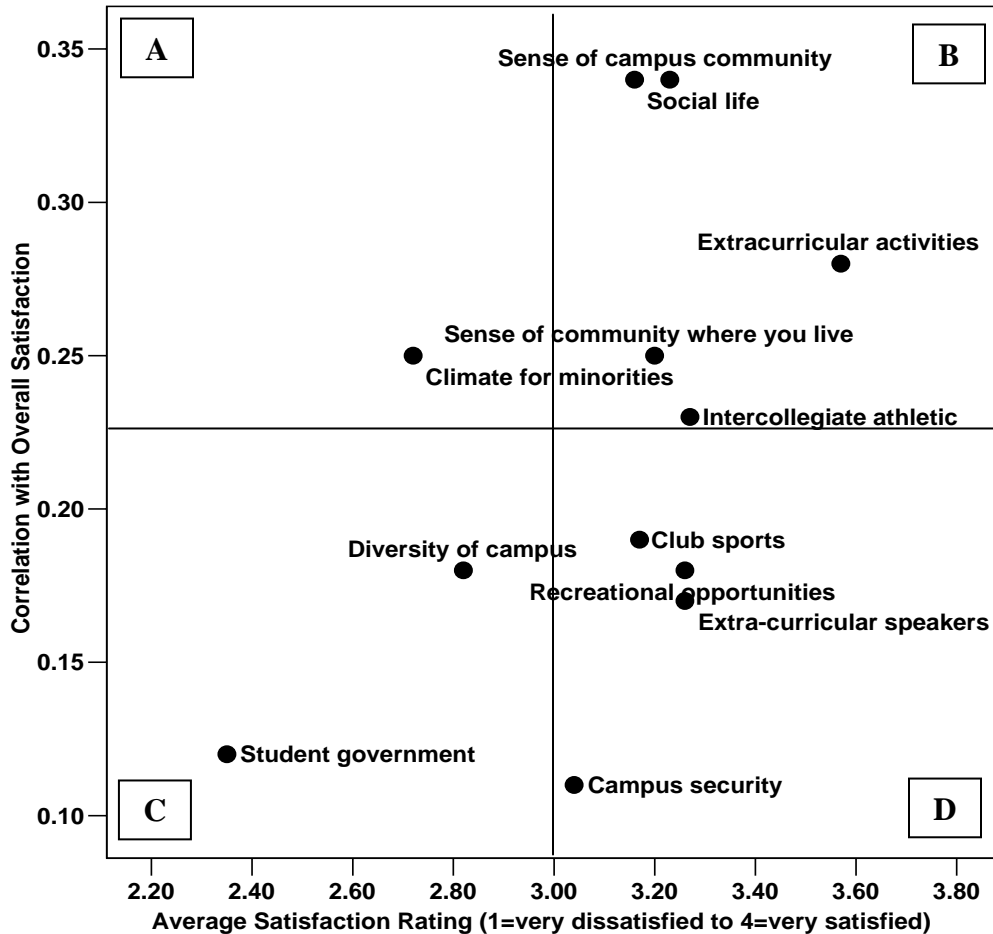
Figure 15b shows the key services drivers for Overall Satisfaction. There are no drivers in quadrant A or B. *Administrative Responsiveness* is the driver of most concern, although the correlation with Overall Satisfaction is only 0.21. *Career Counseling* appears in Quadrant C as a potential weakness, although the correlation with satisfaction is low. *Health and Counseling Services* also may be of concern. Most of the services in Quadrant D earned relatively high ratings, but most also don't appear to drive Overall Satisfaction, other than satisfaction with Food Services.

Figure 15b. Analysis of Key Services Drivers of Satisfaction.



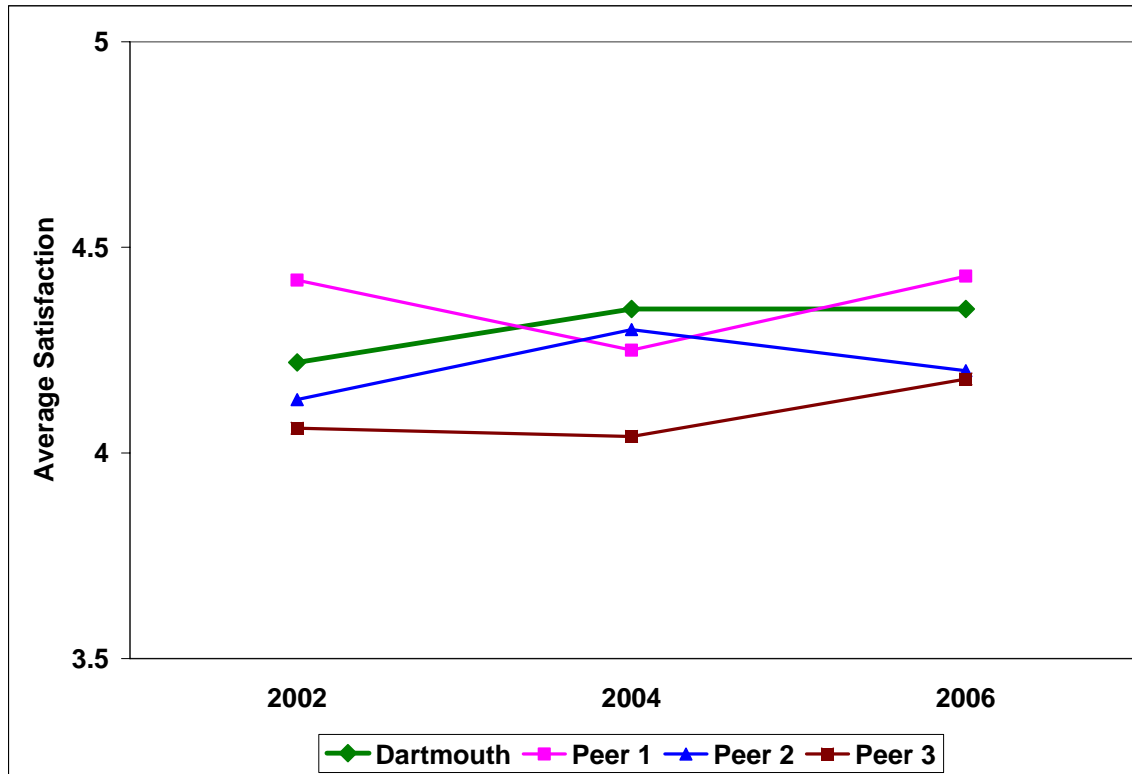
Key campus life drivers for Overall Satisfaction are depicted in Figure 16. A point of concern in lower Quadrant A is the *Climate for Minorities*, accounting for about 6% of the variance in Overall Satisfaction ($r_{xy}=0.25$). Key satisfaction strengths in Quadrant B include satisfaction with the *Sense of Community* (both with the campus and where students live), *Social Life*, and *Extracurricular Activities*. Dissatisfaction with *Student Government* and the *Level of Diversity on Campus* appear as potential weaknesses in Quadrant C. *Satisfaction with Club Sports, Recreational Opportunities, and Extra-curricular Speakers* are possible advantages for improving Overall Satisfaction.

Figure 16. Analysis of Key Campus Life drivers of Overall Satisfaction.



Appendix A

Average Satisfaction Scores for Dartmouth and Peers over Time



Overall Satisfaction with Undergraduate Experience (1=very dissatisfied to 5=very satisfied)

With the exception of Peer Group 1, Dartmouth has consistently earned higher Overall Satisfaction scores over time than our other peer schools. In 2002, Dartmouth scores were significantly higher than Peer Groups 2 and 3, and significantly lower than Peer Group 1 ($p < 0.0001$). In 2002, Dartmouth's satisfaction scores were higher than all of our peer groups, although the differences with Peer Groups 1 and 2 did not reach statistical significance. In 2006, Peer Group 1 scores surpassed those of Dartmouth, although the difference did not reach statistical significance. Dartmouth satisfaction scores were statistically greater than the satisfaction scores for Peer Groups 2 and 3 during 2006.