A quantitative analysis of student's satisfaction: A study of Girne American University, North Cyprus

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Abstract

Student satisfaction surveys are a common method for analyzing the general level of satisfaction of the students in schools. The goal of this study is to scale the level of students' satisfaction by services provided by Girne American University located in North Cyprus region, mainly focused on the education quality along with other services provided by the university. A quantitative research was conducted to measure the students' satisfaction. A questionnaire sample was distributed to more than 50 students. However, only 50 usable sample were used in the study. The analysis is made over the four main aspects stated above. Students' opinions about services provided by the university were somewhat convergent. Results showed that students are greatly satisfied with quality level of education and not satisfied with the general services provided by Girne American University. The University may use the surveys' outcome to work on enhancing services that didn't meet students' expectations.

Keywords: student satisfaction; university services; quality education; Quantitative Analysis.

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1. Introduction

Student satisfaction surveys are common methods for analyzing the general level of satisfaction of the students in schools [1,2]. It aims to provide an overview to thoughts of students towards the different services of schools including education quality, food services availability and quality, transportation, dormitory services provided. Data obtained from survey results are analyzed to obtain statistical data that will provide a clear picture for the image of the school in students' eyes [3,4] .

Several studies have discussed the effect of service quality on student's satisfaction in higher education. [5] defines service as, "any intangible act or performance that one party offers to any other that does not result in the ownership of anything." On the other hand, Zeithaml and Bitner (2003) mentioned that, "Service quality is a focused evaluation that reflects the customer's perception of specific dimensions of service namely reliability, responsiveness, assurance, empathy, tangibles.'' These five dimensions defined to measure the quality of service based on customer's expectation of service provided. This led to the development of SERVQUAL, a method used to measure service quality using the five dimensions mentioned above [6,7].

A study conducted using a quantitative approach at Kristianstad University examined the relationship between service quality and students' satisfaction. The study showed that service quality affected Students' satisfaction slightly, even with some negative aspects of services provided by the university, students were satisfied [8]. On the other hand, another study conducted at the University of Malaysia showed that service quality plays a major role in students' satisfaction. Three of service quality dimensions were examined against students' satisfaction (Responsiveness, assurance, and empathy). The outcome of this study shows that good services provided by the university result in higher level of students' satisfaction [9].

According to a study conducted by [10], that compares the level of UK and non-UK students' satisfaction at a UK University. Several modules were examined to find out the relationship between students' satisfaction with the overall learning experience and residency. Results show noticeable relationship between students' satisfaction and residency which could be attributable to other factors such as, class size. Another study conducted at a European university focuses on the evaluation of different services provided by the university in order to measures students' satisfaction and their learning outcomes. International and national students participated in the study, results demonstrated that students observe activities outside the classroom as a good opportunity to develop their skills and knowledge towards becoming globally professional individuals [11].

1.1. Purpose of the study

This study was carried out at Girne American University in Northern Cyprus region by students participated in a survey that measures their satisfaction towards GAU services. Students are considered as a customer who seek a good educational program that will lead to a better and successful career after graduation. The goal of this study is to scale the level of students' satisfaction by services provided by Girne American University located in North Cyprus region, mainly focused on the education quality along with other services provided by the university. We conduct research by using a student satisfaction survey including some essential questions to obtain students thoughts about various aspects of the university. Our research mainly focuses on the education quality aspect of GAU.

Hypotheses

Based on the literature review discussed above, several hypotheses are produced to determine the links between students' satisfaction and service quality at Girne American University.

H1- Quality of Instructors in GAU is generally good.

H2- Educational Resources such as labs, library sources and internet connection availability in GAU is not satisfactory.

H3 -Quality of education provided in GAU is above the average.

2. Materials and Methods

Quantitative research methodology was used in this study to measure the level of the student satisfaction in terms of education quality aspect of GAU in order to obtain results that can be used by higher education institutions [12].

2.1. Quantitative research method

The quantitative method allows for the measurement of many subject's reactions to a set of questions. Because each question has a limited set of answers, the results can be compared and analyzed statistically, they also can be generalized to a larger population within known limits of error [12].

2.2. Data collection instrument

The data of this study was collected during the students break time by a sample of questionnaire distributed to 130 students from different faculties in GAU. We prepared the survey to receive students' opinions about the education services provided by the university such as, quality of lectures, instructors, laboratory material and course material. The questionnaire basically consists of 15 questions that covered the main aspects affecting the level of students' satisfaction. While education quality was the main focus, some questions are asked to find out about the student satisfaction for other facilities provided by GAU such as, sports, security, transportation and internet connection availability.

The survey is distributed to students during their break time between lectures. As a challenge it was difficult to control the distributing and collecting of the questionnaire samples. Some students didn't accept to fill out the sample due to different circumstances. Some surveys were filled in an inappropriate form which we had to consider unusable surveys that had to be discarded.

2.3. Participants

Only 50 usable samples of the questionnaire were used. The survey questions focused on the education quality aspect of GAU. Other questions are asked to find out about the student satisfaction from other facilities such as, sports, security, transportation and internet connection availability.

2.4. Survey design

Survey design consists of two types, the longitudinal design, in which data are collected on a sample at different points of time, or a cross-sectional design, in which data are collected at a single point of time [13]. In this study, a cross-sectional design is used to measure the level of student's satisfaction by the services provided by GAU mainly focusing on education quality aspect [13]. In this study, two concerns are taken into account to help build this survey, first concern is data collection "units" to be

used in this survey and second one is the technique type to collect these data. In this survey the used units are the population of GAU students collected using questionnaire technique.

Main aim of the survey is to obtain student's satisfaction measures for their general education experience in GAU. The survey is made up of 2 parts. First, is the main part of the survey which contains 15 questions that will be evaluated for statistical analysis? Second part is prepared for testing accuracy of the data obtained from students and provides a more general overview for student's satisfaction from different GAU facilities. We have also asked an essay question in the second part where students can provide us with information about their main reason for selecting GAU.

Main part of the survey contains questions that focus on quality of the education and uses a 4-point scaling system with the response options given as; "Strongly Disagree", "Disagree", "Agree" and "Strongly Agree". We have decided to use 4-point scaling system and avoided using the common response option that is included in 5-point scaling systems which is "Neither agree nor disagree". This ensures that we get absolute opinions of students and remove indecisiveness from our survey. Main part of the survey can be categorized in 4 main groups. These categories and questions that fall into each of these categories are explained below:

1.   General Aspects of GAU.

A.   Tuition fees are reasonable.

B.   General quality of teaching is good.

C.   Education in my department is preparing me for the career I desire.

D.   I am satisfied with the general facilities of my university such as sports, security, transportation and food services.

2.   Educational Resources.

A.   Laboratories, computers and other teaching equipment are appropriate for a good quality of teaching.

B.   Internet connection is available around the whole campus.

C.   Library resources such as books and journals are sufficient.

D.   Lecture notes, books and other teaching material are appropriate and up to date.

3.   Instructors and Advisors.

A.   My instructors are accessible during their office hours.

B.   Attitudes of my instructors are friendly and helpful towards me.

C.   My academic advisor can provide good guidance for me.

4.   Teaching Methods.

A.   Teaching methods aim to improve analytical thinking abilities

B.   My education program includes adequate courses for the area of study.

C.   Assignments and projects are utilizing the skills that I have obtained during my education.

D.   Content of courses in my department are valuable and up to date.

The questions are aligned in a mixed order in the survey, each question and their related response options are written down in both English and Turkish for providing easier understanding for local and international students.

Second part of the survey provide us with an overview to general perspective of students towards GAU as a whole. Two main questions in this section is designed to evaluate student's satisfaction of general facilities of GAU as a university and to obtain student's opinions about facilities that are evaluated under 4 main categories [14,15]. These categories are given below:

1.   Education

2.   Transportation

3.   Dormitories

4.   Other Facilities (sports, healthcare, library, security etc…)

Multiple answers to these 2 questions are allowed and will be evaluated in our analysis for accuracy measure purposes. We have also included an essay question regarding the main reason why students choose to study at GAU. The answers in second section will not be included in statistical results. However, they will be used for estimating the accuracy of the student's answers in first part of the survey and provide student better freedom for commenting on his/her student experience in GAU.

2.5.Data Analysis

In this section, the methods used for the analysis of the obtained data are explained and the data obtained from the survey responses are analyzed and viewed.

Collected raw data is transferred into Microsoft Excel as spreadsheet and analyzed there by using various methodologies. Scoring system we have used for the 4 possible responses in the main section of the survey range between 0-3 where "Strongly Disagree" represents 0, and "Strongly Agree" represents 3. Reason that we have used a scoring system between 0-3 is to simplify the calculation of results by limiting possible score outcomes of each question between 0 and 150 considering a total of 50 participants. Total score of each question in the range of 0-150 is calculated and then converted into a standard scoring system over 100.

Some statistic calculation values such as mean, median, mode and standard deviation is used separately for scores of each question. Besides these values, some different analysis method called "Percent Agree" will be used for analyzing raw results. This method takes only two possible positive responses into account and compares it to the total number of responses made for each question. It is possible to use "Percent Agree" method in 2 ways. First one is "Top-Box" method where only "Strongly Agree" option is considered as a positive response but in our case we have chosen to use the second method which is "Top-two boxes" method where both of the positive answers which are "Agree" and "Strongly Agree" are counted. Column charts are used to illustrate the total scoring over 100 points, percentage agree, and frequency of answers given for each question.

3. Results

The Main table below keeps the collected raw data from survey responses for each question in every column separately. The numbers between 0-3 indicate the score that has been given by the student participants. Survey papers have been numbered and aligned in an order to provide easier traceability. At the end of the table the statistical calculation values are added for each question. The

table below is the main table that contains the raw data and its statistical calculations for each question.

Table1. Main Table Regarding Raw Responses and Statistical Calculations.

Paper#	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
1	2	2	1	2	0	1	2	1	2	1	0	1	2	1	2
2	0	0	2	1	1	2	2	2	1	0	0	2	2	2	0
3	2	2	2	1	0	1	2	2	3	2	3	1	1	2	1
4	2	2	1	3	0	0	2	2	2	2	0	2	2	1	1
5	2	2	2	1	0	2	3	2	2	1	1	2	2	1	1
6	2	2	0	2	0	1	3	2	0	2	2	2	1	2	2
7	2	1	0	3	0	3	1	2	3	2	2	2	1	1	2
8	2	1	0	2	0	1	3	3	3	3	2	1	2	1	1
9	1	0	0	1	0	2	3	3	1	1	0	2	2	1	0
10	1	2	1	2	1	3	3	2	2	3	2	3	1	2	0
11	1	2	1	2	0	0	2	1	2	2	1	2	2	1	0
12	2	1	2	1	1	2	3	2	3	2	2	2	2	2	2
13	2	1	1	2	3	3	1	3	3	3	2	2	2	1	1
14	2	2	2	2	0	2	2	1	2	2	2	1	1	1	2
15	2	1	1	2	2	2	1	2	2	2	2	2	1	2	1
16	2	2	1	2	0	0	2	2	2	2	1	2	1	0	0
17	1	1	1	1	0	0	0	2	2	2	1	2	1	1	0
18	2	3	2	2	1	2	3	3	3	2	2	2	2	3	2
19	1	2	2	2	2	1	3	3	3	2	2	2	2	2	0
20	1	0	2	1	2	1	2	0	1	1	2	1	1	2	0
21	0	2	2	2	1	2	2	2	2	2	2	2	2	1	1
22	1	0	2	2	0	2	3	3	2	2	1	2	2	2	0
23	1	2	2	2	0	2	2	2	2	2	2	2	1	2	0
24	1	2	0	2	0	2	3	2	3	3	2	2	2	2	1
25	2	1	2	2	0	2	1	2	2	1	1	1	1	1	1
26	2	2	2	2	1	1	2	2	3	2	2	2	3	2	3
27	0	2	2	2	2	0	3	3	2	2	1	1	2	2	0
28	2	2	3	2	1	2	3	3	2	2	2	2	2	3	2
29	3	1	1	2	2	1	1	1	1	2	2	2	1	1	3
30	0	2	0	2	1	1	3	2	2	2	2	1	1	2	0
Paper#	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
31	1	2	1	2	0	0	2	2	3	2	1	2	0	2	0
32	2	2	2	2	1	1	2	2	2	2	2	2	2	2	1
33	2	2	1	0	1	2	1	1	3	0	3	2	0	1	3

|															
34	2	2	1	2	0	1	2	3	2	2	1	2	2	1	0
35	1	1	1	1	0	2	3	2	0	1	0	0	0	1	3
36	2	1	1	1	0	1	2	1	1	2	1	2	1	1	0
37	2	0	0	3	0	0	2	1	0	2	0	1	1	1	2
38	0	2	3	3	2	2	1	1	0	2	0	1	1	1	2
39	3	2	0	0	0	2	3	3	3	1	2	2	2	1	3
40	3	1	2	0	1	1	0	2	0	1	2	2	1	2	2
41	2	1	2	2	0	1	1	2	3	2	2	0	2	2	1
42	1	2	0	2	0	0	2	3	2	1	0	1	1	0	0
43	2	2	0	0	1	2	3	2	1	2	2	2	1	2	1
44	2	2	1	2	1	0	3	2	2	2	2	2	1	2	0
45	2	0	0	0	0	1	1	0	0	1	0	1	1	0	0
46	2	1	2	2	0	1	1	0	1	1	1	1	0	2	1
47	2	2	2	2	0	2	3	2	0	2	2	2	2	2	1
48	2	2	1	2	0	2	1	1	2	2	2	2	1	2	0
49	2	1	2	2	0	2	2	2	3	2	2	2	2	1	2
50	1	2	1	2	0	2	2	2	2	2	1	2	2	1	0
Totals:	80	75	63	85	28	69	103	96	93	89	72	84	71	74	51
Mean:	1.6	1.5	1.26	1.7	0.56	1.38	2.06	1.92	1.86	1.78	1.44	1.68	1.42	1.48	1.02
Median:	2	2	1	2	0	1.5	2	2	2	2	2	2	1	1.5	1
Mode:	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0
Std. Dev.:	0.748	0.728	0.844	0.755	0.779	0.846	0.858	0.796	0.98	0.642	0.828	0.581	0.666	0.671	1.01

Totals stated at the bottom of "Table1" is the total number of points received from participants for each question and it is considered to be the score over 150. Scoring for each question over 100 will be displayed as a different table and column chart in the following pages of this section. After converting the total scores over 150 points into a 100 point scoring system we have obtained the table below.

Table2. Response Scoring over 100 Points.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Scores Over 100	53.33	50	42	56.67	18.67	46	68.67	64	62	59.33	48	56	47.33	49.33	34

What we observe from this table is that the lowest score is received in question number 5 by 18.67. This question was related to availability of internet connection around the campus. This means that students are not satisfied at all with the availability of internet in the GAU campus. This finding supports Hypotheses (H2). The highest scores are received for questions 7, 8, 9 and 10. Questions 7, 8, and 9 are fall into "Satisfaction of Instructors and Advisors" category. These results tell us that the students are mostly satisfied with their instructors and advisors in GAU which support hypotheses

(H1). Question number 10 states that the courses included in students education program are adequate for the area of study. So it is possible to say that the students are satisfied with the courses included in their departments. This result supports hypotheses (H3). Second lowest response score is received for question 15 which states that general facilities of school such as sports, security, transportation and food is satisfactory. Below is a column chart presentation of these results obtained in "Table 2".
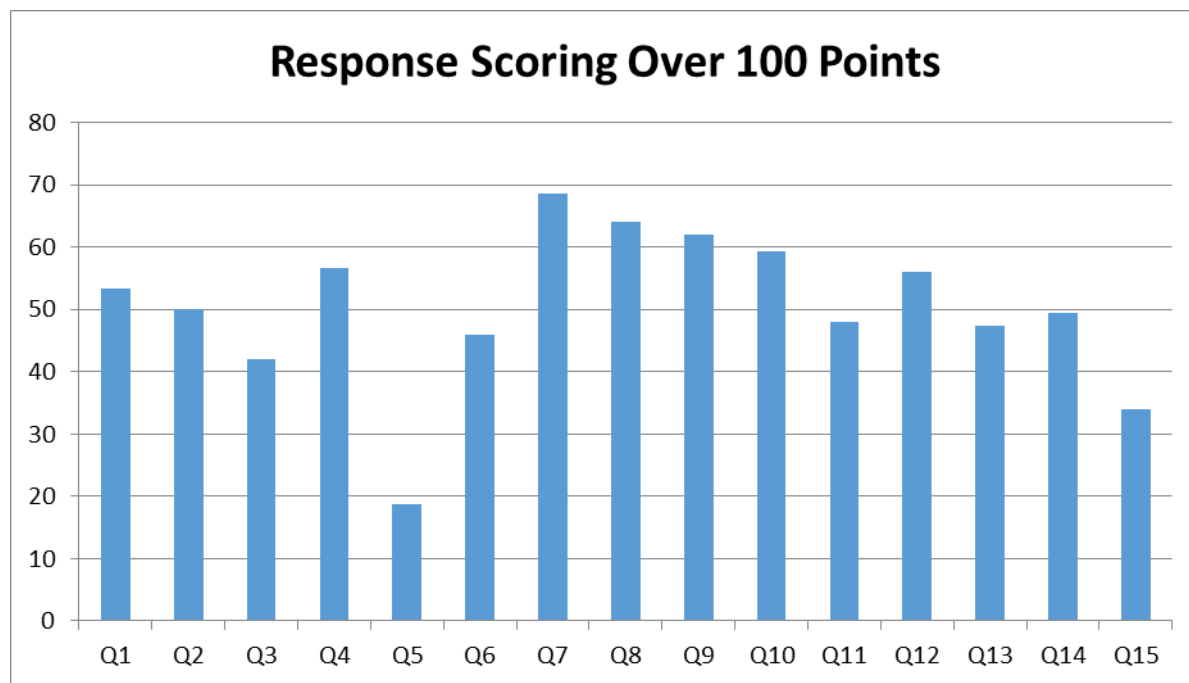
Figure1. Column Chart for Response Scoring Over 100 Points.

Percent Agree method yields better results for the student responses by only considering number of two possible positive responses which are "Agree" and "Strongly Agree". Normally the obtained result from this method yields values compared to total number of responses to a question or possible to say total number of participants which is 50 in our research. However, the numbers shown in table 3 are converted into a scoring system over 100 points by simply multiplying the resulting scores by 2.
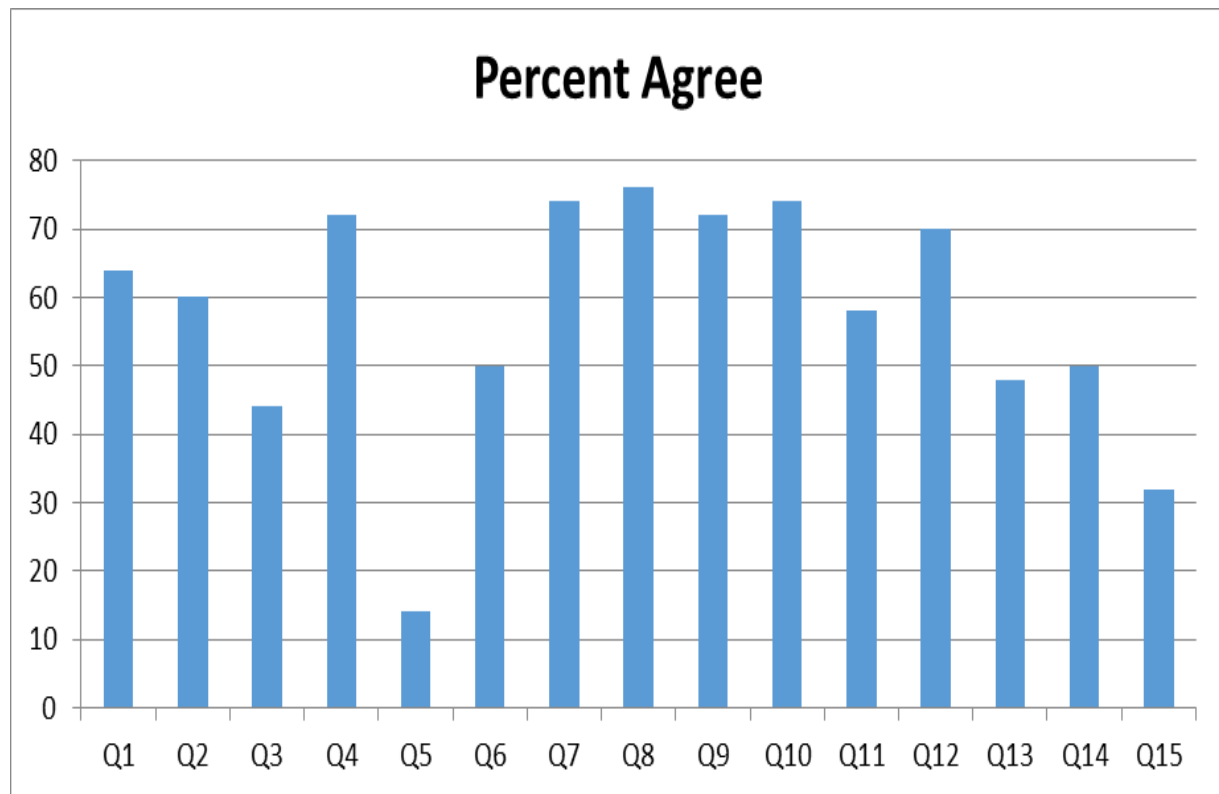
Table3. Percent Agree Method Results for the Responses.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Percent Agree	64	60	44	72	14	50	74	76	72	74	58	70	48	50	32

When we look at this table we see that the pattern is almost same with the "Table2" However, there is a sharper difference between the question that received low scores and the questions that received high scores. This method is more useful in means of evaluating the negative and positive opinions of students about the related facilities of the GAU. If we want to consider an absolute scoring system for

our research we should choose results we have obtained from "Percent Agree" method. The column chart presentation of "Table3" is shown below.

Figure4. Column Chart For Percent Agree Method Results.

Last method used for analyzing the obtained data was preparing a response frequency table. This is where various observations for each question can be handled in much more detail. Below is the response frequency table that shows sum of responses options selected for each question by the students.

Table 4. Response Frequency Table.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Q1	5	13	29	3
Q2	6	14	29	1
Q3	11	17	20	2
Q4	5	9	32	4

Q5	30	13	6	1
Q6	9	16	22	3
Q7	2	11	19	18
Q8	3	9	27	11
Q9	7	7	22	14
Q10	2	11	33	4
Q11	9	12	27	2
Q12	2	13	34	1
Q13	4	22	23	1
Q14	3	22	23	2
Q15	20	14	11	5

By looking at the table above it is easy to see the questions that received answers at the most positive edge represented by "Strongly Agree", and the negative edge which is "Strongly Disagree". These options are mostly selected by the participants who are either very certain about their answers to related question or participants who are in highly need of expressing their thoughts as positive or negative reactions. Most students have a tendency to simply select the response options that are not on one of the edges as we have observed while checking the surveys. But some questions have received "Strongly Agree" or "Strongly Disagree" from most students regardless of the student's general pattern of answering the survey. This tells us that there is a common view about certain aspects of GAU that has been observed by the students.

We have considered a limit of 10 for each question that might receive a response in either one of the edges. By looking at this table we can see questions 3, 5 and 15 are the ones that are over the negative limit of the responses received. Questions 7, 8 and 9 received more than 10 positive edge responses. These results are not very different from the ones we have obtained from previous analyses. However, this shows us clearly the strong reactions received from students for certain questions. If this research should provide an overview at strong and weak aspects of the university, then response frequency table should have the highest priority before other analysis results. The column chart below represents the response frequency table in a graphical format.
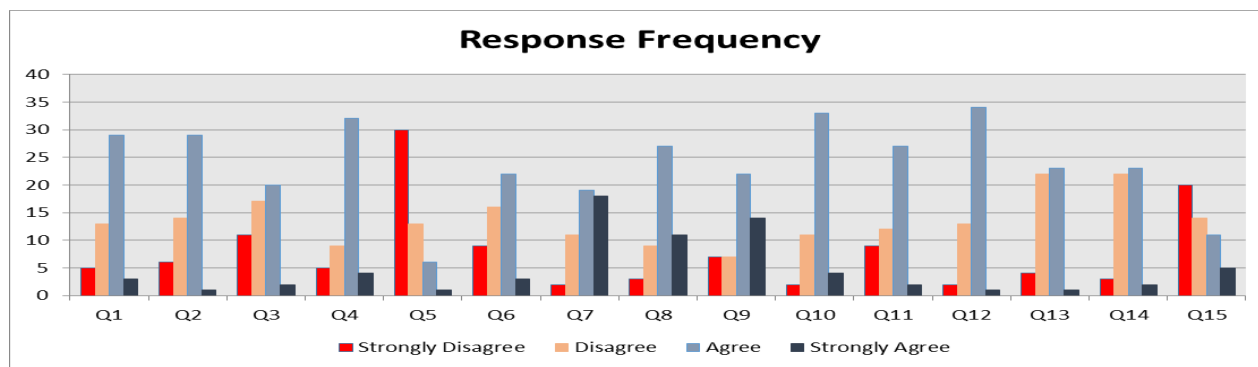
Figure5. Response Frequency Chart.

For summing up our survey analysis we have prepared another chart for measuring performance of 4 main categories of aspects related to GAU as described in "Survey Design" section above. These results are basically obtained by finding a mean number for the "Response Scoring over 100 Points" for the questions that fall into different category between these 4 main categories. Bar chart below illustrates the performance of each category separately.
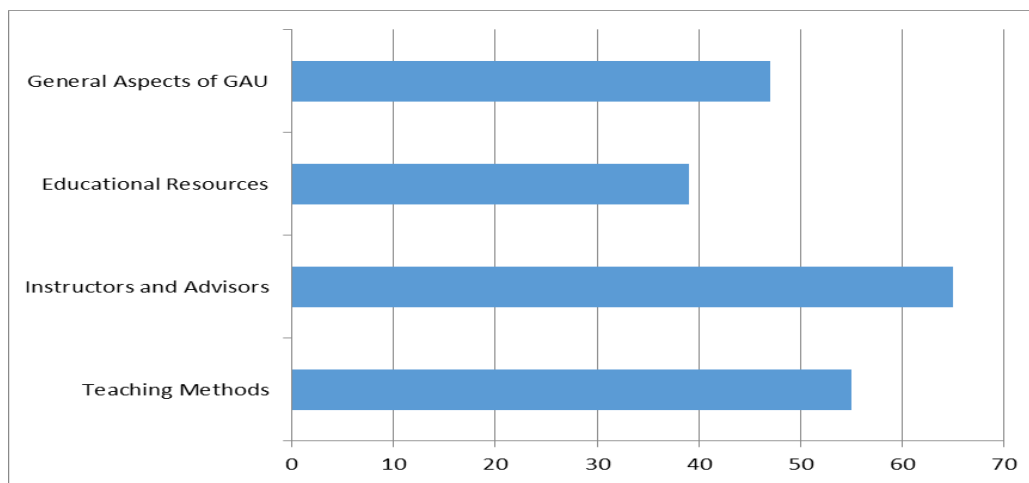

Figure 6. Performance analysis chart

4. Discussion

This study has shown that students are generally very satisfied with the quality and attitudes of their instructors and advisors, similar to findings of previous research [8, 10]. However, it is not possible to say that students are satisfied with general aspects of GAU including some general facilities such as sports, healthcare, security and transportation according to this research.

Responses received for overall education quality of GAU shows that students are fairly satisfied with the education quality provided by GAU. The obtained results clearly state that majority of students are satisfied by the price/quality ratio of the education they are receiving. But lack of educational resources such as internet connection availability, laboratories, computers, library sources and other

material related to education is at an unsatisfactory level according to students who are studying in GAU. This is similar to the findings of [3, 8].

5. Conclusion

Obtained results showed that majority of the students are generally satisfied with the level of education, highly satisfied with their instructors and strongly unsatisfied with the general facilities of GAU such as sport, security, food services and internet connection availability around the university.,

There are limitations to this study. First, the study was conducted at one university in the North Cyprus region which may not be linked to related studies in higher education institutions in that region. However, the results obtained from the study give useful information about student's satisfaction in higher education which may be used to carry out a comparison study among multiple higher education institutions in that region. Second, we have conducted this research under given limitations on participants and number of questions included in the questionnaire. The number of usable samples is limited by 50 participants and limited number of questions that could be asked in this research project. Large number of participants may be included in future research to examine students' satisfaction in multiple departments.

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Appendices

1   Appendix A. One copy of the prepared questionnaire.

Education
1- Are the prices of courses (education) reasonable?
2- Is the level (quality) of teaching satisfactory in general?
3- Are the laboratories and other teaching equipment such as (projectors, computers, whiteboards etc..) sufficient?

Transportation
1- Is frequency of the busses satisfactory
2- Are you satisfied with the coverage are of the bus routes
3- Are the busses comfortable for u? (in terms of seats heating etc..)

Dormitory
1- Are you satisfied with the prices of the dormitories?
2- Is the cleaning schedule satisfactory for you ?
3- How satisfied are you from the general quality and availability of the food in university campus? (Cafeterias, restaurants)

Facilities
1- Are you satisfied with the healthcare center services?
2- Is the internet connection available around the whole university campus?
3- Are the library sources sufficient? Such as books, journals etc….

Overall
1- What are the best services offered in GAU in your opinion?
2- What is the main problem in GAU ?

	Education	Transportation	Dormitories	Other Facilities

3- What is the main reason you have chosen GAU ?

	Strongly Disagree/ *Kesinlikle katılmıyorum*	Disagree / *Katılmıyorum*	Agree/ *Katılıyorum*	Strongly Agree/ *Kesinlikle Katılıyorum*
Tuition fees are reasonable. *Öğrenim ücretleri makuldur.*				
Quality of teaching is satisfactory. *Öğretim kalitesi tatmin edicidir.*				
Laboratories, computers, and other equipment are appropriate for a good quality of teaching. *Laboratuvarlar, bilgisayarlar ve diğer ekipmanlar kaliteli bir eğitim için uygundur.*				
Healthcare services in campus healthcare center are satisfactory. *Kampüsteki sağlık merkezinin servisleri yeterlidir.*				
Internet connection is available around the whole campus. *İnternet kampüs genelinde mevcuttur.*				
Library resources such as books and journals are sufficient. *Kütüphanede yeterli sayıda kitap, dergi ve benzeri kaynaklar bulunmaktadır.*				
Frequency of the shuttle service (busses) is sufficient. *Otobüs servislerinin yoğunluğu yeterlidir*				
Coverage area of the shuttle service routes are sufficient. *Servis güzergahlarının kapsama alanları yeterlidir.*				
School busses provide a comfortable travel. *Okul otobüsleri komforlu bir seyahat sağlar.*				
Prices of the dormitories are reasonable. *Yurt fiyatları makuldur.*				
Cleaning schedules are sufficient in dormitories. *Yurt odalarının temizlik zamanları yeterlidir.*				
Quality of food services in dormitories are appropriate. *Yurtlardaki yemek kalitesi uygundur.*				

				(sports, healthcare, Library etc..)
What are the best services offered in GAU ? *GAÜ'de sunulan en iyi servis hangisidir?*				
Which service of the GAU is the main problem (weakest) ? *GAÜ'nün en zayıf servisi hangisidir?*				
What is the main reason you have chosen GAU? *GAÜ'yü seçmenizin temel sebebi hangi servisidir?*				

	Strongly Disagree/ *Kesinlikle katılmıyorum*	Disagree / *Katılmıyorum*	Agree/ *Katılıyorum*	Strongly Agree/ *Kesinlikle Katılıyorum*
Tuition fees are reasonable. *Öğrenim ücretleri makuldur.*				
General quality of teaching is good. *Genel öğretim kalitesi iyidir.*				
Laboratories, computers, and other equipment are appropriate for a good quality of teaching. *Laboratuvarlar, bilgisayarlar ve diğer ekipmanlar kaliteli bir eğitim için uygundur.*				
Content of courses in my department are valuable and up to date. *Bölümümdeki derslerin içeriklerifaydalı ve günceldir..*				
Internet connection is available around the whole campus. *İnternet kampüs genelinde mevcuttur.*				
Library resources such as books and journals are sufficient. *Kütüphanede yeterli sayıda kitap, dergi ve benzeri kaynaklar bulunmaktadır.*				
My instructors are accessible during their office hours.				

Öğretmenlerim ofis saatlerinde ulaşılabilirdir.				
Attitudes of my instructors are friendly and helpful towards me. *Öğretmenlerimin bana arkadaşça ve yardımsever bir şekilde davranıyor.*				
My academic advisor can provide good guidance for me. *Akademik danışmanım bana iyi yardımcı olabiliyor.*				
My education program includes adequate courses for the area of study. *Öğrenim programım çalışma alanı için uygun dersleri içermektedir.*				
Teaching methods aim to improve analytical thinking abilities. *Öğretim metodları analitik düşünme yeteneğini geliştirmeyi hedefliyor.*				
	Strongly Disagree/ *Kesinlikle katılmıyorum*	**Disagree /** *Katılmıyorum*	**Agree/** *Katılıyorum*	**Strongly Agree/** *Kesinlikle Katılıyorum*
Assignments and projects are utilizing the skills that I have obtained during my education. *Ödevler ve projeler öğrenim sırasında kazanılan becerileri kullanmaya yöneliktir.*				
Lecture notes, books and other teaching material are appropriate and up to date. *Ders notları, kitaplar ve diğer öğrenim materyalleri uygun ve günceldir.*				
Education in my department is preparing me for the career I desire. *Bölümümdeki öğrenim beni hedeflediğim kariyere hazırlamaktadır.*				
I am satisfied with the general facilities of my university such as sports, security, transportation and food services. *Universitenin bana sunduğu spor, güvenlik, ulaşım ve yemek servislerinden memnunum.*				