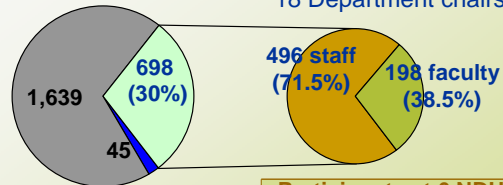


2004 Campus Quality Survey and 2004 College Student Survey

Jean Chen
Office of Institutional Research
March 23, 2006

2004 Campus Quality Survey (September 2004)

247 Classified staff (35.6%)
249 Professional staff (35.9%)
180 Faculty/instructors (25.9%)
18 Department chairs (2.6%)



- Bad address or late arrival
- Non-respondents
- Staff respondent
- Faculty respondent

Participants at 6 NDUS 4-year campuses (N=1563)	
Dickinson	70 (4%)
Valley City	82 (5%)
Mayville	110 (7%)
Minot	171 (11%)
NDSU	432 (28%)
UND	698 (45%)

2004 Campus Quality Survey Instrument

- Demographic information (position and status)
- Perceptions (50 items)
 $Expectation^* - Satisfaction^* = Performance\ Gap$
- NDUS Local questions (10 items)
 $Expectation^* - Satisfaction^* = Performance\ Gap$
- Assessment of 30 programs, services, activities
 $Satisfaction^*$
- One training/professional development item
- Two overall satisfaction items*

*on a Five-point Likert Scale (1 = strongly disagree, 5 = strongly agree
or 1 = poor or inadequate, 5 = Excellent or 1 = not satisfied at all 5 = very satisfied)

3

Top Five Areas Rated by Satisfaction

- Training programs are available in improving employee's job performance
- Faculty and staff take pride in their work
- I know what is expected of me
- Campus services are "user-friendly"
- Administrators have confidence and trust in me

Lowest Five Areas Rated by Satisfaction

- Effective lines of communication between departments
- Employees are rewarded for outstanding job performance
- Employees receive training in improving customer service
- Guarantees of satisfaction are offered to students to ensure quality service
- Employees are empowered to resolve problems quickly

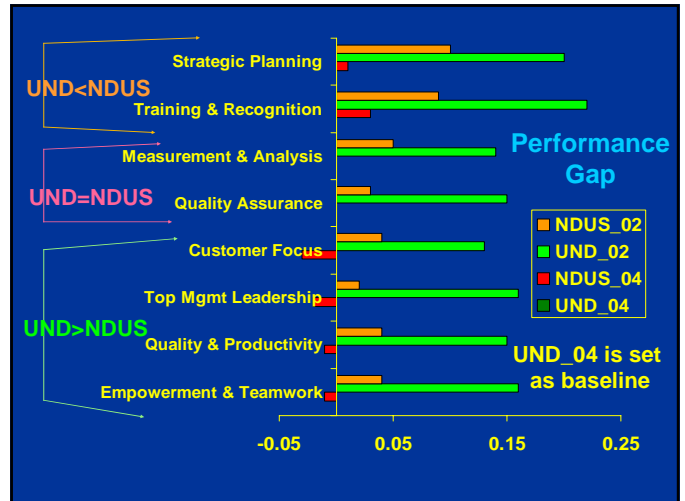
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Eight Performance Categories

- Top Management Leadership & Support
- Measurement & Analysis
- Strategic Quality Planning
- Employee Empowerment & Teamwork
- Quality Assurance
- Quality & Productivity Improvement Results
- Customer Focus
- Employee Training & Recognition



5



Five Highest Rated Programs & Services

- Student activities
- Health and nursing services
- Continuing education
- Switchboard and telephone services
- Library and learning resources

Five Lowest Rated Programs & Services

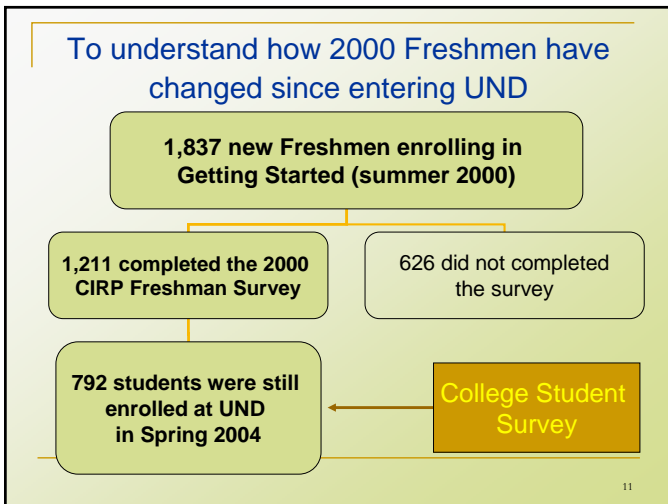
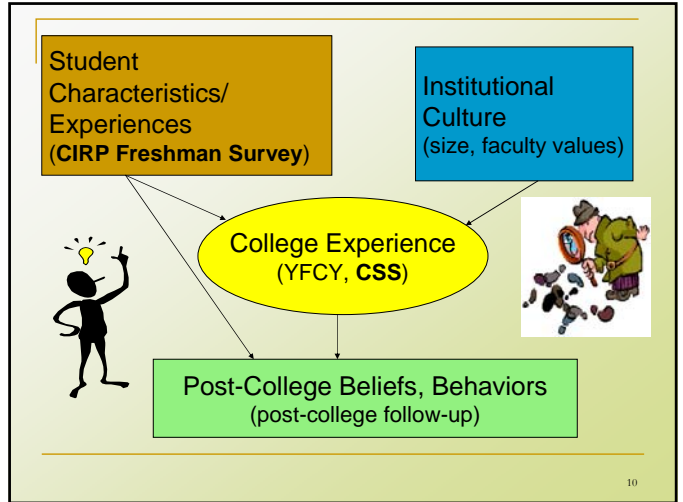
- Parking for faculty and staff
- Communication with other departments
- Bookstore services
- Communicating with legislators and other politicians
- Relations with other educational institutions

7

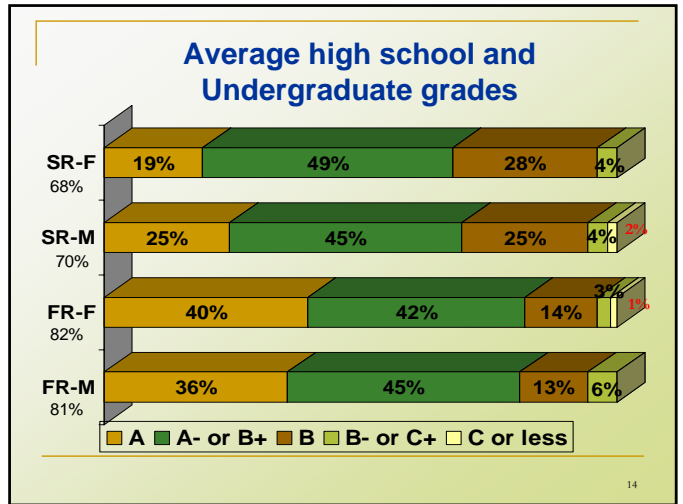
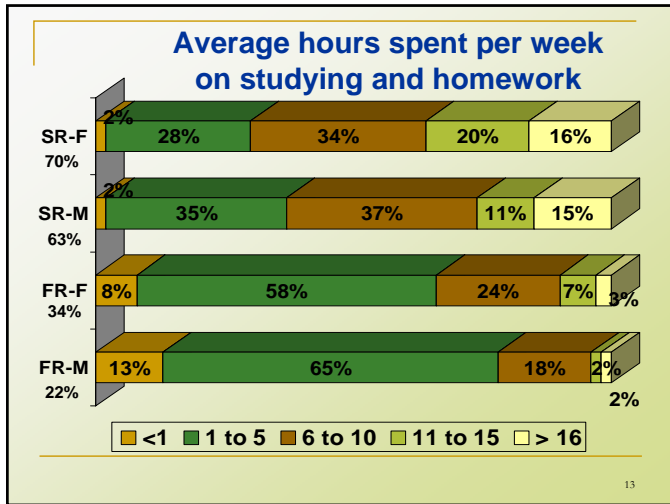
Level of Satisfaction on Ten NDUS Items

NDUS administrators are committed to providing quality service	3.34
The NDUS has positive relationships with the private sector and business community	3.27
The NDUS provided flexibility & responsibility at the campus level	3.24
The NDUS listens to students	3.08
NDUS administrator cultivate positive relationships with students	3.03
The NDUS plans carefully	2.93
The mission, purpose, & values of the NDUS are familiar to employees	2.92
There are effective lines of communication between campuses	2.85
NDUS employees are empowered to solve problems quickly	2.83
The NDUS involves employees in planning for the future	2.81

Employee Satisfaction (698 on 2004 and 610 on 2002)	Overall Satisfaction with Employment		Overall Impression of Quality	
	2004	2002	2004	2002
Six NDUS 4-yr Campuses: Range	68% to 82%	69% to 83%	68% to 83%	65% to 84%
Six NDUS 4-yr Campuses: Average	76%	75%	78%	75%
Classified Staff	74%	60%	74%	72%
Professional Staff	82%	75%	83%	81%
Faculty	70%	68%	76%	59%
Department Chair	83%	95%	88%	80%
UND Overall (rank)	76% (2)	69% (6)	78% (4)	72% (4)



- ### 2004 College Student Survey
- The College Student Survey provides measures of academic, social, intellectual, & emotional capabilities of college seniors prior to their graduation and to assess how they have changed since entering college.
 - A survey package was mailed to 792 students who had participated the 2000 CIRP Freshman Survey & are still enrolled at UND in the spring of 2004.
 - Three waves of follow-up mailings were sent and telephone calls were made to students who had not returned a completed survey.
 - A total of 192 seniors (85 males and 107 females) participated and achieved a 25% net response rate.
- The number '12' is in the bottom right corner.

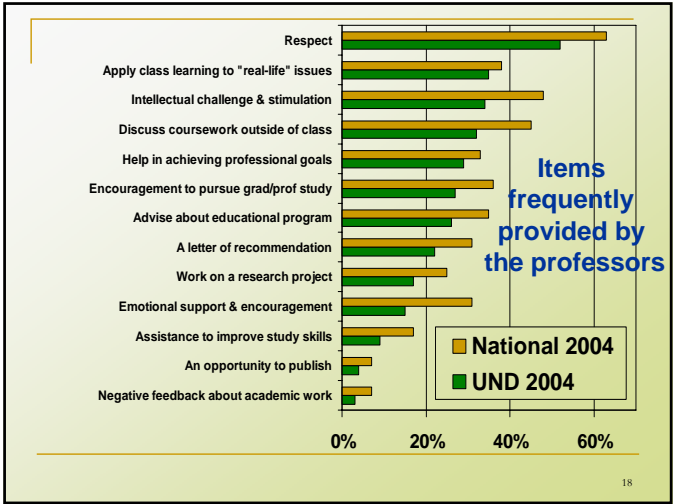
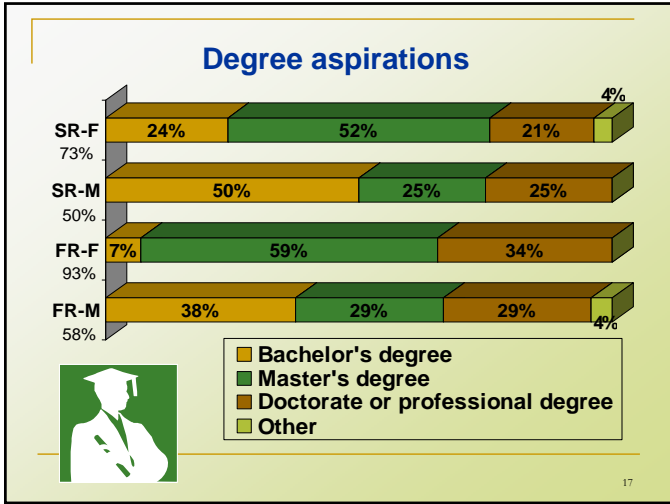


Self-Assessment of 20 Academic Capabilities

<p>Reduction on seniors self-ratings:</p> <ul style="list-style-type: none"> ■ Drive to achieve ■ Emotional health ■ Mathematical ability ■ Physical health ■ Popularity ■ Spirituality <p>No change on:</p> <ul style="list-style-type: none"> ■ Academic ability ■ Artistic ability ■ Computer skills 	<p>Improvement on seniors self-ratings</p> <ul style="list-style-type: none"> ■ Competitiveness ■ Cooperativeness ■ Creativity ■ Initiative ■ Leadership ability ■ Public speaking ability ■ Self-confidence (intellectual & social) ■ Self-understanding ■ Understanding of others ■ Writing ability
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Importance of 20 Personal Objectives

<p>More important to male seniors:</p> <ul style="list-style-type: none"> ■ An authority in my field (2) ■ Obtaining recognition (5) ■ Having admin responsibility (4) ■ Meaningful philosophy of life ■ Political affairs ■ Community leader ■ Successful in own business ■ Community action program ■ Political structure ■ Contribution to science ■ Clean up environment ■ Performing arts ■ Writing original work 	<p>More important to female seniors</p> <ul style="list-style-type: none"> ■ Raising a family (1) ■ Helping others (3) ■ Spirituality ■ Social values ■ Promote social values ■ Create artistic work <p>No difference:</p> <ul style="list-style-type: none"> ■ Being very well off financially (4) <p>Top 5 Importance</p>
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Description and Timelines of Surveys

The Office of Institutional Research is involved in conducting and analyzing a variety of different surveys and tests designed to provide assessment for different subgroups within the university learning environment and community. The survey information provided can also be accessed by completing the [Secure Web Pages Authorization Form](#) and returning it to the Office of Institutional Research. Please contact [Jean Chen](#) at 701-777-2265 for research methods of statistical analysis. The Institutional Research [Presentations](#), [Progress Report](#), and [Newsletters](#) are also available.

Survey Name (Academic Year)	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
ACT Withdrawals/Nonresidents Student Survey	NA	NA	NA	YES	YES	YES	TBA	TBA	TBA	
ACT Alumni Outcomes Survey	NA	NA	YES	YES	NA	YES	NA	NA	TBA	
CIP Peer Evaluation Survey	YES	YES	YES	YES	YES	NA	NA	NA	NA	
CIP Peer Review Student Survey	YES	NA	NA	NA	YES	NA	NA	NA	NA	
National Survey of Student Engagement (NSSE)	YES	NA	YES	NA	YES	NA	TBA	TBA	NA	
Faculty Survey of Student Engagement (FSSE)	NA	NA	YES	NA	NA	NA	NA	NA	NA	
HERI Faculty Survey	NA	YES	NA	NA	NA	NA	NA	NA	NA	
College Student Inventory (CSI)	NA	NA	YES	YES	YES	YES	TBA	TBA	TBA	
Common Quality Survey	NA	NA	YES	NA	YES	NA	TBA	TBA	NA	
Student Satisfaction Inventory (SSI)	NA	NA	YES	YES	NA	YES	NA	NA	TBA	
Year First College Year (YFCY)	NA	NA	YES	NA	NA	NA	NA	NA	NA	
Sophomore Satisfaction Survey *	NA	NA	YES	NA	YES	NA	TBA	NA	NA	
Graduation Student Survey *	NA	YES	NA	NA	YES	TBA	NA	NA	TBA	
Placement Survey **	YES	YES	YES	YES	YES	TBA	TBA	TBA		
Employer Satisfaction Survey	NA	NA	NA	NA	YES	TBA	NA	NA	TBA	
Environmental Assessment Survey *	NA	YES	NA	YES	NA	YES	NA	NA	TBA	

* Local Developed Survey.
 ** The survey is available on the web. Please click it to check more information.
 TBA The survey is scheduled to be conducted.
 NA The survey has not been conducted in this year.

Office of Institutional Research
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<http://www.und.nodak.edu/dept.datacol/reports/surveydesc.html>

Thank you!

Please contact Jean Chen at 777-2265 or
jeanchen@mail.und.nodak.edu
 for more information

2004 Campus Quality Survey

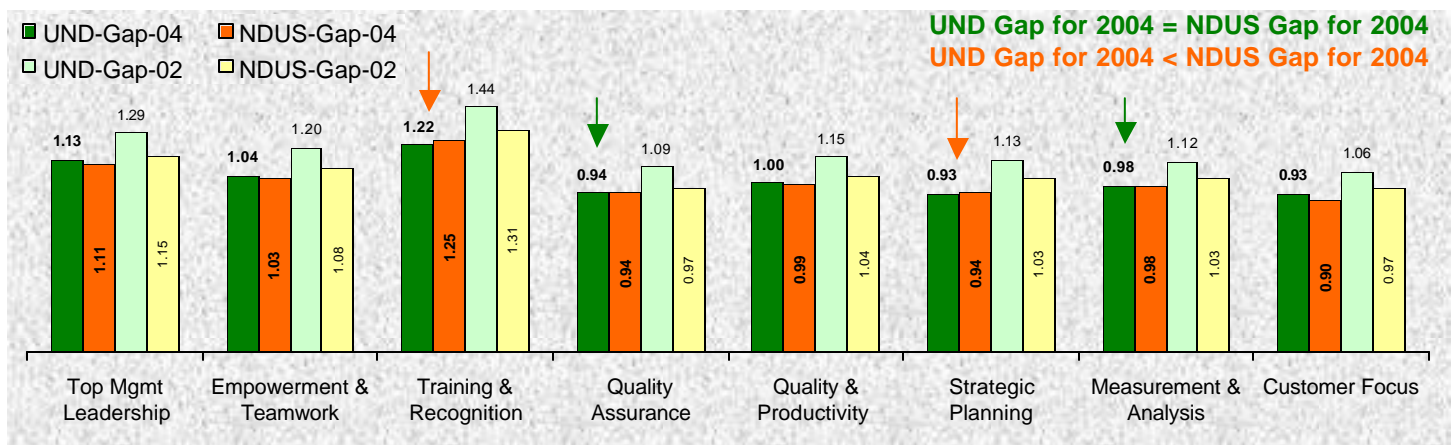
Ten Smallest Performance Gaps (Strengths) (* for both 2004 and 2002)

1. Professional development training program are available to assist employees in improving their job performance*
2. This institution uses state and national data to compare its performance*
3. I know what is expected of me*
4. This institution regularly conducts surveys to evaluate the quality of its programs and services
5. Faculty and staff take pride in their work*
6. This institution believes in continuous quality improvement*
7. Our services to students are "user-friendly"*
8. Administrators have confidence and trust in me*
9. This institution continually evaluates and upgrades its processes for collecting data.
10. The mission, purpose, & values of this institution are familiar to employees*

Ten Largest Performance Gaps (Challenges) (* for both 2004 and 2002)

1. There are effective lines of communication between departments*
2. Employees are rewarded for outstanding job performance*
3. Administrators recognize faculty & staff when they do a good job*
4. Employees are empowered to resolve problems quickly*
5. This institution analyzed complaints to determine appropriate remedial actions
6. Administrators pay attention to what I have to say
7. Administrators share information at this institution*
8. Employees receive special training in improving customer service*
9. Each department or work unit has written, up-to-date service expectations*
10. Processes for selecting, orienting, training, empowering, and recognizing employees are carefully planned*

Overall Performance Gap on Eight Quality Scales Performance Gap = How it should be (expectation) – How it is now (satisfaction)



Five Highest-Rated UND Services (* for both 2002 & 2004)

1. Student activities*
2. Health/nursing services*
3. Continuing education
4. Switchboard and phone services*
5. Library/learning resources

Five Lowest-Rated UND Services (* for both 2002 & 2004)

1. Parking for employees*
2. Communication with other dept*
3. Bookstore services
4. Communicating with legislators or politicians*
5. Relations with other edu. Inst.*

Overall Satisfaction with Employment (2004 & 2002)

Very satisfied	29%	18%
Satisfied	47%	51%
Neutral	11%	12%
Somewhat dissatisfied	10%	16%
Not satisfied at all	2%	3%
OVERALL SATISFACTION	76%	69%

Overall Impression of Quality (2004 & 2002)

Excellent	26%	18%
Good	52%	54%
Average	19%	21%
Below Average	3%	5%
Inadequate	1%	2%
OVERALL QUALITY	78%	72%

Five Positively-Rated NDUS Services

Satisfaction mean score >3 (* for both 2002 & 2004)

1. NDUS administrators are committed to providing quality service*
2. The NDUS has positive relationships with the private sector and business community*
3. The NDUS provided flexibility/responsibility at the campus level*
4. The NDUS listens to students*
5. NDUS administrators cultivate positive relationships with students*

Five Negatively-Rated NDUS Services

Satisfaction mean score <3 (* for both 2002 & 2004)

1. The NDUS involves employees in planning for the future*
2. NDUS employees are empowered to resolve problems quickly*
3. There are effective lines of communication between campuses*
4. The mission, purpose, and values of the NDUS are familiar to employees*
5. The NDUS plans carefully*

(Five-point satisfaction scale: 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree)

Satisfaction by the Employee Groups (2004 and 2002)	UND Overall	Support or Classified Staff	Faculty or Instructor	Department Chair	Administrative or Professional Staff
4 respondents did not report their professional level	N = 698	N = 247	N = 180	N = 18	N = 249
Overall Satisfaction	76% (69%)	74% (60%)	70% (68%)	83% (95%)	82% (75%)
Overall Impression of Quality	78% (72%)	74% (72%)	76% (59%)	88% (80%)	83% (81%)

Executive Summary

- The Campus Quality Survey (CQS) is a unique instrument that uses the basic structure, format, and criteria of the Annual Presidential Award for Quality. Each survey item relates to one of eight quality elements and the data provides more specific information about certain aspects of UND.
- CQS was initially administered at all eleven of the North Dakota University System campuses in 2002. There are both positive and negative factors revealed by the findings, providing much opportunity for analysis, reflection, and action. The results allow UND to focus precisely on areas of need in its continuous quality improvement process.
- This is the second time CQS has been used on all NDUS campuses. In early September 2004 the UND Office of Institutional Research (OIR) mailed out the 2004 Campus Quality Survey along with 10 NDUS-developed questions to 2,382 full and part-time faculty and staff whom had employed by the UND campus for at least one year. A total of 698 completed surveys were collected in October 2004. UND's adjusted return rate is 30%.
- Data obtained from the survey responses is reviewed. This includes analyses of the
 - 1) Smallest and largest performance gap items
 - 2) Results of the composite averages of survey items related to the eight quality categories
 - 3) Results of survey data showing satisfaction ratings of UND programs, services, and activities
 - 4) Results of survey data showing satisfaction ratings of NDUS programs, policies, and services
 - 5) Staff ratings for employee satisfaction and impression of quality
 - 6) Employee comments and suggestions
 - 7) Comparative UND results between 2002 and 2004
- Items with small performance gaps indicate areas within UND where employees' expectations are close to being met while items with large performance gaps indicate areas within UND where employees' expectations may not be adequately met. At UND, the largest performance gap in 2004 was observed on the statement of "*There are effective lines of communication between departments*" compared to the largest performance gap in 2002, "*Employees are rewarded for outstanding job performance*".
- The eight quality categories are: 1) Top management leadership and support, 2) Employee Training and Recognition, 3) Employee Empowerment and Teamwork, 4) Measurement and Analysis, 5) Strategic Quality Planning, 6) Quality and Productivity Improvement Results, 7) Customer Focus, and 8) Quality Assurance. At UND, *Employee Training and Recognition* has been identified during both 2002 and 2004 surveys as needing greatest attention.
- At UND, the five programs, services, and activities that received the **highest** overall satisfaction ratings are: 1) Student activities, 2) Health and nursing services, 3) Continuing Education, 4) Switchboard and telephone services, and 5) Library and learning resources. The five that received the **lowest** overall satisfaction ratings are: 1) Parking for faculty and staff, 2) Communication with other departments, 3) Bookstore services, 4) Communicating with legislators and other politicians, and 5) Relations with other educational institutions.
- Five items among the ten NDUS survey questions received satisfaction mean scores below 3 (1 = strongly disagree, 5 = strong agree) from UND employees, they are: 1) The NDUS involves employees in planning for the future, 2) NDUS employees are empowered to resolve problems quickly, 3) There are effective lines of communication between campuses, 4) The mission, purpose, and values of the NDUS are familiar to employees, and 5) The NDUS plans carefully.
- Overall, the majority (76%) of UND respondents are satisfied (47%) or very satisfied (29%) with their employment at UND. In addition, the majority (78%) of the respondents rate their overall impression of quality at UND as either good (52%) or excellent (26%).

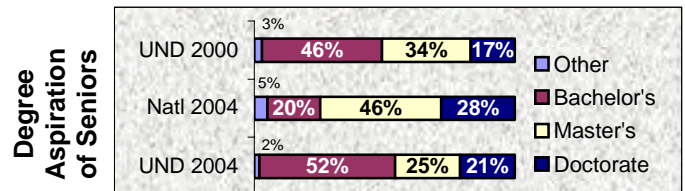
2004 College Student Survey

Evaluate Student Satisfaction

Percentage of seniors who felt satisfied or very satisfied	UND 2004	Natl 2004	UND 2000
Interaction with other seniors	92	85	90
Overall college experience	88	85	91
Availability of Internet access	83	82	81
Computer facilities	82	73	79
General education or core curriculum courses	81	76	78
Campus health services	76	51	67
Library facilities	76	69	77
Leadership opportunities	76	68	70
Sense of community on campus	72	65	66
Recreational facilities	68	61	55
Student housing	65	56	65
Quality of computer training/assistance	58	53	47
Job placement services for seniors	46	43	47
Courses in your major field	85	88	90
Class size	84	86	84
Overall quality of instruction	79	84	81
Amount of contact with faculty	74	82	77
Ability to find a faculty or staff mentor	69	77	74
Humanities courses	67	70	67
Relevance of coursework to everyday life	65	68	57
Academic advising	61	63	54
Laboratory facilities and equipment	61	63	61
Opportunities for community service	59	69	55
Science and mathematics courses	59	62	59
Financial aid services	55	56	60
Tutoring or other academic assistance	52	56	53
Career counseling and advising	49	51	46
Social science courses	70	70	68

Self-Assessment of Academic Capabilities

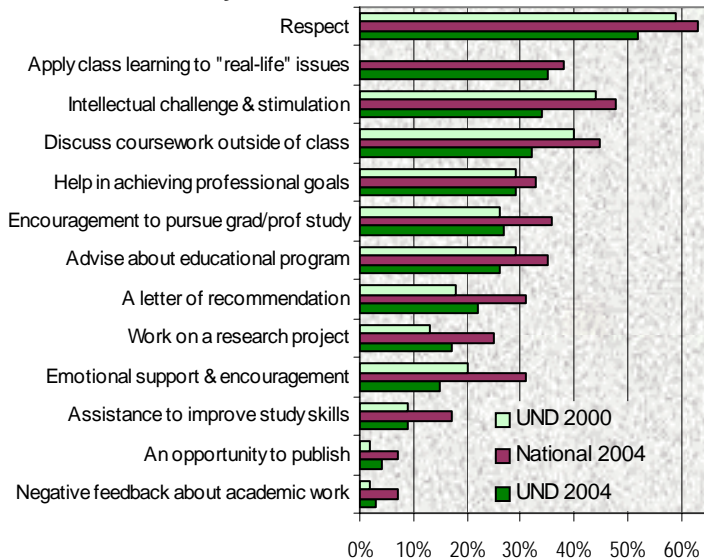
Percentage of seniors who rated self above average or in top 10%	UND 2004	Natl 2004	UND 2000
Drive to achieve	79	75	75
Cooperativeness	79	76	75
Academic ability	77	76	76
Initiative	71	66	N/A
Leadership ability	71	66	63
Self-confidence (intellectual)	68	67	66
Competitiveness	60	56	51
Mathematical ability	47	36	35
Understanding of others	64	70	65
Self-understanding	59	68	69
Writing ability	58	59	56
Emotional health	58	57	60
Self-confidence (social)	49	57	58
Physical health	48	51	49
Creativity	46	57	46
Public speaking ability	44	47	44
Computer skills	42	43	N/A
Popularity	33	37	37
Spirituality	31	46	43
Artistic ability	22	31	20



Political Orientations (% student)	UND FR 2000		UND SR 2004		Natl FR 2000		Natl SR 2004		UND SR 2000	
	M	F	M	F	M	F	M	F	M	F
Liberal	15%	14%	17%	20%	23%	27%	28%	35%	25%	22%
Middle	59%	69%	45%	60%	44%	48%	41%	42%	48%	59%
Conservative	26%	17%	38%	20%	33%	25%	31%	23%	27%	19%

Top 5 Abilities Development on CSS 2004 (% student)	UND SR 2004	Natl SR 2004	UND SR 2000
1. Knowledge of a discipline	70%	64%	73%
2. General knowledge	41%	47%	46%
3. Ability to think critically	34%	40%	32%
4. Public speaking ability	32%	30%	34%
5. Interpersonal skills	31%	33%	34%

2004 Seniors Who Reported Items Provided Frequently by Their Professors



2004 UND Seniors Indicating the Importance of the Top 9 Values	UND SR 2004	Natl SR 2004	UND SR 2000
1. Raising a family	78%	78%	78%
2. Becoming an authority in my field	63%	63%	60%
3. Helping others who are in difficulty	63%	75%	68%
4. Being very well off financially	60%	55%	58%
5. Obtaining recognition for contributions to my field	51%	50%	49%
6. Integrating spirituality into my life	45%	60%	N/A
7. Developing a meaningful philosophy of life	39%	54%	46%
8. Having administrative responsibility	35%	39%	37%
9. Becoming a community leader	34%	36%	30%

2004 UND Seniors Indicating The Top 5 Success Areas	UND SR 2004	Natl SR 2004	UND SR 2000
1. Understanding professor's expectations	100%	99%	NA
2. Developing friendships with other students	99%	95%	NA
3. Adjusting to college academic demands	97%	98%	NA
4. Utilizing campus services available to students	96%	93%	NA
5. Managing your time effectively	92%	94%	NA

2004 UND Seniors Indicating What They Have Done Since Entering College	UND SR 2004	Natl SR 2004	UND SR 2000
1. Attended a racial awareness workshop	31%	25%	27%
2. Taken an ethnic studies course	29%	35%	30%
3. Participated in an internship program	27%	41%	36%
4. Had a roommate of different race	22%	32%	14%

If you could make your college choice over, would you still choose to enroll at your current college? 84% of 2004 UND seniors, 81% of 2004 national seniors, and 86% of 2000 UND seniors **said YES.**

2004 College Student Survey Executive Summary

The College Student Survey (CSS) surveys college seniors just prior to their graduation. It is designed to assess how college students have changed since entering college. The survey includes measures of self-assessed academic, social, intellectual, and emotional capabilities.” Colleges can use the information gathered from CSS for a variety of internal and external purposes, including satisfaction with college programs, accreditation, public relations, and assessing the impact of the college experience on their students.

The administration of the CSS in the spring of 2004 was the second time the survey had been administered at the University of North Dakota. On January 31, 2004, a survey package was mailed to 792 students who had participated the 2000 CIRP Freshman Survey and are still enrolled at UND. Three waves of follow-up mailings were sent and telephone calls were made to students who had not returned a completed survey. The survey process was closed on April 19, 2004. A total of 192 seniors (85 males and 107 females) participated and achieved a 25% net response rate. The results are presented in the following six categories:

1. To collect information on student involvement

The CSS collects information on the academic and extracurricular experience of seniors. Sixty-three percent of male and 70% of female seniors spend 6 hours or more a week studying; in contrast, 22% of male and 34% of female freshmen spent 6 hours or more studying when they were in high school.

2. To assess student academic achievement

This survey includes several different measures of academic achievement including self-assessment of overall academic capabilities. Seniors were asked to rate themselves above average or in the top 10% on 20 different qualities. When compared to national counterparts, UND seniors received higher percentages in six self-ratings. They are: *drive to achieve*, *cooperativeness*, *initiative*, *competitiveness*, *leadership ability*, and *mathematical ability*.

3. To measure student retention

Institutional reports of CSS provide comparative data on attrition issues for similar types of campuses. Nearly 70% of seniors reported B+ or higher undergraduate grades. The seniors were asked what they planned do in the fall following the year they were surveyed. More than 69% of seniors at UND will be working full-time or part-time. Close to 44% of seniors surveyed would still be attending college—presumably to complete their undergraduate degree while 23% seniors plan to attend graduate school.

4. To understand student values, attitudes, and goals

The CSS assesses the importance students place on an array of personal goals and values. Seniors were asked to indicate the level of importance they placed on each of 20 given value items. *Raising a family*, *helping others who are in difficulty*, and *becoming an authority in their field* were rated as top three values being essential or very important to UND seniors.

5. To examine student change

When combined with CIRP Freshman Survey data, the CSS is designed to help UND assess how its students have changed since entering UND. As freshmen at UND, more females aspired to earn a master’s degree (29% of male vs. 59% of female). This difference is continued in the senior year (25% of male vs. 52% female). More female freshmen (34%) aspired to earn a doctoral or a professional degree than male freshmen (29%). This difference however is reversed by the senior year. More male seniors (25%) aspire to earn a doctoral or a professional degree than their female peers (21%). The change on student political views has also observed between 2000 seniors (23% politically liberal, 56% middle, and 21% conservative) and 2004 seniors (19% politically liberal, 54% middle, and 27% conservative).

6. To evaluate student satisfaction

About 84% of seniors would still choose to enroll at UND. Students rate their satisfaction with 28 different aspects of their college experience. Overall, 85% of male and 91% of female seniors felt satisfied towards their UND experience. Seven out of 10 participating seniors at UND are satisfied with the following 14 items:

Courses in the major field (85%)

Class size (84%)

General education or core curriculum courses (81%)

Overall quality of instruction (79%)

Leadership opportunity (76%)

Amount of contact with faculty (74%)

Social science courses (70%)

Interaction with other seniors (92%)

Overall college experience (88%)

Availability of Internet access (83%)

Computer facilities (82%)

Library facilities (76%)

Campus health services (76%)

Sense of community on campus (72%)