Introduction

- Performance Horizons Campus Quality Survey (CQS).
- Sponsored by the North Dakota University System (NDUS) as part of state mandated accountability measures.
- Biannual administration used to determine the level of satisfaction reported by employees of the eleven NDUS institutions of higher education.

Campus Quality Survey (CQS)

- The CQS asks response on 95 items.
- Items are calculated on a 5-point Likert scale reflecting the amount of agreement with "how it should be" and "how it is now".

Measuring Quality

- Beginnings with Malcolm Baldridge National Quality Improvement Awards.
- Presidential Award for Quality developed for Executive Branch agencies displaying management excellence.
- Aim of CQS is to measure quality in higher education using similar criteria.
Administration at UND

- 2,667 surveys were mailed to all full-time and part-time, benefitted permanent employees on UND payroll as of July 31st, 2010
- 790 surveys were returned completed (30%)

How it should be – Top 5

Top 5 ranking of UND employees on “how it SHOULD BE”
1. Faculty and staff take pride in their work
2. I know what is expected of me
3. This institution has “user-friendly” computer systems to assist employees and students
4. Employees are rewarded for outstanding job performance
5. Administrators recognize faculty and staff when they do a good job

How it should be – National Comparison

<table>
<thead>
<tr>
<th>“How it should be” Top 10 Importance Rankings</th>
<th>2004 UND</th>
<th>2006 UND</th>
<th>2008 UND</th>
<th>2010 UND</th>
<th>2010 NDUS Norm</th>
<th>2010 National Norm 4-Year Institutions</th>
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</thead>
<tbody>
<tr>
<td>29. Faculty and staff take pride in their work</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>30. I know what is expected of me</td>
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<td>2</td>
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<td>2</td>
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<tr>
<td>10. This institution has “user-friendly” computer systems to assist employees and students</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>31. Employees are rewarded for outstanding job performance</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
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<tr>
<td>37. There is a spirit of teamwork and cooperation in this organization</td>
<td>9</td>
<td>5</td>
<td>15</td>
<td>6</td>
<td>8</td>
<td>8</td>
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<tr>
<td>25. Administrators are committed to providing quality service</td>
<td>10</td>
<td>15</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4. It is easy to get information at this institution</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>39. Professional development training programs available to assist employees in improving their job performance</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>10</td>
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<tr>
<td>13. Job responsibilities communicated clearly to employees</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
How it is now – Top 5

Top 5 ranking of UND employees on “how it is NOW”

1. I know what is expected of me
2. Faculty and staff take pride in their work
3. Professional development training programs are available to assist employees in improving their job performance
4. This institution regularly conducts surveys to evaluate the quality of its programs and services
5. Administrators have confidence and trust in me

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How it is now – National Comparison

<table>
<thead>
<tr>
<th>“How it is now” Top 10 Satisfaction Rankings</th>
<th>2004 UND</th>
<th>2006 UND</th>
<th>2008 UND</th>
<th>2010 UND</th>
<th>2010 NDUS Norm</th>
<th>2010 National Norm 4-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. I know what is expected of me</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>29. Faculty and staff take pride in their work</td>
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<td>1</td>
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</tr>
<tr>
<td>50. Professional development training programs are available to assist employees in improving their job performance</td>
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<td>2</td>
<td>3</td>
<td>8</td>
<td>12</td>
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<tr>
<td>3. This institution regularly conducts surveys to evaluate the quality of its programs and services</td>
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<td>4</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>18</td>
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<tr>
<td>35. Administrators have confidence and trust in me</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
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<tr>
<td>1. This institution listens to its students</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>10. My department meets as a team to plan and coordinate work</td>
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<td>6</td>
<td>5</td>
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<tr>
<td>33. This institution believes in continuous quality improvement</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>8</td>
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<tr>
<td>7. This institution promotes excellent employee-student relationships</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>7. This institution uses state and national data to compare its performance with that of other institutions</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

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How it is now – Bottom 5

Bottom 5 ranking of UND employees on “how it is NOW”

1. There are effective lines of communication between departments
2. Employees receive special training in improving customer service
3. Guarantees of satisfaction are offered to students to ensure quality service
4. Employees are empowered to resolve problems quickly
5. Each department has written, up-to-date service expectations
How it is now – Past trends

- The following items show the largest increases in 2010 over their score in 2008:
  - This institution has “user-friendly” computer systems to assist employees and students (2.931 in 2008 to 3.215 in 2010)
  - Administrators share information at this institution (3.036 in 2008 to 3.221 in 2010)
  - Quality improvement tools and methods are used regularly to solve problems (3.003 in 2008 to 3.187 in 2010)
  - Administrators treat students as their top priority (3.143 in 2008 to 3.306 in 2010)
  - Employees are rewarded for outstanding job performance (2.05 in 2008 to 3.064 in 2010)

- Of the 50 items asked, 5 of them have lower mean scores in 2010 than they had in 2008. The largest include:
  - Professional development training programs are available to assist employees in improving their job performance (Drop from 3.889 in 2008 to 3.805 in 2010)
  - Students have a way to provide feedback on their level of satisfaction with school programs and services (Drop from 3.605 in 2008 to 3.574 in 2010)
  - There are effective lines of communication between departments (Drop from 2.776 in 2008 to 2.749 in 2010)

How it should be versus How it is now = Gap

- A large mean gap score indicates the institution is not meeting the employee expectation for a given item. Conversely, a negative mean gap score indicates an institution is exceeding the expectation of employees for a given item.
- UND did not score any negative gap scores.

Smallest Gaps

- This institution regularly conducts surveys to evaluate the quality of its programs and services (Gap = 0.428)
- I know what is expected of me (Gap = 0.594)
- This institution uses state and national data to compare the performance with that of other institutions (Gap = 0.606)
- Faculty and staff take pride in their work (Gap = 0.660)
- Professional development training programs are available to assist employees in improving their job performance (Gap = 0.669)
Smallest Performance Gap
By employee type

- **Support or Classified Staff**
  - This institution regularly conducts surveys to evaluate the quality of its programs and services.
  - I know what is expected of me.
  - Professional development training programs are available to assist employees in improving their job performance.
  - Administrators have confidence and trust in me.

- **Faculty or Instructor**
  - This institution regularly conducts surveys to evaluate the quality of its programs and services.
  - Guarantees of satisfaction are offered to students to ensure quality service.
  - Students have a way to provide feedback on their level of satisfaction with school programs and services.
  - This institution listens to its students.
  - Student input is systematically monitored and measured as a basis for improvement.

- **Department Chair**
  - My department meets as a team to plan and coordinate work.
  - This institution regularly conducts surveys to evaluate the quality of its programs and services.
  - Faculty and staff take pride in their work.
  - This institution uses state and national data to compare its performance with that of other institutions.
  - Students have a way to provide feedback on their level of satisfaction with school programs and services.

- **Administrative or Professional Staff**
  - This institution regularly conducts surveys to evaluate the quality of its programs and services.
  - I know what is expected of me.
  - This institution uses state and national data to compare its performance with that of other institutions.
  - Professional development training programs are available to assist employees in improving their job performance.
  - Faculty and staff take pride in their work.

Largest Gaps
By employee type

- **Support or Classified Staff**
  - There are effective lines of communication between departments.
  - Employees are rewarded for outstanding job performance.
  - Administrators pay attention to what I say.
  - Employees receive special training in improving customer service.
  - Employees are empowered to resolve problems quickly.
  - Administrators recognize faculty and staff when they do a good job.

- **Faculty or Instructor**
  - There are effective lines of communication between departments.
  - Employees are rewarded for outstanding job performance.
  - Administrators recognize faculty and staff when they do a good job.
  - This institution analyzes all relevant data before making decisions.
  - Administrators recognize faculty and staff when they do a good job.

- **Department Chair**
  - This institution analyzes all relevant data before making decisions.
  - There are effective lines of communication between departments.
  - This institution involves employees in planning for the future.
  - Written procedures clearly define who is responsible for each operation and service.
  - This institution plans carefully – Employees are empowered to resolve problems quickly.
  - This institution analyzes all relevant data before making decisions.

- **Administrative or Professional Staff**
  - There are effective lines of communication between departments.
  - Employees receive special training in improving customer service.
  - Employees are rewarded for outstanding job performance.
  - Each department or work unit has written, up-to-date service expectations.
  - Employees are empowered to resolve problems quickly.

Performance Gap – National Comparison

<table>
<thead>
<tr>
<th>Ranking on Top 10</th>
<th>2010 UND</th>
<th>2010 NDUS Norm</th>
<th>2010 National Norm 4-Year Institutions</th>
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</tbody>
</table>

- There are effective lines of communication between departments (Gap = 1.692)
- Employees are rewarded for outstanding job performance (Gap = 1.454)
- Employees receive special training in improving customer service (Gap = 1.403)
- Employees are empowered to resolve problems quickly (Gap = 1.365)
- Administrators recognize faculty and staff when they do a good job (Gap = 1.331)
Performance Gap Change

- When comparing the 2010 survey results to the 2008 survey, 3 of the 50 items scored a larger gap in 2008:
  - Professional development training programs are available to assist employees in improving their job performance (Gap of 0.594 in 2008 and 0.669 in 2010)
  - My department meets as a team to plan and coordinate work (Gap of 0.737 in 2008 and 0.774 in 2010)
  - Students have a way to provide feedback on their level of satisfaction with school programs and services (Gap of 0.783 in 2008 and 0.793 in 2010)

An increasing gap indicates employee expectations are not being met as well as they were two years ago.

Performance Gap Change

- Items with the largest drop in gap include:
  - This institution has “user-friendly” computer systems to assist employees and students (Gap of 1.579 in 2008 and 1.302 in 2010)
  - Administrators treat students as their top priority (Gap of 1.234 in 2008 and 1.042 in 2010)
  - Employee suggestions are used to improve our institution (Gap of 1.398 in 2008 and 1.204 in 2010)
  - Employees are rewarded for outstanding job performance (Gap of 1.643 in 2008 and 1.454 in 2010)
  - This institution involves employees in planning for the future (Gap of 1.346 in 2008 and 1.158 in 2010)

An decreasing gap indicates employee expectations are being met better than they were two years ago.

Eight Quality Categories

- The CQS combines the first 50 questions into 8 major quality management components
- The scales are scored with a mean score calculated on a 5-point Likert scale reflecting the amount of agreement with “how it should be” and “how it is now”.
- A gap score is calculated to determine the difference between employee expectation (the “how it should be” score) and employee level of agreement (the “how it is now” score).

Eight Quality Categories

Eight Components of Quality Management System
- Top Management Leadership and Support
- Employee Training and Recognition
- Employee Empowerment and Teamwork
- Strategic Quality Planning
- Quality and Productivity Improvement Results
- Measurement and Analysis
- Customer Focus
- Quality Assurance
Eight Quality Categories – How it is Now

**UN D “How it Is Now” Mean Scores**

<table>
<thead>
<tr>
<th>Category</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
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<tbody>
<tr>
<td>Strategic Quality Planning</td>
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<td>Customer Focus</td>
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<tr>
<td>Quality Assurance</td>
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<tr>
<td>Employee Empowerment &amp; Teamwork</td>
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<tr>
<td>Top Management Leadership &amp; Support</td>
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<tr>
<td>Measurement &amp; Analysis</td>
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<tr>
<td>Quality &amp; Productivity Improvement Results</td>
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<td>Employee Training &amp; Recognition</td>
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</tbody>
</table>

Eight Quality Categories – How it is Now

**Top 4 of 8 categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
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<tbody>
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Eight Quality Categories – How it is Now

**Bottom 4 of 8 categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>2004</th>
<th>2006</th>
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</table>

**UN D vs. NDUS vs. National 4-Year “How it Is Now” Mean Scores**

<table>
<thead>
<tr>
<th>Category</th>
<th>UN D</th>
<th>NDUS</th>
<th>National 4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Quality Planning</td>
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</table>

8/20/2011
The Survey Says... 2010 Campus Quality Survey

Eight Quality Categories – Performance Gap

gap score = the difference between “how it should be” and “how it is”

Top 4 of 8 categories

1.218
1.125
0.982
1.037

1.299
1.202
1.161
1.114

1.317
1.242
1.167
1.127

1.230
1.109
1.051
1.047

Bottom 4 of 8 categories

0.999
0.926
0.942
0.926

1.077
0.990
0.987
0.985

1.123
1.076
1.024
1.031

1.033
0.956
0.954
0.937


d Employee Training & Recognition
Top Management Leadership & Support Measurement & Analysis Employee Empowerment & Teamwork

Quality & Productivity Improvement Results Strategic Quality Planning Quality Assurance Customer Focus

Overall Impression of Quality

When asked to rate their overall impression of quality at UND, 78% of UND employees report excellent or good quality. Less than one percent (4 out of 790 respondents) report an “inadequate” overall impression of quality, while 4% report a “below average” impression of quality.
Overall Impression of Quality – By Employee Type

UND averages 78% reporting "excellent" or "good" impression of quality in 2010.

Overall Satisfaction

- Compared to the six 4-year NDUS institutions, UND ranks 4th. The highest reported satisfaction is 87%, while the lowest is 70%. At 2-year NDUS institutions, the highest reported satisfaction is 97%, while the lowest is 70%.

Overall Satisfaction – By Employee Type

- Taking a closer look at the data behind UND's overall satisfaction scores, variations are seen among employee types.
- Administrative staff report the highest levels of satisfaction.
- A large portion of department chairs are reporting dissatisfaction.

Overall Satisfaction – By Employee Type

<table>
<thead>
<tr>
<th>Rate you overall satisfaction with your employment here thus far</th>
<th>2010 UND Overall</th>
<th>Support / Classified Staff</th>
<th>Administrative / Professional Staff</th>
<th>Faculty or Instructor</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied (Very satisfied or Satisfied)</td>
<td>76%</td>
<td>73%</td>
<td>83%</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11%</td>
<td>13%</td>
<td>9%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Not Satisfied (Somewhat dissatisfied or Not satisfied at all)</td>
<td>13%</td>
<td>15%</td>
<td>8%</td>
<td>17%</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Response Discussion

- What can UND do to improve Campus Quality Survey results?
- Look again at large gap areas -

### Largest Gaps

- **There are effective lines of communication between departments** (Gap = 1.692)
- **Employees are rewarded for outstanding job performance** (Gap = 1.454)
- **Employees receive special training in improving customer service** (Gap = 1.403)
- **Employees are empowered to resolve problems quickly** (Gap = 1.365)
- **Administrators recognize faculty and staff when they do a good job** (Gap = 1.331)