Survey Title and Year: 2004 Campus Quality Survey

The 2004 survey had a 30% response rate.

1. The data collected addresses information relating to what university group or situation?
The Campus Quality Survey was administered at all 11 NDUS campuses. Given to full- and part-time faculty and staff who had been working at their respective institutions for at least one year. The UND data set attempts to get a picture of the overall satisfaction of UND employees and with their jobs – the assessment of the data promises to contribute to a continuous quality improvement process. Satisfaction is measured against employee expectations (items with small performance gaps indicate areas within UND where employees' expectations are close to being met and vice versa).

2. How often is this tool used and analyzed? What time of year?
It is conducted in fall every alternate year – the previous survey was done in 2002.

3. To whom does the assessment group believe that an analysis of this report would be beneficial? In other words, what individuals, departments, or programs need this information in order to have reliable information to 'close the loop' on their assessment process?
Findings will interest all current employees and could be used by all departments as a good recruiting tool (especially since 76% of respondents are satisfied or very satisfied with their employment, and 78% rated the overall impression of quality at UND as good or excellent)).
The initial distribution of the document was as follows:
Charles Kupchella, President
Greg Weisenstein, VPAA & Provost
Robert Boyd, VP, Student & Outreach Services
Robert Gallagher, VP Finance & Operations
Alice Hoffert, Associate VP, Enrollment Management
Don Koijch, Director, Office of University Relations
Joan Hawthorne, Associate Provost, Academic Affairs
Diane Nelson, Director, Human Resources
University Assessment Committee (2 pg summary)

4. Who is responsible to provide the assessment group the information for this report?
Office of Institutional Research (Jean Chen and Carmen Williams)

5. What UND student learning goals are assessed?
None. The survey is administered to employees and so does not address student learning goals.

   a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:
       ___N____ 1 Communication ("communicate effectively, both orally and in

writing")

    ___N____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")

    ___N____ 3 Informed choices ("make informed choices")

    ___N____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")

    ___N____ 5 Lifelong learning ("commit themselves to lifelong learning")

    ___N____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

    ___N____ 7 Service/citizenship ("commit themselves to…the service of others," and "share responsibility both for their communities and for the world")

    b. Additional goals

6. What are the findings/results of this tool?

    a. From Question 5a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

    b. Other findings/results

7. What evidence is provided or should be provided to support the group's findings?
Statistical analysis of the survey results are reviewed and compared to previous survey results and 2004 National Norms of 4-year institutes. Satisfaction ratings of UND programs, services and activities are included. Employees' comments are also included

8. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?
The information is only indirectly related to student learning outcomes. But if employees have high satisfaction rates the quality of education and services provided will be higher.

9. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
A non-measure.

10. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
Some of the survey results can be useful to the university. For example, one of the lowest overall satisfaction ratings is communication between departments. This is a serious issue to keep in mind as the University moves to introduce more inter-disciplinary programs (and even "colleges.")

11. Is there a better way to obtain or report the data to be analyzed?
It is not clear, and we are not sure if these survey results are distributed to or analyzed by individual departments.

12. At what level of assessment is the tool being used; beginning level, making progress level, or maturing stage of continuous improvement? Is there any evidence to support the assessment group's deduction?
"Making progress" level

13. Does the tool reflect a culture of assessment at UND?
Yes, but not sure if the results are being distributed widely and/or analyzed to increase satisfaction ratings.

14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
Yes - it would make it more genuine to employees. Perhaps distributed to University Senate/Staff Senate – items flagged for special attention or action by the administration could be identified as such to the University community generally.

15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
It would be good to know who receives these results (paper copy). (See above).

16. What value does the group place on this tool for helping to achieve the university's assessment plan?
This survey is only an indirect tool – no report on any intentions/actions on the part of administration/SBHE to address biggest concern areas.

17. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?
Yes – all faculty and staff with supervisory functions.

18. Review Summary
Ten *strengths* identified (smallest performance gaps)
1. Professional development training programs 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 clooecting data
10. The mission, purpose, & values of this institution are familiar to employees

Ten *challenges* identified (largest performance gaps)
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

19. Recommendations of the Reviewers

There is a lot of good information if someone is interested in knowing satisfaction of UND employees – the comments made for interesting reading, giving us as reviewers better appreciation and perspective through which to view our own situation(s) within one's own college.

20. *(As the summary and note-worthy items are relayed to other stakeholders, what meaning do they find in the survey results? How do they use the results in decision making (examples are helpful); how is the information used to 'close the loop?')*

As indicated above, it is unclear that mechanisms or policies exist to respond to the results of this survey. For department-level units to address issues in order to effect positive change, department-specific areas of satisfaction might need to be addressed.

21. *(Reports from the stakeholder(s) re this Assessment Tool is (are) due: _____)*

N/A.

22. *(The Assessment Committee's final summary as to the usefulness of the Assessment Tool, university-wide.)*

We feel that this is an important document for the University community to read and respond to. Perhaps it should be distributed to University Council, Senate Executive Committee, Staff Senate, Departments, links from Registrar's Page to Executive Summary

Submitted by: Sharlette Seelan and Jon Jackson
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