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OIR Assessment Tool
Student Satisfaction Inventory and Priorities Survey for Online Learners
Data Collection Year: Spring, 2008
Date of Review: Fall, 2008

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Purpose of Survey (s):
- *To survey candidates regarding a range of college experiences to discover to what extent the issues are important to students and how satisfied students are with UND's performance.*
- *To identify issues where changes might be warranted in order to increase student satisfaction.*

1. The data collected addresses information relating to what university group or situation?
   - *University students including full-time, part-time, freshmen-graduate students*

2. How often is this tool used and analyzed? What time of year?
   - *The Student Satisfaction Inventory (SSI) has been administered every 2 years during the spring semester since 2002.*
   - *The Priorities Survey for Online Learners (PSOL) has been administered every 2 years during the spring semester since 2006.*

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?
   - *Undergraduate and graduate academic programs*
   - *Enrollment Services*
   - *Student Account Services*
   - *Graduate School*
   - *Outreach Programs (for PSOL)*

4. Who is responsible to provide the assessment group the information for this report?
   - *Office of Institutional Research*

5. What UND student learning goals are assessed?
   - *The data does not directly address student learning goals. It may be possible to use findings related to the key areas of instructional effectiveness in the SSI and instructional services in the PSOL to compare student perceptions of opportunity to learn with the academic programs data related to student learning for goals 1 and 4.*
      - 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 – written or oral ("able to write and speak in various settings with a sense of purpose/audience")

_____N___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____N___ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____N___ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
_____N___ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
_____N___ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____N__ 7 Lifelong learning ("commit themselves to lifelong learning")
_____N___ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Additional goals

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

- From Question 5a above: For the goals with a Y or ?, describe the relevant findings/results from this survey: *The data does not directly address student learning goals.*

    - Other findings/results
        - *SSI: Findings related to student perceptions of importance and satisfaction in the areas institutional climate, commitment to specific populations and overall satisfaction are provided. Twelve composite scales further group these items into 12 key areas including: academic advising and effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, safety and security, service excellence, student centeredness and responsiveness to diverse populations. In addition, pre-enrollment factors and student demographic information are included. Findings are compared to all other schools completing the survey and to six of the NDUS campuses. Data are provided for the last six years making it possible to look at trends. The report lists 12 items as strengths and 17 items as challenges for UND and notes that challenges have increased over time. UND scores higher than other four year institutions in all 12 key areas and higher than other NDUS four-year institutions in four of the 12. Scales at UND with high-satisfaction ratings include Campus Support Services, Academic Advising, and Instructional Effectiveness. Overall satisfaction of experiences and meeting of expectations is rated more highly by undergraduates than graduates and one-fifth of the graduate students would not enroll in UND again if given the choice.*

- *PSOL: Findings related to student perceptions of importance and satisfaction in the areas institutional climate, sources of information and overall satisfaction are provided. Five composite scales further group these items into five key areas including: institutional perceptions, academic services, instructional services, enrollment services, and student services. In addition, pre-enrollment factors and student demographic information are included. Findings are compared to all other schools completing the survey and to six of the NDUS campuses. Data are provided for the last four years making it possible to look at trends in a limited fashion. The report lists seven items as strengths and nine items as challenges for UND and notes that challenges have increased slightly over time (14 items with higher satisfaction results and 17 with lower). Generally, UND scores lower in satisfaction than other institutions and other NDUS four-year institutions. Areas with the greatest negative discrepancies include Student Services and Enrollment Services. Overall satisfaction of experiences and meeting of expectations is rated more highly by students taking on-line courses than by those taking courses on-campus.*

7. What evidence is provided or should be provided to support the group's findings?
   - *This tool yields student satisfaction information. No additional evidence is needed to support it, although it does suggest there would be value for additional study in some areas (e.g., Student Services and Enrollment Services for online classes; UND's graduate degree programs) for study to determine whether the satisfaction scores indicate underlying problems that might be identified and resolved.*

8. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?
   - *This tool does not measure student learning but might provide global information about students' perceptions about the quality of their learning which might be useful.*

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?
   - *No*

11. Is there a better way to obtain or report the data to be analyzed?
   - *No, the data are clearly and concisely presented as is.*

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?

- *Although this is not an assessment of student learning, it might be classified as at the "maturing stage" in that we have several years of data collected at this point and can begin to see trends.*

13. Does the tool reflect a culture of assessment at UND?

- *Yes, the surveys support the commitment to understanding students' perceptions about UND and provide information that could lead to improvement plans.*

14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?

- *No, although they may need increased visibility, so that appropriate academic departments and programs can make use of the findings for marketing or improvement of instruction or services such as advising.*

15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?

- *No*

16. What value does the group place on this tool for helping to achieve the university's assessment plan?

- *Although the tools do not measure student learning, they have some value in their ability to assess student self-perceptions as to the capacity of the university to help students develop in the six student learning goal areas.*

17. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?

- *See #3*

18. Review Summary

- *The SSI and PSOL are useful tools that provide information about student satisfaction with various aspects of their university experience and education. The intent is not to assess student learning itself, but the surveys provide information about many of the programs, services, and experiences that influence students' satisfaction with UND. The tools are particularly useful in that respondents indicate both the item's importance and their degree of satisfaction with it, so users of the data can generally ignore items which students don't see as particularly meaningful. The surveys also group items into categories so that Academic Advising, e.g., can be examined as distinct from Enrollment Services.*

19. Recommendations of the Reviewers

- *This is a useful survey and there are no recommendations other than concerted attention to the distribution of findings.*

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?')
    - *Stakeholders can use the results to market UND's academic success as perceived by students and to develop improvement plans related to the challenges noted. Future survey results can be used to measure the success of those plans. For example, how might the academic programs and graduate schools work to determine and ameliorate the reasons for dissatisfaction with their UND experience?*

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

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

23. *What might faculty want to know about this survey? (Please provide one to two paragraphs describing some findings from this survey.)*
    - *See # 6*

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