



Academic & Institutional Projects

A RESEARCH BRIEF FOR FACULTY, STAFF, AND STUDENTS PREPARED BY THE
ACADEMIC & INSTITUTIONAL PROJECTS (AIP) OFFICE.

2008 Student Satisfactory Inventory Results

Noel Levitz has conducted surveys specific to student satisfaction perceptions since 1994. The Student Satisfaction Inventory (SSI) is a biannual survey offered to randomly selected students at universities across the nation. The survey is a powerful tool utilized by university administrators to improve the quality of student life and learning. The SSI is mandated by the North Dakota University System (NDUS). Minot State University (MSU) has participated for the past four administrations (2002, 2004, 2006 and 2008). The SSI measures both student satisfactions, with a number of identified campus programs as well as the student priorities of each student. By doing so, at MSU, the student is allowed the opportunity to indicate how satisfied they are with certain MSU issues and also identify how important the issue is to them. The data gathered from the survey will provide administrators the ability to guide strategic planning, strengthen student retention initiatives, meet accreditations requirements and lay a foundation for future progress in areas identified by students. Sample methodology included targeting high-census classes during the MSU spring semester. The 11:00 AM Tuesday classes were determined as the sample for the administration of the SSI. Each faculty member for the identified classes was given a packet with surveys and detailed instructions enclosed. Initial surveys were sent to 1,713 MSU students via intercampus mail in March 2008; 663 responses were received by the closing date resulting in a 39 percent response rate.

STUDENT DEMOGRAPHICS:

A majority of students surveyed were female (410; 64%); between the ages of 19-24 (482; 75.4%) and indicated Caucasian/ White as their ethnicity (569; 89%). A vast majority of students were full-time students (606; 94.8%) and attended school primarily during the daytime (631; 99.5%). The class level status was evenly distributed with 162 (25.3%) student respondents who were freshman and sophomores, 161 (25.1%) were juniors and 132 (20.6%) indicated themselves as senior class level. With respect to self declared GPA, most students surveyed held between 2.5 – 3.5 (61%) GPA. Of the students surveyed 64.2% (408) indicated that MSU was their first choice of colleges to attend. Students surveyed also indicated that the MSU Web site provided useful information, which assisted them in their decision to attend MSU (456; 85.7%).

INSTITUTIONAL SUMMARY:

The Strategic Planning Overview Comparison Report of MSU versus North Dakota four-year colleges indicated, MSU as having a number of strengths. The data provided is given in average means (\bar{x}), based on a seven-point scale, with “1” being “Not Important/ Satisfied at all” and “7” being “Very Important/ Satisfied”. With respect to academic advising students, most responded that their academic advisor was knowledgeable about requirements in their major ($\bar{x} = 6.53$) and was approachable ($\bar{x} = 6.44$) (See Table Below). When students were asked general questions regarding MSU as a whole, most students surveyed indicated that they were satisfied ($\bar{x} = 5.17$) and indicated that it was important ($\bar{x} = 6.17$) that the MSU campus was well maintained. Similarly, students indicated their experience on MSU campus as enjoyable (Important, $\bar{x} = 6.23$; Satisfied, $\bar{x} = 5.38$) and thought they were to experience intellectual growth throughout their time at MSU (important, $\bar{x} = 6.26$; Satisfied, $\bar{x} = 5.54$).

OFFICE OF ACADEMIC & INSTITUTIONAL PROJECTS

The Office of Academic & Institutional Projects (AIP) serves as a resource to MSU by evaluating and disseminating a wide range of data and conducting institutional research to support and foster efficient campus planning and administration. The use of this information will help improve the quality of education at MSU.

AIP has the responsibility for coordinating and integrating data and planning analytical support for the Office of the Vice President of Academic Affairs and the university as a whole.

AIP develops and maintains a campus data warehouse that serves as the source of official MSU data. It is responsible for developing systems to ensure that campus analytical and planning data requirements are met, as well as providing the necessary information to support executive level decision-making.

Institutional data such as the annual Factbook and College Portrait data derived from the Voluntary System of Accountability (VSA) is available on the AIP Web site.

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HAPPY NEW YEAR


STRENGTHS OF MSU	Important	Satisfaction
This institution has a good reputation with the community	6.11	5.69
There is a commitment to academic excellence on this campus	6.15	5.35
On the whole, the MSU campus is well maintained	6.17	5.76
Students are made to feel welcome on this campus	6.14	5.35
It is an enjoyable experience to be a student on this campus	6.23	5.38
I am able to experience intellectual growth here	6.26	5.54
The campus staff are caring and helpful	6.24	5.36
Library resources and services are adequate	6.07	5.61
There is a good variety of courses provided on this campus	6.36	5.39
The content of the courses within my major are valuable	6.48	5.46
My academic advisor is knowledgeable about requirements in my major	6.53	5.68
My academic advisor is approachable	6.44	5.65
My academic advisor is concerned about my success as an individual	6.20	5.35
Faculty are usually available after class and during office hours	6.27	5.43

Noel Levitz also identified several challenges present at MSU based on student responses. A comparison was made between MSU and other North Dakota four-year institutions based on a seven-point scale. When students were asked whether adequate services were available to help them decide on a career, on average students found the availability important ($\bar{x} = 5.98$), however the satisfaction with this aspect was $\bar{x} = 4.96$. Another topic indicated as important to students was parking safety ($\bar{x} = 6.14$). When asked whether parking lots were well-lighted and secure the average mean student satisfaction was $\bar{x} = 4.54$. Similarly, with respect to the amount of student parking on campus, most students indicated importance ($\bar{x} = 6.25$); however, the satisfaction average was $\bar{x} = 3.25$. Amount of parking space satisfaction was the lowest average mean reported.

CHALLENGES FACING MSU	Important	Satisfaction
The quality of instruction I receive in most of my classes is excellent	6.36	5.33
Tuition paid is a worthwhile investment	6.30	4.97
Adequate financial aid is available for most students	6.25	4.78
The amount of student parking space on campus is adequate	6.25	3.25
Faculty provide timely feedback about student progress in a course	6.17	4.83
Parking lots are well-lighted and secure.	6.14	4.54
Faculty take into consideration student differences as they teach a course	6.03	4.80
There are adequate services to help me decide upon a career	5.98	4.96
Financial aid counselors are helpful	5.94	4.88

Nine benchmarks were identified with lower satisfaction compared to the North Dakota four-year composite.

- The campus is safe and secure for all students ($\bar{x} = 5.40$)
- Faculty are usually available after class and during office hours ($\bar{x} = 5.43$)
- The amount of student parking space on campus is adequate ($\bar{x} = 3.25$)
- Faculty provide timely feedback about student progress in a course ($\bar{x} = 4.83$)
- Parking lots are well-lighted and secure ($\bar{x} = 4.54$)
- Class change (drop/ add) policies are reasonable ($\bar{x} = 5.29$)
- Security staff respond quickly in emergencies ($\bar{x} = 4.68$)
- Faculty take into consideration student differences as they teach a course ($\bar{x} = 4.80$)
- There are adequate services to help me decide upon a career ($\bar{x} = 4.96$)

Upon analysis of the year to year report, students surveyed in 2008 were more satisfied ($\bar{x} = 3.25$) with the amount of parking space on campus than those surveyed in 2006 ($\bar{x} = 2.85$). An increase was also evident among 2008 student respondents with regards to residence hall staff and their concerns about students (2008; $\bar{x} = 4.69$) (2006; $\bar{x} = 4.34$). Students indicated an increased satisfaction regarding ability to register for classes needed with few conflicts ($\bar{x} = 5.15$) and with the statement that the student center is a comfortable place for students to spend their leisure.

Upcoming Projects:

National Survey of Student Engagement - January
Faculty Survey of Student Engagement - March

Check the AIP website www.minotstate.edu/instplan

2008 - 2009 Common Data Set

2008 - 2009 Factbook - Coming Soon

"Research is to see what everybody else has seen, and to think what nobody else has thought."

Albert Szent-Gyorgyi - 1937 Nobel Prize for Medicine

THE PRIORITIES SURVEY FOR ONLINE LEARNERS

The Priorities Survey for Online Learners (PSOL) was also conducted during the same time period to gather data from online-*only* students; 637 online-only students were identified and invited to participate. By close of the survey administration 94 students had completed the survey. A response rate of 15 percent was yielded.

STUDENT DEMOGRAPHICS:

A majority of the students surveyed were female (77.42%) and between the ages of 25 to 44 (68.82%). A vast majority (83.87%) of students surveyed indicated Caucasian/ White as their race/ ethnicity. The students' current class load was nearly dichotomous with 53% full-time and 46% part-time. The majority of students were employed full-time (65.59%), married with children (45.65%) and had intentions of completing an online degree program (59.14%) and obtaining a bachelor's Degree (67.74%).

INSTITUTIONAL SUMMARY:

The strategic planning overview provided strengths and challenges facing MSU from the perspective of the online learner. The data provided is given in average means (\bar{x}) based on a seven point scale, with (1) being "Not Important/ Satisfied at all" and (7) being "Very Important/ Satisfied." Registration for online courses ($\bar{x} = 6.67$ and $\bar{x} = 6.22$) and the billing/ payment procedures ($\bar{x} = 6.55$ and $\bar{x} = 6.18$) were highly important to the students surveyed as well as important.

STRENGTHS OF MSU	Important	Satisfied
Registration for online courses is convenient	6.67	6.22
Faculty are responsive to students needs	6.65	5.81
Billing and payment procedures are convenient for me	6.55	6.18
Instructional materials are appropriate for program content.	6.51	5.78

Similar, to the analysis of the SSI, the PSOL data reports identified challenges present at MSU based upon student responses. When students were asked whether the quality of online instruction was excellent, students indicated a high importance ($\bar{x} = 6.67$), however, poor satisfaction ($\bar{x} = 5.64$). Students were least satisfied with assessment and evaluation procedures being clear and reasonable ($\bar{x} = 5.53$) and found this to be very important ($\bar{x} = 6.52$).

CHALLENGES FACING MSU	Important	Satisfied
The quality of online instruction is excellent	6.67	5.64
Faculty provide timely feedback about student progress	6.56	5.71
Tuition paid is a worthwhile investment	6.54	5.63
Assessment and evaluation procedures are clear and reasonable	6.52	5.53
Program requirements are clear and reasonable	6.52	5.65

Upon the analysis of the benchmarks indicated by Noel Levitz, the only area in which MSU Online students indicated a lower satisfaction compared to national online learners was the issue of assessment and evaluations procedures are clear and reasonable (Satisfaction; $\bar{x} = 5.53$). One benchmark in which MSU online learners indicated a higher importance compared to national online learners was the statement, my program advisor is accessible by telephone and e-mail (Satisfaction, $\bar{x} = 5.71$).