



**Student Satisfactory Inventory
Priorities Survey for Online Learners
2007-08**

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Executive Summary

- The majority of students surveyed were female (410; 63.9%), between the ages of 19-24(482; 75.4%), and Caucasian/White (569; 89.0%)
- The majority (493; 77.1%) of students were from in state, with 55 (8.6%) from out-of-state, and 91 (14.2%) considered international.
- The student class level status was evenly distributed with 162 (25.3%) freshman, 162 (25.3%) sophomore, 161 (25.1%) junior, and 132 (20.6%) indicating senior class level.
- Over half (436; 68.5%) of students surveyed indicated their education goal was to achieve a bachelor's degree, 131 (20.6%) had aspirations of obtaining a master's degree.
- When students were asked questions regarding the admissions and enrollment staff, the area identified as the most important by students was having knowledgeable admission staff (\bar{x} =6.11).
- The ability to register with few conflicts was important (\bar{x} =6.48) to students, yet dissatisfaction (\bar{x} =5.15) with the process was identified.
- The offering of a mentor program had little influence on the students decision to attend MSU (Importance, \bar{x} =4.42 and Satisfaction, \bar{x} =4.24).
- The living conditions in the residence halls were of importance (\bar{x} =5.69) to students, while their satisfaction with the living conditions had an average mean of 4.33.
- Putting student activity fees to good use was important among both survey years (2006, \bar{x} =6.00 and 2008, \bar{x} =5.94), however, the students indicated being somewhat satisfied (2006, \bar{x} =4.65 and 2008, \bar{x} =4.70) on average.
- The students surveyed in 2008 indicated a higher importance with health services staff competency (\bar{x} =5.85) and individual student care (\bar{x} =5.71) than the previous survey administration.
- The lowest mean average for satisfaction was the MSU commitment to evening students (\bar{x} =4.99), satisfaction decreased from the previous administration (\bar{x} =5.02).
- The cost of tuition was of the highest importance (\bar{x} =6.18) and a factor associated to the students decision to enroll at MSU. The importance of cost increased from the previous survey year (\bar{x} =6.13).
- Among the strengths listed were the knowledge of academic advisors and that course content offered was valuable. The safety and security of the campus was also indicated as one of MSU's strengths.
- Weaknesses identified by Noel Levitz , compared to other North Dakota four-year institutions, were registration processes, valuable course content, quality of instruction, the faculty's ability to be unbiased and fair.

Minot State University
Office of Academic and Institutional Projects
Student Satisfactory Inventory Report
Spring 2008

Noel Levitz is a partner to Minot State University (MSU) that specializes in strategic planning for increased enrollment and student success. Noel Levitz has conducted surveys specific to student satisfaction perceptions since 1994. The Student Satisfactory Inventory (SSI) was developed as a tool to improve the quality of student life and learning by obtaining student perspectives specific to their educational experiences. The SSI measures student satisfaction and priorities; the data collected is used to guide strategic-action planning , strengthen student retention rates, meet accreditation requirements, identify areas of strength for institutional marketing and provide the ability to chart objectives to ultimately reach visions set forth by MSU. The SSI is mandated as a North Dakota University System (NDUS) accountability measure, MSU has participated in the past four administrations (2002, 2004, 2006 and 2008).

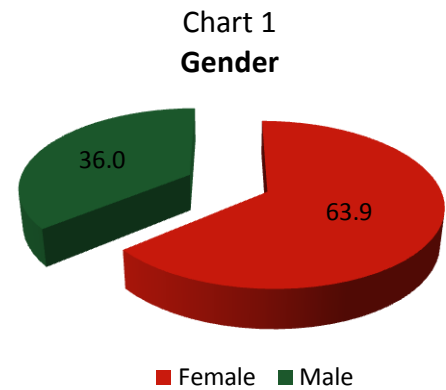
Sample and Methodology

The SSI was designed to gather the student's satisfaction and level of importance to a wide array of expectation statements. With each expectations statement the student was asked to indicate the level of importance on a seven-point scale with "1"=*not important at all* and "7" = *very important*. A complete list of classes offered in spring 2008 was gathered from the MSU registrar's office and high-census classes were selected from the list. The 11 am Tuesday classes were selected to have the highest census, a total of 1,713 students were identified. The instructor for each class received an electronic notification of the survey administration requesting their participation, along with the established time, data and necessary instructions for administration. Mid-March 2008, each faculty member previously notified received a packet which included surveys equal to the number of students enrolled, instructions and a return envelope addressed to the Office of Academic and Institutional

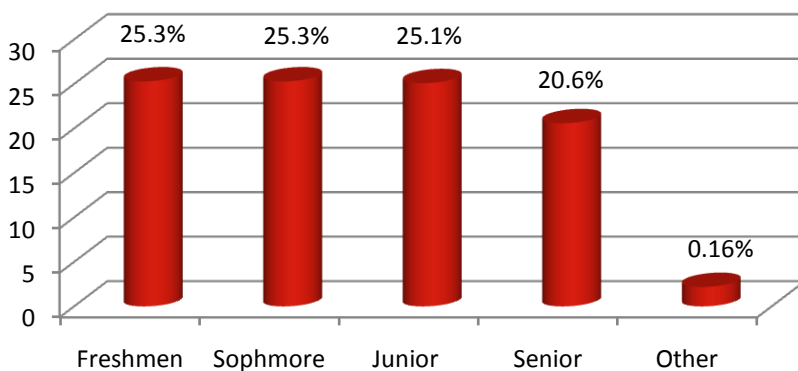
Projects (AIP). By the closing date End-March, 663 surveys were returned, yielding a response rate of 39 percent.

Student Demographics

A majority of students surveyed were female (410, 63.9%), between the ages of 19-24(482, 75.4%), and Caucasian/White (569, 89.0%) (See chart 1). With respect to residence classification, a majority (493; 77.1%) of students were from in state, with 55 (8.6%) from out of state, and 91 (14.2%) considered international. The primary enrollment status indicated by students was day (631, 99.5%) and full time (606, 94.84%). The student class- level status was evenly distributed with 162 (25.3%) freshman, 162 (25.3%) sophomore, 161 (25.1%) junior and 132 (20.6%) indicating senior class level (See Chart 2).



**Chart 2
Class Level**



Special Student .16%, Graduate 1.25%

Over half (436, 68.5%) of the students surveyed indicated their education goal was to achieve a bachelor’s degree, 131 (20.6%) had aspirations of obtaining a master’s degree. When students were asked preference with regards to colleges, 408 (64.5%) of the

students surveyed indicated that MSU was their first choice. Nearly half (297, 46.7%) of students worked part-time while enrolled at MSU, 99 (15.59%) had fulltime employment. The self reported GPA indicated that 560 (87.5%) had a GPA of 2.5 or greater. With respect to residence, 140 (21.9%) lived on campus in a residence hall, while 262 (41.7%) indicated renting a room or apartment off campus.

Students were then given expectation statements by service. The AIP grouped similar services provided into categories that matched various office/departmental duties. *The categories identified by AIP were: admissions, registration, financial aid, advising, residence halls, student activities, health services, faculty and overall campus details.* Data compiled by Noel Levitz included an average importance score and an average satisfaction score. In addition, a performance gap was calculated by subtracting the satisfaction score from the importance score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction. The smaller the performance gap, the better the institution is doing at meeting expectations. The following tables depict the specific categorical data by average mean and performance gap.

Admissions and Enrollment

When students were asked questions regarding admissions and enrollment staff, the area identified as the most important by students was having knowledgeable admission staff (\bar{x} =6.11) . Students responded with an average mean of 6.11 of importance based on a seven point scale. With respect to satisfaction, student respondents reported an average mean of 5.10, this statement yielded the largest gap between importance and satisfaction among all admission/enrollment questions (See Table 1).

Table 1

| Admissions and Enrollment Services | 2008 | Importance | Satisfaction | Gap |
|--|------|------------|--------------|------|
| 4. Admission staff are knowledgeable | | 6.11 | 5.10 | 1.01 |
| 43. Admissions counselors respond to prospective students needs and requests | | 5.65 | 4.83 | .82 |
| 48. Admissions counselors accurately portray the campus in their recruiting practices | | 5.71 | 5.05 | .66 |
| 77. Publications from MSU's enrollment services area influenced my decision to attend MSU | | 5.02 | 4.67 | .35 |
| 78. Phone calls from/to MSU's enrollment services area influenced my decision to attend MSU | | 4.66 | 4.19 | .47 |
| 79. E-mail from MSU's enrollment services influenced my decision to attend MSU | | 4.68 | 4.24 | .44 |
| 81. Information received at a college fair influenced my decision to attend MSU | | 5.01 | 4.70 | .31 |
| 82. Information received during a high school visit by MSU recruiters influenced my decision to attend MSU | | 5.23 | 4.76 | .47 |

Registration and Orientation

The ability to register with few conflicts was important (\bar{x} =6.48) to students, yet dissatisfaction (\bar{x} =5.15) with the process was identified. Registering for classes without conflict held the largest gap (\bar{x} =1.33) between importance and satisfaction for the students surveyed (See Table 2). Another area in which students indicated importance was having helpful personnel involved with registration (\bar{x} =6.11). A gap (\bar{x} =.83) was identified between the importance of helpful staff during registration and satisfaction of the process.

Table 2

| Registration and Orientation | 2008 | Importance | Satisfaction | Gap |
|---|------|------------|--------------|------|
| 27. The personnel involved in registration are helpful | | 6.11 | 5.28 | .83 |
| 34. I am able to register for classes I need with few conflicts | | 6.48 | 5.15 | 1.33 |
| 50. Class change (drop/add) policies are reasonable | | 6.06 | 5.29 | .77 |
| 64. New Student -Orientation services help students adjust to college | | 5.77 | 5.09 | .68 |

Financial Aid

Variance among survey years was evident with respect to financial aid data. During the 2006 survey administration, students indicated an importance (\bar{x} =6.28) that adequate financial aid was available for most students, the average mean of satisfaction decreased slightly to \bar{x} =6.25 in 2008. A slight increase in satisfaction was evident from 2006 (\bar{x} =4.74) to 2008 with respect to the availability to adequate financial aid (\bar{x} =4.78) (See Table 3).

Table 3

| Financial Aid | 2008 | | | 2006 | | | Mean Diff |
|--|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 5. Financial aid counselors are helpful | 5.94 | 4.88 | 1.06 | 6.05 | 4.87 | 1.18 | .01 |
| 12. financial aid awards are announced to students in time to be helpful in college planning | 6.04 | 4.90 | 1.14 | 6.16 | 4.94 | 1.22 | -.04 |
| 17. Adequate financial aid is available for most students | 6.25 | 4.78 | 1.47 | 6.28 | 4.74 | 1.54 | .04 |
| 75. My scholarship/award package influenced my decision to attend MSU | 5.54 | 4.86 | .68 | -- | -- | -- | -- |

**SSI- 2008 MSU- Year to Year Report
Institutional Summary**

Academic Advising

Academic Advising was also analyzed; the largest gap (YR 2008, \bar{x} =1.01) between importance and satisfaction was evident in student’s responses to the expectation statement that their academic advisors helped them set goals to work towards (importance, \bar{x} =6.01 and Satisfaction, \bar{x} =5.00). Interestingly, the offering of a mentor program had little influence on the students’ decision to attend MSU (Importance, \bar{x} =4.42 and Satisfaction, \bar{x} =4.24) (See Table 4).

Table 4

| Academic Advising | 2008 | | | 2006 | | | Mean Diff |
|---|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 6. My academic advisor is approachable | 6.44 | 5.65 | .79 | 6.44 | 5.50 | .94 | .15 |
| 14. My academic advisor is concerned about my success as an individual | 6.20 | 5.35 | .85 | 6.21 | 5.21 | 1.00 | .14 |
| 19. My academic advisor helps me set goals to work toward | 6.01 | 5.00 | 1.01 | 6.00 | 4.78 | 1.22 | .22 |
| 33. My academic advisor is knowledgeable about requirements in my major | 6.53 | 5.68 | .85 | 6.55 | 5.52 | 1.03 | .16 |
| 83. The offering of a Mentor Program influenced my decision to attend MSU | 4.42 | 4.24 | .18 | -- | -- | -- | -- |

**SSI- 2008 MSU- Year to Year Report
Institutional Summary**

Residence Halls

The living conditions in the residence halls were of importance (\bar{x} =5.69) to students surveyed, while their satisfaction with the living conditions had an average mean of \bar{x} =4.33. The gap between importance and satisfaction was 1.36 for the 2008 survey year. An increase in the importance of living conditions was evident (\bar{x} =5.45) with respect to importance in the 2006 survey administration. An increase in importance was also evident from the 2006 to 2008 survey year, when students indicated the importance of residence hall regulations. (2006, \bar{x} =5.31 and 2008, \bar{x} =5.41)(See Table 5).

Table 5

| Residence Halls | 2008 | | | 2006 | | | Mean Diff |
|--|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air) | 5.69 | 4.33 | 1.36 | 5.45 | 4.14 | 1.31 | .19 |
| 30. Residence hall staff are concerned about me as an individual | 5.18 | 4.69 | .49 | 5.10 | 4.34 | .76 | .35 |
| 40. Residence hall regulations are reasonable | 5.41 | 4.15 | 1.26 | 5.31 | 4.07 | 1.24 | .08 |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

Student Activities

Each student enrolled is currently required to pay student activity fees as part of their tuition at MSU, putting student activity fees to good use was important to students among both survey years (2006, \bar{x} =6.00 and 2008, \bar{x} =5.94). On average, the students surveyed indicated some dissatisfaction (2006, \bar{x} =4.65 and 2008, \bar{x} =4.70). An increase in satisfaction of the variety of intramural activities offered was evident from the 2006 to 2008 survey years, the 2006 students indicated an average mean \bar{x} =5.02 of satisfaction, and the 2008 students indicated an average mean \bar{x} =5.12 (See Table 6).

Table 6

| Campus Activities | 2008 | | | 2006 | | | Mean Diff |
|--|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 9. A variety of intramural activities are offered | 4.97 | 5.12 | -.15 | 4.97 | 5.02 | -.05 | .10 |
| 42. There are a sufficient number of weekend activities for students | 5.11 | 4.12 | .99 | 5.28 | 4.05 | 1.23 | .07 |
| 46. I can easily get involved in campus organizations | 5.54 | 5.17 | .37 | 5.64 | 5.04 | .60 | .13 |
| 52. The student center is a comfortable place for students to spend their leisure time | 5.87 | 5.80 | .07 | 5.56 | 4.97 | .59 | .83 |
| 73. Student activities fees are put to good use | 5.94 | 4.70 | 1.24 | 6.00 | 4.65 | 1.35 | .05 |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

Health Services

A slight increase was evident with respect to health services staff from the 2006 to 2008 survey administration. The students surveyed in 2008 indicated a higher importance with health services staff competency (\bar{x} =5.85) and individual students care (\bar{x} =5.71) than the previous survey administration.

Satisfaction increases among the health services and counseling services were also evident from the 2006 to 2008 (See Table 7).

Table 7

| Health Services | 2008 | | | 2006 | | | Mean Diff |
|---|------------|--------------|-----|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 15. The staff in the health services area are competent | 5.85 | 5.25 | .60 | 5.78 | 5.23 | .55 | .02 |
| 22. Counseling staff care about students as individuals | 5.71 | 4.84 | .87 | 5.67 | 4.66 | 1.01 | .18 |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

Faculty

Numerous questions were asked regarding student perceptions of faculty. Noel Levitz provided a brief report in the Strategic Planning Overview. Three specific faculty-expectation statements were indicated by Noel Levitz as strengths for MSU. Students indicated an importance that the instruction within their major be excellent (\bar{x} =6.47). The participating students in 2008 indicated satisfaction with

the level of instruction within their major of study (\bar{x} =5.52), students satisfaction increased from 2006 (\bar{x} =5.44) to 2008. Another area identified by Noel Levitz as a strength with regard to faculty was the statement that nearly all faculty are knowledgeable in their field; this statement was important (\bar{x} =6.41), and students indicated satisfaction (\bar{x} =5.67) in the 2008 survey. The availability to reach faculty after class and during office hours was another strength indicated by Noel Levitz; specifically, students indicated importance (\bar{x} =6.27) and satisfaction (\bar{x} =5.43) in 2008. In the 2006 survey administration, students indicated a higher importance (\bar{x} =6.38) and a lower satisfaction (\bar{x} =5.40) (See Table 8).

Table 8

| Student Perceptions on Faculty | 2008 | | | 2006 | | | Mean Diff |
|--|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 3. Faculty care about me as an individual | 6.02 | 5.15 | .87 | 6.04 | 5.07 | .97 | .08 |
| 16. The instruction in my field is excellent | 6.47 | 5.52 | .95 | 6.49 | 5.44 | 1.05 | .08 |
| 25. Faculty are fair and unbiased in their treatment of individual students | 6.32 | 5.01 | 1.31 | 6.39 | 4.98 | 1.41 | .03 |
| 34. The assessment and course placement procedures are reasonable | 5.99 | 5.18 | .81 | 5.98 | 5.11 | .87 | .07 |
| 47. Faculty provide timely feedback about student progress in course | 6.17 | 4.83 | 1.34 | 6.19 | 4.80 | 1.39 | .03 |
| 53. Faculty take into consideration student differences as they teach a course | 6.03 | 4.80 | 1.23 | 6.04 | 4.73 | 1.31 | .07 |
| 55. Major requirements are clear and reasonable | 6.30 | 5.35 | .95 | 6.43 | 5.24 | 1.19 | .11 |
| 58. The quality of instruction I receive in most of my classes is excellent | 6.36 | 5.33 | 1.03 | 6.47 | 5.29 | 1.18 | .04 |
| 61. Adjunct faculty are competent as classroom instructors | 5.91 | 5.21 | .70 | 5.94 | 5.13 | .81 | .08 |
| 65. Faculty are usually available after class and during office hours | 6.27 | 5.43 | .84 | 6.38 | 5.40 | .98 | .03 |
| 68. Nearly all of the faculty are knowledgeable in their field | 6.41 | 5.67 | .74 | 6.51 | 5.71 | .80 | -.04 |
| 70. Graduate teaching assistants are competent as classroom instructors | 5.75 | 5.02 | .73 | 5.90 | 4.93 | .97 | .09 |
| 80. Visiting with faculty influenced my decision to attend MSU | 5.33 | 4.98 | .35 | -- | -- | -- | -- |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

MSU Campus Data

MSU's commitment to their students is also important. The SSI included expectation statements asking their level of satisfaction of commitment towards categories of students. The lowest mean average for satisfaction was the MSU commitment to evening students (\bar{x} =4.99), satisfaction decreased from the previous administration in 2006 (\bar{x} =5.02). Another category showing a decrease in satisfaction from the 2006 survey year was, part-time student commitment (\bar{x} =5.16); in 2006 the average mean commitment to part-time students was \bar{x} =5.17 (see Table 9).

Table 9

| Institutional Commitment | 2008 | 2006 | Diff |
|----------------------------------|--------------|--------------|------|
| | Satisfaction | Satisfaction | |
| 84. Part-time students | 5.16 | 5.17 | -.01 |
| 85. Evening students | 4.99 | 5.02 | -.03 |
| 86. Older, returning learners | 5.25 | 5.24 | .01 |
| 87. Underrepresented populations | 5.19 | 4.99 | .20 |
| 88. Commuters | 5.05 | 4.95 | .10 |
| 89. Students with disabilities | 5.24 | 5.19 | .05 |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

To identify the factors associated in a student's decision to enroll, the SSI provided participating students with various expectation statements. The cost of tuition was one factor with the highest importance (\bar{x} =6.18), and a factor associated to the students decision to enroll at MSU. The importance of cost increased from the previous survey year (\bar{x} =6.13). Financial aid was also of importance (\bar{x} =5.64) to students in 2008; this too was an increase from the 2006 survey year (\bar{x} =5.62). The least important factor associated to the students' decision to enroll at MSU was the opportunity to play sports (\bar{x} =3.36). Recommendations from family/friends as a factor in the decision to enroll at MSU had the largest increase of importance (\bar{x} =.44) from 2006 to 2008 (See Table 10).

Table 10

| Factors Associated to Decision to Enroll at MSU | 2008 | 2006 |
|--|------------|------------|
| | Importance | Importance |
| 90. Cost | 6.18 | 6.13 |
| 91. Financial aid as factor in decision to enroll | 5.64 | 5.62 |
| 92. Academic reputation as a factor in decision to enroll | 5.38 | 5.30 |
| 93. Size of institution as factor in decision to enroll | 5.11 | 4.94 |
| 94. Opportunity to play sports as factor in decision to enroll | 3.36 | 3.28 |
| 95. Recommendations from family/friends as factor in decision to enroll | 4.68 | 4.24 |
| 96. Geographic setting as factor in decision to enroll | 5.27 | 5.14 |
| 97. Campus appearance as factor in decision to enroll | 4.91 | 4.69 |
| 98. Personalized attention prior to enrollment as factor to decision to enroll | 4.78 | 4.54 |

**SSI- 2008 MSU- Year to Year Report
Institutional Summary**

General statements with respect to the MSU campus were evaluated based on students' importance and satisfaction rankings. The expectation statement with the largest mean difference was "I seldom get the 'run-around' when seeking information" ($\mu = .28$). In the 2006 and 2008 survey years, this statement was important ($\bar{x} = 6.09$ and $\bar{x} = 6.11$) to students surveyed. The satisfaction was ranked low, with students in 2006 averaging $\bar{x} = 4.40$, and those in 2008 with an average mean of $\bar{x} = 4.68$ (See Table 11). The students surveyed in the 2008 administration indicated importance ($\bar{x} = 6.30$) that tuition paid is a worthwhile investment; the average mean for satisfaction was ($\bar{x} = 4.97$) (See Table 11). Some dissatisfaction was evident among the 2008 students surveyed with respect to generally knowing what is happening on campus ($\bar{x} = 4.77$). Satisfaction with the maintenance of the MSU campus was indicated by students surveyed (2008; $\bar{x} = 5.76$) (See Table 11).

Table 11

| MSU Campus | 2008 | | | 2006 | | | Mean Diff |
|---|------------|--------------|------|------------|--------------|------|-----------|
| | Importance | Satisfaction | Gap | Importance | Satisfaction | Gap | |
| 1. Most students feel a sense of belonging here | 5.65 | 5.17 | .48 | 5.59 | 5.01 | .58 | .16 |
| 29. It is an enjoyable experience to be a student on this campus | 6.23 | 5.38 | .85 | 6.21 | 5.24 | .97 | .14 |
| 37. I feel a sense of pride about my campus | 5.57 | 5.02 | .55 | 5.54 | 4.91 | .63 | .11 |
| 39. I am able to experience intellectual growth here | 6.26 | 5.54 | .72 | 6.25 | 5.43 | .82 | .11 |
| 41. There is a commitment to academic excellence on this campus | 6.15 | 5.35 | .80 | 6.16 | 5.18 | .98 | .17 |
| 45. Students are made to feel welcome on this campus | 6.14 | 5.35 | .79 | 6.13 | 5.23 | .90 | .12 |
| 51. This institution has a good reputation within the community | 6.11 | 5.69 | .42 | 6.00 | 5.58 | .42 | .11 |
| 57. I seldom get the “run-around” when seeking information on this campus | 6.09 | 4.68 | 1.41 | 6.11 | 4.40 | 1.71 | .28 |
| 59. This institution shows concern for students as individuals | 6.16 | 5.16 | 1.00 | 6.11 | 4.92 | 1.19 | .24 |
| 60. I generally know what’s happening on campus | 5.70 | 4.77 | .93 | 5.53 | 4.64 | .89 | .13 |
| 62. There is a strong commitment to racial harmony on this campus | 5.87 | 5.36 | .51 | 5.85 | 5.20 | .65 | .16 |
| 66. Tuition paid is a worthwhile investment | 6.30 | 4.97 | 1.33 | 6.40 | 4.93 | 1.47 | .04 |
| 67. Freedom of expression is protected on campus | 6.00 | 5.22 | .78 | 5.93 | 5.10 | .83 | .12 |
| 72. On the whole, the campus is well maintained | 6.17 | 5.76 | .41 | 6.19 | 5.72 | .47 | .04 |
| 76. The campus visit provided me with useful information to assist in my decision to attend MSU | 5.62 | 5.23 | .39 | -- | -- | -- | -- |

SSI- 2008 MSU- Year to Year Report
Institutional Summary

Strengths and Weaknesses of MSU

The Strategic Planning Overview provided by Noel Levitz offered a list of 20 strengths and weaknesses compared to other North Dakota four-year institutions. Among the strengths listed were the knowledge of academic advisors and course content offered was valuable. The safety and security of the campus was also indicated as one of MSU’s strengths (See Table 12). Weaknesses, compared to other North Dakota four-year institutions, were registration processes, valuable course content, quality of instruction, and the faculties ability to be unbiased and fair (See Table 13).

Table 12

| STRENGTHS |
|---|
| 33. My academic advisor is knowledgeable about requirements in my major |
| 8. The content of the courses within my major is valuable |
| 16. The instruction in my major field is excellent |
| 6. My academic advisor is approachable |
| 68. Nearly all of the faculty are knowledgeable in their field |
| 7. The campus is safe and secure for all students |
| 69. There is a good variety of course provided on this campus |
| 55. Major requirements are clear and reasonable |
| 65. Faculty are usually available after class and during office hours |
| 39. I am able to experience intellectual growth here |
| 2. The campus staff are caring and helpful |
| 26. Computer labs are adequate and accessible |
| 29. It is an enjoyable experience to be a student on this campus |
| 14. My academic advisor is concerned about my success as an individual |
| 72. On the whole, the campus is well maintained |
| 41. There is a commitment to academic excellence on this campus |
| 45. Students are made to feel welcome on this campus |
| 51. This institution has a good reputation within the community |
| 18. Library resources and services are adequate |
| 54. Bookstore staff are helpful |

Strategic Planning Overview

Table 13

| WEAKNESSES |
|--|
| 34. I am able to register for classes I need with few conflicts |
| 8. The content of the courses within my major is valuable |
| 58. The quality of instruction I receive in most of my classes is excellent |
| 25. Faculty are fair and unbiased in their treatment of individual students |
| 66. Tuition paid is worthwhile investment |
| 17. Adequate financial aid is available for most students |
| 21. The amount of student parking space on campus is adequate |
| 47. Faculty provide timely feedback about student progress in a course |
| 28. Parking lots are well lighted and secure |
| 57. I seldom get the "run-around" when seeking information on this campus |
| 12. Financial aid awards are announced to students in time to be helpful in college planning |
| 36. Security staff respond quickly in emergencies |
| 53. Faculty take into consideration student differences as they teach a course |
| 49. There are adequate services to help me decide upon a career |
| 11. Billing policies are reasonable |
| 5. Financial aid counselors are helpful |
| 73. Student activities fees are put to good use |

Strategic Planning Overview

Comparison to North Dakota Four Year Institutions

Specifically, when analyzing the data in comparison to the other North Dakota four-year institutions, a number of areas specific to MSU averaged lower satisfaction. The issue of campus safety and security ranked lower for MSU than other North Dakota institutions. The student satisfaction with availability of faculty after class and during office hours was averaged lower. The amount of student parking was ranked lower by MSU students than the average among the North Dakota four-year institutions, and interestingly also was on average of higher importance to MSU students than other North Dakota students.

Priorities Survey for Online Learners

Sample and Methodology

The Priorities Survey for Online Learners (PSOL) was also conducted during the same time period to gather data from online-only students to measure student satisfaction and priorities. The sample population for the PSOL survey was obtained from MSU's Center for Extended Learning (CEL). CEL identified 637 online-only students for spring 2008. All 637 students were invited to participate in the online survey, 94 students completed the survey, yielding a response rate of 15 percent.

Student Demographics

A majority of students surveyed were female (77.4%) and between the ages of 25 to 44 (68.8%). A vast majority (83.8%) of student surveyed indicated Caucasian/White as their race/ethnicity. The students' current class load was dispersed evenly with 53 percent full-time and 46 percent part-time. The majority of students were employed full-time (65.5%), married with children (45.5%) and had intentions of completing an online degree program (59.1%) and obtaining a bachelor's degree (67.7%).

Institutional Summary

The strategic planning overview provided strengths and challenges facing MSU from the perspectives of the online learner. The data provided is given in average means (\bar{x}) based on a seven point scale, with "1"=*not important at all* and "7" = *very important*. 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 student surveyed as well as important.

Similar to the analysis of the SSI, the PSOL data reports identified challenges present for online learners at MSU; this is based on 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 the clarity of assessment and evaluation procedures (\bar{x} =5.53); the students found this to be highly important (\bar{x} =6.52).

Table 14

| 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 |

Upon 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 statement, “my program advisor is accessible by telephone and e-mail (\bar{x} =5.71).

Table 15

| 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 |