

STUDENT AND EMPLOYER SATISFACTION SURVEYS **FOR THE UNIVERSITY CONTRACT STUDY**

Q: Should the university contract include performance measures or a statement regarding student and employer satisfaction surveys?

- CEPRI's study of multi-year contract's in other states revealed that universities were required to submit performance criteria. Some institutions were required to present student and employer satisfaction survey results.
- CEPRI began studying the extent that the five Florida universities conduct satisfaction surveys. This summary details information about SACS expectations, national satisfaction surveys, and Florida universities satisfaction surveys.

SUMMARY

- *CEPRI's study of the five Florida universities participating in the University Contract Study revealed that all five institutions are conducting student and employer satisfaction surveys and all have participated in at least one national student survey. (See attached chart)*
- *While all five institutions conduct a survey of its graduating students, the frequency varies from each semester to once every five years.*
- *Similarly, all institutions conduct an employer satisfaction survey; however, the frequency varies among institution. In addition, some institutions conduct the employer satisfaction survey at the institution OR department level.*
- *Participation in national student surveys also varies among institutions as the surveys are costly (a minimum of \$7500 per national student survey).*
- *SACS accreditation does not require colleges or universities to conduct student or employer satisfaction surveys.*
- *The Florida Education and Training Placement Information Program (FETPIP) collects information on Florida students in the K-12 system through graduate school and employment. Florida universities cannot identify their students from another university's students as this information is not collected by FETPIP. Thus, the responsibility is on each individual institution to track its students.*

NATIONAL STUDENT SURVEYS

- *Participation in national student surveys (examples listed below) allows institutions to utilize an established survey instrument and obtain national comparisons. This does not come without a cost. Fees will vary for each institution, as each university may want to collect a certain number of complete surveys. Participating institutions can expect to spend a minimum of \$7500 per survey, which would allow 3,000 students from the institution to complete the web based survey. The fee would include a limited amount of analysis including: Institutional report, a national benchmark report, and some statistical analysis. Additional survey analysis can be purchased. Institutions can add their own questions for an additional fee.*

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NSSE – National Survey of Student Engagement:

- The survey asks undergraduates about how they spend their time, what they feel they have gained from classes, their assessment of the quality of their interactions with faculty and friends, and other important activities.
- Designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college.

CSEQ – College Student Experiences Questionnaire:

- Assesses the quality of effort students expend in using the resources and opportunities provided by the institution for their learning and development.
- Quality of effort is a key dimension for understanding student satisfaction, persistence, and the effects of attending college. The more students engage in educational activities the more they benefit in meaningful ways in their learning and development.

CSXQ –College Student Expectations Questionnaire:

- Adapted from the CSEQ, the College Student Expectations Questionnaire (CSXQ) Second Edition assesses new student goals and motivations. New students hold important expectations about how and with whom they will spend their time in college.
- These expectations provide clues about how they will interact with peers and faculty members, behaviors that directly affect achievement and satisfaction with college. Institutions also have expectations for student performance.
- When paired with the CSEQ, which can be administered as a posttest measure toward the end of the school year, the institution can assess the degree to which student and institutional expectations are met.

CIRP – Cooperative Institutional Research Program:

- Designed to provide community colleges, four-year colleges, and universities a cost-effective method of collecting comparative data on their entering students for use in institutional decision-making, research, and assessment activities.

SSI – Student Satisfaction Inventory:

- Measures student satisfaction and the importance of campus issues to students. It has helped hundreds of campuses identify where they need to focus their retention efforts to improve student retention.
- Measures the satisfaction of students on a wide variety of topics.
- Ranks the importance of each item of concern, using a 12-scale system.

SACS EXPECTATIONS

- *The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) does not specifically require colleges or universities to survey students and employers for accreditation or accreditation renewal. However, institutions must evaluate expected outcomes and student success.*
- SACS is the regional body for accreditation of higher education institutions in the southern states awarding associate, baccalaureate, master's, or doctoral degrees.

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- The following are the expectations for accreditation and maintaining accreditation.
 - The Commission requests submission of the Quality Enhancement Plan at the beginning of the tenth year. Engaging the wider academic community and addressing one or more issues that contribute to institutional improvement, the plan should be focused, succinct, and limited in length.
 - The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.
 - The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates

FLORIDA EDUCATION AND TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP)

- *FETPIP's data collection is a very useful tool in assessing where Florida students in the k-12 system go. FETPIP not only follows students through high school, but also throughout their entire college experience, including graduate degrees. This information is extremely valuable to the State of Florida. However, information regarding which Florida higher education institution the respondent attended is not collected. As a result, Florida universities cannot identify their students from another university's students. Thus, the responsibility is on each individual institution to track its students.*
- Background: The acronym F.E.T.P.I.P describes the Florida Education and Training Placement Information Program, which is administered by the Florida Department of Education. This automated system collects, maintains and disseminates placement and follow-up information. Since its establishment in 1988, the scope of the program has expanded to include quarterly as well as annual information. The data collected concern the educational histories, placement and employment, military enlistments, and other measures of success of former participants in Florida's educational and workforce development programs. FETPIP's method of data collection replaces conventional survey-type techniques, and provides aggregated outcomes in an accurate, timely and cost effective manner.
- Data Use: FETPIP data provide information to answer questions of accountability. One of the benefits of having the FETPIP system is that data are collected that can help facilitate comparisons.
 - Data can provide career information for students and counselors
 - Employment and/or education outcomes of one training program can be compared to those of another.
 - Employment results can be examined in terms of the training programs that feed them.
 - Program outcomes can be compared by race, sex, age or income level.
 - Earnings can be compared across various education levels
 - The level of public assistance can be compared between graduates, dropouts and others

STAFF RECOMMENDATION: During contract negotiations, the Board of Governors should work with the institution to determine if sufficient feedback is being received from students, alumni, and employers to determine institutional quality.