Selection of Results From the 2006-2007 Surveys

Office of Institutional Research

June 27, 2007

Carmen Williams
Highlights from the following surveys:

*Cooperative Institutional Research Program (CIRP)* ..................1-2

*College Student Inventory (CSI)* ................................................3-4

*Sophomore Satisfaction Survey* ....................................................5-6

*Placement Survey* ........................................................................7-8

*Employer Satisfaction* .................................................................9-10

*Campus Quality Survey* ...............................................................11-12
Cooperative Institutional Research Program (CIRP) New Freshman Survey

* CIRP is a national study of the American Higher Education System sponsored by the American Council on Education and administered by the Higher Education Research Institute at the University of California-Los Angeles.

* Given to the new freshmen in the summer or early fall semester. UND has participated 39 of the last 42 years.

* This survey is designed to assess the demographic characteristics, past experiences, current opinions, as well as the aspirations of new incoming freshmen. Entering students indicate their reasons for coming to UND, their educational plans, and academic preparation.

The top five reasons noted as very important in the 2005 UND new freshmen deciding to go to college were

  * to be able to get a better job (78.2% UND, 72.6% National),
  * to get training for a specific career (77.3% UND, 68.7% National),
  * to be able to make more money (77.0% UND, 71.9% National),
  * to learn more about things that interest me (73.4% UND, 78.8% National),
  * to gain a general education and appreciation of ideas (56.4% UND, 66.0% National).

The top three reasons influencing student’s decision to attend this particular college were

  * this college has a very good academic reputation (63.8% UND, 60.3% National),
  * this college’s graduates get good jobs (UND 57.7%; National 51.8%),
  * this college has a good reputation for its social activities (43.0% UND, 34.6% National).

Student Self Rating

- Responses are in the “Above average” or “Highest 10%” category

![Graph showing student self rating over years]

1999 2000 2001 2002 2003 2004 2005

- Drive to achieve
- Academic ability
College Student Inventory (CSI)

* CSI is a tool of the Noel-Levitz Management System that asks students to reflect on academic, personal, and social experiences and perspectives. An individual report is produced for each student, for each student’s advisor, and an overall institutional report.

* Given to the new freshmen in the summer at Getting Started. UND has administered this instrument since 2002.

* The CSI information helps students reflect on how to maximize their college experience, and helps academic advisors identify students with particular concerns. The CSI also permits UND to assess incoming freshmen preparedness, motivations, as well as other factors.
### Overall Summary Observations

Based on the students’ responses, Noel-Levitz calculates various scales:

#### Recommendations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss job market for college graduates</td>
<td>1</td>
<td>6.33</td>
<td>1</td>
<td>6.37</td>
<td>1</td>
</tr>
<tr>
<td>Get help with exam skills</td>
<td>2</td>
<td>6.28</td>
<td>4</td>
<td>6.07</td>
<td>3</td>
</tr>
<tr>
<td>Discuss the qualifications for occupations</td>
<td>3</td>
<td>6.27</td>
<td>2</td>
<td>6.33</td>
<td>2</td>
</tr>
<tr>
<td>Get help in selecting an occupation</td>
<td>4</td>
<td>6.05</td>
<td>3</td>
<td>6.12</td>
<td>4</td>
</tr>
<tr>
<td>Get information about clubs &amp; social organizations</td>
<td>5</td>
<td>5.94</td>
<td>15</td>
<td>5.27</td>
<td>17</td>
</tr>
<tr>
<td>Get help in selecting an academic program</td>
<td>10</td>
<td>5.75</td>
<td>7</td>
<td>5.83</td>
<td>7</td>
</tr>
</tbody>
</table>
Sophomore Satisfaction Survey

* Local survey administered every two to three years to apx 500 randomly selected sophomores. Last conducted in April 2007.

* Designed to assess the demographic characteristics, college-related goals, hours per week spent working, frequency of classroom activities, importance of the instructors, satisfaction with service offices, general satisfaction items, as well as UND’s contribution to the student’s personal growth.

College-Related Goals

<table>
<thead>
<tr>
<th>Indicate your college-related goals</th>
<th>1999</th>
<th>2002</th>
<th>2005</th>
<th>2007</th>
<th>differ from 2005 to 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>To obtain a degree</td>
<td>99%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>To increase knowledge in an academic field</td>
<td>91%</td>
<td>92%</td>
<td>98%</td>
<td>100%</td>
<td>1.4%</td>
</tr>
<tr>
<td>To formula long-term career plans/goals</td>
<td>74%</td>
<td>72%</td>
<td>96%</td>
<td>94%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>To be independent, self-reliant and adaptable</td>
<td>78%</td>
<td>71%</td>
<td>95%</td>
<td>89%</td>
<td>-5.9%</td>
</tr>
<tr>
<td>To improve knowledge for job/career</td>
<td>77%</td>
<td>79%</td>
<td>94%</td>
<td>96%</td>
<td>1.9%</td>
</tr>
<tr>
<td>To meet people</td>
<td>86%</td>
<td>77%</td>
<td>90%</td>
<td>91%</td>
<td>0.9%</td>
</tr>
<tr>
<td>To prepare for a new career</td>
<td>63%</td>
<td>71%</td>
<td>90%</td>
<td>90%</td>
<td>0.3%</td>
</tr>
<tr>
<td>To enrich my life</td>
<td>69%</td>
<td>65%</td>
<td>89%</td>
<td>86%</td>
<td>-3.0%</td>
</tr>
<tr>
<td>To discover career interests</td>
<td>66%</td>
<td>61%</td>
<td>88%</td>
<td>83%</td>
<td>-5.0%</td>
</tr>
<tr>
<td>To improve my leadership skills</td>
<td>71%</td>
<td>68%</td>
<td>83%</td>
<td>86%</td>
<td>2.8%</td>
</tr>
<tr>
<td>To increase my self-confidence</td>
<td>68%</td>
<td>55%</td>
<td>82%</td>
<td>82%</td>
<td>0.2%</td>
</tr>
<tr>
<td>To increase chances for a raise/promotion</td>
<td>46%</td>
<td>52%</td>
<td>81%</td>
<td>83%</td>
<td>2.0%</td>
</tr>
<tr>
<td>To improve my ability to get along with others</td>
<td>55%</td>
<td>49%</td>
<td>76%</td>
<td>76%</td>
<td>0.3%</td>
</tr>
<tr>
<td>To become more aware of diverse cultures</td>
<td>50%</td>
<td>41%</td>
<td>72%</td>
<td>69%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>To involve in student life/campus activities</td>
<td>52%</td>
<td>38%</td>
<td>66%</td>
<td>67%</td>
<td>0.7%</td>
</tr>
<tr>
<td>To participate in cultural/social events</td>
<td>42%</td>
<td>32%</td>
<td>64%</td>
<td>66%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
Sophomore Survey

Level of Satisfaction
(Very Satisfied or Satisfied)

Overall Satisfaction with UND
(Very Satisfied or Satisfied)

Percentage of Sophomores who spent...
Graduates were asked “How closely is your current position related to the education you received at UND?”

Placement Survey

* UND survey administered every year to students who earned a bachelor’s degree two years prior.

* Assesses demographic characteristics, pursuit of additional education, current place of residence, employment information, annual salary, and other information of recent UND graduates.

* This survey is done as a service to Career Services and is also on the UND Assessment Committee’s schedule of surveys.

* A total of 697 alumni responded in 2006-07, which was an adjusted response rate of 44.2%.
Do you believe there are job opportunities for you in your area of interest in ND?
- Yes: 58%
- No: 27%
- Not Sure: 16%

If a job were available in your area of interest would you want employment in ND?
- Yes: 44%
- No: 34%
- Not Sure: 21%

<table>
<thead>
<tr>
<th>Retention in North Dakota</th>
<th>Current Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Percentage retained from HS location to Current State of Residency)</td>
<td>ND</td>
</tr>
<tr>
<td>ND</td>
<td>348</td>
</tr>
<tr>
<td>MN</td>
<td>203</td>
</tr>
<tr>
<td>Other states</td>
<td>129</td>
</tr>
<tr>
<td>Other countries</td>
<td>9</td>
</tr>
<tr>
<td>Did not report</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>697</td>
</tr>
</tbody>
</table>

### Average Annual Salary Sorted by College and Residence

<table>
<thead>
<tr>
<th>College</th>
<th>North Dakota</th>
<th>Minnesota</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S</td>
<td>$31,522</td>
<td>$32,877</td>
<td>$36,275</td>
</tr>
<tr>
<td>BPA</td>
<td>$38,857</td>
<td>$33,270</td>
<td>$32,800</td>
</tr>
<tr>
<td>EHD</td>
<td>$31,369</td>
<td>$33,187</td>
<td>$36,275</td>
</tr>
<tr>
<td>JDOSAS</td>
<td>$32,673</td>
<td>$33,270</td>
<td>$35,985</td>
</tr>
<tr>
<td>NURS</td>
<td>$43,236</td>
<td>$45,008</td>
<td>$40,845</td>
</tr>
<tr>
<td>SEM</td>
<td>$55,945</td>
<td>$54,700</td>
<td>$51,333</td>
</tr>
<tr>
<td>SMHS</td>
<td>$39,933</td>
<td>$47,825</td>
<td>$36,667</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>North Dakota</th>
<th>Minnesota</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S</td>
<td>$31,522</td>
<td>$32,877</td>
<td>$36,275</td>
</tr>
<tr>
<td>BPA</td>
<td>$38,857</td>
<td>$33,270</td>
<td>$32,800</td>
</tr>
<tr>
<td>EHD</td>
<td>$31,369</td>
<td>$33,187</td>
<td>$36,275</td>
</tr>
<tr>
<td>JDOSAS</td>
<td>$32,673</td>
<td>$33,270</td>
<td>$35,985</td>
</tr>
<tr>
<td>NURS</td>
<td>$43,236</td>
<td>$45,008</td>
<td>$40,845</td>
</tr>
<tr>
<td>SEM</td>
<td>$55,945</td>
<td>$54,700</td>
<td>$51,333</td>
</tr>
<tr>
<td>SMHS</td>
<td>$39,933</td>
<td>$47,825</td>
<td>$36,667</td>
</tr>
</tbody>
</table>
**Employer Satisfaction Survey**

* As part of its accountability reporting, NDUS partnered with Noel-Levitz to develop an Employer Satisfaction Survey. This survey was first conducted in fall 2004 and then in spring 2006. At this time, only the NDUS institutions are conducting this survey.

* Collects data on employers’ level of satisfaction with the preparation of graduates.

* Helps better understand the employment demands of our recent graduates.

* Note: Comparisons with the 2004 data are not included as there were different procedures used in the collection process.

---

**How important when you were hiring to fill this employee’s position.**

- **Specialized training or skills**
  
  - Important: 93%
  
  - Not Important: 7%

- **Degree in a specific major field**
  
  - Important: 90%
  
  - Not Important: 10%

- **Bachelor’s degree**
  
  - Important: 90%
  
  - Not Important: 10%

- **Previous work experience**
  
  - Important: 82%
  
  - Not Important: 18%

- **Specialized certification**
  
  - Important: 66%
  
  - Not Important: 34%

- **Associate degree**
  
  - Important: 31%
  
  - Not Important: 69%

- **Graduate degree**
  
  - Important: 28%
  
  - Not Important: 72%
Top 5 Satisfaction on General Skills
1. Teamwork*
2. Basic computer
3. Reading*
4. Listening to others*
5. Customer service*

Top 5 Satisfaction on Qualities Expected
1. Willingness to learn*
2. Integrity*
3. Reliability*
4. Self-discipline
5. Accepts responsibility for consequences of actions*
5. Understands & takes directions for work assignments

Top 5 Satisfaction on Knowledge & Understanding
1. Knowledge in employee field of study*
2. Understanding of job-related information*
3. Specific technical knowledge required for the job*
4. Knowledge of specific computer applications required for job*
5. Understanding of organizational context*

Top 5 Satisfaction on Specialized Skills
1. Ability to set goals & allocate time to achieve them*
2. Ability to translate theory into practice*
3. Mentoring or coaching colleagues*
4. Project management
5. Management of organizational resources*

(*was ranked in top 5 in 2004)

Overall, how Satisfied is the Employer with the Employee

| Demonstrates the qualities expected | 4.35 |
| Employer would likely hire another UND grad | 4.27 |
| Knowledge & understanding of their major field of work | 4.24 |
| General skills related to the job requirements | 4.23 |
| General knowledge & understanding outside of major field | 4.05 |
| Specialized skills related to the job requirements | 3.94 |

Note: Comparisons with the 2004 data are not included as there were different processes used in the collection of the employment information which may cause variations in responses.
**Campus Quality Survey**

* National survey sponsored by Performance Horizons, scheduled to be administered every other year.

* UND has administered it to employees in the fall of 2002, 2004, and 2006. Adjusted response rate was nearly 23% in 2006.

* Participants are asked to rate UND from two perspectives: How It Is Now and How It Should Be. The difference of these two ratings is the “gap.”

* Also serves as an accountability survey.

---

**Performance Gaps**

UND employees were asked to evaluate items in two ways: “... how it should be ...” and “... how it is now ...” Each response was given on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree).

**Performance Gap = How it should be (expectation) - How it is now (satisfaction)**

**Ten Smallest Performance Gaps (Strengths)** (*for both 2006 and 2004*)

1. This institution regularly conducts surveys to evaluate the quality of its programs and services*
2. This institution uses state and national data to compare its performance*
3. Professional development training programs are available to assist employees in improving their job performance*
4. I know what is expected of me*
5. Faculty and staff take pride in their work*
6. This institution continually evaluates and upgrades its processes for collecting data*
7. My department meets as a team to plan and coordinate work.
8. This institution believes in continuous quality improvement*
9. Students have a way to provide feedback on their level of satisfaction with school programs and services
10. Administrators have confidence and trust in me*.

**Ten Largest Performance Gaps (Challenges)** (*for both 2006 and 2004*)

1. This institution has “user-friendly” computer systems to assist employees and students
2. There are effective lines of communication between departments*
3. Employees are rewarded for outstanding job performance*
4. Employees are empowered to resolve problems quickly*
5. Employees receive special training in improving customer service*
6. This institution analyzes all relevant data before making decisions
7. Administrators recognize faculty & staff when they do a good job*
8. Administrators pay attention to what I have to say*
9. This institution analyzed complaints to determine appropriate remedial actions
10. There is a spirit of team work and cooperation in this organization

---

*A smaller gap means that the institution is perceived by employees to be better meeting expectations in that area. Items with large performance gaps indicate areas within UND where staff expectations may not be adequately met.*
Overall Performance Gap on Eight Quality Scales

Performance Gap = How it should be (expectation) - How it is now (satisfaction)

Overall Employee Satisfaction, by Year and NDUS 4-year Institution

Satisfaction by UND Employee Groups - 2006 and 2004