and the survey says...
Selection of Results From Surveys Administered at UND

Presented to the University Planning & Budget Committee

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Highlights from the following surveys:

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

*Sophomore Satisfaction Survey........................................................3-4*

*National Survey of Student Engagement (NSSE)............................5-6*

*Graduating Student Survey............................................................7-8*

*Alumni Satisfaction Survey............................................................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 38 of the last 39 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 2004 UND new freshmen deciding to go to college were

* to get training for a specific career (81.7% UND, 74.2% National),
* to be able to get a better job (76.7% UND, 73.0% National),
* to be able to make more money (74.0% UND, 71.3% National),
* to learn more about things that interest me (72.5% UND, 77.6% National),
* to gain a general education and appreciation of ideas (58.6% UND, 64.7% National).

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

* this college has a very good academic reputation (62.0% UND, 58.8% National),
* this college’s graduates get good jobs (UND 52.5%; National 49.6%),
* this college has a good reputation for its social activities (43.7% UND, 30.6% National).
Sophomore Satisfaction Survey

* Local survey administered every three years to 500 randomly selected sophomores. Last conducted in April 2005.

* 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.

2005 was the first year the survey was administered via the web. A 50% adjusted response rate was attained - similar to the 2002 paper version.

College-Related Goals

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To obtain a degree</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
<td>100%</td>
<td>0.7%</td>
</tr>
<tr>
<td>To increase knowledge in an academic field</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>98%</td>
<td>6.7%</td>
</tr>
<tr>
<td>To formula long-term career plans/goals</td>
<td>79%</td>
<td>80%</td>
<td>74%</td>
<td>72%</td>
<td>96%</td>
<td>17.3%</td>
</tr>
<tr>
<td>To be independent, self-reliant and adaptable</td>
<td>82%</td>
<td>78%</td>
<td>78%</td>
<td>71%</td>
<td>95%</td>
<td>13.0%</td>
</tr>
<tr>
<td>To improve knowledge for job/career</td>
<td>72%</td>
<td>80%</td>
<td>77%</td>
<td>79%</td>
<td>94%</td>
<td>22.0%</td>
</tr>
<tr>
<td>To meet people</td>
<td>82%</td>
<td>86%</td>
<td>86%</td>
<td>77%</td>
<td>90%</td>
<td>8.7%</td>
</tr>
<tr>
<td>To prepare for a new career</td>
<td>65%</td>
<td>70%</td>
<td>63%</td>
<td>71%</td>
<td>90%</td>
<td>25.4%</td>
</tr>
<tr>
<td>To enrich my life</td>
<td>66%</td>
<td>73%</td>
<td>69%</td>
<td>65%</td>
<td>89%</td>
<td>20.4%</td>
</tr>
<tr>
<td>To discover career interests</td>
<td>61%</td>
<td>65%</td>
<td>66%</td>
<td>61%</td>
<td>88%</td>
<td>26.8%</td>
</tr>
<tr>
<td>To improve my leadership skills</td>
<td>69%</td>
<td>75%</td>
<td>71%</td>
<td>68%</td>
<td>93%</td>
<td>13.8%</td>
</tr>
<tr>
<td>To increase my self-confidence</td>
<td>66%</td>
<td>68%</td>
<td>68%</td>
<td>55%</td>
<td>82%</td>
<td>15.4%</td>
</tr>
<tr>
<td>To increase chances for a raise/promotion</td>
<td>51%</td>
<td>50%</td>
<td>46%</td>
<td>52%</td>
<td>81%</td>
<td>30.3%</td>
</tr>
<tr>
<td>To improve my ability to get along with others</td>
<td>58%</td>
<td>61%</td>
<td>55%</td>
<td>49%</td>
<td>76%</td>
<td>17.9%</td>
</tr>
<tr>
<td>To become more aware of diverse cultures</td>
<td>41%</td>
<td>52%</td>
<td>50%</td>
<td>41%</td>
<td>72%</td>
<td>30.8%</td>
</tr>
<tr>
<td>To involve in student life/campus activities</td>
<td>45%</td>
<td>52%</td>
<td>52%</td>
<td>38%</td>
<td>66%</td>
<td>20.6%</td>
</tr>
<tr>
<td>To participate in cultural/social events</td>
<td>40%</td>
<td>47%</td>
<td>42%</td>
<td>32%</td>
<td>64%</td>
<td>23.9%</td>
</tr>
</tbody>
</table>
**National Survey of Student Engagement (NSSE)**

* National survey administered every two to three years.

* First administered in 2000 (first year available); last administered in Spring 2005.

* Focuses on assessing student engagement, of freshmen compared to seniors, in the areas of academic challenge, active and collaborative learning, student-faculty interaction, and educational experiences.

* Also serves as an accountability survey.

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**Satisfaction (2003 NSSE)**

* UND first-year students were satisfied (87% rated excellent or good) with their educational experience, and rated their experience higher than respondents at Doctorate-Intensive institutions.

* Seniors (84%) at UND were slightly less satisfied than their first-year peers but maintained a similar level of satisfaction with their Doctorate-Intensive peers.

* Over 80% of students would attend UND for undergraduate work.

* UND students rated their relationships with students above the national comparative averages, but relationships with faculty rated lower.

* Senior students at UND found relationships with administrative personnel more friendly, helpful and supportive than respondents at Doctorate-Intensive peer institutions.
Advising. UND students rated the quality of advising at UND as fair. The ratings, however, were slightly lower than those at Doctorate-Intensive peer institutions. In addition, UND students also reported that they talked with faculty members or other advisors about career plans with a similar pattern with students at peer institutions.

General education outcomes. The general academic rigor of the learning experience at UND lagged behind that at Doctorate-Intensive peer institutions. When students were asked, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the specific academic areas,” first-year students at UND rated writing, speaking, critical/analytical thinking, analyzing and synthesizing, and general education lower than the peer average while seniors rated these items near the peer average, but still lower.
Graduating Student Survey

* A (local) exit survey developed in 1991 and administered every 3-4 years. Last done in May 2004 via the web to a randomly selected sample of 500 seniors.

* Focuses on educational impact, satisfaction on several items, experiential learning, expected job opportunities and quality of UND services.

Of the 2004 respondents...
- 75% would attend UND again
- 69% would choose to graduate with the same major
- 85% are satisfied with the quality of program in major
- 84% are satisfied with overall social experience
- 84% are satisfied with the helpfulness of faculty in major
- 80% are satisfied with out-of-class availability of instructors
Graduating Student

Level of Satisfaction (Very Satisfied or Satisfied)

Overall Level of Satisfaction
(Very Satisfied or Satisfied)

Top Seven Personal Growth Areas (2004)
1. Learning on your own (61%)
2. Defining/solving problems (58%)
3. Working independently (56%)
4. Understanding written information (53%)
5. Making informed choices (53%)
6. Planning & carrying out projects (53%)
7. Writing effectively (50%)

UND Contributions to Personal Growth
(in the Gen Ed “goals”)

Percent of respondents answering “Very Much”

Overall academic experience
- 1996: 79.60%
- 1998: 84.20%
- 2001: 85.10%
- 2004: 88.00%

Overall social experience
- 1996: 71.50%
- 1998: 77.60%
- 2001: 78.50%
- 2004: 84.00%

Overall satisfaction on UND experience
- 1996: 82.00%
- 1998: 87.10%
- 2001: 86.40%
- 2004: 87.20%
**Alumni Outcomes Survey**

* National survey (ACT) administered every one-two years.

* Administered to alumni approximately two years after their graduation.

* This survey assesses alumni’s perceptions of UND’s impact on their personal and professional growth and development - general background, employment history, educational outcomes (identifying level of importance and impact of school experiences) and educational experiences.

* Also serves as an *accountability* survey.

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**Satisfaction with student services/programs while attending this school?**

- **Personal counseling services**
  - NATI 2003: 23%
  - UND 2003: 34%

- **Academic support services**
  - NATI 2003: 35%
  - UND 2003: 39%

- **Career/placement services**
  - NATI 2003: 33%
  - UND 2003: 43%

- **Financial aid**
  - NATI 2003: 34%
  - UND 2003: 44%

- **Campus computer instruction**
  - NATI 2003: 39%
  - UND 2003: 42%

- **Health/Wellness programs**
  - NATI 2003: 46%
  - UND 2003: 55%

- **Academic advising**
  - NATI 2003: 46%
  - UND 2003: 64%

- **Registration procedures**
  - NATI 2003: 70%
  - UND 2003: 79%

- **Library services**
  - NATI 2003: 87%
  - UND 2003: 88%
### Agreement with 11 statements about UND

<table>
<thead>
<tr>
<th>Statement</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus atmosphere of ethnic, political, religious understanding</td>
<td>3.57</td>
<td>3.59</td>
</tr>
<tr>
<td>Campus was free from harassment</td>
<td>3.66</td>
<td>3.79</td>
</tr>
<tr>
<td>Policies/practices provided support for victims of harassment</td>
<td>3.76</td>
<td>3.77</td>
</tr>
<tr>
<td>General Ed. courses were valuable</td>
<td>3.89</td>
<td>3.80</td>
</tr>
<tr>
<td>Administrators were responsive to student input</td>
<td>3.38</td>
<td>3.48</td>
</tr>
<tr>
<td>The financial aid was available</td>
<td>3.34</td>
<td>3.41</td>
</tr>
<tr>
<td>Encountered few course scheduling or availability problems</td>
<td>3.36</td>
<td>3.42</td>
</tr>
<tr>
<td>An intellectually stimulating atmosphere</td>
<td>3.42</td>
<td>3.54</td>
</tr>
<tr>
<td>Most faculty available to students outside of class time</td>
<td>3.43</td>
<td>3.56</td>
</tr>
<tr>
<td>A sense of personal safety and security</td>
<td>3.66</td>
<td>3.64</td>
</tr>
<tr>
<td>Academic success was encouraged and supported</td>
<td>3.89</td>
<td>3.64</td>
</tr>
</tbody>
</table>

### If you could begin again, would you attend this school?

<table>
<thead>
<tr>
<th>Year</th>
<th>UND</th>
<th>Natl</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>2004</td>
<td>87%</td>
<td>81%</td>
</tr>
</tbody>
</table>

### Overall, how would you rate this school?

<table>
<thead>
<tr>
<th>Year</th>
<th>UND</th>
<th>Natl</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>2004</td>
<td>93%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Employees were asked to evaluate items in two ways:

“This is how it is now ...” and “This is how it should be ...” Each response was given on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree). Performance gaps were determined (the how it should be rating minus the how it is now rating).

**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)

Five Highest-Rated UND Services
(* for both 2002 & 2004)
1. Student activities*
2. Health/nursing services*
3. Continuing education
4. Switchboard and phone services*
5. Library/learning resources

Five Lowest-Rated UND Services
(* for both 2002 & 2004)
1. Parking for employees*
2. Communication with other dept*
3. Bookstore services
4. Communicating with legislators or politicians*
5. Relations with other edu. Inst.*

Overall Impression of Quality (2004 & 2002)
- Excellent: 26% 18%
- Good: 52% 54%
- Average: 19% 21%
- Below Average: 3% 5%
- Inadequate: 1% 2%
- Overall Quality: 78% 72%

- Very satisfied: 29% 18%
- Satisfied: 47% 51%
- Neutral: 11% 12%
- Somewhat dissatisfied: 10% 16%
- Not satisfied at all: 2% 3%
- Overall Satisfaction: 76% 69%