**What Students Are Saying About UND**

_A selection of findings from recent surveys_

Carmen Williams                Sue Erickson
Office of Institutional Research

![Graph showing student feedback over time]

**Highlights from the following surveys**

- Cooperative Institutional Research Program (CIRP) Freshman Survey
- College Student Inventory (CSI)
- UND Environmental Assessment (Housing)
- Student Satisfaction Inventory
- National Survey of Student Engagement
- UND Placement Survey
- Alumni Satisfaction Survey

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**CIRP Freshman Survey**

- CIRP is a national study administered by the Higher Education Research Institute at the University of California-Los Angeles. UND has participated 40 of the last (approximate) 44 years.
- Given to the new freshmen in the summer Getting Started program. In 2007, 1,125 freshmen (62% of all new freshmen) took the CIRP.
- Assesses the demographic characteristics, past experiences, current opinions, as well as the aspirations of new incoming freshmen. Students indicate their reasons for coming to UND, their education plans, and academic preparation.

**College is How Many Miles From Home?**

- **500 +** 11.9%
- **5 or fewer** 10.7%
- **6 to 10** 3.1%
- **11 to 50** 6.1%
- **51 to 200** 13.0%
- **101 to 500** 55.2%

**College Residential Plans**

- Private Home / Apartment / Room 4.1%
- Greek 0.0%
- Home with Family 7.6%
- Other
  - Campus 2.5%
  - Other Family 0.0%
  - Other 0.0%
**What is your best guess as to the chances that you will:**

- Participate in student clubs/groups
- Participate in volunteer or community service work
- Join a social fraternity, sorority, or club
- Participate in study abroad program

**Self-rating of traits (self compared to peers)**

Student rated self “above average” or “highest 10%”:

- Drive to achieve
- Academic ability

- Self confidence (intellectual)
- Self confidence (social)

- Math ability
- Intellectual self-confidence
- Computer skills
- Competitiveness
- Emotional health

**Self-rating of traits (self compared to peers)**

- Rating of traits (self compared to peers)

  - Student rated self “above average” or “highest 10%

**Parental Involvement**

How involved were your parents in the:

- Decision to go to college
- Too little
- Right amount
- Too much

- Choosing college courses
- Too little
- Right amount
- Too much

<table>
<thead>
<tr>
<th>Decision to go to college</th>
<th>UND</th>
<th>Natl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too little</td>
<td>2.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Right amount</td>
<td>93.1%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Too much</td>
<td>4.1%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choosing college courses</th>
<th>UND</th>
<th>Natl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too little</td>
<td>7.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Right amount</td>
<td>87.9%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Too much</td>
<td>4.8%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>
Do you feel you will need any special tutoring or remedial work?

<table>
<thead>
<tr>
<th>Subject</th>
<th>2005 UND</th>
<th>2005 Natl</th>
<th>2007 UND</th>
<th>2007 Natl</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8.9%</td>
<td>8.4%</td>
<td>8.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22.8%</td>
<td>21.7%</td>
<td>25.9%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Science</td>
<td>11.9%</td>
<td>10.5%</td>
<td>13.8%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>11.1%</td>
<td>10.6%</td>
<td>10.6%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

Political Views

![Political Views Chart]

Activities Done During the Past Year

![Activities Done During the Past Year Chart]

Academic Engagement in High School

![Academic Engagement in High School Chart]

Contrasting College Educational Values

![Contrasting College Educational Values Chart]

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. Given to the new freshmen at Getting Started, UND has administered this instrument since 2002.
- An individual report is produced for each student and helps students reflect on how to maximize their college experience.
- A report is also produced for each student's advisor. The advisor's report produces a dropout proneness score which can be used as an early alert indicator.
An Early Alert Tool

high dropout proneness score = low retention rate

What Students Are Saying

*From the CSI Report*

- Help with exam skills (mean=6.22)
- Discuss job market for college graduates (mean=6.15)
- Discuss qualifications for occupations (mean=6.13)
- Get help in meeting new friends (mean=6.13)
- Get information about clubs & social organizations (fraternities/sororities) (mean=6.08)
- Get help in selecting an occupation (mean=5.92)
- Get help with study habits (mean=5.89)
- Get advice and tour from experienced student (mean=5.88)

Student Satisfaction Inventory

The Student Satisfaction Inventory measures the importance students place on certain factors and how well UND has met their expectations.

2006 Most Important Factors

1. The instruction in my major field is excellent
2. The content of the courses within my major is valuable
3. I am able to register for the classes I need with few conflicts
4. Nearly all of the faculty are knowledgeable in their field
5. The quality of instruction I receive in most of my classes is excellent

2006 Greatest Satisfaction

1. Computer labs are adequate and accessible
2. On the whole, the campus is well maintained
3. The student center is a comfortable place for students to spend their leisure time
4. The campus is safe and secure for all students
5. There is a good variety of courses provided on this campus
2006 Largest Gap

1. Adequate amount of student parking space on campus
2. Student activities fees are put to good use
3. Billing policies are reasonable
4. I seldom get the “run-around” when seeking information on campus
5. I am able to register for classes when I need with few conflicts

Mean Scores on 11 Composite Factors

<table>
<thead>
<tr>
<th>Composite Factor</th>
<th>SSI</th>
<th>PSOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Support Services</td>
<td>5.97</td>
<td>5.78</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.44</td>
<td>5.19</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.38</td>
<td>6.41</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.39</td>
<td>5.34</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.41</td>
<td>5.19</td>
</tr>
<tr>
<td>Campus Life</td>
<td>5.19</td>
<td>5.15</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.19</td>
<td>5.14</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.09</td>
<td>5.08</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.16</td>
<td>6.20</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.24</td>
<td>5.09</td>
</tr>
<tr>
<td>Recruitment &amp; Financial Aid</td>
<td>4.89</td>
<td>6.30</td>
</tr>
</tbody>
</table>

How Has Your College Experience Met Your Expectations?

<table>
<thead>
<tr>
<th>College Experience and Expectation</th>
<th>UND</th>
<th>SSI</th>
<th>PSOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>尚能接受 (Satisfaction: 1 to 3)</td>
<td>31.0</td>
<td>13.5%</td>
<td>17.3%</td>
</tr>
<tr>
<td>一般 (Satisfaction: 4)</td>
<td>36.7</td>
<td>12.6%</td>
<td>10.8%</td>
</tr>
<tr>
<td>满意 (Satisfaction: 5 to 7)</td>
<td>32.3</td>
<td>73.9%</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

Environmental Assessment

An internal survey, conducted every two years to assess various areas of performance for Housing and related services, including U Card, Dining, Facilities, Hall Programming and Hall Government
Environmental Assessment

Housing

- Convenience is primary reason for 2/3 (66%) of students living in residence halls
- 88% of respondents enjoy living in residence halls – a level consistent since 2004
- Increasingly, students report RAs emphasizing a sense of community within residence halls
- Nearly 90% of students state Housing Office staff treat them professionally and over 90% of them are able to answer questions

Maintenance & Custodial Staff

- Students are overwhelmingly pleased with custodial services
  - 98% state bathrooms are always or usually clean
  - 99% state public areas are always or usually clean
  - 98% state custodial staff are friendly and receptive

Facilities

- Students generally feel secure in their environments
  - 97% feel secure in their residence hall
  - 90% feel secure in tunnels
  - 70% feel lighting makes them feel secure

Academic work is the primary use of computers for 48%, followed by Communication (30%)

All Around Fitness Center

- Percent of Students Using All Around Fitness Center

Dining

- Use of special services
  - 36% Free Birthday Cake
  - 19% Make Own Sack Lunch
  - 15% Sick Tray Service
  - 9% Hit the Road Sack Lunch
  - 6% Dietetic Counseling

Percent of Students Stating Importance to Spend Housing Dollars on Computer Labs

- 1994: 100%
- 1996: 80%
- 1998: 60%
- 2000: 40%
- 2002: 20%
- 2004: 0%

Use of Dining Dollars (2008) or Bonus Meals (2004-06) meet your needs for flexibility

- 2004: 100%
- 2006: 80%
- 2008: 60%
Environmental Assessment

DINING

Percent Rating Service as Very Good or Good

National Survey of Student Engagement

(pronounced “nessie”)

- College student survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development
- Administered to Freshmen and Seniors

NSSE 2007 Survey

Population and Respondents

- More than one million students were invited to participate in NSSE 2007, with 323,147 responding
- 3,329 UND students were invited to participate, with 767 responding (23%)

Academic Challenge

To what degree is studying and spending time on academic work emphasized? 75% of FY students feel that this institution places substantial emphasis on academics.

What types of thinking do assignments require?
First-year students report substantial emphasis on the following activities:
- Memorizing facts, ideas, or methods: 71%
- Analyzing basic elements of an idea or theory: 71%
- Synthesizing and organizing ideas: 57%
- Making judgments about value of information: 62%
- Applying theories or concepts: 68%

Active Learning

How many students participate in community-based projects in regular courses?
13% of FY students frequently participate in service-learning or community-based projects during a given year. 67% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?
By their senior year, 40% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Student-Faculty Interaction

Are faculty members accessible and supportive?
38% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?
By their senior year, 18% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?
47% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.
Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?
During their first year, 8% of students participate in a learning community. By their senior year, 12% of students have taken an independent study class.

How many students study in other countries?
By their senior year, 8% of students have studied abroad.

What percentage of students participate in community service?
By the time they are seniors, 58% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with administrators and staff?
22% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

Are students satisfied with their overall educational experience?
85% of FY students report a favorable image of this institution; 84% of seniors would choose that school again if they could start their college career over.

To what extent does the school help students deal with their academic and social needs?
70% of FY students feel that this institution has a substantial commitment to their academic success. 46% feel well-supported by the institution regarding their social needs.

Benchmarks are created from clusters of NSSE questions that best represent the five practices. The below figure summarizes UND results compared to peer groups. Overall, UND is lower than peers on many freshmen benchmarks.

UND Placement Survey

UND survey administered every year to students who earned a bachelor’s degree two years prior. It’s done for UND Career Services and also for the University Assessment Committee.

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

Grades were asked “How closely is your current position related to the education you received at UND?”
North Dakota employment of UND graduates who attended a ND high school

How many students are retained in ND?

Alumni Satisfaction Survey

- National survey (ACT) done every two years. Administered to alumni approximately two years after their graduation.
- This survey assesses alumni’s perceptions of UND’s impact. Identifies 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.

Comparison of Services between 2006 and 2004 Alumni Results

Satisfaction rating with 11 aspects of UND
Mean scores of Satisfaction on 2006 and 2004
(5=Very satisfied, 3=Neutral, 1=Very dissatisfied)

What Students Are Saying About UND

This presentation can be found at
http://www.und.nodak.edu/dept/datacol/presentations/index.htm

Carmen Williams
carmenwilliams@mail.und.edu
Sue Erickson
sueerickson@mail.und.edu
University of North Dakota
Office of Institutional Research