Highlights from recent surveys on students’ perceptions, goals, and satisfaction

April 2011
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Office of Institutional Research
Highlights from the following surveys

- Cooperative Institutional Research Program (CIRP) Freshman Survey
- College Student Inventory (CSI)
- Student Satisfaction Inventory
- CIRP College Senior Survey
- Alumni Satisfaction Survey
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 41 of the last (approximate) 45 years.

- Given to the new freshmen in the summer Getting Started program. In 2009, 1,545 freshmen (78% 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.
CIRP Freshman Survey

The top five reasons influencing a student’s decision to attend UND
(% indicating very important)

- This college has a very good academic reputation
  
  \(63.7\% \text{ UND}, 65.8\% \text{ National}\)

- This college’s graduates get good jobs
  
  \(56.8\% \text{ UND}, 58.4\% \text{ National}\)

- This college has a good reputation for its social activities
  
  \(43.3\% \text{ UND}, 43.6\% \text{ National}\)

- The cost of attending this college
  
  \(40.6\% \text{ UND}, 41.2\% \text{ National}\)

- I wanted to attend a school the size of this college
  
  \(34.3\% \text{ UND}, 31.2\% \text{ National}\)*

* Statistically significant

2009 CIRP Freshman Survey
Educational Goals

What are your educational plans at UND?

- To attend but not graduate: 1%
- To transfer elsewhere: 5%
- To graduate in more than 4 years: 18%
- To graduate in 4 years: 71%
- Not sure: 5%

2009 CIRP Freshman Survey
Self-rating of traits  
(self compared to peers)

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

Drive to achieve

- 67.1% (2002)
- 66.3% (2003)
- 67.8% (2004)
- 69.9% (2005)
- 71.4% (2007)
- 74.3% (2009)
- 71.6% (2009)

Academic ability

- 66.3% (2002)
- 63.3% (2003)
- 67.8% (2004)
- 67.6% (2007)
- 65.9% (2009)

2009 CIRP Freshman Survey
Student rated self “above average” or “highest 10%”.

**Intellectual Self-Confidence**

- 2002: 57.0%
- 2003: 58.1%
- 2004: 57.2%
- 2005: 57.5%
- 2007: 58.1%
- 2009: 57.5%

**Mathematical Ability**

- 2002: 46.3%
- 2003: 42.2%
- 2004: 44.6%
- 2005: 49.2%
- 2007: 46.1%
- 2009: 42.1%

*2009 CIRP Freshman Survey*
Self-rating of traits *(males versus females)*

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

- Computer Skills: Men 53%, Women 29%
- Physical Health: Men 69%, Women 48%
- Mathematical ability: Men 51%, Women 32%
- Intellectual self-confidence: Men 65%, Women 50%
- Leadership ability: Men 74%, Women 59%

*2009 CIRP Freshman Survey*
Self-rating of traits (males versus females)

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

- Tolerance of others with different beliefs: 72% (Women), 60% (Men)
- Understanding of others: 65% (Women), 57% (Men)
- Writing ability: 44% (Women), 39% (Men)
- Artistic ability: 25% (Women), 20% (Men)
- Ability to work cooperatively with diverse people: 73% (Women), 69% (Men)

2009 CIRP Freshman Survey
What is your best guess as to the chances that you will:

(\% Responding “very good chance”)

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

- 21.5% in 2002
- 22.6% in 2003
- 26.8% in 2004
- 30.4% in 2005
- 32.4% in 2007
- 32.9% in 2009

2009 CIRP Freshman Survey
Do you feel you will need any special tutoring or remedial work?

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UND</td>
<td>Natl</td>
<td>UND</td>
</tr>
<tr>
<td>English</td>
<td>8.9%</td>
<td>8.4%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22.8%</td>
<td>21.7%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Science</td>
<td>11.9%</td>
<td>10.5%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>11.1%</td>
<td>10.6%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

2009 CIRP Freshman Survey
Activities Done During the Past Year
(Frequently or occasionally drank, frequently smoked)

- Drank beer
- Drank wine or liquor
- Smoked cigarettes

2009 CIRP Freshman Survey
Academic Engagement in High School

Earning an A in HS vs Study Hours

Earning an “A” Average

Study for 6 Hours or More Per Week

2009 CIRP Freshman Survey
Contrasting College Educational Values

% Indicating it is essential or very important

Being well off financially

Developing a meaningful philosophy of life

2009 CIRP Freshman Survey
Finances and Freshmen

Do you have any concern about your ability to finance your college education?

- None, 32%
- Some, 59%
- Major, 9%

2009 CIRP Freshman Survey
Concern Financing College Education

- Some (but I probably will have enough funds)
- None (I am confident that I will have sufficient funds)
- Major (not sure I will have enough funds)

2009 CIRP Freshman Survey
Student Employment

How much did you work your last year in high school?

- None
- 10 hours or less
- 11–20 hours
- Over 20 hours

2009 CIRP Freshman Survey
Concern Financing College Education

What is your best estimate of your parent’s total income?

- Less than $60,000
- $60,000 to $99,999
- $100,000 or more

2009 CIRP Freshman Survey
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*

Retention of First-year Students
Dropout Proneness and Retention Rate

Sample Year 1
- Not Prone: 81%
- Prone: 67%

Sample Year 2
- Not Prone: 80%
- Prone: 61%

2009 College Student Inventory
Dropout Factors Mean Scores

Ideally these would be decreasing

- Dropout Proneness
- Predicted Academic Difficulty
- Educational Stress

2000 2003 2004 2005 2006 2007 2008 2009 2010

2010 College Student Inventory
Dropout Factors & Receptivity for Help
(Percent of students with high scores)

- High dropout proneness
- Highly receptive to help

2010 College Student Inventory
Academic Motivation

Mean Scores

2003 2004 2005 2006 2007 2008 2009 2010

Study habits
Verbal Confidence
Desire to finish college
Attitude toward educators

2010 College Student Inventory
What Students Are Saying

Top CSI recommendations

- Get help with exam skills
- Get help with in selecting an academic program
- Discuss the qualifications for occupations
- Get help with study habits
- Discuss job market for college graduates
- Get information about clubs & organizations
- Discuss advantages/disadvantages of occupations
- Get help in meeting new friends

2010 College Student Inventory
The Student Satisfaction Inventory measures the importance students place on certain factors and how well UND has met their expectations.
Mean Scores on 11 Composite Factors *from high to low importance*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>6.38</td>
<td>5.56</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.56</td>
<td>6.37</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.45</td>
<td>6.26</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>4.91</td>
<td>6.34</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.19</td>
<td>6.26</td>
</tr>
<tr>
<td>Campus Life</td>
<td>6.18</td>
<td>5.26</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.17</td>
<td>5.33</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.17</td>
<td>5.33</td>
</tr>
<tr>
<td>Recruitment and Financial Aid</td>
<td>6.17</td>
<td>5.24</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.16</td>
<td>6.08</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.95</td>
<td>5.26</td>
</tr>
</tbody>
</table>

*2010 Student Satisfaction Inventory*
How has your college experience met your expectations?

- Better than expected, 46%
- About what I expected, 40%
- Worse than expected, 11%

Totals do not equal 100% due to rounding and missing responses
How has your college experience met your expectations?

Mean Scores based on 7-point scale (1=low, 7=high)

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>National 4-Yr</th>
<th>NDUS 4-Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4.57</td>
<td>4.49</td>
<td>4.47</td>
</tr>
<tr>
<td>2008</td>
<td>4.52</td>
<td>4.49</td>
<td>4.52</td>
</tr>
<tr>
<td>2006</td>
<td>4.46</td>
<td>4.45</td>
<td>4.45</td>
</tr>
</tbody>
</table>
Rate your overall satisfaction

Satisfied, 81%

Dissatisfied,

Neutral, 7%

9%

Totals do not equal 100% due to rounding and missing responses

2010 Student Satisfaction Inventory
Rate your overall satisfaction

Mean Scores based on 7-point scale (1=low, 7=high)

<table>
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<th>NDUS 4−Yr</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>5.47</td>
<td>5.20</td>
<td>5.28</td>
</tr>
<tr>
<td>2008</td>
<td>5.38</td>
<td>5.21</td>
<td>5.29</td>
</tr>
<tr>
<td>2006</td>
<td>5.34</td>
<td>5.17</td>
<td>5.24</td>
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2010 Student Satisfaction Inventory
Would you enroll here again?

- Probably not, 9%
- Maybe yes, maybe no, 20%
- Probably yes, 67%

Totals do not equal 100% due to rounding and missing responses
Would you enroll here again?

Mean Scores based on 7-point scale (1 = low, 7 = high)

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CIRP College Senior Survey

- CIRP CSS is a national study administered by the Higher Education Research Institute at the University of California–Los Angeles.
- UND intermittently participates in the College Senior Survey, a follow-up to the CIRP Freshman Survey.
- Assesses the academic achievement and engagement, cognitive development, student values and goals, satisfaction with the college experience, degree aspirations, and career plans.
CIRP CSS Constructs – Mean Scores

2008 CIRP College Senior Survey

- UND significantly better than public universities
- ** – UND significantly worse than public universities
Academic Goals

*Students degree plan as a senior as compared to what was reported as a freshman*

2008 CIRP College Senior Survey
Self-Rated Abilities

- **Academic Ability**
  - **UND Freshmen**: 54% (23% Above Average, 31% Highest 10%)
  - **Public University Freshmen**: 49% (26% Above Average, 31% Highest 10%)
  - **UND Senior**: 52% (47% Above Average, 33% Highest 10%)
  - **Public University Senior**: 52% (35% Above Average, 35% Highest 10%)

- **Mathematical Ability**
  - **UND Freshmen**: 35% (17% Above Average, 18% Highest 10%)
  - **Public University Freshmen**: 33% (12% Above Average, 21% Highest 10%)
  - **UND Senior**: 38% (17% Above Average, 21% Highest 10%)
  - **Public University Senior**: 55% (11% Above Average, 13% Highest 10%)

- **Writing Ability**
  - **UND Freshmen**: 35% (13% Above Average, 13% Highest 10%)
  - **Public University Freshmen**: 43% (13% Above Average, 13% Highest 10%)
  - **UND Senior**: 48% (19% Above Average, 19% Highest 10%)
  - **Public University Senior**: 48% (19% Above Average, 19% Highest 10%)

2008 CIRP College Senior Survey
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.
Satisfaction rating with 13 aspects of UND

- Quality of my major program
- Overall quality of instruction
- Variety of courses offered
- Transfer of credits to this college
- General condition of buildings and grounds
- Preparation for further academic study
- Variety of instructional approaches
- College response to nontraditional students
- College response to physically challenged
- Campus acceptance of individuals
- Concern for me as an individual
- Multicultural content of courses
- Multicultural content of courses

2006 UND: 4.25, 4.32, 4.31, 4.22, 4.16, 4.20, 4.28, 4.30, 4.14, 4.20, 4.12, 4.30, 4.22
2008 UND: 4.31, 4.30, 4.22, 4.16, 4.20, 4.28, 4.30, 4.14, 4.20, 4.12, 4.30, 4.22
2010 UND: 4.30, 4.32, 4.31, 4.22, 4.16, 4.20, 4.28, 4.30, 4.14, 4.20, 4.12, 4.30, 4.22

2010 ACT Alumni Outcomes
Skills rated as being Important

- Effective verbal communication skills
- Living my life according to my own standard/ethic
- Defining and solving problems
- Effective leadership skills
- Working cooperatively in groups
- Lifelong commitment to learning
- Getting along with people
- Effective written communication
UND Experiences Impact...

- Working cooperatively with others
- Accessing variety of information
- Effective written communication skills
- Defining and solving problems
- Effective verbal skills
- Lifelong commitment to learning
- Analyzing data and drawing conclusions
- Effective leadership skills

2010 ACT Alumni Outcomes
Overall Impressions

- 84% of alumni responding said they would attend UND if they could begin again.
- 94% responding would rate UND as “excellent” or “good” overall.
- 99% of alumni would recommend UND to someone, with 72% recommending it without reservations.

2010 ACT Alumni Outcomes
University of North Dakota
April 2011

What Are UND Students Saying?

Highlights from recent surveys on students’ perceptions, goals, and satisfaction

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