

## Sophomore Satisfaction Survey, 2005

1. The data collected addresses information relating to what university group or situation?
  - *Enrolled sophomores of spring, 2005*
  - *Sample size is 508 with 216 students responding*
  - *The population (total number of sophomores) and margin of error based on this population are not included.*
    - *Population = 2492 (third week enrollments spring, 2005)*
    - *Margin of error = +/- 6.4% at a 95% confidence level*
2. How often is this tool used and analyzed? What time of year?
  - *This is the fifth application of the survey: 1993, 1996, 1999, 2002, 2005 (spring).*
3. To whom does the assessment group believe that an analysis of this report would be beneficial? In other words, what individuals, departments, or programs need this information in order to have reliable information to 'close the loop' on their assessment process?
  - *GER committee: some indirect measures of GER goals*
  - *University Offices: some indirect measures of use frequencies and general satisfaction*
    - *Admissions*
    - *Counseling Center*
    - *Native American Programs*
    - *Student Financial Aid Office*
    - *Career Services Office*
    - *Cooperative Education Office*
    - *Student Health*
    - *Bookstore*
    - *Business Office*
    - *Library*
    - *Learning Services Office*
    - *Disability Support Services*
    - *Veteran Services*
    - *Women's Center*
    - *International Center*
    - *Recreation, Intramural Programs*
    - *Dining Services*
    - *Information Technology System & Services*
    - *Campus Shuttle Bus*
    - *Children's Center*
    - *Memorial Student Union*
    - *Traffic Office*
    - *Campus Police*
    - *Student Academic Services*
    - *Housing Office*
    - *Registrar's Office*

- *Sample size is too small for meaningful statistics to be generated on the program level.*
4. Who is responsible to provide the assessment group the information for this report?
    - *Office of Institutional Research*
  5. What UND student learning goals are being assessed?
    - *Student learning goals are assessed through a battery of 26 questions asking how respondents' education at UND contributed to the following (very much, somewhat, very little):*

***Institutional Goals:***

1. *Students will be able to make informed choices.*
  - *Making informed choices (q20e)*
2. *Students are expected to communicate effectively.*
  - *Writing effectively (q20a)*
  - *Speaking effectively (q20b)*
3. *Students will be intellectually curious and creative.*
  - *Learning on your own (q20f)*
  - *Approaching problems creatively (q20i)*
4. *Students will commit themselves to lifelong learning.*
  - *Working independently (q20d)*
  - *Learning on your own (q20f)*
  - *Planning and carrying out projects (q20n)*
  - *Persisting at difficult tasks (q20q)*
  - *Defining and solving problems (q20r)*
5. *Students will be engaged in the service of others.*
  - *Contributing to the well-being of others (q20t)*
  - *Leading/ guiding others (q20u)*
6. *Students will share responsibility for their own communities.*
  - *Recognizing your rights, responsibilities, and privileges as a citizen (q20m)*
7. *Students will share responsibility for the world.*
  - *Acquiring a global perspective (q20s)*
8. *Students will gain an appreciation for cultural diversity.*
  - *Understanding global cultures (q20p)*

***General Education Goals:***

1. *Students will be able to communicate effectively, both orally and in writing.*
  - *Writing effectively (q20a)*
  - *Speaking effectively (q20b)*
2. *Students will be able to think critically and creatively.*
  - *Understanding written information (q20c)*
  - *Approaching problems creatively (q20i)*
  - *Defining and solving problems (q20r)*
  - *Recognizing assumptions and making logical inferences, and reaching correct conclusions (q20v)*

- *Conducting research (q20y)*
  - *Understanding how choices are made and evaluated (q20z)*
  - 3. *Students will be able to make informed choices.*
    - *Making informed choices (q20e)*
  - 4. *Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.*
    - *Understanding and applying mathematics to your daily activities (q20o)*
    - *Understanding and appreciating the arts (q20w)*
    - *Understanding and applying scientific principles and methods (q20x)*
  - 5. *Students will acquire knowledge over a broad spectrum of subject areas.*
    - *No measures for this goal*
  - 6. *Students will develop some familiarity with cultures other than their own.*
    - *Understanding diverse cultures (q20p)*
    - *Acquiring a global perspective (q20s)*
6. What evidence is provided or should be provided to support the group's findings?
- *The report provides percent frequencies of use and satisfaction with various UND offices, and percent frequencies of respondents' perceptions of UND contributing to the battery of personal growth/ student learning goals.*
  - *The frequencies are repeated to show rankings among the battery of questions (for example, from the battery of personal growth/ student learning goals, "learning on your own" was ranked first with 60.9% of students reporting that UND contributed "very much" to this).*
  - *Breakdown on gender is provided for all questions*
  - *Breakdown on academic college is given*
7. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?
- *Although some measures in the survey would be useful to the GER committee, it is impossible to discern the extent to which students have completed the GER curriculum. Including such a question would be useful.*
  - *The questions 20a-z should use a four category spread (e.g. very much, a lot, some, very little) to avoid an overabundance of middle of road responses.*
  - *The population size (number of sophomores at UND in spring 2005) and margin of error based on this population should be included. See first question of this report.*
8. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
- *Indirect*
9. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
- *It can be useful as a secondary evaluation of GER goals. However, there needs to be a question concerning how much of the GER curriculum has been completed by the respondent to be effective.*

- *As an indirect measure of GER goals, it cannot be the first and last measure we have. It is better used to check consistency with other measures, ideally measures that are direct.*
  - *The survey is not useful to evaluate student learning at the level of academic programs due to the small sample size. For example, the number of A&S students in the sample is 65. The total number of sophomores in A&S was 745 in spring, 2005. This produces a margin of error of +/- 11.65% at a 95% confidence level which is too large for meaningful interpretation.*
10. Is there a better way to obtain or report the data to be analyzed?
- *Survey application and reporting seems fine*
11. At what level of assessment is the tool being used; beginning level, making progress level, or maturing stage of continuous improvement? Is there any evidence to support the assessment group's deduction?
- *Beginning: The tool is still providing a baseline for assessment and has not been linked to specific targets for goals*
12. Does the tool reflect a culture of assessment at UND?
- *The response to this question will depend on how the report/ findings are used. Simply applying the survey does little to reflect a culture of assessment. The Assessment Committee might establish benchmark expectations, for example. The GER Committee might do the same and link the report's findings to other measures they are using to assess student learning of GER.*
13. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
- *Unsure*
14. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
- *No*
15. What value does the group place on this tool for helping to achieve the university's assessment plan?
- *The indirect nature of the measures means that this can be a secondary tool to evaluate consistency with other measures. Given some of the current shortcomings noted above, even this will be of little value at this point.*
16. What are the findings of the assessment of this assessment tool?
- *Without an established benchmark of expectations, it is difficult to assess the findings.*
  - *Overall, satisfaction with the different UND Offices varies considerably from the Memorial Student Union receiving a positive rating of 90.7% (96.5% have used)*

*and the Traffic Office receiving a positive rating of 29.2% (84.4% have used). Both of these figures generally fall within the margin of error compared to previous applications of the survey.*

- *Overall, student learning goals vary less than satisfaction with UND Offices, but still the variance is high. Students responded that UND contributed “very much” to “learning on your own” (60.9%) and “understanding diverse cultures” (22.4%). The figures generally fall within the margin of error compared to previous applications of the survey.*

#### 17. Review Summary

- *For student learning, the indirect measures might be used as a secondary measure to assess consistency of other, ideally direct, measures of student learning.*
- *UND Offices would likely be interested in satisfaction rates.*

#### 18. Recommendations of the Reviewers

- *It would be helpful to establish an expected “satisfactory” rate on these measures.*
- *To be useful to the GER committee, the survey needs a question referring to how much of the GER curriculum has been completed by the respondent.*

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Date of Submission: January 10, 2006