

OIR Assessment Tool
2012 Sophomore Satisfaction Survey
November 27, 2012

Purpose of Survey: *The purpose of this survey is to gather the attitudes and opinions of second year students. The survey asks questions from their college goals, how they spend their time, and the overall satisfaction with their college experience.*

1. The data collected addresses information relating to what university group or situation? (I.e., from whom is the university collecting this information? Whose perceptions are we reading?) *An e-mail invitation was sent to a random sample of 1,000 sophomores asking them to complete this survey. 243 participants responded for a 24% response rate.*
2. How often is this tool used and analyzed? What time of year? *The survey has been administered to a sample of the sophomore class once every three years since 1993. The first invitation to participate is sent out in January with follow ups throughout February.*
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? *All academic departments and departments providing support services. Questions are asked regarding the quality of support services, so these areas should be interested in results.*
4. What UND student learning goals are assessed?
 - a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:

___Y___ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
___Y___ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
___Y___ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
___N___ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
___Y___ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
___Y___ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
___Y___ 7 Lifelong learning (“commit themselves to lifelong learning”)
___Y___ 8 Service/citizenship (“share responsibility both for their communities and for the world”)
 - b. Additional goals

5. What are the findings/results of this tool?

- a. From Question 4a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

In the category of how much has your education contributed to your personal growth, there were questions in each of the above “Y” areas. In the Lifelong learning category “Learning on your own” and “Working independently” top the results list with means higher than 2.5 on a 3-point scale. Communication, Thinking and reasoning (both critically and creatively), Service/Citizenship, and Diversity remained fairly consistent in their ratings and rankings over a three year mean.

- b. Other findings/results

6. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
Indirect measure of student learning

7. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?

The tool is not a direct measure of student learning but it does provide an insight into the perceptions of sophomore students and how they believe the areas above have impacted their personal growth.

8. Are there recommendations for changes (e.g., additional or better tools, different means of analysis, etc.) that might improve the university’s ability to use this information?

Higher response rates would be helpful. The report is easy to read and understand. Graphics are presented well.

9. What value does the committee place on this tool for helping to achieve the university’s assessment plan?

It is one survey in the complete assessment plan.

10. Review Summary (one or two sentences).

This survey/report summarizes the sophomore satisfaction with the University, including academic programs and student services. The data provides insight into areas that impacted student personal development goals.

11. What might faculty want to know about this survey? *(Please provide one to two paragraphs describing some findings from this survey. These paragraphs will be forwarded to academic departments as a means of keeping them informed about the existence of information that might be useful to them.)*

As provided in the executive summary of the report, these items should interest faculty.

☐ Large numbers of respondents indicate they spend minimal time on academic work; 78% of respondents report spending less than twenty hours per week preparing for class, with 13% reporting less than six hours per week.

☐ All sophomores responding indicate they are attending college to obtain a degree and increase their knowledge and understanding in an academic field. Career development goals are also high, with 95% indicating a goal of their college attendance is to improve knowledge for a career, and 93% to formulate long-term career goals.

☐ Sophomores responding report increasing satisfaction with the academic advising they are receiving. Nearly three-quarters (72%) of respondents are satisfied with their academic advising, while 70% are satisfied with the career advising received. For the first time, the 2012 survey asked sophomore satisfaction with the advising they receive in general education requirements, and 64% indicate they are satisfied or very satisfied.

☐ Text messaging and social network sites continue to be popular with sophomores – more so than administrators may be aware. Two-thirds of sophomore respondents indicate they use text messaging ten or more times daily. Ninety-seven percent of sophomore respondents indicate they use social networking sites, with Most (86%) using these sites daily.

12. What results about this survey would students find interesting? *(Please provide a few sentences or bullet points of highlights, written in student-friendly language. This will be posted on the assessment website and distributed to students via other means as well.)*

- 69% of sophomores report spending less than 10 hours per week watching TV.
- When asked “How much has your education at UND contributed to your personal growth” in 28 different areas, “learning on your own” ranked number one over the past six time this survey has been administered.

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