

CIRP NEW FRESHMEN SURVEY – 2004

1. The data collected addresses information relating to what university group or situation?

- *New freshmen students (first time, full time) entering UND in Fall 2004*
- *Sample Size – 1,523*
 - *Response Rate – 70.2%*

2. How often is this tool used and analyzed? What time of year?

- *Overall, has been used for approximately 36 years, and available data reflects that the survey has been used every year for at least the last 14 years.*
 - *Most recent use was Summer 2004 during orientation and registration for Fall semester*
- *There is no comparative data between 2004 response rate and that for prior years.*

3. To whom does the assessment group believe that an analysis of this report would be beneficial (in order to have reliable information to ‘close the loop’ on the assessment process)?

- *All University administrators*
- *UND Assessment Committee*
- *All academic programs*
- *All academic advisors and student organization advisors*
- *UND Senate*
- *Other UND offices whose services are implicated by this Survey:*
 - *Admissions*
 - *Affirmative Action Office and Title IX officer*
 - *Athletic Programs*
 - *Bursar*
 - *Campus Shuttle Bus*
 - *Career Service Office*
 - *Children’s Center*
 - *Computer Center*
 - *Connect UND Office and UND web administrators*
 - *Counseling Center*
 - *Crisis Coordination Team (within Dean of Student’s Office)*
 - *Dining Services and Food Court services*
 - *Disability Support Services*
 - *Enrollment Services*
 - *Housing Office*
 - *International Center*
 - *International Programs*

- Libraries (Chester Fritz, medical, law)
- Multicultural Awareness Center
- Native American Programs
- Recreational, intramural programs
- Registrar's Office
- Student Academic Services/Learning Services
- Student Financial Aid Office
- Student Health
- Student Union
- UND Bookstore
- University Relations Office
- Traffic Office
- Veteran Services
- Wellness Center
- Women's Center
- Other entities closely affiliated with the University whose services may benefit from seeing results of this Survey:
 - Campus Ministries
 - Campus Police

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?

The CIRP New Freshmen Survey (CIRP-NFS) includes questions seeking information about the student's demographics, past experiences, current opinions, reasons for coming to UND, academic preparation, objectives, educational plans, and career plans. As the survey is administered to incoming freshmen who have not yet started their studies at UND, there is no assessment of student learning at (i.e., due to studies at) UND. Rather, the assessment of student learning is that which exists prior to entering UND studies, and therefore potentially useful only as a baseline for comparison to surveys that might be subsequently done with the same students after beginning their studies at UND. Thus to that end – i.e., to develop a baseline of student learning – the CIRP-NFS questions that assess academic preparations and objectives may at least indirectly help assess student learning as long as they are used in conjunction with subsequent survey responses on similar questions from the same students after they have begun UND studies. The student learning goals and related survey questions are indicated below.

UND's Institutional goals:

- 1. Students will be able to make informed choices.**
 - Question 7 – SAT and/or ACT scores
 - Question 31 – personal rating of intellectual and creative abilities
 - Questions 52-56 – personal rating of specific knowledge and skill levels
- 2. Students are expected to communicate effectively.**

- *Question 7 – SAT verbal and/or ACT scores*
 - *Question 31 – personal ratings of academic ability, public speaking, creativity, intellectual self-confidence, social self-confidence, self-understanding, and understanding of others*
 - *Questions 52, 53, 55 – personal rating of communication skill levels*
- 3. *Students will be intellectually curious and creative.***
- *Question 7 – SAT verbal and/or ACT scores*
 - *Question 17 – years studied particular subjects*
 - *Question 31 – personal ratings of academic ability, artistic ability, creativity, mathematical ability, intellectual self-confidence, self-understanding, and understanding of others*
 - *Question 32 – intended career*
 - *Question 35 – time spent engaged in specific activities*
 - *Question 39 – specific aspirations of intellectual and creative accomplishment*
- 4. *Students will commit themselves to lifelong learning.***
- *Question 17 – years studied particular subjects*
 - *Questions 19 & 49 – intended academic degree and graduation track*
 - *Question 29 – academic & career reasons for attending college*
 - *Question 32 – intended career*
 - *Question 35 – time spent engaged in educational pursuits*
 - *Question 39 – specific aspirations of self-improvement, knowledge, and accomplishments*
- 5. *Students will be engaged in the service of others.***
- *Question 26 – political activities, community service, social activities*
 - *Question 27 – summer research; health science research*
 - *Question 31 – personal ratings of compassion, generosity and kindness*
 - *Question 32 – intended career*
 - *Question 33 – political views*
 - *Question 34 – community service and volunteer service*
 - *Question 35 – time engaged in volunteer work & student group activities*
 - *Question 39 – specific aspirations of influencing policies and society, making contributions in particular fields, helping the environment, participating in community action, being a community leader, helping to promote racial understanding, and improving understanding of other cultures*
- 6. *Students will share responsibility for their own communities.***
- *Question 26 – political activities, community service, social activities*
 - *Question 31 – personal ratings of compassion, cooperativeness, generosity, leadership abilities*
 - *Question 32 – intended career*
 - *Question 33 – political views*
 - *Question 34 – community service and volunteer service*
 - *Question 35 – time engaged in volunteer work & student group activities*
 - *Question 39 – specific aspirations of influencing policies and society, making contributions in particular fields, helping the environment, participating in community action, being a community leader, helping to promote racial understanding, and improving understanding of other cultures*
- 7. *Students will share responsibility for the world.***
- *Question 26 – political activities, community service, social activities*

- Question 27 – summer research; health science research
 - Question 31 – personal ratings of compassion, cooperativeness, generosity, leadership abilities
 - Question 32 – intended career
 - Question 33 – political views
 - Question 34 – community service and volunteer service
 - Question 35 – time engaged in volunteer work & student group activities
 - Question 39 – specific aspirations of influencing policies and society, making contributions in particular fields, helping the environment, participating in community action, being a community leader, helping to promote racial understanding, and improving understanding of other cultures
- 8. Students will gain an appreciation for cultural diversity.**
- Question 26 – political activities, community service, social activities
 - Question 31 – personal ratings of compassion, cooperativeness, generosity, kindness, self-understanding, and understanding of others
 - Question 33 – political views (particularly regarding race, gender, and sexuality)
 - Question 39 – specific aspirations of helping to promote racial understanding, and improving understanding of other cultures

UND's General Education goals:

- 1. Students will be able to communicate effectively, both orally and in writing.**
 - Question 7 – SAT and/or ACT scores
 - Question 31 – personal ratings of academic ability, public speaking, creativity, intellectual self-confidence, social self-confidence, self-understanding, and understanding of others
 - Questions 52, 53, 55 – personal rating of communication skill levels
- 2. Students will be able to think critically and creatively.**
 - Question 7 – SAT and/or ACT scores
 - Question 31 – personal ratings of academic ability, artistic ability, creativity, mathematical ability, intellectual self-confidence, self-understanding, and understanding of others
 - Question 35 – time spent engaged in specific activities
- 3. Students will be able to make informed choices.**
 - Question 7 – SAT and/or ACT scores
 - Question 31 – personal rating of intellectual and creative abilities
 - Questions 52-56 – personal rating of specific knowledge and skill levels
- 4. Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.**
 - Question 7 – SAT and/or ACT scores
 - Question 27 – summer research; health science research
 - Question 31 – personal rating of intellectual and creative abilities
 - Question 35 – time spent engaged in specific activities
 - Questions 52-56 – personal rating of specific knowledge and skill levels
- 5. Students will acquire knowledge over a broad spectrum of subject areas.**
 - Question 17 – years studied particular subjects
 - Question 27 – summer research; health science research

- *Question 31 – personal rating of intellectual and creative abilities*
 - *Question 35 – time spent engaged in educational pursuits*
 - *Questions 52-56 – personal rating of specific knowledge and skill levels*
- 6. Students will develop some familiarity with cultures other than their own.**
- *Question 26 – political activities, community service, social activities*
 - *Question 31 – personal ratings of compassion, cooperativeness, generosity, kindness, self-understanding, and understanding of others*
 - *Question 33 – political views (particularly regarding race, gender, and sexuality)*
 - *Question 39 – specific aspirations of helping to promote racial understanding, and improving understanding of other cultures*
- 6. What evidence is provided or should be provided to support the group's findings?**
- *Nothing, apart from the report on the survey as delivered by OIR.*
- 7. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?**
- *The results on the CIRP-NFS may be very helpful to outside evaluators in viewing student aspirations and indirect baseline measures of learning levels, but unless this survey is coordinated with a subsequent survey to provide comparative measures of student learning while at UND, the CIRP-NFS does not even indirectly assess student learning at UND.*
 - *The survey might also arguably be helpful to outside evaluators in terms its assessment of past service delivery. In other words, the survey gathers data on why the student chose to come to UND, and those reasons may in part relate to how well UND provide delivery service to others in the past.*
- 8. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?**
- *non-measure*
- 9. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?**
- *Not at present, but has potential to do so if coordinated with a subsequent survey (as described above).*
- 10. Is there a better way to obtain or report the data to be analyzed?**
- *A subsequent survey using questions that duplicate those on the CIRP-NFS should be used, and if possible, administered to the same pool of respondents. In addition, questions could be added that more specifically ask about whether the student feels*

s/he meets the UND Institutional and General Education goals. After the subsequent survey is administered, comparative results between it and the CIRP-NFS should be compiled.

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?

- In terms of assessing student learning at UND, this tool is not even at the beginning level.*
- In terms of assessing other service-delivery goals of the University, this survey is arguably (and indirectly) measuring progress insofar as it seeks information about why the student chose to come to UND, which in turn could relate to UND's performance of other service delivery in the past. But that measurement would be, if at all, only at the beginning level.*

12. Does the tool reflect a culture of assessment at UND?

- To the extent that the survey seeks to establish a baseline of academic and other demographic information about its incoming students, it does reflect a significant effort toward assessment. But its utility – standing alone – for assessing any performance of service delivery by UND to these particular students is nonexistent. In order to have that utility, the survey results must be compared to subsequent assessment of the same group of students.*

13. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?

- Yes, the survey results should be tied more directly to subsequent surveys of these same students so that the survey can gain more assessment utility.*

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?

- As described above, this instrument could be a more valuable tool for indirect assessment of student learning, as well as other service delivery goals, at the University, if it were coordinated with similar subsequent surveys. As it stands alone, however, it does not serve any goals of assessing student learning.*

16. What are the findings of the assessment of this assessment tool?

- *The CIRP-NFS is not presently a tool for measuring student learning at UND, but could have some value in that regard (although as an indirect and limited measure) if – as described above – it were given in tandem with a subsequent survey with similar questions and to the same group of respondents, along with some additional questions to more specifically ask respondents about whether they meet the articulated UND Institutional and General Education student learning goals.*

17. Review Summary

- *See #16 above.*

18. Recommendations of the Reviewers

- *The CIRP-NFS should be used in tandem with a subsequent survey to the same group of respondents, using the same questions that the initial NFS asked that concern student learning (i.e., the questions identified above in #5). Additional questions should also be included on the subsequent survey to more specifically ask respondents about whether they meet the articulated UND Institutional and General Education student learning goals. Comparative results of the two surveys should be analyzed to note trends on individual items.*
- *After the tandem surveys have been conducted, OIR should report the analysis of comparative results to all departments, officers, offices, organizations, and service providers identified in Question #3 above, so that those entities can use the data.*

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