

ACE-CIRP Senior Survey – 2004

1. The data collected addresses information relating to what university group or situation?
 - *University Seniors*
 - *Sample Size – 192*
 - *Response Rate of 25%*
2. How often is this tool used and analyzed? What time of year?
 - *Has been used 2 times now*
 - *2000-2001, and 2004-2005*
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 programs*
 - *Other Offices*
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?
Goals From New Assessment Plan: (All indirectly)
 1. *Students will be able to make informed choices.*
 - *Question 18 – Describe your ability*
 - *Analytical and Problem Solving*
 2. *Students are expected to communicate effectively.*
 - *Question 18 – Describe your ability*
 - *Interpersonal skills*
 - *Writing skills*
 - *Public speaking ability*
 - *Question 23 – Rating your abilities*
 - *Public speaking ability*
 - *Writing ability*
 3. *Students will be intellectually curious and creative.*
 - *Question 18 – Describe your ability*
 - *Ability to think critically*
 - *Question 23 – Rating your abilities*
 - *Creativity*
 4. *Students will commit themselves to lifelong learning.*
 5. *Students will be engaged in the service of others.*
 6. *Students will share responsibility for their own communities.*
 - *Question 15 – Activities*
 - *Performed Volunteer Work*
 - *Question 16 – Time spent on activities*

- Volunteer Work
- Question 18 – Describe your ability
 - Understand problems facing your community
- Question 19 – Importance of activities
 - Becoming involved in programs to clean up the community
 - Participate in community action programs
- 7. Students will share responsibility for the world.
 - Question 18 – Describe your ability
 - Understand social problems facing our nation
 - Understand global issues
- 8. Students will gain an appreciation for cultural diversity.
 - Question 18 – Describe your ability
 - Foreign Language Ability
 - Knowledge of people from different races/cultures
 - Religious beliefs and convictions
 - Ability to get along with people of different races/cultures
 - Question 19 – Importance of activities
 - Helping to promote racial understanding
 -

Goals from general Education – Indirect Forms

1. Students will be able to communicate effectively, both orally and in writing.
 - Question 18 – Describe your ability
 - Interpersonal skills
 - Writing skills
 - Public speaking ability
 - Question 23 – Rating your abilities
 - Public speaking ability
 - Writing ability
2. Students will be able to think critically and creatively.
 - Question 18 – Describe your ability
 - Ability to think critically
 - Question 23 – Rating your abilities
 - Creativity
3. Students will be able to make informed choices.
 - Question 18 – Describe your ability
 - Analytical and Problem Solving
4. Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.
 - Question 18 – Describe your ability
 - Analytical and problem solving skills
5. Students will acquire knowledge over a broad spectrum of subject areas.
 - Question 18 – Describe your ability
 - Knowledge of field or discipline
 - Mathematical skills
 - Computer skills
6. Students will develop some familiarity with cultures other than their own.

- *Question 18 – Describe your ability*
 - *Foreign Language Ability*
 - *Knowledge of people from different races/cultures*
 - *Religious beliefs and convictions*
 - *Ability to get along with people of different races/cultures*
 - *Question 19 – Importance of activities*
 - *Helping to promote racial understanding*
6. What evidence is provided or should be provided to support the group's findings?
 7. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?
 - *A more in-depth look at the University goals and these indirect assessment results.*
 8. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
 - *In-direct measure*
 9. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
 - *Indirect assessment of goals*
 - *Used with caution since poor response rate*
 10. Is there a better way to obtain or report the data to be analyzed?
 - *This is a commercial product not developed at UND thus wording is not inline with goals*
 - *Perhaps put more resource into developing our own tool to be used*
 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?
 - *Unknown*
 12. Does the tool reflect a culture of assessment at UND?
 - *Inconclusive*
 13. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
 - *Ability to ask additional questions, did not see UND using any*
 14. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
 - *Do not think so*
 15. What value does the group place on this tool for helping to achieve the university's assessment plan?
 - *Use with caution*

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

17. Review Summary

- *This tool is used as a follow-up to a freshman survey to analyze how students changed during their time at college*
- *Commercially developed so does not fit UND's goals specifically*

18. Recommendations of the Reviewers

- *Consider developing an in-house tool to be used for same purpose*
 - *It could be more tailored to UND*
 - *Could be much cheaper once developed*
- *If continue using this tool, add some tailored questions*
- *Use with caution with such a low response rate*

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