

Graduating Student Survey - 2004

1. The data collected addresses information relating to what university group or situation?
 - *Graduating Seniors of May 2004*
 - *Sample Size – 127*
 - *Response Rate – 26.3%*
2. How often is this tool used and analyzed? What time of year?
 - *Has been used 5 times now*
 - *1991, 1996, 1998, 2001 and 2004*
 - *Seems to be used with Spring graduates*
 - *Much lower sample size this year then past years*
 - *Could be because it was distributed online this year*
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*
 - *Offices listed in Survey:*
 - *Admissions*
 - *Registrar’s Office*
 - *Counseling Center*
 - *Native American Programs*
 - *Student Financial Aid Office*
 - *Career Service Office*
 - *Housing Office*
 - *Student Health*
 - *Bookstore (Barnes and Nobel)*
 - *Bursar*
 - *Library*
 - *Learning Services Office*
 - *Disability Support Services*
 - *Veteran Services*
 - *Women’s Center*
 - *International Center*
 - *Recreational, intramural programs*
 - *Dining Services*
 - *Computer Center*
 - *Campus Shuttle Bus*
 - *Children’s Center*
 - *Student Union*
 - *Traffic Office*
 - *Campus Police*
 - *Student Academic Services*

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: Institutional Goals (All indirectly)

1. *Students will be able to make informed choices.*
 - *Yes – Personal growth question E, V, and Z*
2. *Students are expected to communicate effectively.*
 - *Yes – Personal growth question A, B, C,*
3. *Students will be intellectually curious and creative.*
 - *Yes – Personal growth question I*
4. *Students will commit themselves to lifelong learning.*
 - *Yes – Personal growth question F*
5. *Students will be engaged in the service of others.*
 - *Yes – Personal growth question M, T,*
6. *Students will share responsibility for their own communities.*
 - *Yes – Personal growth question M,T*
7. *Students will share responsibility for the world.*
 - *Yes – Personal growth question S, T,*
8. *Students will gain an appreciation for cultural diversity.*
 - *Yes – Personal growth question P, S*

Goals from General Education

1. *Students will be able to communicate effectively, both orally and in writing.*
 - *Yes – Personal growth question A, B, C,*
2. *Students will be able to think critically and creatively.*
 - *Yes – Personal growth question I*
3. *Students will be able to make informed choices.*
 - *Yes – Personal growth question E, V, and Z*
4. *Students will understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities.*
 - *Yes – Personal growth question O, R, V, X, Y and Z*
5. *Students will acquire knowledge over a broad spectrum of subject areas.*
 - *Yes – Personal growth question W and X*
6. *Students will develop some familiarity with cultures other than their own.*
 - *Yes – Personal growth question P, S and T*

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?
- *Suggest that more input be obtained from the Assessment Committee and the General Education committee to make specific questions relating to goals.*
10. Is there a better way to obtain or report the data to be analyzed?
- *Again, get more input from committees so that it can be a better tool*
 - *Use wording stated in goals*
 - *Break down the results by major/department so that it can be utilized by them in their assessment activities*
 - *Survey seems much too long*
 - *Perhaps break it down into two parts:*
 - *Academic Goals*
 - *Campus Services*
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 level*
12. Does the tool reflect a culture of assessment at UND?
- *If changes are made it would be good*
13. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
- *Yes, more academic involvement*
14. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
- *Analyze and design a more effective tool*
15. What value does the group place on this tool for helping to achieve the university's assessment plan?
- *A lot of potential*
 - *It is under the control of the University*
 - *Web based so little cost associated*
16. What are the findings of the assessment of this assessment tool?
- *Inconclusive at this point, since the sample size went from 733 in 2001 to 127 in 2004*
 - *Also, was taken by both undergraduate and graduate students*
17. Review Summary
- *Great potential as an assessment tool*
 - *Small sample size this year may affect the results in comparison*
 - *Same survey taken by both graduate and undergraduate students*

18. Recommendations of the Reviewers

- *Get input from both the Assessment Committee and General Education Committee for wording of question to better align with the goals*
- *Break the survey up into two separate surveys*
 - *One addressing Academic Goals*
 - *One addressing Campus Services*
- *Develop separate surveys for Undergraduate and Graduate students*
- *Also analyze by department in order to give out the findings to aid in department assessment practices*
- *Try different methods to get the response rate and sample size to increase:*
 - *Have it administered in typical capstone courses*
 - *Make it more convenient*

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