

Freshman CIRP Survey Fall of 2005

Purpose of the Survey: This survey is conducted during the new student 'Getting Started' program. It is used to compare UND's new freshman students to the nations.

1. The data collected addresses information relating to what university group or situation?
 - Data was collected from 1,279 entering Freshman to UND
 - The results are than compared to national data.
2. How often is this tool used and analyzed? What time of year?
 - This tool seems to be done every year and is compared to national data obtained from other public four year institutions
 - The survey is taken in the summer during the new student's 'Getting Started' program prior to actually starting school at UND.
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?
 - The findings of this survey would be of interest to anyone who works with new freshman students on campus:
 - Housing
 - Academic Units along with any Faculty who teach 100 level courses
 - Student Academic Services
 - Learning Center
 - Student Involvement organizations
 - Assessment Committee
 - Enrollment Services
4. Who is responsible to provide the assessment group the information for this report?
 - The Office of Institutional Research
 - Becky Brady, Carmen Williams, and Jean Chen
5. What UND student learning goals are assessed?
 - *Since this survey is done prior to any course work, none of the learning goals would be adequately addressed for UND's assessment purposes. Some of the topics are addressed as to how students feel they rate in certain areas, or the importance they place in certain areas, but that is all.*
 - 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 ("communicate effectively, both orally and in writing") #31

___Y?___ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”) Must define creativity #31
 ___N___ 3 Informed choices (“make informed choices”)
 ___N___ 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
 ___N___ 5 Lifelong learning (“commit themselves to lifelong learning”)
 ___Y___ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”) #26,33,38
 ___Y___ 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”) #38

b. Additional goals

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

a. From Question 5a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

- The findings are not very relevant since students are surveyed prior to commencing their college education at UND. The tool is very much an indirect form of assessment about how the student feels in certain areas.
- Some findings that indirectly relate to college goals are:
 - Freshman at UND ranked their writing ability below the national average. (39.6% UND, 48.9 National)
 - Freshman at UND were much more unlikely to socialize with someone of another racial/ethnic class than the nation (48.6% UND, 70.6% National)
 - Freshman at UND were less likely to perform community service than the nation (51.7% UND, 54.9% National)

b. Other findings/results

- This survey is interesting in that it compares new freshman at UND to students across the nation who attend four-year public institutions.

7. What evidence is provided or should be provided to support the group’s findings?

- The CIRP survey was conducted with 1279 students. The findings were drawn directly from a statistical analysis of the survey results.

8. What evidence does the assessment group believe should be collected/compiled for the focused visit or the next accreditation visit?

- None of this survey information would be valuable for the focus visit since it does not relate directly to Learning Outcomes

9. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
 - An indirect measure at best, or a non-measure
10. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
 - It does not empower others to assess student learning. It may give a sense of incoming freshmen's aspirations and perceived strengths but only in a very general way.
11. Is there a better way to obtain or report the data to be analyzed?
 - The only suggestion would be to try to capture the same data from new students who do not attend the getting started program.
12. 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?
 - The tool is used at students' entry to the university and is not used to assess student learning.
13. Does the tool reflect a culture of assessment at UND?
 - Only partially, since it is a national survey; still some information related to UND incoming students' perceptions can be gleaned.
14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
 - There is the ability to add on about 20 additional, institution specific questions at the end
 - Perhaps UND could decide on new and improved questions to address that may better fit our culture of assessment
 - Use the questions as a pre-determination of a student's ability in the areas addressed by the learning goals.
 - These same questions could then be addressed in the CIRP senior survey to see if students perceptions have changed
 - If not already done, dissemination of the information to those mentioned in #3 above would be beneficial.
15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
 - No
16. What value does the group place on this tool for helping to achieve the university's assessment plan?
 - Has some potential to be beneficial to Enrollment Services in that the information can build understanding about the interests, and perceived

strengths of new students, their general feelings about the university as well as how they get their information.

17. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?

- Please see question 3

18. Review Summary (Five main points)

- Compared to their national counterparts, UND freshmen appear to be more confident than their national counterparts in areas of Physical Health (UND 63.5%; National 57.6%), Emotional Health (UND 60.4%; National 57.4%), Computer Skills (UND 43.2%; National 41.5%), Religiousness (UND 31.6%; National 30.6%), and Leadership Ability (UND 63.2%; National 63.0%).
- Over a third (39.6%) of the UND new freshmen would want employment in North Dakota after graduation, 15.7% would not, and 44.7% reported being unsure.
- The Institutional questions addressed in questions 41-58 can be changed to better fit the current assessment needs of the university.
- Freshman at UND were much more unlikely to socialize with someone of another racial/ethnic class than the nation (48.6% UND, 70.6% National)
- Freshman at UND ranked their writing ability below the national average. (39.6% UND, 48.9 National)

19. Recommendations of the Reviewers

- This survey has a lot of great information, perhaps it could be tailored more to be a better tool for the University's assessment process

20. *(As the summary and note-worthy items are relayed to other stakeholders, what meaning do they find in the survey results? How do they use the results in decision making (examples are helpful); how is the information used to 'close the loop?')*

21. *(Reports from the stakeholder(s) re this Assessment Tool is (are) due: _____)*

22. *(The Assessment Committee's final summary as to the usefulness of the Assessment Tool, university-wide.)*

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