

## 2005-2006 Placement Survey

Graduates of December 2003, May 2004, and August 2004

**Purpose of the Survey:** *Collection of demographic and employment information of recent UND graduates for the needs of the Career Services and assessment purposes.*

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

*UND graduates of December 2003, May 2004, and August 2004 (1628 sent; 1357 were delivered). 681 valid surveys were analyzed, for a response rate of 50.2%. The response rate is higher than in previous years.*

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

*Annually, by graduation years, beginning with December 1995-August 1996. The 2005-2006 letters and surveys were mailed September 30, 2005. ( $\approx 1-1\frac{3}{4}$  years post graduation.) Four follow-up mailings were sent. Data collection closed April 5, 2006.*

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?

*Career Services. Various colleges, schools, and departments within the University, and the Assessment Committee.*

*Various civic organizations may also be interested in the data, relative to out-migration of North Dakota residents.*

4. Who is responsible to provide the assessment group the information for this report?

*Office of Institutional Research (OIR), Carmen Williams and Jean Chen*

5. What UND student learning goals are being assessed?
  - a. (Institutional and General Education Goals?)

*This survey is not intended to address specific learning goals of the Institution or General Education Committee.*

*It is assumed that the students have learned, in that graduation requirements have been met, and 86% of respondents indicate their current position is directly*

*related or somewhat related to the education they received at UND. (In 2005-2005, >90% of respondents answered similarly.)*

6. What are the assessment 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: *N/A—See 5a above.*
  - b. Other findings/results

*Selected content and findings:*

*-96.6% of respondents reported being employed or currently a student.*

*-85.9% indicated their current position is directly related or somewhat related to the education they received at UND.*

*-56 of the 157 respondent (35.7%) who are pursuing additional education are doing so at UND.*

*-Reasons for considering, or not considering, employment in ND are offered.*

*-Data relative to participation in Internship/Cooperative Education while a student is presented.*

*-Salaries of graduates are presented.*

*-Data are presented by gender, by states of residency as a student and as a graduate, and by colleges.*

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

*The stated purpose of the survey is demographic and employment information post-graduation, not student learning per se. (same as previous report)*

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

*N/A. This survey does not address student learning. (same as previous report)*

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

*At best, the survey provides indirect evidence that learning has occurred. (same as previous report)*

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

*This survey does not assess student learning. Placement data may help departments with administrative and accreditation reports and internal administrative decisions. (same as previous report)*

11. Is there a better way to obtain or report the data to be analyzed?

*Web based surveys were utilized during the past two years. Due to a low response rate, traditional paper-based surveys were re-instituted in 2005-2006. This year the rate is 50.2%. The response rate in 2004-2005 was 42%.*

*Both the executive summary and full report compiled and written by Jean Chen, Carmen Williams, and Yevhen Holubnyak (OIR) are clearly-written and easy to understand.*

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?

*Unknown level.*

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

*Yes, in that UND is interested in how a UND education is applied to future employment.*

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

*This question would best be answered by the stakeholders, i.e., Career Services and individual colleges, programs or departments.*

15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?

*See #13 above.*

16. What value does the group place on this tool for helping to achieve the university's assessment plan?

*This survey is one facet of the Assessment Plan. Results are important relative to graduates' use of their UND education. It should be continued.*

*The survey has use relative to college, program, and departmental administrative planning and student recruitment. Usefulness is best determined and reported by individual departments.*

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

*See #3 above.*

## 18. Review Summary

*See # 16 above. This tool provides information useful to UND colleges, programs, and departments relative to post-graduation placements. The data may also be useful in administrative resource allocations and student recruitment.*

## 19. Recommendations of the Reviewers

*Continue to use the Placement Survey.*

*Encourage colleges, programs, and departments to access and use the findings as they see appropriate. Consider revisions based upon stakeholder suggestions and feasibility of the revisions.*

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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Date of Submission: September 20, 2006