

2007 New Freshmen CIRP (Cooperative Institutional Research Program) Survey

1. The data collected addresses information relating to what university group or situation?
 - *New freshmen entering UND in fall 2007, who attended Getting Started during summer 2007*
 - *Response rate is 60.6% of entering freshmen (1,125 responses)*
2. How often is this tool used and analyzed? What time of year?
 - *Until 2005, every fall, for approximately 40 years previously*
 - *Since 2005, due to increased costs, survey is scheduled every other year*
 - *Last administered in fall 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 undergraduate academic programs (especially areas where freshmen self assessed themselves as needing special tutoring like mathematics, science, writing)*
 - *Essential Studies Director and Essential Studies Committee*
 - *All offices whose services are referred to in the survey (Financial Aid, Enrollment Services, Housing, Career Services, Multicultural Awareness Center, Campus Ministries)*
 - *Student Organizations*
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 assessed?
 - *The data does not directly assess student learning at UND*
 - *However, the self assessment data can be used as a benchmark for entering freshmen and later compared to similar data gathered for graduating seniors to analyze learning outcomes at UND.*
 - 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”)
 - ☐Y___2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
 - ☐Y _ 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”)

___Y___7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

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:

- *Question # 50-55*

Rate yourself in terms of each competence item (1=low, 5=high)

Write clearly 3.7

Speak clearly 3.8

Make choices 4.2

Think critically/creatively 3.9

Familiarity with other cultures 3.0

- *Student estimates chances are “very good” that he/she will:*

Participate in volunteer or community service work 15.4%

b. Other findings/results

- *Several questions assess academic preparedness, student aspirations, student engagement*

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

- *N/A – the survey is not intended to address student learning at UND*

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

- *The results of the survey itself are self-assessments; however data from the six new supplemental questions #51 - #55 and question #18 could be utilized as a base measure and compared with other surveys like the Graduating Seniors Survey to link the survey’s findings and measure student learning at UND over a period of time.*
- *The results, compared to the Graduating Seniors Survey, supplements other direct assessments of student learning outcomes such as those produced through ES coursework (cataloged through the ES Committee’s validation process).*

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

- *An indirect measure – see #8 above*

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

- *Yes – see response to #8*
11. Is there a better way to obtain or report the data to be analyzed?
- *Data from this survey could be compared with results from surveys of students as they move to a higher class (almost like a cohort group) and used as a measurement of progress.*
 - *Findings should supplement direct assessment activities at the course level, department/program level, college level, and university level.*
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?
- *Beginning level - this is the first year of asking questions pertaining to UND's Gen Ed goals.*
13. Does the tool reflect a culture of assessment at UND?
- *Yes, since it establishes a baseline of academic standing of students even though it is all self-reported. However, it must be viewed as only one piece of a much larger tapestry of assessment.*
14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
- *Yes. Some of the survey results can be analyzed and utilized to help students develop skills in areas where they have professed a need. (For example: When asked if any special tutoring/remedial work was needed, this group of incoming freshmen (fall 2007) self reported at the following rates – mathematics 25.9%, science 13.8%, and writing 10.6% which could determine extra resources needed to support them.)*
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?
- *As stated in #8 above, as a stand alone tool it does not measure student learning outcomes at UND but there is value in using the data as a baseline measure.*
17. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?
- *The survey also includes questions seeking information about student demographics, academic achievement, educational plans, career plans, student involvement, etc.*
 - *The findings provide relevant information for academic and administrative units interested in freshman retention rates since several questions point to indicators*

of increased drop-out/ transfer propensity, e.g. mental health related items, alcohol use, and financing higher education.

- *Supplemental questions touch upon retention of graduates in the state of North Dakota which may be of use to administrative and academic units interested in “serving the state” through retaining a highly trained labor force.*

18. Review Summary

- *See #16*

19. Recommendations of the Reviewers

- *With the addition of the supplemental questions specifically asking about the Gen Ed goals, this data should be used as a baseline and data gathered subsequently from other surveys of this group can be used to analyze trends. The ES Committee would be in the best position to evaluate trend and report to other interested parties including university administration offices and the University Assessment Committee.*
- *The wording of the supplemental questions on the Freshman CIRP regarding Gen Ed goals (noted above) needs to be reconsidered to more accurately reflect Essential Studies goals. The ES Committee would be in the best position to make recommendations*

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?’)

- *Remains to be seen. However, as stressed above, this survey provides only student self-evaluation of some of the former Gen Ed goals. Thus, as an indirect measure, its usefulness is limited and unlikely to be the basis for any “closing the loop” decisions although it may reinforce findings through other assessment activities.*

21. (Reports from the stakeholder(s) re this Assessment Tool is (are) due: May 2009)

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

- *As an indirect measure of Gen Ed (not ES) goals, the instrument is of limited use for assessment of student learning outcomes. Its greatest utility will be as a baseline measure to track student progress with other surveys and serve as a supplement to direct measures of student learning outcomes at the university level. Its usefulness to college-level and departmental/ program-level units is limited since the instrument has no way of identifying what programs students will follow in the future.*
- *The instrument has other value for student service units around the university. Specifically, it provides useful demographic and attitudinal measures that can be evaluated to reinforce and/or design strategies for student recruitment and retention.*

Submitted by: *Paul Sum and Sharlette Seelan*

Date of Submission: *October 20, 2008*