

Placement Survey
2006-2007
(2004-2005 Graduates)

1. The data collected addresses information relating to what university group or situation?
 - Students who graduated from UND in December 2004, May 2005 and August 2005.
2. How often is this tool used and analyzed? What time of year?
 - This tool is used annually and was sent out in October of 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?
 - All Academic Units
 - Especially those going in for accreditation (Placement can be broken down by major)
 - Enrollment Services as recruiting tool
 - Career Services and an advising tool
 - Alumni office as a information tool
4. Who is responsible to provide the assessment group the information for this report?
 - The Office of Institutional Research conducts survey
 - Carmen Williams
 - Jean Chen
 - Yevhen Holubnyak
5. What UND student learning goals are assessed?
 - a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:
___N___ 1 Communication ("communicate effectively, both orally and in writing")
___N___ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
___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")
___?___ 5 Lifelong learning ("commit themselves to lifelong learning")
___N___ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

___N___ 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:

- For Life Long learning, it may be addressed indirectly with the question of currently seeking more education.
- This would be a very indirect measure if any

b. Other findings/results

- There were a lot of interesting findings in this study, they just do not relate well to student learning.

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

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

- Really nothing from this survey would fit into this type of assessment

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

- Indirect if any.

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

- No

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

- This survey is still conducted in a paper format. Perhaps putting it online and emailing a link to graduates would produce a higher response rate.

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?

- Since this tool surveys graduates, it would be looking at the final stage.

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

- It shows that the institution is concerned about graduate placement data. However, this does not tie in closely to the assessment practices.

14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
- Since it surveys graduated students, it would be hard to tell.
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?
- Unless it is changed, it really does not measure the current stated goals.
17. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?
- Career Services, and Academic units
18. Review Summary
- This survey tool is effective for determining placement of recent graduates of the University. Information obtained is vital for Career Services as well as individual academic units within the university. If tailored the survey could also provide essential assessment data as well. In its current state, it does little to assess student learning.
19. Recommendations of the Reviewers
- In order to make this great survey tool even better would be to include a specific section (second page) which specifically addresses the university established learning goals. This second page could ask students to rate how they perceive their education has helped them with these goals now that they are in the professional workforce. Since the survey tool is already acquiring a good response rate, it would be beneficial to tailor it to UND's goals.
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: _____)*

The Relevance of the Placement Survey and Results to Academic Departments

2006-2007 Placement Survey

Graduates of December 2004, May 2005, and August 2005

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

This tool provides information relative to post-graduation employment. In the published report, data is categorized by colleges; information could be applied to departments in general. The OIR does provide a breakdown by major of the minimum and maximum, as well as the mean salary. It should be cautioned that with the lower response rates, some majors have extremely low numbers reporting. Even so, data may be useful in advisement, student recruitment, decisions for internships, and employment counseling.

For example, insights as to why graduates choose to stay in or leave North Dakota are provided. Reasons to seek employment in North Dakota include: 'home state, close to family, high quality of life, job opportunity and liking the state. Those who seek employment elsewhere cite the following reasons: weather, low salaries, proximity to family, limited career advancement opportunities, employment availability of self or spouse, entertainment/cultural activities, and a preference for living in metropolitan areas.'

Upon request, the OIR is able to provide response sets for individual departments. However, as the overall response rate for the survey is 44%, the responses available for any one department may be quite limited. Results for individual departments should be analyzed, interpreted, and used relative to the number of responses available.

Submitted by: Beth Bjerke and Kirsten Dauphinais

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