

2007 Sophomore Satisfaction Survey

Purpose of Survey:

The purpose of the survey is to determine sophomore student's satisfaction with their experiences at UND. It is designed to assess the demographic characteristics, college related goals, hours per week spent working, frequency of classroom activities, importance of the instructors, satisfaction with service offices, general satisfaction items, as well as the University of North Dakota's contribution to personal growth of the university sophomore. The last survey was conducted in April 2005.

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

The survey was emailed to 685 enrolled sophomores with 219 respondents (32%).

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

The survey is administered every alternate year during the spring semester. Previous surveys were done in 1993, 1996, 1999, 2002, and 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 academic departments
- Departments providing support services as the quality of services provided is assessed:
 - Admissions
 - Counseling Center
 - Native American Programs
 - Student Financial Aid
 - Career Services Office
 - Co-operative Education Office
 - Student Health
 - Bookstore
 - Business Office
 - Library
 - Learning Services Office
 - Disability Support Services
 - Veteran Services
 - Women's Center
 - International Center
 - Recreational Intramural Programs
 - Dining Services
 - Information Technology Systems & Services
 - Campus Shuttle Bus
 - Children's Center
 - Memorial Student Union
 - Traffic Office
 - Campus Police
 - Student Academic Services
 - Housing Office
 - Registrar's Office

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?

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”)

 Y 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”)

 Y 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

The survey also addresses a variety of college related goals, including: career interests, social skills, leadership ability, and self confidence.

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:

When asked, “How much has your education at UND contributed to your personal growth in each of the following areas”, the following percentage of students noted UND has contributed very much to their personal growth...

Communication

- Understanding written information – 40.6% (+4.9% from 2005, +8.4% from 1993)
- Writing effectively – 36.6% (-2.0% from 2005, +9.0% from 1993)
- Speaking effectively – 35.2% (+5.8% from 2005, +6.9% from 1993)

Critical/Creative Thinking

- Approaching problems creatively - 41.1% (+4.9% from 2005, +18.7% from 1993)
- Defining and solving problems - 38.9% (-2.9% from 2005, +1.8% from 1993)
- Making assumptions, inferences, conclusions - 30.9% (-6.7% from 2005, +5.9% from 1993)
- Conducting research - 29.9% (-5.5% from 2005, +12.8% from 1993)

Informed Choices

- Making informed choices - 47.4% (+0.2% from 2005, +4.3% from 1993)
- Understanding how choices are made, evaluated - 29.1% (-5.6% from 2005, +6.7% from 1993)

Understanding Across Disciplines

- Understanding & applying scientific principles - 29.7% (-7.5% from 2005, +4.0% from 1993)
- Understanding & appreciating the arts - 24.0% (-4.6% from 2005, -4.9% from 1993)
- Understanding & applying math in daily activities - 18.9% (-4.6% from 2005, -7.4% from 1993)

Lifelong Learning

- Learning on your own - 53.7% (-7.2% from 2005, -6.2% from 1993)
- Working independently - 53.1% (+2.3% from 2005, +7.4% from 1993)
- Organizing your time effectively - 47.4% (-3.9% from 2005, -0.3% from 1993)
- Following directions - 38.3% (-1.0% from 2005, +7.6% from 1993)
- Working cooperatively in a group - 35.1% (-0.8% from 2005, -0.4% from 1993)
- Planning and carrying out projects - 34.9% (-7.4% from 2005, +12.5% from 1993)
- Persisting at difficult tasks - 34.1% (-5.2% from 2005, +7.1% from 1993)
- Caring for your own physical and mental health - 30.3% (-4.9% from 2005, +2.0% from 1993)
- Using the library - 29.7% (-8.9% from 2005, -5.8% from 1993)
- Leading/guiding others - 28.0% (-5.3% from 2005, +3.0% from 1993)

Cross-Cultural Appreciation

- Acquiring a global perspective - 24.0% (-6.1% from 2005, -21.7% from 1993)
- Understanding diverse cultures - 23.1% (+0.7% from 2005, -5.8% from 1993)

Service/Citizenship

- Recognizing rights, responsibilities, privileges - 25.1% (-7.6% from 2005, -7.4% from 1993)
- Contributing to the well-being of others - 22.4% (-9.2% from 2005, -6.5% from 1993)

b. Other findings/results

When asked, “How satisfied are you with your experiences at UND”, 88.5% of respondents said they were satisfied or very satisfied (+4.8% from 2005, +1.7% from 1993).

Other findings relate to students use and satisfaction with various University services and departments.

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

See the information provided in question 6a as it addresses current findings as well as comparisons to results from previous administrations of the same instrument.

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

The information noted in question 6a may be of interest during a focused visit or accreditation visit as it addresses student's assessment of their personal growth in areas related to UND's student learning goals.

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

Although Gen Ed goals are addressed and measured, the data is an indirect measure of student learning.

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

It is a secondary measure of student learning and while it is informative, it does not present a complete evaluation of student learning. The number of respondents (219 respondents) is quite small and may not provide an accurate representation of the sophomore student body and their overall learning.

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

The application seems fine, though a larger number of respondents would be beneficial.

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: It is a baseline for assessment.

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

It depends if individual departments are analyzing the data to inform their decision making process.

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

Unsure. The information can be provided, but it is up to individual departments to utilize the information.

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?

It is a piece of the assessment puzzle and can be one of many assessment strategies, but to be effective, it should be used in conjunction with other instruments and results.

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

Each department noted specifically in the instrument would likely find the results interesting and beneficial. All departments should be encouraged to look at the results and assess the role they play in student experiences.

18. Review Summary

This instrument provides information regarding sophomore student's satisfaction with the University. The instrument addresses various aspects of student's University experiences from student learning goals to satisfaction with campus services.

19. Recommendations of the Reviewers

The Sophomore Satisfaction Survey should continue to be administered every other spring. The data collected provides useful information regarding student learning and student satisfaction. If used, it is another tool that can be useful in making decisions as well as closing the loop on other assessment initiatives.

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?')

- Information related to student satisfaction with services and departments should be shared with department heads and other administrators as results may inform the decision making process regarding resource allocation.
- Results related to student learning goals should be shared with faculty members and others. Data from previous administrations of the instrument should also be shared as a method of showing improvement over time and/or the need for additional attention in areas.

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.)

The information is useful to staff and faculty across campus as it addresses student learning and satisfaction both in and out of the classroom.

Submitted by: **Cassie Gerhardt and Sharlette Seelan**

Date of Submission: October 19, 2007