

**OIR Assessment Tool**  
**Alumni Outcomes Survey, 2008**  
**11/02/09**

**Purpose of Survey:**

The Alumni Outcomes Survey “assesses alumni perceptions of UND’s impact of personal and professional growth and development, as well as general background questions, employment history, and education information”  
(<http://www.und.nodak.edu/dept/datacol/reports/surveydesc.html>).

1. The data collected addresses information relating to what university group or situation?  
*The university group is that of alumni graduating in 12/04, 05/05 and 08/05. N=121 yielding an 8% response rate. Results were analyzed and compared to the national norms for public colleges and colleges with enrollments of 10,000 or greater.*
2. How often is this tool used and analyzed? What time of year?  
*The tool is administered every two years during the spring semester. Surveys are sent to alumni who graduated 3 years prior.*
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?  
*This tool provides broad information that might be of interest to several different groups across campus. The survey has four sections which may provide information to groups within the university as noted here:*
  - a. Section I: Background Information: *Enrollment Services re recruitment*
  - b. Section II: Employment Information: *Enrollment Services re recruitment*
  - c. Section III: Educational Outcomes: *Essential Studies Committee, Tom Steen, Director, Office of Essential Studies, college deans re possible broad measure of attainment of stated learning objectives*
  - d. Section IV: Educational Experiences: *Enrollment Services, Student Life*
  - e. Section V: Activities and Organizations: *Student Life*
  - f. Section VI: Additional Questions: *Colleges for broad measures of experiential learning, information related to satisfaction with the major field of study, Dean of Students, Financial Aid, Director, Office of Essential Studies.*
4. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings? As noted above the survey covers a wide array of topics that may be of general interest to several different parties on campus.  
*See list in 3 above.*

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

*Office of Institutional Research*

6. 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 – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) (III.9 &15)

Y 2. Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) (III.2 & 13)

Y 3. Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) (III.1 &5)

Y 4. Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) (III.14)

Y 5. Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) (III.7)

Y 6. Diversity (“demonstrate understanding of diversity and use that understanding...”) (III.8,11&17, 18)

Y 7. Lifelong learning (“commit themselves to lifelong learning”) (III.3)

Y 8. Service/citizenship (“share responsibility both for their communities and for the world”) (III.6 &19; IV)

- b. Additional goals *None*

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

- a. From Question 6a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

*These results report the alumni perceived impact of their university experience on the attainment of the skills related to the student learning goals:*

- *Communication:*
  - *III.9 Recognizing and using effective verbal communication skills. 73.3% reported moderate to major impact.*
  - *III.15 Recognizing and using effective verbal communication skills. 80.6% reported moderate to major impact.*
- *Thinking and reasoning – critical thinking:*
  - *III.2 Thinking objectively about beliefs, attitudes, and values. 77.8% reported moderate to major impact.*
  - *III.13 Understanding the interaction of human beings and environment. 56.5% reported moderate to major impact.*
- *Thinking and reasoning – creative thinking*

- *III.1 Developing original ideas and products. 68.1% reported moderate to major impact.*
  - *III. 5 Defining and solving problems. 91% reported moderate to major impact.*
- *Thinking and reasoning – quantitative reasoning*
  - *III.14 Analyzing and drawing conclusions from various types of data. 80.6% reported moderate to major impact.*
- *Information literacy*
  - *III.7 Accessing and using a variety of information sources. 86.6%*
- *Diversity*
  - *III.8 Getting along with people from various cultures, races, backgrounds, etc. 73.3% reported moderate to major impact.*
  - *III.11 Understanding and appreciating cultural and ethnic differences between people. 60.1%*
  - *III. 17 Getting along with people whose attitudes and opinions are different from mine. 77.8%*
  - *III. 18 Working cooperatively in groups; working as a team member. 85.8%*
- *Lifelong learning*
  - *III.3 Making and exercising a lifelong commitment to learning. 83% reported moderate to major impact.*
- *Service/citizenship*
  - *III.6 Appreciating and exercising my rights, responsibilities and privileges as a citizen. 61.3% reported moderate to major impact.*
  - *III. 19 Understanding international issues. 45.1% reported moderate to major impact.*
  - *Section IV: Involvement in activities or organizations while attending UND.*
    - *Professional: 63.9% reported average to high levels of involvement.*
    - *Religious: 43.3 % reported average to high levels of involvement.*
    - *Service: 31.8% reported average to high levels of involvement.*
    - *Environmental: 16.7% reported average to high levels of involvement.*
    - *Social: 47.7% reported average to high levels of involvement.*
    - *Cultural: 14% reported average to high levels of involvement.*
    - *Youth-oriented: 24% reported average to high levels of involvement.*
    - *Sports/Athletics: 42.4% reported average to high levels of involvement.*

- *K-12 Schools: 9.9% reported average to high levels of involvement.*
- *Community: 31.7% reported average to high levels of involvement.*

*Additional findings:*

- *There was little significant deviation from national findings either for public universities or those of college sizes over 10,000.*
- *95% of alumni surveyed rated UND as excellent or good and 86.9% report that they would attend UND if they could begin again.*
- *The five school experiences which UND alumni named as having the greatest impact include: Defining and solving problems, Recognizing and using effective written communication skills, Accessing and using a variety of information sources, Working cooperatively in groups or working as a team member, and Recognizing and using effective verbal communication skills.*  
(<http://www.und.nodak.edu/dept/datacol/reports/subFolder/act2008Alumni/first3.pdf>)
- *The five highest degrees of satisfaction are found in the areas of Quality of the program in my major/field, Class size relative to the type of course, Overall quality of instruction, Variety of courses offered, and General condition of buildings and grounds.*  
(<http://www.und.nodak.edu/dept/datacol/reports/subFolder/act2008Alumni/first3.pdf>)
- *The overall effectiveness of students' education was determined by examining the difference between the importance placed on an outcome and the level of perceived impact the alumni report that the UND experience provided to allow attainment of that outcome. In this survey three areas had a large enough importance/impact gap to indicate areas where changes might be warranted: living my own life according to my own standard/ethic, getting along with people from various cultures/races/backgrounds and understanding international issues.*
- *The low rate of return 8% limits the ability to draw any reliable conclusions.*

8. What evidence is provided or should be provided to support the results of the survey?

*Results of employer surveys might provide information that would support findings of this survey.*

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

*Data from section III as it relates to student learning goals and institutional goals and data in Section IV as it relates to student satisfaction tied to student learning may provide evidence that would address one or more accreditation standards. However, more direct measures would also be needed to be included to lend support to the student self-perceptions represented in this survey.*

10. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?  
*Indirect*
11. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?  
*Only to the extent that it helps us to triangulate with other reports*
12. Is there a better way to obtain or report the data to be analyzed?  
*Not at this time*
13. Does the tool reflect a culture of assessment at UND?  
*Yes*
14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?  
*The report is so general that it provides limited information to the groups that might be interested in the findings. It does provide a valuable snapshot of alumni perspectives across a number of categories, but at a minimum triangulation with other reports collecting similar data would be needed to increase the usefulness of this one. It would take significant investment of UND resources beyond the scope of this committee to make this report more useable or effective.*
15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?  
*No*
16. What value does the committee place on this tool for helping to achieve the university's assessment plan?  
*This value of this information, as viewed in isolation, is limited; however, it does provide a good snapshot that fits within culture of assessment.*
18. Review Summary  
*The Alumni Survey provided broad information across a number of categories that might be of interest to various groups across campus. The return rate was small, however, and at 8% may not yield significant reliable information unless triangulated with other reports. In general alumni were satisfied with their experiences related to learning and campus climate. Also, these results were in keeping with national findings.*
19. Recommendations of the Reviewers  
*None at this time*

20. What might faculty want to know about this survey? *(Please provide one to two paragraphs describing some findings from this survey. These paragraphs will be forwarded to academic departments as a means of keeping them informed about the existence of information that might be useful to them.)*

*The Alumni Survey provides broad information related to former UND students' experiences. Areas of strength included a high degree of student satisfaction that is consistent with data from other institutions of similar size. Alumni indicated that their educational experiences at UND had the greatest impact on their attainment of the following five skills: defining and solving problems, recognizing and using effective written communication skills, accessing and using a variety of information sources, working as a team member cooperatively in groups, and recognizing and using effective verbal communication skills. Perceived weakness emerged related to three items: living my own life according to my own standard/ethic, getting along with people from various cultures/races/backgrounds and understanding international issues. Responses were based upon an 8% return rate and therefore may have limited use.*

Submitted by: Members of the University Assessment Committee  
Date of Submission: 11/16/09