

Graduating Student Survey — 2008

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

Students who had indicated plans to graduate in May 2008.

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

The survey is administered every three years; during the spring semester.

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
- Non-academic departments providing support services.

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?**

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”)

a. 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:

All of the data gathered evaluate student perception, rather than assess the actual performance on the learning outcome goals of essential studies.

b. Other findings/results

- The top three reasons for attending UND: program (30%), location (20%), and cost (14%).
- The top three most satisfied services: Wellness Center (93%), Memorial Union (90%), and ITSS (85%).
- The report lists the level of satisfaction on 21 items. The top three most satisfied items are: level of interaction with other UND students (88.1%), overall social experience (88%), and overall academic experience (85.9%).
- The top three personal growth areas: learning on your own (70%), making informed choices (68%), and working independently (68%).

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?

Follow longitudinal trends re: student satisfaction with UND and their collegiate experience generally

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

Non-measure

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

Learning? No.

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

No.

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?

Making progress.

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?

Not necessarily.

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?

A piece of the broader look into students' attitudes on campus

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

Executive summary should be sent as a .pdf (*i.e.*, copied) to all departments

18. Review Summary

The results of the 2008 Graduating Student Survey give a look at student attitudes towards their education and overall campus experience. It draws attention to where students were particularly pleased with the experiences, as well as showing areas of opportunity for improvement.

19. Recommendations of the Reviewers

The 2008 Graduating student survey looks at student motivation and attitudes about the education and educational experience on their way out the door, so to speak, of our campus. It is an important quality assurance survey, sampling student opinions and impressions of their experience at UND, and should be continued.

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.)*

23. What might faculty want to know about this survey? *(Please provide one to two paragraphs describing some findings from this survey.)*

See #6 above.

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