

OIR Assessment Tool
2009 New Freshmen CIRP
Cooperative Institutional Research Program Survey
AY 2009-2010

Purpose of Survey: *The 62-question Cooperative Institutional Research Program (CIRP) assesses the demographic characteristics, past experiences, current opinions, as well as aspirations of new incoming freshmen. This UND/CIRP report covers major findings from the 2009 survey, compares key areas with national peer institutions, and reports on a few important longitudinal trends.*

(<http://www.und.edu/dept/datacol/reports/subFolder/cirpfreshman2009/cirpfreshman2009.htm>)

1. The data collected addresses information relating to what university group or situation? (I.e., from whom is the university collecting this information? Whose perceptions are we reading?)

University freshman, incoming fall 2009

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

Every 2-3 years during the summer "Freshman Getting Started" program.

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?

Provost's Office (AP Undergraduate Studies)

Deans of Colleges Student Success Center

Office of Student Involvement

Academic Advising Offices at the University and College levels

Enrollment Services

Residence Services

Financial Aid

Essential Studies Committee

University Relations

Staff of Dakota Student (University Student Newspaper)

Student Body President

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

See item three above.

5. Who is responsible to provide the assessment group (University Assessment Committee) the information for this report?

OIR (Office of Institutional Research)

6. What UND student learning goals are assessed? *This is a pre-assessment tool and as such does not assess UND Student learning goals. There is some pre-assessment information related students perceptions' about diversity and service/citizenship in the CIRP Constructs section on pp 7-8.*

a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:

_____ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)

_____ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)

_____ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)

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

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

_____ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)

_____ 7 Lifelong learning (“commit themselves to lifelong learning”)

_____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

b. Additional goals

7. 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:

As noted about student learning goals are not assessed. However, results related to incoming students' perceptions about diversity (“Pluralistic Orientation”) and service/citizenship (“Likelihood of College Involvement”) are discussed. The Pluralistic Orientation “measures perceptions about skills and dispositions appropriate for living and working in a diverse society”. Students mean scores were lower than those of their national peer group. 45.7% of students fell into the low category, 36.9% in the average category and 17.4% in the high category. The Likelihood of College Involvement is a “measure of students' expectations about the involvement in college life generally” including community/service work. Students mean scores were lower than those of their national peer group. 49.6% of students fell into the low category, 36.4% in the average category and 13.9% in the high category.

Other findings/results

Please see executive summary.

Those findings of particular interest to the Committee include:

- 30% of incoming freshmen still do not know what their career direction will be.*
- UND has a good reputation for incoming freshmen although they do not necessarily know which major to pursue. 39.3% percentage indicated that UND was their first and only choice.*
- The CIRP Constructs section is of interest especially when connected to essential studies goals. Results overall indicates there is a lot of room for student development (39-49% of students fall into the low category in all of the Construct areas: Social Self Concept, College Reputation Orientation, Habits of Mind, Social Agency, Academic Self-Concept, Pluralistic Orientation, Likelihood of College Involvement.)*

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

National Survey of Student Engagement (NSSE)

Beginning College Survey of Student Engagement (BCSSE)

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

Long term changes in any of these values that indicate trends. CIRP data are available from 04-05, 05-06, 07-08, and 09-10 and a review of these can indicate changes across time.

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

Non-measure

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

This tool allows individuals and the university to student goals and perceptions. It also offers a baseline and when compared with the CIRP-Senior survey may provide evidence of growth in capabilities and self-confidence as they finish their programs.

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

No

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

Yes –it is one of many surveys tracking students' perceptions in areas beyond classroom learning.

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

No

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?

Some members of the committee raised questions about the value of the tool. It was decided that its importance lies in its ability to provide some baseline data on student perceptions in a number of areas. The demographic information also reveals interesting information about our student body.

18. Review Summary (one or two sentences)

19. Recommendations of the Reviewers

(plug in the info from #16) Look at differences in pairs of surveys that would yield pre/post data.

It would be useful to review this tool alongside the Senior CIRP Survey.

In general, it may be useful to review pairs of tools (NSSE/FSSE) looking for patterns and trends.

Essential Studies goals need to be updated on the CIRP instrument

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 CIRP reveals a good deal of information about incoming freshmen that may be of importance to faculty-especially new faculty who may be new to the state or region. In addition to demographic information, the section entitled CIRP Constructs may be of interest. Selected findings in each of these areas taken directly from the report are bulleted below:

- 1,549 respondents, 819 (52.9%) male and 730 (47.1%) female. The majority of respondents were either 18 or 19 years of age (51.1% and 46.5%, respectively), and identified themselves as White (97.1%).
- 37.3% of entering freshmen at UND graduated from a senior class of 300 or more students. The second largest category was students graduating from a senior class of 25-100. 54.0% of entering freshmen came from areas with a population ranging from 500 to 40,000, and 30.0% from areas with 40,000 to 100,000 people.

- The number one probable field of study for UND's entering freshmen was *health professional* (20.2%) followed by *business* (14.6%), *other non-technical* (13.2%), *engineering* (12.7%) and *undecided* (10.8%).
- The number one reported category for probable career was *other* (16.6%) followed by *undecided* (14.0%), *therapist* (6.7%), *nurse* (6.5%) and *physician* (6.1%).
- CIRP Constructs
 - *Social Self-Concept* "is a unified measure of students' beliefs about their abilities and confidence in social situations. Entering UND freshmen results: 31.5% falling into the *low* category, 42.2% in *average*, and 26.3% in *high*."
 - *College Reputation Orientation* "measures the degree to which students value academic reputation and future potential as a reason for choosing this college." Entering UND freshmen results: 42.1% falling into the *low* category, 31.9% in *average*, and 25.9% in *high*."
 - *Habits of Mind*, the first construct under analysis, is "a unified measure of the behaviors and traits associated with academic success." Entering UND freshmen results: 41.2% falling into the *low* category, 37.1% in *average*, and 21.7% in *high*."
 - *Social Agency* "measures the extent to which students value political and social involvement as a personal goal." Entering UND freshmen results : 40.6% falling into the *low* category, 41.6% in *average*, and 17.8% in *high*."
 - *Academic Self-Concept* "is a unified measure of students' beliefs about their abilities and confidence in academic environments." Entering UND freshmen results: 38.8% falling into the *low* category, 43.1% in *average*, and 18.1% in *high*."
 - *Pluralistic Orientation* "measures skills and dispositions appropriate for living and working in a diverse society." Entering UND freshmen results 45.7% falling into the *low* category, 36.9% in *average*, and 17.4% in *high*."
 - *Likelihood of College Involvement* "is a unified measure of students' expectations about their involvement in college life generally." Entering UND results: 49.6% falling into the *low* category, 36.4% in *average*, and 13.9% in *high*."

Submitted by: *Members of University Assessment Committee*

Date of Submission:

Form revised: 11/2/09