

**OIR Assessment Tool**  
**ACE CIRP College Senior Survey (CSS) 2008-2009**  
**Nov. 15, 2010**

**Purpose of Survey:**

*It is designed to assess how college students have changed since entering college. The survey includes measures of self-assessed academic, social, intellectual, and emotional capabilities. Colleges can use the information gathered from CSS for a variety of internal and external purposes, including satisfaction with college programs, accreditation, public relations, and assessing the impact of the college experience on their students.*

*The longitudinal study not only addresses student growth from freshman to senior year, but also compares the results with other peer institutions.*

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?)

*The 2009 CIRP College Senior Survey (CSS) surveys college seniors just prior to their graduation. The sample size was 95 students out of a population of 645 for a response rate of 15%.*

*The CSS uses nine constructs to capture the experiences and outcomes which the university is most interested. The constructs represent areas that are typically difficult to assess because of their complex and multifaceted nature. The CSS also develops nine themes composed of questions that are related by similar topic.*

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

*The CSS has been used at UND for the past thirty years. Most recently, UND has used the CSS in the spring of 2009 and the spring of 2005. It was also administered in 2001.*

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 is a very comprehensive survey. Its impact can influence a wide range of groups on campus including:*

- *University administration*
- *University colleges*
- *Academic programs*
- *Other support services and offices*

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

*More specifically, there are results reported by the survey that may directly provide feedback for the following organizations:*

- *Student Financial Aid*
- *Student Success Center*
- *Chester Fritz Library*
- *Career Services*
- *Center for Instruction and Learning Technologies (CILT)*
- *Information Technology Systems and Services (ITSS)*
- *Vice President for Academic Affairs*

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”)

  Y   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)

  Y   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”)

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

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

  Y   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?

*Student-Faculty Interaction – UND scores high in areas of faculty giving advice about education programs, providing help to improve study skills, receiving feedback on academic work, and providing help in achieving professional goals.*

Satisfaction with Coursework – UND seniors respondents report high satisfaction with the relevance of coursework..

Sense of Belonging – Nearly all seniors report a sense of belonging on campus and see themselves as a part of the campus community.

Negative Cross-Racial Interaction – Responding UND seniors have never had tense interactions with a fellow student from a different racial or ethnic group. Most UND respondents have never felt insulted or threatened because of their race or ethnicity.

Positive Cross-Racial Interaction – UND respondents are less likely to interact, less likely to intellectual discussions outside of class, less likely to share personal feelings or share meals with students from a different racial or ethnic group.

Academic Disengagement – UND respondents are less likely to miss class for reasons other than employment. UND respondents are also less likely to report falling asleep in class.

Overall Satisfaction – UND respondents reported higher level of satisfaction with the quality of instruction received. Most UND respondents also would come to UND if given the chance to start over.

Social Agency – UND respondents rate ‘helping others who are in difficulty’ as being the most important social trait and ‘helping to promote racial understanding’ as the least important social trait.

Civic Awareness – Most UND respondents report they have a stronger understanding of social problems facing the nation, global issues and a stronger understanding of problems facing their community.

- a. From Question 5a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

*Each of the following UND student learning goals are addressed by one or more of the numbered constructs and themes.*

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

*3. Interaction with Faculty Construct*

- Communicating regularly with faculty
  - 97% respondents report frequently or occasionally
- Challenging a professor’s idea in class

*11. Academic Outcomes Theme*

- Writing Ability

- 68% respondents rate themselves as above average or highest 10%

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

11. *Academic Outcomes Theme*

- *Ability to think critically*
  - 96% report having a stronger ability to think critically

12. *Academic Enhancement Experiences Theme*

- *Working with faculty on research*
  - 29% of UND seniors report working on research activities
- *Participation in undergraduate research program*
  - 5% of respondents report working on an undergraduate research program

13. *Active and Collaborative Learning Theme*

- *Professors providing an opportunity to apply classroom learning to ‘real life’ issues*
  - 99% of respondents state this occurs frequently or occasionally

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

11. *Academic Outcomes Theme*

12. *Academic Enhancement Experiences Theme*

- *Working with faculty on research*
  - 29% of UND seniors report working on research activities
- *Participation in undergraduate research program*
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13. *Active and Collaborative Learning Theme*

- *Professors providing an opportunity to apply classroom learning to ‘real life’ issues*
  - 99% of respondents state this occurs frequently or occasionally

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

11. *Academic Outcomes Theme*

- *Analytical and problem solving skills*
  - 97% report increased ability in analytical and problem solving skills

*12. Academic Enhancement Experiences Theme*

- *Working with faculty on research*
  - *29% of UND seniors report working on research activities*
- *Participation in undergraduate research program*
  - *5% of respondents report working on an undergraduate research program*

*13. Active and Collaborative Learning Theme*

- *Professors providing an opportunity to apply classroom learning to ‘real life’ issues*
  - *99% of respondents state this occurs frequently or occasionally*

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

*5. Satisfaction with Coursework Construct – Satisfaction with Academic Support and Courses Theme*

- *Library facilities*
  - *80% reported satisfaction while 5% reported dissatisfaction*

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

*6. Positive Cross-Racial Interaction Construct*

- *Positive interactions between fellow students from a different racial or ethnic groups*
  - *UND scored lower in this construct with a 46.5 mean compared with 50.0 for peer institutions*

*7. Negative Cross-Racial Interaction Construct*

- *Negative interactions between students from a different racial or ethnic groups*
  - *UND scored lower in this construct with a 47.6 mean compared with 50.5 for peer institutions*

*13. Active and Collaborative Learning Theme*

- *Student interaction with classmates of differing racial or ethnic background*
  - *UND scores significantly lower than the national norms*

*18. Religion and Spirituality Theme*

- *Discuss religion with students of different beliefs*
  - *77% of UND responders report having religious discussions compared with 82% at peer institutions*

*7. Lifelong learning (“commit themselves to lifelong learning”)*

#### *19. Career Planning Theme*

- *Plans to attend graduate school*
  - *75 or und respondents have accepted and plan on attending graduate school compared with 18% for public institutions*
- *Highest degree students plan to complete at any institution*
  - *22% report goal of completing a higher degree*
- *Importance of becoming an authority in their field*
  - *67% of the respondents feel it is important to be an authority in their field*

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

##### *8. Social Agency Construct*

- *Participation in community action programs*
- *Helping to promote racial understanding*
- *Becoming a community leader*
- *Influencing social values*
- *Keeping up to date with political affairs*
  - *46% indicate it is essential or very important to keep up to date with political affairs*
- *Helping others who are in difficulty*
  - *79% indicate it is essential or very important to help others in difficulty*

##### *9. Sense of Belonging Construct*

- *Measure of the extent to which students feel a sense of academic and social integration on campus*
  - *97% of UND senior feel they have a sense of belonging on this campus*
  - *92% report they agree or strongly agree that they are part of the campus community*
  - *99% feel that they are a a member of the college*

##### *10. Civic Awareness Construct*

- *Student’s understanding of the issues facing their community, nation and world*
  - *78% of UND respondents state they are stronger in understanding the problems facing their community*
  - *91% state they are stronger in understanding social problems facing our nation*
  - *83% report they are stronger at understanding global issues*

##### *14. Satisfaction with Services and Community Theme*

- *Overall sense of community among students*
  - *Eight out of ten UND respondents are satisfied with their sense of community*

- *Interaction with other students*
  - *Most seniors (92% report satisfaction with the interaction they have with their fellow students at UND*

#### *15. Leadership Theme*

- *Leadership opportunities during college*
  - *86% of UND seniors are satisfied with the leadership opportunities available*

#### *16. Civic Engagement Theme*

- *Items relating to community and volunteer work during college*
  - *73% report satisfaction with the opportunities for community service*
- *Items that reflect future orientation towards volunteer and community service*
  - *63% report having participated in community service work*

#### *b. Other findings/results*

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

*Summary of the responses and statistical results for each of the questions of the survey are provided in the unabridged version of the report.*

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

*The CSS is a commercial product and UND has little input in selecting the questions for the survey. The same questions are used at peer institutions to provide a comparison.*

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?

*The CSS does provide data on the university's ability to meet its student learning goals. However, the survey is an indirect measure and only provides student's perceptions of how those goals are met. Regardless, it does provide some insight and can be used with other methods for assessment.*

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

*The CSS is a commercial product and there is little that UND can do to change the survey. The response rate among seniors at UND is disappointing (15%) and methods should be developed to improve participation. More emphasis should be placed on analyzing questions that relate to student learning outcomes to provide data for assessment.*

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

*Yes. The CSS has been administered for 30 years. It provides a longitudinal profile of student achievement when compared with The Freshman Survey and results from peer institutions.*

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

*The CSS is well supported by the university. Although the results are posted at the Office of Institutional Research website, it is not well publicized. The faculty should be directed to the on-line executive summary and report.*

15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?

*The results are very straightforward. No additional insight or guidance is needed.*

16. What value does the committee place on this tool for helping to achieve the university's assessment plan?

*Provides useful information on Institutional Learning and Essential Studies Goals.*

17. Review Summary (one or two sentences)

*The CSS is a useful tool in determining the satisfaction of graduating seniors with a broad range of services and their attitudes toward faculty, community, and racial interaction. It is also helps measure changes in attitudes and attempts to assess success at meeting student learning outcomes when used in conjunction with The Freshman Survey.*

18. Recommendations of the Reviewers: *The following recommendations are suggested:*

- *Gain a larger sample population by promoting the survey to graduating seniors.*



- *Provide more information and analysis relating to student learning outcomes.*
- *Advertise the CSS results to college faculty and staff.*
- *Recommend looking at the data over time to identify trends.*
- *Add local questions to the survey related to UND Essential Studies Goals.*

*19. 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 College Senior Survey was administered at UND in 2009. It is used together with the Freshman Survey (administered in 2004 and 2005) to assess how college students have changed since entering college. It includes measures of self-assessed academic, social, intellectual, and emotional capabilities.*

*The survey indicates that seniors rank UND high in areas of faculty giving advice about education programs, providing help to improve study skills, receiving feedback on academic work, and providing help in achieving professional goals. Seniors also report high satisfaction with the relevance of their coursework..*

*Nearly all seniors report a sense of belonging on campus and see themselves as a part of the campus community. Most seniors have never felt insulted or threatened because of their race or ethnicity. However, they are less likely to interact with students from a different racial or ethnic group.*

*UND seniors are less likely to miss class for reasons other than employment and less likely to report falling asleep in class. They reported a high level of satisfaction with the quality of instruction received and would come to UND if given the chance to start over.*

*Graduating senior feel 'helping others who are in difficulty' as being the most important social trait. They also feel that they have a strong understanding of social problems facing the nation, global issues and a strong understanding of problems facing their community.*

Submitted by: Fred Remer and Roxanne Hurley  
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