Purpose of Survey:
The Alumni Outcomes Survey "assesses alumni perceptions of UND's impact on their personal and professional growth and development, as well as general background questions, employment history, and education information."
(http://und.edu/dept/datacol/reports/subFolder/act2010Alumni/act2010alumni.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?)
   The data are collected from UND alumni. Specifically, we are reading about the perceptions of students who graduated from UND with an undergraduate degree in December 2006, May 2007, or August 2007.
   The survey was sent to 1,690 graduates yielding a sixteen (16) percent response rate (N=264). The response rate was eight (8) percent in 2008, the year of the previous survey.

2. How often is this tool used and analyzed? What time of year?
   The survey appears to be undertaken on a bi-yearly basis. Surveys are sent to alumni during the spring.

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?
   Any individual, department, or program that is interested in student-learning outcomes related to UND's Institutional and Essential Studies learning goals would benefit from reading the results of this report.
   Additional groups that may find relevant information for their use would include Enrollment Services, Career Services, Wellness Center, Financial Aid, Student Support Services, and Student Life.

4. 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)
   __Y___ 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")
   __Y___ 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
Other goals that are mentioned include living an ethical life, working cooperatively with others, learning about career options, developing and using effective leadership skills, getting along with others, understanding the interaction of human beings and the environment, understanding and appreciating the fine arts and literature, and understanding international issues.

5. 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:
Alumni were asked to rate how much of an impact their school experiences had on each of the college-related goals. Available answer categories were as follows: 1 = no impact, 2 = minor impact, 3 = moderate impact, and 4 = major impact. The means for the items related to Essential Studies and institutional goals ranged from a high of 3.20 for the goal of accessing a variety of information (aligned with the ES goal of information literary) to a low of 2.65 for exercising rights as a citizen (aligned with ES goal of service/citizenship). In terms of the goals outlined above, the results are as follows:

- *Communication: impact of school experiences on recognizing and using effective verbal communication skills (mean = 3.19); impact of school experiences on recognizing and using effective written communication skills (mean = 3.19)*
- *Thinking and reasoning- critical thinking: impact of school experiences on ability to think objectively about beliefs, attitudes, and values (mean = 2.98), impact of school experiences on defining and solving problems (mean = 3.19)*
- *Thinking and reasoning- creative thinking: impact of school experiences on developing original ideas and/or products (mean = 2.84)*
- *Thinking and reasoning- quantitative reasoning: impact of school experiences on analyzing and drawing conclusions from various types of data (mean = 3.05)*
- *Information literacy: impact of school experiences on accessing and using a variety of information sources (mean = 3.20)*
- *Diversity: impact of school experiences on getting along with people from various cultures, races, backgrounds (mean = 2.84); impact of school experiences on understanding and appreciating cultural and ethnic differences between people (mean = 2.80)*
- *Lifelong learning: impact of school experiences on making and exercising a lifelong commitment to learning (mean = 3.15)*
- *Service/citizenship: impact of school experiences on exercising my rights, responsibilities, and privileges as a citizen (mean = 2.65)*
  - *In addition, graduates responded to their level of involvement with various types of activities and organizations while at UND. The four response categories were no involvement (A), low level of involvement (B), average level of involvement (C), and high level of involvement (D). The response categories were converted to numeric*

for tabulation with 'A' correlating to 1, and 'D' correlating to 4. The mean scores for each type of activity and organization, and overall percentage reporting average to high levels of involvement were:

- *Professional*   *2.30*   *41.3*
- *Religious*   *2.04*   *27.7*
- *Service*   *2.06*   *29.5*
- *Environmental*   *1.56*   *10.2*
- *Political*   *1.54*   *10.2*
- *Social*   *2.62*   *53.1*
- *Cultural*   *1.86*   *22.0*
- *Youth-oriented*   *1.70*   *19.3*
- *Sports/athletics*   *2.30*   *39.4*
- *K-12 level schools*   *1.34*   *7.6*

b. Other findings and results:

In this section attention is limited to the survey findings pertaining to the perceptions of alumni regarding the impact of UND on college-related goals. In terms of the other areas covered in the survey, the findings indicate that alumni are generally satisfied with the education they received at UND, would attend UND if they could begin again, would recommend UND to a friend, and feel that UND prepared them for their current jobs. There is also information about salaries and debts. In terms of the other findings pertaining to college-related goals, the results indicate (keeping in mind the scores range from 1 = no impact to 4 = major impact):

- *A mean of 2.88 for the impact of school experiences on living a personal and professional life according to their own ethical standards.*
- *A mean of 3.02 for the impact of school experiences on developing and using effective leadership skills.*
- *A mean of 2.67 for the impact of school experiences on learning about existing and emerging career options.*
- *A mean of 2.45 for the impact of school experiences on understanding and appreciating art, music, literature, etc.*
- *A mean of 2.55 for the impact of school experiences on understanding the interaction between human beings and the environment*
- *A mean of 2.91 for the impact of school experiences on getting along with people whose attitudes and opinions are different*
- *A mean of 3.29 for the impact of school experiences on working cooperatively with others*
- *A mean of 2.48 for the impact of school experiences on understanding international issues*

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

The information conveyed in question 5a (Sections III and V) should be collected/compiled for the next accreditation visit. Another beneficial component of the survey is Section IV which relates to the overall experiences of the student. All aspects of the university experience are captured here, such as the quality of academic offerings and teaching, student services/programs, technology availability, facilities, campus climate, diversity of the student body, and safety/security.

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

8. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
This tool does empower individuals and the university to better understand and assess student learning. It does so by communicating alumni's perceptions regarding how much impact UND has had on their abilities to connect to Essential Studies and UND Institutional goals. Since the survey represents an indirect measure based on student perceptions, it would be important to have supporting direct measurement data.

9. Is there a better way to obtain or report the data to be analyzed?
No.

10. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?
The current levels of support appear to be adequate based on the limitations of the survey itself. To provide added benefit, triangulation with other survey reports that address similar information would be needed, along with additional resources to do so.

11. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively?
No.

12. What value does the committee place on this tool for helping to achieve the university's assessment plan?
This tool is valuable because it provides an indirect measure of each of the Essential Studies goals and also for two of the institutional goals of UND. Specifically, it allows us to assess alumni's perceptions regarding the impact of their school experiences at UND on the development of their skills as related to each of the goals.

18. Review Summary (one or two sentences)
In summary, the Alumni Outcomes Survey provides an indirect measure of the achievement of Essential Studies goals and two UND institutional goals from the perspective of UND alumni. In general, recent alumni perceptions of UND are comparable with other institutions in the NDUS.

19. Recommendations of the Reviewers
No recommendations 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 Outcomes Survey provides an indirect measure of former students' experiences while at UND. The sixteen (16) percent response rate (N=264) is much improved over the 2008 survey of eight (8) percent. The skills most important to alumni in achieving personal/professional success were effective verbal communication, living ethically, and developing leadership skills. Where their university experience had the most impact regarding skills development was in the areas of working cooperatively as a team member, accessing and using information sources, defining and solving problems, and using effective verbal and written communication. A high percentage of recent alumni rated the quality of

academic programs and the number of opportunities for student involvement on campus as positive/very positive (84.3 and 76.6 percent, respectively). Other areas of satisfaction (satisfied/very satisfied) included quality of the program in my major field (84.9), overall quality of instruction (83.4), and preparation for further academic study (70.5). The Essential Studies program (defined as "General Education or core requirements at this school" in the survey) had just over half, 55.3 percent, either agree/strongly agree with it being a valuable aspect of their education. Though this seems relatively low, this compares with the 2010 NDUS results and 2008 national data.

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Date of Submission:

Form revised: 02/03/11