

**2009-2010 Placement Survey of 2007-2008 Graduates  
November, 2010**

Purpose of Survey:

**To collect demographic and employment information on recent graduates from the University of North Dakota.**

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?)

**Students who have graduated from UND in spring, summer or winter semesters. The students who have graduated provide information through a survey provided by Career Services and Institutional Research. Surveys were sent to UND graduates who earned a Bachelor's degree in December 2007, May 2008, and August 2008 (n=1,736). Of those surveys mailed, 624 valid surveys were returned for a response rate of 38%.**

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

**The survey is sent to graduates in October of each year.**

**The survey is done on an annual basis with initial contact made in early fall by OIR to graduates who received their degrees during the academic year two 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?

**The report would be of interest to most groups on campus, e.g., Career Services, Student and Outreach Services, colleges/schools, departments/programs, faculty, recruiters, prospective students, etc.**

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

**See number 3.**

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

**Career Services and 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:

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

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

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

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

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

\_\_\_N\_\_\_ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)

\_\_\_N\_\_\_ 7 Lifelong learning (“commit themselves to lifelong learning”)

\_\_\_N\_\_\_ 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:

**The nature of the survey does not appear to directly assess any of the Institutional and/or Essential Studies Goals. The survey investigates how well UND is preparing students for professional careers which is more directly related to department goals than to student learning goals.**

- b. Other findings/results

**Perhaps the most significant findings are the data related to Current Position in Relation to UND Education, and the student’s participation in Internship/Cooperative Education. These data indicate that of the 579 students who responded to this question 89% reported that their current position is either directly related, or somewhat related, to the education they received at UND. These data are supportive of the quality of the education students are receiving at UND, and the mission and goals of the individual academic programs providing the education. Also, the data indicate that the students who participated in Internship/Cooperative Education programs overall are earning higher salaries than those who did not.**

**Other selected content and findings (data are presented by gender, by states of residency as a student and as a graduate, and by colleges) include:**

- **77% of respondents reported being employed; 18% were currently students (lowest percentage recorded since this survey was first administered, 10+ years)**
- **37% of the respondents pursuing additional education were doing so at UND**
- **70% of the respondents who were currently residing in ND, graduated high school in the state (highest percentage)**
- **Reasons for considering, or not considering, employment in ND are offered**
- **Salaries of graduates are presented**

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

**Adequate data are provided, though the stated purpose of the survey is not to assess student learning, but demographic and employment information of graduates.**

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

**The survey and the results appear to be complete.**

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

**No**

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

**Probably so, from the perspective of “are we preparing students for the real-world experiences and equipping them to be successful in the workplace. This survey does not assess student learning. Placement data may help departments with administrative and accreditation reports and internal administrative decisions.**

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, in that UND is interested in how a UND education is applied to future employment.**

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

**It appears that the survey has good support.**

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

**The results of the survey appear to be presented in a clear and concise way that can be interpreted appropriately.**

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

**This survey appears to be very important in providing data to help all of UND express who we are and what our students are able to do with their education. These data, in many respects, provide the final, and ultimate "loop closing" that we are so fond discussing in assessment circles.**

18. Review Summary (one or two sentences)

**This tool provides information useful to UND colleges, programs, and departments relative to post-graduation placements in the context of all graduates, rather than just respective program/department graduate surveys. The data are also helpful in recruiting and assisting students with job placement.**

19. Recommendations of the Reviewers

**Continue to use the Placement Survey.**

**Encourage colleges, programs, and departments to assess and use the findings as they see appropriate. Consider revisions based upon stakeholder suggestions and feasibility of the revisions.**

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.)*

**Information collected by this survey can be a benefit not only to Career Services, but to the colleges and individual departments at UND as well. This information can be used by offices in resource allocation, curriculum planning and determining how well they are accomplishing their goals. These offices can also use the information to help answer career-related questions from student inquiries, such as entering salary data by program employment rates, additional education pursued, and employers of UND recent graduates. Additional findings that would be of interests are:**

- **Students who participate in internships see a higher relationship between their current position and education. Students who participate in internships or co-op programs also earn a higher salary than those students who don't participate in these programs.**
- **Students who attend Career Services events or partake in their services also see a higher relationship between their current position and education.**

- **For North Dakota residents (those graduating from a North Dakota high school) the retention rate increased considerably from last year's rate of 48% to 60% this year.**
- **64% of recent graduates believe job opportunities exist in North Dakota but only 40% of them stay.**
- **Last year 23% of the respondents reported pursuing additional education compared to this year's 28%. Also, more students are staying at UND with 32% reporting UND graduate school enrollment last year compared to 37% graduate school enrollment this year.**

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