

**OIR Assessment Tool**  
**2010 Sophomore Satisfaction Survey**  
**November 30, 2010**

Purpose of Survey: The purpose of the survey is to determine sophomore student's satisfaction with their experiences at UND. It is designed to assess the demographic characteristics, college related goals, hours per week spent working, frequency of classroom activities, importance of the instructors, satisfaction with service offices, general satisfaction items, as well as UND's contribution to the personal growth of second year students.

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?)

Data are collected from sophomore students via a web based survey. The survey link was emailed to 500 enrolled sophomores with 126 responding for a 25% response rate.

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
- Departments providing support services given that the quality of services provided is assessed through this survey:
  - Admissions
  - Counseling Center
  - Native American Programs
  - Student Financial Aid
  - Career Services Office
  - Co-operative Education Office
  - Student Health Services
  - Bookstore
  - Student Account Services
  - Chester Fritz Library
  - Learning Services Office
  - Veteran Services
  - Women's Center
  - International Center
  - Wellness Center
  - Dining Services
  - Information Technology Systems & Services
  - Campus Shuttle Bus
  - Children's Center
  - Memorial Student Union
  - Parking Office
  - Campus Police
  - Student Success Center
  - Disability Services for Students
  - Housing Office
  - Registrar's Office

4. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings?  
Beyond the list above, there are no additional suggestions regarding the distribution of findings.
5. Who is responsible to provide the assessment group the information for this report?  
The 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)

\_\_\_Y\_\_\_ 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”)

\_\_\_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?

- a. From Question 6a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

When asked, “How much has your education at UND contributed to your personal growth in each of the following areas”, the following percentage of students noted UND has contributed **very much** to their personal growth...

**Communication**

- Writing effectively – 41.07% (up from 36.6% in 2007)
- Understanding written information – 41.07% (up from 40.6% in 2007)
- Speaking effectively – 33.93% (down from 35.2% in 2007)

**Thinking and reasoning – critical thinking**

- Defining and solving problems – 53.57% (up from 38.9% in 2007)
- Making informed choices – 48.21% (up from 47.4% in 2007)
- Understanding how choices are made, evaluated – 48.21% (up from 29.1% in 2007)

**Thinking and reasoning – creative thinking**

- Approaching problems creatively – 42.87% (up from 41.1% in 2007)
- Making assumptions, inferences, conclusions – 46.43% (up from 30.9% in 2007)

**Diversity**

- Acquiring a global perspective – 41.07% (up from 24.0% in 2007)
- Understanding diverse cultures – 48.21% (up from 23.1% in 2007)

**Lifelong Learning**

- Learning on your own – 60.71% (up from 53.7% in 2007)
- Working independently – 48.21% (down from 53.1% in 2007)

**Service/Citizenship**

- Recognizing your rights, responsibilities, privileges – 40.00% (up from 25.1% in 2007)
- Contributing to the well-being of others – 48.21% (up from 22.4% in 2007)

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

The survey results are do not require additional evidence or support.

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

The information noted in question 6 may be of interest during an accreditation visit as it addresses student's assessment of their personal growth in areas related to UND's student learning goals (Essential Studies).

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

It is an indirect measure of student learning.

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

Not really. Although respondents are asked to assess the impact of their UND education on various areas of personal growth including communication and critical thinking, the survey is not a direct measure of student learning. The survey is an assessment of students' perceptions regarding their personal growth and learning.

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

Although additional respondents would be welcomed for all surveys, the methods used to obtain the data are adequate. The report is concise and easy to read and a useful analysis of the data.

13. Does the tool reflect a culture of assessment at UND?  
Yes. It is one component of the University's assessment plan. Given that the 2010 implementation was the seventh administration of the instrument, the longitudinal data continues to contribute to UND's culture of assessment.
14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective?  
The tool does not require additional support in order to make it more useable or effective, but individual departments should be encouraged to read the data and share relevant information with faculty and staff.
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?  
It is one piece of a comprehensive assessment plan.
17. Review Summary (one or two sentences)  
This instrument/survey provides information regarding sophomore student's satisfaction with the University as well as some data regarding student's assessment of their personal growth and development. The instrument addresses various aspects of student's University experiences from student learning goals to satisfaction with campus services.
18. Recommendations of the Reviewers  
The Sophomore Satisfaction Survey should continue to be administered every other spring. The data collected provide useful information regarding student satisfaction and student's self analysis of various personal development 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 information that faculty and staff might want to know about this survey is addressed in the Executive Summary the Office of Institutional Research provided in their report:

As sophomores present a unique position in the student body of a university, the University of North Dakota's Office of Institutional Research administers a Sophomore Satisfaction Survey (SSS) to garner the attitudes and opinions of these second year students. 2010 was the seventh administration of the SSS since its inception in 1993. Five hundred sophomores were invited to participate in the web-based survey via e-mail invitation in February of 2010. A total of 126 completed the survey for a response rate of 25%.

Sophomore respondents are generally quite satisfied with their UND experiences to date.

When asked to rate their overall experience, 92% report being either very satisfied or satisfied; just 2% report being dissatisfied and none of the respondents reported being very dissatisfied. Eighty-four percent of sophomores responding are satisfied with their overall academic experience, and 98% are satisfied with their overall social experience.

Other highlights include:

- Large numbers of respondents indicate they spend minimal time on academic work; 81% of respondents report spending less than twenty hours per week preparing for class, with 10% reporting less than six hours per week.
- All sophomores responding indicate they are attending college to obtain a degree and increase their knowledge and understanding in an academic field. Career development goals are also high, with 95% indicating a goal of their college attendance is to improve knowledge for a career, to prepare for a career, and to formulate long-term career goals.
- Almost one-half (49%) indicate they are more engaged in courses where using technology is required. Males are significantly more likely to indicate such than females, 65% to 36%.
- Sophomores responding report increasing satisfaction with the academic advising they are receiving. Nearly three-quarters (74%) of respondents are satisfied with their academic advising. Two-thirds are satisfied with the career advising received.
- As in prior surveys, those service areas where high numbers of respondents report satisfaction include the Wellness Center, the Memorial Student Union, Admissions, and the Chester Fritz Library. Also as indicated in prior surveys, the service areas with the lowest satisfaction ratings include the Parking Office, Campus Police, the Housing Office, and the Campus Bookstore.
- For the first time, the 2010 SSS asked about use of text messaging and social networking. Over one-half of respondents (56%) indicate they text message 10 or more times daily; just 5% indicate they never text message. Nearly all female respondents (98%) text message at least once daily. Just 4% of sophomore respondents never use social networking sites such as Facebook; 79% visit these types of sites at least daily.

In addition, the following data may be of interest to faculty and staff:

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Submitted by: Cassie Gerhardt and Ruth Paur

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