

OIR Assessment Tool
2011 Graduating Student Survey (September 1, 2011)
December 12, 2011

Purpose of Survey: **In an attempt to gauge the impressions and attitudes of its successful students, UND periodically administers this survey to students nearing graduation. It is limited to bachelor's degree students. "The survey is designed to measure both student satisfaction as well as various learning outcomes."**

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 Office of Institutional Research invited 800 students scheduled to graduate in May of 2011 to participate in this survey. 305 seniors completed the survey, yielding a 38 percent response rate.

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

It is administered periodically in May. It was previously administered in 1991, 1996, 2001, 2004, and 2008.

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 and student-service departments. College-specific dashboards and trends are provided.

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...”)

___?___ 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

Additional goals assessed would include those concerning social aspects of attending UND, personal growth, utilization of services, wellness, as well as many others.

5. What are the findings/results of this tool?

As stated in the report, “Respondents are given a list of twenty-eight areas tied to the Essential Studies learning outcome goals, and are asked to rate how much their UND education has contributed to their personal growth in these areas. Respondents are given a 3-point scale to indicate “very much,” “somewhat,” or “very little.” Mean scores are calculated to determine a relative contribution on each item.”

Highest findings (items contributed most to their growth):

- *2.75 for Understanding how choices are made and evaluated, which also have the largest increase when compared to the average from 2001, 2004, and 2008 increasing from 2.36 to 2.75*
- *2.65 for Analyzing and solving problems.*
- *Planning and carrying out projects also scores a high mean at 2.59.*
- *Ten of the remaining items also score mean scores greater than 2.50, indicating respondents report a trend toward their UND education contributing very much to their growth.*

Lowest areas (items contributed relatively little to their growth):

- *Participating in research with a faculty member (mean = 1.83) , which had the largest decrease compared to prior surveys.*
- *Understanding and appreciating the arts (mean = 1.91).*

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

- **Communication**
 - Writing Effectively – mean 2.42
 - Speaking Effectively – 2.45
- **Critical Thinking**
 - Recognizing assumptions and making logical inferences and reaching correct conclusions – 2.56
- **Creative Thinking**
 - Approaching problems creatively – 2.52
- **Quantitative Reasoning**
 - Understanding and applying numerical information in your daily activities – 2.22
 - Analyzing and solving problems – 2.65
 - Understand and applying scientific principles and methods – 2.36
- **Information Literacy**
 - Improving your ability to search for and find quality information – 2.56
 - Evaluating the credibility of different sources of information – 2.58
- **Diversity**
 - Understanding cultures different than your own – 2.15
 - Applying knowledge about diverse perspectives – 2.38
- **Lifelong Learning**
 - Learning on your own – 2.65
- **Service/Citizenship**
 - Recognizing your rights, responsibilities, and privileges as a citizen – 2.12
 - Contributing to the well-being of others – 2.33

b. Other findings/results

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

None

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

Indirect

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

Questions could be better aligned with the General Education goals. They do not specifically address engage, discover, explore, analyze graphical information, etc.

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?

No

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?

It is a valuable assessment asking students to look back at their UND experience. It should assist UND with determining how it is doing in accomplishing its learning outcomes. The College Dashboards and Trends data breaks the survey down by college, making it even more valuable.

13. Review Summary (one or two sentences)

The Graduating Student Survey is an important view from our graduate's perspective. Overall, 88% of the respondents are satisfied with 29% being very satisfied (the highest satisfaction rating reported) and 5% reporting being dissatisfied (the highest dissatisfaction rating reported).

14. Recommendations of the Reviewers

Survey graduate students as well as undergraduate students

15. 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 Graduating Student Survey gathers a variety of information about how graduating student viewed their time spent at UND and their plans after graduation. It focuses on their satisfaction with different UND experiences, academic departments, and services. The students' perception of their educational and personal growth was also addressed.

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Submitted by: Odella Fuqua and Eric Johnson
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