



Institutional Research Briefs

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The purpose of *Institutional Research Briefs* is to inform others of the types of information available from the Office of Institutional Research and to provide a brief summary of some of the projects we're working on along with the findings. *Institutional Research Briefs* will be published two to three times a year and distributed to the campus community as well as archived on our website.

Projects in Progress

Currently we have several projects in progress:

- Analysis of the HERI Faculty Survey is underway.
- Gathering data for the 2008 National Study of Instructional Costs and Productivity (Delaware) for EHD and A&S.
- Transfer Student Survey was emailed to new Fall 2008 transfer students who are enrolled for Spring.
- The College Student Survey (CSS) was sent to graduating seniors to assess how they have changed since entering college.
- UND joined the Voluntary System of Accountability (VSA) initiative. We are currently populating the web template.
- In February the web-based National Survey of Student Engagement (NSSE) will be emailed to first-year and senior students enrolled for Spring 2009. Please help by encouraging students to participate in the survey.

The Survey Says...

Did you know that the students who participated in an internship or cooperative education program while attending UND reported an average salary of \$3,204 higher than those who did not participate in such programs? This is one finding from the 2007-2008 Placement Survey. The UND-created Placement Survey was developed in 1997 through partnership of Career Services and Institutional Research for the purpose of collecting demographic and employment information on recent UND graduates. Since its inception, this survey has been administered annually. The 15-question Placement Survey was administered to undergraduate alumni, throughout fall 2007 and early 2008, who graduated two years prior. The 2007-2008 survey yielded a response rate of 37%.

Find out more about UND's recent graduates. Pages 2-3 of this newsletter include other highlights from the survey; the full report is available online at <http://www.und.nodak.edu/dept/datacol/reports/subFolder/placement2008/placement2008.htm> Another link on the site reports average salary data by major of the recent graduates, along with minimum and maximum salaries and standard deviation.

Additional data, via a pivot table, is available to departments if they want to further drill down by major. For questions about this survey or to request a copy of the pivot table please contact Carmen Williams.



Office of Institutional Research

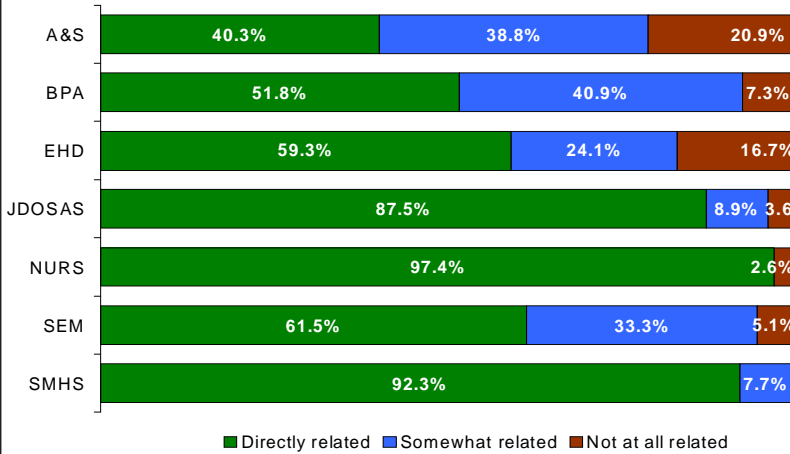
University of North Dakota
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**2007-2008 PLACEMENT SURVEY
OF 2005-2006 GRADUATES
EXECUTIVE SUMMARY**

- 1,669 UND undergraduate alumni who graduated in December 2005, May 2006, and August 2006 were mailed a questionnaire seeking demographic and employment information. A total of 538 alumni participated in the survey. After adjusting for bad addresses and other exclusions, an adjusted response rate of 37.0% was attained.
- 97.5% of respondents indicated being either employed or currently a student.
- 89.5% of respondents indicated that their current position is “directly related” or “somewhat related” to the education they received at UND.
- 113 (21.4%) respondents are pursuing additional education, of which 35 (31.0%) of this group are at UND.
- Respondents reported residing in 44 states. 61% of respondents are currently residing in North Dakota or Minnesota.
- 163 (30.8%) of the 529 respondents reported that North Dakota was their current state of residency. Overall, North Dakota retained 119 (53.1%) of the 224 respondents who graduated from high schools in North Dakota. This is the second highest retention rate compared to the ten previous surveys.
- 59.7% of the respondents believe there are job opportunities for them in their area of interest in North Dakota. Forty-two percent of respondents indicated that if a job were available in their area of interest they would want employment in North Dakota.
- Respondents indicating “yes” they would want North Dakota employment, frequently cited the following reasons: home state, close to family, they like the community or state, good place to raise a family, and job opportunities.
- Respondents indicating “no” or “unsure” they would want North Dakota employment, frequently cited the following as their reasons: weather, preference for another location or larger metropolitan area, limited career advancement opportunities, and proximity to family.
- Questions regarding annual salary were optional. Of the 403 who responded (after excluding graduate assistantships), the average annual salary was \$38,189. UND female graduates on average earned 96.6% of the annual salary of UND male graduates. To date, this is the highest salary ratio of females compared to males.
- 58.1% of respondents reported that they used the services of or attended events sponsored by UND Career Services/Coop Ed while at UND. The students who used these services reported a higher rate of relationship (directly related or somewhat related) of their current position to their UND education.
- 45.9% (239 of 521) of the respondents indicated that they participated in an internship or cooperative education program while attending UND. The participants of these programs also reported an average salary of \$3,204 higher than those who did not participate in such programs.

2007-2008 UND Placement Survey Highlights of the 2005-2006 Graduates

How closely is your current position related to your education?
Sorted by College (Total 100% per college)



Participated in an internship or co-op program?

College	% Yes
A & S	34%
BPA	59%
EHD	56%
JDOSAS	34%
NURS	58%
SEM	54%
SMHS	69%

Number of graduates pursuing further education

Study at	Male	Female	All
UND	10	25	35
Other schools	25	53	78

Do you believe there are job opportunities for you in your area of interest in ND? (prior yr)

Yes	60% (58%)
No	26% (27%)
Not Sure	14% (16%)

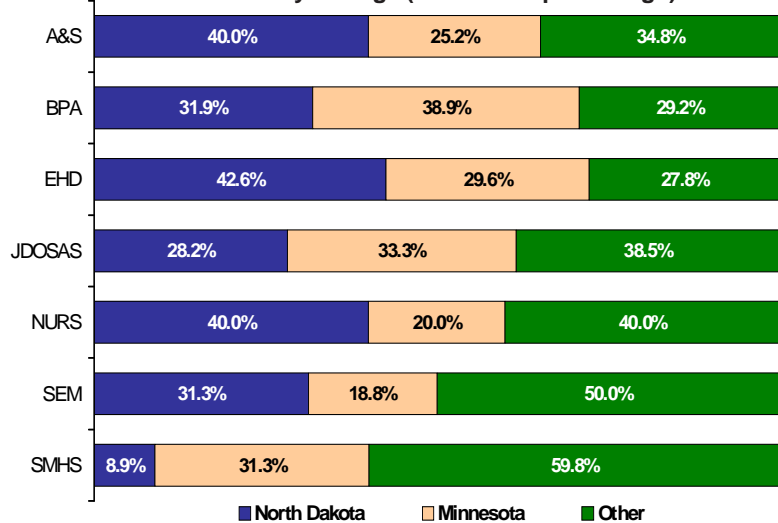
If a job were available in your area of interest would you want employment in ND? (prior yr)

Yes	42% (44%)
No	37% (34%)
Not Sure	21% (21%)

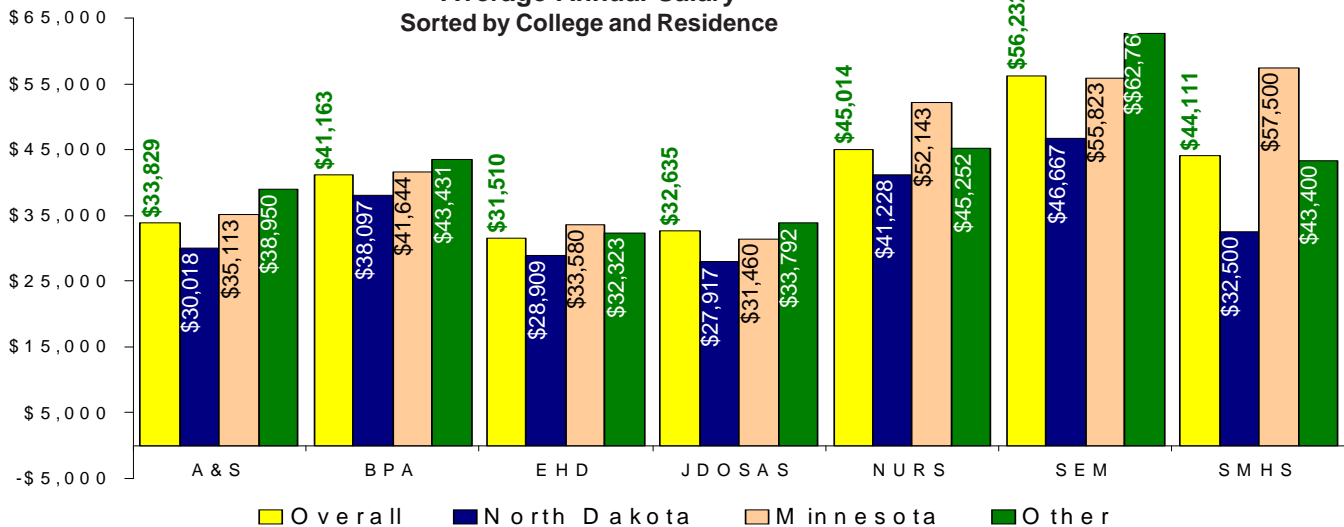
Did you use the services or attend events sponsored by UND Career Services while you studied at UND? (prior yr)

Yes	58% (60%)
No	42% (40%)

In which state do you currently reside?
Sorted by College (Total 100% per college)



Average Annual Salary
Sorted by College and Residence



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What's New for 2009 University Student Assessment of Teaching (USAT) (Faculty/Course Evaluations)

NEW USAT Form

This Spring Semester 2009 a new (blue colored) form will be distributed to all departments. The new content is on Part 3 of the form. Questions 26 and 27 have changed and now address Essential Studies/General Education Goals and how the course improved student learning. Please discontinue use of the green form.

NEW Packet Labels

Starting Fall semester 2008 we began distributing pre-printed packet (envelope) labels to each department. This is an effort to simplify the steps for departments to maintain uniform packet identification and to ensure the five digit class number is preserved for processing of the forms. Remember, if the class number is only four digits long, it needs to be preceded with a zero. The sixth digit is optional and can be used to differentiate between instructors teaching the same course.

Thank you to all for your help in organizing and making the process run smoothly. A special "thank you bag of chippers" goes out to LANG and MGMT departments for an extra special job well done.

Part 3

Directions: Faculty at the University would like to know about your learning within the Essential Studies/General Education curriculum. If the course is an Essential Studies/General Education course (but NOT a capstone course), please answer question 26. If the course is an Essential Studies CAPSTONE course, please answer question 27.

26. If this is an Essential Studies/General Education course (but NOT a capstone course), please choose the ONE goal addressed in the course and rate the degree to which this course improved your learning on that goal.

Which goal did this course address? (Choose one)	Essential Studies/General Education Goals	Under the goal that you selected, how did the course improve your learning? (scale: 1=not at all, 2, 3, 4=aggressively)
<input type="radio"/>	Critical Thinking Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Quantitative Reasoning Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Creative Thinking Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Written Communication Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Oral Communication Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Understanding of Social-Cultural Diversity	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Information Literacy	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

27. If this is an Essential Studies/General Education CAPSTONE course, please choose the TWO goals addressed in the course and rate the degree to which this course improved your learning on the two goals.

Which goals did this course address? (Choose two)	Essential Studies/General Education Goals	Under the goals that you selected, how did the course improve your learning? (scale: 1=not at all, 2, 3, 4=aggressively)
<input type="radio"/>	Critical Thinking Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Quantitative Reasoning Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Creative Thinking Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Written Communication Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Oral Communication Skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Understanding of Social-Cultural Diversity	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<input type="radio"/>	Information Literacy	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

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Recent Surveys Now Available On-Line

Below are the most recent surveys completed by our office.

2008 ACT Alumni Outcomes Survey

This 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.

2008 ECAR Study of Undergraduate Students and Information Technology

Freshmen and seniors are the focus of the study, as they represent students early in and near the end of their college careers. The purpose of the survey is to investigate the kinds of information technologies used by students, students' perceived skill level, the value that students place on technology, and the obstacles students face when using technology.

2008 Student Satisfaction Inventory (SSI) and Priorities Survey for Online Learners (PSOL)

The Student Satisfaction Inventory (SSI) constructed by Noel-Levitz to measure satisfaction of college students is a nationally normed, standardized instrument which was administered to all on-campus UND students in Spring 2008. Similar to the SSI, the Priorities Survey for Online Learners (PSOL), also constructed by Noel-Levitz, evaluates satisfaction of online learners.



To find out more information please go to <http://www.und.edu/dept/datacol/reports/surveydesc.html>.