



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 four times a year and distributed to the campus community as well as archived on our website.

Core data and reports now available

Enrollment and student credit hour (core) data is now available for each department at <http://www.und.nodak.edu/dept/datacol/annualreports/2002/summary/index.htm>. The core data for completions, fiscal/human resources, and grant proposals/awards will be available once the fiscal year ends and the data are compiled (August).

The Survey Says...

The highlighted survey for this issue of *IR Briefs*, see inside pages 2 and 3, is the *2006 Employer Satisfaction Survey*. This is a survey that is part of the NDUS accountability measures designed to report employers' levels of satisfaction with the preparation of recent graduates.

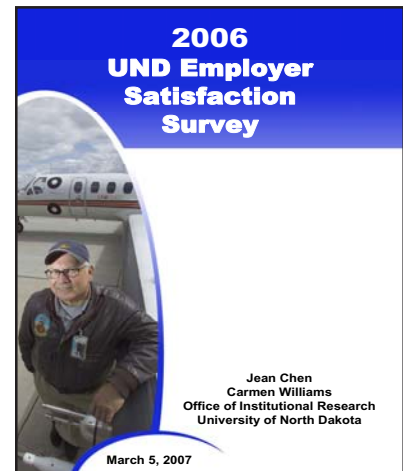
The 2006 Employer Satisfaction Survey (ESS), developed by Noel-Levitz, is administered biennially with the first ESS conducted in 2004. Different processes were used in the collection of employment information which may cause variations in responses. Another consideration to keep in mind when reviewing these results is the low response rate.

2006-2007 Annual Summary
College: COLLEGE OF ARTS AND SCIENCES
Department: ANTHROPOLOGY Abbr: ANTH

Student Enrollment (FALL)		2006-2007
New UG Applicants		95
New UG Admits		76
New UG Enrolled		52
Yield rate (enrolled/admitted)		54.74%
Yield rate (enrolled/applicants)		68.42%
Enrolled Undergraduate Majors		173
New Grad Applicants		0
New Grad Admits		0
New Grad Enrolled		0
Yield rate (enrolled/admitted)		0.00%
Yield rate (enrolled/applicants)		0.00%
Enrolled Graduate Majors		0
Enrolled Professional Majors		0
Student Credit Hours (SCH)		2006-2007
Lower Division		2,403
Upper Division		842
Graduate		
Law		
Medicine-Professional		
Total Credits		3,245
% of overall total		0.93%
General Education Credits		
Total		2,431
% of General Education Total		1.60%
Evening Credits (4:00 p.m. or later)		
Total		10
% of Evening Total		0.04%
Other Student/Curricular		2006-2007
Average Class Size (Fall)		
Lower Division	Regular	40
Lower Division	Lab	14
Upper Division	Regular	14
Upper Division	Lab	0
Graduate Division	Regular	0
Graduate Division	Lab	0

data as of: Friday, February 23, 2007

Also available are many of the student and course reports. The *Strategic Reports for Departments* are posted at <http://www.und.nodak.edu/dept/datacol/reports/indexstratrpts.htm>. These reports are a compilation of current and historical data which is available for your use in planning, reporting, program reviews and assessment. The files are made available in Excel or pdf for your ease in compiling for your reporting needs.



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2006 Employer Satisfaction Survey Executive Summary

As part of its accountability measures, the North Dakota University System (NDUS) contracted with Noel Levitz to administer an Employer Satisfaction Survey to employers of the graduates of all eleven NDUS institutions of higher education. This survey instrument was used to collect data on employers' levels of satisfaction with the preparation of the 2003-2004 undergraduates at NDUS colleges and universities. One of the difficulties of this survey has been obtaining employer name and address information. By the deadline for the collection of the UND Employer Satisfaction Survey, October 1, 2006, a total of 125 completed surveys had been received by Noel Levitz for scanning and analysis. Nearly 28% of the designated employers provided a performance evaluation of their UND graduate employees. However, when calculating the adjusted response rate of all graduates, it has only reached an overall 9% response rate. The results were analyzed and compared to the results from the 2004 study. No national comparisons have been made available.

- 82% of the employer respondents were familiar with UND
- 81% of the employer respondents have worked in the current position for more than one year
- 81% of the employer respondents were supervisors of the employees they were evaluating
- 60% of the employer respondents had the opportunity of observing the work of the employee on a daily basis and another 25% observed them on a weekly basis
- The seven items were reported important when the employer respondents made hiring this employee's position
 - 1) 82% of the employer respondents reported that previous work experience was important (compared to 91% in 2004)
 - 2) 93% of the employer respondents reported that specialized training or skills was important (compared to 91% in 2004)
 - 3) 66% of the employer respondents reported that specialized certification was important (compared to 57% in 2004)
 - 4) 90% of the employer respondents reported that a degree in a specific major field was important (compared to 89% in 2004)
 - 5) 31% of the employer respondents reported that an associate's degree was important (compared to 30% in 2004)
 - 6) 90% of the employer respondents reported that a bachelor's degree was important (compared to 85% in 2004)
 - 7) 28% of the employer respondents reported that a graduate degree was important (compared to 59% in 2004)
- Among eight items of Knowledge and Understanding, employer respondents reported a higher mean score of satisfaction than the mean score of importance in the corresponding items of specific technical knowledge required for the job, understanding of organizational context, knowledge of specific computer applications required for job, knowledge of peoples and cultures from other countries, understanding of systems and organizations, and understanding of international business environment, while employer respondents reported a higher mean score of importance than the mean score of satisfaction in the item of knowledge in employee's field of study. Lastly, Understanding of job-related information was rated with similar level of importance and satisfaction.
- Among thirteen general skills, Critical Thinking, Teamwork, and Verbal Communication were rated as the top three important skills while Teamwork, Reading, and Custom Services were rated as the top three satisfactory skills
- Among seven specialized skills, Ability to set goals and allocate time to achieve them, Ability to translate theory into practice, and Mentoring or coaching colleagues were rated the top three important skills as well as were rated the top three satisfactory skills

2006 Employer Satisfaction Survey

Top 5 Satisfaction on Knowledge & Understanding

1. Knowledge in employee field of study*
2. Understanding of job-related information*
3. Specific technical knowledge required for the job*
4. Knowledge of specific computer applications required for job*
5. Understanding of organizational context*

Top 5 Satisfaction on Qualities Expected

1. Willingness to learn*
2. Integrity*
3. Reliability*
4. Self-discipline
5. Accepts responsibility for consequences of actions*
5. Understands & takes directions for work assignments

(*was ranked in top 5 in 2004)

Top 5 Satisfaction on General Skills

1. Teamwork*
2. Basic computer
3. Reading*
4. Listening to others*
5. Customer service*

Top 5 Satisfaction on Specialized Skills

1. Ability to set goals & allocate time to achieve them*
2. Ability to translate theory into practice*
3. Mentoring or coaching colleagues*
4. Project management
5. Management of organizational resources*

Overall, how satisfied is the employer with the employee

5 = Extremely satisfied, 4 = Very satisfied, 3 = Somewhat satisfied
 2 = Not very satisfied, 1 = Not at all satisfied



How important when you were hiring to fill this employee's position

Specialized training or skills

Important: 93%
 Not Important: 7%

Degree in a specific major field

Important: 90%
 Not Important: 10%

Bachelor's degree

Important: 90%
 Not Important: 10%

Previous work experience

Important: 82%
 Not Important: 18%

Specialized certification

Important: 66%
 Not Important: 34%

Associate degree

Important: 31%
 Not Important: 69%

Graduate degree

Important: 28%
 Not Important: 72%

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Projects In Progress...

The first mailing of the 2007 *National Survey of Student Engagement (NSSE)* went out in early February. This national survey asks a series of questions of first-year students and students about to graduate. The study is intended to give participating schools feedback from students concerning their learning environments, how well they are learning, and what they are getting out of their undergraduate experiences. UND administered the NSSE in 2000, 2003, and 2005. The summary that we compile compares prior results for first-year students and seniors as well as the results at other Doctorate-Intensive institutions that participated in the 2007 NSSE. Unfortunately, to date, students have been slow to respond to this important study.

The *Faculty Survey of Student Engagement (FSSE)* is also a project coordinated by NSSE. It is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. The information from faculty members at UND can be used to identify areas of strength as well as challenges. The results from this faculty survey are especially useful when comparing side-by-side NSSE (student) results. UND participated in the first pilot of the FSSE in Spring 2003. The 2007 FSSE survey will be launched to a random selection of faculty who teach undergraduate students. This is a web survey and the emails will be coming directly from NSSE.

As always, we appreciate the participation and feedback from these surveys!

UND Assessment of Teaching (USAT)

The UND Assessment of Teaching (USAT) forms are available for your faculty at your college Dean's Office. Please estimate the number of forms you need and request them from their office. Just a reminder to please emphasize when filling out the evaluation form that the CLASS NBR has **FIVE DIGITS**. If the CLASS NBR for the class is only 4 digits long, it needs to start with **ZERO**.

For instance, CLASS NBR 3514 would be entered as **03514** in the **CLASS NBR box** in the upper right hand corner of the evaluation form (see example below.) **All evaluations** for the same class must have the **same number in the CLASS NBR box** or Institutional Research can't process them. Use the sixth digit to indicate the instructor teaching the course. If there are two or more instructors the department will need to assign a distinct number from "1" to "9" for each instructor as a means of separating the instructors' evaluations. Thank you in advance for your assistance in smoothing the process.

If more than 1 instructor separate using a distinct number from "1" to "9" for each instructor.