



and the survey says...

Selection of Results From
Surveys Administered
at UND



Presented to the
University
Planning & Budget
Committee

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Highlights from the following surveys:

<i>Cooperative Institutional Research Program (CIRP)</i>	1-2
<i>Sophomore Satisfaction Survey</i>	3-4
<i>National Survey of Student Engagement (NSSE)</i>	5-6
<i>Graduating Student Survey</i>	7-8
<i>Alumni Satisfaction Survey</i>	9-10
<i>Campus Quality Survey</i>	11-12

Cooperative Institutional Research Program (CIRP) New Freshman Survey

* CIRP is a national study of the American Higher Education System sponsored by the American Council on Education and administered by the Higher Education Research Institute at the University of California-Los Angeles.

* Given to the new freshmen in the summer or early fall semester. UND has participated 38 of the last 39 years.

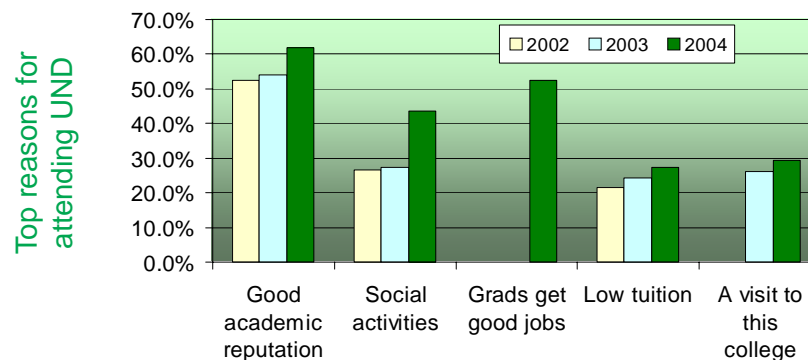
* This survey is designed to assess the demographic characteristics, past experiences, current opinions, as well as the aspirations of new incoming freshmen. Entering students indicate their reasons for coming to UND, their educational plans, and academic preparation.

The top five reasons noted as very important in the 2004 UND new freshmen deciding to go to college were

- * *to get training for a specific career* (81.7% UND, 74.2% National),
- * *to be able to get a better job* (76.7% UND, 73.0% National),
- * *to be able to make more money* (74.0% UND, 71.3% National),
- * *to learn more about things that interest me* (72.5% UND, 77.6% National),
- * *to gain a general education and appreciation of ideas* (58.6% UND, 64.7% National).

The top three reasons influencing student's decision to attend this particular college were

- * *this college has a very good academic reputation* (62.0% UND, 58.8% National),
- * *this college's graduates get good jobs* (UND 52.5%; National 49.6%),
- * *this college has a good reputation for its social activities* (43.7% UND, 30.6% National).



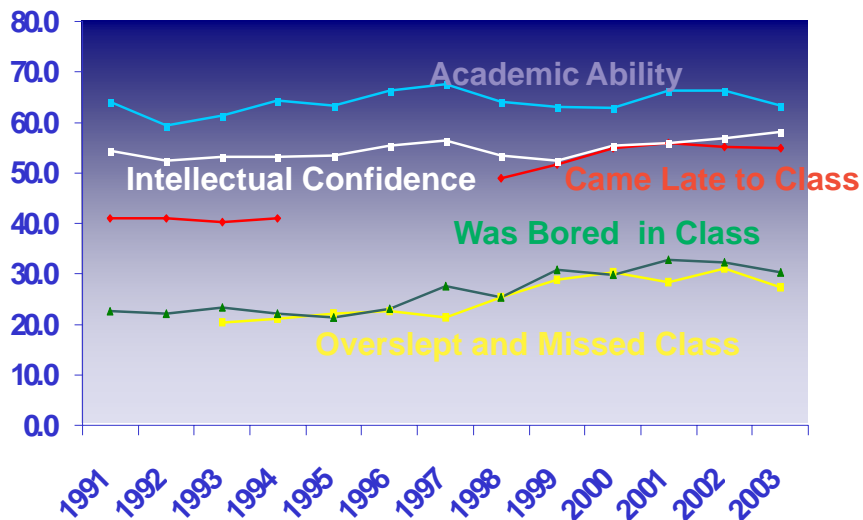
Academic Engagement in HS



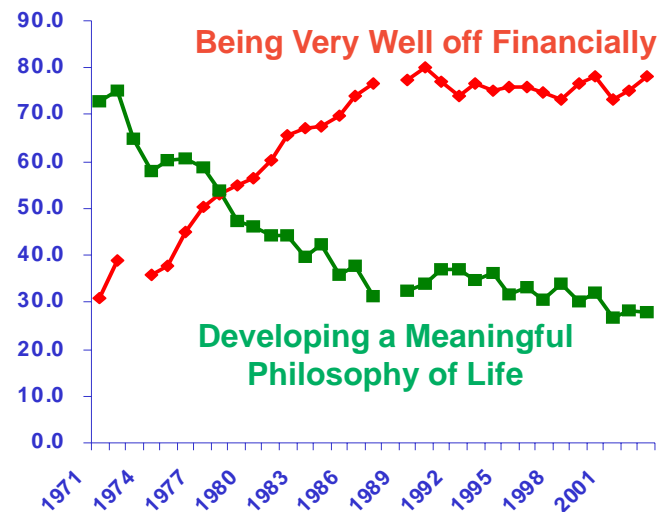
Activities in a Typical Week



Academic Disengagement and Self Confidence



Contrasting College Education Values



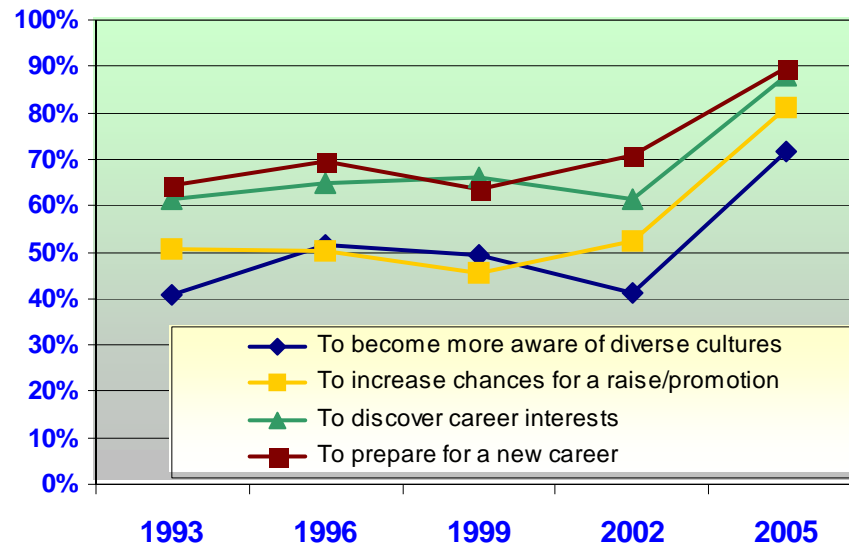
Sophomore Satisfaction Survey

* Local survey administered every three years to 500 randomly selected sophomores. Last conducted in April 2005.

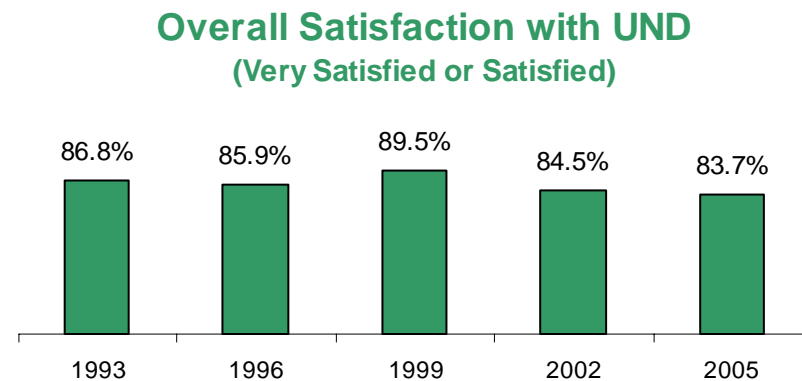
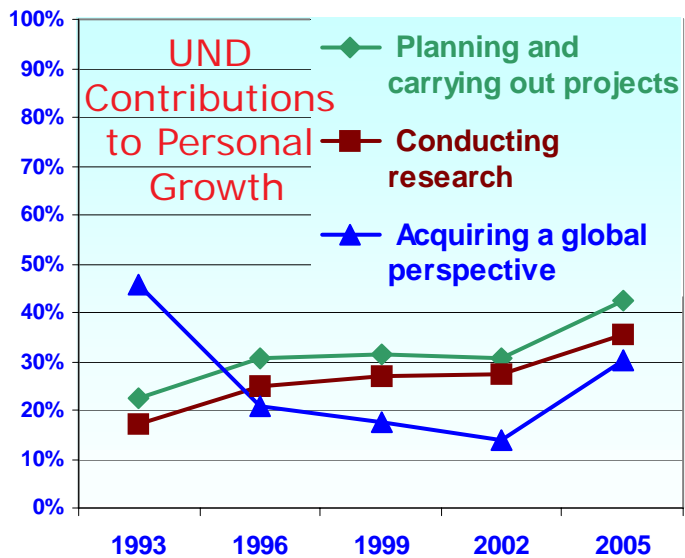
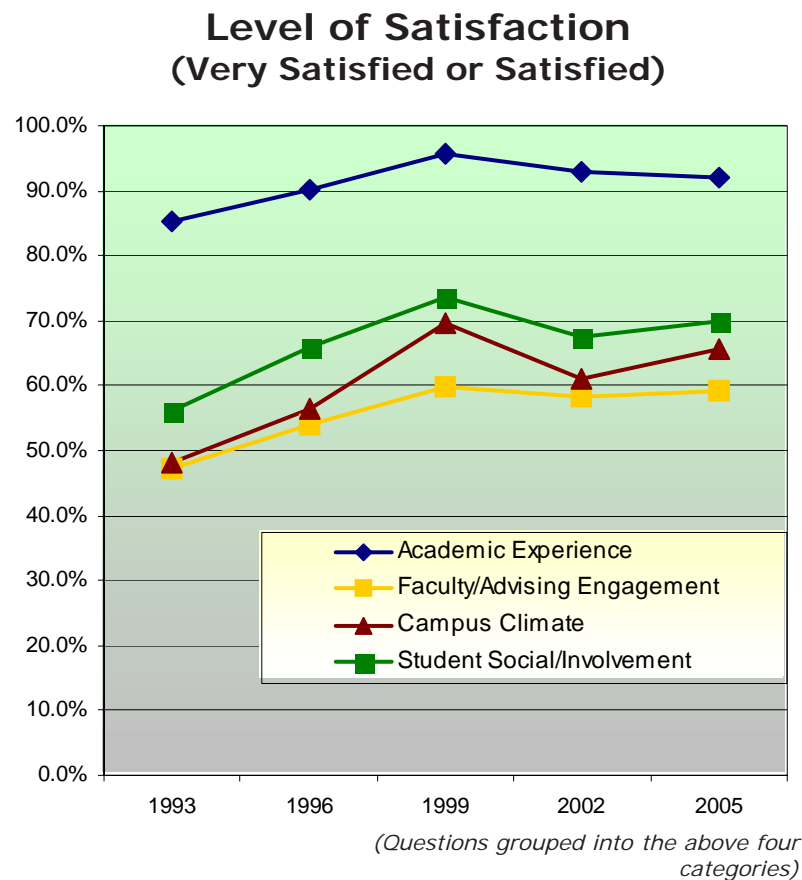
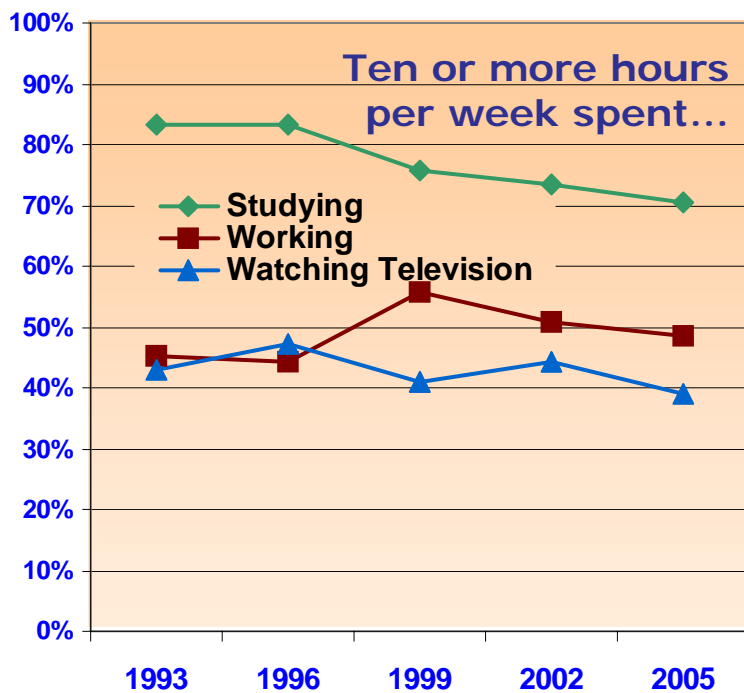
* Designed to assess the demographic characteristics, college-related goals, hours per week spent working, frequency of classroom activities, importance of the instructors, satisfaction with service offices, general satisfaction items, as well as UND's contribution to the student's personal growth.

2005 was the first year the survey was administered via the web. A 50% adjusted response rate was attained - similar to the 2002 paper version.

College-Related Goals



Indicate your college-related goals	1993	1996	1999	2002	2005	differ from 1993 to 2005
To obtain a degree	99%	99%	99%	97%	100%	0.7%
To increase knowledge in an academic field	91%	94%	91%	92%	98%	6.7%
To formula long-term career plans/goals	79%	80%	74%	72%	96%	17.3%
To be independent, self-reliant and adaptable	82%	78%	78%	71%	95%	13.0%
To improve knowledge for job/career	72%	80%	77%	79%	94%	22.0%
To meet people	82%	86%	86%	77%	90%	8.7%
To prepare for a new career	65%	70%	63%	71%	90%	25.4%
To enrich my life	68%	73%	69%	65%	89%	20.4%
To discover career interests	61%	65%	66%	61%	88%	26.8%
To improve my leadership skills	69%	75%	71%	68%	83%	13.8%
To increase my self-confidence	66%	68%	68%	55%	82%	15.4%
To increase chances for a raise/promotion	51%	50%	46%	52%	81%	30.3%
To improve my ability to get along with others	58%	61%	55%	49%	76%	17.8%
To become more aware of diverse cultures	41%	52%	50%	41%	72%	30.8%
To involve in student life/campus activities	45%	52%	52%	38%	66%	20.6%
To participate in cultural/social events	40%	47%	42%	32%	64%	23.9%

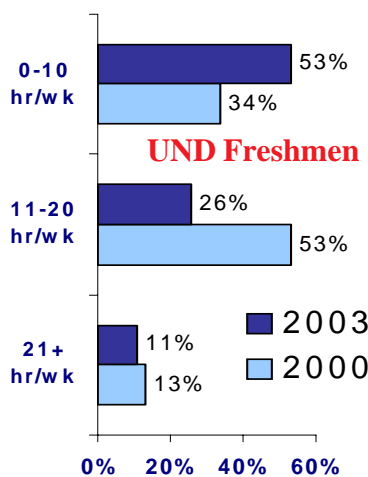


National Survey of Student Engagement (NSSE)

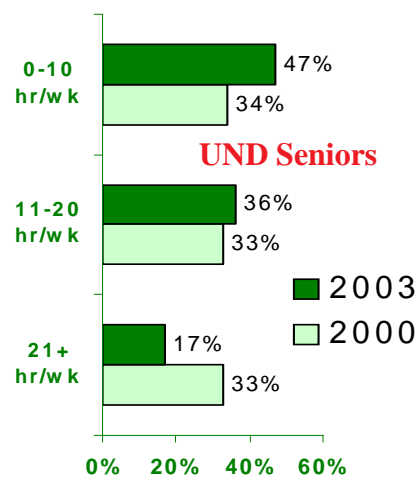
- * National survey administered every two to three years.
- * First administered in 2000 (first year available); last administered in Spring 2005.
- * Focuses on assessing student engagement, of freshmen compared to seniors, in the areas of academic challenge, active and collaborative learning, student-faculty interaction, and educational experiences.
- * Also serves as an *accountability survey*.

Satisfaction (2003 NSSE)

- * UND first-year students were satisfied (87% rated excellent or good) with their educational experience, and rated their experience higher than respondents at Doctorate-Intensive institutions.
- * Seniors (84%) at UND were slightly less satisfied than their first-year peers but maintained a similar level of satisfaction with their Doctorate-Intensive peers.
- * Over 80% of students would attend UND for undergraduate work.
- * UND students rated their relationships with students above the national comparative averages, but relationships with faculty rated lower.
- * Senior students at UND found relationships with administrative personnel more friendly, helpful and supportive than respondents at Doctorate-Intensive peer institutions.



**Class
Prep
Time
Per
Week**



General education outcomes.

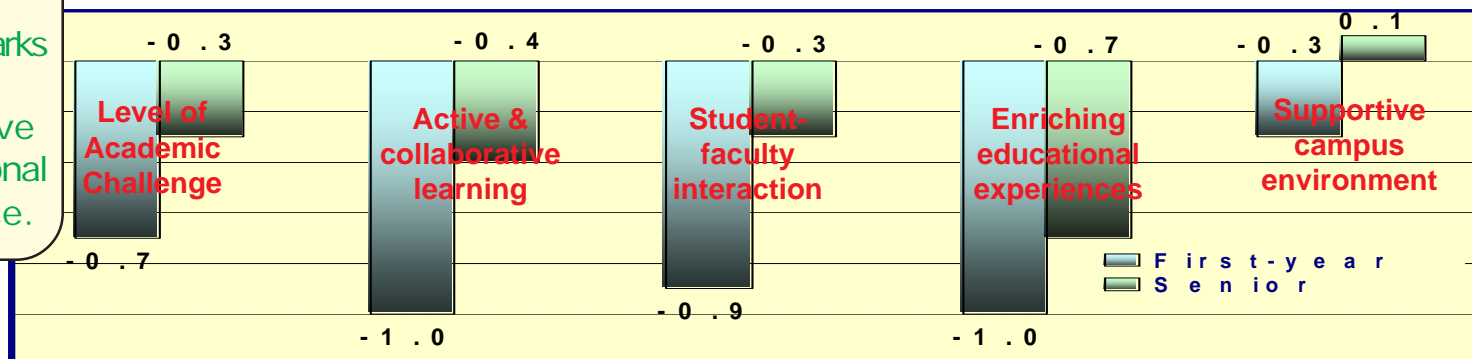
The general academic rigor of the learning experience at UND lagged behind that at Doctorate-Intensive peer institutions. When students were asked, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the specific academic areas," first-year students at UND rated writing, speaking, critical/analytical thinking, analyzing and synthesizing, and general education lower than the peer average while seniors rated these items near the peer average, but still lower.

Advising. UND students rated the quality of advising at UND as fair. The ratings, however, were slightly lower than those at Doctorate-Intensive peer institutions. In addition, UND students also reported that they talked with faculty members or other advisors about career plans with a similar pattern with students at peer institutions.

The five NSSE Clusters or Benchmarks of effective educational practice.

Standard Scores of UND at the Doctoral-Intensive Group

$$\text{Standard Score} = (\text{UND Mean} - \text{Comparison group Mean}) / \text{Comparison group SD}$$



Graduating Student Survey

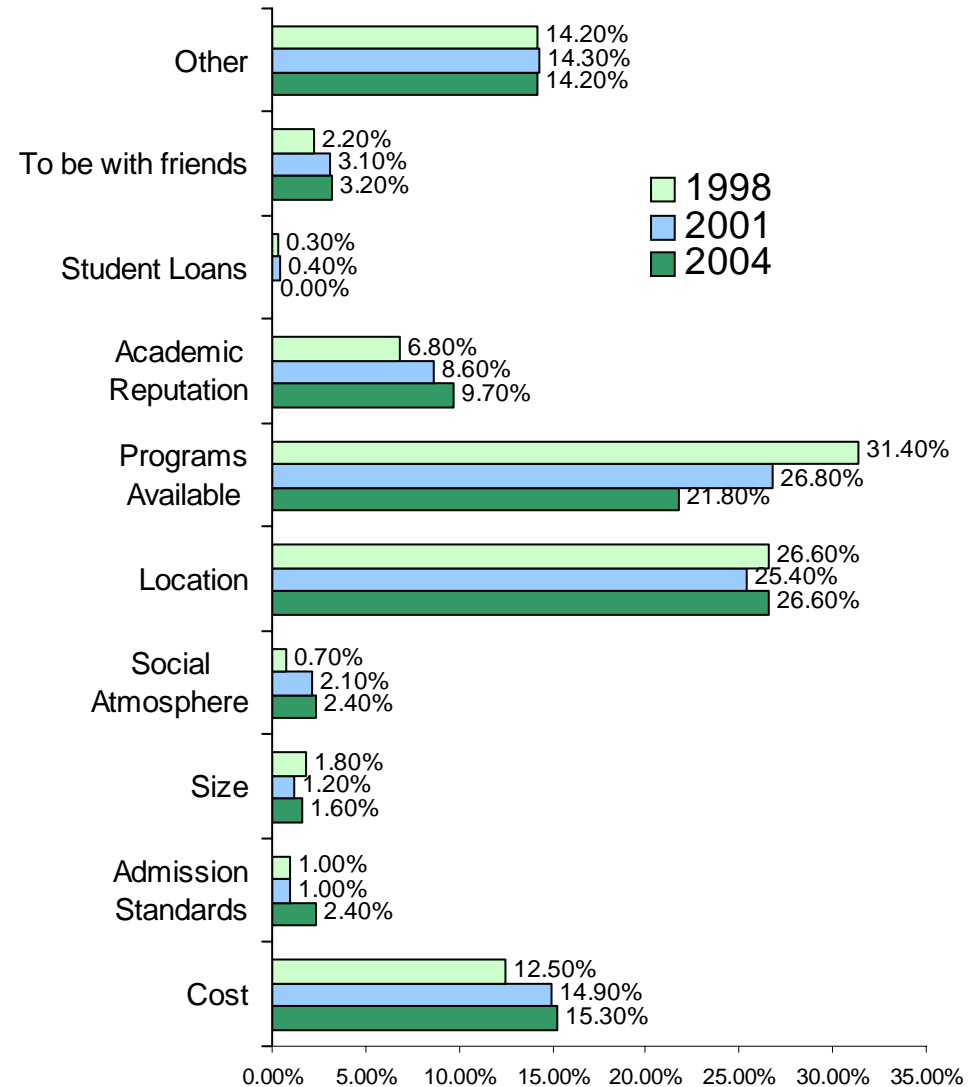
* A (local) exit survey developed in 1991 and administered every 3-4 years. Last done in May 2004 via the web to a randomly selected sample of 500 seniors.

* Focuses on educational impact, satisfaction on several items, experiential learning, expected job opportunities and quality of UND services.

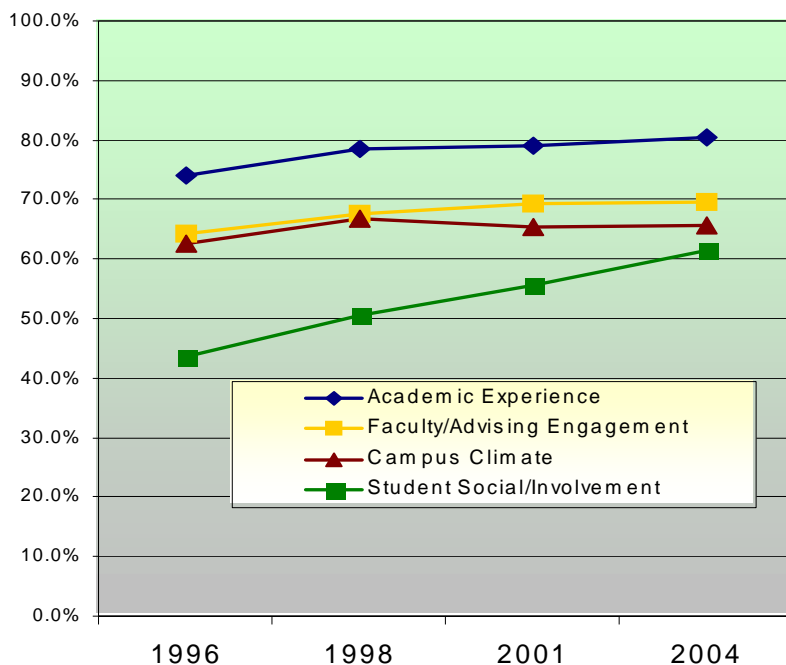
Of the 2004 respondents..

- 75% would attend UND again
- 69% would choose to graduate with the same major
- 85% are satisfied with the quality of program in major
- 84% are satisfied with overall social experience
- 84% are satisfied with the helpfulness of faculty in major
- 80% are satisfied with out-of-class availability of instructors

Primary Reasons for Attending UND



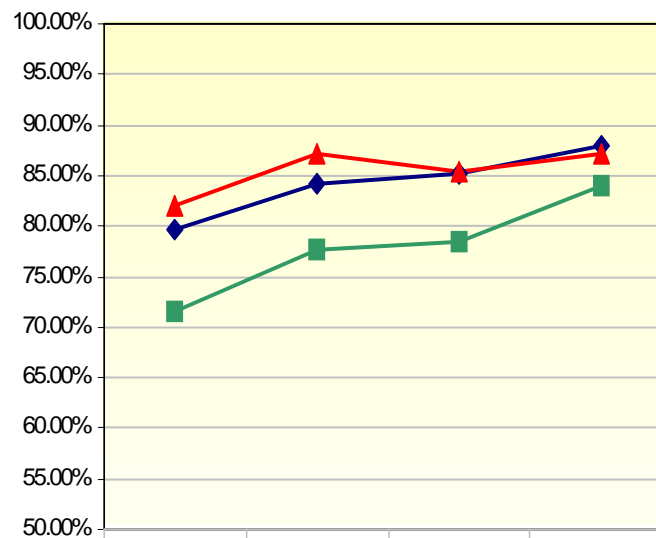
Level of Satisfaction (Very Satisfied or Satisfied)



Top Seven Personal Growth Areas (2004)

1. Learning on your own (61%)
2. Defining/solving problems (58%)
3. Working independently (56%)
4. Understanding written information (53%)
5. Making informed choices (53%)
6. Planning & carrying out projects (53%)
7. Writing effectively (50%)

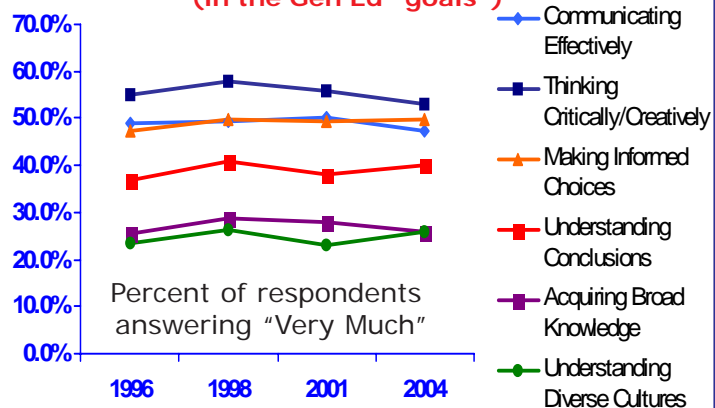
Overall Level of Satisfaction (Very Satisfied or Satisfied)



Overall academic experience	79.60%	84.20%	85.10%	88.00%
Overall social experience	71.50%	77.60%	78.50%	84.00%
Overall satisfaction on UND experience	82.00%	87.10%	85.40%	87.20%

UND Contributions to Personal Growth

(in the Gen Ed "goals")



Alumni Outcomes Survey

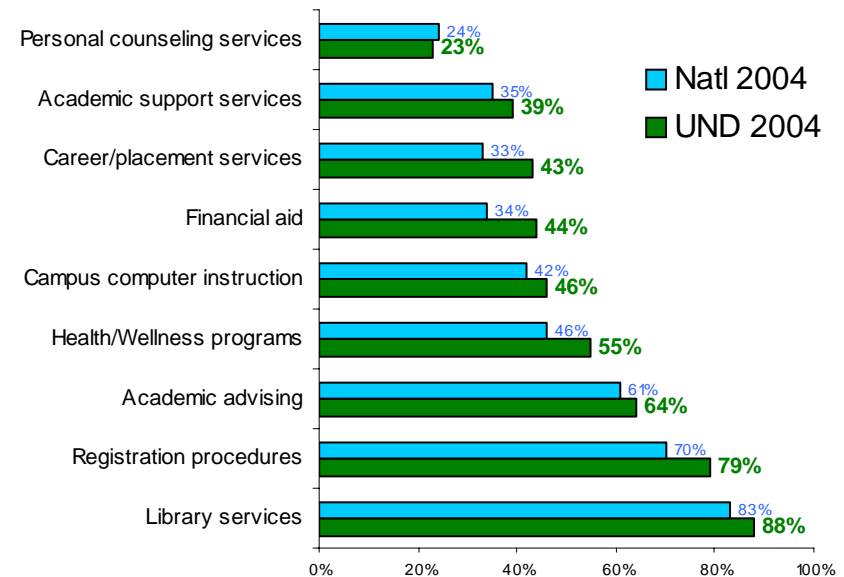
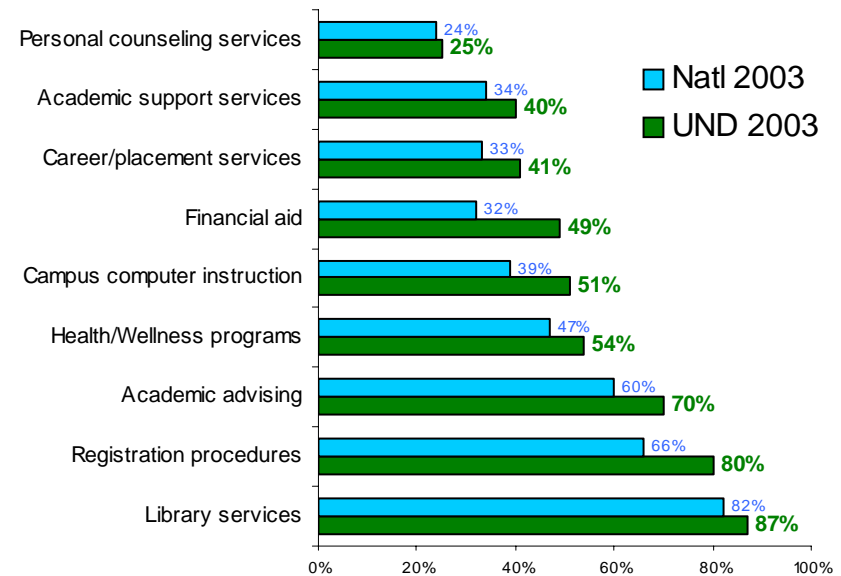
* National survey (ACT) administered every one-two years.

* Administered to alumni approximately two years after their graduation.

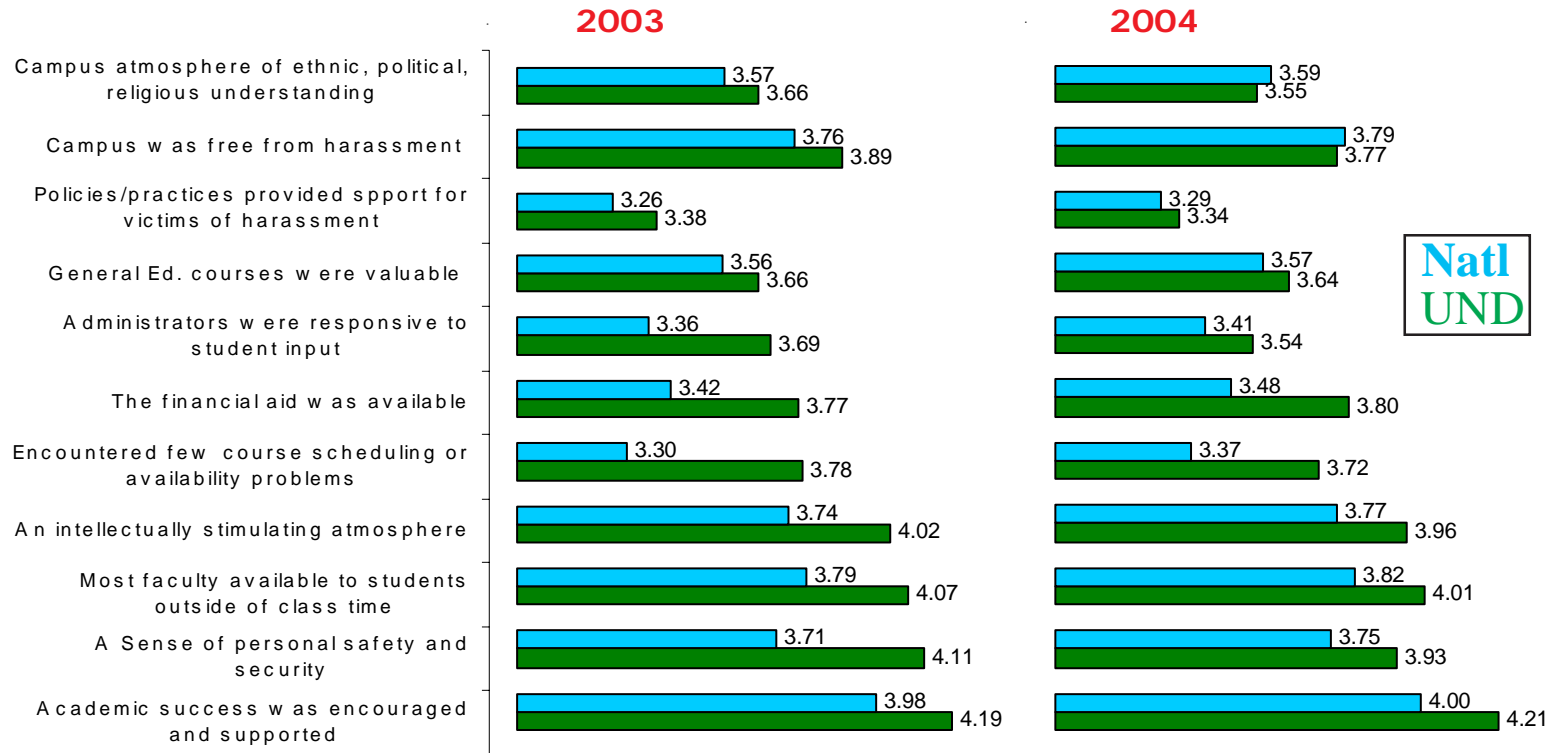
* This survey assesses alumni's perceptions of UND's impact on their personal and professional growth and development - general background, employment history, educational outcomes (identifying level of importance and impact of school experiences) and educational experiences.

* Also serves as an *accountability survey*.

Satisfaction with student services/ programs while attending this school?



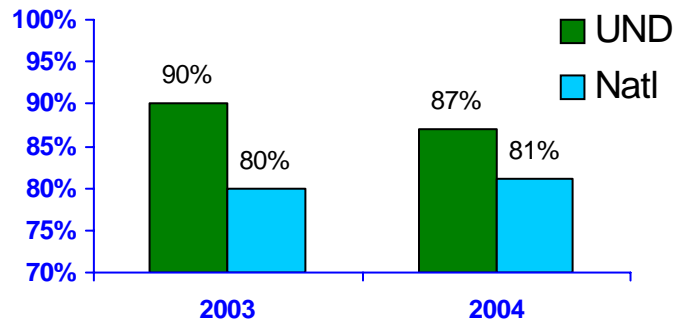
Agreement with 11 statements about UND



1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

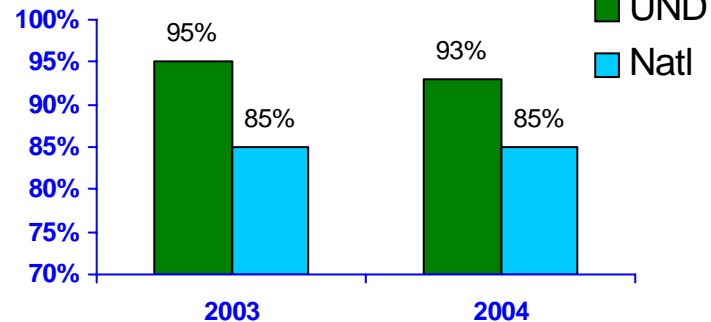
If you could begin again, would you attend this school?

% responding "Yes"



Overall, how would you rate this school?

% responding "Excellent" or "Good"



Campus Quality Survey

* National survey through Performance Horizons scheduled to be administered every other year.

* UND has administered it to employees in the fall of 2002 and 2004.

* Participants are asked to rate UND from two perspectives: "How It Is Now" and "How It Should Be."

* Also serves as an *accountability survey*.

Employees were asked to evaluate items in two ways:

"This is how it is now ..." and "This is how it should be ..." Each response was given on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree). Performance gaps were determined (the **how it should be** rating minus the **how it is now** rating).

A smaller gap means that the institution is perceived by employees to be better meeting expectations in that area. Items with large performance gaps indicate areas within UND where staff expectations may not be adequately met.

Ten Smallest Performance Gaps (Strengths)

(* for both 2004 and 2002)

1. Professional development training programs are available to assist employees in improving their job performance*
2. This institution uses state & natl data to compare its performance*
3. I know what is expected of me*
4. This institution regularly conducts surveys to evaluate the quality of its programs and services
5. Faculty and staff take pride in their work*
6. This institution believes in continuous quality improvement*
7. Our services to students are "user-friendly"*
8. Administrators have confidence and trust in me*
9. This institution continually evaluates & upgrades its processes for collecting data
10. The mission, purpose, & values of this institution are familiar to employees*

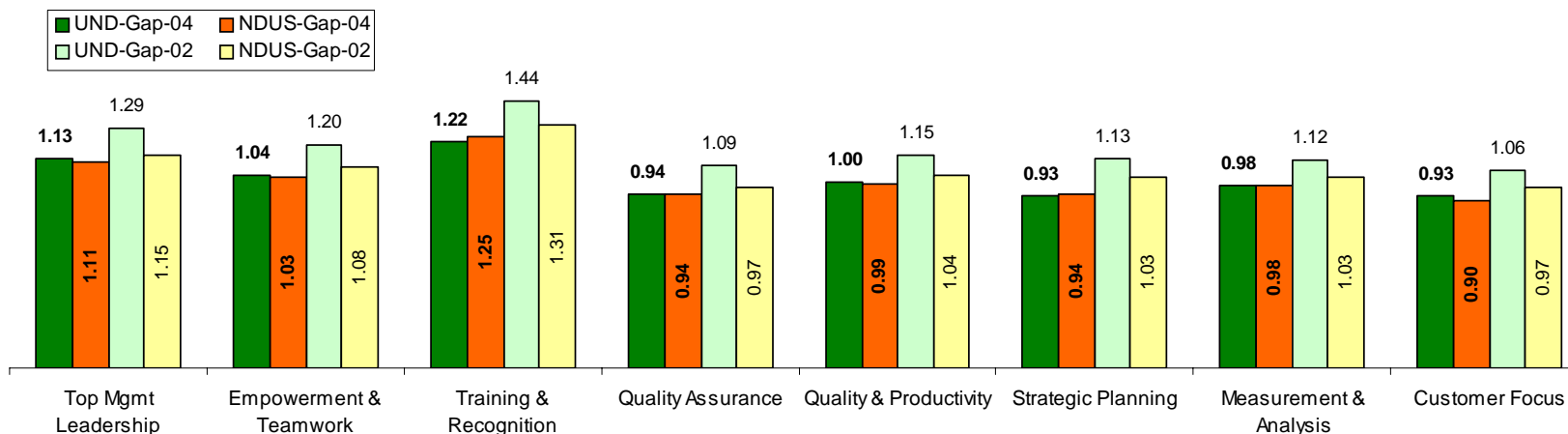
Ten Largest Performance Gaps (Challenges)

(* for both 2004 and 2002)

1. There are effective lines of communication between departments*
2. Employees are rewarded for outstanding job performance*
3. Administrators recognize faculty & staff when they do a good job*
4. Employees are empowered to resolve problems quickly*
5. This institution analyzed complaints to determine appropriate remedial actions
6. Administrators pay attention to what I have to say
7. Administrators share information at this institution*
8. Employees receive special training in improving customer service*
9. Each department or work unit has written, up-to-date service expectations*
10. Processes for selecting, orienting, training, empowering, and recognizing employees are carefully planned*

Overall Performance Gap on Eight Quality Scales

Performance Gap = How it should be (expectation) – How it is now (satisfaction)



Five Highest-Rated UND Services

(* for both 2002 & 2004)

1. Student activities*
2. Health/nursing services*
3. Continuing education
4. Switchboard and phone services*
5. Library/learning resources

Five Lowest-Rated UND Services

(* for both 2002 & 2004)

1. Parking for employees*
2. Communication with other dept*
3. Bookstore services
4. Communicating with legislators or politicians*
5. Relations with other edu. Inst.*

Overall Impression of Quality (2004 & 2002)

Excellent	26%	18%
Good	52%	54%
Average	19%	21%
Below Average	3%	5%
Inadequate	1%	2%
Overall Quality	78%	72%

Overall Satisfaction with Employment (2004 & 2002)

Very satisfied	29%	18%
Satisfied	47%	51%
Neutral	11%	12%
Somewhat dissatisfied	10%	16%
Not satisfied at all	2%	3%
Overall Satisfaction	76%	69%