

2009 CIRP College Senior Survey (CSS)



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Executive Summary

The Higher Education Research Institute at the University of California at Los Angeles sponsors the Cooperative Institutional Research Program (CIRP). CIRP is a national, longitudinal study of the American higher education system, consisting of a series of three surveys: The Freshman Survey (TFS), Your First College Year (YFCY), and the College Senior Survey (CSS). UND has intermittently used the CSS, with the spring 2009 administration following a spring 2005 administration. UND also uses TFS, administering this survey to incoming freshmen of odd-numbered years. In the spring of 2009, UND invited 645 seniors who had completed TFS as incoming freshmen to complete the CSS. 98 students completed the survey for a response rate of 15%.

CIRP summarizes scores from select survey questions into nine constructs, where the individual items are summed into a construct score to allow institutions to compare themselves against all public universities in these broad categories. UND seniors score significantly better than seniors at public universities in four of the nine construct categories:

- **Student-Faculty Interaction** – UND senior respondents score a mean of 49.7 compared to 47.3 for public university seniors. UND scores high in areas of faculty giving advice about educational programs, providing help to improve study skills, receiving feedback on academic work, and providing help in achieving professional goals.
- **Satisfaction with Coursework** – With a mean of 51.4, UND scores higher than public universities who score a mean of 48.5. UND senior respondents report high satisfaction with the relevance of coursework, both relevance to everyday life (74% satisfied) and relevance to future career plans (84% satisfied).
- **Sense of Belonging** – Nearly all senior respondents (97%) report they have a sense of belonging on the campus and 92% report they see themselves as a part of the campus community. UND scores a mean of 52.9 on this construct compared to 50.8 scored at all public universities.
- **Negative Cross-Racial Interaction** – In this particular construct, a lower score is positive in that it indicates lower levels of negative interaction with persons of differing racial or ethnic groups. UND scores a mean of 47.6 compared to 50.5 at public universities. UND seniors responding indicate they have never had tense interactions with a fellow student from a different racial or ethnic group. 83% of UND respondents have never felt insulted or threatened because of their race or ethnicity and 51% report never having guarded interactions with students different from themselves.

UND scores significantly lower, or worse, in just one of the nine constructs – **Positive Cross-Racial Interaction**. UND respondents score a mean of 46.5 on this construct

Executive Summary

compared to public universities where the mean is 50.0. UND respondents are significantly less likely to experience each of the 5 components making up the construct. These component items ask students the frequency with which they interact with students from a racial or ethnic group different than their own. These interactions include having intellectual discussions outside of class, sharing personal feelings and problems, dining or sharing a meal, having meaningful and honest discussions about race relations, and studying or preparing for class.

The four constructs where UND scores are not significantly different than public university norms include:

- **Academic Disengagement** – UND respondents are less likely to frequently miss class for reasons other than employment (3% at UND versus 7% at public universities). UND respondents are also less likely to report falling asleep in class, with 37% reporting this occurs occasionally or frequently compared to 46% at public universities.
- **Overall Satisfaction** – UND respondents report higher levels of satisfaction with the quality of instruction received (91% satisfied at UND compared to 85% at public universities. Most UND respondents (93%) would also again come to UND if given the chance to start over.
- **Social Agency** – The six items making up this construct ask students how important it is for them the importance of items related to the common, social good. UND respondents rate *Helping others who are in difficulty* as being most important (79% state essential or very important) and *Helping to promote racial understanding* is rated least important (31% state essential or very important).
- **Civic Awareness** – The items of this construct ask students to self-evaluate the growth they have experienced throughout their college years when it comes to understanding problems facing society. Ninety-one percent (91%) of UND respondents report they have a stronger understanding of social problems facing the nation, 83% report they have a stronger understanding of global issues, and 78% report a stronger understanding of problems facing their community.

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1. 2008-2009 CIRP College Senior Survey

The Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute at the University of California in Los Angeles conducts national, longitudinal studies of the American higher education system. One of the goals of CIRP research is to assist institutions with their need for assessment by conducting surveys to help measure student outcomes. This is accomplished through administration of three CIRP surveys: The Freshman Survey (TFS), Your First College Year (YFCY) and the College Senior Survey (CSS). UND has utilized TFS and CSS for over thirty years.

TFS is administered to incoming first-year students before they start classes, and it is intended to gauge their expectations of the college experience. The survey asks about high school behaviors, academic preparedness, student values and goals, admission decisions, and expectations of college. UND has most recently been administering the survey every-other year to incoming freshmen in odd-numbered years.

The CSS is intended to be used as a follow-up to TFS and/or YFCY, measuring attitudes of graduating seniors on topics similar to what they were asked as incoming students. It allows institutions to measure cognitive and affective growth during the entire 4-year college experience. UND has intermittently used the CSS. In 2009, the CSS was emailed to 645 seniors who took the CIRP Freshman survey in either 2004 or 2005 as they were entering UND; 98 completed the survey for a response rate of 15%. Of these 98 students, UND is able to match 84 of them to their responses provided on TFS as freshmen. This report will focus on the 2009 CSS administration, comparing UND senior responses to those of seniors at public universities. When applicable, the report will also look at the subset of 84 students for which both CSS and TFS scores are available in an attempt to measure growth and attitude changes in this group of seniors as compared to their responses on TFS they took as freshmen.

2. CIRP Constructs and Themes

Using CSS data, CIRP develops nine constructs designed to capture the experiences and outcomes institutions are often interested in understanding. The constructs represent areas that are typically difficult to assess because of their complex and multifaceted nature. The constructs include the following areas: Academic Disengagement, Student-Faculty Interaction, Satisfaction with Coursework, Overall Satisfaction, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Sense of Belonging, and Civic Awareness. A mean score is calculated for each construct, as well as the 25th and 75th percentile. The scores are calculated by weighting the scores of the component items. Comparisons are made to the mean score for all public universities completing the 2009

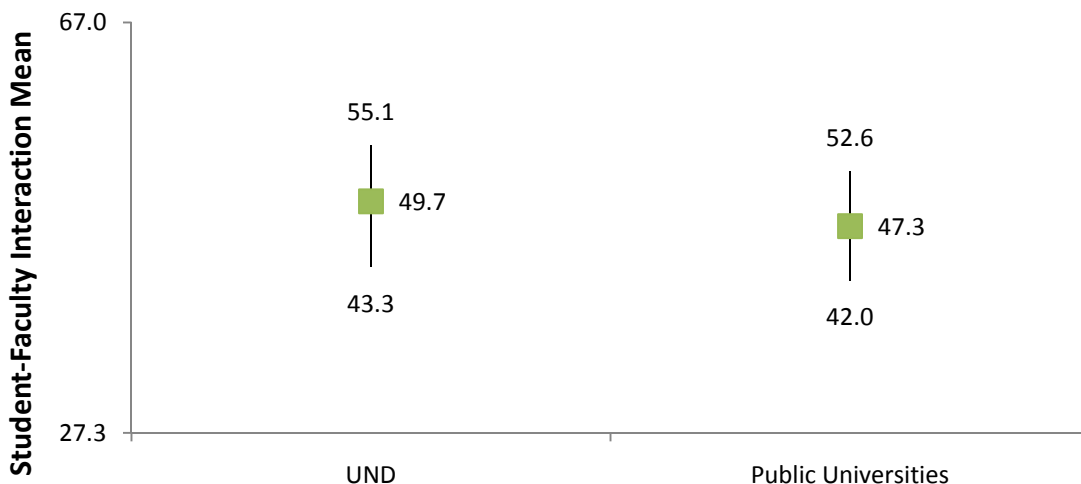
CSS. The construct scores will be displayed in this report as a scatter chart, with a marker identifying each mean. The 25th and 75th percentiles are represented by error bars above and below the mean.

CIRP also combines various CSS items into “themes” – categories containing multiple CSS questions based on similar topics, such as satisfaction with academic support, written and oral communication, leadership, diversity, health and wellness, and career planning. While these themes are not scored by a single number, they do allow one to get a general sense of what students are saying about these categories. Further, they allow institutions to compare student responses from the CIRP TFS to the CIRP CSS on these themes, and therefore be able to make some conclusions regarding student outcomes.

3. Interaction With Faculty

CIRP develops a construct related to student-faculty interaction based on items pertaining to how often professors provide students with nine items tied to the faculty role. These items include help in achieving professional goals, advice and guidance about the educational program, emotional support and encouragement, feedback on academic work outside of grades, opportunities to discuss coursework outside of class, encouragement to pursue graduate study, help improving study skills, letters of recommendation, and opportunities to work on research projects. Respondents indicate whether they experience these items frequently, occasionally, or not at all. UND scores a mean of 49.7 (Figure 1), which is significantly higher than the mean of 47.3 from public universities .

Figure 1. Student Faculty Interaction Mean



Behind the Data

Of the nine items making up the student –faculty interaction score, UND respondents score means significantly higher than their national counterparts at public universities in four of the nine component items:

- Advice and guidance about your educational program - UND scores 2.35 compared to 2.10 at public universities.
- Help to improve your study skills - UND scores 1.94 compared to 1.77 at public universities.
- Feedback on your academic work outside of grades - UND scores 2.19 versus 2.03 at public universities.
- Help in achieving your professional goals - UND scores 2.18 compared to 2.03 at public universities.

UND does not score significantly lower than public universities on any of the items.

Student Interaction with Faculty Theme

An additional 13 CSS items are looked at relating to faculty interaction as a CIRP theme. They relate to the amount of time students spend with faculty and their perceptions of faculty support. Included in the theme are items such as amount of time spent talking with faculty during office hours and outside of office hours, and the frequency of items such as working on a professor's research project, challenging a professor's idea in class, feeling intimidated by professors, communicating regularly with professors, being a guest in a professor's home, and asking professors for advice after class. Seniors also report their level of agreement with faculty engagement on issues such as faculty being interested in student academic problems and personal problems, their satisfaction with the amount of faculty contact, and the frequency with which faculty show respect for students.

UND scores significantly differently from public universities on five of the thirteen items, and in all instances they score better than public universities. The five items include:

- Communicated regularly with professors – 97% of UND respondents report this occurring frequently or occasionally compared to 90% of respondents from public universities.
- Asked a professor for advice after class – 97% of UND senior respondents report this occurs frequently or occasionally compared to 90% of seniors at public universities.

- Faculty here are interested in students' personal problems – 65% of UND respondents state they agree or strongly agree with this statement as compared to nationally where 57% of senior respondents agree.
- Amount of contact with faculty – Nine out of ten (91%) of UND senior respondents state they are satisfied or very satisfied with the amount of faculty contact they experience, compared to just over three-quarters (76%) of seniors at public universities reporting satisfaction with faculty contact.
- I have heard faculty express stereotypes about race/ethnic groups in class – Just 17% of UND senior respondents agree or strongly agree with this statement compared to 25% of seniors from public universities.

Freshman to Senior Changes

Senior respondents are much more likely to have asked a professor for advice after class than they were as incoming freshmen asking high school teachers for advice. Nearly one-third (30%) of seniors report frequently asking for advice, while as freshmen, just 13% reported asking a teacher for advice frequently. UND's responses differ from those at a national level, where incoming freshmen are more likely to have asked teachers for advice frequently (23%) than senior respondents (19%). On the other end of the spectrum, nearly one-in-five (19%) UND incoming freshman state they had never asked a teacher for advice, while just 5% of seniors say they never ask for advice at UND.

When it comes to communicating regularly with professors, all respondents who indicated as freshmen that there was a very good chance they would communicate with professors actually did, with 50% of this freshman group stating they had frequent communication with professors and the remaining 50% saying they had occasional communication with professors when they were seniors. Not surprisingly, freshmen who stated there was just some chance or very little chance they would communicate regularly with professors report less frequent communication as seniors.

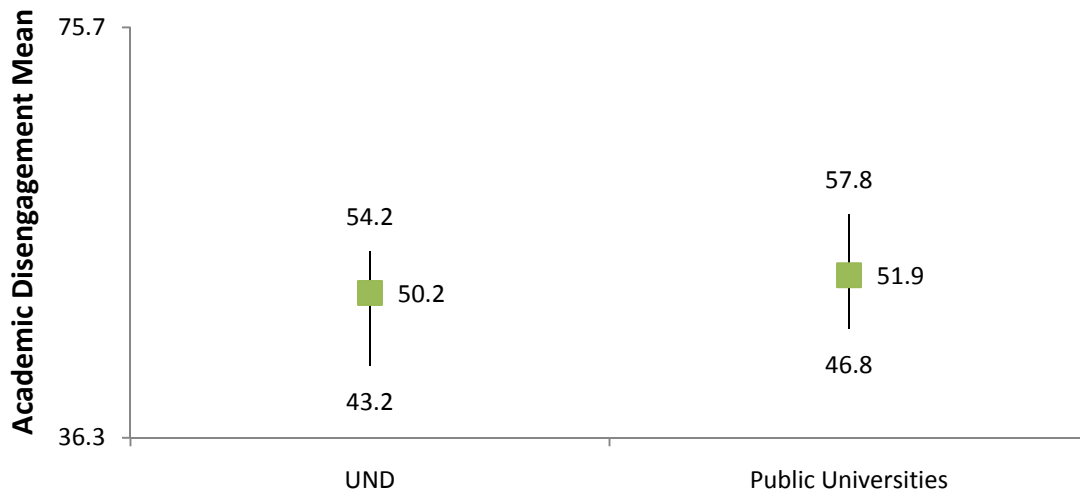
One item contrasting the above finding is that as seniors, respondents report spending significantly less time talking with teachers/faculty outside of class or office hours than they did as incoming freshmen. Forty-one percent of freshmen report more than 1 hour per week talking with teachers, while only 25% of seniors talk with faculty more than 1 hour per week. 10% of freshmen report no time talking to teachers outside of class compared to 27% of seniors.

Twenty-one percent of UND's TFS respondents state they have been a guest in a teacher's home while 13% of UND's CSS respondents state they have been a guest in a professor's home.

4. Academic Disengagement

CIRP measures academic disengagement as the extent to which students frequently engage in behaviors that are inconsistent with academic success. These behaviors include four items asked on the CSS: coming late to class, missing class for reasons other than employment, failing to complete homework on time, and falling asleep in class. Respondents are able to report these behaviors occurring frequently, occasionally, or not at all.

Figure 2. Academic Disengagement Mean



UND does not score significantly different from public universities on this particular construct (Figure 2).

Behind the Data

UND scores significantly better than their public institution peers on two of the four items making up the academic disengagement construct:

- Missing class for reasons other than employment – Just 3% of UND respondents report frequently missing class compared to 7% of public university respondents. Three-quarters report occasionally missing class at UND compared to 81% at public universities.
- Falling asleep in class - UND respondents are less likely to report this occurring, with just 1% reporting this frequently and an additional 36% reporting

occasionally. At the national level, 5% of seniors report falling asleep in class frequently with an additional 41% reporting occasionally.

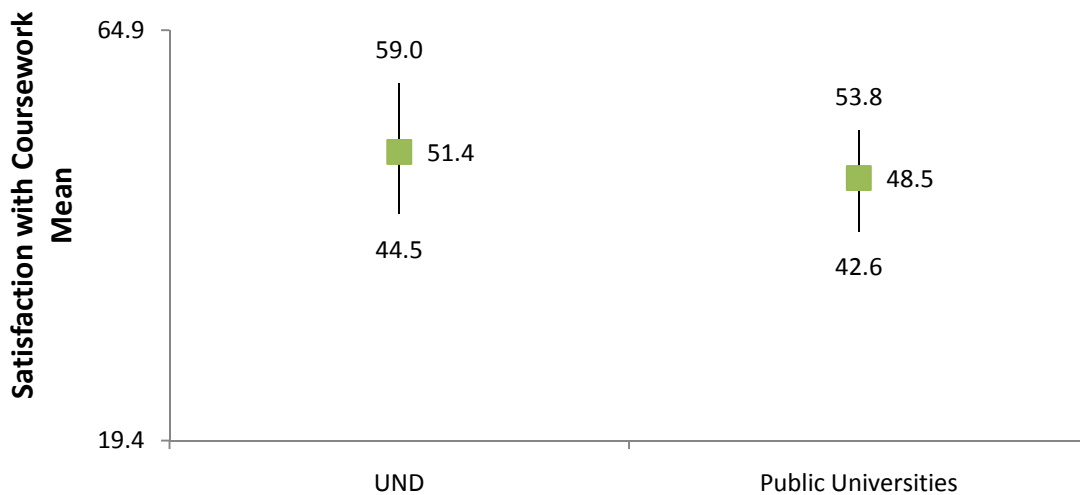
Freshman to Senior Changes

On items related to academic disengagement, there are no significant differences between responses seen as incoming freshmen and outgoing seniors. While the changes are not significant, seniors are more likely to report they have come late to class than the same students report on their CIRP TFS; as freshmen, over one-half of respondents (51%) report not having come late to class at all, while as seniors, just over one-third (35%) report not having come late to class at all. As freshmen, 5% of respondents report they frequently came late to class while as seniors just 2% of the same group report frequently coming late to class. At public universities, respondents are more likely to report frequently coming to class late as seniors than as freshmen, which differs from the UND observation.

5. Satisfaction with Coursework

The CSS construct looking at satisfaction with coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans. Respondents are asked to rate their satisfaction on a 5-point scale (1= very dissatisfied through 5 = very satisfied) on four items: the relevance of coursework to future career plans, the relevance of coursework to everyday life, the courses in your major field, and the general education or core curriculum courses. UND scores significantly higher than public universities on this particular construct, with a mean of 51.4 (Figure 3).

Figure 3. Satisfaction with Coursework



Behind the Data

UND respondents are significantly more likely to be satisfied with the relevance of their coursework:

- Satisfaction with relevance of coursework to everyday life – Nearly three-quarters of UND respondents are satisfied with the relevance of coursework to everyday life (74%) as compared to 64% of seniors at public universities. Four percent of UND respondents are dissatisfied with coursework relevance to everyday life.
- Satisfaction with relevance to future career plans – More UND seniors (84%) report satisfaction with the relevance of coursework to future career plans, while 71% of seniors from public universities report such satisfaction. Just one out of twenty-five (4%) are dissatisfied with the relevance of coursework to career plans.

Eighty-five percent of UND senior respondents are satisfied with the general education curriculum courses as compared to 79% of senior respondents from public universities. Just 4% of UND respondents are dissatisfied, compared to 7% of public university respondents. Likewise, higher percentages of UND respondents report satisfaction with courses in the major field (91% report satisfaction for UND compared to 85% at public universities). Neither of these differences, however, are statistically significant.

Satisfaction with Academic Support and Courses Theme

CIRP pulls together various items to gauge the use of and satisfaction with campus academic support structures and types of coursework typically required in general education. Thirteen items are evaluated, varying from satisfaction with overall instruction, discipline-based instruction (such as mathematics, humanities, social sciences, etc.), availability of faculty, and advising. UND senior respondents report high levels of satisfaction in this area, with mean scores exceeding 4.00 = “satisfied” on 7 items and the remaining mean scores at 3.70 or above. UND scores significantly higher than their public university peers on six of the thirteen items. In particular, seniors report high satisfaction in overall instruction, class size, and faculty contact. Details regarding these six items include:

- Overall quality of instruction – 91% of UND respondents report satisfaction compared to 85% of respondents from public universities. Just 1% of UND respondents are dissatisfied with the overall quality of instruction.
- Class size – 91% of UND respondents are satisfied with their class size, while just 4% report dissatisfaction. Nationally, 77% report satisfaction and 8% report dissatisfaction.

- Amount of contact with faculty – 87% of UND respondents are satisfied with their contact with faculty, compared to just over three-quarters (76%) nationally.
- Ability to find a faculty or staff member – 82% of UND respondents are satisfied with their ability to find faculty and staff when needed; nationally, 69% report satisfaction in this area.
- Quality of computer training/assistance – Over three-quarters (78%) of UND respondents are satisfied with the training and computer assistance compared to 65% nationally.
- Academic advising – UND students again report high marks for satisfaction with advising, with 66% reporting they are satisfied compared to 56% for public universities. While 15% of UND students report dissatisfaction with advising, nationally one-fourth (25%) of seniors are reporting dissatisfaction.

UND scores significantly lower on one of the thirteen items – library facilities – yet satisfaction levels are still relatively high with 80% of respondents reporting satisfaction compared to just 5% reporting dissatisfaction. At public universities, 91% of respondents report satisfaction with their libraries while 3% report dissatisfaction.

6. Positive Cross-Racial Interaction

This particular construct is a unified measure of students' level of positive interaction with diverse peers. Five items asking the frequency with which various interactions occur between the survey taker and a fellow student from a different racial or ethnic group. With UND's lack of diverse student body when compared to national institutions, it is not surprising that UND scores significantly lower than the national norms. (Figure 4)

Behind the Data

Five survey items combine to make up the positive cross-racial interaction construct. The items evaluate the frequency with which interactions occur between students of different racial/ethnic groups. The interactions include having intellectual discussions outside of class, sharing personal feelings and problems, dining or sharing a meal, having meaningful and honest discussions about race/ethnic relations outside of class, and studying or preparing for class. They are marked on a 5-point scale (1=Never to 5 = Very Often.)

UND scores significantly lower than respondents from public universities on all 5 items in this construct. Figure 5 shows UND students are least likely to report having had honest discussions about race relations. The activity UND respondents say is most likely to occur is having intellectual discussions with fellow students from a different race/ethnic group.

One-fourth (25%) of UND seniors report having never studied or prepared for class with a student from a race/ethnic group different from their own.

Figure 4. Positive Cross-Racial Interaction

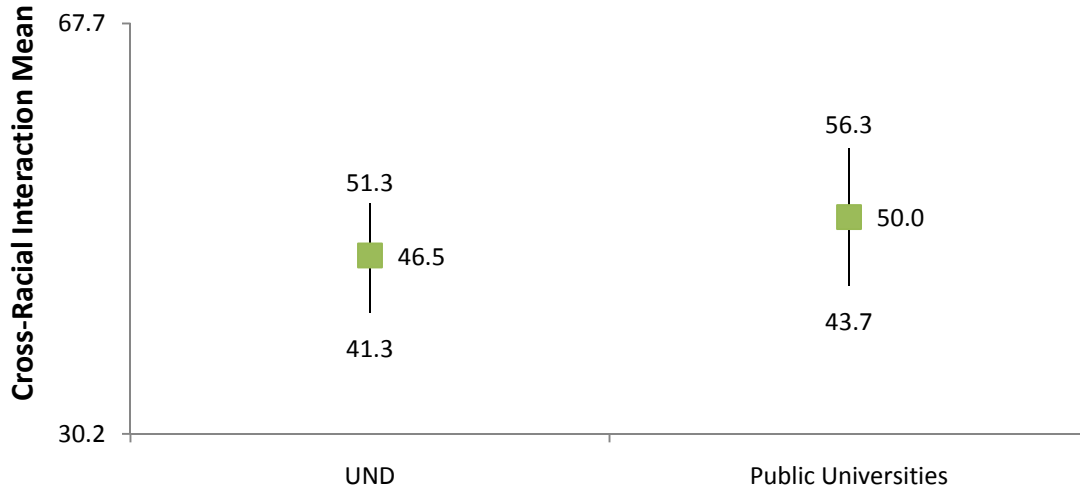
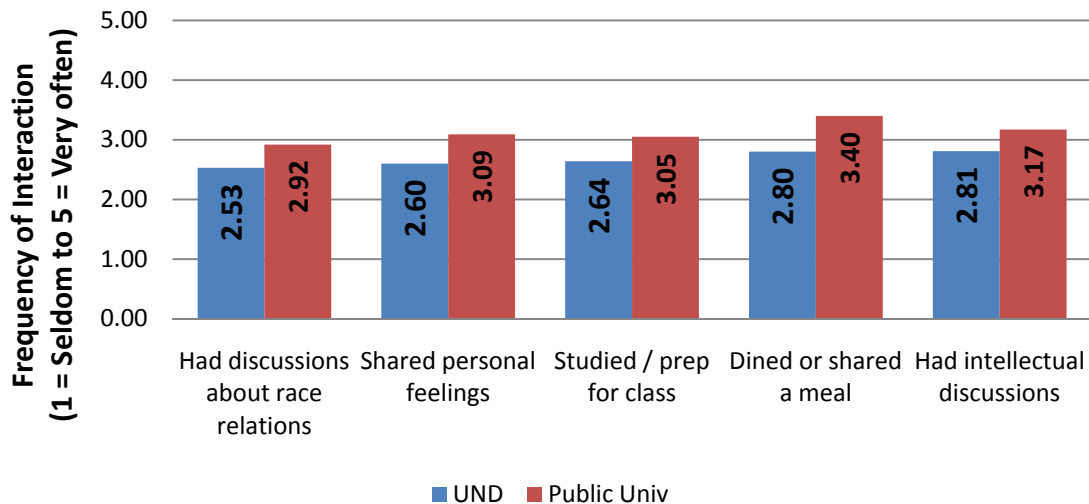


Figure 5. Positive Cross-Racial Interaction Mean Scores for Component Items

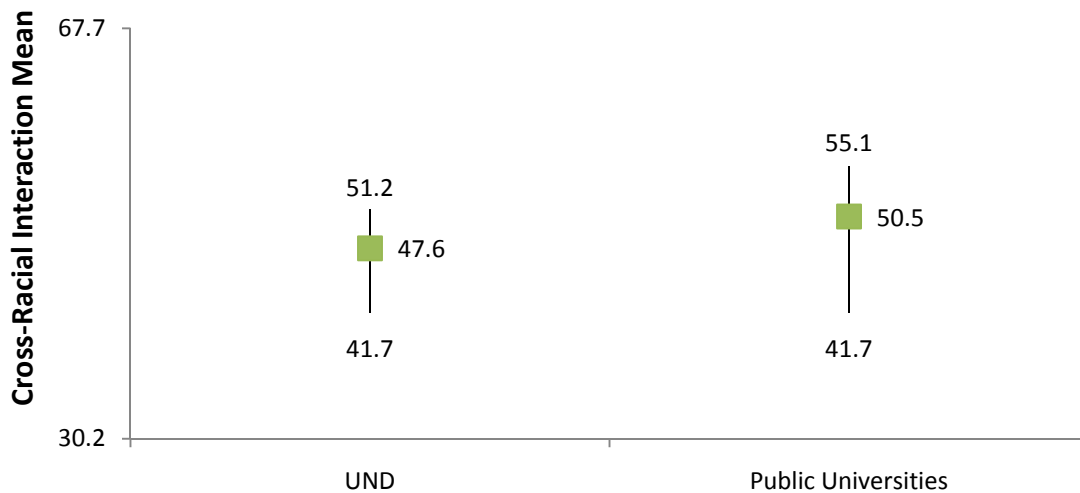


7. Negative Cross-Racial Interaction

Negative cross-racial interaction is a measure of students' level of negative interaction with diverse peers. Negative interactions include having tense or hostile interactions, feeling insulted or threatened because of your race or having guarded interactions with students from a differing racial or ethnic group.

As with positive interactions, UND's relative lack of racial/ethnic diversity on campus leads to lower interaction scores. Figure 6 shows UND's mean on this particular construct is 47.6, which is significantly lower than the mean of 50.5 scored by respondents from public universities.

Figure 6. Negative Cross-Racial Interaction

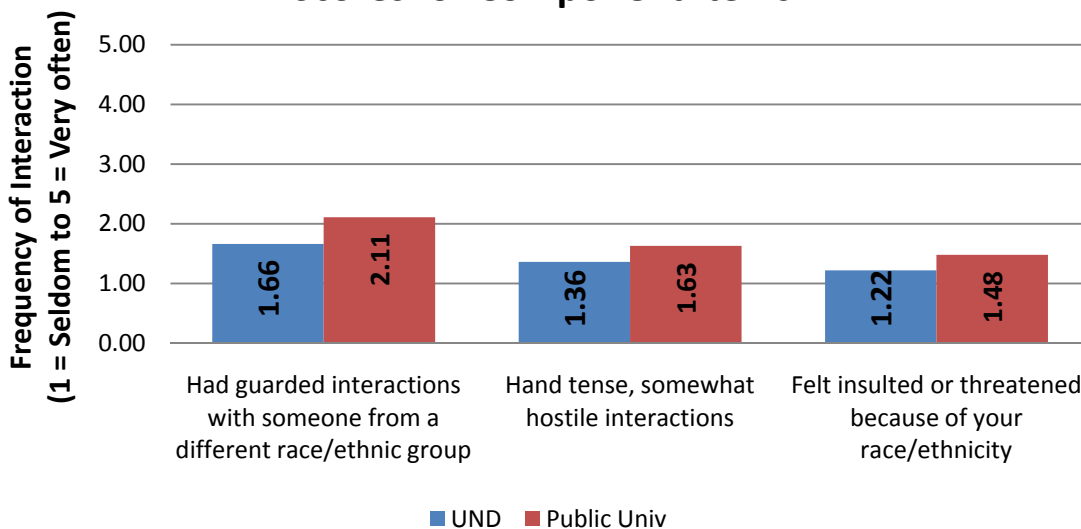


Behind the data

The difference between UND and the score for public universities is statistically significant for each of the three component items. Mean scores can be seen in Figure 7.

- Three-quarters of respondents from UND report never having had tense, somewhat hostile interactions with a fellow student of a different racial or ethnic group.
- Eighty-three percent of UND respondents have never felt insulted or threatened because of their race or ethnicity. This compares to 69% of respondents from public universities reporting this never occurs.
- Roughly half (51%) of UND respondents report they have never had guarded interactions with students from racial/ethnic groups other than their own.

Figure 7. Negative Cross-Racial Interaction Mean Scores for Component Items



Freshman to Senior Changes

When looking at the cohort that took TFS prior to entering college and the CSS as seniors, it is interesting to note that students are significantly less likely to indicate they have socialized with someone from another racial/ethnic group as a senior than they were as entering freshmen at UND. Over half (51%) of entering freshmen state they frequently socialized with someone of another racial group, while just one-fourth (25%) of these students indicate such socialization occurred frequently as seniors.

When surveyed as freshmen, over half (57%) indicated there was a very good chance they would interact with fellow students of another racial or ethnic background, and another 30% stated there was some chance for interaction. Of those freshmen saying there was a very good chance they would interact with persons of another racial or ethnic group, 31% report as seniors that they had such interaction frequently. Eighteen percent of the seniors who indicated as freshmen there was some chance they would interact with students of other races report frequent interaction now. When freshmen indicated there “very little” chance for interaction, no seniors indicate they experienced this interaction frequently.

Throughout their college experience, the acceptance of homosexual relationships has increased for this group of UND students. This is evidenced by the number of respondents agreeing that it is important to have laws prohibiting homosexual relationships having significantly decreased, with 35% of respondents agreeing as freshmen and just 24% of respondents agreeing as seniors. Also supporting this statement is the significantly higher

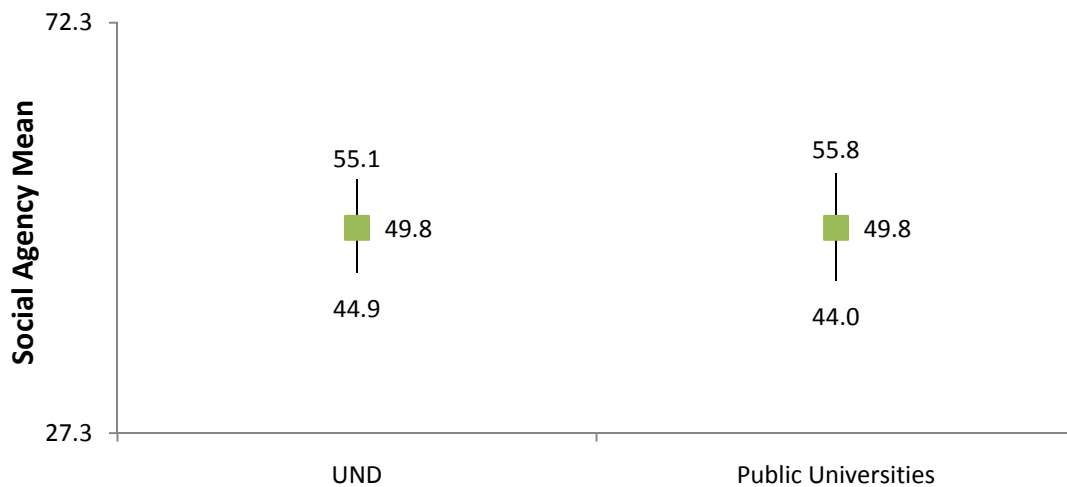
number of respondents agreeing as seniors that same-sex couples should have the right to legal marital status, with 55% of freshmen agreeing with the statement as compared to 64% of seniors.

Students have much more confidence in their ability to understand others at the end of their college experience. 57% of freshmen report they are above average when it comes to understanding others, while 73% report this confidence as seniors.

8. Social Agency

The social agency construct measures the extent to which students value political and social involvement as a personal goal. This is accomplished by looking at responses to questions asking seniors to indicate the importance to them personally of items such as participating in a community action program, helping to promote racial understanding, becoming a community leader, influencing social values, keeping up to date with political affairs, and helping others who are in difficulty. UND scores closely to the national norms when it comes to students dedication to social involvement (Figure 8.) Mean scores are tied, while the upper and lower limits are very close as well.

Figure 8. Social Agency



Behind the data

Students are asked to indicate the importance to them personally of the social agency items on a 4-point scale (1 = Not Important to 4 = Essential.) Of the six component items, UND does not score significantly different than public universities on any of the items.

For UND respondents, the greatest importance is placed on helping others who are in difficulty; 79% of UND respondents state this is essential or very important. The least amount of importance is placed on helping to promote racial understanding; just 31% of UND respondents feel this is essential or very important while 20% feel this is not important at all.

Freshman to Senior Changes

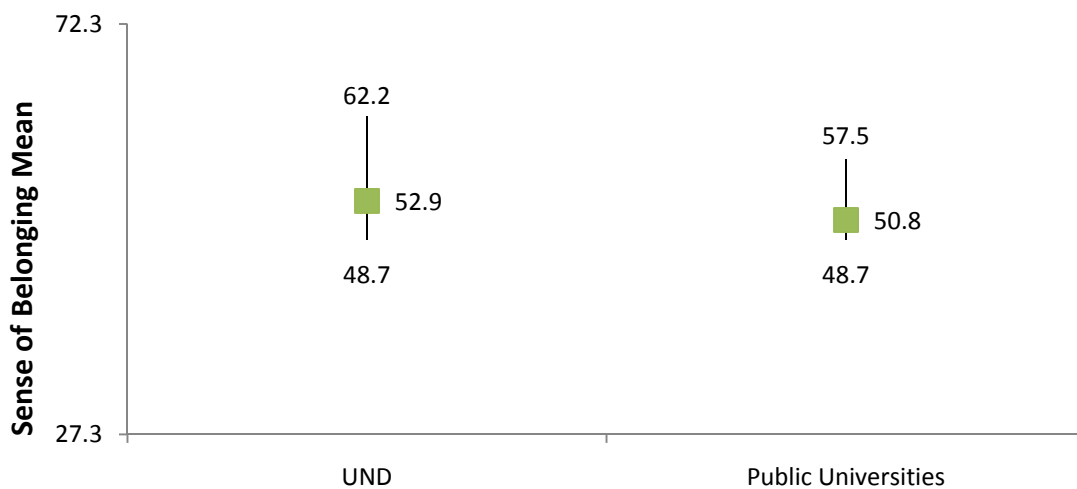
Seniors are significantly more likely to feel it is important to keep up to date with political affairs. 46% of seniors say it is essential or very important, compared to 37% of freshmen. Seniors are also significantly more likely to say it is important to become a community leader – 24% compared to 40%.

9. Sense of Belonging

Three items are combined to develop a construct related to sense of belonging – a measure of the extent to which students feel a sense of academic and social integration on campus. It looks at the agreement with statements that include

- I feel I am a member of this college.
- I feel I have a sense of belonging to this campus.
- I see myself as part of the campus community.

Figure 9. Sense of Belonging



UND scores significantly higher when it comes to the sense of belonging construct (Figure 9.) This would imply UND students have a greater connection to the institution than most graduating seniors.

Behind the Data

UND senior respondents score significantly higher on two of the three sense of belonging construct items:

- I feel I am a member of this college - 97% of UND senior respondents feel they have a sense of belonging on this campus. This compares to the 87% of seniors at public universities.
- I see myself as part of the campus community - 92% of UND senior respondents report they agree or strongly agree, compared to 85% of seniors from public.

Nearly all UND students agree with the statement “I feel I am a member of this college”, with 99% reporting a level of agreement. Nationally, 94% of seniors report agreement.

10. Civic Awareness

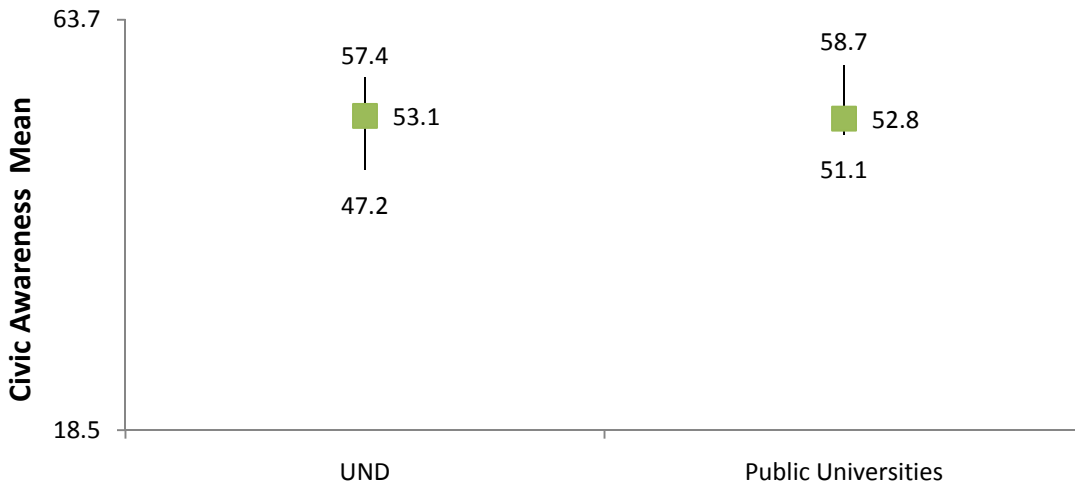
Civic awareness measures changes in students’ understanding of the issues facing their community, nation, and the world. In this construct, students are asked to compare their understanding and/or ability in various areas now as compared to when they entered college. The areas used include understanding of social problems facing our nation, understanding of global issues, and understanding of problems facing your community. UND does not score significantly different from its public university peers, scoring a mean of 53.1 compared to 52.8 nationally (Figure 10.)

Behind the Data

Of the three items that make up the civic awareness construct, UND does not score significantly different from their public institution peers on any of them. Not surprisingly, large percentages of students report their abilities as being stronger now at the end of their college career when compared to when they first entered college.

Seventy-eight percent of UND respondents state they are stronger in understanding the problems facing their community, 91% state they are stronger in understanding social problems facing our nation, and 83% report they are stronger at understanding global issues. Nationally, public university seniors reporting stronger levels of ability are 79%, 88%, and 84% respectively.

Figure 10. Civic Awareness



11. Academic Outcomes Theme

The CSS asks seniors to report the level to which they feel they have gained knowledge throughout their college experience. Not surprisingly, nearly all respondents state they have much stronger knowledge in all areas now as compared to when they first entered UND. One-hundred percent of UND respondents report they have stronger general knowledge and stronger knowledge of a particular field or discipline. Ninety-seven percent report having stronger analytical and problem solving skills, while 96% report having a stronger ability to think critically. UND results are similar to those for seniors from public universities.

One area with a significant difference is in the area of strengthening analytical and problem solving skills. Of UND senior respondents, 97% report an increased ability compared to 93% of seniors at public universities.

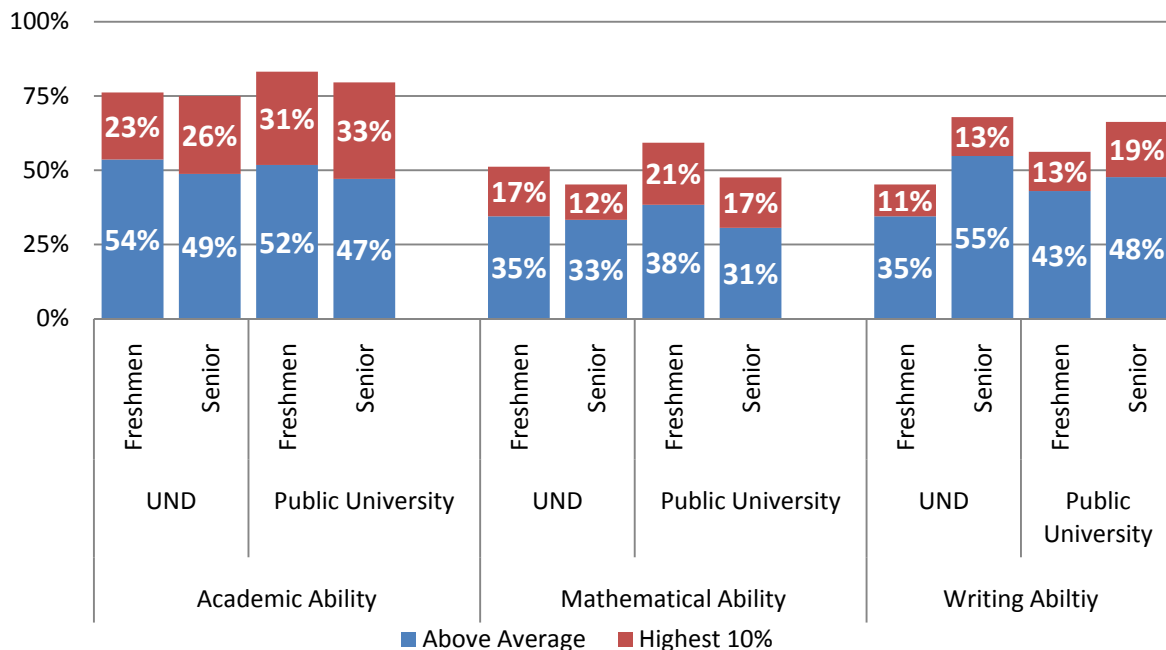
Seniors are also asked to compare themselves to the average person their age on intellectual traits including academic ability, mathematical ability, and writing ability. As these questions were also asked on the CIRP Freshman Survey, increases in student confidence can be seen. Figure 11 outlines the findings.

Freshman to Senior Changes

As a general rule, UND seniors rate themselves similarly to seniors at public universities, with over three-quarters (78% for UND, 81% for public universities) reporting they have

above average academic ability. This particular group of students from UND report similar levels of academic ability as seniors as they did when they were freshmen. The differences between UND and public universities are not statistically significant.

Figure 11. Rate Yourself on Academic Ability Traits
 Percent of respondents rating themselves as
 "Above Average" or "Highest 10%"



When looking at student rankings for mathematical ability, UND seniors again score similar levels of confidence in their skill level as seniors at public universities. It is interesting to note, however, that a significantly higher percentage of this group of students rated themselves as being above average in mathematical ability as freshmen than they do as seniors, with 52% of freshmen saying they are above average while 45% of seniors report such high mathematical skill. Similar trends are seen at public universities.

With regard to writing ability, significant increases are seen when scores of seniors are compared to those of this group when they rated themselves as freshmen. At UND, 46% of freshmen rate themselves above average in writing ability, but this number jumps to 68% for seniors. The increase from freshmen to senior is also seen at a national level, however the increase is less, mainly due to national freshmen reporting a higher level of skill than UND freshmen.

Outside of their reported levels of ability, one other significant difference is found between UND freshmen and seniors. UND respondents report spending significantly more time studying or on homework as seniors than they did as freshmen. Just over one-third (35%) of freshmen reported having spent 6 or more hours per week studying or on homework. This compares to the three-quarters (75%) of seniors reporting spending 6 or more hours on studying.

12. Academic Enhancement Experiences Theme

Several items on CSS revolve around the theme of academic enhancement. These items gauge participation in programs and initiatives related to student learning, such as working on research, independent study, and participating in study abroad and internships.

Some highlights on this theme include:

- Less than one-third (30%) of UND seniors reporting say they have enrolled in honors or advanced courses. Nationally, 35% of seniors reporting state they have enrolled.
- UND seniors report similar levels of frequency for working on independent study projects, with 35% reporting frequent work and 34% reporting occasional work. Nationally, 32% report frequent work and 38% report occasional work on independent study projects.
- UND seniors also report similar levels of working with faculty on research. Twenty-nine percent of UND seniors report this research activity compared to public universities where 31% report this research work.
- One area where UND seniors report significantly less research activity is when they are asked if they have participated in an undergraduate research program such as MARC, MBRS, or REU. Just 5% of UND respondents report participation where nationally it is 18%.
- UND seniors also fall behind in the area of study abroad, with just 6% of UND respondents stating they have participated compared to 21% of respondents from public universities.
- Fewer UND students also report participating in an internship program. Under half (43%) of UND respondents say yes, they have participated in an internship compared with the 52% of seniors at public universities who have participated.

13. Active and Collaborative Learning Theme

This particular theme illustrates the extent to which students are furthering their knowledge of course material through interaction both with faculty and with other students. UND scores well in this theme area when it comes to student interaction with faculty and student interaction when questions do not pertain to diverse populations. UND again lags national norms when the issues of interactions with students from racial or ethnic backgrounds are asked.

Of the ten items included in the active and collaborative learning theme, UND significantly exceeds the national norm set at public universities in just one category: professors providing an opportunity to apply classroom learning to “real life” issues. Nearly all UND respondents (99%) state that this occurs frequently or occasionally, compared to 87% of public university respondents.

UND scores significantly lower than the national norms in three items, all of which apply to student interaction with classmates of differing racial or ethnic background. UND respondents are significantly less likely to have frequent (often or very often) meaningful and honest discussions about race/ethnic relations outside of class, have frequent intellectual discussions outside of class with students from another racial/ethnic group, and have studied or prepared for class with students from another racial/ethnic group.

Freshman to Senior Changes

Over the course of their college experiences, respondents are much more likely to study with other students as seniors than they were as freshmen. While large majorities of both groups report having studied with other students (88% of freshmen and 98% of seniors), a much larger percentage of seniors report studying together frequently (17% for freshmen compared to 49% for seniors).

14. Satisfaction With Services and Community Theme

UND respondents give high remarks to nearly all areas related to campus services, scoring higher satisfaction mean scores in sixteen of eighteen items included in this particular CIRP theme. The two areas with lower satisfaction include the financial aid office, which scores significantly lower than national public university norms, and student housing office/services, which while scoring lower does not have a significant difference.

When evaluating the financial aid office scores, just 39% of UND students report being satisfied, while 30% of UND respondents report a level of dissatisfaction. At public

universities, over half (54%) of respondents report satisfaction with their financial aid office and just 16% report dissatisfaction.

On the positive side of things, seven items score means that are significantly higher than the national norms. These seven items are:

- Overall sense of community among students – Eight out of ten (81%) UND respondents are satisfied with sense of community, compared to 74% nationally..
- Interaction with other students – Most seniors (92%) report satisfaction with the interaction they have with their fellow students at UND. At public universities, 83% of seniors report this satisfaction.
- Size of student population – UND senior respondents overwhelmingly are satisfied with the size of the institution, with 93% reporting satisfaction in this area. This compares to 79% of public university senior respondents being satisfied.
- Recreational facilities – The extraordinary facilities UND has provided students for recreational activities is evidenced by the fact that 93% of CSS respondents report satisfaction with the facilities, compared to 76% at public universities. Just 2% of UND respondents report dissatisfaction compared to 11% at public universities.
- Job placement services for students – 63% of UND senior respondents report satisfaction with job placement services, compared to 41% at public universities. Just 14% of UND respondents report dissatisfaction compared to 28% at public universities.
- Career counseling and advising – Satisfaction for career counseling is comparable to that of job placement services, with 62% of UND respondents reporting satisfaction and 11% reporting dissatisfaction. At public institutions, 51% report satisfaction and 23% report dissatisfaction.
- Student health services – 82% of UND respondents are satisfied with health services compared to 62% at public universities.

15. Leadership Theme

CIRP's leadership theme addresses issues including leadership opportunities during college and how students compare to their peers on leadership-related skills and abilities. UND scores quite closely to public universities with regard to leadership attitudes of responding seniors. Of seven items included in this theme, there are no significant differences between UND and public universities, although UND numbers tend to be slightly higher than those scored by public universities. Eighty-six percent of UND senior respondents are satisfied with the leadership opportunities available.

Freshman to Senior Changes

While seniors rate themselves higher on drive to achieve, leadership ability, and social self-confidence, the changes are not statistically significant over what was reported as freshmen.

16. Civic Engagement Theme

The theme of civic engagement looks at items relating to community and volunteer work during college as well as items that reflect future orientation towards volunteer and community service. Attitudes of UND respondents are quite similar to that of public university respondents when the ten items relating to civic engagement are evaluated. UND is significantly different from public universities in just one area – demonstrated for or against a war – with 6% of UND seniors reporting participating in this activity as compared to 12% of seniors at public universities.

While attending UND, students report satisfaction with the opportunities for community service, with 73% reporting satisfaction. Sixty-three percent of UND respondents report having participated in community service work.

Freshman to Senior Changes

UND respondents report significantly less time spent on volunteer work as seniors than the same group did as freshmen. The percentage of students reporting they spent no time on volunteer work increased from 27% on the TFS to 46% on the CSS. The percentage of students reporting spending more than one hour per week volunteering decreased from 51% on TFS to 30% on the CSS. Similar patterns of decreasing levels of volunteerism is seen when TFS and CSS results are compared for public university respondents.

As freshmen, nearly all respondents (96%) reported there was some chance they would participate in volunteer or community service work, however as seniors, 62% report they have engaged in volunteer work either frequently (19%) or occasionally (43%).

As seniors, UND respondents are significantly more likely to believe an individual can bring about changes in society. When asked to state their level of agreement with the statement “Realistically, an individual can do little to bring about changes in our society”, 70% disagree as freshmen while 83% disagree as seniors. This change is not seen at public universities.

17. Health and Wellness Theme

The CIRP theme of health and wellness gauges student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services. With regard to physical health, UND respondents score significantly better than their public university peers in two categories – depression and smoking.

With regard to feeling depressed, just 3% of UND respondents state they frequently feel depressed compared to 9% of respondents at public universities frequently feeling depressed. Over half (55%) of UND respondents say they feel depressed not at all compared to 41% at public universities.

Students at UND appear to smoke much less than elsewhere, with just 1% of UND respondents stating they smoke frequently and an additional 5% saying they smoke occasionally leaving 94% who never smoke. At public universities, 6% of respondents say they are frequent smokers, 15% say they are occasional smokers, and 79% being non-smokers.

There are no significant differences between UND and national results with regard to drinking beer, drinking wine or liquor, binge drinking, or the amount of time spent partying. Approximately one in five (21%) UND respondents frequently drink beer compared to 35% of respondents from public universities. On the other hand, approximately one in five (19%) UND respondents report they never drink beer which compares to 20% at public universities. When it comes to drinking wine or liquor, UND and public universities both have roughly 1-in-10 respondents state this never occurs (10% for UND and 11% for public universities.). Fewer UND respondents report they frequently drink liquor, with 24% reporting consumption as opposed to 34% at public universities.

Nearly all students responding tend to feel overwhelmed by all they have to do. Ninety-six percent of respondents from both UND and public universities report they either frequently or occasionally feel overwhelmed by all they have to do. At UND, 31% report they are frequently overwhelmed and 65% report they are occasionally overwhelmed. At public universities, 41% report frequently feeling overwhelmed and 55% report occasionally feeling overwhelmed.

Freshman to Senior Changes

UND respondents are significantly more likely to report they felt overwhelmed by all they had to do as seniors compared to as freshmen; 16% of freshmen state they are frequently overwhelmed compared to 32% of seniors. Fourteen percent of freshmen report they

never felt overwhelmed, a number that drops to just 2% as seniors. UND's numbers show a more drastic shift toward feeling overwhelmed than occurs at public universities, where freshmen come in stating they are more overwhelmed than UND freshmen, but by the time seniors report, similar levels are indicated.

Minimal changes occur in reported smoking by students, with more seniors reporting not smoking at all (93%) than freshmen (88%). Most of those moving to not smoking at all were occasional smokers as freshmen.

Significant changes, however, occur with regard to drinking from the time a student is a freshman to a senior. When responding to TFS, one-third (33%) of freshmen report they frequently or occasionally drink beer, however when this group responds to the CSS, 83% report they drink beer, with 21% drinking beer frequently and 62% drinking beer occasionally. Similar trends are seen when students are asked about drinking wine or liquor, with 38% of TFS responders stating they drink wine or liquor compared to 89% of CSS respondents from UND. National results are similar to UND results, with significantly more seniors reporting alcohol use than freshmen.

The two surveys show UND respondents to have significantly less confidence in their physical health as seniors than they do as incoming freshmen. Over half (58%) of incoming freshmen rate their physical health as being above average or in the highest 10%. This compares to 43% of seniors stating they are above average in physical health.

The TFS asks incoming freshmen to indicate their best guess that they will seek personal counseling. Of those freshmen saying there is no chance they will seek counseling, 0% of seniors report ever seeking personal counseling. For those saying there would be some chance or very little chance they would seek counseling, 18% indicate as seniors that they did receive personal counseling.

As seniors, respondents report spending significantly less time per week exercising or playing sports. As freshmen, over half (52%) report getting more than 6 hours per week of activity. As seniors, just 18% report getting this level of weekly activity.

18. Religion and Spirituality Theme

A higher percentage of UND students report a religious preference. Just 20% of UND respondents state "none" as their current religious preference compared to 33% of respondents from public universities.

UND respondents are significantly more likely to attend a religious service and attend them more frequently than respondents from public universities. Nearly one-fourth (24%) of UND respondents frequently attend a religious service compared to 16% nationally. Just under one-third (32%) of UND respondents state they never attend a religious service, where nationally, over one-half (52%) report they never attend a religious service.

UND respondents are also much more likely to indicate that integrating spirituality into their life is important than senior respondents from public universities. Sixty-three percent (63%) of UND CSS completers say this is essential or very important compared to just 43% of CSS takers from public universities.

Freshman to Senior Changes

For respondents to both surveys, 63% of incoming freshmen state there is a very good chance or some chance that they will strengthen their religious beliefs or convictions. When looking at CSS results, however, this result does not appear to hold true. UND CIRP survey takers are significantly less likely to indicate they have attended a religious service as seniors than they were as freshmen. Of the group taking both surveys, 65% of TFS completers indicated they had attended a religious service frequently or occasionally while 47% of CSS completers indicate the same. Of the freshmen who indicated they frequently attended a religious service, when they were seniors 35% continue to report they frequently attend, while 48% now attend occasionally and 17% report attending not at all. In conjunction with attending fewer religious services, this group spends significantly less time in prayer or meditation as seniors than was reported as freshmen; 42% of seniors report spending no time in prayer or meditation as compared to 32% as freshmen.

CIRP takers are significantly less likely to have discussed religion as seniors than they report as freshmen, both at UND and public universities. For UND responders to both surveys, 85% of freshmen report having had discussions about religion compared to 77% of seniors; at public universities, 89% of freshmen and 82% of seniors report these discussions.

Seniors are, however, significantly more likely to indicate an importance to integrating spirituality into their life. Sixty-two percent of seniors say this is important when 38% indicated so as freshmen.

19. Career Planning Theme

When asked about plans after graduation, 12% of UND respondents have accepted an offer of employment, while 25% are looking but have no offers and 28% are not actively looking for employment. Nationally, 16% of respondents have accepted employment while 40% are still looking and just 15% are not actively looking for employment.

When the survey taker plans to attend graduate school, it appears UND respondents are less likely to have their plans formulated. For students planning on attending graduate school, 7% of UND respondents have accepted and plan on attending graduate school the coming fall, compared to 18% for respondents from public universities. Twenty percent of UND respondents have applied and are still waiting responses compared to 8% of public university respondents.

UND respondents are significantly more likely to have had frequent help from their professors in achieving their professional goals, with 87% of respondents stating they have had frequent or at least occasional help from professors, compared to 78% of public university respondents.

UND respondents also feel they have made greater progress toward being prepared for both employment after college or graduate school now as seniors than they were as freshmen. Nearly all UND respondents – 94% - report they are stronger or much stronger with regard to preparedness for their career now as opposed to when they entered college compared to 88% of seniors at public universities. When asked if they are prepared for graduate school, 94% of UND respondents feel more prepared now than they were when they entered college as opposed to 88% of public university respondents.

UND respondents report spending significantly less time on career planning, which includes things such as job searches, internships, etc. Just 5% of UND respondents have spent 6 or more hours on career planning as compared to 10% at public universities. Three out of ten (30%) of UND respondents have spent no time on career planning which is higher than the 14% at public universities who report no career planning time. On the other hand, UND respondents are significantly more likely to have met with an advisor about career plans, with 93% of respondents stating this occurred frequently or occasionally compared to 84% at public universities.

UND respondents are also significantly more satisfied with career planning services. Most UND senior respondents (84%) say they are satisfied with the relevance of coursework to future career plans, as compared to 71% nationally. With regard to services, 62% of UND respondents are satisfied with career counseling and planning, and 63% of UND

respondents are satisfied with job placement services for students. Nationally, 51% of respondents are satisfied with career counseling and 41% are satisfied with job placement services.

UND students generally report similar career goals as public university respondents, More UND students feel it is essential or very important for them to have a stable, secure future (93% at UND versus 87% at public universities), and more UND students feel it is essential or very important to have an availability of jobs (89% at UND versus 81% at public universities).

Freshman to Senior Changes

Both freshmen and seniors are asked to indicate the highest degree they plan to eventually complete at any institution. For UND respondents to both TFS and CSS, nearly one-half (48%) report the same goal as freshmen and seniors – that is if they entered as a freshman with the goal of completing a Master’s degree, their goal as a senior is still to complete a Master’s degree. Just under one-fourth (22%) plan to complete a higher degree now that they are seniors than they did as an entering freshman, with the majority of these being students who entered with the plan to complete a Bachelor’s degree and now as seniors plan to complete a Master’s degree. An additional 22% plan on completing less of a degree as seniors than as entering freshman. The remaining students (8%) entered planning to complete a higher level degree and switched between professional or graduate programs.

A significantly higher number of senior respondents feel it is essential or very important to become an authority in their field. While over half of freshmen (56%) report such importance, two-thirds (67%) of seniors report this is important. At public universities, this difference is not seen.

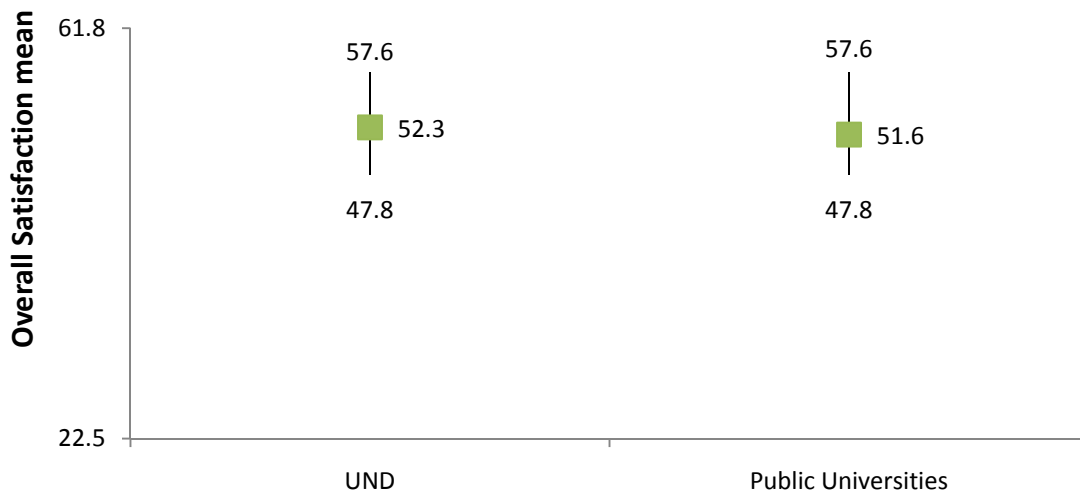
Respondents are significantly less likely to say it is essential or very important to be very well off financially as seniors than they were as freshmen, with 62% of seniors responding it is important compared to 74% who indicated such as freshmen. At public universities, seniors are also less likely to state being well off financially is important (58% of seniors versus 68% of freshmen).

Significantly more UND senior respondents feel being successful in a business of their own is important than was reported as UND freshman (34% for seniors compared to 20% for freshmen).

20. Overall Satisfaction

CSS asks three items to gauge overall satisfaction of college seniors: satisfaction with overall college experience, satisfaction with overall quality of instruction, and whether the student would definitely choose to enroll at their current college. These items are summarized in a construct shown in Figure 12. UND tallies a mean score very close to the national norms with regard to overall satisfaction.

Figure 12. Overall Satisfaction



Behind the Data

UND scores satisfaction ratings significantly higher than national norms in just one area: overall quality of instruction. Nearly all (91%) report satisfaction in the quality of instruction received, compared to 85% of CSS respondents from public universities. Just 1% of UND respondents are dissatisfied with the quality of instruction.

Other overall satisfaction highlights include:

- Ninety-four percent of UND seniors report satisfaction with their overall college experience while just 2% report dissatisfaction.
- Ninety-three percent of UND respondents would again come here with just 7% choosing elsewhere. Nationally, 87% would again return to their respective institution while 13% would choose differently.