

**University of North Dakota
Graduating Student Survey - 2001
Executive Summary**

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Data Collection and Reporting**

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In April 2001, 1273 University of North Dakota students that had indicated plans to graduate were mailed a student satisfaction survey with twenty-eight questions. Seventeen surveys came back with bad addresses. Of the adjusted number of 1256, 735 students returned completed questionnaires for a response rate of 58.5%. Attached is a copy of the questionnaire used (Appendix A) and tables of the results with comparisons to a similar study conducted April 1996 and 1998 (Appendix B). Appendix C contains written comments from the students. Below is a discussion of some of the findings.

All but 3.7% of the respondents said they planned to graduate in May. Nearly three-fourths (71.6%) of the respondents were anticipating receiving a Bachelor's degree and 17.7% were looking forward to receiving a Master's degree (Table V2). In addition, a total of 10.7% of the respondents expected to receive their advanced degree of M.D. (4.9%), J.D. (4.0%), Ph.D. (1.5%), and Specialist (0.3%). More than half of the respondents (52.2%) were in the 22 to 24 year-old ranges while 75.1% of respondents were not married. Females comprised 57.8% of the response set. Respondents were predominately white (92.8%), 2.6% of respondents were Native American, and a total of 4.6% were Asian/Pacific Islander (1.1%), Hispanic/Latino (0.7%), Black/African American (0.4%), and other ethnic origins (2.3%). More than half of the respondents graduated from high schools from North Dakota (51.6%), followed by Minnesota (26.2%), Montana (2.4%), South Dakota (1.8%), other states (13.0%), Canada (2.3%), and foreign countries (2.7%).

Nearly eighteen percent (17.6%) of graduates were enrolled for 12 or more semesters (which may have included summers). However, a total of 28.4% of the respondents were pursuing their graduate or professional degrees. It is therefore difficult to determine the percentage of the students anticipating receiving their Bachelor's degrees that have been enrolled for 11 or less semesters.

Respondents reported their primary reason for attending UND; "type of program available" (26.8%) ranked the highest, followed by "location" (25.4%), "cost" (14.9%), "academic reputation" (8.6%), "to be with friends" (3.1%), "social atmosphere" (2.1%), "size" (1.2%), "admission standards" (1.0%), "student loans" (0.4%), "advice of high school personnel" (0.1%), and "others" (16.2%) (Table V12).

In response to a question on college related goals, 97.1% of the respondents selected "to obtain a degree," 81.6% selected "to increase my knowledge and understanding in an academic field," 60.5% selected "to increase my knowledge, technical skill, and/or competencies for my job or career," 54.0% selected "to develop my ability to be independent, self-reliant and adaptable," 52.9% selected "to prepare for a new career," 52.8% selected "to meet people," 50.5% selected "to formulate long-term career plans and/or goals," 45% "to improve my leadership skills," 41.8% "to learn skills that will enrich my daily life or make me a more complete person," 38.0% "to discover career interests" 32.8% "to increase my self-confidence," 26.8% "to increase my chances for a raise and/or promotion," 25.7% "to become actively

involved in student life and campus activities,” 20.1% “to improve my ability to get along with others,” and 19.0% “to increase my participation in cultural and social events” (Tables V13-V27).

The percentage of UND graduating students indicating student loans as a “major source” of educational funding increased from 1996 (54.8%) to 2001 (61.0%); parents or relatives as a major funding source increased slightly from 1996 (37.5%) to 2001 (38.6%); scholarships or fellowships as a major funding source slightly increased from 1996 (21.3%) to 2001 (22.9%) (Tables V28-V39). However, 26.7% of the respondents said that summer employment was a major funding source, a decrease from 1996 (32.2%) and 1998 (31.2%); educational grants (Pell, SEOG, etc.) were decreased from 1996 (21.2%), 1998 (19.9%) to 2001 (14.3%); and graduate assistantships were also decreased slightly from 1996 (7.9%), 1998 (7.8%) to 2001 (7.6%).

Respondents were asked if they had completed any courses using an experimental learning method, that is, where the learning occurred primarily off-campus. Nearly one quarter (24.5%) indicated they had taken an internship, 19.9% clinical experience, 13.3% co-op education, 10.9% student teaching, 10.1% indicated other forms of experimental experiences while 21.3% respondents did not report having experimental learning experience. The majority of the respondents indicating they had experienced experimental learning courses had enrolled in one course (54.0%), 10.5% experienced two courses, 1.2% enrolled in three courses utilizing experimental learning methods (Table V40).

Graduating students planning to enroll at UND or another college for an additional degree increased from 28.2% in 1996 to 36.5% in 2001 (Table V41). Respondents planning to join the workforce were asked how closely their job is to their major - those responding, “directly related” increased from 67.4% in 1996 to 76.4% in 2001 (Table V44). In this survey, 57.7% of the students, a decrease from 63.5% in 1998, think there are job opportunities in North Dakota in their major area of study, about a third (29.5%) of them think there are no opportunities and 12.9% are not sure (Table V45). Half of the respondents (49.4% in 2001, 50.1% in 1998) said they either accepted or would be willing to accept employment in North Dakota, 33% (30.9% in 1998) have not or would not, and 17.6% (19% in 1998) are not sure (Table V46).

Students were asked to rate their level of satisfaction with twenty-one items concerning their experience at UND. Firstly, the majority of the 2001 graduating students were either “very satisfied” or “satisfied” in the seventeen following items: “overall academic experience” (85.1%), “challenge of courses in your major” (83.7%), “quality of program in major” (83.4%), “level of interaction with other UND students” (82.6%), “helpfulness of faculty in major” (80.7%), “overall social experience” (78.5%), “out-of-class availability of instructors” (78.0%), “selection of courses of general requirements” (73.7%), “personal security/safety on campus” (72.4%), “attitude of non-teaching staff toward students” (71.1%), “variety of