



# Institutional Research Briefs

Volume II, Issue 1

September 2005

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Did you know?

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.

## Departmental Annual Reports

### What's New?

Annual Reports for 2004-2005 are due October 15, 2005. There have been some modifications to the Annual Report Template to promote entry of information.



1) Please note the addition of new text boxes to the Assessment Area. The questions ask you to discuss assessment of student learning at the programmatic level. See the assessment areas under Goals, Methods, Results, and Changes, and provide discussion under the appropriate program level for each of these areas.

2) Due to popular request we have added an HTML text editing tool. This has many of the text editing features that are found in MSWord. This editor also allows formatted text (bold, bullets, color, etc.) and tables to be copied and pasted retaining its format. Note: When "pasting" text into this site, MSWord seems to work the best.

3) Core data and Strategic Reports for Departments can be accessed at the Annual Report Website and continues to be updated as information becomes available.

## The Survey Says...

The highlighted survey for this issue is the 2005 Sophomore Satisfaction Survey (SSS). This survey was developed by the University of North Dakota in 1993 and was since conducted triennially. In spring 2005, a specific SSS website and e-survey were developed by the Office of Institutional Research. This is the first time an online sophomore survey has been used on campus to determine students' satisfaction with their experiences at UND.

An invitation from the OIR was electronically mailed to 508 sampled sophomores to inform them about the Sophomore Survey website and survey instrument. A total of 216 sophomores participated in this survey, yielding an overall net response rate of 48%.

Included in this newsletter are the executive summary and graphic highlights on a compact 5-year comparable summary of results. The complete report is available on our website. For questions about this survey, please contact Jean Chen or Carmen Williams.

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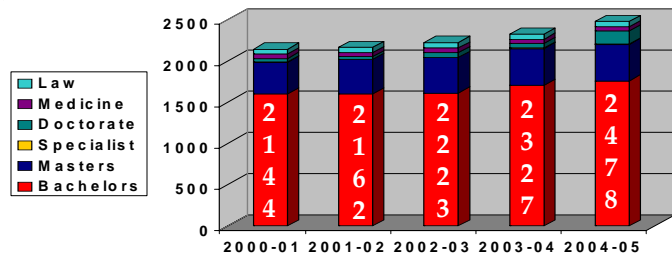
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Director

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## It's a Fact...

The number of graduating students for 2004-05 totaled 2,478. This was an increase of 151 students from the 2003-04 total of 2,327.



## Office of Institutional Research

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## 2005 Sophomore Survey Executive Summary

A specific Sophomore Satisfaction Survey website and web-based survey were developed and facilitated by the Office of Institutional Research. This is the first time an online survey has been used with our sophomores. Five hundred and eight sophomore students received an invitation electronically to participate the 2005 Sophomore Satisfaction Survey in March of 2005. An overall 48% net response rate was attained. Of the 216 respondents, 46.0% were men and 54.0% were women.

- The majority of the respondents were white (97.6%), 20 years or younger in age (87.7%), unmarried (97.1%), and live in the residence halls/apartments (40.0%). Nearly forty-eight percent (47.9%) of the sophomore respondents were from North Dakota, 31.3% were from Minnesota, and 20.8% were from other states/countries.
- 65 were majoring in the College of Arts and Sciences (30.2%), 35 from the College of Business & Public Administration (16.3%), 33 from the School of Aerospace Sciences (15.3%), 24 from the College of Nursing (11.2%), 18 from the College of Education & Human Development (8.4%), 16 from the School of Medicine & Health Sciences (7.4%), 10 from the School of Engineering & Mines (4.7%), 14 were undecided majors (6.5%), and 1 did not report his/her academic college.
- One hundred percent of the sophomores surveyed indicate their top college-related goal as being "To obtain a degree." It is followed by "To increase my knowledge and understanding in an academic field" (98.1%), "To formula long-term career plans and/or goals" (96.2%), "To develop my ability to be independent, self-reliant, and adaptable" (95.2%), and "To improve my knowledge, technical skills, and/or competencies for my job or career" (93.7%).
- Ninety-one percent of the respondents intended to graduate from UND.
- Nearly 86 percent of the respondents worked 20 hours or less per week, 12.4% worked between 21 and 30 hours and 2.0% worked more than 31 hours weekly. Eighty-two percent of the respondents studied 20 or fewer hours per week while 13.0% studied 21 to 30 hours and 5.0% studied 31 or more hours weekly. The majority (91.0%) of the respondents spent fewer than 20 hours per week watching television.
- Nearly 52% of the respondents discussed class assignments frequently or very often with fellow students while only 15% of the respondents did so with their instructors.
- Ninety-eight percent of the respondents indicated that lecturing was the major teaching method they received at UND. Nearly 32% of the respondents received computer-assisted learning frequently or very often. Sixteen percent of the respondents never used the library for research.
- Over 50% indicated that their instructors place much or great importance on "Encouragement of high quality thinking and writing" (61.3%), "Concern about faculty being available to students" (57.8%), and "Concern that students are well prepared in their major" (55.3%).
- "Learning on own", "Organizing time effectively", "Working Independently", "Making informed choices", and "Planning and carrying out projects" are the top five areas of students' personal growth reported as being impacted by experiences at UND.
- Bookstore, Admissions, Library, Memorial Union, and Registrar's Office were the five most used offices on campus. Memorial Union, Library, Campus Shuttle Bus, Student Health, and Recreational and Intramural Programs were the five offices rated with highest satisfaction.
- Overall, 83.7% of the sophomores surveyed indicated that they were satisfied or very satisfied with their experience at UND.

## UND 2005 Sophomore Satisfaction Survey

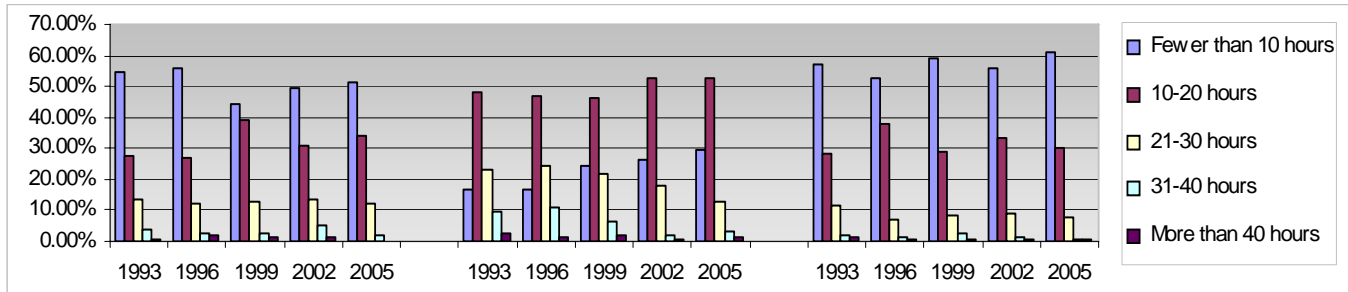
### UND has contributed very much to your personal growth in

	1993	1996	1999	2002	2005
Learning on your own	60%	57%	61%	60%	61%
Organizing your time effectively	48%	48%	45%	45%	51%
Working independently	46%	54%	51%	50%	51%
Making informed choices	NA	43%	48%	46%	47%
Planning and carrying out projects	22%	31%	31%	31%	42%
Defining and solving problems	37%	33%	37%	30%	42%
Following directions	NA	31%	37%	33%	39%
Persisting at difficult tasks	27%	34%	36%	30%	39%
Using the library	36%	42%	40%	31%	39%
Writing effectively	28%	38%	45%	35%	39%
Making assumptions, inferences, conclusions	25%	29%	35%	26%	38%
Understanding, applying scientific principles	26%	28%	29%	20%	37%
Approaching problems creatively	22%	36%	34%	26%	36%
Working cooperatively in a group	36%	34%	34%	31%	36%
Understanding written information	32%	31%	34%	27%	36%
Conducting research	17%	25%	27%	27%	35%
Caring for your own physical and mental	28%	28%	27%	25%	35%
Understanding how choices are made,	22%	22%	29%	25%	35%
Leading/guiding others	25%	31%	33%	24%	33%
Recognizing rights, responsibilities, privileges	33%	24%	21%	21%	33%
Contributing to the well-being of others	29%	28%	28%	21%	32%
Acquiring a global perspective	46%	21%	18%	14%	30%
Speaking effectively	28%	32%	39%	21%	29%
Understanding and appreciating the arts	29%	26%	23%	17%	29%
Understanding, applying math in daily activities	26%	19%	15%	12%	24%
Understanding diverse cultures	29%	22%	20%	11%	22%

### You have been very satisfied or satisfied with UND at

	1993	1996	1999	2002	2005
Challenge of courses in your major	79%	88%	85%	83%	83%
Quality of program in major	73%	78%	83%	81%	81%
Level of interaction w/ UND students	84%	86%	88%	83%	79%
Overall academic experience	76%	79%	87%	79%	78%
Variety of courses in your major	66%	74%	76%	78%	76%
Helpfulness of faculty in your major	65%	68%	75%	75%	75%
Campus newspaper	45%	53%	71%	66%	75%
Classroom equipment & facilities	68%	62%	76%	72%	75%
Overall social experience	74%	81%	82%	79%	74%
Involvement in campus activities	54%	71%	77%	65%	70%
Security/safety on campus	58%	65%	77%	68%	70%
Courses selection for requirement	65%	70%	72%	72%	68%
Racial harmony	42%	48%	67%	60%	64%
Attitude of nonteaching staff	44%	57%	66%	55%	64%
Academic advising in your major	50%	58%	58%	57%	62%
Out-of-class availability of instructors	NA	62%	70%	63%	62%
Career advising in your major	41%	44%	48%	51%	56%
Student government	24%	40%	51%	45%	52%
Housing regulations	NA	32%	48%	37%	45%
Interaction w/ faculty outside of class	33%	38%	49%	45%	42%
Student activity fees are used	23%	31%	45%	32%	36%

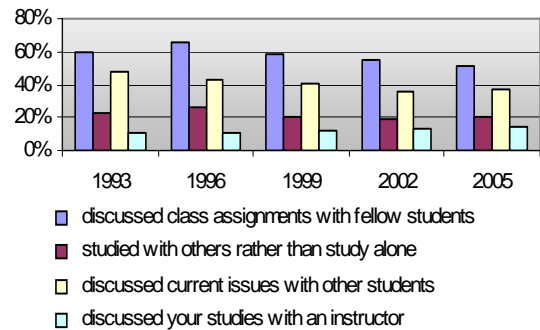
### Number of hours per week spent on working, studying, and watching television



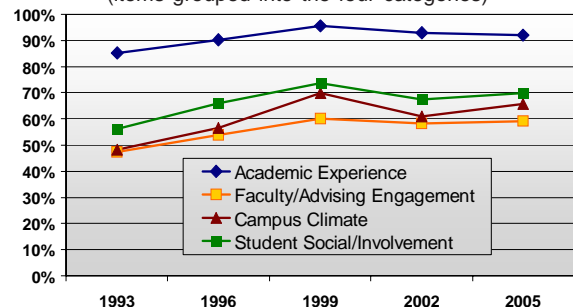
### Indicate your college-related goals

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

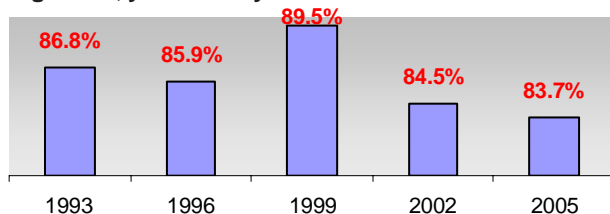
### You have done very often or frequently with



### Level of Satisfaction Very Satisfied or Satisfied (items grouped into the four categories)



### In general, you are very satisfied or satisfied with UND



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### Helpful information for Academic Advisors

Since the fall of 2002, the University of North Dakota has participated in the Noel-Levitz, College Student Inventory (CSI). The CSI is an instrument to measure an incoming freshman's behavior that may interfere with their ability to be successful at UND. The instrument identifies scores in three areas: academic motivation, general coping skills, and receptivity to support service. Reports are generated for the student and for the student's academic advisor.

The information provided to the academic advisor is beneficial in shaping the conversation the advisor and student will have early in the semester to guide the student to campus resources that will help the student be successful. Without the CSI, it may be difficult for an advisor to gain the insight into a student's academic preparedness until too late into the semester to connect the student with the appropriate resources.

### Projects in Progress

**Archiving:** In preparation for the de-commissioning of the NDUS mainframe computer system, OIR has been busy archiving past data (1996-2005) into a usable format for reporting historical data.

**Student Record Reporting System:** We have been developing new processes to extract data from PeopleSoft to build current term data files. We now have a reporting system that is working relatively well, considering it's only three months old. We already have numerous reports rewritten with the new data and will continue as we move forward.

**Surveys:** Currently underway is the ACT Withdrawing/Nonreturning Student Survey; soon to be administered this Fall are the UND Placement Survey and Environmental Assessment Survey (Housing).

### Did you know?

We have redesigned our website. Our goal is to provide you with a website that is easy to navigate and contains accurate and useful data. Listed below you will find a sampling of items found on our website:

**Assessment Activity information** - Assessment Committee website, University Student Assessment of Teaching (USAT) data, description/timelines of surveys.

**Departmental Annual Report information** - Core Data, General Report Content Guidelines, Strategic Reports and the Template for Annual Report submittal.

**Peer Institution information** - Peer comparison information.

**Reports** - Demographic maps, end of term reports, Fact Book, graduates/degrees awarded, Progress Reports, student profiles and third week enrollment reports.