

1999 Sophomore Satisfaction Survey
Executive Summary

Prepared By: The Office of the Registrar

July 30, 1999

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The number of sophomore students receiving the 1999 Sophomore Satisfaction Survey by mail in the spring of 1999-totaled 500; of these 287 (57.4% response rate) completed and returned the survey instrument (see APPENDIX A). The Sophomore Satisfaction Survey is a part of UND's ongoing assessment plan to determine student's satisfaction with their experiences at UND. The findings are presented in APPENDIX B, C and D. Below is a discussion of the 1999 findings.

D e m o g r a p h i c s

The majority of the respondents to the 1999 Sophomore Satisfaction Survey were white (95.9%), twenty years of age (64.2%) and live in the UND residence halls (52.3%). Of the 287 respondents, men (42.7%) were slightly less represented than women (57.3%) in this survey compared to the general UND population. Fifty-four percent of the sophomore respondents were from North Dakota, 34.2% from Minnesota, 10.8% from other states and .4 % of the sophomore students were from Canada. Nearly all (93.4%) of the respondents were enrolled in 12 to 18 semester credits at the time of the survey. When asked if they planned to graduate from UND 93.7% indicated that they intended to do so. Of the 287 respondents only 15 (5.3%) indicated that they had participated in the Integrated Studies program at UND.

C o l l e g e R e l a t e d G o a l s

The respondents were asked to indicate their college-related goals out of a list of 16 possible goals (they could check multiple goals that applied to themselves). Over seventy-five percent of the sophomores surveyed chose; "To obtain a degree," "To increase my knowledge and understanding in an academic field," "To meet people," "To develop my ability to be independent, self-reliant, and adaptable," and "To improve my knowledge, technical skills, and/or competencies for my job or career." Between 50% and 75% of the respondents indicated that; "To formulate long-term career plans and/or goals," "To improve my leadership skills," "To learn

skills that will enrich my daily life or make me a more complete person,” “To increase my self-confidence,” “To discover career interests,” “To prepare for a new career,” “To improve my ability to get along with others,” and “To become actively involved in student life and campus activities” were major college-related goals. The college-related goals receiving less than 50% of the respondents indicating ownership were; “To become more aware of diverse cultures,” “To increase my chances for a raise or promotion,” and “To increase my participation in cultural and social events.”

H o u r s P e r W e e k

When asked how many hours per week they spent working, 83.1% of the respondents indicated 20 hours or less, of those 44.2% spending less than 10 hours per week working. Thirteen percent indicated that they worked between 21 and 30 hours per week and the remaining 3.1% responded that they are working more than 31 hours. In contrast, 70.2% studied 20 or less hours (21.1% less than 10) while 21.6% studied 21 to 30 hours and the remaining 8.2% spent 31 or more hours per week hitting the books. The majority (88%) of the respondents spent 20 or less hours per week watching television.

F r e q u e n c y O f C l a s s r o o m A c t i v i t i e s

When asked how often they discussed class assignments with fellow students 58.2% of the respondents indicated frequently or very often. While 51.8% of the sophomore students reported discussing their studies with instructors never or occasionally. Thirty-nine percent of the respondents occasionally "studied with others rather than studying alone"; and 30.3% frequently discussed current issues with other students. Over half (57.1%) of the respondents said they were given writing assignments requiring two to four-page papers either frequently or very often; but only 9.1% said a class journal was a writing assignment frequently or very often. In response to a series of questions asking about the frequency of teaching methods they had experienced in the classroom, 96.5% of the respondents indicated frequently or very often for lecture; while only 4.8% indicated frequently or very often for simulation/role playing, and only 8.3% indicated frequently or very often for internet-based learning.

I m p o r t a n c e I n s t r u c t o r s P l a c e O n I t e m s

When the sophomore respondents were asked how much importance their instructors placed on a number of items over 60% indicated that their instructors place much or great importance on “Encouragement of high quality thinking” and “Concern that students are well prepared in their major.” Over 50% of the respondents indicated that their instructors place much