

The purpose of ***Institutional Research Updates*** 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 our projects and findings. ***Institutional Research Updates*** will be published six to eight times a year and distributed to the campus community as well as archived on our website.

## Assessing University of Minnesota Student Experiences and Outcomes A Policy Analysis Design

### Office of Institutional Research

272 McNamara Alumni Center  
200 Oak Street SE  
Minneapolis, MN 55455  
612-624-4851  
[www.irr.umn.edu](http://www.irr.umn.edu)

Richard Howard  
Director  
612-626-4601

John Kellogg  
Associate Director  
612-625-3387

Leonard Goldfine  
Assistant Director  
612-625-1481

Ronald Huesman, Jr.  
Assistant Director  
612-625-1319

# Assessing University of Minnesota Student Experiences and Outcomes

## A Policy Analysis Design

### Overview

The University of Minnesota - Twin Cities (UMNTC) has undertaken an innovative and ambitious plan to enhance the undergraduate experience of its students. UMNTC has developed a multi-dimensional effort that comprehensively addresses both social and educational outcomes to achieve a nationally unique and exemplary college experience. As part of that effort, the Office of Institutional Research has been asked to outline a comprehensive data collection and analysis plan. What follows is an outline for a survey program that will support assessing a number of success goals: including improving student satisfaction with regard to academic advising and student life, increasing the percentage of students who report a strong sense of community, increasing the percentage of students/alumni who would recommend UMNTC to others, provide indirect evidence of student learning and development, and provide the necessary evidence needed to develop policies aimed at improving retention and graduation rates.

### Proposed Plan

U of M Senior administrators are committed to improving the educational and personal experiences of our students. A fundamental philosophy underlying this effort is that information used to develop effective policy must include data derived from students themselves. One integral part of this "Student-Based Management Information System" approach is the need to better coordinate current survey efforts and to develop a comprehensive data collection process that generates information throughout a student's career.

The model on page 3 is based on the designs of Astin and his colleagues at the University of California at Los Angeles which foster longitudinal database development to service a multitude of institutional evaluation efforts. By merging and comparing survey data throughout the undergraduate years, we will be able to identify and isolate important early undergraduate factors focused on the undergraduate experiences, inside and outside the classroom, that either promote or inhibit student and institutional education, career, and personal goals. The survey plan is both cross-sectional (obtaining annual data on different classes of undergraduates) and longitudinal (collecting data at different times for the same group of students). The combination of surveys will allow assessment of whether educational and social goals are being met and what experiences and programs are most beneficial in achieving goals. The first table on page 4 provides an overview of historical and future survey activity. In a number of cases the decision on which instrument to use has not yet been finalized. For example, we will need to choose between and/or coordinate longitudinal survey plans offered by the Cooperative Institutional Research Program (CIRP Freshman Survey, YFYC, CSS, etc.), the program offered by George Kuh and associates at the Indiana University (BCSSE & NSSE) or the new student experiences survey project administered by the Student Experiences in the Research University Consortium housed at the University of California, Berkeley. The second table illustrates the survey administrative challenges facing the University this upcoming spring, where multiple survey commitments have necessitated complex sampling plans. Survey administration and participation is guided by minimizing costs (avoiding overlapping distribution whenever possible, sampling whenever possible, etc.), covering multiple policy issues (hence not relying on single survey content) and participation whenever possible in national survey projects that allow comparison to peer and aspirant peer institutions and that place Minnesota at the forefront of developing student outcomes analysis at major research universities.

The evaluation plan includes a review of all major student experiences surveys administered at the UMNTC with the goal of further reducing administrative costs by consolidating efforts and items and ultimately reducing the number of surveys administered to students.

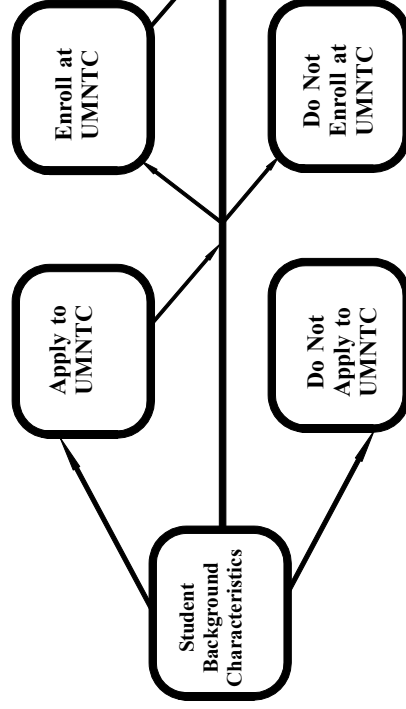
---

1. Alexander W. Astin, Assessment For Excellence. The Philosophy and Practice of Assessment and Evaluation in Higher Education, 1991. American Council on Education/Macmillan Series on Higher Education.

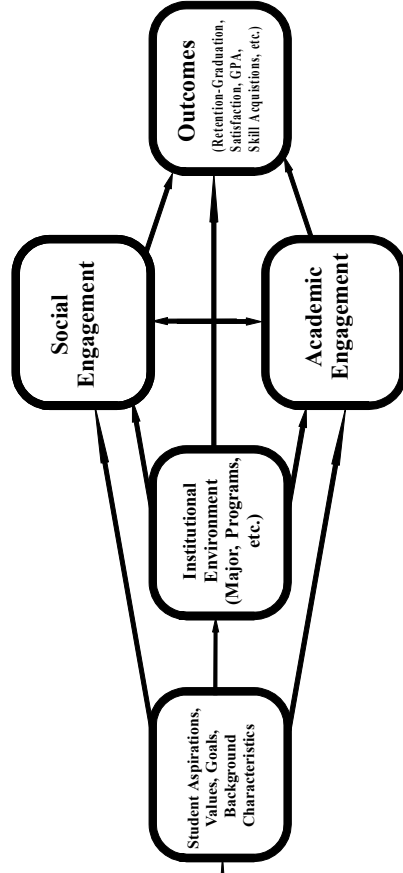
# Assessing Student Progress & Development

## Student Flow Model: Undergraduates

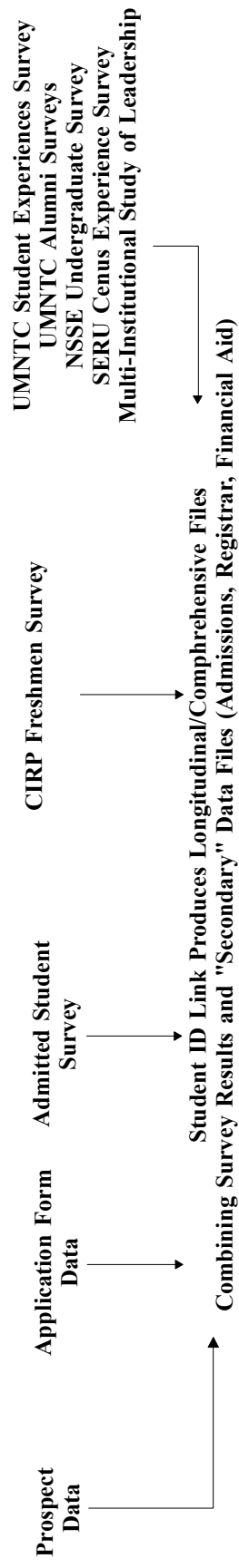
### Phase 1: Institutional Choice



### Phase 2: Process & Outcomes



## Data Collection and Analysis



# UMNTC Survey Activity—FY 2002-2012

Survey Name	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Freshmen Survey (CIRP)		Yes		Yes		Yes		TBA		TBA	
Multi-Institutional Study of Leadership (MSL)						Yes		Yes			
National Survey of Student Engagement (NSSE)							Yes	Yes			
Student Experiences in Research Universities (SERU)								Yes	TBA	TBA	
CLA Student Experience Survey (CLASE)*							Yes	Yes	TBA	TBA	TBA
Student Technology Survey*			Yes			Yes		TBA			
Spring Check-In*	Yes	Yes	Yes	Yes	Yes	Yes	Yes	TBA	TBA	TBA	TBA
Student Experiences Survey (SES)*		Yes		Yes		Yes		**		**	
Student Interest Survey (SIS)*										TBA	
Recent Graduates Survey*					Yes	Yes	Yes	Yes	TBA	TBA	TBA
Pulse Survey--Faculty/Staff (Pulse)*			Yes		Yes		Yes		TBA		TBA

\* Local Developed Survey

**Administration Status:**

Yes Survey was administered.

TBA Survey is scheduled to be conducted.

(Blank) Survey not conducted this year.

\*\*Selected questions will be included in the optional item section of the SERU

### Survey Administration Calendar Spring-Summer 2009 Sampling and Administration Overlaps

Survey Name	Jan	Feb	Mar	April	May	June	July	Aug
Freshmen Survey (CIRP)							All Entering New Freshmen	
Multi-Institutional Study of Leadership (MSL)		Combo: 500 Leadership prgm participants and random sample of 4000 Ugrads - total of 4,500						
National Survey of Student Engagement (NSSE)		Random Sample of freshmen/seniors and followup of 2008 NSSE freshmen totalling 6,000 Ugrads						
Student Experiences at Research Universities (SERU)				Census of all Undergraduates minus 2009 NSSE Participants				
CLA Student Experience Survey (CLASE)*				All CLA Students				
Student Technology Survey (STS)			Random Sample of entire student body (n=5000)					
Spring Check-In Survey (SCIS)			Random Sample of Freshmen (n=500)					

\* developed and administered by CLA

## Spring and summer 2009 survey descriptions

**CIRP** Cooperative Institutional Research Program Freshman Survey (administered nationally--UMNTC participation every other year)

The CIRP freshman survey project is aimed at providing information on the characteristics and educational goals and aspirations of first-time college students. The data provide information on changes in the characteristics of freshmen and form the baseline for conducting longitudinal studies of important student outcomes issues. Since a number of other public universities participate in the project, the data also provide comparisons of UMNTC freshmen to those from other institutions. UMNTC has participated in the CIRP survey every other year since 1991. The survey is sponsored by Office of Institutional Research and administered by Orientation and First Year Programs.

**MSL** Multi-Institutional Study of Leadership (administered first at UMNTC spring, 2007 and repeated spring, 2009)

The **Multi-Institutional Study of Leadership (MSL)** is an annual, national survey of leadership development among college students. It explores the role of higher education in developing leadership capacities with a special focus on specific environmental conditions that foster leadership development. MSL is conducted in partnership with the National Clearinghouse of Leadership Programs (NCLP). The survey is sponsored by the Office of Student Engagement & Leadership.

**NSSE** National Survey of Student Engagement (administered nationally—UMNTC planned participation every other year)

This national survey project focuses on the quality of undergraduate learning and aims to develop national benchmarks of effective educational practice. NSSE was first administered at UMNTC in spring, 2008. It is administered to a sample of freshmen and seniors and provides a longitudinal database for evaluating the effectiveness of undergraduate programs and other aspects of the undergraduate experience. UMNTC participates in the survey and shares data with fellow AAU consortium participants. The survey is sponsored by the Office of Student Affairs.

- SERU** Student Experience in the Research University Consortium survey (annual survey to all nine University of California undergraduate colleges and eight other AAU research universities)
- This survey project began as a vehicle at UC's nine undergraduate colleges to generate institutional and comparative data on the undergraduate experience and to encourage systematic use of data and analysis as a tool for policy research and institutional self-improvement. In the spring of 2009 up to 10 other AAU research universities were invited to join the consortium and administer the survey to their undergraduates for a period of at least 3 years—to spring 2011. Consortium members are also required to participate in annual SERU symposium using research results to develop effective outcomes policy focused on student experiences at large research universities. UMNTC was invited to participate. Survey is sponsored by Undergraduate Affairs, Student Affairs, Equity and Diversity and the Office of Institutional Research.
- CLASE** College of Liberal Arts Student Experience Survey was developed by and is administered by CLA to all CLA students in the spring.
- STS** Student Technology Survey (to be administered every other year)
- The STS is a locally developed survey administered to a random sample of students. The sampling plan allows for college level analyses. There is a faculty equivalent technology survey administered in tandem. The survey was designed by and is sponsored by the Digital Media Center to gather input from University of Minnesota students about their perceptions of and experiences with educational technology.
- SCIS** The Spring Check-In Survey is a locally developed survey that has been administered every spring since 2002 to a random sample of freshmen.
- The purpose of the survey is to gather feedback from first-year students about their needs and concerns during the spring semester. The survey is sponsored by Orientation and First Year Programs and is designed to align with the fall check-in survey administered the prior semester.
- 

#### **Other Surveys administered (non undergraduates or alumni, coordinate campuses, other spring terms)**

- SES** University of Minnesota Student Experiences Survey (administered locally every other year)
- In-house developed survey sponsored by the office of Undergraduate Education, the survey is administered to a stratified random sample of undergraduate, graduate and professional students historically across the system focusing on educational and social experiences and satisfaction. Twin Cities will continue portions of the UMSE within the optional item section of the SERU to undergraduates. The UMSE will continue to be administered on coordinate campuses. Continuation of UMSE with graduate and professional students is under review.
- SIS** University of Minnesota Student Interest Survey (administered locally every five years)
- Roger Harrold created the Student Interest Survey, and has provided leadership in its administration to random samples of students at five-year intervals since 1971. The year 2006 marked the eighth administration of the survey and was a joint project of five University units. The Office for Student Affairs, Department of Recreational Sports, Student Unions & Activities, and Boynton Health Service funded the project, and the Office of Institutional Research and Reporting administered the survey and prepared the data for analysis.
- RGS** Recent Graduates Survey
- Locally developed survey sponsored by Student Affairs. Survey is a census of all recent undergraduate degree recipients 6-9 months after graduation. The survey focuses on current job and educational activities since graduation, and assessment of their educational experiences.
- PULSE** University of Minnesota PULSE Survey (administered locally every other year)
- The Pulse Survey is a biannual employee satisfaction survey commissioned by the University's central administration and conducted in partnership with the Human Resources Research Institute in the Carlson School of Management. The survey asks a variety of questions about our employees' job experiences and attitudes related to their jobs, departments, and the University. This survey is distributed to all University of Minnesota employees working 50% or more.