



Institutional Research Briefs

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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 two to three times a year and distributed to the campus community as well as archived on our website.

Projects in Progress

Currently we have several projects in progress:

- 1) NSSE Data By College. Spreadsheets and summary pages will be distributed to Deans shortly.
- 2) A Faculty Survey is scheduled to be distributed from HERI at the end of January.
- 3) The Delaware Cost Study is being piloted with the College of BPA.
- 4) Analysis is being done on a recent Housing Survey.
- 5) UND's Placement Survey is currently underway.
- 6) The 2007 CIRP Freshman Survey is being analyzed and a report prepared.
- 7) A National Student Aid Study will go out to a randomly selected group of students.
- 8) A national survey on computer and technology will be sent to students.

Later this spring semester, an Alumni Satisfaction Survey and a Student Satisfaction Inventory will be administered.

The Survey Says...

Freshmen and seniors were invited to participate in the **2007 National Survey of Student Engagement (NSSE)** during last spring semester. The results of the survey are posted to the web at http://www.und.nodak.edu/dept/datacol/reports/tables/ip_protect/surveys/nsse2007.pdf. This survey, administered every two to three years, focuses on assessing student engagement of freshmen compared to seniors, in the areas of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and campus environment. This is a national survey with comparative data from other four-year colleges and universities. This is the fourth time that UND has conducted this survey.

The inside pages report information received directly from NSSE. The three areas we are highlighting in this issue are 1) what students are saying about their UND experience, 2) how UND student responses compare to peer data in high-impact education practices, and 3) how does UND compare on the NSSE-developed benchmarks.

In the next issue we will highlight the faculty perception from the 2007 Faculty Survey of Student Engagement (FSSE). Full reports of all surveys can be found on our website at <http://www.und.nodak.edu/dept/datacol/reports/surveydesc.html>. If questions or for further detail please contact our office.



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What Students Are Saying About Their UND Experience

The following responses were provided by 767 UND students on the 2007 NSSE survey which represents a 23% response rate.

Note: FY=First-Year Student, SR=Senior Student

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

75% of FY students feel that this institution places substantial emphasis on academics.¹

What types of thinking do assignments require?

First-year students report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 71%
- Analyzing basic elements of an idea or theory: 71%
- Synthesizing and organizing ideas: 57%
- Making judgments about value of information: 62%
- Applying theories or concepts: 68%

How much writing is expected?

7% of FY students write more than 10 papers between 5 and 19 pages and 14% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

33% of FY students read more than 10 assigned books and packs of course readings. 20% read fewer than 5.

Do exams require students to do their best work?

46% of FY students report that their exams strongly challenge them to do their best work.³

Active Learning

How many students participate in community-based projects in regular courses?

13% of FY students frequently participate in service-learning or community-based projects during a given year.² 67% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 40% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Student-Faculty Interaction

How many students work on research projects with faculty?

By their senior year, 16% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

47% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.²

Enriching Educational Experiences

How often do students talk with advisors or faculty members about their career plans?

80% of seniors at least occasionally discuss career plans with faculty.⁴ 20% never talk with faculty members about career plans.

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 8% of students participate in a learning community. By their senior year, 12% of students have taken an independent study class.

Supportive Campus Environment

How well do students get along with other students?

64% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

To what extent does the school help students deal with their academic and social needs?

70% of FY students feel that this institution has a substantial commitment to their academic success.¹ 46% feel well-supported by the institution regarding their social needs.

Are students satisfied with their overall educational experience?

85% of FY students report a favorable image of this institution; 84% of seniors would choose this school again if they could start their college career over.

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

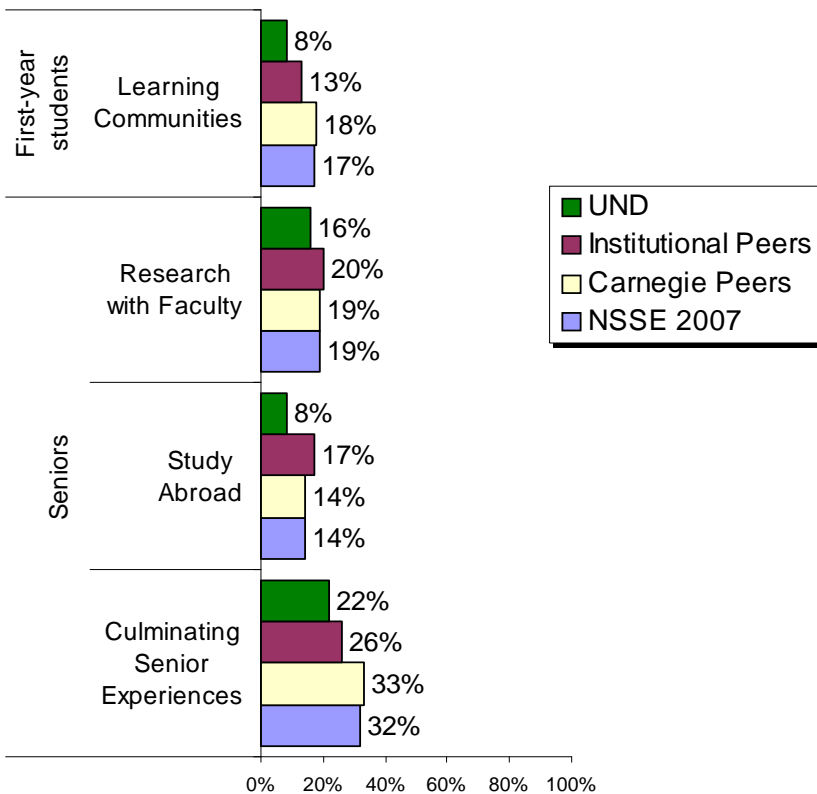
Source: National Survey of Student Engagement

Percent of Students Who Participated in High-Impact Educational Practices at UND and Selected Peer Institutions

National Survey of Student Engagement

The NSSE director, **George Kuh**, was recently asked, what one thing should campuses do to increase student engagement and success. His suggestion was to **make it possible for every student to participate in at least two high impact activities, one in their first year, and one later related to their major field.**

The adjacent figure shows the percent of students who had some of these experiences at UND, compared to students at selected peer institutions. UND is slightly behind each peer category in creating these opportunities for students.



To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These “benchmarks” are created from clusters of NSSE questions that best represent the five practices.

The adjacent figure summarizes UND results compared to our peer groups. The ‘+’ symbol indicates UND’s score is statistically higher than the represented comparison group (p<.05); the ‘-’ symbol indicates a score that is statistically lower. A blank space indicates no significant difference. Overall, UND is lower than peers on many of the freshmen benchmarks.

Benchmarks of Effective Educational Practice

Class	UND	Comparison Groups		
		Institutional Peers	Carnegie Peers	NSSE 2007
Level of Academic Challenge (LAC)				
<i>How challenging is your institution's intellectual and creative work?</i>				
First-Year	48	—	—	—
Senior	53			
Active and Collaborative Learning (ACL)				
<i>Are your students intensely involved in their education?</i>				
First-Year	37	—	—	—
Senior	48			
Student-Faculty Interaction (SFI)				
<i>Do your students work with faculty members inside and outside the classroom?</i>				
First-Year	28	—	—	—
Senior	39			
Enriching Educational Experiences (EEE)				
<i>Do your students take advantage of complementary learning opportunities?</i>				
First-Year	21	—	—	—
Senior	35			
Supportive Campus Environment (SCE)				
<i>Do your students feel the college is committed to their success?</i>				
First-Year	57			—
Senior	55	+		

Source: NSSE’s Executive Snapshot 2007

To access the full NSSE report, the survey results are posted to the web at http://www.und.nodak.edu/dept/datacol/reports/tables/ip_protect/surveys/nsse2007.pdf . For the FSSE report, the link is http://www.und.nodak.edu/dept/datacol/reports/tables/ip_protect/surveys/fsse2007.pdf

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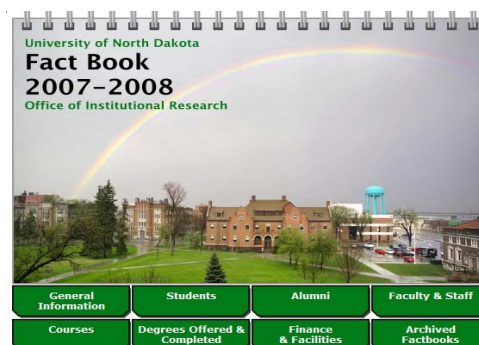
At the December 2007 meeting of the Cabinet and SBHE, Policy Section 440 Enrollment Reporting was amended and approved. "Each campus shall report fall and spring semester enrollments for degree credit students based on the number of students enrolled on the twentieth scheduled class day of the fall and spring semesters...." (changed from fifteenth to twentieth day).

The policy will take effect immediately this Spring 2008 semester. The UND official enrollment numbers will be run at the close of the workday, Monday, February 4, 2008.

Fact Book Re-design

The UND Fact Book has a new look. Our goal is to provide you with useful information with ease in navigation. In addition to general information about UND, the Fact Book contains a wide variety of information on students, courses, faculty and staff.

More information in the areas of alumni, finance & facilities and degrees offered & completed will be added as data becomes available. To view the new Fact Book please see this url <http://www.und.edu/dept/datacol/factbook/>.



UND Student Assessment of Teaching (USAT)

The Fall 2007 UND Student Assessment of Teaching (USAT) reports are completed, the cd's and packets have been sent back to departments, and the overall summaries are posted on our website at <http://www.und.edu/dept/datacol/usat/>. We want to say a big "Thank You" to departments as the process is going smoother each semester.

Just a reminder, when filling out the evaluation form, to please emphasize that the CLASS NBR has **FIVE DIGITS**. If the CLASS NBR is only 4 digits long, it needs to start with **ZERO**. For instance, CLASS NBR 3514 would be entered as **03514** in the **CLASS NBR box** in the upper right hand corner of the evaluation form (see example below.) **All evaluations** for the same class must have the **same number in the CLASS NBR box** or Institutional Research can't process them. The sixth digit is optional and can be used to indicate the instructor teaching the course. If there are two or more instructors the department will need to assign a distinct number from "1" to "9" for each instructor as a means of separating the instructors' evaluations.

If more than 1 instructor separate using a distinct number from "1" to "9" for each instructor.