



Institutional Research Briefs

September 2004

In this issue:

Welcome

It's a Fact ...

About OIR ...

The Survey Says ...

Assistance Please

USAT

Annual Reports

Did you know?

To reach us:

Carmen Williams

Director
777-2456

Jean Chen

Assistant Director
777-2265

Carol Drechsel

Information Technology
Specialist
777-2487

Nancy Krom

Administrative Assistant
777-4358

The Office of Institutional Research welcomes you to the new academic year! This is the first Institutional Research Briefs from our office. Two important functions of OIR are to provide trend information and to conduct research about the University. The purpose of Institutional Research Briefs is to inform others of the types of information available from our office and to provide a brief summary of the different projects we're working on along with the findings. Periodically, we will publish hard copies of this newsletter and distribute them to campus offices. The newsletters will also be archived and retrievable through our website.

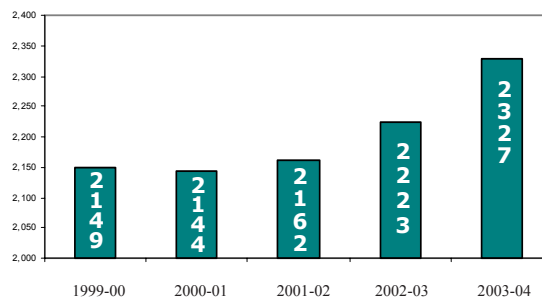
It's a Fact ...

Fall 2004 total enrollment: 13,187

Previous Fall Enrollments

Fall 2003	13,034
Fall 2002	12,423
Fall 2001	11,764
Fall 2000	11,031
Fall 1999	10,590

Over 2,000 students graduate from UND each year; 2,327 graduated in 2003-2004 and 2,223 in 2002-2003.



About OIR ...

The Office of Institutional Research (OIR) serves as a centralized reliable source for comprehensive information about the institution. It is our goal to collect, organize and maintain institutional data and other data to support institutional management, operations, decision-making and planning functions.

The Survey Says ...

The highlighted survey for this issue of Institutional Research Briefs, see inside pages 2 and 3, is the National Survey of Student Engagement (NSSE). This is a national initiative, administered by Indiana University, and is currently in its sixth year. The instrument samples both first-year students and seniors. The NSSE is specifically designed to "assess the extent to which students are engaged in empirically-derived good education practices and what they gain from their college experiences" (Kuh, 2000).

UND participated in the 2000 NSSE (276 colleges and universities participated) and the 2003 NSSE (437 colleges and universities participated). In 2003, UND also participated in the piloting of the Faculty Survey of Student Engagement (FSSE). The FSSE is designed to measure faculty expectations for student engagement in educational practices. The results highlighted are from the OIR's *NSSE 2003 and FSSE 2003 at the University of North Dakota* institutional report.

The complete report is available on our website. For questions about this survey, please contact Jean Chen or Carmen Williams.



Office of Institutional Research

University of North Dakota
403 Twamley Hall - Grand Forks, ND 58202
701-777-4358 - www.und.edu/dept/datacol/

EXECUTIVE SUMMARY (of the 2003 NSSE and 2003 FSSE Report)

The National Survey of Student Engagement (NSSE), administered near the end of the spring semester, asked a series of questions of first-year students and students about to graduate. The study is intended to give participating schools feedback from students concerning their learning environments, how well they are learning, and what they are getting out of their undergraduate experiences. UND administered the NSSE in 2000 and 2003. This summary reports 2003 NSSE results for first-year students and seniors and compares them to UND 2000 results as well as the results at other Doctorate-Intensive institutions and other schools that participated in NSSE during 2003.

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by NSSE and was piloted in Spring 2003. UND participated in this pilot. It is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. The information from faculty members at UND can be used to identify areas of strength as well as aspects that the UND campus may decide warrant attention. The results are intended to be a catalyst for productive discussions related to teaching, learning, and the quality of UND students' educational experience.

Satisfaction. UND first-year students were satisfied (87% rated excellent or good) with their educational experience, and rated the experience higher than respondents at Doctorate-Intensive institutions. Seniors (84%) at UND were slightly less satisfied than their first-year peers but maintained a similar level of satisfaction with their Doctorate-Intensive peers. Over 80% of students would attend UND for undergraduate work. UND students rated their relationships with students above the national comparative averages, but relationships with faculty rated lower. Senior students at UND found relationships with administrative personnel more friendly, helpful and supportive than respondents at Doctorate-Intensive peer institutions.

Advising. UND students rated the quality of advising at UND as fair. The ratings, however, were slightly lower than those at Doctorate-Intensive peer institutions. In addition, UND students also reported that they talked with faculty members or other advisors about career plans with a similar pattern with students at peer institutions.

General education outcomes. The general academic rigor of the learning experience at UND lagged behind that at Doctorate-Intensive peer institutions. When students were asked, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the specific academic areas," first-year students at UND rated writing, speaking, critical/analytical thinking, analyzing and synthesizing, and general education lower than the peer average while seniors rated these items near the peer average, but still lower.

Diversity. In general, UND students reported having less frequent discussion with students who hold diverse religious beliefs, political opinions, or personal values; or who are from diverse racial or ethnic backgrounds. UND students also cited diversity as a lagging opportunity in their collegiate experience. Over one-third of UND students planned to participate or have participated in foreign language courses. Significantly fewer UND students planned to participate or participated in study abroad programs when compared to Doctorate-Intensive peer students.

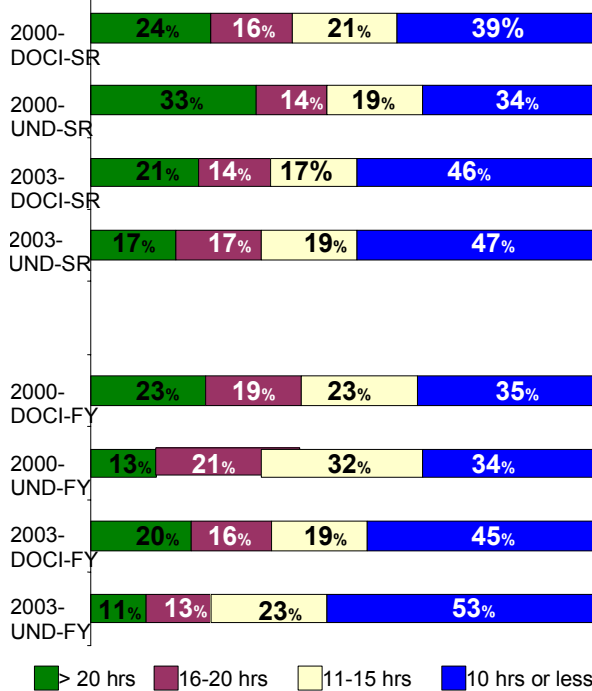
Community-based experiences. UND students participated in practicum, internship, field or co-op experience, clinical assignment, community service or culminating senior experiences less often than their peers at Doctorate-Intensive institutions did. UND students, however, indicated they vote more frequently than their national peers.

The "Effect Size" or practical significance shows UND persistently lagging behind Doctorate-Intensive peer institutions in 29 key areas for first-year students and 12 key areas for seniors, from academic rigor to interaction with faculty, from co-curricular involvement to learning outcomes. The NSSE results have been aggregated into five main benchmarks to allow comparison to other Doctorate-Intensive institutions (UND stands between 10th to 50th percentile ranges) and can be used to help direct continual institutional improvements.

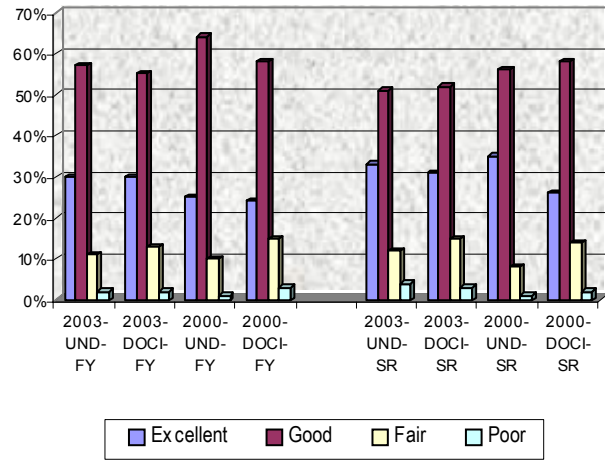
Results from the NSSE student survey and the FSSE faculty survey were compared to identify similarities and differences in engagement practices. In nearly all items, faculty placed greater importance on engagement activities than they provided opportunities for students. This was seen during 2000 and 2003 NSSE administration periods that seniors often indicated that they engaged in these activities more frequently than first-year students did. In many items, seniors reported greater frequency in engagement activities than faculty reported providing opportunities. Further, faculty respondents reported lower division students participating in many classroom activities less engaged than upper division students.

2003 NSSE and 2003 FSSE

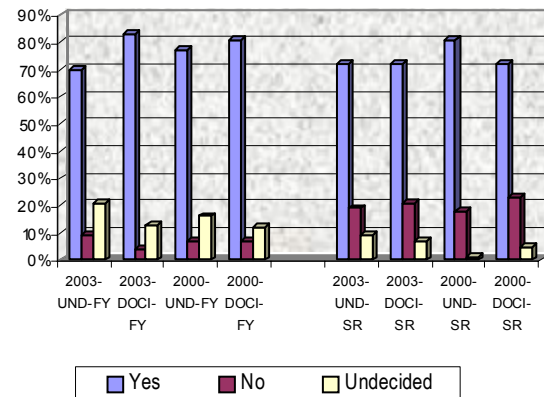
About how many hours do you spend in a typical 7-day week preparing for class?



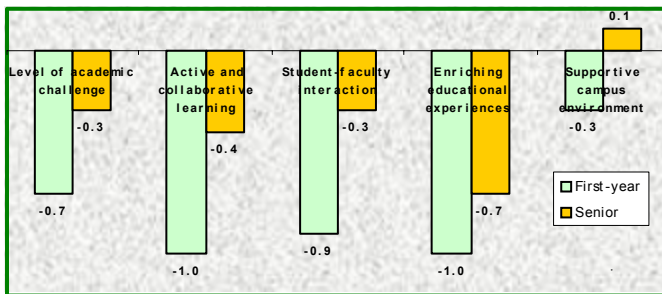
How would you evaluate your entire educational experience at UND?



Do you plan to or have you completed a practicum, internship, field experience, co-op experience, or clinical assignment before graduation from UND?



Standard Scores of UND five Benchmarks compared to the Doctorate-Intensive Group



To what extent has your experience at UND contributed to your knowledge, skills, and personal development?

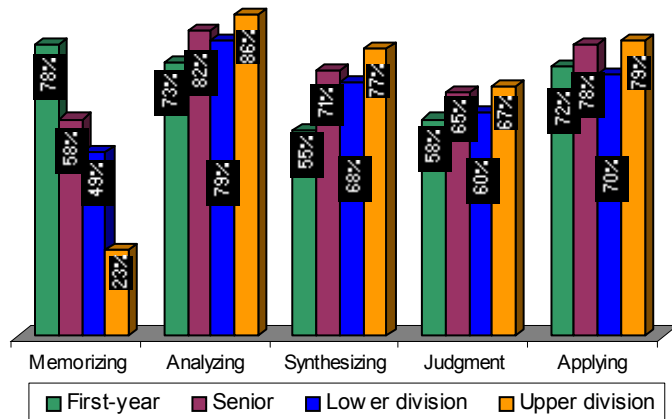
(Comparative responses between FSSE and NSSE)

Percentages on "Very Much or Quite a Bit"

Educational and Personal Growth	LD	UD	FY	SR
Acquiring a broad general education	77%	40%	81%	78%
Acquiring knowledge and skills	42%	68%	52%	73%
Writing clearly and effectively	42%	67%	66%	72%
Speaking clearly and effectively	25%	45%	49%	67%
Thinking critically and analytically	81%	94%	77%	85%
Analyzing quantitative problems	34%	32%	55%	72%
Using information technology	25%	29%	66%	84%
Working effectively with others	30%	59%	63%	80%
Learning effectively	85%	84%	71%	78%
Understanding themselves	30%	52%	53%	57%
Understanding people of other racial background	26%	39%	40%	40%
Solving real-world problems	47%	62%	37%	57%

LD = lower division, UD = upper division, FY = first-year, SR = seniors

During the current school year, how much has your coursework emphasized the following activities?



A total of 113 male & 165 female students participated in the 2003 NSSE while 92 male & 66 female faculty members participated in the 2003

Institutional Research Briefs
Office of Institutional Research
P.O. Box 7106
Grand Forks, ND 58202

We need your assistance

Institutional Research and Human Resources are administering a Campus Quality Survey to faculty, staff and administrators. We appreciate your input on this survey as it is critical to the university system and campus continuous improvement efforts.

Thank You
for your time
and input!



Evaluations

Final reports for the UND Student Assessment of Teaching (USAT) for Spring 2004 were distributed to Departments and Faculty the end of June. The following USAT summaries are available on our website:

[100-200 Level Courses](#)
[300-400 Level Courses](#)
[General Education Summaries](#)
[Institution Summary](#)

To view these links, please see our website at:

<http://www.und.edu/dept/datacol/usat/>

2004 Annual Reports

Just a reminder that the due date for FY2004 Departmental Annual Reports is October 15, 2004. However, earlier submittal dates may be established by your respective college, unit and/or division. One last training session, on submitting via the web, will be offered on September 28, 2004. Contact U2 to sign up. For questions on passwords or the web application, please contact Carol Drechsel or Carmen Williams.

Did you know? The OIR website provides a wealth of information available at your fingertips. Within the site you will find:

Fact Book – includes information on students, academic programs, faculty and student finances. Many of the reports are presented for five or more years.

Degree Statistics – includes five-year trends by academic program (major). Number of degrees earned by college (from 1958 to present) is also available.

Survey Results – includes written analyses, graphic displays and frequency tables. For national surveys, UND results are compared with normative data.

Annual Report Website - OIR updates and maintains this site. “Core” data and [many other reports](#) (presented in both Excel and pdf formats) can be accessed at this link. The electronic web submittal form is available for submitting the 2003-2004 annual reports. Please contact our office if questions about submitting your report via this form.

Third Week Enrollment Reports – a copy of the “paper” copy that is distributed, but also a few additional reports are included; includes Summer 2000 through Fall 2004.

Student Profiles – a summary of what our new transfers and beginning freshmen look like as well as other student profile information.

Presentations – presentations given by members of our unit including topics on ACT, SAS,

Online Request Form – a form that you can complete to request information from us.