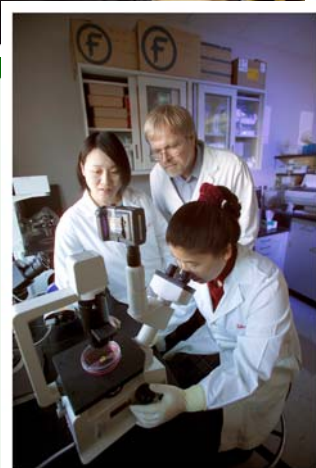
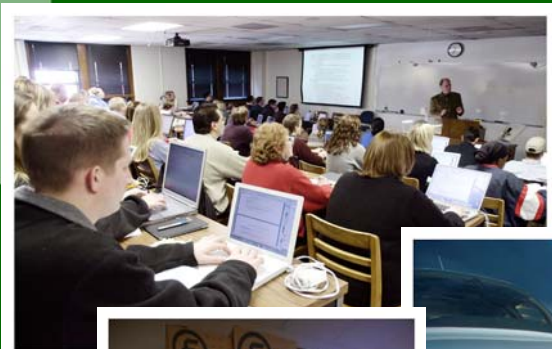




# NSSE 2005 at the University of North Dakota



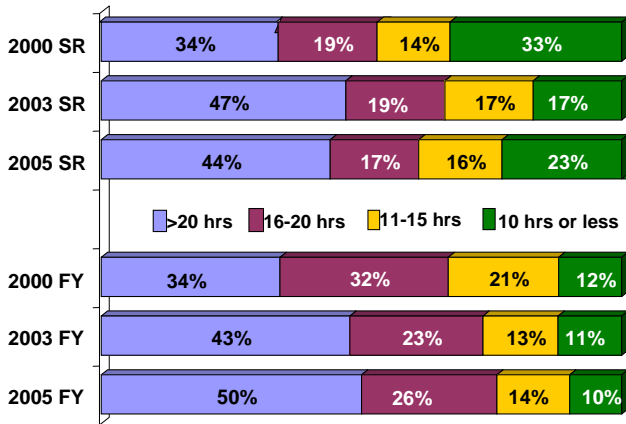
**Jean Chen  
Carmen Williams  
Office of Institutional Research  
September 27, 2005**

# National Survey of Student Engagement Survey 2005 Results

A total of 331 male students (169 first-year and 162 seniors) and 472 female students (231 first-year and 241 seniors) participated in the 2005 NSSE while 113 males and 165 females participated in the 2003 NSSE

FY = first-year students, SR = seniors, DOC-I = Doctoral-Intensive Institutions

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

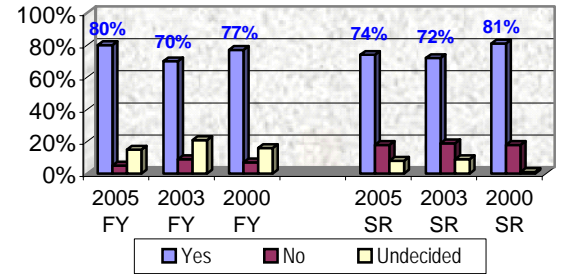


**Exercise or participate in physical fitness activities**

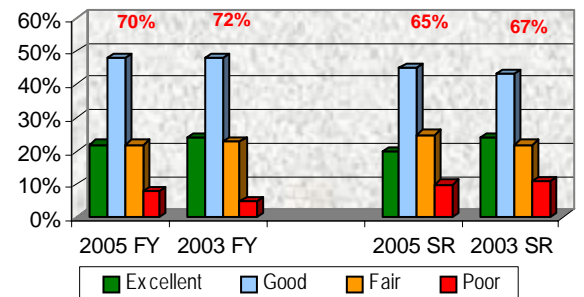
UND FR 62%  
UND SR 58%

DOC-I FR 56%  
DOC-I SR 52%

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



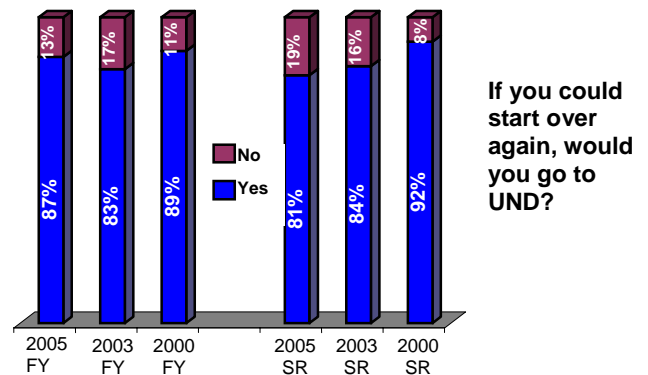
How would you evaluate the quality of academic advising you have received at UND? (Overall Satisfaction = Excellent + Good)



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

Percentages on "Quite a Bit" or "Very much"

Educational and Personal Growth	2005		2003	
	FY	SR	FY	SR
Acquiring a broad general education	78%	78%	81%	78%
Acquiring knowledge and skills	62%	74%	52%	73%
Writing clearly and effectively	69%	70%	66%	72%
Speaking clearly and effectively	60%	69%	49%	67%
Thinking critically and analytically	81%	85%	77%	85%
Analyzing quantitative problems	65%	73%	55%	72%
Using information technology	70%	78%	66%	84%
Working effectively with others	72%	80%	63%	80%
Learning effectively	65%	72%	71%	78%
Understanding themselves	52%	56%	53%	57%
Understanding people of other racial background	35%	42%	40%	40%
Solving real-world problems	45%	61%	37%	57%



If you could start over again, would you go to UND?

Coursework emphasizes on:

Percentages on "Quite a bit" or "Very much"

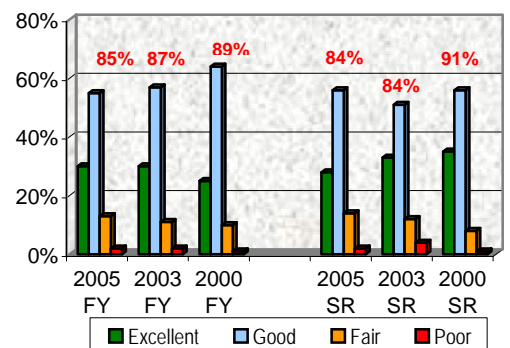
Coursework emphasizes	2005		2003		2000	
	FY	SR	FY	SR	FY	SR
Memorizing	68%	64%	78%	58%	74%	52%
Analyzing	74%	82%	73%	83%	64%	74%
Synthesizing	55%	70%	55%	70%	38%	46%
Judgment	61%	71%	58%	65%	33%	42%
Applying	71%	81%	72%	79%	58%	68%

**Make a class presentation**

Percentages on "Often" or "Very often"

UND FY 21%  
UND SR 56%  
DOC-I FY 31%  
DOC-I SR 62%

How would you evaluate your entire educational experience at UND? (Overall satisfaction = Excellent + Good)



## EXECUTIVE SUMMARY

University of North Dakota was one of 529 institutions participating in the spring 2005 administration of the National Survey of Student Engagement (NSSE). This is the third year UND has participated in the NSSE study which was administered in 2000 and 2003 previously. Student engagement is comprised of two components: students' effort and time dedicated to educationally meaningful activities and the extent institutions emphasize effective educational practices. NSSE assessed the level in which UND first-year and senior students engaged in educationally effective activities. The study is intended to give UND feedback from students concerning their learning environments, how well they are learning, and what they are getting out of their undergraduate experiences. This report compares UND 2005 results to UND 2003 results as well as the results at other Doctoral-Intensive institutions that participated in NSSE during 2005. It may be used to assist in UND's assessment and institutional improvement efforts.

**Advising.** UND students rated the quality of advising at UND as good. The ratings were equivalent to those at Doctoral-Intensive peer institutions. However, UND students reported that they talked with faculty members or other advisors about career plans noticeably less often than students at peer institutions.

**General education outcomes.** The general academic rigor of the learning experience at UND was nearly equal to that at Doctoral-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 specific areas,*" first-year students at UND rated using computer technology, contributing to community welfare and developing a personal code of values as slightly lower than the peer average, while seniors rated general education and writing skills as slightly lower than the peer average. However, both first-year and senior UND students rated significantly lower on understanding people of different racial and ethnic backgrounds. Overall, seniors at UND scored higher on most of general education outcomes than their first-year peers.

**Diversity.** In general, UND students reported having less frequent discussions 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. However, more UND seniors planned to participate or have participated in foreign language courses than did their peers at Doctoral-Intensive institutions. Significantly fewer UND students planned to participate or participated in study abroad programs when compared to Doctoral-Intensive students.

**Reflective Learning.** Almost one half of UND students reported that they frequently examined the strengths and weaknesses of their own views on a topic or issues. More than half UND students tried to better understand someone else's view by imagining how an issue looked from his or her perspective and learned something that changed the way they understood an issue or concept. However, UND students scored lower in all deep learning skills and attitudes than their peers at Doctoral-Intensive institutions.

**Community-based experiences.** UND students participated in practicum, internship, field or co-op experience, clinical assignment, community service or culminating senior experiences slightly less often than their peers at Doctoral-Intensive institutions did. UND students reported participating in a community-based project as a part of a regular course less frequently than did peers at Doctoral-Intensive Institutions.

**Satisfaction.** 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 to be similar to responses made by Doctoral-Intensive peer institutions. When asked if they could go back and start again, over 80% of students (87% of first-year and 81% of seniors) would still attend UND for undergraduate work. Overall, UND first-year students were satisfied (85% rated excellent or good) with their educational experience, and rated the experience higher than respondents at Doctoral-Intensive institutions. Seniors at UND (mean = 3.09) were slightly less satisfied than Doctoral-Intensive peers (mean = 3.14). In contrast, UND first-year students (mean = 3.13) were slightly more satisfied than both their Doctoral-Intensive peers (Mean = 3.09) and UND seniors (mean = 3.09).