

2009 National Survey of Student Engagement

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Executive Summary

The National Survey for Student Engagement (NSSE) is the best known national project for measuring student engagement. The survey, administered by the Indiana Center for Postsecondary Research, measures the extent to which students engage in practices understood to be effectively linked with learning outcomes, personal development, student satisfaction, and graduation. Students actively involved in both academic and out-of-class activities have been found to gain more from the college experience than those who are not involved. In the spring of 2009, 1,873 first-year (FY) students and 1,452 senior (SR) students were invited to participate in NSSE at UND. 528 FY students and 425 SR students responded to the survey, for a response rate of 29%. This was the fifth time UND has participated in NSSE. NSSE summarizes results into 5 benchmarks:

- 1. Level of Academic Challenge** – an institution’s ability to establish a challenging intellectual and creative environment for students.
- 2. Active and Collaborative Learning** – The level at which students are asked to collaborate with others in solving problems or mastering difficult material.
- 3. Student Interactions with Faculty Members** – The extent to which students interact with faculty members inside and outside of the classroom.
- 4. Enriching Educational Experiences** – An institution’s ability to foster complementary learning opportunities both inside and outside of the classroom to augment academic programs.
- 5. Supportive Campus Environment** – The extent to which institutions cultivate positive working and social relations among different groups on campus.

UND results in 2009 show promise, as increases are seen in the raw score for each of the five benchmark areas over the scores recorded in 2007. UND results, however, lag the benchmark means scored by respondents from research universities with high activity (RU/H) for all categories with the lone exception of *Supportive Campus Environment*.

UND FY respondents score means statistically significantly lower than their peers at RU/H institutions for four of the benchmark means; the exception is UND’s FY mean of 60.2 on *Supportive Campus Environment* which ties the benchmark scored by RU/H FY respondents. The largest gap between UND and RU/H FY students is in the area of *Enriching Educational Experiences*, with UND FY students scoring 22.7 compared to 28.1 scored by FY students at RU/H institutions.

UND SR respondents score higher than their peers at RU/H institutions on the *Student-Faculty Interaction* benchmark, however the difference is not statistically significant (41.3 for UND SR respondents compared to 40.9 for RU/H SR respondents). UND SR respondents are statistically significantly behind their peers on just one of the five benchmarks – *Enriching Educational Experiences* – where their mean score of 37.1 lags that of RU/H institutions who score a mean of 40.8.

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I. 2009 National Survey of Student Engagement at UND

The National Survey for Student Engagement (NSSE) is the best known and longest running national project for measuring student engagement. The survey, administered by the Indiana Center for Postsecondary Research, measures the extent to which students engage in practices generally understood to be effectively linked with learning outcomes, personal development, student satisfaction, persistence, and graduation. Students actively involved in both academic and out-of-class activities have been found to gain more from the college experience than those who are not involved.

NSSE has been collecting information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. The 2009 administration of NSSE at the University of North Dakota is the fifth time UND has participated. In the spring of 2009, 1,873 UND FY students and 1,452 UND SR students were invited to participate in NSSE via e-mail. 528 FY students and 425 SR students responded to the survey, for a response rate of 29%.

In order to measure student engagement in broad terms, NSSE has developed five benchmarks of effective educational practice. These benchmarks are based on 42 key questions from the NSSE survey that capture many vital aspects of the student experience. These questions point to key behaviors and institutional features that are the more powerful contributors to learning and personal development. These key indicators include:

1. **Level of Academic Challenge (LAC)** – an institution’s ability to establish a challenging intellectual and creative environment for students.
2. **Active and Collaborative Learning (ACL)** – The level at which students are asked to collaborate with others in solving problems or mastering difficult material.
3. **Student Interactions with Faculty Members (SFI)** – The extent to which students interact with faculty members inside and outside of the classroom.
4. **Enriching Educational Experiences (EEE)** – An institution’s ability to foster complementary learning opportunities both inside and outside of the classroom to augment academic programs.
5. **Supportive Campus Environment (SCE)** – The extent to which institutions cultivate positive working and social relations among different groups on campus.

Each benchmark is measured on a 100-point scale. These benchmarks allow for more accurate comparison over time and across institutions. The benchmarks are developed as a tool for campuses to stimulate conversations on campus. Comparing scores to institutional peers and national scores, comparing scores year-to-year may point to key areas for improving the student experience. Campuses can determine if scores are aligned

with their institutional mission. Scores can also be used to measure the success of recent institutional initiatives.

The following sections of this report will provide a summary of each benchmark, UND's performance in 2009 on the particular benchmark, compare UND's performance to that of similar sized institutions, and finally look at specific items contributing to the resulting score on the given benchmark.

II. Statistical Evaluation

NSSE provides two variables, statistical significance and effect size, from which institutions can compare their survey results to selected comparison groups. Statistical significance indicates items with mean differences larger than would be expected by chance alone. The larger the significance level, the greater probability the difference between UND results and the comparison group is not due to chance.

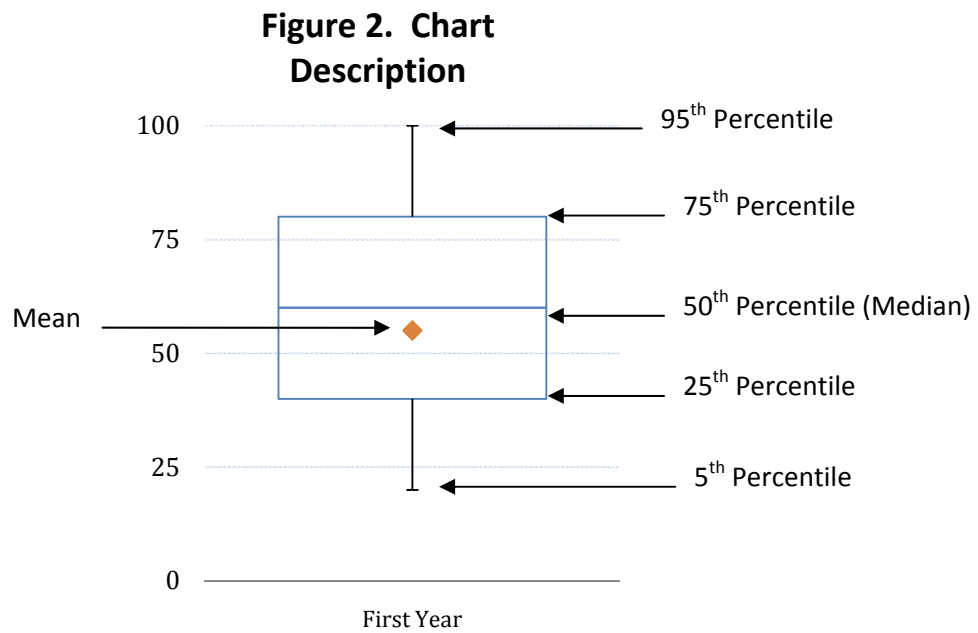
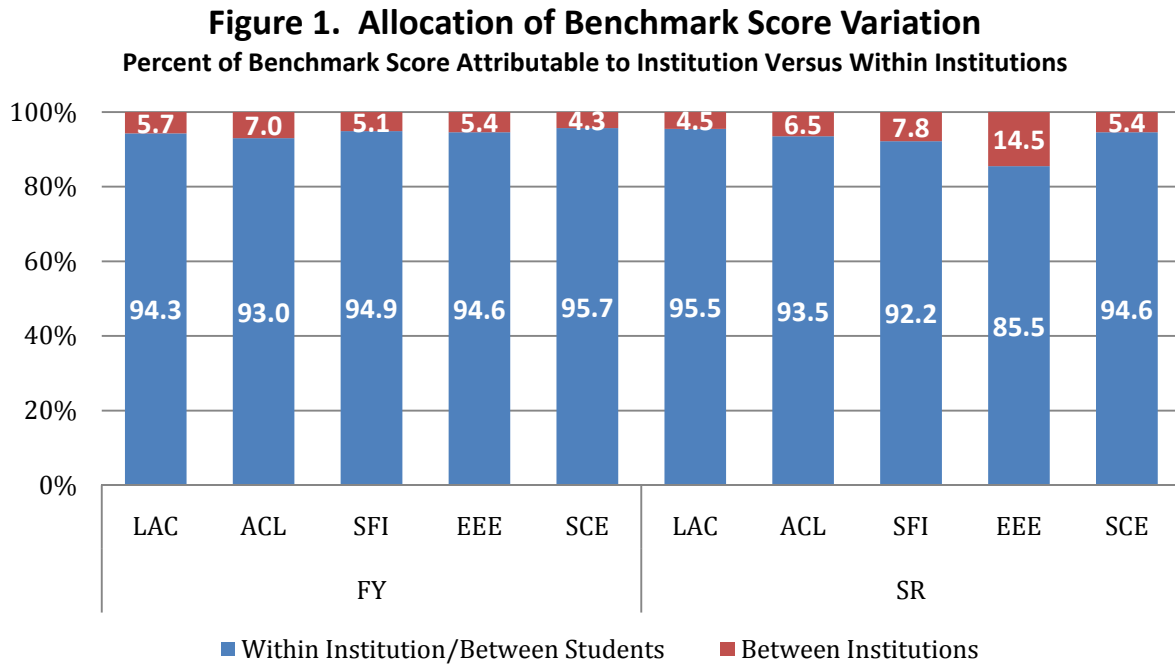
Since NSSE results are generated from large sample sizes, statistically significant results can appear even though the difference between two values is small. To combat this issue, NSSE also provides effect size as a statistical measure. Effect size measures the practical significance of the mean difference. Effect sizes less than 0.2 are often considered small, 0.5 moderate, and 0.8 large. Combining effect size with statistical significance can point to those areas where UND may want to focus attention to improve the student experience.

NSSE also cites evidence that a very small portion of the benchmark scales is attributable to institutions themselves. As Figure 1 shows, a much larger portion of each benchmark scale is attributed to differences between students. The experience of individual students can vary greatly at a given institution depending on their particular personality, level of involvement, and academic ability. A student who reports being highly engaged at UND would also be likely to report being highly engaged at a different institution. Knowing this, additional analysis may want to delve into what high performing students may be experiencing versus others.

III. Chart Explanation

UND's performance on each benchmark will be shown in a box and whisker chart as shown in Figure 2. This chart provides a good overview of the entire span of scores each institutions scores on a particular benchmark. The box outlines the 25th percentile, 50th percentile (median), and 75th percentile scores. The whiskers on either side of the box

identify the 5th percentile and the 95th percentile. The dot indicates the mean score for the particular benchmark.



IV. UND Response Numbers

Invitations to participate in NSSE were sent to 1,873 first-year students and 1,425 senior students at UND. Of these, 528 FY and 425 SR students completed the survey for a response rate of 29%. This report includes information regarding performance of UND colleges on the NSSE benchmarks. Table 1 provides an accounting of the numbers of students involved in NSSE for each college.

Table 1. Respondents by UND College

College	FY		SR	
	2007	2009	2007	2009
College of Arts & Sciences (A&S)	118	132	86	133
College of Business & Public Administration (BPA)	47	52	38	76
College of Education & Human Development (EHD)	14	32	27	48
JD Odegaard School of Aerospace (JDO)	99	80	32	42
College of Nursing (NUR)	50	44	18	50
School of Engineering & Mines (SEM)	42	49	17	54
School of Medicine & Health Sciences (SMHS)	31	34	26	16
Undecided (Undec)	114	103	NA	NA
Total	518	528	249	425

V. UND Performance Overall on NSSE Benchmarks

UND's 2009 mean benchmark scores have improved over the mean benchmark scores recorded in 2007. These results will be seen in subsequent sections of this report. Unfortunately, UND continues to lag the mean benchmark scores recorded by other comparable institutions, including UND's institutional peers, UND's Carnegie classification peers (RU/H institutions), and the entire population of participants in NSSE 2009 (Figure 3). UND scores strongest on the benchmark area *Supportive Campus Environment*, with UND FY students performing statistically significantly higher than FY students at UND's institutional peers who participated in NSSE in 2009. UND scores weakest on the *Enriching Educational Experiences* benchmark, with both FY and SR students reporting statistically lower than peers from all three comparison groups.

UND FY students tend to lag their peers at comparable institutions more so than UND SR students, with FY students significantly behind their Carnegie peers in four out of five benchmarks. UND SR students significantly lag their Carnegie peers in just one benchmark area, *Enriching Educational Experiences*.

Figure 3. NSSE Benchmark Summary

Five benchmarks are created from clusters of NSSE questions. The below table summarizes UND's results compared to peer groups. Overall, UND is lower than peers on many freshmen benchmarks. However, the 2009 scores did improve slightly when compared to 2007.

	Class	UND 2007 Scores	UND	Comparison Groups		
				Institutional Peers	Carnegie Peers	NSSE 2009
Level of Academic Challenge (LAC)						
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	48	51	↓	↓	↓
	Senior	53	56			
Active and Collaborative Learning (ACL)						
<i>Are your students intensely involved in their education?</i>	First-Year	37	39		↓	↓ *
	Senior	48	50			
Student-Faculty Interaction (SFI)						
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	28	31	↓	↓	↓
	Senior	39	41			
Enriching Educational Experiences (EEE)						
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	21	23	↓ *	↓ *	↓ *
	Senior	35	37	↓	↓	↓ *
Supportive Campus Environment (SCE)						
<i>Do your students feel the college is committed to their success?</i>	First-Year	57	60	↑		
	Senior	55	56			↓



Indicates UND's score is statistically lower than the comparison group.



Indicates UND's score is statistically higher than the comparison group.

* Indicates an Effect Size greater than 0.20, implying more than a small significance. (Effect size equals mean difference divided by the pooled standard deviation.)

Enriching Educational Experiences is the benchmark where UND scores the lowest. Not only to FY students significantly lag their Carnegie peers on this benchmark, they also have a relatively large effect size implying that the difference is practical as well as significant.

VI. Level of Academic Challenge (LAC)

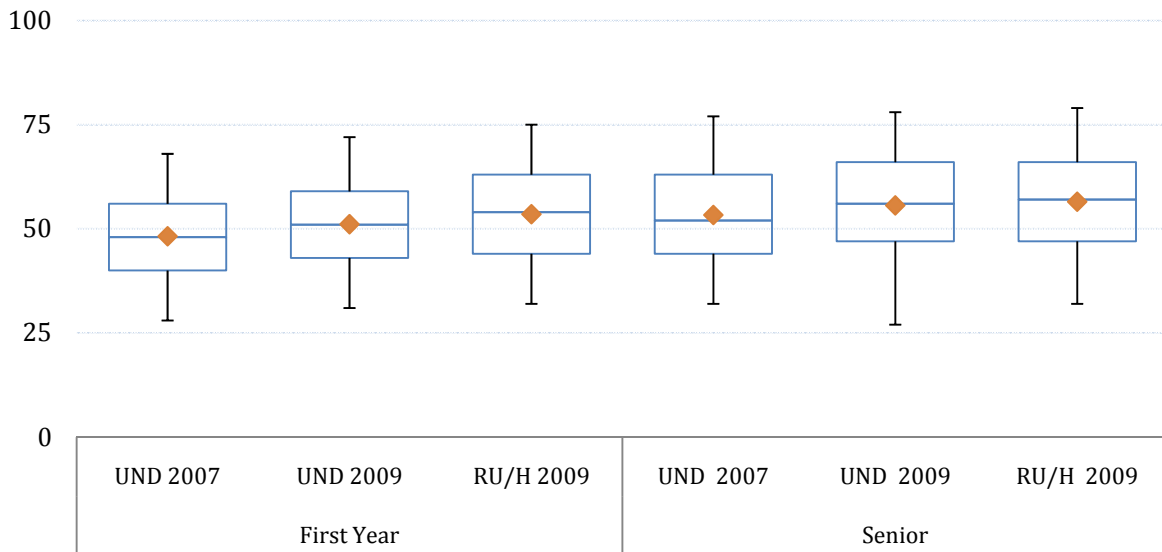
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Nine items are identified in the NSSE survey to evaluate the level of academic challenge at an institution:

- Preparing for class (studying, reading, writing, doing homework or lab work).
- Number of assigned textbooks, books, or book-length packs of course readings.
- Number of written papers or reports of 20 pages or more, number of written papers or reports between 5 and 19 pages, and number of written papers or reports fewer than 5 pages.
- Coursework emphasizing analysis of the basic elements of an idea, experience, or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships.
- Coursework emphasizing making judgments about the value of information, arguments, or methods.
- Coursework emphasizing applying theories or concepts to practical problems or in new situations.
- Working harder than you thought you could to meet an instructor's expectations.
- Campus environment emphasizing spending significant amount of time studying and on academic work.

UND results for level of academic challenge for both first-year respondents is statistically significantly lower than their counterparts at research universities with high activity. UND's FY mean score for LAC is 51.1, compared to 53.5 for FY students from RU/H institutions(Figure 4). The effect size on the LAC mean, however, is -0.16, which means the practical significance of the difference is small. UND SR students mean LAC score of 55.6, while lower than the 56.5 reported by SR students at RU/H institutions, is not statistically significant.

Figure 4. Level of Academic Challenge
 Mean, 5th, 25th, 50th, 75th, and 95th Percentile



Behind the Data

Several items stand out when evaluating UND's scores with regard to overall level of academic challenge.

- Fewer UND first-year respondents say they have worked harder than they thought they could to meet an instructor's standards or expectation (47% of UND FY respondents compared to 55% of FY respondents from RU/H universities).
- Fewer UND FY respondents report experiencing coursework that emphasizes critical thinking as opposed to memorization. In particular, 65% of UND FY students report experiencing emphasis on synthesizing and organizing ideas, compared to 70% of FY students at RU/H institutions and 76% of UND FY students report emphasis in analyzing the basic elements of an idea compared to 80% of FY students at RU/H institutions.
- When it comes to writing, UND FY students report writing fewer long papers (over 20 pages) and fewer short papers (under 5 pages), but they write more mid-length papers (between 5 and 19 pages) than FY students at RU/H institutions.
- SR respondents from UND report less coursework emphasis on synthesizing and organizing ideas; 70% of UND seniors responding say they frequently experience synthesizing ideas compared to 75% of seniors from RU/H institutions.

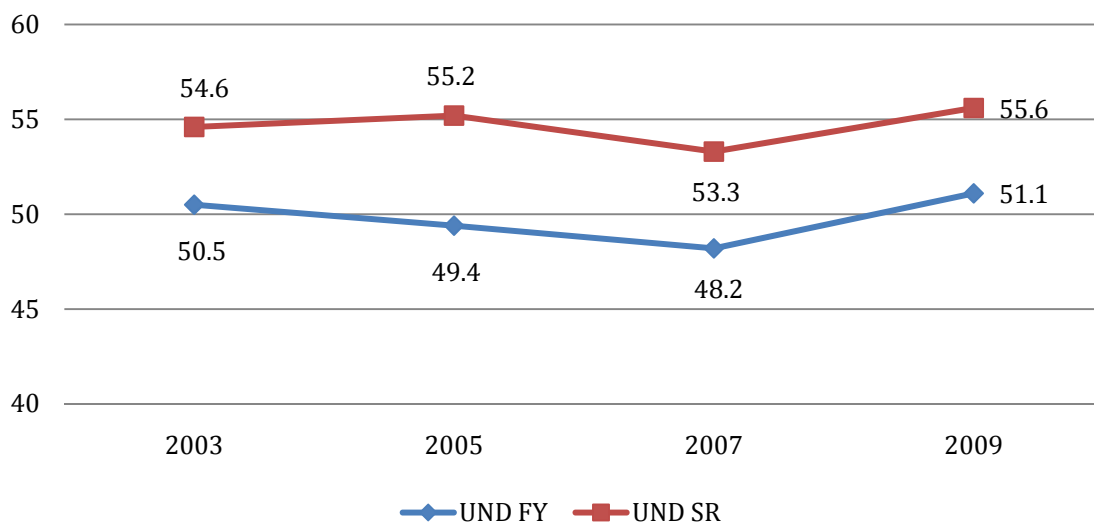
- UND SR students also report writing more papers, of all lengths, than their counterparts at RU/H institutions. They write significantly more short papers – those under 5 pages in length.

Over Time

2009 UND scores on the LAC benchmark have changed in a positive direction over scores from previous NSSE surveys (Figure 5). These positive increases are seen in many of the contributing indicators.

When asked if they work harder than they thought they could to meet an instructor’s standards, the percentage of students saying they frequently do has increased significantly over 2007. For FY respondents, 47% report this activity occurring often in 2009 compared to just 37% in 2007. Similar improvements are seen in SR reported levels, with 55% reporting working harder than they thought they could in 2009 compared to 47% in 2007.

**Figure 5. Level of Academic Challenge (LAC)
Over Time At UND**



UND is also on the right track with regard to critical thinking skills. When comparing UND’s results from 2009 to that of 2007, greater numbers of both FY and SR respondents report coursework emphasis on the critical thinking skills of analyzing elements of an idea, making judgments about the value of information and applying theories, while less emphasis was reported on memorizing facts. More UND FY students also report emphasis on synthesizing and organizing ideas when 2009 results are compared to 2007 data.

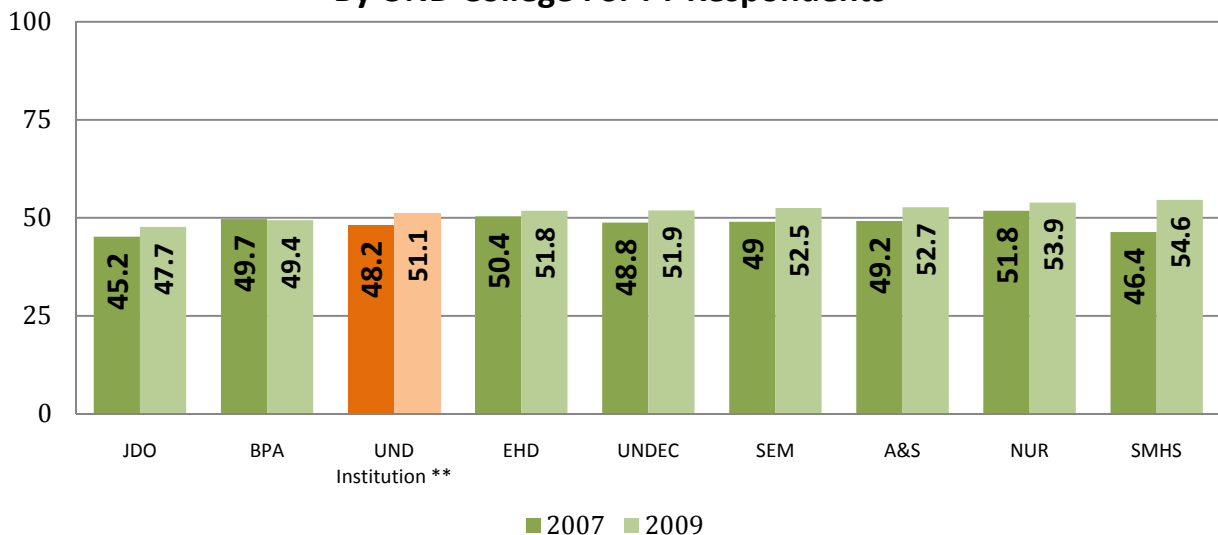
When compared to 2009, both SR and FY students at UND report increased amounts of time spent preparing for class. On a scale of 1 to 8, where 1 represents 0 hours per week and 8 represents more than 30 hours per week, UND FY respondents report a mean score of 4.10 in 2009 compared to 3.81 in 2007. SR students at UND show improvement by scoring 4.27 in 2009 over 4.00 in 2007. On the 8-point scale, 4.00 responds to 11-15 hours per week of preparing for class.

81% of FY respondents and 76% of SR respondents at UND say there is quite a bit or very much emphasis on spending significant amounts of time studying and academic work; these are increases over the 71% of FY and 65% of SR reporting such emphasis in 2007.

Comparison By College

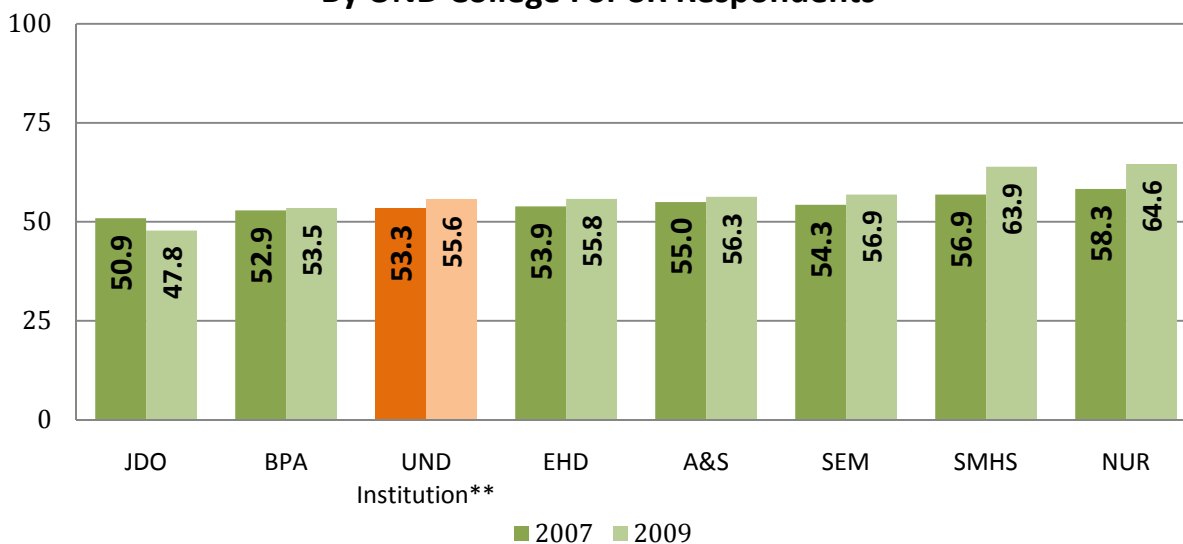
With regard to the level of academic challenge benchmark, students from the various colleges perform at different levels. For FY students at UND, those from the School of Medicine and Health Sciences report the highest level of academic challenge, scoring a benchmark mean of 54.6, while FY students from the Odegaard School of Aerospace score the lowest level of academic challenge with a benchmark mean of 47.7 (Figure 6). The College of Business and Public Administration is the lone college where the level of academic challenge is lower in 2009 than in 2007; the mean from BPA dropped from 49.7 to 49.4. The School of Medicine showed the largest increase in the mean score for level of academic challenge for FY students, with a mean of 54.6 scored in 2009 compared to 46.4 in 2007.

**Figure 6. Level of Academic Challenge (LAC)
By UND College For FY Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

**Figure 7. Level of Academic Challenge (LAC)
By UND College For SR Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

When SR students are asked to report items relating to their level of academic challenge, JDO students are again reporting the lowest mean score (47.8), while Nursing students report the highest level of academic challenge benchmark with a mean score of 64.6 (Figure 7). When compared to means scored in 2007, SR students from the Odegaard School of Aerospace are the lone group to report a lower mean benchmark in 2009 (50.9 in 2007 dropping to 47.8 in 2009). SR students from the School of Medicine showed the largest increase over 2007 benchmark mean scores, increasing from 56.9 in 2007 to 63.9 in 2009. SR students from the College of Nursing also show a large increase in benchmark mean for level of academic challenge, scoring 64.6 in 2009 after scoring 58.3 in 2007.

VII. Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

NSSE identifies seven items defining active and collaborative learning experiences:

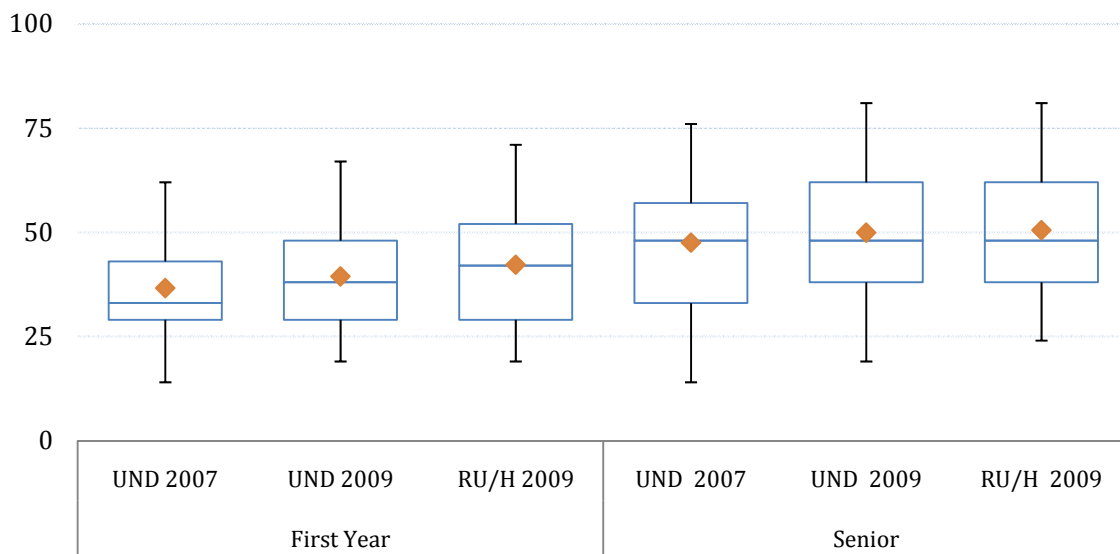
- Asked questions in class or contributed to class discussions.
- Made a class presentation.
- Worked with other students on projects during class.
- Worked with classmates outside of class to prepare class assignments.
- Tutored or taught other students, either paid or voluntary.
- Participated in a community-based project (service learning) as part of a regular course.
- Discussed ideas from your readings or classes with others outside of class.

When evaluating active and collaborative learning, UND FY students are statistically significantly behind their peers at RU/H institutions. UND’s mean score for FY students is 40.5, compared to a mean of 42.2 at RU/H institutions (Figure 8). The effect size on this benchmark is -0.23, which is just slightly higher than meaning a small practical difference.

UND SR respondents report a mean for ACL of 48.4, which is lower than the ACL benchmark of 50.5 for SR students at RU/H institutions, however this difference is not statistically significant.

UND reports higher mean ACL scores at both the FY and SR level in 2009 than were recorded in 2007.

Figure 8. Active and Collaborative Learning
Mean, 5th, 25th, 50th, 75th, and 95th Percentile



Behind the Data

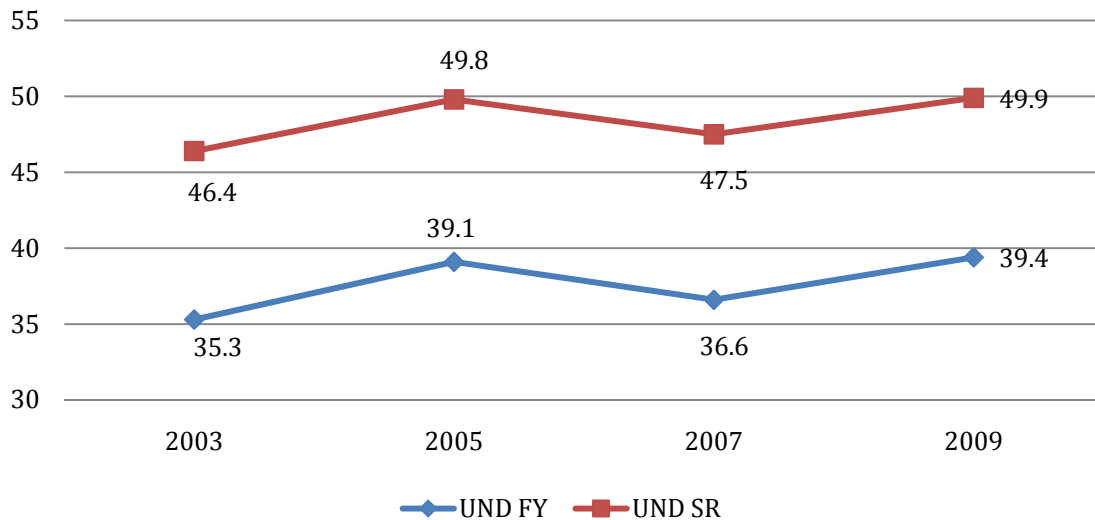
When defining UND's performance in the active and collaborative learning benchmark, a few items stand out.

- UND FY students at UND are significantly less likely to report having frequently asked questions in class than their FY peers at RU/H institutions, with 51% of UND FY students reporting this frequently occurs compared to 56% at RU/H institutions.
- UND FY students are significantly more likely to work with other students on projects during class, with 52% reporting this occurs frequently compared to 46% at RU/H institutions. On the other hand, UND FY students are significantly less likely to report working with classmates outside of class; just 32% of UND FY students report this behavior compared to 45% of FY students at RU/H institutions. UND SR students, on the other hand, report working with their classmates at similar levels as SR students at comparable institutions.
- UND students, both FY and SR, are significantly less likely to have discussed ideas from their readings with others, such as students, family or co-workers, outside of class. 53% of UND FY respondents report this behavior occurs frequently compared to 59% of RU/H FY respondents; for SR students, and 59% of UND respondents and 65% of RU/H respondents report these discussions occur frequently.
- About one in five SR respondents report tutoring – either paid or voluntary. 21% of UND SR respondents and 22% of RU/H SR respondents report having tutored often.
- Few students report participating in a community-based project or service learning as part of a regular course.

Over Time

2009 UND scores on the ACL benchmark have changed in a positive direction over the ACL benchmark score recorded in 2007 (Figure 9).

**Figure 9. Active and Collaborative Learning (ACL)
Over Time At UND**



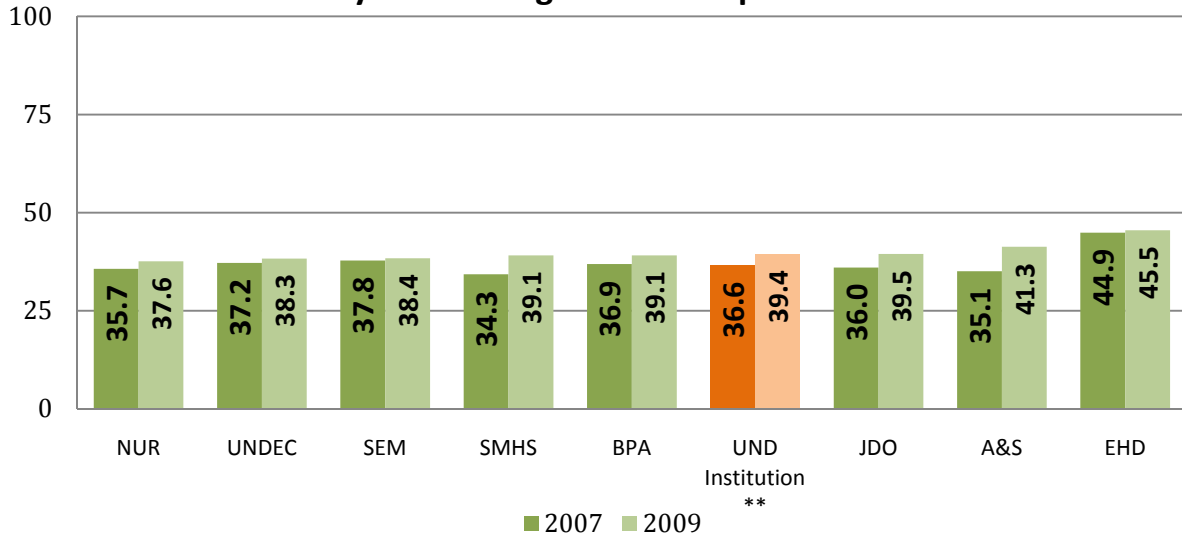
In 2009, 51% of UND FY respondents state they have frequently asked a question in class or contributed to class discussion compared to 44% of UND FY students in 2007. Increasing numbers of UND FY respondents also state they are frequently making class presentations, with 26% of the 2009 FY respondents stating class presentations are frequent compared to 16% in 2007.

More UND students are reporting having frequent discussions about ideas from their readings or classes with fellow students, family members, or co-workers outside of class. In 2009, 53% of FY respondents and 59% of SR respondents report these frequent discussions, compared to 42% of FY respondents and 51% of SR respondents in 2007.

Comparison By College

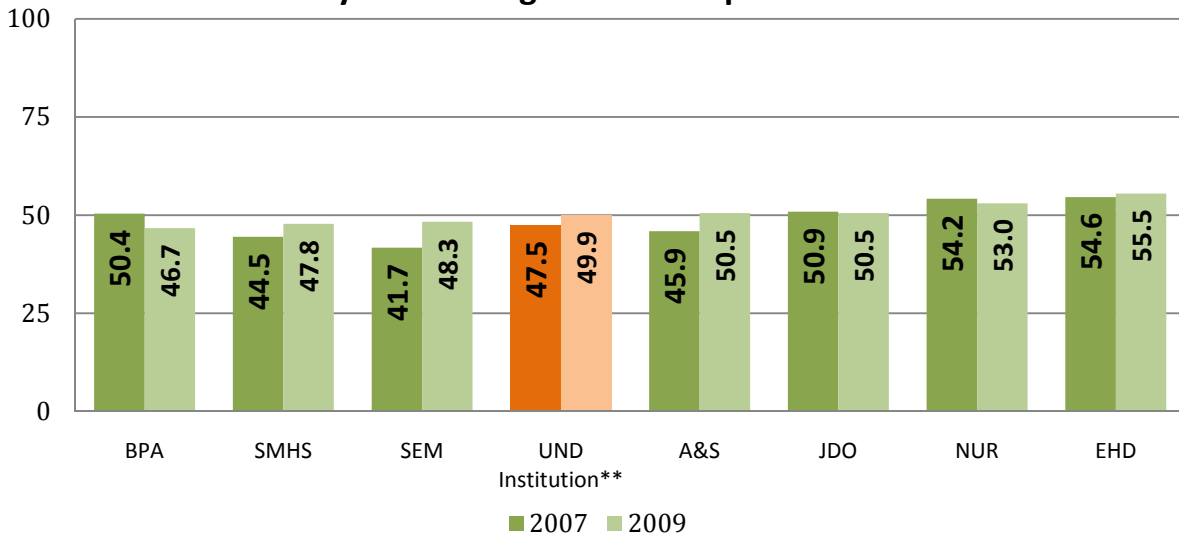
Students from the College of Education and Human Development report the highest levels of active and collaborative learning, with FY students from EHD scoring a benchmark mean of 45.5 (Figure 10) and SR students scoring a benchmark mean of 55.5 (Figure 11).

**Figure 10. Active and Collaborative Learning(ACL)
By UND College For FY Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

**Figure 11. Active and Collaborative Learning (ACL)
By UND College For SR Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

With regard to active and collaborative learning with FY students, those from the College of Nursing score the lowest benchmark mean (37.6) followed by students who have an

undecided major (mean = 38.3). It is interesting that by the time SR nursing students reply to NSSE, they report the second highest level of active and collaborative learning, scoring a mean of 53.0.

As seniors, respondents from the College of Business and Public Administration report the lowest mean benchmark for active and collaborative learning (mean = 46.7).

VIII. Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

To determine student-faculty interaction, NSSE evaluates the following six items:

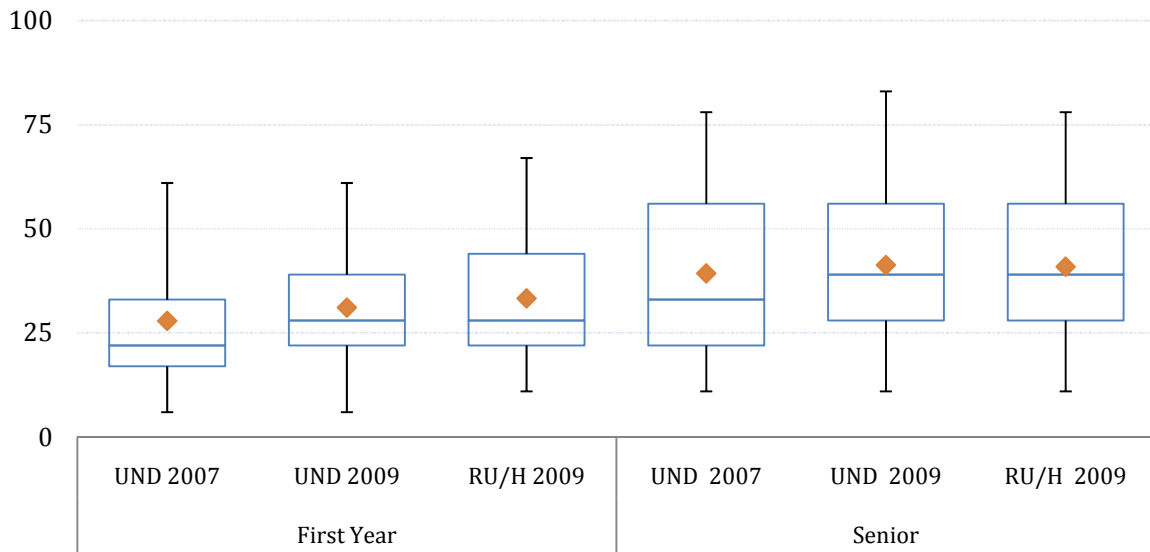
- Discussed grades or assignments with an instructor.
- Talked about career plans with a faculty member or advisor.
- Discussed ideas from your readings or classes with faculty members outside of class.
- Worked with faculty members on activities other than coursework, such as committees, orientation, or student-life activities.
- Received prompt written or oral feedback from faculty on your academic performance.
- Worked on a research project with a faculty member outside of course or program requirements.

When evaluating student-faculty interaction, UND FY students are again statistically behind their counterparts at research universities with high activity. UND FY students score a mean SFI benchmark of 32.9 compared to a mean of 33.3 for FY students at RU/H institutions (Figure 12). The effect size of the difference is just -0.12, so the practical significance of the difference is small.

SR students at UND score a SFI benchmark mean of 41.3, which is slightly higher than the mean benchmark score for SR students at RU/H institutions, however the difference is not statistically significant.

UND benchmark mean scores have increased for both FY and SR students over the benchmark scores received in 2007.

Figure 12. Student-Faculty Interaction (SFI)
 Mean, 5th, 25th, 50th, 75th, and 95th Percentile



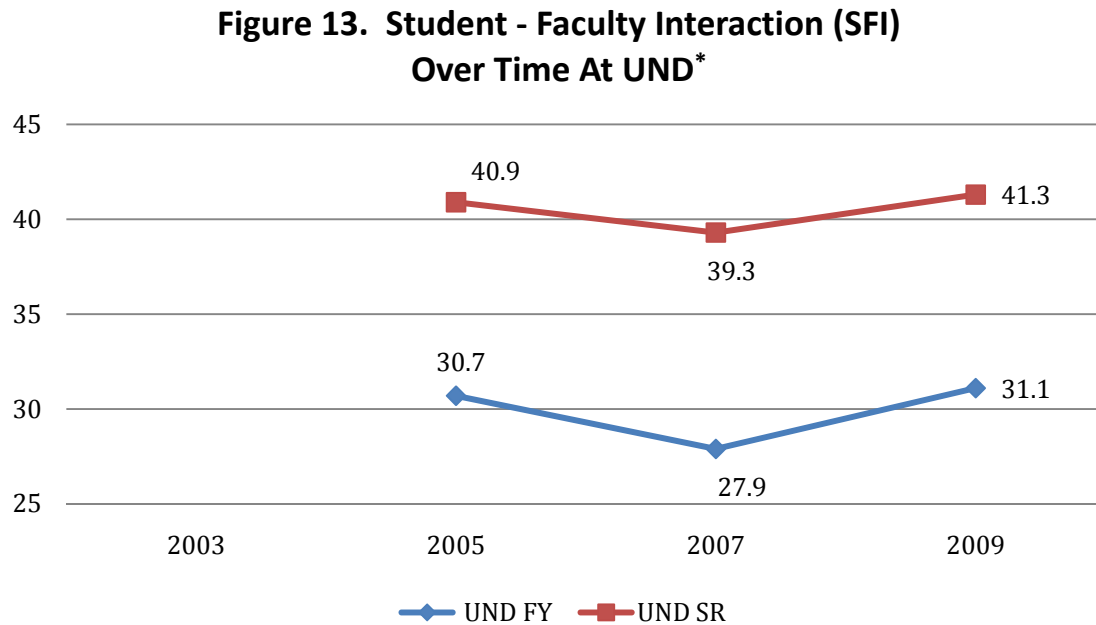
Behind the Data

Several items stand out when looking behind the questions making up the SFI benchmark.

- UND FY respondents are significantly less likely to have discussed grades or assignments with instructors than their peers at RU/H institutions; 44% of FY respondents from UND report they frequently discussed grades or assignments with instructors compared to 50% of FY students at RU/H institutions.
- Although not statistically significant, both FY and SR students at UND are more likely than their RU/H counterparts to have talked to a faculty member or advisor about career plans.
- Under half of UND FY respondents (49%) report they frequently receive prompt feedback from faculty on their academic performance. This lags other RU/H institutions where 55% of FY respondents frequently report such feedback.
- More UND students are reporting they have some level of interaction with faculty on activities outside of coursework, with 42% of FY students and 59% of SR students reporting this work occurs at least sometimes. This is greater than at RU/H institutions where 41% of FY students and 52% of SR students report this contact.
- UND has fewer students reporting they have or plan to work on a research project with faculty outside of course or program requirements (31% of FY at UND compared to 40% at RU/H and 29% of SR at UND compared to 35% at RU/H).

Over Time

As with previous benchmarks, UND scored higher marks for student-faculty interaction in 2009 than were scored in prior surveys (Figure 13). These increases can be seen in most contributing items.



*Due to changes in the NSSE questions asked, SFI calculated in 2003 cannot be compared to succeeding years.

Large increases can be seen in the numbers of students reporting the frequently discussed grades or assignments with an instructor. In 2009, 44% of FY respondents and 59% of SR respondents report they frequently have such discussions. This is a more than 10% increase over the 31% of FY respondents and 49% of SR respondents who reported such in 2007.

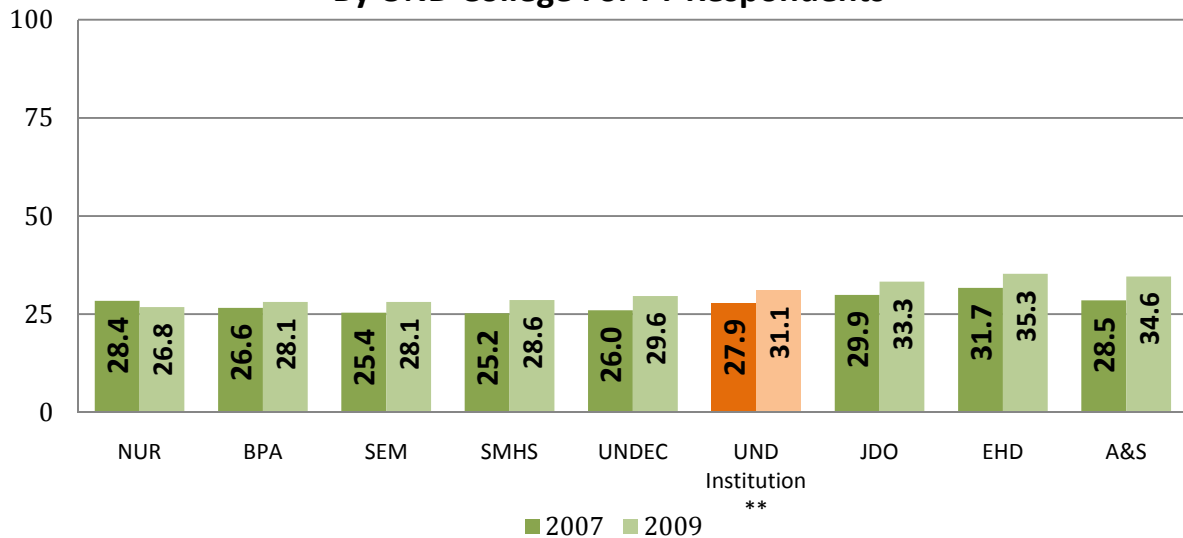
More students are also frequently discussing career plans with faculty members or advisors. In 2009, 35% of FY students and 44% of SR students have frequent discussions about career plans. This compares to 23% of FY students and 39% of SR students reporting these frequent discussions in 2007.

There is little change in the numbers of students who report they have or plan to work on a research project with a faculty member outside of course or program requirements. Both FY and SR students report the same level of participation, with 29% stating they either have done this or plan to do this sometime during their college career.

Comparison By College

Figures 14 and 15 show college performance with regard to student-faculty interaction as identified in NSSE. The College of Arts and Sciences leads the way in 2009, scoring the highest benchmark means for SFI for both FY students (mean = 34.6) and SR students (mean = 45.2). The College of Nursing scores the lowest SFI benchmark mean for FY students (mean = 26.8) while the College of Business and Public Administration scores the lowest benchmark mean for SR students (mean = 36.2).

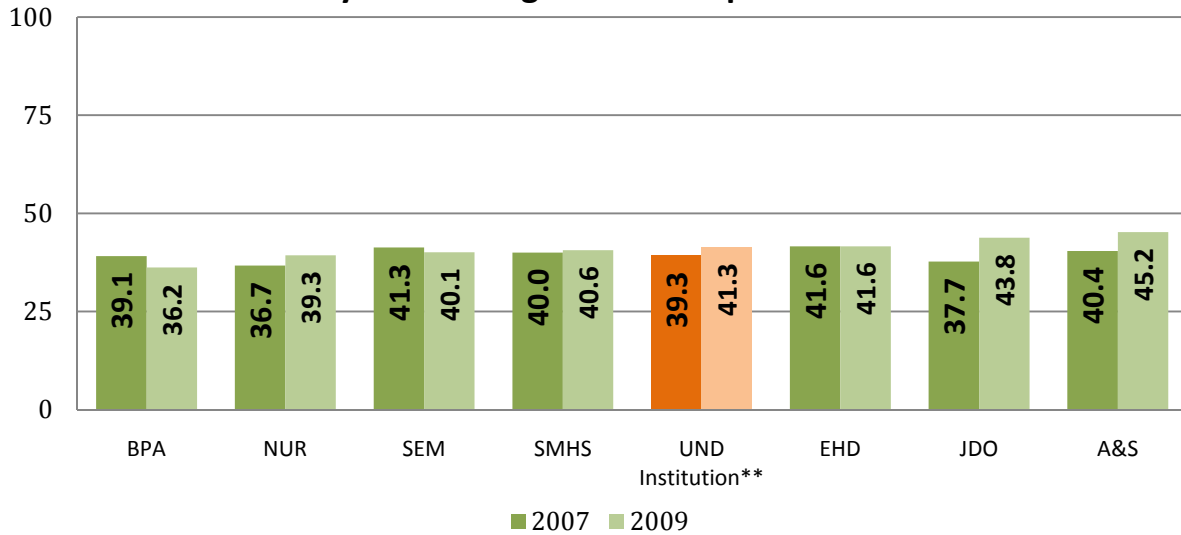
**Figure 14. Student-Faculty Interaction (SFI)
By UND College For FY Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

For FY students, those from the College of Nursing were the only college reporting a lower SFI benchmark in 2009 than was reported in 2007. The largest increase in SFI benchmark for FY students is found in the College of Arts and Sciences, where the 2009 benchmark mean of 34.6 is six points higher than the 28.5 recorded in 2007. When SR scores are evaluated, two colleges have lower benchmark mean scores for SFI in 2009 than in 2007: Business and Public Administration and Engineering and Mines. The largest increase in benchmark mean for SR students is found in the JDO School of Aerospace.

**Figure 15. Student-Faculty Interaction (SFI)
By UND College For SR Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

IX. Enriching Educational Experiences

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

NSSE uses eleven elements of the survey to define this particular benchmark:

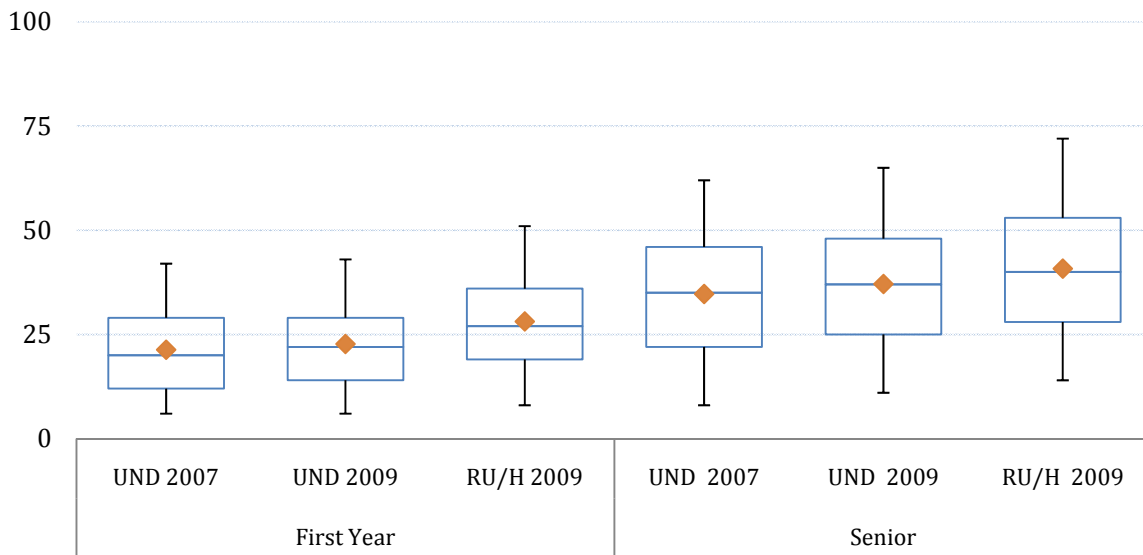
- Participating in co-curricular activities such as organizations, campus publications, student government, and fraternities or sororities.
- Practicum, internship, field experience, co-op experience, or clinical assignment.
- Community service or volunteer work.
- Foreign language coursework or study abroad.
- Independent study or self-designed major.
- Culminating senior experience such as a capstone course, senior project, or comprehensive exam.
- Serious conversations with students of different religious beliefs, political opinions, or personal values.
- Serious conversations with students of a different race or ethnicity than your own.

- Using electronic medium to discuss or complete an assignment.
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Participate in a learning community or some other formal program where groups of students take two or more classes together.

UND lags their counterparts at research universities with high activity in the benchmark of enriching educational experiences at a statistically significant levels for both FY and SR students. FY students at UND score a benchmark mean of 22.7 compared to the mean for FY students at RU/H institutions of 28.1. The effect size for this difference is -0.41, which implies this statistical difference is moderately applicable in a practical sense as well as being statistically significant. SR students at UND score a benchmark mean of 37.1 which is lower than the 40.8 mean score of SR students at RU/H institutions. The effect size for this difference is -0.21 which implies a small practical significance.

Following prior trends, UND scores in 2009 are an improvement over scores in 2007 (Figure 16).

Figure 16. Enriching Educational Experiences
Mean, 5th, 25th, 50th, 75th, and 95th Percentile



Behind the Data

When evaluating the reasons behind UND's lagging EEE benchmark means, a key component relates to the relative lack of racial and ethnic diversity found within UND's student population.

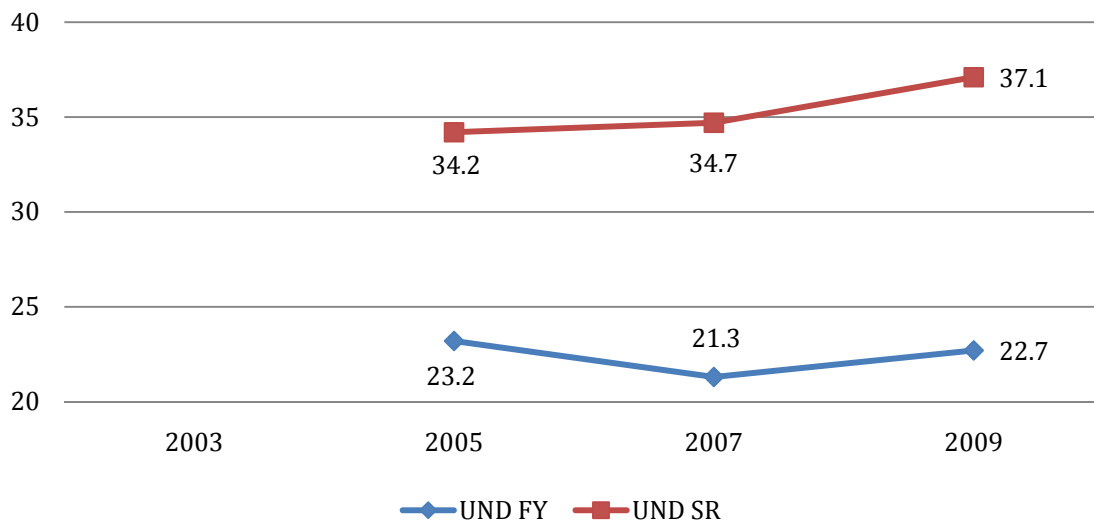
- Both FY and SR students at UND are significantly less likely to report having had serious conversations with students of a different race or ethnicity than their own. One-third of UND respondents (31% of FY students and 33% of SR students) report having conversations with students of a different race or ethnicity, compared to over half of students reporting such at RU/H institutions (52% of FY students and 65% of SR students).
- The difference between UND and RU/H institutions is less when students are asked about having conversations with backgrounds different than their own, with 47% of UND FY respondents and 50% of UND SR respondents reporting these conversations as being frequent compared to the 57% of RU/H FY respondents and 58% of RU/H SR respondents.
- UND students report they feel less institutional emphasis is placed on encouraging contact among students from different economic, social, racial/ethnic backgrounds. Fifty-three percent (53%) of UND FY respondents and 40% of UND SR respondents report quite a bit or very much institutional emphasis on this contact; nationally, 57% of FY respondents and 49% of SR respondents report such emphasis.
- FY respondents at UND are less likely to report they have used an electronic medium to discuss or complete an assignment with 45% of them reporting frequent use compared to 56% of FY students at RU/H institutions. Students at other institutions are showing increases in electronic medium use at greater rates than UND students.
- One-half (50%) of SR students at UND have completed a practicum, internship, or co-op experience, with an additional 27% still planning on participating in such an activity. Nationally, 52% of SR students report having completed an internship, with an additional 25% still planning to do so.
- More UND SR students are completing community service work, with 64% having done so. This is higher than the 59% of SR students at RU/H institutions. One-third (33%) of FY students report volunteering, compared to 39% nationally. Just 9% of UND FY students and 22% of UND SR students report they have participated in a learning community. Nationally, it is 20% for FY and 26% for SR respondents.
- More UND SR students report completing foreign language coursework (44%) than nationally (40%). For FY respondents, 18% at UND versus 21% at RU/H report completing foreign language coursework.

- Just 27% of UND FY students plan to study abroad, compared to 47% nationally; 16% of SR students report study abroad plans compared to 26% of RU/H SR students.
- One-fifth (21%) of UND SR respondents state they have completed a culminating senior experience, compared to 34% of SR respondents at RU/H institutions.
- On a positive note, UND SR respondents spend more time participating in co-curricular activities, scoring a mean of 2.43 on an 8-point scale compared to 2.14 for SR respondents from RU/H institutions. On this scale, a rating of 2 represents 1-5 hours per week and 3 represents 6-10 hours per week.

Over Time

Mean benchmark scores for enriching educational experiences show an increase in 2009 over benchmark scores set in 2007 (Figure 17). Contributing to the increase is a 10% increase in the number of SR students who have completed a practicum, internship, or co-op experience (increase from 40% in 2007 to 50% in 2009). Higher percentages of UND respondents have also completed community service work, with 33% of FY students and 64% of SR students reporting having completed volunteer work in 2009 compared to 26% of FY respondents and 58% of SR respondents reporting such in 2007.

**Figure 17. Enriching Educational Experiences (EEE)
Over Time At UND***



*Due to changes in the NSSE questions asked, EEE calculated in 2003 cannot be compared to succeeding years.

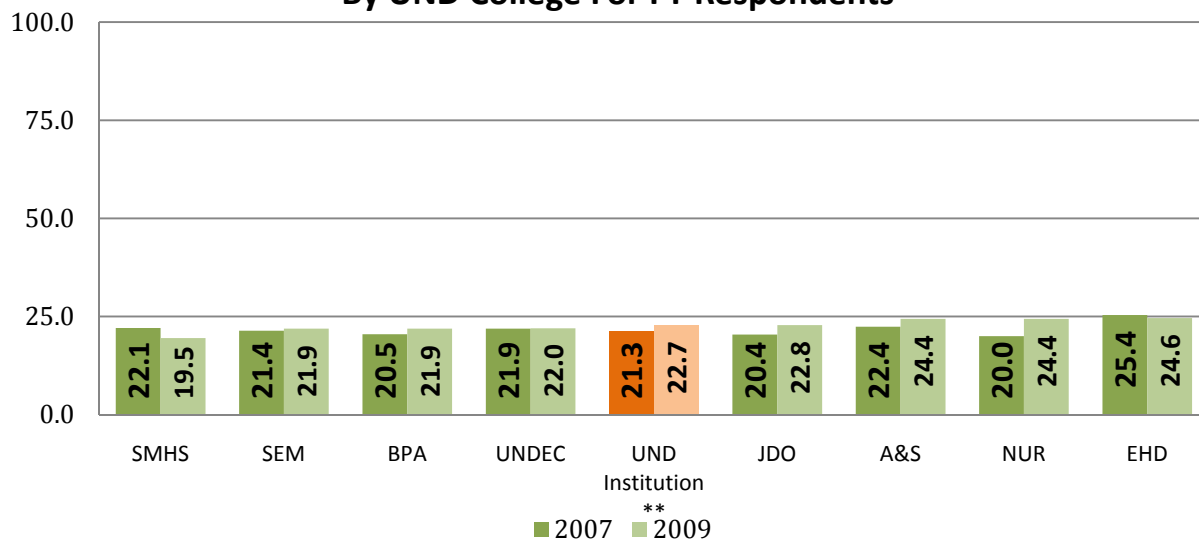
Although the numbers are small, increasing percentages of FY and SR students are indicating they participate in learning communities. Minimal changes are seen in foreign language coursework, study abroad, and independent study.

While similar numbers of UND SR respondents report they have completed a culminating senior experience (21% in 2009 and 22% in 2007), a larger number report they still plan on completing such a project (37% in 2009 compared to 31% in 2007). Looking at FY respondents from UND, 60% of them indicate they plan to complete a culminating senior project compared to 38% who indicated such in 2007.

Comparison By College

UND as an institution scores lowest in the enriching educational experiences benchmark. When looking at the contributing college components, the School of Medicine and Health Sciences scores lowest for FY students with a mean EEE benchmark of 19.5 and J.D. Odegaard School scores lowest for SR students with a mean EEE benchmark of 31.7. At the other end, FY students from the College of Education and Human Development score highest on the EEE benchmark (mean = 24.6) and SR students from the College of Arts and Sciences score the highest benchmark mean (mean = 42.83). Figures 18 and 19 summarize the EEE benchmark by college for FY and SR students respectively.

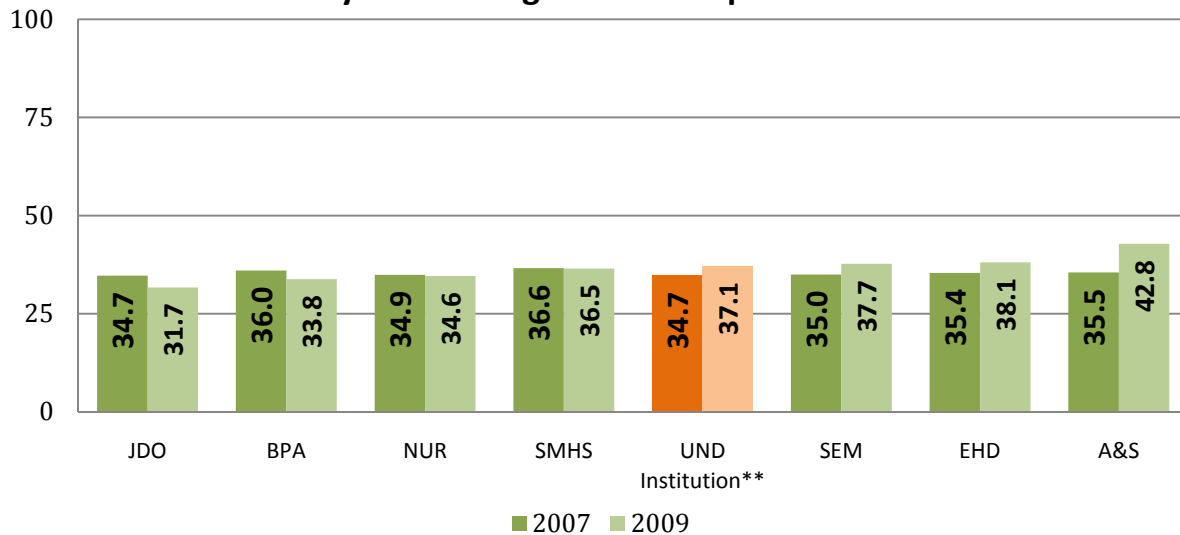
**Figure 18. Enriching Educational Experiences (EEE)
By UND College For FY Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

For FY students, those from the College of Nursing show the greatest increase in EEE benchmark mean over the mean scored in 2007 (increase from 20.0 to 24.4). Two colleges, School of Medicine and Business and Education, have decreased EEE benchmark means when 2009 is compared to 2007 for FY students.

**Figure 19. Enriching Educational Experiences (EEE)
By UND College For SR Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

When the EEE benchmark mean is evaluated for SR students, four colleges have lower scores in 2009 than in 2007, with the greatest decreases coming in the JDO School of Aerospace (3.0 points lower) and the College of Business (2.2 points lower). The greatest increase in EEE benchmark mean is found in the College of Arts and Sciences, where the mean increased 7.3 points, moving from 35.5 in 2007 to 42.8 in 2009.

X. Supportive Campus Environment

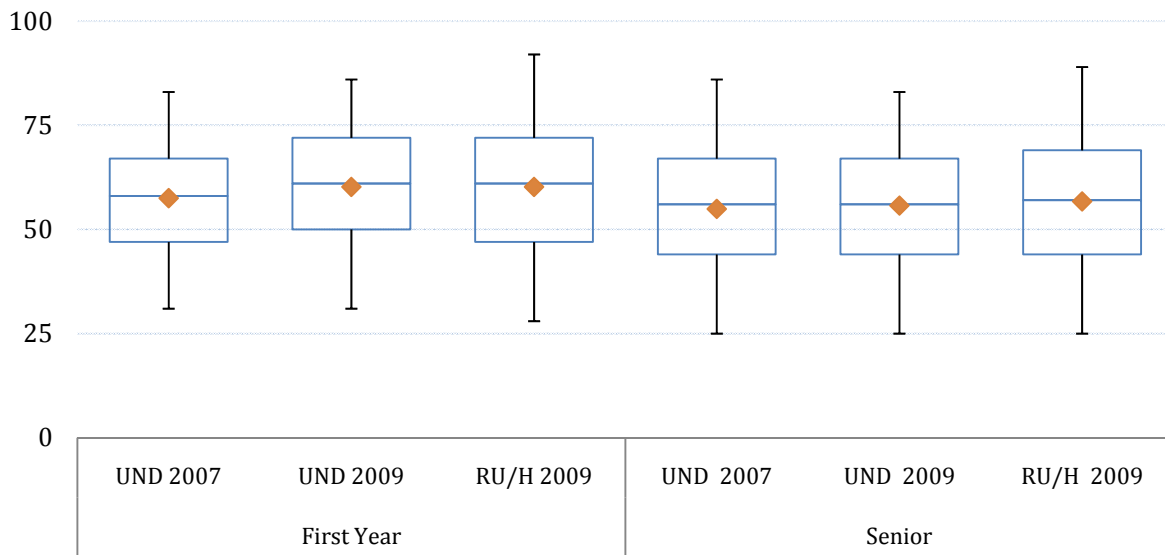
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Supportive campus environment is measured by six elements of the NSSE survey:

- Campus environment provides the support you need to help you succeed academically.
- Campus environment helps you cope with your non-academic responsibilities including work and family.
- Campus environment provides the support you need to thrive socially.
- Quality of relationships with other students.
- Quality of relationships with faculty members.
- Quality of relationships with administrative personnel and offices.

UND SCE benchmark means are equivalent to those at other research universities with high activity (Figure 20). FY respondents for both groups score benchmark means of 60.2. SR respondents at UND score a mean of 55.7, just one point lower than the 56.7 benchmark mean scored by SR respondents from RU/H institutions.

Figure 20. Supportive Campus Environment (SCE)
Mean, 5th, 25th, 50th, 75th, and 95th Percentile



Behind the Data

- UND students report high-quality relationships with their fellow students, with FY students scoring their relationships 5.56 on a scale of 1-to-7, and SR students scoring 5.67. This compares to 5.45 and 5.55 scored by students at RU/H institutions.
- UND FY students also report high-quality relationships with faculty and staff, scoring 5.24 out of 7 for their relationships with faculty and 4.81 for their

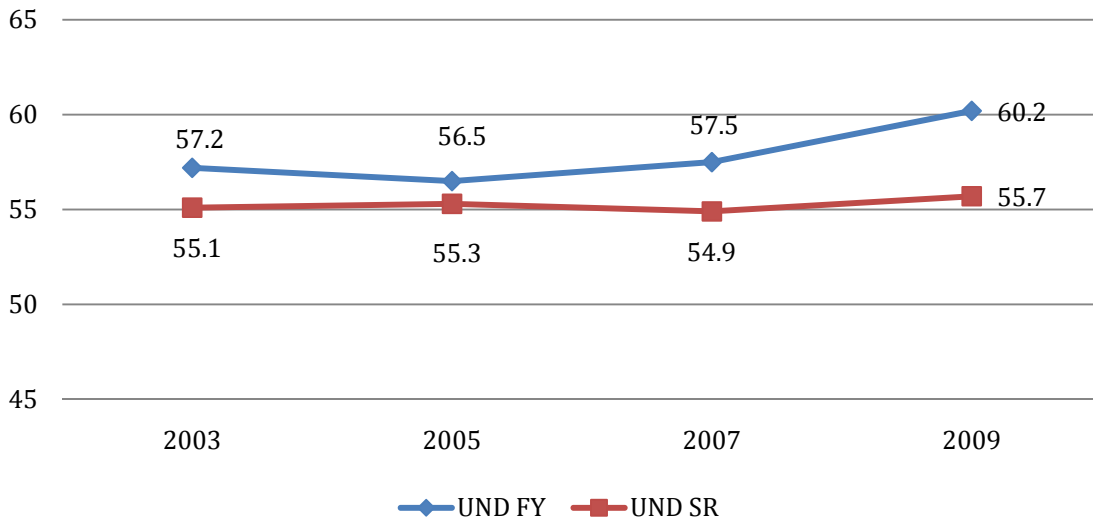
relationships with administrative personnel. These are both higher than the national norms of 5.08 and 4.61, and are statistically significantly different.

- SR students at UND report similar relationships with faculty and administrative staff as their national counterparts (5.23 vs 5.29 for faculty and 4.48 vs 4.48 for staff).
- UND students are significantly less likely to say UND's institutional environment helps them cope with non-academic responsibilities than respondents from RU/H institutions, with UND reporting averages of 2.11 versus 2.23 for FY students and 1.87 versus 1.96 for SR students.
- There is minimal difference between responses from UND students and those from other research institutions with regard to campus support of academic responsibilities and campus support for social success.

Over Time

After remaining relatively flat, UND has seen a slight uptick in its SCE benchmark scores in 2009 (Figure 21).

**Figure 21. Supportive Campus Environment (SCE)
Over Time At UND**



The quality of relationships with administrative personnel has shown an increase in 2009, with FY students reporting a mean score of 4.81 and SR respondents reporting a mean score of 4.48 on an 8-point scale. These are increases over the FY score of 4.47 and the SR score of 4.33 recorded in 2007.

FY respondents also show nearly a quarter-point increase in the quality of their relationships with faculty, with a mean of 5.24 in 2009, up from 5.02 in 2007. SR

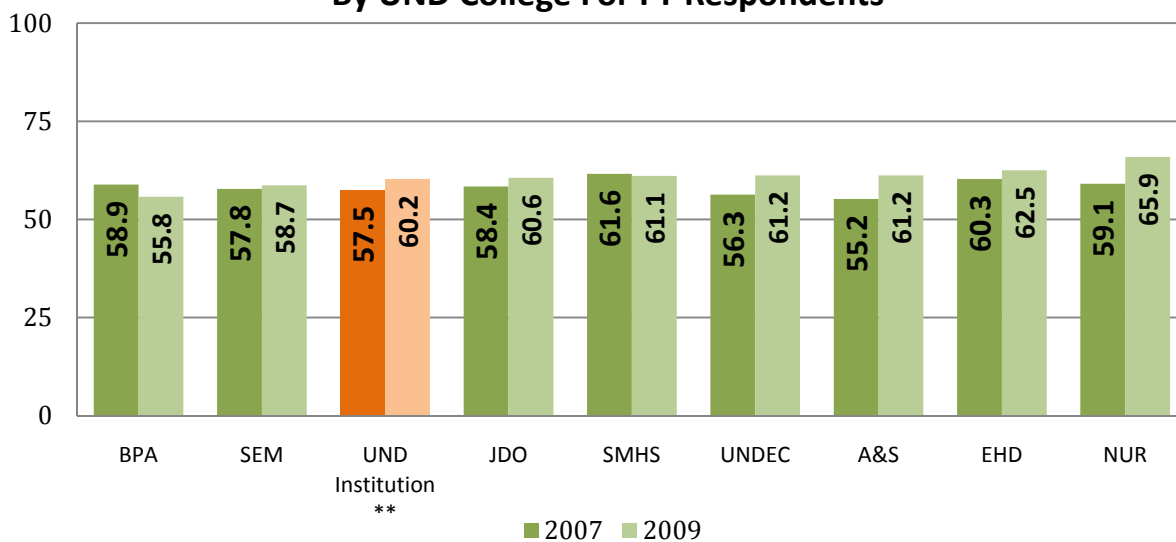
respondents show minimal differences in their faculty relationship score. Also, minimal changes are seen in the quality of relationships with fellow students, by either FY or SR respondents.

When 2009 results are compared to 2007, there is very little difference in the levels of reported institutional emphasis placed on providing students the support they need to help them succeed academically, helping students cope with non-academic responsibilities, and providing support students need to thrive socially.

Comparison By College

UND, as an institution, scores highest on the supportive campus environment benchmark. When looking at the respondents by college, FY students from the College of Nursing report the highest mark, with a mean of 65.9 (Figure 22); SR students from the School of Medicine report the highest benchmark mean with a total of 61.9 (Figure 23). FY students from the College of Business report the least supportive campus environment, with a mean of 55.8, while SR students reporting the lowest level of supportive campus environment come from the J.D. Odegaard School (mean = 50.1).

**Figure 22. Supportive Campus Environment (SCE)
By UND College For FY Respondents**

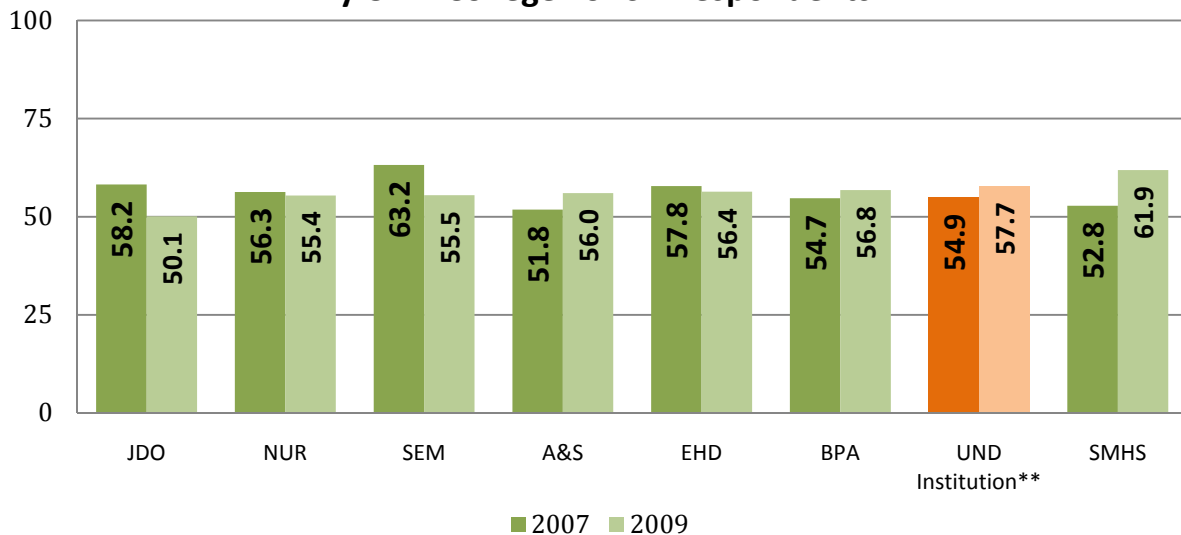


**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

FY respondents from the College of Nursing score the largest increase in benchmark mean over 2007, moving up nearly 7 points in going from 59.1 to 65.9. Large increases are also seen in the College of Arts and Sciences and with Undecided FY majors.

When looking at the SCE benchmark for SR students, large decreases are seen in two colleges: JDO School of Aerospace decreased 8.1 points and the School of Engineering and Mines decreased 7.7 points. This is countered by an increase in benchmark mean seen in the School of Medicine (9.1 point increase) and the College of Arts and Science (4.2 point increase).

**Figure 23. Supportive Campus Environment (SCE)
By UND College For SR Respondents**



**Numbers for UND are weighted against RU/H institutions by gender, enrollment status, and institutional size. College level data is not weighted as such, therefore direct comparison may be skewed.

XI. Summary Questions

NSSE asks three summary questions to allow institutions to see an overall level of satisfaction of their first-year and senior students.

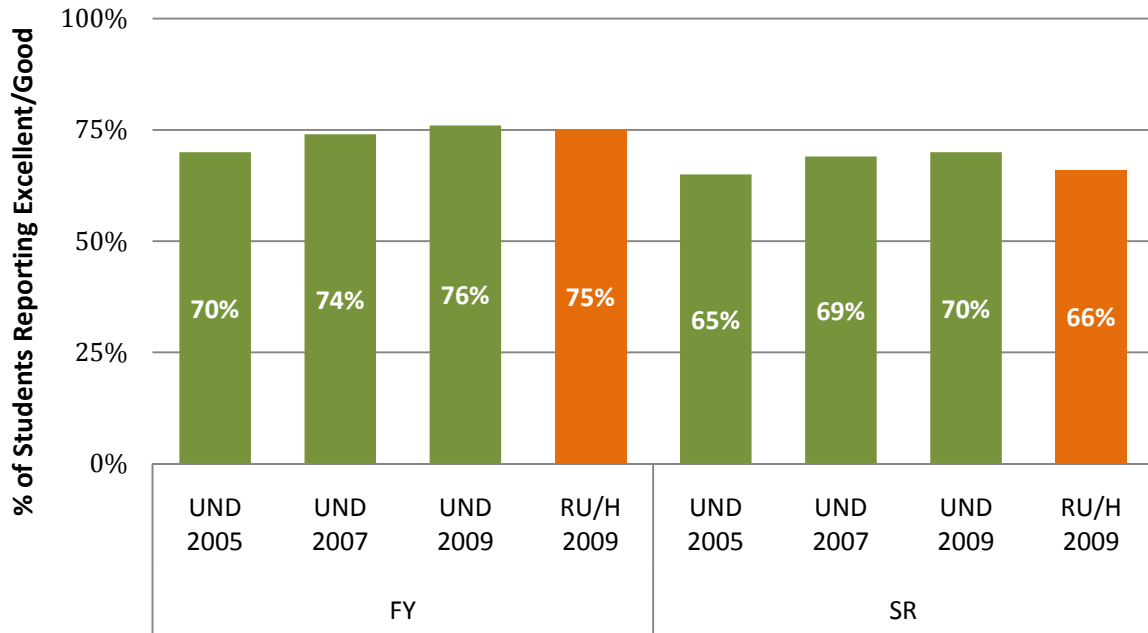
Academic Advising

The first question asks students to rate the quality, overall, of the academic advising they have received. UND continues to see positive increases in this area when 2009 results are compared to prior surveys (Figure 24).

Three-quarters (76%) of the 2009 FY respondents from UND rate the quality of the academic advising they receive as being good or excellent (Figure 24). Seven out of ten (70%) SR UND respondents report high quality advising as well. These 2009 scores are

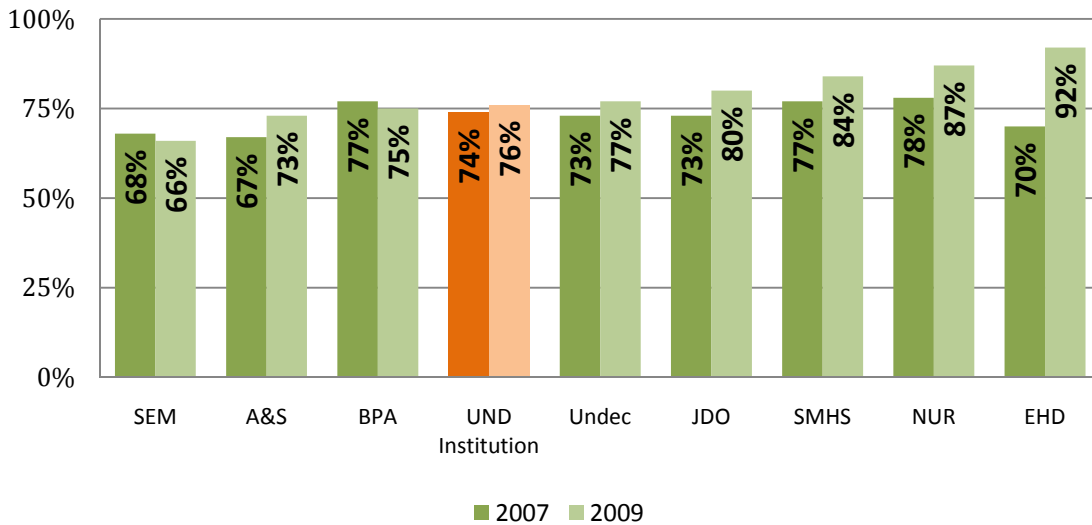
higher than the percentages of FY and SR students at RU/H institutions. They are also higher than the percentages reported by UND students in past NSSE surveys.

Figure 24. Quality of Academic Advising Received At UND



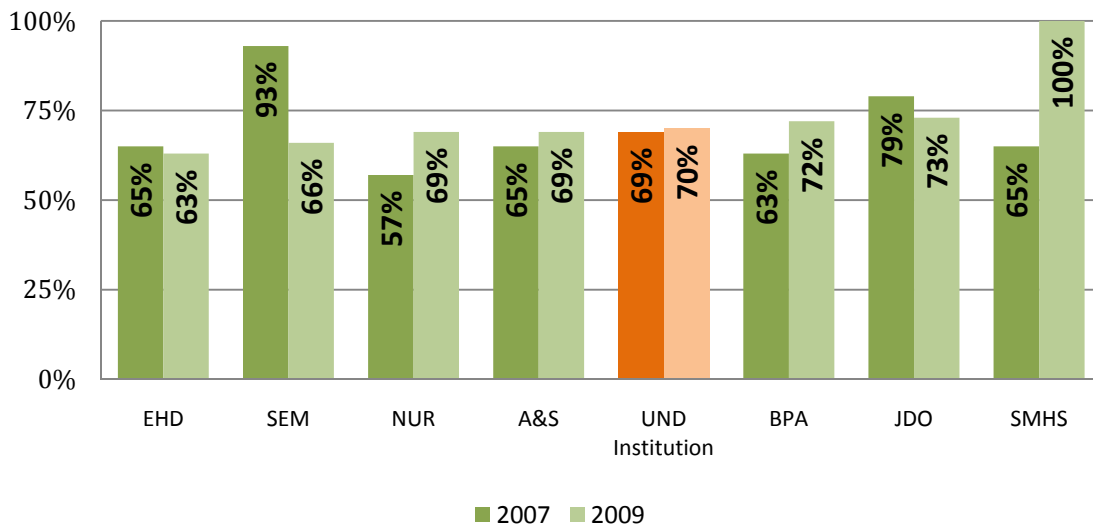
When looking at college-level academic advising, FY students from the College of Education are the most satisfied, with 92% of respondents saying their advising was either excellent or good (Figure 25).

Figure 25. Quality of Academic Advising Received At UND, Percent of FY Reporting Excellent or Good, Increasing By 2009 Total



The percentages of SR students reporting they receive excellent or good academic advising is lower than the percentages of FY students. Leading the way is the School of Medicine where in 2009, 100% of NSSE respondents report they receive high-quality advising(Figure 26). They have, however, a low number of respondents with just 14 participants. While the College of Education has high levels of satisfaction by FY students with regard to academic advising, they score the lowest percentage of SR students reporting quality advising. In 2009, SR students from the School of Engineering show a large decrease in the percentage reporting they receive high-quality advising.

Figure 26. Quality of Academic Advising Received At UND, Percent of SR Reporting Excellent or Good, Increasing By 2009 Total



Entire Educational Experience

NSSE asks students to rate their entire educational experience thus far at this institution. Students indicate on a 4-point scale where 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

Ninety percent of UND FY students report their entire educational experience thus far as being excellent or good, while 84% of SR respondents state such (Figure 27). One note is the percentage of UND’s SR respondents reporting their entire educational experience as being excellent increased to 35% in 2009, up from 28% scored in both 2007 and 2005.

Looking at the mean score for the entire educational experience, UND FY students report a mean of 3.18 and SR students report a mean of 3.16. These numbers compare closely to the means of 3.20 and 3.19 reported by FY and SR students, respectively, from high research activity universities. In 2009, UND’s overall mean score has also shown an increase over results scored in 2007 and 2005.

Figure 27. Mean Score For Entire Educational Experience
Percent Reporting Excellent or Good

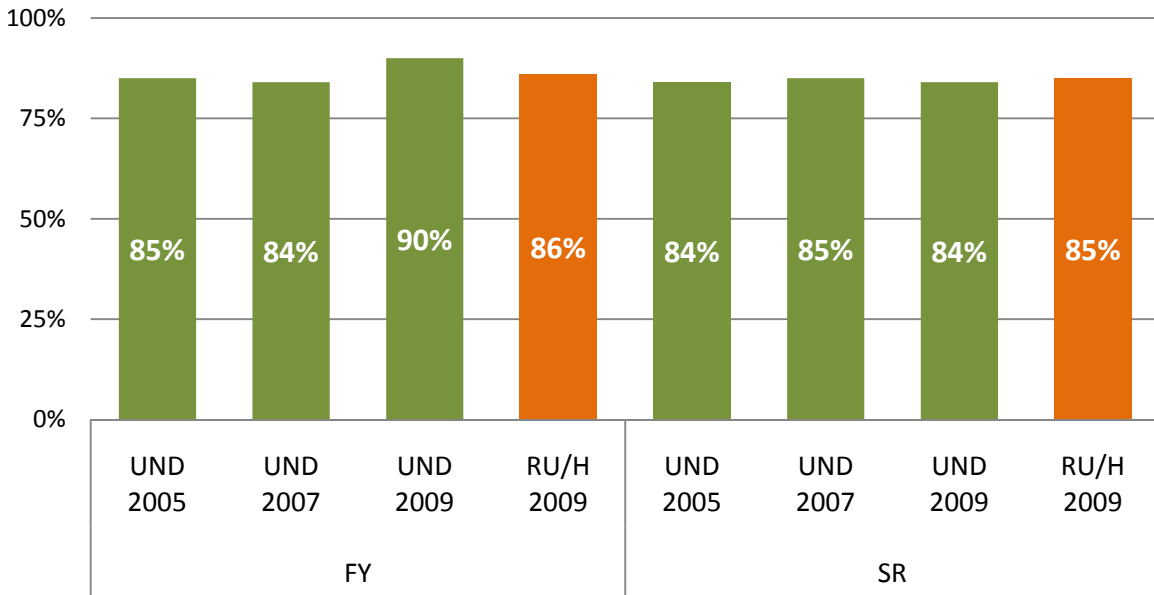
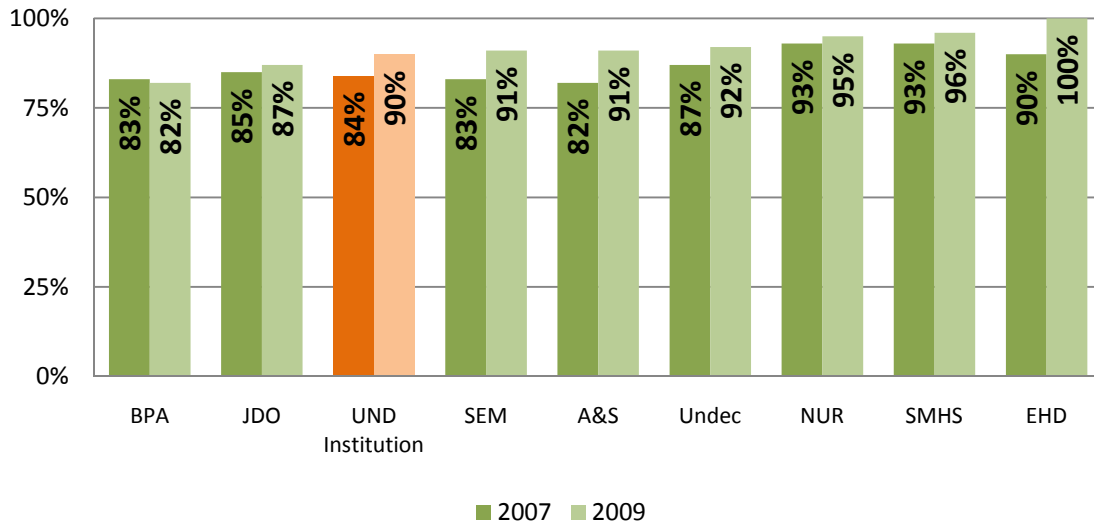


Figure 28. Entire Educational Experience By College,
Percent of FY Reporting Excellent or Good, Increasing By 2009 Total

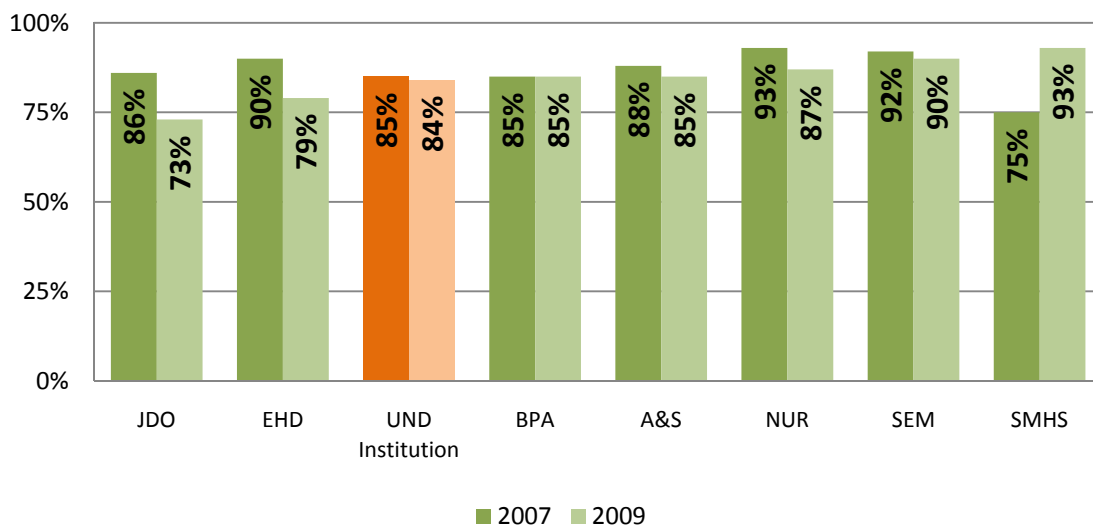


Various colleges again have differing responses when their students are asked to rate their educational experiences. For FY students, those from the College of Education report the highest level of satisfaction with their experience, as all students report an excellent

or good experience thus far. FY respondents from the College of Business have the least number of respondents reporting their experience being excellent or good, with 82% reporting such. All colleges with the exception of BPA show an increase in the percentages of FY students reporting they have a positive educational experience.

When SR students are asked to report on their entire educational experience, those from the School of Medicine and Engineering and Mines give the highest marks (Figure 29), with 93% of SR respondents from the School of Medicine and 90% of Engineering senior respondents reporting an excellent or good experience. Seniors from Aerospace report the lowest levels of positive educational experience.

Figure 29. Entire Educational Experience By College, Percent of SR Reporting Excellent or Good, Increasing By 2009 Total



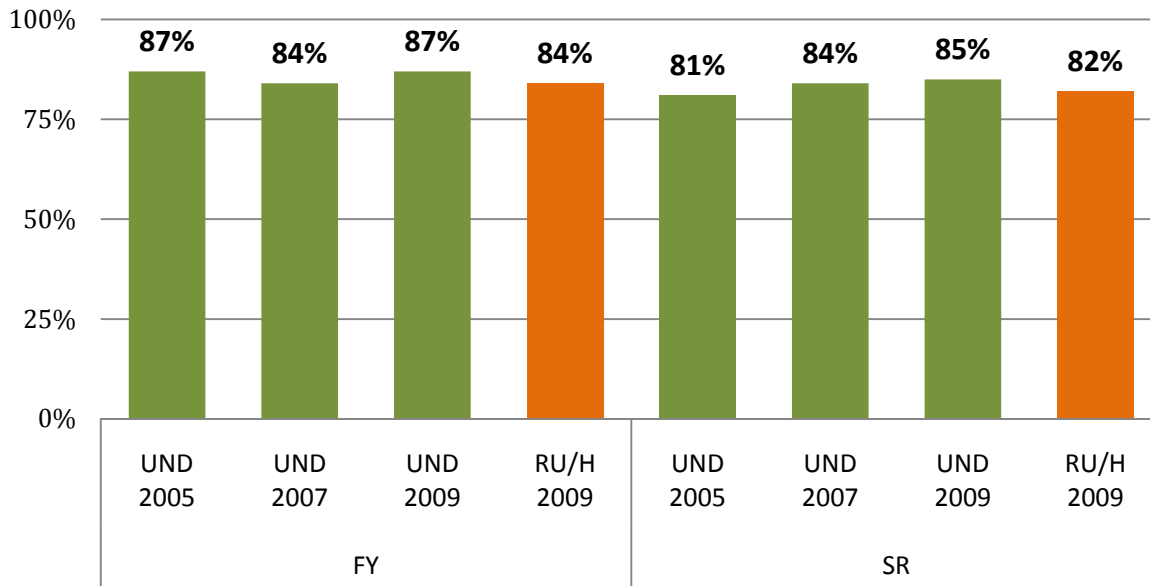
Most colleges contribute to UND’s overall declining 2009 score in the percentage of SR students reporting they have had a positive educational experience. Just one college, the School of Medicine, has an increase in the percentage of SR students reporting positively with one college, Business and Public Administration, holding flat.

Attend Again

The last question NSSE asks students is if they could start over again, would they go to the same institution they are now attending. At UND, high numbers of respondents state that yes, they would attend again, with 87% of FY students and 85% of SR students reporting they would definitely or probably again choose UND (Figure 30). Both are higher than the

percentage of students at RU/H institutions saying they would again choose their particular institutions.

Figure 30. Percentage of Students Who Would Again Choose Their Institution If Given the Chance To Start Over



When looking at the historical numbers, UND scores in 2009 show an increase over 2007 numbers for both the FY and SR respondents. SR respondents at UND are on a historical positive trend, increasing the percentage of students who would again attend UND if given the chance to start over.

Interesting results are seen when responses to the attend again question are evaluated by the college of the respondent. Figure 31 shows that nearly all FY respondents from the College of Education are happy with their decision to attend UND, as was the case in 2007. FY respondents from the College of Business and Public Administration again have the lowest percentage of FY students reporting they would again attend UND, with 81% reporting such.

When the same question is posed to seniors, the JDO School of Aerospace has the highest percentage of respondents happy with their decision to attend UND with 89% saying they would again choose this institution. One-fifth (20%) of senior respondents from the School of Medicine would choose not to attend UND again. A sizeable increase is seen in the number of senior respondents from the College of Arts and Sciences who would again attend UND if given the chance to start over. Contrastingly, a sizeable decrease is seen in

the percentage of seniors from the College of Education responding they would again come to UND if given the chance.

Figure 31. If You Could Start Over, Would You Attend UND?

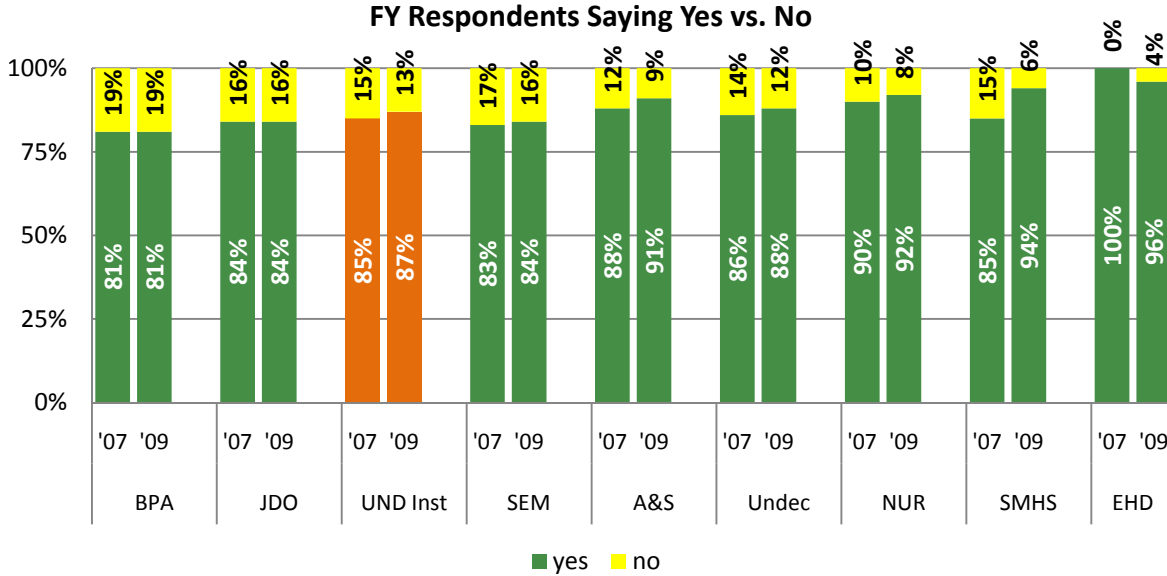
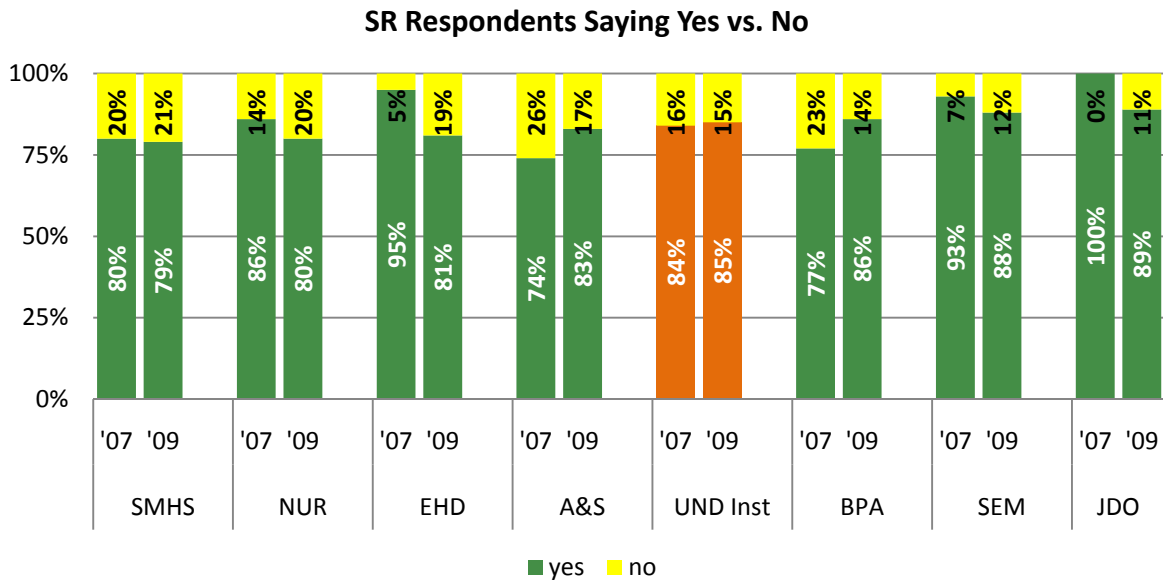


Figure 31. If You Could Start Over, Would You Attend UND?



For additional information or further data from UND's 2009 National Survey of Student Engagement, contact the Office of Institutional Research. The website is www.und.edu/dept/datacol.