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.

Did you Know?

NSSE and Retention
OIR recently studied responses from first-year students on the National Survey of Student Engagement (NSSE), looking for differences between those respondents who returned for their sophomore year and those leaving UND after their first year.

Those respondents not retained reported poorer quality relationships with their fellow students, reporting a mean of 5.07 on a 7-point satisfaction scale compared to 5.57 for those returning. There was also a significant difference when the quality of relationships with administrative personnel was evaluated, with those not returning reporting a mean of 4.30 (again on a 7-point scale) compared to 4.81 for those retained.

Respondents not returning to UND reported they exercised less frequently than those returning; 43% of those respondents returning say they exercise very often, compared to 27% of those not returning.

Summary questions on NSSE show the most significant differences between these two groups, with 92% of returning first-year respondents evaluating their entire experience here at UND as “good” or “excellent”, while just 78% of non-returning respondents reported such. While 89% of returning respondents would again choose UND, just 65% of those not returning would again choose UND if given the chance to start over.

The Survey Says . . .

The University of North Dakota was one of 157 baccalaureate-granting institutions participating in the 2011 administration of the Faculty Survey of Student Engagement (FSSE). This is the third time UND has participated in the FSSE study which was previously administered in 2007.

Student engagement is comprised of two components: students’ effort and time dedicated to educationally meaningful activities and the extent institutions emphasize effective educational practices. FSSE assesses the level in which UND faculty expect students in their courses to experience these activities. The study works in conjunction with the National Survey of Student Engagement where similar questions are asked of students. The combination of the two reports are intended to give UND feedback from students and faculty concerning the learning environment, how well students are learning, and what they are getting out of their undergraduate experiences.

Pages 2-3 of this newsletter include additional highlights from this survey; the full report is available online at http://und.edu/research/institutional-research/surveys/2011-fsse.cfm.
University of North Dakota  
2011 Faculty Survey of Student Engagement  
Summary of Key Results

The Faculty Survey for Student Engagement (FSSE) is a faculty counterpart to the National Survey of Student Engagement (NSSE) – one of the best known national projects for measuring student engagement. The survey, administered by the Indiana Center for Postsecondary Research, measures the extent to which faculty encourage students to engage in practices understood to be effectively linked with learning outcomes, personal development, student satisfaction, and graduation. In the spring of 2011, 400 UND faculty teaching undergraduate courses were invited to participate in FSSE. In the survey, faculty answer questions regarding their perceived engagement in one of the courses they teach in a given year. 170 UND faculty completed the survey for a response rate of 43%.

- As a general rule, UND faculty tend to look a lot like their national counterparts at research universities with regard to their perceptions of student involvement and engagement.

- UND faculty tend to place less importance on study abroad than their counterparts at research universities nationally. On a 4-point scale, lower division faculty record a mean of 2.26 at UND and 2.45 nationally while upper division faculty record a mean of 2.37 while nationally they score 2.43.

- UND upper division faculty closely mirror their national peers with regard to students participating in high-impact learning activities including internships, research with a faculty, and culminating senior experiences.

- When asked how they spend their time, UND lower division faculty report most of their time is spent preparing for class and teaching – significantly more than their research university peers.

- Upper division faculty spend quite similar amounts of time on research and on teaching/preparing for teaching when compared to their national peers.

- UND faculty, both lower and upper division, report significantly more amounts of time on advising students and on service-related activities.

- 31% of UND lower division faculty respondents and 25% of upper division respondents indicate that more than half of the students in their selected course come to class without completing readings or assignments.

- UND faculty expect students to spend about six hours per week preparing for their course. They indicate they believe students are spending about one-half this amount of time – or about three hours – actually preparing for class. NSSE results indicate students are spending close to the six hours faculty expect.

- Faculty generally find it less than important that students work together outside of class to prepare assignments; just one-quarter (26%) of UND lower division respondents say it is important for students to work together outside of class.

- Small group activities during class, however, are seeing increasing amounts of time. Over three-quarters of UND faculty (79% of lower division and 76% of upper division) report they include these in the classroom.

- Faculty respondents organize their courses to the greatest extent so that students learn critical and analytical thinking. Courses are not structured to assist students in developing a deeper sense of spirituality.

- When NSSE and FSSE results are compared, faculty and students report similar perceptions of the student-faculty relationship and the relationships between students. Faculty, however, report student relationships with administrative personnel to be lower than what students report them to be.
2011 Faculty Survey of Student Engagement at UND

A total of 170 faculty from UND responded; response rate was 43%. Using the course-based survey, 58 responded for a lower division course, 96 from an upper division course, and 16 did not indicate.

LD=Lower Division Faculty, UD=Upper Division Faculty, FY=first-year students, SR=seniors

High-Impact Learning Activities

NSSE postulates students are more engaged when they are involved in at least two high-impact learning activities, one in the first year and one later on related to their major.

FSSE asks faculty: How important is it to you

<table>
<thead>
<tr>
<th>Community service or volunteer work</th>
<th>Participation in a learning community</th>
<th>Work on research project with faculty</th>
<th>Study abroad</th>
<th>Practicum, internship, co-op or clinical</th>
<th>Culminating senior experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD</td>
<td>UD</td>
<td>FY</td>
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</tbody>
</table>

Student Relationships

Students and faculty are asked to rate student relationships with other students, faculty, and administrative staff (1 = unfriendly, unsupportive, unhelpful, to 7 = friendly, supportive, helpful, and flexible)

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<th>Administrative Staff</th>
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<td>4.79</td>
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<table>
<thead>
<tr>
<th>Other Students</th>
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<th>LD</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.64</td>
<td>5.62</td>
<td>5.26</td>
<td>5.49</td>
</tr>
</tbody>
</table>

Engagement in Mental Activities

Percent of Students and Faculty indicating coursework emphasizes cognitive skills "quite a bit" or "very much"

- Applying theories to concepts: 93% (UD), 82% (SR), 77% (LD), 72% (FY)
- Judging value of information: 69% (UD), 64% (SR), 72% (LD), 77% (FY)
- Synthesizing ideas & information: 71% (UD), 77% (SR), 68% (LD), 92% (FY)
- Analyzing elements of idea: 84% (UD), 79% (SR), 80% (LD), 92% (FY)
- Memorizing: 30% (UD), 63% (SR), 74% (LD), 74% (FY)
UND Facts 4 U!
The OIR website has UND statistics in a variety of printable formats. The information is taken from a snapshot of official data. Whether you are looking for some quick UND-related facts, capturing data points for a presentation, gathering information for a grant, or using statistics to establish evidence, you can view the information on-screen or print it off and take with you. You won’t be caught off guard without your UND facts!

Projects underway
2011-2012 Departmental Core Data
2012 Exit question/VSA for graduating seniors
2011-2012 Employment Survey
2011 Beginning College Survey of Student Engagement (BCSSE)
Retention studies
Sophomore Satisfaction Survey
UG Students and Information Technology (ECAR)
2011 HERI Faculty Survey
2011 Faculty Survey of Student Engagement (FSSE)

USAT Forms
The University Student Assessment of Teaching (USAT) forms are available at 403 Twamley Hall. Please estimate the number of forms you need and request them from our office.

Just a reminder that completed USAT forms can be sent through intercampus mail to ITSS, Stop 9041 or dropped off at ITSS, Room 11 (basement), Upson II.

How well do you know UND?
Which high-impact learning practice do faculty completing the FSSE indicate as being most important for students to experience? The first correct answer that calls our office (7-4358) will get a prize and will be entered into an end-of-year drawing for a UND mug. The answer will be mentioned in the next Institutional Research Briefs.

Last question: According to NSSE, how many UND respondents indicate they often work harder than they thought they could to meet an instructor’s expectations? 52% of first-year respondents and 65% of senior respondents say that often or very often they work harder than they thought they could to meet instructor expectations. http://und.edu/research/institutional-research/surveys/2011-nsse.cfm