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.

NSSE Announcement

The National Survey of Student Engagement (NSSE) gets underway the beginning of February.

Please help us by reminding any freshmen or senior to participate!

Sue’s farewell reception!

Sue Erickson has accepted the position of Director of Institutional Effectiveness at the University of Minnesota-Crookston. While we congratulate her on her new position, we’ll miss the excellent service she gave to OIR/UND.

Sue began her UND employment with the Budget Office in 2002 and joined OIR in 2007. A reception, in her honor, is scheduled for Wednesday, January 30, from 2:30 p.m. in our office, Twamley 205 (note new location).

Please help us in thanking her and wishing her well in her new position.

Our office has moved to 205 Twamley Hall. Please stop by to see our new space!

The Survey Says . . .

The last two summers (2010 and 2011), UND has participated in the Beginning College Survey for Student Engagement (BCSSE). This survey, administered to new incoming freshmen, has a goal to measure and predict student engagement based on high school experiences.

Pages 2-3 of this newsletter highlight findings from this survey. The full report, found at http://und.edu/research/institutional-research/surveys/2011-bcsse.cfm, compare the results of the 2010 BCSSE administration to the 2011 National Survey of Student Engagement (NSSE) results, revealing some interesting trends.

How well do you know UND?

The first correct answer that calls our office (7-4358) will get a prize and be entered into an end-of-year drawing for a UND mug. The answer will be mentioned in the next Institutional Research Briefs.

New question: What percent of the fall 2012 distance-only students live in North Dakota?

Last question: What percent of UND HERI respondents would again choose to become a college professor given the chance to start over?

Answer: 83%
The Beginning College Survey for Student Engagement (BCSSE) has a goal to measure and predict student engagement based on high school experiences and attitudes toward college. The survey, administered by the Indiana Center for Postsecondary Research, is similar to the National Survey of Student Engagement (NSSE) which measures engagement at college of first year and senior students. The University of North Dakota participated in BCSSE during both the summers of 2010 and 2011. For the 2011 administration, a total of 1,822 incoming students were invited to participate, with 685 completing the survey for a response rate of 38%.

- One third of UND’s respondents indicated they were first-generation students, with neither parent having obtained a Bachelor’s degree.
- UND respondents are coming from homes relatively far from campus; 59% of UND respondents report they are 200 or more miles from home, while nationally 27% indicate college is more than 200 miles from their home.
- UND respondents are more likely than national respondents to indicate they have taken courses for college credit during high school (54% versus 38%).
- While 82% of respondents indicate they have taken 4 or more years of math during high school, just 29% indicate they have taken Calculus and 32% have taken Probability or Statistics; 73% report having taken Pre-calculus or Trigonometry.
- UND respondents are less likely than their Doctoral peers to report they have taken Advanced Placement Courses during high school, however they are more likely to have taken a college course for credit, with 54% of UND’s respondents indicating so.
- Sixty-nine percent of respondents report they work for pay during high school. Three-quarters (77%) indicate they plan on working for pay while attending college.
- Incoming students spend relatively little time preparing for class in high school, with 36% indicating they study 1-5 hours per week and 28% indicating 6-10 hours per week is spent studying. These students do, however, report they plan on dedicating more time once they get to college, with 51% planning on spending 11-20 hours per week and 35% planning to spend more than 20 hours per week preparing for class.
- When ranking their level of preparation on key areas of academic factors, UND respondents indicate they are most prepared for “Work effectively with others”, while they report being least prepared for “Analyze math or quantitative problems”. As a general rule, UND respondents indicate they feel less prepared for college than their counterparts from Doctoral institutions.
- UND respondents report they plan to rely on student loans to finance their education, with 38% indicating at least half their education with be paid for with loans.
- Eighty-eight percent of UND respondents indicate they plan to graduate from UND.

The 2010 BCSSE administration is compared to the 2011 NSSE administration revealing some interesting trends. Quite often, BCSSE respondents report they expect to be much more engaged in college than they were in high school, however NSSE responses from these students tend to show first-year student behaviors mirror those reported in high school rather than the college expectation.
University of North Dakota
2011 Beginning College Survey of Student Engagement (BCSSE)
Dashboard

A total of 685 incoming first year students completed the BCSSE prior to beginning classes at UND; Response rate was 38%.

BCSSE Benchmark Scores
UND generally scores lower when compared to their national counterparts.

Benchmark scores are calculated by summarizing several survey component questions.
Scores are measured on a scale of 1 to 10.

How Will You Finance Your Education (% Responding More than Half)
UND students are much more reliant on student loans and less on scholarships and parents than national counterparts.

During your last year of high school, how often did you do the following:
(1 = never, 2 = sometimes, 3 = often, 4 = very often)

<table>
<thead>
<tr>
<th>Activity</th>
<th>UND</th>
<th>DOC</th>
<th>PUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>3.12</td>
<td>3.16</td>
<td>3.10</td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td>2.91</td>
<td>2.84</td>
<td>2.85</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>2.62</td>
<td>2.70</td>
<td>2.68</td>
</tr>
<tr>
<td>Talked with a counselor, teacher, or other staff about college or career plans</td>
<td>2.59</td>
<td>2.74</td>
<td>2.72</td>
</tr>
<tr>
<td>Discussed grades or assignments with a teacher</td>
<td>2.53</td>
<td>2.66</td>
<td>2.68</td>
</tr>
<tr>
<td>Prepared two or more drafts of an assignment before turning it in</td>
<td>2.47</td>
<td>2.45</td>
<td>2.46</td>
</tr>
<tr>
<td>Had serious conversations with students very different from you</td>
<td>2.38</td>
<td>2.72</td>
<td>2.64</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class</td>
<td>2.35</td>
<td>2.60</td>
<td>2.53</td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare assignments</td>
<td>2.33</td>
<td>2.36</td>
<td>2.31</td>
</tr>
<tr>
<td>Had serious conversations with students of a different race/ethnicity</td>
<td>2.16</td>
<td>2.73</td>
<td>2.67</td>
</tr>
<tr>
<td>Missed a day of school</td>
<td>1.91</td>
<td>1.98</td>
<td>2.02</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with teachers outside of class</td>
<td>1.84</td>
<td>2.13</td>
<td>2.09</td>
</tr>
<tr>
<td>Came to class without completing readings or assignments</td>
<td>1.68</td>
<td>1.74</td>
<td>1.77</td>
</tr>
</tbody>
</table>
Understanding graduation rates

A commonly measured statistic in the higher education setting is graduation rate. This is the rate, expressed in a percentage, of which first-time, full-time freshmen graduate (Bachelor’s degree) at the institution. New freshmen (cohorts) are tracked by incoming year, until they graduate, or up to ten years. The most commonly reported rate is 150% of completion toward a Bachelor’s degree, or six years after enrolling, commonly referred to as the six-year graduation rate.

Graduation rate is a measurement where institutions can identify strengths and weaknesses in the manner of which students are progressing in their academic careers. Since this rate is commonly defined, collected, and reported, trends can be followed over time as well as compared to peer institutions. University researchers not only look at the six-year graduation rate, in general, but also look at differences across academic levels, gender, race and ethnicity. Influences affecting retention and graduation are also investigated such as academic performance, financial status, social activities, work trends, enrollment status (full-time vs. part-time), and student satisfaction.

What is UND’s six-year graduation rate? Over the past several years, the rate has been at approximately 54%. Comparing to peer institutions, over time, this six-year graduation rate has been very comparable to peers. For example, UND’s 2005 cohort attained a 54% six-year rate, while peers averaged a 55% rate. Another group of peers, based on similar ACT scores and selected through our participation in the Center for Institutional Data Exchange and Analysis (CSRDE) attained a 56% rate. For more detail, please refer to the chart at http://und.edu/research/institutional-research/_files/docs/retention/fyr-gradrate-peer.pdf

After six years, where is the cohort class of 2005? The chart below illustrates the 2005 freshmen who began six years ago and reports percentages of graduates, still enrolled, and those who left without graduating. Overall, 86% of the 2005 students have been successful in their degree completion or are still progressing. That is, 72% of the 2005 students have graduated within six years (54% from UND, 18% from another institution) and 14% are still enrolled (6% at UND, 8% elsewhere).

Overall, 86% of the cohort has been successful in their degree completion or are still progressing.

Figure 1. Success and progress of the 2005 freshman cohort.