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.

**Collegiate Learning Assessment**

The second administration of the Collegiate Learning Assessment (CLA) is currently underway for seniors at UND. Launched in 2000 by the Council for Aid to Education, the CLA is made up of “performance tasks” designed to measure the impact of an institution upon the learning ability of its students. For this survey administration, our office partnered with Essential Studies to create UND Assessment Week. During this week, the CLA was assigned to participants along with two other assessment tasks—one that evaluated oral presentation skills and another that assessed quantitative reasoning skills. The combination of results from these three assessments will allow us to evaluate the effectiveness of our teaching and learning at UND, particularly in Essential Studies. Between the three assessments, UND Assessment Week achieved a 75% participation rate with just over 301 students participating. Stay tuned for the 2013-2014 CLA results.

**Welcome to Lori Lindenberg!**

Lori Lindenberg joined Institutional Research in November 2013 as the OIR research analyst—a position formerly held by Sue Erickson. Lori brings excellent research and statistical skills to the position. Please join us in welcoming her to OIR.

**The Survey Says . . .**

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 2013, 2,728 first-year (FY) students and 3,076 senior (SR) students were invited to participate in NSSE at UND. 446 FY students and 655 SR students responded to the survey, resulting in an adjusted response rate of 22%. This was the eighth time UND has participated in NSSE. To see more information on the NSSE survey please see our website at http://und.edu/research/institutional-research/surveys/2013-nsse.cfm

**How well do you know UND?**

George Kuh, founding director of NSSE, identified high-impact educational practices (HIPs) that research suggests increase rates of students retention and student engagement and recommends institutions aim for student participation in at least two HIPs over their undergraduate experience. Which high-impact practice do UND seniors exceed peer institutions? (Answer on page 4.)
2013 NSSE Survey

The 2013 NSSE summarizes results into four themes and one additional area:

- **Academic Challenge**: An institution’s ability to establish a challenging intellectual and creative environment for students.
- **Learning with Peers**: The level at which students are asked to collaborate with others in solving problems or mastering difficult material.
- **Experiences with Faculty**: The extent to which students interact with faculty members inside and outside of the classroom.
- **Campus Environment**: The extent to which institutions cultivate positive working and social relations among different groups on campus.
- **High Impact Practices**: An institution’s ability to foster complementary learning opportunities both inside and outside of the classroom to augment academic programs.

Changes to the NSSE structure in 2013 have made longitudinal study problematic but these changes provide a clearer picture of student engagement overall. Many of the changes incorporated into the new 2013 NSSE assist in a better examination of current student engagement practices. For example, new techniques for evaluating student satisfaction with administrative and student advising are areas where survey realignment may better highlight opportunities for improvements. The table below summarizes UND’s results in each Theme and Engagement Indicator compared to Plains Public and Carnegie Classification peers. More detail on these and other areas will be offered in the full NSSE 2013 report.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Class</th>
<th>Comparison Groups</th>
<th>KEY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class</td>
<td>Carnegie</td>
<td>Plains Public</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>First-Year</td>
<td>³</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Reflective and</td>
<td>First-Year</td>
<td>⁶</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>First-Year</td>
<td>⁶</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Quantitative</td>
<td>First-Year</td>
<td>³</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Reasoning</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative</td>
<td>First-Year</td>
<td>³</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Discussions with</td>
<td>First-Year</td>
<td>⁶</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Diverse Others</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty</td>
<td>First-Year</td>
<td>⁶</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching</td>
<td>First-Year</td>
<td>⁶</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Practices</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>First-Year</td>
<td>³</td>
<td>³</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Supportive</td>
<td>First-Year</td>
<td>³</td>
<td>³</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td>Senior</td>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>
NSSE designates certain activities that relate closely with student learning and retention, called High Impact Practices. Here are the six High Impact Practices assessed in the 2013 NSSE:

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive portfolio, etc.)

The results on this page summarize UND NSSE respondents’ participation in High Impact Practices. The table to the right compares our participation to that of our Carnegie Classification peers.

### UND Senior High-Impact Practices Participation Highlights

UND’s results for senior respondents tend to provide more rich data since these students have had more opportunity to participate in High-Impact Practices and 3 of the 6 HIPs are assessed only for senior students. This section highlights some of the results for UND seniors.

#### Participation in High-Impact Practices Compared to Carnegie Peers

<table>
<thead>
<tr>
<th>High-Impact Practice</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research with Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Culminating Senior Experience</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

#### Off Campus & On Campus

<table>
<thead>
<tr>
<th>High-Impact Practice</th>
<th>First Generation Students</th>
<th>Not First Generation</th>
<th>First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Senior Experience</td>
<td>29%</td>
<td>20%</td>
<td>51%</td>
</tr>
<tr>
<td>Internship or Field Experience</td>
<td>60%</td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High-Impact Practice</th>
<th>Off Campus</th>
<th>Not Living Off Campus</th>
<th>Living Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research with Faculty</td>
<td>24%</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Internship or Field Experience</td>
<td>49%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>
USAT Forms & Processing
The University Student Assessment of Teaching (USAT) forms can be requested by filling out our online form located on our website http://und.edu/research/institutional-research/usat-orderform.cfm.

Scanning operations will be moving out of Upson II, stay tuned to the new drop-off location.

UND Dashboards
Are you hearing about dashboards and wondering what is this all about? UND Dashboards are an interactive and web-based visualization tool that presents information such as key trends and comparisons to assist decision-makers in UND’s strategic planning efforts. These dashboards provide self-service functionality of various charts and tables with drill-down features. To date UND Dashboards have been rolled out to administrative roles as requested by the Provost Office. If you have more questions about UND Dashboards please email dashboards@und.edu.

We’ve Moved!
Due to new space allocations in Twamley Hall our office has recently relocated to the NDUS IT Building, 4349 James Ray Drive. Our stop # 7106 remains the same.

Please stop in for a visit if you are in the neighborhood!

Looking for Graduation Rates?
The Student Achievement Measure (SAM) http://www.studentachievementmeasure.org/participants provides an easy-to-use map that reports student progress and graduation, by institution. Usual measures of progress often underreport student achievement as they do not account for an increasingly mobile student population. While we can report on students who continue on at UND, the SAM model (which is supplemented with data from the National Clearinghouse) also accounts for students who transfer out providing a more comprehensive picture of student achievement.

Fact Book & Strategic Reports
Looking for general information about UND? The UND Fact Book contains a wide variety of information on students, courses, degrees offered and completed, faculty & staff, finance and facilities, and retention and graduation rates. The Strategic Reports for Departments link contains more detailed information by majors, enrollment by course, and completers by major/minor. Reports are offered in pdf or Excel versions. Please see our website at http://und.edu/research/institutional-research/

How well do you know UND?
Which HIP do UND seniors exceed peer institutions? UND seniors out-perform peer institutions in the “culminating senior experience” (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.). 56% of UND seniors report they have participated in a senior experience compared to 43% of Carnegie peers. For more information on UND HIP’s, see page 3 of this newsletter as well as the NSSE data http://und.edu/research/institutional-research/_files/docs/surveys/nsse-2013-highimpact.pdf