NSSE 2013 Results for UND

- Best known national survey for measuring student engagement
- Asks first-year and senior students to reflect on their engagement, interactions, and personal growth in and outside of the classroom
- 8th Administration of NSSE at UND
- Respondents:
  » First-Years: 446
  » Seniors: 655
  » Adjusted Response Rate: 22%
NSSE 2013 Results for UND

• Three Questions:
  » What are students’ impressions of their engagement at UND?
  » What do student characteristics tell us about their engagement?
  » How does student engagement tie into retention & student success?
Themes, HIPs & Other results

- Carnegie Results & Results Over Time
- NSSE’s 5 Themes:
  - Academic Challenge
  - Learning with Peers
  - Experiences with Faculty
  - Campus Environment
  - High Impact Practices
- Other results:
  - Perceived Gains Among Seniors
  - Misc. Detailed Results
What are students’ impressions of their engagement at UND?
First-Year Highest Compared to Carnegie

Mean Difference Between UND & Carnegie Peers of the Top 5 Highest Performing Categories for UND

- Asked another student to help you understand material: 3
- Talked about career plans with a faculty member: 2
- Reached conclusions based on your analysis of numerical info: 2
- UND emphasizes support for your overall well-being: 2
- Explained course material to one or more students: 1
First-Year Lowest Compared to Carnegie

Mean Difference Between UND & Carnegie Peers of the Top 5 Lowest Performing Categories for UND

-9
UND emphasizes attending events on important social/political issues

-9
Quality of interactions with faculty

-11
UND emphasizes using learning support services

-12
Participated in a learning community

-24
Discussions with people of a different race
Senior Highest

Compared to Carnegie

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed a culminating senior experience</td>
<td>13</td>
</tr>
<tr>
<td>Reached conclusions based on analysis of numerical info</td>
<td>5</td>
</tr>
<tr>
<td>Asked another student to help you understand material</td>
<td>4</td>
</tr>
<tr>
<td>Combined ideas from different courses</td>
<td>4</td>
</tr>
<tr>
<td>Used numerical information to examine real-world problems</td>
<td>3</td>
</tr>
</tbody>
</table>

Mean Difference Between UND & Carnegie Peers of the Top 5 Highest Performing Categories for UND
Compared to Carnegie

UND encourages contact among diverse students

Discussions with people of a different religion

Discussions with people from a different economic background

Discussions with people from a different race

Summarized what you learned from course material

Mean Difference Between UND & Carnegie Peers of the Top 5 Lowest Performing Categories for UND
Overall Summary

- Quantitative Reasoning
- Discussions with Diverse Others
- Senior HIPs
- First-Year HIPs
NSSE Over Time

» Diversity

Having Discussions with People from a Different Race
Percent Responding “Often” or “Very Often”

UND Emphasized Interactions with Diverse Others
Percent Responding “Quite a bit” or “Very Much”

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>2009</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>2011</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>2013</td>
<td>47</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>2009</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>2011</td>
<td>59</td>
<td>43</td>
</tr>
<tr>
<td>2013</td>
<td>49</td>
<td>43</td>
</tr>
</tbody>
</table>
NSSE Over Time
» Quality of Interactions

Quality of Interactions with Faculty
Percent Responding “6” or “7” on a scale from 1-7

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>2009</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>40</td>
<td>54</td>
</tr>
<tr>
<td>2013</td>
<td>38</td>
<td>52</td>
</tr>
</tbody>
</table>

Quality of Interactions with Students
Percent Responding “6” or “7” on a scale from 1-7

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>63</td>
<td>69</td>
</tr>
<tr>
<td>2009</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>2011</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>2013</td>
<td>60</td>
<td>64</td>
</tr>
</tbody>
</table>
NSSE Over Time

» First-Year HIP Participation

FIRST-YEAR HIP Participation Rates

- Learning Communities
  - 2007: 8%
  - 2009: 9%
  - 2011: 8%
  - 2013: 6%

- Community Service
  - 2007: 28%
  - 2009: 33%
  - 2011: 41%
  - 2013: 46%

- Research with Faculty
  - 2007: 2%
  - 2009: 3%
  - 2011: 4%
  - 2013: 3%
NSSE Over Time

Senior HIP Participation

SENIOR HIP Participation Rates

- Learning Communities
  - 2007: 19
  - 2009: 16
  - 2011: 18
  - 2013: 25

- Research with Faculty
  - 2007: 22
  - 2009: 18
  - 2011: 18
  - 2013: 21

- Internship
  - 2007: 22
  - 2009: 50
  - 2011: 40
  - 2013: 40

- Study Abroad
  - 2007: 16
  - 2009: 10
  - 2011: 11
  - 2013: 9

- Capstone
  - 2007: 21
  - 2009: 22
  - 2011: 30
  - 2013: 56

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NSSE Over Time
» Summary Questions

Overall Experience at UND
Percent Responding “Excellent” or “Good”

Would Attend UND Again
Percent Responding “Definitely” or “Probably”

First-Year | Senior
---|---
2007 | 84 | 85
2009 | 90 | 84
2011 | 90 | 86
2013 | 84 | 86

First-Year | Senior
---|---
2007 | 84 | 84
2009 | 87 | 85
2011 | 87 | 83
2013 | 84 | 85

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Other Results
Time spent preparing for class

Average Hours Per Week Preparing for Class

First-Year
- UND: 14
- Carnegie: 14.9

Senior
- UND: 15.8
- Carnegie: 15

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*March 2014*
Average Hours per Week on Course Reading

- First-Year: UND 5.8, Carnegie 6.5
- Senior: UND 6.9, Carnegie 6.7

Average Pages of Assigned Writing

- First-Year: UND 41.2, Carnegie 45.2
- Senior: UND 75.4, Carnegie 71.9
Challenging Courses

Percent of Students Responding with “High Challenge”
6 or 7 on a scale of 1=Not at all to 7=Very Much Challenge

First-Year
- UND: 52
- Carnegie: 55

Senior
- UND: 56
- Carnegie: 58
Academic Emphasis

Emphasizing Spending Time on Academic Work
Percent of Students Responding with “Very Much” or “Quite a Bit”
6 or 7 on a scale of 1=Not at all to 7=Very Much Challenge

- **First-Year**
  - UND: 77
  - Carnegie: 84

- **Senior**
  - UND: 78
  - Carnegie: 82

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Overall Experience at UND
Percent of Students Responding with “Excellent” or “Good”
4 or 5 on a scale of 1=Poor to 4=Excellent
Attend UND Again

Attend UND Again If Given Chance to Start Over
Percent of Students Responding with “Definitely” or “Probably”
4 or 5 on a scale of 1=Definitely No to 4=Definitely

First-Year
- UND: 83
- Carnegie: 86

Senior
- UND: 85
- Carnegie: 83
Perceived Gains Among Seniors
» Highest compared to Peers

The Extent that Their UND Experience Contributed to...
Percent of Students Responding with “Very Much” or “Quite a Bit”
4 or 5 on a scale of 1=Very Little No to 4=Very Much

<table>
<thead>
<tr>
<th>Skill</th>
<th>UND</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Critically</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Acquiring Job-Related Knowledge</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>Solving Real-World Problems</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>Analyzing Numerical Information</td>
<td>65</td>
<td>64</td>
</tr>
</tbody>
</table>

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March 2014
Perceived Gains Among Seniors

Lowest compared to Peers

The Extent that Their UND Experience Contributed to...
Percent of Students Responding with “Very Much” or “Quite a Bit”
4 or 5 on a scale of 1=Very Little No to 4=Very Much

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Understanding People from Other Backgrounds</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Being an Informed and Active Citizen</td>
<td>51</td>
<td>56</td>
</tr>
</tbody>
</table>
High Impact Practices

» First-Years

HIP Participation Rates

<table>
<thead>
<tr>
<th>Activity</th>
<th>UND</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Communities</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Service-Learning</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
High Impact Practices

» Seniors

HIP Participation Rates

<table>
<thead>
<tr>
<th>Activity</th>
<th>UND</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Communities</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Service-Learning</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Internship</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Culminating Senior Experience</td>
<td>56</td>
<td>43</td>
</tr>
</tbody>
</table>
Quality of Interactions

» First-Years

Quality of Interactions with..

Percent responding 6 or 7 on a scale of 1=Poor to 7=Excellent

- Students
  - UND: 60
  - Carnegie: 60

- Academic Advisors
  - UND: 39
  - Carnegie: 46

- Faculty
  - UND: 39
  - Carnegie: 48

- Student Services Staff
  - UND: 37
  - Carnegie: 43

- Other Administrative Staff
  - UND: 32
  - Carnegie: 39

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March 2014
Quality of Interactions

» Seniors

Quality of Interactions with..
Percent responding 6 or 7 on a scale of 1=Poor to 7=Excellent

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Academic Advisors</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>Faculty</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td>Student Services</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Other Administrative Staff</td>
<td>34</td>
<td>38</td>
</tr>
</tbody>
</table>

Office of Institutional Research
March 2014
What do student characteristics tell us about their engagement?
Gender & Engagement with Diverse Others

Interactions with Racially Diverse People
Responding “Often or Very Often” and “Quite a Bit or Very Much” (Female Rate – Male Rate)

- Had discussions with people from a different race:
  - First-Years: 1%
  - Seniors: 11%

- UND emphasized interactions among diverse students:
  - First-Years: -1%
  - Seniors: 5%
### Gender & HIP Participation

#### Difference between Male & Female HIP Participation

*(Female Rate – Male Rate)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>First-Years</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>-2%</td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Internship</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Capston</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

---

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*March 2014*
Gender & Quality of Interactions

Difference between Male & Female Quality of Interactions
Percent responding 6 or 7 on a scale of 1(Poor) to 7(Excellent)
(Female Rate – Male Rate)

-7

Students
Academic Advisors
Faculty
Student Services Staff
Other Administrative Staff

First-Years
Seniors

-4
3
1
0
-3
-4
-3
Interactions with Racially Diverse People
Responding “Often or Very Often” and “Quite a Bit or Very Much”
(White Students’ Rate – Non-White Students’ Rate)

Had discussions with people from a different race
-27%

UND emphasized interactions among diverse students

First-Years
Seniors
Diversity (White vs. Non-white) & HIP Participation

Difference between White & Non-White Student HIP Participation
(White Students’ Rate – Non-white Students’ Rate)

-9 %

Learning Community
Service-learning
Research with Faculty
Internship
Study Abroad
Capstone

First-Years
Seniors

3 %
1
1
0
12
9
19

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March 2014
Diversity (White vs. Non-white)

» & Quality of Interactions

Difference between White & Non-White Student Quality of Interactions

Percent responding 6 or 7 on a scale of 1(Poor) to 7(Excellent) (White Students’ Rate - Non-white Students’ Rate)

Students

Academic Advisors

Faculty

Student Services Staff

Other Administrative Staff

First-Years

Seniors

16% 13%

-5 -9

6 0 1 0

-8 -12

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March 2014
First Generation

& Engagement with Diverse Others

Interactions with Racially Diverse People
Responding “Often or Very Often” and “Quite a Bit or Very Much”
(Second Generation Students’ Rate - First Generation Students’ Rate)

Had discussions with people from a different race
UND emphasized interactions among diverse students
First Generation & HIP Participation

Difference between Second Gen & First Gen Student HIP Participation
(Second Gen Rate - First Gen Rate)

- Learning Community
- Service-learning
- Research with Faculty
- Internship
- Study Abroad
- Capstone

<table>
<thead>
<tr>
<th>Activity</th>
<th>First-Years</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>0%</td>
<td>-1%</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>-1%</td>
<td>-2%</td>
</tr>
<tr>
<td>Internship</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Capstone</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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March 2014
First Generation & Quality of Interactions

Difference between Second Gen & First Gen Quality of Interactions

Percent responding 6 or 7 on a scale of 1(Poor) to 7(Excellent)
(Second Gen Rate – First Gen Rate)

- Students: 11% First-Years, 2% Seniors
- Academic Advisors: 3 First-Years, 3 Seniors
- Faculty: 0 First-Years, 0 Seniors
- Student Services Staff: 4 First-Years, 2 Seniors
- Other Administrative Staff: -2 First-Years, -2 Seniors
On & Off Campus

& Engagement with Diverse Others

Interactions with Racially Diverse People

Responding “Often or Very Often” and “Quite a Bit or Very Much”

(On Campus Students’ Rate - Off Campus Students’ Rate)

- First-Years
  - Had discussions with people from a different race: 2%
  - UND emphasized interactions among diverse students: 0%

- Seniors
  - Had discussions with people from a different race: 1%
  - UND emphasized interactions among diverse students: 5%
On & Off Campus

» & HIP Participation

Difference between On Campus & Off Campus HIP Participation
(On Campus Rate – Off Campus Rate)

- Learning Community: 11
- Service-learning: -1
- Research with Faculty: 9
- Internship: -10
- Study Abroad: 0
- Capstone: 0

First-Years vs. Seniors

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March 2014
On & Off Campus

& Quality of Interactions

Difference between On Campus & Off Campus Quality of Interactions

Percent responding 6 or 7 on a scale of 1(Poor) to 7(Excellent)
(On Campus Rate – Off Campus Rate)

Students

Academic Advisors

Faculty

Student Services Staff

Other Administrative Staff

First-Years

Seniors

7% 1%

4 4

1 1

3 15

-9 -8

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March 2014
Senior Online Learners

& Engagement with Diverse Others

SENIOR Interactions with Racially Diverse People
Responding “Often or Very Often” and “Quite a Bit or Very Much”
(Not All Online Rate – All Online Rate)

Had discussions with people from a different race

UND emphasized interactions among diverse students
Senior Online Learners & HIP Participation

SENIORS
Difference between Online & Not Online HIP Participation
(Not All Online Rate – All Online Rate)

- Learning Community: 16%
- Service-learning: 0%
- Research with Faculty: 17%
- Internship: 18%
- Study abroad: 6%
- Capstone: 38%
Senior Online Learners & Quality of Interactions

- SENIORS
  Difference between Online & Not Online Quality of Interactions
  (Not All Online Rate – All Online Rate)

- Students: 23%
- Academic Advisors
- Faculty
  - Student Services Staff
  - Other Administrative Staff

Office of Institutional Research
March 2014
How does student engagement tie into retention & student success?
First-Year RETENTION
First-Year Fall to Fall Retention Rate by Rating of Entire Experience at UND

- **Poor**: 44%
- **Fair**: 71%
- **Good**: 87%
- **Excellent**: 93%

**Overall Retention**: 75%
Time Spent Preparing For Class & Retention

First-Year Fall to Fall Retention Rate by Number of Hours Spent Preparing for Class

- 1 to 5 Hours: 74%
- 6 to 10 Hours: 81%
- 11 to 15 Hours: 94%
- 16 to 20 Hours: 92%
- 21 to 25 Hours: 82%
- 26 to 30 Hours: 100%
- 30+ Hours: 88%

Overall Retention: 75%

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March 2014
Challenging Coursework & Retention

First-Year Fall to Fall Retention Rate by Rating of Level of Coursework Challenge

- 1 to 2: 50%
- 3: 64%
- 4: 88%
- 5: 85%
- 6: 86%
- Very Much: 89%

Overall Retention: 75%
High Impact Practices & Retention

First-Year Fall to Fall Retention Rate by Participation in HIPs

- Learning Community: 85% No, 86% Yes
- Service-Learning: 85% No, 83% Yes
- Research with faculty: 85% No, 86% Yes

Overall Retention: 75%
First-Year Fall to Fall Retention Rate by Level of Engagement with Diverse People

On a scale of 1-4, No is the lower 2 responses, Yes is the higher 2 responses

- Had discussions with people from a different race:
  - No: 83%
  - Yes: 87%

- UND emphasized interactions among diverse students:
  - No: 85%
  - Yes: 88%

- UND experience contributed to ability to understand people from different backgrounds:
  - No: 85%
  - Yes: 87%

Overall Retention: 75%
Quality of Interactions & Retention

First-Year Fall to Fall Retention Rate by Rating of Quality of Interactions with...

On a scale of 1(Poor) to 7(Excellent)

- Low (1-3) & High (6-7)

<table>
<thead>
<tr>
<th>Group</th>
<th>Low (1-3)</th>
<th>High (6-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>75%</td>
<td>91%</td>
</tr>
<tr>
<td>Academic Advisors</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Faculty</td>
<td>70%</td>
<td>89%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>77%</td>
<td>88%</td>
</tr>
<tr>
<td>Other Administrative Staff</td>
<td>77%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Overall Retention: 75%

Office of Institutional Research
March 2014
Supportive Environment

Support for Succeeding in Academics

Learning Support Services

Provide Opportunities for Social Involvement

Providing support for overall well-being

Encouraging Attendance at Campus Activities

Encouraging Attendance at Events on Important Issues

First-Year Fall to Fall Retention Rate by Rating of Supportive Environment at UND

- Supportive Environment & Retention

Overall Retention: 75%

84% 87% 85% 88% 92% 89% 79% 90% 86% 87%
Senior Rate of Entire Experience by UND GPA

Percent responding “Good” or “Excellent”
Time Spent Preparing For Class & UND GPA

Senior Hours Spent Preparing for Class by UND GPA

- 0-2.49
- 2.5-2.99
- 3.0-3.49
- 3.5-4.0

0-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs
Challenging Coursework & UND GPA

Seniors Responding with High Challenge by UND GPA
% Responding “6” or “7” on a scale of 1(Not at all) to 7(Very Much)

<table>
<thead>
<tr>
<th>UND GPA Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2.49</td>
<td>56%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>47%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>48%</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>55%</td>
</tr>
</tbody>
</table>
High Impact Practices & UND GPA

Senior Average UND GPA by HIP Participation

- Learning Community: Not Decided/Do Not Plan To: 3.16, Plan To/Have Done: 3.14
- Service-Learning: Not Decided/Do Not Plan To: 3.14, Plan To/Have Done: 3.22
- Research with faculty: Not Decided/Do Not Plan To: 3.09, Plan To/Have Done: 3.26
- Internship: Not Decided/Do Not Plan To: 2.96, Plan To/Have Done: 3.22
- Study Abroad: Not Decided/Do Not Plan To: 3.14, Plan To/Have Done: 3.21
- Capstone: Not Decided/Do Not Plan To: 2.80, Plan To/Have Done: 3.19
Diversity & UND GPA

Senior Average UND GPA
Engagement with Diverse Others

On a scale of 1-4, No is the lower 2 responses, Yes is the higher 2 responses

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had discussions with people from a different race</td>
<td>3.11</td>
<td>3.18</td>
</tr>
<tr>
<td>UND emphasized interactions among diverse students</td>
<td>3.17</td>
<td>3.15</td>
</tr>
<tr>
<td>UND experience contributed to ability to understand people from different backgrounds</td>
<td>3.13</td>
<td>3.18</td>
</tr>
</tbody>
</table>
Quality of Interactions & UND GPA

Senior Average UND GPA by Low or High Quality of Interactions with...

- **Students**: Low (2.92) vs. High (3.16)
- **Academic Advisors**: Low (3.07) vs. High (3.18)
- **Faculty**: Low (2.56) vs. High (3.20)
- **Student Support Staff**: Low (3.22) vs. High (3.14)
- **Other Administrative Staff**: Low (3.16) vs. High (3.03)

Office of Institutional Research
March 2014
Supportive Environment & UND GPA

Senior Average UND GPA by Rating of Supportive Environment at UND

On a scale of 1(Poor) to 7(Excellent)

- Little/Some
- Quite a Bit/Very Much

<table>
<thead>
<tr>
<th>Support</th>
<th>Rating of Supportive Environment at UND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Succeeding in Academics</td>
<td>3.13 - 3.17</td>
</tr>
<tr>
<td>Learning Support Services</td>
<td>3.06 - 3.17</td>
</tr>
<tr>
<td>Provide Opportunities for Social Involvement</td>
<td>3.07 - 3.22</td>
</tr>
<tr>
<td>Providing support for overall well-being</td>
<td>3.04 - 3.23</td>
</tr>
<tr>
<td>Encouraging Attendance at Campus Activities</td>
<td>3.09 - 3.21</td>
</tr>
<tr>
<td>Encouraging Attendance at Events on Important Issues</td>
<td>3.19 - 3.21</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td><a href="http://und.edu/research/institutional-research/presentations.cfm">http://und.edu/research/institutional-research/presentations.cfm</a></td>
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<tr>
<td><strong>Full Report:</strong></td>
<td><a href="http://und.edu/research/institutional-research/surveys/2013-nsse.cfm">http://und.edu/research/institutional-research/surveys/2013-nsse.cfm</a></td>
</tr>
</tbody>
</table>
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777-2498 |