Key Takeaways for Staff/Administrators NSSE 2013

Student Life

The key challenges for these stakeholders deal primarily with the overall campus environment. Even as UND has shifted student services from traditional walk-in offices to mobile apps, and electronic forms, students search through a myriad of websites and attempt to locate offices when issues arise. On NSSE, both first year and senior students report their interactions with administrative and student services. 30% of first year students at UND rated administrative services as 6 or 7 on a scale where one is poor and 7 is excellent, lagging behind both Plains Public and Carnegie institutions. UND seniors were slightly higher in their rates and more comparable to their peers increasing the proportion by 1 percentage points. Concerns with other administrative offices which include Student Financial Aid and the Registrar’s Office seem to be the opportune starting point to address student interactions overall. Below are the First Year (FY) and Senior (SR) responses to the following:

Percentage of FY UND Students rating a 6 or 7 on a scale where 1= poor to 7 = excellent

<table>
<thead>
<tr>
<th></th>
<th>UND</th>
<th>Plains Public</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>34</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>Other Administrative Offices</td>
<td>32</td>
<td>44</td>
<td>36</td>
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</tbody>
</table>

Percentage of SR UND Students rating a 6 or 7 on a scale where 1= poor to 7 = excellent

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One perspective on this may lie in the lives of students. Nationwide students work more, commute more and provide more care for dependents than ever before. UND is keeping pace with its peers with comparable rates on all these measures.

- 18% of SR students at UND work over 30 hours per week outside the University.
- 65% of senior students at UND commute between 1-5 hours per week, while 8% commute 6-10 hours per week.
- 9% of senior students at UND provide over 30 hours of dependent care per week.

As greater demands, participation, and success in High Impact Practices such as study abroad and research with faculty take hold at UND, could mean less time available for students to focus on the business side of education as the demand of their private lives continue to grow.
Key Takeaways for Faculty NSSE 2013

Among the changes in NSSE is the inclusion of four new questions of student perceptions of effective teaching practice. Although this is a new measure much can be seen in not only how all students answered the questions but clearly significant numbers of students are unclear or unsure what is expected in the higher education classroom. Even more significant is that this lack of clarity and feedback increases for senior students. Whether this is a sign of more complexity in higher level classes or more about faculty assumptions about student competence nearing completion, are two possibilities causes. Long term these new questions can provide useful actionable data for pedagogical improvement.

**Perception is Not Always Reality**

Faculty perceptions of the time students spend preparing for class.

According to the NSSE 2012 National Report, in a study of 31 institutions that participated in the FSSE, the expectations faculty had for the hours a student should prepare varied merely by two hours and was actually exceeded by students in engineering and professional others. But the largest gap was the perception by faculty of the hours a student actually prepared varied by five to eight hours, highlighting the gap between theory and practice.
Key Takeaways for Students NSSE 2013

Academics

How much time do students spend studying each week?
First year (FY) students at UND spend an average of 14 hours per week preparing for class while seniors spend an average of 16 hours per week.

Do courses challenge students to do their best?
52% of FY students at UND reported that their courses “highly” challenged them to do their best work.

How much writing is expected?
In an academic year, FY students at UND were assigned an average of 41 pages of writing and seniors estimated they were assigned 75 pages.

How much reading is expected?
FY students at UND estimated they read an average of 6 hours per week and seniors read, on average, 7 hours.

How often do students make course presentations?
18% of FY students and 53% of seniors at UND frequently gave course presentations.

Are there opportunities for students to gain leadership skills?
Over 39% of UND Seniors report that they had held or were currently holding a formal leadership role in a student group or organization.

Experiences with Faculty

Are faculty members accessible and supportive?
39% of FY students at UND gave the quality of their interactions with faculty a 'high' rating.

How often do students talk with faculty members or advisors about their career plans?
31% of FY students and 41% of seniors at UND 'frequently' discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?
78% of FY students at UND said instructors clearly explained course goals and requirements 'quite a bit' or 'very much.'

Do students receive prompt and detailed feedback on tests and assignments?
60% of FY students and 62% of seniors at UND said instructors “substantially” gave prompt and detailed feedback on tests and completed assignments.

How often do students talk with faculty members outside class about what they are learning?
19% of FY students at UND ‘frequently’ discussed course topics, ideas, or concepts with a faculty member outside of class.

Longitudinal View of Senior Respondents

If you could start over again, would you go to the same institution you are now attending?
Percentage of students responding 'probably yes' or 'definitely yes'

<table>
<thead>
<tr>
<th>Year</th>
<th>FY UND</th>
<th>FY Carnegie</th>
<th>Senior UND</th>
<th>Senior Carnegie</th>
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<tr>
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