

Executive Summary Statements of NDSU's participation in the
2002 and 2000 National Survey of Student Engagement
(The line numbers refer to a Read Me Table that has been distributed on campus.)

NSSE 2002 is the third year of a widely publicized, national survey of college student behaviors that are known from research to be directly related to student learning. The Survey assesses the extent to which freshmen and senior students engage in educational practices associated with high levels of learning and development. NSSE provides an indirect measure of student learning. See PowerPoint file of line 13 below or www.iub.edu/~nsse for more information. The Executive Summary Statements on this first page are from a Read Me Table. The numbers correspond to the Line #s of the Read Me Table, which describes and summarizes the information of each file on a CD that has been distributed on campus. North Dakota State University participated springs of 2000 and 2002. Phone Bill Slinger, Institutional Research and Analysis, at 701-231-7418 with questions and/or requests for more information.

1. The results of this survey are very accurate. All freshmen and seniors enrolled at NDSU spring 2002 received the survey. The response rate was 48%. 745 freshmen responded. 574 seniors responded. The results provide NDSU Colleges and NDSU once-in-a-lifetime baselines.
2. NDSU freshmen and seniors ranked near the bottom both nationally and within Doctoral Intensive institutions for both 2002 and 2000. In particular, NDSU seniors dropped in ranking from 2000 to 2002. Some encouraging signs with NDSU freshmen.
3. NDSU is moving in the right directions regarding improved student learning but not as fast as Doc-I and national. Focus on Doc-I because within the 366 national institutions there are many small, liberal arts colleges that, presumably, can change undergraduate teaching faster than land-grant universities.
4. Along side an increase at NDSU in student behaviors that research has shown to be positively associated with amount of student learning, there is a decline in institutional environment as perceived by the students and a decline in student satisfaction.
5. NDSU is on the right track in the context of the NSSE benchmarks, as are the other institutions that participated in NSSE. NDSU's relationships with its students are holding positive despite declines in amounts of academic, non-academic, and social support NDSU students perceive they are receiving from NDSU.
7. The files of line 7 contain a gold mine of information at the NDSU academic college level. Colleges can study themselves individually and also in comparison to other NDSU academic colleges. For some items, colleges should differ because of the context of the education for which they are responsible. A suggestion is for colleges to look at the middle response categories. If the percentages in these middle categories are reversed from other colleges, ask why. A second obvious suggestion is to look at the extreme categories. If percentages in extremes are different from other colleges, ask why.
8. The fact that, in general, the only statistical differences were among colleges is very good news, because it predicts that any changes colleges make will effect females and males equally and freshmen and seniors equally.