

Comment report

Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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Report info

Report date:

Monday, November 28, 2011 10:35:38 AM CST

Start date:

Wednesday, September 28, 2011 12:56:00 PM CDT

Stop date:

Monday, November 7, 2011 11:59:00 PM CST

Stored responses:

581

Number of completed responses:

581

Question 1

My primary major was in the College of: (Please check one)

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Agriculture, Food Systems, and Natural Resources (or Agriculture)	66	66	11.36%	11.36%	11.4%	11.4%
Arts, Humanities, and Social Sciences (or Humanities and Social Sciences)	103	169	17.73%	29.09%	17.79%	29.19%
Business (or Business Administration)	57	226	9.81%	38.9%	9.84%	39.03%
Engineering and Architecture	162	388	27.88%	66.78%	27.98%	67.01%
Human Development and Education	77	465	13.25%	80.03%	13.3%	80.31%
Pharmacy, Nursing and Allied Sciences (or Pharmacy)	36	501	6.2%	86.23%	6.22%	86.53%
Science and Mathematics	69	570	11.88%	98.11%	11.92%	98.45%
University Studies	5	575	0.86%	98.97%	0.86%	99.31%
Other (please specify)	4	579	0.69%	99.66%	0.69%	100%
Not answered:	2	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.89	Minimum:	1	Variance:	3.59	
Median:	4	Maximum:	9	Std. deviation:	1.9	

Total answered: 579

Text input

Preprofessional

B.S. in Business Admin and B.S. in Environmental Design, MArch in Architecture

Apparel & Textiles

DIETETICS

Question 2

Which of the following best describes your current type of work or employment? (Please check one)

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Clerical/Office Worker	31	31	5.34%	5.34%	5.41%	5.41%
Construction	14	45	2.41%	7.75%	2.44%	7.85%
Craftsman/Operator	1	46	0.17%	7.92%	0.17%	8.03%
Farmer	1	47	0.17%	8.09%	0.17%	8.2%
Homemaker	8	55	1.38%	9.47%	1.4%	9.6%
Labor	5	60	0.86%	10.33%	0.87%	10.47%
Manager/Proprietor	40	100	6.88%	17.21%	6.98%	17.45%
Professional	328	428	56.45%	73.67%	57.24%	74.69%
Retired	7	435	1.2%	74.87%	1.22%	75.92%
Sales	18	453	3.1%	77.97%	3.14%	79.06%
Service Industry	7	460	1.2%	79.17%	1.22%	80.28%
Student	33	493	5.68%	84.85%	5.76%	86.04%
Temporarily Unemployed	8	501	1.38%	86.23%	1.4%	87.43%
Other (please specify)	72	573	12.39%	98.62%	12.57%	100%
Not answered:	8	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	8.5	Minimum:	1	Variance:	9.65	
Median:	8	Maximum:	14	Std. deviation:	3.11	

Total answered: 573

Text input

Museum

Writer

Academic

Agricultural Real Estate Appraiser

Education Technology Management

Higher Education - Student Affairs

Finance

Education

Financial Services

Dentist

own business

Loan Officer - Government

Programmer

Researcher

Nonprofit

Coach

Sales Representative

Clinical Research

Higher Education

Intern Architect

EBD Technican

Fundraiser

Intern

Teacher
Education
Production
Educator
Teacher
Education
Ag teacher
Government
Education
Horseback Riding Instructor and Barn Manager
Law Enforcement
Musician
Teacher/Coach
Grain Trader
interpretive naturalist
Education
Security
Banking
Teacher
Researcher
Education
state
Director
Engineer
driver handiwheels
investor
educator
Medical
Career and Technical Education Instructor
Engineer
Teacher
Researcher
Engineer
Quality Control for Service Rig manufacturer
veterinarian Assistant
Tour Operator
architect
biotech
Physical therapist
Author/Historian
Information Technology
Veterinarian
Direct Sales
College Instructor
Extension Educator
Wildlife biologist
Federal law enforcement
inventory
Pastor

Question 3

Please rate how well your general education courses at NDSU prepared you in the areas listed below.

Levels Writing clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	10	10	1.72%	1.72%	1.75%	1.75%
Poor	17	27	2.93%	4.65%	2.97%	4.72%
Fair	90	117	15.49%	20.14%	15.73%	20.45%
Good	227	344	39.07%	59.21%	39.69%	60.14%
Very Good	184	528	31.67%	90.88%	32.17%	92.31%
Excellent	44	572	7.57%	98.45%	7.69%	100%
Not answered:	9	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.21	Minimum:	1	Variance:	1.02	
Median:	4	Maximum:	6	Std. deviation:	1.01	

Total answered: 572

Levels Speaking clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	10	10	1.72%	1.72%	1.75%	1.75%
Poor	10	20	1.72%	3.44%	1.75%	3.5%
Fair	90	110	15.49%	18.93%	15.76%	19.26%
Good	198	308	34.08%	53.01%	34.68%	53.94%
Very Good	203	511	34.94%	87.95%	35.55%	89.49%
Excellent	60	571	10.33%	98.28%	10.51%	100%
Not answered:	10	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.32	Minimum:	1	Variance:	1.06	
Median:	4	Maximum:	6	Std. deviation:	1.03	

Total answered: 571

Levels Using visual media (charts, graphs) to communicate effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	28	28	4.82%	4.82%	4.9%	4.9%
Poor	38	66	6.54%	11.36%	6.64%	11.54%
Fair	103	169	17.73%	29.09%	18.01%	29.55%
Good	192	361	33.05%	62.13%	33.57%	63.11%
Very Good	154	515	26.51%	88.64%	26.92%	90.03%
Excellent	57	572	9.81%	98.45%	9.97%	100%
Not answered:	9	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.01	Minimum:	1	Variance:	1.56	
Median:	4	Maximum:	6	Std. deviation:	1.25	

Total answered: 572

Levels Using electronic communication effectively (email, social media) in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	79	79	13.6%	13.6%	13.84%	13.84%
Poor	41	120	7.06%	20.65%	7.18%	21.02%
Fair	88	208	15.15%	35.8%	15.41%	36.43%
Good	161	369	27.71%	63.51%	28.2%	64.62%
Very Good	142	511	24.44%	87.95%	24.87%	89.49%
Excellent	60	571	10.33%	98.28%	10.51%	100%
Not answered:	10	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.75	Minimum:	1	Variance:	2.3	
Median:	4	Maximum:	6	Std. deviation:	1.51	

Total answered: 571

Levels Reading and understanding complex documents

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	14	14	2.41%	2.41%	2.46%	2.46%
Poor	20	34	3.44%	5.85%	3.52%	5.99%
Fair	100	134	17.21%	23.06%	17.61%	23.59%
Good	175	309	30.12%	53.18%	30.81%	54.4%
Very Good	204	513	35.11%	88.3%	35.92%	90.32%
Excellent	55	568	9.47%	97.76%	9.68%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.23	Minimum:	1	Variance:	1.23	
Median:	4	Maximum:	6	Std. deviation:	1.11	

Total answered: 568

Levels Reading and speaking a second language

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	335	335	57.66%	57.66%	59.08%	59.08%
Poor	85	420	14.63%	72.29%	14.99%	74.07%
Fair	63	483	10.84%	83.13%	11.11%	85.19%
Good	43	526	7.4%	90.53%	7.58%	92.77%
Very Good	29	555	4.99%	95.52%	5.11%	97.88%
Excellent	12	567	2.07%	97.59%	2.12%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	1.91	Minimum:	1	Variance:	1.8	
Median:	1	Maximum:	6	Std. deviation:	1.34	

Total answered: 567

Levels Understanding scientific methods and how they are used to increase our knowledge of the natural and physical world

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	31	31	5.34%	5.34%	5.45%	5.45%
Poor	28	59	4.82%	10.15%	4.92%	10.37%
Fair	94	153	16.18%	26.33%	16.52%	26.89%
Good	181	334	31.15%	57.49%	31.81%	58.7%
Very Good	154	488	26.51%	83.99%	27.07%	85.76%
Excellent	81	569	13.94%	97.93%	14.24%	100%
Not answered:	12	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.13	Minimum:	1	Variance:	1.68	
Median:	4	Maximum:	6	Std. deviation:	1.3	

Total answered: 569

Levels Understanding technology and its implications for society

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	28	28	4.82%	4.82%	4.92%	4.92%
Poor	33	61	5.68%	10.5%	5.8%	10.72%
Fair	80	141	13.77%	24.27%	14.06%	24.78%
Good	183	324	31.5%	55.77%	32.16%	56.94%
Very Good	178	502	30.64%	86.4%	31.28%	88.22%
Excellent	67	569	11.53%	97.93%	11.78%	100%
Not answered:	12	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.14	Minimum:	1	Variance:	1.58	
Median:	4	Maximum:	6	Std. deviation:	1.26	

Total answered: 569

Levels Understanding and working with numbers and statistics

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	25	25	4.3%	4.3%	4.42%	4.42%
Poor	41	66	7.06%	11.36%	7.24%	11.66%
Fair	87	153	14.97%	26.33%	15.37%	27.03%
Good	181	334	31.15%	57.49%	31.98%	59.01%
Very Good	149	483	25.65%	83.13%	26.33%	85.34%
Excellent	83	566	14.29%	97.42%	14.66%	100%
Not answered:	15	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.13	Minimum:	1	Variance:	1.68	
Median:	4	Maximum:	6	Std. deviation:	1.3	

Total answered: 566

Levels Understanding how human experiences are shaped by economic, geographical, historical, political, and psychological forces

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	22	22	3.79%	3.79%	3.87%	3.87%
Poor	30	52	5.16%	8.95%	5.28%	9.15%
Fair	86	138	14.8%	23.75%	15.14%	24.3%
Good	219	357	37.69%	61.45%	38.56%	62.85%
Very Good	154	511	26.51%	87.95%	27.11%	89.96%
Excellent	57	568	9.81%	97.76%	10.04%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.1	Minimum:	1	Variance:	1.38	
Median:	4	Maximum:	6	Std. deviation:	1.17	

Total answered: 568

Levels Understanding literature and the fine arts of music, theatre, dance and art

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	79	79	13.6%	13.6%	13.88%	13.88%
Poor	72	151	12.39%	25.99%	12.65%	26.54%
Fair	122	273	21%	46.99%	21.44%	47.98%
Good	166	439	28.57%	75.56%	29.17%	77.15%
Very Good	94	533	16.18%	91.74%	16.52%	93.67%
Excellent	36	569	6.2%	97.93%	6.33%	100%
Not answered:	12	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.41	Minimum:	1	Variance:	2.04	
Median:	4	Maximum:	6	Std. deviation:	1.43	

Total answered: 569

Levels Understanding the international economic, historical, political, and social forces that have shaped the past and will shape the future

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	42	42	7.23%	7.23%	7.39%	7.39%
Poor	51	93	8.78%	16.01%	8.98%	16.37%
Fair	131	224	22.55%	38.55%	23.06%	39.44%
Good	208	432	35.8%	74.35%	36.62%	76.06%
Very Good	106	538	18.24%	92.6%	18.66%	94.72%
Excellent	30	568	5.16%	97.76%	5.28%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.66	Minimum:	1	Variance:	1.54	
Median:	4	Maximum:	6	Std. deviation:	1.24	

Total answered: 568

Levels Understanding the viewpoints of societies other than the United States and Western Europe

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	58	58	9.98%	9.98%	10.23%	10.23%
Poor	86	144	14.8%	24.78%	15.17%	25.4%
Fair	153	297	26.33%	51.12%	26.98%	52.38%
Good	172	469	29.6%	80.72%	30.34%	82.72%
Very Good	75	544	12.91%	93.63%	13.23%	95.94%
Excellent	23	567	3.96%	97.59%	4.06%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.33	Minimum:	1	Variance:	1.65	
Median:	3	Maximum:	6	Std. deviation:	1.28	

Total answered: 567

Levels Understanding cultural and ethnic diversity within the United States

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	38	38	6.54%	6.54%	6.69%	6.69%
Poor	68	106	11.7%	18.24%	11.97%	18.66%
Fair	140	246	24.1%	42.34%	24.65%	43.31%
Good	188	434	32.36%	74.7%	33.1%	76.41%
Very Good	104	538	17.9%	92.6%	18.31%	94.72%
Excellent	30	568	5.16%	97.76%	5.28%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.6	Minimum:	1	Variance:	1.57	
Median:	4	Maximum:	6	Std. deviation:	1.25	

Total answered: 568

Levels Understanding democracy and its institutions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	48	48	8.26%	8.26%	8.44%	8.44%
Poor	73	121	12.56%	20.83%	12.83%	21.27%
Fair	117	238	20.14%	40.96%	20.56%	41.83%
Good	197	435	33.91%	74.87%	34.62%	76.45%
Very Good	110	545	18.93%	93.8%	19.33%	95.78%
Excellent	24	569	4.13%	97.93%	4.22%	100%
Not answered:	12	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.56	Minimum:	1	Variance:	1.65	
Median:	4	Maximum:	6	Std. deviation:	1.29	

Total answered: 569

Levels Engaging in community service

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	47	47	8.09%	8.09%	8.26%	8.26%
Poor	89	136	15.32%	23.41%	15.64%	23.9%
Fair	104	240	17.9%	41.31%	18.28%	42.18%
Good	156	396	26.85%	68.16%	27.42%	69.6%
Very Good	120	516	20.65%	88.81%	21.09%	90.69%
Excellent	53	569	9.12%	97.93%	9.31%	100%
Not answered:	12	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.65	Minimum:	1	Variance:	2.02	
Median:	4	Maximum:	6	Std. deviation:	1.42	

Total answered: 569

Levels Understanding the ethical basis for and implications of personal and professional decisions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	16	16	2.75%	2.75%	2.82%	2.82%
Poor	29	45	4.99%	7.75%	5.11%	7.92%
Fair	86	131	14.8%	22.55%	15.14%	23.06%
Good	193	324	33.22%	55.77%	33.98%	57.04%
Very Good	175	499	30.12%	85.89%	30.81%	87.85%
Excellent	69	568	11.88%	97.76%	12.15%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.21	Minimum:	1	Variance:	1.36	
Median:	4	Maximum:	6	Std. deviation:	1.17	

Total answered: 568

Levels Understanding healthy lifestyles to make informed choices

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	28	28	4.82%	4.82%	4.95%	4.95%
Poor	39	67	6.71%	11.53%	6.89%	11.84%
Fair	94	161	16.18%	27.71%	16.61%	28.45%
Good	194	355	33.39%	61.1%	34.28%	62.72%
Very Good	154	509	26.51%	87.61%	27.21%	89.93%
Excellent	57	566	9.81%	97.42%	10.07%	100%
Not answered:	15	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.02	Minimum:	1	Variance:	1.56	
Median:	4	Maximum:	6	Std. deviation:	1.25	

Total answered: 566

Levels Thinking creatively and innovatively about problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	8	8	1.38%	1.38%	1.41%	1.41%
Poor	19	27	3.27%	4.65%	3.35%	4.76%
Fair	67	94	11.53%	16.18%	11.82%	16.58%
Good	171	265	29.43%	45.61%	30.16%	46.74%
Very Good	205	470	35.28%	80.9%	36.16%	82.89%
Excellent	97	567	16.7%	97.59%	17.11%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.48	Minimum:	1	Variance:	1.2	
Median:	5	Maximum:	6	Std. deviation:	1.1	

Total answered: 567

Levels Thinking critically about information, ideas, and beliefs

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	9	9	1.55%	1.55%	1.58%	1.58%
Poor	21	30	3.61%	5.16%	3.7%	5.28%
Fair	52	82	8.95%	14.11%	9.15%	14.44%
Good	162	244	27.88%	42%	28.52%	42.96%
Very Good	226	470	38.9%	80.9%	39.79%	82.75%
Excellent	98	568	16.87%	97.76%	17.25%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.53	Minimum:	1	Variance:	1.19	
Median:	5	Maximum:	6	Std. deviation:	1.09	

Total answered: 568

Levels Locating organizing and evaluating information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	8	8	1.38%	1.38%	1.41%	1.41%
Poor	15	23	2.58%	3.96%	2.65%	4.06%
Fair	55	78	9.47%	13.43%	9.72%	13.78%
Good	162	240	27.88%	41.31%	28.62%	42.4%
Very Good	217	457	37.35%	78.66%	38.34%	80.74%
Excellent	109	566	18.76%	97.42%	19.26%	100%
Not answered:	15	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.58	Minimum:	1	Variance:	1.15	
Median:	5	Maximum:	6	Std. deviation:	1.07	

Total answered: 566

Levels Analyzing and drawing conclusions from a variety of sources to solve complex problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	10	10	1.72%	1.72%	1.76%	1.76%
Poor	17	27	2.93%	4.65%	2.99%	4.75%
Fair	56	83	9.64%	14.29%	9.86%	14.61%
Good	180	263	30.98%	45.27%	31.69%	46.3%
Very Good	205	468	35.28%	80.55%	36.09%	82.39%
Excellent	100	568	17.21%	97.76%	17.61%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.5	Minimum:	1	Variance:	1.19	
Median:	5	Maximum:	6	Std. deviation:	1.09	

Total answered: 568

Levels Integrating and synthesizing information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	12	12	2.07%	2.07%	2.13%	2.13%
Poor	18	30	3.1%	5.16%	3.19%	5.32%
Fair	61	91	10.5%	15.66%	10.82%	16.13%
Good	187	278	32.19%	47.85%	33.16%	49.29%
Very Good	204	482	35.11%	82.96%	36.17%	85.46%
Excellent	82	564	14.11%	97.07%	14.54%	100%
Not answered:	17	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.42	Minimum:	1	Variance:	1.2	
Median:	5	Maximum:	6	Std. deviation:	1.1	

Total answered: 564

Levels Using spreadsheets and databases tools to organize and analyze information

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	42	42	7.23%	7.23%	7.41%	7.41%
Poor	57	99	9.81%	17.04%	10.05%	17.46%
Fair	94	193	16.18%	33.22%	16.58%	34.04%
Good	164	357	28.23%	61.45%	28.92%	62.96%
Very Good	143	500	24.61%	86.06%	25.22%	88.18%
Excellent	67	567	11.53%	97.59%	11.82%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.9	Minimum:	1	Variance:	1.95	
Median:	4	Maximum:	6	Std. deviation:	1.4	

Total answered: 567

Levels Working effectively as a team member

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	10	10	1.72%	1.72%	1.76%	1.76%
Poor	16	26	2.75%	4.48%	2.82%	4.58%
Fair	58	84	9.98%	14.46%	10.21%	14.79%
Good	146	230	25.13%	39.59%	25.7%	40.49%
Very Good	217	447	37.35%	76.94%	38.2%	78.7%
Excellent	121	568	20.83%	97.76%	21.3%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.6	Minimum:	1	Variance:	1.25	
Median:	5	Maximum:	6	Std. deviation:	1.12	

Total answered: 568

Levels Working effectively with people from different backgrounds and cultures

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	20	20	3.44%	3.44%	3.53%	3.53%
Poor	38	58	6.54%	9.98%	6.7%	10.23%
Fair	102	160	17.56%	27.54%	17.99%	28.22%
Good	171	331	29.43%	56.97%	30.16%	58.38%
Very Good	168	499	28.92%	85.89%	29.63%	88.01%
Excellent	68	567	11.7%	97.59%	11.99%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.12	Minimum:	1	Variance:	1.53	
Median:	4	Maximum:	6	Std. deviation:	1.24	

Total answered: 567

Levels Valuing lifelong learning and intellectual curiosity

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	9	9	1.55%	1.55%	1.58%	1.58%
Poor	19	28	3.27%	4.82%	3.35%	4.93%
Fair	66	94	11.36%	16.18%	11.62%	16.55%
Good	149	243	25.65%	41.82%	26.23%	42.78%
Very Good	205	448	35.28%	77.11%	36.09%	78.87%
Excellent	120	568	20.65%	97.76%	21.13%	100%
Not answered:	13	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.55	Minimum:	1	Variance:	1.3	
Median:	5	Maximum:	6	Std. deviation:	1.14	

Total answered: 568

Levels Examining ones own values and conclusions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	12	12	2.07%	2.07%	2.12%	2.12%
Poor	30	42	5.16%	7.23%	5.31%	7.43%
Fair	67	109	11.53%	18.76%	11.86%	19.29%
Good	181	290	31.15%	49.91%	32.04%	51.33%
Very Good	186	476	32.01%	81.93%	32.92%	84.25%
Excellent	89	565	15.32%	97.25%	15.75%	100%
Not answered:	16	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.36	Minimum:	1	Variance:	1.36	
Median:	4	Maximum:	6	Std. deviation:	1.17	

Total answered: 565

Levels Completing an integrative experience (for example an internship, a lab, a seminar, a project, a capstone, etc.) as a junior or senior which requires students to synthesize and apply the knowledge and skills of their major field

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	48	48	8.26%	8.26%	8.47%	8.47%
Poor	41	89	7.06%	15.32%	7.23%	15.7%
Fair	51	140	8.78%	24.1%	8.99%	24.69%
Good	98	238	16.87%	40.96%	17.28%	41.98%
Very Good	184	422	31.67%	72.63%	32.45%	74.43%
Excellent	145	567	24.96%	97.59%	25.57%	100%
Not answered:	14	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.35	Minimum:	1	Variance:	2.37	
Median:	5	Maximum:	6	Std. deviation:	1.54	

Total answered: 567

Question 4

The first part of the survey asked you to rate your own experiences. In this section, we are asking you to share your ideas about what will be important for future NDSU students. Regardless of a student's major, receiving an undergraduate degree from NDSU assures that each graduate has taken a range of General Education courses focused on certain outcomes. These outcomes are designed to help graduates live more fulfilling lives and meet the professional and personal challenges of the 21st century. Please rate how important each of the following is for all NDSU undergraduates. We have also included a blank space at the end of this list for additional suggestions. Please feel free to reflect on the current general education requirements as well as to think "outside the box" on what general education should or could be. We will review and summarize the responses and use them in our deliberations regarding the nature of the general education requirements at NDSU. At this point we are seeking input on broad outcomes rather than specific courses

Levels Writing clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	7	7	1.2%	1.2%	1.28%	1.28%
Important	71	78	12.22%	13.43%	12.98%	14.26%
Very important	215	293	37.01%	50.43%	39.31%	53.56%
Critical	254	547	43.72%	94.15%	46.44%	100%
Not answered:	34	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.31	Minimum:	3	Variance:	0.55	
Median:	5	Maximum:	6	Std. deviation:	0.74	

Total answered: 547

Levels Speaking clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	3	3	0.52%	0.52%	0.55%	0.55%
Important	68	71	11.7%	12.22%	12.43%	12.98%
Very important	224	295	38.55%	50.77%	40.95%	53.93%
Critical	252	547	43.37%	94.15%	46.07%	100%
Not answered:	34	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.33	Minimum:	3	Variance:	0.5	
Median:	5	Maximum:	6	Std. deviation:	0.71	

Total answered: 547

Levels Using visual media (charts, graphs) to communicate effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.17%	0.17%	0.18%	0.18%
Slightly important	36	37	6.2%	6.37%	6.59%	6.78%
Important	181	218	31.15%	37.52%	33.15%	39.93%
Very important	213	431	36.66%	74.18%	39.01%	78.94%
Critical	115	546	19.79%	93.98%	21.06%	100%
Not answered:	35	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.74	Minimum:	2	Variance:	0.76	
Median:	5	Maximum:	6	Std. deviation:	0.87	

Total answered: 546

Levels Using electronic communication effectively (email, social media) in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.17%	0.17%	0.18%	0.18%
Slightly important	17	18	2.93%	3.1%	3.11%	3.29%
Important	106	124	18.24%	21.34%	19.38%	22.67%
Very important	202	326	34.77%	56.11%	36.93%	59.6%
Critical	221	547	38.04%	94.15%	40.4%	100%
Not answered:	34	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.14	Minimum:	2	Variance:	0.72	
Median:	5	Maximum:	6	Std. deviation:	0.85	

Total answered: 547

Levels Reading and understanding complex documents

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	18	18	3.1%	3.1%	3.31%	3.31%
Important	160	178	27.54%	30.64%	29.47%	32.78%
Very important	243	421	41.82%	72.46%	44.75%	77.53%
Critical	122	543	21%	93.46%	22.47%	100%
Not answered:	38	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.86	Minimum:	3	Variance:	0.63	
Median:	5	Maximum:	6	Std. deviation:	0.8	

Total answered: 543

Levels Reading and speaking a second language

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	8	8	1.38%	1.38%	1.46%	1.46%
Unimportant	50	58	8.61%	9.98%	9.14%	10.6%
Slightly important	194	252	33.39%	43.37%	35.47%	46.07%
Important	171	423	29.43%	72.81%	31.26%	77.33%
Very important	95	518	16.35%	89.16%	17.37%	94.7%
Critical	29	547	4.99%	94.15%	5.3%	100%
Not answered:	34	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.7	Minimum:	1	Variance:	1.15	
Median:	4	Maximum:	6	Std. deviation:	1.07	

Total answered: 547

Levels Understanding scientific methods and how they are used to increase our knowledge of the natural and physical world

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	6	7	1.03%	1.2%	1.1%	1.28%
Slightly important	101	108	17.38%	18.59%	18.46%	19.74%
Important	216	324	37.18%	55.77%	39.49%	59.23%
Very important	152	476	26.16%	81.93%	27.79%	87.02%
Critical	71	547	12.22%	94.15%	12.98%	100%
Not answered:	34	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.33	Minimum:	1	Variance:	0.94	
Median:	4	Maximum:	6	Std. deviation:	0.97	

Total answered: 547

Levels Understanding technology and its implications for society

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.17%	0.17%	0.18%	0.18%
Slightly important	31	32	5.34%	5.51%	5.7%	5.88%
Important	143	175	24.61%	30.12%	26.29%	32.17%
Very important	227	402	39.07%	69.19%	41.73%	73.9%
Critical	142	544	24.44%	93.63%	26.1%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.88	Minimum:	2	Variance:	0.76	
Median:	5	Maximum:	6	Std. deviation:	0.87	

Total answered: 544

Levels Understanding and working with numbers and statistics

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	2	2	0.34%	0.34%	0.37%	0.37%
Slightly important	70	72	12.05%	12.39%	12.84%	13.21%
Important	227	299	39.07%	51.46%	41.65%	54.86%
Very important	174	473	29.95%	81.41%	31.93%	86.79%
Critical	72	545	12.39%	93.8%	13.21%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.45	Minimum:	2	Variance:	0.79	
Median:	4	Maximum:	6	Std. deviation:	0.89	

Total answered: 545

Levels Understanding how human experiences are shaped by economic, geographical, historical, political, and psychological forces

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	9	9	1.55%	1.55%	1.65%	1.65%
Slightly important	82	91	14.11%	15.66%	15.05%	16.7%
Important	238	329	40.96%	56.63%	43.67%	60.37%
Very important	149	478	25.65%	82.27%	27.34%	87.71%
Critical	67	545	11.53%	93.8%	12.29%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.34	Minimum:	2	Variance:	0.87	
Median:	4	Maximum:	6	Std. deviation:	0.93	

Total answered: 545

Levels Understanding literature and the fine arts of music, theatre, dance and art

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	4	4	0.69%	0.69%	0.73%	0.73%
Unimportant	71	75	12.22%	12.91%	13.03%	13.76%
Slightly important	180	255	30.98%	43.89%	33.03%	46.79%
Important	193	448	33.22%	77.11%	35.41%	82.2%
Very important	74	522	12.74%	89.85%	13.58%	95.78%
Critical	23	545	3.96%	93.8%	4.22%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	3.61	Minimum:	1	Variance:	1.07	
Median:	4	Maximum:	6	Std. deviation:	1.03	

Total answered: 545

Levels Understanding the international economic, historical, political, and social forces that have shaped the past and will shape the future

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	5	5	0.86%	0.86%	0.92%	0.92%
Slightly important	79	84	13.6%	14.46%	14.47%	15.38%
Important	226	310	38.9%	53.36%	41.39%	56.78%
Very important	167	477	28.74%	82.1%	30.59%	87.36%
Critical	69	546	11.88%	93.98%	12.64%	100%
Not answered:	35	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.4	Minimum:	2	Variance:	0.84	
Median:	4	Maximum:	6	Std. deviation:	0.92	

Total answered: 546

Levels Understanding the viewpoints of societies other than the United States and Western Europe

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	15	16	2.58%	2.75%	2.75%	2.94%
Slightly important	74	90	12.74%	15.49%	13.58%	16.51%
Important	200	290	34.42%	49.91%	36.7%	53.21%
Very important	168	458	28.92%	78.83%	30.83%	84.04%
Critical	87	545	14.97%	93.8%	15.96%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.43	Minimum:	1	Variance:	1.03	
Median:	4	Maximum:	6	Std. deviation:	1.01	

Total answered: 545

Levels Understanding cultural and ethnic diversity within the United States

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	22	22	3.79%	3.79%	4.03%	4.03%
Slightly important	72	94	12.39%	16.18%	13.19%	17.22%
Important	189	283	32.53%	48.71%	34.62%	51.83%
Very important	175	458	30.12%	78.83%	32.05%	83.88%
Critical	88	546	15.15%	93.98%	16.12%	100%
Not answered:	35	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.43	Minimum:	2	Variance:	1.07	
Median:	4	Maximum:	6	Std. deviation:	1.04	

Total answered: 546

Levels Understanding democracy and its institutions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	4	5	0.69%	0.86%	0.74%	0.92%
Slightly important	47	52	8.09%	8.95%	8.67%	9.59%
Important	231	283	39.76%	48.71%	42.62%	52.21%
Very important	173	456	29.78%	78.49%	31.92%	84.13%
Critical	86	542	14.8%	93.29%	15.87%	100%
Not answered:	39	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.53	Minimum:	1	Variance:	0.81	
Median:	4	Maximum:	6	Std. deviation:	0.9	

Total answered: 542

Levels Engaging in community service

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	12	13	2.07%	2.24%	2.2%	2.39%
Slightly important	89	102	15.32%	17.56%	16.33%	18.72%
Important	175	277	30.12%	47.68%	32.11%	50.83%
Very important	166	443	28.57%	76.25%	30.46%	81.28%
Critical	102	545	17.56%	93.8%	18.72%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.47	Minimum:	1	Variance:	1.11	
Median:	4	Maximum:	6	Std. deviation:	1.05	

Total answered: 545

Levels Understanding the ethical basis for and implications of personal and professional decisions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	3	4	0.52%	0.69%	0.55%	0.74%
Slightly important	20	24	3.44%	4.13%	3.68%	4.41%
Important	141	165	24.27%	28.4%	25.92%	30.33%
Very important	216	381	37.18%	65.58%	39.71%	70.04%
Critical	163	544	28.06%	93.63%	29.96%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.94	Minimum:	1	Variance:	0.78	
Median:	5	Maximum:	6	Std. deviation:	0.88	

Total answered: 544

Levels Understanding healthy lifestyles to make informed choices

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.17%	0.17%	0.18%	0.18%
Unimportant	7	8	1.2%	1.38%	1.28%	1.47%
Slightly important	44	52	7.57%	8.95%	8.07%	9.54%
Important	192	244	33.05%	42%	35.23%	44.77%
Very important	173	417	29.78%	71.77%	31.74%	76.51%
Critical	128	545	22.03%	93.8%	23.49%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.68	Minimum:	1	Variance:	0.95	
Median:	5	Maximum:	6	Std. deviation:	0.98	

Total answered: 545

Levels Thinking creatively and innovatively about problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	8	8	1.38%	1.38%	1.47%	1.47%
Important	105	113	18.07%	19.45%	19.23%	20.7%
Very important	249	362	42.86%	62.31%	45.6%	66.3%
Critical	184	546	31.67%	93.98%	33.7%	100%
Not answered:	35	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.12	Minimum:	3	Variance:	0.58	
Median:	5	Maximum:	6	Std. deviation:	0.76	

Total answered: 546

Levels Thinking critically about information, ideas, and beliefs

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	12	12	2.07%	2.07%	2.21%	2.21%
Important	122	134	21%	23.06%	22.43%	24.63%
Very important	230	364	39.59%	62.65%	42.28%	66.91%
Critical	180	544	30.98%	93.63%	33.09%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.06	Minimum:	3	Variance:	0.64	
Median:	5	Maximum:	6	Std. deviation:	0.8	

Total answered: 544

Levels Locating organizing and evaluating information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	16	16	2.75%	2.75%	2.94%	2.94%
Important	135	151	23.24%	25.99%	24.82%	27.76%
Very important	252	403	43.37%	69.36%	46.32%	74.08%
Critical	141	544	24.27%	93.63%	25.92%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.95	Minimum:	3	Variance:	0.62	
Median:	5	Maximum:	6	Std. deviation:	0.79	

Total answered: 544

Levels Analyzing and drawing conclusions from a variety of sources to solve complex problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	12	12	2.07%	2.07%	2.21%	2.21%
Important	124	136	21.34%	23.41%	22.79%	25%
Very important	253	389	43.55%	66.95%	46.51%	71.51%
Critical	155	544	26.68%	93.63%	28.49%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.01	Minimum:	3	Variance:	0.6	
Median:	5	Maximum:	6	Std. deviation:	0.78	

Total answered: 544

Levels Integrating and synthesizing information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	22	22	3.79%	3.79%	4.04%	4.04%
Important	147	169	25.3%	29.09%	27.02%	31.07%
Very important	251	420	43.2%	72.29%	46.14%	77.21%
Critical	124	544	21.34%	93.63%	22.79%	100%
Not answered:	37	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.88	Minimum:	3	Variance:	0.65	
Median:	5	Maximum:	6	Std. deviation:	0.8	

Total answered: 544

Levels Using spreadsheets and databases tools to organize and analyze information

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	4	4	0.69%	0.69%	0.74%	0.74%
Slightly important	49	53	8.43%	9.12%	9.02%	9.76%
Important	207	260	35.63%	44.75%	38.12%	47.88%
Very important	197	457	33.91%	78.66%	36.28%	84.16%
Critical	86	543	14.8%	93.46%	15.84%	100%
Not answered:	38	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.57	Minimum:	2	Variance:	0.79	
Median:	5	Maximum:	6	Std. deviation:	0.89	

Total answered: 543

Levels Working effectively as a team member

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.17%	0.17%	0.18%	0.18%
Slightly important	10	11	1.72%	1.89%	1.83%	2.02%
Important	83	94	14.29%	16.18%	15.23%	17.25%
Very important	192	286	33.05%	49.23%	35.23%	52.48%
Critical	259	545	44.58%	93.8%	47.52%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.28	Minimum:	2	Variance:	0.64	
Median:	5	Maximum:	6	Std. deviation:	0.8	

Total answered: 545

Levels Working effectively with people from different backgrounds and cultures

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	4	4	0.69%	0.69%	0.73%	0.73%
Slightly important	25	29	4.3%	4.99%	4.59%	5.32%
Important	127	156	21.86%	26.85%	23.3%	28.62%
Very important	199	355	34.25%	61.1%	36.51%	65.14%
Critical	190	545	32.7%	93.8%	34.86%	100%
Not answered:	36	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5	Minimum:	2	Variance:	0.83	
Median:	5	Maximum:	6	Std. deviation:	0.91	

Total answered: 545

Levels Valuing lifelong learning and intellectual curiosity

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	4	4	0.69%	0.69%	0.73%	0.73%
Slightly important	23	27	3.96%	4.65%	4.21%	4.95%
Important	134	161	23.06%	27.71%	24.54%	29.49%
Very important	219	380	37.69%	65.4%	40.11%	69.6%
Critical	166	546	28.57%	93.98%	30.4%	100%
Not answered:	35	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.95	Minimum:	2	Variance:	0.78	
Median:	5	Maximum:	6	Std. deviation:	0.88	

Total answered: 546

Levels Examining ones own values and conclusions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	4	4	0.69%	0.69%	0.74%	0.74%
Slightly important	18	22	3.1%	3.79%	3.32%	4.06%
Important	141	163	24.27%	28.06%	26.01%	30.07%
Very important	203	366	34.94%	62.99%	37.45%	67.53%
Critical	176	542	30.29%	93.29%	32.47%	100%
Not answered:	39	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	4.98	Minimum:	2	Variance:	0.79	
Median:	5	Maximum:	6	Std. deviation:	0.89	

Total answered: 542

Levels Completing an integrative experience (for example an internship, a lab, a seminar, a project, a capstone, etc.) as a junior or senior which requires students to synthesize and apply the knowledge and skills of their major field

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	9	9	1.55%	1.55%	1.66%	1.66%
Slightly important	26	35	4.48%	6.02%	4.79%	6.45%
Important	113	148	19.45%	25.47%	20.81%	27.26%
Very important	200	348	34.42%	59.9%	36.83%	64.09%
Critical	195	543	33.56%	93.46%	35.91%	100%
Not answered:	38	581	0%	100%	-	-
Sum:	581	-	100%	-	100%	-
Average:	5.01	Minimum:	2	Variance:	0.91	
Median:	5	Maximum:	6	Std. deviation:	0.95	

Total answered: 543

Question 5

Additional suggestions of outcomes that are important for all NDSU undergraduates:

Text input

I was never taught how to think at NDSU. I came in a "thinker" and I was basically taught how to not listen to my own mind but how to be brainwashed by untrue facts. Most of the classes were biased and never even mentioned there was conflicting evidence out there.

My main hope after graduation (in 1998) was to find a job locally in my field of study. Finding most of these to be very low income positions, I waited tables for nearly 8 years after I'd graduated. I wish I'd made a real plan and pursued more field experience, or that my advisor had required me to do so; I wish there had been more interview practice--seriously, NDSU, you could offer a class solely on how to give your best interview, in addition to the resume/job search course I remember taking my senior year. It wasn't clear to me until it was too late that a BS in my major meant little or no increase in the income I was already making part-time as a student. I was so relieved to be done after graduation, I had no interest whatsoever in pursuing the masters degree I would have needed to see any real difference in pay. I guess it is true that even with a degree, everyone has to start at the bottom and work their way up. But *****; was it hard to face that, after all I'd done and tuition and fees I'd paid (the textbooks, good LORD, outrageous!) and the miles I'd walked and drove and the nights I'd stayed up writing papers, year after year. My expectations should have been much more realistic; I was not prepared whatsoever for the rejection involved with the job search. But I guess such is the folly of youth, eh?

Integrative experiences should start RIGHT AWAY, so that students can see the environments that their jobs might one day be in -- waiting until one is a JR or SR to realize it isn't what you want AT ALL can be frustrating.

Take a variety of classes. You may not end up in the field you graduate in so it is important to have a range of educational experiences.

Go Bison!

Study and get an internship/coop in your field of interest as early as possible.

It is time that NDSU require a second language requirement. This is my biggest regret, I should have taken a second language and I now think NDSU undergraduates would benefit greatly if it became a required as part of a general education curriculum.

Students need to be able to actually learn something as opposed to just knowing it well enough to regurgitate it on a test. Many of the classes I took were set up this way, and it doesn't really help anyone in the long run.

Need to include more online classes. Or place a webcam in every classroom. So incase of bad weather or sickness, kids can still tune into class at home or at another destination.

To obtain employment.

Developing life skills to function successfully as a young adult in the community. For example: leases and rental agreements, health insurance, applying for jobs, retirement plans, budgeting your money, etc. Many NDSU students have lived with or been supported by their parents all of their lives, but will need to know about all of these things to live on their own as adults. Like the First Year Experience class, only for seniors.

I can not think of any of the top of my head.

None.

Keep a strong focus on science and mathematics coupled with critical writing skills. Also, make sure the xxxxxxxx graduates have at least beginner experience in SAS statistical application software.

Regardless of the students major, all students should be able to see all of the outcomes as critical. Many students are entering the workforce unprepared.

Jobs, jobs, jobs...students need good paying jobs that will enable them to pay high tuition expenses and cost associated with schooling.

Strengthen connections between learning and the real world earlier in the college experience.

Take as many classes outside of you major as possible. It opens up new perspectives and experiences

Foster entrepreneurial spirit in every field. Employers want innovative people.

Students need to know the pros and cons of the fields they are hoping to get into. The professors, advisors, etc. need to be absolute with these students so they can make the most informed decision about their future possible.

Thinking in a Global Context.
Ability to do successful time/resource management.
Group work.

Being able to land a good paying job is key, and is almost impossible in the current economy. It is very frustrating the estimated salary numbers that are given, and what students are actually coming out of school making.

I don't think we really need courses on diversity or global perspective because those two issues quite often are integrated into existing courses. In addition the overall university experience provides this as a natural opportunity when working together in teams or projects due to our varied backgrounds.

Social skills are very important, being able to communicate effectively with others

All students should engage in cross-cultural experience and projects. All students MUST do at least a few internships. They must develop entrepreneurial mindset. All students should engage in society, local economics and politics more actively whether at grass-root level or national level.

The question of 'Understanding democracy and its institutions' is misleading and shows a disservice to the college (this is based on the assumption that this is referring to the US political system). The United States is not a democracy, it is a republic. Additional suggestions are that understanding critical thinking and gaining knowledge from a variety of sources is absolutely critical.

Community service while being a good thing should not be a requirement of a university system.

I think it is important to understand the realities of the working world and what different career paths entail. Often, the difference between working life and college is huge and the practical reality of a career is different from the theories learned in the classroom. While it is important to know how to think critically and understand the theories and concepts behind things, it is also important to have practical skills required for a day to day work life, as they are often not taught on the job.

NDSU undergraduates need professional experience whether it is through internships, adjunct instructors (that have been screened for acceptable teaching abilities) or guest speakers.

Continuing on to Graduate Courses

Need to reinforce applied sciences - help students relate what they are learning to the world they will apply it.

General Education should be tailored to different majors. There can be a lot of overlap, but an engineering major does not need the same general education as an art major.

Economic diversity and its cultural and social effects needs to be an aspect of higher education in the

U.S. Ability to be organized and although technology is a critical part of society to not depend solely on it.

At the end of the day, I think employers want students that have both good written and oral communication skills. They want students that have the can solve complex problems and have innovative thinking skills. They want people that are good team players and committed to growing the business that they are working for. I think the diversity piece of learning will come from working with multiple groups of people, so I would not put emphasis on this. To be honest, a student from the city talking to a student from a rural community helps to appreciate each others diverse background.

The importance of thinking and analysis for one's self. Taking information that is presented from sources and verifying that information to the best of their ability before passing it on as factual.

More required training on the more advanced computer programs, example Access, creating websites. I took the class as a freshman but by the time i graduated i forgot everything that I learned.

Good writing and research skills

Writing and speaking effectively cannot be emphasized enough. I fully expect someone with a BS to be able to write well, and I do not always see this with our hires from any institution.

Leadership training and development

1. It's not enough to compile data. You need to be able to tell a story behind the data.
2. We need to learn Chinese or Arabic if we want more opportunities and be more marketable and for NDSU to increase its national impact.

none

Internships should be required

Been away from NDSU too long to answer effectively.

Communication and organization of information is key to the success of any major.

Appreciation and understanding of the Arts (all types) is a major factor in advancing from technical job-skills training to a true, broad education.

There needs to be some focus on what a college education means and not just increased income potential. Also, there should be some focus on NDSU's history and traditions to increase pride in being part of NDSU.

Networking abilities across a variety of different resources!

I think generational norms and expectations are attributes of professional and personal experiences that will impact almost any student entering the "real world." In my position as marketing & public relations director for a local health care organization, I'm a Generation Xer charged with communicating to three different generations: silents, traditionals and boomers. In my personal life, I'm raising a "pre-millennial." Understanding cultural norms within each of these generations is more important now than any other time I can remember in my career. I can only imagine that this will increase as technology and communication channels change, improve and evolve. Each generation's point of reference, particularly as it relates to communication, significantly impacts how they draw conclusions, make decisions and evaluate problems.

more teacher to student interaction
getting to know your teacher always helped me

Being able to properly communicate in the work place is vital to any field.

Real world experience

Thinking creatively and being innovative will be a great outcome for NDSU undergraduates.

Every undergraduate needs to be taught tools to better prepare themselves for the fiscal realities of life, whether it is understanding the dangers of credit card debt, understanding the fundamentals of our financial system, learning the basics of retirement planning, etc.

Technology is going to continue to change and be an integral part of any job or any industry in the future; however, it's important that people still learn how to deal with others face to face. Many students are losing the ability to communicate effectively in person, in my opinion.

None

Further emphasis on the integration of sources of information and subjects will provide the student with essential tools to succeed in a competitive and innovative job market.

How about a course on basic finance for life? Balancing a budget, car/student/personal loans, mortgages, investing principles, etc. Everyone should have this type of knowledge instead of some of the other requirements.

I think some thought needs to be given to making sure graduates are exposed to a range of common software applications and have a greater familiarity with them. I feel as though I entered the workforce not knowing very basic things about very common programs such as Word, Outlook, and Acrobat. Granted, those programs are pretty simple, but I had never touched Outlook and I had no idea what Acrobat and Word were really for.

Understand your interests, abilities and strengths and how that can be developed into a rewarding career.

I think that undergraduates should take some sort of personal finance class. This would help students to evaluate their financial situation, repayment of student loans, credit and loans, health insurance, retirement plans, and all other areas that transition one from being a college undergraduate to a self-supportive member of society. The accounting class teaches one how to manage accounts for businesses, but doesn't touch on personal finances that are an important factor of every citizen.

Being an investigative thinker. A lot of the young employees (non-NDSU) I interact with don't know how to think for themselves, they can memorize facts and data but they can't figure out on their own how to develop solutions to problems and to dig into problems.

Emails from students from other universities have been examined and more often they are looking like text messages with little punctuation and poor grammar.

It is important to be able to craft emails to not only provide clear and concise information but to present that information in a professional manner.

Using the scientific method to do problem solving and not jumping to conclusions

N/A

Begin career coaching during freshman year. Provide and encourage more internship opportunities for ALL majors. Focus more on community involvement.

A second language is debatable. My second language is statistics from Texas A&M where I got my doctorate. Realize that I am a 1973 grad - the computers back then were HUGE & no social media (N/A) or stats as an undergrad back then.

to be true to one's self and look daily upon a passion and follow your dreams and reach for the stars

How to be a responsible employee

Students should question the status quo and come to understand things within the realm of technology

Work ethic and focus.

-

More focus on math. Many students hate math and try to avoid it at all cost, but it is found in everything we do in life. A better focus on math (even the simpler things like finances, budgeting, etc.) would benefit many students later in life.

Many students and I learned a lot outside of the classroom, in our extra-curriculars, and that experience has been extremely beneficial. So, if there is an opportunity to encourage or track student involvement and ask a few questions about that as well, might be even more encompassing.

Also, it's important to emphasize the importance of not just 'visiting' your academic advisor, but knowing that person and really communicating with that person.

Managing debt: student loans, credit cards etc...

More practical courses: managing your money, investing 101, how to get a mortgage, how to fix things around your house, practical things that young students can use forever

Make it mandatory to graduate that each student has to do some volunteer hours each year.

Being prepared for jobs that aren't created yet.

One thing I really should have identified and worked on better was written communication including grammar and technical writing. It is so critical to be able to write business emails and documentation, and I didn't take a technical writing class.

Actual understanding of real life situations that occur within the job that relates to a student's field, I fear that I was not as prepared as I should have been, and maybe that's my fault, but then again maybe it should have been more difficult to graduate.

critical thinking skills and decision making when governed by timelines

N/A

All that matters is you get your degree, NDSU and most every other school is a waste of money. Three years in a professional setting is more valuable than going to NDSU and taking courses that you are forced to go to.

good people skills and well rounded in different disciplines

Industry Mentor

Getting help with placement in a job.

study outside the U.S.

Get a minor or double major. I was told that when I was in school but didn't listen. I ended up going back to school to get an additional degree for better options.

General education classes are essential for students; however, many of them are taught by graduate students or newer professors. Since some of these classes are the only classes a student may take under a given subject (i.e. As a communication major, I only took the minimum required science courses), it is important to provide quality instruction.

Have more opportunities for internships and not just giving them to the people with the best grades and experience. Let people with little to no experience with the internship subject have more of an upper hand in getting the internship so they can get experience.

Having better professors for the general classes would help a lot. I had a fresh out of grad school "professor" for my xxxxx class and had an awful experience with her.

Having higher standards for grades, like requiring a C average for the credits to count would make students focus on working harder. I skated through college without any effort and graduated just fine. I think it would be beneficial to have had to work harder. Professors were almost too easy going.

Get involved while you are in school. It will shape who you are.

Step out of your comfort zone. This is everyday life outside of school. Never get comfortable or settle and always strive to learn

stay at forefront of technologies pertaining to each major

The number one thing I find in recent graduates (not just NDSU grads) is that more and more, they aren't able to work on their own. They require more and more encouragement to reach forward and look for opportunities rather than to have opportunities handed to them. We've even had some grads (thankfully, none from NDSU so far) who have gone to job interviews with their parent(s). The more independence you can instill in the students, the better.

Stop raising tuition to give all the employes large raises and the president a \$12,000 raise. Really!?! A \$12,000 raise! That's more than I make in a year.

Working with others, writing skills, deductive reasoning, thinking through complex problems

Involvement in one of the many related campus organizations or clubs. That is where I had my most significant growth experiences. I was an active participant/student leader at the University Lutheran Center (ULC). While I was there we were involved in starting the Science and Theology Seminar.

Non-math majors also need to be socialized to not be afraid of numbers, statistics, charts, etc. Opportunities to use these data as tools to make decisions and communicate ideas, as well as to critically evaluate data for face validity (is it believable?)

Provide opportunities for the students to develop themselves professionally. For example in the department of xxxxxx, faculty will often encourage students to partake in research projects that they can follow through completion and present the research findings at professional science meetings such as the XXXXX xxxxx meetings

become involved with extra curricular activities

I believe a graduate should be able to work well in a group with people with a variety of backgrounds, be able to understand and effectively communicate his/her ideas through many mediums, and be able to critically think about problems and solutions. These things helped me the most when I graduated and began working.

N/A

Being in a professional environment, I have seen how some students struggle if they do not have a firm grasp of the English language, particularly in the acute healthcare setting where they are required to make snap decisions that affect patient outcomes. It is so crucial that component is rigorously tested.

i think you should take at least one social and one behavioral class each. preferrably intro. to psychology.

Closer relationship with industries.

In today's professional workplace, the integration of information from a variety of sources and then the ability to present this in written and oral form is by far the most sought after skill-and yet we find this so rarely in applicants. I did not have a capstone, but I wish I had one that also incorporated an ethics component.

Improved interpersonal skills.
Improved ability to think on their feet.
Improved speech giving ability.

Adaptable to change, everything is digital and change happens at a much faster rate than before

Acknowledging that students are there to learn and do end up partying alot but emphasize how students can do it all responsibly. How instructors can reach students are their level.

Technical Writing should be required for Engineering students.

I'd lay off on the emphasis on 'healthy lifestyles'. That's high school/junior high level work for most unless you have students in a professional fitness program.

Also, the BA/BS option lets students evaluate whether or not a second language is vital to their careers.

Community service is a personal choice and should not be forced. NDSU offered plenty of opportunities to engage in community service through the student organizations.

Working with others and communicating is key

Do a variety of internships.

A better understanding of our democratic system and how to objectively look at the political process.

Writing and communication skills are critical to success in the work world. In addition, being a team player is also necessary as very few people are ever so important to an organization that they can ignore others.

networking

job shadowing prior to graduation

Recognizing the world is bigger than North Dakota

Internships and the like are very important. Many companies/organizations want several years of full time experience for entry level positions

Writing and speaking, but specifically for a business setting.

communicate comfortably with others

How to manage finances, budget, money

Make the first year a standard liberal arts curriculum.

I think we need to teach kids today that they do not DESERVE a job, raise, promotion or anything else. There is a big problem with entitlement, It's been difficult to hire and train college grads for the last 5 years especially!

To take a couple semesters of a foreign language

Now, working in the field, it is encouraging to see students come in with a great knowledge of the subject matter, but, what's more important, is to be able to communicate those ideas effectively, and also to admit when not knowing the answer but having the drive to find out and report back.

I believe that all undergraduates should be required to take at least one philosophy course. Courses in philosophy certainly affected how I view information and the world around me. I believe it helped me recognize that it is important to analyze your beliefs and conclusions about the world and those around you. Many people, especially undergraduates, have ingrained worldviews and beliefs and they don't know where they got them, nor do they question them. Philosophy courses (especially those beyond intro to phil) can help give people perspective into themselves and their belief systems.

Don't have or let a professor tell students that what they learn has no value and is a waste of time. I can't remember his name but he taught xxxx in the 1970's. Monitor the classes -- he should have been fired.

Practicality of knowledge gained

Try to get as much hands-on experience as you can so you know that the major you are in is the best fit for you.

Realize that the major you choose or have chosen on your first day of college or prior may change once or many times. Also that the desired profession you want to pursue may not have the same impact or motivation 5 or 10 years after being in your desired major.

Colleges for years have required college algebra from all majors, even associate programs and we have college students unable to understand taxes, loan interests, how to get a loan, and finances in general. When are we going to require courses that are "life skills" rather abstract knowledge?

Having traveled internationally on multiple occasions, I have felt that my undergraduate education did not really prepare me for the rest of the world. I believe that Undergrad students at NDSU should do more international studies, regardless of major. The focus tends to be on foreign language when it should be on global economies, on contributions from other nations to science and technology and agriculture and art and philosophies, and on how the US fits into the global picture. With the exception of international students and those in a few majors, most NDSU students do not have education or experience on the significance or insignificance of their chosen fields outside of their local or regional area. For example, how many ag kids travel to another continent to see their ag practices? How many chemistry and physics students know what Germany or Russia or India are doing? Many private schools require every student to spend a semester in another country. My recommendation would be to expand the international studies programs so that all students have opportunities to study/work abroad for a short period of time. Three credits each in global perspectives and cultural diversity are fine, but those are only the tip of the proverbial iceberg. In addition, the US focus is heavily on Hispanic cultures, but those cultures are insignificant outside of the Americas. More focus needs to be given to Asia, Europe, and key parts of Africa.

Communication is key.

Problem solving and critical thinking need to be components of every course an NDSU student takes.

The world is large outside of North Dakota and the students REALLY need to be exposed to other cultures and lifestyles. It will greatly assist them in being more globally minded and prepared for living in other areas of the country. North Dakota is very homogenous in a white way and we need our students to wear "global glasses."

subjection to real world experience in field of study is a must

The opportunity to gain "soft skills", the opportunity to democratically create learning environments that promotes growth based upon individual interests

Students today are extremely intelligent, but are not very smart. They lack common sense. Too many young people today feel entitled. Everyone gets a participation trophy. Life is not that way and education is more than being book smart. However, it helps.

Not only is the course work very essential to have a complete background, but the extra-curricular activities to gain those valuable relationships as you go from an undergrad to the work force and needing to re-connect with those you knew in college.

Completing an integrative experience such as student teaching, internship or other experiences of this nature is very important to the student to give the experience they need for job success.

Finished 12 years ago, not sure.

As technology increases and social networking becomes more prominent, the world becomes smaller. Since ND is sheltered in some ways, I believe NDSU and other academic institutions need to go above normal standards of cultural and international education. To be able to compete in the world market, NDSU students need to have the opportunity to be exposed to even more than the average college student.

During my time at NDSU (late 1990's) global viewpoints (economic, societal, political, etc) were not at the forefront. Granted this was in a technical field - XXXX Engineering - but the ability to act globally is a critical component of business. In addition, communication and the ability to work with diverse teams in informal setting are critical competencies for all professionals.

I give my experiences at NDSU a lot of credit for where I am today. I wish I took more information from my Gen Ed classes. I didn't fully realize what I would need in the future. My upper level classes and extracurricular activities were extremely important to my success. I got to know my professors in my upper level classes and knew they wanted the best for me. It made me strive harder. My other activities gave me a social life and a connect to NDSU today. I felt that my Gen Ed classes allowed me to meet a diversity of people (background, majors etc).

understand different perspectives; evaluate, but don't put down other perspectives

I valued doing a thesis as a senior project, however, in hindsight an internship in a professional working environment would have been more beneficial for my career path. An internship was not an option for my major.

Being better at interview skills and confidence in their own knowledge that they have learned there. Also just express somehow, that it is important to pass classes but that in the real world, after graduation, that in your current job the job needs social skills and just not a good grade. Practical application of the skills learned in college is the best, but I don't know if I was really taught that while I was there. I am an academic but not as comfortable speaking to my knowledge in a practical job.

It amazes me on a daily basis as to how many college-educated professionals lack the ability to write in an effective manner. Communication skills are imperative in my line of work, so I would highly recommend the university place more of a focus on instructing them.

Question 6

What are we currently doing well in General Education at NDSU?

Text input

Almost everything.

Making money.....I am sure of it.

Weeding out slackers? Just kidding, I remember some classes expanding my thoughts and abilities to the point that I truly believed anything was possible. I miss being that optimistic! The Scholars Program was another thing I miss desperately... hope it is still alive and well at NDSU.

Offering a broad spectrum of general topics such that everyone should be able to meet requirements with first or second choices.

I felt encouraged to get real world experience and apply what I was learning to those experiences. I felt encouraged to learn and question the world around me. Given my course work, I felt well-prepared as a communicator, in both written and spoken media.

Making each student feel like a person and not a number. Using real life to prepare them for the world, and not just living in a text book.

Providing support for students.

communication requirement is done well.

I found my speech class to be a lot of fun, and also my class on the history of rock and roll. There is a lot of background to popular music that I didn't know before that class, and I feel that it helped me gain a wider world view.

Providing more online and summer calsses.

Providing options.

I was very well served by the written and oral communication portions of the GE curriculum. I used to have an almost crippling fear of public speaking, but COMM 109 and COMM 110 helped me overcome that.

Requiring significant writing and speaking coursework.

I think you are doing good, nothing is perfect and there can always be improvements.

I appreciate the broadness of the general education program. The quality of the classes is exceptional.

Equal opportunity for education for students

I think that I was well prepared for most things. I liked how I was able to learn about other fields than my major.

Focus on analytical thinking.

Communication classes are vital to a student's future opportunities, being strong in Excel is also something that should continue to be stressed.

NDSU has a great integral program making sure that every graduate dabbles in many different subjects besides their major. Culture awareness component is very good too.

broad topics are good

I felt well prepared when I left NDSU, but I think the world has changed much in 20 years.

Classes were informative and related closely with the required reading

So much variety to choose from. Absolutely fantastic! I still remember and talk about one class that I took at NDSU: xxxxx

It's been 10+ years since I attended the university so I'm not sure I'm able to provide an informed comment.

Attended NDSU in early 1960's and am not very aware of what is being done there today.

The current science lab requirement sounds like an improvement.

The wide variety of courses necessary is very good. I think more consideration needs to be taken about the courses that fulfill multiple general education requirements to determine if they are truly meeting more than one requirement. An example of this would be the cultural element.

Good spread of multidisciplinary courses.

Frankly, very little. The majority of students, myslef included, view General Education as a checklist. It represents the courses students have to take, not the ones they want to. It's very easy to skip class. Much of the material is old, having been covered in high school or before. Bottom line: people don't care.

I'd like to think of myself as a thoughtful person genuinely interested in learning. But I owe none of that to General Education. My abilities to think, write, create, speak, and work in groups have been honed much more in my applied fields of study. General Education, on the other hand, diverted my time and attention from those efforts. If anything, General Education hindered the development of those skills more than it helped.

Instead, I learned it is possible to sit through lectures about topics I heard long before, bring a scantron sheet on test day, and receive a passing grade. General Education also taught me how mediocre our system can be and how much stock to put in a holding college degree.

emphasis on reading, writing, and speaking.

The ideals that are provided help our students (potential employees) better integrate into and understand the world we live in and how to affect it.

Providing a well-rounded opportunity for all students.

I think NDSU does a good job of providing a General Education. I wish we would have covered more 'real world' scenarios in the civil engineering field. I also wish that the depth of study and real world problems would have been greater especially in the electives of the Civil Eng. track. I think taking an elective states that you are trying to specialize in that area, so why not learn as much as you can in that course.

You make sure that everyone has a broad education that will help with their degree and job no matter what it is. The General classes also helped me prepare for the more advanced classes and wasn't so shocking on what was required in those classes

Career center helped a lot i.e. Interviewing 101, resume building, examples, etc. It is amazing the people that I interview in my line of work and the lack of awareness to those things

My daughter attends NDSU and will be graduating in May.. she has done well, you have opened her eyes

Generals are ok, but the classes are usually large and easy for students to be lazy in. They really need to be more rigorous.

I think the appropriate amount of focus is placed on diversity, health and wellness, and research skills.

Providing a general framework for success.

Preparing students for their upper level courses.

Broad base of general education

1. Wide range of faculty expertise.
2. Variety of international study program options

the new gen ed classes are so much better than the ones I took as an undergraduate.

Good exposure to a broad, and sometimes conflicting range of ideas/ information. The breadth of information and varying viewpoints forces critical thinking that bridges subject areas. Multiple frames of reference on overlapping subject areas give a more complete, less biased, and more accurate view of the information.

Same as previously noted.

Yes

Giving a rounded experience

NDSU offers a wide variety of degrees.

I believe that the current General Education requirements at NDSU help students graduate as well-rounded, educated individuals.

You aren't. My stance is biased because I have 3.9 of 4.0 GPA coming into NDSU, but I had science, technology, sociology, math/statistics, psychology, and most other general education course during high school and the content and scope were similar. Gen ed course need to be cut back as much as possible (i.e 10 science and tech course is ridiculous). Gen eds are the reason my brother left NDSU to go to a tech school that offered Mechanical Design/Drafting instead of Mechanical Engineering.

NDSU does well to demonstrate the basics (AP style, flow, word choice, leads) needed to excel with a communications degree.

small class sizes in some areas, updating the computer clusters

Requiring a variety of courses that get a student out of their main area of study. It is nice to have some variety and makes for a more well-rounded education.

Not sure - I transferred in so didn't take any generals at NDSU.

Well rounded requirements existed from 1990-1995. I'll assume that has not changed.

Offering a broad knowledge

The math and science courses I took in my major were challenging and excellent preparation for my professional career.

I don't know. I have been gone from campus for 15 years.

I think that the Cultural Diversity, Ethics, Sociology, and Psychology classes are going to continue to be important, as employers want to hire candidates who understand and can work with a variety of people with different backgrounds.

nothing really.

Providing large student to teacher ratios.

Requiring a broad range of education to diversify and force undergraduates to expand their experiences and think beyond themselves.

Very broad range of subjects. Many classes available to choose from for some of the more elective general requirements.

I think the base level classes in English and Communications are good.

Overall doing a very good job.

having an emphasis on science and writing

Allowing for multiple classes to satisfy requirements.

There is a great deal of variety of what course they would like to take that included their interests while still completing General education requirements.

NDSU does an excellent job of encouraging student unity. When I attend NDSU, I felt like a part of something bigger.

There were a wide variety of courses that fit into the general education categories.

At this point I don't know. What I do know is that the music dept. has greatly expanded and I LOVE all the bands - wow. Since 2009 have been coming back now for ball games. What a treat!!!

Nothing

I've been away from my NDSU education long enough that I can't fairly answer this question

I appreciate the focus on science.

-

Giving many options to students to choose from and integrating them into mandatory major specific courses. I learned many of these things through my engineering courses that counted for both my major and gen ed requirements.

I enjoyed my classes and my experiences while I was attending NDSU as an undergrad, so, I have no complaints.

Public speaking classes

Variety of Intro classes for those students who don't know what they want to major in.

Technology classes

Embedding good values and ethics.

Some of the courses in general education are doing well, but it depends on the course. General education classes are not supposed to teach you everything about everything, each course should be different and specific, it is why there are different courses in the first place. Classes, usually in the sciences I've noticed, are doing this very well but others seem to run together. These classes that do well allow you to learn things without being bored to death with random university protocol topics that are smashed into the curriculum like a square peg in a round hole.

keep having lots of language options.

offering diverse opportunities and providing scientific and research opportunities to shape the future

I believe that NDSU prepared me well for graduate school. I look at any of my failures as my own fault and not that of NDSU. When I left NDSU I thought that I maybe could have done better at a different school, but I realized over time that it was my lack of effort, not NDSU's, that made me upset.

Took my generals at BSC and learned more in those classes than I did at NDSU.

Good instructors and high expectation of the students

Making it well rounded.

Not much, from my experience.

Science and technology

The scope of the general education classes ensures all students will receive a well rounded education, regardless of their chosen major.

overall allowed us to experience things outside of our focus

You offer a pretty good variety of classes that would fulfill the requirements.

Very ready for the practical part of nursing.

Science and Tech were good at NDSU.

Technical skills of NDSU students have been and seem to continue to be top-notch in the region.

Good basic education.

Hard for me to evaluate, since I graduated in 1982. Lots has changed regarding Gen Ed requirement. As a faculty member at another university I am critically aware of the areas that are OK and areas that need improvement. I think current students have adequate preparation in humanities and diversity issues.

giving a broad introduction to how society and life work

Requiring a broad base/spectrum of courses is essential. After graduating I appreciated the variety of courses I was required to take and the background and understanding it gave me.

RESEARCH EXPERIENCE IS AMAZING

Offering a variety of courses that stimulate the mind and engage students.

The overall diversity of classes helps ensure that, regardless of the major, students receive a well-rounded education.

i think the overall general ed. requirements are good.

Practical skill training.

Keep it affordable. One has to be self motivated to survive. If you can keep up at NDSU you will do well in the world.

Offering a wide variety of classes.

I was a student at the beginning of the internet, and before powerpoint. I have to assume that NDSU is on top of all technology trends. Doing that will be of great benefit to all students.

Good exposure to many facets of necessary skills.

I finished my degree quite some time ago ('93) so not sure I am the best person to ask. My finest educational experiences came from xxx's classes in the History Department. XXX was by far the most rigorous and engaging professor I had.

well rounded programs- variety of requirements

Providing a variety of courses.

Great instructors/professors that challenge students well.

NDSU offers a broad range of curriculum to fulfill Gen Ed requirements.

Instilling a good work ethic

General education need complete reformation

Since I graduated in 1997 and haven't really been back since then, I don't think I'd have an informed answer to this question.

Giving students a variety of different classes that met their own interests as well as covering the general education requirements.

Making it diverse so students are introduced to multiple fields.

The large variety of class available.

NDSU provides a decent education at a reasonable price.

most things

a good variety of classes

I felt as prepared as I believe I could have been to begin my teaching career. I enjoyed the variety of classes I was required to take, and believe that almost all of my professors were top notch educators.

Covering the basics

Good variety, but I would make a language class mandatory.

Continuing to build a feel for community.

cultural integration

Classes are taught by professors for the most part instead of TAs.

The Campus looks amazing and I believe that NDSU is a quality university! I was really impressed with the students I came in contact with when I visited campus last month.

I remember having a lot of choices to meet the Gen Ed requirements.

There is a wide variety of subjects taught to the students. One learns to appreciate having a broad understanding of a variety of subjects just going through every day life. It makes one feel smart when they know a little of everything.

It's been a while, but group projects seemed important. I took an evening leadership class that I really enjoyed. Pharmacy school forces a student to focus on the graduation goal, enforcing a hard-work ethic. Going back home these days, I love to see how the campus and the whole city is behind NDSU (bumper stickers, bill boards, tail-gating); so, I guess, NDSU does morale and team building!

was a well rounded education.

I think the variety of choices offered for general education at NDSU is very good. I think more courses should be required, though, such as US/world history, politics, and philosophy, instead of just being optional. Many people avoid such courses if they don't have to take them, but I believe they are beneficial in keeping people well-rounded. It's surprising how little some people know about history and the government, and how few people actually question their own values.

NDSU does a great job of teaching students how to think critically based off of information that the individual has to go out and collect.

Preparing in all aspects and professions all potential employees in understanding the focus and determination needed to become a professional in any given field. The student who then becomes a graduate then into the mainstream of life should feel comfortable about their new venture upon graduation. I am happy to have learned this while at NDSU!

Providing a variety of classes to fulfill interests as well as promote different types of thinking and education

Science and technology are well-covered even for non-science students

Providing students with a quality education, challenging them in the classroom, and equipping them with the tools necessary for post-graduate roles.

Making people take classes outside their major field so they get a more rounded education.

It's great that the global perspectives and cultural diversity (?) courses require students to take courses outside of their program. As an engineer, I was programmed to take the math and science classes (the ones I liked and was good at) but really enjoyed the variety of courses I was able to take because of the Gen Ed requirements.

I found that the overall undergrad general education courses were excellent!

Good all around program when I went to NDSU - it forced me to take a few of the classes in world culture classes for example to learn about more than just the US.

Most things are done well.

Arts and Sports

Finished 12 years ago, not sure.

Honestly, I do not know. My education from NDSU has served me well. I also want to say I am grateful for the Scholars Program for broadening my perspectives

It has been some time since I graduated from NDSU. I could not say what NDSU is currently doing well.

I didn't take too many gen ed classes at NDSU, I transferred in with many of them already done.

The technical skills I attained at NDSU were top notch and prepared me well for my career.

Question 7

What do we need to improve?

Text input

Writing course need alot of work, when i attended it was fairly easy to get through them. then when i arrived in the business word I have spent years learning alot about writing that i feel i should have gotten during my college years.

Maybe require 3 of the science and technology credits come from technology (such as a CSCI class) rather than allowing someone to take 3 biology classes to fulfill that requirement. Having the computer science experience on my transcript has been noticed by many potential employers.

The type of instruction employed in general education courses is too lecture-focused. It encourages students to memorize and regurgitate rather than actually engage with the material and develop positive learning habits.

Drop the required intro to NDSU class... especially if someone hasn't completed it by their sr. year. It's a pretty worthless class. I had to pay for a workbook that I used one page out of. If I'd known that, I would have photocopied that page and saved myself \$40.

Teach students to think for themselves. Teach them how to be their own boss. Most of the classes are geared towards teaching someone how to get a job. Times have changed. I think there needs to be more honesty out there about how much degrees are really worth too. There are so many classes and degrees that do not lead to a job or even a career. Maybe those things should be downgraded to "activities" so people don't waste money on them. NDSU needs to think about the student who will use these classes. Will this be pertinent ever? Stop thinking about the money.

Prepare students for the reality of the job search! It will never end! Truly, for most of us, retirement is something we may never live to see.

When collecting data such as this, it's tempting to act in ways that in a greater University context might not be good for everyone -- don't do that. ;). More than anything, it was my experiences _outside_ the classroom that were the most valuable to me and my career. Of course, these experiences are probably even more difficult to specifically qualify, quantify, and measure.

Connection between Student Affairs and Academic Affairs to increase a wholistic education, not only in academics but in student life.

1. *Financial intelligence classes should be a requirement for first year students and University 189 should be removed* When I took University 189 6 years ago, the course material appeared to vary radically based on the teacher, but it rarely seemed to be providing anything "earth-shattering". If students aren't already aware of this information, they are not ready to be attending a four-year college, and a quarter-long class is not going to change that.

University 189 should be replaced by a class that teaches students financial intelligence: virtually every student will have a loan in his/her name during or soon after college (student, car, home, and/or business), and nearly every student will have to evaluate the benefit package offered by an employer (health insurance, stock options, retirement plans, flex benefits, etc). The class could briefly explain how stocks, bonds, and 401k-type plans work. This class should also cover the importance of young people having life insurance, long term disability, and having wills. I learned more about these options during a 1.5 hour class given through my church as part of my marriage preparation than I ever did during my four years at NDSU.

Given that these are all life skills that can be applied to basically every NDSU student, why is this skipped in the general education requirements and just reserved for economics majors?

2. *The ethnic and cultural diversity requirement should be rethought, and include more hands-on experience* NDSU just seems to be giving lip service to "diversity." Fact is, there is a surprising amount of ethnic and cultural diversity in the FM community (at least considering its location in the Upper Midwest). However, I was "taught diversity" by an middle-aged upper class white man reading off of PowerPoint slides to a large lecture class. Diversity should be taught more hands-on. Also, please don't make students who "belong in the majority" feel as though they should feel guilty/ashamed because you assume they don't understand "diversity." You might be surprised just how well some of these "majority" students do understand diversity.

rebuild all dorms to have AC!
Schedule a football game against UND and beat them

Not sure.

It seems to me that there should be more math, more second language, and more industry specific research methods as well as academic research methods.

Need to include more online classes. Or place a webcam in every classroom. So incase of bad weather or sickness, kids can still tune into class at home or at another destination.

The instructors are severely lacking from my experience now that I have continued my education at another institution and have seen the difference.

When I was at NDSU 2002-2007, there were programs on campus that I took part in (eg. The Omega Project) and some classes that I took (upper-division English courses with xxxxxxxxxx that developed my interest in community service and volunteerism. However, there wasn't a strong community service element in the GE curriculum. This is something that could be improved upon (if it hasn't been already).

Capstone projects. Career placement.

Again, I can not think of anything off the top of my head.

Uniting the classroom with the "real" world in a more "hands-on" way.

Helping college students with job placement.

Working at NASA in college and high school internships, I notice many students who are not prepared. They are smart when it comes to their class work but are not able to apply it to real world. If NDSU could provide seminars, lectures, shadow opportunities from people in industry from local area and the surrounding states. College does a nice job preparing you but when students first contact with a professional in industry they hope to someday be working comes during their first internship or coop - it doesn't really prepare the student to be successful in their internship. It leaves them struggling to keep up with their peers who have already had exposure to professionals in industry through a variety of lectures, seminars, internships, shadow opportunities.

Job placement, career networking with students, opportunities for graduates within our local community, cost of education (funding, student loans, etc.), instructor's appreciation and respect for student viewpoints, personal beliefs and values.

class size, price, interaction with students

Strengthen connections between learning and the real world earlier in the college experience.

Better guidance from Faculty and career services / preparedness

Make sure that the salary expectations of the graduates is realistic, so as to avoid let downs when they reach the job market.

Focus more on communication and computer skills, eliminate the science courses unless the student plans to get a degree in something that requires science. I do not use the science education that I received at NDSU and my time/money could have been used for courses that were more applicable to my field.

NDSU needs to look at the 2-year community college model when it comes to general education classes. They have a distinct advantage over a research university because "general education" is their specialty. Their instructors are committed, experienced, and educated. They have a focus on teaching, not on research, writing grants, tenure, or overseeing TA's in a classroom. When NDSU changes its general education model, it will be a leader amongst research universities (including UND). It is time to start thinking out of the box, provide non-tenured faculty positions that allow those faculty members to focus on the 100 and 200 level courses while insuring they have the pedagogical background to teach those students. Your students will be more successful which will result in increase in retention as well as graduation rates. Just because faculty have a Ph.D, it doesn't automatically make them an expert in general education courses. Look to the real experts in teaching gen. ed courses.....2 yr community colleges. That is why the transfer student is more successful than the first year freshman. Time to get humble.

More outreach and working on projects of a global scale. Emphasize the second language if possible.

More teachers need to speak English well, and also need to create more active learning environments. Too many professors just lecture and it's difficult to learn that way. Assignments need to relate more to real world situations so students are more prepared for the workplace.

include more aspects on the traditions of family life

May need to provide more direction on foreign languages. I put it as slight importance but is a strong marketing tool for an individual to have that ability in the global workforce. One can succeed without this but it may allow more opportunities to those with more than one language.

Being more engaging, Lectures are boring and for the average student professors lose the interests of students within five minutes of class. Use what's trending as a tool of engagement and have it relate to current issues.

Rigor, relevance, and motivation. Raise the bar of expectations and explain why it applies. Have projects and tasks that are meaningful and practical to the students' future. Motivate by sharing more often how it benefits the students and share stories where that specific knowledge or skill set is used in a professional setting.

If NDSU wants to become a top tier university in most areas, like it already is in some, rigor and applicability need to be increased. I would also recommend partnerships between student organizations and classes. This could help translate classroom knowledge to real-world application to increase motivation and relevance. It's also more like on the job training.

I also think that offering 1-2 credits for holding a high-level leadership position in a Tier 1 organization would be beneficial because of the tangible experience gained.

More technology needs to come in. More group and team projects needs to come in. More cross-cultural experiences need to be fostered into the local students.

Keep to facts, don't lead, distort, or change history through new interpretations. For history and political science teach the constitution, teach political systems along with outcomes of political systems. Empower students, don't entitle them. Don't push someone through the system and don't reduce the requirements to get decent grades.

need to emphasize more on different cultures and the world outside of Minnesota and North Dakota

Written communication needs to improve. I only needed to take freshman english which involved creative writing. In later classes I was expected to write technically, but never was actually taught how to other than feedback that involved 'good' or 'bad'.

A broader perspective across liberal arts would be welcomed.

NDSU is becoming too research-focused, even in the general education courses. The teachers are not available because they are doing their research.

Most general courses would be better spent aimed at a student's particular major. For example, construction management courses for architecture students. Also, working with other professional degrees in related fields.

Finally, evaluating leadership roles for long term sustainability in xxxxxxxxxxxx programs.

Classes are too easy to skip. I think we'd all benefit from smaller, seminar-style courses.

With all subjects, not just English and math, it should be possible to be placed at a certain level or test out of subject entirely (similar to CLEP, but at no cost). Classes could then focus on specific interests and abilities of the students, not the lowest-common-denominator approach of typical lectures.

Reinstate the philosophy department. It appalls me that this school claims to be a major 'student focused' university and yet does not offer philosophy courses of its own (no, tri-college doesn't count). The best, most thought provoking lecture I ever saw was hosted by the philosophy department. I was even considering taking a philosophy survey this semester or next, believing it would be more valuable than other GenEds. But alas! Athletics gets new facilities while the intrigued student gets nothing. If you're serious about producing students capable of serious thought, both inward and from the viewpoints of others, start by offering a subject that demands it.

More cultural awareness and critical thinking.

There needs to be a mandatory course regarding personal finances going over 401K, investments, real estate basics, mortgages, etc. I think only Accounting students have access to this right now although every student will have to deal with it at some point.

I think we need to be able to better identify our own place in society and how we can be a better agent for positive change...if you figure out how to teach that to someone who doesn't want to know it, pass the secrets along to me.

Nothing I can currently think of...

Career Counseling. I am re-inventing myself after spending 10 years as a structural engineer. I was a good structural engineer, but I was not great. What I do have are great communication skills and a technical background. I think it would be very beneficial if every student would be required to take a skills assessment test after their freshman or sophomore year to assess if they are headed down the career path that they are naturally gifted to do. I probably would have changed my major to construction management if I knew what I did know now.

Get more money from state, more marketing I see und all over twin cities. Twins, vikings games, where the hell is NDSU?

Our football should go.FBS, it would elevate the entire university.

NDSU needs to stress why these courses are important. There is value to Freshman english, students need to know what it is.

Crossing the boundaries of each department. Discussion and learning between disciplines about the implications each discipline may have on other disciplines.

One-on-one interaction with students in large lectures. There needs to be more assignments than just three or four exams with many teachers dropping the lowest score. We need to challenge and push our students if American education is going to come back to the forefront of the world.

Writing skills need to be more fully emphasized.

Group projects are not helpful in facilitating teamwork skills, as they are always very structured and have to be grade-oriented. I think this is something that can be gained in the capstone experiences.

Focus on American Exceptionalism and provide conservative studies for your students.

Continue to update the education department and make students going into education aware of licensing requirements for states close to ours.

greater emphasis on critical thinking and more open-mindedness on the part of some faculty members.

Liberal arts degrees and courses are overrated (sorry!). We need to improve career services and the advising of students so that they don't graduate with a lot of debt in a field where they will not make a good income. If we don't respond to changing attitudes about higher education, students and their parents will begin to see the value in areas (like construction, woodworking, etc) that cannot be shipped overseas cheaply. Frankly I think every student needs to take basic courses on woodworking, plumbing, electricity, etc., to help them be more understanding of basic knowledge, enable them to be more confident homeowners, and able to contribute more to their neighborhood, places of worship, and communities. Let these courses count as part of liberal arts, and provide great tools for them.

none

Another language/ multicultural class needs to be required. Travel (not the teacher-holds-your-hand type) with independence also needs to be incorporated into more capstones, intership experiences, etc. Being placed in a new environment, and being able to function well within it while still completing some task is extremely important. I would recommend a capstone fee charged across all four years as part of tuition to cover the cost.

Same as previously noted.

Give more classes the recognition in areas such as cultural diversity and global perspectives. Some of my required classes for my degree included things that are culturally diverse and take into account many global issues/perspectives but may be in an "out of the box" way. I think more concentration should be put on the "cultural" value that classes in the college of Ag offer, as understanding how food is grown/produced definitely NEEDS to be a part of learning about culture; with more and more people becoming disconnected from the farm some of the classes offered would provide this aspect of cultural diversity. Along with that many of the classes take into account the global marketplace, uses, practices, etc.

Job Placement.

Informing the students what is required in each major at the beginning so they can plan their progression from the start.

In my opinion, there should be more requirements for classes that are classified as "global perspectives" and "cultural diversity." We live in a global, diverse society and many graduating students are not prepared to enter this society. Since so many of NDSU's students are from rural areas, college is the first place these students encounter diversity and global perspectives. More emphasis on the globalization of society would help student graduate even more prepared to be contributing members of society.

communication and writing class are lack luster to say the least. I took 4 of these types of courses and like anything there was some stuff that was learned but a lot of it was just simple childish things like using bright yellow font on a bright green background or other very simple things. There needs to be more information or better information provided. For example my communications teacher was an XXXXX graduate student and stressed only acting and being over the top which should help us be comfortable in front of our peers but their was absolutely no information on how to give a good speech or tips to convey information in an interesting manor. I've learned more on speaking techniques going to departmental seminars than these classes. The writing in the science class if feasible should be thought to separate groups of students. Grouped into social, physical and medical sciences because the writing styles for psychology and chemistry are miles apart.

First year experience course was a waste of time; everything learned was learned too late. I suggest having freshmen move in a week earlier and condense the course to a week or week-end (Drake University for example).

Electronic communication & networking across different media sources!

Professors with more recent and prevelant real world experiences would be helpful.

stop hiring foreign teachers that can hardly speak English, nothing is more frustrating than not understanding the teacher, especially when you understand the subject

It would be nice to encourage a variety of courses (outside main area of study) throughout the years of study. I can only speak for the xxxxxxx program (graduated 2003); our courses were set in stone with little to no variety or choice. I served on the college of xxxxxx curriculum committee while a student and I think we got some of that resolved (not sure since I am no longer in the area).

I would have liked more training in writing in a non-scientific fashion. The required writing courses felt so "required" and boring to me and didn't seem important at the time but now I struggle with writing well if it is not a xxxxx topic. It would perhaps be useful to look at personalizing the feel of some of the required courses. For example one idea would be having specific writing courses for pre-xxxx students, or pre-xxxxx as a way to get peer groups together at a very early stage but have the groups working on topics other than their area of interest.

There is a sever shortage of Ag teachers, but yet I hear you cut the program. I feel this program was very good and instead of cutting, you should have found an advisor who would stay (pay them fairly for being a doctor and advisor to new teachers), instead of having the home ec advisor run the program for two years. She was good, but the classes didn't pertain to what we needed to become Ag teachers. I think in my graduating class only 3 of us are still teaching, but the background we got from the Ag program has opened a few more doors for us, making it a worthwhile field of study whether they teach or not. It just would have been better if we had an advisor who understood what we need to do in our field, not the home ec field. Best example would be offering a class on FFA record books and supervised Ag experiences. This is something university of MN does, and their teachers are better prepared for the job we need to do right out of school then I was, I had learn it by trial and error, which was not necessarily fair to my students, or puts us in the best. Competition against U of M students.

Continue to push corporate partnerships to further advance both technological and theoretical learning oportunites

Find more ways to advertise available classes

Class size and good English speaking professors that are good teachers. Not just good researchers that teach on the side.

The humanities and social science courses I took were not challenging enough. I also would have liked more interdisciplinary connections - what does it mean to communicate, etc. in your discipline

I have some recent NDSU graduates (5-6 years ago) on my team at work that can't write a report to save their lives. This deficiency may be a deciding factor when we rate people in preparations for future RIFs. Don't let students graduate until they can communicate using the written English language.

I feel that my science classes have had the smallest impact on my career and future; however, I'm sure that varies per individual. I would focus on the Communication, Global Perspectives, Technology, etc.

The First Year Experience course (Univ 189) is a pointless waste of time and is completely unnecessary.

The media, communications, political science, etc depts. need to get more involved with the local media/political sources as a means to not necessarily promote, but at least give ndsu a fair shake when it comes to the news being reported and those entering the political arena.

Assign mentors or find a way to improve effectiveness of General Education class instructors. New instructors need experience, but not at the expense of students.

It would be nice to be able to broaden this education further, but practical constraints most likely make this an impossibility.

Some general requirements are pointless and were a waste of my time & money. Basic writing & speaking are absolutely necessary, but upper level english classes mandating 8-14 page reports on books from the 18th century are useless. I think humanities should also be elective.

I felt like the global perspectives and cultural diversity requirements were simply there to make me jump through hoops - I don't feel like they benefitted me. The idea is sound, but I think it would be more helpful to require a second language or a class on Asian history (which is, of course, a very, VERY broad subject, but it wasn't really breached anywhere). I also think some sort of general business class would be beneficial.

Educating students in careers that will keep them in the region, instead of having to move away from families and social support systems.

More diversity in the current subjects. Culture, differing thoughts, team interaction. Your graduates are going into a Global environment, prepare them for it.

more emphasis on math, more public speaking

Communicating properly in all forms of media and professional appearance / attitude

The grading scale for COMM 110- Fundamentals of Public Speaking. I felt the grading scale was unfair and that I didn't receive the grade that I deserved. When calculating my total points divided by the total class points my average was a high B. I received a C for the class because only a certain percentage get an A and a B and so on. I did not appreciate this grade since you spend so much time developing speeches and the work you put in. I also didn't understand why a graduate student was teaching my class with no supervision of a professor. I would hope that you consider these issues that I listed above.

Please stress to freshman, sophomore, junior and senior classes the importance of being prepared to enter the "working world." The first time a professor ever mentioned the importance of experience in the workplace of my chosen field, was during my Senior Capstone Course. Before graduation I was under the impression that a college degree and good work ethic would be enough to open professional doors. Sadly, it isn't so. Turns out companies want a college degree, good work ethic and experience.

Until NDSU is a more racially diverse campus, NDSU students will have a difficult time comprehending the "cultural and ethnic diversity within the United States."

Get rid of the extra general classes and roll a few of them into the college of one's primary major. Example: Instead of English 110, substitute Technical Writing for Engineers. This would be way more useful for Engineers today, instead of making students repeat high school courses.

Higher standards are necessary.

Communication between students and improve on speaking skills and discipline.

Class participation -

XXXXXXXXXXXXXXXX, 400 students, 4 multiple choice tests, pretty much a waste of time. Get the students more involved. This applies to other large general education classes.

Better content and teaching in the core courses that every student must take (COMM 110, ENGL 110/120, etc.). There are so many students taking these courses that grad students often lead the class, and the content tends to lack. Students don't take these courses seriously, but they should be forced to. Having a stricter course curriculum which is actually followed by all teachers (professors/TAs) would benefit students learning the skills needed for their future.

I feel that students, across the country are losing the personal interaction and digressing with technology, specifically texting and not being about to create a simple conversation, conduct small talk or even 'talk on the phone' appropriately. So, if there is something we can do to get students to work on their social skills, that much more, I think that would be very beneficial.

Offer more general "real life" classes that students must take to graduate.

More training on technical writing. Class sizes should be smaller.

Please consider life experience for nontraditional students when requiring first year experience, cultural diversity and global perspective courses. I learned more from living overseas for three years and traveling to 37 countries than the required courses. I left NDSU with the impression they were more interested in money than my "general" education. I felt the majority of my skills developed during my core courses versus generals.

Many of the general education classes at NDSU are seen as write offs, with the exception of the well established courses such as physics and chemistry which seem to be challenging, many of the others are either so easy, the health and 189 intro courses from my experience, or disproportionately difficult to the subject such as philosophy from my experience.

Offering more variety of classes for the wellness credits.

creating more internships for undergraduates that provide experience, provide some financial support toward college expenses, and begin to provide professional network contacts

Within each major, the NDSU departments should be evaluating how they can improve the education within their disciplines. This evaluation should include discussions with real-world professionals within those disciplines. Types of questions that should be addressed are: What can we do to provide high-quality professionals for your agency or company? What qualities or experiences do you require/want in a new employee? What courses are missing from our current course offerings? Etc.

I think that you are doing everything within your powers to sustain NDSU as an center of higher education.

The whole college system, you can't make kids learn if they don't want to. Most kids are there because they are told if they don't go to college they will work fast food the rest of their lives.

Make it easier for part-time students to register, get books etc.

Require internship

Language barriers. It was often difficult to understand some teachers due to their poor english or accent. It is frustrating to pay large amounts of money for my education when I have to focus on reading the material versus listening to my teacher because of these barriers.

NDSU needs to improve on educating well rounded graduates. The humanities need to improve substantially.

Each area, like English, should be using similar syllabus' so that one teacher isn't considered 'easy' and one considered 'difficult'.

Communication skills - written and oral for business

I would encourage, or require, students to complete a minimum of two internships before graduating. While I think the quality of education I received at NDSU is exceptional, there are things that students learn on the job that cannot be taught in a classroom.

Humanities and Fine Arts, Social and Behavioral Sciences, and Social and Behavioral Sciences/Wellness may not be necessary for all majors

Offer more internships/volunteer opportunities so people can gain experience. Most places will not hire without any experience and coming straight out of college, students have hardly any experience in the field. Establish more relationships with outside organizations to create more opportunities for students.

Was very unprepared in research as I entered to get my DNP.

Teachers with real world experience.

Classes that emphasize on actual jobs (business consulting, Project Management, program management, leadership classes)

More work with actual companies versus throw away work. Make students feel like they are actually providing value (understanding that most work is very junior quality and will need to be refined over the years)

English teachers that speak english

More collaborative classroom experiences (use less paper and more e-files).

Back to item 5 - keep on the path of making students ready for the "real world".

We continue to look for potential technical writing courses for our students to take that include not just business communications, but also writing a paper that is properly cited. Mentoring students in writing is a time intensive activity, too many K-12 educators and college faculty skip writing assignments because it is time consuming. We regularly have college jrs & srs that have poor writing skills. Most self-acknowledge this weakness and are embarrassed, but don't know what else to do. The writing centers haven't helped as much as anticipated.

require an economics course as finances are becoming a true struggle for our generation, as well as requiring a beliefs class that would introduce students to other world belief systems and cause them to evaluate their own.

Match your survey needs to the correct mailing list. I did not take gen eds at NDSU.

what are you doing with all the student surveys that get completed at the end of a class? wouldn't you be better off integrating some of your questions into those? I've been out of school for 15yrs do you think I have a valid opinion or even care?

Communication needs a new focus. I'm thinking of face-to-face communication, since everyone can text and email. Graduates need to be able to talk to people, express their ideas and present solutions in a meeting - without using texting or email to convey their thoughts. I'm concerned that there will be (and already is) a gully between employers who did not grow up with texting and the graduates who don't know how to carry on a conversation or communicate effectively face-to-face.

Open the institution to broader horizons

It took graduate school at another university and my wife who was educated in Classics at a Big Ten university to really teach me how to write and communicate effectively. NDSU should encourage more English, Grammar, and Writing courses for 1st and 2nd year students.

more ed. on use of spreadsheets/databases and using visual media. ethical decision making. Note: when I graduated in 03 the visual media wasn't what it is today.

Applied knowledge training.

English/writing courses need drastic improvement. I took a course at the university of Minnesota before transferring and the difference in difficulty was unbelievable.

It's been too long...

NDSU is very homogenous, and while there is not much the university can do about changing the population, exposing the students to other cultures and lifestyles is incredibly important in today's America.

Business writing, personal finance, greater international awareness

This entire survey appears to be biased towards assuming that we believe there is a need to the HUGE amount of general education that NDSU is requiring. It appears to have increased drastically in the past 15 years, and I believe that there was too much of a GE requirement at that time.

You need to be asking if we believe that the university should require GE and if so, how much. Then let the students choose more of what they would like to learn versus having the administration/faculty cram it down their throats.

Many of the courses I took, especially outside the College of Arts & Humanities, were decidedly un-rigorous and did not adequately prepare me in terms of study skills and research know-how for graduate school and professional life.

Internship experiences to increase job security after graduation. 4-6 week rotations for a semester would be ideal regardless of the program.

Don't require students to take classes that will not help them in their career or in life.

Teaching students what they will do in the real world regardless of area of study (personal finances, voting, family planning, personal goals, professional life). Do not assume High School prepares students for their futures.

There needs to be more emphasis put on communication skills, both written and spoken. Students coming out of college are still very weak in this area.

In technical areas, students need to have an "education" in addition to their "vocations" taking liberal arts and humanity courses are an important part of that

You're doing well.

Having teachers that the students can understand and that care about them.

Smaller class size in some of the larger lecture halls.

Please focus more on writing, networking, and soft power.

teacher to student contact

When utilizing instructors whom are not native English speakers, make sure that accents are not interfering with student interpretation/comprehension. I continue to hear of students struggling with classes taught by instructors with heavy accents.

more online classes

This is very specific to education - but I believe it would be VERY helpful for general education teachers to take some type of class that informs them about special education and how it works. Special education is such a key part of any school, but general ed teachers are rather uninformed about it.

More critical thinking

More focus on technology and communication and their role in the workplace.

Be the best budget keepers you can be. Cautious but needy spending to keep NDSU strong and affordable.

Improve the mandatory class all Freshman take. Make it valuable and worthwhile. Maybe have speakers come or teach on how to type a memo or something valuable that we don't yet know that will need to know in college or life. Also, using the class as a way to let students know about upcoming programs/events.

quality of statistics education, professors' ability to communicate clearly to students (especially professors in which English is not their first language)

We go to school so we can get a decent job and make a living (money) for the rest of our life. But we have zero requirements on teaching students how to manage money. I really wish I did not have to learn this on my own, but I have to so I don't get into a financial rut.

More global and national understanding by the students. The students for the most part are regional and many have not spent any time away from the area. This puts them at a competitive disadvantage when looking for employment outside the upper midwest.

I think teaching the students to think and form their own opinions on various subjects. I mean that they can read/watch the same article from various sources identify the various angles before forming an opinion on the topic.

I enjoyed my time there. I think everyone needs to take band or other elective. Teaches you humility and team building.

Lab portion of classes such as chemistry and physics were always taken kind of as a joke; when in truth they should be given a lot more thought because a majority of the students learn better when they are able to try stuff out first hand.

When I compare NDSU students with students from other schools, now, I see that students from other schools seem to be more involved with committees and organizations both in their field of study and extracurricular. Of course it is really up to the student how active they end up being, but perhaps NDSU could find a way to introduce organizations and political involvement or to make those things more visible and accessible.

More required internship opportunities within designated majors. This will diversify students to different cultures of the US and world. Many other universities have graduates that were required to seek an internship as part of their education.

While the undergraduate population probably wouldn't enjoy it, I think a few more classes should become required instead of optional. So many people use general education requirements as easy courses just to fill credits. It would be beneficial, I think, if some courses were required so that more individuals going out into the world after college would be more informed and intelligent about general information.

Your communications goes about its function all wrong. We learned to write books and poems, but I doubt I will ever write something like that.

For speech, the most important speech you can make will never take place in a conference room during a presentation. It will take place at a bar or social event when with a client. I have seen clients sleep through presentations and still buy our product because they did their homework and they already made up their minds.

Teach students to be professional in spontaneous conversation, my largest sale so far was to a guy I sat next to on a plane on my way to a sales call (who only wanted a sample).

From an engineering standpoint I wish there would have been a requirement for some general business classes including finance, accounting, and management in organizations. These are critical items in today's business environment where engineers in general tend to do more and more business items than engineering as they advance in their careers. Having business classes as an undergraduate would greatly reduce the on the job learning required to gain these skills.

I loved my time at NDSU, however from the changes mostly in terms of amount of students now attending there might need to be more dormitories and more student services opportunities for on campus employment.

Foreign studies and international affairs, world economics, etc. -- see above

Put more focus on enforcing the importance of preparations for internships and experiences prior to graduation. Targeting students unsure about post-graduate occupations, and helping students pin-point their interests, and how they might apply to future occupations.

Technical writing courses.

A focus on communication and critical thinking from day one is important. In every career a person could take, they need to be able to speak and write effectively. This is going to mean different things for different careers/majors. It would be valuable to lump the engineering/technical majors together to push them to become not just better writers and presenters but better at breaking down technical information and presenting what's important.

I think that paying attention to the above marked critical issues in the general education courses would REALLY help in better preparing students. I find that because of the somewhat overwhelmingly white student base, MUCH needs to be done to expose students to other cultures and lifestyles.

Stop raising tuition.
I found my first-year experience course a waste of time.

Cultural understanding is a key to operating in an inter-connected world. All tools available (international program offerings, video and audio conferencing, other communications, artistic-based projects) to reach out to other cultures and understand them. Not to bring our culture to them or educate them on how to do things correctly, but to broaden our understanding of how diverse, and similar, our world neighbors are.

Many science general education classes are in huge lecture halls. Smaller class sizes for these would definitely improve the learning experience.

Students and professors need to realize there is a North Dakota west of Bismarck.

Teaching style and delivery: Create an open learning environment where students participate and create their learning instead of being talked at and spew back information.

Screen some student teachers better. I had two horrible student teachers, one in xxxxx and one in xxxxx, who both punished students via their grades because they disagreed with a professors in their beliefs. These students were intelligent and merely questioned the professor to make them understand where they were coming from. After their drop in grade these people inhibited their intelligence just to conform to the professor. There just needs to be more involvement between the superior professor and these teachers.

Nothing at this time.

More practical experiences and "hands on" experiences would be helpful.

Campus, Add more faculty and labs with latest equipments.

Analyzing and critical thinking skills weren't learned in general education courses. Those skills where acquired in my major related courses. The general courses were pretty much facts and didn't allow me the opportunity to think and analyze.

Finished 12 years ago, not sure.

Nothing to my knowledge.

I didn't take too many gen ed classes at NDSU, I transferred in with may of them already done.

Improving students' communication skills and their understanding of others' cultures would better prepare them throughout their career, especially if they leave North Dakota for other areas of the country or world.
