Academic Engagement:
- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  - “Learned something that changed the way you understand an issue or a concept”
  - “Worked harder than you thought you could to meet an instructor’s standards or expectations”
  - “Discussed ideas from your readings or classes with others outside of class”
  - “Time spent preparing for class”
  - “Time spent on assigned readings”

Critical Thinking:
- In CULE’s survey of alumni, employers, faculty, staff, and students, thinking critically had the third largest average gap for all groups between performance now and future importance.
  - 28% of faculty evaluated present students’ performance as “poor” in “Thinking critically about information, ideas, and beliefs.”
    - 84% rated this as “very important” or “critical” for future graduates.
  - 26% of faculty evaluated present students’ performance as “poor” in “Integrating and synthesizing information from a variety of sources.”
    - 75% rated this as “very important” or “critical” for future graduates.
  - 24% of faculty evaluated present students’ performance as “poor” in “Thinking creatively and innovatively about problems.”
    - 80% rated this as “very important” or “critical” for future graduates.
  - 24% of faculty evaluated present students’ performance as “poor” in “Analyzing and drawing conclusions from a variety of sources to solve complex problems.”
    - 77% rated this as “very important” or “critical” for future graduates.
- In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, critical thinking was the academic skill with the second largest negative gap between performance satisfaction and expectation for employers of NDSU students.
- In the Collegiate Learning Assessment (CLA), a nationally normed, performance-based assessment of value-added learning, the longitudinal results (2007-11) for seniors showed less gain (“value-added”) in four of the five categories than the 30 other schools in the “institutional sample.” They were in the bottom quartile for critiquing an argument.
- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  - Coursework emphasizes analyzing the basic elements of an idea, experience or theory
  - “Synthesizing and organizing new ideas, information or experiences into new, more complex interpretations and relationships”
  - “Applying theories or concepts to practical problems or new situations” (first-year only)
  - “Putting together ideas or concepts from different courses when completing assignments or during course discussions”
  - “NDSU’s contribution to your ability to solve complex real-world problems”

Communication:
- In CULE’s survey of alumni, employers, faculty, staff, and students, written communication had the largest average gap for all groups between performance now and future importance. Oral communication had the second largest average gap.
  - 27% of faculty evaluated present students’ performance as “poor” in “Writing clearly and effectively in a variety of contexts.”
    - 94% rated this as “very important” or “critical” for future graduates.
- 13% of faculty evaluated present students’ performance as “poor” in “Speaking clearly and effectively in a variety of contexts.”
  - 87% rated this as “very important” or “critical” for future graduates.
- In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, oral communication was the academic skill with the largest negative gap between performance satisfaction and expectation for employers of NDSU students.
- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported the following less often (significance level at least p<0.05) than students at peer institutions:
  - “Frequency of making presentations in classes”
  - “NDSU’s contribution to their ability to speak clearly and effectively”

**Personal and Social Responsibility:**
- In CULE’s survey of alumni, employers, faculty, staff, and students,
  - 18% of faculty evaluated present students’ performance as “poor” in “Examining one’s own values and conclusions.”
    - 71% rated this as “very important” or “critical” for future graduates.
  - 16% of faculty evaluated present students’ performance as “poor” in “Understanding the ethical basis for and implications of personal and professional decisions.”
    - 65% rated this as “very important” or “critical” for future graduates.
- In the 2010 Noel-Levitz Employer Satisfaction Survey of over 900 employers, employers evaluated NDSU students as having a negative gap between performance satisfaction and expectation in teamwork, reliability, listening to others, positive attitude toward work, self-discipline, accepting responsibility, and understanding and taking directions.
- On the National Survey of Student Engagement from 2007-13, NDSU 2321 seniors reported the following less often (significance level p<0.05) than students at peer institutions:
  - “NDSU contributed to their ability to develop a personal code of ethics”

**Diversity and Global Perspectives:**
- In CULE’s survey of alumni, employers, faculty, staff, and students,
  - 31% of faculty evaluated present students’ performance as “poor” in “Understanding the viewpoints of societies other than the United States and Western Europe.”
    - 60% rated this as “very important” or “critical” for future graduates.
  - 24% of faculty evaluated present students’ performance as “poor” in “Understanding cultural and ethnic diversity within the United States.”
    - 61% rated this as “very important” or “critical” for future graduates.
- In CULE’s survey of alumni, employers, faculty, staff, and students,
  - 19% of faculty evaluated present students’ performance as “poor” in “Working effectively with people from different backgrounds and cultures.”
    - 72% rated this as “very important” or “critical” for future graduates.
- On the National Survey of Student Engagement from 2007-13, 1639 NDSU first-year and 2321 seniors both reported they did the following less often (significance level at least p<0.05) than students at peer institutions:
  - “Including diverse perspectives in class discussions or writing assignments”
  - “Frequency of having serious conversations with students of a different race or ethnicity than their own”
  - “Frequency of having serious conversations with students having different religious beliefs, political opinions, or personal values than their own”
  - “Experiencing NDSU as encouraging contact among students of diverse backgrounds”

**OIRA staff, Emily Berg, Paul Fisk, and Mark Hanson, provided this information and analysis.**