

STUDENT DEMOGRAPHICS

- 47.7% female, 52.3% male
- Took an average of 5 courses per semester
- Reported receiving mostly A's (first-year: 61.1%, seniors: 53.3%) and B's (first-year: 31.5%, seniors: 42.7%)
- Average age of 20.7
- 91.1% were full-time students

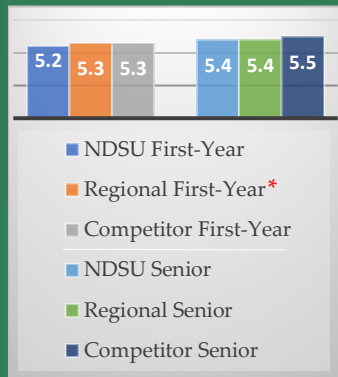
QUALITY OF INTERACTIONS WITH FACULTY

When looking at interactions with faculty, no significant differences were found between NDSU and comparison group institutions:

- First-year students:
 - NDSU: 5.2
 - Regional High Research Universities: 5.3
 - Admission Competitors: 5.3
 - Senior students:
 - NDSU: 5.3
 - Regional High Research Universities: 5.3
 - Admission Competitors: 5.4
- (scale 1 = poor, 7 = excellent)

COURSE CHALLENGE

Students were asked to what extent their courses challenged them to do their best work



*p<.05 (2-tailed); (Scale 1 = Not At All, 7 = Very Much)

NDSU first-year students were significantly less likely to be challenged than those at Regional High Research universities.

Faculty and Instructor Feedback: Summary of Results

2020 National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is an annual survey that collects information from first-year and senior students across colleges and universities in the United States about their participation in activities associated with learning and personal development. Additionally, it allows institutions to compare their data against similar organizations in order to better assess and understand current trends.^a NDSU typically administers the survey to freshman and senior students every other year in the spring, although the last survey administration was 2013. More information about NSSE can be found at <https://nsse.indiana.edu/>.

Collaborative Learning

NDSU seniors were significantly more likely to report all types of collaborative learning, compared to Regional High Research and Admission Competitor universities. This was also observed among NDSU first-year students with regard to working with other students on course projects or assignments.

During the Current School Year, How Often Have You...	NDSU First-Year	Regional First-Year	Competitor First-Year	NDSU Senior	Regional Senior	Competitor Senior
Worked with other students on course projects or assignments	2.8	2.5***	2.7**	3.1	2.8***	2.9***
Explained course material to one or more students	2.7	2.7	2.7	2.9	2.7***	2.7***
Asked another student to help you understand course material	2.7	2.6	2.6	2.7	2.5***	2.5***
Prepared for exams by discussing or working through course material with others	2.6	2.5	2.5	2.7	2.4***	2.5***

Scale: 1 = Never, 4 = Very Often

Effective Teaching Practices

NDSU first-year and senior students scored similarly to comparison groups across effective teaching practices, with the exception of receiving feedback on a draft or work in progress. Here, NDSU first-year students reported significantly lower scores than both comparison groups; this was also the case when comparing NDSU seniors to senior Admission Competitors.

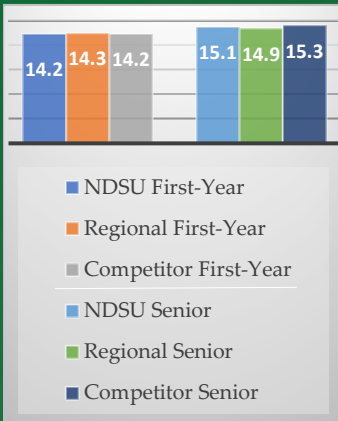
During the Current School Year, to What Extent Have Your Instructors Done the Following...	NDSU First-Year	Regional First-Year	Competitor First-Year	NDSU Senior	Regional Senior	Competitor Senior
Clearly explained course goals and requirements	3.0	2.9	3.0	3.0	3.0	3.1
Used examples or illustrations to explain difficult points	3.0	2.9	2.9*	3.1	3.0*	3.0*
Taught course sessions in an organized way	2.9	2.9	2.9	3.0	3.0*	3.0
Provided feedback on a draft or work in progress	2.6	2.7**	2.7**	2.6	2.6	2.7**
Provided prompt and detailed feedback on tests or completed assignments	2.6	2.6	2.6	2.7	2.7	2.7

Scale: 1 = Very Little, 4 = Very Much

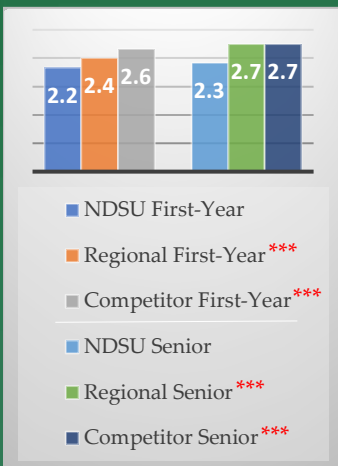
*p<.05, **p<.01, ***p<.001 (2-tailed) indicate differences between the respective NDSU first-year or senior average and the corresponding comparison group. Blue asterisks indicate that the respective NDSU group performed significantly better than comparison group(s), whereas red indicates that the comparison group(s) scored significantly higher.

READING, WRITING, & PREPARING FOR CLASS

How many hours do you spend in a typical 7-day week preparing for class?

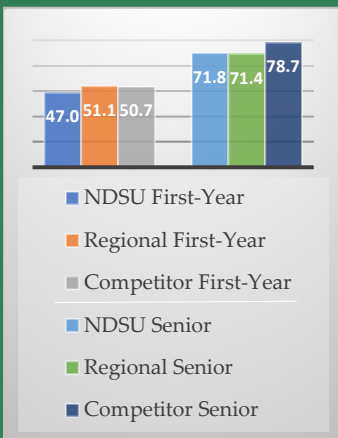


Of the time you spend preparing for class in a typical 7-day week, how much is on assigned reading?



***p<.001 (2-tailed); (Scale 1 = Very Little, 4 = Almost All)

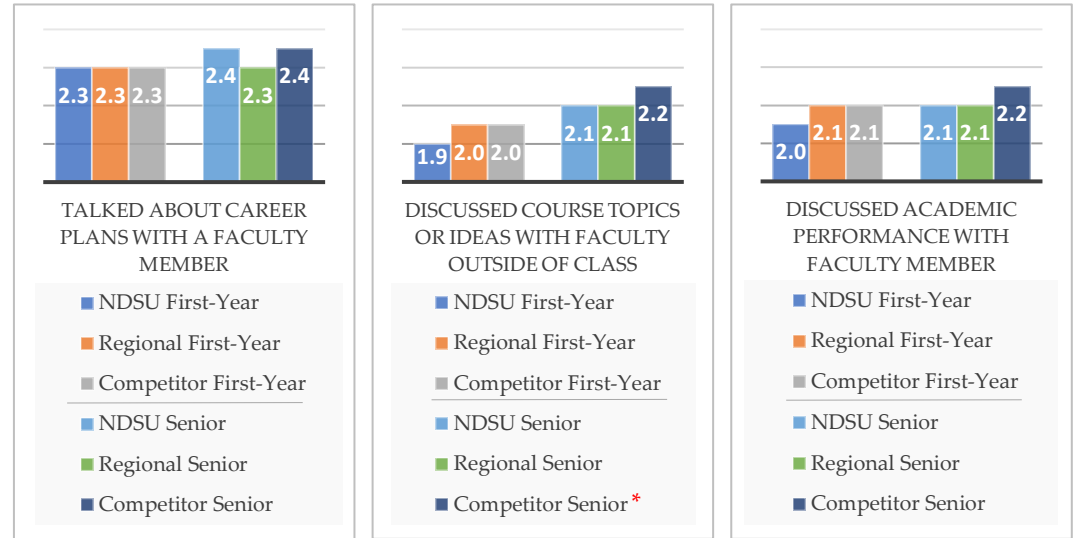
Estimated number of assigned pages of student writing during the current school year



NDSU students wrote an average of 59 pages during the current school year.

Student-Faculty Interaction

Student-faculty interactions were also assessed, such as discussing career plans, course topics, and academic performance with faculty members. No significant differences were seen between NDSU students and those in comparison groups, with the exception of NDSU seniors being significantly less likely to discuss academic performance than senior Admission Competitors. Students were also asked to what extent they worked with a faculty member on activities other than coursework, such as on committees or student groups (not shown below). All first-year students reported an average of 1.8 (2 = sometimes), whereas seniors reported an average of 2.0, 1.9, and 2.0 for NDSU, regional, and admission competitors, respectively. No significant differences were found.



Scale: 1 = Never, 4 = Very Often

Higher-Order Learning

NDSU first-year students scored significantly lower than their respective Regional and Admission Competitor comparison groups with regard to evaluating a point of view, decision, or information source; this was also the case between NDSU seniors and Admission Competitors. Significant differences were also seen between both NDSU first-year and senior students when compared to their admission competitor counterparts when asked about forming a new idea or understanding from various pieces of information.

During the Current School Year, How Much Has Your Coursework Emphasized the Following...	NDSU First-Year	Regional First-Year	Competitor First-Year	NDSU Senior	Regional Senior	Competitor Senior
Applying facts, theories, or methods to practical problems or new situations	2.9	2.8*	2.8*	3.1	3.0	3.0
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.7	2.8	2.7	2.9	2.9	3.0
Forming a new idea or understanding from various pieces of information	2.7	2.7	2.7*	2.8	2.8	2.9*
Evaluating a point of view, decision, or information source	2.6	2.7***	2.7***	2.7	2.7	2.8***

*p<.05, **p<.01, ***p<.001 (2-tailed) indicate differences between the respective NDSU first-year or senior average and the corresponding comparison group. Blue indicates that the respective NDSU group performed significantly better than comparison group(s), whereas red indicates that the comparison group(s) scored significantly higher.

*Comparison groups (unless otherwise noted) include Regional High Research Universities (South Dakota State University, University of Idaho, University of Montana, University of Wyoming, Wichita State University, and Wright State University) and Admission Competitors (Minnesota State University Mankato, Minot State University, South Dakota State University, St. Cloud State University, University of Minnesota Duluth, University of North Dakota, and University of South Dakota).