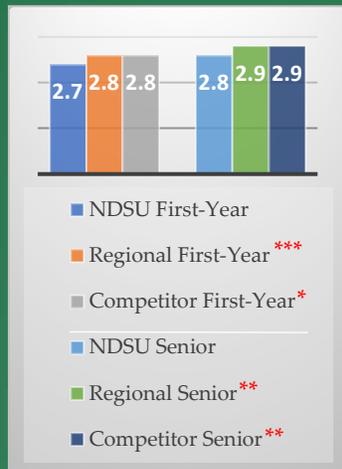


## DEMOGRAPHICS OF CURRENT STUDENTS

- 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%)
- 77.0% of students began at NDSU (88.3% of first-year and 65.1% of seniors)
- 32.4% were first-generation students (30.6% of first-year and 34.4% of seniors)
- Average age of 20.7
- 91.1% were full-time students
- Average ACT score was 24.8

## UNDERSTANDING OTHERS' VIEWS

During the current school year, how often have you tried to better understand someone else's views by imagining how an issue looks from their perspective?



(Scale 1 = Never, 4 = Very Often)

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed) indicate differences between the respective NDSU first-year or senior average and the corresponding comparison group.

Comparison groups include Regional High Research Universities and Admission Competitors. Red asterisks indicate that the respective NDSU group performed significantly lower than comparison group(s).

## Inclusiveness and Engagement with Diversity

### 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.<sup>a</sup> 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/>.

### Institution Emphasis: Inclusion

Students were asked how much their institution emphasized various inclusion-related aspects. Among NDSU students, taking allegations of discrimination or harassment seriously was most commonly reported by both first-year and senior students. NDSU first-year students reported significantly lower scores across all items than the respective comparison group. This was also the case among NDSU seniors, with the exception of taking allegations seriously and creating an overall sense of community, where no significant differences were observed.

How much does your institution emphasize the following?	NDSU First-Year	Comparison Group First-Year	NDSU Senior	Comparison Group Senior
Taking allegations of discrimination or harassment seriously	2.9	3.0***	2.9	2.9
Creating an overall sense of community among students	2.8	3.0***	2.8	2.9
Ensuring that you are not stigmatized because of your identity	2.8	3.0***	2.7	2.9***
Providing information about anti-discrimination and harassment policies	2.7	2.9***	2.7	2.9**
Helping students develop the skills to confront discrimination and harassment	2.7	2.8***	2.6	2.7*
Providing students with the resources needed for success in a multicultural world	2.6	2.8***	2.5	2.8***
Demonstrating a commitment to diversity	2.5	2.9***	2.5	2.9***

(Scale: 1 = Very Little, 4 = Very Much)

### Participation in Inclusive Events

When looking at inclusive-related actions, NDSU first-year students were most likely to report attending events, activities or presentations that reflected an appreciation for diverse groups of people, whereas NDSU seniors were more likely to report reflecting on their cultural identity. NDSU students reported significantly lower scores on all inclusion items when weighing against comparison groups.

During the current school year, about how often have you done the following?	NDSU First-Year	Comparison Group First-Year	NDSU Senior	Comparison Group Senior
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	1.9	2.2***	1.8	2.1***
Reflected on your cultural identity	1.7	2.1***	1.9	2.2***
Participated in the activities of centers related to specific groups	1.6	1.8***	1.6	1.8***
Participated in a diversity-related club or organization	1.4	1.7***	1.4	1.7***
Participated in a demonstration for a diversity-related cause	1.3	1.4***	1.3	1.5***

(Scale: 1 = Never, 4 = Very Often)

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed) indicate differences between the respective NDSU first-year or senior average and the corresponding comparison group. Red asterisks indicate that the respective NDSU group performed significantly lower than comparison group(s).

## INTERACTIONS

How much has your experience at this institution contributed to understanding people of other backgrounds?



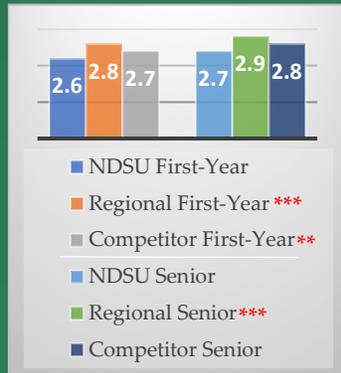
(Scale 1 = Very Little, 4 = Very Much)

How much does your institution emphasize encouraging contact among students from different backgrounds?



(Scale 1 = Very Little, 4 = Very Much)

During the current school year, about how often have you had discussions with people of a race or ethnicity other than your own?



(Scale 1 = Never, 4 = Very Often)

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed) indicate differences between the respective NDSU first-year or senior average and the corresponding comparison group.

Comparison groups include Regional High Research Universities and Admission Competitors. Red asterisks indicate that the respective NDSU group performed significantly lower than comparison group(s).

## Coursework Emphasis: Inclusion

NDSU first-year and senior students were most likely to report that their coursework emphasized sharing their own perspectives and experiences, respecting the expression of diverse ideas, and developing the skills necessary to work effectively with people from various backgrounds. Across all items, however, NDSU students reported significantly lower scores with regard to inclusion aspects of coursework than the comparison group.

During the current school year, how much has your coursework emphasized the following?	NDSU First-Year	Comparison Group First-Year	NDSU Senior	Comparison Group Senior
Sharing your own perspectives and experiences	2.5	2.8***	2.6	2.9***
Respecting the expression of diverse ideas	2.4	2.8***	2.5	2.8***
Developing the skills necessary to work effectively with people from various backgrounds	2.4	2.6***	2.5	2.8***
Recognizing your own cultural norms and biases	2.3	2.6***	2.4	2.7***
Exploring your own background through projects, assignments, or programs	2.3	2.5***	2.3	2.6***
Learning about other cultures	2.1	2.6***	2.2	2.6***
Discussing issues of equity or privilege	2.0	2.5***	2.1	2.6***

(Scale: 1 = Very Little, 4 = Very Much)

## Supportive Environment for Diversity

First-year and senior students were also asked to what degree their institution provides a supportive environment with regard to several different types of diversity. At NDSU, first-year students reported that the campus was most supportive regarding gender identity and sexual orientation; among NDSU seniors, racial/ethnic identity and disability status were most commonly reported.

NDSU first-year students were significantly less likely to report a supportive environment than those in their respective comparison group across all items. NDSU seniors also reported significantly lower support for gender identity, sexual orientation, and racial/ethnic identity than the comparison group; there were no significant differences regarding disability, economic background, religion, and political affiliation, however.

How much does your institution provide a supportive environment for the following forms of diversity?	NDSU First-Year	Comparison Group First-Year	NDSU Senior	Comparison Group Senior
Gender identity	2.9	3.0***	2.7	2.9***
Sexual orientation	2.9	3.0***	2.7	2.9***
Racial/ethnic identity	2.8	3.1***	2.8	2.9***
Disability status	2.8	2.9*	2.8	2.8
Economic background	2.7	2.8**	2.7	2.7
Religious affiliation	2.7	2.9***	2.7	2.7
Political affiliation	2.5	2.7***	2.6	2.5

(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. Red asterisks indicate that the respective NDSU group performed significantly lower than comparison group(s).

Comparison group information in the tables above is comprised of 207 universities across the United States who also administered the "Inclusiveness and Engagement with Cultural Diversity" module from NSSE.